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M.C.E Society's
H.G.M. Azam College of Education
(B.Ed.) 2020-21
Report on Feedback Analysis

COLLEGE POLICY ON FEEDBACK ANALYSIS

- Institution collects the feedback on curriculum, from stakeholders such as students, teachers, school principals, Employers, Alumni. Employers are Principals of school in which our students are employed after completing programmes.
- Under the guidance of IQAC committee members, feedback committee carry out the process of feedback analysis.
- The feedback collected from different stakeholders is analysed by the feedback committee which is utilised for overall development of the institution.
- Due to COVID -19 pandemic situations, online feedback (through Google forms) was collected from students, teachers, employers, alumni, and practices teaching schools.
- **Feedback Collection Process:**
- Feedback is collected online through Google Form. Feedback form is prepared on 5 point Likert rating scale. Faculty members collect feedback from students.

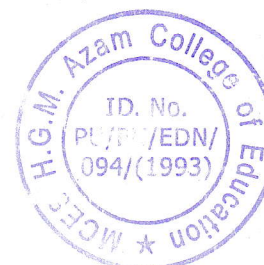
For the academic year 2020-21, feedback on curriculum was collected from various stakeholder students, teachers, employers, and alumni and practice teaching schools. Since it was COVID 19 condition and lockdown was implemented all over the nation, the feedback was collected online by all the stakeholders through Google Forms. All these feedbacks were analyzed by using a five-point rating scale. The maximum score is 5 and the minimum score is one.

Rating Scale:

5) Strongly agree 4) Agree 3) Neutral 2) Disagree 1) Strongly disagree

Analysis of the feedback showed following important points.

Student's feedback: The overall review of the feedback from the students shows that they were satisfied with the curriculum, teaching learning process adopted by the institute, use of ICT during the teaching learning process, participation of students in curricular and extracurricular activities and teachers encourage them to

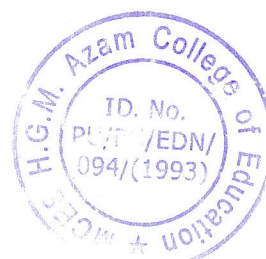


do so. Mentor mentee system was very helpful for enhancing teaching skills, syllabus was completed in time and opportunity for higher studies was provided to them. Students were satisfied with online teaching process but prefer offline mode of teaching learning.

Sr. no.	Particulars	1	2	3	4	5
1	Curriculum develops the overall personality of the student	-	-	3.6	55.4	41
2	Teacher used ICT enabled methods and techniques for teaching learning process in the class	-	--	2.4	48.2	49.4
3	The teacher encourages the student to participate in extra-curricular, co-curricular activities and research projects for better teaching learning process.	-	-	-	34.9	65.1
4	Curriculum provides the students opportunities to learn and grow professionally through participation in competition, workshops, symposium, seminars, and conferences.	-	-	2.4	33.7	63.9
5	Curriculum develops team work and leadership qualities in students.	-	-	6	44.6	49.4
6	Syllabus is completed within the given timeframe.	-	-	8.4	49.4	42.2
7	Mentor-mentee and micro group system is utilized to enhance students' teaching skills.	-	-	1.2	34.9	63.9
8	The teachers give regular and timely feedback on the performance of the students.	-	1.4	2.4	45.8	50.6
9	The teachers take efforts to inculcate soft skill.	-	1.2	3.6	42.2	53
10	Curriculum provides opportunity for higher education-(M.Ed. Ph.D.)	-	1.2	4.8	51.8	42.2

Teacher feedback: Data analysis of teacher feedback shows that teachers want the curriculum to be revised and their involvement should be taken into consideration while framing curriculum. They also agreed on balance between theoretical and practical knowledge of curriculum.

Sr. no.	Particulars	1	2	3	4	5
1	The curriculum is as per the need of students.	-	-	-	50	50
2	The contents of the course have been presented from simple to complex form.	-	-	-	50	50
3	The curriculum is balanced with regard to the theoretical and practical knowledge	-	-	-	58.3	41.7
4	The contents of the course are in conformity with the learning outcomes.	-	-	8.3	75	16.7
5	The curriculum provides opportunity for the conducting	-	-	8.3	58.	33.3

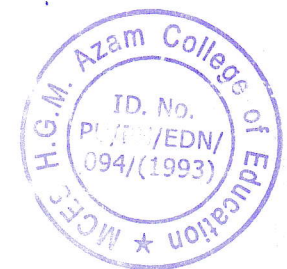


	project and research related activities.				3	
6	The curriculum has focus on teaching skill-development	-	-	8.3	33.3	58.3
7	The curriculum has the potential in developing the habit of self learning among the students.	8.3	-	16.7	25	50
8	The curriculum development procedure needs improvement.	-	-	33.3	58.3	8.3
9	Pedagogy proposed in the curriculum matches the contents.	-	-	8.5	83.3	8.3
10	The opinion of the faculty members are taken in to account during curriculum revision.	-	-	33.3	25	41.7

Alumni feedback: alumni are mostly satisfied with the curriculum which develops teaching skills, ICT skills, extracurricular and co-curricular and research work and participation in competition, workshops, symposium, seminars, and conferences. Mentor mentee system was very effective in developing teaching skills and improvement in it.

Sr. no.	Particulars	1	2	3	4	5
1	Curriculum develops the overall personality of the student	-	-	-	40	60
2	Teacher used ICT enabled methods and techniques for teaching learning process in the class	-	-	-	20	80
3	The teacher encourages the student to participate in extra-curricular, co-curricular activities and research projects for better teaching learning process.	-	-	-	40	60
4	Curriculum provides the students opportunities to learn and grow professionally through participation in competition, workshops, symposium, seminars, and conferences.	-	-	-	40	60
5	Curriculum develops team work and leadership qualities in students.	-	-	-	20	80
6	Syllabus is completed within the given timeframe.	-	-	-	60	40
7	Mentor-mentee and micro group system is utilized to enhance students' teaching skills.	-	-	-	20	80
8	The teachers give regular and timely feedback on the performance of the students.	-	-	-	60	40
9	The teachers take efforts to inculcate soft skill.	-	-	20	40	40
10	Curriculum provides opportunity for higher education-(M.Ed. Ph.D.)	-	-	-	40	60

Practice teaching school feedback:



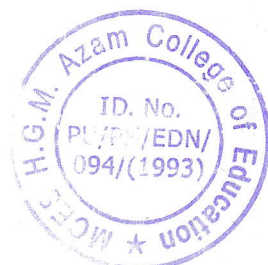
Analysis of feedback by practice teaching school shows that students has satisfactory knowledge about content, are able to work in team, use of ICT skills, leadership qualities.

Sr. no.	Particulars	1	2	3	4	5
1	Content/subject Knowledge	-	-	-	75	25
2	Working in the team	-	-	25	25	50
3	Teaching Skills, Planning Skills and Organizational Skills	-	-	25	25	50
4	General Communication Skill	-	25	-	75	-
5	Technical Skills- use of ICT in teaching learning process.	-	-	-	50	50
6	Innovative and Creativeness		25	-	75	-
7	Self Motivated and taking on appropriate level of responsibility	-	-	25	50	25
8	Leadership Qualities	-	-	-	75	25
9	Rapport with colleagues and administrative staff	-	-	25	50	25
10	Providing Practical Solutions to Work Place Problems	-	25	-	75	-

Employer feedback:

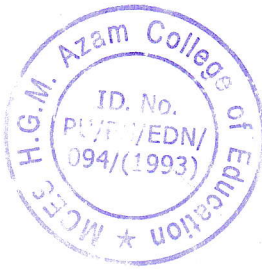
Analysis of feedback by employer feedback showed that students are satisfactory knowledge about content, are able to work in team, use of ICT skills, leadership qualities. They are able to solve problems of the classroom satisfactorily.

Sr. no.	Particulars	1	2	3	4	5
1	Content/subject Knowledge	-	-	-	45.5	54.5
2	Working in the team	-	-	-	54.5	45.5
3	Teaching Skills, Planning Skills and Organizational Skills	-	-	-	45.5	54.5
4	General Communication Skill	-	-	-	45.5	54.5
5	Technical Skills- use of ICT in teaching learning process.	-	-	-	63.6	36.4
6	Innovative and Creativeness	-	-	-	63.6	36.4
7	Self Motivated and taking on appropriate level of responsibility	-	-	9.1	45.5	45.5
8	Leadership Qualities	-	-	-	72.7	27.3
9	Rapport with colleagues and administrative staff	-	-	-	63.6	36.4
10	Providing Practical Solutions to Work Place Problems	-	-	-	54.5	45.5



ACTION TAKEN ON THE FEEDBACK FROM VARIOUS STAKEHOLDERS.

Sr. No.	Feedback	Action taken
1	Feedback from the practice teaching showed that the of students need better communication skills	it was decided more programs should be conducted for improvement of communication skills.
2	Feedback from the other employer showed that students should be more ICT	It was decided that the more activities will be conducted for enhancing the skills related to use of google classroom, meet, preparation of animated videos, e-posters so that students are able to conduct during the practice teaching lessons and internships. Also all the practical and curriculum related activities will be conducted online.



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PRINCIPAL

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