

## FEEDBACK ON CURRICULUM FROM - EMPLOYERS



FEEDBACK was obtained from Employers since 2015-2016. Feedback was made more structured to obtain feedback for the academic years 2018-2019 onwards. Sample format of the Structured Feedback also included here. Followed by the Feedback filled in and Analysis of the feedback obtained:

### I. FEEDBACK OBTAINED - YEAR 2015-2016 Onwards –FEW SAMPLE FEEDBACK LETTERS

*We Too Shall Conquer*

**Helen Keller Institute for Deaf & Deafblind**  
(A Pioneering Institute for Deafblind - Founded in July 1977)

Date: 14.03.2016

To,  
Dr. Gayatri Sirur,  
Hasu Advani College of Sp.Education

Dear Dr. Gayatri Sirur,

Greetings.

I am happy to give you a brief feed back about Ms Archana Tiwari an ex student of your college.

Ms Archana Tiwari is working in the TTC of Helen Keller Institute for Deaf and Deafblind as Lecturer for last three and half years. Earlier she worked in the Deaf Section of the institute for five years.

She is very sincere and dedicated faculty of TTC and is doing very well.

She supports the trainees in both Theory and Practical.

She will benefit if she gets more inputs in the following areas like Planning IEP, Parent Management, Legislation, and New concepts in Speech and Audiology.

Regards,  
In the Service of Helen Keller Institute for Deaf and Deafblind,

*Anuradha Bagchi*  
Anuradha Bagchi,  
Dy. Director,  
TTC.

**MUMBAI**  
TTC Center  
MIDC,  
Pune Road,  
Mumbai - 400 701  
(2193226)

**Section**  
TTC Center  
Education for  
Deaf Adults  
(2193)

**Section**  
TTC Center  
Education for the Deaf  
Training  
Program

**Therapy**  
TTC  
Training Centre  
Sp. Edu.  
(2193)

**CULLA**  
Secondary School  
Near S Bridge,  
Byculla (W),  
Mumbai  
(23087052)

**Information**  
Technology for  
Deafblind &  
Low Vision  
(2193)

**Donwala**  
Institue Mini  
for  
Deafblind Adults  
(2193)

**Cum**  
TTC Services  
Advanced Language,  
Computer competency  
Materials in Braille  
Graphics  
Screen Printing  
service at Byculla  
Road  
School,  
Building: Flat-003,  
Poocham Sagar  
Road (East), -401107  
22-23087052

**nal** Programme for  
ng blind with  
abilities

**CHEMBUR**  
Wedia Charity Trust  
Training Unit Cum  
In For Young Deaf Adults

**"Give to every other human being every right that you claim for yourself" - R. Ingersoll**

Helen Keller Institute for Deaf & Deafblind is registered under the Societies Registration Act 1860, Bombay Public Trust Act 195  
Reg. No. 083780378 Dt. 02.03.1987. All cheques to be drawn in favour of "Helen Keller Institute for Deaf & Deafblind  
to the following address Municipal Secondary School, South Wing, Near 'S' Bridge, N.M.Joshi Marg, Byculla (W), Mumbai 40001  
2-23087052/23019215 Telefax:91-22-23018211. E-mail:hkidb.mumbai@gmail.com Website:www.hkidb-mumbai.org

नवी मुंबई महानगरपालिका  
Navi Mumbai Municipal Corporation



'e.t.c.'

अपंग शिक्षण व प्रशिक्षण केंद्र  
Education and Training Centre For PWDs

Website : www.nmmconline.com, Email : etc.pwda.nmmc@gmail.com / dr.varshabhagat@gmail.com  
Plot No. 3D, Sector 30A, Opp. Exit Gate of Raghuleela Mall, Vashi Railway Station, Vashi, Navi Mumbai - 400 703  
Tel. : 022-2781 2962 / 2781 2972

Ref No: NMMC /etc/PWDs/382/2016  
Date: 08/03/2016

To,  
Dr. Asmita Huddar  
Principal,  
HACSE, Chembur.

**Subject: Feedback of Alumni of HACSE at etc center**

Dear Madam,

Navi Mumbai Municipal Corporation's etc Education, Training and Service Center for Person's with Disabilities is a One Stop Resource Center catering to all disabilities, all age groups and giving all types of services under one roof.

A very high standard is maintained for appointment of Rehabilitation staff. The Staff recruited has to go through stages of filtration before final appointment. This procedure makes sure that the best candidate is given chance. At etc center, 1 the Director, 1 Principal (In charge), 5 Special Educators (3 permanent and 2 contract) are a proud alumni of Hashu Advani College of Special Education. The curriculum of B.Ed (H.I) along with some soft skills were deliberately taught to us and some we acquired looking up to our Master Trainers have been of great importance in our professional and personal life.

The Institute has been Accredited by Quality Council of India (NABET) and the crucial processes of the center have the above Educators as their process owners and key members i.e. Curriculum, Examination, Intervention, Community based Rehabilitation and Co-curriculum. Since it's all disability center the exposure and experience they get is not typical and the work culture at the center is one of its kind.

The Alumni have been found to be competent to carry out the work assigned to them. All the Educators teach the full spectrum of students with H.D. Though a little language constrain does happen for teaching students with English as medium of instruction or English as a language in higher classes. So to tackle this basic English coaching would be of help to them and organization too. It would also benefit trainees to have internship period of 1-3 months wherein they learn to take full responsibility of the students rather than for the period of lesson only.

Me along with the other alumni are fortunate to have studied in HACSE. We hope that as we proud of you, you in return also of us. We owe HACSE for our growth in field of Rehabilitation; together we will surely make difference in the life of PWDs & help them to live life with dignity.

With regards

(Dr. Varsha Bhagat)  
Director

*It's a dishonor for the society to have a Person with Disability walking  
on the street assisted, sitting at home helplessly...  
The Society looks next only when even the 'lost' Person is independent and happy!*

CHEMBUR COLONY YUVAK MANDAL'S  
**ROCHIRAM T. THADHANI HIGH SCHOOL  
FOR HEARING HANDICAPPED**

समाजकल्याण विभाग मान्यता क्रमांक : अवि/अल्प/सेवा/मान्यता/८९-९०/का-२७/४८३३ दि. ११/१२/१९८९-आणि  
कार्यमन्त्रालयी मान्यता क्रमांक : अवि / निमूब-शासन मान्यता / ९१-९२ / का-९ / ७९३ दि. २८ / २ / १९९२  
महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळाची कार्यमन्त्रालयी मान्यता क्र. ०३१४, दि. १७/०१/२०१३



RTT/15-16/6918/312

Date:- 02/03/2016

To,  
The Principal,  
Hashu Advani College of Special Education  
Chembur, Mumbai – 74.

Respected Madam,

Hashu Advani College is completing 20 years of service. This is a very right time to inform you about your alumni who were working with us and now giving their services to other schools (1) Ms. Manali Dabhoikar (2) Ms. Ujwala Patil (3) Ms. Vijayashree Kene (4) Mrs. Manju Bhasin (5) Ms. Priyanka Gurav (6) Mrs. Shbhada Masurkar.

Teachers :-

- (1) Mrs. Vandana Gawande
- (2) Mr. Nakul Bharmal
- (3) Ms. Nilkanti Adhangle
- (4) Mrs. Nanda Gajbhiye
- (5) Mrs. Sakshi Jalke
- (6) Mrs. Sumati Girigosavi
- (7) Mrs. Priti Navghare
- (8) Mr. Anil Kale are working with us as a teachers. They are trying to

P.T.O.



CHEMBUR COLONY YUVAK MANDAL'S  
**ROCHIRAM T. THADHANI HIGH SCHOOL**  
**FOR HEARING HANDICAPPED**

समाजकल्याण विभाग माध्याय केंद्रिक : अति/अभि/सेवा/माध्याय/१९-१९/का-२०/४६३३ दि. १२/११/९९  
कार्यसहायकी माध्याय केंद्रिक : अति / शिक्षक-साधन माध्याय / १९-१९ / का-१ / १९९३ दि. २८ / ३ / १९९३  
महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळाची कार्यसहायकी माध्याय क. १९९४, दि. २०/०१/२०१३



-2-

give their best to our students. They are ready to accept new challenges and working very hard in this Sepcial Education field. As a principal of Rochiram T. Thadhani High School for Hearing Handicapped would like to request you to provide support them in following areas so it will be beneficial to the special field of Education:-

- How to develop Parent Teacher Association (P.T.A.)
- Curriculum Development
- Syllabus Planning and Implementation
- Use of Technology in the field of Special Education
- Communication option for Hearing Impaired students
- Awareness of Special Education to the teachers of Regular School

Hope you will kindly arrange the same.

Thanking you,

Yours faithfully,

**Poonam Sawant**  
Head Mistress  
Rochiram T. Thadhani Highschool  
for Hearing Handicapped  
64-65 Collector's Colony  
Chembur, Mumbai - 400 074

**ANALYSIS DONE ON FEEDBACK RECEIVED (2015-2016)- Qualitative Feedback**

#	Name of Institute	Number of Alumni Working
1	Rochiram T Thadhani High School for Hearing Handicapped	8
2	Helen Kellar Institute for deaf & Deaf Blind	1
3	Education and Training Centres fro PWD;s Navi Mumbai	7
4	Vikas Vidyalaya for Hearing Handicapped (Letter draft in Marathi ) Feedback points jotted in the table below	5

School	STRENGTHS	NEEDS	POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
Rochiram T Thadhani High School for Hearing Handicapped (8 faculty)	<ul style="list-style-type: none"> <li>✓ Give best to students;</li> <li>✓ Accept new challenges</li> <li>✓ hard at working</li> </ul>	<ul style="list-style-type: none"> <li>✓ Development of PTA</li> <li>✓ Curriculum Development- Syllabus Planning and Implementation</li> <li>✓ Use of technology in the Field of Special Education</li> <li>✓ Communication option for hearing Impaired Students</li> </ul>	<p>1. More focus to be given on explaining role of PTA.</p> <p>2. More professional knowledge through curriculum .</p> <p>3. Seminars on topics like -use of technology in education can be/should be kept or ICT use in education like topics should be included as sub topics of Seminars , short term courses additional courses - college should be arranged for in coming future .</p> <p>4. Communication options - be given as elective paper for HI students.</p>	<p>1. Yes. while teaching C16 , PTA topic is dealt in detail .Practical experiences too teachers discuss , ask students to interact with school teachers /to have discussion with school teachers how PTA is organised basically, good ,bad ,experiences, etc.</p> <p>2. May be RCI/ University of Mumbai Syllabus Committee while revising hopefully may revise the curriculum in near future and surely will consider this point.</p> <p>3. Yes. Use of technology – CRE was planned in 2020 (Online CRE) , Even CRE held in Jan 2020 had included use of technology in education as one of the topic. More ever, Value Added Course –AABHASI was launched by HACSE in May 2020 which was delayed but due to pandemic Covid 19 ,and started in July 2020 as an enrichment course for in house B Ed pursuant and in-service teachers .</p>

				4 . Yes.Communication option is given as elective for B Ed (HI) since 2017-2019 But only one student of SY Batch 2019-2021 showed choice to it.
Helen Kellar Institute for deaf & Deaf Blind (1 faculty)	<ul style="list-style-type: none"> <li>✓ Sincere</li> <li>✓ Dedicated</li> <li>✓ Supports trainees in theory and practices.</li> </ul>	<ul style="list-style-type: none"> <li>✓ More training in IEP</li> <li>✓ Training in Parent Management</li> <li>✓ Knowledge on Legislation</li> <li>✓ New concepts in Speech and Audiology</li> </ul>	<ul style="list-style-type: none"> <li>✓ More training in IEP</li> </ul>	<ul style="list-style-type: none"> <li>✓ Yes. More trainings are given in IEP for students.</li> <li>✓</li> </ul>
ETC( 7 faculty)	<ul style="list-style-type: none"> <li>✓ HI Curriculum with soft skills - useful professional ,personal life</li> <li>✓ Competent to carry work assigned</li> <li>✓ Able to teach full spectrum of students with hearing disability</li> </ul>	<ul style="list-style-type: none"> <li>✓ More training in English –to teach higher classes</li> <li>✓ Extend period of Internship - 1 to 3 months</li> </ul>		
Vikas Vidyalaya for Hearing Handicapped ( 5 faculty )	<ul style="list-style-type: none"> <li>✓ Appointed Alumni of HACSE are Good teachers</li> <li>✓ Faculty learn many new methods</li> </ul>	Some appointed staff need improvement in professional teaching skills as they lack needed teaching skills and efficiency in teaching Curriculum should focus on 1.		

	<p>/strategies for teaching</p> <ul style="list-style-type: none"> <li>✓ Faculty showcase good academic growth</li> <li>✓ There is promotion from lower grades to higher grades,</li> </ul>	<p>Development daily dairy/ daily writing skill</p> <p>2. Development in teaching Competence cum skill in management of parents.</p>		
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**STRUCTURAL FEEDBACK ON CURRICULUM FROM ALUMNI –  
OBTAINED BY END OF ACADEMIC YEAR 2019-2020**

STRUCTURAL FEEDBACK FORM was prepared and structural feedback was obtained .

A Sample of filled in form is attached below.

CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION: ALUMNI FEEDBACK AS PER NAAC 1.4.1

Dear Friend (employer representative of HAcSEB alumna / alumni),

You are the single most valuable stakeholder for HAcSEB as you have employed our alumni / alumna at your esteemed organization. Your feedback therefore is second to none for us. Here is a request for the same. Please, be candid, be specific. Respond as much possible as you can to curriculum implementation at HAcSEB rather than the content of the curriculum. The data would be kept confidential and would purely be used for improvement of curriculum transaction benefitting the new batches. Mail your response to [rajiv@hacsebonline.com](mailto:rajiv@hacsebonline.com) in PDF format. Kindly note, Open document would not be accepted. Kindly enter the subject of the mail to be – employer feedback 141.

Your set up can best be described as: [strike of the non applicable ones]:

Special school, mainstream school, non – school set up, college of education, Remedial service center, other

Number of HAcSEB alumni currently employed at your organization (whatever designation / duration): **1 Month**

1. Rate the current performance of HAcSEB alumna in 5 point scale wherein 5 is the best and 1 is the worst. (Address the question – is she / he delivering the services as expected?) (if you have more than one of our ex-students then put initials of one of them here \_\_\_\_\_ and send us multiple forms for each of them)

#	PARAMETERS	YOUR RATING 1,2,3,4,5	GIVE REASON / EXAMPLE ONLY IF THE RATING IS 1 OR 2
1	Adequacy of Professional knowledge	4	
2	Adequacy of Professional skills	4	
3	Professional attitude	4	
4	Professional ethics	4	
5	Multilingual Communication skills	3	
6	Interest in learning new things	4	
7	Collaborative skills	4	
8	Command over technology	3	
9	Positive and pro active team member	3	
10	Adequate professional reading habits	3	

2. For the benefit of the next batches I would recommend team 'HAcSEB' to (write only if your suggestion is very specific)
- Trainee must have prior idea about school and disability type they are visiting.
  - \_\_\_\_\_
  - \_\_\_\_\_
3. For the benefit of the next batches I would like team 'HAcSEB' to avoid: Nothing as such to avoid. It was good experience working with them.
4. (write only if your suggestion is very specific)
- Trainee should need to read & write in Marathi.
  - \_\_\_\_\_



Vanita Lade  
In Charge Principal  
Vikas Vidyalaya for the Hearing Handicapped

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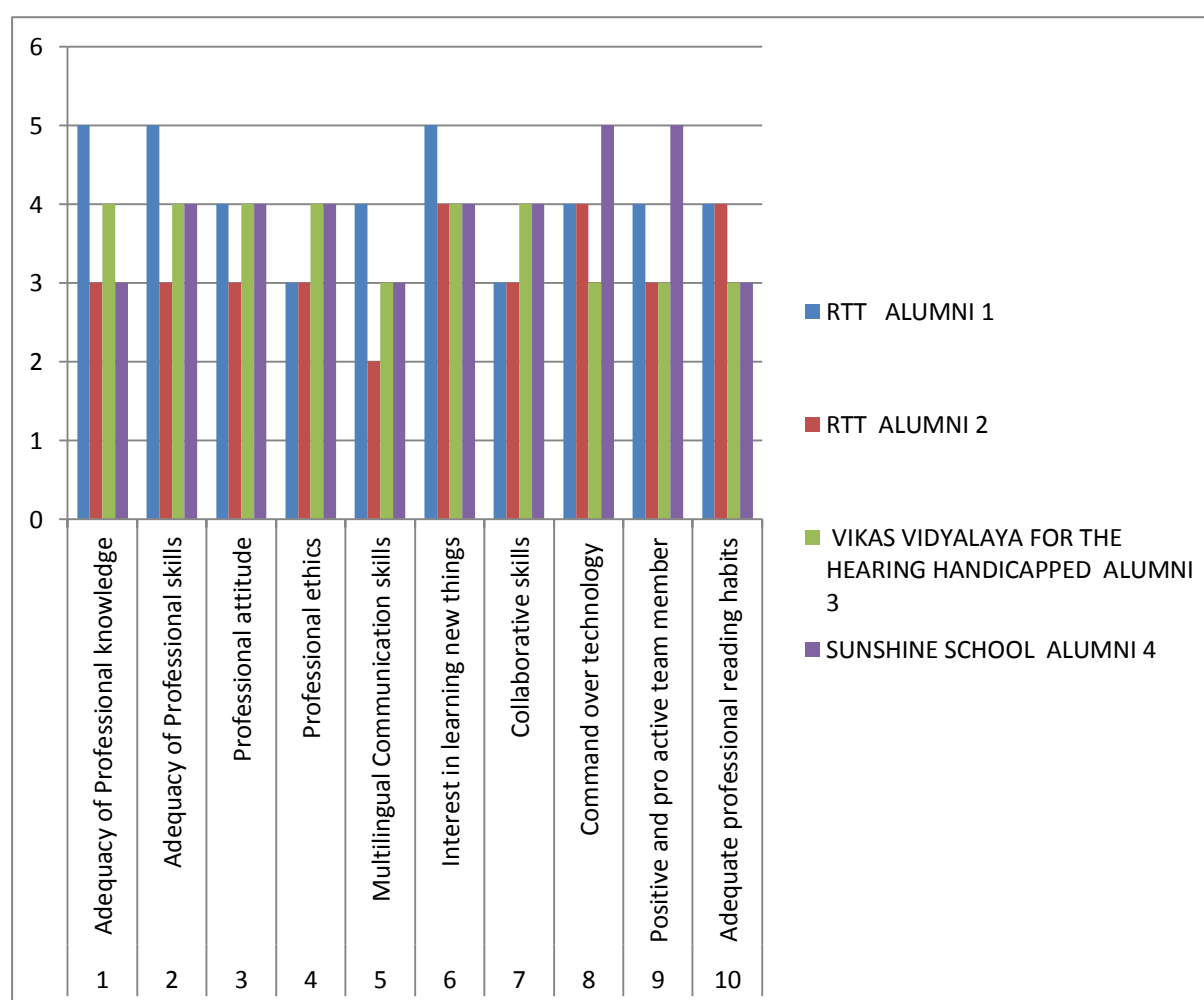
## Structural feedback was obtained from the below listed schools/Organisations –Employers:

#	Employer
1	Vikas Vidyalaya for the Hearing Handicapped (I/P-Vanita Lade)
2	The Stephen High School for the Deaf and Aphasic(Principal- Olivia Moreas Avoided from filling one form each – By gave overall feedback /suggestions )
3	Sunshine School (Paramita Mazumder, Sunshine Education Society )
4	Rochiram T Thadhani High School for Hearing Handicapped, Chembur for : <ul style="list-style-type: none"> <li>❖ Staff –Ms.Kavita Maru</li> <li>❖ Staff - Sangita Kumbhar</li> </ul>

### I.a. FEEDBACK COLLECTED AND ANALYSED: (RTT, Vikas Vidyalaya, Sunshine School ) –QUANTITATIVE FEEDBACK

#	Statements	RTT ALUMNI 1	RTT SK ALUMNI 2	VIKAS VIDYALAYA FOR THE HEARING HANDICAPPED ALUMNI 3	SUNSHINE SCHOOL ALUMNI 4
1	Adequacy of Professional knowledge	5	3	4	3
2	Adequacy of Professional skills	5	3	4	4
3	Professional attitude	4	3	4	4
4	Professional ethics	3	3	4	4
5	Multilingual Communication skills	4	2	3	3
6	Interest in learning new things	5	4	4	4

7	Collaborative skills	3	3	4	4
8	Command over technology	4	4	3	5
9	Positive and pro active team member	4	3	3	5
10	Adequate professional reading habits	4	4	3	3



**I.b. FEEDBACK COLLECTED AND ANALYSED: (RTT, Vikas Vidyalaya, Sunshine School )  
–QUALITATIVE FEEDBACK**

**POSITIVE FEEDBACK –**

Employers have Good experience working with our students, their conduct is very good and relationship with colleagues and parents of special children is good

### **FEEDBACK FOR IMPROVEMENT:**

Trainee must have prior idea about school and disability type they are visiting.  
Trainee should need to read & write in Marathi.

### **ACTION POINT/ACTION TO BE TAKEN**

#### **Curriculum should include / try to focus on:**

1. More professional knowledge through curriculum .May be RCI/ University of Mumbai Syllabus Committee while revising hopefully may revise the curriculum in near future and surely will consider this point.
2. Professional Ethics- Topic should be a part of curriculum. May be core courses or Pedagogy courses it can be incorporated .Even may be enriching the curriculum by including such through value added courses/ self study course on Conversation skills / communication skills/ personality development /life skill training etc. If not additionally imparted.
3. College to provide scope for multilingual communication skills. Trainee should be able to read & write in Marathi.

### **ACTION POINTS TAKEN :**

#### **❖ Multilingual communication skills Development in Students -**

- ✓ College provides scope for multilingual communication skills. Trainee should be able to read & write in Marathi. At HACSE we take care on this parameter. Students are guided and trained to use all three languages, making content simple, easy to understand to every child. Even lectures use multilingual skills.
- ✓ Focussing on this aspect - College has even appointed recent staff / faculty who are well versed with all three English, Marathi, Hindi. Appointment of recent staff / faculty who are well versed with all three English, Marathi, hindi –NOV 2019
- ✓ Even recently launched , started value added course -AAO BATE KARE , mode of instruction was decided as HINDI to develop in students the ability to converse in commonly spoken / known language by most people in India.
- ✓ May be still more focus we will give to this mentioned aspect.

#### **❖ Development of Professional Ethics –**

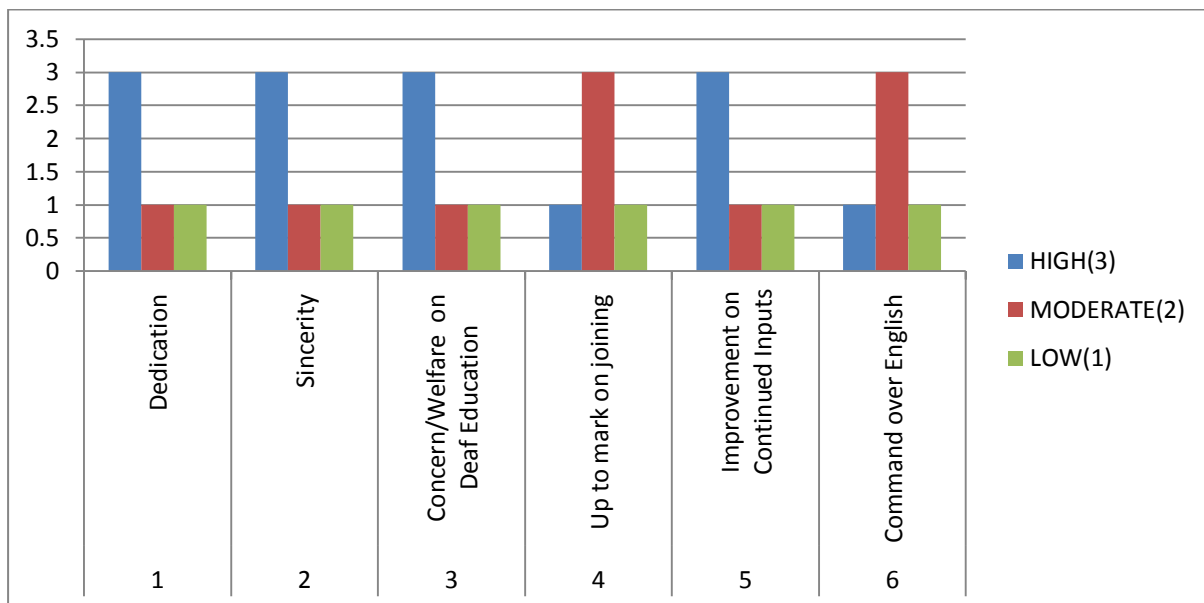
- ✓ YES. College started this year Value Added Course –Conversation Skill may be through it , there is scope for improvement to some extent . there is scope for improvement to some extent to improve professional ethics- wherein conversation plays an important role.
- ✓ Even our college during induction day (Diksharambh Ceremony focuses on it, provides orientation on professional ethics, and surely will still try to stress on this aspect.

#### **❖ Team Building Skill –**

Through life skill sessions/ workshops the Team building skills is being developed among the students. Workshops/ Allotment of Notional tasks / Class test/Presentations/ Peer Feedback / D17/D18/D19 /E and F courses college makes efforts to transact curriculum well, keeping this aspect in mind. Still for building team spirit this will be more focussed while transacting the curriculum.

## I.c.FEEDBACK COLLECTED AND ANALYSED: (Stephen High School for the Deaf and Aphasic)- QUANTITATIVE FEEDBACK

**FEEDBACK ANALYSIS OF FEEDBACK OBTAINED FROM** The Stephen High School for the Deaf and Aphasic Qualitative feedback was obtained. It was converted to quantitative . Graph presented and the outcome /action points were collected .



### ACTION POINT/ACTION TO BE TAKEN

Curriculum should include / try to focus on:

- ❖ More development of Skills –students need to be more up to the mark
- ❖ More chance to be given to present notional tasks/ give lessons in English;
- ❖ developing language skills those who are willing to try to teach in English medium schools

### ACTION POINT/ACTION TAKEN

- ✓ College orients vernacular medium students to develop language skills those who are willing to try to teach in English medium schools in order to refine - English reading, speaking and writing skills.
- ✓ College motivates vernacular medium students to undergo English speaking course (self study/Online/Value Added Course).