



CHRIST (Deemed-To-Be) University

School of Education

Curriculum Feedback Analysis and Action Taken Report

Academic Year: 2025–2026

B.Ed Programme

Introduction

The School of Education conducted a comprehensive curriculum feedback exercise for the B.Ed programme for the academic year 2025–26. Inputs were collected from key stakeholders, including students, parents, faculty members, and alumni, to evaluate the curriculum's relevance, effectiveness, and applicability. Feedback serves as an important mechanism for understanding the experiences and expectations of different stakeholders and for strengthening the academic and professional development of future educators. The objective was to identify key strengths, recognise areas for further enhancement, and initiate evidence-based improvements that align academic offerings with evolving educational standards and societal needs.

Feedback was collected via Google Forms. The feedback focused primarily on the curriculum, teaching practices, practical training, and overall learning experiences offered in the B.Ed programme. The forms included both quantitative indicators and open-ended qualitative responses, enabling stakeholders to express their perceptions and offer suggestions for improvement.

Number of Participants

Students	36	Google Forms (Quantitative + Qualitative)
Parents	16	Google Forms (Quantitative + Qualitative)
Faculty	4	Google Forms (Quantitative + Qualitative)

Alumni	16	Google Forms
Total	72	—

Overall Feedback

The overall feedback received from stakeholders was largely positive and encouraging. Most participants expressed satisfaction with the quality and structure of the curriculum, the academic environment, and the opportunities provided for professional preparation. At the same time, stakeholders offered constructive suggestions to further enhance the programme's effectiveness.

The responses indicate that stakeholders generally appreciate the academic rigour and relevance of the curriculum, while also emphasising the importance of strengthening certain aspects such as practical training, balanced workload, and improved learning experiences.

Average Scores by Parameter – All Stakeholder Groups

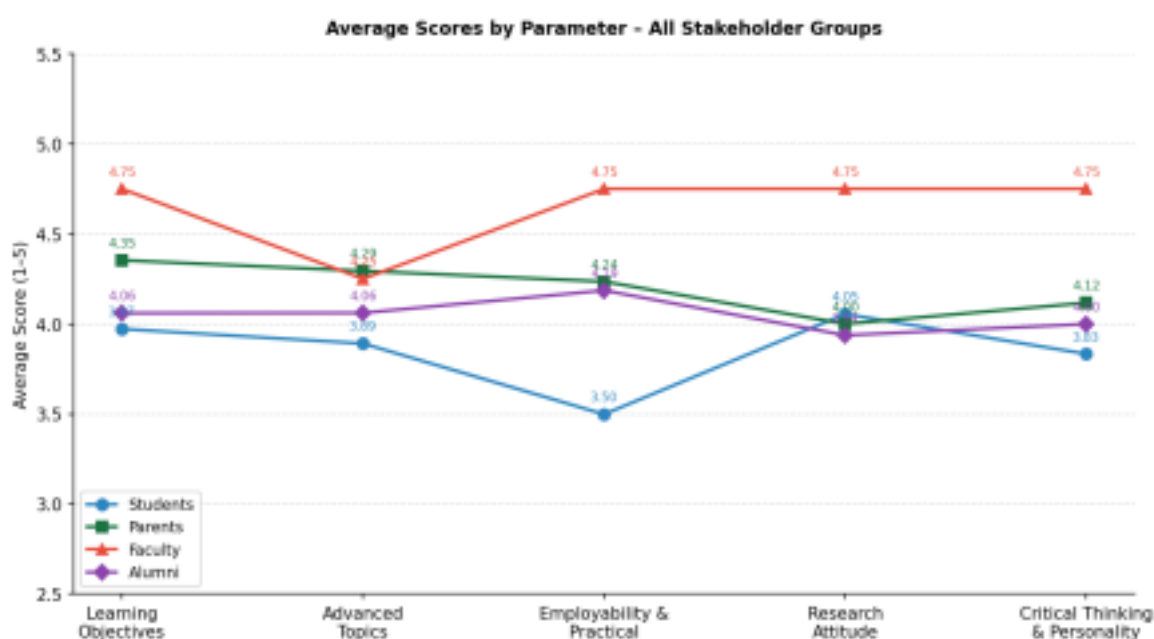


Figure 1: Average Scores by Parameter – All Stakeholder Groups

Key Findings

The majority of stakeholders agreed that the B.Ed programme's curriculum is well-structured and academically sound. It was noted that the curriculum addresses the stated learning objectives and outcomes and includes topics that contribute to the development of professional knowledge and pedagogical understanding.

Several respondents highlighted that the programme helps in enhancing analytical thinking, reflective practices, and understanding of the education system. Stakeholders also acknowledged that the curriculum includes components such as internships and reflective activities that provide practical exposure and preparation for classroom teaching.

However, a significant number of students and alumni emphasised the need for greater focus on practical aspects of teacher training. Suggestions included increasing opportunities for hands-on workshops, simulation classes, practice of different teaching methods, and more classroom-based learning experiences. These recommendations indicate the importance of experiential learning in building confidence and competence among future teachers.

Another important observation from the feedback was the need to balance theoretical content with practical application. Some respondents felt that the theoretical workload could be reduced or better distributed across semesters in order to make learning more manageable and effective.

Key Areas for Improvement Suggested by Stakeholders

1. Students

Students suggested that the programme should include more practical and experiential learning opportunities. They recommended reducing the heavy theoretical portions of the syllabus and increasing hands-on training, workshops, and simulation classes where different teaching methods can be practised. Students also suggested moving the internship schedule earlier in the academic year to ensure better classroom exposure. Additionally, they highlighted the need for balanced workload across semesters, more academic support for struggling students, opportunities for extracurricular participation, and greater attention to mental health and well-being.

2. Parents

Parents generally expressed satisfaction with the programme's academic quality but suggested improvements in certain areas. They emphasised the need for greater focus on life skills and value education to support students' holistic development. Parents also pointed out the importance of improving infrastructure, particularly washroom cleanliness, and providing better guidance on accommodation and boarding facilities. They also suggested that teachers demonstrate greater commitment and engagement in their teaching to enhance the learning experience.

3. Alumni

Alumni appreciated the overall curriculum but suggested that the academic workload could be reduced slightly to make the programme more manageable. They recommended encouraging independent learning, reading, and deeper reflection to help students move beyond basic knowledge. Alumni also suggested reviewing the IB certification policy, as many students join the programme expecting to earn the certificate. In addition, they expressed interest in stronger alumni engagement through workshops, networking opportunities, and short-term professional development courses offered by the School of Education.

4. Faculty

Faculty members indicated that while the curriculum meets expected academic standards, there is always scope for improvement. They suggested the need for continuous curriculum review and enhancement, particularly in strengthening the integration of theoretical knowledge with practical teaching experiences. Faculty also acknowledged the importance of maintaining high-quality teaching practices, effective student support systems, and ongoing professional development to ensure the programme remains relevant to evolving educational needs.

The feedback analysis indicates that the School of Education has developed a strong and academically sound B.Ed programme that is valued by students, parents, alumni, and faculty. The constructive suggestions provided by stakeholders highlight opportunities to further enhance the programme by strengthening practical training, improving internship experiences, supporting student well-being, and encouraging active stakeholder engagement.

Feedback: Qualitative Data

Qualitative feedback was gathered from students (N=36), parents (N=16), alumni (N=16), and faculty (N=4) through open-ended responses on the feedback forms and written submissions from alumni. The key suggestions and observations from each stakeholder group are presented below.

Key Suggestions from Students (N = 36)

- Greater emphasis on practical and experiential learning is needed. Students recommended increasing hands-on workshops, simulation classes, and opportunities to practise diverse teaching methods rather than limiting engagement to theoretical study.
- The internship schedule should be moved earlier in the academic year so that student teachers

are exposed to regular classroom environments rather than schools approaching examination periods.

- The theoretical workload in the syllabus should be reduced and better distributed across semesters to make learning more manageable and effective.
- Simulation classes should be introduced to allow students to practise teaching strategies in a classroom-like setting before entering real schools, thereby building confidence and pedagogical competence.
- IB teaching methods should be practised and not merely taught as theory, given that the programme offers an IB certification component.
- Additional academic support should be made available for slow learners and struggling students.
- Extracurricular participation should be encouraged alongside academic rigour, and mental health and well-being should be prioritised.
- Greater commitment to active, teacher-led instruction is expected, with consistent focus on academic content during class time.

Key Suggestions from Parents (N = 16)

- The programme is academically sound and is viewed positively overall; however, greater teacher commitment and engagement in classroom delivery would further enhance the learning experience.
- Life skills and value education should be more explicitly embedded in the curriculum to support the holistic development of student teachers.
- Infrastructure-related concerns, particularly regarding washroom cleanliness, should be addressed. Better guidance on accommodation and boarding facilities for outstation students is also requested.
- Parents expressed confidence in the academic quality of the programme and affirmed its relevance for preparing future educators.

Key Suggestions from Alumni (N = 16)

- The overall curriculum is excellent; however, the academic workload is occasionally perceived

as heavy, and a moderate reduction in content load is recommended. • The IB certification policy should be reviewed. Many students join the programme with the expectation of receiving the certificate, and the current requirement of a 20-day internship without active teaching in many schools may be limiting. Awarding the certificate to all students who have attended IB workshops and fulfilled the requirements irrespective of internship placement is recommended.

- Independent reading, self-study, and deeper reflective engagement should be encouraged to help students progress beyond basic knowledge acquisition and engage meaningfully with Bloom's taxonomy.
- Alumni engagement should be strengthened through workshops, networking events, and short-term online professional development courses offered by the School of Education. • Collaboration with other departments, especially in view of the planned integrated four-year B.Ed programme, would enhance cross-disciplinary networking and broaden professional exposure.

Key Suggestions from Faculty (N = 4)

- The curriculum meets expected academic standards, and the department provides adequate scope for professional growth and improvement.
- Continuous curriculum review and enhancement are needed, with particular focus on strengthening the integration of theoretical knowledge with practical teaching experiences.
- Maintaining high-quality teaching practices, effective student support systems, and ongoing faculty professional development will be essential for keeping the programme responsive to evolving educational needs.

Quantitative Data

Quantitative feedback was gathered across five dimensions of curriculum quality using a five-point rating scale (1 = Needs Improvement, 5 = Excellent). The following charts present the ratings provided by each stakeholder group, followed by a comparative overview of average scores.

Figure 2: Student Feedback – Curriculum Ratings Across Dimensions (N=36)

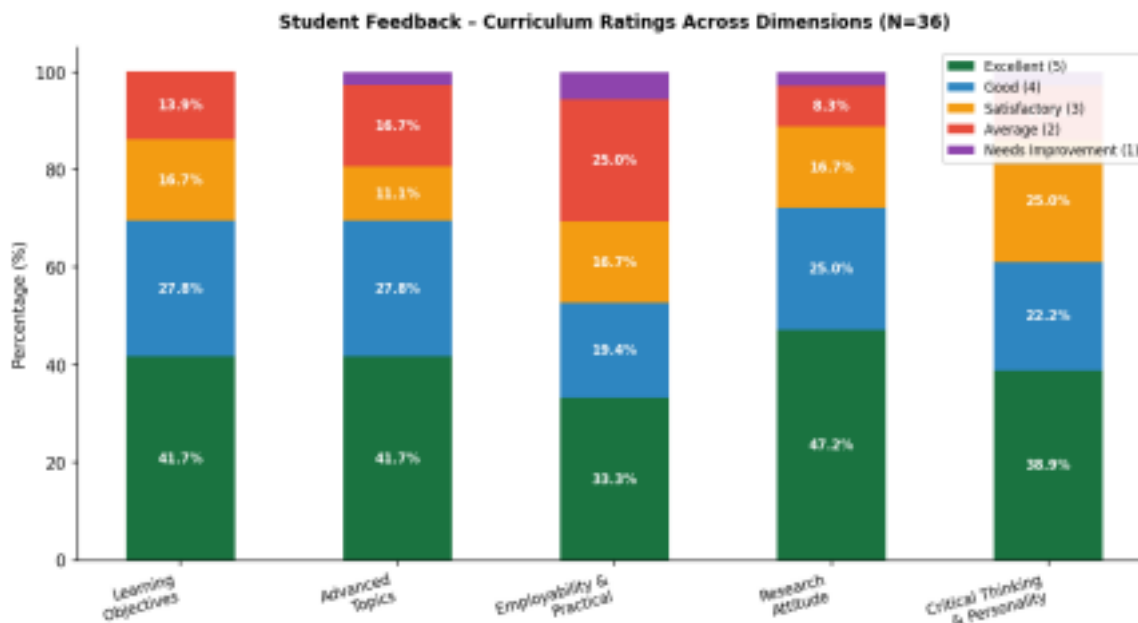


Figure 2: Student Feedback (N=36) – Curriculum Ratings Across Dimensions

Figure 3: Parent Feedback – Curriculum Ratings Across Dimensions (N=16)

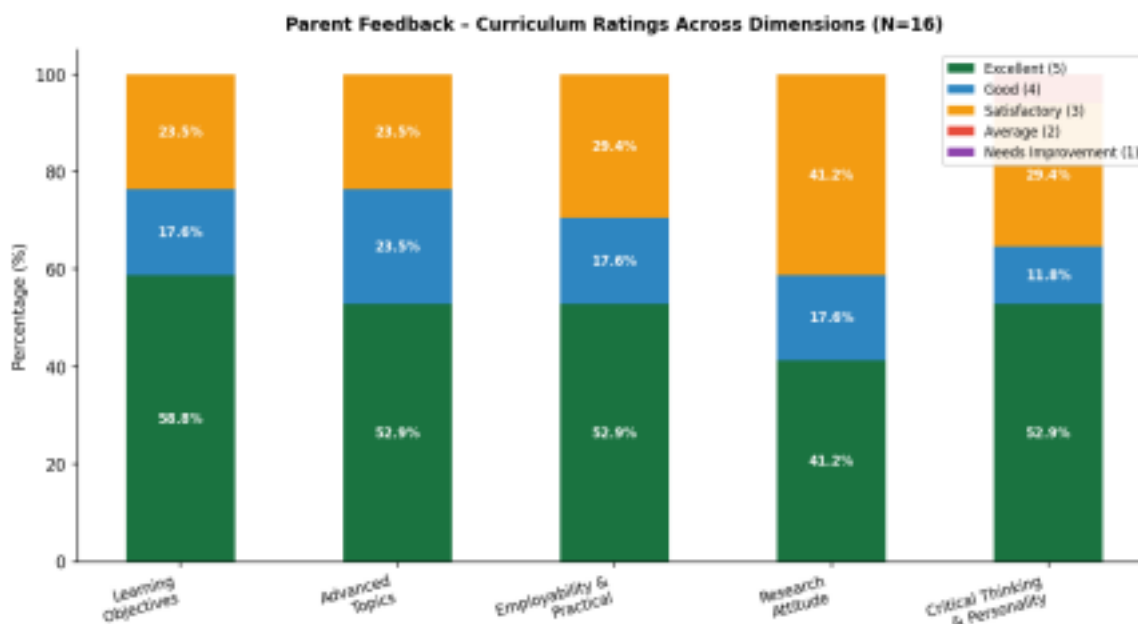


Figure 3: Parent Feedback (N=16) – Curriculum Ratings Across Dimensions

Figure 4: Faculty Feedback – Curriculum Ratings Across Dimensions (N=4)

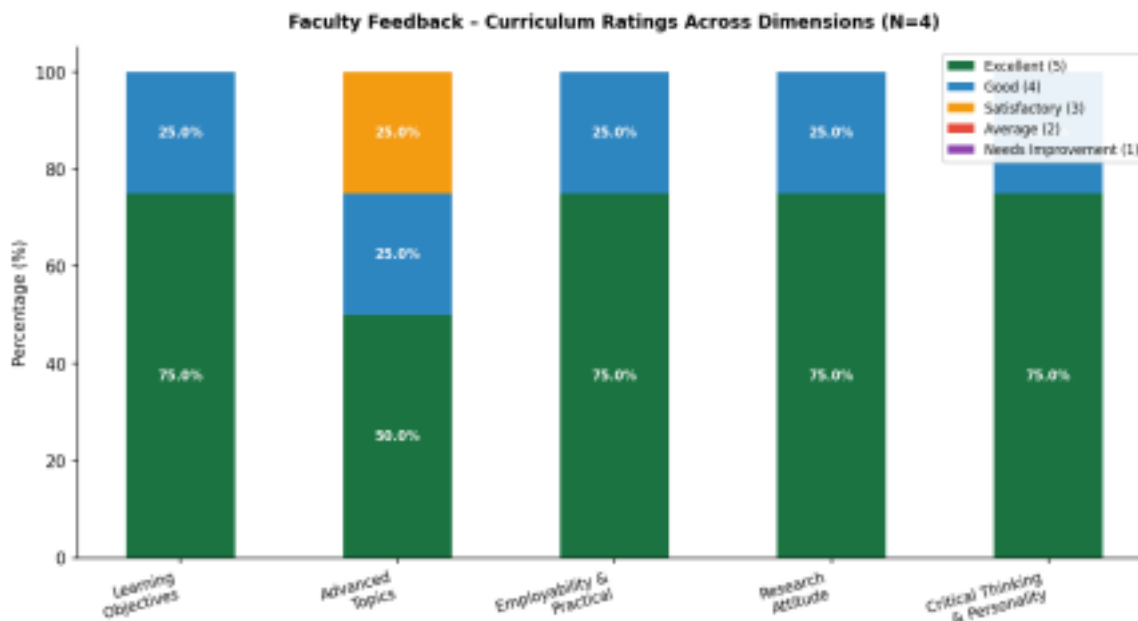


Figure 4: Faculty Feedback (N=4) – Curriculum Ratings Across Dimensions

Figure 5: Alumni Feedback – Curriculum Ratings Across Dimensions (N=16)

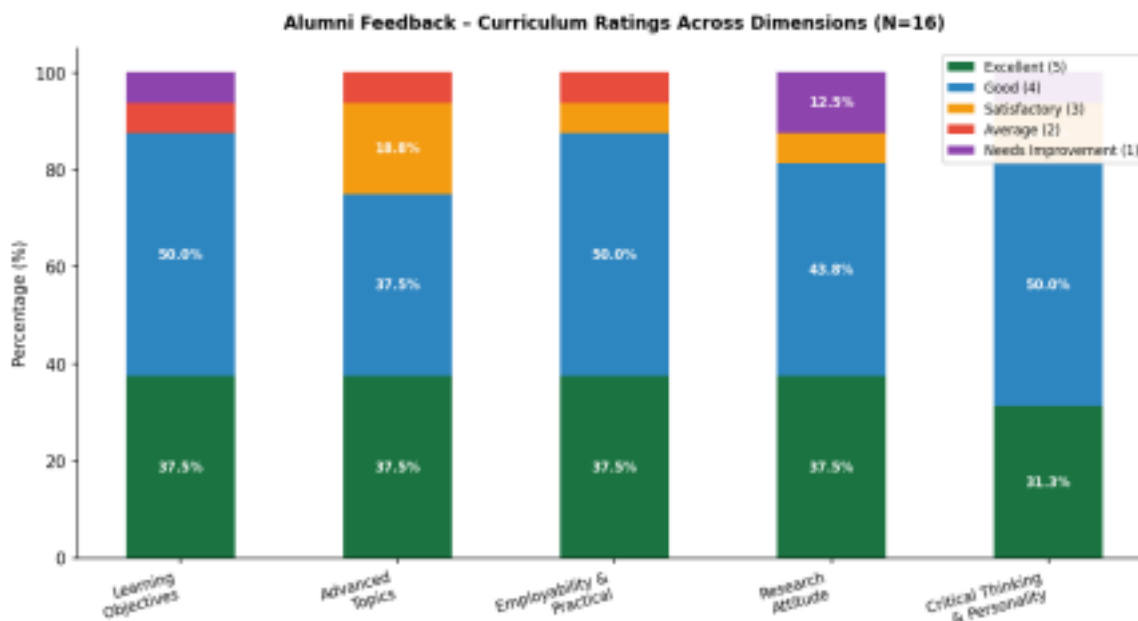


Figure 5: Alumni Feedback (N=16) – Curriculum Ratings Across Dimensions

Summary of Suggested Actions (2025–26)

The curriculum feedback received from students, parents, faculty, and alumni has been carefully reviewed. Based on the insights obtained, several measures have been initiated to further strengthen the quality, relevance, and effectiveness of the B.Ed programme.

Strengthening Practical Exposure

Feedback highlighted the importance of enhancing practical skill development and classroom readiness. In response, the department will incorporate more hands-on workshops, simulation

classes, and opportunities to practise different teaching methods. Efforts will also be made to encourage experiential learning through interactive classroom activities and practical training sessions that help students develop confidence in real classroom situations.

Reviewing Internship Scheduling

To address concerns about the timing of internship programmes, the department plans to review the current internship schedule and explore the possibility of conducting internships earlier in the academic year. This will ensure that student teachers gain meaningful exposure to regular classroom teaching rather than limited opportunities during examination periods. Steps will also be taken to provide better mentoring and guidance during internships.

Supporting Student Well-Being and Workload Balance

Feedback from students and parents highlighted the importance of balanced academic workload and supportive learning environments. In response, the School of Education will focus on improving academic support systems for students, particularly for those who may require additional guidance. Efforts will also be made to promote a more inclusive and professional classroom environment and to prioritise mental health.

Curriculum Review and Content Streamlining

Suggestions regarding the heavy theoretical load and the need for better semester-wise distribution have been taken into consideration. Curriculum review processes are underway to ensure better topic sequencing, clearer learning outcomes, and improved coherence across courses.

Strengthening Alumni and Stakeholder Engagement

Alumni expressed interest in networking events, workshops, and short-term professional development opportunities. The department will explore avenues for stronger alumni engagement, including alumni-led workshops, online courses, and structured networking opportunities. The IB certification policy will also be revisited in light of the concerns raised.

Enhancing Infrastructure and Support Facilities

Parent feedback highlighted infrastructure-related concerns, including washroom cleanliness and the need for better information on accommodation and boarding facilities. These concerns will be communicated to the relevant administrative bodies for appropriate action.

Conclusion

The School of Education remains committed to fostering an academic environment that is current, inclusive, and skill-oriented. Feedback from students, parents, alumni, and faculty has provided valuable insights that have informed several improvements in curriculum design and delivery. Feedback from stakeholder groups consistently acknowledges the programme's strengths, particularly its strong academic foundation, reflective practices, and faculty dedication.

The actions outlined in this report reflect the school's continued efforts to build on these strengths while further enhancing practical exposure, internship quality, student well-being, and professional readiness. The measures initiated will be reviewed periodically through institutional quality assurance processes and strengthened through continued stakeholder engagement and academic review.

The department will continue to collect feedback regularly and implement necessary improvements to ensure the overall quality and effectiveness of the teacher education programme.

Recruiter Feedback

As part of the School of Education's continuous efforts to strengthen professional preparation and employability outcomes, feedback was also collected from organizations that participated in the recruitment drive for the B.Ed programme during the academic year 2025–26. These organizations, representing various educational institutions, provided valuable insights into the preparedness, competencies, and professional readiness of student teachers.

Feedback was collected using structured Google Forms, incorporating both quantitative ratings and qualitative responses. The focus of this feedback was on student performance during interviews, subject knowledge, communication skills, institutional coordination, and overall recruitment experience.

Number of Participants

Stakeholder	Number of Respondents	Feedback Mode
Recruiters / Organizations	5	Google Forms (Quantitative + Qualitative)

Overall Feedback

The overall feedback from recruiters was highly positive, indicating a strong level of satisfaction with the recruitment process and the quality of candidates. Recruiters appreciated the professionalism and efficiency demonstrated by the institution in coordinating the placement drive. The majority of respondents expressed satisfaction with the arrangements, communication, and hospitality provided during the recruitment process.

Student teachers were generally perceived as competent, with good subject knowledge and satisfactory communication skills. Recruiters also acknowledged the institution's efforts in preparing students for professional roles in the field of education.

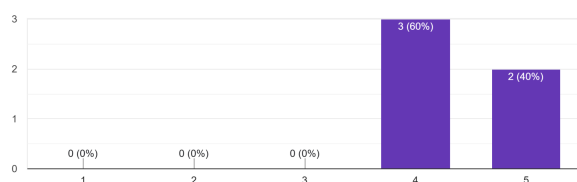
Key Findings

The quantitative ratings provided by recruiters indicate consistently strong performance across most parameters. Institutional coordination and hospitality received the highest ratings, reflecting effective planning and execution of the recruitment process.

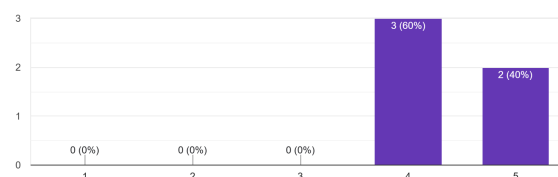
Student-related parameters such as content knowledge, communication skills, and overall readiness were rated positively, suggesting that the programme is successful in developing foundational competencies required for teaching professions.

However, interview performance received comparatively lower ratings, indicating a need for further strengthening students' confidence, articulation, and ability to respond effectively in professional selection settings.

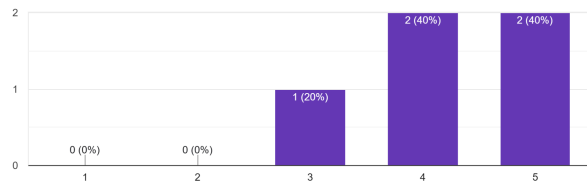
How would you rate students' content knowledge, communication and overall professional skills?
5 responses



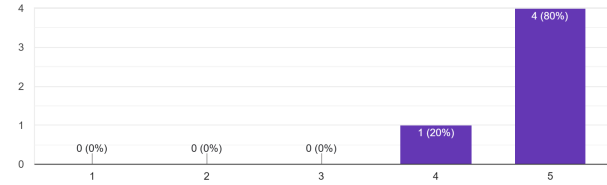
How would you rate the quality and readiness of our pre-service teachers?
5 responses



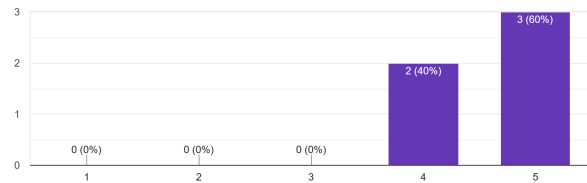
How would you rate students' overall performance in the interview?
5 responses



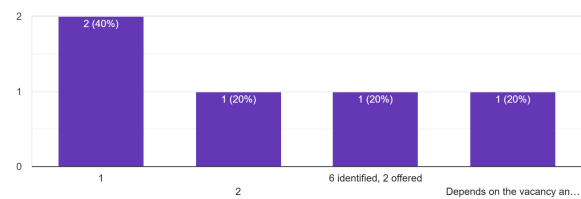
How satisfied were you with the hospitality and coordination during the recruitment process?
5 responses



How would you rate the overall arrangements made for your visit?
5 responses



How many pre-service teachers would you recruit?
5 responses



Key Areas for Improvement Suggested by Recruiters

- **Enhancement of Interview Skills:**

Recruiters highlighted the need for improved interview preparedness among students, particularly in terms of confidence, clarity of expression, and structured responses.

- **Strengthening Classroom Management Training:**

Feedback indicated that additional focus on practical classroom management strategies would further enhance student readiness for real teaching environments.

- **Improved Time Management During Recruitment Drives:**

Some respondents suggested better structuring of time slots and coordination to ensure smoother flow during the recruitment process.

- **Greater Professional Orientation:**

Students would benefit from more structured orientation regarding recruiter expectations, professional conduct, and workplace readiness.

Summary of Suggested Actions

Based on the feedback received from recruiting organizations, the following measures are proposed to further enhance placement outcomes and student preparedness:

1. Enhancing Interview Preparedness

The department will organise structured mock interviews, group discussions, and training sessions focused on communication skills, confidence-building, and professional presentation. These initiatives aim to better prepare students for recruitment processes.

2. Strengthening Practical Teaching Competencies

In response to feedback on classroom readiness, additional emphasis will be placed on classroom management training through simulation classes, micro-teaching sessions, and practical workshops.

3. Improving Placement Coordination

Efforts will be made to further streamline the scheduling and coordination of recruitment drives to ensure efficient time management and a seamless experience for recruiters.

4. Promoting Professional Readiness

Pre-placement orientation sessions will be introduced to familiarise students with recruiter expectations, institutional requirements, and professional standards in educational settings.

Conclusion

The feedback from recruiting organizations reinforces the effectiveness of the B.Ed programme in preparing student teachers for professional roles. The positive responses highlight the institution's strengths in academic preparation, coordination, and stakeholder engagement.

At the same time, the suggestions provided offer valuable direction for enhancing interview preparedness, practical teaching skills, and overall professional readiness. The School of Education remains committed to incorporating these insights into its ongoing quality enhancement processes to further strengthen placement outcomes and institutional reputation.

Signature of the HOD

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Head of Department

School of Education

CHRIST (Deemed-To-Be) University