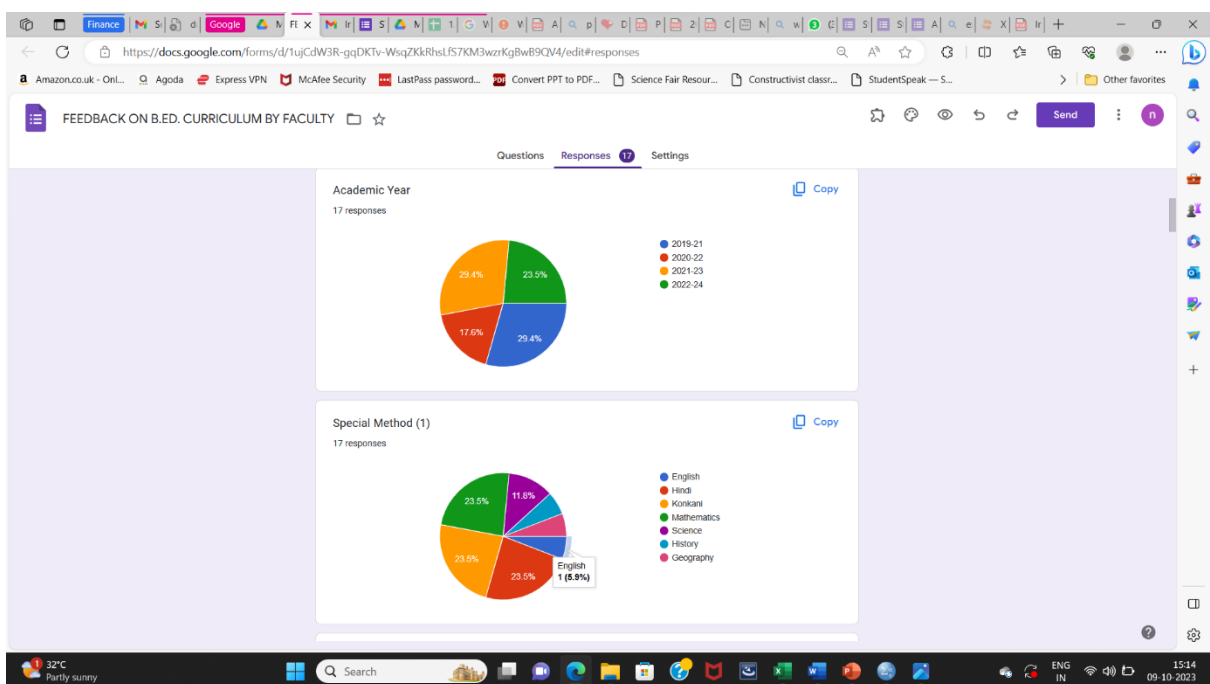
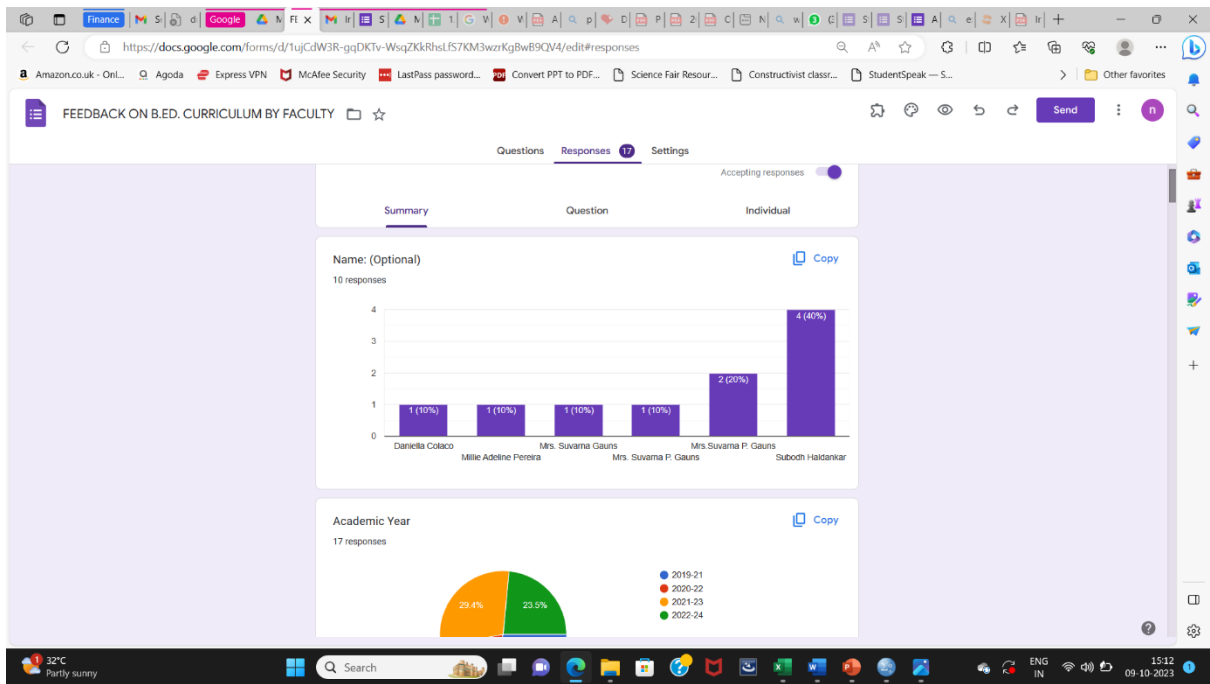
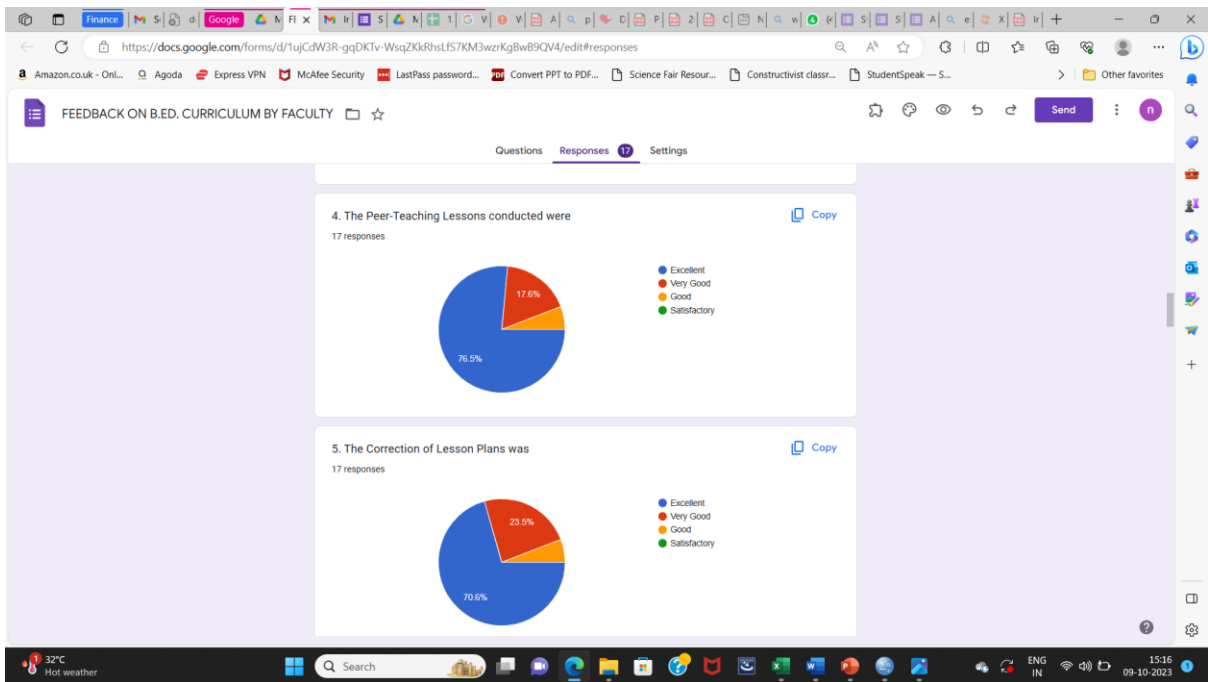
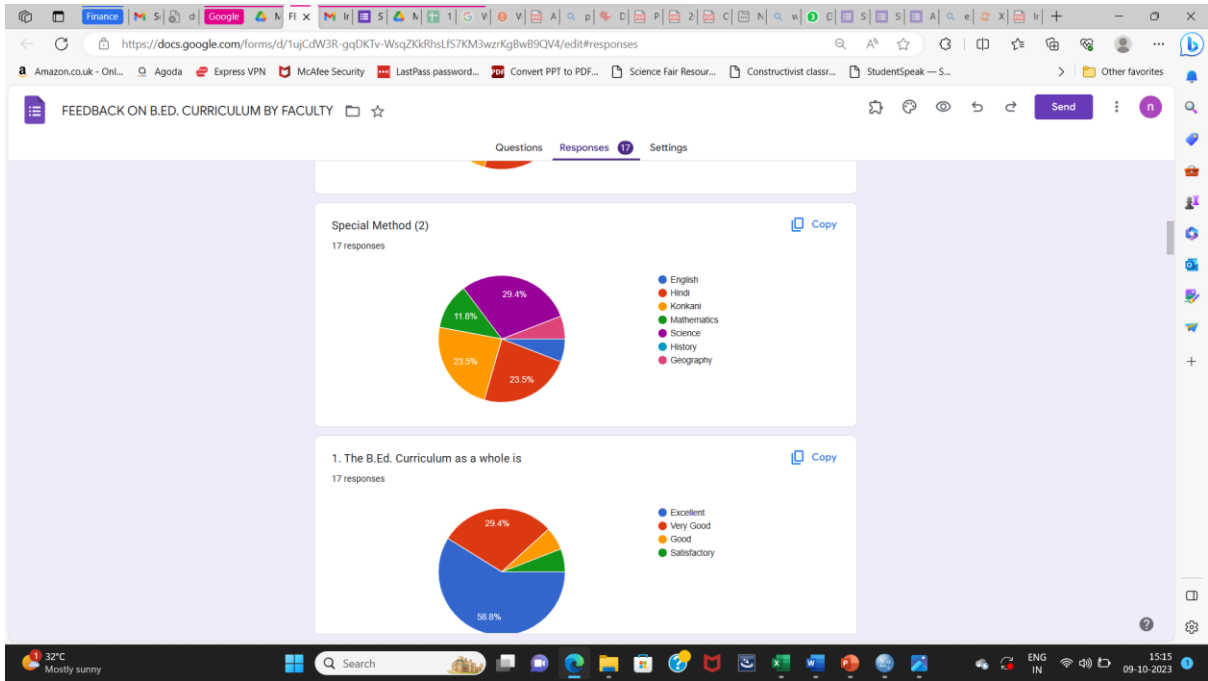
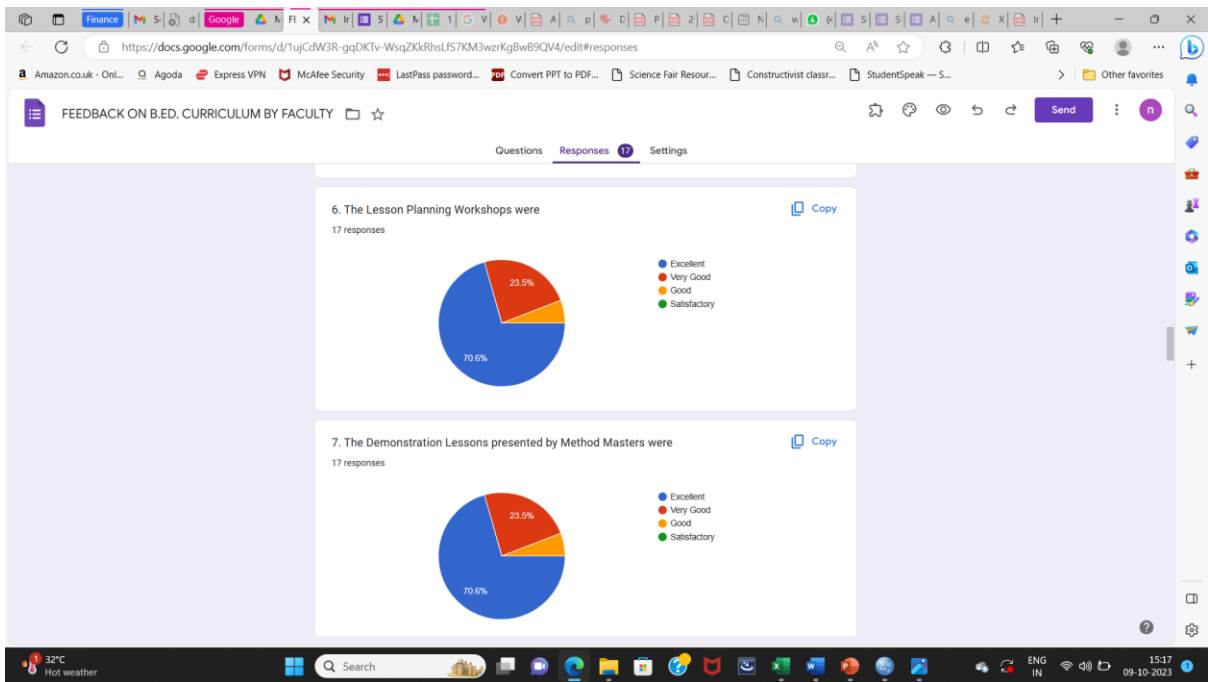
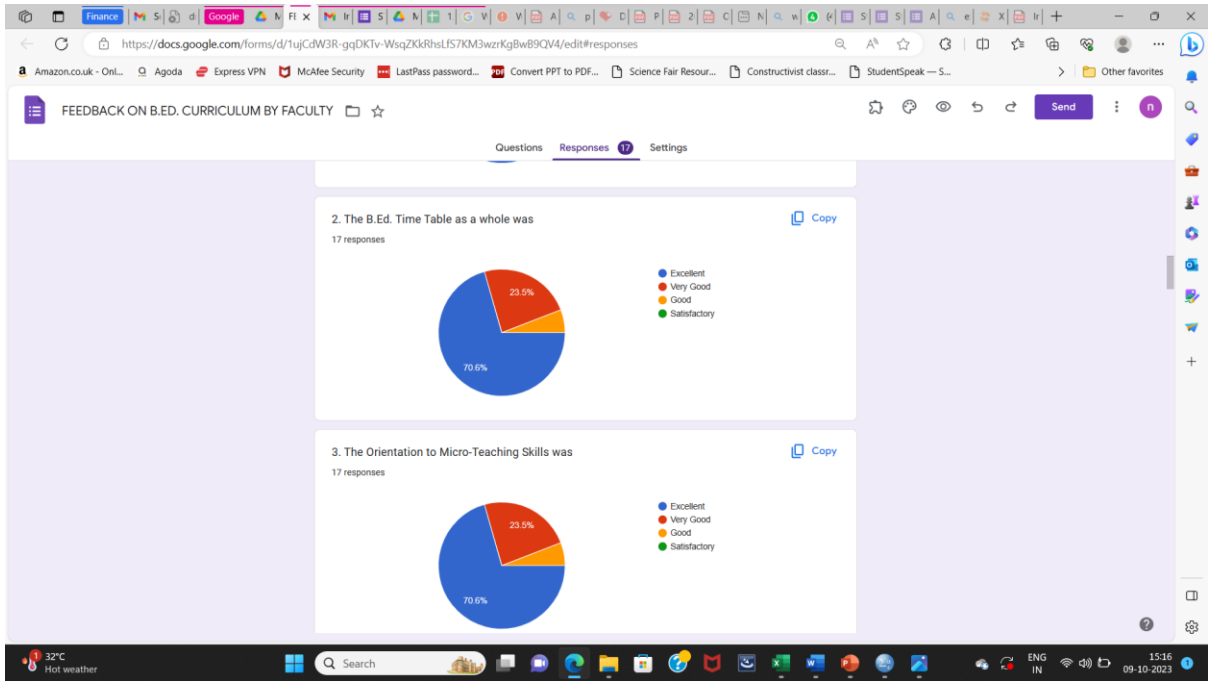


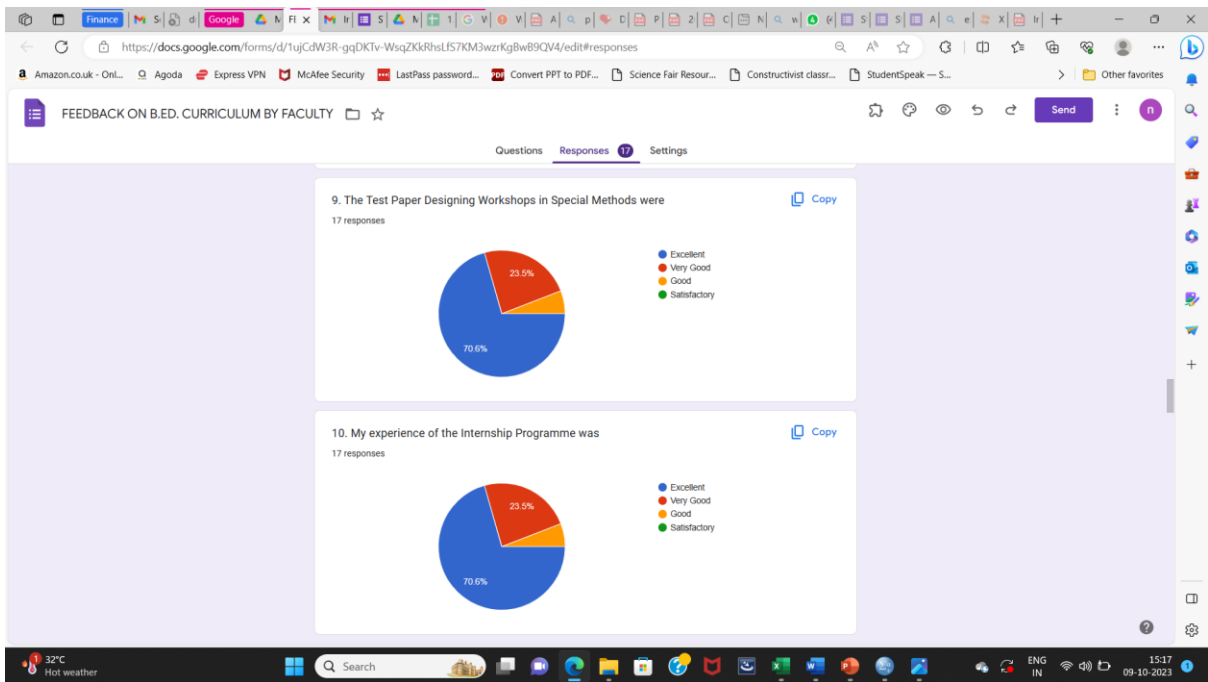
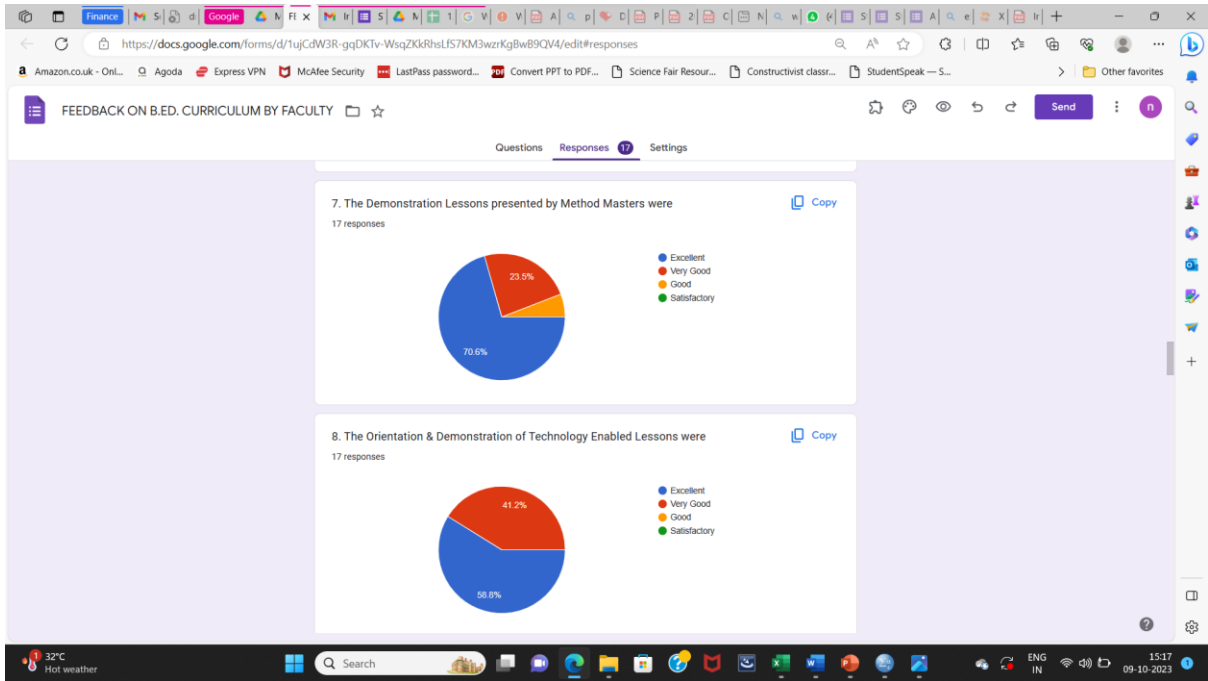
1.4.1: Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website.

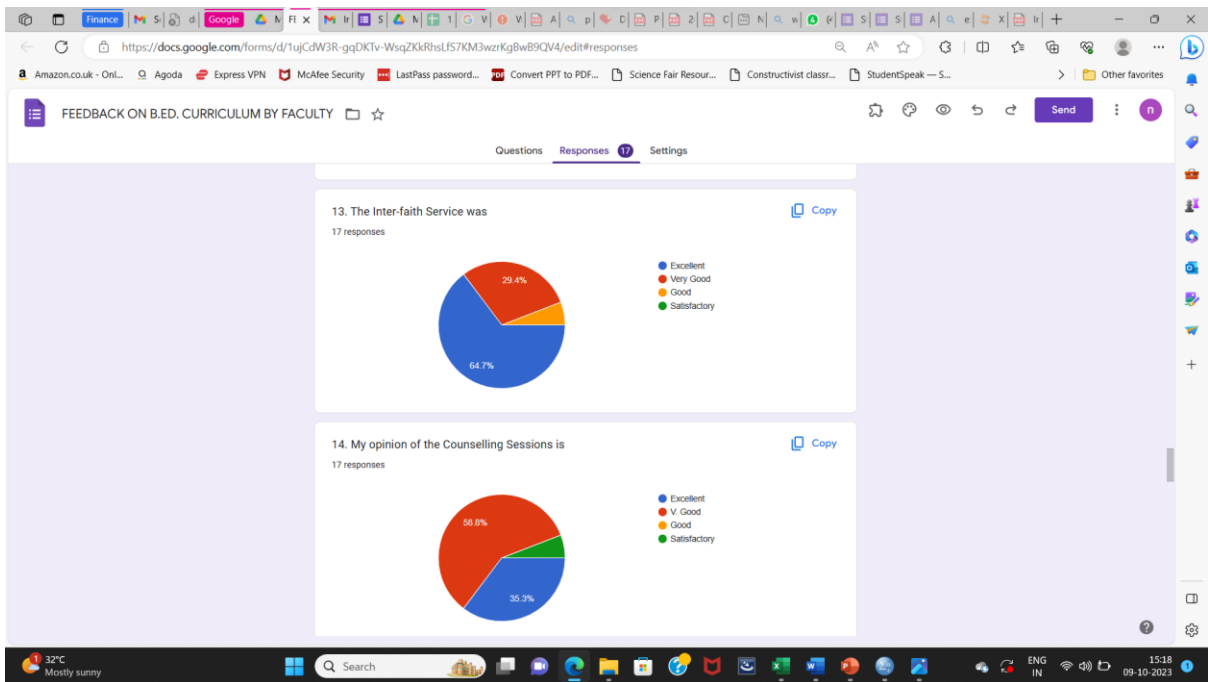
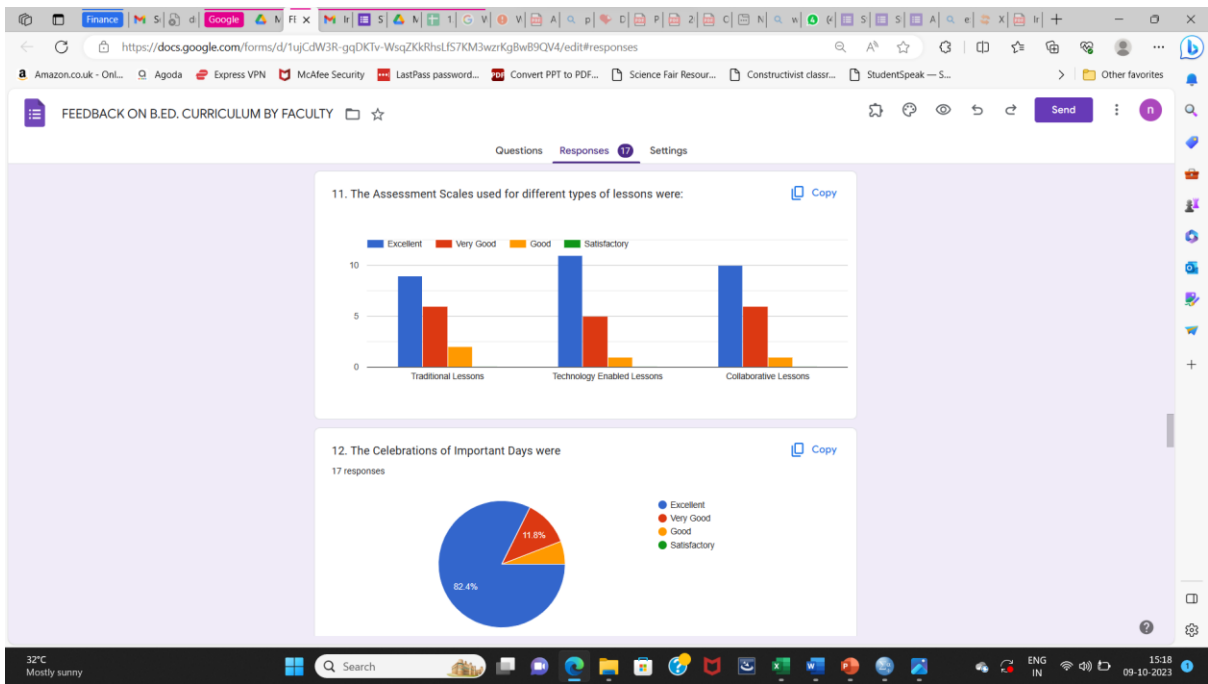
Analysed Feedback on B.Ed. Curriculum by Faculty

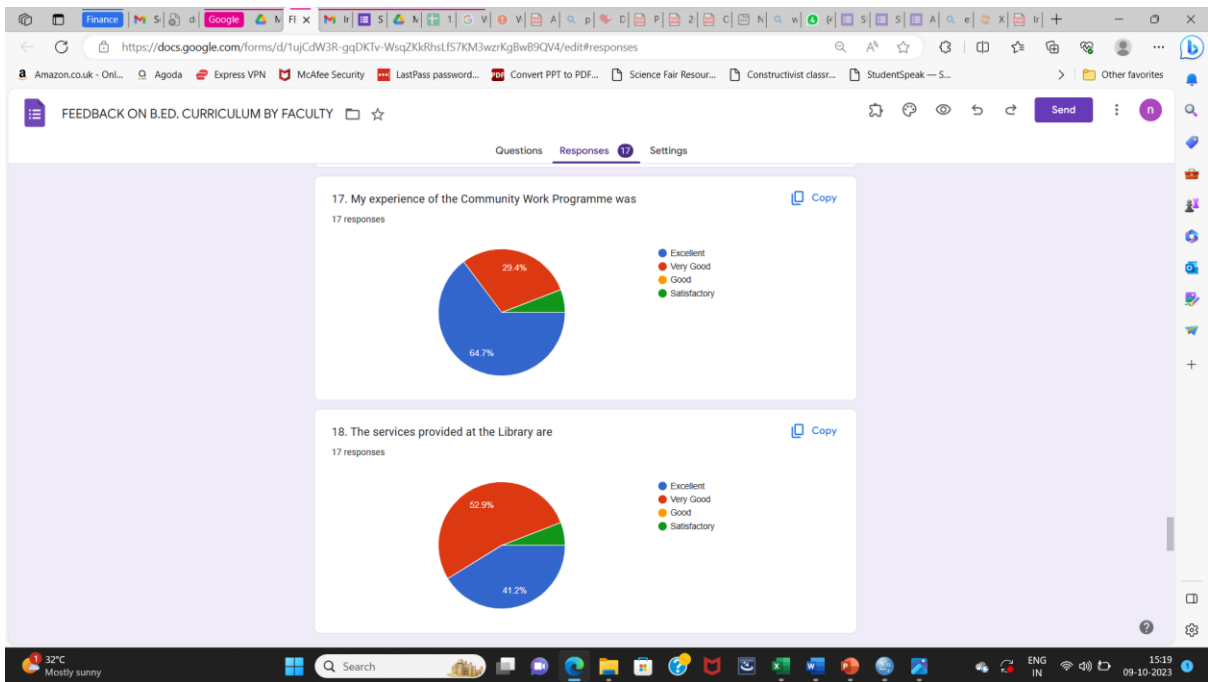
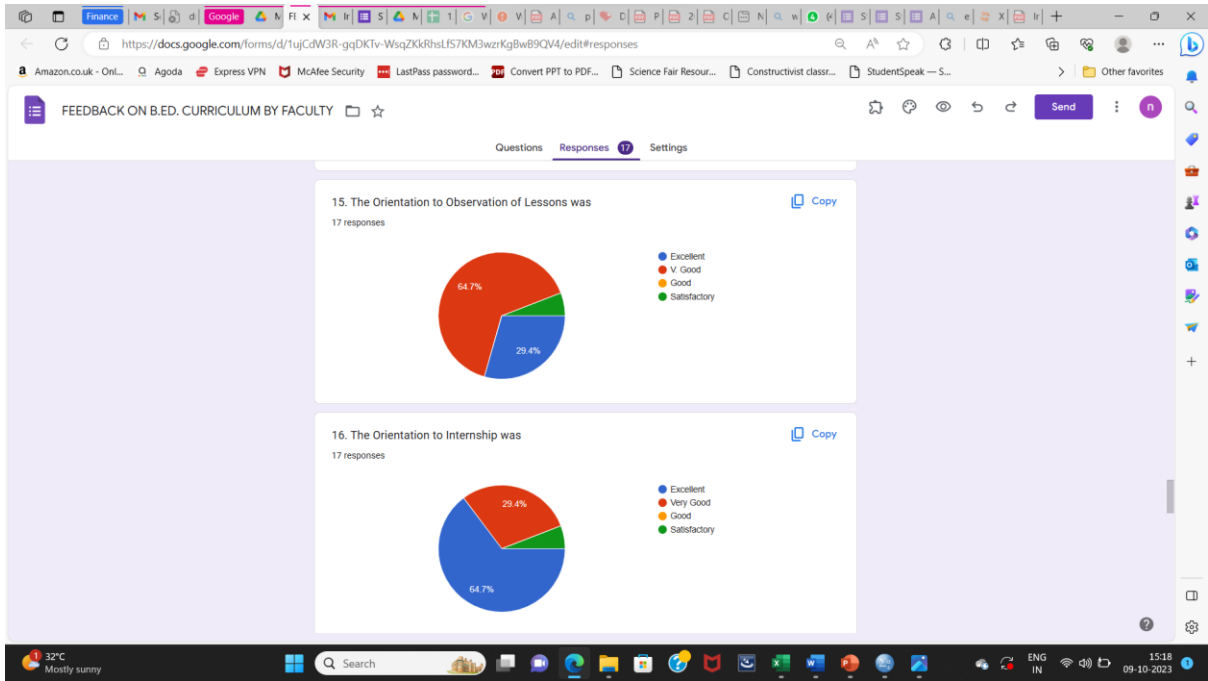


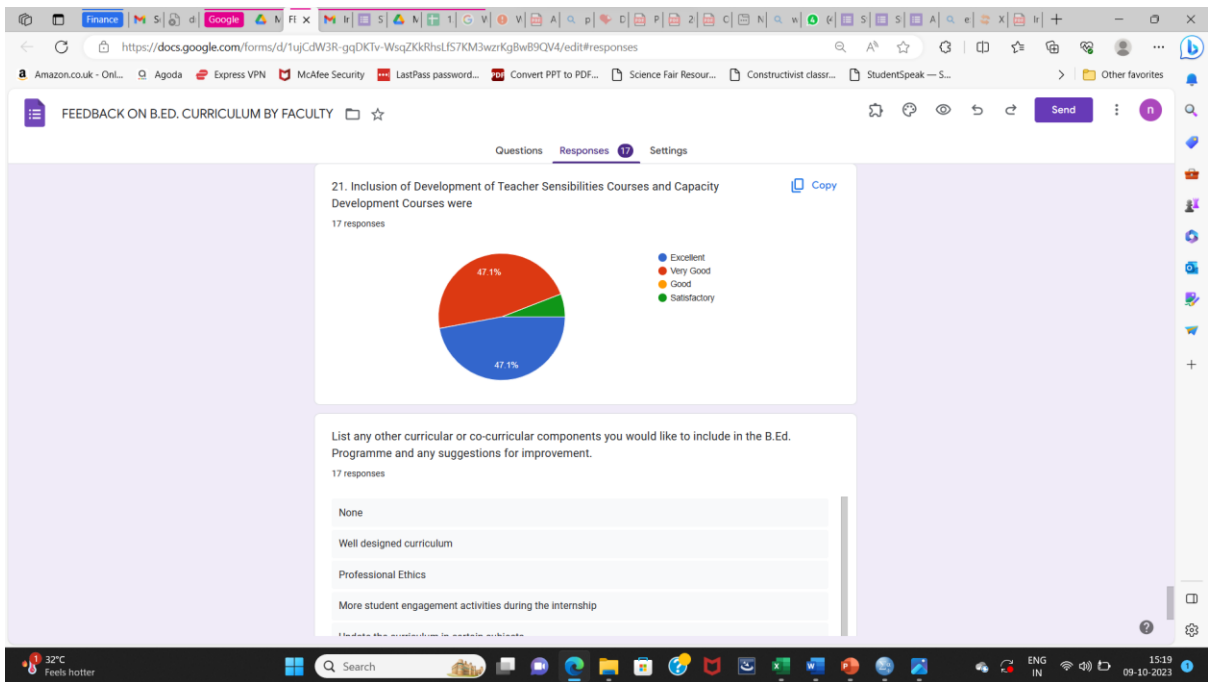
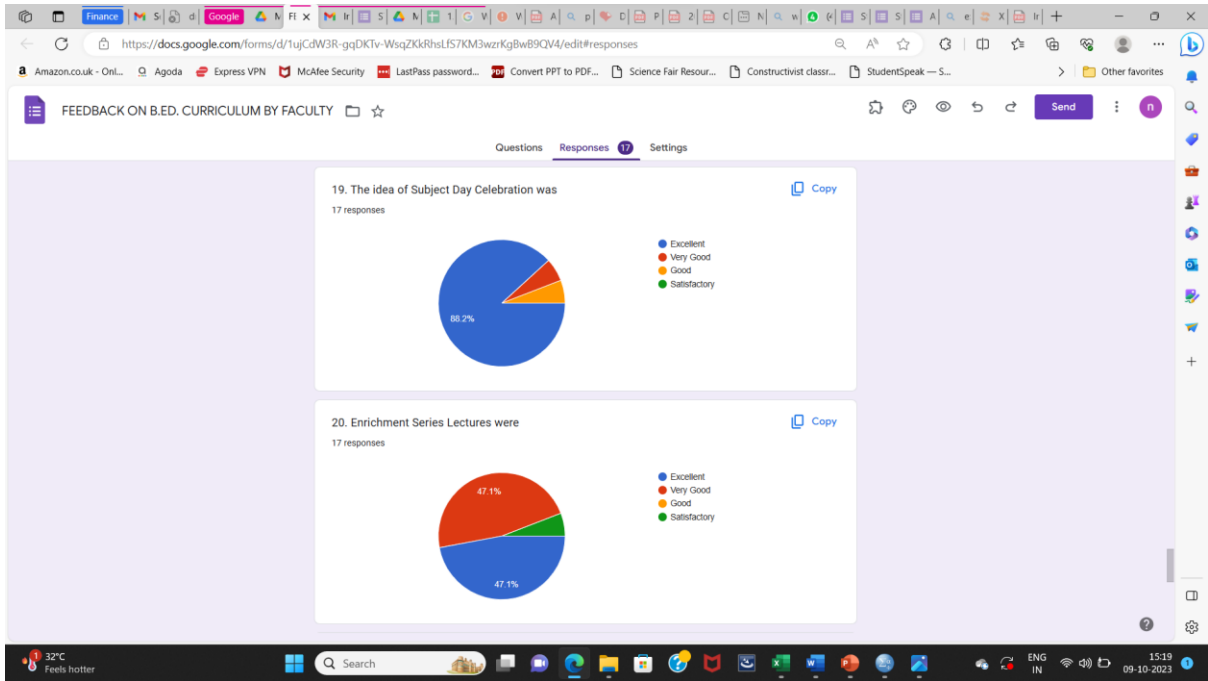












FEEDBACK ON B.ED. CURRICULUM BY FACULTY

Questions Responses 17 Settings

47.1%

List any other curricular or co-curricular components you would like to include in the B.Ed. Programme and any suggestions for improvement.

17 responses

- None
- Well designed curriculum
- Professional Ethics
- More student engagement activities during the internship
- Update the curriculum in certain subjects
- Enhanced employability skills and critical reading skills ought to be included
- Sports, and visual arts activities are helpful
- No
- Remedial Teaching Workshop on First Aid

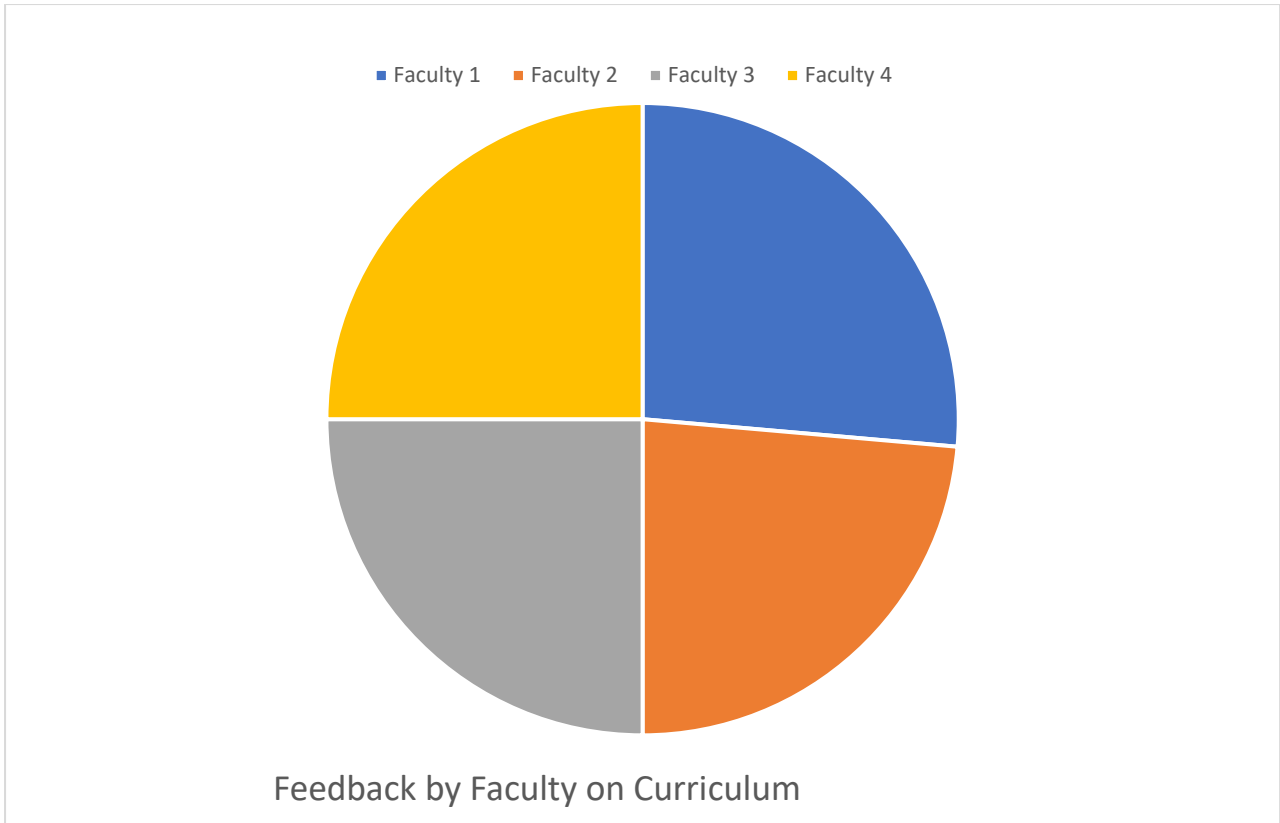
32°C Feels hotter

Search

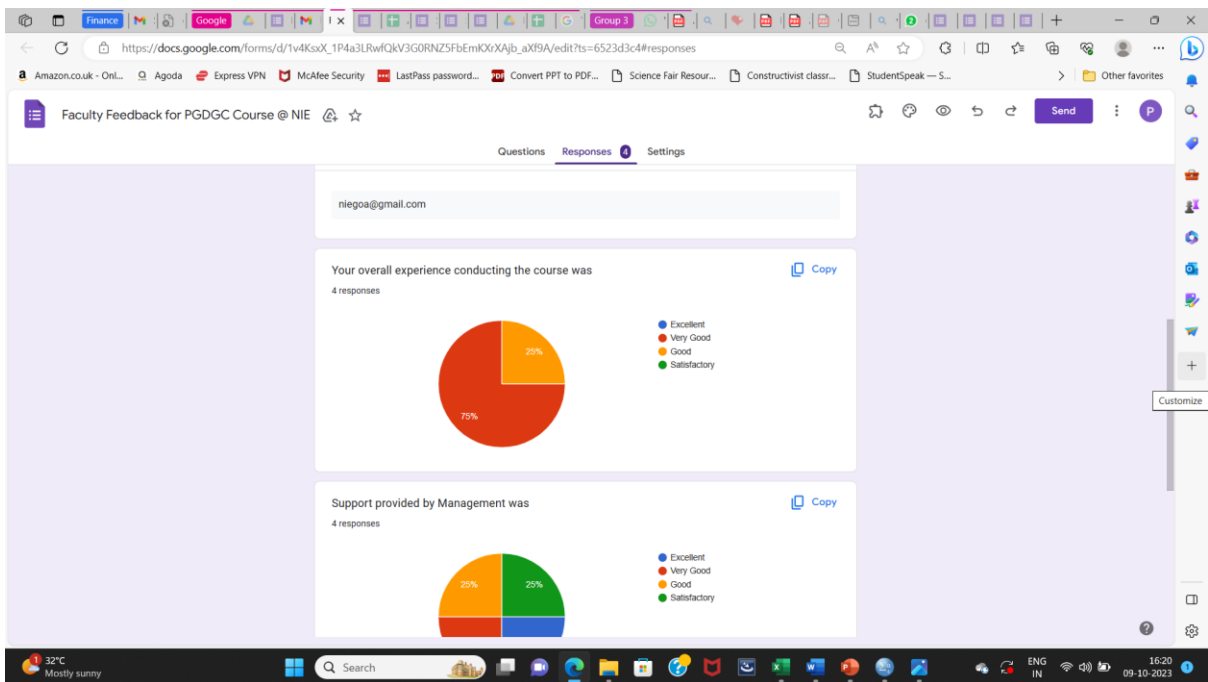
ENG IN 15:19 09-10-2023

Feedback by M.A. In Wellness and Counselling Faculty

| The course was well organized, and the learning objectives were clear. | The course provided opportunities to learn from assignments, homework and other activities. | The course content was relevant to the Professional requirements | The course used a clear criteria for evaluation. | Any recommendations for the overall programme |
|--|---|--|--|---|
| 5 | 5 | 5 | 4 | Inclusion of Community Service / Community Project - volunteer work with any community, NGO's, mental health agency |
| 4 | 5 | 4 | 4 | MOUs with mental health organisations, educational institutions etc for internship opportunities. |
| 4 | 5 | 5 | 4 | Greater participation in and organisation of intercollegiate events for exposure of the course. |
| 4 | 5 | 5 | 4 | Structure for evaluation of internship, organisation of more events. More research oriented activities. |



Feedback on Curriculum by Post Graduate Diploma in Guidance and Counselling



Faculty Feedback for PGDGC Course @ NIE

Questions Responses Settings

Support provided by Management was

4 responses

| Category | Percentage |
|--------------|------------|
| Excellent | 25% |
| Very Good | 25% |
| Good | 25% |
| Satisfactory | 25% |

List any changes in Curricular or co-curricular components you would like to bring into the PGDGC program and any suggestions for improvements

4 responses

Syllabus of Paper III needs to be updated.

The PGDGC curriculum is quite good. Students who pass out, enjoy the learning experience. But it would be very good, if it was updated to new concepts in counselling.

We have been consistently discussing avenues for change and improvement in the course with a constant need for more practical skill development rather than theory. Certain aspects imposed by University affiliation tend to be stifling

Faculty Feedback for PGDGC Course @ NIE

Questions Responses Settings

| Category | Percentage |
|--------------|------------|
| Very Good | 25% |
| Good | 25% |
| Satisfactory | 25% |

List any changes in Curricular or co-curricular components you would like to bring into the PGDGC program and any suggestions for improvements

4 responses

Syllabus of Paper III needs to be updated.

The PGDGC curriculum is quite good. Students who pass out, enjoy the learning experience. But it would be very good, if it was updated to new concepts in counselling.

We have been consistently discussing avenues for change and improvement in the course with a constant need for more practical skill development rather than theory. Certain aspects imposed by University affiliation tend to be stifling

Course needs to update the syllabus