

MIT ADT UNIVERSITY, PUNE
School of Education and Research

IQAC

Report on Structured feedback

From Stakeholders

Academic Year

2021-2022



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' 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 at School Level

School of Education and Research

Curriculum Feedback Form

1. Please provide a brief description of the course/program/department/college/university.

2. Please provide a brief description of the course/program/department/college/university.

Curriculum Feedback - Student (2021-2022)

3. Please provide a brief description of the course/program/department/college/university.

4. Please provide a brief description of the course/program/department/college/university.

5. Please provide a brief description of the course/program/department/college/university.

6. Please provide a brief description of the course/program/department/college/university.

Filled in feedback forms

7. Please provide a brief description of the course/program/department/college/university.

8. Please provide a brief description of the course/program/department/college/university.

9. Please provide a brief description of the course/program/department/college/university.

10. Please provide a brief description of the course/program/department/college/university.

11. Please provide a brief description of the course/program/department/college/university.

12. Please provide a brief description of the course/program/department/college/university.

(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 [2021-2022]

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

Seema Rukari

Contact number *

9923115587

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? **

The standard of curriculum is high. The curriculum takes care of all the required needs.

Rate the standard of the curriculum taught. *

	1	2	3	4	5	
Excellent	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

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

Yes it does. Some courses like econtent provide internship.

Rate the curriculum in terms of employability skills *

	1	2	3	4	5	
Excellent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

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

	1	2	3	4	5	
Excellent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

Rate the curriculum in terms of ICT skills *

Curriculum Feedback Study [2021-2022]

Excellent 1 2 3 4 5 Poor

☐ ☒ ☐ ☐ ☐

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

Yes the curriculum has sufficient component based on research.

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

Yes. The research syllabus is designed very well. The faculty is also excellent due to which I developed an interest in Research which inspired me 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] *

-

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

-

Curriculum Feedback - Students [2021-2022]

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

Jharana Mallick

Contact number *

9766490094

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? *

The standard of curriculum was very high. yes ofcourse it considers national and global needs.

Rate the standard of the curriculum taught. *

- | | | | | | | |
|-----------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Excellent | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Poor |

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

Yes. We learned through practice. Which directly helped us to stand firm in our profession as teacher. Wherever I have attained the interview was selected. That's why I feel proud.

Rate the curriculum in terms of employability skills *

	1	2	3	4	5	
Excellent	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

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

	1	2	3	4	5	
Excellent	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

Rate the curriculum in terms of ICT skills *

	1	2	3	4	5	
Excellent	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

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

Yes it was excellent. We got over all knowledge.

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] *

Training for interview cracking.No

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

No

This form was created inside of MIT-University.

Contact Number *

000 0000 000

Select course are you pursuing from the University? *

☒ Bachelor of Education

☐ Masters in Education

☐ Doctor of Philosophy

Curriculum Feedback - Students [2021-2022]

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

Volga Barboza

Contact number *

9511866345

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 | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Poor |

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

Yes _____

Rate the curriculum in terms of employability skills *

	1	2	3	4	5	
Excellent	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

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

	1	2	3	4	5	
Excellent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor

Rate the curriculum in terms of ICT skills *

	1	2	3	4	5	
Excellent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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 _____

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

Practising skills

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

No

This form was created inside of MIT University.

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

Curriculum Feedback - Teachers [2021-2022]

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 *

Dr. 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 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"/>

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical aspects	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>

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

Ph.D course needs to be made more relevant.

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

Recent trends that come can be included as Value added course. Community engagement must be given credits to have increased efforts from the students and teachers.

Curriculum Feedback - Teachers [2021-2022]

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"/>
B.Ed.	<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? *

It should focus more on real life situations

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

Nil

Curriculum Feedback - Teachers [2021-2022]

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 *

jovita.nathan@mituniversity.edu.in

Your Name *

Jovita Nathan

Contact number *

7972193740

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"/>
B.Ed.	<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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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? *

Everything is included

This form was created inside of MIT University.

This form was created inside of MIT University.

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

Curriculum Feedback - Employer [2021-22]

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 *

Swami Vivekanand Shikshan Sanstha's English Medium School, Loni Kalbhor, Pune

Your position in the institution or organization *

HM

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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring abilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multitasking	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>	<input 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 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 type="radio"/>	<input checked="" 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"/>

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

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? **

More emphasis on practical knowledge _____

Curriculum Feedback - Employer [2021-22]

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 *

Angel high school Loni kalbhori

Your position in the institution or organization *

Cordinator

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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter expertise	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to date practical knowledge	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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"/>

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

New evaluation strategies

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? *

Nil

Curriculum Feedback - Employer [2021-22]

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 *

Cygnat school

Your position in the institution or organization *

Cordinator

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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter expertise	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to date practical knowledge	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>

Q1) Please, in ascending order of importance, rank the following skills from (1) Top Ranker, (5) Female Students

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 type="radio"/>	<input checked="" 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"/>

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

More practical knowledge

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? *

Nil

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 [2021-2022]

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 *

Prachiga@gmail.com

Your Name *

Prachi Garg

Contact number *

7447474406

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. *

Practicals and knowledge give by the facilitators.

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

Reduce the number of files to be submitted.

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 *

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.

Curriculum Feedback - Alumni [2021-2022]

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 *

lalitadhaygude@g.ail.com

Your Name *

Lalita balu mane

Contact number *

9175541583

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. *

Design, pattern was good

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

It's good

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 checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 *

No reason

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.

Curriculum Feedback - Alumni [2021-2022]

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 *

priyamali9975@gmail.com

Your Name *

Priya Bhaskar Mali

Contact number *

9975112159

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. *

Practice

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

Rite learning

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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to Innovative methods	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>
Research facilities	<input type="radio"/>	<input type="radio"/>	<input checked="" 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's real

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

IT _____

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

B. Analysis of Feedback with Graphical Representations

a) Students

Details of number of students and responses obtained across year

Total number of students enrolled in B Ed.	70
[First and Second Year]	
Total number of feedback obtained	70

Total number of students enrolled in M.A.	11
[First and Second Year]	
Total number of feedback obtained	

Analysis of Feedback Forms

Color code index for ratings

Excellent	Very Good	Good	Fair	Poor

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]	99
Total number of feedback obtained	69

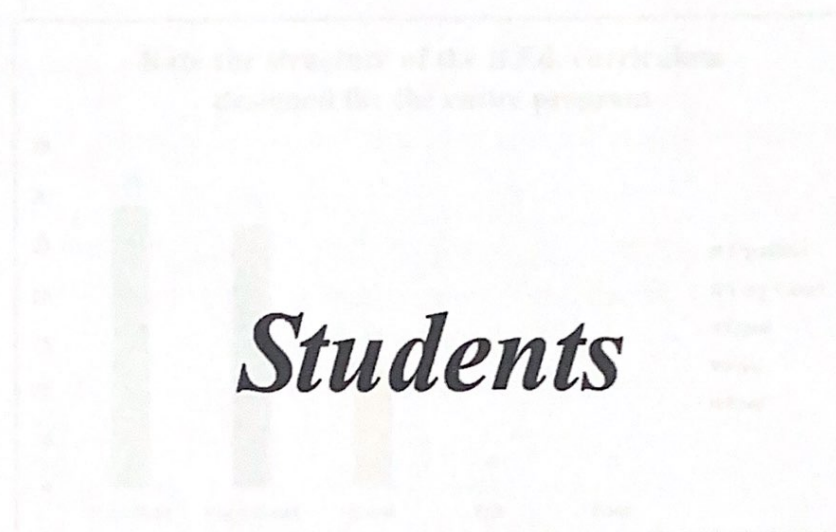
Total number of students enrolled in M.A. Education [First and Second Year]	11
Total number of feedback obtained	10

Color code index for ratings

Excellent	Very Good	Good	Fair	Poor

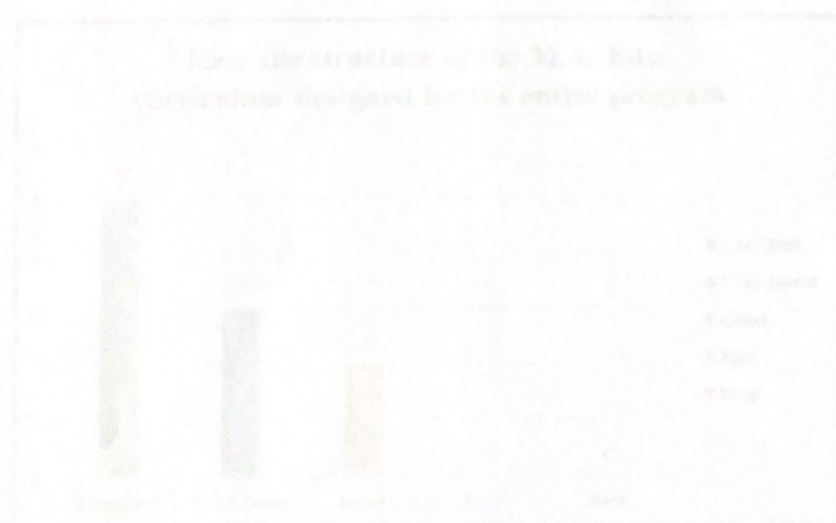
in the program designed

the structure of the curriculum designed for the entire program



Students

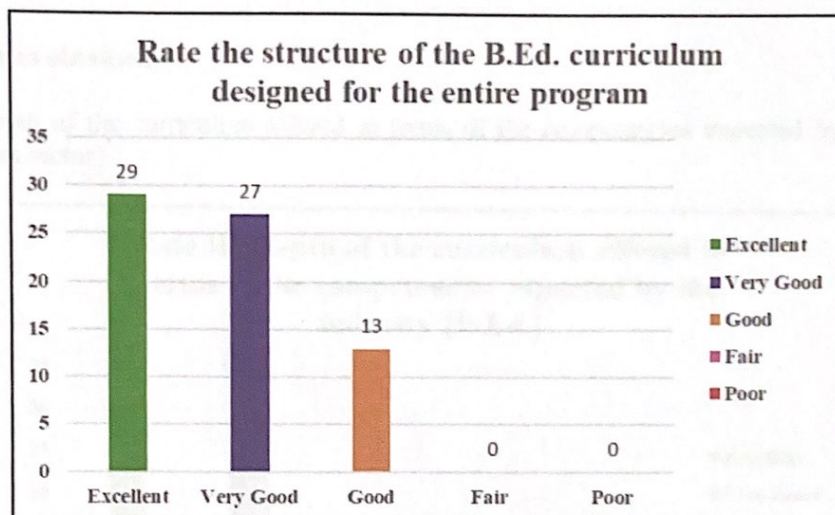
The students have noted the structure of the program designed for the entire program. They have noted a single course in the lower level (1st year) and a single course in the upper level (2nd year). The B.S.A. curriculum is designed for a group of students spread over 2 years, namely, 1st year and 2nd year. The curriculum and the program are well defined and noted the structure of the program. The design is a possible outline of an overall program designed for the entire program.



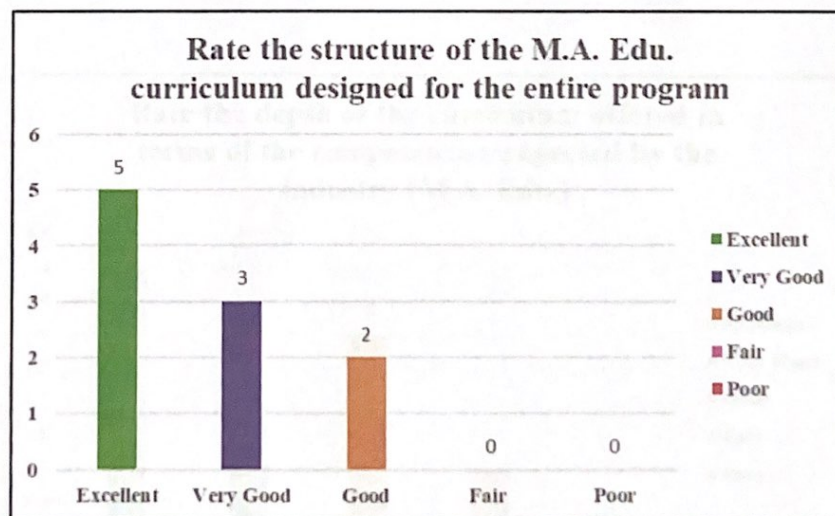
The students have noted the structure of the program designed for the entire program. They have noted a single course in the lower level (1st year) and a single course in the upper level (2nd year). The M.A. curriculum is designed for a group of students spread over 2 years, namely, 1st year and 2nd year. The curriculum and the program are well defined and noted the structure of the program. The design is a possible outline of an overall program designed for the entire program.

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 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.

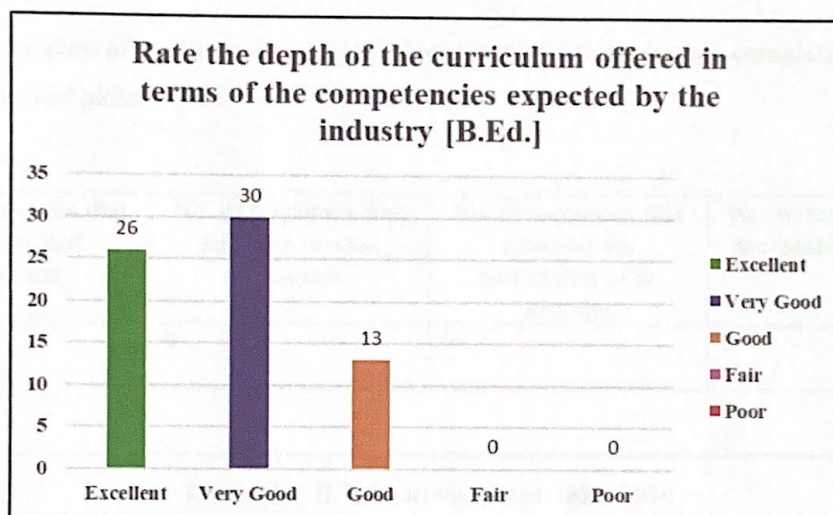


The students have rated the curriculum on the positive continuum. There was only one response obtained for the lower limits i.e. average. The M.A. in Education curriculum has a good blend of

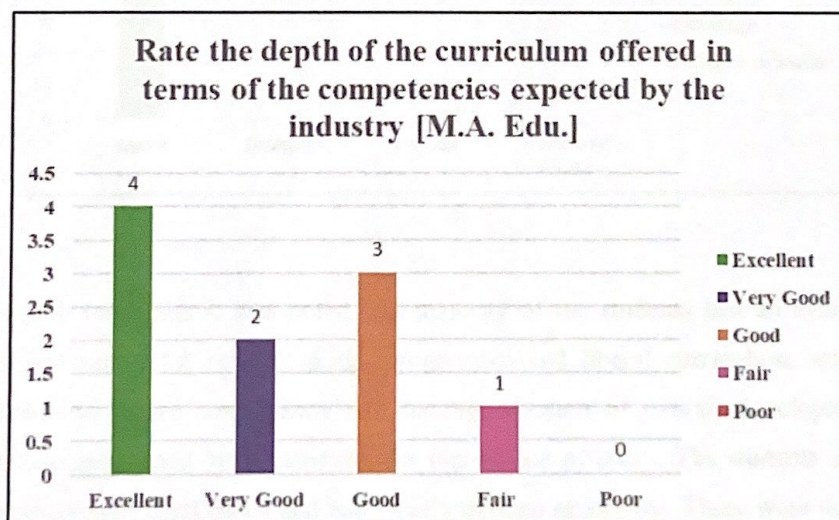
core courses, electives and skill based courses. This makes the curriculum extremely compelling.

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 paradigm, pedagogical innovations along with practical and research components. This might explain why all responses catering to this question was once again positive.



The M.A.in Education curriculum stresses on implications of theory through field based practicum.

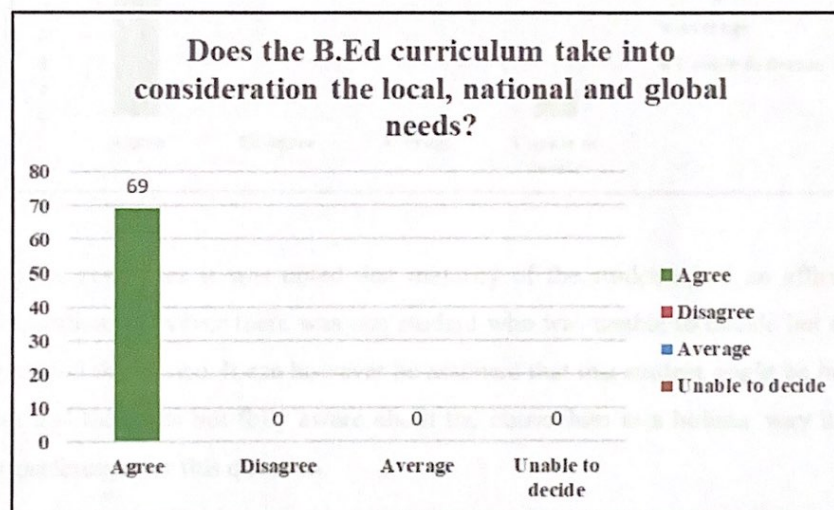
The curriculum is designed in a way that it caters to all aspects of education for developing professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content developer. This might be the reason of getting an overall positive response from the students. However, there was one student who felt that the depth of the curriculum offered in terms of the competencies expected by the industry was average.

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
69	0	0	0

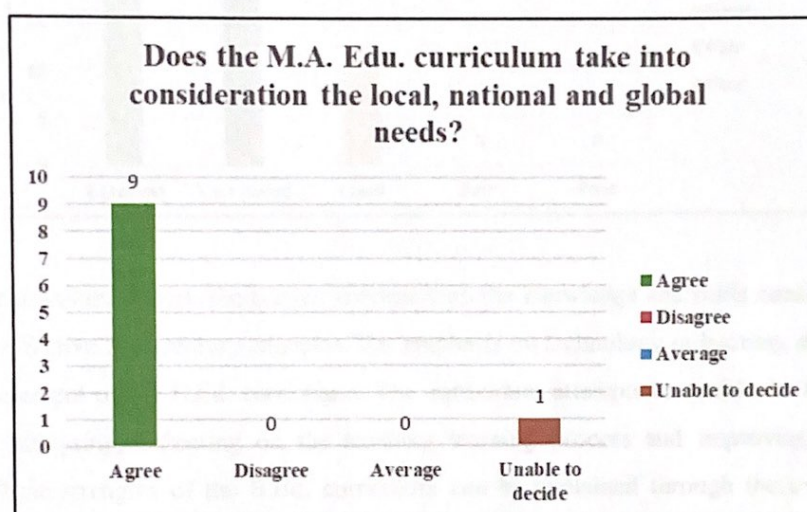


On analyzing the responses it was noted that majority of the students had an affirmative stance towards this question. 21st century skills, progressive and liberal curriculum, student centered approach, imbibing future competency and having a vision of overall development were the common reasons mentioned by the students for this choice of theirs. The students also mentioned that the curriculum was need based and had clearly defined objectives. There were no students who disagreed or were unable to give a clear view about this question. According to all the students who

gave responses, the curriculum is constructed taking into consideration the local, national and global needs.

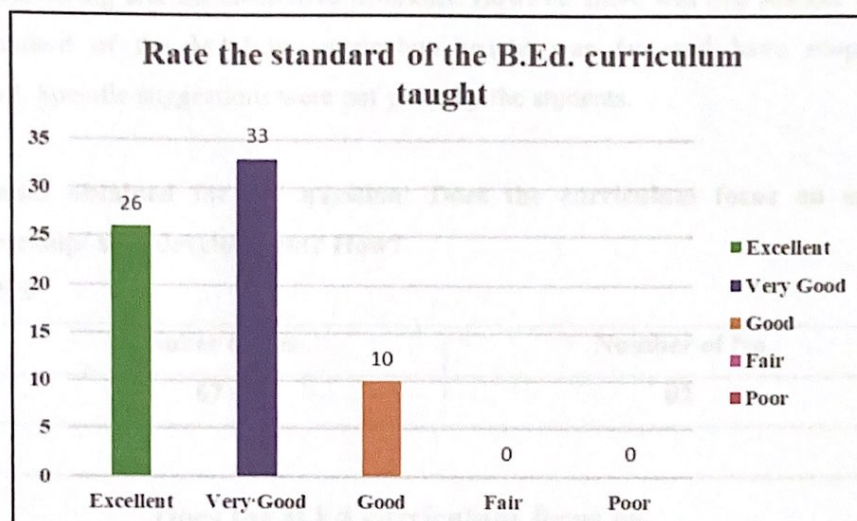
M.A. Edu.

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
9	0	0	1

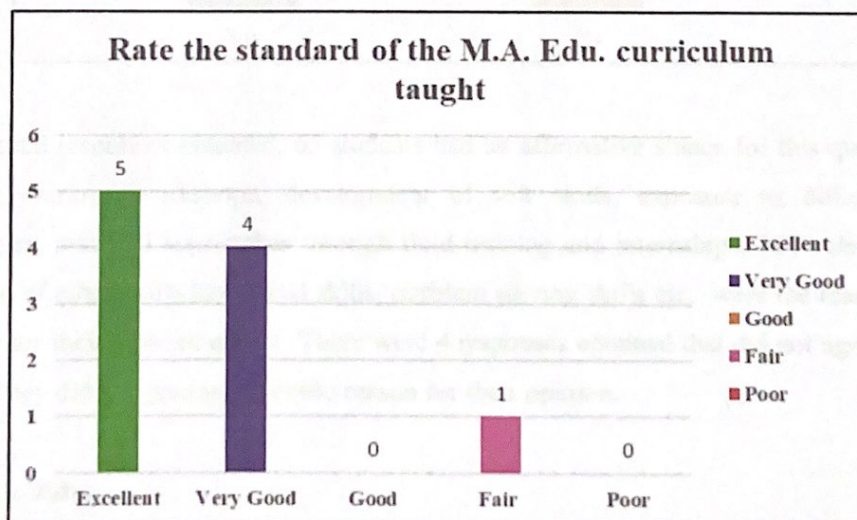


On analyzing the responses it was noted that majority of the students had an affirmative stance towards this question. However there was one student who was unable to decide but did not give a clear reason behind the choice. It can however be assumed that this student might be in the first year of this course and thus was not fully aware about the curriculum in a holistic way hence 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 enable the teachers to be capable of analysing, reflecting on the teaching learning process and improving it for better learning. These strengths of the B.Ed. curriculum can be explained through the overall positive response of the students for this particular question.



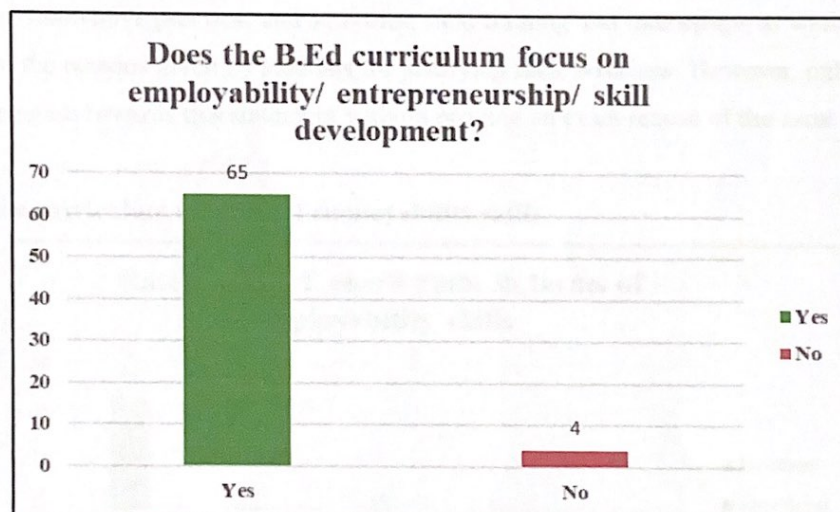
A positive response was obtained from the M.A. Education Students also. The M.A.in Education curriculum focuses on developing the capacities of people who want to be part of education system

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. However there was one student who feels that the the standard of the MA.Edu. curriculum taught was fair and have scope for further improvement. Specific suggestions were not given by the students.

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

B.Ed.

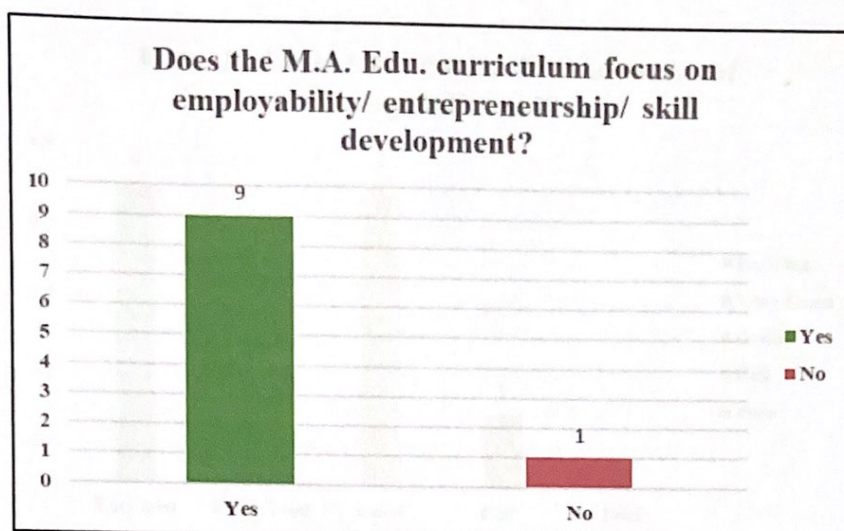
Number of Yes	Number of No
67	02



Out of the total responses obtained, 65 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 4 responses obtained that did not agree on the said statement. They did not give any specific reason for their opinion.

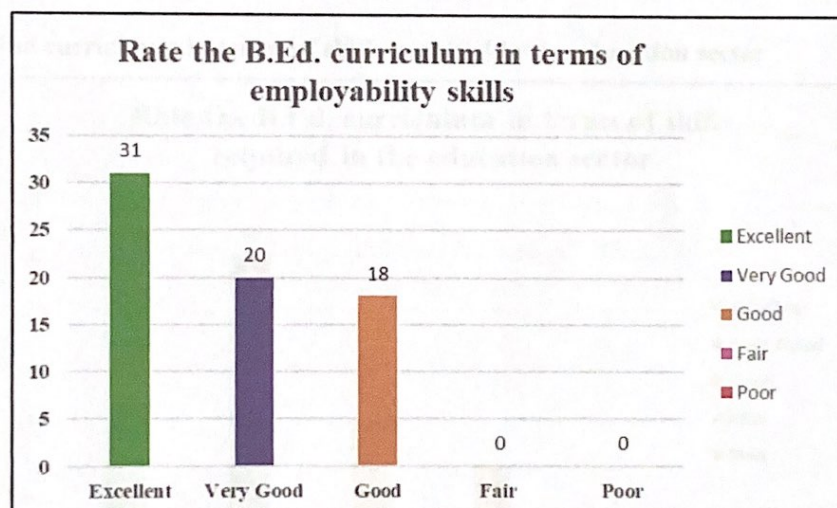
M.A. Edu.

Number of Yes	Number of No
09	01

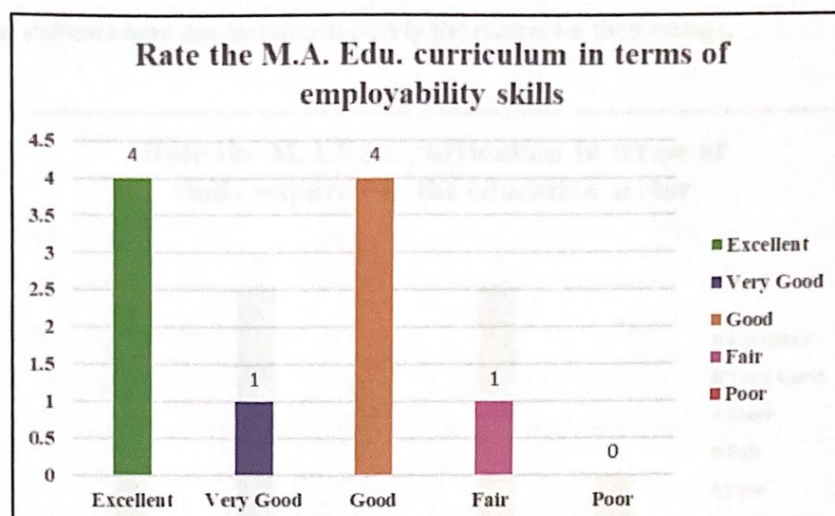


Out of the total responses obtained, 9 students had an affirmative stance for this question. Skill development, innovative practical and activities, field training and internships as well as the course content were the reasons given by students for justifying their positions. However, only one student replied in negation towards this statement without proving an exact reason of the same.

VII. Rate the curriculum in terms of employability skills

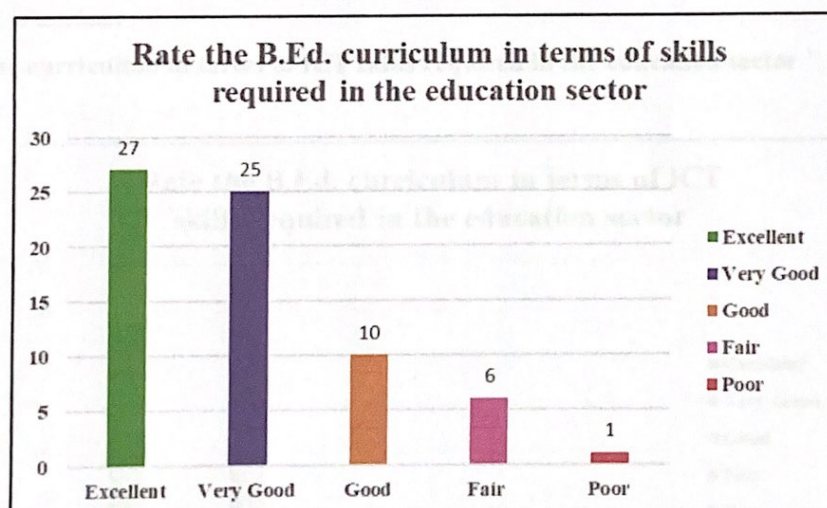


The B.Ed. curriculum is directed to imbibe the ability of interpreting, designing and implementing relevant curriculum and pedagogy, integrating digital technologies and differentiating teaching to engage all students in their learning. Special education and research related components are again the 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.



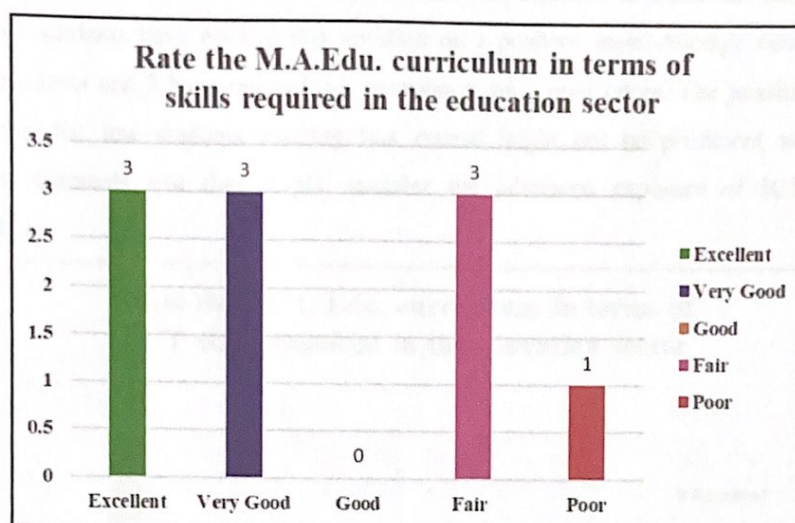
The M.A. in Education attempts to develop a qualified educational workforce. It caters to all aspects of education and develops professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content developer. Out of the total responses 9 students agreed positively to the notion that the curriculum caters to employability skills. Only one student gave an average rating to this question. Reasons can be correlated to campus placement aspects.

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



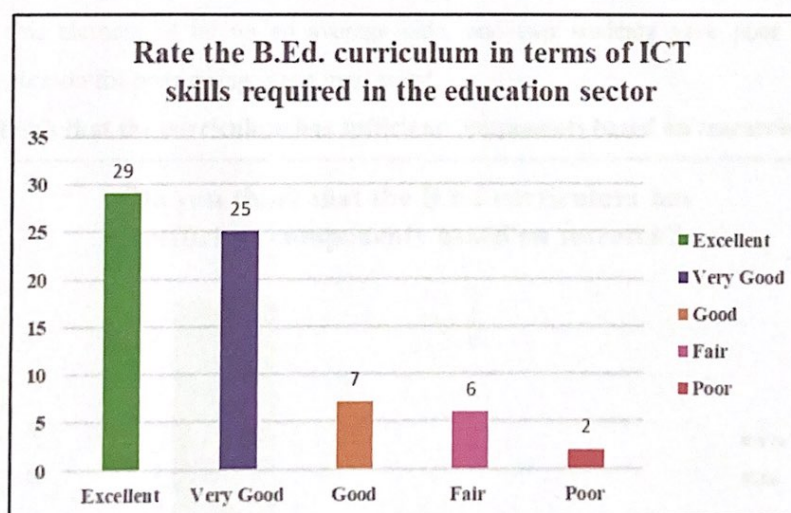
62 students found the curriculum to be good in terms of the skill set required for the education sector. Developing professional competencies by using relevant teaching strategies, a range of resources, including ICT to engage students in their learning; using effective communication strategies to support 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. 6 students rated the curriculum as average and 3 as poor for this question.

However the students have not mentioned clearly the reason for their ratings.



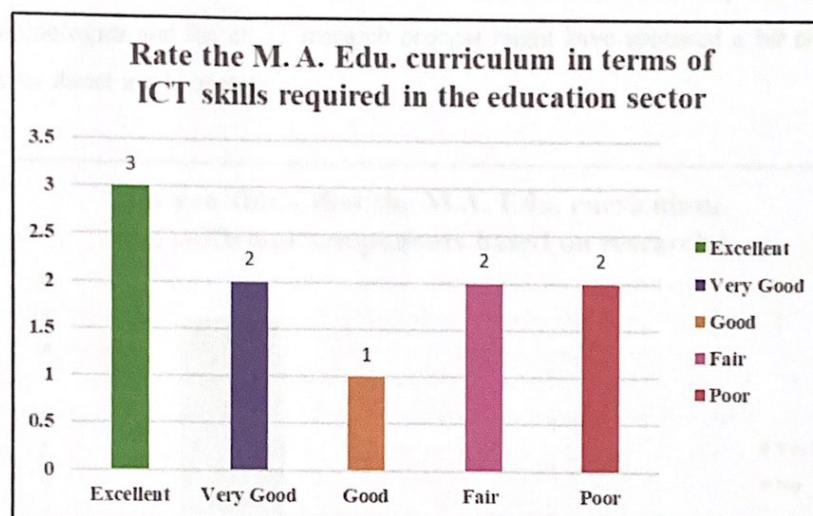
The M.A. in Education curriculum focuses on a variety of capacities and skills like digital competencies, team work capacities, professional capacity building aspects, professional ethics, academic integrity to name a few. This explains the overall good response to this question from the students. 3 students found the curriculum to be fair and one student found it to be poor, the reason of the same is unclear.

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



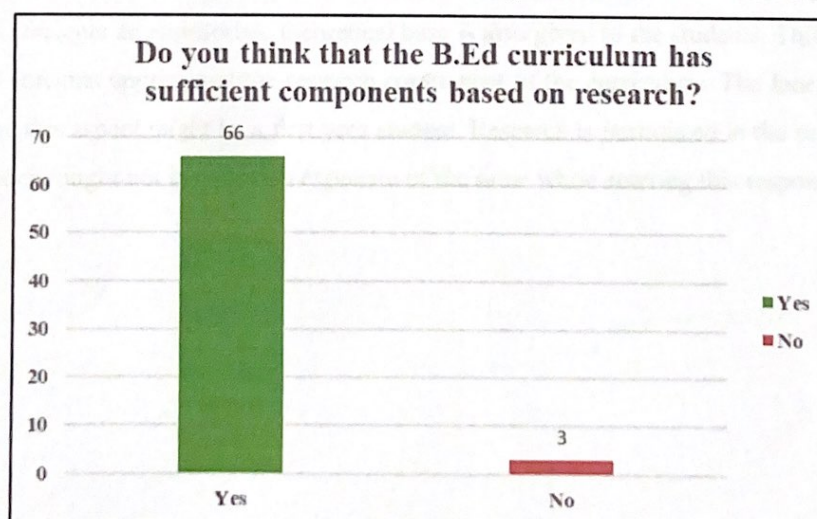
Information, Communication and Technology is given as a core course under the Perspectives in education umbrella. Critical understanding of ICT course develops skills needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites. ICT is also

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. 61 students have marked this question on a positive scale. Average ranking has been given by 6 students and 2 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.

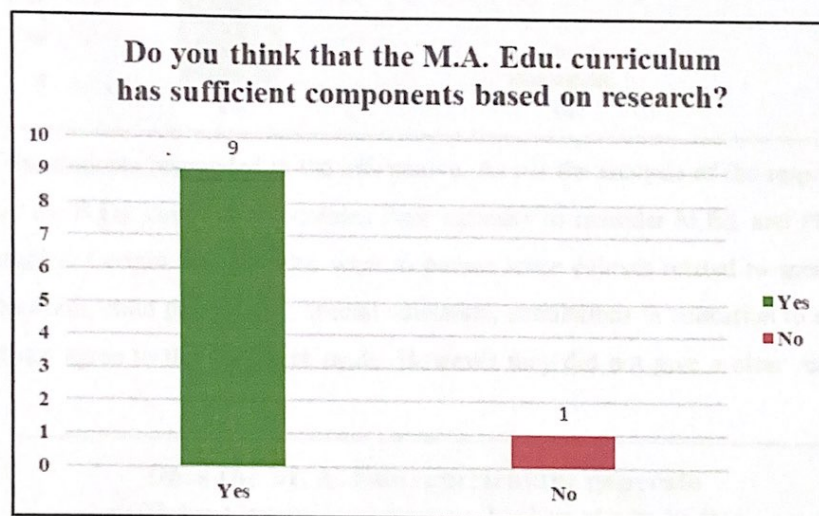


Design thinking, technological innovations, educational technology as a core component of the M.A. in Education curriculum highlights the importance given to ICT skills. Out of the total responses 6 students gave high rating to the ICT component of the curriculum, two students considered this element to be on an average side, and two students gave poor rating to this component. Reason for poor rating is not mentioned.

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

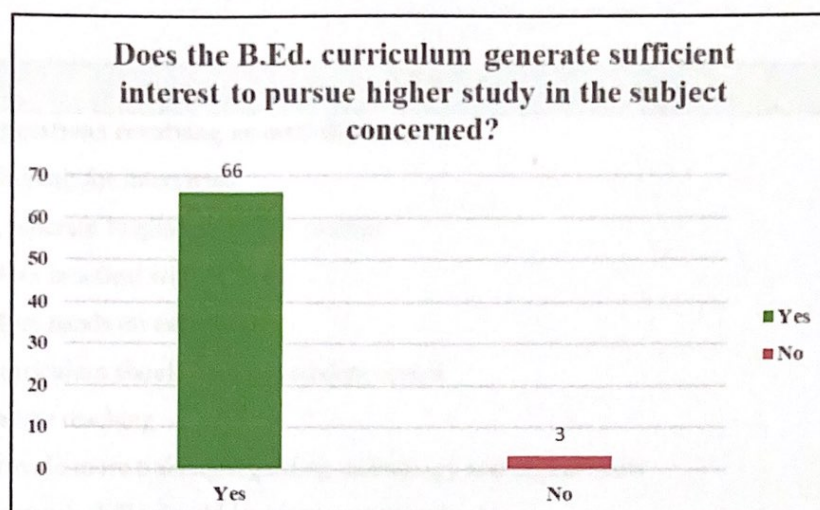


Action research is a compulsory component for the B.Ed. students. It help student-teachers understand what can happen in their classroom and identify changes to improve their teaching and learning. Through action research projects students practically find out a solution to the various problems they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

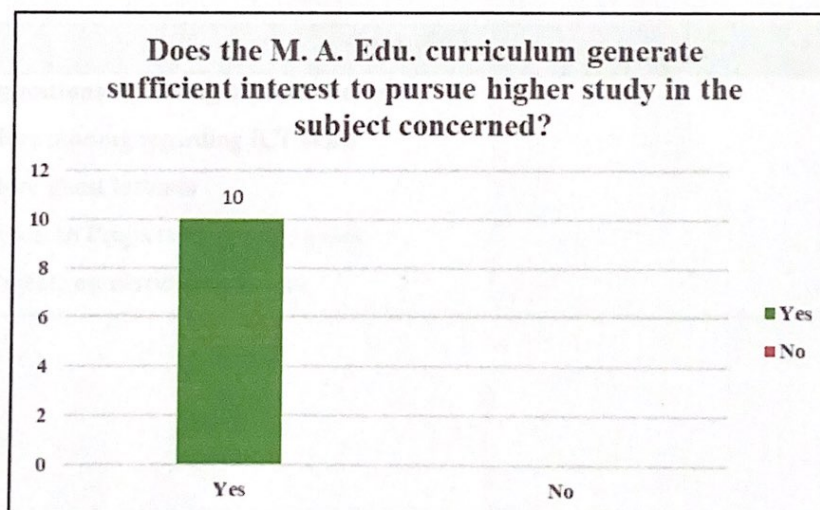


Dissertation is a crucial component in the curriculum through which candidates learn the process of research and develop products which contribute to the field of education. In order to provide clarity on research concepts an appropriate theoretical base is also given to the students. This justifies why 9 out of 10 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.

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 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. 3 students did not agree to the statement made. However they did not give a clear reason for their response.



All 10 students agreed that the M.A. in Education curriculum generates interest for pursuing higher studies. E-learning and research were the domains of interest for pursuing higher studies for the students. Few also expressed an interest to pursue PhD in future.

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:**

- *Training for interviews
- *A separate English language courses
- *More practical work
- *More hands on experience
- *Curriculum should be more student centric
- *Online teaching
- *Provide more training regarding technology and digital skills
- *Research skills should be given more emphasis
- *More field visits
- *Training for competitive exams
- *Emphasis on skill based education

M.A. Edu.**Suggestions revolving around themes:**

- *More training regarding ICT skills
- *More guest lectures
- *Research Projects in both the years
- *Projects on curriculum design

XIII. Any other suggestions that you would like to give for enriching the curriculum?**B.Ed.****Additional Suggestions:**

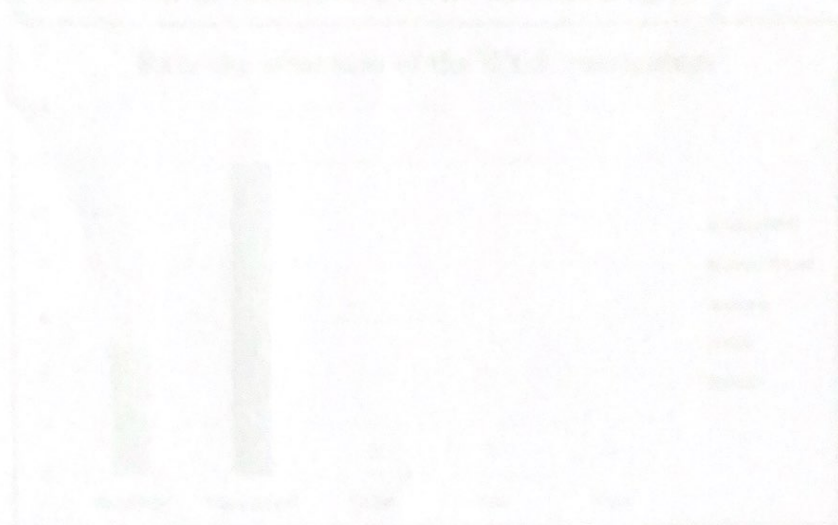
- *Life skills should be included from first year
- *Number papers to be reduced
- *More practice lessons
- *Activities should be application based
- *Activities to be spread throughout the year

M.A. Edu.**Additional Suggestions:**

- * Allow room for flexibility
- *Include mini projects

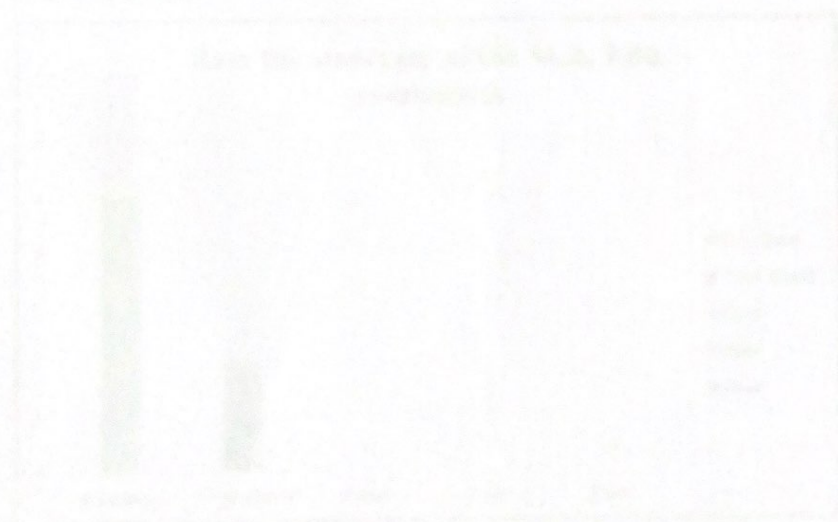
Alumni

The following table shows the number of alumni who have graduated from the school since 1900.



Alumni

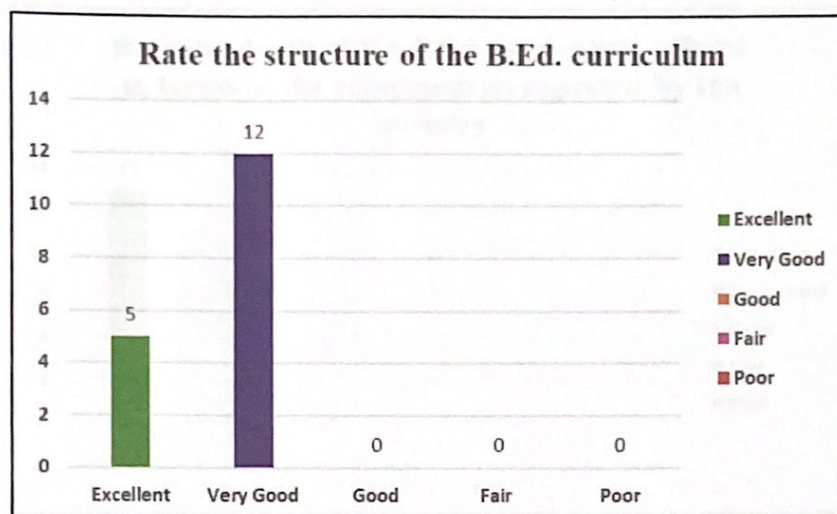
The following table shows the number of alumni who have graduated from the school since 1900. The number of alumni has increased steadily over the years, with a significant jump in 1990 and 2000. This indicates a growing interest in the school's history and a desire to connect with former students.



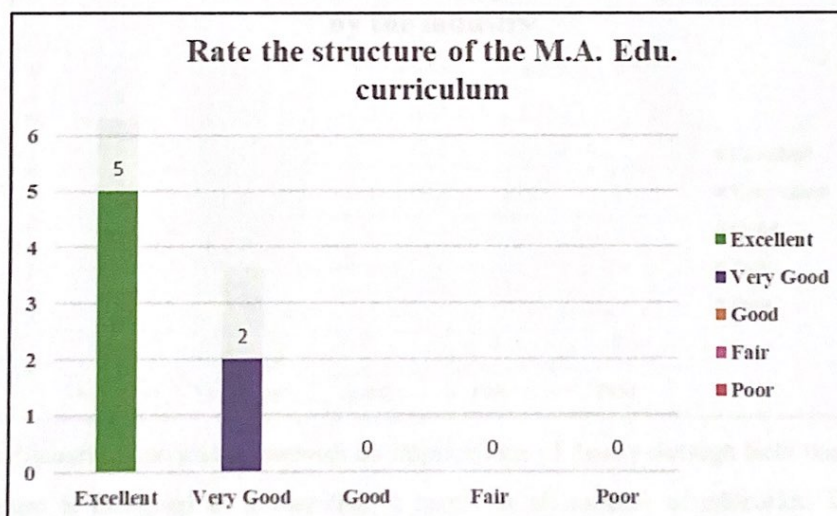
The following table shows the number of alumni who have graduated from the school since 1900. The number of alumni has increased steadily over the years, with a significant jump in 1990 and 2000. This indicates a growing interest in the school's history and a desire to connect with former students.

B) Alumni

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

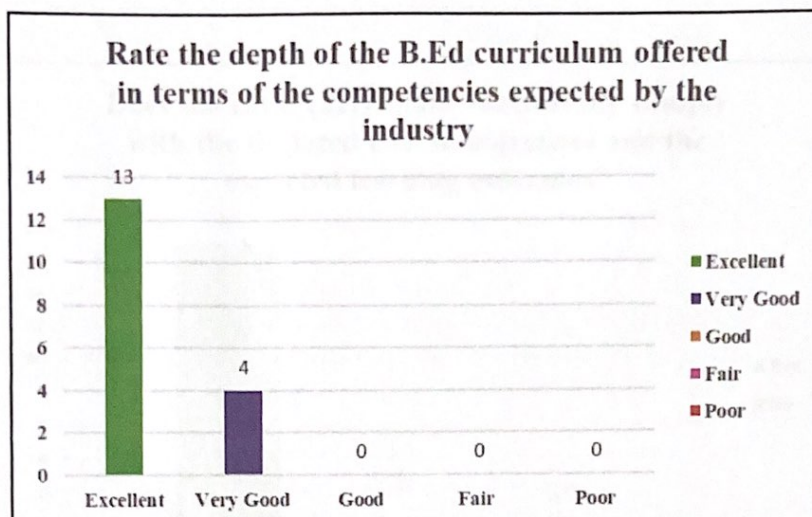


The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The B.Ed. curriculum is divided into 3 group of courses spread over 2 years, namely, Perspectives in Education, Curriculum and Pedagogic Studies and Engagement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

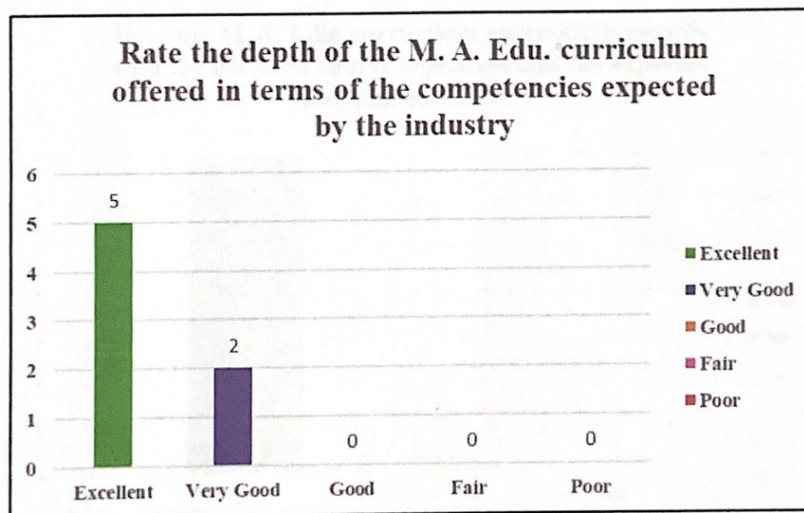


The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The M.A. in Education curriculum has a good blend of core courses, electives and skill based courses. This makes the curriculum extremely compelling.

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

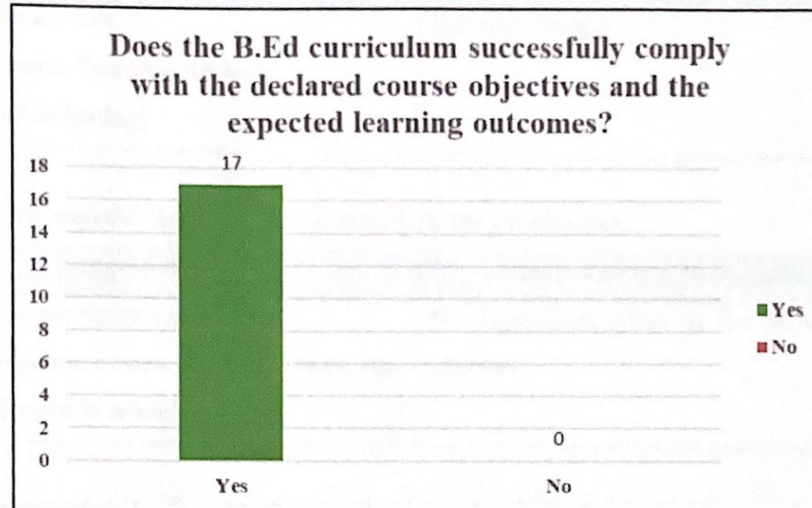


The B.Ed. curriculum is enriched with components like recent trends in education, innovative teaching learning paradigm, pedagogical innovations along with practical and research components. This might explain why all the responses catering to this question were once again positive. There was not a single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

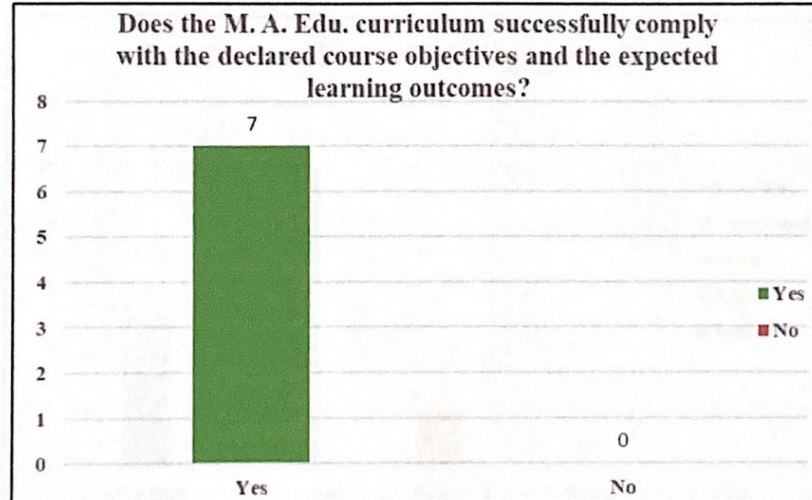


The M.A.in Education curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content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

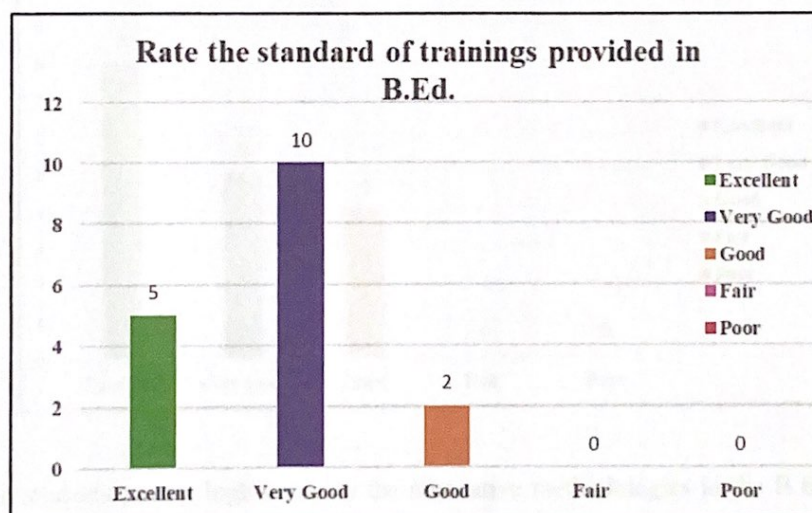
IV. Highlight the major features of the curriculum that you liked the most.

Major Highlights in B.Ed.	Major Highlights in M. A. Edu.
Practical Work Innovative Teaching methods Use of technology	Research Project

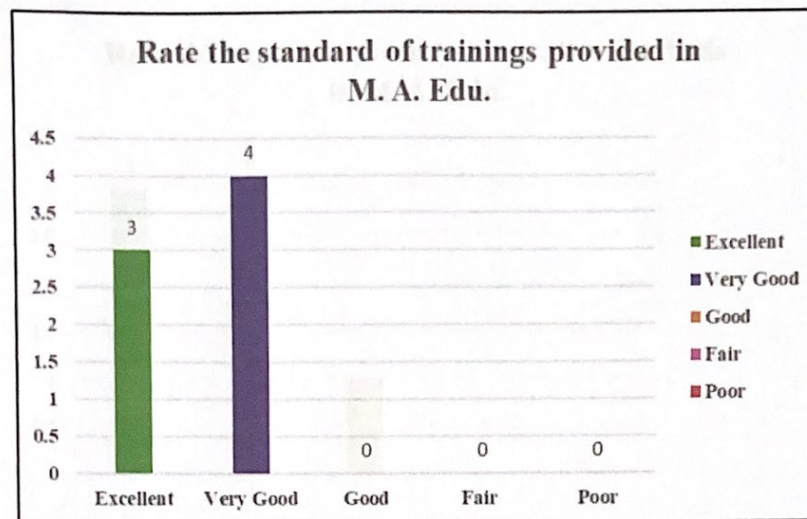
V. Mention the aspects that you wish to modify in the curriculum.

Suggestions in B.Ed.	Suggestions in M. A. Edu.
Reduce the number of practicals Introduction of new pattern syllabus that is followed in schools	No suggestions given by the M.A. Edu. students

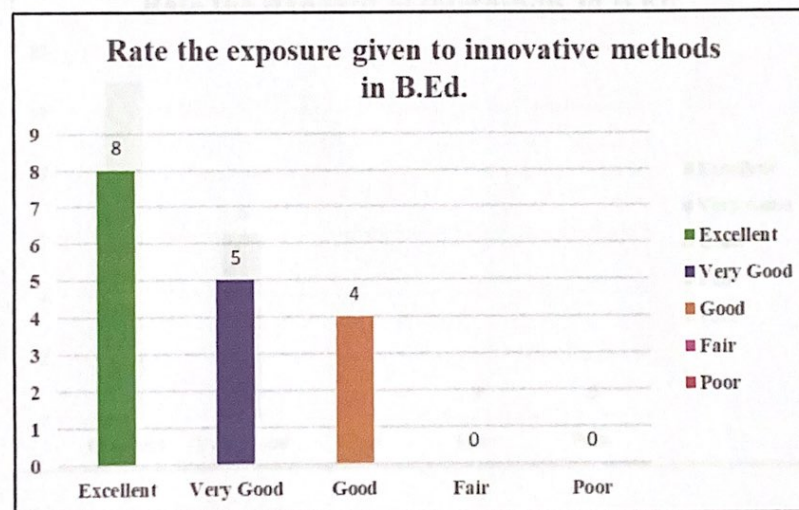
VI. On a scale of 1 to 5, rate the standard of the following activities conducted by the department. [Training, Exposure to Innovative methods, Internships, ICT skills, Research facilities]



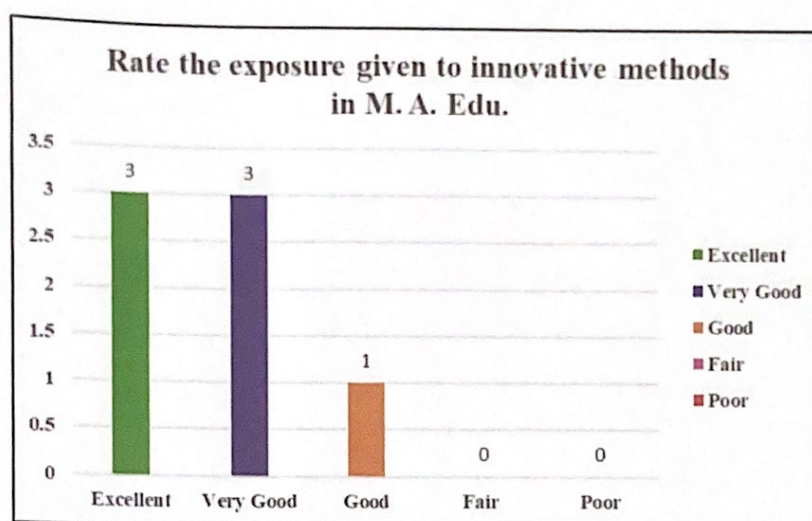
Recent trends in education, field based practicals are given due importance in the B.Ed. curriculum. This might be a reason why all the responses obtained for the training aspect were positive.



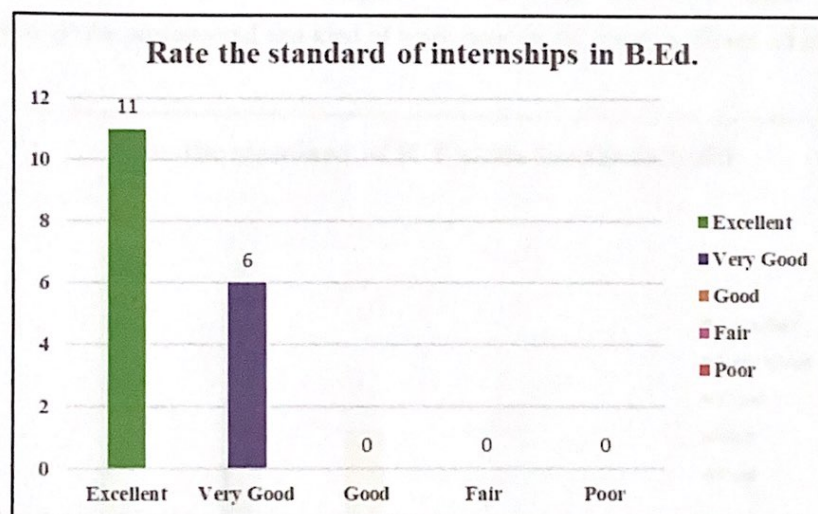
A diverse outlook is taken into consideration for training the M.A. in Education students. That could be one of the reason that once again, all the responses obtained for this question were positive.



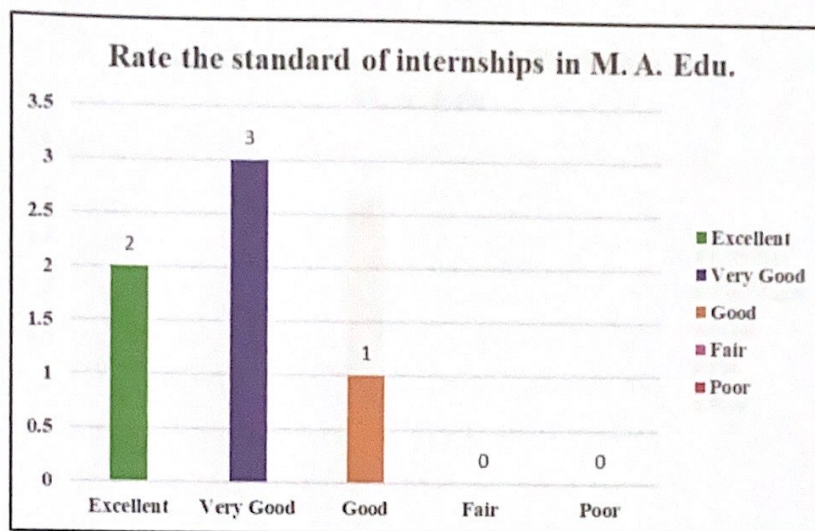
Most of the students gave a high rating to the innovative methodologies in the B.Ed. curriculum. The curriculum is enriched with a vast spectrum of innovative methods.



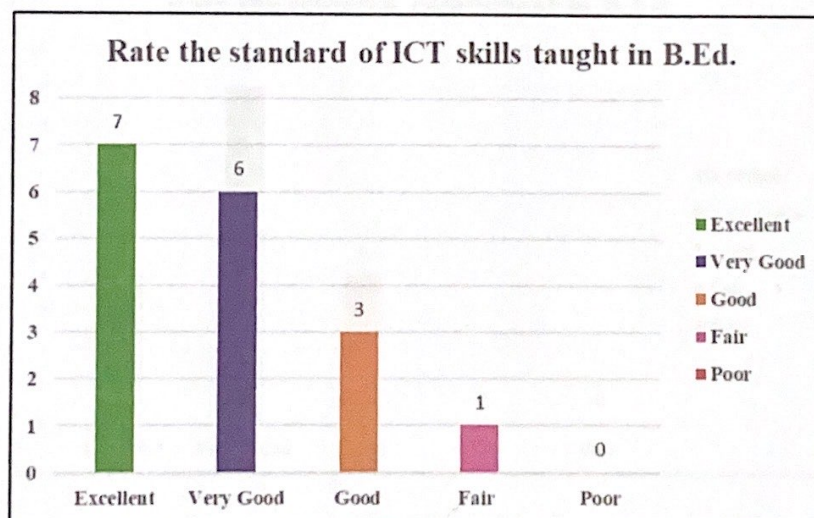
All the responses obtained were positive. The curriculum gives importance to implications of theoretical concepts by utilizing various innovative ways.



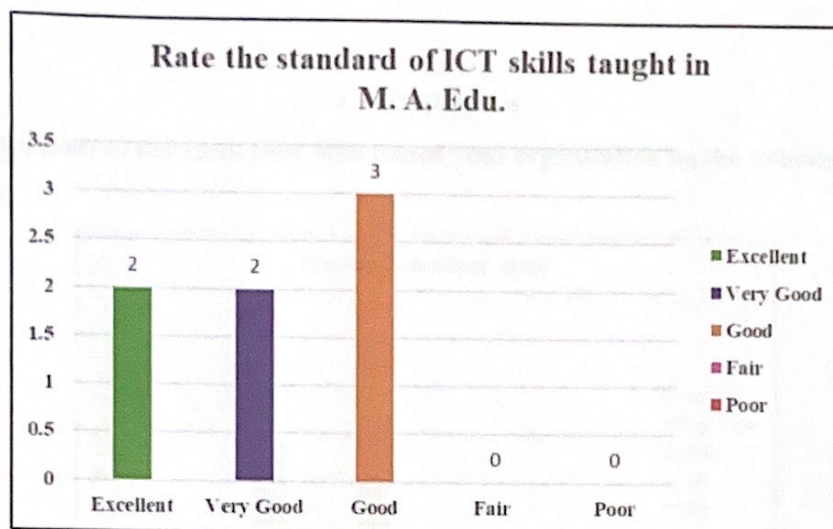
B.Ed. curriculum offers an extensive internship for both first and second year students. It focuses to develop skills amongst the candidates for becoming an able professional working in an educational institution. Once again all responses were positive. There were few students who were also placed by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



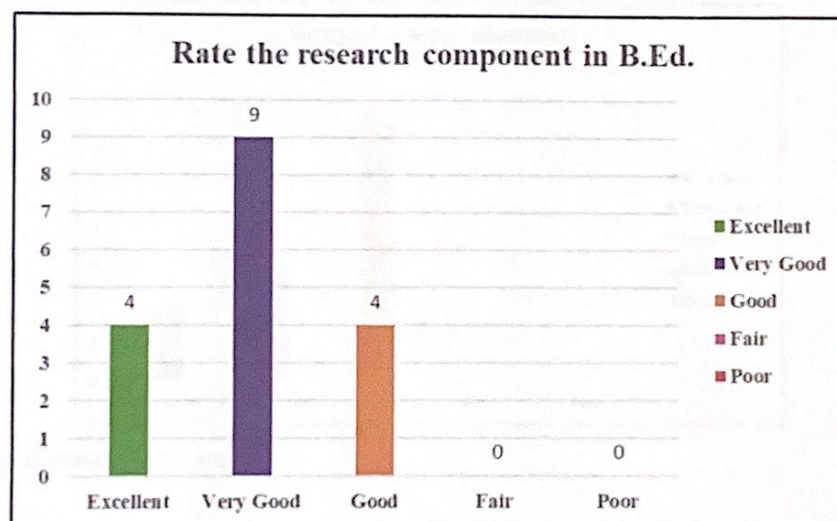
M.A.in Education curriculum allows the students to choose any educational institute, NGO, government offices, curriculum development office, schools etc. for completing their internship. This provides them an exposure with practical knowledge about the work culture, roles responsibilities of the professional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



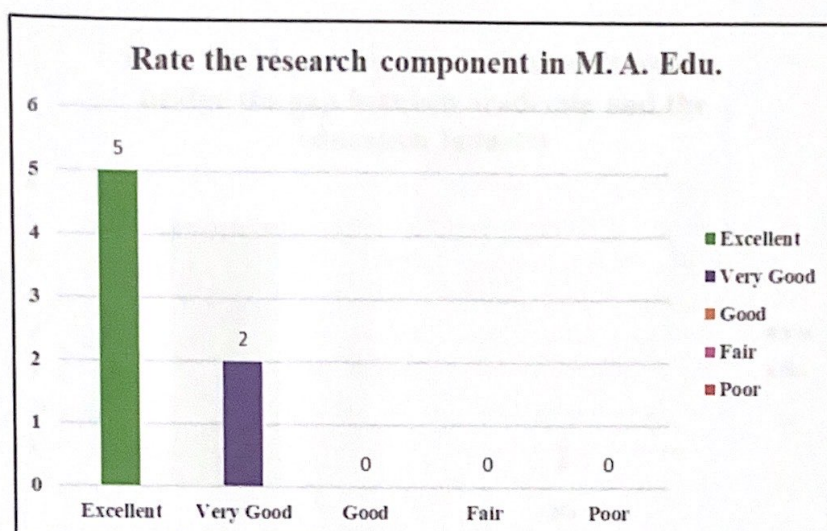
Information, Communication and Technology is given as a core course under the Perspectives in education umbrella. Critical understanding of ICT course develops skills needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites. ICT is also offered as a pedagogic specialization course in both years for the students. The curriculum successfully goes beyond the minimum requirements and attempts to make the students digitally competent. Hence 16 responses out of 17 were positive. However one student felt that the standard of ICT skills taught was fair.



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.

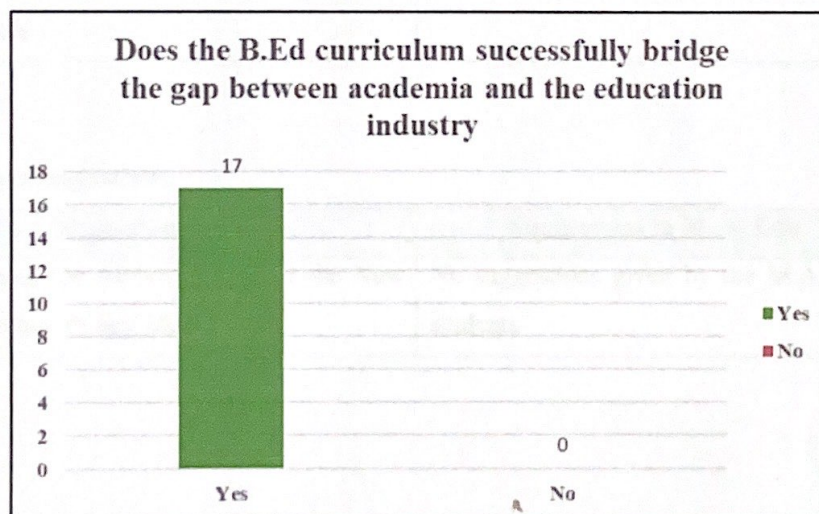


Action research is a compulsory component for the B.Ed. students. It help student-teachers understand what can happen in their classroom and identify changes to improve their teaching and learning. Through action research projects students practically find out a solution to the various problems they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

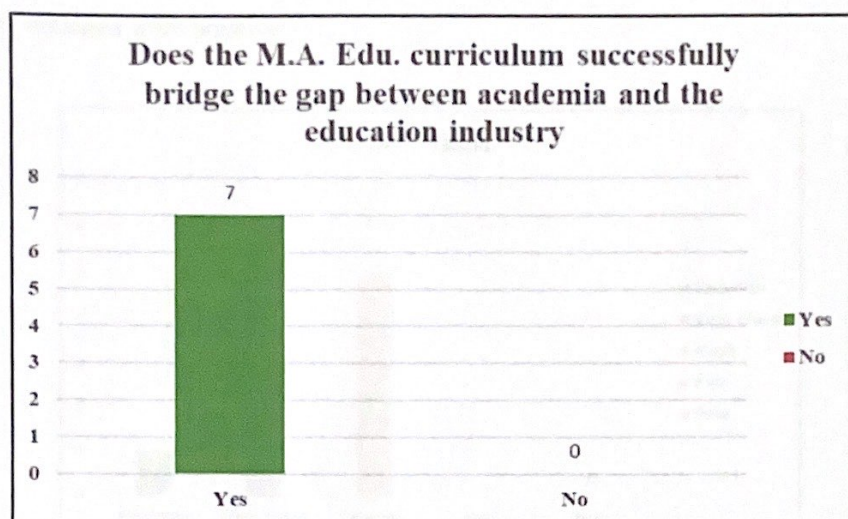


Dissertation is a crucial component in the curriculum through which candidates learn the process of research and develop products which contribute to the field of education. In order to provide clarity on research concepts an appropriate theoretical base is also given to the students. This justifies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

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, innovative teaching methods, ICT training were the reason sighted by the students for this response.



All the responses obtained were positive. Internship and research projects 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?

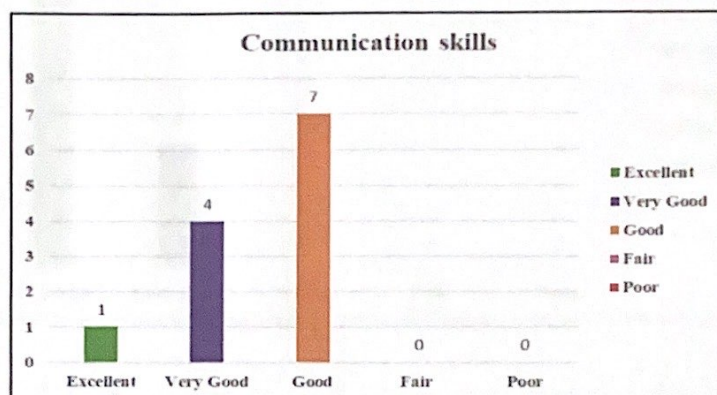
B.Ed.	M. A. Edu.
More hands on experience for teaching in schools	No

IX. Any other suggestions.

Suggestions in B.Ed.	Suggestions in M. A. Edu.
Framing the curriculum as per the New Education Policy 2020.	No suggestions given by the M.A. Edu. students

C) Employers

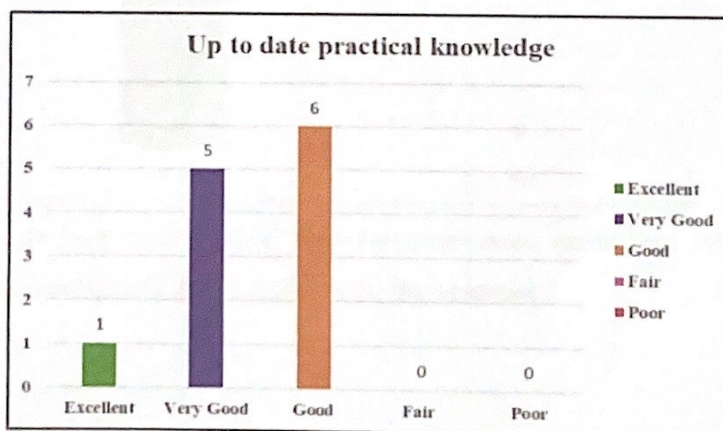
I. Rate the students of our institution who joined your organisation on the following parameters:



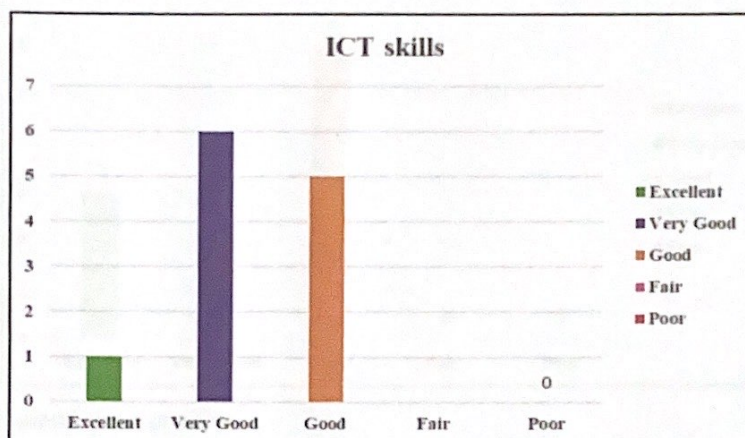
All responses obtained were positive.



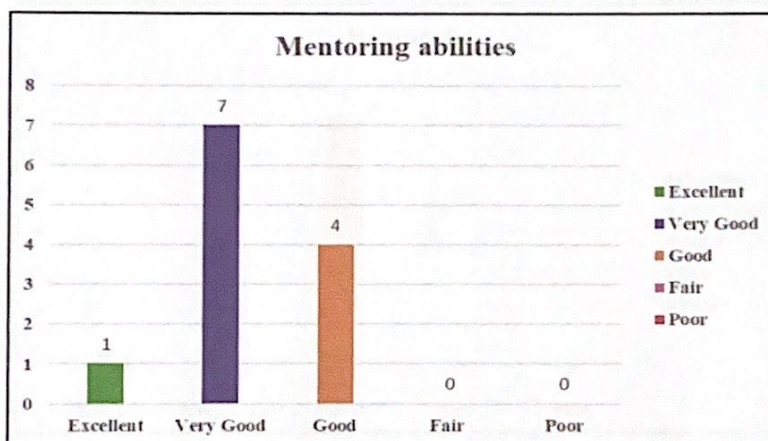
All responses obtained were positive.



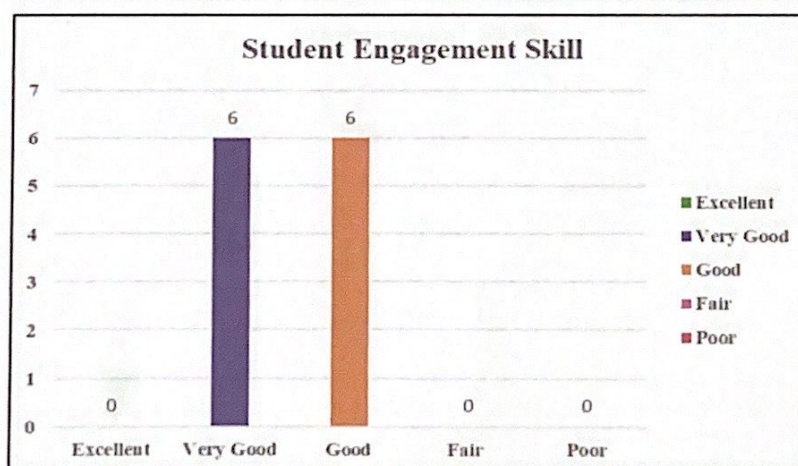
All responses obtained were positive.



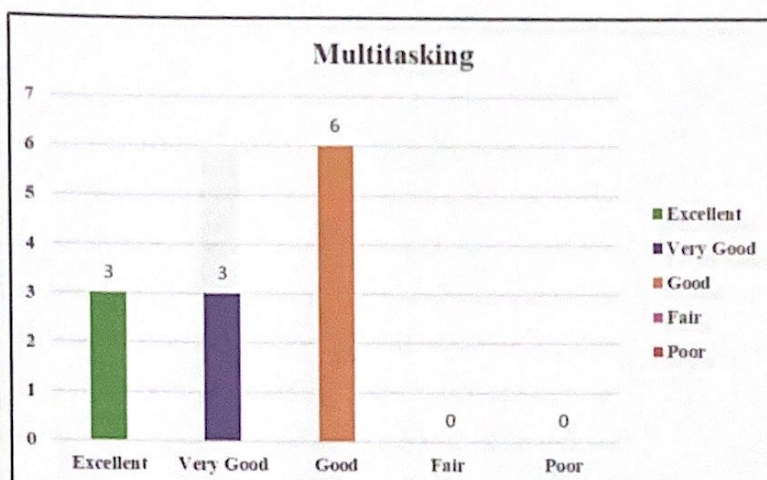
All responses obtained were positive.



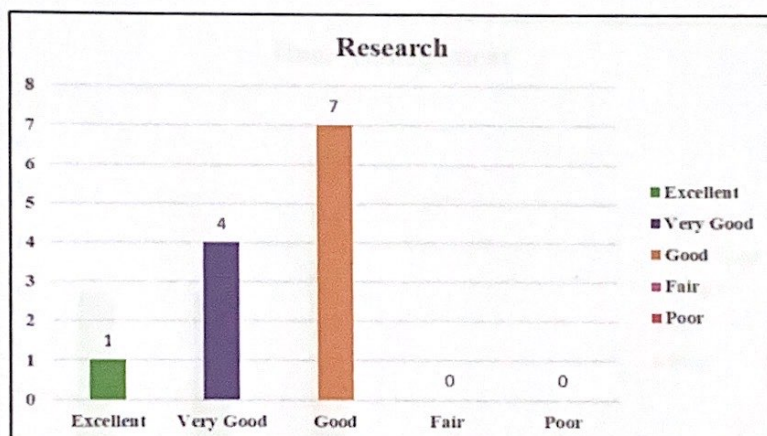
All responses obtained were positive.



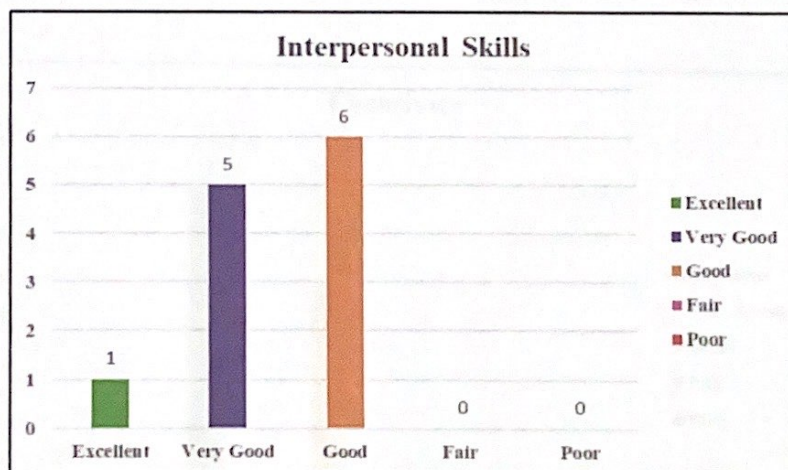
All responses obtained were positive.



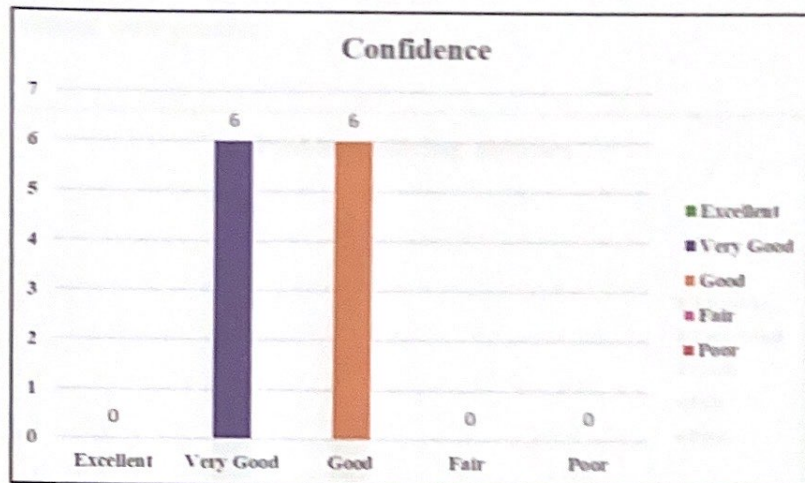
All responses obtained were positive.



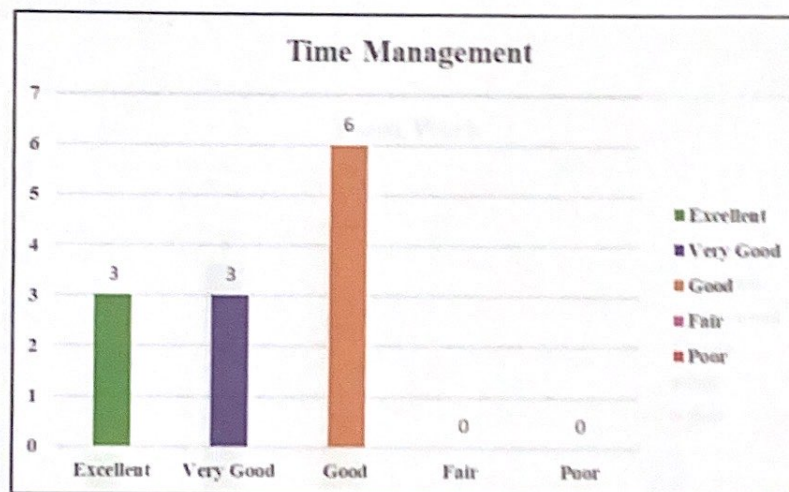
All responses obtained were positive.



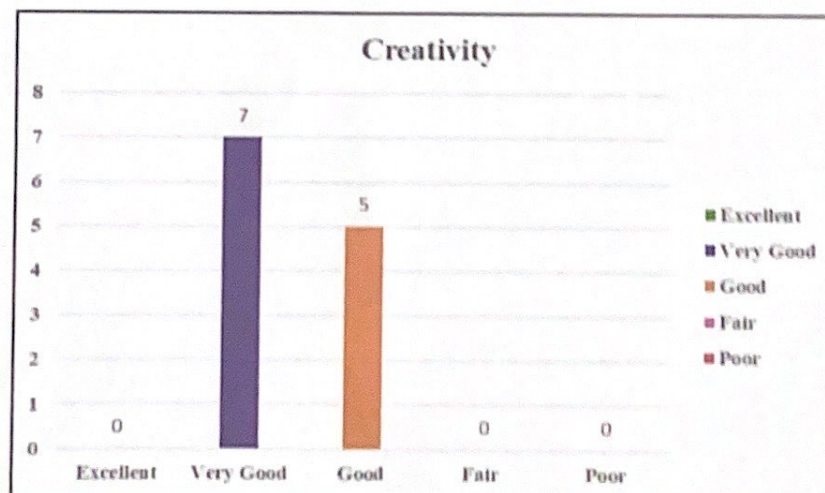
All responses obtained were positive.



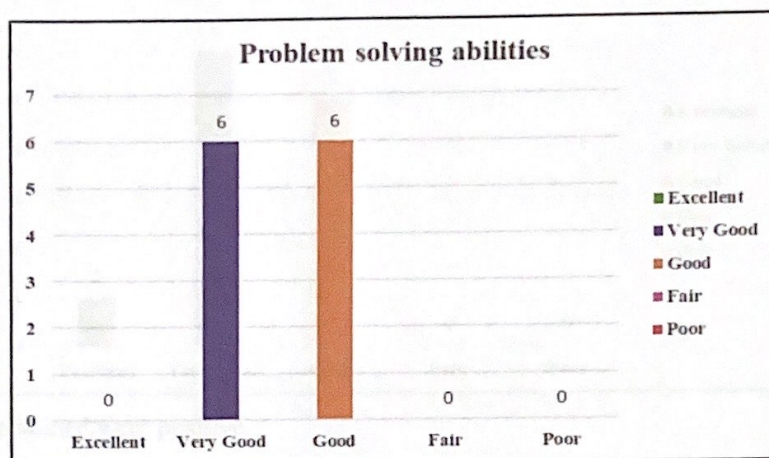
All responses obtained were positive.



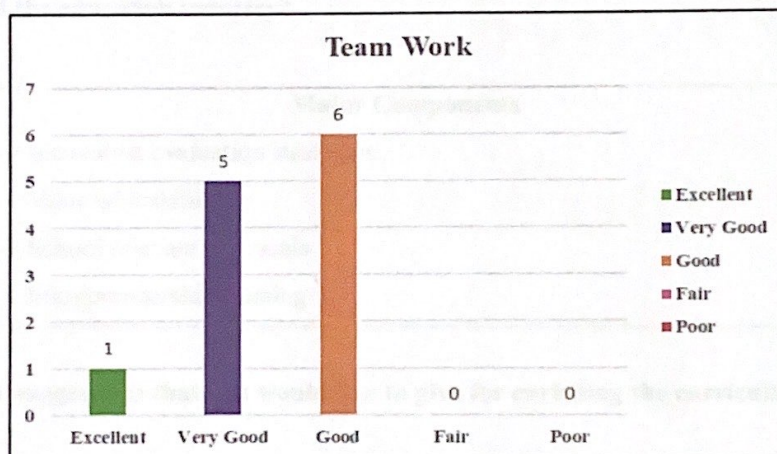
All responses obtained were positive.



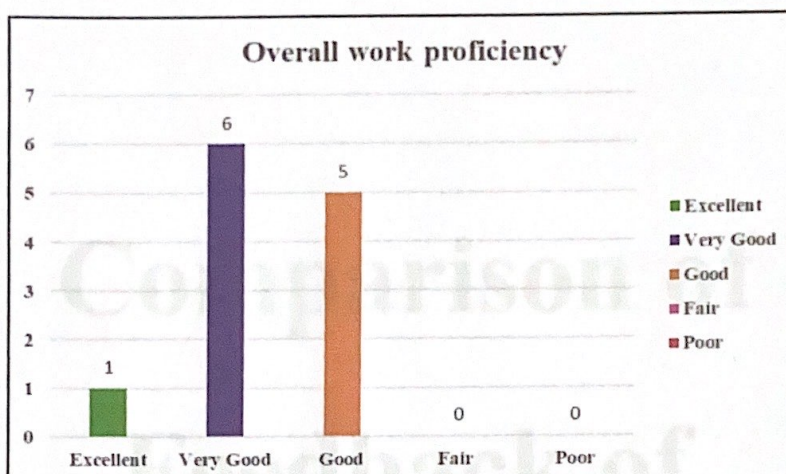
All responses obtained were positive.



All responses obtained were positive.



All responses obtained were positive.



All responses obtained were positive.

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

Major Components

- Innovative evaluation strategies
- Value education
- School relevant practicals
- Entrepreneurship training

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

Major Components

- Innovative evaluation strategies
- More activity based
- Communication skill

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, national as well as global needs.
- 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:
- A course focusing on entrepreneurship and administrative skills should be added.
- Value education subject should be added in the curriculum.
- Component related to actual school environment should be added.
- 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.

School of Education & Research
Faculty of Humanities & Social Sciences
MIT Art, Design and Technology University | Pune



Ref No- MIT/ADT/SOER/2021/22/111 (A)

Date:- 07/11/2022

To,

The Stakeholders.

Dear Sir / Madam,

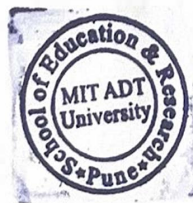
Thank you for sharing your feedback on the curriculum of Bachelor of Education (B.Ed.), Master of Arts in Education (M.A. in Education), Master of Science in E-Learning (M.Sc. E-Learning) and Post graduate Diploma in Guidance and Counselling (PGDGC) for the academic year 2021-2022. A significant number 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 BoS and action taken is hereby communicated to all the stakeholders.

Suggestions	Action Taken
<ul style="list-style-type: none">➤ A course focusing on entrepreneurship and administrative skills should be added.➤ Component related to actual school environment should be added.➤ Incultation 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.	<ul style="list-style-type: none">➤ Bridge course on communication skills shall be given to the students.➤ Academic audit training shall be given to the students.➤ Value added courses on Wellbeing/AI/NLP shall be given to the students.

We look forward to your continued cooperation.

Copy to:

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




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

Building 6/3, Rajbaug Campus,
Loni Kalbhor Pune – 412201

<https://www.mitser.edu.in/>
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MITSOER Pune Main Website

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Affiliated PAR
Mandatory Discontinue
G1 Balance Sheet
[M] Income and Expenditure Account
[N] Receipt and Payment Account
Academics
The Annual Quality Assurance Report (AQAR)
Curriculum Feedback Analysis
Bridg Program
Faculty Charter

GPS Map Camera

Loni Kalbhori, Maharashtra, India
F2VG+M6Q, Loni Kalbhori, Maharashtra 412201, India
Lat 18.493899°
Long 74.025702°
11/10/22 04:25 PM GMT +05:30

3. BACKGROUNDS
4. Tenth to C
5. Capacity Building

National Science Day
The 4th Foundation Day of the MIT ADT University was celebrated in the World Peace Dome

4th Foundation day
The 4th Foundation Day of the MIT ADT University was celebrated in the World Peace Dome

Newsletter September 2019
Teacher's Day, Master Teaching, Year End Examinations, Growth Catalysts Celebration, Visit to Rajawade Mahal Centre

MIT Art, Design and Technology University, is a State Private University established by the Government of Maharashtra in the year 2013. MIT Art, Design & Technology University has successfully positioned itself as a new generation University which is having an aspiration to produce innovative, creative, versatile, social, multidisciplinary and career builders coming from all walks of life. It is amongst the leading Government recognized Private University under the ambit of the renowned MIT Group of Institutions, Pune. It is a multi-disciplinary university and the various being offered are integrated, practical and experiential designed in tune of the expectations and requirements of the students. MIT ADT University has won several accolades in the recent past including 'Best Campus Award' by ASSOCHAM in 2017 and Best Private State University in India Award in 2018.

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Upcoming Event
NCTE Gazette Document - Name Change
Affiliated PAR
Mandatory Discontinue
G1 Balance Sheet
[M] Income and Expenditure Account
[N] Receipt and Payment Account
Academics
The Annual Quality Assurance Report (AQAR)
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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 6th September 2022. The action plan was as follows:

- * As mental health is an important component it will be given as a Value added course for the students.
- * Workshops on student engagement through art and games will be provided to the students.
- * 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.

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
Sungam K. K. S.
22/9/22
o/c

MIT Art, Design & Technology University, Pune

School of Education & Research

Minutes of 7th Board of Studies Meeting

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

Name of the Members Present	Designation
Dr. Priya Singh	Chairperson
Dr. Asawari Bhawe – 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.



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 Bhawe 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 & Counseling (PGDC)																																																																																																																													
	<table><tr><th rowspan="2">Course Code</th><th rowspan="2">Course Title</th><th rowspan="2">Lectures</th><th rowspan="2">Total Credits</th><th colspan="3">Teaching period (1 Year)</th><th rowspan="2">Practical</th><th rowspan="2">CCET Activity</th><th rowspan="2">Assignment</th><th rowspan="2">Total</th><th rowspan="2">Theory Marks</th><th rowspan="2">Practical Marks</th><th rowspan="2">Total Marks</th><th rowspan="2">Percentage</th><th rowspan="2">Grade</th></tr><tr><th>L</th><th>T</th><th>P</th></tr><tr><td colspan="16">I Semester</td></tr><tr><td>PGDC01</td><td>Introduction to Guidance & Counseling</td><td>L-0-P 3-0-1</td><td>4</td><td>3</td><td>0</td><td>1</td><td>20</td><td>10</td><td>10</td><td>40</td><td>60</td><td>100</td><td>60%</td><td>60</td></tr><tr><td>PGDC02</td><td>Appraisal of Guidance</td><td>L-0-P 3-0-1</td><td>4</td><td>3</td><td>0</td><td>1</td><td>20</td><td>10</td><td>10</td><td>40</td><td>60</td><td>100</td><td>60%</td><td>60</td></tr><tr><td>PGDC03</td><td>Appraisal of Counseling</td><td>L-0-P 3-0-1</td><td>4</td><td>3</td><td>0</td><td>1</td><td>20</td><td>10</td><td>10</td><td>40</td><td>60</td><td>100</td><td>60%</td><td>60</td></tr><tr><td>PGDC04</td><td>Internal Effect and Assessment</td><td>L-0-P 3-0-1</td><td>4</td><td>3</td><td>0</td><td>1</td><td>20</td><td>10</td><td>10</td><td>40</td><td>60</td><td>100</td><td>60%</td><td>60</td></tr><tr><td>PGDC05</td><td>Practical</td><td>L-0-P 0-0-4</td><td>4</td><td>0</td><td>0</td><td>4</td><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td><td>100</td><td>100%</td><td>100</td></tr><tr><td colspan="3">Total</td><td>10</td><td>12</td><td>6</td><td>14</td><td>60</td><td>40</td><td>40</td><td>140</td><td>140</td><td>280</td><td>100%</td><td>280</td></tr></table>	Course Code	Course Title	Lectures	Total Credits	Teaching period (1 Year)			Practical	CCET Activity	Assignment	Total	Theory Marks	Practical Marks	Total Marks	Percentage	Grade	L	T	P	I Semester																PGDC01	Introduction to Guidance & Counseling	L-0-P 3-0-1	4	3	0	1	20	10	10	40	60	100	60%	60	PGDC02	Appraisal of Guidance	L-0-P 3-0-1	4	3	0	1	20	10	10	40	60	100	60%	60	PGDC03	Appraisal of Counseling	L-0-P 3-0-1	4	3	0	1	20	10	10	40	60	100	60%	60	PGDC04	Internal Effect and Assessment	L-0-P 3-0-1	4	3	0	1	20	10	10	40	60	100	60%	60	PGDC05	Practical	L-0-P 0-0-4	4	0	0	4	00	00	00	00	00	100	100%	100	Total			10	12	6	14	60	40	40	140	140	280	100%	280
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	<p>BOS members gave the following recommendations:</p> <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Curriculum feedback report was presented by Ms.Divya Nair along with the proposed Action Plan.The BOS appreciated and approved the Action Plan

	<ul style="list-style-type: none"> ● 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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