

SREE NARAYANA TRAINING COLLEGE

Nedunganda, Varkala



ANALYSIS OF FEEDBACK

COLLECTED FROM STAKEHOLDERS




PRINCIPAL
Sree Narayana Training College
Nedunganda, Pin: 695307

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




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ANALYSIS OF FEEDBACK FROM STUDENTS

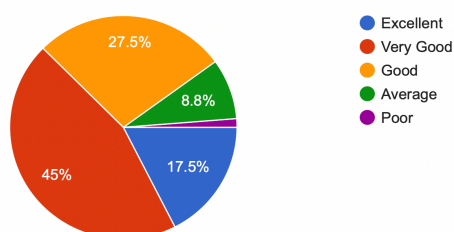
For collecting the semester wise feedback from students, Google forms were created and circulated among the students. Analysis of the feedback was done by means of the graphical representations of their responses, which were used to arrive at comprehensive results.

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

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

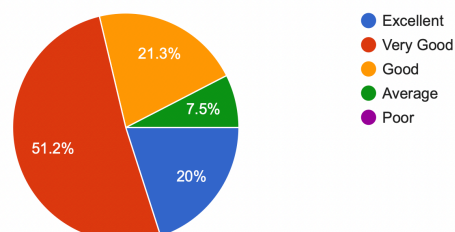
1. Relevance of the content covered in the curriculum.

80 responses



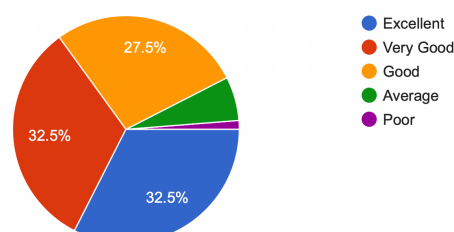
2. Provision for enhancing teamwork in the curriculum.

80 responses



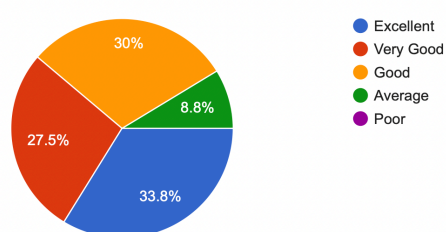
3. Curriculum support in developing communication skills.

80 responses



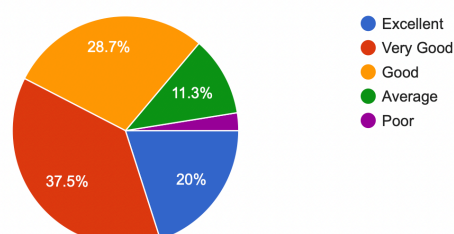
4. Curriculum support to enhance leadership qualities.

80 responses



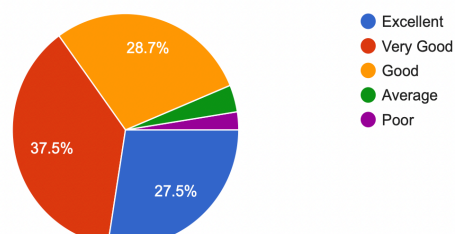
5. Curriculum support in developing technological skills.

80 responses

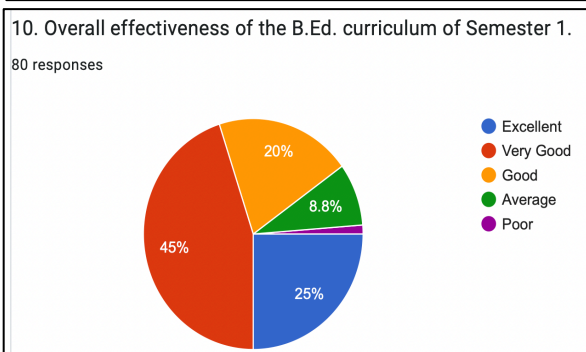
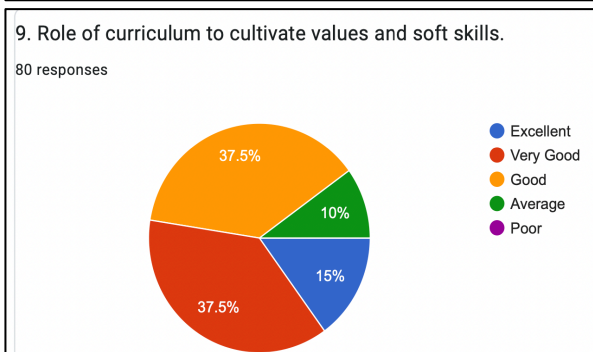
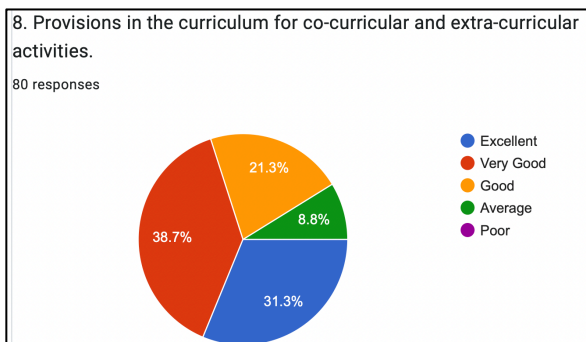
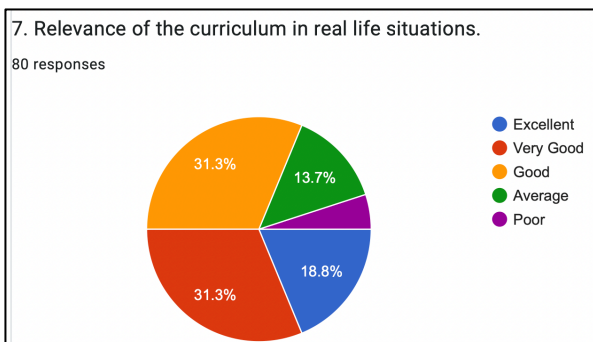


6. Curriculum support in skill development.

80 responses

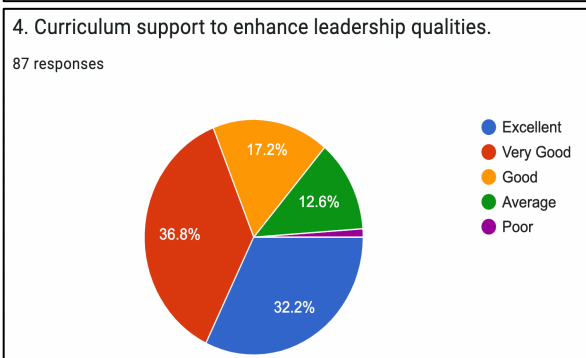
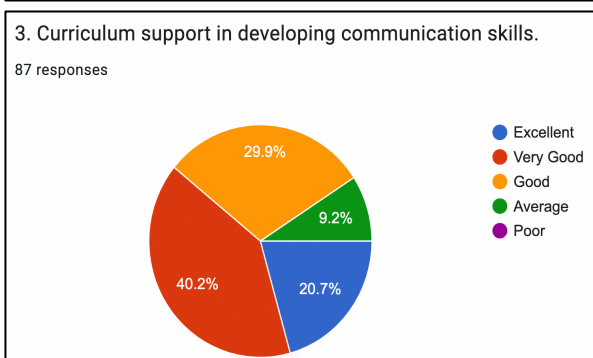
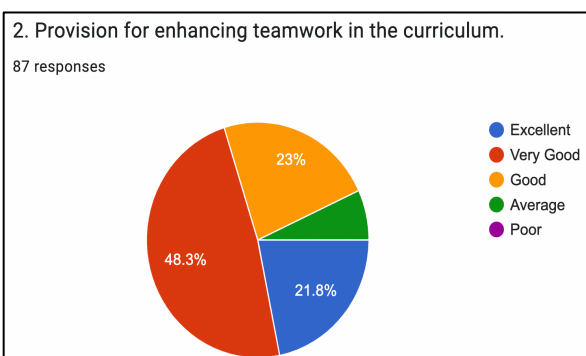
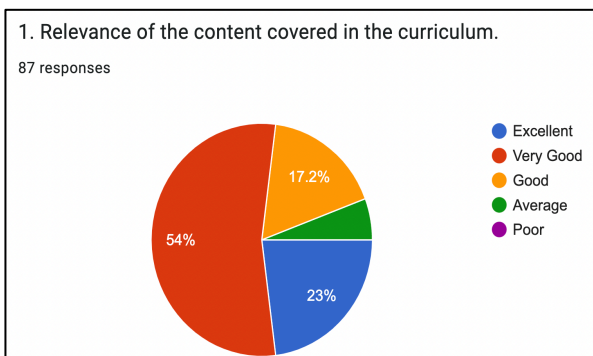



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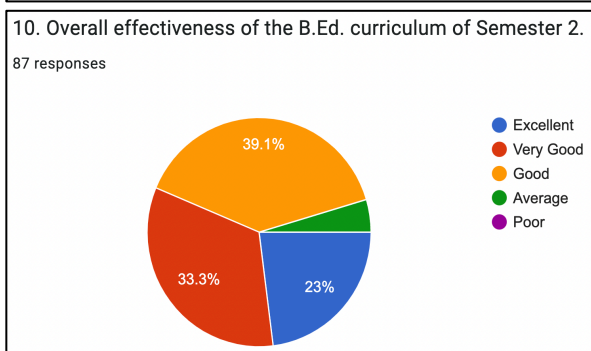
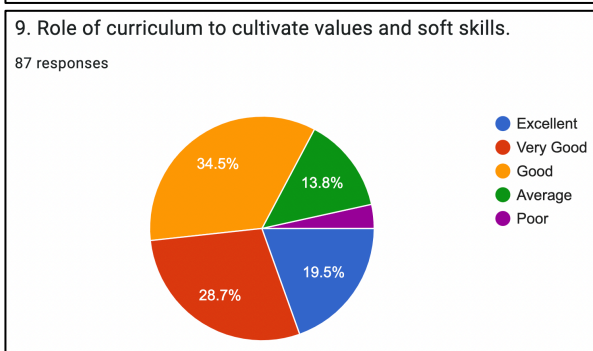
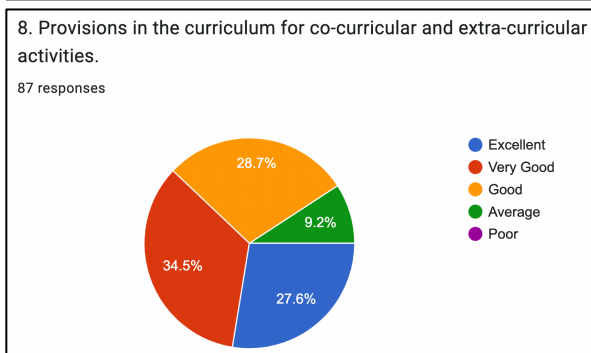
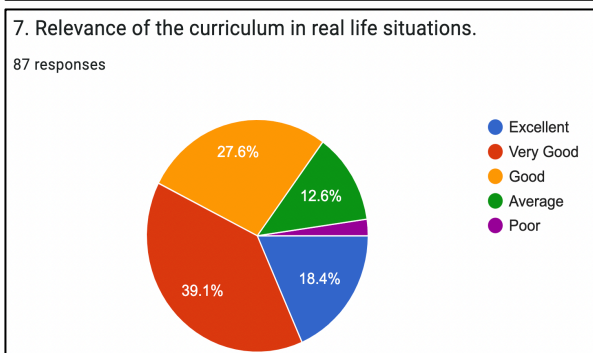
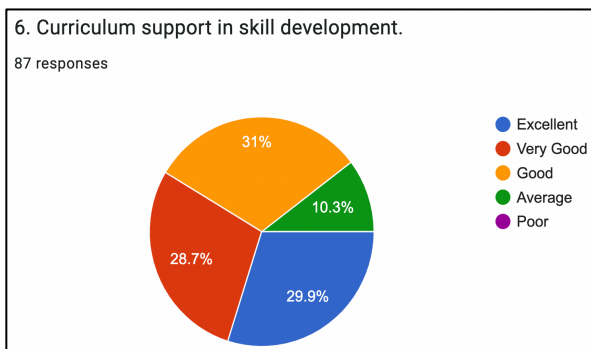
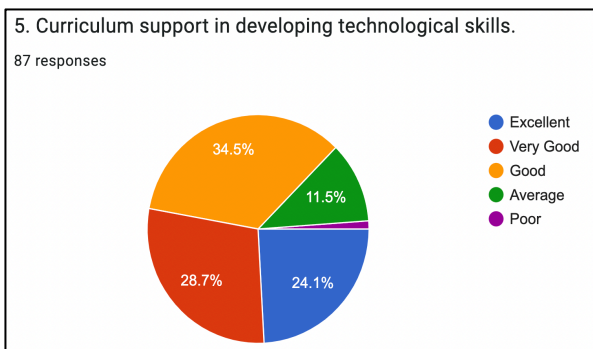


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

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

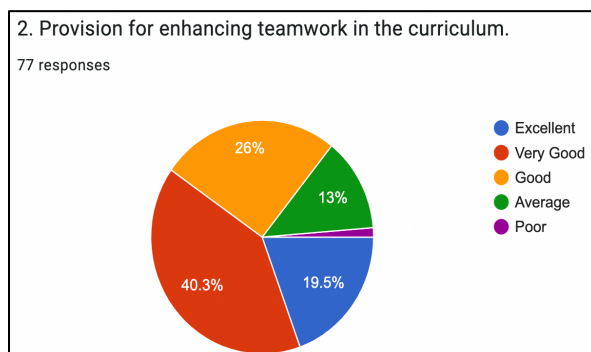
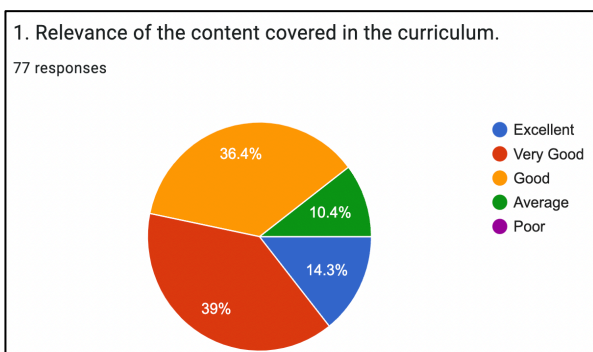



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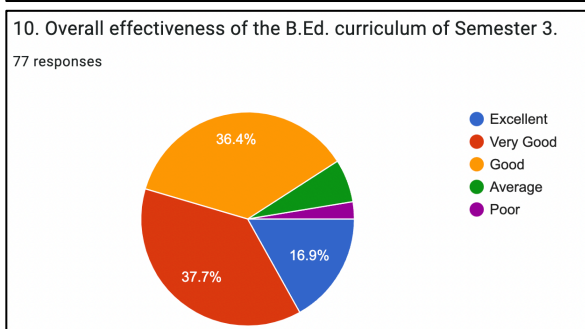
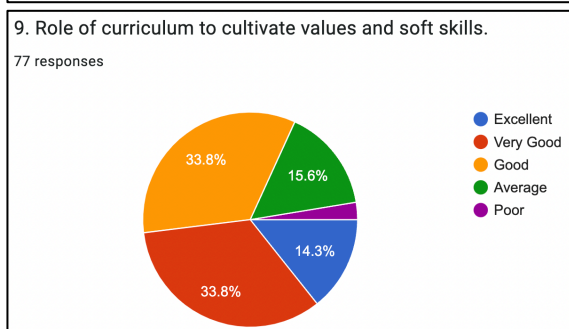
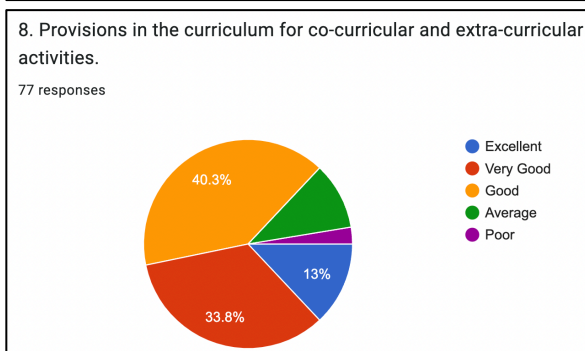
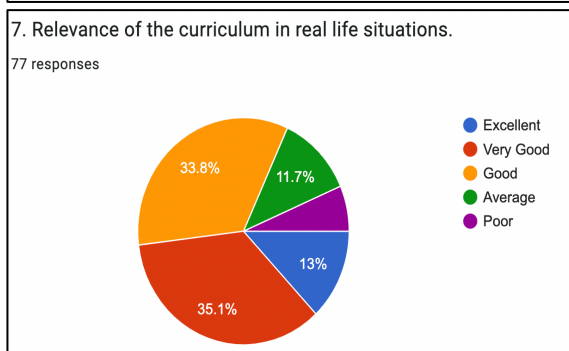
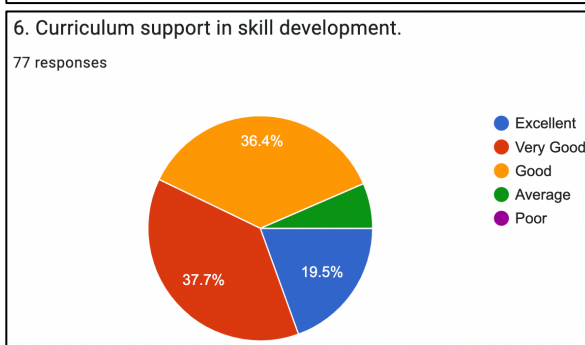
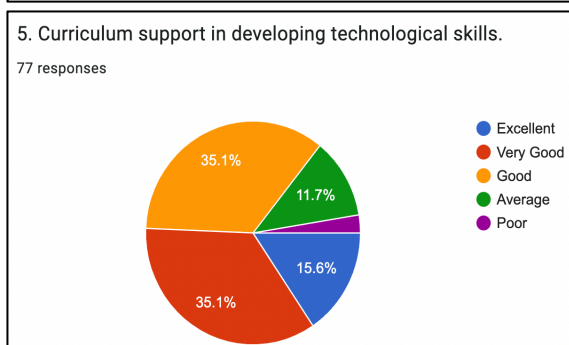
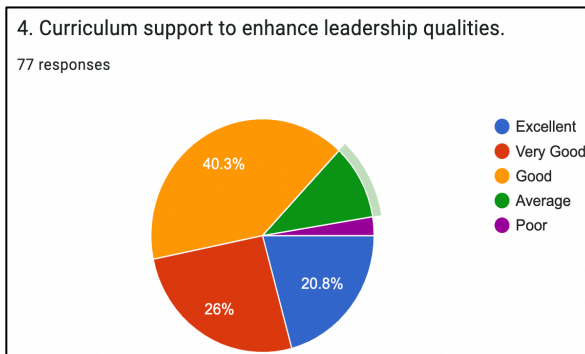
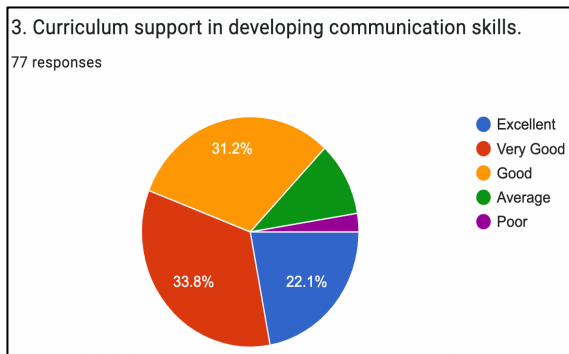


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

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




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ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

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



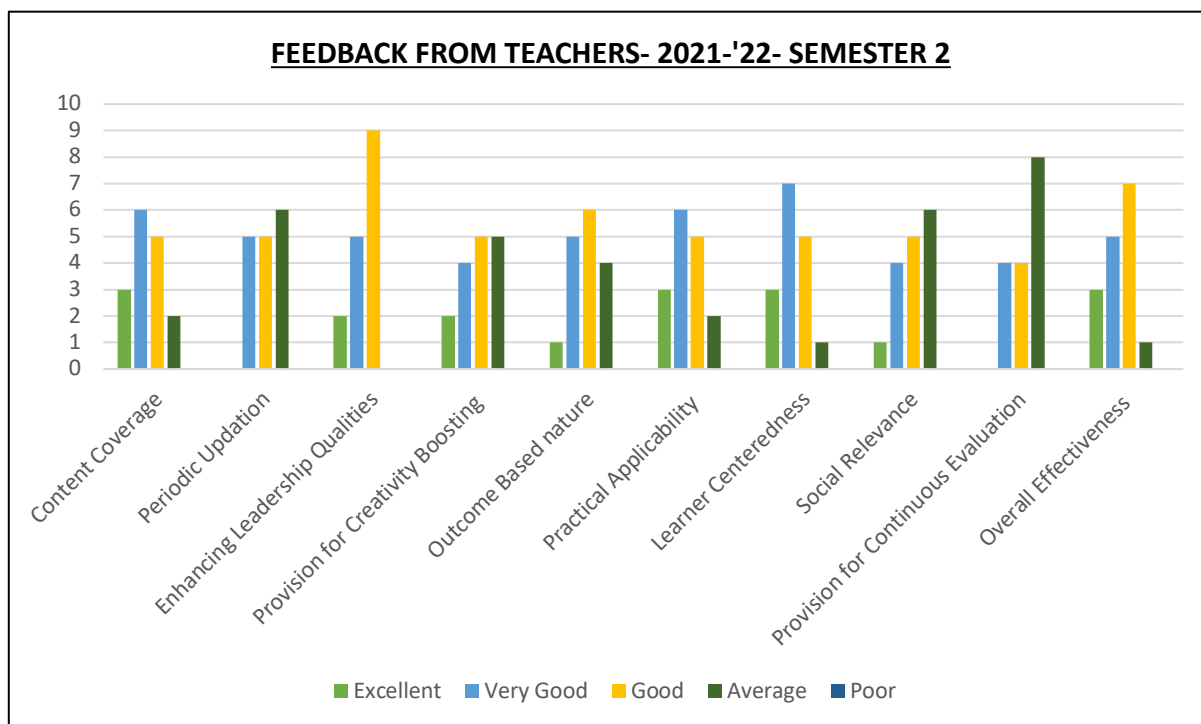
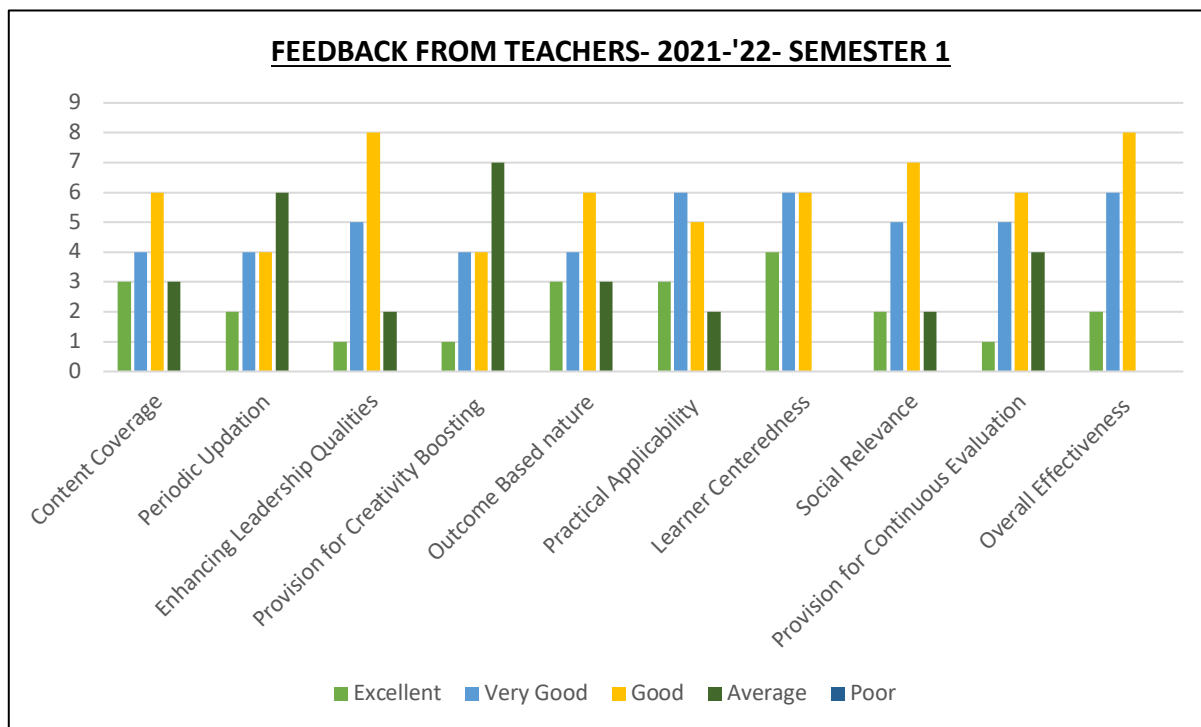

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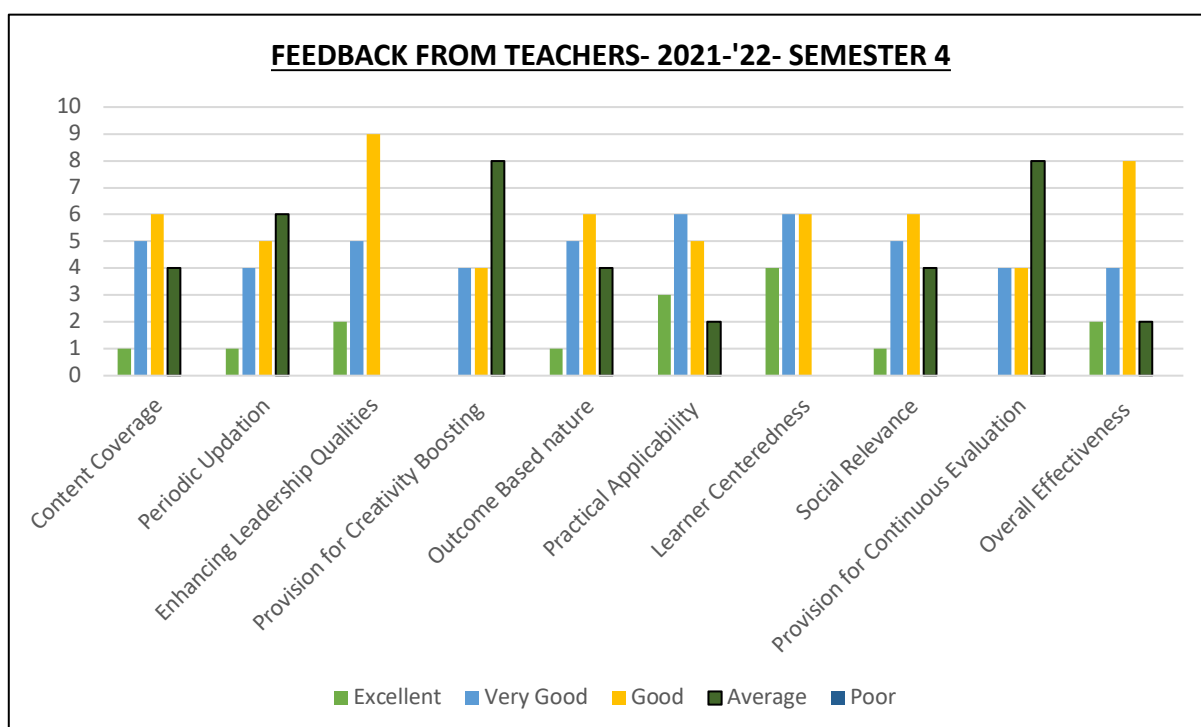
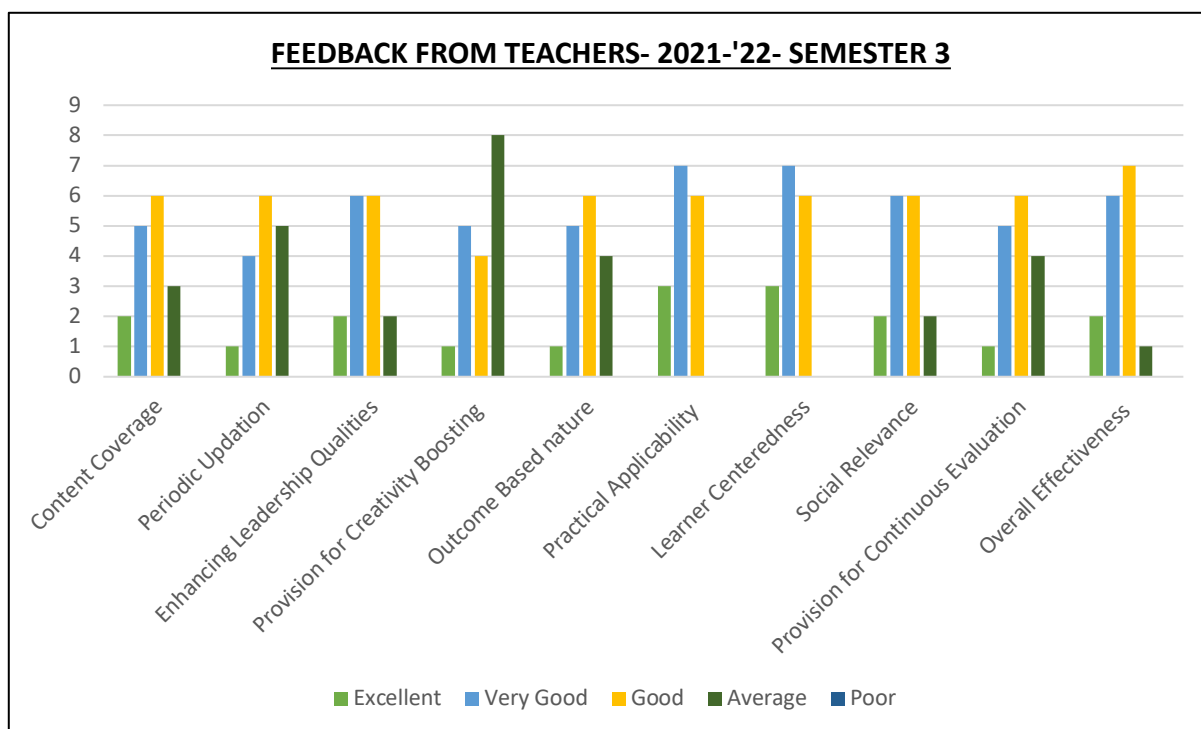
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ANALYSIS OF FEEDBACK FROM TEACHERS

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




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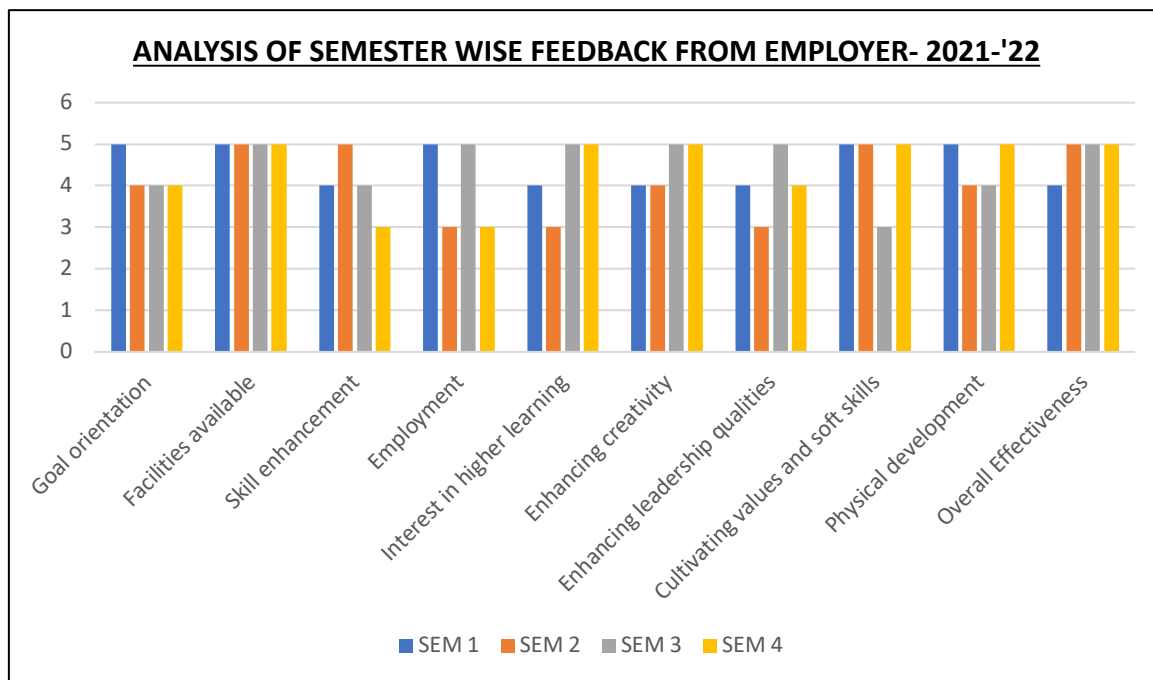
The analysis of the collected feedback revealed that the teachers are, in general, satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, practical applicability, learner centeredness, social relevance, outcome-based nature of the curriculum framework and provision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




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ANALYSIS OF FEEDBACK FROM EMPLOYER

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



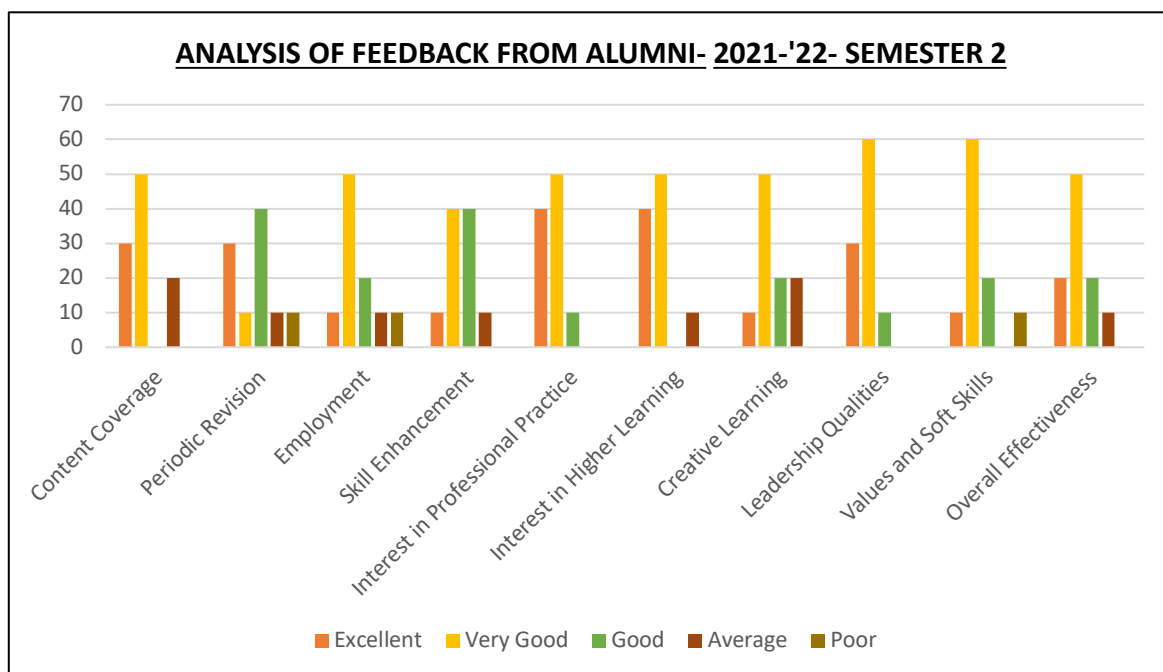
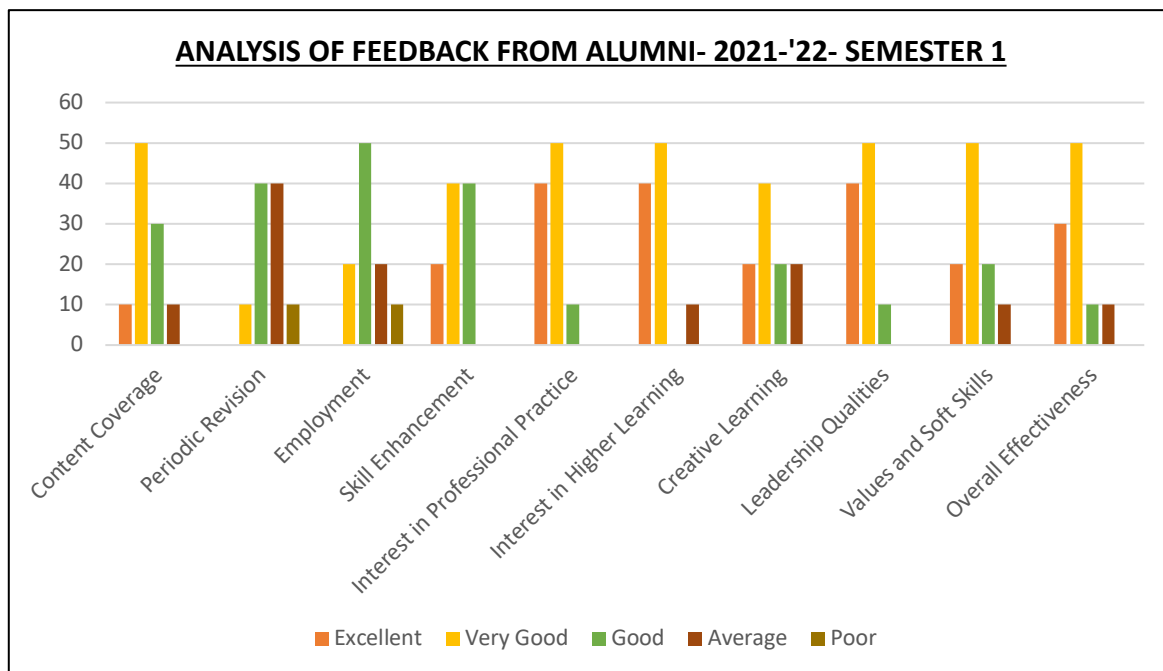
The analysis of the collected feedback revealed that the employer is fully satisfied with the B.Ed. curriculum with respect to its ability to contribute to the goal of the college, facilities of the college to implement the curriculum effectively, curriculum support in terms of skill enhancement and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



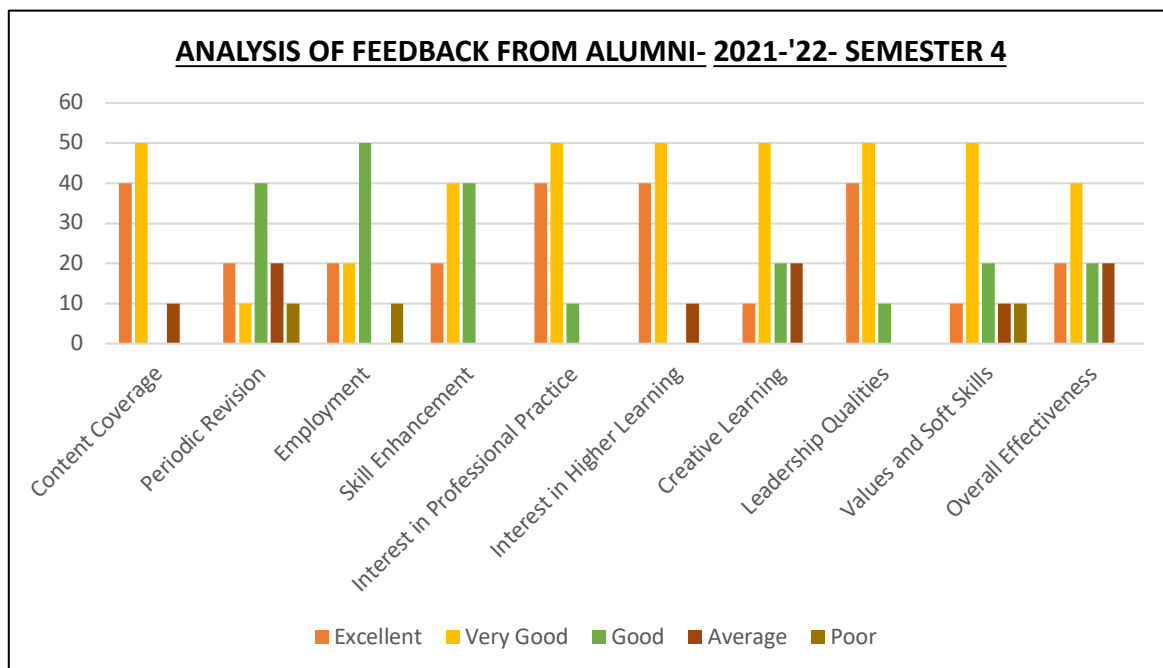
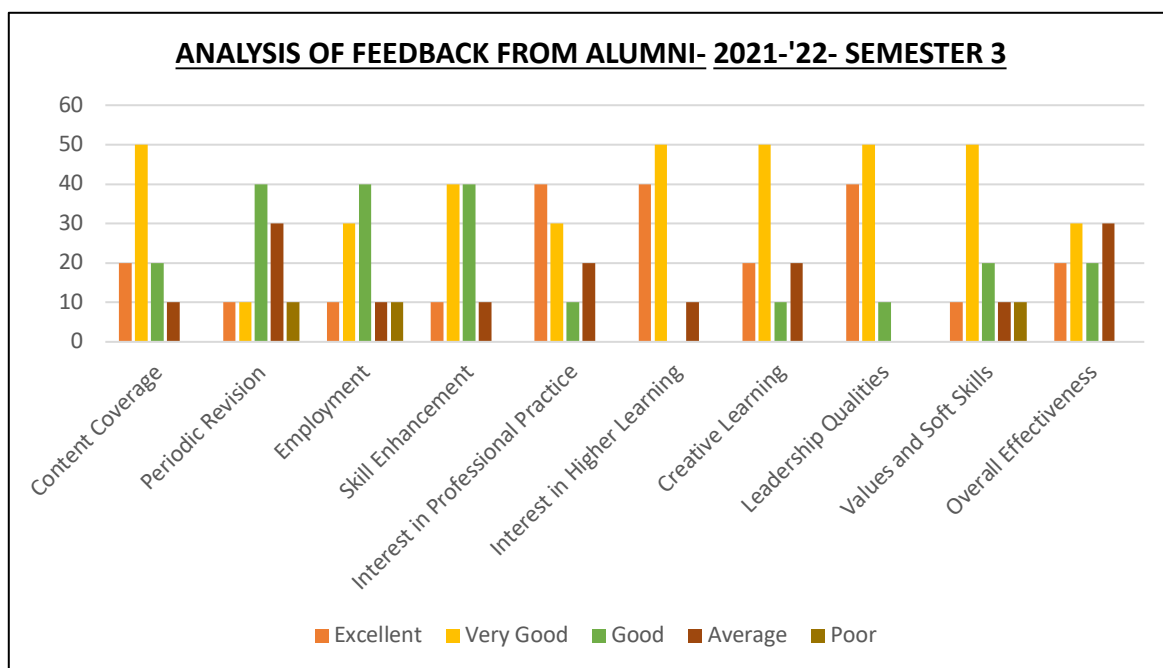

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ANALYSIS OF FEEDBACK FROM ALUMNI

Semester wise Feedback was collected from the alumni members of the college on curriculum. The feedback form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.




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

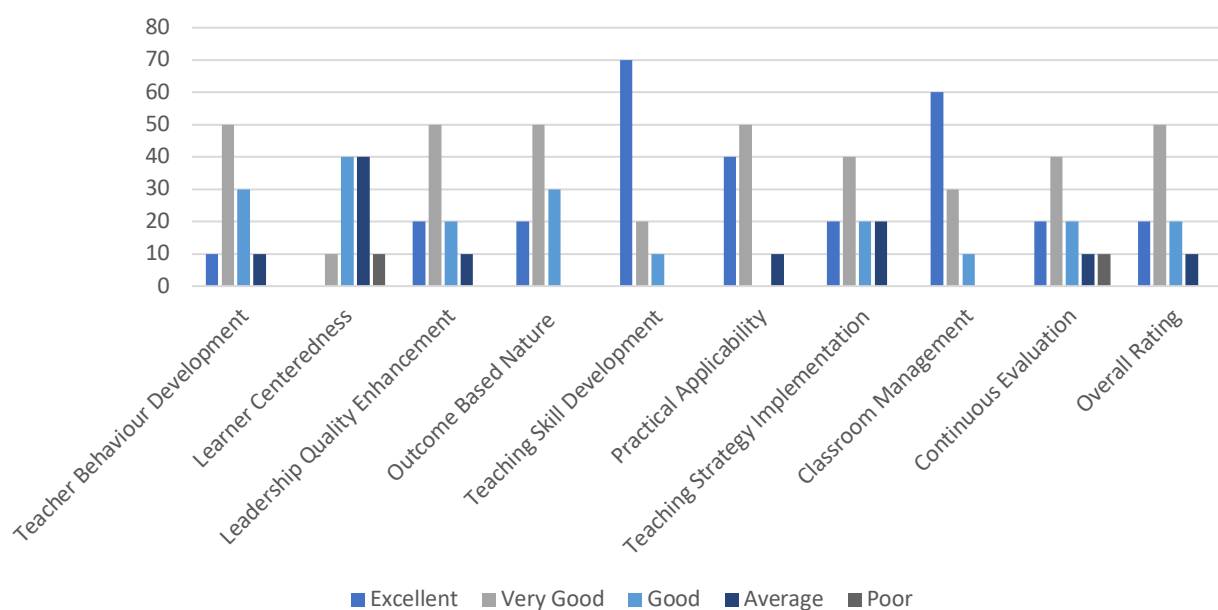



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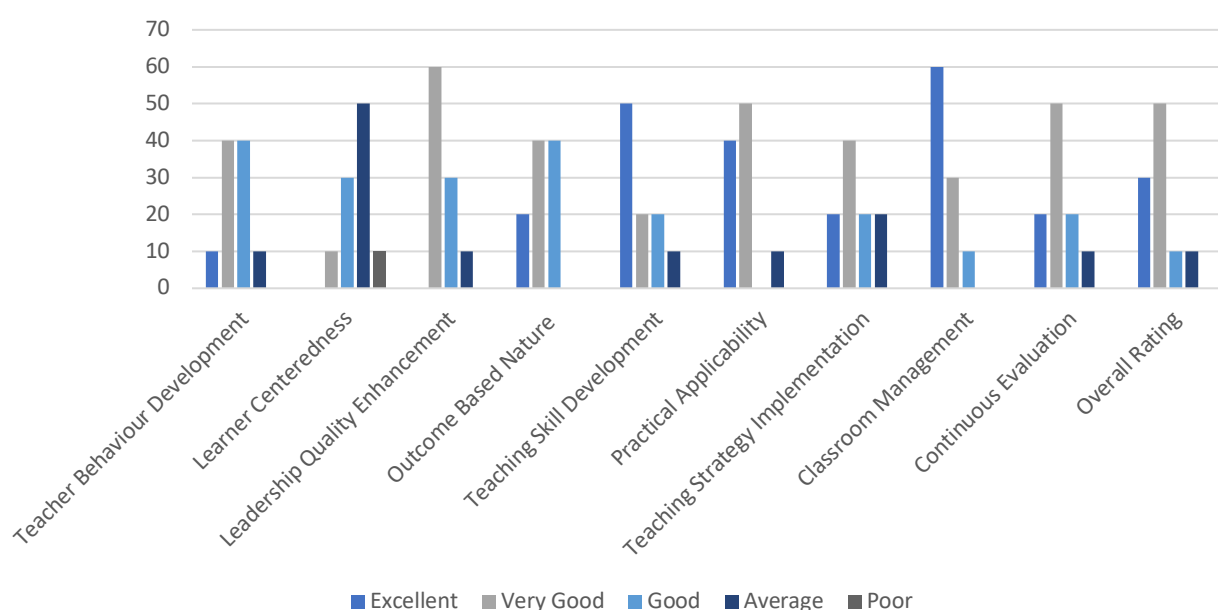
ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICE TEACHING SCHOOLS

Semester wise Feedback was collected from the headmaster/ headmistress of practice teaching schools on curriculum using a feedback form, which was handed over to them during practice teaching in Semester 3 (Phase 1) and Semester 4 (Phase 2). The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2021-'22- SEMESTER 3



ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2021-'22- SEMESTER 4



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



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2020-'21**



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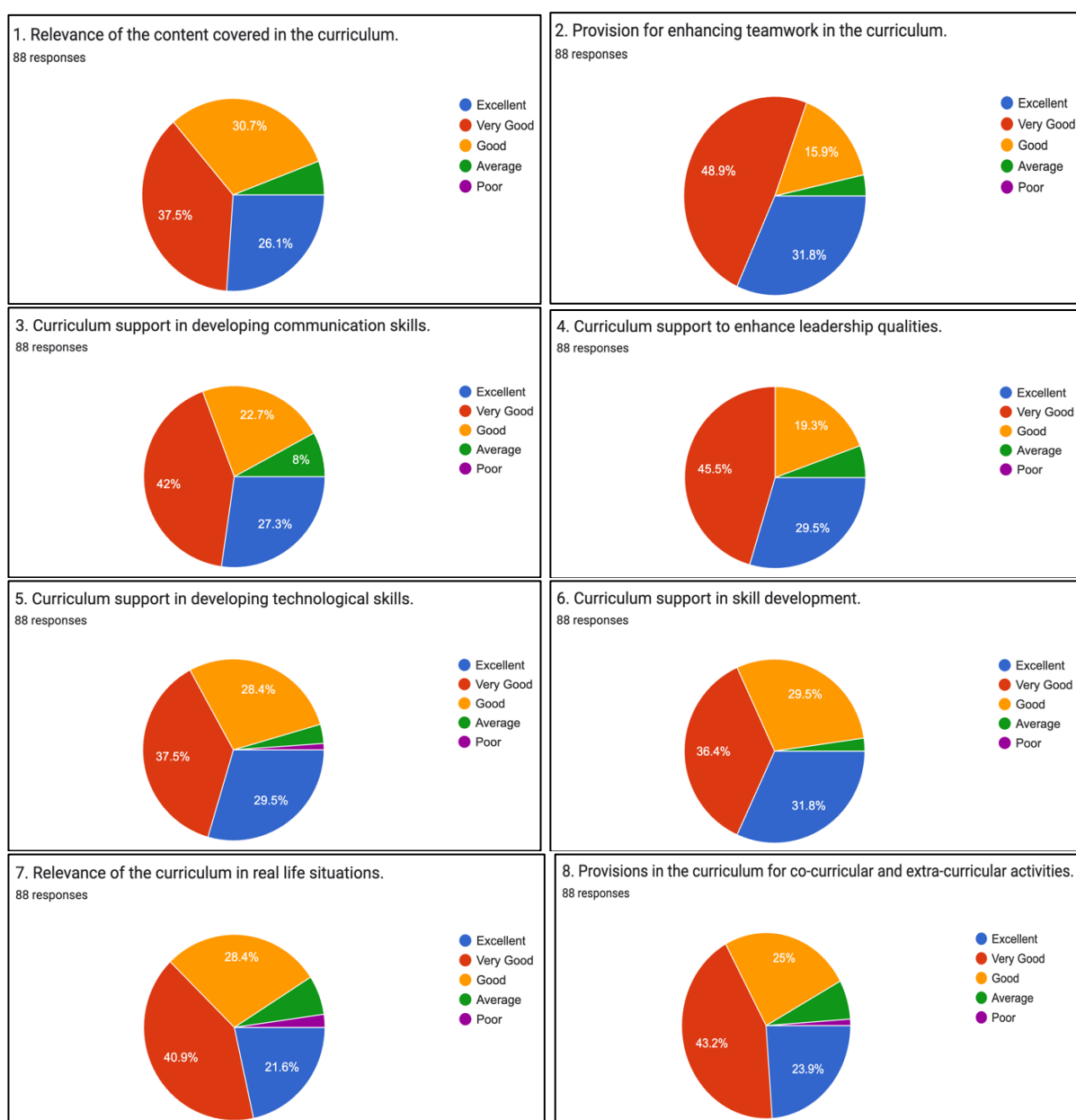


ANALYSIS OF FEEDBACK FROM STUDENTS

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

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

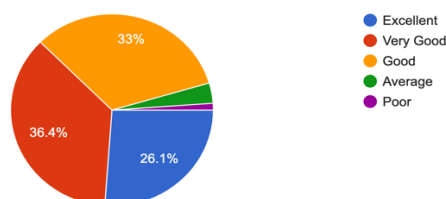
Feedback was collected from students of Semester 1 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 1, for which students needed to respond to each item as excellent, very good, good, average or poor. 88 students gave their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




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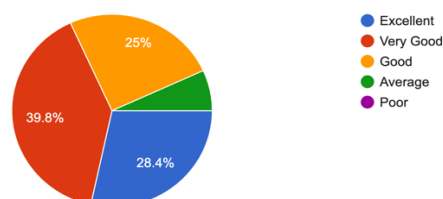
9. Role of curriculum to cultivate values and soft skills.

88 responses



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

88 responses

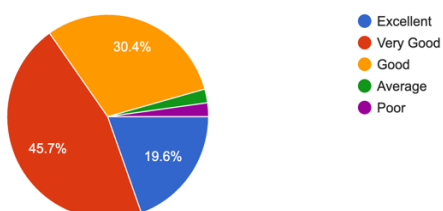


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

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

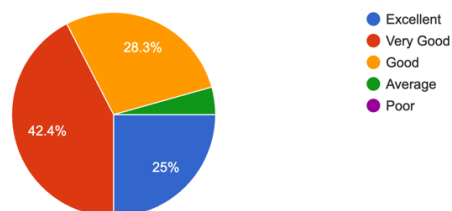
1. Relevance of the content covered in the curriculum.

92 responses



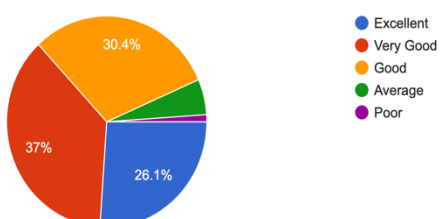
2. Provision for enhancing teamwork in the curriculum.

92 responses



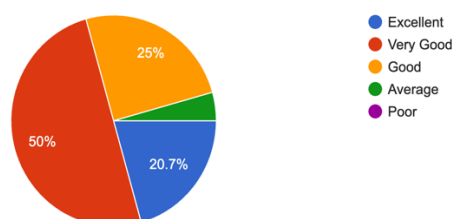
3. Curriculum support in developing communication skills.

92 responses



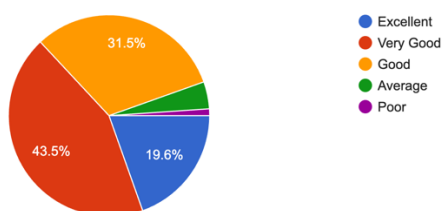
4. Curriculum support to enhance leadership qualities.

92 responses



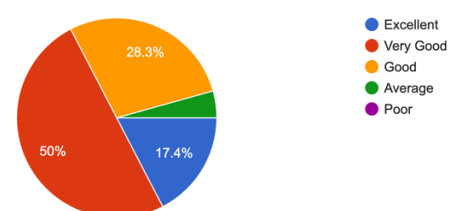
5. Curriculum support in developing technological skills.

92 responses



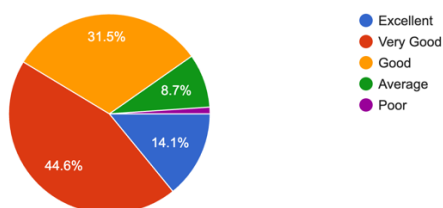
6. Curriculum support in skill development.

92 responses



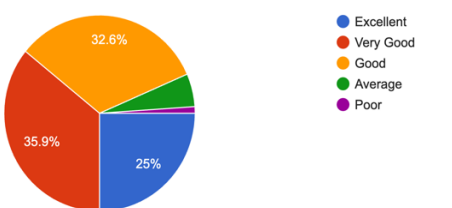
7. Relevance of the curriculum in real life situations.

92 responses



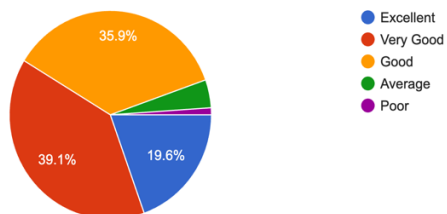
8. Provisions in the curriculum for co-curricular and extra-curricular activities.

92 responses



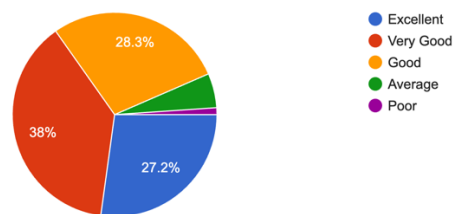
9. Role of curriculum to cultivate values and soft skills.

92 responses



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

92 responses

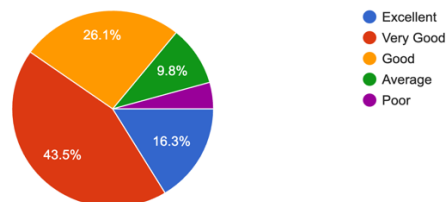


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

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

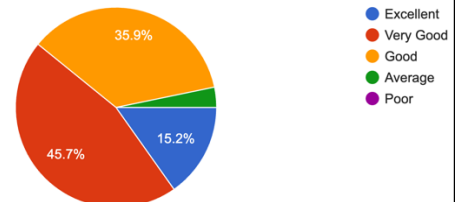
1. Relevance of the content covered in the curriculum.

92 responses



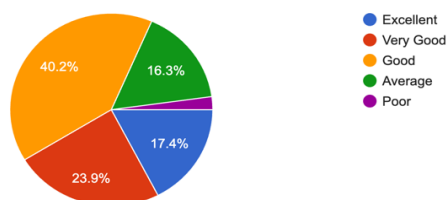
2. Provision for enhancing teamwork in the curriculum.

92 responses



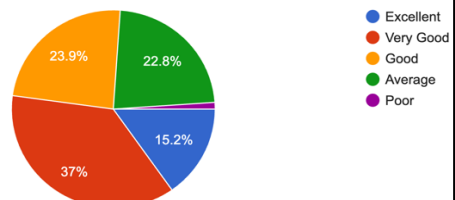
3. Curriculum support in developing communication skills.

92 responses



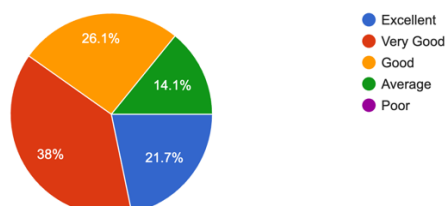
4. Curriculum support to enhance leadership qualities.

92 responses



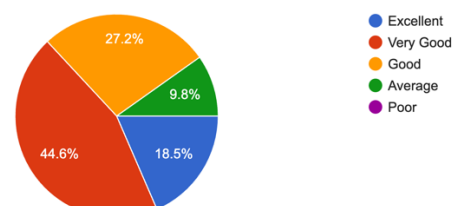
5. Curriculum support in developing technological skills.

92 responses



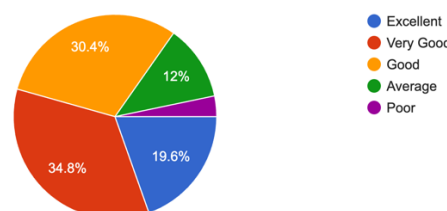
6. Curriculum support in skill development.

92 responses



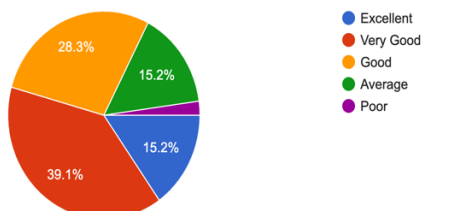
7. Relevance of the curriculum in real life situations.

92 responses



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

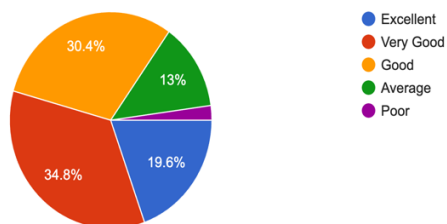
92 responses




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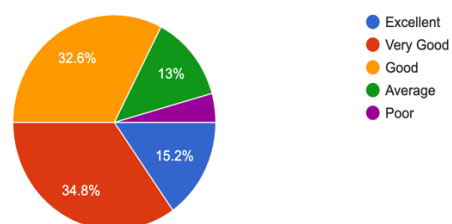
9. Role of curriculum to cultivate values and soft skills.

92 responses



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

92 responses

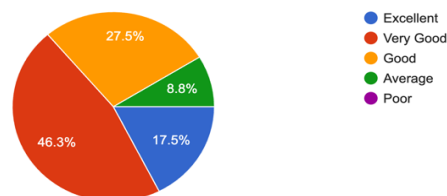


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

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

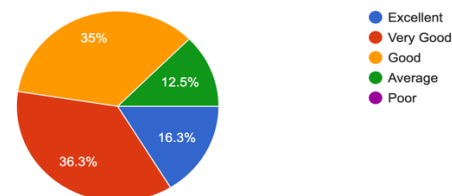
1. Relevance of the content covered in the curriculum.

80 responses



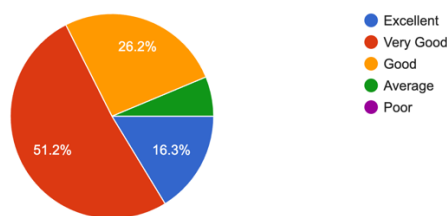
2. Provision for enhancing teamwork in the curriculum.

80 responses



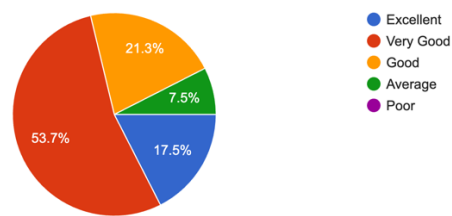
3. Curriculum support in developing communication skills.

80 responses



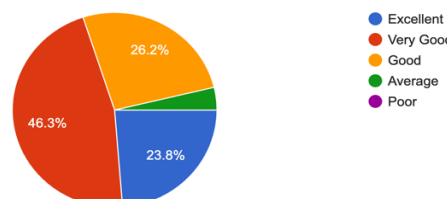
4. Curriculum support to enhance leadership qualities.

80 responses



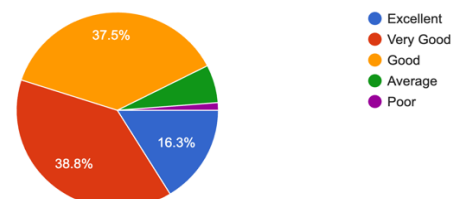
5. Curriculum support in developing technological skills.

80 responses



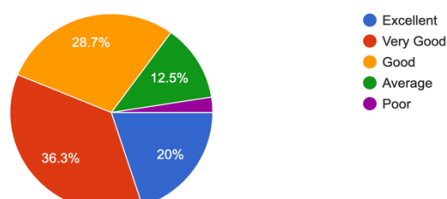
6. Curriculum support in skill development.

80 responses



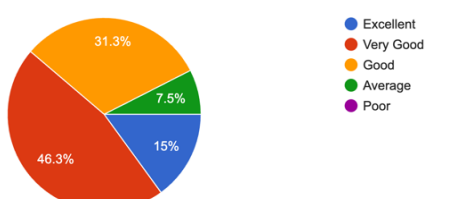
7. Relevance of the curriculum in real life situations.

80 responses



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

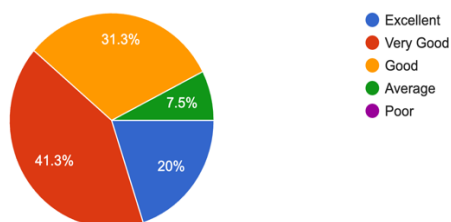
80 responses




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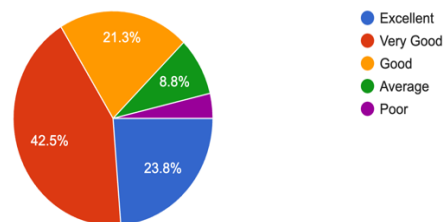
9. Role of curriculum to cultivate values and soft skills.

80 responses



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

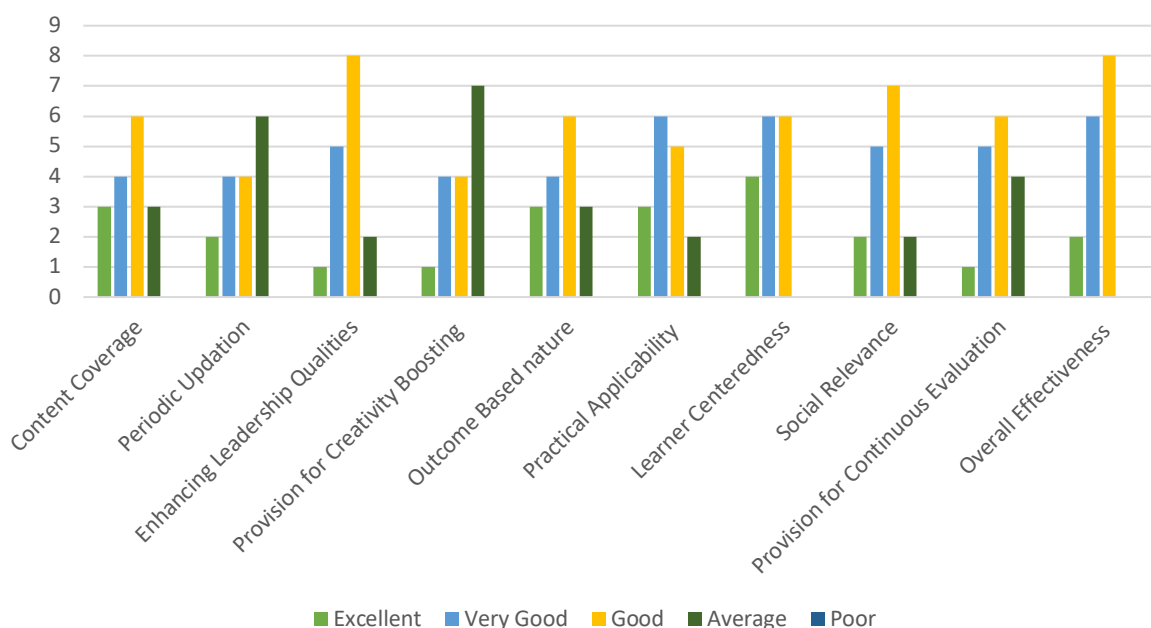
80 responses



ANALYSIS OF FEEDBACK FROM TEACHERS

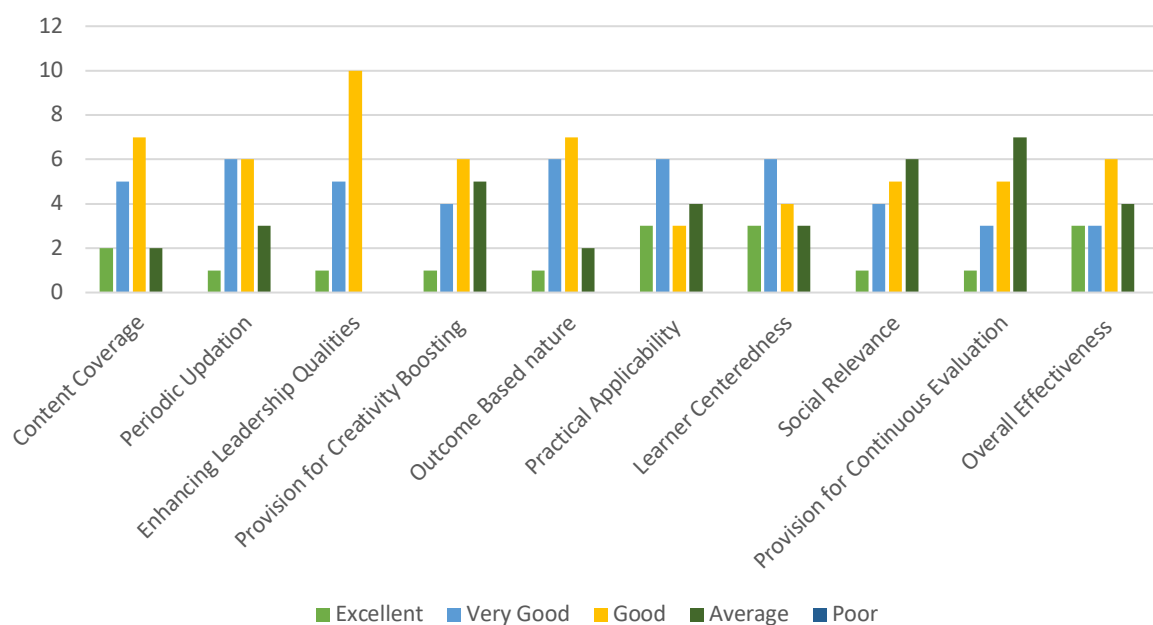
Semester wise Feedback on curriculum was collected from teachers using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor. The consolidated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

FEEDBACK FROM TEACHERS- 2020-'21- SEMESTER 1

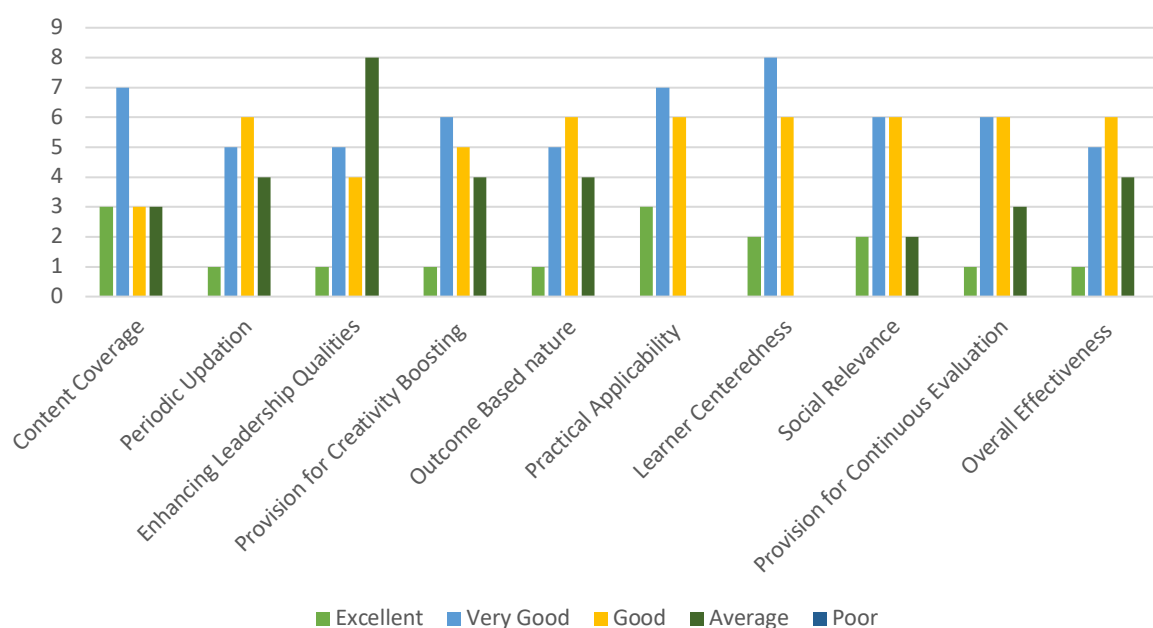



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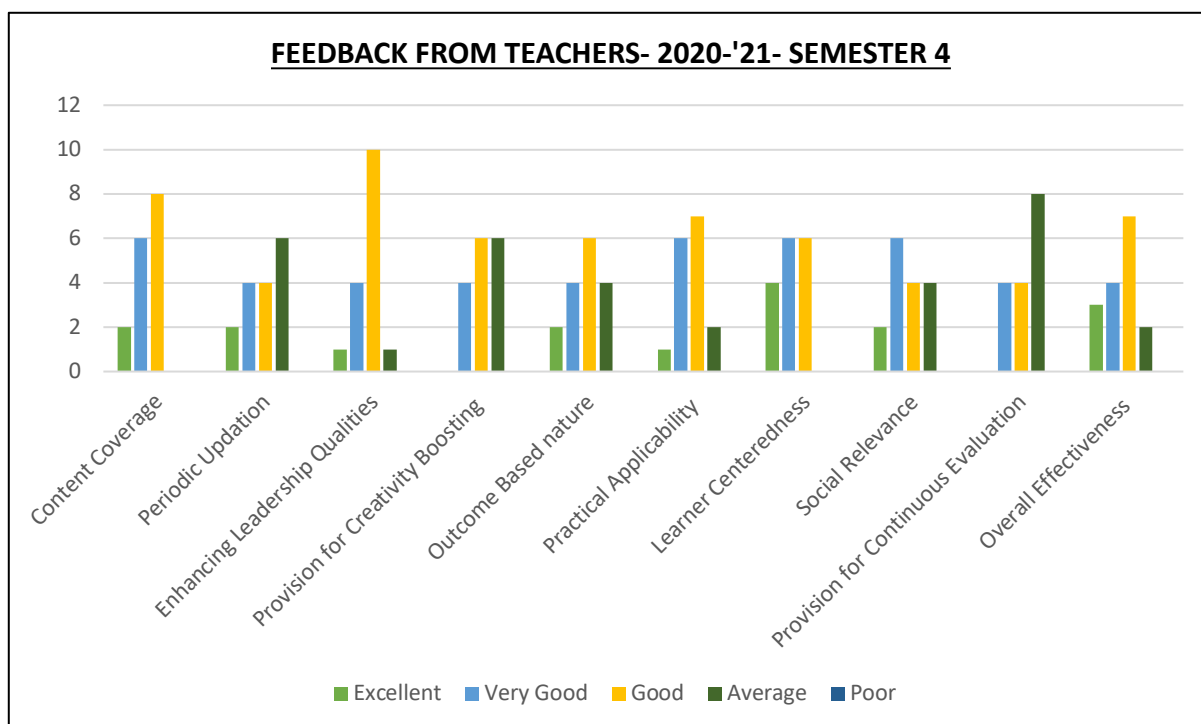
FEEDBACK FROM TEACHERS- 2020-'21- SEMESTER 2



FEEDBACK FROM TEACHERS- 2020-'21- SEMESTER 3




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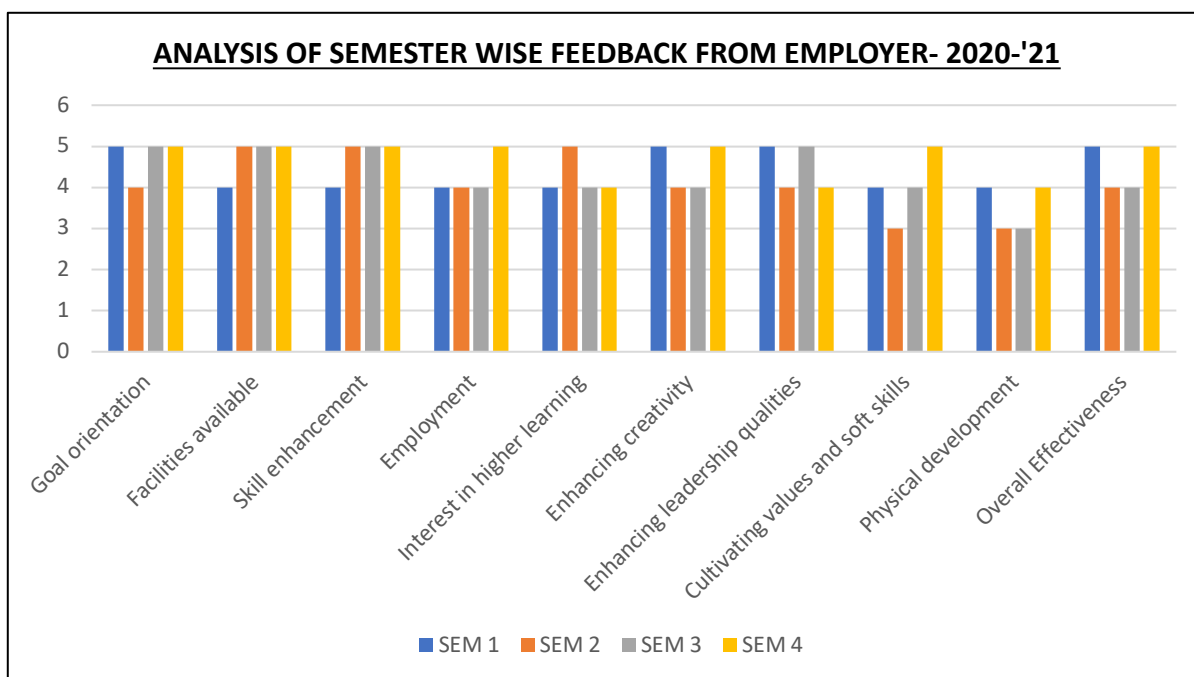
The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, periodic updation, provision for creativity boosting, practical applicability, learner centeredness, social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

ANALYSIS OF FEEDBACK FROM EMPLOYER

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




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

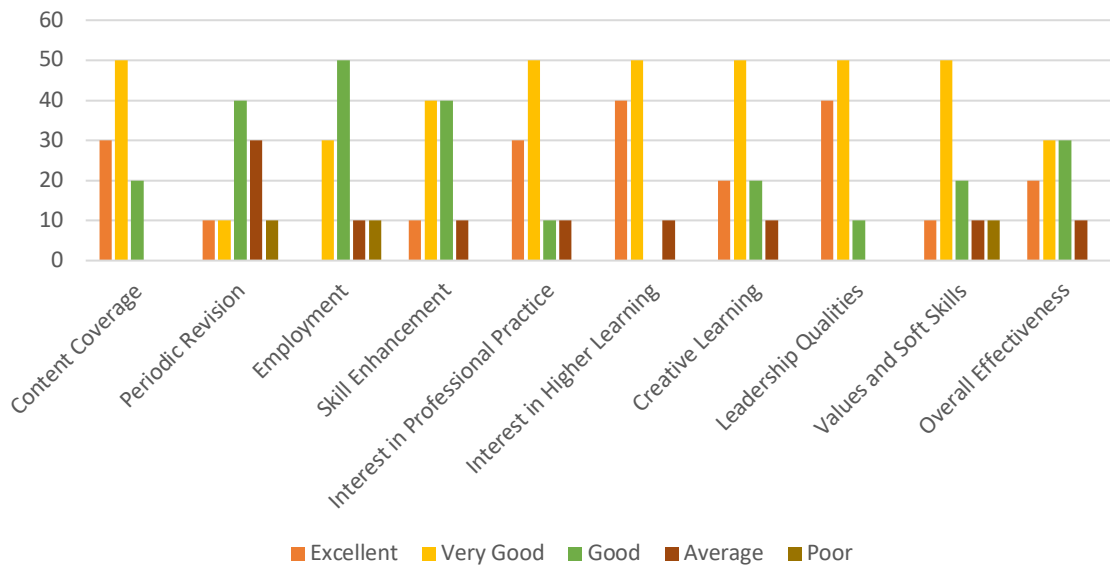
ANALYSIS OF FEEDBACK FROM ALUMNI

Semester wise Feedback was collected from the alumni members of the college on curriculum. The feedback form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

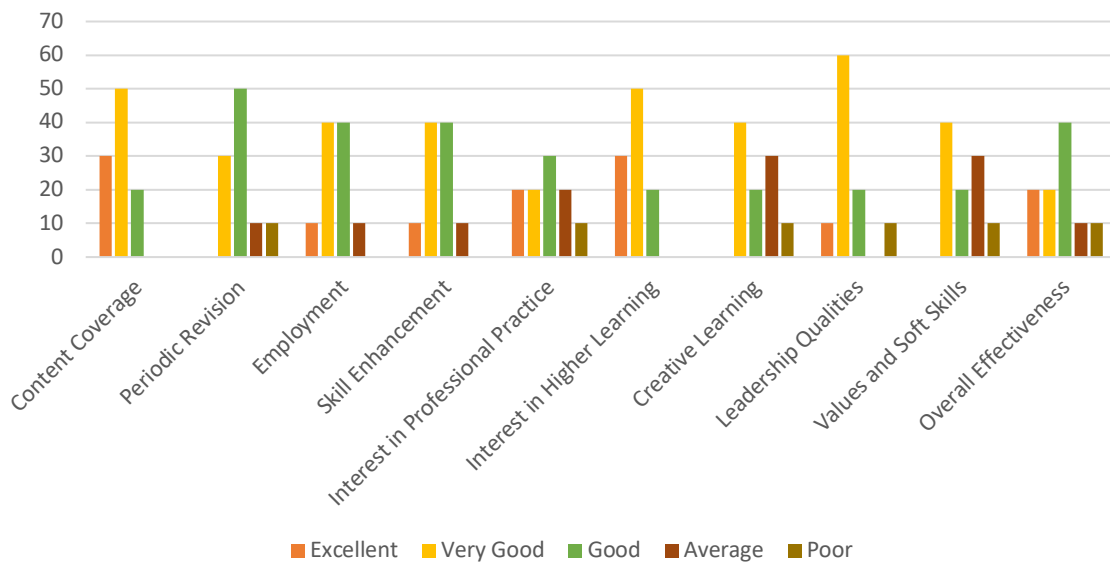



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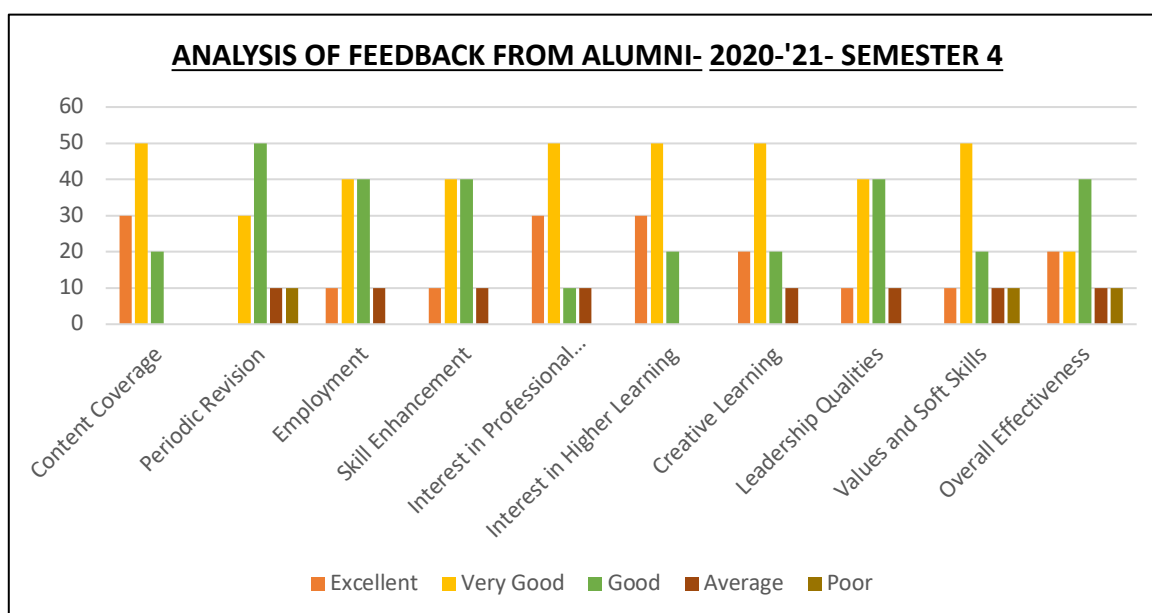
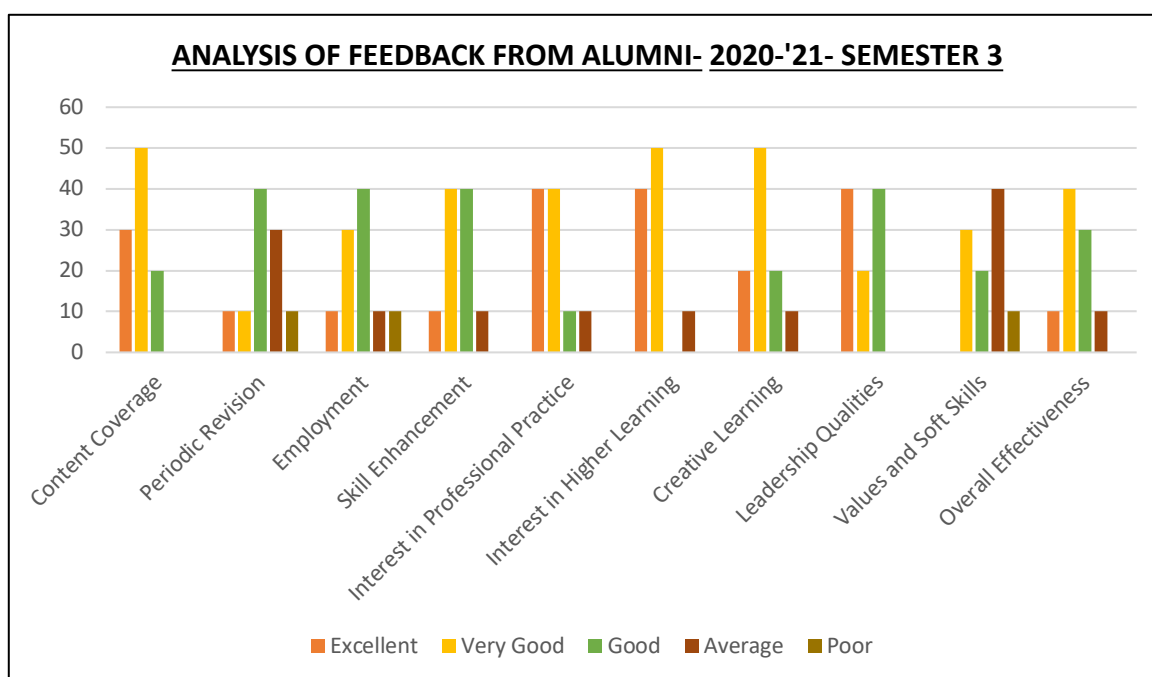
ANALYSIS OF FEEDBACK FROM ALUMNI- 2020-'21- SEMESTER 1



ANALYSIS OF FEEDBACK FROM ALUMNI- 2020-'21- SEMESTER 2




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

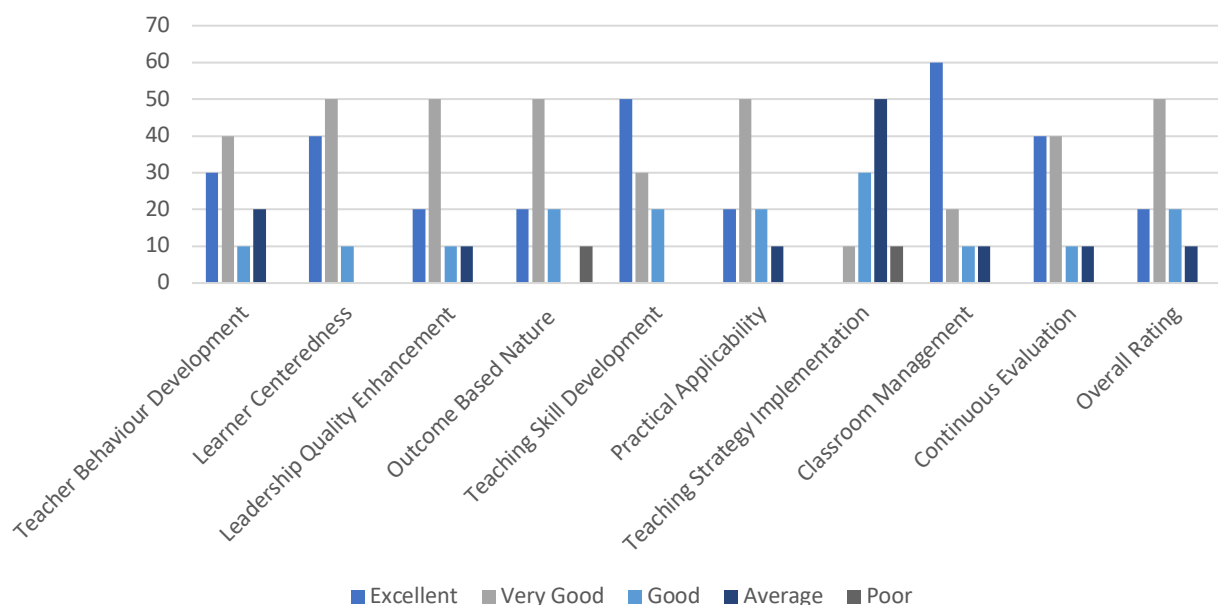



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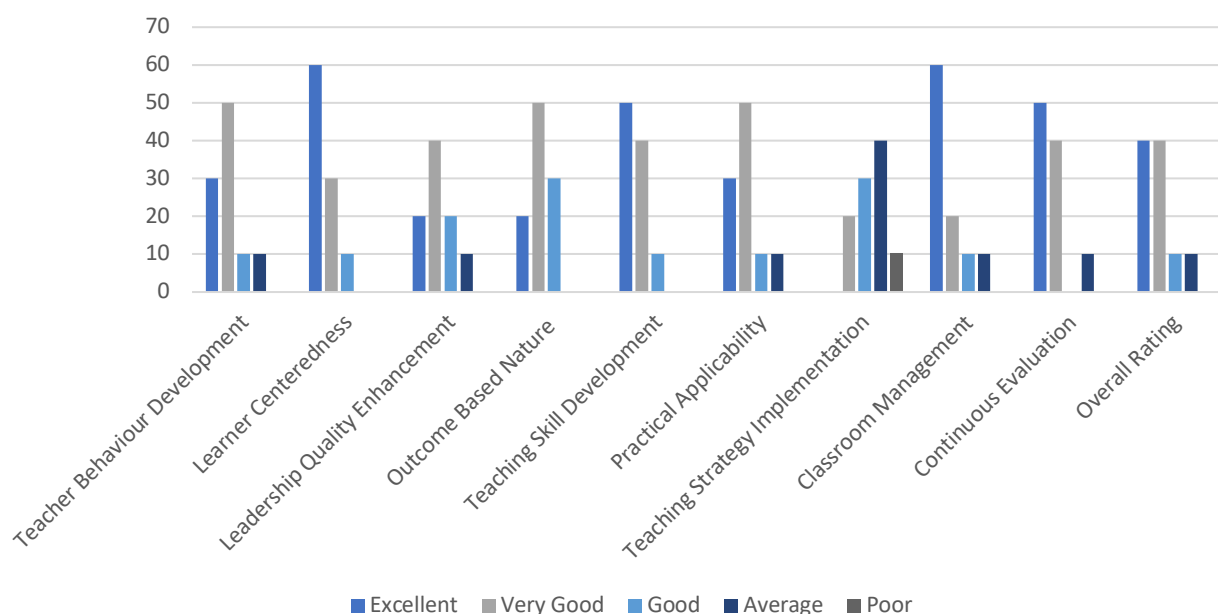
ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICE TEACHING SCHOOLS

Semester wise Feedback was collected from the headmaster/ headmistress of practice teaching schools on curriculum using a feedback form, which was handed over to them during practice teaching in Semester 3 (Phase 1) and Semester 4 (Phase 2). The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2020-'21- SEMESTER 3



ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2020-'21- SEMESTER 4




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



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**ANALYSIS OF FEEDBACK
COLLECTED FROM STAKEHOLDERS
2019-'20**



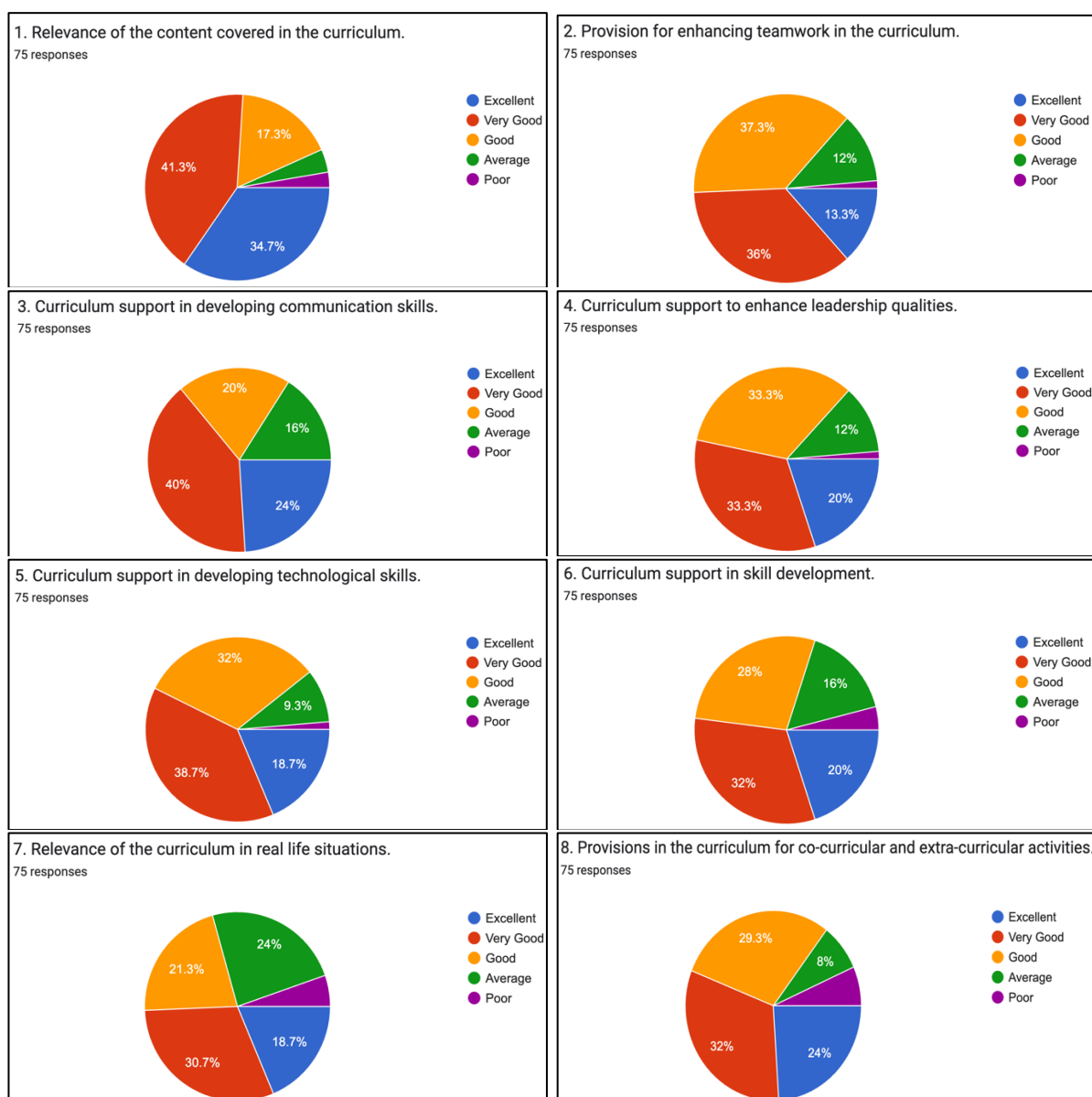

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ANALYSIS OF FEEDBACK COLLECTED FROM STUDENTS

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

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

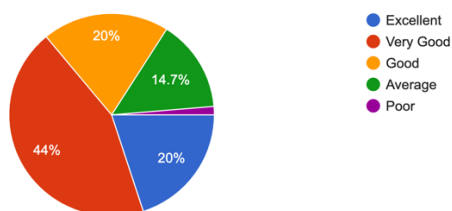
Feedback was collected from students of Semester 1 on curriculum using a Google form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 1, for which students needed to respond to each item as excellent, very good, good, average or poor. 75 students gave their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




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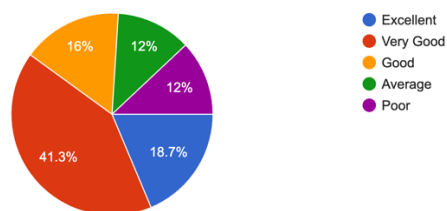
9. Role of curriculum to cultivate values and soft skills.

75 responses



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

75 responses

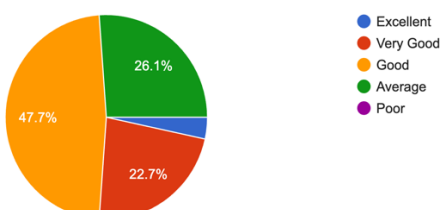


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

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

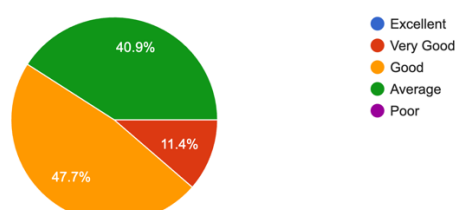
1. Relevance of the content covered in the curriculum.

88 responses



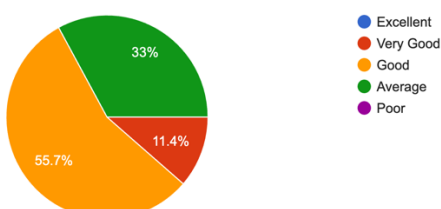
2. Provision for enhancing teamwork in the curriculum.

88 responses



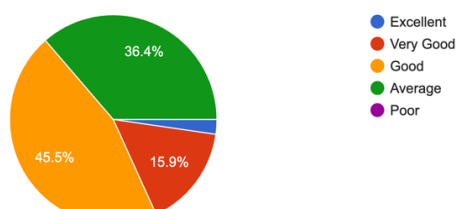
3. Curriculum support in developing communication skills.

88 responses



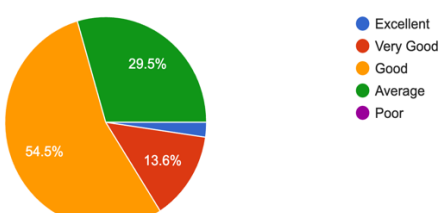
4. Curriculum support to enhance leadership qualities.

88 responses



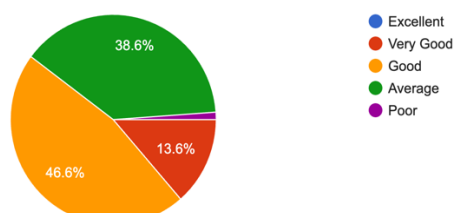
5. Curriculum support in developing technological skills.

88 responses



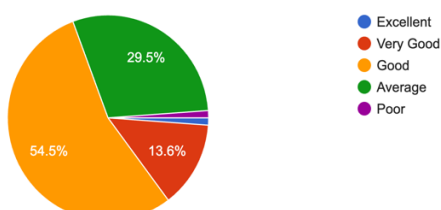
6. Curriculum support in skill development.

88 responses



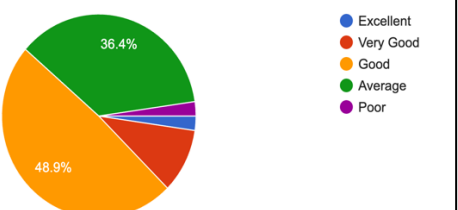
7. Relevance of the curriculum in real life situations.

88 responses



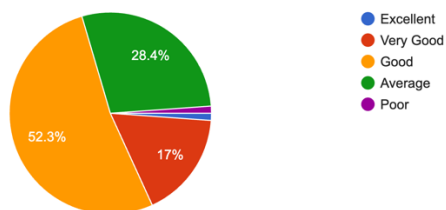
8. Provisions in the curriculum for co-curricular and extra-curricular activities.

88 responses



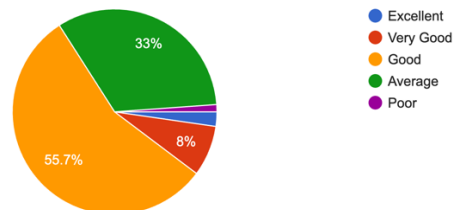
9. Role of curriculum to cultivate values and soft skills.

88 responses



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

88 responses

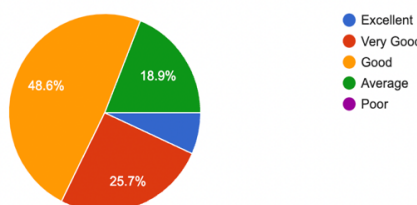


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

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

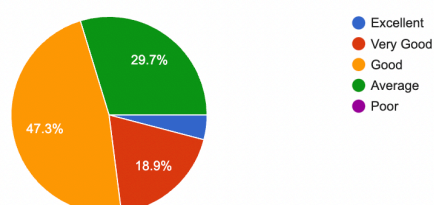
1. Relevance of the content covered in the curriculum.

74 responses



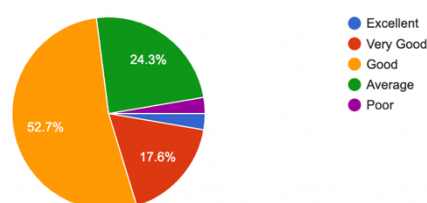
2. Provision for enhancing teamwork in the curriculum.

74 responses



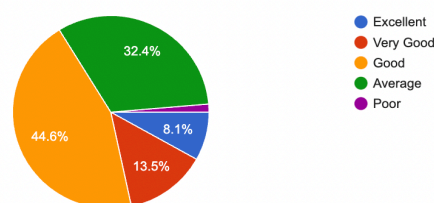
3. Curriculum support in developing communication skills.

74 responses



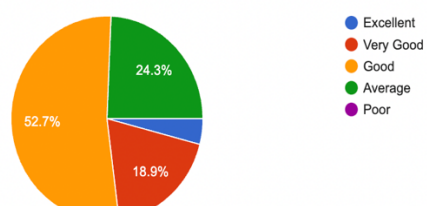
4. Curriculum support to enhance leadership qualities.

74 responses



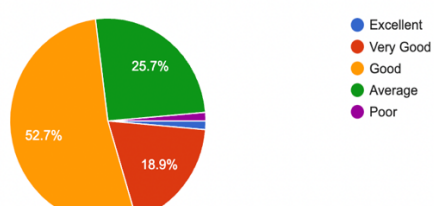
5. Curriculum support in developing technological skills.

74 responses



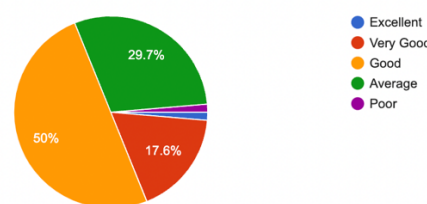
6. Curriculum support in skill development.

74 responses



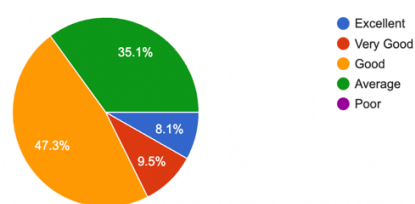
7. Relevance of the curriculum in real life situations.

74 responses



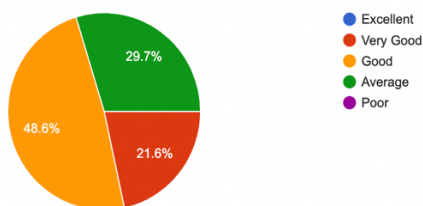
8. Provisions in the curriculum for co-curricular and extra-curricular activities.

74 responses



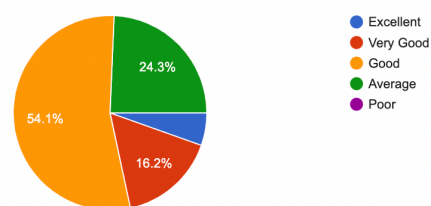
9. Role of curriculum to cultivate values and soft skills.

74 responses



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

74 responses

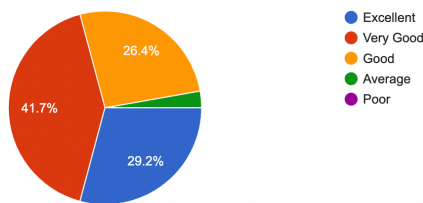


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

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

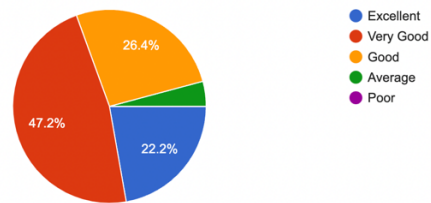
1. Relevance of the content covered in the curriculum.

72 responses



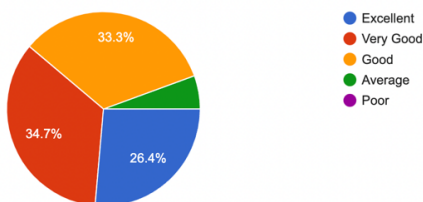
2. Provision for enhancing teamwork in the curriculum.

72 responses



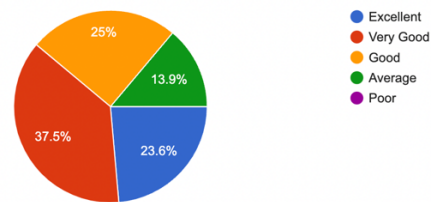
3. Curriculum support in developing communication skills.

72 responses



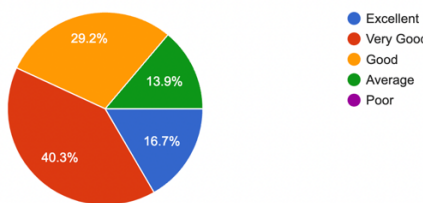
4. Curriculum support to enhance leadership qualities.

72 responses



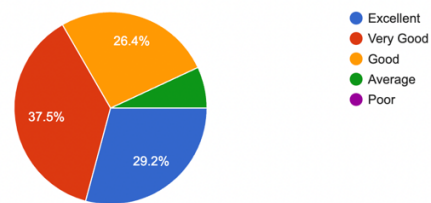
5. Curriculum support in developing technological skills.

72 responses



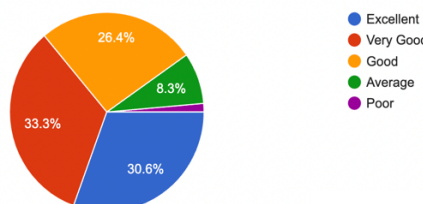
6. Curriculum support in skill development.

72 responses



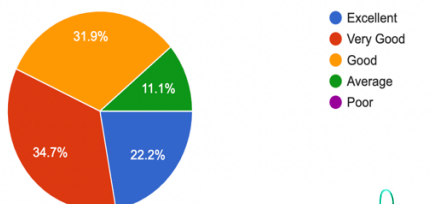
7. Relevance of the curriculum in real life situations.

72 responses



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

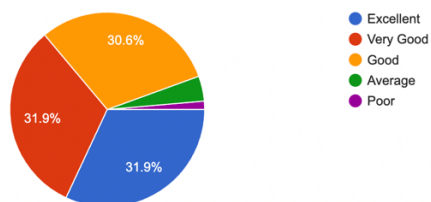
72 responses




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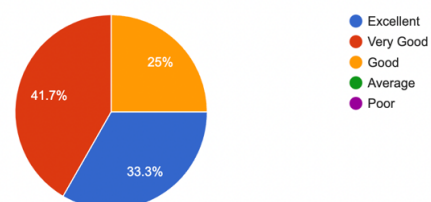
9. Role of curriculum to cultivate values and soft skills.

72 responses



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

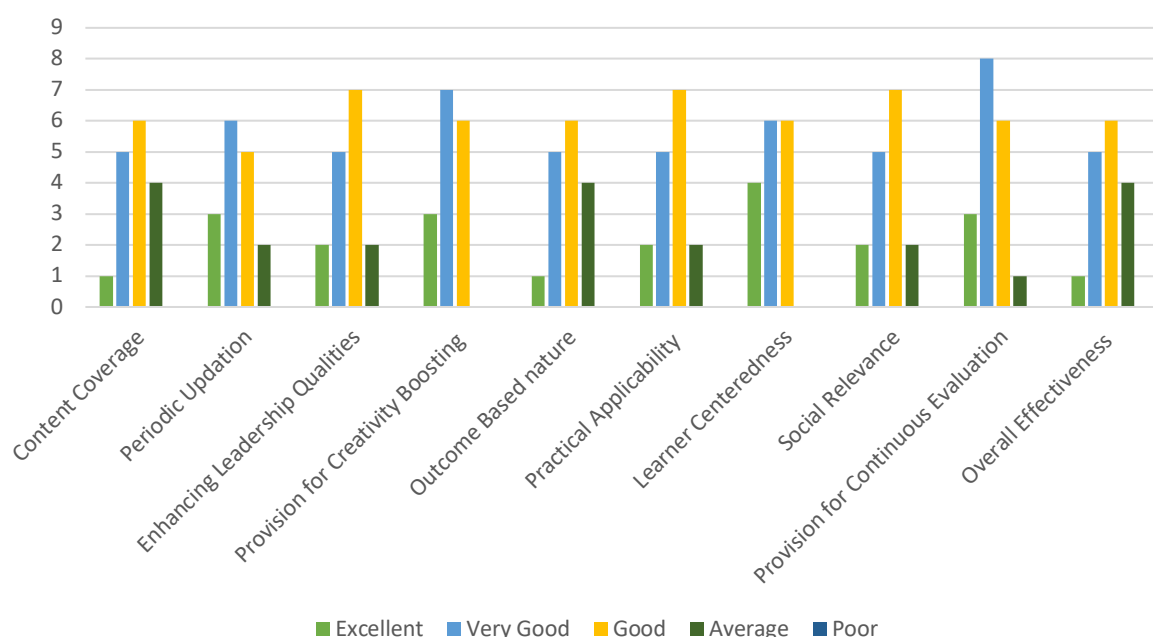
72 responses



ANALYSIS OF FEEDBACK FROM TEACHERS

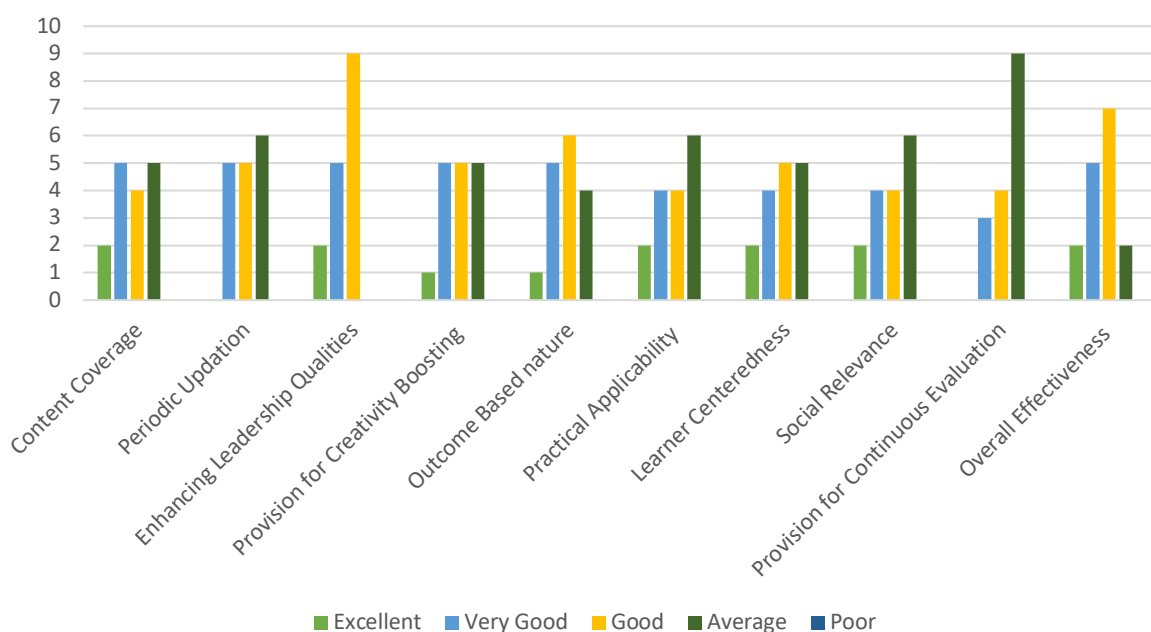
Semester wise Feedback on curriculum was collected from teachers using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor. The consolidated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

FEEDBACK FROM TEACHERS- 2019-'20- SEMESTER 1

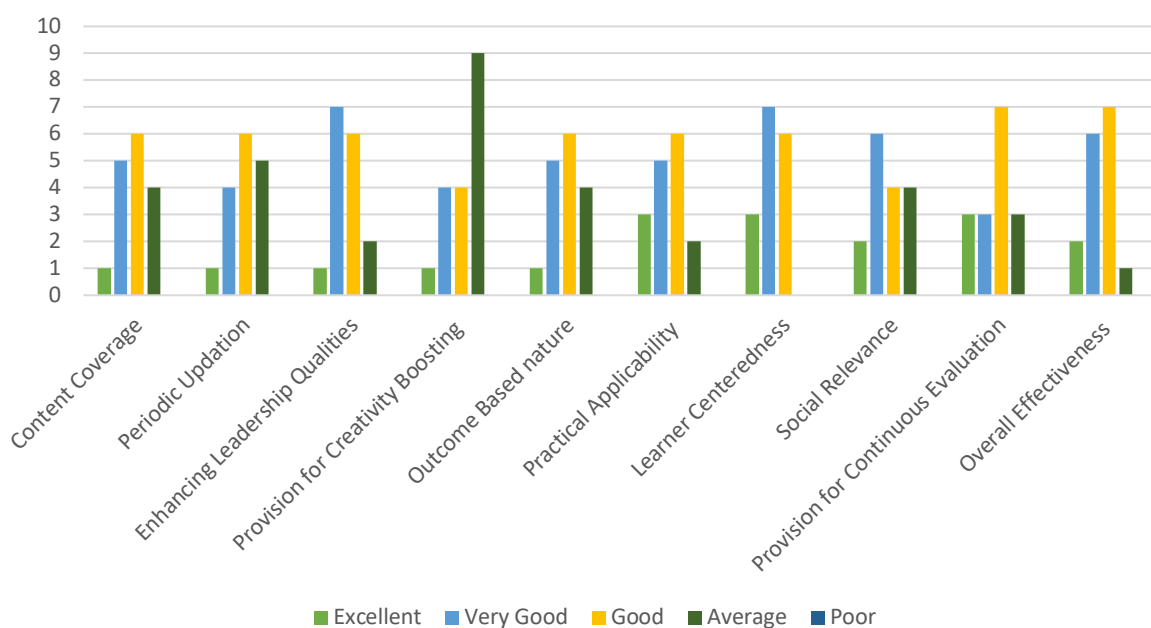



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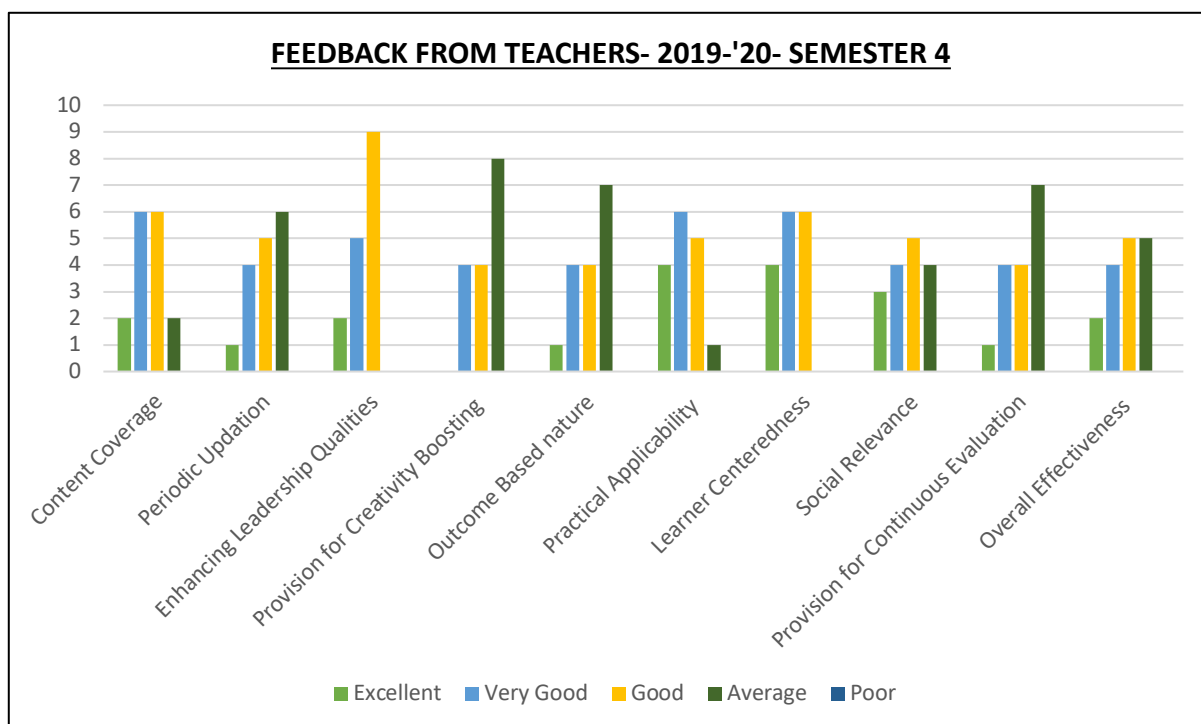
FEEDBACK FROM TEACHERS- 2019-'20- SEMESTER 2



FEEDBACK FROM TEACHERS- 2019-'20- SEMESTER 3




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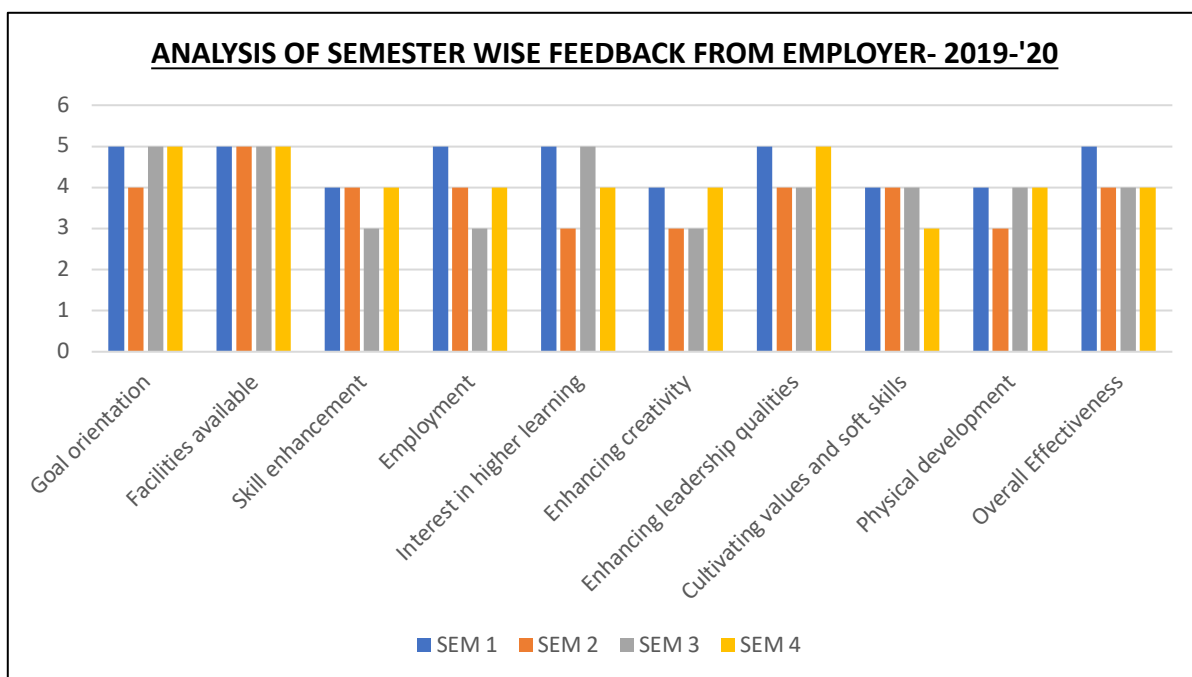
The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, very satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, periodic updation, curriculum support to enhance leadership qualities, outcome-based nature of the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

ANALYSIS OF FEEDBACK FROM EMPLOYER

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




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

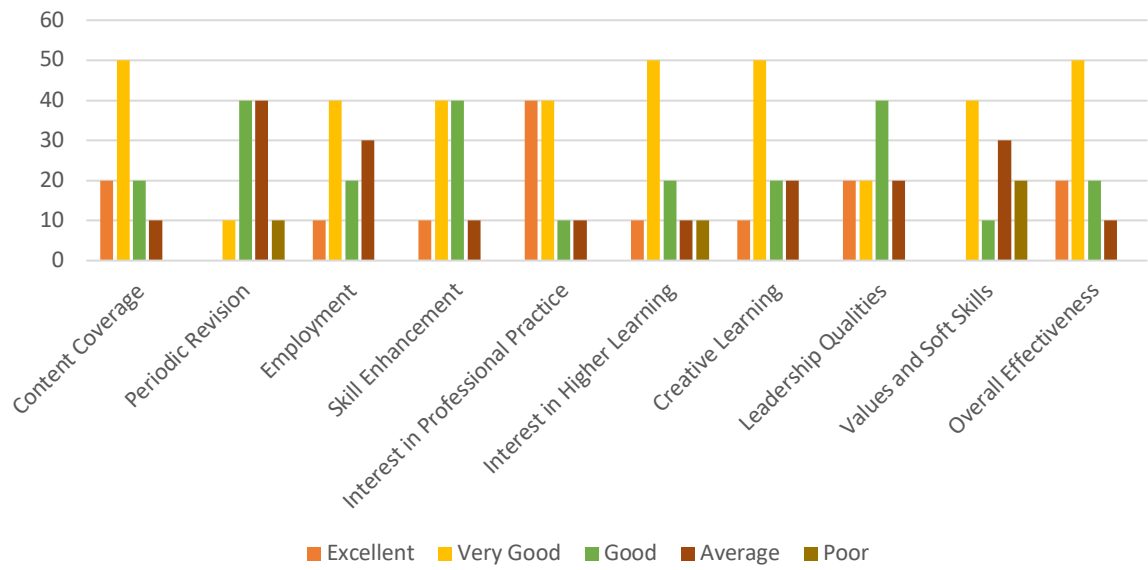
ANALYSIS OF FEEDBACK FROM ALUMNI

Semester wise Feedback was collected from the alumni members of the college on curriculum. The feedback form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

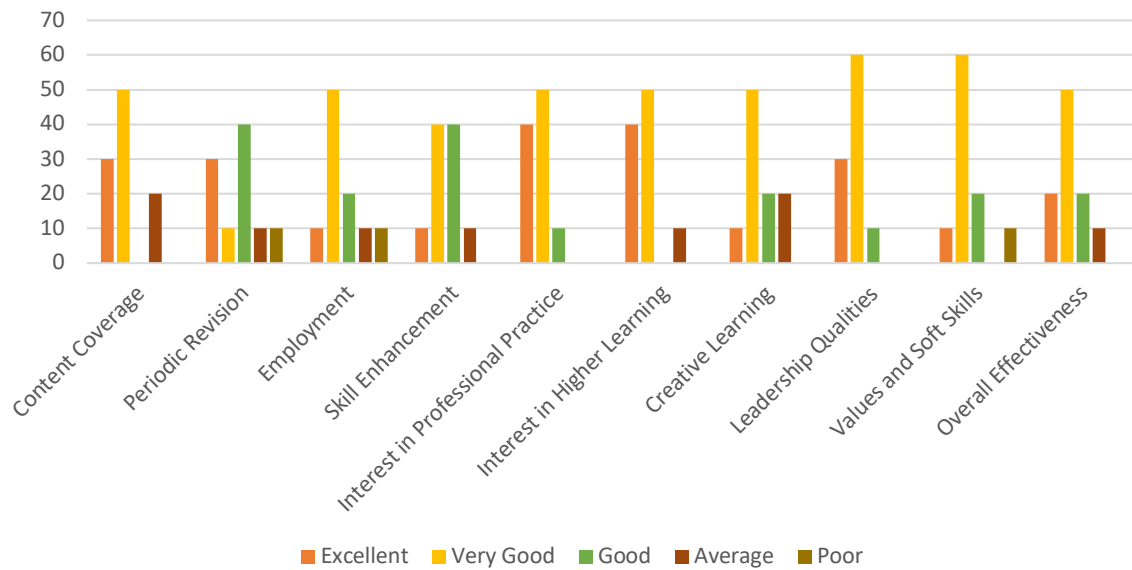



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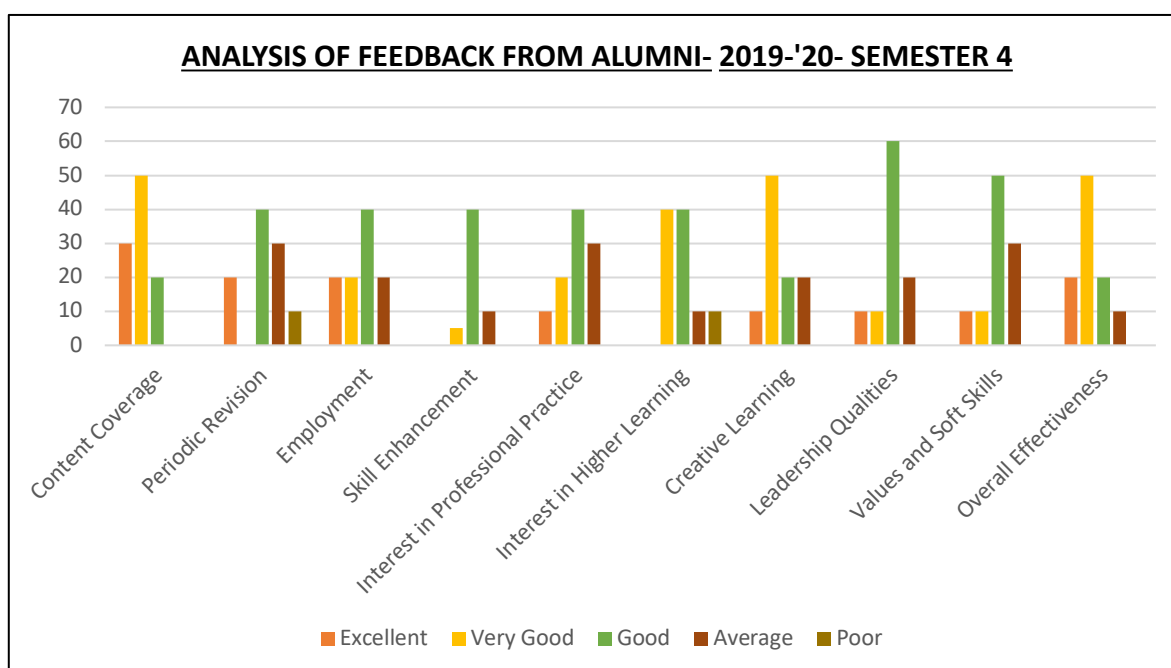
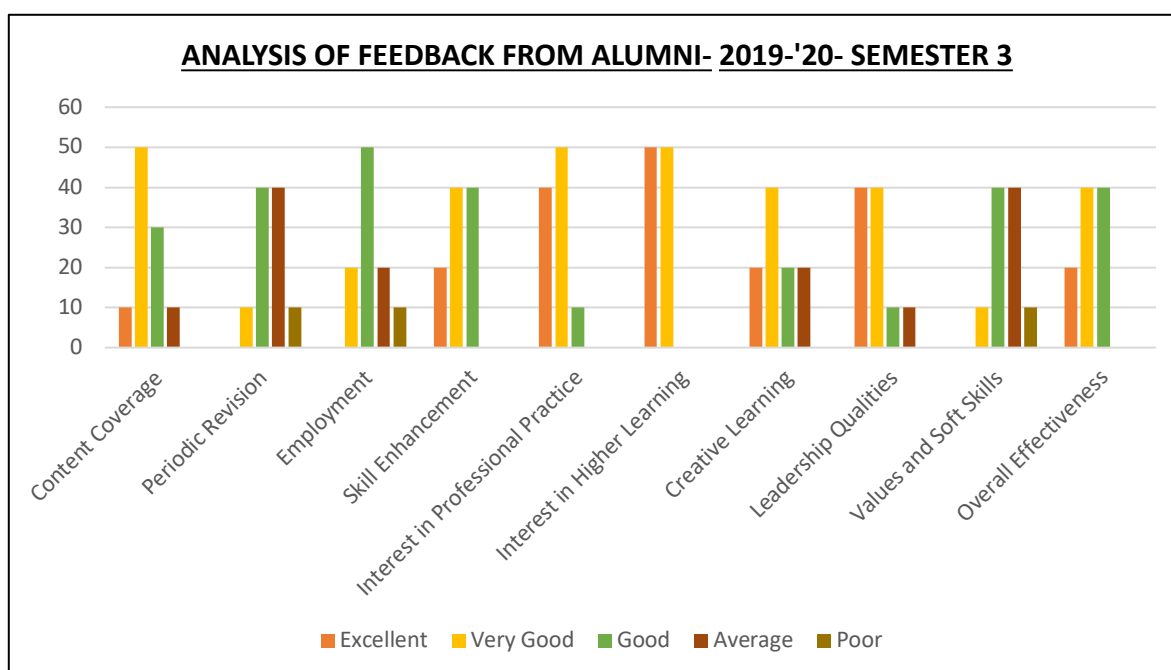
ANALYSIS OF FEEDBACK FROM ALUMNI- 2019-'20- SEMESTER 1



ANALYSIS OF FEEDBACK FROM ALUMNI- 2019-'20- SEMESTER 2




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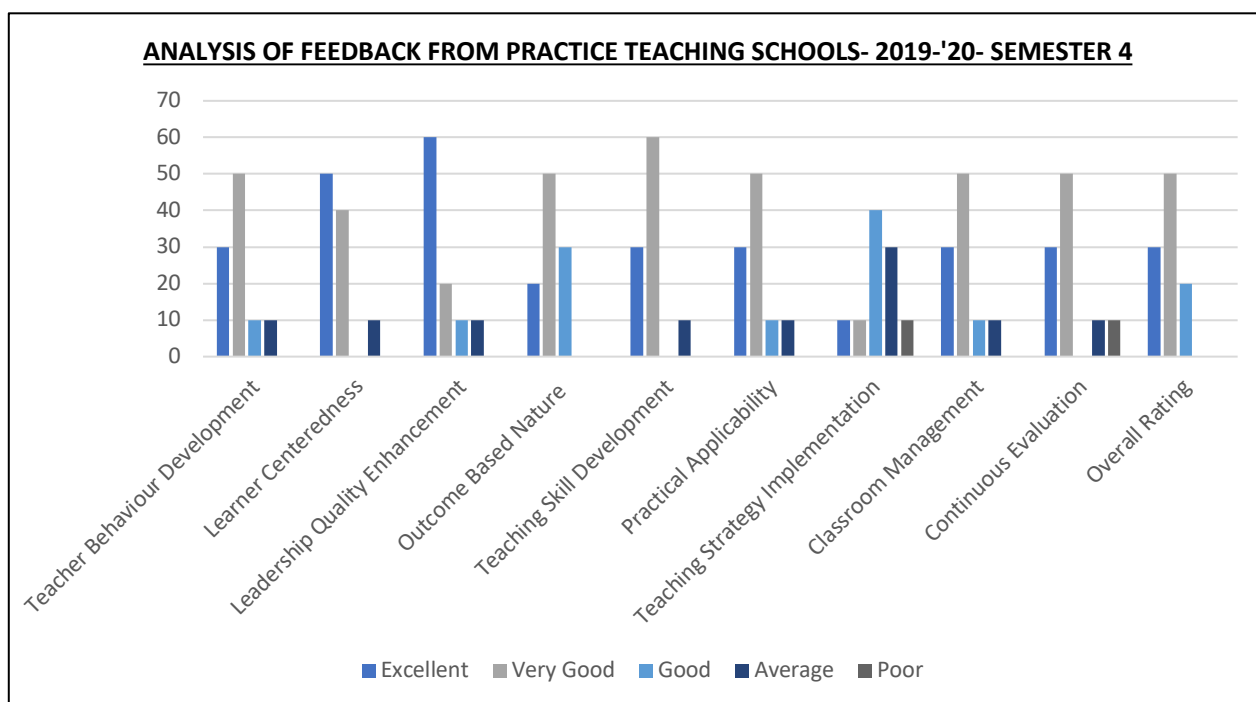
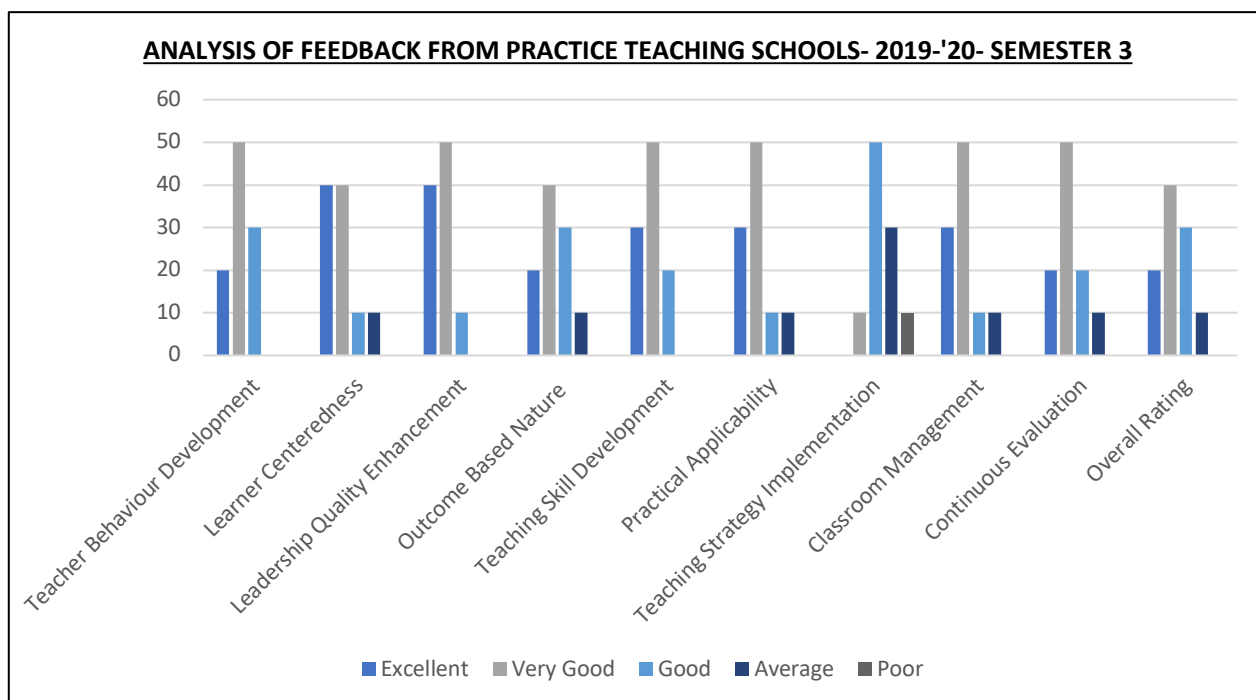
The analysis of the feedback from alumni members revealed that though the alumni members are satisfied with the relevance of the content covered in the curriculum, curriculum support in terms of skill enhancement and employment, role of curriculum to create interest in higher learning, to develop interest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




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ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICE TEACHING SCHOOLS

Semester wise Feedback was collected from the headmaster/ headmistress of practice teaching schools on curriculum using a feedback form, which was handed over to them during practice teaching in Semester 3 (Phase 1) and Semester 4 (Phase 2). The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.



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



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ANALYSIS OF FEEDBACK COLLECTED FROM STAKEHOLDERS 2018-'19



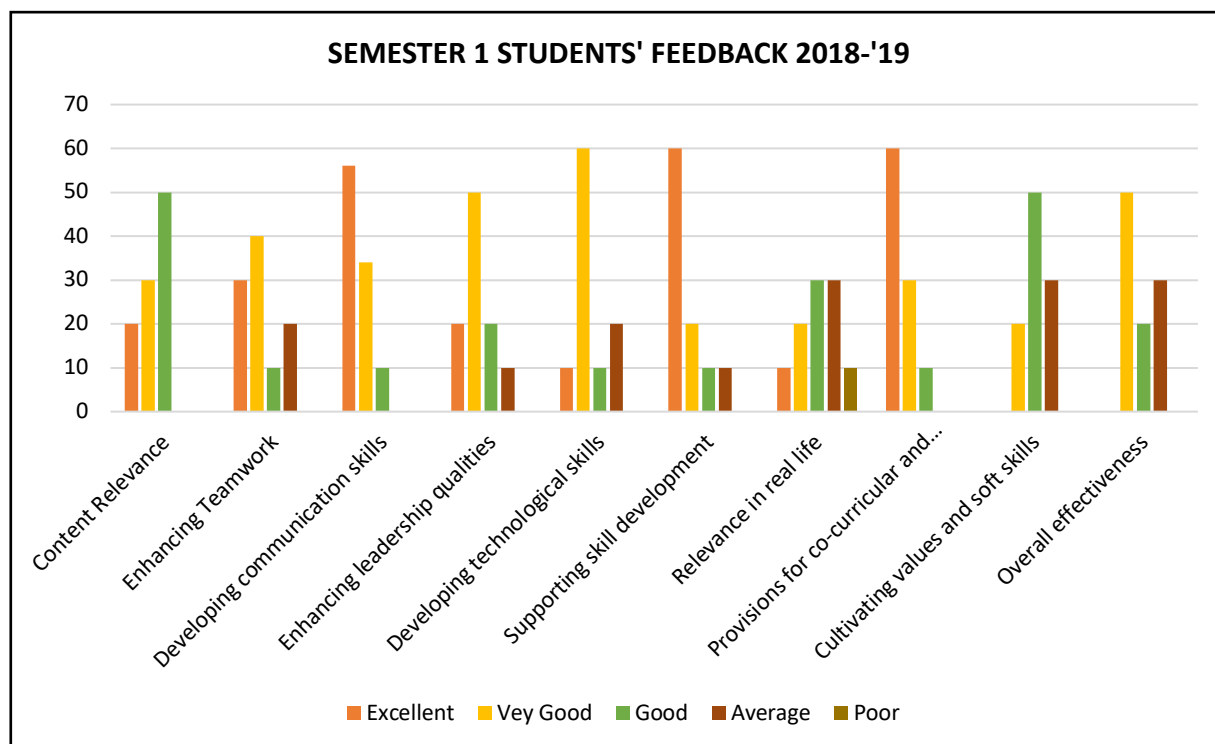

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ANALYSIS OF FEEDBACK FROM STUDENTS

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

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

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

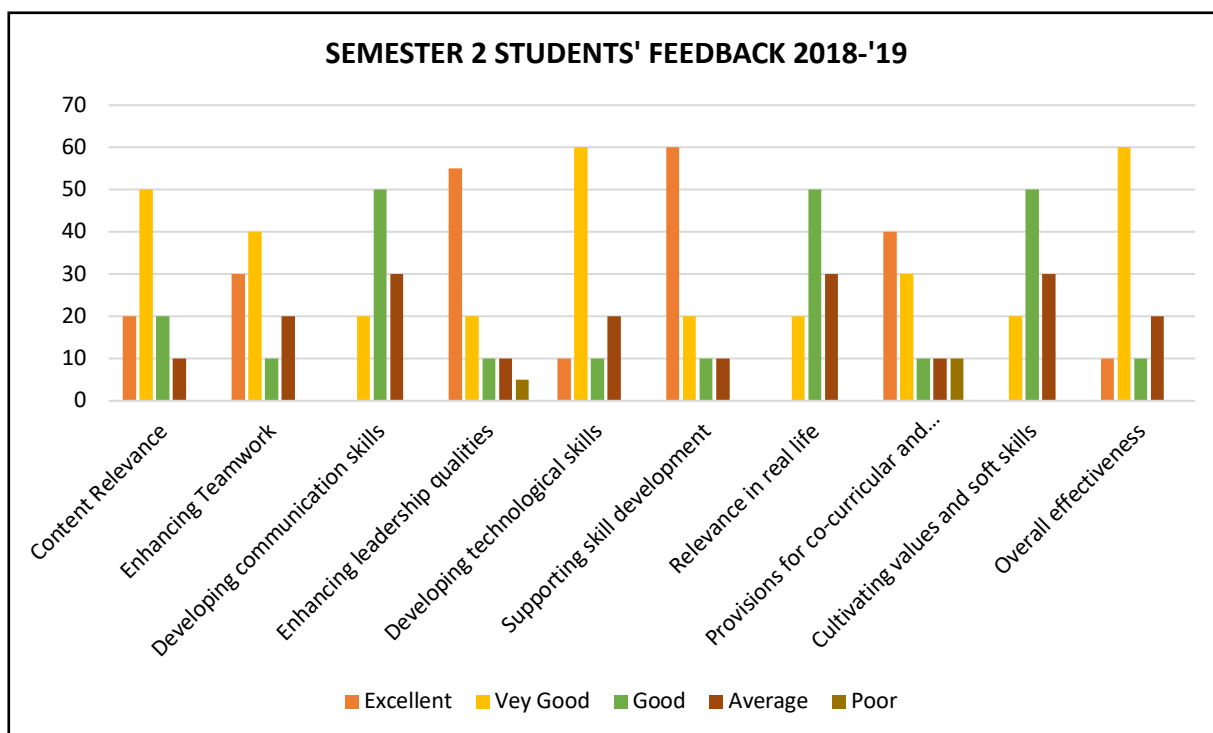


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

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

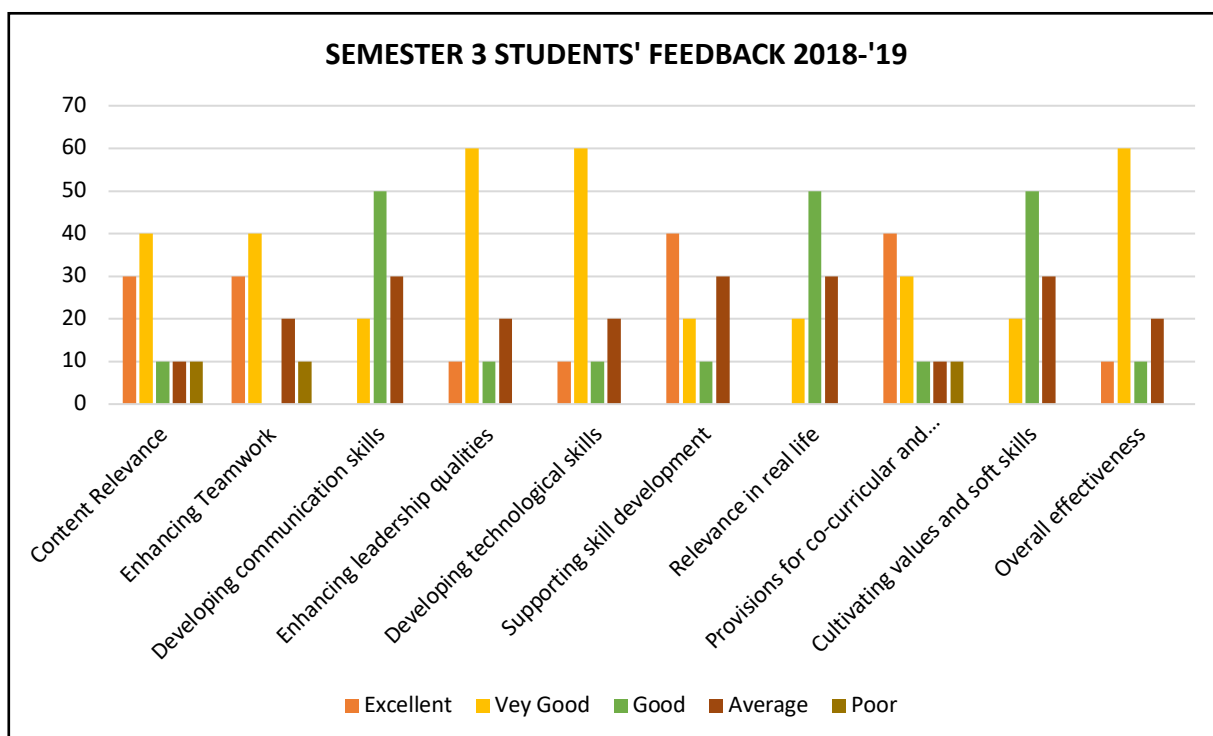



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ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

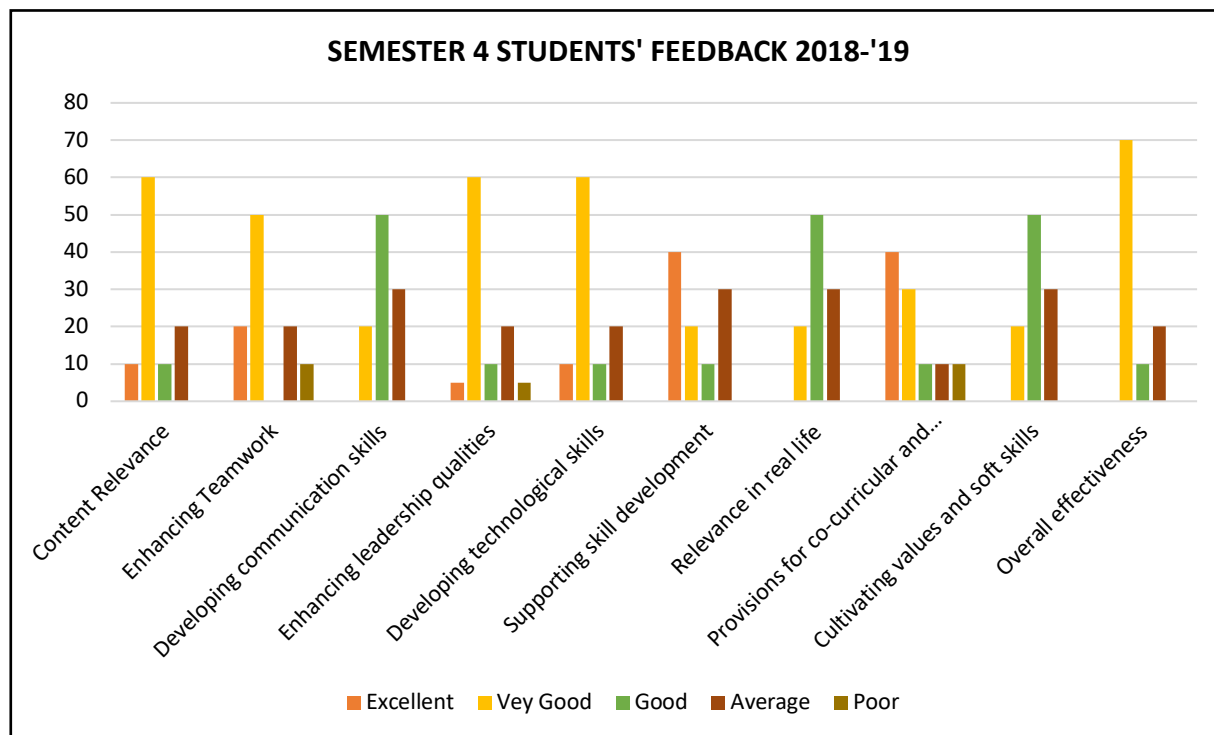
Feedback was collected from students of Semester 3 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 3, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis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




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ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

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



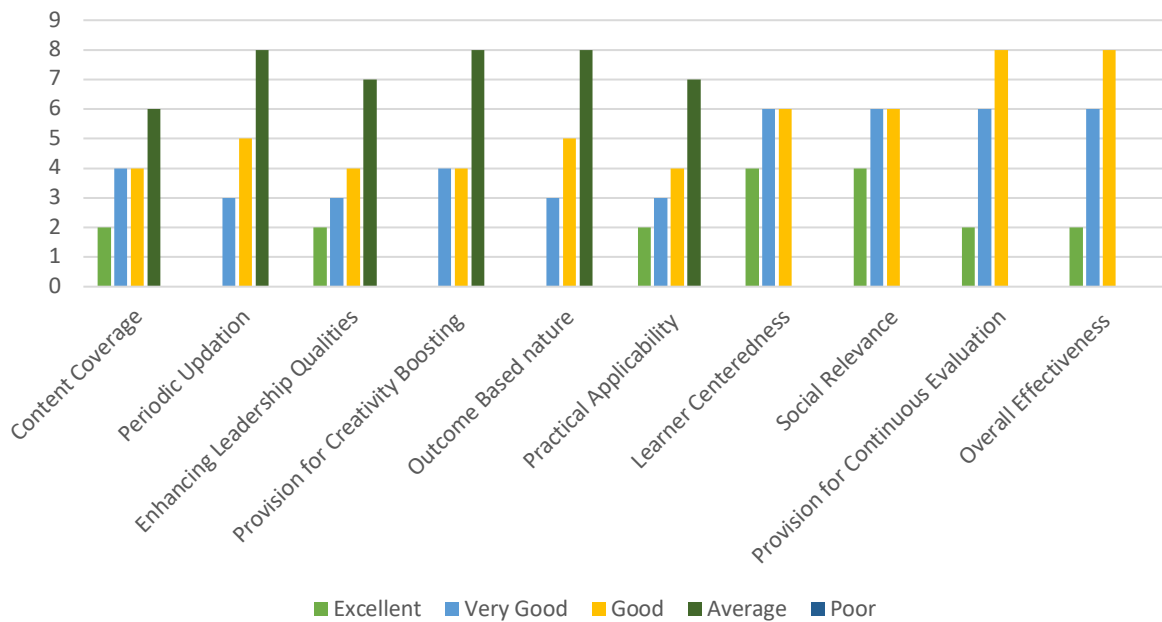
ANALYSIS OF FEEDBACK FROM TEACHERS

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

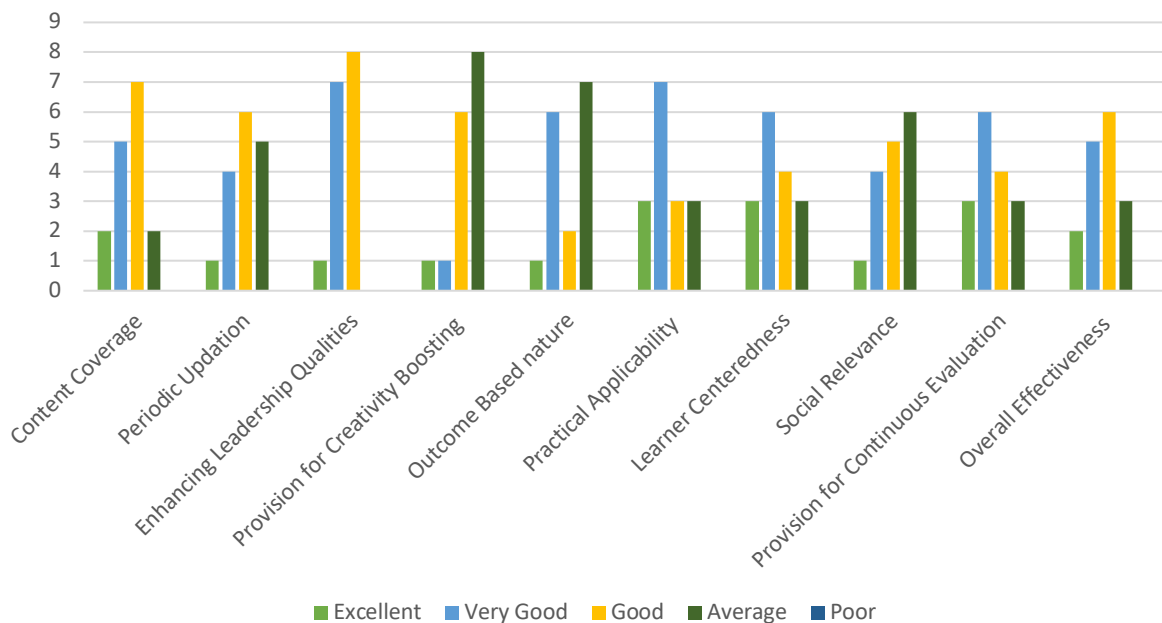



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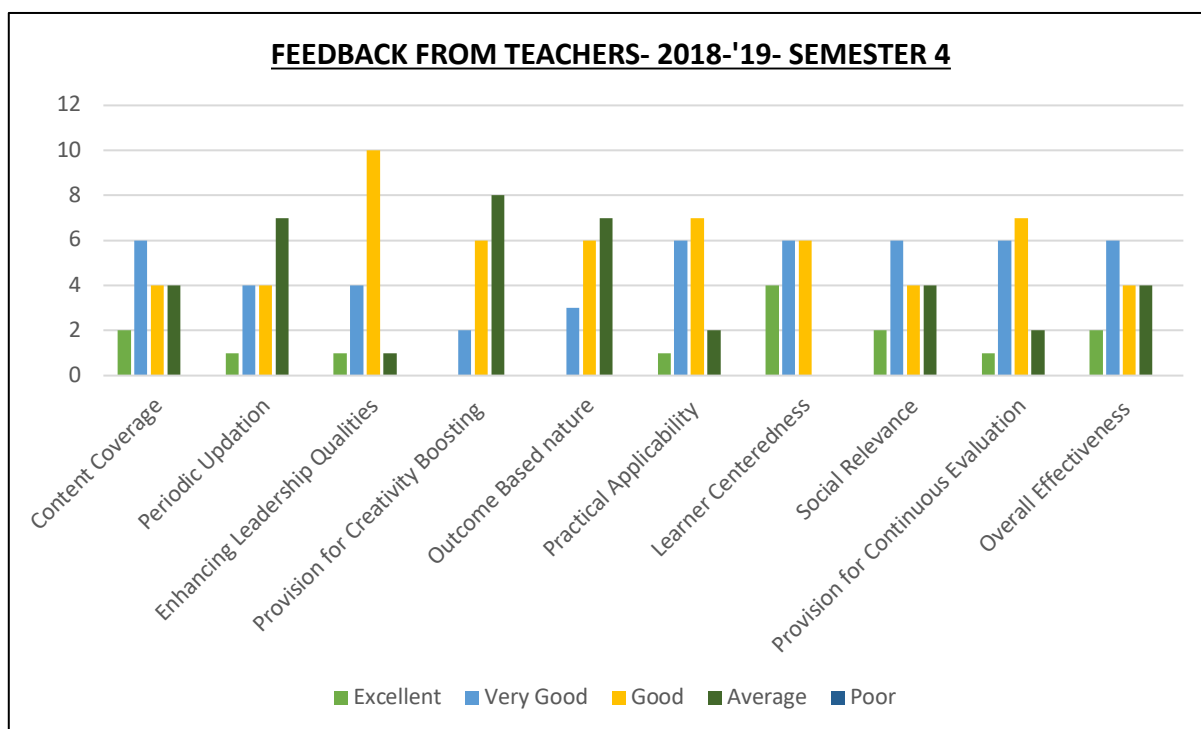
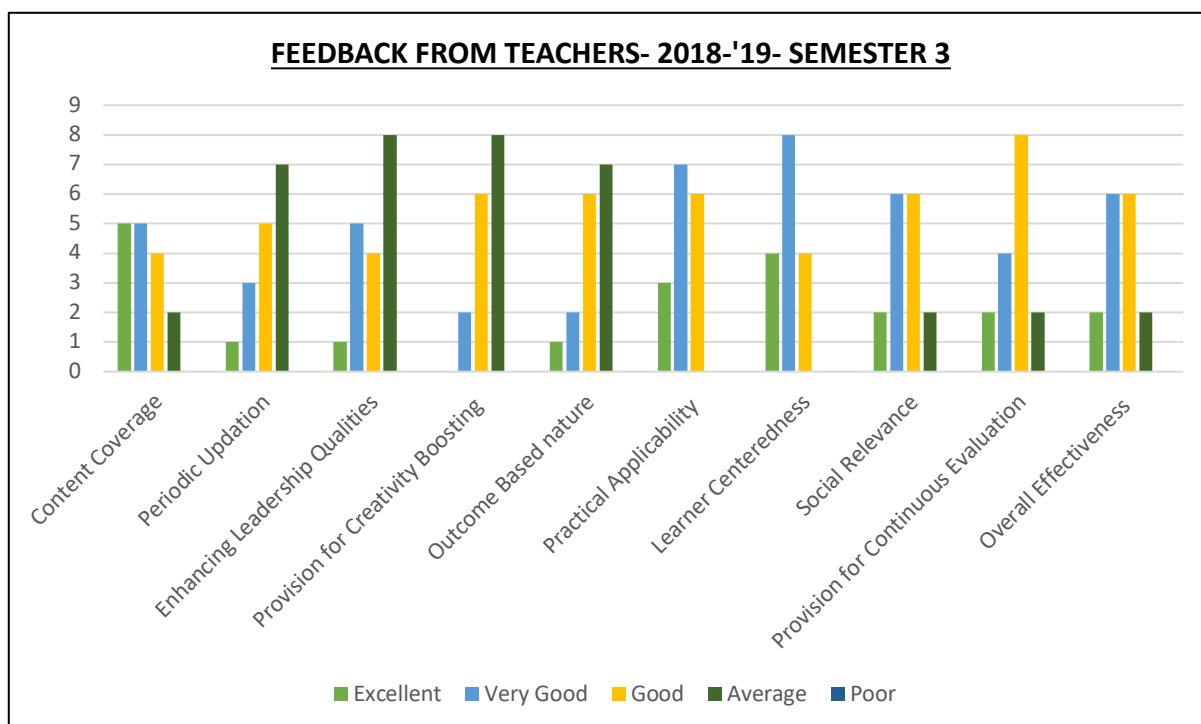
FEEDBACK FROM TEACHERS- 2018-'19- SEMESTER 1



FEEDBACK FROM TEACHERS- 2018-'19- SEMESTER 2




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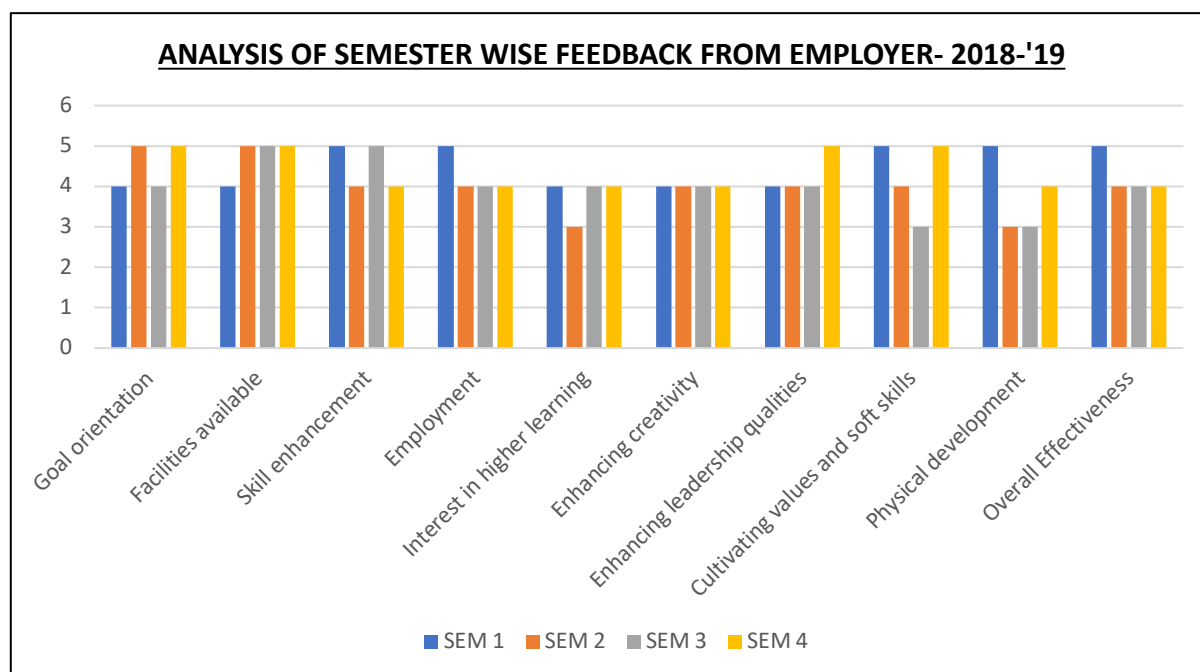
The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, very satisfied with the B.Ed. curriculum with respect to the relevance of the content covered, curriculum support to enhance leadership qualities, social relevance, practical applicability, learner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




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ANALYSIS OF FEEDBACK FROM EMPLOYER

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



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

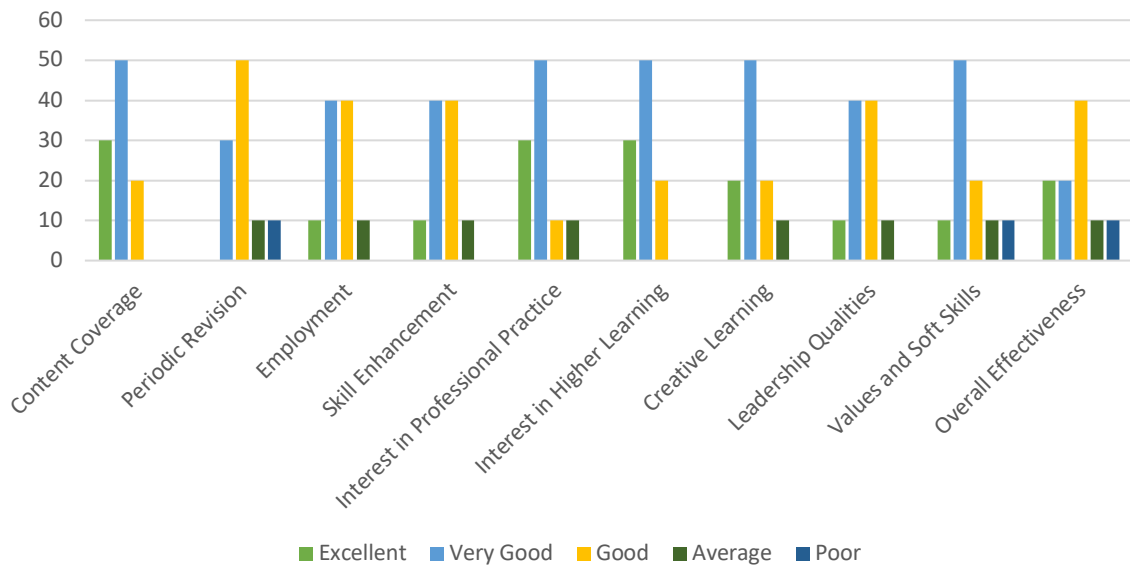
ANALYSIS OF FEEDBACK FROM ALUMNI

Semester wise Feedback was collected from the alumni members of the college on curriculum. The feedback form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

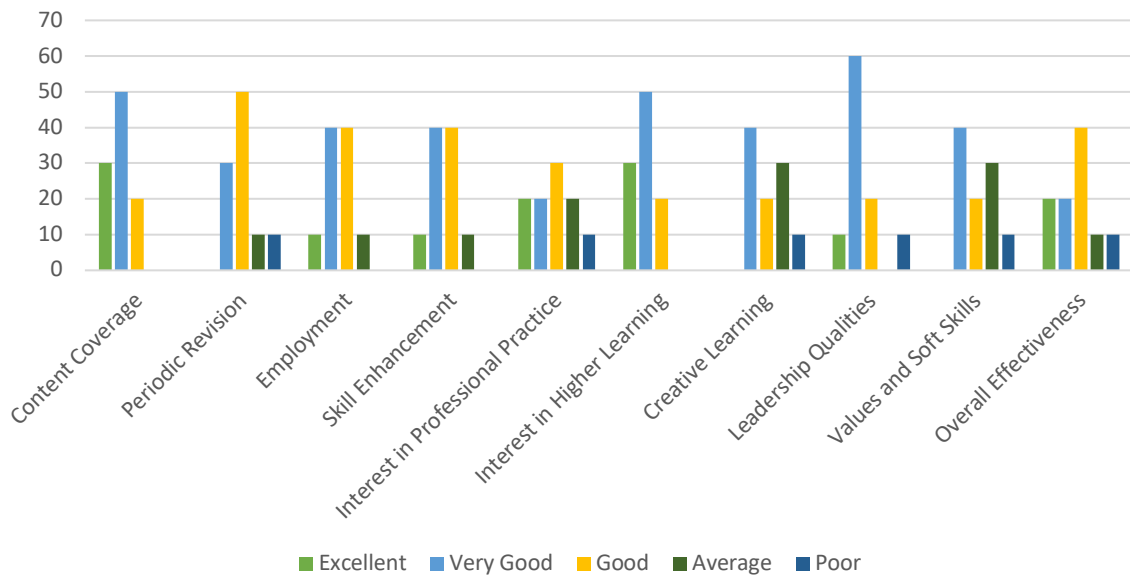



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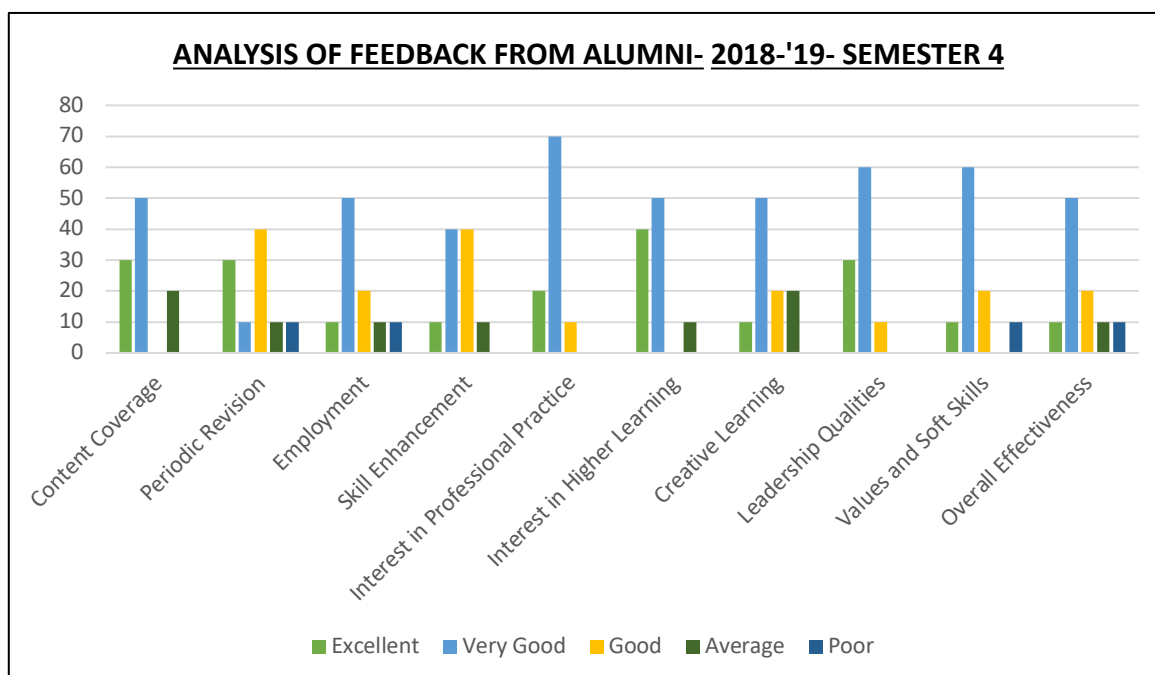
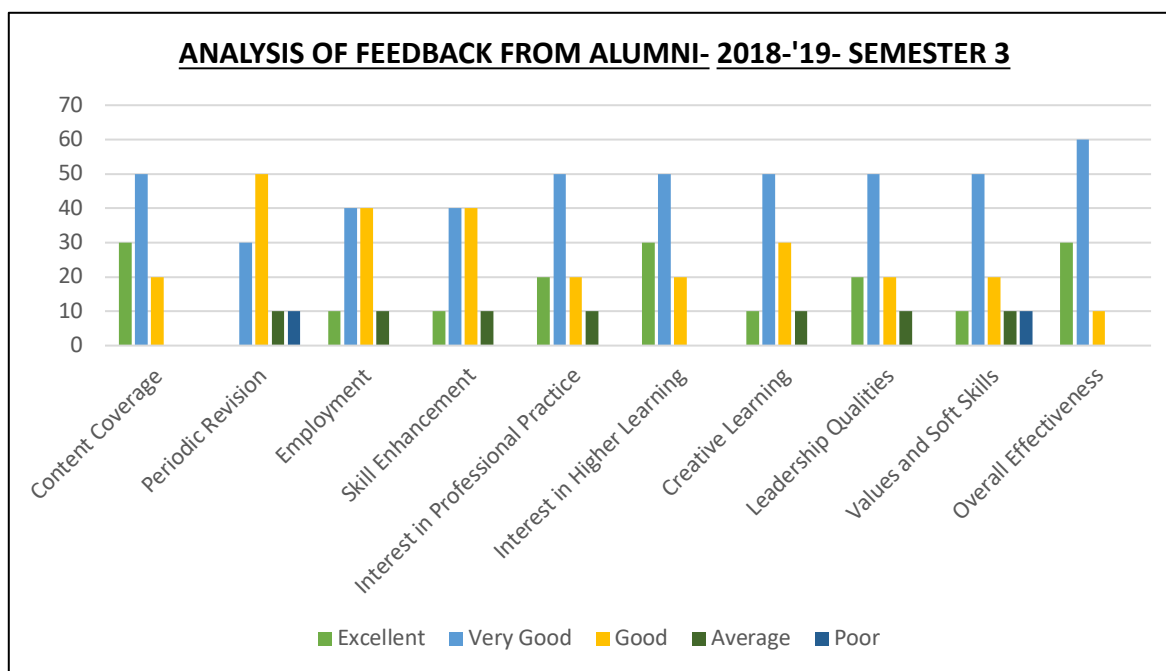
ANALYSIS OF FEEDBACK FROM ALUMNI- 2018-'19- SEMESTER 1



ANALYSIS OF FEEDBACK FROM ALUMNI- 2018-'19- SEMESTER 2




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

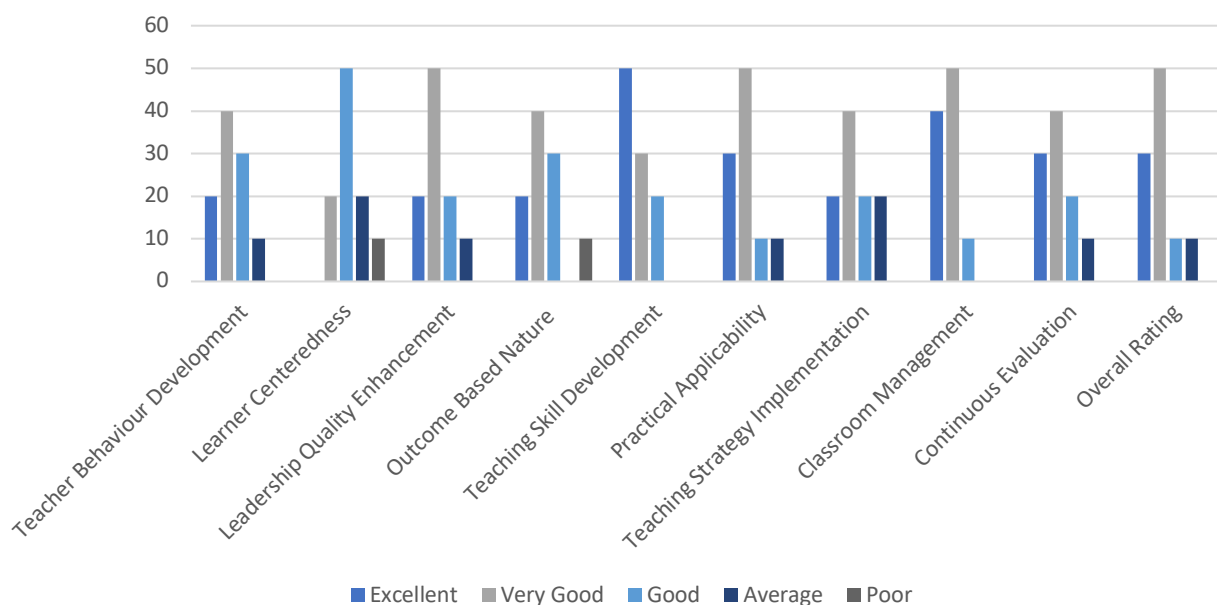



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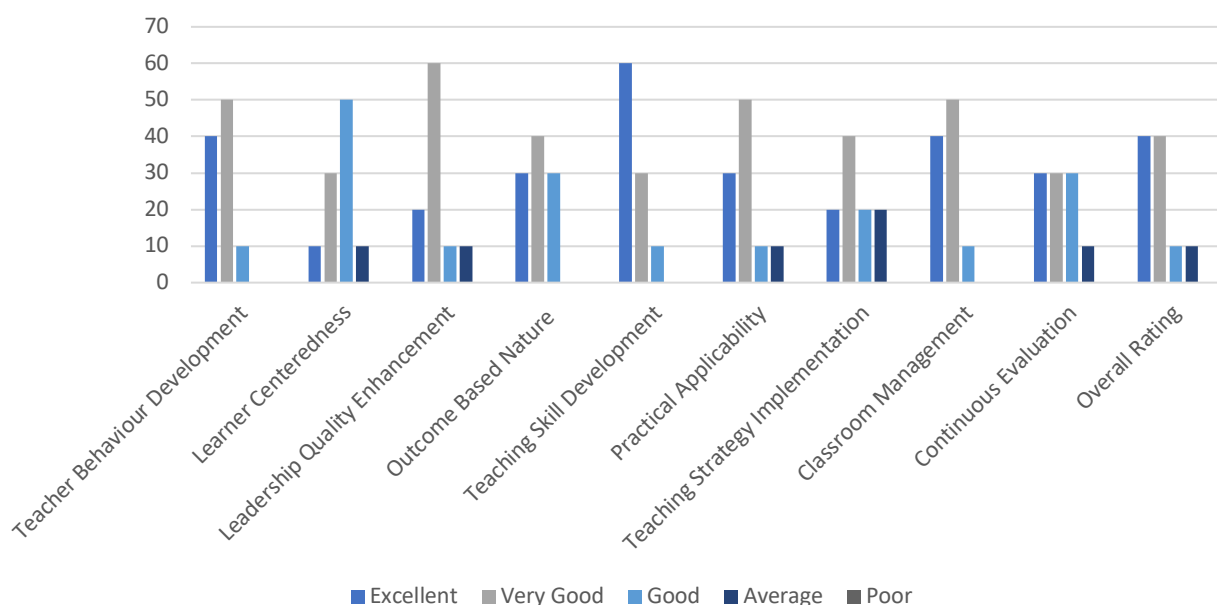
ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICE TEACHING SCHOOLS

Semester wise Feedback was collected from the headmaster/ headmistress of practice teaching schools on curriculum using a feedback form, which was handed over to them during practice teaching in Semester 3 (Phase 1) and Semester 4 (Phase 2). The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2018-'19- SEMESTER 3



ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2018-'19- SEMESTER 4




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



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**ANALYSIS OF FEEDBACK
COLLECTED FROM STAKEHOLDERS
2017-'18**



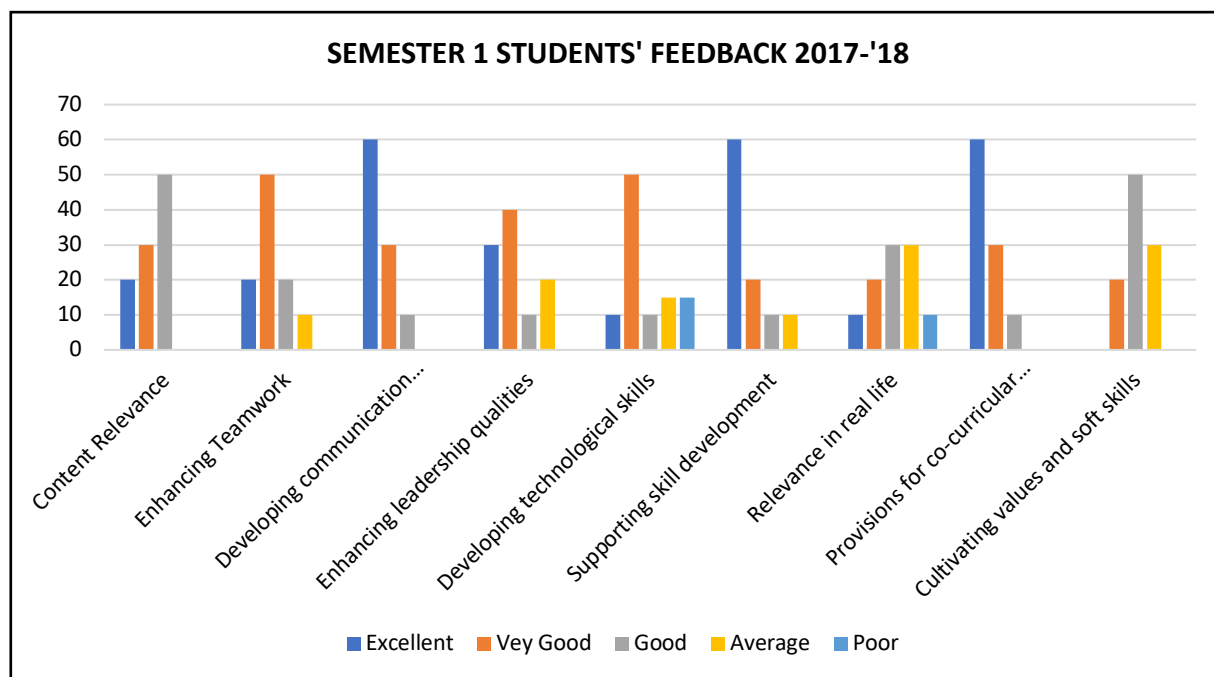

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ANALYSIS OF FEEDBACK FROM STUDENTS

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

ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 1)

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

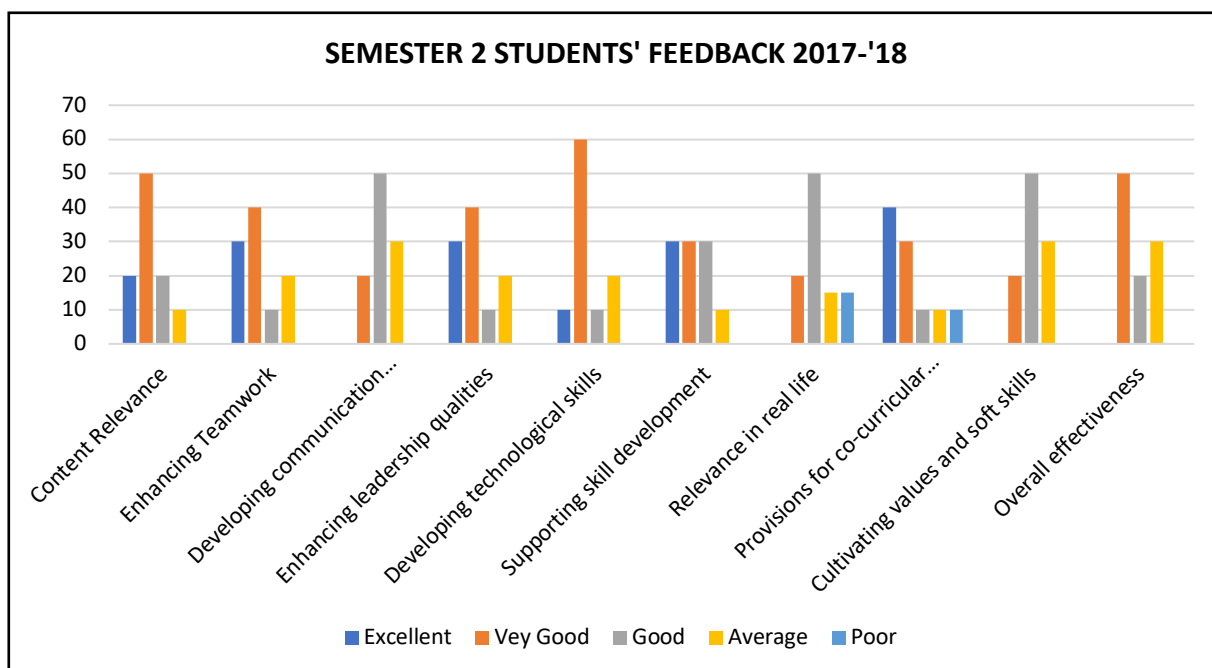


ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 2)

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

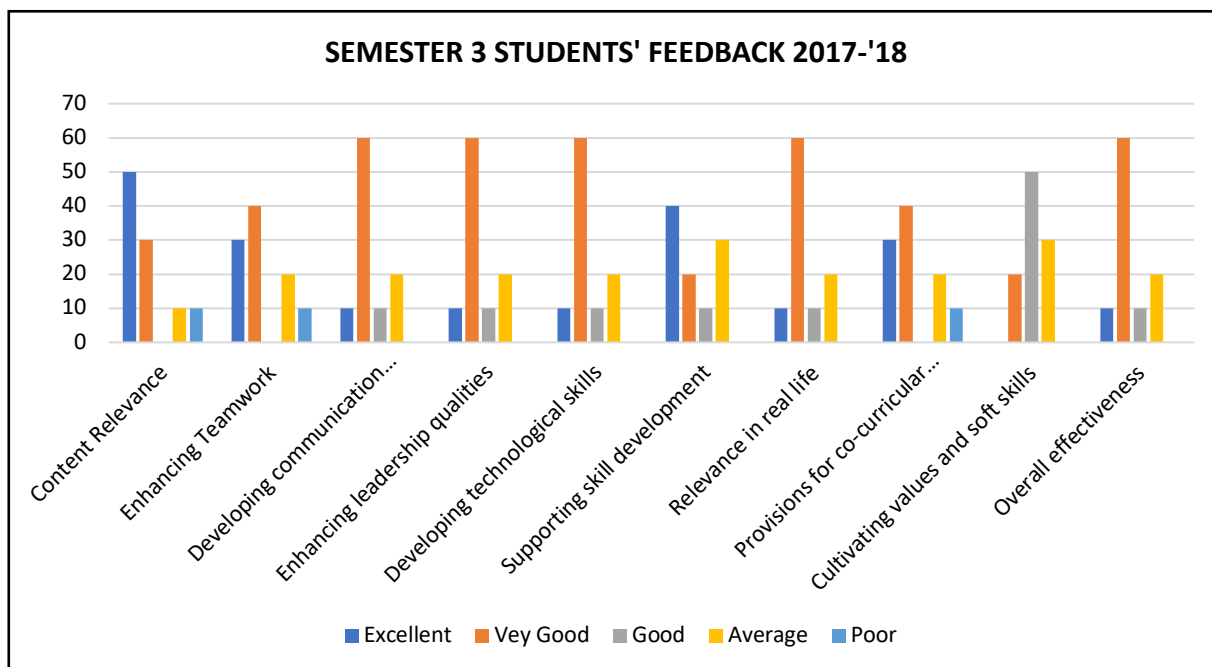



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ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 3)

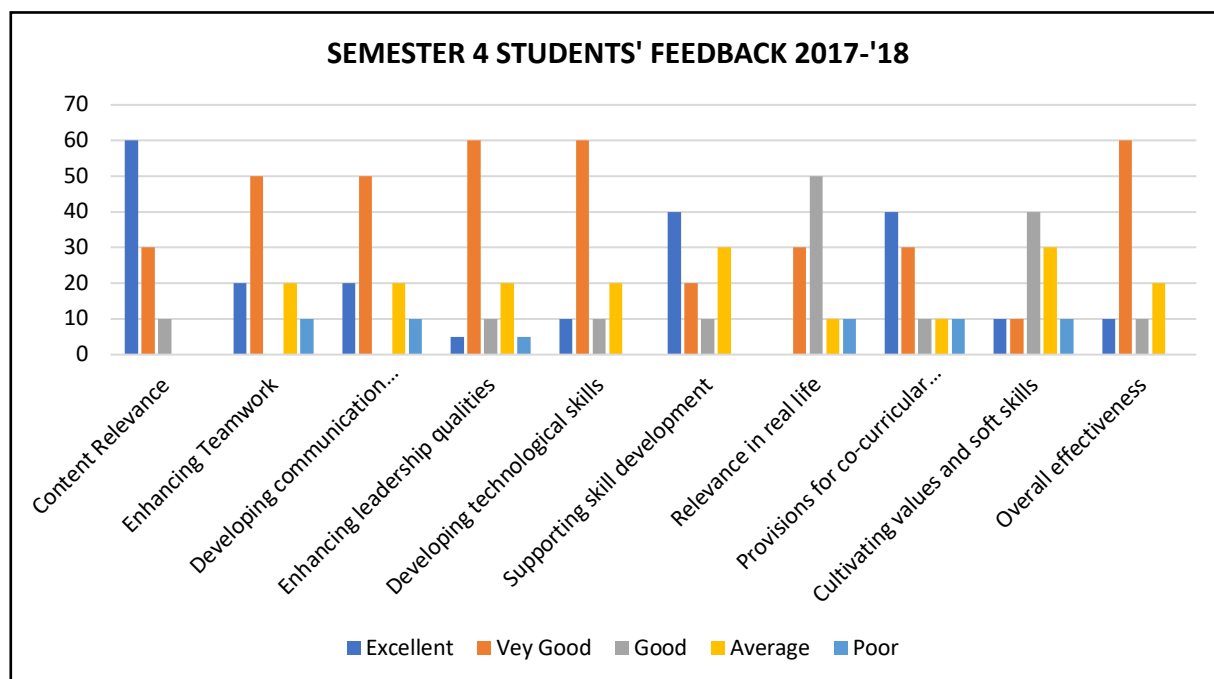
Feedback was collected from students of Semester 3 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of Semester 3, for which students needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis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



ANALYSIS OF FEEDBACK FROM STUDENTS (SEMESTER 4)

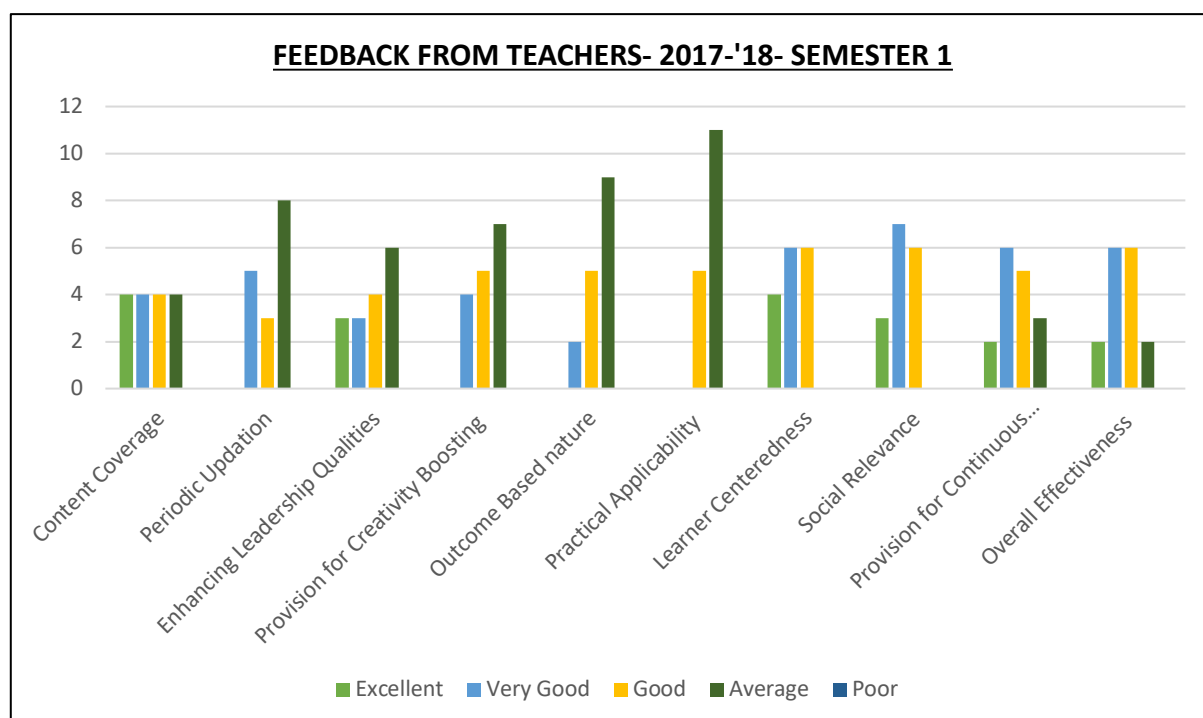
Feedback was collected from students of Semester 4 on curriculum using a Feedback Form to collect the responses. The form consisted of 10 items related to the curriculum of

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

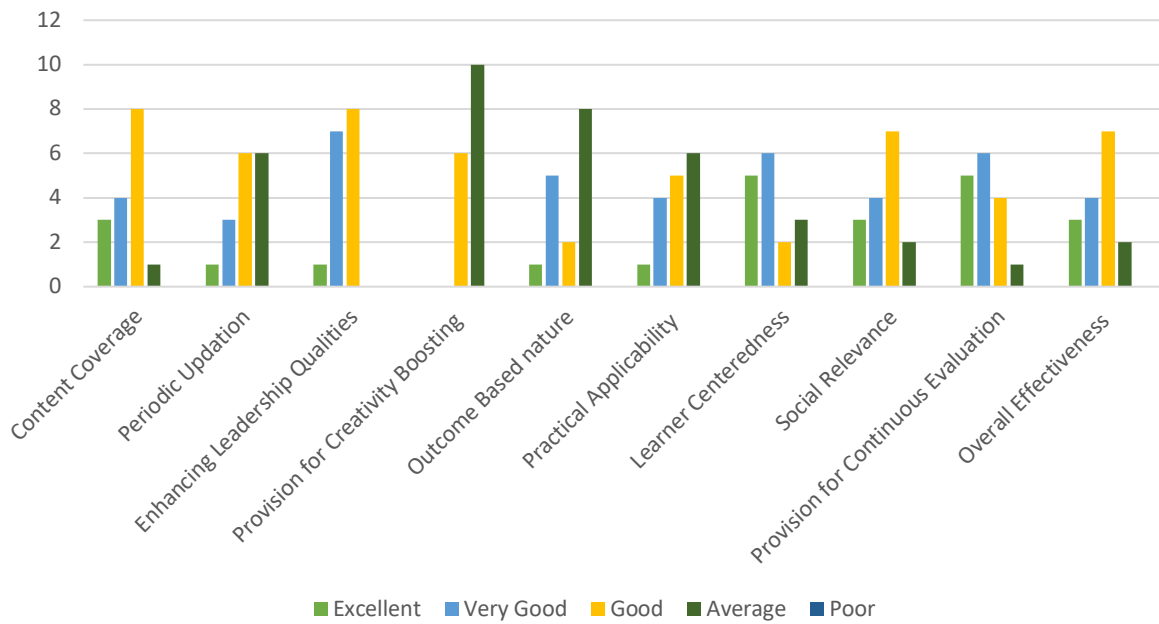


ANALYSIS OF FEEDBACK FROM TEACHERS

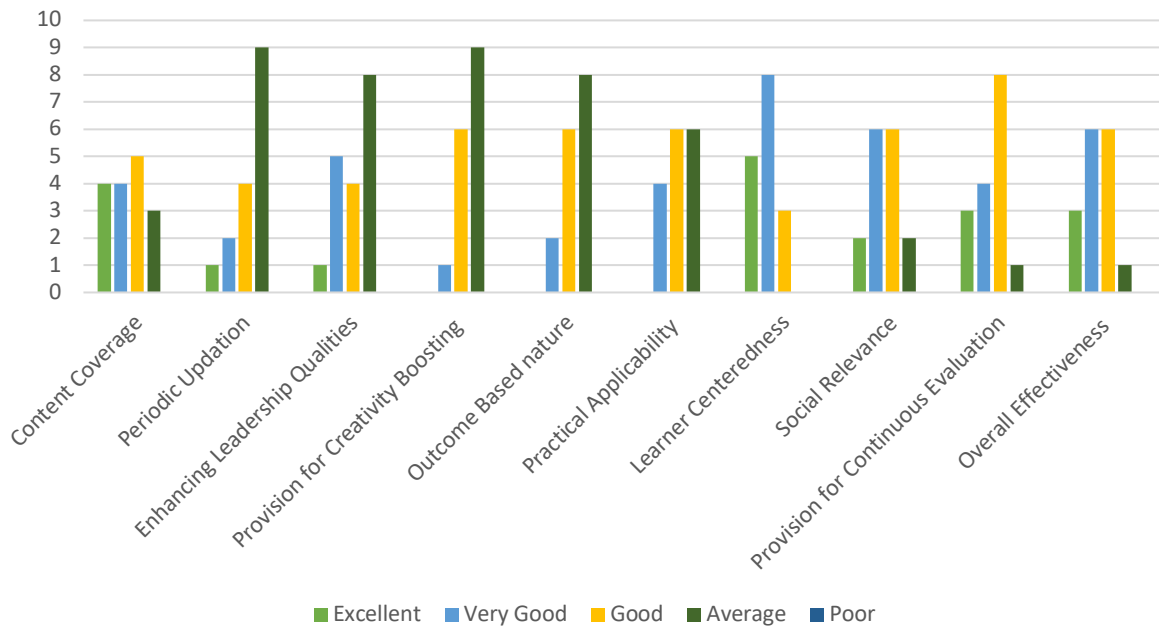
Semester wise Feedback on curriculum was collected from teachers using a feedback form, which was circulated among teachers. The form consisted of 10 items related to the curriculum, for which the teachers needed to respond to each item as excellent, very good, good, average or poor. The consolidated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



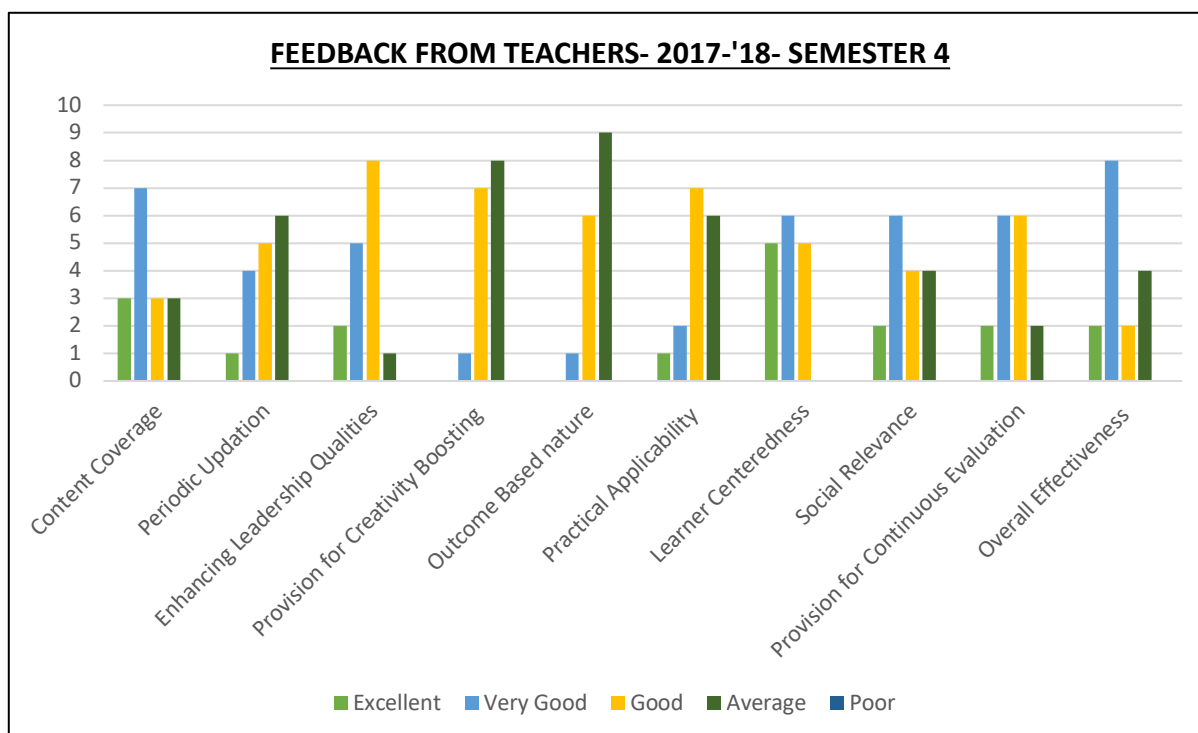
FEEDBACK FROM TEACHERS- 2017-'18- SEMESTER 2



FEEDBACK FROM TEACHERS- 2017-'18- SEMESTER 3




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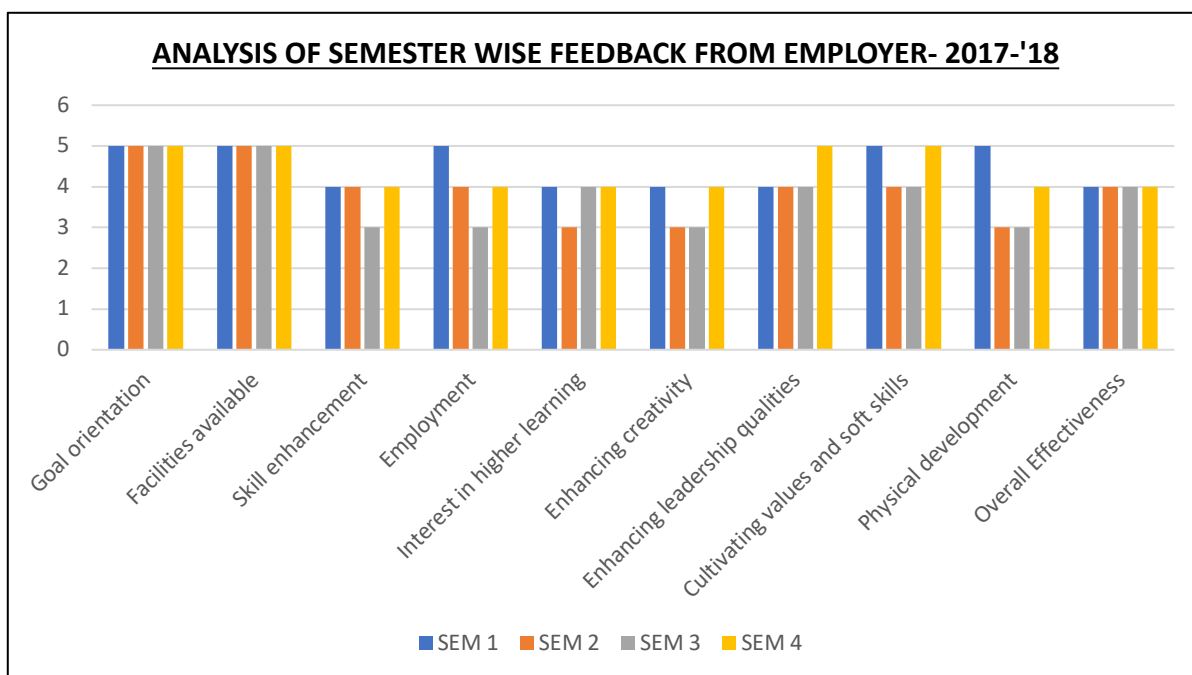
The analysis of the collected teachers' feedback on curriculum revealed that the teachers are, in general, very satisfied with the B.Ed. curriculum with respect to the curriculum support to enhance leadership qualities, learner centeredness, provision for continuous evaluation and assessment, relevance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

ANALYSIS OF FEEDBACK FROM EMPLOYER

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




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

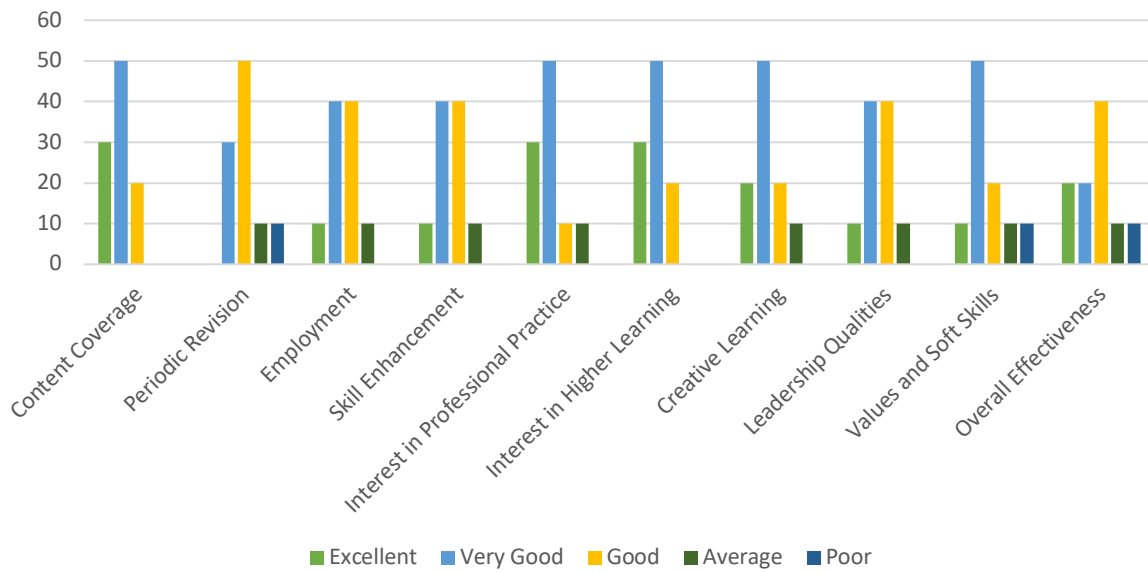
ANALYSIS OF FEEDBACK FROM ALUMNI

Semester wise Feedback was collected from the alumni members of the college on curriculum. The feedback form consisted of 10 items related to the curriculum, for which the alumni members needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

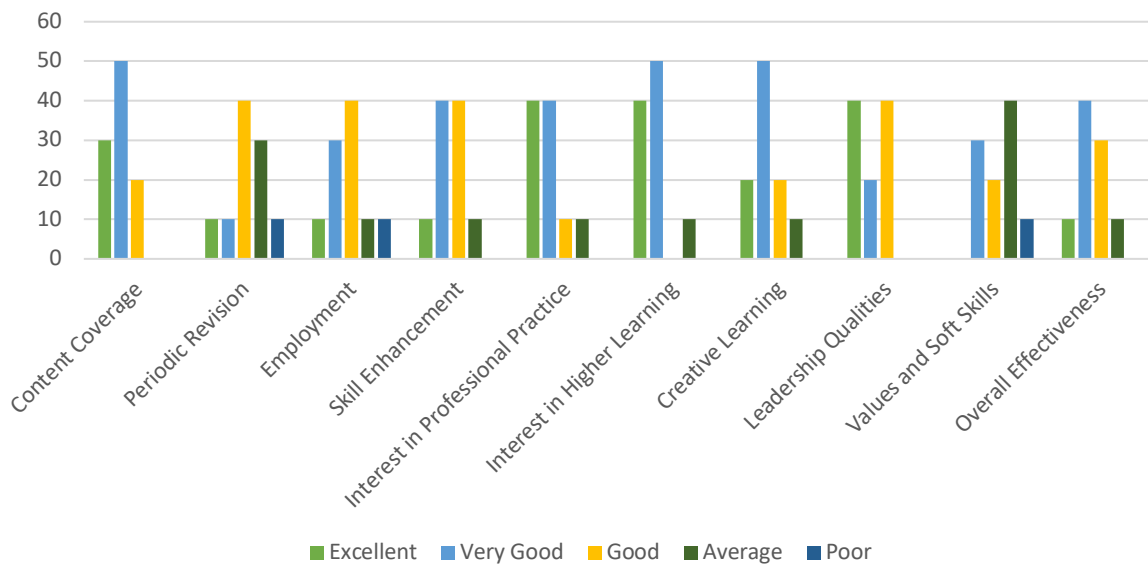



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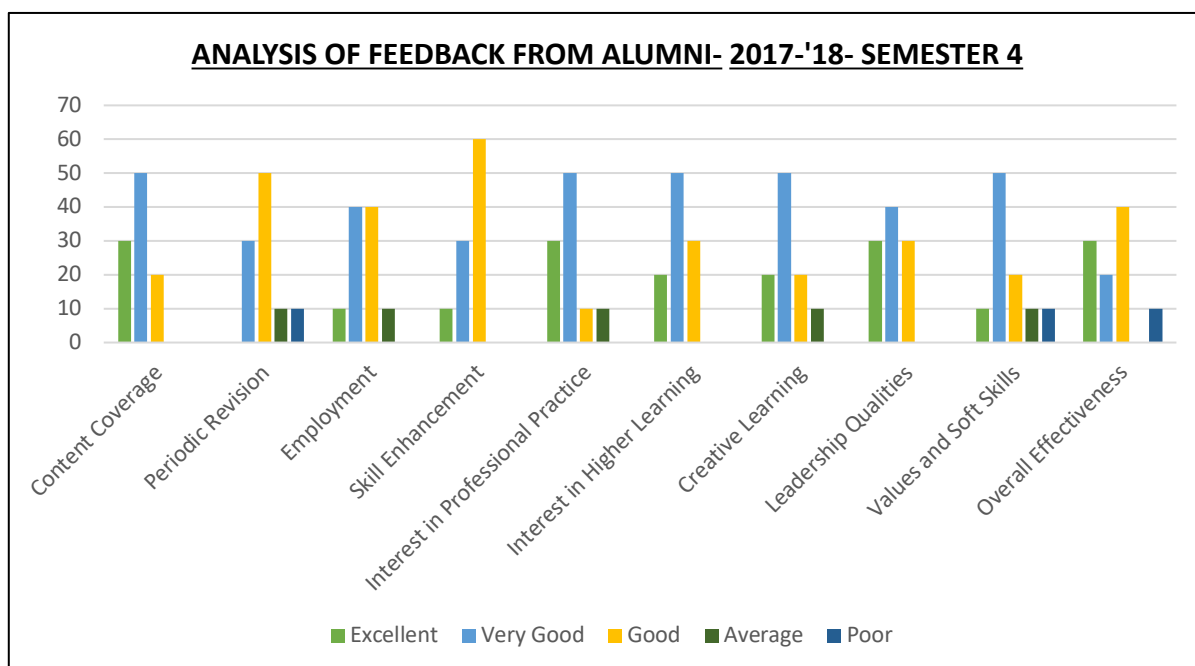
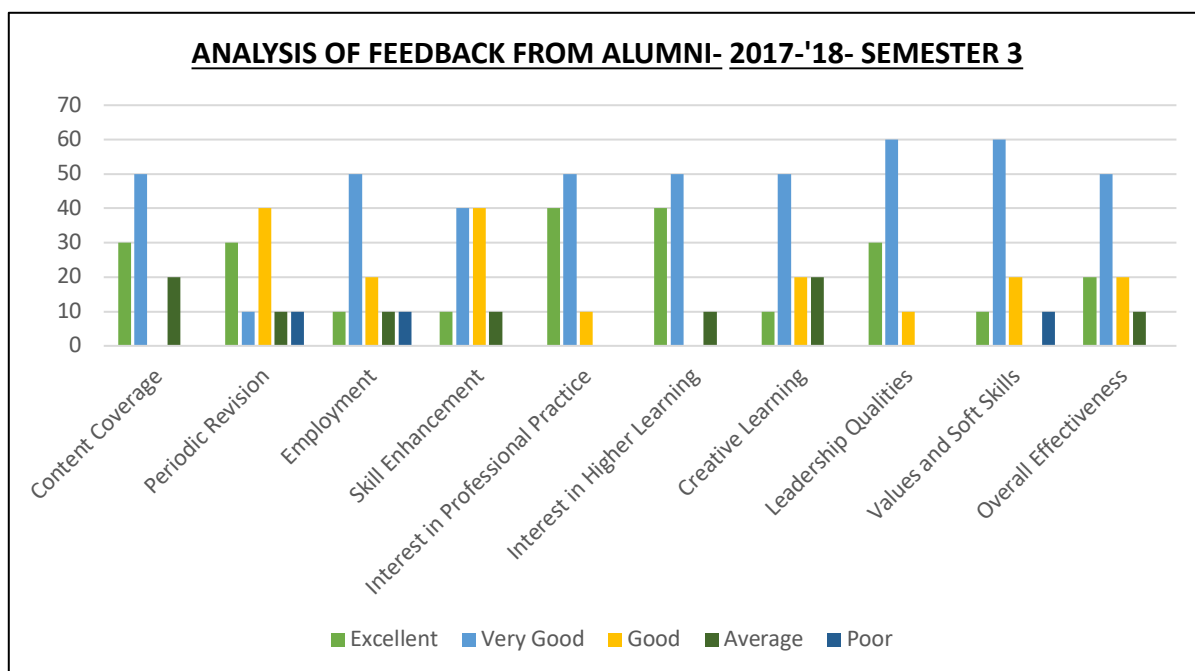
ANALYSIS OF FEEDBACK FROM ALUMNI- 2017-'18- SEMESTER 1



ANALYSIS OF FEEDBACK FROM ALUMNI- 2017-'18- SEMESTER 2




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

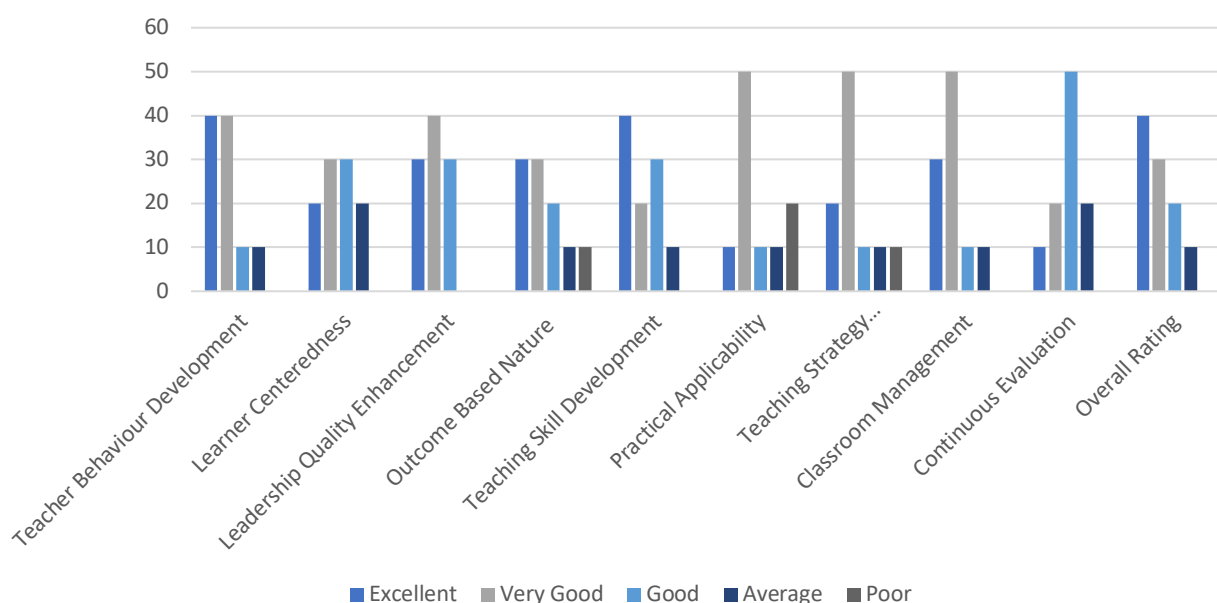



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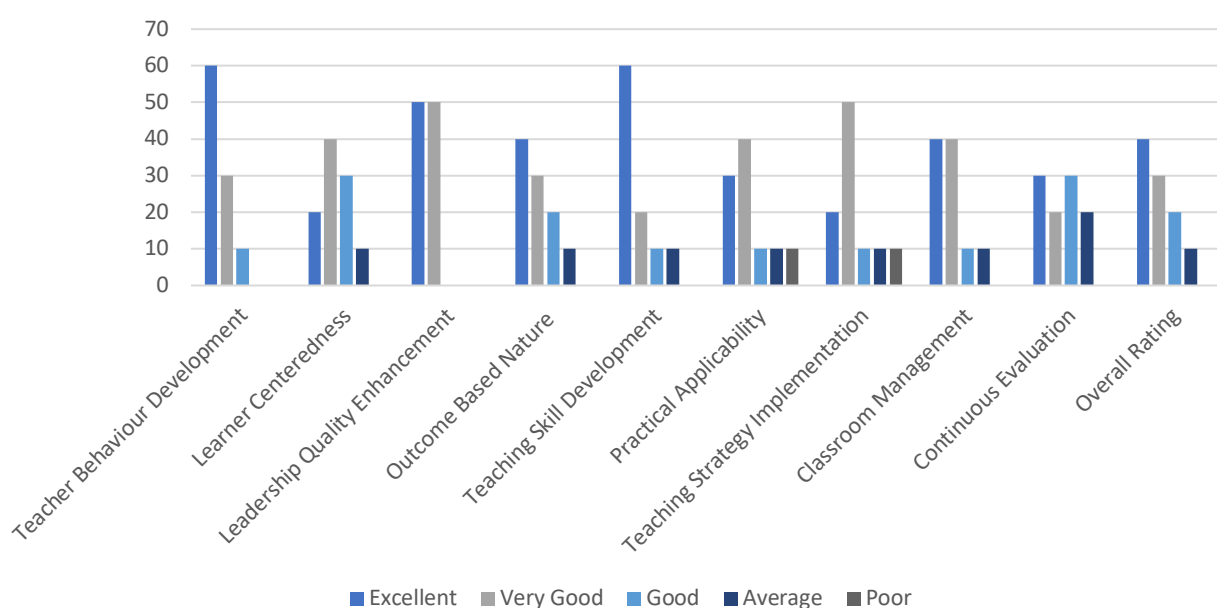
ANALYSIS OF FEEDBACK FROM THE HEADMASTER/ HEADMISTRESS OF PRACTICE TEACHING SCHOOLS

Semester wise Feedback was collected from the headmaster/ headmistress of practice teaching schools on curriculum using a feedback form, which was handed over to them during practice teaching in Semester 3 (Phase 1) and Semester 4 (Phase 2). The form consisted of 10 items related to the curriculum, for which the headmaster/ headmistress needed to respond to each item as excellent, very good, good, average or poor. The consolidated analysis of the collected feedback for each semester is attached.

ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2017-'18- SEMESTER 3



ANALYSIS OF FEEDBACK FROM PRACTICE TEACHING SCHOOLS- 2017-'18- SEMESTER 4



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



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