## Ashoka Education Foundation's

## Ashoka International Centre for Educational Studies and Research, Nashik B.Ed. Student Curriculum Feedback Form Analysis <br> Academic Year 2021-22

Student Curriculum feedback was conducted for academic year 2021-22 for the batch 202022. 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 78 students' responses (from 100 percent students) 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 |

Question No. 1-
The depth of the course content is adequate in relation to the expected Course Outcomes

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{6 2}$ | $\mathbf{1 6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 78 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{6 7 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |

## Responses



Question No. 2-
The modules / 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 | $\mathbf{6 3}$ | $\mathbf{1 4}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{7 8}$ |
| Responses in <br> Percentage | $\mathbf{8 1 \%}$ | $\mathbf{1 8 \%}$ | $\mathbf{1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |



Question No. 3-
Syllabus equipped me with necessary skills to face the School

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

Responses


Question No. 4-
Almost entire syllabus was covered in the class by the teacher

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



Question No. 5-
The syllabus enabled me to improve my ability to formulate

| Rating Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{6 1}$ | $\mathbf{1 5}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{7 8}$ |
| Responses in <br> Percentage | $\mathbf{7 8} \%$ | $\mathbf{1 9 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |



Question No. 6-
Syllabus inculcated necessary ethical values and concern for the society

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


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



Question No. 7
Adequate Availability of online/offline study material

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



Question No. 8-
The curriculum gives scope for internship/ training/ research

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



## Observations:

- Teaching at our college is exceptionally good as the faculty focuses on each and every corner of the topic. They not only focus on the curriculum but also enhance our innate wisdom. In my two years at this college I had learnt many thing and have greatly improved my knowledge.
- It was the best experience, the curriculum was transmitted in the best possible way. A lot of positive transformation has happened in me after B.Ed from AICESR.
- Very well framed curriculum and able to understand concept properly


## No Suggestions



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

## Ashoka Education Foundation's <br> Ashoka International Centre for Educational Studies and Research, Nashik Teachers Curriculum Feedback Form Analysis <br> Academic Year 2021-22

Teachers Curriculum feedback was conducted for academic year 2021-22 for the batch 202022. 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 9 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 | $\mathbf{7}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{7 8 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |

## Responses


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 | $\mathbf{6}$ | $\mathbf{2}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{6 7 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{7}$ | $\mathbf{1}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{7 8 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |

Responses

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 | $\mathbf{7}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{7 8 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |

## Responses


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 | $\mathbf{7}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{7 8 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{6}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Percentage | $\mathbf{6 7 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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

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


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 | $\mathbf{7}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{7 8 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{4 4 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{8}$ | $\mathbf{0}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{8 9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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

| Sating <br> Scale | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ | Total <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{7}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{7 8 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{6}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{6 7 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



## 13. Observation

1. Syllabus is as per need of the society.
2. Syllabus is sufficient to bridge the gap between school standards /current global scenarios and academics.

Students need to implement in their teaching."

## 14. Suggestion.

1. Reference material required more


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

# Ashoka Education Foundation's <br> Ashoka International Centre for Educational Studies and Research, Nashik B.Ed.Alumni Feedback Form Analysis 

Academic Year 2021-2022

Alumni feedback was conducted for academic year 2021-22 for the batch 2020-22. 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. The Alumni feedback questionnaire contains 09 questions and 33 Alumni given responses.

| 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 | $\mathbf{2 1}$ | $\mathbf{9}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{3 3}$ |
| Responses in <br> Percentage | $\mathbf{6 4 \%}$ | $\mathbf{2 7 \%}$ | $\mathbf{9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


2. How best Curriculum has enhanced my 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 | $\mathbf{2 4}$ | $\mathbf{6}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{3 3}$ |
| Responses in <br> Percentage | $\mathbf{7 3} \%$ | $\mathbf{1 8 \%}$ | $\mathbf{9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


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 <br> Respondents |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Numbers | $\mathbf{1 8}$ | $\mathbf{1 3}$ | $\mathbf{1}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{3 3}$ |
| Responses in <br> Percentage | $\mathbf{5 5} \%$ | $\mathbf{3 9 \%}$ | $\mathbf{3 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


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 | $\mathbf{2 1}$ | $\mathbf{9}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{3 3}$ |
| Responses in <br> Percentage | $\mathbf{6 4 \%}$ | $\mathbf{2 7 \%}$ | $\mathbf{9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


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 | $\mathbf{2 3}$ | $\mathbf{6}$ | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{3 3}$ |
| Responses in <br> Percentage | $\mathbf{7 0} \%$ | $\mathbf{1 8 \%}$ | $\mathbf{9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


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 | $\mathbf{1 9}$ | $\mathbf{1 1}$ | $\mathbf{2}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{3 3}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Percentage | $\mathbf{5 8} \%$ | $\mathbf{3 3 \%}$ | $\mathbf{6 \%}$ | $\mathbf{3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


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


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



## 9. Observations

- Over all the curriculum and faculty was very good
- In spite of being one year online and one year offline I got full exposure of everything required for a teacher .Heartiest thanks to AICESR for their support and cooperation


## No Suggestions



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

## 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 2021-22 for the batch 2020-22. The feedback were collected through physically. Total 5 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 | $\mathbf{3}$ | $\mathbf{1}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 5 |
| Responses in <br> Percentage | $\mathbf{6 0 \%}$ | $\mathbf{2 0 \%}$ | $\mathbf{2 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 5 |
| Responses in <br> Percentage | $\mathbf{6 0 \%}$ | $\mathbf{4 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 5 |
| Responses in <br> Percentage | $\mathbf{8 0 \%}$ | $\mathbf{2 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



## 4. Attendance \& Punctuality

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


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 | $\mathbf{0}$ | $\mathbf{5}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 5 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Responses in <br> Percentage | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 5 |
| Responses in <br> Percentage | $\mathbf{6 0 \%}$ | $\mathbf{4 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


7. Overall Evaluation of the Interns:


## Qualitative Remarks

1. Student Teachers are well trained with modern teaching methods. Good in content and communication.
2. Practical knowledge was good.

## No Suggestions



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

## Ashoka Education Foundation <br> Ashoka International Center for Educational Studies and Research, Nashik Employers/Stakeholders Feedback Analysis

Employers/Stakeholders feedback was conducted for academic year 2021-22 for the batch 2020-22. 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 | $\mathbf{3}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{6 7 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{3}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |



## 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 | $\mathbf{3 3 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{1 0 0 \%}$ |


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 | $\mathbf{1}$ | $\mathbf{8}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{1 1 \%}$ | $\mathbf{8 9 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{4}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |


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


6. Relationship with peers / subordinates

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


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 | $\mathbf{3}$ | $\mathbf{5}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{5 6 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{6}$ | $\mathbf{2}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{6 7 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{1}$ | $\mathbf{6}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{1 1 \%}$ | $\mathbf{6 7 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{3 3 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{2}$ | $\mathbf{7}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{2 2 \%}$ | $\mathbf{7 8 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |

Responses

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 | $\mathbf{4}$ | $\mathbf{4}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |
| Responses in <br> Percentage | $\mathbf{4 5 \%}$ | $\mathbf{4 5 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{0 \%}$ | $100 \%$ |


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 | $\mathbf{2}$ | $\mathbf{6}$ | $\mathbf{1}$ | $\mathbf{0}$ | $\mathbf{0}$ | 9 |


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



## 15. Qualitative Remark

1. Teachers have good knowledge of technology.
2. Teachers uses modern methods of teaching like cooperative, flipped classroom.

## Suggestions

1. Needs to improve communication.
