



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION I

1.4.2 Feedback Collected from Stakeholders is Processed and Action is Taken

Stakeholder Feedback Analysis Report

Submitted to

**National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment**



1.4.2 Stakeholder Feedback Analysis Report

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**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 staff council 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 enrol 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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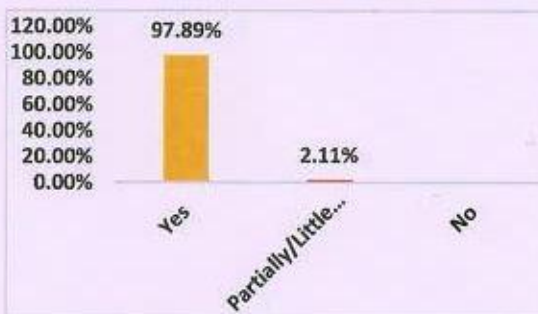
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Student Feedback Analysis on Curriculum

I Semester (2022-2024 batch)

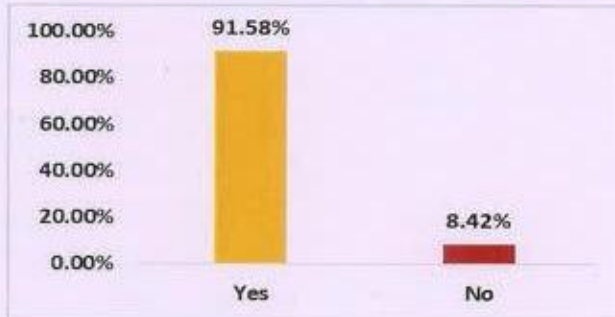
95 student teachers of I Semester B.Ed Programme responded to the feedback form. The analysis of the data thus collected reveals the following :-

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.



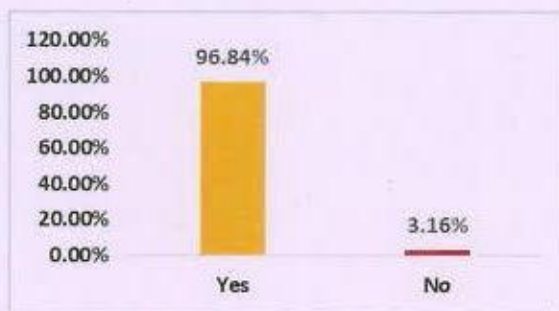
The B.Ed Curriculum is student centered though agreed by a majority but there were a quite a few who didn't feel it to be that way.



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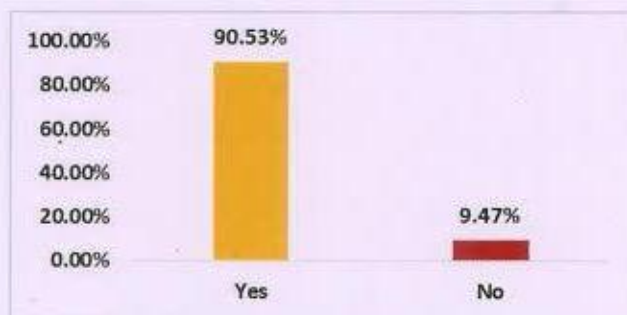
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4. Does the B.Ed Curriculum familiarises you with Philosophies of teaching and Learning?



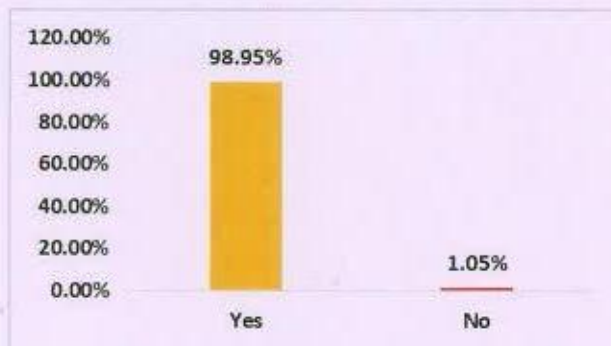
The B.Ed Curriculum familiarises them with Philosophies of teaching and Learning.

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?

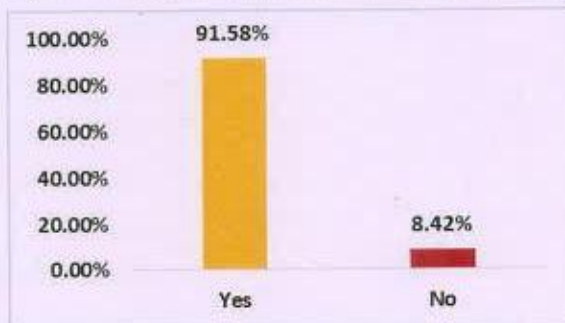


The B.Ed Curriculum familiarize them with different methodologies of Teaching and Learning.



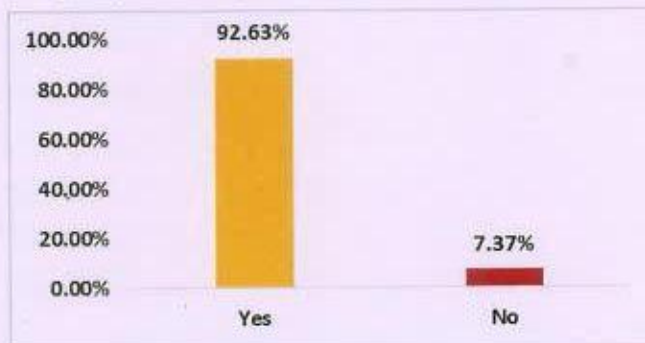
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7. Are the Course Learning Outcomes of each course of the B.Ed Curriculum relevant?



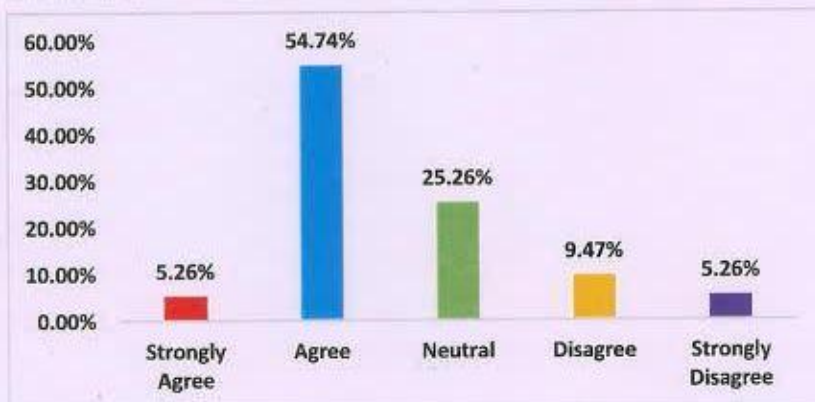
The Course Learning Outcomes of each course of the B.Ed Curriculum is relevant.

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

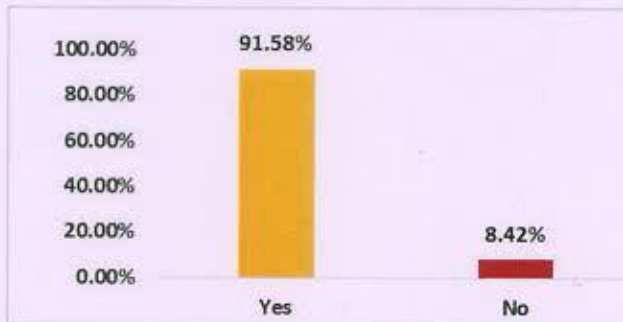


The Practicums included in this semester of the B.Ed Curriculum are relevant



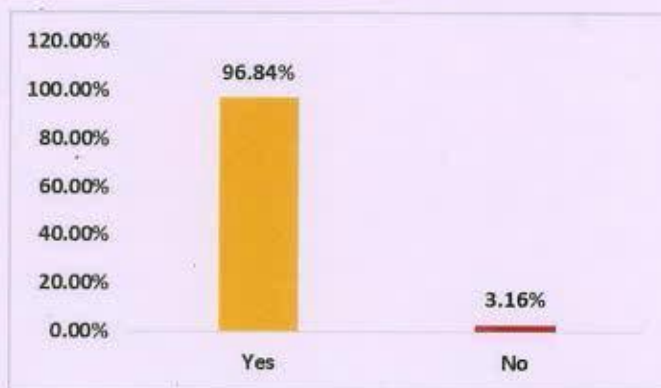
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11. Does the B.Ed Curriculum help in forming teachers with value?



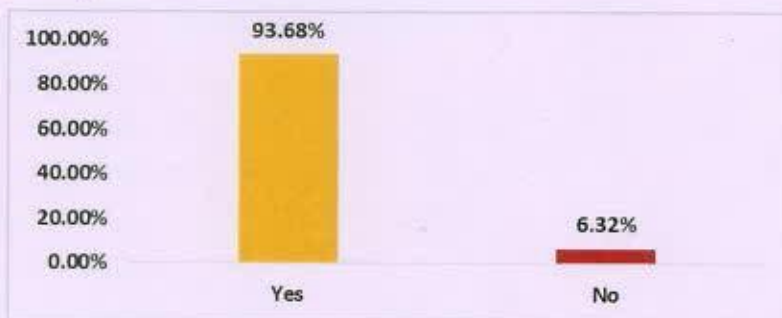
The B.Ed Curriculum helps in forming teachers with values.

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?



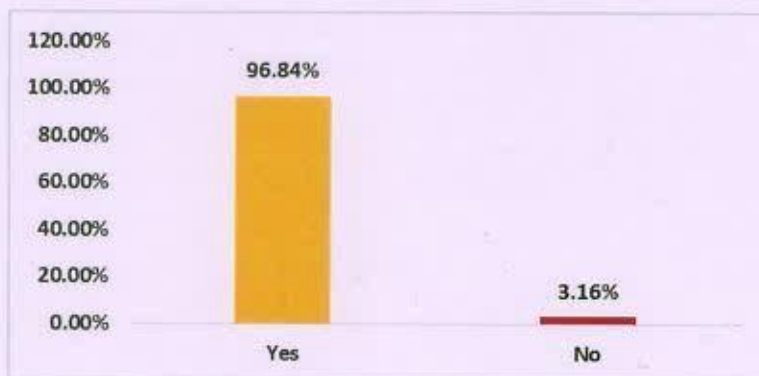
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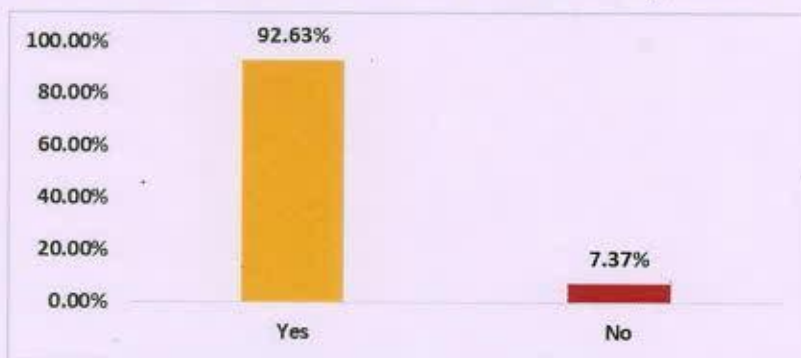
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13. Does the practical's of the B.Ed Curriculum of this semester help in developing teaching Skills ?



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)

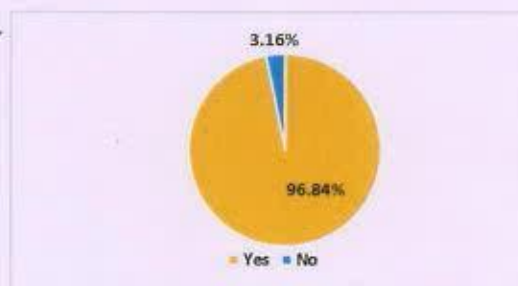
Of the total 100 Student teachers 95 of them responded to the II Semester feedback form. The analysis of the data thus collected reveals the following facts about the B.Ed Curriculum :-

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



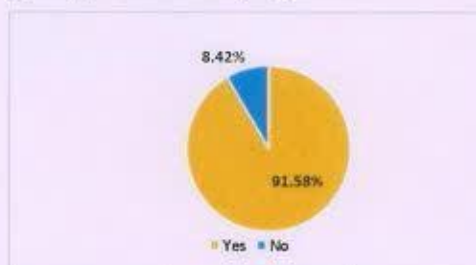
The theory of the II Semester B.Ed Curriculum address diversities of School Curriculum.

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



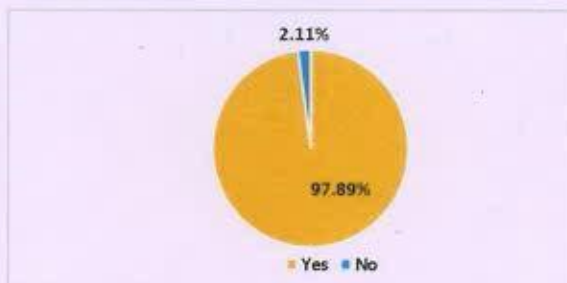
The Practical work on preparation of a school profile included in the II Semester B.Ed Curriculum is adequate for your professional preparation.

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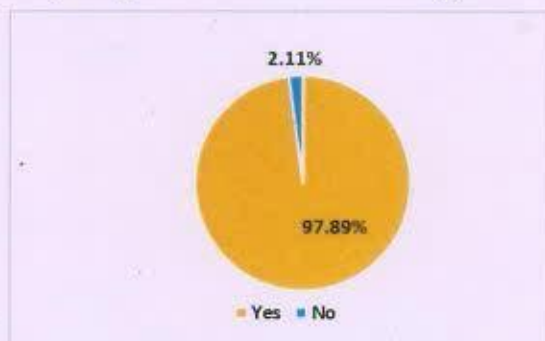


4. Identification of Exceptional Children and their characteristics during School Induction of the B.Ed Curriculum helped to be sensitive to the needs of the exceptional children



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

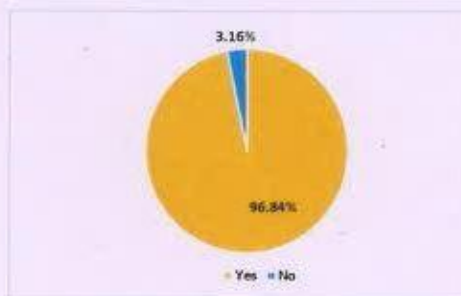


Discussion of Lesson Plans in the B.Ed Curriculum of II Semester is necessary to understand lesson planning



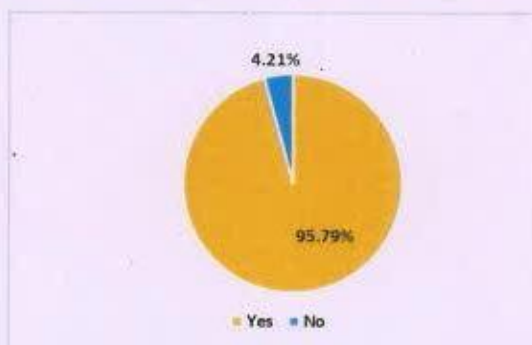
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7. The Demonstration Classes included in the B.Ed Curriculum helped in enhancing your pedagogical skills



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



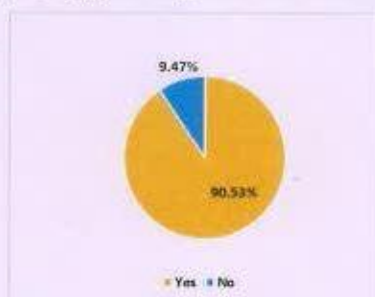
The School Induction programme of the B.Ed Curriculum is effective in enhancing the pedagogical skills of the student teachers

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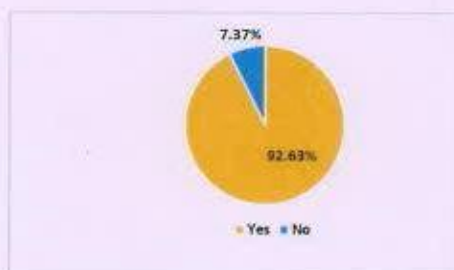
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10. The Practical works of Health and Physical Education Course included in the B.Ed Curriculum contributed in sharpening your organisational Skills and enhancing Cooperation



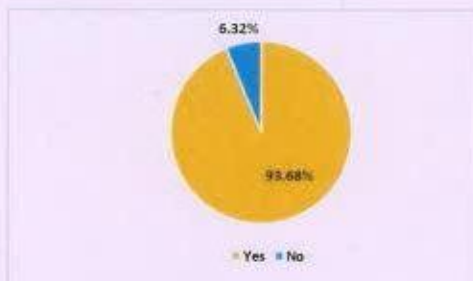
The Practical works of Health and Physical Education Course included in the B.Ed Curriculum has contributed in sharpening the organizational Skills of the student teachers and enhancing Cooperation amongst them.

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

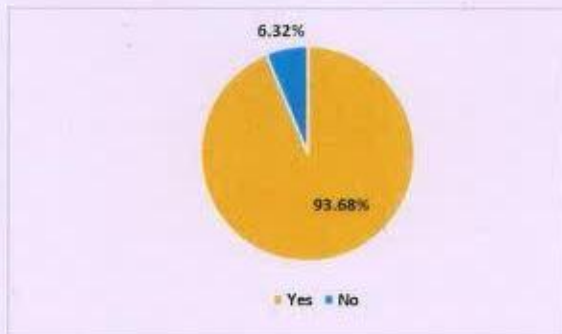


Preparing criteria for evaluating art forms of India a part of the B.Ed Curriculum helped the student teachers to appreciate the Indian Culture



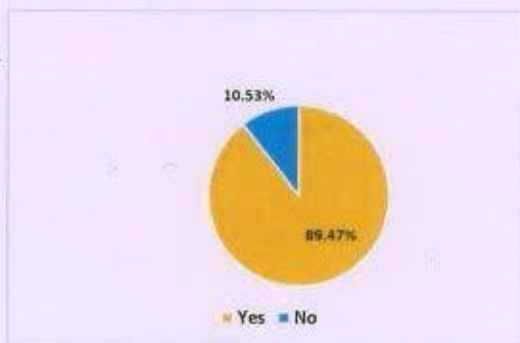
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13. Are the Course Learning Outcomes for each course of the II Semester of B.Ed Curriculum relevant?



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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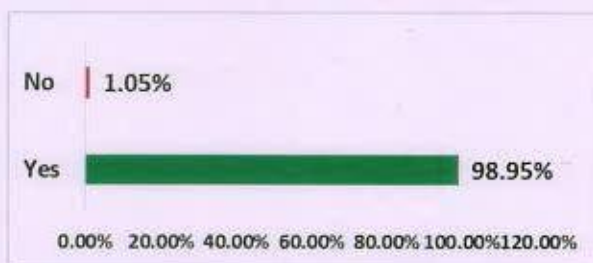
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Student Feedback Analysis on Curriculum 2022-2023

Semester III (2021-2023 batch)

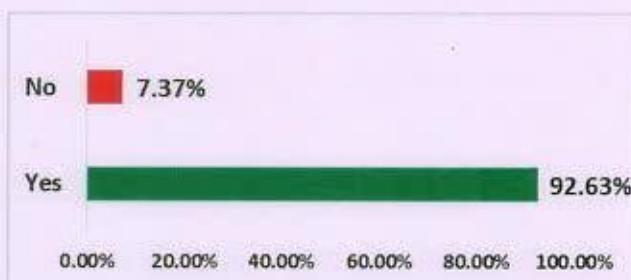
Out of the 96 teacher students 95 of them responded to the III Semester feedback form. Analysis of the data collected reflected the student teachers opinion about the B.Ed Curriculum :-

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



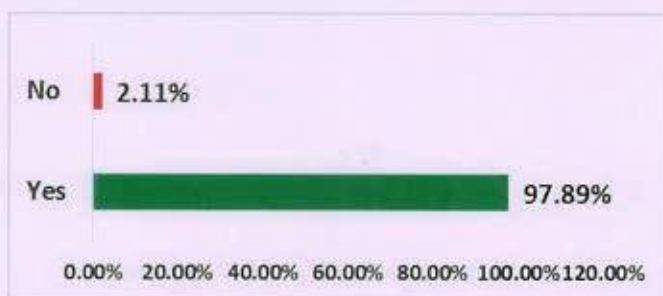
Practical's included in the III semester of the B.Ed Curriculum help in professional preparation.

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?

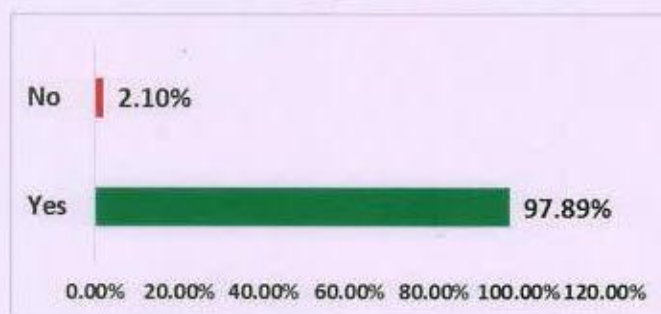


The curriculum of the Semester III helped the student teacher's in analysing current school practices.



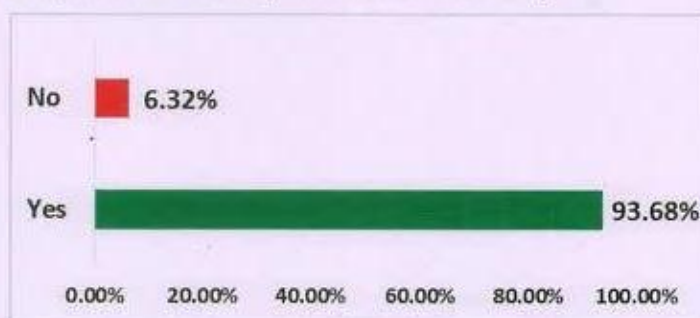
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4. Did the Practical works of the B.Ed Curriculum of the III semester help in developing Pedagogical skills ?



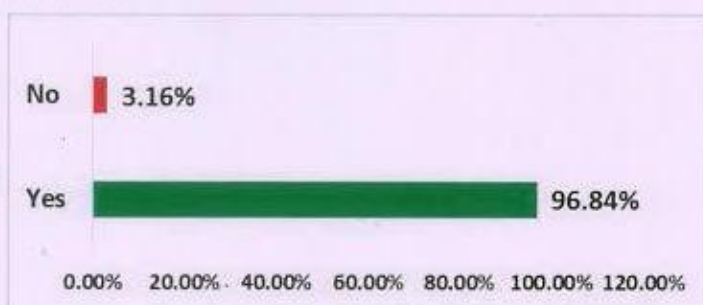
The Practical works of the B.Ed Curriculum of the III semester helped the student teachers in developing Pedagogical skills.

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?

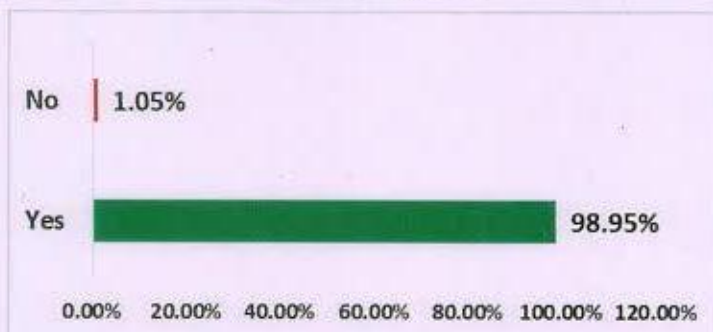


The practical work on Case Study included in the B.Ed Curriculum of Semester III enhanced the sensitivity of the Student teachers towards the needs of the students.



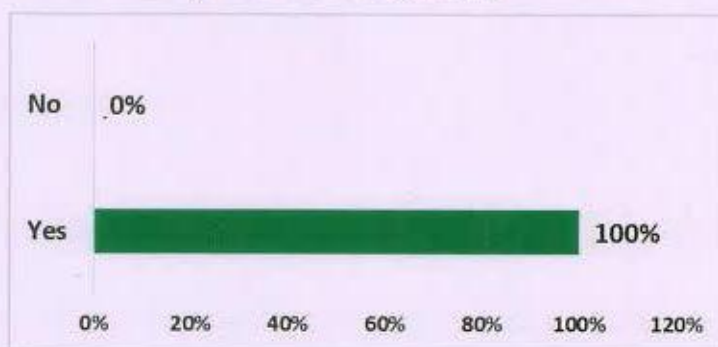
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7. Did the Practical work on peer evaluation included in the B.Ed Curriculum of III Semester help in improving your skills of teaching and evaluation?



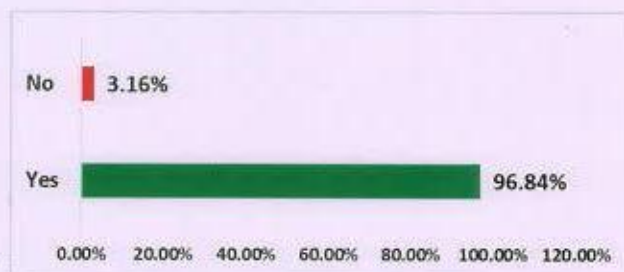
The Practical work on peer evaluation included in the B.Ed Curriculum of III Semester helped the student teachers in improving their skills of teaching and evaluation.

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?

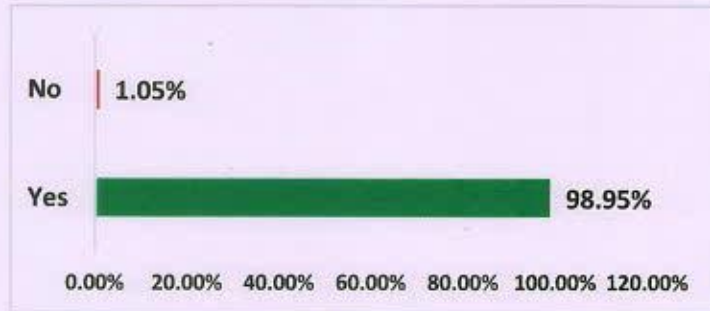


The 50 lesson plans as per the syllabus of B.Ed Curriculum is sufficient for enhancing teaching competency of the student teachers.



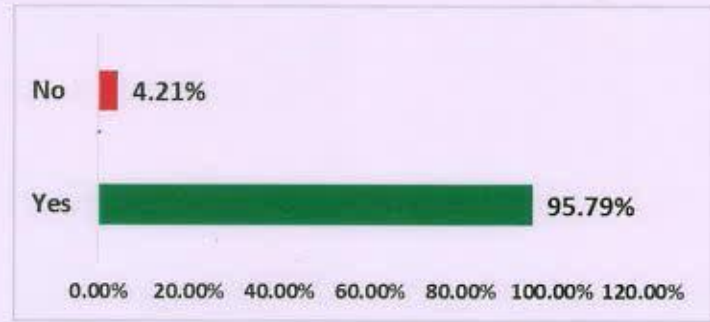
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10. Did Practical Work in Value Education of the B.Ed Curriculum in the Semester III help to integrate value into your lessons?



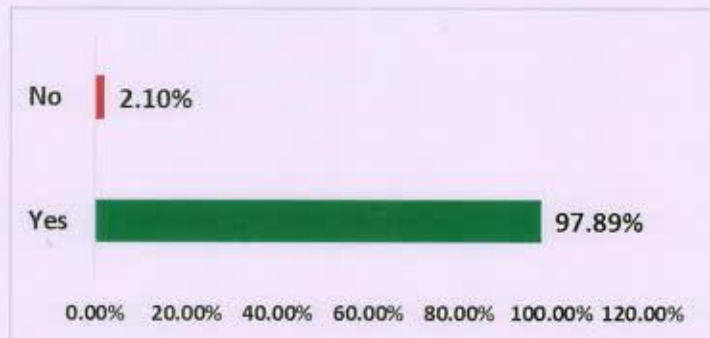
Practical Work in Value Education of the B.Ed Curriculum in the Semester III helped the student teachers to integrate value into your lessons.

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?

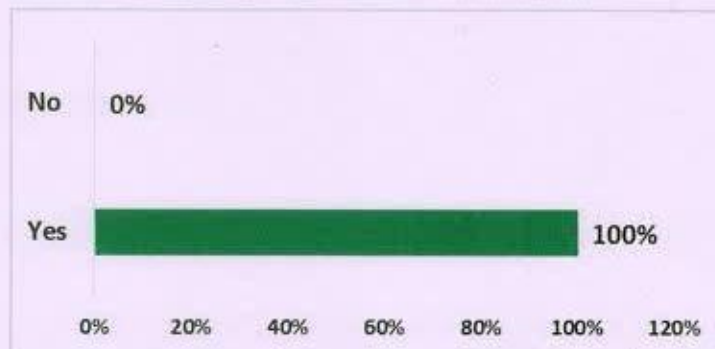


The knowledge and skills in preparation of Self-Assessment tool obtained through the B.Ed Curriculum helped the student teachers to enhance their Assessment skills.



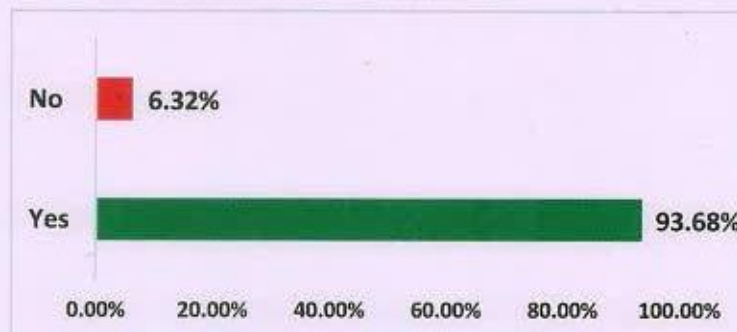
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13. Did the preparation and implementation of Diagnostic test included in the B.Ed Curriculum help identify gaps in teaching learning process during internship?



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.



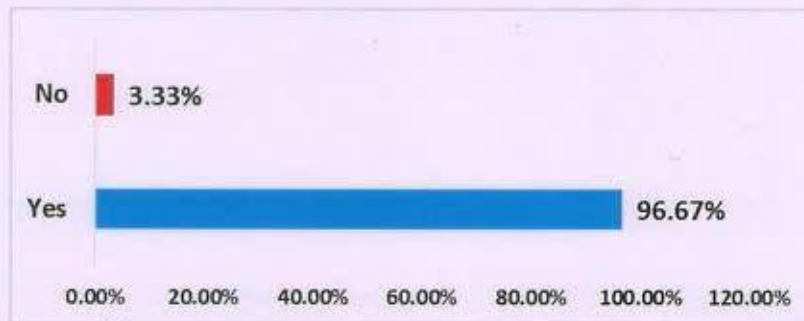
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Student Feedback Analysis on Curriculum 2022-23

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?



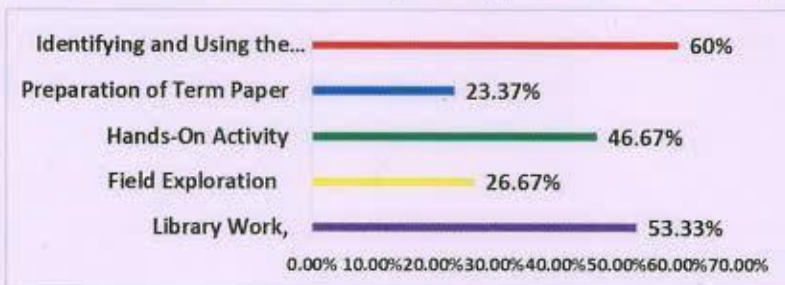
Student diversities were addressed in the curriculum by way of the following:

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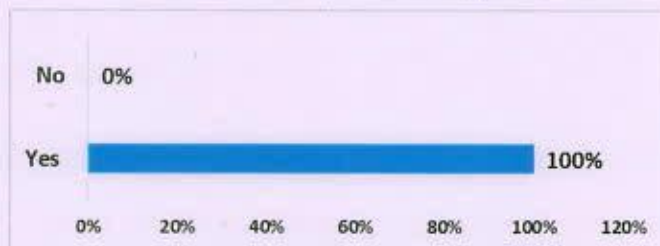
3. The curriculum has flexibility in assignments for the theory course through



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

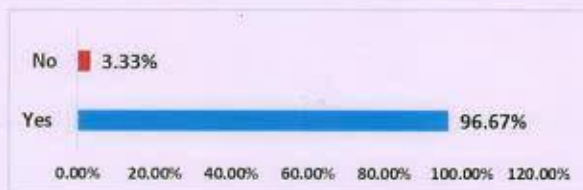
- i. 53.33% said through Library Work
- ii. 26.67% said through Field Exploration
- iii. 46.67% said through Hands-On Activity
- iv. 23.37% said through Preparation of Term Paper
- v. 60% said through Identifying and Using the Different Sources for Study

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

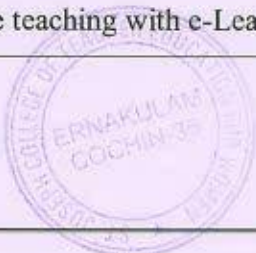


All the student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.

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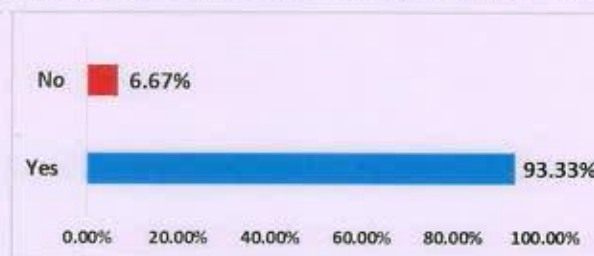
6. The B.Ed Curriculum encourages students to use ICT through



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

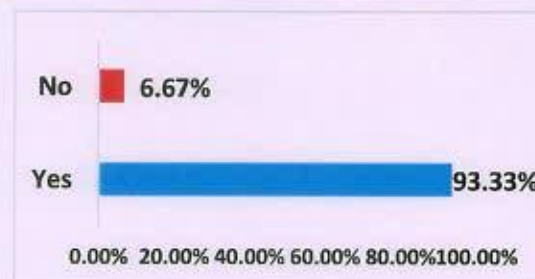
- i. Mobile based Learning by 20%
- ii. Online material by 66.67%
- iii. Podcast by 3.33%
- iv. None used ICT for Virtual Laboratories
- v. Learning Apps by 6.67%.

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



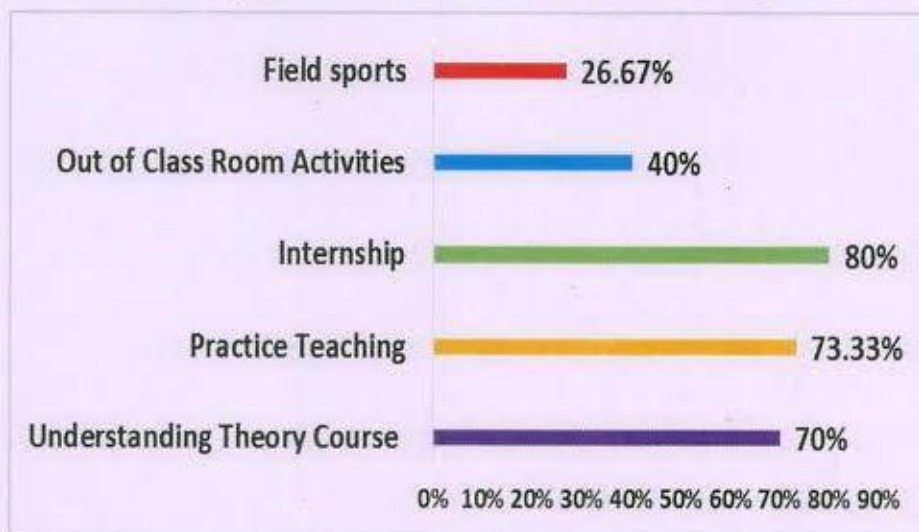
There is scope for training in ICT in the B.Ed Curriculum was opined by 93.33% of student teachers.



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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 .

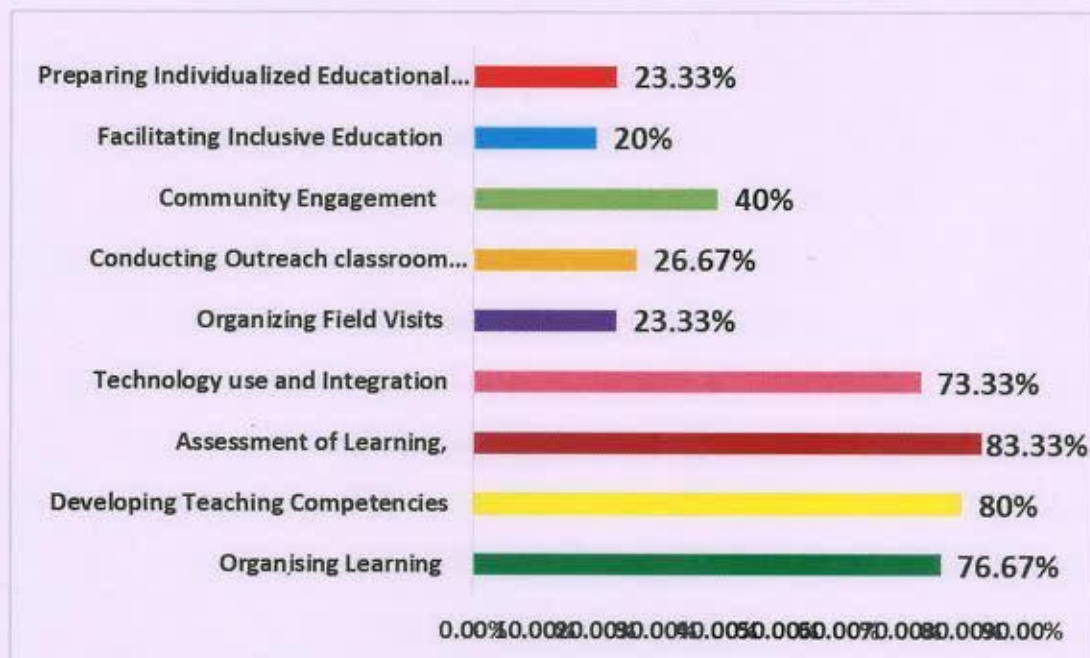


Book reading & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum 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%



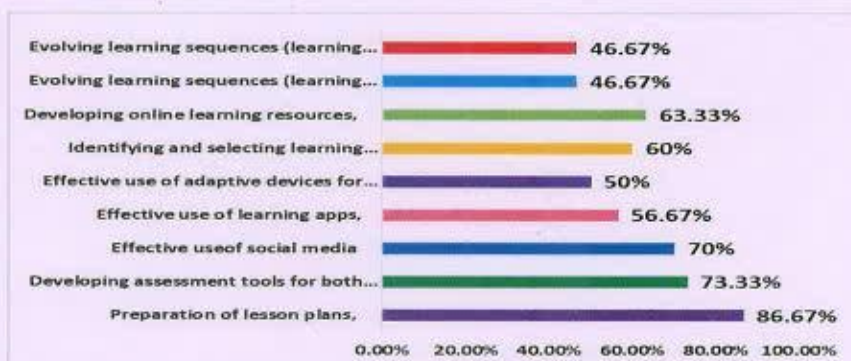
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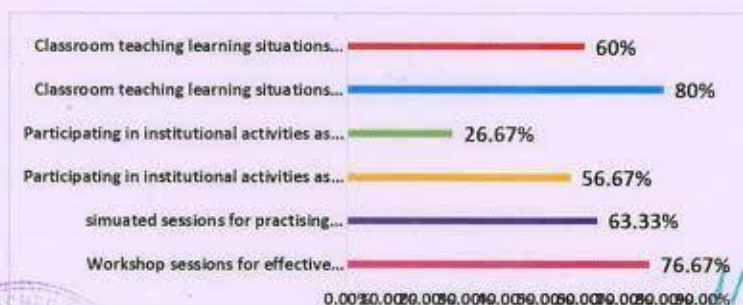
13. The B.Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of



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

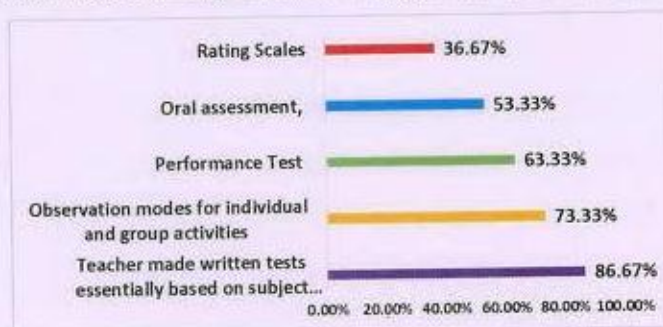
- i. Preparation of lesson plans was said by 86.67% of student teachers
- ii. Developing assessment tools for both online and offline learning was said by 73.33% of student teachers
- iii. Effective use of social media was said by 70% of student teachers
- iv. Effective use of learning apps was said 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:



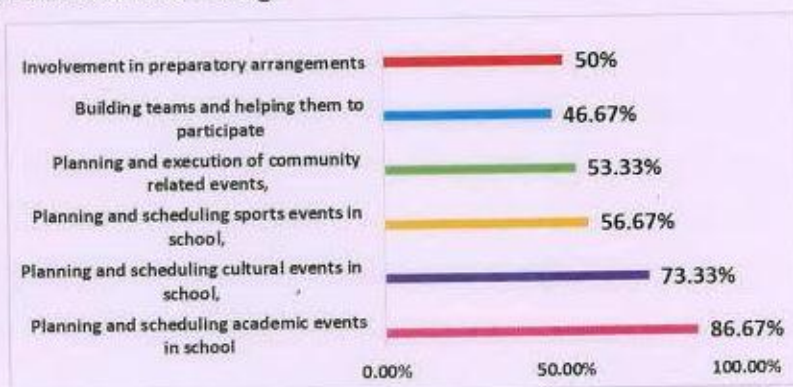
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15. B.Ed Curriculum involves training for the development of tools for assessment like:



- 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



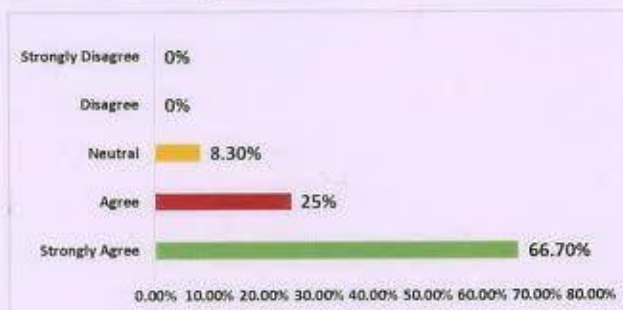
All teachers opined that there is scope for adopting new and innovative techniques and strategies of teaching in the B.Ed Curriculum.

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

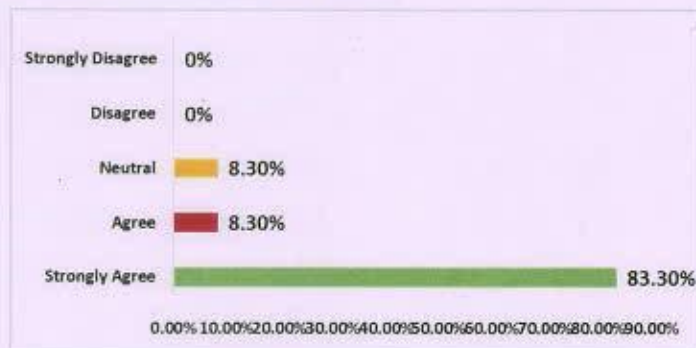


66.70% strongly agreed, 25% agreed and 8.3% has neutral opinion that B.Ed Curriculum is rich with learning resources .



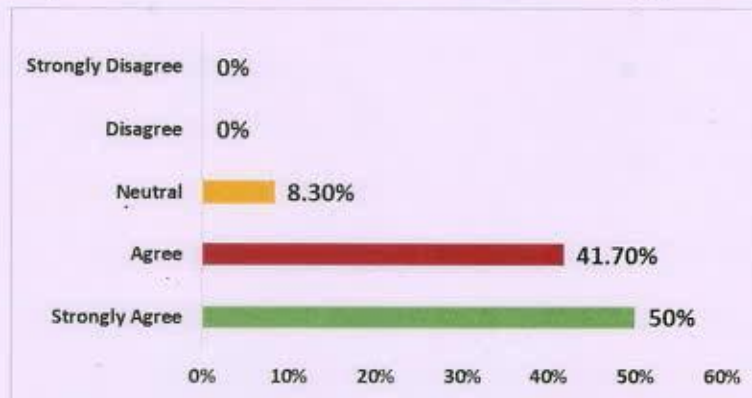
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4. B.Ed Curriculum caters to enhancing ICT skills



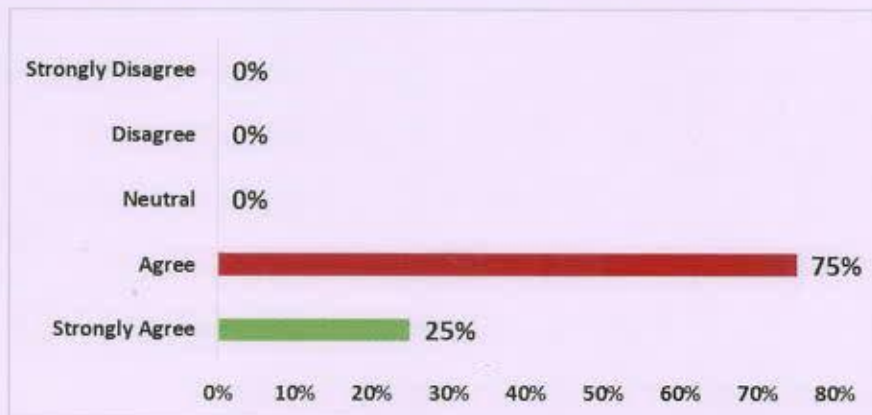
91.6% teachers agreed and 8.3% has neutral opinion that B.Ed Curriculum caters to enhancing ICT skills .

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 .

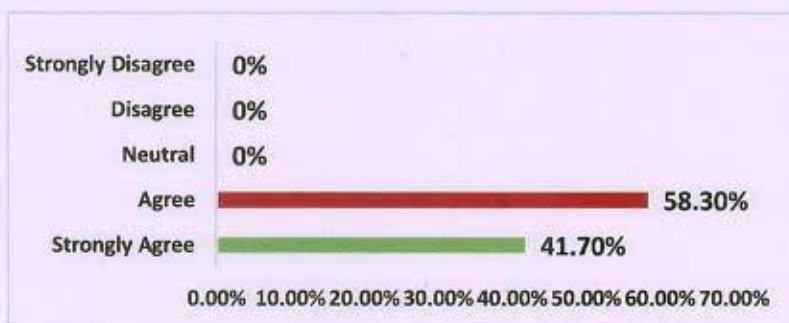


All teachers agreed that the Evaluation Procedure adopted in the B.Ed Curriculum is effective.



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



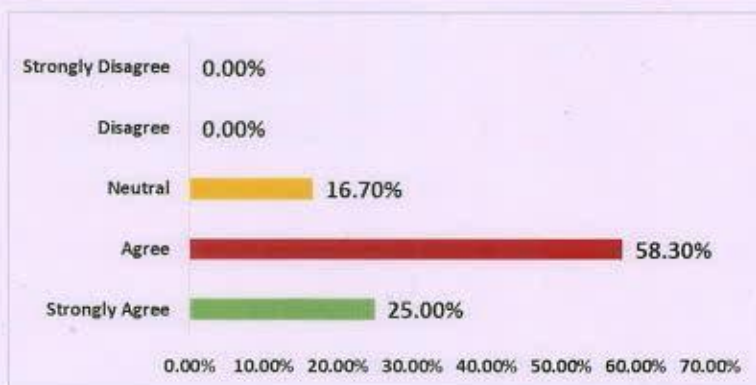
All teachers agreed that B.Ed Curriculum instils values in our Student Teachers

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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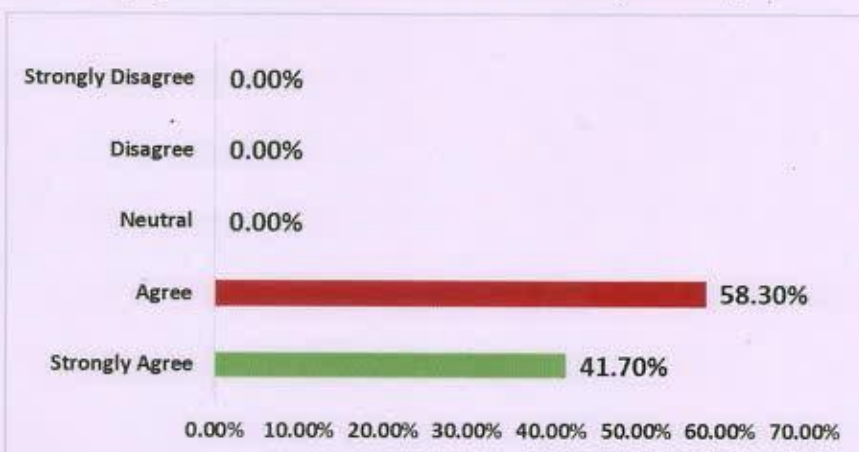
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10. The B.Ed Curriculum prepares professional teachers



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.



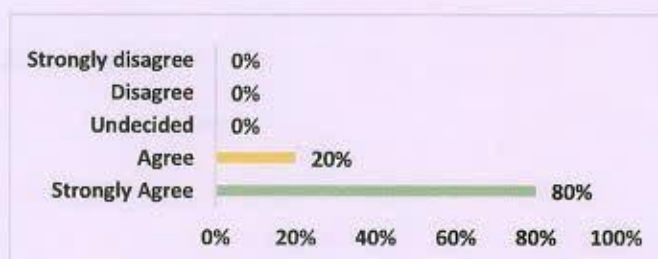
All the employers unanimously said that the curriculum equips our students teachers with the sufficient school based knowledge.

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



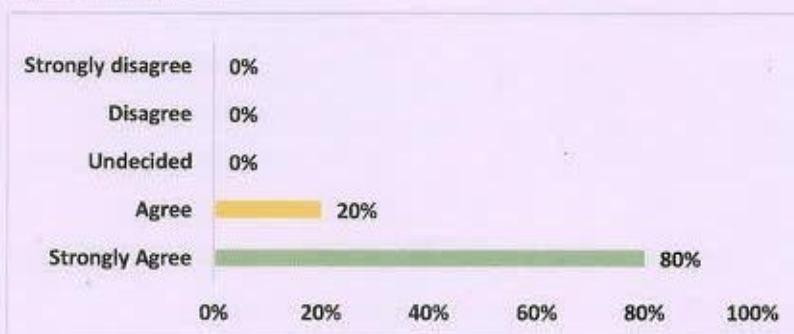
All the employers agreed to the fact that the curriculum addresses inclusiveness

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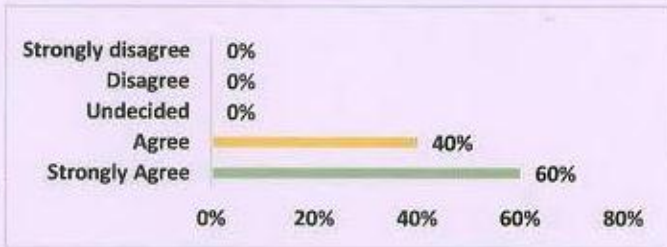
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7. The curriculum moulds student teachers who uphold democratic and moral values.



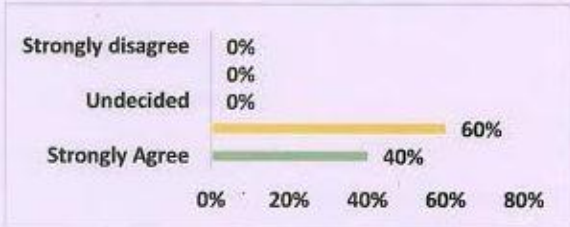
The employers agreed that the curriculum moulds student teachers who uphold democratic and moral values

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



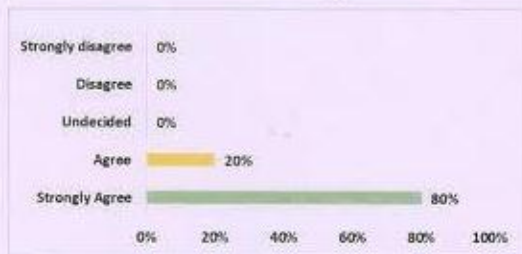
The employers agreed that the curriculum develops communicative skills of the student teachers

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

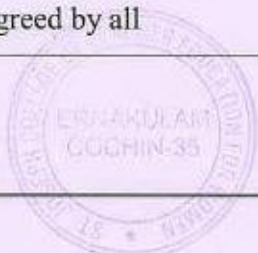


The curriculum develops the technological skills of the student teachers was agreed by all employers

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

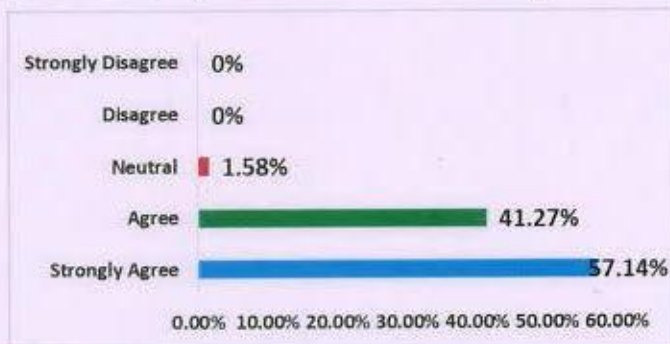


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Analysis of Alumnae feedback on Curriculum

2022-2023

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



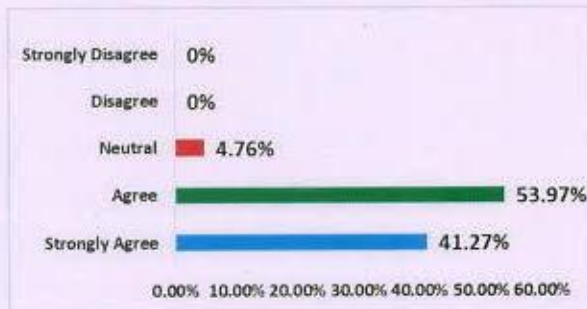
The curriculum has provided them with the basic skills required for being an effective teacher.

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.

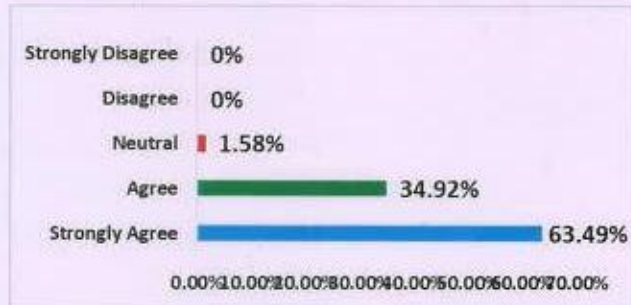


The course on 'Educational Psychology' of the B. Ed Curriculum helped them to understand their students properly.



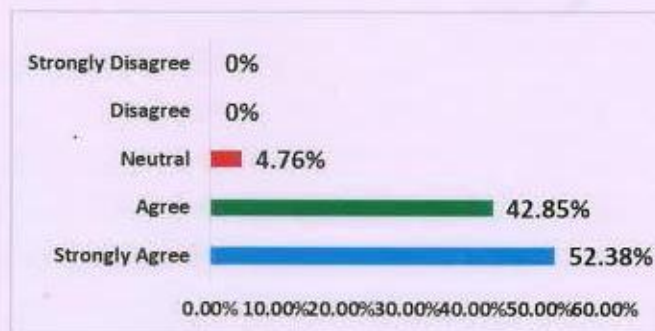
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4. The micro teaching, induction and internship program included in the B. Ed Curriculum helped me to become an effective teacher.



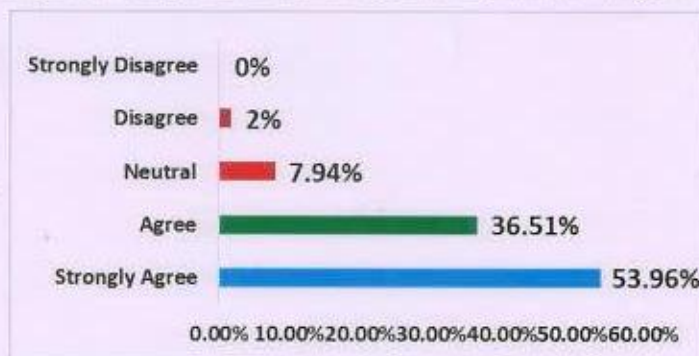
The micro teaching, induction and internship program included in the B. Ed Curriculum has helped them to become an effective teacher.

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

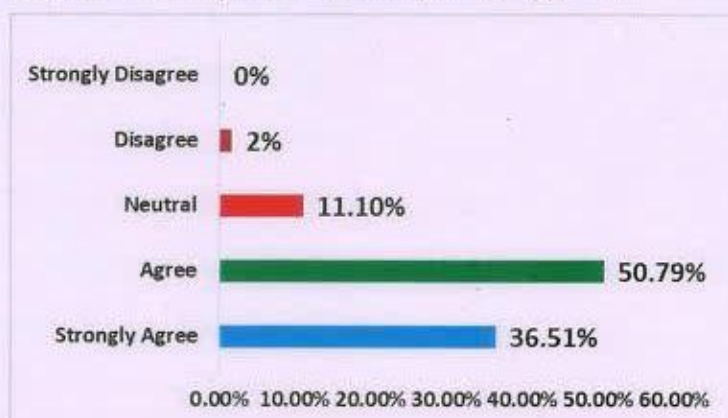


The curriculum has helped them to practice different teaching methodologies.



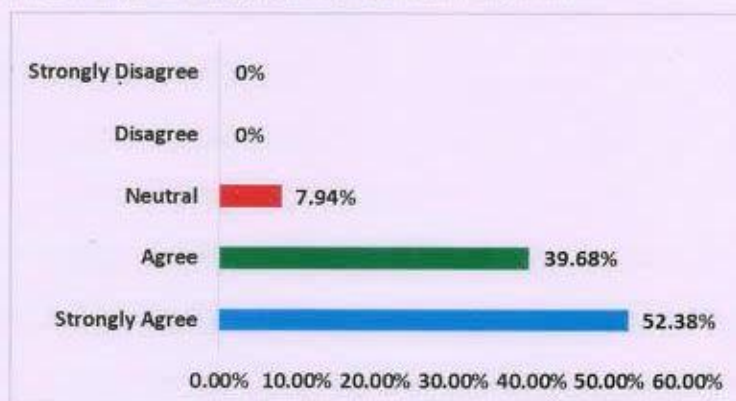
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7. The Curriculum helped me to acquire 21st century teaching skills



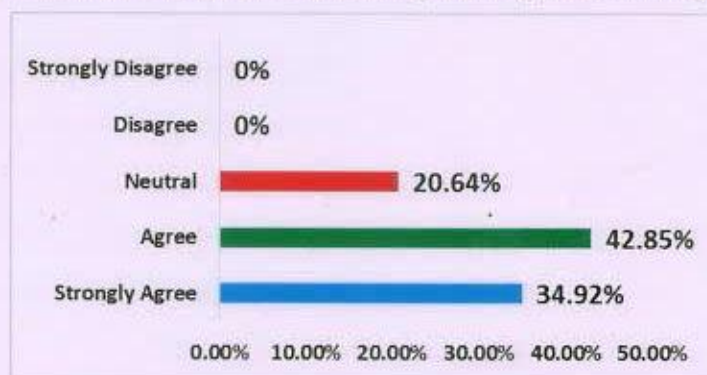
The Curriculum helped them to acquire 21st century teaching skills was not agreed by about 12 % of the alumnae. This points to the fact that more skilled development programmes are to be designed and implemented.

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



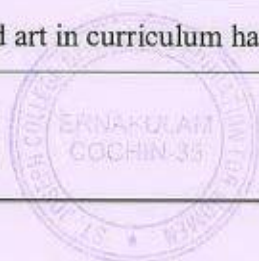
The curriculum has helped them to integrate values to lesson plans.

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



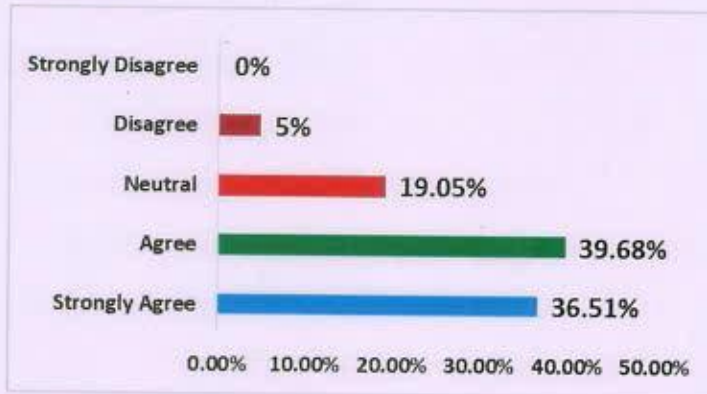
Drama and art in curriculum has helped them to develop lesson plan creatively.

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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 I the curriculum must be emphasized upon during its transaction.



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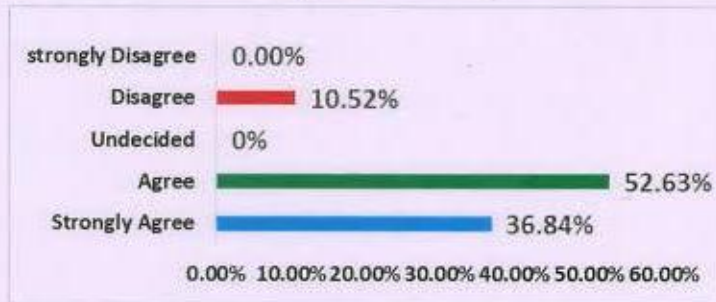
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Analysis of Head of Teaching Practice Schools Feedback on Curriculum

2022-23

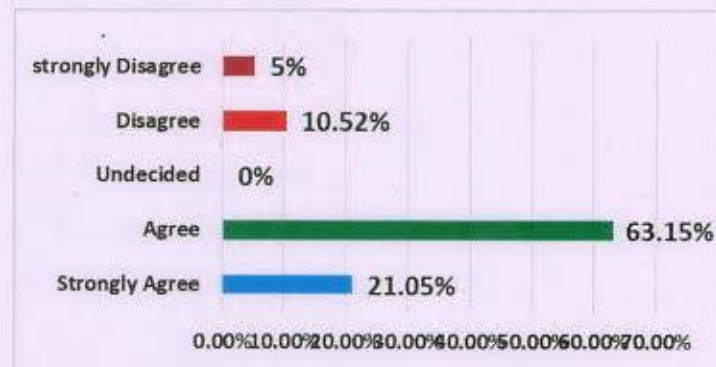
Feedback was collected from 19 Heads of Teaching Practice Schools the data thus collected was subject to percentage analysis and the following conclusions could be drawn :-

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



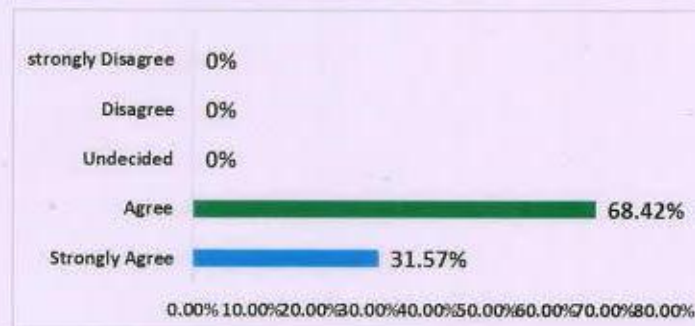
The curriculum is effective in transacting the knowledge in school education as majority agreed the statement.

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 .



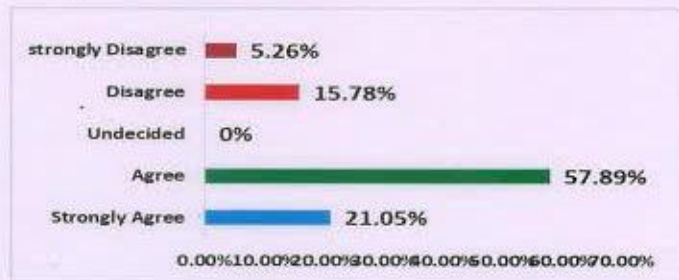
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4. The curriculum helps the student teachers to handle the learner with diversified needs.



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.



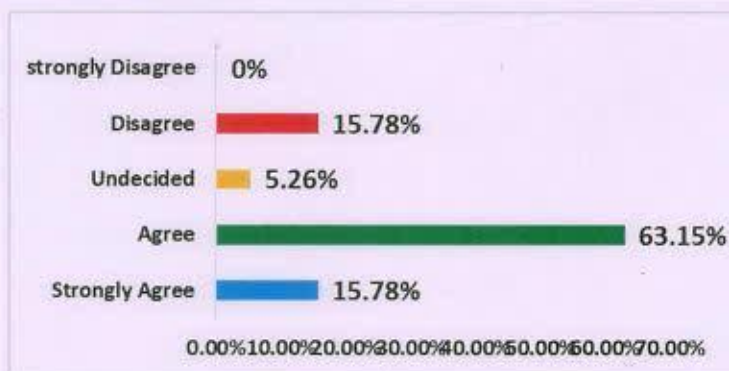
The statement that the curriculum followed in the institution supports to mould the personality of the student teachers was disagreed by 15 % of the Heads of Teaching Practise schools which points to the need of more training in Personality development.

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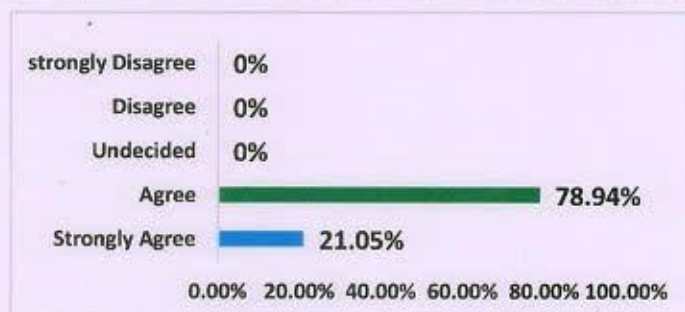
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7. The curriculum helps the student teachers to be aware of social issues and enable them to solve everyday life problems



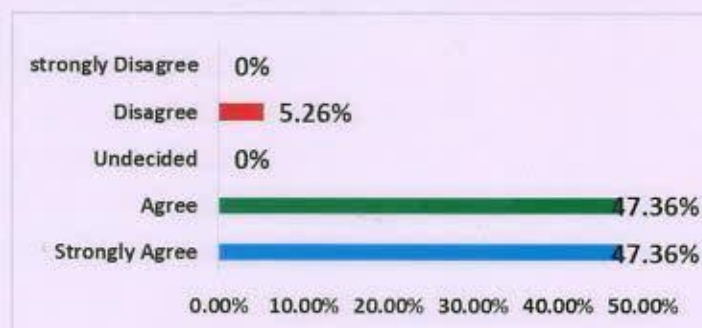
The curriculum helps the student teachers to be aware of social issues and enable them to solve everyday life problems was disagreed by 20% of the heads of the teaching practice schools and hence the student teachers must be encouraged more to take up projects related to social issues and get more involved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

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

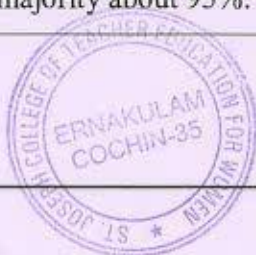


The curriculum develops the communicative skills of the student teachers- was agreed by all.

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

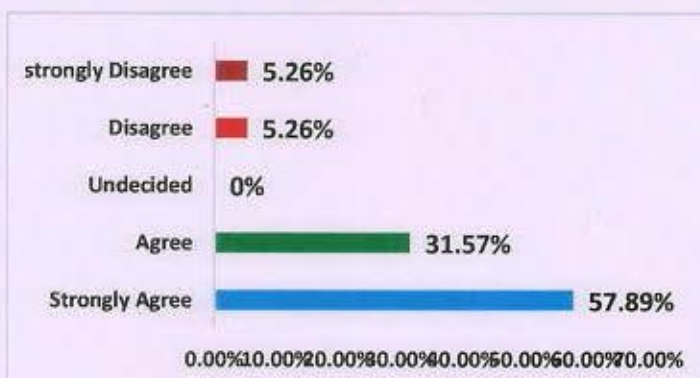


The curriculum develops the technological skills of the student teachers was agreed by the majority about 95%.



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



2021 - 2022

**CONSOLIDATED REPORT OF STAKEHOLDER
FEEDBACK**

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

Consolidated Report of Stakeholder Feedback Analysis on the Curriculum 2021-2022

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

Feedback from Students:

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

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



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Feedback from Teachers:

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

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

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



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Feedback from Employers:

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

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



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

Feedback from Alumnae:

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

Feedback from Teaching Practice Schools:

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



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Plan of Action for Stakeholder Feedback of the Year 2021-2022

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

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



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education.		from the locality. Brain storming session on recent developments in the field of education will be conducted.
Suggested that emphasis should be given on preservation, promotion, and transmission of Indian culture and 50% teachers agreed B.Ed curriculum prepares professional teachers.	Teachers	<p>- More cultural awareness programs, events, and seminars to foster a deeper understanding and appreciation of Indian culture within the curriculum to be organized.</p> <p>- More professional development programs and mentorship opportunities to equip student teachers with the necessary skills and competencies to be planned and implemented.</p>
Areas for improvement include emphasizing teaching aspects, communication skill, ICT use, behaviour patterns, discipline management, action research, and leadership qualities.	Employers	<p>ICT Skills: Value added courses will be designed to enhance their ICT skills.</p> <p>Communication Skills: Classes on communication skills will be planned.</p> <p>Behaviour patterns and discipline management: Value education classes, programmes on code of conduct will be organized. Value added courses will be designed for effective classroom management skills, life skills etc.</p> <p>Action research: Support mechanisms and resources to be made available to assist student teachers</p>



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



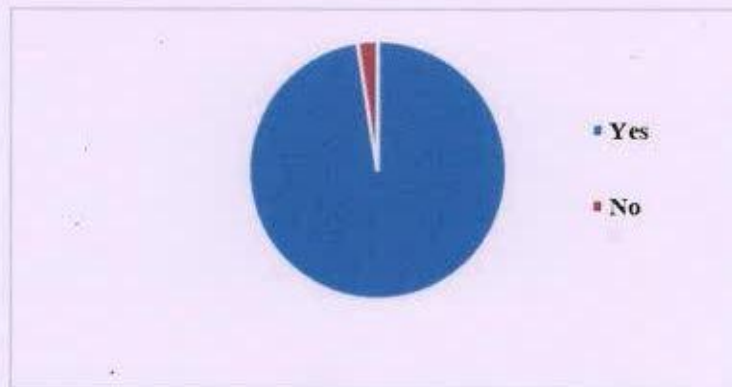
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Analysis of Student Feedback on Curriculum

Semester1 2021-2022

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

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



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

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

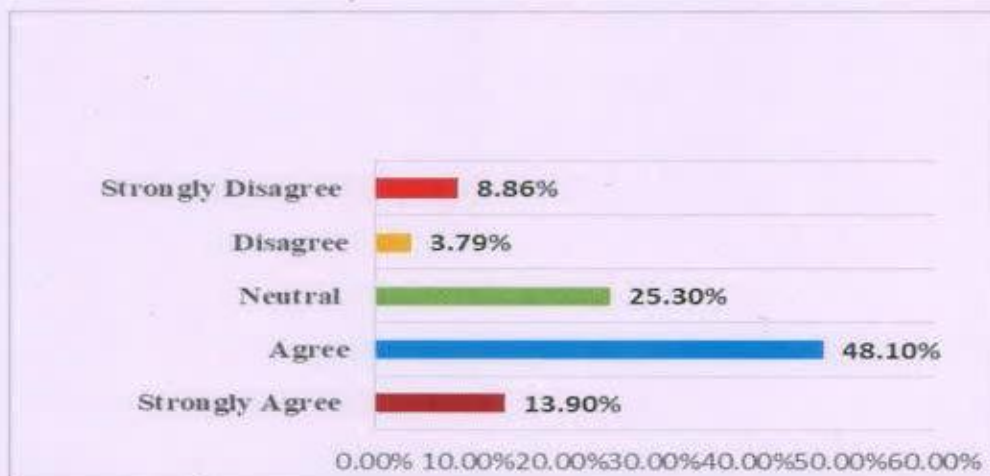


98.7% of student teachers are of the opinion that the B.Ed Curriculum is capable of motivating the aspiring teachers to become professionals .

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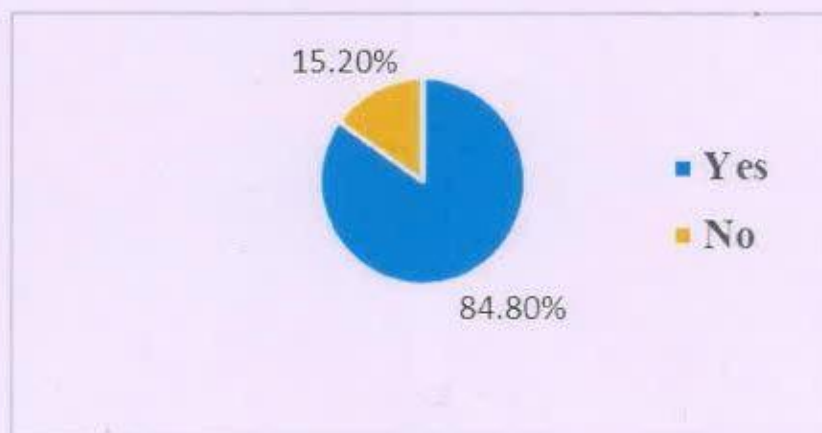


3.The B.Ed Curriculum is student centered.



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

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

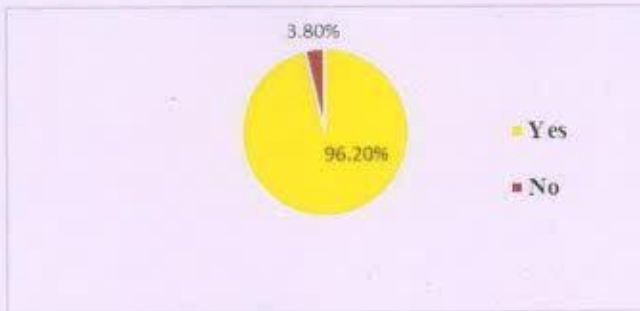


84.8% said that the B.Ed Curriculum familiarized them with Philosophies of teaching and Learning.

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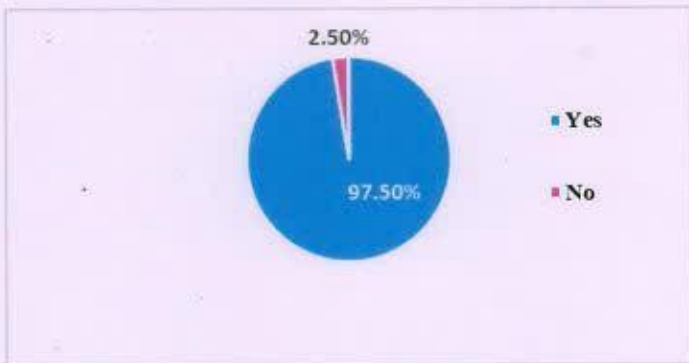


5. Is B.Ed curriculum sufficient for preservice training?



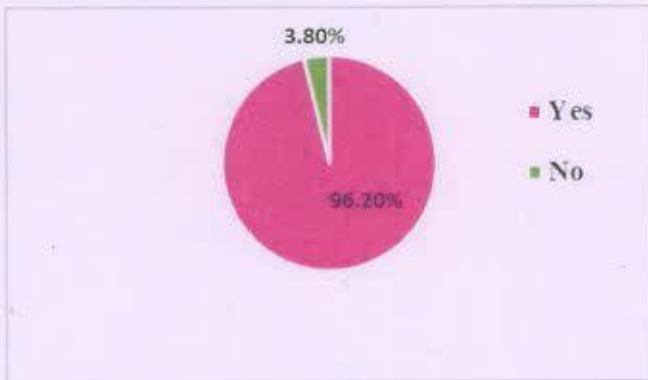
Majority of the student teachers 96.2% agreed that the B.Ed curriculum was sufficient for preservice training.

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



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

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



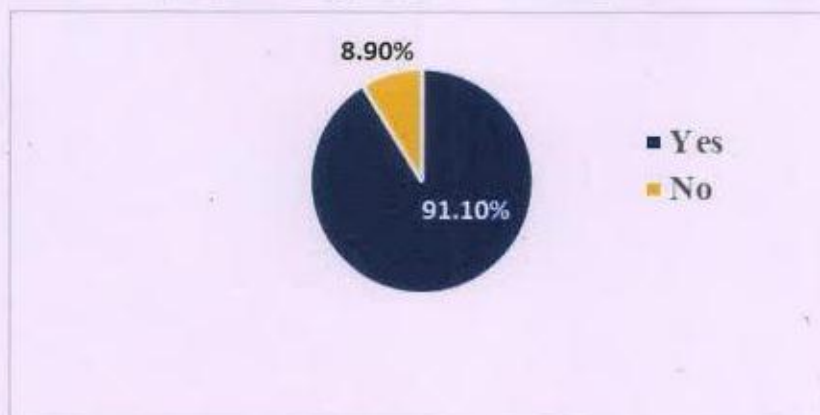
96.2% of the student teachers feel that the Course Learning Outcomes for each course of the B.Ed Curriculum relevant.



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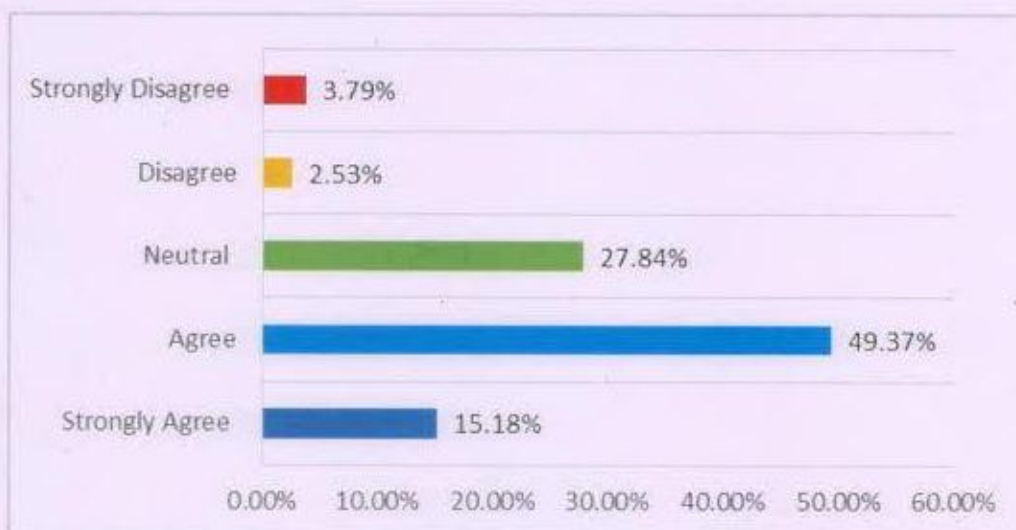
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8. Does B.Ed Curriculum give you enough exposure to develop as a teacher with social skills?



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

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

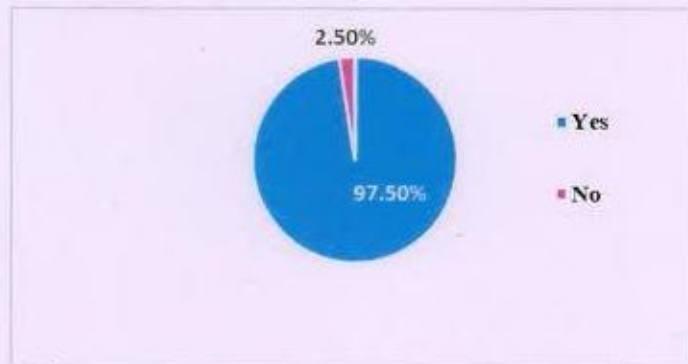


The Practicums included in this semester of the B.Ed Curriculum are relevant was opined by nearly 65% of the student teachers while only about a total of 6% disagreed to it and another 27.48% had a neutral stand.



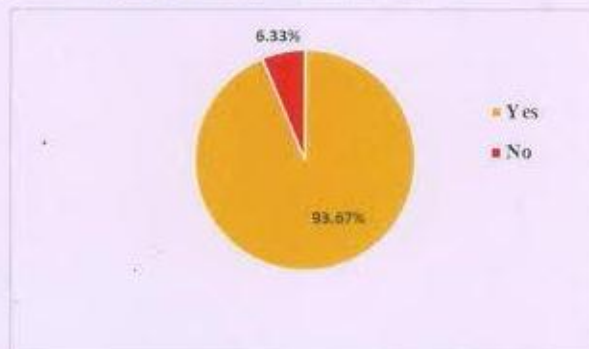
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10. Does the B.Ed Curriculum help in forming teachers with value?



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

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



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

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



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



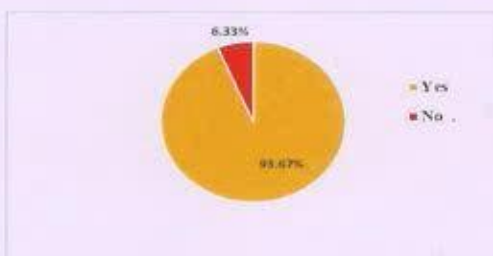
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13. Does the practical of the B.Ed Curriculum of this semester help in developing teaching Skills ?



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

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



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

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



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

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



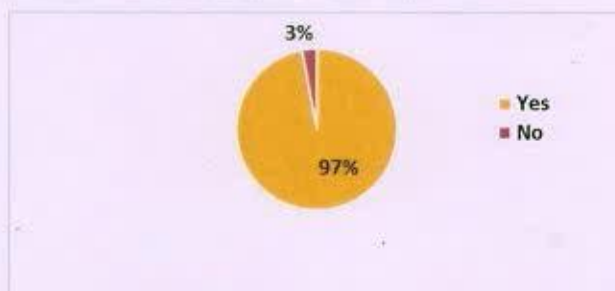
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Analysis of Student Feedback on Curriculum

Semester II 2021-2022

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

1. Student Diversities are addressed in the Curriculum.



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

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



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

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

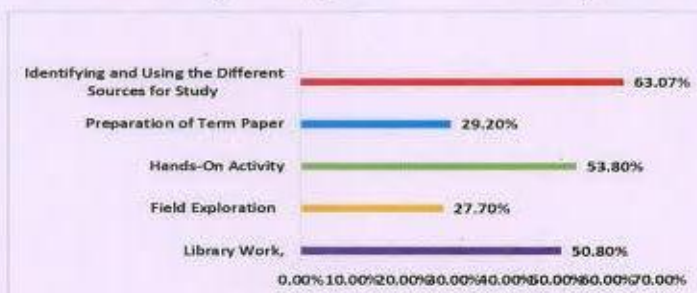


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ix. Multilingual interactions were said by 13.8%

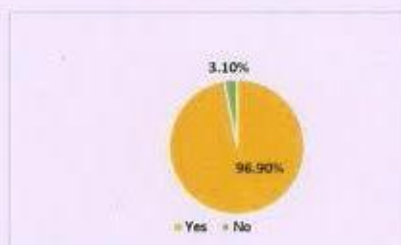
3. The curriculum has flexibility in assignments for the theory course through



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

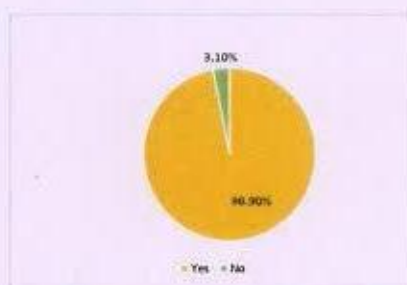
- i. 50.80% said through Library Work
- ii. 27.7% said through Field Exploration
- iii. 53.8% said through Hands-On Activity
- iv. 29.2% said through Preparation of Term Paper
- v. 63.07% said through Identifying and Using the Different Sources for Study

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



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

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



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



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effective teaching with e-Learning Resources.

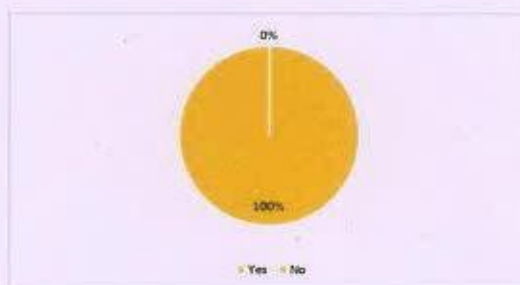
6.The B.Ed Curriculum encourages students to use ICT through



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

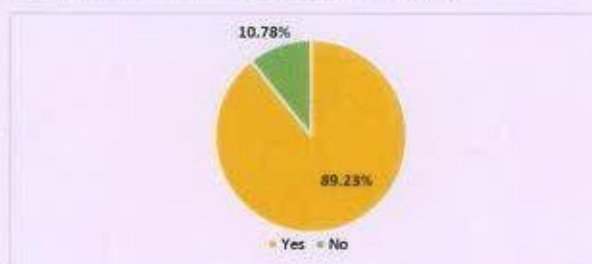
- i. Mobile based Learning by 50.8%
- ii. Online material by 35.39%
- iii. Virtual Laboratories 3.08%
- iv. Learning Apps 10.67%

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



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

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



There is scope for training in ICT in the B.Ed Curriculum was opined by 89.23% of student



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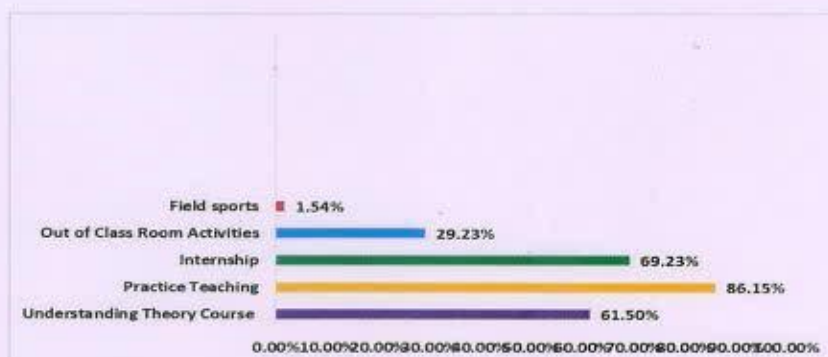
teachers



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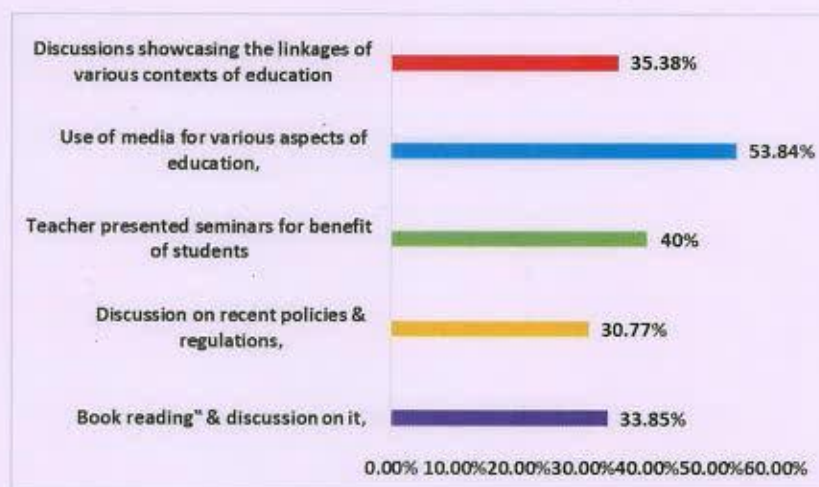
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9. B. Ed Curriculum encourages students to use ICT in various learning situations like



The B.Ed Curriculum encourages students to use ICT in various learning situations like Understanding Theory Course, Practice Teaching, Internship, Out of Class Room Activities and Field sports was said by 61.5%, 86.15%, 69.23%, 29.23% and 1.54 % of student teachers respectively.

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

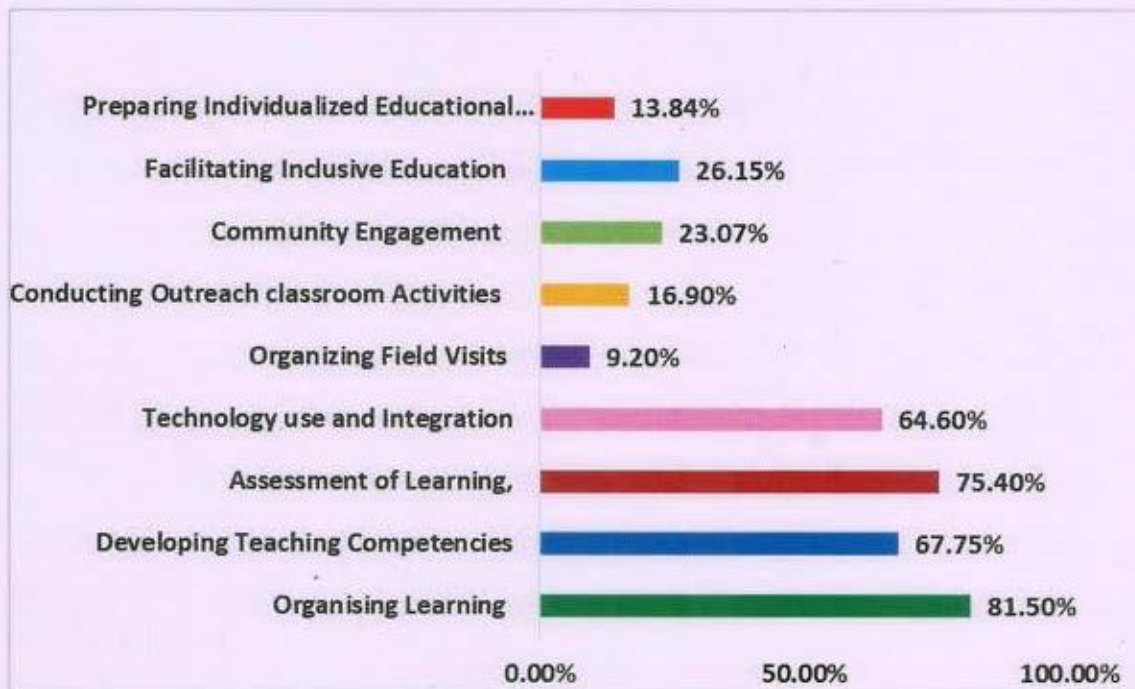


Book reading" & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum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



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

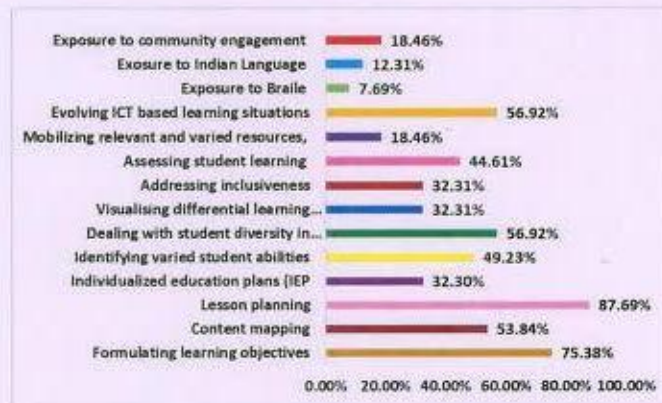


The B.Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community Engagement, Facilitating Inclusive Education, Preparing Individualized Educational Plan (IEP) was agreed by 81.5%, 67.5%, 75.4%, 64.6%, 9.2%, 16.90%, 23.07%, 26.15%, and 13.84% of student teachers respectively, revealing that the B.Ed curriculum had provision for developing competencies and skills in different functional areas.



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



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

- i. Formulating learning objectives- 75.38%
- ii. Content mapping- 53.84%
- iii. Lesson planning-87.69%
- iv. Dealing with student diversity in classrooms-56.92%
- v. Evolving ICT based learning situations- 56.92%

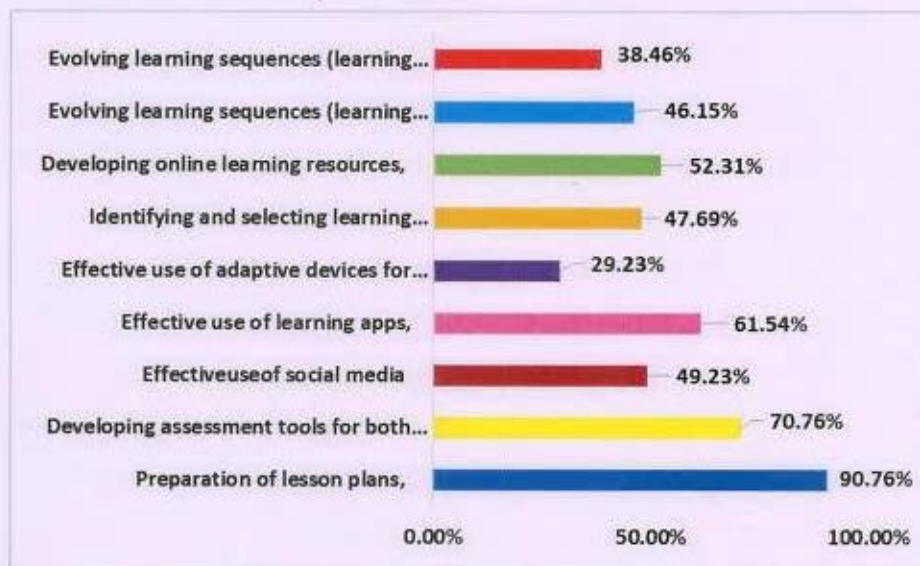
Less than half of the student teachers identified the following activities to have helped them in developing the following skills and competencies

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



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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

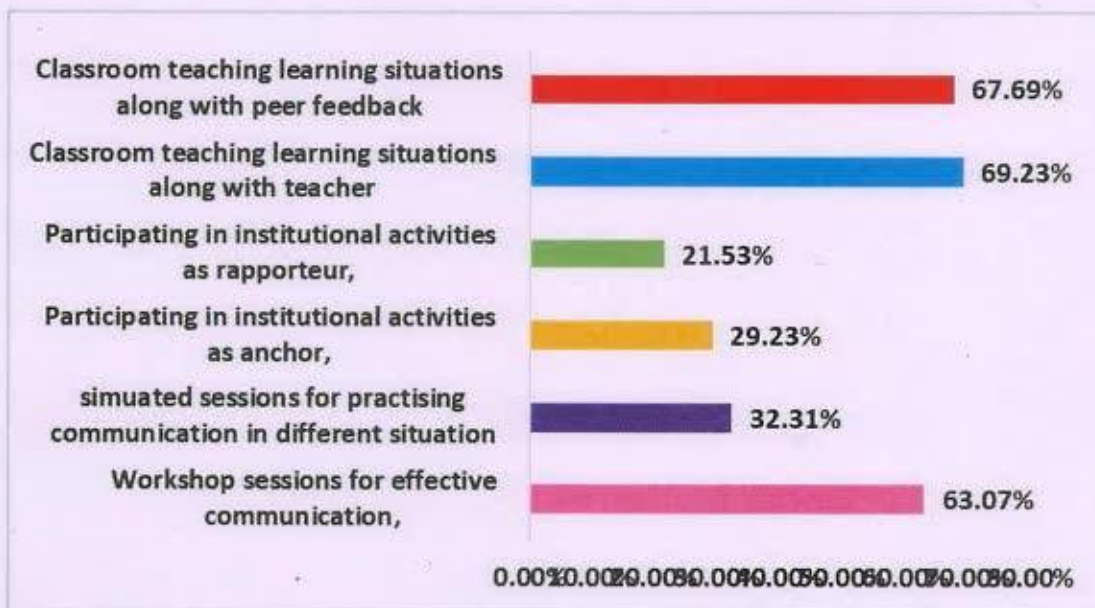
- i. Preparation of lesson plans was said by 90.76% of student teachers
- ii. Developing assessment tools for both online and offline learning was said by 70.76% of student teachers
- iii. Effective use of social media was said by 49.23% of student teachers
- iv. Effective use of adaptive devices for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



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



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

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

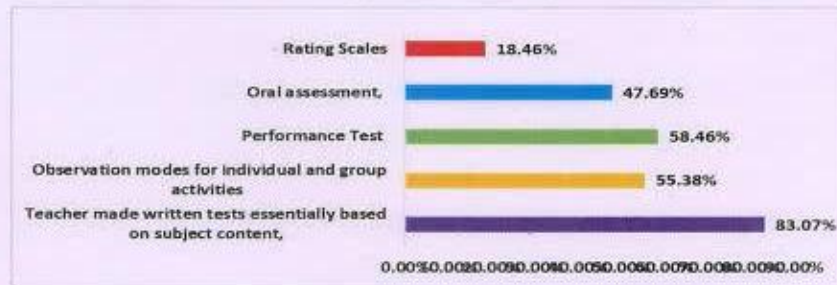
Was opined by 63.07%, 32.31%, 29.23%, 21.53%, 69.23% and 67.69% of student teachers respectively.

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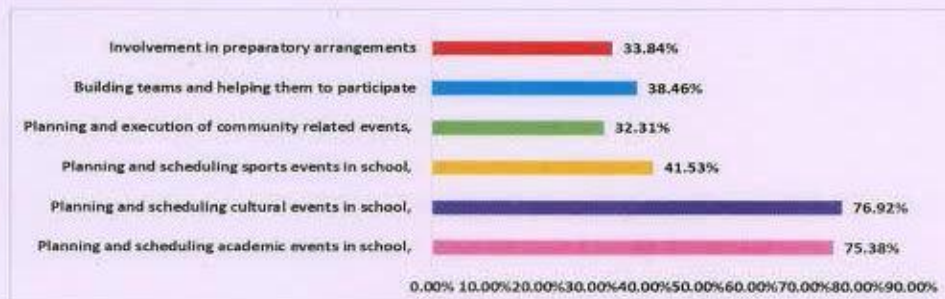
15. B. Ed Curriculum involves training for the development of tools for assessment like:



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

- i. Teacher made written tests essentially based on subject content was said by 83.07 % of student teachers
- ii. Observation modes for individual and group activities was said by 55.38% % of student teachers
- iii. Performance Test was said by 58.46 % of student teachers
- iv. Oral assessment was said by 47.69% of student teachers and
- v. Rating Scales was said by 18.46 % of student teachers

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



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

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

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



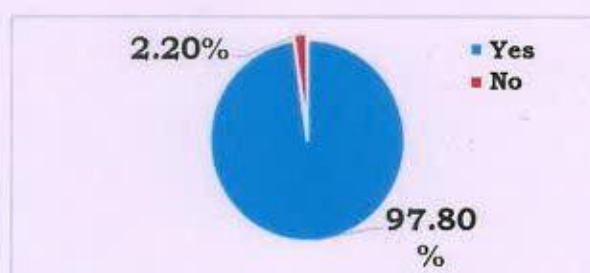
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Analysis of Student Feedback on Curriculum Analysis

Semester III 2021-2022

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

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



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

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

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



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

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



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97.80 % of the student teachers felt the curriculum was

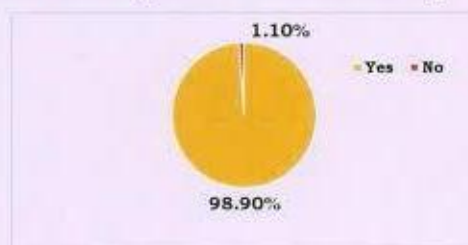
- adequate to train them in upholding the value system of Indian society
- helpful in improving their skills of teaching and evaluation
- helpful to be a creative teacher
- able to enhance their aesthetic sense

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



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

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

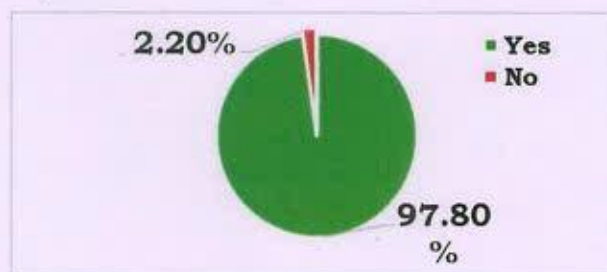


98.90% of student teachers opined that practical work on Value education classes included in the B.Ed Curriculum of III Semester adequate to uphold the value system of Indian society.



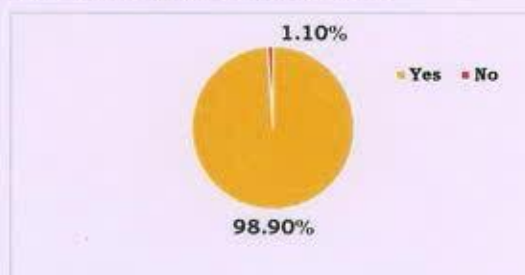
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6. Has the practical work on Case Study included in the B.Ed Curriculum of Semester III enhanced teacher Sensitivity?



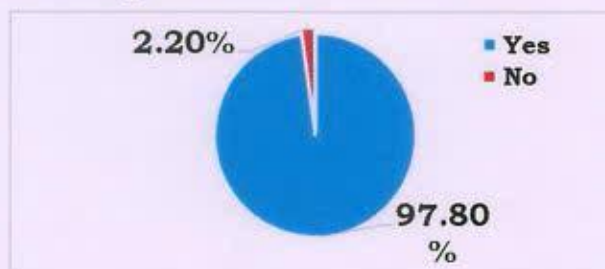
97.80% student teachers agreed that practical work on Case Study included in the B.Ed Curriculum of Semester III enhanced teacher Sensitivity.

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



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

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

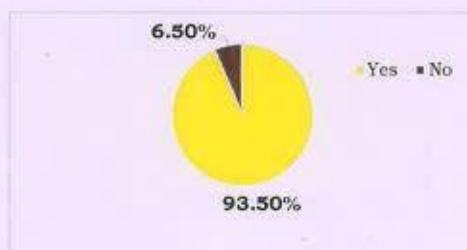


97.80% student teachers agreed that practical work on Action Research of the B.Ed curriculum help you to identify existing educational problems and come up with feasible solutions.



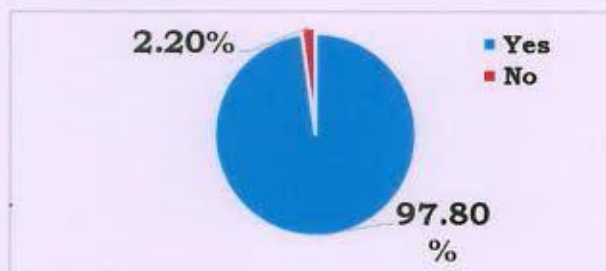
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9. Were the 50 lesson plans as per the syllabus of B.Ed Curriculum sufficient for enhancing teaching competency?



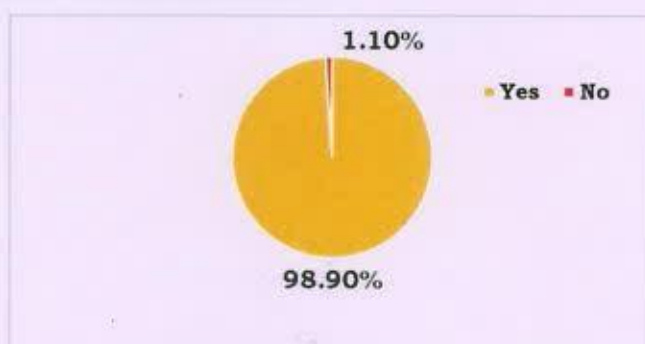
6.5 % of the student teachers felt that the B.Ed curriculum was not adequate for developing teacher efficiency.

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



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

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

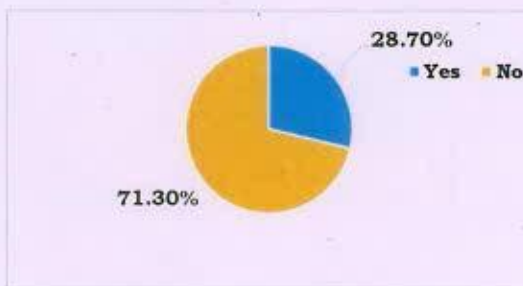


Another student opined that the Student teachers must be given freedom to choose the teaching aids and the traditional teaching aids like charts could be discarded when the modern ICT facilities were available in the classrooms.



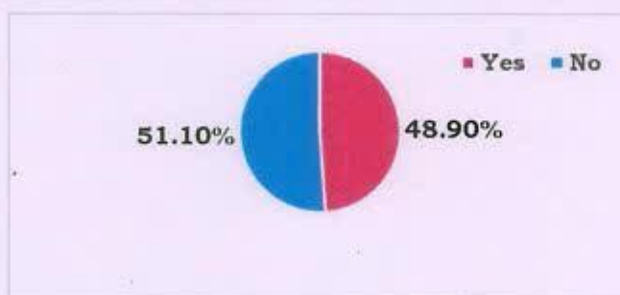
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12. Did knowledge and skills in preparation of Self-Assessment tool obtained through the B.Ed Curriculum enhance your Assessment skill?



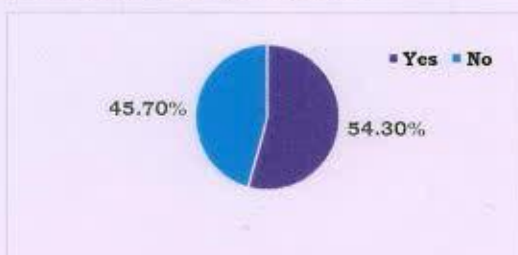
71.3% of the student teachers felt that the knowledge and skills in preparation of Self-Assessment tool obtained through the B.Ed Curriculum did not enhance their Assessment skill

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



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

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



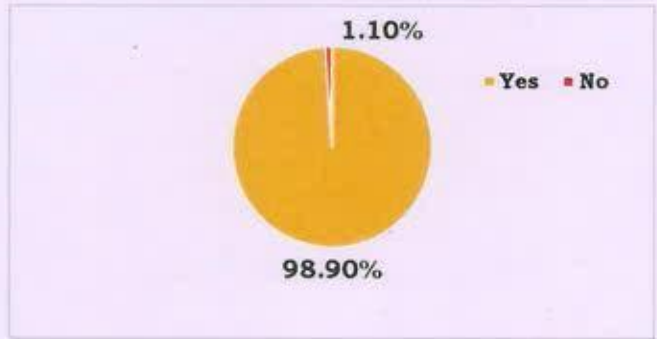
54.3% of the student teachers opined that the practical work on Health and Physical Education included in the B.Ed Curriculum was helpful to develop knowledge and skill about the same.

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



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your aesthetic sense?



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



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Analysis of Student Feedback on Curriculum Analysis

IV Semester 2021-2022

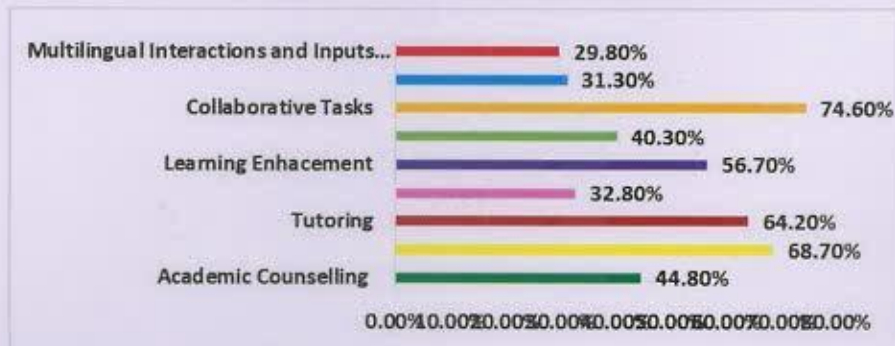
Of the 95 student teachers of the B.Ed Batch 2020-2022 batch 67 student teachers responded to the Feed back Form of Semester IV and the analysis of the responses shows that:

1. Student Diversities are addressed in the Curriculum



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

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



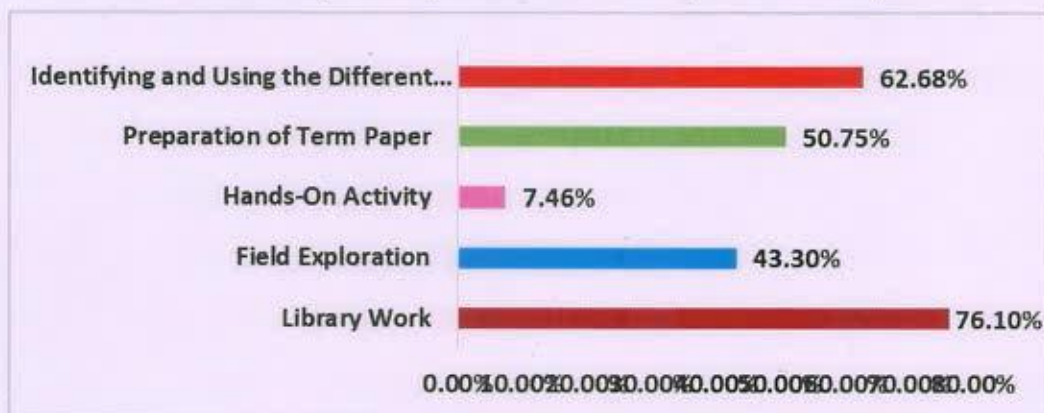
Student diversities were addressed in the curriculum by way of the following

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



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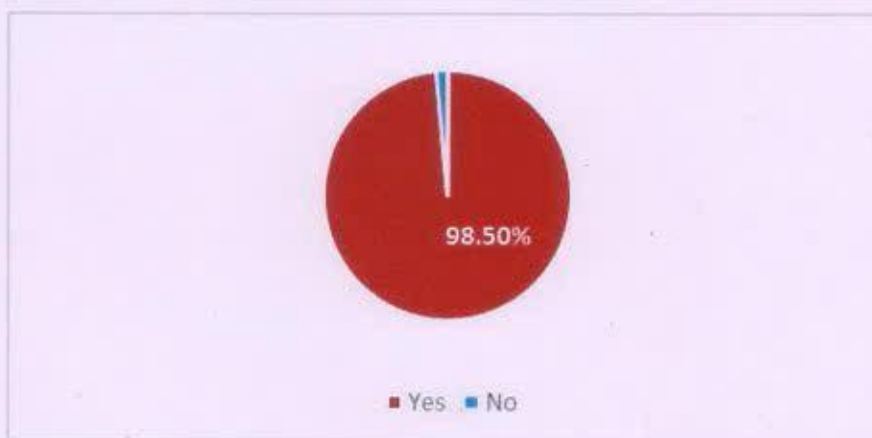
3. The curriculum has flexibility in assignments for the theory course through



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

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

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

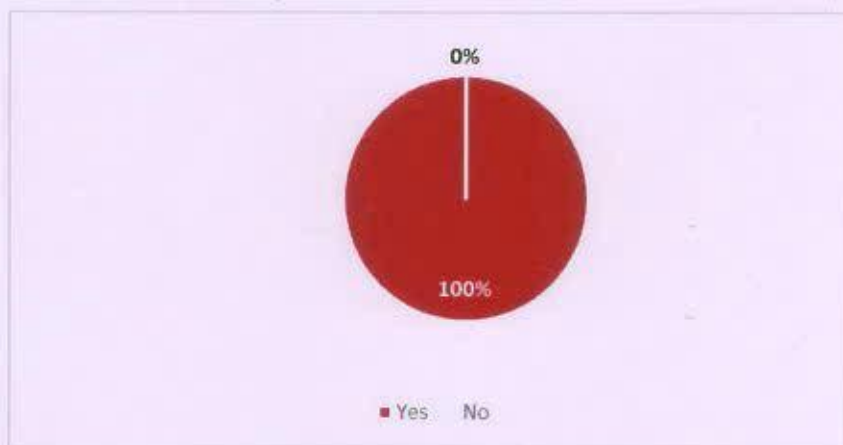


98.5% of student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills



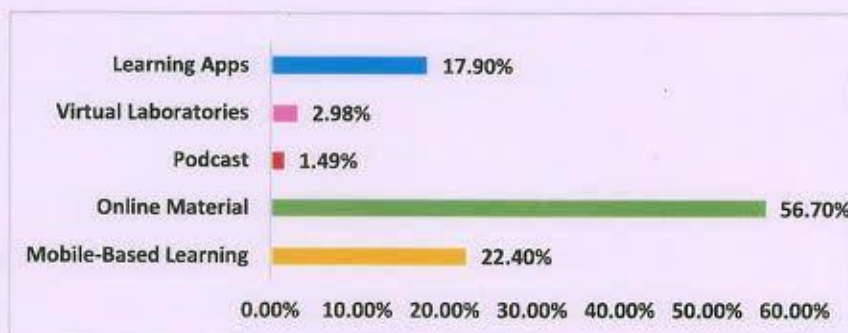
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5. The B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources



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

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



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

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

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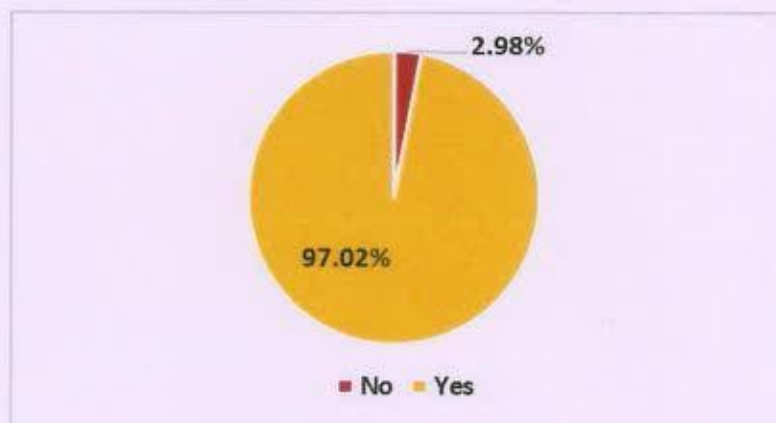


7. B.Ed Curriculum encourages student teacher to use ICT for their field practice



98.5% of student teachers opined that B.Ed Curriculum encourages student teacher to use ICT for their field practice

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

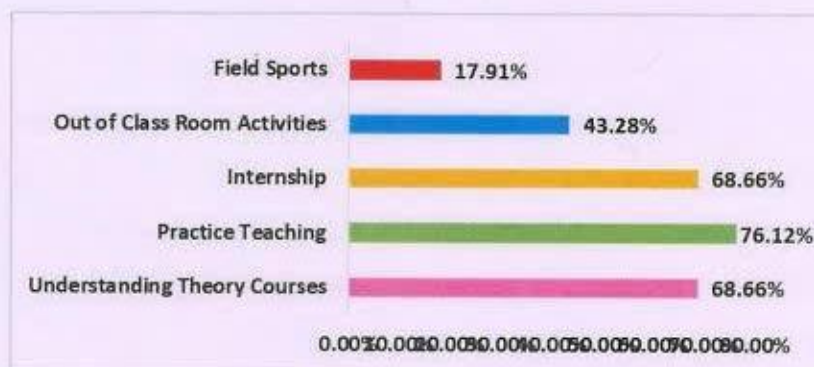


There is scope for training in ICT in the B.Ed Curriculum was opined by 97.02% of student teachers.

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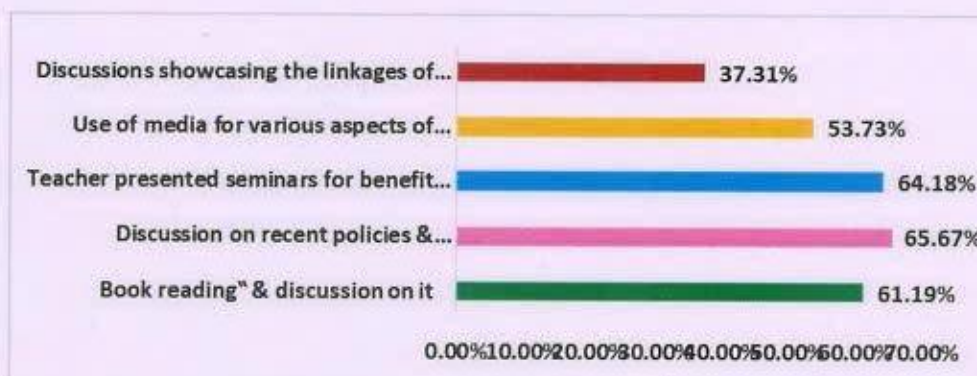


9. B.Ed Curriculum encourages students to use ICT in various learning situations like



The B.Ed Curriculum encourages students to use ICT in various learning situations like Understanding Theory Course, Practice Teaching, Internship, Out of Class Room Activities and Field sports was said by 68.66%, 76.12%, 68.66%, 43.28% and 17.91% of student teachers respectively

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

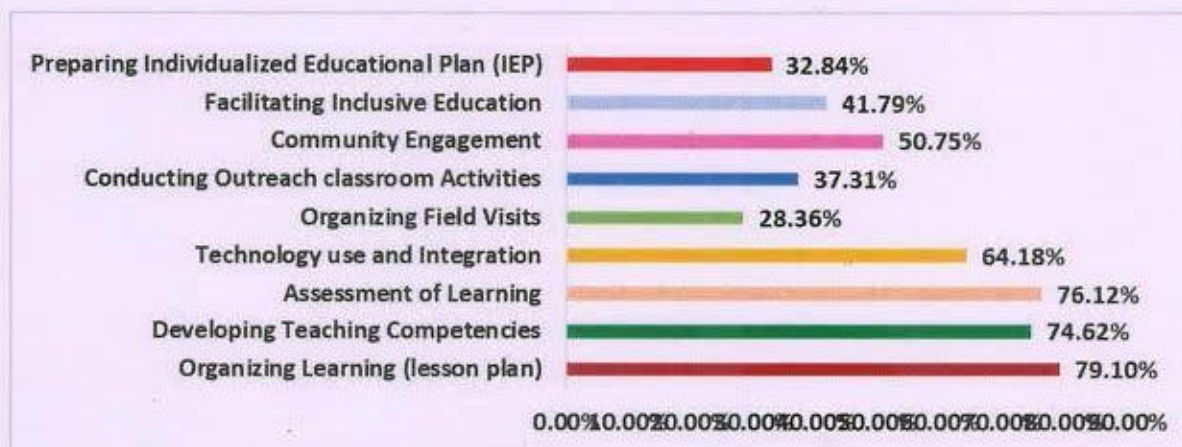


Book reading & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum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



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



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



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



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

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

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

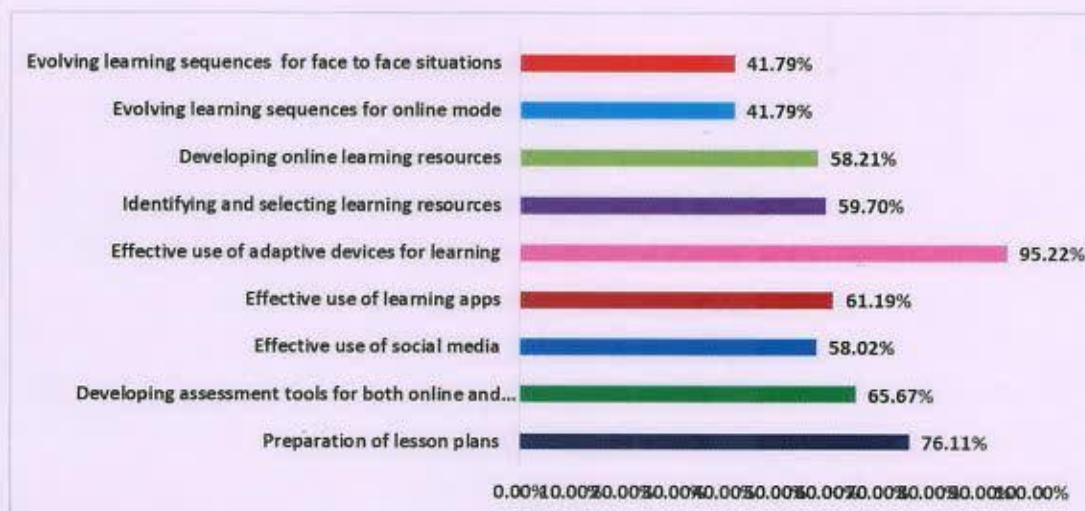
- i. Individualized education plans (IEP) 49.25%
- ii. Mobilizing relevant and varied resources- 37.31%
- iii. Exposure to Braille -13.40%
- iv. Exposure to Indian Language – 17.91%



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v. Exposure to community engagement – 41.79%

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



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

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

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



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

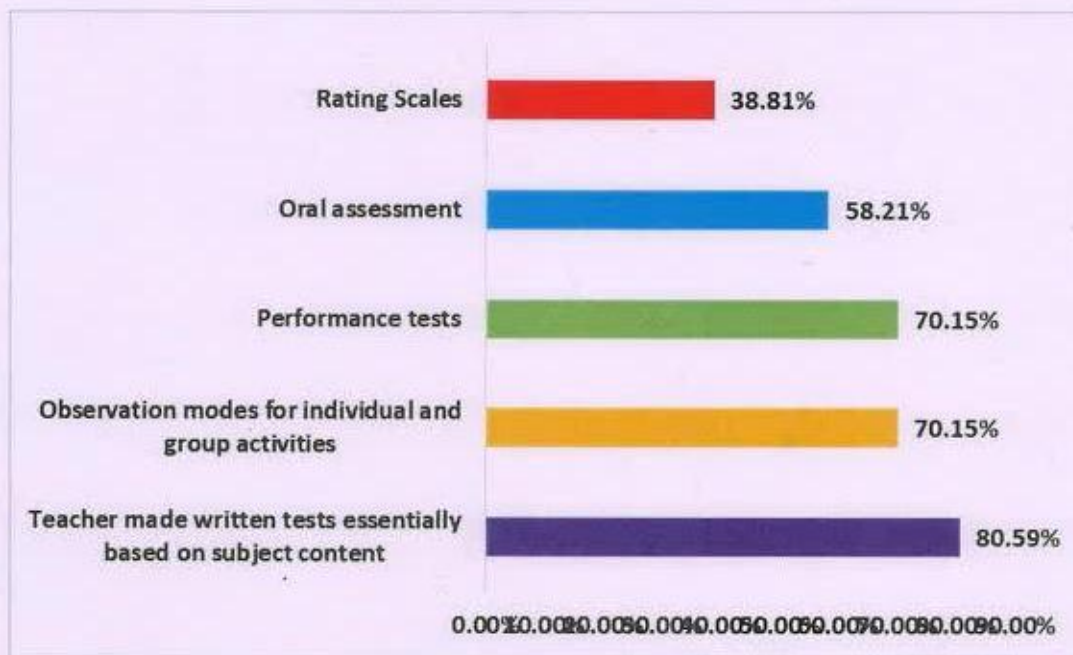
- i. Workshop sessions for effective communication
- ii. simulated sessions for practising communication in different situation
- iii. Participating in institutional activities as anchor,
- iv. Participating in institutional activities as rapporteur,
- v. Classroom teaching learning situations along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

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



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



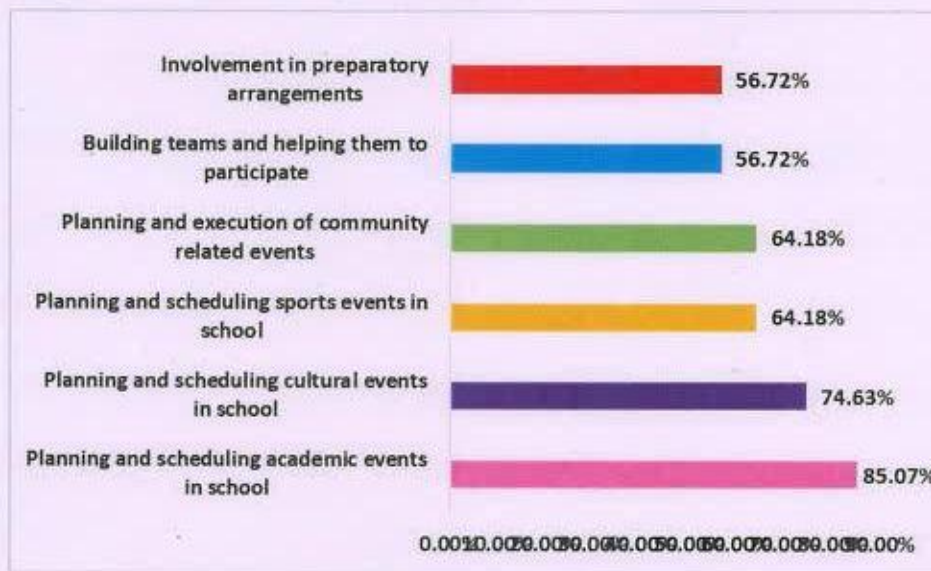
The B.Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment

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



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



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

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

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

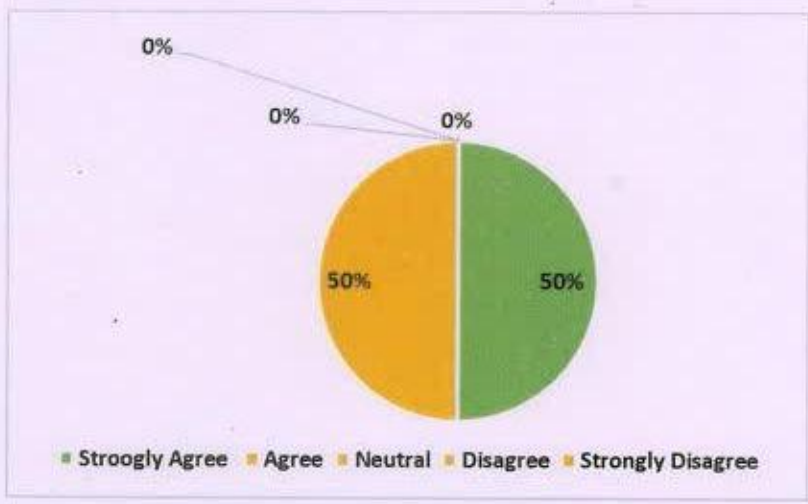


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Teacher's Feedback Analysis on Curriculum
2021-2022

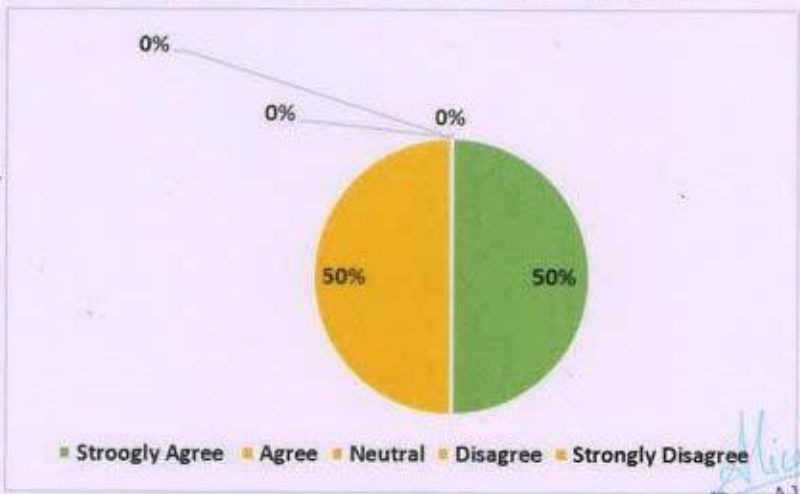
Out of the 16 teachers 12 responded to the feedback form the analysis of the feedback reveals the following :

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



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

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

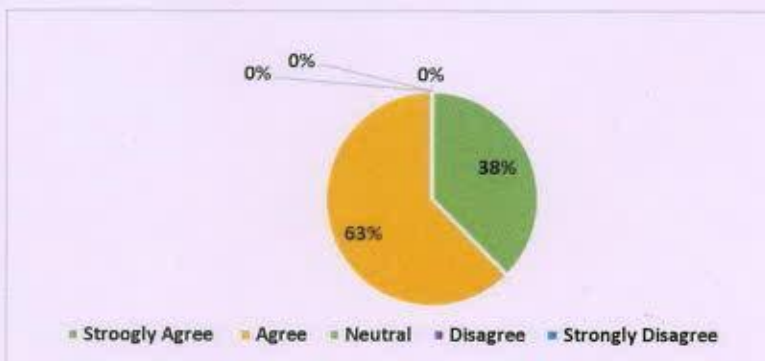


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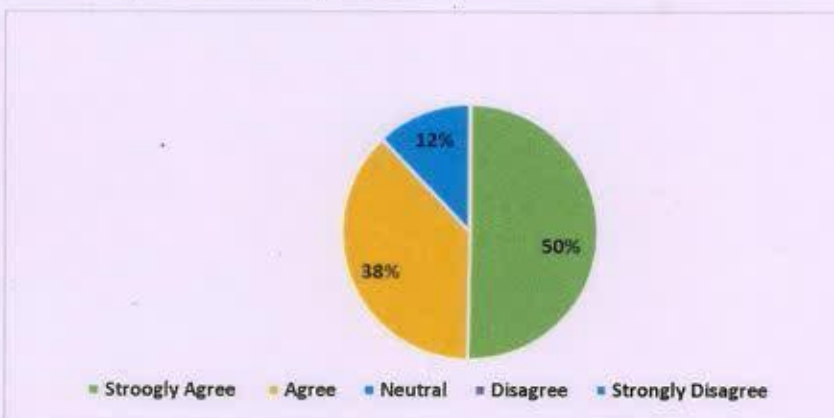
All teachers agreed that the B.Ed Curriculum has space for innovative teaching and research.

3 B.Ed Curriculum is rich with learning resources



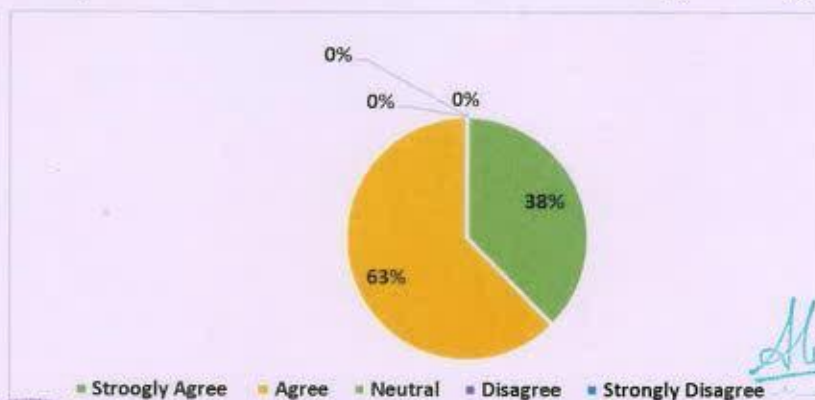
Majority of teachers agreed that B.Ed Curriculum is rich in Learning resources.

4. B.Ed Curriculum caters to enhancing ICT skills



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

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

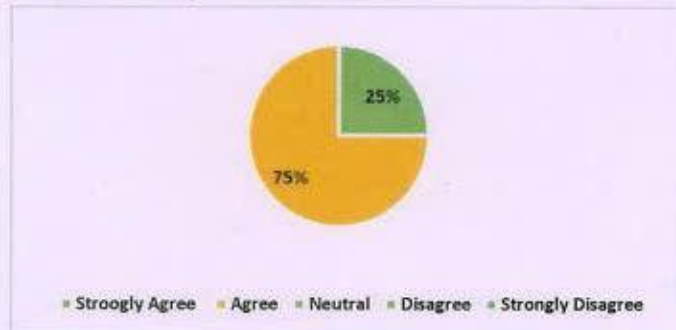


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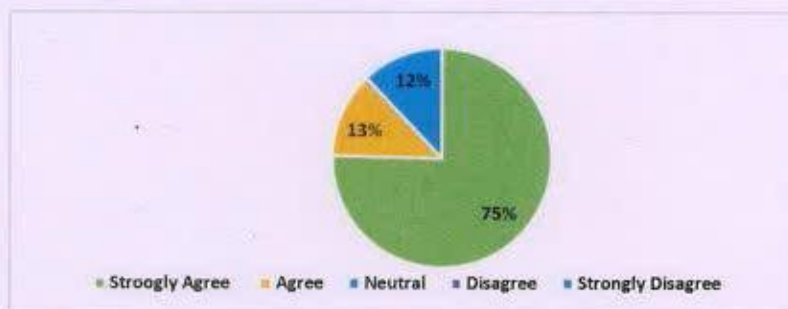
All teachers agreed that B.Ed Curriculum promotes the use of ICT facilities in the teaching learning process.

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



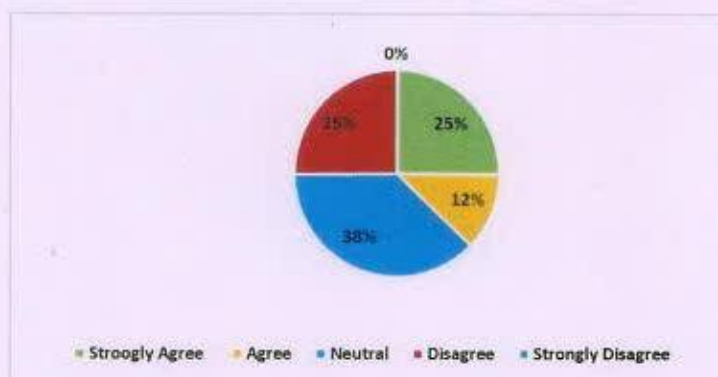
25% of teachers strongly agreed and 75% agreed that the Evaluation Procedure adopted in the B.Ed Curriculum is effective.

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



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

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



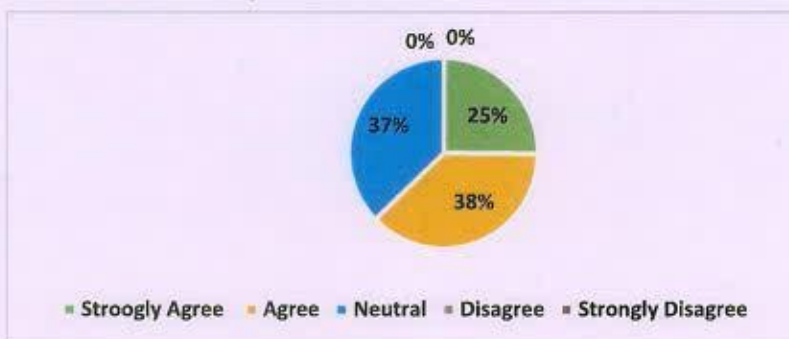
37% of teachers agreed, 38% teachers were neutral and 25% disagree that the B.Ed

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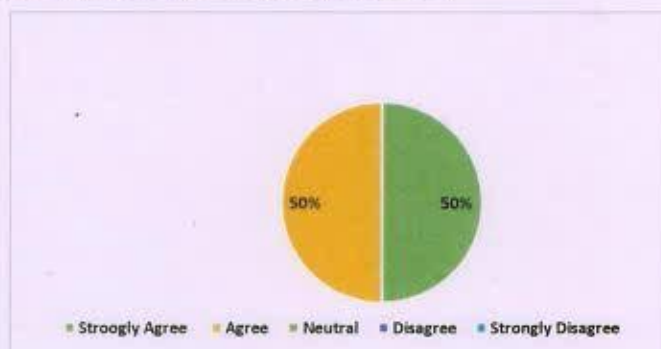
Curriculum needs to emphasize more on preservation , promotion and transmission of Indian Culture .

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



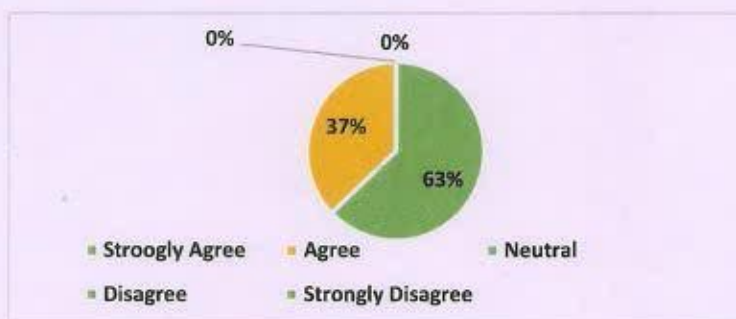
63% of teachers agreed that there is a balance between theory and Practicals in the B.Ed Curriculum.

10. The B.Ed Curriculum prepares professional teachers



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

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



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

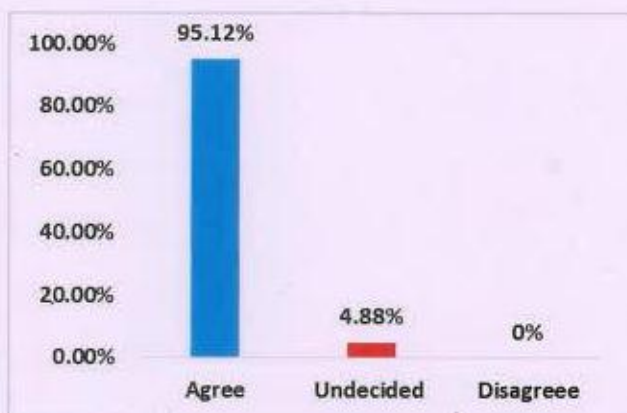


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Employers Feedback Analysis on Curriculum 2021-2022

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

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



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

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



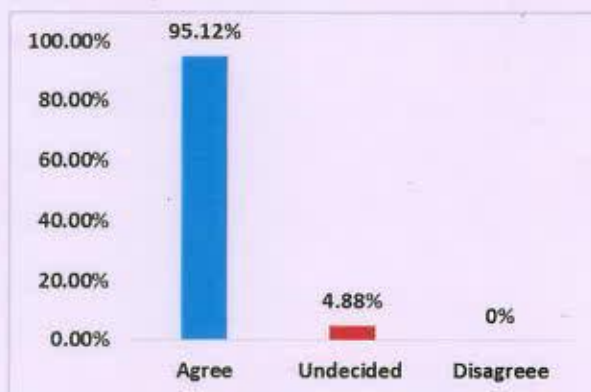
97.56 % of the Employers agreed to the statement that the curriculum provides the necessary



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inputs to develop values in teachers.

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



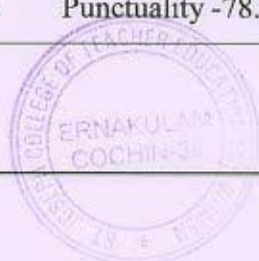
The B.Ed curriculum is updated according to the needs of the time was agreed by 95.12% of the Employers.

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



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

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



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vii. Behaviour Pattern -85.36%

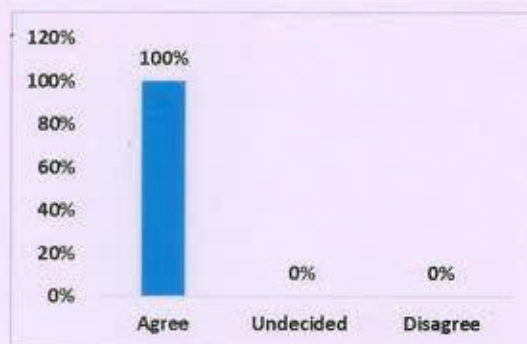
viii. ValueOrientation-82.93%

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



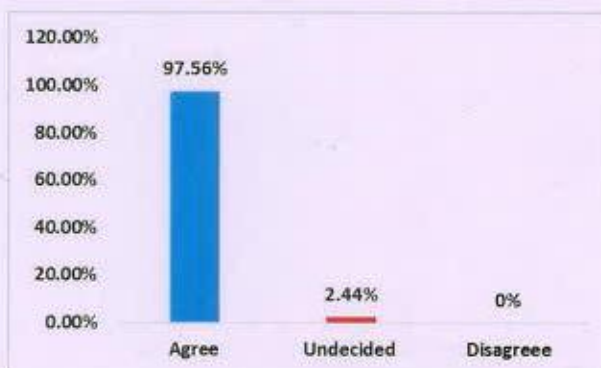
The B.Ed curriculum caters to the all-round development of student teacher/ teacher educands was agreed upon by 90.24% of the employers.

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



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

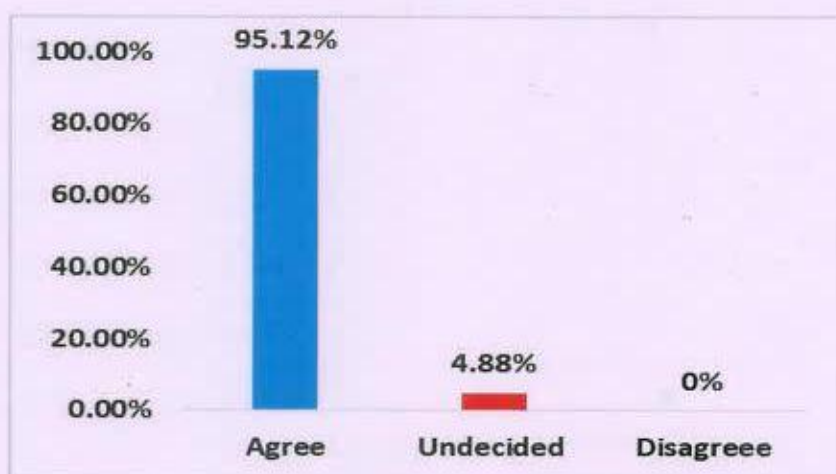
7. The B.Ed curriculum is effective in training teachers in inclusive practices



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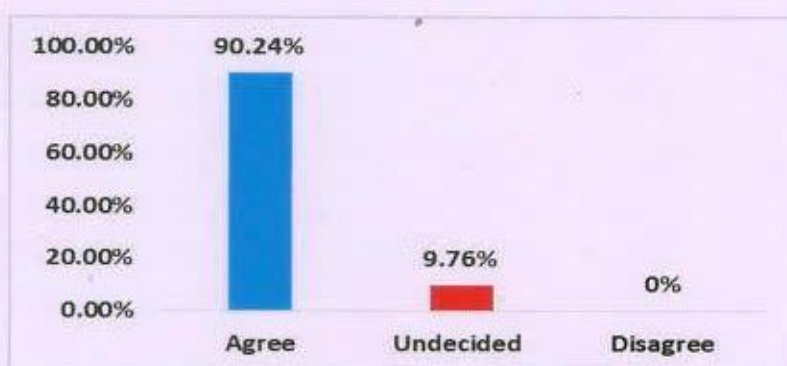
The B.Ed curriculum is effective in training teachers in inclusive practices was agreed upon by 97.56%.

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



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

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



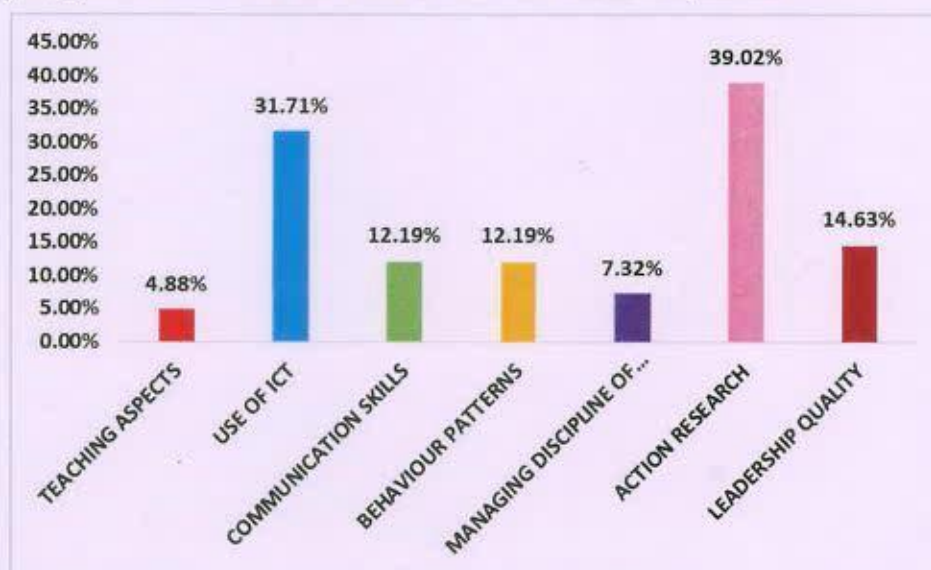
The Curriculum is effective in motivating students for continuous professional



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development was agreed upon by 90.24 % .

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



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

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

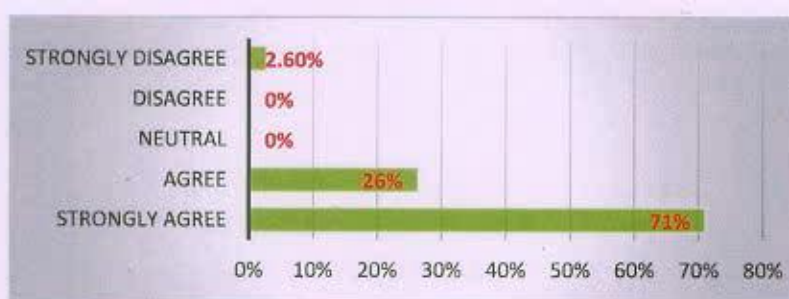


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Alumnae Feedback Analysis on Curriculum 2021-2020

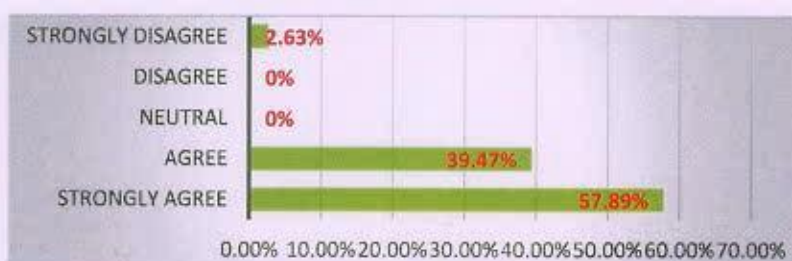
(2018-20 batch)

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



71% strongly agreed that the curriculum of our institution provided the basic skills required for an effective teacher while 26% agreed to it and 2.6% were strongly disagreed of it which points to the fact that the curriculum is good for imparting basic skills of teaching.

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



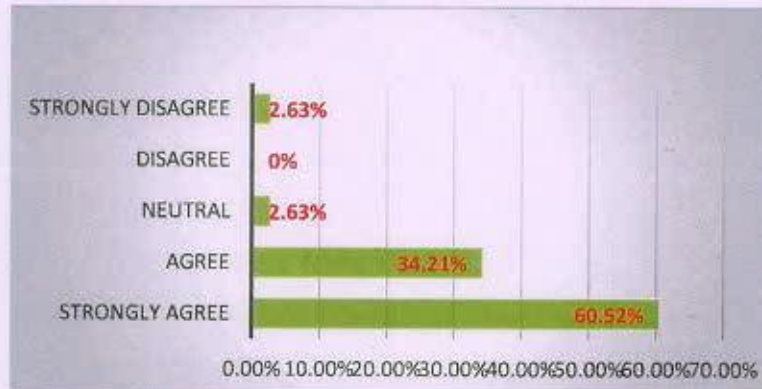
The learning experiences gained through the curriculum has helped alumnae in their journey as a Professional was strongly agreed by 57.89% while 39.47% agreed to it and



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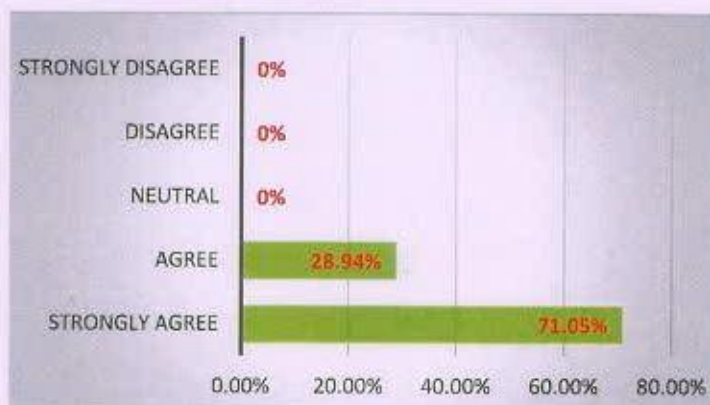
2.63% were strongly disagreed on it pointing to the fact the B. Ed curriculum has the necessary input for making teachers professional.

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



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

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



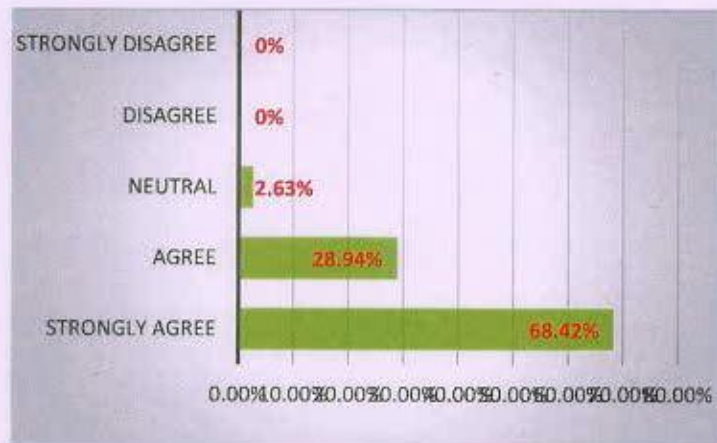
71.05% students strongly agreed and 28.94% students agreed that the micro teaching,



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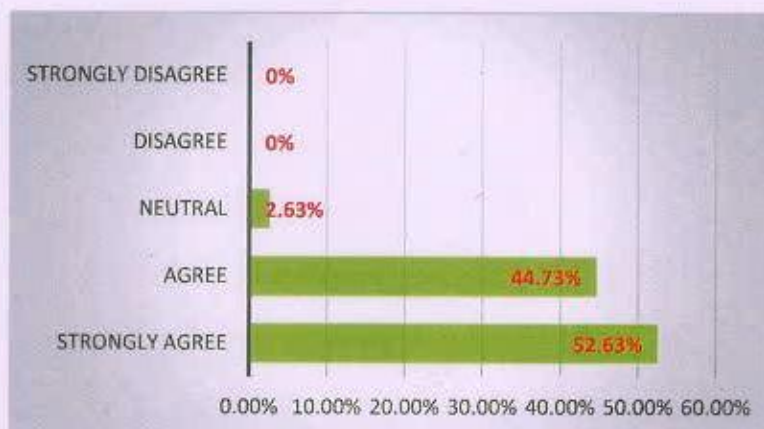
induction and internship program included in the B. Ed Curriculum helped them to become an effective teacher.

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



The pedagogical courses delivered as part of the B. Ed Curriculum helped in planning out classroom teaching was strongly agreed by 68.42%, agreed by 28.94% while 2.63% had a neutral stand.

6. The curriculum helped me to practice different teaching methodologies



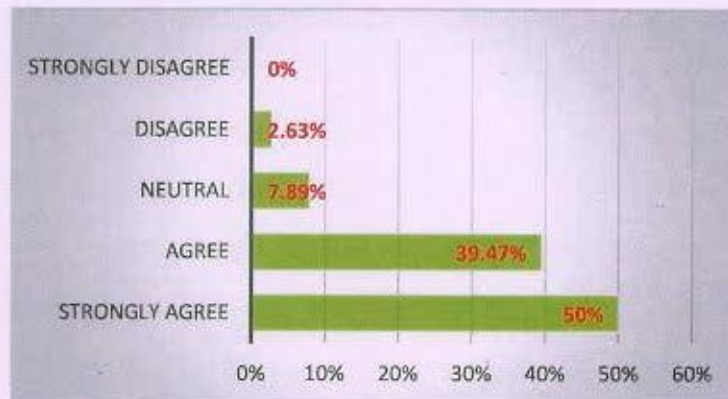
52.63% of students were strongly agreed that the curriculum helped them to practice different teaching methodologies while 44.73% were agreed and 2.63 % of them had a



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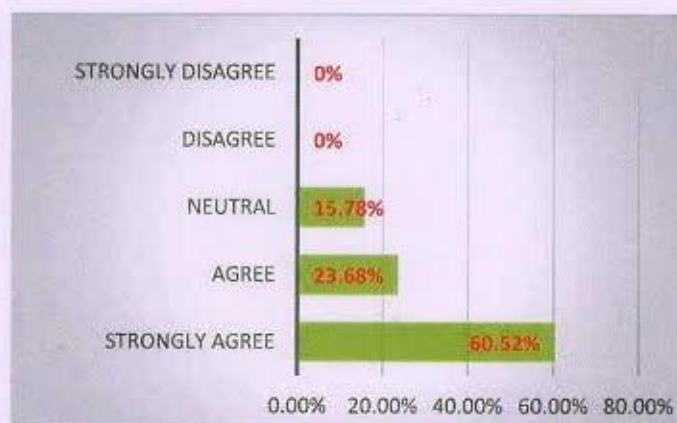
neutral stand.

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



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

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



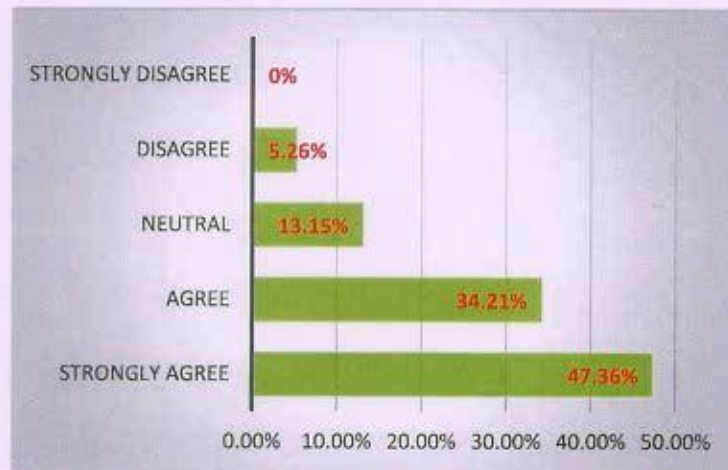
60.52% strongly agreed to the statement 'The curriculum helped me to integrate values to



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lesson plans' while 23.68% had agreed and 15.78% had a neutral stand.

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



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

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



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



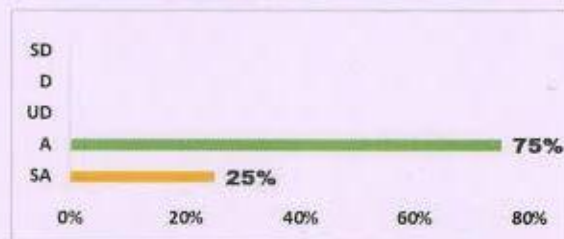
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in the curriculum helps me to take care of physical development of my students' while 26.31% had a neutral stand and 2.63% disagreed to it.

Teaching Practice School Heads Feedback Analysis on Curriculum

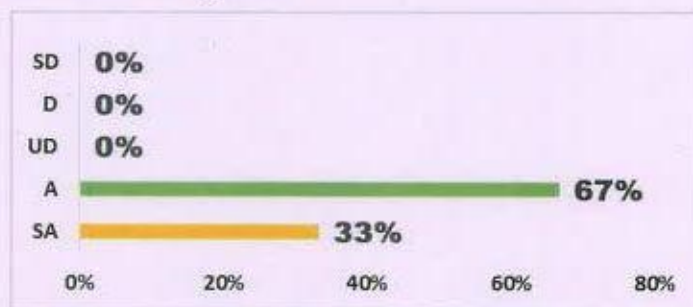
2021-2022

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



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

2. The syllabus is need-based and updated.

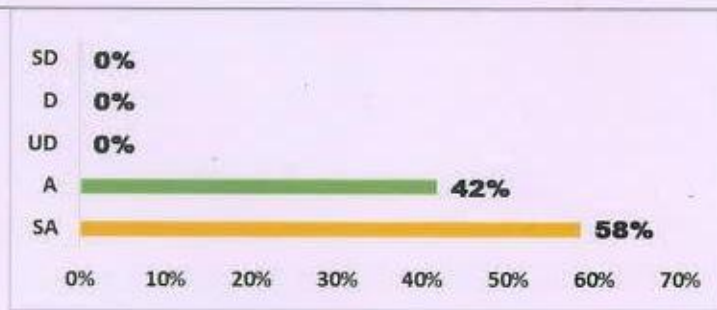


The syllabus is need-based and updated was agreed by 67% of the Heads of the Teaching Practice Schools

3. The curriculum helps to develop teaching skill.

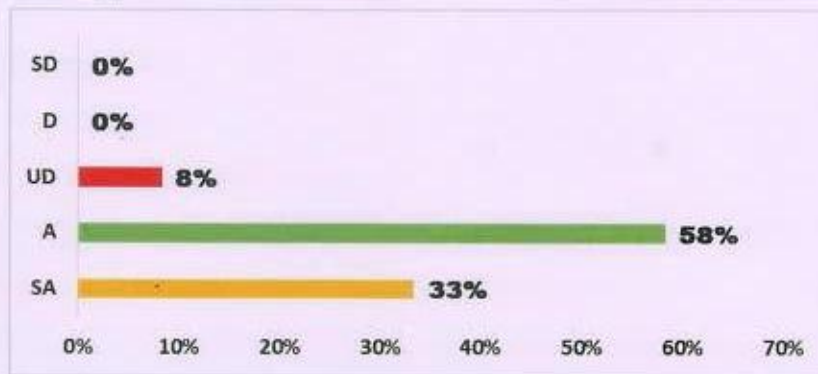


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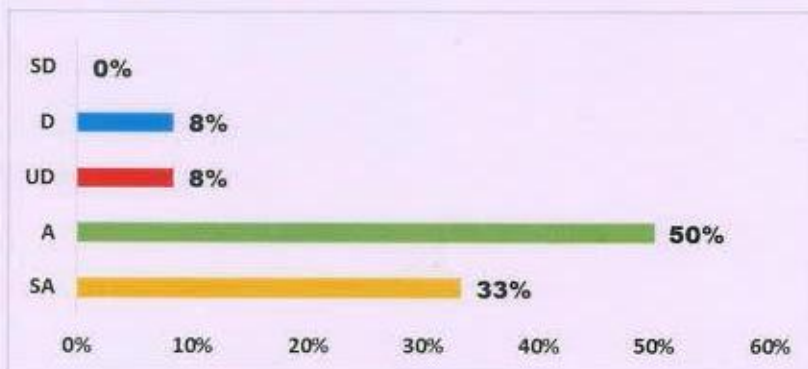
The curriculum helps to develop teaching skill was agreed by all.

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



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

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



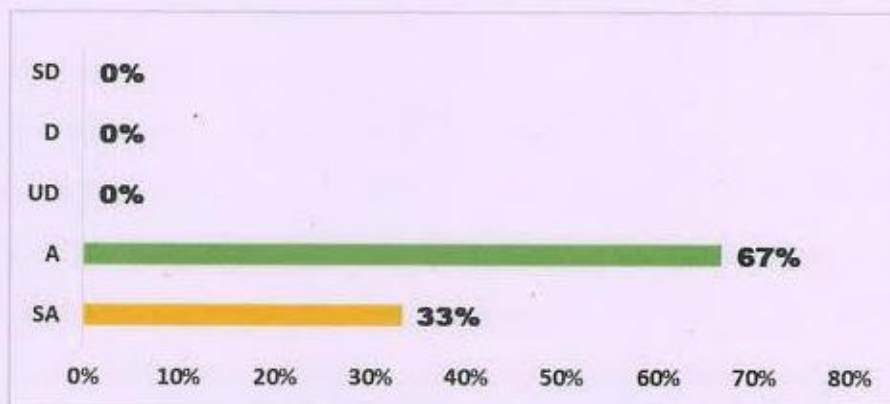
The curriculum helps the student teachers to be proficient in 21st century skills of teaching



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methodologies and strategies was agreed by 50%, strongly agreed by another 33% while 8% remained undecided and another 8% expressed their disagreement

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

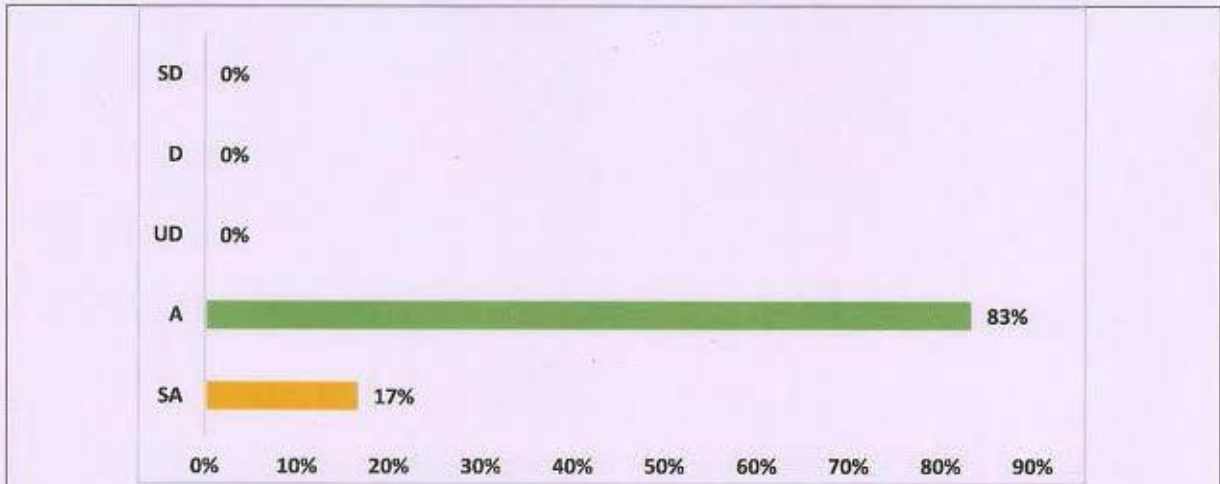


All the Head's of the Teaching Practice schools agreed to the statement that the curriculum followed in the institution supports to mould the personality of the student teachers

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



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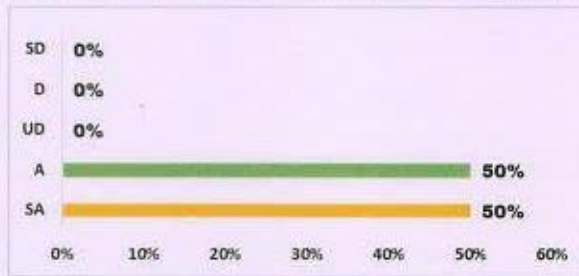


The curriculum helps the student teachers to be aware of social issues and enable them to solve everyday life problems was agreed by the heads of all the Teaching Practice Schools



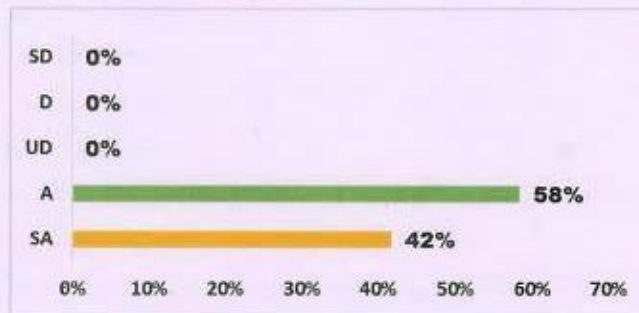
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8. The curriculum develops the communicative skills of the student teachers



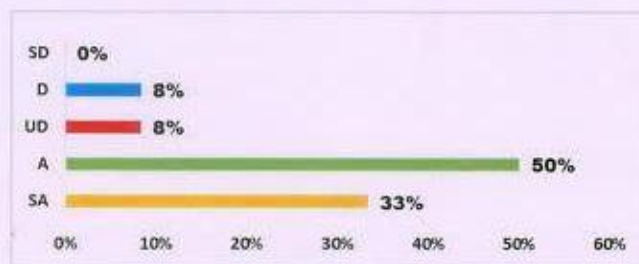
The curriculum develops the communicative skills of the student teachers was agreed by all the Respondents.

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



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

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



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



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



2020 - 2021

**CONSOLIDATED REPORT OF STAKEHOLDER
FEEDBACK**

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

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

Students Feedback Analysis:

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

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

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

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



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

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

Teachers Feedback Analysis:

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

Employers Feedback Analysis:

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



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

Alumnae Feedback Analysis:

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

Head of Teaching Practice Schools Feedback Analysis:

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

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



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

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

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

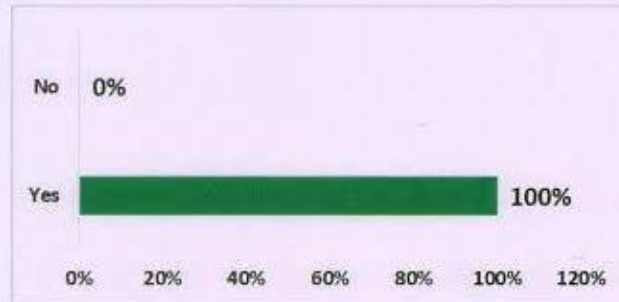
The plan of action outlined above reflects our commitment to addressing the concerns raised by students and continuously improving the quality and effectiveness of the B.Ed program. By implementing these initiatives, we aim to create a supportive learning environment that equips student teachers with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



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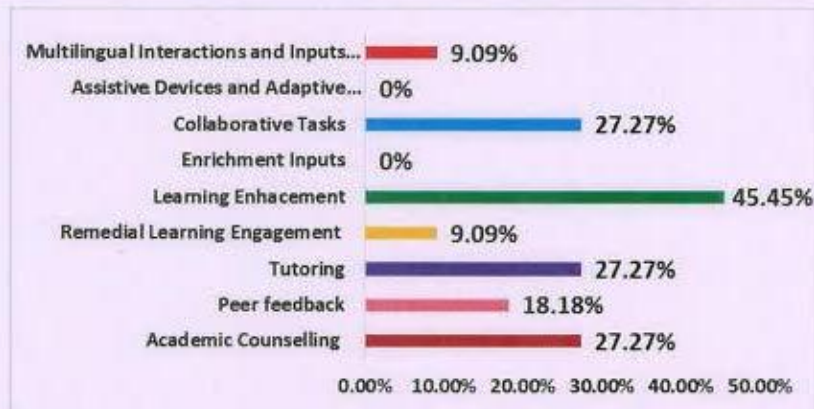
**Analysis of Student Feedback on Curriculum
Semester I & II (2020-2021)**

1. Student Diversities are addressed in the Curriculum



All student teachers opined that Curriculum addresses student diversities.

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



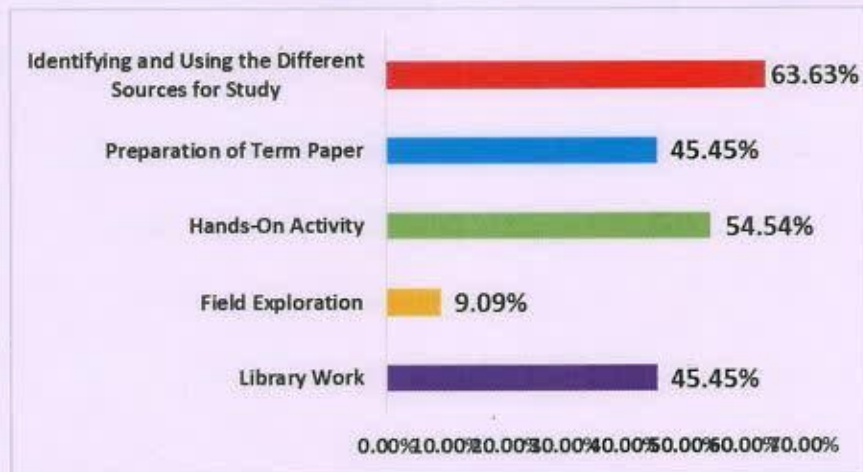
Student diversities were addressed in the curriculum by way of the following

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



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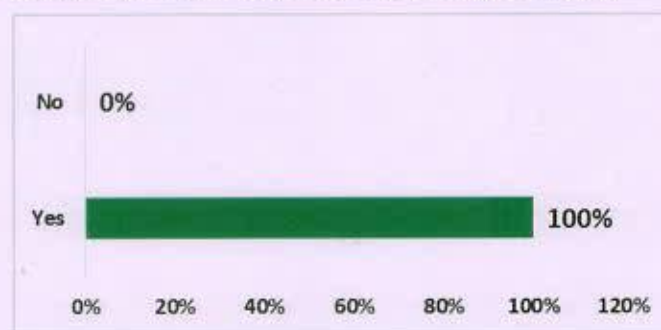
3. The curriculum has flexibility in assignments for the theory course through



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

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

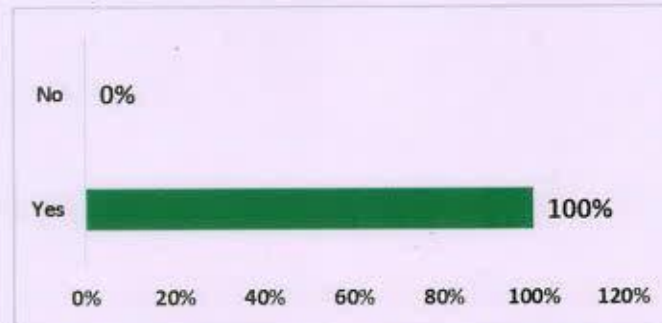


All of student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.



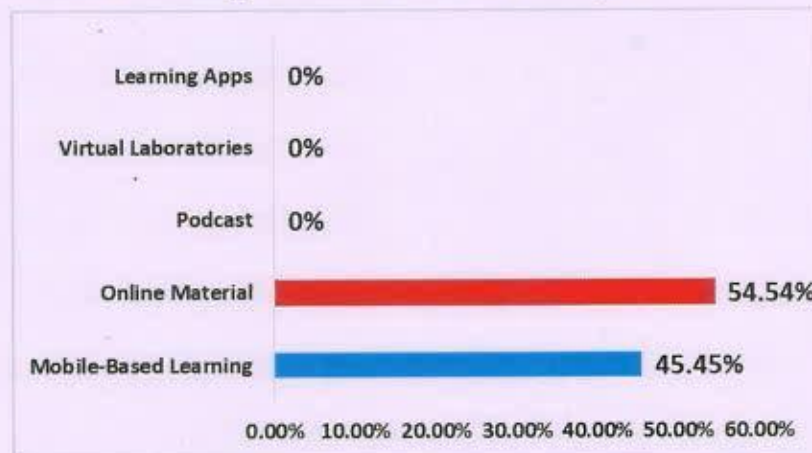
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5. The B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources



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

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



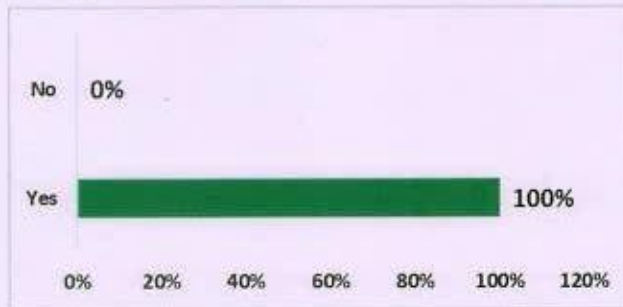
The B.Ed Curriculum encourages students to use ICT through the following activities was opined by

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



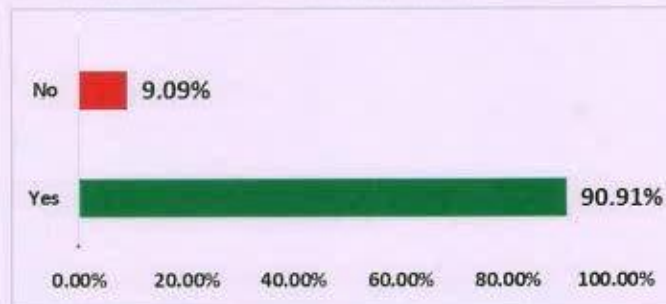
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7. B.Ed Curriculum encourages student teacher to use ICT for their field practice



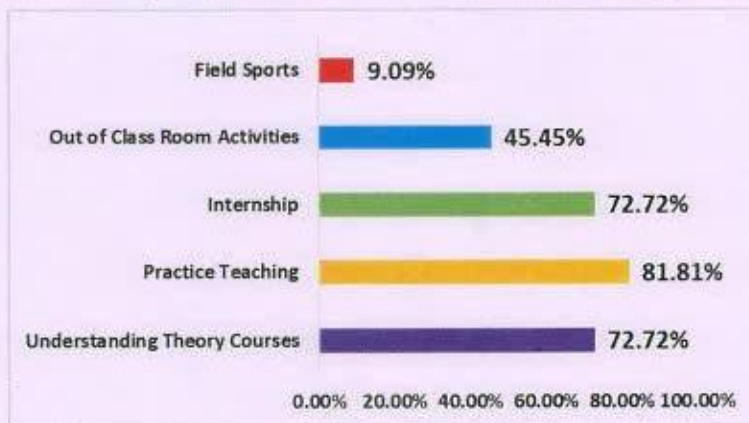
All the student teachers opined that B.Ed Curriculum encourages student teacher to use ICT for their field practice.

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



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

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

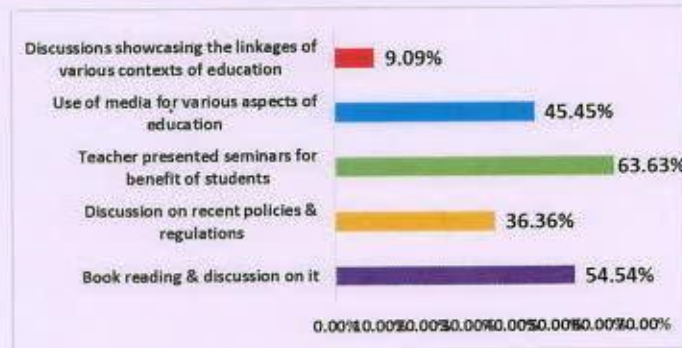


The B.Ed Curriculum encourages students to use ICT in various learning situations like Understanding Theory Course, Practice Teaching, Internship, Out of Class Room Activities and Field sports was said by 72.72%, 81.81%, 72.72%, 45.45% and 9.09% of student teachers respectively.



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



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

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

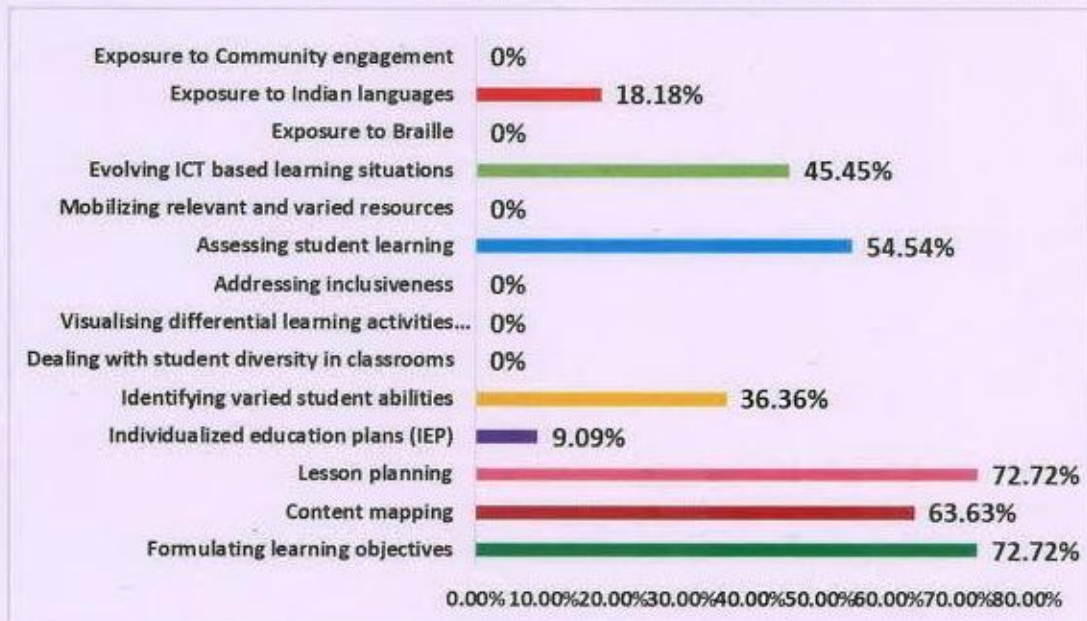


The B.Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community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



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



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



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

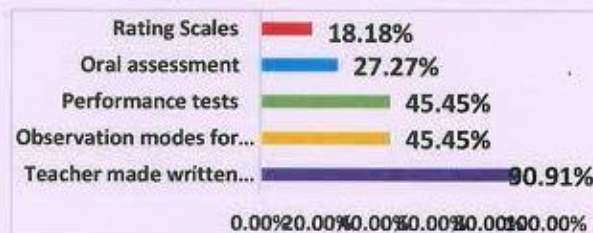


The B. Ed Curriculum develops competency of effective communication in students through activities like

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

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

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



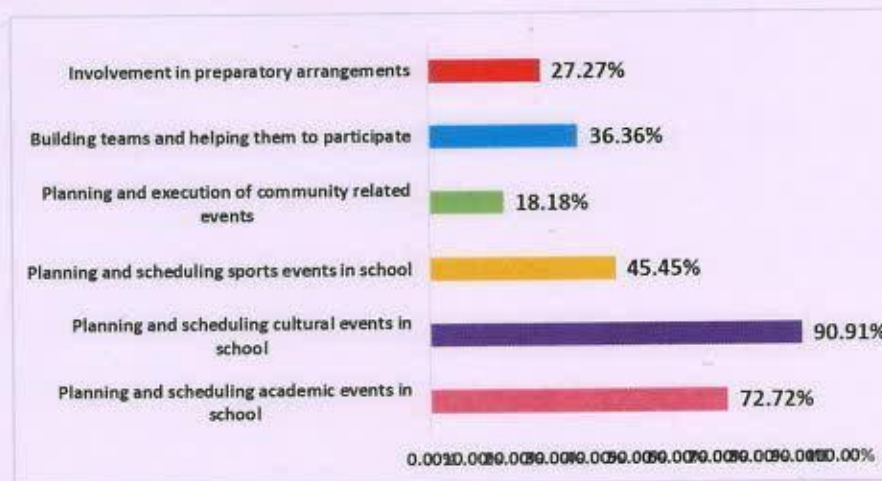
The B. Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment

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



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



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

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

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

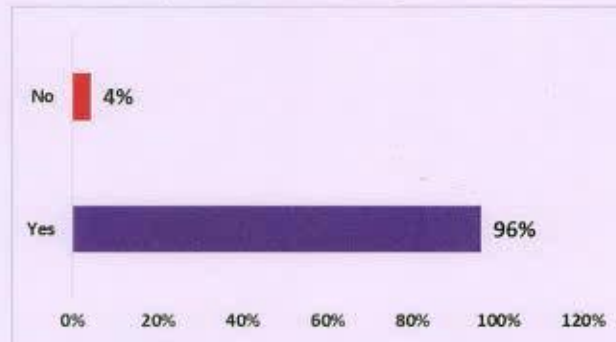


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Analysis of Student Feedback on Curriculum 2020-2021

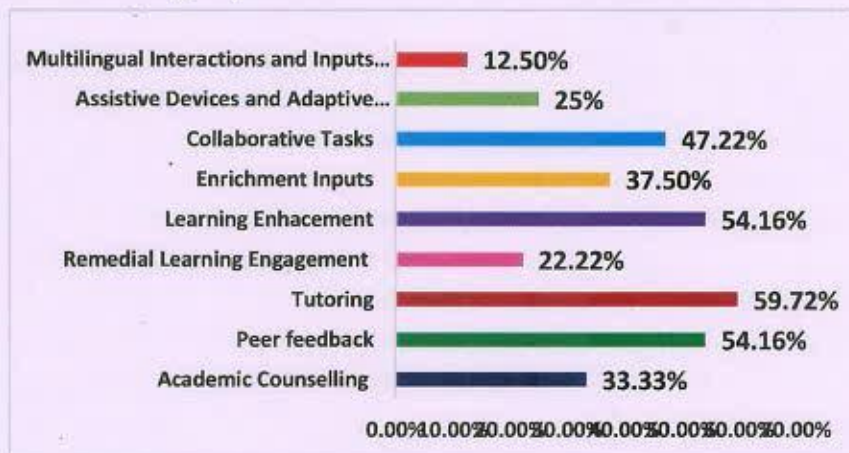
Semester III

1. Student Diversities are addressed in the Curriculum



96% student teachers opined that Curriculum addresses student diversities.

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



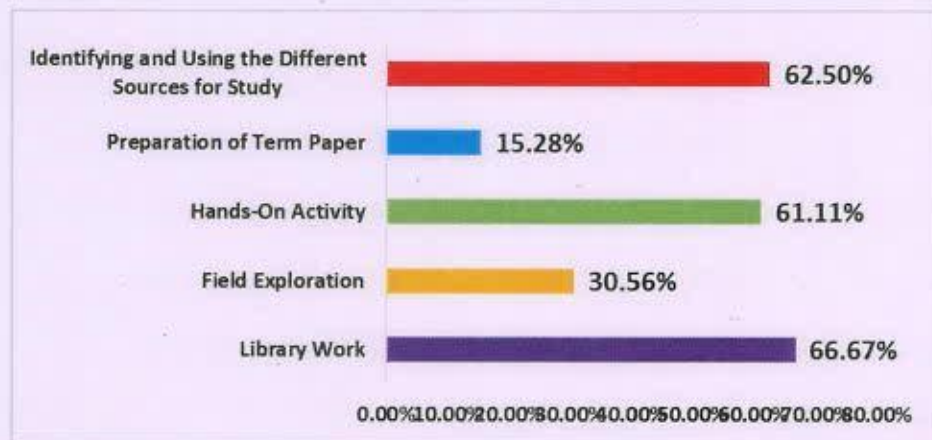
Student diversities were addressed in the curriculum by way of the following

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



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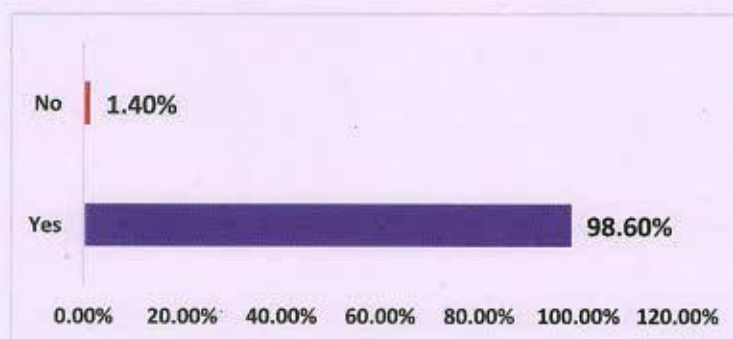
3. The curriculum has flexibility in assignments for the theory course through



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

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

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

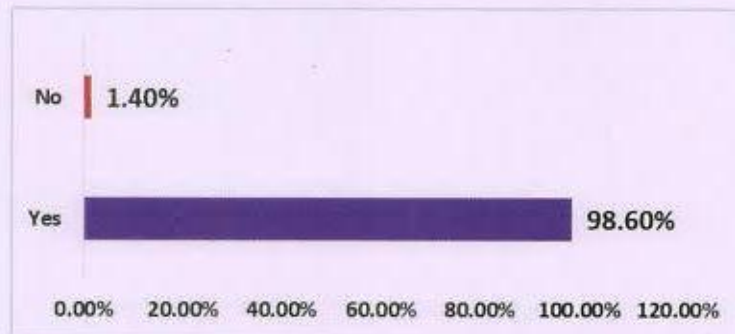


98.60% of student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.



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



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

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



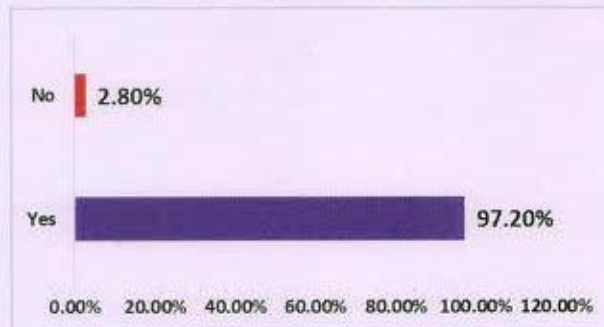
The B. Ed Curriculum encourages students to use ICT through the following activities was opined by

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



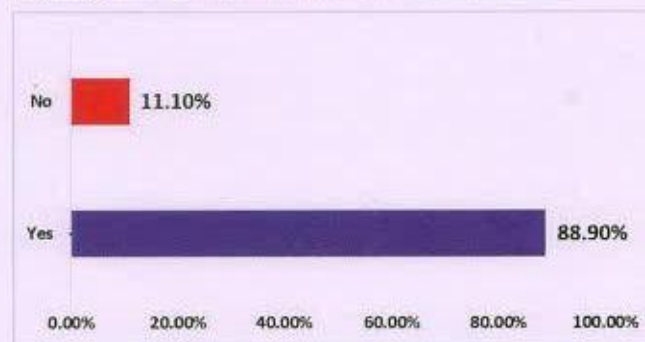
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7. B. Ed Curriculum encourages student teacher to use ICT for their field practice



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

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

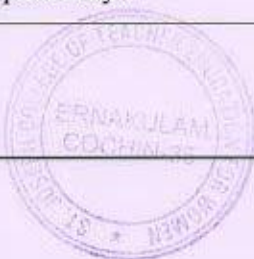


There is scope for training in ICT in the B.Ed Curriculum was opined by 88.90% of student teachers.

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



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



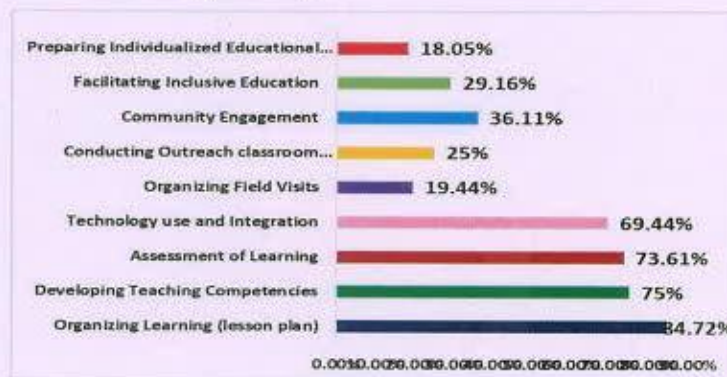
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10. Which all following activities are suggested in the B. Ed Curriculum for the exposure of students to the recent developments in the field of education.



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

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

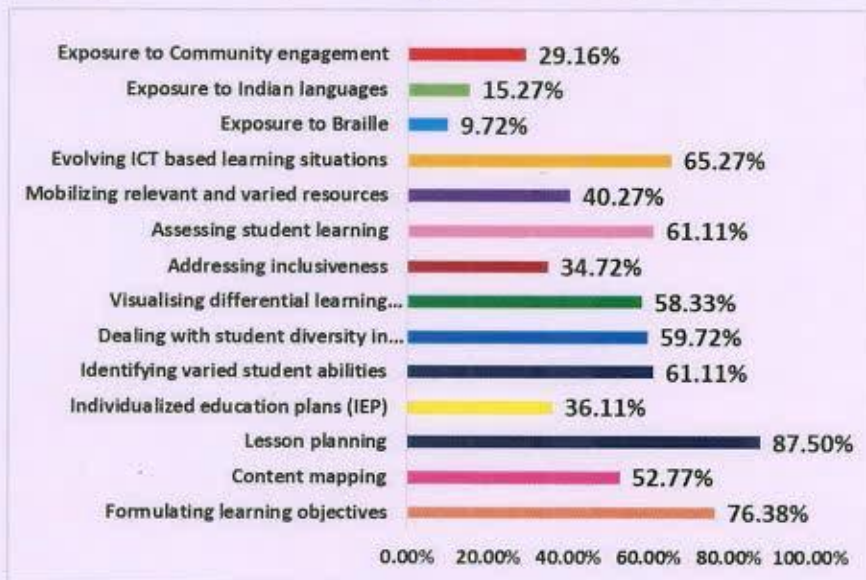


The B. Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community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



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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.



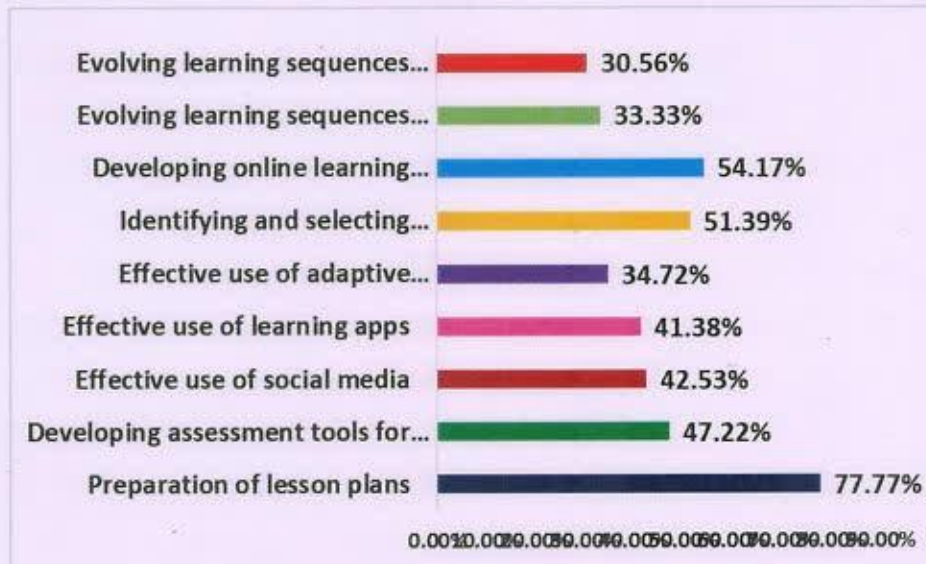
The Pre practice teaching, internship orientation / training included in the B.Ed Curriculum helped in developing following skills and competencies as a student teacher was opined by majority of student as is clear from the analysis :-

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



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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



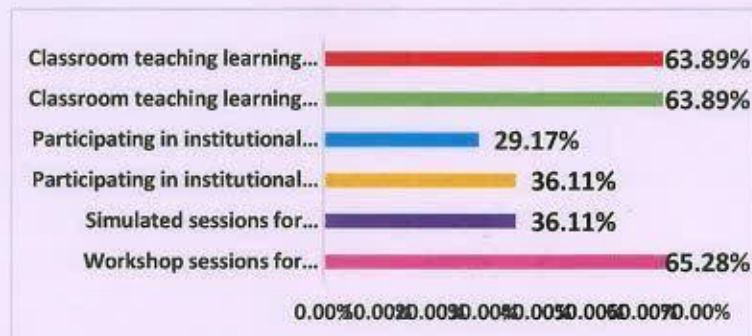
The B.Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of

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



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

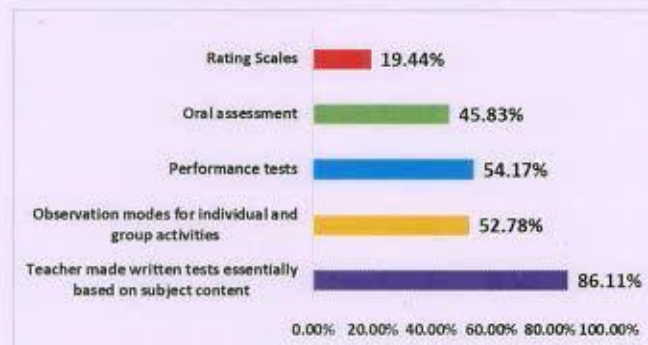


The B. Ed Curriculum develops competency of effective communication in students through activities like

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

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

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



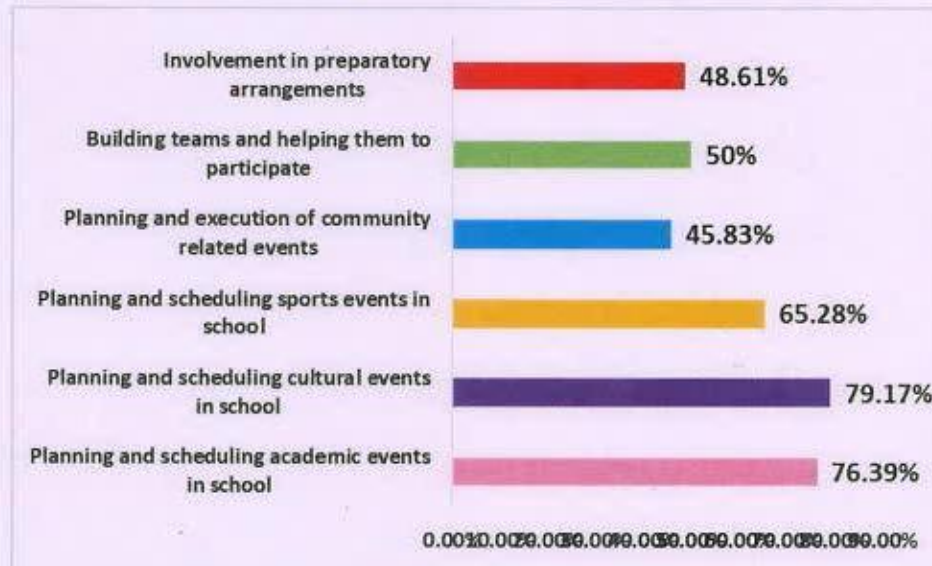
The B. Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment

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



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



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

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

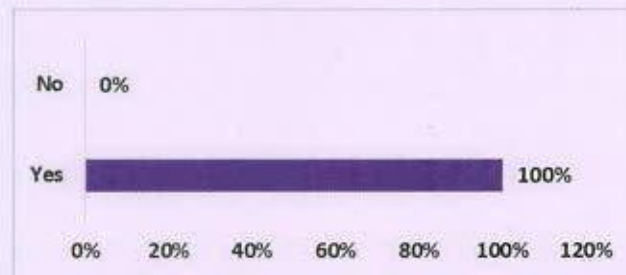
This reveals that the B. Ed Curriculum has ways to develop competence in students to organize academic, cultural, sports and community. activities



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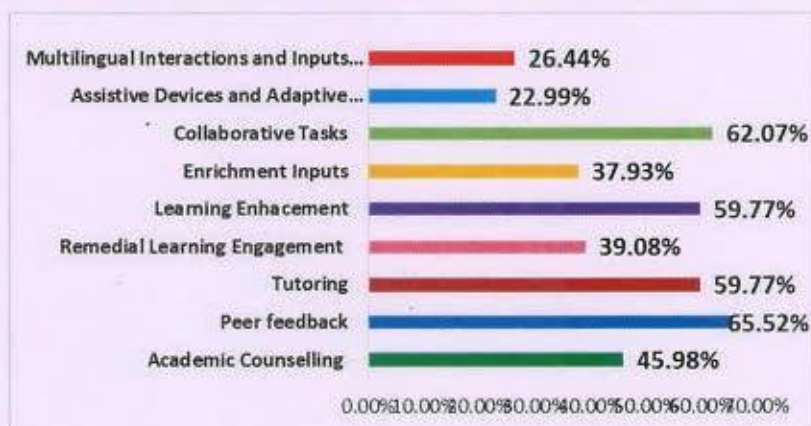
Analysis Student Feedback on Curriculum 2020-2021
Semester IV

1. Student Diversities are addressed in the Curriculum



All student teachers opined that Curriculum addresses student diversities.

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



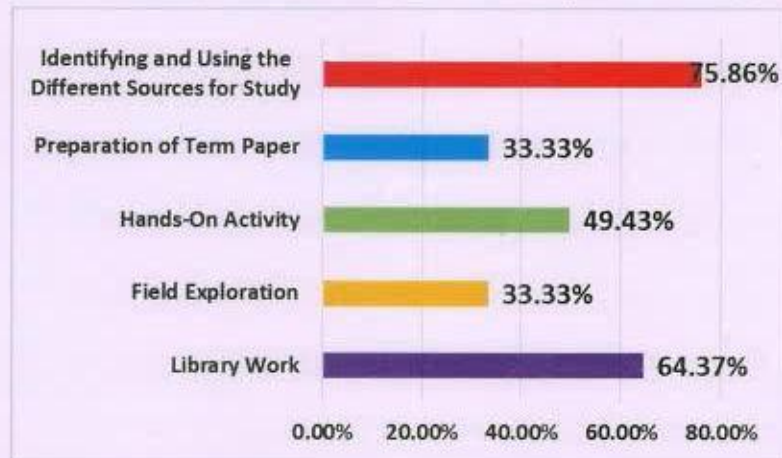
Student diversities were addressed in the curriculum by way of the following

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



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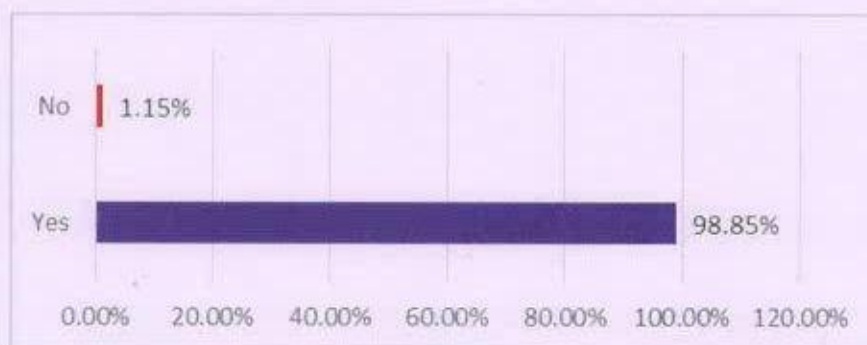
3. The curriculum has flexibility in assignments for the theory course through



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

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

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

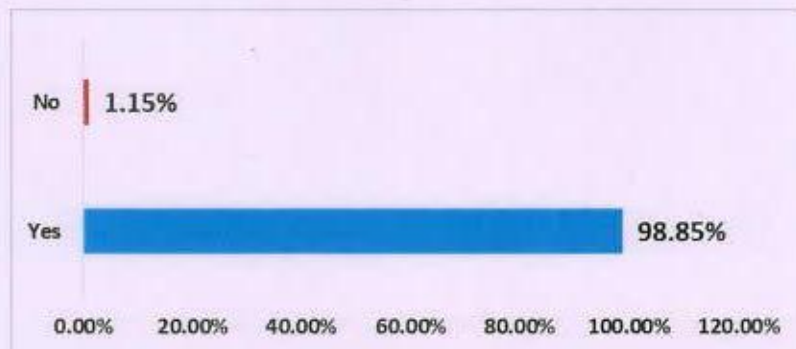


98.85% student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.



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



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

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



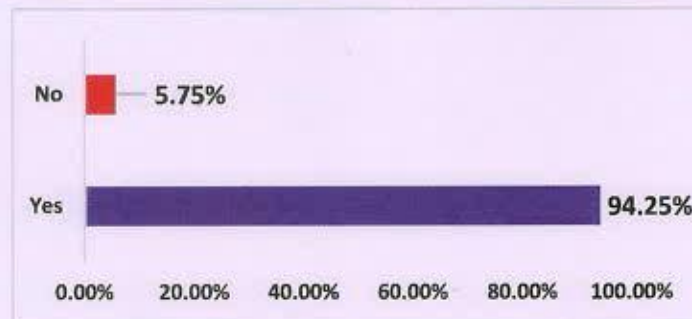
The B.Ed Curriculum encourages students to use ICT through the following activities was opined by

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



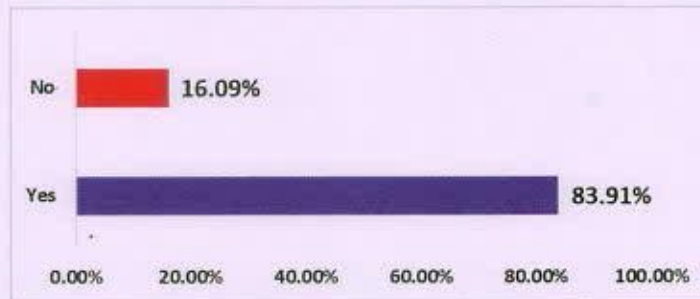
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7. B.Ed Curriculum encourages student teacher to use ICT for their field practice



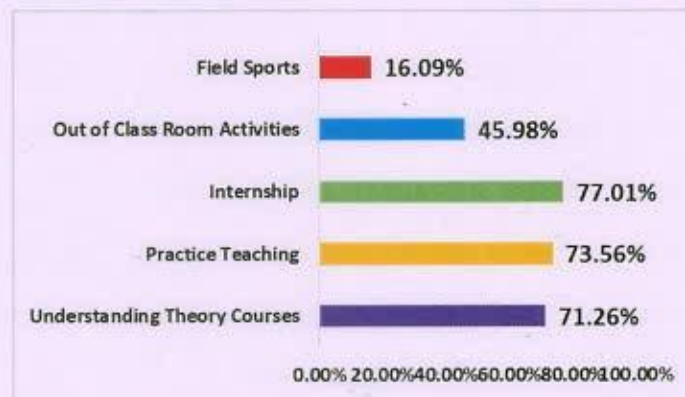
94.25% student teachers opined that B.Ed Curriculum encourages student teacher to use ICT for their field practice.

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



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

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

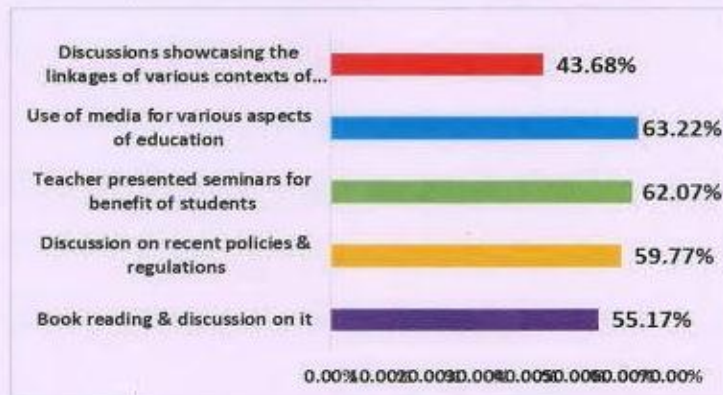


The B.Ed Curriculum encourages students to use ICT in various learning situations like: Understanding Theory Course, Practice Teaching, Internship, Out of Class Room Activities and Field sports was said by 71.26%, 73.56%, 77.01%, 45.98% and 16.09% of student teachers respectively.



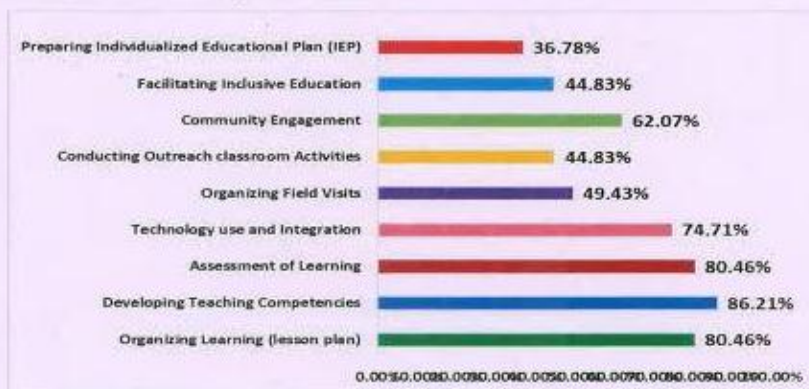
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10. Which all following activities are suggested in the B. Ed Curriculum for the exposure of students to the recent developments in the field of education.



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

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

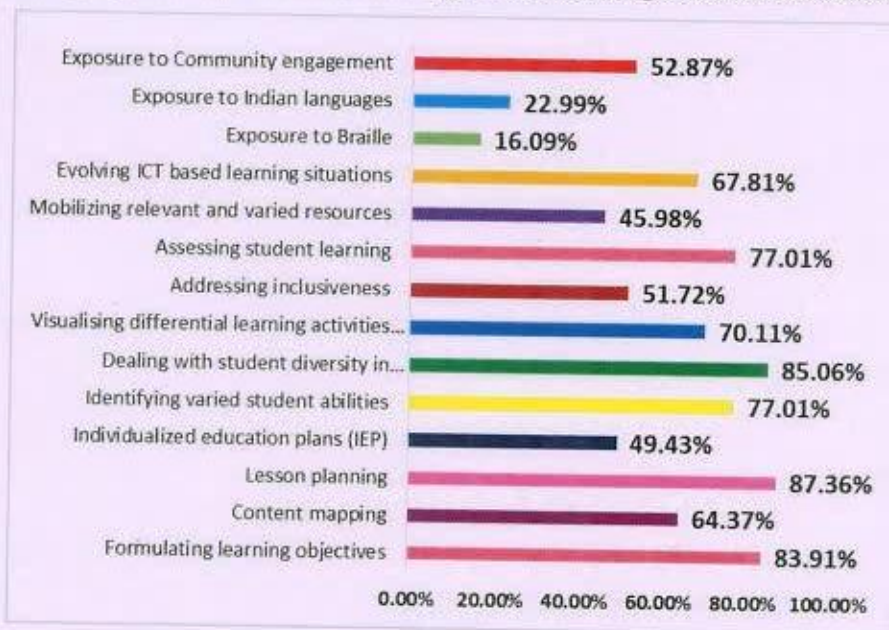


The B.Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community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



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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.



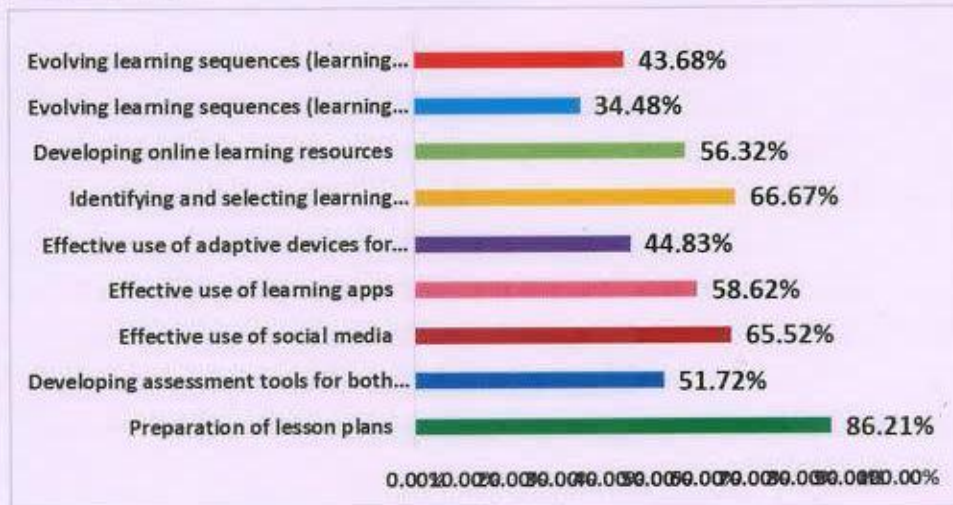
The Pre practice teaching, internship orientation / training included in the B.Ed Curriculum helped in developing following skills and competencies as a student teacher was opined by majority of student as is clear from the analysis :-

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



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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

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



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

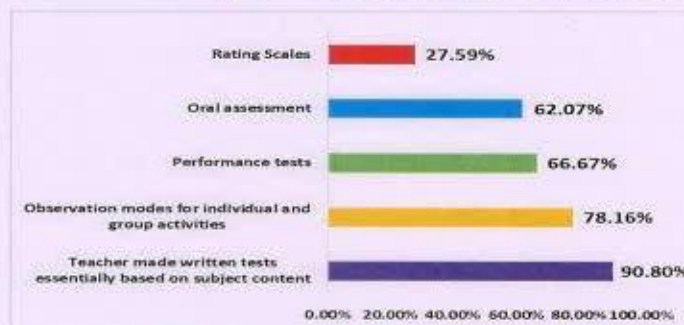


The B.Ed Curriculum develops competency of effective communication in students through activities like

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

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

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



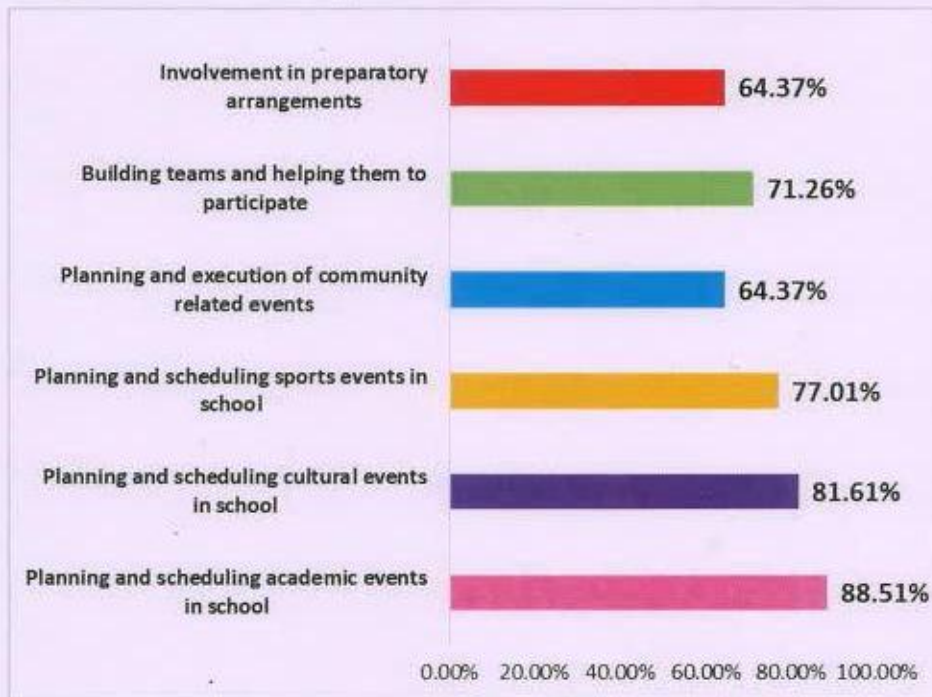
The B.Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment

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



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



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

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

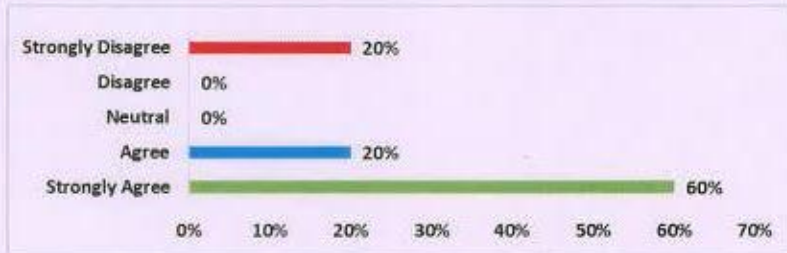
This reveals that the B.Ed Curriculum has ways to develop competence in students to organize academic, cultural, sports and community activities.



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Teachers Feedback Analysis on Curriculum 2020-2021

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



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

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



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

3 B. Ed Curriculum is rich with learning resources

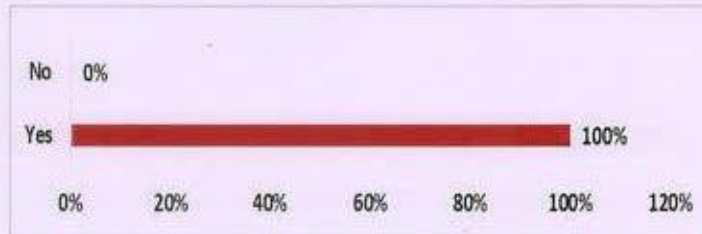


B. Ed Curriculum is rich with learning resources was agreed by 50 %, Strongly agreed by 20 % and strongly disagreed by 30% of the teachers



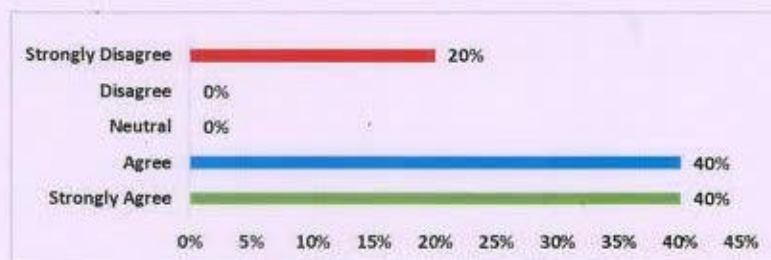
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4. B. Ed Curriculum caters to enhancing ICT skills



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

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



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

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

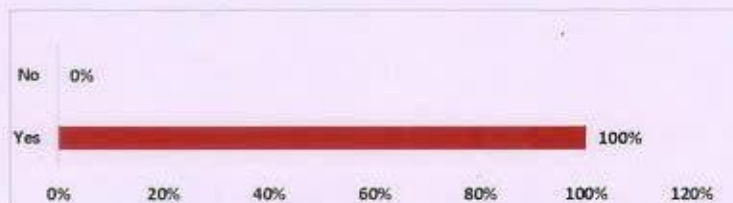


The Evaluation Procedure adopted in the B. Ed Curriculum is effective was strongly agreed by 70%, 10 % agreed and 20%strongly disagreed.



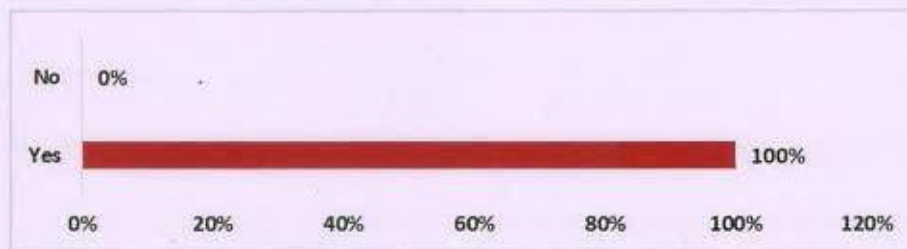
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7. B. Ed Curriculum instils values in our Student Teachers



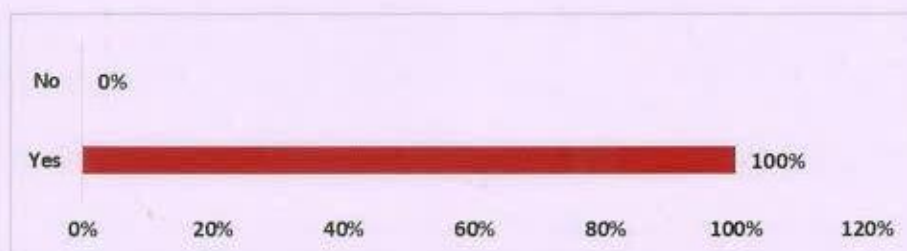
B. Ed Curriculum instils values in our Student Teachers was strongly agreed by all the teachers.

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

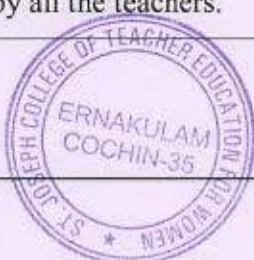


The B. Ed Curriculum addresses preservation, Promotion and transmission of Indian Culture was also strongly agreed by all the teachers

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



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



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10. The B. Ed Curriculum prepares professional teachers



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

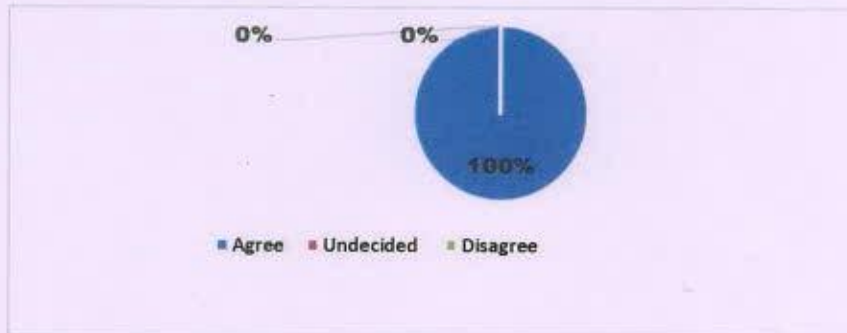
The analysis reveals that the B. Ed Curriculum has scope for practicing innovative methods of teaching, is effective in enhancing ICT skills, instilling values, and in preserving, promoting and transmitting Culture. There is the right blend of theory and practical in the curriculum and the evaluation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

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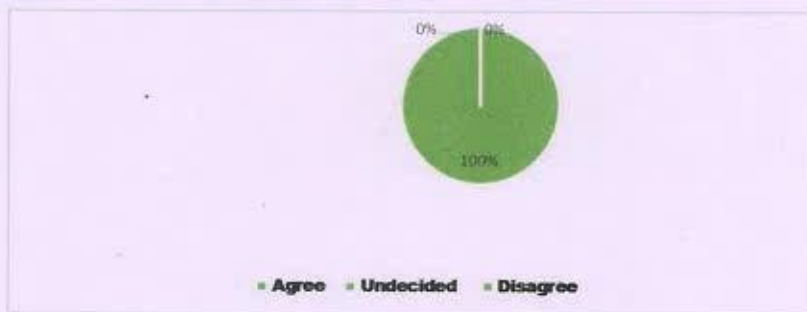
Employers Feedback Analysis on Curriculum 2020-2021

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



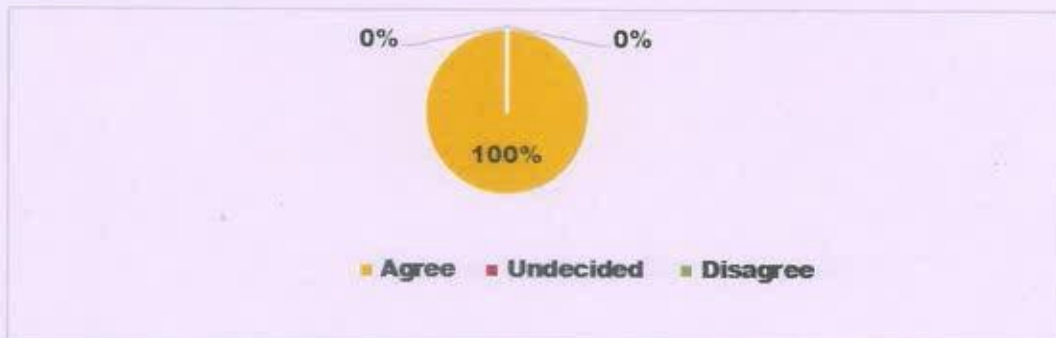
All employers agreed that B.Ed curriculum equips the student teachers with all the necessary skills of teaching profession.

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



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

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

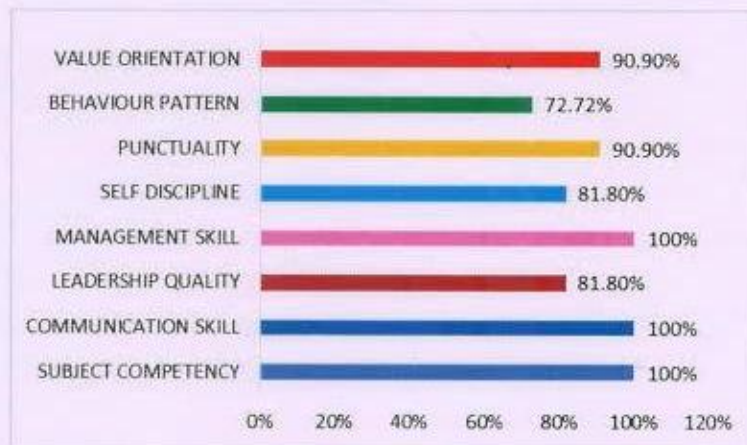


All employers opined that B.Ed curriculum is updated according to the needs of the time



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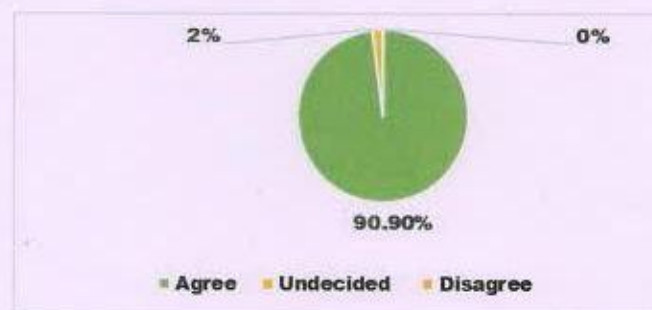
4. The B.Ed curriculum is successful in developing the following competencies in the student teachers / teacher educands



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

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

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

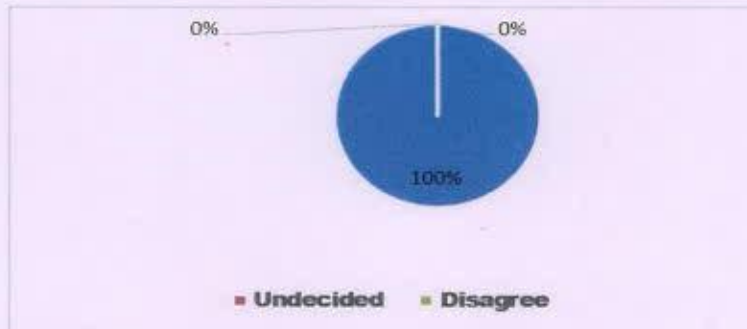


The B.Ed curriculum caters to the all-round development of student teacher/ teacher educands was agreed upon by 90.90% of the employers.



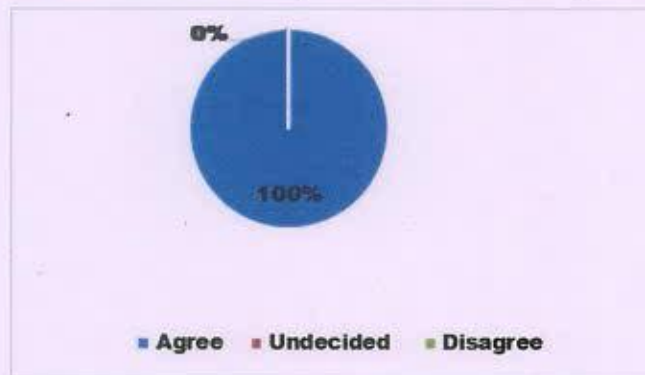
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6. The internship period given in the B.Ed curriculum is sufficient to develop responsible and efficient teachers



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

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



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

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

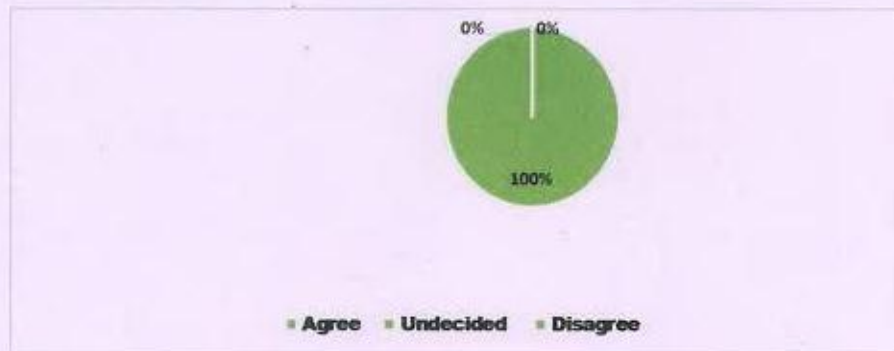


All of the employers agreed to the statement that the B.Ed Curriculum develops social skills in student teachers.



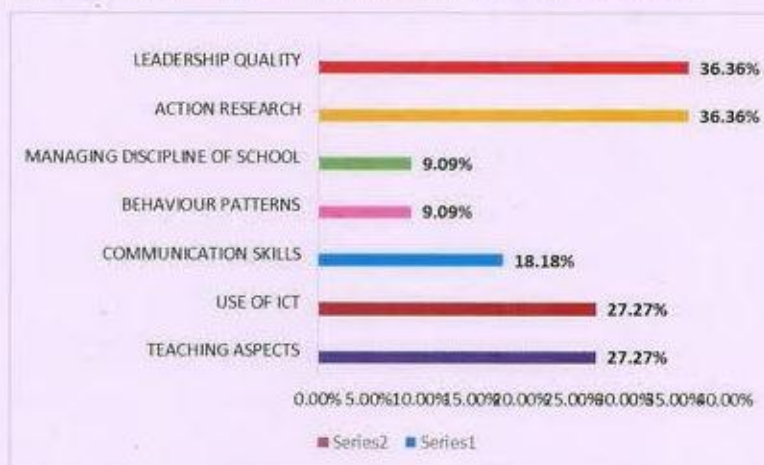
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9. The Curriculum is effective in motivating students for continuous professional development



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

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



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

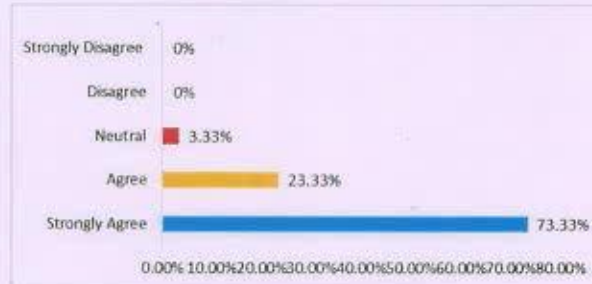
Thus it can be concluded that the B.Ed Curriculum is effective in molding teachers with the necessary skills to be inspiring responsible and efficient teachers.



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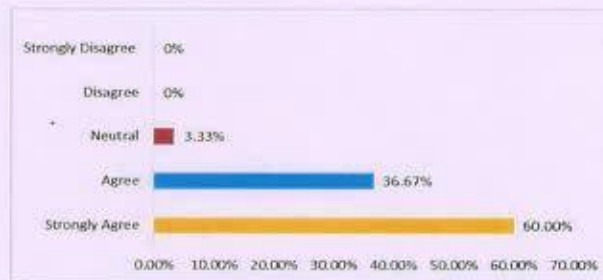
Alumnae Feedback Analysis on Curriculum 2020-2021

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



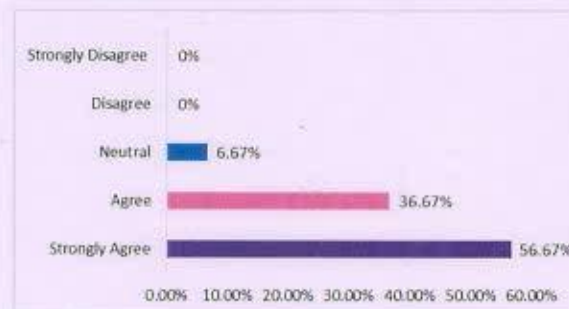
73.33% strongly agreed that the curriculum of our institution provided the basic skills required for an effective teacher while 23.3% agreed to it and 3.3% were not sure of it which points to the fact that the curriculum is good for imparting Basic skills of teaching.

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



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

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

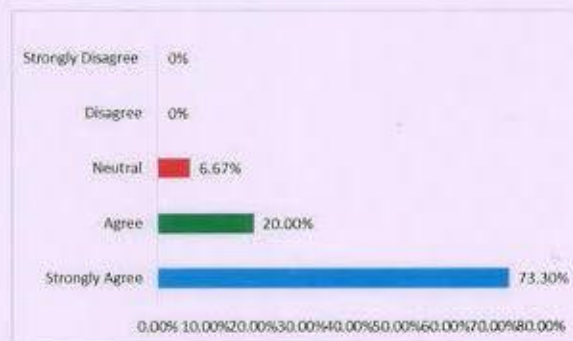


93.3% felt that the course on 'Educational Psychology' of the B.Ed Curriculum had helped them to understand their students properly proves that the Educational Psychology dealt with in the curriculum has covered important areas of child Psychology.



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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 had helped them to become an effective teacher was strongly agreed upon by 73.3% , 20.67% agreed to it while 6.33% did not have anything to say on it shows that the curriculum has enough practical sessions and hands on training sessions to mould teachers.

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

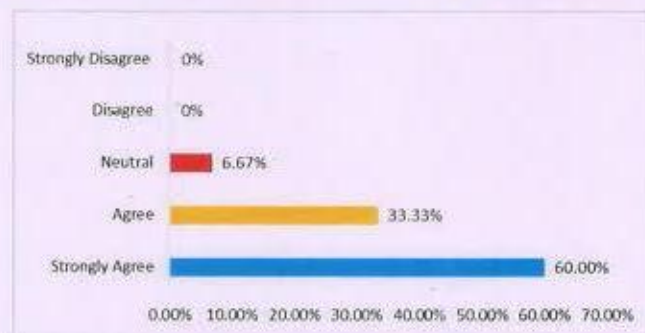


The pedagogical courses delivered as part of the B.Ed Curriculum helped in planning out classroom teaching was strongly agreed by 63.33% and 33.33 % agreed to it while 6.67% did not have an opinion.



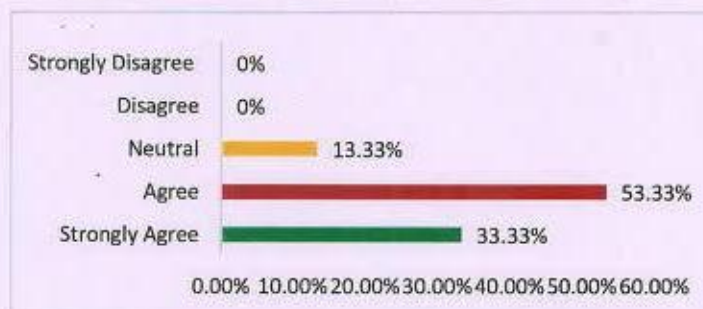
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6. The curriculum helped me to practice different teaching methodologies.



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

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



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

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



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



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



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

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



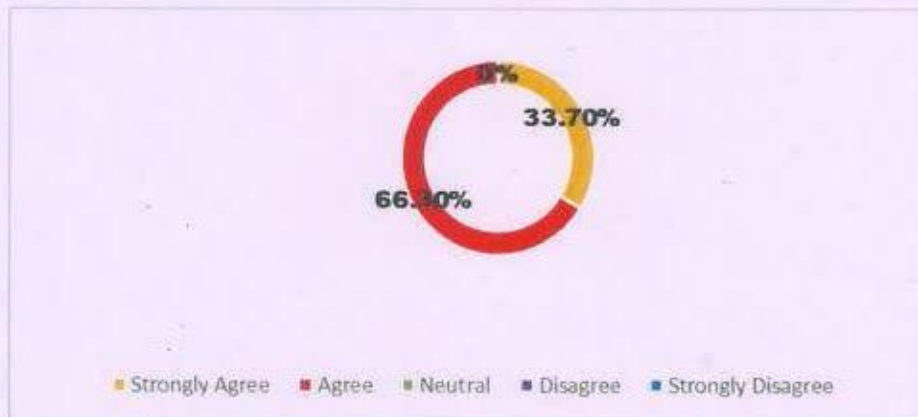
Yoga and Physical Education in the curriculum helps to take care of physical development of the students was agreed upon by 86.67%.



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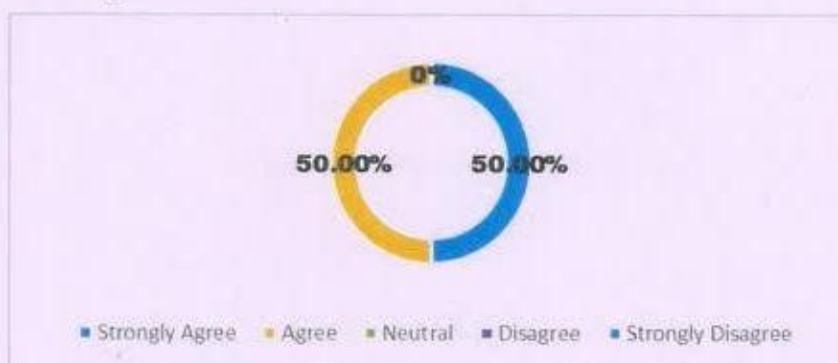
Analysis of Feedback from Heads of Teaching Practice Schools on Curriculum 2020-2021

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



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

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

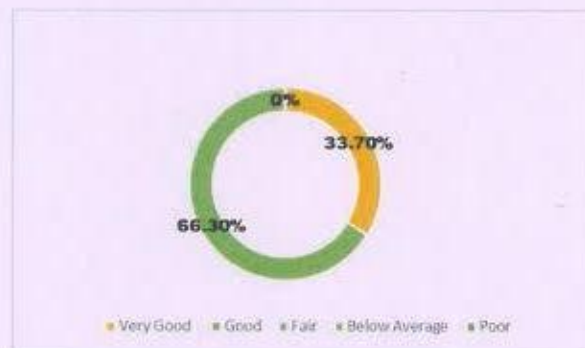


The activities included in the B.Ed Curriculum for Induction and Internship programmes are comprehensive was agreed by all the Heads



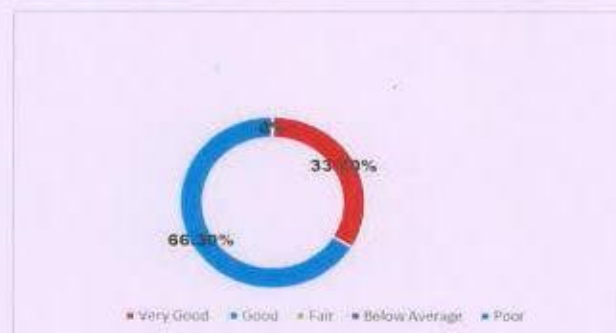
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3. How would you rate the B.Ed Curriculum in engaging the students during Induction and Internship Programmes in matters relating to the practice teaching sessions and innovative and participatory learning activities adopted



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

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

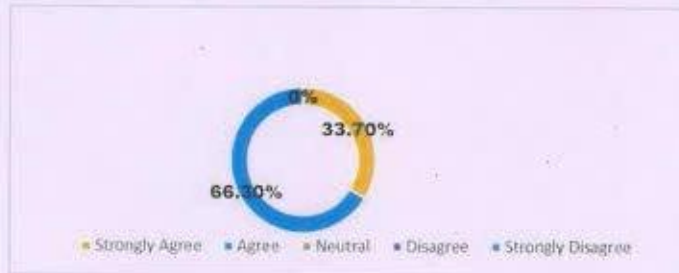


33.79 rated the is the B.Ed Curriculum as very good while the rest 66.30% rated it as good, in helping our students in organizing the Co-curricular activities (Club/Forum activities) in partnership with your school staff, mentor teachers, and students



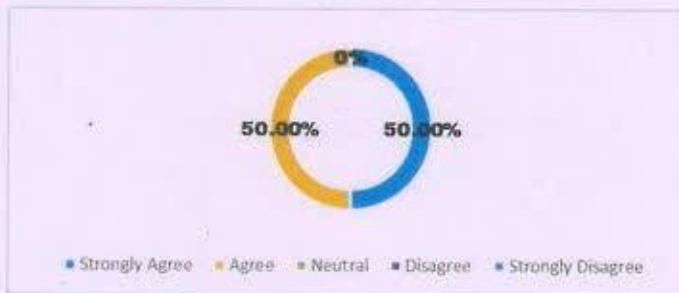
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5. The activities included the B.Ed Curriculum equip our students to engage in the various academic and non-academic activities of the school apart from their teaching practice sessions



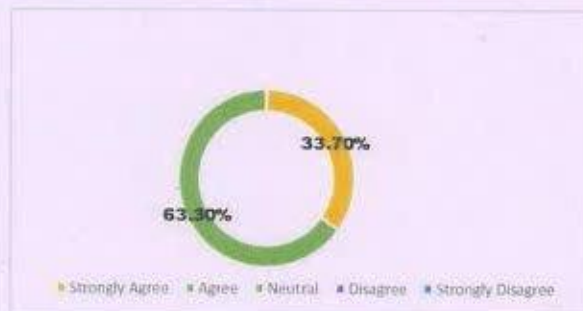
All the respondents agreed to the statement that the activities included the B.Ed Curriculum equip our students to engage in the various academic and non-academic activities of the school apart from their teaching practice sessions

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



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

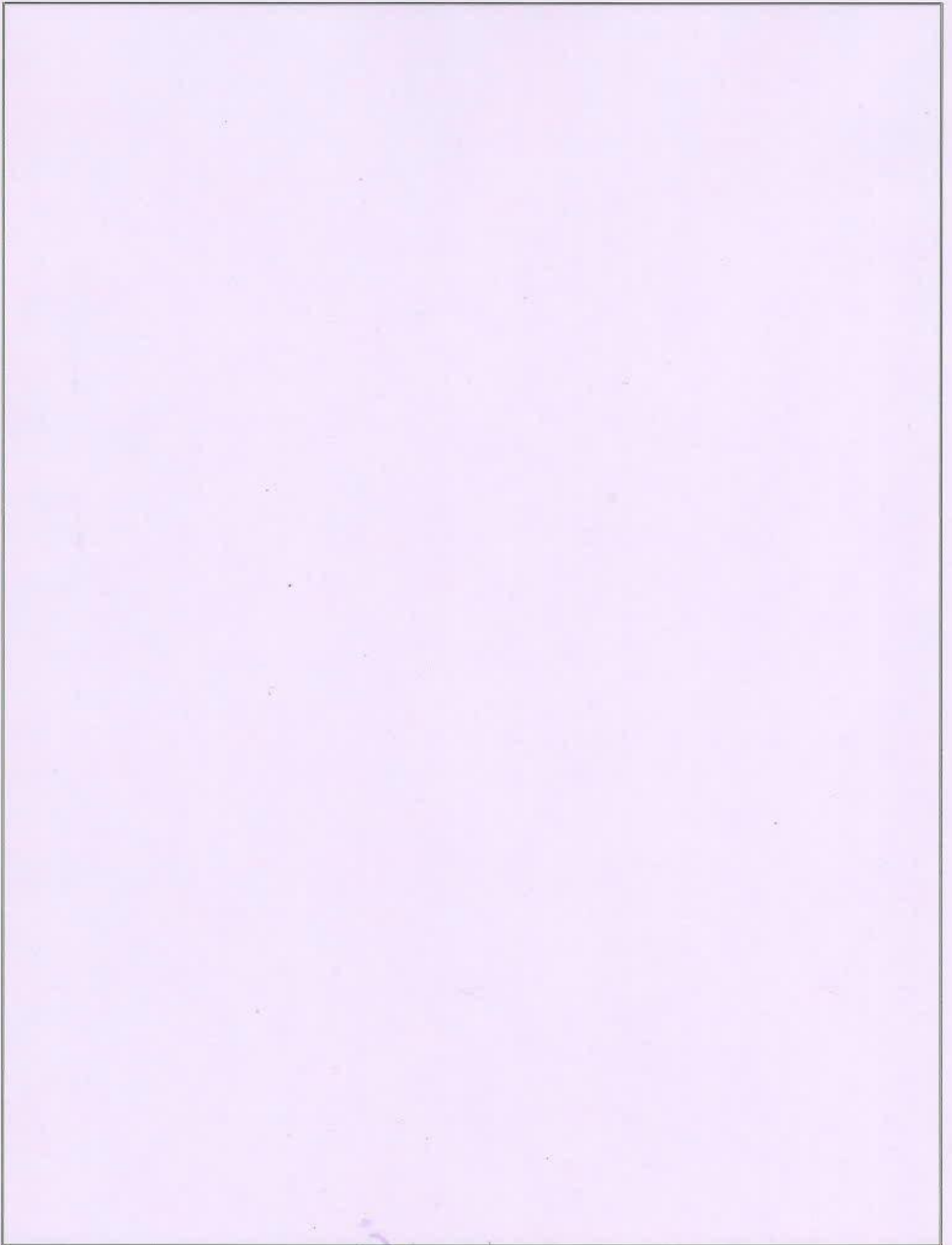
7. The feedback mechanism included in the B.Ed Curriculum helps for improving student teacher's performance during Induction and Internship programmes



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



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**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN,
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2019 – 2020

**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 2019-2020

Consolidated Report on Student Feedback Analysis 2019-2020

The analysis of student feedback for the B.Ed curriculum for the academic year 2019-2020 reveals several insights into the effectiveness of the program in preparing future educators. The feedback provides a comprehensive understanding of various aspects of the curriculum and its impact on student teachers. Below is a summary of the findings based on the percentages of student responses:

Effectiveness of B.Ed Curriculum in Forming Teachers:

- 100% of the student teachers agreed that the B.Ed Curriculum is effective in forming teachers, indicating a strong consensus among the respondents.

Training in the Use of ICT:

- 67% of the students agreed that the B.Ed curriculum trains them in the use of ICT.
- 27% disagreed, and 7% remained neutral on this aspect.

Becoming Reflective Practitioners:

67% of the respondents acknowledged that the B.Ed curriculum helps them become reflective practitioners.

27% were neutral, and 7% disagreed.

Catering to Individual Differences:



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- A majority (60%) of respondents agreed that the B.Ed curriculum caters to individual differences.
- 17% remained neutral, and 23% disagreed.

Motivation for Lifelong Learning:

- 67% of the student teachers agreed that the B.Ed curriculum motivates them to be lifelong learners.
- 6% disagreed, and 27% were neutral.

Sensitivity to Social Issues:

- A significant majority (87%) acknowledged that there is provision in the B.Ed curriculum to make them sensitive to social issues.
- Only 13% remained neutral.

Addressing Relevant Contemporary Topics:

- 63% of the respondents agreed that the B.Ed curriculum addresses relevant contemporary topics.
- 23% took a neutral stance, and 13% disagreed.

Training in Innovative Teaching and Learning Techniques:

- 77% of the respondents agreed that the B.Ed curriculum trains them in innovative techniques of teaching and learning.
- 17% were neutral, and 7% disagreed.

Training in Innovative Evaluation Techniques:

- Only 53% of the student teachers agreed that the B.Ed curriculum trains them in innovative techniques of evaluation.
- 26.6% disagreed, and 20% remained neutral.

Impact of Internship Program:

- All respondents unanimously agreed that the internship program helps them to become competent teachers.

In conclusion, the feedback highlights several strengths of the B.Ed curriculum, including its effectiveness in forming teachers, addressing social issues, and motivating students to be lifelong



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learners. However, there are areas for improvement, such as enhancing training in ICT usage and innovative evaluation techniques. Overall, the feedback serves as valuable input for ongoing curriculum development and improvement efforts.

Consolidated Report on Teacher Feedback Analysis 2019-2020

The feedback provided by teachers regarding the B.Ed curriculum for the year 2018 offers valuable insights into various aspects of the program. Below is a summary of the findings based on the percentage of teacher responses:

Scope for Adopting New Teaching Techniques:

- 100% of the teachers agreed that there is scope for adopting new and innovative techniques and strategies of teaching in the B.Ed Curriculum.

Space for Innovative Teaching and Research:

- A majority of teachers agreed that the B.Ed Curriculum has space for innovative teaching and research.

Richness of Learning Resources:

- All teachers unanimously agreed that the B.Ed Curriculum is rich in learning resources.
- Enhancement of ICT Skills:**
- All teachers agreed that the B.Ed Curriculum caters to enhancing ICT skills.

Promotion of ICT Facilities in Teaching-Learning Process:

- 25% of the teachers disagreed with the statement that the B.Ed Curriculum promotes the use of ICT facilities in the teaching-learning process.

Effectiveness of Evaluation Procedure:

- All teachers unanimously agreed that the evaluation procedure adopted in the B.Ed Curriculum is effective.

Instilling Values in Student Teachers:

- All teachers agreed that the B.Ed Curriculum instills values in student teachers.
- Emphasis on Preservation, Promotion, and Transmission of Indian Culture:**
- 25% of the teachers disagreed with the emphasis placed on preservation, promotion, and transmission of Indian culture in the B.Ed Curriculum.



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Balance Between Theory and Practicals:

- Majority of the teachers agreed that there is a balance between theory and practicals in the B.Ed Curriculum.

Preparation of Professional Teachers:

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

Preparation for Lifelong Learning:

- A majority of teachers agreed that the B.Ed Curriculum prepares student teachers for lifelong learning, while 16.67% remained undecided.

In conclusion, the feedback indicates overall satisfaction with the B.Ed Curriculum among the participating teachers. However, there are areas identified for improvement, particularly in emphasizing Indian cultural elements and promoting the use of ICT facilities in the teaching-learning process. The feedback serves as valuable input for curriculum enhancement and development efforts.

Consolidated Report on Alumnae Feedback Analysis 2019-2020

The feedback provided by the alumnae offers valuable insights into their perceptions of the B.Ed curriculum and its effectiveness in preparing them for their professional journey. Here's a summary of the findings based on the percentage of alumnae responses:

Basic Skills for Effective Teaching:

- 78% strongly agreed, and 22% agreed that the curriculum provided the basic skills required for an effective teacher.

Learning Experiences and Professional Journey:

- 78% strongly agreed, and 22% agreed that the learning experiences gained through the curriculum helped them in their journey as professionals.

Educational Psychology Course:

- 66% strongly felt, 31.25% agreed, and 3% had a neutral opinion regarding the helpfulness of the Educational Psychology course in understanding students.

Micro Teaching, Induction, and Internship Program:



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- 91% strongly agreed, 6.25% agreed, 3% had a neutral stand, and 3% strongly disagreed that the micro teaching, induction, and internship program helped them become effective teachers.

Pedagogical Courses for Classroom Teaching:

- 59% strongly agreed, 34.38% agreed, and 6% had a neutral stand regarding the effectiveness of pedagogical courses in planning classroom teaching.

Practice of Different Teaching Methodologies:

- 59% strongly agreed, 68.75% agreed that the curriculum helped them practice different teaching methodologies.

Acquisition of 21st Century Teaching Skills:

- 56% strongly agreed, 31.25% agreed, 9% had a neutral stand, and 3% disagreed that the curriculum helped them acquire 21st-century teaching skills.

Integration of Values into Lesson Plans:

- 63% strongly agreed, 31.25% agreed, and 6% had a neutral stand regarding the integration of values into lesson plans.

Use of Drama and Art in Lesson Planning:

- 63% strongly agreed, 28.13% agreed, 9% had a neutral stand, and 3% disagreed that drama and art in the curriculum helped them develop lesson plans creatively.

Yoga and Physical Education for Student Physical Development:

- 63% strongly agreed, 34.37% agreed, 3% had a neutral stand, and 3% disagreed that yoga and physical education in the curriculum helped them take care of the physical development of their students.

In summary, the alumnae feedback indicates overall satisfaction with the B.Ed curriculum, highlighting its effectiveness in imparting basic skills, facilitating professional growth, and providing diverse learning experiences. Additionally, it underscores the importance of practical components such as micro teaching, induction, and internships, as well as the integration of innovative teaching methodologies and values into lesson planning. The feedback also emphasizes the significance of holistic approaches like incorporating drama, art, yoga, and



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physical education for comprehensive student development. These insights serve as valuable input for curriculum refinement and future program enhancements.



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Plan of Action on Stakeholder Feedback Analysis of the Year 2019-2020

The findings of the analysis of the feedback received were presented before the staff council and the following decisions were taken.

Plan of Action for Student Feedback:

1. Additional workshops and resources on ICT integration will be introduced to address students' feedback regarding the need for comprehensive training in ICT skills. Value added course on ICT skill development will be planned.
2. Faculty members will be encouraged to explore and incorporate contemporary teaching methodologies and active learning strategies into their instructional practices to enhance student engagement and learning outcomes.

Plan of Action for Teacher Feedback:

1. The pedagogical training will be revised and enriched to emphasize practical teaching strategies, differentiated instruction, and inclusive teaching practices based on feedback from teachers.
2. Classes focusing on cultural heritage and values integration will be introduced to promote cultural sensitivity and inclusivity in teaching practices.
3. Value added courses on Value education will be given.

Plan of Action for Alumnae Feedback:

1. The micro teaching, induction, and internship programs will be further enriched with hands-on experiences, reflective practices, and mentorship opportunities based on alumnae feedback.
2. Initiatives promoting holistic student development, including the integration of drama, art, yoga, and physical education will be expanded to nurture well-being and overall growth.

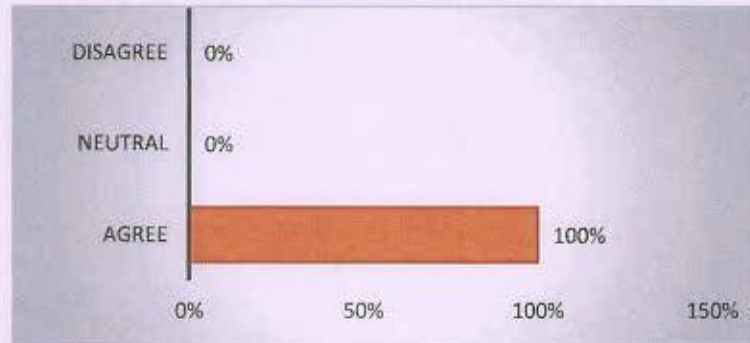
By implementing these tailored actions, we aim to address the specific needs and priorities identified by students, teachers, and alumnae, fostering a dynamic and responsive learning environment that promotes excellence in teacher education.



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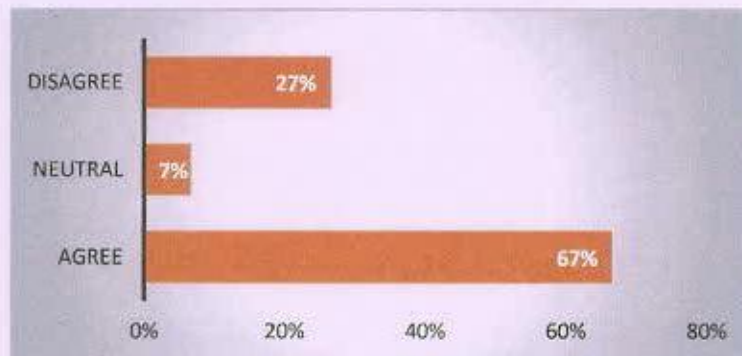
Analysis of Student Feedback on Curriculum 2019-2020

1. B.Ed Curriculum is effective in forming teachers



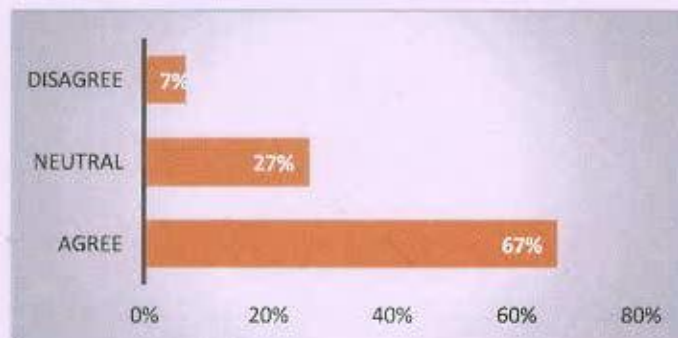
All the student teachers agreed to the statement that the B.Ed Curriculum is effective in forming teachers

2. B.Ed curriculum trains us in use of ICT



67% of the students who responded, agreed to the statement that B..Ed curriculum trains them in the use of ICT while of the remaining half 27% disagreed ad a small 7% responded to be neutral in their stance.

3. B.Ed curriculum helps us to become reflective practitioners.

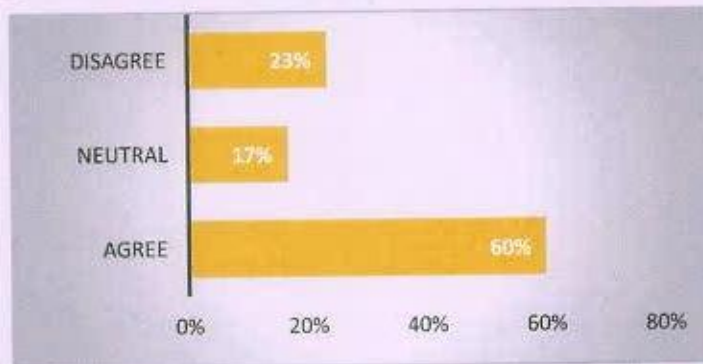


B.Ed curriculum helps us to become reflective practitioners was agreed by 67% while 27% had a neutral opinion and a small fraction 7% disagreed



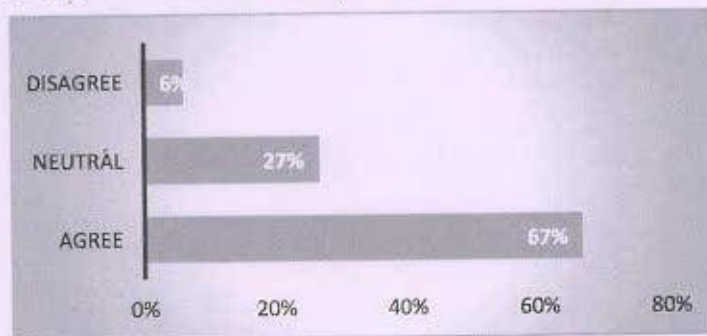
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4. B.Ed curriculum caters to individual differences.



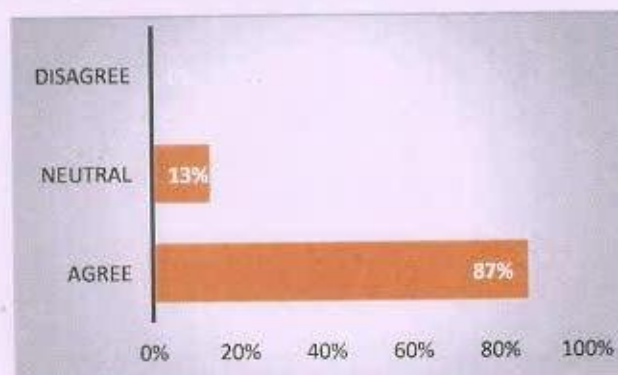
B.Ed curriculum caters to individual differences was agreed by a majority of 60% respondents while only 17% responded as being neutral and 23% students disagreed.

5. B.Ed curriculum motivates us to be lifelong learners



To the statement that B.Ed curriculum motivates us to be lifelong learners 67% of the respondents agreed, only 6% disagreed and 27% took a neutral stand

6. There is provision in the B.Ed curriculum on make us sensitive to social issues

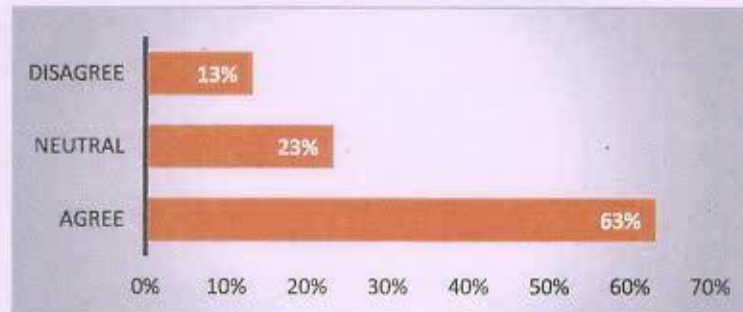


87% of the respondents agreed to the statement that there is provision in the B.Ed curriculum on make them sensitive to social issues while only 13% remained neutral.



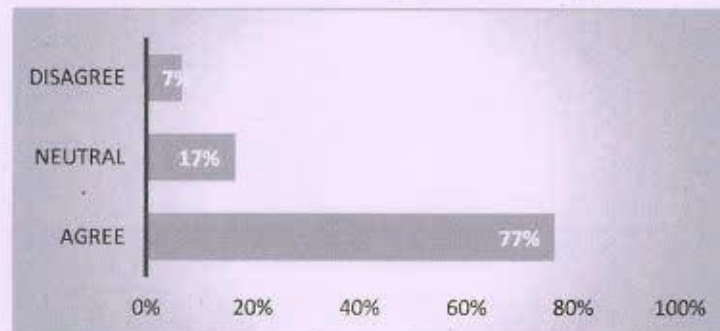
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7. The B.Ed curriculum addresses relevant contemporary topics.



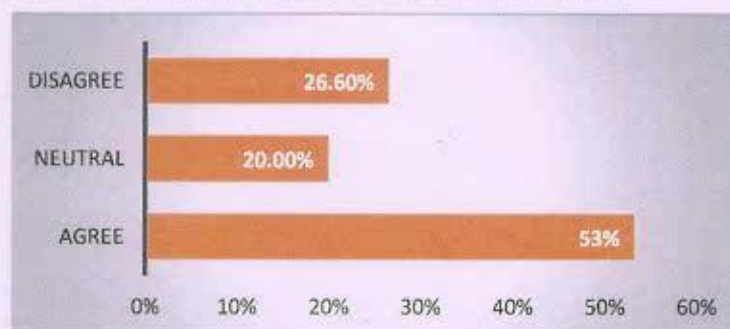
63% agreed that the B.Ed curriculum addresses relevant contemporary topics while 23% took a neutral stand and 13 % disagreed

8. B.Ed curriculum trains us in innovative techniques of teaching and learning



Majority of the respondents 77% agreed that the B.Ed curriculum trains them in innovative techniques of teaching and learning while 17% were neutral and 7% disagreed

9. B.Ed curriculum trains us in innovative techniques of evaluation

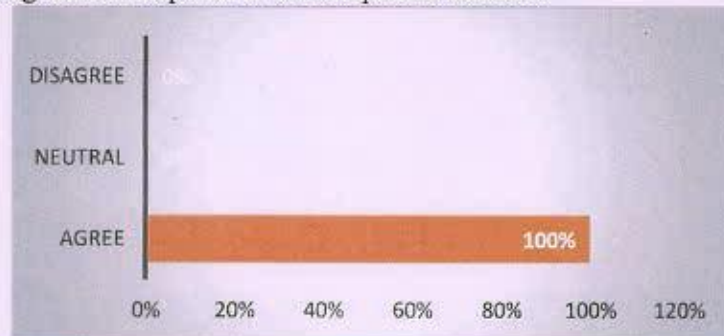


Only 53 % of the student teachers agreed that the B.Ed curriculum trains them in innovative techniques of evaluation while 26.6% disagreed and 20% took a neutral stand



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10. The internship programme helps us to be competent teachers



The internship programme helps us to be competent teachers, was agreed by all.

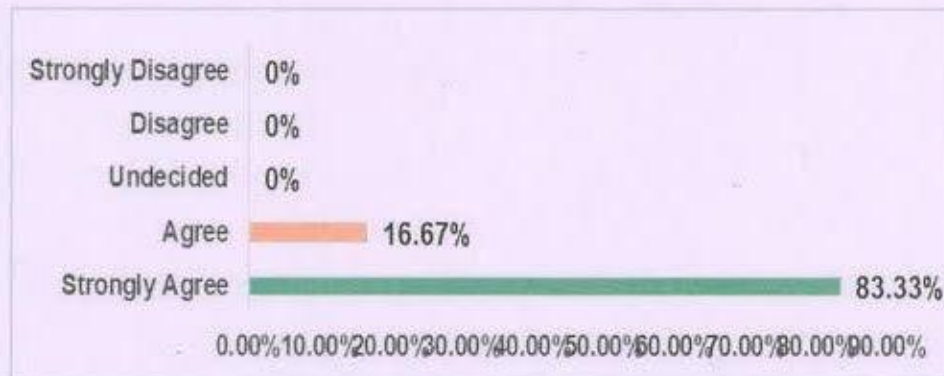


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Teacher Feedback Analysis on Curriculum 2019-2020

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



The B.Ed curriculum has scope of adopting new and innovative techniques and strategies of teaching was agreed by all

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

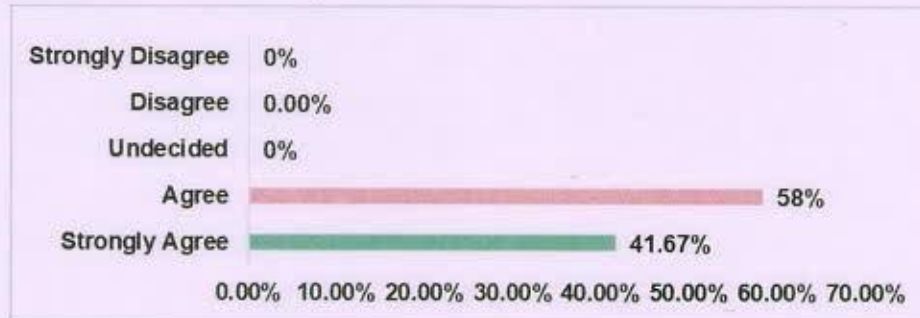


Majority of the teachers agreed to the fact that the B.Ed Curriculum has space for innovative teaching and research

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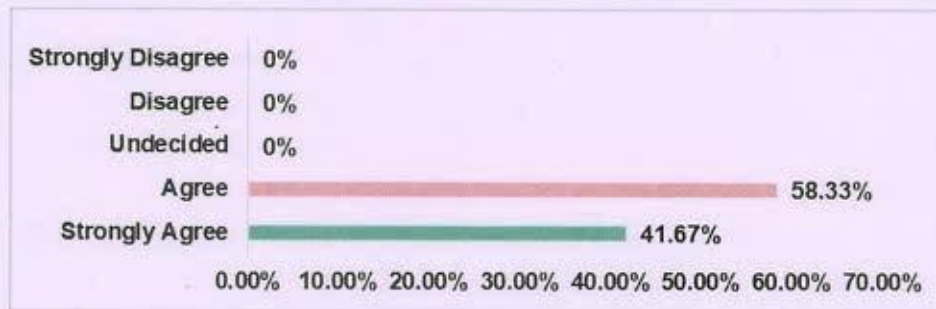


3 B.Ed Curriculum is rich with learning resources



All the teachers agreed to the statement that the B.Ed Curriculum is rich in Learning resources

4. B.Ed Curriculum caters to enhancing ICT skills



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

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

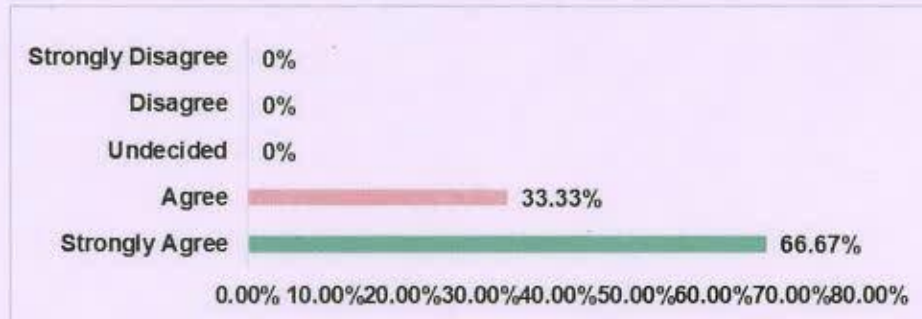


25% of the teachers disagreed to the statement that B.Ed Curriculum promotes the use of ICT facilities in the teaching learning process



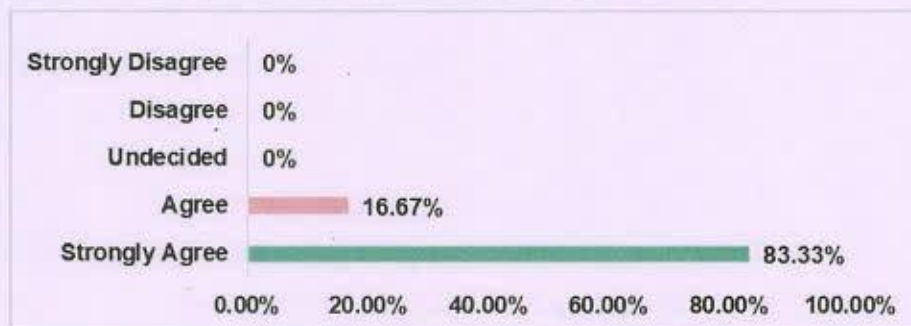
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6. The Evaluation Procedure adopted in the B.Ed Curriculum is effective .



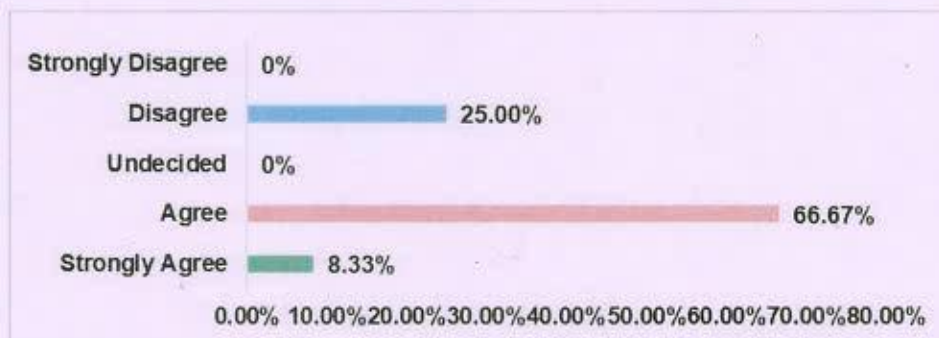
The Evaluation Procedure adopted in the B.Ed Curriculum is effective was agreed to by all the teachers.

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



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

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

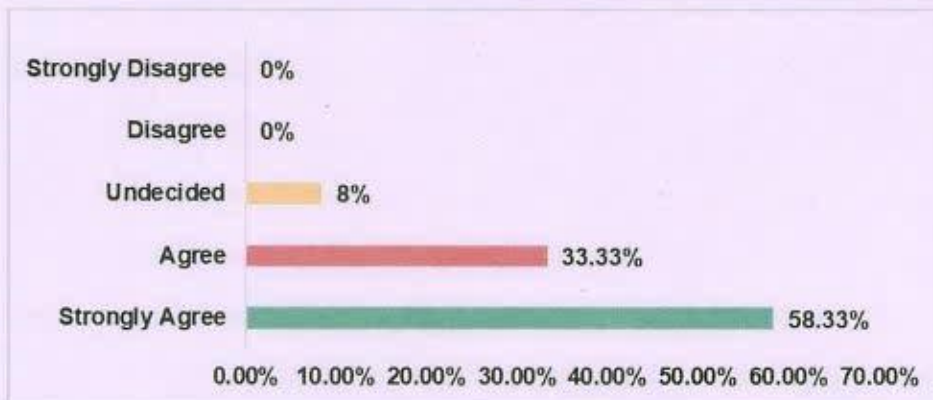


25% of the teachers disagreed to the statement that the B.Ed Curriculum emphasises on preservation , promotion and transmission of Indian Culture



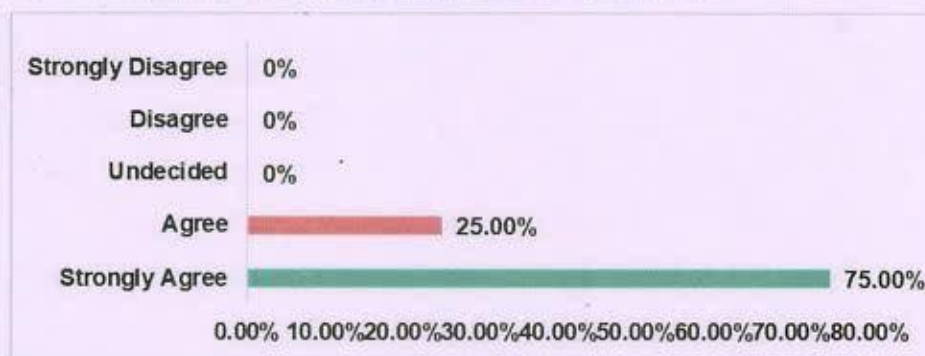
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9. There is a balance between theory and Practicals in the B.Ed Curriculum



There is a balance between theory and Practicals in the B.Ed Curriculum was agreed to by majority of the teachers

10. The B.Ed Curriculum prepares professional teachers



The B.Ed Curriculum prepares professional teachers was agreed by all the teachers

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



A Majority of the teachers agreed to the statement B.Ed Curriculum prepares the student teachers for life long learning while 16.67% were undecided

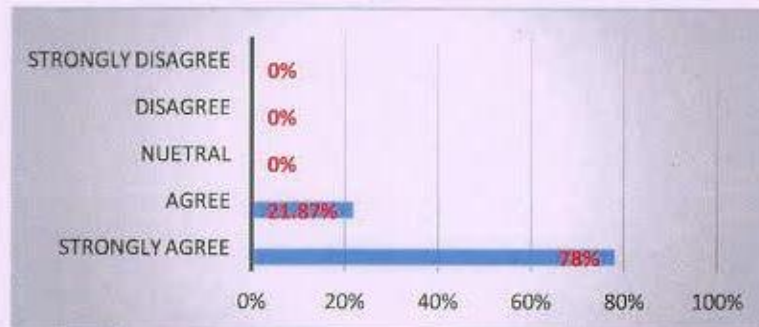


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Alumnae Feedback Analysis on Curriculum 2019-2020

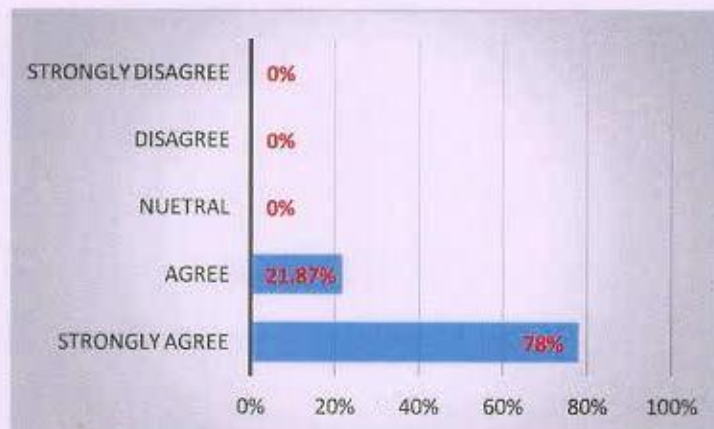
(2016-18 Batch)

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



78% strongly agreed that the curriculum of our institution provided the basic skills required for an effective teacher while 22% agreed to it, which points to the fact that the curriculum is good for imparting basic skills of teaching.

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

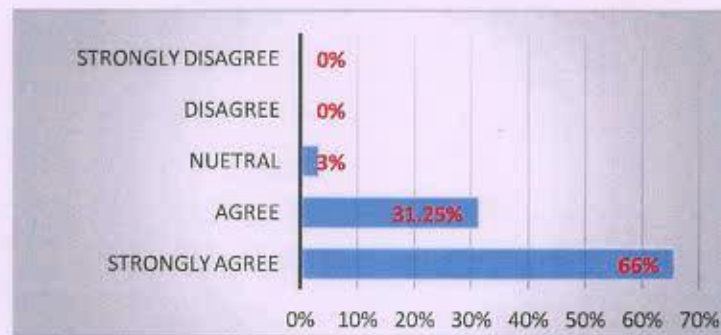


The learning experiences gained through the curriculum has helped alumnae in their journey as a Professional was strongly agreed by 78% while 22% agreed to it pointing to the fact the B. Ed curriculum has the necessary input for making teachers professional.



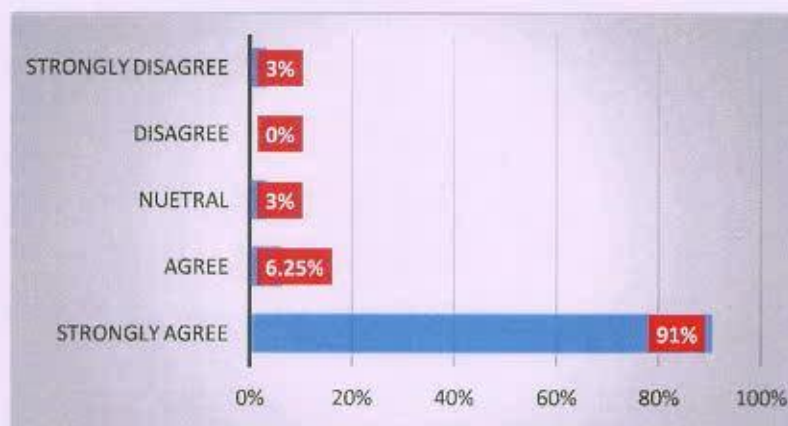
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3. The course on 'Educational Psychology' of the B. Ed Curriculum helped me to understand my students properly.



66% strongly felt that the Course on 'Educational Psychology' of the B. Ed Curriculum helped them to understand their students properly, 31.25% of them agreed to it, 3% of them had a neutral opinion.

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

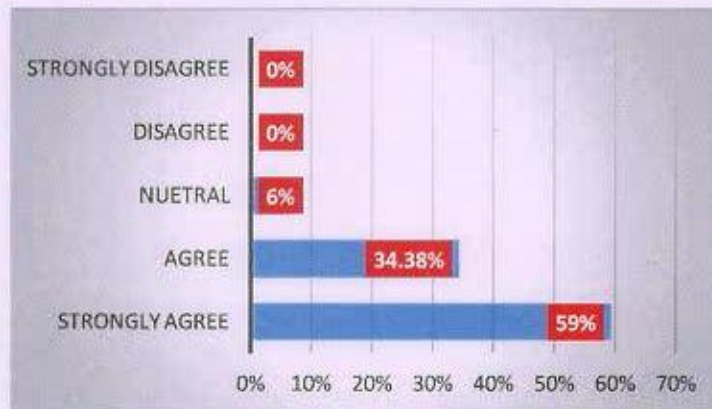


91% students strongly agreed and 6.25% students agreed that the micro teaching, induction and internship program included in the B. Ed Curriculum helped them to become an effective teacher while 3% had neutral stand and 3% had strongly disagreed to it.



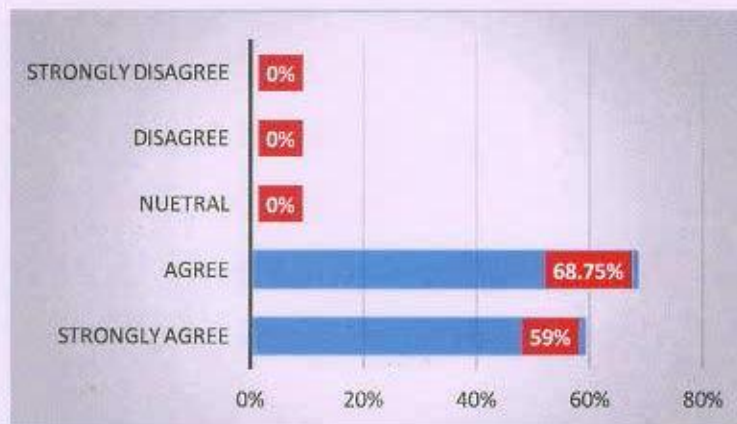
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5. The pedagogical courses delivered as part of the B. Ed Curriculum helped in planning out classroom teaching.



The pedagogical courses delivered as part of the B. Ed Curriculum helped in planning out classroom teaching was strongly agreed by 59%, agreed by 34.38% while 6% had a neutral stand.

6. The curriculum helped me to practice different teaching methodologies

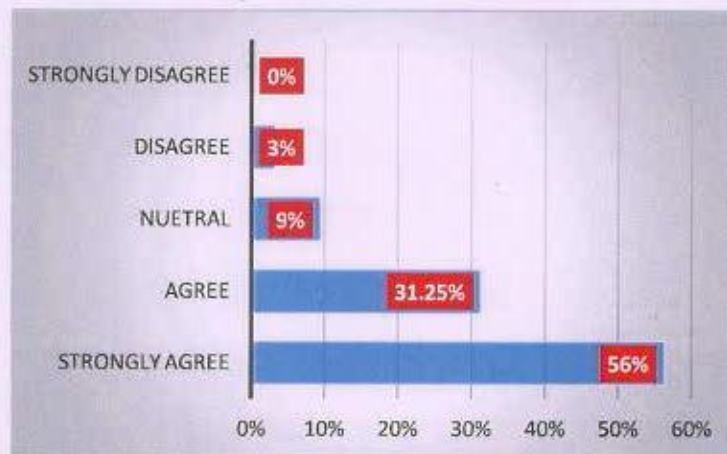


59% of students were strongly agreed that the curriculum helped them to practice different teaching methodologies while 68.75% were agreed.



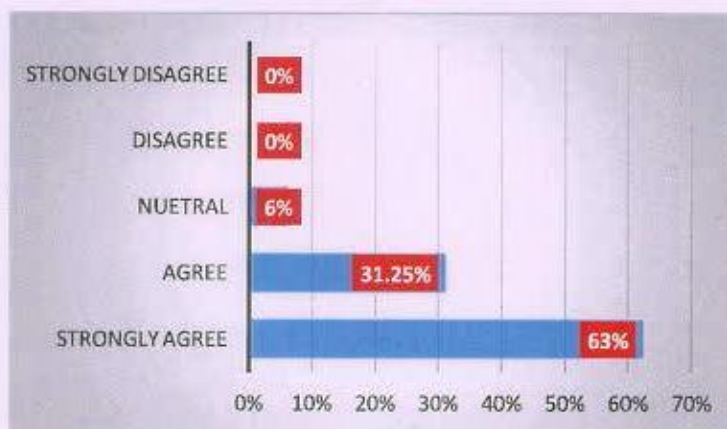
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7. The Curriculum helped me to acquire 21st century teaching skills



56% of students strongly agreed and 31.25% agreed that the Curriculum helped them to acquire 21st century teaching skills while 9% had a neutral stand and 3% disagreed to it.

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

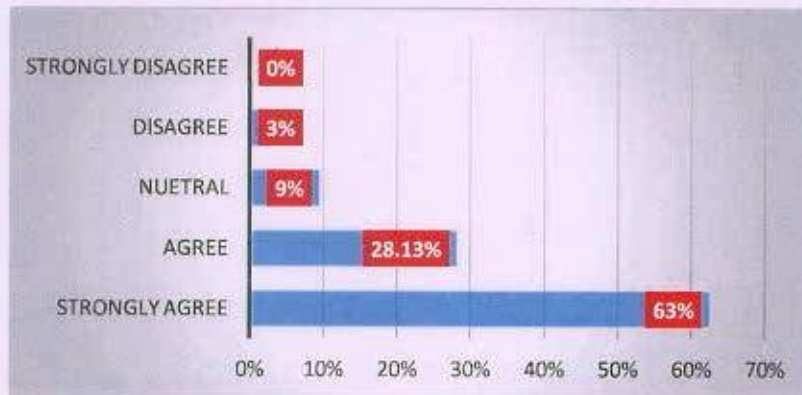


63% strongly agreed to the statement 'The curriculum helped me to integrate values to lesson plans' while 31.25% had agreed and 6% had a neutral stand.



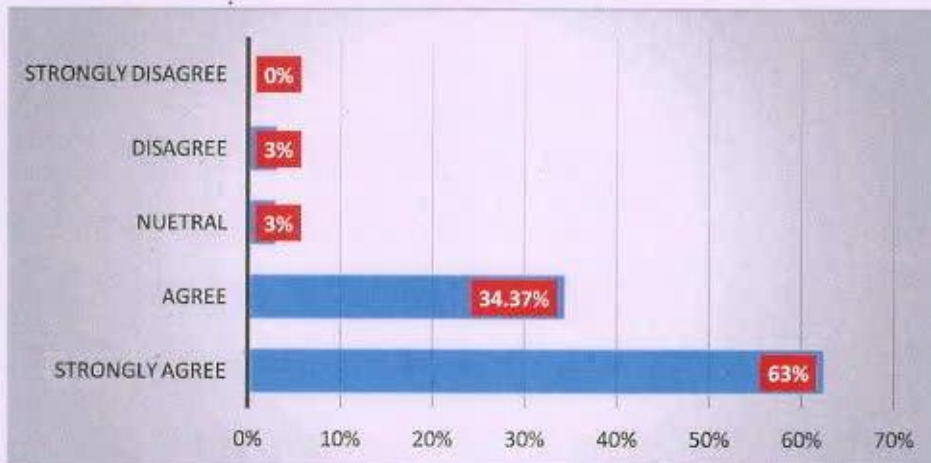
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9. Drama and art in curriculum helped me to develop lesson plan creatively



63% strongly agreed and 28.13% agreed that Drama and art in curriculum helped them to develop lesson plan creatively while 9% had a neutral stand and 3% disagreed to it.

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



63% strongly agreed and 34.37% agreed to the statement 'Yoga and Physical Education in the curriculum helps me to take care of physical development of my students' while 3% had a neutral stand and 3% disagreed to it.



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



2018 - 2019

**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 2018-2019

The analysis of the Feedback collected from our student teachers, teacher educators and alumnae have revealed the following facts about the Curriculum:


Feedback from Students:

1. The B.Ed curriculum seems effective in forming teachers according to student feedback.
2. There is generally positive feedback regarding the curriculum's focus on reflective practice, individual differences, contemporary topics, and innovative teaching techniques.
3. However, there are areas of improvement suggested, particularly in the realm of ICT integration, evaluation techniques, and possibly addressing the neutrality or disagreement on certain aspects like the relevance of contemporary topics and ICT training.
4. The internship program received unanimous positive feedback, indicating its effectiveness in preparing student teachers for competency in teaching.

Feedback from Teacher Educators:

1. The feedback generally indicates satisfaction with the B.Ed Curriculum among the participating teachers.
2. There is overwhelming agreement on the effectiveness of the curriculum in various aspects such as the adoption of innovative techniques, effectiveness of evaluation procedures, instilling values, and preparation for professional teaching.
3. However, there are areas identified for potential improvement, such as the promotion of ICT facilities in teaching-learning, emphasis on Indian culture, and possibly enriching learning resources further.




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4. The balance between theory and practice is acknowledged and appreciated by all participating teachers.
5. The feedback provides valuable insights for curriculum refinement and enhancement to better meet the needs and expectations of both teachers and student teachers.

Feedback from Alumnae:

1. The feedback from the alumnae indicates a high level of satisfaction with the curriculum provided by the institution.
2. The curriculum is perceived to effectively equip alumnae with the basic skills, professional knowledge, and teaching methodologies required for effective teaching.
3. There is strong agreement regarding the positive impact of components like micro teaching, induction, internship programs, and pedagogical courses.
4. The inclusion of subjects like Educational Psychology, Drama, Art, Yoga, and Physical Education is appreciated for their contribution to professional development and creative lesson planning.
5. The feedback also suggests a strong emphasis on values integration and the acquisition of 21st-century teaching skills within the curriculum.



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Plan of Action on Stakeholder Feedback of the Year 2018-2019

In response to the comprehensive feedback received from students, teachers, and alumnae regarding various aspects of our educational programs, the institution has planned the following programmes to address the valuable insights provided by the stakeholders.

1. **Enhancement of ICT Integration:** Recognizing the importance of ICT skills in modern education, we have initiated to strengthen the integration of ICT tools and techniques across all courses. Additional training sessions and workshops will be organized to further support students in mastering these skills.
2. **Emphasis on Lifelong Learning:** During mentoring students will be encouraged to take up self-study courses.
3. **Curriculum Enrichment:** Innovative teaching methodologies and practical learning experiences will be implemented to ensure the curriculum remains relevant and effective.
4. **Cultural Emphasis in Curriculum:** We are committed to preserving, promoting, and transmitting Indian culture through the curriculum. Efforts are underway to incorporate observation of important days' guest lectures, and experiential learning activities that celebrate the rich cultural heritage of India and instil cultural values in our students.
5. **Integration of 21st-century Skills:** Building upon the positive feedback regarding 21st-century teaching skills, we are integrating collaborative learning experiences, and technology-driven initiatives into the curriculum. These initiatives will equip students with the competencies required to thrive in the rapidly evolving educational landscape.
6. **Promotion of Holistic Development:** To further promote holistic development, we are expanding opportunities for extracurricular activities and community engagement programmes within the curriculum. These endeavours aim to nurture well-rounded individuals who are equipped to make meaningful contributions to society.

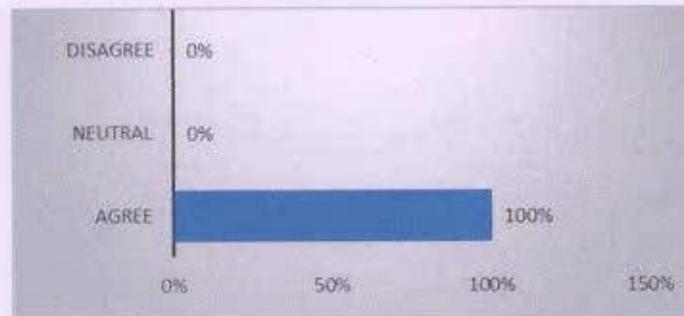
In conclusion, the institution remains committed to fostering a dynamic learning environment that empowers students, supports teachers, and nurtures the professional growth of our alumnae. We are grateful for the invaluable feedback provided by our stakeholders and remain dedicated to implementing positive changes that enhance the educational experience for all.



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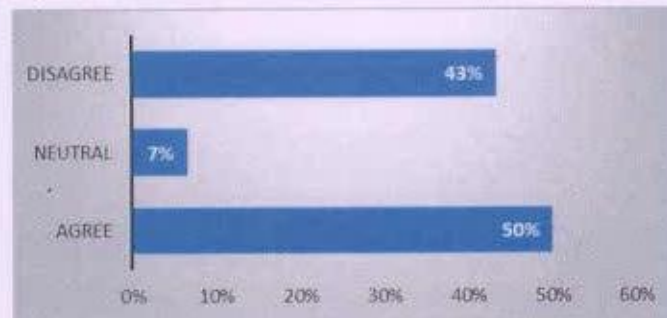
Analysis of Student Feedback on Curriculum 2018-2019

1. B.Ed Curriculum is effective in forming teachers



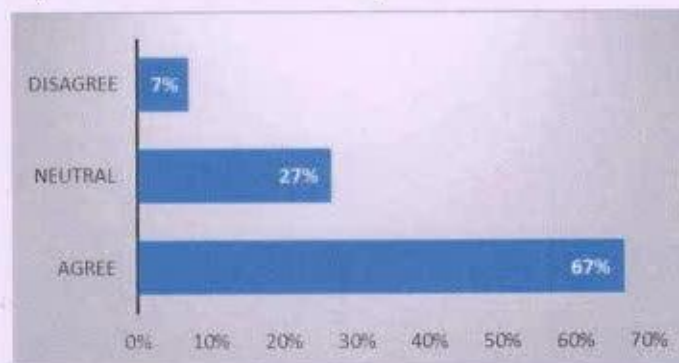
All the student teachers agreed to the statement that the B.Ed Curriculum is effective in forming teachers

2. B.Ed curriculum trains us in use of ICT



Half of the students who responded, agreed to the statement that B.Ed curriculum trains them in the use of ICT while of the remaining half 43% disagreed and a small 7% responded to be neutral in their stance.

3. B.Ed curriculum helps us to become reflective practitioners.

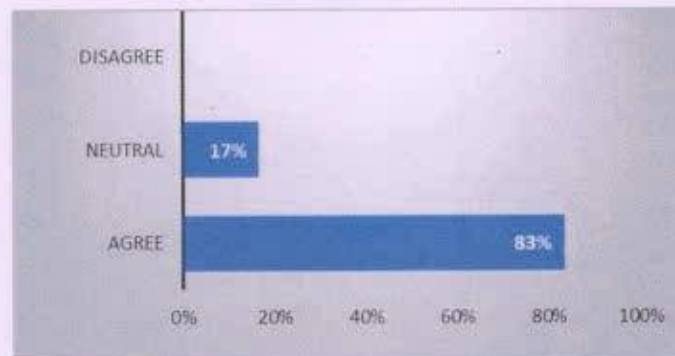


B.Ed curriculum helps us to become reflective practitioners was agreed by 67% while 27% had a neutral opinion and a small fraction 7% disagreed



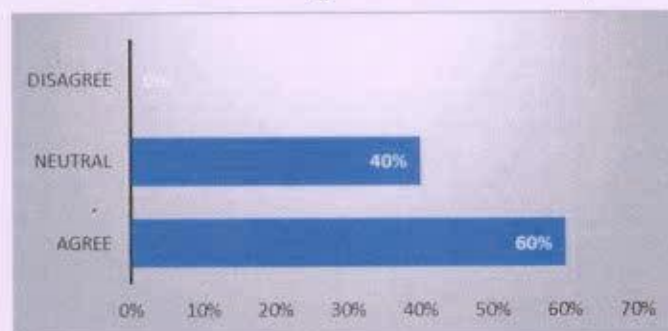
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4. B.Ed curriculum caters to individual differences.



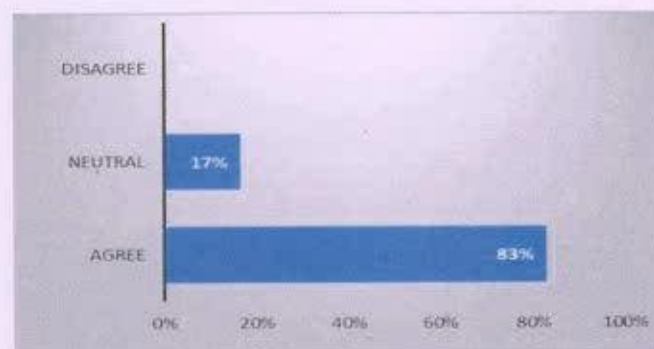
B.Ed curriculum caters to individual differences was agreed by a majority of 83% respondents while only 17 % responded as being neutral

5. B.Ed curriculum motivates us to be lifelong learners



To the statement that B.Ed curriculum motivates us to be lifelong learners 60% of the respondents agreed and 40 % took a neutral stand

6. There is provision in the B.Ed curriculum on make us sensitive to social issues

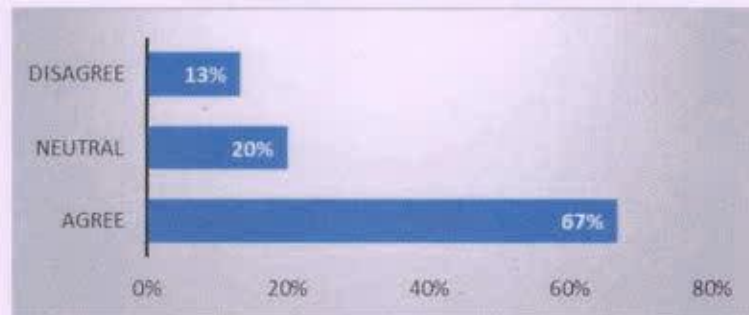


Majority of the respondents agreed to the statement that there is provision in the B.Ed curriculum on make them sensitive to social issues while only 17 % remained neutral.

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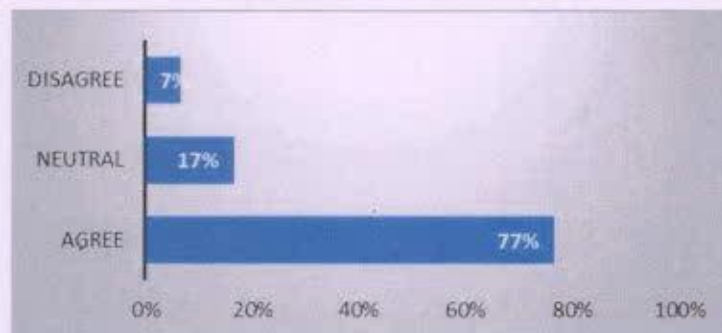


7. The B.Ed curriculum addresses relevant contemporary topics.



67% agreed that the B.Ed curriculum addresses relevant contemporary topics while 20% took a neutral stand and 13 % disagreed

8. B.Ed curriculum trains us in innovative techniques of teaching and learning



Majority of the respondents 77% agreed that the B.Ed curriculum trains them in innovative techniques of teaching and learning while 17% were neutral and 7% disagreed

9. B.Ed curriculum trains us in innovative techniques of evaluation



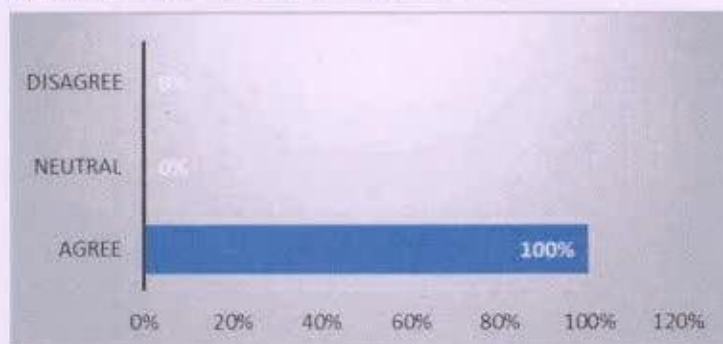
Only 40 % of the student teachers agreed that the B.Ed curriculum trains them in innovative techniques of evaluation while 33.33% disagreed and 26.67% took a neutral stand

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10. The internship programme helps us to be competent teachers



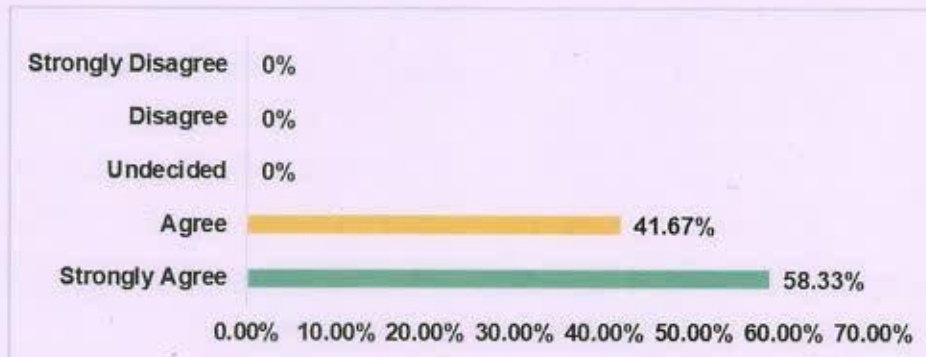
The internship programme helps us to be competent teachers, was agreed by all.



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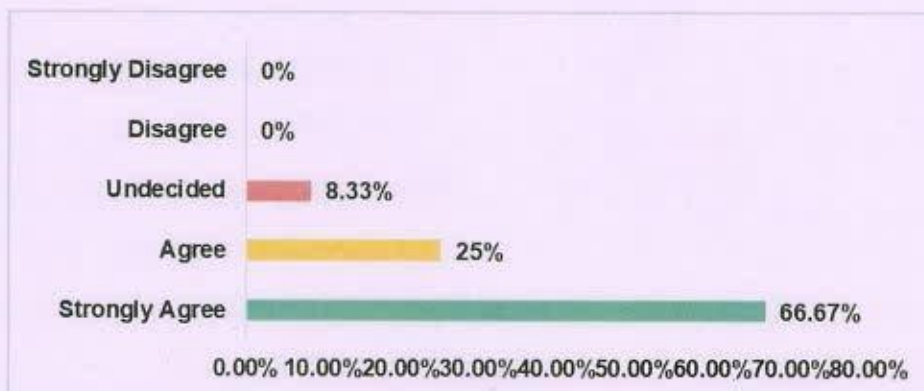
Teacher Feedback Analysis on Curriculum 2018-2019

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



The B.Ed curriculum has scope of adopting new and innovative techniques and a strategy of teaching was agreed by all.

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

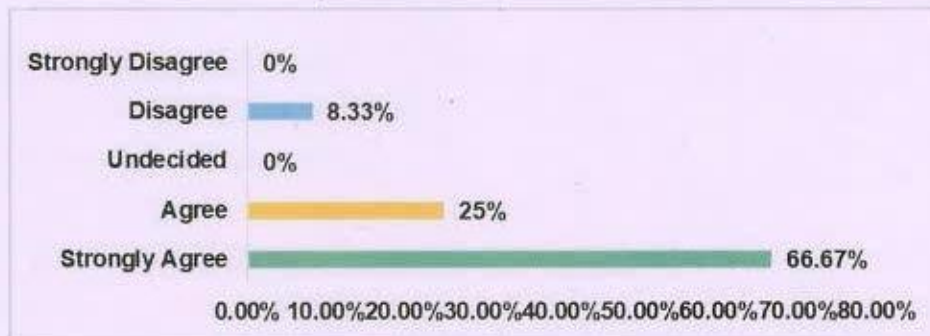


Majority of the teachers agreed to the fact that the B.Ed Curriculum has space for innovative teaching and research.



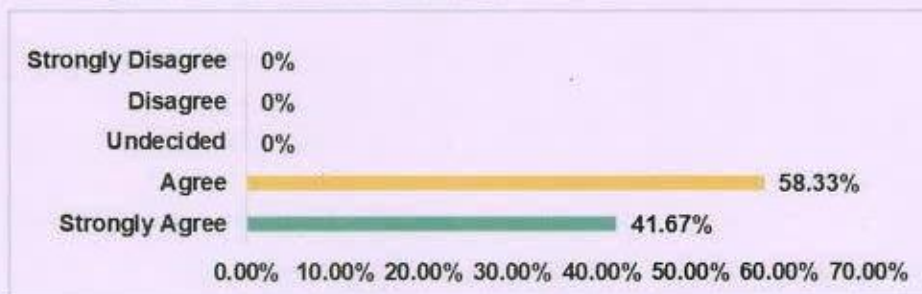
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3 B.Ed Curriculum is rich with learning resources



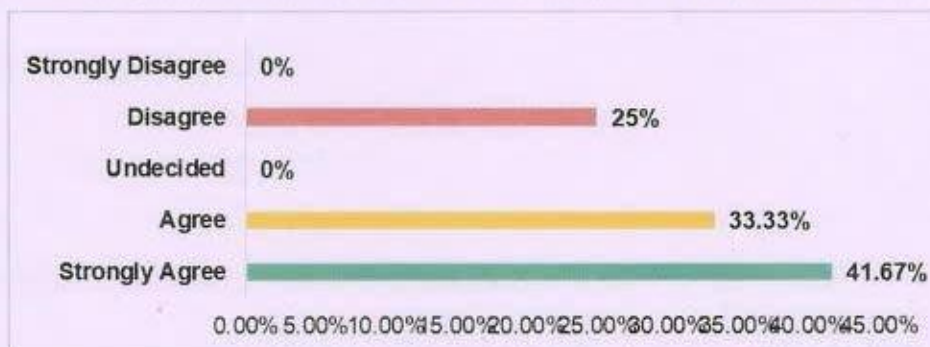
Only 8.33% of the teachers disagreed to the statement that the B.Ed Curriculum is rich in Learning resources.

4. B.Ed Curriculum caters to enhancing ICT skills



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

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

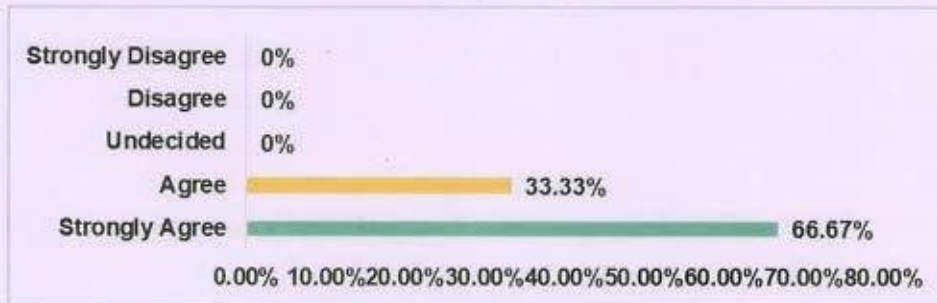


25% of the teachers disagreed to the statement that B.Ed Curriculum promotes the use of ICT facilities in the teaching learning process

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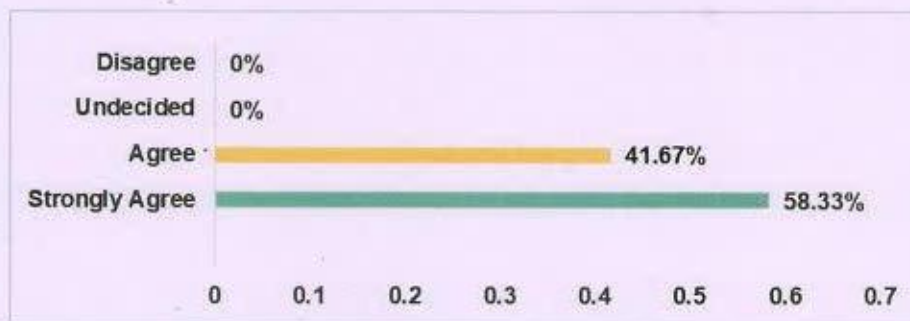


6. The Evaluation Procedure adopted in the B.Ed Curriculum is effective.



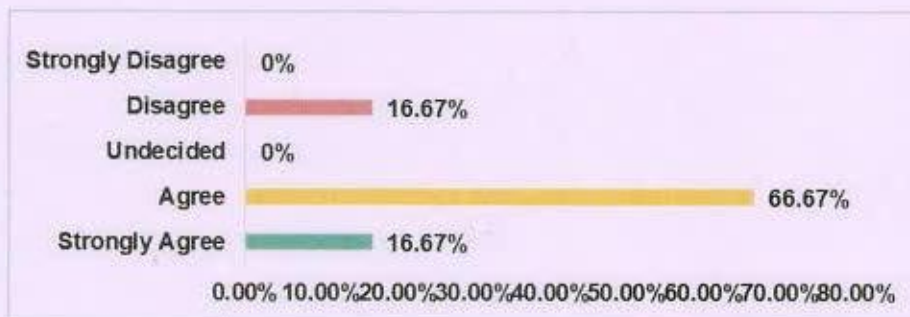
The Evaluation Procedure adopted in the B.Ed Curriculum is effective was agreed to by all the teachers.

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



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

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

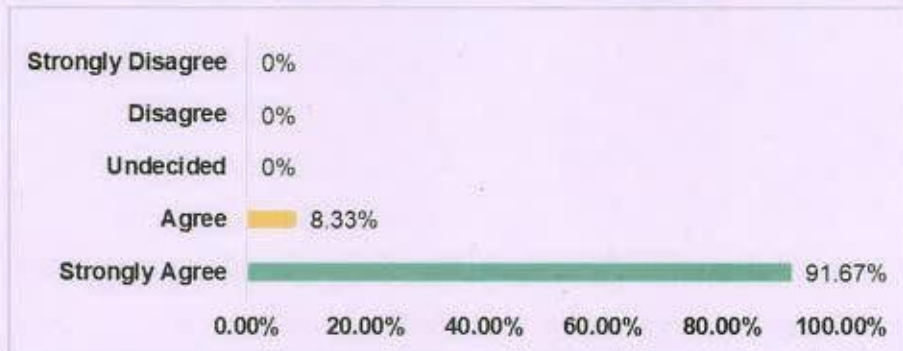


16.67% of the teachers disagreed to the statement that the B.Ed Curriculum emphasizes on preservation, promotion and transmission of Indian Culture



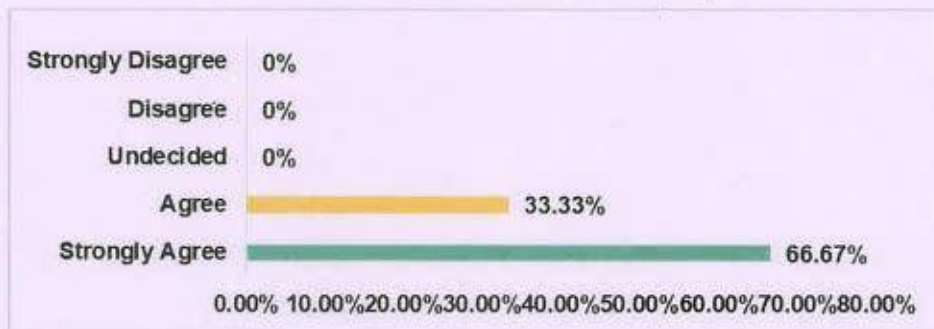
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9. There is a balance between theory and Practicals in the B.Ed Curriculum



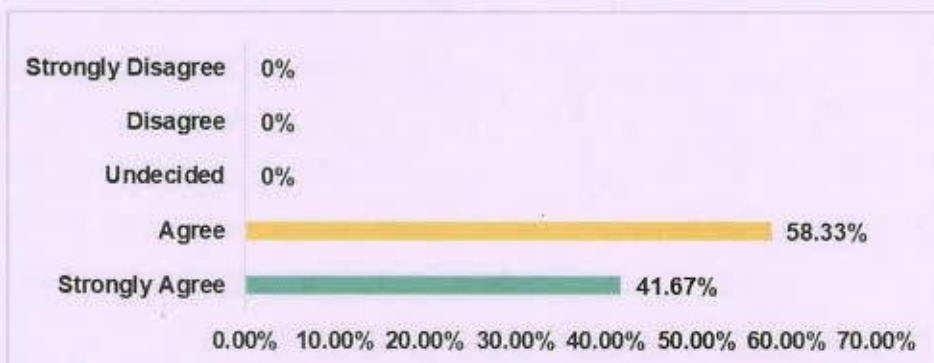
There is a balance between theory and Practicals in the B.Ed Curriculum was agreed to by all the teachers

10. The B.Ed Curriculum prepares professional teachers



The B.Ed Curriculum prepares professional teachers was agreed by all the teachers

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



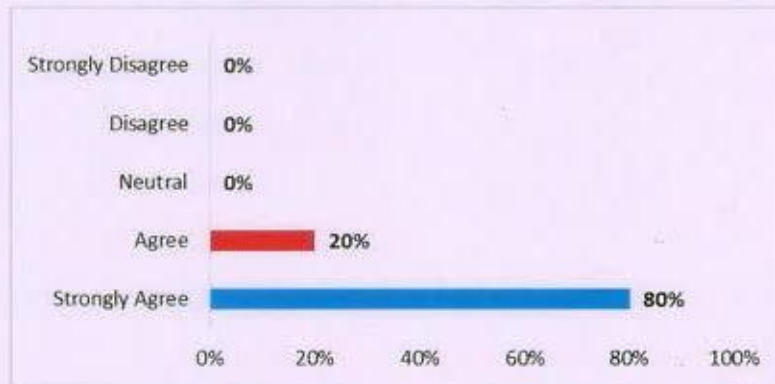
All the teachers agreed to the statement B.Ed Curriculum prepares the student teachers for lifelong learning

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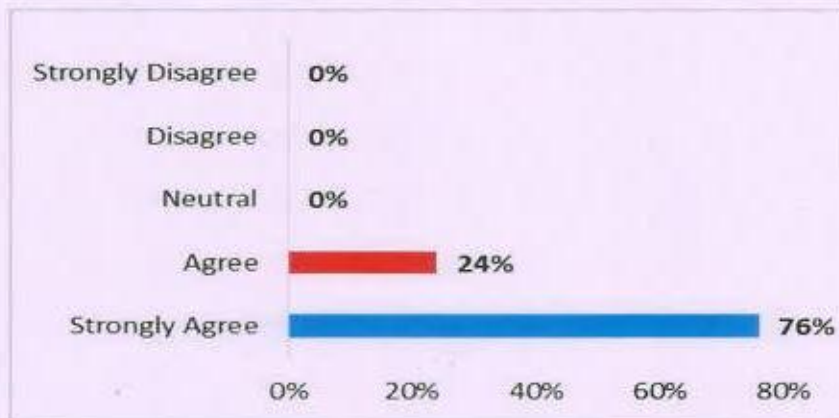
Alumnae Feedback Analysis on Curriculum 2018-2019

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



All of the Alumnae have agreed that the curriculum of the institution has provided them with the basic skills required for being an effective teacher of which 80% of the alumnae have strongly agreed to it.

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

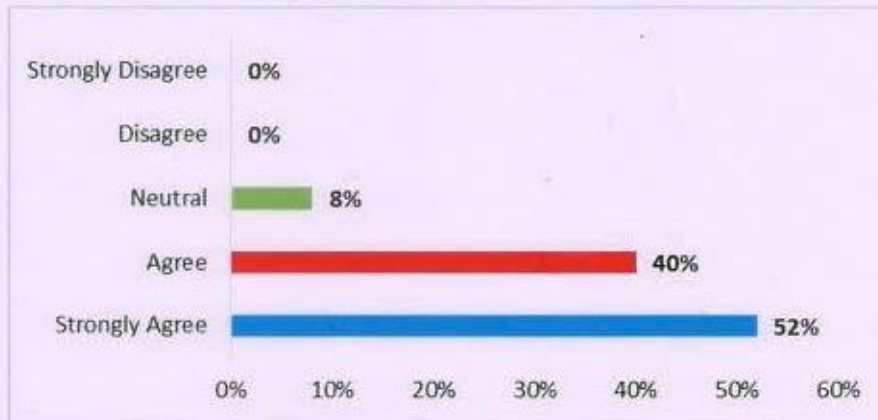


The learning experiences gained through the curriculum has helped the alumnae in their journey as a Professional was agreed by all and strongly agreed by 76% of them.

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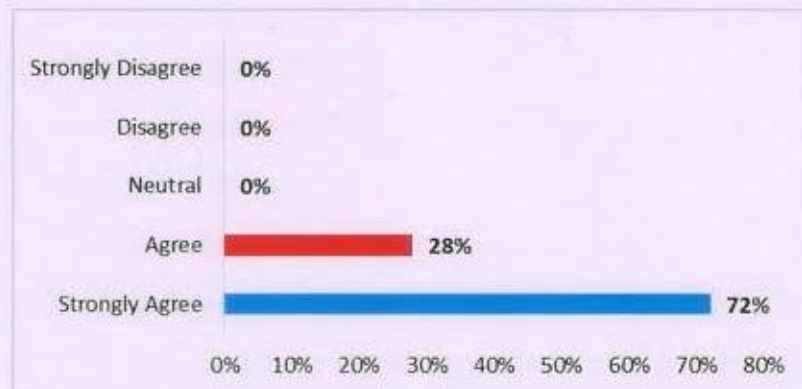


3. The course on 'Educational Psychology' of the B. Ed Curriculum helped me to understand my students properly.



The course on 'Educational Psychology' of the B. Ed Curriculum helped the alumnae to understand their students properly was strongly agreed by 52%, 40% agreed to it while 8% held a neutral stand

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



All of them agreed of which 72% strongly agreed that the micro teaching, induction and internship program included in the B. Ed Curriculum helped them to become an effective teacher.

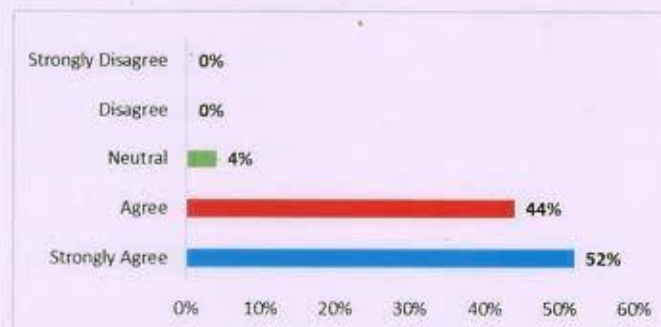
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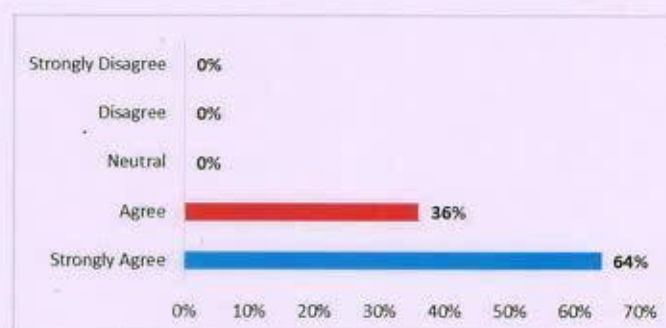


5. The pedagogical courses delivered as part of the B. Ed Curriculum helped in planning out classroom teaching.



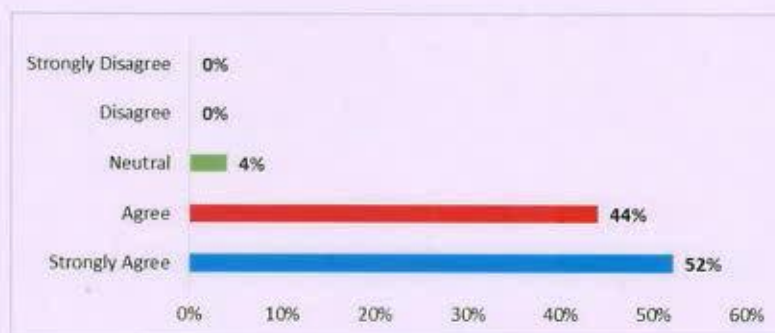
The pedagogical courses delivered as part of the B. Ed Curriculum helped in planning out classroom teaching was strongly agreed by 52%, agreed by 44% while 4% had a neutral stand.

6. The curriculum helped me to practice different teaching methodologies



The curriculum helped me to practice different teaching methodologies were agreed by all.

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



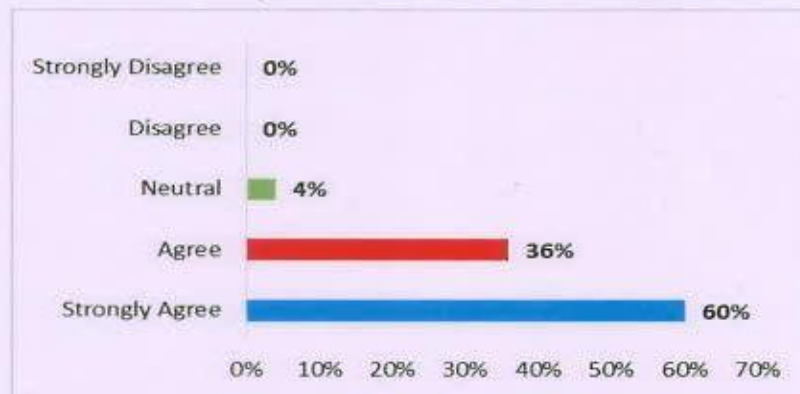
4% of the alumnae had a neutral stand for the statement 'the Curriculum helped me to acquire 21st century teaching skills'. While the rest were of the opinion that the curriculum is effective in imparting 21st Century skills

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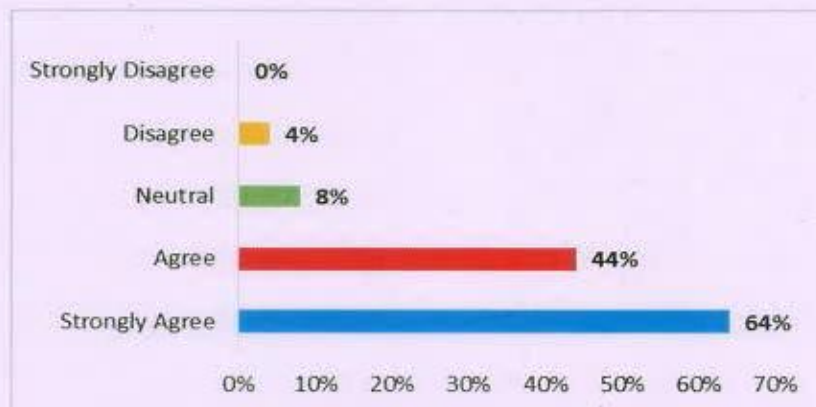


8. The curriculum helped me to integrate values to lesson plans



A total of 96% agreed to the statement 'The curriculum helped me to integrate values to lesson plans' which reveals the curriculum has provisions for value integration.

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



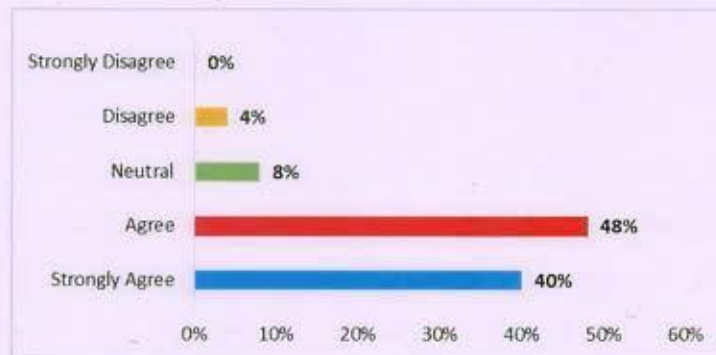
4% disagreed to the statement that Drama and art in curriculum helped me to develop lesson plan creatively. 8% were neutral in their opinion while the remaining 88% felt that inclusion of Drama and art in curriculum had enhanced their ability to write creative lesson plans.

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



To the statement that 'Yoga and Physical Education in the curriculum helps me to take care of physical development of my students' 4% disagreed, 8% had a neutral stand, 48% agreed and 40% strongly agreed. This reveals majority have benefitted from it.



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