



Sri Ramakrishna Mission Vidyalaya College of Education

(An Autonomous College affiliated to the Tamil Nadu Teachers Education University and
Re-accredited with A++ Grade by NAAC with CGPA 3.82)

Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020.
Phone: 80125 33915 | E-mail: srkvcoe@yahoo.co.in | Website: www.srvcoe.org

NAAC
3rd Cycle

Criterion I
Metric 1.4.2

CRITERION I

CURRICULAR ASPECTS

1.4 Academic Flexibility

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

Action taken report of the institution with seal and signature of the Principal



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Action taken Report

From the Students feedback through feedback system regarding Continuous Internal Assessment

The College of Education has responded to valuable student feedback received through the feedback system and mentor-mentee program by implementing a change to its continuous internal assessment policy. Previously, students were required to take three exams per day, which often resulted in excessive stress and limited opportunities for thorough preparation. However, recognizing the importance of maintaining a balanced and conducive learning environment, the college has decided to revise the policy and now allows students to take a maximum of two exams per day. This adjustment aims to alleviate the burden on students, enabling them to focus more effectively on their studies and perform to the best of their abilities. By considering and implementing student feedback, the College of Education is demonstrating its commitment to creating a positive and supportive educational experience for all students.

Students feedback - Action taken regarding Scout camp training

Based on the valuable feedback received from students through the feedback system, the College of Education has taken significant steps to enhance the Scout Camp experience. Students expressed their desire for a more comprehensive and immersive experience by suggesting an extension of the camp duration beyond the existing days. In response to this feedback, the college has made the decision to extend the Scout Master training program from three days to a full-fledged seven days. This extended training program aims to provide scout masters with a more in-depth understanding of their role and responsibilities, as well as equipping them with the necessary skills and knowledge to effectively lead and mentor scouts. By offering a longer duration for the scout master camp, the College of Education is demonstrating its commitment to ensuring that students receive a more enriching and comprehensive training experience. This initiative will undoubtedly contribute to the overall development and growth of scout masters, enabling them to create a more engaging and impactful scout camp for future participants.




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From the Students feedback through feedback system a, regarding Digital Library and E-Content

In response to valuable feedback received from students through the feedback system regarding the digital library and e-content, the College of Education has taken significant actions to further enhance these resources. Firstly, an e-content preparation workshop was conducted, aimed at equipping student-teachers with the necessary skills and knowledge to develop engaging and informative e-content. This workshop provides students with the opportunity to explore different digital tools and platforms, fostering creativity and innovative teaching approaches.

Furthermore, an online assessment tool competition was organized on National Science Day, providing students with a platform to showcase their creativity and technological skills in designing and implementing online assessment tools. This competition encourages students to explore new assessment methods and promotes the use of technology in evaluating student progress.

To further integrate technology into the regular curriculum, the college introduced an online tool as a part of the coursework. By incorporating this online tool, students have the opportunity to utilize digital resources and engage in interactive learning experiences throughout their regular coursework.

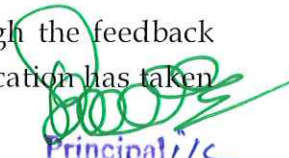
Additionally, an orientation on the STEM lab was conducted specifically for B.Ed. students. This orientation aims to familiarize students with the concept of STEM education and provide hands-on experience in utilizing STEM resources and equipment. By incorporating the STEM lab orientation, the college promotes a multidisciplinary and interactive approach to teaching and learning.

Through these actions, the College of Education demonstrates its commitment to enriching the digital library resources, fostering creativity and innovation among student-teachers, and integrating technology into the teaching and learning process. These initiatives provide students with a broader range of resources, enhance their technological competencies, and ultimately prepare them for the digital era of education.

From the Students feedback through feedback system a, regarding Importance of Sports Activities

In response to valuable feedback received from students through the feedback system regarding the importance of sports activities, the College of Education has taken




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significant actions to address these concerns and promote the well-being of student-teachers. Firstly, the college has increased the physical education period in the regular timetable, giving additional importance to sports activities within the curriculum. This decision acknowledges the significance of physical activity and its positive impact on both physical and mental health.

Additionally, the college has organized regular intra-mural competitions among the different houses of B.Ed. students. These competitions provide opportunities for students to actively participate in sports events, fostering a sense of teamwork, healthy competition, and camaraderie. By organizing these events, the college promotes an inclusive and vibrant sports culture, encouraging student-teachers to engage in physical activities and pursue their sporting interests.

These actions highlight the college's commitment to promoting the physical and mental well-being of student-teachers. By increasing the physical education period and organizing regular sports events, the college creates an environment that values and prioritizes sports activities as an integral part of the curriculum. These initiatives not only contribute to the overall development and fitness of student-teachers but also promote a balanced and holistic approach to education.



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Action taken Report

Based on the feedback from the Heads of the internship schools - Action taken regarding EMIS and CCE Orientation

Taking into account the valuable feedback provided by the internship school headmasters through the feedback system, the College of Education has made a significant improvement to its teaching practice program. Recognizing the importance of equipping students with the necessary skills and knowledge for effective classroom management, the college has introduced an orientation session on Educational Management Information Systems (EMIS) and Continuous and Comprehensive Evaluation (CCE) prior to the teaching practice period. This orientation aims to familiarize students with the practical aspects of managing and analyzing data through EMIS, as well as understanding the principles and implementation of CCE. By providing this pre-teaching practice orientation, the College of Education demonstrates its commitment to preparing students for the challenges they may face during their teaching practice and ensuring they are well-equipped to excel in their roles as educators. This proactive approach not only enhances the quality of the teaching practice experience but also contributes to the overall professional development of future teachers.

Based on the feedback from the Heads of the internship schools regarding Interest in Social Activities

In response to the feedback received from the Heads of the internship schools regarding interest in social activities, a series of actions were implemented to promote and encourage trainees' involvement in social endeavors within and outside the school community. One significant initiative undertaken was the organization of evening tuition classes for school-going students in two nearby villages.

Recognizing the importance of education and its transformative power, the internship program sought to address the educational needs of the surrounding area by providing additional academic support to students. Trainees actively participated in




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this community engagement activity, dedicating their time and skills to help uplift the educational opportunities for the local children.

By conducting evening tuition classes, the program aimed to foster a sense of social responsibility among the trainees, nurturing their understanding of the broader community and their role in its betterment. This involvement not only enhanced the trainees' teaching capabilities but also allowed them to develop empathy, leadership skills, and a deeper understanding of the challenges faced by underprivileged students.

The initiative also served as a platform for cultural exchange and connection-building between the trainees and the students they were assisting. By engaging with students from different backgrounds, the trainees were exposed to diverse perspectives, fostering a spirit of inclusivity and mutual respect.

Furthermore, by venturing beyond the confines of the school community, the internship program aimed to instill a sense of adventure, curiosity, and exploration in the trainees. The experience of working in a different environment allowed them to broaden their horizons, develop adaptability, and gain a deeper appreciation for the value of community engagement.

Overall, the initiative to provide evening tuition classes in two villages exemplified the commitment of the internship program to actively promote social activities, encourage community involvement, and instill a sense of social responsibility in trainees. Through these actions, the program aimed to create a positive impact on both the trainees and the communities they served, fostering a culture of active participation and social awareness among the future leaders of tomorrow.




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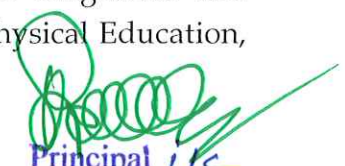
Faculty feedback - Action taken regarding quality of textbooks and reference materials in the library

The College of Education has taken the valuable feedback provided by faculty members through the feedback system regarding the quality of textbooks and reference materials in the library seriously. To address these concerns and ensure that the library resources align with the courses and meet the needs of both faculty members and students, the college has taken proactive steps. Firstly, the college has made a commitment to maintain the provision of well-suited textbooks and reference materials. This ensures that the library remains a valuable resource hub for both teaching and research purposes. Additionally, the college has actively encouraged faculty members to recommend additional resources and actively participate in the selection process. By involving faculty members in the decision-making process, the college ensures that the chosen materials are relevant and suitable for the courses taught. Furthermore, to address the specific issue raised by faculty members, the college has purchased new reference books for the library, taking into consideration the suggestions provided. This proactive approach by the College of Education demonstrates its commitment to enhancing the quality and availability of resources in the library, ultimately creating a more conducive learning environment for both faculty members and students.

From the faculty feedback through feedback system a, regarding Relevance of Elective Courses

In response to valuable feedback received from faculty members through the feedback system regarding the relevance of elective courses, the College of Education has taken significant actions to address these concerns and ensure the curriculum meets emerging educational needs. One of the key actions taken is the offering of a wide range of elective courses to the second-year students. These elective courses include B4 EL GC Guidance and Counselling, B4 EL SE Introduction to Special Education, B4 EL DM Disaster Management, B4 EL CS Communication Skills, B4 EL DR Diagnostic and Remedial Teaching, B4 EL EE Environmental Education, B4 EL PE Physical Education, and B4 EL EL E-Learning Technology.




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By providing such a diverse range of electives, the college offers students the opportunity to delve into specific areas of interest and expertise, thereby enhancing their knowledge and skills in specialized domains. These elective courses are carefully designed to address the modern trends and emerging needs in the field of education. Additionally, the college regularly evaluates the relevance and effectiveness of the elective courses to ensure they align with the current demands of the teaching profession.

Furthermore, based on the expertise of faculty members and the ever-evolving educational landscape, the college has incorporated new elective courses into the curriculum. This proactive approach allows the college to respond to emerging trends and demands in education, providing students with the opportunity to explore contemporary topics and acquire relevant skills.

The College of Education's commitment to offering a wide range of elective courses and incorporating new ones based on faculty expertise and emerging educational needs highlights its dedication to providing a comprehensive and up-to-date curriculum. These actions ensure that students are equipped with the knowledge and skills necessary to thrive in their chosen areas of specialization and stay abreast of the latest developments in the field of education.



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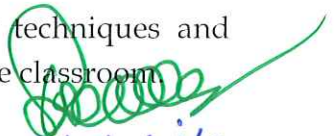
From the employers feedback through feedback system a, regarding Handling Learners with Diverse Needs

The College of Education has actively responded to valuable feedback received from employers through the feedback system regarding the handling of learners with diverse needs. To address these concerns and ensure that student teachers are equipped with the necessary skills and strategies, the college has implemented several actions. Firstly, an awareness program on "Communicating with Students with Different Disabilities" was organized, aiming to provide specific training and resources within the curriculum. This program focuses on enhancing student teachers' understanding of various disabilities and effective communication techniques to cater to the needs of diverse learners. Additionally, the college provided students with an opportunity to participate in the Unified Play Festival at GAPEY, where they engaged in exercises and training alongside children with special needs. This immersive experience allows student teachers to gain practical knowledge and firsthand experience in inclusive education principles and practices. Furthermore, an orientation program on inclusive setup in schools was organized to familiarize student teachers with the necessary strategies and approaches for creating an inclusive classroom environment. Lastly, a national-level webinar on the inclusive classroom was conducted, providing a platform for student teachers to learn from experts and gain insights into effective practices and techniques. By implementing these actions, the College of Education demonstrates its commitment to preparing student teachers to effectively handle learners with diverse needs and integrate inclusive education principles into their teaching practices.

From the employers feedback through feedback system regarding teaching aids in classroom

The feedback received from employers regarding art and crafts indicated that it inspired creativity in the development of teaching aids, although some alumni remained undecided about its effectiveness. In response to this feedback, Sri Ramakrishna Mission Vidyalaya College of Education took action to review and enhance the arts and craft curriculum, aiming to incorporate new techniques and approaches that would further foster creativity and its application in the classroom.




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One specific action taken by the college was the organization of a special lecture cum demonstration on preparing low-cost teaching aids in collaboration with Agastya International Foundation, Bengaluru. The workshop took place on July 22, 2022, at the College of Education campus, specifically for the second-year B.Ed. student-teachers. The resource persons from Agastya International Foundation, Sri. S. Sivakumar and Sri. R. Ayyappaswamy, delivered a special lecture on the importance and significance of teaching aids in classroom transactions. They also demonstrated the process of preparing low-cost teaching aids, showcasing practical and cost-effective techniques.

The workshop provided an opportunity for student-teachers to engage with experts in the field and learn innovative approaches to arts and craft education. The active participation and keen interest shown by the student-teachers reflected their enthusiasm to enhance their creativity and explore new avenues for incorporating teaching aids in their future classrooms. Under the guidance of the resource persons, the student-teachers also had the chance to prepare their own low-cost teaching aids, gaining hands-on experience and practical skills.

This action taken by the college, in collaboration with Agastya International Foundation, demonstrates a commitment to address alumni feedback and continuously improve the arts and craft curriculum. By organizing the special lecture cum demonstration, the college aimed to enhance the understanding and application of arts and craft education among student-teachers. The workshop provided them with valuable insights, techniques, and inspiration to create low-cost teaching aids that can be used effectively in the classroom, stimulating creativity and engaging students in the learning process.

The feedback received from employers played a vital role in identifying the need for improvement in arts and craft education. By actively incorporating this feedback and organizing the workshop, Sri Ramakrishna Mission Vidyalaya College of Education strives to provide its student-teachers with the necessary skills, knowledge, and resources to effectively incorporate arts and craft in their teaching practices. This action reaffirms the college's commitment to fostering creativity, innovation, and impactful teaching methods, ultimately benefiting the future classrooms and the overall learning experiences of students.




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Action taken Report

From the Alumni feedback through feedback system a, regarding value add-on

In response to valuable feedback received from alumni regarding the value add-on and self-study courses, Sri Ramakrishna Mission Vidyalaya College of Education took action to address the concerns raised. One specific action taken was the organization of a multidisciplinary course titled "Physical Activities and Strategies for Inclusive Classroom." To ensure the course's effectiveness and relevance, a collaboration was established with the Ramakrishna Mission Vivekananda Educational and Research Institute, Faculty of General and Adapted Physical Education & Yoga, Coimbatore Campus.

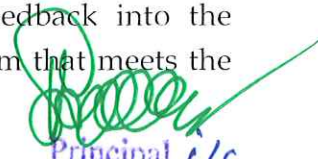
The feedback from alumni played a crucial role in identifying the need for a course that addresses the challenges faced by teachers and enhances their understanding of inclusive classroom practices. By collaborating with the renowned institute, the college aimed to provide an enriched learning experience for its students.

This multidisciplinary course aims to equip future teachers with the necessary knowledge and skills to create inclusive learning environments that cater to the diverse needs of all students. It focuses on physical activities and strategies that promote inclusivity and engagement. By incorporating a variety of topics such as universal design for learning, individualized learning plans, adaptations for diverse learners, and collaboration with professionals, the course addresses the concerns raised by alumni regarding relevance and effectiveness.

Through this collaborative effort, the college aims to ensure that the content and delivery of the course are engaging, relevant, and effectively meet the challenges faced by teachers in creating inclusive classrooms. By leveraging the expertise and research of the Ramakrishna Mission Vivekananda Educational and Research Institute, the college demonstrates its commitment to continuous improvement and providing valuable learning experiences for its students.

This action taken by the college reflects its responsiveness to alumni feedback and its dedication to enhancing the quality of education and preparing teachers for the evolving demands of the teaching profession. By incorporating feedback into the development of courses, the college endeavors to provide a curriculum that meets the




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needs and expectations of its students and prepares them for successful and impactful careers in education.

From the Alumni feedback through feedback system regarding TET/TRB Preparatory Courses

In response to the feedback received from alumni regarding TET/TRB preparatory courses, Sri Ramakrishna Mission Vidyalaya College of Education took action to address the concerns and further enhance the effectiveness of these courses. While a significant percentage of alumni agreed that the preparatory courses were helpful, there were some who expressed uncertainty or remained undecided about their effectiveness.

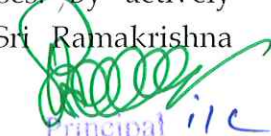
To provide additional support, resources, and guidance to alumni who expressed uncertainty, the college implemented specific measures. One of the key actions taken was to increase the frequency of TET coaching classes. By increasing the number of classes to three per week, the college aimed to provide more opportunities for focused preparation and comprehensive coverage of the TET syllabus. This increase in class frequency allows for more in-depth discussions, clarification of doubts, and targeted practice sessions. Students are encouraged to take class in TET coaching classes, as a peer teaching session.

Additionally, the college organized mock TET tests for B.Ed. students. Mock tests are an invaluable tool for familiarizing students with the TET exam format, assessing their readiness, and identifying areas that require further improvement. By conducting these mock tests, the college helps students gauge their performance, identify strengths and weaknesses, and refine their exam strategies. The feedback and analysis from these mock tests can serve as a valuable resource for students to enhance their preparation and build confidence.

The action taken by the college demonstrates its commitment to addressing alumni concerns and continuously improving the effectiveness of TET/TRB preparatory courses. By increasing the coaching frequency and organizing mock tests, the college aims to provide a more comprehensive and structured approach to TET preparation. These measures not only offer additional support and resources but also create an environment that fosters active learning, engagement, and preparation for the TET exam.

The college acknowledges the value of alumni feedback and the importance of providing ongoing support and guidance to alumni who express uncertainty or have mixed opinions about the effectiveness of the preparatory courses. By actively incorporating this feedback and implementing targeted actions, Sri Ramakrishna




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Mission Vidyalaya College of Education strives to ensure that TET/TRB preparatory courses meet the needs and expectations of its alumni, empowering them to excel in their teaching careers and successfully navigate the TET examination process.



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