

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA



Action Taken Report (Feedback: 2023-2024)

B. Ed.

The feedback of the different stakeholder-students, teachers and internship institutions - was collected. The feedback analysis showed that the stakeholders were generally satisfied with the B.Ed. curriculum. However, it was noted that very few students and internship institutions 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
Student Semester I	The curriculum enhances understanding of the different dimensions of child development, but one disagrees.	The different dimensions of child development were taught in semester I under the course 'Childhood and Growing Up'.
Student Semester I	The curriculum gives importance to recent innovations and future perspectives of educational technology, but 8.3 % disagrees.	A two-day National Seminar was conducted on <i>Futuristic Appositeness of Contemporary Research & NEP 2020</i> . The seminar introduced various AI platforms and explained how to integrate them into the educational research as well as the teaching learning process.
Student Semester I	The curriculum helps to attain better understanding of one's own discipline, but three disagree.	In semester II, a 10-hour module was introduced in the pedagogical course for each subject, focusing on key topics within the respective disciplines. This helped novice teachers gain a deeper understanding of their own subject area.




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Student Semester I	The curriculum includes enough practical sessions to equip novice teachers with teaching skills, but two disagree.	The following practices were included in the syllabus to equip novice teachers with essential teaching skills: a) Micro Teaching b) Criticism Classes c) Demonstration Classes In addition to these practices, a one-month school induction and a nearly four-month school internship programmes were introduced in semester II and III respectively.
Student Semester II	The student teachers are equipped through curriculum to provide appropriate learning in accordance with the needs of children, but four disagree.	The detailed instruction on children with diverse characteristics in semester II, along with the case study conducted during the internship in semester III, equipped student teachers with the necessary knowledge and skills to provide appropriate learning tailored to the needs of children.
Student Semester II	The curriculum is resourceful to familiarize student teachers with the latest trends and reforms in assessment and evaluation, but two disagree.	Student teachers received proper guidance on the latest trends and reforms in assessment and evaluation. In semester II, they participated in a practicum that involved comparing and contrasting evaluation systems used in the school-leaving examinations of the State, CBSE and ICSE boards. In Semester III, during the internship programme, student teachers were required to conduct an achievement test and its evaluation. Additionally, they were actively involved in various assessment and evaluation practices during both the school induction and school internship programmes.
Student Semester II	The curriculum helps student teachers comprehend the pedagogy of their own discipline, but three disagree.	To address the concern, more peer and group discussions were conducted in the respective subject classes. Additionally, the internship programme in semester III and the school induction programme in




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		semester II provided valuable opportunities for student teachers to deepen their understanding of the pedagogy specific to their discipline.
Student Semester II	The curriculum is sufficient to equip student teachers interlink education with culture and nurture their student's creativity and aesthetic sensibilities, but 8.3 % disagree.	Peer discussions and group activities that explored innovative ways to incorporate culture and creativity into teaching practices had been encouraged. These sessions aimed to expose student teachers to a variety of perspectives and teaching approaches. The school induction and internship programmes were adjusted to include more opportunities for student teachers to observe and implement creative and culturally relevant teaching practices in real classroom settings.
Student Semester III	The internship programme provides student teachers with firsthand experience of teaching high school/higher secondary school students, but 7% disagree.	To get more experience in teaching, a 4-month internship programme was introduced in the semester III curriculum. Students had to take 50 theory classes which were supervised by B. Ed. faculties.
Student Semester III	The reflective journal and portfolio entries record the gradual growth in teaching competencies, but two disagree.	To address this concern, the importance of reflective journaling had been explicitly included in the syllabus for both semester II and semester III of the pedagogical course, ensuring that student teachers understood its role in tracking and enhancing their teaching development.
Student Semester III	The practical activities prescribed in the curriculum can be completed within the limited time span, but 9.3% disagree.	Regular feedback from student teachers was gathered to identify specific practical challenges that may require additional time. This feedback will guide future curriculum adjustments to ensure better time management for practical.
Student Semester III	The curriculum helps develop competence in analyzing current school practices and come up with	In semester III, there was an internship programme of four months which was strictly conducted by college. It helped




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	appropriate alternatives, but 7% disagree.	develop competence in analysing current school practices.
Student Semester III	The trainees are moulded to be vigilant and patient enough while handling differently abled learners, but 7% disagree.	As part of a community extension activity, field visits were conducted to special schools, allowing students to develop vigilance and patience when working with differently-abled learners.
Teaching practice schools Semester III	Curriculum ensures the importance of inclusive education and gender neutrality, but three disagree.	Semester IV included a 5-credit course titled 'Gender, School and Society', which focused on inclusive education and gender neutrality. Additionally, the college promoted inclusion and gender neutrality through various practices.
Teaching practice schools Semester III	Technologically competent teachers are being made every year, but three disagree.	There was a course titled 'Development and Resources in Educational Technology' in semester I. Additionally, all classrooms were equipped with advanced digital tools, which helped students become digitally competent.
Teaching practice schools Semester III	Curriculum uphold the cultural, social and political values and thoughts that the trainees are confident enough to handle all tasks efficiently among the learners, but three disagree.	The teacher trainees were entrusted with the coordination of the programmes such as community camp, tour, extension activities etc.
Student Semester IV	The contact hours mentioned in the syllabus are sufficient to meet the course objectives, but 9.1% disagree.	To address this concern, seminars were allocated to students, online classes were conducted and peer discussions were facilitated.
Student Semester IV	The content of the courses is up to date, but 31% disagree.	To address this issue, students were assigned tasks and seminars and group discussions were conducted to update their knowledge on the topics outlined in the syllabus.
Student Semester IV	The curriculum equips student teachers with skills required for the digital era, but 11.4% disagree.	To address this issue, students were encouraged to use more digital tools for preparing teaching aids and were given increased opportunities to integrate technology into daily classroom activities.




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Student Semester IV	Teachers are equipped with the new methods and techniques of implementing the curriculum, but 9.1% disagree.	Additional practical sessions such as microteaching, demonstration classes, and criticism classes were conducted. In addition, a one-month school induction programme and a four-month school internship programme were organized in semester II and semester III respectively.
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Action Taken Report (Feedback -2023-2024)

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 and parents have a little disagreement with respect to learning and practise of the course. Parents disagreement in semester one is due to the lack of awareness about the course because there is no disagreement during fourth semester of the course. It was decided to conduct more PTA meetings. 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
Student Semester III	The curriculum helps develop competence in analysing current primary teacher education institution practices 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. It helps develop competence in analysing current primary teacher education institution practices.
Student Semester III	The college has a well- planned strategy to guide teacher educands in doing dissertation but one student disagrees.	The college has a well- planned strategy to guide teacher educands in doing dissertation. Problem selection and proposal presentation will be done in the first semester. For each step in the research work several workshop are done and




Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
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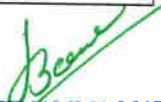
		proper instructions are given commonly and by each research guides personally. There is a proper schedule from the beginning to submission of thesis. This Schedule is given to students on right time.
Student Semester IV	The internship programme provides teacher educands with firsthand experience of teaching in secondary school and secondary teacher education institution but one disagrees.	In fourth semester there is an internship program of 30 days in Secondary Teacher Education Institution 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.
Student Semester IV	The practicals prescribed in the curriculum can be completed within the limited time span but 11.8% disagrees.	Each paper has only two practicums and more time is given to students to complete their practicals which include field internship.
Student Semester IV	The curriculum provides enough opportunities for learning by doing but one student disagrees.	<p>The curriculum provides enough opportunities for learning by doing. College provides opportunities to fulfill the scholastic and co-scholastic development through morning assembly, cultural programmes, competition, seminars, observation and celebration of days and variety of days. They are encouraged to attend seminars, workshops etc outside the college and encouraged to present papers.</p> <ul style="list-style-type: none"> • Students are required to take seminars for each paper. • One assignment and two practicums are also given for each paper. • In 3rd and 4th semester, students have internship in primary school (10 days), primary teacher education institutions (30 days), secondary and senior




 Prof. Dr. BEENAMMA MATHEW
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		<p>secondary schools (15 days) and secondary teacher education institutions (30 days).</p> <ul style="list-style-type: none"> Curriculum provides field trips and institution visits.
Parents Semester I	There is a positive change in behaviour of my ward after joining this Programme but one parent disagrees.	More attention is given to students' behaviour modification. There is a mentor for each student. They give guidance for their personal, moral and academic wellbeing.
Parents Semester I	The college gives much importance to learner centeredness and provides coaching classes to clear NET, SET, TET, etc. but one parent disagrees.	Coaching classes are provided by the college and it was conducted online for the convenience of students.
Parents Semester I	The timetable is flexible and reasonable but one parent disagrees.	College has a flexible and reasonable timetable from 9.30 AM to 4.00 PM. Also students can use library to 5.00 PM.
Parents Semester I	The M.Ed. programme provides an environment conducive for development of personal and moral discipline but one parent disagrees.	More attention is given to students' behaviour modification. Each student is under his or her mentor teacher and they give guidance for their personal, moral and academic wellbeing.
Parents Semester II	The college gives much importance to learner centeredness and provides coaching classes to clear NET, SET, TET, etc but one parent disagrees.	Coaching classes are provided by the college and it was conducted online for the convenience of students. Information should be given to parents also.
Parents Semester II	The college has a well- planned schedule to implement the curriculum but one parent disagrees.	College has a well-planned schedule to implement the curriculum. Action plan for each academic year and for every batch is prepared. Special schedule is prepared for the




 Prof. Dr. BEENAMMA MATHEW
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		Dissertation work. Planned to conduct PTA meeting.
	All activities are helpful in enhancing the potential of teacher educands but one parent disagrees.	College provides opportunities to fulfill the scholastic and co-scholastic development through morning assembly, cultural programmes, competition, seminars, observation and celebration of days and variety of days. They are encouraged to attend seminars, workshops etc outside the college and encouraged to present papers. <ul style="list-style-type: none"> • Students are required to take seminars for each paper. • One assignment and two practicums are also given for each paper. • In 3rd and 4th semester, students have internship in primary school (10 days), primary teacher education institutions (30 days), secondary and senior secondary schools (15 days) and secondary teacher education institutions (30 days). • Curriculum provides field trips and institution visits. All the curricular aspects should be discussed in detail during PTA meetings.
	Each teacher educand gets opportunities for active involvement in all activities but one parent disagrees.	
	The structure of the curriculum emphasises first-hand experience of teaching at teacher education level but one parent disagrees.	
Parents Semester III	The forty days internship is helpful to teacher educands to become efficient teachers but one parent disagrees.	Awareness to Parents is given about the M.Ed. Internship Programme.



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Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA