

SNM TRAINING COLLEGE, MOOTHAKUNNAM

FEEDBACK ANALYSIS REPORT 2020-21

The outbreak of Covid-19 had its repercussions in the field of academics too. The mode of curricular transaction shifted from offline to online mode during this academic year. Keeping in view the prevailing pandemic situation, methods were devised to adapt the curriculum transaction in an effective manner through online method.

As part of total quality management, the Institution collected feedbacks from various stakeholders including students, teachers and alumni. The parameters considered were depth of Curricular Content and Transaction, Utilization of institutional Resources, relevance to real life situations and societal needs, consideration of the needs of students based on their categories, choices provided to students based on their capabilities, achievement of teacher attributes, capability to handle different category students, coping with contemporary global scenario of teacher education, developing instructional planning, management and evaluation skills, and enhancing the capacity of utilizing varied educational media. Majority of the components were rated as good by the stakeholders. Overall rating of the Institution was good as per the feedbacks received. Online feedback facility was provided in the college website portal of the institution.

Feedback Analysis: Students

Feedback was collected and analysed from the students of B.Ed and M.Ed for improving curricular transaction. The responses were analysed and tabulated which is given below:

Table 1

Responses of students (B.Ed and M.Ed – Academic Year 2021-2022)

regarding Teacher Education Curriculum

| Sl. No. | Aspects of Teacher Education Curriculum | Excellent | Good | Undecided | Poor | Very Poor |
|---------|--|-----------|------|-----------|------|-----------|
| 1 | Institutional Uniqueness of Curricular Transaction based on its vision and mission | 98% | 2% | 0% | 0% | 0% |
| 2 | Utilization of institutional resources | 95% | 5% | 0% | 0% | 0% |
| 3 | Aligned to needs and conditions of local society | 96% | 4% | 0% | 0% | 0% |
| 4 | Consideration of various student categories and their needs. | 98% | 2% | 0% | 0% | 0% |
| 5 | Choices based on their capabilities provided to students. | 97% | 3% | 0% | 0% | 0% |
| 6 | Achievement of teacher attributes at the end of the programme. | 95% | 5% | 0% | 0% | 0% |

| | | | | | | |
|----|--|-----|----|----|----|----|
| 7 | Capability to handle pupils of varied nature. | 97% | 3% | 0% | 0% | 0% |
| 8 | Coping with contemporary global scenario of teacher education. | 96% | 4% | 0% | 0% | 0% |
| 9 | Developing Instructional Planning, Management and Evaluation skills. | 98% | 2% | 0% | 0% | 0% |
| 10 | Enhancing the capacity of utilizing varied educational media. | 97% | 3% | 0% | 0% | 0% |

Students opined that there was richness of content and its transaction of was very good. Feedback from students reflected that resource materials provided for learning were very relevant. The teacher education curriculum was found to be student participatory. The overall rating was very good in respect to all the parameters. The course content was found relevant to real life situations and societal needs. Feedback from students underlined that there was sufficient development of cognitive skills through content transaction. According to them online learning resources were initiated for the smooth transaction of curriculum. The depth of Curricular Content and Transaction was rated high. Utilization of institutional Resources was reported to be very efficient. The learning experience provided in the institution were very much relevance to real life situations and societal needs. Students also opined that sufficient consideration was given to the needs of students based on their categories. Ample choices were provided to students based on their capabilities. The table reveals that there was a high achievement of teacher attributes. Curricular provisions for training strategies were very effective to handle different category students. The teacher education curriculum is coping efficiently with contemporary global scenario of teacher education. The existing teacher education curriculum was very helpful to develop instructional planning, management and evaluation skills, and enhancing the capacity of utilizing varied educational media.

Feedback Analysis: Teachers

Feedback was collected from the teachers of the Institution for effective curricular transaction. The responses were analysed and tabulated and is listed below:

Table 2

Responses of Teachers collected during the academic year 2020-2021 regarding Teacher Education Curriculum

| Sl. No. | Aspects of Teacher Education Curriculum | Excellent | Good | Undecided | Poor | Very Poor |
|----------------|--|------------------|-------------|------------------|-------------|------------------|
| 1 | Institutional Uniqueness of Curricular Transaction based on its vision and mission | 96% | 4% | 0% | 0% | 0% |
| 2 | Utilization of institutional resources | 97% | 3% | 0% | 0% | 0% |

| | | | | | | |
|----|--|-----|----|----|----|----|
| 3 | Aligned to needs and conditions of local society | 98% | 2% | 0% | 0% | 0% |
| 4 | Consideration of various student categories and their needs. | 94% | 6% | 0% | 0% | 0% |
| 5 | Choices based on their capabilities provided to students. | 95% | 5% | 0% | 0% | 0% |
| 6 | Achievement of teacher attributes at the end of the programme. | 96% | 4% | 0% | 0% | 0% |
| 7 | Capability to handle pupils of varied nature. | 97% | 3% | 0% | 0% | 0% |
| 8 | Coping with contemporary global scenario of teacher education. | 93% | 7% | 0% | 0% | 0% |
| 9 | Developing Instructional Planning, Management and Evaluation skills. | 98% | 2% | 0% | 0% | 0% |
| 10 | Enhancing the capacity of utilizing varied educational media. | 98% | 2% | 0% | 0% | 0% |

Regarding Institutional uniqueness and content transaction of B.Ed and M.Ed programme, there was a high rating from the part of teachers. The utilization of resources was also rated as exceptionally good. Course content was relevant to life situations and societal needs, as per the feedback received. Teachers also opined that curriculum incorporated the varied needs of students. Categories of students were considered in curricular transaction based on their capabilities. Majority of teachers stated that the curriculum helped to realize teacher attributes towards the end of the programme. They also stated that the curriculum provided ample chances for handling students of varied nature. Teachers were also of the opinion that the curriculum was on par with contemporary global scenario of teacher education. Instructional planning, Management and Evaluation skills were fostered through the prescribed teacher education curricula. The feedback also revealed that the curriculum enhances the capacity of students for utilizing different educational media.

Feedback Analysis: Alumni

Feedback was collected from the Alumni of the Institution for effective curricular transaction. The responses analysed and tabulated are listed below:

Table 3

Responses of Alumni collected during the academic year 2020-2021

regarding Teacher Education Curriculum

| Sl. No. | Aspects of Teacher Education Curriculum | Excellent | Good | Undecided | Poor | Very Poor |
|----------------|--|------------------|-------------|------------------|-------------|------------------|
| 1 | Institutional Uniqueness of Curricular Transaction based on its vision and mission | 88% | 12% | 0% | 0% | 0% |
| 2 | Utilization of institutional resources | 92% | 8% | 0% | 0% | 0% |
| 3 | Aligned to needs and conditions of local society | 90% | 10% | 0% | 0% | 0% |
| 4 | Consideration of various student categories and their needs. | 92% | 8% | 0% | 0% | 0% |
| 5 | Choices provided to students based on their capabilities. | 91% | 9% | 0% | 0% | 0% |
| 6 | Achievement of teacher attributes at the end of the programme. | 92% | 8% | 0% | 0% | 0% |
| 7 | Capability to handle pupils of varied nature. | 91% | 9% | 0% | 0% | 0% |
| 8 | Coping with contemporary global scenario of teacher education. | 93% | 7% | 0% | 0% | 0% |
| 9 | Developing Instructional Planning, Management and Evaluation skills. | 91% | 9% | 0% | 0% | 0% |
| 10 | Enhancing the capacity of utilizing varied educational media. | 90% | 10% | 0% | 0% | 0% |

Utilization of resources was rated very well by the Alumni. Content transaction was also good in their opinion. Majority stated that the curriculum was in aligned in tune with the societal needs. The choices provided to students based on their capabilities were also rated high by the Alumni. The learning experience provided in the institution was also regarded to be high. Teacher attributes were realized well at the end of the programme. The curriculum was effective in handling the students of varied capabilities, as per their feedback. The curriculum transaction was one that could cope with the global educational scenario. Alumni also opined that the existing teacher education curriculum was effective in developing instructional planning, management and evaluation skills, and enhancing the capacity of utilizing varied educational media.

GRIEVANCES ADDRESSED DURING 2020-21

The Grievance Redressal Cell functioning in the college collects feedbacks from students and other stakeholders regarding the grievances and requirements. Meetings are held occasionally for collecting feedbacks in this regard. Open discussions, informal discussions are conducted for eliciting responses related to the suggestions and needs of the stakeholders, especially students.

The Grievance Redressal Cell functioning in the college looks into the grievances and requirements, especially of students. Meetings were held under the Grievance Redressal Cell comprising of Principal, Staff Secretary, Office Superintendent, senior teachers, Chairperson of College Students Union and student representatives, from both B.Ed and M.Ed., occasionally for collecting feedbacks in this regard. During the outbreak of the pandemic, grievances were more related to problems of online teaching- learning. Grievances related to providing awareness regarding online tools and apps, storage and net issues during online classes, and access of books from library was addressed. Meetings were held on 17/07/2020, 24/09/2020 and 11/02/2021.

STUDENT SATISFACTION SURVEY 2020-21

At the end of every academic year a survey related to Student Satisfaction was conducted. Responses related to various dimensions of teacher education programme were addressed in the survey. Student responses were analyzed and conclusions were derived based on the satisfaction index. Majority opined that they were well oriented about the competencies to be accomplished at the completion of the programme. They agreed that the theory courses helped them create awareness about the working of school systems in the country. The responses reflected that the educational documents/reports in the Institution helped them to a great extent to understand the functioning of educational system on a whole. Multiple modes of teaching learning including online platforms gave them a wide exposure to teacher preparatory activities. During the current academic year of the pandemic majority of the students had the opinion that internet sources were very much helpful for them. These experiences were beneficial for them to adapt themselves to ICT based learning sequence for school teaching. The learning activities initiated through virtual mode helped them to develop necessary competencies needed for a teacher during the period of Covid-19. The students opined that they were well prepared for practice teaching in schools. They also stated that they were given sufficient orientation for their induction in schools. The survey also revealed that the school internship period was very fruitful. Internal evaluation practices in the Institution were very relevant and impartial. Mentoring process was rated well by the students. The overall teaching-learning and evaluation process of the Institution was rated as very good.

GRIEVANCES ADDRESSED

Grievances related to providing awareness classes related to online tools and apps was addressed and it was decided to conduct online classes related to that. Another grievance addressed was the issue of net connectivity and storage problem at the time of online classes. It was decided to start new platforms like Moodle to address the same. Another major grievance was inability to access books from the library due to the online mode of teaching-learning. It was decided to promote new platforms like N-list to help the

students in this regard.

| Grievances | Number |
|--|---------------|
| No of Grievances submitted offline | Nil |
| No of Grievances submitted online | 3 |
| No of Grievances redressed within 7 days | 3 |
| No of Grievances redressed beyond 7 days | 0 |
| No of Grievances pending | 0 |

ACTION TAKEN REPORT

| | Grievances | ActionTaken |
|----|--|--|
| 1. | Lack of awareness regarding online tools and apps of teaching and learning | Classes were conducted to familiarize students about online tools and apps of teaching-learning. |
| 2, | Wifi/Net and storage problems during online classes | Started new platforms like Moodle which assures more storage and better transaction of content. |
| 3. | Unable to access books from library | Initiated the use of N-list. |