



# FEEDBACK ANALYSIS ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR 2015-2016

## SEMESTER I BATCH 2015-2016

### SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM I and SEM II of BATCH 2015-2017 (HI)



#### FEEDBACK ON CURRICULUM – CURRENT STUDENTS

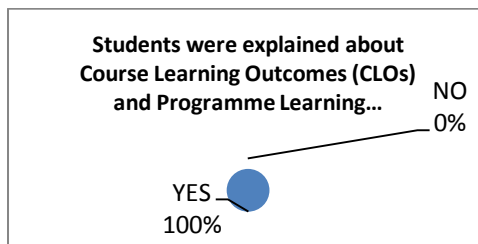
Name \_\_\_\_\_ (Optional)

Semester \_\_\_\_\_ Of Year \_\_\_\_\_ Of Batch \_\_\_\_\_ 2015-16 Date \_\_\_\_\_

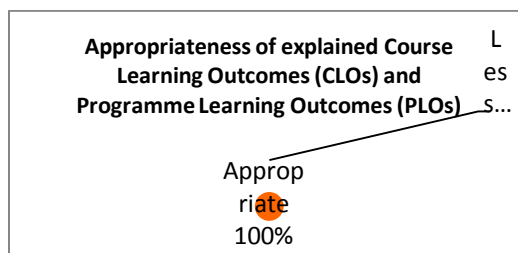
Please respond to the following questions by placing a check mark (✓) in the answer box that corresponds to your response (Only one tick) and/or fill in the blank with responses wherever indicated.

- Learning Outcomes:** Were you explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes  No   
You find these to be: appropriate  / less appropriate
- Do you feel the time / hours / credits assigned for the modules is appropriate overall? Yes  / No
- Did you think any of the course can be deleted? Yes  / No
- Was IA discussed with you all? Yes  No
- Were the project mode courses D17/D18/D19 a good learning experience? Yes  No
- Is semester wise course distribution appropriate ?? Yes  No
- Do you think the curriculum was comprehensive to make a special educator? Yes  No
- \*I agree to discuss the detailed feedback on curriculum with my mentor? Yes  No

- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students

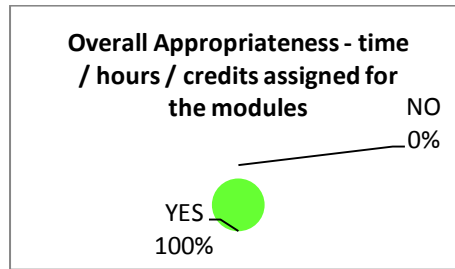


- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)

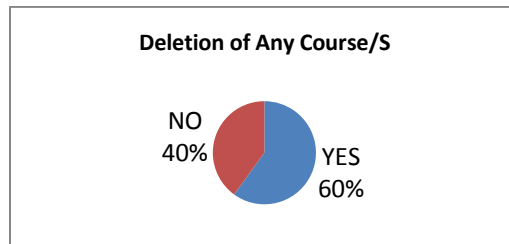




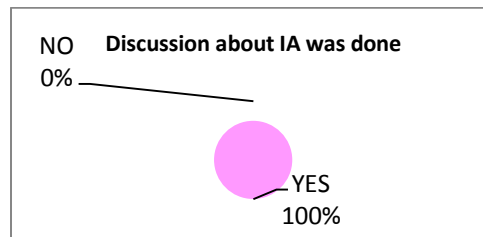
- Overall Appropriateness - time / hours / credits assigned for the modules



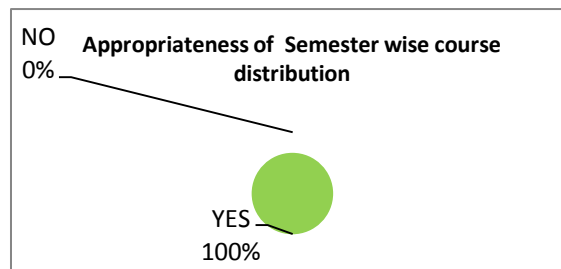
- Deletion of Any Course/S



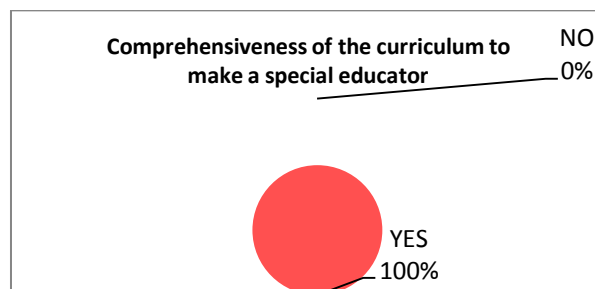
- Discussion about IA was done



- Appropriateness of Semester wise course distribution

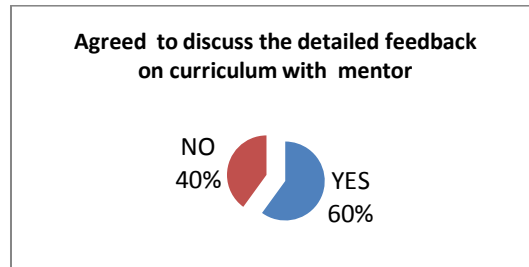


- Comprehensiveness of the curriculum to make a special educator





- Agreed to discuss the detailed feedback on curriculum with mentor

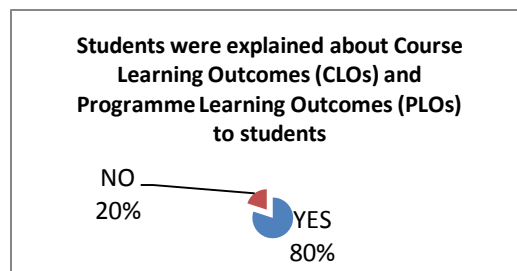


### FEEDBACK ANALYSIS (SEM I of Batch 2015-17) :

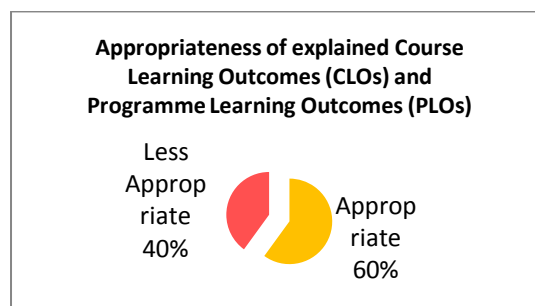
- 60% responses are of view on deletion of courses – from the students who replied to feedback form
- 60% responses -agreed to discuss the detailed feedback on curriculum with mentor
- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator

### SEMESTER II OF BATCH 2015-2016 B ED HEARING IMPAIRMENT

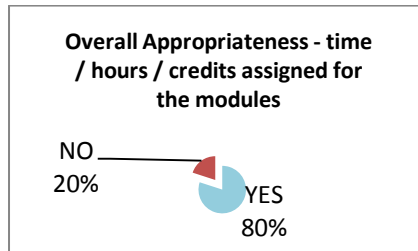
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



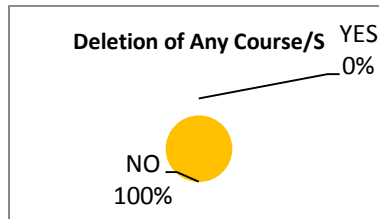
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



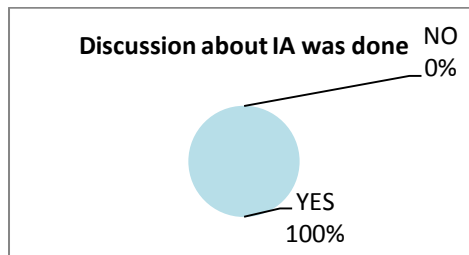
- Overall Appropriateness - time / hours / credits assigned for the modules



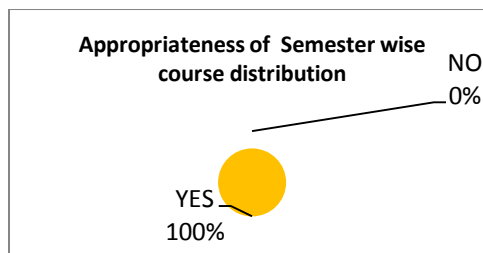
- Deletion of Any Course/S



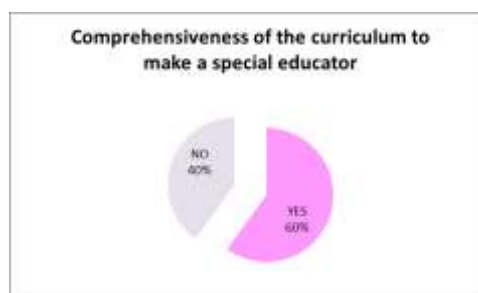
- Discussion about IA was done



- Appropriateness of Semester wise course distribution

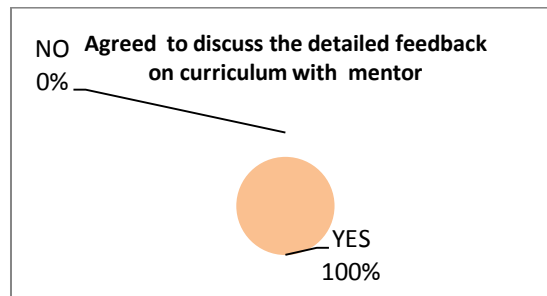


- Comprehensiveness of the curriculum to make a special educator





- **Agreed to discuss the detailed feedback on curriculum with mentor**



#### **FEEDBACK ANALYSIS (SEM II of Batch 2015-2017):**

- 80% responses stated - Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- 60% responses stated - Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- 80% responses stated - Overall Appropriateness - time / hours / credits assigned for the modules
  
- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- ✓ Discussion about IA was done
- ✓ Appropriateness of Semester wise course distribution
- ✓ Comprehensiveness of the curriculum to make a special educator
- ✓ Agreed to discuss the detailed feedback on curriculum with mentor
- ✓ Deletion of Any Course/S ( 100% view – there should be - No deletion)

*Aswathy Huddan*  
PRINCIPAL  
DEPARTMENT OF SPECIAL EDUCATION  
SRI LANKA OPEN UNIVERSITY  
100000

*Aswathy Huddan*  
PRINCIPAL  
DEPARTMENT OF SPECIAL EDUCATION  
SRI LANKA OPEN UNIVERSITY  
100000



**ACTION TAKEN REPORT –FEEDBACK ON CURRICULUM –FROM STUDENTS IN  
ACADEMIC YEAR 2015-2016**

**ACADEMIC YEAR 2015-2016- SEMESTER I Of BATCH 2015-2017**

<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
60% responses are of view on deletion of courses – from the students who replied to feedback form .	<ul style="list-style-type: none"> <li>• Deletion of courses will not possible as discussed below . May be during revision of syllabus –suggestion can be given.</li> <li>• B Ed Special Education Curriculum is framed, Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy.</li> </ul>
60% responses -agreed to discuss the detailed feedback on curriculum with mentor	All the students who provided us with feedback were convinced for sharing detailed feedback on curriculum with their mentors.

**ACADEMIC YEAR 2015-2016- SEMESTER II Of BATCH 2015-2017**

<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
80% responses stated - Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students - which means all 100% faculty do not explain	PLO was explained during DIKSHARAMBH – Induction Day. Care was taken with this regards and our teaching faculty were oriented/often reminded to explain CLO/PLO to students even before start of course and whenever any module / unit is started –faculty is asked to link the CLO with respective module/unit/Subunit of respective course/s.
60% responses stated - Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)	Students are told the purpose behind the CLO/PLO prior starting teaching any course or respective module of the course and significance of understanding it before starting learning the content. Care was taken to focus on significance of CLO and always reminded to students respective CLO will help to build the foundation of the respective course.
80% responses stated - Overall Appropriateness - time / hours / credits assigned for the modules	Teachers were advised to modify /extend the time /hours if required at individual level. May be during revision of syllabus –suggestion can be given. B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor – where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.

  
 PRINCIPAL  
 DEWAS COLLEGE P. U. OF MUMBAI  
 With Affiliation to University of Mumbai  
 Mumbai - 400 074

  
 PRINCIPAL  
 DEWAS COLLEGE P. U. OF MUMBAI  
 With Affiliation to University of Mumbai  
 Mumbai - 400 074



**FEEDBACK ANALYSIS OF FEEDBACK ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR 2016-2017**

**SEMESTER I BATCH 2016-2018**

**SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM I,II of BATCH 2016-2018 (HI ) and 2016-18(LD); SEM III and SEM IV of BATCH 2015-17(HI)**

**FEEDBACK ON CURRICULUM – CURRENT STUDENTS**

Name \_\_\_\_\_ (Optional)

Semester \_\_\_\_\_ Of Year \_\_\_\_\_ Of Batch \_\_\_\_\_ 2015-16 \_\_\_\_\_ Date \_\_\_\_\_

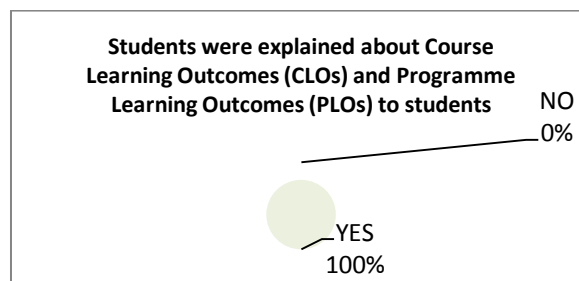
Please respond to the following questions by placing a check mark (✓) in the answer box that corresponds to your response (Only one tick) and /or fill in the blank with responses wherever indicated.

- Learning Outcomes:** Were you explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes  No
- You find these to be: appropriate  / less appropriate
- Do you feel the time / hours / credits assigned for the modules is appropriate overall? Yes  / No
- Did you think any of the course can be deleted? Yes  / No
- Was IA discussed with you all? Yes  No
- Were the project mode courses D17/D18/D19 a good learning experience? Yes  No
- Is semester wise course distribution appropriate ?? Yes  No
- Do you think the curriculum was comprehensive to make a special educator? Yes  No

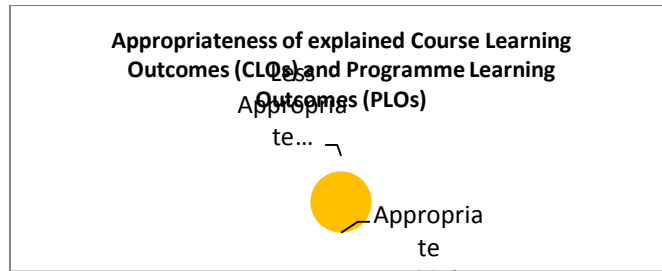
\*I agree to discuss the detailed feedback on curriculum with my mentor? Yes  No

**SEMESTER I (HEARING IMPAIRMENT) of BATCH 2016-2018**

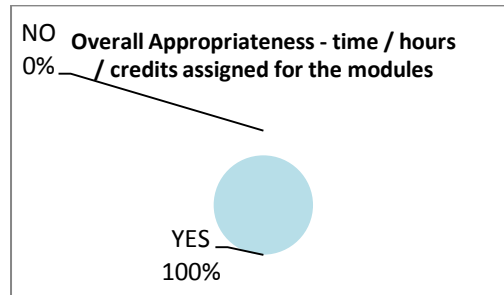
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



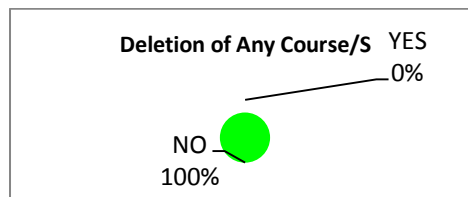
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



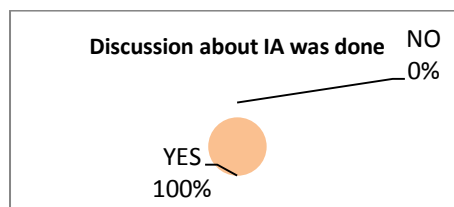
- Overall Appropriateness - time / hours / credits assigned for the modules



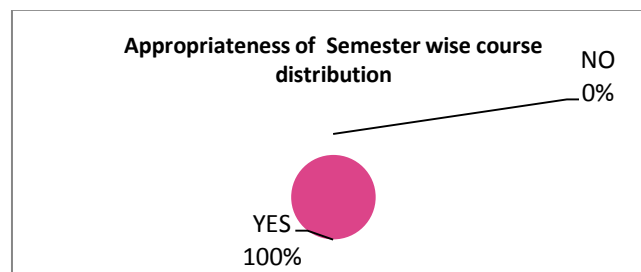
- Deletion of Any Course/S



- Discussion about IA was done

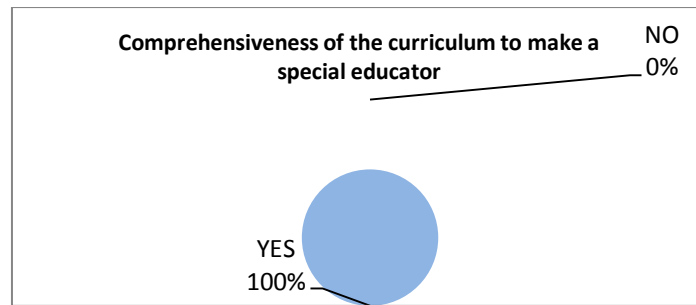


- Appropriateness of Semester wise course distribution

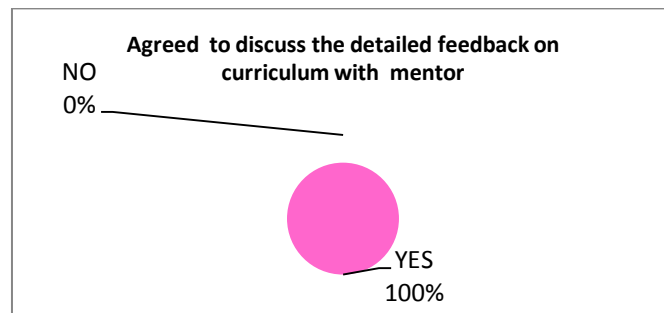


- Comprehensiveness of the curriculum to make a special educator





- **Agreed to discuss the detailed feedback on curriculum with mentor**

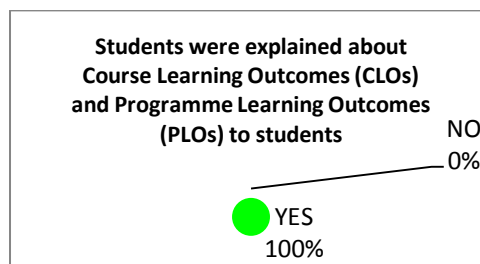


#### **FEEDBACK ANALYSIS (SEM I of Batch 2016-18 ): (Hearing Impairment)**

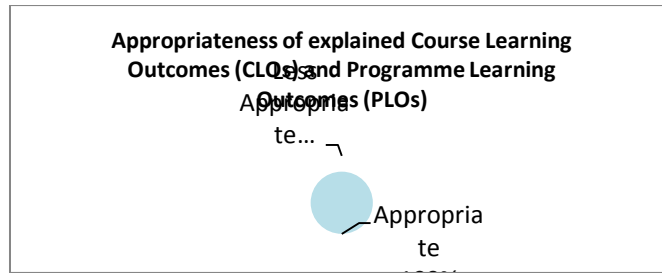
- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor

#### **SEMESTER I (LEARNING DISABILITY) OF BATCH 2016-2018**

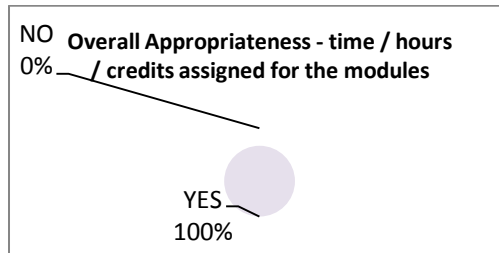
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



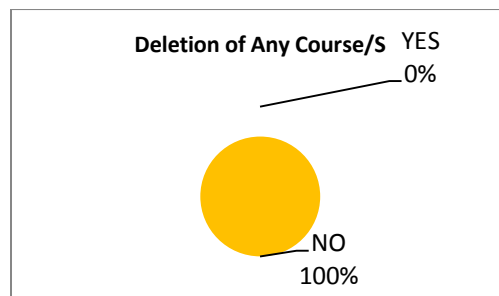
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



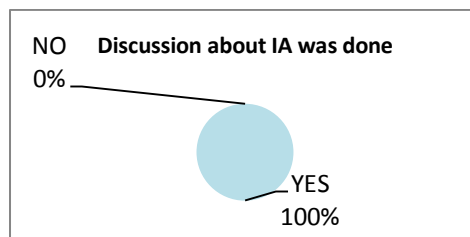
- Overall Appropriateness - time / hours / credits assigned for the modules



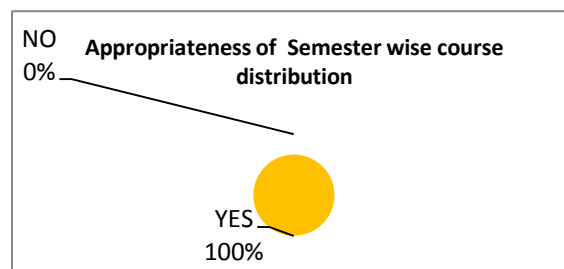
- Deletion of Any Course/S



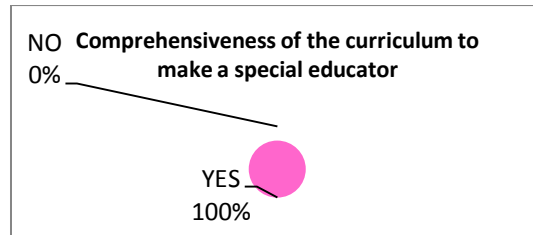
- Discussion about IA was done



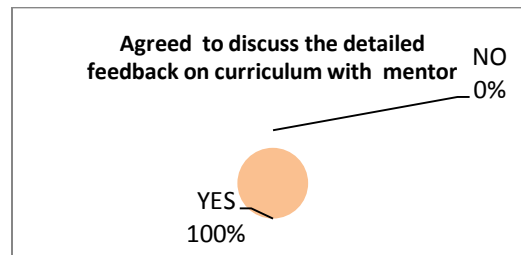
- Appropriateness of Semester wise course distribution



- Comprehensiveness of the curriculum to make a special educator



- Agreed to discuss the detailed feedback on curriculum with mentor

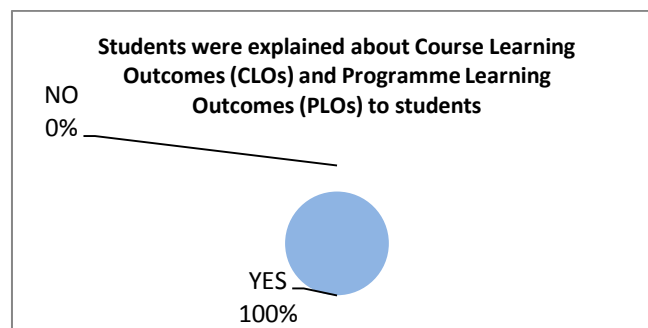


### FEEDBACK ANALYSIS (SEM I of Batch 2016-18 : (Learning Disability)

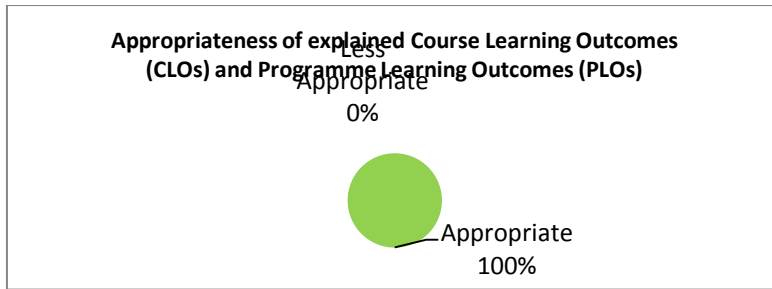
- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor

### **SEMESTER II (HEARING IMPAIRMENT) of BATCH 2016-2018**

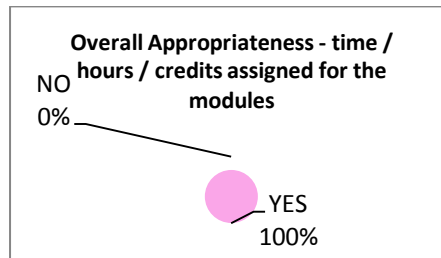
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



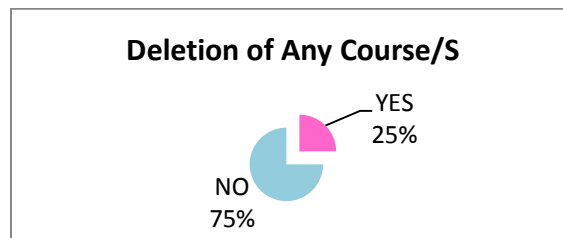
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



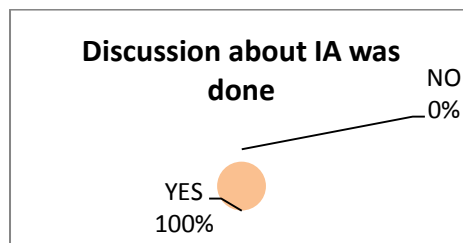
▪ **Overall Appropriateness - time / hours / credits assigned for the modules**



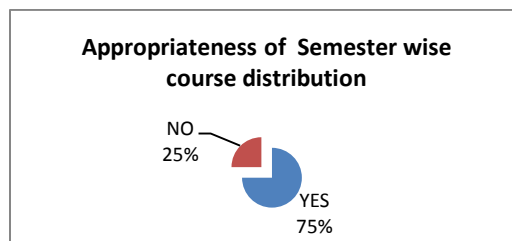
▪ **Deletion of Any Course/S**



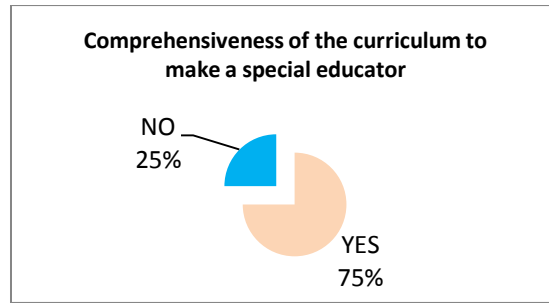
▪ **Discussion about IA was done**



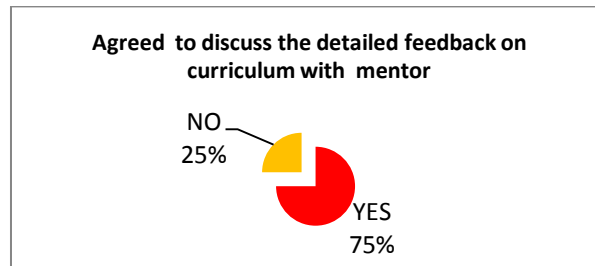
▪ **Appropriateness of Semester wise course distribution**



▪ **Comprehensiveness of the curriculum to make a special educator**



- **Agreed to discuss the detailed feedback on curriculum with mentor**

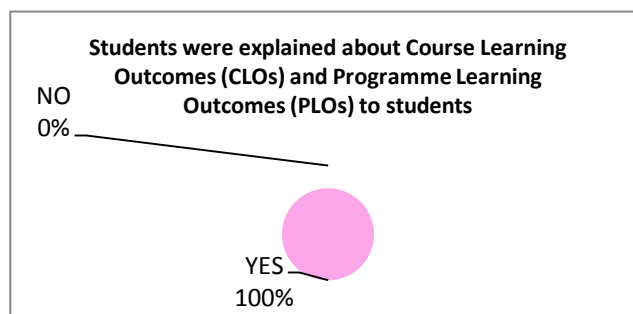


### FEEDBACK ANALYSIS (SEM II of Batch 2016-18) : (Hearing Impairment)

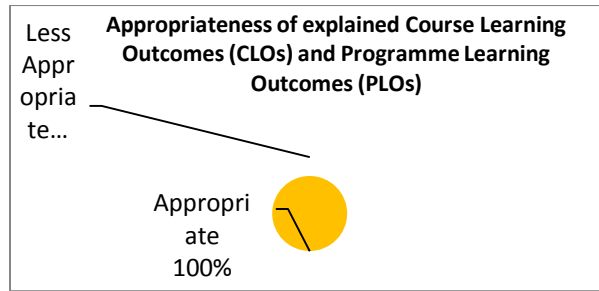
- 25% responses are of view on deletion of courses – from the students who replied to feedback form
- 25% responses -disagreed to statement - Appropriateness of Semester wise course distribution
- 25% responses -disagreed to statement Comprehensiveness of the curriculum to make a special educator
- 25% responses -disagreed to discuss the detailed feedback on curriculum with mentor
  
- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
  - Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
  - Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
  - Overall Appropriateness - time / hours / credits assigned for the modules
  - Discussion about IA was done.

### SEMESTER II (LEARNING DISABILITY) OF BATCH 2016-2017

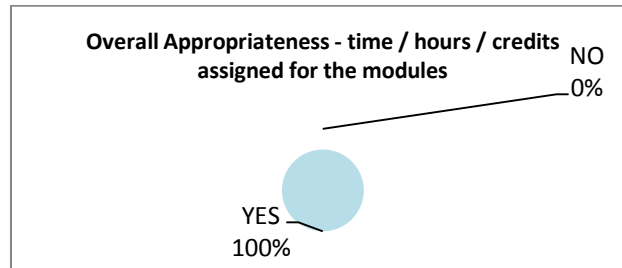
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



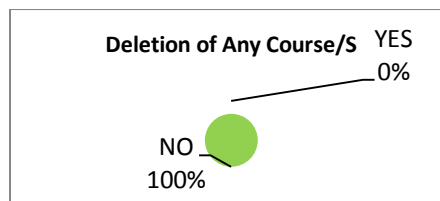
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



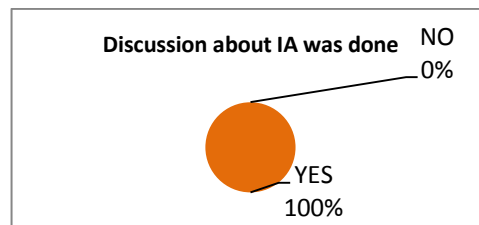
- Overall Appropriateness - time / hours / credits assigned for the modules



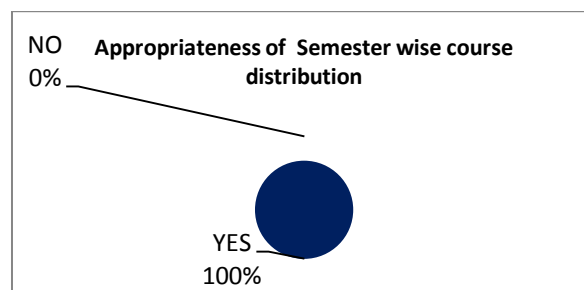
- Deletion of Any Course/S



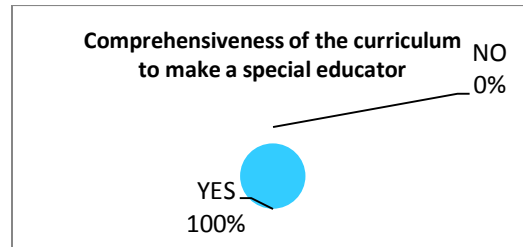
- Discussion about IA was done



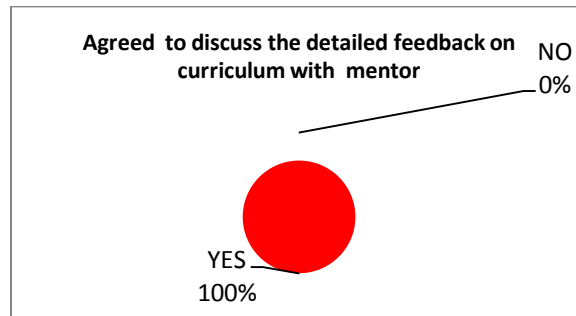
- Appropriateness of Semester wise course distribution



- Comprehensiveness of the curriculum to make a special educator



- Agreed to discuss the detailed feedback on curriculum with mentor

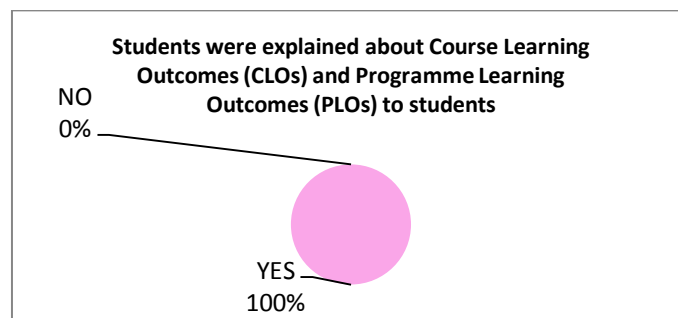


### FEEDBACK ANALYSIS (SEM II of Batch 2016-18) : (LEARNING DISABILITY)

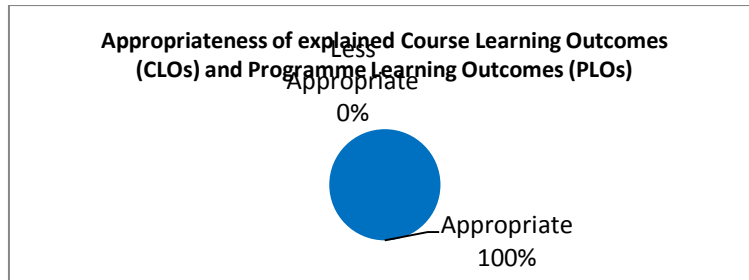
- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor

### SEMESTER III OF BATCH 2015-2017 (HEARING IMPAIRMENT)

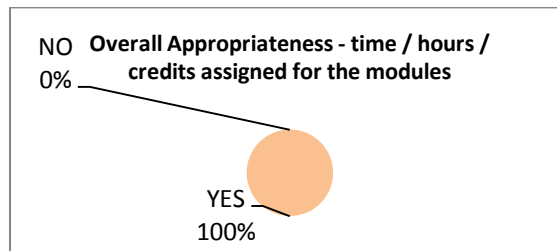
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



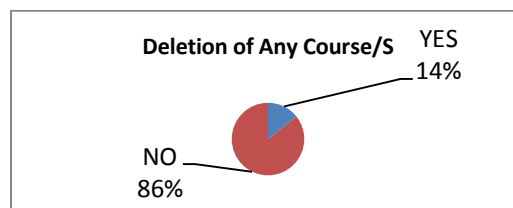
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



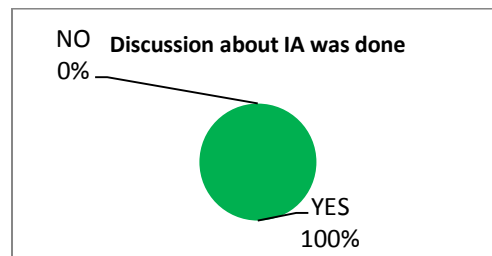
- Overall Appropriateness - time / hours / credits assigned for the modules



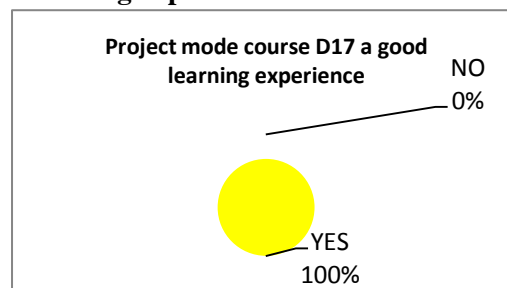
- Deletion of Any Course/S



- Discussion about IA was done

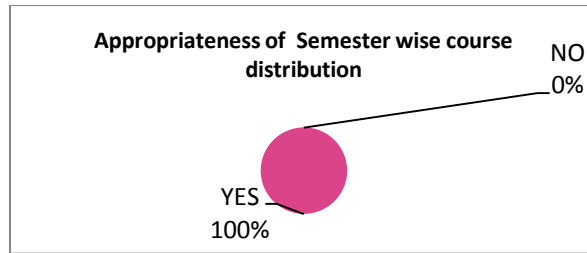


- Project mode course D17 a good learning experience

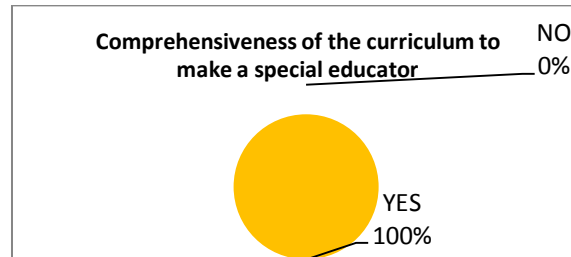


- Appropriateness of Semester wise course distribution

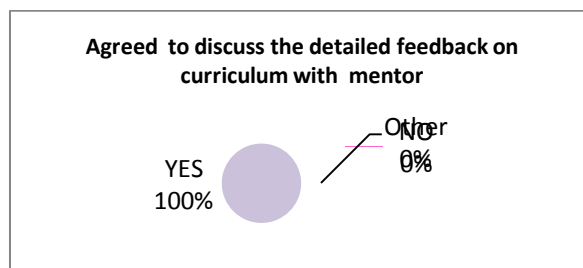




▪ **Comprehensiveness of the curriculum to make a special educator**



▪ **Agreed to discuss the detailed feedback on curriculum with mentor**

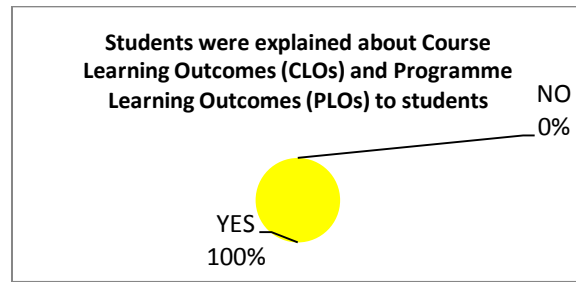


**FEEDBACK ANALYSIS (SEM III of Batch 2015-17): (Hearing Impairment)**

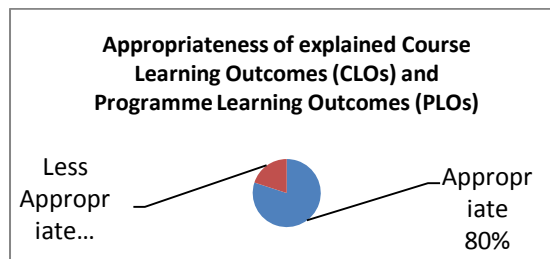
- ❑ 14% responses are of view on deletion of courses – from the students who replied to feedback form
- ❑ For Rest ; 7 Statements 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Project mode course D17 a good learning experience
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor

**SEMESTER IV (HEARING IMPAIRMENT) OF BATCH 2016-2017**

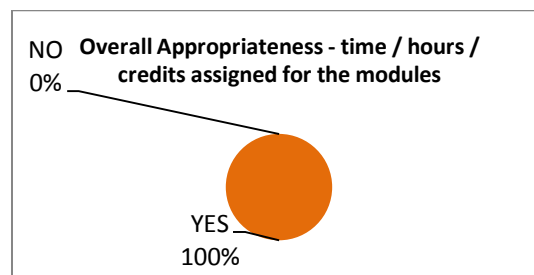
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



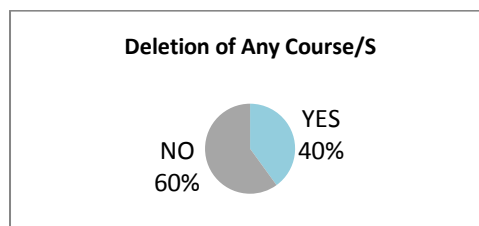
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



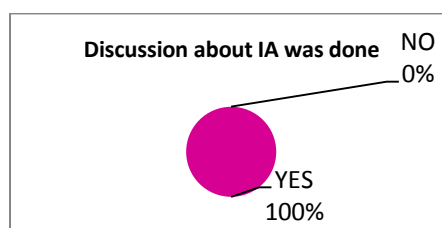
- **Overall Appropriateness - time / hours / credits assigned for the modules**



- **Deletion of Any Course/S**

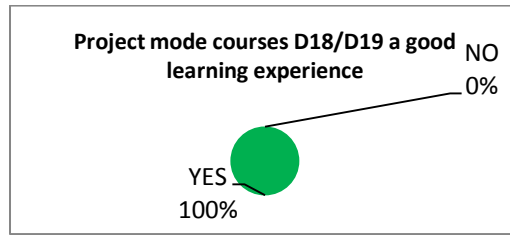


- **Discussion about IA was done**

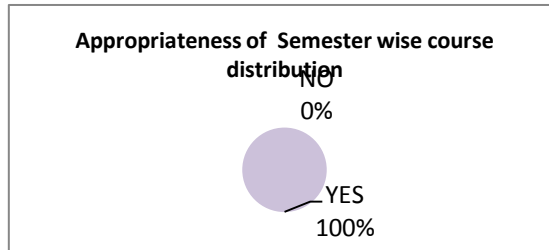




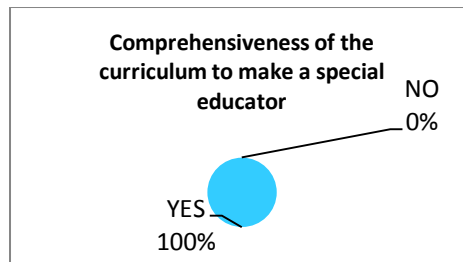
- **Project mode courses D18/D19 a good learning experience**



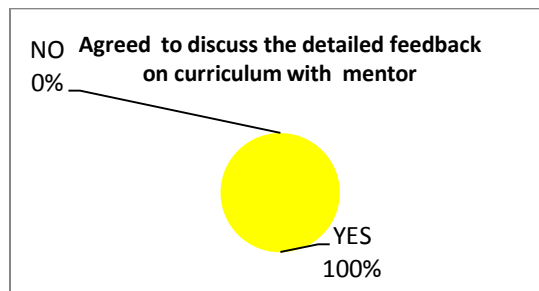
- **Appropriateness of Semester wise course distribution**



- **Comprehensiveness of the curriculum to make a special educator**



- **Agreed to discuss the detailed feedback on curriculum with mentor**



### **FEEDBACK ANALYSIS (SEM IV of Batch 2015-17 ): (Hearing Impairment)**

- ❑ 20% responses- felt explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) – as inappropriate
- ❑ 40% responses are of view on deletion of courses – from the students who replied to feedback form
- ❑ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.



- ✓ Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- ✓ Overall Appropriateness - time / hours / credits assigned for the modules
- ✓ Discussion about IA was done
- ✓ Project mode courses D18/D19 a good learning experience
- ✓ Appropriateness of Semester wise course distribution
- ✓ Comprehensiveness of the curriculum to make a special educator
- ✓ Agreed to discuss the detailed feedback on curriculum with mentor



**ACTION TAKEN REPORT ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR 2016-2017**





ACADEMIC YEAR 2016-2017- SEMESTER I Of BATCH 2016-18 (HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
100% responses were positive to the statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner. No point of action to be taken	All the courses were carried out as usual with more positive thinking

ACADEMIC YEAR 2016-2017- SEMESTER I Of BATCH 2016-18(LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
100% responses were positive to the statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.No point of action to be taken	All the courses were carried out as usual with more positive thinking

ACADEMIC YEAR 2016-2017- SEMESTER II Of BATCH 2016-2018(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<input type="checkbox"/> 25% responses are of view on deletion of courses – from the students who replied to feedback form	<input type="checkbox"/> Deletion of courses will not possible as discussed below . May be during revision of syllabus – suggestion can be given. <input type="checkbox"/> B Ed Special Education Curriculum is framed, Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy.
<input type="checkbox"/> 25% responses -disagreed to statement - Appropriateness of Semester wise course distribution	<p>Teachers were advised to modify /extend the time /hours if required at individual level so that there is proper time allotted to content as per the requirement of the respective unit/subunit of modules of the course. May be during revision of syllabus –suggestion can be given on this modification in Semester wise course distribution..</p> <p>B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</p>
<input type="checkbox"/> 25% responses -disagreed to statement	May be during revision of syllabus –suggestion can be given



Comprehensiveness of the curriculum to make a special educator	on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus .
<input type="checkbox"/> 25% responses -disagreed to discuss the detailed feedback on curriculum with mentor	All the students who provided us with feedback were convinced for sharing detailed feedback on curriculum with their mentors.
<input type="checkbox"/> 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner. <ul style="list-style-type: none"> <li>• Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li>• Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)</li> <li>• Overall Appropriateness - time / hours / credits assigned for the modules</li> <li>• Discussion about IA was done</li> </ul>	

**ACADEMIC YEAR 2016-2017- SEMESTER II Of BATCH 2016-18(LD)**

<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
100% responses were positive to the statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner. No point of action to be taken	All the courses were carried out as usual with more positive thinking

**ACADEMIC YEAR 2016-2017- SEMESTER III Of BATCH 2015-2017(HI)**

<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
<input type="checkbox"/> 14% responses are of view on deletion of courses – from the students who replied to feedback form	<input type="checkbox"/> Deletion of courses will not possible as discussed below . May be during revision of syllabus –suggestion can be given. <input type="checkbox"/> B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.



**ACADEMIC YEAR 2016-2017- SEMESTER IV Of BATCH 2015-2017 (HI)**

POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<ul style="list-style-type: none"> <li><input type="checkbox"/> 20% responses- felt explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) – as inappropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are told the purpose behind the CLO/PLO prior starting teaching any course or respective module of the course and significance of understanding it before starting learning the content. Care was taken to focus on significance of CLO and always reminded to students respective CLO will help to build the foundation of the respective course.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> 40% responses are of view on deletion of courses – from the students who replied to feedback form</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Deletion of courses will not possible as discussed below . May be during revision of syllabus –suggestion can be given.</li> <li><input type="checkbox"/> B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</li> </ul>
<ul style="list-style-type: none"> <li>✓ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.</li> <li>✓ Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li>✓ Overall Appropriateness - time / hours / credits assigned for the modules</li> <li>✓ Discussion about IA was done</li> <li>✓ Project mode courses D18/D19 a good learning experience</li> <li>✓ Appropriateness of Semester wise course distribution</li> <li>✓ Comprehensiveness of the curriculum to make a special educator</li> <li>✓ Agreed to discuss the detailed feedback on curriculum with mentor</li> </ul>	<ul style="list-style-type: none"> <li>✓ All the courses were carried out as usual with more positive spirit and enthusiasm.</li> </ul>

  
 ANVITA HADDAR  
 DEPARTMENT OF SPECIAL EDUCATION  
 UNIVERSITY OF MUMBAI  
 400 032

  
 ANVITA HADDAR  
 DEPARTMENT OF SPECIAL EDUCATION  
 UNIVERSITY OF MUMBAI  
 400 032



**FEEDBACK ANALYSIS OF FEEDBACK ON CURRICULUM –FROM STUDENTS IN  
ACADEMIC YEAR 2017-2018**

**SEMESTER I BATCH 2017-2018**

**SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM I,II of BATCH 2017-2019 (HI ) and 2017-19(LD);  
SEM III and SEM IV of BATCH 2016-18(HI) & 2016-18(LD)**

**FEEDBACK ON CURRICULUM – CURRENT STUDENTS**



Name \_\_\_\_\_ (Optional)

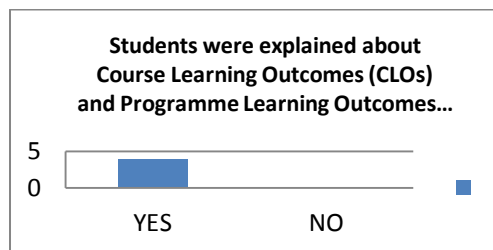
Semester \_\_\_\_\_ Of Year \_\_\_\_\_ Of Batch \_\_\_\_\_ 2015-16 Date \_\_\_\_\_

Please respond to the following questions by placing a check mark (✓) in the answer box that corresponds to your response (Only one tick and /or fill in the blank with responses wherever indicated.

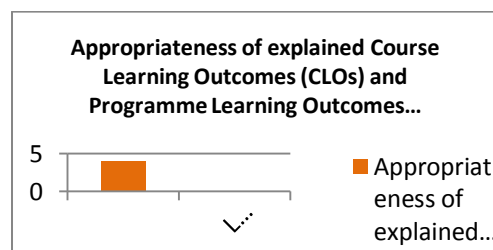
- Learning Outcomes:** Were you explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes  No
  - You find these to be: appropriate  / less appropriate
  - Do you feel the time / hours / credits assigned for the modules is appropriate overall? Yes  / No
  - Did you think any of the course can be deleted? Yes  / No
  - Was IA discussed with you all? Yes  No
  - Were the project mode courses D17/D18/D19 a good learning experience? Yes  No
  - Is semester wise course distribution appropriate?? Yes  No
  - Do you think the curriculum was comprehensive to make a special educator? Yes  No
- \*I agree to discuss the detailed feedback on curriculum with my mentor? Yes  No

**SEMESTER I (HEARING IMPAIRMENT) of BATCH 2017-2019**

- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



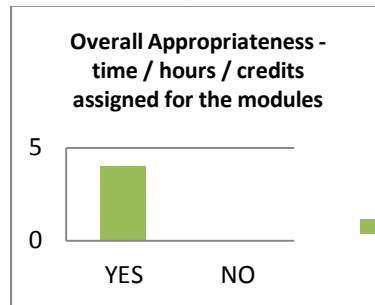
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



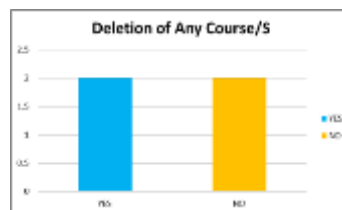




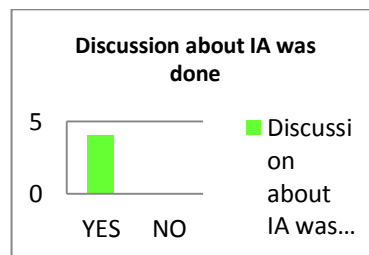
- Overall Appropriateness - time / hours / credits assigned for the modules



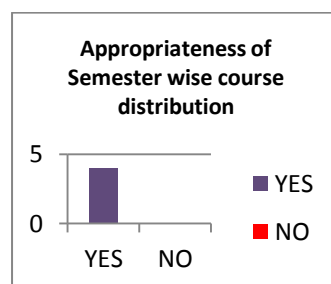
- Deletion of Any Course/S



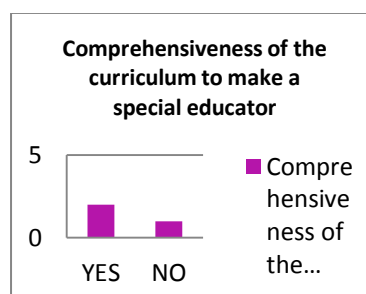
- Discussion about IA was done



- Appropriateness of Semester wise course distribution

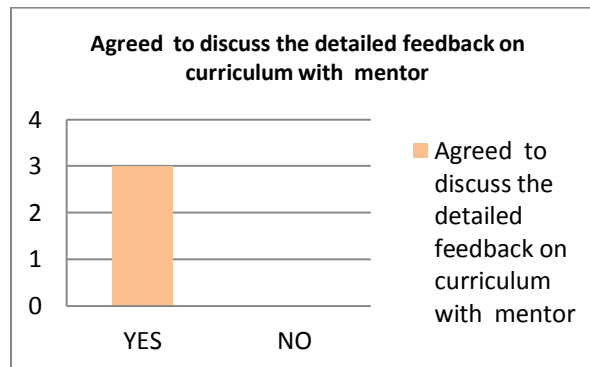


- Comprehensiveness of the curriculum to make a special educator





- **Agreed to discuss the detailed feedback on curriculum with mentor**

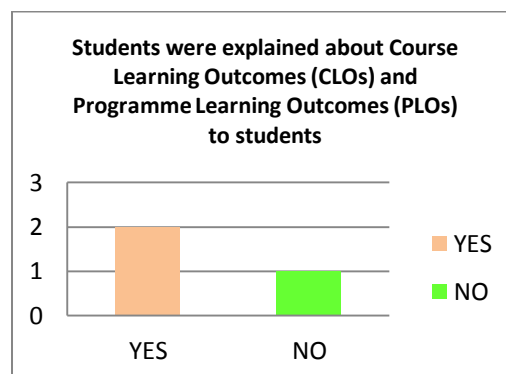


### **FEEDBACK ANALYSIS (SEM I of Batch 2017-19 ): (Hearing Impairment)**

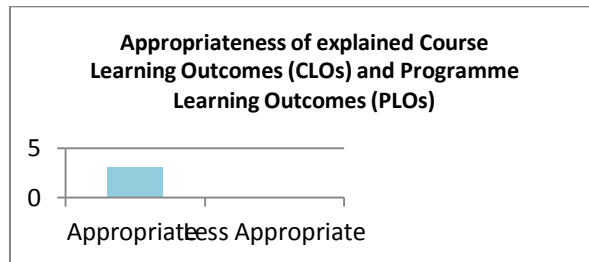
- ☐ 50% responses are of view on deletion of courses – from the students who replied to feedback form
- 25% responses disagreed to statement - Comprehensiveness of the curriculum to make a special educator
- 75% responses agreed to discuss the detailed feedback on curriculum with mentor.
- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Appropriateness of Semester wise course distribution

### **SEMESTER I (LEARNING DISABILITY) OF BATCH 2017-2019**

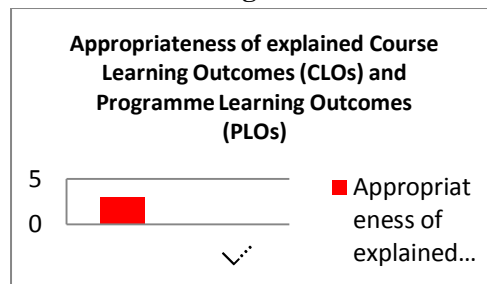
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



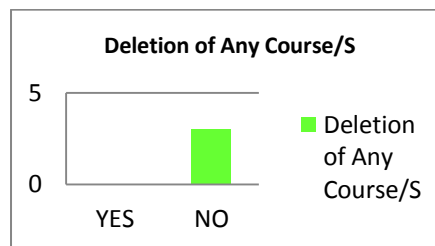
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



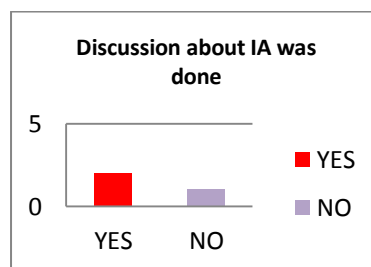
- **Overall Appropriateness - time / hours / credits assigned for the modules**



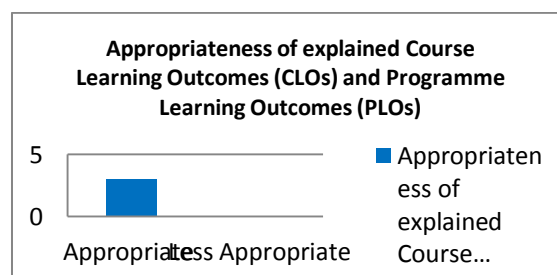
- **Deletion of Any Course/S**



- **Discussion about IA was done**

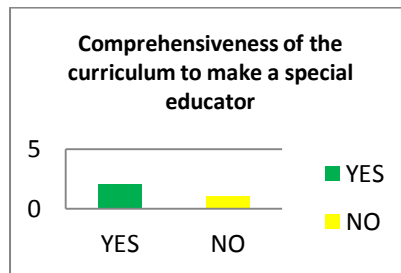


- **Appropriateness of Semester wise course distribution**

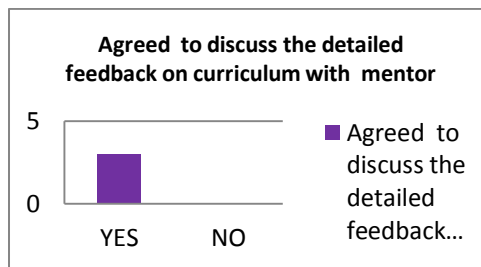




▪ **Comprehensiveness of the curriculum to make a special educator**



▪ **Agreed to discuss the detailed feedback on curriculum with mentor**

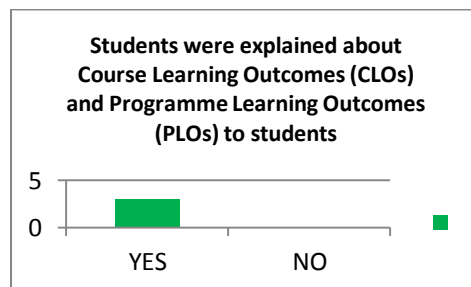


**FEEDBACK ANALYSIS (SEM I of Batch 2017-19) : (Learning Disability)**

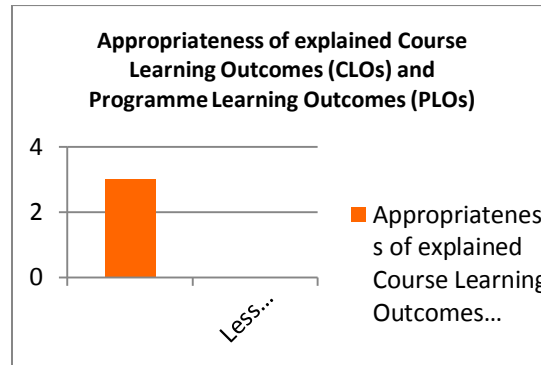
- 67% responses agreed to statement - Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- 33% responses -disagreed to statement Comprehensiveness of the curriculum to make a special educator
- 33% responses -disagreed to statement -Discussion about IA was done
- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Appropriateness of Semester wise course distribution
- Agreed to discuss the detailed feedback on curriculum with mentor.

**SEMESTER II (HEARING IMPAIRMENT) of BATCH 2017-2019**

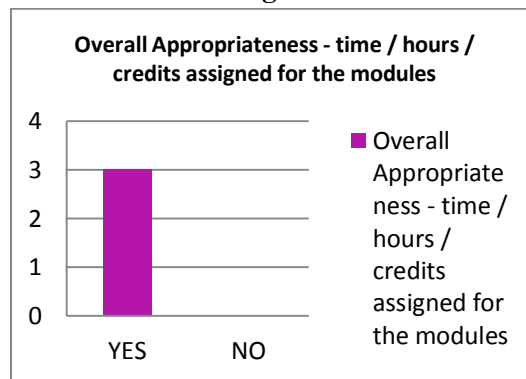
▪ **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



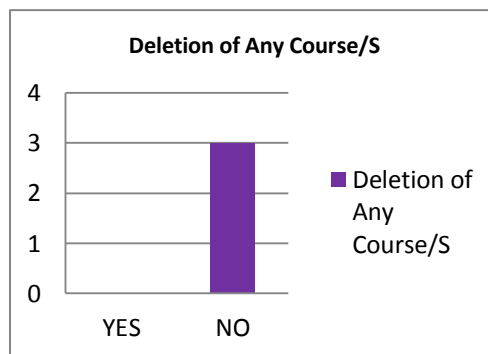
▪ **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



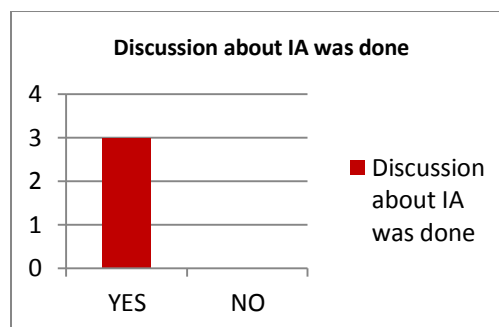
▪ **Overall Appropriateness - time / hours / credits assigned for the modules**



**Deletion of Any Course/S**

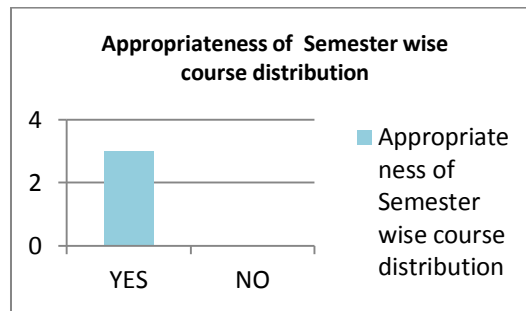


▪ **Discussion about IA was done**

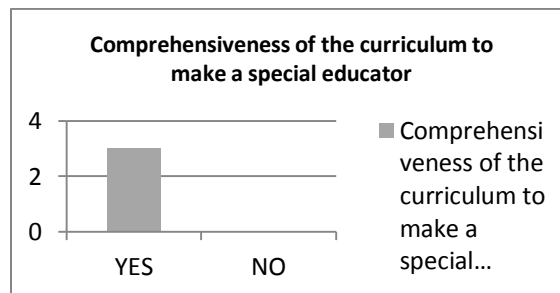




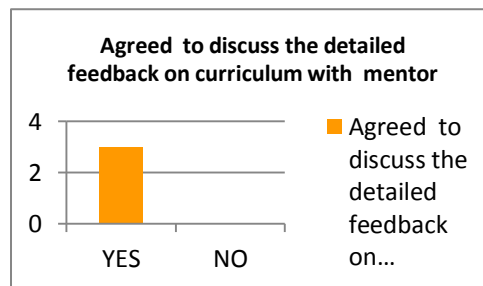
▪ **Appropriateness of Semester wise course distribution**



▪ **Comprehensiveness of the curriculum to make a special educator**



▪ **Agreed to discuss the detailed feedback on curriculum with mentor**

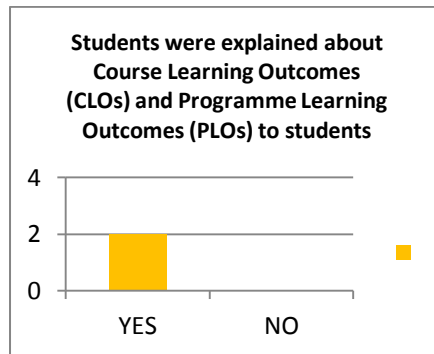


**FEEDBACK ANALYSIS (SEM II of Batch 2017-19 ): (Hearing Impairment)**

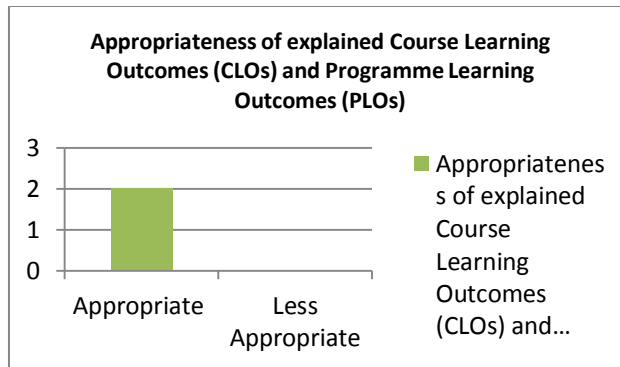
- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor.

**SEMESTER II (LEARNING DISABILITY) OF BATCH 2017-2019**

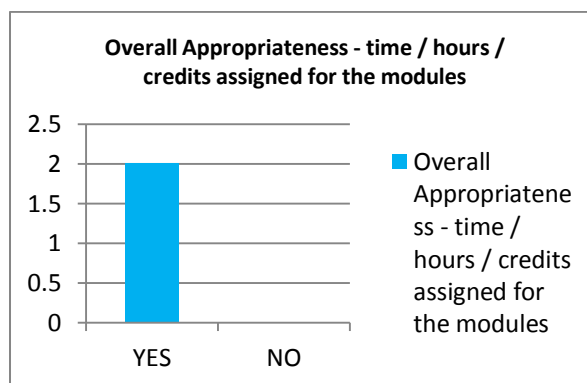
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**

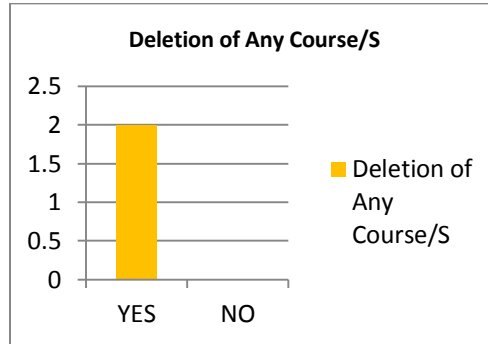


- **Overall Appropriateness - time / hours / credits assigned for the modules**

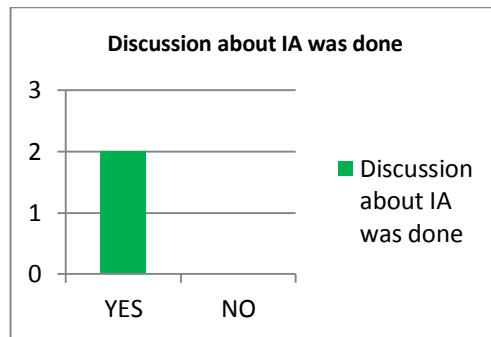




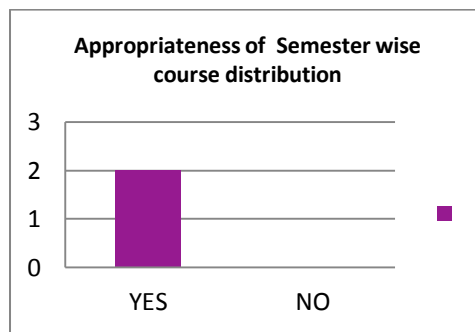
- **Deletion of Any Course/S**



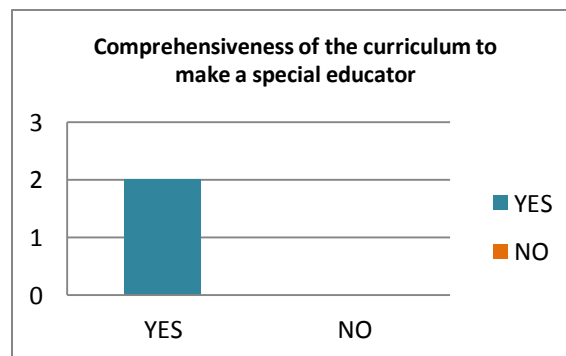
- **Discussion about IA was done**



- **Appropriateness of Semester wise course distribution**



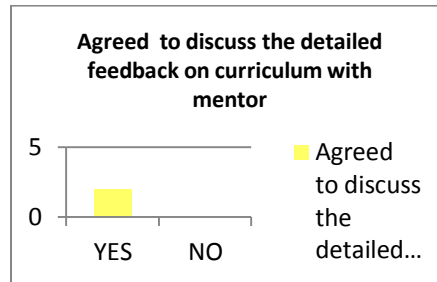
- **Comprehensiveness of the curriculum to make a special educator**







- **Agreed to discuss the detailed feedback on curriculum with mentor**



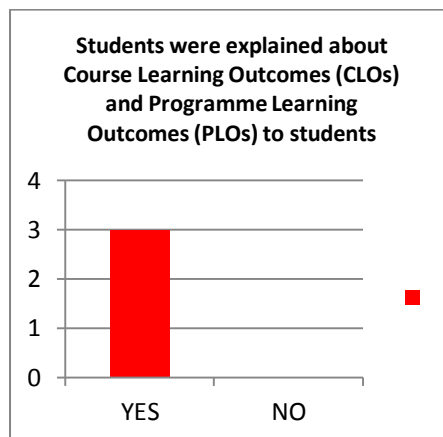
**FEEDBACK ANALYSIS (SEM II of Batch 2017-19): (Learning Disability )**

- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor.

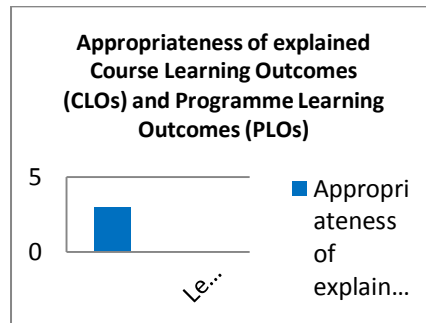
\*Deletion of Any Course/S ( 100% view – there should be - deletion)

**SEMESTER III (HEARING IMPAIRMENT) of BATCH 2016-2018**

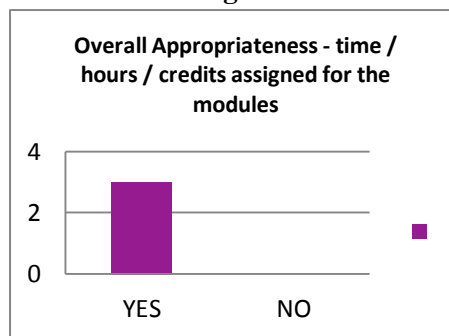
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



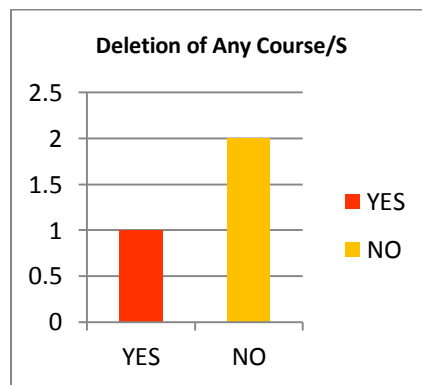
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



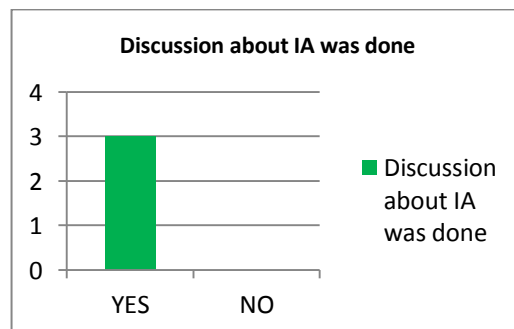
- **Overall Appropriateness - time / hours / credits assigned for the modules**



- **Deletion of Any Course/S**

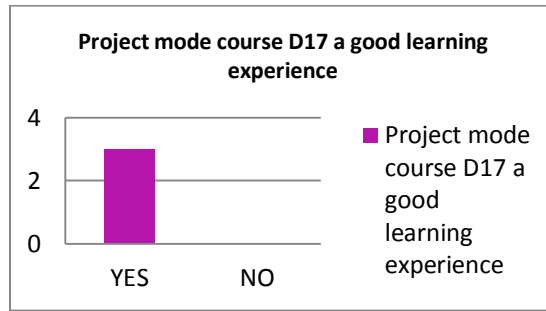


- **Discussion about IA was done**

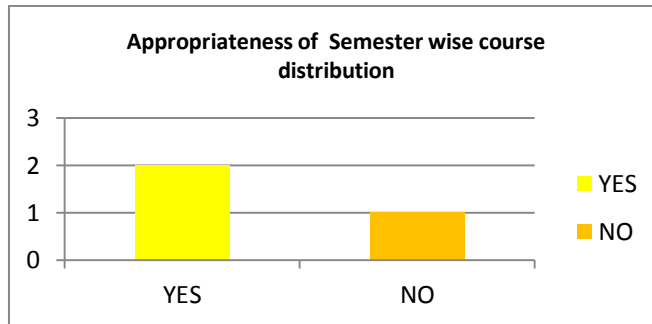




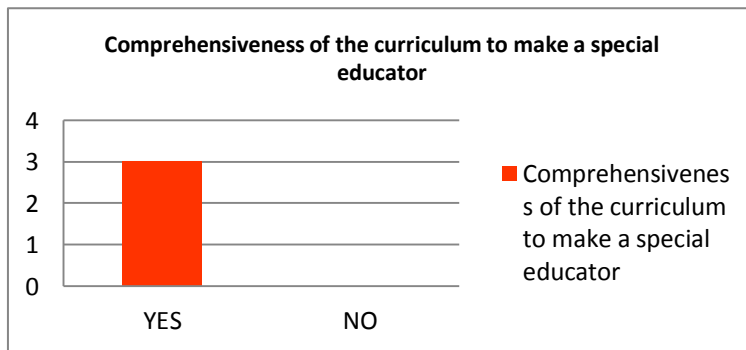
- **Were the project mode courses D17 a good learning experience**



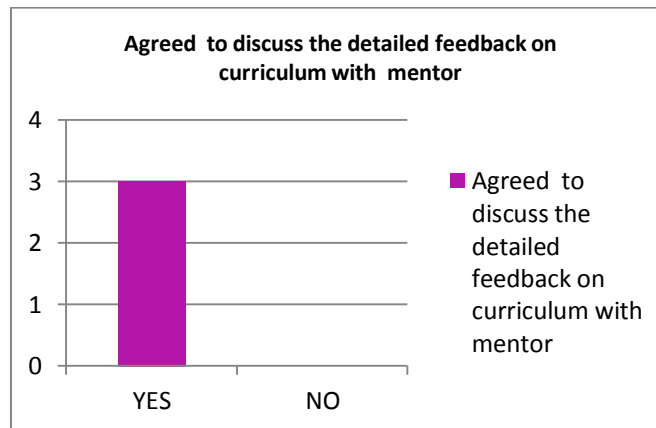
- **Appropriateness of Semester wise course distribution**



- **Comprehensiveness of the curriculum to make a special educator**



- **Agreed to discuss the detailed feedback on curriculum with mentor**





### FEEDBACK ANALYSIS (SEM III of Batch 2016-18 ): (Hearing Impairment)

100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.

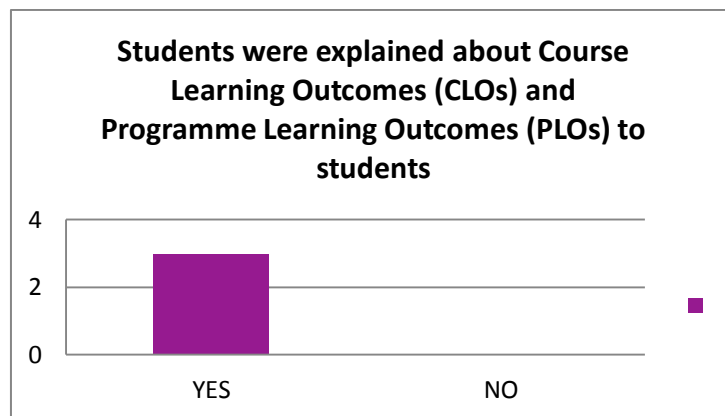
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor.

Whereas :

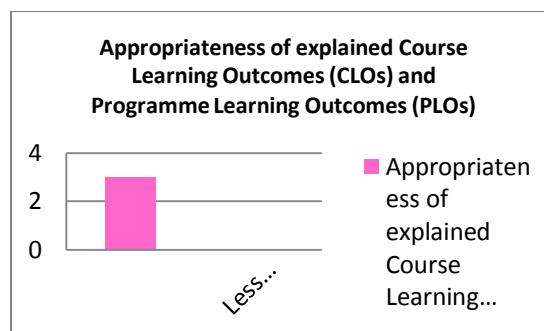
- 67% responses are of view on deletion of courses – from the students who replied to feedback form
- 33% responses are of view that there is lack in appropriateness of Semester wise course distribution

### SEMESTER III (LEARNING DISABILITY) OF BATCH 2016-2018

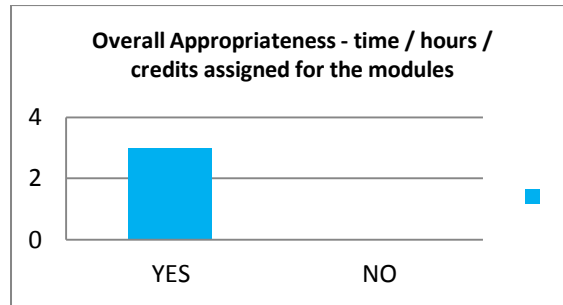
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



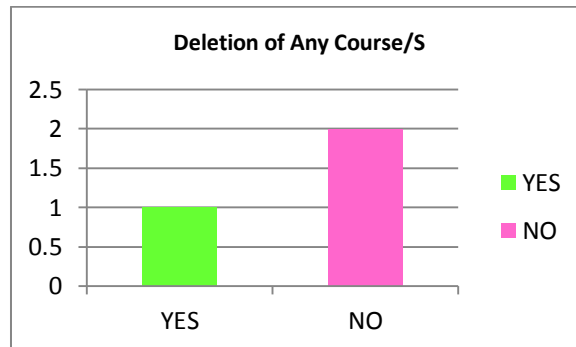
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



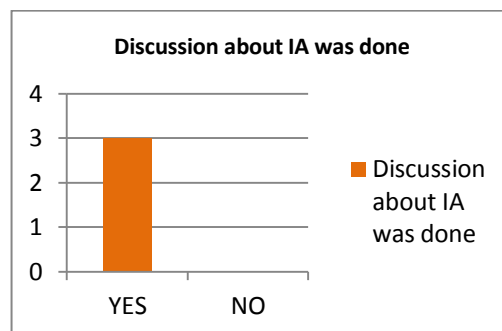
- Overall Appropriateness - time / hours / credits assigned for the modules



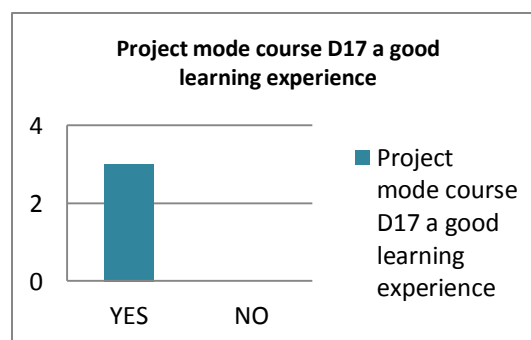
- **Deletion of Any Course/S**



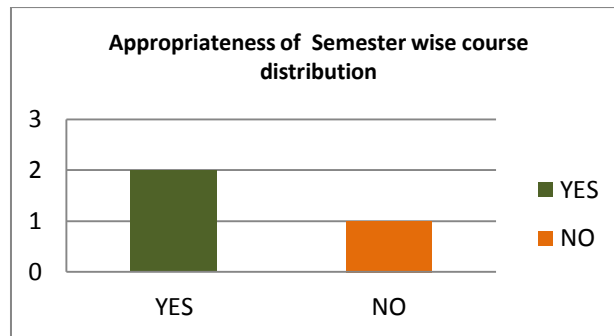
- **Discussion about IA was done**



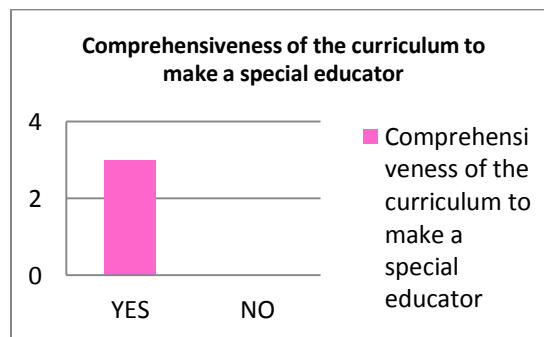
- **Were the project mode courses D17 a good learning experience**



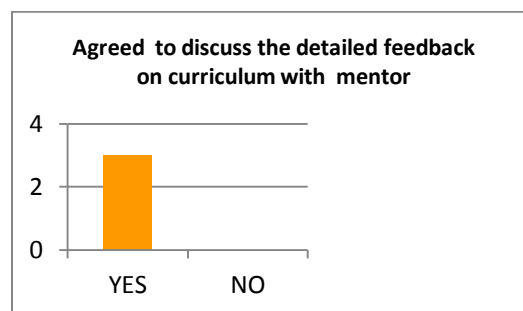
- **Appropriateness of Semester wise course distribution**



- **Comprehensiveness of the curriculum to make a special educator**



- **Agreed to discuss the detailed feedback on curriculum with mentor**



### **FEEDBACK ANALYSIS (SEM III of Batch 2016-18 ): (Learning Disability)**

100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.

- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor.

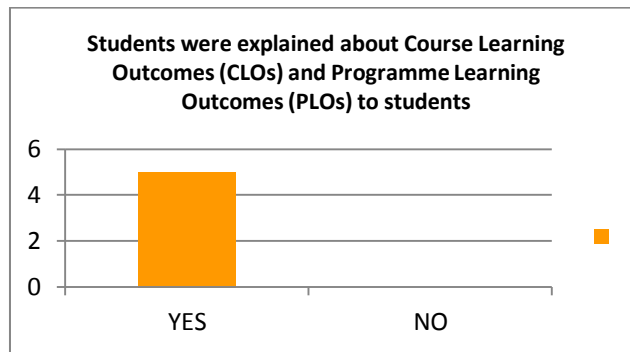


Whereas :

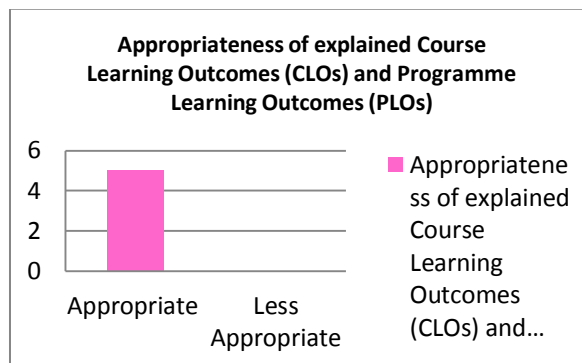
- ❑ 67% responses are of view on deletion of courses – from the students who replied to feedback form
- ❑ 33% responses are of view that there is lack in appropriateness of Semester wise course distribution

### **SEMESTER IV (HEARING IMPAIRMENT) of BATCH 2016-2018**

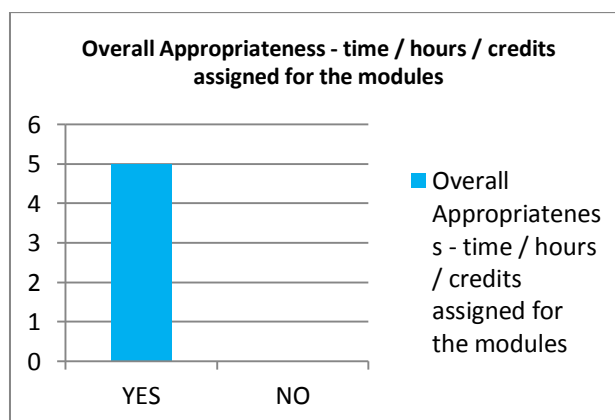
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**

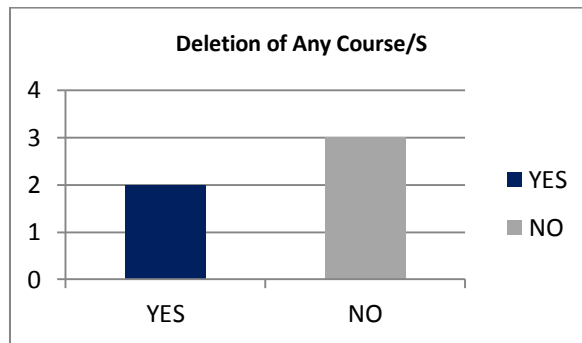


- **Overall Appropriateness - time / hours / credits assigned for the modules**

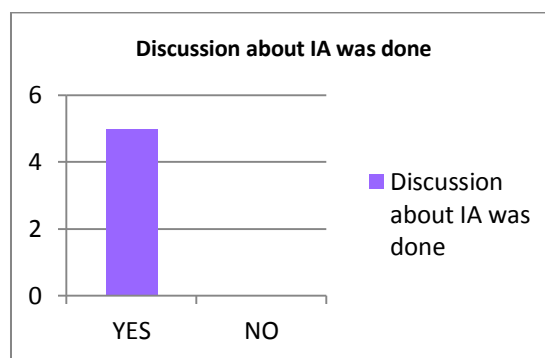




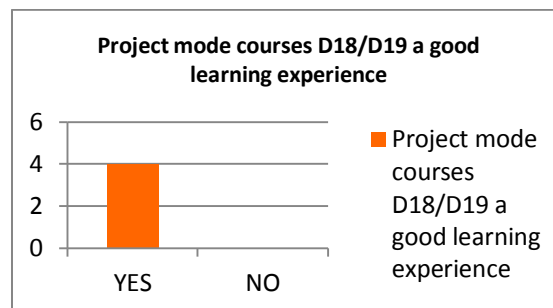
- **Deletion of Any Course/S**



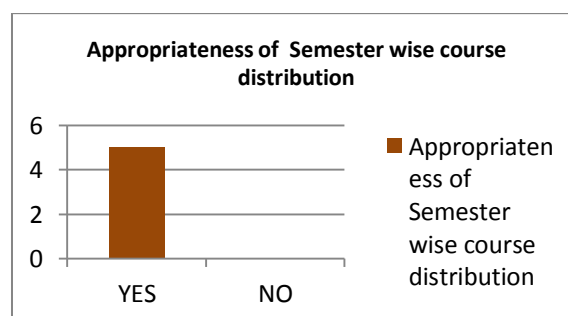
- **Discussion about IA was done**



- **Project mode courses D18/D19 a good learning experience**

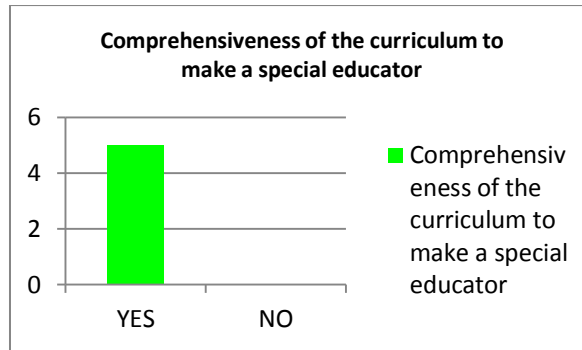


- **Appropriateness of Semester wise course distribution**

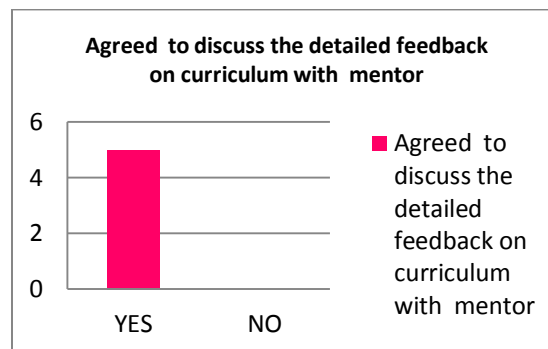


- **Comprehensiveness of the curriculum to make a special educator**





- **Agreed to discuss the detailed feedback on curriculum with mentor**

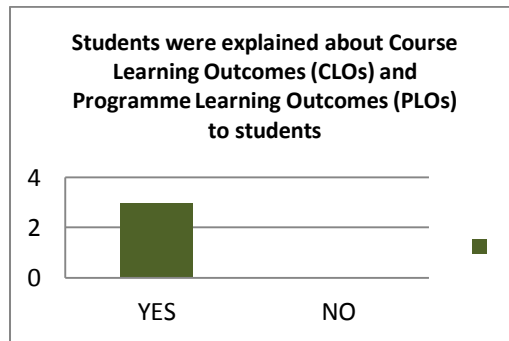


#### **FEEDBACK ANALYSIS (SEM IV of Batch 2016-18 ): (Hearing Impairment)**

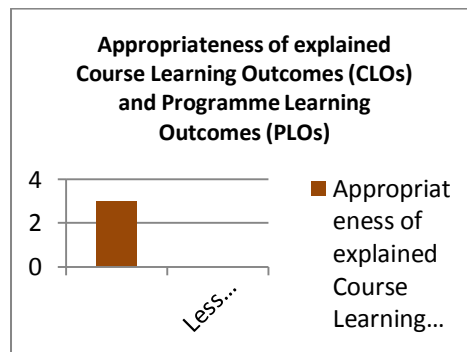
- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor
- 40% responses are of view on deletion of courses – from the students who replied to feedback form
- 80% agreed to statement - Project mode courses D18/D19 a good learning experience

**SEMESTER IV (LEARNING DISABILITY) OF BATCH 2016-2018**

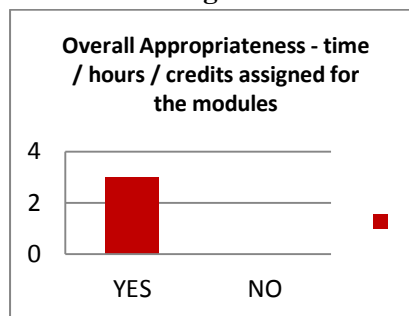
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



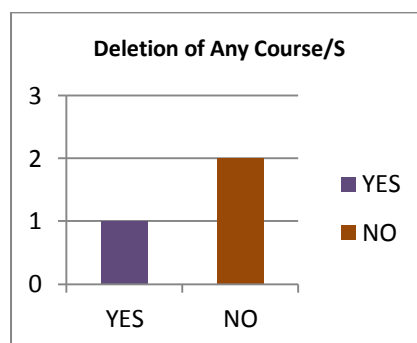
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



- **Overall Appropriateness - time / hours / credits assigned for the modules**

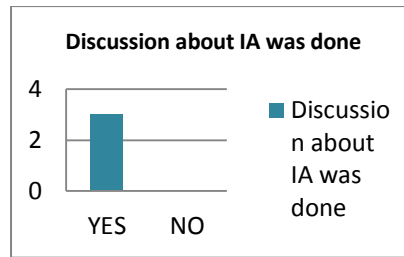


- **Deletion of Any Course/S**

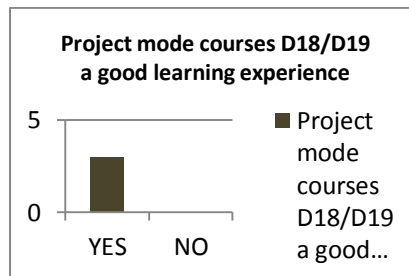




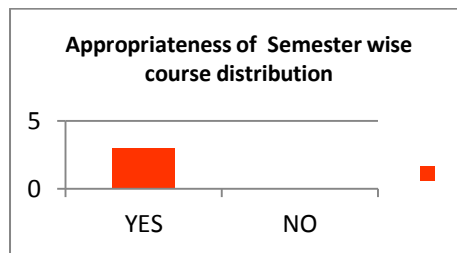
- Discussion about IA was done



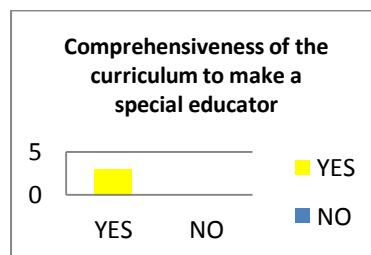
- Project mode courses D18/D19 a good learning experience



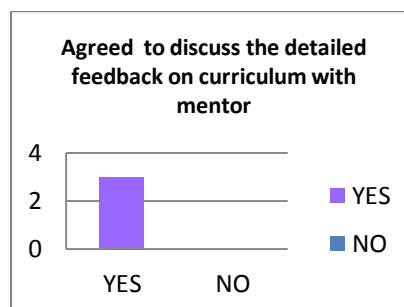
- Appropriateness of Semester wise course distribution



- Comprehensiveness of the curriculum to make a special educator



- Agreed to discuss the detailed feedback on curriculum with mentor





## FEEDBACK ANALYSIS (SEM IV of Batch 2016-18 ): (Learning Disability )

- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor

\*Deletion of Any Course/S ( 33% view – there should be – deletion of courses)





**ACTION TAKEN REPORT ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR 2017-2018**

**ACADEMIC YEAR 2017-2018- SEMESTER I Of BATCH 2017-19(HI)**

POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p>For rest all statements - 100% positive feedback was obtained except for three statement there was deviation and hence were considered as point of action.</p> <ul style="list-style-type: none"> <li>• Deletion of courses</li> <li>• lack in Comprehensiveness of the curriculum to make a special educator. (25% felt so)</li> <li>• Counselling /Awareness of need of feedback – for betterment of programme /benefit of prospective students – fair to discuss. (As 25% responses disagreed to discuss the detailed feedback on curriculum with mentor.)</li> </ul> <p>responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.</p> <ul style="list-style-type: none"> <li>• Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li>• Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)</li> <li>• Overall Appropriateness - time / hours / credits assigned for the modules</li> <li>• Discussion about IA was done</li> <li>• Appropriateness of Semester wise course distribution</li> </ul>	<p>All the courses were carried out as usual with more positive thinking.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Deletion of courses will not possible as discussed below . May be during revision of syllabus –suggestion can be given.</li> <li><input type="checkbox"/> For Lack of Comprehensiveness - May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus . Further forthcoming years/semesters at college level/faculty level/ individual level care will be taken from this aspect.</li> <li><input type="checkbox"/> Counselling and Awareness of need of feedback – for betterment of programme /benefit of prospective students was done with students during discussion of feedback forms to be filled i.e. prior filling the feedback forms and its sensitised in them that its fair to discuss for quality improvement.</li> </ul>

**ACADEMIC YEAR 2017-2018- SEMESTER I Of BATCH 2017-19(LD)**

POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p>For rest all statements - 100% positive feedback was obtained except for three statement there was deviation and hence were considered as point of action.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explanation of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li><input type="checkbox"/> lack in Comprehensiveness of the curriculum to make a special educator. (33% responses -disagreed to statement Comprehensiveness of the curriculum to make a special educator)</li> <li><input type="checkbox"/> Discussion about IA.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Care to be taken -1. Faculty should circulate CLO/Highlight (explain)CLOs /make an effort that students spare few minutes to read CLOs before they actually start reading/learning respective course. Mostly its explained but even that 33% who disagreed that its not explained should be made alert , made to pay attention to it.</li> <li><input type="checkbox"/> For Lack of Comprehensiveness - May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus . Further forthcoming years/semesters at college level/faculty level/ individual level care will be taken from this aspect.</li> </ul>



	<input type="checkbox"/> Discussion about IA was done. IA is shown to all the students to maintain transparency in assessment.
--	--

ACADEMIC YEAR 2017-2018- SEMESTER II Of BATCH 2017-2019(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
100% responses were positive to the statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner. No point of action to be taken	All the courses were carried out as usual with more positive thinking

ACADEMIC YEAR 2017-2018- SEMESTER II Of BATCH 2017-2019(LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
100% responses were positive to all the listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner. Only one point –Point of Action - *Deletion of Any Course/S ( 100% of responses view – there should be - deletion)	<input type="checkbox"/> Deletion of courses will not possible as discussed below. May be during revision of syllabus –suggestion can be given since syllabus is framed by UoM and during revision of syllabus –point can be focussed if all special education colleges raise it during the discussion/revision.

ACADEMIC YEAR 2017-2018- SEMESTER III Of BATCH 2016-2018(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
For rest all statements - 100% positive feedback was obtained except for two statement there was deviation and hence were considered as point of action. <input type="checkbox"/> Deletion of courses – from the students who replied to feedback form <input type="checkbox"/> Lack in appropriateness of Semester wise course distribution	<u>Deletion of courses will not possible as discussed below.</u> May be during revision of syllabus –suggestion can be given. <u>Lack in appropriateness of Semester wise course distribution-</u> For this following action was taken: Teachers were advised to modify /extend the time /hours if required at individual level so that there is proper time allotted to content as per the requirement of the respective unit/subunit of modules of the course. May be during revision of syllabus –suggestion can be given on this modification in Semester wise course distribution.. B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.

ACADEMIC YEAR 2017-2018- SEMESTER III Of BATCH 2016-18(LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN



<p>For rest all statements - 100% positive feedback was obtained except for two statement there was deviation and hence were considered as point of action.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Deletion of courses – from the students who replied to feedback form</li> <li><input type="checkbox"/> Lack in appropriateness of Semester wise course distribution</li> </ul>	<p><u>Deletion of courses will not possible as discussed below.</u> May be during revision of syllabus –suggestion can be given.</p> <p><u>Lack in appropriateness of Semester wise course distribution-</u> For this following action was taken:</p> <p>Teachers were advised to modify /extend the time /hours if required at individual level so that there is proper time allotted to content as per the requirement of the respective unit/subunit of modules of the course. May be during revision of syllabus –suggestion can be given on this modification in Semester wise course distribution..</p> <p>B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical’s , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</p>
--	--

<b>ACADEMIC YEAR 2017-2018- SEMESTER IV Of BATCH 2016-2018(HI)</b>	
<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
<p>For rest all statements - 100% positive feedback was obtained except for two statement there was deviation and hence were considered as point of action.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Deletion of Courses</li> <li><input type="checkbox"/> Making Project mode courses D18/D19 a good learning experience</li> </ul>	<p><u>Deletion of courses will not possible as discussed below.</u> May be during revision of syllabus –suggestion can be given.</p> <p>Efforts are been made and more efforts will be made for forthcoming years to make Courses- D18/D19 a good learning experience by giving exposure to various guest speakers expert in the field of D18//D19.</p>

<b>ACADEMIC YEAR 2017-2018- SEMESTER IV Of BATCH 2016-2018(LD)</b>	
<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
<p>100% responses were positive to all the listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.</p> <p>Only one point –Point of Action - *Deletion of Any Course/S ( 100% of responses view – there should be - deletion)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Deletion of courses will not possible as discussed below. May be during revision of syllabus –suggestion can be given since syllabus is framed by UoM and during revision of syllabus –point can be focussed if all special education colleges raise it during the discussion/revision.</li> </ul>





**FEEDBACK ANALYSIS CUM ACTION TAKEN REPORT ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR 2018-2019**

**SEMESTER I & II BATCH 2018-2020**

**NOTE-** During Exit Survey All together Feedback was obtained for 4 Semesters together SEM I to SEM IV. For Analysis Sem I, Sem II , Sem III , Sem IV Feedback is analysed together. Same feedback analysis and same action taken report is placed twice separately for academic years 2018-19 and 2019-2020 for BATCH 2018-2020.

**SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM I and SEM II of BATCH 2018-2020 (HI ) and 2018-20 (LD)**

**SCYMS HASTIK ADVANTI COLLEGE OF SPECIAL EDUCATION**

**FINAL EXIT SURVEY: S.A. FEEDBACK SYSTEM**      S.A.S. MANAGEMENT IS IN PROCESS FOR DEVELOPING STRUCTURED FEEDBACK ON THE CURRICULUM. SENTENCES WRITTEN FROM VARIOUS OBSERVATIONS.

INDICATE FEEDBACK OBTAINED FROM THE OUTGOING BATCH OF S. ED CANDIDATES  
 BATCH: 2018-2020 (TWO-YEARS)      NAME (OPTIONAL) \_\_\_\_\_      S.A.S. HI / LD      DATE: \_\_\_\_\_

**IMPORTANT NOTE:**

1. CONVERT THE DOCUMENT IN PDF AFTER YOUR RESPONSES AND SEND TO [SCYMS.HASTIKADVANTI@REDIFFMAIL.COM](mailto:scyms.hastikadvanti@rediffmail.com)
2. PLEASE GIVE HONEST RESPONSES.
3. PLEASE USE SYLLABUS / PROGRAM / COURSE / COURSE (IN-DEPT) AND DIFFERENT FROM BACKGROUND. WHEN ASKED ABOUT COURSE (SUCH AS: A.S., C.S., S.S. AND) RESPOND ABOUT COURSE. WHEN ASKED ABOUT SYLLABUS (CONSISTENT AS UNIVERSITY LEVEL) RESPOND ABOUT SYLLABUS AND NOT ABOUT TRANSCRIPTION AS COURSE LEVEL. AND USE NOTES.
4. REFORMAT YOUR FILE WHILE SENDING AS LINK ABOUT THE SAMPLE ATTACHED TO INDICATE RESPONSES.

---

1. What useful course from the syllabus: Course #:
2. Least useful course from the syllabus: Course #:
3. What I like most about the program: (STUDENT RESPONSE PLEASE)
4. What I like least about the program: (STUDENT RESPONSE PLEASE)
5. Was the balance of speed, sequence and content of syllabus at the college appropriate?
6. Best part of having a SA as teacher: (STUDENT RESPONSE PLEASE)
7. How could SA improve in: (STUDENT RESPONSE PLEASE)
8. Message for new batch:
9. Did this SA's syllabus make you a real teacher?
10. Rate on 5 point scale, 5 for best and 1 for worst.

#	Rate the HACSE in following parameters	Your Score				
		5	4	3	2	1
1	Admission / enrollment processes					
2	Curriculum planning experienced					
3	Completeness of portion and tasks					
4	Exposure through practical / internship / Field engagement					
5	Consistency, fairness and transparency of assessment					
6	Echo system and student friendly learning environment					
7	Co-curricular activities					
8	Professionalism and quality of teaching faculty					
9	Exposure to visiting faculty / experts					
10	Non-teaching staff at HACSE					
11	Canteen, sports, recreation					
12	Library and resources					
13	Infrastructure of classrooms, common rooms					
14	Cleanliness and house keeping					
15	Values / professionalism					
16	Placement and alumni support					
17	Experiences beyond syllabus					

9. Write your closing remark / message for team HACSE:  
 FROM EMOTIONAL PERSPECTIVE:

FROM RATIONAL PERSPECTIVE:

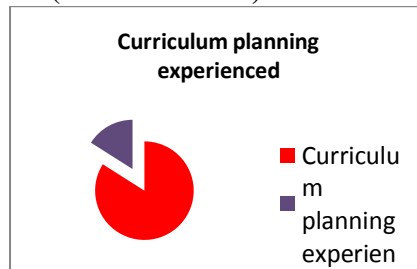




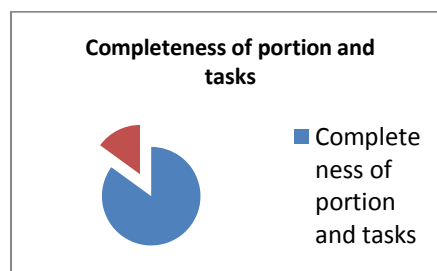


## FEEDBACK ANALYSIS OF SEMESTER I AND SEM II OF BATCH 2018-2020 ( HEARING IMPAIRMENT)

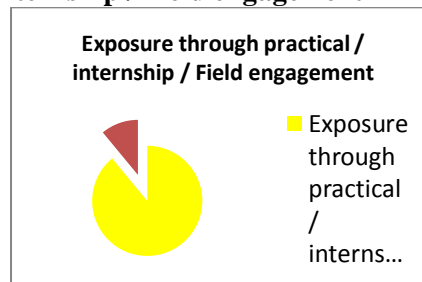
- **Curriculum planning experienced (SEM I /SEM II)**



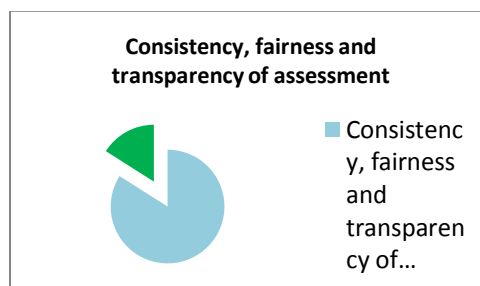
- **Completeness of portion and tasks**



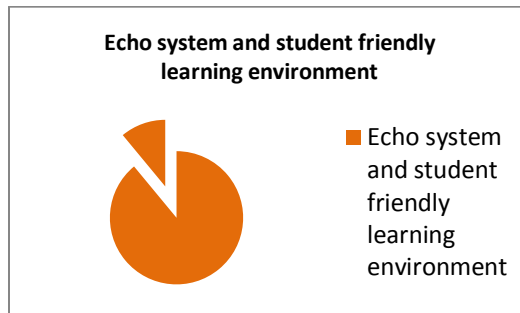
- **Exposure through practical / internship / Field engagement**



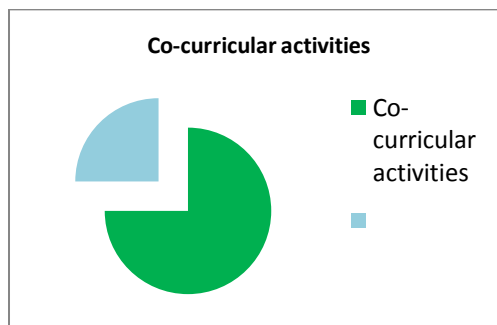
- **Consistency, fairness and transparency of assessment**



- **Echo system and student friendly learning environment**



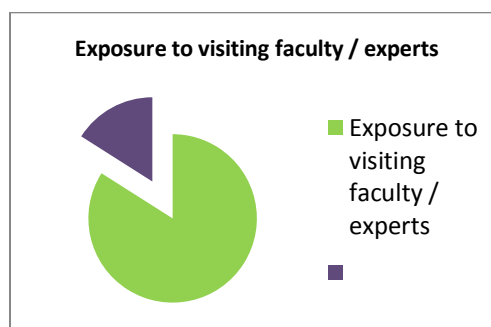
- **Co-curricular activities**



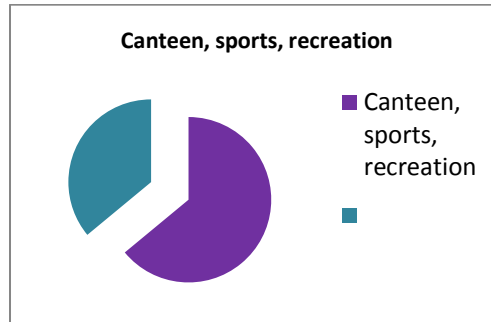
- **Professionalism and quality of teaching faculty**



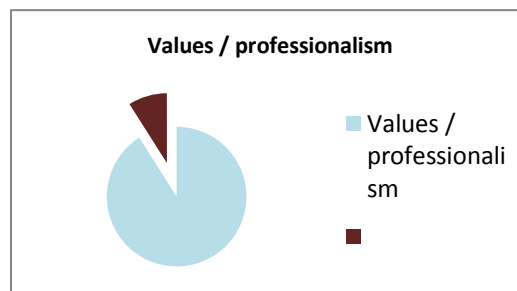
- **Exposure to visiting faculty / experts**



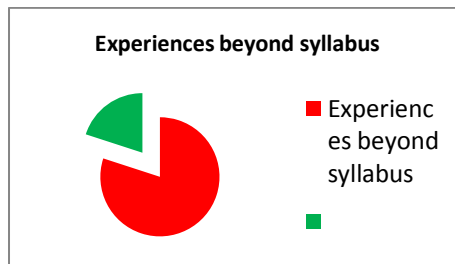
- **Canteen, sports, recreation**



- **Values / professionalism**



- **Experiences beyond syllabus**



**FEEDBACK ANALYSIS (SEM I and SEM II –Hearing Impairment of 2018-2020)**

<b>II FEEDBACK ANALYSED OF PROGRAMME B Ed BATCH 2018-2020 SEM I &amp; SEM</b>	<b>Hearing Impairment</b>
<b>FEEDBACK ANALYSIS</b>	<b>Scores Obtained (Positive Response)</b>
Curriculum planning experienced (SEM I /SEM II)	92%
Completeness of portion and tasks	96%
Exposure through practical / internship / Field engagement	96%
Consistency, fairness and transparency of assessment	93%
• Echo system and student friendly learning environment	100%
• Co-curricular activities	72%
• Professionalism and quality of teaching faculty	96%
• Exposure to visiting faculty / experts	96%
• Canteen, sports, recreation	40%
• Values / professionalism	92%
• Experiences beyond syllabus	88%
•	



Students responded:

From Sem I - Most useful course/s - B7,B8,B9,A1,C12, Audiology,

Least useful Course - A2

From Sem II – Most useful course/s-B6,A3, Microteaching

Least Useful Course –A4

**SAMPLE –FILLED FEEDBACK FORM- SEM I & SEM III of BATCH 2018-20 (LD)**

**CCJYMS HASHU ADVANI COLLEGE OF SPECIAL EDUCATION**

NAAC Criteria: 1.4 Feedback System      1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum- semester wise from various stakeholders.

(CLOSURE FEEDBACK OBTAINED FROM THE OUTGOING BATCH OF B. ED CANDIDATES  
Batch 2018–2020 (TWO-YEARS) , NAME (OPTIONAL) : Mahit Gupta , B.Ed : LD , DATE: 09th Aug- 2020

**IMPORTANT NOTE:**

- Convert this document in PDF after your responses and send to [reachus.hashu@protonmail.com](mailto:reachus.hashu@protonmail.com)
- Please give honest response.
- Please note syllabus / program / course / college (HACSE) are different from each others. When asked about course (like A1, C15, E2 etc) respond about course. When asked about syllabus (document at university level) respond about syllabus and not about transaction at college level. And vice versa.
- RENAME YOUR FILE WHILE sending to us as shown the sample: smitaH1820 closure feedback

---

- Most useful course from the syllabus: Course #: C15 .
- Least useful course from the syllabus: Course #: D19.
- What I like most about the program: (SMART response please) : Deal with multiple disability child, how to engage with special child , and how to implement a lesson with special child.
- What I liked least about the program: (SMART response please ) : Nothing
- Was the balance of speed, sequence and content of syllabus at the college appropriate : No.
- Best part of doing B Ed at HACSE: (SMART response please) : Yes .It was a best part and learning platform to implement in a future.
- HACSE can improve in: (SMART response please) : Not Applicable . All facilities are good.
- Message for new batch: To get an opportunity to learn from excellent teachers.

9. Did this B.Ed syllabus make you a real teach ? : Yes ;

10. Rate on 5 point scale, 5 for best and 0 for worst

#	Rate the HACSE in following parameters	Your Score				
		5	4	3	2	1
1	Admission / enrollment processes	5				
2	Curriculum planning experienced	4				
3	Completeness of portion and tasks	4				
4	Exposure through practical / internship / Field engagement	5				
5	Consistency, fairness and transparency of assessment	4				
6	Echo system and student friendly learning environment	4				
7	Co-curricular activities	4				
8	Professionalism and quality of teaching faculty	4				
9	Exposure to visiting faculty / experts	4				
10	Non teaching staff at HACSE	4				
11	Canteen, sports, recreation	4				
12	Library and resources	5				
13	Infrastructure of classrooms, common rooms	4				
14	Cleanliness and house keeping	4				
15	Values / professionalism	4				
16	Placement and alumni support	5				
17	Experiences beyond syllabus	4				

9. Write your closing remark / message for team HACSE: Thank you Hacse, I was the part of your respective college. It was a best learning part of my whole life, it was cleared all query of my learning part. I gain lots of thing and learning part from Hacse. And I never forget all memory from Hacse. Once again thank you Hacse and all staff members.

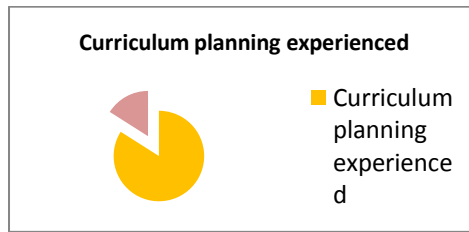
FROM EMOTIONNAL PERSPECTIVE: It was such a nice trip of gram mangal visit at Palghar. It was a nice day to enjoy with friends and teacher. It was a memorable day .

FROM RATIONAL PERSPECTIVE: In this Hacse , I worked and learned together to pursue a specific goals. The organization are also collaborated with needfully. This is a concerned with an organizations ability to achieve the goals.

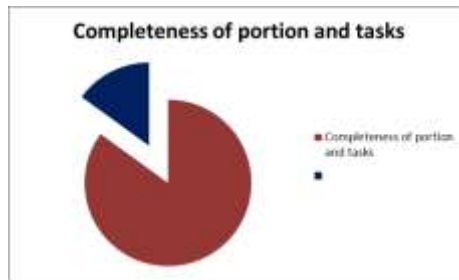
**FEEDBACK ANALYSIS OF SEMESTER I AND SEM II- HI (LEARNING DISABILITY)**



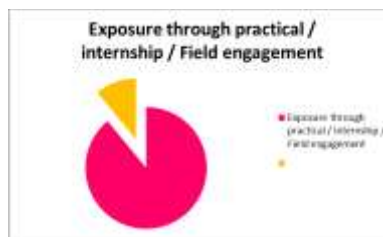
- Curriculum planning experienced (SEM I /SEM II)



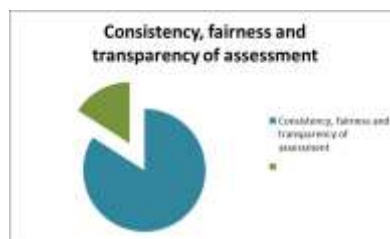
- Completeness of portion and tasks



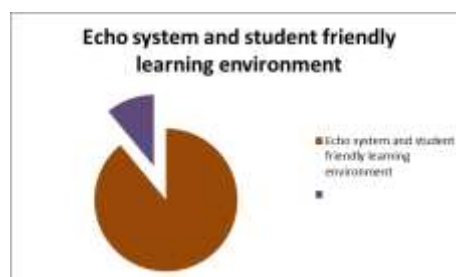
- Exposure through practical / internship / Field engagement



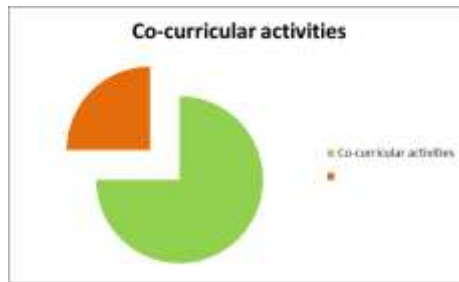
- Consistency, fairness and transparency of assessment



- Echo system and student friendly learning environment



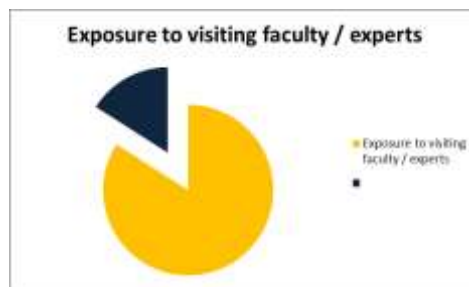
- **Co-curricular activities**



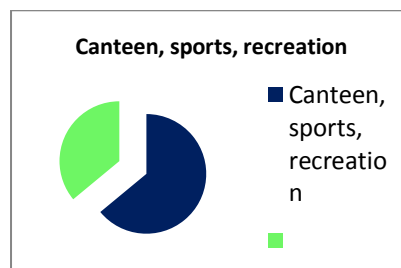
- **Professionalism and quality of teaching faculty**



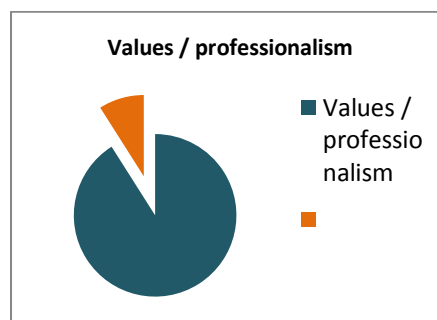
- **Exposure to visiting faculty / experts**



- **Canteen, sports, recreation**

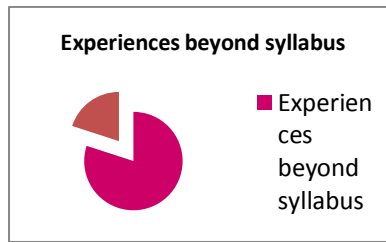


- **Values / professionalism**





- Experiences beyond syllabus



**FEEDBACK ANALYSIS (SEM I and SEM II –Learning Disability of 2018-2020)**

II FEEDBACK ANALYSED OF PROGRAMME B Ed BATCH 2018-2020 SEM I & SEM	Learning Disability
FEEDBACK ANALYSIS	Scores Obtained (Positive Response)
Curriculum planning experienced (SEM I /SEM II)	84%
Completeness of portion and tasks	85%
Exposure through practical / internship / Field engagement	89%
Consistency, fairness and transparency of assessment	84%
<ul style="list-style-type: none"> <li>Echo system and student friendly learning environment</li> </ul>	89%
<ul style="list-style-type: none"> <li>Co-curricular activities</li> </ul>	75%
<ul style="list-style-type: none"> <li>Professionalism and quality of teaching faculty</li> </ul>	85%
<ul style="list-style-type: none"> <li>Exposure to visiting faculty / experts</li> </ul>	84%
<ul style="list-style-type: none"> <li>Canteen, sports, recreation</li> </ul>	64%
<ul style="list-style-type: none"> <li>Values / professionalism</li> </ul>	91%
<ul style="list-style-type: none"> <li>Experiences beyond syllabus</li> </ul>	80%

**Students responded:**

**From Sem I - Most useful course/s - B7,B8,B9,A1,C12, Audiology,**

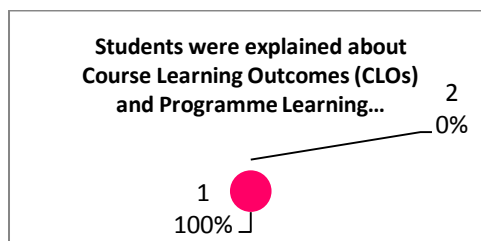
**Least useful Course - A2**

**From Sem II – Most useful course/s-B6,A3, Microteaching**

**Least Useful Course –A4**

**SEMESTER III(HEARING IMPAIRMENT) of BATCH 2017-2019**

- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students

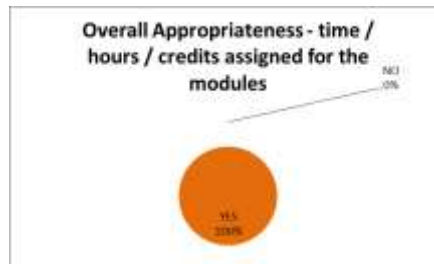




- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



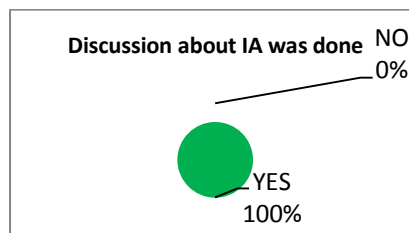
- **Overall Appropriateness - time / hours / credits assigned for the modules**



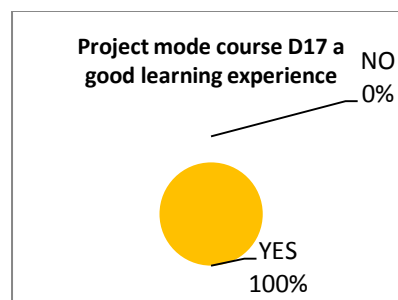
- **Deletion of Any Course/S**



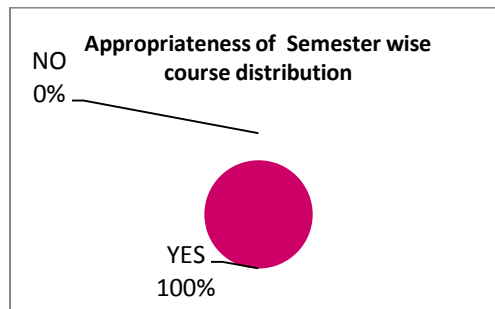
- **Discussion about IA was done**



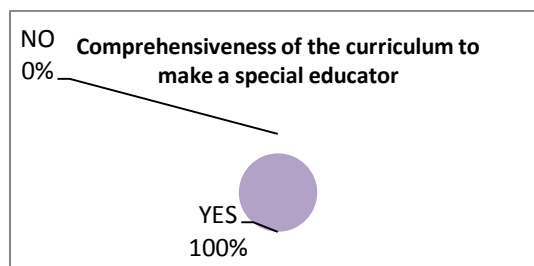
- **Project mode courses D18/D19 a good learning experience**



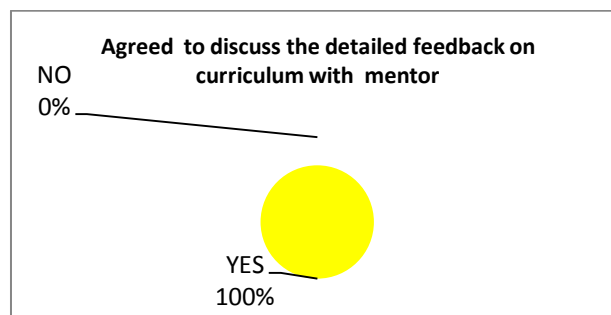
▪ **Appropriateness of Semester wise course distribution**



▪ **Comprehensiveness of the curriculum to make a special educator**



▪ **Agreed to discuss the detailed feedback on curriculum with mentor**

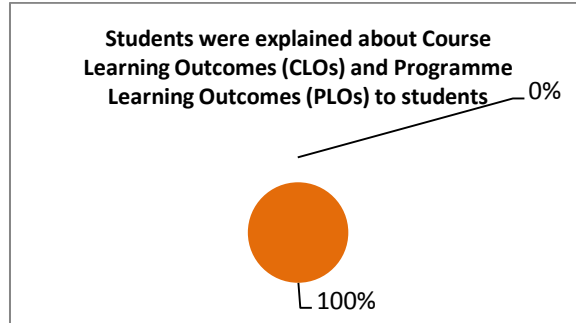


**FEEDBACK ANALYSIS (SEM III of Batch 2017-19 ): (Hearing Impairment)**

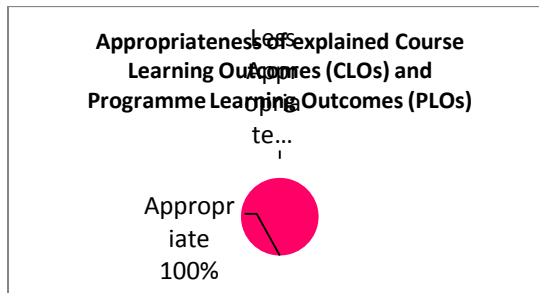
- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Project mode course D17 a good learning experience
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor
- **20% agreed for deletion of Any Course/S**

**SEMESTER III (LEARNING DISABILITY) of BATCH 2017-2019**

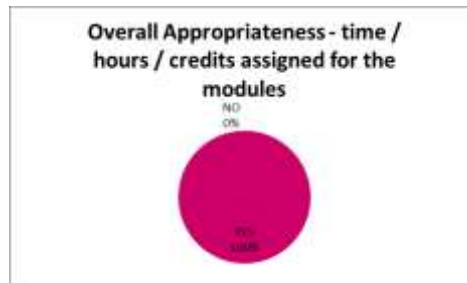
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



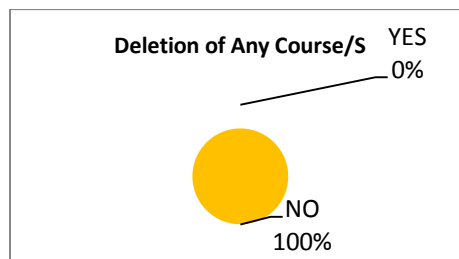
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



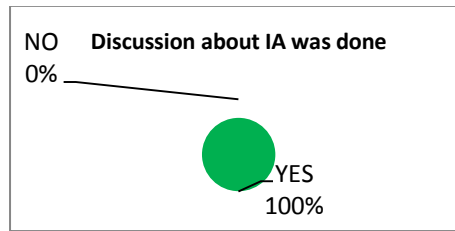
- Overall Appropriateness - time / hours / credits assigned for the modules



- Deletion of Any Course/S



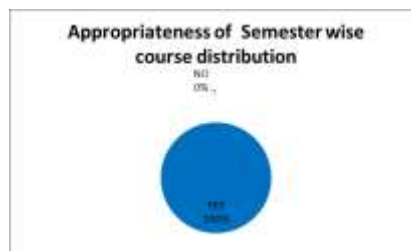
- Discussion about IA was done



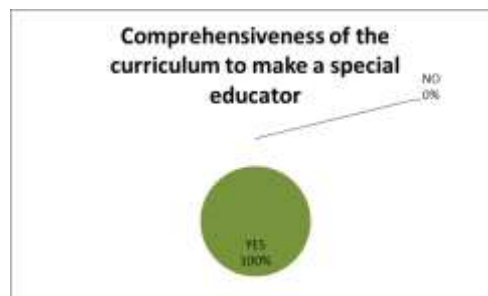
- Project mode courses D17 a good learning experience



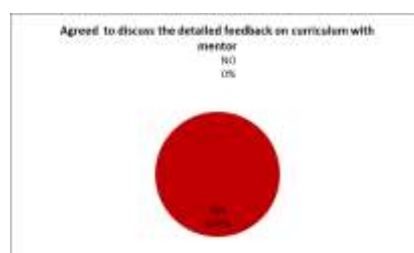
- Appropriateness of Semester wise course distribution



- Comprehensiveness of the curriculum to make a special educator



- Agreed to discuss the detailed feedback on curriculum with mentor



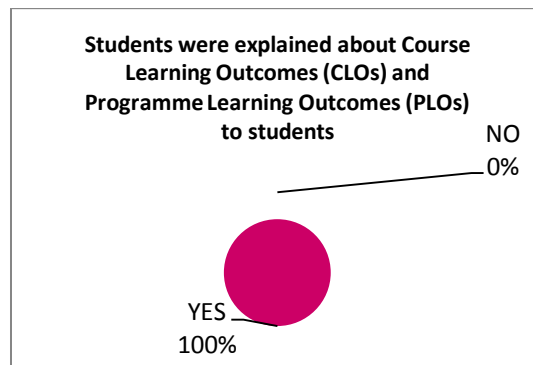


## FEEDBACK ANALYSIS (SEM III of Batch 2017-19 ): (Hearing Impairment)

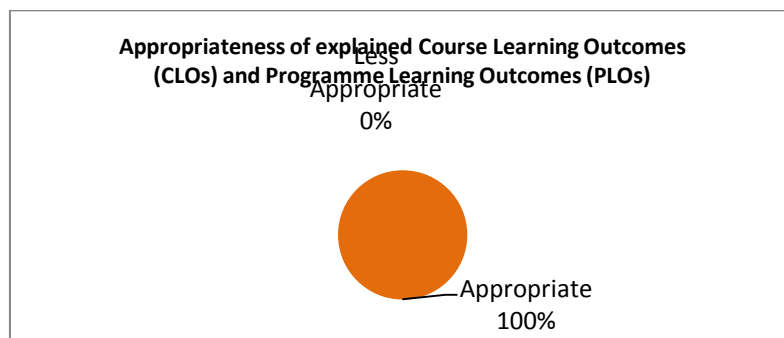
- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Project mode course D17 a good learning experience
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor

### **SEMESTER IV(HEARING IMPAIRMENT) of BATCH 2017-2019**

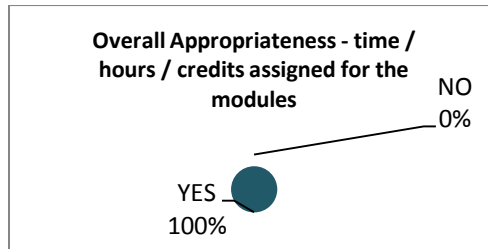
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



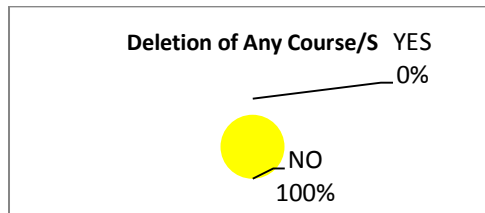
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



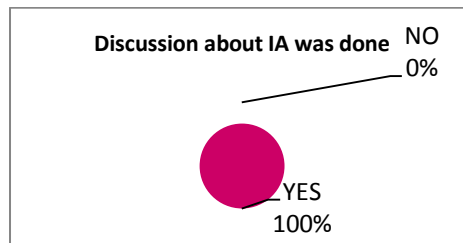
- **Overall Appropriateness - time / hours / credits assigned for the modules**



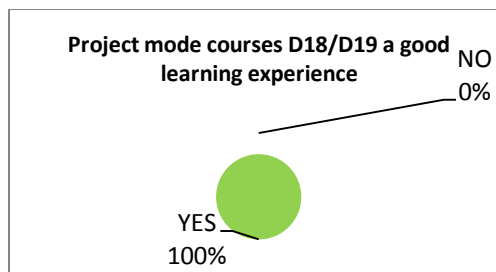
- **Deletion of Any Course/S**



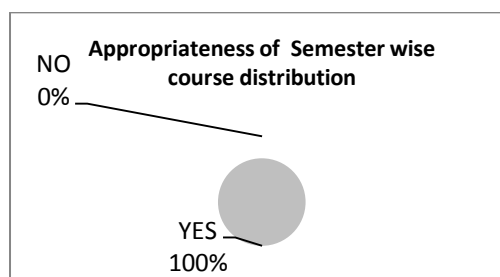
- **Discussion about IA was done**



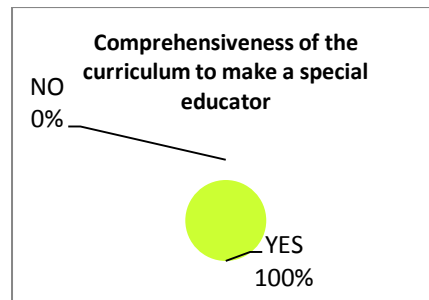
- **Project mode courses D18/D19 a good learning experience**



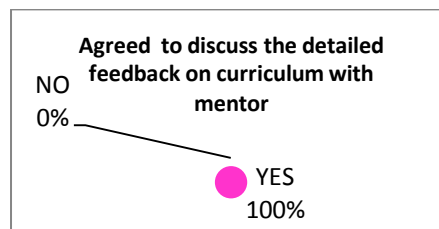
- **Appropriateness of Semester wise course distribution**



- **Comprehensiveness of the curriculum to make a special educator**



- Agreed to discuss the detailed feedback on curriculum with mentor



#### FEEDBACK ANALYSIS (SEM IV of Batch 2017-19 ): (Hearing Impairment)

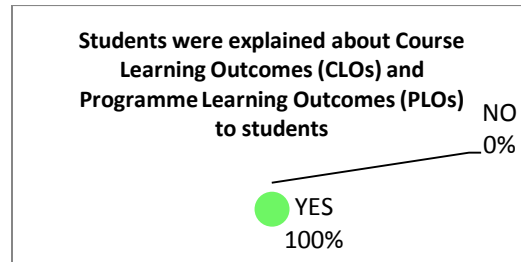
- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Discussion about IA was done
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Project mode course D18/D19 a good learning experience
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor

\* 17% disagreed with the two statements respectively :

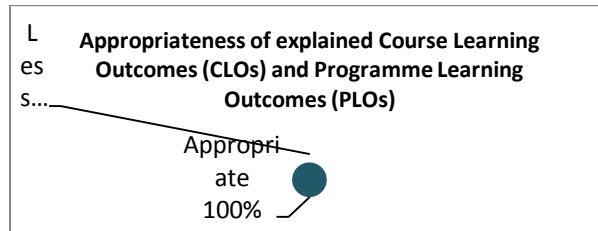
- Discussion about IA was done
- Comprehensiveness of the curriculum to make a special educator

#### **SEMESTER IV(LEARNING DISABILITY) of BATCH 2017-2019**

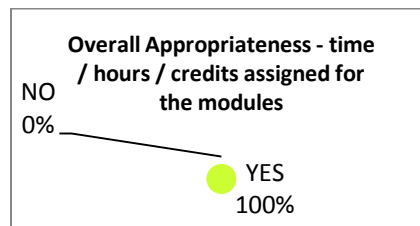
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



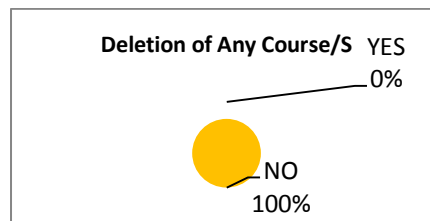
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



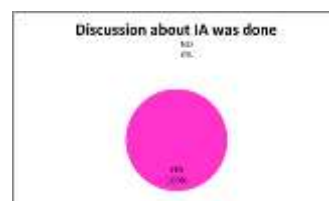
- **Overall Appropriateness - time / hours / credits assigned for the modules**



- **Deletion of Any Course/S**

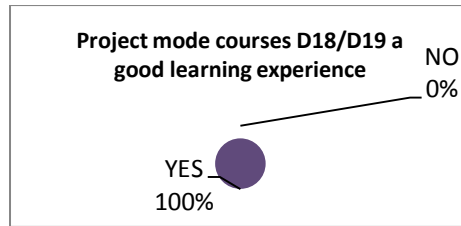


- **Discussion about IA was done**

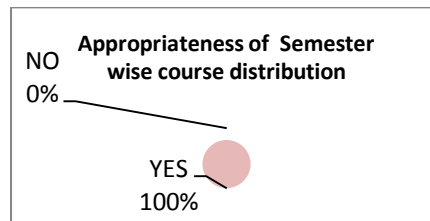


- **Project mode courses D18/D19 a good learning experience**

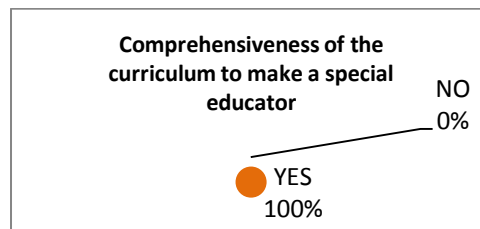




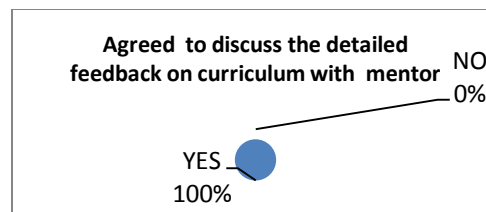
▪ **Appropriateness of Semester wise course distribution**



▪ **Comprehensiveness of the curriculum to make a special educator**



▪ **Agreed to discuss the detailed feedback on curriculum with mentor.**



**FEEDBACK ANALYSIS (SEM IV of Batch 2017-19 ): (Learning Disability )**

- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor.





**ACTION TAKEN REPORT ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR 2018-2019**

<b>ACADEMIC YEAR 2018-2019- SEMESTER I/II Of BATCH 2018-2020(HI)</b>	
<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
Curricular activities and sports are the two areas where the core obtained were less than expected .Hence more attention would be paid to these two.	Co-curricular activities will be given weightage is what has been decided by the college in addition to regular teaching. Basically the curriculum is so heavy , time taking to give the inputs with limited time at hand ,still college will take in account this point hence forth. Sports - College do conduct assembly where basic exercises are taught to them and even yoga sessions are started for batch 2019-202 . College even has gymnasium those interested can take membership and go ahead. Still in addition to this more plans will be taken in future-
<b>Point of Action:</b> More inputs to most useful courses to be given – more updated information ,external speakers, collaborations, visits, practical knowledge etc. And least useful courses less weightage to be given rather saving time and utilising same for useful courses.	<b>Point of Action:</b> More inputs to most useful courses is given – more updated information, external speakers, collaborations, visits, practical knowledge etc are invited (online/offline) And least useful courses less weightage is given rather saving time and utilising same for useful courses.

<b>ACADEMIC YEAR 2018--2019- SEMESTER I/II Of BATCH 2018-20(LD)</b>	
<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
Curricular activities and sports are the two areas where the core obtained were less than expected .Hence more attention would be paid to these two.	Co-curricular activities will be given weightage is what has been decided by the college in addition to regular teaching. Basically the curriculum is so heavy , time taking to give the inputs with limited time at hand ,still college will take in account this point hence forth. Sports- College do have assembly where basic exercises are taught to them and even yoga sessions are started for batch 2019-202 . College even has gymnasium those interested can take membership and go ahead. Still in addition to this more plans will be taken in future-
<b>Point of Action:</b> More inputs to most useful courses to be given – more updated information ,external speakers, collaborations, visits, practical knowledge etc. And least useful courses less weightage to be given rather saving time and utilising same for useful courses.	<b>Point of Action:</b> More inputs to most useful courses is given – more updated information, external speakers, collaborations, visits, practical knowledge etc are invited (online/offline) And least useful courses less weightage is given rather saving time and utilising same for useful courses.

<b>ACADEMIC YEAR 2018-2019- SEMESTER III Of BATCH 2017-19(HI)</b>	
<b>POINT OF ACTION TO BE TAKEN</b>	<b>POINT OF ACTION TAKEN</b>
For rest all statements - 100% positive feedback was obtained except for one	Deletion of courses will not



<p>statement on deletion of course/s - there was deviation and hence were considered as point of action. 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.</p> <ul style="list-style-type: none"> <li>• Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li>• Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)</li> <li>• Overall Appropriateness - time / hours / credits assigned for the modules</li> <li>• Discussion about IA was done</li> <li>• Project mode course D17 a good learning experience</li> <li>• Appropriateness of Semester wise course distribution</li> <li>• Comprehensiveness of the curriculum to make a special educator</li> <li>• Agreed to discuss the detailed feedback on curriculum with mentor</li> </ul>	<p>possible as discussed below. May be during revision of syllabus – suggestion can be given.</p>
---	---

ACADEMIC YEAR 2018-2019- SEMESTER III Of BATCH 2017-19(LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
100% responses were positive to the statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner. No point of action to be taken	All the courses were carried out as usual with positive note.

ACADEMIC YEAR 2018-2019- SEMESTER IV Of BATCH 2017-19(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p>For rest all statements - 100% positive feedback was obtained except for two statement there was deviation and hence were considered as point of action.</p> <ul style="list-style-type: none"> <li>▪ Discussion about IA was done</li> <li>▪ Comprehensiveness of the curriculum to make a special educator</li> </ul> <p>(* 17% disagreed with the two statements respectively )</p>	<ul style="list-style-type: none"> <li>▪ May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus .</li> <li>▪ Discussion about IA was done. IA is shown to all the students to maintain transparency in assessment.</li> </ul>

ACADEMIC YEAR 2018-2019- SEMESTER IV Of BATCH 2017-19(LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
100% responses were positive to all the listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.	<ul style="list-style-type: none"> <li>▪ All the courses were carried out as usual with positive note.</li> </ul>





**FEEDBACK ANALYSIS OF FEEDBACK ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR  
2019-2020 TILL SEM ESTER III(Batch 2019-2020( COVID 19 )- UPTO DEC 31<sup>st</sup> 2020**

**SEMESTER I BATCH 2019-2020**

**SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM I and Sem II of BATCH 2019-2021 (HI and 2019-2021(LD)**

The image shows a digital feedback form for current students. It is titled "FEEDBACK ON CURRICULUM – CURRENT STUDENTS" and includes a "Name" field, a "Semester" dropdown menu, and a "Date" field. The form contains several questions with radio button options for "Yes", "No", and "Not Sure". The questions are:

- Learning Outcomes from the selected Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) is suitable?
- Are the hours / credits assigned for the module is appropriate?
- Do you think any of the course can be deleted?
- How do you feel about the course?
- Do you think the curriculum is comprehensive to make a graduate ready?
- Do you think the delivery method is suitable for the course?
- Do you think the delivery method is suitable for the course?

**SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM III and SEM IV of BATCH 2018-2020 (HI ) and 2018-20 (LD) / EXIT SURVEY- SAME FORM)**

**CCJYMS HANSHU ADYANI COLLEGE OF SPECIAL EDUCATION**

NAAC Criteria: 3.4 Feedback System 3.4.3 Mechanism is in place for obtaining structured feedback on the curriculum- semester wise from various stakeholders.

[CLOSURE FEEDBACK OBTAINED FROM THE OUTGOING BATCH OF B.ED CANDIDATES]  
Batch: 2018-2020 (TWO-YEAR) NAME (OPTIONAL): \_\_\_\_\_ B.Ed HI / LD DATE:

**IMPORTANT NOTE:**

- Convert this document in PDF after your responses and send to [rescue.help@proton.me](mailto:rescue.help@proton.me)
- Please give honest response.
- Please note syllabus / program / course / college (HACE) are different from B.Ed. When asked about course (like A1, C13, EE etc) respond about course. When asked about syllabus (document at university level) respond about syllabus and not about semester at college level and vice versa.
- RENAME YOUR FILE WHILE sending to us as shown the sample: smitani@20 closure feedback

- Most useful course from the syllabus: Course #:
- Least useful course from the syllabus: Course #:
- What I like most about the program: (SMART response please)
- What I liked least about the program: (SMART response please)
- Was the balance of speed, sequence and content of syllabus at the college appropriate?
- Best part of doing B.Ed at HACE: (SMART response please)
- How can we improve in: (SMART response please)
- Message for new batch:
- Did this B.Ed syllabus make you a real teacher?
- Rate on 3 point scale: 3 for best and 0 for worst





#	Rate the HACSE in following parameters	Your Score				
		5	4	3	2	1
1	Admission / enrollment processes					
2	Curriculum planning experienced					
3	Completeness of portion and tasks					
4	Exposure through practical / internship / Field engagement					
5	Consistency, fairness and transparency of assessment					
6	Echo system and student friendly learning environment					
7	Co-curricular activities					
8	Professionalism and quality of teaching faculty					
9	Exposure to visiting faculty / experts					
10	App.teaching staff at HACSE					
11	Canteen, sports, recreation					
12	Library and resources					
13	Infrastructure of classrooms, common rooms					
14	Cleanliness and house keeping					
15	Values / professionalism					
16	Placement and alumni support					
17	Experiences beyond syllabus					

9. Write your closing remark / message for team HACSE:  
FROM EMOTIONAL PERSPECTIVE:

FROM RATIONAL PERSPECTIVE:

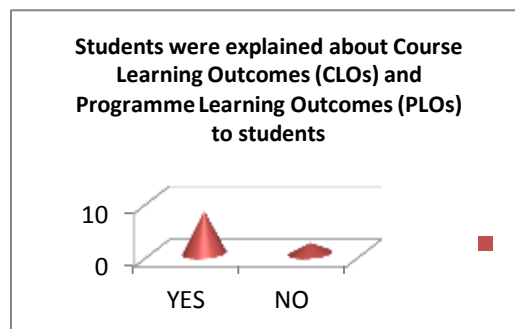
**B Ed Special Education (Hearing Impairment)- SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM I/II/III**

The screenshot shows a digital feedback form for HACSE. It is divided into two main columns. The left column contains a header with the HACSE logo and a title 'FEEDBACK ON CURRICULUM - CURRENT STUDENTS'. Below this are fields for 'Name', 'Institution', 'Semester', 'CP Year', 'CP Batch', and 'CPID'. The right column contains a series of questions, each with radio button options for 'Yes', 'No', or 'Not Applicable'. The questions are: 1. 'Do you think any of the course can be deleted?', 2. 'Do you think any of the course can be added?', 3. 'Are the present course DFD with a good learning experience?', 4. 'Are the present course DFD with a good learning experience?', 5. 'Is a semester wise course distribution appropriate?', 6. 'Do you think the present course is really designed for the students a appropriate course?', 7. 'Do you think any of the course can be deleted?', 8. 'Do you think any of the course can be added?', 9. 'Do you think the curriculum was comprehensive to make a appropriate student?', 10. 'Do you agree to discuss the detailed feedback on curriculum with my teacher?'. At the bottom right, there are 'Back' and 'Submit' buttons.

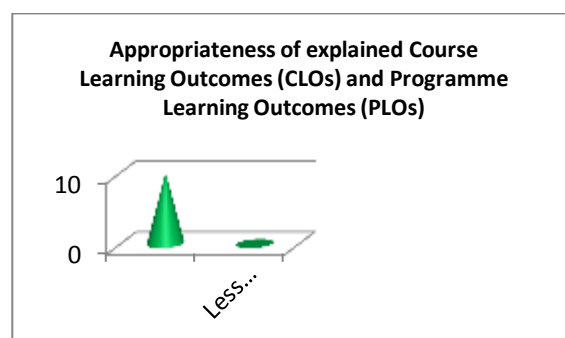
## SEM I B Ed Special Education (HEARING IMPAIRMENT) - SAMPLE FILLED FEEDBACK FORM

### SEMESTER I (HEARING IMPAIRMENT) of BATCH 2019-2020

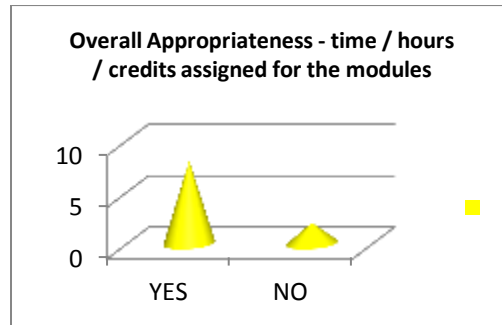
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



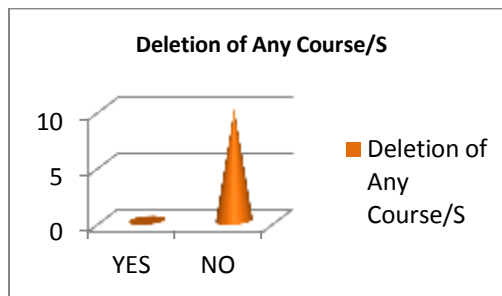
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



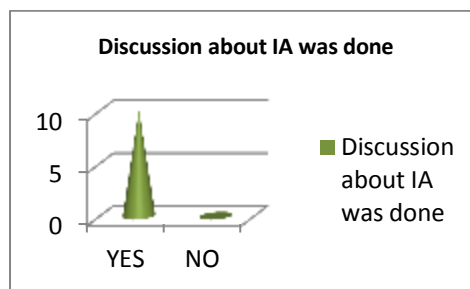
- Overall Appropriateness - time / hours / credits assigned for the modules



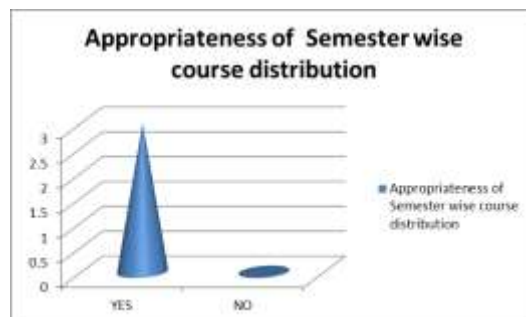
- **Deletion of Any Course/S**



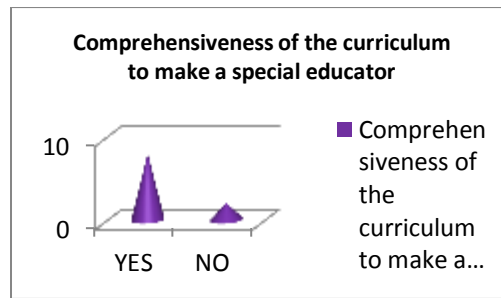
- **Discussion about IA was done**



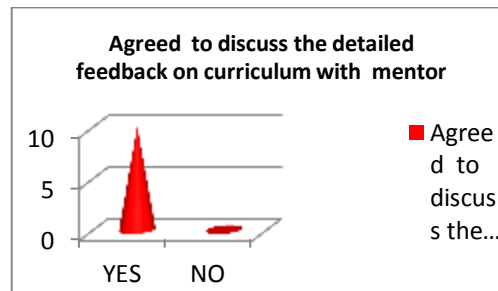
- **Appropriateness of Semester wise course distribution**



- **Comprehensiveness of the curriculum to make a special educator**



- **Agreed to discuss the detailed feedback on curriculum with mentor**



**FEEDBACK ANALYSIS (SEM I of Batch 2019-21 ): (Hearing Impairment )**

- 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Agreed to discuss the detailed feedback on curriculum with mentor
  - ✓ 80% responded- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
  - ✓ 80% responded -Overall Appropriateness - time / hours / credits assigned for the modules
  - ✓ 90% agreed - Appropriateness of Semester wise course distribution
  - ✓ 80% agreed- Comprehensiveness of the curriculum to make a special educator

**SEMESTER I (LEARNING DISABILITY ) of BATCH 2019-2020**

**SEM I B Ed Special Education (LEARNING DISABILITY)- SAMPLE FILLED FEEDBACK FORM**



**FEEDBACK ON CURRICULUM - CURRENT STUDENTS**

Name: \_\_\_\_\_

Sex:  Male  Female

SP Year:  1  2  3

SP Code:  SP10002  SP10003

SP Code:  SP10001  SP10002

DATE: 07/07/2020

1. Was it discussed with you all?  YES  NO

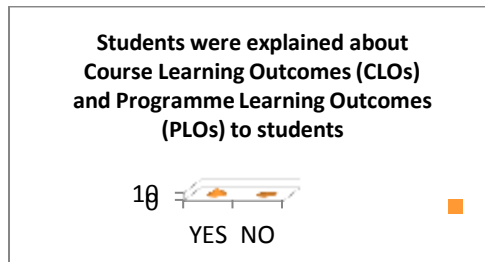
2. Were the project made sources DIVERDIVER a good learning experience?  YES  NO

3. Is semester one course distribution appropriate?  YES  NO

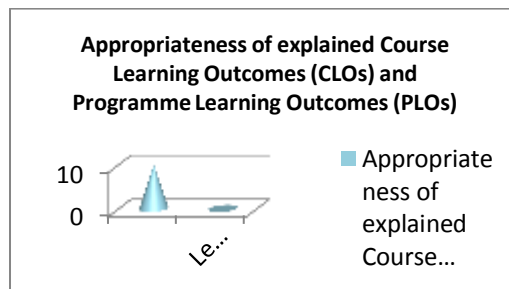
4. Do you think the curriculum was comprehensive to train a special educator?  YES  NO

5. I agree to discuss the detailed feedback on curriculum with my mentor?  YES  NO

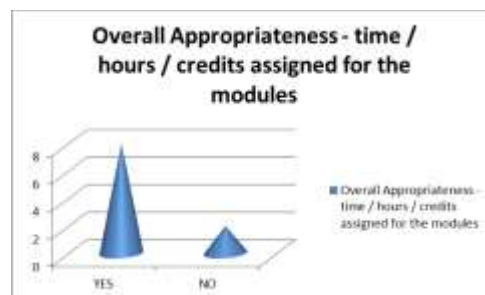
Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



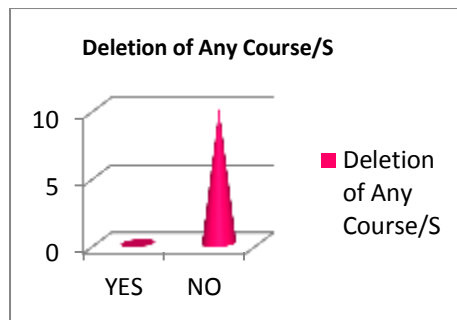
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)



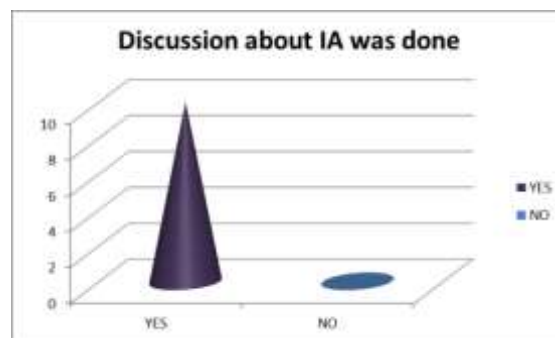
- Overall Appropriateness - time / hours / credits assigned for the modules



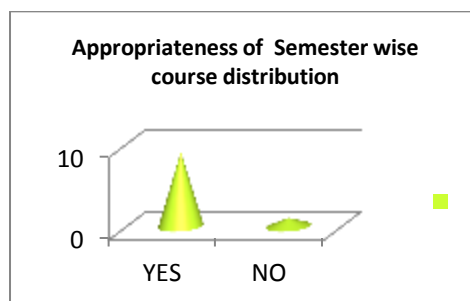
- **Deletion of Any Course/S**



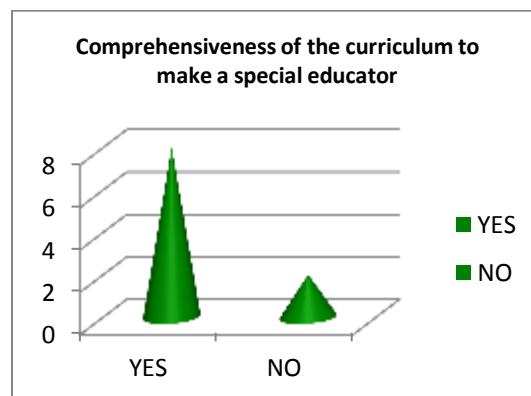
- **Discussion about IA was done**



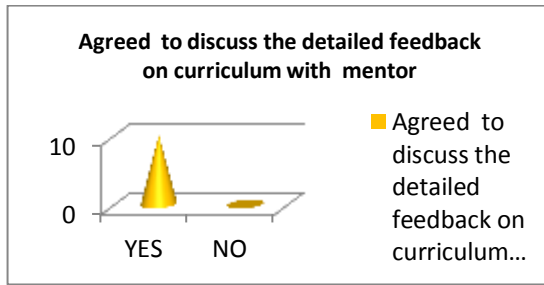
- **Appropriateness of Semester wise course distribution**



- **Comprehensiveness of the curriculum to make a special educator**



- Agreed to discuss the detailed feedback on curriculum with mentor



### FEEDBACK ANALYSIS (SEM I of Batch 2019-21 ): ( Learning Disability )

100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.

- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
  - Overall Appropriateness - time / hours / credits assigned for the modules
  - Deletion of Any Course/S ( 100% view – there should be - No deletion)
  - Appropriateness of Semester wise course distribution
  - Agreed to discuss the detailed feedback on curriculum with mentor
- \*33% disagreed to two statements :
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students  
Comprehensiveness of the curriculum to make a special educator
- 67% agreed- Discussion about IA was done

### SEMESTER II (HEARING IMPAIRMENT) of BATCH 2019-2020

#### SEM II B Ed Special Education (Hearing Impairment)- SAMPLE FILLED FEEDBACK FORM

**FEEDBACK ON CURRICULUM - CURRENT STUDENTS**

Name: \_\_\_\_\_  
Other: \_\_\_\_\_

Gender:  Male  Female  Not Sure

DOB:  2019-20  2020-21

Roll No:  201920  202021

**QUESTIONS**

1. Learning Outcomes: Were the explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) in-sufficient?  Yes  No

2. The total hours (L20/P20) is less?  2019-20  2020-21

3. Do you feel the time / hours / credits assigned for the modules is appropriate overall?  Yes  No

4. Did you think any of the courses can be deleted?  Yes  No

5. Was it discussed with you all?  Yes  No

6. Was the program made easier (L20/P20) a good learning experience?  Yes  No

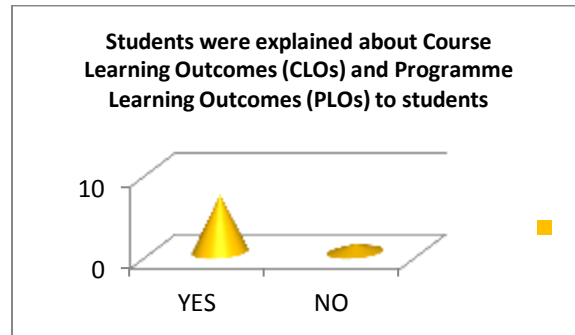
7. Was it discussed with you all?  Yes  No

8. Was the program made easier (L20/P20) a good learning experience?  Yes  No

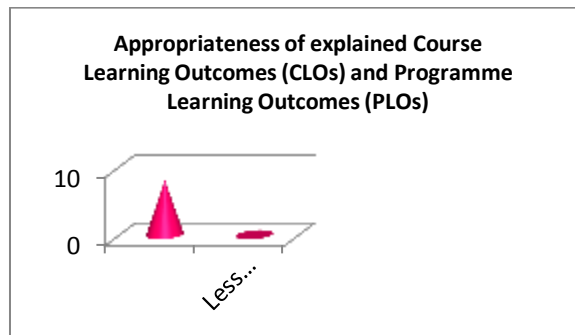
9. Was it discussed with you all?  Yes  No

10. Was the program made easier (L20/P20) a good learning experience?  Yes  No

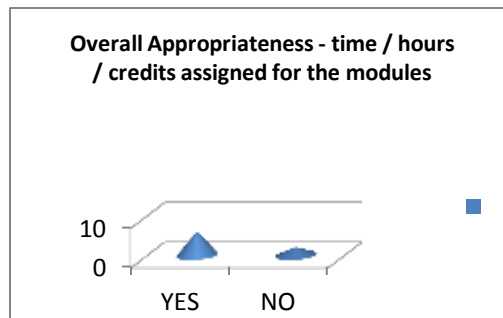
- **Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students**



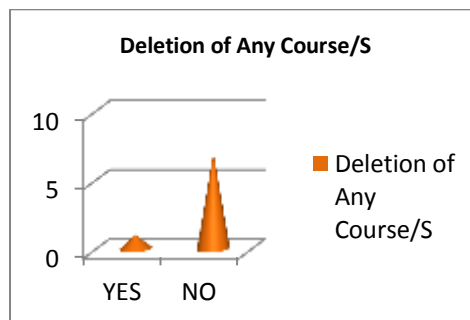
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



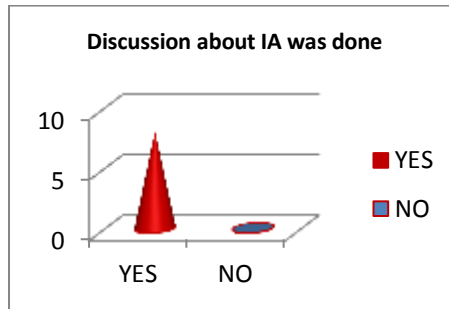
- **Overall Appropriateness - time / hours / credits assigned for the modules**



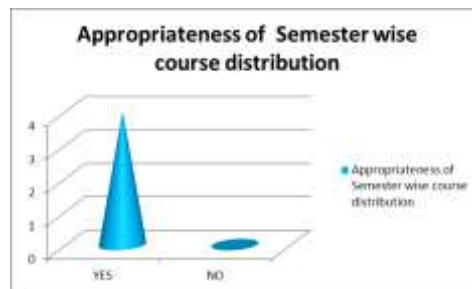
- **Deletion of Any Course/S**



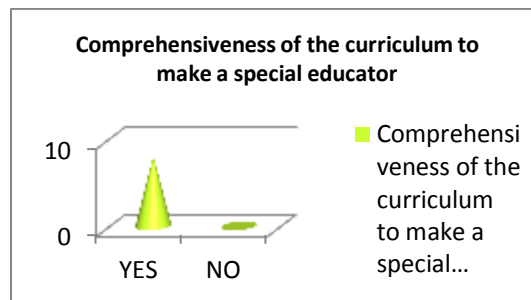
- Discussion about IA was done



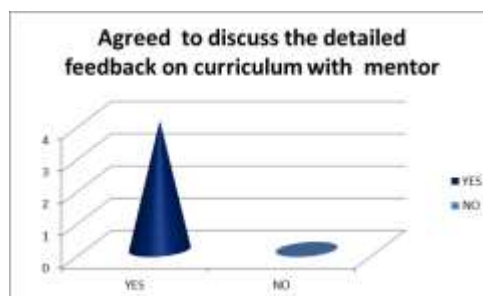
- Appropriateness of Semester wise course distribution



- Comprehensiveness of the curriculum to make a special educator



- Agreed to discuss the detailed feedback on curriculum with mentor



### FEEDBACK ANALYSIS (SEM II of Batch 2019-21 ): (Hearing Impairment)

- 100% responses were positive to the below listed statements except Statement - Comprehensiveness of the curriculum to make a special educator , where 25% disagreed to it.

This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.



- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Agreed to discuss the detailed feedback on curriculum with mentor

### SEMESTER II (LEARNING DISABILITY ) of BATCH 2019-2020

#### SEM II B Ed Special Education (Learning Disability)- SAMPLE FILLED FEEDBACK FOR

1. Learning Outcomes: Were you explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students?  YES  NO

2. Did you think any of the courses can be deleted?  YES  NO

3. Was IA discussed with you?  YES  NO

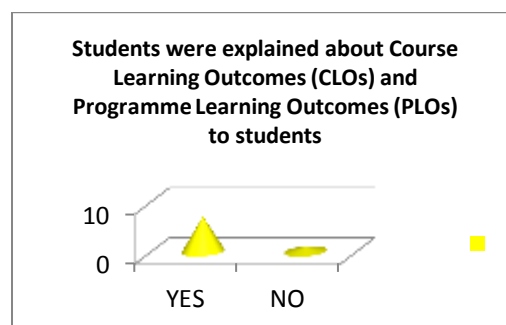
4. Were the project made courses BIDD or BIR a good learning experience?  YES  NO

5. Is semester wise course distribution appropriate?  YES  NO

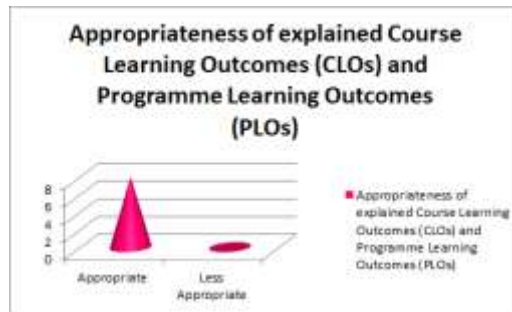
6. Do you think the curriculum was comprehensive to make a special educator?  YES  NO

7. I agree to discuss the detailed feedback on curriculum with my mentor?  YES  NO

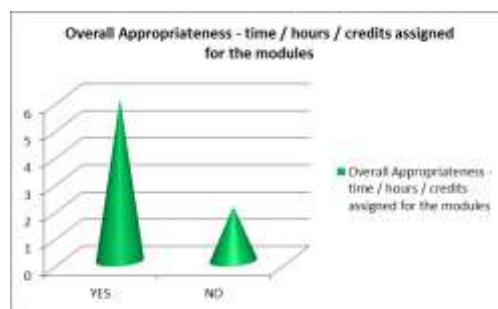
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



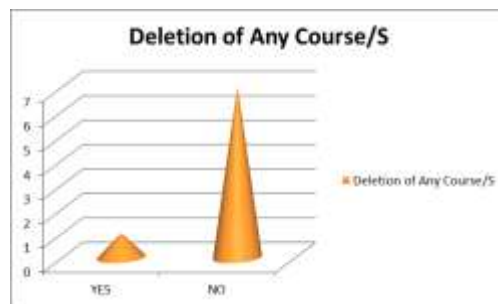
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



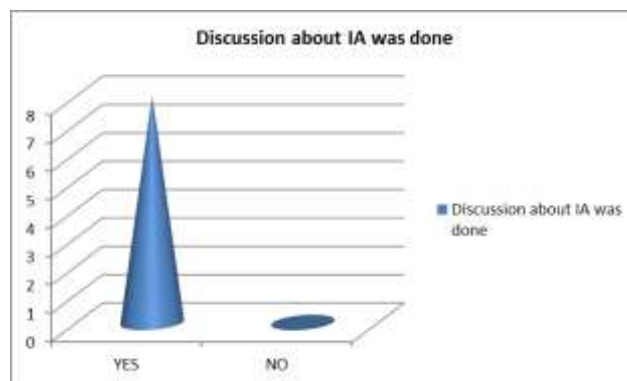
- **Overall Appropriateness - time / hours / credits assigned for the modules**



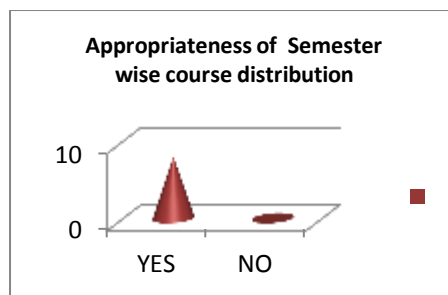
- **Deletion of Any Course/S**



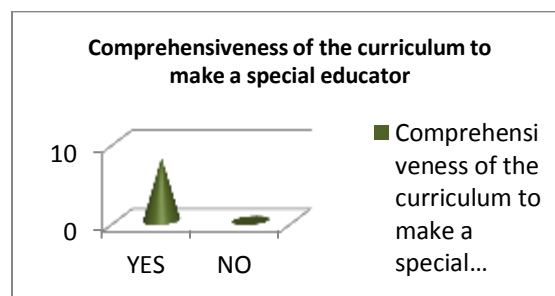
- **Discussion about IA was done**



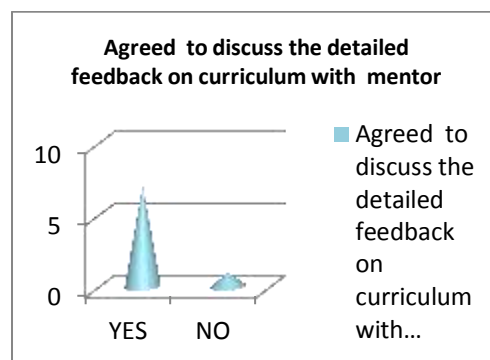
▪ **Appropriateness of Semester wise course distribution**



▪ **Comprehensiveness of the curriculum to make a special educator**



▪ **Agreed to discuss the detailed feedback on curriculum with mentor**



**FEEDBACK ANALYSIS (SEM II of Batch 2019-21 ): (Learning Disability )**

- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
  - Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
  - Discussion about IA was done
  - Appropriateness of Semester wise course distribution
  - Comprehensiveness of the curriculum to make a special educator
- Deviation was found:

87.5% responded -

- ✓ Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students





- ✓ Deletion of Any Course/S ( 100% view – there should be - No deletion)
- ✓ Agreed to discuss the detailed feedback on curriculum with mentor

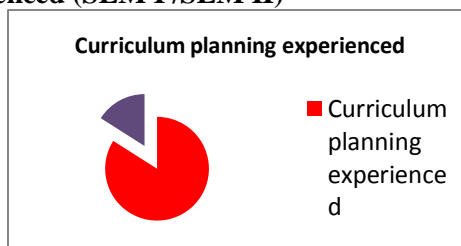
75% responded - Overall Appropriateness - time / hours / credits assigned for the modules

### FEEDBACK ANALYSIS (SEM III and SEM IV) of B Ed Hearing Impairment of BATCH 2018-2020

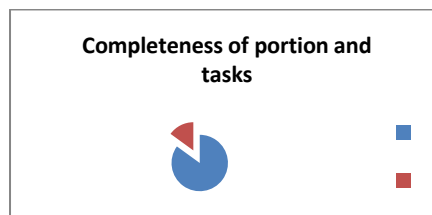
NOTE- During Exit Survey All together Feedback was obtained for 4 Semesters together SEM I to SEM IV. For Analysis Sem I, Sem II , Sem III , Sem IV Feedback is analysed together. Same feedback analysis and same action taken report is placed twice separately for academic years 2018-19 and 2019-2020 for BATCH 2018-2020.

#### FEEDBACK ANALYSIS OF SEMESTER I AND SEM II OF BATCH 2018-2020 ( HEARING IMPAIRMENT)

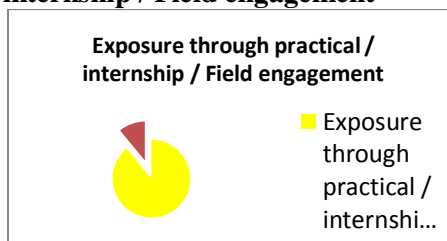
- Curriculum planning experienced (SEM I /SEM II)



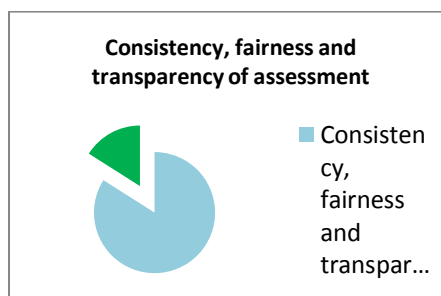
- Completeness of portion and tasks



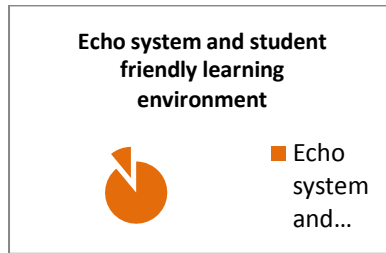
- Exposure through practical / internship / Field engagement



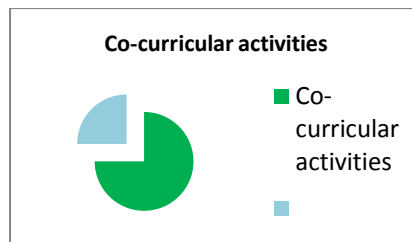
- Consistency, fairness and transparency of assessment



- **Echo system and student friendly learning environment**



- **Co-curricular activities**



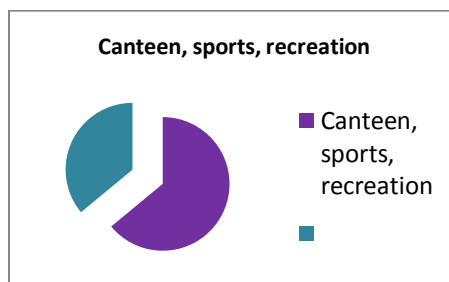
- **Professionalism and quality of teaching faculty**



- **Exposure to visiting faculty / experts**

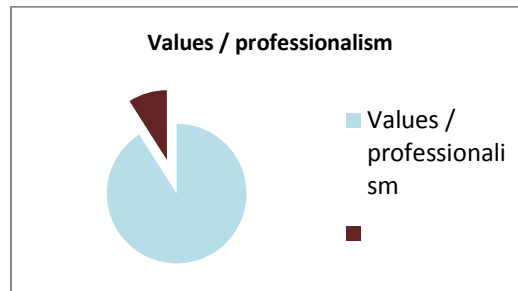


- **Canteen, sports, recreation**

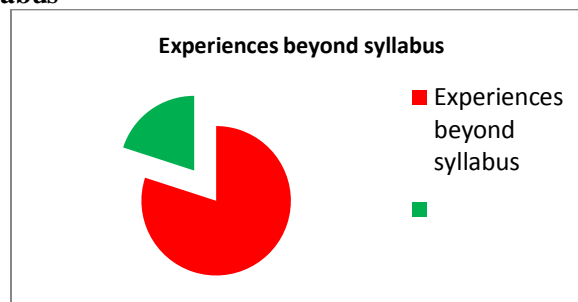




- Values / professionalism



- Experiences beyond syllabus



**FEEDBACK ANALYSIS (SEM III and SEM IV –Hearing Impairment of 2018-2020)**

II FEEDBACK ANALYSED OF PROGRAMME B Ed BATCH 2018-2020 SEM I & SEM	Hearing Impairment
<b>FEEDBACK ANALYSIS</b>	<b>Scores Obtained (Positive Response)</b>
Curriculum planning experienced (SEM I /SEM II)	92%
Completeness of portion and tasks	96%
Exposure through practical / internship / Field engagement	96%
Consistency, fairness and transparency of assessment	93%
• Echo system and student friendly learning environment	100%
• Co-curricular activities	72%
• Professionalism and quality of teaching faculty	96%
• Exposure to visiting faculty / experts	96%
• Canteen, sports, recreation	40%
• Values / professionalism	92%
• Experiences beyond syllabus	88%

**From Sem III-Most useful Course –B 11, D17, B11,ABA,C15, F1- Disability Specialisation Field Engagement, C14**

**Least Useful Course –D17**

**From Sem III-Most useful Course –B10, D18,D19**

**Least Useful Course-D18,D19**

**SAMPLE –FILLED FEEDBACK FORM- SEM I & SEM III of BATCH 2018-20 (LD)**





CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION

NAAC Criteria: 1.4 Feedback System 1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum- semester wise from various stakeholders.

(CLOSURE FEEDBACK OBTAINED FROM THE OUTGOING BATCH OF B. ED CANDIDATES Batch 2018-2020 (TWO-YEARS) , NAME (OPTIONAL) : Mohit Gupta , B.Ed : LD , DATE: 09th- Aug- 2020

IMPORTANT NOTE:

- 1. Convert this document in PDF after your responses and send to reachus.hacse@protonmail.com
2. Please give honest response.
3. Please note syllabus / program / course / college (HACSE) are different from each others. When asked about course (like A1, C15, E3 etc) respond about course. When asked about syllabus (document at university level) respond about syllabus and not about transaction at college level. And vice versa.
4. RENAME YOUR FILE WHILE sending to us as shown the sample: smitaHI1820 closure feedback

- 1. Most useful course from the syllabus: Course #: C15 .
2. Least useful course from the syllabus: Course #: D19.
3. What I like most about the program: (SMART response please) : Deal with multiple disability child, how to engage with special child , and how to implement a lesson with special child.
4. What I liked least about the program: (SMART response please ) : Nothing
5. Was the balance of speed, sequence and content of syllabus at the college appropriate : No.
6. Best part of doing B Ed at HACSE: (SMART response please) : Yes .It was a best part and learning platform to implement in a future.
7. HACSE can improve in: (SMART response please) : Not Applicable . All facilities are good.
8. Message for new batch: To get an opportunity to learn from excellent teachers.

FEEDBACK ANALYSIS (SEM III and SEM IV) of B LEARNING DISABILITY of BATCH 2018-2020

- 9. Did this B.Ed syllabus make you a real teach ? : Yes .
10. Rate on 5 point scale. 5 for best and 0 for worst

Table with 3 columns: #, Rate the HACSE in following parameters, and Your Score (5 4 3 2 1). Rows include parameters like Admission/enrollment processes, Curriculum planning, Completeness of portion, etc.

9. Write your closing remark / message for team HACSE: Thank you Hacse, I was the part of your respective college. It was a best learning part of my whole life, it was cleared all query of my learning part. I gain lots of thing and learning part from Hacse. And I never forget all memory from Hacse. Once again thank you Hacse and all staff members.

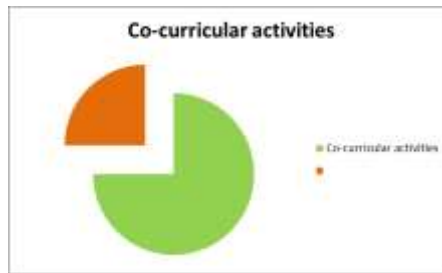
FROM EMOTIONNAL PERSPECTIVE: It was such a nice trip of gram mangal visit at Palghar. It was a nice day to enjoy with friends and teacher. It was a memorable day .

FROM RATIONAL PERSPECTIVE: In this Hacse , I worked and learned together to pursue a specific goals. The organization are also collaborated with needfully. This is a concerned with an organizations ability to achieve the goals.





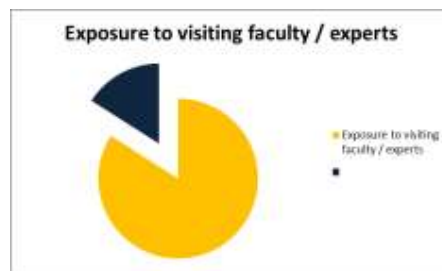
- **Co-curricular activities**



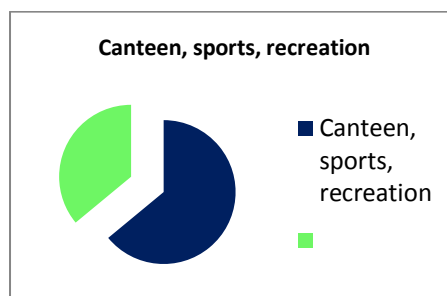
- **Professionalism and quality of teaching faculty**



- **Exposure to visiting faculty / experts**



- **Canteen, sports, recreation**

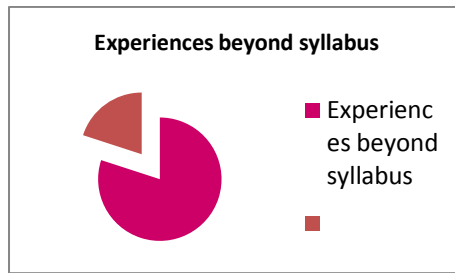


- **Values / professionalism**





• Experiences beyond syllabus



**FEEDBACK ANALYSIS (SEM III and SEM IV–Learning Disability of 2018-2020)**

<b>II FEEDBACK ANALYSED OF PROGRAMME B Ed BATCH 2018-2020 SEM I &amp; SEM</b>	<b>Learning Disability</b>
<b>FEEDBACK ANALYSIS</b>	<b>Scores Obtained (Positive Response)</b>
Curriculum planning experienced (SEM I /SEM II)	84%
Completeness of portion and tasks	85%
Exposure through practical / internship / Field engagement	89%
Consistency, fairness and transparency of assessment	84%
• Echo system and student friendly learning environment	89%
• Co-curricular activities	75%
• Professionalism and quality of teaching faculty	85%
• Exposure to visiting faculty / experts	84%
• Canteen, sports, recreation	64%
• Values / professionalism	91%
• Experiences beyond syllabus	80%

**From Sem III-Most useful Course –B 11, D17, B11,ABA,C15, F1- Disability Specialisation Field Engagement, C14**

**Least Useful Course –D17**

**From Sem III-Most useful Course –B10, D18,D19**

**Least Useful Course-D18,D19**



**B Ed Special Education (Hearing Impairment)- SAMPLE – EMPTY FILLED FEEDBACK FORM- SEM I/II/III**

**FEEDBACK ON CURRICULUM – CURRENT STUDENTS**

Name: \_\_\_\_\_

Semester:  I  II  III

Of Year:  2019-2020  2020-2021

Of Batch:  2019-2020  2020-2021

DATE: \_\_\_\_\_

**QUESTIONS/STATEMENTS**

1. Learning Outcomes: Were you explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students?  Yes  No

2. Has the course (CLO/PLO) been?  excellent  satisfactory  not explained

3. Do you feel the above 12 hours credits assigned for the modules is appropriate amount?  Yes  No

4. Do you think any of the course can be deleted?  Yes  No

5. Has it discussed with you?  Yes  No

6. Do you think any of the course can be deleted?  Yes  No

7. Has it discussed with you?  Yes  No

8. Have the program made courses (CLO) with a good learning experience?  Yes  No

9. Do semester-wise course distribution appropriate?  Yes  No

10. Do you think the curriculum was comprehensive to make a good education?  Yes  No

11. Degree to discuss the detailed feedback on curriculum with my teacher?  Yes  No

Back Submit

**SEM III B Ed Special Education (Hearing Impairment)- SAMPLE FILLED FEEDBACK FORM**

**FEEDBACK ON CURRICULUM – CURRENT STUDENTS**

Name: Anitha yash

Semester:  I  II  III

Of Year:  2019-2020  2020-2021

Of Batch:  2019-2021

DATE: 01 / 07 / 2021

**QUESTIONS/STATEMENTS**

1. Learning Outcomes: Were you explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students?  Yes  No

2. Has the course (CLO/PLO) been?  excellent  satisfactory  not explained

3. Do you feel the above 12 hours credits assigned for the modules is appropriate amount?  Yes  No

4. Do you think any of the course can be deleted?  Yes  No

5. Has it discussed with you?  Yes  No

6. Do you think any of the course can be deleted?  Yes  No

7. Has it discussed with you?  Yes  No

8. Have the program made courses (CLO) with a good learning experience?  Yes  No

9. Do semester-wise course distribution appropriate?  Yes  No

10. Do you think the curriculum was comprehensive to make a good education?  Yes  No

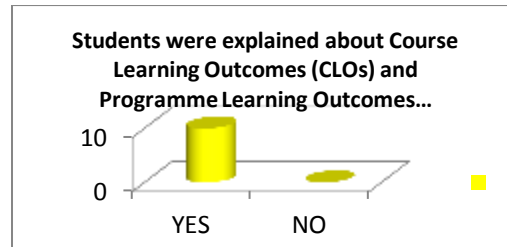
11. Degree to discuss the detailed feedback on curriculum with my teacher?  Yes  No

**SEMESTER III (HEARING IMPAIRMENT ) of BATCH 2019-2021**

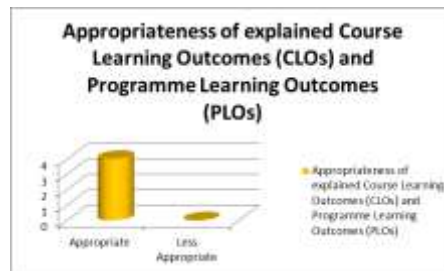
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



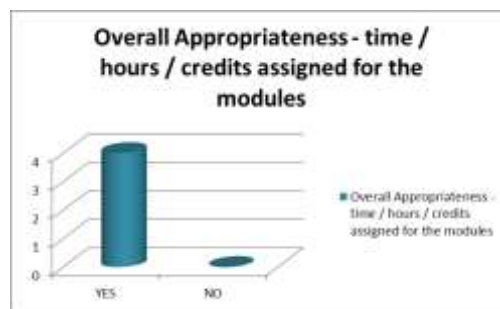




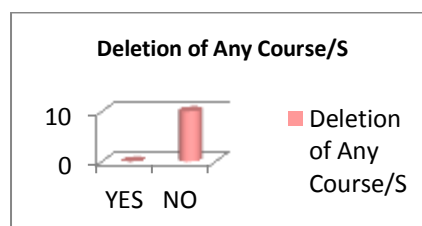
- **Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



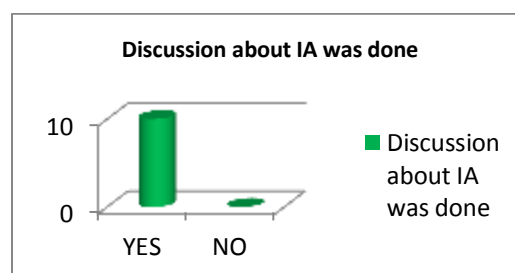
- **Overall Appropriateness - time / hours / credits assigned for the modules**



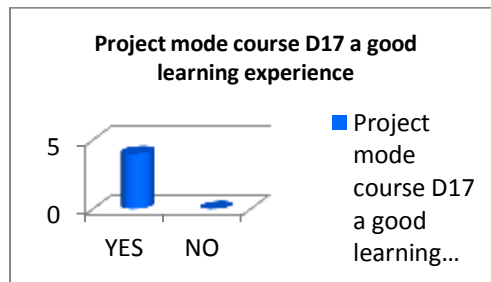
- **Deletion of Any Course/S**



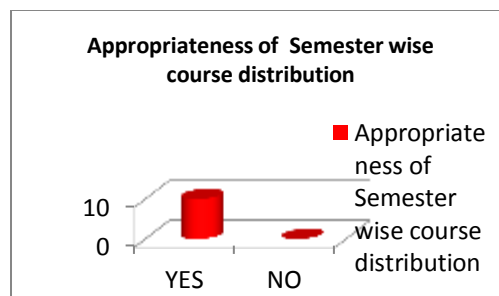
- **Discussion about IA was done**



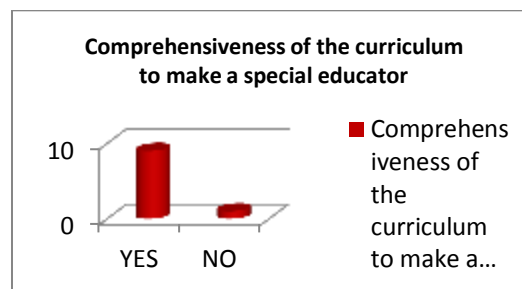
- **Project mode course D17 a good learning experience**



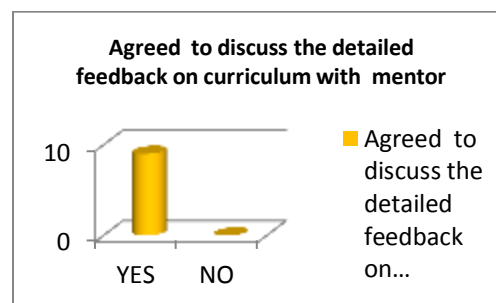
- **Appropriateness of Semester wise course distribution**



- **Comprehensiveness of the curriculum to make a special educator**



- **Agreed to discuss the detailed feedback on curriculum with mentor**



### FEEDBACK ANALYSIS (SEM III of Batch 2020-21 ): (Hearing Impairment)

- ☐ 100% responses were positive to the below listed statements except two statements the responses varied . This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Overall Appropriateness - time / hours / credits assigned for the modules



- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Project mode course D17 a good learning experience
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- Agreed to discuss the detailed feedback on curriculum with mentor

25% disagreed to two statements –

- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Comprehensiveness of the curriculum to make a special educator

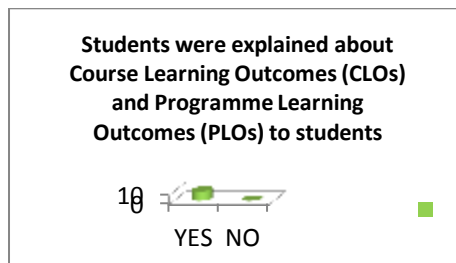
**SEM III B Ed Special Education (LEARNING DISABILITY)- SAMPLE FILLED FEEDBACK FORM**

The screenshot shows a digital feedback form with the following questions and responses:

- 1. Learning Outcomes (CLOs) are explained/ Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) are explained?  YES
- 2. You find more CLO/PLOs here?  MORE
- 3. Do you find the form/ form/ module/ assignment/ the modules/ assignment useful?  YES
- 4. Do you find any of the courses not to be deleted?  YES  NO
- 5. Do you discuss with you of?  YES
- 6. Do you discuss with you of?  YES
- 7. Do you discuss with you of?  YES
- 8. Do you discuss with you of?  YES
- 9. Do you discuss with you of?  YES
- 10. Do you discuss with you of?  YES
- 11. Do you discuss with you of?  YES
- 12. Do you discuss with you of?  YES
- 13. Do you discuss with you of?  YES
- 14. Do you discuss with you of?  YES
- 15. Do you discuss with you of?  YES
- 16. Do you discuss with you of?  YES
- 17. Do you discuss with you of?  YES
- 18. Do you discuss with you of?  YES
- 19. Do you discuss with you of?  YES
- 20. Do you discuss with you of?  YES

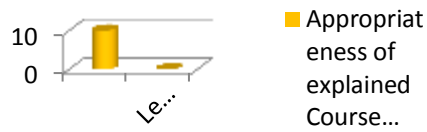
**SEMESTER III (LEARNING DISABILITY ) of BATCH 2019-2021**

- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students



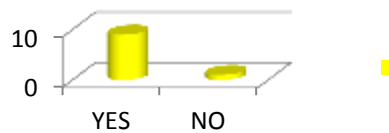
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)

**Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)**



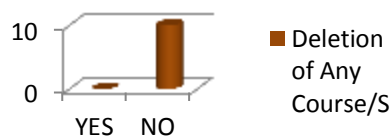
- Overall Appropriateness - time / hours / credits assigned for the modules

**Overall Appropriateness - time / hours / credits assigned for the modules**



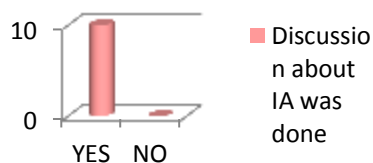
- Deletion of Any Course/S

**Deletion of Any Course/S**



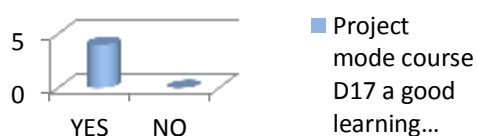
- Discussion about IA was done

**Discussion about IA was done**



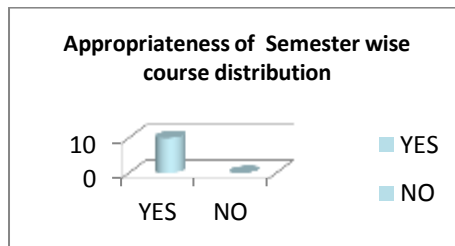
- Project mode course D17 a good learning experience

**Project mode course D17 a good learning experience**

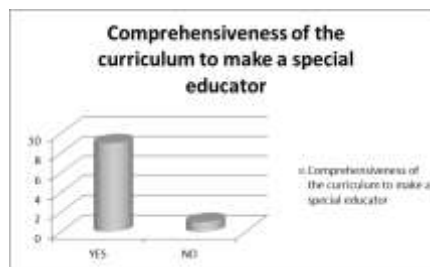




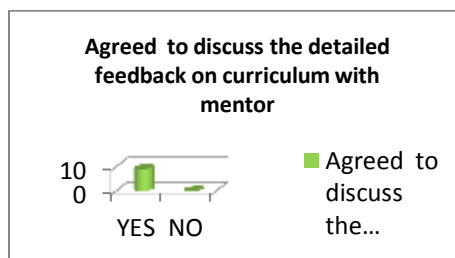
▪ **Appropriateness of Semester wise course distribution**



▪ **Comprehensiveness of the curriculum to make a special educator**



▪ **Agreed to discuss the detailed feedback on curriculum with mentor**



**FEEDBACK ANALYSIS (SEM III of Batch 2019-21): (Learning Disability)**

- ☐ 100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.
- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students
- Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)
- Project mode course D17 a good learning experience
- Deletion of Any Course/S ( 100% view – there should be - No deletion)
- Discussion about IA was done
- Appropriateness of Semester wise course distribution
- ☐ 90% responded it positively to each of the three below listed statements :
- Overall Appropriateness - time / hours / credits assigned for the modules
- Comprehensiveness of the curriculum to make a special educator
- Agreed to discuss the detailed feedback on curriculum with mentor



**ACTION TAKEN REPORT ON CURRICULUM –FROM STUDENTS IN ACADEMIC YEAR 2019-2020 TILL SEMESTER III(Batch 2019-2020( COVID 19 )- UPTO DEC 31<sup>st</sup> 2020**

**ACADEMIC YEAR 2019-20- SEMESTER I Of BATCH 2019--20(LD)**

POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p>For rest all statements - 100% positive feedback was obtained except for three statement there was deviation and hence were considered as point of action.</p> <ul style="list-style-type: none"> <li>• Explanation of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li>• Comprehensiveness of the curriculum to make a special educator</li> <li>• Discussion about IA was done</li> </ul>	<p>All the courses were carried out as usual with more positive thinking.</p> <ul style="list-style-type: none"> <li>• Care to be taken -1. Faculty should circulate CLO/Highlight (explain)CLOs /make an effort that students spare few minutes to read CLOs before they actually start reading/learning respective course. Mostly its explained but even that 33% who disagreed that its not explained should be made alert , made to pay attention to it.</li> <li>• For Lack of Comprehensiveness - May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus . Further forthcoming years/semesters at college level/faculty level/ individual level care will be taken from this aspect.</li> <li>• Discussion about IA was done. IA is shown to all the students to maintain transparency in assessment.</li> </ul>



**ACADEMIC YEAR 2019-20- SEMESTER I OF BATCH 2019--20(HI)**

POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p>100% responses were positive to the below listed statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriateness of explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)</li> <li><input type="checkbox"/> Deletion of Any Course/S ( 100% view – there should be - No deletion)</li> <li><input type="checkbox"/> Discussion about IA was done</li> <li><input type="checkbox"/> Agreed to discuss the detailed feedback on curriculum with mentor</li> </ul> <p>Except for four statement there was deviation and hence were considered as point of action.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 80% responded- Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li><input type="checkbox"/> 80% responded -Overall Appropriateness - time / hours / credits assigned for the modules</li> <li><input type="checkbox"/> 90% agreed - Appropriateness of Semester wise course distribution</li> <li><input type="checkbox"/> 80% agreed- Comprehensiveness of the curriculum to make a special educator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Care to be taken -1. Faculty should circulate CLO/Highlight (explain)CLOs /make an effort that students spare few minutes to read CLOs before they actually start reading/learning respective course. Mostly its explained but even that who disagreed that its not explained should be made alert will be made to pay attention to it.</li> <li><input type="checkbox"/> B Ed Special Education Curriculum is framed, Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Hence this aspect of - Appropriateness of Semester wise course distribution- only during syllabus revision may be taken into account by university ,again depends on opinion of all colleges.</li> </ul> <p><u>For Appropriateness of Semester wise course distribution/ Overall Appropriateness - time / hours / credits assigned for the modules -</u></p> <p>Teachers were advised to modify /extend the time /hours if required at individual level so that there is proper time allotted to content as per the requirement of the respective unit/subunit of modules of the course. May be during revision of syllabus –suggestion can be given on this modification in Semester wise course distribution..</p> <p>B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For Lack of Comprehensiveness - May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and</li> </ul>



	<p>Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus . Further forthcoming years/semesters at college level/faculty level/ individual level care will be taken from this aspect.</p>
--	---

ACADEMIC YEAR 2019-2020- SEMESTER II Of BATCH 2019-2020(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p>100% responses were positive to the below listed statements except Statement - Comprehensiveness of the curriculum to make a special educator , where 25% disagreed to it. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner.</p> <p>Point of Action – Comprehensiveness of the curriculum to make a special educator</p>	<p>All the courses were carried out as usual with more positive thinking</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For Slight Lack of Comprehensiveness - May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus . Further forthcoming years/semesters at college level/faculty level/ individual level care will be taken from this aspect.</li> </ul>

ACADEMIC YEAR 2019-2020- SEMESTER II Of BATCH 2019-2020(LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p>Deviation was found: 87.5% responded -</p> <ul style="list-style-type: none"> <li>✓ Students were explained about Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students</li> <li>✓ Deletion of Any Course/S ( 100% view – there should be - No deletion)</li> <li>✓ Agreed to discuss the detailed feedback on curriculum with mentor</li> </ul> <p>75% responded - Overall Appropriateness - time / hours / credits assigned for the modules</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% responses were positive to other four statements .</li> </ul> <p>Hence four 4 points Point of Action was taken /were points of action-</p> <ol style="list-style-type: none"> <li>1. Explanation of CLO/PLO</li> <li>2. Deletion of courses</li> <li>3. Sharing feedback with mentors</li> <li>4. Assignment of Credit/time/hours – Overall Appropriate</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Care to be taken -1. Faculty should circulate CLO/Highlight (explain)CLOs /make an effort that students spare few minutes to read CLOs before they actually start reading/learning respective course. Mostly its explained but even that who disagreed that its not explained should be made alert will be made to pay attention to it.</li> <li><input type="checkbox"/> Deletion of courses will not possible as discussed below . May be during revision of syllabus –suggestion can be given.</li> <li><input type="checkbox"/> All the students who provided us with feedback were convinced for sharing detailed feedback on curriculum with their mentors.</li> <li><input type="checkbox"/> <u>For Appropriateness of Semester wise course distribution/ Overall Appropriateness - time / hours / credits assigned for the modules -</u> Teachers were advised to modify /extend the time /hours if required at individual level so that there is proper time allotted to content as per the requirement of the respective unit/subunit of modules of the course. May be during revision of syllabus –suggestion can be given on this modification in Semester wise course distribution..</li> </ul>





ACADEMIC YEAR 2019-2020- SEMESTER III /IV Of BATCH 2018-2020(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
Curricular activities and sports are the two areas where the core obtained were less than expected .Hence more attention would be paid to these two.	Co-curricular activities will be given weightage is what has been decided by the college in addition to regular teaching. Basically the curriculum is so heavy , time taking to give the inputs with limited time at hand ,still college will take in account this point hence forth. Sports- College do have assembly where basic exercises are taught to them and even yoga sessions are started for batch 2019-202 . College even has gymnasium those interested can take membership and go ahead. Still in addition to this more plans will be taken in future-
<b>Point of Action:</b> More inputs to most useful courses to be given – more updated information ,external speakers, collaborations, visits, practical knowledge etc. And least useful courses less weightage to be given rather saving time and utilising same for useful courses.	<b>Point of Action:</b> More inputs to most useful courses is given – more updated information, external speakers, collaborations, visits, practical knowledge etc are invited (online/offline) And least useful courses less weightage is given rather saving time and utilising same for useful courses.

ACADEMIC YEAR 2019-2020- SEMESTER III/IV Of BATCH 2018-20 (LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
Curricular activities and sports are the two areas where the core obtained were less than expected .Hence more attention would be paid to these two.	Co-curricular activities will be given weightage is what has been decided by the college in addition to regular teaching. Basically the curriculum is so heavy , time taking to give the inputs with limited time at hand ,still college will take in account this point hence forth. Sports- College do have assembly where basic exercises are taught to them and even yoga sessions are started for batch 2019-202 . College even has gymnasium those interested can take membership and go ahead. Still in addition to this more plans will be taken in future-
<b>Point of Action:</b> More inputs to most useful courses to be given – more updated information ,external speakers, collaborations, visits, practical knowledge etc. And least useful courses less weightage to be given rather saving time and utilising same for useful courses.	<b>Point of Action:</b> More inputs to most useful courses is given – more updated information, external speakers, collaborations, visits, practical knowledge etc are invited (online/offline) And least useful courses less weightage is given rather saving time and utilising same for useful courses.

\*\*\*\*\*COVID PERIOD AS PER NAAC DATA TILL 31<sup>st</sup> DEC 2020 Hence FEEBACK OF SEM III BATCH 2019-2021) ANALYSED TOO

ACADEMIC YEAR 2020-2021- SEMESTER III Of BATCH 2019-21(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<input type="checkbox"/> 100% responses - positive responses - except two statements the responses varied . 25% disagreed to two statements – <input checked="" type="checkbox"/> Students were explained about Course Learning Outcomes (CLOs) and	<input type="checkbox"/> Students are told the purpose behind the CLO/PLO prior starting teaching any course or respective module of the course and significance of understanding it before starting learning the content. Care was taken to focus on significance of CLO and always reminded to students respective CLO will help to build the foundation of the



<p>Programme Learning Outcomes (PLOs) to students</p> <p>✓ Comprehensiveness of the curriculum to make a special educator</p>	<p>respective course.</p> <p><input type="checkbox"/> For Slight Lack of Comprehensiveness - May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus . Further forthcoming years/semesters at college level/faculty level/ individual level care will be taken from this aspect.</p>
---	--

ACADEMIC YEAR 2020-2021- SEMESTER III Of BATCH 2019-21(LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
<p><input type="checkbox"/> 100% responses - positive responses - except two statements the responses varied .</p> <p><input type="checkbox"/> 90% responded it positively to each of the three below listed statements and these were the action points to be worked on-</p> <ul style="list-style-type: none"> <li>• Overall Appropriateness - time / hours / credits assigned for the modules</li> <li>• Comprehensiveness of the curriculum to make a special educator</li> <li>• Agreed to discuss the detailed feedback on curriculum with mentor</li> </ul>	<p><input type="checkbox"/> <u>Overall Appropriateness - time / hours / credits assigned for the modules -</u> Teachers were advised to modify /extend the time /hours if required at individual level so that there is proper time allotted to content as per the requirement of the respective unit/subunit of modules of the course. May be during revision of syllabus –suggestion can be given on this modification in Semester wise course distribution..</p> <p><input type="checkbox"/> For Slight Lack of Comprehensiveness - May be during revision of syllabus –suggestion can be given on this aspect since syllabus is framed by University of Mumbai. Principal and Programme Coordinators have given flexibility to faculty teaching respective content to invite expert/ guest lecturer /collaborate with other colleges and provide additional content/ input /expertise other than covered in syllabus . Further forthcoming years/semesters at college level/faculty level/ individual level care will be taken from this aspect.</p> <p><input type="checkbox"/> All the students who provided us with feedback were convinced for sharing detailed feedback on curriculum with their mentors.</p>

  
 ANURAG HADDAR  
 PRINCIPAL  
 DEPARTMENT OF SPECIAL EDUCATION  
 UNIVERSITY OF MUMBAI  
 400 032

  
 ANURAG HADDAR  
 PRINCIPAL  
 DEPARTMENT OF SPECIAL EDUCATION  
 UNIVERSITY OF MUMBAI  
 400 032