

# MITADT UNIVERSITY, PUNE

## School of Education and Research

**IQAC**

### Report on Structured feedback From Stakeholders

**2023**



Principal

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

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### 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' 2021-22, 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 at School Level

School of Education and Research.

*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 sample.

## Curriculum Feedback - Students [2022-2023]

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 \*

surekhasayaji1@gmail.com

Your Name \*

Surekha Sayaji

Contact number \*

9090509696

Which course are you pursuing from the University? \*

- Bachelor of Education
- Master of Arts in Education
- Doctor of Philosophy
- MA/M.Sc in E-learning
- Post Graduate Diploma in Guidance and Counselling

Year/semester your are studying in. \*

- F.Y. B.Ed.
- S.Y. B.Ed.
- Sem I
- Sem II
- Sem III
- Sem IV

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. \*

Excellent

1

2

3

4

5

Poor

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

Yes  
.....

Rate the curriculum in terms of employability skills \*

Excellent

1

2

3

4

5

Poor

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

Excellent

1

2

3

4

5

Poor

Rate the curriculum in terms of ICT skills \*

Excellent

1

2

3

4

5

Poor

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

Yes

.....

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

Yes

.....



7/1/23, 2:37 AM

Curriculum Feedback - Students [2022-2023]

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

\_\_\_\_\_

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

None \_\_\_\_\_

This form was created inside of MIT University.

Google Forms

## Curriculum Feedback - Students [2022-2023]

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 \*

---

Your Name \*

Snehal Vishwanath Kamble

Contact number \*

9175631038

Which course are you pursuing from the University? \*

- Bachelor of Education
- Master of Arts in Education
- Doctor of Philosophy
- MA/M.Sc in E-learning
- Post Graduate Diploma in Guidance and Counselling

Year/semester your are studying in. \*

- F.Y. B.Ed.
- S.Y. B.Ed.
- Sem I
- Sem II
- Sem III
- Sem IV

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..off course curriculum level is very high.

Rate the standard of the curriculum taught. \*

Excellent

1

2

3

4

5

Poor

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

Yes.It's absolutely true.Every teachers are Focus on employment and personal skill for each student.

Rate the curriculum in terms of employability skills \*

Excellent

1

2

3

4

5

Poor

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

Excellent

1

2

3

4

5

Poor

Rate the curriculum in terms of ICT skills \*

Excellent

1

2

3

4

5

Poor

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

Yes. Teachers are getting support for teaching and helping students..

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] \*

I think Current Affairs and Economic subject should be covered and subject related to small skill industries should be included..

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

No

This form was created inside of MIT University.

Google Forms

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

## Curriculum Feedback - Teachers [2022-2023]

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 \*

priya.singh@mituniversity.edu.in

Your Name \*

Priya Singh

Contact number \*

9511683054

Rate the structure of the curriculum designed for the following program. \*

	1 - Excellent	2 - Very Good	3 - Good	4 - Fair	5 - Poor
PhD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
MA in Education	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.A/M.Sc in E-learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.Ed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGDGC	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the depth of the curriculum offered in terms of the competencies expected by the industry \*

- Excellent
- Very Good
- Good
- Fair
- Poor

On a scale of 1-5, how would you rate the following aspects \*

	1 - Excellent	2- Very Good	3- Good	4- Average	5- Poor
Freedom to suggest / propose changes in syllabus	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance given to course content	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance given to new innovations and recent trends	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical aspects	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

- Strongly disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly agree

Extent to which the curriculum focuses on the following aspects [1 = Least, 5 = Highest] \*

	1	2	3	4	5
Local needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
National needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Global needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employability skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

Field visit and speakers from industry can be called for sessions...for updated information

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

Same as above

This form was created inside of MIT University.

Google Forms

## Curriculum Feedback - Teachers [2022-2023]

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 \*

namrata.kamble@mituniversity.edu.in

Your Name \*

Dr Namrata kamble

Contact number \*

8605017901

Rate the structure of the curriculum designed for the following program. \*

	1 - Excellent	2 - Very Good	3 - Good	4 - Fair	5 - Poor
PhD	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA in Education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.A./M.Sc in E-learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.Ed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGDGC	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the depth of the curriculum offered in terms of the competencies expected by the industry \*

- Excellent
- Very Good
- Good
- Fair
- Poor

On a scale of 1-5, how would you rate the following aspects \*

	1 - Excellent	2- Very Good	3- Good	4- Average	5- Poor
Freedom to suggest / propose changes in syllabus	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance given to course content	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance given to new innovations and recent trends	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical aspects	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Strongly disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly agree

Extent to which the curriculum focuses on the following aspects [1 = Least, 5 = Highest] \*

	1	2	3	4	5
Local needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
National needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Global needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Employability skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

Some practical applications should be incorporated where students can get jobs

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

No

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## Curriculum Feedback - Teachers [2022-2023]

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 \*

divya.nair@mituniversity.edu.in

Your Name \*

Divya Nair

Contact number \*

8605334731

Rate the structure of the curriculum designed for the following program. \*

	1 - Excellent	2 - Very Good	3 - Good	4 - Fair	5 - Poor
PhD	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA in Education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M.A/M.Sc in E-learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.Ed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGDGC	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the depth of the curriculum offered in terms of the competencies expected by the industry \*

- Excellent
- Very Good
- Good
- Fair
- Poor

On a scale of 1-5, how would you rate the following aspects \*

	1 - Excellent	2- Very Good	3- Good	4- Average	5- Poor
Freedom to suggest / propose changes in syllabus	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance given to course content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance given to new innovations and recent trends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical aspects	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Strongly disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly agree

Extent to which the curriculum focuses on the following aspects [1 = Least, 5 = Highest] \*

	1	2	3	4	5
Local needs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employability skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

The expertise of the industry should be brought into the curriculum.

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

.

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

## Curriculum Feedback - Employer [2022-23]

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 \*

Kilbil High school

Your position in the institution or organization \*

Head mistress

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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter expertise	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to date practical knowledge	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring abilities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



Multitasking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving abilities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall work proficiency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/1tiEhxklRqTafc0gVjskDnqmWmjgSeSx3FtLPZNPgu5k/edit#response=ACYDBNgRvj5rM1sHgDV0peagXR0QJHI...> 2/3

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

All points are mentioned

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

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## Curriculum Feedback - Employer [2022-23]

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 \*

Venus world Schools

Your position in the institution or organization \*

Coordinator

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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter expertise	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to date practical knowledge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring abilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Multitasking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving abilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall work proficiency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/1tiEhxkIRqTafc0gVjskDnqmWmjgSeSx3fILPZNPgu5k/edit#response=ACYDBNizZxReR2pjbvV9Y4B510Jat0n...> 2/3

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

Play way activities

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? \*

Child should take curriculum happily

This form was created inside of MIT University.

Google Forms

## Curriculum Feedback - Employer [2022-23]

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 \*

Venus world Schools

Your position in the institution or organization \*

Coordinator

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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter expertise	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to date practical knowledge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring abilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Multitasking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving abilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall work proficiency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/1tiEhxklRqTafc0gVjskDnqmWmjgSeSx3FtLPZNPgu5k/edit#response=ACYDBNizZxReR2pjbvV9Y4B510Jat0n...> 2/3

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

Play way activities

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? \*

Child should take curriculum happily

This form was created inside of MIT University.

Google Forms

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 [2022-2023]

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 \*

patil9.seema@gmail.com

Your Name \*

Seema Rukari

Contact number \*

9923115587

Year of Passing \*

2023

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. \*

Research Methodology

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

None

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	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to Innovative methods	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research facilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 \*

Topics related to research were covered in depth which created a base for pursuing Ph.D



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

NA

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

NA

This form was created inside of MIT University.

Google Forms

## Curriculum Feedback - Alumni [2022-2023]

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 \*

shahzadi.preety@gmail.com

Your Name \*

Preeti Bhushan Satpute

Contact number \*

8087843434

Year of Passing \*

2022

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. \*

Curriculum was taught as per the demand of the situation i.e COVID period. So curriculum was covered in the form of ICT tools. We learnt both offline and online mode together.

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

Make it now for both online and offline mode

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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to Innovative methods	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research facilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 \*

It fulfill the demands of COVID time

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? \*

Can add more innovative technologies

This form was created inside of MIT University.

Google Forms

# *Analysis of Feedback Forms*

## 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]	109
Total number of feedback obtained	109

Total number of students enrolled in M.A. Education [First and Second Year]	09
Total number of feedback obtained	09

Total number of students enrolled in Master of Science in e-Learning-First Year (M.Sc. in e-learnig)	04
Total number of feedback obtained	03

Total number of students enrolled in Post Graduate Diploma in Guidance and Counselling (PGDGC)	05
Total number of feedback obtained	05

**Colour code index for ratings**

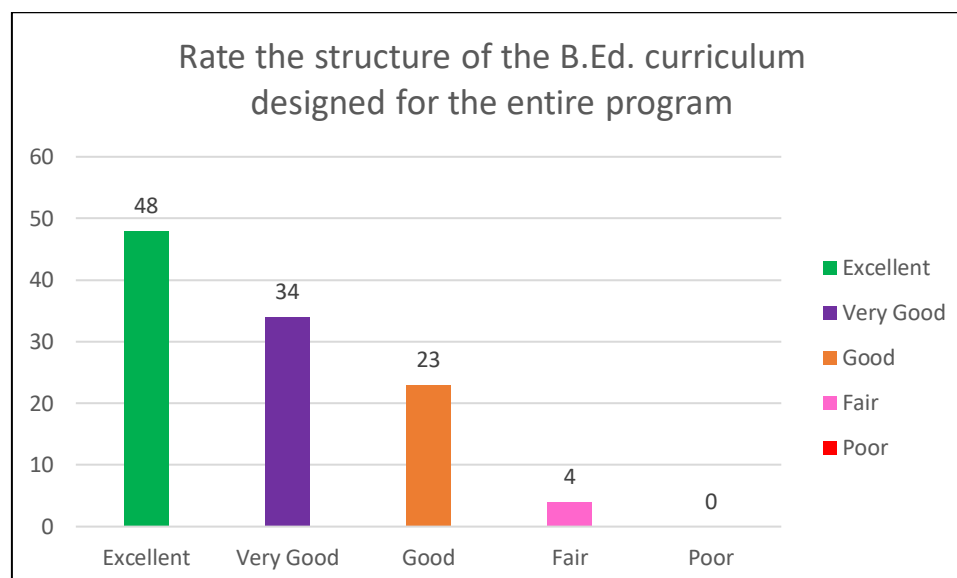
<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
				



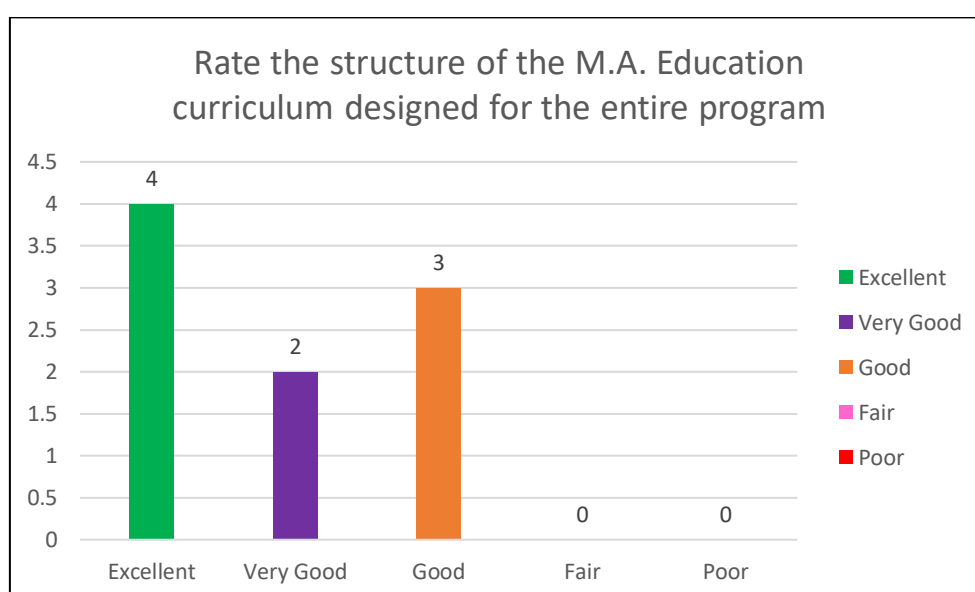
# *Students*

## II. Responses obtained

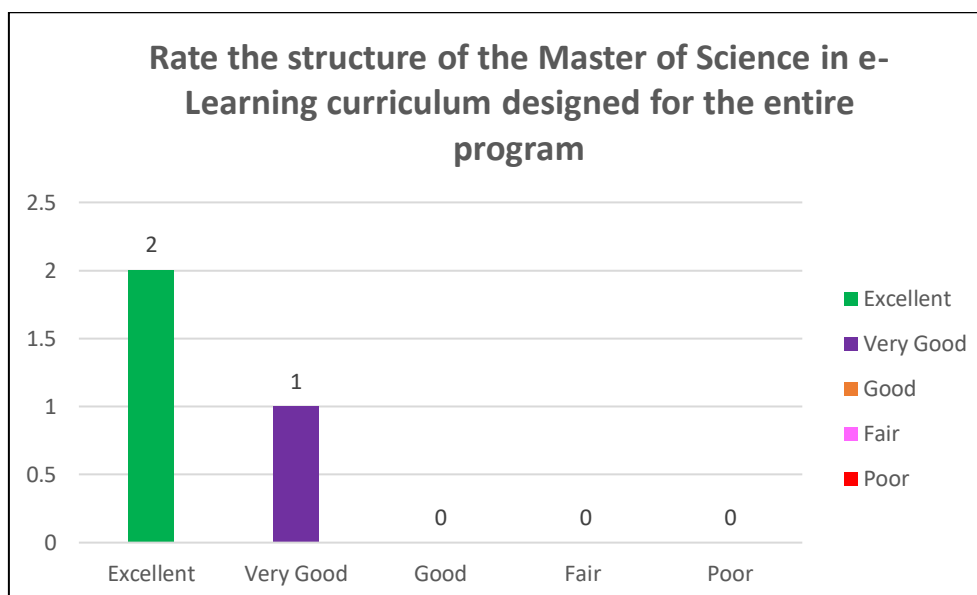
### Rate the structure of the curriculum designed for the entire program.



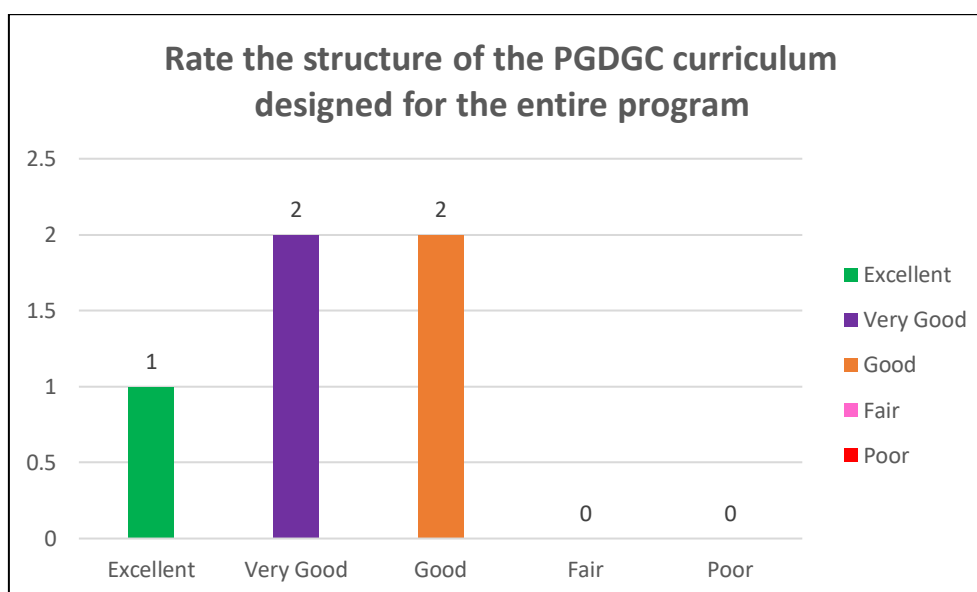
The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or poor. The B.Ed. curriculum is divided into 3 group of courses spread over 2 years, namely, Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. Thus, the response obtained shows that the structure of the B.Ed. 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.



All the students have rated the curriculum on the positive continuum. There was no response obtained for the lower limits i.e. fair or poor. The M.A. in Education curriculum has a good blend of core courses, electives and skill based courses. It is designed taking into consideration the contemporary needs of the society.



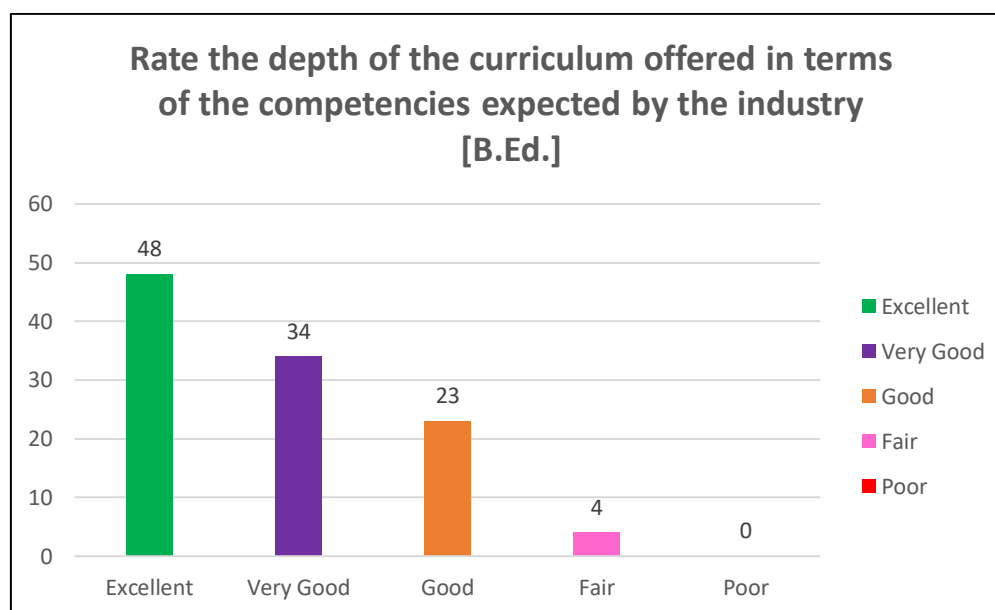
The students have rated the curriculum on the positive continuum. There was no response obtained for the lower limits i.e. fair or poor. The Master of Science in e-learning curriculum has a good blend of core courses, electives and skill based courses. It is designed taking into consideration the contemporary needs of the industry. This makes the curriculum extremely compelling.



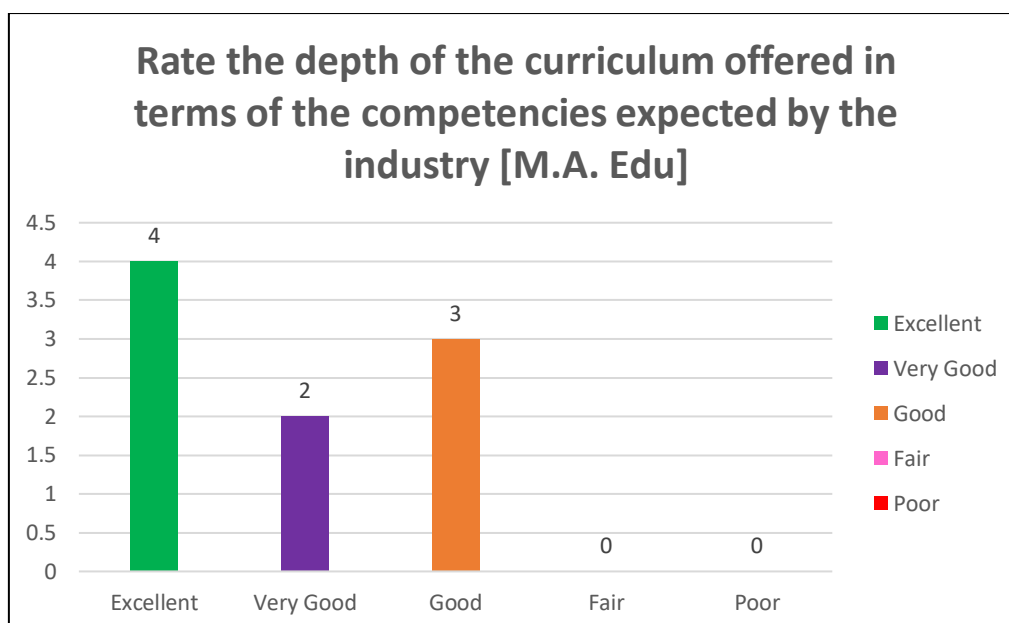
The students have rated the curriculum on the positive continuum. There was no response obtained for the lower limits i.e. fair or poor. The Post Graduate Programme in Guidance and Counselling (PGDGC) curriculum has a good blend of core courses, electives and skill based courses. It is designed taking into consideration the contemporary needs of the students. This might be one of the reason that the students have rated the curriculum positively.

### III. Responses obtained

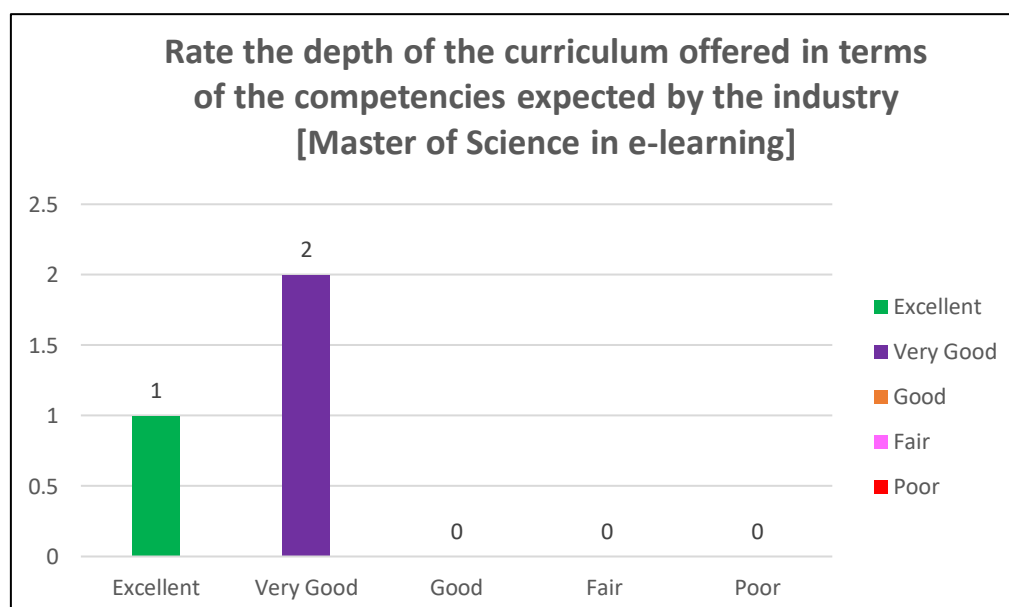
**Rate the depth of the curriculum offered in terms of the competencies expected by the industry [Educational sector]**



The B.Ed. curriculum is enriched with components like recent trends in education, innovative teaching learning pedagogies, along with practical activities and research components. This caters to the expectations of the industry which are schools and educational institutes in case of B.Ed. Hence the students might have given a positive response for this question. However, there were 4 students who feel that the depth of the curriculum in terms of the competencies expected by the industry is average.

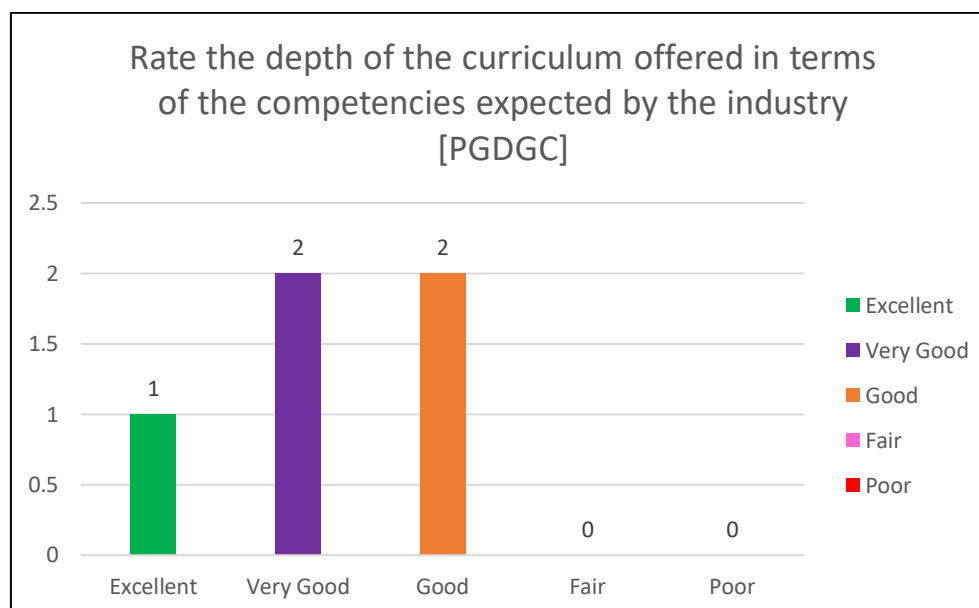


The M.A. in Education curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to work at different levels like teacher, administrator, policy maker, teacher educator, entrepreneur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



The Master of Science in e-learning 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 and industry for developing professionals to work at different levels along with being

entrepreneurs. This might be the reason of getting an overall positive response from the students.



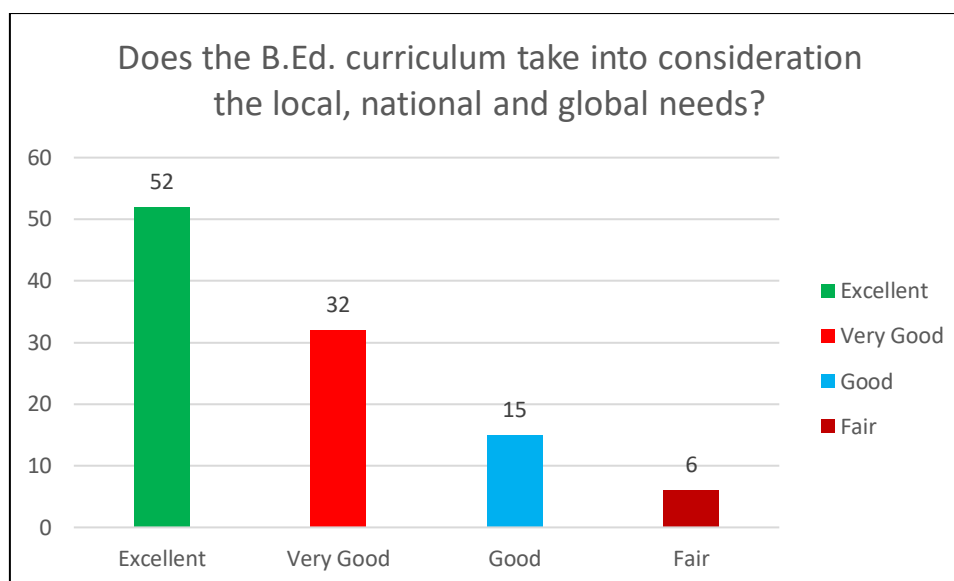
All the students have rated this question positively. The Post Graduate Diploma in Guidance and Counselling curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to help students to be at wellbeing. This might be the reason of getting an overall positive response from the students.

#### IV. Responses obtained

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

##### B.Ed.

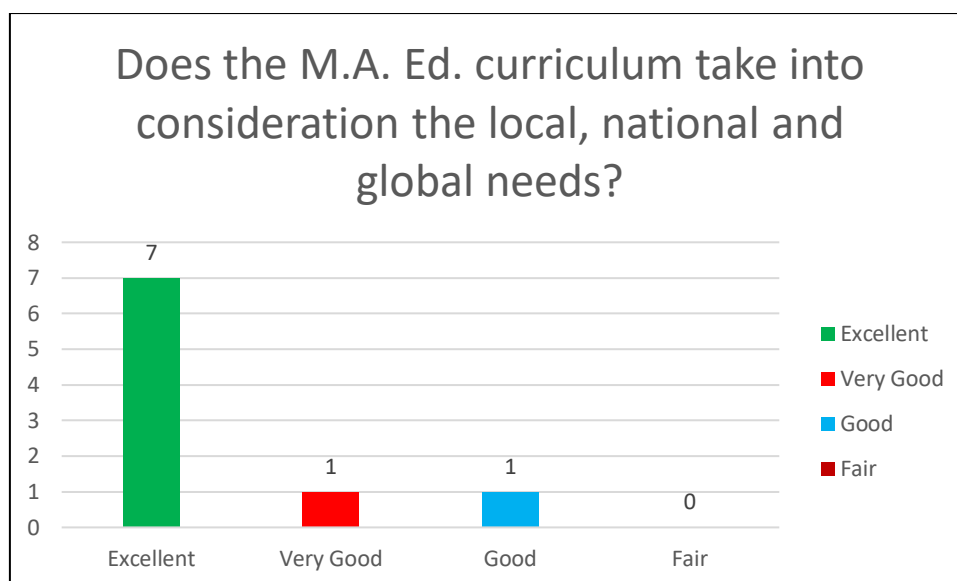
No. of responses that agree on said statement	No. of responses that disagree on said statement	No. of responses that consider the curriculum to be average	No. of responses that are unable to decide
107	01	01	0



On analysing the responses it was noted that majority of the students agreed that the B.Ed. curriculum takes into consideration the local, national and global needs. The students felt that the curriculum catered to the 21st century skills, having a student centred approach, imbuing future competency and having a vision of overall development. The students also mentioned that the curriculum was need based and had clearly defined objectives. However there was one student who felt that the curriculum was average and one student disagreed to the statement, but there were apparent reasons for their responses.

#### **M.A. Edu.**

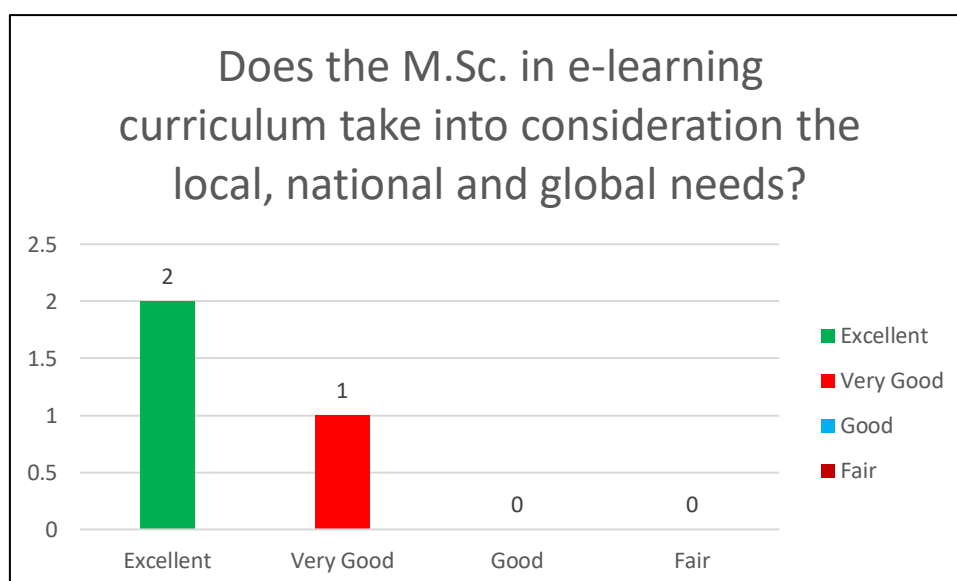
No. of responses that agree on said statement	No. of responses that disagree on said statement	No. of responses that consider the curriculum to be average	No. of responses that are unable to decide
09	0	0	0



On analysing the responses it was noted that all the students had an affirmative stance towards this question. All the students mentioned that the curriculum catered to the local, national and global needs.

### **M.Sc. in e-learning**

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
03	0	0	0

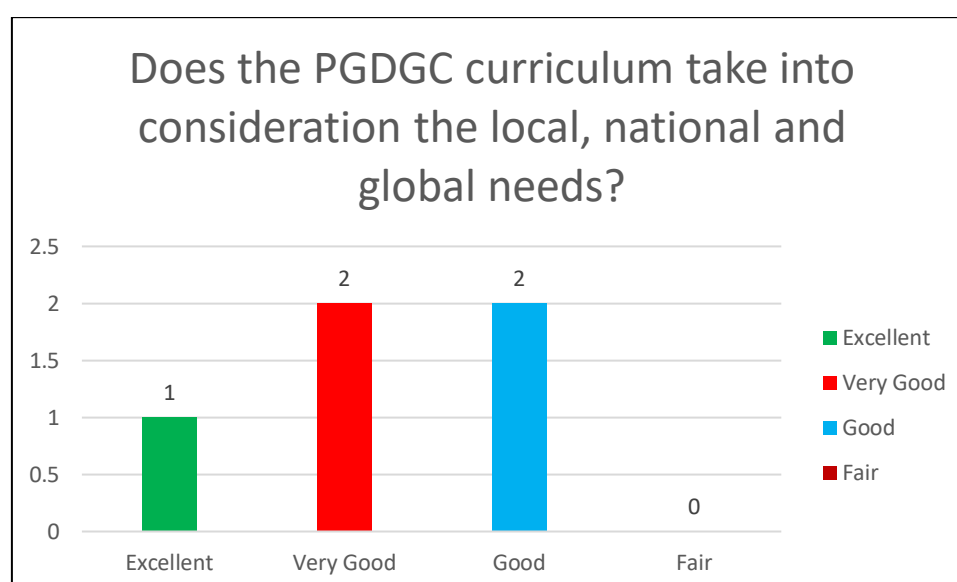




On analysing the responses it was noted that all the students had an affirmative stance towards this question. All the students mentioned that the curriculum catered to the local, national and global needs.

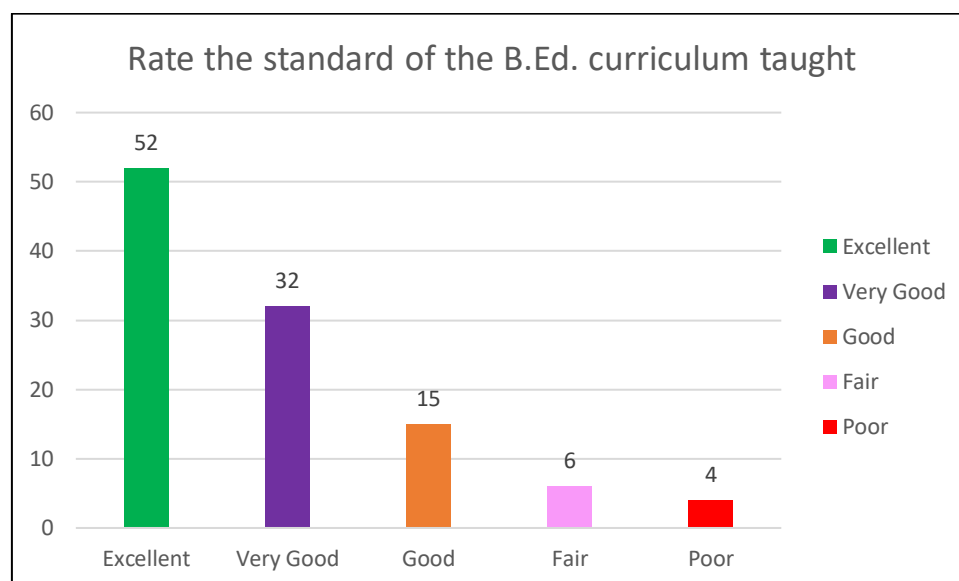
### Post Graduate Diploma in Guidance and Counselling (PGDGC)

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
03	0	0	0

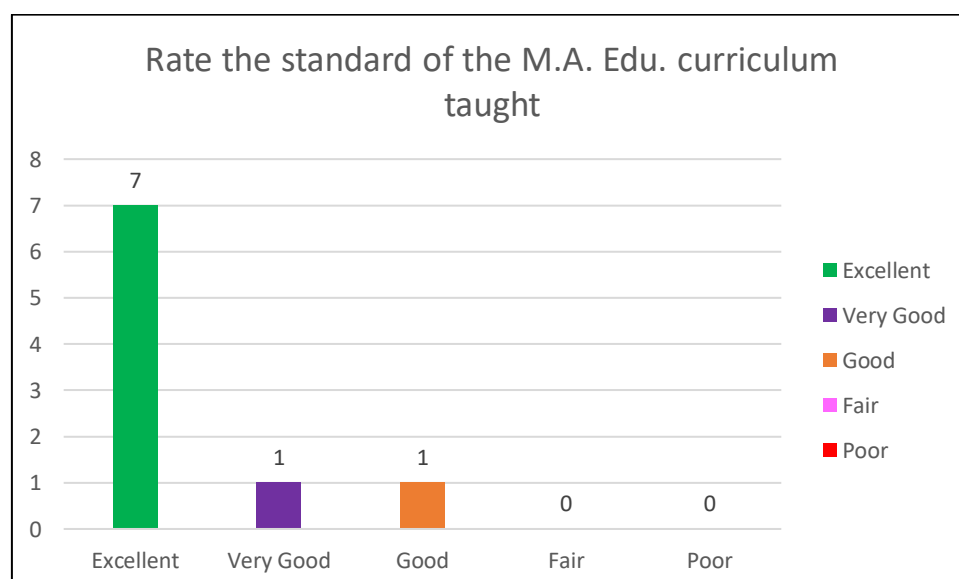


On analysing the responses it was noted that all the students had an affirmative stance towards this question. All the students of PGDGC mentioned that the curriculum catered to the local, national and global needs.

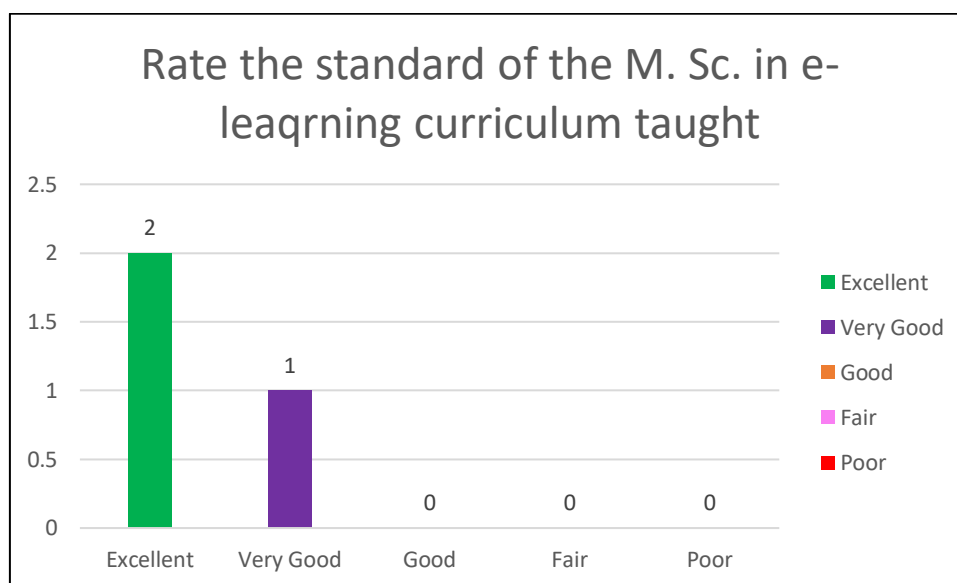
## V. Responses obtained for the question: Rate the standard of the curriculum taught



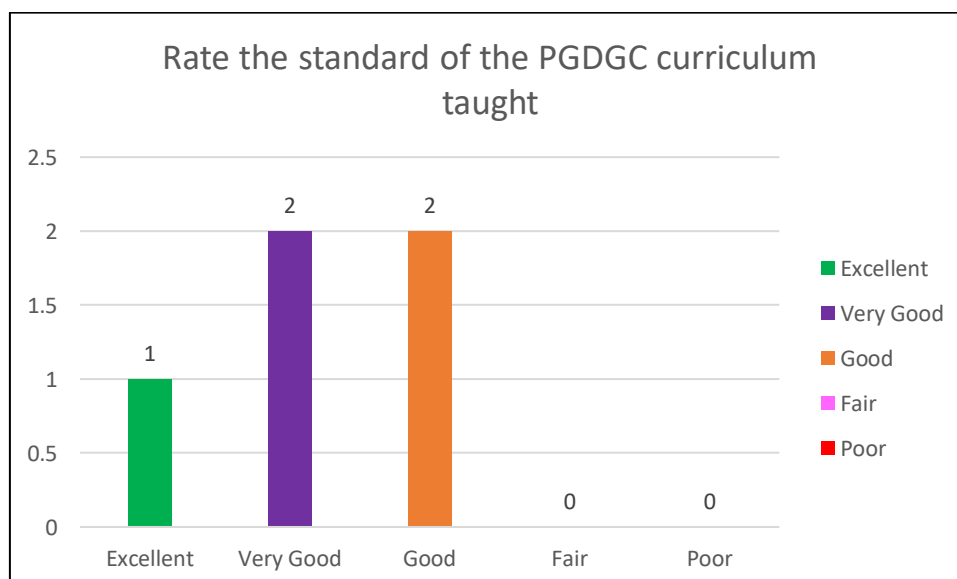
Analysis of the overall responses given by the students show that majority of the students have given a positive response for this question. The reason for this might be that the B.Ed. curriculum imparts the teacher-trainees with the knowledge and skills needed for them to become an effective 21st-century educator. The emphasis on technology in learning and teaching is a defining element of the B.Ed. curriculum. The curriculum attempts to enable the teachers to be capable of analysing, reflecting on the teaching learning process and improving it for better learning. However, there were 6 students who mentioned that the standard of the B.Ed. curriculum is fair and 4 mentioned that it is poor. One of the reason for this response might be that these students are in the first year of this course and thus were not fully aware about the curriculum in a holistic way.



A positive response was obtained from the M.A. Education Students also. The M.A.in Education curriculum focuses on developing the capacities of the aspirants 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.

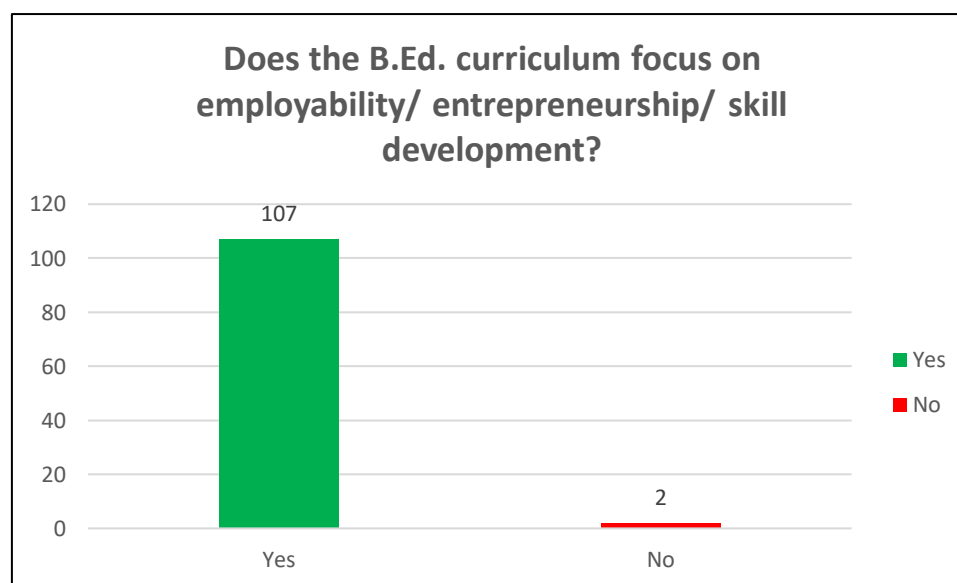


The Master of Science in E-learning students also gave a positive response for this question. The Master of Science in E-learning curriculum focuses on Instructional Design with a specific focus on e-learning industry, it gives a strong foundation of pedagogy required for the e-learning industry and it also provides a wide scope for practical and hands-on for developing skills. Hence the students might have given a positive response.

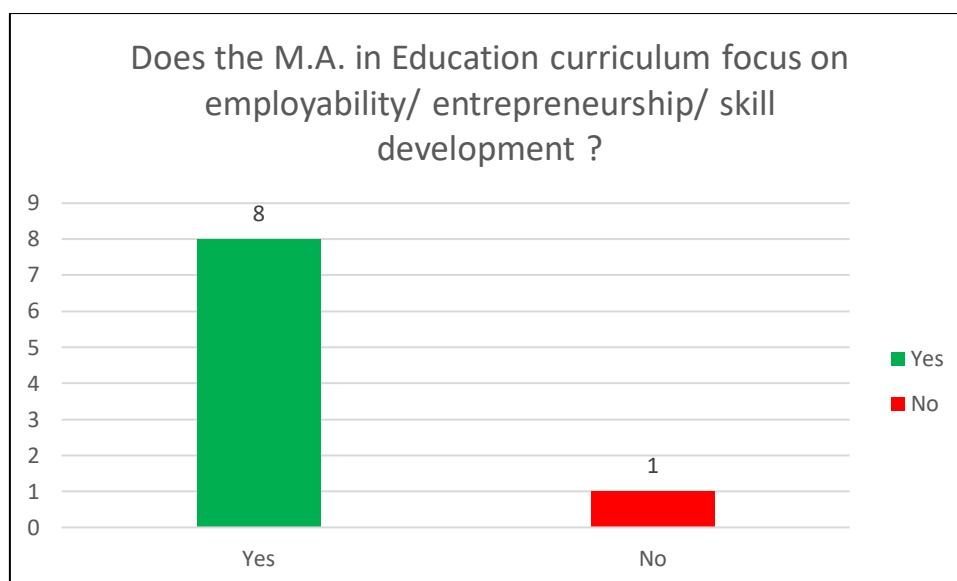


Responses received from the PGDGC students for this question was positive. All the students feel that the standard of curriculum is holistic. The curriculum is a blend of theory and practical, it prepares its candidates to work as frontline counsellors and mental health professionals in a wide variety of settings.

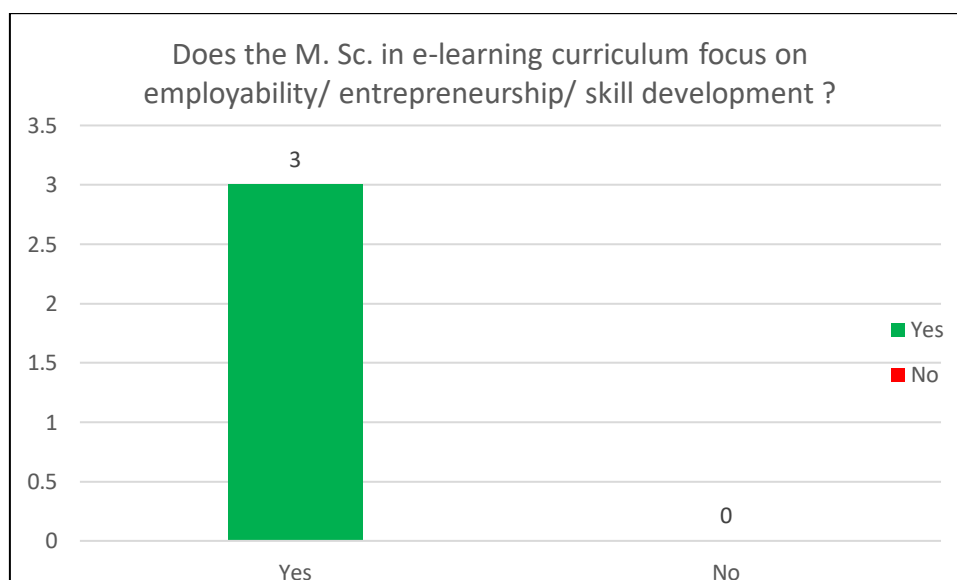
**VI. Responses obtained for the question: Does the curriculum focus on employability/ entrepreneurship/ skill development? How?**



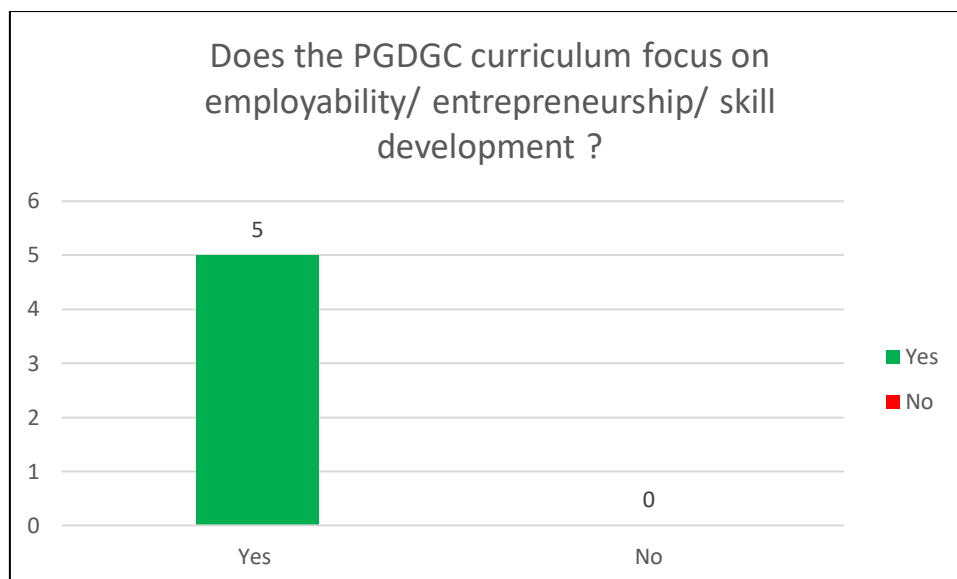
Out of the total responses obtained, 107 students had an affirmative stance for this question. Hands on training, various workshops, development of soft skills, exposure to different teaching methodologies, practical approaches through field training and internships, ICT related skills and development of other skills like social skills, problem solving skills etc. were the reasons stated by the students for their positive choice. There were 2 responses obtained that did not agree on the said statement. However, they did not give any specific reasons for their opinion.



Out of the total responses obtained, 8 students had an affirmative stance for this question. Skill development, innovative practical and activities, field training and internships as well as the course content were the reasons given by students for justifying their positions. However, only one student replied in negation towards this statement. The student felt that the curriculum does not focus on employability and entrepreneurship, however the student also mentioned that the curriculum ensured skill development.

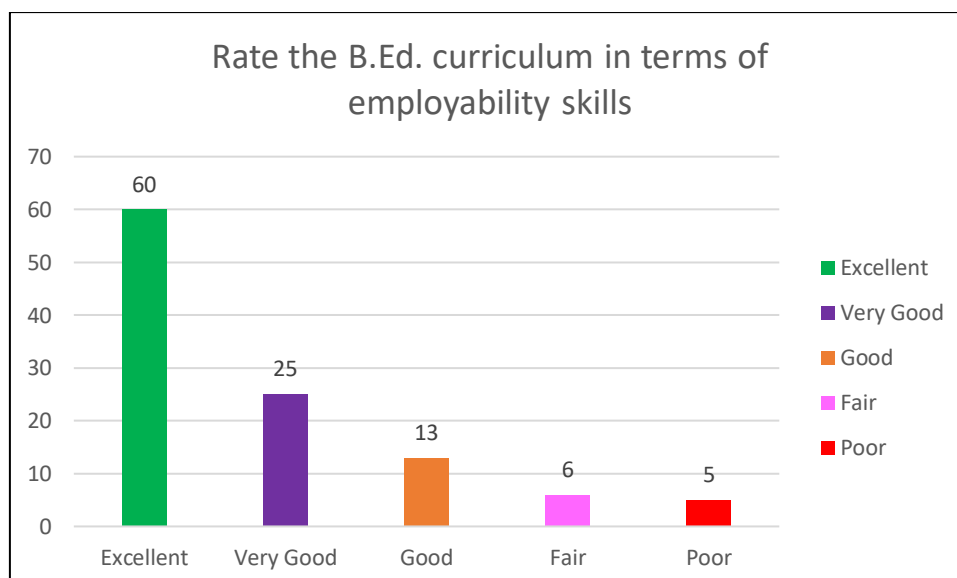


All the students gave a positive response on this question. They mentioned that the curriculum included such components that developed necessary skills and also assured employability and entrepreneurship.



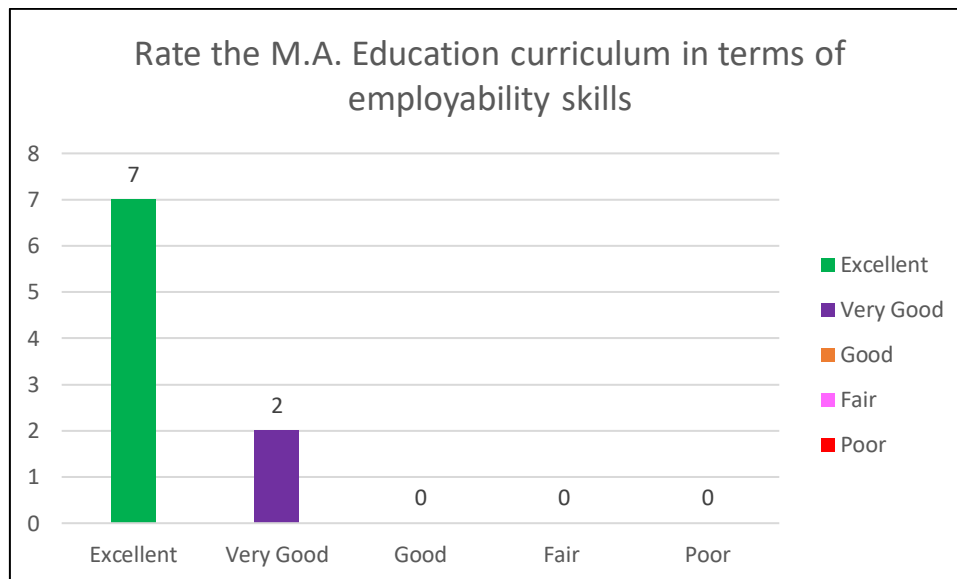
All the students gave a positive response on this question. They mentioned that the curriculum included such components that developed necessary skills and also assured employability and entrepreneurship.

#### VII. Rate the curriculum in terms of employability skills

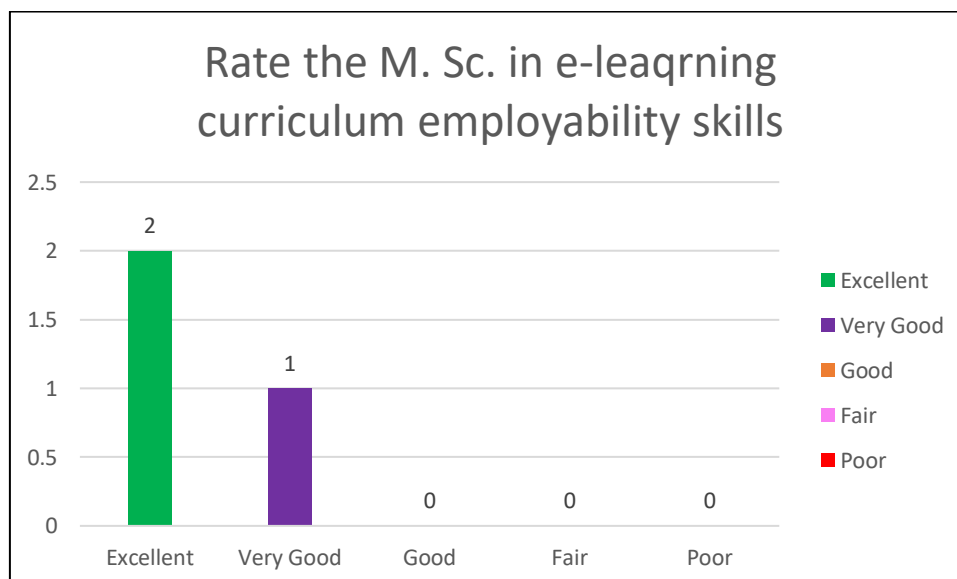


Analysis of the responses shows that majority of the students have given a positive rating to this question. The B.Ed. curriculum is directed to imbibe the ability of interpreting, designing and implementing relevant curriculum and pedagogy, integrating digital technologies and differentiating teaching 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. However, there were six students who found the curriculum

to be fair in terms of employability skill and one student found it to be poor, there were no reasons mentioned by these students for their responses.

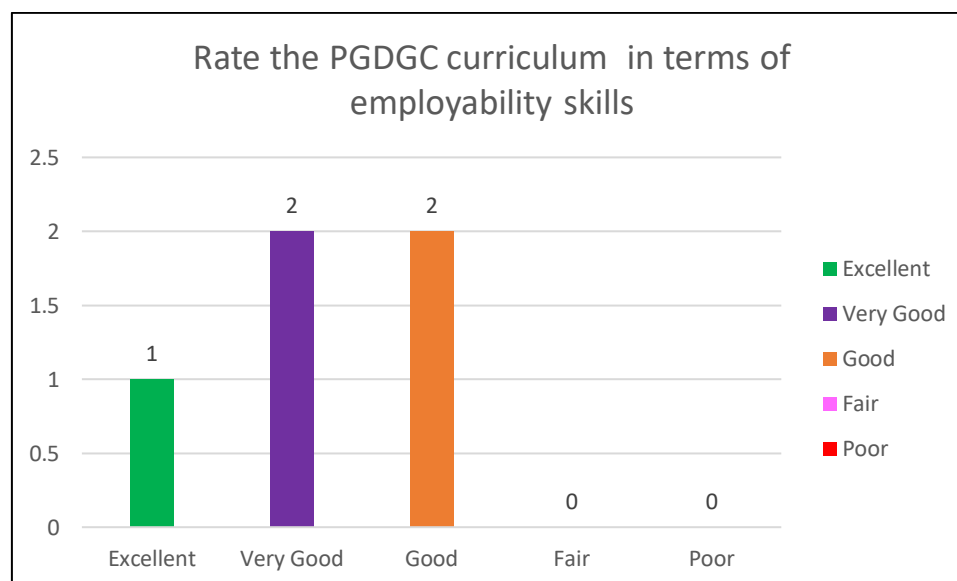


The M.A. in Education curriculum attempts to develop a qualified educational workforce. It caters to all aspects of education and develops professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content developer. All students agreed positively to the notion that the curriculum caters to employability skills.



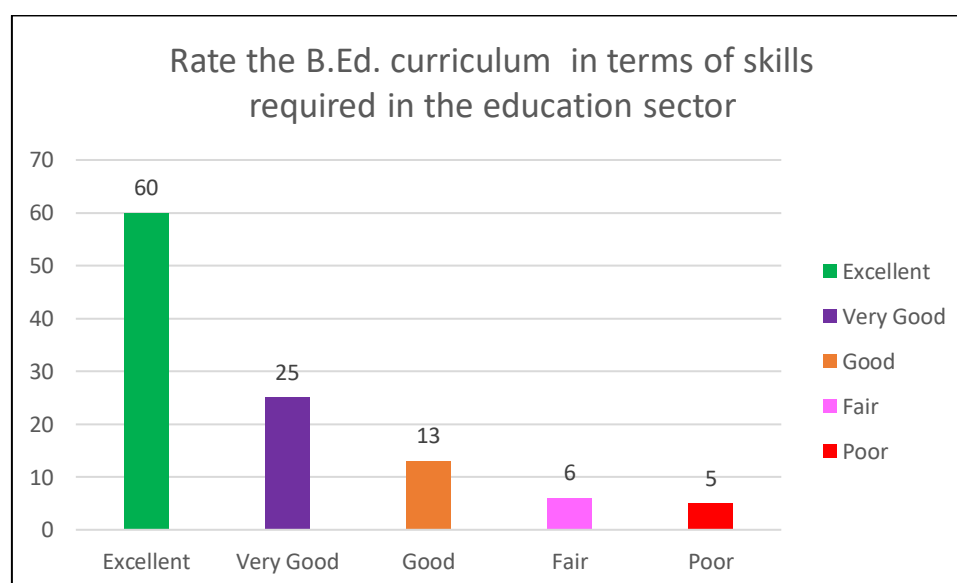
The Master of Science in E-learning students also gave a positive response for this question. The Master of Science in E-learning curriculum focuses on Instructional Design with a specific focus on e-learning industry, it gives a strong foundation of pedagogy required for the e-

learning industry and it also provides a wide scope for practical and hands-on for developing skills. Hence the students might have given a positive response.



All students agreed positively to the notion that the curriculum caters to employability skills.

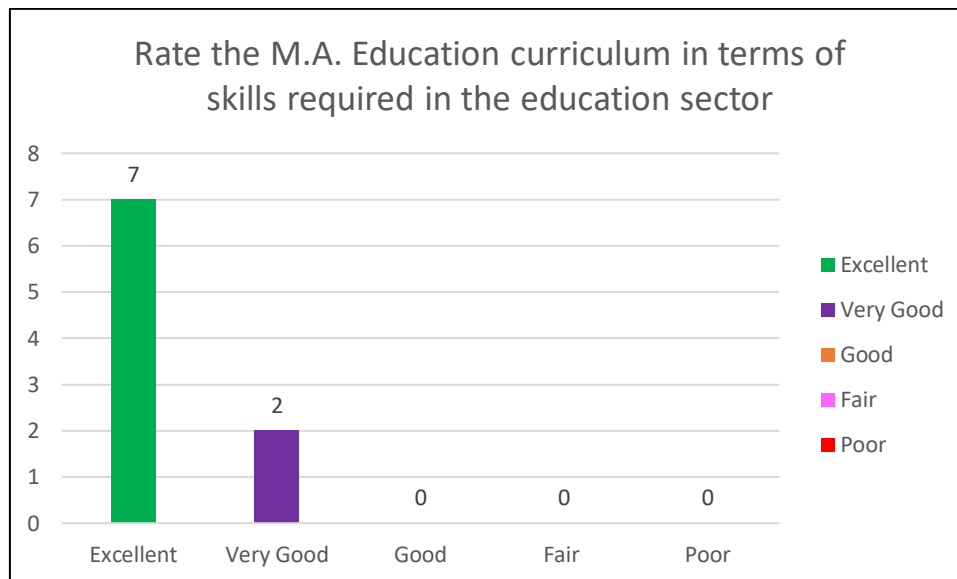
#### **VIII. Rate the curriculum in terms of skills required in the education sector**



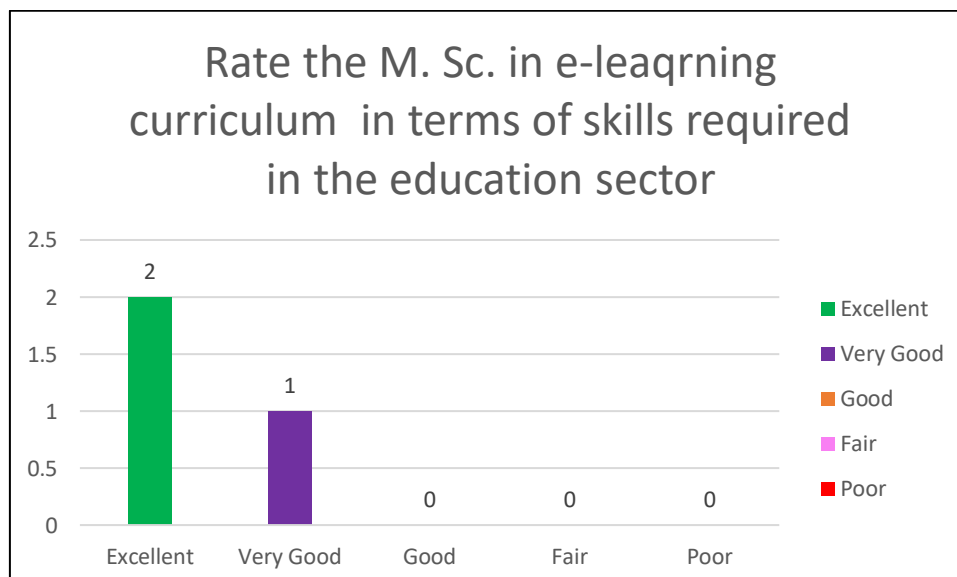
Out of the total responses 101 students have given a positive response to this question. Developing professional competencies by using relevant teaching strategies, a range of resources, including ICT to engage students in their learning; using effective communication strategies to support student understanding, 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. 4 students rated the curriculum as average and 4 as poor for this



question. These students might be from the first year and are not fully aware of the curriculum, hence have given a negative response without clear reason.

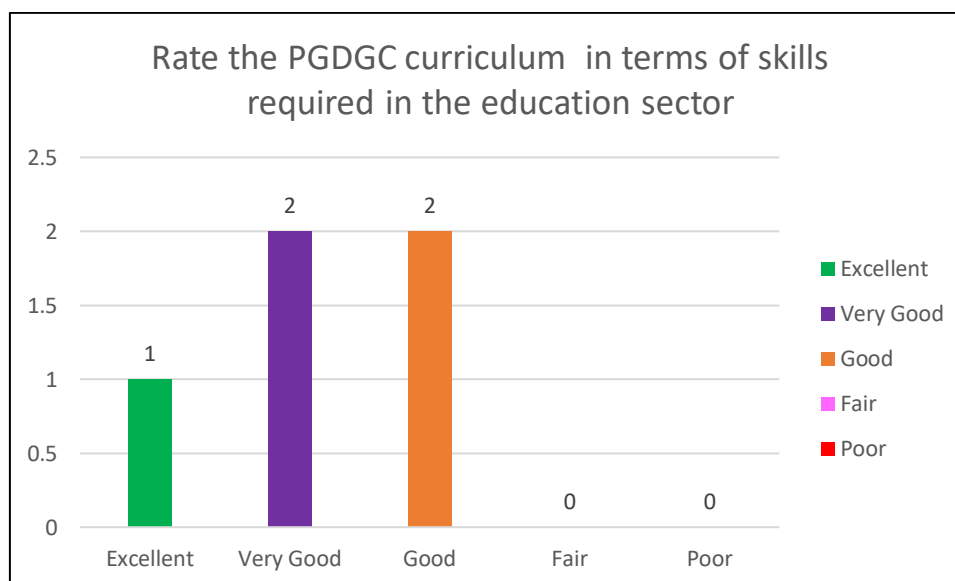


Majority of the students have given a positive response to this question. The M.A. in Education curriculum focuses on a variety of capacities and skills like digital competencies, team work capacities, professional capacity building aspects, professional ethics, academic integrity to name a few. Out of the total responses one student found the curriculum to be average, the reason of the same is unclear.



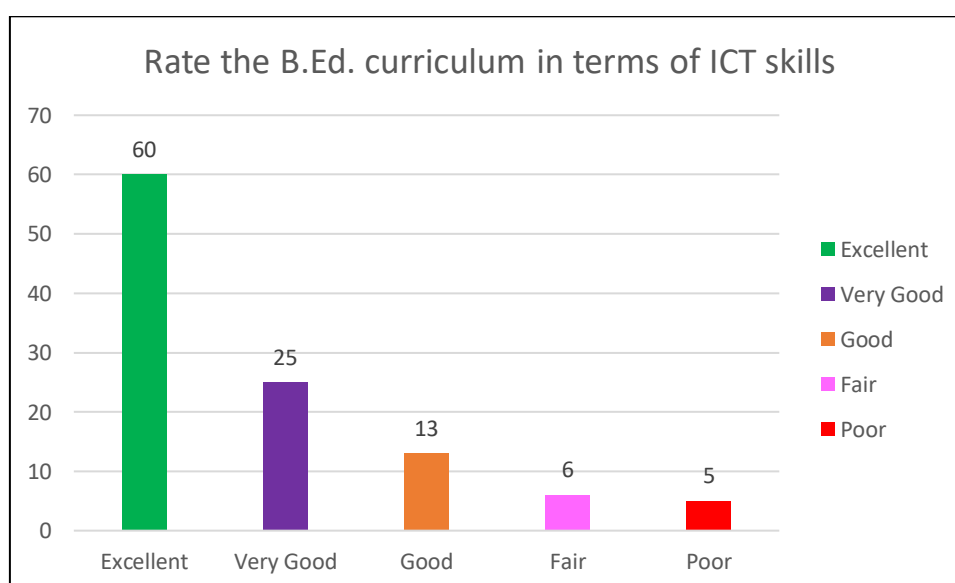
The Master of Science in E-learning students also gave a positive response for this question. The Master of Science in E-learning curriculum focuses on Instructional Design with a specific

focus on e-learning content development, it gives a strong foundation of pedagogy required for the e-learning in the education sector. Hence the students might have given a positive response.



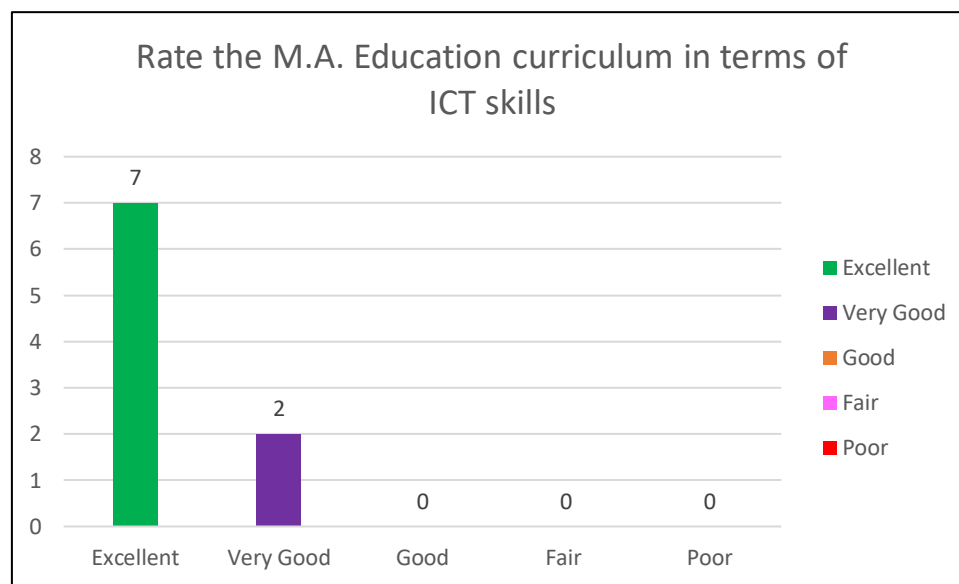
All the students gave a positive response on this question. They mentioned that the curriculum included such components that developed necessary skills required in the field of education. The Post Graduate Diploma in Guidance and Counselling curriculum includes aspects like latest approaches to counselling, mental health and adjustment that are very useful in understanding the students and helping them maintain well-being.

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

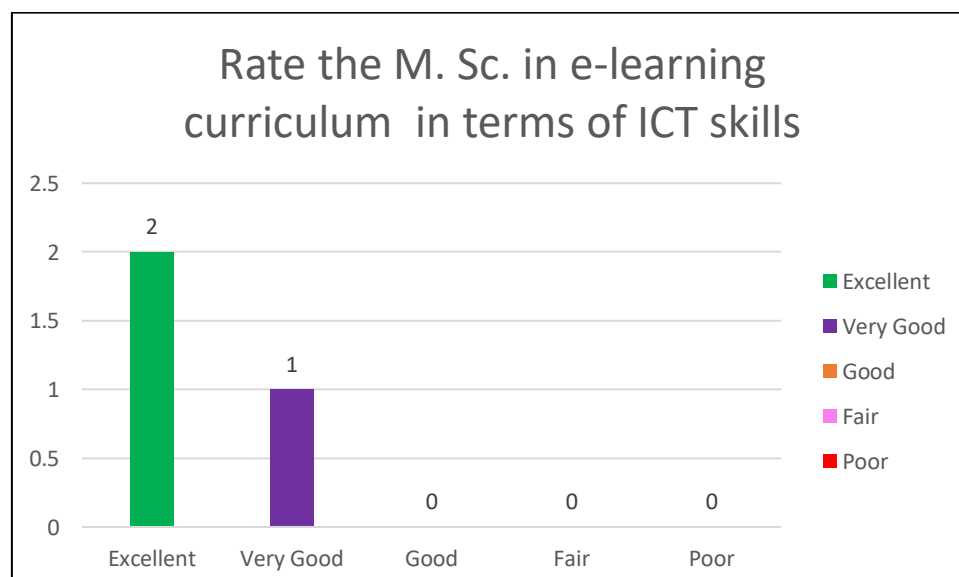


Analysis of this response showed that ninety eight students have marked this question on a positive scale. Information, Communication and Technology is given as a core course under

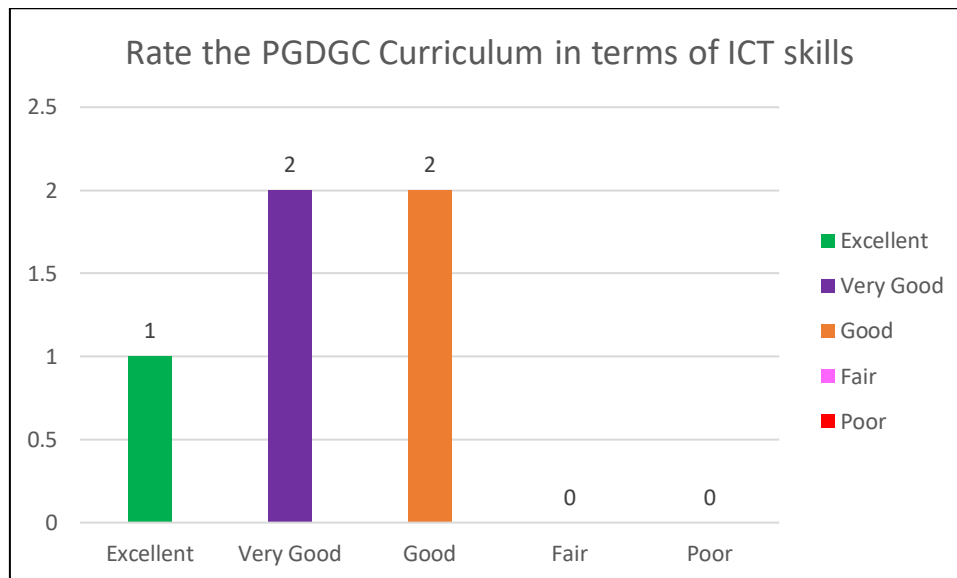
the Perspectives in education umbrella. Critical understanding of ICT course develops skills needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites. ICT is also offered as a pedagogic specialization course in both years for the students. The curriculum successfully goes beyond the minimum requirements and attempts to make the students digitally competent. Average ranking has been given by 6 students and 5 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.



All the students have rated this question on a positive range. Design thinking, technological innovations, educational technology as a core component of the M.A. in Education curriculum highlights the importance given to ICT skills.

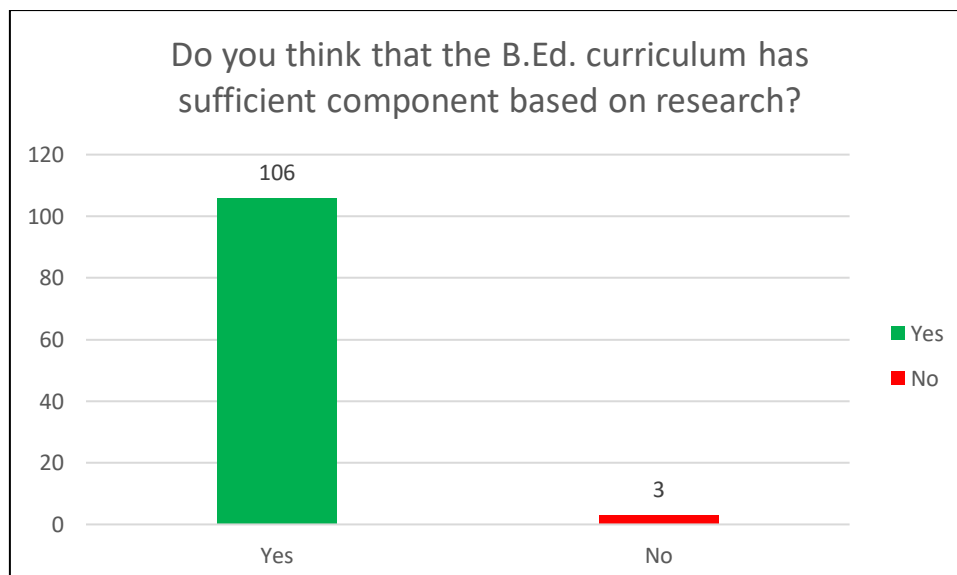


All the students have rated this question on a positive range. Instructional Design Models, Interactive multimedia, Visual Design, Story Boarding, Developing Self Instructional material, Design thinking etc. are the core component of the Master of Science in e-learning curriculum that apparently highlights the importance given to ICT skills.



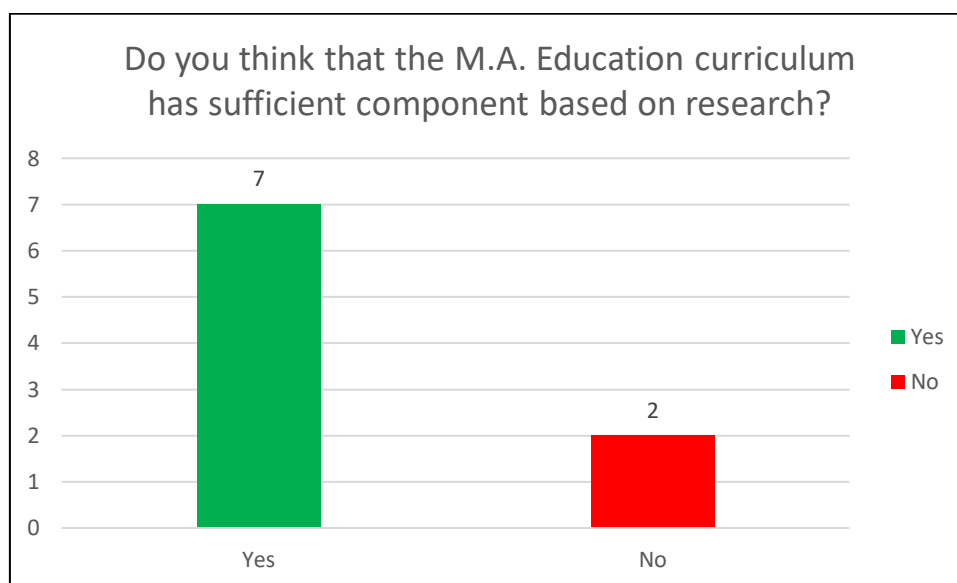
All the students have rated this question on a positive range.

**X. Responses obtained for the question: Do you think that the curriculum has sufficient components based on research? Elaborate.**

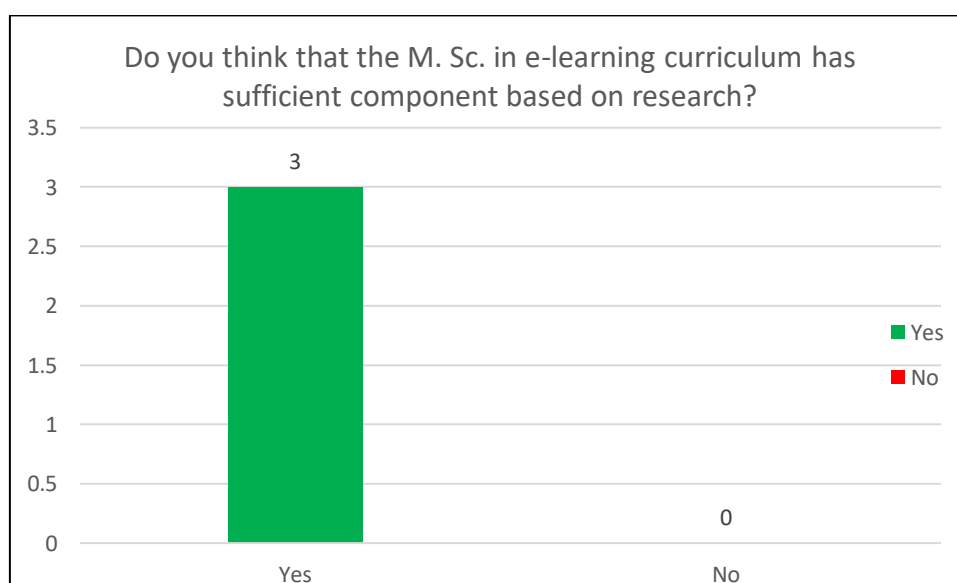


Action research is a compulsory component for the B.Ed. students. It help student-teachers understand what can happen in their classroom and identify changes to improve their teaching and learning. Through action research projects students practically find out a solution to the

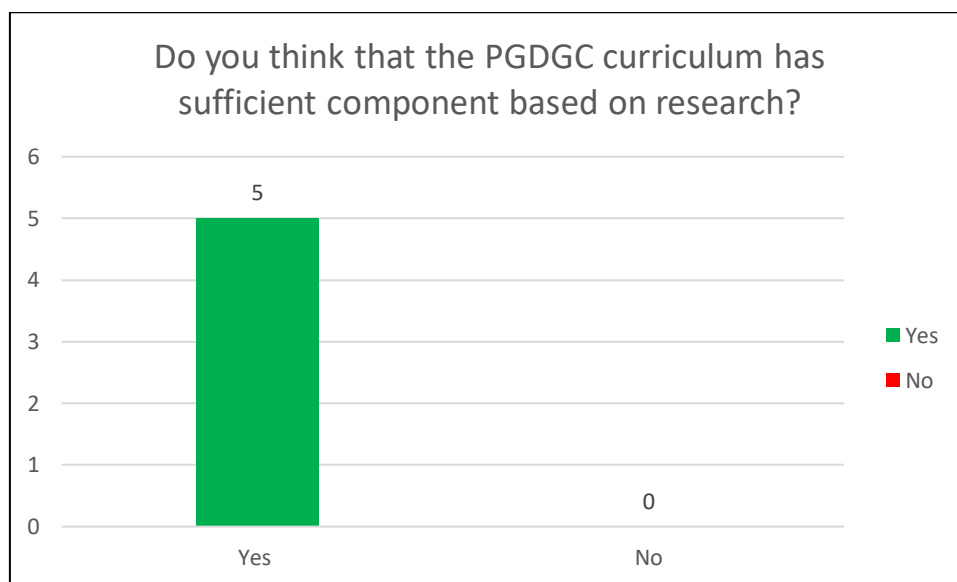
various problems they face in the field through a systematic and scientific approach. The overall positive response towards this question can be justified on the basis of the above lines. Four students however gave a negative response. Action research is usually carried out by the students during their 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.



All the students have given a positive response to this question. 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.

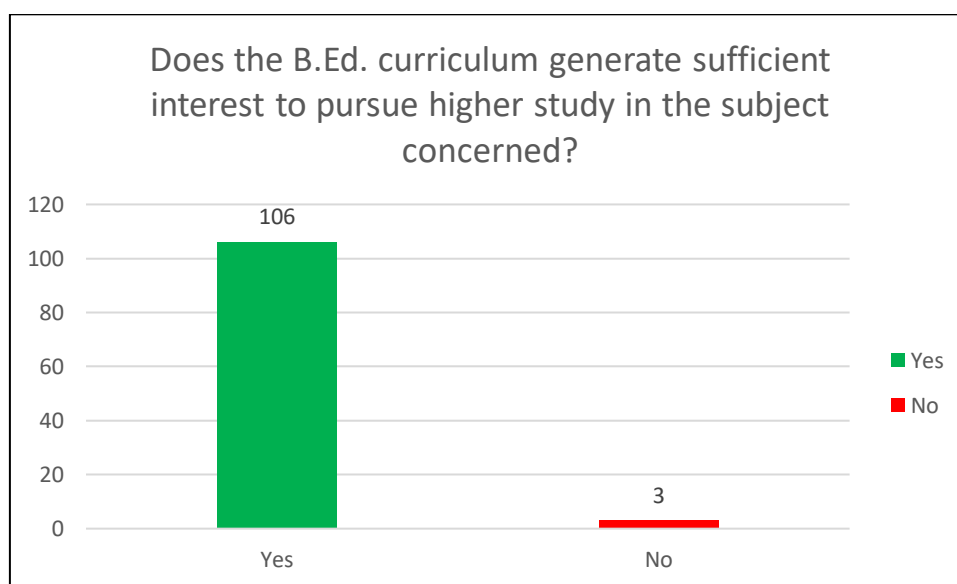


All the students have given a positive response to this question. In order to provide clarity on research concepts an appropriate theoretical base is also given to the students through which candidates learn the process of research and develop products. This helps the students in their Project which is a crucial component in the curriculum.



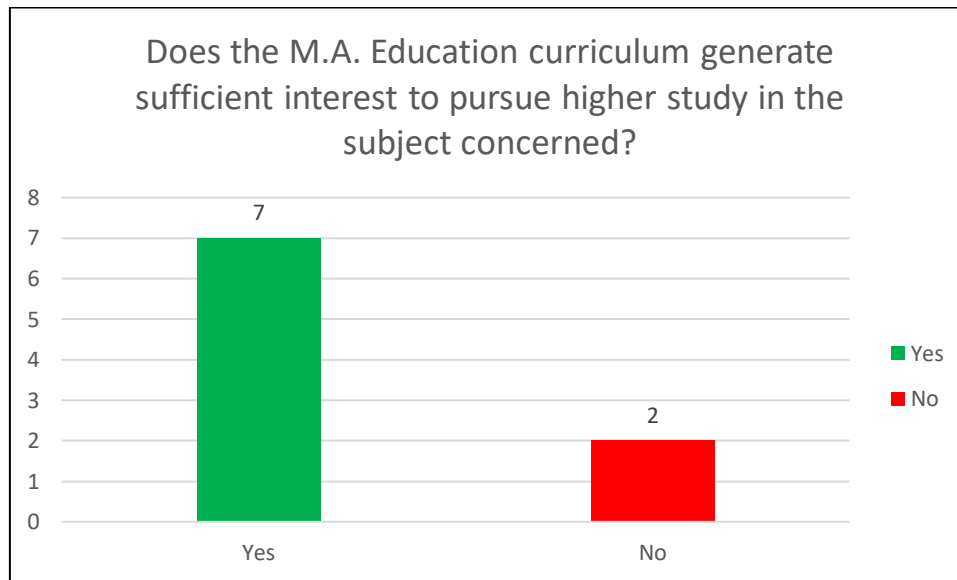
All the students have given a positive response to this question. The courses include practical which is an important component, requires the students to research and work on the practical.

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

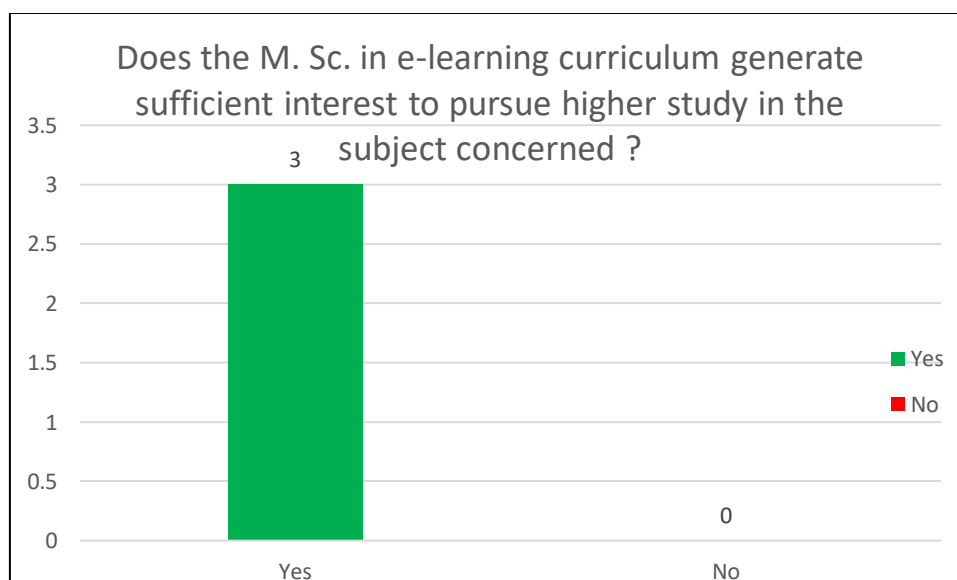


Majority of the students responded in the affirmative. As per the analysis of the responses one can conclude that the B.Ed. curriculum increases their curiosity to consider M.Ed. and Ph.D.

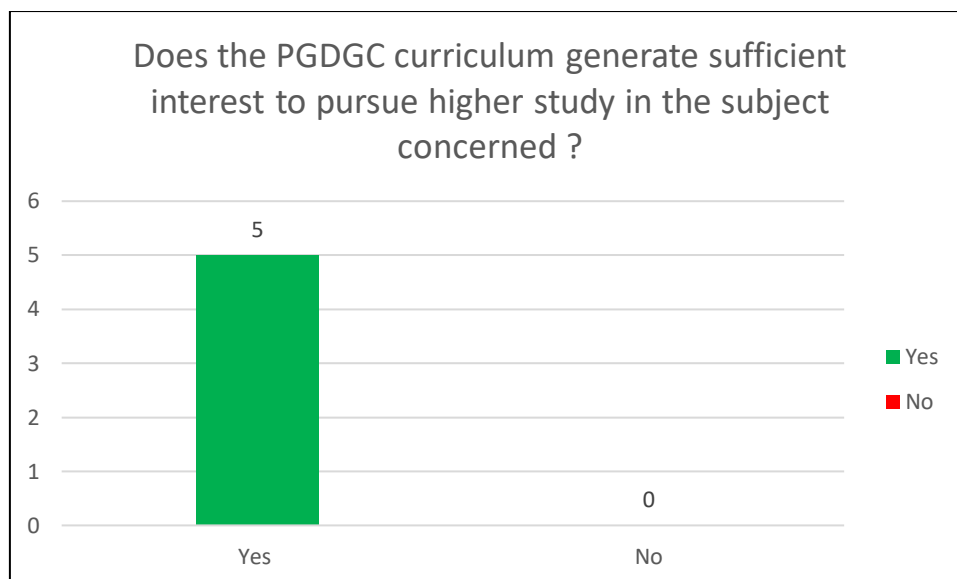
as options for higher studies. Certain students also want to pursue some courses related to specializations in inclusive education, child psychology, special education, simulations in education to name a few. 3 students did not agree to the statement made out of them one felt that the curriculum should include more components that would motivate them to pursue higher studies. However other two did not give any reason for their response.



Out of the total responses seven students agreed that the M.A. in Education curriculum generates interest for pursuing higher studies. Students expressed an interest to pursue Ph.D. in future. However, there were two students who did not agree to the statement.



All the students agreed that the Master of Science in e-learning curriculum generates interest for pursuing higher studies.



All the students agreed that the Post Graduate Diploma in Guidance and Counselling curriculum generates interest for pursuing higher studies like mental health and school counselling.

**XII. 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:**

- \* More placements opportunities
- \* Paid internships
- \* More value added courses
- \* More hands on experience
- \* Curriculum should be more student centric
- \* Bridge course
- \* Course on artificial intelligence
- \* Provide more training regarding technology and digital skills
- \* Research skills should be given more emphasis
- \* Guest lectures
- \* Trainings in soft skills



### M.A. in Education

#### Suggestions revolving around themes:

- \* Provide more training regarding technology and digital skills
- \* Change to be brought in the examination and assessment
- \* More hands-on experience on classroom practices

### M.Sc. in e-learning

#### Suggestions revolving around themes:

- \* More information on industry expectations
- \* Guest lectures / discussions with working professionals

### Post Graduate Diploma in Guidance and Counselling

#### Suggestions revolving around themes:

- \* More field visits
- \* Provide more training various therapies
- \* Increased duration of the internship

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

#### B.Ed.

#### Additional Suggestions:

- \* Certificate courses for specific employability skills
- \* Trainings for TET, CET and other competitive exams

#### M.A. in Education

#### Additional Suggestions:

- \* Provide more training in research

**M.Sc. in e-learning**

- No additional suggestions

**Post Graduate Diploma in Guidance and Counselling**

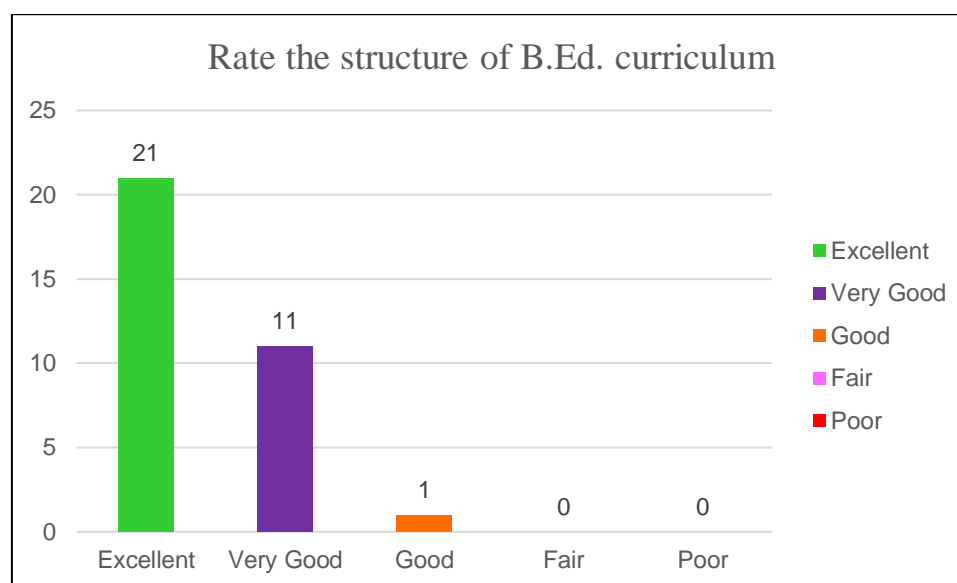
**Additional Suggestions:**

- \* Language flexibility
- \* In-depth information on various therapies

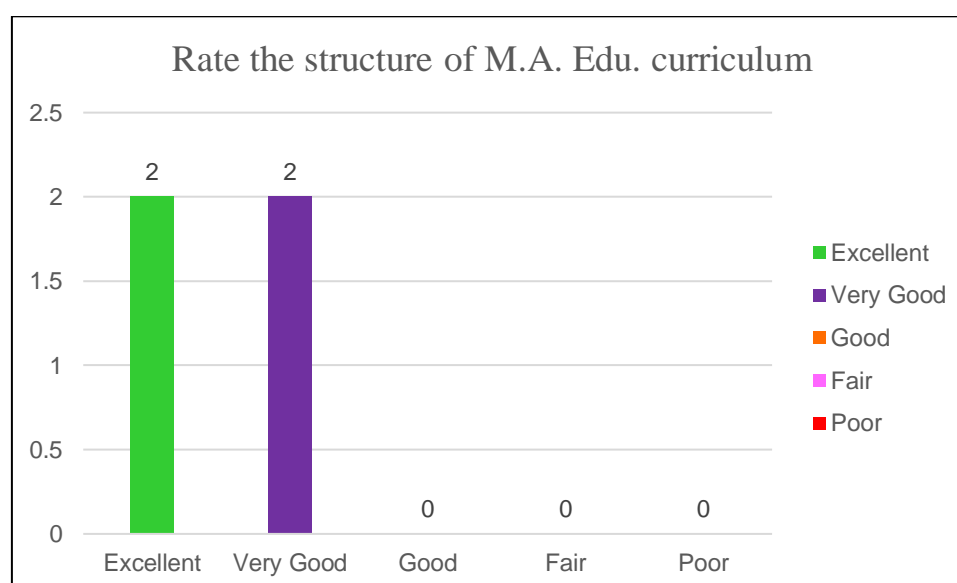
# *Alumni*

## B) Alumni

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



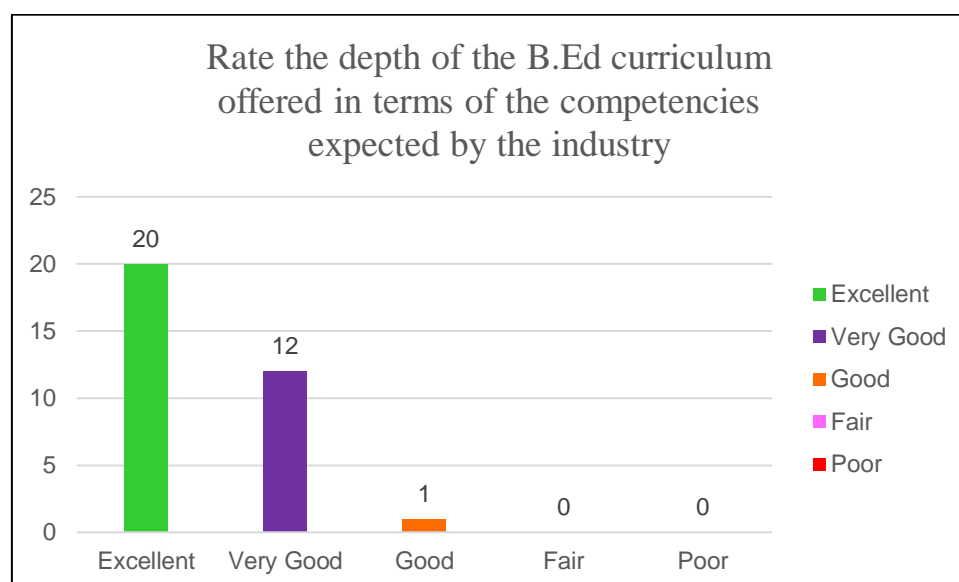
The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The B.Ed. curriculum is divided into 3 group of courses spread over 2 years, namely, Perspectives in Education, Curriculum and Pedagogic Studies and Engagement 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.



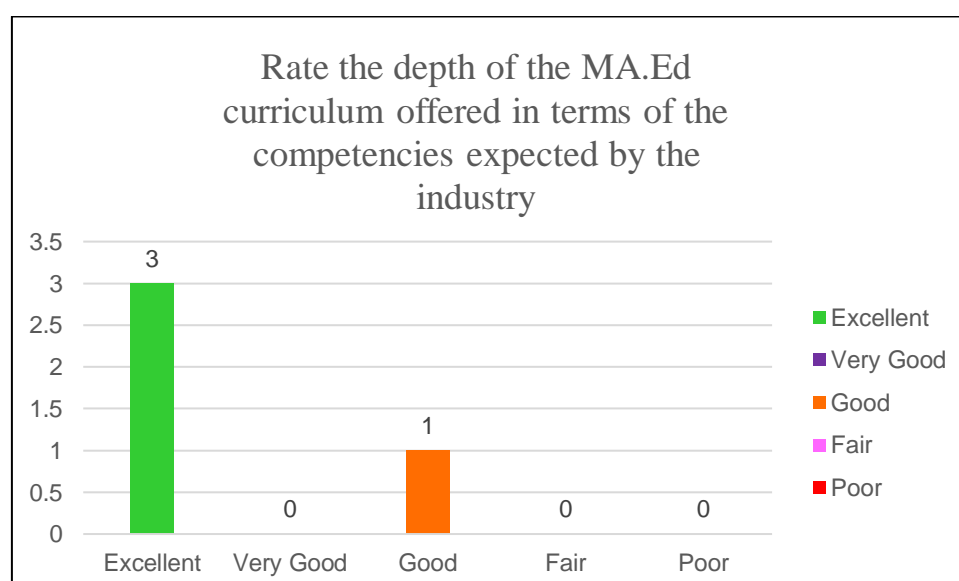
All the students who have responded, have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The M.A. in

Education curriculum has a good blend of core courses, electives and skill based courses. This makes the curriculum extremely compelling.

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

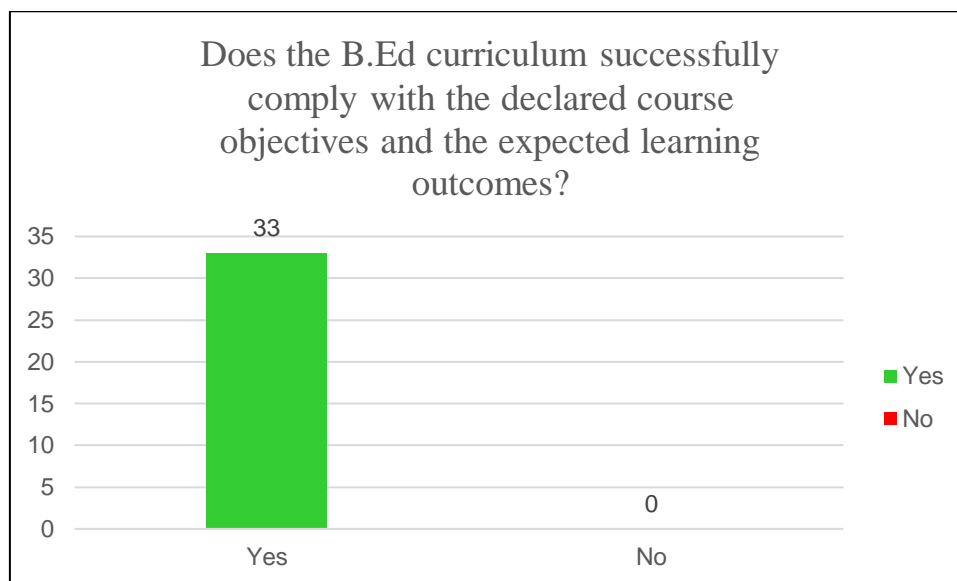


The B.Ed. curriculum is enriched with components like recent trends in education, innovative teaching learning paradigm, pedagogical innovations along with practical and research components. This might explain why most of the responses catering to this question were once again positive. There was not a single response that rated the curriculum as average.

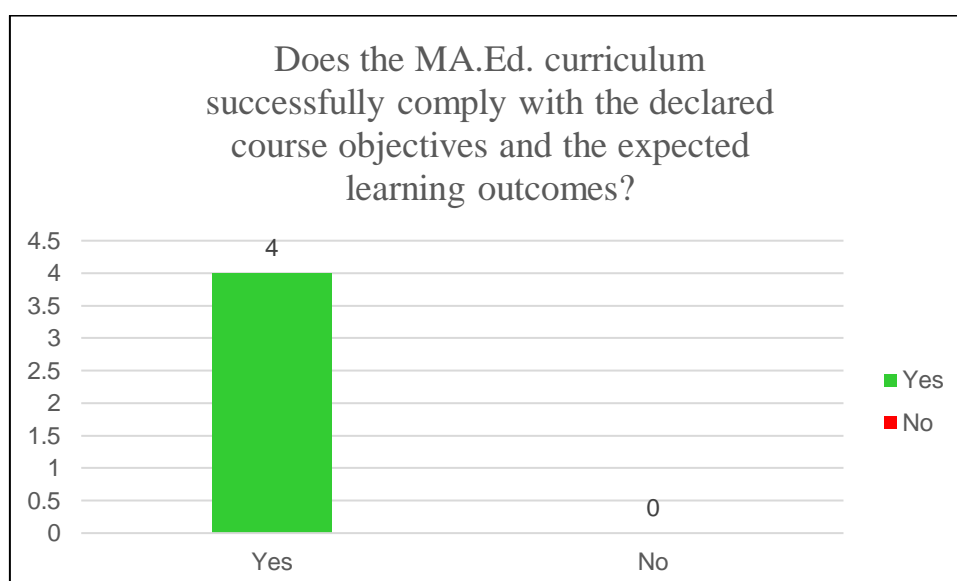


The M.A.in Education curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content 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.

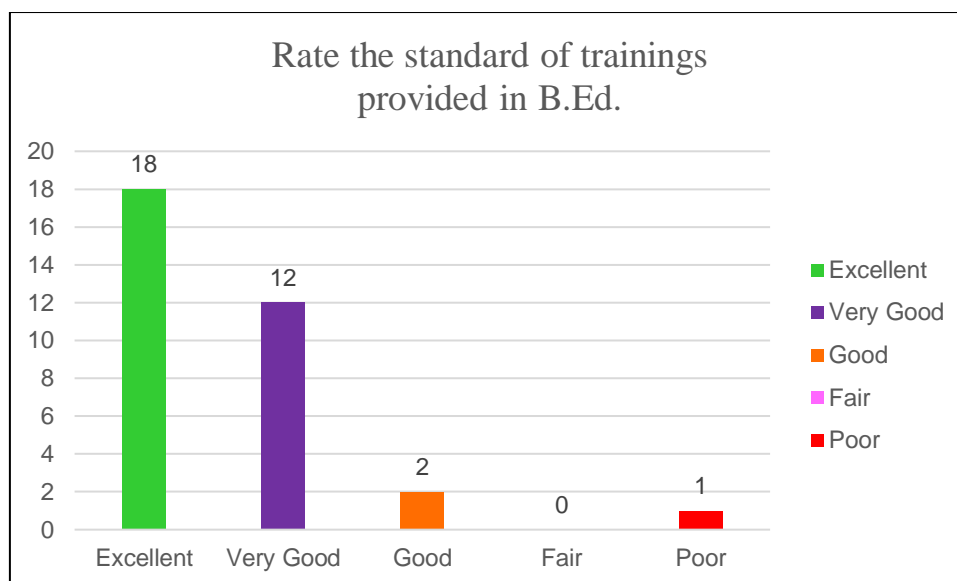
**IV. Highlight the major features of the curriculum that you liked the most.**

Major Highlights in B.Ed.	Major Highlights in M.A.Ed.
<ul style="list-style-type: none"> <li>• Latest methodologies to teach using innovative strategies.</li> <li>• Hands on activities, assignments, inclusion of technical knowledge in curriculum</li> <li>• Action research and internship</li> <li>• Use of ICT tools</li> <li>• Blended learning, flipped classroom, maintaining reflection journal.</li> <li>• Unique ways of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• E-content</li> <li>• Practical Assignments that enrich learning experience</li> <li>• Research Methodology</li> </ul>

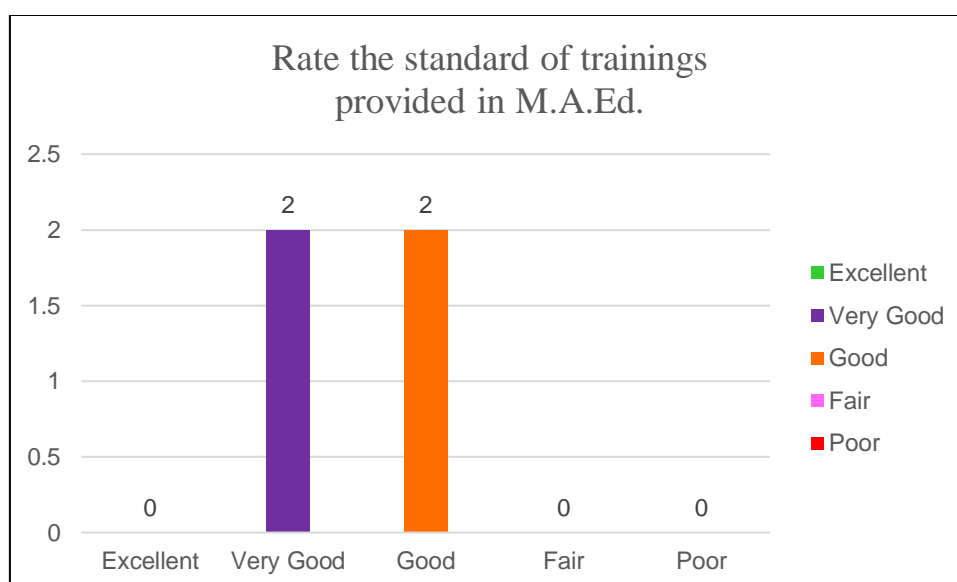
**V. Mention the aspects that you wish to modify in the curriculum.**

Suggestions in B.Ed.	Suggestions in M.A.Ed.
<ul style="list-style-type: none"> <li>• Offer personalized learning paths</li> <li>• Students should be placed in cooperative groups</li> <li>• Competency-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>• More International studies to be incorporated</li> <li>• Choice of more electives</li> </ul>

**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]**

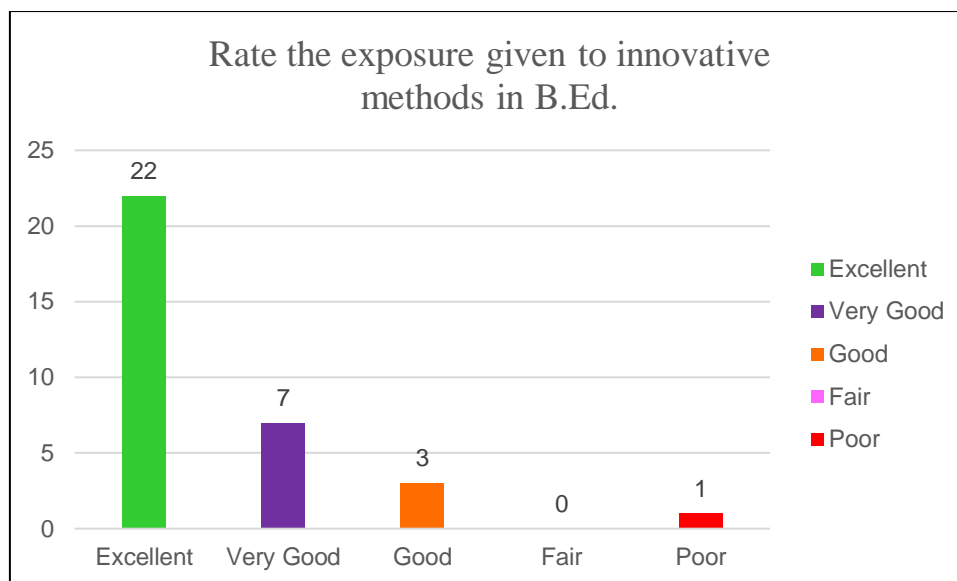


Recent trends in education, field based practicals are given due importance in the B.Ed. curriculum. This might be a reason why majority of the responses obtained for the training aspect were positive. However, there was one students who gave a negative response, but after analysing other responses given by that student it is apparent that there might be a mistake the response.

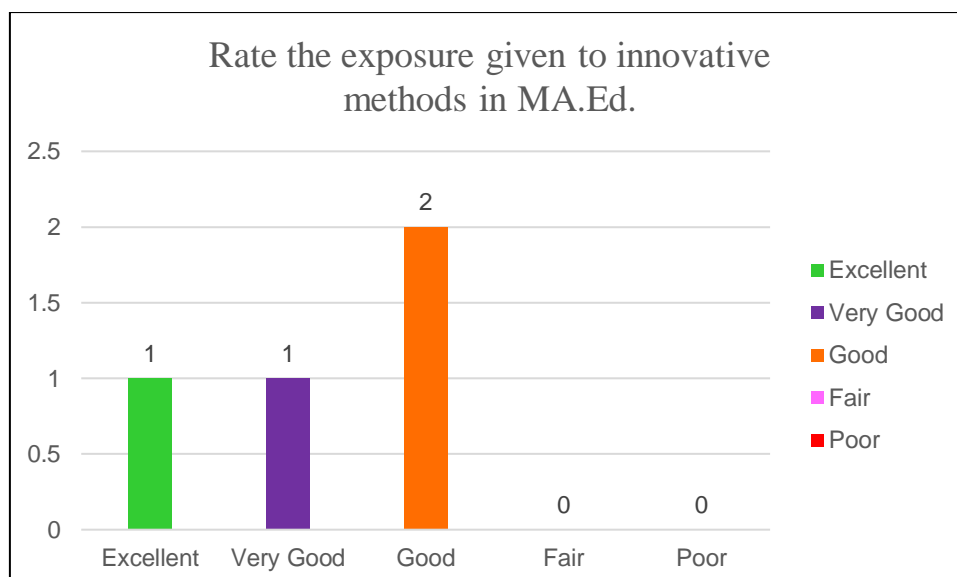


A diverse outlook is taken into consideration for training the M.A.in Education students. Once again, all the responses obtained for this question were positive.

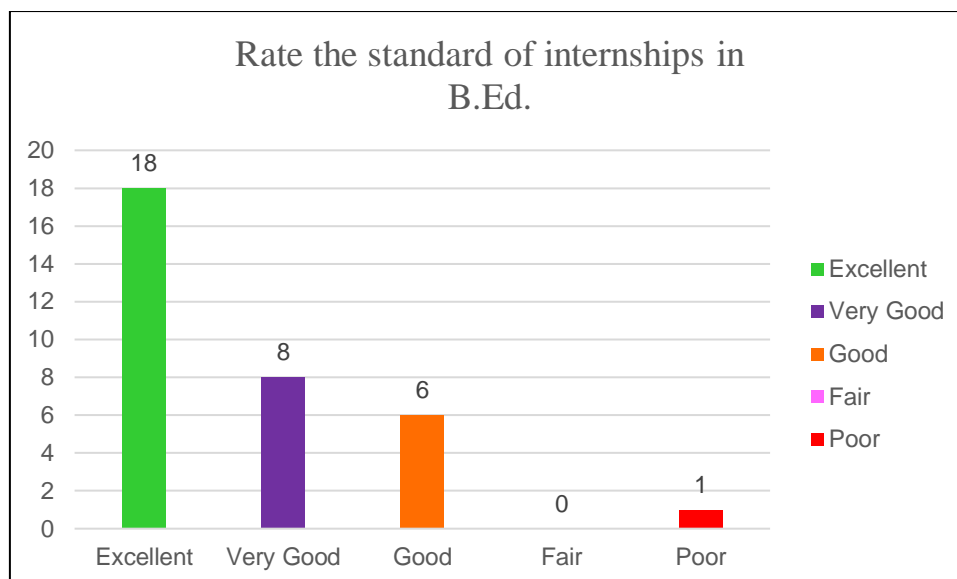




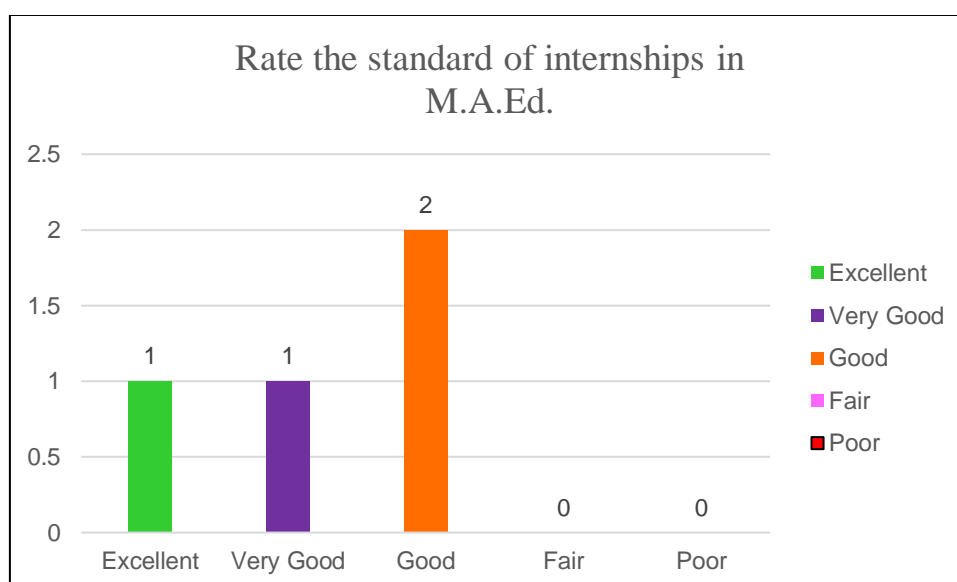
Most of the students gave a high rating to the innovative methodologies in the B.Ed. curriculum. The curriculum is enriched with a vast spectrum of innovative methods. One student however, rated this component on an average scale. However, there was one student who gave a negative response, but after analysing other responses given by that student it is apparent that there might be a mistake the response.



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

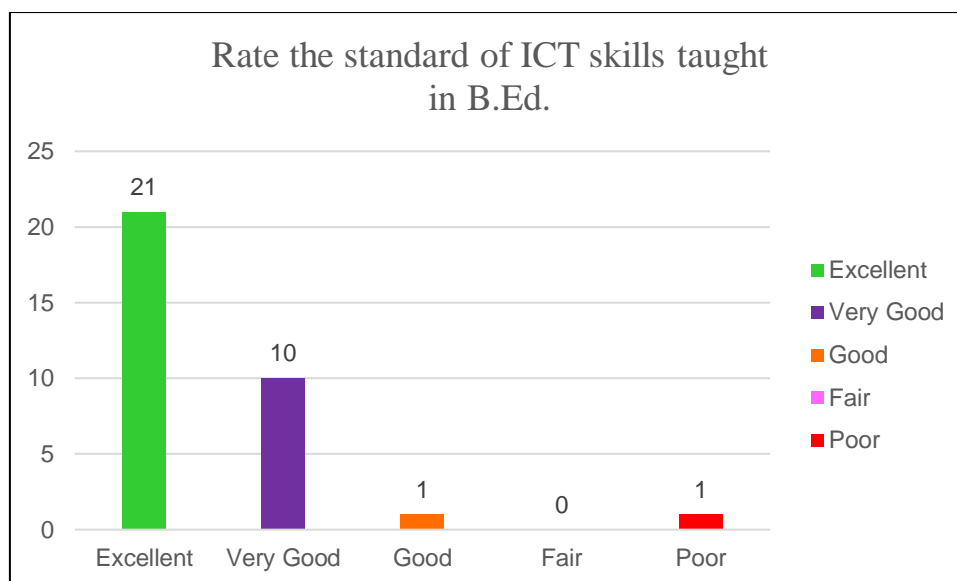


B.Ed. curriculum offers an extensive internship for both first and second year students. It focuses to develop skills amongst the candidates for becoming an able professional working in an educational institution. Once again all responses were positive except one. There were few students who were also placed by the schools wherein they had completed their internship. This might once again justify the positive responses. However, there was one student who gave a negative response, but after analysing other responses given by that student it is apparent that there might be a mistake the response.

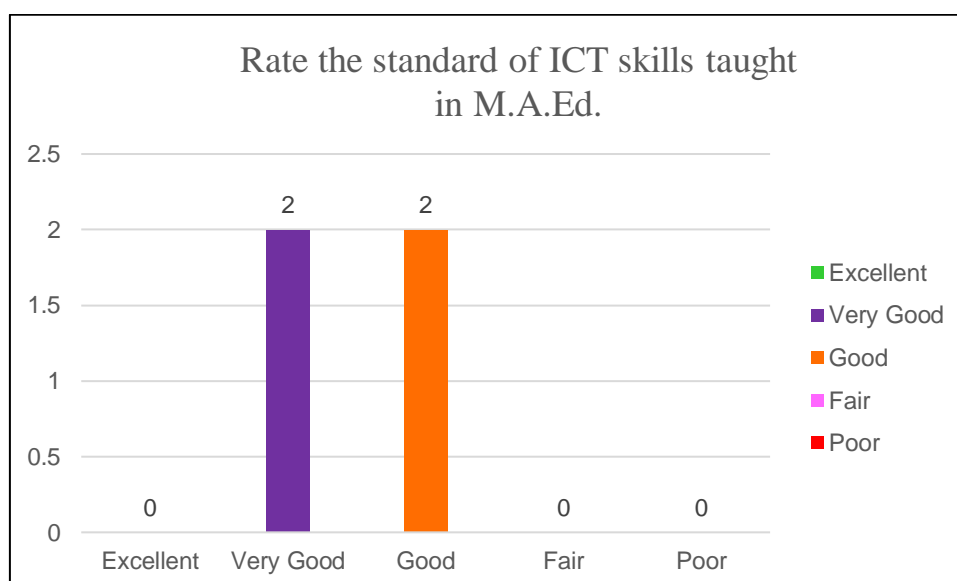


M.A.in Education curriculum allows the Students to choose any educational institute, NGO, government offices, curriculum development office, schools etc. for completing their

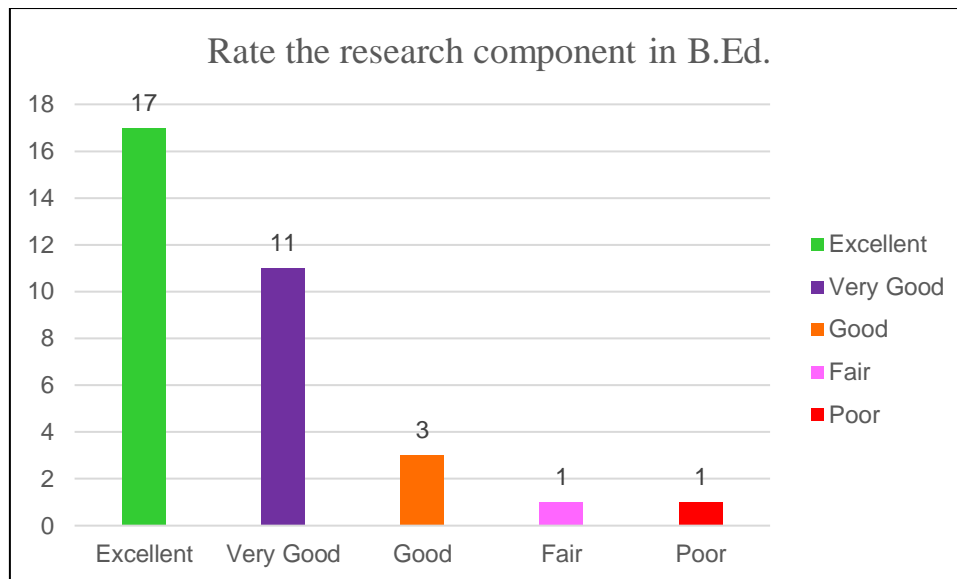
internship. This provides them an exposure with practical knowledge about the work culture, roles responsibilities of the professional and kind of work done in the institute. All responses were positive.



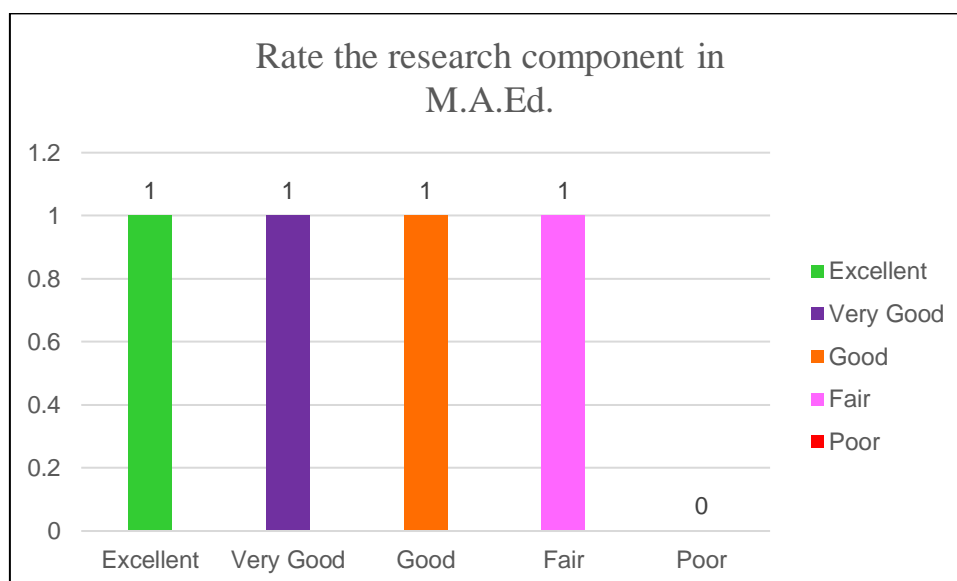
Information, Communication and Technology is given as a core course under the Perspectives in education umbrella. Critical understanding of ICT course develops skills needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites. ICT is also offered as a pedagogic 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 except one.



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.

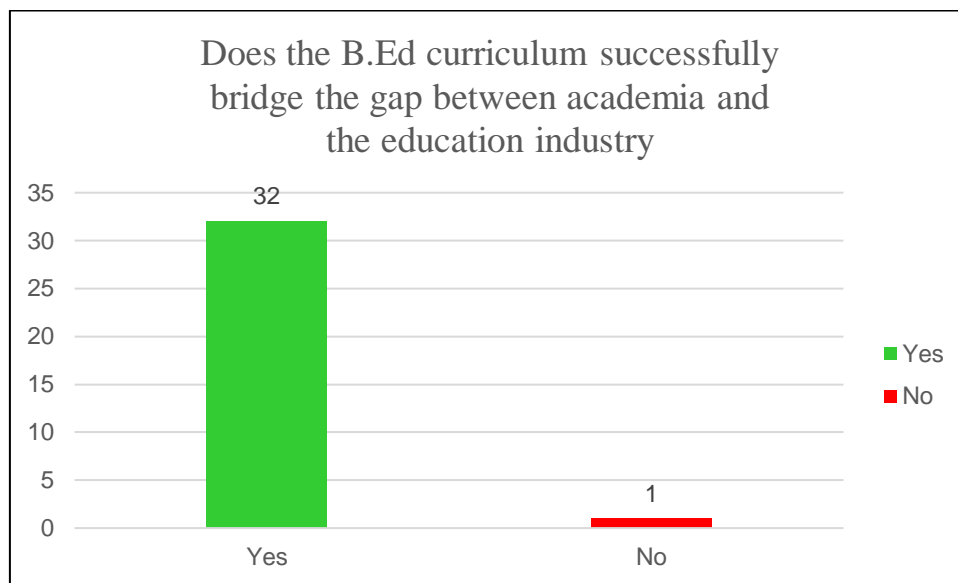


Action research is a compulsory component for the B.Ed. students. It help student-teachers understand what can happen in their classroom and identify changes to improve their teaching and learning. Through action research projects students practically find out a solution to the various problems they 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. However one student felt that the research component was average while one felt that it was poor. There was no specific reason given for their responses.

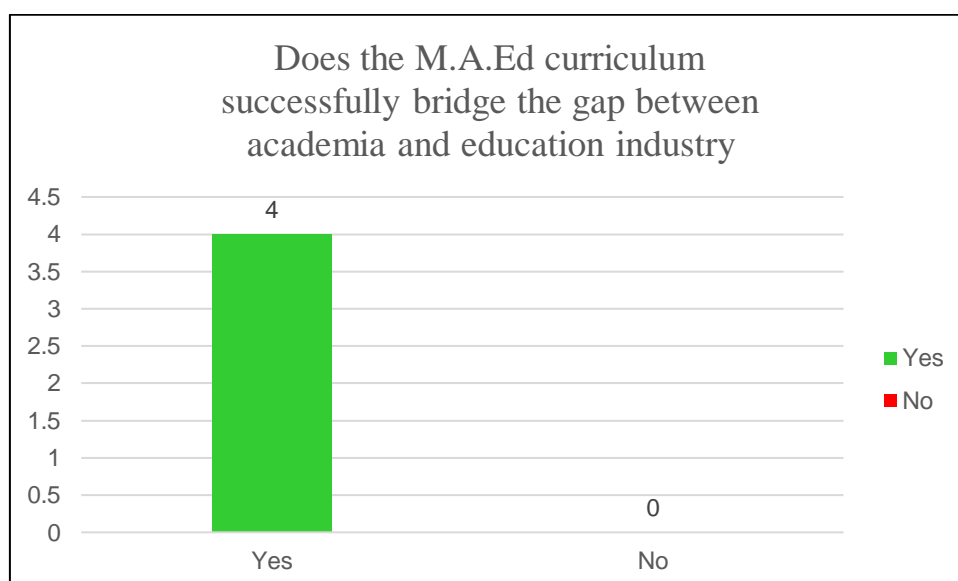


Dissertation is a crucial component in the curriculum through which candidates learn the process of research and develop products which contribute to the field of education. In order to provide clarity on research concepts an appropriate theoretical base is also given to the students. This justifies why all the students appreciated the research component of the curriculum. However one student felt that the research component was average but did not give specific reason given for the response.

**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, only one student gave a negative response. Practical experiences and use of ICT were the reason sighted by the students for this response.



All the responses obtained were positive. Internship and related experiences and e-content 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.	M.A.Ed.
<ul style="list-style-type: none"> <li>• Detailed knowledge of preparing teaching aids</li> <li>• Chatgpt component to be added</li> </ul>	<ul style="list-style-type: none"> <li>• More of Research Paper writing and exposure more to international studies</li> <li>• Knowledge management</li> </ul>

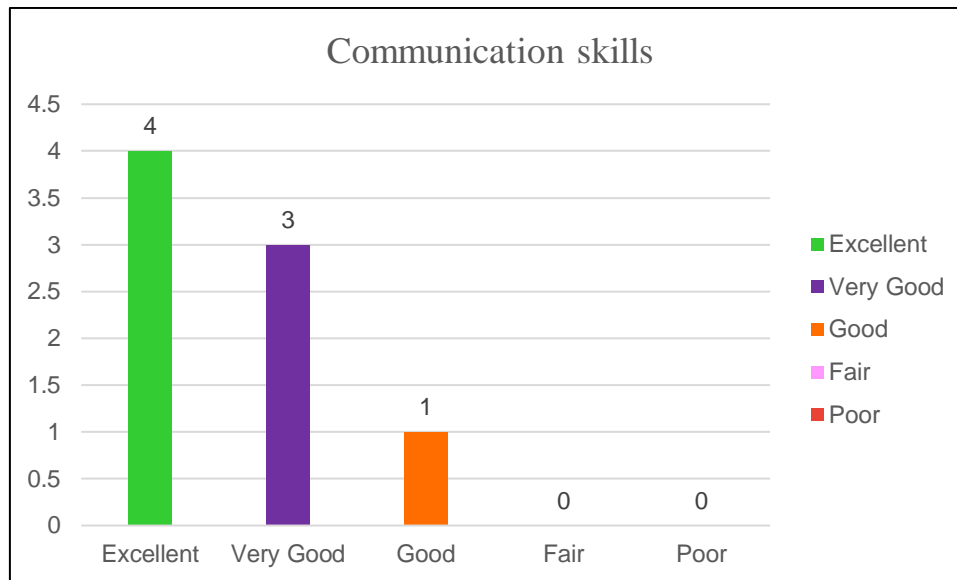
**IX. Any other suggestions.**

B.Ed.	M.A.Ed.
<ul style="list-style-type: none"> <li>• There were no suggestion</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or projects to gain Practical knowledge in Curriculum designing.</li> </ul>

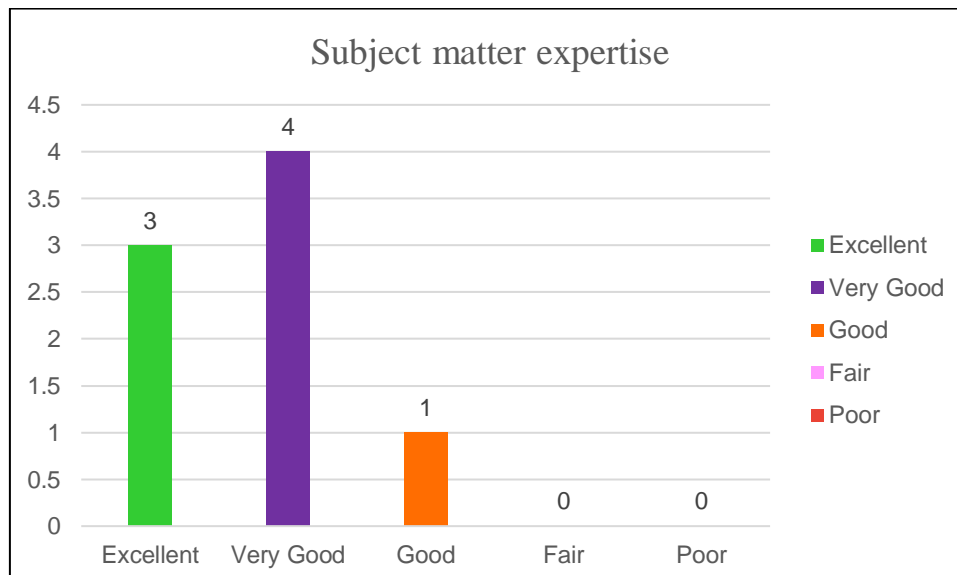
# *Employer*

## C] Employers

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

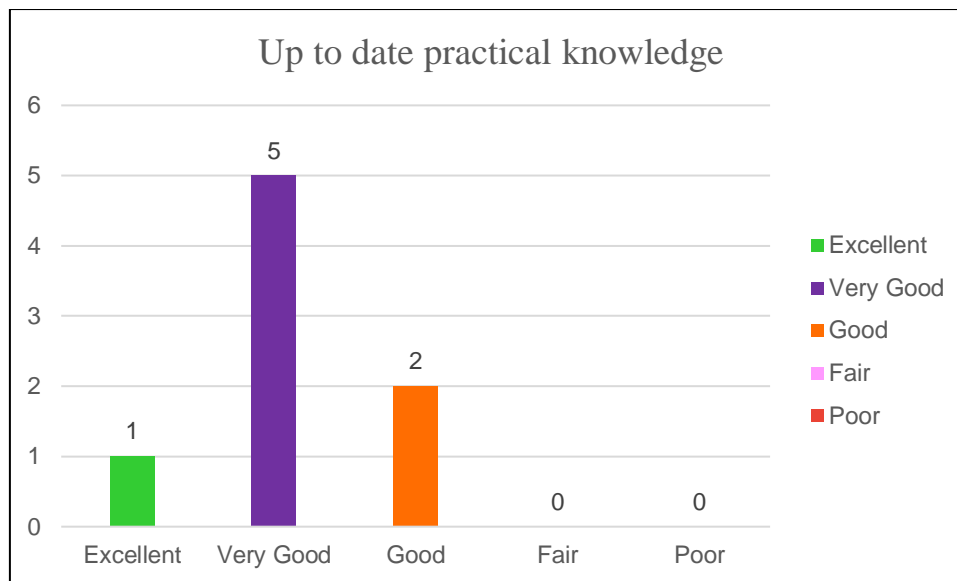


All responses obtained were positive.

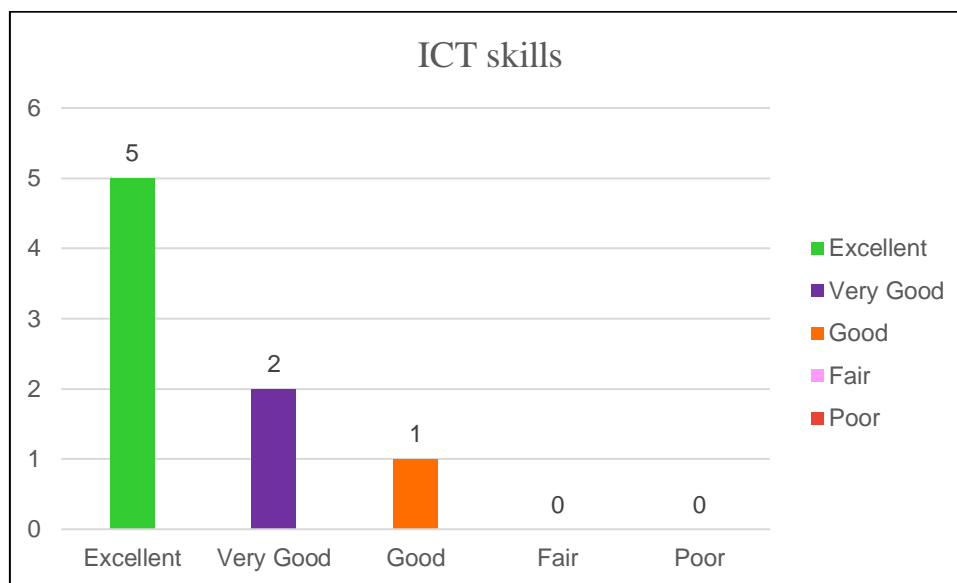


All responses obtained were positive.

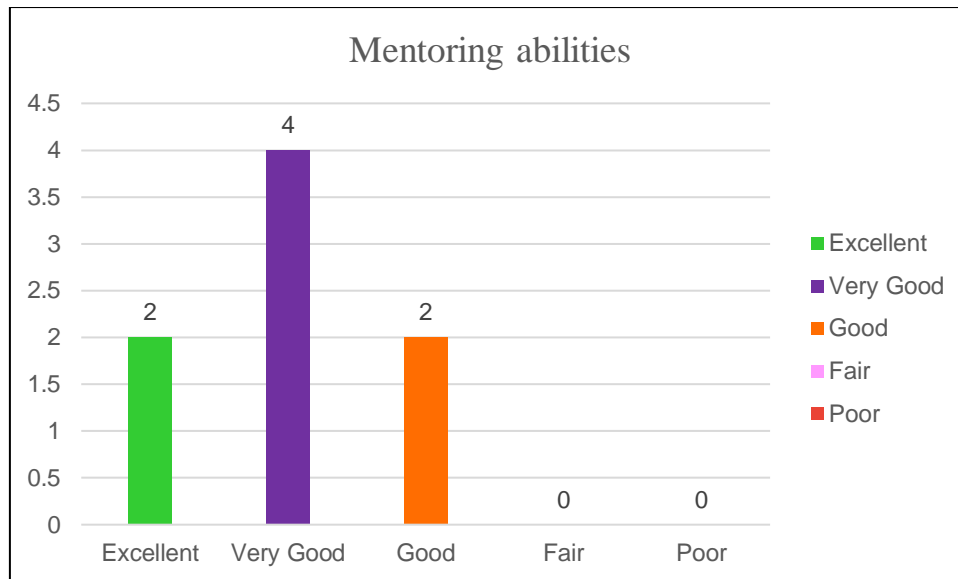




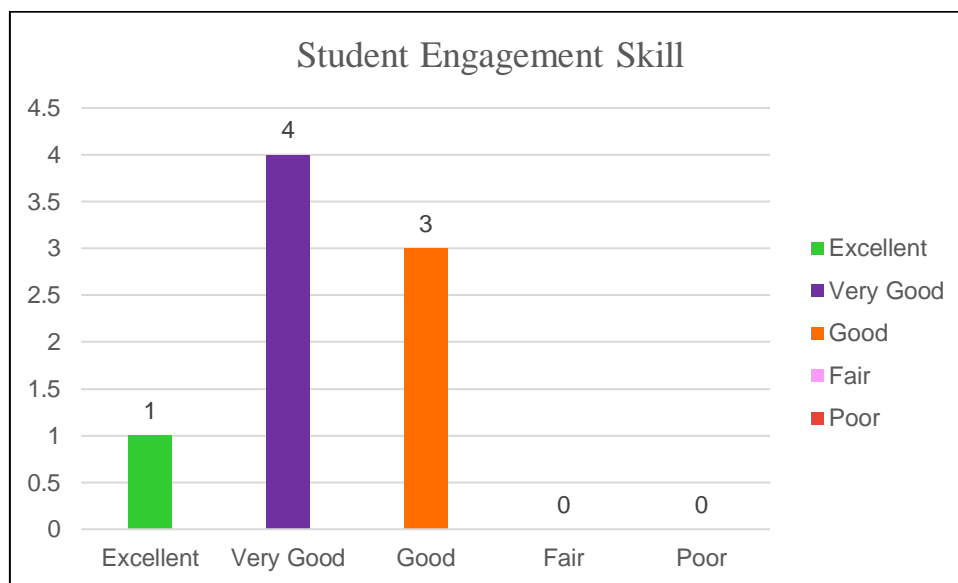
All responses obtained were positive.



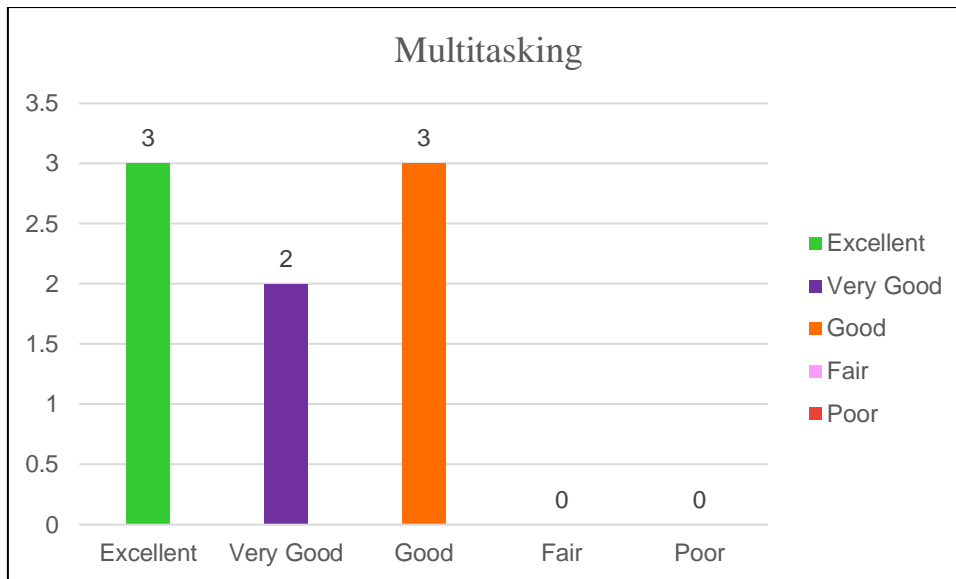
All responses obtained were positive.



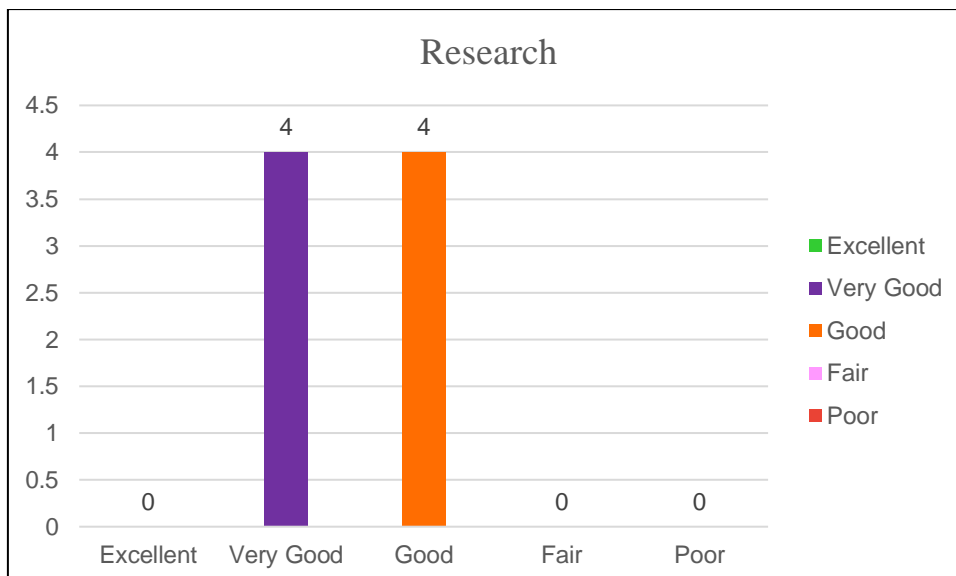
All responses obtained were positive.



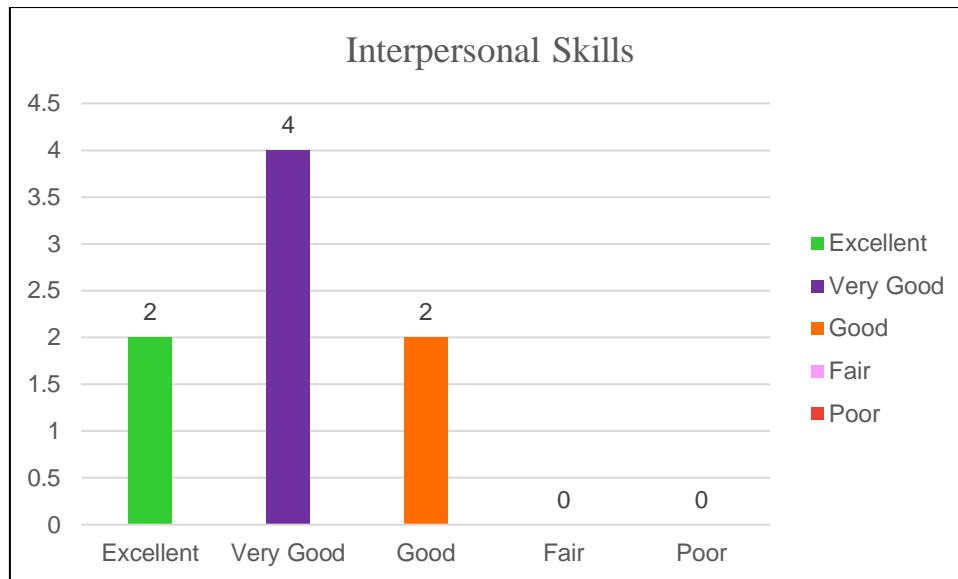
All responses obtained were positive.



All responses obtained were positive.



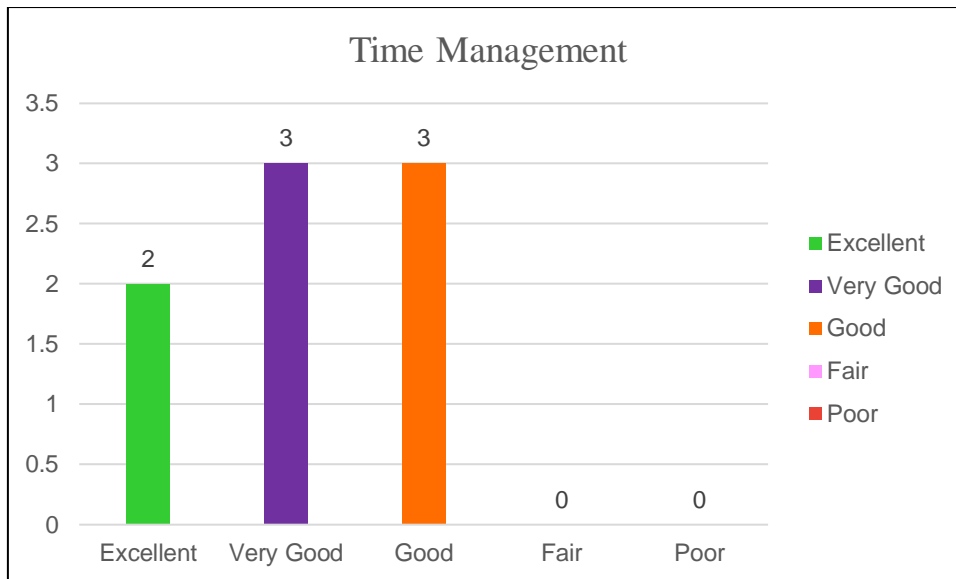
All responses obtained were positive.



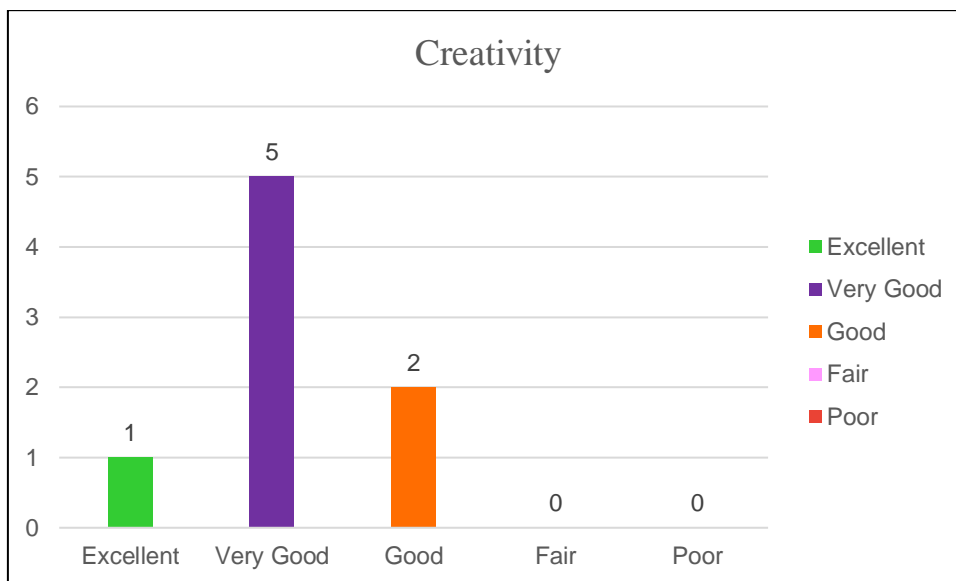
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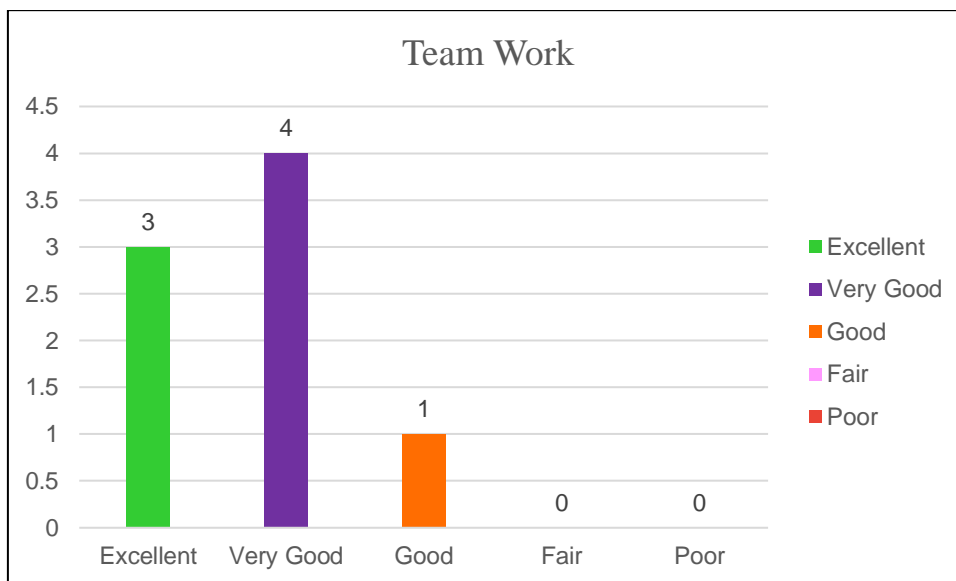
All responses obtained were positive.



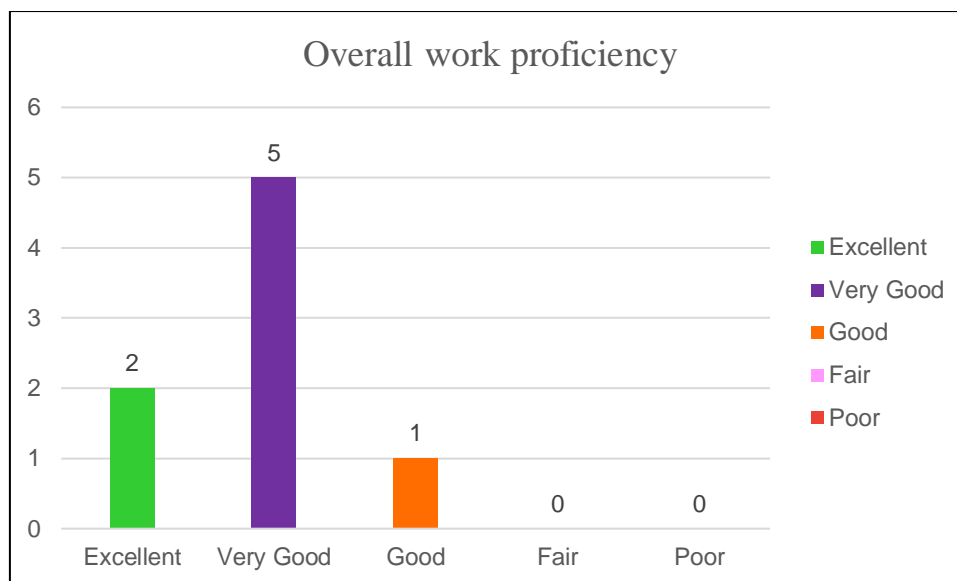
All responses obtained were positive.



All responses obtained were positive.



All responses obtained were positive.



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

- Workplace Simulation - Create an environment that simulates workplaces, allowing students to experience real work scenarios
- Knowledge of New Educational System

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

### Major points

- Training session should be conducted on how to conduct workshop at school for students and co-teachers

*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:
  - Number of value added courses should be increased specifically courses for enhancing employability skills.
  - Bridge course on language should be more rigorous.
  - Course on artificial intelligence especially chatgpt should be provided
  - Research skills should be given more emphasis along with Research Paper writing
  - Trainings in soft skills
  - Change to be brought in the examination and assessment
  - More hands-on experience on classroom practices
  - Trainings for TET, CET and other competitive exams
  - Detailed knowledge of preparing teaching aids
  - Workplace Simulation - Create a environment that simulate workplaces, allowing students to experience a real work scenarios
  - Knowledge of New Educational System
  - Training session should be conducted on how to conduct workshop at school for students and co teachers

**Communication letters of 'Action Taken' on curriculum feedback for the academic year 2022-23**

Feedback on curriculum for the academic year 2022-23 was taken from the stakeholders (Students, Alumni, Employers and Faculty members) and analysed by the coordinator. A meeting of all the faculty members was conducted to discuss the pertinent pointers that emerged after analysis, and it was decided to keep the points in the BoS for discussion and action to be taken.

- Number of value-added courses should be increased specifically courses for enhancing employability skills.
- Bridge course on language should be more rigorous.
- Course on artificial intelligence especially chatgpt should be provided.
- Research skills should be given more emphasis along with Research Paper writing.
- Trainings in soft skills
- Change to be brought in the examination and assessment.
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Dr. Priya Singh

Principal  
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Loni Kalbhor, Pune - 412 201.



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**HER Team**  
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Organizational Structure  
Programs Offered  
Fee Structure  
Admission Procedure  
Infrastructure  
Laboratories  
Videote of Curriculum Lab  
Upcoming Event  
NCTE Gazette Document - Name Change  
Affidavit BIR  
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[1] Balance Sheet  
[4] Income and Expenditure Account  
[5] Receipt and Payment Account  
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The 4th Foundation day of the MIT-ADT University was celebrated in the World Peace Dome

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**Newsletter September 2019**  
Teacher's Day, 3rd Term Teaching, 'Vas Exhibition, Ganesh Chaturthi Celebration, Visit to Agrahar Balash Centre

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**School of Education and Research (SOER)**, is the constituent unit of MIT Art, Design & Technology University under its vertical branch of Humanities and Social Sciences. We are mindful of the key role we play in the development of productive teachers and education professionals along with the impact it makes on multiple levels of community and society. Dissemination and application of knowledge are occupationally balanced here. It is an institution that aspires to offer a myriad of opportunities for continuous evolution. Exposure to advanced technologies and information is provided to become accomplished professionals in the field of education. We at SOER offer programs like B.Ed, M.A in Education, PG Diploma Guidance & Counseling, M.Ed in e-Learning and Ph.D in Education (Interdisciplinary).

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**Loni Kalbhor, Maharashtra, India**  
F2VG+M6Q, Loni Kalbhor, Maharashtra 412201, India  
Lat 18.493697°  
Long 74.025678°  
26/11/22 09:52 AM GMT +05:30

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**Basis of Planning the Revision:**

As per the feedback taken from the stakeholders it was apparent that the curriculum is holistic and developed according to the needs of the stakeholders. However, there were few suggestions given by the stakeholders which were taken into consideration. It was decided that a standard procedure will be followed to take action on the suggestions got from the curriculum feedback. A meeting of the faculty members was held to discuss the pertinent pointers and action to be taken. The action plan was then chalked out and presented in the BoS for approval.

Action Taken and Improvement or Enrichment in the Curriculum The points that emerged from the curriculum feedback analysis were discussed in the in the faculty meeting and an action plan was decided. The BoS members approved the action plan in the meeting held on 4<sup>th</sup> October 2023

**The action plan was as follows:**

- Value added courses like IKS and AI will be designed and implemented.
- Bridge course on language shall be provided.
- Trainings for TET, CET and other competitive exams shall be conducted.
- Trainings to be provided to the students on how to organise workshops for students and co-teachers.
- Industry and Schools shall be approached for paid internships and research projects.
- Other courses like entrepreneurship skills, administrative skills, communication, and interpersonal skills, which the stakeholders suggested shall be provided as Value added course.

## **Conclusion**

As per the Feedback obtained from the stakeholders it was understood that the overall curriculum meets the standards of the industry. It is developed taking into consideration the local, national and global needs. It includes latest pedagogies and provide a variety of electives that make the students future ready. In addition, the curricula are coupled with several co-curricular, extracurricular and community engagement activities that makes it holistic in nature.