



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE

NAAC Accredited B++ Grade with CGPA 2.85 (1st Cycle)
Kerala Institutional Ranking Framework (KIRF) Rank Band-1
(Recognized by NCTE Recognition No: FKL/SEC/M/136/SRO/NCTE/2004-2005/757)
(Affiliated to Calicut University No. G. A. I/D4/1929/05 dt.CU 23.06.2006)
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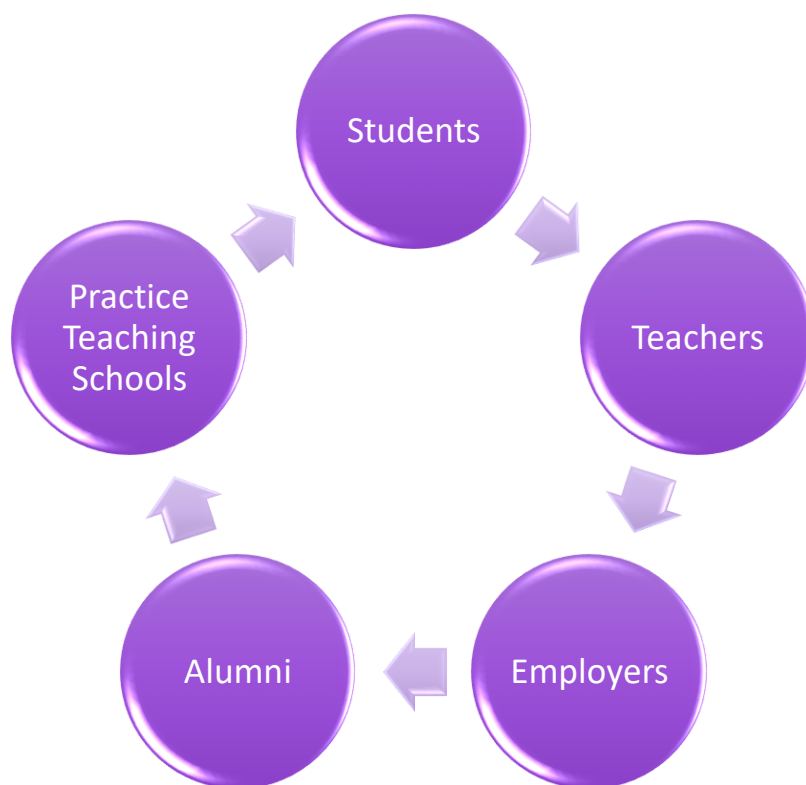
website: www.bsstcaltr.com

Feedback Analysis Report

Feedback on curriculum collected from stakeholders for the academic year 2025 - 2026

Mechanism is in place for obtaining structured feedback on the curriculum year wise from various stakeholders.

Structured feedback is obtained from





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1.4.2 Stakeholder feedback analysis report with seal and signature of the Principal 2025 - 2026



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STAKEHOLDER FEEDBACK ANALYSIS REPORT (2025 - 2026)

About the Feedback System:

Our institution is an affiliated colleges adopt the curriculum overview provided by the University of Calicut. Though a feedback system is in practice in our institution and has an active process of not only collecting feedback from all stakeholders, but also of analyzing it, identifying and drawing pertinent pointers to improve the overall curricular aspects. This process gets fed into the subsequent curriculum revisions, indicating the quality concern in our institution. The process of revision and redesign of institutional curriculum planning is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the students, teachers, Employers, Alumni and Heads of Practice Teaching Schools help in improving the inputs. Based on the feedback our college visualizes the way the institutional curriculum planning has to be carried out.

Objectives of the Feedback System:

- To identify the gaps in the curriculum transaction.
- To revise and redesign the instructional curriculum planning.
- To initiate the necessary curricular activities.

Mechanism of the Feedback System:

Our institution collects feedback every academic year on the curriculum from different stakeholders in the light of NAAC feedback guidelines. In this regard, we collect the data using blended method. The Academic Development Committee (ADC) as well as the Internal Quality Assurance Cell (IQAC) are co-ordinating the feedback system. Once the data collected, the respective supportive system will analyse and interpretate the data and the necessary actions will be taken based on the decisions of the governing body and a detailed report will be circulated via different media.



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FEEDBACK FORM OF STUDENTS ON CURRICULUM

The Academic Development Committee (ADC) in association with the Internal Quality Assurance Cell (IQAC) of the institution collect feedback on curriculum on behalf of quality improvement and NAAC accreditation process for the academic year 2025-2026. Hence, you are requested to fill out the form by marking the appropriate response. The data provided by you will be treated confidential and solely used for the institution's quality improvement.

Name of the Trainee*	
Optional Subject	
Mobile Number*	
Academic Year Studied	

*Profile information is optional

Sl No	Parameters	Degree of Agreement Put Tick (✓) Mark		
		Agree	Disagree	Neutral
1	Curriculum has a balance between theory and application.			
2	Content of the curriculum is updated and it meets the local requirements.			
3	Curriculum is effective in enhancing constructive learning and teaching.			
4	Curriculum provides avenues for creating social awareness and it is relevant to the real-life situations.			
5	Curriculum reflects the ethos and culture of the society.			
6	Curriculum provides adequate provision for integrating co-curricular and outreach activities.			
7	Curriculum is structured, comprehensive and appropriate.			
8	Curriculum is effective in enhancing competency in teaching.			
9	Curriculum is effective in enhancing analytical and problem-solving skills			
10	Curriculum is effective in developing essential ICT skills.			
11	Curriculum is helpful in moulding global citizenship.			



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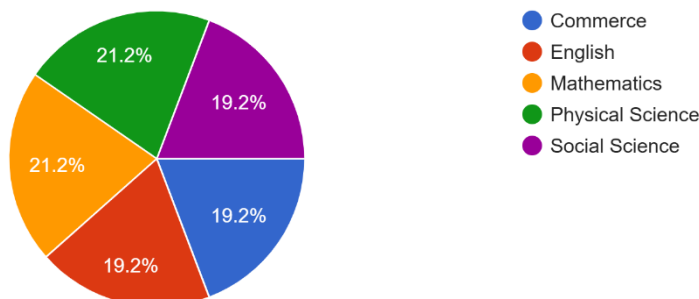
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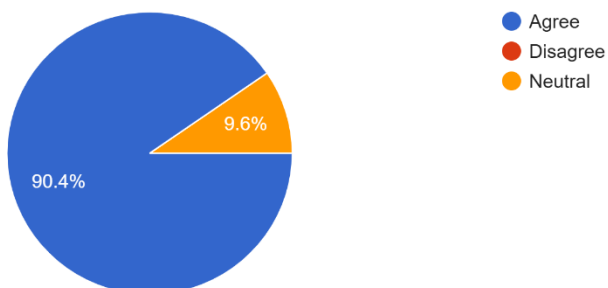
FEEDBACK ANALYSIS OF STUDENTS ON CURRICULUM

52 responses



3. Curriculum has a balance between theory and application.

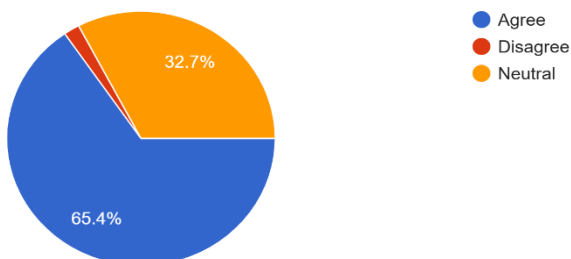
52 responses



The graphical representation depicts that 90% of students agreed that the curriculum has a balance between theory and application. 10% of students said neutral. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program.

4. Content of the curriculum is updated and it meets the local requirements.

52 responses



The graphical representation depicts that 65% of students agreed. 33% of students said neutral. 3% students disagreed. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to increase the community-based curricular activities in the upcoming academic years.



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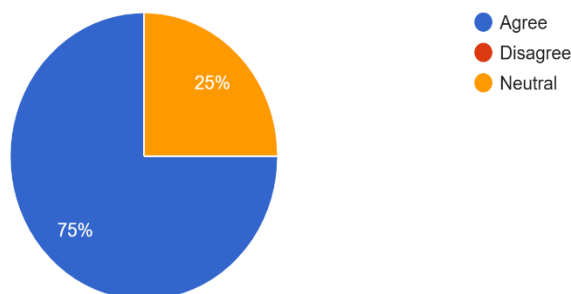
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5. Curriculum is effective in enhancing constructive learning and teaching.

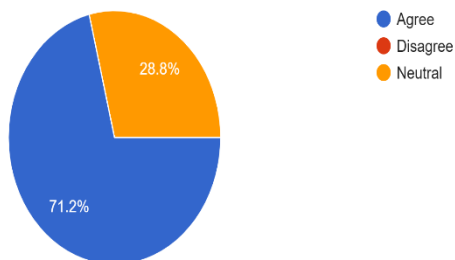
52 responses



The graphical representation depicts that 75% of students agreed. 25% of students said neutral. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to increase the curricular transactions in the upcoming academic years.

6. Curriculum provides avenues for creating social awareness and it is relevant to the real-life situations.

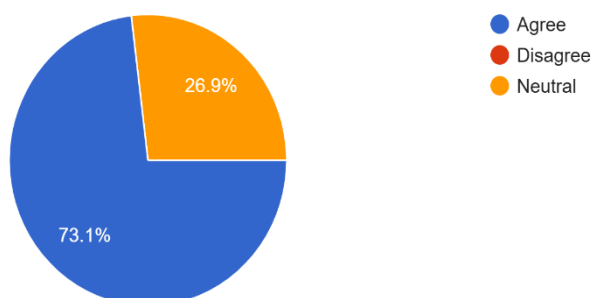
52 responses



The graphical representation depicts that 71% of students agreed. 29% of students said neutral. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to increase the extracurricular activities in the upcoming academic years.

7. Curriculum reflects the ethos and culture of the society.

52 responses



The graphical representation depicts that 73% of students agreed. 27% of students said neutral. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to increase the extracurricular activities related to the local requirements in the upcoming academic years.



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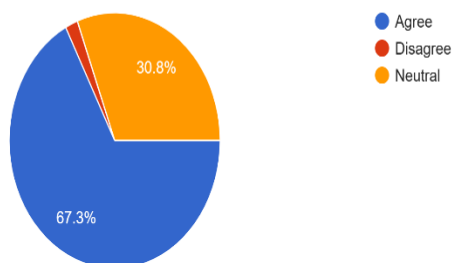
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8. Curriculum provides adequate provision for integrating co-curricular and outreach activities.

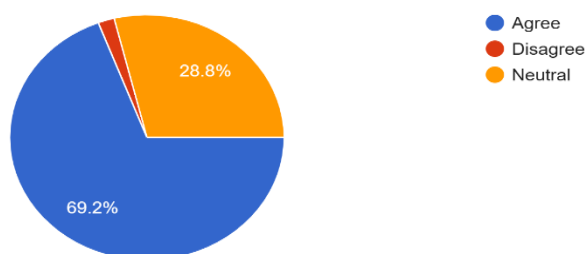
52 responses



The graphical representation depicts that 68% of students agreed. 31% of students said neutral. 1% students disagreed. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to increase the outreach activities in the upcoming academic years.

9. Curriculum is structured, comprehensive and appropriate.

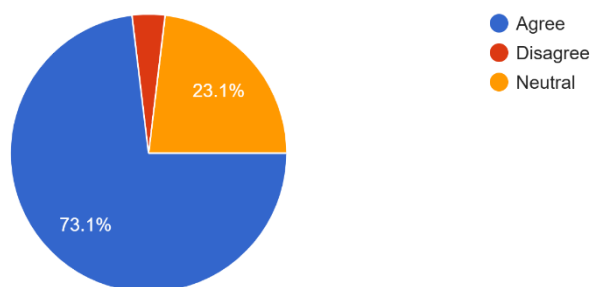
52 responses



The graphical representation depicts that 69% of students agreed. 29% of students said neutral. 2% students disagreed. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program.

10. Curriculum is effective in enhancing competency in teaching.

52 responses



The graphical representation depicts that 73% of students agreed. 23% of students said neutral. 4% students disagreed. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to increase the the course work in the micro-teaching, discussion lessons, demonstration lessons, criticism lessons and lesson planning in the upcoming academic years.



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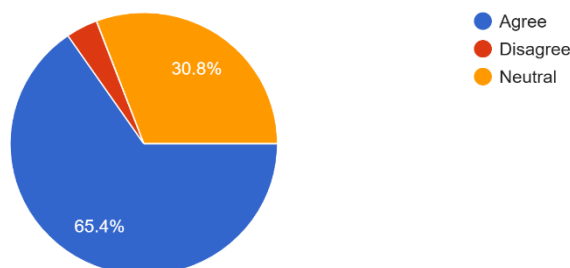
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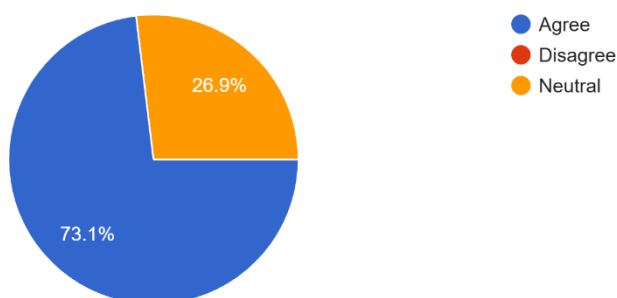


11. Curriculum is effective in enhancing analytical and problem-solving skills
52 responses



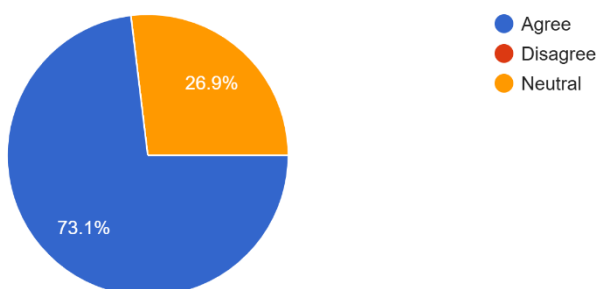
The graphical representation depicts that 65% of students agreed. 31% of students said neutral. 4% students disagreed. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to increase the number of students representation in the decision-making bodies of the institution.

12. Curriculum is effective in developing essential ICT skills.
52 responses



The graphical representation depicts that 73% of students agreed. 27% of students said neutral. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to introduce new value-added courses based on AI tools in teaching and encourage the trainees to explore innovative ICT skills.

13. Curriculum is helpful in moulding global citizenship.
52 responses



The graphical representation depicts that 73% of students agreed. 27% of students said neutral. Hence, it is evident the students were satisfied with the curriculum which is been implemented in the Bachelor of Education program. Further, it is decided to create an MoU with abroad educational institutions and conduct international projects.



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FEEDBACK FORM OF TEACHERS ON CURRICULUM

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Name of the Teacher*	
Designation	
Mobile Number*	
e-mail*	

*Profile information is optional

Sl No	Parameters	Degree of Agreement Put Tick (✓) Mark		
		Agree	Disagree	Neutral
1	Curriculum has a balance between theory and application.			
2	Content of the curriculum is updated and it meets the local requirements.			
3	Curriculum is effective in enhancing constructive learning and teaching.			
4	Curriculum provides avenues for creating social awareness and it is relevant to the real-life situations.			
5	Curriculum reflects the ethos and culture of the society.			
6	Curriculum provides adequate provision for integrating co-curricular and outreach activities.			
7	Curriculum is structured, comprehensive and appropriate.			
8	Curriculum is effective in enhancing competency in teaching.			
9	Curriculum is effective in enhancing analytical and problem-solving skills			
10	Curriculum is effective in developing essential ICT skills.			
11	Curriculum is helpful in moulding global citizenship.			



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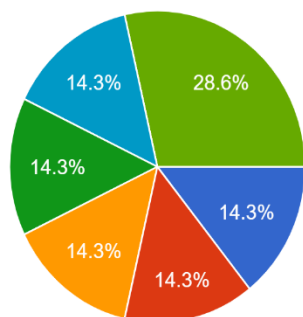
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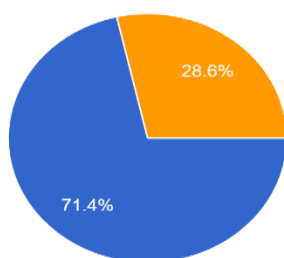


FEEDBACK ANALYSIS OF TEACHERS ON CURRICULUM



- Assistant Professor in Commerce Education
- Assistant Professor in English Education
- Assistant Professor in Mathematics Education
- Assistant Professor in Physical Science Education
- Assistant Professor in Social Science Education
- Assistant Professor in ICT Education
- Assistant Professor in Physical Education
- Assistant Professor in General Education

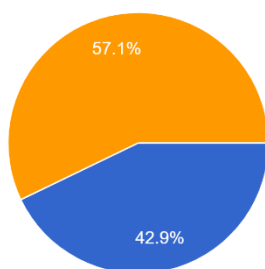
5. Curriculum has a balance between theory and application.



- Agree
- Disagree
- Neutral

The graphical representation depicts that 71% of teachers agreed that the curriculum has a balance between theory and application. 29% of teachers said neutral. Hence, it is evident the teachers were satisfied with the curriculum which is been implemented in the Bachelor of Education program.

6. Content of the curriculum is updated and it meets the local requirements.



- Agree
- Disagree
- Neutral

The graphical representation depicts that 43% of teachers agreed that the curriculum meets the local requirements. 57% of teachers said neutral. Hence, it is evident the teachers were moderately satisfied with the curriculum which is been implemented in the Bachelor of Education program. Already, the restructuring of B.Ed curriculum under process by the affiliating university. Hence, it is decided to abide the existing curriculum.



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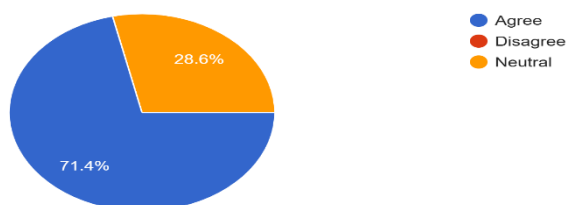
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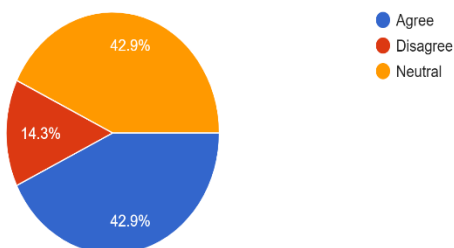


7. Curriculum is effective in enhancing constructive learning and teaching.



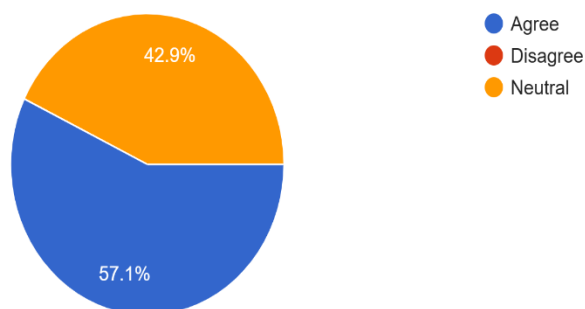
The graphical representation depicts that 71% of teachers agreed that the curriculum is effective in enhancing constructiv learning and teaching. 29% of teachers said neutral. Hence, it is evident the teachers were satisfied with the curriculum which is been implemented in the Bachelor of Education program.

8. Curriculum provides avenues for creating social awareness and it is relevant to the real-life situations.



The graphical representation depicts that 43% of teachers agreed that the curriculum provides avenues for creating social awareness and it is relevant to the real-life situation. 43% of teachers said neutral. 14% teachers disagreed. Already, the restructuring of B.Ed curriculum under process by the affiliating university. Hence, it is decided to increase social awreness and its relevant to the real-life situations in the institutional curriculum planning.

9. Curriculum reflects the ethos and culture of the society.



The graphical representation depicts that 57% of teachers agreed that the curriculum reflects the ethos and culture of the society. 43% of teachers said neutral. Already, the restructuring of B.Ed curriculum under process by the affiliating university. Hence, it is decided to increase social awreness and its relevant to the real-life situations in the institutional curriculum planning. Hence, it is evident the teachers were satisfied with the curriculum which is been implemented in the Bachelor of Education program.



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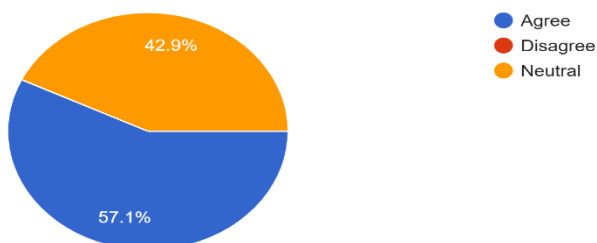


10. Curriculum provides adequate provision for integrating co-curricular and outreach activities.



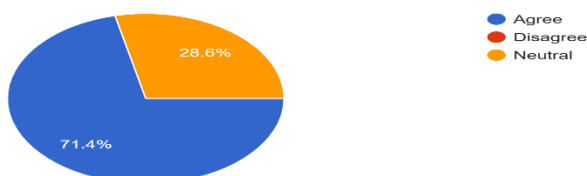
The graphical representation depicts that 100% of teachers agreed that the curriculum provides adequate provision for intergrating co-curricular and outreach activites. Hence, it is evident the teachers were satisfied with the curriculum which is been implemented in the Bachelor of Education program.

11. Curriculum is structured, comprehensive and appropriate.



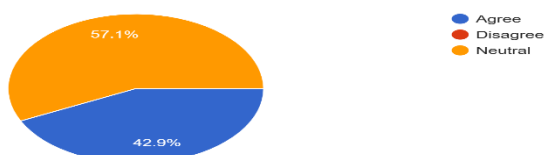
The graphical representation depicts that 57% of teachers agreed that the curriculum is structured, comprehensive and appropriate. 43% of teachers said neutral. Hence, it is evident the teachers were averagely satisfied with the curriculum which is been implemented in the Bachelor of Education program. Hence, it is decided to plan the institutional curricular planning more comprehensive.

12. Curriculum is effective in enhancing competency in teaching.



The graphical representation depicts that 71% of teachers agreed that the curriculum is effective in enhancing competency in teaching. 29% of teachers said neutral. Hence, it is evident the teachers were satisfied with the curriculum which is been implemented in the Bachelor of Education program.

13. Curriculum is effective in enhancing analytical and problem-solving skills



The graphical representation depicts that 43% of teachers agreed that the curriculum is effective in enhancing analytical and problem-solving skills. 57% of teachers said neutral. Hence, it is evident the teachers less satisfied with the curriculum which is been implemented in the Bachelor of Education program.



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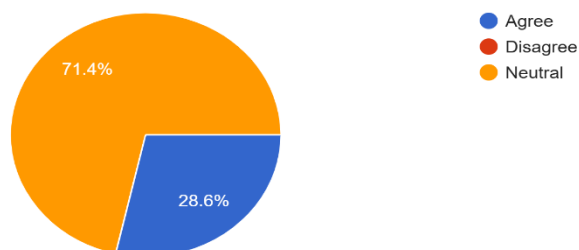
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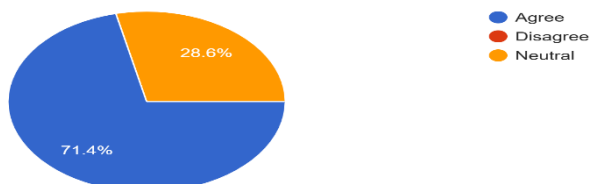


14. Curriculum is effective in developing essential ICT skills.



The graphical representation depicts that 29% of teachers agreed that the curriculum is effective in developing essential ICT skills. 71% of teachers said neutral. Hence, it is evident the teachers less satisfied with the curriculum which is been implemented in the Bachelor of Education program. Hence, it is decided to adopt AI tools incorporated curriculum transactions in the upcoming academic sessions.

15. Curriculum is helpful in moulding global citizenship.



The graphical representation depicts that 71% of teachers agreed that the curriculum is helpful in moulding global citizenship. 29% of teachers said neutral. Hence, it is evident the teachers are satisfied with the curriculum which is been implemented in the Bachelor of Education program.



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Name*	
Organization*	
Mobile Number*	

*Profile information is optional

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10	Curriculum is effective in developing essential ICT skills.			
11	Curriculum is helpful in moulding global citizenship.			



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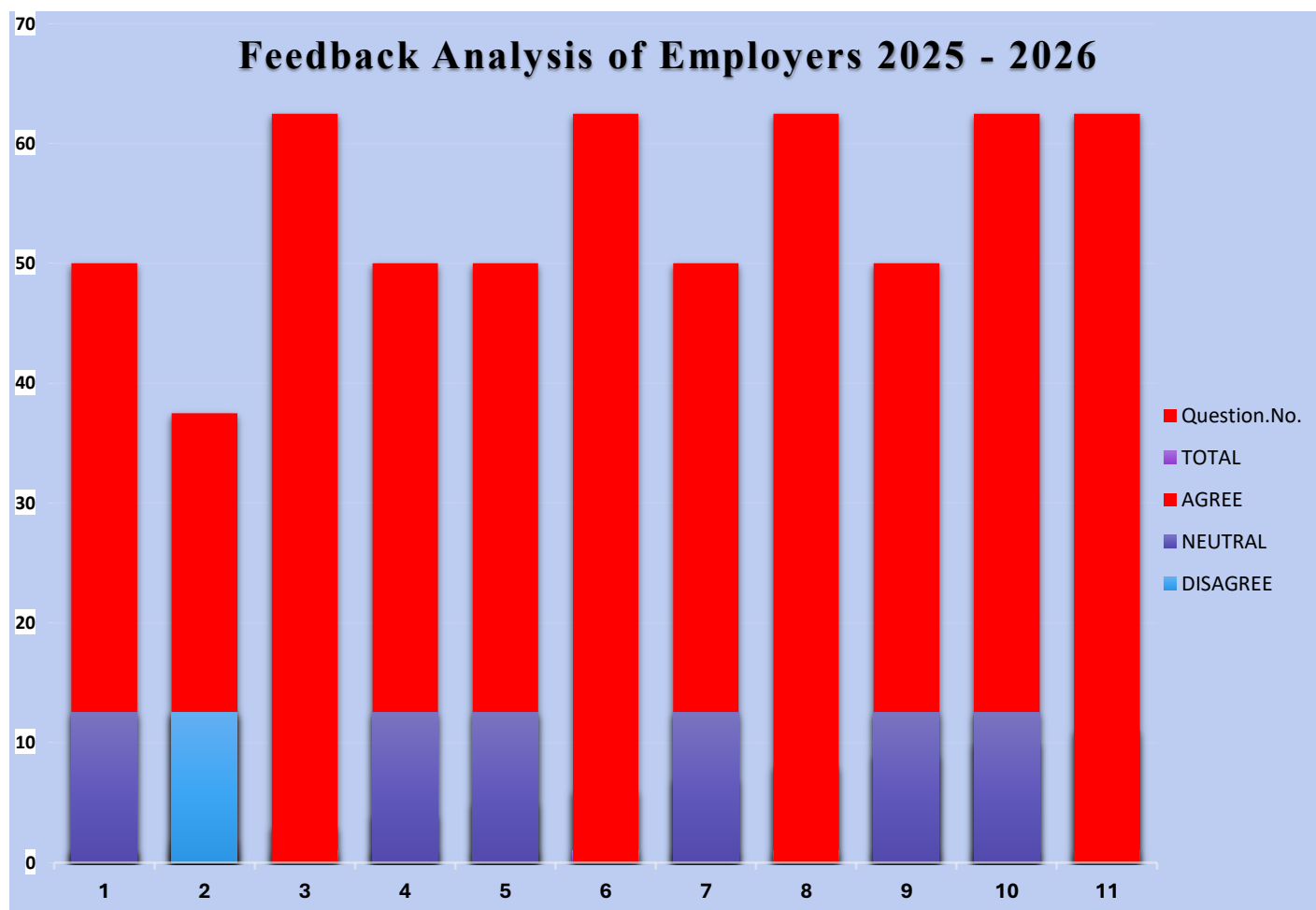


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FEEDBACK ANALYSIS OF EMPLOYERS ON CURRICULUM



The above table depicts the graphical representation of percentage of responses obtained from the employers on curriculum feedback. The statements 3,6,8,9 and 10 are received high agreed degrees. The statements 1,2,4,5,7 and 11 are received neutral degrees with very minimal percentage. From this, it is evident the employers were satisfied with the curriculum which is been implemented in the Bachelor of Education program.

Further, it is decided to take necessary institutional curricular planning related to the statement 2 in the 2026-2027 academic session in tune with the vision and mission of the institution with the light of the 2-year B.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations) based on Outcome Based Education (OBE) implemented with effect from 2021 vide U.O.No. 22121/2021/Admn Dated, Calicut University.P.O, 31.12.2021.



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FEEDBACK FORM OF ALUMNI ON CURRICULUM

The Academic Development Committee (ADC) in association with the Internal Quality Assurance Cell (IQAC) of the institution collect feedback on curriculum on behalf of quality improvement and NAAC accreditation process for the academic year 2025-2026. Hence, you are requested to fill out the form by marking the appropriate response.

Name of the Alumnae*	
Optional Subject Studied	
Academic Year Studied	

*Profile information is optional

Sl No	Parameters	Degree of Agreement Put Tick (✓) Mark		
		Agree	Disagree	Neutral
1	Curriculum has a balance between theory and application.			
2	Content of the curriculum is updated and it meets the local requirements.			
3	Curriculum is effective in enhancing constructive learning and teaching.			
4	Curriculum provides avenues for creating social awareness and it is relevant to the real-life situations.			
5	Curriculum reflects the ethos and culture of the society.			
6	Curriculum provides adequate provision for integrating co-curricular and outreach activities.			
7	Curriculum is structured, comprehensive and appropriate.			
8	Curriculum is effective in enhancing competency in teaching.			
9	Curriculum is effective in enhancing analytical and problem-solving skills			
10	Curriculum is effective in developing essential ICT skills.			
11	Curriculum is helpful in moulding global citizenship.			



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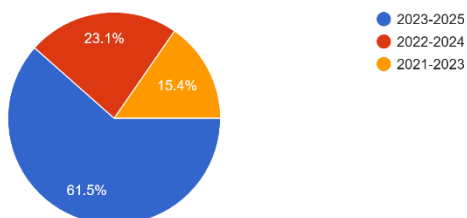
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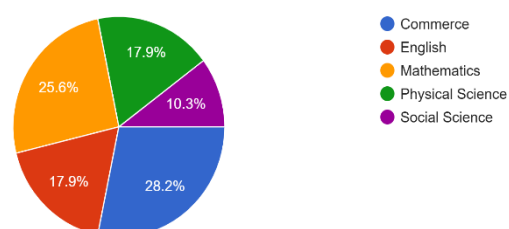


FEEDBACK ANALYSIS OF ALUMNI ON CURRICULUM

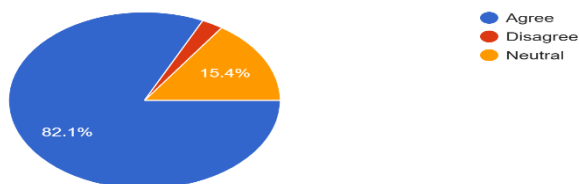
2. Academic Year of Study
39 responses



3. Optional Subject Studied
39 responses

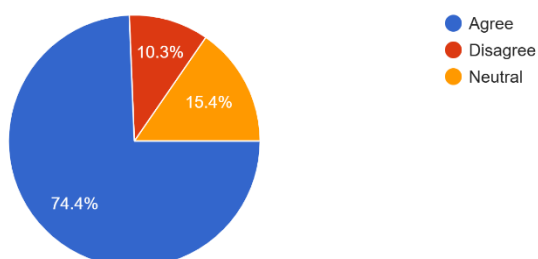


6. Curriculum has a balance between theory and application.
39 responses



The graphical representation depicts that 82% of alumni agreed that the curriculum has a balance between theory and application. 15% of alumni said neutral. 3% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.

7. Content of the curriculum is updated and it meets the local requirements.
39 responses



The graphical representation depicts that 74% of alumni agreed that the curriculum is updated and it meets the local requirements. 15% of alumni said neutral. 10% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.



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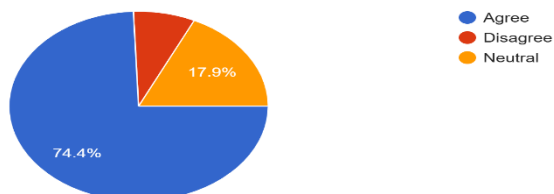
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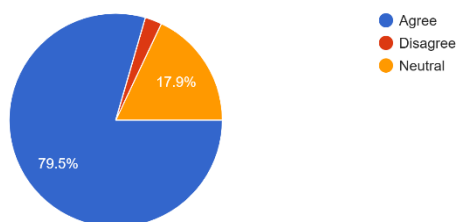


8. Curriculum is effective in enhancing constructive learning and teaching.
39 responses



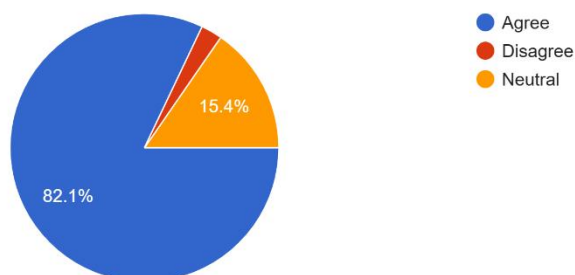
The graphical representation depicts that 74% of alumni agreed that the curriculum is effective in enhancing constructive learning and teaching. 18% of alumni said neutral. 8% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.

9. Curriculum provides avenues for creating social awareness and it is relevant to the real-life situations.
39 responses



The graphical representation depicts that 80% of alumni agreed that the curriculum provides avenues for creating social awareness and it is relevant to the real-life situations. 18% of alumni said neutral. 2% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.

10. Curriculum reflects the ethos and culture of the society.
39 responses



The graphical representation depicts that 82% of alumni agreed that the curriculum reflects the ethos and culture of the society. 15% of alumni said neutral. 3% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.



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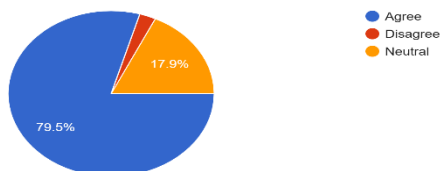
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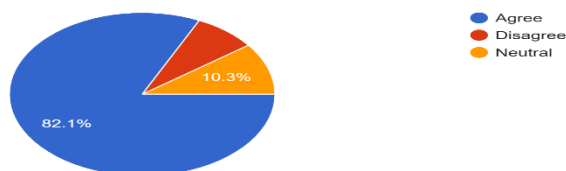


11. Curriculum provides adequate provision for integrating co-curricular and outreach activities.
39 responses



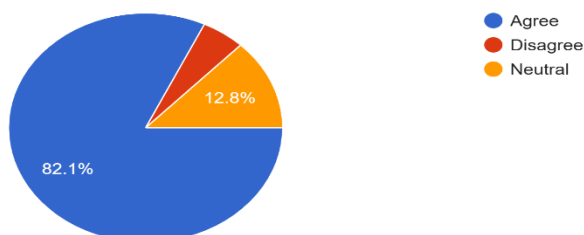
The graphical representation depicts that 80% of alumni agreed that the curriculum provides adequate provision for integrating co-curricular and outreach activities. 18% of alumni said neutral. 2% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.

12. Curriculum is structured, comprehensive and appropriate.
39 responses



The graphical representation depicts that 82% of alumni agreed that the curriculum is structured, comprehensive and appropriate. 10% of alumni said neutral. 8% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.

13. Curriculum is effective in enhancing competency in teaching.
39 responses



The graphical representation depicts that 82% of alumni agreed that the curriculum is effective in enhancing competency in teaching. 13% of alumni said neutral. 5% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.



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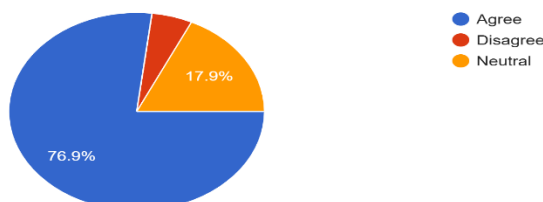
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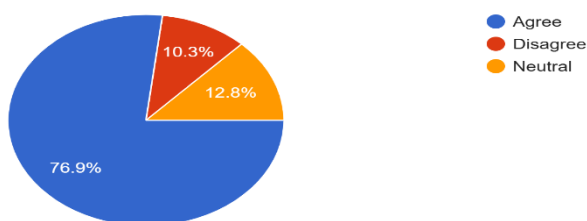


14. Curriculum is effective in enhancing analytical and problem-solving skills
39 responses



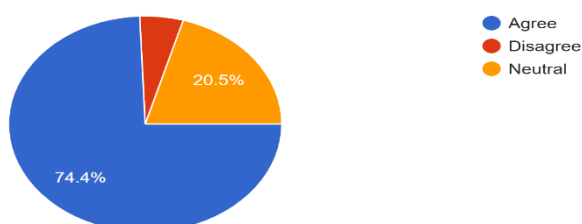
The graphical representation depicts that 77% of alumni agreed that the curriculum is effective in enhancing analytical and problem-solving skills. 18% of alumni said neutral. 5% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.

15. Curriculum is effective in developing essential ICT skills.
39 responses



The graphical representation depicts that 77% of alumni agreed that the curriculum is effective in developing essential ICT skills. 13% of alumni said neutral. 10% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.

16. Curriculum is helpful in moulding global citizenship.
39 responses



The graphical representation depicts that 74% of alumni agreed that the curriculum is helpful in moulding global citizenship. 21% of alumni said neutral. 5% of alumni disagreed. Hence, it is evident the alumni are satisfied with the curriculum which is been implemented in the Bachelor of Education program.



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FEEDBACK FORM OF PRACTICE TEACHING SCHOOLS ON CURRICULUM

The Academic Development Committee (ADC) in association with the Internal Quality Assurance Cell (IQAC) of the institution collect feedback on curriculum on behalf of quality improvement and NAAC accreditation process. Hence, you are requested to fill out the form by marking the appropriate response.

Name of the Principal/Headmaster/Teacher	
Name of the school	
Academic Year	

Sl No	Parameters	Degree of Agreement Put Tick (✓) Mark		
		Agree	Disagree	Neutral
1	Curriculum has a balance between theory and application.			
2	Content of the curriculum is updated and it meets the local requirements.			
3	Curriculum is effective in enhancing constructive learning and teaching.			
4	Curriculum provides avenues for creating social awareness and it is relevant to the real-life situations.			
5	Curriculum reflects the ethos and culture of the society.			
6	Curriculum provides adequate provision for integrating co-curricular and outreach activities.			
7	Curriculum is structured, comprehensive and appropriate.			
8	Curriculum is effective in enhancing competency in teaching.			
9	Curriculum is effective in enhancing analytical and problem-solving skills			
10	Curriculum is effective in developing essential ICT skills.			
11	Curriculum is helpful in moulding global citizenship.			



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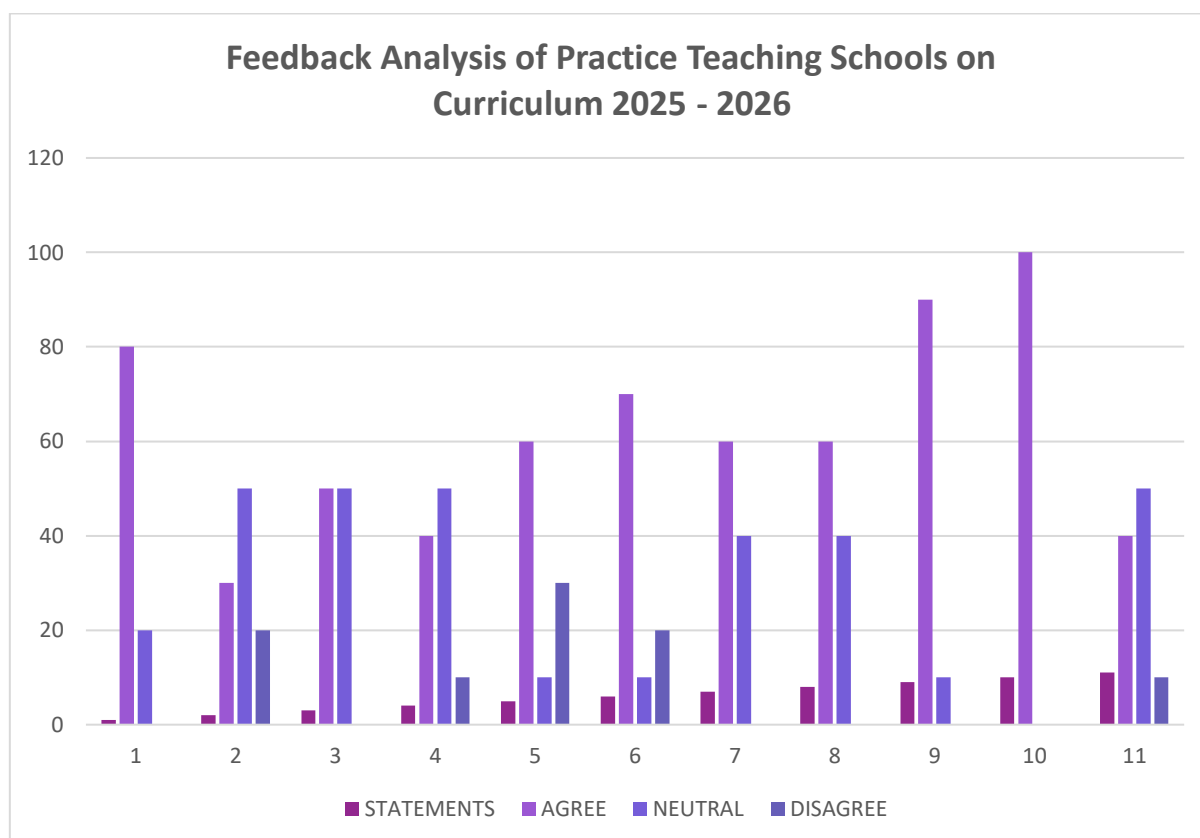


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FEEDBACK ANALYSIS OF PRACTICE TEACHING SCHOOLS ON CURRICULUM



The above table depicts the graphical representation of percentage of responses obtained from the practice teaching schools on curriculum feedback. The statements 2,9 and 10 are agreed positively from the part of practice teaching schools. The statements 1,3,4,5,6,7,8 and 11 are given moderate degree from the part of practice teaching schools with very minimal percentage. From this, it is evident the practice teaching schools moderately satisfied with the curriculum which is been implemented in the Bachelor of Education program.

Further, it is decided to take necessary institutional curricular planning related to the statements 1,3,4,5,6,7,8 and 11 in the 2026-2027 academic session in tune with the vision and mission of the institution with the light of the 2-year B.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations) based on Outcome Based Education (OBE) implemented with effect from 2021 vide U.O.No. 22121/2021/Admn Dated, Calicut University.P.O, 31.12.2021.



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**1.4.2 Action taken report of the institution
with seal and signature of the Principal
2025 - 2026**



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ACTION TAKEN REPORT OF THE INSTITUTION *on* FEEDBACK COLLECTED FROM STAKEHOLDERS (2025 - 2026)

About the Feedback System:

Our institution is an affiliated colleges adopt the curriculum overview provided by the University of Calicut. Though a feedback system is in practice in our institution and has an active process of not only collecting feedback from all stakeholders, but also of analyzing it, identifying and drawing pertinent pointers to improve the overall curricular aspects. This process gets fed into the subsequent curriculum revisions, indicating the quality concern in our institution. The process of revision and redesign of institutional curriculum planning is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the students, teachers, Employers, Alumni and Heads of Practice Teaching Schools help in improving the inputs. Based on the feedback our college visualizes the way the institutional curriculum planning has to be carried out.

Objectives of the Feedback System:

- To identify the gaps in the curriculum transaction.
- To revise and redesign the instructional curriculum planning.
- To initiate the necessary curricular activities.

Mechanism of the Feedback System:

Our institution collects feedback every academic year on the curriculum from different stakeholders in the light of NAAC feedback guidelines. In this regard, we collect the data using blended method. The Academic Development Committee (ADC) as well as the Internal Quality Assurance Cell (IQAC) are co-ordinating the feedback system. Once the data collected, the respective supportive system will analyse and interpretate the data and the necessary actions will be taken based on the decisions of the governing body and a detailed report will be circulated via different media.



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PLAN OF ACTION OF FEEDBACK ON CURRICULUM

ACTION TAKEN:

Area to be considered	Plan of Action (PoA)
Content of the Curriculum meets the local requirements	- Place student-teachers in nearby rural, tribal, or specific vernacular-medium schools to give them hands-on experience with local student demographics. - survey the immediate local community and design pedagogical interventions based on the socio-economic and cultural realities of the neighbourhood. - Increase the number of outreaches activities - Conduct upgraded entry-level assessment - use indigenous arts, folklores, and local craft materials as pedagogical tools. - Remedial teaching strategies for first-generation learners. - Using case studies from local schools - Inviting experienced local headmasters, Anganwadi workers, and community leaders as guest speakers to share the specific educational challenges of the area.
Enhancing competency in teaching.	- Break down complex teaching skills into smaller, manageable tasks. Have student-teachers record their micro-teaching sessions in dedicated labs, analyze the video playbacks, and refine their delivery through peer feedback and faculty evaluation. - Train educators to use smart classrooms, learning management systems (LMS), and virtual tools. Emphasize creating e-content, utilizing digital assessment tools, and managing hybrid or online teaching environments. - Encourage student-teachers to conduct minor action research in their internship schools to identify and resolve specific learning difficulties or behavioral issues among students.



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	• Equip educators with the competency to handle diverse, inclusive classrooms. This includes targeted strategies for slow learners, gifted students, and children with special needs. • Organize workshops, community service, and cultural activities to help student-teachers build vital soft skills like empathy, communication, and parental counseling. • Professional Development Programmes for teacher-educators. • Application of revised lesson plan components in the teaching.
Adequate provision for integrating co-curricular and outreach activities.	• Ensure student-teachers maintain reflective portfolios tracking their participation in community-based activities. • Formulate formal agreements with nearby government and aided upper primary/secondary schools to conduct joint workshops, science fairs, and remedial teaching sessions. • Initiate neighborhood awareness campaigns (e.g., adult literacy drives, environmental awareness, or health camps) to fulfill the NCTE mandate of sustained engagement with the community. • PTA meetings to build stakeholder rapport. • Involve well-placed alumni in institutional mentoring and community-linked resource generation. • Administering more students exposure programmes. • Increasing number of field trips. • Increasing number of community-based activities.
Enhancing analytical and problem-solving skills.	• Increasing students' representation in the curricular transactional related decision-making bodies. • Replace traditional lectures with real-life classroom scenarios. Student-teachers should diagnose behavioral, administrative, or learning difficulties and propose actionable solutions • Train students to break down textbooks into sub-units, formulate precise instructional objectives, and design custom evaluation tools tailored to diverse learner needs • Require student-teachers to identify a specific learning gap during their school internship, devise an intervention, analyze the results, and refine their approach



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	- Organize interdisciplinary workshops, group debates, and panel discussions on current educational policies and societal challenges - Train students to use digital tools, data-driven assessment metrics, and virtual simulations to solve modern educational management challenges
Developing essential ICT skills.	- Conduct regular workshops and seminars on innovative teaching methodologies and ICT tools - Ensure student-teachers have access to broadband, internet-enabled computers, interactive smartboards/projectors, and printers - Provide licensed or open-source tools required for modern teaching, such as Learning Management Systems - Teach the theoretical and practical usage of ICT in education, covering hardware maintenance, digital literacy, and internet safety - Train students on how to use productivity tools (Google Workspace/MS Office), graphic design software (like Canva), and video editing tools to create e-content. - Introduce tools designed to support learners with special needs to promote inclusive education - Conduct classes using a Learning Management System (LMS) so student-teachers experience digital learning firsthand - Build a professional digital portfolio that includes lesson plans, digital resources they created, and teaching videos - During school teaching practice, mandate that lessons utilize digital tools (smart classrooms, digital projectors, educational apps) - Ensure teaching staff are digitally proficient so they can act as facilitators for modern e-pedagogy - Regularly organize webinars and hands-on sessions led by educational technology experts
Balance between theory and application.	Use real classroom behavioral and instructional challenges as the basis for theoretical discussions



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	• asks like conducting surveys, organizing local awareness campaigns • Effective implementation of tasks related to the community. • Increase number of community-based activities.
Enhancing constructive learning and teaching.	• Use real classroom scenarios, case studies, and localized education problems instead of traditional lectures • Student-teachers work in collaborative groups to design unit plans and critique each other's instructional methods • Train student-teachers to use the 5E Model (Engage, Explore, Explain, Elaborate, Evaluate) in their school internships • Inculcation of different teaching models. • Use of AI tools in teaching-learning.
Creating social awareness and its relevant to the real-life situations.	• Conduct surveys in local villages or urban wards to identify educational gaps • Campaigns on pressing local issues, such as health and hygiene • Arranging interactions with differently-abled individuals or parents of children with special needs • Weekly debrief sessions where student-teachers discuss their community experiences, share challenges, and brainstorm solutions together • Activities on different days during the morning assembly.
Comprehensive curriculum	• engage with the Child, Community, and School to contextualize textbook theories through observation, community surveys, and actual teaching • ICT in education, inclusive education, gender sensitivity, and Yoga education • Needy value-added courses • Motivation for self-study courses.
Reflect the ethos and culture of the society.	• Incorporate regional history, indigenous knowledge systems, and local cultural contexts • Partner with local schools and marginalized communities for practicums, ensuring student-teachers understand and respond to the social realities and diverse backgrounds of the society



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	- Regularly observe and celebrate regional, linguistic, and national festivals and days of importance to foster patriotism and communal harmony - Celebration of different culture related programmes.
Moulding global citizenship.	- Expand standard pedagogical methods by embedding sociology, human rights, and multicultural education into foundational courses - Critically examine the curriculum rather than just transmitting information. Teach them to address themes like peace, tolerance, and environmental sustainability in their future classrooms - Utilize the mandated workshop courses in art, music, drama, and yoga to foster self-reflection, interpersonal relations, and empathy - Require community outreach programs (e.g., rural education camps, literacy drives, and environmental awareness projects) as part of the field attachment. Understanding local realities is the first step to becoming a globally minded educator - projects focusing on pressing global issues, such as comparative studies of historical pandemics or environmental conservation initiatives - Partner with international teacher training colleges. - Conduct international projects. - Celebrating diverse cultural and regional festivals - Inclusive Education.
Meet the local requirements.	- Increase the number of community engaged programmes. - Memorandums of Understanding (MoUs) with local, state-board, or central-board schools - Periodic performance reports and self-appraisals