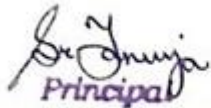


Action Taken Reports of Stakeholder Feedback Forms (2018-2019)

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**Action Taken Report for Students' Feedback Analysis
(2018-2019)**

It was noted from the analysis of the students feedback form, that they have given a favorable feedback for almost all courses, activities and events conducted. Hence it was decided to conduct these events for the next batch of students; with modifications if necessary as per the feedback obtained for the courses. The lacunae observed in any activity, would be addressed in detail by analyzing the individual feedbacks taken after every activity/programme.


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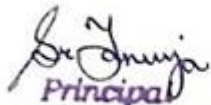
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**Action Taken Report for Analysis of Teacher Feedback
(2018-2019)**

The teachers were satisfied with respect to all aspects regarding their professional development and support from the college to handle their teaching-learning activities.

The difficulties faced were mostly due to late admissions and hence inadequate time for completion of portion with other college activities, , absenteeism, some students being marks oriented and hence lax in participating in any extra activities or assignments given etc.

Completion of portion immaterial of late admissions was ensured and optimum utilization of time was done to warrant maximum student benefit. Principal gave timely guidance and reminders in order to curb unnecessary absenteeism, and made the students aware of the importance of all the activities conducted by the college for the overall development of the students.



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Action Taken Report of Employers' Feedback
(2018-2019)

In the feedback obtained from the Employers, certain areas like teaching skills, communication skills and leadership skills indicate a scope for improvement. In order to foster teaching proficiency and other abilities among the teacher-trainees, the college organised a variety of programmes for them. The employers' favourable comments demonstrated the effectiveness of the training the institution had offered in this area. The Teaching Skills Programme, Personality Development course, the MS-CIT course, the Pidilite Art Education Course, expert speeches, seminars, workshops, and so forth are a few examples. The college also plans to start a course on English Grammar to hone the communication skills of the students.


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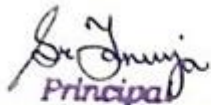


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Action Taken Report of Alumni Feedback (2018-2019)

In the feedback obtained, most of the students responded that they would love to conduct sessions in the area of their expertise, judging competitions, participating in the seminars organized etc.; whenever possible or when there is a need. Alumni also suggested that college should have more courses and guidance should be provided for higher education, there should be good canteen facilities, more activities should be conducted for personality development of the students etc.

In keeping with the suggestions, the college invited the Alumni to judge English Essay writing competition, Miss Education Competition, give sessions on topics like Orientation to Google Classrooms, Big Five Talk Show etc. the college began its work in the direction of introducing the M.Ed. course and also continued its venture to be a PCP centre for M.A. in Education.


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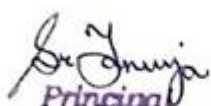


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**Action Taken Report of Practice Teaching Schools Feedback
(2018-2019)**

In the feedback analysis it was noted that some of the student teachers hailed from vernacular backgrounds it can be observed that their proficiency in spoken English needed attention.

It was with this view in focus that the college introduced the Personality Development course with a view to enhancing their confidence and fluency in communication. The college also provided students with a platform to engage in conducting and hosting several co-curricular activities to build qualities like team spirit, leadership and interpersonal skills and organisational abilities. Their technological competence was taken care of by introducing them to MOOCS and online teaching-learning-assessment apps as well as by organizing the MSCIT course to step up their basic technological skills. Daily value based assemblies helped the teacher trainees exhibit the ideals of punctuality, commitment, respect and integrity of character which are integral qualities with respect to the Professional Ethics of a teacher. All-in-all the schools were very satisfied with the overall performance of the teacher trainees as they had developed qualities of head-hand and heart which fostered holistic development of the prospective teachers.


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