



**Satyam College of Education**  
(Affiliated to SNTD Women's University, Mumbai)

**1.4.2**

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



**SATYAM COLLEGE OF EDUCATION**  
(Affiliated to SNDT Women's University, Mumbai)

**REPORT ON STUDENT'S FEED-BACK ON CURRICULUM**

2022-23

**FIRST YEAR STUDENT'S FEED-BACK QUESTIONS (BATCH 2022-24)**

The questionnaire for the First year students contains the following 15 questions:

1. Curriculum includes latest developments of education and generates interest
2. Curriculum meets local, national, regional, and global developmental needs of the student
3. The curriculum covers the relevant topics to achieve the expected objectives of the course.
4. Curriculum integrates entrepreneurship, employability, and skill development
5. The curriculum provides opportunities for self study.
6. The curriculum gives opportunity to develop professional capabilities.
7. The curriculum is designed to adopt innovative techniques / strategies of teaching such as group discussions, seminar presentations and learners' participation.
8. Sufficient time period is given for the practice teaching in the curriculum.
9. Sufficient time period is given for the 'Enhancing Professional Capacities in the curriculum.
10. Cross-cutting contemporary issues are addressed through Add-on Courses
11. Different methods like Experiential, Participative and Problem-solving methods are included in the curriculum
12. Curriculum incorporates professional ethics, human values, gender, environment and sustainability
13. Duration mentioned in the curriculum to complete the content is sufficient.
14. Evaluation scheme specified in the course caters to the wide domains of personality.
15. Overall, B. Ed. curriculum design is satisfactory.

**Analysis:**

In the session 2022-23, feed-back on curriculum was obtained from 78 first year students of batch 2022-24 on 09-05-2023. The percentage responses of students are depicted in the Table 1.

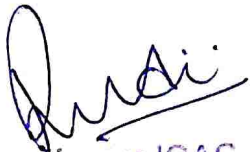
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NOIDA-201305

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**Table 1: Percentage responses for each of the question**

Qus No	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	30.77%	55.13%	14.10%	0.00%	0.00%
2	15.38%	67.95%	16.67%	0.00%	0.00%
3	33.33%	52.56%	12.82%	1.28%	0.00%
4	33.33%	41.03%	25.64%	0.00%	0.00%
5	34.62%	43.59%	15.38%	6.41%	0.00%
6	48.72%	39.74%	11.54%	0.00%	0.00%
7	34.62%	57.69%	7.69%	0.00%	0.00%
8	26.92%	55.13%	15.38%	2.56%	0.00%
9	26.92%	55.13%	20.51%	2.56%	0.00%
10	15.38%	60.26%	23.08%	1.28%	0.00%
11	42.31%	48.72%	6.41%	2.56%	0.00%
12	34.62%	57.69%	7.69%	0.00%	0.00%
13	20.51%	50.00%	26.92%	2.56%	0.00%
14	23.08%	55.13%	21.79%	0.00%	0.00%
15	37.18%	52.56%	10.26%	0.00%	0.00%

The percentage responses are shown in the Figure-1:

  
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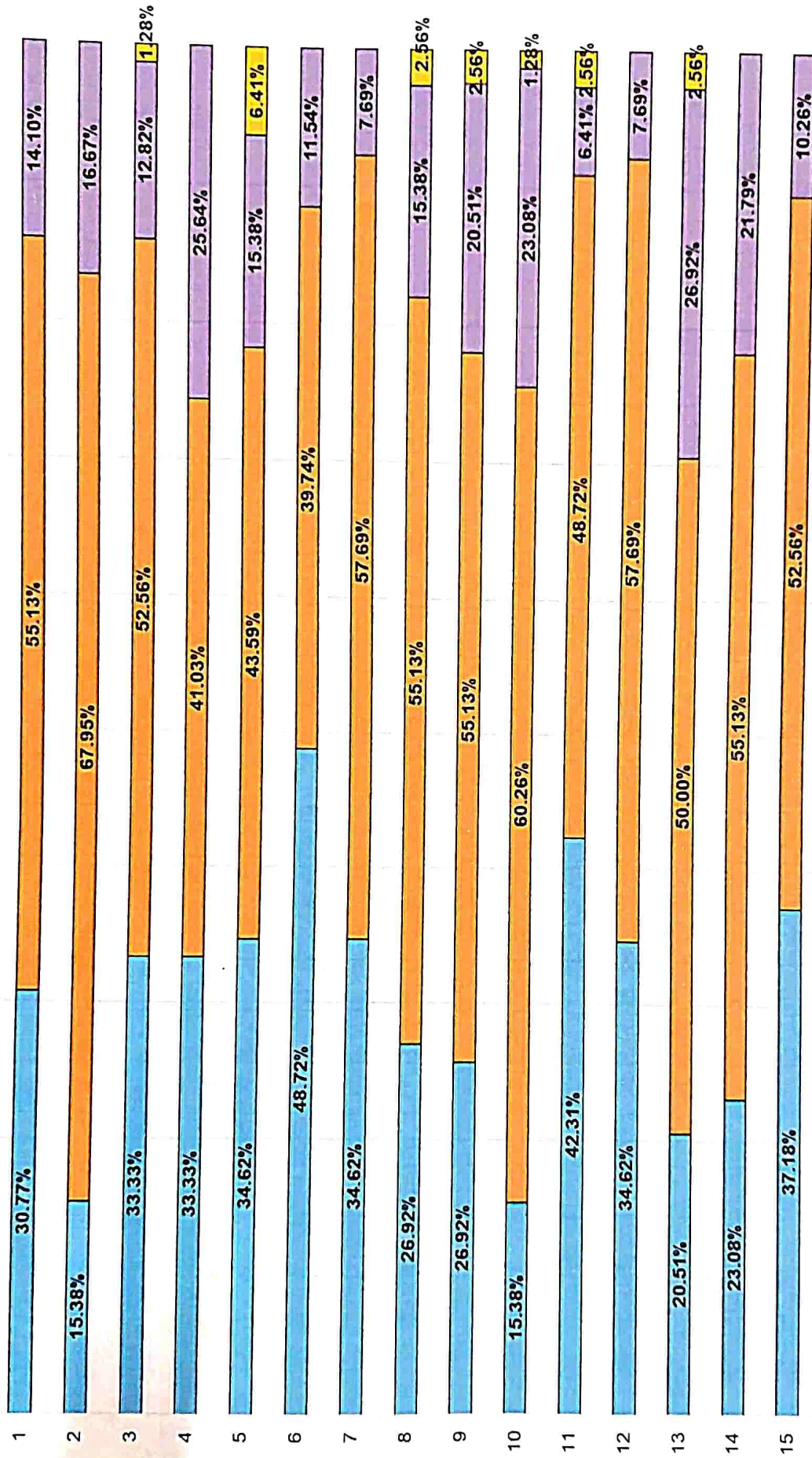
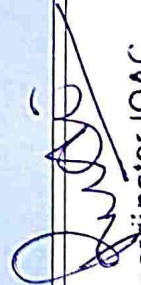
  
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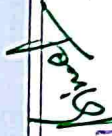
Figure 1: Percentage responses for each of the questions from B. Ed. first year students of Batch 2022-24



Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

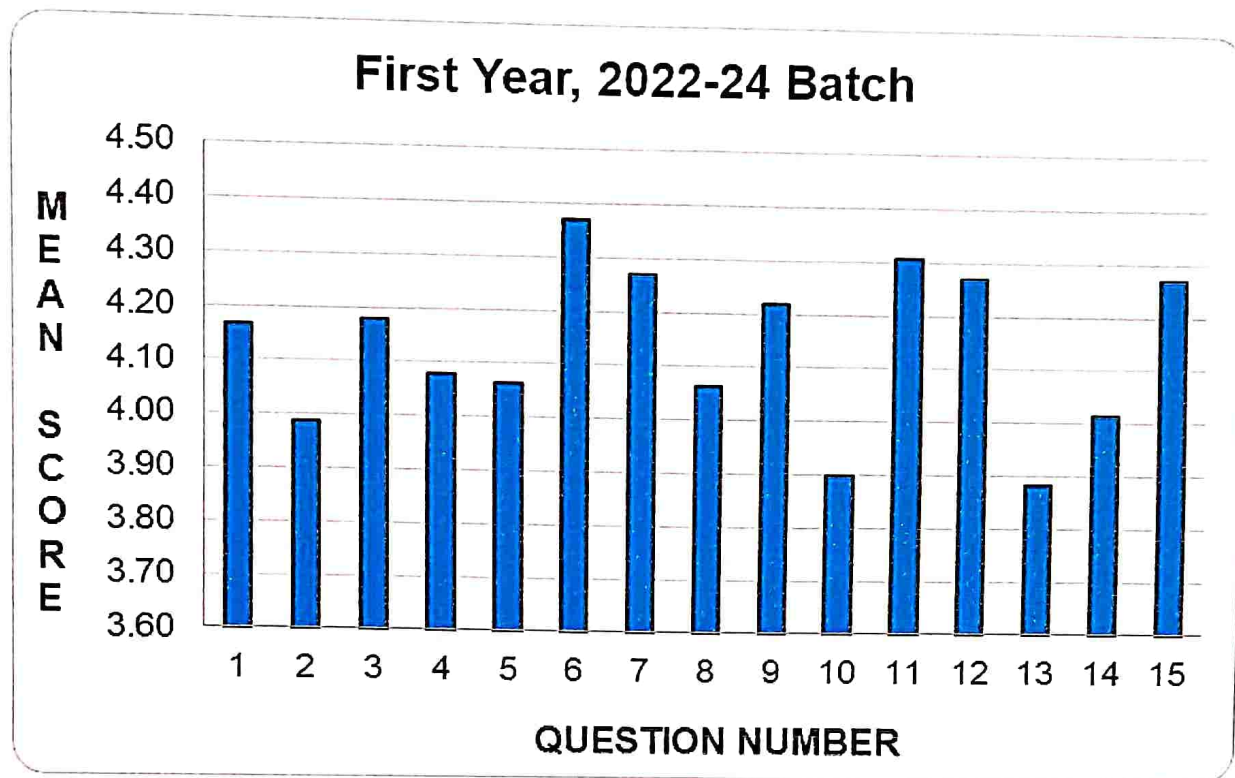
PERCENTAGE RESPONSE

  
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 Coordinator IQAC  
 Satyam College of Education  
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A mean score for each of the questions was calculated by considering the following scores: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1) and depicted for each of the questions in the Figure-2

Figure 2: Mean score for each of the question



The mean score for each of the questions ranges from 3.88 to 4.37 representing question no 13 and 6 respectively. The lower mean score is given to question no 13, indicating students' opinion that duration mentioned in the curriculum to complete the content is not sufficient. The highest mean score of 4.37 is given to question no 6. It indicates students' opinion that the curriculum gives opportunity to develop professional capabilities. The lower mean score is further given to qus no 2 (mean score 3.99) and qus no 10 ( mean score 3.90). It indicates that students have less agreement with 'curriculum meets local, national, regional, and global developmental needs of the student' and 'Cross-cutting contemporary issues are addressed through Add-on Courses'.

  
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Some of the suggestion/ Remark as mentioned by first year students are:

- Increase the number of tests to revise the syllabus.
- Gap of one day will be there during examinations.
- Need of one separate Multipurpose Hall.
- Emphasis on ethics, value, should be an advantage for future life.
- We should be taught how to use smart boards in class.
- Focus should be more on ICT based teaching-learning.



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**REPORT ON STUDENT'S FEED-BACK ON CURRICULUM**  
**2022-23**

**SECOND YEAR STUDENT'S FEED-BACK QUESTIONS (BATCH 2021-23)**

The questionnaire for the Second year students contains the following questions:

1. Curriculum includes latest developments of education and generates interest
2. Curriculum meets local, national, regional, and global developmental needs of the student
3. The curriculum covers the relevant topics to achieve the expected objectives of the course.
4. Curriculum integrates entrepreneurship, employability, and skill development
5. The curriculum provides opportunities for self study.
6. The curriculum gives opportunities to develop professional capabilities.
7. The curriculum is designed to adopt innovative techniques / strategies of teaching such as group discussions, seminar presentations and learners' participation.
8. Sufficient time period is given for the internship in the curriculum.
9. Elective papers available in the curriculum were offered.
10. Cross-cutting contemporary issues are addressed through Add-on Courses
11. Different methods like Experiential, Participative and Problem-solving methods are included in the curriculum
12. Curriculum incorporates professional ethics, human values, gender, environment and sustainability
13. Duration mentioned in the curriculum to complete the content is sufficient.
14. Evaluation scheme specified in the course caters to the wide domains of personality.
15. Overall, B. Ed. curriculum design is satisfactory.

**Analysis:**

In the session 2022-23, feed-back on curriculum was obtained from 57 second year students of batch 2021-23. The percentage responses obtained from the second year students are depicted in Figure-3 and listed in Table-2 as well..

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Figure 3: Percentage responses for each of the questions from B. Ed. second year students of Batch 2021-23



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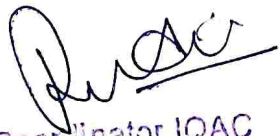
*[Signature]*  
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**Table 2: Percentage responses for each of the question**

Qus No	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	28.07%	70.18%	1.75%	0.00%	0.00%
2	29.82%	56.14%	14.04%	0.00%	0.00%
3	47.37%	47.37%	5.26%	0.00%	0.00%
4	29.82%	50.88%	19.30%	0.00%	0.00%
5	36.84%	52.63%	10.53%	0.00%	0.00%
6	21.05%	61.40%	17.54%	0.00%	0.00%
7	35.09%	47.37%	17.54%	0.00%	0.00%
8	42.11%	47.37%	10.53%	0.00%	0.00%
9	19.30%	71.93%	8.77%	0.00%	0.00%
10	22.81%	63.16%	14.04%	0.00%	0.00%
11	29.82%	64.91%	5.26%	0.00%	0.00%
12	26.32%	59.65%	14.04%	0.00%	0.00%
13	14.04%	71.93%	14.04%	0.00%	0.00%
14	31.58%	54.39%	14.04%	0.00%	0.00%
15	36.84%	57.89%	5.26%	0.00%	0.00%

A mean score for each of the questions was calculated by considering the following scores: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1) and depicted for each of the questions in the Figure-4.

  
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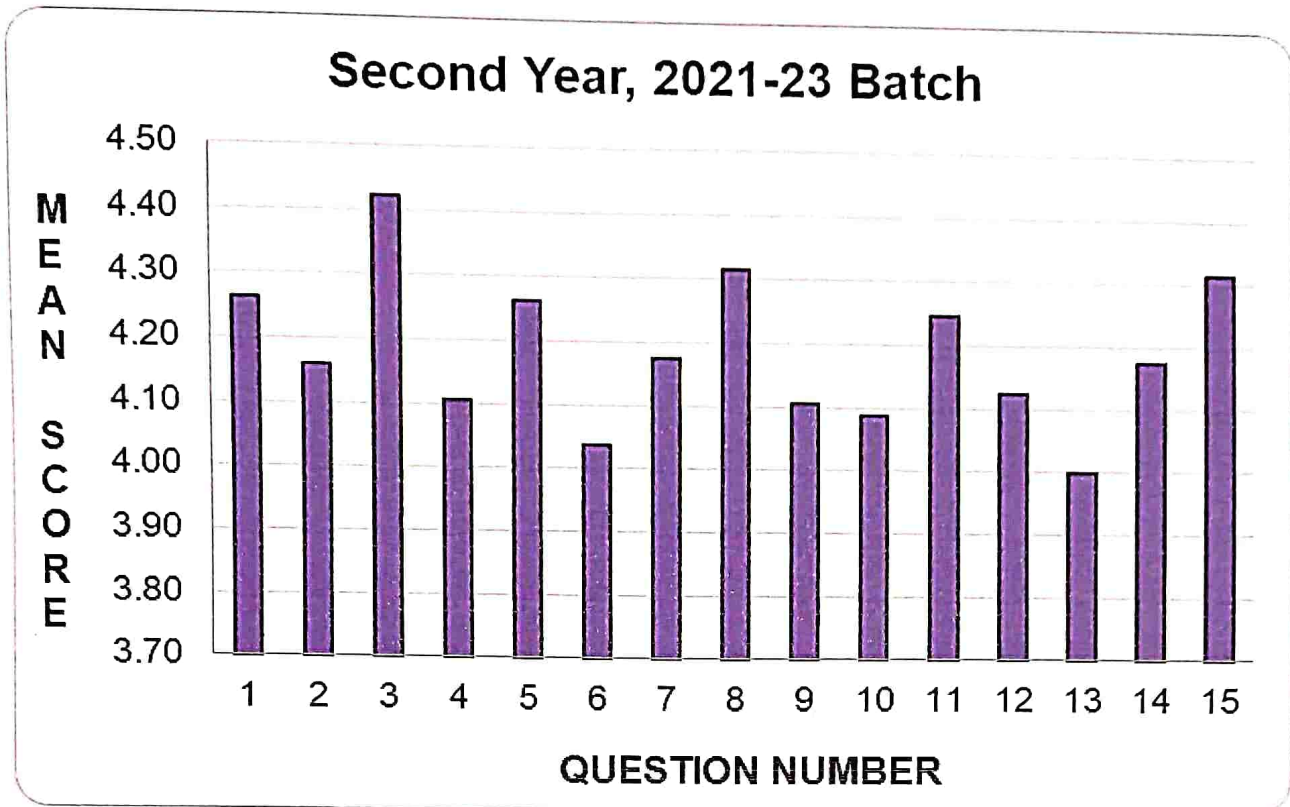


  
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Figure 4: Mean score for each of the questions



The mean score for each of the qus ranges from 4.00 to 4.42 The mean score is maximum for the qus no 3. It means students opined that the curriculum covers the relevant topics to achieve the expected objectives of the course. The lower score is obtained for the qus no 13, students opined that duration mentioned in the curriculum to complete the content is not sufficient. The other two questions for which comparatively lower scores are obtained are qus no 6 and qus no 10. It shows less agreement of students with the 'curriculum gives opportunities to develop professional capabilities' and 'Cross-cutting contemporary issues are addressed through Add-on Courses'.

  
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Some of the suggestion/ Remark as mentioned by the second year students are:

- More workshops on professional development can be introduced.
- The curriculum of ICT should be revised with more practical knowledge.
- It will be helpful and beneficial to suggest good International board training course information.
- Include videos in class.



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2022-23

**Report on Teacher's Feedback on Curriculum**

**B. Ed. First year:**

In this year following theory subjects were taught: Childhood and growing up, Contemporary India and Education, Critical understanding of ICT, Learning and teaching, Language Across the Curriculum, and pedagogy subjects 1 (Mathematics Education/ Commerce education/ English language education/Hindi language education) and pedagogy subjects 2: (Economics education, Social Science Education, Science and Technology Education)

The faculties selected the option 'agreed' in most of the questions given in the questionnaire. The suggestion as given in some subjects by the faculties are:

**Childhood and growing up:** Content is vague and not in sequence.

**Contemporary India and Education:** Need to add more practical aspects.

**Critical Understanding of ICT:** Syllabus should be organized.

**Learning and Teaching:** New models of teaching shall be added.

**Language Across the Curriculum:** More topics shall be included as per requirements of NEP. Content is vague and not as per subject & domain.

**English Language Education:** New topics shall be included as per requirements of NEP. Content should be more defined.

**Mathematics Education:** Assignments can be given in a more constructivist approach.

**Commerce Education:** Some new teaching techniques should be included in the curriculum.

**Economics Education:** Action research should be included in Assignment.

**Social Science Education:** Stipulated time is less to complete the content . Further it needs to be updated.

**Science and Technology Education:** New Assessment techniques shall be added.

ICT based curriculum shall be provided in the subject.

**Learning to use computers (EPC-3):**

Course outlay is quite old and needs to be updated by including new age technology and innovations. Budding teachers need more exposure for free softwares and Apps that could be helpful in the teaching-learning process.

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**2022-23**

**Report on Analysis of Teacher's feedback on Curriculum**

**B. Ed. Second Year:** In this year following subjects were taught: Knowledge and Curriculum, Assessment for Learning, Creating an Inclusive school, Gender School and Society and the optional subjects ( Guidance and counseling/ Human Rights Education/ Sustainable Development)

All subject faculties are very well satisfied with the respective subject curriculum. All agreed that the course objectives are very well stated in the course. outcomes described are achievable. It covered theory as well as appropriate application of the theory. Though some suggestions were given and these are listed as,

**Assessment for Learning:** New education policy reforms in the examination system should be included in the curriculum.

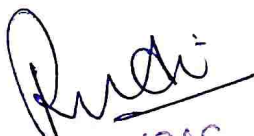
**Knowledge and Curriculum:** Need to be updated according to NEP 2020.


**Creating an Inclusive School:** Course content is too much. In some places it is difficult to complete the topic in stipulated time.

**Gender, School & Society:** Course should have some practical aspects as well.

**Sustainable Development:** The topic shall be sequentially arranged and repetition shall be avoided.

**Human Rights Education:** Updates are required.

  
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Sample



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**REPORT ON EMPLOYER FEED-BACK ON CURRICULUM**  
**YEAR 2022-23**

The feedback on curriculum from employer were obtained for the following questions:

1. The curriculum has a good balance of theory and practical exposure.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
2. The curriculum provided sufficient ICT knowledge to work efficiently in the school?  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
3. The curriculum gives holistic education to student and cater values like integrity and ethics etc.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
4. The curriculum develops a good spirit in student to work in a team and maintain a healthy relationship with colleagues.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
5. Curriculum provides opportunity to work on co-curricular activities.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
6. The curriculum developed communication skills and soft skills in the student.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
7. The curriculum has given necessary skills in student that are required to work in a school.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
8. The curriculum provides opportunity to develop leadership and contribute to the goal of the organization.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
9. Curriculum design helps student to become more innovative and creative.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )
10. Overall, curriculum meets the demand of your organisational need.  
Strongly agree ( ) Agree ( ) Neutral ( ) Disagree ( ) Strongly Disagree ( )

The response from the school was obtained majorly in the 'Agree' category. So, the employer is satisfied with the curriculum and experience provided to students. The suggestion given by the Principal is listed as:

All students need to be trained to recognise and cater to the diversities among the children.

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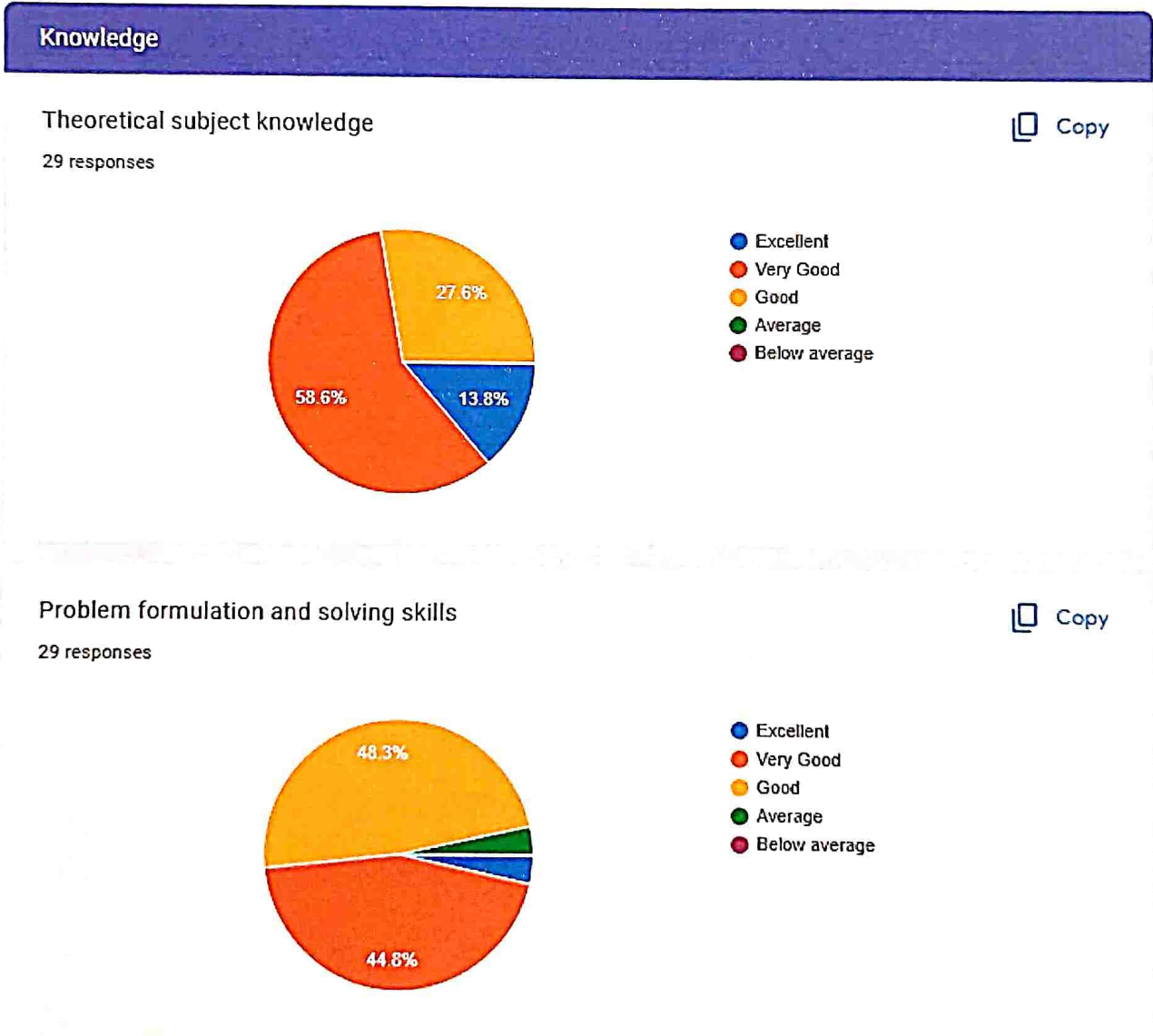


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**REPORT ON ALUMNI FEED-BACK ON CURRICULUM**  
**YEAR 2022-23**

In the year 2023, an Alumni meet was organized virtually on 26th May, 2023 the feed-back on curriculum was obtained through 'Google Form' and received from 16 Alumni. The link for the Google form is <https://forms.gle/vMM7zsDxRBNHUeam6>

The percentage scores for each of the question is depicted here:



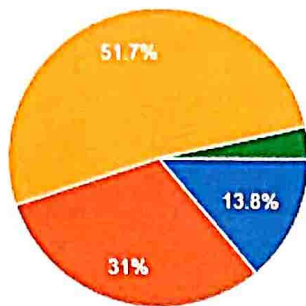
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### Collecting and analyzing appropriate data

29 responses

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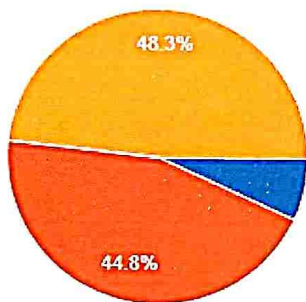


- Excellent
- Very Good
- Good
- Average
- Below average

### Ability to link theory to practical

29 responses

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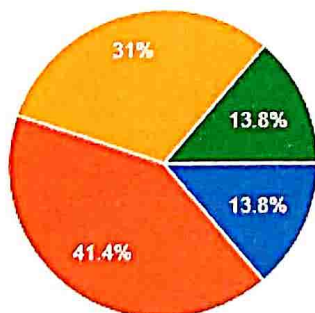


- Excellent
- Very Good
- Good
- Average
- Below average

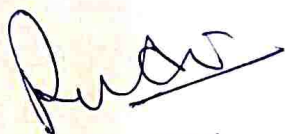
### ICT knowledge

29 responses

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- Excellent
- Very Good
- Good
- Average
- Below average



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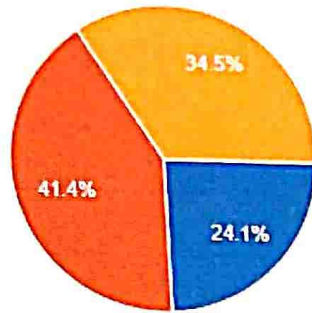


# Communication Skills

## Oral communication

29 responses

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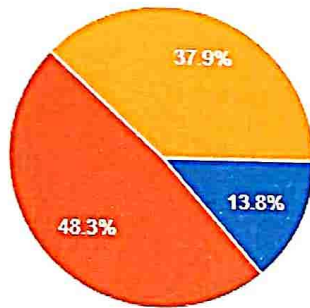


- Excellent
- Very Good
- Good
- Average
- Below average

## Report writing

29 responses


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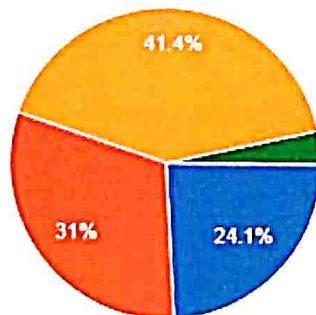


- Excellent
- Very Good
- Good
- Average
- Below average

## Presentation skill

29 responses

 Copy



- Excellent
- Very Good
- Good
- Average
- Below average



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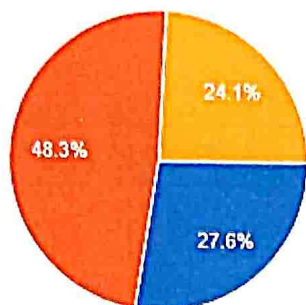
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## Interpersonal skills

### Ability to work in teams

29 responses

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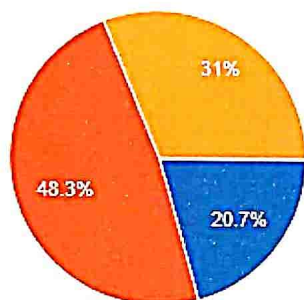


- Excellent
- Very Good
- Good
- Average
- Below average


### Independent thinking


29 responses

 Copy



- Excellent
- Very Good
- Good
- Average
- Below average

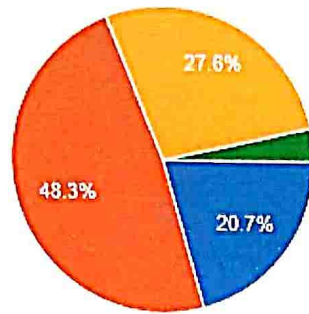
  
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### Ability to work in challenging situations

29 responses


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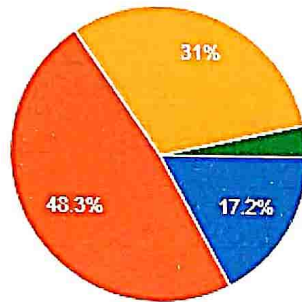


- Excellent
- Very Good
- Good
- Average
- Below average

### Appreciation of ethical values

29 responses

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- Excellent
- Very Good
- Good
- Average
- Below average



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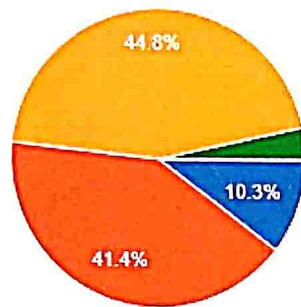
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## Management/leadership skills

### Resource and time management skills

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29 responses

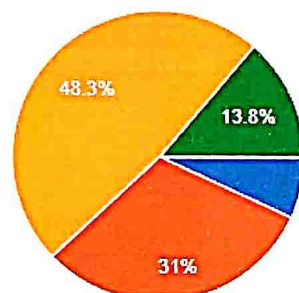


- Excellent
- Very Good
- Good
- Average
- Below average

### Judgement

 Copy

29 responses



- Excellent
- Very Good
- Good
- Average
- Below average



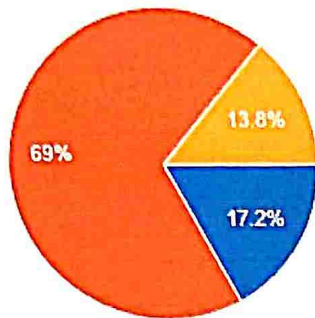
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Discipline  
29 responses

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- Excellent
- Very Good
- Good
- Average
- Below average

Suggestion (if any)

7 responses

Good

NA

All is the good

No suggestion

No

Good

No any suggestions

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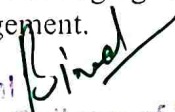
The percent responses for each of the question is listed in the table:

<b>Knowledge</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Theoretical subject knowledge	13.8%	58.6%	27.6%	Nil	Nil
Problem formulation and solving skills	3.4%	44.8%	48.3%	3.4%	Nil
Collecting and analyzing appropriate data	13.8%	31.0%	51.7%	3.4%	Nil
Ability to link theory to practical	6.9%	44.8%	48.3%	Nil	Nil
IT knowledge	13.8%	41.40%	31.0%	13.8%	Nil
<b>Communication Skills</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Oral communication	24.1%	44.1%	34.5%	Nil	Nil
Report writing	13.8	48.3%	37.9%	Nil	Nil
Presentation skill	24.1%	31.0%	41.4%	3.4%	Nil
<b>Interpersonal skills</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Ability to work in teams.	27.6%	48.3%	24.1%	Nil	Nil
Independent thinking	20.7%	48.3%	31.0%	Nil	Nil
Ability to work in challenging situations	20.7%	48.3%	27.6%	3.4%	Nil
Appreciation of ethical values	17.2%	48.3%	31.0%	3.4%	Nil
<b>Management/ Leadership skills</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Resource and time management skills	10.3%	41.4%	13.8%	6.9%	Nil
Judgment	6.9%	31.0%	48.3%	13.8%	Nil
Discipline	17.2%	69.0%	13.8%	Nil	Nil

It is clear from the above table that Alumni gave their responses in the 'Very Good' option for all the categories. It shows the satisfactory response from the alumni for the curriculum provided in the college, and it developed their knowledge, communication skills, interpersonal skills, and Management/ Leadership skills.

A comparison among the four dimensions viz. Knowledge, communication skills, Interpersonal skills and Management / Leadership skills show that still some additional guidance needs to be given for the following aspects: Problem formulation and solving skills, Collecting and analyzing appropriate data, IT knowledge, Presentation skill, Ability to work in challenging situation, Appreciation of ethical value, Resource and time management skills and Judgement.

  
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 Principal  
 Satyam College of Education  
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**SATYAM COLLEGE OF EDUCATION**  
(Affiliated to SNTD Women's University, Mumbai)

**2022-23**

**TEACHING PRACTICE SCHOOLS FEED-BACK ANALYSIS REPORT**

The feedback on curriculum from seven teaching practice schools were obtained in the year 2022-23.

The list of schools are-

- Ramagya School, Sector 50-51 Road, Block E, Sector 50, Noida, Uttar Pradesh 201304
- Karl Huber School, Industrial Area, Sector 62, Noida
- Raghav Global School, : Ss1 A Block Sector 122, Nr, Es Avenue Apartment, New Delhi, Delhi 201304
- Government Girls Inter College, Hoshiyarpur, Sector 51 Noida, Gautam Buddha Nagar, Uttar Pradesh
- Deep Memorial Public School, situated at A-Block, Ramprastha, Ghaziabad, Uttar Pradesh
- DPS Gautam Buddh Nagar, Expressway, Sector-132, NOIDA
- Indirapuram Public School. Indirapuram Public School, Pratap Vihar

The responses were obtained for the following questions:

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Sample.

S No	Item	Excellent	Very Good	Good	Average	Below Average
1	The curriculum provides opportunity for student-teacher to learn and grow.					
2	The curriculum provides orientation about content analysis writing objectives and preparing lesson plan to student teachers.					
3	The curriculum provides sufficient orientation about the use of teaching methods and skills to student teachers.					
4	The curriculum provides opportunities to develop techno-pedagogic skills needed for the class room.					
5	The curriculum provides opportunities to develop innovative practices among the student teachers for effective teaching.					
6	The curriculum provides ample opportunities to develop life skills among student teachers.					
7	The curriculum addresses abilities to develop organizational and management skills among student teachers.					
8	The curriculum leads to all-round development of the student teacher by the integration of innovative practices.					
9	The curriculum provides opportunities to develop needful skill for an inclusive education.					
10	The curriculum serves the need of school education in the present days.					


The responses from the schools were obtained majorly in 'excellent' or in 'Very Good' category. So, it is concluded that teaching practice schools are satisfied with the B. Ed. curriculum.

The suggestion given by the Principal/ Coordinators are listed as:

- Need to engage more actively.
- Teaching learning process should focus on every student in the class. Students sitting in the last row/benches should be provided with proper attention.
- If possible, teaching duration could be extended to two months instead of one, and the 2nd tenure of teaching internship could be in between October-December.
- All seemed fine though more intervention in making the teaching-learning process engaging is required.



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