

FEEDBACK ANALYSIS ON CURRICULUM (HI) -FROM TEACHERS IN ACADEMIC YEAR 2015-2016

SEMESTER I BATCH 2015-2017(HI)

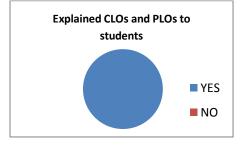
SAMPLE EMPTY FEEDBACK FORM All SEMESTERS (I /II/)/ FILLED FEEDBACK FORMS

SAMPLE EMPTY FEEDBACK FORM

- 神本川- 文本	wave
FEEDBACK ON CURRICULUM - TEACHERS	
Name	PERMATE ON CERROCLEUM - TEACHERS
Semester Of Year Of Batch Date	too SOIAPES STANK
Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Only one light land, for fill in the blank with responses wherever indicated.	Page 18 per 15 to 10 kinds of section 15 - 17 per 2.5 - 1 - 1 6 Page 18 per 15 to 10 kinds of section in page 2 of the page 16 per 16
1. Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning	was recommendate over the stand for the first burst with recommendate or reduced.
Outcomes (PLOs) to students? Yes and these to be:	1 Laureng Debreuer: Cid per capita, Consellenting Obsessor (Libit and Proposess Laureng Obsessor (PLO) to expose? Ven Lauren (Ven Lauren)
7,-,-	Traction to the Operation Co.
Did you complete the modules assigned to you? More than 95% Item than 95%	2 (b) you compare the median assigned to you? More from 1991.
Do you feel the time / hours / credits assigned for the modules is appropriate overall? Yes / No /	1 Disputed for the Commission would be a supply of the commission
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Name two modules (with course codes where you thought the time is more than required. (Optional)	
	There is a market of the course code where you know to be the in time that in parts. (A few sales
4. Did you think any of the equagin this ameriter can be shifted elsewhere? Yes / No	2. This was free any of the communities account in the country construct.
If Light, then kindly write its :	In C No
Course code Suggested semester	* Common & proper care as given more
5. Depth of the content of syllabus for the courses in relation to the competencies expected by Special education	· based men autotical expenses of more married in I
(Specialization) industry/current global semaries. Less Sufficient Less Sufficient	 Death of the comment of their in the company is returned to the company on a special to be found and assists. Commission of administration of their accomm.
Visiting faculty Name the visiting faculty that you insist we repeat next year	before produced in tellum
	A Visiting Security Newsrite realizing Depths, new year meet not record new years.
Name the visiting faculty which can be replaced next year	State Trans December Sugar
7. Distribution of credits to the course. appropriate / less appropriate	Marie wing lady makes in minimum on the conversable south
8. Did you discuss IA with students systematically? Yes No	6 Detinos conducto com grana () to que
Do you think the IA in this appropriate actually, represent the overall especities of the given students? You No Somewhat	T. Del producer IA with names approximately you [107] No. [107]
Rate our performance in fully utilizing potentials of the students in understanding the course objectives to be.	The part had be placed in manager and the property of the part and the
Nigs Avenge Low	A form principle of the along property to represent the second property to the
Signature of Faculty Signature of Principal	

FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

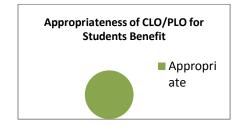
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



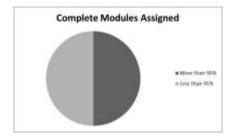
You find these to be -APPROPRIATE/LESS APPROPRIATE



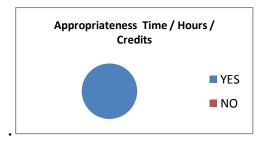




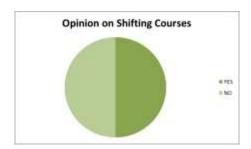
Did you complete the modules assigned to you? More than 95% /Less than 95%



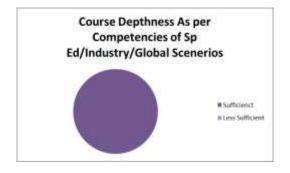
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



Did you think any of the course in this semester can be shifted elsewhere?



Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



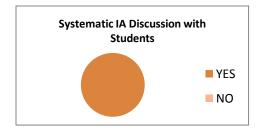




Distribution of credits to the course.

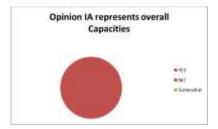


Did you discuss IA with students systematically? YES/NO



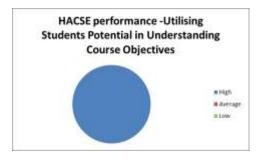
Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:?

High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned





- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Systmetic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives

50% faculty disagreed

- Distribution of credits to the course.
- Opinion on shifting courses

QUALITATIVE FEEDBACK

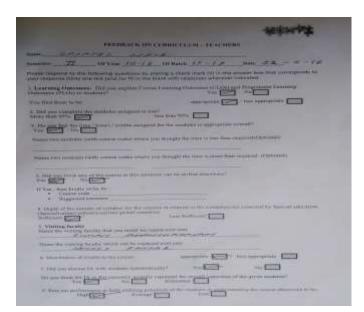
Modules whereTime should be Less than Required)	Modules where Time should be More than Required)
Wodules where time should be Less than Kequired)	Kequii ea)
Nil	Nil

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1. Suman Anantnarayan	1. Sandeep Kandar



SEMESTER II OF BATCH 2015-2017(HI)

SAMPLE EMPTY FEEDBACK FORM All SEMESTERS (I /II/)/ FILLED FEEDBACK FORMS



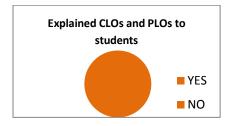




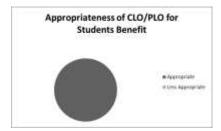
FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

1. **Learning Outcomes:** Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? YES/NO

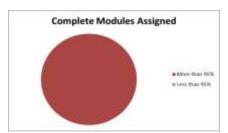
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE



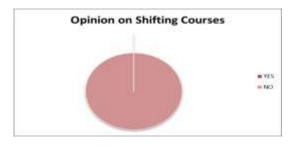
Did you complete the modules assigned to you? More than 95% /Less than 95%



Do you feel the time / hours / credits assigned for the modules is appropriate overall?.



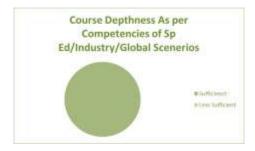
Did you think any of the course in this semester can be shifted elsewhere?







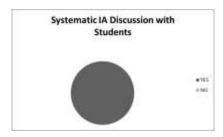
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.

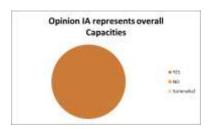


Did you discuss IA with students systematically? YES/NO



Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low







FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Opinion on shifting courses (No 100%)
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives

QUALITATIVE FEEDBACK

Modules whereTime should be Less than Required)	Modules whereTime should be More than Required)	Suggestion to Repeat Particular Visiting Faculty in next succesive year	Suggestion to Replace Particular Visiting Faculty in next succesive year
Nil	Nil	1. Suman Anantnarayan	1. Sandeep Kandar







ACTION TAKEN REPORT –FEEDBACK ON CURRICULUM –FROM TEACHERS IN ACADEMIC YEAR 2015-2016 (HI)

ACADEMIC YEAR 2015-2016 - SEMESTER I Of BATCH 2015-2017 (HI)		
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN	
 Repeating/Rep lacing the visiting faculty. Distribution of credits to the course. Opinion on shifting courses : 	 Faculty was respectively repeated /replaced for the next academic year/semester 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. During Syllabus revision at University level suggestion may be given/point can be raised: Distribution of credits to the course. Opinion on shifting courses 	



ACA	ACADEMIC YEAR 2015-2016 - SEMESTER II Of BATCH 2015-2017 (HI)		
POINT OF	POINT OF ACTION TAKEN		
ACTION TO BE			
TAKEN			
• Repeating/ Replacing the visiting faculty.	 Faculty was respectively repeated /replaced for the next academic year/semester 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 ON CURRICULUM (HI & LD) –FROM TEACHERS IN ACADEMIC YEAR 2016-2017

SEMESTER I BATCH 2016-2018(HI & LD)

SAMPLE EMPTY FEEDBACK FORM All Sems (I /II/III/IV)/ FILLED FEEDBACK FORMS

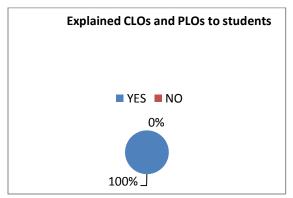
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	NameOf YearOf BatchDatc
TOWNS OF THE PARTY NAMED IN COLUMN	your response (Only one Ligh, Japp), for fill in the blank with responses wherever indicated. 1. Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes No.
I Him 15.22 Home # 13 mm 25 / / 12	You find these to be: appropriate /less appropriate
Short theory is to become any control by plants of the control by the control and the company to	Did you complete the modules assigned to you? More than 95% less than 95%
2 Lineary Operators. The resignant County Lineary Operators (CCD) and December 1997ag.	Do you feel the time / hours / credits assigned for the modules is, appropriate eventl? Yes // No
I like a series to series as part of the	Name two modules (with course codes where you thought the time is less than equippe(Optional)
As the real law and the second property of th	Name two medules (with course codes where you thought the time is more than required. (Optional)
Name and Annie (and Annie and Africa) is dispersed that I am has proposed properly. [See the Annie (and Annie and Annie and Annie (and Annie and Annie and Annie (Annie) (Annie)	4. Did you think any of the quygq in this semester can be shifted elsewhere? Yes / Ne
	If Yep, then kindly write its : Course code
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Depth of the content of policies to the content of contents to the content of the policy of the content of	Visiting faculty Name the visiting faculty that you insist we repeat next year
2. Visiting law step. From the country throats that you must be compared on	Name the visiting faculty which can be replaced next year
Similar array (Santa array of Santa	
AND THE PROPERTY OF THE PARTY O	7. Distribution of credits to the course. appropriate / less appropriate
Stripe than O an area areas and a second	Did you discuss IA with students systematically? Yet No Depart think the IA in this remotes establishments the second considered of the size o
Department for the part of the	Do you think the IA in this appropries, actually, represent the overall capacities of the given students? Yes Somewhat
S. Normal publication on July collection of the	Rate our performance in fully utilizing potentials of the students in understanding the course objectives to be: Average Low
	Signature of faculty Signature of Principal
ware	神中中华
PRESIDENCE OF COMMISSION OF STREET	PEEDBACK ON CURRICULUM - TEACHERS Name-Naka Kany
- AN ON 2014 WWW 12-13 2015 116	Superment of Sainty 2013-42 III of Bainty \$40-18. Year = 3810-2817. Data 18:0-17. Finan, respond in 3th Adinousy accessions to planner, a short man (c) in the arrows han 3rd community in your response (3rds on a 18-18) and 10 to below the superment arrows or ordered.
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	2. Did you complian the modulos assigned to you? Ideas than 25%
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	9. Dod your which may of the quagage in this accounts one he shifted absorband?
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	6. Visiting family: Nester the resump family that you make not support uses your like, bloom short.
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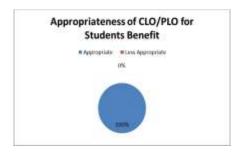


FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

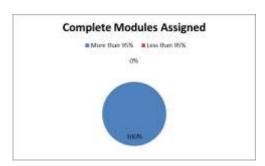
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



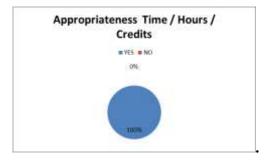
You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



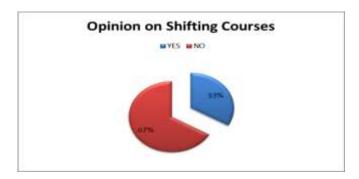
Do you feel the time / hours / credits assigned for the modules is appropriate overall?







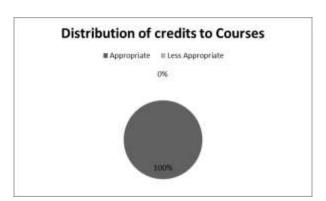
Did you think any of the course in this semester can be shifted elsewhere?



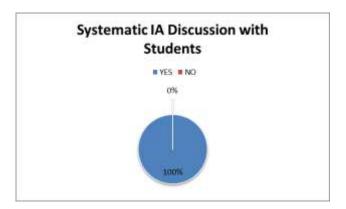
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/NO

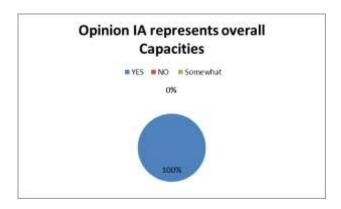




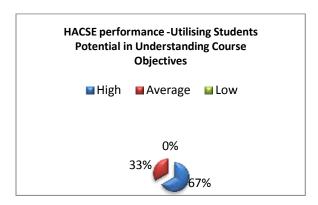


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- 67% disgreed to shifting of courses ;33 agreed to shifting of courses
- 33% said HACSE's performance is average in utilising potential of students in understanding course objectives ,rest 67% said its high





QUALITATIVE FEEDBACK

Modules whereTime should be Less than	Modules whereTime should be More than
Required)	Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1. Latha Raja	1. Mrs.Snehalata Desai
2. Minaz Ajanu	



SEMESTER II BATCH 2016-2018(HI & LD)

Filled Feedback forms

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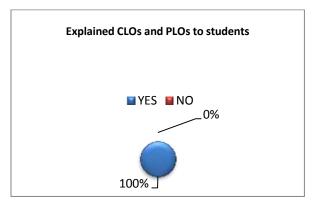




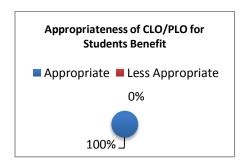
FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes

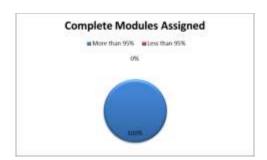
(PLOs) to students? Yes/NO



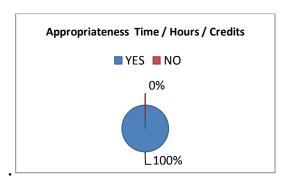
You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



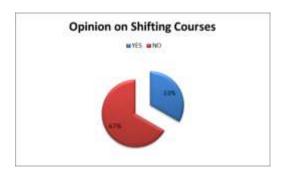
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



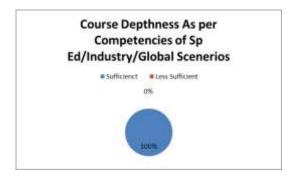




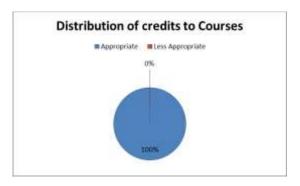
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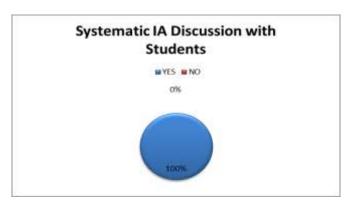
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/NO

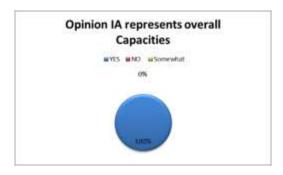




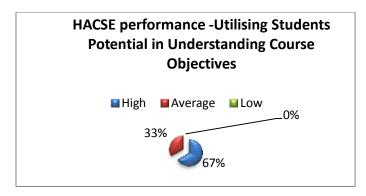


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- 67% disgreed to shifting of courses ;33 agreed to shifting of courses
- 33% said HACSE's performance is average in utilising potential of students in understanding course objectives ,rest 67% said its high

QUALITATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL





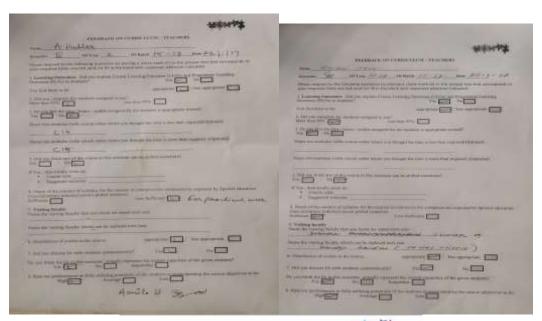
Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1.Mrs. Suri	
2. Mrs. Apoorva Phanshikar	1. NIMH visiting faculty for pedagogy



SEM III OF BATCH 2015-2017(HI)

FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

FILLED FORMS



FEEDBACK ON CERRICULTS - TEACHERS

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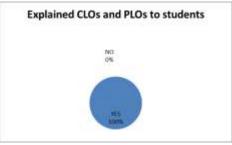
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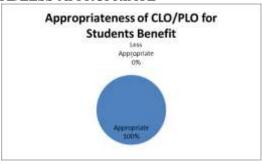




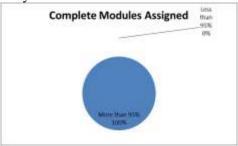
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE



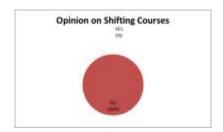
Did you complete the modules assigned to you? More than 95% /Less than 95%



Do you feel the time / hours / credits assigned for the modules is appropriate overall?



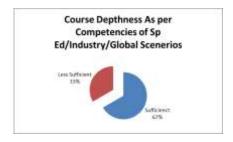
Did you think any of the course in this semester can be shifted elsewhere?



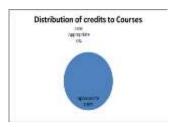




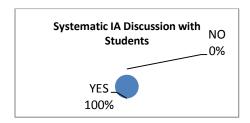
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.

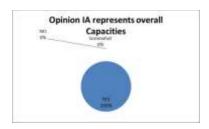


Did you discuss IA with students systematically? YES/NO

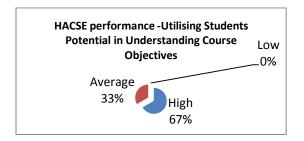


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low







FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

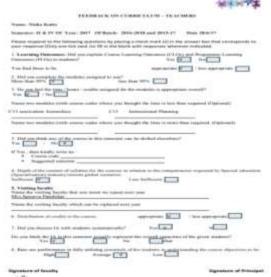
- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- 33% responded its less sufficient for the statement Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- 33% say time/hours/ credits assigned over modules- not appropriate
- 33% said HACSE's performance is average in utilising potential of students in understanding course objectives ,rest 67% said its high

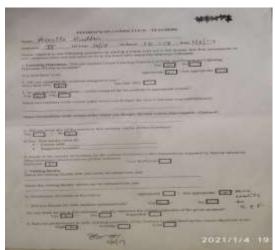
QUALITATIVE FEEDBACK

Modules whereTime should be Less than Required)	Modules whereTime should be More than Required)	Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
NIL	NIL	1. Suman A	1. Sandip Kandar (Social Science)
		2. Minaz Ajani	2. Mrs Snehalata Desai



SEM IV OF BATCH 2015-2017(HI)





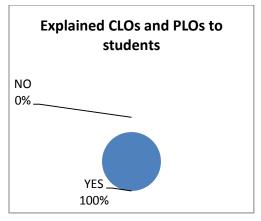




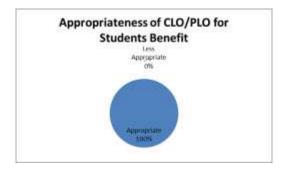


FEEDBACK ANALYSIS GRAPHICAL REPRESENTATION)

Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



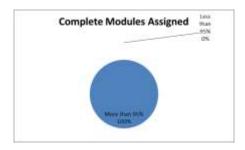
You find these to be -APPROPRIATE/LESS APPROPRIATE







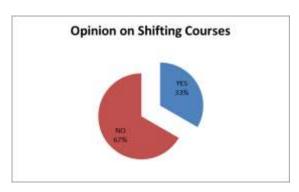
Did you complete the modules assigned to you? More than 95% /Less than 95%



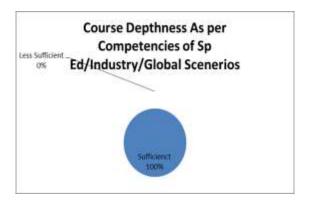
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



Did you think any of the course in this semester can be shifted elsewhere?



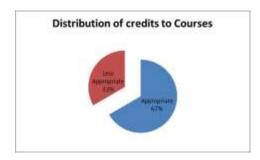
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



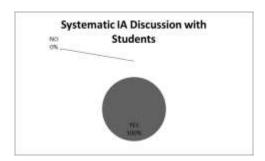




Distribution of credits to the course.

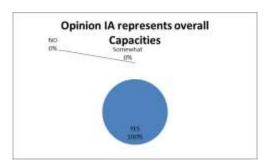


Did you discuss IA with stud ents systematically? YES/NC

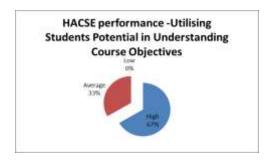


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

• Explanation of CLO/PLO -





- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- 33% responded Distribution of credits to the course is in appropriate.
- 67% disgreed to shifting of courses ;33 agreed to shifting of courses
- 33% said HACSE's performance is average in utilising potential of students in understanding course objectives ,rest 67% said its high

QUALITATIVE FEEDBACK

	Modules where Time should be Less than Required)	Modules where Time should be More than Required)
Ī	NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1. M. Mathew	Nil
2. Mrs.Apoorva Phanshikar	







ACTION TAKEN REPORT –FEEDBACK ON CURRICULUM (HI & LD) –FROM TEACHERS IN ACADEMIC YEAR 2016-2017

ACADEMIC YEAR 2016-2017 - SEMESTER I Of BATCH 2016-2018(HI & LD)	
POINT OF ACTION	POINT OF ACTION TAKEN
TO BE TAKEN	
Repeating/Repla cing the visiting faculty. Shifting of courses HACSE's performance utilising potential of students in understanding course objectives — more efforts required	 Faculty was respectively repeated /replaced for the next academic year/semester 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. Shifting of the courses –can be taken up while revising syllabus at University level. Yes. For utilising the potential of students in understanding course objectives –for



ACADEMIC YEAR 2016-2017 - SEMESTER II of BATCH 2016-2018(HI & LD)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
 Repeating/Replacing the visiting faculty. Shifting of courses HACSE's performance utilising potential of students in understanding course objectives – more efforts required 	 Faculty was respectively repeated /replaced for the next academic year/semester 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





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ACADEMIC YEAR 2016-2017 - SEMESTER III of BATCH 2015-17(HI)	
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
Repeating/Replacing the visiting faculty.	 Faculty was respectively repeated /replaced for the next academic year/semester Efforts were made to give extra inputs /knowledge on practical
Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.; time/hours/credits assigned over modules- not appropriate)-	 work as course had content less as per expectation/need. 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
-Course Depthness As per Competencies of Sp Ed/Industry/Global Scenarios - Less Sufficient for Practical Work -Course Code -C 14 - had time less than requiredCourse Code -C 15 - had time more than required.	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.
HACSE's performance in utilising potential of students in understanding course objectives,	 Yes. For utilising the potential of students in understanding course objectives –for that during staff meeting discussions were held, faculty was advised to take more efforts with regard to this.







ACADEMIC YEAR 2016-2017 - SEMESTER IV of BATCH 2015-17(LD)		
POINT OF ACTION TO BE	POINT OF ACTION TAKEN	
TAKEN		
 Repeating/Replacing the visiting faculty. More credits to be given to Courses - E and F Distribution is less appropriate Course D18 to be made more practical based than theory based HACSE's performance in utilising potential of students in understanding course objectives 	 Faculty was respectively repeated /replaced for the next academic year/semester Efforts were made to make Course D 18 more practical based next academic year 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. Yes. For utilising the potential of students in understanding course objectives –for that during staff meeting discussions were held, faculty was advised to take more efforts with regard to this. 	







FEEDBACK ANALYSIS ON CURRICULUM(HI & LD) -FROM TEACHERS IN ACADEMIC YEAR 2017-2018

SEMESTER I BATCH 2017-2018 (HI & LD)

SAMPLE EMPTY FEEDBACK FORM All SEMESTERS (I /II/)/ FILLED FEEDBACK FORMS

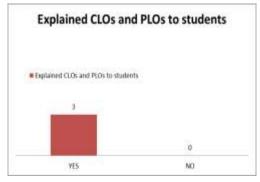
- Marian - Art	-person Max
FEEDBACK ON CURRICULUM - TEACHERS	FREDRACK ON CURRICULUM - TRACHERS
Name	Name Make Burg.
SemesterOf YearOf BatchDatc	Summers I of Bank-2017-19 & III Df Bank-2016-18 Academic Year 2017-2018 Dani 26-510 Figure managed to the following augments by algoing a chesk mark (s) in the analysis to their commercial to
your response (Only one tick,)apd,/or fill in the blank with responses wherever indicated.	year reserves (Shify and Sigh, Japa), for fift in the black with reserves wherever indicates.
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? No.	Learning Outseamer Did you orghin Court Leaning Outseamer (CLOs) and Programme Leaning Outseamer (PLOs) as students? Ver V: No
You find these to be: appropriate /less appropriate	Vote find drawn to be: aggregation
Did you complete the modules assigned to you? More than 95% less than 95%	2. Did was normalism that mandalism maximum to result lines than \$25%
3. Do you feel the time / hours / credits assigned for the modules is, appropriate evenil? Yes / Ne / Ne	S. Do you find the time / bases / undits assigned for the medialness aggregation avoid? Ves V. 156
Name two modules (with course codes where you thought the time is less than enquippd(Optional)	Name over madulax (with course nados where you dangle the circu is less than required (Optional)
Name two modules (with course codes where you thought the time is more than required. (Optional)	Name of States (with some sedan whom you shough the time is some singuistic ((Quinnal))
4. Did you think any of the oppgagin this semester can be shifted elsewhere? Yes / Ne	2. Died yww shimb any of the appara on this american own he shielded elevational. Ver
If Yap, then kindly write its : Course code	When the bookly region to Constant to Cons
Suggested semester	* Supposed common
5. Depth of the content of syllabus for the courses in relation to the competencies expected by Special education. (Specialization) industry/current global scenarios. Less Sufficient Less Sufficient	 Depth of the entreme of a Distance for the measure in relation to the entrepotentials to ground by Egonial advantages. Egonialization in distance processing for all accordance. Assessment (2).
Visiting faculty Name the visiting faculty that you insist we repeat next year	5. Visiting faculty There the visiting faculty then you insist our arguest stout your The Seazons Laurions
Name the visiting faculty which can be replaced next year	Home the righting fleeby which can be replaced next year
	S. Discolusions of studios to the expess. appropriate [V] /less appropriate
7. Distribution of credits to the course. appropriate / less appropriate	* Did you discuss In with students systematically? Yes W 30
Did you discuss IA with students systematically? You No Do you think the IA in this appraise, actually, represent the overall especities of the given students?	Ency on think the Lt. in this numerous annually arguments the e-mail my assume of the giron souteness. Vin [2]
Yes No Semewhat	
Rate our performance in fully utilising potentials of the students in understanding the course objectives to be: High Average Low	Basic new graph removes in Selly applying graph size of the statement in such constraining the ensure objectives to be March 1998. A congress to be been selled to the statement of the sta
Signature of faculty Signature of Principal	Signature of feculty Signature of frincipal FY_IL
Superior counted to the following appearance by charge or from much (a) in the mount has the counter to the charge or from the charge of the counter (b) in the charge of	The second to the desired problem by species of the control of the second by the second of the secon
2 Young Yeards Name the country factor what you need to represent your place the country factor which you need to represent your	n. Administration of the process of report and the process of the
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a thomas of reals in the case are seen as a second or se	The same of the sa
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	Bos an prince a.



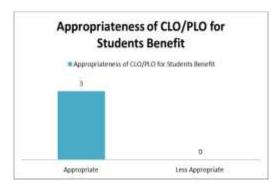


GRAPHICAL REPRESENTATION(FEEDBACK ANALYSIS)

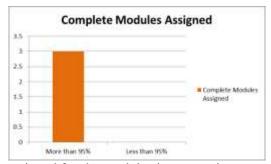
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



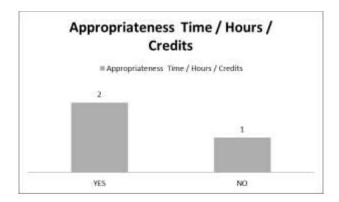
You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



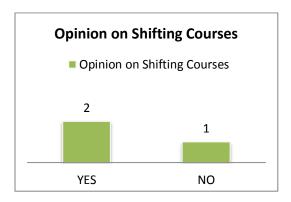
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



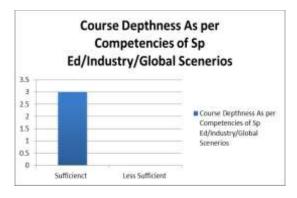




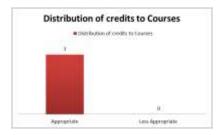
Did you think any of the course in this semester can be shifted elsewhere?



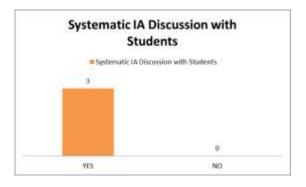
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/NO

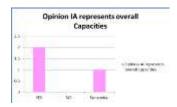




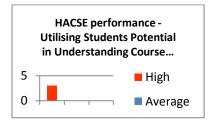


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- HACSE's performance utilising potential of students in understanding course objectives

33% disagreed to the below listed statements:

- ✓ Opinion on shifting courses
- ✓ Systematic IA discussion with students
- ✓ IA represents overall capacities –opinion

QUALITATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1.Mrs .Sangeeta Jagtiani	Nil







SEMESTER II of BATCH 2017-2018(HI & LD)

FILLED FEEDBACK FORMS

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You find these to be	nggras pariety [4]	less appropries
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8. Ram our professioners in fally and	Law Law	ading the resure objective when
Rame over provincement on the Normal Hop-Street Eigensteen of Faculty	to state of the st	Algorithms of Principa

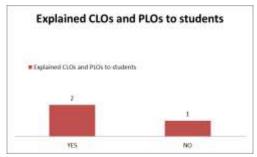
P Salton	
weer's	w#H**
Agriculture Did and Agriculture Did point explaine Course Learning Orientees (CLOs) and Propagation of the Course possible to Secure (PLOS) to enable the Course Learning Orientees (PLOS) to enable the Course of th	The Following Control of the Control
Marine into introducto (with course audion where you thought the time is more from esquired. (Optional) 5. Dut you think any of the secure in this services can be shifted elementared. Very secure of the product in this services can be shifted elementared.	1. The case with a series of the control of the con
True, non-body write to - Course (of: - Suggested tempore: - Suggested tempore: - Suggested tempore: - Suggested tempore:	Depth of the command subjects for the courses of command in the competence of augmental by Operated subsentions (Associations) and address profession profession of the command in the competence of the command in the command in the command in the competence of the command in the command
S. Viening Seator Share that you make we report not your facilities to the same facilities for the sam	Description of the control of the co
Manufact realing faculty which can be replaced not you	6. Distribution of creditive for the course appropriate [27], here appropriate [27]
E. Distriction of matter to the control 1. Chi year decora 1A with residue automatically 1. Chi year decoration automatically 1. Chi year	Do you think the LA mills remove a could be represented to a country placement to a country placement of the green statement to be country to the province of the green statement to be country to the country placement of t
She was think the plant the second company to represent the company persons of the given embedding to the course objective to be both the course objective to be both the course objective to be both the course objective to be	



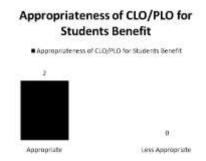


FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

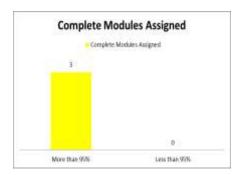
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



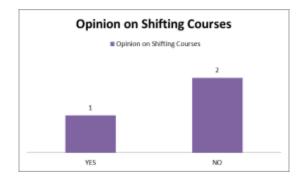
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



Did you think any of the course in this semester can be shifted elsewhere?



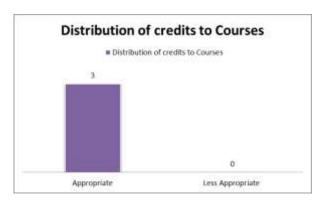




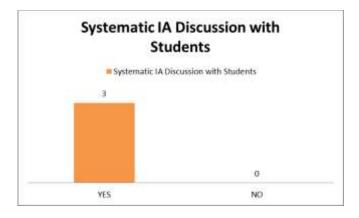
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/NO

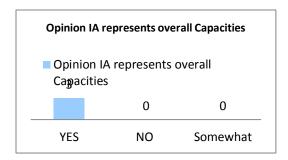


Do you think the IA in this semester actually represent the overall capacities of the given students?





YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Completion of modules Assigned
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities -opinion
- Appropriateness of time/hours/ credits assigned over modules
- HACSE's performance utilising potential of students in understanding course objectives
- ✓ 33% teachers responded –not explained CLO/PLO
- ✓ 33% Shifting- of courses to other Semesters
- ✓ 67% responded Appropriate Appropriateness of CLO/PLO

QUALITATIVE FEEDBACK

Modules Where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1Mrs.Apoorva Phanshikar	NIL

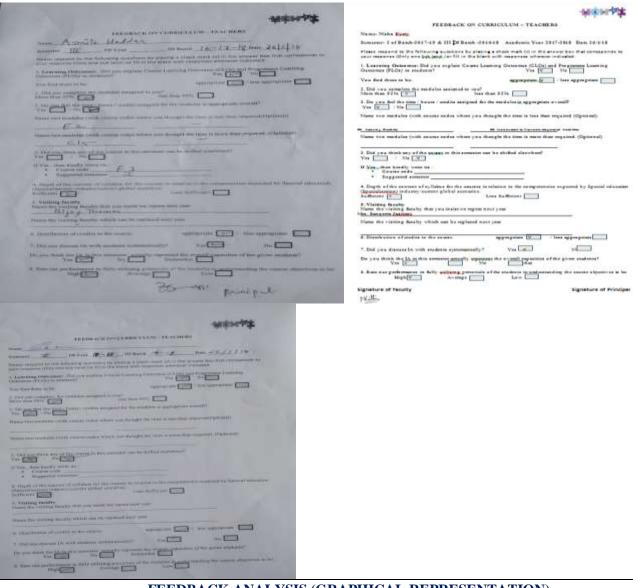






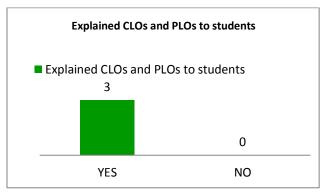
SEMESTER III of Batch 2016-2018(HI & LD)

FILLED FEEDBACK FORMS



FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

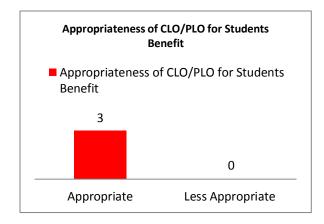
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



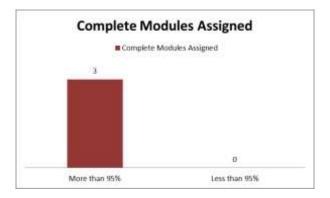




You find these to be -APPROPRIATE/LESS APPROPRIATE



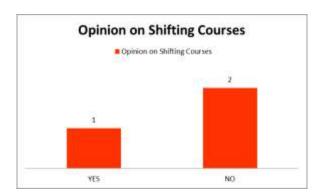
Did you complete the modules assigned to you? More than 95% /Less than 95%



Do you feel the time / hours / credits assigned for the modules is appropriate overall?



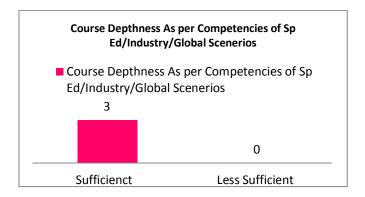
Did you think any of the course in this semester can be shifted elsewhere?







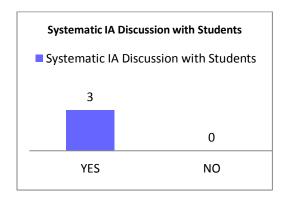
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.

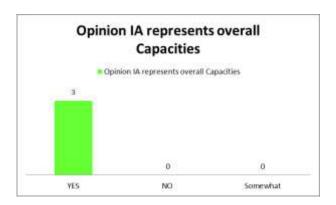


Did you discuss IA with students systematically? YES/NO



Do you think the IA in this semester actually represent the overall capacities of the given students?

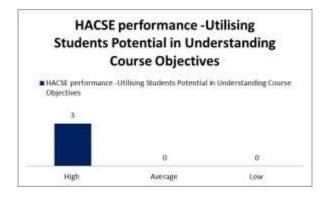
YES/NO/SOMEWHAT







Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives
- ✓ 33% Shifting- of courses to other Semesters
- ✓ 33% feel time/hours/ credits assigned over modules is not appropriate.

QUALITATIVE FEEDBACK

Modules whereTime should be Less than Required)	Modules whereTime should be More than Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1. Bijov Thomas	

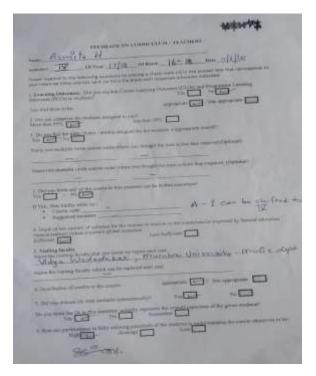


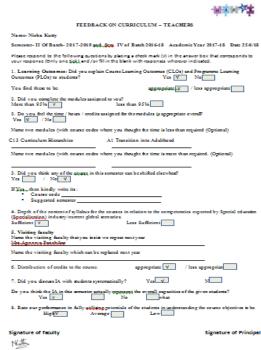




SEMESTER IV of Batch 2016-2018(HI & LD)

FILLED FEEDBACK FORM

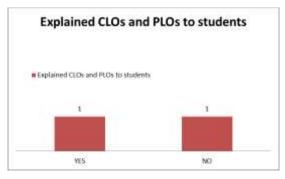




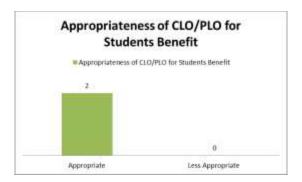
FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes

(PLOs) to students? Yes/NO



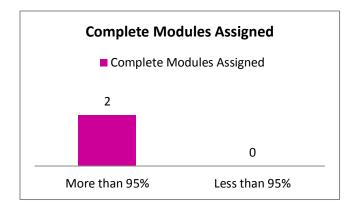
You find these to be -APPROPRIATE/LESS APPROPRIATE



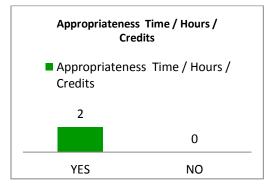




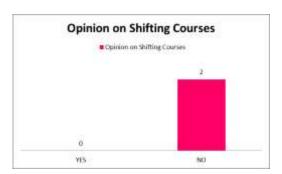
Did you complete the modules assigned to you? More than 95% /Less than 95%



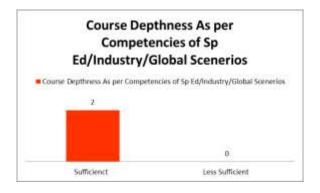
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



Did you think any of the course in this semester can be shifted elsewhere?



Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



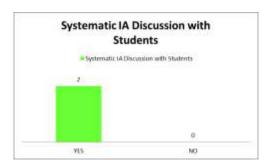




Distribution of credits to the course.

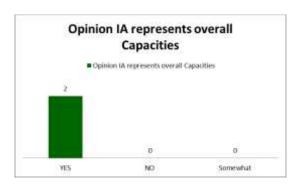


Did you discuss IA with students systematically? YES/NC

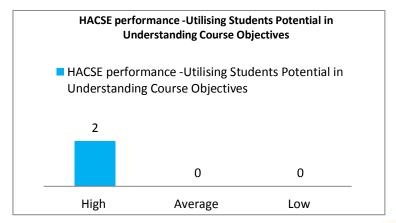


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low







FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Opinion on shifting courses (No 100%)
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives

Except -

50% -50% response was obtained when teachers were asked whether CLO/PLO was explained to students.

QUALITATIVE FEEDBACK

	Modules where Time should be More than
Modules where Time should be Less than Required)	Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1. Vidya Wadadekar .Mumbai University, Music	
Department	Nil
2. Aporva Phanshikar	







ACTION TAKEN REPORT –FEEDBACK ON CURRICULUM (HI & LD)–FROM TEACHERS IN ACADEMIC YEAR 2017-2018

ACADEMIC YEAR 2017-18 - SEMESTER I FEEDBACK FROM TEACHERS OF BATCH 2017- 2019(HI/LD)		
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN	
 Repeating/Replacing the visiting faculty. B9 (Less time than required for two Module 4; Module 5) Opinion on shifting courses - A1/A2 to Sem II; A1/B9 Either to sem III/Sem IV Systematic IA discussion with students IA represents overall capacities —opinion 	 Faculty was respectively repeated /replaced for the next academic year/semester B9 was taken care of . Additonal time was given /taken for lectures on B9 Module 4 and Module 5 for Proper delvivery of content . Shifting 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. Systematic IA discussion with students – This is done 100% efforts are taken . Discussion about IA was done. IA is shown to all the students to maintain transparency in assessment. Still more care to be taken with this regard-discussed by Principal mam and advised to discuss with students. IA represents overall capacities –opinion- again this is personal attitude towards IA. Principal mam keep giving reminders- IA to be given carefully keeping various criteria of representation of overall capacities in mind during marking the IA of the students 	



ACADEMIC YEAR 2017-2018 - SEMESTER II - FEEDBACK FROM OF BATCH 2017-2019 (HI/LD)	
POINT OF ACTION	POINT OF ACTION TAKEN
TO BE TAKEN	
 Repeating/Replacing the visiting faculty. 	 Faculty was respectively repeated /replaced for the next academic year/semester Shifting not possible as discussed below. May be during revision of syllabus – suggestion can be given.
Shifting- of courses to other Semesters – Shift A2 to Sem IV	 Marathi Pedagogy -Merging of modules at college level (student /faculty – in between them during lectures - was done. B Ed Special Education Curriculum is framed, syllabus is designed by University





- Pedagogy marathi modules to be merged
- Teachers to explain CLO/PLO without forgetting
- Appropriateness of CLO/PLO
- 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.
- On Diksharambh (Induction Day) and whenever Orientation given to programmes/Courses PLO/CLO is explained carefully by respective course faculty.
- Appropriateness of CLO/PLO –again it depends on personal perspective- Also if CLO/PLO any change to be suggested or addition to be done –teachers can add freedom is given .If any modifications at syllabus level ,to be incorporated then can be recommended during syllabus revision at University level.

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ACADEMIC YEAR 201	17-2018 - SEMESTER III FEEDBACK FROM TEACHERS - Of BATCH 2016-2018
	(HI/LD)
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
 Repeating/Replacing the visiting faculty. Point of Action-Shifting- of courses to other Semesters For course E2 Time was felt Less required For Course -C15 time was felt more than required Shift- Course F3 to Sem I Point of Action-Time/hours/credits assigned over module to be more appropriate. 	 Faculty was respectively repeated /replaced for the next academic year/semester. E2 and C15- Time was adjusted by faculty next semester /year onwards for effective use of time and more than satisfactory delivery of effective content in effective way. Shifting 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.







ACADEMIC YEAR 2	2017-18- SEMESTER IV (FEEDBACK FROM TEACHERS) Of BATCH 2016-2018
	(HI/LD)
POINT OF ACTION	POINT OF ACTION TAKEN
TO BE TAKEN	
Repeating/Repla cing the visiting faculty. A1 Can be brought to Sem IV Explanation of CLO/PLO	 Faculty was respectively repeated /replaced for the next academic year/semester. Shifting 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. CLO/PLO is explained to students. Fact is that its uploaded on website. Students are oriented on Induction Diksharambh Day. Via Email /WhatsApp the CLO/PLO/Syllabus copy with CLO/PLO in it is shared with students. Still Care is made henceforth reminded to all teachers to explain the CLO/PLO's.





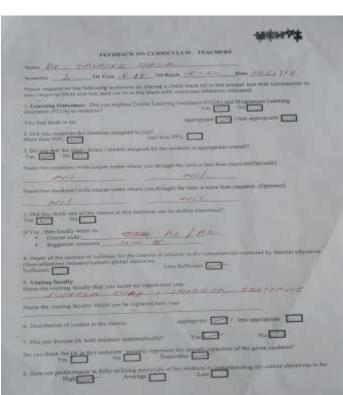


FEEDBACK ANALYSIS ON CURRICULUM (HI & LD)) -FROM TEACHERS IN ACADEMIC YEAR 2018-2019

SEMESTER I BATCH 2018-2020(HI & LD)

SAMPLE FILLED FEEDBACK FORMS

· · · · · · · · · · · · · · · · · · ·	Contract of the Contract of th
FEEDBACK ON CURRICULUM - TEACHERS	17.500
Name-Naha Kany	WENTS.
Somester-L of Banch 2016-20 & Som III of Banch 2017-49 Year - 2016-2019 Date 261/19	RESIDENCE OF CORRECTION OF ACADIMA
Please reasond to the following questions by placing a shock mak (/) in the answer ten that corresponds to your reasons (Only one Sell,) and /or fill in the blank with responses wherever indicated.	A # + 12-14-2
Learning Outcome: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? You V No No	married T Of the Z-1E of them [E-22] the S-11112
You find these to be: appropriate / less appropriate	Processing Control of
2. Did you complete the modules easigned to you? More than 92% (F)	Dates Film toward [7]
Do you feel the time ' hours ' medies assigned for the mediales is appropriate event?' Yes V. 20e	1 Hd (see Fig. 1972). The second is the second in the seco
Name two modules (with source codes where you thought the time is less than required (Optional)	1. In contrast of the contrast
C13 Curriculum hierarchics IEP (gractical)	
Name two modules (with course codes where you thought the time is more than required. (Optional)	Search and the last community where the design the two is the discount of the community of
	State to and its 1948 carry mile when you fought had not to see that tagged discussed
Did you think any of the equate in this semaster can be shilled elsewheed. Yes	
If Yes, then kindly write in . Course onde	1 This real Public and a first annual to the second real by other described.
Luggoettd semister	If the rice heats with the A. J.
Doych of the content of syllabus for the country in relation to the competencies expected by Special obsession (Special column) country (country for the state of the competencies) and every country for the content of the conte	The dependent of the second se
5. Visiting faculty Name the visiting faculty that you insist on eyest next your	Surface (E)
Page the visiting security that you where me repeat noticy that Rose Manganata Name the visiting family which can be replaced not true	Surface Turning Spanning L. Discole
d. Distribution of codin to the course. appropriate V / less appropriate	Same to come for the second control of the s
	Supage mana
7. Did you discuss IA with students systematically? Yes 2 30	A CONTRACTOR AND ADDRESS OF THE PARTY OF THE
Do you think the Lk in this sometime servally opposes the e-real expensions of the given students? No has	1 the section that many one model Young To the section
Russ our performance in fully utilizes, permittels of the students in understanding the course objectives to be Night Avenue Less	Secretary of the party of the p
100 -1 0 10 -1 0	A few conjustments in the telegraph of the control
Signature of Feculty Signature of Principal	and the same of th
N.T.	35 - 301 prinipal



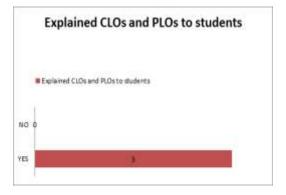




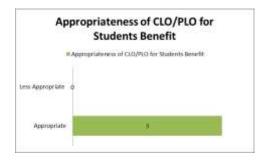
FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes

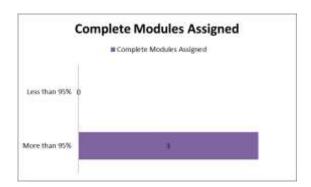
(PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



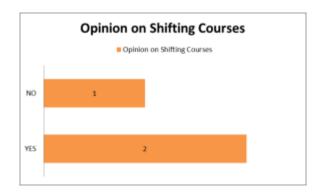
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



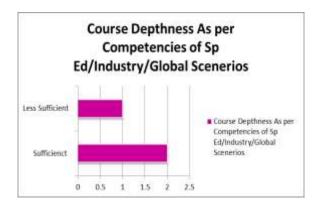




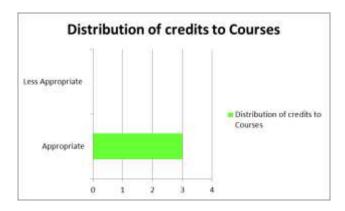
Did you think any of the course in this semester can be shifted elsewhere?



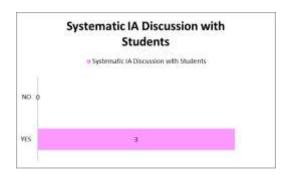
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/ NO

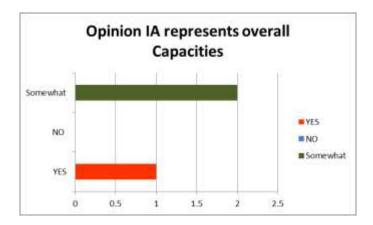




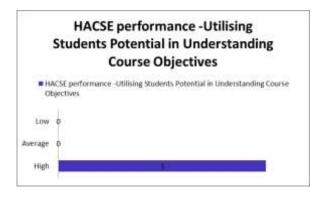


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Distribution of credits to the course.
- Systematic IA discussion with students
- HACSE's performance utilising potential of students in understanding course objectives
- 33% responded that the Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios is less sufficient.
- 67% raised their Opinion on shifting courses according to them shifting should be done.
- 33% responded that the IA represents of this Semester represent overall capacities whereas 67% stated somewhat IA represented overall capacities of the given students.







QUALITATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL

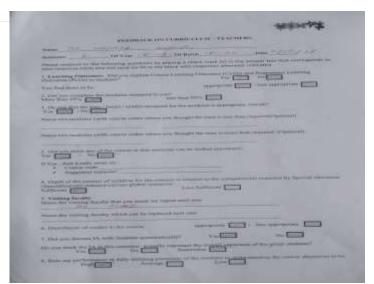
Suggestion to Repeat Particular Visiting Faculty in next succesive year	Suggestion to Replace Particular Visiting Faculty in next succesive year
1. Shuba Tumbe	1. Supriya More
2. Sharmila Dhonde	
3. Supriya More	

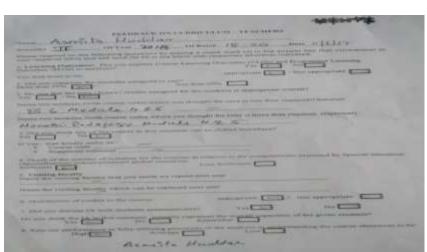


SEMESTER II of Batch 2018-2020(HI & LD)

FEEDBACK ON FORM FILLED

	H-XIII VX
FEEDBACK ON CURRICULUM - TEACHE	RS
Name- Nisha Kutty	
Semester- II Qf Batch 2018-20 & Sem IV Batch 2017-2019 Academic Y	car-2018-2019 Date 24/6/19
Please respond to the following questions by placing a check mark (v) in the a your response (Only one tight) and for fill in the blank with responses wherever	
1. Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) : Outcomes (PLOs) to students? Ves V	nd Programme Learning
You find there to be: appropriate.	/ less appropriate
2. Did you complete the modules assigned to you? More than 95%	
3. Do you feel the time / hours / credits assigned for the modules is appropriate Yes by / No	eversit?
Name two modules (with course codes where you thought the time is less than	required (Optional)
A1 Transition into Adulthood C13 Curriculum hierarchie	
Name two modules (with course codes where you thought the time is more tha	n required. (Optional)
3. Did you think any of the opung, in this semester can be shifted elsewhere? Yes / Ne / Ne / # ¥pp,, then kindly write its: Course code.	
Suggested semester	
Depth of the content of syllabras for the courses in relation to the competenc (Specialization) industry/current global scenaries. Less Sufficient	ies expected by Special education
5. Visiting faculty Name the visiting faculty that you insist we repeat next year	
tA. Name the visiting faculty which can be replaced next year NA.	
6. Distribution of credits to the course. appropriate 1/2	/ less appropriate
7. Did you discuss IA with students systematically?	No.
Do you think the IA in this semester setually appearing the overall expanities of Ves v	fthe given students?
8. Rate our performance in fully utilizing potentials of the students in understa High Average Low	nding the course objectives to be
ignature of faculty	Signature of Princip
and the	and a second



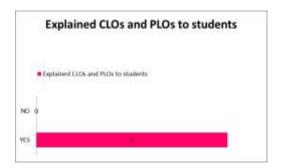




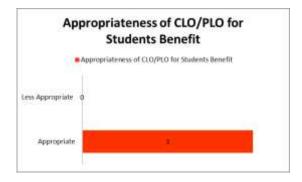


FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

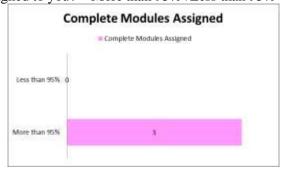
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



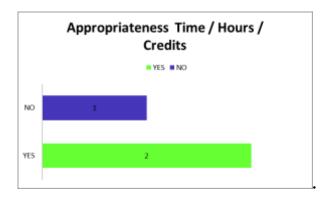
You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



Do you feel the time / hours / credits assigned for the modules is appropriate overall?







Did you think any of the course in this semester can be shifted elsewhere?



Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.

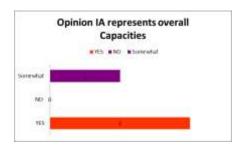


Did you discuss IA with students systematically? YES/NO



Do you think the IA in this semester actually represent the overall capacities of the given students?

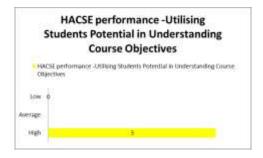
YES/NO/SOMEWHAT







Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Opinion on shifting courses (No 100%)
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives Whereas;
- ✓ 33% responded –that time/hours/ credits assigned over modules are inappropriate.
- √ 67% responded by saying yes to the statement -IA in this semester actually represent the overall capacities of
 the students whereas 33% responded by saying that somewhat IA of this semester represents overall capacities
 of the students.

QUALITATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty	Suggestion to Replace Particular Visiting Faculty in next
in next succesive year	succesive year
1. Dr.Suri	
	NIL







SEMESTER III of Batch 2017-19 (HI & LD)

FEEDBACK FORM FILLED

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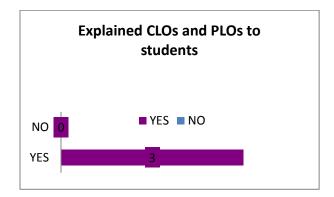
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FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

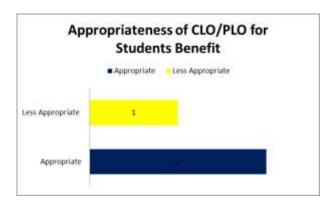
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



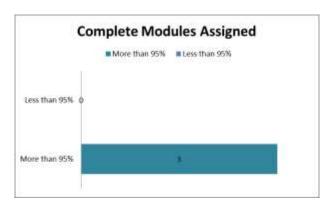




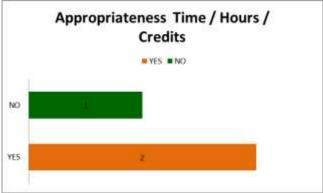
You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



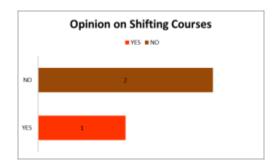
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



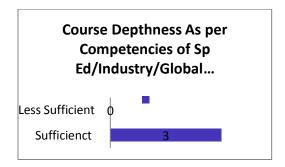




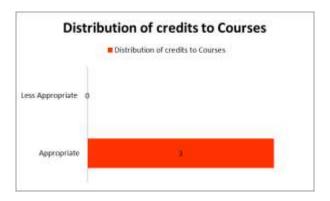
Did you think any of the course in this semester can be shifted elsewhere?



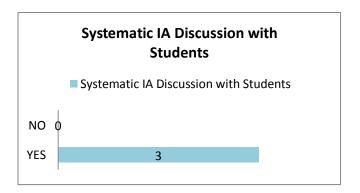
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/NO

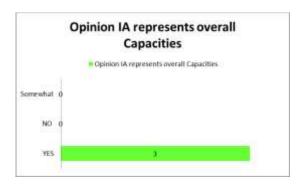




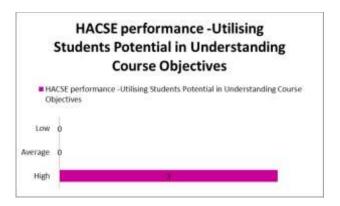


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Completion of modules Assigned
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives

Whereas:

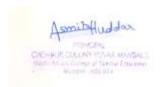
- 33% responded- that CLO/PLO were not appropriate for student benefit..
- 33% responded that the time/hours/ credits assigned over modules was inappropriate.
- 33% were of Opinion on shifting to Semesters





QUALITATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules whereTime should be More than Required)	Suggestion to Repeat Particular Visiting Faculty in next succesive year	Suggestion to Replace Particular Visiting Faculty in next succesive year
NIL	NIL	1. Mr. Vengurlekar	
		2. Shahida Mogar	
		3. Renu Nargunde	



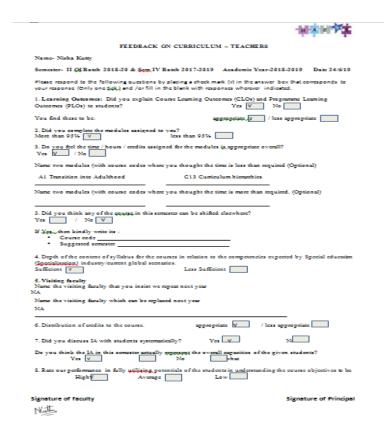
SEMESTER IV of Batch 2017-2019 (HI & LD)

FILLED FEEDBACK FORMS

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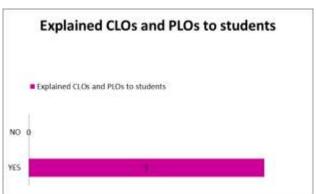




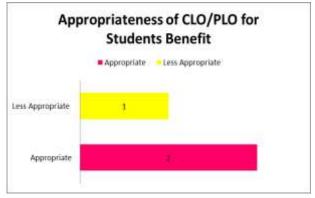


GRAPHICAL REPRESENTATION)

Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



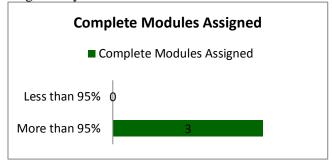
You find these to be -APPROPRIATE/LESS APPROPRIATE







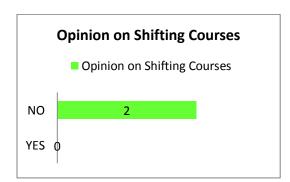
Did you complete the modules assigned to you? More than 95% /Less than 95%



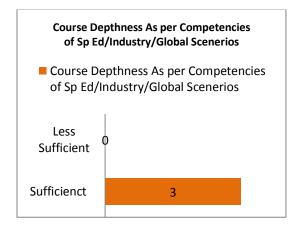
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



Did you think any of the course in this semester can be shifted elsewhere?



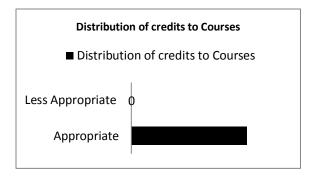
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



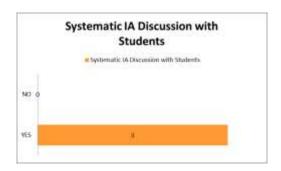




Distribution of credits to the course.

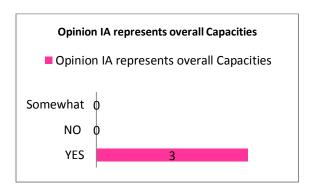


Did you discuss IA with students systematically? YES/NO

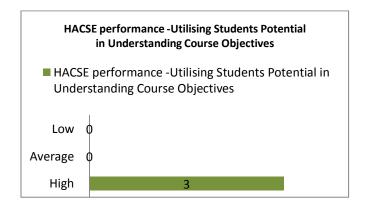


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low







FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Opinion on shifting courses (No 100%)
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives

QUALITATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
NIL	NIL







ACTION TAKEN REPORT –FEEDBACK ON CURRICULUM (HI & LD) –FROM TEACHERS IN ACADEMIC YEAR 2018-2019

ACADEMIC YEAR 2018-2019 - SEMESTER I Of BATCH 2018-2020 (HI/LD)- (TEACHERS FEEDBACK)			
POINT OF ACTION TO	POINT OF ACTION TAKEN		
BE TAKEN			
 Repeating/Replacing the visiting faculty Shifting courses —: . A1 to Sem IV A1 /A2 to Sem II Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios is less sufficient. Deviation in representation of Students overall capacities through their IA of Current Semester 	 Faculty was respectively repeated /replaced for the next academic year/semester Shifting 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. For Depthness of content, freedom was given to outsource, invite expert / do collaborative faculty exchange so that best and indept knowledge can be made available to the students. Even freedom is given for - flexibility in lectures /giving additional time, showing more online material, if content requires more in-depth knowledge. Again this IA to be carefully allotted and variation in unit tests to be done, so that students as learners may vary in their learning style hence during setting of unit tests too, it was recommended to follow educational taxanomy, think from variety aspect while setting unit tests or giving notional tasks of modifying notional tasks. Even liberty was given to modify notional tasks if required for betterment of overall capacities of the students. 		

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ACADEMIC YEAR 2018-19 - SEMESTER II Of BATCH 2018-2020(TEACHERS FEEDBACK (HI/LD)		
POINT OF ACTION TO	POINT OF ACTION TAKEN	
BE TAKEN		
• Repeating/Replacing the visiting faculty.	 Faculty was respectively repeated /replaced for the next academic year/semester 	
• <u>Time/hours/ credits</u>	 Additional time was given /taken for lectures on B6 Module 4 and 5 	
assigned over	• Less time was given for Pedagogy of Marathi language Module 4 and 5.	
<u>modules -</u>	Rather same time was used for other courses / tasks/activities.	
<u>inappropriateness</u>	B Ed Special Education Curriculum is framed , Syllabus is designed by	
Less time than required	University of Mumbai on basis of Curriculum framework of Two Year B Ed	
for two: B 6 Module 4	Special Education given by RCI. After every five years ,University of	





and 5:

- More than time required : Marathi Pedagogy Module 4 and 5
- Deviation in representation of Students overall capacities through their IA of Current Semester
- 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.
- Again this IA to be carefully allotted and variation in unit tests to be done, so
 that students as learners may vary in their learning style hence during setting
 of unit tests too, it was recommended to follow educational taxanomy, think
 from variety aspect while setting unit tests or giving notional tasks ort
 modifying notional tasks. Even liberty was given to modify notional task if
 required for betterment of overall capacities of the students.



ACADEMIC YEAR 2018-2019 - SEMESTER III OF BATCH 2017-2019- TEACHERS FEEDBACK - (HI/LD)		
POINT OF ACTION TO	POINT OF ACTION TAKEN	
BE TAKEN		
 Repeating/Replacing 	• Faculty was respectively repeated /replaced for the next academic	
the visiting faculty.	year/semester	
• <u>Inappropriateness in</u>	• For Course E2 in next semester /year – More time was allotted / Time was	
time/hours/ credits	extracted from other courses .C15 and C16 courses were taught by reducing	
<u>assigned over</u> <u>modules</u>	the lectures and rather same time was used for teaching other courses and other college activities.	
.Less time than required to	 Shifting not possible as discussed below . May be during revision of syllabus 	
teach is given to course E2	-suggestion can be given.	
More time is given to teach	B Ed Special Education Curriculum is framed , Syllabus is designed by	
Course C15 and C16 is felt.	University of Mumbai on basis of Curriculum framework of Two Year B Ed	
• <u>Shifting:</u> Field	Special Education given by RCI. After every five years ,University of	
Engagement to	Mumbai revises its curriculum Colleges affiliated to University of Mumbai	
Semester I or	have to follow the syllabus framed by UoM. Even CLO/PLO are already	
Semester II Sem I or	framed and included in the syllabus copy. Wherever and whenever possible	
Sem II	within limits – for example may be time factor –where more /less time for	
• CLO/PLO –	module needs to be adjusted/modified or flexibility in transaction of	
Inappropriateness for	curriculum, flexibility in organisation of lectures and practical's, its up to the	
Student Benefit	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.	
	 CLO/PLO –Inappropriateness is again a personal response/attitude. Yes it 	
	can be said that some modification in CLO or more points other than those	
	mentioned can be included while explaining Clos to students. But CLO's are	
	must. As course learning outcomes are necessary to know why are they	
	learning respective course, what have they to know ,so that at the end of the	

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course/on completion the students can self reflect and learn more if they feel the necessary input expected from course they have not got. But CLOs are must like PLO's. College during During the Induction Ceremony /Diksharambh explains - PLOs and even during the regular lecturres/orientations of courses by respective faculty -CLO's are to be explained to students and also CLO?PLOs are circulated ?uploaded on website.







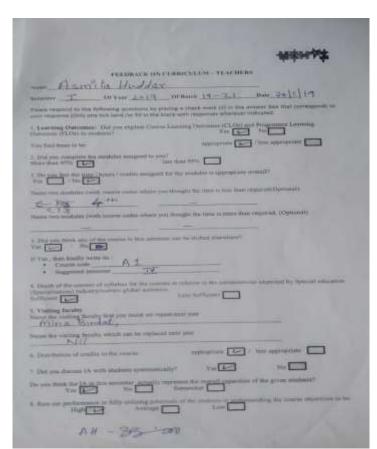


FEEDBACK ANALYSIS ON CURRICULUM (HI& LD)) -FROM TEACHERS IN ACADEMIC YEAR 2019-2020

SEMESTER I BATCH 2019-2021(HI & LD)

SAMPLE FILLED FEEDBACK FORMS

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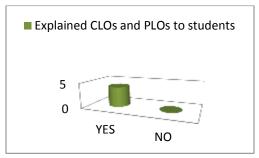
FEEDBACK ON CURRICULUM - TEACHERS Name-Nisha Kutty Semester- I of Batch 2019-21_& Sem III of Batch -2018-20 Academic Year- 2019-2020 Date 26/1/20 1. Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (FLOs) to students? appropriate / less appropriate 2. Did you complete the modules assigned to you? More than 9514 V less than 9514 3. Do you feel the time / hours / credits assigned for the modules ig appropriate overall? Yes: V / No Name two modules (with course codes where you thought the time is less than required (Optional) C13 Curriculum hierarchies IEP (practical) Name two modules (with course codes where you thought the time is more than required. (Optional) 3. Did you think any of the gauge in this semester can be shifted elsewhere? Yes / No V If \$\frac{1}{2}\text{pq}_{\text{op}}\$ then kindly write its: Course code Suggested semester Dogth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialustics) inclustry/current global seematics. Less Sufficient Less Sufficient 5. Visiting faculty Name the visiting faculty that you insist we repeat next year Name the visiting faculty which can be replaced next year appropriate V / less appropriate 6. Distribution of credits to the course. 7. Did you discuss IA with students systematically? Do you think the IA in this semester actually appeapage the overall expecities of the given students? Yes V No hat 8. Rate our performance in fully utilizing potentials of the students in understanding the course objectives to be High Avenge Lew Lew Signature of faculty Signature of Principal



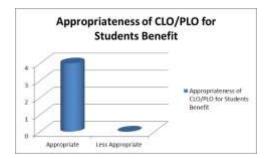


FEEDBACK ANAYSIS (GRAPHICAL REPRESENTATION)

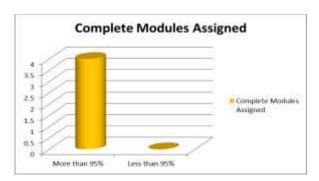
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



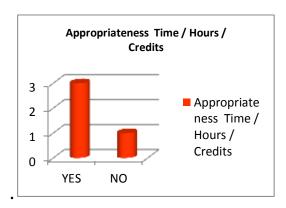
You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



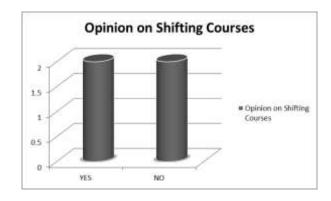
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



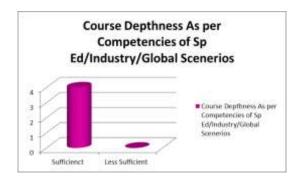




Did you think any of the course in this semester can be shifted elsewhere?



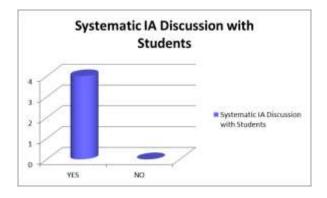
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/NO

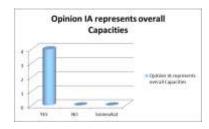




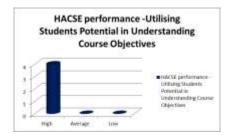


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives

Whereas 50-50% were the views on shifting courses to semesters.

QUALITATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1.Meena Bindal	Nil
2. Mrs. Snehalata Desai	
3. Yukti Gupta	







SEMESTER II of BATCH 2019-2021(HI & LD)

- Manual	-MEN'*
PREMIARX OF CAMPOLICAN - TRACHES	7.1
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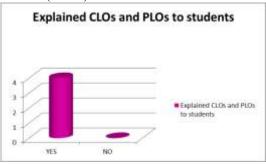
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	FEEDBACK ON CURRICULUM - TEACHERS
PROBLEM ON CLUMICALUM - TRACHERS	Name-Nisha Kutty
Associa 11 1/22 promo 19-21 mm 12/8/19	Semester-II of Batch 2019-21 & Sem IV of Batch 2018-20 Academic Year-2019-2020 Date 24619
AND A SECOND CO. LAND	Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Only one Spk), and /or fill in the blank with responses wherever indicated.
and the same of th	Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes: V No
O Learning Command Com	You find these to be: appropriate/less appropriate
To the day have been been been been been been been be	2. Did you complete the moBules assigned to you? More than 95% V
	3. Do you feel the time / hours / credits sasigned for the modules ig, appropriate overall? Yes: No
Vol. 12 Th of in solution and the new participants	Name two modules (with course codes where you thought the time is less than required (Optional)
Name and Address of the Control of t	B10 (F) Interventions strategies in LD C13 Curriculum hierarchies
Name two modulat roots process mine plant process from a more than required, explanately	Name two modules (with course codes where you thought the time is more than required. (Optional)
1 that was both and our special in this assumes that he delicated expensions?	Did you think any of the oppage, in this senester can be shifted chawhere? Yes / No V
or tax a description on the contract of the co	M χρη,, then kindly write its :
Control color Control	Suggested semester
Suppose of the country of the c	Depth of the content of syllabra for the courses in relation to the competencies expected by Special education (Specialszies) industry/current plobal accurains. Sufficient [V]
	5. Visiting faculty Name the visiting faculty that you insist we repeat next year NA
	Name the visiting faculty which can be replaced next year
Name the named faculty named and the named name and	NA NA
a Department of credit to the score against the last the score	6. Distribution of credits to the course. appropriate V / less appropriate
	7. Did you discuss IA with students systematically? Yes V
A find you desired 10 with market commander. The last of the grant contents.	Do you think the IA in this semester actually appeapes the overall capacities of the given students? You No what
Do not been a second or the second of the se	8. Rate our performance in fully utilizing potentials of the students in understanding the course objectives to be light Average Low
35 on Barpal	Signature of faculty Signature of Principal
Section 1990	N. II.



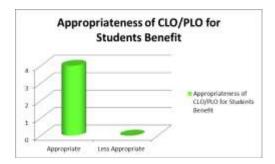


FEEDBACK ANAYSIS GRAPHICAL REPRESENTATION)

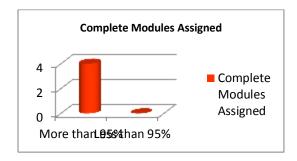
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE



Did you complete the modules assigned to you? More than 95% /Less than 95%



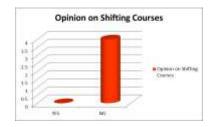
Do you feel the time / hours / credits assigned for the modules is appropriate overall?







Did you think any of the course in this semester can be shifted elsewhere?



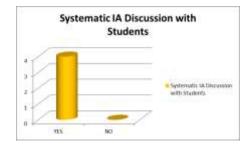
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.

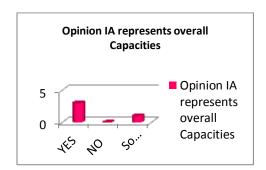


Did you discuss IA with students systematically? YES/NO



Do you think the IA in this semester actually represent the overall capacities of the given students?

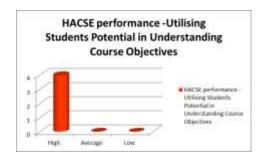
YES/NO/SOMEWHAT







Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



FEEDBACK ANALYSIS:

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- · Appropriateness of time/hours/ credits assigned over modules
- Shifting courses to semesters. (100% No Shifting)
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Systematic IA discussion with students
- HACSE's performance utilising potential of students in understanding course objectives

*50% responded- IA in this semester actually represented overall capacities of the given students; whereas 25% responded IA somewhat represented overall capacities of the given students.

QUALITATIVE FEEDBACK

N	Modules where Time should be Less than Required)	Modules where Time should be More than Required)
	NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1. Collaborative Lectures with SNDT (Neet to be	
Continued)	NIL
2.Meena Bindal (Life Skills/Value Education)	
3. Shahida Mogar	







SEMESTER III OF BATCH 2018-2020(HI & LD)

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Separation and the same name and processing in most feet imparts. (Aprilla) List you have any order owners the answer on the state of the control of the co	Frequency contains (with concern codes where you thought the core in incent than imposed (Cymredi) 1. Duty not think don't if the concern in this concern copy he shall be presented. 1. The concern code of the concern of the conce
A shall be the same of the sam	A Material of Section to the same appropriate of the appropriate of th







FEEDBACK ON CURRICULUM - TEACHERS Name-Nisha Kutty Semester- I of Batch 2019-21. & Sem III of Batch -2018-20 Academic Year- 2019-2020 Date 26/1/20 Please respond to the following questions by placing a check mark (V) in the answer box that corresponds to your response (Only one tight, land, /or fill in the blank with responses wherever indicated. appropriate / / less appropriate 2. Did you complete the modules assigned to you?

More than 95% V less than 95% 3. Do you feel the time / hours / credits assigned for the modules is, appropriate overall?

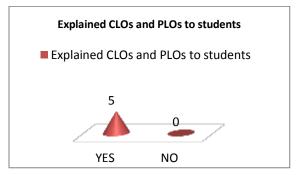
Yes | V | / No | ne two modules (with course codes where you thought the time is less than required (Optional) C13 Curiculum hierarhies IEP (practical) Name two modules (with course codes where you thought the time is more than required. (Optional) Did you think any of the gauge in this semester can be shifted elsewhere?
 Yes / No V If Yeq., then kindly write its :

Course code ____

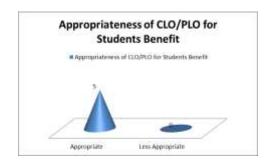
Suggested semester __ (Specialization) in Sufficient V Less Sufficient 5. Visiting faculty
Name the visiting faculty that you insist we repeat next year Name the visiting faculty which can be replaced next year appropriate V / less appropriate Yes 🔻 N 7. Did you discuss IA with students systematically? our performance in fully utilizing, potentials of the students in under High Average Low Signature of faculty Nutt

FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



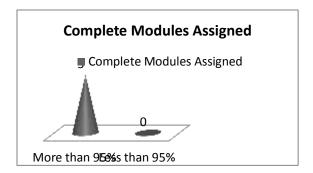
You find these to be -APPROPRIATE/LESS APPROPRIATE



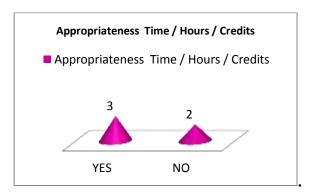




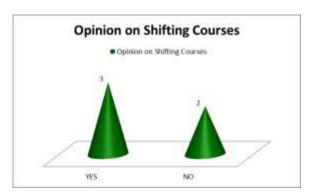
Did you complete the modules assigned to you? More than 95% /Less than 95%



Do you feel the time / hours / credits assigned for the modules is appropriate overall?



Did you think any of the course in this semester can be shifted elsewhere?



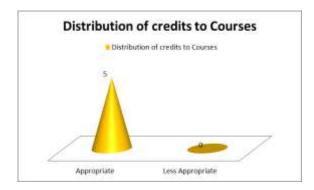
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



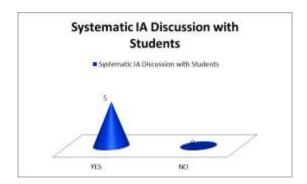




Distribution of credits to the course.

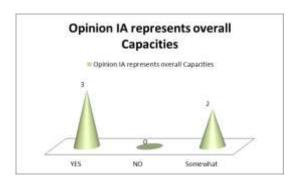


Did you discuss IA with students systematically? YES/NO

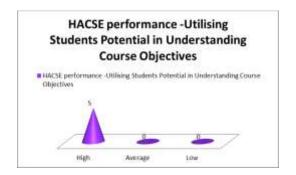


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low







FEEDBACK ANALYSIS:

100% Positive responses / faculty agreed to all below listed statements

- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Distribution of credits to the course.
- Systematic IA discussion with students
- HACSE's performance utilising potential of students in understanding course objectives

*60% responded- IA in this semester actually represented overall capacities of the given students; whereas 40% responded IA somewhat represented overall capacities of the given students.

- 40% responded there is In-appropriateness of time/hours/ credits assigned over modules
- 40% disagreed on Shifting courses to semesters.

Modules where Time should be Less than Required)

• 40% responded that there is less sufficient - Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.

QUALITATIVE FEEDBACK

NIL	NIL
Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
 Shahida Mogar Mr.Ninad Ms.Snehalata Desai 	NIL



Modules where Time should be More than Required)





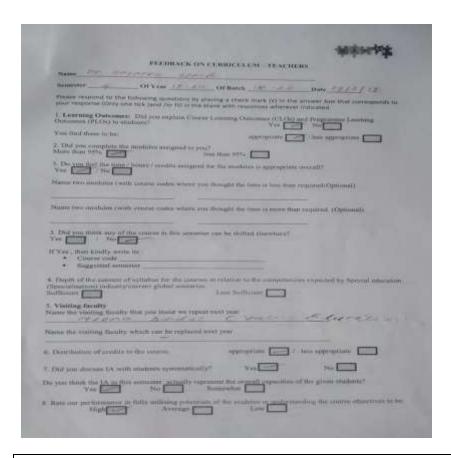
SEMESTER IV of Batch 2018-2020(HI &LD)

wart's	-M×10-17*
	FEEDBACK ON CURRICULUM - TEACHERS
PERSONAL ROLL CHRISTIAN AND STREET	Name-Nisha Kutty
D. Amil Tricked and local part of Street land	Semester-II of Batch 2019-21 & Sem IV of Batch 2018-20 Academic Year-2019-2020 Date 24619
Sometime 18 And Year Park 1 O) Bank 2 10 to some him that commands to	Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Only one tight,) and for fill in the blank with responses wherever indicated.
Present the first control to the first and control of the desired beautiful to the second to the control of the first control of the fi	Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes W No
- Learning University (Till you washing Course Learning Courses (C.C.O.) and Programmy Learning.	You find these to be: appropriate // less appropriate
Commission (SCAC) of standards.	2. Did you complete the meBules assigned to you? More than 95% V
	Do you feel the time / hours / credits assigned for the modules is, appropriate overal? Yes / No / N
The second Chairman Asset continues assigned for the acceptant is appropriate contact.	Name two modules (with course codes where you thought the time is less than required (Optional)
The same of the sa	B10 (F) Interventions strategies in LD C13 Curriculum hierarchies
The Committee of the co	Name two modules (with course codes where you thought the time is more than required. (Optional)
177	
AND 1	Did you think any of the equage in this semester can be shifted clarwheed? Yes / No V
I find you with the of the second is first annual as the label transfer of	If Yap, then kindly write its :
	Course code Suggested semester
transmission and transmission	4. Depth of the content of syllabus for the courses in relation to the competencies expected by Special education
The same of the sa	(Specialization) industry/current global scenarios. Sufficient V Less Sufficient
A Copyring the passage of agreement global manners and the fact that the	5. Visiting faculty Name the visiting faculty that you insist we repeat next year
author [col]	NA Name the visiting faculty which can be replaced next year
s vinner taken	NA NA
The same was a second to the Burket	6. Distribution of credits to the course. spgropriste ¥ / less spgropriste
	7. Did you discuss IA with students systematically? Yes 🔻 N
A Martinian of contra territories	Do you think the IA in this semester actually appearant the eventle aspectics of the given students? Yes V No what
	8. Rate our performance in fully utilizing potentials of the students in understanding the course objectives to be Royal
to the state of th	Signature of faculty Signature of Principal
Average Line	Nutt

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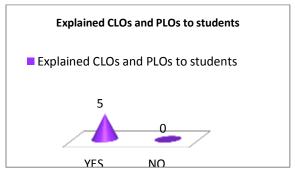




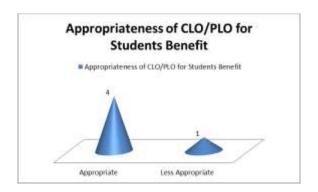


FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



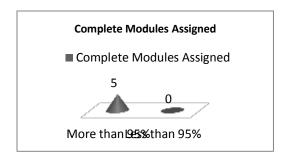
You find these to be -APPROPRIATE/LESS APPROPRIATE







Did you complete the modules assigned to you? More than 95% /Less than 95%



Do you feel the time / hours / credits assigned for the modules is appropriate overall?



Did you think any of the course in this semester can be shifted elsewhere?



Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



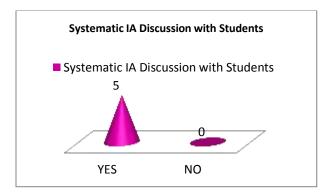
Distribution of credits to the course.





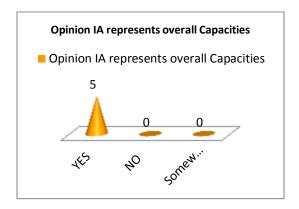


Did you discuss IA with students systematically? YES/NO

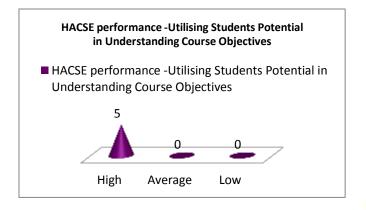


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low







FEEDBACK ANALYSIS

100% Positive responses / faculty agreed to all below listed statements

- CLO/PLO were explained to students
- Completion of modules Assigned
- Appropriateness of time/hours/ credits assigned over modules
- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios.
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities –opinion
- HACSE's performance utilising potential of students in understanding course objectives

Whereas

20% responded – In-Appropriateness of CLO/PLO

40% agreed with shifting of courses to other semesters.

QULAITIATIVE FEEDBACK

Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL

Suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year
1. Jui Khopkar - Voice Modulation	NIL
2. Dr. Kirti Pathak (B 10 ECCE)	
3. Meena Bindal - Value Education	







ACTION TAKEN REPORT –FEEDBACK ON CURRICULUM –FROM TEACHERS IN ACADEMIC YEAR 2019-2020 (HI/LD)

ACADEMIC YEAR 2019-2020- SEMESTER I Of BATCH 2019-2021(HI/LD)		
POINT OF ACTION TO	POINT OF ACTION TAKEN	
BE TAKEN		
 Repeating/Replacing the visiting faculty Shifting: A1 to Be Shifted to Sem IV Less time is Allotted than actually required for Course Code C 13 Module 4 	 Faculty was respectively repeated /replaced for the next academic year/semester For C13 Module 4 More time to be allotted in time table/ more time faculty will be given as per need to take C 13 Module 4 content Shifting 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. 	



ACADEMIC YEAR 2019-2020 - SEMESTER II Of BATCH 2019-2021 (TEACHER FEEDBACK –HI/LD)		
POINT OF ACTION TO BE	POINT OF ACTION TAKEN	
TAKEN		
 Repeating/Replacing the visiting faculty Online mode - Covid 19 Where Time was felt less as in online mode, the speed gets slower. More time /flexibility should have been there to reduce modules/so by university of Mumbai. Deviation in representation of overall capacities of the given students- through IA' Scores. 	 Faculty was respectively repeated /replaced for the next academic year/semester If learning is online /any sessions are online —more time will be accordingly given for 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 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.

• Again this IA to be carefully allotted and variation in unit tests to be done, so that students as learners may vary in their learning style hence during setting of unit tests too, it was recommended to follow educational taxanomy, think from variety aspect while setting unit tests or giving notional tasks ort modifying notional tasks. Even liberty was given to modify notional task if required for betterment of overall capacities of the students.



	S. J. States Consider		
ACADEMIC YEAR 2019-2020 - SEMESTER III Of BATCH 2018-2020(HI & LD)			
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN		
 Repeating/Replacing the visiting faculty In-appropriateness of time/hours/ credits assigned over modules/ Shifting/- Depthness of the content in relation to competencies expected by Special education (Specialisation) industry/current global scenarios. SUGGESTIONS WERE: D 17 to Sem I/ Sem IV C15 to Sem II C14 to Sem II ✓ Less time allotted to C14 ✓ More time Allotted to C15 than required ✓ C 15 Module 2 (Time more than sufficient)- Module 5 to be merged ✓ Less than Sufficient Time is allotted for Practical Work ✓ More Focus on AVT and Practical 	 Faculty was respectively repeated /replaced for the next academic year/semester. Where ever time – to be increased/decreased-freedom and flexibility will be given to the faculty as desired and need arises. For practical – more time is required to be allotted but again it will be tried in the coming years too but ultimately since the university syllabus has already decided the schedule/duration no more changes possible, if any scope surely college will decide /take this point into consideration. It was decided for more focus to be given to AVT. Shifting 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

For Depthness of content ,freedom was given to outsource ,invite expert / do collaborative faculty exchange so that best and indept knowledge can be made available to the students. Even freedom is given for - flexibility in lectures /giving additional time , showing more online material, if content requires more in-depth knowledge.





ACADEMIC YEAR 2019-2020 - SEMESTER IV Of BATCH 2018-2020(HI & LD)	
POINT OF ACTION TO	POINT OF ACTION TAKEN
BE TAKEN	
 Repeating/Replacing the visiting faculty Need to male CLO/PLO more specific Shifting: D18 to Sem I, Sem II. *Spread through out 4 years. Just Certification of this should be mandatory before completing B Ed degree. D18 to Sem II, Sem III 	 Faculty was respectively repeated /replaced for the next academic year/semester Shifting not possible as discussed below. May be during revision of syllabus –suggestion can be given. Need to male CLO/PLO more specific – Again this hopefully may be revised during curriculum revision. 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.



