## Ashoka Education Foundation's

## Ashoka International Centre for Educational Studies and Research, Nashik B.Ed. Student Curriculum Feedback Form Analysis Academic Year 2018-19

Student Curriculum feedback was conducted for academic year 2018-19 for the batch 201719. The feedback was implemented online through Google form. Google form link was shared to students to participate in this online feedback. Participation was voluntary and respondents were ensured confidentiality. Total 37 students' responses were received. Its analysis is as follows -

| Sr.No. | $\mathbf{5}$ point Rating Scale | Remark |
| :--- | :--- | :--- |
| 1 | 5 and above | Excellent |
| 2 | 4 and above | Very Good |
| 3 | 3 and above | Good |
| 4 | 2 and above | Average |
| 5 | 1 and above | Poor |

1 The depth of the course content is adequate in relation to the expected Course Outcomes (COs).

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 2}$ | $\mathbf{2 2}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 37 |
| Responses in <br> Percentage | $\mathbf{3 2 \%}$ | $\mathbf{6 0 \%}$ | $\mathbf{8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


2. The modules / sections in the syllabus are properly sequenced.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 2}$ | $\mathbf{2 2}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{3 7}$ |
| Responses in <br> Percentage | $\mathbf{3 2 \%}$ | $\mathbf{6 0 \%}$ | $\mathbf{8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


3. Syllabus equipped me with necessary skills to face the School.

|  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 6}$ | $\mathbf{1 1}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 32 |


| Responses in <br> Percentage | $\mathbf{5 5 \%}$ | $\mathbf{3 8 \%}$ | $\mathbf{7 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


4. Almost entire syllabus was covered in the class by the teacher

|  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 4}$ | $\mathbf{6}$ | $\mathbf{1 7}$ | $\mathbf{0}$ | $\mathbf{0}$ | 29 |
| Responses in <br> Percentage | $\mathbf{3 8 \%}$ | $\mathbf{1 6 \%}$ | $\mathbf{4 6 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


5. The syllabus enabled me to improve my ability to formulate.

|  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 1}$ | $\mathbf{2 3}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 37 |
| Responses in <br> Percentage | $\mathbf{3 1 \%}$ | $\mathbf{6 0 \%}$ | $\mathbf{9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


6. Syllabus inculcated necessary ethical values and concern for the society

|  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 4}$ | $\mathbf{2 1}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 37 |
| Responses in <br> Percentage | $\mathbf{3 8 \%}$ | $\mathbf{5 7 \%}$ | $\mathbf{5 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


7. Adequate Availability of online/offline study material

|  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{2 2}$ | $\mathbf{5}$ | $\mathbf{0}$ | $\mathbf{0}$ | 37 |
| Responses in <br> Percentage | $\mathbf{2 7 \%}$ | $\mathbf{6 0 \%}$ | $\mathbf{1 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


8. The curriculum gives scope for internship/ training/ research

|  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: |


| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{2 5}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 37 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Percentage | $\mathbf{2 7 \%}$ | $\mathbf{6 8 \%}$ | $\mathbf{5 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



## Observations

- The curriculum is very good for learning new things.
- The curriculum is a great experience for me to build myself.
- It was excellent experience to be a student of AICESR with great teachers
- Syllabus is very good to improve myself.


## Following are the suggestions regarding B.Ed. Curriculum

- Need to improvement in group - discussion \& use more technology for teaching.
- Teachers should provide better notes or suggest relevant reference book.


Ashoka Education Foundation's Ashoka International Centre for Educational Studies and Research Ashoka Marg, Wadala, Nashik-422 006

## Ashoka Education Foundation's

## Ashoka International Centre for Educational Studies and Research, Nashik Teachers Curriculum Feedback Form Analysis <br> Academic Year 2018-19

Teachers Curriculum feedback was conducted for academic year 2018-19 for the batch 201719. The feedback was implemented online through Google form. Google form link was shared to teachers to participate in this online feedback. Participation was voluntary and respondents were ensured confidentiality. Total 10 teachers' responses were received. Its analysis is as follows -

| Sr.No. | $\mathbf{5}$ point Rating Scale | Remark |
| :--- | :--- | :--- |
| 1 | 5 and above | Excellent |
| 2 | 4 and above | Very Good |
| 3 | 3 and above | Good |
| 4 | 2 and above | Average |
| 5 | 1 and above | Poor |

1. The depth of the course content is adequate to have significant learning outcomes.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{9}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{9 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


2. Syllabus is sufficient to bridge the gap between industry standards /current global scenarios and academics

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{1 0 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


3. The timely coverage of syllabus is possible in the mentioned number of hours

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{9}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{9 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


4. The module / sections in the syllabus are properly sequenced.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{1 0 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


5. Sufficient reference material and books are available for the topics mentioned in the syllabus

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{9}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{9 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


6. The curriculum is balanced with regard to the theoretical and practical knowledge

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{1 0 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


7. How do rate the courses in terms of their relevance to the latest and/or the future technologies?

| Rating Scale | 5 | 4 | 3 | 2 | 1 | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in Numbers | 10 | 0 | 0 | 0 | 0 | 10 |
| Responses in <br> Percentage | 100\% | 0\% | 0\% | 0\% | 0\% | 100\% |
| Responses |  |  |  |  |  |  |
| 100\% |  |  |  |  |  |  |
| 80\% |  |  |  |  |  | - Responses |
| 60\% |  |  |  |  |  |  |
| 40\% |  |  |  |  |  |  |
| 20\% |  | \% | 0\% | 0\% |  |  |
| 10 |  | 0 | 0 | 0 |  |  |

8. Pedagogy proposed in the curriculum matches the contents

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |


| Responses in <br> Percentage | $\mathbf{1 0 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


9. The curriculum has the potential in developing the habit of self-learning among the students

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{1 0 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


10. The curriculum has focus on skill development

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{1 0 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


11. Evaluation of the course is appropriate to discriminate the students.

| Rating |  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Scale | Total <br> Respondents |  |  |  |  |  |
| Responses in <br> Numbers | $\mathbf{9}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{9 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


12. How do you rate the transformation of your students after the completion of the course?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{9}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 10 |
| Responses in <br> Percentage | $\mathbf{9 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



## 13. Qualitative Remarks

| Sr. No. | Remarks/Feedback |
| :---: | :--- |
| 1. | SNDT has given very comprehensive curriculum and it is being given 100 <br> percent justice at Ashoka. |
| 2. | Curriculum developed all skills among the students. |
| 3. | Curriculum is Practical oriented |

14. Suggestion.

| Sr. No. | Suggestion. |  |
| :---: | :--- | :--- |
| 1. | Practical work should be more focused. |  |
| 2. | Arrange more work shop and Conference related to curriculum. |  |
| 3. | Theory given in depth but proper reference books are not available | . |

# Ashoka Education Foundation's 

## Ashoka International Centre for Educational Studies and Research, Nashik Parent Feedback Form Analysis <br> Academic Year 2018-19

Parents' feedback was conducted for academic year 2018-19 for the batch 2017-19. The feedback was implemented online through Google form. Google form link was shared to students to participate in this online feedback. Participation was voluntary and respondents were ensured confidentiality. Total 30 parents' responses were received. Its analysis is as follows -

| Sr.No. | 5 point Rating Scale | Remark |
| :---: | :---: | :---: |
| 1 | 5 and above | Excellent |
| 2 | 4 and above | Very Good |
| 3 | 3 and above | Good |
| 4 | 2 and above | Average |
| 5 | 1 and above | Poor |

1. How do you rate the programme that your ward undergoing in terms of the load of the courses in different semesters?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 9}$ | $\mathbf{9}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{6 3 \%}$ | $\mathbf{3 0 \%}$ | $\mathbf{7 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


2. How do you rate the availability of the text and reference books in the market?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{8}$ | $\mathbf{1 8}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{2 7 \%}$ | $\mathbf{6 0 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


3. How do you rate the quality and relevance of the courses included into the curriculum?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{2 0}$ | $\mathbf{8}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{6 7 \%}$ | $\mathbf{2 7 \%}$ | $\mathbf{6 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


4. How do you rate the ambience of the college for effective delivery of the academic process?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{2 0}$ | $\mathbf{0 9}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{6 7 \%}$ | $\mathbf{3 0 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


5. The How do rate the courses in terms of their relevance to the latest and/or future technologies?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{2 1}$ | $\mathbf{0 9}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{7 0 \%}$ | $\mathbf{3 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


6. How do you rate the quality of the teaching in the Institution?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 9}$ | $\mathbf{7}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{6 3 \%}$ | $\mathbf{2 4 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


7. Assignment /Internships offered under programme was challenging and constructive.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{2 0}$ | $\mathbf{0 9}$ | $\mathbf{0 1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{6 7 \%}$ | $\mathbf{3 0 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


8. The Curriculum has the capability to enhance students' Competency in communication, critical thinking, problem solving and creativity.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: |


| Responses in <br> Numbers | $\mathbf{2 1}$ | $\mathbf{0 7}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Percentage | $\mathbf{7 1 \%}$ | $\mathbf{2 3 \%}$ | $\mathbf{6 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


9. Is the mentoring system, personal attention of teacher, discipline of college is effective.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{2 2}$ | $\mathbf{0 5}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| Responses in <br> Percentage | $\mathbf{7 3 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


10. Ethical and Moral orientation given by college is admirable.

|  | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses <br> in <br> Numbers | $\mathbf{2 1}$ | $\mathbf{0 9}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 30 |
| Responses <br> in <br> Percentage | $\mathbf{7 0 \%}$ | $\mathbf{3 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



Qualitative feedback-

- The Curriculum has the capability to enhance students' over all development.
- Curriculum developed my daughter capacity and confidence.
- Good efforts taken by the college to implement curriculum
- The curriculum is benefited for job.
- The course is satisfied.
- The college is best and its mentoring system.

No suggestion


PRINCIPAL

## Ashoka Education Foundation's

## Ashoka International Centre for Educational Studies and Research, Nashik B.Ed. Alumni Feedback Form Analysis

## Academic Year 2018-19

Alumni feedback was conducted for academic year 2018-19 for the batch 2017-19. The feedback was implemented online through Google form. Google form link was shared to students to participate in this online feedback. Participation was voluntary and respondents were ensured confidentiality. Total 38 alumni responses were received. Its analysis is as follows

| Sr.No. | 5 point Rating Scale | Remark |
| :---: | :---: | :---: |
| 1 | 5 and above | Excellent |
| 2 | 4 and above | Very Good |
| 3 | 3 and above | Good |
| 4 | 2 and above | Average |
| 5 | 1 and above | Poor |

Q. 1 How do you rate the curriculum relevant to your job and future aspirations?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{2 3}$ | $\mathbf{1 3}$ | $\mathbf{1}$ | $\mathbf{1}$ | $\mathbf{0}$ | 38 |
| Responses in <br> Percentage | $\mathbf{6 0 \%}$ | $\mathbf{3 4 \%}$ | $\mathbf{3 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


2. How best Curriculum has enhanced my Competency incommunication, critical thinking, problem solving and creativity

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 38 |
| Responses in <br> Percentage | $\mathbf{4 5 \%}$ | $\mathbf{4 7 \%}$ | $\mathbf{8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


3. How do you rate the structure of syllabus prescribed for the programme?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 7}$ | $\mathbf{1 9}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 38 |


| Responses in <br> Percentage | $\mathbf{4 5 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{5 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


4. At what extent curriculum is matched to current trends?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{2 1}$ | $\mathbf{1 5}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 38 |
| Responses in <br> Percentage | $\mathbf{5 5 \%}$ | $\mathbf{4 0 \%}$ | $\mathbf{5 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


5. How do you rate the availability of materials and references regarding curriculum?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: |


| Responses in <br> Numbers | $\mathbf{1 5}$ | $\mathbf{1 7}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | 38 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Percentage | $\mathbf{4 0 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{1 5 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


6. Is assignment / Internships offered under your programme was challenging and constructive?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 2}$ | $\mathbf{2 3}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 38 |
| Responses in <br> Percentage | $\mathbf{3 2 \%}$ | $\mathbf{6 0 \%}$ | $\mathbf{8 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


7.How do you rate the depth and load of course content including assignment and Internship?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total Respondents |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Numbers | $\mathbf{1 6}$ | $\mathbf{1 3}$ | $\mathbf{9}$ | $\mathbf{0}$ | $\mathbf{0}$ | 38 |
| Responses in <br> Percentage | $\mathbf{4 2 \%}$ | $\mathbf{3 4 \%}$ | $\mathbf{2 4 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


8. How best the design of experiments is related to class theory?

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| Responses in <br> Numbers | $\mathbf{1 6}$ | $\mathbf{1 6}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | 38 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Responses in <br> Percentage | $\mathbf{4 2 \%}$ | $\mathbf{4 2 \%}$ | $\mathbf{1 6 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


9. Observations-

The curriculum is very good for real teaching.
The curriculum is very useful for teaching practically.
Curriculum is creative and matches current trend.
This organization and staff are best for implementing curriculum.

## No Suggestions



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## Ashoka Education Foundation

## Ashoka International Center for Educational Studies and Research, Nashik Internship/ Practice Teaching Feedback Analysis

Employers/Stakeholders feedback was conducted for academic year 2018-19 for the batch 2017-19. The feedback were collected through physically. Total 6 feedback received from internship and practice teaching school. Its analysis is as follows -

| Sr.No. | $\mathbf{5}$ point Rating Scale | Remark |
| :--- | :--- | :--- |
| 1 | 5 and above | Excellent |
| 2 | 4 and above | Very Good |
| 3 | 3 and above | Good |
| 4 | 2 and above | Average |
| 5 | 1 and above | Poor |

1. Quality of practice teaching lessons and block teaching conducted.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 6 |
| Responses in <br> Percentage | $\mathbf{1 7 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


2. Co-operation and team work: Inters shared the information with each other, loved to work in team, exhibited positive attitude, took new tasks with enthusiasm and energy and received feedback in a positive and constructive manner.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 6 |
| Responses in <br> Percentage | $\mathbf{1 7 \%}$ | $\mathbf{6 6 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


3. Communication Skills: Interns were polite, humble and kind in communication with other teachers and peers, exchanged ideas with others, listened and understood others intention.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{1}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{0}$ | 6 |
| Responses in <br> Percentage | $\mathbf{1 7 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{1 6 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



## 4. Attendance \& Punctuality

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 6 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


5. Supplementary Performance in cultural activities: for ex. Conducting cultural programmes, competitions, assemblies etc.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{2}$ | $\mathbf{1}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 6 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


6. Supplementary Performance in co-curricular activities: for ex. conducting proxy period, conducting interesting and creative activities for students etc.

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{1}$ | $\mathbf{4}$ | $\mathbf{0}$ | $\mathbf{0}$ | 6 |
| Responses in <br> Percentage | $\mathbf{1 7 \%}$ | $\mathbf{1 7 \%}$ | $\mathbf{6 6 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


7. Overall Evaluation of the Interns:

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 6 |
| Responses in <br> Percentage | $\mathbf{1 7 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



## Qualitative Remarks

1. Student Teachers are proactive.
2. Teacher follows given responsibility promptly.
3. Interns were punctual and efforts taken in teaching.

## Suggestions

1. Need to be confident.
2. Needs to work on class control.
3. Use more effective teaching aids.


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## Ashoka Education Foundation

## Ashoka International Center for Educational Studies and Research, Nashik Employers/Stakeholders Feedback Analysis

Employers/Stakeholders feedback was conducted for academic year 2018-19 for the batch 2017-19. The feedback were collected through physically. Total 9 feedback received from stakeholders. Its analysis is as follows -

| Sr.No. | 5 point Rating Scale | Remark |
| :--- | :--- | :--- |
| 1 | 5 and above | Excellent |
| 2 | 4 and above | Very Good |
| 3 | 3 and above | Good |
| 4 | 2 and above | Average |
| 5 | 1 and above | Poor |

1. Student's ability to contribute the goal of the organization

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{6}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{1 1 \%}$ | $\mathbf{6 7 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


2. Planning and organization of skills in students

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{2}$ | $\mathbf{6}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{2 2 \%}$ | $\mathbf{6 7 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


3. Teaching, Communication and Soft Skills in students

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{3}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


4. Obedience and relationship with seniors in students

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{3}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


5. Leadership, Team Spirit and Initiatives in students

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{6}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{1 1 \%}$ | $\mathbf{6 7 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


6. Relationship with peers / subordinates

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{2}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{2 2 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


7. Willingness to learn new techniques, adopt new ideas etc

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


8. Ability to use school / college equipment for students

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{4}$ | $\mathbf{4}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{1 1 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{4 4 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


9. Innovativeness, creativity \& Simplicity and sense of belonging in students

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


10. Involvement in social activities \& Respect for values in life

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{2}$ | $\mathbf{5}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{2 2 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


11. Curriculum relevant for employability \& effective in developing innovative thinking

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{2}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{2 2 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


12. Current syllabus is need based

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{4}$ | $\mathbf{4}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{1 1 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{4 4 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


13. Effectiveness of curriculum for development of teaching skills

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1}$ | $\mathbf{5}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{1 1 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


14. Syllabus effective in developing skill oriented human resources

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{0}$ | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{0 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{4 4 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


15. Qualitative Remark

1. Student Teachers time management \& practical work completion was effective.
2. Teacher performed independent work with confidence and focus.
3. Syllabus implemented with practical work.
4. Teaching was effective and blended.
5. Students used creative method.

## Suggestions

1. Need to work on Communication skill.


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