

Course : B.Ed

DATA ANALYSIS

For each item five options of responses in the 5- point scale for 27 teachers were taken into consideration. Pie-Chart has been drawn.....

Item: 1 - Trainee teachers will not benefit after completing the B.Ed course.

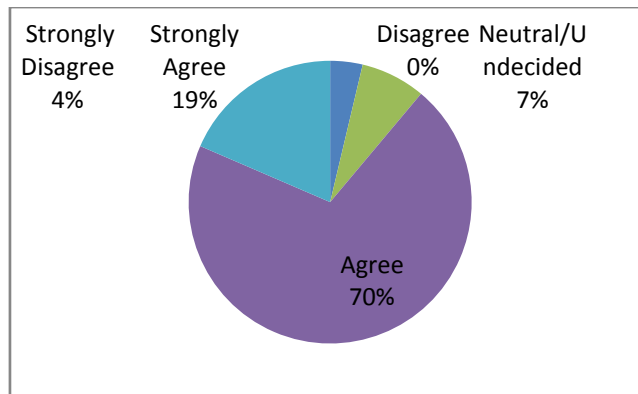


Figure: 1

Item: 2 - Trainee teachers will suffer from mental pressure for two years B.Ed course.

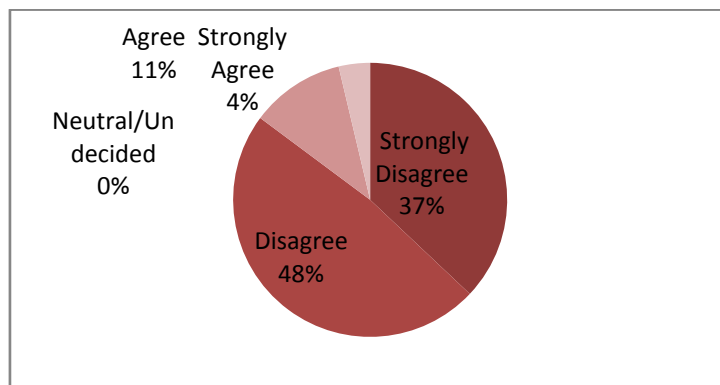


Figure: 2

Item: 3- A 2-year B.Ed course is sufficient time to provide adequate and stable knowledge in content areas.

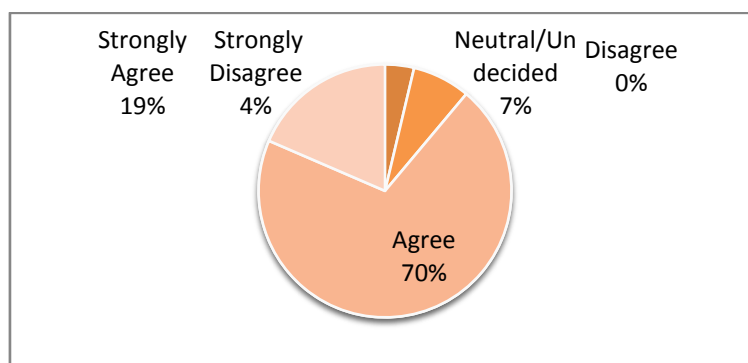


Figure: 3

Item: 4- It is very difficult to implement a two-year B.Ed course.

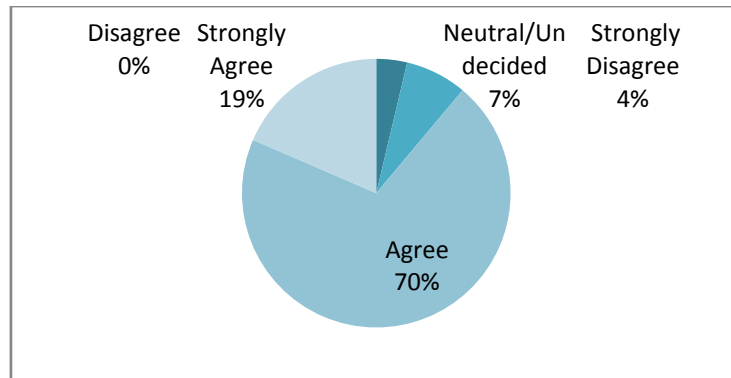


Figure: 4

Item: 5- It gives stress to practical activities like assignments, projects, practical, etc.

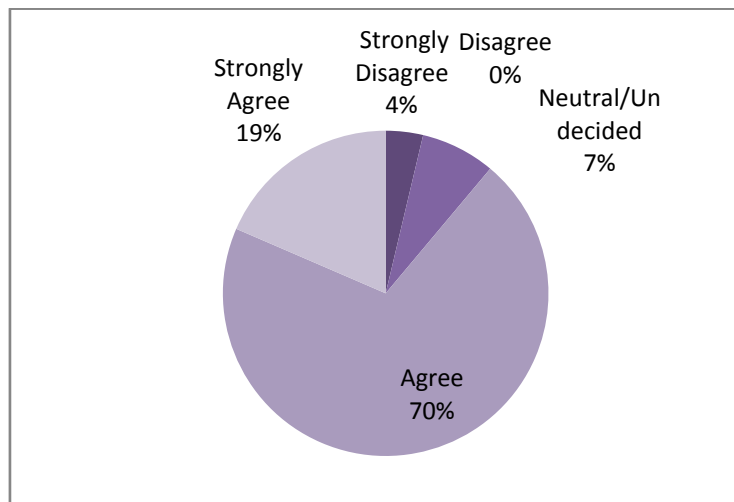


Figure: 5

Item: 6- The curriculum provides an opportunity for conducting research project-related activities.

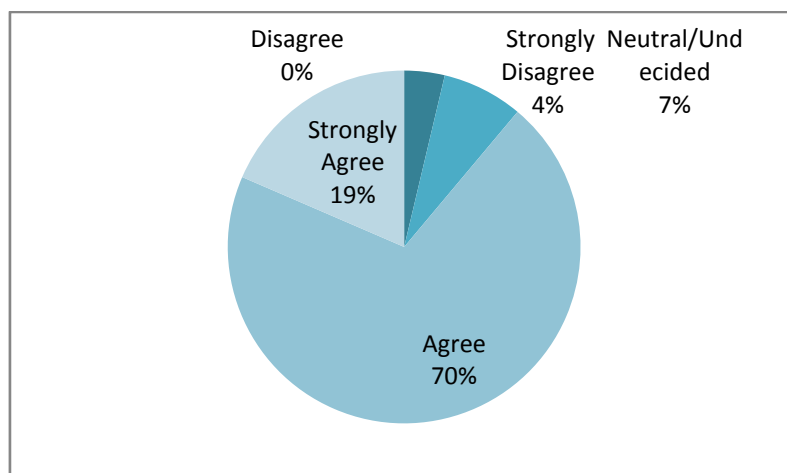


Figure: 6

Item: 7- The curriculum is balanced between the tutorial and practical knowledge.

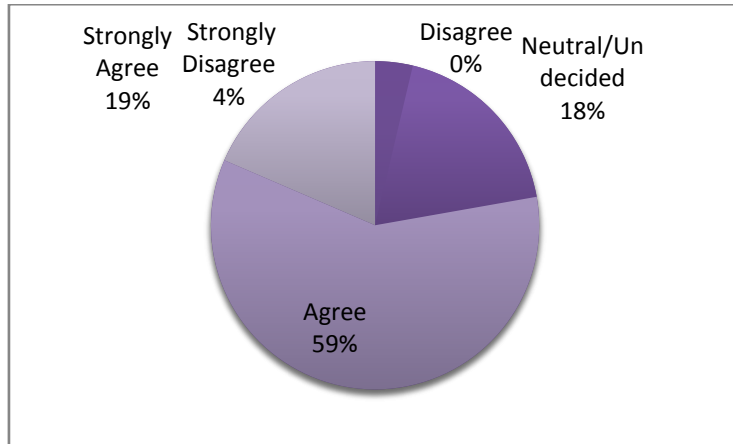


Figure: 7

Item: 8- This curriculum content is presented pedagogically.

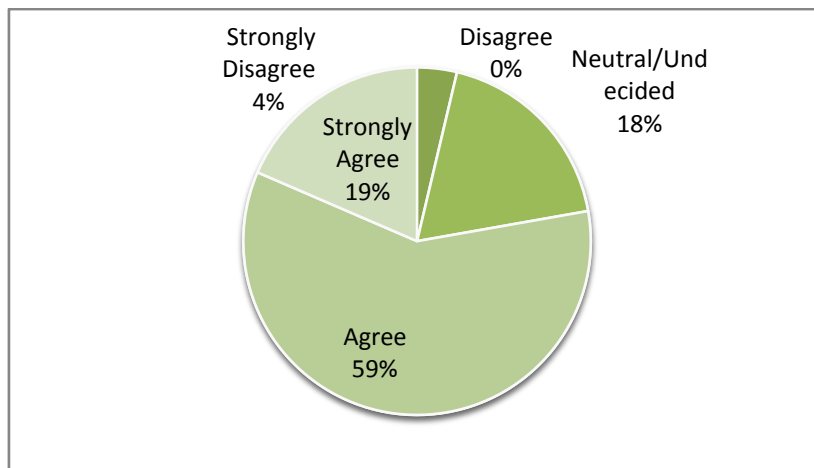


Figure: 8

Item: 9- There should be provision of sufficient time for internship in 2-year B.Ed courses.

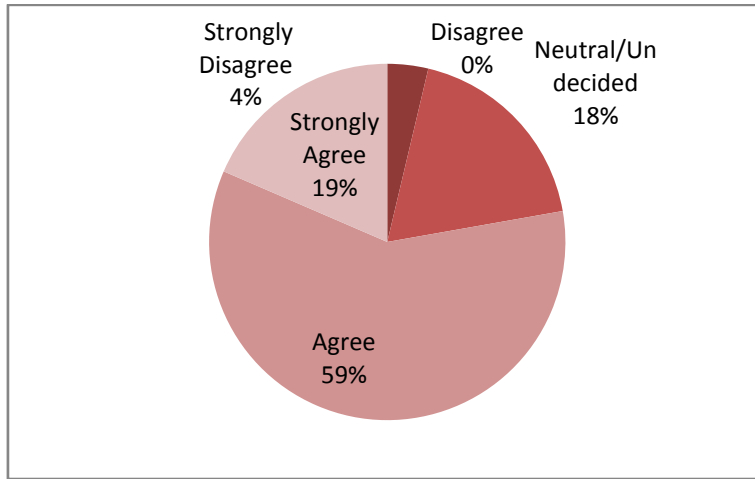


Figure: 9

Item: 10- The content of the course have been presented from simple to complex.

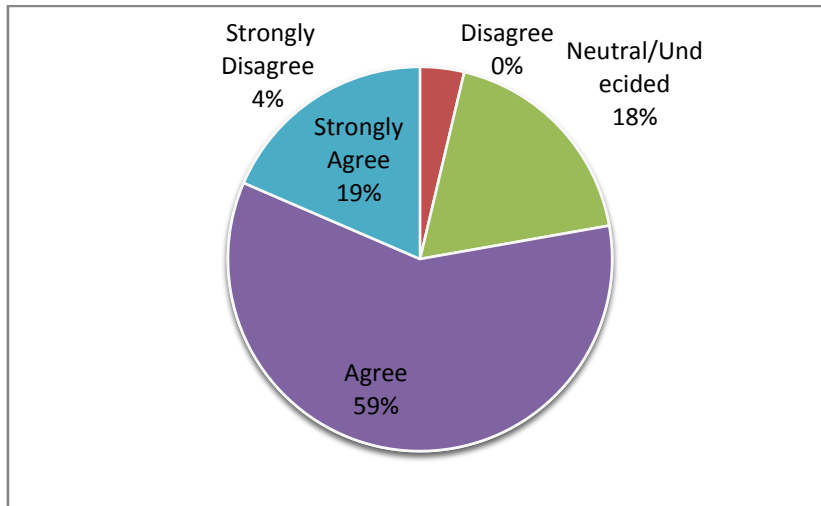


Figure: 10

Item: 11- The content of this course are in conformity with the learning outcomes.

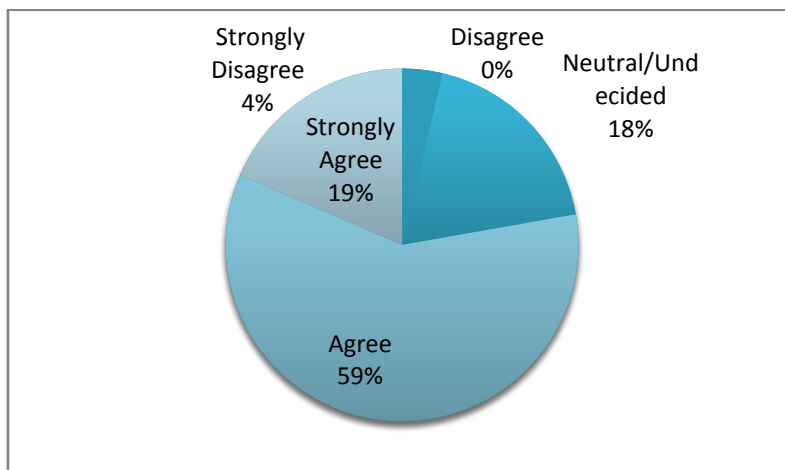


Figure: 11

Item: 12- The B.Ed course content are presented sequentially.

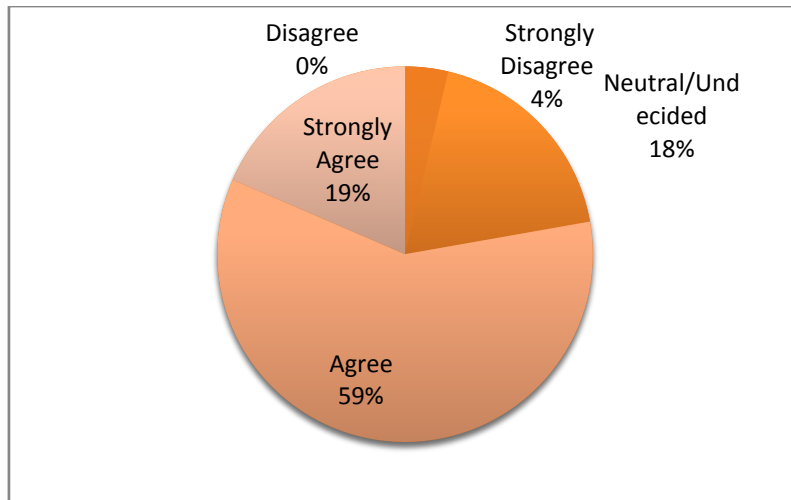


Figure: 12

Item: 13- Component of different courses are insufficient.

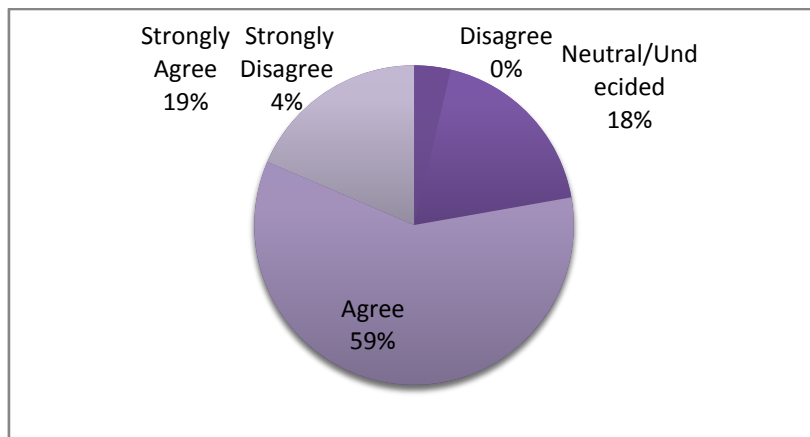


Figure: 13

Item: 14- You can have provision or scope for using technology in the teaching learning process.

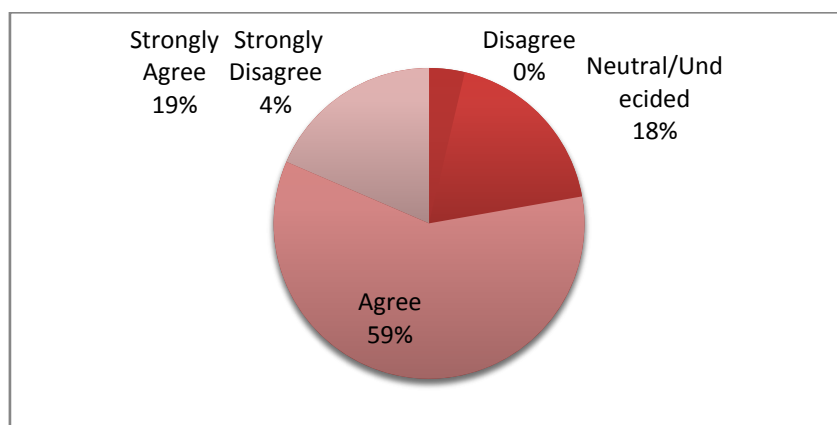


Figure: 14

Item: 15- The curriculum development procedure needs improvement.

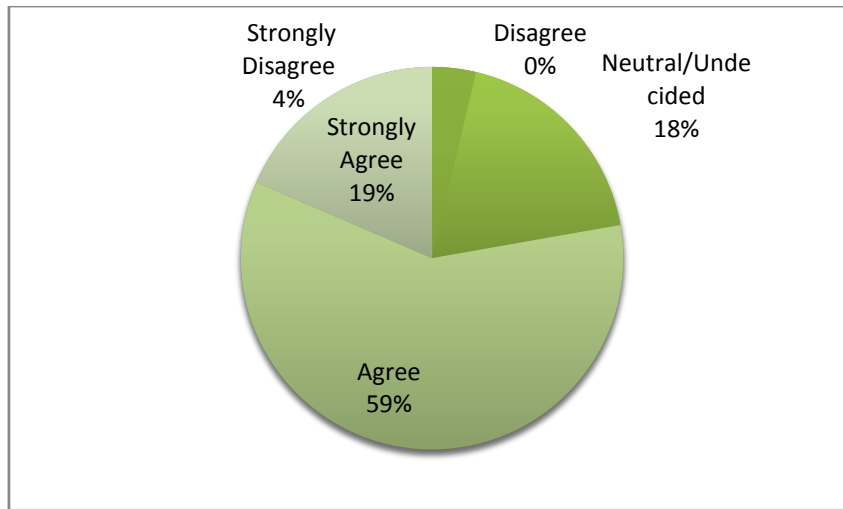
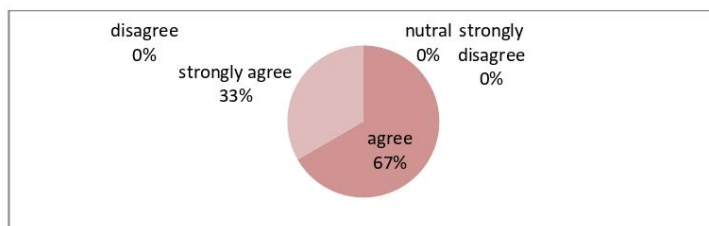


Figure: 15

DATA ANALYSIS

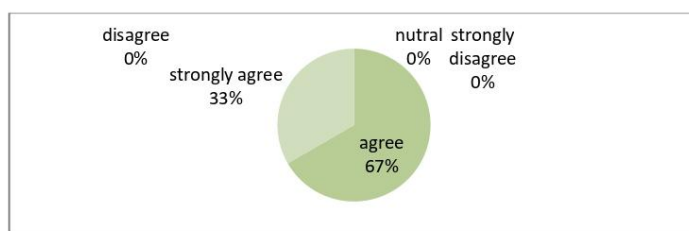
For each item five options of responses in the 5- point scale for Alumni Result were taken into consideration. Pie-Chart has been drawn.....

Item: 1. The curriculum syllabus and content were appreciate for my placement/higher education.



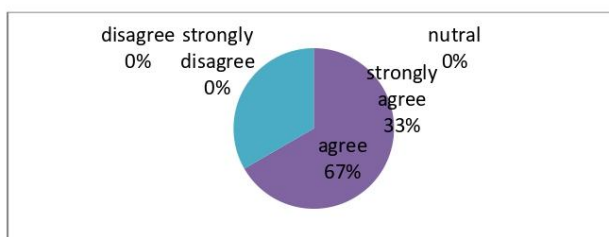
Item 1

Item: 2. The institute faculty member help me in placement/higher education.



Item 2

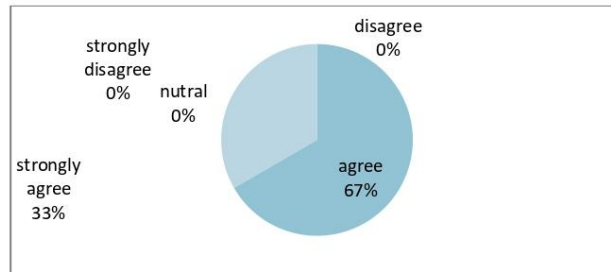
Item: 3. The institute internship and others activities were useful for me to get placement/higher education.



Item 3

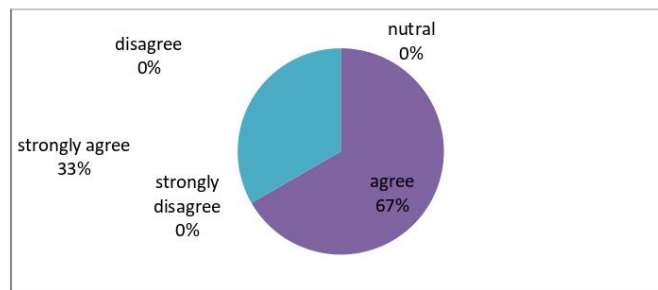
Principal
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Item: 4. The learning ambience at e institute is effective



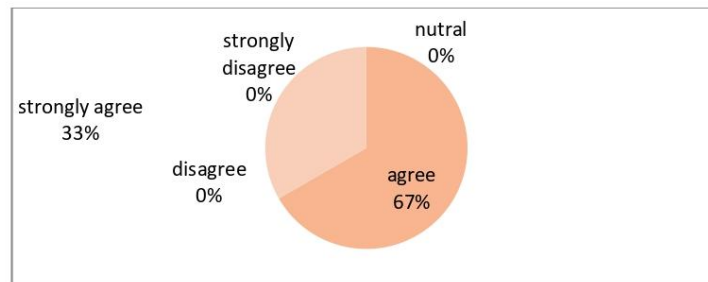
Item 4

Item: 5. The institute offers sufficient scholarships to meritorious and deserving student



Item 5

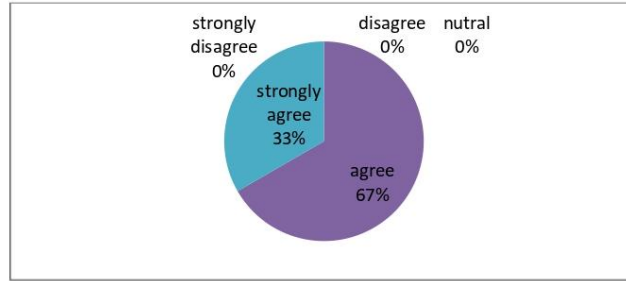
Item: 6. ICT is effectively used in the class rooms by faculty to facilitate teaching to meet the Present day learning and placements



Item 6

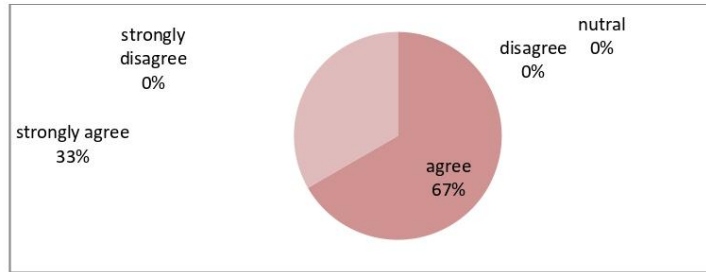
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Item: 7. The institute provides sufficient opportunity to participate in extracurricular activities



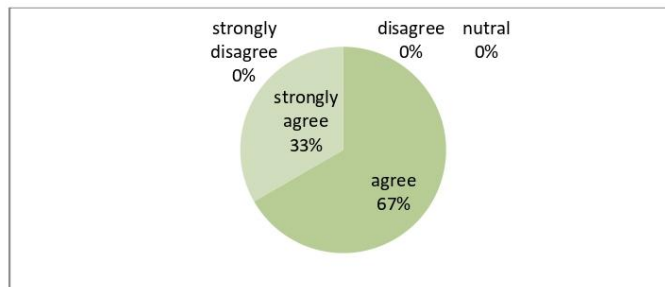
Item 7

Item: 8. The curriculum accomodate courses with experimental learning (hands-on)




Item 8

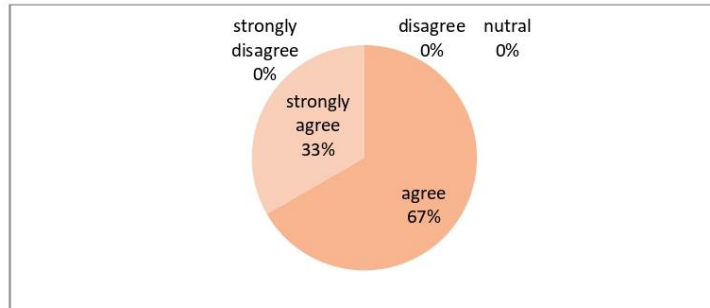
Item: 9. All the academic process of the institute is transparent



Item 9


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Item: 10. The institutes is Learner-centric in all academic initiatives



Item 10

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DATA ANALYSIS

For each item five options of responses in the 5- point scale for ten practice teaching schools for the session of 2021-2023 were taken into consideration.

Pie-Chart has been drawn.....

Item: 1- Level of the subject knowledge displayed in student reflects comprehensive development by the program of the institute through curriculum.



Figure: 1

Item: 2- Practice teaching for trainee teachers adequate to make them effective teachers.

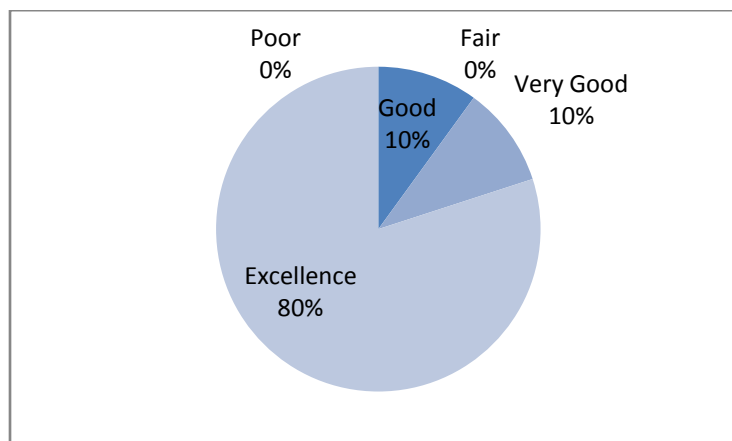


Figure: 2

Item: 3- Practice teaching is a balance with regard to theoretical and practical knowledge.

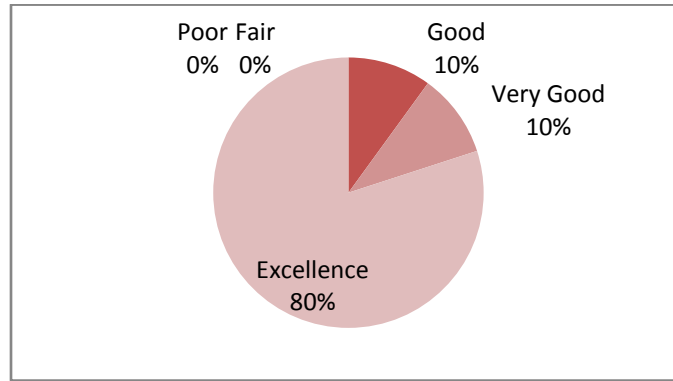


Figure: 3

Item: 4- Curriculum provides scope for inculcation of creativity in student.

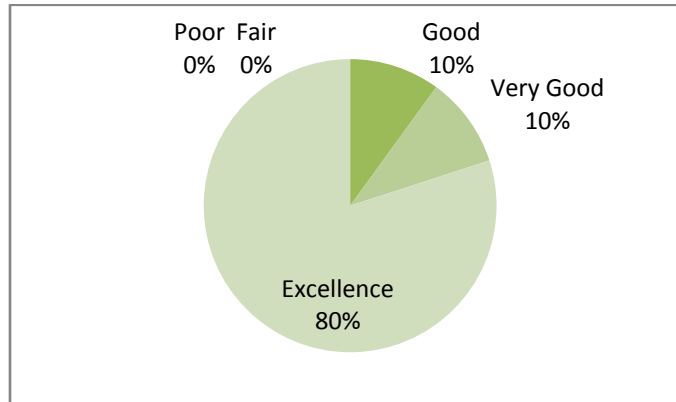


Figure: 4

Item: 5- Curriculum provides opportunist to students for there all round development.

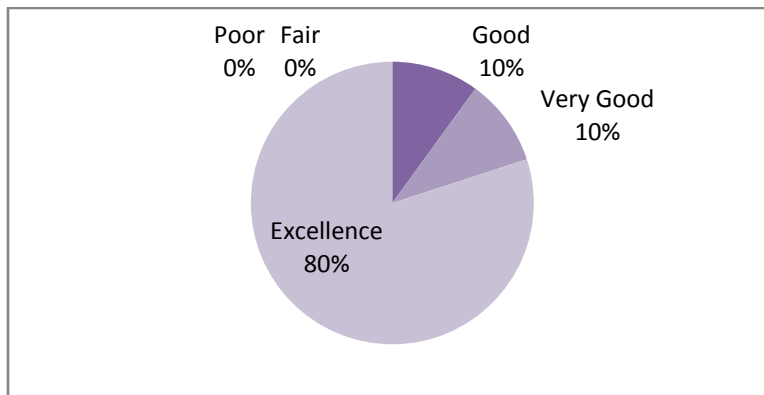



Figure: 5


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Item: 6- Micro teaching is a sufficient for trainee teachers to teach a real class.

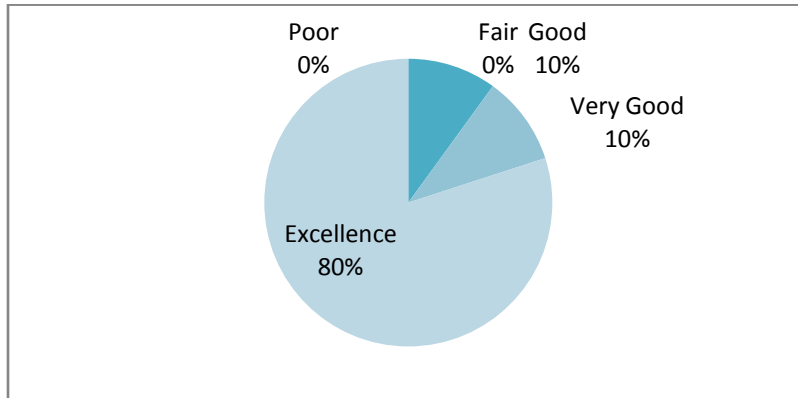


Figure: 6

Item: 7- Trainee teachers competent enough to handle the classes.

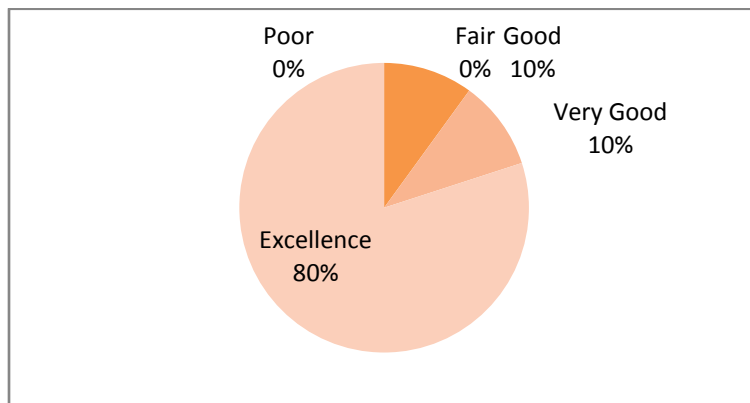


Figure: 7

Item: 8- Teaching aids used by trainee teachers effective.

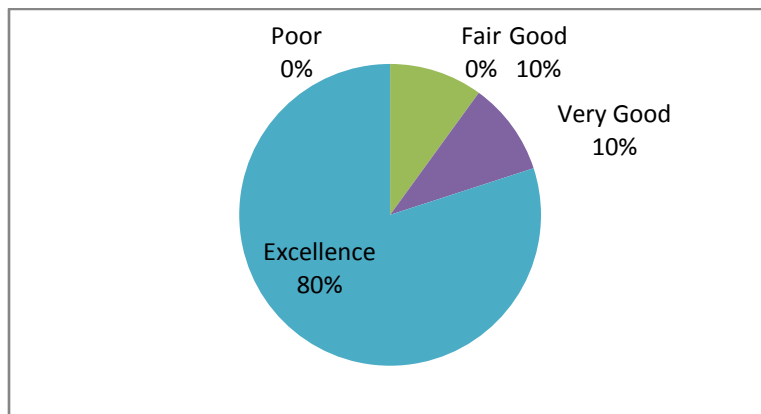


Figure: 8

Item: 9- Teaching by trainee teachers help you in completing your syllabus effectively.

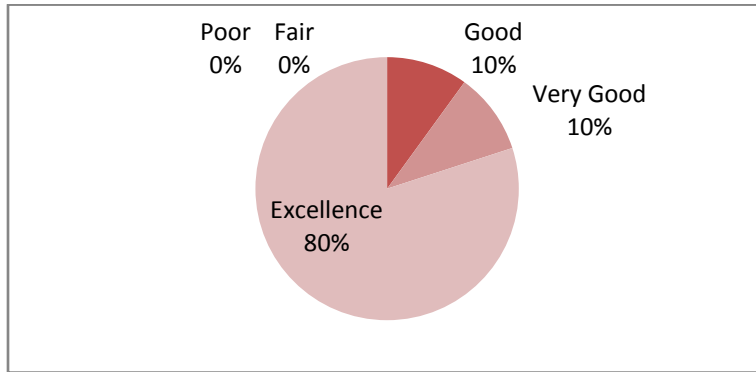


Figure: 9

Item: 10- Class observation of trainee teachers.

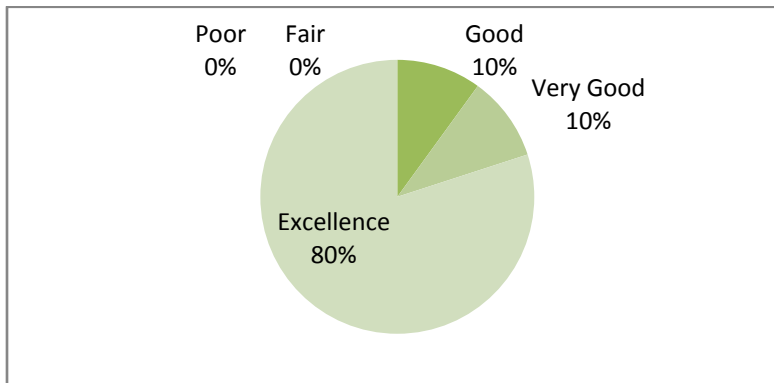


Figure: 10

Item: 11- Satisfaction of students with the teaching of teachers trainees.

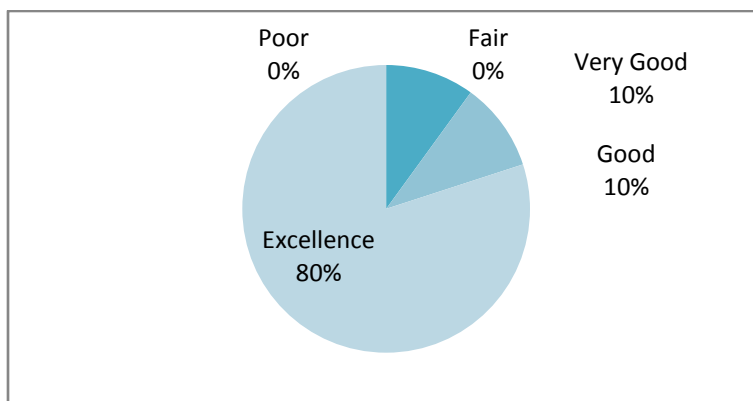


Figure: 11

Item: 12- Present two years B.Ed curriculum comprehensive and functional.

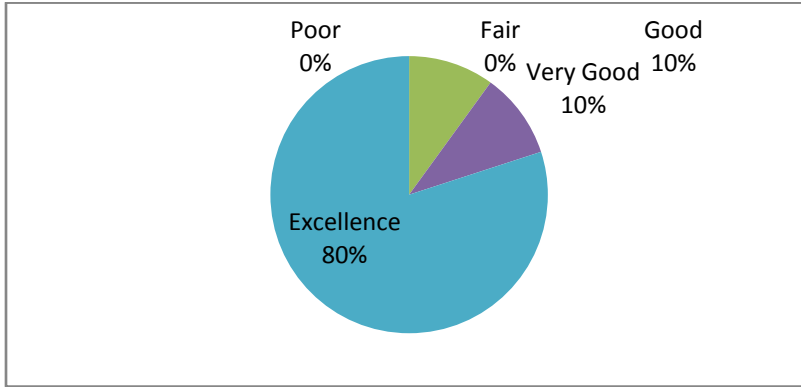


Figure: 12

Item: 13- B.Ed curriculum helps in personality development of trainee teachers.

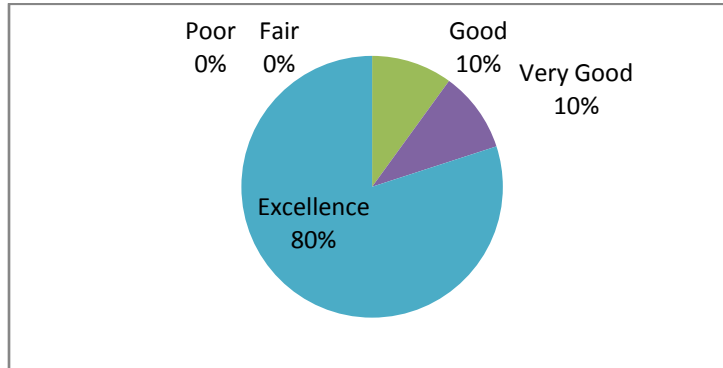


Figure: 13

Item: 14- Trainee teachers built report with concerned subject teachers.

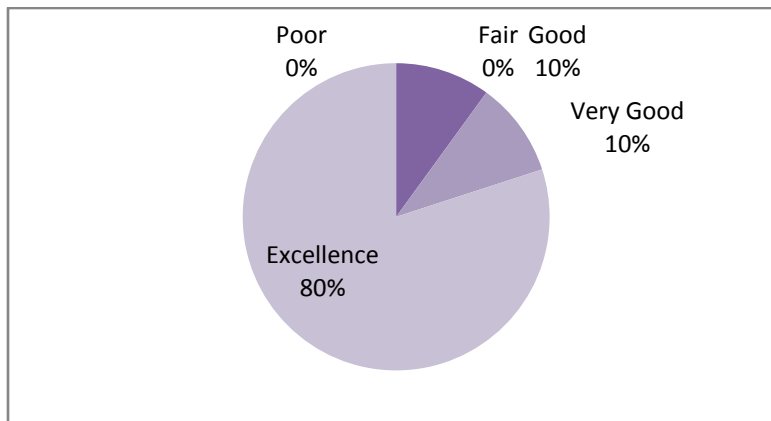




Figure: 14


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Item: 15- Mentors of training college visit school regularly for supervision of classes of trainee teachers



Figure: 15


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DATA ANALYSIS

For each item five options of responses in the 5- point scale for ten practice teaching schools for the session of 2022-2024 were taken into consideration.

Pie-Chart has been drawn.....

Item: 1- Level of the subject knowledge displayed in student reflects comprehensive development by the program of the institute through curriculum.

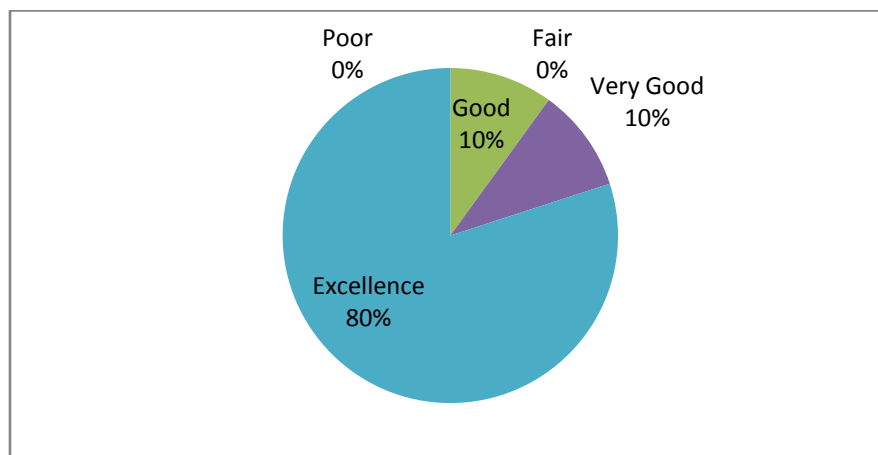


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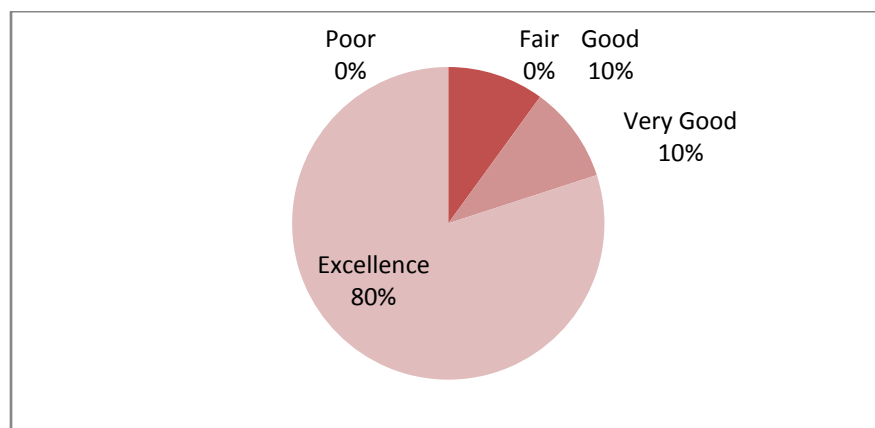


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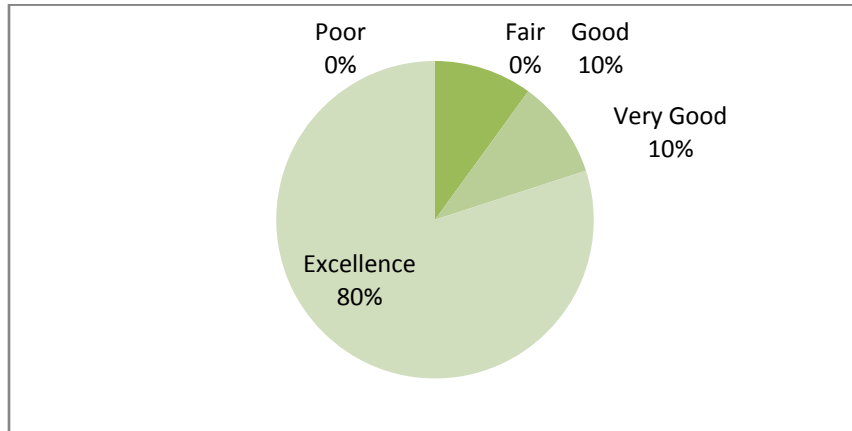


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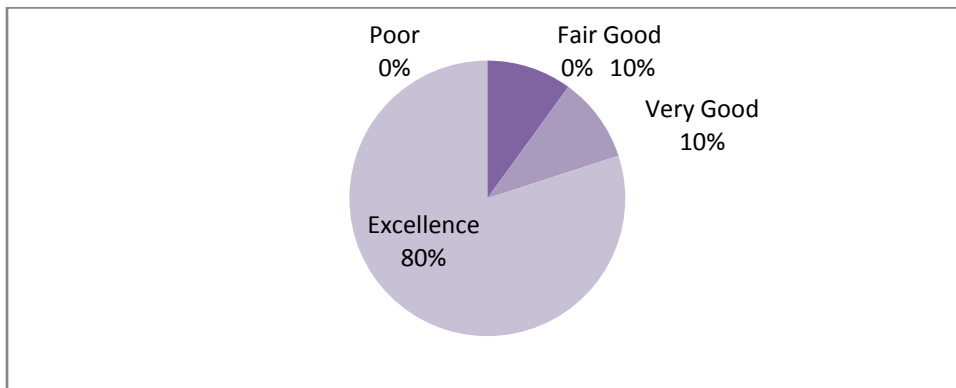


Figure: 4

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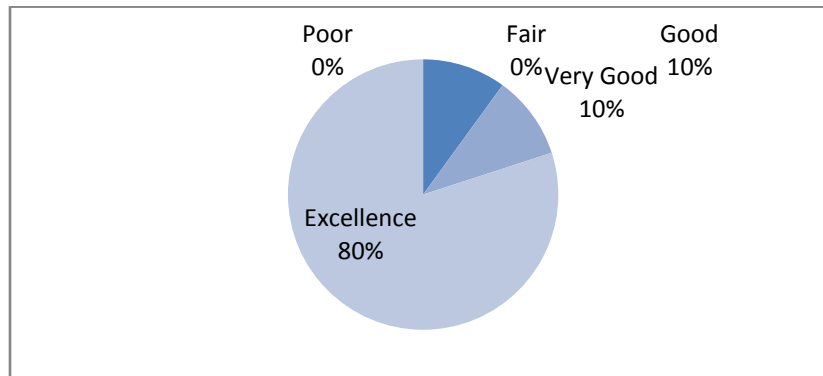



Figure: 5


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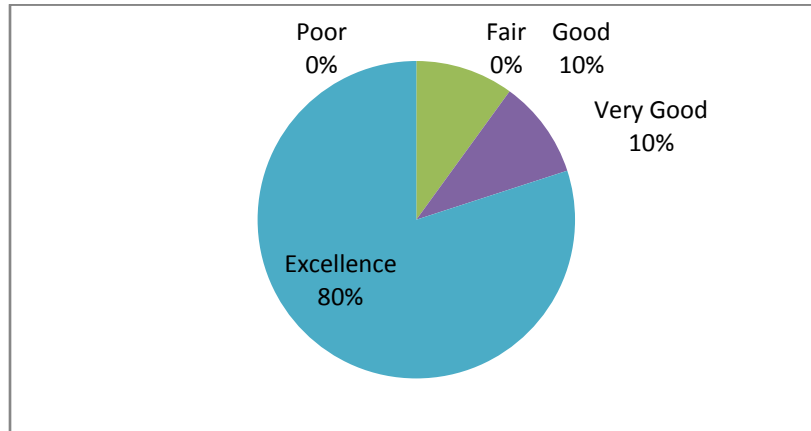


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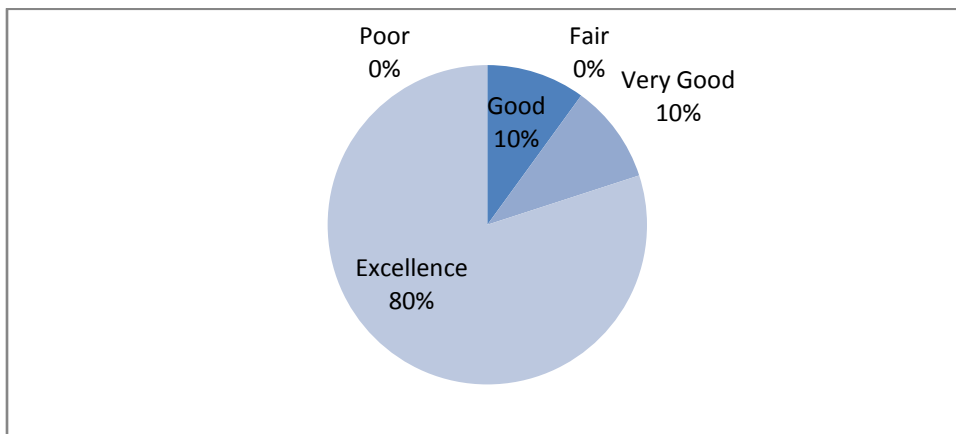


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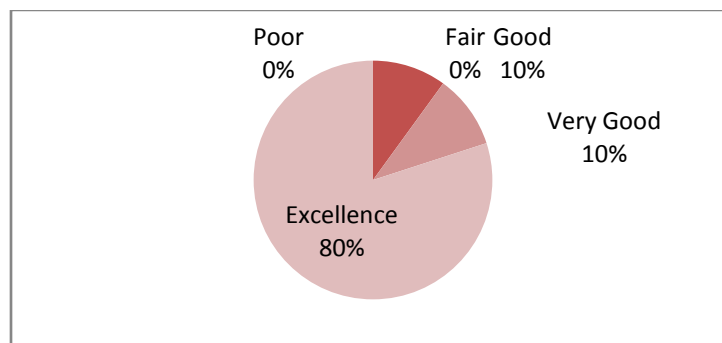



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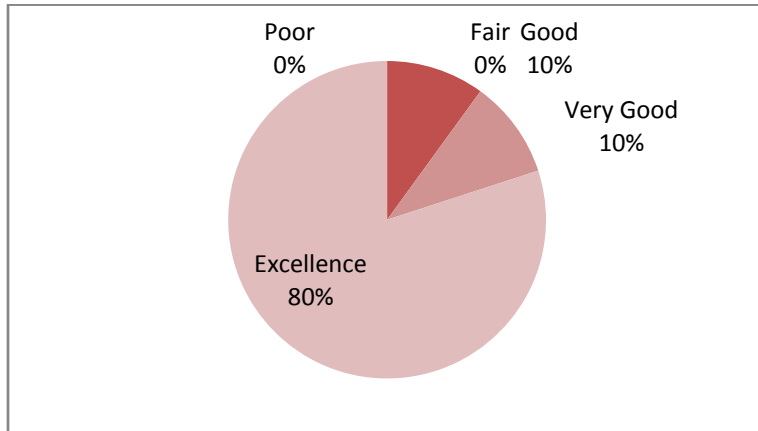


Figure: 9

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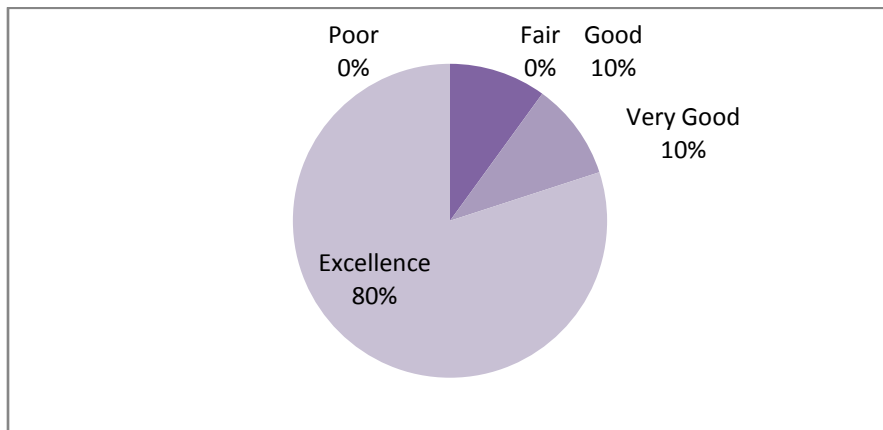


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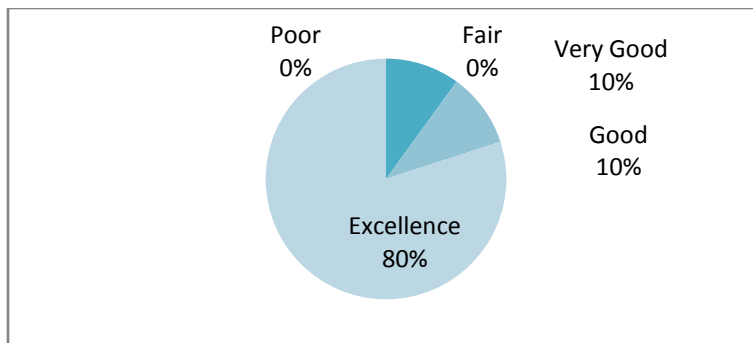



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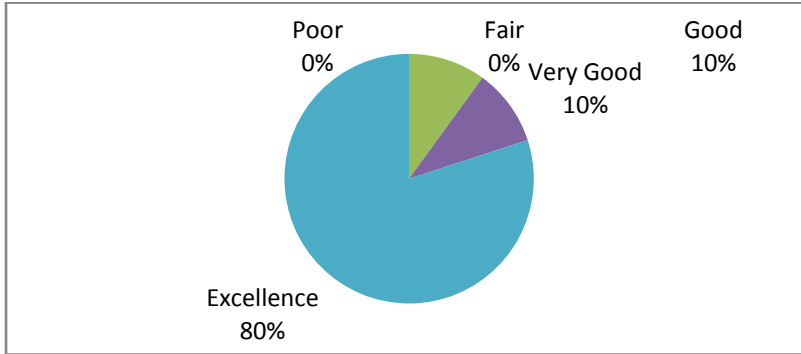


Figure: 12

Item: 13- B.Ed curriculum helps in personality development of trainee teachers.

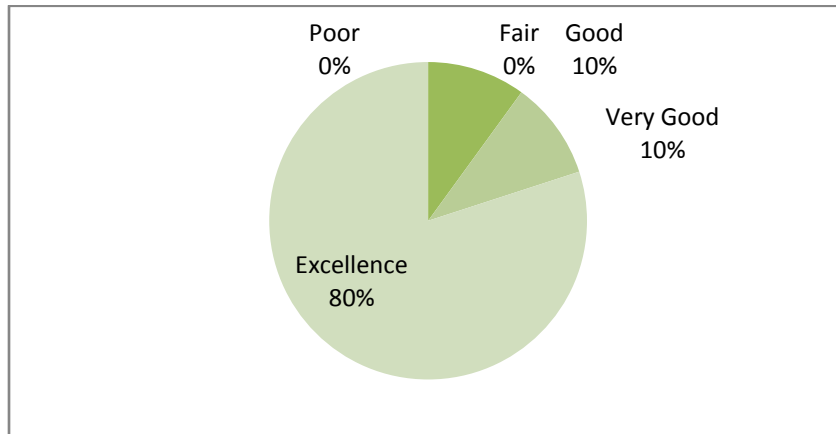


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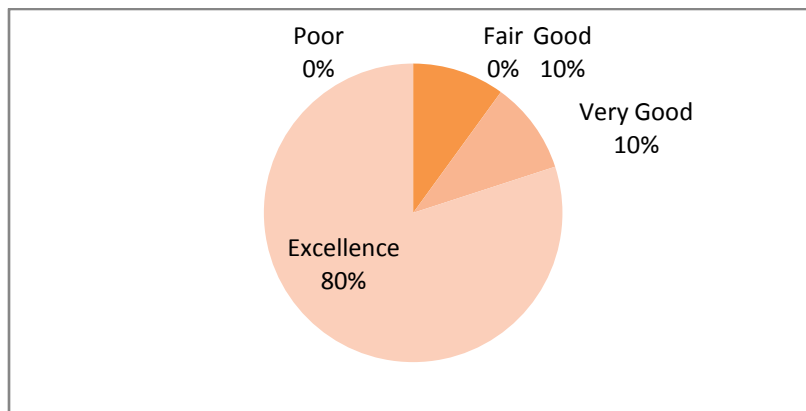



Figure: 14


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Item: 15- Mentors of training college visit school regularly for supervision of classes of trainee teachers

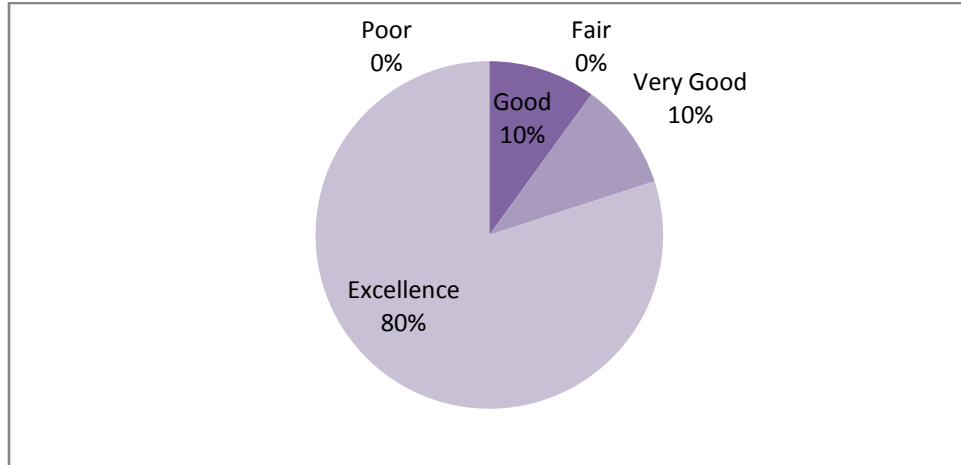



Figure: 15


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DATA ANALYSIS

For each item five options of responses in the 5- point scale for 134 students (SESSION 2021-2023) were taken into consideration. Pie-Chart has been drawn.....

Item: 1. This curriculum is student-centered curriculum.

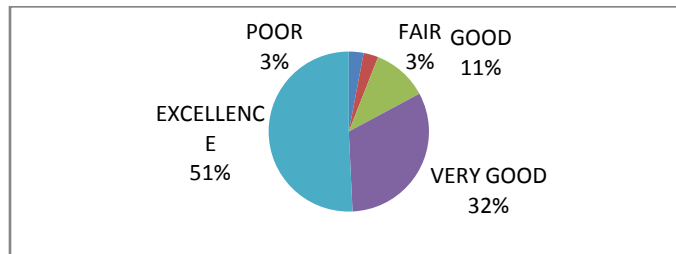


Figure 1

Item: 2. The curriculum is very much rigid in two-year B.Ed course

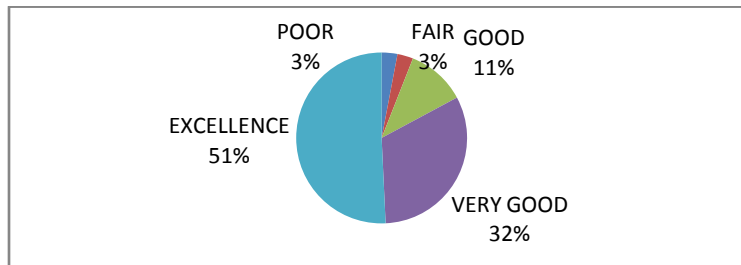


Figure 2

Item: 3. Unplanned and insufficient co-curriculum activities.

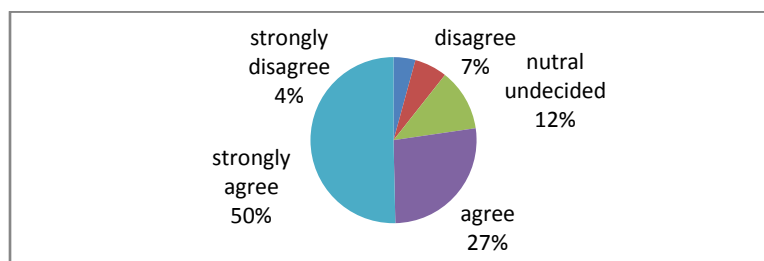



Figure 3

Item: 4. This curriculum can develop psychological knowledge for understanding the student's needs and behavior.


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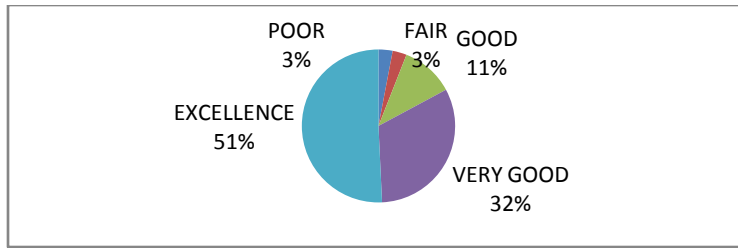


Figure 4

Item: 5. This curriculum gives you the confidence to better your teaching performance

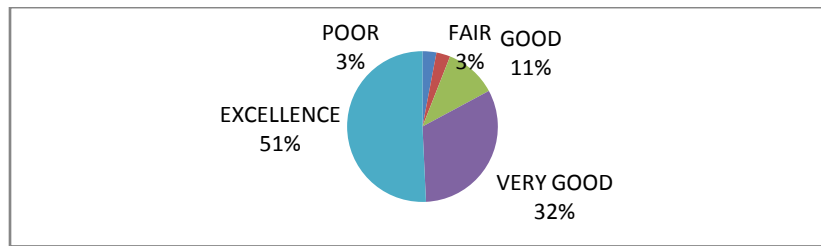


Figure 5

Item: 6. Resource material, books, lap, and ICT, help to increase your knowledge and skill in this curriculum.

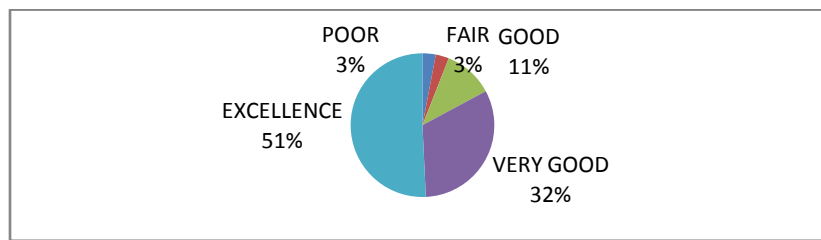


Figure 6

Item: 7. All the courses and practicum included in this curriculum are interesting.

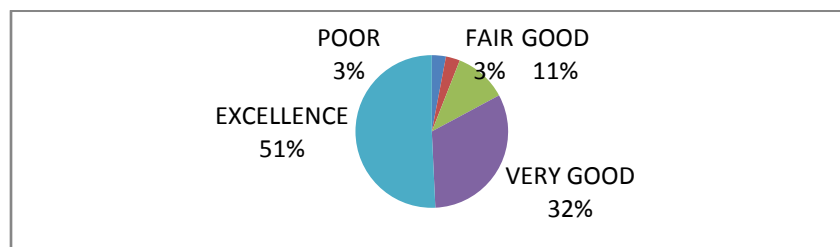


Figure 7

Item: 8. This curriculum will prepare you for future teacher or teaching-related opportunities.

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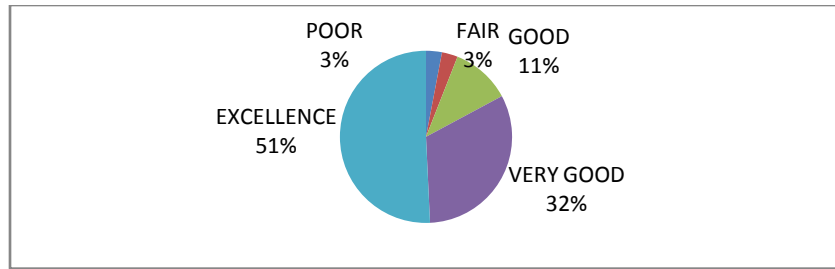


Figure 8

Item: 9. Textbooks, articles, course assignments, and practicum, Digital information support your learning effectively.

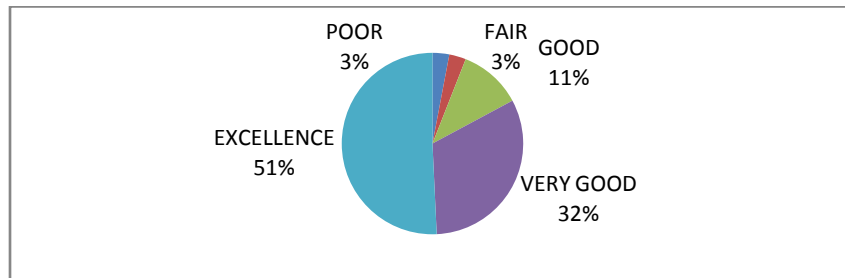


Figure 9

Item: 10. You can gain more information about teaching and learning by participating in discussions, seminars debates, etc.

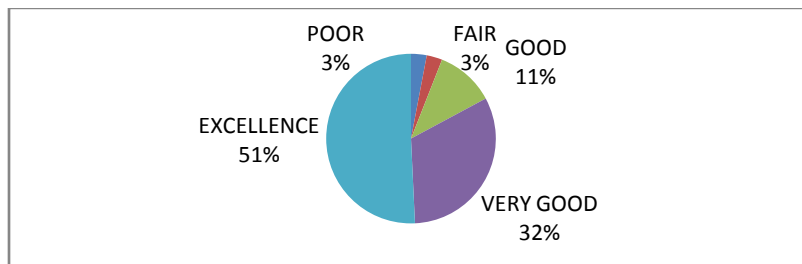


Figure 10

Item: 11. The prescribed duration of the B.Ed program is good enough to complete the curriculum.

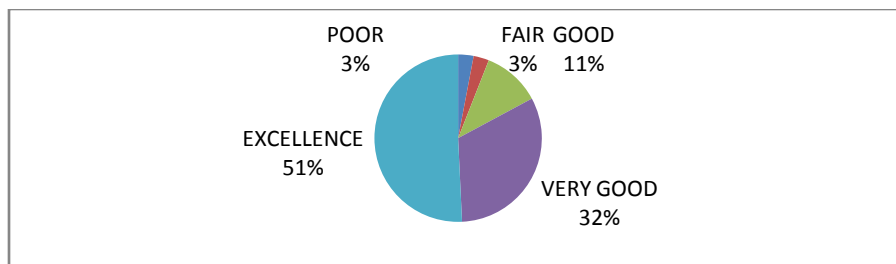


Figure 11

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Item: 12. In this curriculum inclusion of all the course material is easy to understand and self-explanatory

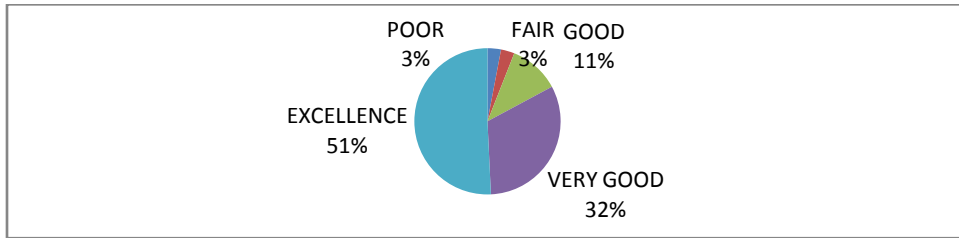


Figure 12

Item: 13. All the course included in this curriculum help get a clear concept of teaching and understanding students and the evaluation process.

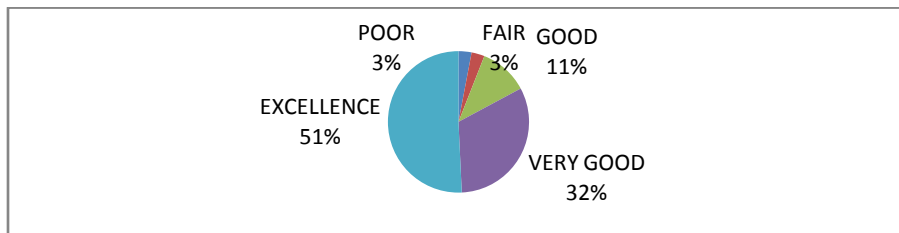


Figure 13

Item: 14. ICT, gender, yoga education, and inclusive education shall form an integral part of the B.Ed curriculum.

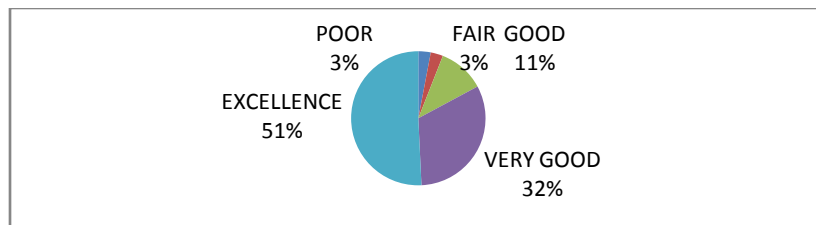


Figure 14

Item: 15. You can freely express your ideas and opinions through this curriculum

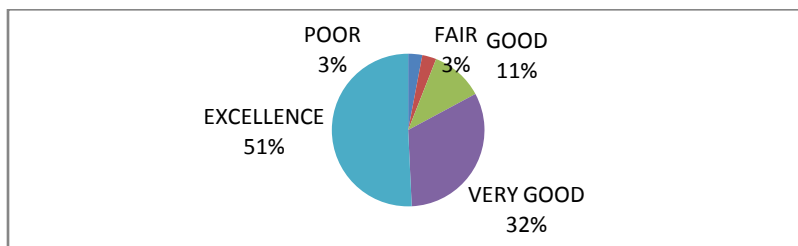


Figure 15

Alain
Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sarnapur, South 24 Pgs.
Pin-743613



Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Senarpur, South 24 Pgs.
Pin-743613

DATA ANALYSIS

For each item five options of responses in the 5- point scale for 141 students (SESSION 2022-2024) were taken into consideration. Pie-Chart has been drawn.....

Item: 1 This curriculum is student-centered curriculum.

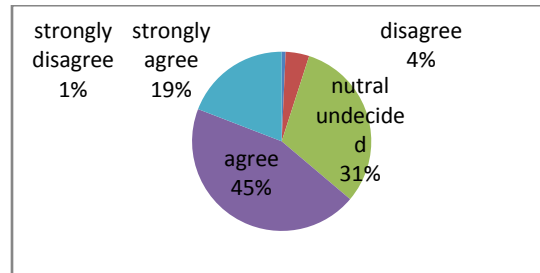


Figure 1

Item: 2 The curriculum is very much rigid in two-year B.Ed course.

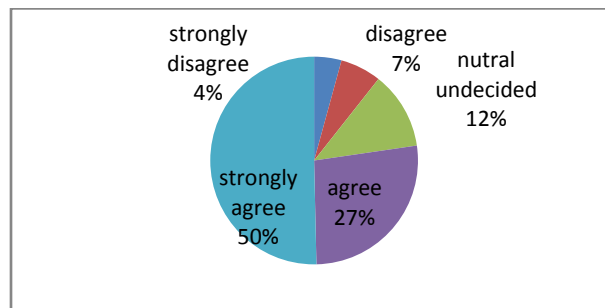


Figure 2

Item: 3 Unplanned and insufficient co-curriculum activities.

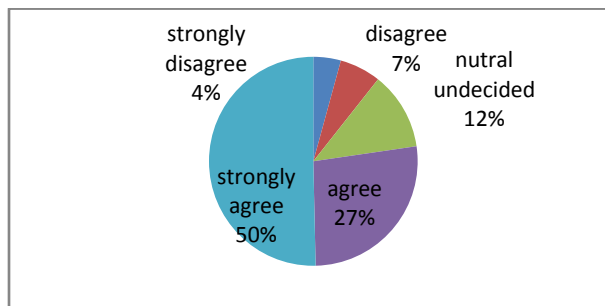



Figure 3


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sunarpur, South 24 Pgs.
Pin-743613

Item: 4 This curriculum can develop psychological knowledge for understanding the student's needs and behavior.

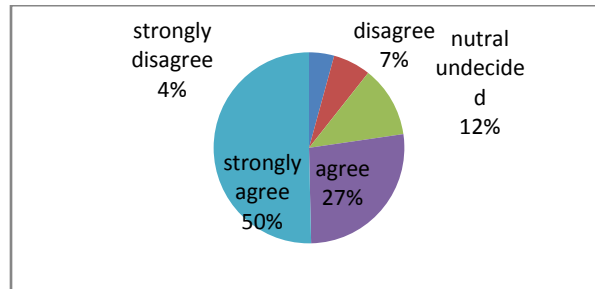


Figure 4

Item: 5 This curriculum gives you the confidence to better your teaching performance.

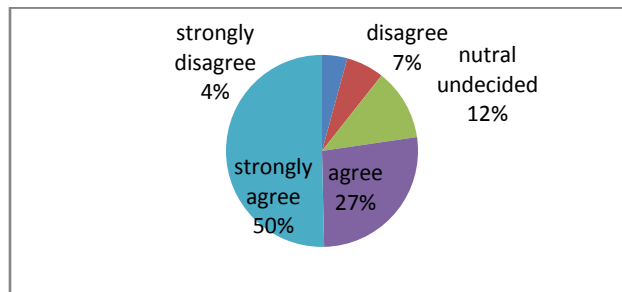


Figure 5

Item: 6 Resource material, books, lap, and ICT, help to increase your knowledge and skill in this curriculum..

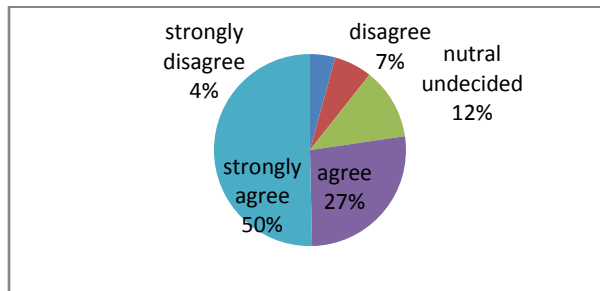


Figure 6

Item: 7 All the courses and practicum included in this curriculum are interesting.

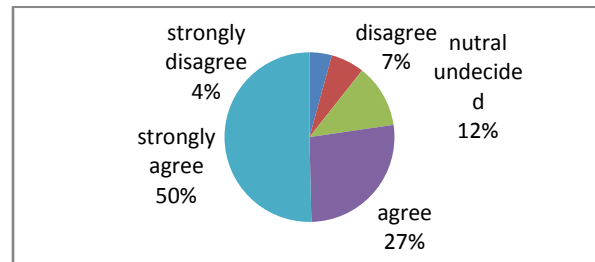



Figure 7


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sunarpur, South 24 Pgs.
Pin-743613

Item: 8 This curriculum will prepare you for future teacher or teaching-related opportunities.

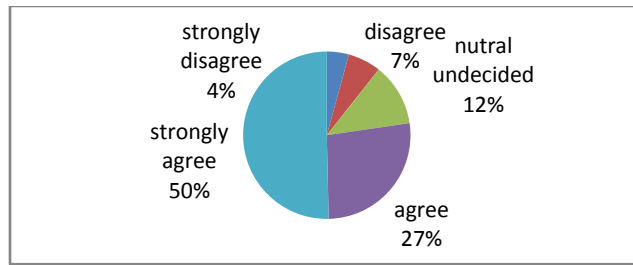


Figure 8

Item: 9 Textbooks, articles, course assignments, and practicum, Digital information support your learning effectively.

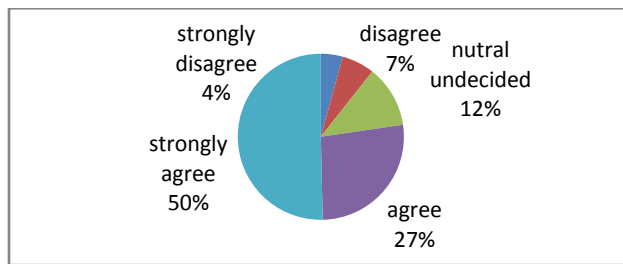


Figure 9

Item: 10 You can gain more information about teaching and learning by participating in discussions, seminars debates, etc.

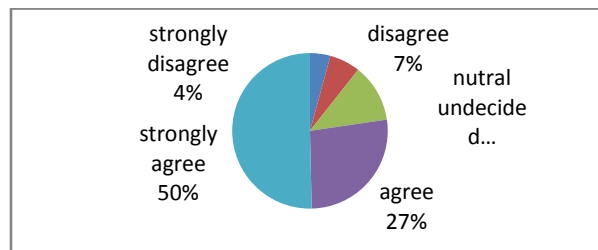


Figure 10

Item: 11 The prescribed duration of the B.Ed program is good enough to complete the curriculum.

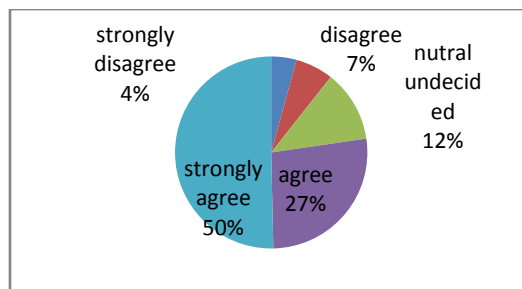



Figure 11


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DNSS B.Ed. College
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Sunarpur, South 24 Pgs.
Pin-743613

Item: 12 In this curriculum inclusion of all the course material is easy to understand and self-explanatory.

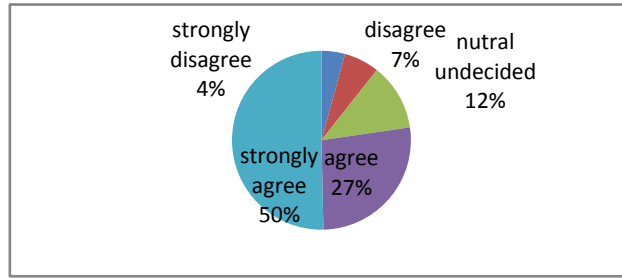


Figure 12

Item: 13 All the course included in this curriculum help get a clear concept of teaching and understanding students and the evaluation process.

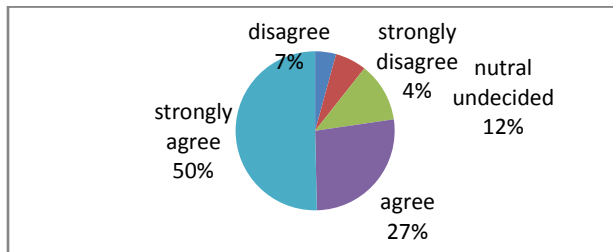


Figure 13

Item: 14 ICT, gender, yoga education, and inclusive education shall form an integral part of the B.Ed curriculum.

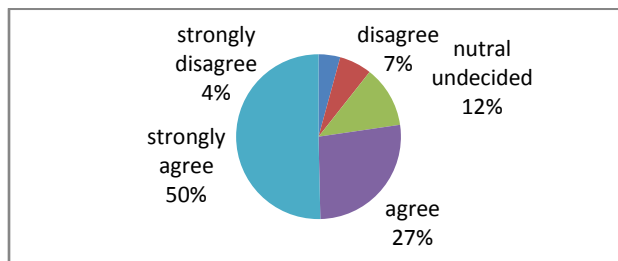


Figure 14

Item: 15 You can freely express your ideas and opinions through this curriculum

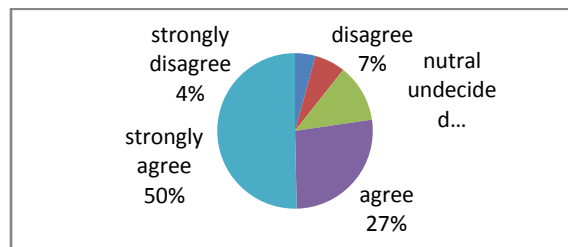



Figure 15


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Sunarpur, South 24 Pgs.
Pin-743613



Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sunarpur, South 24 Pgs.
Pin-743613

DATA ANALYSIS

For Each item five options of responses in the 5 point scale for four Employer were taken into consideration. Pie-chart has been drawn....

Item:1-curriculum provides opportunities to students for their all round development.

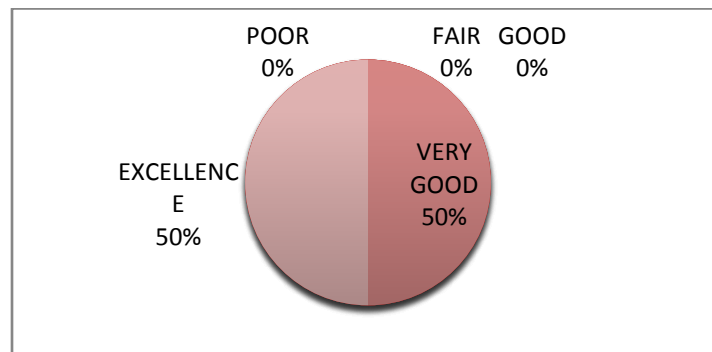


Figure 1

Item:2-level of student knowledge displayed by student reflect the job relevance of the program of the institute

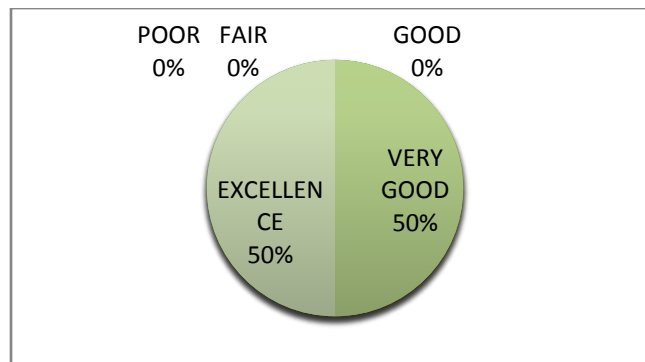



Figure 2

Item:3-programmes offered by institute caterers the need of the school teacher education institute


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Suarapur, South 24 Pgs.
Pin-743613

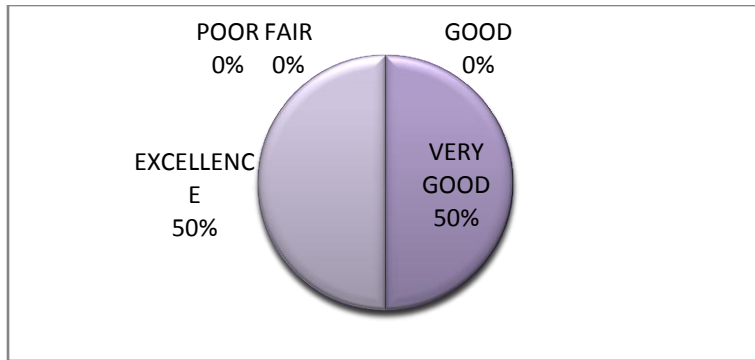


Figure 3

Item: 4-curriculum provides scope for inculcation of creativity in student



Figure 4

Item: 5-soft skill and classroom management skill are the product of the teaching learning environmental of the institute

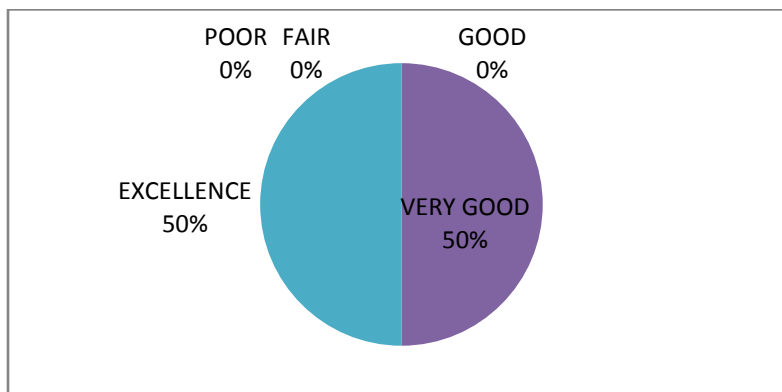



Figure 5


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DNSS B.Ed. College
 Natagachhi, Beniabow,
 Sunarpur, South 24 Pgs.
 Pin-743613

Item: 6- curriculum provides student to learn appropriate pedagogical strategies



Figure 6

Item: 7-Curriculum is appropriate to develop leadership skill

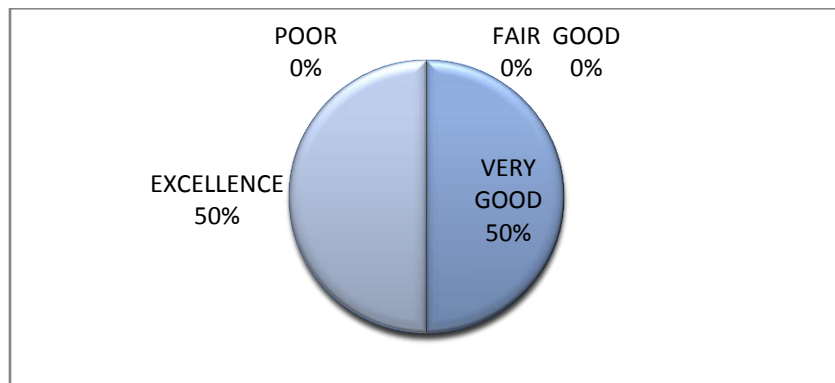


Figure 7

Item:8-curriculum is design to develop professional ethics in student



Figure 8

Item: 9-through curriculum students prepare himself herself to work with learners with special need




Figure 9

Item: 10-overall teaching learning environment of the institution



Figure 10


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sinarapur, South 24 Pgs.
Pin-743613

COURSE: D.EL.ED

DEBNARAYAN SHIKSHA SANSTHAN (B.Ed. & D.El. Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

SESSION: 2018-2020

For each item five response options were considered on a 5-point scale for 06employers.

A pie chart is drawn-

ANALYSIS OF EMPLOYER FEEDBACK FORM ON CURRICULUM

1. Curriculum provides opportunities to students for their all-round development.

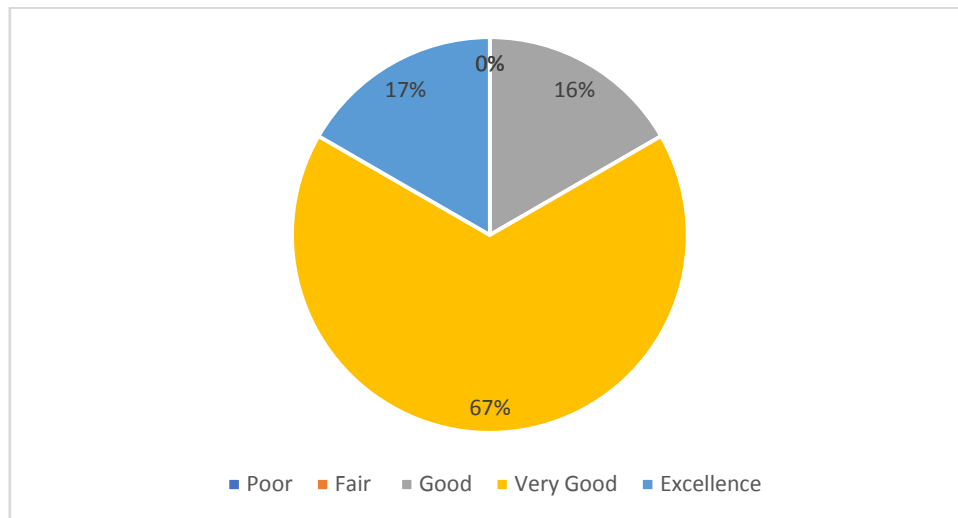


Figure-1

2. Level of subject knowledge displayed by student reflects the job relevance of the program of the institute.

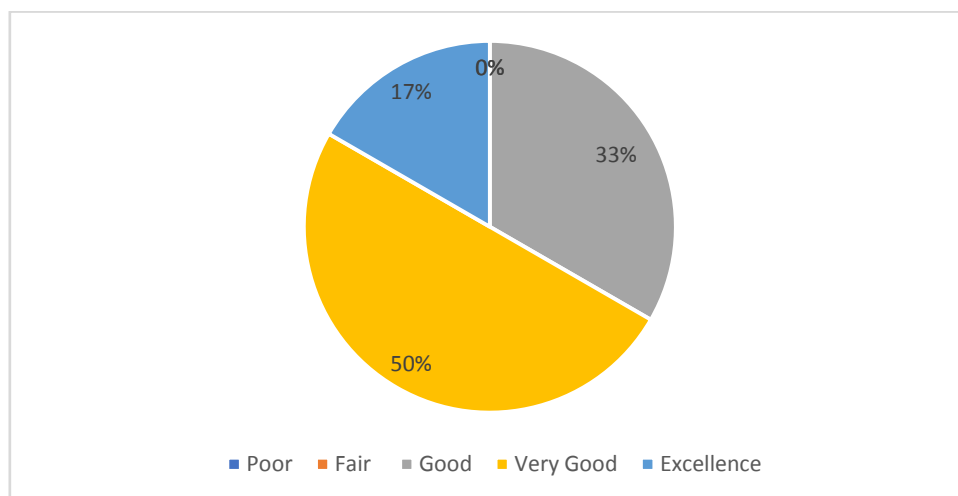



Figure-2


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sonarpur, South 24 Pgs.
Pin-743613

3. Programs offered by institute caterers the need of the school teacher education institute.

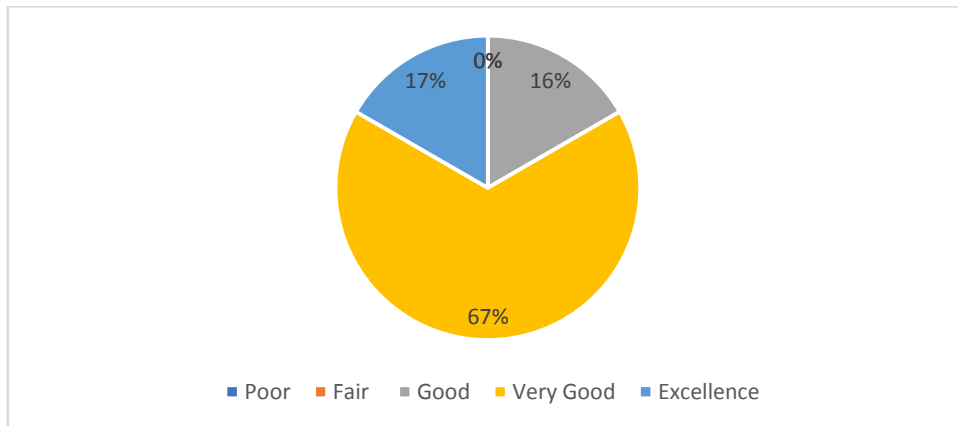


Figure-3

4. Curriculum provides scope for inculcation of creativity in students.

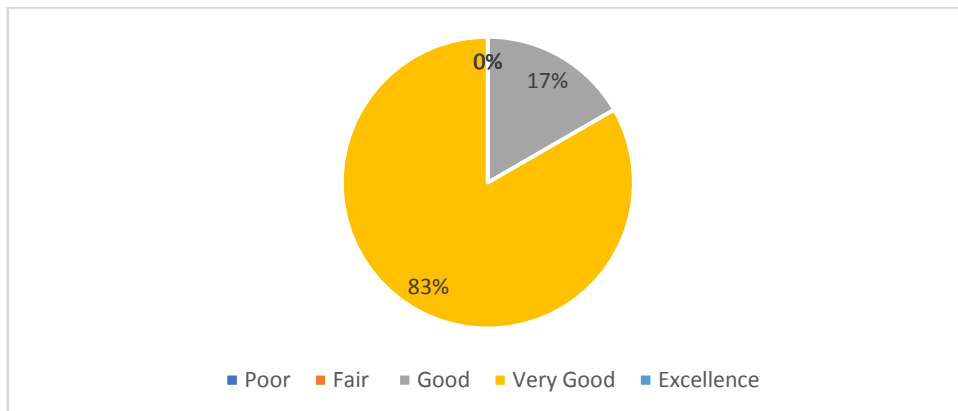


Figure-4

5. Soft skill and classroom management skill is the product of the teaching learning environmental of the institute.

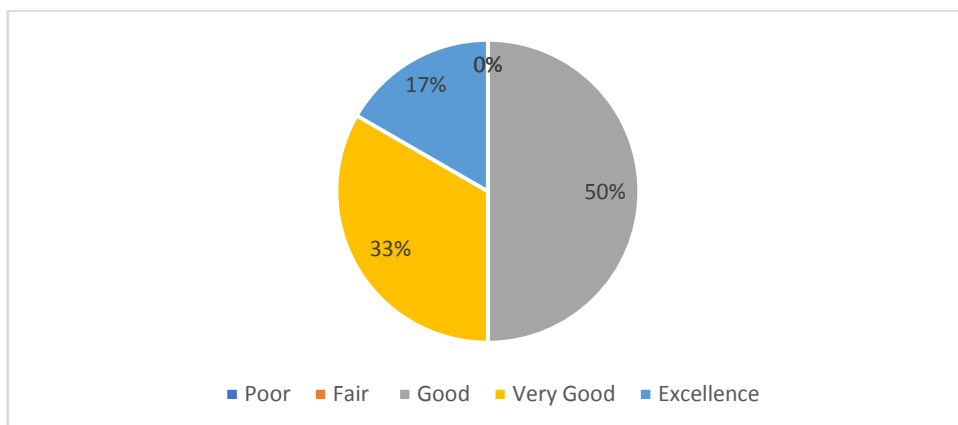



Figure-5


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Senarpur, South 24 Pgs.
Pin-743613

6. Curriculum provides student to learn appropriate pedagogical strategies.

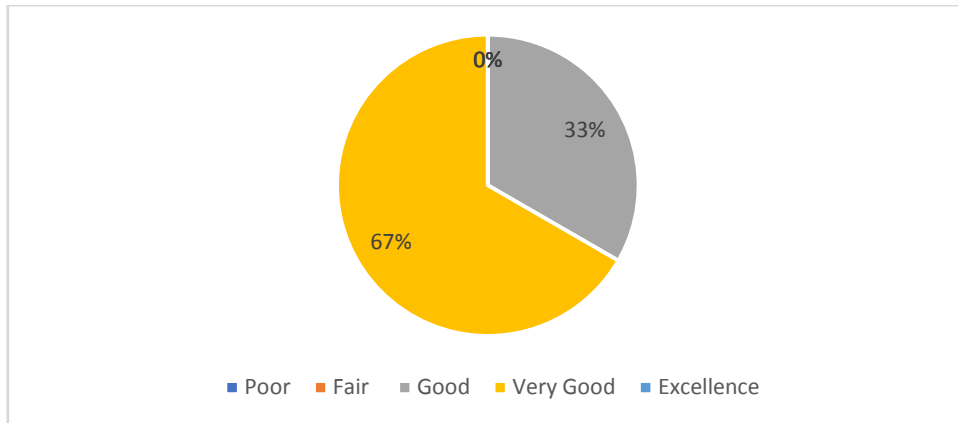


Figure-6

7. Curriculum is appropriate to develop leadership skills.

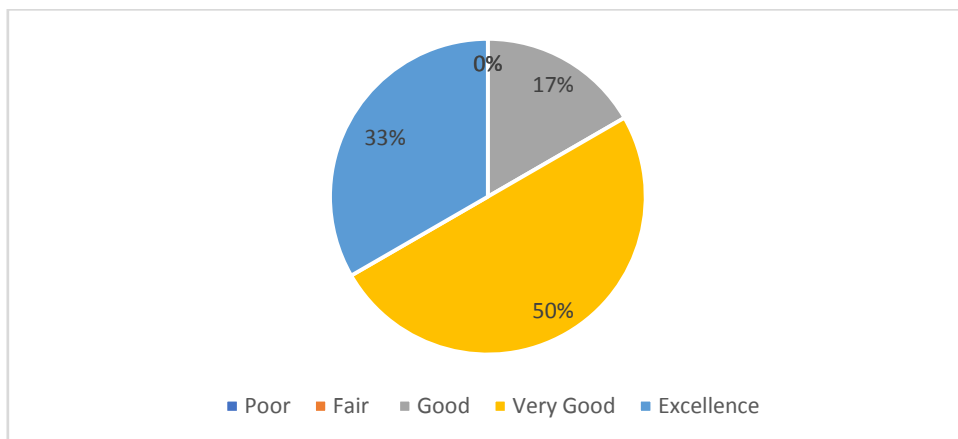


Figure-7

8. Curriculum is designed to develop professional ethics in students.

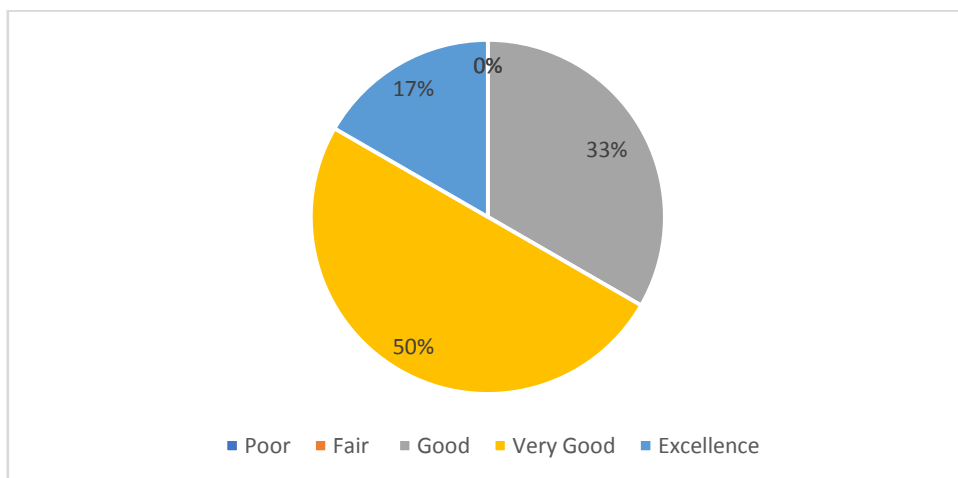



Figure-8


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Suarapur, South 24 Pgs.
Pin-743613

9. Through curriculum students prepare his/her to work with learners with special needs.

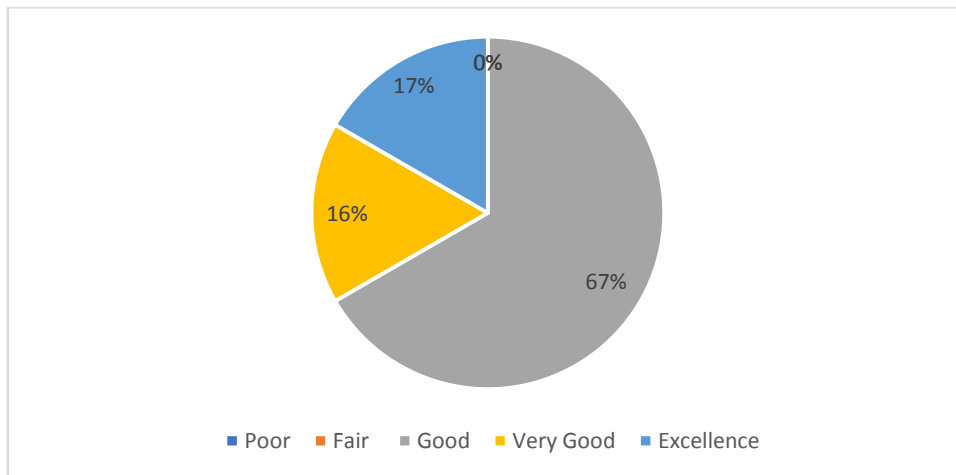


Figure-9

10. Overall teaching learning environment of the institute.

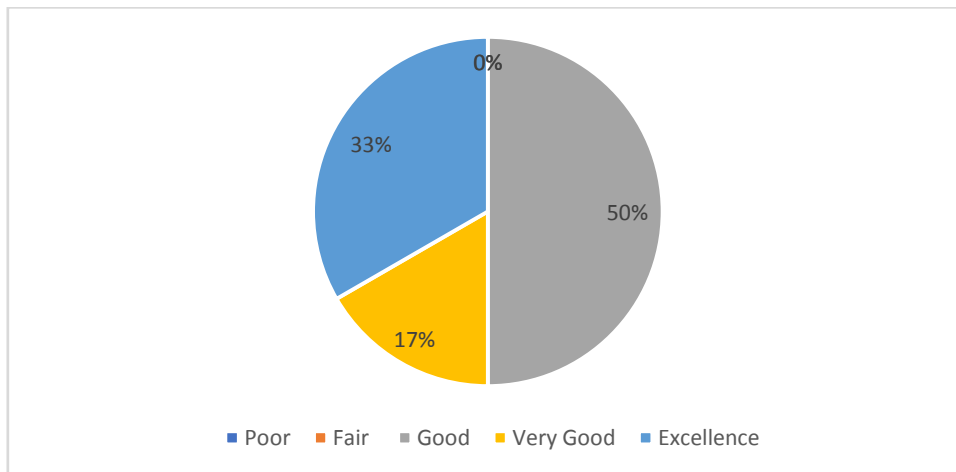



Figure-10


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Senarpur, South 24 Pgs.
Pin-743613

DEBNARAYAN SHIKSHA SANSTHAN (B.Ed.& D.El. Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

SESSION: 2019-2021

For each item five response options were considered on a 5-point scale for 03employers.

A pie chart is drawn-

ANALYSIS OF EMPLOYER FEEDBACK FORM ON CURRICULUM

1. Curriculum provides opportunities to students for their all-round development.

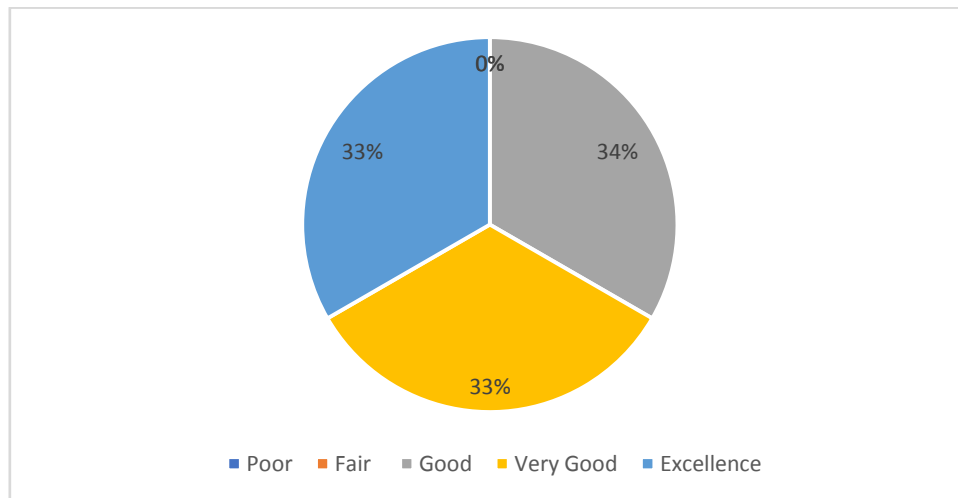


Figure-1

2. Level of subject knowledge displayed by student reflects the job relevance of the program of the institute.

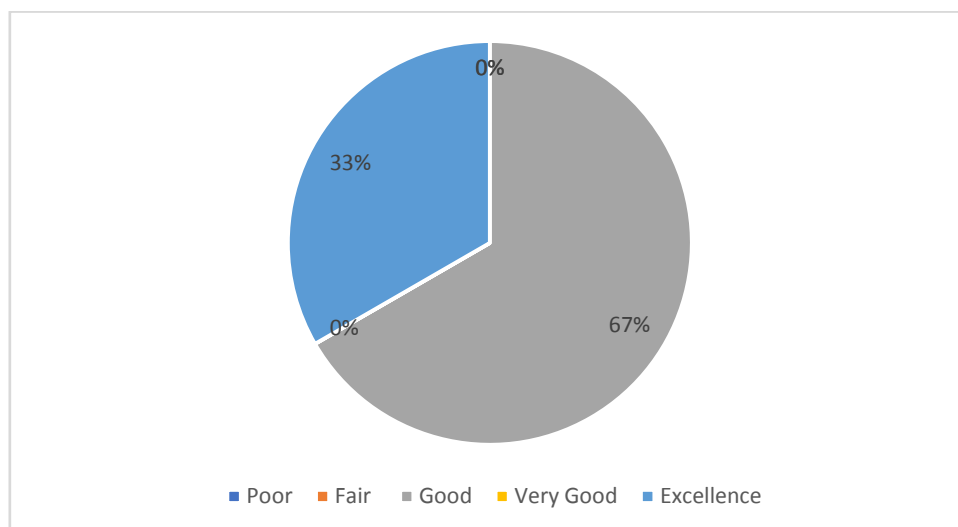


Figure-2

Alai
Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Suarapur, South 24 Pgs.
Pin-743613

3. Programs offered by institute caterers the need of the school teacher education institute.

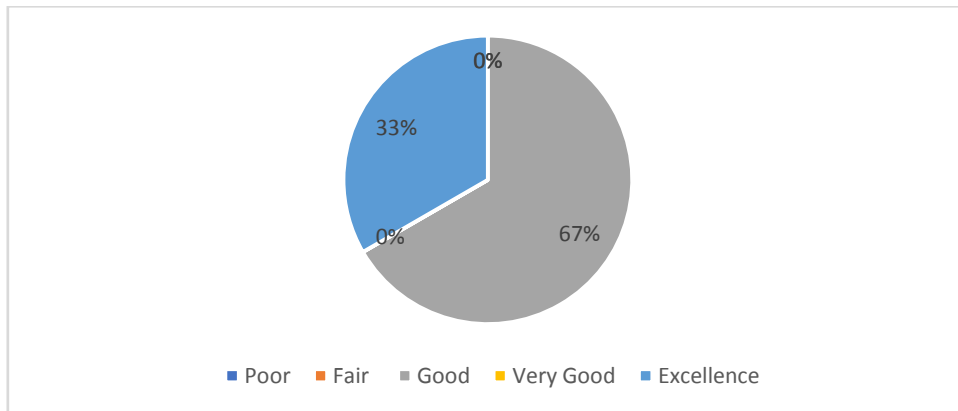


Figure-3

4. Curriculum provides scope for inculcation of creativity in students.

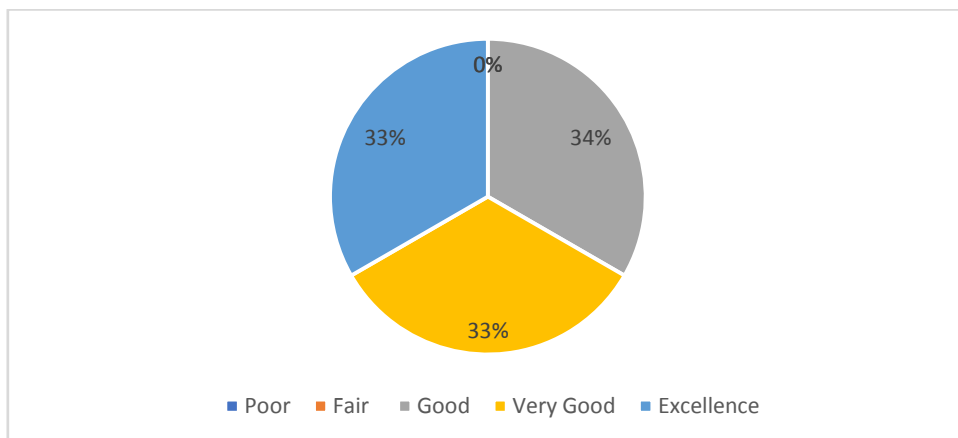


Figure-4

5. Soft skill and classroom management skill is the product of the teaching learning environmental of the institute.

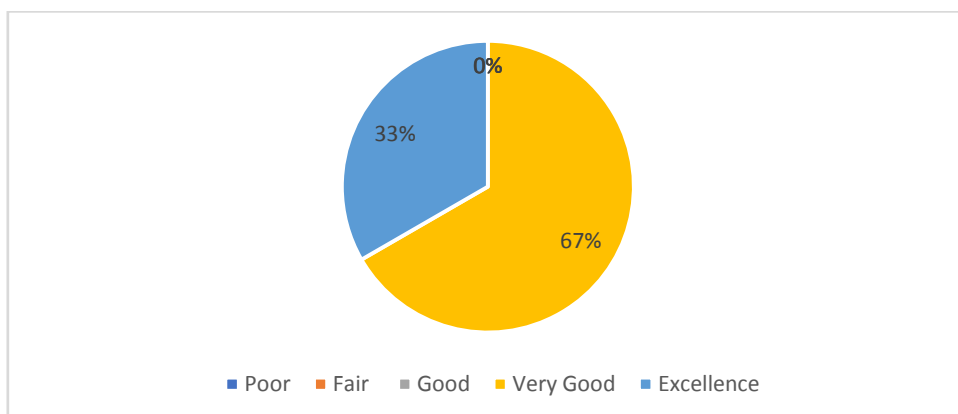



Figure-5


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Suarapur, South 24 Pgs.
Pin-743613

6. Curriculum provides student to learn appropriate pedagogical strategies.

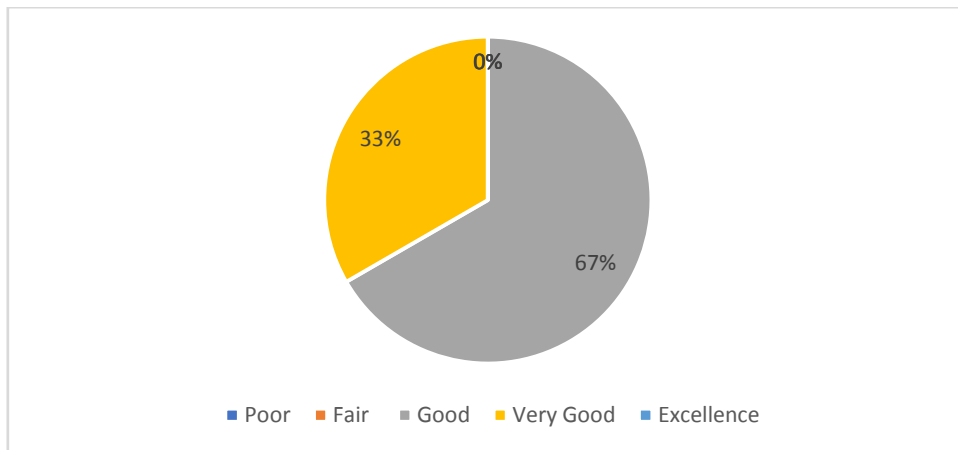


Figure-6

7. Curriculum is appropriate to develop leadership skills.

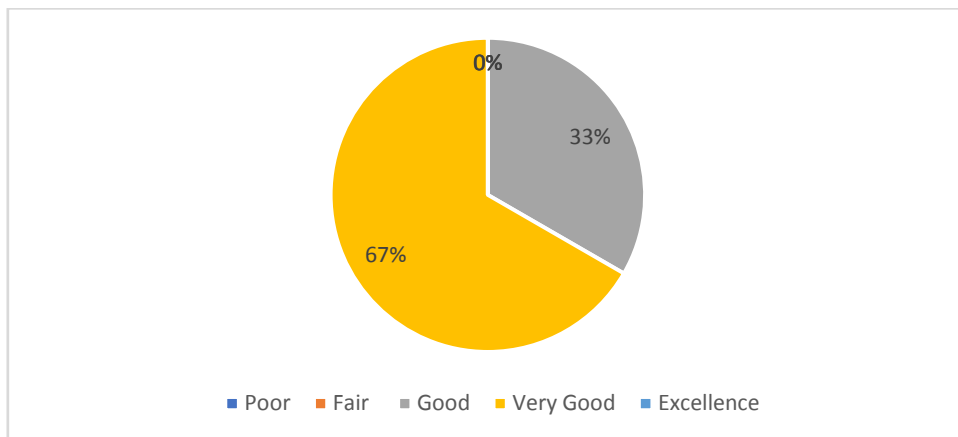


Figure-7

8. Curriculum is designed to develop professional ethics in students.

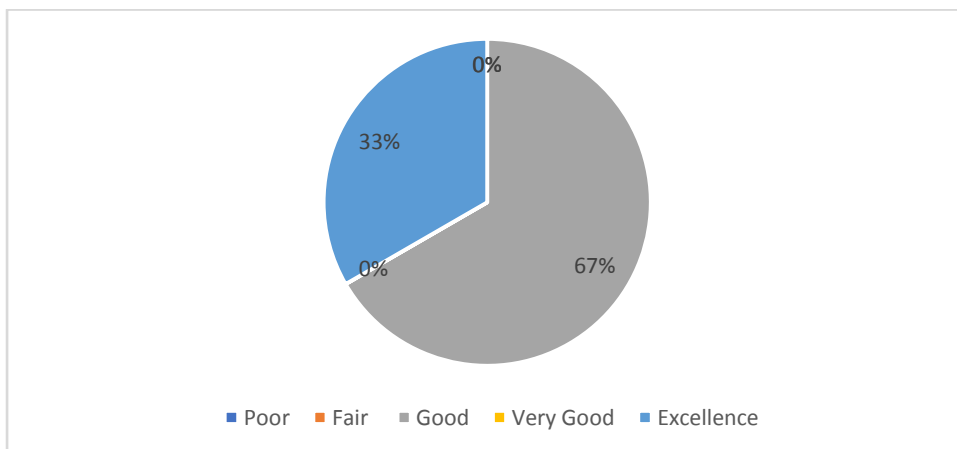



Figure-8


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
St. narpur, South 24 Pgs.
Pin-743613

9. Through curriculum students prepare his/her to work with learners with special needs.

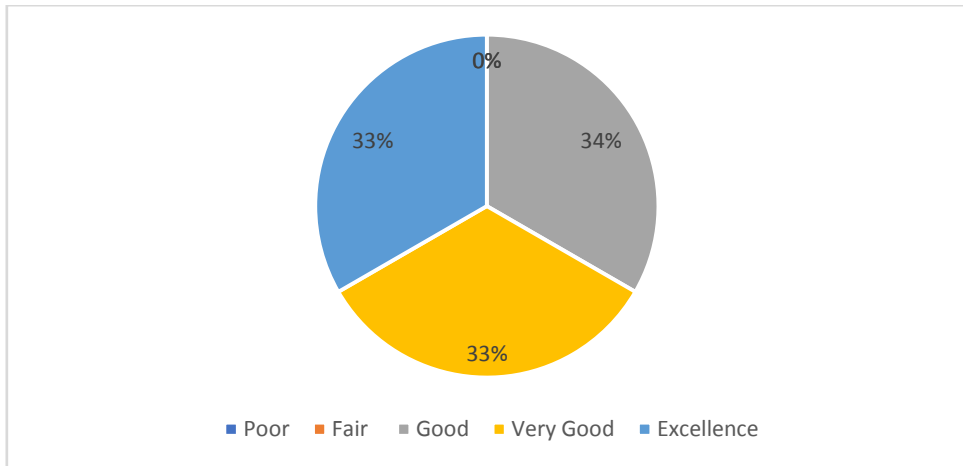


Figure-9

10. Overall teaching learning environment of the institute.

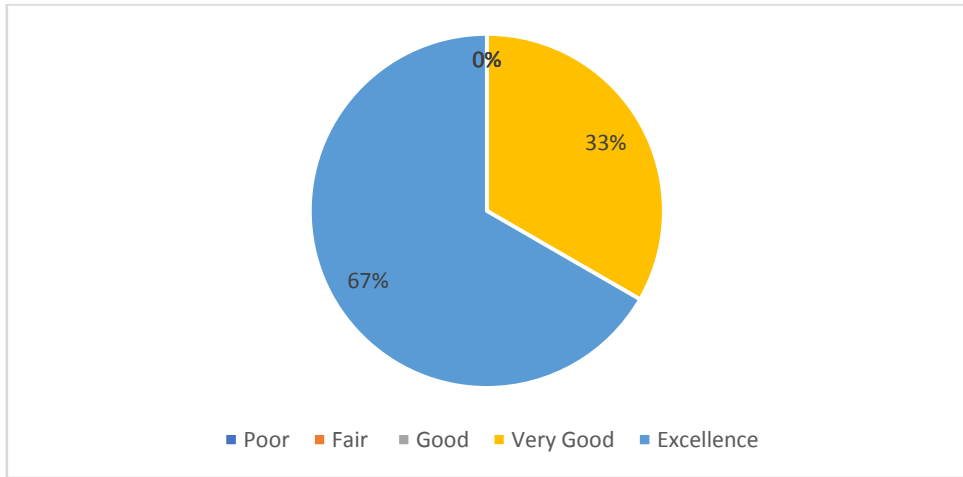


Figure-10


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Senarpur, South 24 Pgs.
Pin-743613

DEBNARAYAN SHIKSHA SANSTHAN (B.Ed. & D.El. Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

SESSION: 2020-2022

For each item five response options were considered on a 5-point scale for 02employers.

A pie chart is drawn-

ANALYSIS OF EMPLOYER FEEDBACK FORM ON CURRICULUM

1. Curriculum provides opportunities to students for their all-round development.

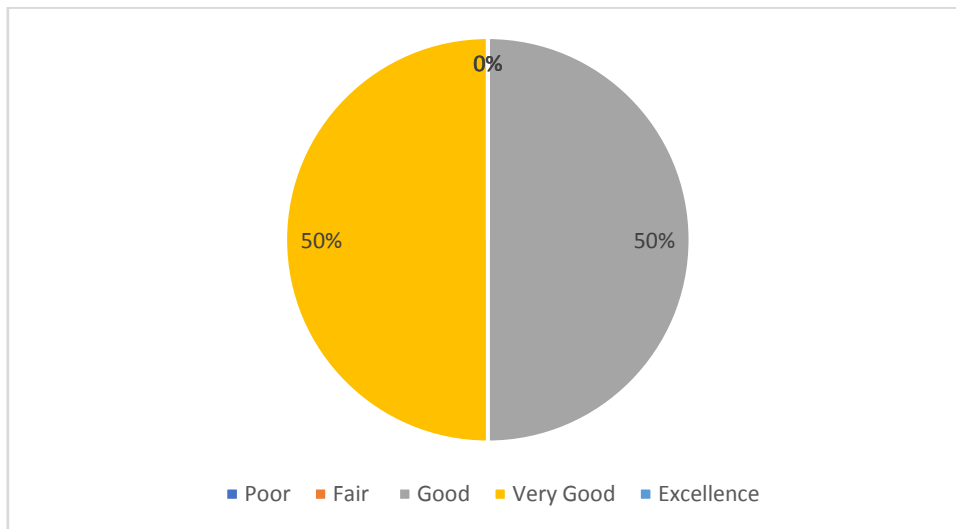



Figure-1

2. Level of subject knowledge displayed by student reflects the job relevance of the program of the institute.



Figure-2


Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sunarpur, South 24 Pgs.
Pin-743613

3. Programs offered by institute caters the need of the school teacher education institute.

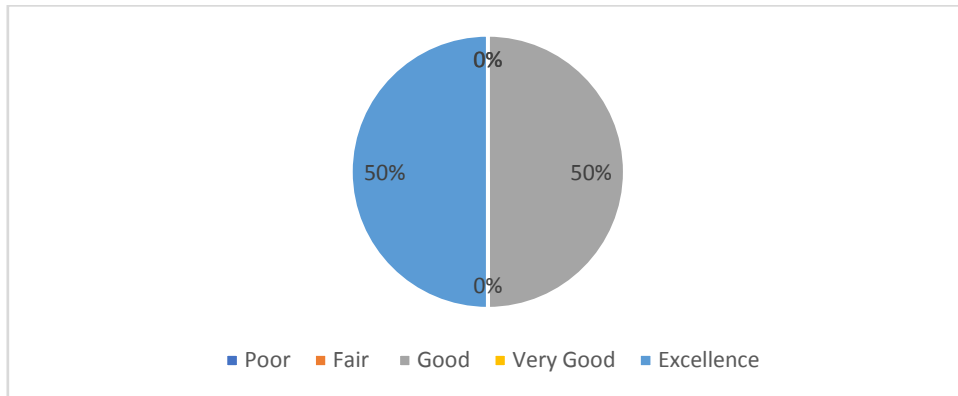


Figure-3

4. Curriculum provides scope for inculcation of creativity in students.

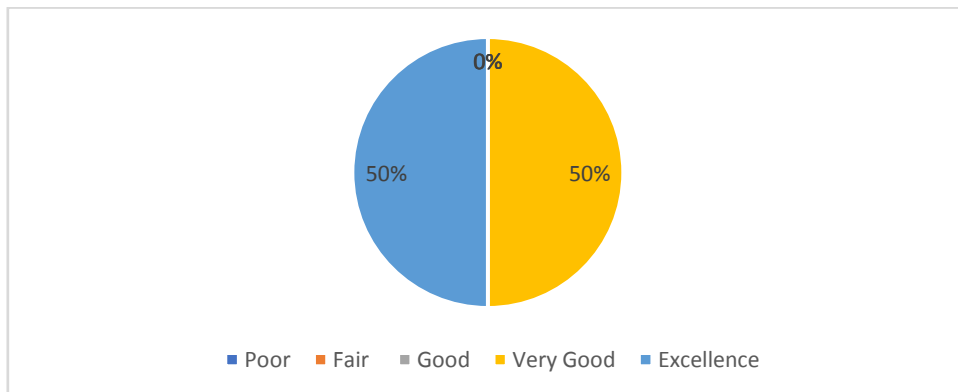


Figure-4

5. Soft skill and classroom management skill is the product of the teaching learning environmental of the institute.

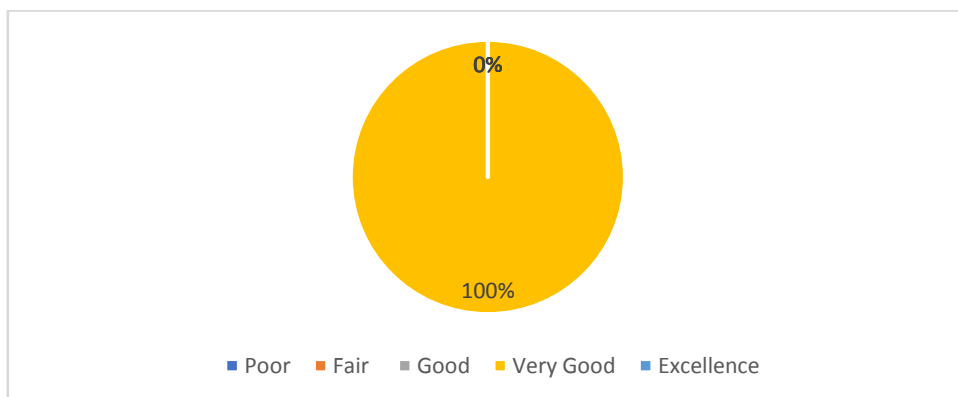


Figure-5

6. Curriculum provides student to learn appropriate pedagogical strategies.

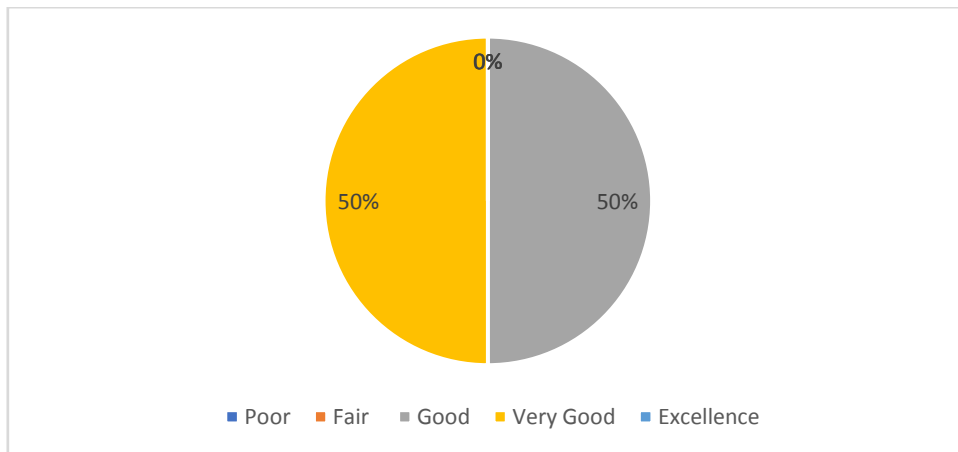


Figure-6

7. Curriculum is appropriate to develop leadership skills.

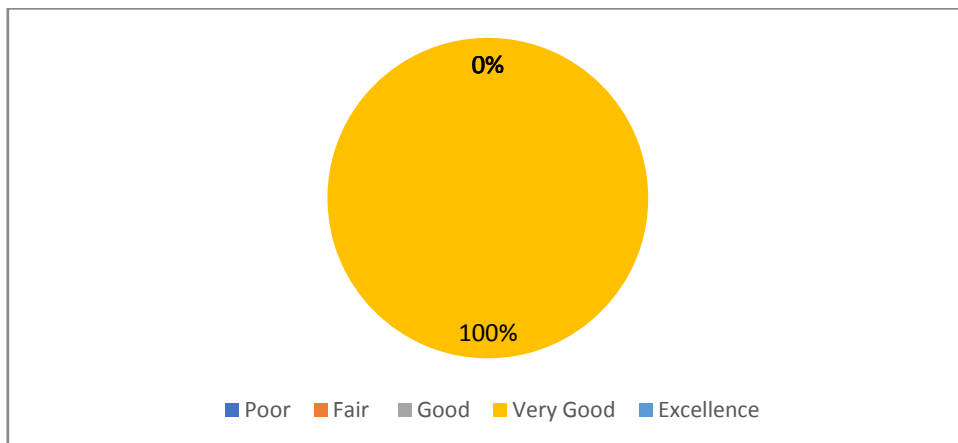


Figure-7

8. Curriculum is designed to develop professional ethics in students.

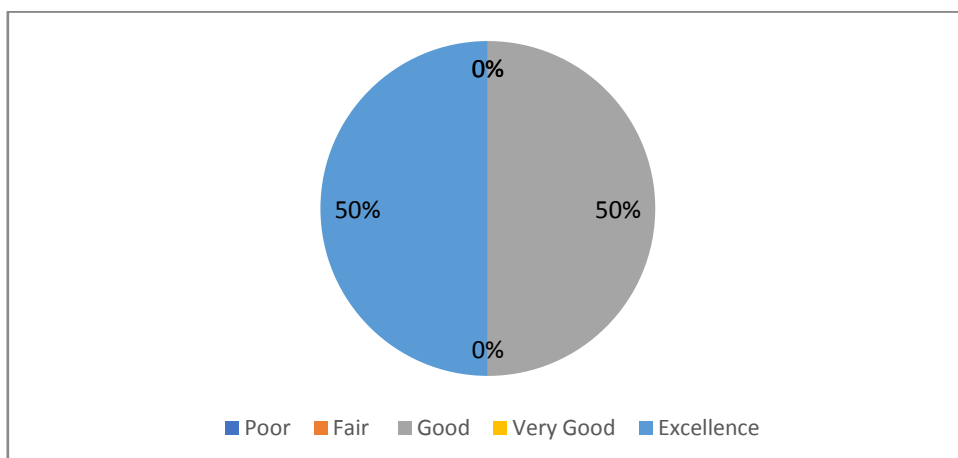


Figure-8

9. Through curriculum students prepare his/her to work with learners with special needs.

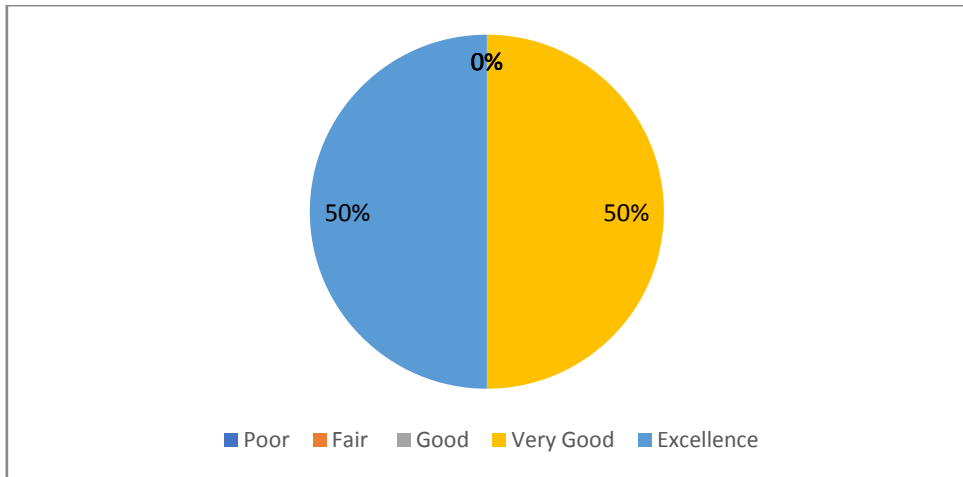


Figure-9

10. Overall teaching learning environment of the institute.

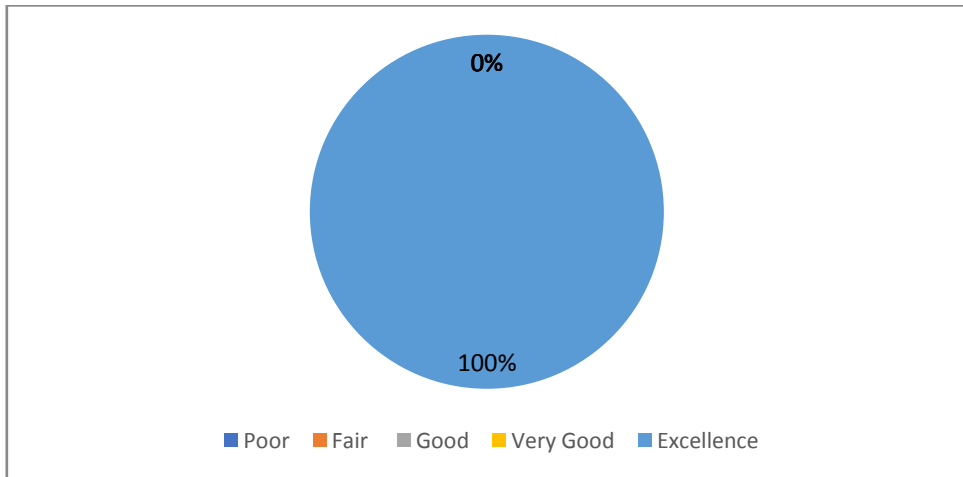


Figure-10

DEBNARAYAN SHIKSHA SANSTHAN (B.Ed & D.El.Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

Academic Year: 2022-2023

Session: 2021-2023 & 2022-2024

For each item five response options were considered on a 5 point scale for 10 teachers.

A pie chart is drawn-

ANALYSIS OF FEEDBACK FORM FOR TEACHERS

1. Trainee teachers will not benefit after completing the D.El. Ed course.

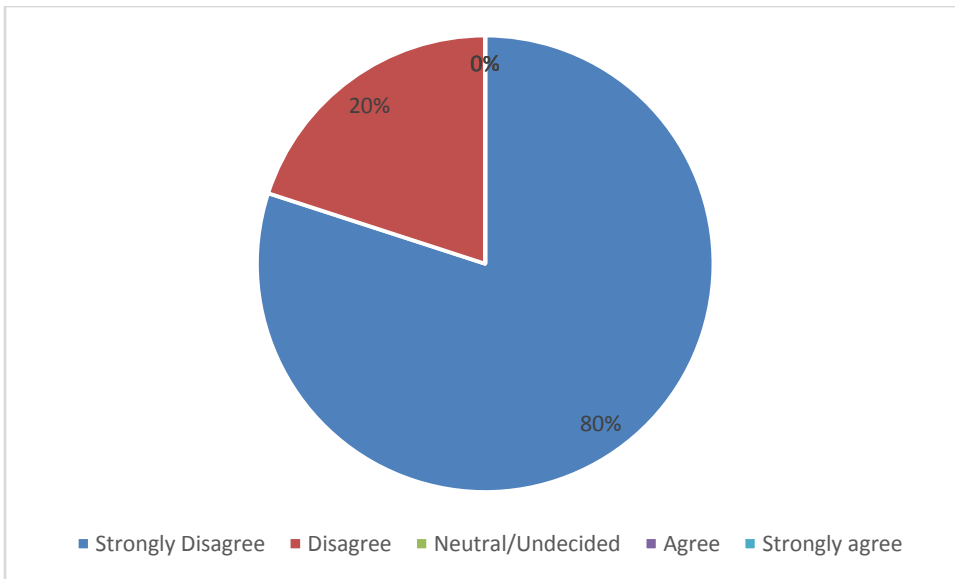


Figure-1

2. Trainee teachers will suffer from mental pressure for two years D.El. Ed course.

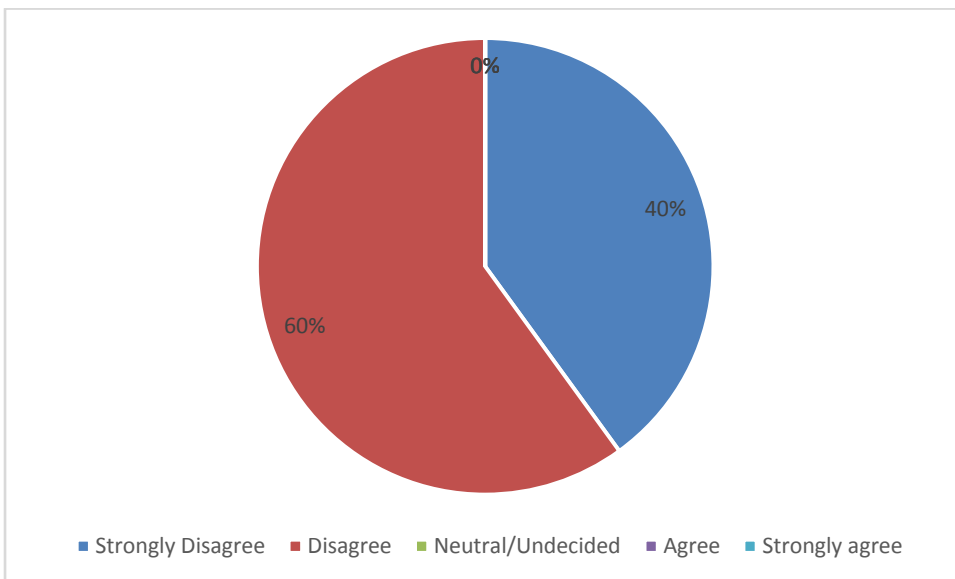


Figure-2

Alai
Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Sunarpur, South 24 Pgs.
Pin-743613

3. A 2-year D.El.Ed course is sufficient time to provide adequate and stable knowledge in content areas.

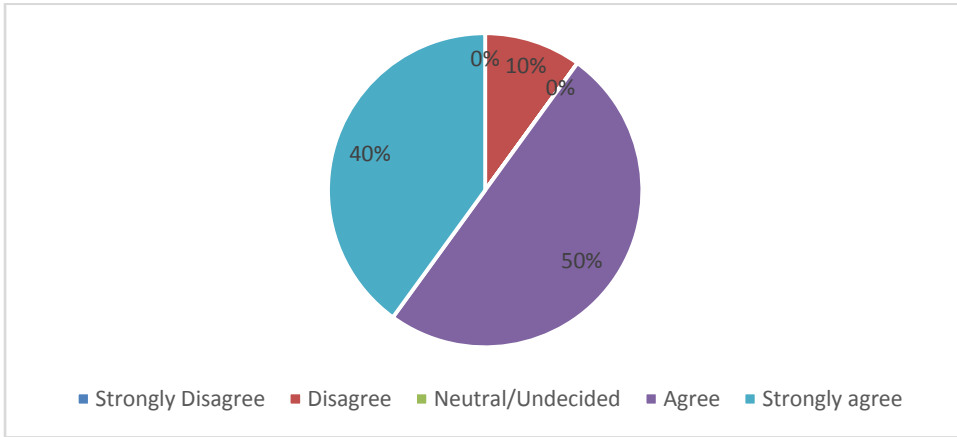


Figure-3

4. It is very difficult to implement a two-year D.El.Ed course.

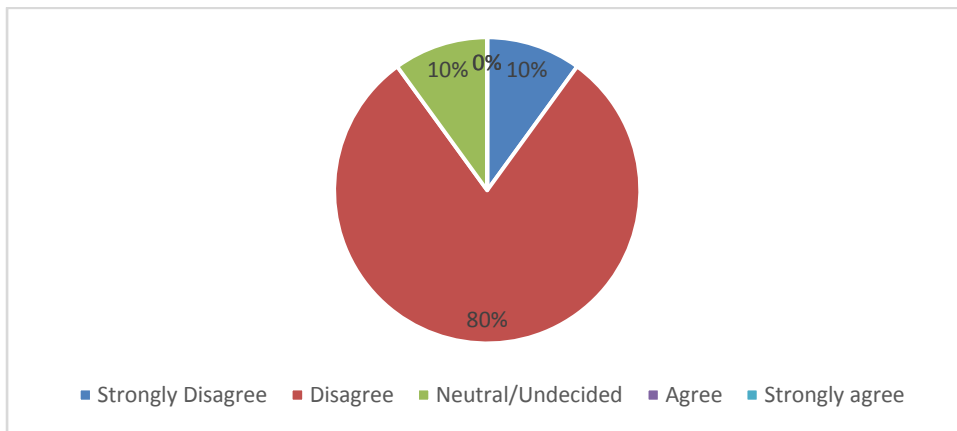



Figure-4

5. It gives stress to practical activities like assignments, projects, practical's, etc.


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Natagachhi, Beniabow,
Sunarpur, South 24 Pgs.
Pin-743613

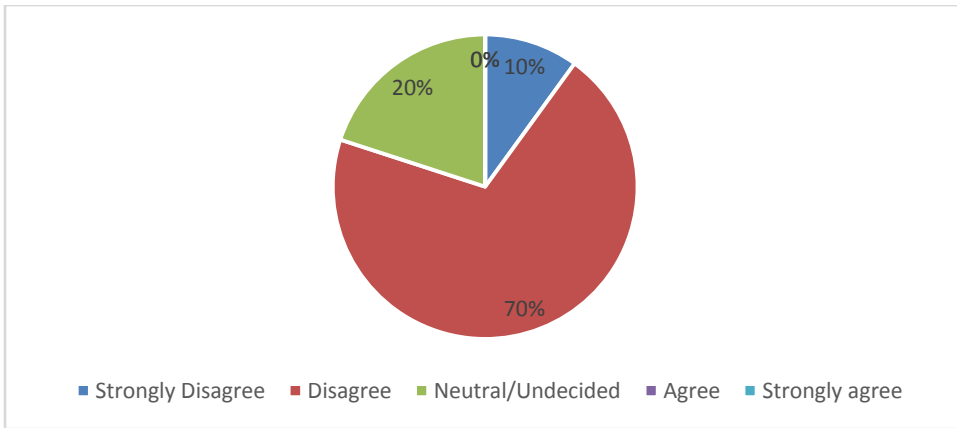


Figure-5

6. The curriculum provides an opportunity for conducting research project-related activities.

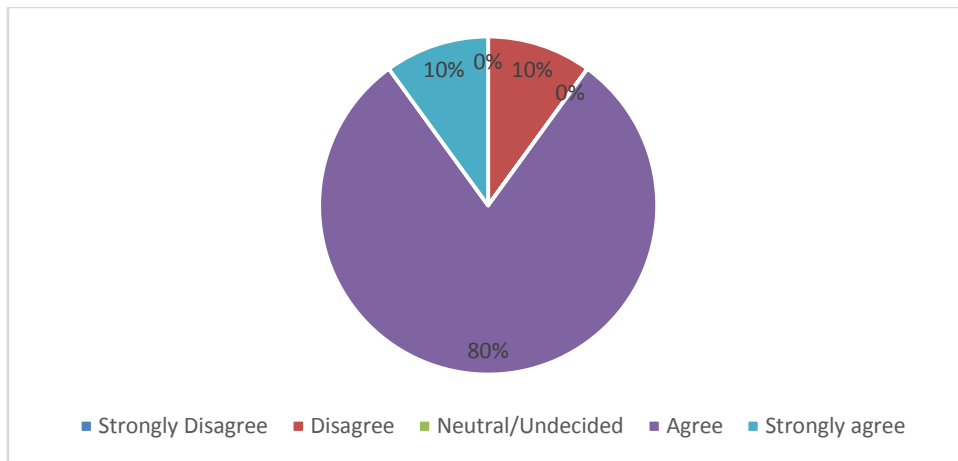


Figure-6

7. The curriculum is balanced between the tutorial and practical knowledge.

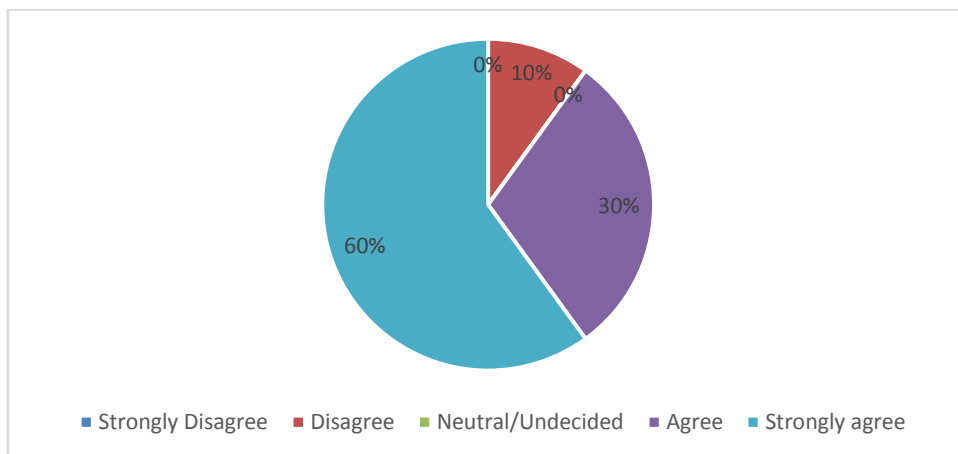


Figure-7

8. This curriculum content is presented pedagogically.

Alain
Principal
 DNSS B.Ed. College
 Natagachhi, Beniabow,
 Sunarpur, South 24 Pgs.
 Pin-743613

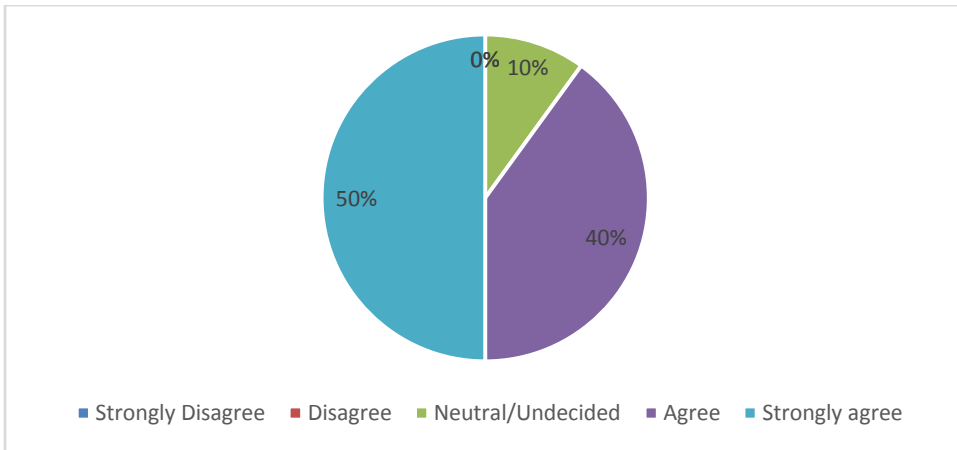


Figure-8

9. There should be provision of sufficient time for internship in 2-year D.El.Ed courses.

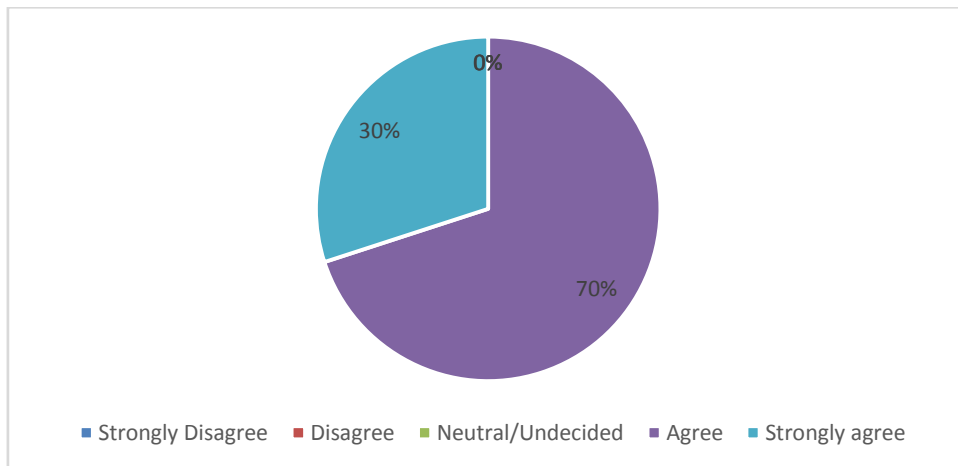


Figure-9

10. The content of the course have been presented from simple to complex.

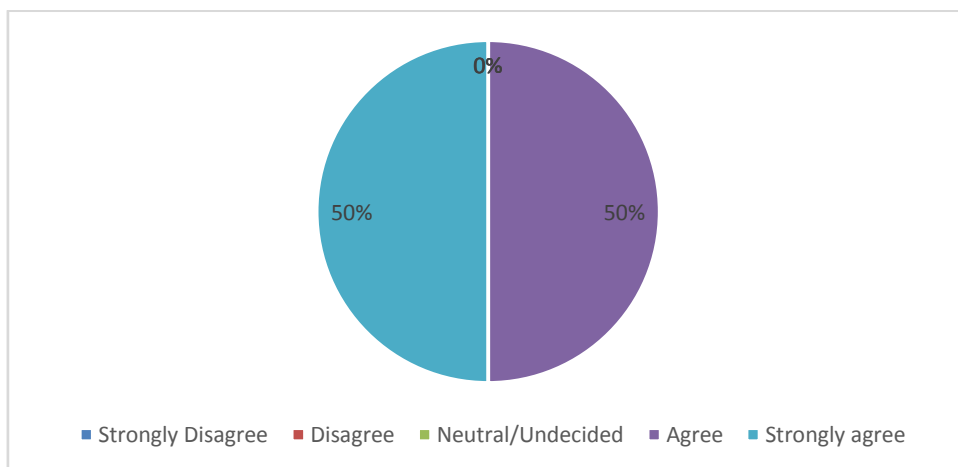


Figure-10

11. The content of this course are in conformity with the learning outcomes.

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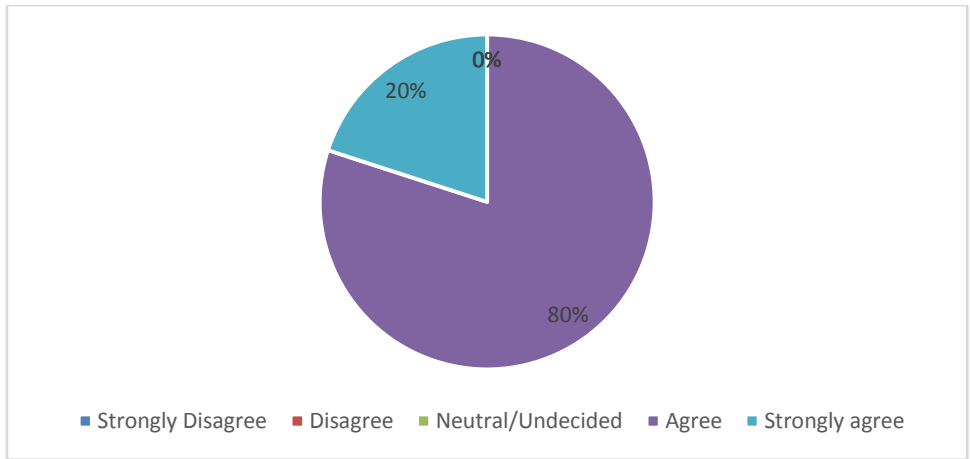


Figure-11

12. The D.El.Ed course content are presented sequentially.

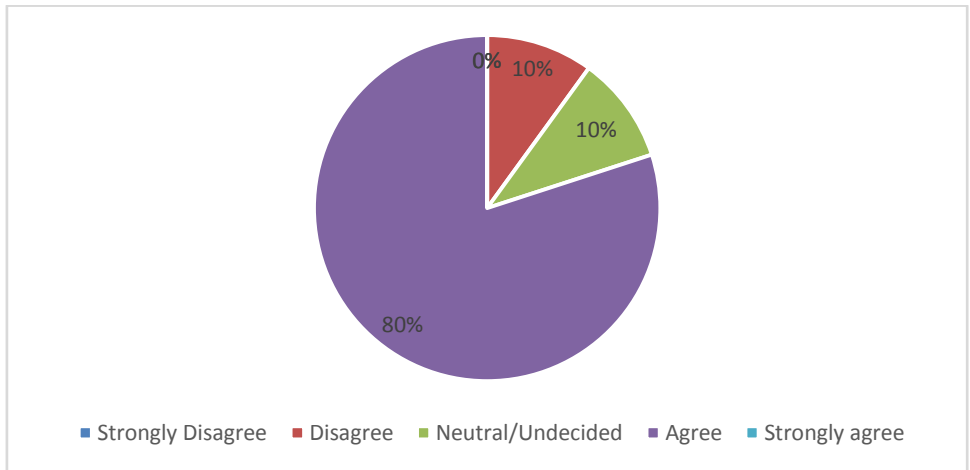


Figure-12

13. Component of different courses are insufficient.

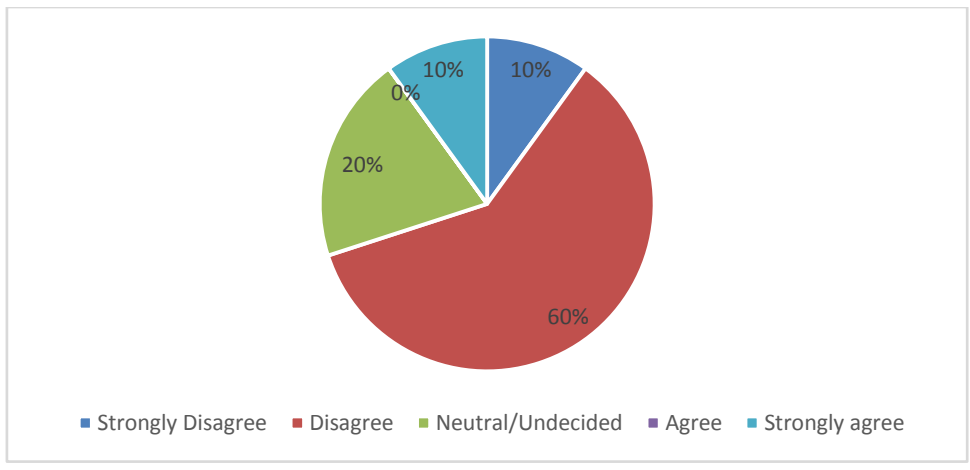


Figure-13

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 Sunarpur, South 24 Pgs.
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14. You can have provision or scope for using technology in the teaching learning process.

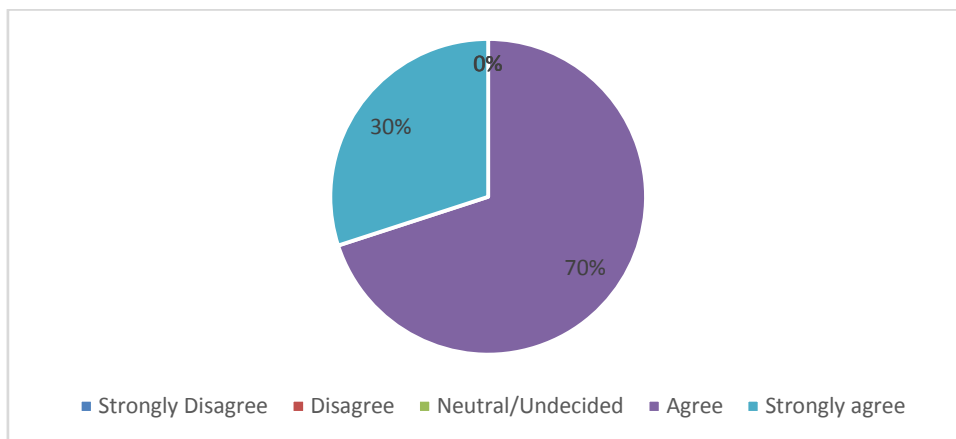


Figure-14

15. The curriculum development procedure needs improvement.

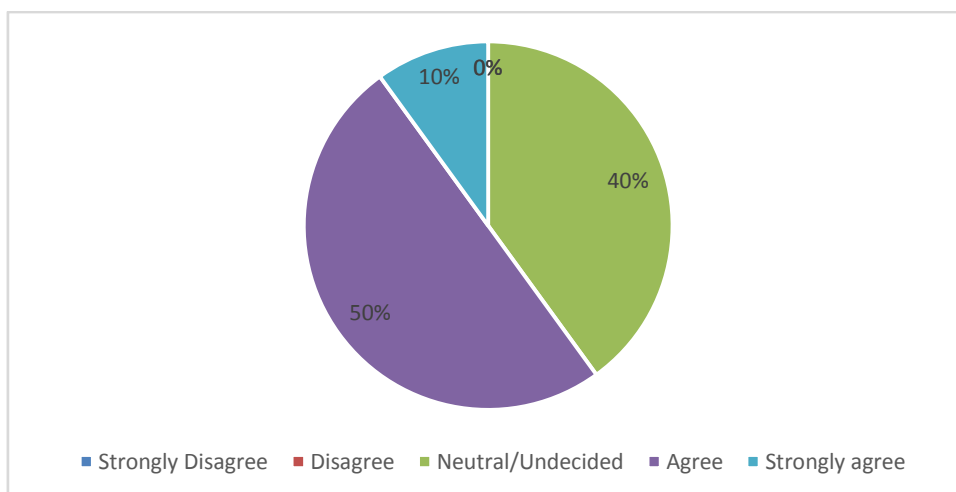



Figure-15


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Pin-743613

DEBNARAYAN SHIKSHA SANSTHAN (B.Ed &D.El.Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

Academic Year: 2022-2023

Session: 2022-2024

For each item five response options were considered on a 5 point scale for 03 practice teaching schools. A pie chart is drawn-

ANALYSIS OF FEEDBACK FORM FOR PRACTICE TEACHING SCHOOL

- 1. Level of the subject knowledge displayed in student reflect, comprehensive developed by the program of the institute through curriculum.**

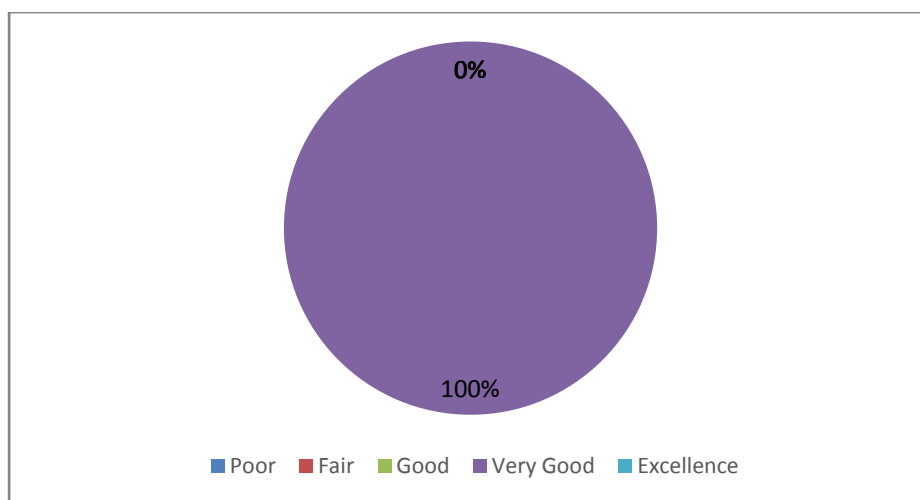


Figure-1

- 2. Practice teaching for trainee teachers adequate to make them effective teachers.**

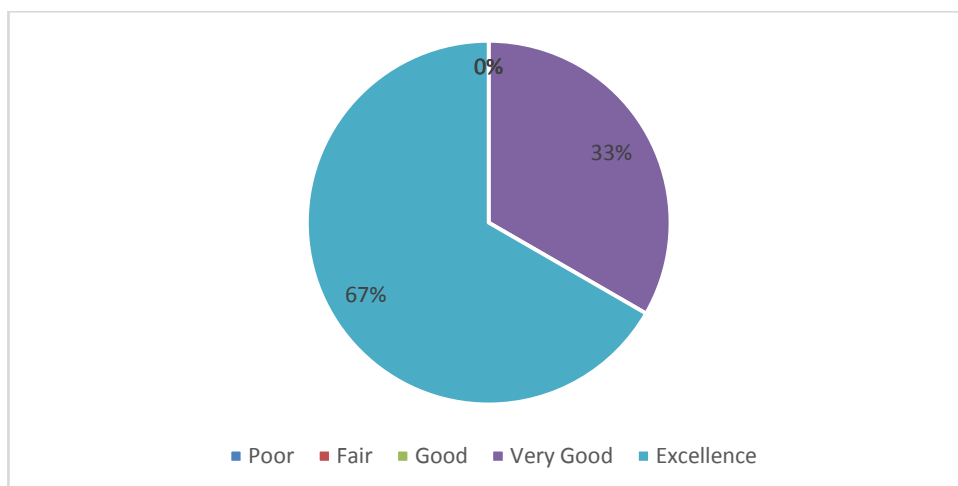



Figure-2


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3. Practice teaching is a balanced with regard to theoretical and practical knowledge.

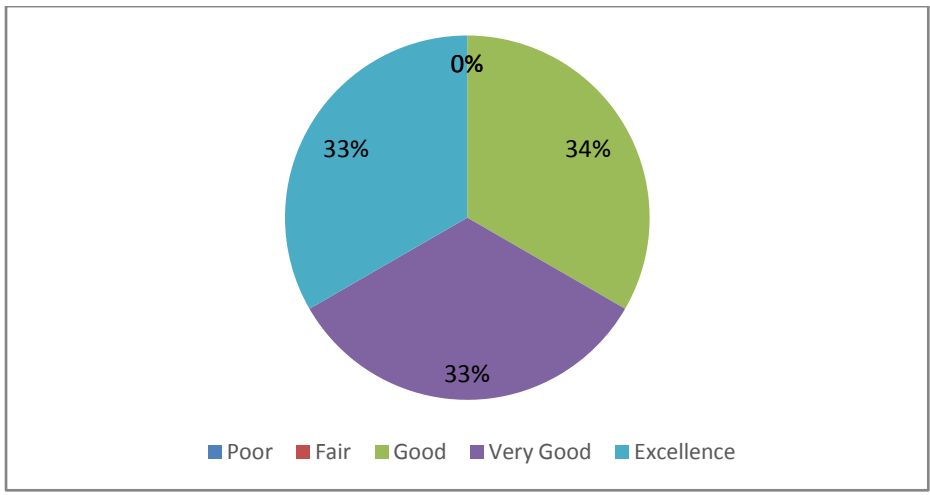


Figure-3

4. Curriculum provides scope for inculcation of creativity in students.

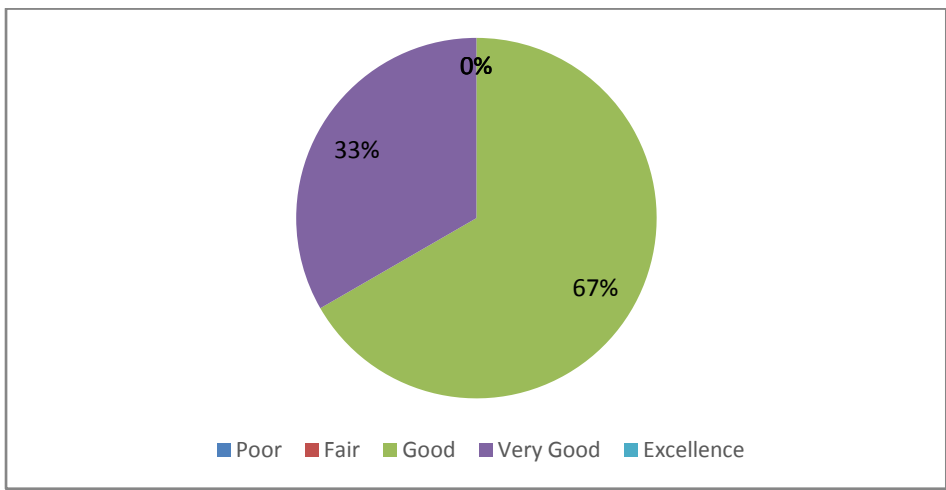


Figure-4

5. Curriculum provides opportunities to students for their all round development

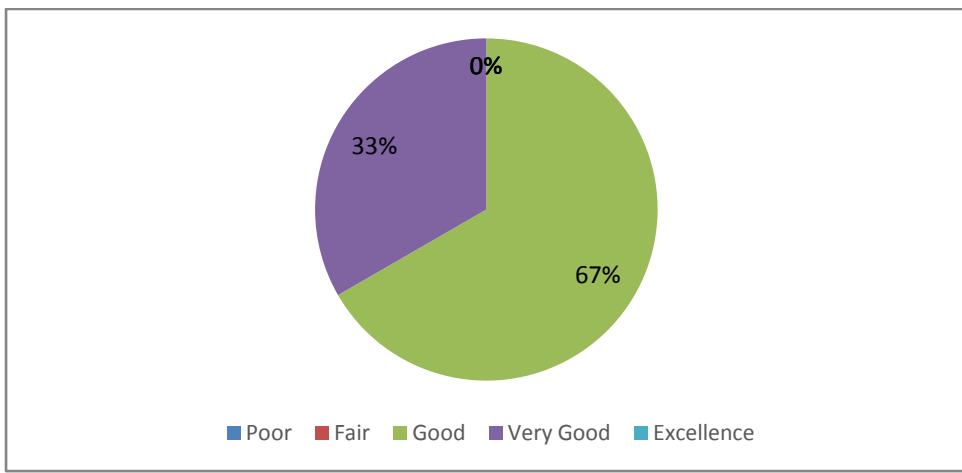


Figure-5

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6. Micro teaching is a sufficient for trainee teachers to teach a real Class.

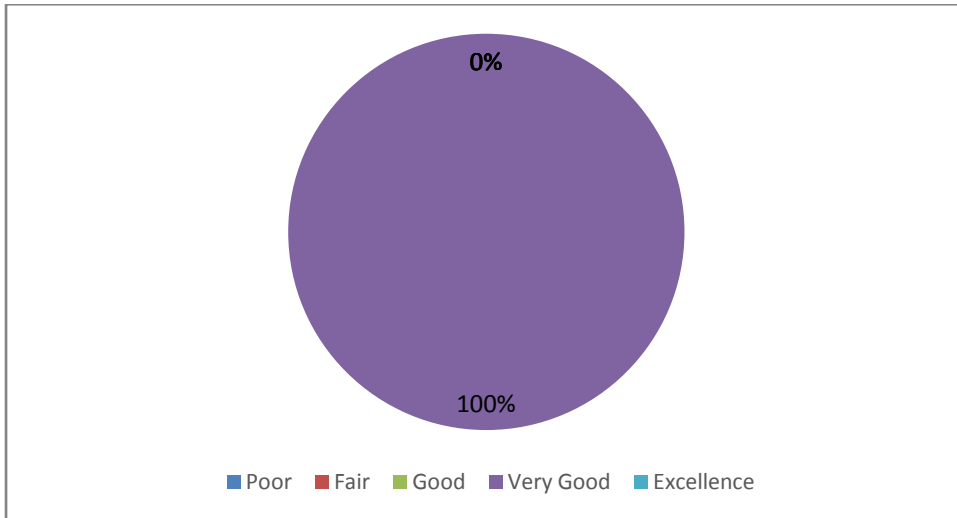


Figure-6

7. Trainee teachers competent enough to handle the classes.

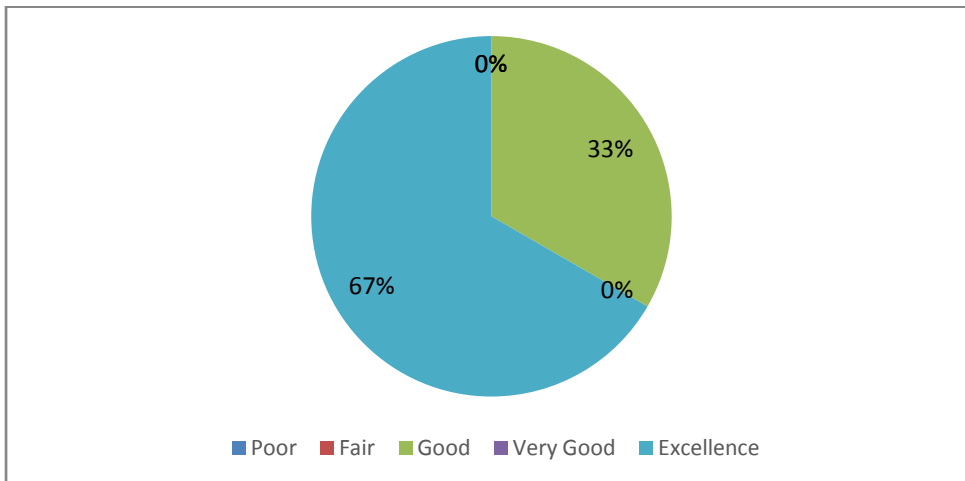



Figure-7

8. Teaching aids used by trainee teachers effective.


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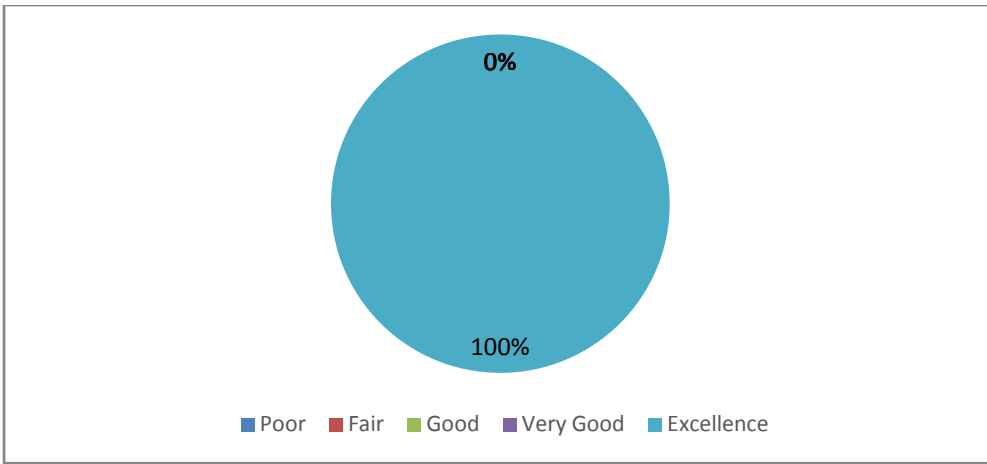


Figure-8

9. Teaching by trainee teachers help you in completing your syllabus effectively

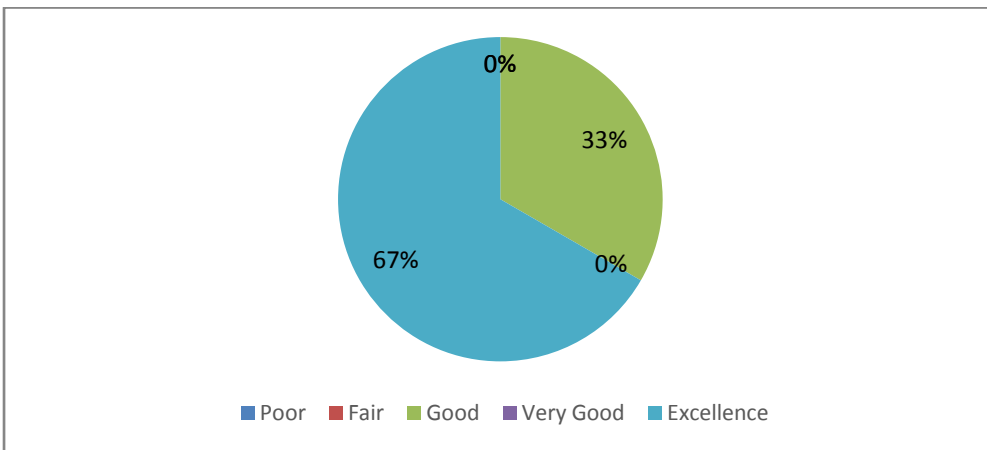


Figure-9

10. Class observation of trainee teachers.

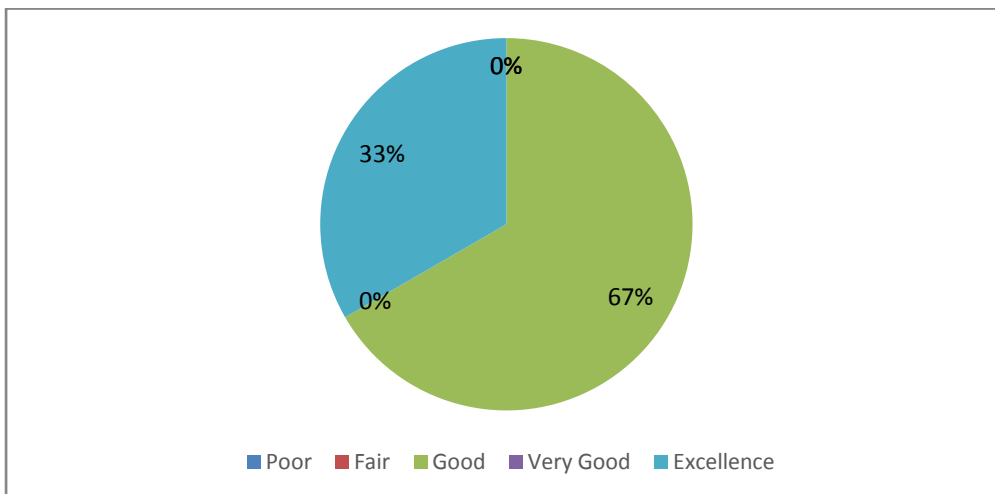


Figure-10

11. Satisfaction of students with the teaching of teachers trainees.

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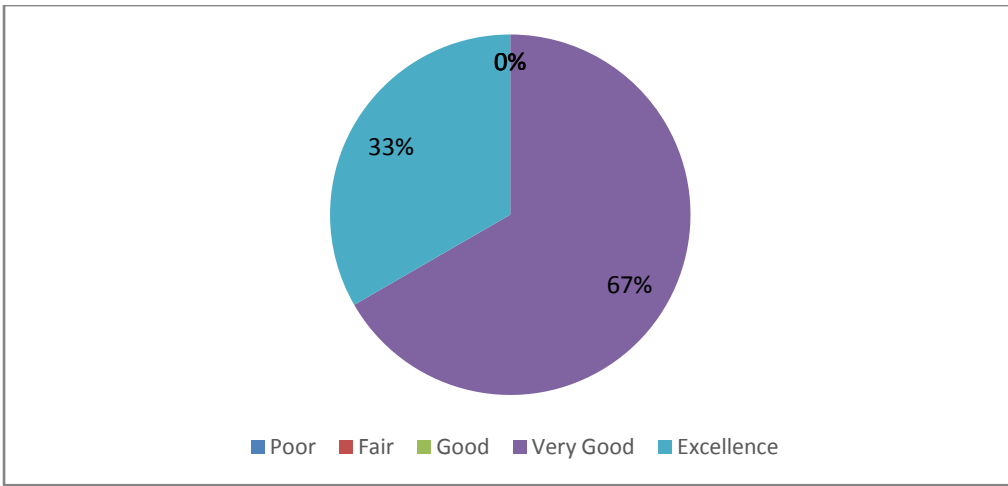


Figure-11

12. Present two years D.El.Ed curriculum comprehensive and functional.

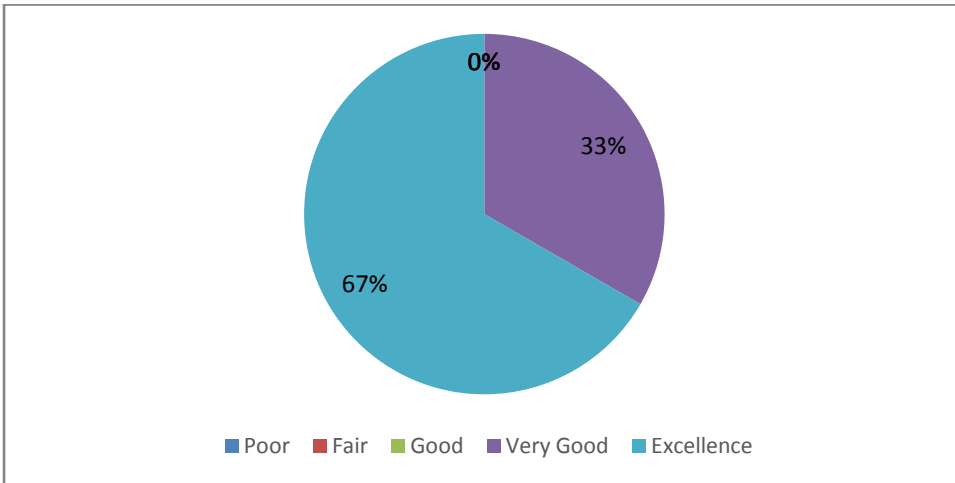


Figure-12

13. D.El.Ed curriculum helps in personality development of trainee teachers.

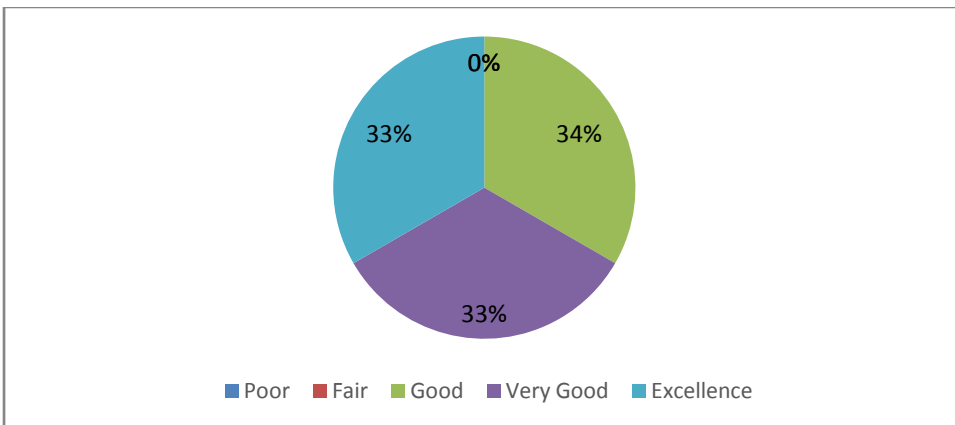



Figure-13


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14. Trainee teachers built rapport with concerned subject teachers.

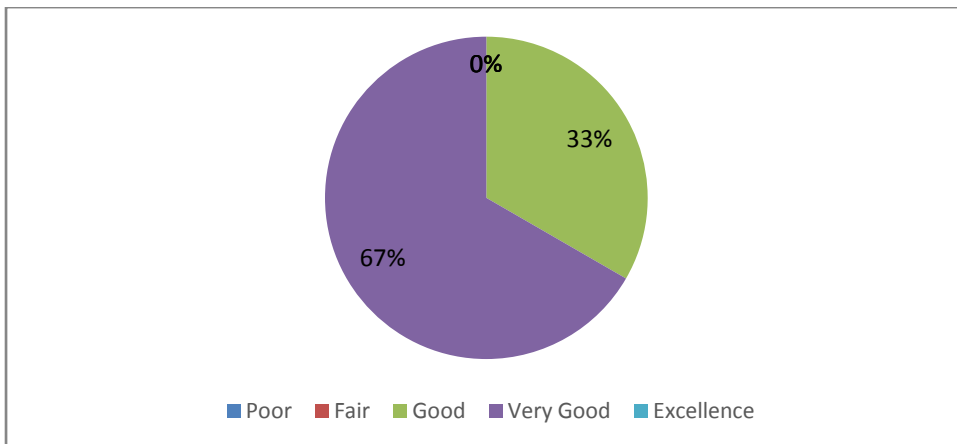


Figure-14

15. Mentors of training College visit school regularly for supervision of classes of trainee teachers

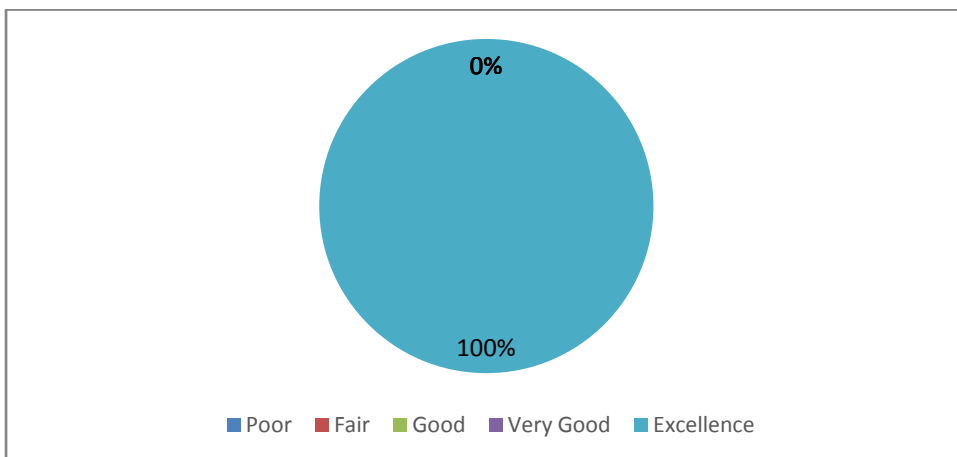



Figure-15


Principal
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Pin-743613

Academic Year: 2022-2023

SESSION: 2022-2024

For each item five response options were considered on a 5-point scale for 18 students.

A pie chart is drawn-

ANALYSIS OF FEEEDBACK FORM FOR STUDENTS

1. This curriculum is student-centered curriculum.

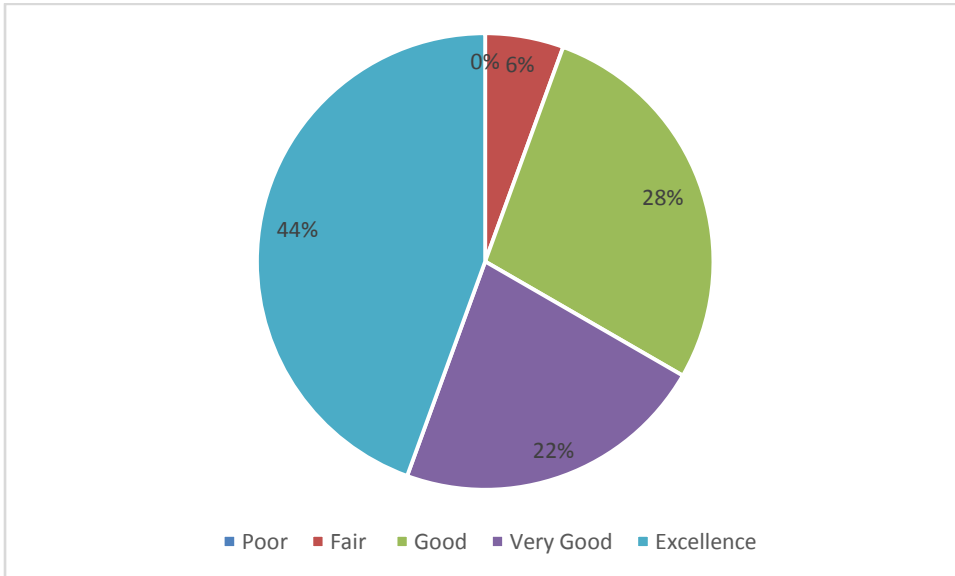


Figure-1

2. The curriculum is very much rigid in two-year D.El.Ed course.

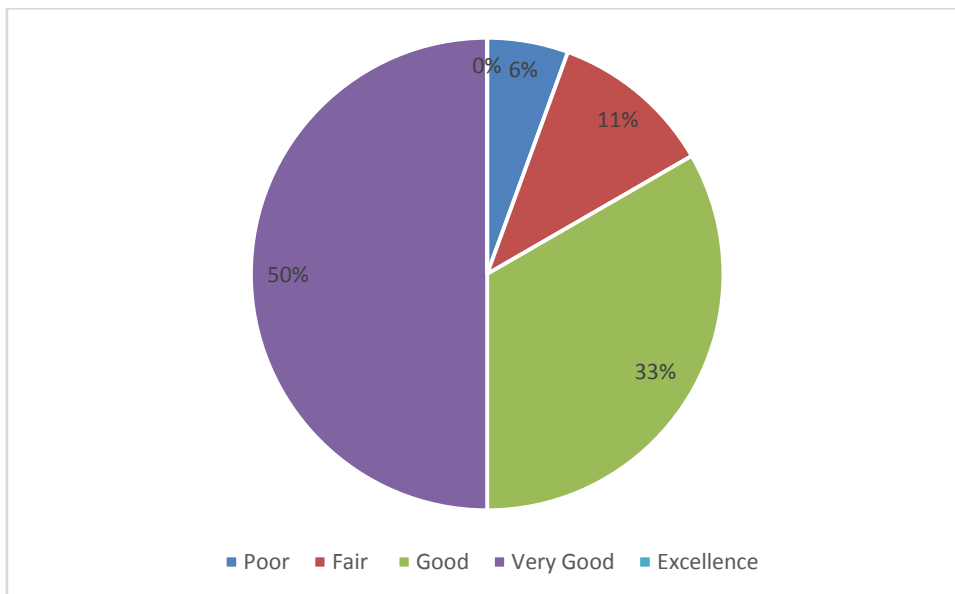


Figure-2

3. Unplanned and insufficient co-curriculum activities.

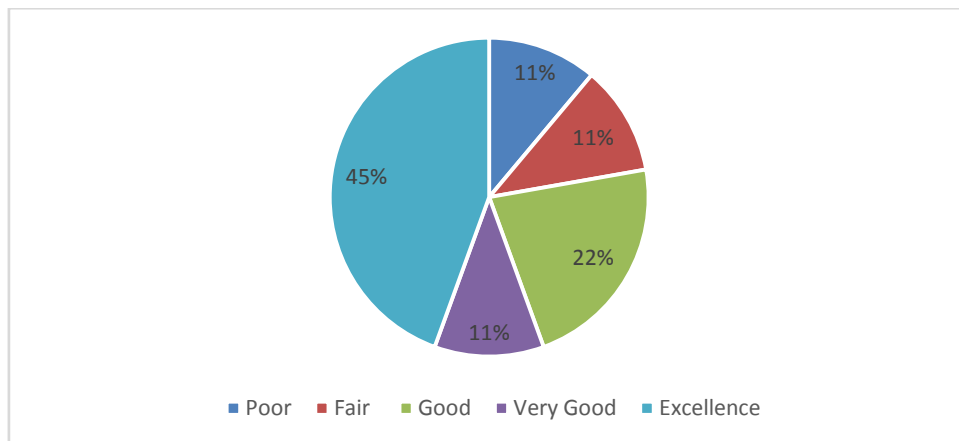


Figure-3

4. This curriculum can develop psychological knowledge for understanding the student's needs and behavior.

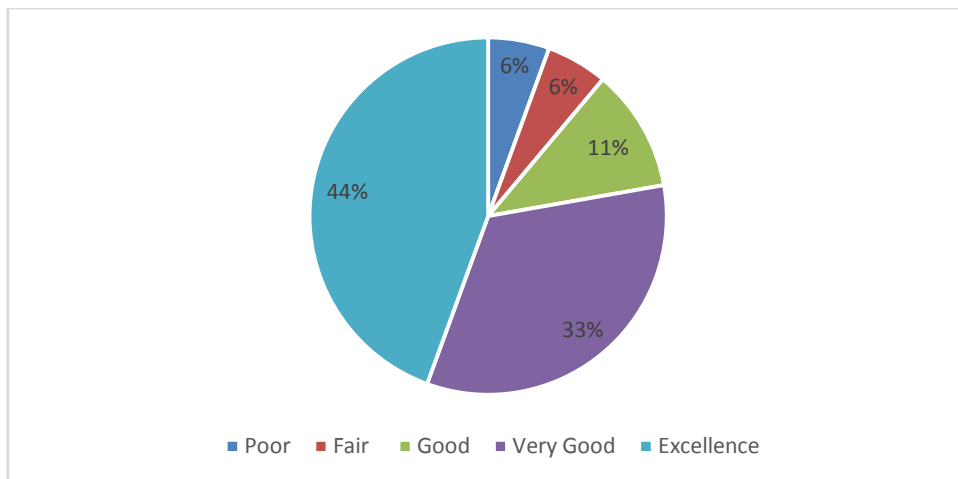


Figure-4

5. This curriculum gives you the confidence to better your teaching performance.

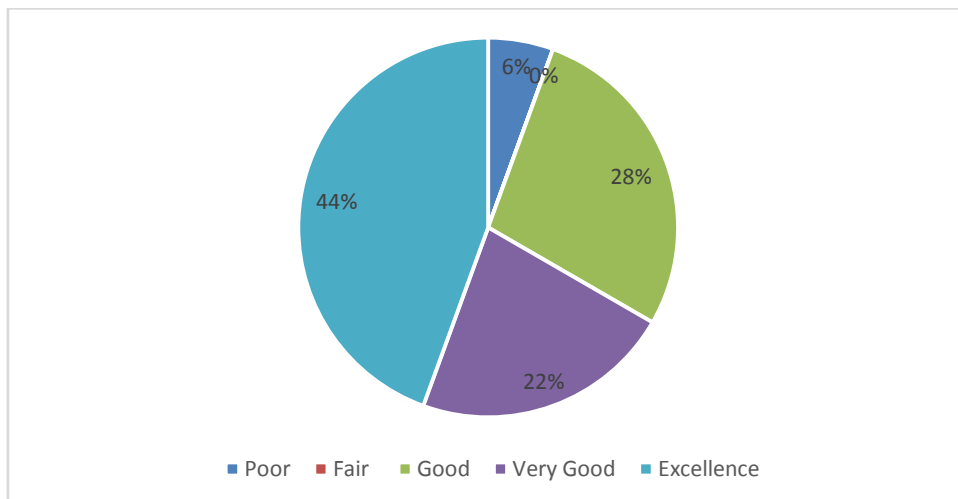


Figure-5

6. Resource material, books, lap, and ICT, help to increase your knowledge and skill in this curriculum.

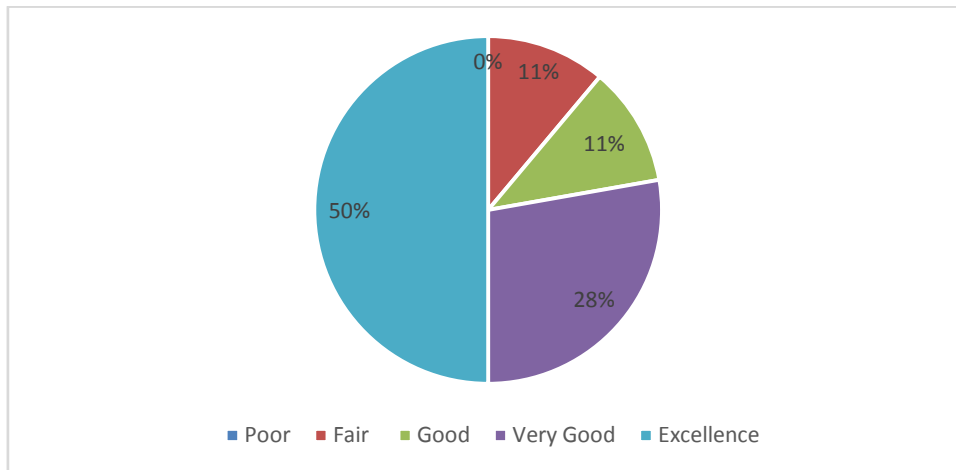


Figure-6

7. All the courses and practicum included in this curriculum are interesting.

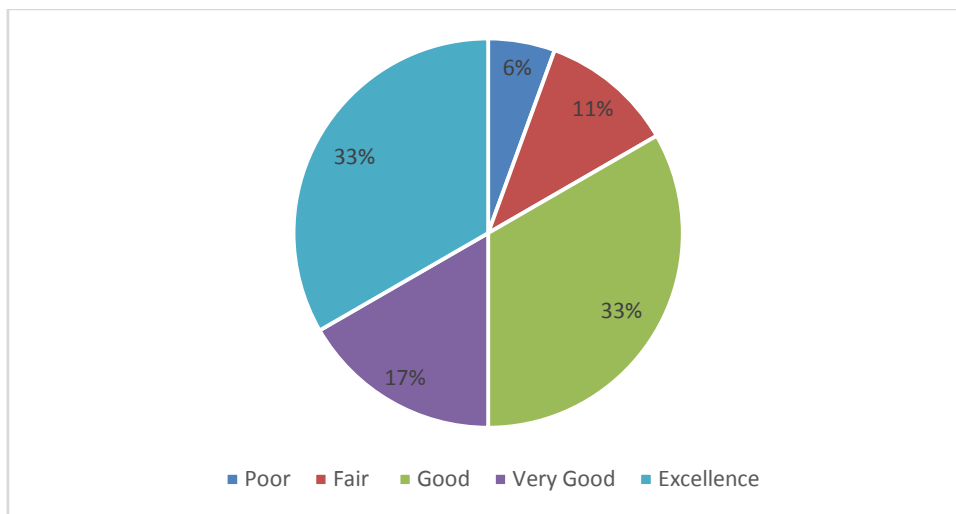


Figure-7

8. This curriculum will prepare you for future teacher or teaching-related opportunities.

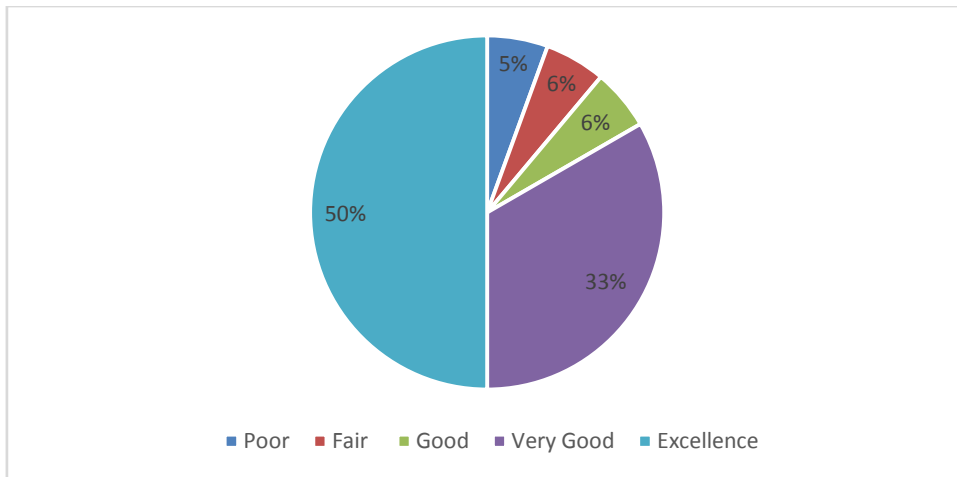


Figure-8

9. Textbooks, articles, course assignments, and practicum, Digital information support your learning effectively.

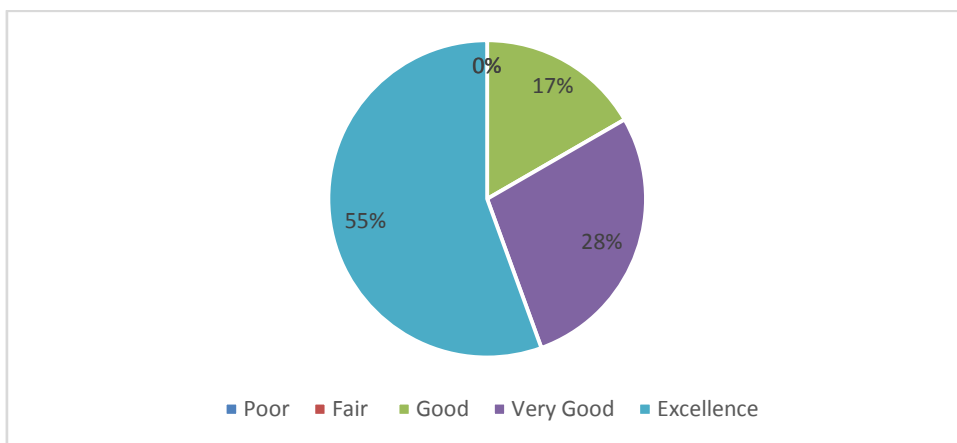


Figure-9

10. You can gain more information about teaching and learning by participating in discussions, seminars debates, etc.

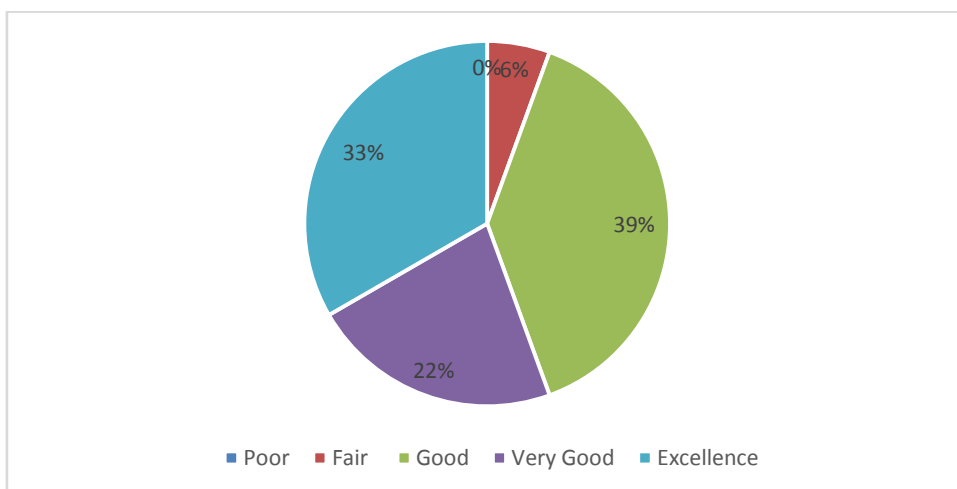


Figure-10

11. The prescribed duration of the D.El.Ed program is good enough to complete the curriculum.

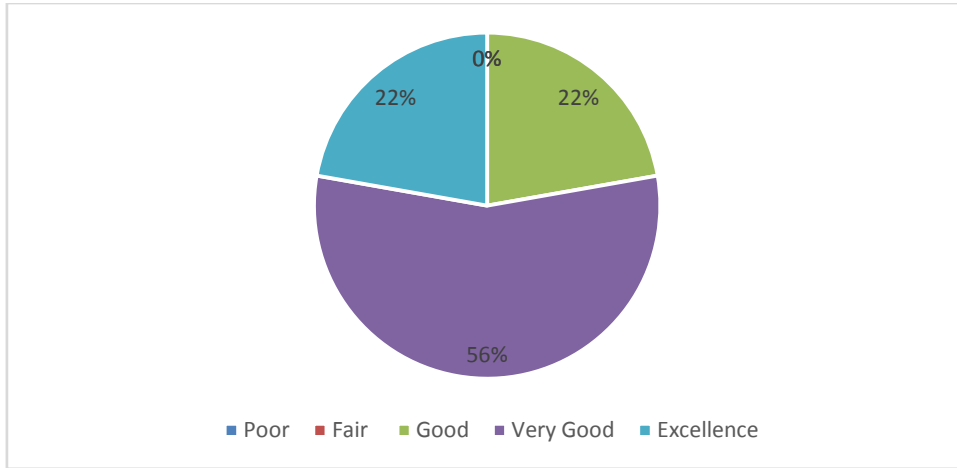


Figure-11

12. In this curriculum inclusion of all the course material is easy to understand and self-explanatory.

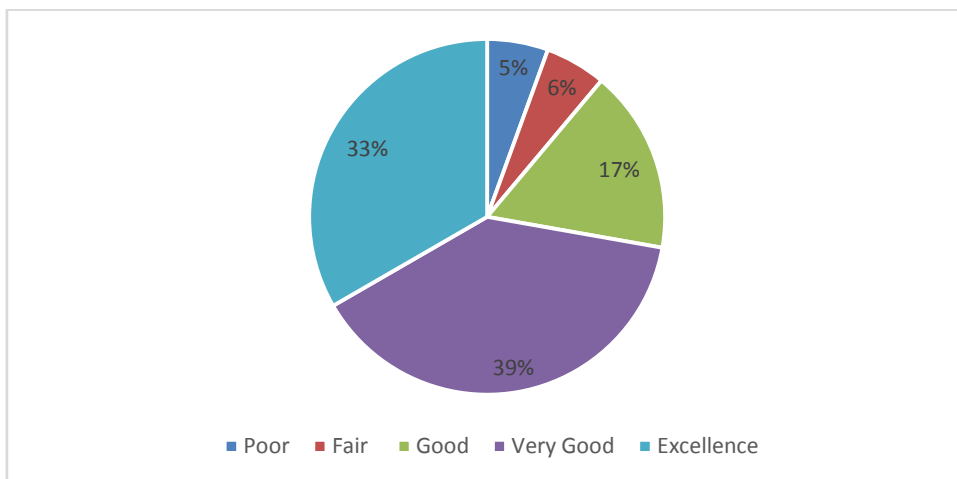
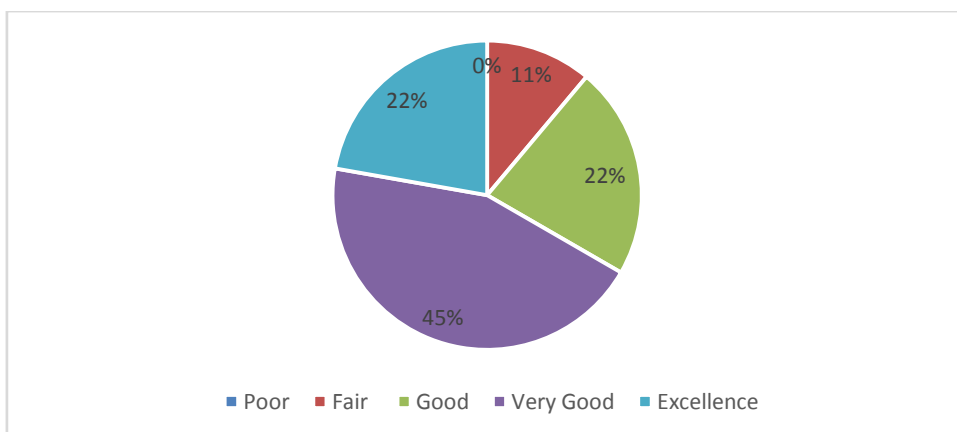


Figure-12

13. All the course included in this curriculum help get a clear concept of teaching and understanding students and the evaluation process.



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Figure-13

14. ICT, gender, yoga education, and inclusive education shall form an integral part of the D.El.Ed curriculum.

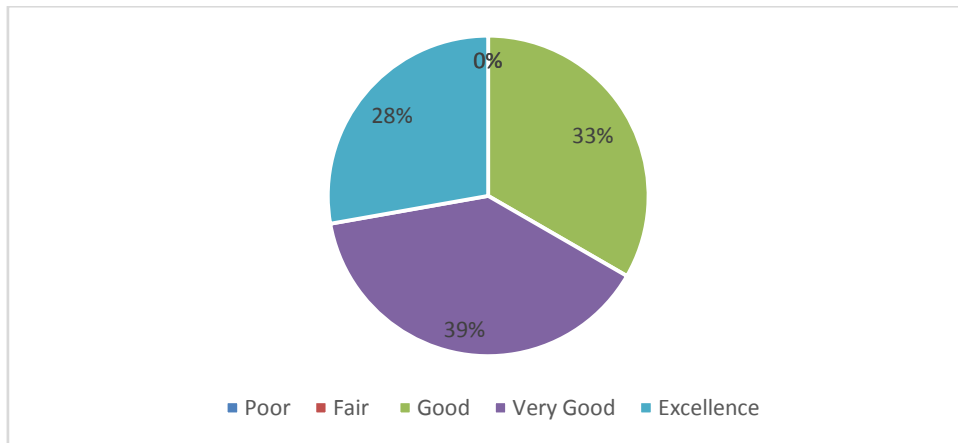


Figure-14

15. You can freely express your ideas and opinions through this curriculum.

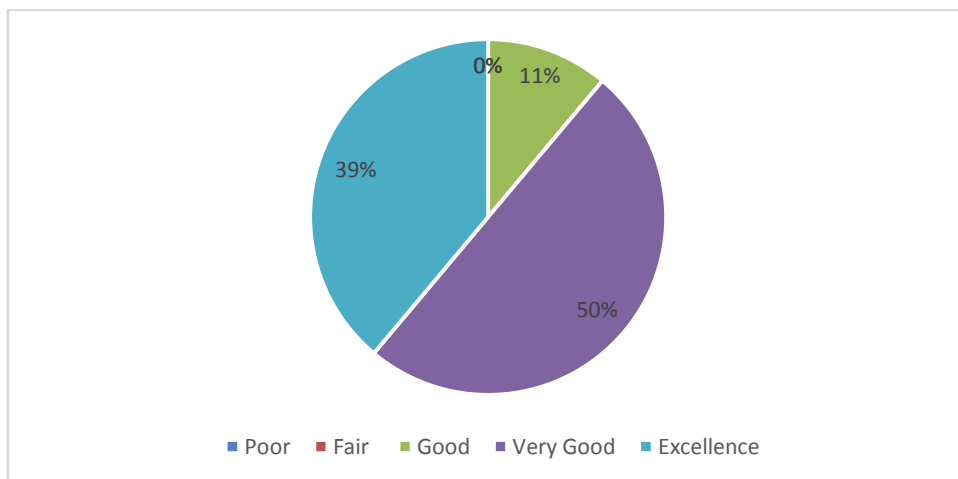


Figure-15

DEBNARAYAN SHIKSHA SANSTHAN (B.Ed&D.El.Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

SESSION-2022-2024

Prepare feedback from all the curriculum for five Different categories

FEEEDBACK FORM FOR STUDENTS

	Items	POOR (1)	FAIR (2)	GOOD (3)	VERY GOOD (4)	EXCELL ENCE (5)
1.	This curriculum is student-centered curriculum.	0	1	5	4	8
2.	The curriculum is very much rigid in two-year D.El.Ed course.	1	2	6	9	0
3.	Unplanned and insufficient co-curriculum activities.	2	2	4	2	8
4.	This curriculum can develop psychological knowledge for understanding the student's needs and behavior.	1	1	2	6	8
5.	This curriculum gives you the confidence to better your teaching performance.	1	0	5	4	8



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Sl. No	Items	POOR (1)	FAIR (2)	GOOD (3)	VERY GOOD (4)	EXCELLENCE(5)
6.	Resource material, books, lap, and ICT, help to increase your knowledge and skill in this curriculum.	0	2	2	5	9
7.	All the courses and practicum included in this curriculum are interesting.	1	2	6	3	6
8.	This curriculum will prepare you for future teacher or teaching-related opportunities.	1	1	1	6	9
9.	Textbooks, articles, course assignments, and practicum, Digital information support your learning effectively.	0	0	3	5	10
10.	You can gain more information about teaching and learning by participating in discussions, seminars debates, etc.	0	1	7	4	6
11.	The prescribed duration of the D.El.Ed program is good enough to complete the curriculum.	0	0	4	10	4
12.	In this curriculum inclusion of all the course material is easy to understand and self-explanatory.	1	1	3	7	6



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Sl. No	Items	POOR (1)	FAIR (2)	GOOD (3)	VERY GOOD (4)	EXCELLENCE (5)
13.	All the course included in this curriculum help get a clear concept of teaching and understanding students and the evaluation process	0	2	4	8	4
14.	ICT, gender, yoga education, and inclusive education shall form an integral part of the D.Ed.Ed curriculum.	0	0	6	7	5
15.	You can freely express your ideas and opinions through this curriculum	0	0	2	9	7



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DEBNARAYAN SHIKSHA SANSTHAN (B. Ed & D.El. Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

SESSION: 2018-2020

For each item five response options were considered on a 5-point scale for 06 employers.

A pie chart is drawn-

DATA INTERPRETATION OF EMPLOYER FEEDBACK FORM ON CURRICULUM

Item: 1

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 16% for the good, 67% for the very good, 17% for the excellence. This score was then treated as feedback into excel. The frequency of all five scores of different categories were counted in each item and subjected for future development.

Item: 2

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 50% for the very good, 17% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 3

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 16% for the good, 67% for the very good, 17% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 4

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 17% for the good, 83% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.



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Senarpur, South 24 Pgs.
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Item: 5

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 50% for the good, 33% for the very good, 17% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 6

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 67% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 7

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 17% for the good, 50% for the very good, 33% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 8

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 50% for the very good, 17% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 9

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 67% for the good, 16% for the very good, 17% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.



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Pin-743613

Item: 10

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 50% for the good, 17% for the very good, 33% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.



Principal
DNSS B.Ed. College
Natagachhi, Beniabow,
Senarpur, South 24 Pgs.
Pin-743613

DEBNARAYAN SHIKSHA SANSTHAN (B. Ed&D.El. Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

SESSION: 2019-2021

For each item five response options were considered on a 5-point scale for 03 employers.

A pie chart is drawn-

DATA INTERPRETATION OF EMPLOYER FEEEDBACK FORM ON CURRICULUM

Item: 1

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 34% for the good, 33% for the very good, 33% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 2

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 67% for the fair, 0% for the good, 33% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 3

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 0% for the very good, 67% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 4

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 34% for the good, 33% for the very good, 33% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.



Principal
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St. narpur, South 24 Pgs.
Pin-743613

Item: 5

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 67% for the very good, 33% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 6

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 67% for the good, 33% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 7

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 67% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 8

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 67% for the good, 0% for the very good, 33% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 9

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 34% for the good, 33% for the very good, 33% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.



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Item: 10

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 33% for the very good, 67% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.



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DEBNARAYAN SHIKSHA SANSTHAN (B. Ed & D.El. Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

SESSION: 2020-2022

For each item five response options were considered on a 5-point scale for 02 employers.

A pie chart is drawn-

DATA INTERPRETATION OF EMPLOYER FEEDBACK FORM ON CURRICULUM

Item: 1

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 50% for the good, 50% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 2


Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 100% for the good, 0% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 3

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 50% for the good, 0% for the very good, 50% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 4

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 50% for the very good, 50% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.


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Item: 5

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 100% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 6

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 50% for the good, 50% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 7

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 100% for the very good, 0% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 8


Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 50% for the good, 0% for the very good, 50% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 9

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 50% for the very good, 50% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.

Item: 10

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: The response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 0% for the very good, 100% for the excellence. This score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each item and subjected for future development.


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DEBNARAYAN SHIKSHA SANSTHAN (B.Ed& D.El.Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

Academic Year: 2022-2023

Session: 2022-2024

DATA INTERPRETATION OF FEEDBACK FORM FOR STUDENTS

Five response options on a 5-point scale were considered for 18 students for each item. Pie chart interpretation explained.

Item: 1


Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 6% for the fair, 28% for the good, 22% for the very good, 44% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 2

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 6% for the poor, 11% for the fair, 33% for the good, 50% for the very good, 0% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 3

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 11% for the poor, 11% for the fair, 22% for the good, 11% for the very good, 45% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.


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Item: 4

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 6% for the poor, 6% for the fair, 11% for the good, 33% for the very good, 44% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 5

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 6% for the poor, 0% for the fair, 28% for the good, 22% for the very good, 44% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 6


Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 11% for the fair, 11% for the good, 28% for the very good, 50% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 7

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 6% for the poor, 11% for the fair, 33% for the good, 17% for the very good, 33% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 8

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 6% for the poor, 6% for the fair, 6% for the good, 33% for the very good, 50% for the excellence. These score was then


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treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 9

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 17% for the good, 28% for the very good, 55% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 10

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 6% for the fair, 39% for the good, 22% for the very good, 33% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 11

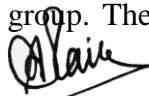
Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 22% for the good, 56% for the very good, 22% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 12

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 5% for the poor, 6% for the fair, 17% for the good, 39% for the very good, 33% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 13

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The


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analysis of data: Response of the sample was tabulated. The score 0% for the poor, 11% for the fair, 22% for the good, 45% for the very good, 22% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 14

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 39% for the very good, 28% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 15

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 11% for the good, 50% for the very good, 39% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.


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DEBNARAYAN SHIKSHA SANSTHAN (B.Ed & D.El.Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

Academic Year: 2022-2023

Session: 2021-2023 & 2022-2024

DATA INTERPRETATION OF FEEDBACK FORM FOR TEACHERS

**Five response options on a 5-point scale were considered for 10 teachers for each item.
Pie chart interpretation explained.**

Item: 1

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 80% for the strongly disagree, 20% for the disagree, 0% neutral / undecided, 0% for the strongly agree, 0% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 2

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 40% for the strongly disagree, 60% for the disagree, 0% neutral / undecided, 0% for the strongly agree, 0% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 3

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 10% for the disagree, 0% neutral / undecided, 40% for the strongly agree, 50% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 4

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 10% for the strongly disagree, 80% for the disagree, 10% neutral / undecided, 0% for the strongly agree, 0% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected

Item: 5

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 10% for the strongly disagree, 70% for the disagree, 20% neutral / undecided, 0% for the strongly agree, 0% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 6

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 10% for the disagree, 0% neutral / undecided, 10% for the strongly agree, 80% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 7

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 10% for the disagree, 0% neutral / undecided, 60% for the strongly agree, 30% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 8

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 0% for the disagree, 10% neutral / undecided, 50% for the strongly agree, 40% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 9

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 0% for the disagree, 0% neutral / undecided, 30% for the strongly agree, 70% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 10

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 0% for the disagree, 0% neutral / undecided, 50% for the strongly agree, 50% for the agree. These score was then treated as feedback into

excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 11

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 0% for the disagree, 0% neutral / undecided, 20% for the strongly agree, 80% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 12

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 10% for the disagree, 10% neutral / undecided, 0% for the strongly agree, 80% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 13

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 10% for the strongly disagree, 60% for the disagree, 20% neutral / undecided, 10% for the strongly agree, 0% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 14

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 0% for the disagree, 0% neutral / undecided, 30% for the strongly agree, 70% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 15

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the strongly disagree, 0% for the disagree, 40% neutral / undecided, 10% for the strongly agree, 50% for the agree. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

DEBNARAYAN SHIKSHA SANSTHAN (B.Ed & D.El.Ed College)

Recognized by NCTE and Affiliated to the WBUTTEPA & WBBPE

Academic Year: 2022-2023

Session: 2022-2023

DATA INTERPRETATION OF FEEDBACK FORM FOR PRACTICE TEACHING SCHOOLS

Five response options on a 5-point scale were considered for 03 practice teaching schools for each item. Pie chart interpretation explained.

Item: 1

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 100% for the very good, 0% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.


Item: 2

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 33% for the very good, 67% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 3

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 34% fPoopppppjumh

% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.


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Item: 4

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 67% for the good, 33% for the very good, 0% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 5

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 67% for the good, 33% for the very good, 0% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 6

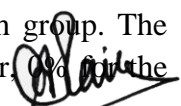
Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 100% for the very good, 0% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 7

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 0% for the very good, 67% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 8

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 0% for the very good, 67% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.


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fair, 0% for the good, 0% for the very good, 100% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 9

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 0% for the very good, 67% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 10

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 67% for the good, 0% for the very good, 33% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.


Item: 11

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 67% for the very good, 33% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 12

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 33% for the very good, 67% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 13


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Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 34% for the good, 33% for the very good, 33% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 14

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 33% for the good, 67% for the very good, 0% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 15

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 0% for the fair, 0% for the good, 0% for the very good, 100% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.


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Academic Year: 2022-2023

Session: 2021-2023

DATA INTERPRETATION OF FEEDBACK FORM FOR STUDENTS

Five response options on a 5-point scale were considered for 50 students for each item. Pie chart interpretation explained.

Item: 1

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 6% for the fair, 24% for the good, 24% for the very good, 46% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 2

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 18% for the fair, 26% for the good, 38% for the very good, 18% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 3

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 36% for the poor, 2% for the fair, 22% for the good, 22% for the very good, 18% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.



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Item: 4

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 4% for the poor, 6% for the fair, 24% for the good, 28% for the very good, 38% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 5

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 2% for the fair, 26% for the good, 20% for the very good, 52% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 6

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 2% for the poor, 2% for the fair, 10% for the good, 44% for the very good, 42% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 7

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 6% for the poor, 2% for the fair, 24% for the good, 48% for the very good, 20% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 8

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 4% for the fair, 16% for the good, 26% for the very good, 54% for the excellence. These score was then



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treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 9

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 2% for the poor, 2% for the fair, 20% for the good, 32% for the very good, 44% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 10

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 2% for the poor, 10% for the fair, 24% for the good, 24% for the very good, 40% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 11

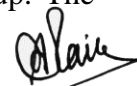
Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 2% for the poor, 4% for the fair, 22% for the good, 30% for the very good, 42% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 12

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 2% for the poor, 4% for the fair, 20% for the good, 30% for the very good, 44% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 13

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The



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analysis of data: Response of the sample was tabulated. The score 2% for the poor, 12% for the fair, 24% for the good, 30% for the very good, 32% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 14

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 0% for the poor, 4% for the fair, 24% for the good, 40% for the very good, 32% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.

Item: 15

Pie charts provide a broad overview of the categories you're studying. By comparing and contrasting the size of the slices, you can evaluate the relative magnitude of each group. The analysis of data: Response of the sample was tabulated. The score 4% for the poor, 8% for the fair, 28% for the good, 28% for the very good, 32% for the excellence. These score was then treated as feedback into excel. The frequency of all the five scores of different categories were counted in each items and subjected for future development.



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