



Sree Narayana College of Education

(Affiliated to MG University, Approved by NCTE)

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KEY INDICATOR

1.4 FEEDBACK SYSTEM

METRIC: 1.4.2

**Feedback collected from stakeholders is processed and action is taken;
Feedback process adopted by the institution comprises the following**

- A. Feedback collected, analysed, action taken and available on website
- B. Feedback collected, analysed and action taken
- C. Feedback collected and analysed
- D. Feedback collected
- E. Feedback not collected

**Stakeholder feedback analysis report with seal and signature of the
principal**

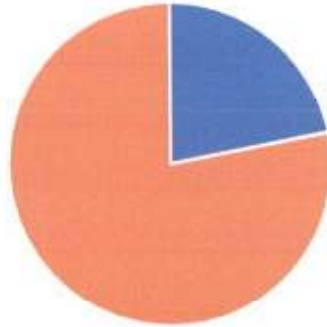


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FEEDBACK FROM THE TEACHER ON CURRICULUM

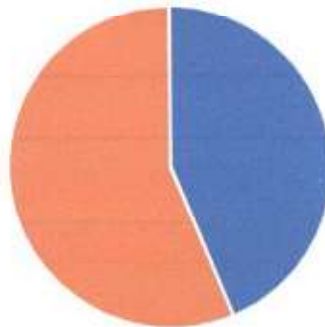
ACADEMIC YEAR 2022-2023

Institutional Uniqueness of Curricular Transaction Based on Its Vision a Mission



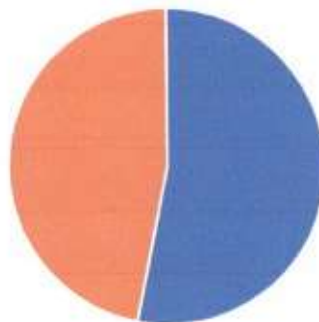
- EXCELLENT
- GOOD
- UNDECIDED
- POOR
- VERY POOR

Utilization of institutional resource



- EXCELLENT
- GOOD
- UNDECIDED
- POOR
- VERY POOR

Inclusion of needs and conditions of local society

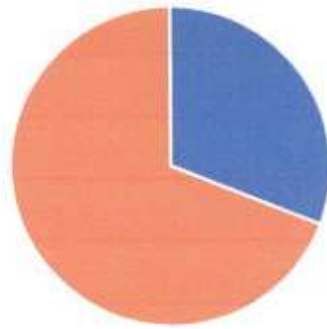


- EXCELLENT
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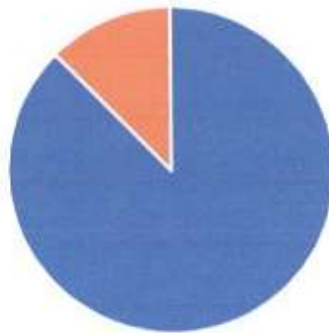

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Consideration of various student categories and their needs.



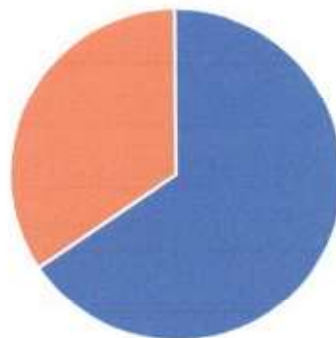
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Choices provided based on capabilities of students.



- EXCELLENT
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Development of capability to handle pupils of varied nature.

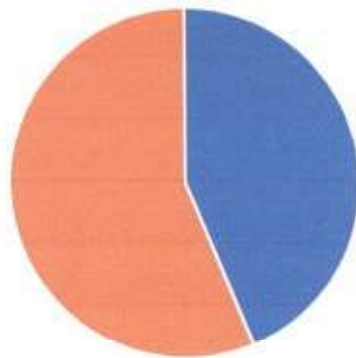


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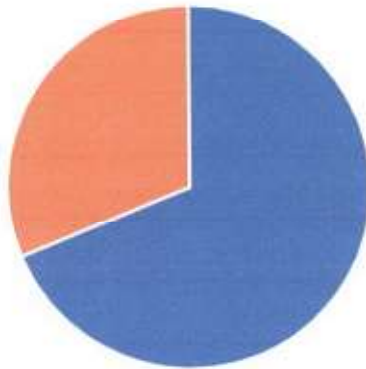

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Coping with contemporary global scenario of teacher education.



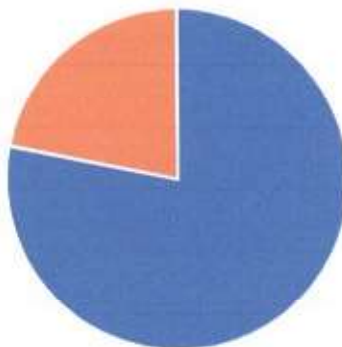
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Development of instructional planning and management skills.



- EXCELLENT
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Developing evaluation skills.

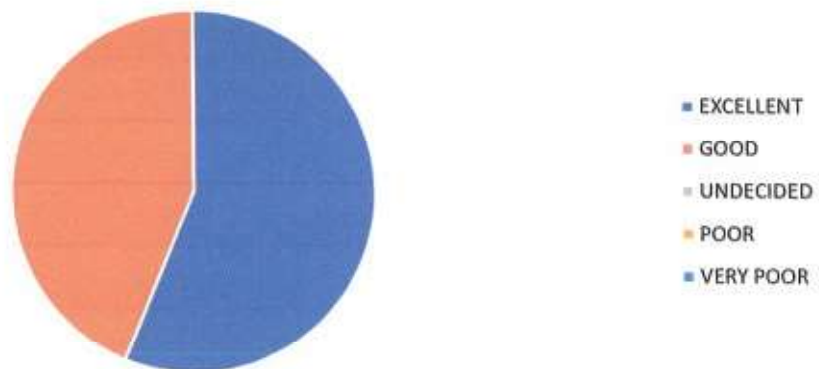


- EXCELLENT
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Enhancing the capacity of utilizing varied educational media.



Analysis and Interpretation:

The feedback from teachers indicates a generally positive perception of the curriculum. Most teachers view the institutional uniqueness of curricular transactions, utilization of institutional resources, consideration of various student categories and their needs, and coping with the contemporary global scenario of teacher education as good. Additionally, most teachers perceive the inclusion of local societal needs, choices based on student capabilities, development of capability to handle pupils of varied nature, development of instructional planning and management skills, development of evaluation skills, and enhancing the capacity to utilize varied educational media as excellent. This suggests that the curriculum is well-regarded by teachers, particularly in terms of its responsiveness to local and global educational contexts, as well as its effectiveness in meeting the diverse needs of students.

Suggestions for Curriculum Revision:

- Introduce courses that focus on developing cultural competency and sensitivity to local needs, ensuring that teachers are equipped to effectively engage with diverse student populations.
- Expand the range of elective courses to provide teachers with opportunities to specialize in areas that align with their interests and career goals.
- Include courses that focus on emerging trends in education, such as digital literacy and sustainability, to ensure that teachers are prepared to address contemporary challenges in the field.




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Suggestions for Better Curriculum Delivery Process:

- Implement peer observation and feedback mechanisms to promote collaboration and professional growth among teachers.
- Provide ongoing professional development opportunities that focus on innovative teaching methodologies and the effective use of educational technologies.
- Encourage teachers to engage in reflective practice and self-assessment to continuously improve their teaching strategies and approaches.

Other Suggestions Regarding Curricular Aspects:

- Ensure that the curriculum is regularly reviewed and updated to reflect changes in educational theory and practice.
- Foster a culture of continuous improvement by soliciting feedback from teachers, students, and other stakeholders on a regular basis.
- Provide support and resources for teachers to implement new approaches and strategies in the classroom, ensuring that they are able to effectively translate theory into practice.




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