MIT-ADT UNIVERSITY
PUNE, INDIA
A leap towards World Class Education

School of Education & Research

Faculty of Humanities & Social Sciences

Curriculum Feedback Report 2020-21

School of Education & Research MIT ADT University Pune

Principal
School of Education & Research
MIT Art, Design & Technology University,
Loni Kalbhor, Pune - 412 201.

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School of Education & Research MIT ADT University *Pune*

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School of Education & Research MIT ADT University *Pune*

Declaration

This is to state that all the Feedback Forms collected from all the stakeholders (a) Students, (b) Teachers, (c) Employers and (d) Alumni, for the 'Academic Year' 2020-21, are preserved in the School for record purpose and will be made available to IQAC at any time, when DVV Partner demands to produce it randomly.

The report is prepared based on the Feedback Forms collected from the stakeholders.

IQAC Co-Ordinator

Name of the School

School of Education & Research MIT ADT University *Pune*

Filled in feedback forms

(1) Filled –in feedback Forms

(a) Filled in feedback forms of three students (i) Top Ranker, (ii) Slow Learner (iii) Student from Category, as a representative samples

Curriculum Feedback - Students [2020-2021]

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Your Name

sujana.p

Contact number *

9881496222

Which course are you pursuing from the University? *

- ( ) Bachelor of Education
- (•) Master of Arts in Education
- ( ) Doctor of Philosophy

School of Education & Research MIT ADT University *Pune*

Does the curriculum generate sufficient interest to pursue higher study in the subject concerned ? Elaborate. *

yes.

What new 'components' should be included in the curriculum for bridging the gap between academia and industry? [Industry refers to fields of educational sector] *

more workshops and a topic Knowledge management system.

Any other suggestions that you would like to give for enriching the curriculum? *

wish to learn policy making as a subject in education

This form was created inside of MIT University.

Curriculum Feedback - Students [2020-2021]

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Your Name

Mrs. Umme Laila Naqvi

Contact number *

9768587635

Which course are you pursuing from the University? *

- (●) Bachelor of Education
- ( ) Master of Arts in Education
- ( ) Doctor of Philosophy

Rate the structure of the curriculum designed for the entire program. *

- ( ) Excellent
- ( ) Very Good
- (●) Good
- ( ) Fair
- ( ) Poor

School of Education & Research MIT ADT University Pune

Rate the depth of the curriculum offered in terms of the competencies expected by the industry [Educational sector] *

- ○ Excellent
- ○ Very Good
- ◉ Good
- ○ Fair
- ○ Poor

What is the standard of the curriculum taught ?Does the curriculum take into consideration the local. national and global needs? *

Not aware of international curriculum

Rate the standard of the curriculum taught. *

	1	2	3	4	5	
Excellent	○	◉	○	○	○	Poor

Does the curriculum focus on employability/ entrepreneurship/ skill development ? How? *

It does, lots of activities and interactions

Rate the curriculum in terms of employability skills *

	1	2	3	4	5	
Excellent	○	◉	○	○	○	Poor

Rate the curriculum in terms of skills required in the education sector *

	1	2	3	4	5	
Excellent	○	◉	○	○	○	Poor

Rate the curriculum in terms of ICT skills *

	1	2	3	4	5	
Excellent	◉	○	○	○	○	Poor

Do you think that the curriculum has sufficient component based on research? Elaborate. *

Yes it was research oriented but sources not specified always, where to refer which source is reliable.

Does the curriculum generate sufficient interest to pursue higher study in the subject concerned ? Elaborate. *

Didn't learn much in English language teaching less professional training on 101, rest all the subjects were done well and specially ICT was very interactive learned new things and Psychology is where I am motivated to pursue the next year as it was very well organised from start to end, it was awesome..so much to learn, yes I am surely motivated to pursue higher education

What new 'components' should be included in the curriculum for bridging the gap between academia and industry? [Industry refers to fields of educational sector] *

If we are assigned variety of schools ranging from Govt to Waldorf to analyse how the teaching is conducted how we can master our subject and present it in various circumstances that arise in practical teaching it would help bridge the gap

Any other suggestions that you would like to give for enriching the curriculum? *

Please check all staff eligibility,
"Relavant" content is taught "aptly" and the trainers our monitored and guided to change their teaching pattern incase things are not in place

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MIT ADT University
Pune

Curriculum Feedback - Students [2020-2021]

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Your Name

Kajal Rajendra Kadam

Contact number *

8600487286

Which course are you pursuing from the University? *

- (●) Bachelor of Education
- ( ) Master of Arts in Education
- ( ) Doctor of Philosophy

Rate the structure of the curriculum designed for the entire program. *

- (●) Excellent
- ( ) Very Good
- ( ) Good
- ( ) Fair
- ( ) Poor

Rate the depth of the curriculum offered in terms of the competencies expected by the industry [Educational sector] *

- ( ) Excellent
- (●) Very Good
- ( ) Good
- ( ) Fair
- ( ) Poor

What is the standard of the curriculum taught ?Does the curriculum take into consideration the local, national and global needs? *

Yes

Rate the standard of the curriculum taught. *

	1	2	3	4	5	
Excellent	◉	○	○	○	○	Poor

Does the curriculum focus on employability/ entrepreneurship/ skill development ? How? *

Skill development

Rate the curriculum in terms of employability skills *

	1	2	3	4	5	
Excellent	○	○	◉	○	○	Poor

Rate the curriculum in terms of skills required in the education sector *

	1	2	3	4	5	
Excellent	◉	○	○	○	○	Poor

Rate the curriculum in terms of ICT skills *

	1	2	3	4	5	
Excellent	◉	○	○	○	○	Poor

Do you think that the curriculum has sufficient component based on research? Elaborate. *

Yes sufficient

Does the curriculum generate sufficient interest to pursue higher study in the subject concerned ? Elaborate. *

Yes

What new 'components' should be included in the curriculum for bridging the gap between academia and industry? [Industry refers to fields of educational sector] *

Communication development

Any other suggestions that you would like to give for enriching the curriculum? *

Communication development all student have different language like hindi, marathi

b. Filled –in feedback Forms of three Teachers (i) Professor, (ii) Associate Professor, (iii) Assistant Professor as representative samples

Basic Information

Email *

namrata.kamble@mituniversity.edu.in

Name of the faculty *

Dr.Namrata Kamble

1. Rate the content of course based on industry needs and demands *

- ○ Poor
- ○ Average
- ○ Good
- ◉ Very Good
- ○ Excellent

2. Rate the importance given to maintain a proper balance between theory and practical aspects of the course. *

- ○ Poor
- ○ Average
- ○ Good
- ◉ Very Good
- ○ Excellent

3. Course content stimulates my interest in the subject area *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ◉ Strongly agree
- ○ Agree

4. Rate the weightage given to the aspect of employability in curriculum design and development. *

- ○ Poor
- ○ Average
- ◉ Good
- ○ Very Good
- ○ Excellent

5. The curriculum is updated time to time *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ◉ Strongly agree

6. Freedom to propose, suggest, modify topics in syllabus/ course content is given due importance *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ◉ Strongly agree

7. Freedom to innovate and adopt new teaching strategies/methods is prevalent while designing the curriculum *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ◉ Strongly agree

8. Rate your level of satisfaction with examination and evaluation pattern of the University *

- ○ Poor
- ○ Average
- ○ Good
- ◉ Very Good
- ○ Excellent

9. Overall environment in department is conducive to teaching and learning *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ◉ Strongly agree

10. Adequate number of reference books are available in Library *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ◉ Strongly agree

Basic Information

Email *

pushpa.atole@mituniversity.eduin

Name of the faculty *

Pushpa Bhausaheb Atole

1. Rate the content of course based on industry needs and demands *

- ○ Poor
- ○ Average
- ○ Good
- ◉ Very Good
- ○ Excellent

2. Rate the importance given to maintain a proper balance between theory and practical aspects of the course. *

- ○ Poor
- ○ Average
- ○ Good
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- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ◉ Strongly agree
- ○ Agree

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- ( ) Good
- (•) Very Good
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- ( ) Disagree
- ( ) Neutral
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- ( ) Strongly agree

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- (•) Agree
- ( ) Strongly agree

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- (•) Very Good
- ( ) Excellent

9. Overall environment in department is conducive to teaching and learning *

- ( ) Strongly disagree
- ( ) Disagree
- ( ) Neutral
- (•) Agree
- ( ) Strongly agree

10. Adequate number of reference books are available in Library *

- ( ) Strongly disagree
- ( ) Disagree
- ( ) Neutral
- (•) Agree
- ( ) Strongly agree

Basic Information

Email *

divya.nair@mituniversity.edu.in

Name of the faculty *

Divya Nair

1. Rate the content of course based on industry needs and demands *

- Poor
- Average
- (●) Good
- Very Good
- Excellent

2. Rate the importance given to maintain a proper balance between theory and practical aspects of the course. *

- Poor
- Average
- Good
- (●) Very Good
- Excellent

3. Course content stimulates my interest in the subject area *

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- (●) Agree

4. Rate the weightage given to the aspect of employability in curriculum design and development. *

- ( ) Poor
- ( ) Average
- (•) Good
- ( ) Very Good
- ( ) Excellent

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- ( ) Disagree
- ( ) Neutral
- (•) Agree
- ( ) Strongly agree

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- ( ) Disagree
- ( ) Neutral
- (•) Agree
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8. Rate your level of satisfaction with examination and evaluation pattern of the University *

- ○ Poor
- ○ Average
- ◉ Good
- ○ Very Good
- ○ Excellent

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- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ◉ Agree
- ○ Strongly agree

10. Adequate number of reference books are available in Library *

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ◉ Agree
- ○ Strongly agree

c. Filled –in feedback Forms of three Employers (i) Industry, (ii) Research Organisation (iii) Govt. Sector or NGO

Curriculum Feedback - Employer

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Name of the Institution or Organization *

Rainbow International school

Your position in the institution or organization *

Principal

Rate the student of our institution who joined your organization on the following parameters *

	1 - Excellent	2 - Very good	3 - Good	4 - Average	5 - Poor
Communication skills	○	◉	○	○	○
Subject matter expertise	○	◉	○	○	○
Up to date practical knowledge	○	◉	○	○	○
ICT skills	○	◉	○	○	○
Mentoring abilities	◉	○	○	○	○
Student engagement skills	◉	○	○	○	○
Multitasking	○	◉	○	○	○
Research	○	◉	○	○	○

Interpersonal skills	○	◉	○	○	○
Confidence	○	◉	○	○	○
Time management	○	◉	○	○	○
Creativity	◉	○	○	○	○
Problem solving abilities	◉	○	○	○	○
Team work	◉	○	○	○	○
Overall work	○	◉	○	○	○

What new 'components' should be included in the curriculum for bridging the gap between academia and education industry? *

More practical concepts

Would you like to recruit students from our university in future? *

◉ Yes

○ No

Any other suggestions that you would like to give for enriching the curriculum? *

No

Curriculum Feedback - Employer

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Name of the Institution or Organization *

St. Teresa High School

Your position in the institution or organization *

Principal

Rate the student of our institution who joined your organization on the following parameters *

	1 - Excellent	2 - Very good	3 - Good	4 - Average	5 - Poor
Communication skills	○	◉	○	○	○
Subject matter expertise	○	◉	○	○	○
Up to date practical knowledge	○	○	◉	○	○
ICT skills	○	◉	○	○	○
Mentoring abilities	○	○	◉	○	○
Student engagement skills	○	◉	○	○	○
Multitasking	○	◉	○	○	○
Research	○	○	○	◉	○
Interpersonal skills	○	◉	○	○	○
Confidence	○	◉	○	○	○

School of Education & Research MIT ADT University Pune

Time management	○	◉	○	○	○
Creativity	○	◉	○	○	○
Problem solving abilities	○	◉	○	○	○
Team work	◉	○	○	○	○
Overall work	○	◉	○	○	○

What new 'components' should be included in the curriculum for bridging the gap between academia and education industry? *

21st century skills

Would you like to recruit students from our university in future? *

- ◉ Yes
- ○ No

Any other suggestions that you would like to give for enriching the curriculum? *

No

Curriculum Feedback - Employer

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Name of the Institution or Organization *

Kanya prashala

Your position in the institution or organization *

Principal

Rate the student of our institution who joined your organization on the following parameters *

	1 - Excellent	2 - Very good	3 - Good	4 - Average	5 - Poor
Communication skills	○	○	◉	○	○
Subject matter expertise	○	○	◉	○	○
Up to date practical knowledge	○	◉	○	○	○
ICT skills	○	○	◉	○	○
Mentoring abilities	○	○	◉	○	○
Student engagement skills	○	◉	○	○	○
Multitasking	○	○	◉	○	○
Research	○	○	◉	○	○
Interpersonal skills	○	◉	○	○	○
Confidence	○	◉	○	○	○

Time management	○	○	◉	○	○
Creativity	○	○	◉	○	○
Problem solving abilities	○	◉	○	○	○
Team work	○	◉	○	○	○
Overall work	○	○	◉	○	○

What new 'components' should be included in the curriculum for bridging the gap between academia and education industry? *

Value based

Would you like to recruit students from our university in future? *

- ◉ Yes
- ○ No

Any other suggestions that you would like to give for enriching the curriculum? *

Should cater to needs of the rural girls

d. Filled –in feedback Forms of three Alumni (i) Top Ranker, (ii) Female Student (iii) Student from Category, as a representative samples

Curriculum Feedback - Alumni [2020-2021]

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Email *

mutha.sarika@gmail.com

Your Name *

Sarika Mutha

Contact number *

9881199321

Year of Passing *

2020

Which course did you pursue from the University? *

- (●) Bachelor of Education
- ( ) Master of Arts in Education
- ( ) Doctor of Philosophy

Rate the structure of the curriculum designed for the entire program. *

- (●) Excellent
- ( ) Very good
- ( ) Good
- ( ) Fair
- ( ) Poor

Rate the depth of the curriculum offered in terms of the competencies expected by the industry [education sector] *

- (●) Excellent
- ( ) Very Good
- ( ) Good
- ( ) Fair
- ( ) Poor

Does the curriculum successfully comply with the declared course objectives and the expected learning outcomes? *

- (●) Yes
- ( ) No

Highlight the major features of the curriculum that you liked the most. *

Innovative Teaching Strategies, Microteaching

Mention the aspects that you wish to modify in the curriculum. *

Assessment should more of Practical based than the theory

On a scale of 1 to 5, rate the standard of the following activities conducted by the department. *

	1 - Excellent	2- Very Good	3- Good	4- Average	5- Poor
Training	○	◉	○	○	○
Exposure to Innovative methods	◉	○	○	○	○
Internships	◉	○	○	○	○
ICT skills	◉	○	○	○	○
Research facilities	○	○	○	○	○

The curriculum successfully bridges the gap between academia and education industry. Do you agree? *

◉ Yes

○ No

Give reasons for your choice for the above question *

-

Curriculum Feedback - Alumni [2020-2021]

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Email *

apurvabsawant@gmail.com

Your Name *

Apurva B. Sawant

Contact number *

8408051026

Year of Passing *

2019

Which course did you pursue from the University? *

- [ ] Bachelor of Education
- [x] Master of Arts in Education
- [ ] Doctor of Philosophy

Rate the structure of the curriculum designed for the entire program. *

- (●) Excellent
- ( ) Very good
- ( ) Good
- ( ) Fair
- ( ) Poor

Rate the depth of the curriculum offered in terms of the competencies expected by the industry [education sector] *

- (●) Excellent
- ( ) Very Good
- ( ) Good
- ( ) Fair
- ( ) Poor

Does the curriculum successfully comply with the declared course objectives and the expected learning outcomes? *

- (●) Yes
- ( ) No

Highlight the major features of the curriculum that you liked the most. *

the internship program was quite flexible and I got a great chance to understand the ground reality.

Mention the aspects that you wish to modify in the curriculum. *

nothing.

On a scale of 1 to 5, rate the standard of the following activities conducted by the department. *

	1 - Excellent	2- Very Good	3- Good	4- Average	5- Poor
Training	◉	○	○	○	○
Exposure to Innovative methods	◉	○	○	○	○
Internships	◉	○	○	○	○
ICT skills	○	◉	○	○	○
Research facilities	○	◉	○	○	○

The curriculum successfully bridges the gap between academia and education industry. Do you agree? *

- ◉ Yes
- ○ No

Give reasons for your choice for the above question *

I would like to say Yes because of the internship program. I got a chance to work in a B.Ed institution which became a plus point in my career as an teacher educator.

Was there any component, that you wished to see in the curriculum when you were pursuing the course? *

more number of field trips

Any other suggestions that you would like to give for enriching the curriculum? *

no

Curriculum Feedback - Alumni [2020-2021]

School of Education and Research, MIT Art, Design and Technology University, Pune
The purpose of this feedback is to bring about a revision and/or restructuring of the curriculum. Your valuable inputs will help us in designing an enriched curriculum that meets the needs and requirements of the industry.

Email *

agarwal.preeti1972@gmail.com

Your Name *

Preeti Agarwal

Contact number *

9960135747

Year of Passing *

2021

Which course did you pursue from the University? *

- (●) Bachelor of Education
- ( ) Master of Arts in Education
- ( ) Doctor of Philosophy

Rate the structure of the curriculum designed for the entire program. *

- (●) Excellent
- ( ) Very good
- ( ) Good
- ( ) Fair
- ( ) Poor

Rate the depth of the curriculum offered in terms of the competencies expected by the industry [education sector] *

- ( ) Excellent
- (●) Very Good
- ( ) Good
- ( ) Fair
- ( ) Poor

Does the curriculum successfully comply with the declared course objectives and the expected learning outcomes? *

- (●) Yes
- ( ) No

Highlight the major features of the curriculum that you liked the most. *

Inclusive education, IT and other subjects like ECCE were very productive.

Mention the aspects that you wish to modify in the curriculum. *

Not any

On a scale of 1 to 5. rate the standard of the following activities conducted by the department. *

	1 - Excellent	2- Very Good	3- Good	4- Average	5- Poor
Training	○	◉	○	○	○
Exposure to Innovative methods	◉	○	○	○	○
Internships	○	○	◉	○	○
ICT skills	○	◉	○	○	○
Research facilities	○	○	◉	○	○

The curriculum successfully bridges the gap between academia and education industry. Do you agree? *

- ◉ Yes
- ○ No

Give reasons for your choice for the above question *

These subjects are well equalled with school.requirements.

Was there any component. that you wished to see in the curriculum when you were pursuing the course? *

No

Any other suggestions that you would like to give for enriching the curriculum? *

No

This form was created inside of MIT University

Analysis of feedback forms

School of Education & Research * Pune * MIT ADT University

2. **Analysis of Feedback with Graphical Representation**

A] Students

I. Details of number of students and responses obtained course wise

Total number of students enrolled in B.Ed. [First and Second Year]	121
Total number of feedback obtained	80

Total number of students enrolled in MA.Ed. [First and Second Year]	18
Total number of feedback obtained	15

Color code index for ratings

Excellent	Very Good	Good	Fair	Poor

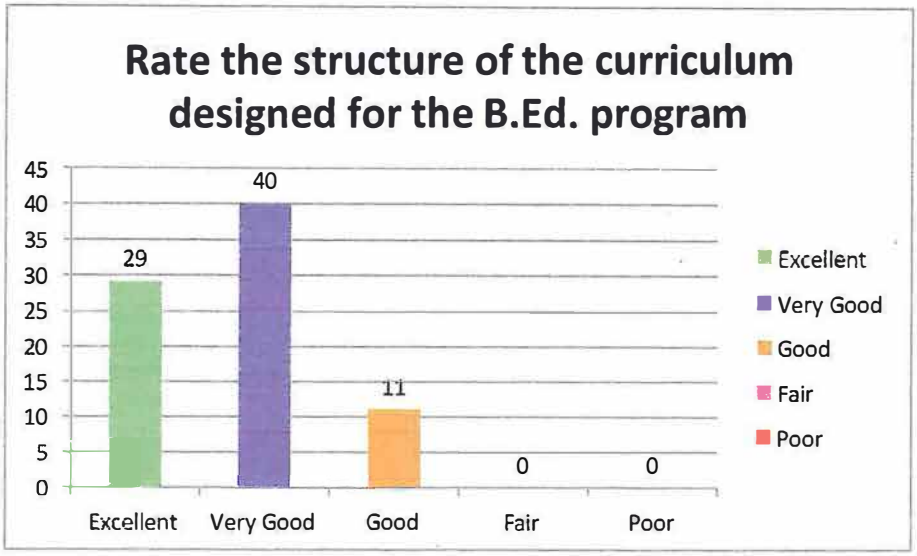
School of Education & Research * Pune * MIT ADT University

Students

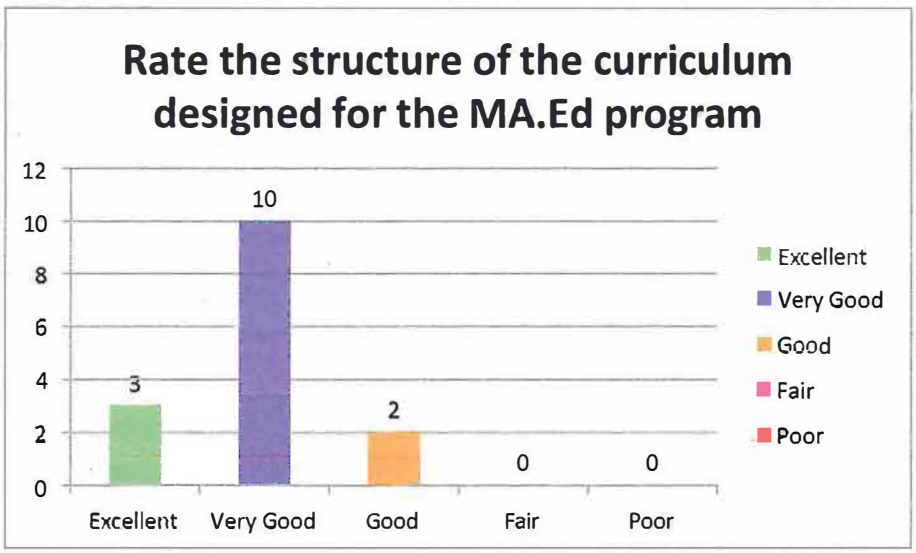
Students

School of Education & Research
MIT ADT University
Pune

II. **Responses obtained for the question rate the structure of the curriculum designed for the entire program.**



The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The B.Ed. curriculum is divided into 3 group of courses spread over 2 years, namely, Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. Thus, the structure of the curriculum is well defined and meets the current demands of the students. This might be a possible reason of an overall positive feedback towards the course structure.



The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The M.A. in Education curriculum has a good blend of core courses, electives and skill based courses. This makes the curriculum extremely compelling.

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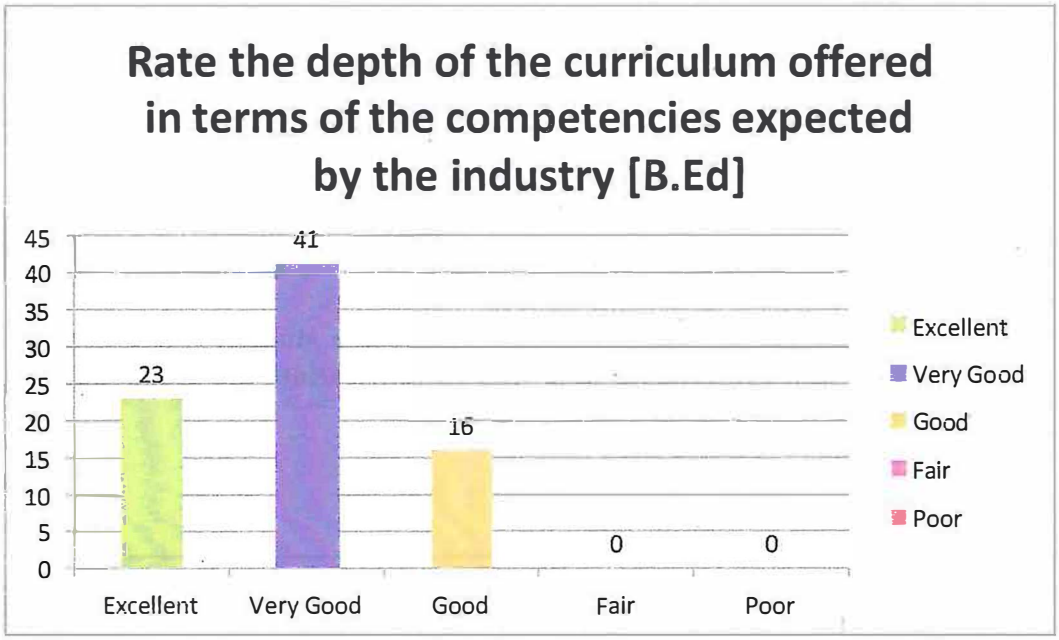
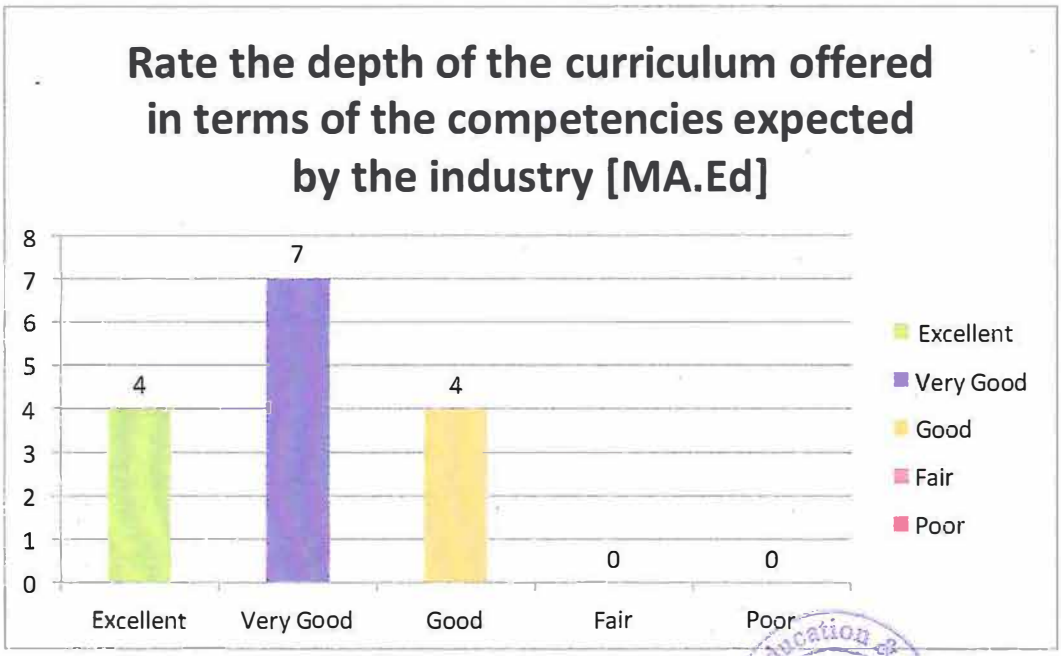
III. Responses obtained for the question rate the depth of the curriculum offered in terms of the competencies expected by the industry [Educational sector]



The B.Ed. curriculum is enriched with components like recent trends in education, innovative teaching learning paradigm, pedagogical innovations along with practical and research components. This might explain why all responses catering to this question was once again positive.



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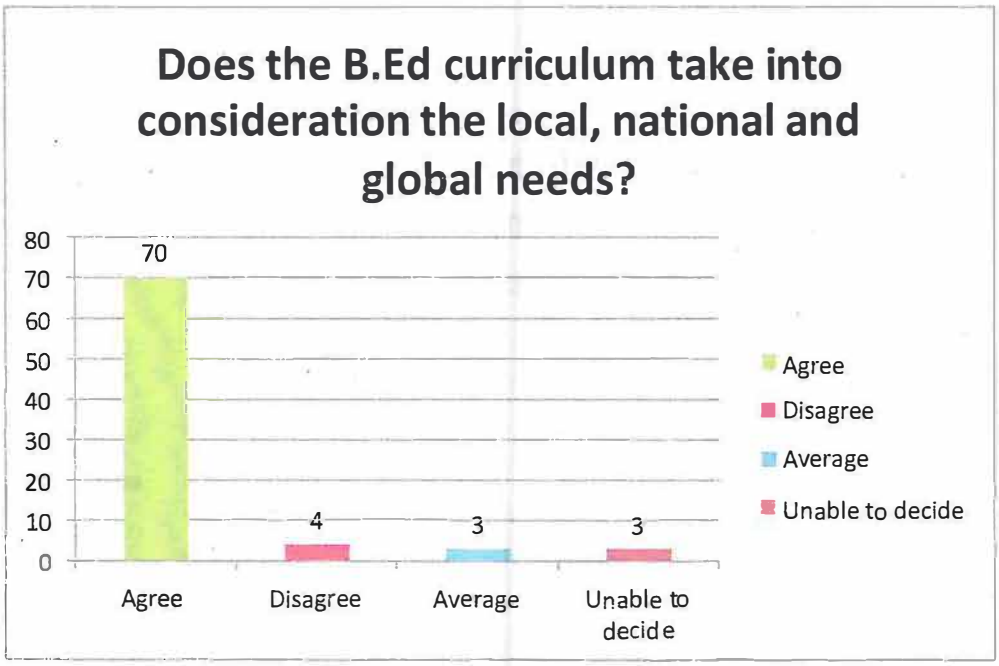
The M.A.in Education curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content developer. This might be the reason of getting an overall positive response from the students.

IV. Responses obtained for the question: What is the standard of the curriculum taught? Does the curriculum take into consideration the local, national and global needs?

[B.Ed.]

No. of responses that agree on said statement	No. of responses that disagree on said statement	No. of responses that consider the curriculum to be average	No. of responses that are unable to decide
70	04	03	03

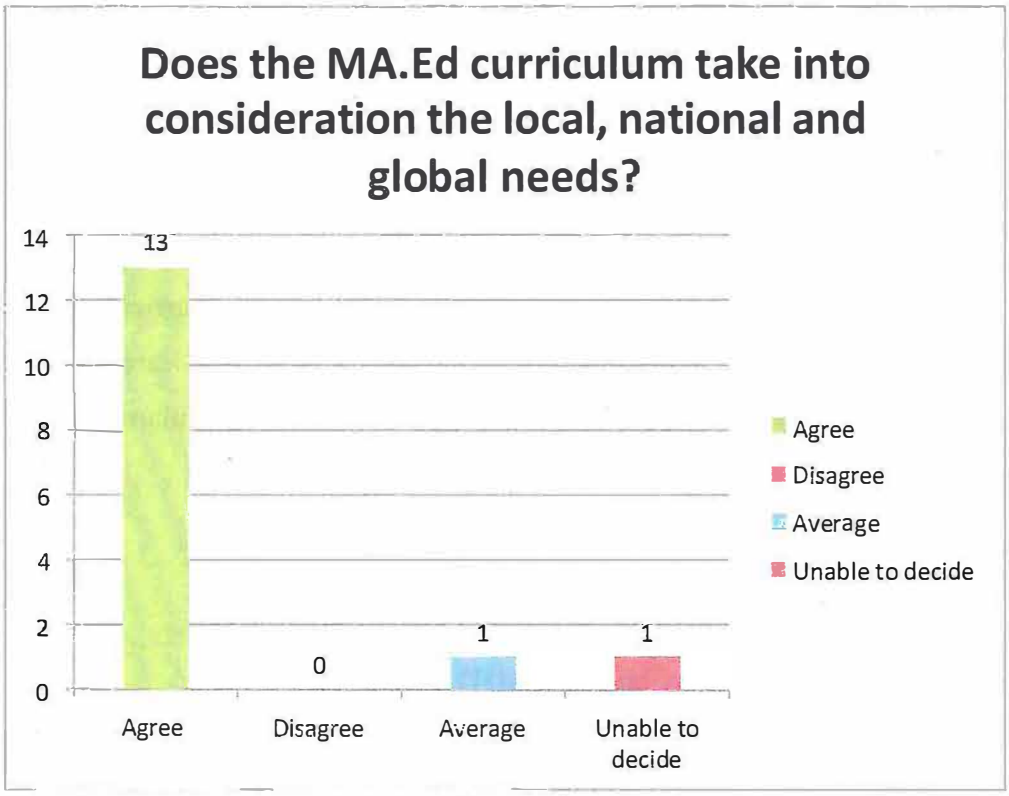


On analyzing the responses it was noted that majority of the students had an affirmative stance towards this question. 21st century skills, progressive and liberal curriculum, student centered approach, imbibing future competency and having a vision of overall development were the common reasons mentioned by the students for this choice of theirs. There were few

students who disagreed or were unable to give a clear view about this question. According to them the curriculum doesn't match the international standards and few subjects should be made compulsory to raise the standards of the curriculum up to the international level.

[MA.Ed.]

No. of responses that agree on said statement	No. of responses that disagree on said statement	No. of responses that consider the curriculum to be average	No. of responses that are unable to decide
13	0	1	1



On analyzing the responses it was noted that majority of the students had an affirmative stance towards this question. Overall development and skill based approach were the major reasons mentioned by the students for this choice. Students who were unable to decide did not give a clear reason behind their choice. It can however be assumed that these students

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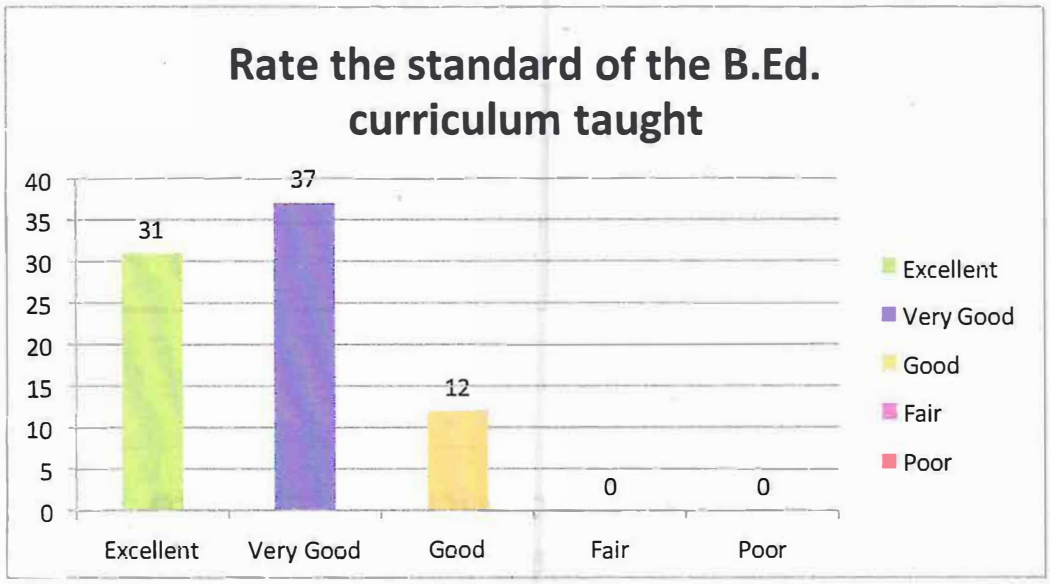
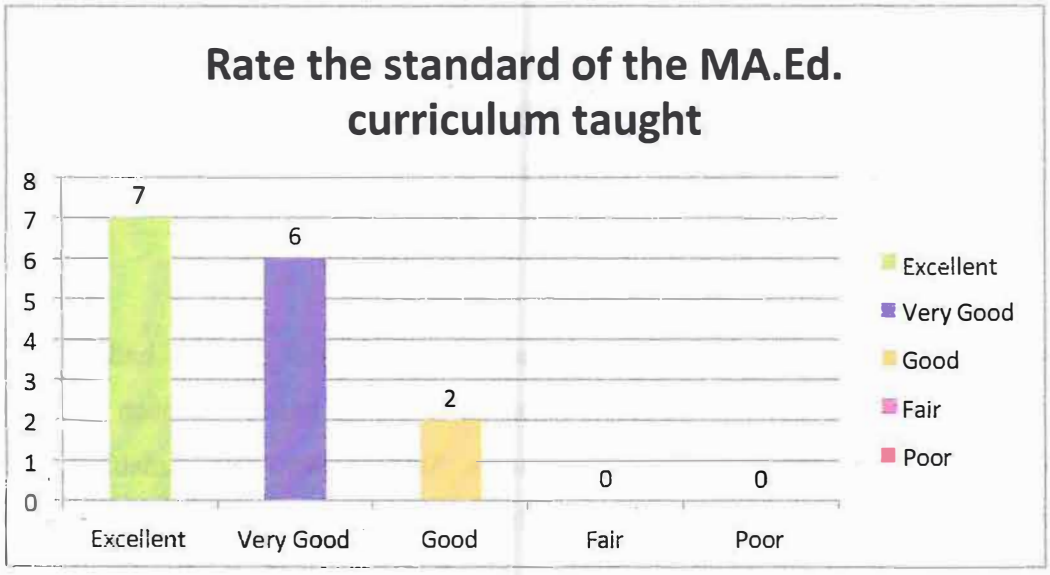
might be in the first year of this course and thus were not fully aware about the curriculum in a holistic way and thus couldn't make a clear preference for this question.

V. Responses obtained for the question: Rate the standard of the curriculum taught.



The B.Ed. curriculum imparts the teacher-trainees with the knowledge and skills needed for them to become an effective 21st-century educator. The emphasis on technology in learning and teaching is a defining element of the B.Ed. curriculum. The curriculum attempts to develop teachers capable of analysing, reflecting on the teaching learning process and improving it for better learning. These strengths of the B.Ed. curriculum can explain the overall positive response of the students for this particular question.

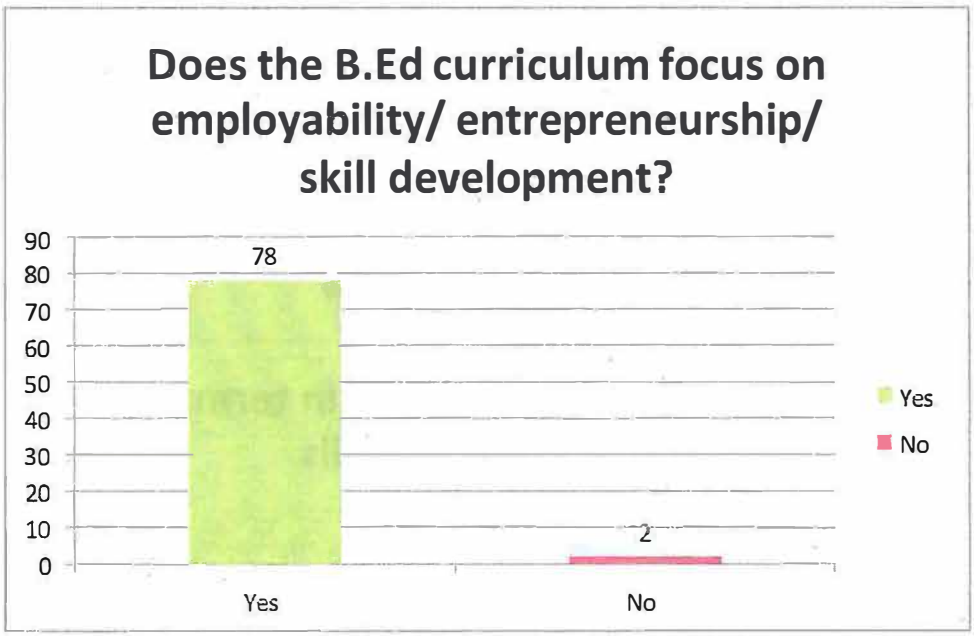


Once again an overall positive response was obtained for this question that can be justified with the overall aim and approach of this curriculum. The M.A.in Education curriculum focuses on developing the capacities of people who want to be part of education system in range of responsibilities right from curriculum development, implementing innovative teaching – learning practices, setting up robust evaluation and assessment patterns, handling students affairs, academic monitoring and administrative positions.

VI. Responses obtained for the question: Does the curriculum focus on employability/ entrepreneurship/ skill development? How?

[B.Ed.]

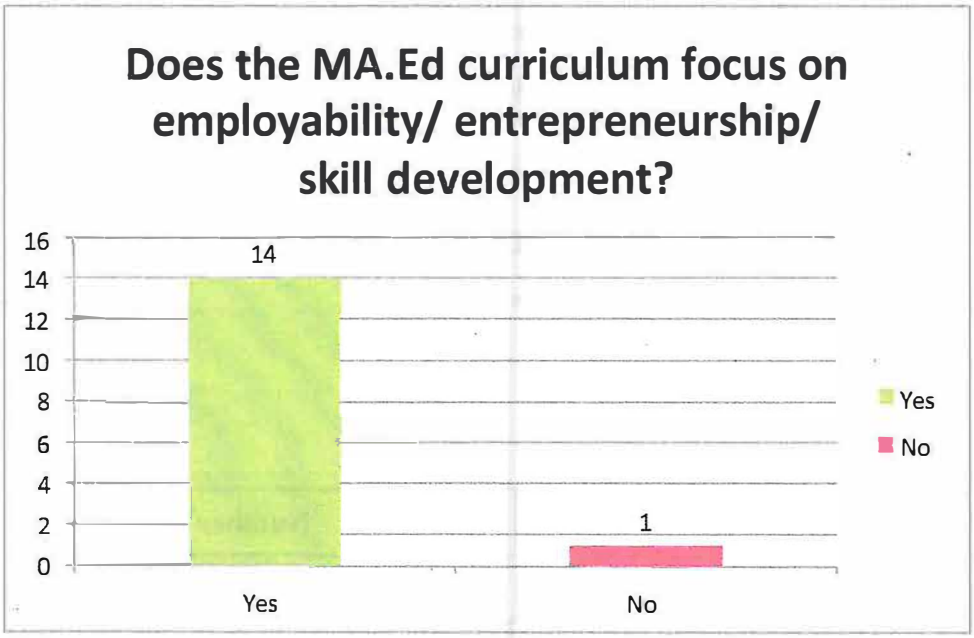
Number of Yes	Number of No
78	02



Out of the total responses obtained, 78 students had an affirmative stance for this question. Hands on training, development of soft skills, exposure to different teaching methodologies, practical approaches through field training and internships and ICT related skills were the reasons stated by the students for their positive choice. There were 2 responses obtained that did not agree on the said statement. They did not give any specific reason for their opinion.

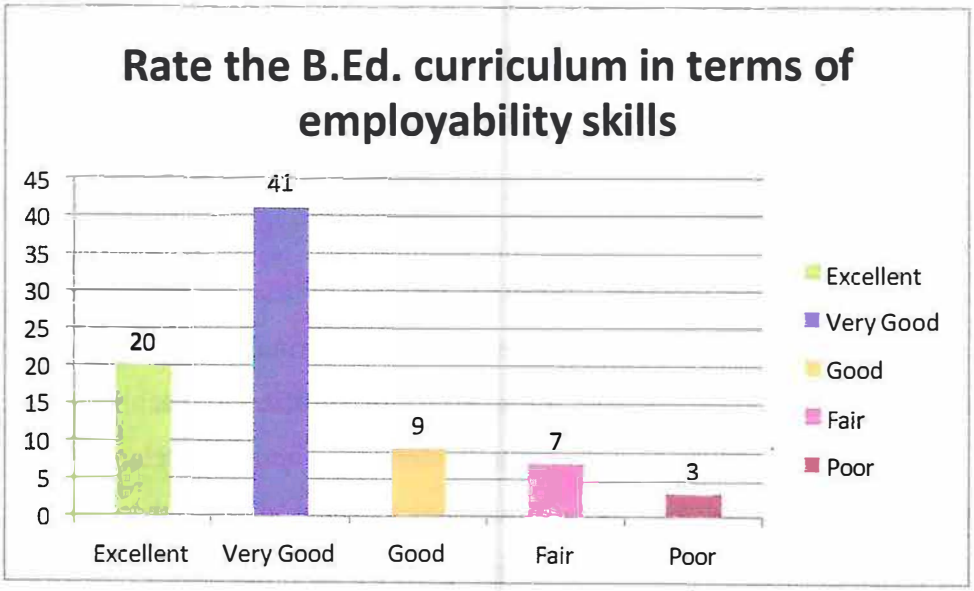
[MA.Ed.]

Number of Yes	Number of unable to decide responses
14	01

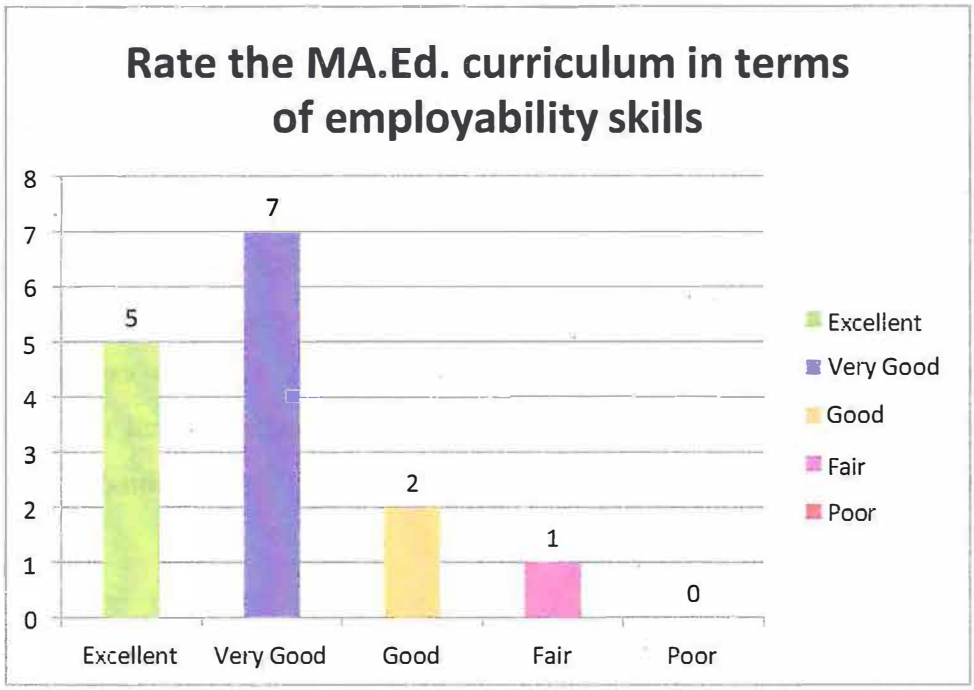


Out of the total responses obtained, 14 students had an affirmative stance for this question. Skill development, innovative practical and activities, field training and internships were the reasons given by students for justifying their positions. However, only one student replied in negation towards this statement without proving an exact reason of the same.

VII. Rate the curriculum in terms of employability skills



The B.Ed. curriculum is directed to imbibe the ability of interpreting, designing and implementing relevant curriculum and pedagogy, integrating digital technologies and differentiating teaching to engage all students in their learning. Special education and research related components are again the highlights of this curriculum. These are areas of high employability in the present times. Thus, this can be interpreted as one of the reasons why majority of the students have given a positive rating to this question. There were 7 students who gave an average rating and 3 students who gave a poor rating to this component. The expectations of campus placements can be correlated to this negative response of theirs.



The M.A. in Education attempts to develop a qualified educational workforce. It caters to all aspects of education and develops professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content developer. 14 students agreed positively to with the notion that the curriculum caters to employability skills. Only one student age an average rating to this question. Reasons can once again be correlated to campus placement aspects.

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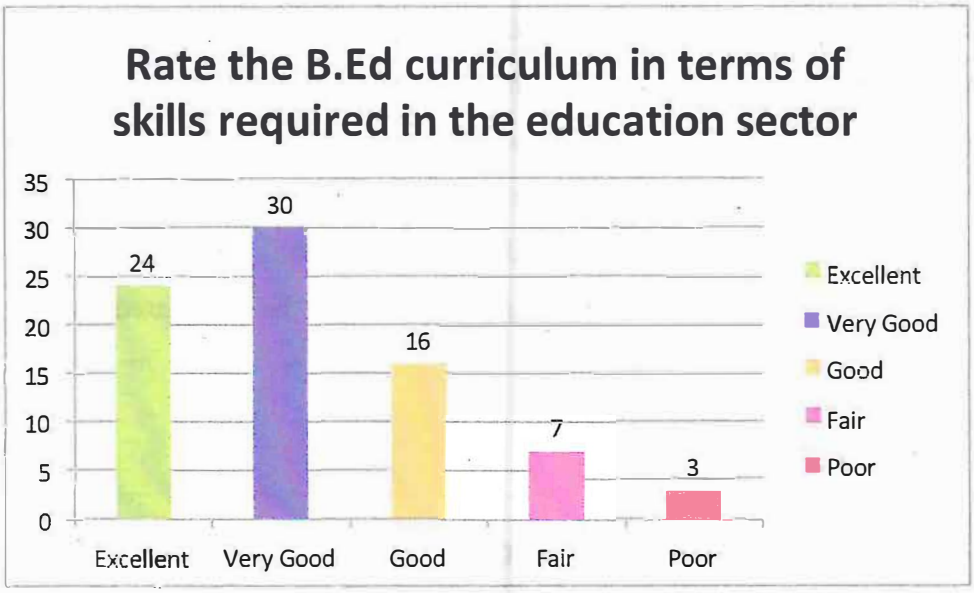
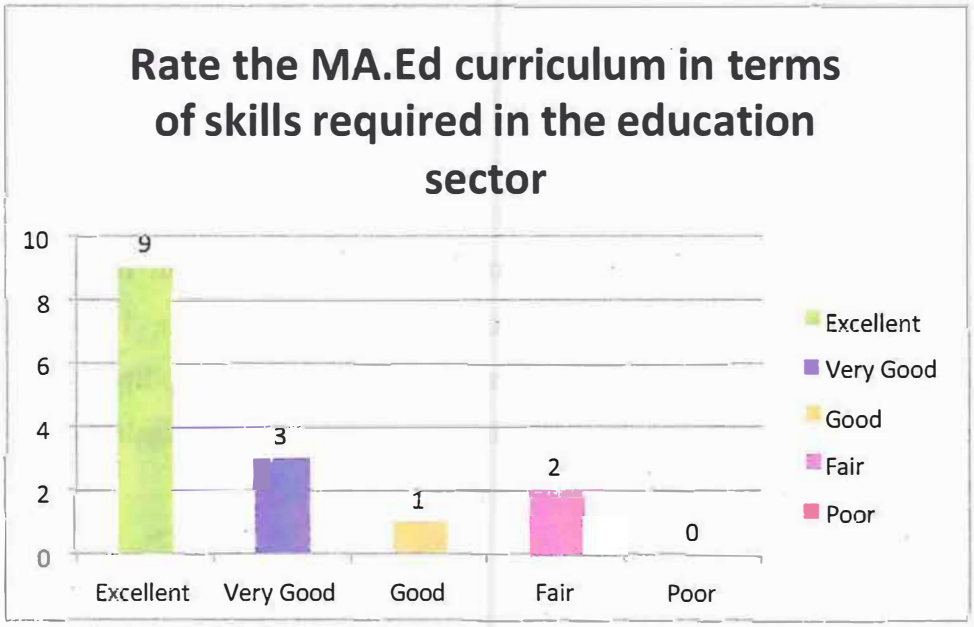
VIII. Rate the curriculum in terms of skills required in the education sector

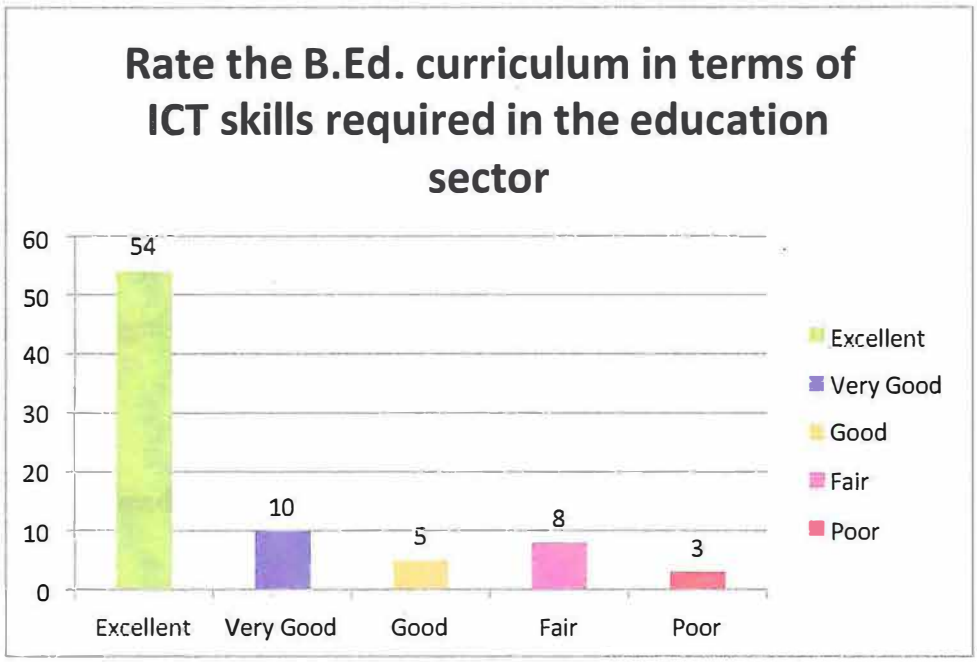


70 students found the curriculum good in terms of the skill set required for the education sector. Developing professional competencies by using relevant teaching strategies, a range of resources, including ICT to engage students in their learning; using effective communication strategies to support student understanding, participation, engagement, and achievement are some of the highlights of the curriculum. This can explain the overall positive response of the students towards this question. 7 students rated the curriculum as average and 3 as poor for this question. There is however no clarity behind this response of theirs.



The M.A. in Education curriculum focuses on a variety of capacities and skills like digital competencies, team work capacities, professional capacity building aspects, professional ethics, academic integrity to name a few. This explains the overall good response to this question from the students. 2 students found the curriculum to be fair, the reason of the same is unclear.

IX. Rate the curriculum in terms of ICT skills required in the education sector



Information, Communication and Technology is given as a core course under the Perspectives in education umbrella. Critical understanding of ICT course develops skills needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites. ICT is also offered as a pedagogic specialization course in both years for the students. The curriculum successfully goes beyond the minimum requirements and attempts to make the students digitally competent. 69 responses have marked this question on a positive scale. Average ranking has been given by 8 students and 3 have marked this component on a poor range. The possible reasons for this might be that few students entering this course might not be proficient with the basic technological elements and thus might consider the advanced exposure of ICT difficult to comprehend.

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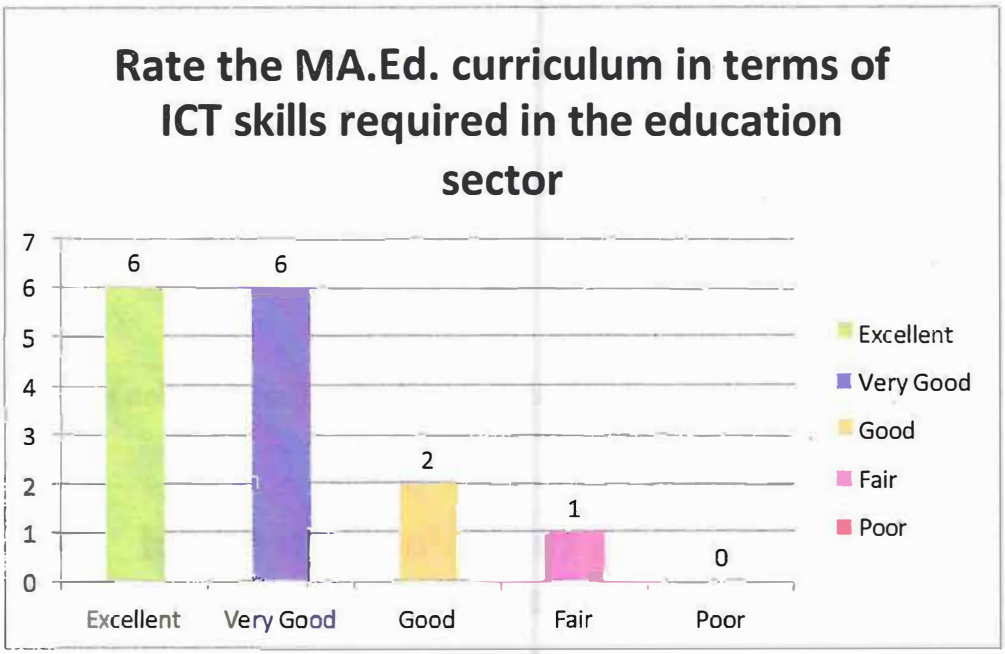
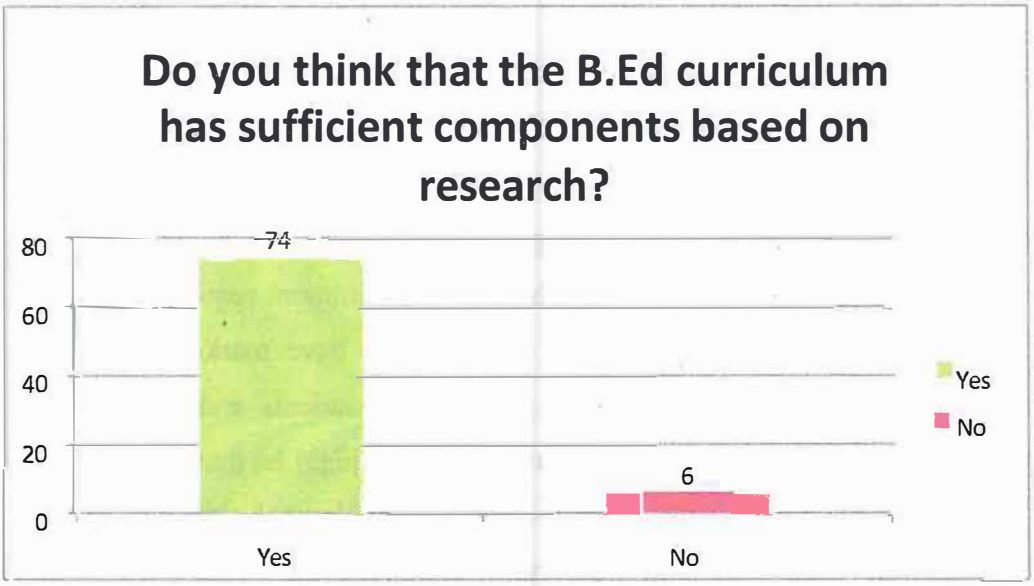


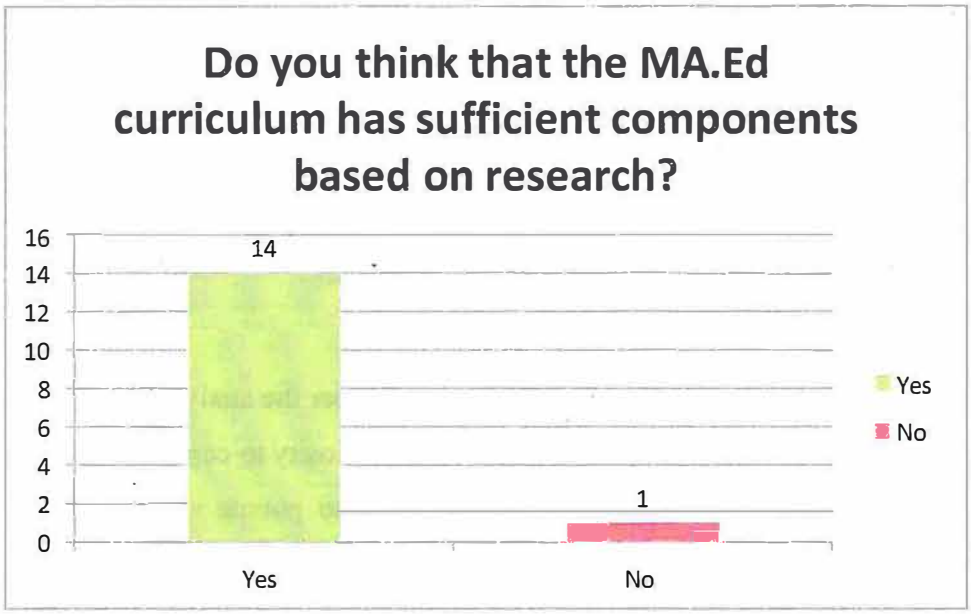
Design thinking, technological innovations, educational technology as a core component of the M.A. in Education curriculum highlights the importance given to ICT skills. Only one student considered this element to be on an average side, rest all gave a high rating to the ICT component of the curriculum.

X. Do you think that the curriculum has sufficient components based on research? Elaborate.



Action research is a compulsory component for the B.Ed. students. It help student-teachers understand what can happen in their classroom and identify changes to improve their

teaching and learning. Through action research projects students practically find out a solution to the various problems they face in the field through a systematic and scientific approach. The overall positive response towards this question can be justified on the basis of the above lines. Six students however gave a negative response. Action research is usually carried out by the students during their internship. This might have acted to be a burden for some. Similarly, the introduction of research terminologies and the entire research process might have appeared a bit complicated for the students for direct implementation.



Dissertation is a crucial component in the curriculum through which candidates learn the process of research and develop products which contribute to the field of education. In order to provide clarity on research concepts an appropriate theoretical base is also given to the students. This justifies why 14 out of 15 students appreciated the research component of the curriculum. The lone response that disagreed on this aspect might be a first year student. Research is introduced in the second year and thus the student might not have got an exposure of the same while entering this response.

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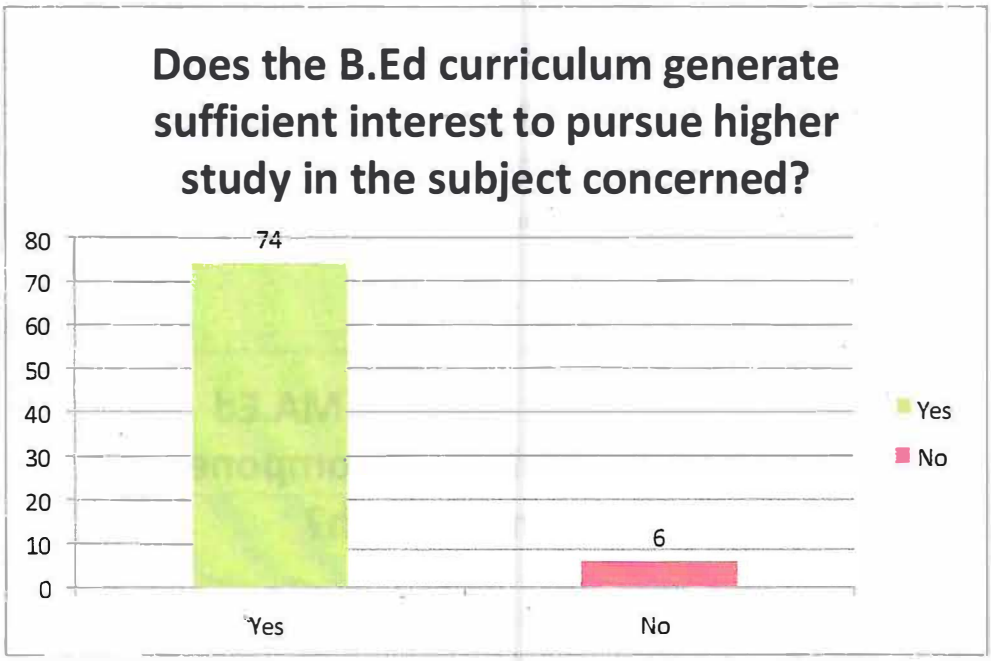
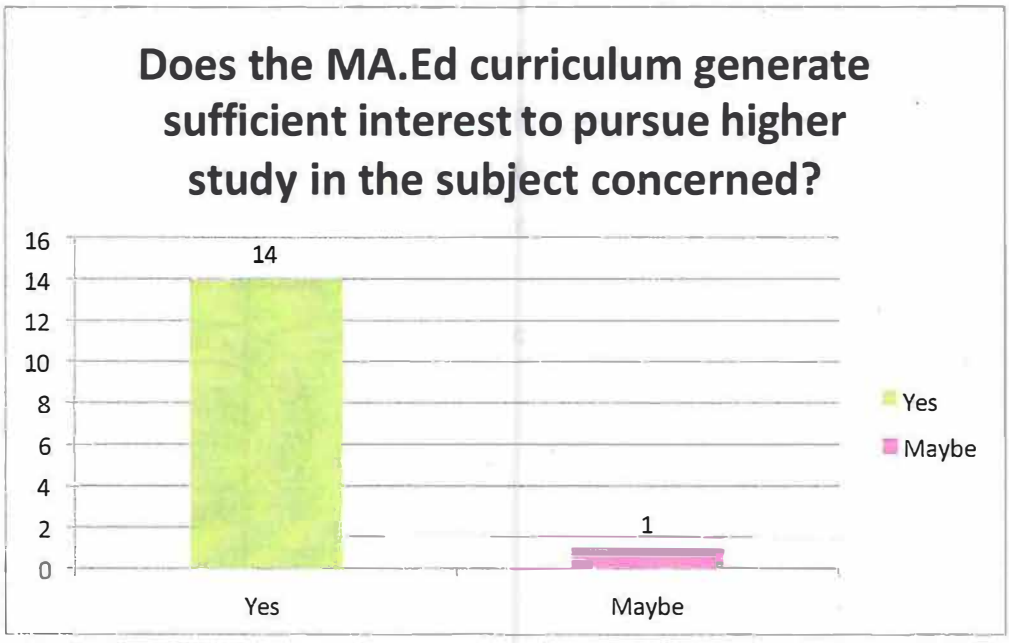
XII. Does the curriculum generate sufficient interest to pursue higher study in the subject concerned? Elaborate.



Majority of the students responded in the affirmative. As per the analysis of the responses one can conclude that the B.Ed. curriculum increases their curiosity to consider M.Ed. and PhD as options for higher studies. Certain students also want to pursue some courses related to specializations in inclusive education, child psychology, special education, simulations in education to name a few. 6 students did not agree to the statement made. They felt the curriculum was too vast to generate an interest for higher studies.



14 students agreed that the M.A. in Education curriculum generates interest for pursuing higher studies. ID, e-learning, teaching tools and research were the domains of interest for pursuing higher studies for the students. Few also expressed an interest to pursue PhD in future. One student couldn't define his / her stance properly.

XIII. What new 'components' should be included in the curriculum for bridging the gap between academia and industry? [Industry refers to fields of educational sector]

B.Ed.
Suggestions revolving around themes: • Sponsor research projects of students with fellowships • Increase field visits • More hands on experience • Give variety of schools for internships - Include Government institutes also • Develop communication skills of the students • Emphasis on skill based education • Provide more training regarding technology and digital skills • Administrative skills training should be given

MA.Ed.
Suggestions revolving around themes: • Provide training on interpersonal skills. • More hands on experience • Provide training of soft skills

XIV. Any other suggestions that you would like to give for enriching the curriculum?

B.Ed.
Major Additional Suggestions: • Give more emphasis on research • Remove subjects like Yoga and EVS • Self-realization and book reviewing should start at the initial phases itself • Include more practicals • Include courses on documentation, file making, admin/ managerial skills

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MA.Ed.
Major Additional Suggestions: • Include policy making as a subject • Include a course on self- learning material

Alumni

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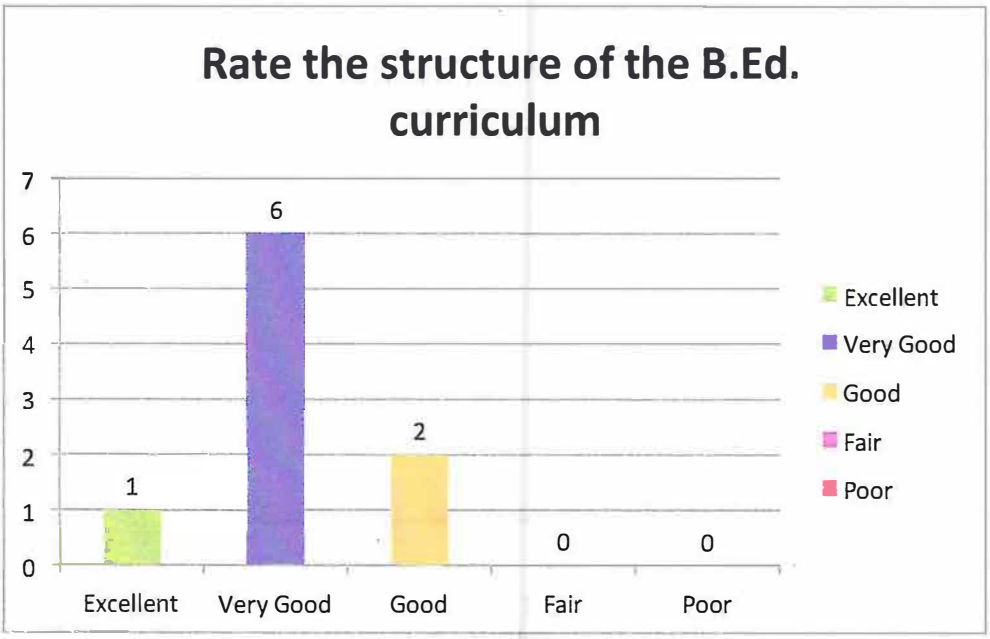
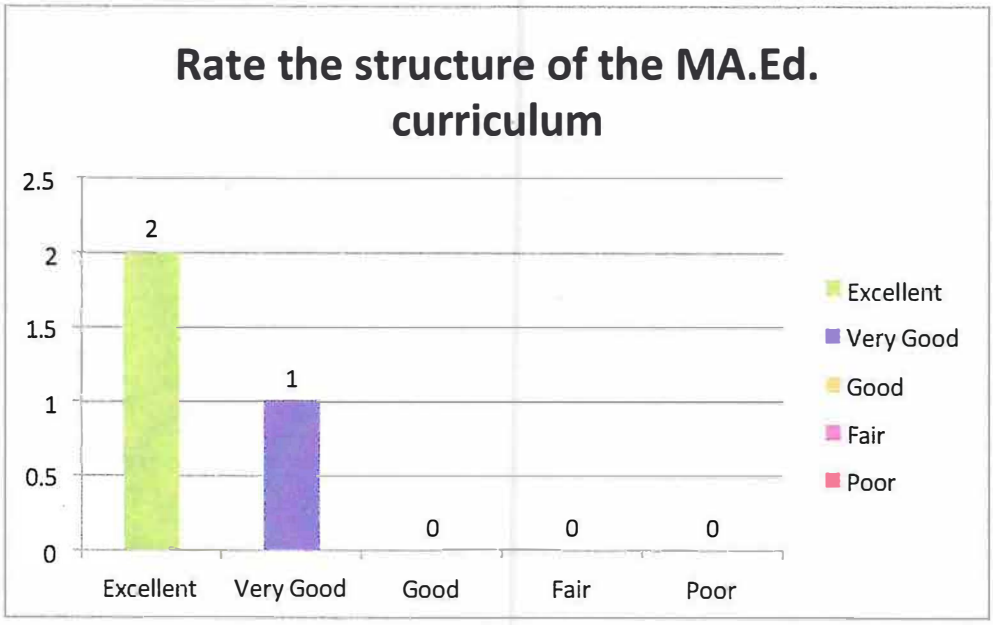
B] Alumni

I. Rate the structure of the curriculum designed for the entire program.



The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The B.Ed. curriculum is divided into 3 group of courses spread over 2 years, namely, Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. Thus, the structure of the curriculum is well defined and meets the current demands of the students. This might be a possible reason of an overall positive feedback towards the course structure.



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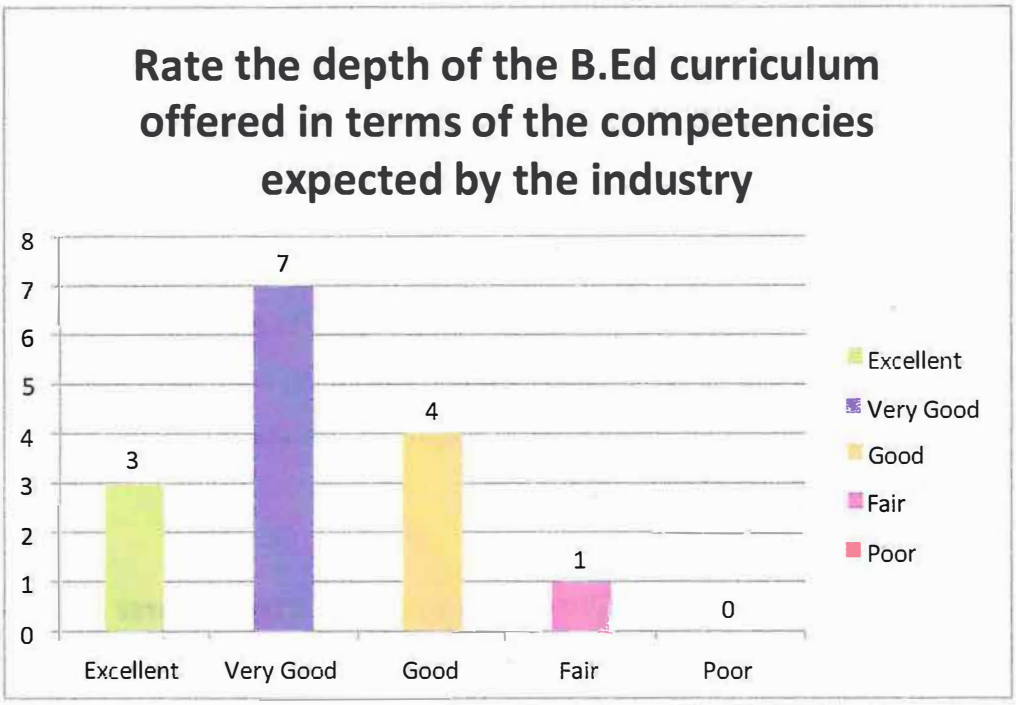
II. Rate the depth of the curriculum offered in terms of the competencies expected by the industry [education sector]



The B.Ed. curriculum is enriched with components like recent trends in education, innovative teaching learning paradigm, pedagogical innovations along with practical and research components. This might explain why most of the responses catering to this question were once again positive. There was a single response that rated the curriculum as average.

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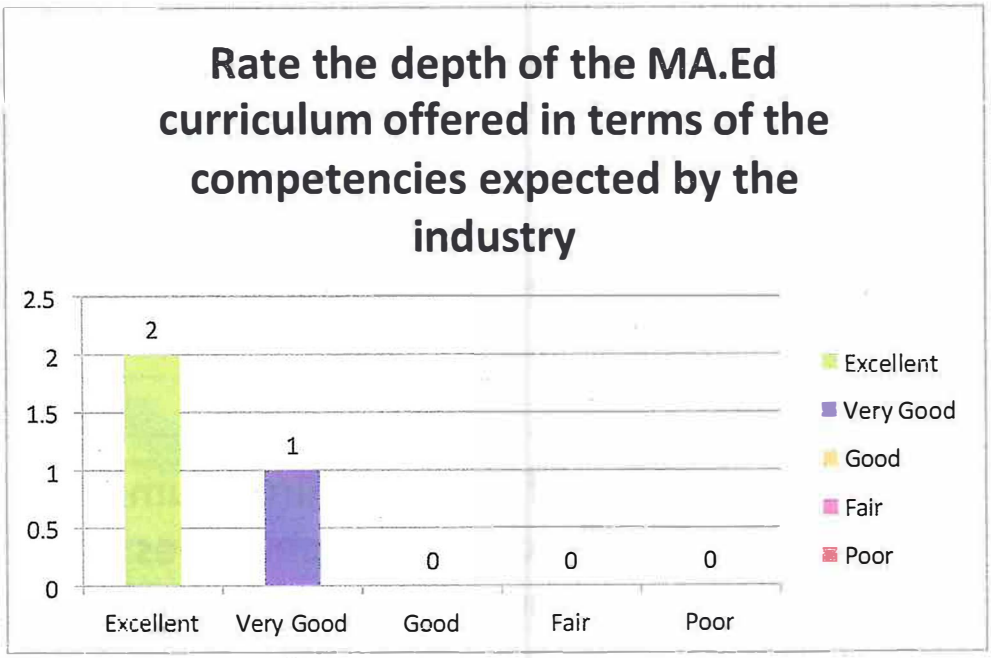
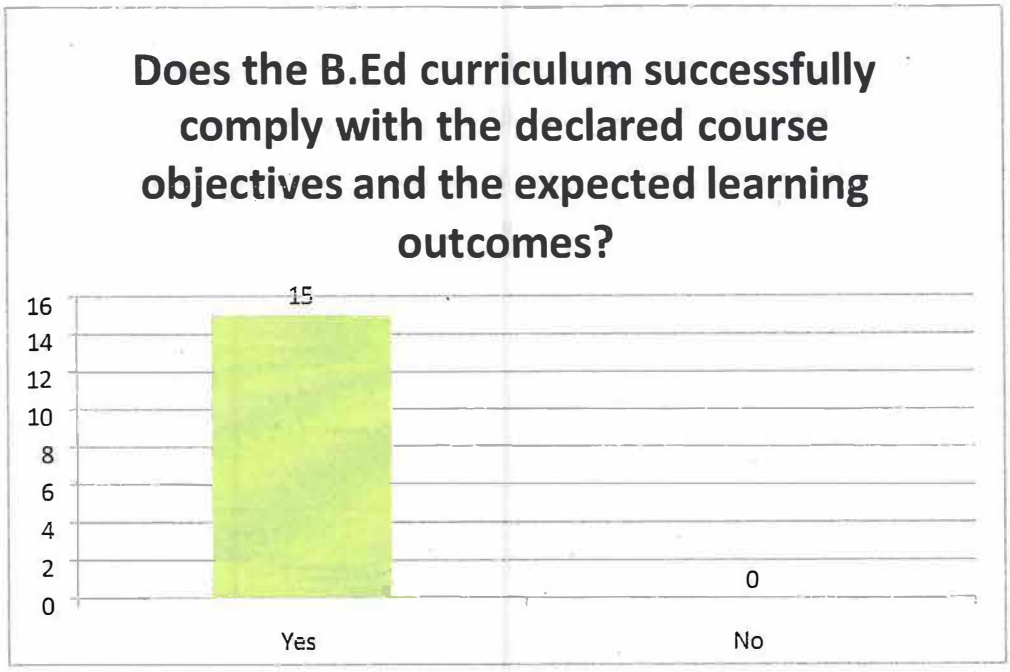
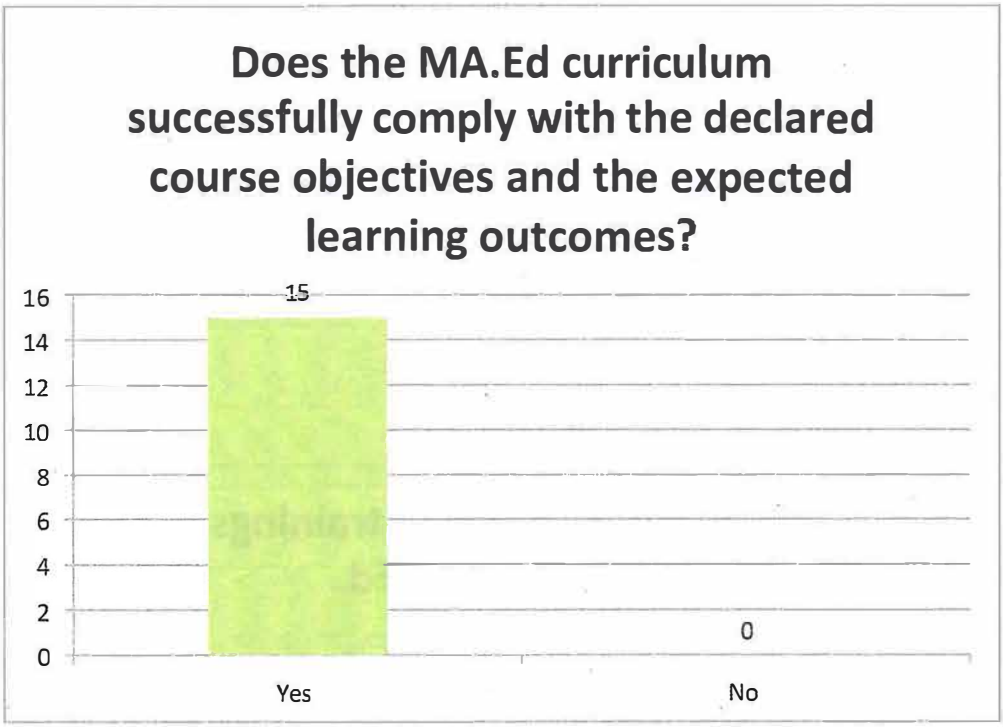


The M.A.in Education curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content developer. This might be the reason of getting an overall positive response from the students.

III. Does the curriculum successfully comply with the declared course objectives and the expected learning outcomes?



The course objectives and learning outcomes is very well defined in the B.Ed. curriculum. All the responses obtained for this question were positive.



The course objectives and learning outcomes is very well defined in the M.A.in Education curriculum. All the responses obtained for this question were positive.

IV. Highlight the major features of the curriculum that you liked the most.

Major Highlights in B.Ed.	Major Highlights in MA.Ed.
• Action Research • Innovative teaching practices • Activities • Practical work	• Internship • Dissertation projects

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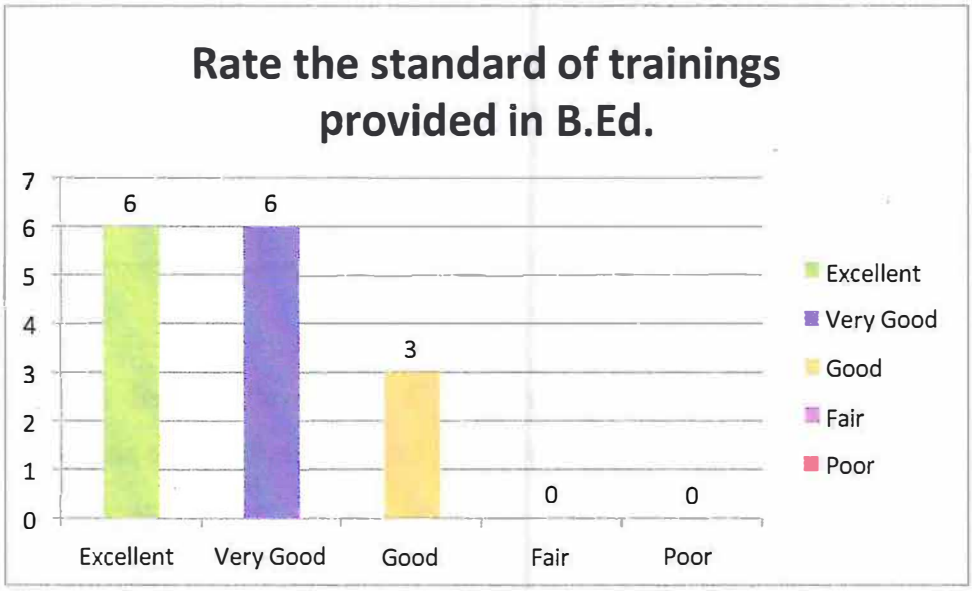
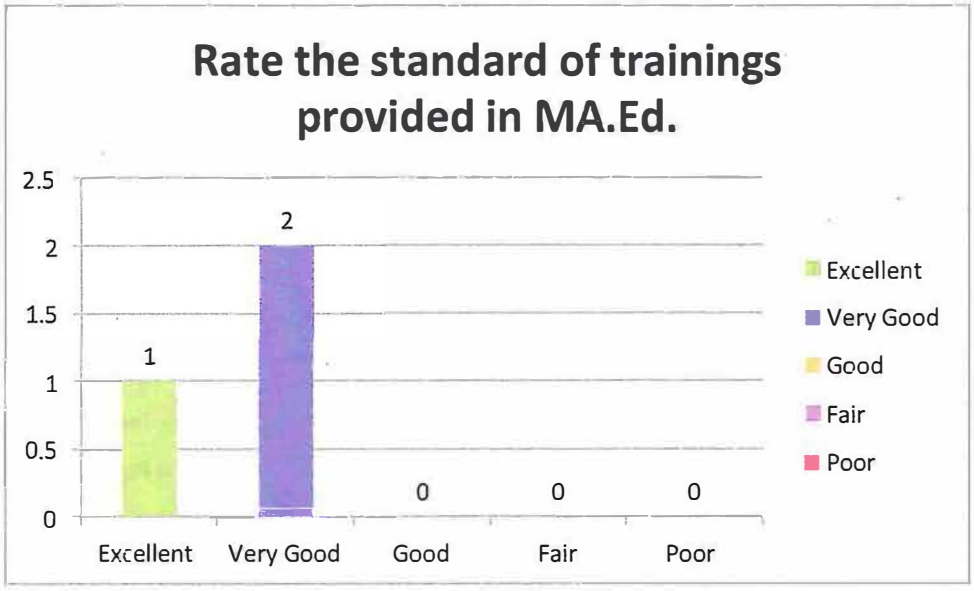
V. **Mention the aspects that you wish to modify in the curriculum.**

Suggestions in B.Ed.	Suggestions in MA.Ed.
• Add more e-content in the syllabus • Reduce the portion	• Add MCQs as activities

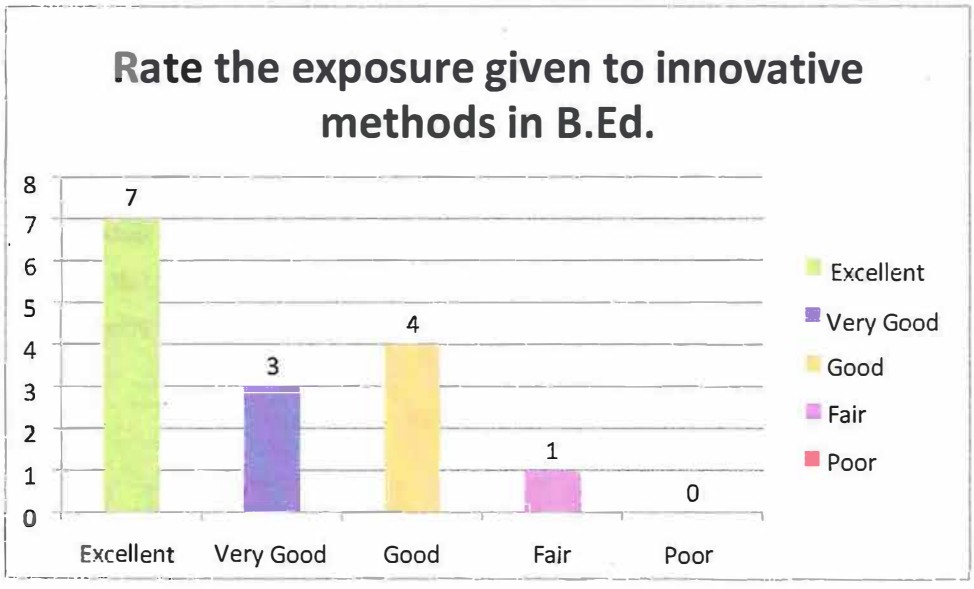
VI. **On a scale of 1 to 5, rate the standard of the following activities conducted by the department. [Training, Exposure to Innovative methods, Internships, ICT skills, Research facilities]**



Recent trends in education, field based practicals are given due importance in the B.Ed. curriculum. This might be a reason why all the responses obtained for the training aspect were positive



A diverse outlook is taken into consideration for training the M.A.in Education students. Once again, all the responses obtained for this question were positive.



Most of the students gave a high rating to the innovative methodologies in the B.Ed. curriculum. The curriculum is enriched with a vast spectrum of innovative methods. One student however, rated this component on an average scale.

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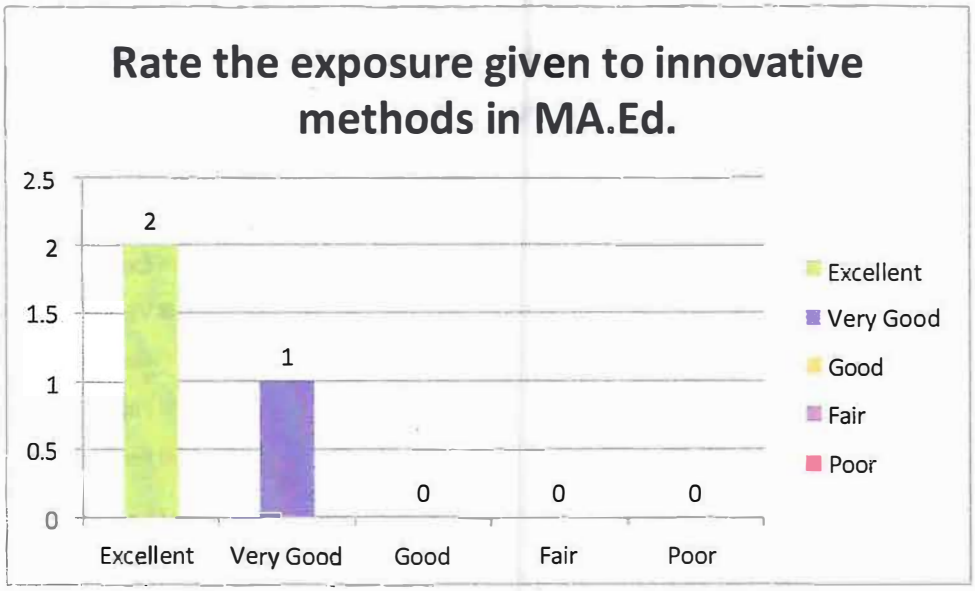
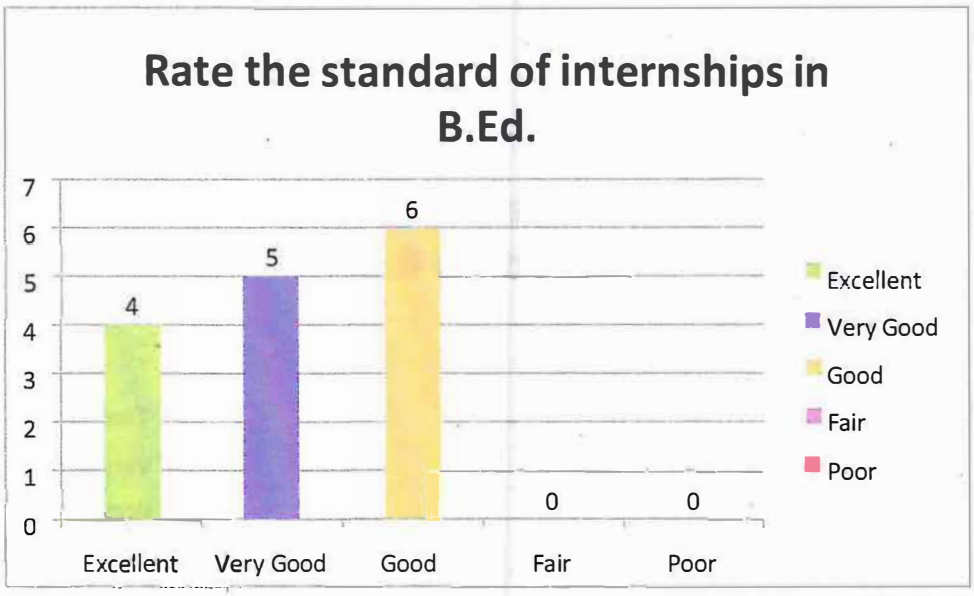
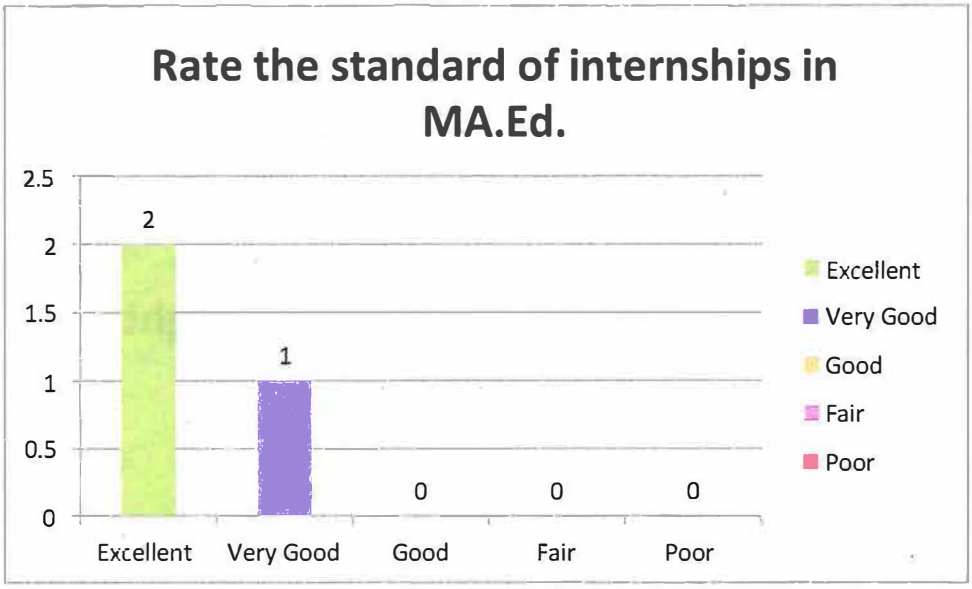


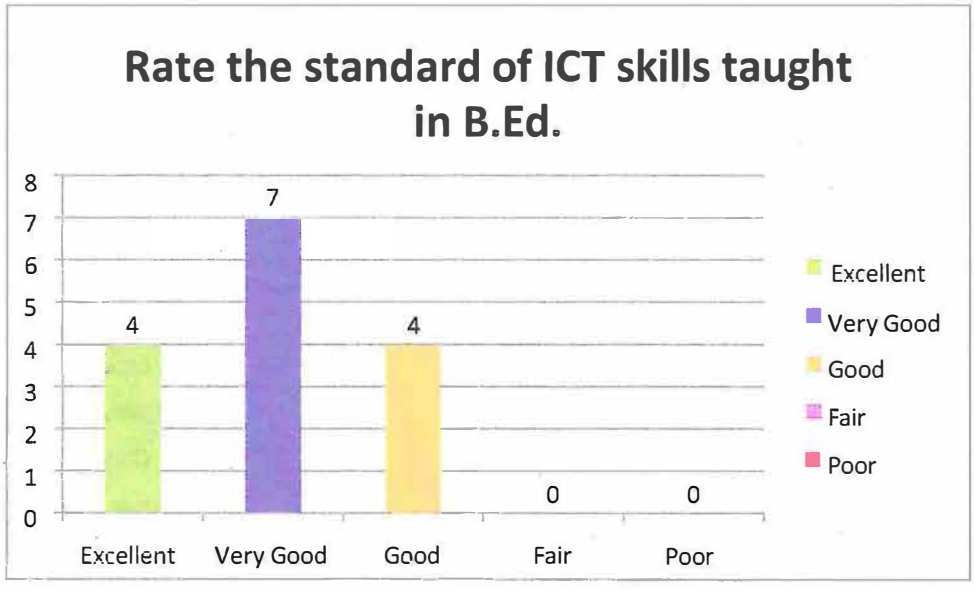
All the responses obtained were positive. The curriculum gives importance to implications of theoretical concepts by utilizing various innovative ways.



B.Ed. curriculum offers an extensive internship for both first and second year students. It focuses to develop skills amongst the candidates for becoming an able professional working in an educational institution. Once again all responses were positive. There were few students who were also placed by the schools wherein they had completed their internship. This might once again justify the positive responses.

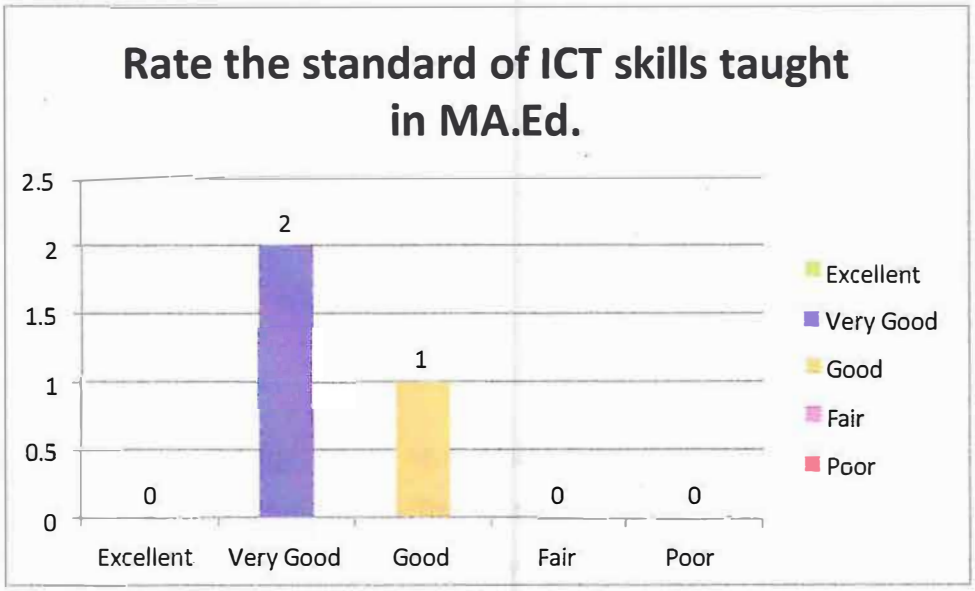


M.A.in Education curriculum allows the Students to choose any educational institute, NGO, government offices, curriculum development office, schools etc. for completing their internship. This provides them an exposure with practical knowledge about the work culture, roles responsibilities of the professional and kind of work done in the institute. All responses were positive.

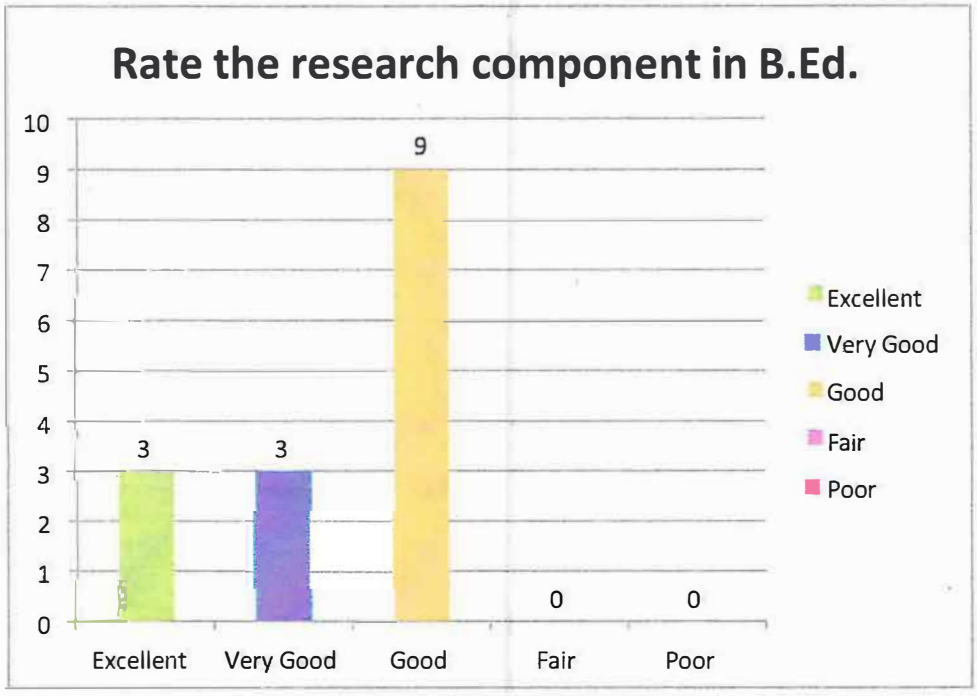


Information, Communication and Technology is given as a core course under the Perspectives in education umbrella. Critical understanding of ICT course develops skills

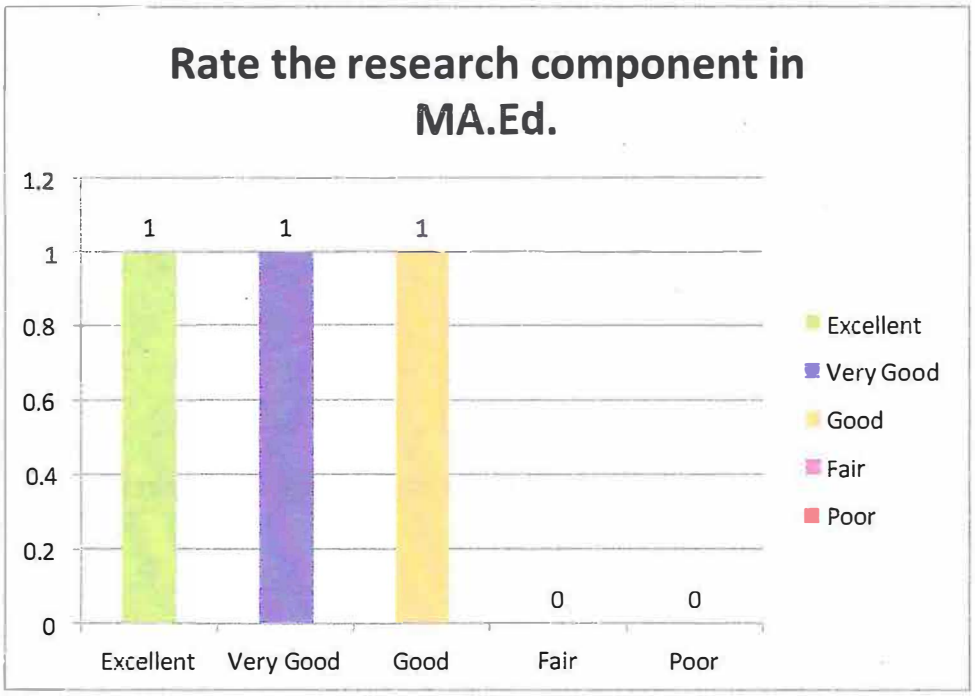
needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites. ICT is also offered as a pedagogic specialization course in both years for the students. The curriculum successfully goes beyond the minimum requirements and attempts to make the students digitally competent. All responses were positive.



Design thinking, technological innovations, educational technology as a core component of the M.A. in Education curriculum highlights the importance given to ICT skills. Once again all responses were positive.



Action research is a compulsory component for the B.Ed. students. It help student-teachers understand what can happen in their classroom and identify changes to improve their teaching and learning. Through action research projects students practically find out a solution to the various problems they face in the field through a systematic and scientific approach. The overall positive response towards this question can be justified on the basis of the above lines.



Dissertation is a crucial component in the curriculum through which candidates learn the process of research and develop products which contribute to the field of education. In order to provide clarity on research concepts an appropriate theoretical base is also given to the students. This justifies why all the students appreciated the research component of the curriculum.

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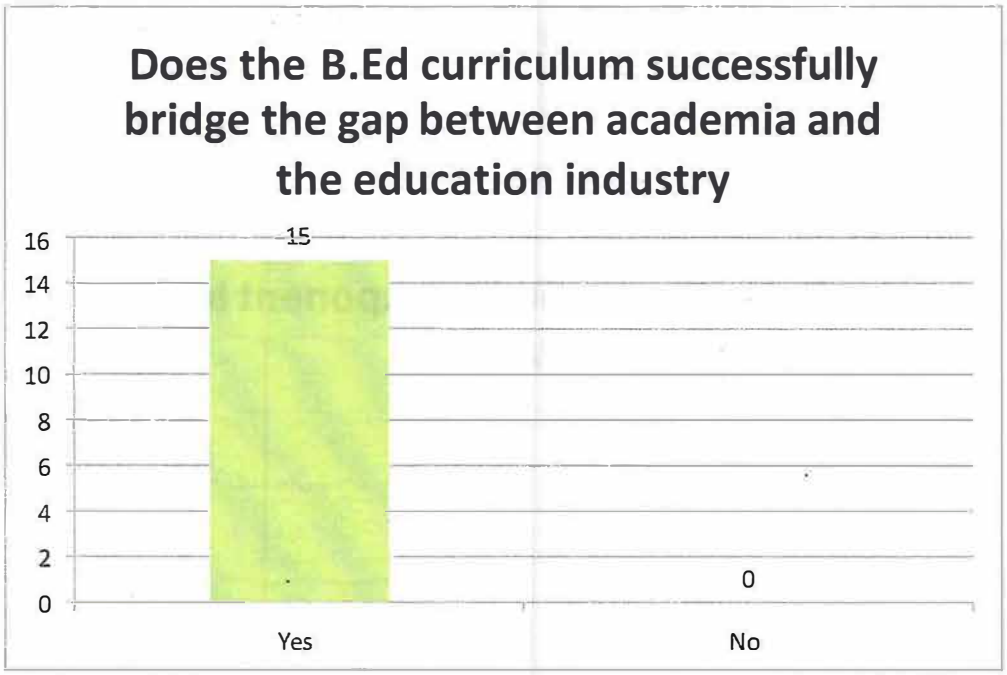
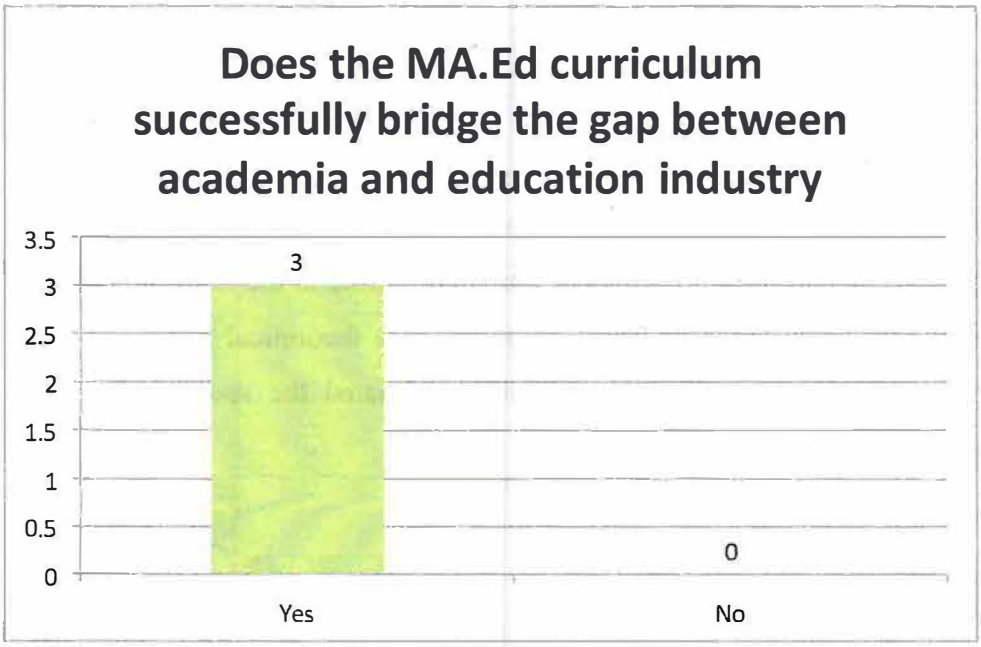
VII. **The curriculum successfully bridges the gap between academia and the education industry. Do you agree? Give reason for your choice.**



All the responses obtained were positive. Practical experiences were the reason sighted by the students for this response.



All the responses obtained were positive. Internship and related experiences were the reason sighted by the students for this response.

VIII. Was there any component that you wished to see in the curriculum when you were pursuing the course?

B.Ed.	MA.Ed.
• Interview preparation • Introduce a subject related to counselling	• Include field trips • Add subjects related to economics of education and change management

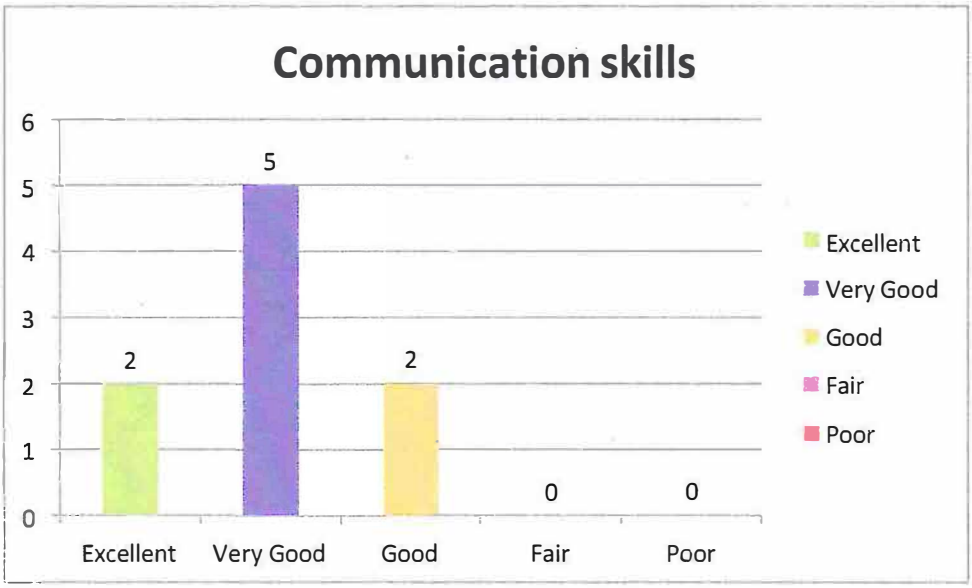
IX. Any other suggestions

B.Ed.	MA.Ed.
Campus interview should be given	Nil

Employers

CJ Employers

I. Rate the students of our institution who joined your organisation on the following parameters:



All responses obtained were positive.

All responses obtained were positive.

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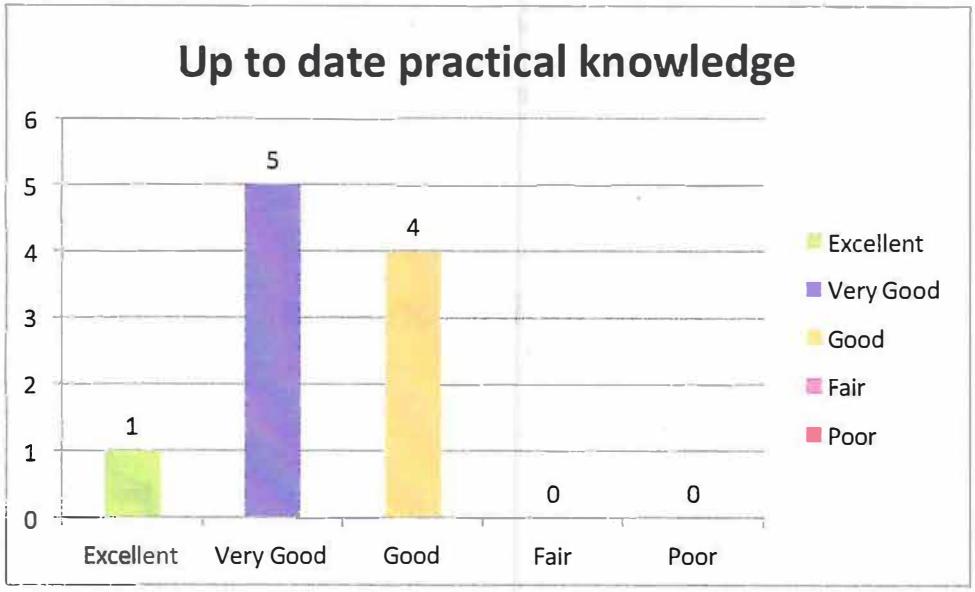
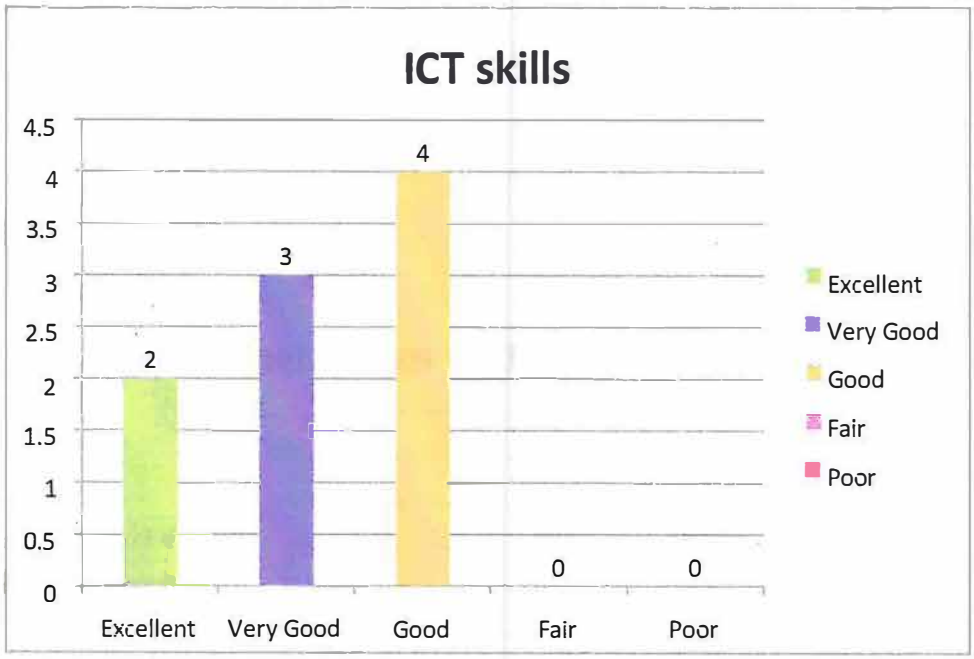
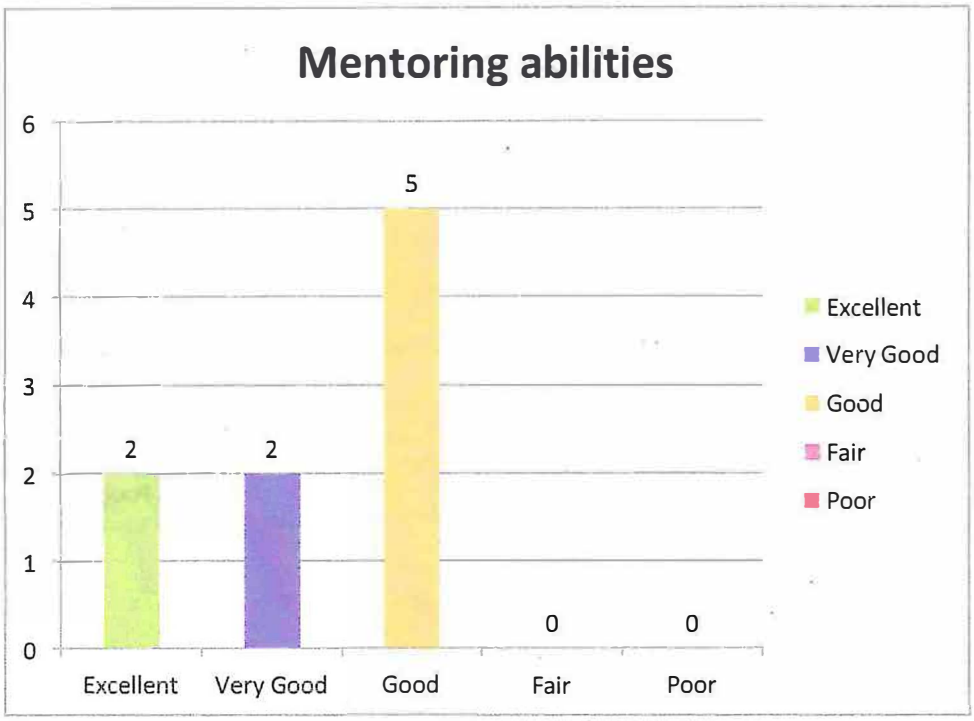


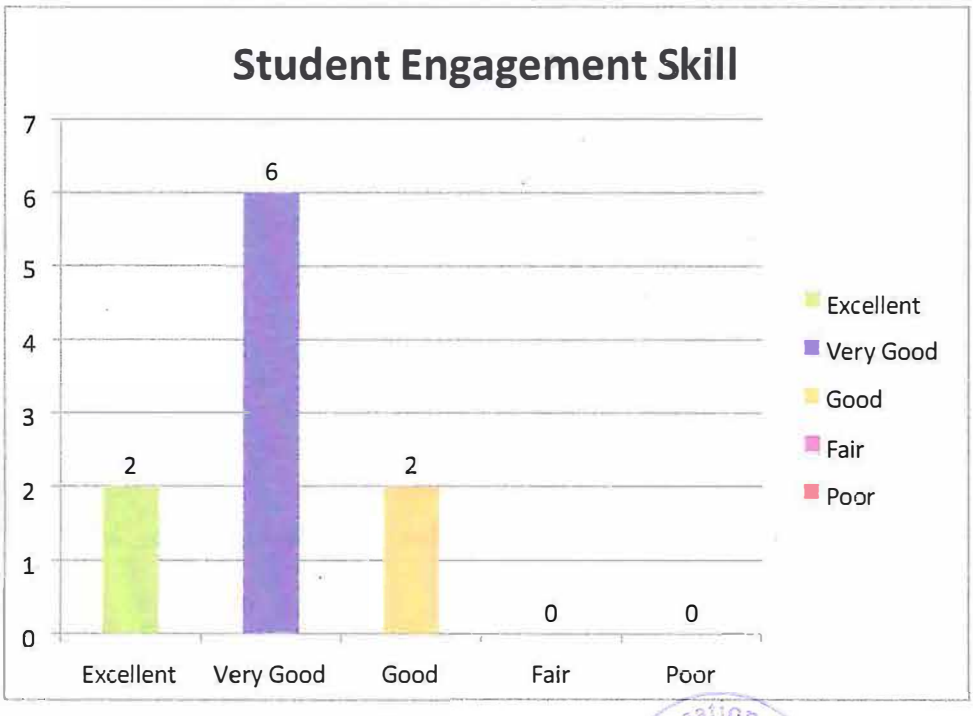
All responses obtained were positive.



All responses obtained were positive.



All responses obtained were positive.



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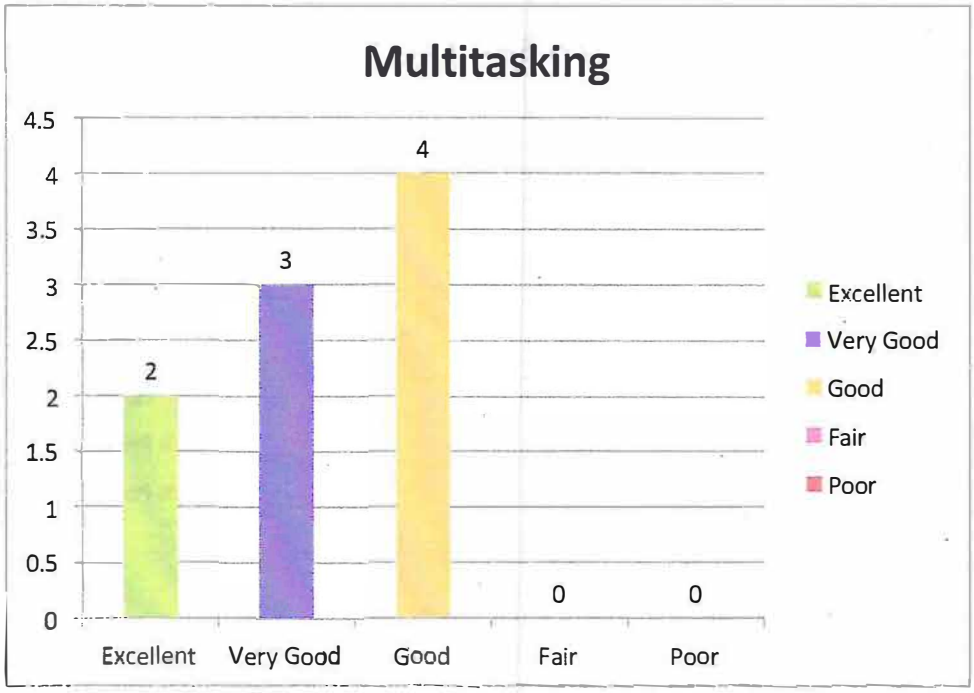
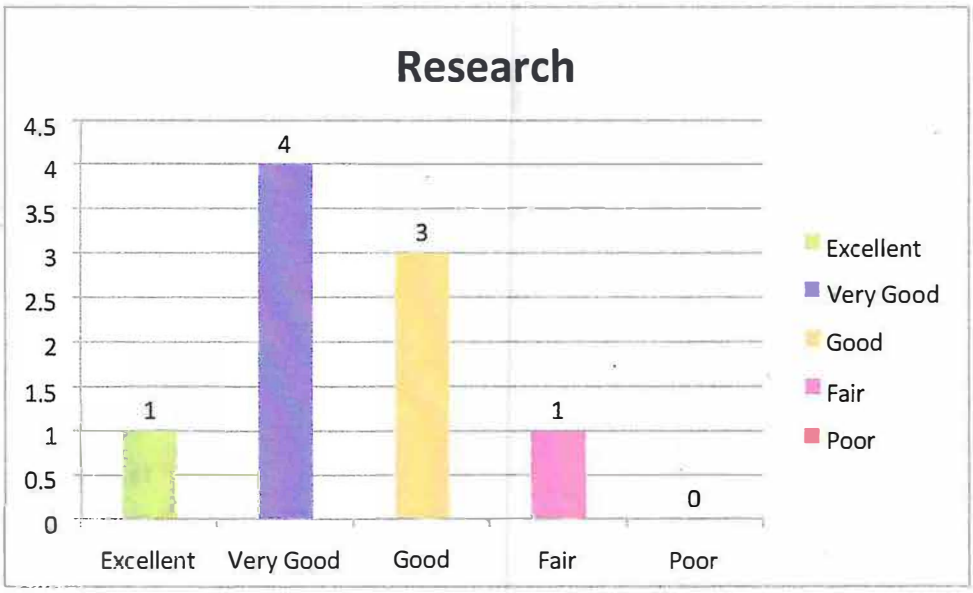
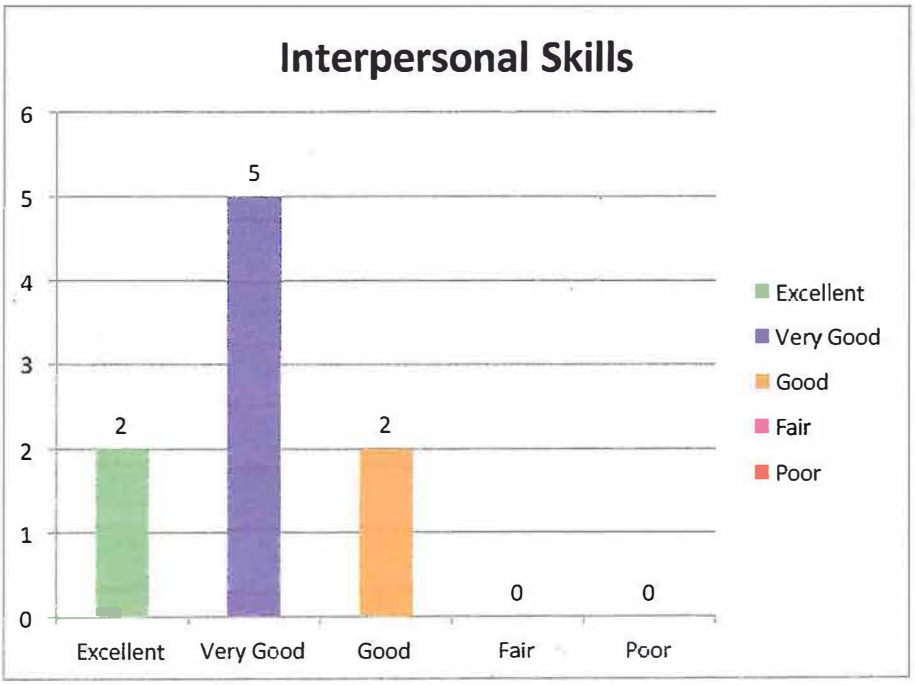
All responses obtained were positive.



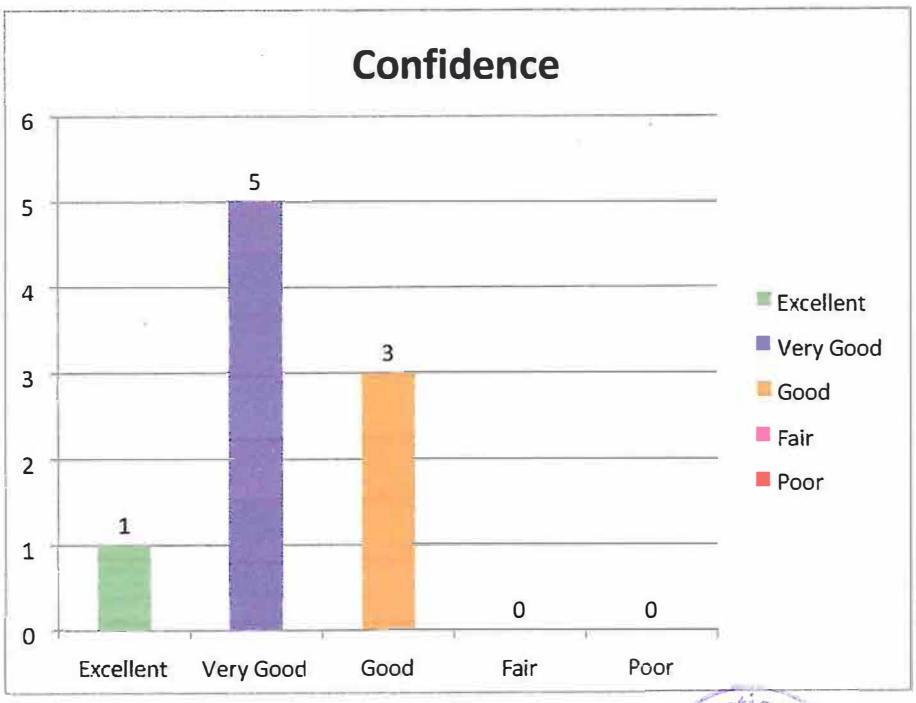
All responses obtained were positive.



There was one response that marked this dimension in the average scale. Rest all were positive responses.



All responses obtained were positive.



All responses obtained were positive.

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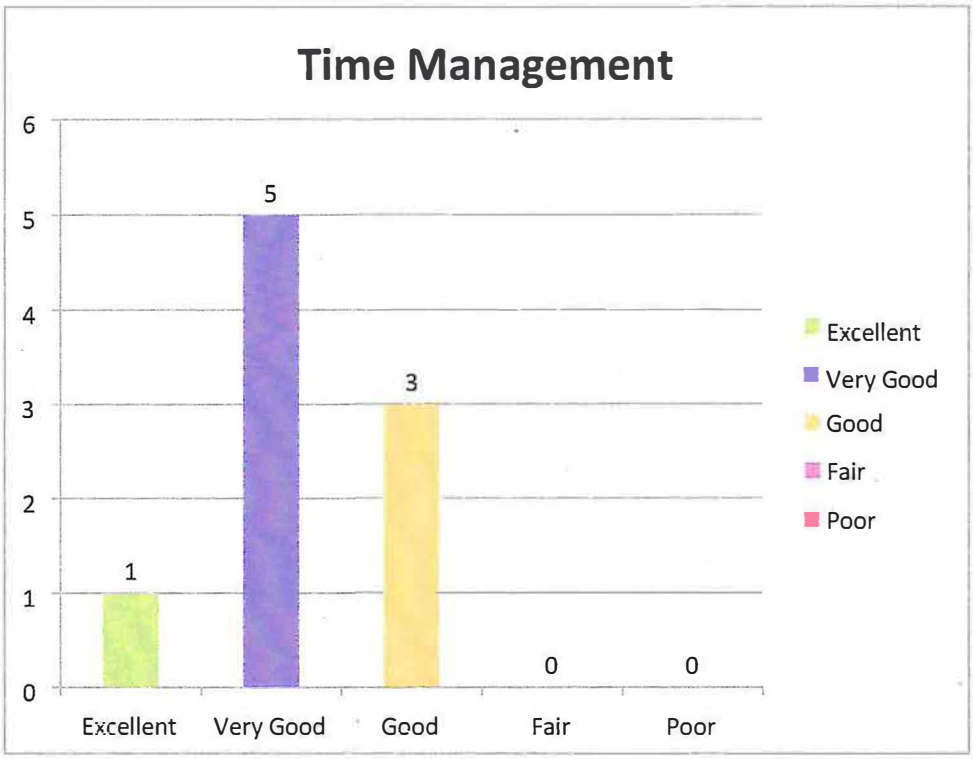
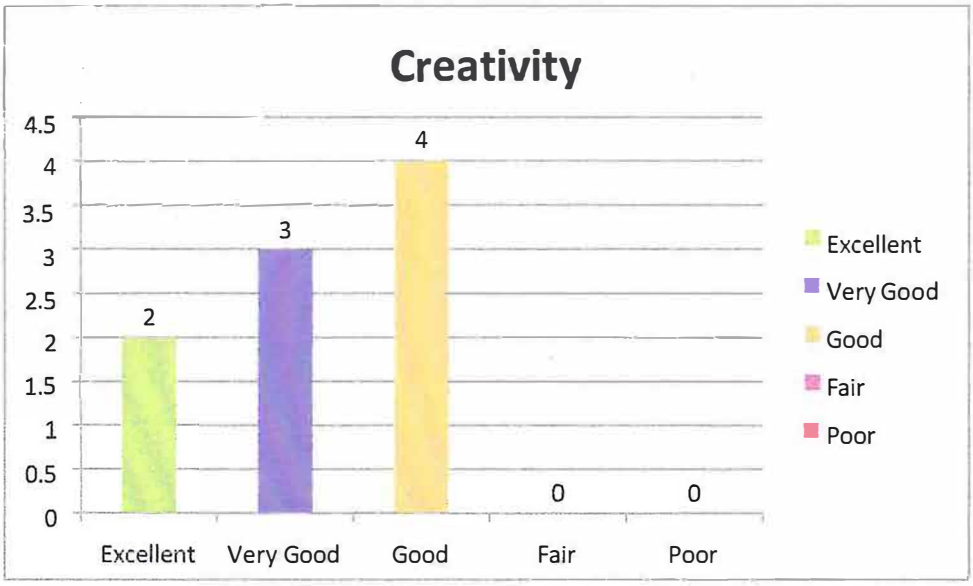


All responses obtained were positive.



All responses obtained were positive.

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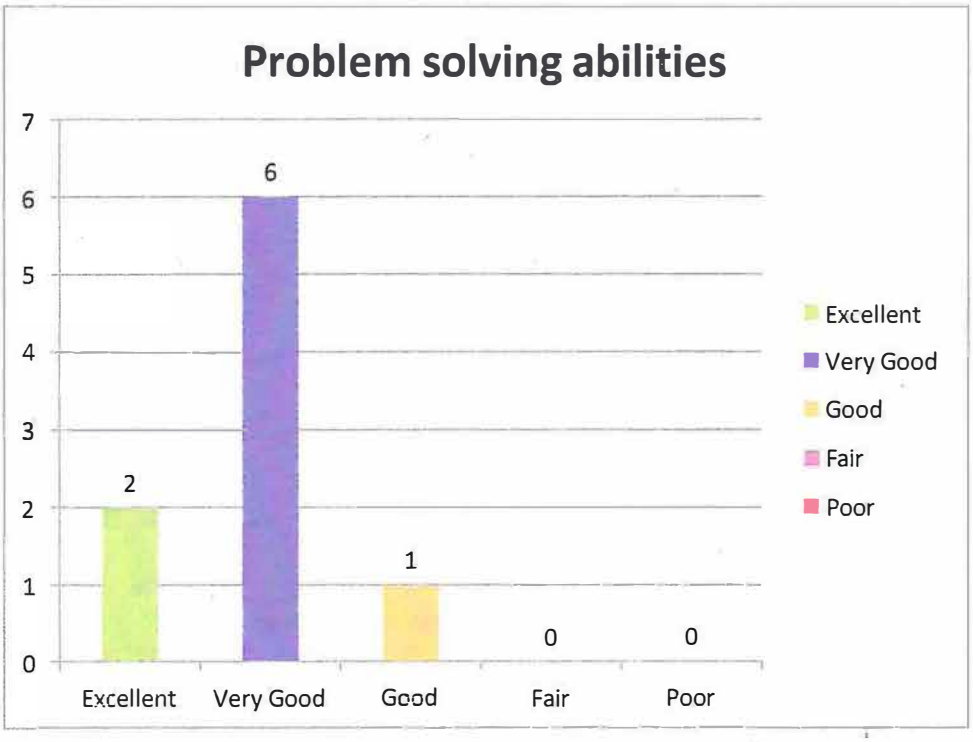
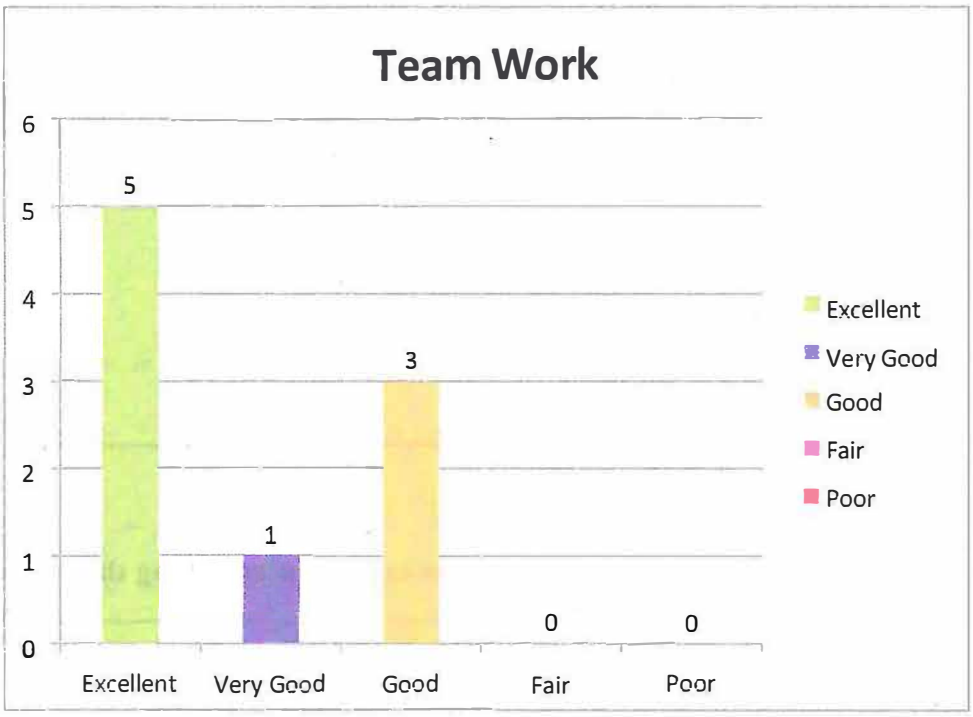


All responses obtained were positive.



All responses obtained were positive.

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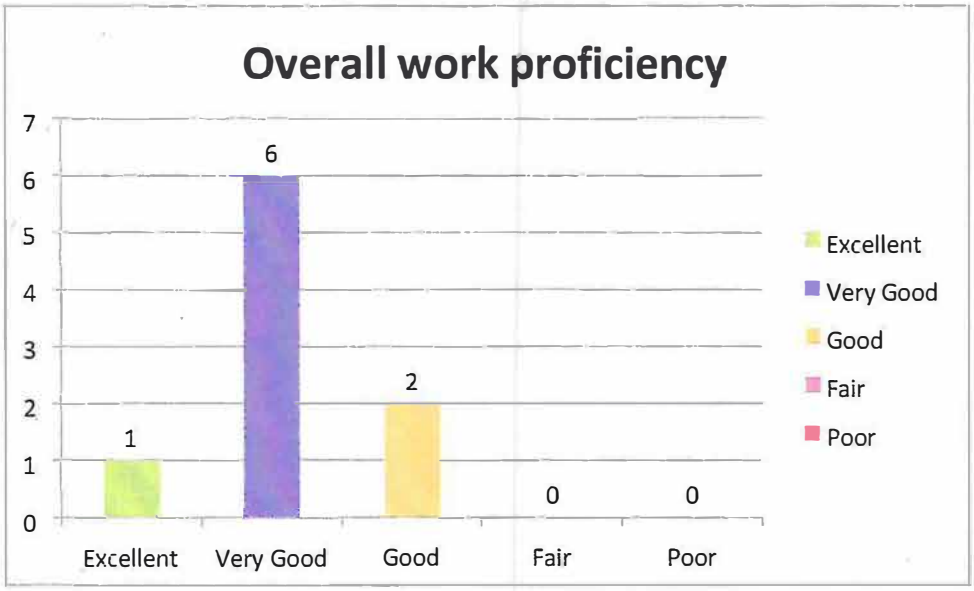

All responses obtained were positive.

II. What new 'components' should be included in the curriculum for bridging the gap between academia and the education industry?

Major points
• More practical concepts • 21st century skills • Skill based • Value based • Entrepreneurship training

III. Any other suggestions that you would like to give for enriching the curriculum?

Major points
• Should cater to rural aspects • Should cater to all levels of students

Comparison of Feedback of different Stakeholders & Pertinent Pointers

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Comparison of Feedback of different Stakeholders & Pertinent Pointers

3. Comparison of Feedback of different Stakeholders

- **As per the feedback obtained from the stakeholders it can be understood that:**
  - The overall curriculum meets the standards of the industry.
  - It takes into consideration the local and national needs for sure.
  - Innovative teaching methodologies, practical, activities, research, ICT based teaching are the strengths of the curriculum

4. Pertinent pointers identified & drawn to enhance the learning effectiveness

- **As per the feedback obtained from the stakeholders things that can be done to enhance the curriculum include:**
  - Interview facing skills should be included in the syllabus
  - A course focusing on entrepreneurship and administrative skills should be added.
  - Counselling subject should be added and made compulsory.
  - Inculcation of more field trips, hands on experiences as per the industry requirement as well as funded research in collaboration with industry should be added.
  - Course on communication and interpersonal skills should be added.

To,

The Stakeholders.

Dear Sir / Madam,

Thank you for sharing your feedback on the curriculum of Bachelor of Education (B.Ed.) and Master of Arts in Education (M.A. in Education) for the academic year 2020-2021. A significant number of stakeholders highlighted the positive impact of interactive learning activities on student engagement. However, there were suggestions for further enhancing participation and hands-on learning opportunities. The suggestions were thoroughly discussed in the Board of Studies meeting and action taken is hereby communicated to all the stakeholders.

Suggestions	Action Taken
➢ Interview facing skills should be included in the syllabus. ➢ A course focusing on entrepreneurship and administrative skills should be added. ➢ Training in developing e-content. ➢ The inclusion of more field trips, hands-on experiences as per the industry requirement as well as funded research in collaboration with industry should be added. ➢ Course on communication and interpersonal skills should be added.	➢ Training in soft skills and communication skill shall be given to the students. ➢ Mock interviews shall be conducted. ➢ Number of field visits shall be increased. ➢ A course on e-content shall be given to the students.

We look forward to your continued cooperation.

Copy to:

1. Alumni
2. Students
3. Teachers
4. Employers

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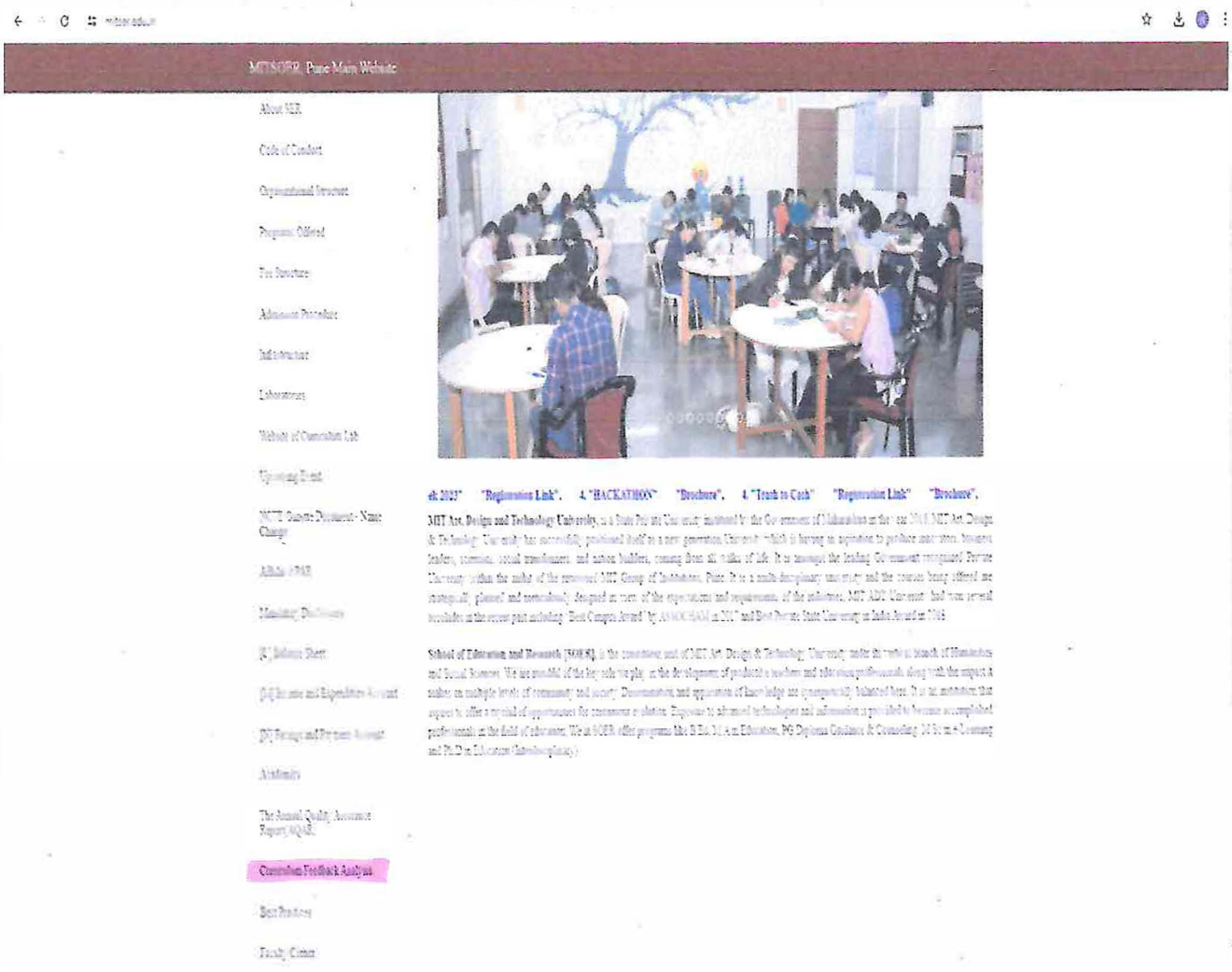
http://www.mituniversity.ac.in/



ANNEXURE - I

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ANNEXURE - I

MIT-ADT UNIVERSITY

Office of the Registrar

Ref. No: MIT-ADT/Registrar/BoS/22-23/112 Date: 02/09/2022

MEETING NOTICE

The Meeting of Board of Studies for B.Ed., M.A Education, PG Diploma Guidance & Counseling and Ph.D. Education (Interdisciplinary) programs of MIT School of Education & Research (SOER) has been scheduled as under:

- Day & Date : Tuesday, 6th September 2022
- Venue : Online Platform
- Time : 10.00 am
- Agenda : Agenda for the meeting is furnished here under

1. To Co-opt one member from the Existing Professors from Reputed University other than MIT ADT University with the consent of all BOS members
2. To discuss the course structure, assessment, and content of PG diploma Guidance and Counselling program
3. To discuss the revision of B.Ed. course as per NEP 2020 recommendations
4. To discuss the revision of M.A Education course as per NEP 2020 recommendations
5. Any other point with the permission of the chair

The BOS Chairman will share link for online meeting. All the respected members are requested to join & participate in the meeting on scheduled date and time.

(Dr. Mahesh Chopade)
Registrar

Copy to: Executive President & Vice Chancellor

Received
Sangram Kukade
22/9/22

O/C

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MIT Art, Design & Technology University, Pune.

School of Education & Research

Minutes of 7th Board of Studies Meeting

Date & Day	Venue / Mode	Time
6th September 2022, Monday	Online though Zoom	10.00 am to 12.00 noon

Name of the Members Present	Designation
Dr. Priya Singh	Chairperson
Dr. Asawari Bhave – Gudipudi	BOS Member
Dr. Lalita Vartak	External Member
Dr. Nalini Patil	External Member
Ms.Geeta Pillai	External Member
Ms.Vindi Pujari	Invitee External Member
Dr. Namrata Kamble	Internal Member
Ms.Divya Nair	Internal Member
Ms. Ajita Deshmukh	Internal Member
Ms.Pushpa Atole	Internal Member
Ms.Jovita Nathan	Internal Member

The meeting started with approving the minutes of the previous BOS meeting. Dr.Priya Singh welcomed the committee members and briefed them about the current meeting agenda.

Agenda of the meeting was:

1. To Co-opt one member from the Existing Professors from Reputed University other than MIT ADT University with the consent of all BOS members.
2. To discuss the course structure, assessment, and content of the PG diploma Guidance and Counseling program.
3. To discuss the revision of B.Ed. course as per NEP 2020 recommendations.
4. To discuss the revision of the MA Education course as per NEP 2020 recommendations.
5. Any other point with the permission of the chair

Dr. Priya Singh started the meeting by sharing the agenda to the BOS members.

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1 To Co-opt one member from the P

Agenda Item 1	**To Co-opt one member from the Existing Professors from Reputed University other than MIT ADT University with the consent of all BOS members**
Proceedings	Dr. Priya Singh informed the committee members that we need to co - opt one professor from another university as a BOS member. On deliberations name of Dr. Sybil Thomas was finalized.
Resolution	With the consent of all the BOS members Dr.Sybil Thomas Associate Professor Mumbai University was elected as a member of the BOS other than MIT ADT University.
Agenda Item 2	**To discuss the course structure, assessment, and content of the PG diploma Guidance and Counseling program.**
Proceedings	Structure of the PG Diploma Guidance and Counseling programme was displayed by Ms. .Pushpa Atole and Dr. Asawari Bhave Gudipudi for the committee members and each subject was discussed in detail. Below is the structure shown in the meeting.

Post Graduate Diploma in Guidance & Counselling (PGDGC)

				L	T	P	Practical	CCE Activity	Assignment	Total				
I Semester														
PGDGC 01	Introduction to Guidance & Counselling	L-0-P 3-0-1	4	3	0	2	20	10	10	40	60	100	60%	50
PGDGC 02	Approaches of Guidance	L-0-P 3-0-1	4	3	0	2	20	10	10	40	60	100	60%	50
PGDGC 03	Approaches of Counselling	L-0-P 3-0-1	4	3	0	2	20	10	10	40	60	100	60%	50
PGDGC 04	Mental Health and Adjustment	L-0-P 3-0-1	4	3	0	2	20	10	10	40	60	100	60%	50
PGDGC 05	Practicum	L-0-P 0-0-4	4	0	0	8	60	00	00	00	00	100	60%	50
II Semester														
	Applied Perspectives of Guidance & Counselling	L-0-P 3-0-1	4	3	0	2	20	10	10	40	60	100	60%	50
	Positive Applications to Guidance & Counselling	L-0-P 3-0-1	4	3	0	2	20	10	10	40	60	100	60%	50
	Supervised Practicum I (Applied Perspectives of Guidance & Counselling)	L-0-P 0-0-4	4	0	0	8	00	00	00	00	00	100	60%	50
	Supervised Practicum II (Positive Applications to Guidance & Counseling)	L-0-P 0-0-4	4	0	0	8	00	00	00	00	00	100	60%	50
	Internship	L-0-P 0-0-4	4	0	0	8	00	00	00	00	00	100	60%	50

Recommendations:

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	BOS members gave the following recommendations: 1. Dr. Lalita Vartak pointed out that the course outcomes should be framed properly. It should be in the future tense. 2. Ms.Geeta Pillai expressed the need to include Parenting topic in the practicum. 3. Dr. Lalita Vartak suggested contacting SCERT or some private agency, and try to make an MOU and brand PGDC course equivalent to School Counselor course, it will be beneficial for the students to get jobs as a school counselor and there will be more enrolment for this course. 4. There were some changes suggested by the BOS, the syllabus will be reframed and a copy will be sent to the BOS members.
Resolution	Structure of the PG Diploma Guidance & Counseling and assessment pattern is approved by the BOS members. Suggestions provided will be discussed and whatever feasible will be included in the syllabus.
Agenda Item 3	**To discuss the revision of B.Ed. course as per NEP 2020 recommendations**
Proceedings	Current B.Ed structure was showcased in front of the committee members along with NEP recommendations for teacher education. Committee members suggested developing a structure for the BEd based on the recommendations and later it can be discussed in BOS.
Resolution	Structure base on NEP 2020 recommendations to be developed for discussion
Agenda Item 4	**To discuss the revision of M.A in Education course as per NEP 2020 recommendations**
Proceedings	Current M.A in Education structure was showcased in front of the committee members along with NEP recommendations for teacher education. Committee members suggested developing a structure for the M.A in Education based on the recommendations and later it can be discussed in BOS.
Resolution	Structure base on NEP 2020 recommendations to be developed for discussion
Agenda Item 4	**Other points with permission of the chairperson.**
Proceedings	• Curriculum feedback report was presented by Ms.Divya Nair along with the proposed Action Plan.The BOS appreciated and approved the Action Plan

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	• **Discussion about Certificate in Pre-primary teacher training course:** The BOS members approved the certificate course in pre-primary teacher training. They suggested keeping a good name which will be salable and more students can enroll for the course. • **Approval of Certificate / Diploma in for higher education teachers:** SOER has designed a Diploma and Certificate course for higher education teachers. This course will help the higher education teachers to learn basic skills related to teaching - learning and assessments.
Resolution	BOS members approved the action plan based on curriculum feedback for the academic year 2020 - 2022.
	There were no other points to be considered in the meeting. Meeting concluded with a vote of thanks to the Chair and the members present.

Recorded by **Ms.Jovita Nathan** Assistant Professor MIT School of Education & Research MIT ADT University	**Dr. Priya Singh** I/C Principal School of Education & research, MITADTU Principal School of Education & Research MIT Art, Design & Technology University, Loni Kalbhor, Pune - 412 201.

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