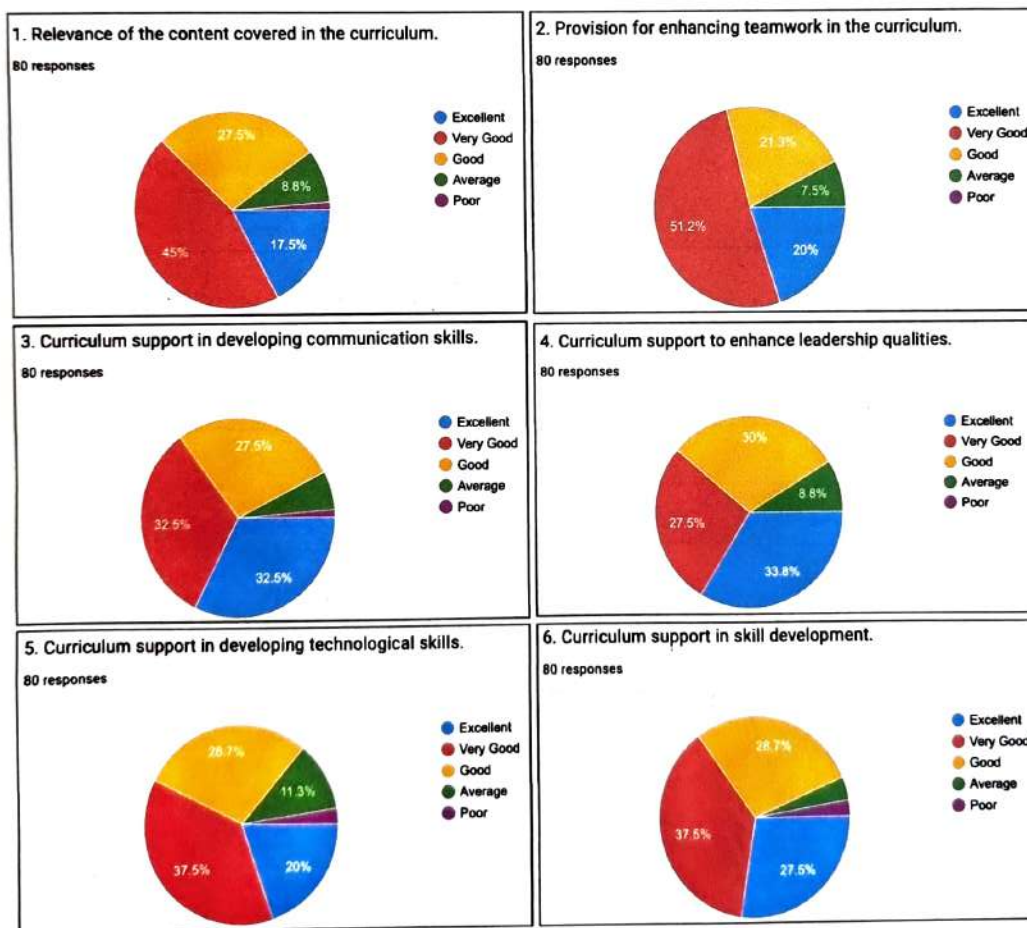## ANALYSIS OF FEEDBACK COLLECTED FROM STAKEHOLDERS 2021-'22

ANALYSIS OF FEEDBACK FROM STUDENTS

For collecting the semester wise feedback from students, Google forms were created and circulated among the students. Analysis of the feedback was done by means of the graphical representations of their responses, which were used to arrive at comprehensive results.

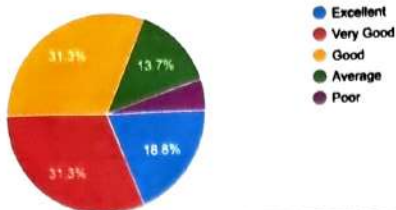### ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

Feedback was collected from students of Semester 1 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 1, for which students needed to respond to each item as excellent, very good, good, average or poor. 80 students gave their feedback. The item wise analysis of the collected feedback is attached.

1. Relevance of the content covered in the curriculum.
80 responses

2. Provision for enhancing teamwork in the curriculum.
80 responses

3. Curriculum support in developing communication skills.
80 responses

4. Curriculum support to enhance leadership qualities.
80 responses

5. Curriculum support in developing technological skills.
80 responses

6. Curriculum support in skill development.
80 responses

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Nedunganda

7. Relevance of the curriculum in real life situations.

80 responses

Excellent, Very Good, Good, Average, Poor

31.3%, 13.7%, 18.8%, 31.3%

8. Provisions in the curriculum for co-curricular and extra-curricular activities.

80 responses

Excellent, Very Good, Good, Average, Poor

21.3%, 8.8%, 38.7%, 31.3%

9. Role of curriculum to cultivate values and soft skills.

80 responses

Excellent, Very Good, Good, Average, Poor

37.5%, 10%, 15%, 37.5%

10. Overall effectiveness of the B.Ed. curriculum of Semester 1.

80 responses

Excellent, Very Good, Good, Average, Poor

20%, 6.8%, 45%, 25%

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

Feedback was collected from students of Semester 2 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 2, for which students needed to respond to each item as excellent, very good, good, average or poor. 87 students gave their feedback. The item wise analysis of the collected feedback is attached.

1. Relevance of the content covered in the curriculum.
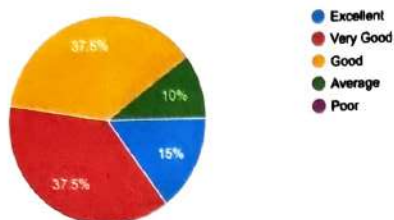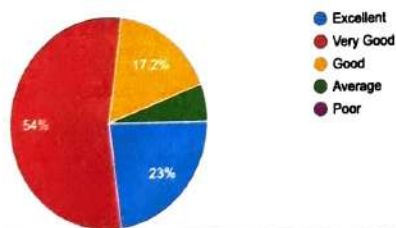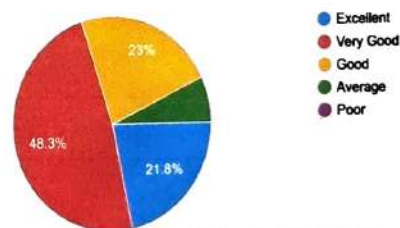
87 responses

Excellent, Very Good, Good, Average, Poor

17.2%, 54%, 23%

2. Provision for enhancing teamwork in the curriculum.

87 responses

Excellent, Very Good, Good, Average, Poor

23%, 48.3%, 21.8%

3. Curriculum support in developing communication skills.

87 responses

Excellent, Very Good, Good, Average, Poor

29.9%, 9.2%, 40.2%, 20.7%
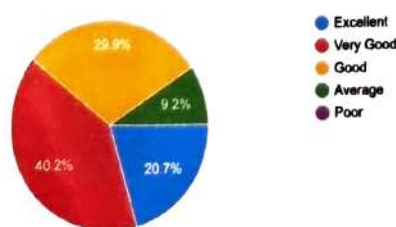
4. Curriculum support to enhance leadership qualities.

87 responses

Excellent, Very Good, Good, Average, Poor

17.2%, 12.6%, 36.8%, 32.2%

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5. Curriculum support in developing technological skills.

87 responses

- Excellent
- Very Good
- Good
- Average
- Poor

34.5% / 11.5% / 24.1% / 28.7%

6. Curriculum support in skill development.

87 responses

- Excellent
- Very Good
- Good
- Average
- Poor

31% / 10.3% / 29.9% / 28.7%

7. Relevance of the curriculum in real life situations.

87 responses

- Excellent
- Very Good
- Good
- Average
- Poor

27.6% / 12.6% / 18.4% / 39.1%

8. Provisions in the curriculum for co-curricular and extra-curricular activities.

87 responses

- Excellent
- Very Good
- Good
- Average
- Poor

28.7% / 9.2% / 27.6% / 34.5%

9. Role of curriculum to cultivate values and soft skills.

87 responses

- Excellent
- Very Good
- Good
- Average
- Poor

34.5% / 13.8% / 19.5% / 28.7%

10. Overall effectiveness of the B.Ed. curriculum of Semester 2.

87 responses

- Excellent
- Very Good
- Good
- Average
- Poor

39.1% / 33.3% / 23%

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

Feedback was collected from students of Semester 3 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 3, for which students needed to respond to each item as excellent, very good, good, average or poor. 77 students gave their feedback. The item wise analysis of the collected feedback is attached.

**1. Relevance of the content covered in the curriculum.**

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

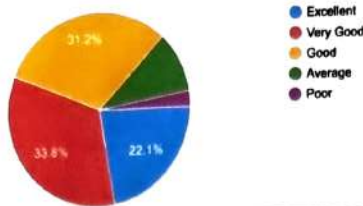36.4% / 10.4% / 14.3% / 39%

2. Provision for enhancing teamwork in the curriculum.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

26% / 13% / 19.5% / 40.3%
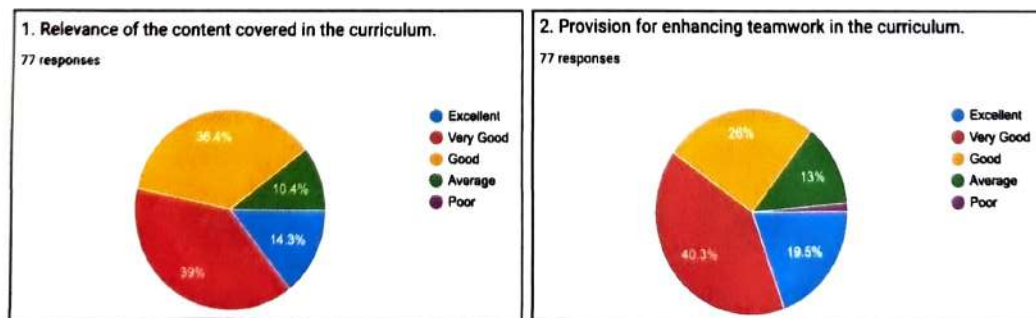
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3. Curriculum support in developing communication skills.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

31.2% · 33.8% · 22.1%

4. Curriculum support to enhance leadership qualities.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

40.3% · 26% · 20.8%
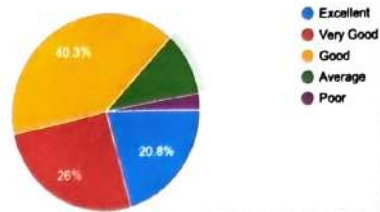
5. Curriculum support in developing technological skills.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

35.1% · 11.7% · 15.6% · 35.1%
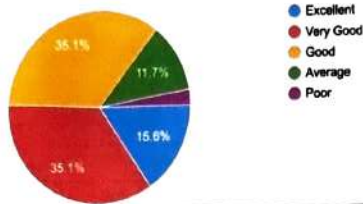
6. Curriculum support in skill development.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

36.4% · 37.7% · 19.5%
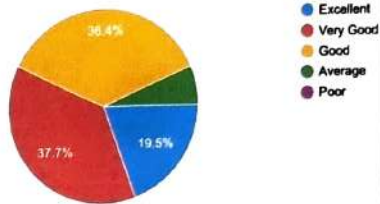
7. Relevance of the curriculum in real life situations.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

33.8% · 11.7% · 13% · 35.1%
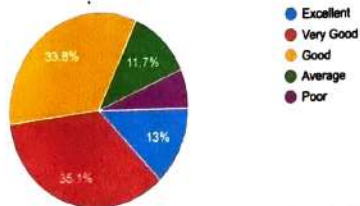
8. Provisions in the curriculum for co-curricular and extra-curricular activities.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

40.3% · 13% · 33.6%
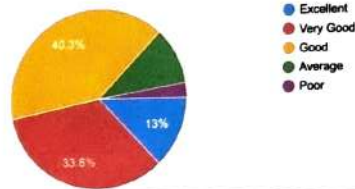
9. Role of curriculum to cultivate values and soft skills.

77 responses

- Excellent
- Very Good
- Good
- Average
- Poor

33.8% · 15.6% · 14.3% · 33.8%
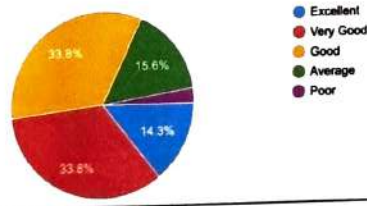
10. Overall effectiveness of the B.Ed. curriculum of Semester 3.

77 responses
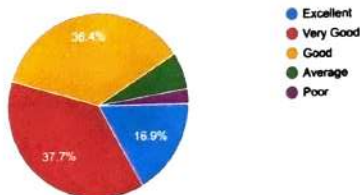
- Excellent
- Very Good
- Good
- Average
- Poor

36.4% · 16.9% · 37.7%

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

Feedback was collected from students of Semester 4 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 4, for which students needed to respond to each item as excellent, very good, good, average or poor. 76 students gave their feedback. The item wise analysis of the collected feedback is attached.

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PIN: 695307
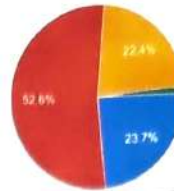
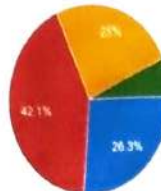## 1. Relevance of the content covered in the curriculum.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

57.9% / 14.5% / 25%

2. Provision for enhancing teamwork in the curriculum.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

52.6% / 22.4% / 23.7%
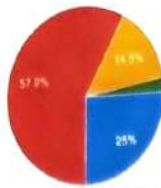
3. Curriculum support in developing communication skills.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

42.1% / 25% / 26.3%

4. Curriculum support to enhance leadership qualities.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

43.4% / 11.8% / 13.2% / 31.6%
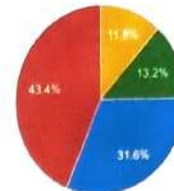
5. Curriculum support in developing technological skills.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

42.1% / 26.3% / 26.3%
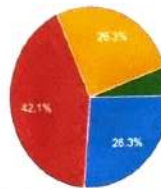
6. Curriculum support in skill development.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

42.1% / 23.7% / 28.9%
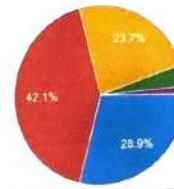
7. Relevance of the curriculum in real life situations.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

27.6% / 9.2% / 42.1% / 17.1%
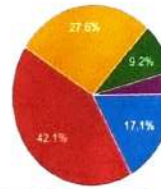
8. Provisions in the curriculum for co-curricular and extra-curricular activities.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

21.1% / 48.7% / 22.4%
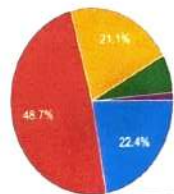
9. Role of curriculum to cultivate values and soft skills.
76 responses

- Excellent
- Very Good
- Good
- Average
- Poor

25% / 47.4% / 21.1%
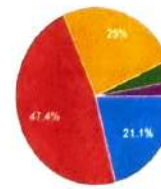
10. Overall effectiveness of the B.Ed. curriculum of Semester 4.
76 responses
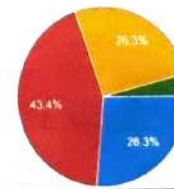
- Excellent
- Very Good
- Good
- Average
- Poor

26.3% / 43.4% / 26.3%

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ANALYSIS OF FEEDBACK FROM TEACHERS

Feedback was collected from teachers on curriculum using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected feedback was done. It revealed that the teachers are, in general, satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, practical applicability, learner centeredness, social relevance, outcome-based nature of the curriculum framework and provision for continuous evaluation and assessment. However, they are concerned about periodic updation and provision for creativity boosting, and to some extent, about the curriculum support to enhance leadership qualities.

ANALYSIS OF FEEDBACK FROM EMPLOYER

Feedback was collected from the employer on curriculum using a feedback form. The form consisted of 10 items related to the curriculum, for which the employer needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected feedback revealed that the employer is fully satisfied with the B.Ed. curriculum with respect to its ability to contribute to the goal of the college, facilities of the college to implement the curriculum effectively, curriculum support in terms of skill enhancement and leadership qualities, creativity boosting, and the cultivation of values and soft skills. Also, the employer has very good opinion regarding curriculum support in terms of employment, role of curriculum to create interest in higher learning and in physical development.

ANALYSIS OF FEEDBACK FROM ALUMNI

Feedback was collected from the alumni members of the college on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the feedback from alumni members revealed that though the alumni members are satisfied with the relevance of the content covered in the curriculum, role of curriculum to create interest in higher learning, to cultivate values and soft skills, to develop interest in professional practice, for enhancing creativity among learners, and to enhance leadership qualities and skill enhancement, they are less satisfied in the role of curriculum in physical development, and curriculum support in terms of employment.

ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICING SCHOOLS

Feedback was collected from the headmaster/ headmistress of practicing schools on curriculum using a feedback form, which was handed over to them during practice teaching. The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor.

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After analysing the feedback collected from the headmaster/ headmistress of practicing schools on curriculum, it was found that they give the highest rating for role of curriculum to develop teaching skills, and curriculum support for effective classroom management. They agree that the role of curriculum to develop teacher behaviour, and the provision for continuous evaluation and assessment, curriculum support to enhance leadership qualities, outcome based nature of the curriculum framework, implementation of effective teaching strategies in the curriculum and the practical applicability of the curriculum are very good. Still they have slight concerns about the learner centeredness of the curriculum.

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ANALYSIS OF FEEDBACK COLLECTED FROM STAKEHOLDERS 2020-'21

ANALYSIS OF FEEDBACK FROM STUDENTS

      For collecting the semester wise feedback from students, Google forms were created and circulated among the students. Analysis of the feedback was done by means of the graphical representations of their responses, which were used to arrive at comprehensive results.

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

      Feedback was collected from students of Semester 1 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 1, for which students needed to respond to each item as excellent, very good, good, average or poor. 88 students gave their feedback. The item wise analysis of the collected feedback is attached.

1. Relevance of the content covered in the curriculum.
88 responses

2. Provision for enhancing teamwork in the curriculum.
88 responses

3. Curriculum support in developing communication skills.
88 responses

4. Curriculum support to enhance leadership qualities.
88 responses

5. Curriculum support in developing technological skills.
88 responses

6. Curriculum support in skill development.
88 responses

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7. Relevance of the curriculum in real life situations.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

8. Provisions in the curriculum for co-curricular and extra-curricular activities.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

9. Role of curriculum to cultivate values and soft skills.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

10. Overall effectiveness of the B.Ed. curriculum of Semester 1.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

Feedback was collected from students of Semester 2 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 2, for which students needed to respond to each item as excellent, very good, good, average or poor. 92 students gave their feedback. The item wise analysis of the collected feedback is attached.
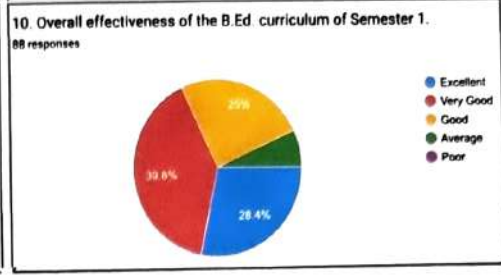
1. Relevance of the content covered in the curriculum.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

2. Provision for enhancing teamwork in the curriculum.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

3. Curriculum support in developing communication skills.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

4. Curriculum support to enhance leadership qualities.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

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5. Curriculum support in developing technological skills.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
31.5%, 43.5%, 19.6%

6. Curriculum support in skill development.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
28.3%, 60%, 17.4%

7. Relevance of the curriculum in real life situations.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
31.5%, 8.7%, 14.1%, 44.6%

8. Provisions in the curriculum for co-curricular and extra-curricular activities.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
32.6%, 35.9%, 26%

9. Role of curriculum to cultivate values and soft skills.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
35.9%, 39.1%, 19.6%

10. Overall effectiveness of the B.Ed. curriculum of Semester 2.
92 responses

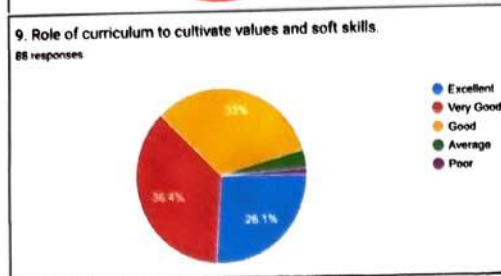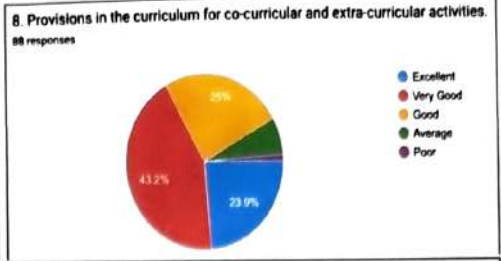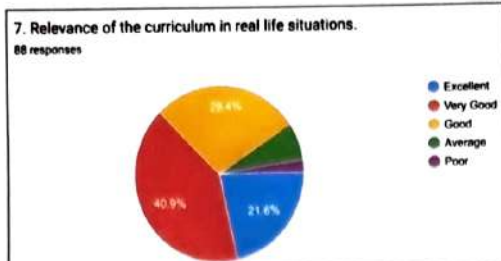Legend: Excellent, Very Good, Good, Average, Poor
29.3%, 38%, 27.2%

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

Feedback was collected from students of Semester 3 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 3, for which students needed to respond to each item as excellent, very good, good, average or poor. 92 students gave their feedback. The item wise analysis of the collected feedback is attached.
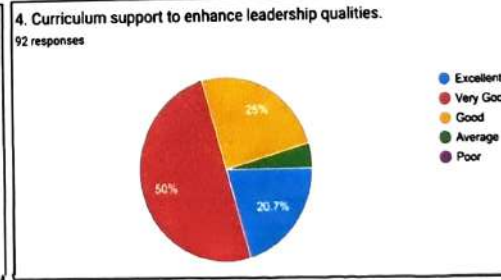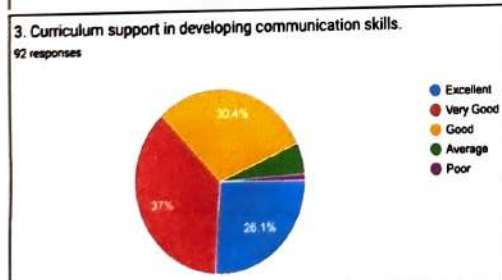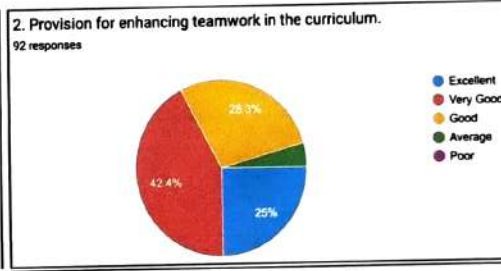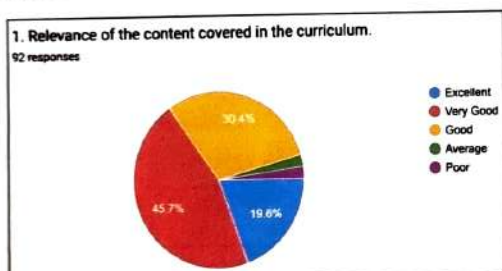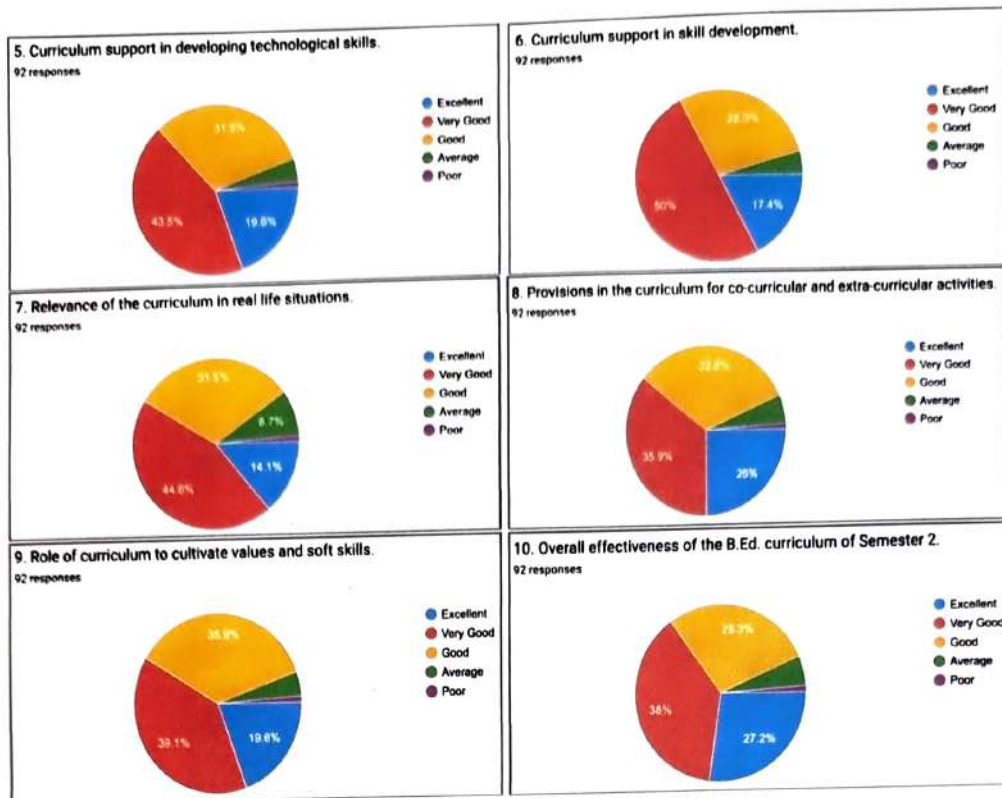
1. Relevance of the content covered in the curriculum.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
26.1%, 9.8%, 43.5%, 16.3%

2. Provision for enhancing teamwork in the curriculum.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
35.9%, 45.7%, 15.2%

3. Curriculum support in developing communication skills.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
40.2%, 16.3%, 17.4%, 23.9%

4. Curriculum support to enhance leadership qualities.
92 responses

Legend: Excellent, Very Good, Good, Average, Poor
23.9%, 22.8%, 15.2%, 37%

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5. Curriculum support in developing technological skills.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

6. Curriculum support in skill development.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

7. Relevance of the curriculum in real life situations.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

8. Provisions in the curriculum for co-curricular and extra-curricular activities.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

9. Role of curriculum to cultivate values and soft skills.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

10. Overall effectiveness of the B.Ed. curriculum of Semester 3.
92 responses

- Excellent
- Very Good
- Good
- Average
- Poor

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

Feedback was collected from students of Semester 4 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 4, for which students needed to respond to each item as excellent, very good, good, average or poor. 80 students gave their feedback. The item wise analysis of the collected feedback is attached.
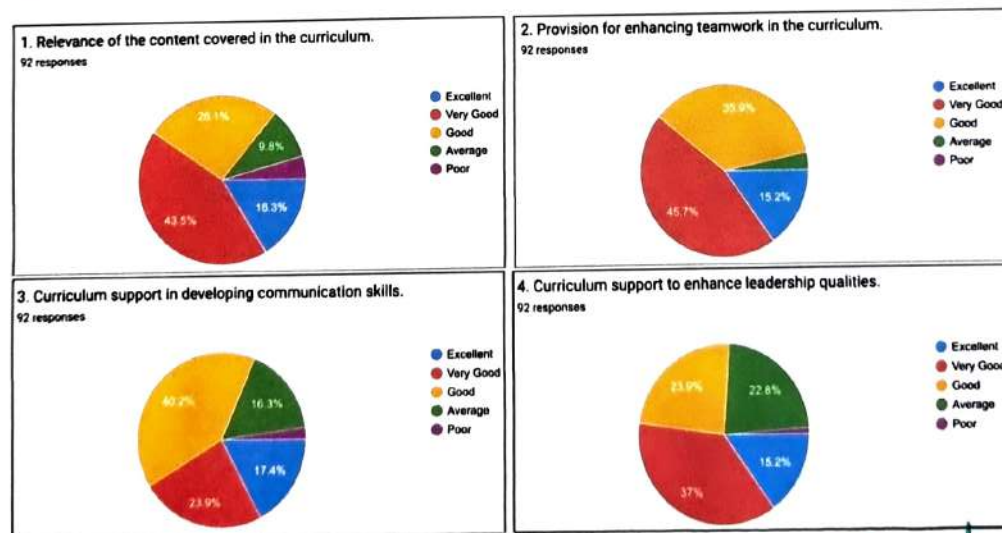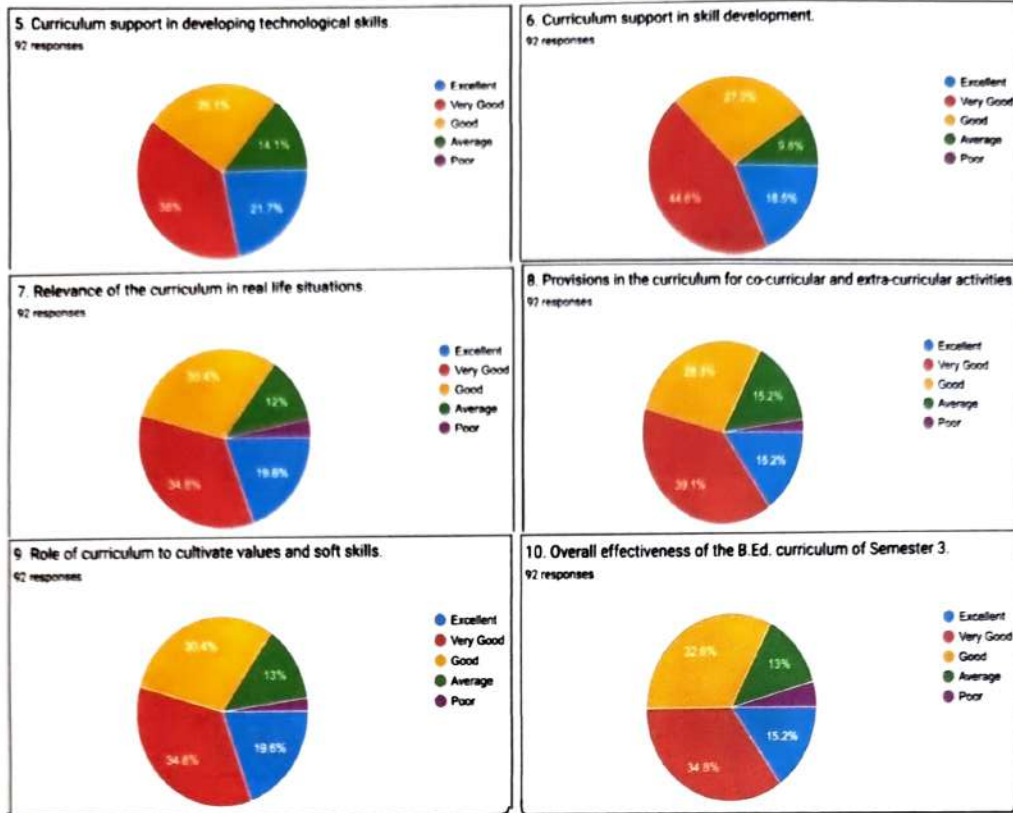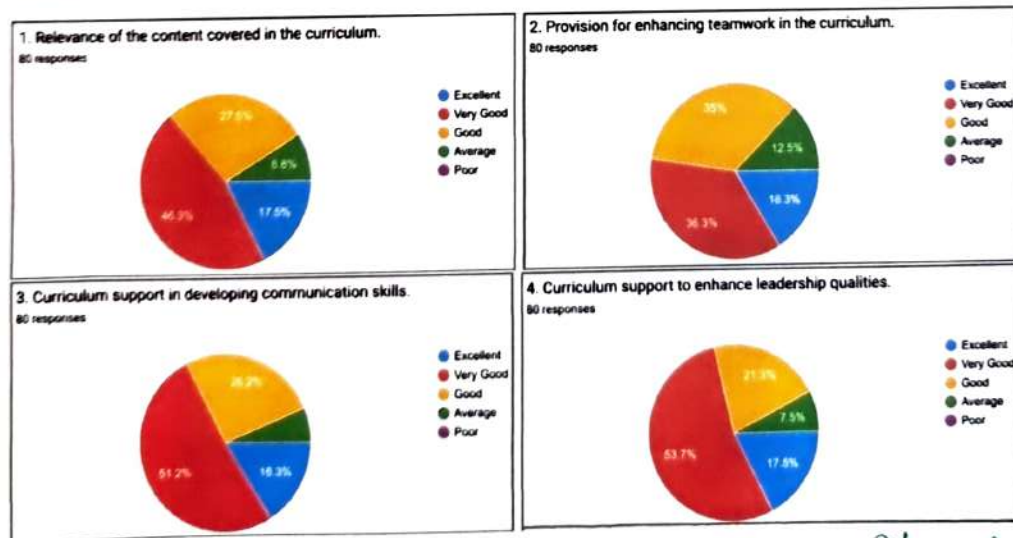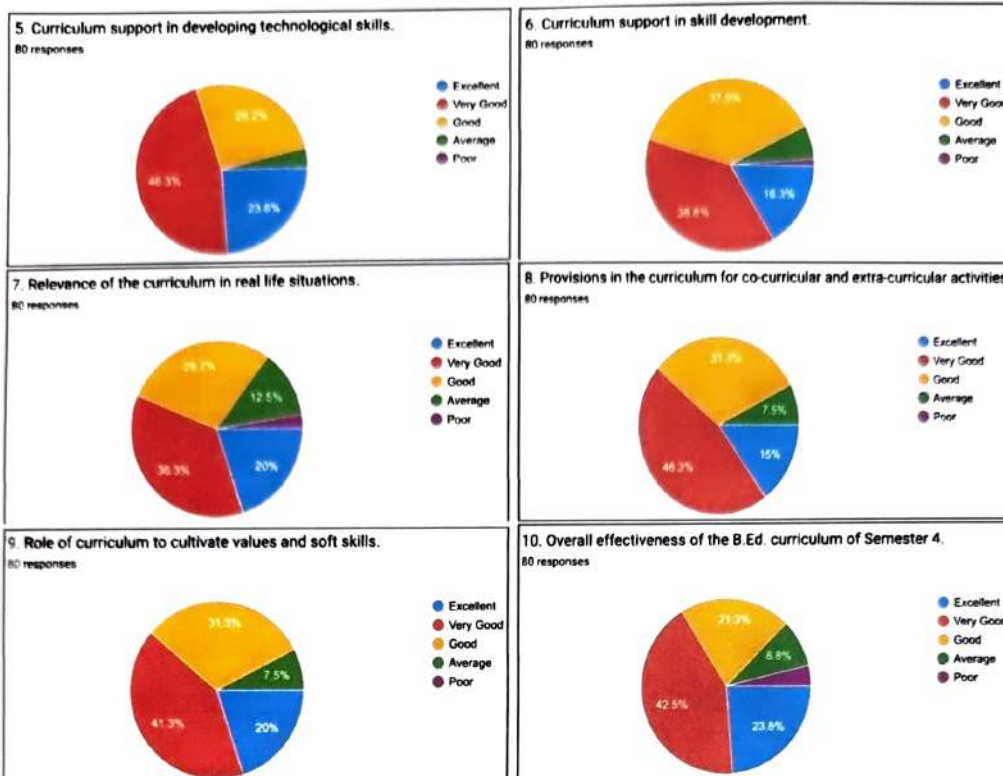
1. Relevance of the content covered in the curriculum.
80 responses

- Excellent
- Very Good
- Good
- Average
- Poor

2. Provision for enhancing teamwork in the curriculum.
80 responses

- Excellent
- Very Good
- Good
- Average
- Poor

3. Curriculum support in developing communication skills.
80 responses

- Excellent
- Very Good
- Good
- Average
- Poor

4. Curriculum support to enhance leadership qualities.
80 responses

- Excellent
- Very Good
- Good
- Average
- Poor

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5. Curriculum support in developing technological skills.
80 responses

6. Curriculum support in skill development.
80 responses

7. Relevance of the curriculum in real life situations.
80 responses

8. Provisions in the curriculum for co-curricular and extra-curricular activities
80 responses

9. Role of curriculum to cultivate values and soft skills.
80 responses

10. Overall effectiveness of the B.Ed. curriculum of Semester 4.
80 responses

ANALYSIS OF FEEDBACK FROM TEACHERS

Feedback was collected from teachers on curriculum using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, periodic updation, provision for creativity boosting, practical applicability, learner centeredness, social relevance, and provision for continuous evaluation and assessment. However, they are concerned, to some extent, about the curriculum support to enhance leadership qualities and the outcome-based nature of the curriculum framework.

ANALYSIS OF FEEDBACK FROM EMPLOYER

Feedback was collected from the employer on curriculum using a feedback form. The form consisted of 10 items related to the curriculum, for which the employer needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected feedback revealed that the employer is fully satisfied with the B.Ed. curriculum with respect to its ability to contribute to the goal of the college, curriculum support in terms of enhancing leadership qualities, and creativity boosting. Also,

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the employer has very good opinion regarding the facilities of the college to implement the curriculum effectively, cultivation of values and soft skills, curriculum support in terms of employment and skill enhancement, role of curriculum to create interest in higher learning and in physical development.

ANALYSIS OF FEEDBACK FROM ALUMNI

Feedback was collected from the alumni members of the college on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the feedback from alumni members revealed that though the alumni members are satisfied with the relevance of the content covered in the curriculum, curriculum support in terms of skill enhancement and employment, role of curriculum to create interest in higher learning, to develop interest in professional practice, for enhancing creativity among learners, and to enhance leadership qualities, they are less satisfied in the role of curriculum to cultivate values and soft skills, and in physical development.

ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICING SCHOOLS

Feedback was collected from the headmaster/ headmistress of practicing schools on curriculum using a feedback form, which was handed over to them during practice teaching. The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor.

After analysing the feedback collected from the headmasters of practicing schools on curriculum, it was found that they give the highest rating for the learner centeredness of the curriculum, role of curriculum to develop teaching skills, curriculum support for effective classroom management, and the provision for continuous evaluation and assessment. They agree that the role of curriculum to develop teacher behaviour, curriculum support to enhance leadership qualities, outcome based nature of the curriculum framework, and the practical applicability of the curriculum are very good. Still they have slight concerns about the implementation of effective teaching strategies in the curriculum.

Principal
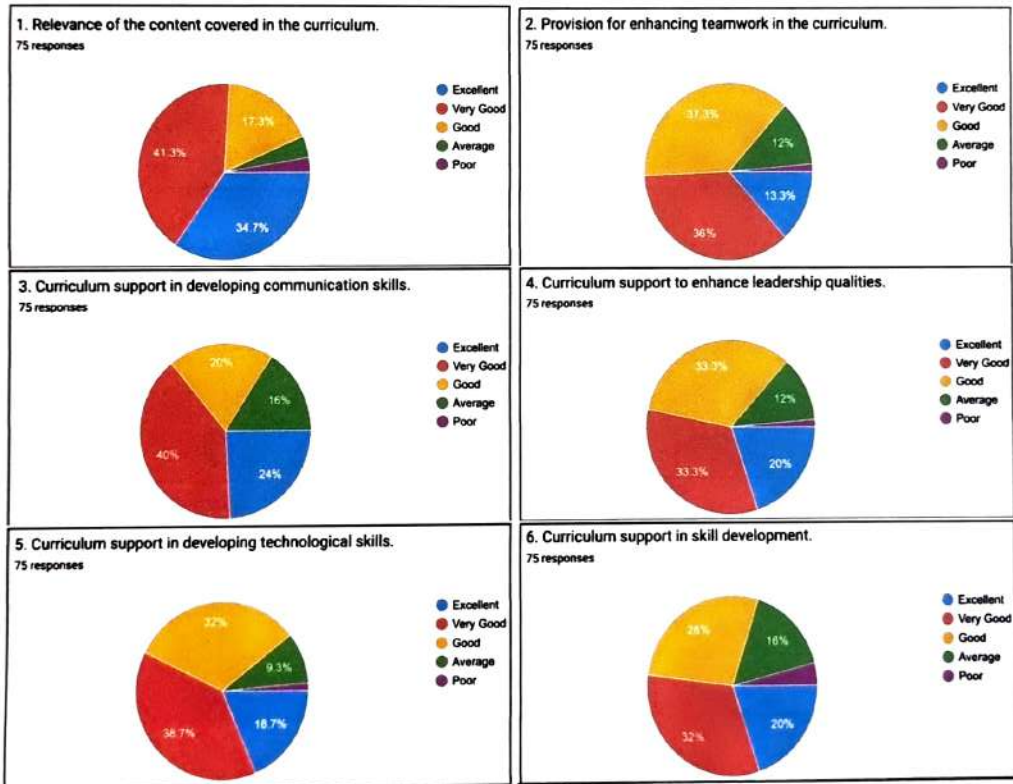*Sree Narayana Training College*
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ANALYSIS OF FEEDBACK COLLECTED FROM STAKEHOLDERS 2019-'20

ANALYSIS OF FEEDBACK COLLECTED FROM STUDENTS

For collecting the semester wise feedback from students, Google forms were created and circulated among the students. Analysis of the feedback was done by means of the graphical representations of their responses, which were used to arrive at comprehensive results.
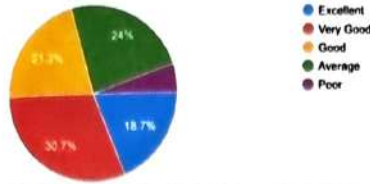
ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

Feedback was collected from students of Semester 1 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 1, for which students needed to respond to each item as excellent, very good, good, average or poor. 75 students gave their feedback. The item wise analysis of the collected feedback is attached.

1. Relevance of the content covered in the curriculum.
75 responses

2. Provision for enhancing teamwork in the curriculum.
75 responses

3. Curriculum support in developing communication skills.
75 responses

4. Curriculum support to enhance leadership qualities.
75 responses

5. Curriculum support in developing technological skills.
75 responses

6. Curriculum support in skill development.
75 responses

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7. Relevance of the curriculum in real life situations.
75 responses

8. Provisions in the curriculum for co-curricular and extra-curricular activities
75 responses

9. Role of curriculum to cultivate values and soft skills.
75 responses

10. Overall effectiveness of the B.Ed. curriculum of Semester 1.
75 responses

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

Feedback was collected from students of Semester 2 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 2, for which students needed to respond to each item as excellent, very good, good, average or poor. 88 students gave their feedback. The item wise analysis of the collected feedback is attached.
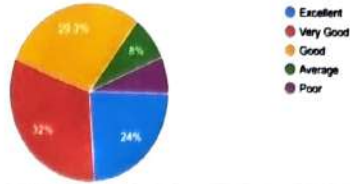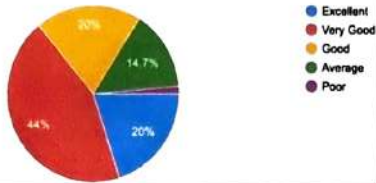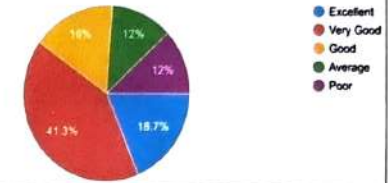

1. Relevance of the content covered in the curriculum.
88 responses

2. Provision for enhancing teamwork in the curriculum.
88 responses

3. Curriculum support in developing communication skills.
88 responses

4. Curriculum support to enhance leadership qualities.
88 responses

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5. Curriculum support in developing technological skills.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

29.5%
54.5%
13.6%

6. Curriculum support in skill development.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

38.6%
48.6%
13.6%

7. Relevance of the curriculum in real life situations.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

29.5%
54.5%
13.6%

8. Provisions in the curriculum for co-curricular and extra-curricular activities.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

36.4%
48.9%

9. Role of curriculum to cultivate values and soft skills.
88 responses

- Excellent
- Very Good
- Good
- Average
- Poor

28.4%
52.3%
17%

10. Overall effectiveness of the B.Ed. curriculum of Semester 2.
88 responses

- Excellent
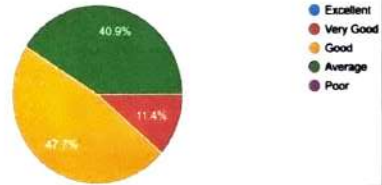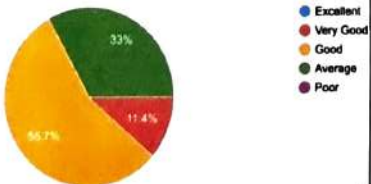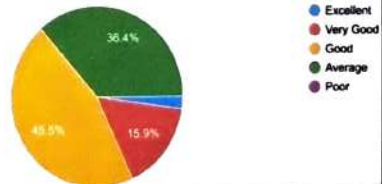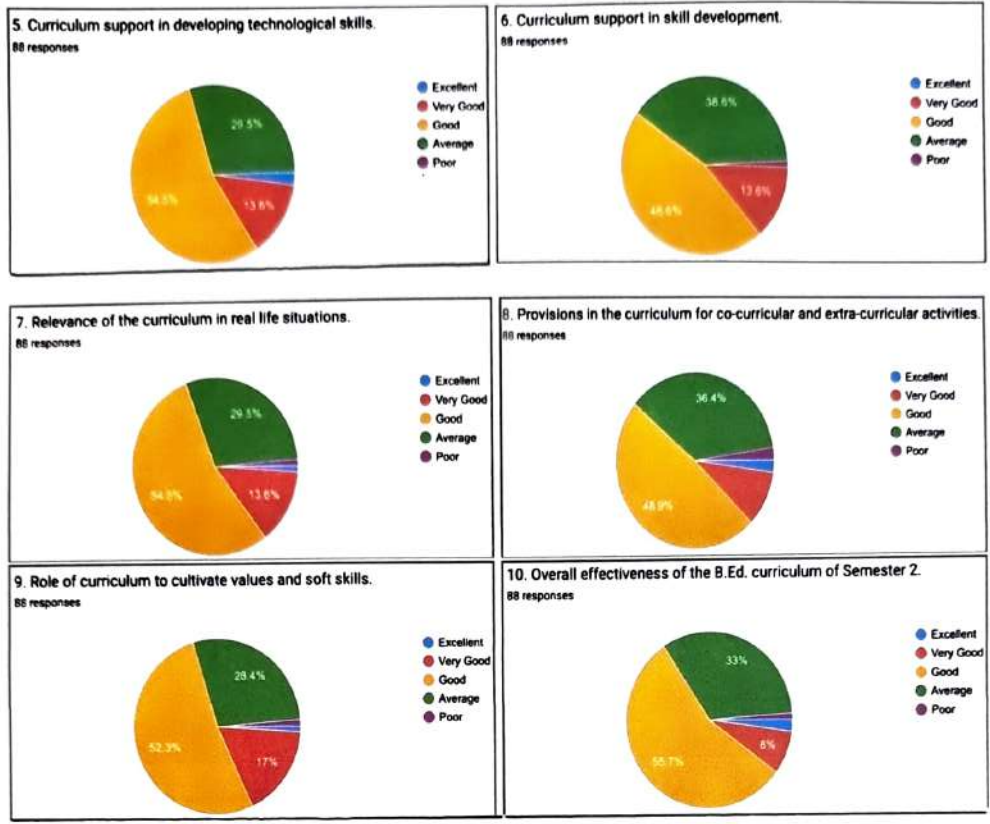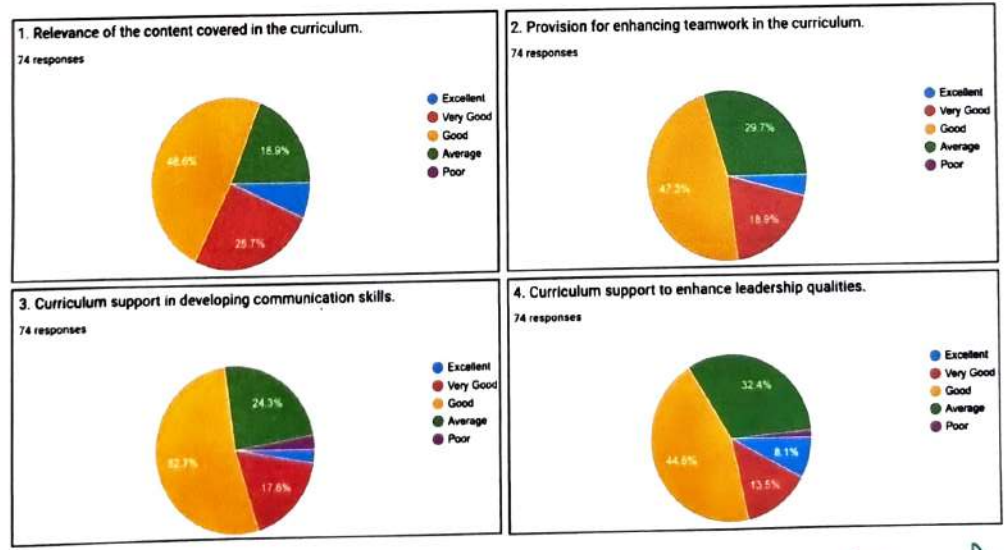- Very Good
- Good
- Average
- Poor

33%
55.7%
8%

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

Feedback was collected from students of Semester 3 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 3, for which students needed to respond to each item as excellent, very good, good, average or poor. 74 students gave their feedback. The item wise analysis of the collected feedback is attached.

1. Relevance of the content covered in the curriculum.
74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

18.9%
44.6%
25.7%

2. Provision for enhancing teamwork in the curriculum.
74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

29.7%
47.3%
18.9%

3. Curriculum support in developing communication skills.
74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

24.3%
52.7%
17.6%

4. Curriculum support to enhance leadership qualities.
74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

32.4%
8.1%
44.6%
13.5%

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5. Curriculum support in developing technological skills.

74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

24.3%
52.7%
18.9%

6. Curriculum support in skill development.

74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

25.7%
52.7%
18.9%

7. Relevance of the curriculum in real life situations.

74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

29.7%
50%
17.6%

8. Provisions in the curriculum for co-curricular and extra-curricular activities.

74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

35.1%
6.1%
47.3%
9.5%

9. Role of curriculum to cultivate values and soft skills.

74 responses

- Excellent
- Very Good
- Good
- Average
- Poor

29.7%
48.6%
21.6%

10. Overall effectiveness of the B.Ed. curriculum of Semester 3.

74 responses

- Excellent
- Very Good
- Good
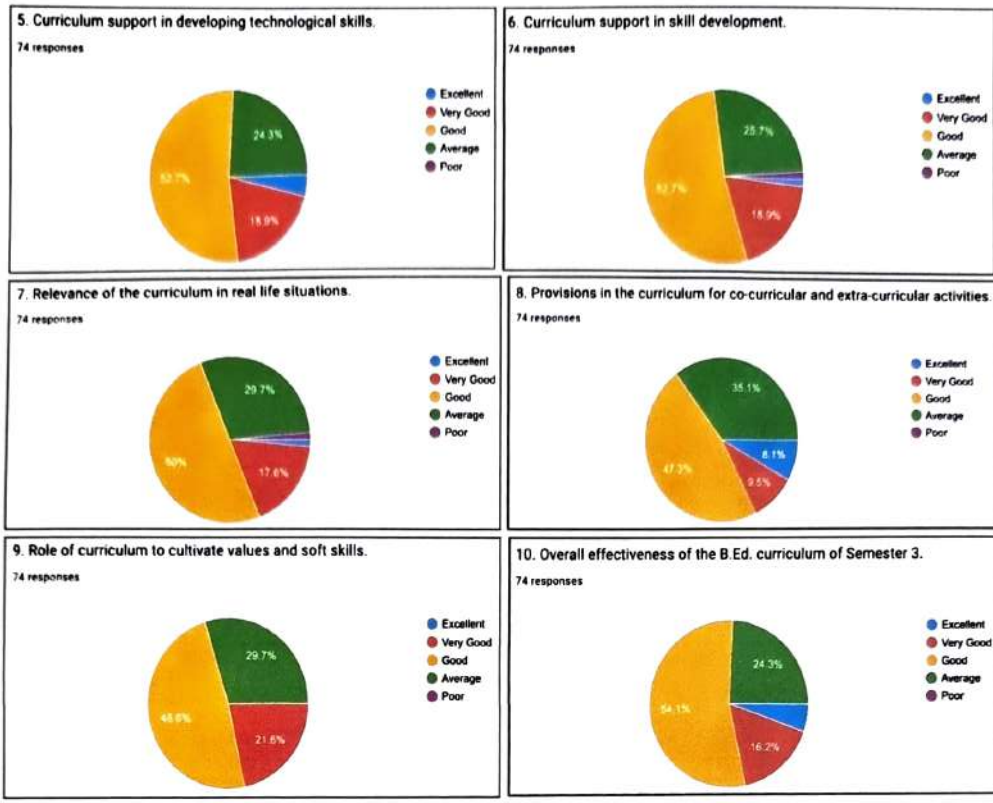- Average
- Poor

24.3%
54.1%
16.2%

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

Feedback was collected from students of Semester 4 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 4, for which students needed to respond to each item as excellent, very good, good, average or poor. 72 students gave their feedback. The item wise analysis of the collected feedback is attached.
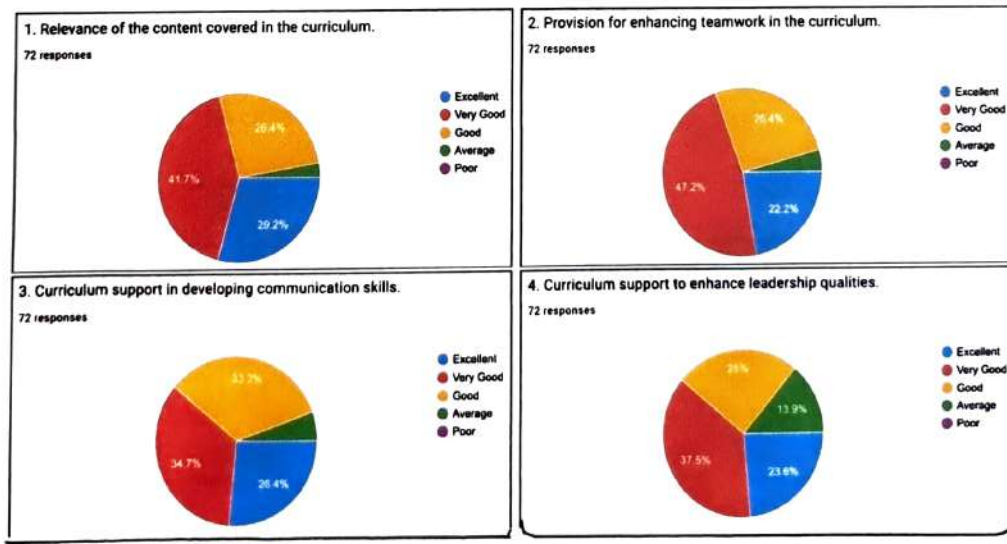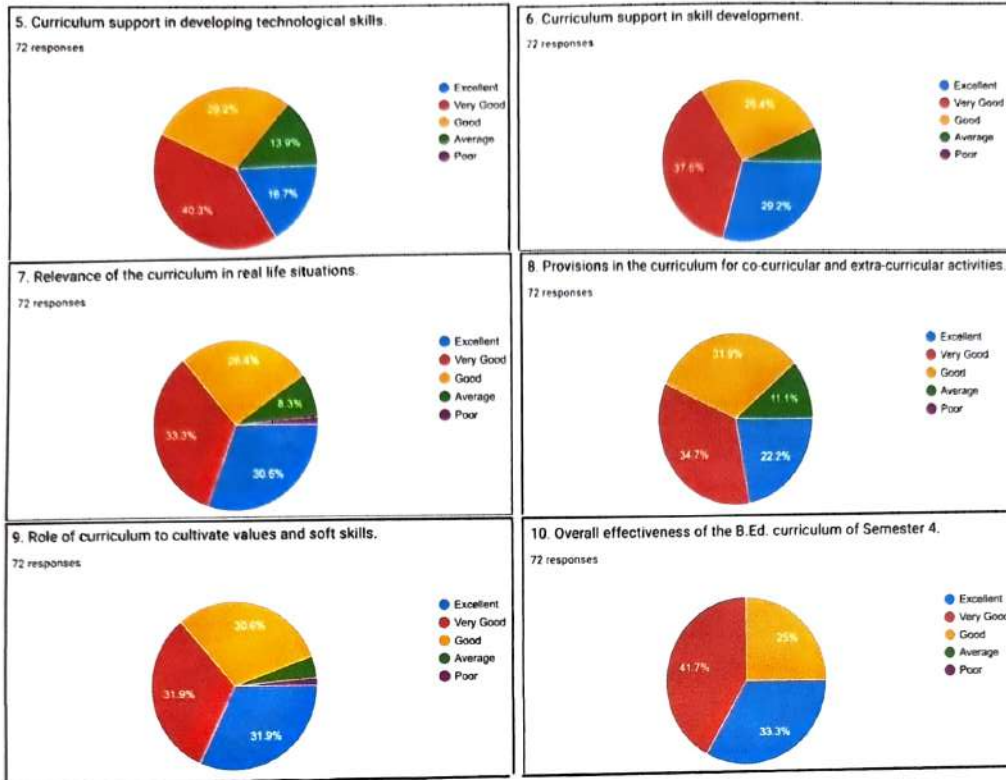
1. Relevance of the content covered in the curriculum.

72 responses

- Excellent
- Very Good
- Good
- Average
- Poor

26.4%
41.7%
29.2%

2. Provision for enhancing teamwork in the curriculum.

72 responses

- Excellent
- Very Good
- Good
- Average
- Poor

26.4%
47.2%
22.2%

3. Curriculum support in developing communication skills.

72 responses

- Excellent
- Very Good
- Good
- Average
- Poor

33.2%
34.7%
26.4%

4. Curriculum support to enhance leadership qualities.

72 responses

- Excellent
- Very Good
- Good
- Average
- Poor

25%
13.9%
37.5%
23.6%

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5. Curriculum support in developing technological skills.
72 responses

Excellent • Very Good • Good • Average • Poor

29.2% • 13.9% • 16.7% • 40.3%

6. Curriculum support in skill development.
72 responses

Excellent • Very Good • Good • Average • Poor

26.4% • 37.5% • 29.2%

7. Relevance of the curriculum in real life situations.
72 responses

Excellent • Very Good • Good • Average • Poor

26.4% • 8.3% • 33.3% • 30.6%

8. Provisions in the curriculum for co-curricular and extra-curricular activities.
72 responses

Excellent • Very Good • Good • Average • Poor

31.9% • 11.1% • 34.7% • 22.2%

9. Role of curriculum to cultivate values and soft skills.
72 responses

Excellent • Very Good • Good • Average • Poor

30.6% • 31.9% • 31.9%

10. Overall effectiveness of the B.Ed. curriculum of Semester 4.
72 responses

Excellent • Very Good • Good • Average • Poor

25% • 41.7% • 33.3%

ANALYSIS OF FEEDBACK FROM TEACHERS

Feedback was collected from teachers on curriculum using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, very satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, periodic updation, curriculum support to enhance leadership qualities, outcome-based nature of the curriculum framework, provision for creativity boosting and social relevance. However, they are concerned about the practical applicability, learner centeredness and provision for continuous evaluation and assessment.

ANALYSIS OF FEEDBACK FROM EMPLOYER

Feedback was collected from the employer on curriculum using a feedback form. The form consisted of 10 items related to the curriculum, for which the employer needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected feedback revealed that the employer is fully satisfied with the B.Ed. curriculum with respect to its ability to contribute to the goal of the college, facilities of the college to implement the curriculum effectively, curriculum support in terms of leadership qualities and employment, and the role of curriculum to create interest in higher learning. Also, the employer has very good opinion regarding curriculum support in terms of

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skill enhancement, creativity boosting, cultivation of values and soft skills and the role of curriculum in physical development.

ANALYSIS OF FEEDBACK FROM ALUMNI

Feedback was collected from the alumni members of the college on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the feedback from alumni members revealed that though the alumni members are satisfied with the relevance of the content covered in the curriculum, curriculum support in terms of skill enhancement and employment, role of curriculum to create interest in higher learning, to develop interest in professional practice, for enhancing creativity among learners, and to enhance leadership qualities, they are less satisfied in the role of curriculum to cultivate values and soft skills, and in physical development.

ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICING SCHOOLS

Feedback was collected from the headmaster/ headmistress of practicing schools on curriculum using a feedback form, which was handed over to them during practice teaching. The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor.

After analysing the feedback collected from the headmasters of practicing schools on curriculum, it was found that they give the highest rating for the curriculum support to enhance leadership qualities and learner centeredness of the curriculum. They agree that the role of curriculum to develop teacher behaviour, outcome based nature of the curriculum framework, role of curriculum to develop teaching skills, curriculum support for effective classroom management, and the provision for continuous evaluation and assessment and the practical applicability of the curriculum are very good. Still they have slight concerns about the implementation of effective teaching strategies in the curriculum.

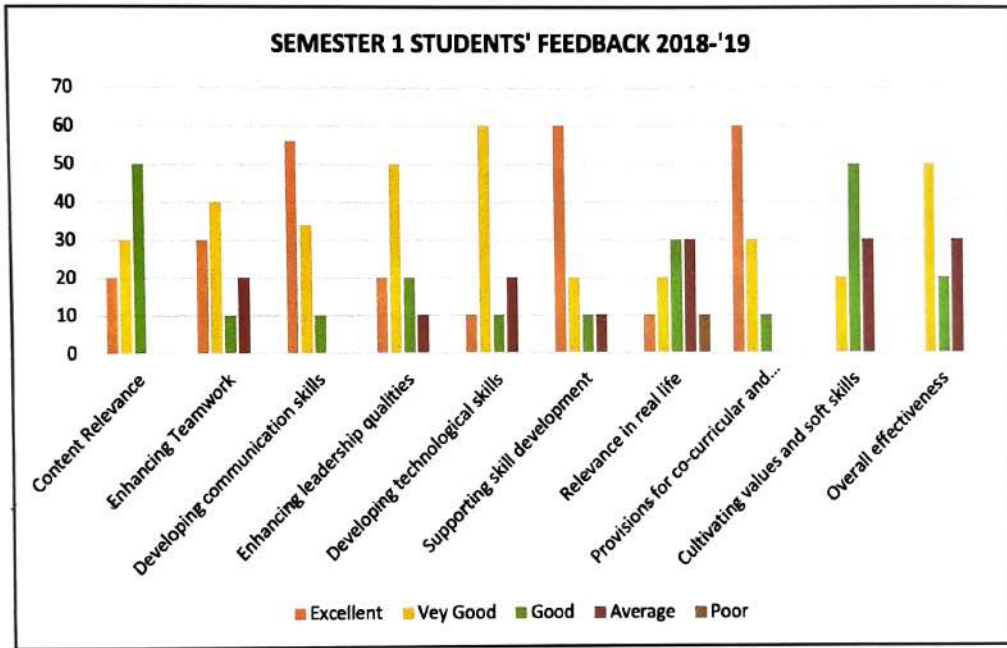Principal
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ANALYSIS OF FEEDBACK COLLECTED FROM STAKEHOLDERS 2018-'19

ANALYSIS OF FEEDBACK FROM STUDENTS

For collecting the semester wise feedback from students, Feedback Forms were created and circulated among the students. Analysis of the feedback was done by means of the graphical representations of their responses, which were used to arrive at comprehensive results.

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

Feedback was collected from students of Semester 1 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 1, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.
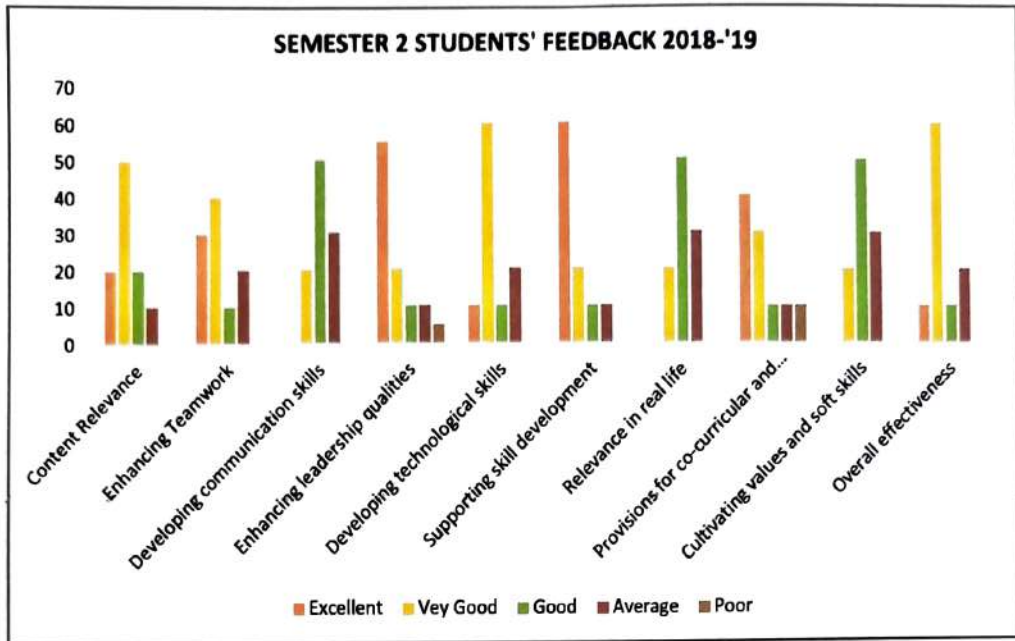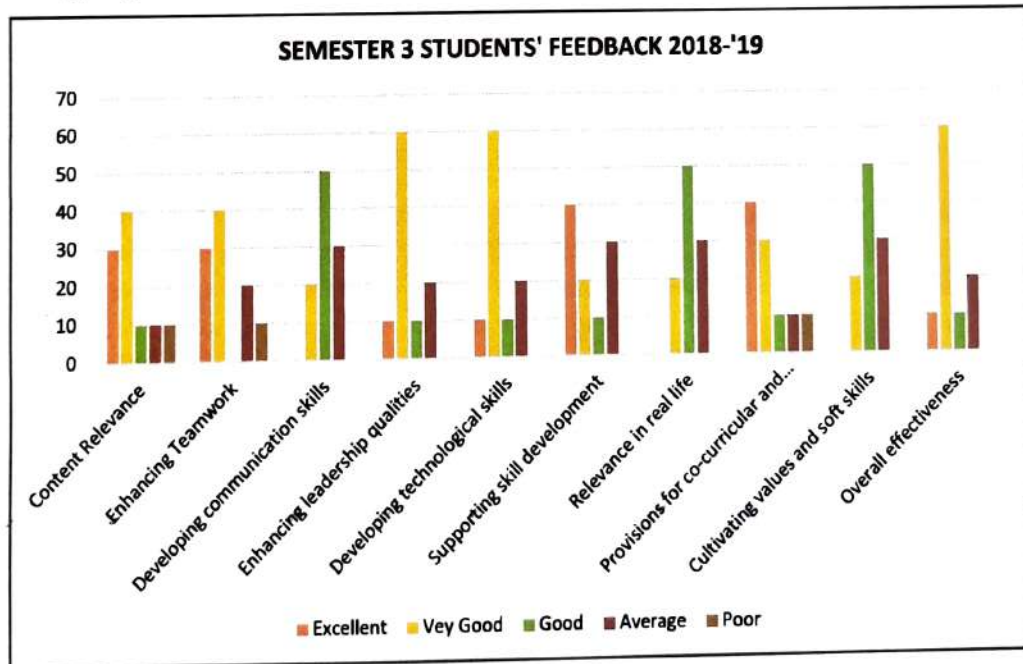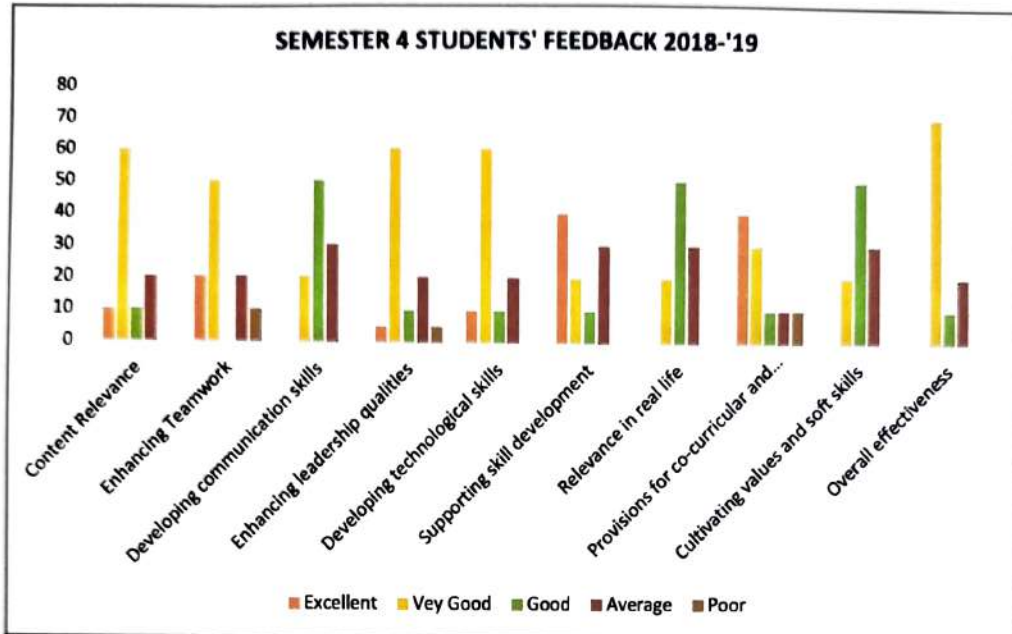

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

Feedback was collected from students of Semester 2 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 2, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.

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SEMESTER 2 STUDENTS' FEEDBACK 2018-'19

Legend: Excellent, Vey Good, Good, Average, Poor

Categories: Content Relevance, Enhancing Teamwork, Developing communication skills, Enhancing leadership qualities, Developing technological skills, Supporting skill development, Relevance in real life, Provisions for co-curricular and..., Cultivating values and soft skills, Overall effectiveness

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

Feedback was collected from students of Semester 3 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 3, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.

SEMESTER 3 STUDENTS' FEEDBACK 2018-'19

Legend: Excellent, Vey Good, Good, Average, Poor

Categories: Content Relevance, Enhancing Teamwork, Developing communication skills, Enhancing leadership qualities, Developing technological skills, Supporting skill development, Relevance in real life, Provisions for co-curricular and..., Cultivating values and soft skills, Overall effectiveness

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ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

Feedback was collected from students of Semester 4 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 4, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.

ANALYSIS OF FEEDBACK FROM TEACHERS

Feedback was collected from teachers on curriculum using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, very satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, curriculum support to enhance leadership qualities, social relevance, practical applicability, learner centeredness and provision for continuous evaluation and assessment. However, they are concerned about the periodic updation, provision for creativity boosting and outcome-based nature of the curriculum framework.

ANALYSIS OF FEEDBACK FROM EMPLOYER

Feedback was collected from the employer on curriculum using a feedback form. The form consisted of 10 items related to the curriculum, for which the employer needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected feedback revealed that the employer is fully satisfied with the curriculum support in terms of skill enhancement and employment, cultivation of values and soft skills and the role of curriculum in physical development. Also, the employer has very

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good opinion regarding the B.Ed. curriculum with respect to its ability to contribute to the goal of the college, facilities of the college to implement the curriculum effectively, curriculum support in terms of leadership qualities and creativity boosting, and the role of curriculum to create interest in higher learning.

ANALYSIS OF FEEDBACK FROM ALUMNI

Feedback was collected from the alumni members of the college on curriculum using a feedback form to collect the responses. The form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the feedback from alumni members revealed that though the alumni members are satisfied with the relevance of the content covered in the curriculum, curriculum support in terms of skill enhancement and employment, for enhancing creativity among learners, and to enhance leadership qualities, they are less satisfied in the role of curriculum to cultivate values and soft skills, to create interest in higher learning, to develop interest in professional practice, and in physical development.

ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICING SCHOOLS

Feedback was collected from the headmaster/ headmistress of practicing schools on curriculum using a feedback form, which was handed over to them during practice teaching. The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor.

After analysing the feedback collected from the headmasters of practicing schools on curriculum, it was found that they give the highest rating for the role of curriculum to develop teaching skills and curriculum support for effective classroom management. They agree that the curriculum support to enhance leadership qualities, role of curriculum to develop teacher behaviour, outcome based nature of the curriculum framework, the provision for continuous evaluation and assessment, practical applicability of the curriculum and implementation of effective teaching strategies in the curriculum are very good. Still they have concerns about the learner centeredness of the curriculum.

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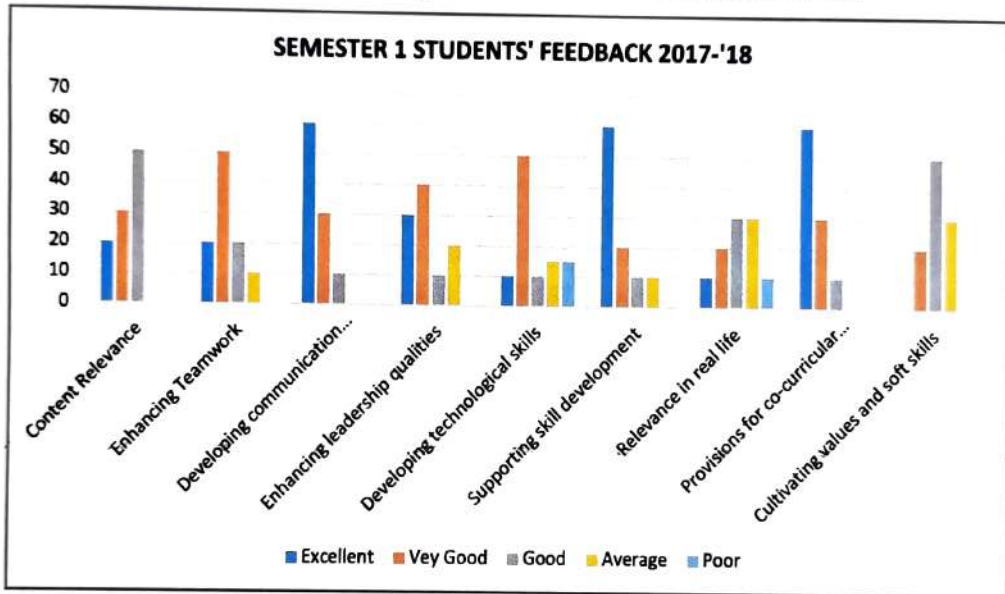
YEAR 5: 2017-'18

ANALYSIS OF FEEDBACK COLLECTED FROM STAKEHOLDERS 2017-'18

ANALYSIS OF FEEDBACK FROM STUDENTS

For collecting the semester wise feedback from students, Feedback Forms were created and circulated among the students. Analysis of the feedback was done by means of the graphical representations of their responses, which were used to arrive at comprehensive results.

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

Feedback was collected from students of Semester 1 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 1, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.
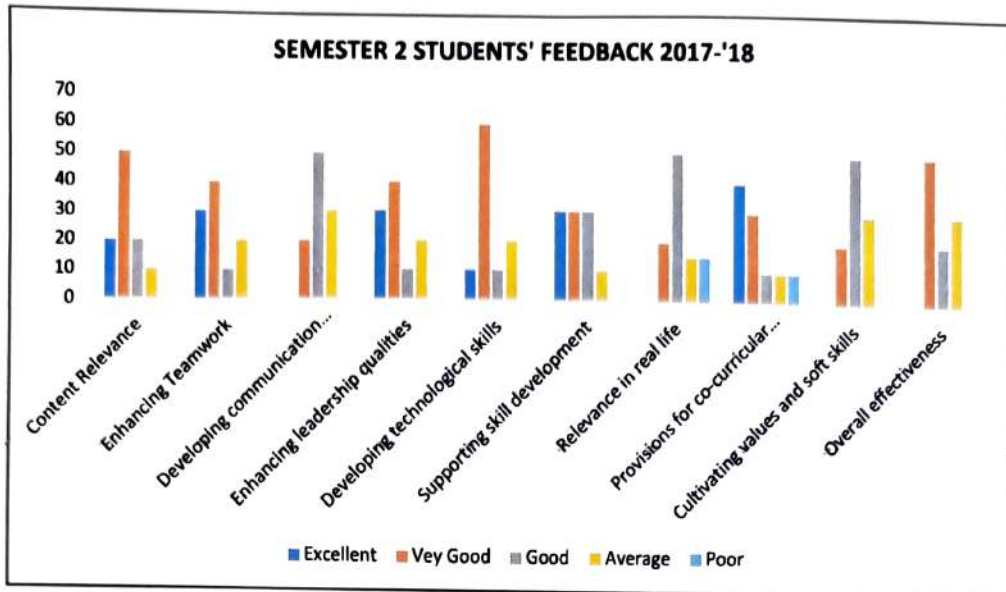

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

Feedback was collected from students of Semester 2 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 2, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.
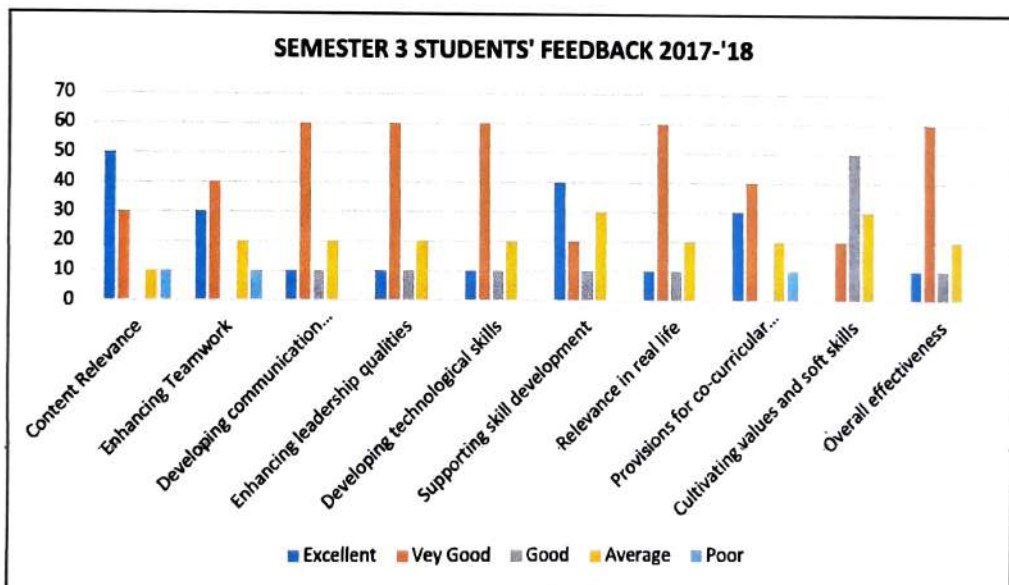
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SEMESTER 2 STUDENTS' FEEDBACK 2017-'18

Legend: Excellent, Vey Good, Good, Average, Poor

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

Feedback was collected from students of Semester 3 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 3, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.
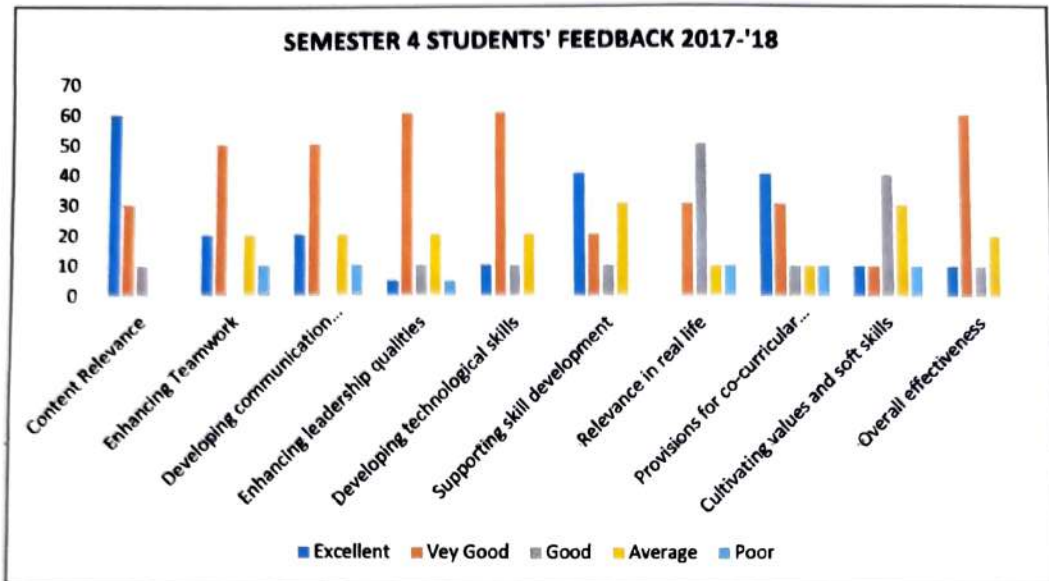

SEMESTER 3 STUDENTS' FEEDBACK 2017-'18

Legend: Excellent, Vey Good, Good, Average, Poor

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

Feedback was collected from students of Semester 4 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of

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Semester 4, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback is attached.

SEMESTER 4 STUDENTS' FEEDBACK 2017-'18

Legend: ■ Excellent ■ Vey Good ▨ Good ■ Average ■ Poor

ANALYSIS OF FEEDBACK FROM TEACHERS

Feedback was collected from teachers on curriculum using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, very satisfied with the B.Ed. curriculum with respect to the curriculum support to enhance leadership qualities, learner centeredness, provision for continuous evaluation and assessment, relevance of the content covered and social relevance of the curriculum. However, they are concerned about the periodic updation, provision for creativity boosting and outcome-based nature of the curriculum framework, and above all, the practical applicability of the curriculum.

ANALYSIS OF FEEDBACK FROM EMPLOYER

Feedback was collected from the employer on curriculum using a feedback form. The form consisted of 10 items related to the curriculum, for which the employer needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the collected feedback revealed that the employer is fully satisfied with the B.Ed. curriculum with respect to its ability to contribute to the goal of the college, facilities of the college to implement the curriculum effectively, curriculum support in terms of employment, cultivation of values and soft skills and the role of curriculum in physical development. Also, the employer has very good opinion regarding curriculum support in terms

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of leadership qualities and skill enhancement, creativity boosting, and the role of curriculum to create interest in higher learning.

ANALYSIS OF FEEDBACK FROM ALUMNI

Feedback was collected from the alumni members of the college on curriculum using a feedback form to collect the responses. The form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor.

The analysis of the feedback from alumni members revealed that though the alumni members are much satisfied with the curriculum support in terms of skill enhancement and employment, the role of curriculum to cultivate values and soft skills, and to create interest in higher learning. They are concerned about the role of curriculum to enhance creativity among learners, and to enhance leadership qualities. They are less satisfied in the relevance of the content covered in the curriculum, role of curriculum to develop interest in professional practice, and in physical development.

ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICING SCHOOLS

Feedback was collected from the headmaster/ headmistress of practicing schools on curriculum using a feedback form, which was handed over to them during practice teaching. The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor.

After analysing the feedback collected from the headmasters of practicing schools on curriculum, it was found that they give the highest rating for the role of curriculum to develop teaching skills, curriculum support to enhance leadership qualities, role of curriculum to develop teacher behaviour, outcome based nature of the curriculum framework and curriculum support for effective classroom management. They agree that the provision for continuous evaluation and assessment, practical applicability of the curriculum and implementation of effective teaching strategies in the curriculum, and the learner centeredness of the curriculum are very good.

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