



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

Internal Quality Assurance Cell Organized

Student Satisfaction Survey

Academic Year-2025-2026





LOYOLA COLLEGE OF EDUCATION, CHENNAI – 34

[Accredited 3rd Cycle at 'A' Grade by NAAC]

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Introduction and Objectives

Loyola College of Education (LCE) has been focussing 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. A survey was conducted to assess the satisfaction of all the students regarding the Teaching and Learning process of the college. The college is affiliated with Tamil Nadu Teachers' Education University, Karapaakkam, Chennai and follows the curriculum prescribed by the university. Receiving positive or negative feedback from the students is important as both these are crucial in helping monitor and evaluate the provision. Listening to what students say is a contributing factor to running a successful college or institution.

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.

Objectives of Student Satisfaction Surveys:



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- **Assess Quality of Educational Experience**
To evaluate students' perceptions of teaching effectiveness, course content, learning resources, and overall academic support.
- **Identify Strengths and Weaknesses**
To highlight what aspects of the academic program, faculty, facilities, or services are working well and which need improvement.
- **Enhance Student Engagement and Retention**
To understand factors that influence student motivation, well-being, and likelihood of continuing their studies.
- **Support Data-Driven Decision Making**
To provide institutional leaders and faculty with actionable insights for curriculum planning, resource allocation, and service enhancements.
- **Improve Institutional Accountability and Transparency**
To demonstrate a commitment to continuous improvement and responsiveness to student needs and feedback.
- **Monitor Institutional Performance Over Time**
To track changes in student satisfaction across semesters or academic years, identifying trends and the impact of previous interventions.
- **Meet Accreditation and Quality Assurance Requirements**
To collect evidence required by accrediting bodies and quality assurance frameworks, showing alignment with educational standards.
- **Encourage a Feedback Culture**
To foster a culture where student voice is valued and contributes meaningfully to shaping their learning environment.

Learning Outcomes:

- **Explain the purpose and importance of student satisfaction surveys in improving educational quality and institutional performance.**



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- **Design student satisfaction surveys** using appropriate question types, scales, and formats to gather valid and reliable data.
- **Administer surveys effectively**, ensuring high response rates and ethical data collection practices
- **Analyze survey results** using basic statistical and/or qualitative methods to identify key trends, satisfaction levels, and areas of concern.
- **Interpret findings** in the context of institutional goals, student needs, and academic standards.
- **Communicate results** clearly to stakeholders through reports, presentations, or visual data summaries.
- **Develop actionable recommendations** for improving programs, services, or policies based on survey feedback.
- **Evaluate the impact** of changes made in response to survey findings in subsequent feedback cycles.

Methodology

In the academic year 2025–2026, a **Student Satisfaction Survey** was conducted to evaluate various dimensions of the student academic experience, such as teaching quality, learning environment, infrastructure and support services. The survey was designed using **Google Forms** and made available to all students via a link published on the institution's official website.

Survey Access Link:

Student Satisfaction Survey - (2025-2026)-Web Link

<https://forms.gle/cmT1YKs8YThHyJtK7>



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The Internal Quality Assurance Cell (IQAC) was responsible for coordinating the process. It collected and analyzed the survey responses, ensuring confidentiality and integrity of the data. The analysis focused on identifying strengths, gaps, and areas for continuous improvement in academic and support services. The findings were used to support evidence-based decision-making and enhance overall institutional quality.

B. Ed. First Year Students

No.of Responses-101

1.When you joined the College, you were oriented about expectations from you and the competencies you should develop on completion of the Programme?	COUNT	%
Both expectations and competencies were clearly stated	80	79.21%
Both were stated but not adequately	12	11.88%
No such orientation was given	1	0.99%
Only one of the two was clearly stated	8	7.92%
Grand Total	101	
2.The teaching of theory courses helped you to become aware about the working of school system in the country.	COUNT	%
Agree	64	63.37%
Disagree	1	0.99%
Not sure	6	5.94%
Strongly agree	29	28.71%
Strongly disagree	1	0.99%
Grand Total	101	
3.Did the educational documents/reports available at the institution help you to understand the educational functioning?	COUNT	%
Not of any help	2	1.98%
Not very sure	4	3.96%
To a great extent	50	49.50%
To a very great extent	19	18.81%
To some extent	26	25.74%
Grand Total	101	



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4. You got an exposure to multiple modes of teaching learning in the college	COUNT	%
Agree	59	58.42%
Disagree	2	1.98%
Not sure	13	12.87%
Strongly agree	27	26.73%
Grand Total	101	
5. Did you get opportunity to learn through internet-based sources during your stay in the College?	COUNT	%
As and when teacher specified	29	28.71%
Not at all	2	1.98%
Occasionally	21	20.79%
Regularly	38	37.62%
Very rarely	11	10.89%
Grand Total	101	
6. To what extent did the teaching-learning in the College enabled you to be capable of meaningfully adopting ICT based learning sequences for school teaching?	COUNT	%
Can use all ICT resources with ease	35	34.65%
Can use ICT resources in a limited way	23	22.77%
Can use some ICT resources with ease	35	34.65%
Not so confident in using any ICT resources	8	7.92%
Grand Total	101	
7. The learning activities provided in the college helped you to develop necessary competencies to become a teacher?	COUNT	%
Agree	65	64.36%
Disagree	1	0.99%
Not sure	8	7.92%
Strongly agree	27	26.73%
Grand Total	101	
8. The internal evaluation in the college was relevant and impartial.	COUNT	%
Agree	58	57.43%
Not sure	19	18.81%
Strongly agree	24	23.76%
Grand Total	101	



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9. Overall qualities of teaching learning and Evaluation processes in the College are good?	COUNT	%
Agree	66	65.35%
Not sure	12	11.88%
Strongly agree	22	21.78%
Strongly disagree	1	0.99%
Grand Total	101	
10. Did the mentoring process in the college help you to resolve the difficulties in academic and personal matters?	COUNT	%
Greater extent	25	24.75%
Not at all	2	1.98%
occasionally	15	14.85%
Some extent	55	54.46%
very rarely	4	3.96%
Grand Total	101	

11. Name any two significant attributes which you have learned helped you for effective classroom teaching
Classroom management and public speaking
Use of different teaching aids
Communication skill: Helps in explaining concepts clearly and interacting well with students. Classroom management skill: Helps in maintaining discipline and creating a positive learning environment.
Nothing
Teaching in class
Group seminars
Group interaction
Classroom Management
Subject Knowledge
Classroom management skills: Ability to maintain discipline, engage students, and create a positive learning environment. Effective communication skills: Explaining concepts clearly, using simple language, and interacting confidently with students.



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Practical learning
Patience
Microteaching , seminars
Communicative skills duration
The ability to explain concepts clearly.
Preparation
Confidence
Effective common skill
Classroom management skill
adaptability and empathy
No idea
Class Management
1. Activity based teaching
2. Team teaching
Classroom management skill
Adaptability
Communicative skill
Stage fear, content
Usage of smart-board during seminar
Providing opportunities to everyone to show their talent.
Communication
Patience
Learning how to explain complex concepts in simple, understandable terms while maintaining a logical flow.
Understanding that students learn at different paces and developing the ability to support their individual emotional and academic needs .
Teaching Skills
Teaching Learning Modals
Adaptability
Effective communication skills
Classroom management skills
Communication and classroom management skills
Seminars
Assessment
1.Effective communication skills.
2.Classroom management skills.



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Effective communication skills
Classroom management skills
Communication skills , patience
Discipline
Communication skills, patience
Classroom Management Skills
Effective communication skills
Good communication skills, classroom management skills
Classroom management skills and teaching skills
Classroom management skill
Effective communication skill
1. Communication Skills – Helps explain concepts clearly and interact with students effectively.
2. Patience – Helps handle different learning speeds and maintain a positive classroom environment.
*Effective communication skills
*classroom management skills
1. Active Listening: Helps in understanding students' needs, doubts, and feedback, creating a supportive and engaging learning environment.
2. Classroom Management: Ensures discipline, proper time management, and smooth conduct of lessons, allowing effective teaching and learning.
Model making
Using different methods for teaching
Confidence, Knowledge expertise
Good communication skills and effective classroom management are key attributes for successful classroom teaching.
1 Effective communication skills
2 Classroom management skills
Microteaching and TLM workshop
Good communication skills to explain concepts clearly.
Classroom management skills to maintain discipline and engagement.
How to prepare and present ppt and how to use various teaching sites
Need of knowing Stimulus variations and TLMs
Effective communication
Group discussion and participation
Preparation
Presentation



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Google mastery
Micro teaching skills
Psychology of the students
How to arouse motivation of the students
Teaching skills
Seminar
Time management
Time management
Presentation skills
1. communication skills
2. Classroom management
1.Communication skills – Ability to explain concepts clearly and interact effectively with students.
2.Classroom management – Skill to maintain discipline, engage students, and create a positive learning environment.
Hehehevbdvdhehdbjd
Confident in facing a crowd, planning for smooth flow of work
Adapting to new surrounding , not judging without knowing story
Involvement
Responsibility
Discipline
Gaining confidence
Initiate programs
Effective communication skills to explain concepts clearly.
Classroom management skills to maintain discipline and engagement.
Boldness
Online blog writing, tlm making
Effective communication skills and Classroom management skills



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12. Mention any two of your expectations from Teacher Education Programme which are fulfilled

Good quality infrastructure

Good teaching

Different teaching methods

Gained practical teaching experience through internships and practice teaching.

Improved teaching skills and methods like lesson planning and use of teaching aids.

Well trained

No expectations

Building up confidence

Good fluency

Good knowledge about school system

Effective teaching skills

Practical teaching experience: Opportunities like micro-teaching and internships helped in real classroom exposure.

Improved teaching methods: Learning different strategies, lesson planning, and use of teaching aids enhanced teaching ability.

As like micro teaching some practical classes will be helpful

Practical, innovation

Still I'm not fullfilled

I have gained practical skills such as lesson planning, effective communication, and the use of different teaching methods, which have improved my confidence in handling a classroom.

In-depth knowledge of school and its functioning

Guide to competitive exams

Gained practical teaching experience through teaching practice

Improved teaching skills and methods j

Methods of teaching .

Teaching Skill

Learning activities through practical

Practical exposure instead of ppt reading in the classroom

skills for effective classroom instruction and the development of competence in school-based, hands-on teaching experiences

Proper way of teaching

1. Speaking

2. Co-curricular activities



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Gained knowledge of teaching methods and lesson planning
Improved communication and teaching skills
Confidence
Skill development
Punctuality
Ethical standard
Ethical standardized
Content
Gained practical teaching experience through practice teaching
Improved understanding of teaching methods and lesson planning
None
Confidence and skill
Teaching maths in an easy way
Usage of TLM
Confidence
The program successfully provided hands-on experience in lesson planning and classroom management techniques.
My expectation to learn how to use modern technology and digital tools effectively in a classroom setting was well-met.
1. More Teaching Practices
Ethical standards
Improved teaching skills through practice teaching
Better understanding of child psychology and learner needs
Development of teaching skills, exposure to teaching (mentoring)
Friendly
1. Improved teaching skills
2. Understanding of learners
Professional attitude towards teaching
Development of teaching skills , exposure to real classroom experience
More students involvement
Development of teaching skill, exposure to real class room experience
Learning Modern Teaching Methods
Effective teaching methods
Development of teaching skills, understanding different learners ability
Practical knowledge
Pedagogical skills



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Development of teaching skills
1. Improved Teaching Skills – Learned effective methods to plan and deliver lessons clearly.
2. Classroom Management – Gained skills to manage students and maintain discipline effectively.
*Development of teaching skills
*Improvement in communication
Educational values
1. Development of teaching skills: Gained practical knowledge in lesson planning, teaching methods, and classroom handling through practice and demonstrations.
2. Improved confidence in teaching: Opportunities like micro teaching and practice teaching helped build confidence to teach effectively in real classroom situations.
Opportunity given to grow
Supportive
BEES
Gaining effective teaching skills and improving classroom management abilities are two expectations fulfilled through the Teacher Education Programme.
1 Developed confidence in teaching through regular practice and classroom interaction
2 Enhanced understanding of educational psychology, helping to understand students' behavior and learning needs better.
Real life examples and brief knowledge
Gained practical teaching experience through internships.
Learned modern teaching methods and lesson planning.
Gaining of new skills and knowledge
To learn methods of teaching and to learn assessment methods
Teaching experience
Developed skills in teaching methods
Micro skill teaching and methods of teaching
Learned terminologies related education system
Gained confidence
Practical teaching skills
Management
All the teacher education program was fulfilled
Practical exposure
Practical exposure
Hands on experience
1. Gained effective teaching skills and classroom management techniques



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2. Improved communication and confidence in handling students
1. Gained effective teaching skills and classroom management techniques.
2. Improved communication and confidence in handling students.
Hehdbrebenenmwhhwheve
Ability to master teaching skills
Practical training
Self confidence
Practicals
Gained practical teaching experience through teaching practice.
Improved understanding of teaching methods and lesson planning.
Nothing
Presentation and resource material
Gained practical teaching experience through training and Improved understanding of student psychology and learning methods

13. Mention any two of your expectations from Teacher Education Programme which are not fulfilled
Projector screen has not been replaced
Good teaching
Limited exposure to modern technology and digital teaching tools.
Insufficient focus on real classroom challenges and student diversity management.
No expectations
Innovative teaching
Limited use of modern technology: Less exposure to smart classrooms, digital tools, or ICT-based teaching.
Insufficient hands-on training: Need for more extended teaching practice and real classroom experience.
Direct experiences to special schools
Limited exposure to modern technology in teaching
Need more real classroom experience and training time
Classroom management.
Less individual guidance
Limited use of technology
Provision of practical classroom management skills and effective, modern technology integration



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Teaching of AI in classroom
1. Proper uniform material
2. Professionalism
More practical classroom teaching experience was expected but not fully provided
Better training in handling real student behavior and classroom management was lacking
Practicum
Lack of practice
Content
Limited exposure to real classroom challenges and diverse student needs
Insufficient training in using advanced educational technology
Dress code (Shawl)
Nil
practical teaching
Extended Field Exposure: I expected more frequent visits to diverse types of schools (e.g., government, private, and international) to observe different administrative styles. Advanced Competitive Coaching: While TET is covered, I expected more intensive, specialized coaching for other national-level teacher recruitment exams.
1.Usage of more Teaching Learning Modals
Practical
More exposure to advanced digital teaching tools
Some of them are not knowledgeable
No coordination among them
1. Limited exposure to modern teaching technology
2. Lack of personalized guidance
Limited practical exposure, insufficient use of modern technology
Cleanliness of the classroom & restroom
Canteen facility
Limited practical exposure, insufficient use of modern technology
Lack of guidance
Limited exposure
Exposure to modern teaching methods
Proper ventilation
Limited practical teaching exposure
1. Limited Practical Exposure – Not enough real classroom teaching experience.
2. Lack of Individual Feedback – Did not receive sufficient personal guidance on teaching performance.



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*limited practical teaching exposure
*lack of advanced digital training
1.Limited exposure to modern teaching technologies: Not enough hands-on experience with digital tools, smart boards, and online teaching platforms.
2. Insufficient practical classroom experience: Fewer opportunities for real classroom teaching and interaction with diverse learners.
Equal opportunity to all the students
Motivation and encouragement to participate in the events
Friendly approach
Limited practical classroom exposure and insufficient use of modern teaching technology are two expectations that were not fulfilled in the Teacher Education Programme
1 Insufficient training in the use of modern educational technology in real classroom situations.
2 Lack of adequate guidance for handling classroom diversity and inclusive education effectively
Not enough time provided to prepare nor work on any activity.
More practical and hands-on in TLM
Limited exposure to advanced digital teaching tools.
Less focus on handling diverse learners and special needs.
No, It has fulfilled
More opportunities to develop skills
1. Modern technologies integration like smart board teaching
Nil
To some extent ok
But not fully
I am happy only
All are good
ICT
Modern teaching skills
ICT
Technical and modern teaching methods
1. Limited practical exposure and fewer real classroom teaching opportunities
2. Insufficient training in using modern technology and digital teaching tools
1.Limited practical exposure and fewer real classroom teaching opportunities.
2.Insufficient training in using modern technology and digital teaching tools.
Could reduce the syllabus which are irrelevant



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14. Considering all your experiences with respect to teaching- learning and evaluation process in the College how do you rate the college on a five point scale	COUNT	%
Excellent	26	25.74%
Good	55	54.46%
Not Satisfactory	4	3.96%
Satisfactory	16	15.84%
Grand Total	101	

B.Ed. Second Year Students

No.of Responses-81

1.When you joined the College, you were oriented about expectations from you and the competencies you should develop on completion of the Programme?	COUNT	%
Both expectations and competencies were clearly stated	52	64.20%
Both were stated but not adequately	13	16.05%
No such orientation was given	1	1.23%
Only one of the two was clearly stated	15	18.52%
Grand Total	81	
2.The teaching of theory courses helped you to become aware about the working of school system in the country.	COUNT	%
Agree	42	51.85%
Not sure	6	7.41%
Strongly agree	33	40.74%
Grand Total	81	
3.Did the educational documents/reports available at the institution help you to understand the educational functioning?	COUNT	%
Not very sure	6	7.41%
To a great extent	25	30.86%
To a very great extent	27	33.33%



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To some extent	23	28.40%
Grand Total	81	
4. You got an exposure to multiple modes of teaching learning in the college	COUNT	%
Agree	41	50.62%
Disagree	2	2.47%
Not sure	4	4.94%
Strongly agree	34	41.98%
Grand Total	81	
5. Did you get opportunity to learn through internet-based sources during your stay in the College?	COUNT	%
As and when teacher specified	30	37.04%
Occasionally	16	19.75%
Regularly	33	40.74%
Very rarely	2	2.47%
Grand Total	81	
6. To what extent did the teaching-learning in the College enabled you to be capable of meaningfully adopting ICT based learning sequences for school teaching?	COUNT	%
Can use all ICT resources with ease	27	33.33%
Can use ICT resources in a limited way	18	22.22%
Can use some ICT resources with ease	33	40.74%
Not at all capable in using ICT resources	3	3.70%
Grand Total	81	
7. The learning activities provided in the college helped you to develop necessary competencies to become a teacher?	COUNT	%
Agree	44	54.32%
Disagree	2	2.47%
Not sure	5	6.17%
Strongly agree	30	37.04%
Grand Total	81	
8. The internal evaluation in the college was relevant and impartial.	COUNT	%
Agree	40	49.38%
Not sure	12	14.81%
Strongly agree	29	35.80%



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Grand Total	81	
9. Overall qualities of teaching learning and Evaluation processes in the College are good?	COUNT	%
Agree	39	48.15%
Disagree	2	2.47%
Not sure	9	11.11%
Strongly agree	31	38.27%
Grand Total	81	
10. Did the mentoring process in the college help you to resolve the difficulties in academic and personal matters?	COUNT	%
Greater extent	27	33.33%
Not at all	6	7.41%
occasionally	10	12.35%
Some extent	30	37.04%
very rarely	8	9.88%
Grand Total	81	

11. Name any two significant attributes which you have learned helped you for effective classroom teaching

Effective communication skills

Classroom management skills

Good communication skills – helps to explain concepts clearly and interact with students.
Classroom management skills – helps to maintain discipline and create a positive learning environment.

Classroom management

Adaptability and empathy towards students

Patience and tolerance

Tolerance

1. Time management

2. Public speaking

3. Classroom control

4. Use of TLMs

Adaptability

Communication skills and patience



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Smart class
Classroom management
Adaptability
TLM usage
Class Control
Usage of TLMs and usage of different teaching methods
Adaptive communication for simplifying complex subject concepts.
Implementing inclusive pedagogical strategies to support diverse learners.
Confidence, systematic process
Teaching techniques
Seminars
Preparation of ppt
Classroom management content delivery
Effective communication skills
Classroom management skills
Leadership skills
Classroom cooperation
I learned good communication skills and classroom management.
I learned how to explain concepts clearly, use simple language, and engage students through questioning and interaction, which helps in better understanding.
Communication skill
Classroom management
1. Effective communication skills.
2. Classroom management skills.
Student management and leading class creativity
Patience
Teaching methods
Nothing
Effective communication skills
Classroom management skills
It helped me to improve skills
Good
1. Classroom management
2. Lesson plan
Intensive course
Seminar



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Cultural programme
Games and sports
ICT tools
SUPW
• ICT Tools
• TLM
Classroom management skills
Student teacher interaction
Good communication skills
Classroom management
Adaptability and empathy
It creates positive learning environment
1. Micro teaching 2. Teaching competency
Student centered lesson
Class room management
Classroom management skills
1. Eye contact and classroom management
2. Proper organisation of the content to be delivered in a class
Learnt different teaching styles
Supportive learning environment
Seminars
Other activities
Helping others
Confidence in speaking before class
And different methods of learning
Effective communication skills to explain concepts clearly and engage students.
Classroom management skills to maintain discipline and create a positive learning environment.
Communication skill and classroom management
Micro-teaching and internship
Effective Communication Skills
Classroom Management Skills
Effective communication and presentation skills.
Improved my Blackboard writing skills
Communication skill
Classroom management
communication skill



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Students Satisfaction Survey Analysis

Academic Year -2025-2026

Patients and confidence
Activity-based teaching learning and Micro-teaching.
Activity based learning
Micro teaching skills
Communication skill
Classroom management
Self confidence ,
1. Patience
2. Empathy
3. Endurance
Effective communication skills and creating positive learning environment
Classroom management
Effective Management
Micro teaching workshop
TLM
Mass Media
Focus on your content
Be confident to deliver the content

12. Mention any two of your expectations from Teacher Education Programme which are fulfilled

Gained practical teaching experience through micro-teaching and internship
Improved pedagogical skills and understanding of teaching methods
Gained practical teaching experience through internships and teaching practice.
Improved teaching methods and lesson planning skills.
Nothing
Interaction with students before joining a school to work professionally.
Scholarship
Almost everything is fulfilled for me , no specific ones
Hands-on teaching experiences
Improved teaching skills
Ppt and class activities
Better understanding of learners
Learnt various teaching skills
Confidence to talk in front of everyone



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To become a teacher who implements activities in the classroom

I fulfilled it in my internship

Gaining practical skills in designing structured, subject-specific lesson plans.

Developing a strong foundational understanding of educational frameworks and inclusive policies.

Exposure, confidence

Understanding of education system in India

Internship

Perspective and ideology

Gained practical teaching experience through internship and micro-teaching

Improved teaching skills and confidence in handling classrooms

To overcome Stage fear.

To develop good leadership qualities.

I improved my teaching skills and confidence through the programme.

The programme helped me improve my lesson planning, teaching methods, and presentation skills, which are essential for effective classroom teaching.

Practical teaching experiences

Teaching Methods and lesson planning skills

1. Gained practical teaching experience through practice sessions.

2. Improved teaching skills and confidence in handling classrooms.

Practical training

Pedagogical knowledge

Gained knowledge of modern teaching methods and strategies

Improved confidence and teaching skills through practice (internship/micro-teaching)

1. Confident Teaching

2. Planning

Good communication skill

Development of teaching learning skill

Effective Teaching skills

TLM making

• Teaching skills

• Strategies & TLM Making

Passion for Teaching

Different methods of Teaching

Development of teaching skill

Understanding of learning psychology

The acquisition for drivers pedagogical skill for effective classroom were developed.



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1. Micro teaching 2. Rural exposure
Practical teaching
Pedagogical learning skills
Development of teaching skills and subject knowledge.
1. Overcoming stage fear
2. Gaining confidence
Got more exposure in academics and social works.
Hands on experience (got opportunities to connect with kids)
College day
Gained confidence to teach
Gained practical teaching experience through internships or practice teaching.
Improved understanding of teaching methods and lesson planning.
Gaining Confidence in Teaching, Improving Communication and Presentation Skills
Teaching Practice and Classroom Experience
Strong Theoretical Knowledge in Education
Gained practical teaching experience through internship.
I have become confident in teaching .
Teaching practice experience
Improved teaching skills
development of teaching skills
Patients is imp and creative teaching methods
To become a good teacher and good internship.
Practical teaching experience
Extracurricular Opportunities
Development of teaching skills
Practical Teaching Experience
1. Micro teaching helped immensely- It gave me insights into what kind of teacher I'd be and where all I've to improve
2. Cultural activities were good- everyone got a chance to participate and show their talents- which probably led to increased confidence levels.
Learned how to plan a lesson and deliver the content using various teaching aids and methods of instruction.
Improved teaching skills
Practical teaching experience
Internship
Teaching



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Developed my skills.

Became confident.

13. Mention any two of your expectations from Teacher Education Programme which are not fulfilled

Limited exposure to modern teaching technologies

Insufficient real classroom handling experience

Need for more training in using advanced technology (smart classes, digital tools).

Limited exposure to real classroom challenges and diverse learners.

There is no enough time between programmes

Scholarship

Getting extensive, hands-on training with advanced digital teaching tools and EdTech platforms.

Depth in knowledge about school administration

Sports

Students staff co ordination

Need for more technology-based teaching training

More opportunities for educational field visits and workshops

More TET coaching classes helps us to achieve TET exam.

I expected more practical experience and better use of technology.

I expected more training in digital tools, smart classrooms, and innovative teaching strategies.

But the programme focused more on theory than on modern, practical teaching techniques.

Limited exposure to modern teaching

1. Limited exposure to advanced digital teaching tools.

2. Fewer opportunities for real classroom interaction.

Content enrichment program to held for longer periods not for three days as to become a teacher

Please teach us what to teach and train us in the content as well

Digital tools

AI in the classroom

No proper channel of communication

Implementation lack in internship school

Equal treatment for everyone in the college

Teachers should be little more professional especially with students so that they can fully trust and can be opened with them.

practical teaching classroom skills and technology integration

Using the technology in education



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1. In-depth knowledge in syllabus 2. No standard system of sessions
Inclusive classroom
Additional training in advanced digital teaching tools.
1. Enhancement of English communication skills
Not happy with the placements. For computer science it is very limited.
Repetitive tasks bored me to the core.
Limited exposure to modern teaching technologies and digital tools.
Insufficient focus on handling real classroom challenges and diverse learners.
Individual Attention
Advanced Use of Technology
The classroom management skills is needed.
More technology training
not enough exposure to smart boards and modern teaching technology
Nothing based on teaching programme
- Tech-driven education
- Consideration and support
Tech-driven education
Support during placements
Limited Practical Exposure
Insufficient Training in Modern Teaching Methods
1. Exemplary teachers
2. Realistic solutions of how to manage difficult classrooms (classroom management)
3. Realistic plan for how to go about teaching our subject to students, from scratch (course was focused on theory and NOT practical)
4. Organised plan of academics throughout two years- Academic/holiday calendar not given- couldn't plan time with family even when we had holidays. Lack of transparency regarding attendance as well (also, very high cut for attendance- more than other courses- which isn't required at all!)
5. B.Ed is supposed to be a professional course but this isn't treated as one at all. Students are treated as children and the rules are unnecessarily strict.
6. Students are expected to be submissive and become rule-following teachers who don't question inequalities/change the system. They are taught to confirm to the society and not actually try and change things.
7. The college can be slightly more secular- teachers and classrooms don't reflect the fission as stated.
8. HAS to be more student-friendly- The college cares more about the rules, regulations, reviews and reputations more than what the students want.



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Limited opportunities for extensive real classroom practice, Limited exposure to different educational boards such as CBSE, ICSE, and IB

Limited exposure

Exam centre

To collaborate with other college and participate more in inter college competitions

14. Considering all your experiences with respect to teaching- learning and evaluation process in the College how do you rate the college on a five point scale	COUNT	%
Excellent	30	37.04%
Good	34	41.98%
Not Satisfactory	2	2.47%
Satisfactory	15	18.52%
Grand Total	81	

(Analyzed by Dr. A. Jasmine Christy, IQAC Coordinator)

A. Jasmine Christy
Signature of the Coordinator
(Dr. A. Jasmine Christy)

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