



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



2022 – 2023

**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 2022-2023

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:

The feedback analysis from all four semesters of the B.Ed Curriculum provides valuable insights into various aspects of the programme. Here's a consolidated summary:

1. The orientation programs effectively helped student teachers understand the B.Ed Curriculum across all semesters.
2. The B.Ed Curriculum consistently motivates student teachers to become professional educators.
3. While generally perceived as student-centered, there were some divergent opinions across semesters regarding the student-centered nature of the curriculum.
4. The curriculum effectively familiarizes student teachers with philosophies, methodologies, and values of teaching across all semesters.
5. The B.Ed Curriculum is considered sufficient for preservice training in all semesters.
6. The curriculum consistently equips student teachers with ICT skills and effectively integrates ICT into teaching practices.
7. The relevance of course learning outcomes is consistently acknowledged across all semesters.
8. Practicums included in each semester of the curriculum are relevant and contribute to skill development, including pedagogical, organizational, and communication skills.



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9. Value-added courses and integration sessions are significant and helpful in integrating teaching skills and values.
10. Assessment practices, including analysis and development, are considered coherent and effective across semesters.
11. The curriculum addresses student diversities effectively and promotes inclusivity in teaching practices.
12. There is flexibility in assignments and various learning approaches across semesters, fostering adaptability and resourcefulness among student teachers.
13. The curriculum consistently promotes competency development in various functional areas, including teaching, assessment, ICT, and event organization.
14. Practical works and field experiences significantly contribute to professional preparation, pedagogical skills, and sensitivity to student needs.
15. Opportunities for aesthetic and cultural appreciation, such as drama, art education, and appreciation of Indian culture, enrich student experiences.

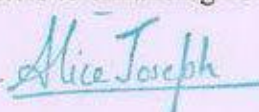
In conclusion, the feedback indicates that the B.Ed Curriculum effectively prepares student teachers with the necessary skills, competencies, and values required for the teaching profession. Continuous efforts to enhance student-centered approaches, diversity inclusion, and practical experiences could further enrich the curriculum's effectiveness and relevance.

Feedback from Teachers:

Based on the analysis of teachers' feedback on the B.Ed Curriculum, the following consolidated report can be provided:

1. All 12 responding teachers unanimously agree that there is scope for adopting new and innovative techniques and strategies in the B.Ed Curriculum.
2. All teachers concur that the B.Ed Curriculum provides space for innovative teaching and research.
3. 66.7% strongly agree, 25% agree, and 8.3% remain neutral about the richness of learning resources in the B.Ed Curriculum.
4. 91.6% of teachers agree that the B.Ed Curriculum caters to enhancing ICT skills, while 8.3% hold a neutral opinion.




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5. Only 8.3% of teachers express neutrality regarding the promotion of ICT facilities in the teaching-learning process within the B.Ed Curriculum.
6. All participating teachers unanimously agree that the Evaluation Procedure in the B.Ed Curriculum is effective.
7. All teachers agree that the B.Ed Curriculum effectively instills values in student teachers.
8. While 56.7% of teachers believe the B.Ed Curriculum adequately addresses the preservation, promotion, and transmission of Indian culture, 8.3% disagree, and 25% remain neutral.
9. 25% strongly agree, 58.3% agree, and 16.7% remain neutral regarding the balance between theory and practicals in the B.Ed Curriculum.
10. All teachers agree that the B.Ed Curriculum effectively prepares professional teachers.
11. All teachers agree that the B.Ed Curriculum adequately prepares student teachers for lifelong learning.

In summary, the feedback indicates overall satisfaction with various aspects of the B.Ed Curriculum, including its adaptability to new teaching methods, richness of resources, emphasis on ICT skills, and effectiveness in preparing professional teachers and lifelong learners. However, there are some neutral or dissenting opinions on the preservation of Indian culture and the balance between theory and practical components. These areas may require further attention and refinement.

Feedback from Employers:

Overall, the feedback from employers indicates strong approval and satisfaction with various aspects of the curriculum for student teachers, ranging from knowledge and skill development to values integration and inclusivity.

Feedback from Alumnae:

Based on the feedback collected from alumnae for the 2022-2023 period, the following consolidation can be made:

1. Alumnae agreed that the curriculum provided the basic skills required for effective teaching.



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2. The learning experiences gained through the curriculum have significantly contributed to their journey as professionals.
3. The course on Educational Psychology in the B.Ed curriculum helped alumnae understand their students properly.
4. Micro teaching, induction, and internship programs included in the curriculum helped alumnae become effective teachers.
5. Pedagogical courses delivered as part of the curriculum aided alumnae in planning classroom teaching effectively.
6. The curriculum facilitated alumnae in practicing different teaching methodologies.
7. About 12% of alumnae did not agree that the curriculum helped them acquire 21st-century teaching skills, indicating a need for more skilled development programs.
8. The curriculum helped alumnae integrate values into their lesson plans.
9. Drama and art in the curriculum helped alumnae develop lesson plans creatively.
10. While the majority agreed that Yoga and Physical Education in the curriculum helps in the physical development of students, about 24% of alumnae did not agree, suggesting a need to emphasize the significance of Health and Physical Education in the curriculum.

In summary, the alumnae generally found the curriculum beneficial in various aspects of teacher preparation and professional development, although there are areas where improvements or emphasis might be needed, particularly regarding 21st-century teaching skills and the role of health and physical education.

Feedback from Teaching Practice Schools:

Based on the feedback collected from Heads of Teaching Practice Schools for the 2022-23 period, the following consolidation can be made:

1. Majority agreed that the curriculum is effective in transacting knowledge in school education.
2. Majority agreed that the syllabus is need-based and updated.
3. All heads agreed that the curriculum helps in developing teaching skills.
4. While the majority agreed that the curriculum helps student teachers handle learners with diversified needs, 20% of heads did not agree, indicating a need for emphasis on identifying and addressing students' needs.



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5. Although the majority agreed that the curriculum helps student teachers be proficient in 21st-century teaching skills, about 22% disagreed, suggesting a need for more activities in this area.
6. 15% of heads disagreed that the curriculum supports in moulding the personality of student teachers, indicating a need for more training in personality development.
7. 20% of heads disagreed that the curriculum helps student teachers be aware of social issues and enable them to solve everyday life problems, suggesting a need for encouraging more projects and involvement in social issues.
8. All heads agreed that the curriculum develops communicative skills of student teachers.
9. Majority (about 95%) agreed that the curriculum develops technological skills of student teachers.
10. Majority (about 90%) agreed that the curriculum helps student teachers integrate value education in their lesson plans.

In summary, while there is overall agreement on the effectiveness and relevance of the curriculum in developing teaching skills, there are areas where improvements and emphasis are needed, such as handling diversified learners' needs, proficiency in 21st-century teaching skills, personality development, awareness of social issues, and problem-solving. These areas require attention to ensure that student teachers are well-prepared for the challenges of modern education and society.



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Plan of Action on Stakeholder Feedback of the Year 2022-2023

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

| Feedback | Stakeholders | Plan of Action |
|---|--------------|--|
| Make classes more student centered. | Students | Faculty members will be encouraged to adopt innovative teaching methodologies that prioritize student engagement and participation. |
| Student diversity inclusion | | Seminars on Inclusive Education will be organized. Classes to enhance modern technological skills for addressing inclusiveness in classrooms will be provided. Exposure to technological aids that address student diversity will be provided. Student teachers will be encouraged to enroll for self-study courses related to inclusive education. |
| Inclusion of more practical experiences | | More activities like Field Visits, Outreach classroom Activities and community Engagement Programmes will be organized. |
| Encourage students to use ICT | | More technological skill development programmes will be implemented. |
| Neutral or dissenting opinions on the preservation of Indian culture and the balance between theory and practical components. | Teachers | Workshops or cultural events that emphasize the preservation, promotion, and transmission of Indian culture within the curriculum will be planned. Teaching methodologies to ensure practical learning experiences and real-world |




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|---|---|---|
| | | applications. |
| More emphasis on 21st-century teaching skills. | Alumnae, Teaching Practice Schools | Innovative student centered teaching methodologies and technology-enhanced learning experiences will be incorporated into the curriculum. |
| More emphasis on the role of yoga and health and physical education. | Alumnae | More practical sessions and experiential learning opportunities on yoga and physical education will be included. |
| personality development, awareness of social issues, and problem-solving. | Teaching Practice Schools | Value added course on Life Skills will be designed. |



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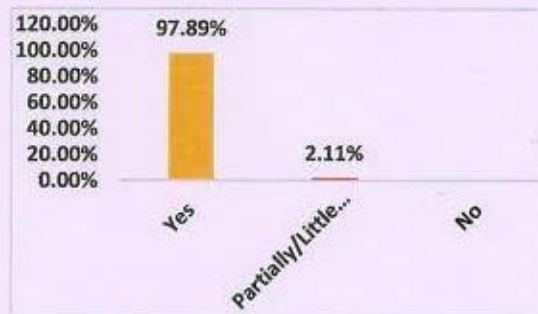
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Student Feedback Analysis on Curriculum

I Semester (2022-2024 batch)

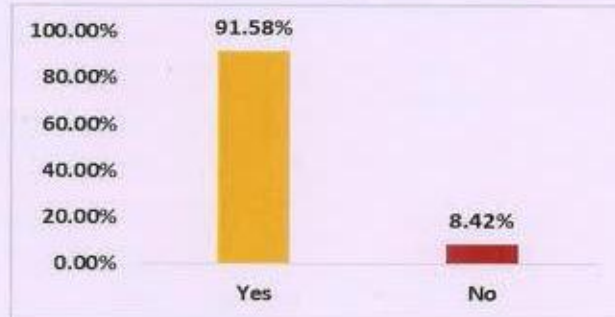
95 student teachers of I Semester B.Ed Programme responded to the feedback form. The analysis of the data thus collected reveals the following :-

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



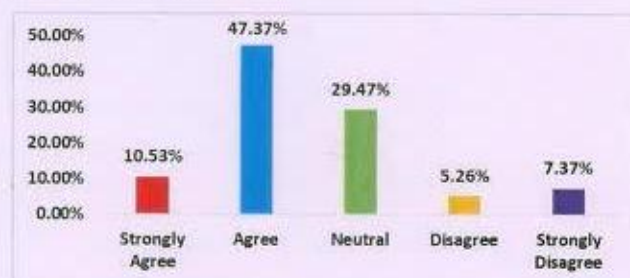
The orientation programme on B.Ed Curriculum helped them to understand the B.Ed Curriculum.

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



The B.Ed Curriculum motivates them to be a professional teacher.

3. The B.Ed Curriculum is student centered.



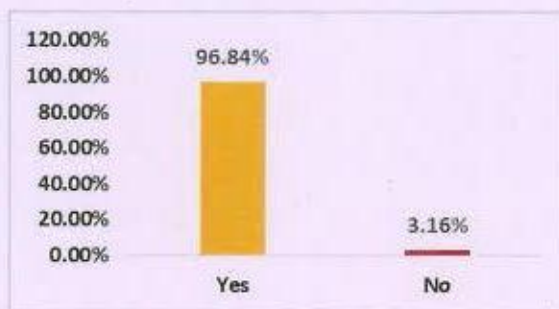
The B.Ed Curriculum is student centered though agreed by a majority but there were a quite a few who didn't feel it to be that way.



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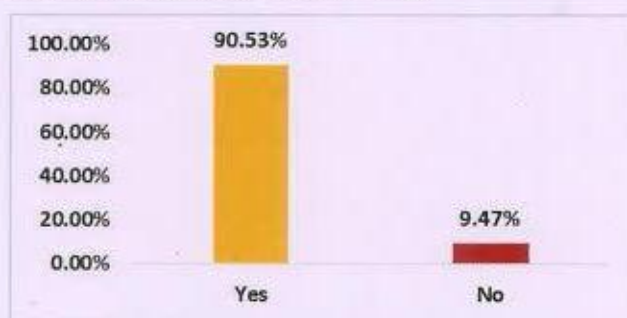
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4. Does the B.Ed Curriculum familiarises you with Philosophies of teaching and Learning?



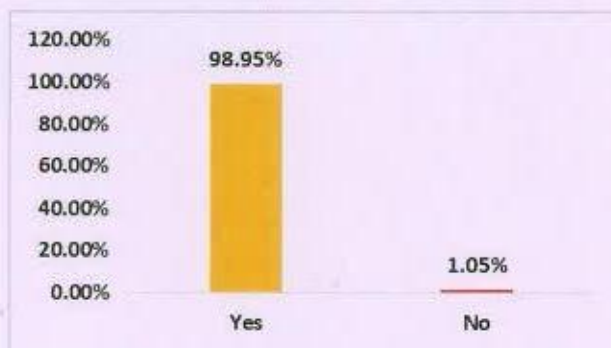
The B.Ed Curriculum familiarises them with Philosophies of teaching and Learning.

5. Is B.E d curriculum sufficient for preservice training?



The B.Ed curriculum is sufficient for preservice training.

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

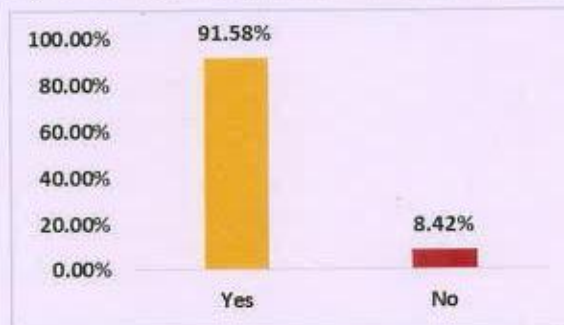


The B.Ed Curriculum familiarize them with different methodologies of Teaching and Learning.



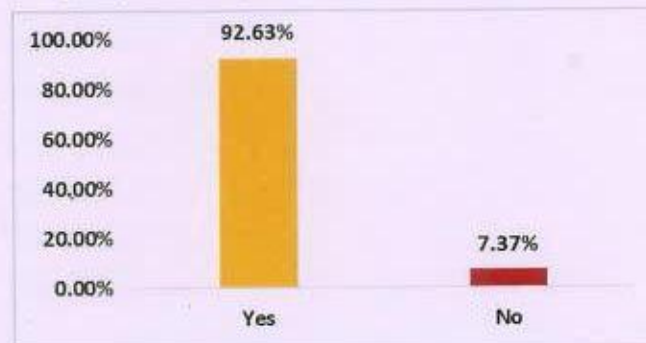
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7. Are the Course Learning Outcomes of each course of the B.Ed Curriculum relevant?



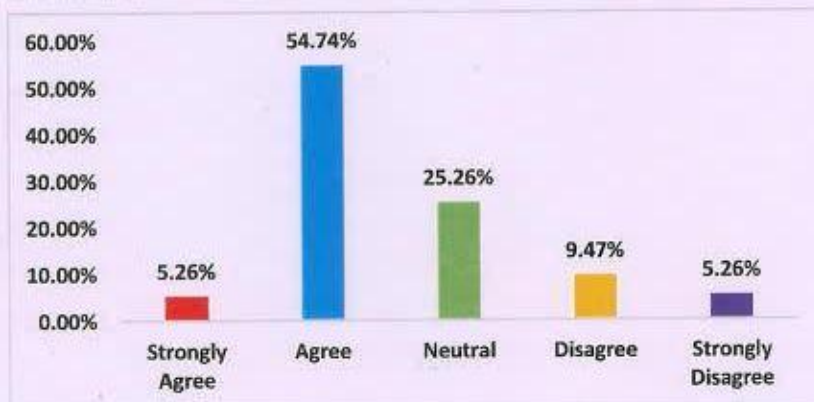
The Course Learning Outcomes of each course of the B.Ed Curriculum is relevant.

8. Does B.Ed Curriculum give you enough exposure to develop as a teacher with social skills



There is provision in the B.Ed Curriculum to help them develop as teachers with social skills.

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



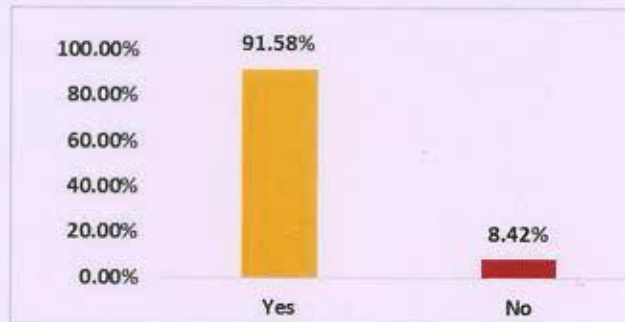
The Practicums included in this semester of the B.Ed Curriculum are relevant



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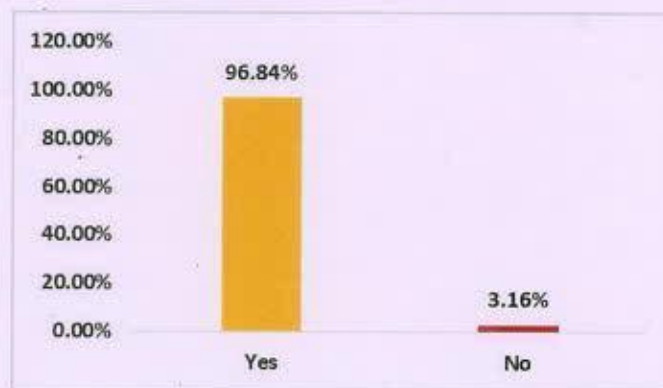
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11. Does the B.Ed Curriculum help in forming teachers with value?



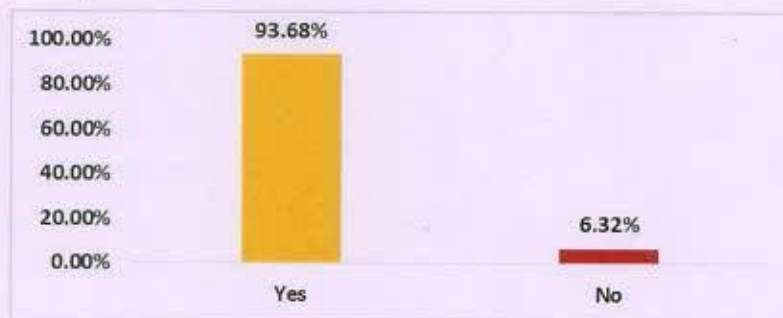
The B.Ed Curriculum helps in forming teachers with values.

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



The B.Ed Curriculum equip them with ICT skills.

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

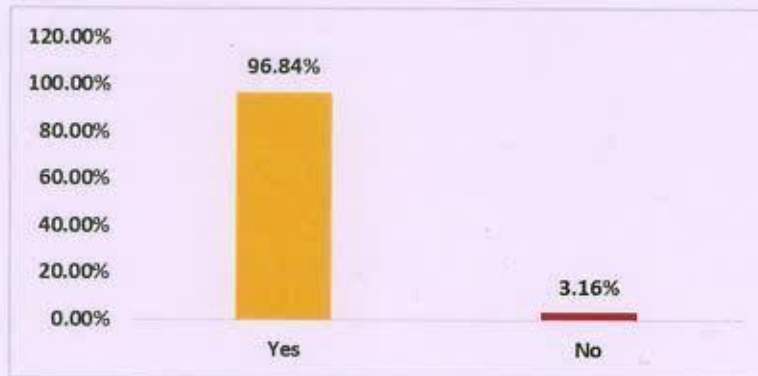


The Core Courses in the B.Ed curriculum of this semester help to increasing their knowledge of teaching Profession.



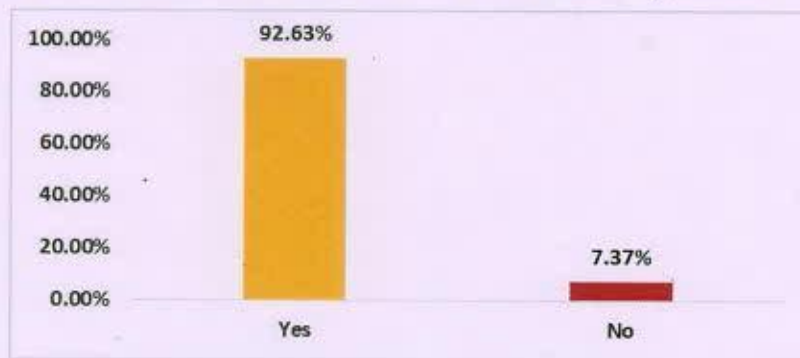
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13. Does the practical's of the B.Ed Curriculum of this semester help in developing teaching Skills ?



The practicals of the B.Ed Curriculum of this semester help in developing teaching Skills.

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



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?



The link practice sessions included in the B.Ed Curriculum are helpful in integrating the teaching skills they learnt.



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Student Feedback Analysis on Curriculum

Semester II (2022-2024 batch)

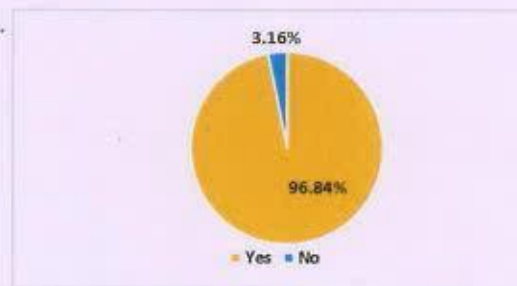
Of the total 100 Student teachers 95 of them responded to the II Semester feedback form. The analysis of the data thus collected reveals the following facts about the B.Ed Curriculum :-

1. Did the theory of the II Semester B.Ed Curriculum address diversities of School Curriculum.



The theory of the II Semester B.Ed Curriculum address diversities of School Curriculum.

2. Is their provision in the B.Ed Curriculum of II Semester to understand about student diversities



There is provision in the B.Ed Curriculum of II Semester to understand about student diversities.

3. The Practical work on preparation of a school profile included in the II Semester B.Ed Curriculum is adequate for your professional preparation



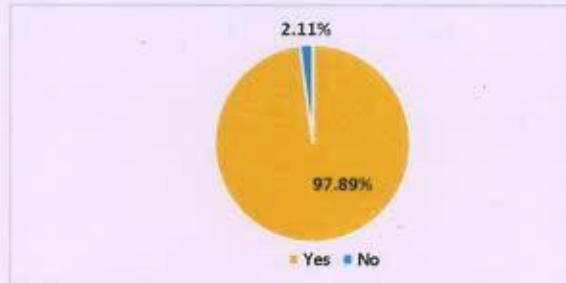
The Practical work on preparation of a school profile included in the II Semester B.Ed Curriculum is adequate for your professional preparation.

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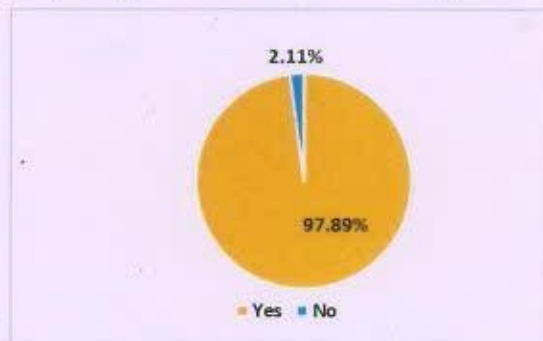


4. Identification of Exceptional Children and their characteristics during School Induction of the B.Ed Curriculum helped to be sensitive to the needs of the exceptional children



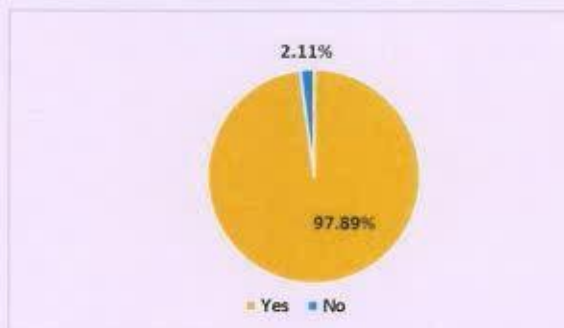
Identification of Exceptional Children and their characteristics during School Induction of the B.Ed Curriculum helped to be sensitive to the needs of the exceptional children.

5. Analysis of the prevailing Assessment practices of the Induction School included in the B.Ed curriculum is good for getting a coherent understanding of various assessment practices.



Analysis of the prevailing Assessment practices of the Induction School included in the B.Ed curriculum is good for getting a coherent understanding of various assessment practices.

6. Discussion of Lesson Plans in the B.Ed Curriculum of II Semester is necessary to understand lesson planning

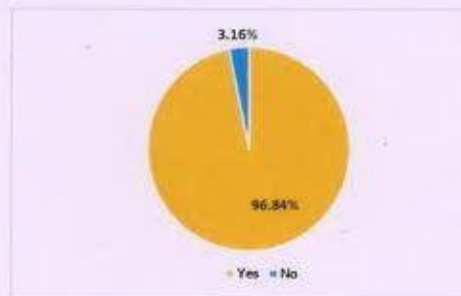


Discussion of Lesson Plans in the B.Ed Curriculum of II Semester is necessary to understand lesson planning



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7. The Demonstration Classes included in the B.Ed Curriculum helped in enhancing your pedagogical skills



The Demonstration Classes included in the B.Ed Curriculum helped in enhancing your pedagogical skills

8. The B.Ed Curriculum helped you to improve your teaching Skills through Criticism Classes



The B.Ed Curriculum has helped the student teachers to improve your teaching Skills through Criticism Classes

9. The School Induction programme of the B.Ed Curriculum is effective in enhancing your pedagogical skills



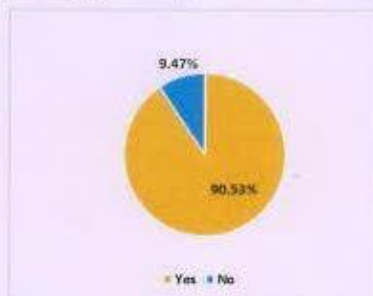
The School Induction programme of the B.Ed Curriculum is effective in enhancing the pedagogical skills of the student teachers

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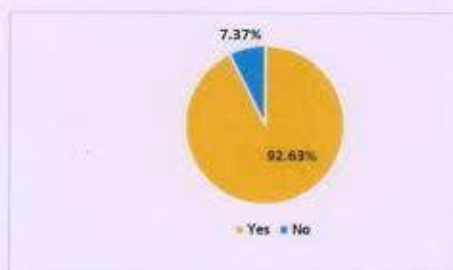
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10. The Practical works of Health and Physical Education Course included in the B.Ed Curriculum contributed in sharpening your organisational Skills and enhancing Cooperation



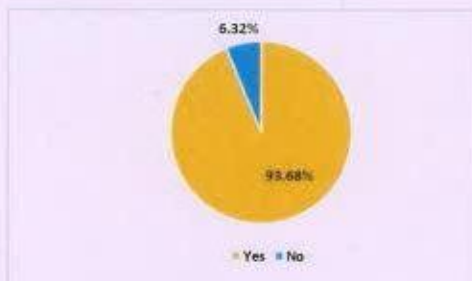
The Practical works of Health and Physical Education Course included in the B.Ed Curriculum has contributed in sharpening the organizational Skills of the student teachers and enhancing Cooperation amongst them.

11. Interviewing a local artist as part of the B.Ed Curriculum helped to nurture your skills for interviewing



Interviewing a local artist as part of the B.Ed Curriculum helped to nurture the skills for interviewing of the student teachers.

12. Preparing criteria for evaluating art forms of India a part of the B.Ed Curriculum helped me to appreciate the Indian Culture

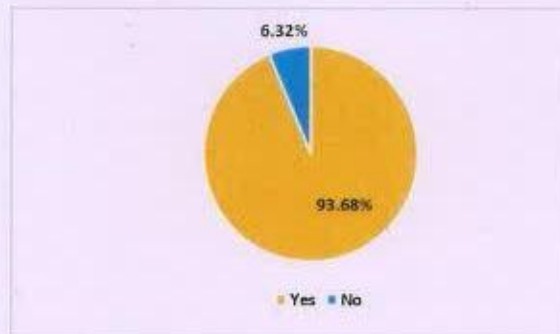


Preparing criteria for evaluating art forms of India a part of the B.Ed Curriculum helped the student teachers to appreciate the Indian Culture



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13. Are the Course Learning Outcomes for each course of the II Semester of B.Ed Curriculum relevant?



The Course Learning Outcomes for each course of the II Semester of B.Ed Curriculum is relevant .

14. Competency of effective communication is developed in students through activities in the curriculum



Competency of effective communication is developed in students through activities in the curriculum

15 Did the II Semester B.Ed Curriculum equip you with ICT skills?



The II Semester B.Ed Curriculum has equipped the student teachers with ICT skills.



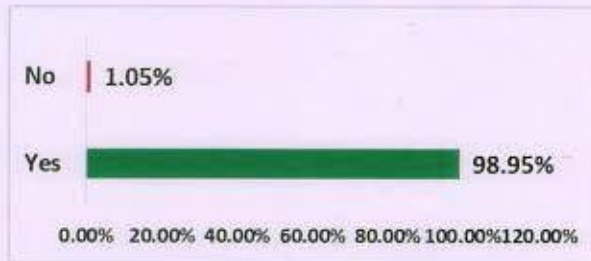
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Student Feedback Analysis on Curriculum 2022-2023

Semester III (2021-2023 batch)

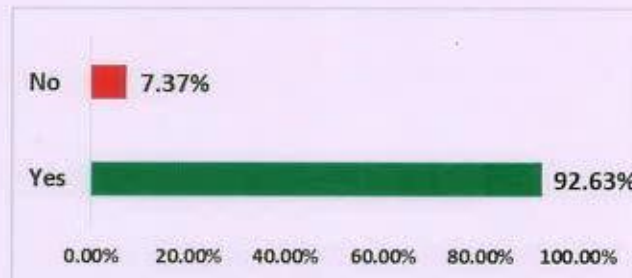
Out of the 96 teacher students 95 of them responded to the III Semester feedback form. Analysis of the data collected reflected the student teachers opinion about the B.Ed Curriculum :-

1. Did practical's of the Curriculum of III semester help in professional preparation?



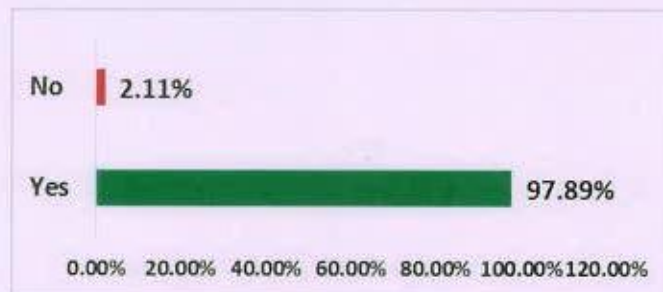
Practical's included in the III semester of the B.Ed Curriculum help in professional preparation.

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



The Course content of 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?

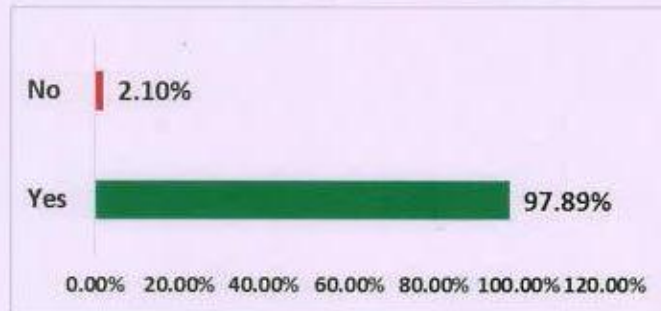


The curriculum of the Semester III helped the student teacher's in analysing current school practices.



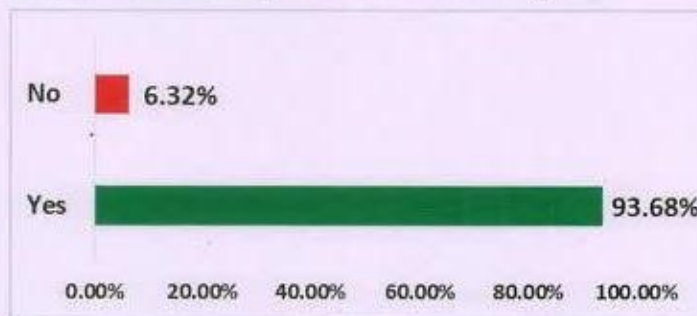
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4. Did the Practical works of the B.Ed Curriculum of the III semester help in developing Pedagogical skills ?



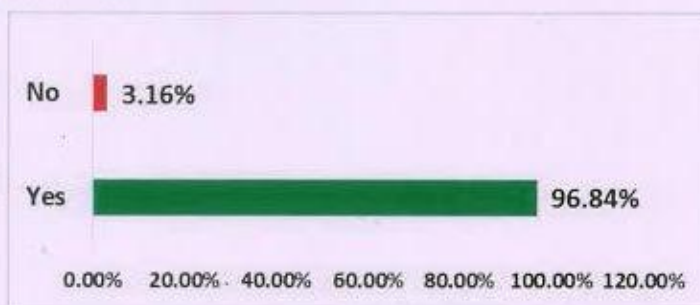
The Practical works of the B.Ed Curriculum of the III semester helped the student teachers in developing Pedagogical skills.

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 ?



The practical work on Value education classes included in the B.Ed Curriculum of III Semester is adequate to uphold the value system of Indian society.

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

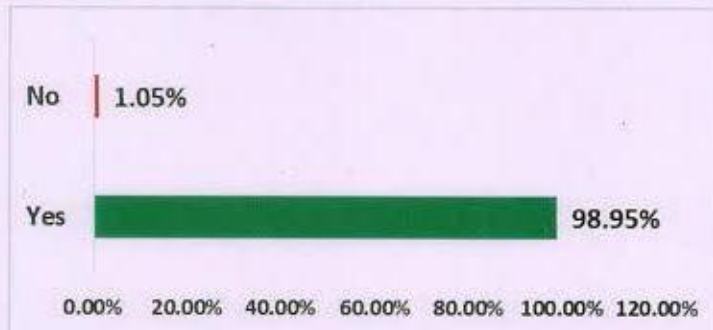


The practical work on Case Study included in the B.Ed Curriculum of Semester III enhanced the sensitivity of the Student teachers towards the needs of the students.



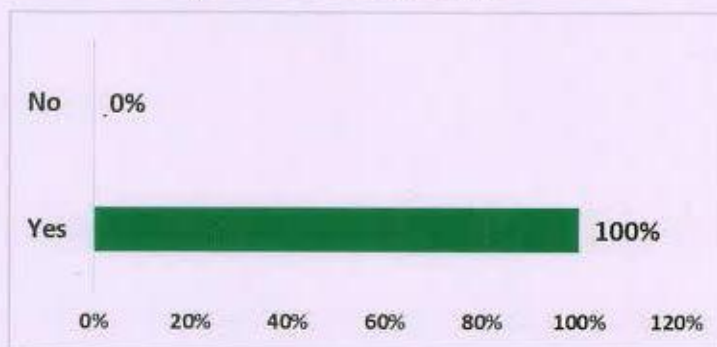
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7. Did the Practical work on peer evaluation included in the B.Ed Curriculum of III Semester help in improving your skills of teaching and evaluation?



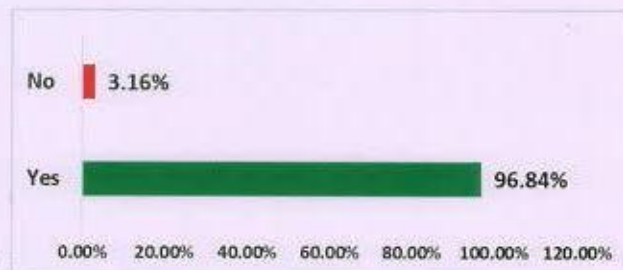
The Practical work on peer evaluation included in the B.Ed Curriculum of III Semester helped the student teachers in improving their skills of teaching and evaluation.

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



The practical work on Action Research of the B.Ed curriculum helped the student teachers to identify the educational problems and come up with feasible solution for the same.

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

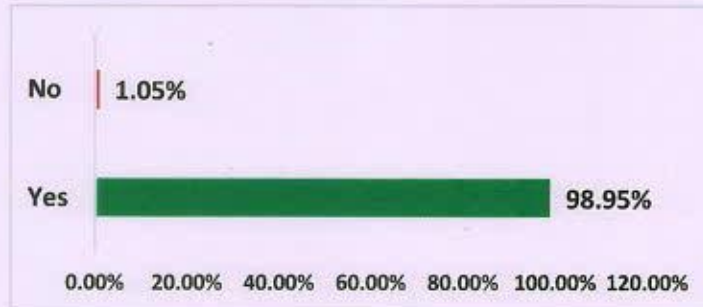


The 50 lesson plans as per the syllabus of B.Ed Curriculum is sufficient for enhancing teaching competency of the student teachers.



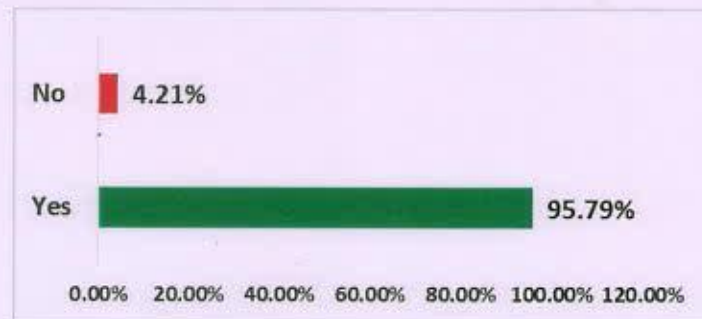
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10. Did Practical Work in Value Education of the B.Ed Curriculum in the Semester III help to integrate value into your lessons?



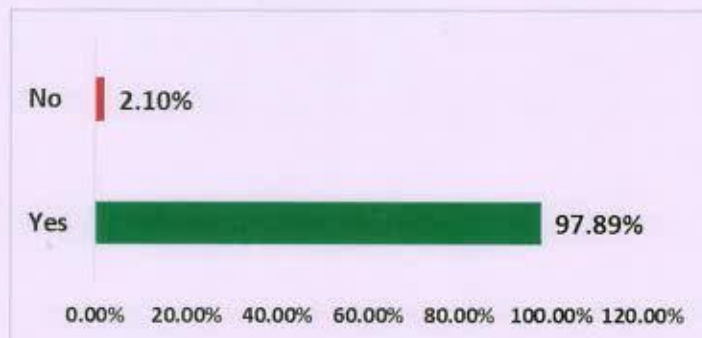
Practical Work in Value Education of the B.Ed Curriculum in the Semester III helped the student teachers to integrate value into your lessons.

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?



The Knowledge and skills in developing teaching aids imparted to the student teachers via the B.Ed Curriculum help them to be a creative teacher.

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



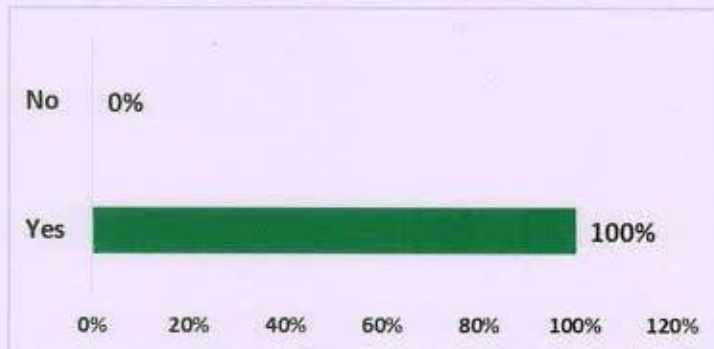
The knowledge and skills in preparation of Self-Assessment tool obtained through the B.Ed Curriculum helped the student teachers to enhance their Assessment skills.



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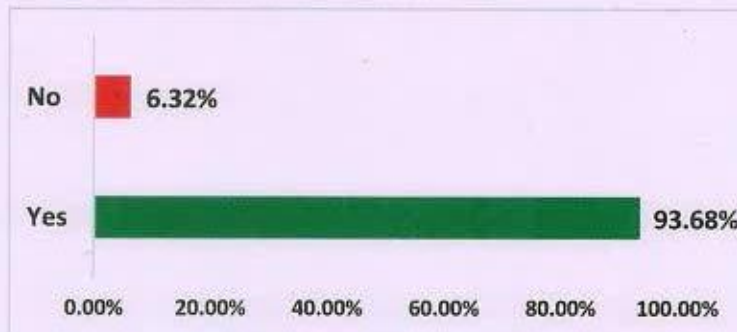
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13. Did the preparation and implementation of Diagnostic test included in the B.Ed Curriculum help identify gaps in teaching learning process during internship?



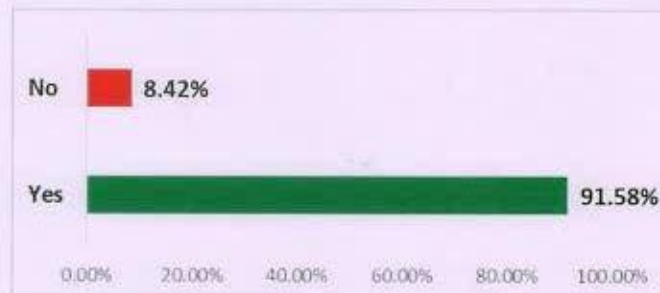
The preparation and implementation of Diagnostic test included in the B.Ed Curriculum helped the student teachers to identify gaps in teaching learning process during internship.

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 ?



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

15. Has Drama And Art Education included in the B.Ed Curriculum of III Semester enhance your aesthetic sense?



Drama and Art Education included in the B.Ed Curriculum of III Semester helped to enhance their aesthetic sense.



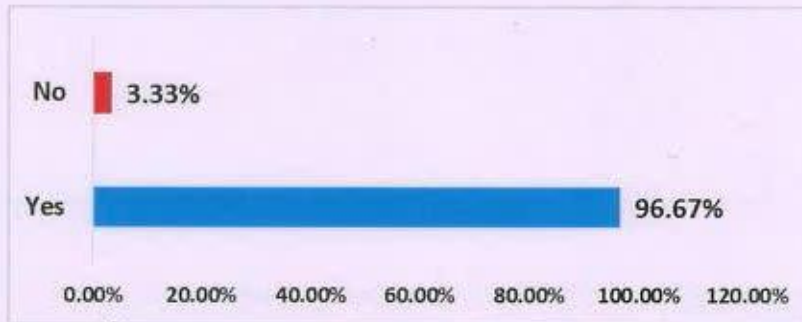
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Student Feedback Analysis on Curriculum 2022-23

Semester IV

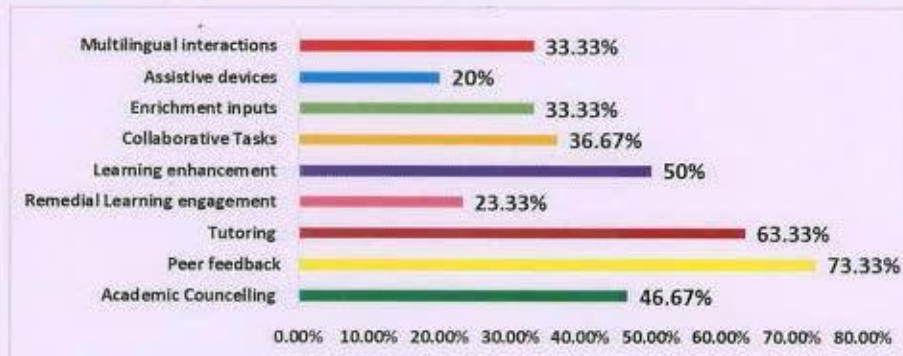
The percentage analysis of the data received from the IV semester student teachers reveals the following about the B.Ed Curriculum

1. Student Diversities are addressed in the Curriculum



96.67% were of the opinion that student diversities was addresses in the B.Ed Curriculum.

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



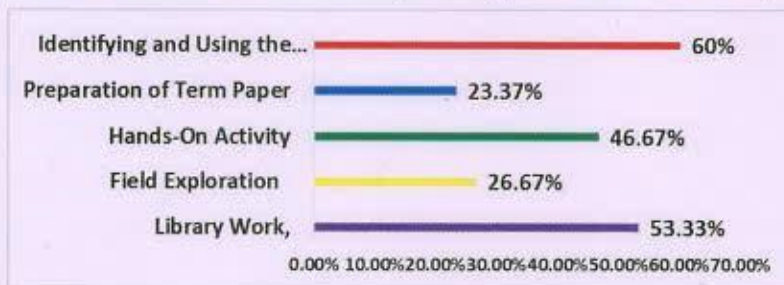
Student diversities were addressed in the curriculum by way of the following:

- i. Academic Counselling was said by 46.7% of student teachers .
- ii. Peer feedback was said by 73.33% of student teachers
- iii. Tutoring was said by 63.33% of student teachers
- iv. Remedial Learning engagement was said by 23.33%% of student teachers
- v. Learning Enhancement was said by 50% of student teachers
- vi. Collaborative Tasks was said by 36.67% of student teachers
- vii. Enrichment inputs was said by 33.33% of student teachers
- viii. Assistive devices was said by 20% of student teachers
- ix. Multilingual interactions was said by 33.33% of student teachers



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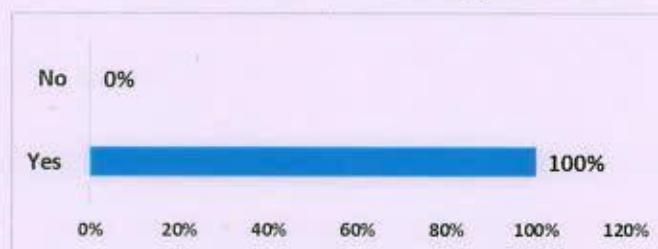
3. The curriculum has flexibility in assignments for the theory course through



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

- i. 53.33% said through Library Work
- ii. 26.67% said through Field Exploration
- iii. 46.67% said through Hands-On Activity
- iv. 23.37% said through Preparation of Term Paper
- v. 60% said through Identifying and Using the Different Sources for Study

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

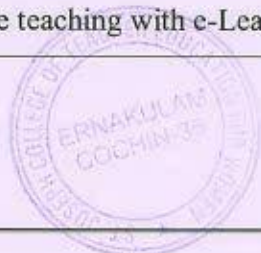


All the student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.

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



96.67% of the student teachers agreed that the B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources.



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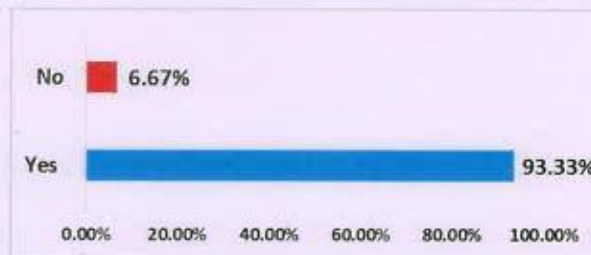
6. The B.Ed Curriculum encourages students to use ICT through



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

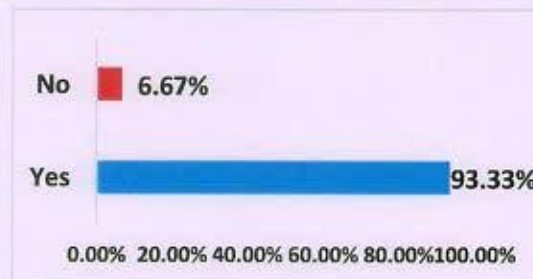
- i. Mobile based Learning by 20%
- ii. Online material by 66.67%
- iii. Podcast by 3.33%
- iv. None used ICT for Virtual Laboratories
- v. Learning Apps by 6.67%.

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



93.33% 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



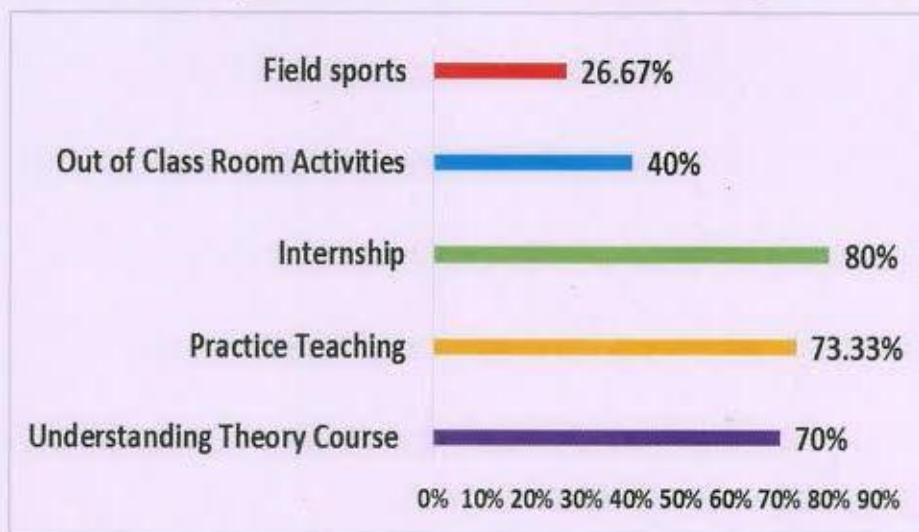
There is scope for training in ICT in the B.Ed Curriculum was opined by 93.33% of student teachers.



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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 70%, 73.33%, 80%, 40% and 26.67% 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 .

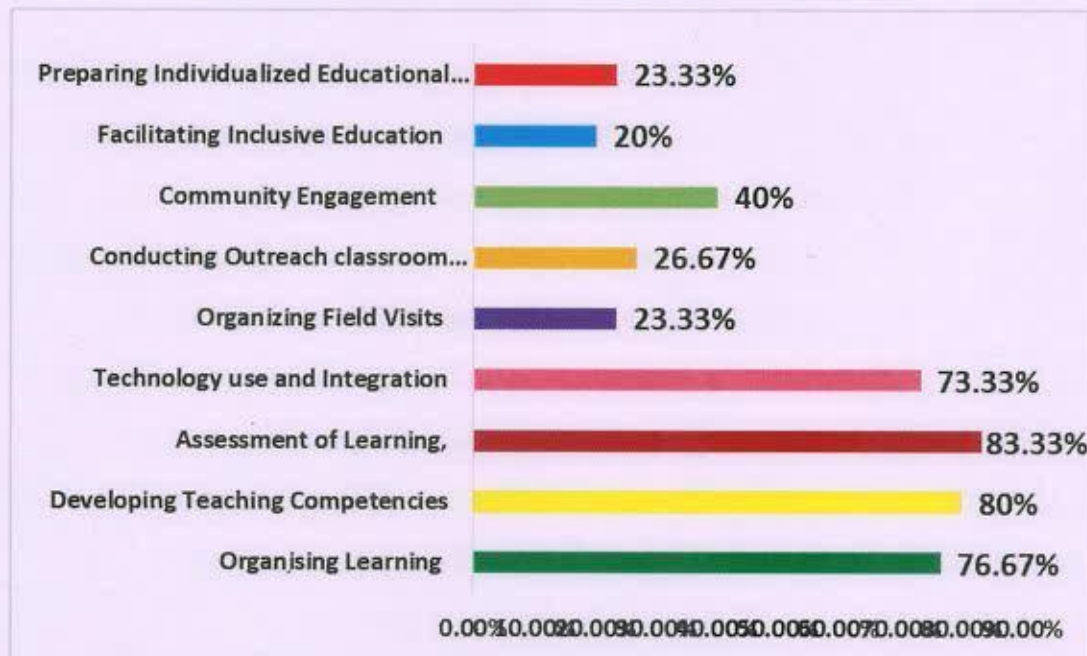


Book reading & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum for the exposure of students to the recent developments in the field of education was said by 53.33%, 66.67%, 63.33%, 66.67% and 43.33% 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 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 76.67%, 80%, 83.33%, 73.33%, 23.33%, 26.67%, 40%, 20%, and 23.33% 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- 76.67%
- ii. Content mapping- 63.33%%
- iii. Lesson planning-76.67%%
- iv. Individualized education plans (IEP) 50%
- v. Identifying varied student abilities 63.33%
- vi. Dealing with student diversity in classrooms-70%
- vii. Visualising differential learning activities according to student needs- 60%
- viii. Addressing inclusiveness- 50%
- ix. Assessing student learning – 63.33%
- x. Less than half of the student teachers identified the following activities to have helped them in developing the following skills and competencies
- xi. Evolving ICT based learning situations- 40%
- xii. Mobilizing relevant and varied resources- 37.31%
- xiii. Exposure to Braille -13.33%
- xiv. Exposure to Indian Language – 20%
- xv. Exposure to community engagement – 36.67%

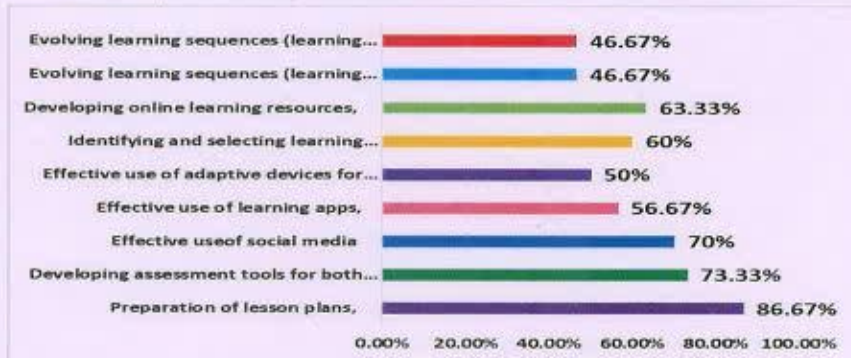


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13. The B.Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of



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

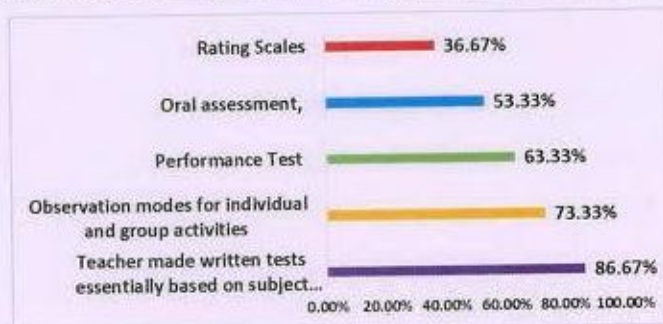
- i. Preparation of lesson plans was said by 86.67% of student teachers
- ii. Developing assessment tools for both online and offline learning was said by 73.33% of student teachers
- iii. Effective use of social media was said by 70% of student teachers
- iv. Effective use of learning apps was said by 56.67% of student teachers
- v. Effective use of adaptive devices for learning, was said by 50% of student teachers
- vi. Identifying and selecting learning resources was said by 60%
- vii. Developing online learning resources was said by 63.33% of student teachers
- viii. Evolving learning sequences (learning activities) for online mode was said by 46.67% of student teachers
- ix. Evolving learning sequences (learning activities) for face-to-face situations was said by 46.67% of student teachers.

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



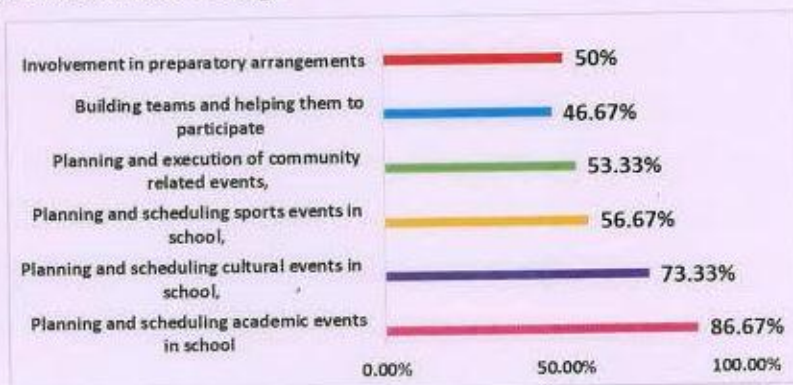
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15. B.Ed Curriculum involves training for the development of tools for assessment like:



- i. The B.Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment
- ii. Teacher made written tests essentially based on subject content was said by 86.67% of student teachers
- iii. Observation modes for individual and group activities was said by 73.33% of student teachers
- iv. Performance Test was said by 63.33% of student teachers
- v. Oral assessment was said by 53.33% of student teachers and
- vi. Rating Scales was said by 36.67% 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 -86.67%
- ii. Planning and scheduling cultural events in school – 73.33%
- iii. Planning and scheduling sports events in school – 56.67%
- iv. Planning and execution of community related events – 53.33%
- v. Building teams and helping them to participate- 46.67%
- vi. Involvement in preparatory arrangements- 50%

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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Analysis of Teachers' Feedback on Curriculum

2022-2023

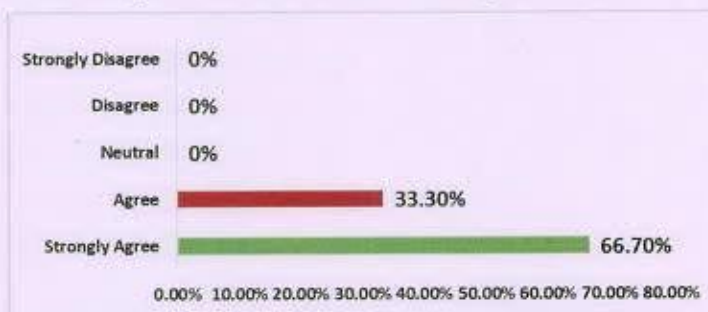
Of the 16 Teachers 12 of them responded to the feedback form and the data thus analyzed reveals the following:-

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



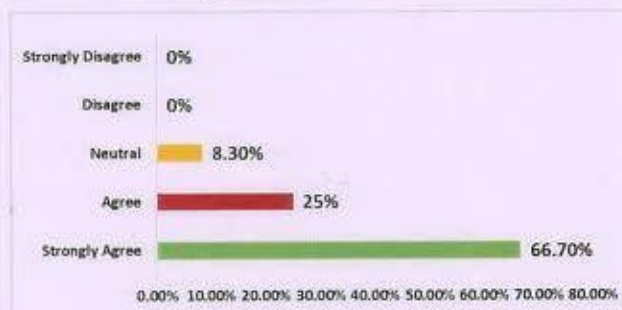
All teachers opined that there is scope for adopting new and innovative techniques and strategies of teaching in the B.Ed Curriculum.

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



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

- 3 B.Ed Curriculum is rich with learning resources

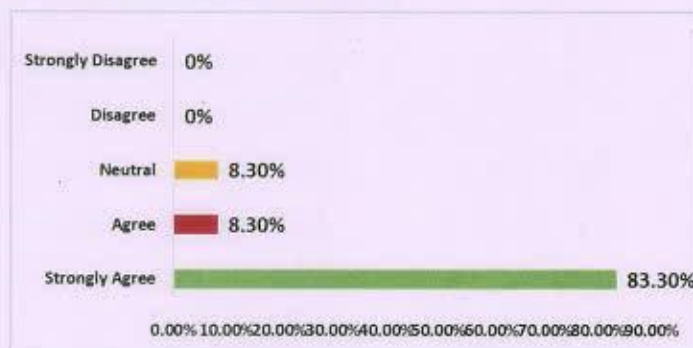


66.70% strongly agreed, 25% agreed and 8.3% has neutral opinion that B.Ed Curriculum is rich with learning resources .



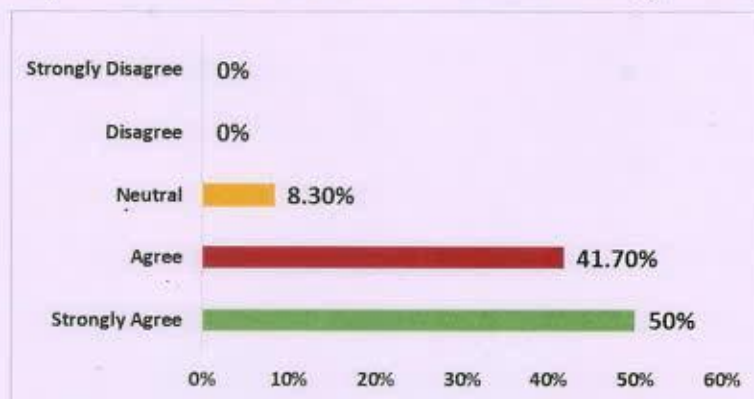
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4. B.Ed Curriculum caters to enhancing ICT skills



91.6% teachers agreed and 8.3% has neutral opinion that B.Ed Curriculum caters to enhancing ICT skills .

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



Only 8.3% teachers has neutral opinion 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 .

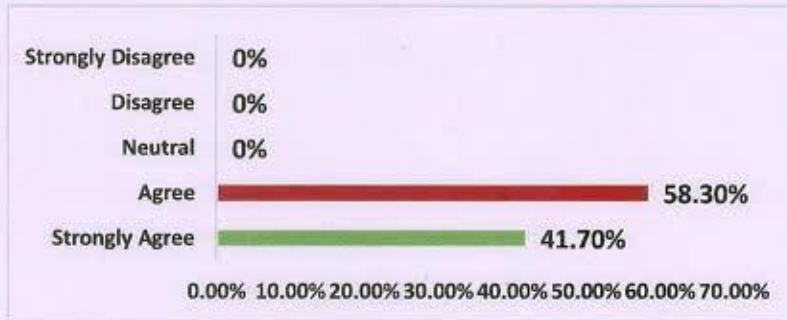


All teachers agreed that the Evaluation Procedure adopted in the B.Ed Curriculum is effective.



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



All teachers agreed that B.Ed Curriculum instils values in our Student Teachers

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



56.7% teachers opined that the adequacy of the B.Ed Curriculum in preserving, transmission and promotion of Indian culture but 8.3% disagreed that and 25% stand neutral.

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



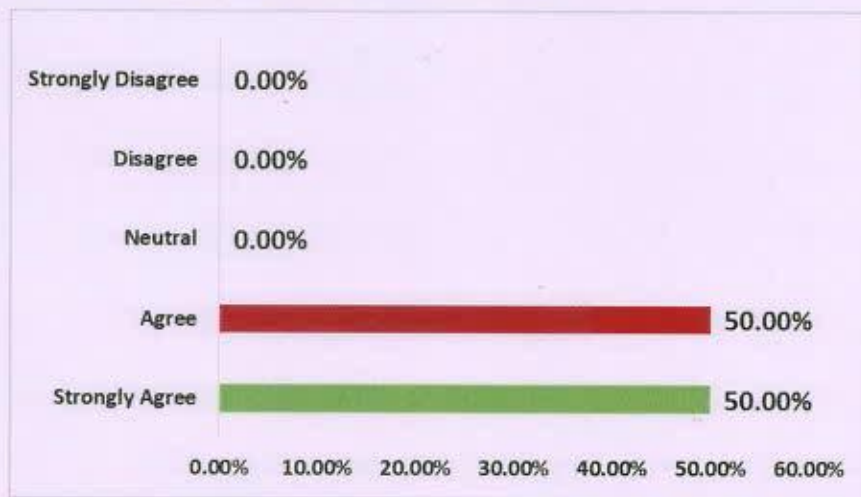
25% strongly agreed and 58.3% agreed that that there is a balance between theory and Practicals in the B.Ed Curriculum but 16.7% stand neutral.



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10. The B.Ed Curriculum prepares professional teachers



All teachers agreed that the B.Ed Curriculum prepares professional teachers .

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



All teachers agreed that B.Ed Curriculum prepares the student teachers for life long learning .



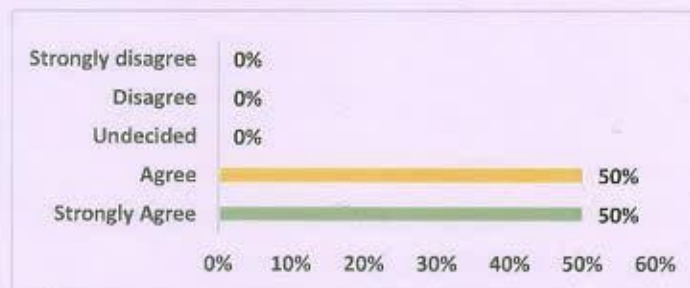
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Analysis of Employers Feedback on Curriculum

2022-23

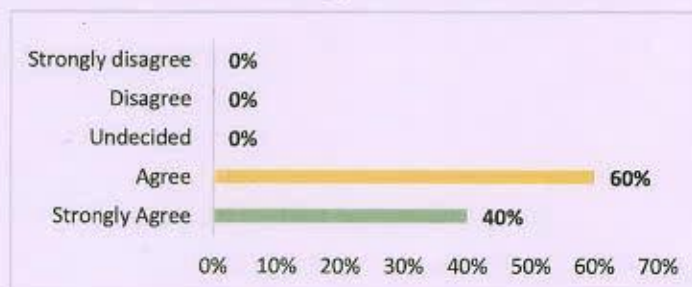
Feedback collected from 10 Employers was subject to percentage analysis and the following conclusions could be drawn:-

1. The curriculum equips our students teachers with the sufficient school based knowledge.



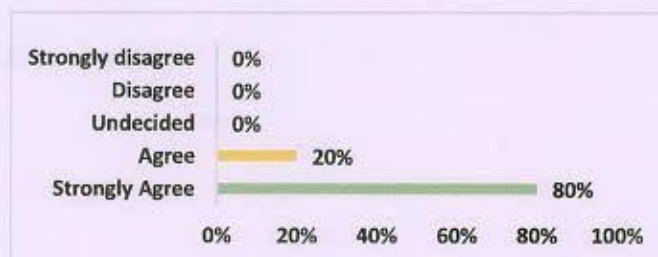
All the employers unanimously said that the curriculum equips our students teachers with the sufficient school based knowledge.

2. The curriculum is effective in training student teachers in the 21st Skill.



The curriculum is effective in training student teachers in the 21st Skill was agreed to by all

3. The curriculum forms teachers who are efficient in dealing with students of diverse needs



80% of the employers strongly agreed that the Curriculum formed teachers capable of dealing with student of diverse needs



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4. The curriculum addresses inclusiveness as is clear from the way the student teacher behave in the classrooms



All the employers agreed to the fact that the curriculum addresses inclusiveness

5. The curriculum makes our student teachers proficient in dealing with parents of school children



The curriculum made our students proficient in dealing with parents was agreed ball the employes

6. The curriculum provides the necessary knowledge and skill to efficiently shoulder responsibilities in school.



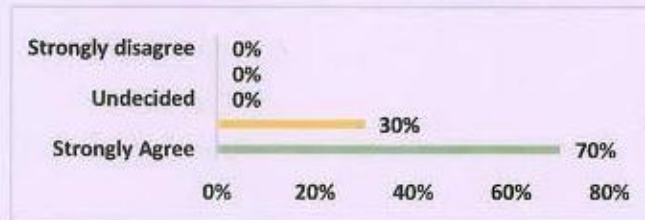
The employers agreed to the fact the curriculum provides necessary knowledge and skill to efficiently shoulder responsibilities in school.

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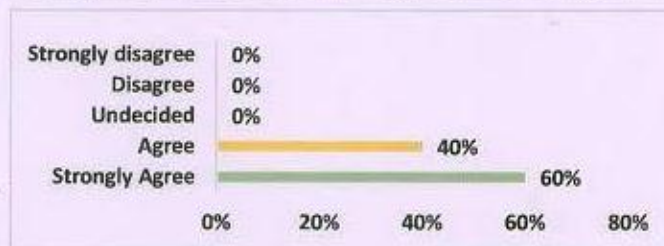
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7. The curriculum moulds student teachers who uphold democratic and moral values.



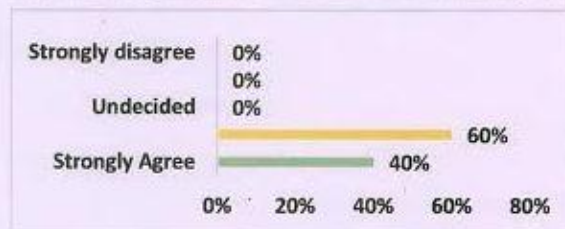
The employers agreed that the curriculum moulds student teachers who uphold democratic and moral values

8. The curriculum develops communicative skills of the student teachers.



The employers agreed that the curriculum develops communicative skills of the student teachers

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

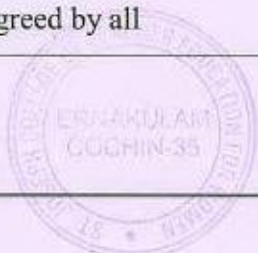


The curriculum develops the technological skills of the student teachers was agreed by all employers

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 all

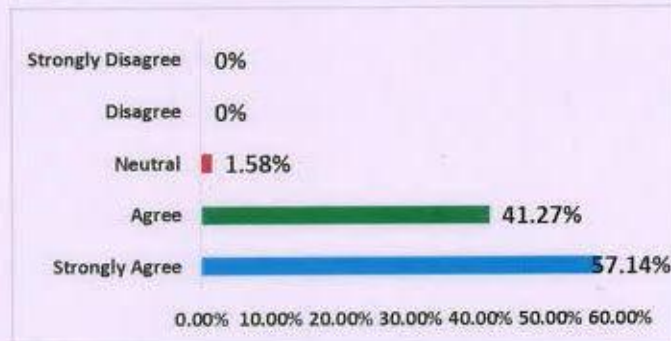


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Analysis of Alumnae feedback on Curriculum

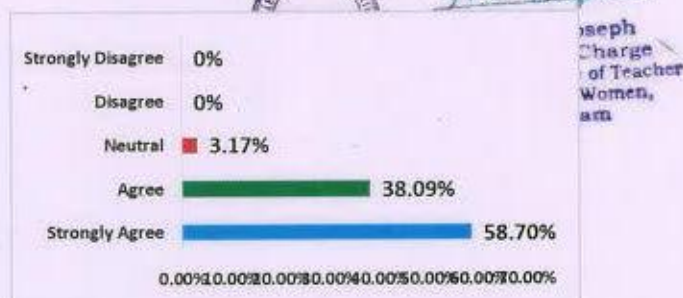
2022-2023

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



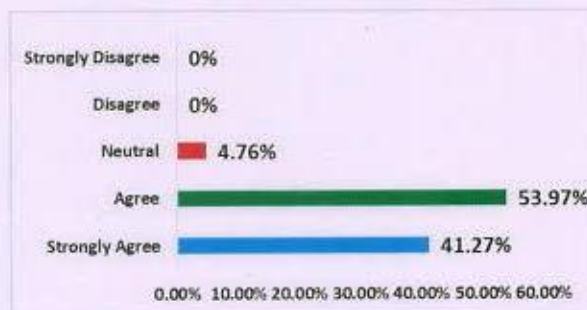
The curriculum has provided them with the basic skills required for being an effective teacher.

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



The learning experiences introduced in the curriculum has helped them in their journey as a Professional

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

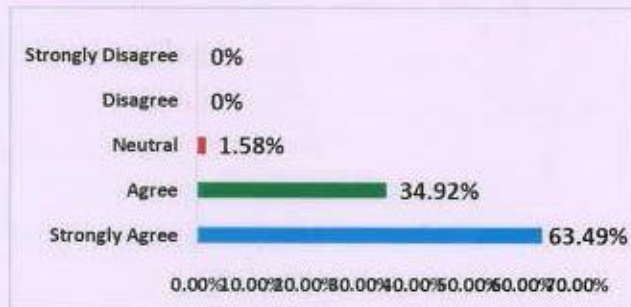


The course on 'Educational Psychology' of the B. Ed Curriculum helped them to understand their students properly.



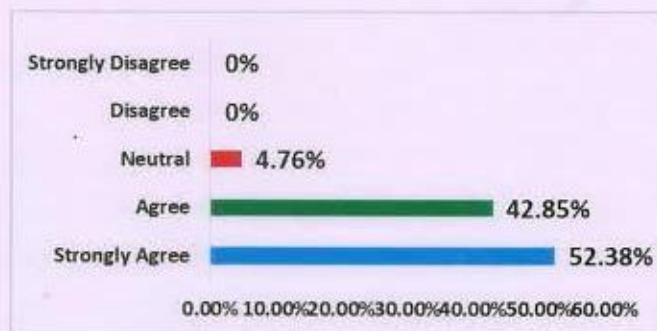
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4. The micro teaching, induction and internship program included in the B. Ed Curriculum helped me to become an effective teacher.



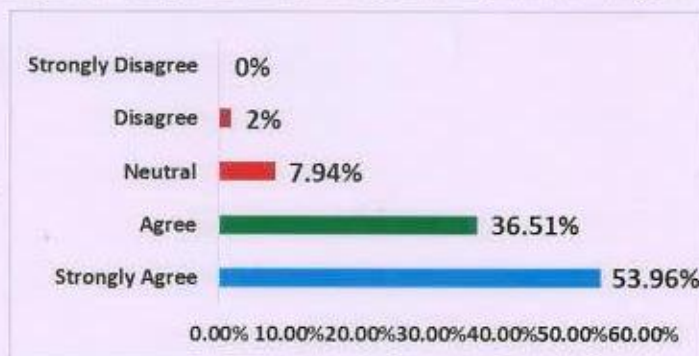
The micro teaching, induction and internship program included in the B. Ed Curriculum has helped them to become an effective teacher.

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 them in planning out classroom teaching.

6. The curriculum helped me to practice different teaching methodologies



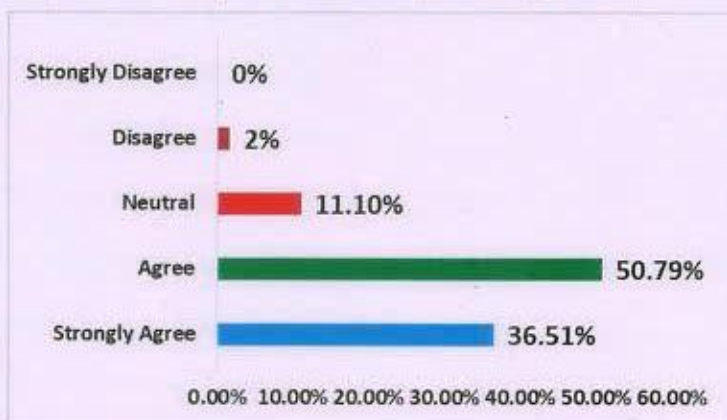
The curriculum has helped them to practice different teaching methodologies.



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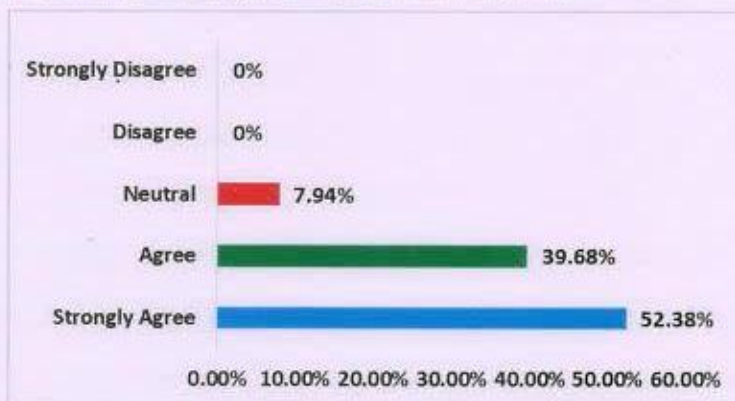
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7. The Curriculum helped me to acquire 21st century teaching skills



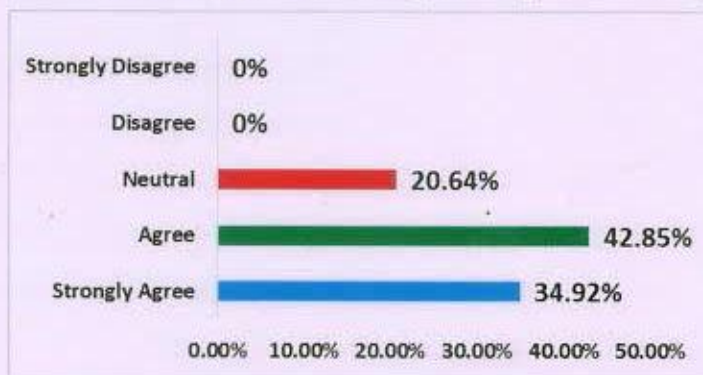
The Curriculum helped them to acquire 21st century teaching skills was not agreed by about 12 % of the alumnae. This points to the fact that more skilled development programmes are to be designed and implemented.

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



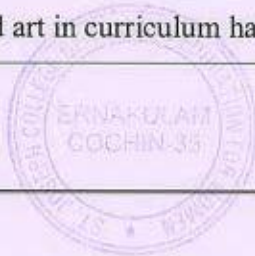
The curriculum has helped them to integrate values to lesson plans.

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



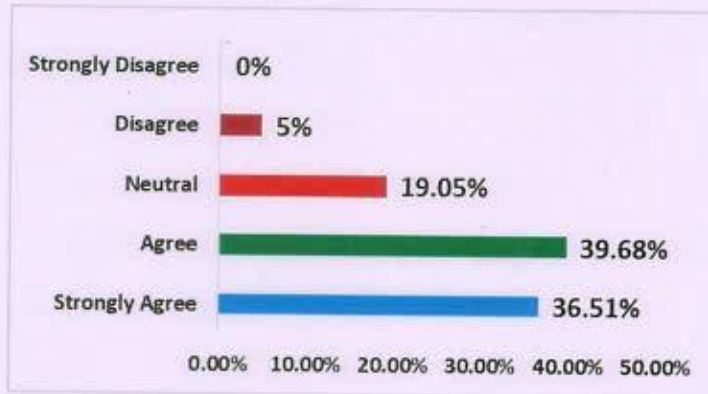
Drama and art in curriculum has helped them to develop lesson plan creatively.

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



Though majority agreed to the statement that Yoga and Physical Education in the curriculum helps them to take care of physical development of their students yet about 24% of the alumnae did not agree to the statement which shows the significance of Health and Physical Education in the curriculum must be emphasized upon during its transaction.



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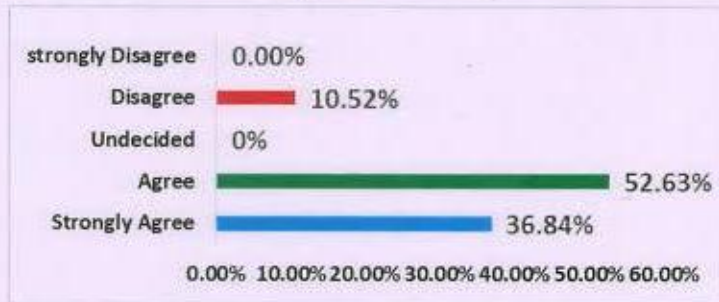
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Analysis of Head of Teaching Practice Schools Feedback on Curriculum

2022-23

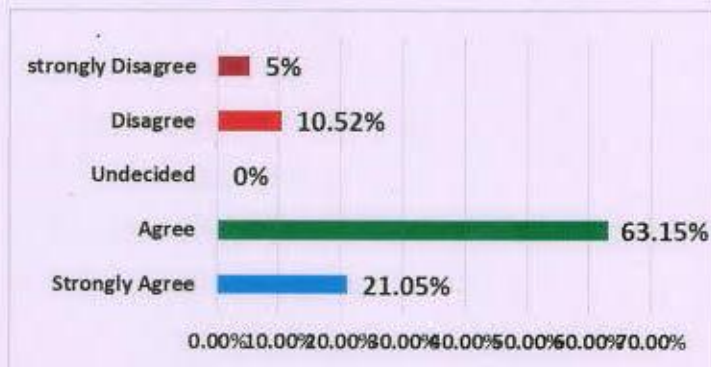
Feedback was collected from 19 Heads of Teaching Practice Schools the data thus collected was subject to percentage analysis and the following conclusions could be drawn :-

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



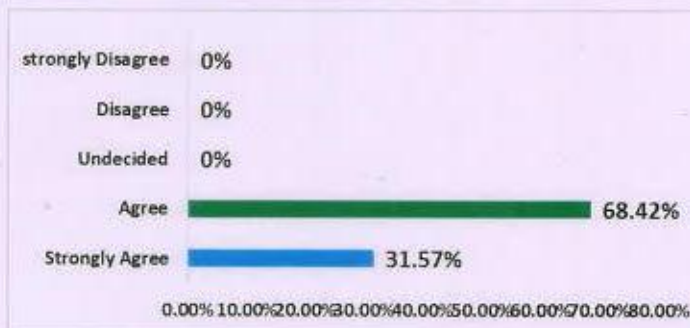
The curriculum is effective in transacting the knowledge in school education as majority agreed the statement.

2. The syllabus is need-based and updated.



The syllabus is need-based and updated as it was agreed by the majority

3. The curriculum helps to develop teaching skill.



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



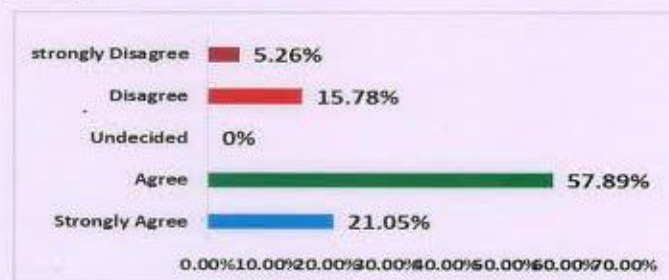
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4. The curriculum helps the student teachers to handle the learner with diversified needs.



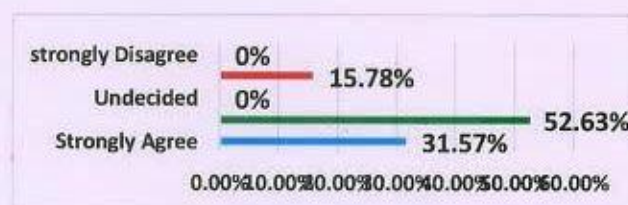
The curriculum helps the student teachers to handle the learner with diversified needs though agreed by the majority yet 20% of the Heads did not agree to the statement showing that here were instances where our student teachers failed to identify the needs of the students and this has to be emphasized in the curriculum .

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 methodologies and strategies though agreed by the majority yet there was about 22% of them who disagreed to the statement which reveals that more activities in this area has to be included in the curriculum.

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

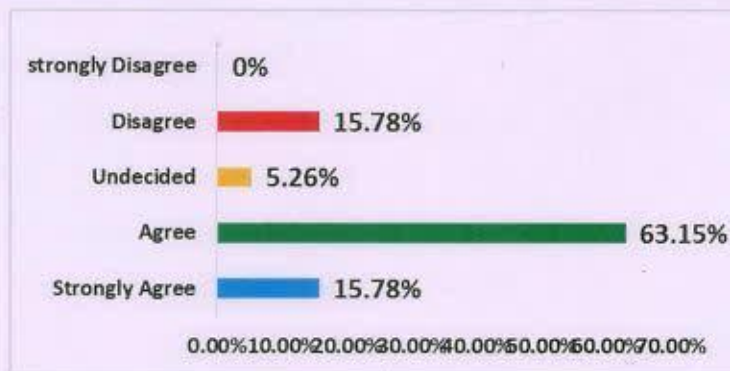


The statement that the curriculum followed in the institution supports to mould the personality of the student teachers was disagreed by 15 % of the Heads of Teaching Practise schools which points to the need of more training in Personality development.



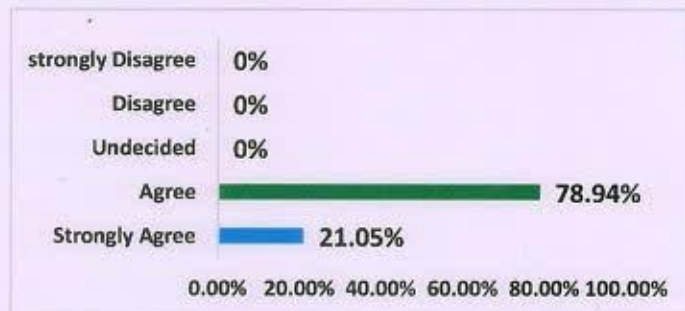
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7. The curriculum helps the student teachers to be aware of social issues and enable them to solve everyday life problems



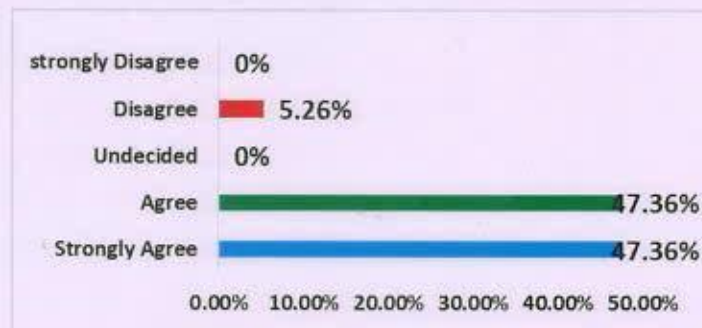
The curriculum helps the student teachers to be aware of social issues and enable them to solve everyday life problems was disagreed by 20% of the heads of the teaching practice schools and hence the student teachers must be encouraged more to take up projects related to social issues and get more involved in extension and outreach activities.

8. The curriculum develops the communicative skills of the student teachers.

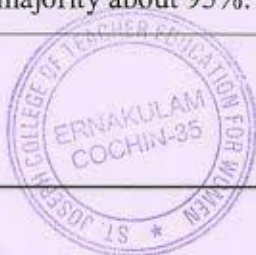


The curriculum develops the communicative skills of the student teachers- was agreed by all.

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

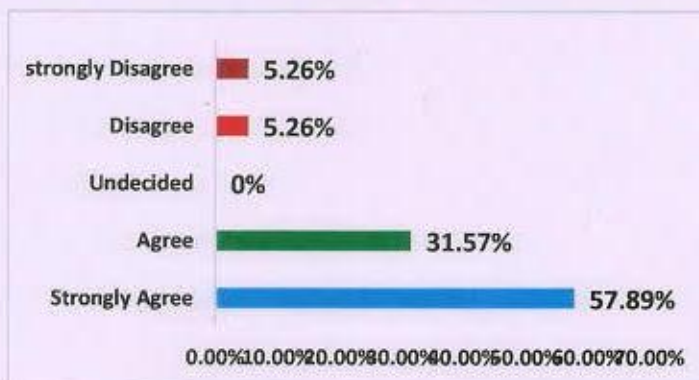


The curriculum develops the technological skills of the student teachers was agreed by the majority about 95%.



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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 also agreed by a majority about 90%.



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