



SRI SARVAJNA COLLEGE OF EDUCATION

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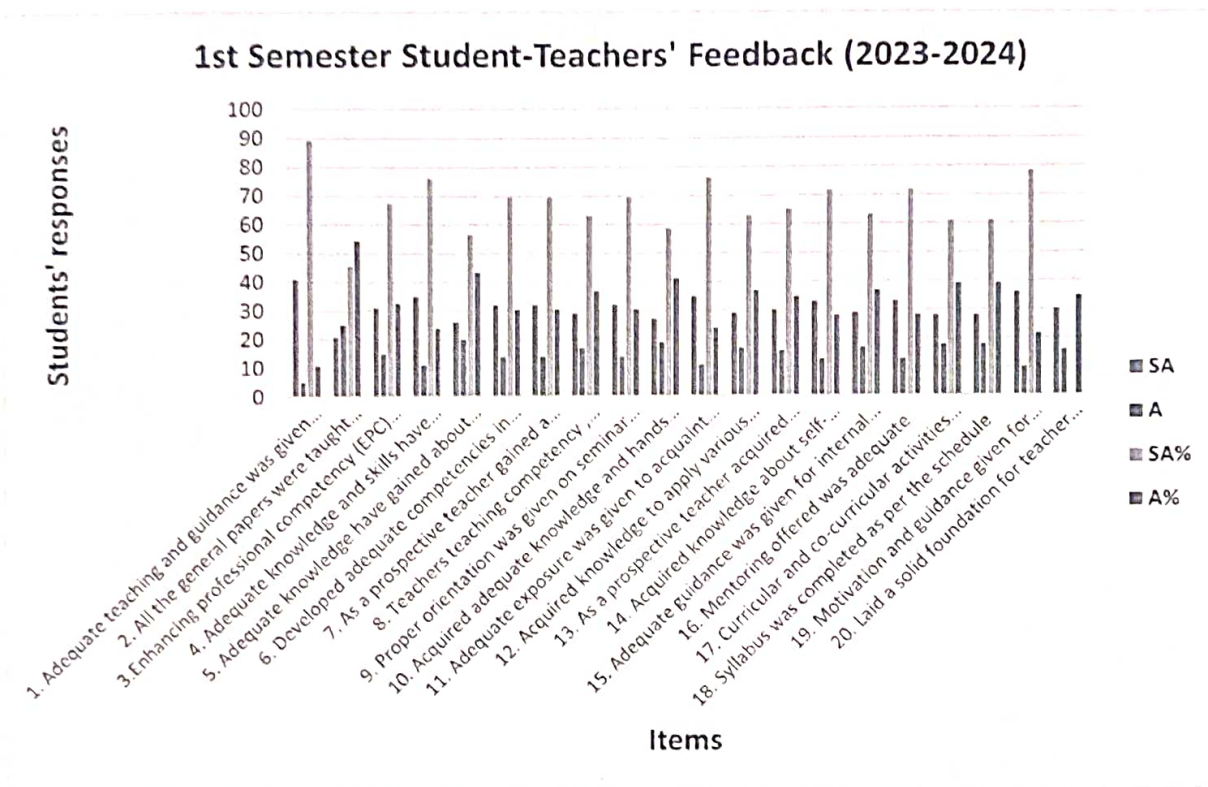
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1.4. Feedback System

1.4.2. Feedback form stakeholders is procured and action is taken; feedback process adopted by the institution comprises the following.

1.4.2.1. Stakeholder feedback analysis report with seal and signature of the principal

First semester

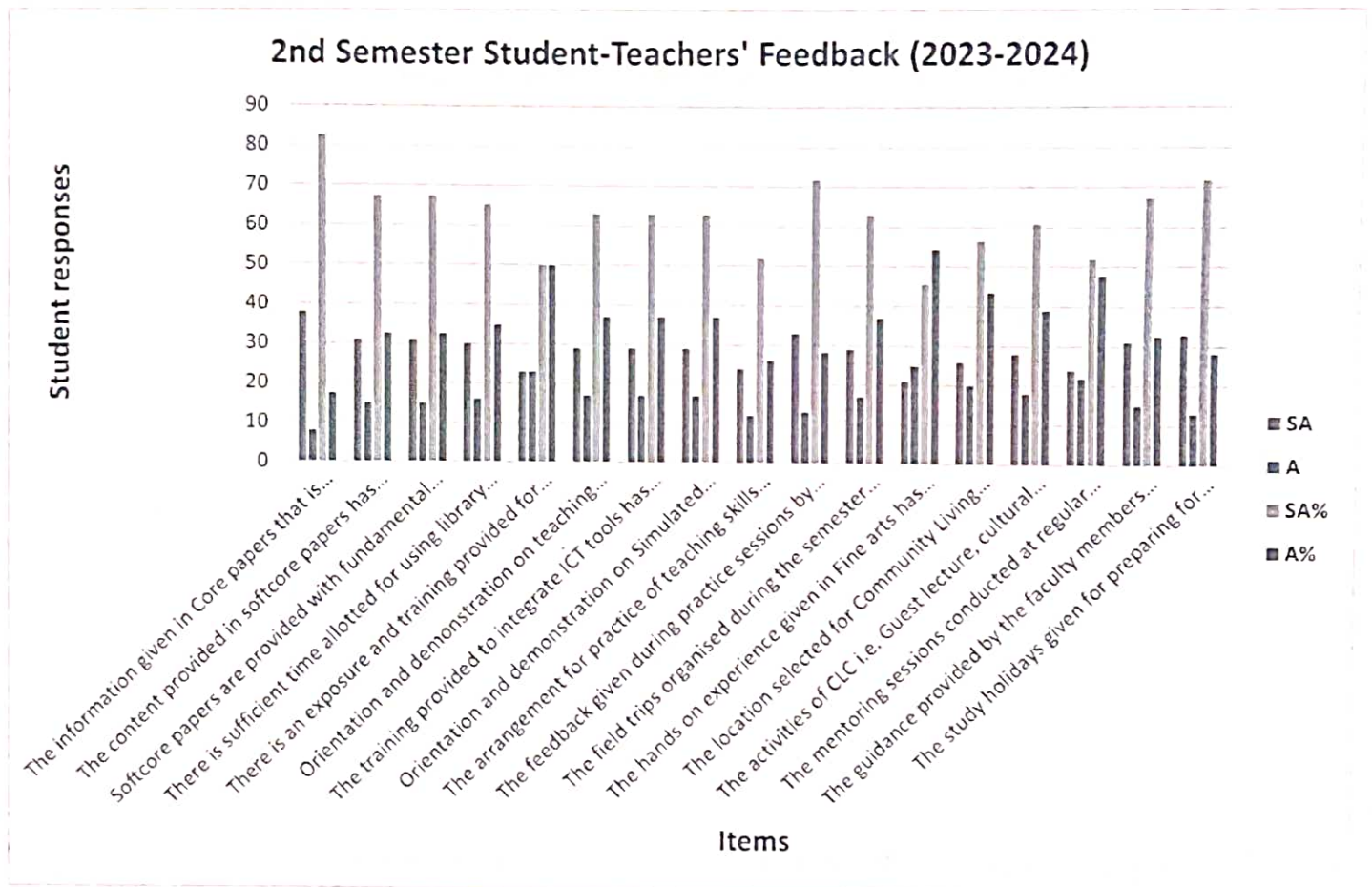


From the above table and graphical representation it is evident that overall feedback given by the student teachers about first semester was very good. Adequate teaching and guidance, knowledge about psychological aspects, Philosophy and sociological aspects, School administration, prior orientation given on seminar and project activities, adequate knowledge about effective language, reading, writing, problem solving skills, self-priority and personality to improve, guidance given about internal and external examination, co-curricular activities, preparing for CTET, TET, lay a solid foundation for passionate teaching


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and teacher preparation shows the student teachers were feeling that the teacher preparation programme need to be improve. Students' satisfaction regarding the first semester activities was above average and they had strongly agreed with our activities. Few student teachers were agreed. It indicates that the institution management and faculty of the institution need to strive hard to offer quality teacher education. The students have suggested completing the portion / welling in advance and carrying more presentations and giving importance to competitive examination.

Second semester

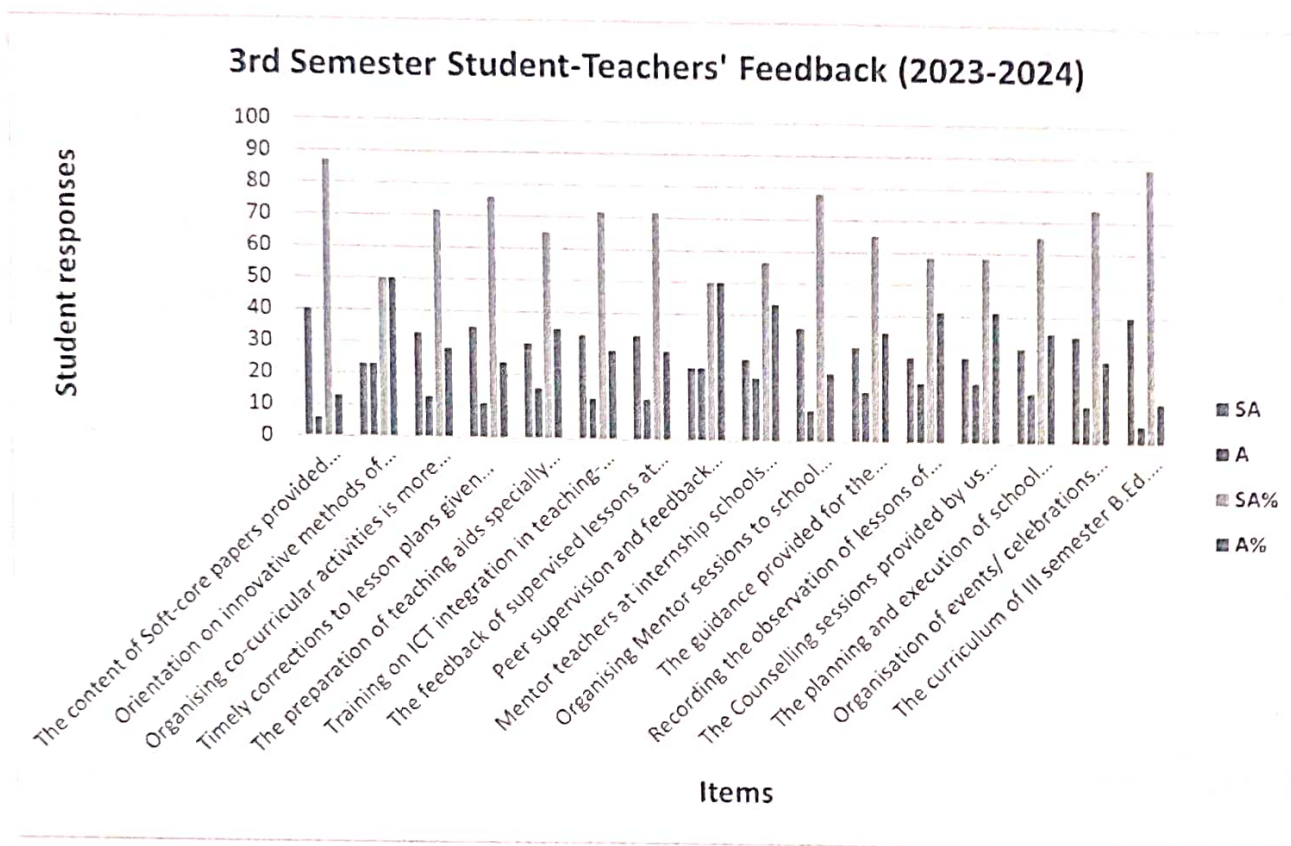


The information given in Core papers, soft core papers, teaching methods evaluation techniques, using library resources, technological tools, training provided in the ICT integration, communication and teaching skills, peer feedback, and time given for practice skills was good. Many a student teachers were responded that the field trips, hands on


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experiences, guest lecture, cultural and literary activities, mentoring in regular session, guidance provided by the faculty, for writing assignments, episodes, preparation for Instructional aids; examination was accepted by the faculty members. Overall maximum number of student teachers were strongly agreed with evidence provided, preparing holistic teachers. At the same time they also opined that the more of practical activities and demonstration on teaching skills and preparation for internship will help them to equip better skills and practical exposure to teaching intern support the school internship programme.

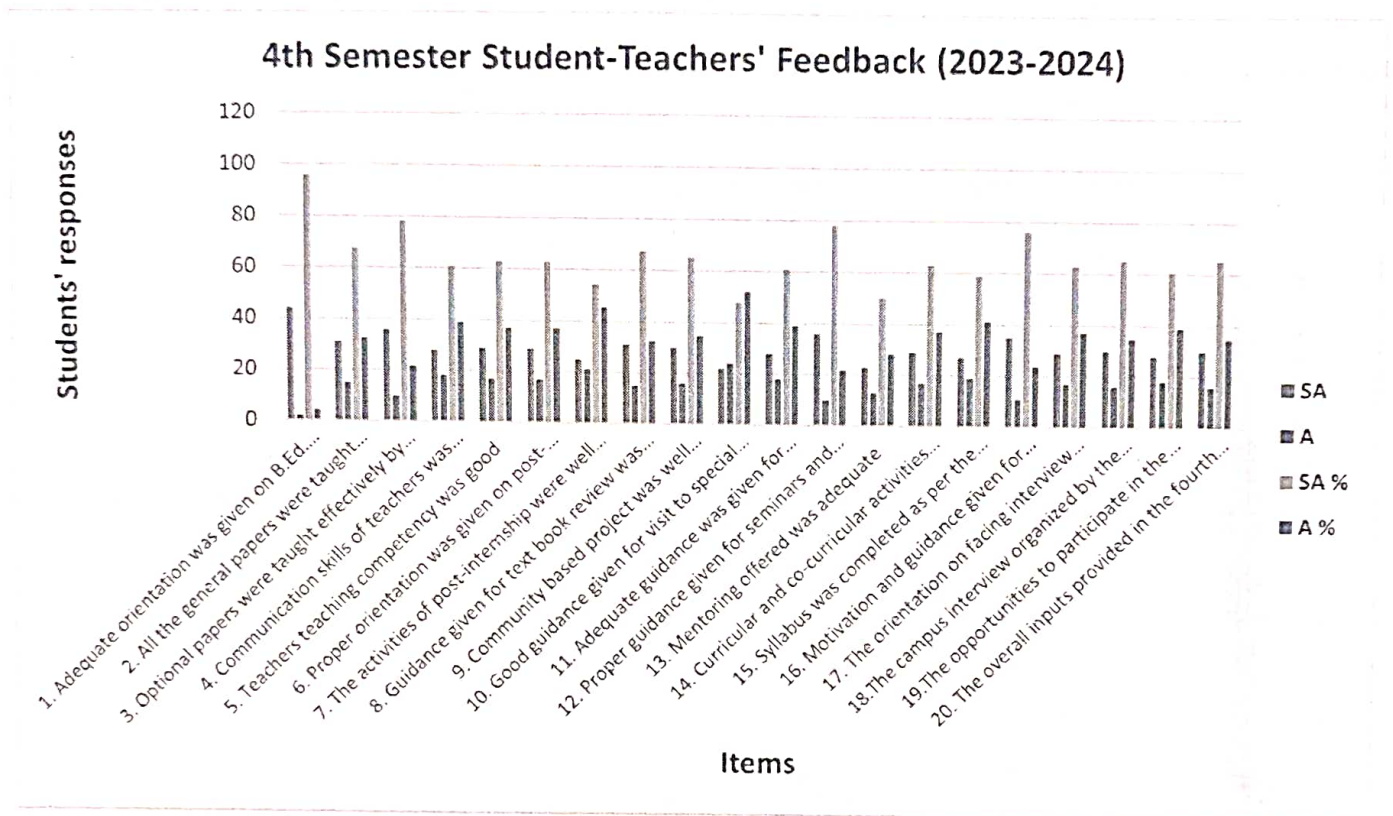
Third semester



The theoretical knowledge provided, action research helps to develop research skills, problem solving ability, orientation for internship, organizing co-curricular activities, preparation of teaching aids, integrate the technology in classroom teaching, preserve feedback mechanism, rapport with practice teaching schools, relationship with mentors/teachers, implementation of innovative teaching methods, organizing co-curricular activities in schools about all these activities student teachers were strongly agree with the measures and action taken by the institution. Few students agreed with the activities of the

institution. They also suggested that the institution has given those opportunities and exposure to corporation schools and also private schools, but have mentioned to select schools where the ICT facilities are available and allowed to implement their ideas and enhance their teaching competency in teaching and there is a scope to use and integrate the technological knowledge in the teaching to make it more effective, concretized and attractive to learn.

Fourth semester

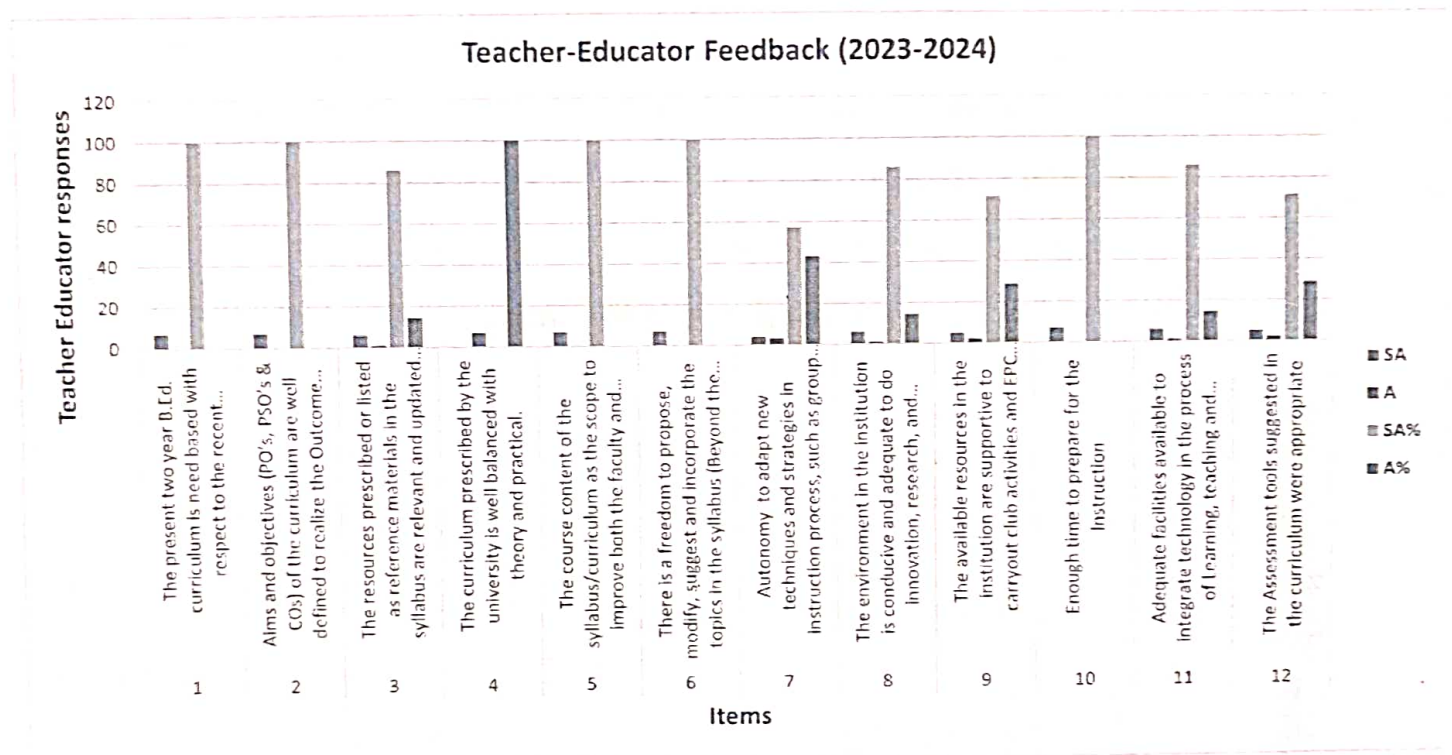


The adequate orientation given in all the theory papers were satisfied by student teachers and strongly agreeing with optional papers taught effectively, teacher teaching competencies, preparation for post internship activities, guidance given for review and analysis of textbook, community projects are well supervised by the teacher educators, guidance in planning and organizing field visit, preparation for practical examination, syllabus completion, and


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Guidance given for TET, CTET, and other eligible tests, preparation for carrier readiness and facing the placement interview and its organisation, organizing extensional activities and overall the teacher preparation in the institution was fully convinced and eighty percent and above students were strongly agree with the institutional activities and few students were agree. Dissatisfying students were very negligible and most of the students were having positive opinion about overall activities carried out by the institution in all the four semesters. They also suggested that the institution need to organize community based activities more in number to take up community based activities.

Teacher Educators feedback



It's evident from the table and graphical representation of the data all the faculty members were satisfied and strongly agree with the present B.Ed. curriculum is need based and POs, PSOs, and CO's are well defined and outcome based education. The resources available in the institution, references, books and laboratory equipment, e-resources, freedom to propose and modify, suggest and incorporate in instructional practices beyond the syllabus prescribed by the university, autonomy to adopt new techniques and strategies in instruction and group activities, such as collaborative and cooperative, seminars, presentations, visits, are well

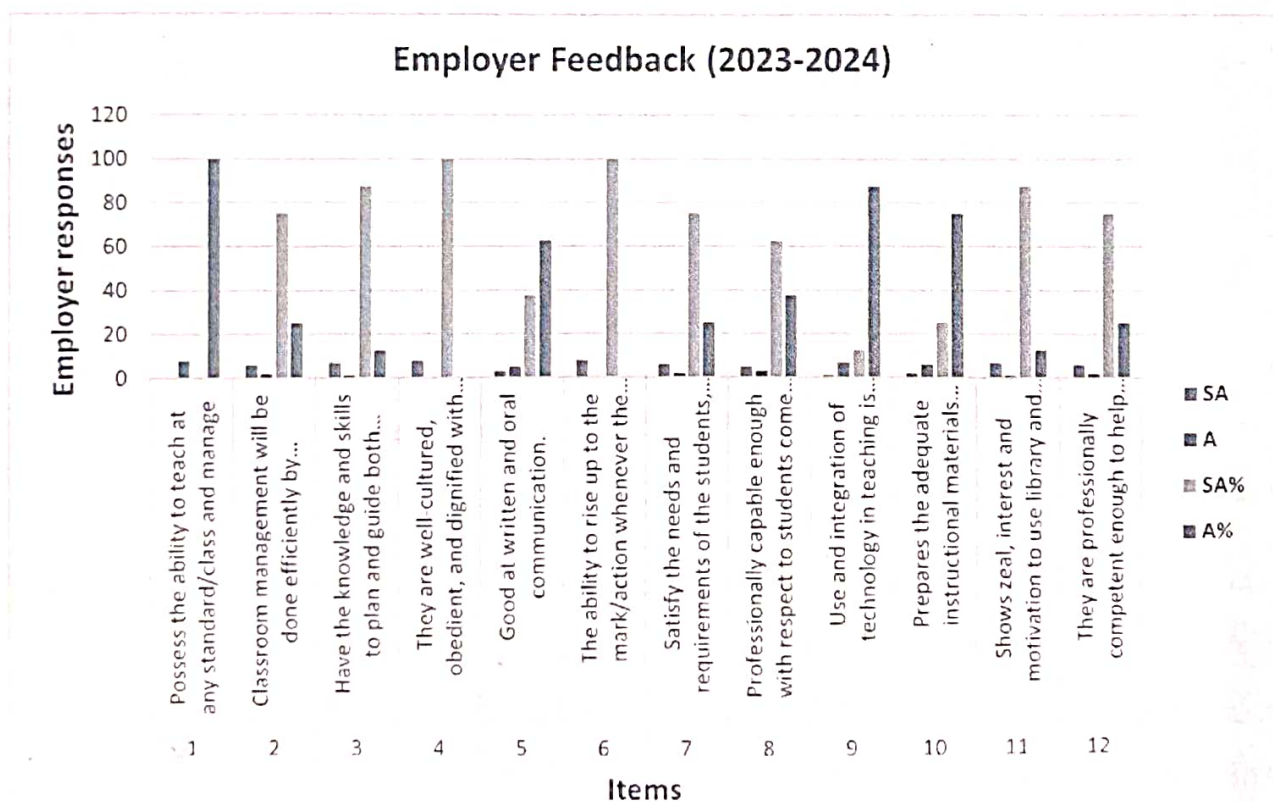
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organized by the institution was strongly agreed by the teacher educators. The environment in the institution, to carryout and organize club activities and enhancing professional competencies, facilities available to integrate technology in teaching learning and assessment process and support rendered by the institution was unconditional and agreed by the teacher educators.

The teacher educators have also recommending revising the curriculum by the university to balance with theory and practical. There is a need to increase resources in the library and laboratory, and provide scope for the innovation, research and extension and projects undertaken by the faculty members.

Employer feedback



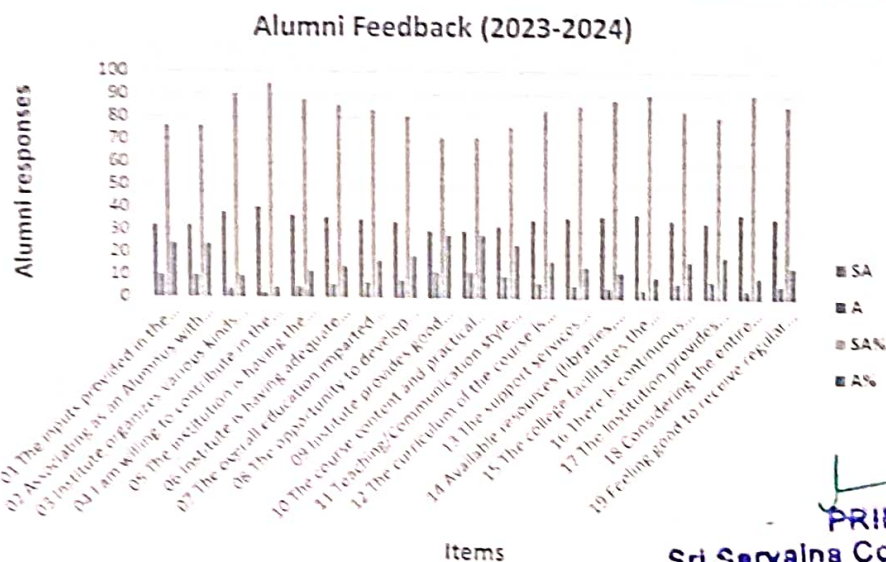
Byanalysing the employer data we come to know that the student teachers prepared in the institution were capable enough to take any responsibilities on their shoulders of both


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academic and administrative activities. It is evident from the table and graph our students are having the ability to manage the class, incorporating the knowledge and skills received during in their teacher preparation, the ability in organizing co-curricular activities, possessing good culture, obedience in following instruction from the authority, accountability to teaching, good written and oral communication and language ability, rise up to the situation when need arises, satisfy the need of students, parents, management as a whole the society our students are identified and honoured by the institution. Apart from the teaching task our student teachers are well cultured and having good rapport with parents and community. They show a zeal and enthusiasm in using technology and utilizing available resources to make teaching become excellent as well as convincing the students in comprehending the concepts. All the employers strongly agree and opined that the student teachers of our institution were professionally competent, sound in academic and supportive in administrative tasks.

The employers also recommended to those student teachers need to improve their content and communication skills and manage the classroom and increase the students' participation in the instructional process.

Alumni Feedback




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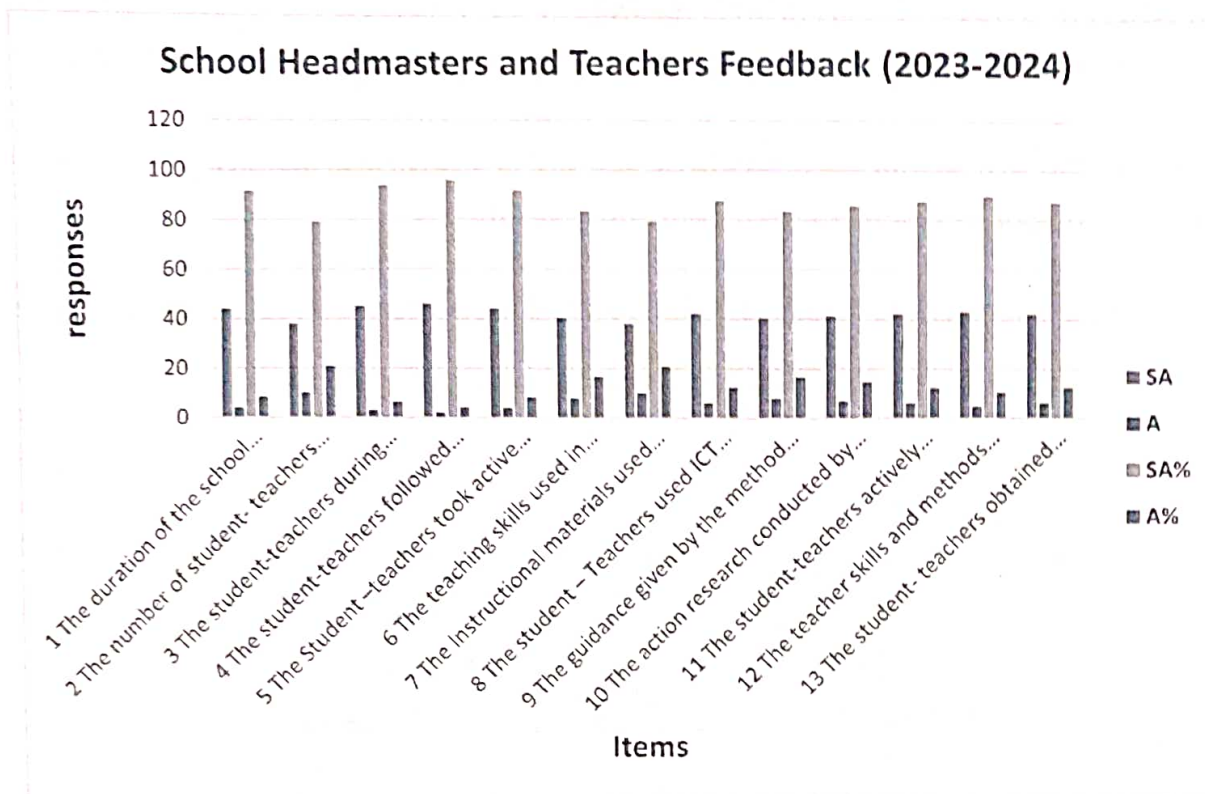
A good alumnus of the institution can bring changes in the institutional educational and administrative approach. We the community of the Sarvajna, feel proud about our students because of the way they are using the knowledge and skills in their professional career. This was strongly accepted by all our alumnus and also express proud feeling about the institution. They strongly agree with activities organizing in the institution which

promotes intuitive thinking and strong plan of action, professional bent of mind, opportunities to grab the technological facilities in integrating in teaching and learning process, the institution providing good hospitality, practical inputs in higher education, encouragement by the faculty members to get into teaching profession, the curriculum of the course in relevant and helpful in seeking career, support services provided by the college, and the resources available and establishing network and community engagement through outreach activities, continuous engagement and encouragement in co-scholastic activities, optimum scope to develop soft skills, and consistent efforts made by the institution to support alumni and encouraging them to grow professionally by the faculty and management of the Sri Sarvajna Institution was appreciated and all our alumni strongly agree with the honest effort done by the institution to provide quality education and prepare humane teachers.

The alumni also recommending that the institution need to organize more number of activities in collaboration with alumni, curriculum of the course need to revise and revamp as per the present educational requirements of the students and community.


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The Headmasters and School teachers' feedback



Our institution organizes internship programme, as per the calendar of events of affiliated university. During this period all the student teachers undertook the internship programme successfully by completing all the required tasks.

By the end of the programme a feedback was collected from the headmasters and teachers of the respective schools. All of them have opined positively on the basis of the behaviour, involvement, participation, discipline, innovation, performance, teaching skills and involvement in school activities, like invigilation work, cultural and literary, celebration of national and international festivals, initiation in implementing activities, and innovative methods, along with all the other mandatory activities of the programme.


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Certain suggestions are also been given by the headmasters and teachers of the school regarding;

The duration and time of internship programme-since schools will be at the brim of completing portions and revising, it was suggested to start from the month of November till January so that the other aspects of school programme can be carried out smoothly.

There is also a point mentioned on the communicative language in English where teachers should possess fluency to teach English medium schools.

Classroom management skills must still be refined and interactive teaching aids must be employed.



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