



ଆଧିକାରିକ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



1.4.2 Feedback Forms, Analysis Report and Action Taken Report

**STUDENTS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION
PROGRAMMES OF RIE, BHUBANESWAR**

Name of the Student: _____

Name of the Programme and Semester year: _____

Programme Year/ Year Passed: _____

Contact Information (email/mobile): _____

Please carefully read the statement and put a tick mark (✓) in the appropriate place.

Sl. No	Statement	Very Poor	Poor	Average	Good	Very Good
1	Whether the curriculum and outcomes meet the expectations to become an effective teacher?					
2	Depth of the course content including project work if any					
3	Applicability/ relevance to real-life situation					
4	Whether the curriculum has a provision for developing requisite knowledge, skills and teaching qualities?					
5	Whether curriculum provide sufficient time for attainment of the expected program outcomes?					
6	Is there sufficient scope for the integration of modern technologies?					
7	Does the curriculum have scope of comparing Indian thoughts with relevant western school of philosophies?					
8	Is there sufficient provision of assessment for learning, assessment of learning and assessment as learning?					
9	Resources and facilities available at institute for teaching learning in blended mode					
10	Over-all experience about the teaching-learning process in institutions					

**TEACHERS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION
PROGRAMMES OF RIE, BHUBANESWAR**

Name of the Teacher: _____
 Designation: _____
 Name of the Department: _____
 Teaching Experience in RIE (in years): _____
 Programme Teaching at RIE: _____
 Contact Information (email): _____

Please carefully read the statement and put a tick mark (✓) in the appropriate place.

Sl.No	Statement	Very Poor	Poor	Average	Good	Very Good
1	Over-all experience about the teaching-learning process in the institution					
2	Experience with colleague, office and support staff					
3	Infrastructure facilities, Library facilities and Resource availability					
4	Level of fulfilment of your expectations					
5	Involvement in administrative activities and all curricular activities					
6	Quality of the curriculum					
7	Overall rating on curriculum of RIE Bhubaneswar					

**TEACHERS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION
PROGRAMMES OF RIE, BHUBANESWAR**

Name of the Teacher: _____
 Designation: _____
 Name of the Department: _____
 Teaching Experience in RIE (in years): _____
 Programme Teaching at RIE: _____
 Contact Information (email): _____

Please carefully read the statement and put a tick mark (✓) in the appropriate place.

Sl.No	Statement	Very Poor	Poor	Average	Good	Very Good
1	Over-all experience about the teaching-learning process in the institution					
2	Experience with colleague, office and support staff					
3	Infrastructure facilities, Library facilities and Resource availability					
4	Level of fulfilment of your expectations					
5	Involvement in administrative activities and all curricular activities					
6	Quality of the curriculum					
7	Overall rating on curriculum of RIE Bhubaneswar					

**ALUMNIS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION
PROGRAMMES OF RIE, BHUBANESWAR**

Name of the Alumni: _____

Programme studied : _____

Year of passing: _____

Address of the Alumni: _____

Contact Information (mobile/ email id): _____

Please carefully read the statement and put a tick mark (✓) in the appropriate place.

Sl.No	Statement	Poor	Average	Good	Very Good	Excellent
1	Environment and infrastructure of the institute					
2	Faculty					
3	Fee structure of the programme					
4	Quality of Library, Resource room and support material					
5	Quality of course curriculum					
6	Training and Placement opportunities					
7	Over-all experience about the teaching-learning process in the institutions					

**PRACTICE TEACHING SCHOOLS/TEI' FEEDBACK ON CURRICULUM OF THE
TEACHER EDUCATION PROGRAMMES OF RIE, BHUBANESWAR**

Name of the School/ TEI: _____

Programme: _____

Year of Internship: _____

Address of the School/ TEI: _____

Contact Information of the School/ TEI (email id/ phone): _____

Please carefully read the statement and put a tick mark (✓) in the appropriate place.

Sl.No	Statement	Disagree	Uncertain	Agree
1	Duration of Internship Programme was adequate			
2	The number of interns allotted was sufficient			
3	The lesson plans were properly planned and delivered by the interns			
4	The interns teaching and classroom management skills were desirable			
5	The supervisors role in guiding the students was responsible and effective			
6	Cordial relations were maintained with school staff			
7	The internship programme was fruitful to the institution			



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1.4.2. Action taken report of the institution based on the feedback of the stakeholder

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Action taken on the basis of feedback (2018- 2022):

In the Regional Institute of Education, Bhubaneswar, feedback system is the mechanism through which transparency in management and accountability at individual and group level is fixed. Feedback is taken from all the stakeholders to get an overall idea on the curriculum and the various courses offered by the institute maintains an institutional level feedback report. Feedbacks were collected from the students, teachers, employers, Alumni, and practice teaching schools during internship and multicultural placement through the google form developed by IQAC. After taking the feedback the IQAC team analyzes the feedback and it is placed in the meeting before the Principal, Dean, AO and HODs. On the basis of the outcomes of the meeting academic and administration planning are implemented. Following initiatives have been taken by the institute under IQAC initiative on the feedback of the stakeholders.

Action taken report based on the feedback from various stakeholders (2018-2022)

Area of concern (Student)	Feedback report	ATR
Revision/ updating the curriculum to meet the expectations.	Scope for revision in the curriculum to meet the expectations.	<p>-The course learning outcome (CLOs) for the different courses is mapped with the programme outcomes (POs) and the programme specific outcomes of the programme to ensure that students have the required domain of knowledge, skills and attitude to meet the expectation.</p> <p>-The curriculum incorporated vocational courses under CBCS from 2022; Agricultural practices, Animal husbandry, EPML and Carpentry which allows students to acquire a more holistic perspectives and supports their aptitude and capabilities to meet the needs of the contemporary environment, while at the same time giving them wider understanding of various socio-economic issues of the nation.</p> <p>More intensive emphasis at the UG and PG programmes in education on problem solving, innovation through projects and internships, hand-on experiences and experimental facilities fostering a culture of research and creating academia linkages.</p>



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Integration of ICT	More provision in the curriculum for the integration of technology.	<p>-Class rooms are provided with smartboards for operating google classroom, multimedia presentation, NPTEL Video Lectures, NROER, SWAYAM etc. to support students learning progress</p> <p>-Online self-study was encouraged and motivated by faculty for students. learning portal created by faculty of the institute for students for RIE, Bhubaneswar students- link https://docs.google.com/document/d/1IVJ6XrmzaG3Xle7a7iwvl7iwRgmypJ/edit</p> <p>-e-content was developed in large numbers by the faculty members for enriching the content and pedagogy and reaching the students.</p>
Self-study	Students have expressed that more self-study needs to be elaborated and encompassed.	<p>-Self-study is encouraged and guided by faculty mentors and made compulsory in the courses. <u>1.2.5 Certificates evidences for completing the self study course.docx</u></p> <p>- Self-development component in the curriculum is facilitated mostly by creating an awareness to take up courses in a self-regulated way. <u>DOCUMENTARY EVIDENCE OF DEVELOPED DIFFERENT RESOURCES.docx</u></p>
Area of concern (Teacher)	Feedback report	ATR
Infrastructure and teaching learning resources	For learning resources available, out of total respondents 50% have rated very good followed by 47.1% who respond as good. Remaining 2.9% respondents rated to it as average.	<p>-The institute planned and set up a resource center with the explicit goal of providing teachers and students with a variety of learning resources for nurturing higher order cognitive skills.</p> <p>-Science theme park is developed in the campus to engage students in live activity and experiential learning through a cluster of open air science gadgets.</p>





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Scope for contextualization of learning to the environment	There is a scope to improve the curriculum based on the feedback received from the teachers in the area of contextualization of learning in the years to come.	-Herbal Garden/Botanical Garden is developed and maintained to contribute knowledge regarding nature, environment for providing better quality of education and developing life skills. Plants are collected for conservation and propagation of the medicinal plants and endangered species in the herbal garden
Area of concern (Employers)	Feedback report	ATR
Integration of Innovative and indigenous skill into teaching in the curriculum	Employers indicated that the students are moderately adequate in the area of innovative skill of teaching can be related to the possibility for improvement for clearly mapping the learning outcomes of the course	-Art integration in teaching and learning is offered in all the programmes being offered in the institute -The institute provides scope for Yoga and Sports integrated learning for holistic development of the students. -Campus of the institute reflects the Art and Culture of the nation through paintings on walls and art forms placed in the premises. Activities are conducted throughout the semester to promote cultural and artistic talents of students.
Area of concern (Alumni)	Feedback report	ATR
Active engagement in learning	More Scope in the curriculum for making teaching learning more engaging for learners.	-Organization of continuous professional development in a curriculum transaction for the faculty members of the institute through seminars, workshops, conferences and discussion forums. - Organization of extension lectures by eminent personalities from the field of education and related areas not only on curricular implementation and pedagogical strategies but also on wider issues of social justice and future developments.




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Area of concern (Practicing schools/TEI)	Feedback report	ATR
Placement of students for internship	The internship is well-structured and duration of the internship at cooperating schools is sufficient and the number of interns allotted to the schools were adequate. however very few, cited that the intern allotted to the schools were not sufficient	The internship under the field engagement component of the teacher education programme of the curriculum is planned well in advance in a systematic manner wherein the Dean of Instruction is the overall coordinator. Each coordinator of the different programmes of the institute of different departments work under the guidance of the Dean. Student placement is strategically mapped and located as per the feedback received form cooperating schools/TEIs.

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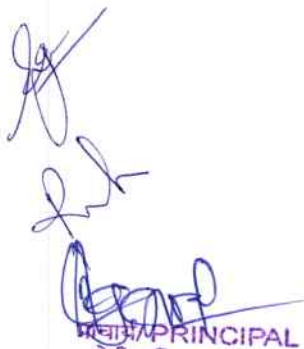


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1.4.2 STAKEHOLDERS FEEDBACK ANALYSIS REPORT


Principal
क्षेत्रीय शिक्षा संस्थान

Regional Institute of Education
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STAKEHOLDERS FEEDBACK ANALYSIS:

Feedback from all stakeholders is extremely important for the growth of an institution. The feedback will reflect how effectively the curriculum is planned, designed and updated. The feedback is an important measure for the institute to understand the requirements of a professional teacher and to assess the outcome of the entire curriculum design and learning process.

The feedback was obtained from the following stakeholders:

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice Teaching schools/TEI

Students form the most important stakeholders around whom an educational institution is built and developed. Feedback on the curriculum of the institute was collected from students, teachers, employers, alumni and heads of the practice teaching schools. The initiative to collect feedback from the students was taken by IQAC to analyze students' opinion on curriculum and its multifaceted areas of concern with an intention to improve the curriculum of the teacher education programmes offered by the Institute. Teachers' feedback is an important parameter for quality improvement of the curriculum and the overall learning quality in an educational institution. Teacher's feedback on curriculum was undertaken and evaluated by IQAC and necessary updating is carried in the curriculum design and syllabus for meeting of the student community.

Mechanism of the feedback:

Students: A google form was created with the questions pertaining to the different aspects to be assessed. The link to the feedback in the form of a questionnaire was provided to the students with a request to fill in. The items were mainly on curricular content, expected outcome, curricular materials, scope for integration of technology and for analyzing comparative philosophies etc. Students who had completed their programmes from 2018 to 2022 are included in the survey. 464 students participated in the survey and they had expressed their responses on a 5-point scale such as Very Good, Good, Average, Poor, Very Poor. The data

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collection was done in both online and offline mode. The feedback collected was analyzed for quality improvement of the curriculum.

Teachers: A google form was created with the questions pertaining to the different aspects to be assessed. The link to the feedback in the form of a questionnaire was provided to the teacher/faculty members with a request to fill in. The items of questions were mainly on curricular content, expected outcome, curricular materials, scope for integration of technology and for analyzing comparative philosophies etc. Teachers who have experience during 2018 to 2022 are included in the survey. 34 participated in the survey and they had expressed their responses on a 5-point scale such as Very Good, Good, Average, Poor, Very Poor.

Employers: Employers from the different schools and teacher education institutions were asked to give their valuable feedback on the performance of graduate students from the institute. Feedback was collected from the employers online as well as manually during the campus selection held in the institute every year 24 employers responded and their feedback taken covers the institution having the passed out students during 2018 to 2022. Their feedback is sought on the following areas; overall satisfaction of student selected, level of knowledge, attitude of the student, teaching skills and communication, creative and innovative aspect, organizational skills and the relevancy of the course as per the need of the school. students participated in the survey and they had expressed their responses on a 3-point scale such as highly adequate, adequate, moderately adequate.

Alumni: A google form was created with the questions pertaining to the different aspects to be assessed. The link to the feedback in the form of a questionnaire was provided to the teacher/faculty members with a request to fill in. For alumni, it aimed for responses on suitability of courses to employment/higher education, sufficiency of syllabus content in context of current professional standards and research. 406 Alumni members participated in the survey and they had expressed their responses on a rating scale, Excellent, Very Good, Good, Average, or Poor. The responses were also taken from them about the weightage of the syllabus in terms of higher education/ research.



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Practicing schools/TEI: The feedback was taken through google form wherein link was shared with a request to fill in the form. For practice teaching schools/TEI, it targeted issues based on duration of the internship, lesson plan preparation, classroom transactional and management skills and the overall programme of the internship. 16 cooperating schools responded for the feedback in a 3-point scale as; Agree, Uncertain and Uncertain.

The feedback collected is analyzed and sent to the respective authorities for the actions.

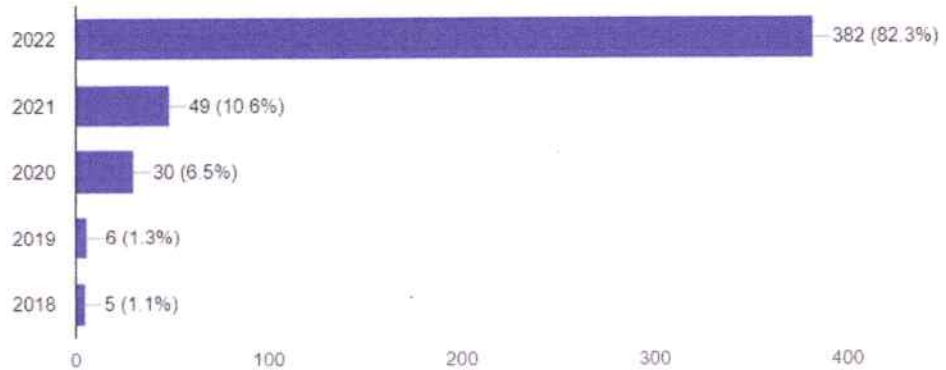
(A). STUDENTS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION PROGRAMMES OF RIE, BHUBANESWAR

A detailed analysis of the responses is provided below:

The table below gives the number of students responded year wise. It is observed that 82.3% of students are from the recent passed out batch of 2022.

Passed in the year:

464 responses

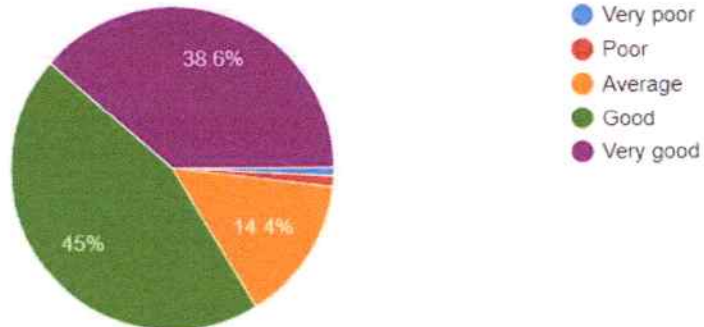


The figures below show the percentage of responses of students for the questions.

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1. Whether the curriculum and the outcomes meet the expectation to become an effective teacher?

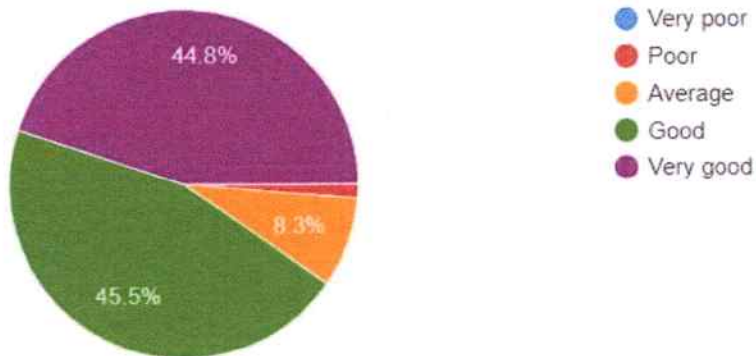
464 responses



Students' feedback shows that the curriculum meets the needs of the demands of the profession.

2. Depth of the course content including project work if any.....

464 Responses

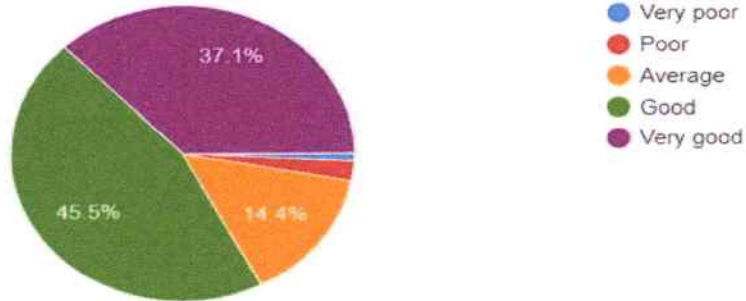


The above figure depicts that a large number of students are satisfied with the curricular content.

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3. Applicability/relevance to real life situations

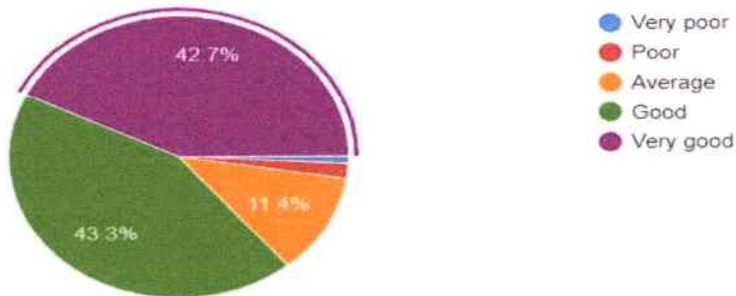
464 responses



With reference to the applicability of the curricular content to real life situations there is contentment among the participant students to a large extent.

4. Whether the curriculum has a provision for developing requisite knowledge, skills and teaching qualities?

464 responses



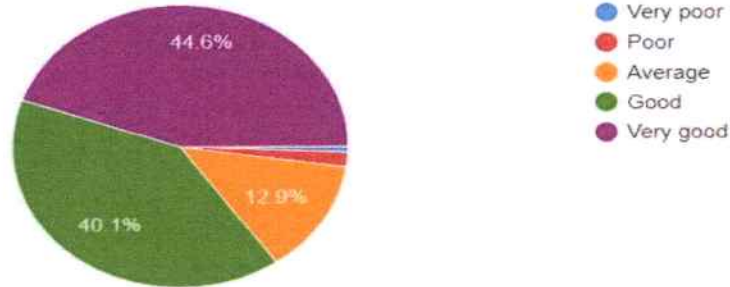
Many of the students felt that the curriculum is in-depth and has scope for project activities and that is related to real-life situations. They also expressed that the curriculum has provision for developing required teaching competencies. The competencies of a prospective teacher in the knowledge and pedagogical aspects in addition to the values are given the main focus as per the students. However, as per a few students, there is a scope for revision in the curriculum to meet the expectations.




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5. Weather curriculum provides sufficient time for attainment of the expected program outcomes?

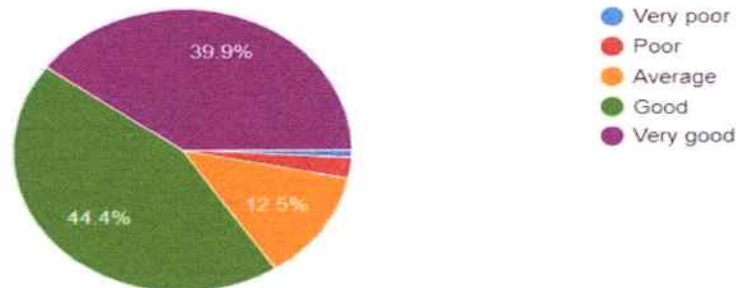
464 responses



With regard to the provision of time to develop outcomes as expected of the curriculum students of the institute are found to be satisfied as per the feedback received from the students. A small number of students however feel that the time is not sufficient.

6. Is there sufficient scope for integration of modern technologies?

464 responses

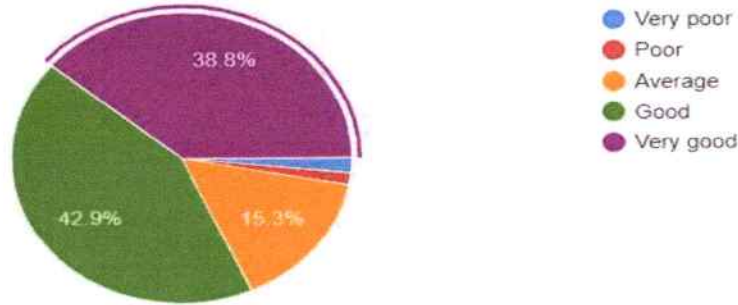


As seen in the above visual graph, students felt that there is enough scope to integrate modern technology in the curriculum of the teacher education program of the institute.

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7. Does the curriculum have scope of comparing Indian thoughts with western school of philosophies?

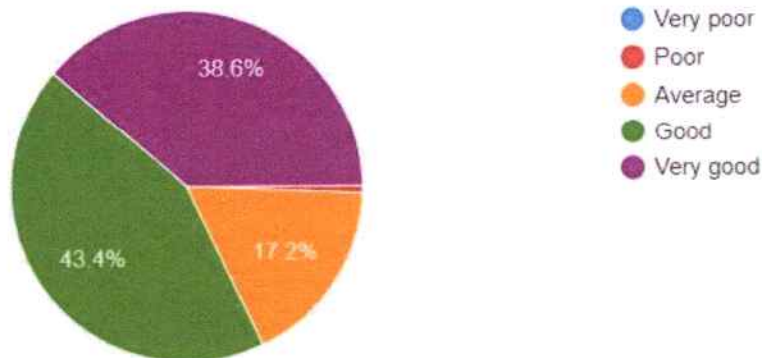
464 responses



Most of the students are of the opinion that the curriculum is structured with sufficient time for attainment of expected outcomes. At the same time, there is scope for integrating technology in the course content of the curriculum. However, more than 15% of students opined that curriculum must have more provision for the integration of technology. It is also seen that the majority of the students (more than 80%) perceived that there is scope for comparing Indian thoughts with the western school of philosophies whereas 15.3% felt that more effort is required for including content which brings forth comparative perspective in orient and western philosophies.

8. Is there sufficient provision of assessment for learning, assessment of learning and assessment as learning?

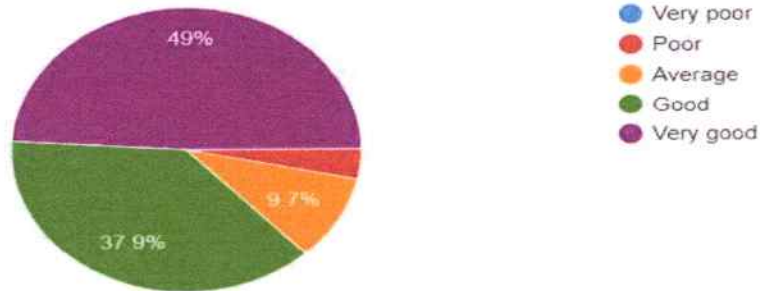
464 Responses



In terms of learning assessment, students perceive that the curriculum plan is structured to incorporate multifarious assessment approaches and they also agreed that curriculum provides scope for actualizing resources and facilities for blended learning. They also said their experience in the curricular process is quite satisfactory.

9. Resources and facilities available at institute for teaching learning in blended mode....

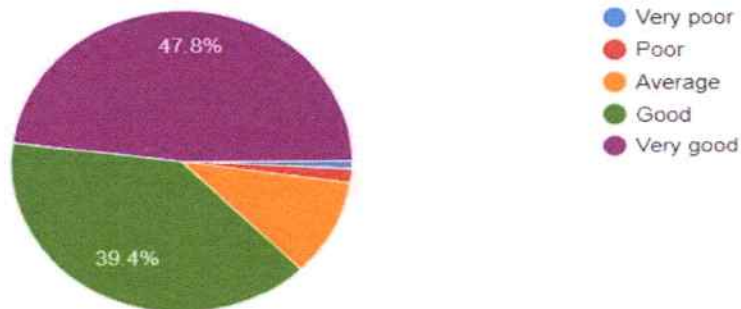
464 Responses



There is overall satisfaction among students who responded to the feedback on the integration of blended mode of learning.

10. Over-all experience about the teaching-learning process in the Institutions.....

464 responses



Overall, there is acceptance towards the curriculum by a large majority of the students. However, there is a small percentage of students who expressed their dissatisfaction for which reasons are to be explored to improve the curriculum to the benefit of all the learners.

The feedback from students on curriculum is an indicator of the quality of the curriculum of the Institute. From the feedback, the curriculum has content and processes which would enable students to become effective teachers, the primary focus of the Institute. The programme outcomes are achieved through the curriculum as expressed by students. In addition, some of the areas of improvement have been identified through the survey such as scope of integration of technology. In almost all the aspects of the feedback a small percentage of students have expressed their feeling

that more needs to be done. That indicates the need for systemic thinking and in-depth curricular revision to meet the expectations of students for the teacher education programmes.

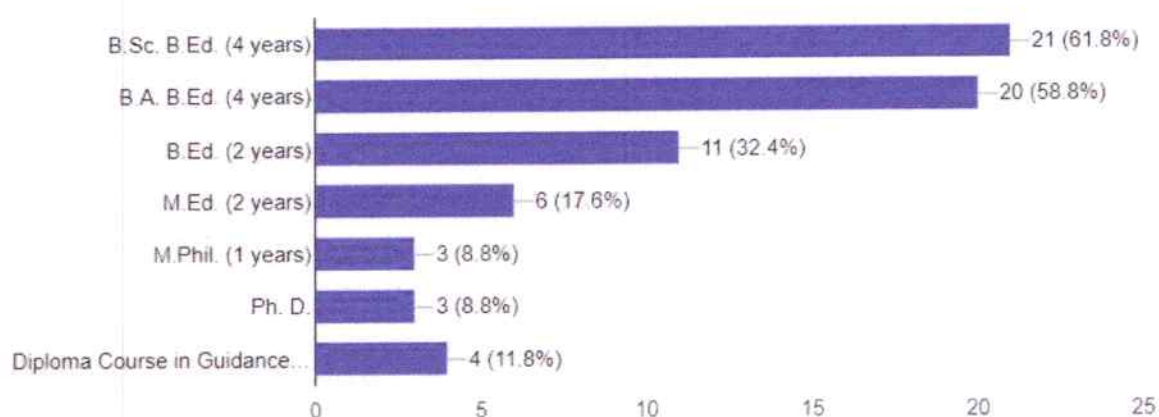
(B). TEACHERS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION PROGRAMMES OF RIE, BHUBANESWAR

A detailed analysis of the responses is provided below:

The graph below shows the number of respondents for the survey from different programmes of the institute.

Programme teaching at RIE Bhubaneswar:

34 responses



Above figure 1 shows that programme teaching at RIE Bhubaneswar. The respondents were 61.8% of the respondents from B.Sc. B.Ed 4 years, 58.8% were B.A. B.Ed. 4 years. Also the respondents participated from various programmes such as 32.4% B.Ed. 2 Years, 17.6% M.Ed. 2 years, 8.8% M.Phil 1 year, 8.8% Ph. D and 11.8% Diploma Course in Guidance.

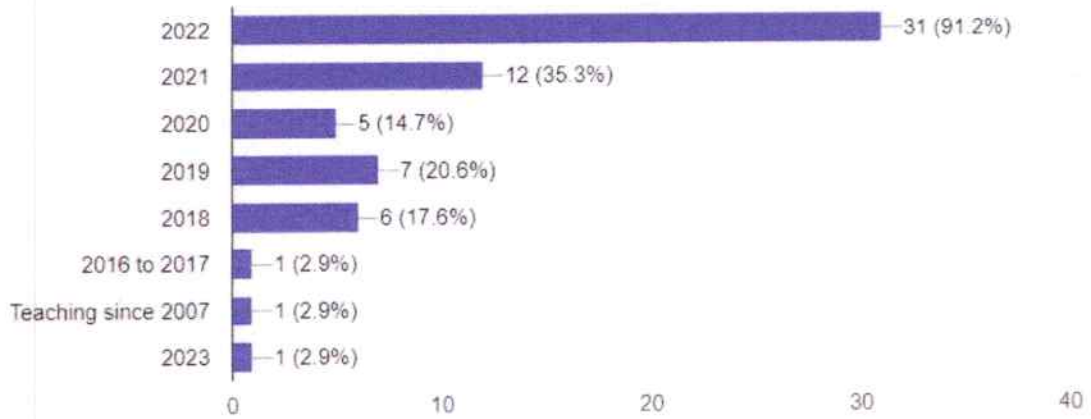
The graph below shows the number of respondents based on the academic year they were in the institute.

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Year:

34 responses

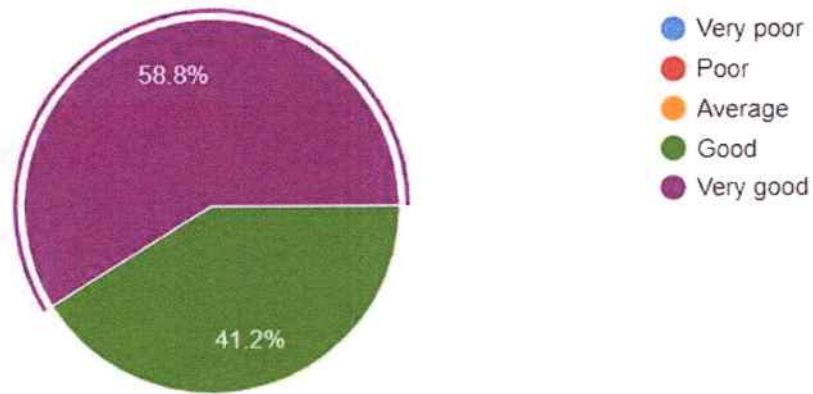


As seen in the above graph, 91.2% responded from the year 2022, 35.3% from 2021, 14.7% from 2020, 20.6% from 2019, 17.6% from 2018 and 2.9% from 2016 to 2017. In addition, 2.9% of the respondents were teaching since 2007 and 2.9% of the respondents from the year 2023 responded.

Feedback Questionnaire

1. Over-all experience about the teaching-learning process in the Institution...

34 responses



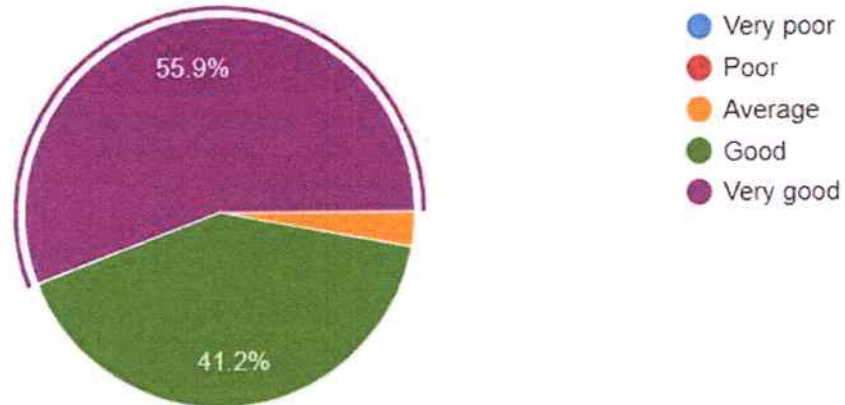
From the above respondents 58.8% rated that over-all experience about the teaching learning process was very good. In addition, 41.2% of the respondents have rated good.




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2. Experience with the colleague, office and support staff..

34 responses



55.9% of the respondents rated very good that experience with the colleague, office and support staff followed by 41.2% respondents had experienced with the colleague, office and support staff rated to it as good.

3. Infrastructural facilities, Library facilities and Resource availability.....

34 responses

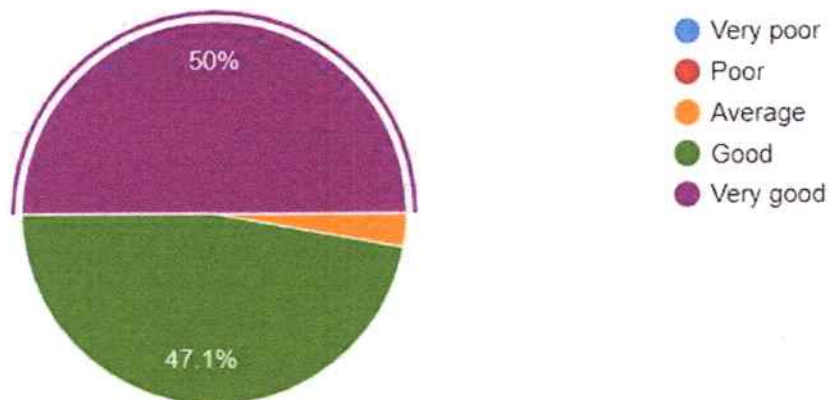


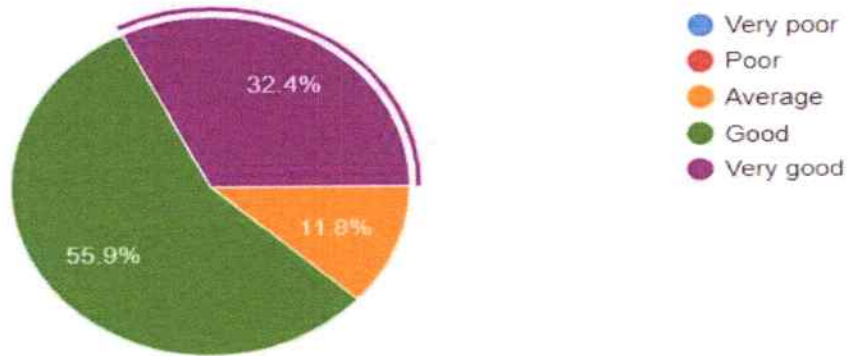
Figure 3 portrays infrastructure facilities, library facilities and resource availability. Out of total respondents 50% have rated very good followed by 47.1% who respond as good. Remaining 2.9% respondents rated to it as average.

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4. Level of fulfillment of your expectations....

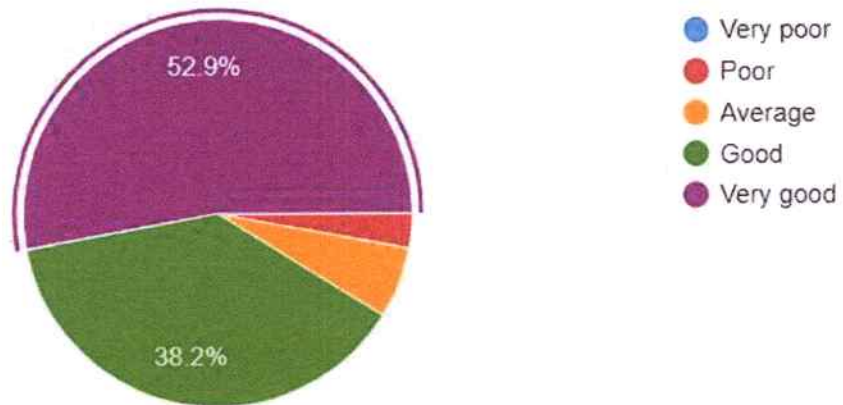
34 responses



From the total respondents, 55.9% of the respondents rated the level of fulfillment of their expectations. In addition, 32.4% rated it as very good followed by 11.8% of the respondents rated average level of fulfillment of their expectations.

5. Involvement in administrative activities and all curricular activities.....

34 responses



From the total respondent, 52.9% of the respondents were rated to be very good in the involvement of administrative activities and all the curriculum activities. It also responded 38.2% as good.

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6. Quality of the curriculum.....

34 responses

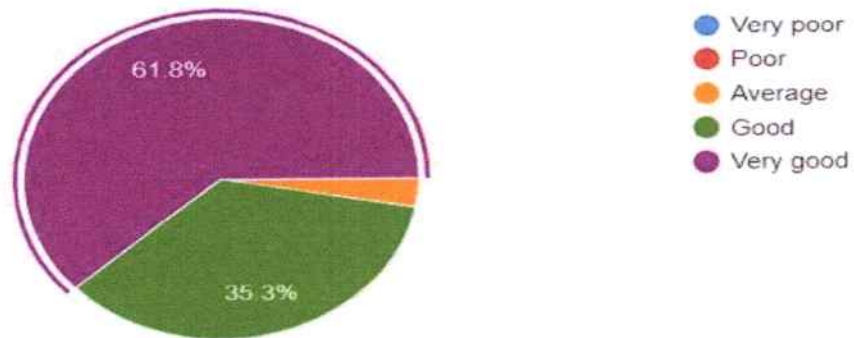
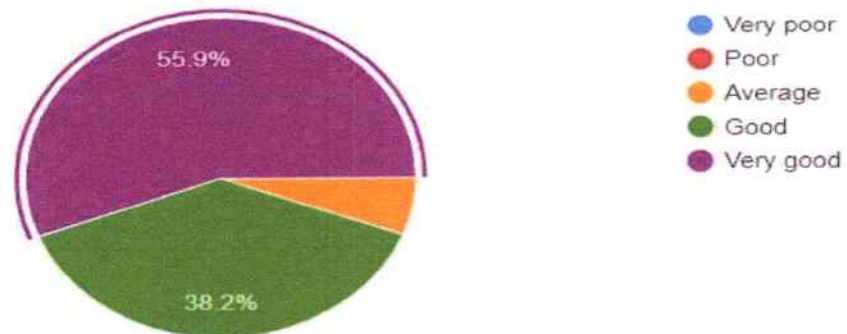


Figure 6 shows the quality of the curriculum. It revealed that 61.8% of the respondents have rated very good regarding the quality of the curriculum. In addition, 35.3% of the respondents rated it as good.

7. Overall rating on curriculum of RIE Bhubaneswar.....

34 responses



From the total respondents, 55.9% of the respondents rated that the overall rating on curriculum as very good. 38.2% of the respondents find it as good.

There are few responses expressing that the curriculum is average. There is a scope to improve the curriculum based on the feedback received from the teachers in the years to come.

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(C). EMPLOYERS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION PROGRAMMES OF RIE, BHUBANESWAR

A detailed analysis of the responses is provided below:

Feedback Questionnaire

1. How far are you satisfied with the students whom you have selected from the institution?

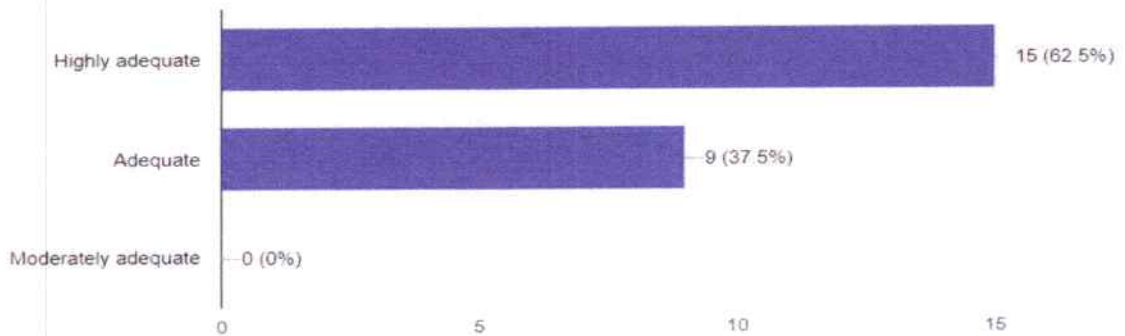
24 responses



It is evident that, from the graph, employers have given feedback that the students selected are highly adequate (67.2%) as a teacher and a very negligible percentage indicated that the students are moderately adequate and opined at the possibility for improvement.

2. In terms of knowledge where do you like to place our students?

24 responses

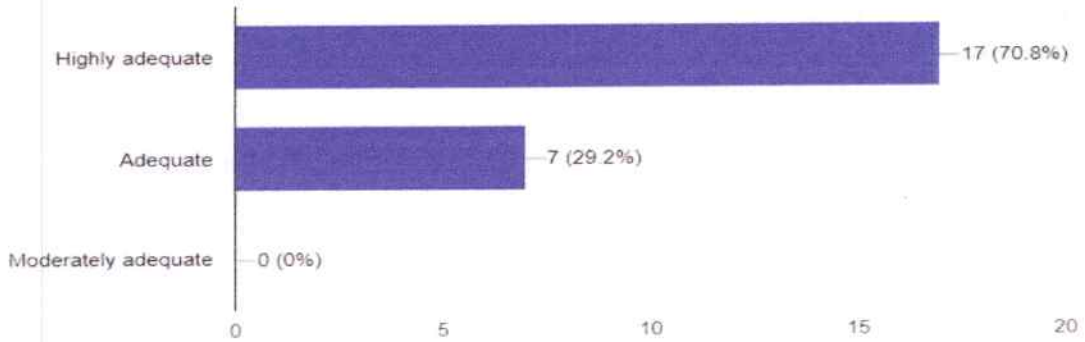


In terms of knowledge, the employers rated the student at 62.5% which shows that the student has adequate content knowledge of the subject they are teaching and facilitating conceptual development of learners in the school.

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3. In terms of attitude where do you like to place our students?

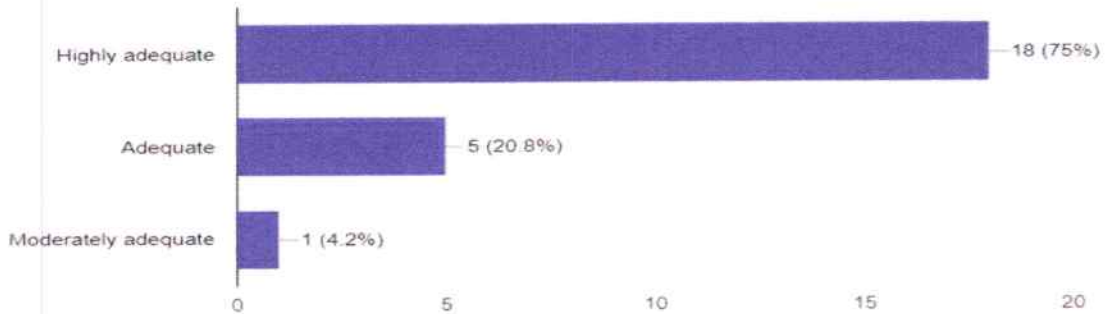
24 responses



70.8% of the employers responded that the student whom they have employed has an adequate/positive attitude as expected from a professional teacher. For instance, all the employers have a high regard towards the attitude of students as seen in the above graph.

4. In terms of skills where do you like to place our students?

24 responses



From the total respondents, 75 % of the respondents rated the students' skills as highly adequate whereas 20.8% of the respondents found it as adequate. In addition, 4.2% of the respondents have rated the students at the level of moderate in relation to skills of teaching.

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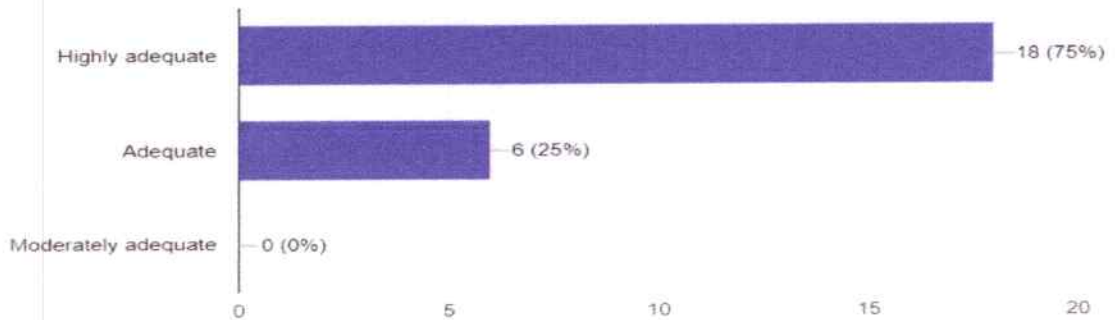
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5. Where do you find our students good at communication?

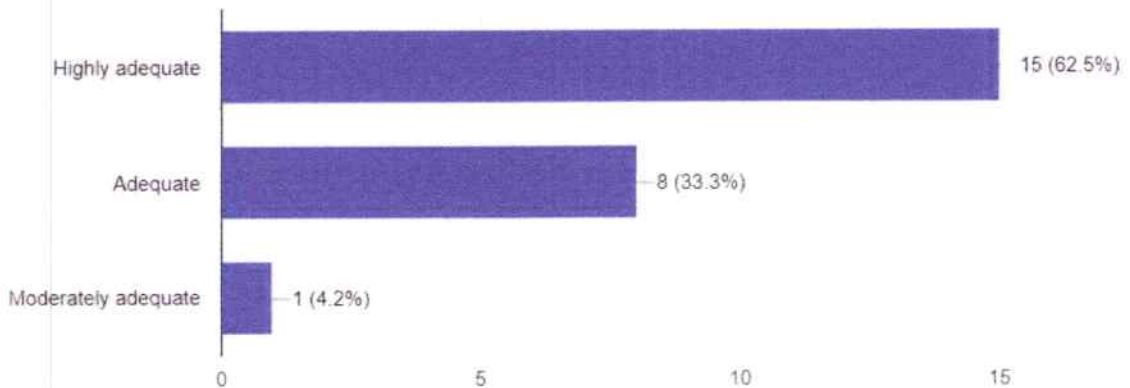
24 responses



75% of the respondents rated the communication of our student(s) as highly adequate and 25 % rated as adequate, which is crucial as a professional teacher to be a good communicator.

6. Whether our students are good at executing innovative and creative ideas?

24 responses



62.5% of the respondents rated the students employed in their institution as having the capability to execute innovative and creative ideas. This is one of the most important hallmarks of an efficient teacher. In addition, 33.3% rated the execution of innovative and creative ideas as adequate and 4.2% as moderately adequate.

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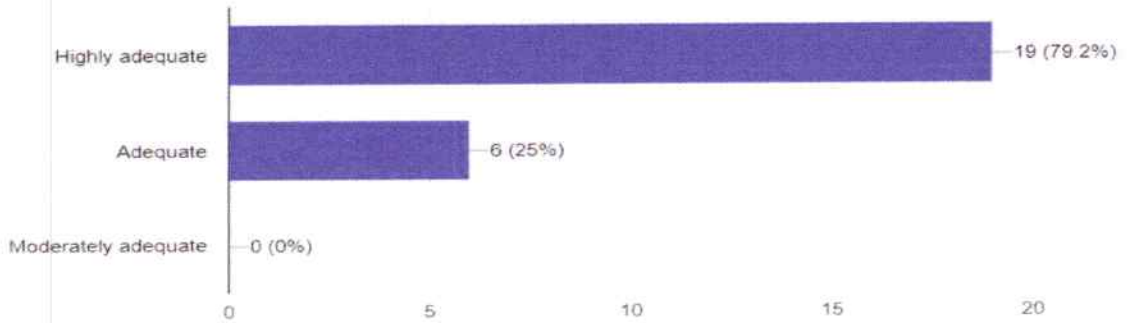
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7. Whether you would like to recommend our students to other schools?

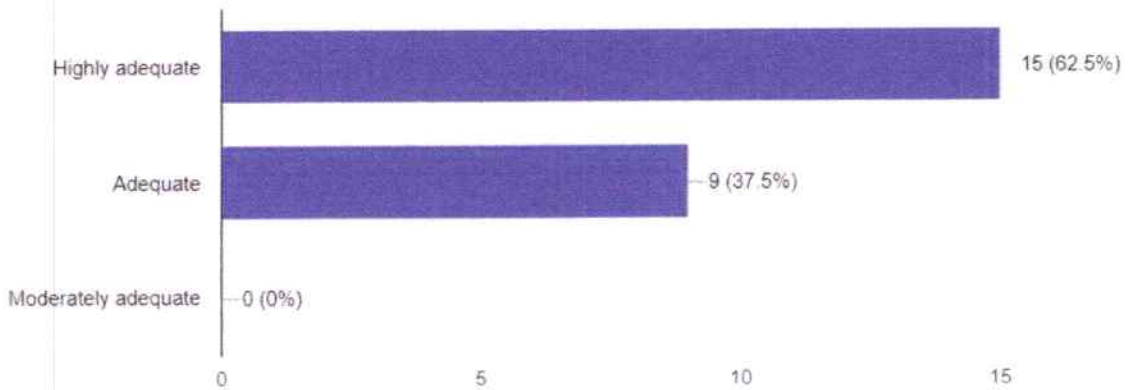
24 responses



As seen in the above graph, the respondents have shown support in the career mobility of the student, which indicated the flexibility in their institution, at the same time 25% of the employers also rated the students as adequately competent to take up any responsibilities assigned even if they shift to any schools/TEI.

8. How do you rate our students in terms of organization of school activities?

24 responses



Jg

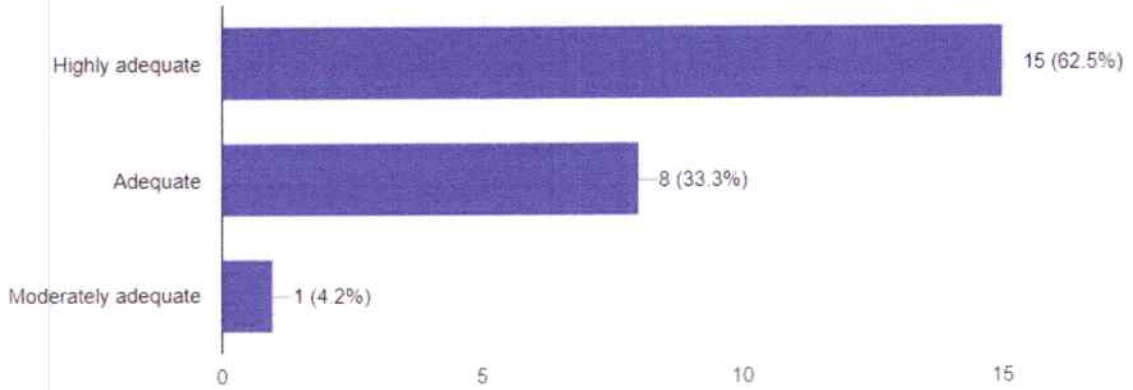
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9. To what extent do you think the courses are relevant as per need of your school?

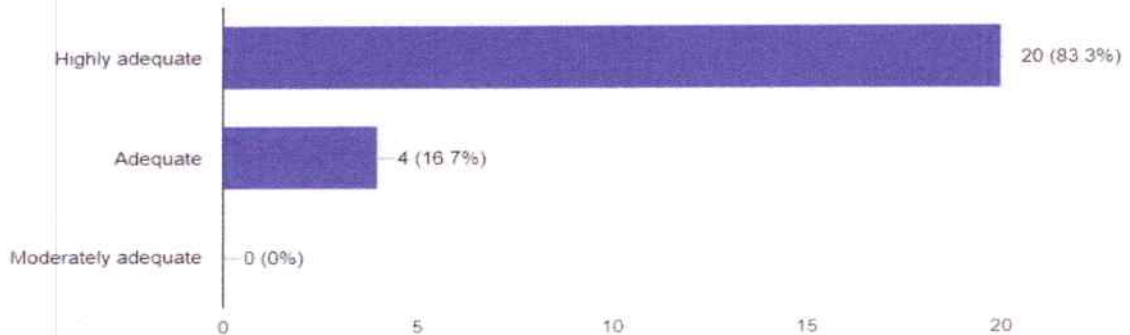
24 responses



Out of the total respondents, 62.5% rated the student employed in their institute as having highly adequate in terms of activities organizational skills and 37.5% as adequate. In relation to the regional institute of education Bhubaneswar courses relevant to the need of the school/TEI, 62.5% rated as highly adequate, 33.3% as adequate.

10. Overall rating of the students employed in your Institution.

24 responses



Regarding the overall rating of our alumni students employed, 83.3% respondents rated as highly adequate, 16.7% as adequate.

As seen in the analysis, employers have rated the passed out students of the institute as highly adequate in handling the responsibility of the schools. In relation to the attitude of a teacher, competency of the employers has rated the alumni students as highly adequate. Communication, which is a crucial skill of a teacher, is highly adequate for the majority of the employers, the same is in the area of organizational skills. However, with only a very negligible percentage of feedback by the employers indicating that the student is moderately adequate in the area of skill of teaching

Eg

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can be related to the possibility for improvement for clearly mapping the learning outcomes of the course.

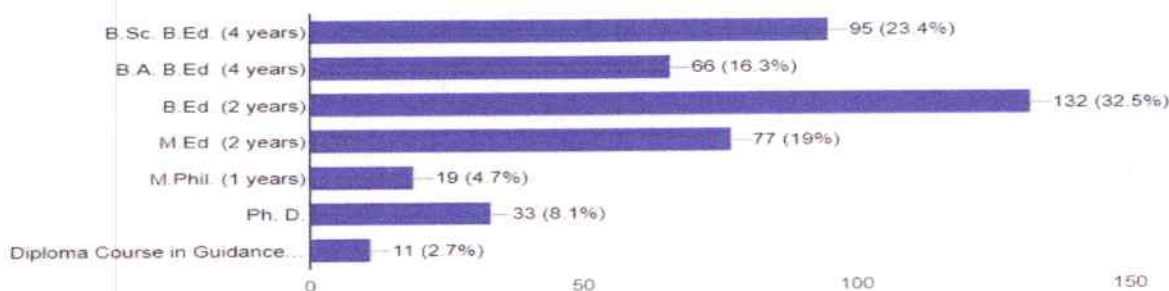
(D) ALUMNIS' FEEDBACK ON CURRICULUM OF THE TEACHER EDUCATION PROGRAMMES OF RIE, BHUBANESWAR

A detailed analysis of the responses is provided below:

The depiction below is of the number of respondents from different programmes of the institute.

Course last studied:

406 responses



According to the data received, 406 students who have studied various courses in the five years at the Regional Institute of Education, Bhubaneswar, Odisha responded to the questionnaire. Among these, the most respondents are from B.Ed. with 132 students, accounting for approximately 32.5% of the total number of students. The second large number of respondents are from B.Sc.B.Ed. with 95 students, accounting for 23.4% of the total. From the B.A.B.Ed. program 66 students responded, making up 16.3% of the total. This is followed by M.Ed., with 77 students, accounting for 19% of the total. The remaining respondents are from M.Phil. having 19 students (4.7%), PhD with 33 students (8.1%), and Diploma in Guidance and Counseling with 11 students (2.7%).

The visual depiction below is on the number of students from different years who responded to the questionnaire.

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Year of Passing:

406 responses

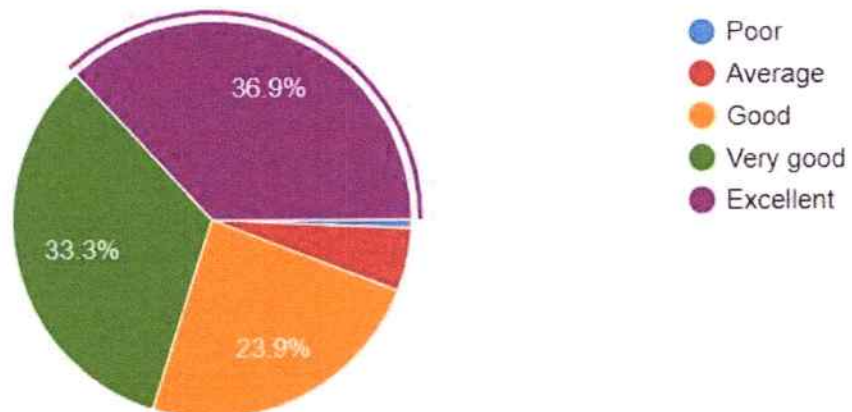


As per the data given in the above the number of students who responded is the highest from the batch of 2022 with 104, accounting for 25.3% of the total. The second-highest number of students is from the year 2021, with 92 students, making up 22.4% of the total. The year 2020 had 73 respondents, accounting for 17.8%, whereas, in 2018, with 83 students, making up 20.2%. The year 2019 had the lowest number of students responding, with only 59 students, accounting for 14.3% of the total.

Feedback Questionnaire

1. Environment and infrastructure of the institute.....

406 responses



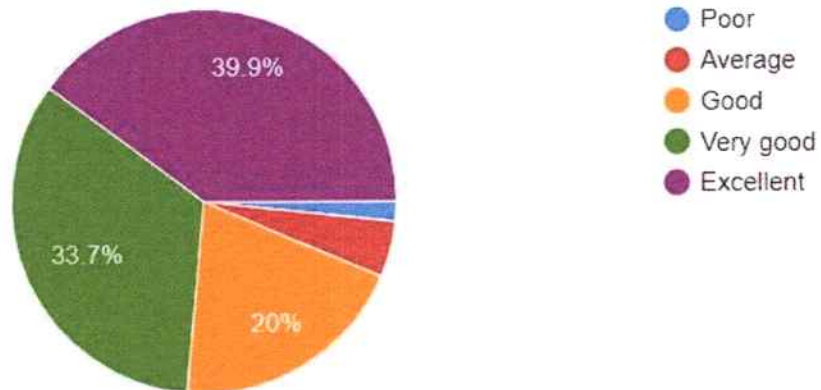
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Among the students who provided feedback, 36.9% rated the environment and infrastructure as excellent, indicating a high level of satisfaction. 33.3% rated it as very good, showing that a significant number of students were satisfied with the environment and infrastructure of the institute. 23.9% of students rated the environment and infrastructure as good, which means they were satisfied, but there is room for improvement. The remaining percentage of students rated the environment and infrastructure as average or poor, which is not a negligible number. This indicates that there is still a scope for improvement in certain areas, and the institute needs to address the concerns of these students to improve the overall quality of education and facilities.

The majority of passed-out students of the institute were satisfied with the environment and infrastructure of the institute, with a high percentage of students rating it as excellent or very good. However, a significant number of students rated it as good, average, or poor, indicating that there are still areas that require improvement. The institute needs to focus on addressing the concerns of these students to ensure that the quality of education and facilities is improved, which will benefit all the students.

2. Faculty.....

406 responses



The data shows that 39.9% of students rated the faculty as excellent, which indicates that a significant percentage of students were extremely satisfied with the faculty's performance. Another 33.7% of students rated the faculty as very good, which indicates that a substantial portion of students were highly satisfied with the faculty's performance. The data also shows that 20% of students rated the faculty as Good. The remaining students rated the faculty as Average or Poor, which indicates that a small percentage of students opined that the teachers need to engage the students more in the learning process.

The fact that a significant percentage of students rated the faculty as excellent or very good indicates that the faculty has performed well and has met the expectations of the students. The

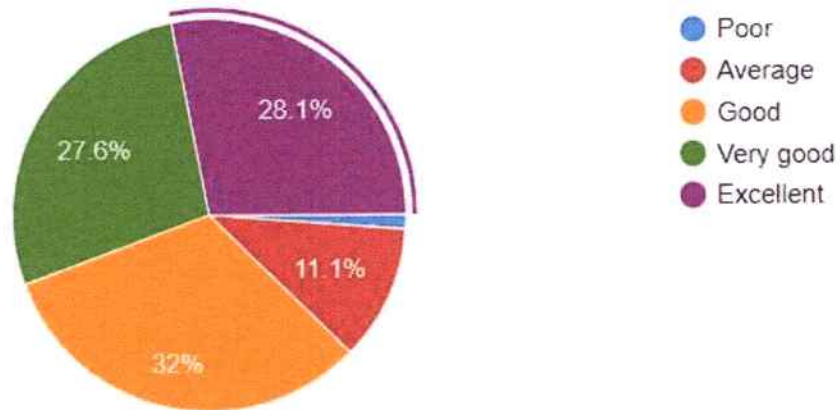



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positive feedback is a good indication of the quality of education and teaching provided by the institute. However, the feedback of the remaining students who rated the faculty as Average or Poor should also be taken into account, and the institute should work towards addressing their concerns and improving the faculty's performance in the future.

3. Fee structure of the programme.....

406 responses



According to the data, 39.9% of the students rated the fee structure as Excellent, which indicates that a significant proportion of students are satisfied with the fee structure of the institute. Furthermore, 33.7% of the students rated the fee structure as Very Good, which also shows a high level of satisfaction with the fee structure. The remaining 20% of the students rated the fee structure as Good. However, it is noticed that few students have expressed their dissatisfaction on the fee structure. Though this proportion is relatively small, it still indicates that some students are not satisfied with the fee structure of the program at the institute.

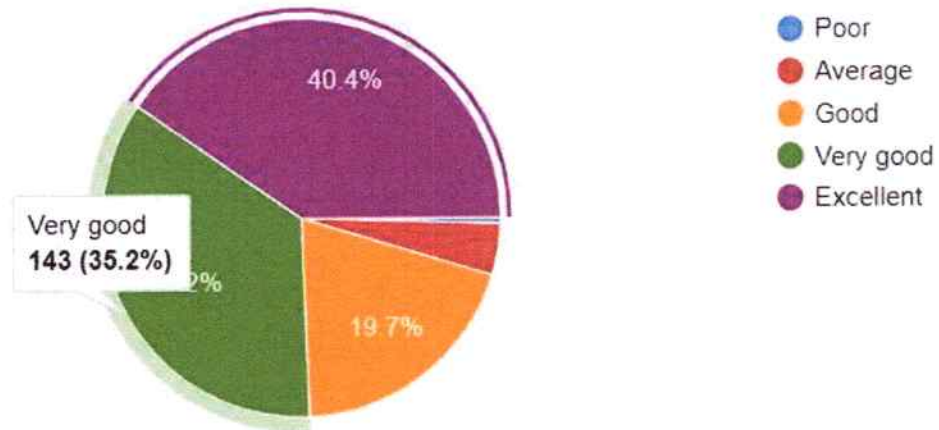
Overall, the data indicates that a significant proportion of alumni are satisfied with the institute and its fee structure. However, there is still some room for improvement, as a small proportion of alumni rated the programme and fee structure as Average or Poor. The institute could analyze the feedback provided by them for improvement to ensure that the programme and fee structure is more accessible and affordable for all students.



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4. Quality of Library, Resource room and support material.....

406 responses



The feedback of the passed-out students of the institute regarding the quality of library and other resources is crucial in assessing the effectiveness of the institute's resources. As per the feedback received from the passed-out students, the majority of the students have rated the library, resource room, and support material of the institute, as excellent. Specifically, 40.4% of the students rated it as excellent, followed by 35.2% who rated it as very good. 19.7% of the students rated the resources as good, while a small percentage of students rated them as average or poor.

The excellent rating indicates that the resources provided by the institute are meeting the expectations of the students and are contributing significantly to their academic performance. The feedback from the students also indicates that the library, resources room, and support material of the Institute are playing a crucial role in the academic development of the students. The excellent rating indicates that the resources provided by the institute are of high quality and are meeting the needs of the students.

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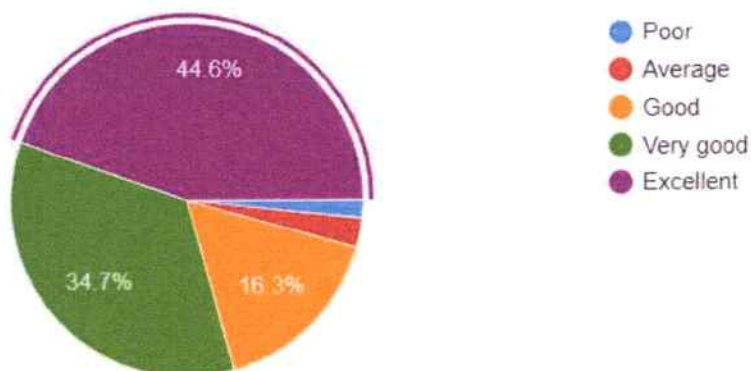
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5. Quality of the course curriculum.....

406 responses



The feedback from passed-out students of the Regional Institute of Education, Bhubaneswar, on the quality of the course curriculum of the institute is quite positive, according to the given data. The data shows that 44.6% of students rated the course curriculum as Excellent, which is the highest rating. 34.7% of students rated it as very good, which indicates that the curriculum has been well-designed and has been successful in meeting the students' expectations. 16.3% of students rated the course curriculum as good, which indicates that there is still room for improvement. However, the overall rating given by the students is very positive, with more than three-quarters of the students rating the curriculum as either Excellent or Very Good.

On the other hand, a small percentage of students rated the course curriculum as Average and Poor, which means that there may be some issues with the curriculum that need to be addressed. It is essential to take note of the feedback from these students and take corrective measures to improve the quality of the curriculum further.

In conclusion, the feedback from passed-out students of the Institute, on the quality of the course curriculum is positive, with a significant percentage of students rating it as either Excellent or Very Good. The data indicates that the institute has been successful in designing and implementing a course curriculum that meets the students' expectations. However, there is still some scope for improvement, as a small percentage of students rated it as Average or Poor. The institute takes into consideration these opinions seriously at the time of curriculum revision and addresses these issues and continues to improve the quality of the course curriculum to meet the ever-evolving needs of the future students.

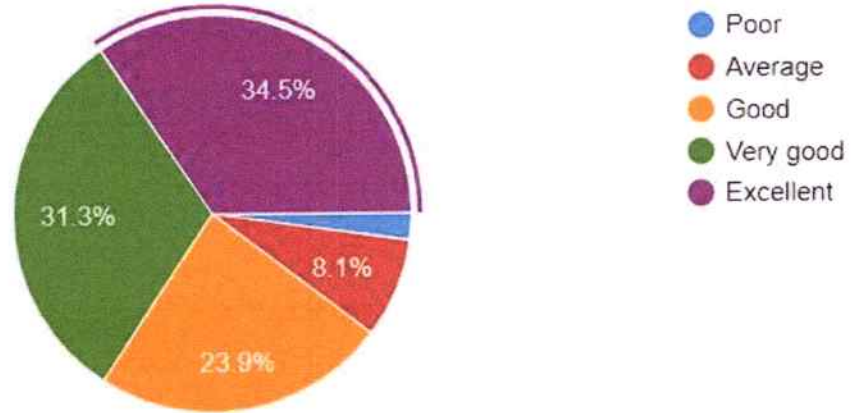
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6. Training and Placement opportunities.....

406 responses



Out of the total number of passed-out students who provided feedback, 34.5% rated the training and placement opportunities as Excellent. Another 31.3% of students rated it as very good, and 23.9% rated it as Good. This indicates that more than 89% of the students who gave feedback are satisfied with the training and placement opportunities offered by the institute. However, there were some students who were not completely satisfied with the training and placement opportunities offered by the institute. 8.1% of students rated it as Average, and a few students rated it as Poor. This feedback can be considered constructive criticism, which the institute can use to improve its training and placement programs.

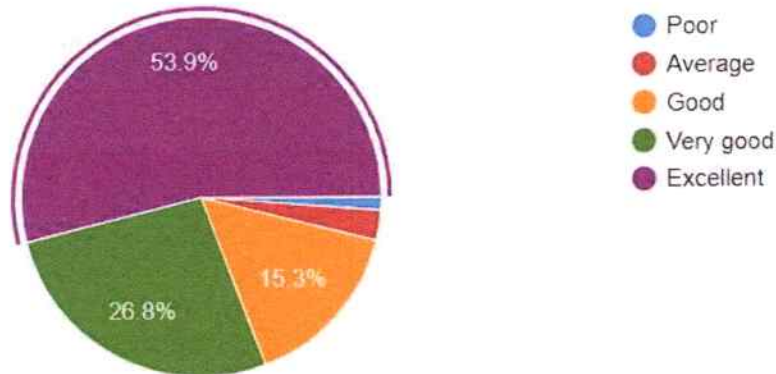
Overall, the feedback of passed-out students on the effectiveness of training and placement opportunities offered by the Regional Institute of Education, Bhubaneswar, has been positive. The majority of students who gave feedback are satisfied with the training and placement opportunities offered by the institute. This shows that the institute is doing a commendable job in preparing its students for their future career. However, there is always room for improvement, and the institute should consider the feedback provided by the students and make necessary improvements to its programs to provide even better training and placement opportunities to its future students.

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7. Over-all experience about the teaching-learning process in the Institutions.....

406 responses



According to the feedback the overall teaching-learning process of the institute has been rated positively. The rating given by the students is 53.9% as Excellent, 26.8% as Very Good, and 15.3% as Good. The remaining percentage was rated as Average and Poor.

The high percentage of students rating the teaching-learning process as excellent indicates that the institute has provided a positive learning experience to a significant proportion of its students. This shows that the teaching methods and techniques used by the faculty have been effective in imparting knowledge to the students. The very good rating given by 26.8% of the students further reinforces the positive feedback on the institute's teaching-learning process. The 15.3% rating as Good suggests that the institute still has room for improvement in certain areas, and the faculty can work on enhancing the teaching methods and techniques to provide better learning experiences for the students. The feedback rating of average and poor indicates that some students were not satisfied with the overall teaching-learning process of the institute. It is essential for the institute to take note of this feedback and work towards addressing the concerns of these students.

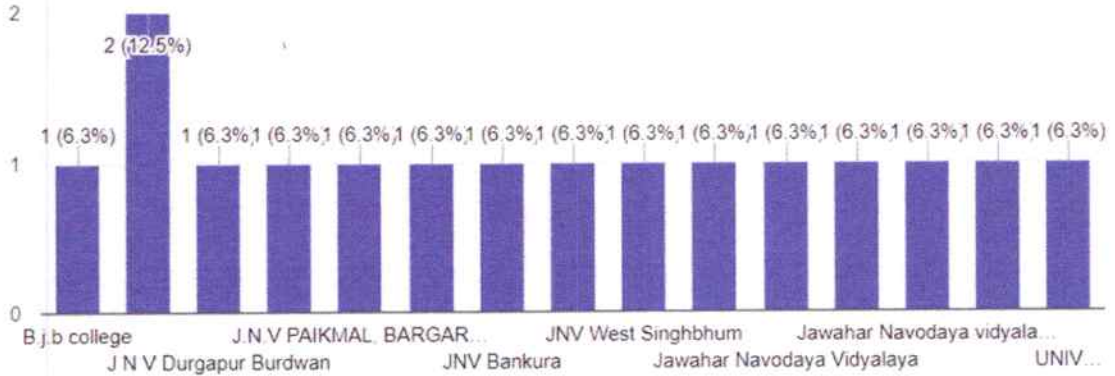
Overall, the feedback provided by the recently passed-out students suggests that the institute has been successful in providing a positive learning experience to a significant proportion of its students. The high percentage of students rating the teaching-learning process as excellent and very good is a testament to the institute's quality of education. However, the feedback of the students rating the institute as average and poor highlights the need for continuous improvement and betterment of the teaching-learning process to provide a positive learning experience for all the students.

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**(E) PRACTICE TEACHING SCHOOLS/TEI' FEEDBACK ON CURRICULUM OF THE
TEACHER EDUCATION PROGRAMMES OF RIE, BHUBANESWAR**

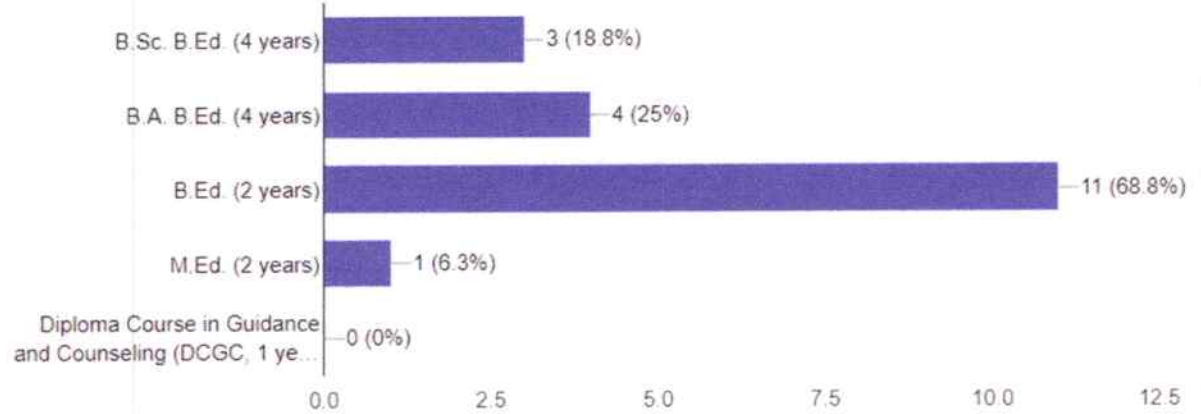
Name of the School:

16 responses



Programme:

16 responses

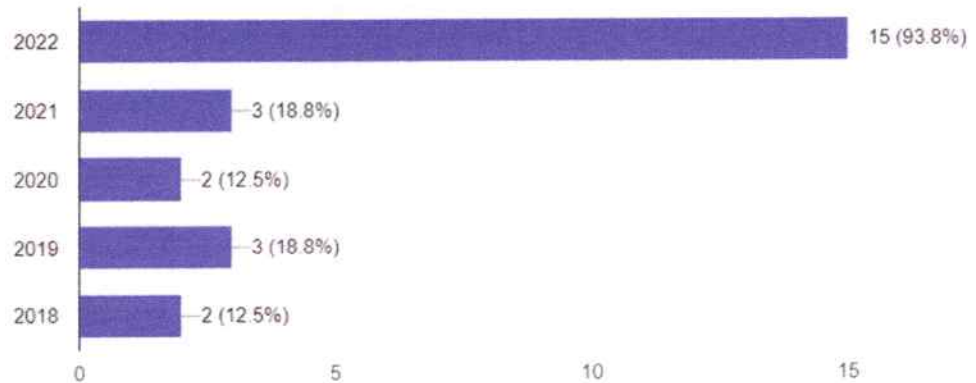


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Year of internship:

16 responses

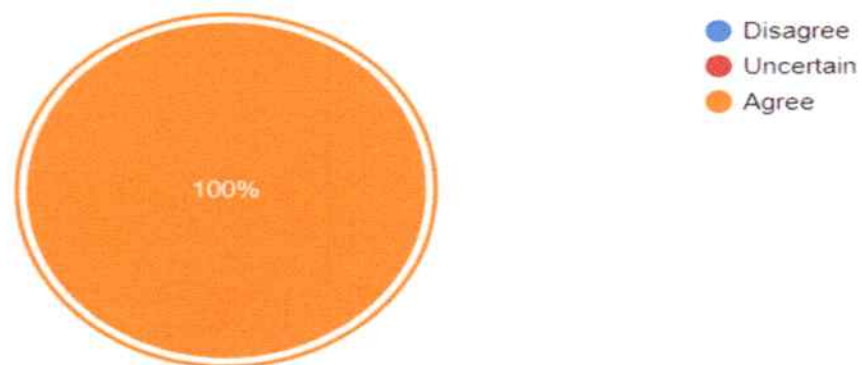


The data given above is the cooperating schools wherein students of the institute (RIE, Bhubaneswar) went for internship at different cooperating or practicing institutions at JNVs and other institutions. As an important part of the curriculum, the internship activity is undertaken every academic session including the assessment period by B.Sc.B.Ed, B.A.B.Ed, B.Ed, M.Ed and DCGC student interns. In addition, the number of interns as responded by the cooperating/practicing schools in the 5 years of internship span is shown in the table.

Feedback Questionnaire

1. Duration of Internship Programme was adequate.

16 responses

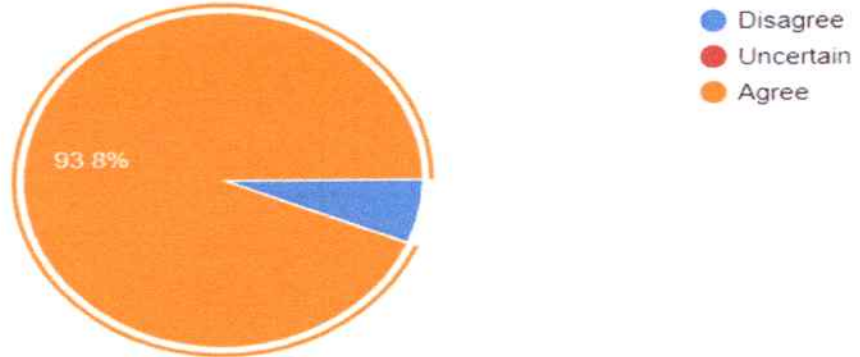


All the respondents agreed that the duration of the internship programme was sufficient as per the transaction of teaching learning process.

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2. The number of interns allotted was sufficient.

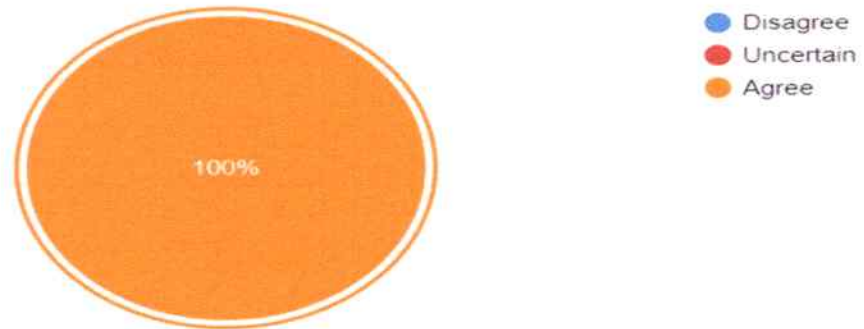
16 responses



93.8% of the respondents agreed that the number of interns allotted to the schools were adequate, however very few, that is 6.2% disagreed to this statement which delineates that the number of interns allotted to the schools were not sufficient. This is being taken into consideration during the placement of interns for the future batches.

3. The lesson plans were properly planned and delivered by the interns.

16 responses



All the principals of the schools agreed to the statement that the lesson plans were properly prepared and appropriately delivered by the interns during the teaching learning transaction process.

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CONCLUSION:

In conclusion it can be seen that the internship well-structured and duration of the internship at cooperating schools is sufficient and the number of interns allotted to the schools were adequate. however very few, cited that the intern allotted to the schools were not sufficient. This is being taken into consideration during the placement of interns for the future batches. All activities documents were properly prepared and appropriately delivered by the interns during the teaching learning transaction process. The mechanism of mentor is well prepared and carried out and they fulfilled their role as a responsible guide, and as an effective guide. It is seen that cordial relations were maintained with the school staff. They provide guidance, support and identify the developmental needs of the interns and there is evidence of mutual learning. It can be summed up that the internship programme was fruitful to the institutions as it provides first hand experience, exposure to the real situation and space or environment for practicing the gained knowledge.




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