



**MIT-ADT
UNIVERSITY**

PUNE, INDIA

A Leap Towards World Class Education



MIT ADT UNIVERSITY, PUNE

School of Education and Research

IQAC

Report on Structured feedback

From Stakeholders

Academic Year

2023-2024



Principal

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

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' 2023-24, 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

School of Education and Research



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Filled in feedback forms

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. *

Ideally, curriculums should be based on research on effective learning methods and student development to maximize learning outcomes. However, the quality and implementation of research-based components can vary greatly.

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

A well-designed curriculum can spark curiosity by: 1) connecting topics to real-world applications and 2) encouraging exploration and independent learning, igniting a passion for deeper study.

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

Curriculums for the education sector could bridge the gap by incorporating real-world projects and guest lectures from industry professionals.

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

Yes, consider incorporating project-based learning that tackles local or global challenges, fostering critical thinking and community engagement.

This form was created inside of MIT University.

Google Forms

Curriculum Feedback - Students [2023-2024]

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 *

haidarali8002125@gmail.com

Your Name *

Md Haidar

Contact number *

8789489259

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

<https://docs.google.com/forms/d/1jiYj-UWwENr2RVvMUQpPSYzeLSRSUS6VtZyBd4PCHzY/edit#response=ACYDBNj1zoJbxEUF13Xp4BijXmYqiA1t...> 1/5

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. *

- | | | | | | | |
|-----------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 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? *

Experience

Rate the curriculum in terms of employability skills *

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

Outstanding

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

Good

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

Excellent

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

Very nice

Curriculum Feedback - Students [2023-2024]

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 *

durgakanan@gmail.com

Your Name *

Kanan sahuo

Contact number *

7448099730

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. *

- | | | | | | | |
|-----------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 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 is helpful in applying in reality.

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 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 has.

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

Yes it does.

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

Case study

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

Longer period of internship and not during the final phase of the session.

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Google Forms

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

4/24/24, 12:25 PM

Curriculum Feedback - Teachers [2023-2024]

Curriculum Feedback - Teachers [2023-2024]

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA in Education	<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"/>

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

Needs to be made on NEP pattern.

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

Nil

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Curriculum Feedback - Teachers [2023-2024]

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 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 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? *

Curriculum should include things which are being actually practiced in the schools, the way they expect their teachers to be

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

Nil

Curriculum Feedback - Teachers [2023-2024]

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MA in Education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.Ed.	<input checked="" type="radio"/>	<input 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 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
National needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Global needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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? *

It's good

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

No

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Google Forms

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

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Curriculum Feedback - Employer [2023-24]

Curriculum Feedback - Employer [2023-24]

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 *

Name of the Institution or Organization *

Innovera School

Your position in the institution or organization *

Director Principal

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

	1 - Excellent	2 - Very good	3 - Good	4 - Average	5 - Poor
Communication skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter expertise	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input checked="" type="radio"/>	<input 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 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"/>

https://docs.google.com/forms/d/1cXZk8:aoCLJzZmRmM3h3nfcT7hwJ99yyngDerRk/edit#reaponse=ACYDBNiXgQ4gwWji3Y3mUj_O2Q8w3UZ5J... 2/3

4/24/24, 12:40 PM

Curriculum Feedback - Employer: [2023-24]

Overall work
proficiency



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

A lot of teachers training on EQ , Rest everything technology will manage

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? *

None

This form was created inside of MIT University.

Google Forms

Curriculum Feedback - Employer [2023-24]

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 *

Name of the Institution or Organization *

Angel Group Of Schools

Your position in the institution or organization *

Cluster Principal

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

	1 - Excellent	2 - Very good	3 - Good	4 - Average	5 - Poor
Communication skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject matter expertise	<input type="radio"/>	<input checked="" 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 checked="" 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 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 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/1cXZk8iaoCLJrZIZmtRmM3h3nfoT7hwJ99yynyngDerRk/edit#response=ACYDBNgkoXLcTAihjTSapoNmQXdHNBya4...> 2/3

4/24/24, 12:40 PM

Curriculum Feedback - Employer [2023-24]

Overall work proficiency



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

NEP , NCRf SDG goals

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? *

We would like to come for campus

This form was created inside of MIT University.

Google Forms

Curriculum Feedback - Employer [2023-24]

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 *

Name of the Institution or Organization *

Swami Vivekananda academy

Your position in the institution or organization *

HOD of science

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

4/24/24, 12:41 PM

Curriculum Feedback - Employer [2023-24]

Overall work
proficiency



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

Technology and traditional methods

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

This form was created inside of MIT University.

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

Curriculum Feedback - Alumni [2023-2024]

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 *

fdes.allin@gmail.com

Your Name *

Allin Fernandes

Contact number *

8830414794

Year of Passing *

2023

Which course did you pursue from the University? *

- Bachelor of Education
- Master of Arts in Education
- Doctor of Philosophy
- Post Graduate Diploma in Guidance and Counselling

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. *

Hands on experience

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

The rubrics for practicals and CA activities should be shared for all the courses and clear instructions should be mentioned about the requirements. It would be better if these rubric factors are objective than subject in nature due to the difference in perspectives of the in charge professors.

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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 is in par with the current educational needs.

4/24/24, 12:28 PM

Curriculum Feedback - Alumni [2023-2024]

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

A few regular physical classes every semester

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 [2023-2024]

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 *

selvinapawar96@gmail.com

Your Name *

Selvina Pawar

Contact number *

8208011582

Year of Passing *

2023

https://docs.google.com/forms/d/1kdELawzm32bX&RSa2Brub2C6NFoNraiiogwmQA0sfiC/edit#response=ACYDBNhYm8gW_ak6kuma3yWut1mBhoic... 1/4

Which course did you pursue from the University? *

- Bachelor of Education
- Master of Arts in Education
- Doctor of Philosophy
- Post Graduate Diploma in Guidance and Counselling

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

- Excellent
- Very good
- Good
- Fair
- Poor

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

- Excellent
- Very Good
- Good
- Fair
- Poor

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

Yes

No

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

The teaching style.

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

Nothing.

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

	1 - Excellent	2- Very Good	3- Good	4- Average	5- Poor
Training	<input checked="" type="radio"/>	<input 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 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 *

Due to the amazing teaching methods and the way our professors are

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.

Google Forms

Curriculum Feedback - Alumni [2023-2024]

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 *

lokrednyaneshwar@gmail.com

Your Name *

Dnyaneshwari Prabhakar Gore

Contact number *

9921160220

Year of Passing *

2022

Which course did you pursue from the University? *

- Bachelor of Education
- Master of Arts in Education
- Doctor of Philosophy
- Post Graduate Diploma in Guidance and Counselling

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. *

Very good

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

Very 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 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 *

Good

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

Very good

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

Excellent

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]	136
Total number of feedback obtained	127

Total number of students enrolled in M.A. Education [First and Second Year]	15
Total number of feedback obtained	14

Total number of students enrolled in M.Sc. E- learning [First and Second Year]	7
Total number of feedback obtained	7

Total number of students enrolled in PGDGC	10
Total number of feedback obtained	10

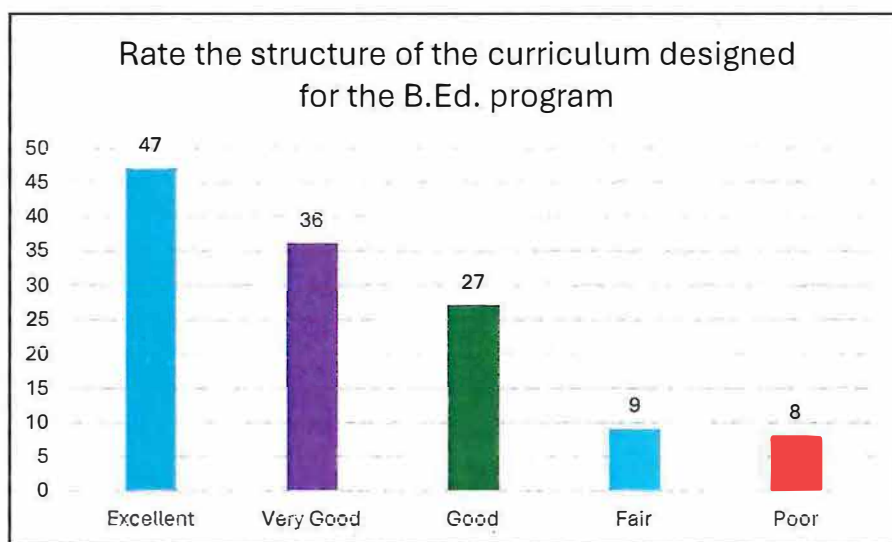
Color code index for ratings

Excellent	Very Good	Good	Fair	Poor
				

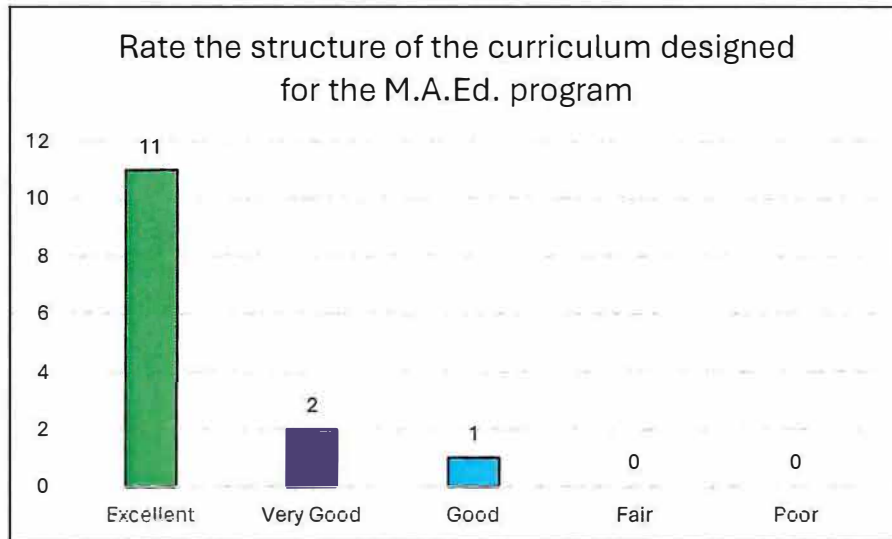
Students

II. Responses obtained

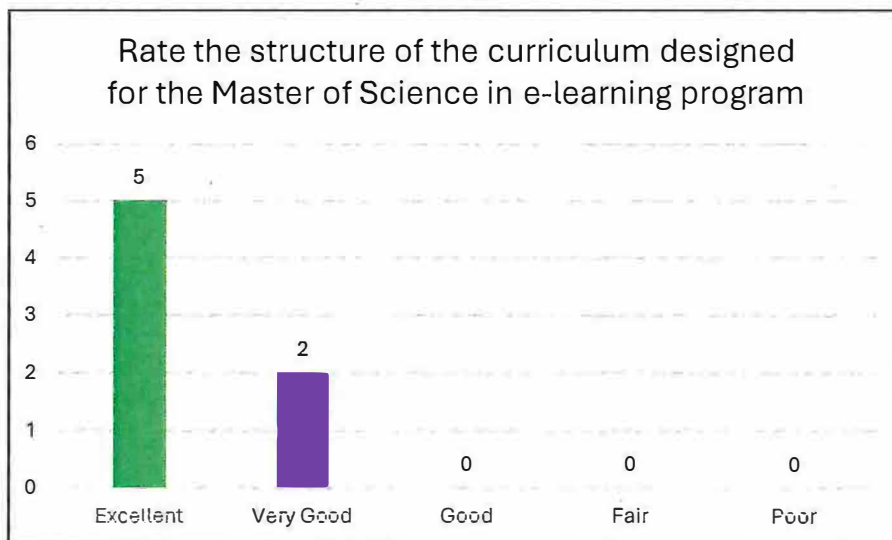
Rate the structure of the curriculum designed for the entire program.



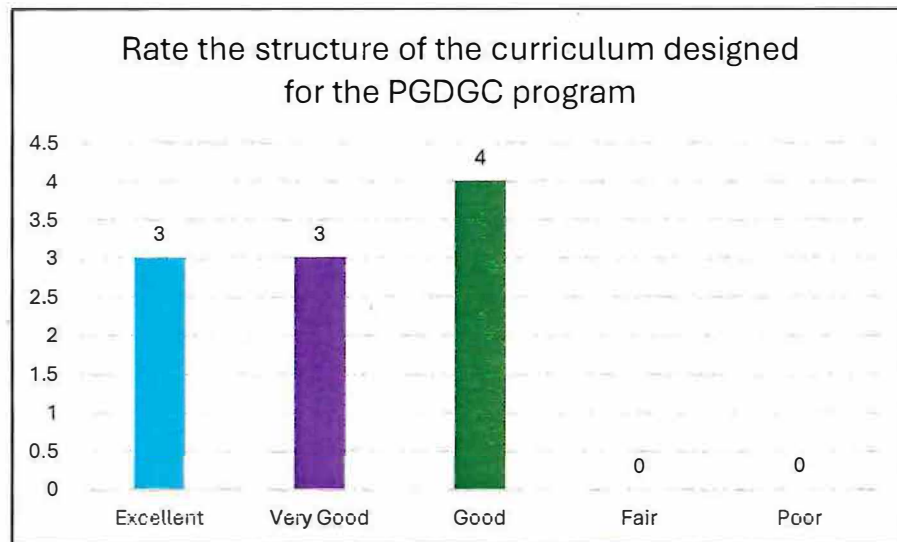
Majority of the students have rated the curriculum on the positive continuum. However, 4 students have rated the curriculum as fair, and 2 students found it to be poor but they have not specified the reason. It can be said that being in the first year they were not able to understand need and depth of the curriculum. 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 for overall positive feedback towards the course structure.



The students have rated the curriculum on the positive continuum. The M.A. in Education curriculum has a good blend of core courses, electives and skill-based courses. This makes the curriculum extremely compelling.



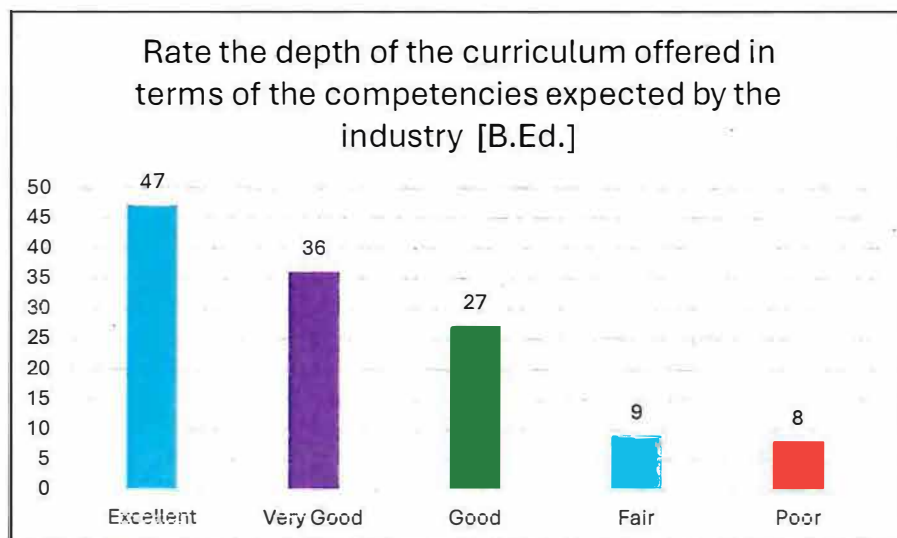
The students have rated the curriculum on the positive continuum. There was no response obtained for the lower limits i.e. fair or poor. The Master of Science in e-learning curriculum has a good blend of core courses, electives and skill-based courses. It is designed taking into consideration the contemporary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



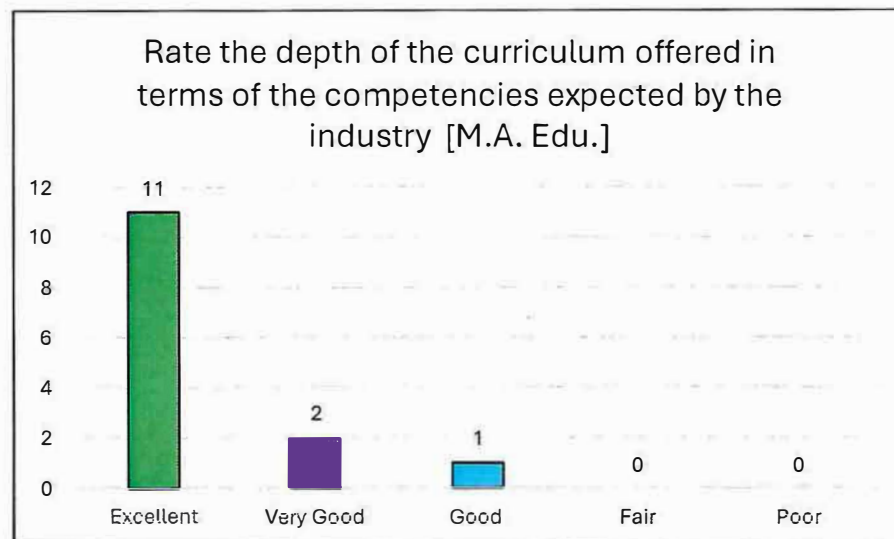
The students have rated the curriculum on the positive continuum. There was only 1 response obtained for the lower limits i.e. fair. The Post Graduate Programme in Guidance and Counselling (PGDGC) curriculum has a good blend of core courses, electives and skill-based courses. It is designed taking into 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

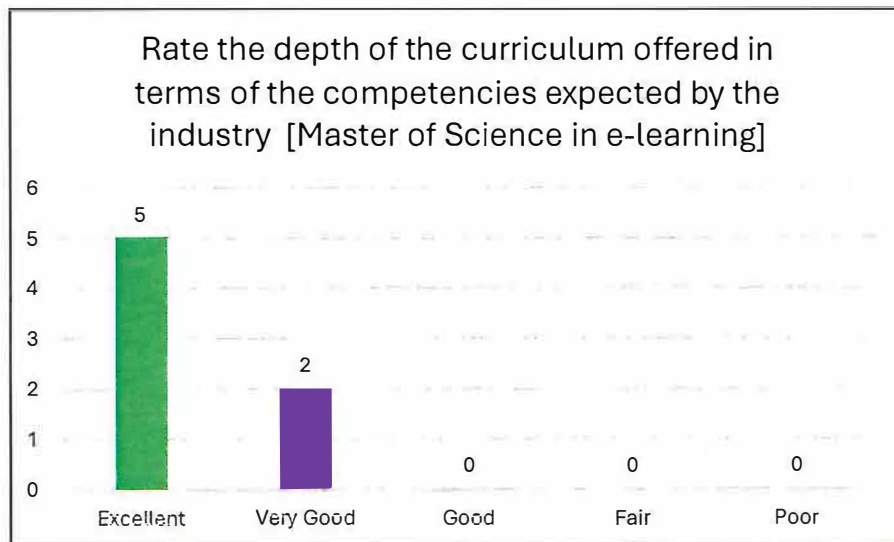
Rate the depth of the curriculum offered in terms of the competencies expected by the industry [Educational sector]



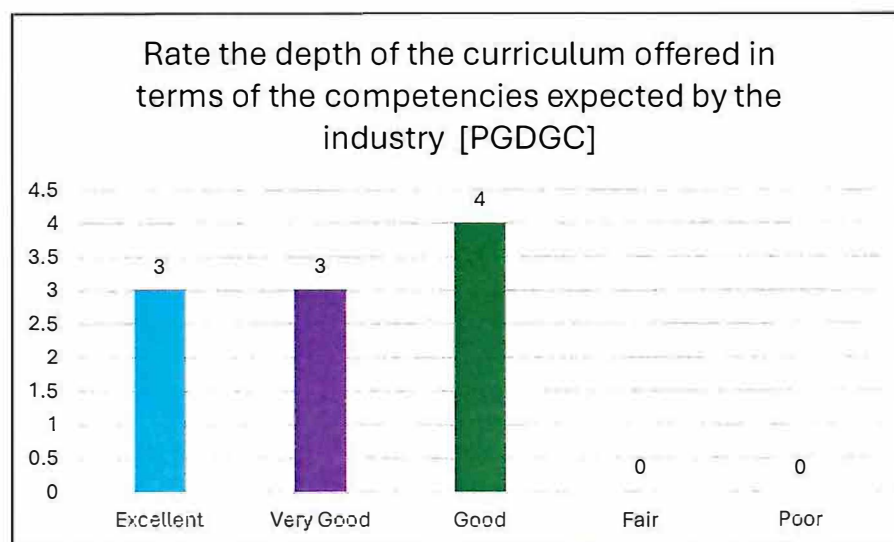
The B.Ed. curriculum is enriched with components like recent trends in education, innovative teaching learning pedagogies, along with practical activities and research components. This caters to the expectations of the industry which are schools and educational institutes in case of B.Ed. Hence the students might have given a positive response for this question. However, there were 5 students who feel that the depth of the curriculum in terms of the competencies expected by the industry is average and only 2 felt it to be poor.



The M.A. in Education curriculum stresses 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.



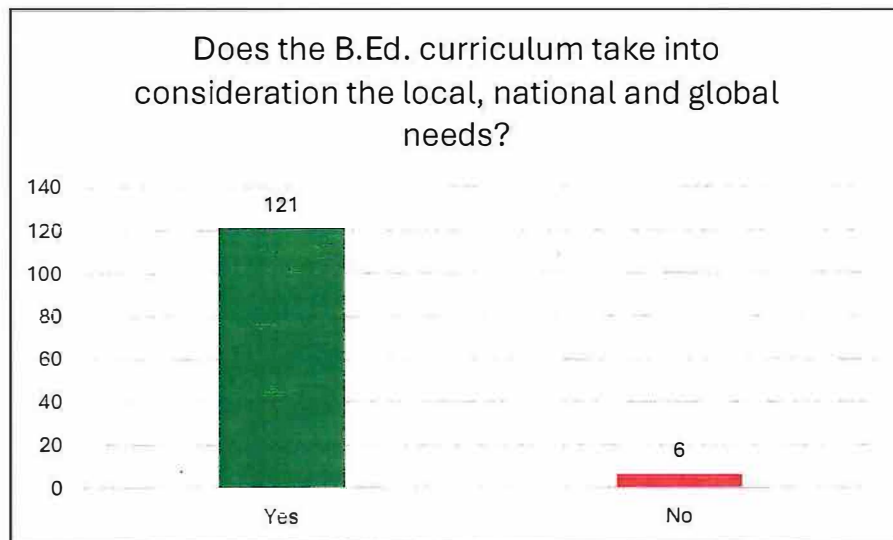
The Master of Science in e-learning curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education and industry for developing professionals to work at different levels along with being entrepreneurs. This might be the reason of getting an overall positive response from the students.



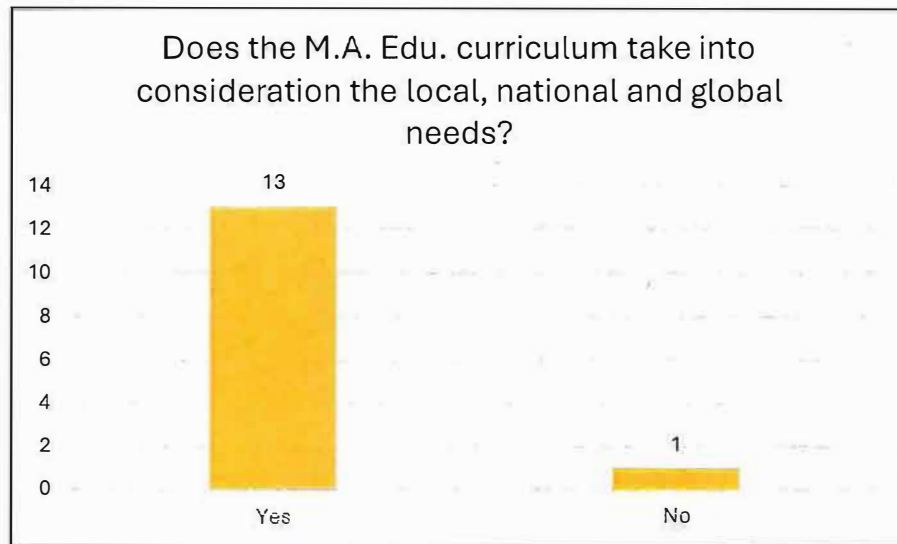
All the students have rated this question positively. The Post Graduate Diploma in Guidance and Counselling curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to help students to be at wellbeing. However, one student has rated it as fair, but no reason is mentioned.

IV. Responses obtained

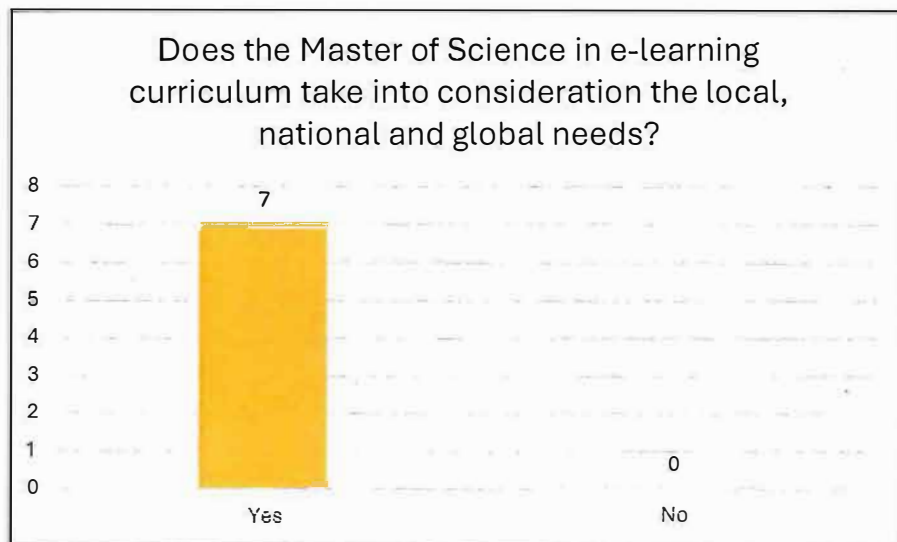
What is the standard of the curriculum taught? Does the curriculum take into consideration the local, national and global needs?



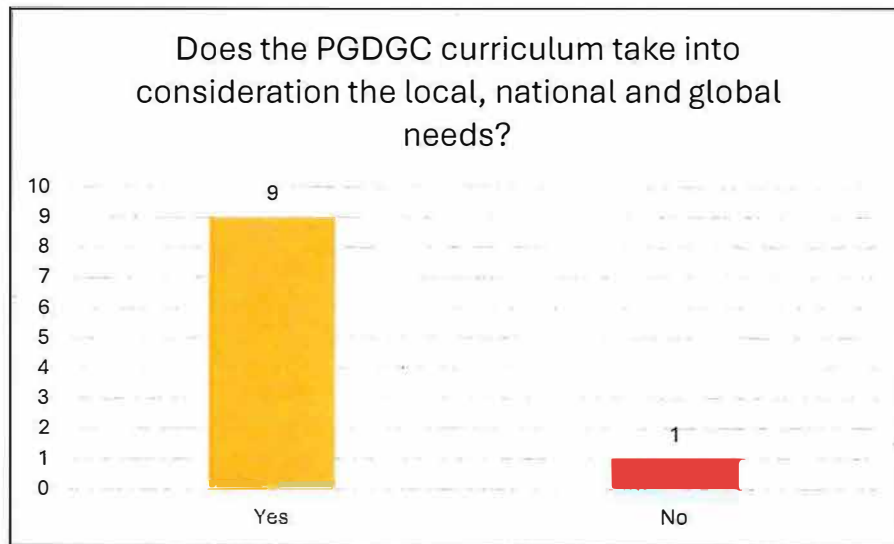
On analyzing the responses it was noted that majority of the students agreed that the B.Ed. curriculum takes into consideration the local, national and global needs. The students felt that the curriculum catered to the 21st century skills, having a student centred approach, imbining future competency and having a vision of overall development. The students also mentioned that the curriculum was need based and had clearly defined objectives. However there were 4 students who felt that the curriculum was average and one student disagreed to the statement, but there were apparent reasons for their responses.



On analyzing 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.

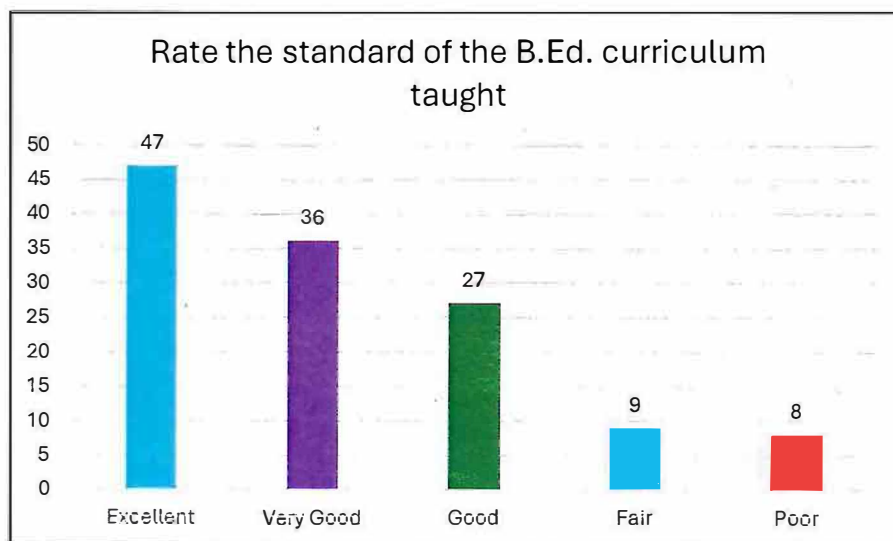


On analyzing the responses it was noted that all the students had an affirmative stance towards this question. All the students mentioned that the curriculum catered to the local, national and global needs.



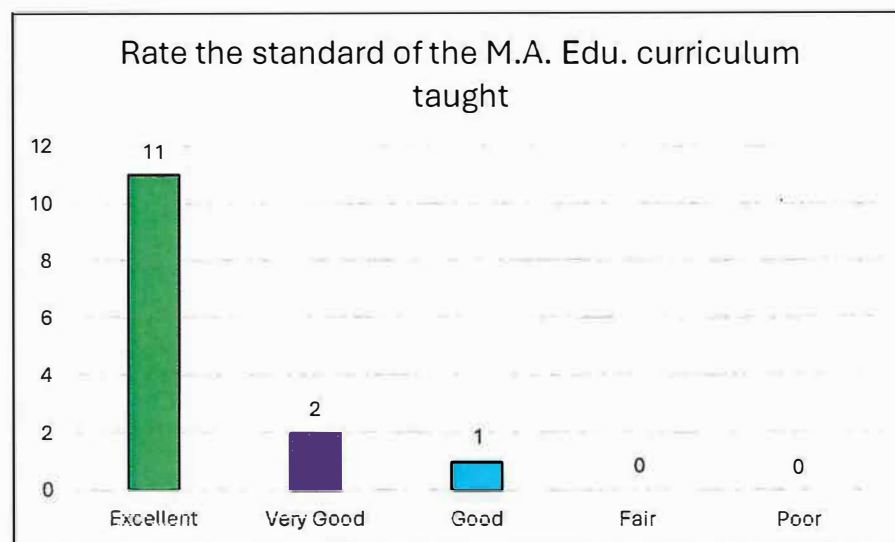
On analyzing the responses, it was noted that majority of the students had an affirmative stance towards this question. However, there were 3 students who mentioned that the curriculum did not cater to the local, national and global needs, but these students did not give any reason for their response.

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

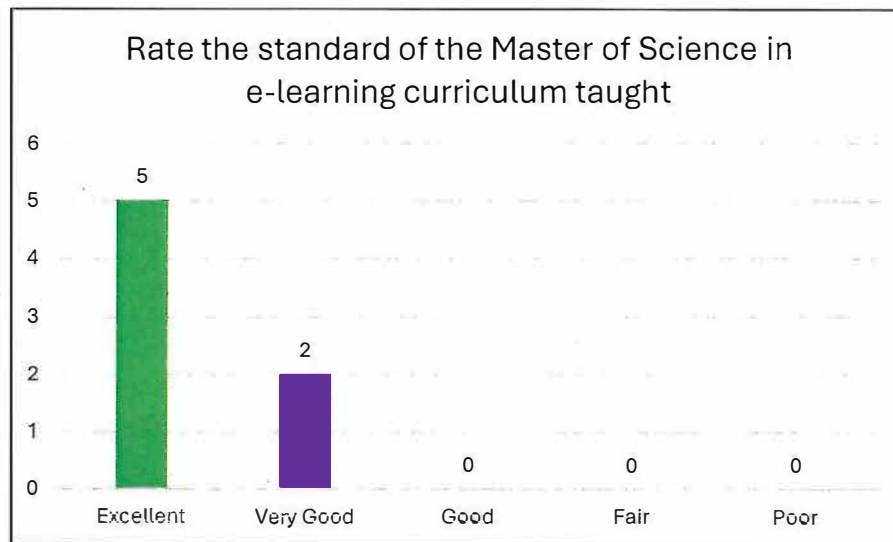


Analysis of the overall responses given by the students show that majority of the students have given a positive response for this question. The reason for this might be that the B.Ed. curriculum

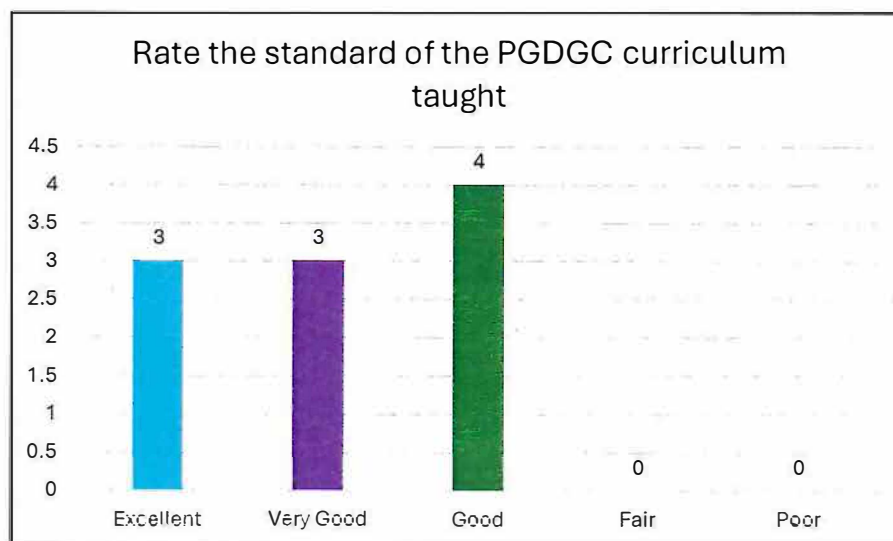
imparts the teacher-trainees with the knowledge and skills needed for them to become an effective 21st-century educator. The emphasis on technology in learning and teaching is a defining element of the B.Ed. curriculum. The curriculum attempts to enable the teachers to be capable of analyzing, reflecting on the teaching learning process and improving it for better learning. However, there were 15 students who mentioned that the standard of the B.Ed. curriculum is fair and 7 mentioned that it is poor. One of the reasons 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.

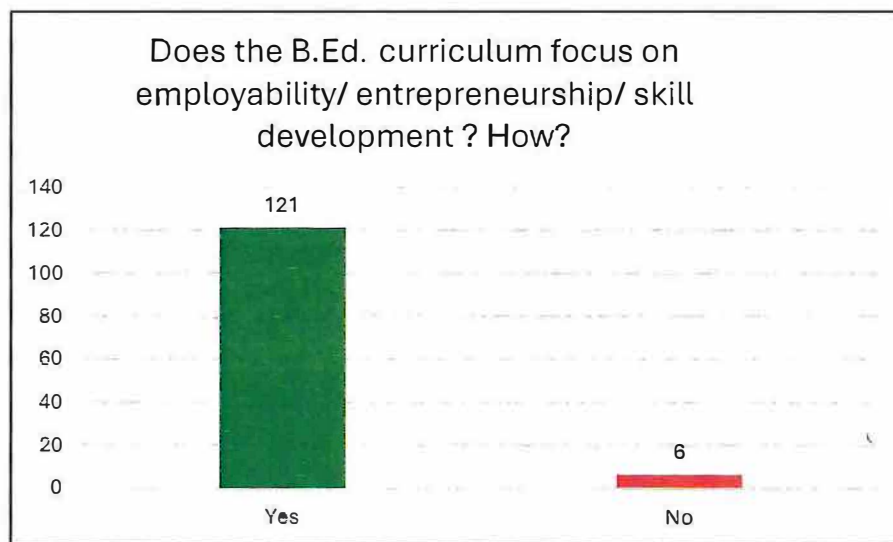


The Master of Science in E-learning students also gave a positive response for this question. The Master of Science in E-learning curriculum focuses on Instructional Design with a specific focus on e-learning industry, it gives a strong foundation of pedagogy required for the e-learning industry and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

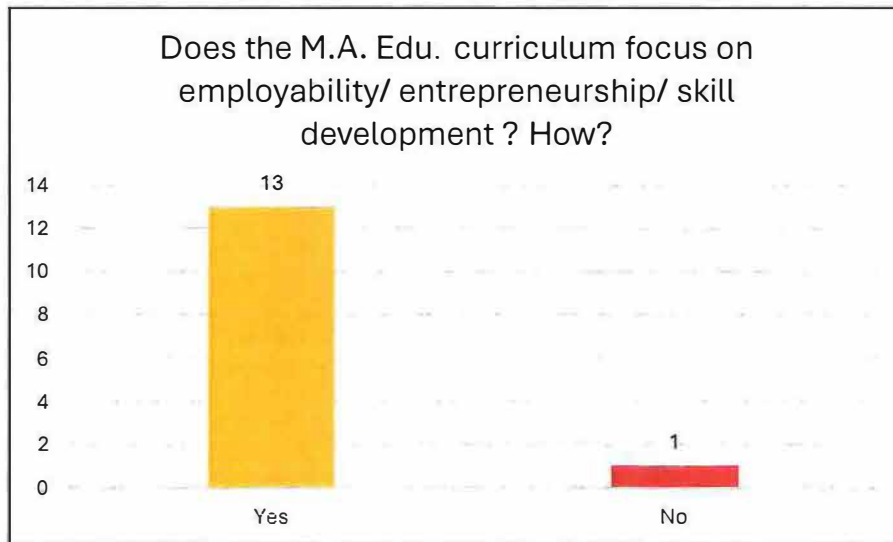


Responses received from the PGDGC students for this question was positive. All the students feel that the standard of curriculum is holistic. The curriculum is a blend of theory and practical, it prepares its candidates to work as frontline counsellors and mental health professionals in a wide variety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

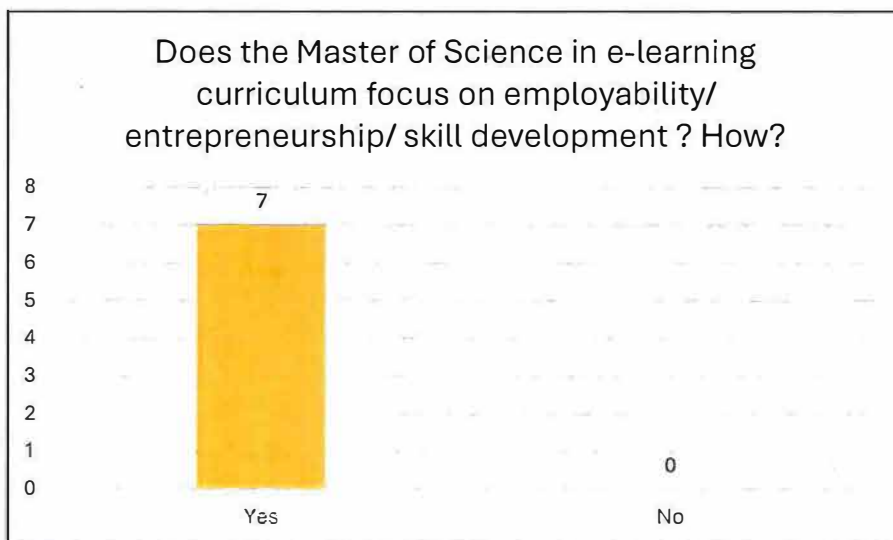
VI. Responses obtained for the question: Does the curriculum focus on employability/ entrepreneurship/ skill development? How?



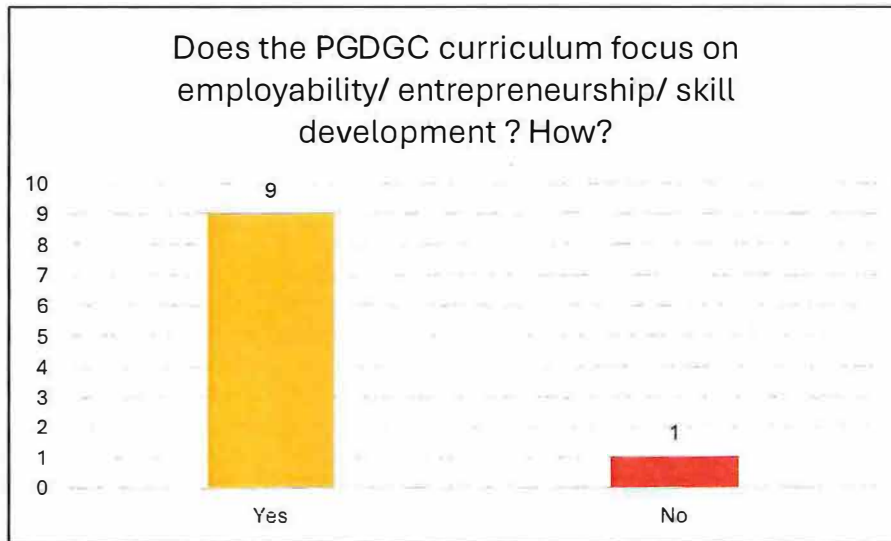
Out of the total responses obtained, 121 students had an affirmative stance for this question. Hands on training, various workshops, development of soft skills, exposure to different teaching methodologies, practical approaches through field training and internships, ICT related skills and development of other skills like social skills, problem solving skills, value added courses etc. were the reasons stated by the students for their positive choice. There were 6 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, 13 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.

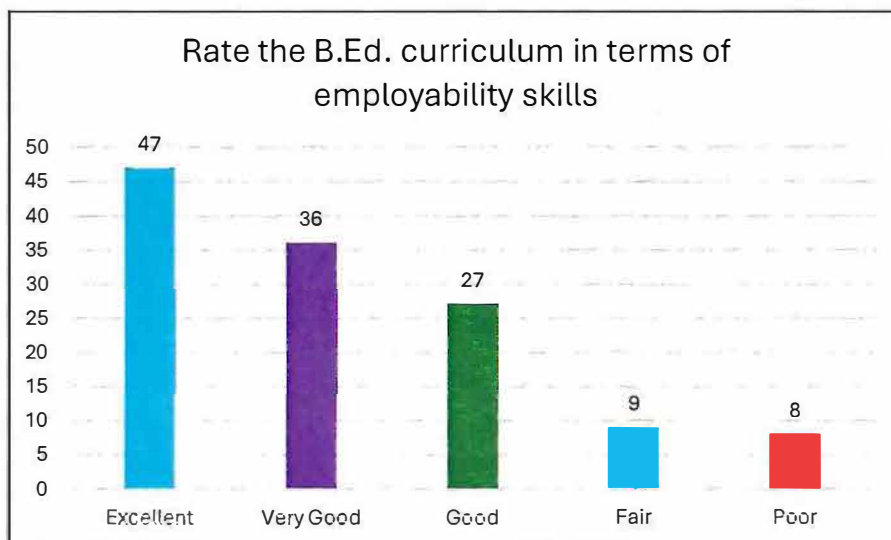


All the students gave a positive response on this question. They mentioned that the curriculum included such components that developed necessary skills and assured employability and entrepreneurship.



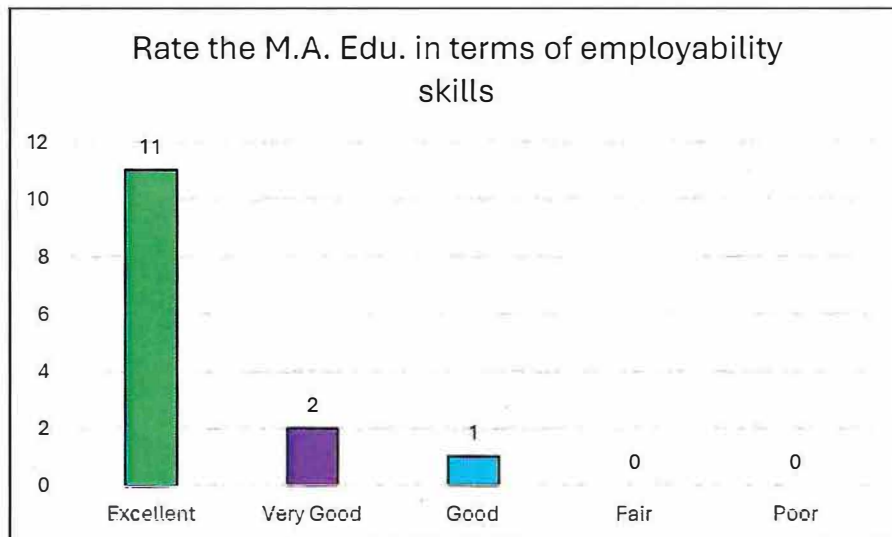
Out of the total responses 9 students gave a positive response on this question. They mentioned that the curriculum included such components that developed necessary skills and also assured employability and entrepreneurship. Only 1 student gave a negative response however the student did not give any reason for the negative response.

VII. Rate the curriculum in terms of employability skills

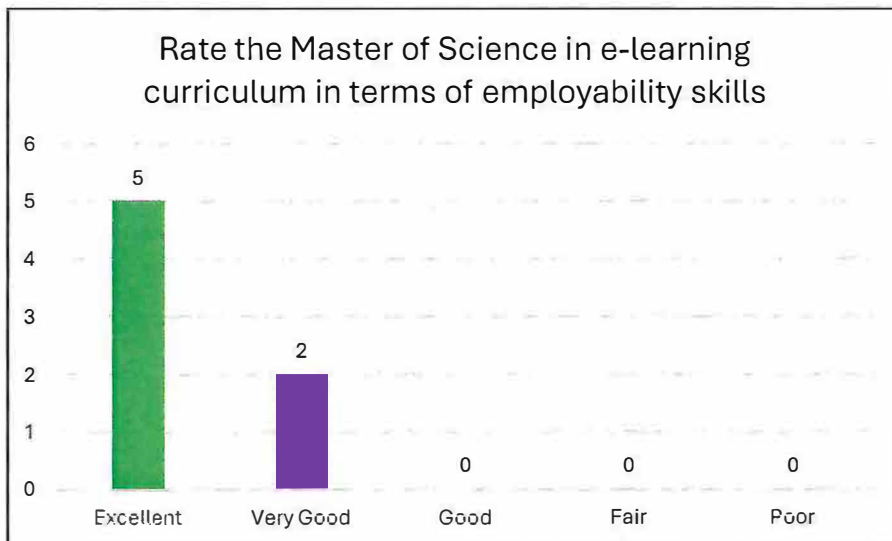


Analysis of the responses shows that majority of the students have given a positive rating to this question. The B.Ed. curriculum is directed to imbibe the ability of interpreting, designing and implementing relevant curriculum and pedagogy, integrating digital technologies and

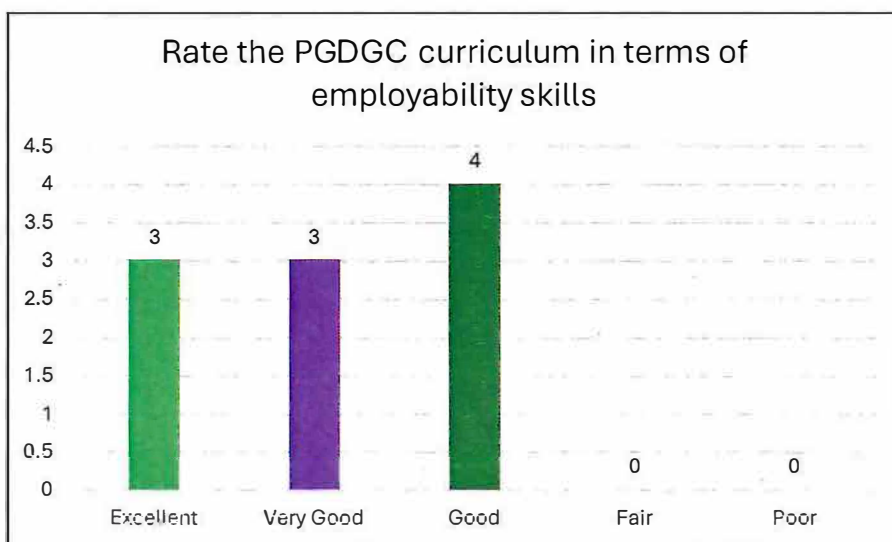
differentiating teaching to engage all students in their learning. Special education and research related components are again the highlights of this curriculum. These are areas of high employability in the present times. However, there we 9 students who found the curriculum to be fair in terms of employability skill and 8 students 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 on the notion that the curriculum caters to employability skills.

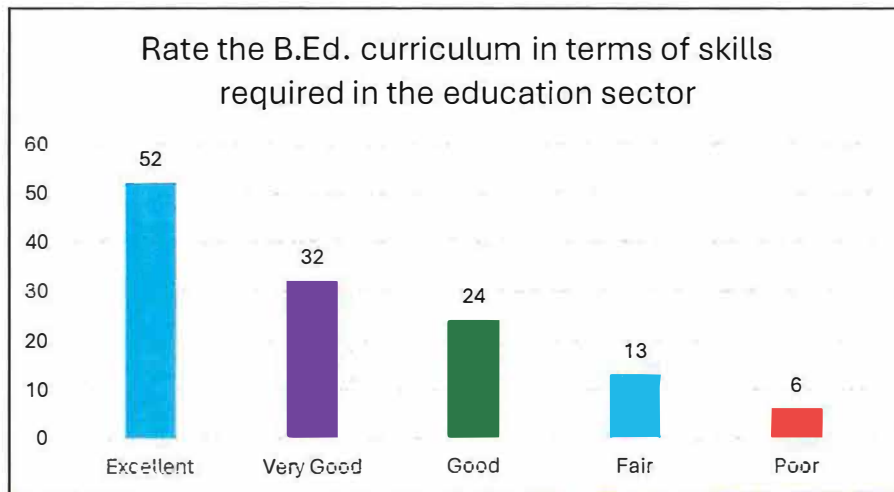


The Master of Science in E-learning students also gave a positive response to this question. The Master of Science in E-learning curriculum focuses on Instructional Design with a specific focus on e-learning industry, it gives a strong foundation of pedagogy required for the elearning industry and it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

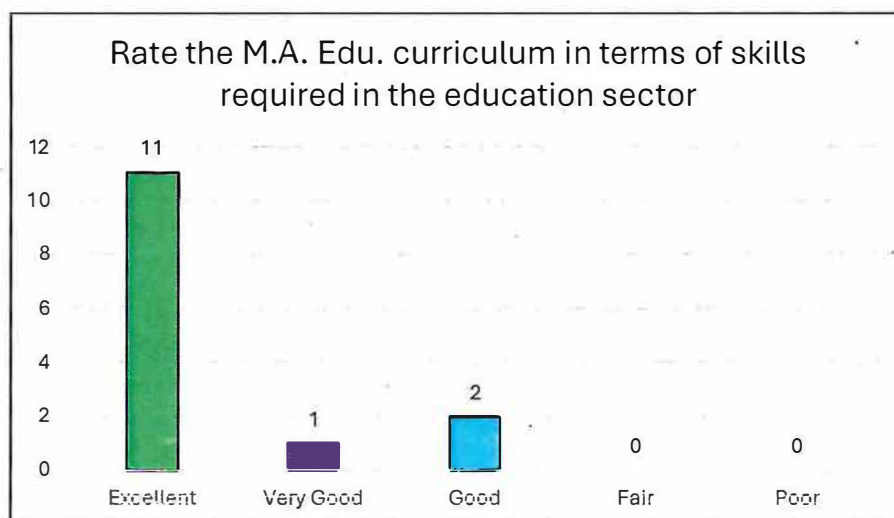


All students agreed positively to the notion that the curriculum caters to employability skills.

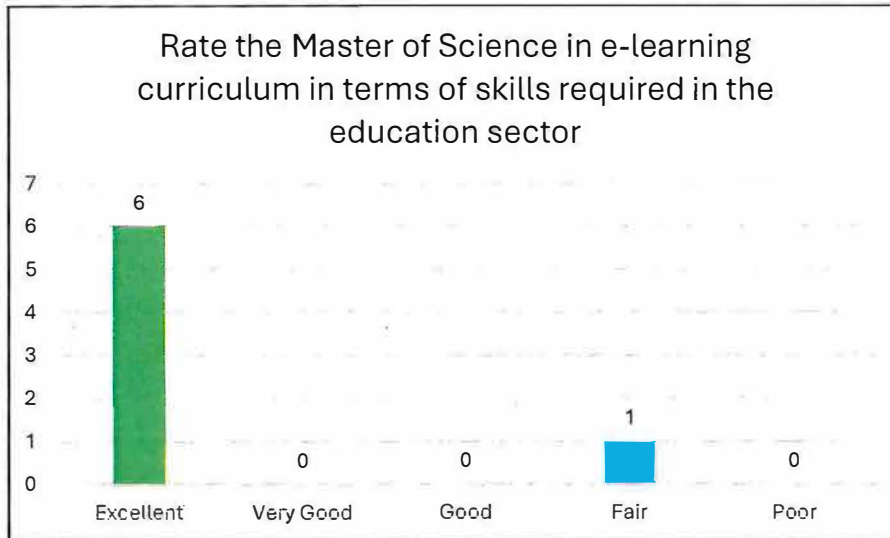
VIII. Rate the curriculum in terms of skills required in the education sector



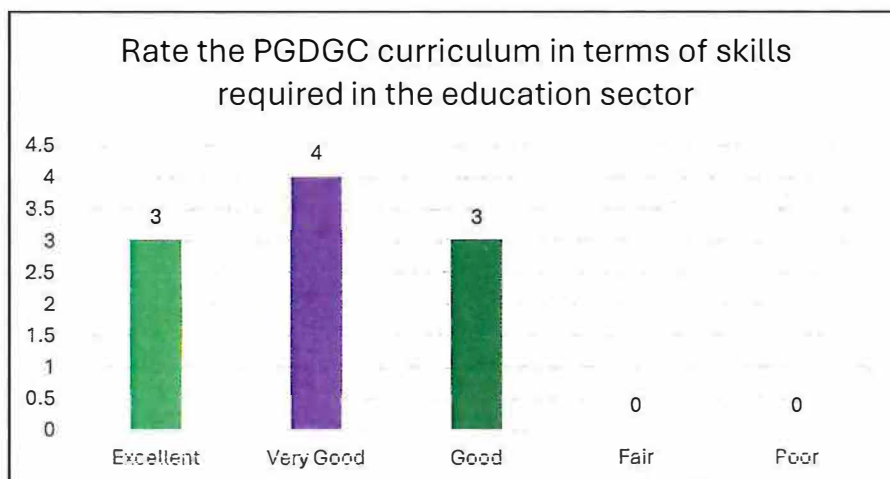
Out of the total responses 108 students have given a positive response to this question. Developing professional competencies by using relevant teaching strategies, a range of resources, including ICT to engage students in their learning; using effective communication strategies to support student understanding, 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. 13 students rated the curriculum as average and 6 as poor for this question. These students are from the first year and are not fully aware of the curriculum, hence have given a negative response without clear reason.



All 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.

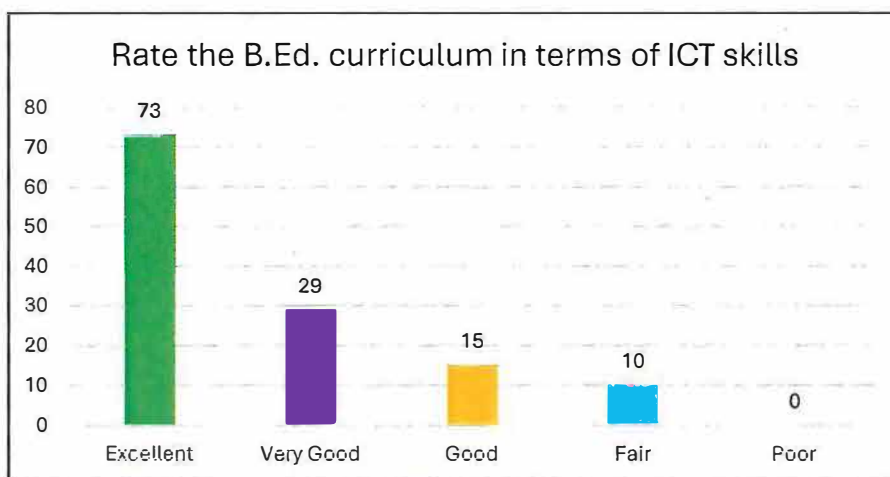


The Master of Science in E-learning students also gave a positive response for this question. The Master of Science in E-learning curriculum focuses on Instructional Design with a specific focus on e-learning content development, it gives a strong foundation of pedagogy required for the e-learning in the education sector. Hence the students might have given a positive response. However one students has rated the curriculum to be fair but has not mentioned any specific reason for this response.

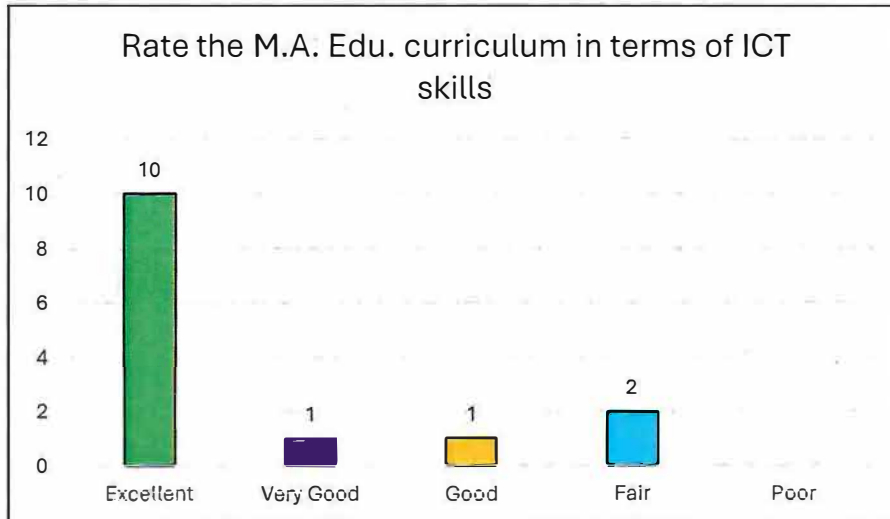


All the students gave a positive response on this question. They mentioned that the curriculum included such components that developed necessary skills required in the field of education. The Post Graduate Diploma in Guidance and Counselling curriculum includes aspects like latest approaches to counselling,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

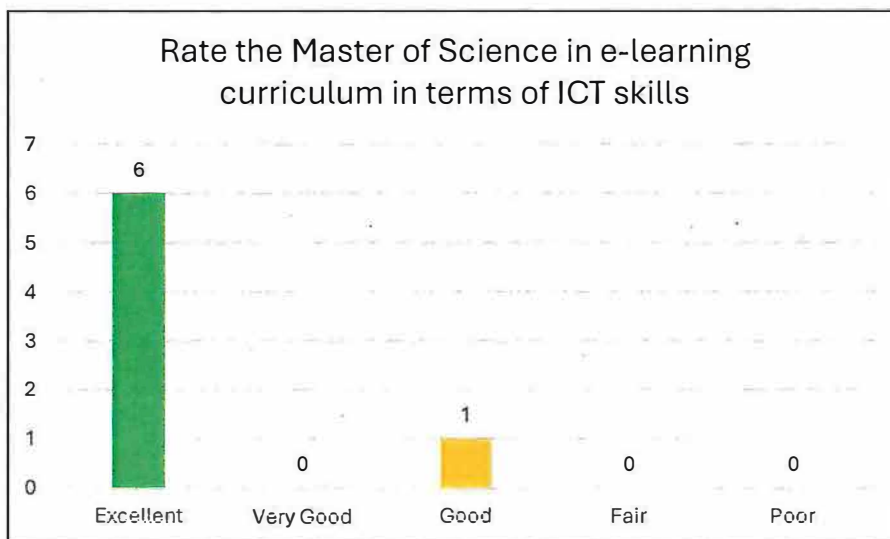
IX. Rate the curriculum in terms of ICT skills required in the education sector



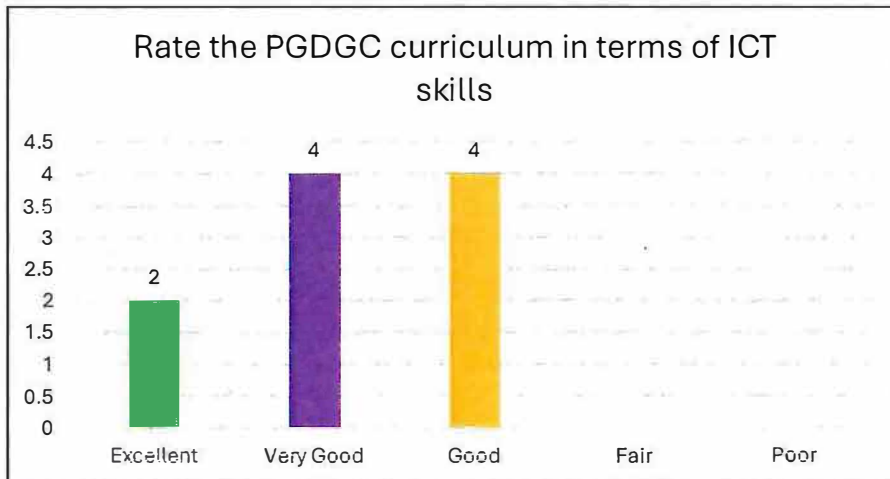
Analysis of this response showed that 73 students have marked this question on a positive scale. Information, Communication and Technology is given as a core course under the Perspectives in education umbrella. Critical understanding of ICT course develops skills needed for use of ICT in education by 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 10 students. 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. There were 2 students who have rated the question on a average scale, however they have not given any specific reason for their response.

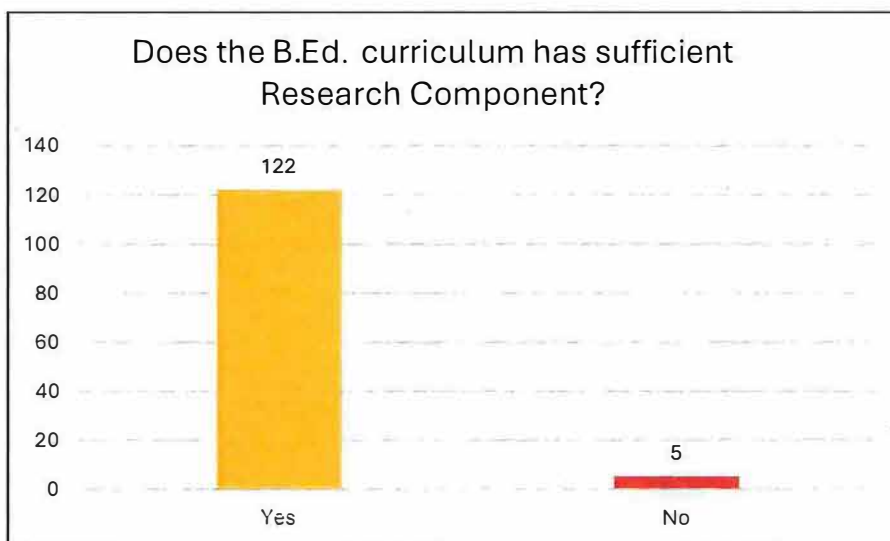


All the students have rated this question on a positive range. Instructional Design Models, Interactive multimedia, Visual Design, Story Boarding, Developing Self Instructional material, Design thinking etc. are the core component of the Master of Science in e-learning curriculum that apparently highlights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



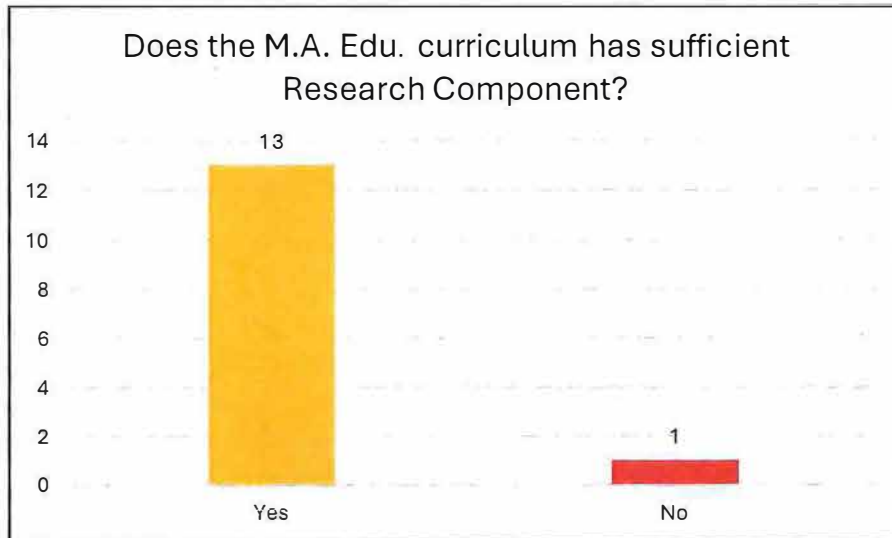
All the students have rated this question on a positive range.

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

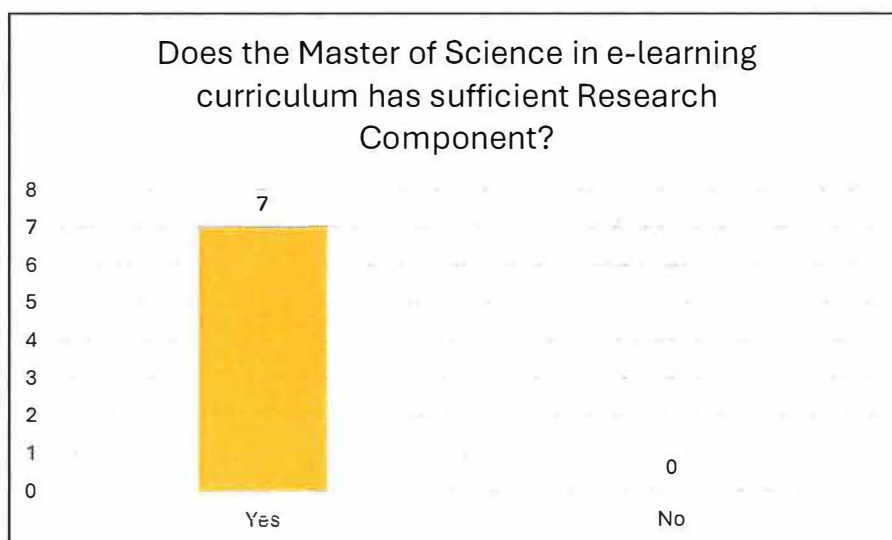


Majority of the students have given a positive response to this question. Action research is a compulsory component for the B.Ed. students. It help student-teachers understand what can happen in their classroom and identify changes to improve their teaching and learning. Through action research projects students practically find out a solution to the various problems they face in the field through a systematic and scientific approach. This might be one of the reasons for an overall positive response. However, there were 7 students who have given a negative response for

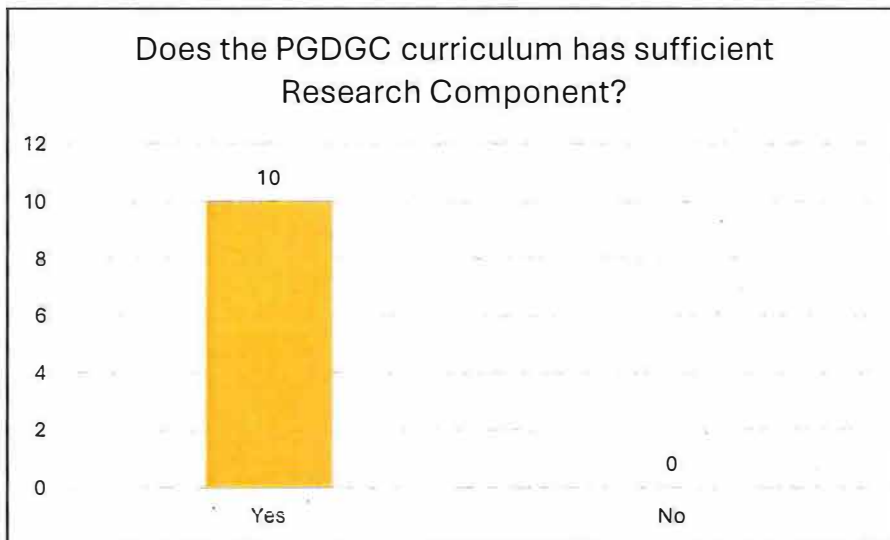
this question, the possible reason might be that these students are from the first year B.Ed. and are not aware of the overall syllabus and research component to be completed in the second year.



Out of the total responses 13 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. There was only one student who has given a negative response, however the student has not given any reason for the same.

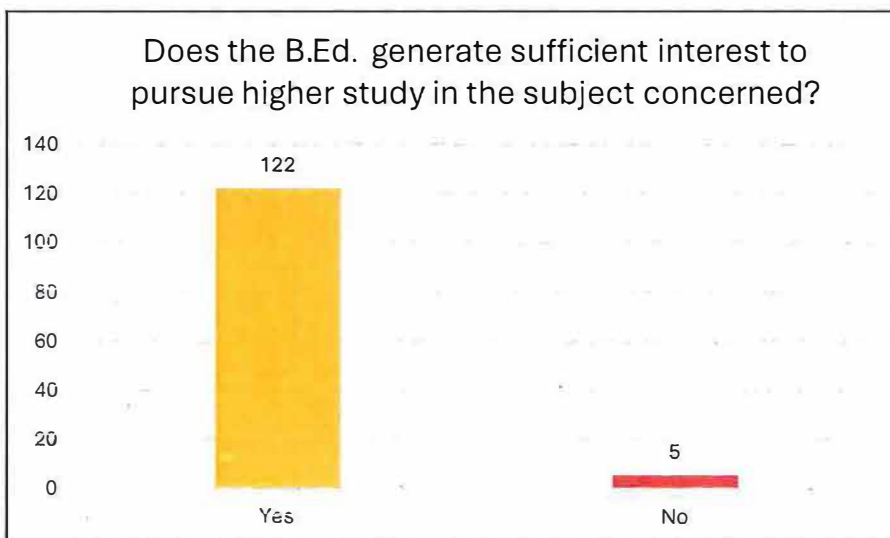


All the students have given a positive response to this question.

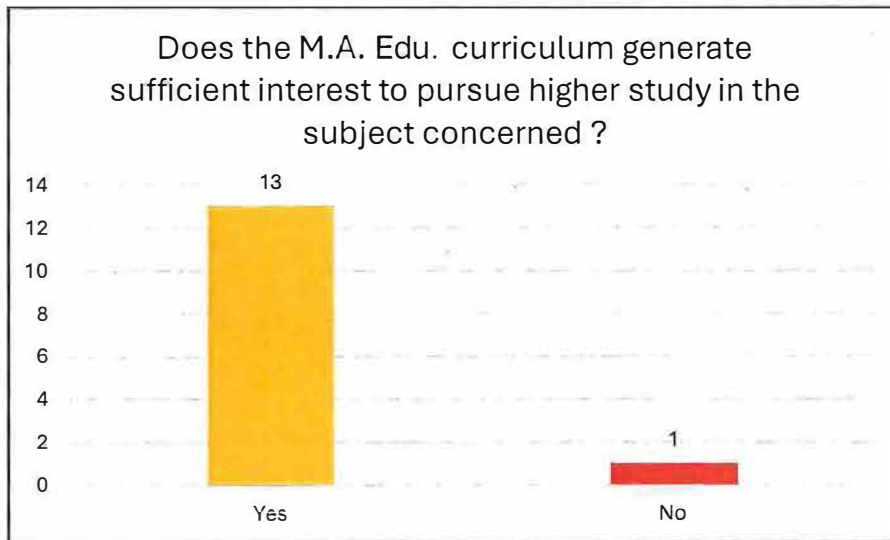


Majority of the students have given a positive response to this question. The courses include practical which is an important component, requires the students to research and work on the practical. However 4 students have given a negative response. The reason given was that they needed a direct research paper, for in-depth understanding of research.

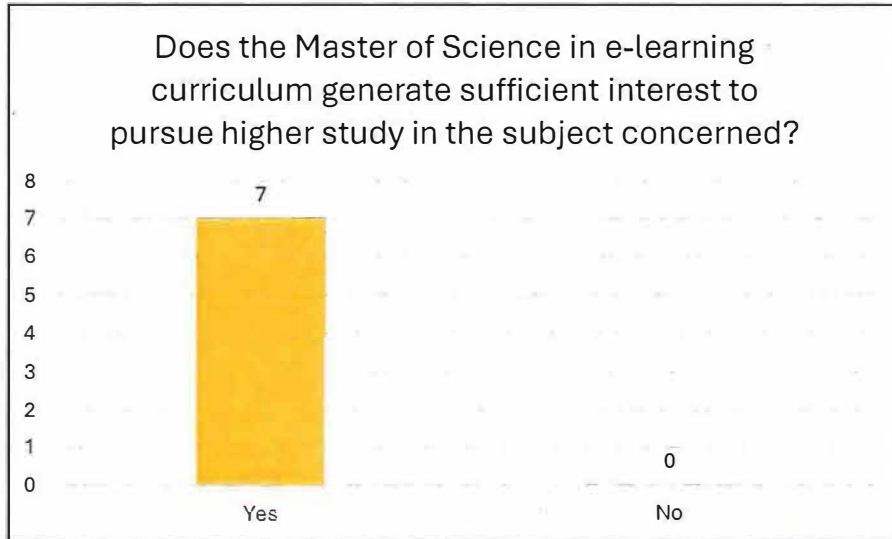
XI. Does the curriculum generate sufficient interest to pursue higher study in the subject concerned? Elaborate



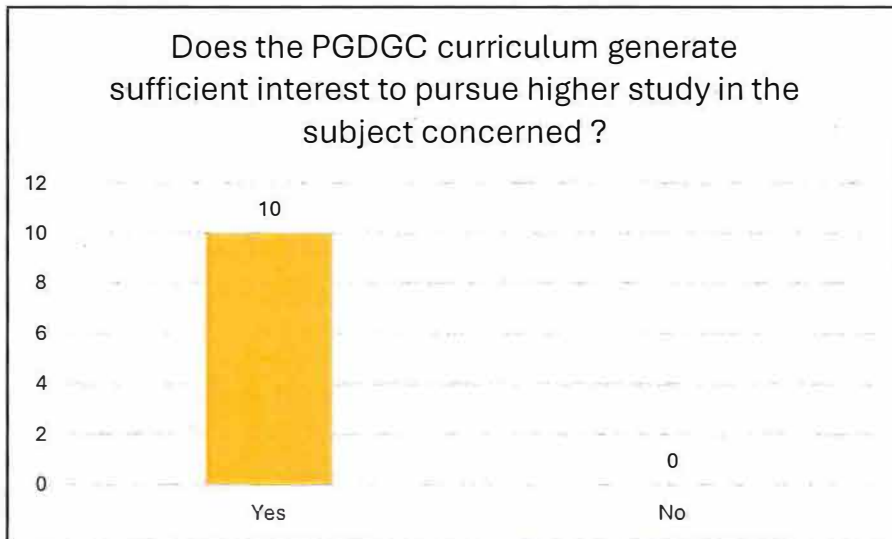
Majority of the students responded in the affirmative. As per the analysis of the responses one can conclude that the B.Ed. curriculum increases their curiosity to consider M.Ed. and Ph.D. as options for higher studies. Certain students also want to pursue some courses related to specializations in inclusive education, child psychology, special education, simulations in education to name a few. 5 students did not agree to the statement, however they did not give any reason for their response.



Out of the total responses 13 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 was 1 student who did not agree to the statement, but did not mention any reason for the response.



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 industry exposure
- * Curriculum should be more student centric
- * Bridge course in ICT and digital skills and Communication skill
- * Course on artificial intelligence
- * Research skills should be given more emphasis

M.A. in Education

Suggestions revolving around themes:

- * Provide more training regarding technology and digital skills
- * More certificate courses

M.Sc. in e-learning

Suggestions revolving around themes:

- * More software like Articulate, Camatasia etc. should be included

Post Graduate Diploma in Guidance and Counselling

Suggestions revolving around themes:

- * 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

M.A. in Education

Additional Suggestions:

- * Provide more training in research
- * Provide longer duration internship

M.Sc. in e-learning

- No additional suggestions

Post Graduate Diploma in Guidance and Counselling

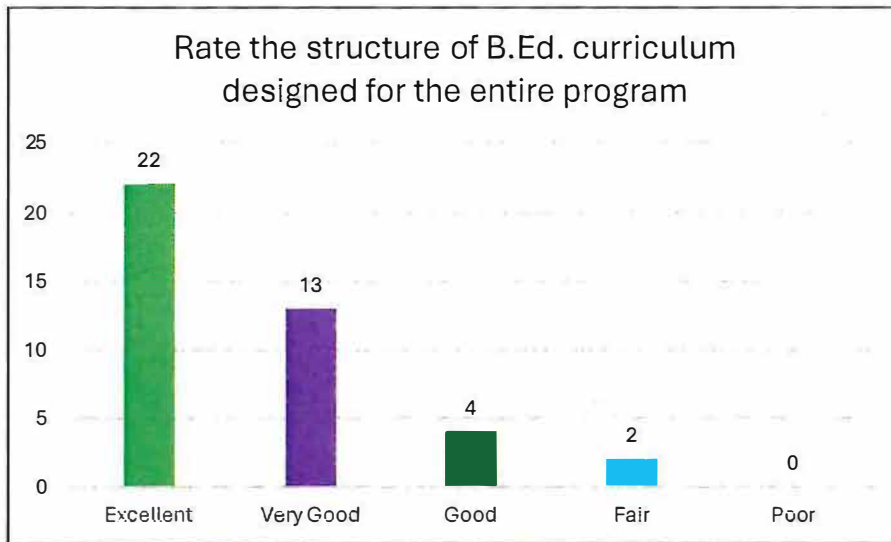
Additional Suggestions:

- * Internship duration should be more
- * Practical sessions with counsellors should be arranged

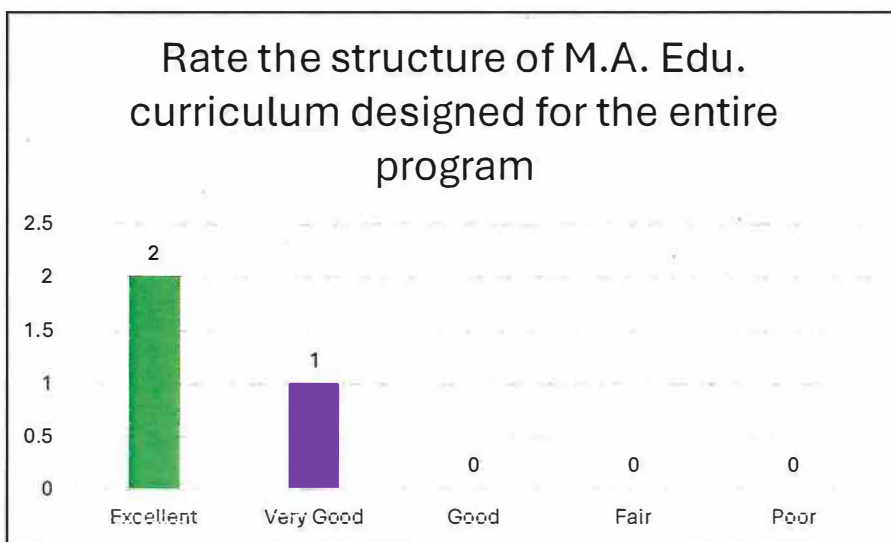
Alumni

B) Alumni

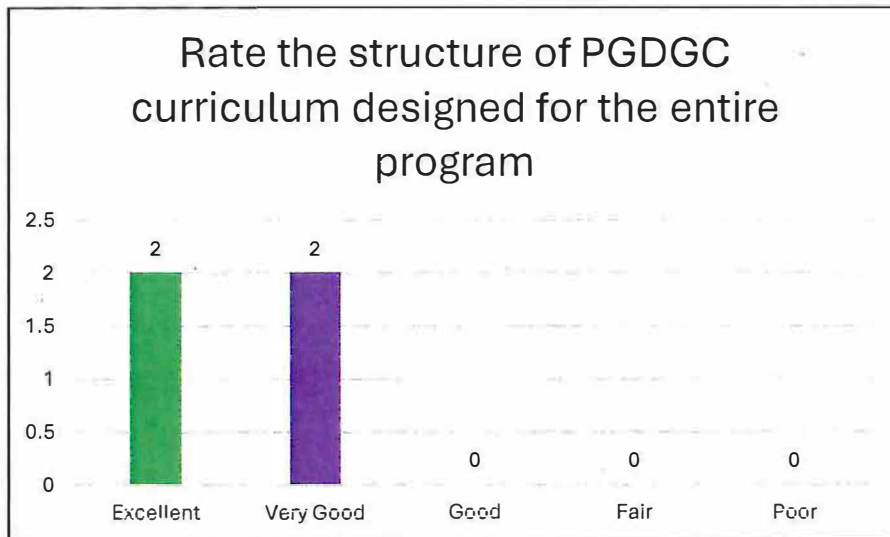
I. Rate the structure of the curriculum designed for the entire program.



The students have rated the curriculum on the positive continuum. However there were 2 students who have said that the curriculum was fair or average, but these students have not given any reason for their response. 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.

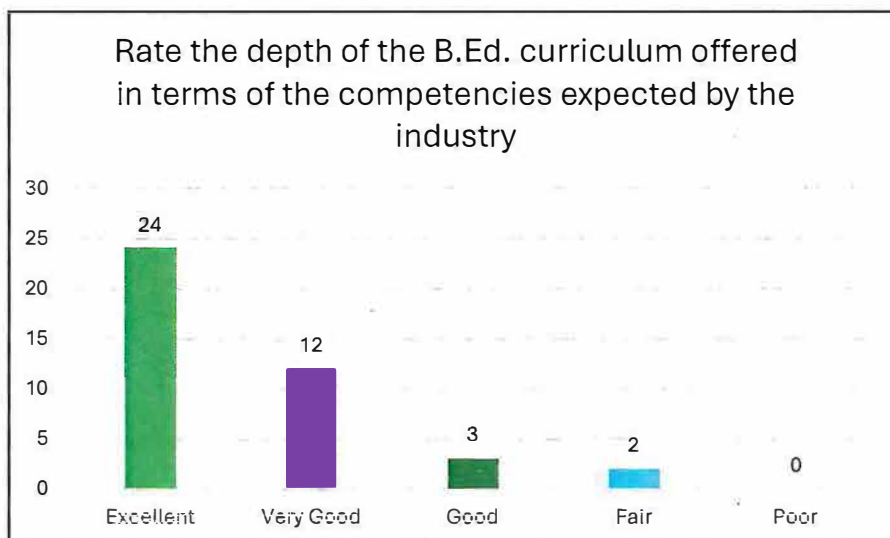


The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average. The M.A. in Education curriculum has a good blend of core courses, electives and skill based courses. This makes the curriculum extremely compelling.

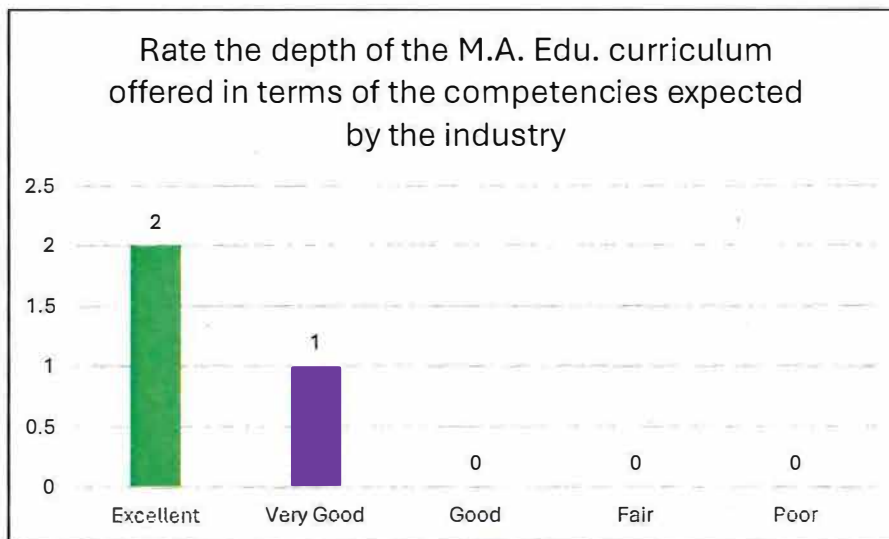


The students have rated the curriculum on the positive continuum. There was not a single response obtained for the lower limits i.e. fair or average.

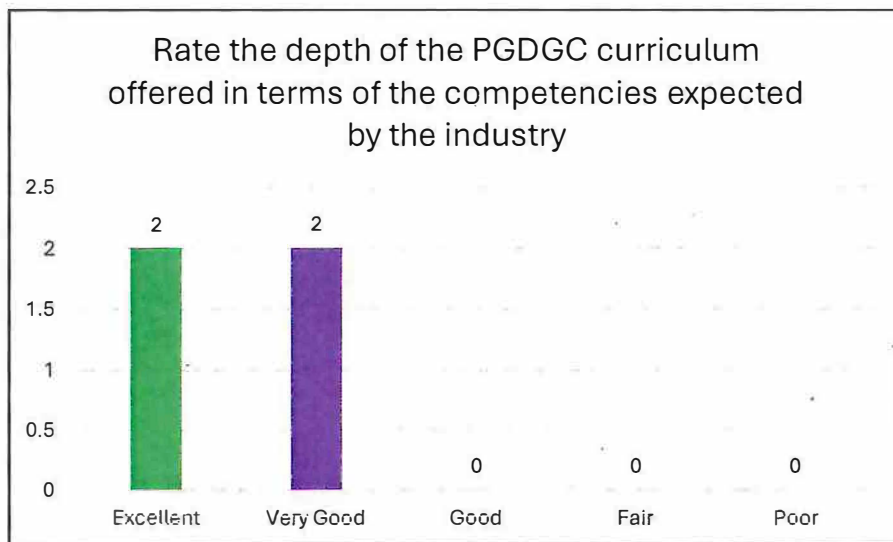
II. Rate the depth of the curriculum offered in terms of the competencies expected by the industry [education sector]



Majority of the students have rated the curriculum on a positive continuum. Only 2 students have rated the curriculum to be average. 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.

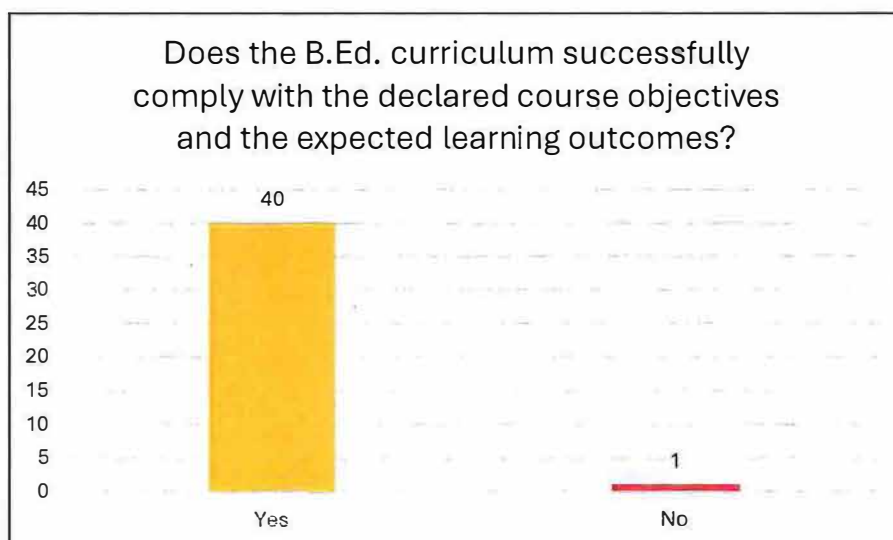


The M.A.in Education curriculum stresses on implications of theory through field based practicum. The curriculum is designed in a way that it caters to all aspects of education for developing professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content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

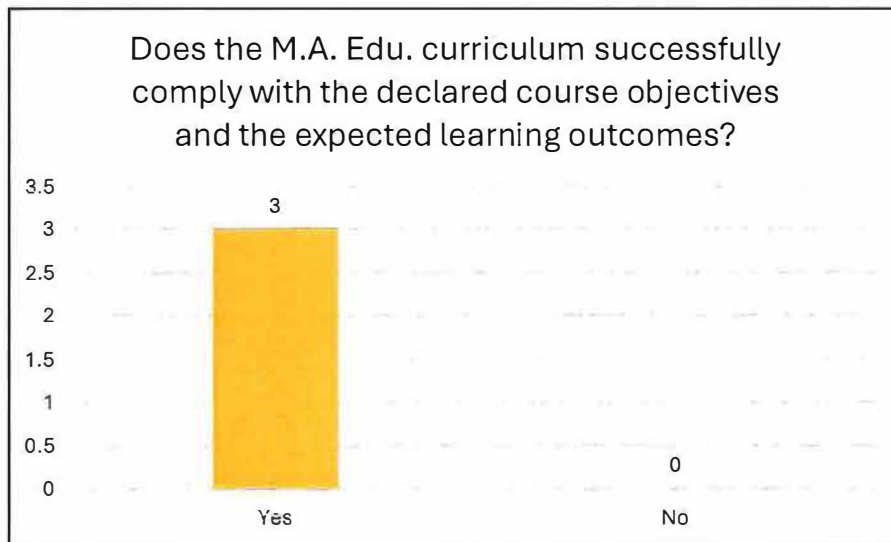


The students have rated the curriculum on the positive continuum. The students agree that the Post Graduate Diploma in Guidance and Counseling curriculum builds the competencies that are expected by the education sector. There was not a single response obtained for the lower limits i.e. fair or average.

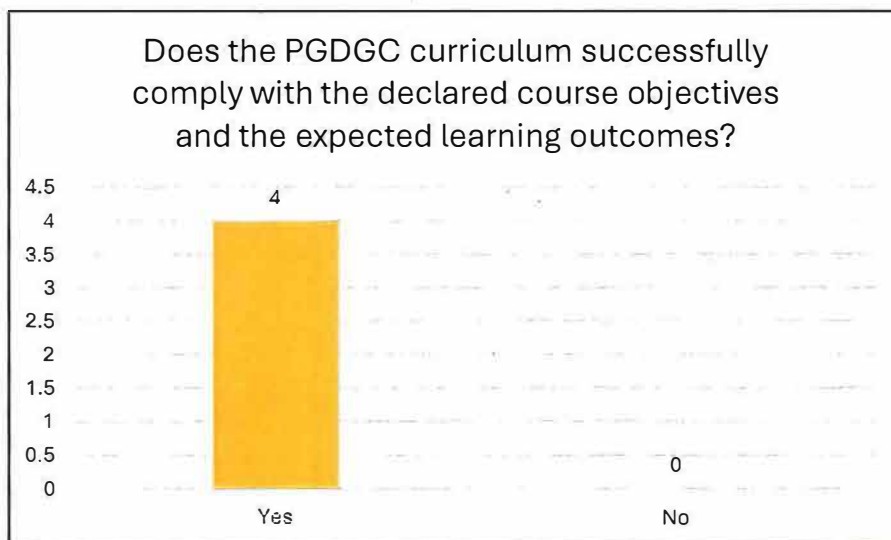
III. Does the curriculum successfully comply with the declared course objectives and the expected learning outcomes?



The course objectives and learning outcomes is very well defined in the B.Ed. curriculum. All the responses except 1 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.



All the responses obtained for this question were positive.

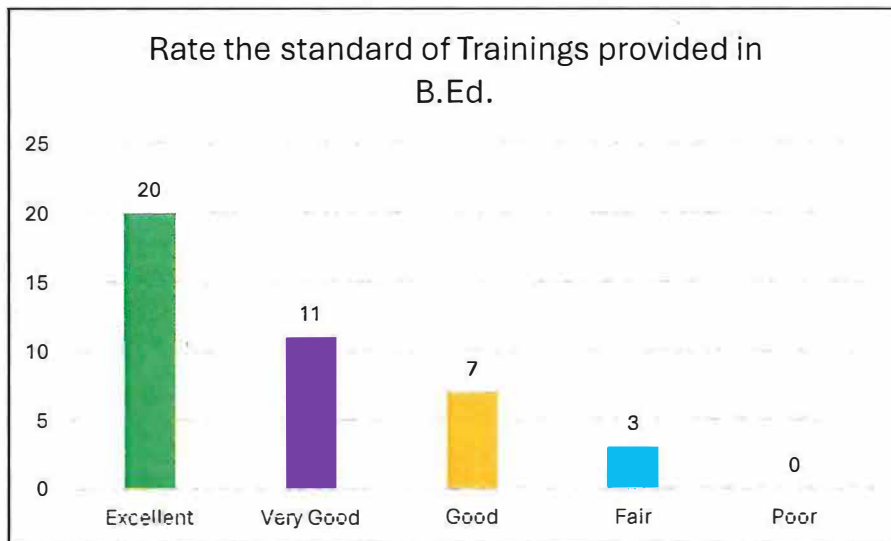
IV. Highlight the major features of the curriculum that you liked the most.

Major Highlights in B.Ed.	Major Highlights in M. A. Edu.	Major Highlights in PGDGC
Seminars and Workshops Innovative Teaching methods Use of technology Need based Research component Life Skills	Internship Need based	Skills for therapies Internship

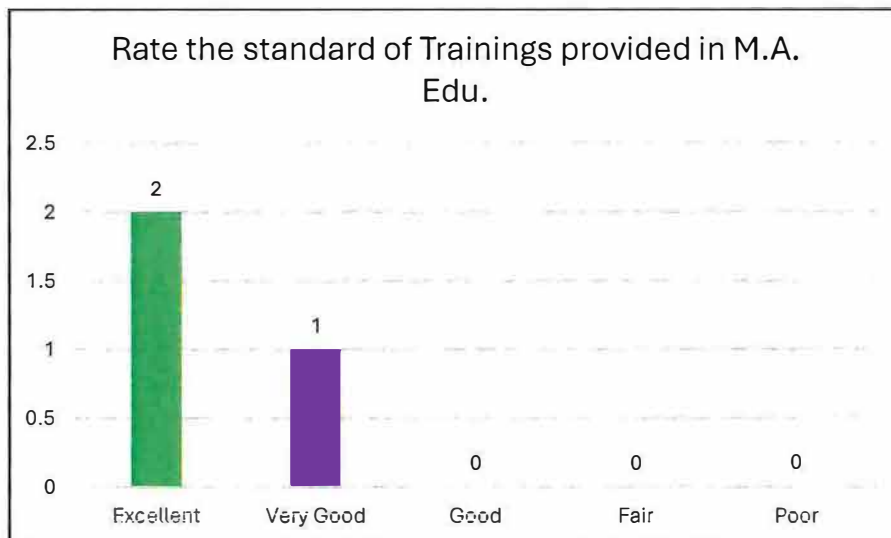
V. Mention the aspects that you wish to modify in the curriculum.

Major Highlights in B.Ed.	Major Highlights in M. A. Edu.	Major Highlights in PGDGC
Certificate Courses Field visits Practical	Research can be introduced from SEM I	More therapies and case studies

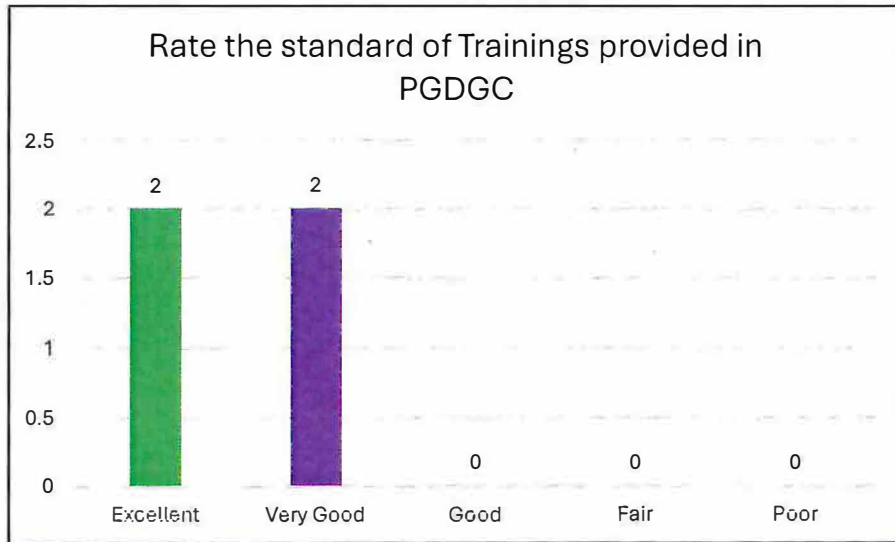
VI. On a scale of 1 to 5, rate the standard of the following activities conducted by the department. [Training, Exposure to Innovative methods, Internships, ICT skills, Research facilities]



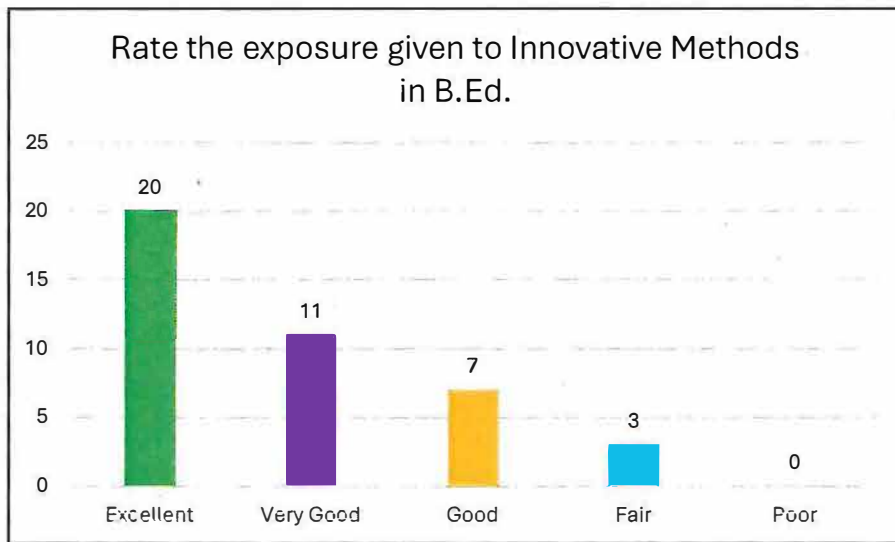
Recent trends in education, field based practicals are given due importance in the B.Ed. curriculum. This might be a reason why all the responses obtained for the training aspect were positive. However there was one who mentioned that the standard of trainings was average.



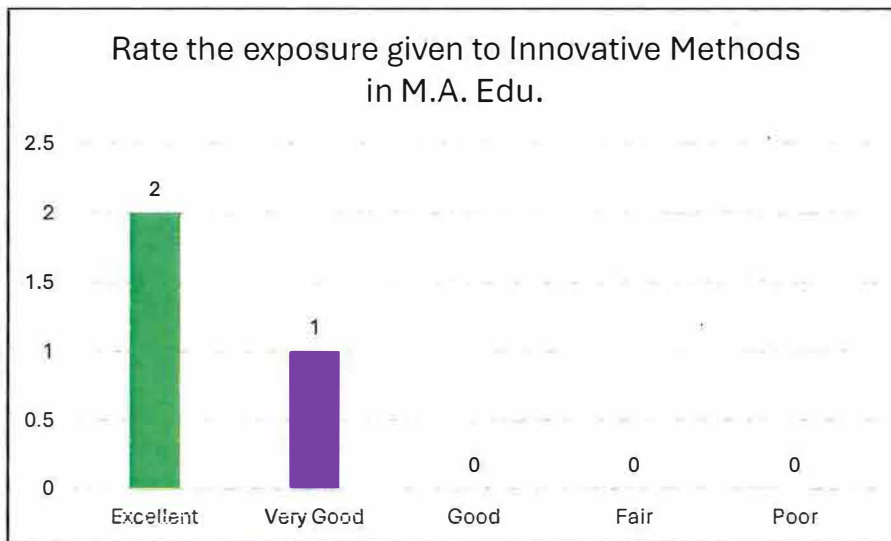
A diverse outlook is taken into consideration for training the M.A. in Education students. That could be one of the reason that once again, all the responses obtained for this question were positive.



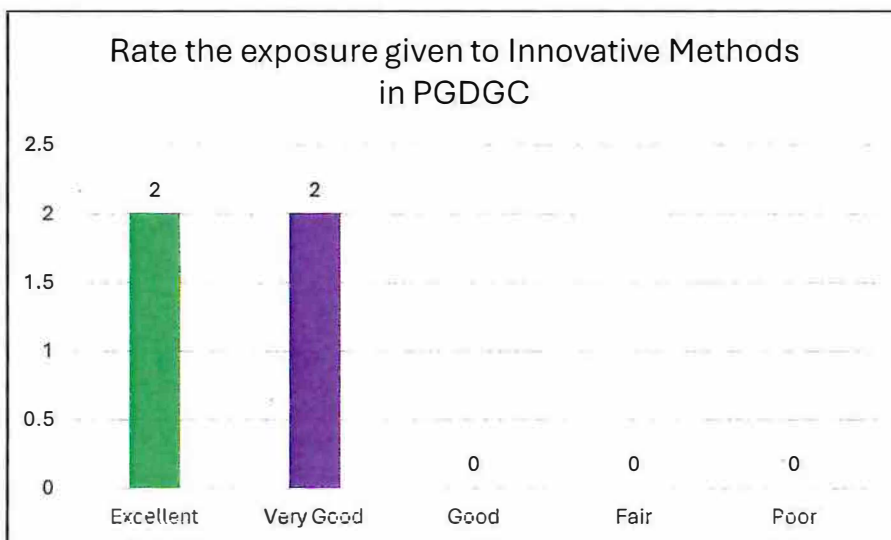
All the students gave a positive response for this question. According to them the standard of trainings provided was very good.



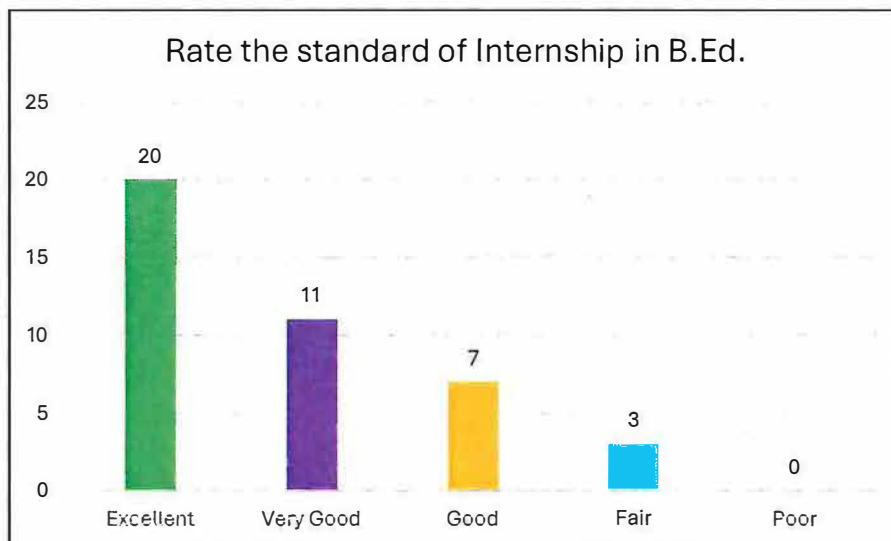
Most of the students gave a high rating to the innovative methodologies in the B.Ed. curriculum. There were 2 students who mentioned that the innovative pedagogies were average, however they did not give any reason for their response. The curriculum is enriched with a vast spectrum of innovative methods.



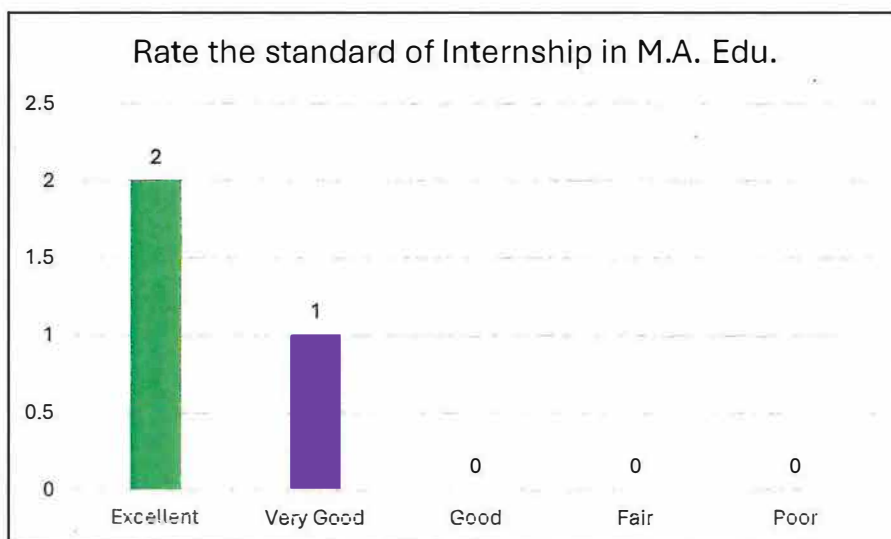
All the responses obtained were positive. The curriculum gives importance to implications of theoretical concepts by utilizing various innovative ways.



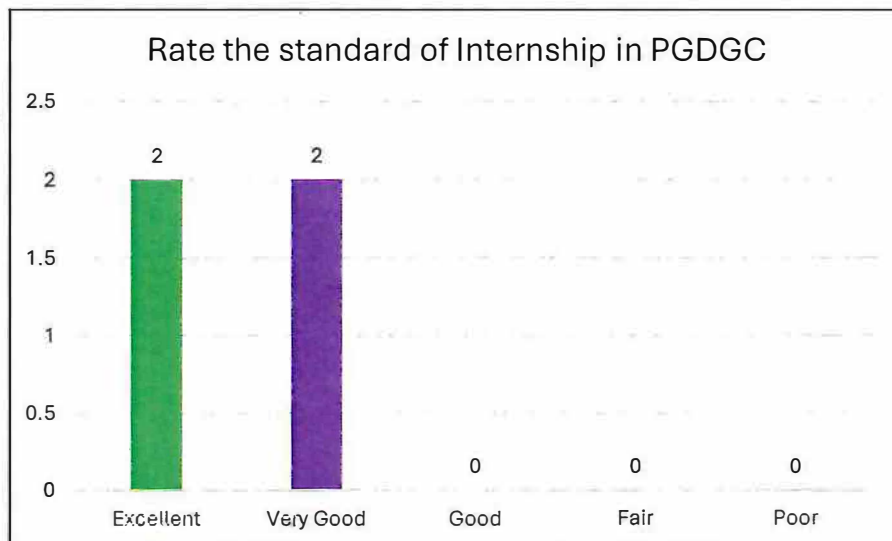
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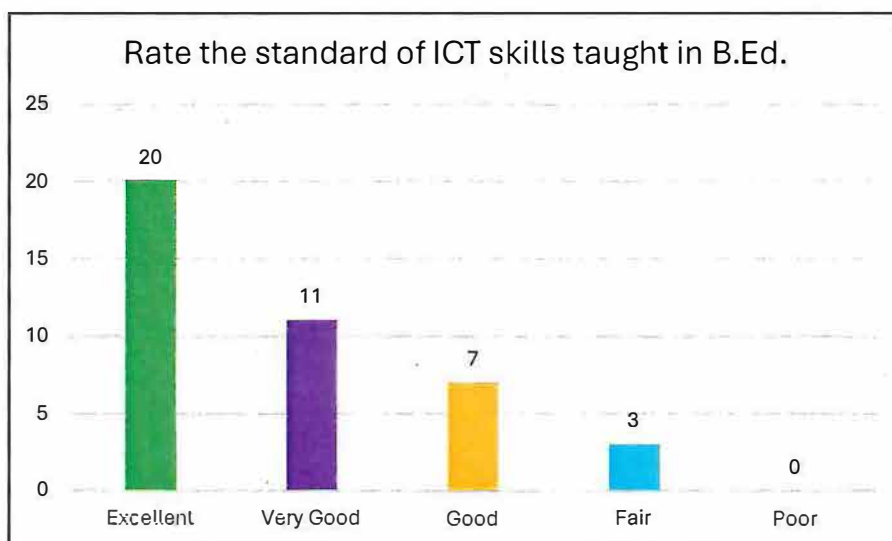
B.Ed. curriculum offers an extensive internship for both first and second year students. It focuses to develop skills amongst the candidates for becoming an able professional working in an educational institution. Once again all responses were positive. There were 4 students gave an average rating.



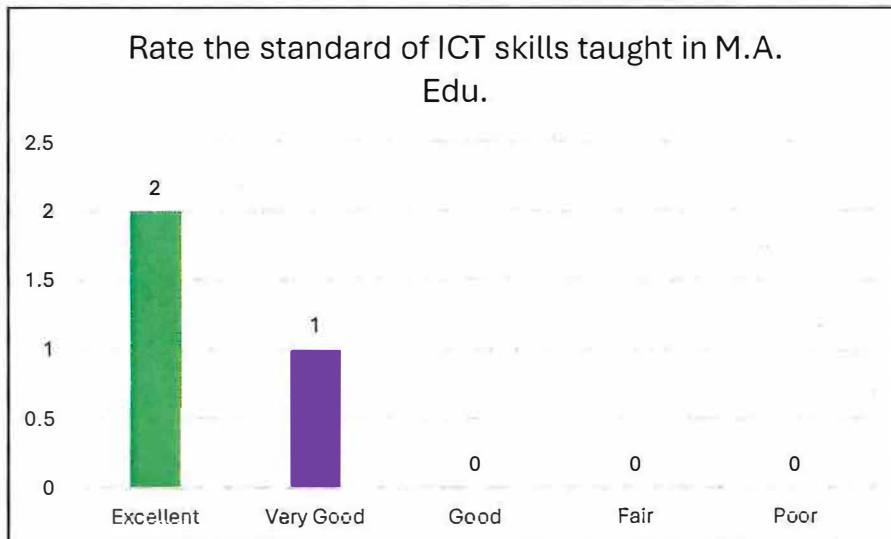
M.A.in Education curriculum allows the students to choose any educational institute, NGO, government offices, curriculum development office, schools etc. for completing their internship. This provides them an exposure with practical knowledge about the work culture, roles responsibilities of the professional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



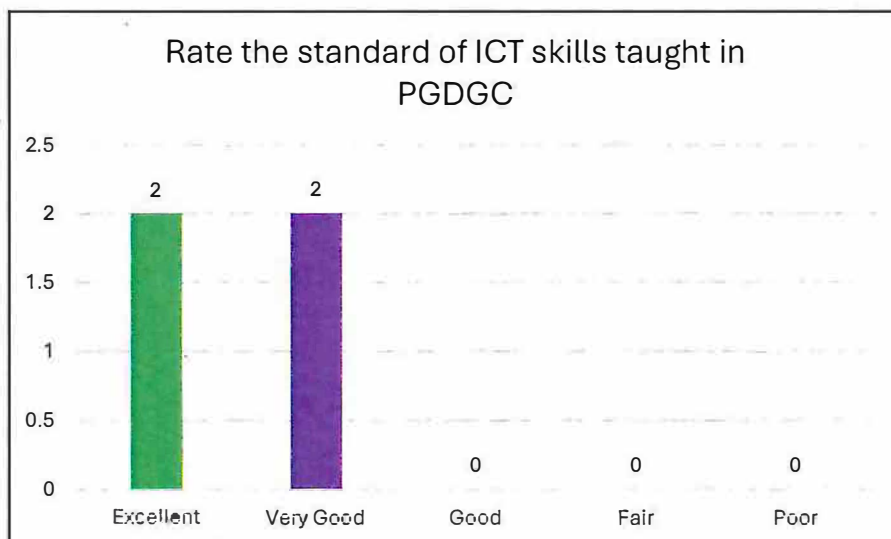
All the students have rated the internship on a positive continuum.



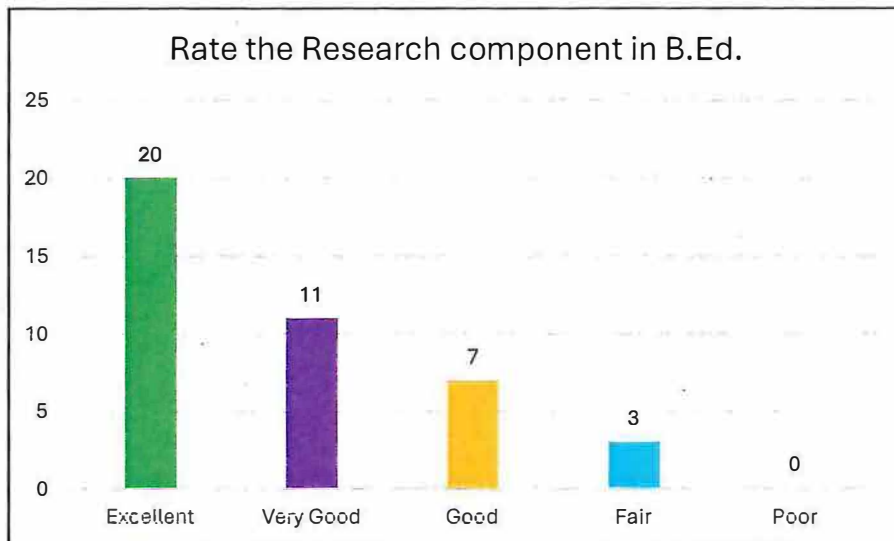
Information, Communication and Technology is given as a core course under the Perspectives in education umbrella. Critical understanding of ICT course develops skills needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites. ICT is also offered as a pedagogic 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 39 responses out of 41 were positive. However 2 students felt that the standard of ICT skills taught was fair.



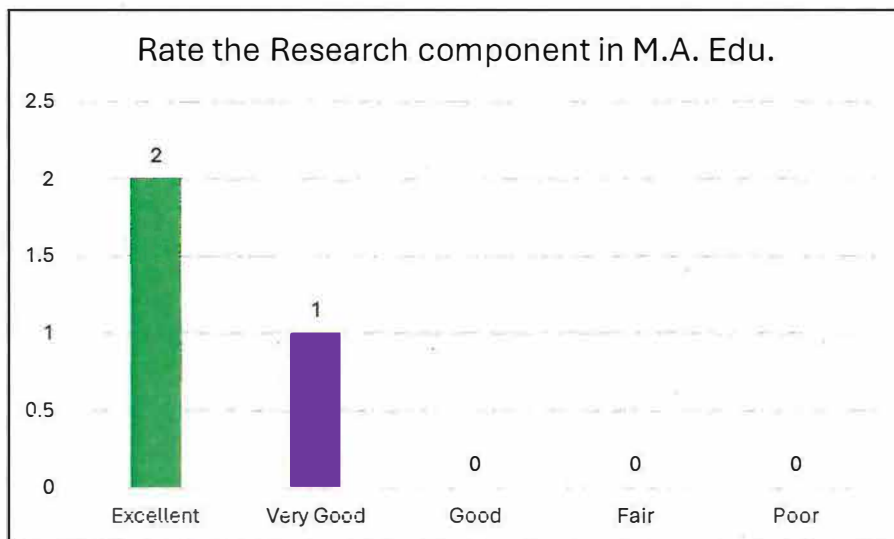
Design thinking, technological innovations, educational technology as a core component of the M.A. in Education curriculum highlights the importance given to ICT skills. Once again all responses were positive.



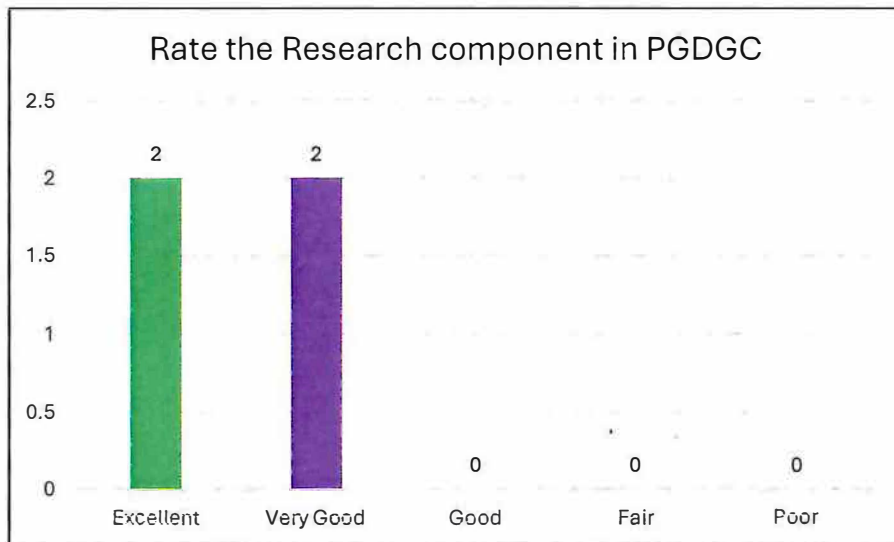
All the responses obtained for the standard of ICT skills were positive.



The overall positive response towards this question can be justified on the basis of the following lines. 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.

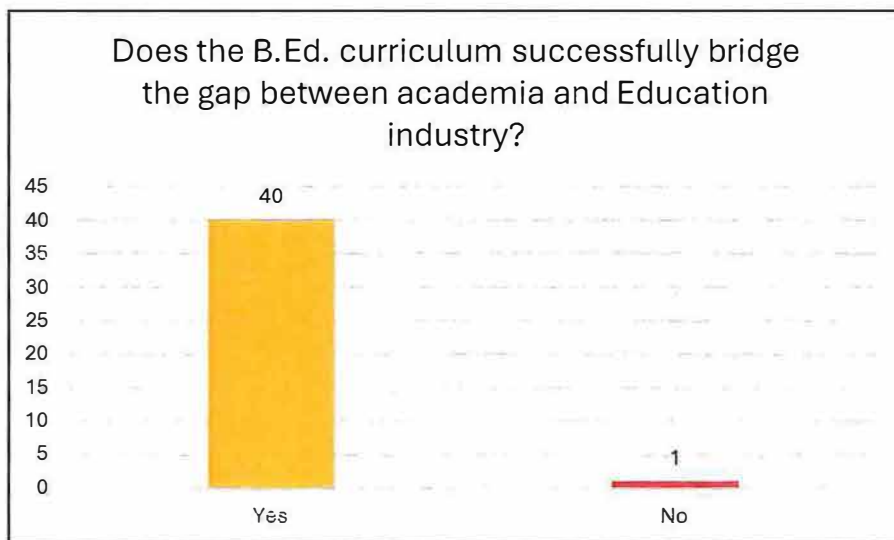


Dissertation is a crucial component in the curriculum through which candidates learn the process of research and develop products which contribute to the field of education. In order to provide clarity on research concepts an appropriate theoretical base is also given to the students. This justifies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

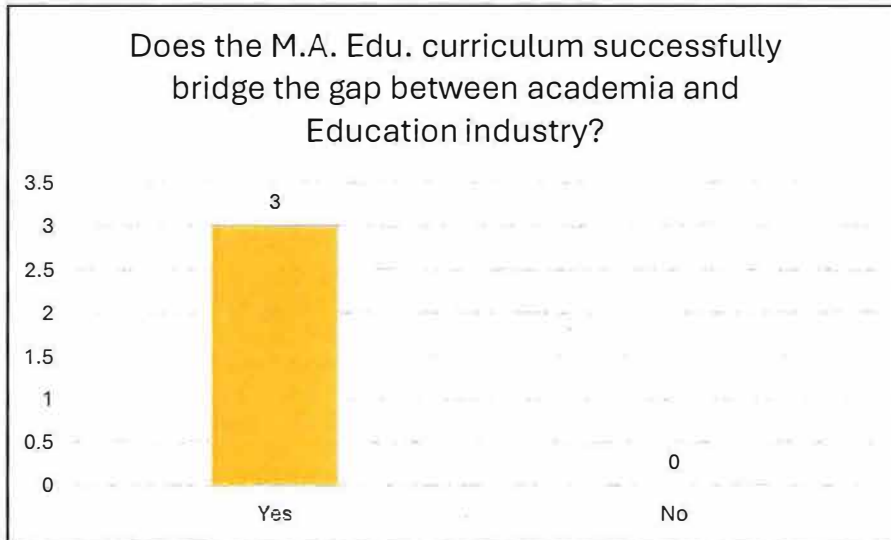


All the students have given a positive response to this question.

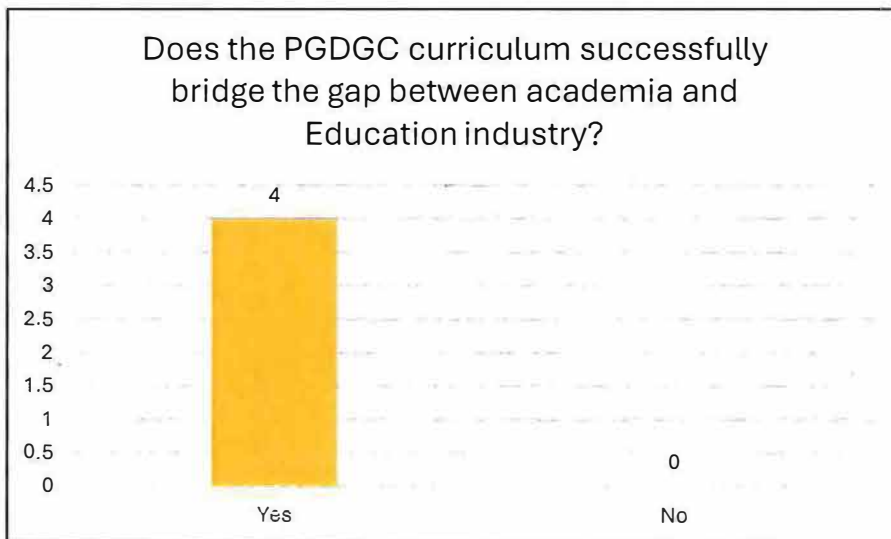
VII. The curriculum successfully bridges the gap between academia and the education industry. Do you agree? Give reason for your choice.



Out of the 41 responses obtained 40 were positive, however 1 student gave a negative response. Holistic nature of the curriculum, need based, practical experiences, innovative teaching methods, ICT training were the reason mentioned by the students for this response.



All the responses obtained were positive. Internship and research projects and teaching methods were the reason mentioned by the students for this response.



All the responses obtained were positive. Holistic and need based were the reasons mentioned by the students.

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

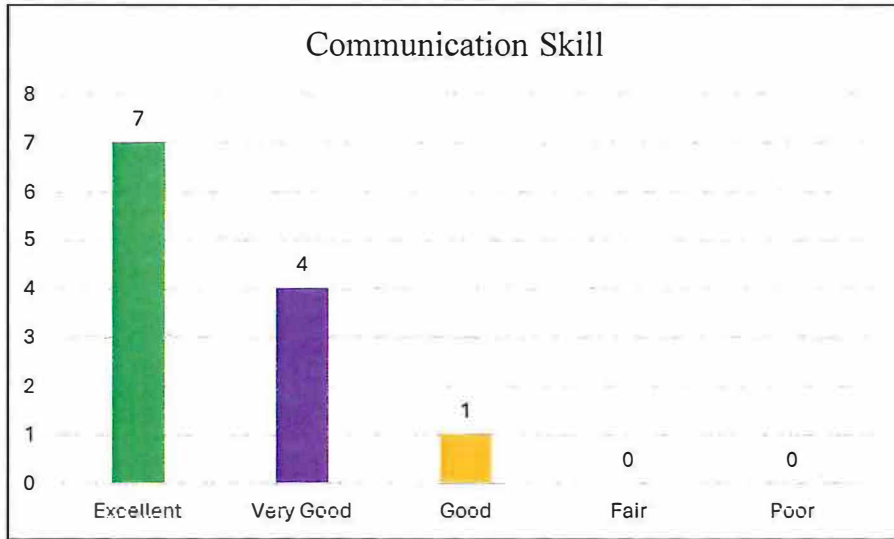
B.Ed.	M. A. Edu.	PGDGC
Bridge courses in ICT	Artificial Intelligence	Case studies

IX. Any other suggestions.

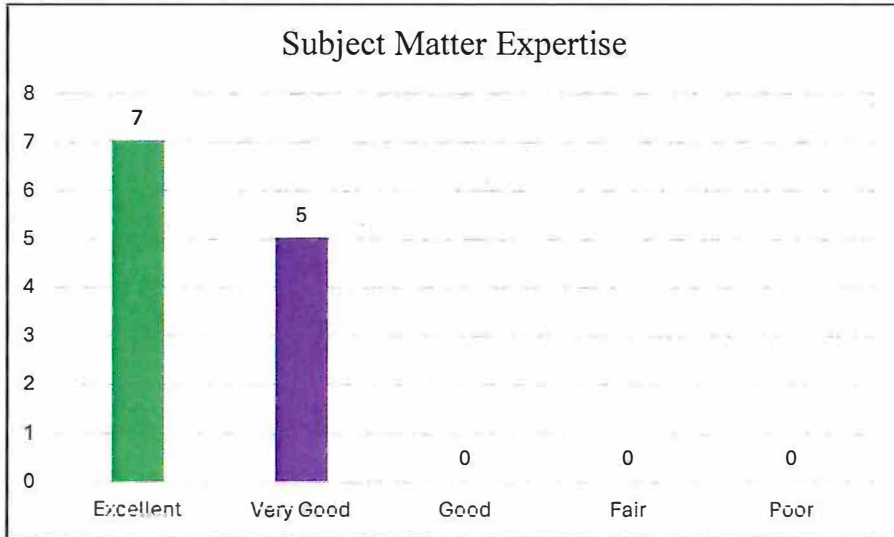
Suggestions in B.Ed.	Suggestions in M. A. Edu.	Suggestions in PGDGC
French and Spanish methods can be added More Value added courses	No suggestions	Institutions for internships to be provided by the college

C) Employers

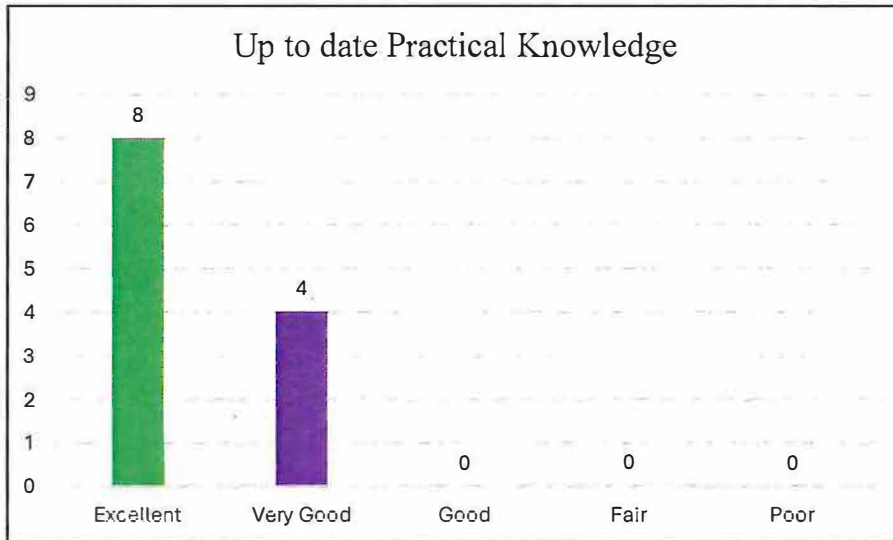
I. Rate the students of our institution who joined your organization on the following parameters:



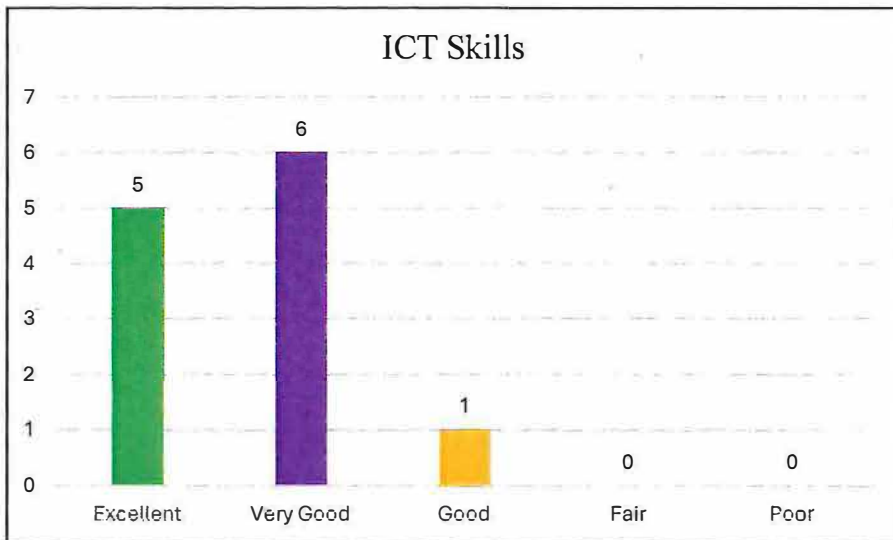
All responses obtained were positive.



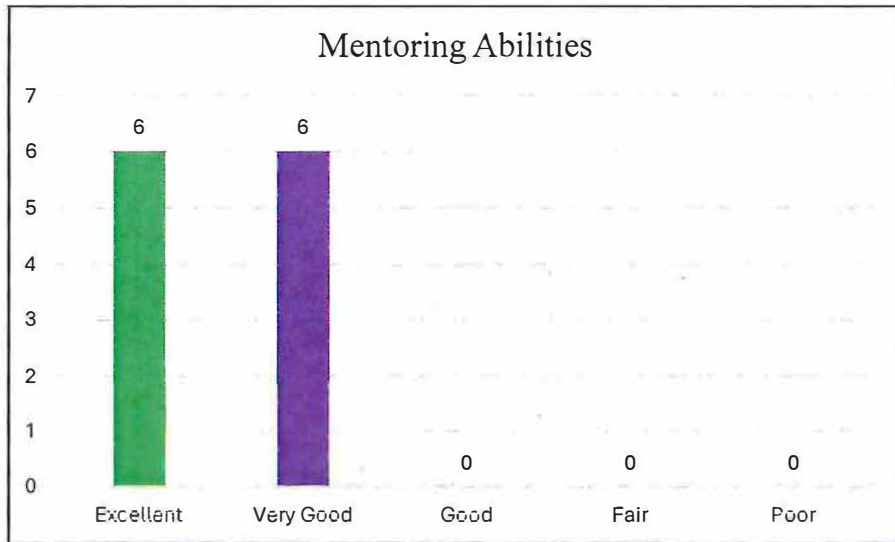
All responses obtained were positive.



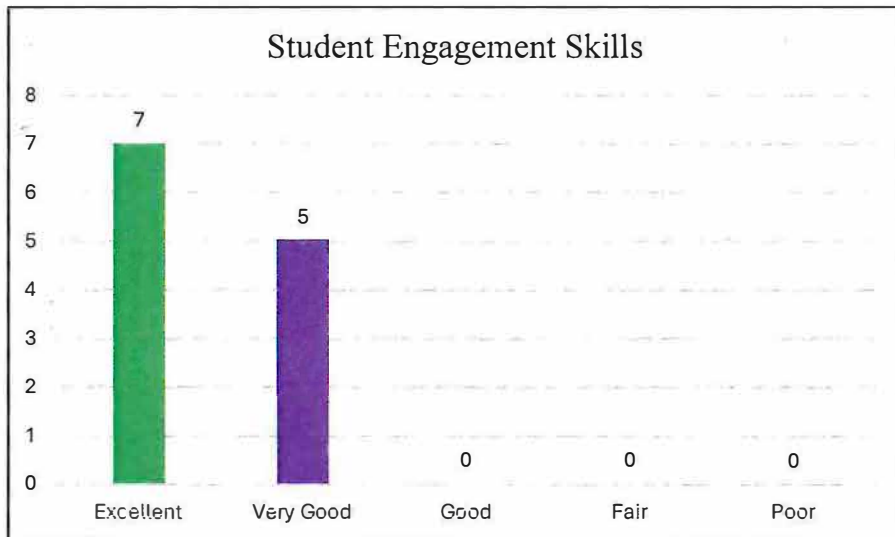
All responses obtained were positive.



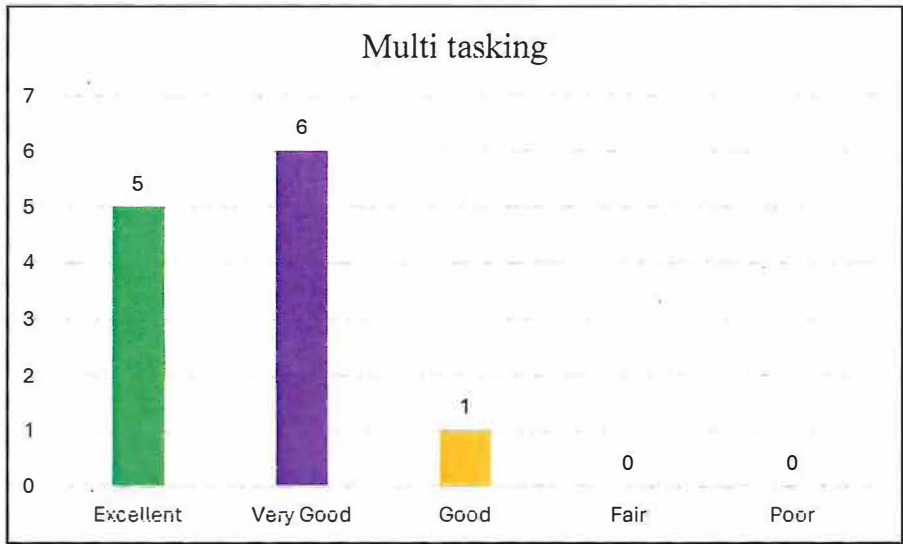
All responses obtained were positive.



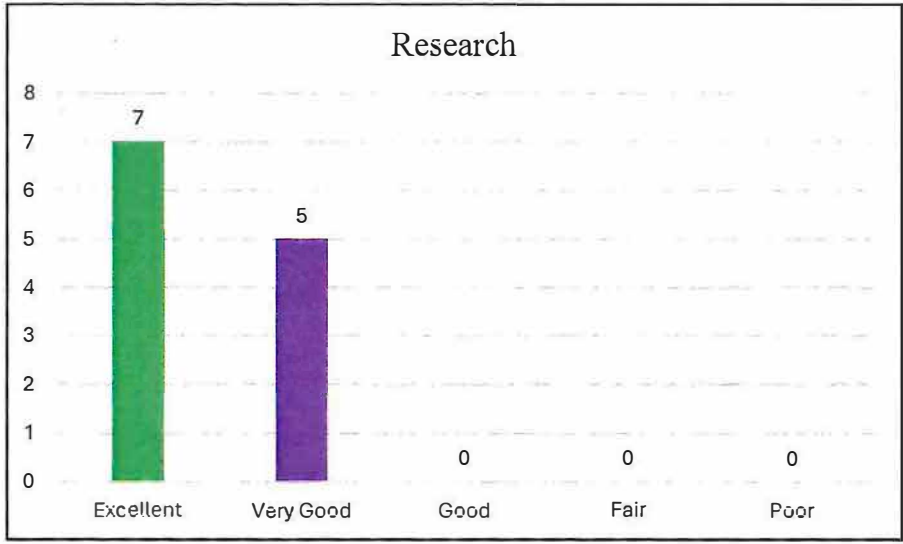
All responses obtained were positive.



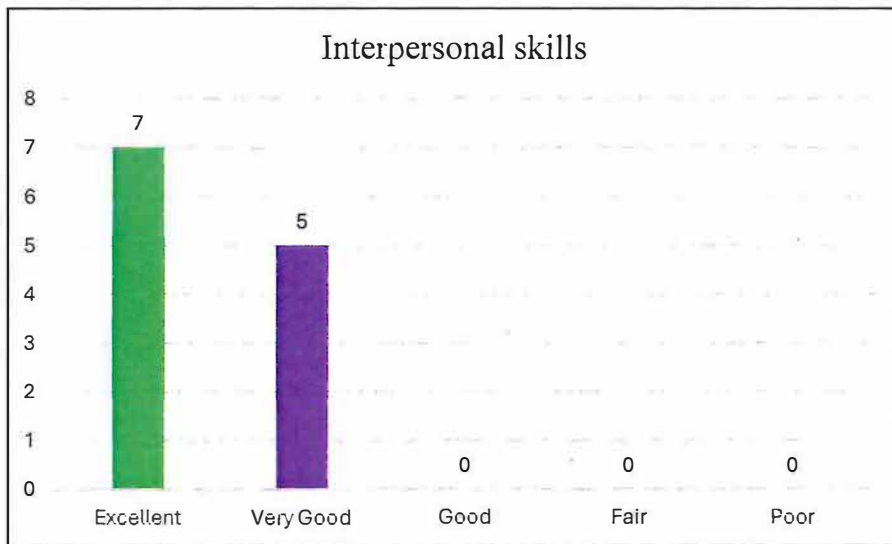
All responses obtained were positive.



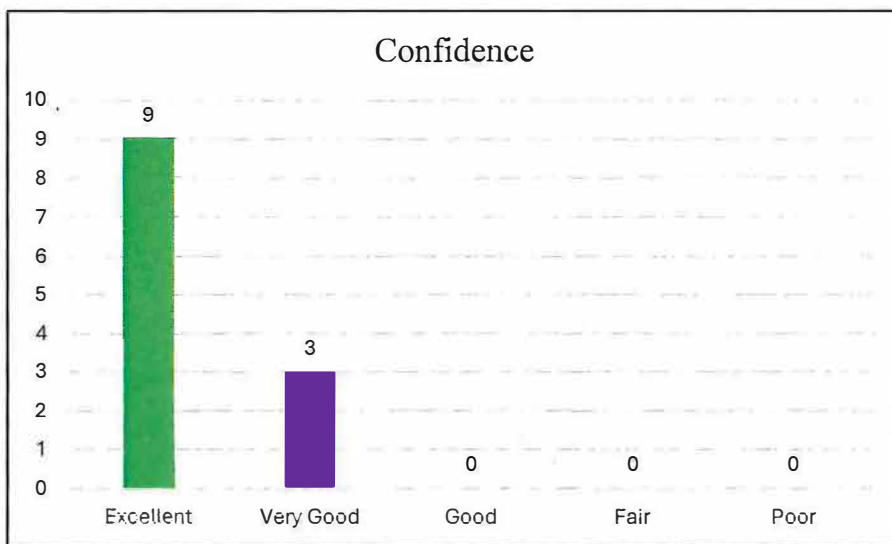
All responses obtained were positive.



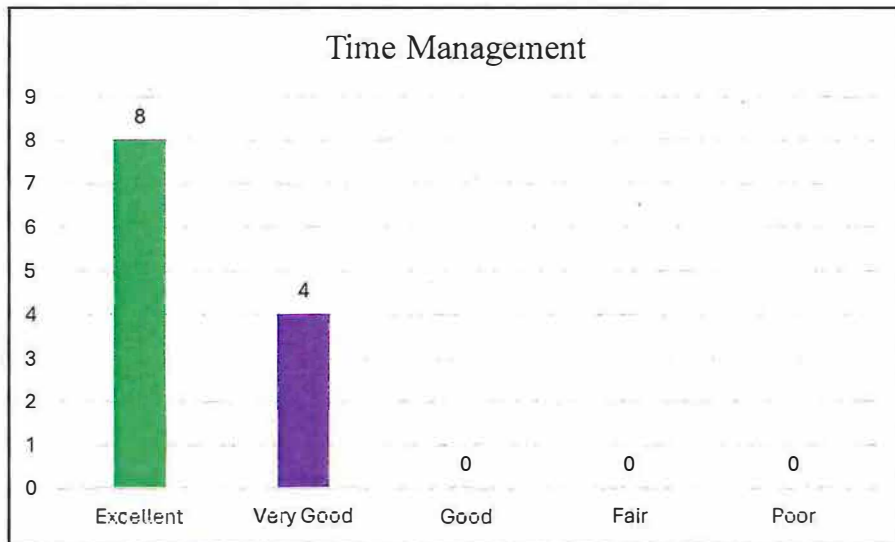
All responses obtained were positive.



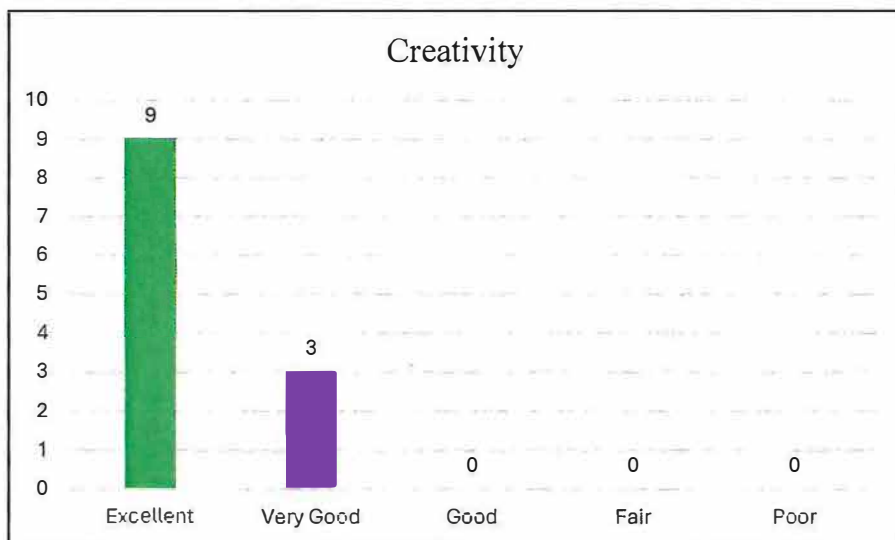
All responses obtained were positive.



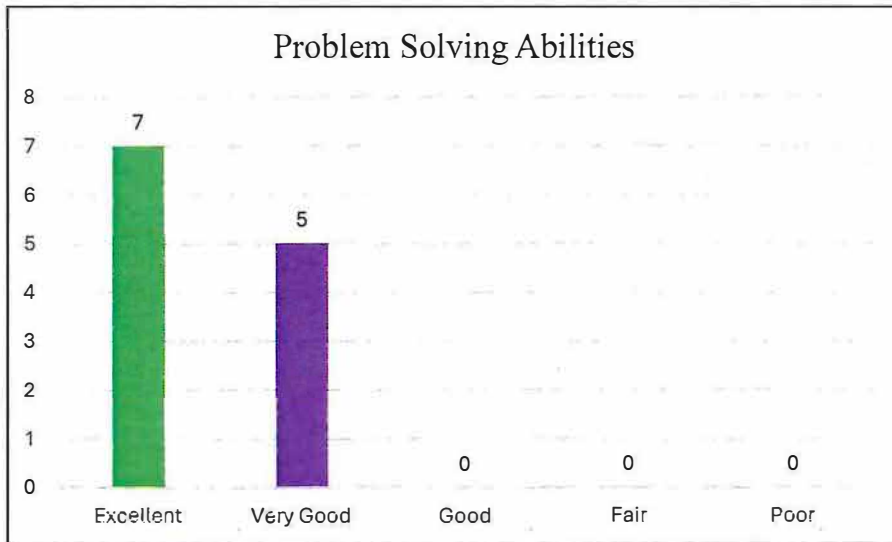
All responses obtained were positive.



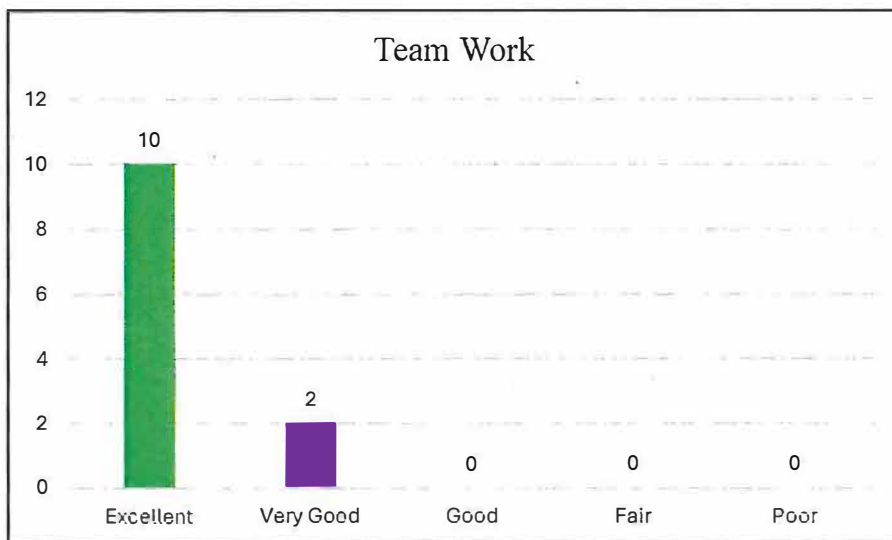
All responses obtained were positive.



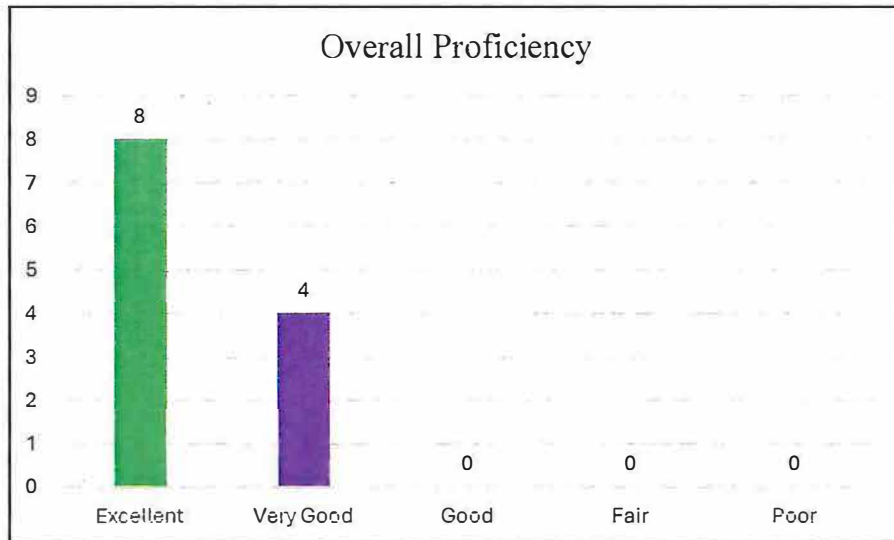
All responses obtained were positive.



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

- Guest lectures from Industry/Schools
- Trainings in Adaptability to the environment
- Proper blend of technology and traditional teaching

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

- Inculcation of Moral values

*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 curriculum is holistic in nature.
 - The overall curriculum meets the standards of the industry.
 - It takes into consideration the local, national as well as global needs.
 - Innovative teaching methodologies, practicals, 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:
 - Guest Lectures by Industry experts.
 - 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.
 - Bridge courses on communication, interpersonal skills and ICT should be added.

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 will be held to discuss the pertinent pointers and action to be taken. The action plan will be then chalked out and presented in the Board of Studies meeting for approval.

Action Plan and Improvement or Enrichment in the Curriculum for the academic year 2023-24

Feedback on curriculum for the academic year 2023-24 was taken from the stakeholders (Students, Alumni, Employers and Faculty members) and analyzed. 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 following points in the Board of Studies for discussion and action to be taken.

- Guest Lectures by Industry experts.
- 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.
- Bridge courses on communication, interpersonal skills and ICT should be added.

Ref.No.MITADTU/SOER/2024-25/11

Date : 15/07/2024

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 2023-2024. 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">➤ Guest Lectures by Industry experts.➤ Components related to actual school environment should be added.➤ Inclusion of more field trips, hands on experiences as per the industry requirement as well as funded research in collaboration with industry should be added.➤ Bridge courses on communication, interpersonal skills and ICT should be added.➤ Value education subject should be added in the curriculum.➤ Preparation for competitive exams.	<ul style="list-style-type: none">➤ Guest lectures by industry experts shall be organized➤ Industry and Schools shall be approached field visits and research projects.➤ Bridge course on communication, interpersonal skills and ICT shall be provided.➤ Other courses like entrepreneurship skills, administrative value education which the stakeholders suggested shall be provided as Value added course.➤ Implement a comprehensive training program for the CTET to better prepare students for the examination.

We look forward to your continued cooperation.

Copy to:

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


Principal
School of Education & Research

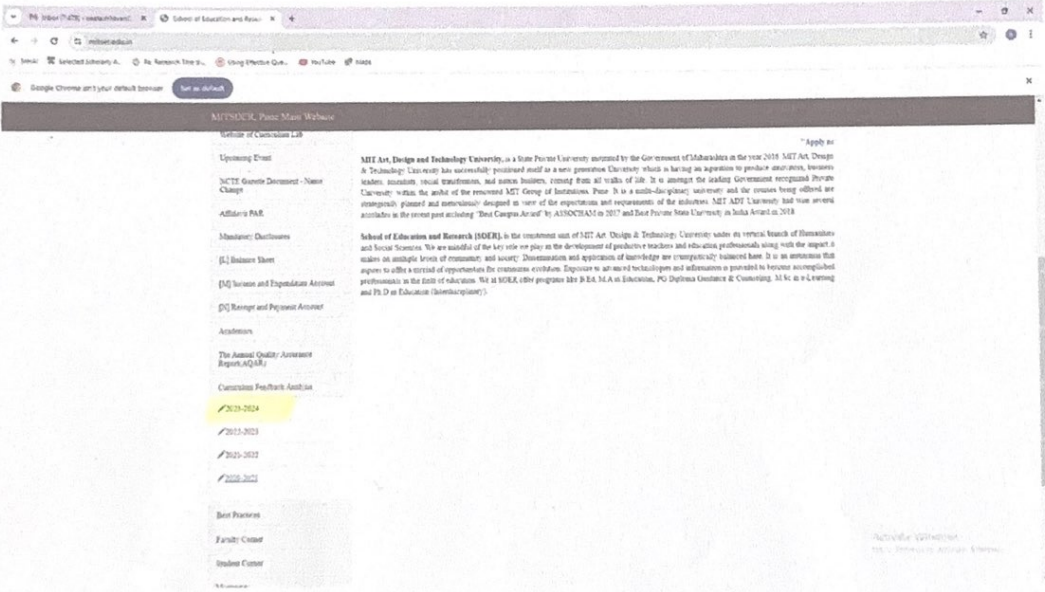
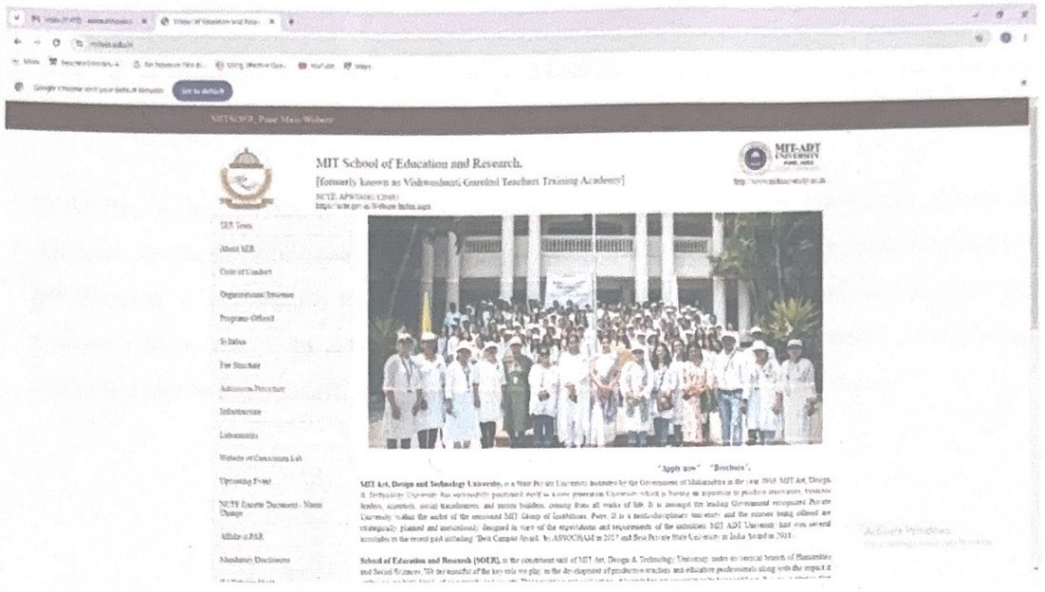
MIT Art, Design & Technology University,
Loni Kalbhori, Building 6/3, Rajbaug Campus,
Loni Kalbhori Pune - 412201



<https://www.mitser.edu.in/>
www.mituniversity.edu.in

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Website Screenshots



Link: <https://mitser.edu.in/>

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 the 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.

Annexure I



School of Education and Research
Board of Studies Meeting

Minutes of the meeting with proceeding

Date & Day	Venue	Time
14/06/2024 - Friday	Online	11.00am-1.00 pm

Following members were present for the meeting:

Sr. No.	Name of the Members	Designation
1	Dr. Priya Singh	Chairman
2	Dr. Nalini Patil	External member
3	Dr.Lalita Vartak	External member
4	Dr.Sybil Thomas	External member
5	Dr.Geeta Pillai	External member
6	Dr. Nilam Zende	Invitee Member
7	Dr. Namrata Kamble	Internal member
8	Dr. Neeta Mhavan	Internal member
9	Ms. Divya Nair	Invitee Internal member
10	Ms. Pushpa Atole	Internal member
11	Ms. Jovita Nathan	Internal member

Below members were absent for the meeting:

Dr. Ajita Deshmukh & Ms. Vindi Pujari

Agenda:

1. Syllabus for a course in teaching-learning for Ph.D students as per NEP.
2. Syllabus for Research methodology (Humanities) for Ph.D coursework.
3. Revision of M.A Education structure as per NEP PG framework.



4. Feedback on curriculum for academic year 2023-24.
5. Paper setter and evaluator list confirmation.
6. Revision of B.Ed structure as per semester pattern and discussion of the assessment pattern.
7. Any other point with permission of the chair

Agenda of the meeting was read by Dr. Priya Singh

Agenda Item	Syllabus for a course in teaching-learning for Ph.D students as per NEP.
Proceedings	<p>Dr. Sybil Thomas proposed an insightful perspective during the discussion, highlighting that teaching should be regarded as a skill-based activity and suggested exploring diverse perspectives on learning at a higher academic level. Given that this Ph.D. coursework is aimed at scholars, Dr. Thomas emphasized the importance of critically examining the limitations and advantages of various theories and models related to teaching and learning. She also suggested a critical examination of different types of learning approaches.</p> <p>Dr. Priya Singh agreed with Dr. Sybil Thomas's viewpoint, emphasizing that assessment should be based on the learning outcomes of the scholars. She suggested structuring the course to initially focus on foundational concepts, starting with an exploration of what constitutes teaching and learning. This could involve debates on the nature of knowledge, different schools of thought on knowledge acquisition, and methodologies for generating knowledge.</p> <p>During the deliberation, Dr. Priya Singh sought the opinion of the Board of Studies (BOS) on whether practical teaching components should be mandatory for all scholars, regardless of whether they are actively teaching or not. Dr. Lalita Vartak expressed agreement that practical teaching experience should indeed be included for all scholars.</p>



Resolution	The course content and assessment on teaching and learning for Ph.D scholars was approved with changes like making the flow logical and approaching it with a practical and reflective approach.
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Agenda Item	Syllabus for Research methodology (Humanities) for Ph.D coursework.
Proceedings	<p>Dr. Priya Singh informed the Board of Studies (BOS) members that there would be separate Research Methodology courses for the School of Faculty of Humanities and Social Sciences, Education, Vedic Sciences, and English. She explained that initially, the Research Methodology course was common for all PhD scholars across the University, which resulted in many topics being irrelevant for scholars in the humanities. Given that the scholars come from diverse disciplines such as Management and Vedic Sciences, the courses have now been designed to cater specifically to each field.</p> <p>Dr. Namrata Kamble then presented the syllabus for the Research Methodology course to the BOS members. She detailed the contents, which include topics like Ethics in Research and various software tools used in research. Dr.Namrata invited the BOS members to provide suggestions and feedback on the syllabus to ensure it meets the needs of all scholars.</p> <p>Dr. Lalita Vartak remarked that most of the content has been covered comprehensively. Dr. Priya Singh added that the course evaluation pattern would consist of 40% internal assessments and 60% assignments. She emphasized that the assignments would be more practical, involving tasks where students would be given data to analyze using various software tools. She also mentioned the development of module, program and standardized test under product development.</p>

	Dr. Nalini Patil suggested including standardized tests in the curriculum. Dr. Priya Singh agreed and mentioned that they would incorporate these in the product development section of the course. Dr. Patil also recommended including rating scales, to which Dr. Singh responded that they would be added to the section on research tools.
Resolution	The course content was approved with minor suggestions.

Agenda Item	Revision of M.A Education structure as per NEP PG framework.
Proceedings	<p>Dr. Priya Singh discussed proposed changes to the MA Education structure, emphasizing the need to integrate postgraduate components and eliminate the option for early exit from the program. She presented both the old and new syllabi to the Board of Studies (BOS). The old syllabus consisted of 20 credits per semester, with 105 credits dedicated to practical work, while the remaining courses were core subjects following a 40:60 evaluation pattern. Semester 2 focused on holistic development to accommodate scholars from non-education backgrounds.</p> <p>Dr. Namrata Kamble then shared the new syllabus. The overall structure remained the same, but a value-added course worth 2 credits was introduced in Semester 1. In Semester 2, a skill enhancement course was added, and the Research Methodology course was moved from Semester 3 to Semester 2. No major changes were made to Semester 3, except for the inclusion of another value-added course and a skill enhancement course. Semester 4 Internship program will be for one month. Dr. Namrata highlighted the various value-added and skill enhancement courses, explaining that these additions were made in accordance with the National Education Policy (NEP).</p> <p>Dr. Priya Singh noted that the list of courses is flexible and can be adjusted based on needs. She invited the committee to provide their ideas and</p>

	<p>suggestions. She mentioned that distance education components were reviewed and incorporated from various universities.</p> <p>Dr. Geeta suggested including courses on storytelling and e-content development. Dr. Lalita Vartak recommended retaining advanced statistics, to which Dr. Namrata responded that it had already been included in the Advanced Research Methodology course. Dr. Priya Singh then proposed adding a course on Educational Leadership, emphasizing its importance.</p>
Resolution	M.A education program structure changes as per NEP 2020 was approved. Suggestions of courses to be included in the list of value added courses.

Agenda Item	Feedback on curriculum for academic year 2023-24.
Proceedings	<p>Dr. Neeta Mhavan presented the committee with feedback collected from stakeholders, highlighting several areas for improvement and development. The feedback included the following key points, which require approval from the BOS as well as further suggestions:</p> <ol style="list-style-type: none"> 1. Inclusion of Value-Added Courses: There is a need to introduce more value-added courses to enhance the educational experience. 2. Guest Lectures: Guest lectures by industry experts shall be organized. 3. Bridge Course on Language: Implement a bridge course to improve language skills and interpersonal relation skills for students who may require additional support. 4. Bridge Courses on ICT Skills: Develop bridge courses focused on ICT skills 5. Training on Soft Skills: Provide training sessions dedicated to developing essential soft skills for students. 6. Industry connect: Industry and Schools shall be approached for field visits and research projects. 7. Detailed Teaching Aids Workshops: Offer workshops that

	<p>provide in-depth training on the creation and use of teaching aids.</p> <p>8. Rigorous Training on CTET (Central Teacher Eligibility Test): Implement a comprehensive training program for the CTET to better prepare students for the examination.</p> <p>These points reflect the feedback received from stakeholders and need to be reviewed and approved by the BOS, along with any additional suggestions from the committee.</p> <p>Dr. Geeta emphasized the importance of focusing on ICT skills, noting that many teachers currently lack proficiency in this area. She also highlighted the need to enhance soft skills among teachers. In response, Dr. Neeta Mhavan mentioned that the SCIL department of MIT University oversees these areas and provides comprehensive training to students before they graduate.</p> <p>Additionally, Dr. Geeta brought up the importance of training teachers on how to effectively connect with parents. Dr. Priya Singh agreed, acknowledging the significance of this aspect and its impact on the overall educational experience.</p>
Resolution	Curriculum Feedback and the action plan was approved

Agenda Item	Paper setter and evaluator list confirmation.
Proceedings	<p>Dr. Priya Singh briefed the Board of Studies (BOS) members on the digital examination system, highlighting its fully automated nature. Under this system, each faculty is responsible for preparing 200 questions per subject, which collectively form a question bank. From this bank, three sets of question papers are automatically generated, with one set selected for each examination session.</p> <p>Regarding the composition of the question bank, Dr. Singh outlined that</p>

	<p>two members from within the institution are designated as internal setters, while one external member also contributes to ensure objectivity and diversity in question selection. Furthermore, Ms. Jovita Nathan presented the list of proposed paper setters and evaluators, stressing the importance of BOS approval for their appointment. Dr. Priya Singh then encouraged the external BOS members to recommend qualified faculty members who could serve as external setters, enhancing the quality and fairness of the examination process.</p> <p>This approach aims to uphold rigorous standards in question setting and evaluation, ensuring academic integrity and enhancing the overall examination experience for students.</p> <p>Following the detailed presentation by Dr. Priya Singh on the automated examination system, the members of the Board of Studies (BOS) expressed their appreciation for the innovative approach. They acknowledged the efficiency and transparency offered by the digital system in generating question papers automatically from the established question bank.</p> <p>Moreover, the BOS members reviewed and approved the list of proposed paper setters and evaluators, presented by Ms. Jovita Nathan. They emphasized the importance of ensuring that the appointed setters and evaluators uphold high academic standards and integrity.</p>
Resolution	List of paper setters and evaluators was approved.



Agenda Item	Revision in course content of PG Diploma in Guidance and counseling.
Proceedings	The Board of Studies (BOS) committee approved the proposed changes to the Post Graduate Diploma in Guidance and Counseling (PGDGC) course. Additionally, Dr. Lalitha Vartak provided a few suggestions to enhance the

	<p>practical components of the course.</p> <p>These suggestions included integrating more hands-on activities and real-world applications to better prepare students for their future roles in guidance and counseling. By incorporating these practical elements, the course aims to provide students with comprehensive training and experience, ensuring they are well-equipped to handle various counseling scenarios effectively.</p>
Resolution	Changes in the syllabus were approved.

Agenda Item	Revision of B.Ed structure as per semester pattern and discussion of the assessment pattern.
Proceedings	<p>Ms. Divya Nair presented an overview of the structure and syllabus for the semester pattern of the B.Ed course. She highlighted key aspects of the new format, emphasizing its potential benefits for students. Dr. Priya Singh further underscored the significance of adopting the semester pattern, emphasizing that it effectively alleviates the burden on students by spreading out assignment deadlines. Additionally, Dr. Singh pointed out that the semester system reduces the pressure associated with writing numerous theoretical papers across multiple subjects. This shift aims to create a more manageable and conducive learning environment for students pursuing their B.Ed studies.</p> <p>Following the discussion, the Board of Studies (BOS) members reached a consensus to endorse the proposal. They directed the school administration to proceed with the implementation of the semester pattern for the B.Ed course, effective from the upcoming academic year. Dr. Priya Singh, addressing the BOS members, assured them that the finalized structure of</p>

	thorough review and feedback. This decision aims to streamline the academic process, reducing the workload on students by distributing assignment deadlines more evenly throughout the semester.
Resolution	Structure will be discussed again internally and as per feasibility it will be changed and implemented when required.

Dr. Priya Singh proposed the vote of thanks, and the meeting was adjourned.

<p>Recorded by</p>  <p>Ms. Jovita Nathan Assistant Professor School of Education & Research, MIT ADT</p>	 <p>Dr. Priya Singh I/C Principal School of Education & research, MITADTU MIT ADT, Design & Technology University, Loulisabhor, Gurgaon - 122 001</p>
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