

# Stakeholders' Feedback Analysis Report

and

## Action Taken Report

(2017-2018)

(Students, Teachers and Employers)



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

**TAMILNADU TEACHERS EDUCATION UNIVERSITY**

(The Government of Tamil Nadu enacted Act No.(33) of 2008)

Chennai - 600 097, Tamilnadu, India.

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(The Government of Tamil Nadu enacted Act No.(33) of 2008)

Chennai - 600 097, Tamilnadu, India.

**CRITERIA - I**

**EVIDENCE(S) AS PER SOP**

<p><b>METRIC.NO.1.4.1</b></p> <p><b>Response :</b></p> <p>Structured feedback for design and review of syllabus – semester wise/year wise received from (i) Students (ii) Teachers (iii) Employers and (iv) Alumni and the report of analysis of feedback received from different Stakeholders year – wise.</p>	<p>Structured feedback for design and review of syllabus Semester wise /Year wise is received</p> <p>From</p> <p>(i) Students (ii) Teachers (iii) Employers and (iv) Alumni</p> <p><b>Options:</b></p> <p>A. Any 4 of above B. Any 3 of above C. Any 2 of above D. Any 1 of above E. None of the above</p>
<ul style="list-style-type: none"><li>• Preparation of Feedback Analysis Report on the feedback from stakeholders.</li><li>• Action Taken Report of the University on the feedback received from the Stakeholders - Students, Teachers, Employers and Alumni. The IQAC forwarded the feedback analysis report to the Vice-Chancellor and Registrar of the University for their Perusal and further action.</li></ul>	

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**Analysis Report**  
**on**  
**Feedback Received from the**  
**Stakeholders**  
**(Students, Teachers and Employers)**  
**on**  
**Design and Review of Syllabus**



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**I. FEEDBACK FROM M.Ed., STUDENTS (2017-18)**

The feedback on design and review of syllabus were collected from the M.Ed., students. The feedbacks received from the stakeholders – M.Ed., students have been systematically analysed and reports were prepared. The reports on the feedback have been submitted to the Registrar for the perusal and further action.


**(A) TOTAL NUMBER OF FEEDBACK RECEIVED FROM THE STUDENTS (2017-18)**

<b>Course</b>	<b>Year</b>	<b>No of Student</b>
M. Ed	2017-18	18

  
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## (B) QUESTIONNAIRE FOR M.Ed STUDENTS FEEDBACK (2017-18)



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Karapakkam, Chennai - 600 097 Tamil Nadu, India

### M.Ed STUDENTS FEEDBACK

The **Internal Quality Assurance Cell** seeks your valuable feedback for enhancing the quality of curriculum offered in Tamil Nadu Teachers Education University.

NAME :

NAME OF THE PROGRAMME STUDYING :

DEPARTMENT :

YEAR OF STUDY :

NAME OF THE INSTITUTION :

CONTACT. NO :

EMAIL. ID :

ADDRESS FOR COMMUNICATION :

S.No	Descriptions	Excellent	Very Good	Good	Fair	Poor
1.	Curriculum and Syllabi of the M.Ed programme					
2.	Extent of syllabi covered in the Class					
3.	Course delivery by faculty members in the class					
4.	Usage of teaching aids and ICT in the class by faculty to facilitate learning					
5.	Fairness in the assessment processes					
6.	Timely announcement of examination results					
7.	Opportunities in the University for Research Activities					
8.	Opportunity for students to participate in internship, field visit and other field - Based Activities.					
9.	Opportunities for out of classroom learning (guest lectures, seminars, workshop, value addition programmes, conferences, competitions, etc.)					
10.	Overall Learning Experience in the University					


Any other suggestions

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(C) ANALYSIS OF FEEDBACK RECEIVED FROM THE M.Ed., STUDENTS (2017 – 18)

Q.NO	DESCRIPTION	YEAR		2017-18				
		Excellent	Very Good	Good	Fair	Poor		
Q1	Curriculum and Syllabi of the M. Ed Programme	COUNT	18	12	5	1	0	0
		%	100	67	27	6	0	0
Q2	Extent of syllabi covered in the Class	COUNT	18	11	3	1	1	2
		%	100	61	16	6	6	11
Q3	Course delivery by teachers members in the class	COUNT	18	14	4	0	0	0
		%	100	78	22	0	0	0
Q4	Usage of teaching aids and ICT in the class by teachers to facilitate learning	COUNT	18	11	4	2	0	1
		%	100	61	22	11	0	6
Q5	Fairness in the assessment processes	COUNT	18	15	3	0	0	0
		%	100	83	17	0	0	0
Q6	Timely announcement of examination results	COUNT	18	17	1	0	0	0
		%	100	94	6	0	0	0
Q7	Opportunities in the University for Research Activities	COUNT	18	16	2	0	0	0
		%	100	89	11	0	0	0
Q8	Opportunity for students to participate in internship, field visit and other field based activities	COUNT	18	17	1	0	0	0
		%	100	95	5	0	0	0
Q9	Opportunities for out of classroom learning (guest lectures, seminars, workshop, value programmes, conferences, competitions, additions programmes.)	COUNT	18	16	1	1	0	0
		%	100	90	5	5	0	0
Q10	Overall Learning Experience in the University	COUNT	18	17	1	0	0	0
		%	100	95	5	0	0	0

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#### (D) A REPORT ON THE FEEDBACK OF STUDENTS (2017-2018)

The Tamil Nadu Teachers Education University has always strived to impart quality education. As a measure to sustain quality in all its academic and administrative tasks, the University obtains feedback from the students prior to the academic council meeting every year. The IQAC, Tamil Nadu Teachers Education University conducts an offline feedback session for the M.Ed. students by using the questionnaire which includes the important aspects of the curriculum such as importance of need-based curriculum, classification of the course objectives, the effectiveness of course contents and activities of teaching-learning processes, assessment & variety of courses.

Sixty-seven per cent (67%) of the students responded as excellent with respect to the curriculum and syllabi of the M.Ed., programme, whereas 27 per cent of the students reported as very good in their views and the remaining 6 per cent have reported as good. Sixty-one per cent (61%) of the students have expressed their views in the extent of syllabi covered in the class as excellent, whereas 16 per cent of them are reported as very good, 6 per cent of the respondents have expressed as good, 6 per cent of the respondents have expressed as fair and the remaining 11 per cent of the students rated as poor.

Seventy-eight per cent (78%) of the students have reported that the course delivery by the teachers in the class as excellent, whereas 22 per cent of the students responded as very good. Sixty-one per cent (61 %) of the students rated as excellent in the usage of teaching aids and ICT in the class by teachers to facilitate learning, whereas 22 per cent of the students are reported as very good, 11 per cent of the respondents are expressed as good and the remaining 6 per cent of the students rated as poor.

Eighty-three per cent (83%) of the students were responded as excellent for the fairness in the assessment process, whereas 17 per cent of them reported as very good. With respect to the timely announcement of the examination 94 per cent of the students expressed as excellent and 6 per cent of the students are expressed as very good. Eighty-nine per cent (89%) of the students have expressed as excellent for the opportunities

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provided by the university for research activities, whereas 11 per cent of the students are reported as very good.

Ninety-five per cent (95%) of the students have expressed as excellent for the opportunities provided by the University for students to participate in the internship, field visit and other field based activities whereas 5 per cent of them reported as very good for the above statement.

Ninety per cent (90%) of the students are rated as excellent for the Opportunities provided for out of the classroom learning (guest lectures, seminars, workshop, value programmes, conferences, competitions, additions programmes), 5 per cent of the respondents reported as good, and the remaining 5 per cent of the students are rated as very good. Ninety-five per cent (95%) of students are expressed as excellent in the overall learning experience in the University, whereas the remaining 5% of them are reported as very good for the above statement.



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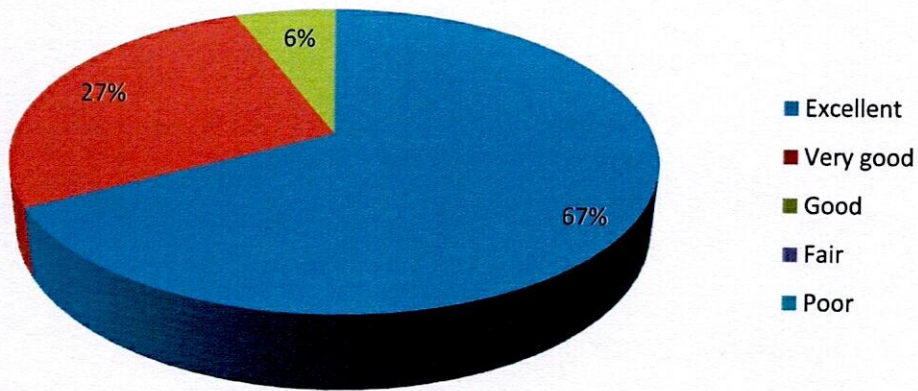
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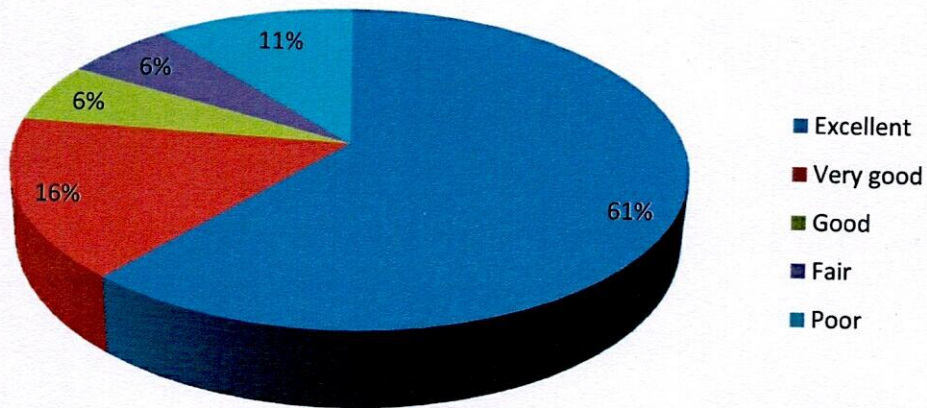
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## FEEDBACK ANALYSIS OF M.Ed., STUDENTS (2017-2018)

### Curriculum and Syllabi of the M. Ed Programme



### Extent of syllabi covered in the Class



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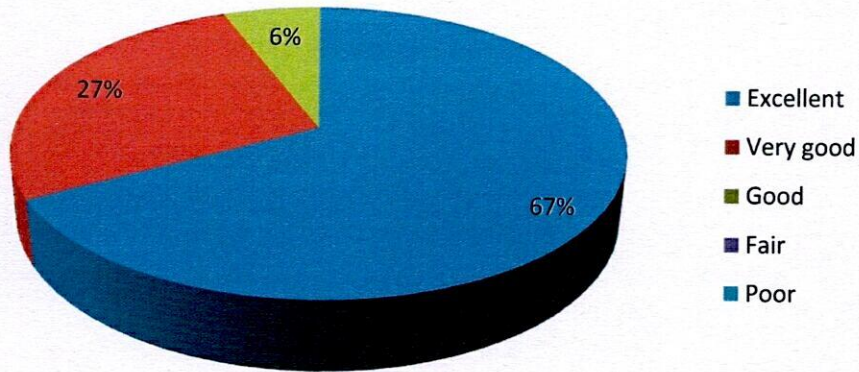
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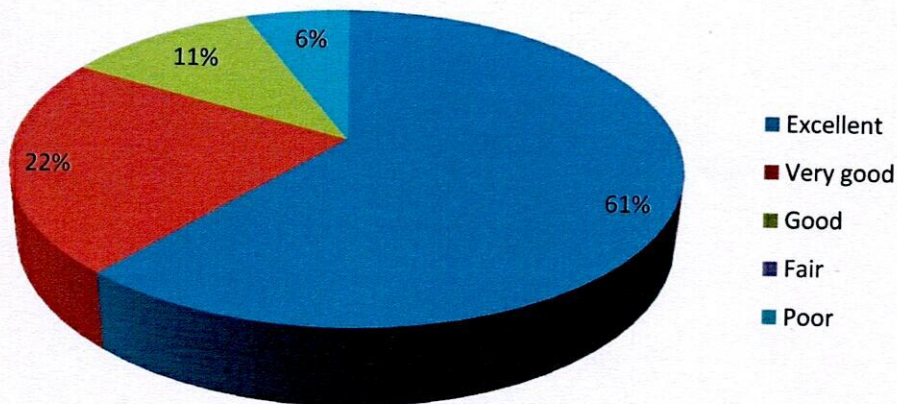
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## Curriculum and Syllabi of the M. Ed., Programme



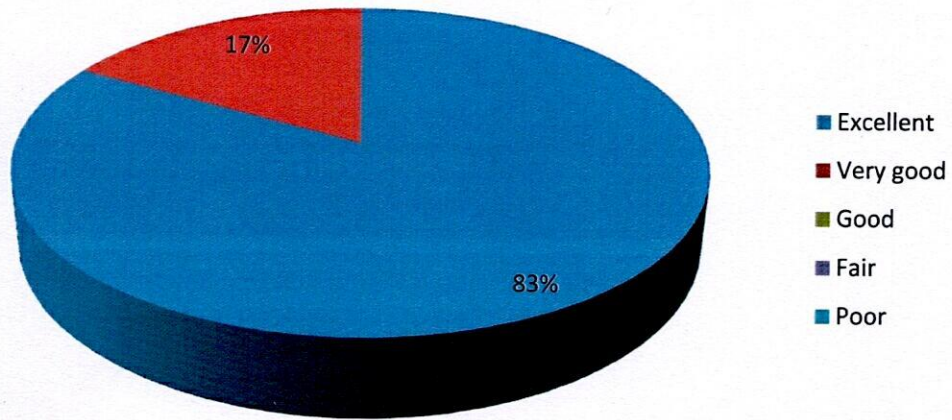
## Usage of teaching aids and ICT in the class by faculty to facilitate learning



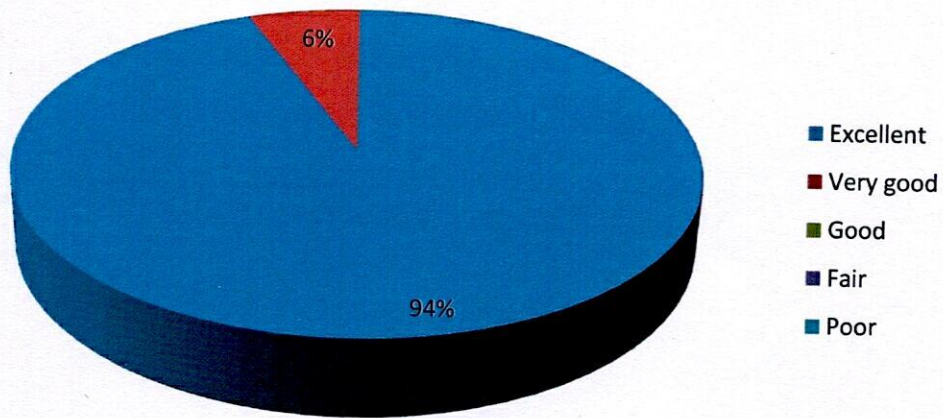
  
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## Fairness in the assessment processes



## Timely announcement of examination results



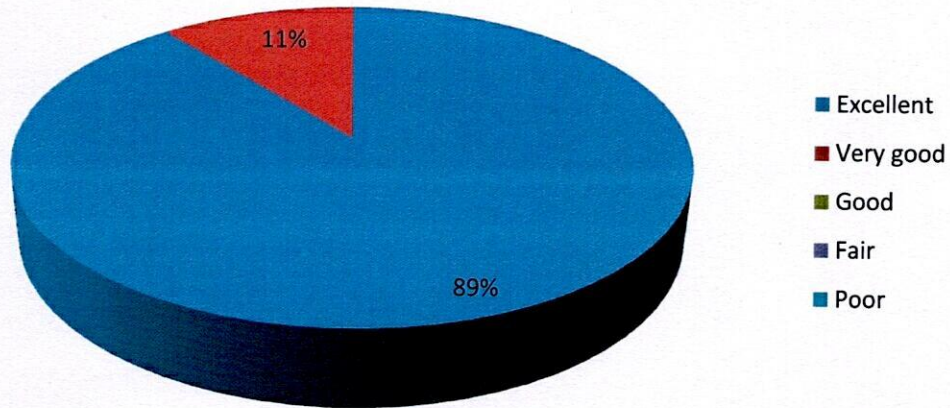
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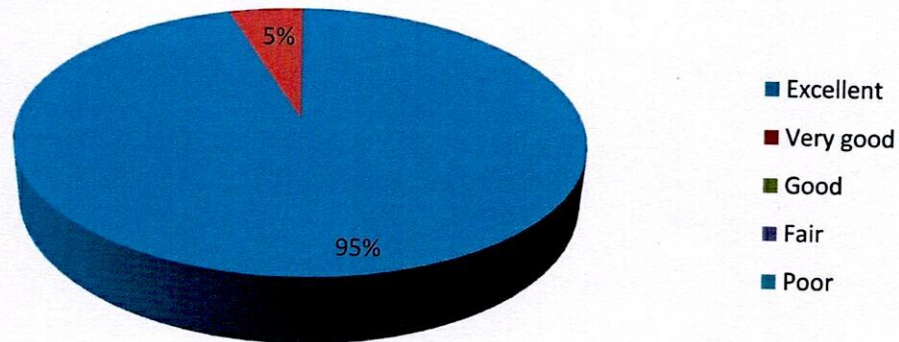


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## Opportunities in the University for Research Activities



## Opportunity for students to participate in internship, field visit and other field based activities



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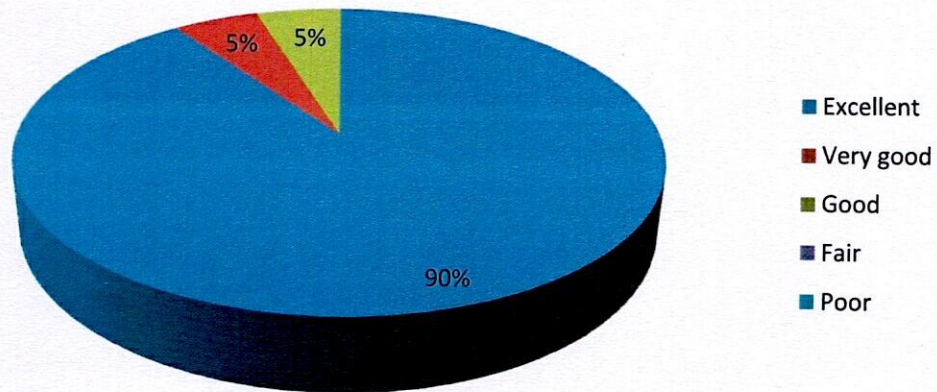
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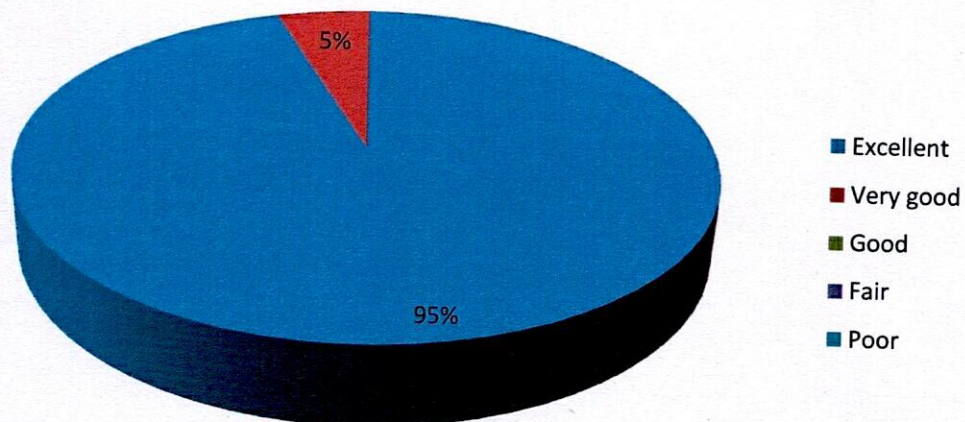
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**Opportunities for out of classroom learning  
(Guest, Special lectures, Conferences,  
Seminars, Workshop, Value addition courses  
and Competitions)**



**Overall Learning Experience in the  
University**



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## (II) FEEDBACK FROM THE TEACHERS (2017 -2018)

Regular feedback from the teachers on the course content and curriculum as a whole is taken, IQAC analyses the feedback and action taken report is sent to the heads of the department for taking note of the feedback during curriculum and examination related updates.


### (A) TOTAL NUMBER OF FEEDBACK RECEIVED FROM THE TEACHERS (2017-2018)

S. No	Year	No. of Teachers
1	2017 - 2018	32

  
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## (B) QUESTIONNAIRE FOR THE TEACHERS FEEDBACK ANALYSIS



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### TEACHERS FEEDBACK

The Internal Quality Assurance Cell seeks your valuable feedback for enhancing the quality of curriculum offered in Tamil Nadu Teachers Education University.

NAME :

DESIGNATION :

DEPARTMENT :

NAME OF THE INSTITUTION :

ACADEMIC YEAR :

CONTACT. NO :

EMAIL. ID :

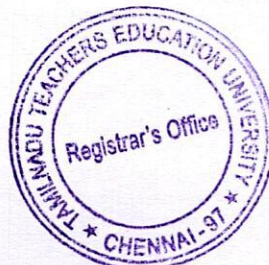
S.No	Descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Curriculum and Syllabus are need based					
2.	The course outcomes are well defined and clear					
3.	Sufficient number of relevant reading materials and digital resources are available in the Library					
4.	The course has good balance between theory and application					
5.	The course/syllabus of this course increased my knowledge and perspective in the subject area					
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum					
7.	I have the freedom to adopt new techniques/ education tools /strategies in Teaching					
8.	I am able to achieve the minimum required course outcome attainment level for my class					
9.	I have taken sufficient steps to provide assistance to slow learners					
10.	I have contributed to the curriculum and / or syllabus development					

Any other suggestions

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**(C) ANALYSIS OF FEEDBACK RECEIVED FROM THE TEACHERS (2017 - 2018)**

Q.NO	DESCRIPTION	YEAR		2017- 2018				
		COUNT (N)		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	Curriculum and Syllabus are need based	COUNT (N)	32	16	14	2	0	0
		%	100	50	44	6	0	0
Q2	The Course outcomes are well defined and clear	COUNT (N)	32	21	9	2	0	0
		%	100	66	28	6	0	0
Q3	Sufficient number of relevant reading materials and digital resources are available in the library	COUNT (N)	32	21	10	1	0	0
		%	100	66	31	3	0	0
Q4	The course has good balance between theory and application	COUNT (N)	32	18	13	1	0	0
		%	100	56	41	3	0	0
Q5	The Course /Syllabus of this course increased my knowledge and perspective in the subject area.	COUNT (N)	32	20	10	1	1	0
		%	100	63	31	3	3	0
Q6	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum.	COUNT (N)	32	20	12	0	0	0
		%	100	62	38	0	0	0
Q7	I have the freedom to adopt new techniques/education tools /strategies in teaching.	COUNT (N)	32	27	5	0	0	0
		%	100	84	16	0	0	0
Q8	I am able to achieve the minimum required course outcome attainment level of my class	COUNT (N)	32	23	8	0	1	0
		%	100	72	25	0	3	0
Q9	I have taken sufficient steps to provide assistance to slow learners	COUNT (N)	32	19	11	0	2	0
		%	100	59	35	0	6	0
Q10	I have contributed to the curriculum and /or syllabus development.	COUNT (N)	32	21	11	0	0	0
		%	100	66	34	0	0	0

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## (D) A REPORT ON THE FEEDBACK OF TEACHERS (2017-2018)

Tamil Nadu Teachers Education University has always strived to impart quality education. As a measure to sustain quality in all its academic and administrative tasks, the University obtains feedback from the teaching faculty before the academic council meeting every year. IQAC conducts an offline feedback session where the questionnaire includes important aspects of the curriculum like the need based importance of the curriculum, course objectives, the effectiveness of course contents and activities, teaching – learning processes, assessment and variety of courses etc.,

Fifty per cent (50%) of the teachers from the University strongly agreed with the statement that, curriculum and syllabus are need based and 44 per cent of the teachers agreed with the above statement, whereas the remaining 6 per cent of them reported as neutral. Sixty-six per cent (66%) of the teachers strongly agreed with the course outcomes are well defined and clear, 28 per cent of the teachers agreed, whereas the remaining 6 per cent of them reported as neutral for the above statement. Sixty six per cent (66 %) of the teachers are strongly agreed with the statement that sufficient number of relevant reading materials and digital resources are available in the library, 31 per cent of them agreed and the remaining 3 per cent of the teachers are reported as neutral for the above statement. Fifty six per cent (56%) of the teachers are strongly agreed with the statement that, the course has good balance between theory and application, 41 per cent of them are confidently agreed, and the remaining 3 per cent of the teachers are rated as neutral for the above statement. Sixty three per cent (63%) of the teachers are strongly agreed with the statement that the Course /Syllabus of this course have increased the knowledge and perspective in the subject area, 31 per cent of the teachers are agreed, whereas 3 per cent of them are rated as neutral and 3 per cent of them reported as disagree. Sixty two per cent (62%) of the teachers are strongly agreed with the statement that they have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum, whereas 38 per cent of the teachers are agreed with the above statement. Eighty four per cent (84%) of the teachers are strongly agreed with the

  
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statement that, “ I have the freedom to adopt new techniques/education tools /strategies in teaching” whereas 16 per cent of them are agreed with the above statement. Seventy two per cent (72%) of the teachers are strongly agreed with the statement,that “I am able to achieve the minimum required course outcome attainment level of my class”, 25 per cent of the teachers agreed, whereas 3 per cent of the teachers are disagreed with the above statement. Fifty nine per cent (59%) of the teachers are strongly agreed with the statement that “I have taken sufficient steps to provide assistance to slow learners ”, 35 per cent of them are reported as agree and the remaining 6 per cent of them are rated as disagree for the above statement .Sixty six per cent (66%) of the teachers strongly agreed with the statement, that “I have contributed to the curriculum and /or syllabus development” and the remaining 34 per cent of them are agreed for the above statement.

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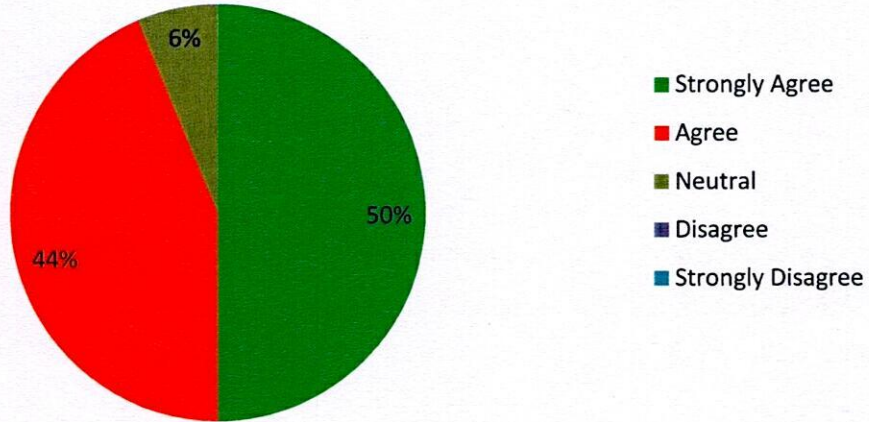


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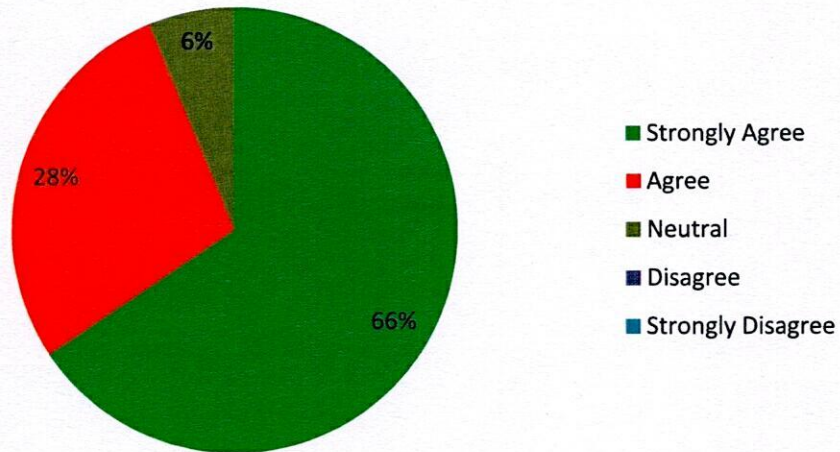
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## FEEDBACK ANALYSIS OF TEACHERS (2017-2018)

### Curriculum and Syllabus are need based



### The course outcomes are well defined and clear




  
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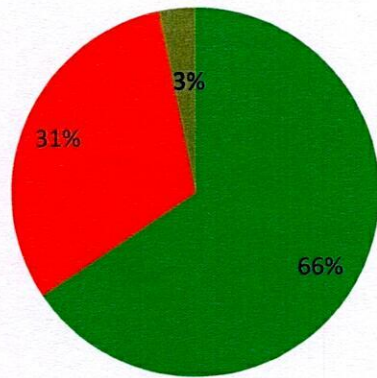
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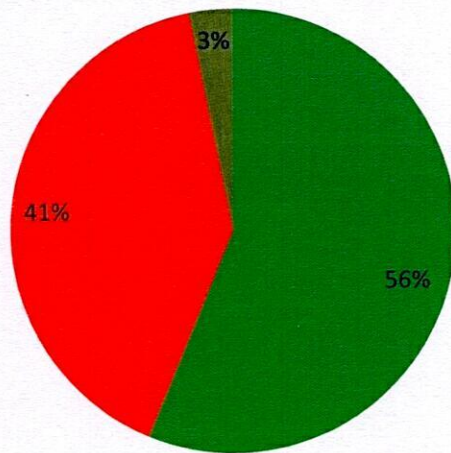
  
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**Sufficient number of relevant reading materials and digital resources are available in the Library**



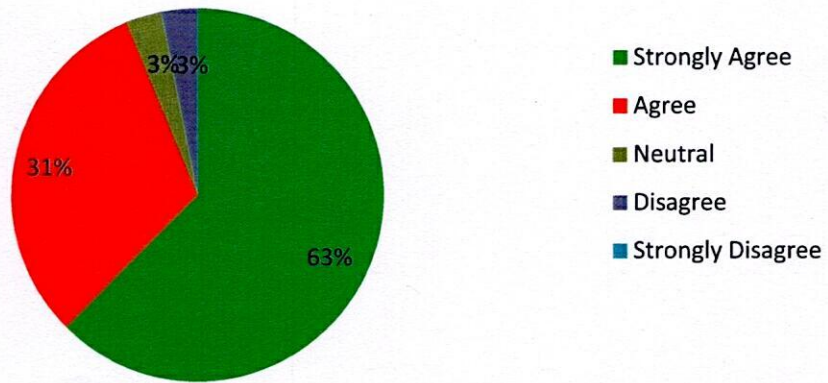
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**The course has good balance between theory and application**

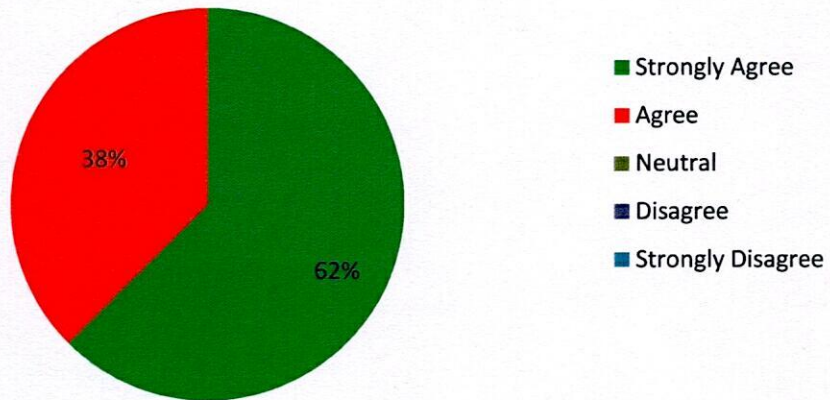


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**The Course /Syllabus of this course increased the knowledge and perspective in the subject area.**



**I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum.**



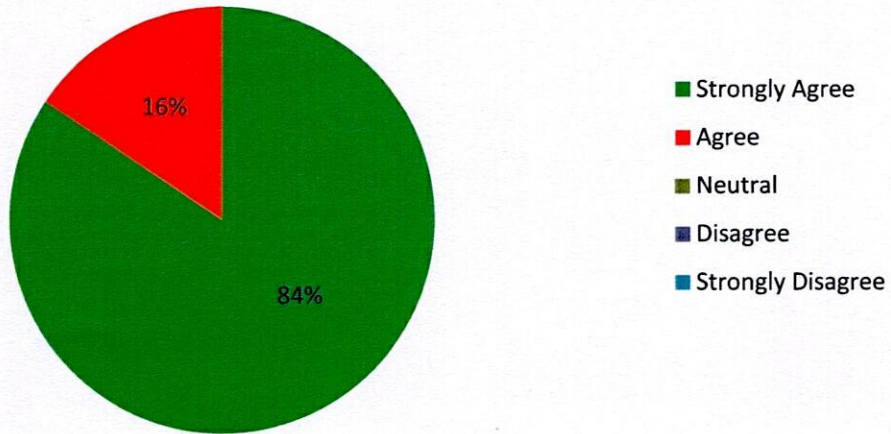
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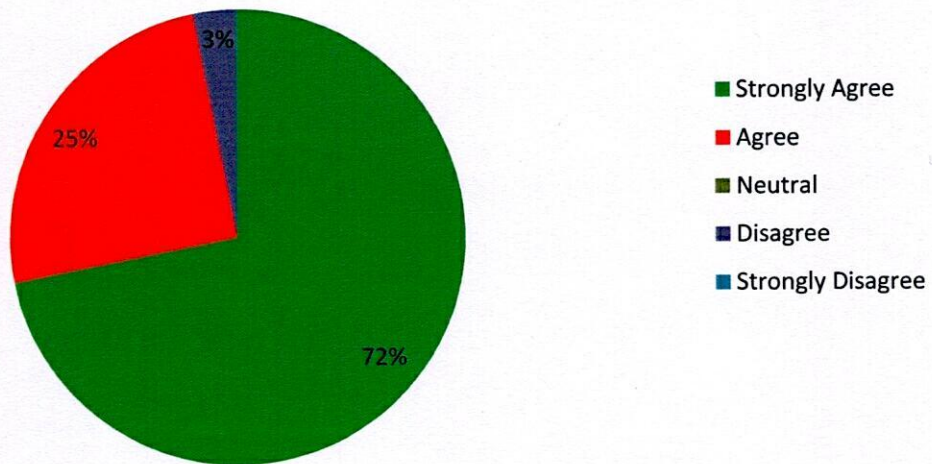


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**I have the freedom to adopt new techniques/education tools /strategies in teaching**




**I am able to achieve the minimum required course outcome attainment level of my class**

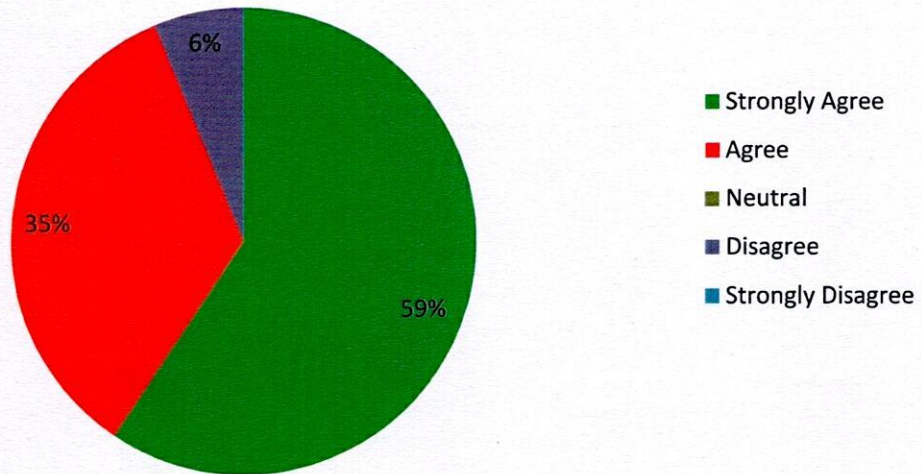


  
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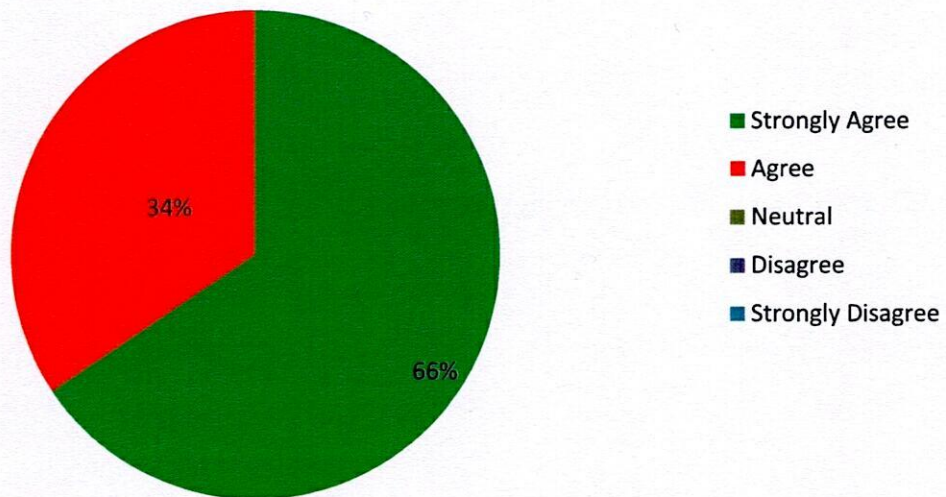


  
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**I have taken sufficient steps to provide assistance to slow learners**




**I have contributed to the curriculum and /or syllabus development**



  
REGISTRAR / VC



  
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### III. FEEDBACK FROM THE EMPLOYERS (2017-2018)


Employers are one of the important stakeholders in the students' development. The institution takes inputs from the employers' feedback, while designing a new curriculum and also during the updation of curriculum in the board of studies. The inputs given by the employers are taken very seriously. Employers' feedbacks are analysed by IQAC cell and an action taken report is circulated to respective heads of the department.

#### (A) TOTAL NUMBER OF FEEDBACK RECEIVED FROM THE EMPLOYERS (2017-2018)

S. No	Year	No. of Employers
1	2017-2018	48

  
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# (B) QUESTIONNAIRE FOR THE EMPLOYERS FEEDBACK

(2017-2018)



தமிழ்நாடு ஆசிரியர் கல்வி பயல் பல்கலைக்கழகம்  
TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
(The Government of Tamil Nadu enacted Act No.(33) of 2008)  
Karapakkam, Chennai - 600 097 Tamil Nadu, India

## EMPLOYERS FEEDBACK

The Internal Quality Assurance Cell seeks your valuable feedback for enhancing the quality of curriculum offered in Tamil Nadu Teachers Education University.

NAME OF THE EMPLOYER :

ACADEMIC YEAR :

NAME OF THE INSTITUTION :

ADDRESS OF THE INSTITUTION :

OFFICIAL NUMBER :

E.MAIL. ID :

S.No	Descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The M.Ed curriculum currently offered by TNTEU is relevant for employability.					
2.	The current M.Ed curriculum has application – based courses, which caters the needs of society in terms of knowledge, skills, attitude and innovation.					
3.	The present M.Ed degree programme is containing essential scholastic and non-scholastic activities.					
4.	The present M.Ed degree programme promotes positive attitudes among the prospective teacher educators.					
5.	The current M.Ed degree programme is designed to empower prospective teachers educators.					
6.	The present M.Ed curriculum is designed in such a way to promote creativity among the prospective teacher educators.					
7.	The M.Ed curriculum of two-years is adequate to develop necessary competencies for future teacher educators.					
8.	The present M.Ed curriculum has a good balance between theory and practicum.					
9.	The present M.Ed curriculum is able to intellectually stimulate the would be teacher educators.					
10.	The present M.Ed curriculum helps to develop overall personality of the would be teacher educators.					
11.	The present M.Ed curriculum has provision for the hands on experiences and field experiences to the future teacher educators					

Any other suggestions

SIGNATURE

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**(C)ANALYSIS OF FEEDBACK RECEIVED FROM THE EMPLOYERS (2017-2018)**

Q.NO	DESCRIPTION	YEAR		2017-2018				
		COUNT (N)		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	The M.Ed curriculum currently offered by the University is relevant for employability.	COUNT (N)	48	20	28	0	0	0
		%	100	42	58	0	0	0
Q2	The current M.Ed curriculum has application – based courses, which caters the needs of society in terms of knowledge, skills, attitude and innovation.	COUNT (N)	48	19	28	1	0	0
		%	100	40	58	2	0	0
Q3	The present M.Ed degree programme is containing essential scholastic and non-scholastic activities.	COUNT (N)	48	4	38	4	2	0
		%	100	8	80	8	4	0
Q4	The present M.Ed degree programme promotes positive attitudes among the prospective teacher educators.	COUNT (N)	48	24	24	0	0	0
		%	100	50	50	0	0	0
Q5	The current M.Ed degree programme is designed to empower prospective teachers educators.	COUNT (N)	48	29	15	4	0	0
		%	100	61	31	8	0	0
Q6	The present M.Ed curriculum is designed in such a way to promote creativity among the prospective teacher educators.	COUNT (N)	48	20	26	2	0	0
		%	100	42	54	4	0	0
Q7	The M.Ed curriculum of two-years is adequate to develop necessary competencies for future teacher educators.	COUNT (N)	48	16	27	4	1	0
		%	100	34	56	8	2	0
Q8	The present M. Ed curriculum has a good balance between theory and practicum.	COUNT (N)	48	28	16	2	2	0
		%	100	58	34	4	4	0
Q9	The present M. Ed curriculum is able to intellectually stimulate the would be teacher educators.	COUNT (N)	48	14	28	4	2	0
		%	100	30	58	8	4	0
Q10	The present M. Ed curriculum helps to develop overall personality of the would be teacher educators.	COUNT (N)	48	17	28	3	0	0
		%	100	36	58	6	0	0
Q11	The present M. Ed curriculum has provision for the hands on experiences and field experiences to the future teacher educators.	COUNT (N)	48	24	24	0	0	0
		%	100	50	50	0	0	0

  
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## **(D) A REPORT ON THE FEEDBACK OF EMPLOYERS (2017-2018)**

Emphasizing quality and excellence, Tamil Nadu Teachers Education University performs the quality control measures to uphold quality educational services by initiating the conduct of feedback from various stakeholders –Employers through IQAC cell. As a part of this professional exercise, whenever the outsiders /recruiters visits the University/Colleges for campus interview/providing training session of Job fair, IQAC collects feedback at random from them and they express their views objectively on the employability skills of the students and applying for the placement /campus interviews. The placement cells also provide training on communication skills and conduct mock interview and group discussion as a part of preparing the students for placement and insists on employability skills.

The questionnaire includes importance and specific aspects like:

- Course content is relevant and need-based.
- Development of analytical, logical, technical and creative skills.
- Activities like internship, field visit and guest /special lectures.
- Assignment and seminars.

The feedback received from employers during the academic year (2017-2018) is analyzed. From the analysis, it is found that, Fifty eight per cent (58%) of the employers agreed that the M.Ed., curriculum currently offered by the University is relevant for employability, whereas 42 per cent of the employers are rated as strongly agreed for the above statement. Fifty eight per cent (58%) of the employers agreed that the current M.Ed., curriculum has application – based courses, which caters the needs of society in terms of knowledge, skills, attitude and innovation, whereas 40 per cent of the employers are strongly agreed and the remaining 2 per cent of them are expressed as neutral for the above statement. Eighty per cent (80%) of the employers agreed that the present M.Ed., degree programme is containing essential scholastic and non-scholastic

activities, 8 per cent of them strongly agreed, 8 per cent of the employers rated as neutral, and the remaining 4 per cent of them disagreed for the above statement.

Fifty per cent (50%) of employers strongly agreed and 50 per cent of them are agreed with the statement that the present M.Ed., degree programme promotes positive attitudes among the prospective teacher educators. Sixty-one per cent (61%) of the employers strongly agreed that the current M.Ed., degree programme is designed to empower prospective teachers educators, 31 per cent of them are agreed, and the remaining 8 per cent of them are rated as neutral for the above statement. Fifty four per cent (54%) of the employers are agreed that the present M.Ed., curriculum is designed in such a way to promote creativity among the prospective teacher educators, 42 per cent of them strongly agreed, and the remaining 4 per cent of them are rated as neutral for the above statement.

Fifty six per cent (56%) and 34 per cent of the employers responded as agree and strongly agree respectively for the statement that the M.Ed., curriculum of two-years is adequate to develop necessary competencies for future teacher educators and 8% of them are rated as neutral, and the remaining 2 per cent of the employers are disagreed. Fifty eight per cent (58%) of the employers are strongly agreed that the present M.Ed., curriculum has a good balance between theory and practicum, 34 per cent of them are agreed, 4 per cent of employers are rated as neutral and the remaining 4 per cent of employers are rated as disagreed for the above statement . Fifty eight per cent (58%) of the employers are agreed with the statement that the present M.Ed., curriculum is able to intellectually stimulate the would be teacher educators, 30 per cent of them are strongly agreed, 8 per cent and 4 per cent of the employers are rated as neutral and disagree respectively for the above statement.

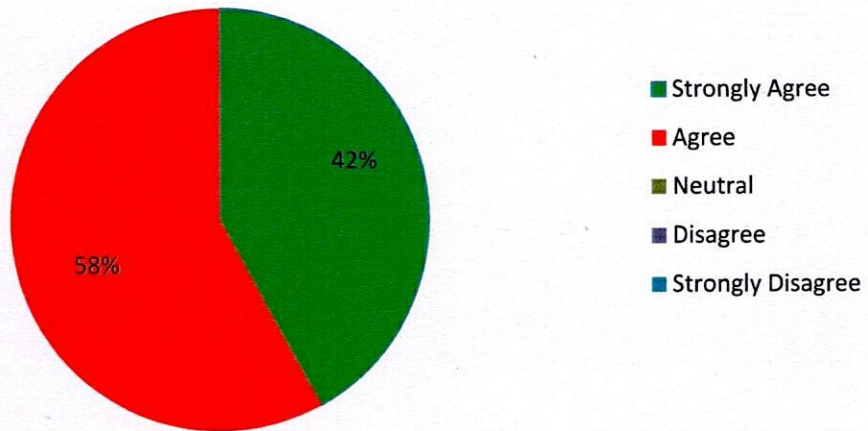
Fifty eight per cent (58%) of the employers are agreed that the present M.Ed., curriculum helps to develop overall personality of the would be teacher educators, 36 per cent of them are strongly agreed and the remaining 6 per cent are rated as neutral. Fifty per cent (50%) of the employers are strongly agreed and 50 per cent of the employers are agreed that the present M.Ed., curriculum has provision for the hands-on experiences and field experiences to the future teacher educators.

  
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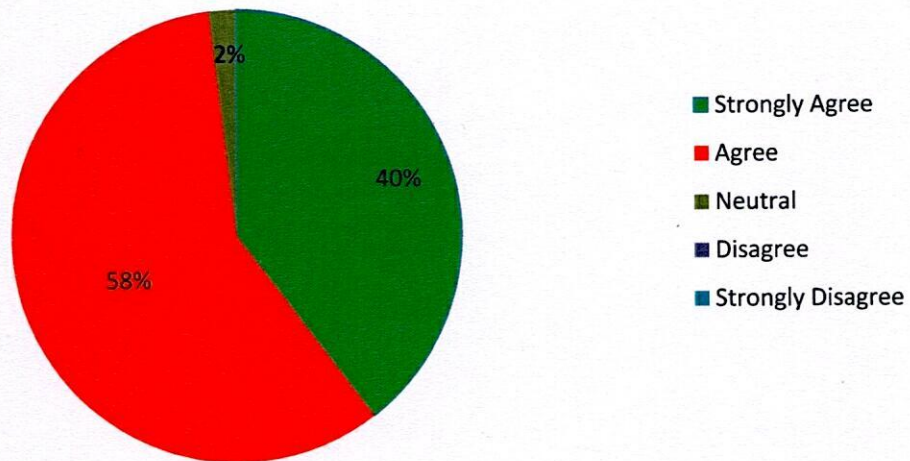


## FEEDBACK ANALYSIS OF EMPLOYERS (2017-2018)

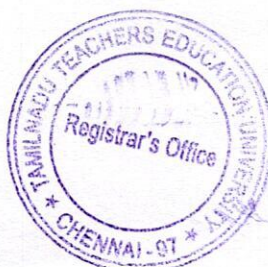
The M.Ed., curriculum currently offered by the University is relevant for employability.



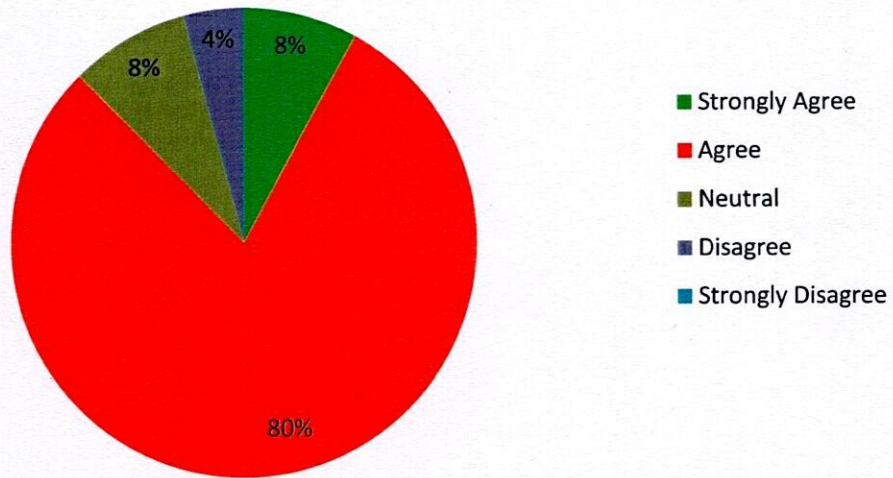
The current M.Ed., curriculum has application – based courses, which caters the needs of society in terms of knowledge, skills, attitude and innovation



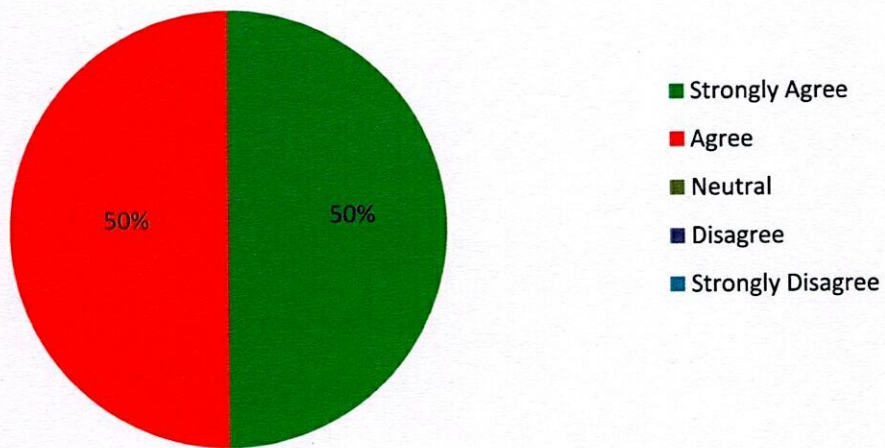
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**The Present M.Ed., degree programme is containing essential scholastic and Non-scholastic activities**



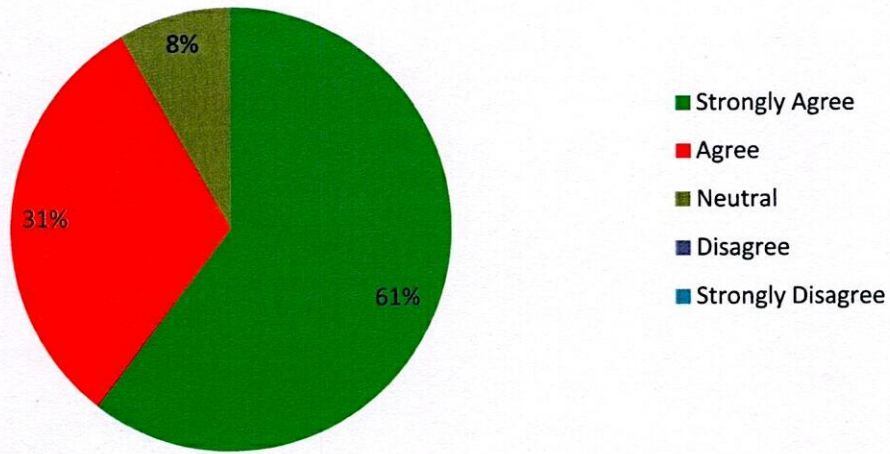
**The present M.Ed., degree programme promotes positive attitudes among the prospective teacher educators**



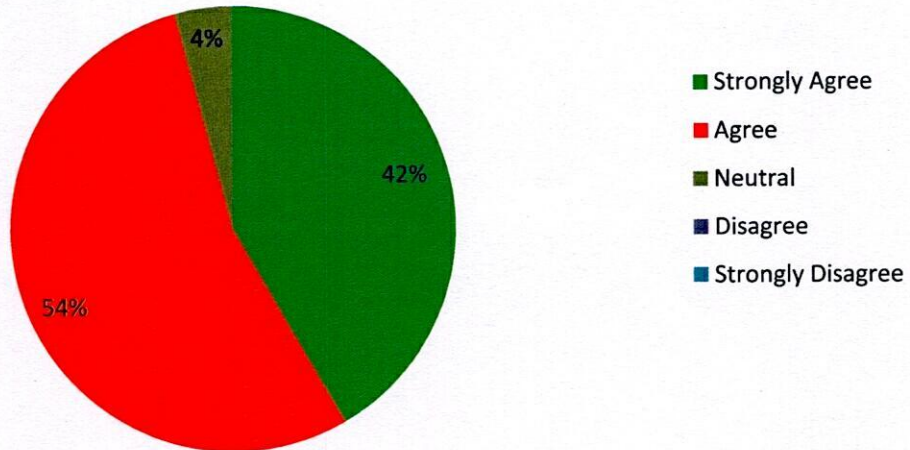
  
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**The current M.Ed., degree programme is designed to empower prospective teachers educators**



**The present M.Ed curriculum is designed in such a way to promote creativity among the prospective teacher educators**



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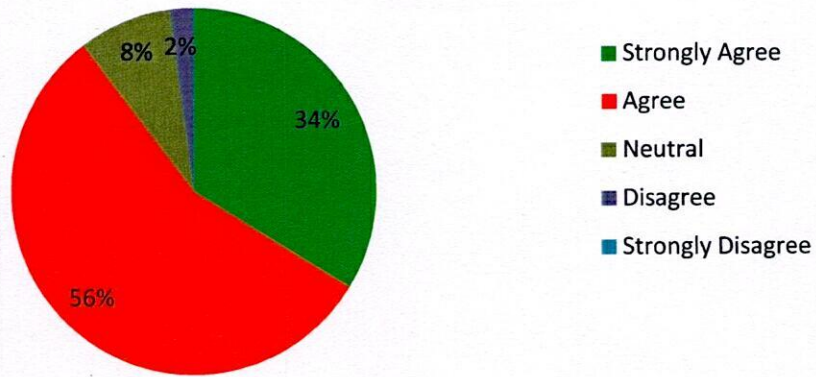


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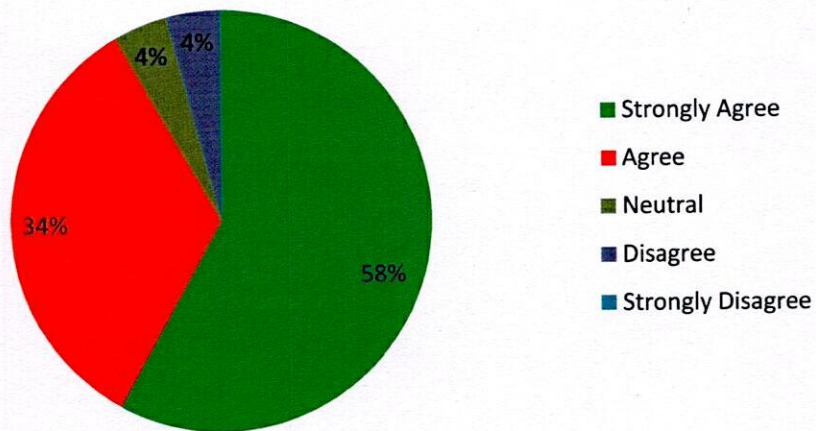
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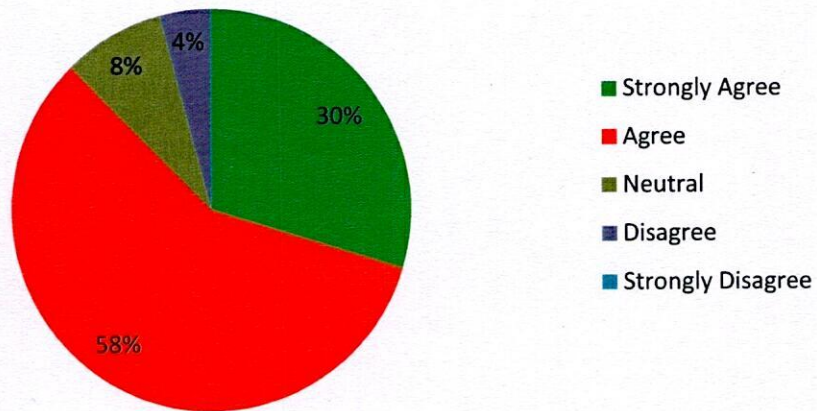
The M.Ed., curriculum of two-years is adequate to develop necessary competencies for future teacher educators



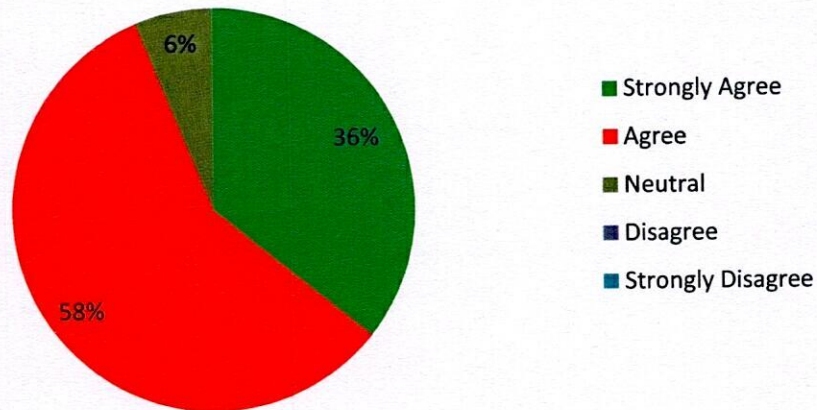
The Present M. Ed curriculum has a good balance between theory and practicum



The present M.Ed., curriculum is able to intellectually stimulate the would be teacher educators.

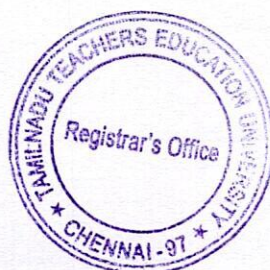



The present M.Ed., curriculum helps to develop overall personality of the would be teacher educators



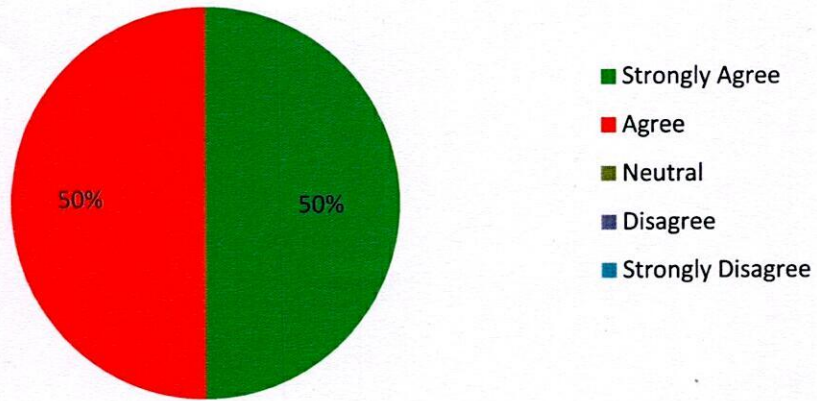
  
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The present M.Ed., curriculum has provision for the hands on experiences and field experiences to the future teacher educators



  
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## ACTION TAKEN REPORT ON STUDENTS FEEDBACK (2017-18)

Regarding the design and review of M.Ed., degree Programme syllabus, year-wise feedback has been obtained from the students. The feedback received from the M.Ed., students have been analyzed and action was initiated on the aspect that requires improvement.

S.NO	OBSERVATIONS	ACTION TAKEN REPORT
	<p><b>From the data analysis on the feedback of M.Ed. Students, the following outputs have been observed.</b></p> <p>(i) Eleven per cent (11%) of the students have been expressed that the extent of syllabi covered in the class was poor.</p> <p>(ii) Six per cent (6%) of the students have expressed that the usage of teaching aids and ICT in the class by teachers for facilitating learning was poor.</p>	<p>The feedback received from the M.Ed., students have been analysed and a report was prepared for the academic year 2017-18. The report on feedback from M.Ed., students have been submitted to the Registrar and the Chairman-BOS.</p> <ul style="list-style-type: none"> <li>• The faculties have been directed to cover the full syllabi of the course in the class.</li> <li>• The faculties are advised to use wide variety of audio-visual aids and emerging technologies in the classroom teaching.</li> </ul>

*m. chris*

**Chairman – BOS**

*[Signature]*

**Director – IQAC**

**Prof. S. Mani, Ph.D.,**  
Director

**Internal Quality Assurance Cell (IQAC)**  
Tamil Nadu Teachers Education University  
Karapakkam, Chennai - 600 097.

*[Signature]*

**Registrar i/c**

*[Signature]*

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*[Signature]*

**VICE-CHANCELLOR**

**TAMILNADU TEACHERS EDUCATION UNIVERSITY**  
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## ACTION TAKEN REPORT ON TEACHERS FEEDBACK (2017-2018)

Regarding the design and review of M.Ed., degree programme syllabus, year-wise feedback have been obtained from the teachers. The feedback received from the teachers have been analysed and action was initiated on the aspects that requires improvement.

S.NO	OBSERVATION	ACTION TAKEN REPORT
(i)	From the data analysis on the feedback by teachers following outputs have been observed. Three per cent (3%) of the teachers have disagreed with respect to the statement "The course/syllabus of this course increased my knowledge and perspective in the subject area."	The feedback received from the teachers have been analyzed and a report was prepared for the academic year 2017-2018. The report on feedback from the teachers have been submitted to the Registrar and Chairman-BOS for further action.
(ii)	Three per cent (3%) of the teachers have expressed their disagreement with the aspect of "I am able to achieve the minimum required course outcome attainment level for my class."	

  
Chairman – BOS

  
Director – IQAC

  
Registrar i/c

Prof. S. Mani, Ph.D.,  
Director  
Internal Quality Assurance Cell (IQAC)  
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## ACTION TAKEN REPORT ON EMPLOYERS FEEDBACK (2017-2018)

Regarding the design and review of M.Ed., degree programme syllabus, year-wise feedback have been obtained from the Employers. The feedback received from the employers have been analysed and action taken was initiated on the aspects that requires improvement.

S.NO	OBSERVATION	ACTION TAKEN REPORT
	<b>From the data analysis on the feedback by employers the following have been observed.</b>	The feedback received from the employers have been analysed and a report was prepared for the academic year 2017-18. The report on feedback from employers have been submitted to the Registrar and Chairman-BOS for further action.
(i)	Four per cent (4%) of the employers have disagreed with the statement that "The course has good balance between theory and practicum."	
(ii)	Four per cent (4%) of the employers have expressed their disagreement with the statement that "The present M.Ed., curriculum is able to intellectually stimulate the would be teacher educators".	The teachers are directed to assign the scholastic and non-scholastic activities for the students.
(iii)	Four per cent (4%) of the employers have expressed their disagreement with the statement that "The present M.Ed., degree programme is containing essential scholastic and non-scholastic activities".	

  
Chairman – BOS

  
Director – IQAC

  
Registrar i/c

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Director  
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