

# **STAKEHOLDERS FEEDBACK ANALYSIS REPORT**

**AND**

## **ACTION TAKEN REPORT**

**(2018-2019)**

**(STUDENTS, TEACHERS, EMPLOYERS, ALUMNI AND PRACTICE  
TEACHING SCHOOL/TEI)**



**GRT COLLEGE OF EDUCATION  
TIRUTTANI, TIRUVALLUR DISTRICT-631209**



  
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GRT College of Education  
Tiruttani - 631 209.



## GRT COLLEGE OF EDUCATION

Tiruttani, Tiruvallur District-631209

### CRITERIA-I

#### EVIDANCE(S) AS PER SOP


<b>METRIC.NO.</b>  <b>Response:</b>  Structured feedback for design and review of syllabus-semester wise received from (i) students (ii) Teachers (iii) Employers (iv) Alumni and (v) Practice Teaching school/TEI and the report of analysis from different stakeholders year-wise.	Structured feedback for design and review of syllabus-semester wise received  From  (i)students (ii) Teachers (iii) Employers (iv)Alumni and (v) Practice Teaching school/TEI <b>Options:</b> A. Any 4 of above B. Any 3 of above C. Any 2 of above D. Any 1 of above E.None of the above
<ul style="list-style-type: none"><li>• Preparation of Feedback Analysis Report on the feedback from stakeholders.</li><li>• Action Taken Report of the College on the feedback received from the stakeholders – Students, Teachers, Employers, Alumni and Practice Teaching School/TEI. The IQAC forwarded the feedback analysis report to the Principal of GRT College of Education for their perusal and further action.</li></ul>	



  
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**Analysis Report**  
**On**  
**Feedback Received from**  
**The Stakeholders**  
**(Students, Teachers, Employers, Alumni**  
**&**  
**Practice Teaching schools/TEIs)**  
**On**  
**Design and Review of Syllabus**



  
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## **I. FEEDBACK FROM B.ED/M.ED STUDENTS (2018-19)**

The feedback on design and review of syllabus were collected from the B.Ed/M.Ed students .The feedbacks received from the stakeholders B.Ed/M.Ed students have been systematically analyzed and reports were prepared. The reports on the feedback have been submitted to the Principal for the perusal and further action.

### **(A)TOTAL NUMBER OF FEEDBACK RECEIVED FROM THE STUDENTS (2018-19)**

Course	Year	No of Students
B.Ed/M.Ed	2018-2019	70



  
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**(B) QUESTIONNAIRE FOR B.ED/M.ED STUDENTS FEEDBACK (2018-19)**

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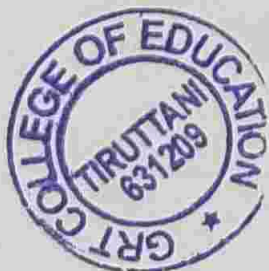
**B.Ed/M.Ed STUDENT FEEDBACK**

The Internal Quality Assurance Cell (IQAC) seeks your valuable feedback for enhancing the quality of curriculum offered in GRT College of Education

Name :  
Name of the Programme Studying :  
Department :  
Year of Study :  
Name of the Institution :  
Contact. No :  
Email Id :  
Address for Communication :

S.No	Descriptions	Excellent	Very Good	Good	Fair	Poor
1.	Curriculum and Syllabi of the B.Ed/M.Ed programme					
2.	Extend of syllabi covered in the class					
3.	Course delivery by faculty members in the class					
4.	Usage of teaching aids and ICT in the class by faculty to facilitate learning					
5.	Fairness in the assessment processes					
6.	Timely announcement of examination results					
7.	Opportunity in the college/university for Research Activities					
8.	Opportunities for student to participate in internship, field visit and other field-Based Activities.					
9.	Opportunities for out of classroom learning (guest, lectures, seminars, workshop, value addition programmes, conferences, competitions, etc.)					
10.	Overall learning Experience in the College/University					

Any other suggestions



SIGNATURE

  
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**(C) ANALYSIS OF FEEDBACK RECEIVED FROM THE STUDENTS (2018-2019)**

Q. NO	Year			2018-2019				
	DESCRIPTION			Excel lent	Very Good	Good	Fair	Poor
Q1	Curriculum and Syllabi of the B.Ed/M.Ed programme	Count	70	45	20	5	0	0
		%	100	64	28	8	0	0
Q2	Extent of syllabi covered in the class	Count	70	50	10	10	0	0
		%	100	72	14	14	0	0
Q3	Course delivery by faculty members in the class	Count	70	40	15	15	0	0
		%	100	57	21	22	0	0
Q4	Usage of teaching aids and ICT in the class by faculty to facilitate learning	Count	70	35	20	15	0	0
		%	100	50	28	22	0	0
Q5	Fairness in the assessment processes	Count	70	30	10	15	8	7
		%	100	43	14	22	11	10
Q6	Timely announcement of examination results	Count	70	50	10	10	0	0
		%	100	72	14	14	0	0
Q7	Opportunity in the college/university for Research Activities	Count	70	40	15	15	0	0
		%	100	56	22	22	0	0
Q8	Opportunities for student to participate in internship, field visit and other field-Based Activities.	Count	70	35	10	10	5	10
		%	100	50	14	14	7	15
Q9	Opportunities for out of classroom learning (guest, lectures, seminars, workshop, value addition programmes, conferences, competitions, etc.)	Count	70	30	15	10	10	5
		%	100	42	22	14	14	8
Q10	Overall learning Experience in the College/University	Count	70	45	20	5	0	0
		%	100	65	28	7	0	0



  
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#### (D) A REPORT ON THE FEEDBACK OF STUDENTS (2018-2019)

GRT Collage of Education has always strived to impart quality education .As a measure to sustain in all its academic and administrative tasks; the collage obtains feedback from the students prior to the academic council meeting every year. The IQAC, GRT collage conducts an offline feedback session for the B.Ed/M.Ed .Students by using the questionnaire which includes the important aspects of the curriculum such as importance of need-based curriculum, classification of the course objectives, the effectiveness of course contents and activities of teaching learning processes, assessment & variety of courses.

Sixty four (64 %) of the students responded as excellent with respect to the curriculum and syllabi of the B.Ed/M.Ed programme, Whereas 28 per cent of the students reported as very good in their views and the remaining 8 per cent have reported as good .

Seventy two (72%) percent of the student have expressed their views in the extent of syllabi covered in the class as excellent, whereas 14 percent of them are reported as very good,14 percent of the respondents have expressed as good.

Fifty seven percent (57%) of the students have reported that the course delivery by the faculty members in the class as excellent, whereas 21per cent of the students responded as very good, 22 per cent of the respondents are expressed as good.

Fifty per cent (50 %) of the students rated as excellent in the usage of teaching aids and ICT in the class by teachers to facilitate learning, whereas 28 percent of the students are reported as very good, 22 per cent of the respondents are expressed as good.

Forty three per cent (43%) of the students were responded as excellent for the fairness in the assessment process, whereas 14 per cent of them reported as very good, 22 per cent of



  
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the respondents are expressed as good and 11 per cent of the respondents are expressed as fair and the remaining 10 percent respondents are expressed as poor. With respect to the timely announcement of the examination 72 per cent of the students expressed as excellent and 14 percent of the student's are expressed as very good, 14 per cent of the respondents are expressed as good.

Fifty six percent (56%) of the students have expressed as excellent for the opportunities provided by the collage for research activities, whereas 22 percent of the students are reported as very good, 22 per cent of the respondents are expressed as good.

Fifty per cent (50%) of the students have expressed as excellent for the opportunities provided by the collage for students to participate in the internship, field visit and other field based activities, whereas 14 percent of them reported as very good for the above statement, 14 per cent of the respondents are expressed as good and 7 per cent of the respondents are expressed as fair and 15 per cent of the respondents are expressed as poor.

Forty two per cent (42%) of the students are rated as excellent for the Opportunities provided for out of the classroom learning (guest lectures, seminars, workshop, value programmes, conferences, competitions, additions programmes), 22 per cent of the students are rated as very good, 14 percent of the respondents reported as good and 14 per cent of the respondents are expressed as fair and 8 per cent of the respondents are expressed as poor. Sixty-five per cent (65%) of students are expressed as excellent in the overall learning experience in the Collage, 28 per cent of the students are rated as very good, whereas the remaining 7 percent of the respondents reported as good for the above statement.

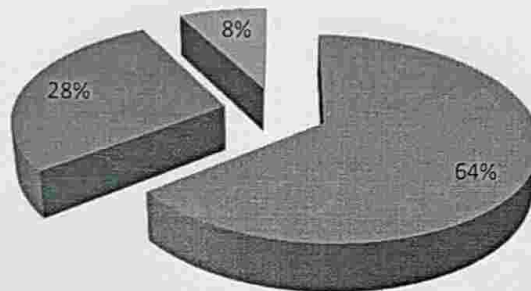


  
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(E) FEEDBACK ANALYSIS OF B.ED/ M.ED STUDENTS (2018-2019)

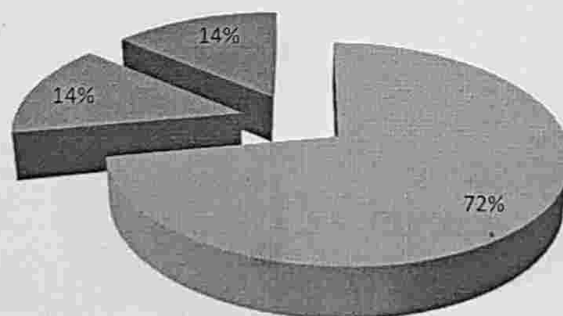
1. Curriculum and Syllabi of the B.Ed/M.Ed programme

■ Excellent ■ Very good ■ Good ■ Fair ■ Poor



2. Extend of syllabi covered in the class

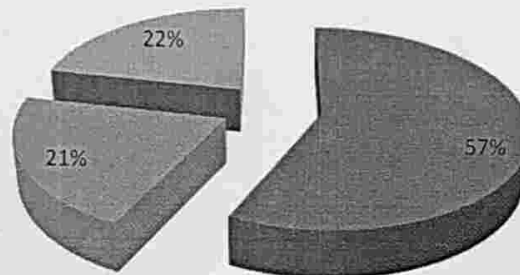
■ Excellent ■ Very good ■ Good ■ Fair ■ Poor



  
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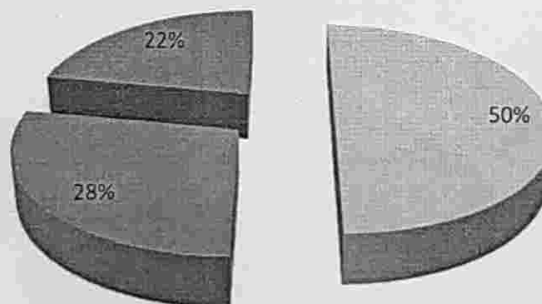
### 3.Course delivery by faculty members in the class

■ Excellent ■ Very good ■ Good ■ Fair ■ Poor



### 4.Usage of teaching aids and ICT in the class by faculty to facilitate learning

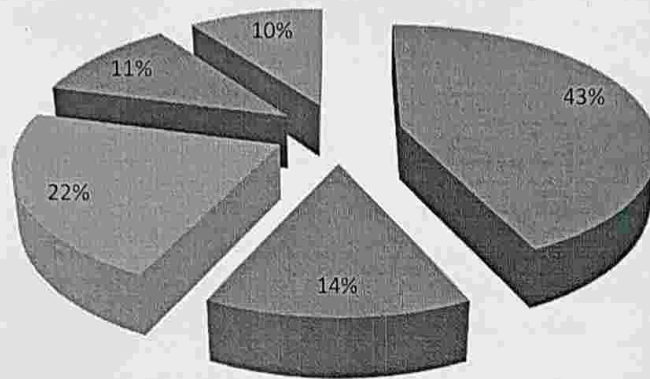
■ Excellent ■ Very good ■ Good ■ Fair ■ Poor



  
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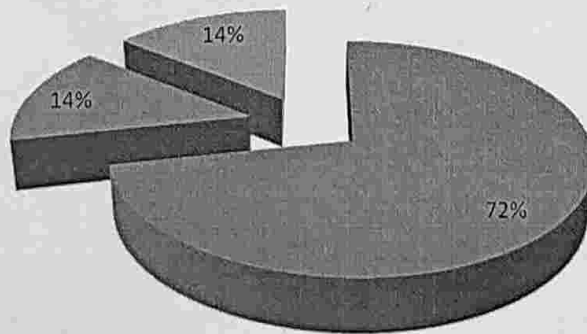
### 5. Fairness in the assessment processes

■ Excellent ■ Very good ■ Good ■ Fair ■ Poor



### 6. Timely announcement of examination results

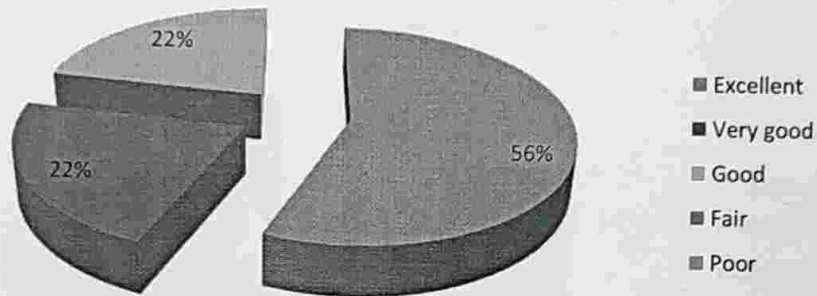
■ Excellent  
■ Very good  
■ Good  
■ Fair  
■ Poor



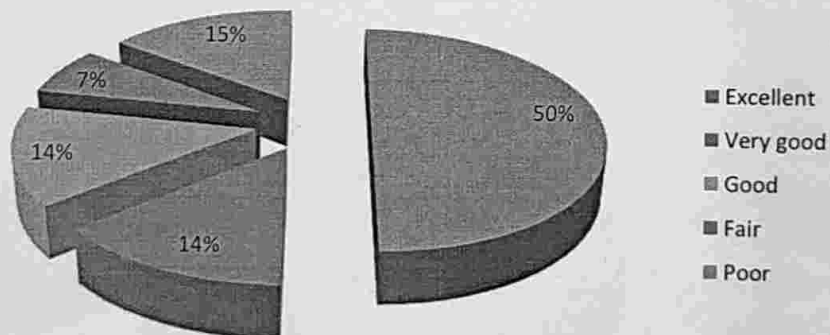
  
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**7.Opportunity in the college/university for Research Activities**

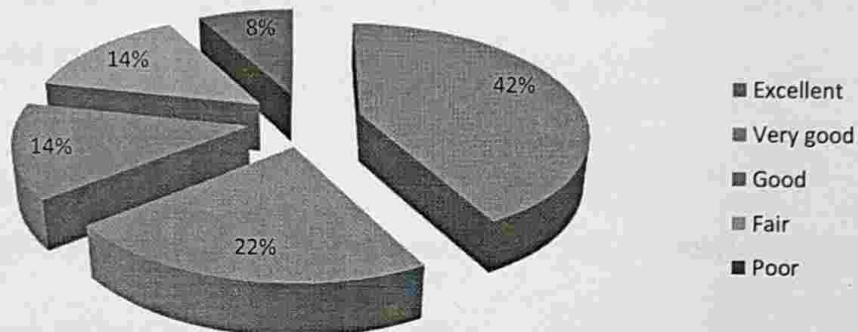


**8.Opportunities for student to participate in internship, field visit and other field-Based Activities.**

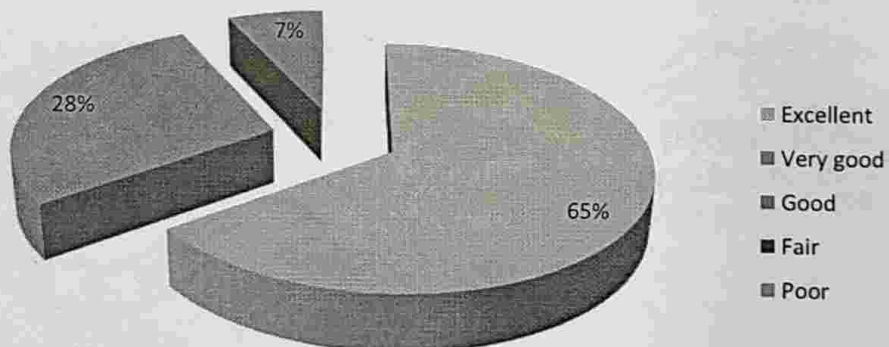


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**9.Opportunities for out of classroom learning (guest, lectures, seminars, workshop, value addition programmes, conferences, competitions, etc.)**



**10.Overall learning Experience in the College/University**



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## II. FEEDBACK FROM THE TEACHERS (2018 -2019)

Regular feedback received from the teachers on the course content and curriculum as a whole is taken, IQAC analyses the feedback and action taken report is sent to the Principal for taking note of the feedback during curriculum and examination related updates.

### (A)TOTAL NUMBER OF FEEDBACK RECEIVED FROM THE TEACHERS (2018-2019)

Year	Number of Teachers
2018-2019	26



  
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**(B) QUESTIONNAIRE FOR THE TEACHERS FEEDBACK ANALYSIS**  
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**TEACHERS FEEDBACK**

The Internal Quality Assurance Cell (IQAC) seeks your valuable feedback for enhancing the quality of curriculum offered in GRT College of Education

Name :  
 Designation :  
 Department :  
 Name of the Institution :  
 Academic year :  
 Contact. No :  
 Email ID :

S.No	Descriptions	Strongly agree	Agree	neutral	Disagree	Strongly disagree
1.	Curriculum and Syllabus are need based					
2.	The course outcomes are well defined and clear					
3.	Sufficient number of relevant reading materials and digital resources are available in the library					
4.	The course has good balance between Theory and application.					
5.	The course/syllabus of this course increased My knowledge and perspective in the subject area.					
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the Syllabus through proper forum.					
7.	I have the freedom to adopt new techniques/ Education tools /strategies in Teaching.					
8.	I am able to achieve the minimum required Course outcome attainment level for my class.					
9.	I have taken sufficient steps to provide Assistance to slow learners.					
10.	I have contributed to the curriculum and / or syllabus development.					

Any other suggestions

Signature



*[Signature]*  
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**(C) ANALYSIS OF FEEDBACK RECEIVED FROM THE TEACHERS (2018-2019)**

Q.NO	YEAR			2018-2019				
	DESCRIPTION			Strongly Agree	Agree	Neutral	Dis agree	Strongly Disagree
Q1	Curriculum and Syllabus are need based	COUNT (N)	26	13	13	0	0	0
		%	100	50	50	0	0	0
Q2	The Course outcomes are well defined and clear	COUNT (N)	26	18	8	0	0	0
		%	100	69	31	0	0	0
Q3	Sufficient number of relevant reading materials and digital resources are available in the library	COUNT (N)	26	16	10	0	0	0
		%	100	61	39	0	0	0
Q4	The course has good balance between theory and application	COUNT (N)	26	14	10	2	0	0
		%	100	55	39	6	0	0
Q5	The Course/Syllabus of this course increased my knowledge and perspective in the subject area.	COUNT (N)	26	19	7	0	0	0
		%	100	73	27	0	0	0
Q6	I have the freedom to propose, modify, suggest and in corporate new topics in the syllabus through proper forum.	COUNT (N)	26	15	11	0	0	0
		%	100	58	42	0	0	0
Q7	I have the freedom to adopt new techniques/education tools/strategies in teaching.	COUNT (N)	26	20	6	0	0	0
		%	100	77	23	0	0	0
Q8	I am able to achieve the minimum required course outcome attainment level of my class	COUNT (N)	26	19	7	0	0	0
		%	100	73	27	0	0	0
Q9	I have taken sufficient steps to provide assistance to slow learners	COUNT (N)	26	17	8	1	0	0
		%	100	65	31	4	0	0
Q10	I have contributed to the curriculum and /or syllabus development.	COUNT (N)	26	12	14	0	0	0
		%	100	46	54	0	0	0



  
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#### **(D) A REPORT ON THE FEEDBACK OF TEACHERS (2018-2019)**

GRT Collage of Education has always strived to impart quality education. As a measure to sustain quality in all its academic and administrative tasks, the Collage obtains feedback from the teaching faculty before the academic council meeting every year. IQAC conducts an offline feedback session where the questionnaire includes important aspects of the curriculum like the need based importance of the curriculum, course objectives, and the effectiveness of course contents and activities, teaching learning processes, assessment and variety of courses etc.,

Fifty per cent (50%) of the teachers from the collage strongly agreed with the statement that, curriculum and syllabus are need based and 50 per cent of the teachers agreed with the above statement. Sixty-nine per cent (69%) of the teachers strongly agreed with the course outcomes are well defined and clear, 31 per cent of the teachers agreed.

Sixty one per cent (61 %) of the teachers are strongly agreed with the statement that sufficient number of relevant reading materials and digital resources are available in the library, 39 percent of the agreed for the above statement.

Fifty five per cent (55%) of the teachers are strongly agreed with the statement that, the course has good balance between theory and application, 39 per cent of them are confidently agreed, and the remaining 6 per cent of the teachers are rated as neutral for the above statement.

Seventy three per cent (73%) of the teachers are strongly agreed with the statement that the Course /Syllabus of this course have increased the knowledge and perspective in the subject area, 27 per cent of the teachers are agreed for the above statement.



  
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Fifty eight percent (58%) of the teachers are strongly agreed with the statement that they have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum, whereas 42 per cent of the teachers are agreed with the above statement.

Seventy seven per cent (77%) of the teachers are strongly agreed with the statement that, "I have the freedom to adopt new techniques/education tools /strategies in teaching "whereas 23 per cent of them are agreed with the above statement.

Seventy three per cent (73%) of the teachers are strongly agreed with the statement, that "I am able to achieve the minimum required course outcome attainment level of my class", 27 per cent of the teachers agreed for the above statement.

Sixty five per cent (65%) of the teachers are strongly agreed with the statement that "I have taken sufficient steps to provide assistance to slow learners ", 31 per cent of them are reported as agree and the remaining 4 per cent of them are rated as Neutral for the above statement.

Forty six percent (46%) of the teachers strongly agreed with the statement, that "I have contributed to the curriculum and /or syllabus development" and the remaining 54 per cent of them are agreed for the above statement.



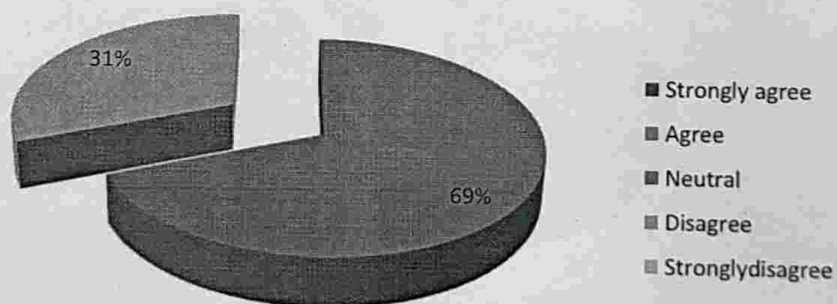
  
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**(E) FEEDBACK R E P O R T FROM THE TEACHERS**  
**(2018- 2019)**

**1. Curriculum and Syllabus are need based**



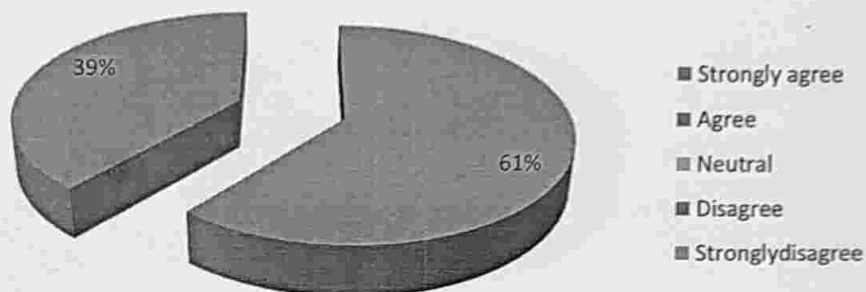
**2. The course outcomes are well defined and clear**



  
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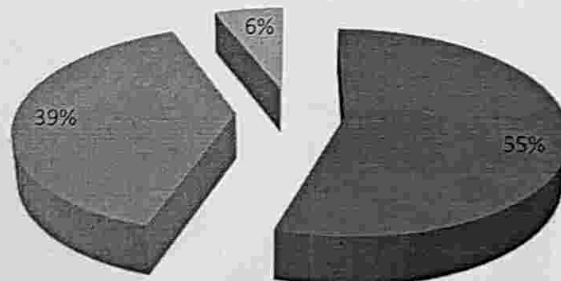


**3. Sufficient number of relevant reading materials and digital resources are available in the library**



**4. The course has good balance between Theory and application.**

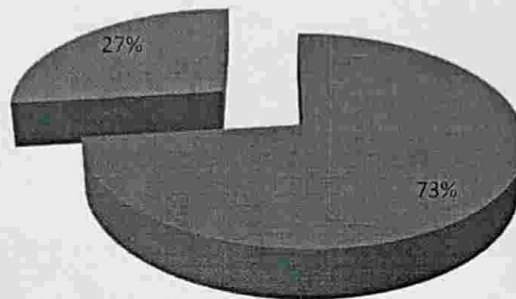
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree



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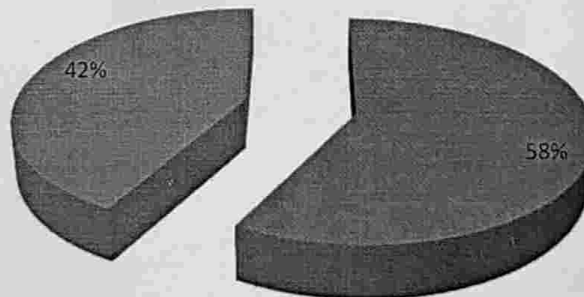
**5.The course/syllabus of this course increased my knowledge and perspective in the subject area.**

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



**6.I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum.**

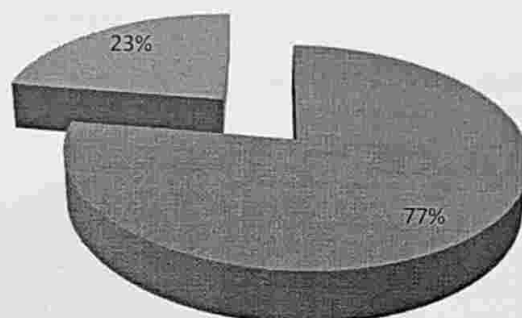
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



  
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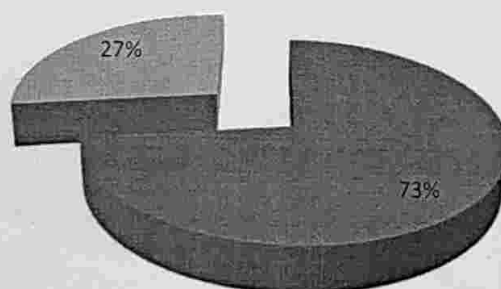
**7.I have the freedom to adopt new techniques/  
education tools /strategies in Teaching**

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



**8.I am able to achieve the minimum required  
course outcome attainment level for my class.**

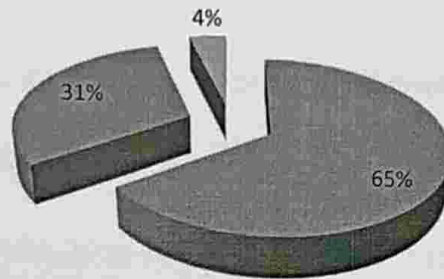
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



  
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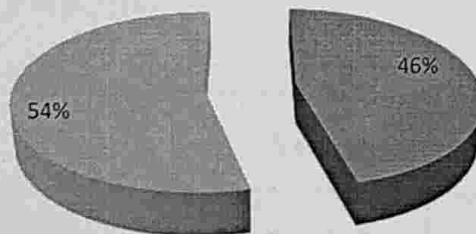
**9.I have taken sufficient steps to provide assistance to slow learners.**

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



**10.I have contributed to the curriculum and / or syllabus development.**

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



*[Signature]*  
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### III. FEEDBACK FROM THE EMPLOYERS (2018-2019)

Employers are one of the important stakeholders in the students' development. The institution takes inputs from the employers' feedback, while designing a new curriculum and also updating the curriculum in the board of studies. The inputs given by the employers are taken very seriously. Employers' feedbacks are analyzed by IQAC cell and an action taken report is circulated to respective heads of the department.

#### (A) TOTAL NUMBER OF FEEDBACK RECEIVED FROM THE EMPLOYERS (2018-2019)

S.No	Year	No. of Employers
1	2018-2019	05



  
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**(B) QUESTIONNAIRE FOR THE EMPLOYERS FEEDBACK (2018-2019)**

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**EMPLOYER FEEDBACK**

Name of the Employer : .....

Academic Year : .....

Name of the Institution : .....

Address of the Institution : .....

Official Number : .....

E.mail. ID : .....

Please indicate the following statement by choosing between 1 and 5

(5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1-Strongly disagree)

S.No	Descriptions	5	4	3	2	1
1.	The B.Ed/M.Ed curriculum currently offered by College is relevant for employability.					
2.	The current B.Ed/M.Ed curriculum has application based courses, which caters the needs of society in terms of knowledge, skills, attitude and innovation.					
3.	The present B.Ed/M.Ed degree programme is containing essential scholastic and non-scholastic activities.					
4.	The present B.Ed/M.Ed degree programme promotes positive attitudes among the prospective teacher educators.					
5.	The current B.Ed/M.Ed degree programme is designed to empower prospective teacher educators.					
6.	The present B.Ed/M.Ed curriculum is designed in such a way to promote creativity among the prospective teacher educators.					
7.	The B.Ed/M.Ed curriculum of two-years is adequate to develop necessary competencies for future teacher educators.					
8.	The present B.Ed/M.Ed curriculum has a good balance between theory and practicum.					
9.	The present B.Ed/M.Ed curriculum is able to intellectually stimulate the teacher educators.					
10.	The present B.Ed/M.Ed curriculum helps to develop overall personality of the teacher educators.					
11.	The present B.Ed/M.Ed curriculum has provision for the hands on experiences and field experiences to the future teacher educators.					

Any Suggestions

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### C.ANALYSIS OF FEEDBACK RECEIVED FROM THE EMPLOYERS (2018-2019)

S.No	DESCRIPTIONS			Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The B.Ed/M.Ed curriculum currently offered by College is relevant for employability.	Count	5	2	3	0	0	0
		%	100	40	60	0	0	0
2.	The current B.Ed/M.Ed curriculum has application based courses, which caters the needs of society in terms of knowledge, skills, attitude and innovation.	Count	5	1	4	0	0	0
		%	100	20	80	0	0	0
3.	The present B.Ed/M.Ed degree programme is containing essential scholastic and non-scholastic activities.	Count	5	2	3	0	0	0
		%	100	40	60	0	0	0
4.	The present B.Ed/M.Ed degree programme promotes positive attitudes among the prospective teacher educators.	Count	5	4	1	0	0	0
		%	100	80	20	0	0	0
5.	The current B.Ed/M.Ed degree programme is designed to empower prospective teacher educators.	Count	5	1	4	0	0	0
		%	100	20	80	0	0	0
6.	The present B.Ed/M.Ed curriculum is designed in such a way to promote creativity among the prospective teacher educators.	Count	5	3	2	0	0	0
		%	100	60	40	0	0	0
7.	The B.Ed/M.Ed curriculum of two-years is adequate to develop necessary competencies for future teacher educators.	Count	5	2	3	0	0	0
		%	100	40	60	0	0	0
8.	The present B.Ed/M.Ed curriculum has a good balance between theory and practicum.	Count	5	4	1	0	0	0
		%	100	80	20	0	0	0
9.	The present B.Ed/M.Ed curriculum is able to intellectually stimulate the teacher educators.	Count	5	3	2	0	0	0
		%	100	60	40	0	0	0
10.	The present B.Ed/M.Ed curriculum helps to develop overall personality of the teacher educators.	Count	5	2	3	0	0	0
		%	100	40	60	0	0	0
11.	The present B.Ed/M.Ed curriculum has provision for the hands on experiences and field experiences to the future teacher educators.	Count	5	3	2	0	0	0
		%	100	60	40	0	0	0



  
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#### **D. A REPORT ON THE FEEDBACK OF EMPLOYERS (2018-2019)**

Emphasizing quality and excellence, GRT Collage of Education performs the quality control measures to uphold quality educational services by initiating the conduct of feedback from various stakeholders -Employers through IQAC cell. As a part of this professional exercise, whenever the outsiders /recruiters visits the Colleges for campus interview/providing training session of Job fair, IQAC collects feedback at random from them and they express their views objectively on the employability skills of the students and applying for the placement /campus interviews. The placement cell also provide training on communication skills and conduct mock interview and group discussion as a part of preparing the students for placement and insists them on employability skills.


The questionnaire includes importance and specific aspects like:

- Course content is relevant and need-based.
- Development of analytical, logical, technical and creative skills.
- Activities like internship, field visit and guest/special lectures.
- Assignment and seminars.

The feedback received from employer during the academic year (2018-2019) is analyzed. From the analysis, it is found that, Forty per cent (40%) of the employer strongly agreed that the B.Ed/M.Ed., curriculum currently offered by the University/Collage is relevant for employability and the remaining 60 percent of the Employers agreed for the above statement.

Twenty per cent (20%) of the employer strongly agreed that ,the current B.Ed/M.Ed curriculum has application based courses, which caters the needs of society in terms of knowledge, skills, attitude and innovation and the remaining 80 percent of the Employers agreed for the above statement.

Forty per cent (40%) of the employer strongly agreed with the statement that, the present B.Ed/M.Ed degree programme is containing essential scholastic and non-scholastic activities and the remaining 60 percent of the Employers agreed for the above statement.



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Eighty per cent (80%) of the employer strongly agreed with the statement that, the present B.Ed/M.Ed degree programme promotes positive attitudes among the prospective teacher educators and the remaining 20 percent of the Employers agreed for the above statement.

Twenty per cent (20%) of the employer strongly agreed with the statement that, the current B.Ed/M.Ed degree programme is designed to empower prospective teacher educators and the remaining 80 percent of the Employers agreed for the above statement.

Sixty per cent (60%) of the employer strongly agreed with the statement that, the present B.Ed/M.Ed curriculum is designed in such a way to promote creativity among the prospective teacher educators and the remaining 40 percent of the Employers agreed for the above statement.

Forty per cent (40%) of the employer strongly agreed with the statement that, the B.Ed/M.Ed curriculum of two-years is adequate to develop necessary competencies for future teacher educators and the remaining 60 percent of the Employers agreed for the above statement.

Eighty per cent (80%) of the employer strongly agreed with the statement that, the present B.Ed/M.Ed curriculum has a good balance between theory and practicum and the remaining 20 percent of the Employers agreed for the above statement.

Sixty per cent (60%) of the employer strongly agreed with the statement that, the present B.Ed/M.Ed curriculum is able to intellectually stimulate the teacher educators and the remaining 40 percent of the Employers agreed for the above statement.

Forty per cent (40%) of the employer strongly agreed with the statement that, the present B.Ed/M.Ed curriculum helps to develop overall personality of the teacher educators and the remaining 60 percent of the Employers agreed for the above statement.

Sixty per cent (60%) of the employer strongly agreed with the statement that, the present B.Ed/M.Ed curriculum has provision for the hands on experiences and field experiences to the future teacher educators and the remaining 40 percent of the Employers agreed for the above statement.

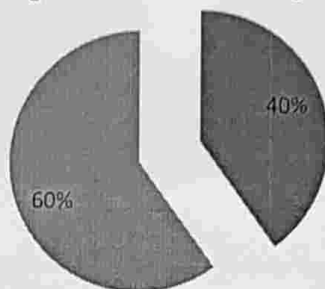


  
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**IV.FEEDBACK R E P O R T FROM THE EMPLOYERS**  
**(2018- 2019)**

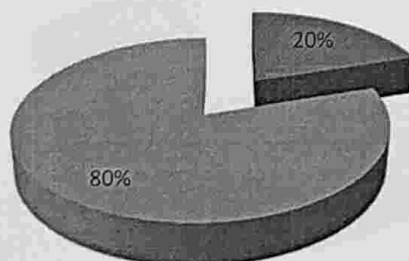
**1.The B.Ed/M.Ed curriculum currently offered by  
College is relevant for employability.**

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



**2.The current B.Ed/M.Ed curriculum has application  
based courses, which caters the needs of society in terms  
of knowledge, skills, attitude and innovation.**

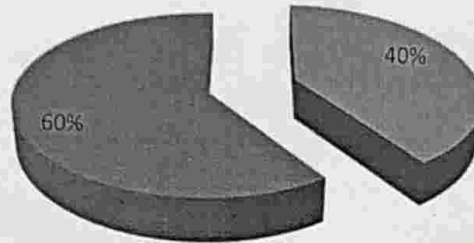
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



  
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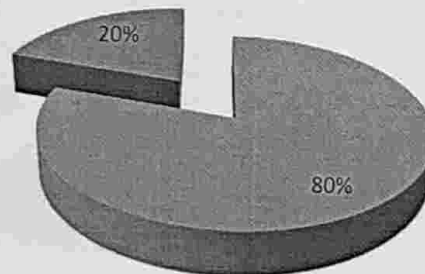
3. The present B.Ed/M.Ed degree programme is containing essential scholastic and non-scholastic activities.

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree



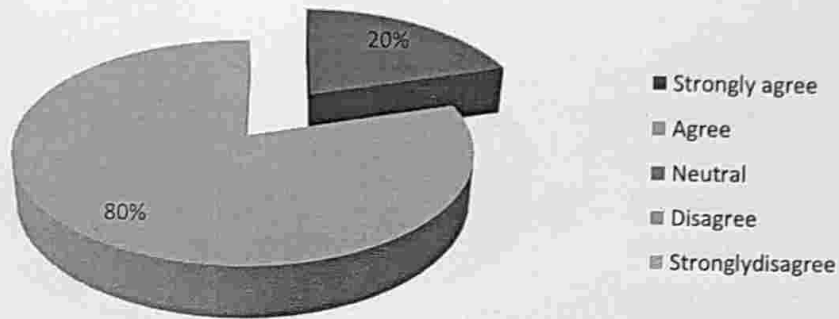
4. The present B.Ed/M.Ed degree programme promotes positive attitudes among the prospective teacher educators.

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

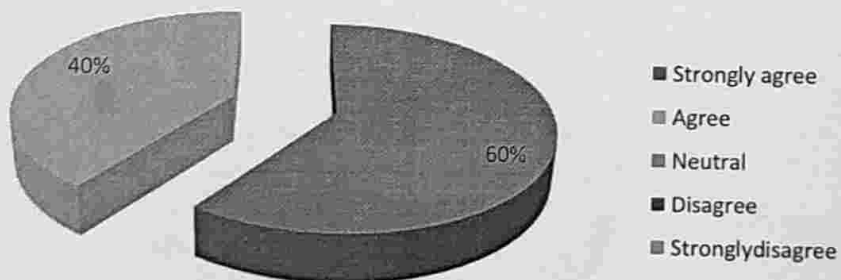


  
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5. The current B.Ed/M.Ed degree programme is designed to empower prospective teacher educators.



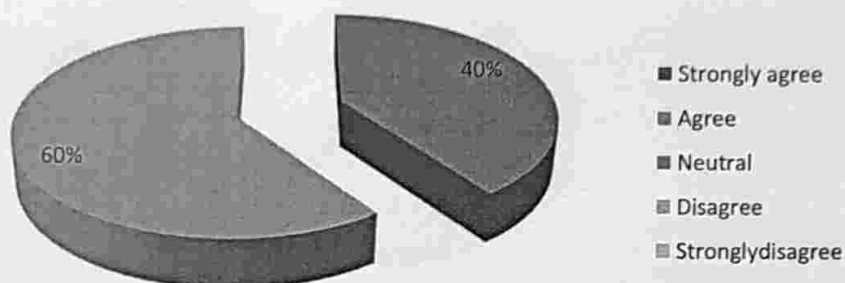
6. The present B.Ed/M.Ed curriculum is designed in such a way to promote creativity among the prospective teacher educators.



  
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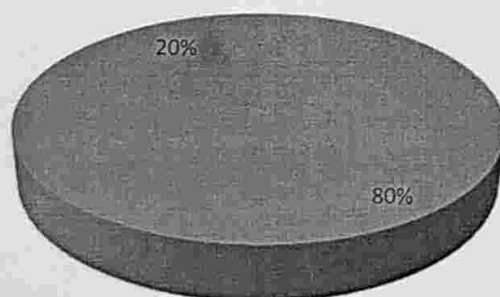


**7. The B.Ed/M.Ed curriculum of two-years is adequate to develop necessary competencies for future teacher educators.**



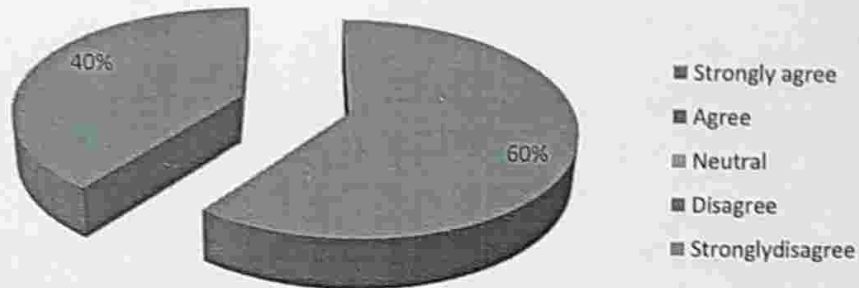
**8. The present B.Ed/M.Ed curriculum has a good balance between theory and practicum.**

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

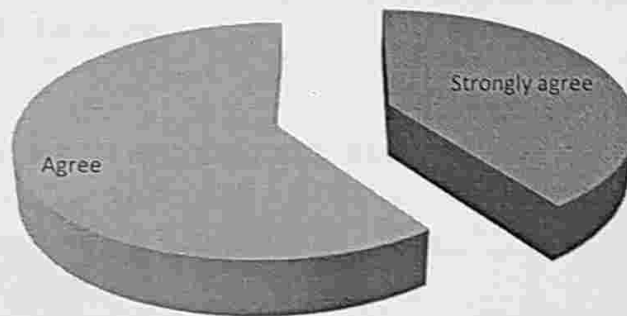


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9. The present B.Ed/M.Ed curriculum is able to intellectually stimulate the would be teacher educators.

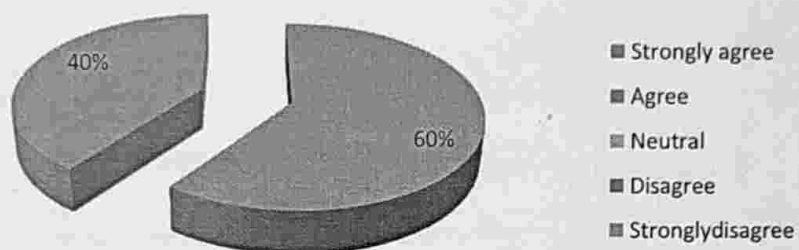


10. The present B.Ed/M.Ed curriculum helps to develop overall personality of the would be teacher educators.



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**11. The present B.Ed/M.Ed curriculum has provision for the hands on experiences and field experiences to the future teacher educators.**



#### **IV. FEEDBACK FROM B.ED/M.ED ALUMNI (2018-19)**

The feedback on design and review of syllabus were collected from the B.Ed/M.Ed Alumni students .The feedbacks received from the Alumni of B.Ed/M.Ed students have been systematically analyzed and reports were prepared. The reports on the feedback have been submitted to the Principal for the perusal and further action.

##### **(A) TOTAL NUMBER OF FEEDBACK RECEIVED FROM THE ALUMNI (2018-19)**

Course	Year	No of Students
B.Ed/M.Ed	2018-2019	70



*[Signature]*  
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**(B) QUESTIONNAIRE FOR THE ALUMNI FEEDBACK (2018-2019)**  
**GRT COLLEGE OF EDUCATION - TIRUTTANI-631209**

(Affiliated to Tamilnadu Teachers Education University)

The Internal Quality Assurance Cell (IQAC) seeks your valuable feedback for enhancing the quality of curriculum offered in GRT College of Education.

Name :  
 Name of the programme studied :  
 Department :  
 Year of study :  
 Name of the Institution :  
 Contact. No :  
 Email ID :

S.No	Descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The College/University curriculum and its contents are appropriate and relevant to develop professional skills.					
2.	The co-curricular activities organized by the college have provided me real experiences.					
3.	The organization of Internship Programmes in Teacher Education Institutions and Co-operative Schools are helpful to demonstrate our skills, talents, and creativity.					
4.	The curriculum offered by the College/University helps to excel in teaching profession.					
5.	The College/University curriculum is updated, modern and competitive.					
6.	The College/University curriculum helps to develop essential leadership qualities.					
7.	The College/University curriculum encompasses the personal, social, national and internationally relevant content.					
8.	The curriculum offered by the College/ University is a competitive and challenging one.					
9.	The curriculum theory and practices are properly aligned and balanced.					
10.	The curriculum offered by the College/University is useful to solve personal and community related problems.					
11.	The curriculum offered by the College/University is value loaded and student-centric.					
12.	The curriculum offered by the College/University is continuous, logical and interwoven.					
13.	The curriculum offered by the College/University is highly motivating and interesting one.					
14.	The curriculum offered by the College/University is an exhaustive and meaningful one.					
15.	The curriculum offered by the College/University is flexible to choose the option of study by the students.					

Any Suggestions

signatures



  
**PRINCIPAL**  
 GRT College of Education  
 Tiruttani - 631 209.



**C. ANALYSIS OF FEEDBACK RECEIVED FROM THE ALUMINI (2018-2019)**

Q.NO	DESCRIPTION	YEAR		2018-2019				
				Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	The College/University curriculum and its contents are appropriate and relevant to develop professional skills.	COUNT	70	30	30	10	0	0
		%	100	43	43	14	0	0
Q2	The co-curricular activities organized by the college have provided me real experiences.	COUNT	70	35	30	5	0	0
		%	100	50	43	7	0	0
Q3	The organization of Internship Programmes in Teacher Education Institutions and Co-operative Schools are helpful to demonstrate our skills, talents, and creativity.	COUNT	70	35	20	15	0	0
		%	100	50	28	22	0	0
Q4	The curriculum offered by the College/University helps to excel in teaching profession.	COUNT	70	40	20	10	0	0
		%	100	57	28	15	0	0
Q5	The College/University curriculum is updated, modern and competitive.	COUNT	70	35	28	7	0	0
		%	100	50	40	10	0	0
Q6	The College/University curriculum helps to develop essential leadership qualities.	COUNT	70	30	10	20	10	0
		%	100	42	15	28	15	0
Q7	The College/University curriculum encompasses the personal, social, national and internationally relevant content.	COUNT	70	20	30	20	0	0
		%	100	28	44	28	0	0
Q8	The curriculum offered by the College/ University is a competitive and challenging one.	COUNT	70	30	30	10	0	0
		%	100	43	43	14	0	0
Q9	The curriculum theory and practices are properly aligned and balanced.	COUNT	70	20	25	25	0	0
		%	100	28	36	36	0	0
Q10	The curriculum offered by the College/University is useful to solve personal and community related problems.	COUNT	70	35	20	15	0	0
		%	100	50	28	22	0	0
Q11	The curriculum offered by the College/University is value loaded and student-centric.	COUNT	70	40	30	0	0	0
		%	100	57	43	0	0	0
Q12	The curriculum offered by the College/University is continuous, logical and interwoven.	COUNT	70	20	20	20	10	0
		%	100	28	28	28	16	0
Q13	The curriculum offered by the College/University is highly motivating and interesting one.	COUNT	70	42	25	3	0	0
		%	100	60	36	4	0	0
Q14	The curriculum offered by the College/University is an exhaustive and meaningful one.	COUNT	70	35	30	5	0	0
		%	100	50	43	6	0	0
Q15	The curriculum offered by the College/University is flexible to choose the option of study by the students.	COUNT	70	50	20	0	0	0
		%	100	71	29	0	0	0



  
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#### **(D) A REPORT ON THE FEEDBACK OF ALUMNI (2018-2019)**

GRT Collage of Education has always strived to impart quality education's measure to sustain quality in all its academic and administrative tasks; the Collage obtains feedback from the Alumni before the academic council meeting every year. IQAC conducts an offline feedback session where the questionnaire includes important aspects of the curriculum like the need based importance of the curriculum, course objectives, and the effectiveness of course contents and activities, teaching learning processes, assessment and variety of courses etc.,

Forty per cent (43%) of the alumni strongly agreed with the statement that, the College/University curriculum and its contents are appropriates and relevant to develop professional skills and 43 per cent of the alumni agreed with the above statement, whereas the remaining 14 per cent of them reported as neutral.

Fifty per cent (50%) of the alumni strongly agreed with the statement that, the co-curricular activities organized by the college have provided me real experiences and 43 per cent of the alumni agreed with the above statement, whereas the remaining 7 per cent of them reported as Neutral for the above statement.

Fifty per cent (50%) of the alumni strongly agreed with the statement that, the organization of Internship Programmes in Teacher Education Institutions and Co-operative Schools are helpful to demonstrate our skills, talents, and creativity and 28 per cent of the alumni agreed with the above statement, whereas the remaining 22 per cent of them reported as neutral.

Fifty seven per cent (57%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/University helps to excel in teaching profession and 28 per cent of the alumni agreed with the above statement, whereas the remaining 15 per cent of them reported as neutral.

Fifty per cent (50%) of the alumni strongly agreed with the statement that, The College/University curriculum is updated, modern and competitive and 40 per cent of the alumni agreed with the above statement, whereas the 10 percent of them reported as neutral.

Forty two per cent (42%) of the alumni strongly agreed with the statement that, the College/University curriculum helps to develop essential leadership qualities and 15 per cent of the alumni



  
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agreed with the above statement whereas the remaining 28 per cent of them reported as neutral and the remaining 15 percent of them reported as disagree.

Twenty eight per cent (28%) of the alumni strongly agreed with the statement that, the College/University curriculum encompasses the personal, social, national and internationally relevant content and 44 per cent of the alumni agreed with the above statement, whereas the remaining 28 per cent of them reported as neutral.

Forty three per cent (43%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/ University is a competitive and challenging one and 43 per cent of the alumni agreed with the above statement, whereas the remaining 14 per cent of them reported as neutral.

Twenty eight per cent (28%) of the alumni strongly agreed with the statement that, the curriculum theory and practices are properly aligned and balanced and 36 per cent of the alumni agreed with the above statement and 36 percent of them reported as neutral.

Fifty per cent (50%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/University is useful to solve personal and community related problems and 28 per cent of the alumni agreed with the above statement, whereas the remaining 22 percent of them reported as neutral.

Fifty seven per cent (57%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/University is value loaded and student-centric and 43 per cent of the alumni agreed with the above statement.

Twenty eight per cent (28%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/University is continuous, logical and interwoven and 28 per cent of the alumni agreed with the above statement. Whereas the remaining 28 percent of them reported as neutral and the remaining 16 percent of them reported as disagree.

Sixty per cent (60%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/University is highly motivating and interesting one and 36per cent of the alumni agreed with the above statement whereas the remaining 4 percent of them reported as neutral.

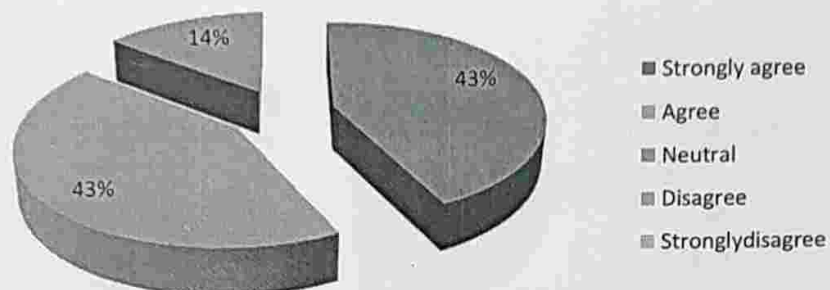
Fifty per cent (50%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/University is an exhaustive and meaningful one and 43 per cent of the alumni agreed with the above statement, whereas the remaining 6 percent of them reported as neutral.

Seventy one per cent (71%) of the alumni strongly agreed with the statement that, the curriculum offered by the College/University is flexible to choose the option of study by the students and 29 per cent of the alumni agreed with the above statement.

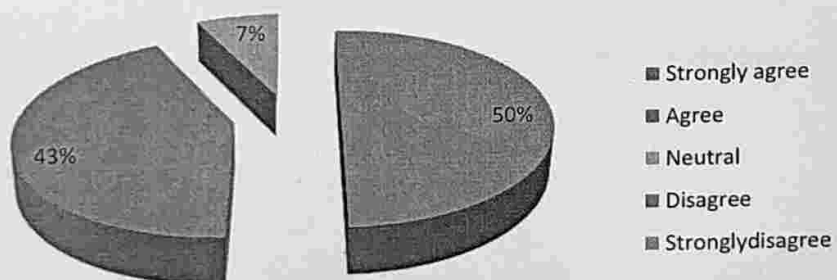


  
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**1.The College/University curriculum and its contents are appropriate and relevant to develop professional skills.**



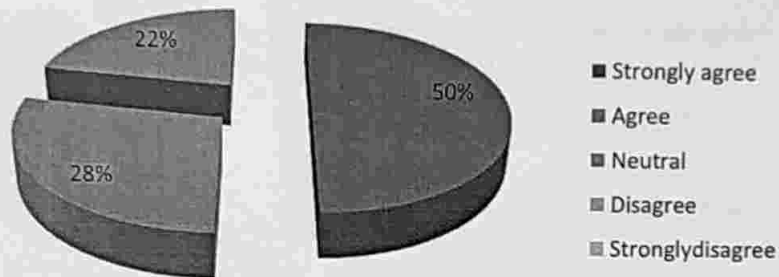
**2.The co-curricular activities organized by the college have provided me real experiences.**



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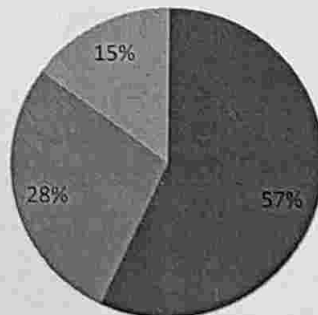


**3.The organization of Internship Programmes in Teacher Education Institutions and Co-operative Schools are helpful to demonstrate our skills, talents, and creativity.**



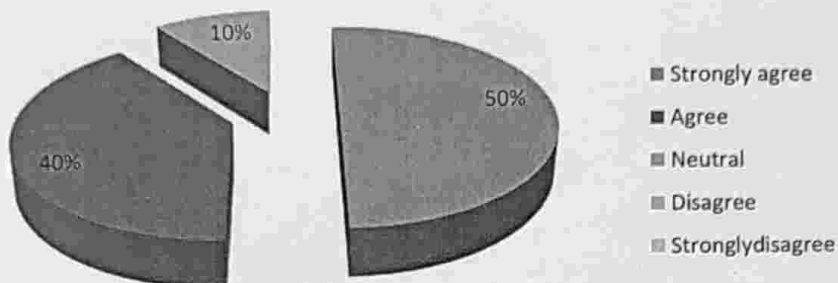
**4.The curriculum offered by the College/University helps to excel in teaching profession.**

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree

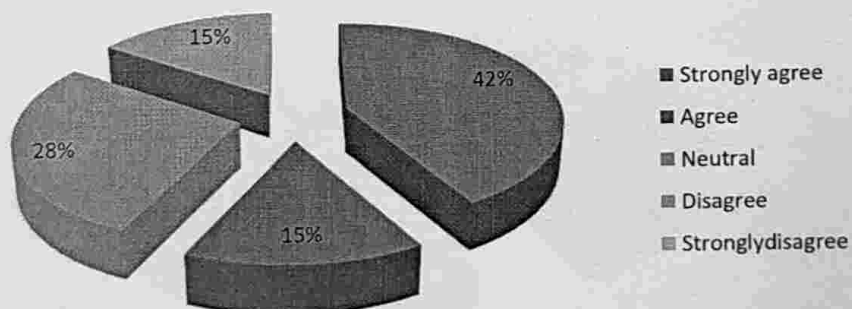



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5.The College/University curriculum is updated, modern and competitive.

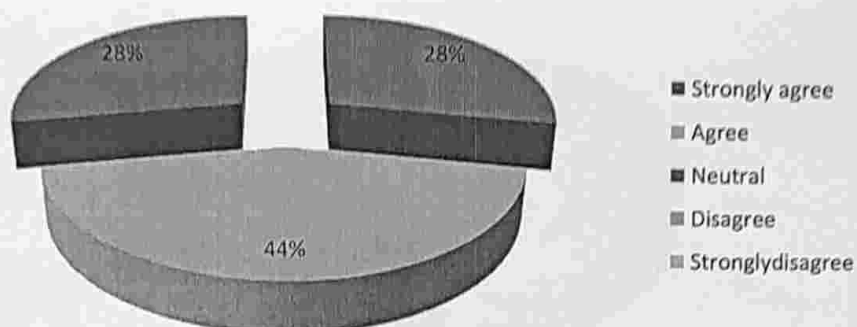


6.The College/University curriculum helps to develop essential leadership qualities.



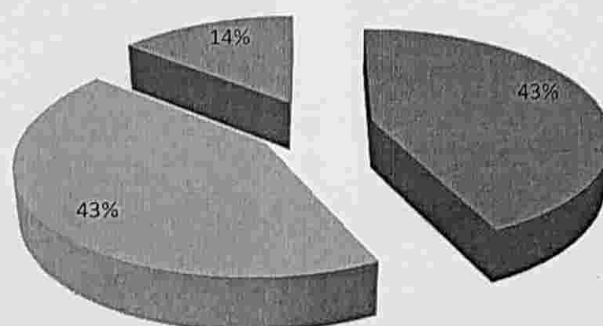
  
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7.The College/University curriculum encompasses the personal, social, national and internationally relevant content.



8.The curriculum offered by the College/ University is a competitive and challenging one.

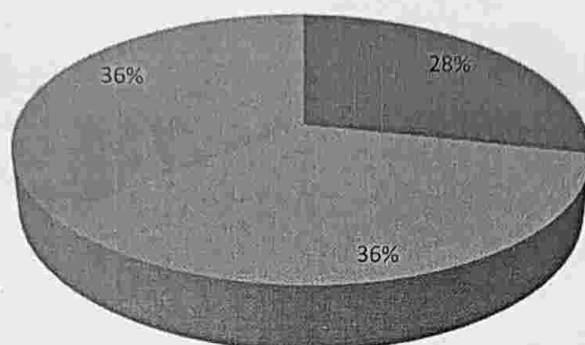
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



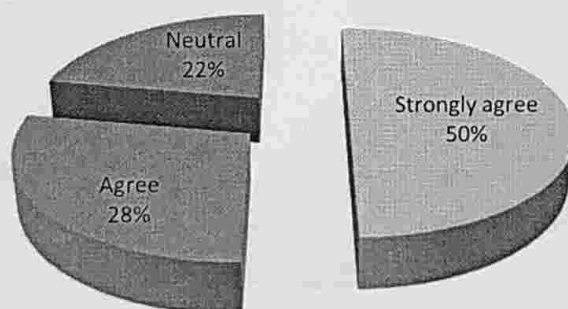
  
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9.The curriculum theory and practices are properly aligned and balanced.

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



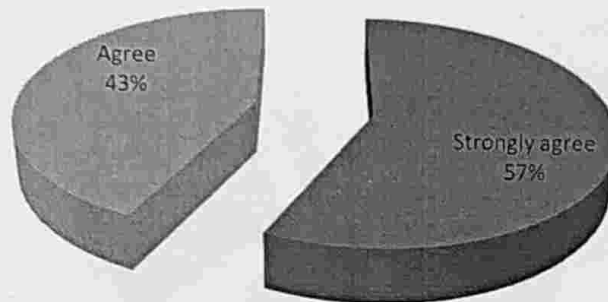
10.The curriculum offered by the College/University is useful to solve personal and community related problems.



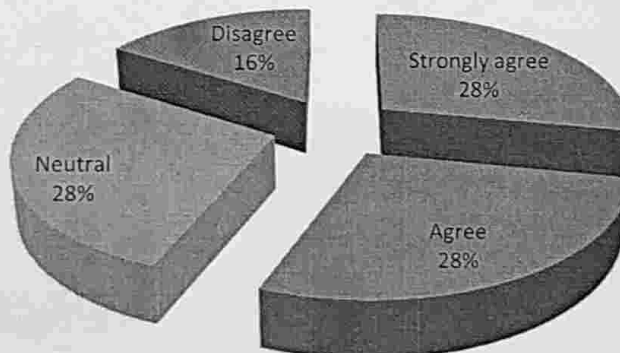
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11. The curriculum offered by the College/University is value loaded and student-centric.



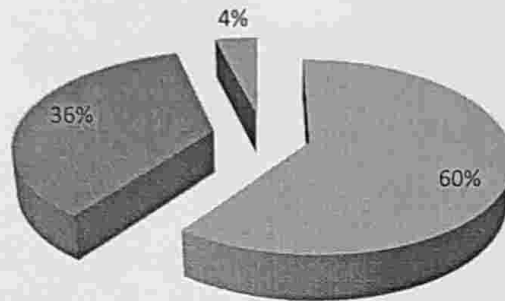
12. The curriculum offered by the College/University is continuous, logical and interwoven.



  
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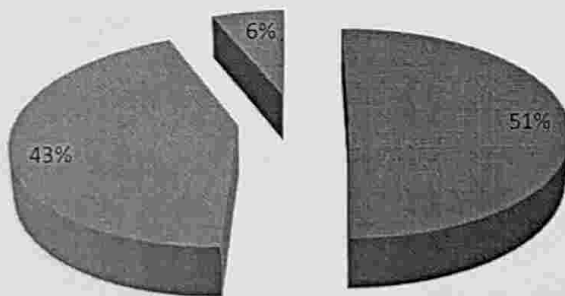
13.The curriculum offered by the College/University is highly motivating and interesting one.

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronglydisagree



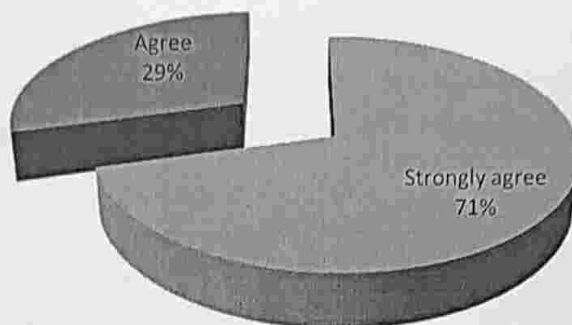
14.The curriculum offered by the College/University is an exhaustive and meaningful one.

■ Strongly agree  
■ Agree  
■ Neutral  
■ Disagree  
■ Stronglydisagree



*[Signature]*  
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15. The curriculum offered by the College/University is flexible to choose the option of study by the students.



#### V. FEEDBACK RECEIVED FROM COOPERATIVE SCHOOLS (2018-19)

The feedbacks were collected from the cooperative schools. The feedbacks received from the cooperative schools have been systematically analyzed and reports were prepared. The reports on the feedback have been submitted to the Principal for the perusal and further action.

##### (A) TOTAL NUMBER OF FEEDBACK RECEIVED FROM COOPERATIVE SCHOOLS (2018-19)

Course	Year	No of samples
COOPERATIVE SCHOOLS	2018-2019	50



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**(B) QUESTIONNAIRE FOR THE COOPERATIVE SCHOOLS (2018-19)**

**GRT COLLEGE OF EDUCATION - TIRUTTANI-631209**

(Affiliated to Tamilnadu Teachers Education University)

The Internal Quality Assurance Cell (IQAC) seeks your valuable feedback for enhancing  
the quality of curriculum offered in GRT College of Education.

Name:

Department:

Name of the School:

Contact. No:

Email ID :

S.No	Descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The internship programmes in cooperative schools are helpful for them.					
2.	The internship programme sharpens the teaching ability among the perspective teachers.					
3.	The Duration of the teaching practice is adequate.					
4.	The usage of teaching aids in the class by the trainees is satisfactory.					
5.	The punctuality of the teacher trainee is appreciable.					
6.	Involvement of the trainee is ample in the school activities.					
7.	The depth of the knowledge in the content delivery is abundant.					
8.	The Level of improvement observed at the end of internship programme is sufficient.					
9.	The student's capacity in the classroom management is appreciable.					
10.	The Level of improvement in their Assessment skill is bountiful.					

Any Suggestions

Signature



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**C. ANALYSIS OF FEEDBACK RECEIVED FROM THE  
COOPERATIVE SCHOOLS (2018-19)**

Q.NO	DESCRIPTION	YEAR		2018-2019				
				Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	The internship programmes in cooperative schools are helpful for them.	COUNT	50	30	20	0	0	0
		%	100	60	40	0	0	0
Q2	The internship programme sharpness the teaching ability among the perspective teachers.	COUNT	50	40	10	0	0	0
		%	100	80	20	0	0	0
Q3	The Duration of the teaching practice is adequate.	COUNT	50	45	5	0	0	0
		%	100	90	10	0	0	0
Q4	The usage of teaching aids in the class by the trainees is satisfactory.	COUNT	50	20	20	10	0	0
		%	100	40	40	20	0	0
Q5	The punctuality of the teacher trainee is appreciable.	COUNT	50	30	10	10	0	0
		%	100	60	20	20	0	0
Q6	Involvement of the trainee is ample in the school activities.	COUNT	50	35	10	5	0	0
		%	100	70	20	10	0	0
Q7	The depth of the knowledge in the content delivery is abundant.	COUNT	50	25	20	5	0	0
		%	100	50	40	10	0	0
Q8	The Level of improvement observed at the end of internship programme is sufficient.	COUNT	50	40	10	0	0	0
		%	100	80	20	0	0	0
Q9	The student's capacity in the classroom management is appreciable.	COUNT	50	30	20	0	0	0
		%	100	60	40	0	0	0
Q10	The Level of improvement in their Assessment skill is bountiful.	COUNT	50	15	15	10	10	0
		%	100	30	30	20	20	0



  
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#### (D) A REPORT ON THE FEEDBACK OF COOPERATIVE SCHOOLS (2018-2019)

GRT Collage of Education has always strived to impart quality education's measure to sustain quality in all its academic and administrative tasks; the Collage obtains feedback from the cooperative schools before the academic council meeting every year. IQAC conducts an offline feedback session where the questionnaire includes important aspects of the internship programmes in cooperative schools are helpful for teacher trainees and the duration of the teaching practice is adequate etc...

Sixty per cent (60%) of the cooperative teachers strongly agreed with the statement that, the internship programmes in cooperative schools are helpful for them and 40 per cent of the cooperative teachers agreed with the above statement.

Eighty per cent (80%) of the cooperative teachers strongly agreed with the statement that, the internship programme sharpness the teaching ability among the perspective teachers and 20 per cent of the cooperative teachers agreed with the above statement.

Ninety per cent (90%) of the cooperative teachers strongly agreed with the statement that, The Duration of the teaching practice is adequate and 10 per cent of the cooperative teachers agreed with the above statement.

Forty per cent (40%) of the cooperative teachers strongly agreed with the statement that, the usage of teaching aids in the class by the trainees is satisfactory and 40 per cent of the cooperative teachers agreed with the above statement, whereas the remaining 20 per cent of them reported as neutral.

Sixty per cent (60%) of the cooperative teachers strongly agreed with the statement that, the punctuality of the teacher trainee is appreciable and 20 per cent of the cooperative teachers agreed with the above statement, whereas the remaining 20 per cent of them reported as neutral.



  
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Seventy per cent (70%) of the cooperative teachers strongly agreed with the statement that, Involvement of the trainee is ample in the school activities and 20 per cent of the cooperative teachers agreed with the above statement, whereas the remaining 10 per cent of them reported as neutral.

Fifty per cent (50%) of the cooperative teachers strongly agreed with the statement that, the depth of the knowledge in the content delivery is abundant and 40 per cent of the cooperative teachers agreed with the above statement. whereas the remaining 10 per cent of them reported as neutral.

Eighty per cent (80%) of the cooperative teachers strongly agreed with the statement that, The Level of improvement observed at the end of internship programme is sufficient and 20 per cent of the cooperative teachers agreed with the above statement.

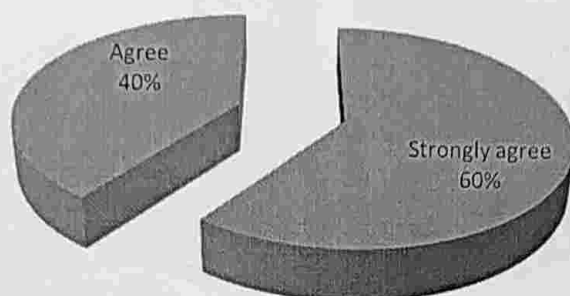
Sixty per cent (60%) of the cooperative teachers strongly agreed with the statement that, the student's capacity in the classroom management is appreciable and 40 per cent of the cooperative teachers agreed with the above statement.

Thirty per cent (30%) of the cooperative teachers strongly agreed with the statement that, The Level of improvement in their Assessment skill is bountiful and 30 per cent of the cooperative teachers agreed with the above statement. Whereas 20 per cent of them reported as neutral and 20 per cent of them reported as disagree.

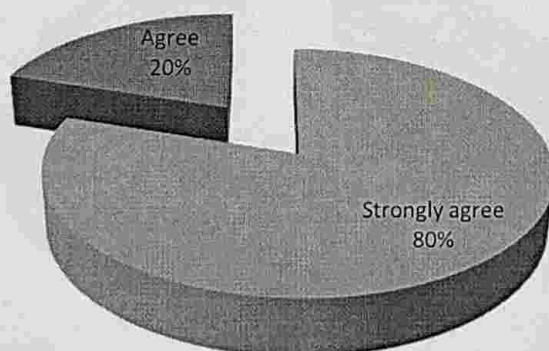


  
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**1.The internship programmes in cooperative schools are helpful for them.**



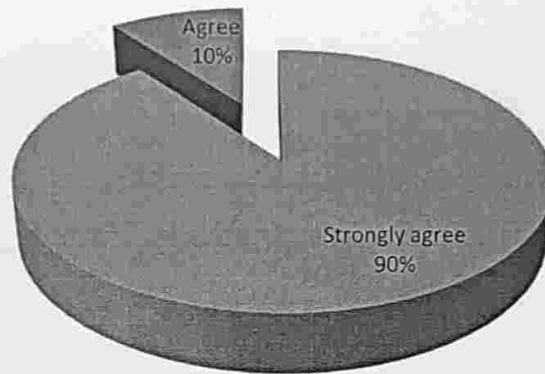
**2.The internship programme sharpness the teaching ability among the perspective teachers.**



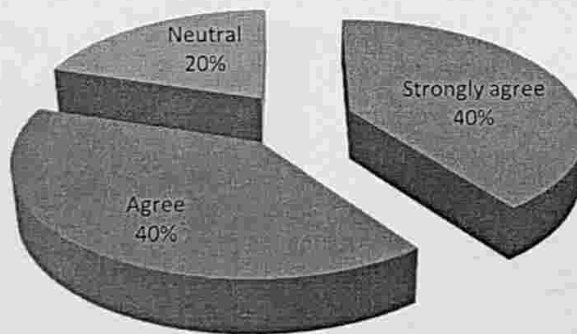
  
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3.The Duration of the teaching practice is adequate.

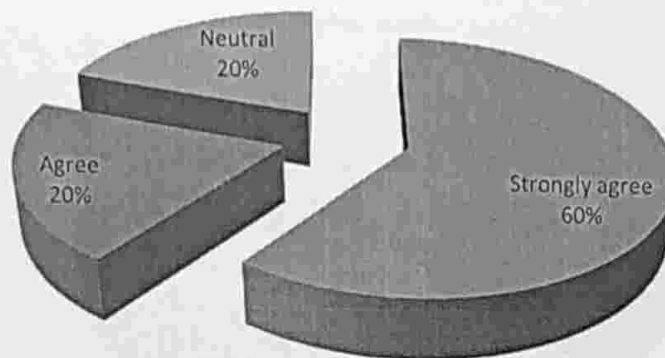


4.The usage of teaching aids in the class by the trainees is satisfactory.

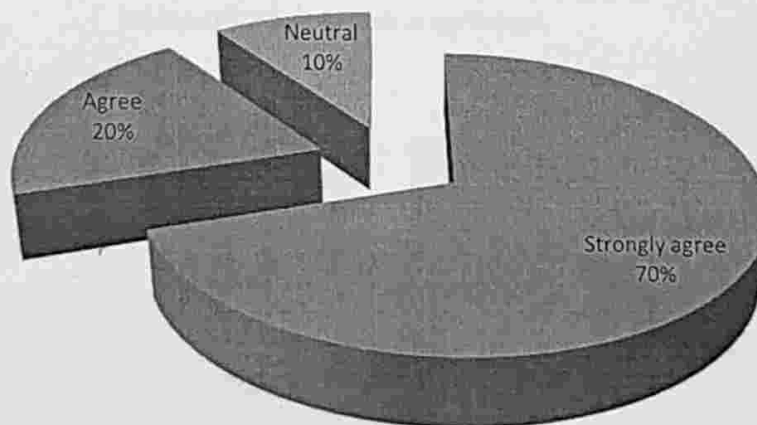


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5.The punctuality of the teacher trainee is appreciable.

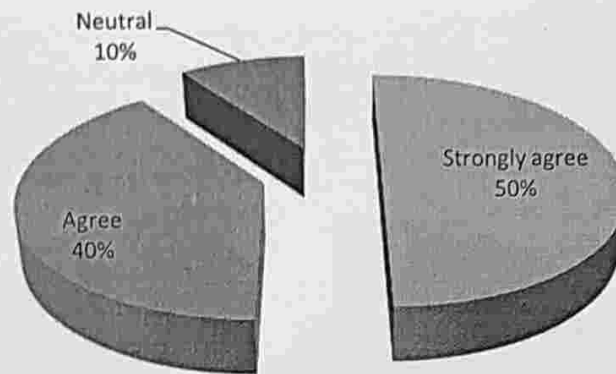


6.Involvement of the trainee is ample in the school activities.

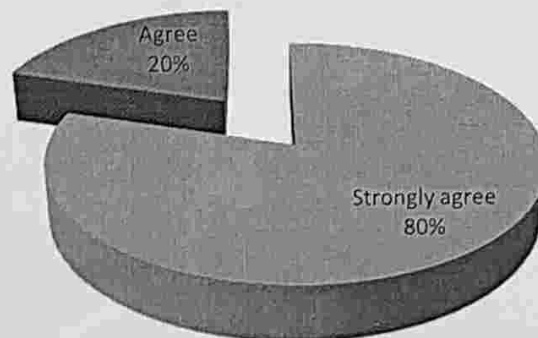


  
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**7.The depth of the knowledge in the content delivery is abundant.**

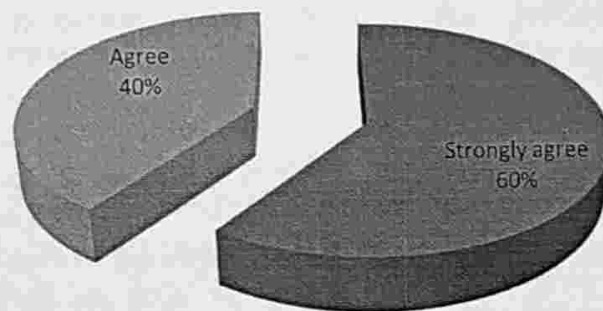


**8.The Level of improvement observed at the end of internship programme is sufficient.**

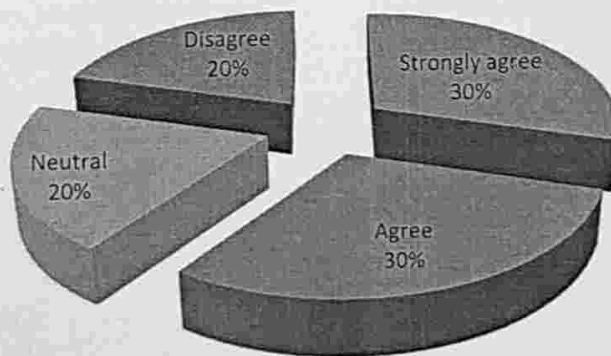


  
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**9.The student's capacity in the classroom management is appreciable.**



**10.The Level of improvement in their Assessment skill is bountiful.**





# **1. ACTION TAKEN REPORT ON STUDENTS FEEDBACK (2018-19)**

Regarding the design and review of B.Ed/M.Ed., degree Programme syllabus, year-wise feedback has been obtained from the students. The feedback received from the B.Ed/M.Ed, students have been analyzed and action was initiated on the aspect that requires improvement.

S.NO	OBSERVATIONS	ACTION TAKEN REPORT
1.	<p><b>From the data analysis on the feedback of B.Ed/M.Ed students, the following outputs have been observed.</b></p> <p>1. 10 percent respondents are expressed as poor in the assessment process.</p> <p>2. 15 per cent of the respondents are expressed as poor for the opportunities provided by the collage for students to participate in the internship, field visit and other field based activities.</p> <p>3. 8 per cent of the respondents are expressed as poor for the Opportunities provided for out of the classroom learning (guest lectures, seminars, workshop, value programmes, conferences, competitions, additions programmes)</p>	<p>The feedback received from the B.ED/M.ED students has been analyzed and a report was prepared for the academic year 2018-2019.</p> <p>The report on feedback from B.ED/M.ED., students has been submitted to the Principal for the remedy.</p> <p>The principal suggested the staff to do the assessment process properly and arranged field based activities and seminars for the students for their further studies.</p>



  
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## 2. ACTION TAKEN REPORT ON TEACHERS FEEDBACK (2018-2019)

Regular feedback received from the teachers on the course content and curriculum as a whole is taken, IQAC analyses the feedback and action taken report is sent to the Principal for taking note of the feedback during curriculum and examination related updates.

S.NO	OBSERVATIONS	ACTION TAKEN REPORT
1.	<p><b>From the data analysis on the feedback of Teachers, the following outputs have been observed.</b></p> <p>The feedbacks received from the Teachers have been analyzed and action was initiated on the aspect that requires improvement.</p>	<p>The feedback received from the Teachers has been analyzed and a report was prepared for the academic year 2018-2019.</p> <p>The report on feedback from Teachers has been submitted to the Principal.</p>

## 3. ACTION TAKEN REPORT ON EMPLOYERS FEEDBACK (2018-2019)

The institution takes inputs from the employers' feedback, while designing a new curriculum and also updating the curriculum in the board of studies. The inputs given by the employers are taken very seriously. Employers' feedbacks are analyzed by IQAC cell and an action taken report is circulated to respective heads of the department.

S.NO	OBSERVATIONS	ACTION TAKEN REPORT
1.	<p><b>From the data analysis on the feedback of Employers, the following outputs have been observed.</b></p> <p>The feedbacks received from the Employers have been analyzed and action was initiated on the aspect that requires improvement.</p>	<p>The feedback received from the Employers has been analyzed and a report was prepared for the academic year 2018-2019.</p> <p>The report on feedback from Employers has been submitted to the Principal.</p>



  
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#### 4. ACTION TAKEN REPORT ON ALUMNI FEEDBACK (2018-2019)

The feedbacks received from the Alumni of B.Ed/M.Ed students have been systematically analyzed and reports were prepared. The reports on the feedback have been submitted to the Principal for the perusal and further action.

S.NO	OBSERVATIONS	ACTION TAKEN REPORT
1.	<p><b>From the data analysis on the feedback of B.ED/M.ED Alumni, the following outputs have been observed.</b></p> <p>1. 15 percent of them reported as disagree for the College/University curriculum helps to develop essential leadership qualities.</p> <p>2. 16 percent of them reported as disagree for the curriculum offered by the College/University is continuous, logical and interwoven</p>	<p>The feedback received from the Alumni has been analyzed and a report was prepared for the academic year 2018-2019.</p> <p>The report on feedback from Alumni has been submitted to the Principal.</p>

#### 5. ACTION TAKEN REPORT ON COOPERATIVE SCHOOLS FEEDBACK (2018-2019)

The feedbacks received from the cooperative schools have been systematically analyzed and reports were prepared. The reports on the feedback have been submitted to the Principal for the perusal and further action.

S.NO	OBSERVATIONS	ACTION TAKEN REPORT
1.	<p><b>From the data analysis on the feedback of Cooperative schools, the following outputs have been observed.</b></p> <p>20 per cent of them reported as disagree for the Level of improvement in their Assessment skill is bountiful</p>	<p>The feedback received from the Cooperative schools has been analyzed and a report was prepared for the academic year 2018-2019.</p> <p>The report on feedback from Cooperative schools has been submitted to the Principal.</p>



  
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