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MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN

Muttambalam P.O., Kanjikuzhy, Kottayam- 686004

(Recognised by NCTE, Affiliated to Mahatma Gandhi University)

CRITERION I CURRIULAR ASPECTS

1.4 Feedback System

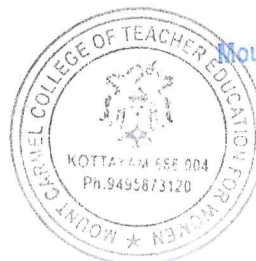
METRIC: 1.4.2

- 1.4.2 Feedback collected from stakeholders is processed and action is taken;
feedback process adopted by the institution comprises the following

FEEDBACK ANALYSIS REPORT

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FEEDBACK ANALYSIS REPORT ON CURRICULUM 2022-2023

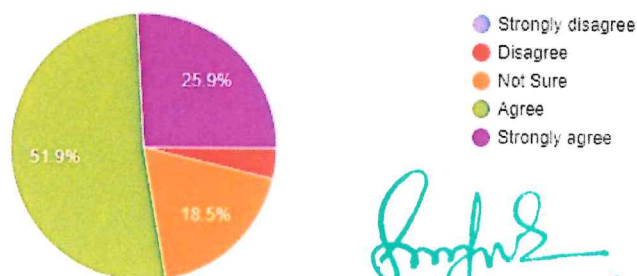
The IQAC has evolved a formal mechanism to collect Structured Feedback on Curriculum from all stakeholders. The feedback was collected from students, teachers, alumni, parents and employers on curricular aspects of B. Ed and M. Ed Programmes. The college takes feedback regularly for improving the academic standard of our students. The feedback obtained was thoroughly analysed. Based on the feedback action taken report is prepared. The feedback analysis report on curriculum is given below.

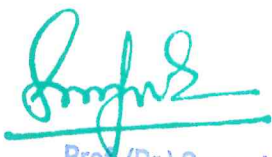
STUDENT FEEDBACK

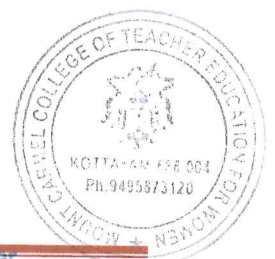
The student feedback was initiated by IQAC to scrutinise the overall efficiency and effectiveness of the Curriculum. The data was collected from the students using a rating scale prepared by the IQAC. The rating scale consisted of 11 items on curricular aspects. The five point rating scale evaluated whether the learning outcomes were well defined and aligned with the vision and mission of the Institution.

The efficiency of the curriculum in enhancing teaching competencies, life skills, social commitment and values were also evaluated. Opportunities to integrate technology, to participate in co-curricular activities, availability of adequate infrastructural facilities and learning resources, employability offered by the curriculum etc. were also assessed. The data was collected from students belonging to both B.Ed and M. Ed Programme. The analysis of the feedback is given below.

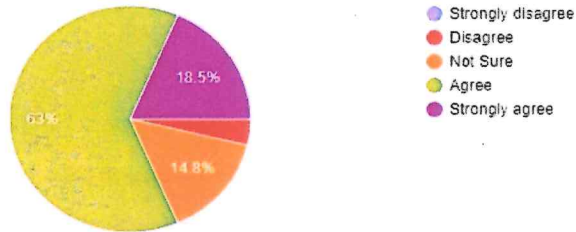
Majority of student teachers agreed that Programme outcomes and Course outcomes were clearly communicated and well defined at the beginning of the Programme. Almost 82% of student teachers agreed that the curriculum is aligned with the Vision and Mission of the Institution.



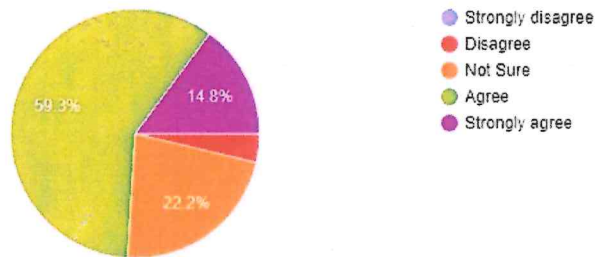

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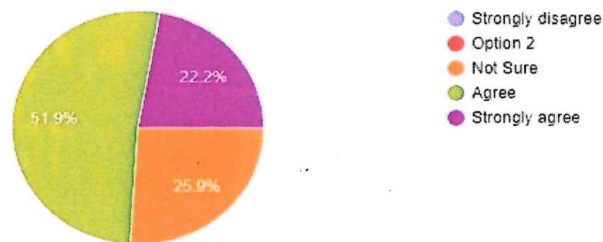
A significant majority, 81% of student teachers, believe that the existing curriculum effectively enhances their teaching skills and competencies. This suggests that the curriculum is well-aligned with the practical needs of future educators.



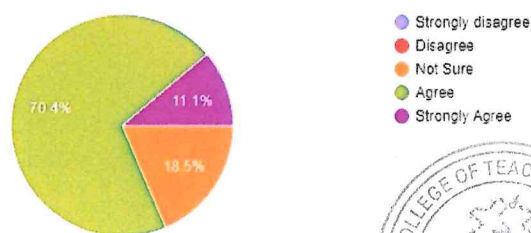
74% of student teachers agree that the curriculum enriches their life skills, social commitment, and values. This reflects the curriculum's broader impact on personal and social development, going beyond academic knowledge.

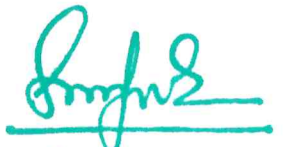



76% student teachers agree that practical course focus on preparing them as professionals



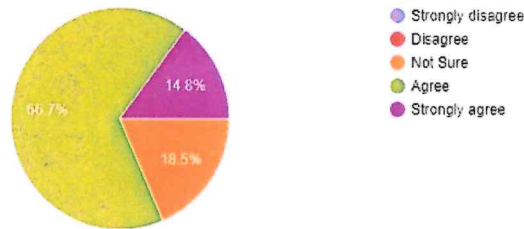
82% student teachers agree that the curriculum provides opportunities to integrate technology effectively into teaching- learning process



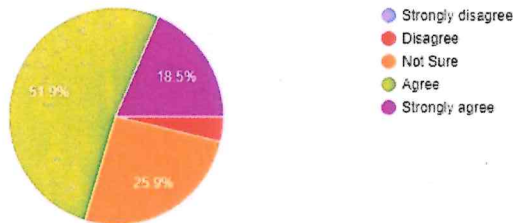

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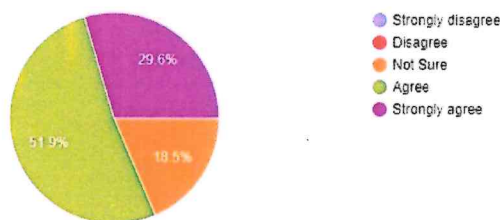
85% of student teachers agree that the curriculum sensitized them towards gender issues, social issues and environmental sustainability



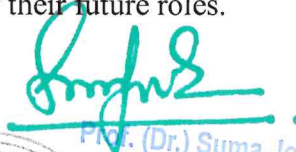
79% of student teachers feel that the institution provides adequate infrastructural facilities and learning resources, which are crucial for the successful completion of their program. This suggests that the institution is well-equipped to support student learning.



Almost 90% of students agreed that the Institution provide adequate opportunities for the student teachers to participate in co-curricular and extension activities.



Student Teachers suggested that the curriculum should include more activities and programmes that prepared them for employability skills to face the global scenario. Overall, the findings suggest that the curriculum and institutional resources are effectively contributing to the professional and personal development of student teachers, equipping them with the skills and awareness necessary for their future roles.



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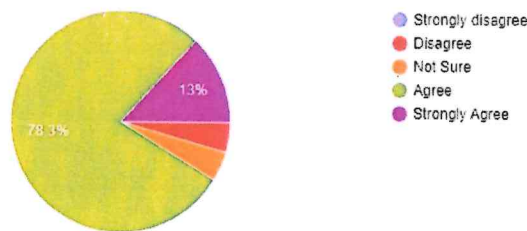
ALUMNI FEEDBACK

The Alumni Feedback on curriculum was collected based on a 5 point rating scale prepared by the IQAC. It covered various aspects of the curriculum namely the role of curriculum in enhancing teaching skills, life skills, social commitment and values, in developing leadership qualities, in dealing with challenges in teaching profession and in developing practical solutions to overcome it.

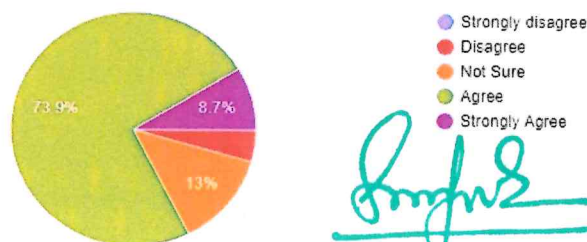
Employability offered by the curriculum, opportunities to integrate technology, opportunities for future professional development, higher studies and research, development of self confidence in qualifying teacher eligibility tests, campus placement opportunities etc were also evaluated. The analysis of the data is as follows.

The feedback from alumni offers valuable insights into the effectiveness of the curriculum and the overall educational experience. Alumni expressed their satisfaction with the curriculum, emphasising its positive impact on teaching skills, competencies, life skills, social commitments and values.

A majority, 92% of alumni, agree that the curriculum effectively enhances teaching skills and competencies, indicating that the curriculum is well-suited to preparing student teachers for their professional roles.



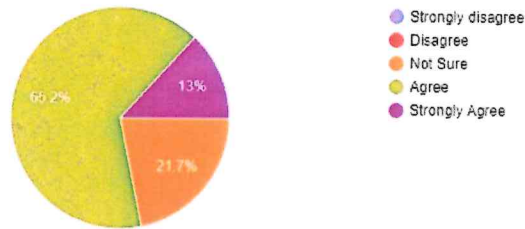
82% of alumni believe that the curriculum enriched their life skills, social commitment, and values, suggesting a broad impact of the curriculum beyond just academic or technical knowledge.



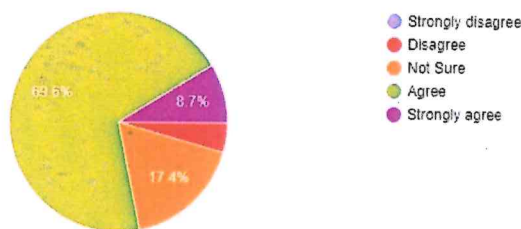
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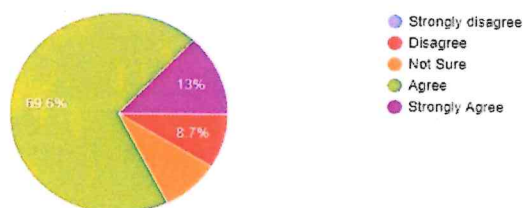
78% of alumni felt that that the curriculum provided opportunities to integrate technology effectively into the teaching-learning process.



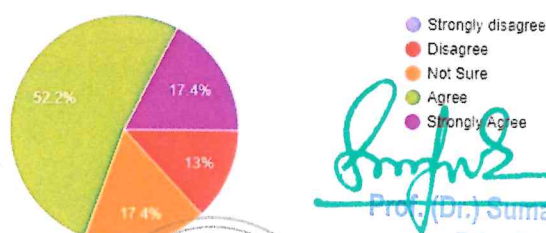
78 % of alumni agreed that the Curriculum sensitized them towards gender issues, social issues and environmental sustainability.

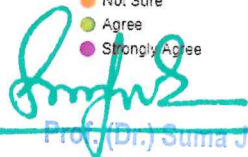


82% of alumni reported that the practical courses were effective in transforming them into professionals and in developing leadership skills. This demonstrates the practical impact of the curriculum in fostering essential professional qualities.



70% 0% of alumni agreed that the institution provides both on-campus and off-campus placement opportunities and adequately prepares them to face challenges in the teaching profession. While positive, this suggests the need for improvement in placement support.




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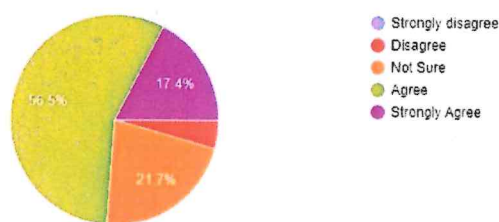
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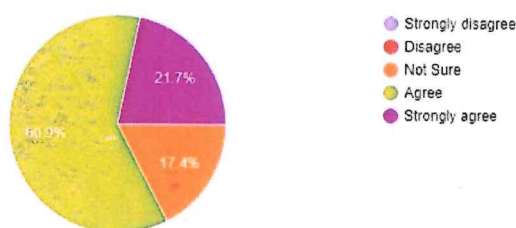
Email ID: mountcarmeltrainingcollege@gmail.com



74 % of alumni agreed that curriculum provides opportunities for future professional development, higher studies and research



83% of alumni agreed that the curriculum instilled self-confidence in them for qualifying the teacher eligibility tests, highlighting the curriculum's effectiveness in preparing graduates for compulsory certification processes.



The feedback from alumni supports the view that the curriculum is effective in developing teaching skills, life skills, and professional competencies among student teachers. While the institution is commended for providing placement opportunities, there can be further advancement in this area.

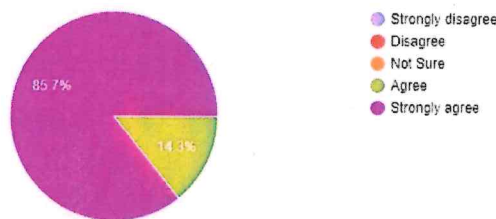
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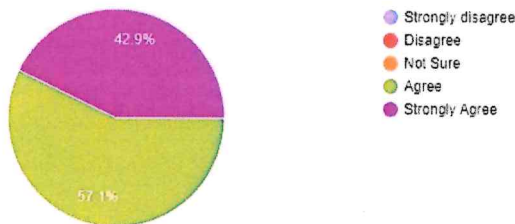
TEACHER FEEDBACK

The Teacher feedback on Curriculum is collected based on the rating scale prepared by the IQAC. The various curricular aspects evaluated include efficiency of the curriculum in enhancing teaching competencies, life skills, social commitment and values. Whether the programme and course outcomes are well-defined, proper balance between theory and practice, opportunities to integrate technology, adequacy of the practical courses, opportunities for professional development, higher studies and research, availability of infrastructural facilities and learning resources for the conduct of the programme etc. were also assessed. Analysis of the data is given below.

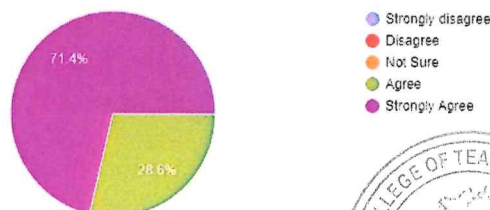
85.7% of the teachers strongly agreed and 14.3% of teachers agreed that the programme and course outcomes are well-defined and clearly stated and they are communicated to the students.



All the teachers agreed that the curriculum has a proper balance between theory and practice



71.4 % of the teachers strongly agreed and 28.6 % of teachers agreed that Curriculum enhances teaching skills and competencies

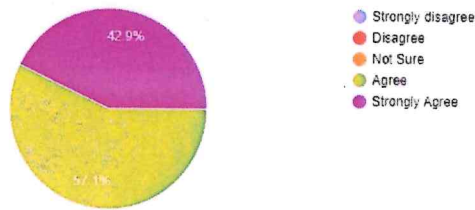


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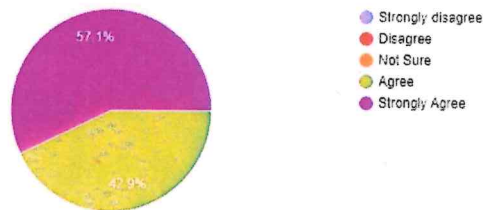
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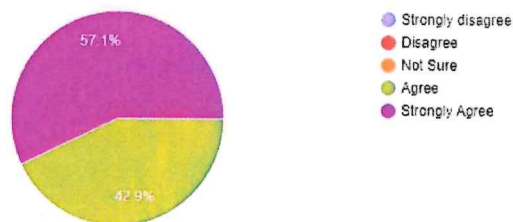
42.9 % of the teachers strongly agreed and 57.1 % of teachers agreed that Curriculum enrich life skills, social commitment and values



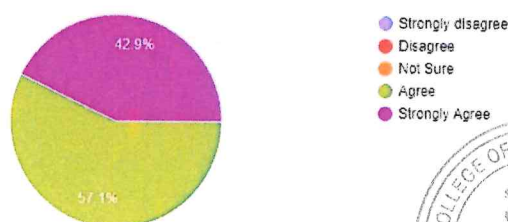
57.1 % of the teachers strongly agreed and 42.9 % of teachers agreed that Curriculum provides opportunities to integrate technology effectively into teaching- learning process



57.1 % of the teachers strongly agreed and 42.9 % of teachers agreed that Practical courses focus on transforming prospective teachers to professionals



42.9 % of the teachers strongly agreed and 57.1 % of teachers agreed Curriculum provides opportunities for professional development, higher studies and research



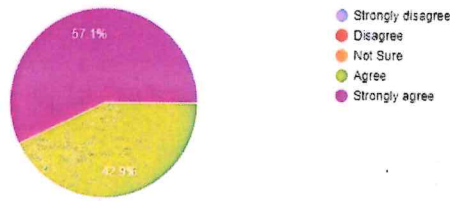
- Strongly disagree
- Disagree
- Not Sure
- Agree
- Strongly Agree

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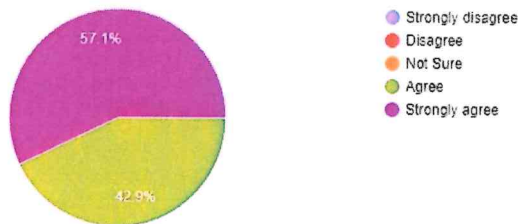
57.1 % of the teachers strongly agreed and 42.9 % of teachers agreed Curriculum is in line with employability/ global demands



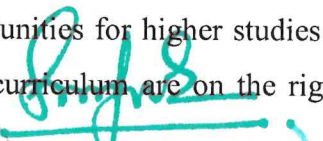
71.4 % of the teachers strongly agreed and 28.6 % of teachers agreed that the Institution provides adequate support for the continuous professional development of the staff



57.1 % of the teachers strongly agreed and 42.9 % of teachers agreed that transparency is ensured in the assessment/ evaluation techniques adopted



The data indicates a high level of satisfaction among teachers regarding the programme and curriculum. The majority of teachers agree that the curriculum is well-defined, balanced, and effective in enhancing teaching skills and competencies. They also appreciate the opportunities provided for technology integration, professional development, and alignment with employability and global demands. The institution's support for continuous professional development and transparency in assessment techniques is also appreciated. However, there is scope for improvement in areas such as life skills, social commitment, and values, as well as providing opportunities for higher studies and research. Overall, the data suggests that the programme and curriculum are on the right track, with some areas for further development.

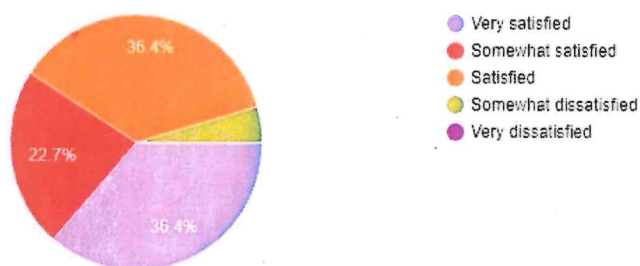

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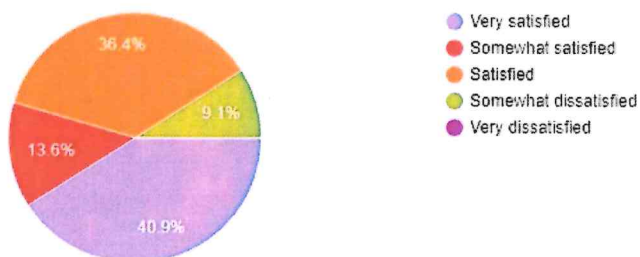
PARENT FEEDBACK

The parent feedback on Curriculum focused on quality and relevance of the Programme, role of curriculum in enhancing teaching competencies, cultivating social responsibility, eco-consciousness and moral values. Academic discipline observed by the institution, timely conduct of practical works, completion of syllabus and related activities, academic quality and efficiency of the faculty, use of ICT, Infrastructural facilities and learning resources of the institution, teacher- student relationship, employability offered by the curriculum etc. were also evaluated. A five point rating scale was prepared consisting of 10 items. Analysis of the data is given below.

Feedback analysis reveals that 36.4 % of parents are very satisfied, 36.4 % are satisfied 22.7 % somewhat satisfied about quality and relevance of the Programme




About 90% of Parents are satisfied with the curriculum in enhancing competencies and skills required for the teaching profession



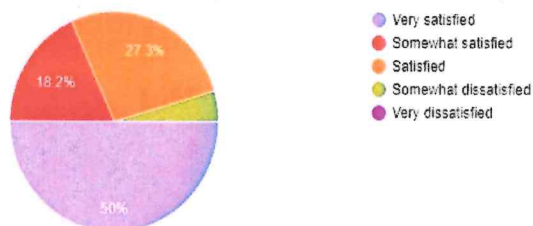
90% of parents are satisfied with the Curriculum in cultivating social responsibility, eco-consciousness and moral values in their wards.



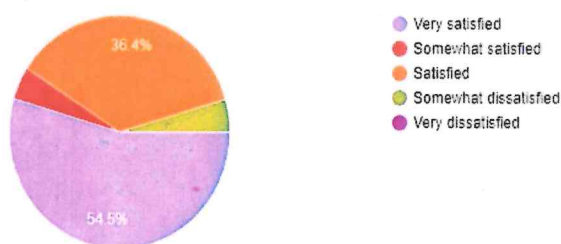

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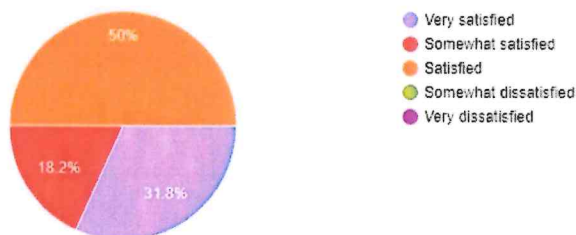
95 % of parents are satisfied with the academic discipline observed by the institution (timely conduct of practical works, completion of syllabus and related activities)



91% of Parents expressed their satisfaction in Academic Quality and Efficiency of the Faculty of the institution.




Almost all parents are satisfied with the use of ICT in the implementation of curriculum

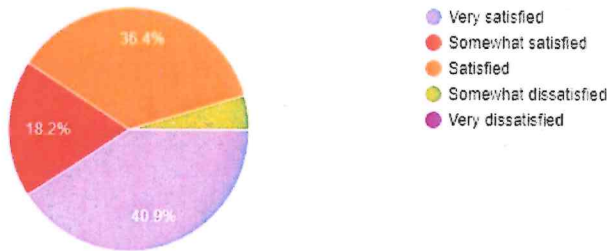


36.4 % of parents are very satisfied, 36.4 % are satisfied 18.2 % somewhat satisfied Infrastructural facilities and learning resources of the institution

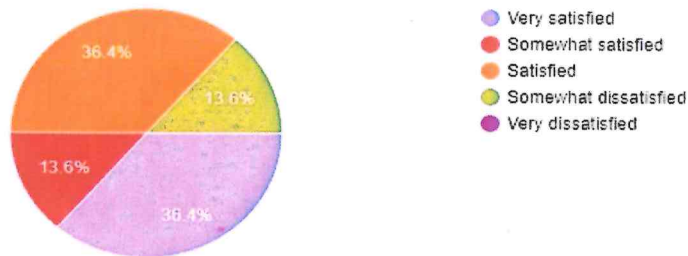


40.9 % of parents are very satisfied, 36.4 % are satisfied 18.2 % are somewhat satisfied in the Teacher- student relationship in the institution.


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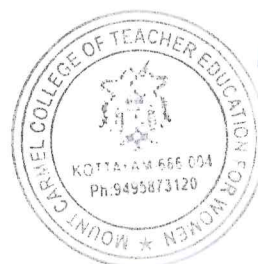
36.4 % of parents are very satisfied, 36.4 % are satisfied, 13.6 % are somewhat satisfied and 13.6 % are somewhat satisfied on the employability opportunity offered by the curriculum



The feedback analysis indicates a high level of satisfaction among parents with the programme's quality, curriculum, academic discipline, faculty, and use of ICT. However, there is scope for improvement in infrastructural facilities, teacher-student relationships, and employability opportunities. Parents suggest offering more placement services and distributing practical work submission over regular intervals to reduce student stress. Overall, the programme is well-received by parents, and with some improvements, it can better meet their expectations.

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EMPLOYERS / PRACTICE TEACHING SCHOOLS FEEDBACK

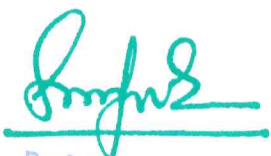
The employer's/ Practice Teaching Schools feedback was collected using a five point rating scale. The rating scale consisted of 12 items and it evaluated the satisfaction of the employers with respect to the following aspects. Quality and relevance of the curriculum in enhancing competencies required for the teaching profession, role of curriculum in developing innovative thinking, organizational skills, communication skills and soft skills, efficiency of the curriculum to deal with challenges in teaching profession, resourcefulness in integrating technology effectively into teaching- learning process, efforts in keeping in touch with the latest developments, upholding the dignity of teaching profession etc.

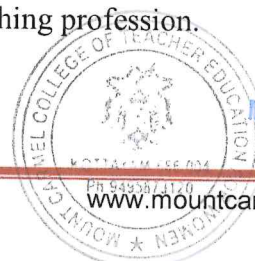
Employers/ heads of the Practice teaching schools were happy to give their feedback and majority of them were extremely satisfied with the performance of our students and the efficiency of the curriculum that moulded them as efficient teachers. The data collected was been analysed and the results are as given below.

The feedback collected from employers and heads of Practice Teaching Schools indicates a high level of satisfaction with the performance of student teachers and the efficiency of the curriculum. The majority of employers are extremely satisfied with the current curriculum, which they believe provides ample scope for enhancing teaching competencies of B.Ed. and M.Ed. students.

The student teachers/ teachers make use of instructional resources to the maximum. Based on the needs of the local and global society, the pedagogical skills and demands are met based on the current B.Ed. and M.Ed. curricula. Feedback analyzed from various strata reveals that our institution plays a vital role in the field of education. The analysis reveals that:

- ✓ The curriculum is effective in developing innovative thinking, organizational skills, communication skills, and soft skills in student teachers.
- ✓ The curriculum is efficient in dealing with challenges in the teaching profession.
- ✓ Student teachers are resourceful in integrating technology effectively into the teaching-learning process.
- ✓ The curriculum keeps pace with the latest developments in education.
- ✓ The student teachers uphold the dignity of the teaching profession.


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Based on the analysis, it can be concluded that the current curriculum is effective in preparing student teachers to meet the demands of the teaching profession. The employers and heads of Practice Teaching Schools are satisfied with the performance of student teachers and the curriculum's ability to enhance teaching competencies. The institution plays a vital role in the field of education, and the curriculum is aligned with the needs of the local and global society. Overall, the feedback suggests that the institution is preparing efficient teachers who are equipped to meet the challenges of the teaching profession.



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