



LOYOLA COLLEGE OF EDUCATION
[Re-accredited 3rd Cycle at 'A' Grade by NAAC]
Recognized by NCTE & Affiliated to TNTEU
Nungambakkam, Chennai-600034
Tamil Nadu, India
Internal Quality Assurance Cell

Report of

Curriculum Feedback Analysis

(Internship School Heads, Teachers, Students, Alumni and Employers)

Academic Year-2024-2025





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Curriculum Feedback Analysis-Academic Year 2024-2025

About the Institute

Loyola College of Education, a Jesuit Teacher Education Institution was established in June 2007. It is completely owned and administered by the Loyola College Society registered under the Society Registration Act of 1860 No.5228/1973. It is located on the wide campus of Loyola College of Arts & Science. It is recognized by National Council for Teacher Education (NCTE) and affiliated with Tamil Nadu Teachers Education University (TNTEU). It is accredited at an 'A' grade with a CGPA of 3.79 by NAAC (National Assessment and Accreditation Council) in the first cycle which is the highest among the colleges of education in India. In the second and third cycle, it was accredited an 'A' grade by NAAC.

Loyola College of Education (LCE) has been focusing on the formation of intellectual capacity, training of the will and formation of the character of the student-teachers, thus ensuring the integral formation of the prospective teachers. LCE is committed to inculcating desirable social and human values and moral principles that would make the student-teachers self-disciplined, value-oriented and responsible teachers. LCE provides also a wide range of opportunities and experiences for student-teachers to discover their potentialities both physical and intellectual and cultivate their artistic and aesthetic sense through cultural extravaganza and nurture their social responsibility through rural / slum exposure camps.

Vision

"Holistic formation of human engineers with techno-pedagogical skills to develop a humane society."

Mission

- Forming compassionate, competent, conscientious, creative and committed teachers with techno-pedagogical skills using education as the key to empower the youth to bring about a desirable social transformation.
- Train and form responsible socially committed teachers who promote the fundamental rights and duties, values of liberty, equality and fraternity, uphold the constitution and affirm the ideas of secularism, social justice and sustainable development.



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Objective of Collecting Curriculum Feedback from Stakeholders

The Internal Quality Assurance Cell (IQAC) collects feedback on the curriculum from various stakeholders including students, alumni, teachers, internship school heads and employers. The primary objective of this exercise is to ensure the continuous improvement and relevance of academic programs in line with institutional goals and stakeholder expectations.

The specific objectives are as follows:

- **To assess the relevance and effectiveness of the curriculum** in addressing academic, professional, and societal needs.
- **To identify strengths and areas for improvement** in the existing curriculum structure, content, and delivery.
- **To incorporate suggestions and expectations** from different stakeholders in curriculum design and development.
- **To align academic programs with current industry trends** and employer requirements, thereby enhancing graduate employability.
- **To ensure the curriculum remains dynamic and responsive** to changes in the educational and professional landscape.
- **To promote participatory governance in academic planning** by engaging all key stakeholders in the feedback process.
- **To support quality assurance and accreditation processes** by providing evidence of stakeholder involvement in curriculum enhancement.
- **To foster a culture of continuous academic improvement** through structured and periodic review mechanisms.

The feedback collected is analyzed systematically and utilized to inform curriculum revisions, teaching methodologies, and institutional policies aimed at achieving academic excellence and learner satisfaction.



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Curriculum Feedback Analysis-Academic Year 2024-2025
B.Ed. Curriculum Feedback from School Heads of Internship Schools

No: of Responses:53

(Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)

Q.No	Curriculum Evaluation Questions	SA	A	N	D	SD	Total
1	Curriculum is need-based கலைத்திட்டம் தேவை அடிப்படையிலானது	35	17	1	0	0	53
2	Curriculum has a good balance between theory and application கலைத்திட்டம் கொள்கை மற்றும் பயன்பாட்டிற்கு இடையே நல்ல சமநிலையைக் கொண்டுள்ளது	18	29	6	0	0	53
3	Curriculum generates interest in the subject area கலைத்திட்டம் பாடப் பகுதியில் ஆர்வத்தை உருவாக்குகிறது	22	25	5	1	0	53
4	Curriculum has prospects for higher education/employment கலைத்திட்டத்தில் உயர்கல்வி / வேலைவாய்ப்புக்கான வாய்ப்புகள் உள்ளன	29	16	7	1	0	53
5	Awareness of the recent developments in the field is provided in the Curriculum இத்துறையில் சமீபத்திய முன்னேற்றங்கள் குறித்த விழிப்புணர்வு கலைத்திட்டத்தில் வழங்கப்பட்டுள்ளது	25	24	2	2	0	53
6	Curriculum makes the student competent கலைத்திட்டம் மாணவர்களை திறமையானவர்களாக மாற்றுகிறது	25	25	2	1	0	53
7	Curriculum gives scope for internship/research கலைத்திட்டம் கற்பித்தல் பயிற்சி / ஆராய்ச்சிக்கான வாய்ப்பை வழங்குகிறது	26	22	5	0	0	53

Analysis done by Dr. A. Jasmine Christy, IQAC Coordinator, LCE

Suggestions

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| 1. It should be updated. |
| 2. Curriculum should provide student - friendly evaluation system. |



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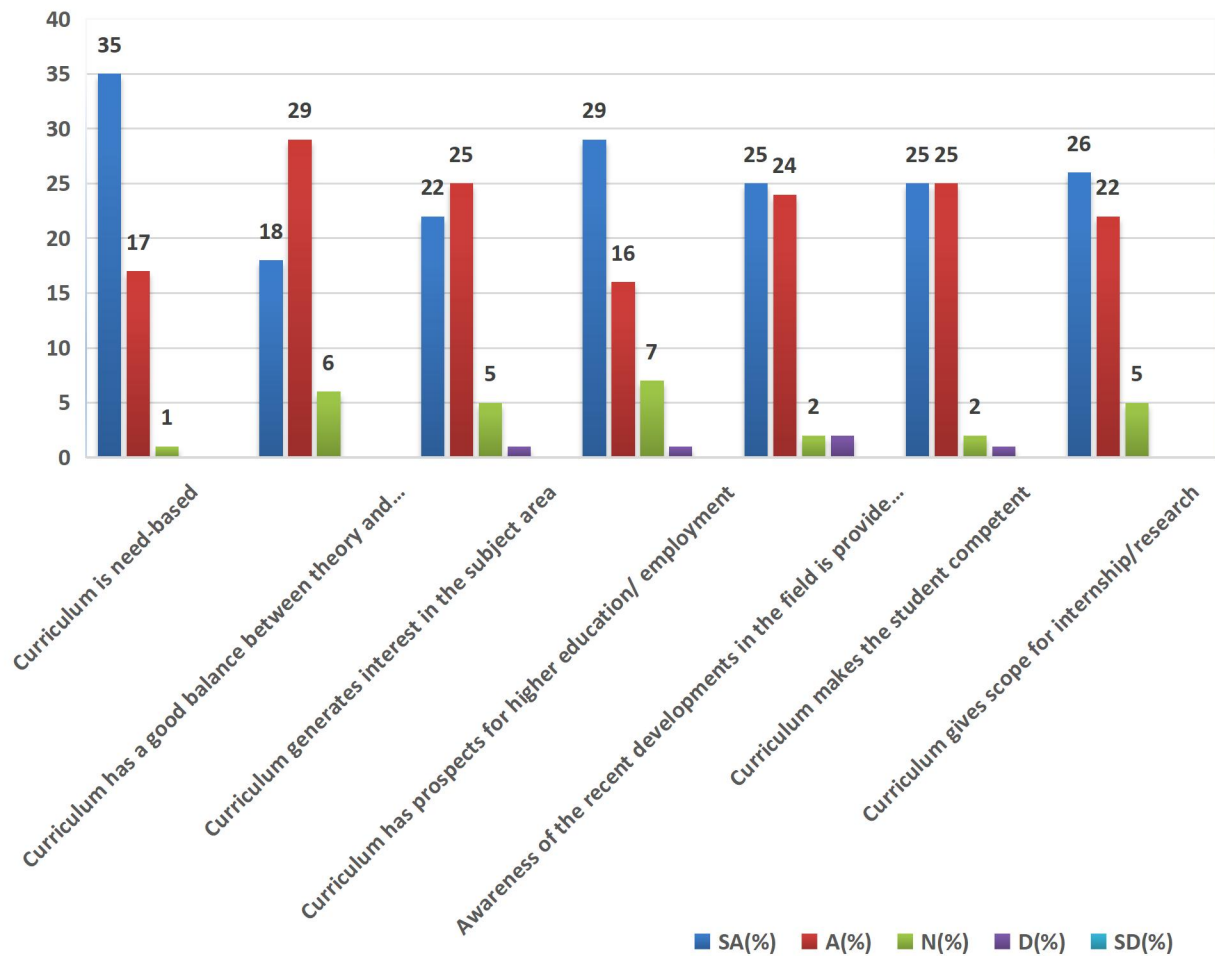
Tamil Nadu, India

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B.Ed. Curriculum Feedback from School Heads of Internship Schools

No: of Responses:53

(Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)





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B.Ed. Curriculum Feedback from Teachers of Internship Schools

No: of Responses:100

(Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)

Q.No	Curriculum Evaluation Questions	SA	A	N	D	SD	Total
1	Curriculum is suitable to the course and need-based.	46	51	3	0	0	100
2	The course/syllabus has a good balance between theory and application.	55	42	3	0	0	100
3	The program learning objectives and course objectives are clear and appropriate to the programme	38	61	1	0	0	100
4	The system followed by the university for the design and development of the curriculum is effective	47	50	3	0	0	100
5	Curriculum has the potential in developing the habit of self-learning among students.	49	41	10	0	0	100
6	Curriculum has focus on skill development.	49	46	5	0	0	100
7	The books prescribed/listed as reference materials are relevant, updated and appropriate.	45	50	5	0	0	100
8	Curriculum has been updated from time to time.	50	44	6	0	0	100
9	The course/syllabi of the subjects taught increase interest, knowledge and perspective in the subject area.	60	37	3	0	0	100
10	The syllabus covers modern & advanced topics.	46	43	11	0	0	100
11	The syllabus is designed for the preparation for competitive examinations.	45	42	13	0	0	100
12	Curriculum enhanced employability	40	47	13	0	0	100

Analysis done by Dr. A. Jasmine Christy, IQAC Coordinator, LCE

Suggestions

- | |
|--|
| 1. The curriculum should cover more modern and advanced topics. |
| 2. Curriculum should enable them with advanced technology and topics for application in teaching. |
| 3. Curriculum has been updated effectively and will be designed for all the types of group examinations. |

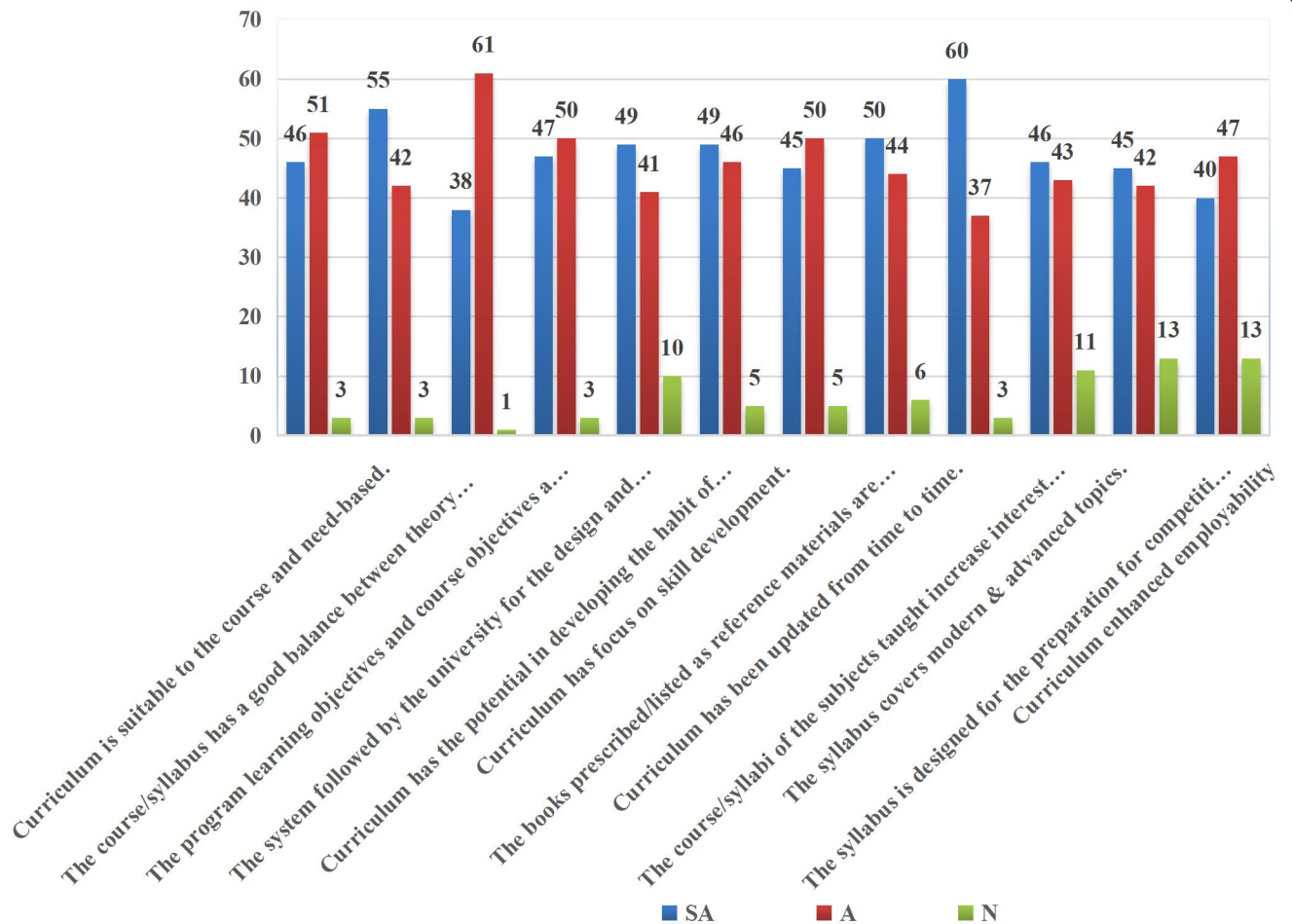


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B.Ed. Curriculum Feedback from Teachers of Internship Schools

No: of Responses:100

(Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)





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B.Ed. Curriculum Feedback from B.Ed.-Second Year Students

No:of Responses:78

(Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)

Q.No.	Curriculum Evaluation Questions	SA	A	N	D	SD	Total
1	Curriculum is suitable to the course and need-based.	34	32	12	0	0	78
2	The course/syllabus has a good balance between theory and application	26	37	11	4	0	78
3	Awareness of the recent developments in the field is provided	24	38	11	3	2	78
4	The syllabus generates interest in the subject area	21	41	10	5	1	78
5	The curriculum ensures the overall development of student	21	38	17	1	1	78
6	The current syllabus is adequately updated from the one followed during your course of study.	23	36	15	1	3	78
7	The curriculum has been helpful to you with your present status/employment / higher education	27	34	16	1	0	78

Analysis done by Dr. A. Jasmine Christy, IQAC Coordinator, LCE

Suggestions

Classes and the curriculum could be related to the recent happenings around.
No suggestions
Everything is good
To be more practical and classroom oriented. In terms of pedagogy paper - it should be subject specific in the methods to teach the respective topics, not the content itself. Example - Teaching Reading, teaching speaking, teaching vocabulary. Textbook analysis and more peer teaching opportunities for self improvement and preparation for internship.
The syllabus is very dry and has not been updated with the latest teaching methodologies that are followed in IB and ICSE schools
The content in this semester is very much repetitive.
Please include more practical based learning.



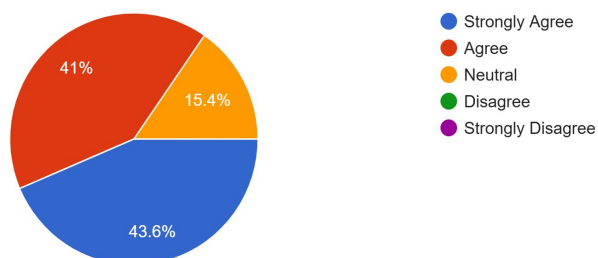
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B.Ed. Curriculum Feedback from B.Ed.-Second Year Students

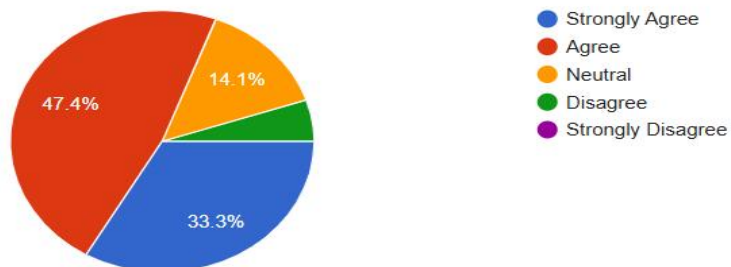
1. Curriculum is suitable to the course and need-based.

78 responses



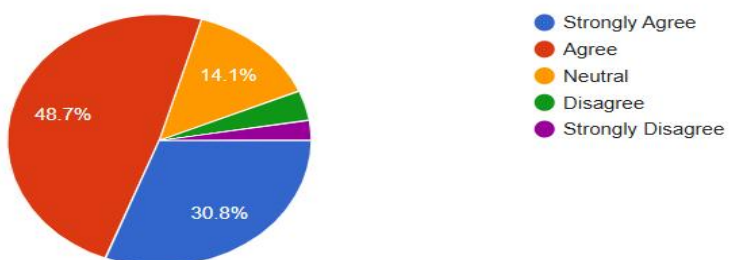
2. The course/syllabus has a good balance between theory and application

78 responses



3. Awareness of the recent developments in the field is provided

78 responses





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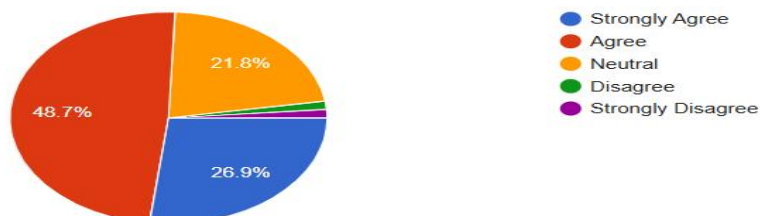
4.The syllabus generates interest in the subject area

78 responses



5.The curriculum ensures the overall development of student

78 responses



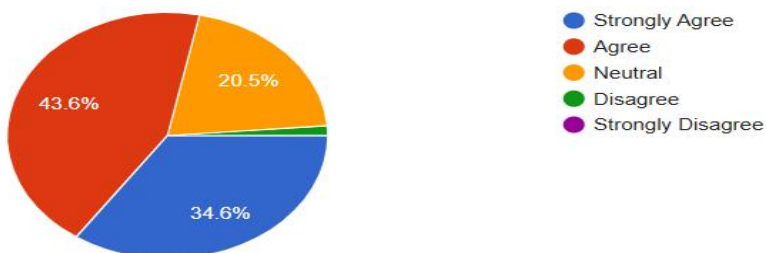
6.The current syllabus is adequately updated from the one followed during your course of study.

78 responses



7.The curriculum has been helpful to you with your present status/employment / higher education

78 responses





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B.Ed. Curriculum Feedback from Employers

No: of Responses:06

(Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)

Q.No.	Curriculum Evaluation Questions	SA	A	N	D	SD	Total
1	Curriculum relevant to employability	4	2	0	0	0	6
2	Curriculum help in enhancing a person's intellectual	2	4	0	0	0	6
3	Curriculum effective in developing innovative thinking	1	4	1	0	0	6
4	Curriculum help in developing personality	3	2	1	0	0	6
5	Curriculum helps in getting adequate knowledge	2	4	0	0	0	6
6	Curriculum is need-based	1	5	0	0	0	6
7	Awareness of the recent developments in the field is provided	1	4	1	0	0	6

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Any suggestions for improvement in the Curriculum
Need Based
No Remarks
English candidates must be in touch or the syllabus must carry a separate paper to consistently be in touch with grammar taught in school through Wren and Martin. Must read many authors and must be able to explain the experience of the book read. In reading clubs ,few dramatization experience,role plays in B.Ed. subjects, competitions on spelling grammar ,,word building can be incorporated in the B.Ed. syllabus organised by students for experience. Social the candidate must be in touch with 14 maps for 10 th std geography,history of school level and must read few historical novels , constitution of India, autobiography of leaders and explain the content read in reading clubs etc
Curriculum is flexible



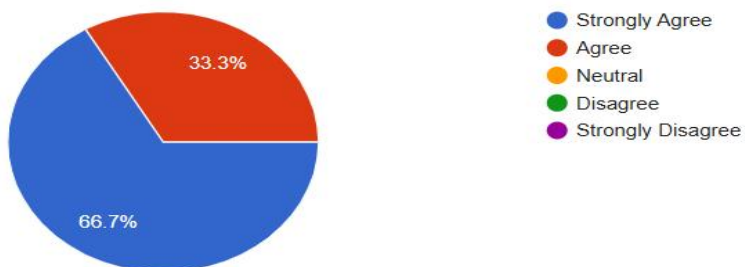
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B.Ed. Curriculum Feedback from Employers

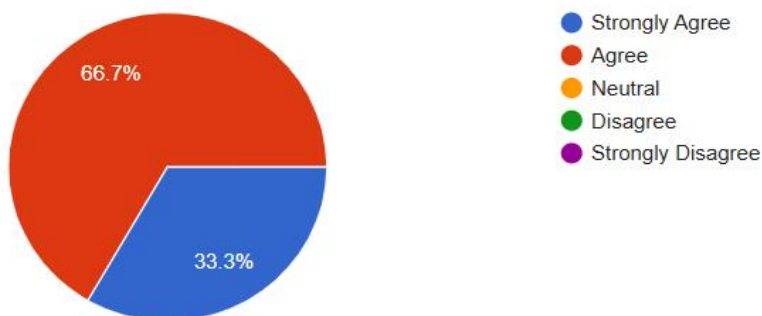
1. Curriculum relevant to employability

6 responses



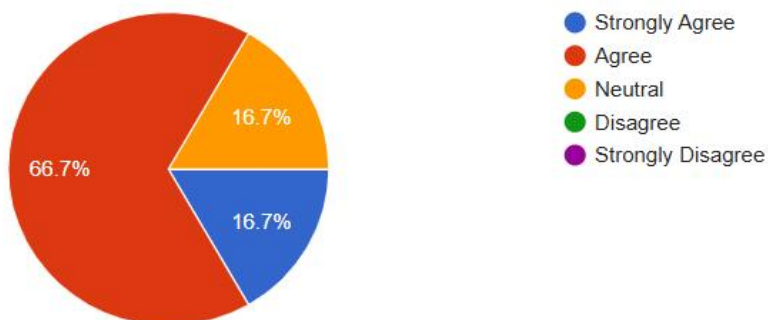
2. Curriculum help in enhancing a person's intellectual

6 responses



3. Curriculum effective in developing innovative thinking

6 responses



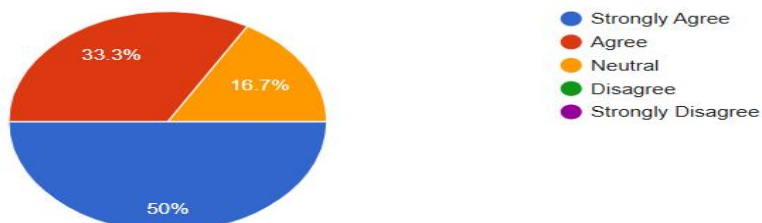


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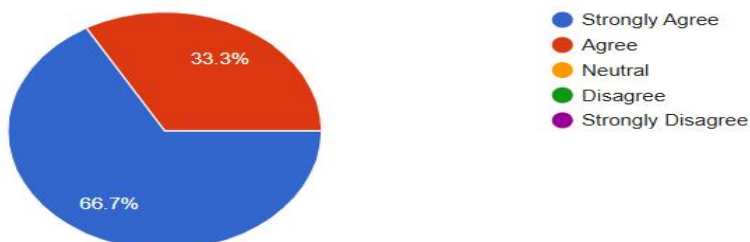
4. Curriculum help in developing personality

6 responses



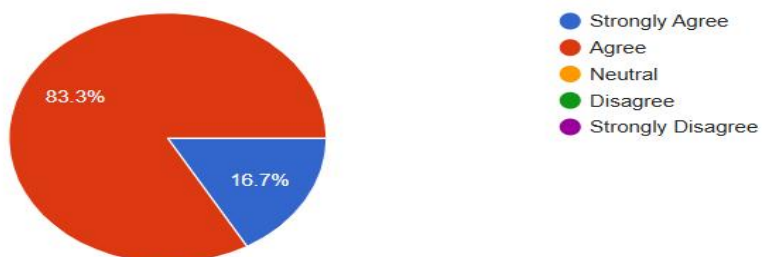
5. Curriculum helps in getting adequate knowledge

6 responses



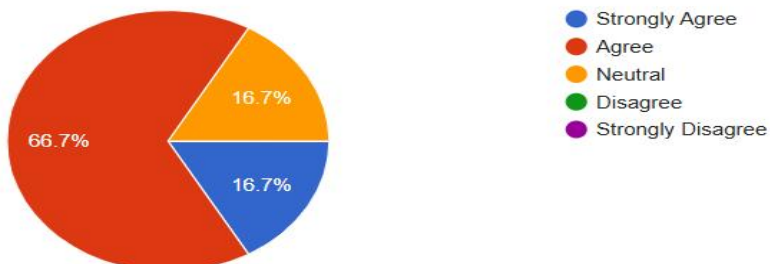
6. Curriculum is need-based

6 responses



7. Awareness of the recent developments in the field is provided

6 responses





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B.Ed. Curriculum Feedback from Alumni
No: of Responses:47

(Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strongly Disagree-SD)

Q.No.	Curriculum Evaluation Questions	SA	A	N	D	SD	Total
1	Curriculum is suitable to the course and need-based.	33	10	4	0	0	47
2	The course/syllabus has a good balance between theory and application.	28	17	2	0	0	47
3	Awareness of the recent developments in the field is provided	28	16	3	0	0	47
4	The syllabus generates interest in the subject area	27	19	1	0	0	47
5	The curriculum ensures the overall development of student	30	13	4	0	0	47
6	The current syllabus is adequately updated from the one followed during your course of study	26	16	4	1	0	47
7	The curriculum has been helpful to you with your present status/employment / higher education	31	12	4	0	0	47

Analysis done by Dr. A. Jasmine Christy, IQAC Coordinator, LCE

Any other Suggestions:
B.Ed curriculum enhances, consider incorporating practical, hands-on learning experiences, focusing on current educational technologies, and incorporating student feedback to ensure relevance and effectiveness.
Curriculum was very useful in incorporating in the school
Overall good
Super but want more skillful life learning
Still you need to give more practically teaching practice
No suggestions all good.
Curriculum is good
The B.ed syllabus and curriculum is good
Useful curriculum
Praise and Glory to God and a heartfelt thanks to LCE for uplifting us with all the required knowledge and skill for the updated teaching strategies.
Excellent curriculum

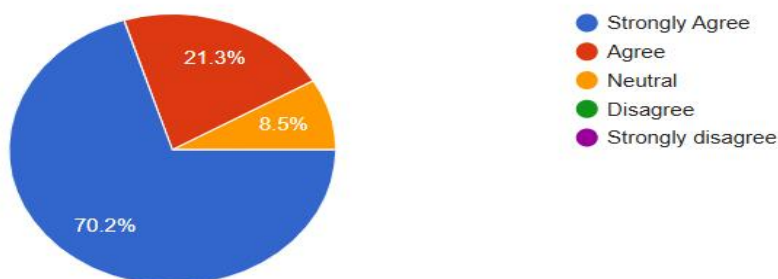


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B.Ed. Curriculum Feedback from Alumni

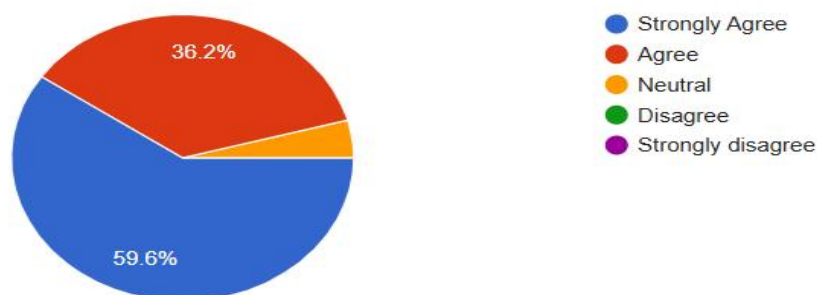
1. Curriculum is suitable to the course and need-based.

47 responses



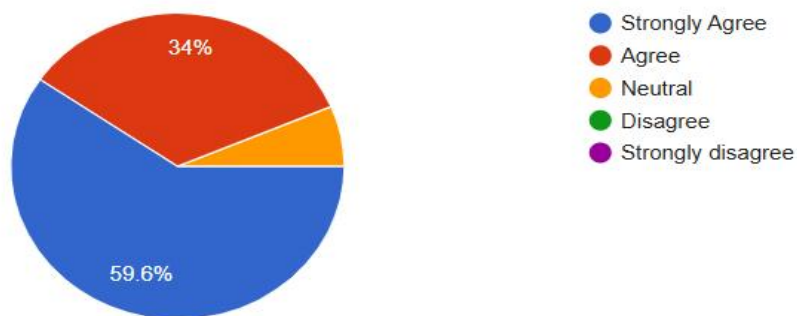
2. The course/syllabus has a good balance between theory and application.

47 responses



3. Awareness of the recent developments in the field is provided

47 responses

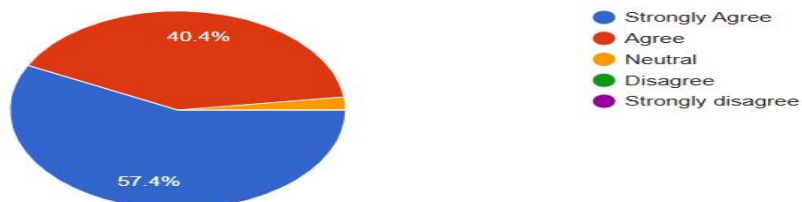




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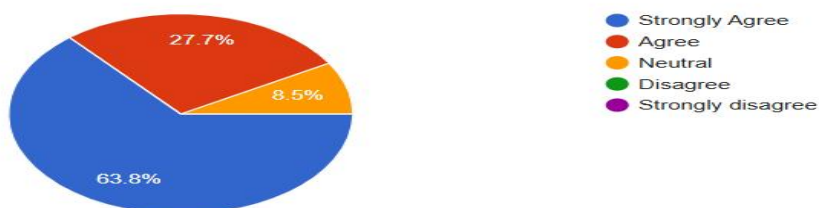
4. The syllabus generates interest in the subject area

47 responses



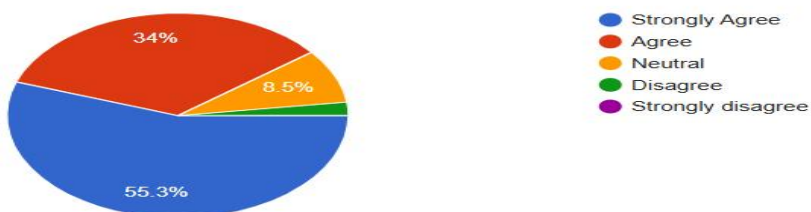
5. The curriculum ensures the overall development of student

47 responses



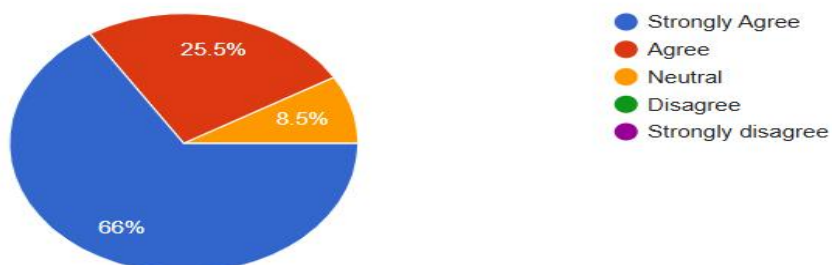
6. The current syllabus is adequately updated from the one followed during your course of study.

47 responses



7. The curriculum has been helpful to you with your present status/employment / higher education

47 responses





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Conclusion

The feedback received from various stakeholders—including school heads, internship teachers, students, alumni, and employers—has provided valuable insights into the strengths and areas for improvement in the B.Ed. curriculum. While the college, being a **non-autonomous and university-affiliated institution**, does not have the authority to directly modify the university-prescribed syllabus, significant steps have been taken within the permitted framework to enrich curriculum delivery and enhance practical relevance.

Suggestions concerning **practical-based learning, technology integration, student-friendly evaluation, and preparation for competitive exams** have been addressed through institution-level interventions such as:

- TET coaching, CEET orientation, and civil service practice tests
- Workshops on modern pedagogy and educational technologies
- Peer teaching, textbook analysis, and reading clubs
- Continuous formative assessments and skill-building sessions

All constructive feedback has been formally documented and forwarded to the **university's Board of Studies** for consideration during future curriculum revisions. The college remains committed to aligning its academic practices with national education standards and student needs, while fostering holistic teacher development through innovative teaching practices, mentorship and professional preparation.


Principal
PRINCIPAL
Loyola College of Education
Loyola College Campus
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