

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

SEMESTER I BATCH 2015-2017(HI)

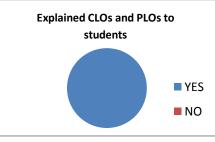
SAMPLE EMPTY FEEDBACK FORM All SEMESTERS (I /II/)/ FILLED FEEDBACK FORMS

SAMPLE EMPTY FEEDBACK FORM

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Yes Ne Somewhat	8. Did you discuss IA with students systematically? Yes No	
9. Rate our performance in fully utilizing potentials of the students in understanding the course objectives to be. High Average Low Average Low Average Aver		
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FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

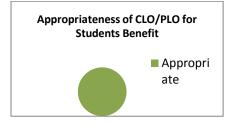
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



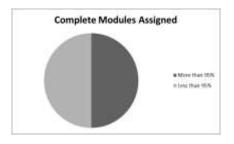
You find these to be -APPROPRIATE/LESS APPROPRIATE



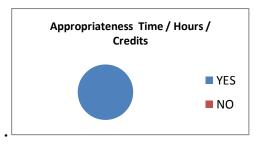




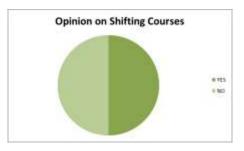
Did you complete the modules assigned to you? More than 95% /Less than 95%



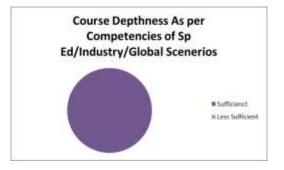
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



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



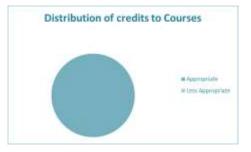
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



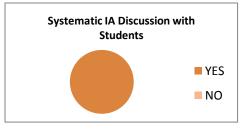




Distribution of credits to the course.

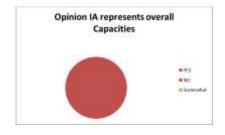


Did you discuss IA with students systematically? YES/ NO

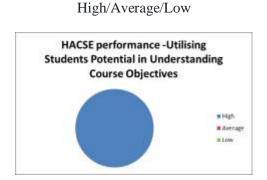


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



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



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

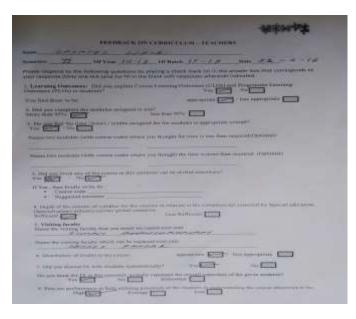
Modules where Time should be Less than Required)	Modules whereTime should be More than Required)
Nil	Nil

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





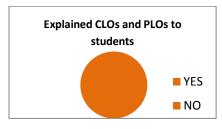
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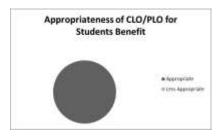
FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

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

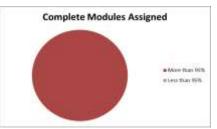
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE



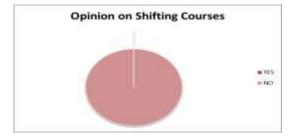
Did you complete the modules assigned to you? More than 95% /Less than 95%



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?





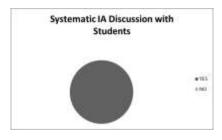


Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



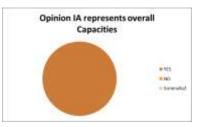


Did you discuss IA with students systematically? YES/ NO



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





Distribution of credits to the course.



FEEDBACK ANALYSIS

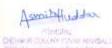
100% Positive responses / faculty agreed to all below listed statements

- 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





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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	POINT OF ACTION TAKEN	
TO BE TAKEN		
 TO BE 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 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 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 	



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

-**H***H**

	FEEDBACK ON CURRICULUM - TEACHERS
	Name
	SemesterOf YearOf BatchDate
with the	Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Only one §gk)app(/or fill in the blank with responses wherever indicated.
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and I was to the man to 13 month 11/ 14	You find these to be: appropriate //less appropriate
Panel Panel in the Instant & Low and A. State of the Academic State of the State of	2. Did you complete the modules assigned to you?
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Literating Optimizer, One on regime Comm Lineary Processes (CCO), and Programme Linearing Lineary Diff. (1) is stationary	 Do you feel the time / hours / credits assigned for the modules in appropriate overall? Yes / No
In the state of the second sec	Name two modules (with course codes where you thought the time is less than opquipt@Optional)
The second	Name two modules (with course codes where you thought the time is more than required. (Optional)
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	If ypp_then kindly write its : Course code
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and the same of th	Name the visiting faculty which can be replaced next year
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and the Ford on Hardwest C	8. Did you discuss IA with students systematically? Yes No
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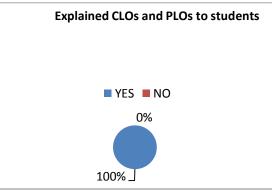


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FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

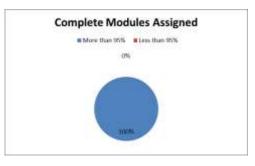
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE

	ess of CLO/PLO for its Benefit
# Appropriate	ELLANS Appropriate
	0%

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



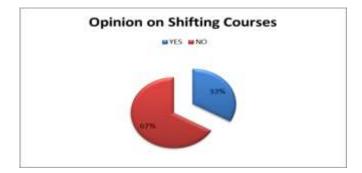
Do you feel the time / hours / credits assigned for the modules is appropriate overall?







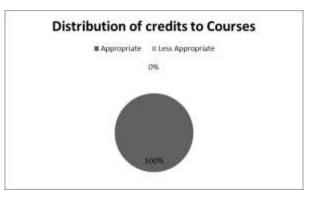
Did you think any of the course in this semester can be shifted elsewhere?



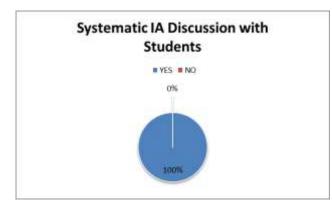
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/ NO

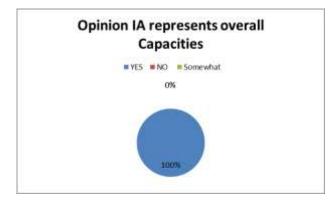


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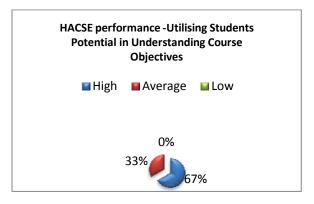


Do you think the IA in this semester actually represent the overall capacities of the given students?

YES/NO/SOMEWHAT



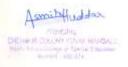
Rate our performance in fully utilising potentials of the students in understanding the course objectives to be:? High/Average/Low



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

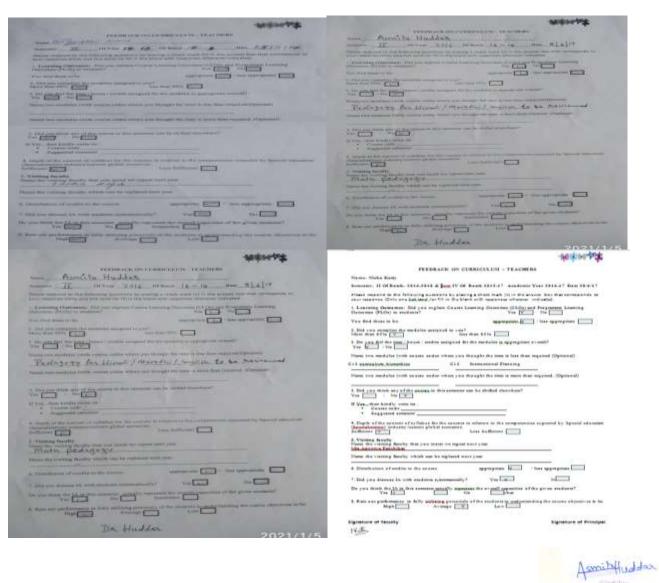
Modules where Time should be Less than	Modules where Time should be More than
Required)	Required)
NIL	NIL

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	

AsmibHuddox morates Choward Casole when senters and the casole with a senters

SEMESTER II BATCH 2016-2018(HI & LD)

Filled Feedback forms

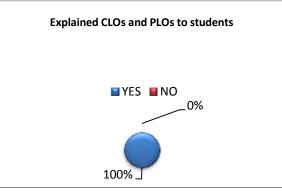


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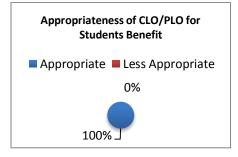


FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

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



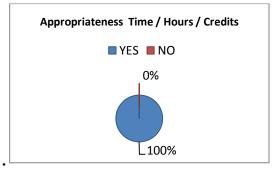
You find these to be -APPROPRIATE/LESS APPROPRIATE



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



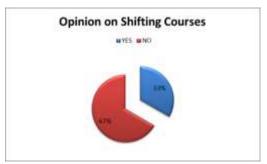
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



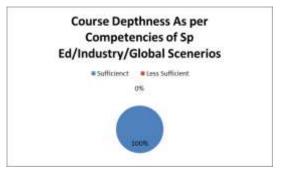




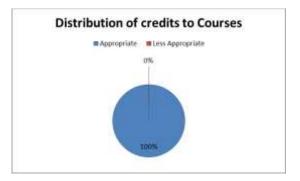
Did you think any of the course in this semester can be shifted elsewhere?



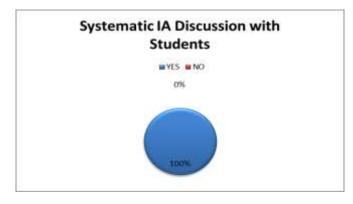
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/ NO

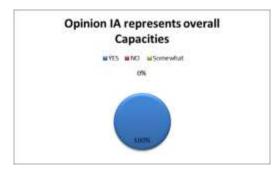




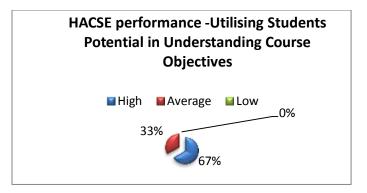


Do you think the IA in this semester actually represent the overall capacities of the given students?

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 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

Asmibilluddar CICHARD CONTRACTOR

SEM III OF BATCH 2015-2017(HI)

FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

FILLED FORMS

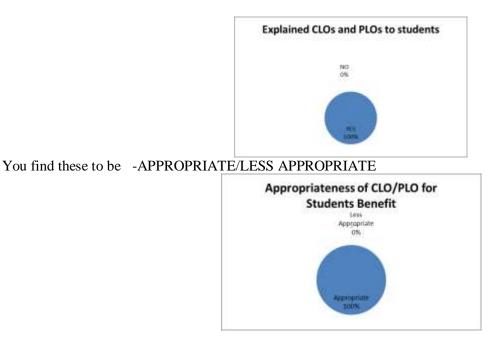
	SELENCE SELECTION CONTRACTOR SECTION S
FEEDBACK	ON CURRICULUM - TEACHERS
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Summer 1 of Same 2012-52.4 111 of	Band \$419-18 Year - 2810-2017 Date 28:5/17
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1. Loanning Outermoni Did yws anglain C Dansames (PLOs) w students?	Trans Loaming Calesons (CLO) and Programme Loaming
Vara field three to but	appropriate. [/ less appropriate []
2. Did you save less the mediates sistered to be a set of the set	ier veraf Jose daas 951a 🛄
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LC (F) Assessment of leasts assistant shifts	R10 (7)2auss.andrau, ensinging in Rasis shifts
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	and an and a set of the set of th
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6. Visibing famility Nume the visibing famility that you insist on life. Minute Alami	a segurar mana prise
Name the visiting family which out he og	Sanad month prior
8. Dissibution of reedits to the second	appropriate [2] / here appropriate
7. Did yna diaraach woh eradene synon	animation to the second second
Do you should sha \$5, in this summaries arrival	by apparentiate the strength approximate all day gives attached?
8. Rate due preferences in fally autoing p	amounted of the subdates in and orthonology the cause alignment of a law
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Might Arong	Signature of Principal



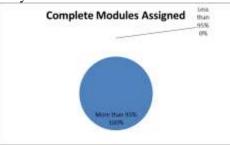
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Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



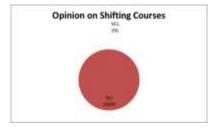
Did you complete the modules assigned to you? More than 95% /Less than 95%



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



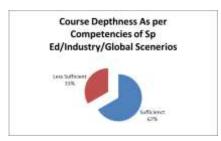
Did you think any of the course in this semester can be shifted elsewhere?



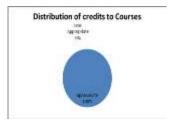




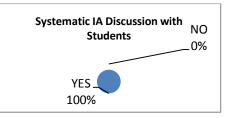
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.

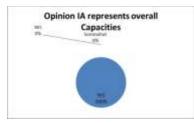


Did you discuss IA with students systematically? YES/ NO

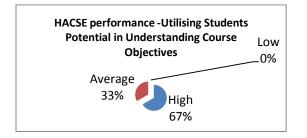


Do you think the IA in this semester actually represent the overall capacities of the given students?

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

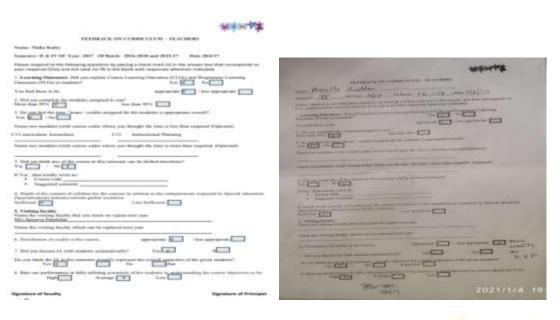
- Explanation of CLO/PLO -
- Appropriateness of CLO/PLO
- Completion of modules Assigned
- Distribution of credits to the course.
- Systematic IA discussion with students
- IA represents overall capacities -opinion
- 33% responded its less sufficient for the statement Depthness of the content in relation 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

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

QUALITATIVE FEEDBACK



SEM IV OF BATCH 2015-2017(HI)



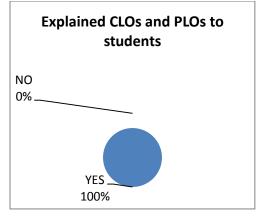
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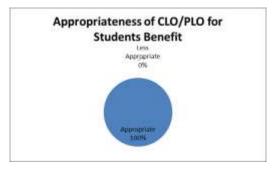


FEEDBACK ANALYSIS GRAPHICAL REPRESENTATION)

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



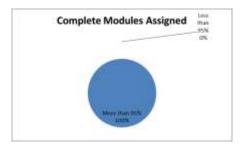
You find these to be -APPROPRIATE/LESS APPROPRIATE







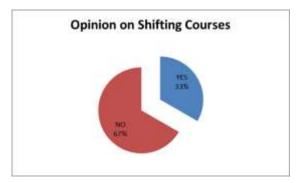
Did you complete the modules assigned to you? More than 95% /Less than 95%



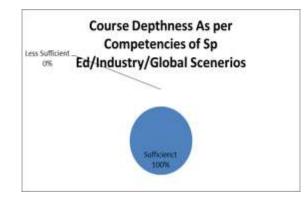
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



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



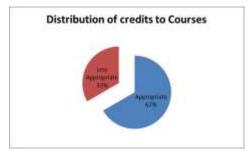
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



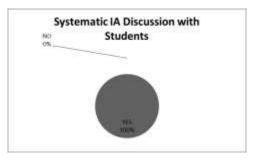




Distribution of credits to the course.

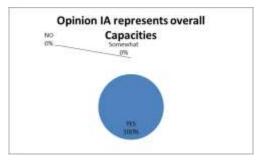


Did you discuss IA with stud ents systematically? YES/ NO

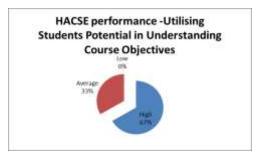


Do you think the IA in this semester actually represent the overall capacities of the given students?

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.
- 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)
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 that during staff meeting discussions were held , faculty was advised to take more efforts with regard to this.



ACADEMIC YEAR 2016-2017 - SEMESTER II of BATCH 2016-2018(HI & LD)	
POINT OF ACTION TO BE	POINT OF ACTION TAKEN
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
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.
• 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 that during staff meeting discussions were
held, faculty was advised to take more efforts with regard to
this.

Asmithuddar moreau and a cardon more another and a cardon of the another more at the

ACADEMIC YEAR 2016-2017 - SEMESTER III of BATCH 2015-17(HI)	
POINT OF ACTION TO BE	POINT OF ACTION TAKEN
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	work as course had content less as per expectation/need.
relation to competencies expected by Special education (Specialisation) industry/current global scenarios. ; time/hours/ credits assigned over modules- not appropriate)-	• 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
-Course Depthness As per	factor -where more /less time for module needs to be
Competencies of Sp Ed/Industry/Global Scenarios - Less Sufficient for Practical Work -Course Code –C 14 – had time less than required. -Course Code –C 15 – had time more than required.	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		
POINT OF ACTION TO BE		
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 		





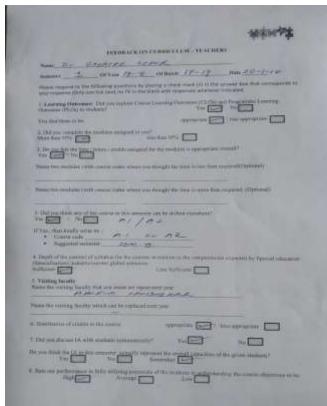


FEEDBACK ANALYSIS ON CURRICULUM(HI & LD) -FROM TEACHERS IN ACADEMIC YEAR 2017-2018

SEMESTER I BATCH 2017-2018 (HI & LD)

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

-660000 FEEDBACK ON CURRICULUM - TEACHERS FEEDBACK ON CURRICULUM - TEACHERS Manney Mintes Manta Someter _ Of Year Of Batch Bumanur- I of Banch-2017-19 & 111 [pf Banch -2016-18 Academia Year 2017-2018 Dan 26/010 Date Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Only one gipt), god, /or fill in the blank with responses wherever indicated. Finanz respond to the following autorizes by ploping a check mark (d) in the answer has that consumming to your response (thely one bolt dept, (or fit 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_____ 1. Learning Outerman Did yes organic Court Learning Outerman (CLOs) and Programme Learning Outerman (PLOs) as students? Ver V. Ver appropriate /less appropriate You find these to be: Ven ded doors to buaggroppine.[/ less appropriate 2. Did von normaliss die madalis arsigned is ved? bleis dan 921s [9] ber dan 921s [...] 2. Did you complete the modules assigned to you? More than 9514 ______ less than 9514 _____ 8. Do you ful the time / house / would assigned for the mediatoria aggregator avoid? Yes: Y. 116 Do you feel the time / hours / credits assigned for the modules is appropriate overall? Yes / No Harry over matchales (with ensurer makes where you through the time is less than required (Optional) Name two modules (with course codes where you thought the time is less than gquippd(Optional) ny <u>kaonin'i Antoni</u> Marie izza mendalar (zish anunzi nalazi zitan yin shanglir sha timu ia mara shan repainal (Spitanal) Name two modules (with course codes where you thought the time is more than required. (Opti 3. Did you think sey of the append in this sumation can be shifted elevelosed Yes ______ . Sin _____ Did you think any of the qquqq, in this semester can be shifted elsewhere? Yes / Ne If ¥ξεμ, then kindly write its : • Course code_____ • Suggested sementer 5. Depth of the content of syllabus for the courses in relation to the competencies expected by Special educe (Specialisation) industry/current global seconsies. Less Sufficient ______ 8. Visionag farahiy Name the vision g farahiy don you instation angout nost your Nex. See anno Jacobia. 6. Visiting faculty Name the visiting faculty that you insist we repeat next year Harms the visiting faculty which can be replaced next year Name the visiting faculty which can be replaced next year 8. Disardy using a function in this second. appropriate [9....] /here appropriate [.....] appropriate. / less appropriate 7. Distribution of credits to the course. *. Did you disease IA with readers speciminally? Yes at 24 8. Did you discuss IA with students systematically? Yes No Do you don't the LA in this survey antight impropriate a small representation of the group statement $V_{\rm the}$ Do you think the IA in this appropriate, actually, represent the overall expecities of the given students? Yes _____ No ____ Somewhat _____ g des anante abjentions is her 9. Rate our performance in fully utilizing potentials of the students in understanding the course objectives to be. Right Average Low Signature of faculty **Bigneture of Principe** Signature of faculty PK.IL.



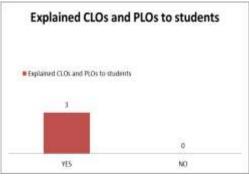
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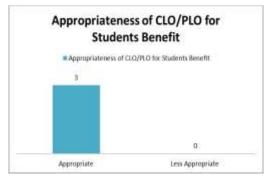


GRAPHICAL REPRESENTATION(FEEDBACK ANALYSIS)

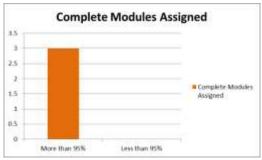
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



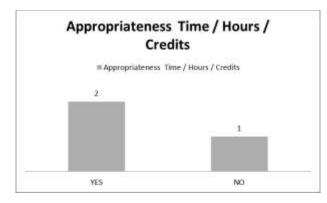
You find these to be -APPROPRIATE/LESS APPROPRIATE



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



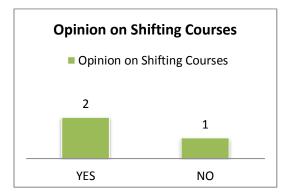
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



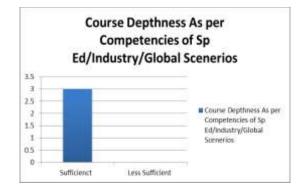
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Did you think any of the course in this semester can be shifted elsewhere?



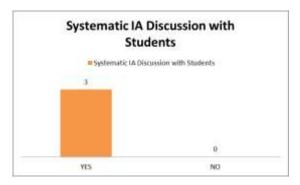
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/ NO

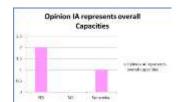




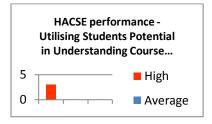


Do you think the IA in this semester actually represent the overall capacities of the given students?

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 Demost Dentionlan Visiting Feaultry in next	
Suggestion to Repeat Particular Visiting Faculty in next	Suggestion to Replace Particular Visiting Faculty in next
suggestion to Repeat Particular Visiting Faculty in next successive year	Suggestion to Replace Particular Visiting Faculty in next successive year



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

FILLED FEEDBACK FORMS

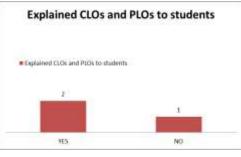
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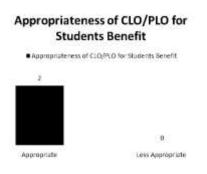


FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

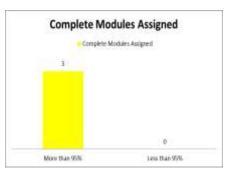
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



You find these to be -APPROPRIATE/LESS APPROPRIATE



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



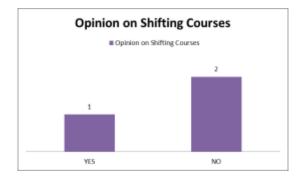
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



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







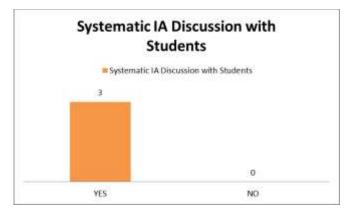
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/ NO

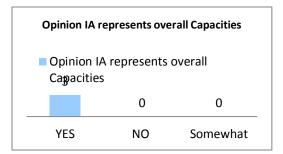


Do you think the IA in this semester actually represent the overall capacities of the given students?





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	a) 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

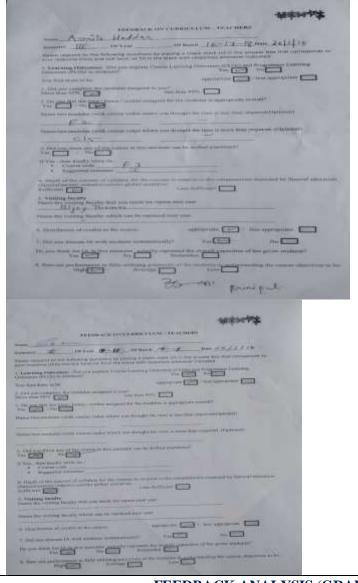






SEMESTER III of Batch 2016-2018(HI & LD)

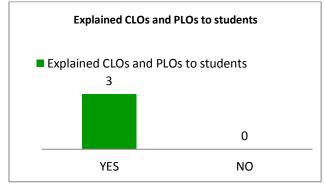
FILLED FEEDBACK FORMS



	-6660000
FEEDBACK O	O CURRICULUM - TEACHERS
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Dominio- 1 of Dand-2017-19 & 111 Dr Bun	uh -2016-18 Ausdumin Year 2017-2018 Dam 26/110
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1. Learning Octormer, Did ywa anglain Ce- Datormer (PLOs) in readenin?	ants Learning Outseness (CLOs) and Pergenerate Learning Ver 19 No -
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2. Did ywa monghan the medalas assisted to blan than #216 [W]	here than 2216
5. Do you dod the time / house / studies assign Yes: Y	and for the modulus is, appropriate a could?
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tana a dantar	
	you sharply the time is more than required. (Spinnal)
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*. Did you disease be with readence systems Bo you think to be this constant antiphy You You and the systems provide a pro-	anity + Vox - 30- sequences the strength of the given statement Sequences of the strength of

FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

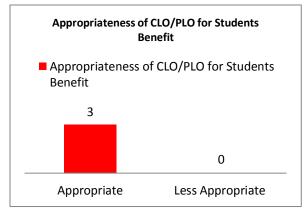
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



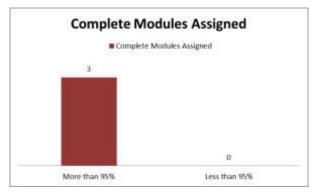
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You find these to be -APPROPRIATE/LESS APPROPRIATE



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?



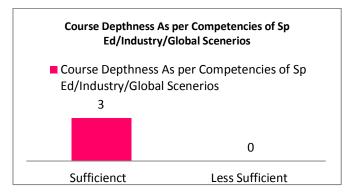
Did you think any of the course in this semester can be shifted elsewhere?



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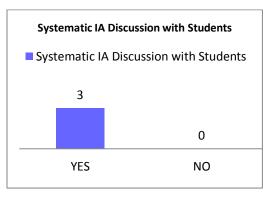
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.

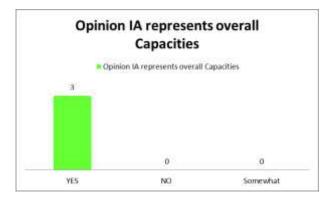
Distribution of	f credits to Courses
Distributio	in of annidity to Courses
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Appropriate	Less Appropriate

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?

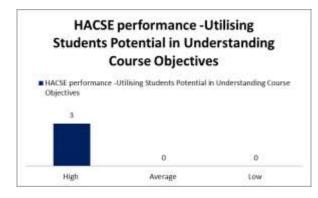
YES/NO/SOMEWHAT



Association and the second sec



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 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. Bijoy Thomas	







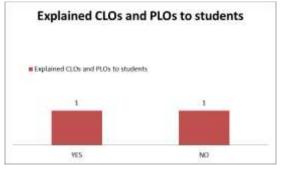
SEMESTER IV of Batch 2016-2018(HI & LD)

FILLED FEEDBACK FORM

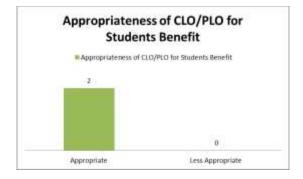
1641-17X	-Wirkin 7:
NO S	FEEDBACK ON CURRICULUM - TEACHERS
successive in commution - reactories	Name-Nisha Kutty
Associate of the second alleger	Semester- II Of Batch- 2017-2019 and Sem IV of Batch 2016-18 Academic Year 2017-18 Date 25:6/18
THE LATER LEFT MANY IN COMPANY IN COMPANY IN COMPANY IN	Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Conly one tigg), and /or fill in the blank with responses wherever indicated.
1. Consequences of the second seco	1. Learning Outcomes: Did you coplain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes Ven
	You find these to be: appropriate/ / less appropriate/
	2. Did you complete the modules assigned to you? More than 95% V less than 95%
La la constante de la constante de que de la constante de la const	 Do you feel the time / hours / credits assigned for the modules is appropriate overall? Yes: V. / No.
Very and the second sec	Name two modules (with course codes where you thought the time is less than required (Optional)
	C13 Cuniculum Hierarchies A1 Transition into Adulthood
Summits wants (with some which there are brighted as and a local big replace (Special	Name two modules (with course codes where you thought the time is more than required. (Optional)
A - 1 car be attacted as	3. Did yeu think any of the quyer, in this somester can be shifted elsewheat? Yes / Ne Wyger, den kindly write in : • Course code • Suggested somester
Construction C	4. Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Boccalization) industry/current fold al sectation. Sufficient [7]
A sumption of the second secon	5. Visiting faculty Name the visiting faculty that you insist we repeat next year Man.Apagana Bankhika
Alidaya Solard and a hart of the second second and per	Name the visiting faculty which can be replaced next year
	6. Distribution of credits to the course. appropriate V / less appropriate
A. Date (Second S	7. Did you discus IA with students systematically? Yes 🖌 N
The star basis in all water and a second star an	De yeu think the IA in this semester actually appearant the overall expectities of the given students? Yes V No what
	8. Rate our performance in fully update potentials of the students in understanding the course objectives to be High Average Lew
	Signature of faculty Signature of Principal
action.	Nats
	Nam

FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

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



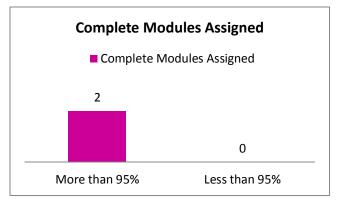
You find these to be -APPROPRIATE/LESS APPROPRIATE



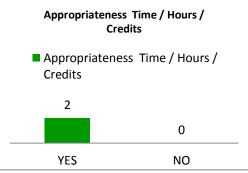




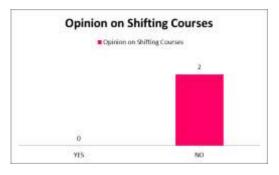
Did you complete the modules assigned to you? More than 95% /Less than 95%



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?



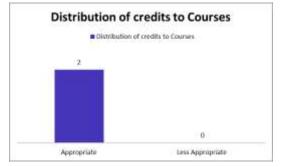
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient







Distribution of credits to the course.

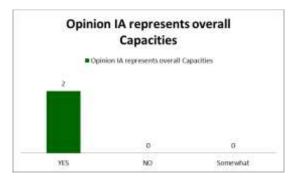


Did you discuss IA with students systematically? YES/ NO

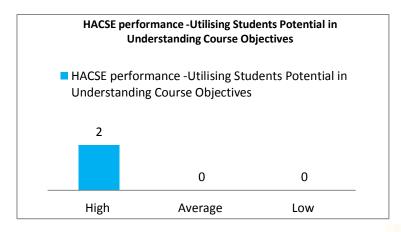
	A Discussion with tudents
 Systematic 14 	Discussion with Students
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YES.	NO

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



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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	

Asmibfluddar moren Mentocaling theorem





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

ACADEMIC YEAR 20
POINT OF ACTION TO BE 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

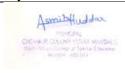


ACADEMIC YEAR	2017-2018 - SEMESTER II - FEEDBACK FROM Of BATCH 2017-2019 (HI/LD)
POINT OF ACTION	POINT OF ACTION TAKEN
TO BE TAKEN	
Repeating/Replac ing the visiting faculty. Shifting- of courses to other Semesters –	 Faculty was respectively repeated /replaced for the next academic year/semester Shifting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

Association Ministra Defined Course revealed as Ministration of the association month and the off



Pedagogy marathi	of Mumbai on basis of Curriculum framework of Two Year B Ed Special
modules to be	Education given by RCI. After every five years University of Mumbai revises its
merged	curriculum. Colleges affiliated to University of Mumbai have to follow the
• Teachers to	syllabus framed by UoM. Even CLO/PLO are already framed and included in the
explain	syllabus copy. Wherever and whenever possible within limits – for example may
CLO/PLO	be time factor -where more /less time for module needs to be adjusted/modified or
without forgetting	flexibility in transaction of curriculum, flexibility in organisation of lectures and
Appropriateness	practical's, its up to the colleges to decide how best to make curriculum delivered
of CLO/PLO	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.



ACADEMIC YEAR 201	7-2018 - SEMESTER III FEEDBACK FROM TEACHERS - Of BATCH 2016-2018 (HI/LD)
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN
 Repeating/Replac ing 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.



Association descent



ACADEMIC YEAR 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 Faculty was respectively repeated /replaced for the next academic year/semester. cing the visiting Shifting not possible as discussed below. May be during revision of syllabus faculty. suggestion can be given. A1 Can be B Ed Special Education Curriculum is framed, Syllabus is designed by University brought to Sem 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 IV **Explanation of** 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 CLO/PLO 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.





DEHRUR COUNT TWAL KONSALD.



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

SEMESTER I BATCH 2018-2020(HI & LD)

SAMPLE FILLED FEEDBACK FORMS

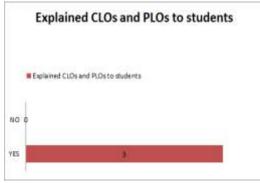
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<form></form>	FEEDBACK ON CURRICULUM - TEACHERS	1.176
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	Semester-I. of Banch 2018-30 & Sem III of Banch 2017-19 Year - 2018-2019 Date 201/19	
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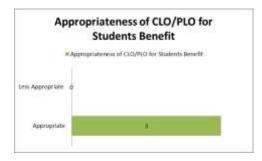


### FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

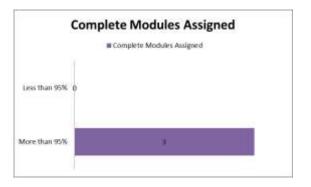
**Learning Outcomes:** Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



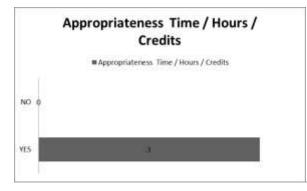
You find these to be -APPROPRIATE/LESS APPROPRIATE



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

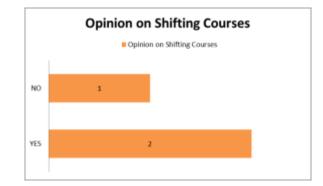


Do you feel the time / hours / credits assigned for the modules is appropriate overall?

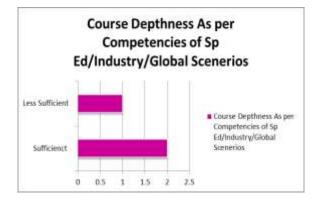




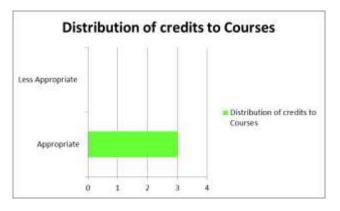
Did you think any of the course in this semester can be shifted elsewhere?



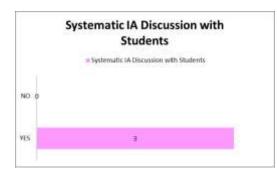
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



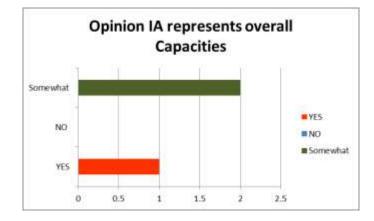
Did you discuss IA with students systematically? YES/ NO



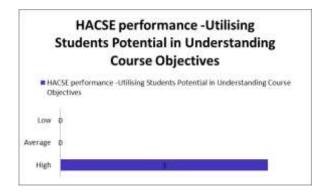


Do you think the IA in this semester actually represent the overall capacities of the given students?

# 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
- 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**

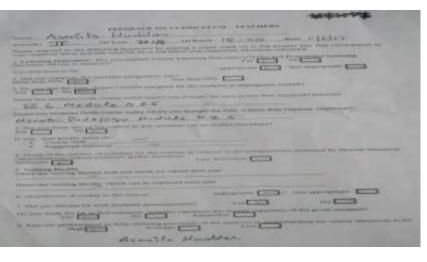
Modules where Time should be Less than Required)	Modules where Time should be More than Required)
NIL	NIL
Suggestion to Repeat Particular Visiting Faculty in	Suggestion to Replace Particular Visiting Faculty in
next succesive year	next succesive year
1. Shuba Tumbe	1. Supriya More
2. Sharmila Dhonde	
3. Supriya More	

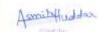
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### SEMESTER II of Batch 2018-2020(HI & LD)

### FEEDBACK ON FORM FILLED

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FEEDBACK ON CURRICULUM - TEACHERS	And the second second second second
Name-Naha Kutty	
Semester- II Qf Batch 2018-20 & Sem IV Batch 2017-2019 Academic Year-2018-2019 Date 24/619	A DECKER TO A DECKER TO AN ADDRESS IN
Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Only one Sigk,) and /or fill in the blank with responses wherever indicated.	manage success of the holosophy property in the second state with (1) in the bound that the bound the second state and the second state
1. Learning Outcomes: Did you explain Counc Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes V No	A Contraction of the second
You and these to be: appropriate / tess appropriate	Name and discuss to be
2. Did you complete the modules assigned to you? More than 93% V less than 93%	California and a second and a second and a second a second a second a second as a
3. Do you fiel the time / hours / credits assigned for the modules in appropriate overall? Yes by / No	A Die seine auf der geste bereiten an eine eine eine eine eine eine eine
Name two modules (with course codes where you thought the time is less than required (Optional)	Name of the operation o
A1 Transition into Adulthood C13 Curriculum hierarchies	
Name two modules (with course codes where you thought the time is more than required. (Optional)	many too make any contract where the second
<ol> <li>Did you think any of the qquage in this semaster can be shifted elsewhere?</li> <li>Yes // No V</li> </ol>	A contract of the second s
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4. Depth of the content of syllabus for the courses in relation to the competencies expected by Special education Special sector (industry/current plobal secondor) Less Sufficient	A target of the served of technics for the server of technics to be compared to be compared by technics by the server of technics of the server of technics of tec
I. Vialating faculty Name the visiting faculty that you insist we repeat next year A	<ul> <li>Valuation Records, manufacture and parts and beauty and beauty and beauty</li> </ul>
Name the visiting faculty which can be replaced next year	
NA	reason the control density which has be readened with one
6. Distribution of credits to the course. appropriate 🔽 / less appropriate	
7. Did you discuss IA with students systematically? Yes 👽 N	
Do you think the IA in this semester actually appearant the overall expansions of the given students? Yes v No No what	
8. Rate our performance: in fully utilities, potentials of the students in understanding the course objectives to be High Average Low	
Signature of faculty Signature of Principal	
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# FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

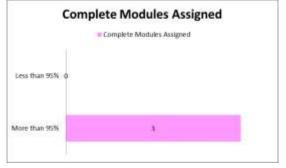
**Learning Outcomes:** Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO

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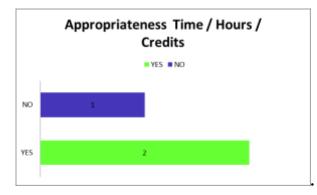
You find these to be -APPROPRIATE/LESS APPROPRIATE

A	ppropriateness of CLO/PLO for Students Benefit
	Appropriateness of CLO/PLO for Students Benefit
Less Appropriate	o
Appropriat	

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?







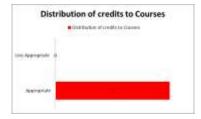
Did you think any of the course in this semester can be shifted elsewhere?



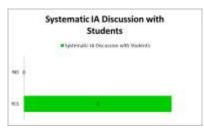
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient

Co	urse Depthness As per
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Ed/Ir	ndustry/Global Scenerios
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Distribution of credits to the course.

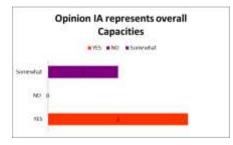


Did you discuss IA with students systematically? YES/ NO



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

	CSE performance -Utilising ts Potential in Understanding Course Objectives
HACSE perform Objectives	ance -Utilising Students Potential in Linderstanding Course
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Low 0 werage	

# 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

Asmibiluddo





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

### FEEDBACK FORM FILLED

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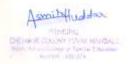
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Signature of faculty		Signature of Principal

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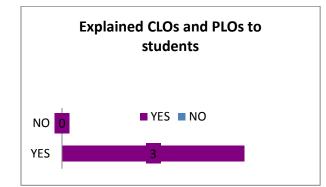
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### FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

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







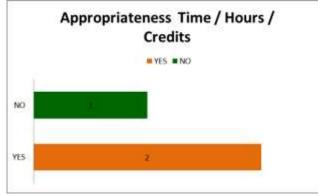
You find these to be -APPROPRIATE/LESS APPROPRIATE

Арр		ss of CLO/PLO for ts Benefit
	Appropriate	Less Appropriate
Less Appropriate	1	
Appropriate		372

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

	Complete Mod	ules Assigned
	More than 95%	Less than 95%
Less than 95%	0	
More than 95%		<b>k</b> -

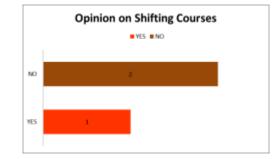
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



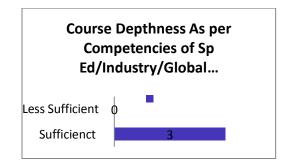




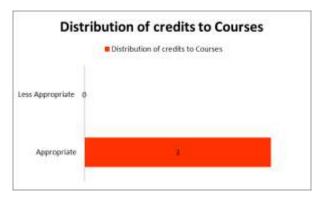
Did you think any of the course in this semester can be shifted elsewhere?



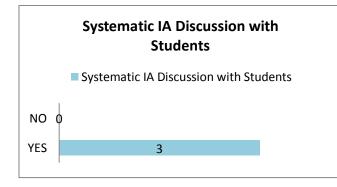
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/ NO

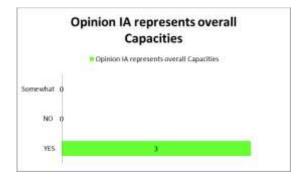






Do you think the IA in this semester actually represent the overall capacities of the given students?

# YES/NO/SOMEWHAT



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

	HACSE performance -Utilising Students Potential in Understanding
	Course Objectives
	CSE performance -Utilising Students Potential in Understanding Course sjectives
Low	0
Average	0

### 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 where Time 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

******	******
EXAMPLE AND CONTRACTOR OF TRACTION	
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Repeat one southing paint process which where you through the later is seen that standard (Annual) A first one think and of the second in the second on the difficult distribution? If the first balls with at . Commonly . Commonly	The one for the second of the
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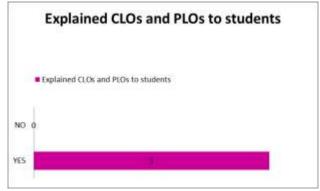




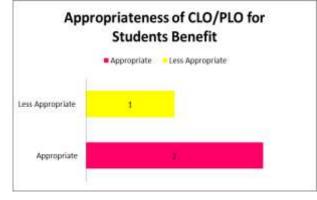
_
FEEDBACK ON CURRICULUM - TEACHERS
Name- Nisha Kutty
Semester- II Qf Batch 2018-20 & Sem, IV Batch 2017-2019 Academic Year-2018-2019 Date 24/6/19
Please respond to the following questions by placing a check mark (v) in the answer bex that corresponds to your response (Only one Sigk,) and /or fill in 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 🥅
You find these to be: appropriate // less appropriate
2. Did you complete the modules assigned to you? More than 95% V less than 95%
3. Do you fiel the time / hours / credits assigned for the modules in appropriate overall? Yes 🔽 / No 🧱
Name two modules (with course codes where you thought the time is less than required (Optional)
A1 Transition into Adulthood C13 Cuniculum hierarchies
Name two modules (with course codes where you thought the time is more than required. (Optional)
3. Did you think any of the qquag, in this semester can be shifted elsewhere? Yes / Ne ♥
If Jpp., then kindly write its :
Course code     Suggested semester
4. Depth of the content of syllabus for the courses in relation to the competencies expected by Special aducation (Specialization) industry/current global secnarios. Sufficient
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
NA
6. Distribution of credits to the course. appropriate 📈 / less appropriate
7. Did you discuss IA with students systematically? Yes 🖬 🕺 🕺
Do you think the IA in this semester actually appropriate overall especifies 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 High Average Low
Signature of faculty Signature of Principal
Nutts

### **GRAPHICAL REPRESENTATION**)

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



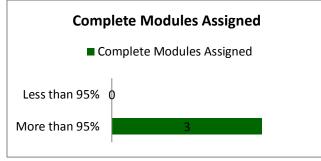
You find these to be -APPROPRIATE/LESS APPROPRIATE







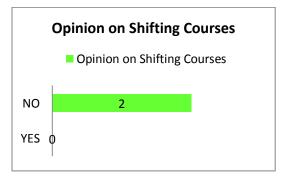
Did you complete the modules assigned to you? More than 95% /Less than 95%



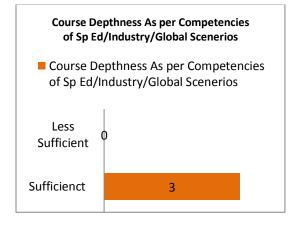
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



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



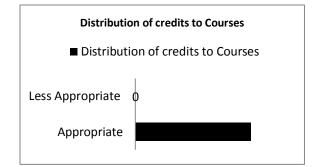
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



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Distribution of credits to the course.

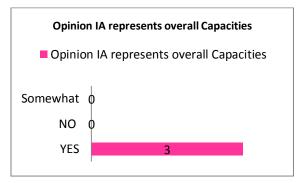


Did you discuss IA with students systematically? YES/ NO

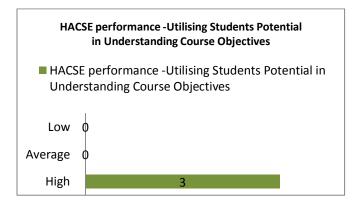
	Systematic IA Discussion with Students
	• Systematic 14 Discussion with Students
NO 0	
res	î.

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



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### 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

POINT OF ACTION TAKEN Ity was respectively repeated /replaced for the next academic /semester ting not possible as discussed below . May be during revision of syllabus gestion can be given.
/semester ing not possible as discussed below . May be during revision of syllabus
/semester ing not possible as discussed below . May be during revision of syllabus
gestion can be given. d Special Education Curriculum is framed, Syllabus is designed by versity of Mumbai on basis of Curriculum framework of Two Year B Ed that Education given by RCI. After every five years ,University of abai revises its curriculum Colleges affiliated to University of Mumbai to follow the syllabus framed by UoM. Even CLO/PLO are already ed and included in the syllabus copy. Wherever and whenever possible in limits – for example may be time factor –where more /less time for ule needs to be adjusted/modified or flexibility in transaction of culum, flexibility in organisation of lectures and practical's , its up to the to be adjusted/modified by Principal ,Programme Coordinators faculty accountable for respective courses , by mutual discussion , for benefit of the students and college faculty do the necessary needful ing the programme coordinators in the loop. Depthness of content ,freedom was given to outsource ,invite expert / do borative faculty exchange so that best and indept knowledge can be e available to the students. Even freedom is given for - flexibility in res /giving additional time , showing more online material, if content ires more in-depth knowledge. In this IA to be carefully allotted and variation in unit tests to be done ,so students as learners may vary in their learning style hence during setting nit tests too , it was recommended to follow educational taxanomy , think a variety aspect while setting unit tests or giving notional tasks ort ifying notional tasks. Even liberty was given to modify notional task if ired for betterment of overall capacities of the students.



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



and 5 ;	Mumbai revises its curriculum Colleges affiliated to University of Mumbai
• More than time	have to follow the syllabus framed by UoM. Even CLO/PLO are already
required : Marathi	framed and included in the syllabus copy. Wherever and whenever possible
Pedagogy Module 4	within limits - for example may be time factor -where more /less time for
and 5	module needs to be adjusted/modified or flexibility in transaction of
• Deviation in	curriculum, flexibility in organisation of lectures and practical's, its up to the
representation of	colleges to decide how best to make curriculum delivered effectively to the
Students overall	students .That flexibility is granted by Principal ,Programme Coordinators
capacities through	and faculty accountable for respective courses , by mutual discussion , for
their IA of Current	the benefit of the students and college faculty do the necessary needful
Semester	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	
assigned over modules	the lectures and rather same time was used for teaching other courses and other college activities.	
.Less time than required to teach is given to course E2	• Shifting not possible as discussed below. May be during revision of syllabus –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 Sem II	framed and included in the syllabus copy. Wherever and whenever possible 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	
<u></u>	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	



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.

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ACADEMIC YEAR 2018-19 - SEMESTER IV OF BATCH 2017-2019 (TEACHERS FEEDBACK (HI/LD)	
POINT OF ACTION TO	POINT OF ACTION TAKEN
BE TAKEN	
<ul> <li>Repeating/Replacing the visiting faculty.</li> <li>CLO/PLO can be made measurable.</li> </ul>	<ul> <li>Faculty was respectively repeated /replaced for the next academic year/semester</li> <li>CLO/PLO can be made measurable . Basically all evaluation of whatever the students gained – evaluation in IA and University exam along with feedback from Employers – csn showcase if CLO/PLO are achieved. College planned to take as usual employer feedback on curriculum and indirectly their students evaluation of CLO/PLO.</li> <li>B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</li> <li>100% responses were positive to the statements. This appreciation in form of motivation will help to facilitate teaching learning process and transact curriculum in still more effective manner. No other point of action were to be taken other than those listed above. All the courses were carried out as usual with more positive thinking</li> </ul>



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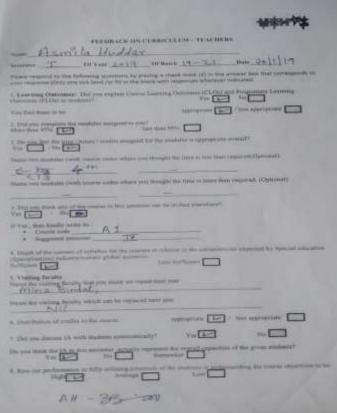


### FEEDBACK ANALYSIS ON CURRICULUM (HI& LD)) -FROM TEACHERS IN ACADEMIC YEAR 2019-2020

#### SEMESTER I BATCH 2019-2021(HI & LD)

#### SAMPLE FILLED FEEDBACK FORMS

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			Name-Nisha Kutty
	FEEDBACK ON CURRICULUM - TEACHERS	2 N.265	Semester- I of Batch 2019-21. & Sem III of Batch -2018-20 Academic Year- 2019-2020 Date 26/1/2



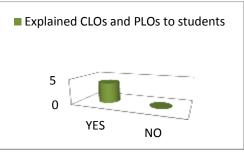
Name-Nisha Katty		
Semester- I of Batch 2019-24. & Sem III of Batch -2018-20 Academic Year- 2019-2020 Date 26/1/20		
Please respond to the following questions by placing a check mark (v) in the answer box that corresponds to your response (Only one Sigk,)and,/or fill in the blank with responses wherever indicated.		
1. Learning: Outcomes: Did you coplain Course Learning: Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes V No		
You find these to be: appropriate // less appropriate		
2. Did you complete the modules assigned to you? More than 95%		
3. Do you fiel the time / hours / credits assigned for the modules is appropriate overall? Yes   V / No		
Name two modules (with course codes where you thought the time is less than required (Optional)		
C13 Cuniculum hierarchies IEP (gractical)		
Name two modules (with course codes where you though the time is more than required. (Optional)		
<ol> <li>Did you think any of the quygg in this semaster can be shifted elsewhere?</li> <li>Yes / Ne ♥</li> </ol>		
If ¥pp_othen kindly with its : - Course code		
4. Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialization) industry/current global scenarios. Sufficient 9		
5. Visiting faculty Name the visiting faculty that you insist we repeat next year		
Name the visiting faculty which can be replaced next year		
6. Distribution of credits to the course. appropriate 💟 / less appropriate		
7. Did you discuss IA with students systematically? Yes 🔽 N		
Do you think the IA in this semester setually appropriate overall capacities of the given students? Yes V		
8. Rate our performance in fully upilizing, potentials of the students in understanding the course objectives to be High // Average Low		
Signature of Faculty Signature of Principal		
N		

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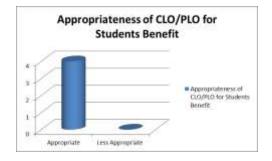


# FEEDBACK ANAYSIS (GRAPHICAL REPRESENTATION)

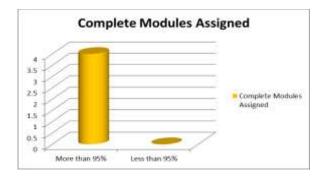
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



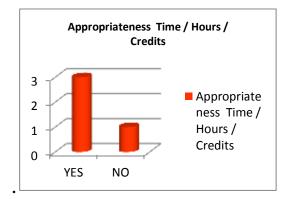
You find these to be -APPROPRIATE/LESS APPROPRIATE



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



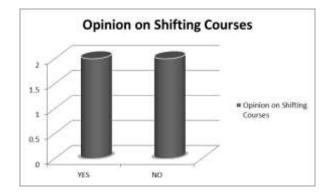
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



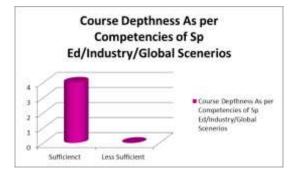
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Did you think any of the course in this semester can be shifted elsewhere?



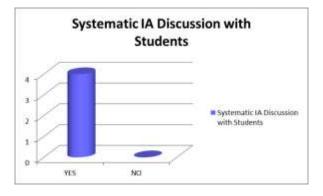
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient



Distribution of credits to the course.



Did you discuss IA with students systematically? YES/ NO



Association and a second and a

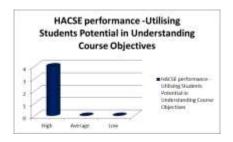


Do you think the IA in this semester actually represent the overall capacities of the given students?

# YES/NO/SOMEWHAT

1	1	Capacit	sents overall ties	
1	_		Opicies M.     overall Cap	ngeniumi ucities
	-	-	2	

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	



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

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	FEEDBACK ON CURRICULUM - TEACHERS
TERMINAL DIV CLAMMICLAUM - TRACHMENT         Martinellan       How Martin         Martinellan       How Martinellan         Martin       How Martinellan </th <th>Name. Ninha Kany Sementer-II of Basich 2019-21 &amp; \$con_IV of Basich 2015-20 Academic Year-2019-2020 Date 24019 Please respond to the following scutters by pleang a check mek (v) in the answer box that company to the very response (herewine indicated. 1. Learning Outcome: Did you explain Course Learning Outcomes (CLOv) and Programme Learning Outcomes (DLOv) is relation? Yes Yes Yes fold these to be: 2. Did you explain an input of the very More than 95% The form of the modules in sugned to you? More than 95% for its inter / hear / mean / median is signed for the modules is, appropriate overs? Yes fold the sim / hear / mean / median is signed for the modules is, appropriate overs? Yes fold the sim / hear / mean / median is signed for the modules is, appropriate overs? Yes fold the sim / hear / wear where you thought the time is hear than may used (Optional)</th>	Name. Ninha Kany Sementer-II of Basich 2019-21 & \$con_IV of Basich 2015-20 Academic Year-2019-2020 Date 24019 Please respond to the following scutters by pleang a check mek (v) in the answer box that company to the very response (herewine indicated. 1. Learning Outcome: Did you explain Course Learning Outcomes (CLOv) and Programme Learning Outcomes (DLOv) is relation? Yes Yes Yes fold these to be: 2. Did you explain an input of the very More than 95% The form of the modules in sugned to you? More than 95% for its inter / hear / mean / median is signed for the modules is, appropriate overs? Yes fold the sim / hear / mean / median is signed for the modules is, appropriate overs? Yes fold the sim / hear / mean / median is signed for the modules is, appropriate overs? Yes fold the sim / hear / wear where you thought the time is hear than may used (Optional)
Name was another (with power when where on hough the loss a mire that regress), (Cylingel)	B10 (F) Interventions strategies in LD     C13 Curriculum hierarchies     Name two modules (with course codes where you thought the time is more than required. (Optional)     Did you thick any of the gaggg in this sementer can be shifted clarwhere?
A final concernent of the second on the second on the field of the second of the	Yes / No V HYpp, den kindly write in : · Course code · Suggested semester 4. Depth of the content of syllabus for the course in relation to the competencies expected by Special education (Specialization) industry (summary global securities. Sufficient [] Less Sufficient [] 5. Viniting faculty that you insist we repeat next year
A contrast to contrast the second secon	NA Name the visiting faculty which can be replaced next year NA 6. Distribution of orelits to the course. appropriate Y / less appropriate

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Signature of Principal

7. Did you discuss IA with students systematically? Yes 💙 N

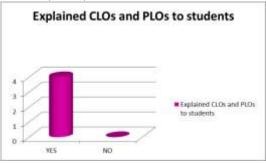
Signature of faculty

Nut

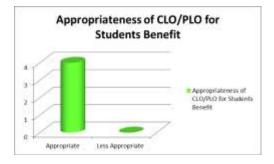


# FEEDBACK ANAYSIS GRAPHICAL REPRESENTATION)

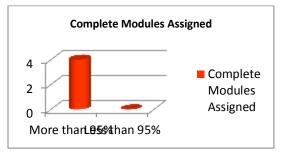
Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs) to students? Yes/NO



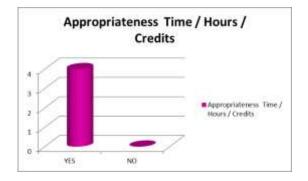
You find these to be -APPROPRIATE/LESS APPROPRIATE



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?

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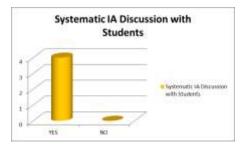
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Distribution of credits to the course.

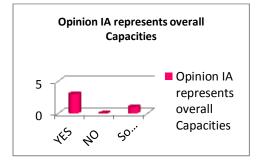


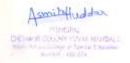
Did you discuss IA with students systematically? YES/ NO



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

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H	Nettan	-	HAUSE performance Utilising Students Potential in Understanding Coarse Objectives

#### 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**

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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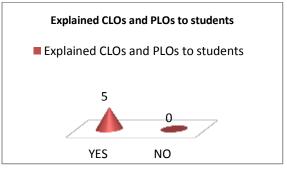




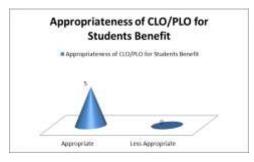
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FEEDBACK ON CURRICULUM - TEACHERS
Name-Nisha Kutty
Semester- I of Batch 2019-24. & Sem III of Batch -2018-20 Academic Year- 2019-2020 Date 26/1/20
Plasse respond to the following questions by plasing a check mark (v) in the answer box that corresponds to your response (Only one Qiçk,)apgl,/or fill in the blank with responses whorever indicated.
1. Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning Outcomes (FLOs) to students? Yes 12 No
You find these to be: appropriate // less appropriate
2. Did you complete the modules assigned to you? More than 95% V less than 95%
<ol> <li>Do you feel the time / hours / credits assigned for the modules is appropriate overall?</li> <li>Yes V / No</li> </ol>
Name two modules (with course codes where you thought the time is less than required (Optional)
C13 Cuniculum 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 qquant in this semaster can be shifted elsewhere? Yes / Ne If ypp_then kindly write its :
4. Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialization) industry/current global scenarios. Sufficient y
5. Visiting faculty Name the visiting faculty that you insist we repeat next year
Name the visiting faculty which can be replaced next year
6. Distribution of credits to the course. appropriate 😾 / less appropriate
7. Did you discuss IA with students systematically? Yes 🔽 N
Do you think the IA in this semester setually appropriat the overall capacities of the given students? Yes V
8. Rate our performance in fully utilizing, potentials of the students in understanding the course objectives to be High Average Low Low
Signature of faculty Signature of Principal
Nut

# FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

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



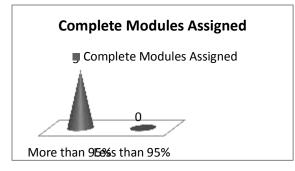
You find these to be -APPROPRIATE/LESS APPROPRIATE



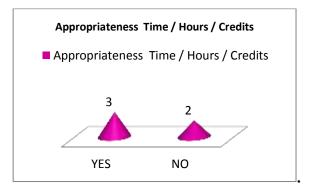




Did you complete the modules assigned to you? More than 95% /Less than 95%



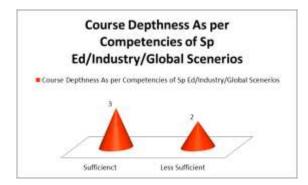
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



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



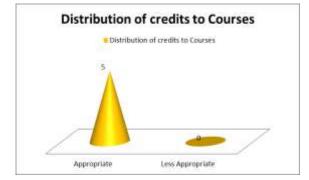
Depth of the content of syllabus for the courses in relation to the competencies expected by Special education (Specialisation) industry/current global scenarios. Sufficient/Less Sufficient







Distribution of credits to the course.

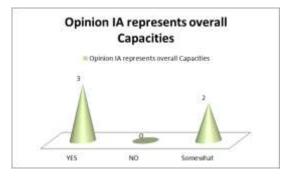


Did you discuss IA with students systematically? YES/ NO

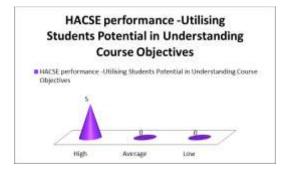
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Do you think the IA in this semester actually represent the overall capacities of the given students?

# 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.
- 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**

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
<ol> <li>Shahida Mogar</li> <li>Mr.Ninad</li> <li>Ms.Snehalata Desai</li> </ol>	NIL







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

ware the	-M-*-M-**
	FEEDBACK ON CURRICULUM - TEACHERS
PERSONAL OF PERSONAL OF A STREET	Name-Nisha Kutty
Do Anoth This and a second provided and and a second and the second	Somester-II of Batch 2019-21 & Som IV of Batch 2018-20 Academic Year-2019-2020 Date 24619
	Please respond to the following questions by plasing a check mark (v) in the answer box that corresponds to your response (Only one gight) and /or fill in the blank with responses wherever indicated.
Process requested in the following constraints to place a local cost of the first solution and the second s	I. Learning Outcomes: Did you explain Course Learning Outcomes (CLOs) and Programme Learning     Outcomes (FLOs) to students?     You find these to be: aggregated [] / Ion aggregate []
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	Suggested semester
a constant and the second seco	4. Depth of the constant of syllabuse for the countrol in relation to the competencies expected by Special education (Specializations) industry/current global secondors. Sufficient [V]
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" view and a second manufaction Merris Bundal	6. Distribution of crodits to the course. appropriate 💟 / less appropriate
	7. Did you discuss IA with students systematically? Yes 🔽 N
A Destinate of the second se	Do you think the IA in this semester actually appropriate overall expansions of the given students? Yes V No what
	8. Rate our performance in fully upilizing potentials of the students in understanding the course objectives to be High Average Low
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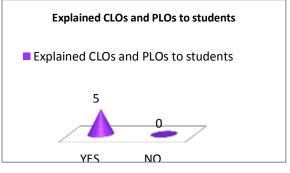
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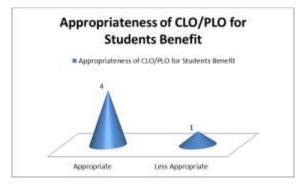
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## FEEDBACK ANALYSIS (GRAPHICAL REPRESENTATION)

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



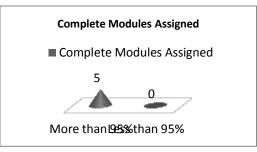
You find these to be -APPROPRIATE/LESS APPROPRIATE







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



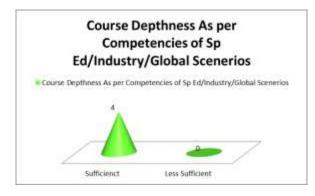
Do you feel the time / hours / credits assigned for the modules is appropriate overall?



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

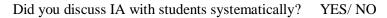


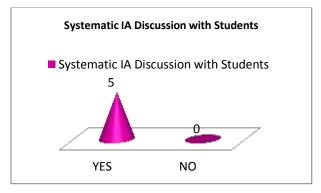
Distribution of credits to the course.





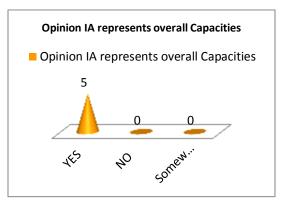




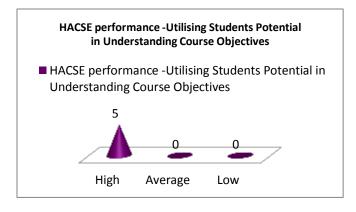


Do you think the IA in this semester actually represent the overall capacities of the given students?

# 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

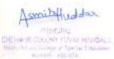
Whereas

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	Suggestion to Replace Particular Visiting Faculty in
next successive year	next successive year
next successive year 1. Jui Khopkar - Voice Modulation	next successive year NIL







# 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 BE TAKEN	POINT OF ACTION TAKEN	
<ul> <li>Repeating/Replacing the visiting faculty</li> <li>Shifting :</li> <li>A1 to Be Shifted to Sem IV</li> <li>A2 to be Shifted to Sem IV</li> <li>Less time is Allotted than actually required for Course Code C 13 Module 4</li> </ul>	<ul> <li>Faculty was respectively repeated /replaced for the next academic year/semester</li> <li>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</li> <li>Shifting not possible as discussed below . May be during revision of syllabus –suggestion can be given.</li> <li>B Ed Special Education Curriculum is framed , Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai nevises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</li> </ul>	



ACADEMIC YEAR 2019-2020 - SEMESTER II OF BATCH 2019-2021 (TEACHER FEEDBACKHI/LD)		
POINT OF ACTION TO BE	POINT OF ACTION TAKEN	
TAKEN		
<ul> <li>Repeating/Replacing the visiting faculty</li> <li>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.     </li> <li>Deviation in representation of overall capacities of the given students- through IA' Scores.</li> </ul>	<ul> <li>Faculty was respectively repeated /replaced for the next academic year/semester</li> <li>If learning is online /any sessions are online -more time will be accordingly given for it.</li> <li>B Ed Special Education Curriculum is framed, Syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. 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</li> </ul>	



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 2019-2020 - SEMESTER III OF BATCH 2018-2020(HI & LD)		
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN	
<ul> <li>Repeating/Replacing the visiting faculty</li> <li>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.</li> <li>SUGGESTIONS WERE:</li> <li>D 17 to Sem I/ Sem IV</li> <li>C15 to Sem II</li> <li>C15 to Sem II</li> <li>✓ Less time allotted to C14</li> <li>✓ More time Allotted to C15 than required</li> <li>✓ C 15 Module 2 (Time more than sufficient)- Module 5 to be merged</li> <li>✓ Less than Sufficient Time is allotted for Practical Work</li> <li>✓ More Focus on AVT and Practical</li> </ul>	<ul> <li>Faculty was respectively repeated /replaced for the next academic year/semester.</li> <li>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.</li> <li>It was decided for more focus to be given to AVT.</li> <li>Shifting not possible as discussed below . May be during revision of syllabus –suggestion can be given.</li> <li>B Ed Special Education Curriculum is framed, Syllabus is designed by University of Mumbai no basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years ,University of Mumbai revises its curriculum Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's , its up to the colleges to decide how best to make curriculum delivered effectively to the students. That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</li> <li>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.</li></ul>	







ACADEMIC YEAR 2019-2020 - SEMESTER IV Of BATCH 2018-2020(HI & LD)		
POINT OF ACTION TO BE TAKEN	POINT OF ACTION TAKEN	
<ul> <li>Repeating/Replacing the visiting faculty</li> <li>Need to male CLO/PLO more specific</li> <li>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</li> </ul>	<ul> <li>Faculty was respectively repeated /replaced for the next academic year/semester</li> <li>Shifting not possible as discussed below . May be during revision of syllabus –suggestion can be given.</li> <li>Need to male CLO/PLO more specific – Again this hopefully may be revised during curriculum revision.</li> <li>B Ed Special Education Curriculum is framed, syllabus is designed by University of Mumbai on basis of Curriculum framework of Two Year B Ed Special Education given by RCI. After every five years, University of Mumbai nevises its curriculum. Colleges affiliated to University of Mumbai have to follow the syllabus framed by UoM. Even CLO/PLO are already framed and included in the syllabus copy. Wherever and whenever possible within limits – for example may be time factor –where more /less time for module needs to be adjusted/modified or flexibility in transaction of curriculum, flexibility in organisation of lectures and practical's, its up to the colleges to decide how best to make curriculum delivered effectively to the students .That flexibility is granted by Principal ,Programme Coordinators and faculty accountable for respective courses , by mutual discussion , for the benefit of the students and college faculty do the necessary needful keeping the programme coordinators in the loop.</li> </ul>	

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