



## CURRICULUM FEEDBACK ANALYSIS REPORT (2021-22)

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Gurusar Sadhar, Ludhiana



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Permanently Affiliated to Panjab University, Chandigarh Recognized by NCTE

## ANALYSIS OF THE CURRICULUM FEEDBACK FROM THE STUDENTS (2021-22)



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## Session 2021-22

Feedback is an important feature of the teaching learning process. Collecting regular feedback from students helps in quality improvement of instructions and helps to find the kind and direction in which more effort is required for better student satisfaction, satisfaction of parents and community at large. In the era of digitization and to deal with the covid pandemic situation it was decided by the institution to collect the feedback from the students through online mode. Curriculum related aspects were discussed, feedback from the previous years was analyzed, some new parameters were added and a new feedback form was prepared and circulated among B.Ed and M.Ed final year students.

### Observations regarding curriculum Feedback

S.No.	Parameters	Percentage	Analysis
1.	Rating of Orientation programme	More than 90%	More than 90% students reported that orientation programme conducted in the beginning of the course were quite helpful to understand the structure of the course in depth.
2.	Flexibility in Curriculum	More than 98%	It is clear from the results that almost all students reported that the curriculum was flexible and they were given an adequate number of choices. Based on the previous year's feedback the institution introduced new optional subjects at B.Ed and M.Ed level

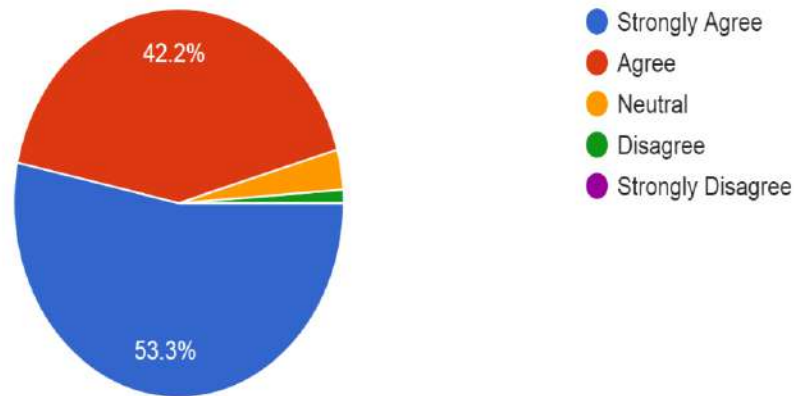
3.	Development of Insights about present system of Education	92%	A great number of students were in favor of the point that the curriculum taught to them has helped them to be clearer about their role as a teacher.
4.	Teaching- Learning Resources	More than 96%	Majority of Students reported that institution has provided them adequate teaching learning resources. Institution expanded its resources, especially worked more on E-resources including LMS and you tube channel.
5.	Catering Diversity	More than 91%	Challenge of diversity was addressed in a very well manner as clear from the feedback. Being located in rural area and near the air force station Halwara students from different cities and states joins this institution and very well catered by the institution
6.	Mentoring Process	More than 93%	Mentor and mentoring system is a unique feature of this institution and students were very much satisfied with the individual attention they received.
7.	Fairness in Internal Evaluation	More than 91%	More than 90 % students were of the view that institution is very fair in evaluative practices
8.	Interactive Methods of teaching	More Than 94%	Students got the exposure of interactive teaching methods and ICT enriched curriculum

9.	Organization of Value Added programmes	More Than 96%	As per the previous year's feedback from the students and alumni, the Institution started a new value added course.
10.	Opportunities in participation of co-curricular activities	More than 98%	For wholesome personality development institutions provided maximum opportunities to students as clear from the feedback of the students.
11.	Development of soft skills	More than 96%	Students were totally agreed that the institution worked for the development of soft skills other than regular curriculum transactions.
12.	Enough Exposure to Library and Laboratory facilities	More than 87%	From the feedback it is clear that institution has provided them with good exposure to library and laboratory facilities.
13.	Proper training through Pre-Internship Practice	More than 95%	Institution remained successful to a great extent in its motive to produce good quality teachers through proper pre-internship and internship practices.
14.	Optimal maintenance and use of infrastructure	More than 91%	Institution not only worked on the best infrastructure resources but also did its best efforts to maintain and use them in best manner.
15.	Student Support Services	More than 95%	Students were highly satisfied with the different support services provided by the institution

16.	Practicability of curriculum objectives	More than 90%%	Institution has made every effort to achieve the curriculum objectives in real terms as clear from the feedback
17.	Blended Mode of curriculum delivery	More than 97%	As per the demand and need of the hour institution adopted the blended mode of curriculum delivery
18.	Information about scholarships/ govt. aids	More than 97%	Institution left no stone unturned to help needy students through updated information about govt.aids and how to apply and get benefits as it is mentioned by 97% students in their feedback.
19.	Use of multiple modes of teaching and learning	More than 95%	To bring novelty and create interest institution adopted multiple modes of teaching as reported by more than 95% students.

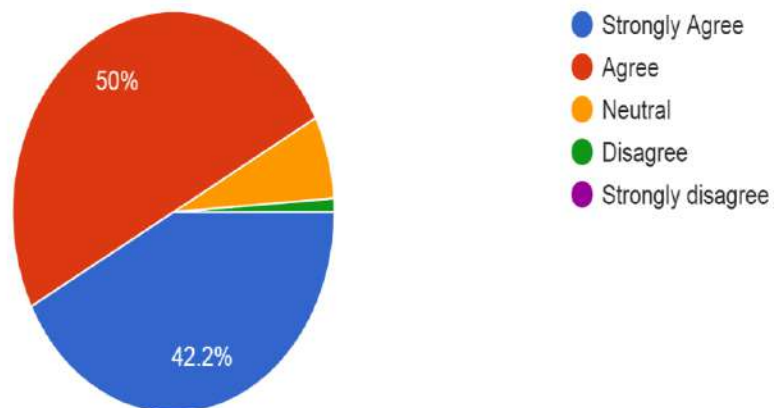
In the beginning of the course, orientation session was helpful to understand expected outcomes of the course and the competencies to be developed.

90 responses



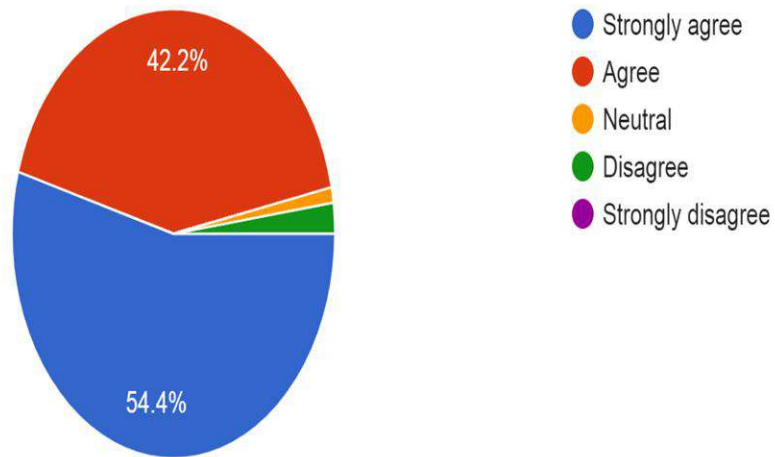
Theory and practice given during the course provided enough insight of the present system of education in schools.

90 responses



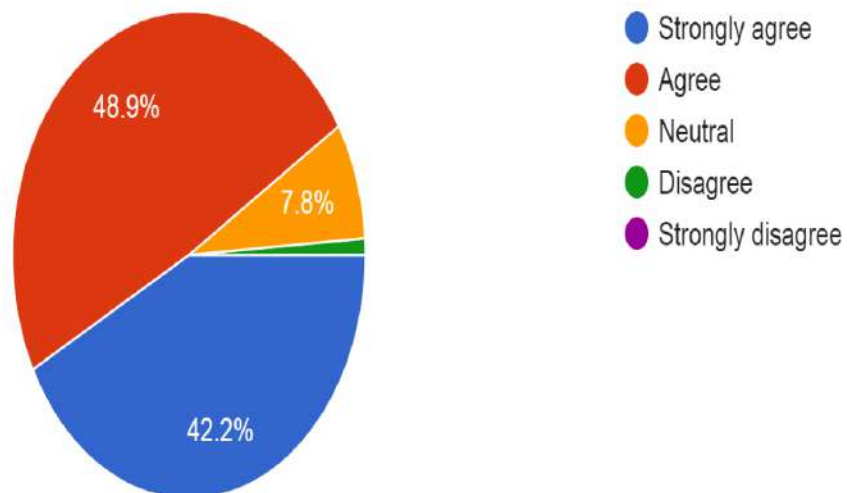
Teachers facilitated the students with teaching –learning material (notes/Handouts/PPTs ).

90 responses



Institution caters to the diverse and individual needs of the students.

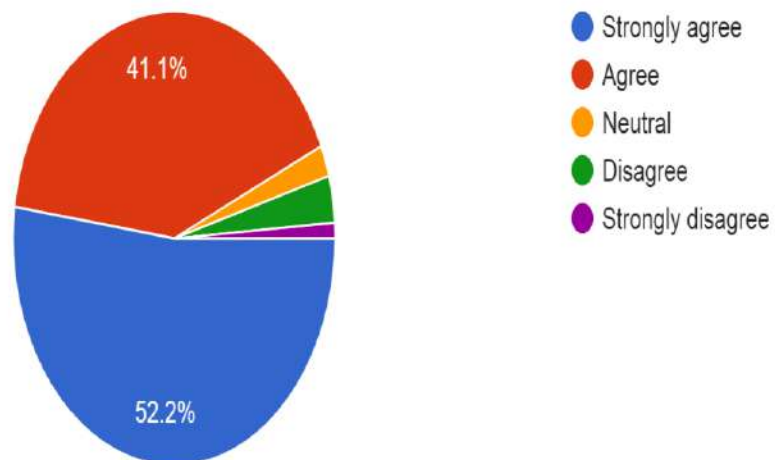
90 responses





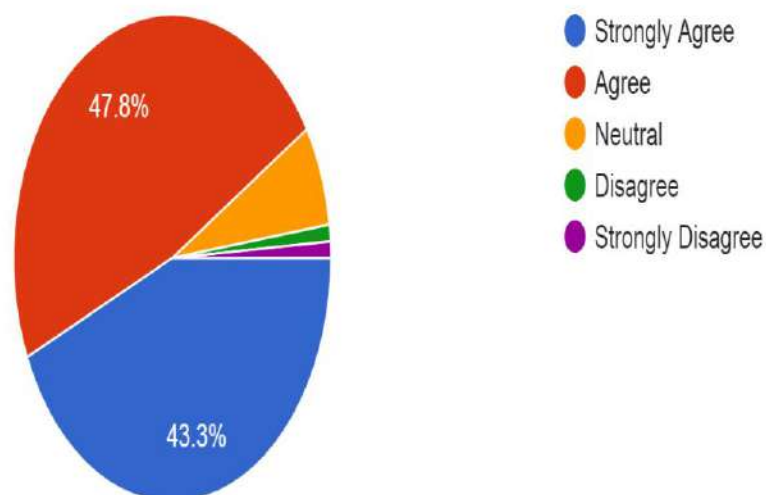
Well developed mentoring process in the college to resolve the difficulties in academic and personal matters.

90 responses



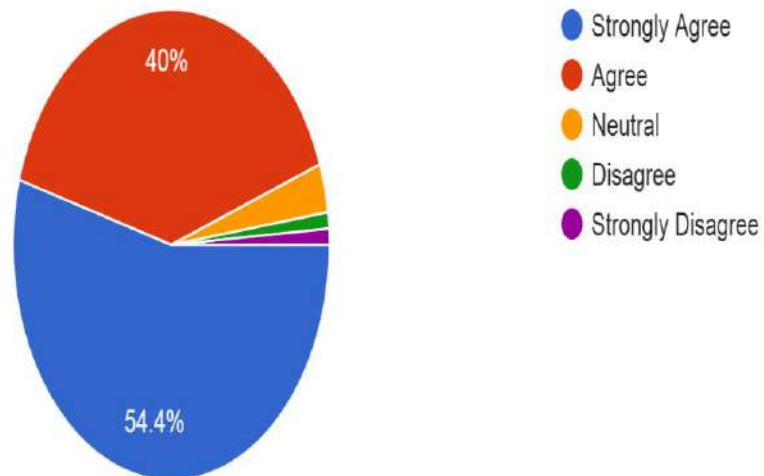
There is Fairness in the Internal evaluation adopted by the college.

90 responses



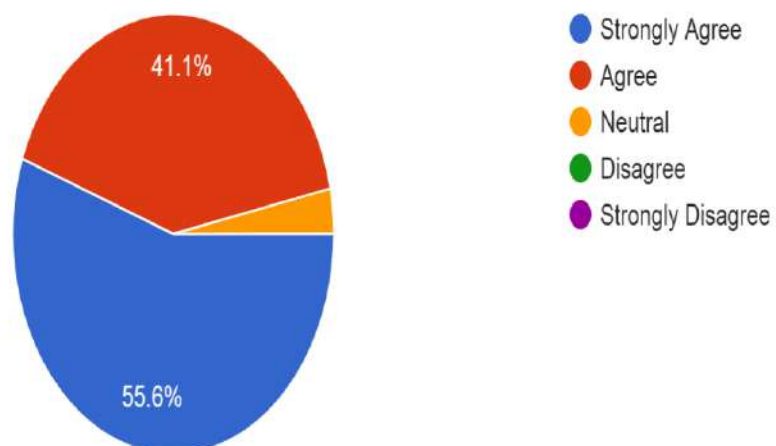
Interactive methods of teaching are used.

90 responses



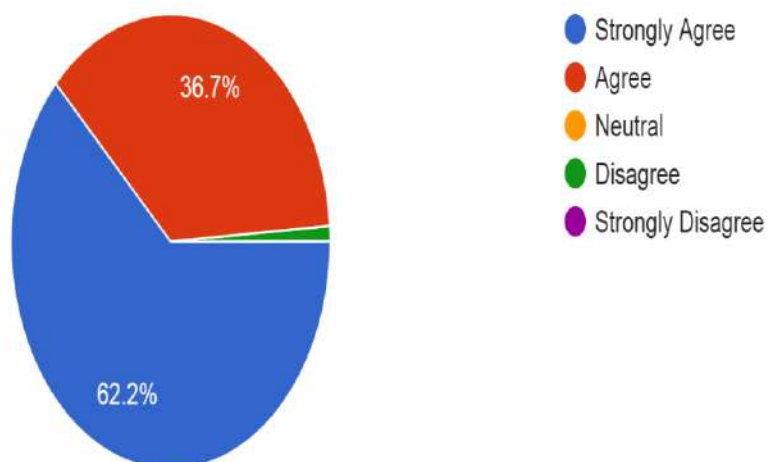
Organization of various Professional ethic & Value oriented programmes for students and teachers (to gain competency in their profession).

90 responses



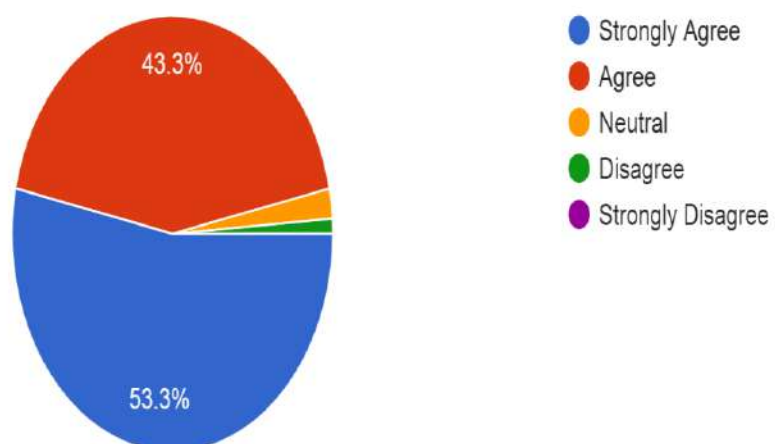
Opportunities for participation in seminars, special lectures, field tours, quiz, debate etc. to increase skills and experience.

90 responses



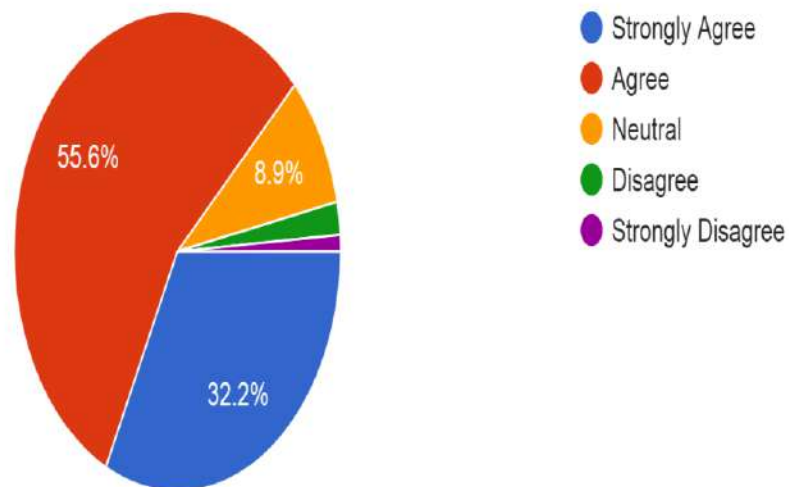
Enhancement and development of various soft skills through classroom activities, seminar and workshops.

90 responses



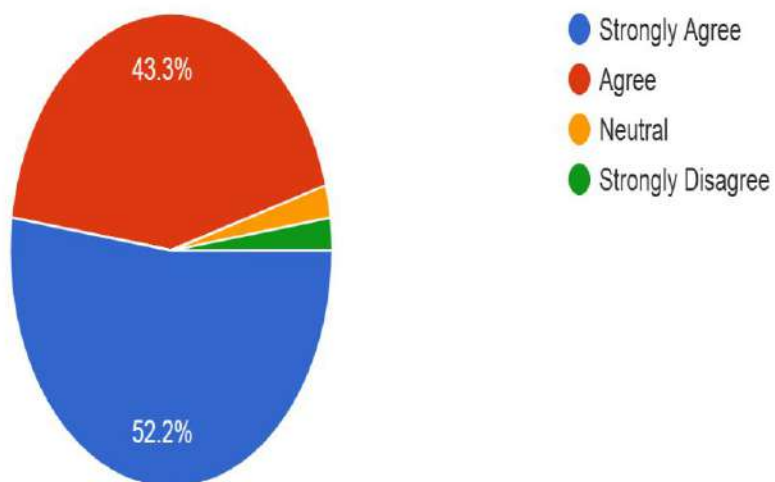
Enough exposure to the Laboratory facilities (Method Lab, ET Lab, Science Lab, Maths Lab, Language lab, psychology Lab, Computer lab etc.)

90 responses



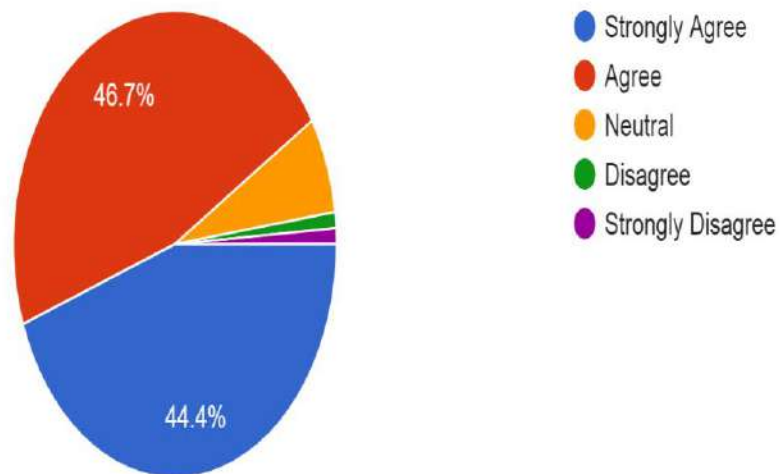
Proper training through Pre- Internship Practices before going for Internship programme.

90 responses



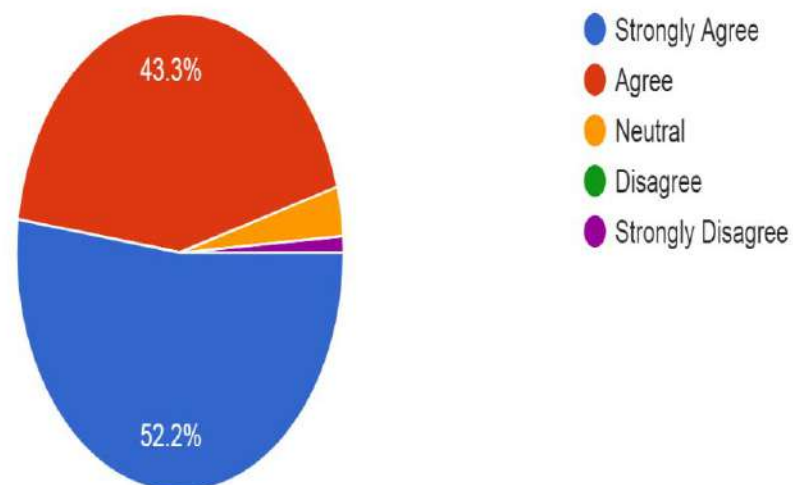
Maintenance and optimal use of Infrastructure and learning resources in the institution.

90 responses



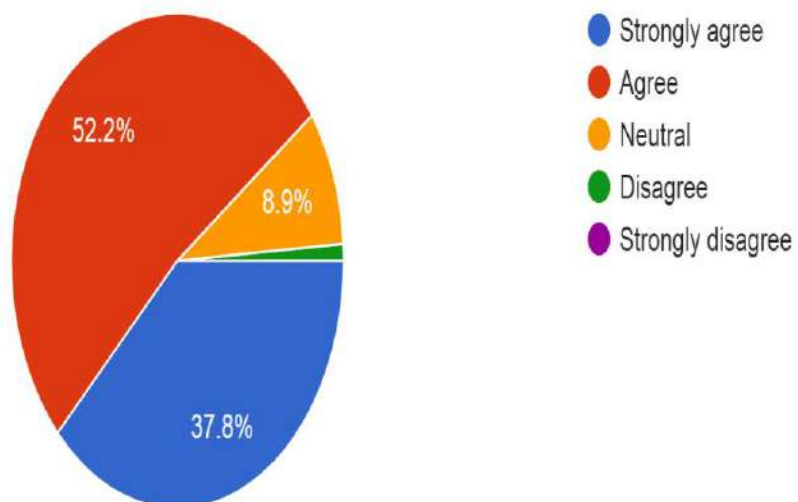
Student Support services (NSS, Club & Societies, Book Bank etc.) provided by the college.

90 responses



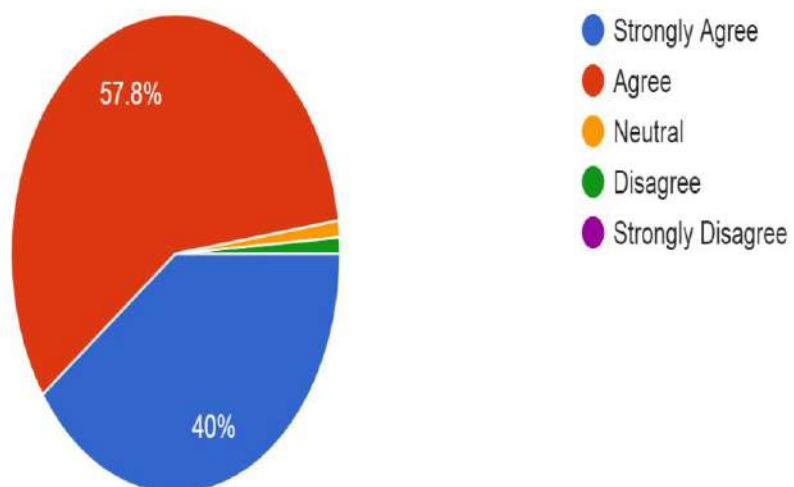
Objectives stated for each course in the curriculum is practical in nature.

90 responses



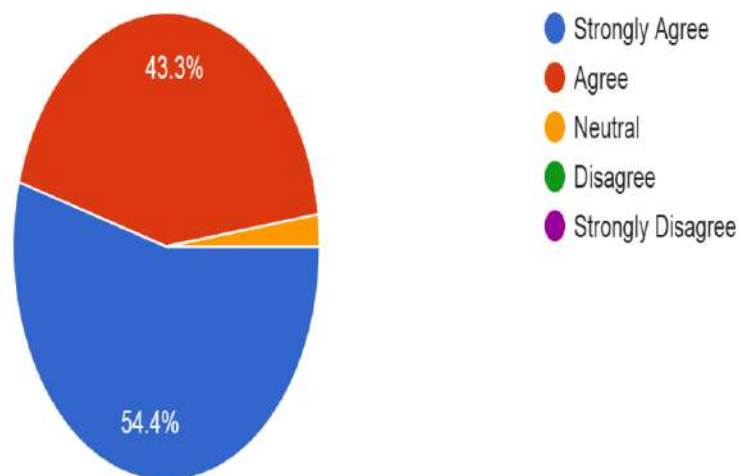
Mechanism for delivery of curriculum is as per global standards (Blended Mode).

90 responses



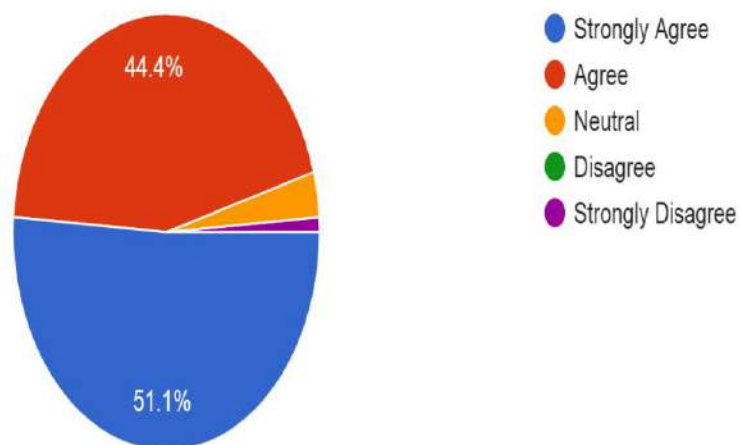
Timely intimation of information about scholarships/ Student aids and appropriate guidance to apply.

90 responses



Use of Multiple modes (Lecture/ Tutorial) of teaching learning in the college.

90 responses





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## ANALYSIS OF THE CURRICULUM FEEDBACK FROM THE TEACHERS (2021-22)



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### **Analysis of Teacher's feedback on Curriculum (2021-22)**

For the session 2021-22 curriculum feedback was obtained from 13 faculty members through google form comprising a five point rating scale on various parameters related to curriculum and suggestions for further improvement. Both quantitative and qualitative Analysis was conducted which is presented as under:

#### **Qualitative feedback Analysis:**

- Most of the teachers suggested that the gap should be reduced between demand and Supply of teachers to minimize the unemployment issues of qualified teachers.
- It was also suggested by teachers that Curriculum must be revised on a regular basis by the affiliating university. Though the institution on its own is working on the new methodologies, techniques and activities for the transaction of curriculum in an effective way, changing its structure is totally in the hands of the affiliating body i.e. Panjab University, Chandigarh.
- Most of the sessional work in the prescribed syllabus of B.Ed and M.Ed is in the form of assignments and report writing, so it was demand of the faculty members that, sessional work should be more practical in nature.
- A teacher education programme basically deals with development of the teaching skills among the students, but it should also focus on generating self -employment opportunities among the students.
- More diversification of courses should be there with more emphasis on Teaching skills and competencies.
- Emphasis should be given to the inculcation of moral values among the students as the 21st century is witnessing loss of human values and students are moving in the wrong direction due the absence of quality education.
- It was suggested by some of the teachers to conduct external examinations for the practical subjects especially for M.Ed classes.

### Quantitative Analysis:

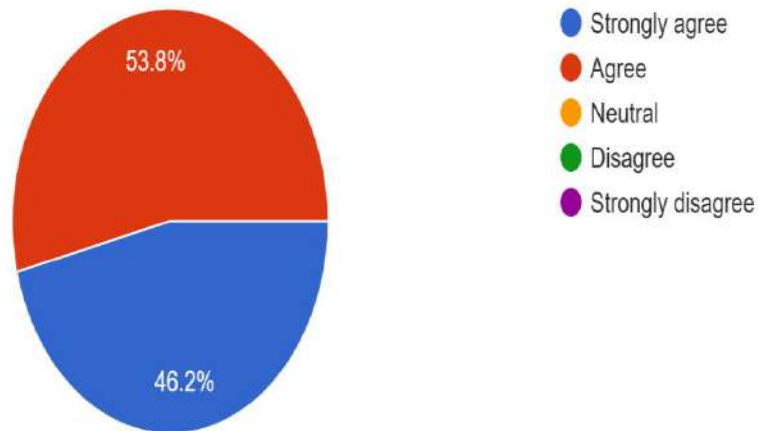
Feedback on curriculum was obtained from the teachers on different parameters for the session 2021-22 through online mode. On most of the parameters teachers were strongly in favor and in one or two components they slightly disagreed and had neutral opinions which need to be worked for in the future. Analysis of the feedback received from teachers is given in a tabular form as under- .

Parameters	% of opinion	Analysis
Complementary nature of PLOs and CLOs of the curriculum	More than 50% (Agree) 38.5% (Strongly agree) and 7.7% neutral	Though programme learning outcomes and course learning outcomes are prescribed by the PU Chandigarh, the institution makes every effort to fulfill them.
Flexibility of the curriculum	46.2% Strongly agree and 53.8% agree	Institution has worked on the aspects of providing flexibility through the addition of optional and pedagogy subjects both for B.Ed and M.Ed students(sessions 2021-22).
Self-Learning Component	61.5% agree and 38.5% strongly agree	Institutions tried to incorporate all the activities through which self -learning is promoted and spirit of self-dependence is inculcated.
Global standards of Learning Outcomes	53.8% agree and equal percentage 15.4% is given to strongly agree, neutral and disagree dimension	Students will be able to utilize their knowledge at the global level as more than half of the teachers are in agreement with this view.
Correlation and proper unitization of the syllabus	53.8% strongly agree and 30.8% agree	Teachers are in favor that the curriculum framed by the affiliated university PU Chandigarh and implemented by the institution is well drafted with proper units and correlation between the various components.
Availability of books and reference materials	Equal percentage 30.8 % is shared by strongly agree, agree and neutral opinion	Institution has tried its best to provide good quality books and reference material (Online and offline. Infilbnet system is installed, LMS and you tube channel is created
Soundness of Evaluative practices	46.2% strongly agree and 30.8 agree	Evaluative practices used by the institution are very sound in nature. Performance of each student is evaluated without any bias.
Sessional Work	38.5% strongly agree and 61.5 agree	Sessional work allotted to the students are very much relevant and having some practical utility.

Interdisciplinary nature of the curriculum	38.5% strongly agree and 46.2 agree	More than 84% teachers reported that the curriculum provides the knowledge of more than one discipline which can help the students to broaden their knowledge and vision.
Provision of co-curricular and extra - curricular activities	61.5% agree and 38.5% strongly agree	For the wholesome personality development institution is constantly working on introducing more and more co-curricular and extra- curricular activities in the curriculum as reflected in feedback also.
Promotes future placements	30.8% and 61.5%	The main motive of any educational institution is to make students either self -employed or get good placement and this institution remained successful in this pursuit through placement cell and drives conducted on yearly basis.
Skill and Value Based	53.8% strongly agree and 46.2% agree	An education which is devoid of value generation and its promotion to the younger generation is of no use. Similarly developing the entrepreneurship ability should also be one of the motives and this institution is doing excellent efforts in this direction as cleared from the feedback.
Spirit of Inquiry	51.8% agree and 30.8% strongly agree	Research is the foundation for all types of development and promoting the spirit of research is well kept in mind by the institution as reported in the views of majority of teachers.

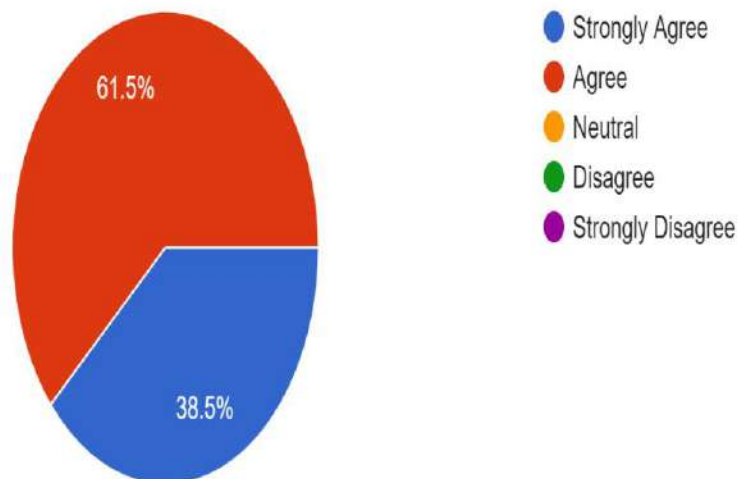
Curriculum is academically flexible in terms of selection of electives and optional subjects.

13 responses



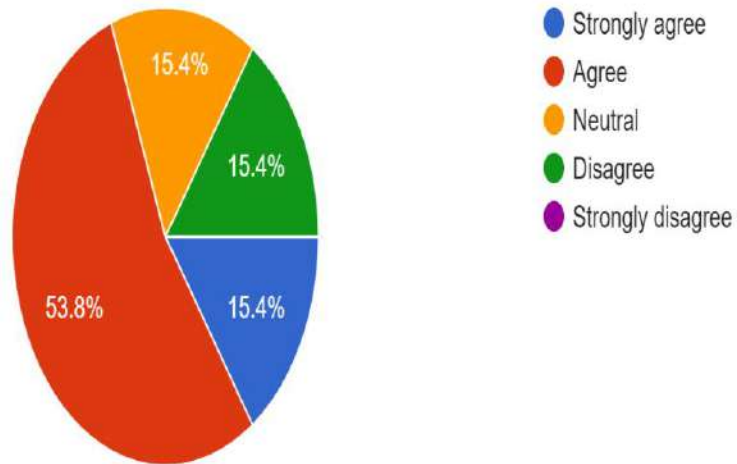
Curriculum has the quality of promoting self learning.

13 responses



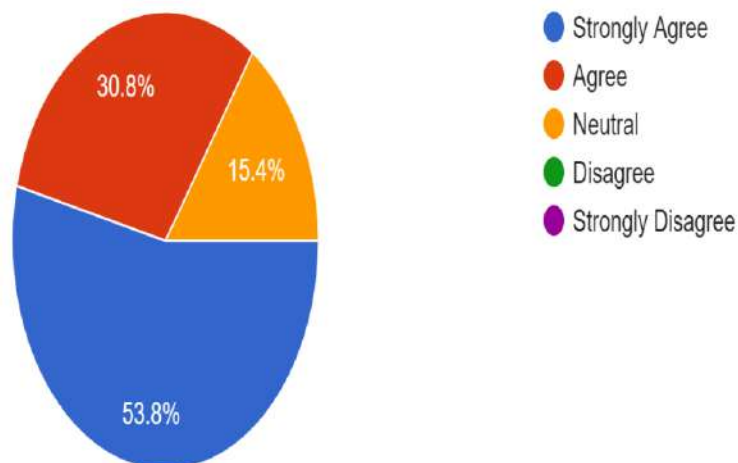
The learning outcomes of the curriculum are of global standard.

13 responses



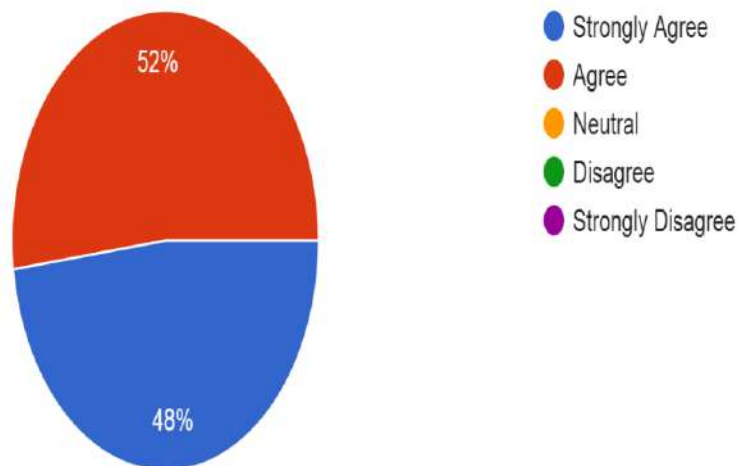
Proper unitization of the syllabus and correlation is there among the topics of the prescribed syllabus.

13 responses



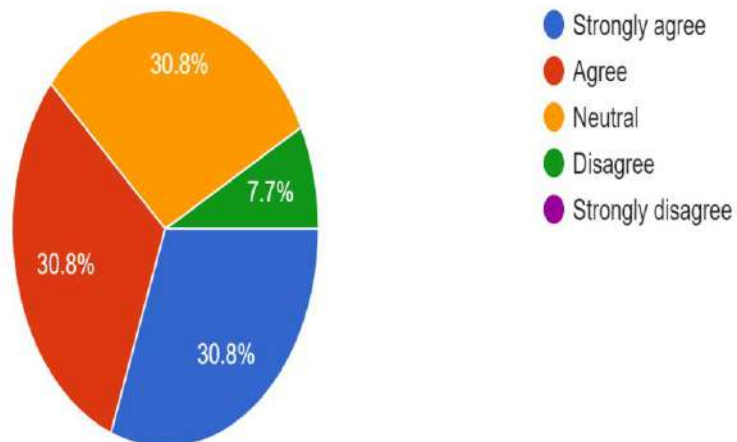
Curriculum has the quality of developing necessary skills and competencies among students to be a successful teacher.

25 responses



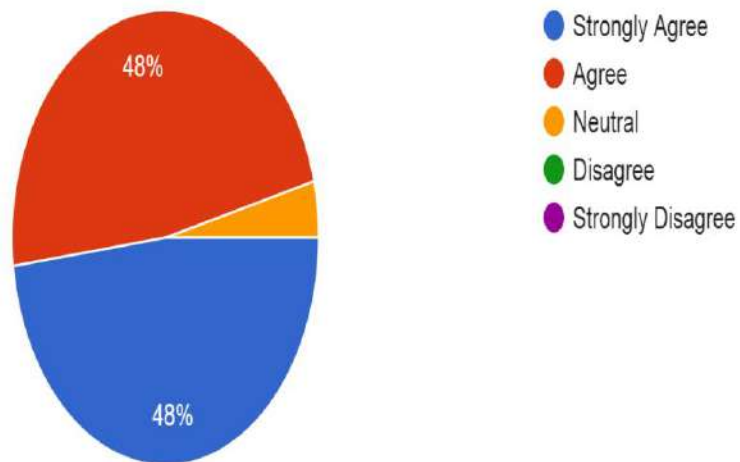
Sufficient reference material and books are available for the topics mentioned.

13 responses



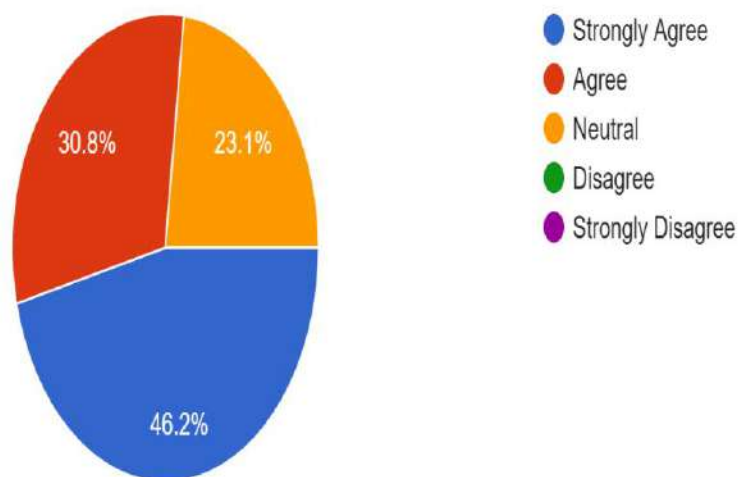
Curriculum has the quality of promoting self learning.

25 responses



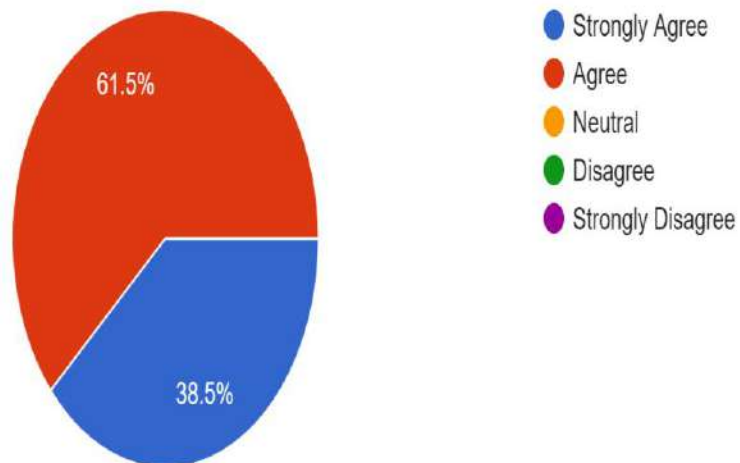
Evaluative practices (Internal and External) mentioned in the curriculum are sound in nature.

13 responses



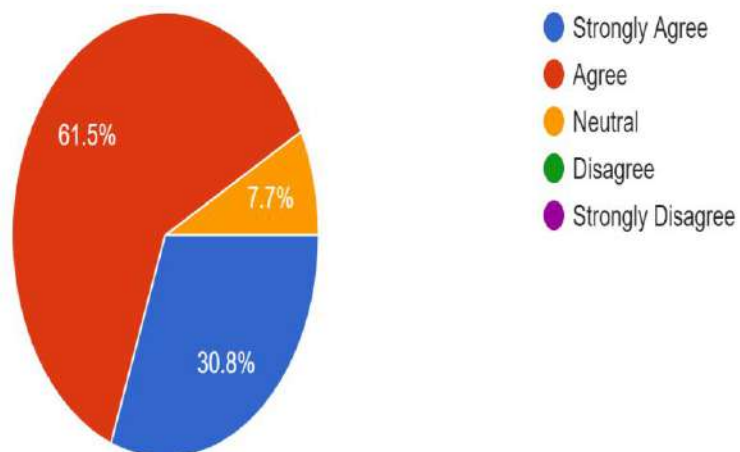
Sessional work for the subject is relevant and practical in nature.

13 responses



Curriculum has the course component which is helpful for future placements of students.

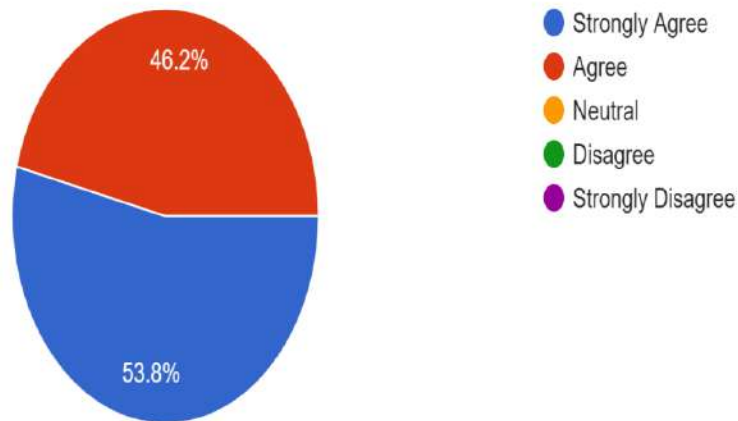
13 responses





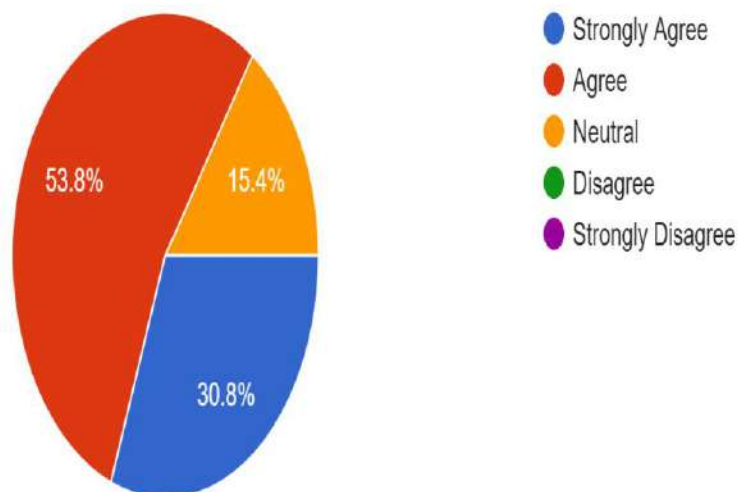
Along with curricular knowledge, curriculum provides life skills and value based knowledge to the students.

13 responses



Curriculum is able to develop spirit of enquiry among students.

13 responses





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## ANALYSIS OF THE CURRICULUM FEEDBACK FROM THE HEADS (2021-22)



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### **Analysis of Heads of Practicing schools feedback on curriculum (2021-22)**

Curriculum feedback from the heads of internship schools were collected through online mode for the session 2021-22. Review of previous years feedback was taken into consideration and a better link was established between parent institute and internship schools. Curriculum was modified and made more relevant to local needs through introduction of some new skill based courses. On most of the quality parameters heads of schools were more than satisfied as clear from the pie charts. Suggestions were also received for improvement in curriculum from heads. Qualitative and Quantitative analysis was done which is as under:

#### **Qualitative Analysis**

- There should be seminars and expert lectures on New education policy, 2020 and all the stakeholders should be invited to get a clarity about the new structure, issues and challenges involved in the field of education.
- There should be some programme at the institutional level in which the school education board should be involved and students should make aware about the programme run by the school education department like Edu-care, Diksha.
- It was suggested by school heads that in order to deal with the diverse population the institution must give exposure of special schools and meritorious schools to its students.
- Though heads were more than satisfied with the work of students in internship schools, they expressed the opinion that duration of Internship practice should be increased for better learning of the interns.
- To see the things in reality and to get first- hand experience the institution should give exposure to the field trips or visits to the students. It will help them in broadening their outlook and better transfer of learning could be possible.

#### **Quantitative Analysis**

On the various parameters chosen for curriculum feedback the percentage of opinion and its analysis is under:

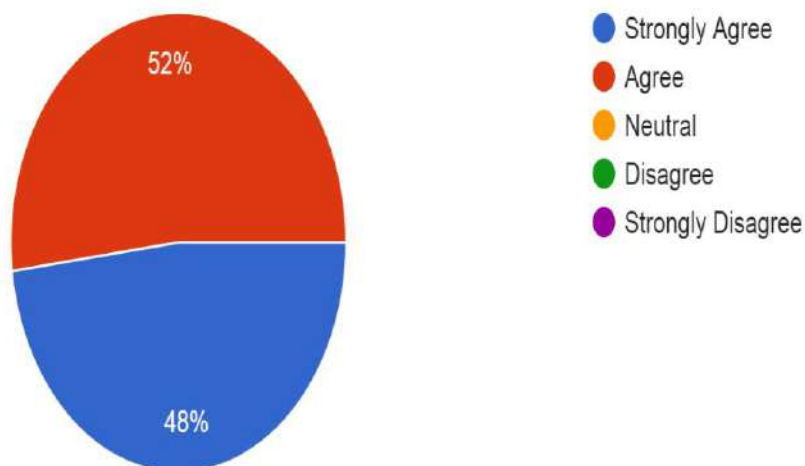
- Theory and practical components are linked to a great extent as 52% heads agree and 48% strongly agree with the statement.
- Institution worked to develop needed competencies as a teacher as (52% agree and 48% strongly agree).

- Institution also promoted self learning skills among the students(48% agree and 48% strongly agree).
- To make the curriculum more relevant and in tune with recent trends across the globe the institution incorporated new topics and techniques in curriculum (36% agree and 48% strongly agree ).
- Objective of wholesome personality development was achieved by the institution as(40% agree and 60% strongly agree).
- To broaden the outlook of the students and to promote mastery, institutions remained successful in providing detailed knowledge of the specialized areas as reported by (52% agree and 36% strongly agree) views of heads/ employers.
- All the activities included in the curriculum have the spirit of self dependence which is the need of the hour (40% agree and 52% strongly agree) .
- Institution introduced skill based courses including finishing school programmes, certificate course in drawing and painting, and communication skills to promote self dependence.
- Students were given the best practices in preparing and using ICT skills as 88% of the heads were in favor of this statement.
- Efforts were made by the institution to impart interdisciplinary knowledge to the students (36% agree and 48% strongly agree).
- Along with the curricular activities students got the opportunity to explore and express themselves through the co-curricular activities as reported by 56% agree and 28% strongly agree by the heads.
- Curriculum framed and carried out and practiced by the students in internship schools were totally as per the expectations as reported by more than 85% heads.
- To remain successful in one's profession one must have the ability to organize and lead and this institution focussed on this objective in an excellent manner as reported by 92% heads.
- Spirit of developing professional ethics was well handled by the institution as reported by 80% and 12% responses not in favor are pressing the need to work more in this direction.

So if we have to summarize this picture, the institution is doing its best efforts which is reflected in conduct and performance of the students.

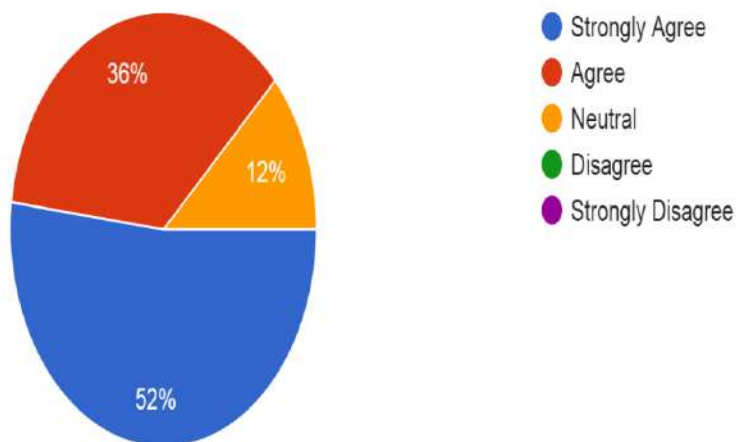
Curriculum establishes a link between theoretical and practical knowledge.

25 responses



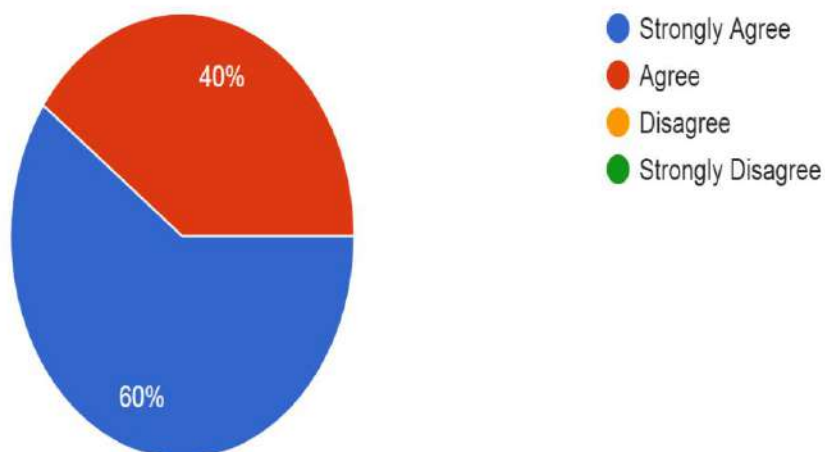
Curriculum is framed keeping in mind the global trends and issues like Gender equality, Sustainable development, Peace, Value and Life skill Education.

25 responses



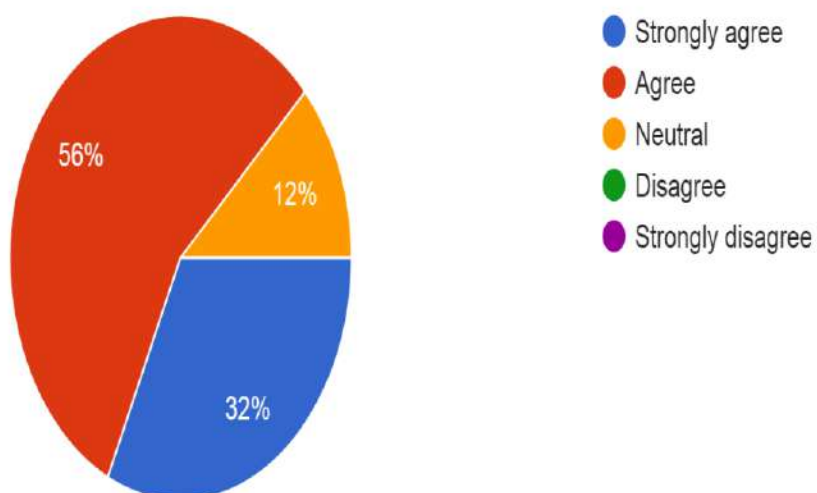
Curriculum focuses on overall personality development of the students.

25 responses



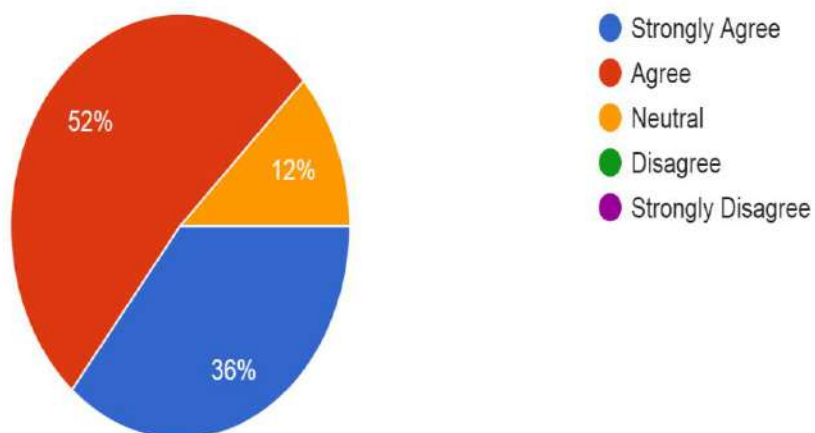
Curriculum is in congruence with the demand of changing environment.

25 responses



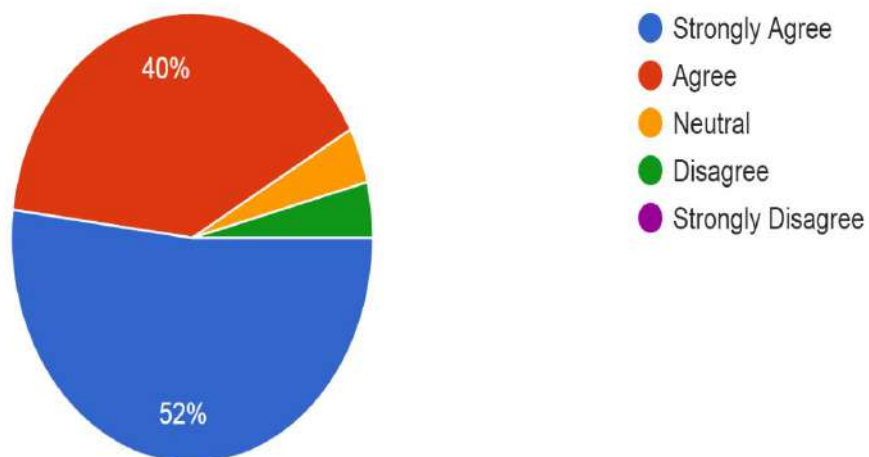
Curriculum is providing detailed knowledge of specialized areas.

25 responses



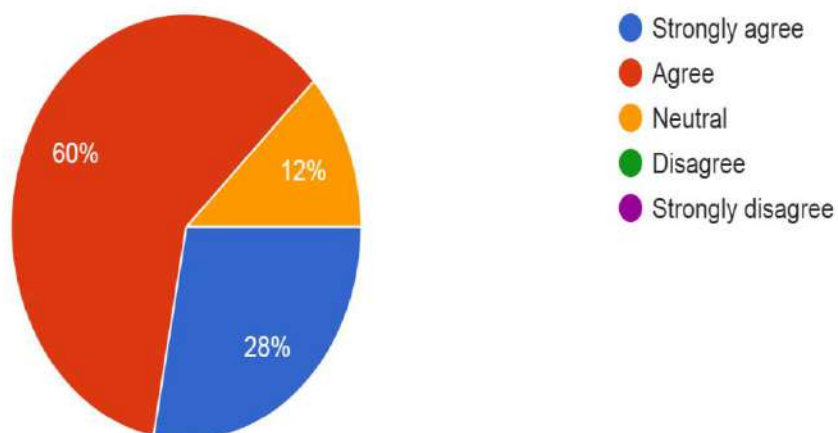
Curriculum promotes self dependence.

25 responses



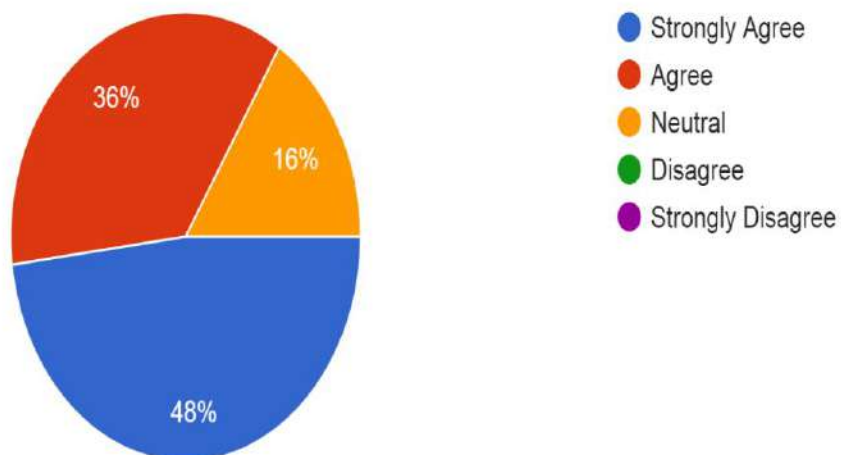
Curriculum has the feature of incorporating latest technological advancement.

25 responses



Curriculum is interdisciplinary as well as comparative in nature.

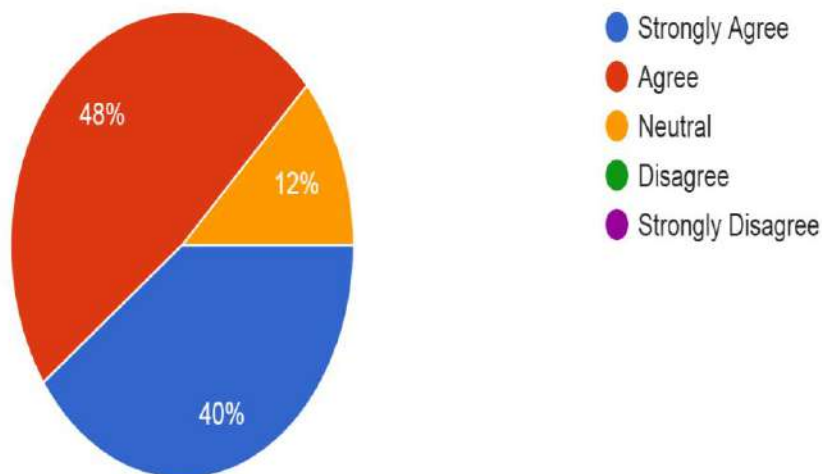
25 responses





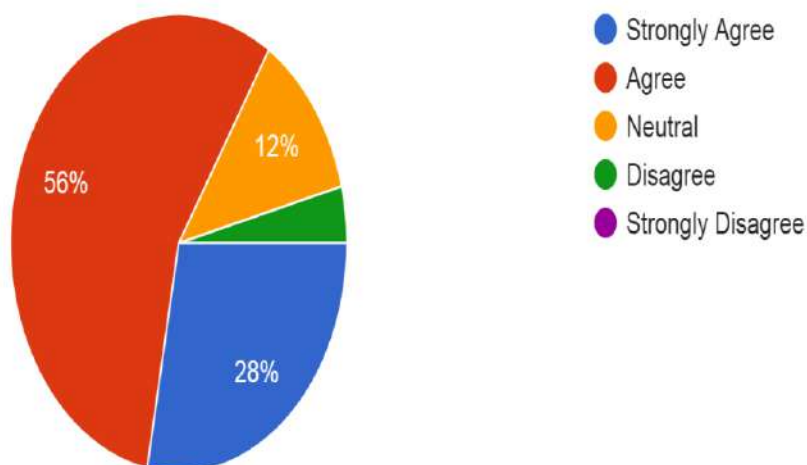
Curriculum has the capacity of identifying local needs.

25 responses



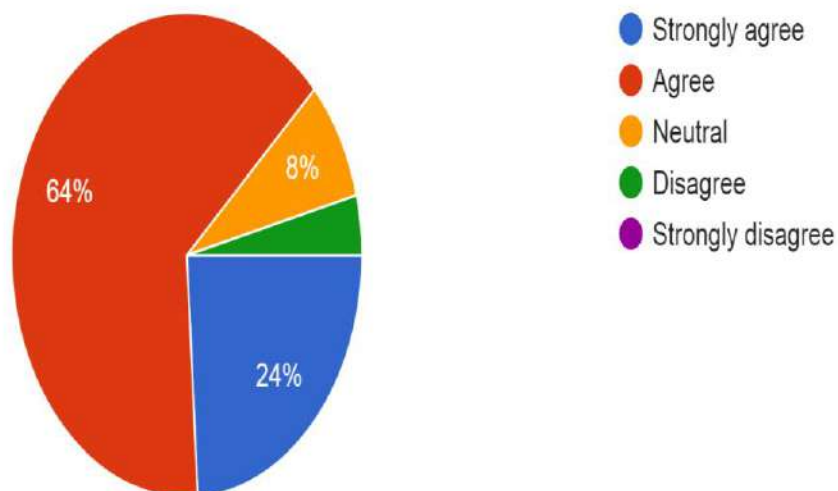
Co- curricular and extracurricular activities are well balanced in the overall frame work of curriculum.

25 responses



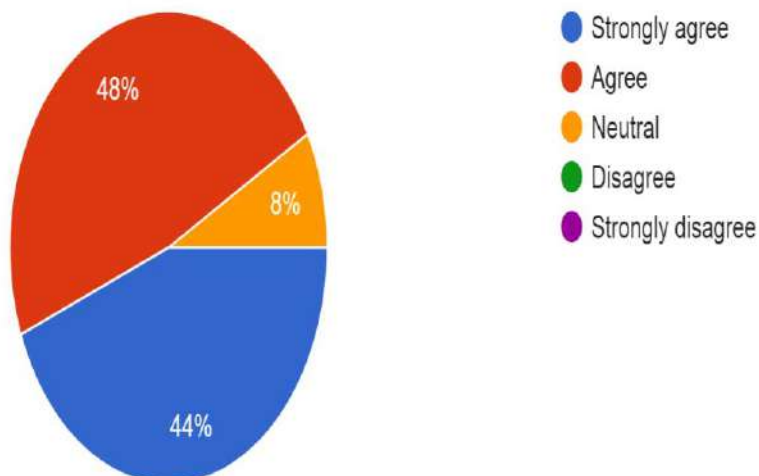
Curriculum is in tune with expectations of the employers from their employees.

25 responses



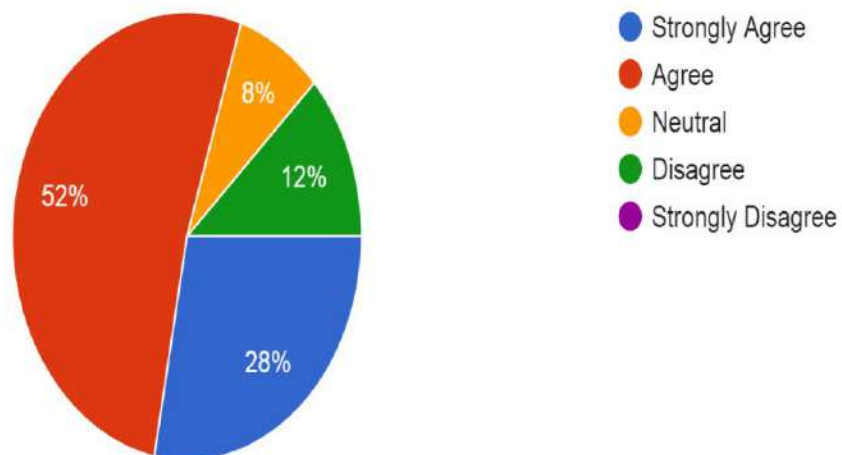
Curriculum has the capacity of developing organizational and leadership traits among students.

25 responses



Curriculum has the ability of developing professional ethics and spirit among students.

25 responses





# G.H.G. KHALSA COLLEGE OF EDUCATION

GURUSAR SADHAR, DISTT. LUDHIANA-141104

Permanently Affiliated to Panjab University, Chandigarh Recognized by NCTE

## ANALYSIS OF THE CURRICULUM FEEDBACK FROM THE ALUMNI (2021-22)



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## **Analysis of Curriculum Feedback from Alumni (Session 2021-22)**

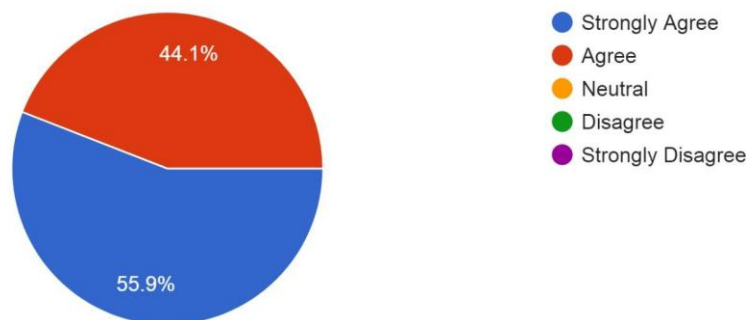
Feedback from Alumni for the session 2021-22 was collected online as this session was also under the grip of Covid 19 pandemic. Various parameters were set for getting responses from the old students ranging from introduction of new courses to placement opportunities as well as efforts made by the institution on wholesome personality development.

1. As per the feedback received from previous years institution started skill based and value added courses in the curriculum for the current session as reported by alumni( 58.9 % were strongly agree and 38.2. were agree) on this feature in the curriculum.
2. Similarly for wholesome personality development equal importance was given to co-curricular activities as reported by alumni members (55.9 strongly agree and 44.1 agree).
3. A curriculum can be considered a useful curriculum only, if it helps in the generation of good employment opportunities especially self- employment and the feedback clearly reflects that the institution remains successful on this matter also as 64.7 % alumni agreed and 32..4 % strongly agreed that the exposure given to them at the institutional level helped them to be employed or self -employed.
4. All the activities related to the curriculum can be carried out only if there is appropriate infrastructure and this prerequisite is kept in mind by the institution as reported by 64.7 who agree and 32.4 % who strongly agree.
5. As teacher education institutions are meant for developing good teaching competencies among the would-be teachers so on this parameter also our institution gets a good percentage from the students (79.4 strongly agree and 11.8 % agree).

So if we have to summarize the whole picture of the alumni feedback on curriculum we can say that the institution has worked on various components and majority of the alumni were satisfied. In areas where we can get more positive results should be looked upon in the coming years like establishing more links between theory and practice, introduction of more courses and better placement opportunities.

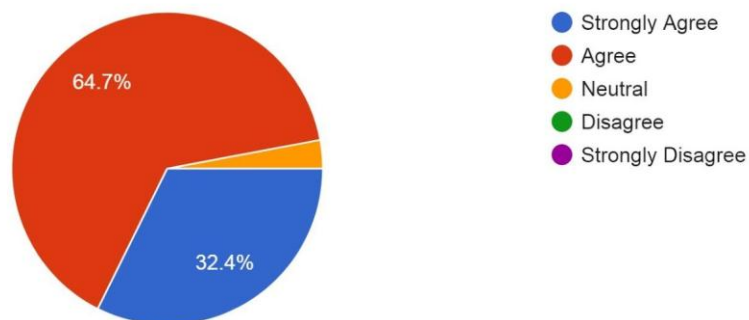
Curriculum helped in the all-round development of students personality.

34 responses



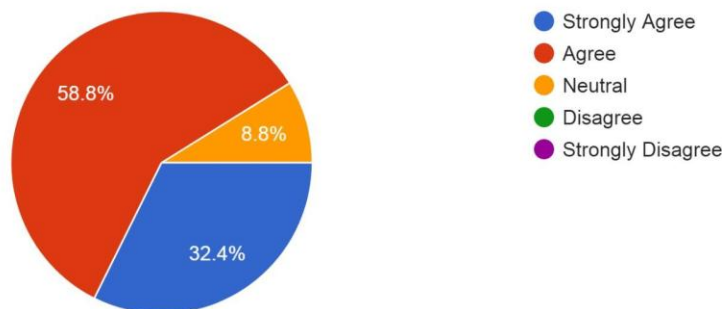
Curriculum generated a number of self employment opportunities for the students

34 responses



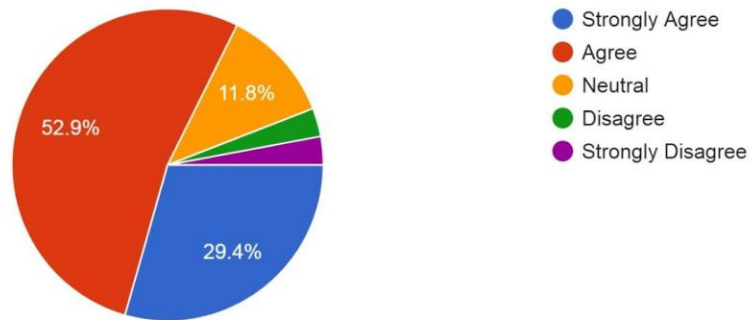
Curriculum focused on local/regional needs of the students environment.

34 responses



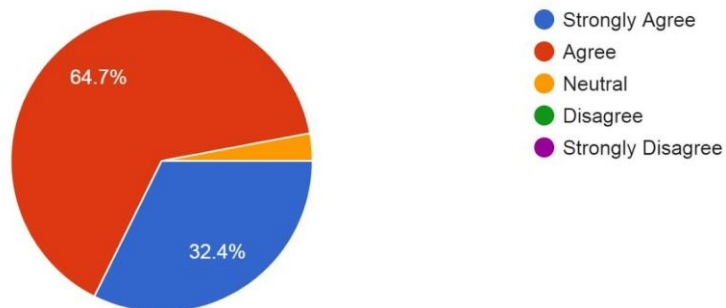
In the development of curriculum, theory and practical component got the due weightage.

34 responses



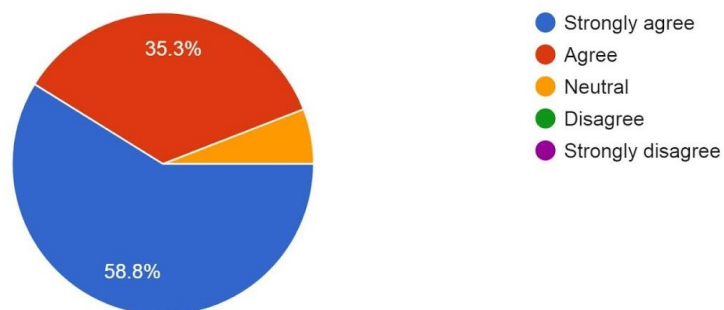
For effective transaction of the curriculum appropriate infrastructure was available at the institutional level

34 responses



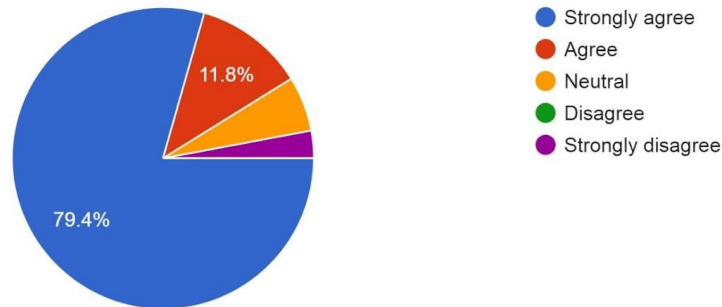
Co- curricular activities were given due importance in the framing and transaction of curriculum at the institutional level.

34 responses



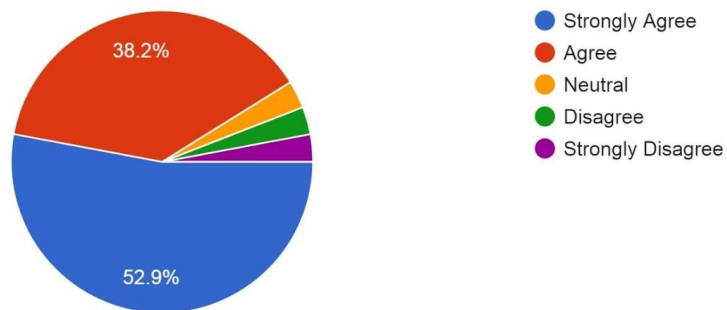
Internship Programme carried out by the institution helped the students in developing essential teaching competencies

34 responses



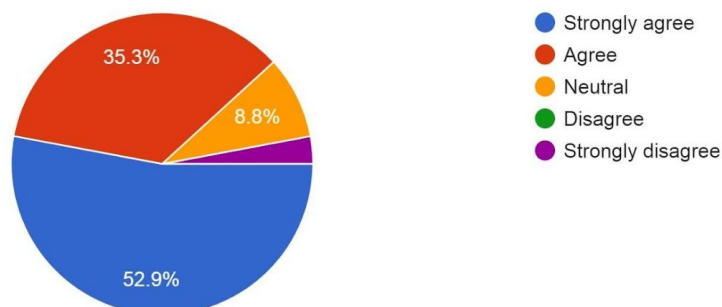
Curriculum provided the ample opportunities to the students for learning the essential life skills (Reasoning, Problem Solving, Emotional Intelligence, Stress Management etc.)

34 responses



Good placement opportunities were provided to the students by the institution after completing the course

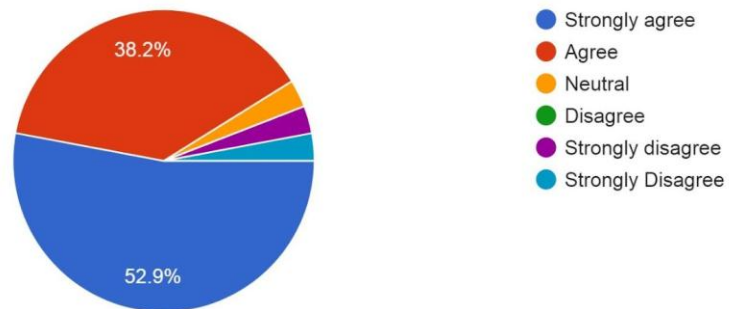
34 responses





Curriculum also focused upon value added and self study courses for enhancement of the knowledge and better employment prospects.

34 responses





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## ANALYSIS OF THE CURRICULUM FEEDBACK FROM THE EMPLOYERS (2021-22)



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## **CURRICULUM FEEDBACK BY EMPLOYERS (SESSION 2021-22)**

For the year 2021-22 review of previous year's feedback was taken into consideration. Curriculum was modified and made more relevant to local needs through introduction of some new skill based courses. Feedback for the session 2021-22 on the different parameters of the curriculum was obtained from the respective employers. Qualitative analysis was done which is as under:

### **Qualitative Analysis**

- More focus should be on training in the use of ICT resources.
- There should be some programme at the institutional level in which the school education board should be involved and students should make aware about the programme run by the school education department like Edu-Care, Diksha etc.
- Students must be trained in using more than one language while teaching.
- Students should be guided to handle work pressure.
- Blended mode of teaching learning and flipped classroom strategy should be emphasized.
- To see the things in reality and to get first- hand experience the institution should give exposure to the field trips or visits to the students. It will help them in broadening their outlook and better transfer of learning could be possible.