

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 C	URRICULUM -	CURRENT ST	UDENTS	hi i ki i
Name				(Optio	nal)
Semester	Of Year	Of Batch	2015-16	D	ate
	ne following questions by y one <u>tick)and</u> /or fill i				at corresponds to
1. Learning Outco Outcomes (PLOs) to	mes: Were you explain o students?	edCourse Learnin	g Outcomes (CL Yes	Os) and Progra	mme Learning
You find these to be	2:		appropriate 📃	/ less appro	opriate
2. Do you feel the ti	me/hours/credits assig	gned for the modu	les is appropriate	overall? Yes	/ No
3. Did you think an	y of the <u>course</u> can be de	eleted?		Yes	/ No
4. Was IA discusse	ed with you all?	Yes 📃	No 📃		
5. Were the projec	ct mode courses D17/	D18/D19 a good	learning exper	ience? Yes	No No
6. Is semester wis	e course distribution a	ppropriate ??	Yes	No	
7. Do you think th	e curriculum was com	prehensive to m	ake a special e	ducator? Yes	No
*I agree to discuss t	he detailed feedback on	curriculum with n	ny mentor? Y	es 📃	No

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

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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











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







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

ACADEMIC YEAR 2015-2016- SEMESTER I OF BATCH 2015-2017			
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN		
60% responses are of view on deletion of courses – from the students who replied to feedback form .	 Deletion of courses will not possible as discussed below . 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. 		
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			
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN		
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.		



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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 C	URRICHT UM - CI	IPPENT ST	I	
Name				(Optio	nal)
Semester	Of Year	Of Batch	2015-10	6D	ate
	the following questions by ly one <u>tick)and</u> /or fill i				at corresponds to
1. Learning Outco Outcomes (PLOs) t	omes: Were you explain to students?	edCourse Learning C	Outcomes (Cl Yes		mme Learning
You find these to b	e:	ар	propriate	/ less appro	opriate 📃
2. Do you feel the t	time / hours / credits assig	gned for the modules	is appropriat	te overall? Yes	/ No
3. Did you think an	ny of the <u>course</u> can be de	eleted?		Yes	/ No
4. Was IA discuss	ed with you all?	Yes 📃 🛛	No 📃		
5. Were the proje	ect mode courses D17/	D18/D19 a good le	arning expe	rience? Yes	No
6. Is semester wi	se course distribution a	ppropriate ??	Yes	No	
7. Do you think th	he curriculum was com	prehensive to mak	e a special e	educator? Yes	No 📃
*I agree to discuss	the detailed feedback on	cuniculum with my	mentor?	Yes 📃	No
					be t

SEMESTER I (HEARING IMPAIRMENT) of BATCH 2016-2018

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











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











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











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











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











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
- \Box 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
- \checkmark Comprehensiveness of the curriculum to make a special educator
- \checkmark Agreed to discuss the detailed feedback on curriculum with mentor

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

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ACADEMIC YEAR 2016-2017- SEMESTER I OF BATCH 2016-18 (HI)

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

ACADEMIC YEAR 2016-2017- SEM	IESTER II OF BATCH 2016-2018(HI)
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
 25% responses are of view on deletion of courses – from the students who replied to feedback form 	 Deletion of courses will not possible as discussed below . 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
25% responses -disagreed to statement - Appropriateness of Semester wise course distribution	syllabus copy. 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.
□ 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 .
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.
 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 (CLOs) and Programme Learning Outcomes (PLOs) Overall Appropriateness - time / hours / credits assigned for the modules Discussion about IA was done 	

ACADEMIC YEAR 2016-2017- SEMESTER II 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 III OF BATCH 2015-2017(HI)			
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN		
□ 14% responses are of view on deletion of courses – from the students who replied to feedback form	 Deletion of courses will not possible as discussed below . 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. 		



	7- SEMESTER IV OF BATCH 2015-2017 (HI)			
POINT OF ACTION TO BE TAKEN 20% responses- felt explained Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) – as inappropriate	POINT OF ACTION TAKEN ☐ 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.			
40% responses are of view on deletion of courses – from the students who replied to feedback form	 Deletion of courses will not possible as discussed below . 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. 			
 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 	 All the courses were carried out as usual with more positive spirit and enthusiasm. 			

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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	2015-16Date		
Please respond to the following questions by placing a check mark ($$) in the answer box that corresponds to your response (Only one <u>tick</u>) and /or fill in the blank with responses wherever indicated.			
1. Learning Outcomes: Were you explained Course Learnin Outcomes (PLOs) to students?	ng Outcomes (CLOs) and Programme Learning Yes No		
You find these to be:	appropriate // less appropriate //		
2. Do you feel the time / hours / credits assigned for the modu	iles įs appropriate overall? Yes 🗾 / No 📃		
3. Did you think any of the <u>course</u> can be deleted?	Yes / No		
4. Was IA discussed with you all? Yes	No		
5. Were the project mode courses D17/D18/D19 a good	learning experience? Yes 📃 No 🥅		
6. Is semester wise course distribution appropriate??	Yes No		
7. Do you think the curriculum was comprehensive to m	ake a special educator? Yes 📃 No 📃		
*I a gree to discuss the detailed feedback on curriculum with n	nymentor?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











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











Deletion of Any Course/S



Discussion about IA was done



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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



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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



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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
- **3**3% 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 :

- \Box 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			
 For rest all statements - 100% positive feedback was obtained except for three statement there was deviation and hence were considered as point of action. Deletion of courses lack in Comprehensiveness of the curriculum to make a special educator. (25% felt so) 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.) 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 	All the courses were carried out as usual with more positive thinking. Deletion of courses will not possible as discussed below . May be during revision of syllabus –suggestion can be given. 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. 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.			

ACADEMIC YEAR 2017-2018- SEMESTER I OF BATCH 2017-19(LD)				
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN			
For rest all statements - 100% positive	□ Care to be taken -1. Faculty should circulate CLO/Highlight			
feedback was obtained except for three	(explain)CLOs /make an effort that students spare few			
statement there was deviation and hence	minutes to read CLOs before they actually start			
were considered as point of action.	reading/learning respective course. Mostly its explained but			
Explanation of Course Learning Outcomes	even that 33% who disagreed that its not explained should be			
(CLOs) and Programme Learning	made alert, made to pay attention to it.			
Outcomes (PLOs) to students	□ For Lack of Comprehensiveness - May be during revision of			
□ lack in Comprehensiveness of the	syllabus –suggestion can be given on this aspect since			
curriculum to make a special educator.	syllabus is framed by University of Mumbai. Principal and			
(33% responses -disagreed to statement	Programme Coordinators have given flexibility to faculty			
Comprehensiveness of the curriculum to	teaching respective content to invite expert/ guest lecturer			
make a special educator)	/collaborate with other colleges and provide additional			
Discussion about IA.	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.			



Discussion about IA was done. IA is shown to all the s	ie
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.	All the courses were carried out as usual with more positive thinking		
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			

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	□ Deletion of courses will not possible as discussed below.			
statements. This appreciation in form of motivation	May be during revision of syllabus –suggestion can be given			
will help to facilitate teaching learning process and	since syllabus is framed by UoM and during revision of			
transact curriculum in still more effective manner.	syllabus -point can be focussed if all special education			
Only one point –Point of Action -	colleges raise it during the discussion/revision.			
*Deletion of Any Course/S (100% of				
responses view – there should be - deletion)				

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	Deletion of courses will not possible as discussed below. May be			
was obtained except for two statement there was	during revision of syllabus –suggestion can be given.			
deviation and hence were considered as point of	Lack in appropriateness of Semester wise course distribution- For			
action.	this following action was taken:			
\Box Deletion of courses – from the students	Teachers were advised to modify /extend the time /hours if required			
who replied to feedback form	at individual level so that there is proper time allotted to content as			
□ Lack in appropriateness of Semester wise	per the requirement of the respective unit/subunit of modules of the			
course distribution	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 2017-20	18- SEMESTER III Of BATCH 2016-18(LD)
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN



For rest all statements - 1	00% positive feedback	Deletion of courses will not possible as discussed below. May be	
was obtained except for	two statement there was	during revision of syllabus –suggestion can be given.	
deviation and hence were	e considered as point of	Lack in appropriateness of Semester wise course distribution- For	
action.		this following action was taken:	
Deletion of cou	urses – from the students	Teachers were advised to modify /extend the time /hours if required	
who replied to fe	edback form	at individual level so that there is proper time allotted to content as	
	iateness of Semester wise	per the requirement of the respective unit/subunit of modules of the	
course distributi	on	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 b	
		adjusted/modified or flexibility in transaction of curriculu	
		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 IV OF BATCH 2016-2018(HI)				
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN			
For rest all statements - 100% positive feedback	Deletion of courses will not possible as discussed below. May be			
was obtained except for two statement there was	during revision of syllabus -suggestion can be given.			
deviation and hence were considered as point of				
action.	Efforts are been made and more efforts will be made for forthcoming years to make Courses- D18/D19 a good learing experience by giving			
 Deletion of Courses Making Project mode courses D18/D19 a 	exposure to various guest speakers expert in the field of D18//D19.			
Making Project mode courses D18/D19 a good learning experience				

ACADEMIC YEAR 2017-2018- SEMESTER IV Of BATCH 2016-2018(LD)				
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN			
100% responses were positive to all the listed	□ Deletion of courses will not possible as discussed below.			
statements. This appreciation in form of motivation	May be during revision of syllabus –suggestion can be given			
will help to facilitate teaching learning process and	since syllabus is framed by UoM and during revision of			
transact curriculum in still more effective manner.	syllabus -point can be focussed if all special education			
Only one point –Point of Action -	colleges raise it during the discussion/revision.			
*Deletion of Any Course/S (100% of				
responses view – there should be - deletion)				



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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)

DOYNE HABITLE	ADVANI	COLLEG		N PERMIT	TOMOATION
NAME EXTERIO 3.4 PROMINER	Augustants 8.	4. 8 MARCHARIST	to be proved	Tor cotalising of	Courses feathers

ALTRIAN SOLE-2020 [TA-O-TRAFE] MARIE (DFT:OMAL_______ BARE HI / LD DATE:

- PORTANT MITTE
- convert this sourcent, in the after your responses and send to response lince # upton mail.com -----
- masse nors synemic / program / murse / murse / murse; (market) are dimension with associations, when preserved as university more) expense annua systems and our annua transmission as survey more
- a. REMARKE VOLD FILE VALUE sensing to us as shown the sample, somerizable and
- hites useful annes from the sylleton. Course at Least useful annes from the sylleton. Source at
- what the most shoul the program (\$5.4.87 requires plane)
- some criters search the program (shower response present)
- Was the belence of speed, sequence and content of symbols at the contege appropriate? Asso performed works a scalable (share) response press)

- Aranaage for new petics
- Bild bits B.R. aptender route pair a real basicier?
 Bate are 5 pairs and 8 for seven bits of the seven bits

#	Rate the ₩AC.S	Your Score
		54321
1	Admission / enrollment processes	
2	Curriculum planning experienced	
в	Completeness of portion and tasks	
4	Exposure through practical / internship / Field engagement	
n	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 EMOTIONNAL PERSPECTIVE:

FROM RATIONAL PERSPECTIVE:



SAMPLE -FILLED FEEDBACK FORM- SEM I & SEM III of BATCH 2018-2020 (HI)

COYM'S HASHILADVANI 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 18-20 (TWO-VEARS) NAME (OPTIONAL) Shiaddha B.Ed HI / LD. HI DATE: B August 2020

1. Convert this document in PDF after your responses and send to reachus hacsed protonmail.com

- 2. Please give honest response.
- Please note syllabus / program / course / college (HACSE) are different from each others. When
 asked about course (like A3, 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.
- 4. RENAME YOUR FILE WHILE sending to us as shown the sample: smitaH1820 closure feedback

1. Most useful course from the syllabus: Course # 0.17, Autilology practicals

- 2. Least useful course from the syllabus: Course #: None
- What I like most about the program: (SM&RT response please) The structure is more practical based
- 4. What I liked least about the program: (SMART response please) Full time college during lectures
- 5. Was the balance of speed, sequence and contant of syllabus at the college appropriate? Ves
- 6. Best part of doing 8 Ed at HACSE: (SMART response please) We got to choose subjects of our choice and resource persons were arranged for them without asking for extra fees
- 7. HAOSE can improve in: (SMART response please) Nothing actually
- 8. Message for new batch: your 2 years might seem lenghty but your takeways will be amazing

9. Did this B.Ed syllabus make you a real teacher? Don't know but I encouraged me further for being

a lifelong learner

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

#	Rate the HACSE in following parameters	Your Score	
		54321	
1	Admission / enrollment processes	5	
2	Curriculum planning experienced	5	
3	Completeness of portion and tasks	5	
4	Exposure through practical / internship / Field engagement	5	
5	Consistency, fairness and transparency of assessment	5	
6	Echo system and student friendly learning environment	5	
7	Co-curricular activities	3	
8	Professionalism and quality of teaching faculty	5	
9	Exposure to visiting faculty / experts	5	
10	Non teaching staff at HACSE	5	
11	Canteen, sports, recreation	2	
12	Library and resources	5	
13	Infrastructure of classrooms, common rooms	5	
14	Cleanliness and house keeping	4	
15	Values / professionalism	5	
16	Placement and alumni support	5	
17	Experiences beyond syllabus	5	

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

FROM EMOTIONNAL PERSPECTIVE:

HACSE feels like second home

FROM RATIONAL PERSPECTIVE: A very important lesson which I learnt over my journey. No matter how many degrees you have, there might be something which you aren't expert at. I learnt to accept that I can't be good at everything and it's just ok to call another person who is expert for that topic, to give more exposure to your children. Inshort I learnt to normalise and accept I am not good at something. That won't hurt my ego anyways. At least I know what I know and what I don't know. And I am really thankful for this to team HACSE.

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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



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• Canteen, sports, recreation



• Values / professionalism



• Experiences beyond syllabus



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

II FEEDBACK ANALYSED OF PROGRAMME B Ed BATCH 2018-2020 SEM I & SEM	Hearing Impairment	
FEEDBACK ANALYSIS	Scores Obtained (Positive Response)	
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)



9. Did this B.Ed syllabus make you a real teach 7 : Yes -

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

"	Rate the HAC-SE in following parameters	Your Score	
		54321	
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 12	Canteen, sports, recreation	4	
3.2	Library and resources	5	
1.3	Infrastructure of classrooms, common rooms		
14	Cleanliness and house keeping	4	
15	Values / professionalism	4	
16	Placement and alumni support		
17	Experiences beyond syllebus	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 anjoy 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)

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• 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



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• Co-curricular activities



• Professionalism and quality of teaching faculty



• Exposure to visiting faculty / experts



• Canteen, sports, recreation



• Values / professionalism



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• Experiences beyond syllabus



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

II FEEDBACK ANALYSED OF PROGRAMME	Learning Disability	
B Ed BATCH 2018-2020 SEM I & SEM	Ç .	
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	89%	
engagement		
Consistency, fairness and transparency of assessment	84%	
• Echo system and student friendly learning	89%	
environment		
Co-curricular activities	75%	
Professionalism and quality of teaching	85%	
faculty		
Exposure to visiting faculty / experts	84%	
Canteen, sports, recreation	64%	
Values / professionalism	91%	
Experiences beyond syllabus	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.

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

ACADEMIC YEAR 2018-2019- SEMESTER I/II Of BATCH 2018-2020HI)		
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 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-	
Point of Action: 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.	Point of Action: 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 20182019- SEMESTER I/II 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-	
Point of Action: 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.	Point of Action: 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 2018-2019- SEMESTER III OF BATCH 2017-19(HI)		
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN	
For rest all statements - 100% positive feedback was obtained except for one	Deletion of courses will not	



statement on deletion of course/s - there was deviation and hence were	possible as discussed below. May
considered as point of action.	be during revision of syllabus –
100% responses were positive to the below listed statements. This appreciation in	suggestion can be given.
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	

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	All the courses were carried out as usual		
of motivation will help to facilitate teaching learning process and transact	with positive note.		
curriculum in still more effective manner. No point of action to be taken			

ACADEMIC YEAR 2018-2019- SEMESTER IV OF BATCH 2017-19(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. Discussion about IA was done Comprehensiveness of the curriculum to make a special educator (* 17% disagreed with the two statements respectively) 	 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 . Discussion about IA was done. IA is shown to all the students to maintain transparency in assessment. 	

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.	 All the courses were carried out as usual with positive note. 	



Anni billuddox Torcos Sector Chart Constant Sector Sector Chart Chart



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

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

NAAC Official LA Feedback System LAL Mechanism is in place for obtaining structured feedback on the carriculum' semicater wise from various stakeholders.

IMPORTANT NOTE

- 1. Convert this document in FDF efter your responses and send to reachus here if proton mail com
- Presse give nonest response.
 Presse give note synebus / program / course / conege (HACEE) are different from each gpaper. When asked about course (Ree A1, C15, EE app) about course. When eaced about synebus (downers) at university level) respond about synebus and not about inercedium at university level.
- And vice verse. A REMARK YOUR FLE WHILE sending to us as shown the sample: shitterilistic cusure feedbert
- 1. Most useful course from the synebus: Course #:
- 2. Least useful course from the synattics: Course +:
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- 4. What I liked least about the program: (SMART response please) i
- 3. Was the belance of speed, sequence and content of syllabors at the sollege appropriate?
- Best part of oping 8 Ed at HACSE: (SAMARY response please)
- 7. Income an improve in: (\$11487 response please)
- 8. Message for new patient
- 8. Did this 8.82 syllatus make you a resi teacher?
- LC. Note on 3 paint scale. 3 for test and 0 for worst

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=	Rate the HACS & in following parameters	Your Score	
		54321	
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 EMOTIONNAL PERSPECTIVE:

FROM RATIONAL PERSPECTIVE:

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

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

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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)
- **D** 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
 - $\checkmark~80\%$ 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	
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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



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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% agrred- 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

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Amail Huddan



• 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



Aunibeliud das.



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

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• 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)
- \checkmark 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



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• 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
FEEDBACK ANALYSIS	Scores Obtained (Positive Response)
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 hacke@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, 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.
- 4. RENAME YOUR FILE WHILE sending to us as shown the sample: smitaH13820 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.
- G. Best part of doing B Ed at HACSE: (SMART response please) : Yes .lt 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

#	Rate the HACSE in following parameters	Your Score
		54321
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

• 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



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• Experiences beyond syllabus



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

II FEEDBACK ANALYSED OF PROGRAMME	Learning Disability
B Ed BATCH 2018-2020 SEM I & SEM 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%
• 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

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

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L Learning Outcomes: Were you supraned Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to anualistic? /	

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
- \square Comprehensiveness of the curriculum to make a special educator

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

Name of the Article	Management	
FEEDBACK ON CURRICULUM – CURRENT STUDENTS	Laterap (Autorise) Non-ex-expressibilities exercity (Science 42,15) and hopeware exercity (Autorise) Palace exercity	C == • 4 • Part demonstration (1)
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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)





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



Aunibludder



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
- \Box 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 SEM ESTER III(Batch 2019-2020(COVID 19)- UPTO DEC 31st 2020

ACADEMIC YEAR 2019-20- SEMESTER I OF BATCH 201920(LD)		
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN	
For rest all statements - 100% positive feedback	All the courses were carried out as usual with more positive	
was obtained except for three statement there	thinking.	
was deviation and hence were considered as point	• Care to be taken -1. Faculty should circulate	
of action.	CLO/Highlight (explain)CLOs /make an effort that students spare few minutes to read CLOs before they	
Explanation of Course Learning	actually start reading/learning respective course. Mostly	
Outcomes (CLOs) and Programme	its explained but even that 33% who disagreed that its not	
Learning Outcomes (PLOs) to students	explained should be made alert, made to pay attention to it.	
Comprehensiveness of the curriculum to make a special educator	• 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	
Discussion about IA was done	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.	
	• Discussion about IA was done. IA is shown to all the	
	students to maintain transparency in assessment.	



ACADEMIC YEAR 2019	D-20- SEMESTER I OF BATCH 201920(HI)
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
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) Deletion of Any Course/S (100% view – there should be - No deletion) Discussion about IA was done 	 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. 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
 Agreed to discuss the detailed feedback on curriculum with mentor Except for four statement there was 	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
 deviation and hence were considered as point of action. 80% responded- Students were explained about Course Learning 	course distribution- only during syllabus revision may be taken into account by university ,again depends on opinion of all colleges.
Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students 80% responded -Overall Appropriateness - time / hours / credits	For Appropriateness of Semester wise course distribution/ Overall Appropriateness - time / hours / credits assigned for the modules - Teachers were advised to modify /extend the time /hours if
 assigned for the modules 90% agreed - Appropriateness of Semester wise course distribution 80% agreed- Comprehensiveness of the curriculum to make a special educator 	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.
	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.

ACADEMIC YEAR 2019-2020- SEMESTER II Of BATCH 2019-2020(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
100% responses were positive to the below	All the courses were carried out as usual with more positive
listed statements except Statement -	thinking
Comprehensiveness of the curriculum to make a	□ For Slight Lack of Comprehensiveness - May be during
special educator, where 25% disagreed to it.	revision of syllabus –suggestion can be given on this aspect
This appreciation in form of motivation will	since syllabus is framed by University of Mumbai.
help to facilitate teaching learning process and	Principal and Programme Coordinators have given
transact curriculum in still more effective	flexibility to faculty teaching respective content to invite
manner.	expert/ guest lecturer /collaborate with other colleges and
Point of Action –	provide additional content/ input /expertise other than
Comprehensiveness of the curriculum to make a	covered in syllabus . Further forthcoming years/semesters
special educator	at college level/faculty level/ individual level care will be
	taken from this aspect.

ACADEMIC YEAR 2019-2020- SEMESTER II Of BATCH 2019-2020(LD)		
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN	
Deviation was found:		
87.5% responded -	□ Care to be taken -1. Faculty should circulate	
✓ Students were explained about Course	CLO/Highlight (explain)CLOs /make an effort that	
Learning Outcomes (CLOs) and	students spare few minutes to read CLOs before they	
Programme Learning Outcomes (PLOs)	actually start reading/learning respective course. Mostly	
to students	its explained but even that who disagreed that its not	
✓ Deletion of Any Course/S (100% view –	explained should be made alert will be made to pay	
there should be - No deletion)	attention to it.	
\checkmark Agreed to discuss the detailed feedback		
on curriculum with mentor	Deletion of courses will not possible as discussed below .	
75% responded - Overall Appropriateness - time /	May be during revision of syllabus -suggestion can be	
hours / credits assigned for the modules	given.	
\square 100% responses were positive to other		
four statements .	\square All the students who provided us with feedback were	
Hence four 4 points Point of Action was	convinced for sharing detailed feedback on curriculum	
taken /were points of action-	with their mentors.	
1. Explanation of CLO/PLO	□ <u>For Appropriateness of Semester wise course distribution/</u>	
2. Deletion of courses	Overall Appropriateness - time / hours / credits assigned	
3. Sharing feedback with mentors	<u>for the modules -</u>	
4. Assignment of Credit/time/hours –	Teachers were advised to modify /extend the time /hours	
Overall Appropriate	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	



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	Co-curricular activities will be given weightage is what has been
where the core obtained were less than expected	decided by the college in addition to regular teaching. Basically
.Hence more attention would be paid to these	the curriculum is so heavy, time taking to give the inputs with
two.	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-
Point of Action: More inputs to most useful	Point of Action: More inputs to most useful courses is given –
courses to be given – more updated information	more updated information, external speakers, collaborations,
,external speakers, collaborations, visits, practical	visits, practical knowledge etc are invited (online/offline) And
knowledge etc. And least useful courses less	least useful courses less weightage is given rather saving time
weightage to be given rather saving time and	and utilising same for useful courses.
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	Co-curricular activities will be given weightage is what has been
where the core obtained were less than expected	decided by the college in addition to regular teaching. Basically
.Hence more attention would be paid to these	the curriculum is so heavy, time taking to give the inputs with
two.	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-
Point of Action: More inputs to most useful	Point of Action: More inputs to most useful courses is given –
courses to be given – more updated information	more updated information, external speakers, collaborations,
,external speakers, collaborations, visits, practical	visits, practical knowledge etc are invited (online/offline) And
knowledge etc. And least useful courses less	least useful courses less weightage is given rather saving time
weightage to be given rather saving time and	and utilising same for useful courses.
utilising same for useful courses.	

*****COVID PERIOD AS PER NAAC DATA TILL 31st 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
□ 100% responses - positive responses -	□ Students are told the purpose behind the CLO/PLO prior
except two statements the responses	starting teaching any course or respective module of the
varied.	course and significance of understanding it before starting
25% disagreed to two statements –	learning the content. Care was taken to focus on
✓ Students were explained about Course	significance of CLO and always reminded to students
Learning Outcomes (CLOs) and	respective CLO will help to build the foundation of the



make a special educator make a special educator 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		
make a special educator make a special educator 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	č	respective course.
	1	□ 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.

ACADEMIC YEAR 2020-20	21- SEMESTER III Of BATCH 2019-21(LD)
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
 100% responses - positive responses - except two statements the responses varied. 90% responded it positively to each of the three below listed statements and these were the action points to be worked on- 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 	 Overall Appropriateness - time / hours / credits assigned for the modules - 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 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. All the students who provided us with feedback were convinced for sharing detailed feedback on curriculum with their mentors.



