

CHRIST (deemed-to-be) UNIVERSITY

SCHOOL OF EDUCATION

FEEDBACK ANALYSIS REPORT 2025

Action Taken Report

Based on the comprehensive feedback received from students, parents, alumni, and faculty, several key areas for improvement have been thoughtfully identified. These insights will significantly inform the future direction and continuous enhancement of the B.Ed. programme. One of the foremost priorities is to strengthen research guidance and support, particularly for students who may have had limited prior exposure to academic research methodologies. To address this, research timelines will be restructured to allow for more gradual progression, and tailored mentoring opportunities will be provided to meet students' varied levels of preparedness and confidence in conducting research.

Additionally, assessment methods will be diversified to move beyond conventional examination formats. A broader range of evaluation tools—including formative assessments, reflective practices, and performance-based tasks—will be introduced to encourage deeper learning and align more closely with innovative practices used in modern schools.

In an effort to ensure the curriculum remains relevant and manageable, a thorough review and revision of the syllabus will be undertaken. Outdated or redundant content will be removed, and contemporary topics such as Artificial Intelligence, emerging EdTech tools, and inclusive pedagogical practices will be integrated. This will help students stay current with educational trends while also reducing unnecessary academic pressure.

Moreover, faculty will focus on aligning classroom instruction more closely with NCTE-IB principles and standards. This will involve modelling theoretical frameworks through practical application during teaching-learning processes. Finally, in light of concerns about communication and student well-being, improved communication protocols will be implemented to ensure timely and transparent updates regarding schedules, evaluations, and institutional decisions. Parallelly, initiatives will be strengthened to support the mental and emotional well-being of students, fostering a more balanced, compassionate, and student-centred learning environment.

FEEDBACK ANALYSIS

The School of Education gives a lot of importance to feedback and follow-up actions based on it, as it constantly strives to provide a nurturing ground for future educators. To achieve this goal, feedback forms were collected from students, parents, teachers, and alumni through Google Forms. Alumni feedback was collected in handwritten format. Feedback was mainly on the curriculum and the activities included as part of the B.Ed program offered by the School of Education. The form included both quantitative measures and qualitative open-ended questions.

The detailed analysis of the report, key findings, and proposed changes are as follows:

Number of Participants:

Students: 26

Parents: 14

Teachers: 3

Alumni: 7

Overall feedback:

The overall feedback from all the stakeholders was positive. There were also constructive suggestions and recommendations provided by them. The average indicates that the stakeholders are satisfied with the curriculum

Key Findings:

The majority of the stakeholders agreed that the content of the curriculum satisfies the stated learning objectives and outcomes, it contains advanced topics, enhancing the knowledge and skills in the relevant domain, and is effective in developing critical/analytical thinking. The practical aspects of the curriculum were also stressed, which explains the inclusion of hands-on experiences in the curriculum.

Areas for improvement (Student Feedback)

- **Research Skills-** There were suggestions to improve the structure of the research project by emphasizing the need to analyze the students who don't have a background in research and to identify the potential challenges that they face, so that better guidance can be given to them. Time allocation for research was also a concern.
- **Assessment methods-** There were suggestions to deviate from the standard assessment methods and to introduce new and diverse methods so that they can be implemented in schools as well.
- **Practical aspects-** There were suggestions to include more practical elements in the curriculum so that there is a bridge between theory and practice.
- **Syllabus update with current trends-** There were suggestions to update the syllabus by including more technological aspects, AI, etc, as it is the emerging trend in the field of education. Also, the need for removing the irrelevant topics was stressed upon as it would lead to more pressure and academic stress for the students.
- **More time allocation for research and simulated teaching-** There were suggestions to increase the time allocated to do research as well as for the demonstration of the lessons, i.e., simulated teaching.

Areas for improvement (Parent Feedback)

- **Importance to Mental well-being-** There were suggestions to cut short the syllabus as it causes a lot of academic stress and anxiety to the students, and to focus more on improving the mental well-being of the students.
- **Marking & Evaluation-** There were suggestions regarding marking and evaluation of the assignments by looking into the efforts that they had put in.
- **Time-Table-** There were concerns regarding the changes in the time-table- to have clearer communication regarding changes in the time-table.
- **Extension of time for practical components-** There were suggestions regarding the extension of practical components of the curriculum, such as internships, so that students will get more hands-on experience and training.

Areas for improvement (Alumni feedback)

- **Inclusive Education:** Alumni emphasized the need for more practical experience in inclusive education, possibly through summer internships at special education schools.

- ***Differentiated Instruction:*** The curriculum could benefit from incorporating strategies for creating differentiated tasks based on learning objectives.
- ***Grading Systems:*** Exploring various subject-wise grading systems for TOK and EE was suggested.

Areas for improvement (Faculty feedback)

- The transaction of the curriculum should measure the modelling/implementation of the integration of NCTE-IB principles and standards.

Conclusion:

The feedback received highlights a collective aspiration to create a more dynamic, inclusive, and student-centred teacher education programme. By integrating these suggestions into actionable reforms, the School of Education can further strengthen its role as a progressive space for teacher preparation. Moving forward, the emphasis will remain on bridging theory and practice, customizing learning pathways, and ensuring the curriculum remains aligned with global trends and local needs, while nurturing the well-being and professional growth of every student teacher.

Qualitative data:

Student Feedback: Respondents

Da Costa Jerry Carlos	Megha Paulson
Aswathy Velayudhan Pillai	Margaret
Ayushi Ganguly	Atindriya
Nikhil K B	Anitta Varghese
Sneha rakshitha	Anju Maritta Jolly
Roshni Nair	AILEEN MARIYA ALIAS
Sreerekha K K	Sarika Mahesh
Aleena Mary Biju	Seethal Elsa Mathew
Dinkle Adeshra	Nicey Sunil
ARJUN M	Revathy k l
Dharini R Rajarathnam	ARUNDHATI JOARDAR
Sharon Simon M	ANANDHAN U
Rameesa Jahan C	Alen Maria Mathew

General Suggestions

- Can be better.
- Better planning and implementation of assessments would be helpful
- The syllabus is very constructive and systematic. The content could be more concise and reduced a bit.
- For researchplease ask the students whether they have done it before..because some students like me will faces challenges to complete research Projects..also guiding the students who are newly doing the research for the first time. And Group research would be better to do with peers.
- Could be more practical based
- Since we are School of Education , please try to implement different assessment methods other than the standardised exam.
- Relevant

- Group assessment is not satisfying
- Try to reduce academic stress and anxiety and also mark the students according to the effort they put for assignments.
- Need more updated content. Integration of technology is good. LCA courses are relevant but assessment is not accurate. Over-all satisfactory.
- As a whole the curriculum partially meets the needs of a person aspiring to be a teacher , but then certain topics are felt to be irrelevant in present life scenario which again turns out to be over pressure for us. The curriculum could include topics that would be more useful in real life context.
- Curriculum is well designed. A suggestion is more time should be given for doing research and demonstration of lesson

Parent feedback: Respondents

T V Alias

Shijo

Sebastian

Hilda V

V Devasia

Yogesh Adeshra

Jyoti Nair

Sarala

Arunangshu

Podder Lijo TJ

Varsha M

Shalini

Nair

Vishnu M

Ajay

General Suggestions:

- A lot of unnecessary subjects are included, it is time to think differently and include more subjects, which are relevant for the B Ed. Students are also undergoing a lot of stress because of the strict environment, they do not have a freedom of mind as they are always engaged in one or other activities. I would suggest, please give importance to their mental wellbeing as well.
- Marking & Evaluation was based on face value of students rather than their efforts; not following given the time-table properly; feedbacks given were not implemented in my Ward's batch but promised to do the changes in the next batch
- Subjects and courses are fine but Unnecessary academic stress. Not following timetable and swapping classes without informing students prior to the class leading to attendance shortage
- On the whole, the program was beneficial. However, its efficacy could be further enhanced by extending the duration of practical engagements, such as internships, thereby making the candidates more job-ready.
- Great program!

Alumni feedback: respondents

Ms. Castelino

Puja

Preethi G. Raj

Vernon

Swathy

Monica R

Cebush

General Suggestions:

- Great learning while at the course. The course has equipped me to be a good teacher
- The internship experience at school was a great opportunity to learn and get the hang of the school. It would be good if it were extended a bit.
- The IB curriculum is good as it prepares the students well, and the syllabus is also aligned with the principles of IB.

Faculty Feedback: respondents

Dr. Greta Dsouza

Dr. Pramod Kumar MPM

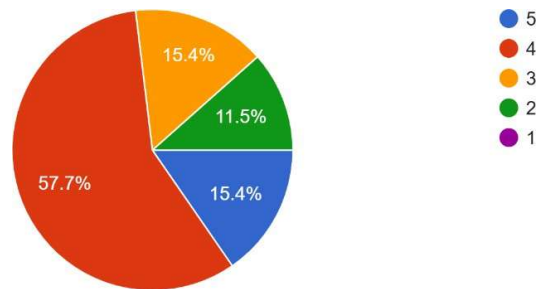
Shruthi R

General suggestions

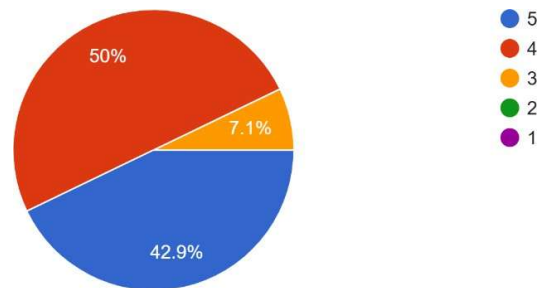
- The transaction of the curriculum should measure the modeling/ implementation of the integration of NCTE-IB principles and standards
- Overall good. The learning outcomes were achieved very well, in accordance with the syllabus.

Quantitative Data:

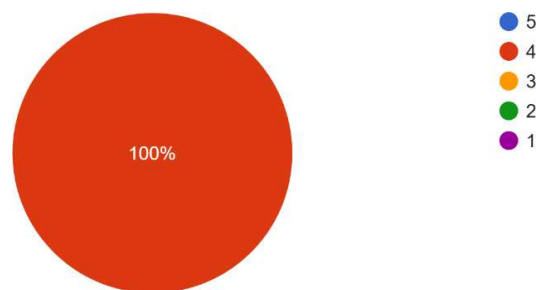
1. The extent to which the curriculum achieves the stated learning objectives and orient students towards greater learning experiences



1.1 Student response

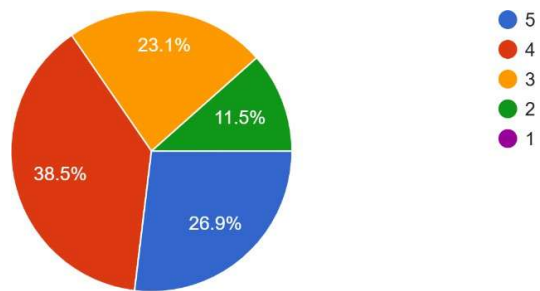


1.2. Parent response

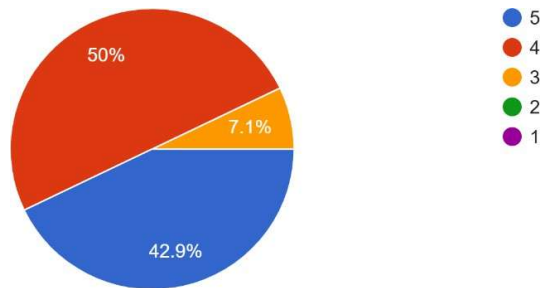


1.3. Faculty response

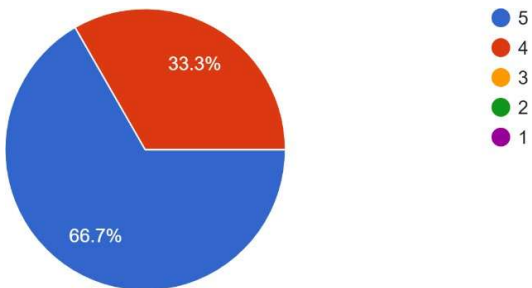
2. The extent to which the curriculum contains advanced topics



2.1. Student response

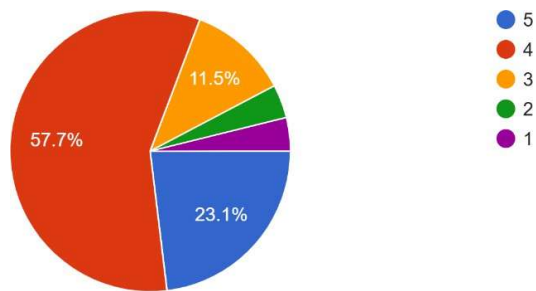


2.2. Parents response

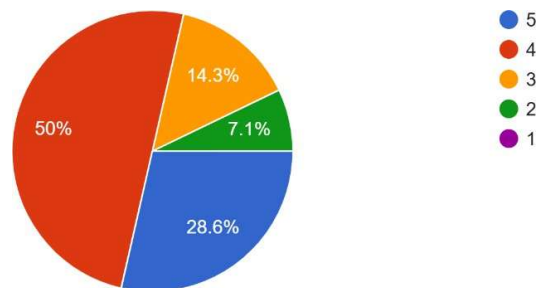


2.3. Faculty response

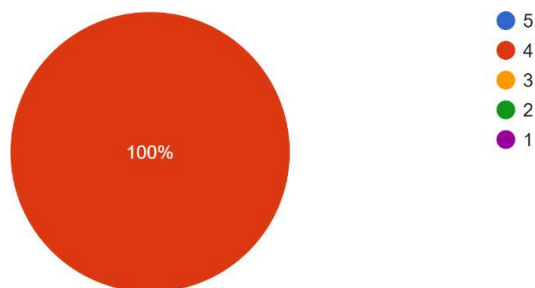
3. The extent to which the curriculum enhances knowledge and skills in the domain, incorporates value based education, and independent thinking



3.1. Student response

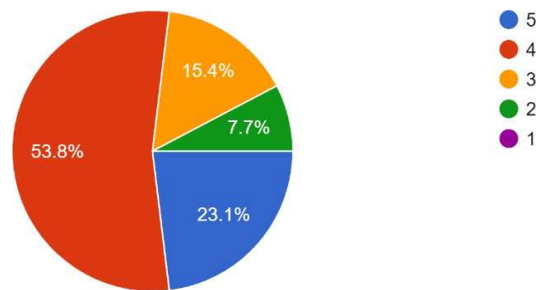


3.2. Parent response

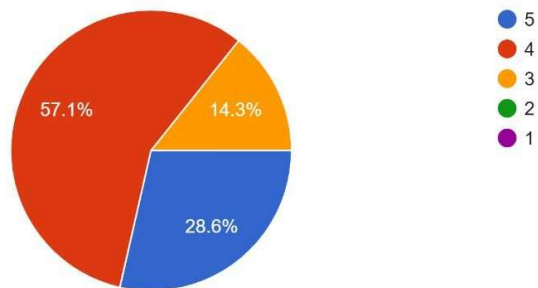


3.3. Faculty response

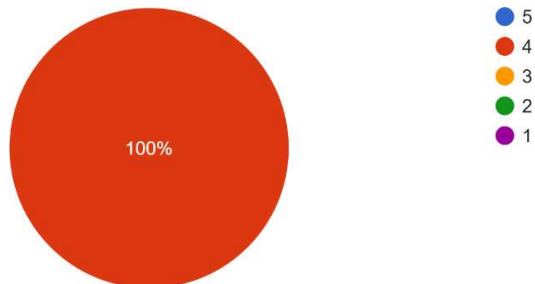
4. Effectiveness of the curriculum in developing critical/analytical thinking and serving the needs of the society



4.1 Student response

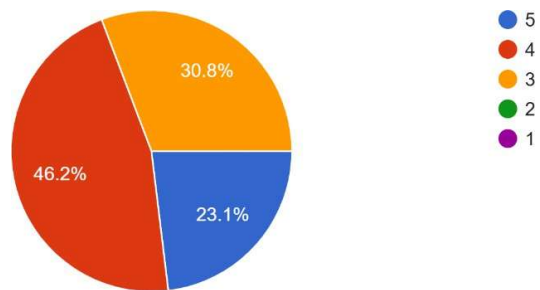


4.2 Parent response

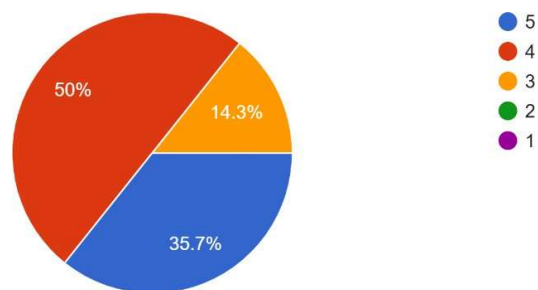


4.3. Faculty response

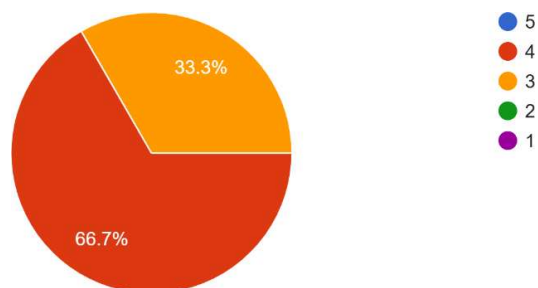
5. The extent to which the curriculum promote self-study and attitude of research



5.1 Student response

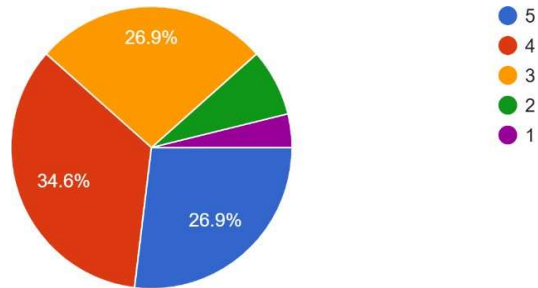


5.2 Parent response

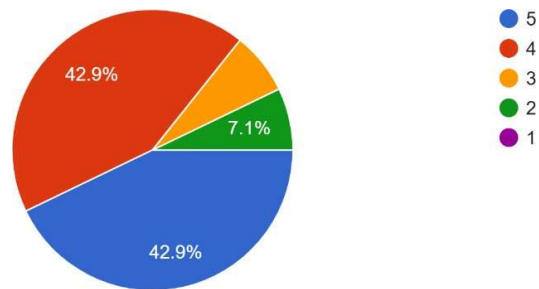


5.3 Faculty response

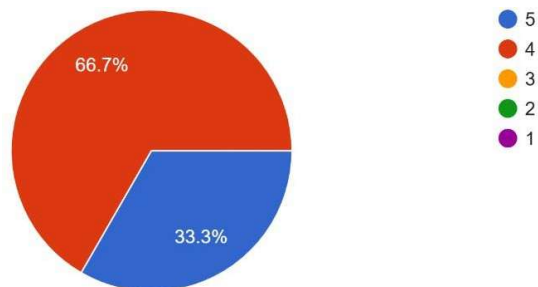
6. The extent to which the curriculum enables the students to apply their knowledge in real life situations and to enhance their personality



6.1 Student response

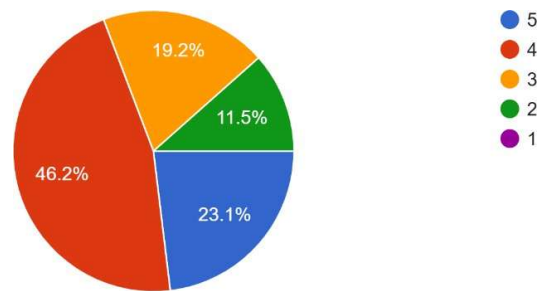


6.2 Parent response

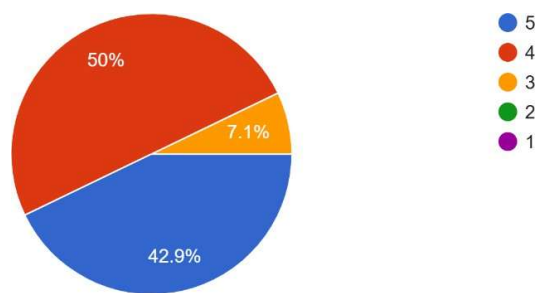


6.3. Faculty response

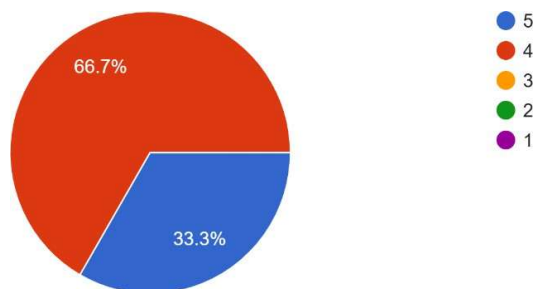
7. The extent to which the curriculum is designed and developed based on the employability needs



7.1. Student response

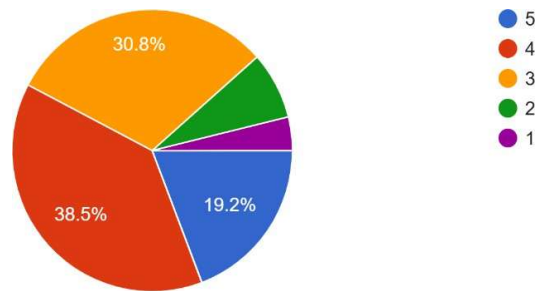


7.2. Parent response

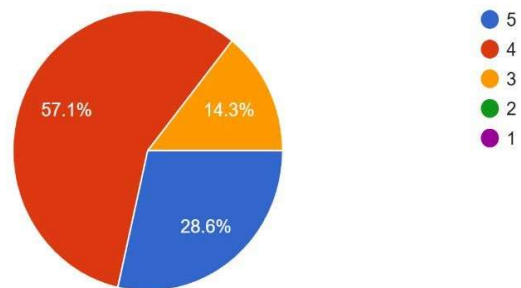


7.3. Faculty response

8. The courses offered in the B.Ed program meet the needs of society



8.1 Student response



8.2 Parent response