



Phone: 04822 - 216537. Fax: 04822-216537

ST. THOMAS COLLEGE OF TEACHER EDUCATION

PALA - 686 575, KOTTAYAM (DT.) KERALA STATE

Re-accredited at A Grade by NAAC

E-mail: stcepala@gmail.com

Website: <http://stcfe.ac.in>


www.stcfe.pala.org

Action Taken Report (Feedback (2021-2022))

The feedback collection process involved various stakeholders, including students, parents, teachers, teaching practice schools, and alumni. The analysis of this feedback revealed that, on the whole, the stakeholders are content with the reviewed B.Ed. curriculum. The action taken report for satisfying the grievances is given below.

| Semester | Important points noted | Action taken |
|--------------|---|---|
| Semester I | Curriculum does not give importance to i) recent innovations and future perspectives of educational technology and ii) to attain better understanding of one's own discipline. | The curriculum is decided by the university. It is subject to change after a fixed period. |
| Semester II | There is little disagreement with two statements from the part of the students i) The student teachers are equipped through curriculum to provide appropriate learning in accordance with the needs of children. ii) The curriculum is resourceful to familiarize student teachers with the latest trends and reforms in assessment and evaluation. | The curriculum is decided by the university. It is subject to change after a fixed period |
| Semester III | There is little disagreement with two statements from the part of the students i) The practicals prescribed in the curriculum can be completed within the limited time span. ii) The curriculum helps develop competence in analysing current school practices and come up with appropriate alternatives. | The faculty who are members of Board of Studies of the university should inform the university. |
| Semester IV | There is little disagreement with two statements from the part of the students i) The contact hours mentioned in the syllabus are sufficient to meet the course objectives. ii) The content of the courses is up to date. There is little disagreement with two statements from the part of the parents i) The college provides coaching classes to clear NET, SET, TET, etc. ii) Employability is given focus in curriculum transaction | The faculty who are members of Board of Studies of the university should inform the university. Started coaching classes. Campus interview is conducted by different schools. |




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Action Taken Report (Feedback -2021-2022)

M.Ed.

The feedback of the different stakeholders; students, teachers, parents, alumni, employer and internship institutions were collected. The feedback analysis shows that the stakeholders are generally satisfied with the M.Ed. curriculum. However, it was noted that one or two students have a little disagreement with respect to learning and practise of the course. Giving due importance to the feedback of each student the action taken report for satisfying the grievances is given below.

| Semester | Important points noted | Action taken |
|-----------------|---|--|
| Semester I | The curriculum enables prospective teachers to learn and practice ICT skills in educational settings but one student disagrees. | It was decided to provide more opportunities to learn and practise ICT skills in the institution. Students themselves write the thesis doing alignment and statistical analysis using SPSS. They conduct there seminar using PowerPoint presentations. |
| | The curriculum is rich enough to provide theoretical knowledge about the programme but one student disagrees. | All the theoretical aspects of education are covered in the M.Ed. Syllabus |




Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
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| | The college opens all its resources for the effective implementation of the curriculum one student disagree and another student strongly disagrees. | College opens all its resources, ICT enabled classrooms, library, journals, collection of thesis, media lab etc for all the students. |
| | The college follows a well -organized time- table to implement the curriculum properly but one student disagree. | The college strictly follows a well -organized time- table to implement the curriculum properly. |
| | The college tries its best to give freedom to teacher educands to select a relevant research problem for dissertation but one student disagree. | Problem selection is always done by the students. Some topics which have practical difficulties and topics already done were only rejected by the teachers. Maximum care will be taken to accept student's choice of problem. |
| Semester III | The forty days duration of internship programme is adequate to get an indepth understanding of the primary school and primary teacher education institution environment but one student disagrees. | In third semester there is an internship program of 40 days in Primary Schools & Primary Teacher Education Institution which was strictly conducted by the college. |
| Semester IV | The internship programme provides teacher educands with firsthand experience of teaching in secondary school and secondary teacher education institution but one student disagree | In fourth semester there is an internship program of 30 days in Secondary Teacher Education Institution and 15 days in Secondary and Higher Secondary Schools which was strictly conducted by the college. Students have to take five theory classes, which are supervised by both B.Ed. and M.Ed. faculties. |
| | The forty-five days duration of internship programme is adequate to get an indepth understanding of the secondary school and secondary teacher education institution environment but 2 students disagrees. | In fourth semester there is an internship program of 30 days in Secondary Teacher Education Institution and 15 days in Secondary and Higher Secondary Schools which was strictly conducted by the |



Prof. Dr. BEENAMMA MATHEW
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| | | college. |
| | The induction programme creates awareness among teacher educands about various programmes and initiatives arranged at secondary school for the wellbeing of students but one student disagrees. | In fourth semester there is an internship program of 15 days in Secondary and Higher Secondary Schools, which was strictly conducted by the college. |



Beena
 Prof. Dr. BEENAMMA MATHEW
 PRINCIPAL
 ST. THOMAS COLLEGE OF
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