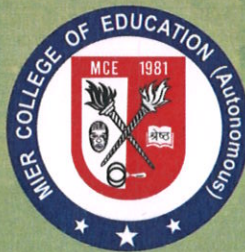


SCHOOL OF EDUCATION

STUDENTS' FEEDBACK ANALYSIS & ACTION TAKEN REPORT ON CURRICULUM (2024-25)

INTERNAL QUALITY ASSURANCE CELL



MIER COLLEGE OF EDUCATION

(AUTONOMOUS)

ACCREDITED BY THE NAAC WITH 'A+' GRADE

Feedback Analysis Report

SURVEY OVERVIEW

The feedback aimed to evaluate the effectiveness of the curriculum based on various parameters, like teaching methodology, skill development, learning outcomes, and overall satisfaction. A Likert scale was used to assess responses categorised as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Programme: B.Ed.

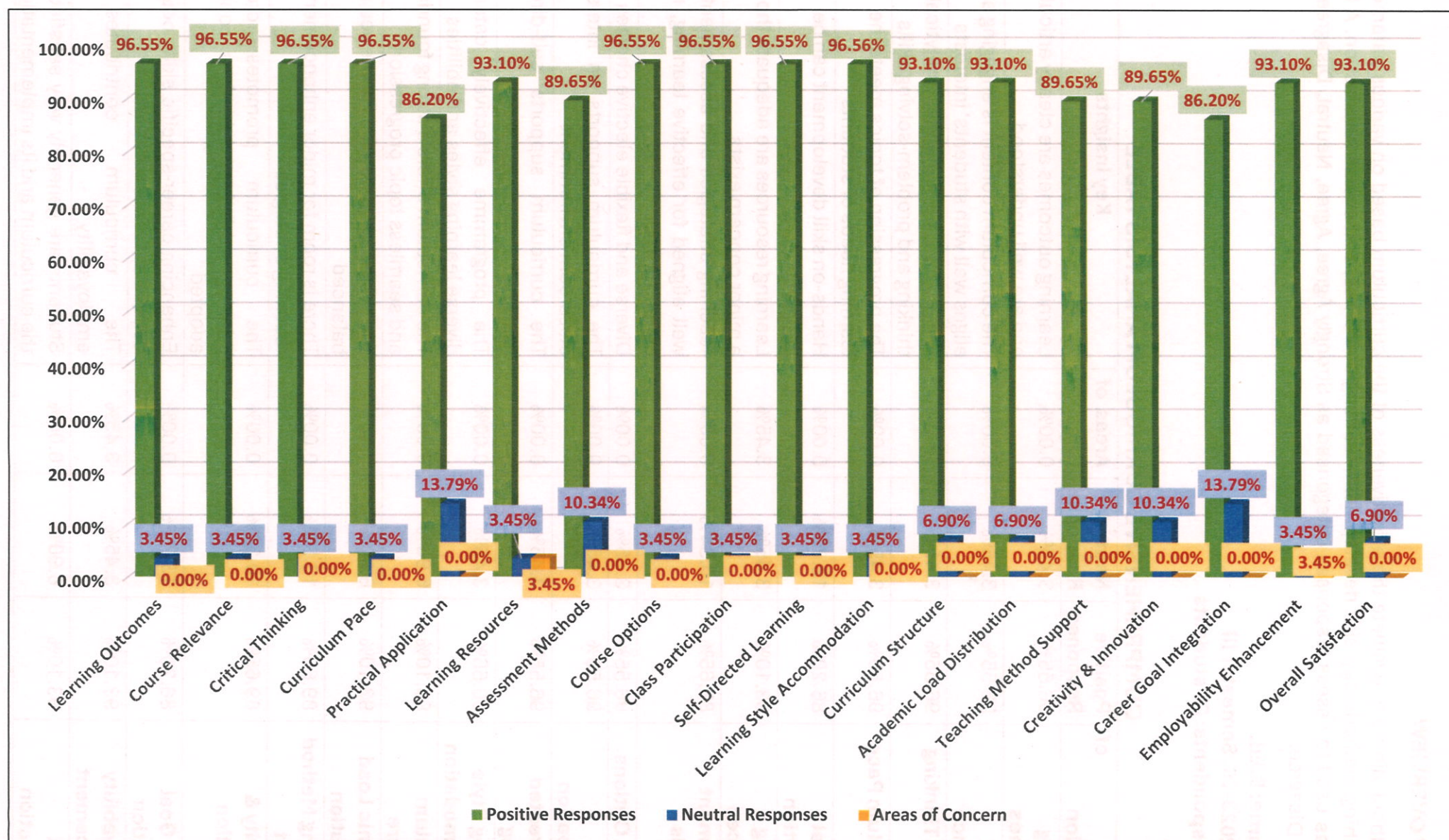
Batch: 2023-25, Semester III

Total Respondents: 29 students

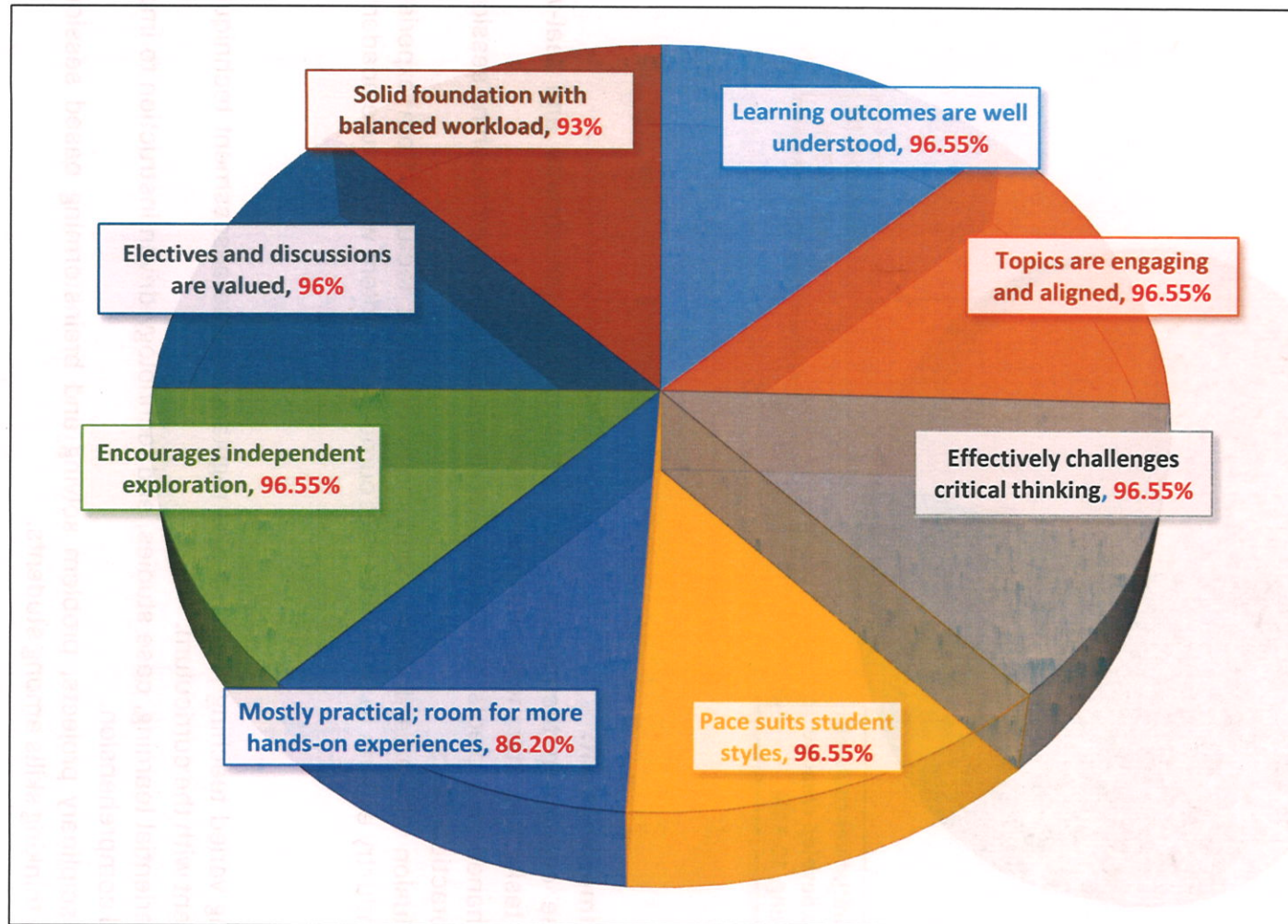
COMPREHENSIVE CURRICULUM ANALYSIS TABLE

Area of Evaluation	Positive Response	Neutral Response	Areas of Concern	Key Insights
Learning Outcomes	96.55%	3.45%	0.00%	Learning outcomes are clearly articulated and are well understood
Course Relevance	96.55%	3.45%	0.00%	The curriculum content is engaging and aligns well with students' interests
Critical Thinking	96.55%	3.45%	0.00%	The programme stimulates analytical thinking and problem-solving skills
Curriculum Pace	96.55%	3.45%	0.00%	The progression of topics meets the learning needs of students
Practical Application	86.20%	13.79%	0.00%	Hands-on skill development can be improved
Learning Resources	93.10%	3.45%	3.45%	Learning resources are adequate though a minor concern exists
Assessment Methods	89.65%	10.34%	0.00%	Teaching strategies and assessments are well aligned for effective learning, minor concerns exist
Course Options	96.55%	3.45%	0.00%	Diverse and flexible elective choices
Class Participation	96.55%	3.45%	0.00%	The curriculum supports an interactive classroom environment
Self-Directed Learning	96.55%	3.45%	0.00%	The curriculum supports self-directed learning
Learning Style Accommodation	96.56%	3.45%	0.00%	The programme effectively caters to diverse learning styles and abilities
Curriculum Structure	93.10%	6.90%	0.00%	The curriculum offers a strong foundation and seamless topic progression
Academic Load Distribution	93.10%	6.90%	0.00%	The semester workload is perceived as balanced
Teaching Method Support	89.65%	10.34%	0.00%	There is room for minor enhancements in teaching strategies
Creativity & Innovation	89.65%	10.34%	0.00%	The curriculum promotes creative thinking; additional initiatives could be adopted
Career Goal Integration	86.20%	13.79%	0.00%	Enhancing career-specific skills could be beneficial
Employability Enhancement	93.10%	3.45%	3.45%	The curriculum contributes to employability
Overall Satisfaction	93.10%	6.90%	0.00%	Students are generally very satisfied with the curriculum and its implementation

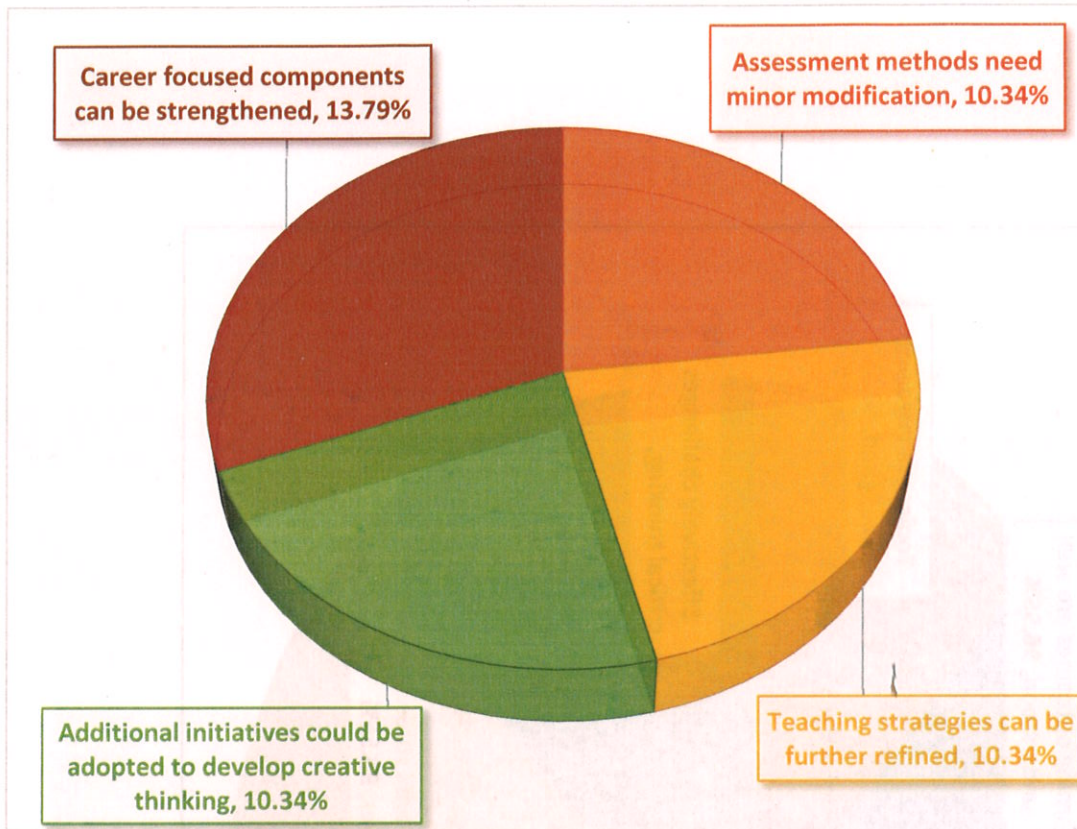
Graphical Representation:



Positive Responses Highlight:



Areas of Concern (neutral responses):



RECOMMENDATIONS:

1. For Curriculum Improvement:

- Introduce diverse evaluation techniques, such as portfolio assessments and real-world problem-solving tasks, to better measure student learning.
- Introduce more hands-on projects, field visits, workshops, or simulated teaching sessions to further develop practical skills.
- Broaden the inclusion of career-focused workshops or guest lectures from experienced educators and industry experts to better connect curriculum content with future academic or teaching roles.

2. For Faculty:

- Continue utilizing varied teaching methods and regularly update assessment techniques to maintain alignment with the curriculum.
- Incorporate experiential learning, case studies, and technology-driven instruction to improve engagement and comprehension.
- Integrate interdisciplinary projects, problem solving and brainstorming based sessions to develop creative thinking skills among students.

Jasleen Mohial
Coordinator, IQAC

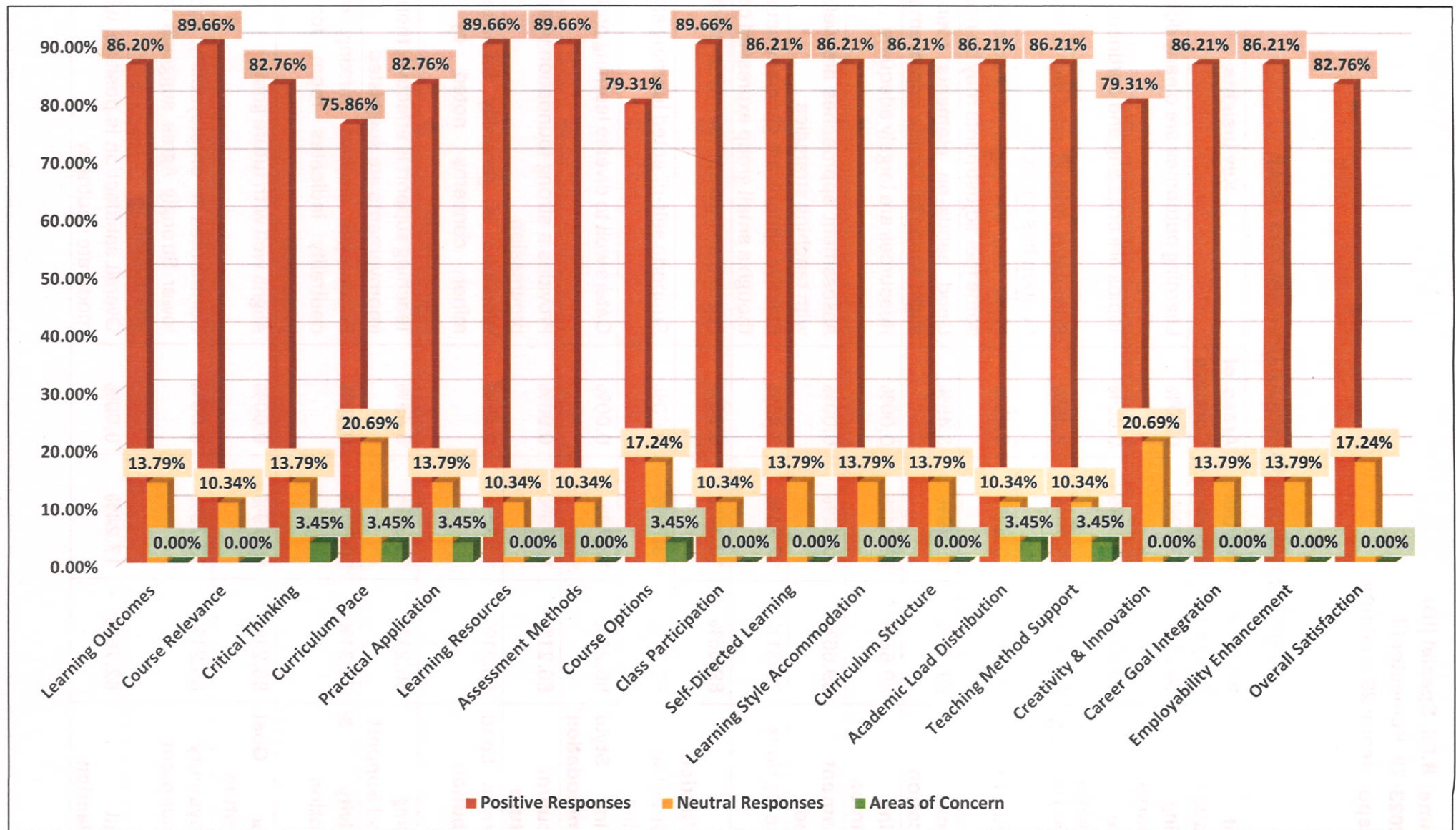
Prof. Adit Gupta
Principal

Programme: B.Ed. Special (ID)
Batch: 2023-25, Semester III
Total Respondents: 29 students

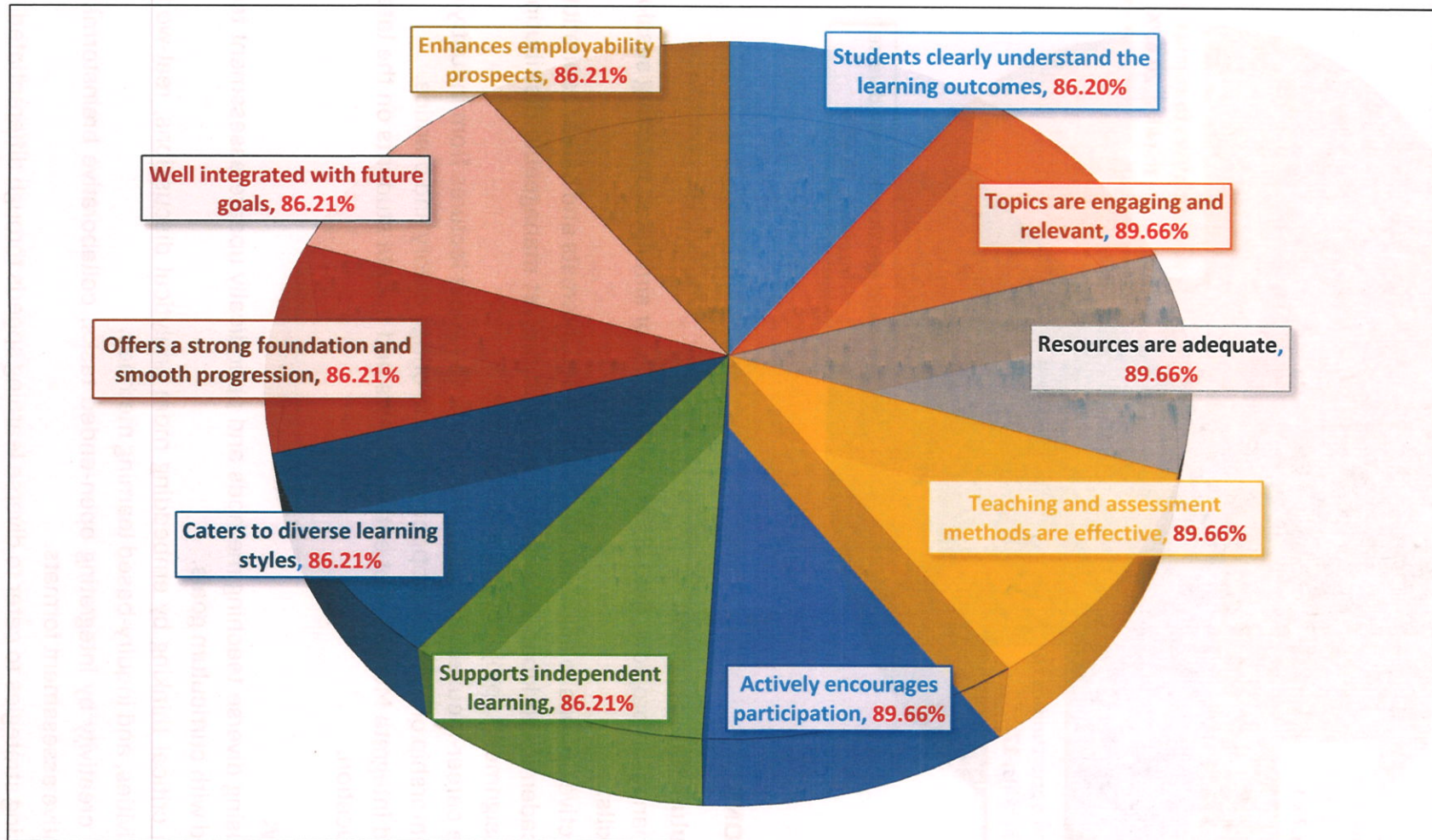
COMPREHENSIVE CURRICULUM ANALYSIS TABLE

Area of Evaluation	Positive Response	Neutral Response	Areas of Concern	Key Insights
Learning Outcomes	86.20%	13.79%	0.00%	Learning outcomes are clearly defined
Course Relevance	89.66%	10.34%	0.00%	Topics are engaging and pertinent
Critical Thinking	82.76%	13.79%	3.45%	Stimulates critical thinking; a very small fraction has concerns
Curriculum Pace	75.86%	20.69%	3.45%	Most find the pace acceptable, though some feel adjustments may be needed
Practical Application	82.76%	13.79%	3.45%	Good hands-on elements overall, with slight scope for further improvement
Learning Resources	89.66%	10.34%	0.00%	Resources are largely adequate
Assessment Methods	89.66%	10.34%	0.00%	Assessment approaches are well aligned with teaching strategies
Course Options	79.31%	17.24%	3.45%	Elective options are generally satisfactory, though a small group expressed concern
Class Participation	89.66%	10.34%	0.00%	Fosters an interactive environment
Self-Directed Learning	86.21%	13.79%	0.00%	Supports self-directed learning effectively
Learning Style Accommodation	86.21%	13.79%	0.00%	Caters well to diverse learning preferences
Curriculum Structure	86.21%	13.79%	0.00%	Provides a strong foundation with smooth progression
Academic Load Distribution	86.21%	10.34%	3.45%	Workload is generally balanced, with minor concerns noted by a few respondents
Teaching Method Support	86.21%	10.34%	3.45%	Teaching support is effective, though slight improvements are suggested
Creativity & Innovation	79.31%	20.69%	0.00%	Encourages creative thinking; moderate neutrality indicates room for further initiatives
Career Goal Integration	86.21%	13.79%	0.00%	Aligns well with future goals
Employability Enhancement	86.21%	13.79%	0.00%	Contributes to employability, though the lower Strongly Agree suggests moderate affirmation
Overall Satisfaction	82.76%	17.24%	0.00%	Overall satisfaction is positive, with some moderate neutrality

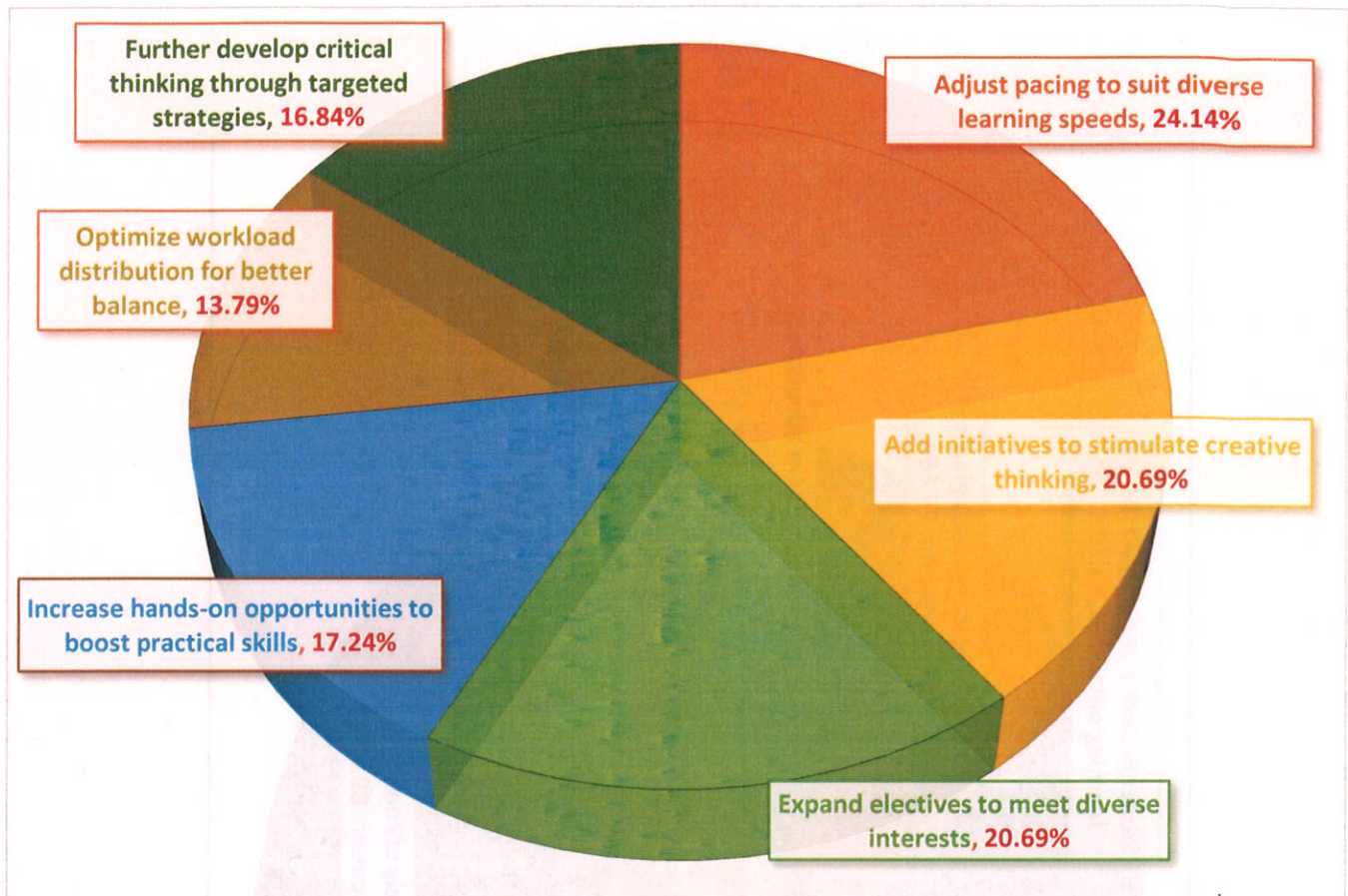
GRAPHICAL REPRESENTATION



POSITIVE RESPONSES HIGHLIGHT:



AREAS OF CONCERN (Neutral & Disagree)



RECOMMENDATIONS

1. For Curriculum Improvement:

- Add more hands-on projects, field visits, workshops, or simulated teaching sessions to boost practical skills.
- Expand elective options to align with students' varied interests and career aspirations.
- Balance academic workload by ensuring a structured yet manageable distribution of course content, assignments, projects and assessments.
- Incorporate career-focused orientation sessions and guest lectures from industry experts and explore mentorship or internship opportunities to bridge theory and practice.
- Identify and integrate MOOCs that enhance skills and update students on the latest trends in special education.

2. For Faculty:

- Continue using diverse teaching methods and periodically update assessment techniques to stay aligned with curriculum goals.
- Strengthen critical thinking by embedding more analytical discussions, real-world problem-solving activities, and inquiry-based learning methods.
- Encourage creativity by integrating open-ended tasks, collaborative brainstorming sessions, and innovative assessment formats.
- Modify pacing strategies to cater to diverse learning speeds through differentiated instruction.

- Incorporate more creative exercises such as problem-based learning, design thinking, and interdisciplinary projects to develop creative thinking skills among students.



Jasleen Mohial
Coordinator, IQAC


Prof. Adit Gupta
Principal

Planned	Within 3 months	Head & Faculty	Introduce design thinking in projects (e.g., portfolio assessment, real-world problem-solving tasks) to better capture student learning.
Planned	Within 3 months	Head & Faculty	Add more hands-on projects, field visits, workshops, and simulations to existing course-to boost practical skills.
Planned	Within 6 months	Placement Committee & Faculty	Embed career and industry sessions and guest lectures throughout the year; explore mentorship, internship opportunities to bridge theory and practice.
In Process	Ongoing Semester Review	Faculty	Refine existing strategies to suit diverse learning styles through differentiated instruction and flexible guidelines.
Planned	Within 3 months	Committee & Faculty	Expand the range of activities to cater to varied interests and career aspirations.
In Process	Ongoing Semester Review	Faculty	Integrate additional activities (analytical discussions, inquiry-based tasks) to further enhance critical thinking skills.
In Process	Ongoing	Faculty	Faculty-Specific Actions: Continue using diverse teaching methods and regularly update assessment practices; proactively curate and expand digital resources.

Programme: B Ed. Special (IC)

Action Item	Responsible / Action Owner	Timeline	Status / Remarks
Introduce more hands-on projects, field visits, workshops, or simulated teaching sessions (e.g., video-based case studies with guided analysis) to boost practical skills.	Head & Faculty	Within 6 months	Planned
Increase the frequency of career-focused orientation sessions and guest lectures from industry experts; explore mentorship and internship opportunities.	Head, Faculty & Placement Committee	Within 6 months	Planned
Identify and integrate MOOCs that enhance skills and update students on the latest trends in special education.	Head & Faculty	Within 6 months	Planned

ACTION TAKEN REPORT

A meeting was held by the Principal with the Head of School of Education, Deputy Head and the IQAC team to discuss the major observations of the feedback. The following action taken report has been prepared based on the decisions taken in the meeting:

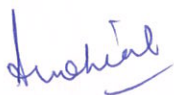
Programme: B.Ed.

Action Item	Responsible / Action Owner	Timeline	Status / Remarks
Introduce diverse evaluation techniques (e.g., portfolio assessments, real-world problem-solving tasks) to better capture student learning.	Head & Faculty	Within 3 months	Planned
Add more hands-on projects, field visits, workshops, and simulated teaching sessions to boost practical skills.	Head & Faculty	Within 3 months	Planned
Embed career-focused modules and guest lectures from industry experts; explore mentorship or internship opportunities to bridge theory and practice.	Placement Committee & Faculty	Within 6 months	Planned
Refine pacing strategies to suit diverse learning speeds through differentiated instruction and flexible timelines.	Faculty	Ongoing; Semester Review	In Process
Expand the range of electives to cater to varied interests and career aspirations.	Curriculum Committee & Faculty	Within 3 months	Planned
Integrate additional activities (analytical discussions, inquiry-based tasks) to further enhance critical thinking skills.	Faculty	Ongoing; Semester Review	In Process
Faculty-Specific Actions: Continue using diverse teaching methods and regularly update assessment practices; proactively curate and expand digital resources.	Faculty	Ongoing	In Process

Programme: B.Ed. Special (ID)

Action Item	Responsible / Action Owner	Timeline	Status / Remarks
Introduce more hands-on projects, field visits, workshops, or simulated teaching sessions (e.g., video-based case studies with guided analysis) to boost practical skills.	Head & Faculty	Within 6 months	Planned
Increase the frequency of career-focused orientation sessions and guest lectures from industry experts; explore mentorship and internship opportunities.	Head, Faculty & Placement Committee	Within 6 months	Planned
Identify and integrate MOOCs that enhance skills and update students on the latest trends in special education.	Head & Faculty	Within 6 months	Planned

Adjust pacing strategies to accommodate diverse learning speeds and balance academic workload through flexible scheduling.	Faculty	Ongoing; Semester Review	In Process
Incorporate additional creative exercises (e.g., design thinking, interdisciplinary projects) to further stimulate creative thinking.	Faculty	Ongoing; Semester Review	In Process
Faculty-Specific Actions: Continue employing diverse teaching-learning methods that stimulate critical thinking and creativity; periodically update assessment techniques.	Faculty	Ongoing	In Process



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Prof. Adit Gupta
Principal



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