



VIJAVA TEACHERS COLLEGE

COLLEGE OF TEACHER EDUCATION

STAKEHOLDERS FEEDBACK ANALYSIS REPORT-2020-21

THE FEEDBACK MECHANISM

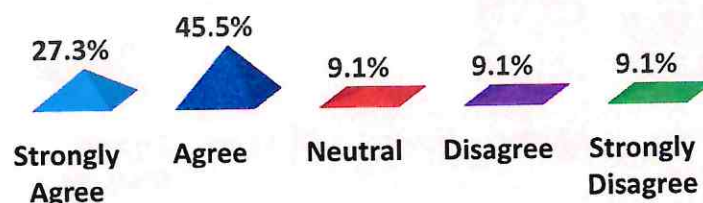
The Institution collects structured feedback from all the stakeholders involved in the learning process, viz, Faculties, Students, Alumni, Employers and Practice teaching schools. Stakeholders valuable feedback and inputs contribute significantly to enhance the learning process, particularly teaching learning process, Curriculum Development, Pedagogy, Evaluation, Enhancing continuous improvement and enrichment.

The Internal Quality Assessment Cell is committed to improve academic quality and offers directions for efforts and measures in the direction of academic perfection. The input in terms feedback has been collected from various stakeholders. The feedback process consists of collection of data, statistical analysis and action taken on feedback.

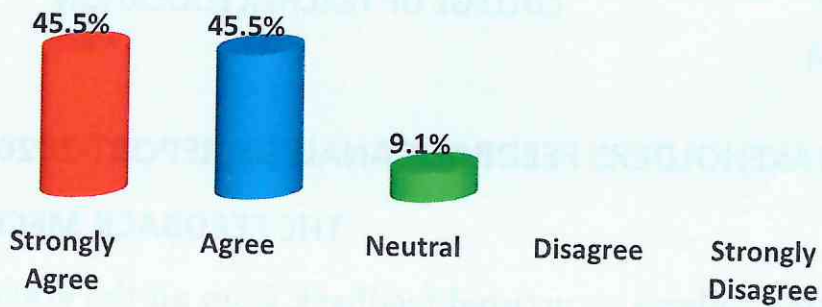
A feedback proforma of Rating scale for different stakeholders designed to gather data for analysis and further action plan. The online filled in feedback forms from all stakeholders will be downloaded for analysis by IQAC. A feedback report will be prepared based on the responses. Key outcomes for action will be suggested with reference to all stakeholders in the report.

FACULTY FEEDBACK- DATA ANALYSIS

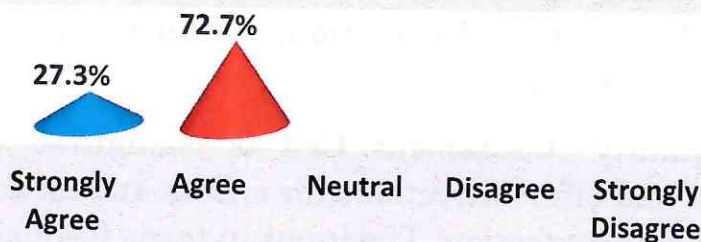
The syllabus is designed to bridge the gap between academics and Educational Institutions along with and also good academic flexibility.



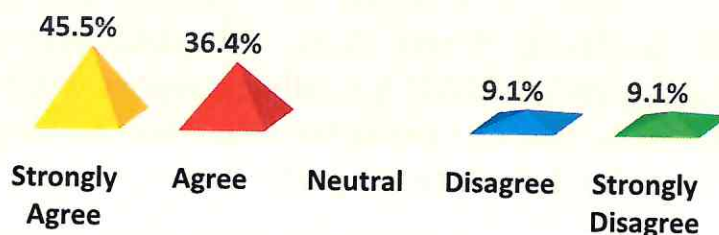
The syllabus provides freedom to adopt new techniques and strategies for student Testing and Assessment.



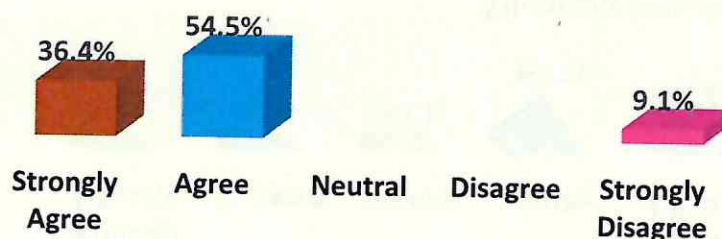
The curriculum is more effective for the development of Teaching fraternity to fulfill the demands of Educational Institutions.



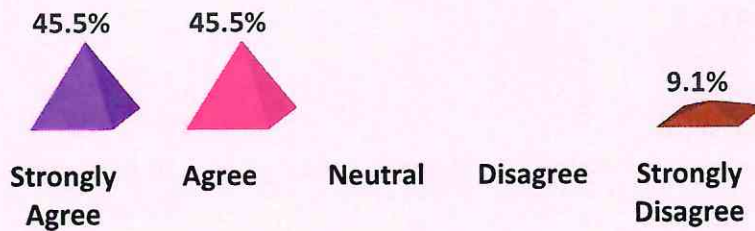
The present syllabus of the programme is Job Oriented, Skill Based and Value Oriented and also covers Modern and Advanced Tools.



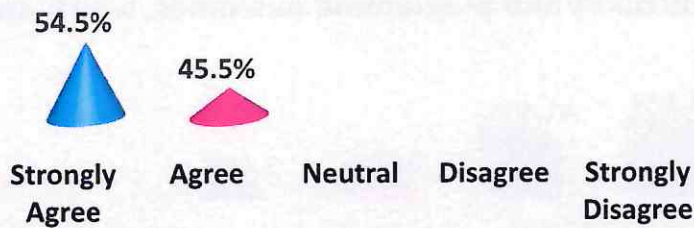
The faculty is extensively involved in the designing and development of syllaby and also gives freedom to use Innovative pedagogical techniques.



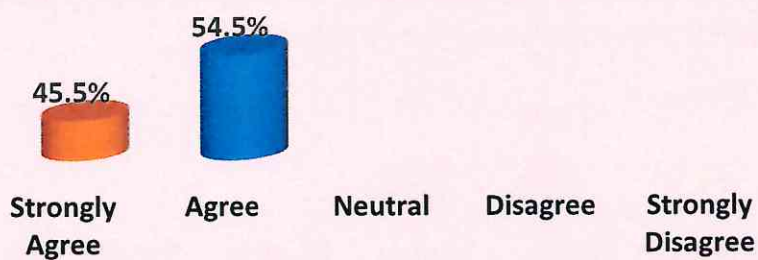
The liberty is given to contribute your ideas in Course Revision, Curriculum Design, Development and Innovative Pedagogical initiatives



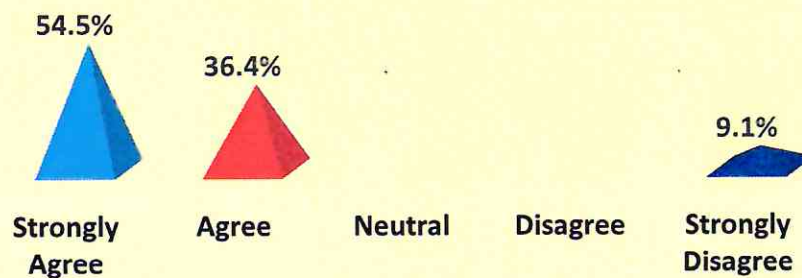
The curriculum include Value added course, Soft skill Training, Certification courses for enhancing Constructive learning environment.



The experiences gained through Practicum, Internships, Certification course, Employability skills, Communication skills brings confidence among students.



The academic initiatives of the institution contributes towards achieving the vision and mission of the institution.

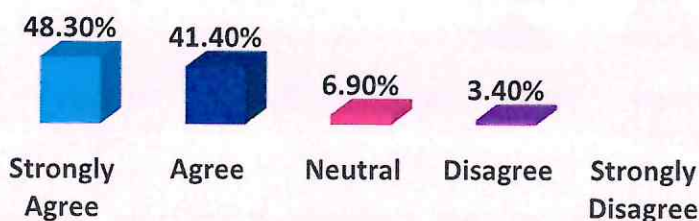


The curriculum clearly state the learning outcomes and the process of assessment and evaluation in teaching learning process.

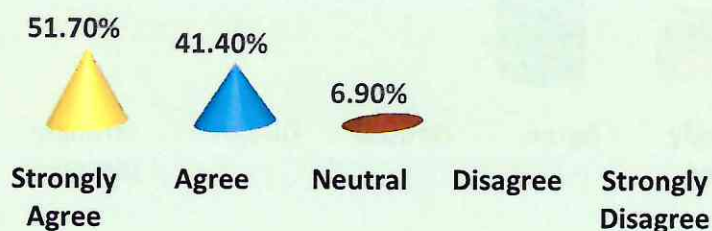


STUDENTS FEEDBACK- DATA ANALYSIS

Teachers inform you about the expected competencies, course outcomes and programme outcomes, which are well defined.



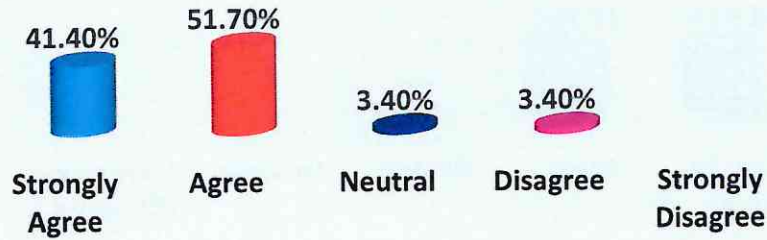
The curriculum has scope for acquiring strong knowledge and intellect by bridging the gap between present expectation of Educational Institution and the Academics.



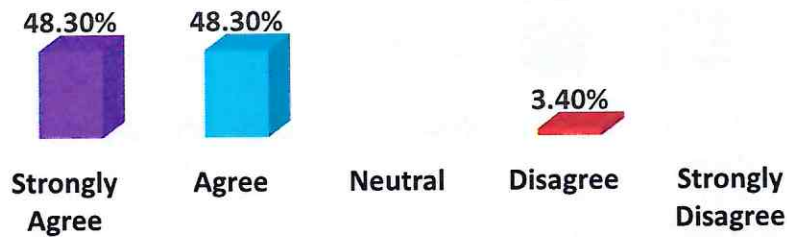
The Curriculum facilitated you in developing Critical, Analytical, Digital and Problem-solving skills with Values.



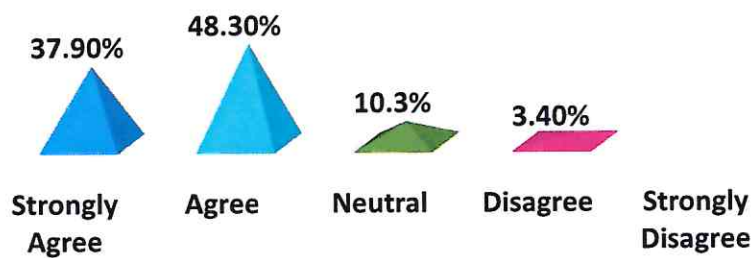
The Innovative pedagogical approaches practiced by the Faculty enhances the Metacognitive, Participative Learning and Experiential Learning for you.



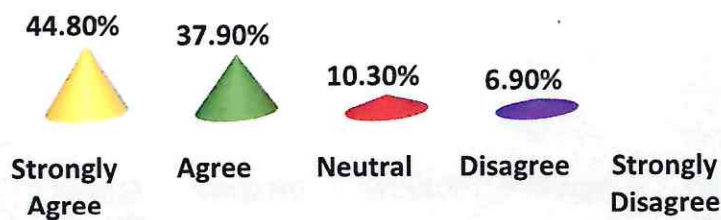
You were given many opportunities to demonstrate your Innovative, Leadership, Communication skills during your study.



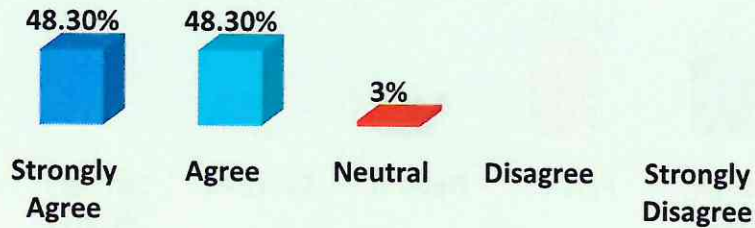
The Institution provided options to select Elective courses, Certification courses (Swayam) etc., during your course.



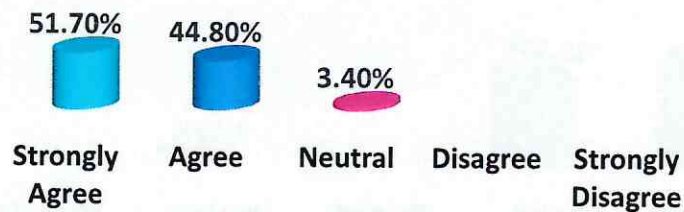
The curriculum provides to excel in Scholastic and Co-scholastic activities for Continuous learning and Holistic development.



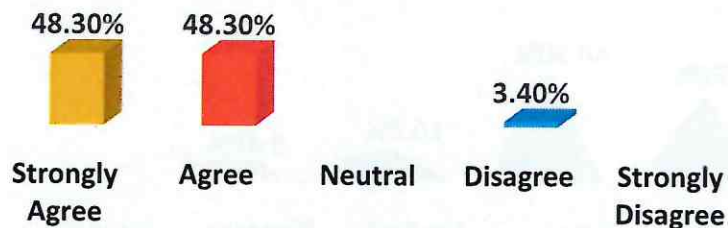
Efforts are made by the institution and faculties to inculcate Soft skills, Life skills, and Employability skills to make you ready for the Placement.



The Teaching and Mentoring process in the college facilitates you in developing Cognitive, Affective and Psychomotor domains.

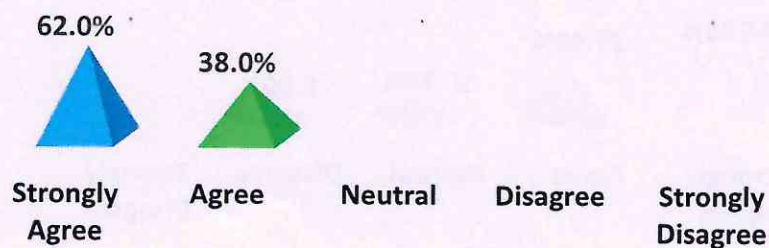


The Institution makes efforts to engage students through Mentoring for quality improvement in Teaching Learning process.

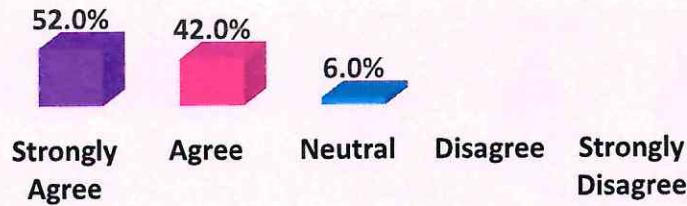


ALUMNI FEEDBACK- DATA ANALYSIS

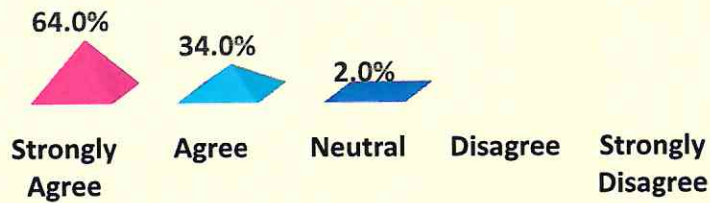
Your opinion on the relevancy and sufficiency of the course meets the requirements of Educational Institutions.



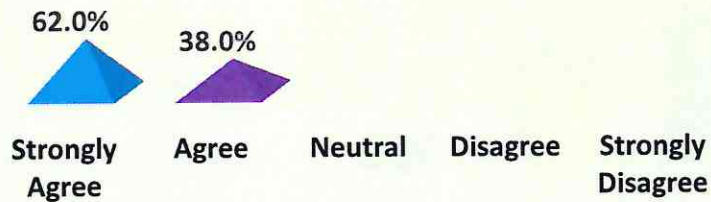
The curriculum includes soft skill training and specific elective domains for enhancing constructive learning environment.



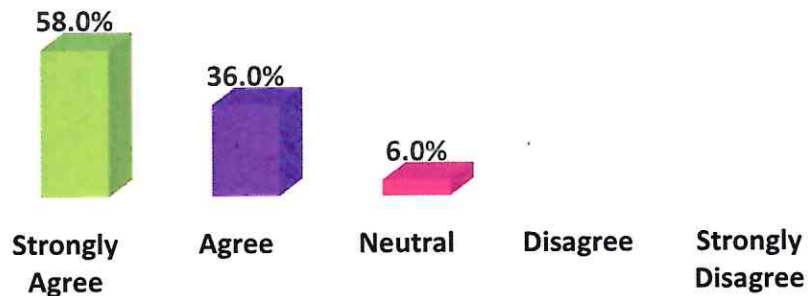
The experiences gained through practicum, internships, certification course, facilitated more employability skills and communication skills brings confidence in you.



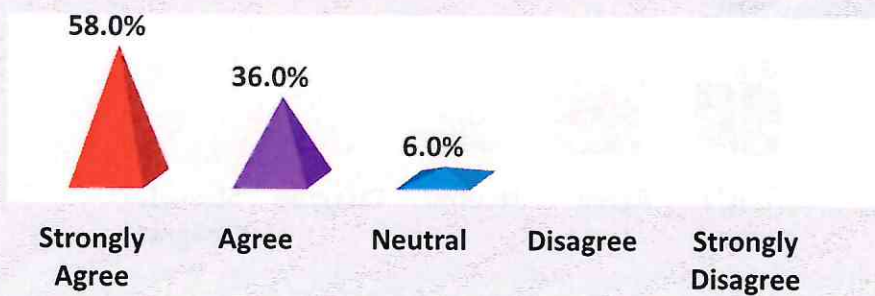
The scope of the curriculum helps in developing creativity, leadership, innovation, self-motivation, workplace ethics and social responsibility



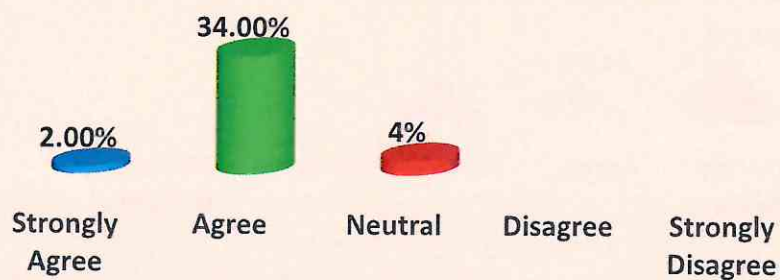
The various platforms and opportunities facilitated by the Institution helps to achieve our goals.



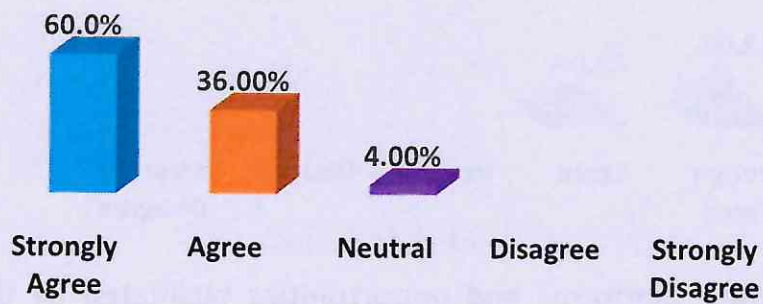
The curriculum facilitating enhancement of the practical competencies as needed by the Educational Institutions.



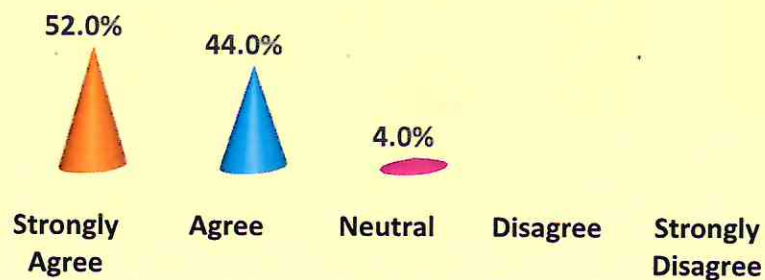
The objectives and outcomes of the syllabus are well defined and clear to the faculty as well as the students



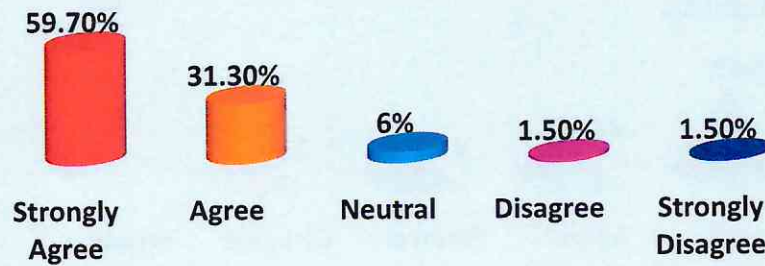
The suggested reading materials are relevant, updated and appropriate



The curriculum facilitates in enhancing practical competencies as needed by the Educational Institution.

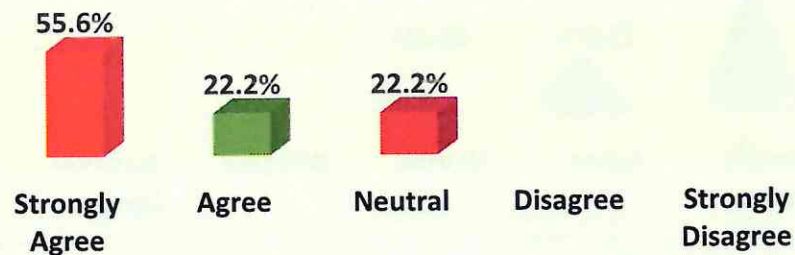


The curriculum facilitates in enhancing practical competencies as needed by the Educational Institution.

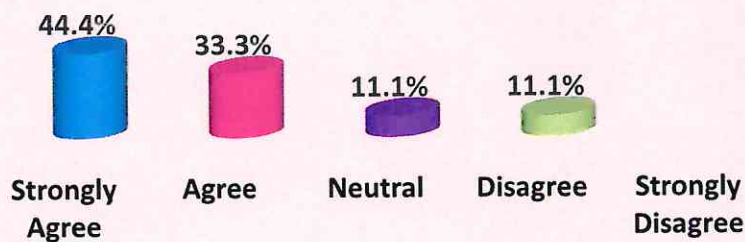


EMPLOYERS FEEDBACK- DATA ANALYSIS

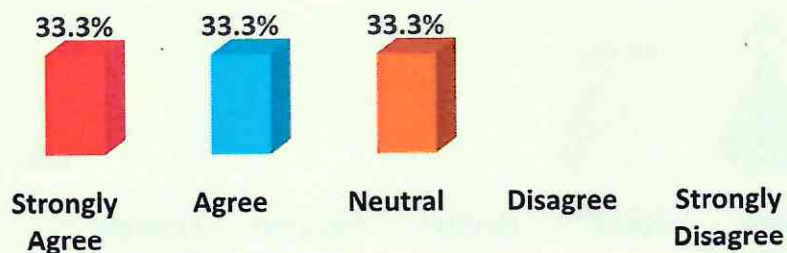
The content and pedagogical knowledge of the students meet the present standards.



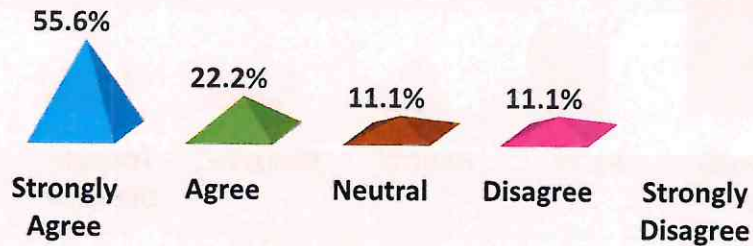
The Curriculum of the programme is Job oriented, Value Oriented, Skill and need based.



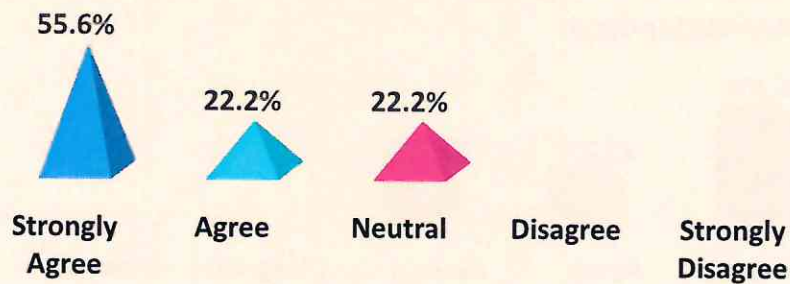
The Curriculum focusses on developing Employability, Technical and Innovative skills to become self-sufficient.



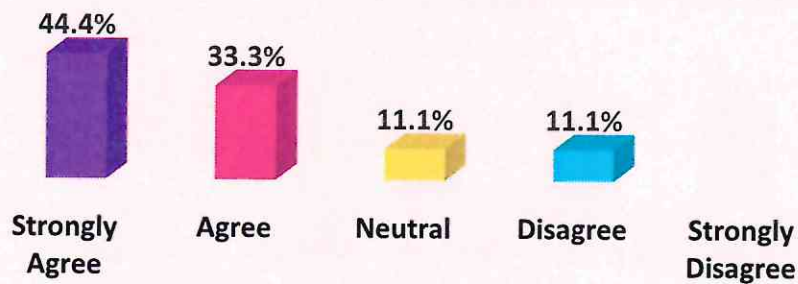
The Curriculum integrates crosscutting issues like Professional Ethics, Gender, Human values, Environment and Sustainability.



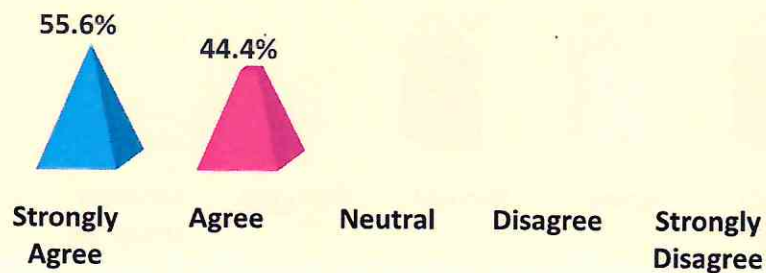
Soft skills, Life skills and Employability skills are developed through curriculum.



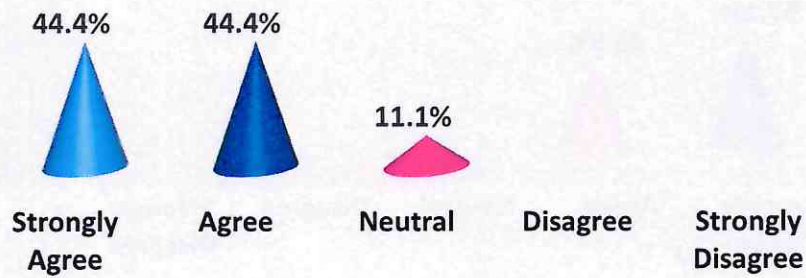
Curriculum helps in developing Analytical and Problem-solving skills.



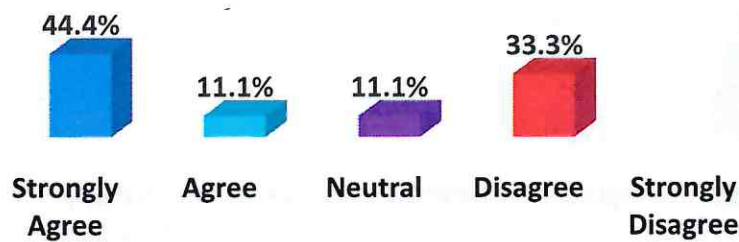
The curriculum includes Value added courses, Soft skill training, specific elective domains for enhancing constructive learning environment



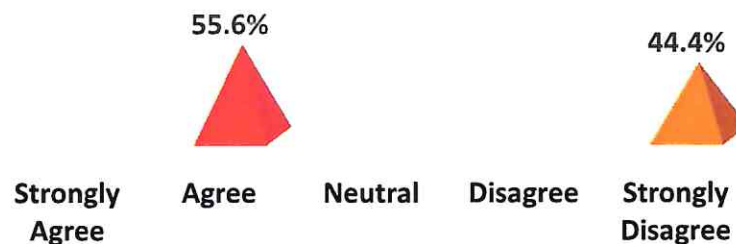
Curriculum reflects Current Trends and practices in the respective disciplines.



The curriculum facilitates an overall Holistic development of the students.

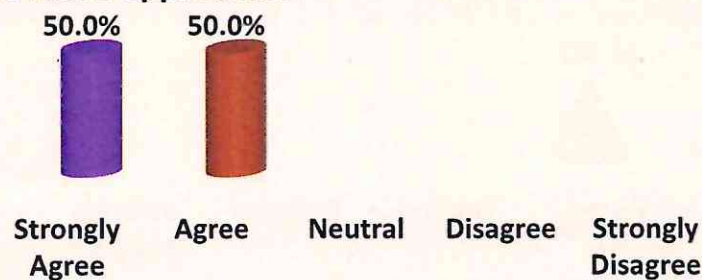


The applicability of the Tools, Activities, Case studies presented in the curriculum facilitates more employability skills among the students.

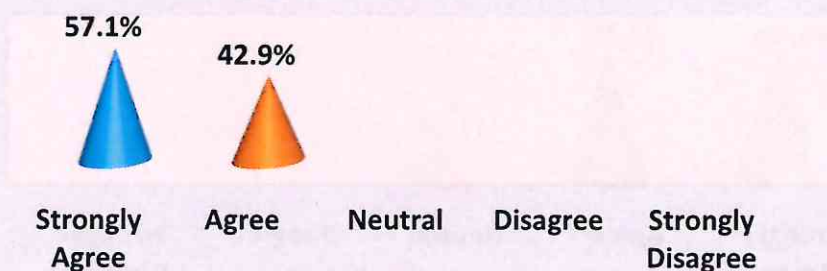


PRACTICE TEACHING SCHOOLS FEEDBACK- DATA ANALYSIS

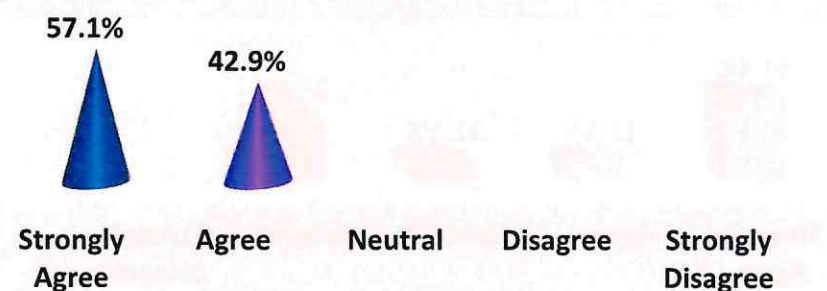
Engaged actively through questioning technique and innovative approaches.



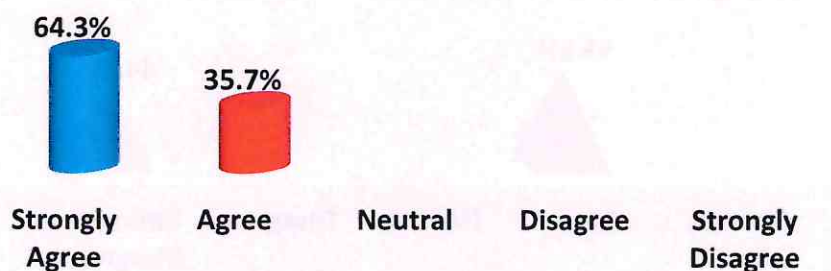
Commitment to student success is evident in the individualized attention and support.



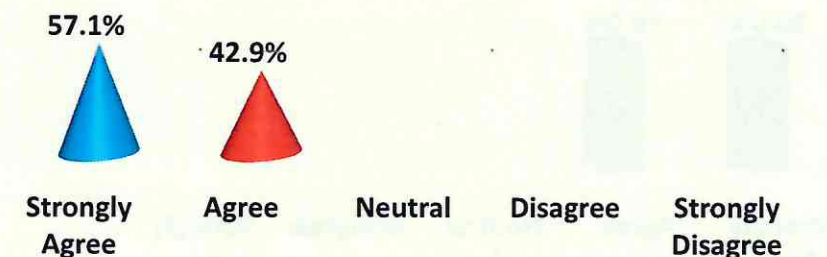
Usage of TLMs enhances students' engagement and understanding throughout the classes.



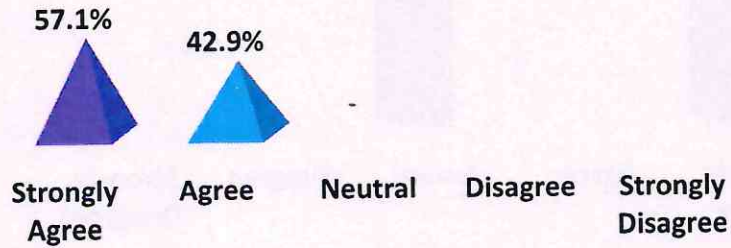
Innovative use of technology used in the classroom has deepened student understanding of the subject matter.



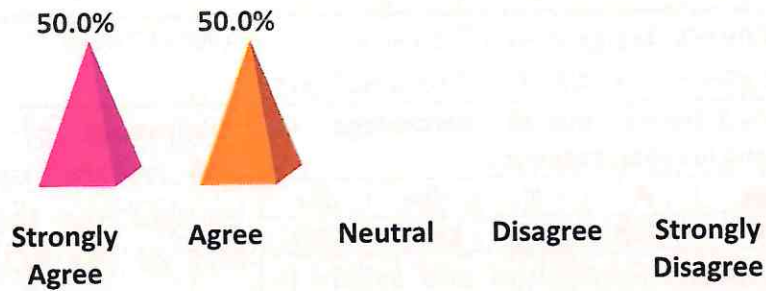
Use of formative assessments to gauge student understanding and adjust instructional strategies is highly impressive.



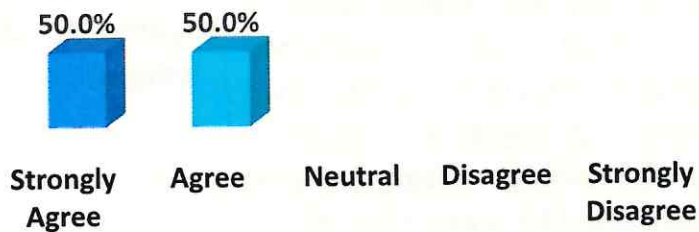
Incorporate real-world examples in classes to help students see the relevance of their education, and that's highly commendable.



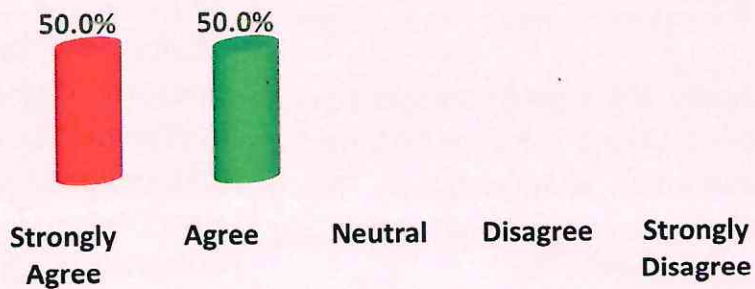
Involvement in school events extends learning beyond the classroom and enriches the school community.



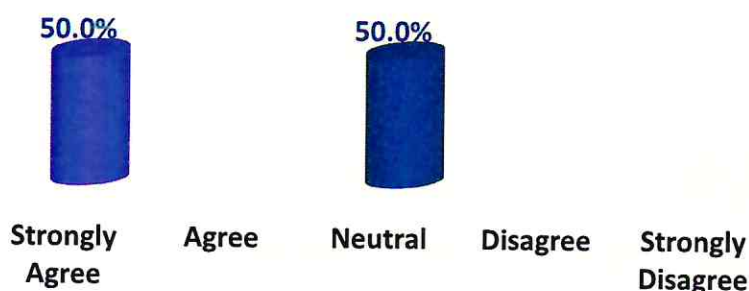
Actively work to create a learning environment that fosters cultural inclusiveness, enriching the educational experience for all students.



Able to adapt and adjust teaching strategies to meet the changing needs of students is impressive



Well prepared, knowledgeable, punctual, caring, and hard working.



ACTION TAKEN REPORT FOR FEEDBACK OF 2020-21 ACADEMIC YEAR

Stakeholders	Opinions/Suggestions/Remarks received from different stakeholders	Action Taken										
Faculties	<p>Table-1:Shows overall percentage of graphical representations</p> <table border="1"> <thead> <tr> <th>SA</th> <th>A</th> <th>N</th> <th>DA</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>42.75%</td> <td>48.2%</td> <td>1.82%</td> <td>1.82%</td> <td>5.46%</td> </tr> </tbody> </table> <p>Opinions: Curriculum and syllabi is too old and it should be redesigned. More focuses on teaching competencies. School Internship programme should start in the month of July and August. Need to focus more on improvised pedagogical practices rather than innovative pedagogical practices. Bilinguality during teaching- learning process should be taken care off</p>	SA	A	N	DA	SD	42.75%	48.2%	1.82%	1.82%	5.46%	<p>Revamping of curriculum and syllabi issues were brought into the notice of BOS of the BCU and also prepare calendar of events for school internship from July onwards. Resolved the issues related to bilinguality. Experiential practices were created in the respective pedagogies.</p>
	SA	A	N	DA	SD							
42.75%	48.2%	1.82%	1.82%	5.46%								
<p>Table-2:Shows overall percentage of graphical representations</p> <table border="1"> <thead> <tr> <th>SA</th> <th>A</th> <th>N</th> <th>DA</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>46.9%</td> <td>45.87%</td> <td>4.76%</td> <td>2.39%</td> <td>0.00%</td> </tr> </tbody> </table> <p>Opinions: More exposure to teaching practice. Create learning platform for competitive examinations. More emphasis on individual mentoring and sports activities.</p>	SA	A	N	DA	SD	46.9%	45.87%	4.76%	2.39%	0.00%		
SA	A	N	DA	SD								
46.9%	45.87%	4.76%	2.39%	0.00%								
Students	<p>Redesigned the school-based internship including scholastic and co scholastic activities for better exposure. Organised more programme for competitive examinations. Followed latest UGC guidelines for mentoring mechanism.</p>											

Alumni	Table-3:Shows overall percentage of graphical representations	More importance given to develop and acquire abilities suitable to our school system. Necessary steps taken to change class room teaching styles by using new approaches of teaching.										
	<table border="1"> <thead> <tr> <th>SA</th> <th>A</th> <th>N</th> <th>DA</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>52.2%</td> <td>38%</td> <td>3.8%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		SA	A	N	DA	SD	52.2%	38%	3.8%	0.00%	0.00%
	SA		A	N	DA	SD						
52.2%	38%	3.8%	0.00%	0.00%								
<p>Opinions: The gap between abilities and requirements of the present school students and teachers training should be widened. A forward-looking approach should be maintained in the programme. Few faculties in pedagogy classes can do better in teaching approach.</p>												
Employers	Table-4:Shows overall percentage of graphical representations	ICT based transaction adopted in order to increase competencies. During post internship some activities are chalked out to reflect all round development.										
	<table border="1"> <thead> <tr> <th>SA</th> <th>A</th> <th>N</th> <th>DA</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>43.33%</td> <td>32.2%</td> <td>13.3%</td> <td>4.44%</td> <td>6.6%</td> </tr> </tbody> </table>		SA	A	N	DA	SD	43.33%	32.2%	13.3%	4.44%	6.6%
	SA		A	N	DA	SD						
43.33%	32.2%	13.3%	4.44%	6.6%								
<p>Opinions: Competency Based Learning to be focussed. curriculum wants all round development and it should reflect current trends and issues. Humanitarian curriculum is the demand of the hour.</p>												
PT-Schools	Table-5:Shows overall percentage of graphical representations	Workshop programmes are organised to prepare good classroom based TLMs. New approaches adopted in teaching skills session for strengthening questioning and also other skills.										
	<table border="1"> <thead> <tr> <th>SA</th> <th>A</th> <th>N</th> <th>DA</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>54.27%</td> <td>40.73%</td> <td>5%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		SA	A	N	DA	SD	54.27%	40.73%	5%	0.00%	0.00%
	SA		A	N	DA	SD						
54.27%	40.73%	5%	0.00%	0.00%								
<p>Opinions: Innovative TLMs should design and use in the classroom. Need to strengthen questioning skills.</p>												


Dr G.C. Harish

IQAC Coordinator
Vijaya Teachers College-CTE


Dr P.T. Meena

IQAC Chairperson
Vijaya Teachers College-CTE


Dr K.S. Sameera Simha
Dean

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