1.4.2) Feedback collected from stakeholders is processed and action is taken; the feedback process adopted by the institution comprises the following

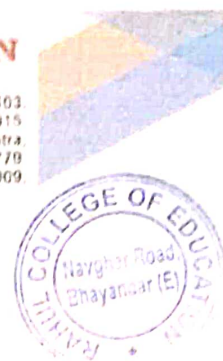A. Feedback collected, analysed, action taken and available on the website

B. Feedback collected, analysed, and action taken

C. Feedback collected and analyzed

D. Feedback collected

E. Feedback not collected

Sr.No	Particulars	Documents
1	Stakeholder feedback analysis report with seal and signature of the Principal	VIEW DOCUMENT
2	Action taken report of the institution with seal and signature of the Principal	VIEW DOCUMENT
3	Any other relevant information	VIEW DOCUMENT

Feedback Action Taken Report

Academic year -2018-2019

Sr.No.	Name Of Stakeholder	Analysis	Action Taken
1.	Student	In the 2018-19 Semester III student feedback, diverse perspectives and mixed satisfaction levels were observed across various aspects of the educational experience, including curriculum relevance, communication, teaching methods, and technology integration. Addressing concerns while preserving positive aspects is crucial for enhancing overall educational quality and student outcomes.	Establish a Gap Analysis Team comprising educators, administrators, and student representatives to analyze data and prioritize areas for improvement based on feedback. Conduct a comprehensive gap analysis of the B.Ed. curriculum, particularly focusing on subjects where students expressed discontent or ambiguity. Evaluate course offerings to ensure alignment with expectations and implement clear communication while maintaining effective teaching practices.
2.	Teacher	The accord on the PLO-CLO relationship in curriculum design is divided, with potential benefits in flexibility and success in fostering student autonomy. There's recognition of progress towards global norms, but room for improvement. The curriculum excels in reference materials, evaluation practices, and holistic learning via an interdisciplinary approach.	Conduct an analysis of the PLO-CLO relationship, engaging faculty to develop alignment guidelines. Initiate surveys to understand curriculum flexibility challenges and benefits.

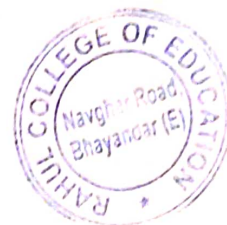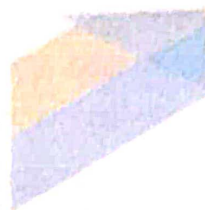|			
3.	Alumni	The statements emphasize the need for detailed investigation into various aspects of teacher preparation programs, including subject value, curriculum balance, practicum effectiveness, specialized tracks, and support systems. The goal is to enhance holistic teacher preparation through responsive curriculum design and diverse teaching methodologies.	Introduce faculty development programs to enhance teaching quality and encourage innovative methods. Invest in technology integration tools and training to modernize teaching practices.
4.	Employer	The data highlights positive employment outcomes for B.Ed college graduates, indicating alignment with industry needs. To enhance the curriculum, specific strengths and areas needing improvement should be identified, focusing on practical skills, communication, professionalism, and holistic teacher development. Addressing these concerns can boost the college's reputation among employers.	Analyze the feedback received and prioritize areas for improvement. Form curriculum adjustment teams comprising faculty, industry experts, and curriculum specialists to develop targeted action plans.
5	Practice Teaching School	Need to give more exposure to create interactive teaching aids.	Practice teaching school uncharged teachers made a group of student teachers and gave sessions to make teaching aids.

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Feedback Action Taken Report

Academic Year -2019-2020

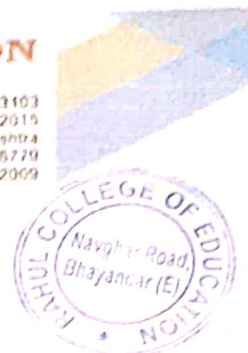| Sr. No.	Name Of Stakeholder	Analysis	Action Taken
1.	Student	Student feedback for the B.Ed. The curriculum of 2019-20 reflects mixed sentiments. While some aspects receive positive responses, others are met with uncertainty or dissatisfaction. Recommendations include active learning, flexible course options, educational technology, collaborative learning, varied assessments, mentorship, and skill development to enhance the curriculum.	Addressed content satisfaction concerns and align syllabus with learning outcomes. Encouraged interactive methods like group discussions and practicals. Regularly revised material based on feedback and industry trends. Initiated curriculum review for improvements. Promoted interactive teaching via faculty development.
2.	Teacher	The curriculum's potential benefits and success in fostering autonomy, aligning with global norms, and effective evaluation practices are acknowledged. Neutral responses may require more information. The curriculum prepares students for careers, while the internship equips them with vital teaching skills for educational roles.	Enhanced student autonomy with project-based learning. Evaluated curriculum alignment with global norms and collaborated with industry experts for refinement.
3.	Alumni	The statements emphasize the need	Pilot specialized

		for further investigation and exploration in a Bachelor of Education program. They suggest examining specific elements such as subjects, teaching methodologies, practicum effectiveness, and support systems. Additionally, they propose considering specialized tracks, inclusivity, and addressing student satisfaction to create a well-rounded and adaptable curriculum that prepares teachers effectively.	tracks within the program to cater to individual career goals. Strengthened support systems for students by identifying effective strategies and implementing them institution-wide.
4.	Employer	The data reveals strong employment outcomes for the B.Ed college's graduates, but variations exist. Specific areas of excellence and improvement in the curriculum should be explored to enhance practical readiness and communication skills. Addressing these gaps can bolster graduates' professionalism and better prepare them for the evolving education sector.	Implemented the first wave of curriculum adjustments based on the feedback received. Enhanced courses and programs to align more closely with industry needs, incorporating practical skills and real-world applications.
5	Practice teaching school	Provide a diverse perspective to the students related to culture, multilingual.	Conducted workshops for the school teacher and student teacher regarding diversity.

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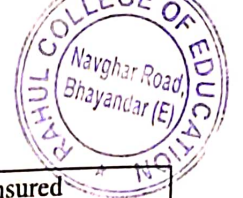
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Feedback Action Taken Report

Academic year -2020-2021

Sr.No.	Name Of Stakeholder	Analysis	Action Taken
1	Student	Student feedback on the B.Ed. curriculum reveals a mix of opinions, highlighting areas for improvement. While many students express satisfaction with course relevance, teaching methods, and access to digital resources, others have reservations. Suggestions include enhancing clarity of objectives, promoting interactive learning, improving faculty effectiveness, and fostering research. Adapting to diverse student needs and continuous improvement are crucial for enhancing the curriculum.	To improve the digital learning experience, actions taken include strengthening advising and support services and providing faculty with ongoing technology training, ensuring consistent access to digital resources.
2	Teacher	A well-structured syllabus and ample reference materials facilitate understanding. Neutral responses may need more practical examples. The curriculum effectively prepares students for careers, while the internship equips them with essential teaching skills for future educational roles.	Continuously improved syllabus structured with feedback and invested in digital resources for referenced materials.
3	Alumni	The statements stress the need for extensive exploration in teacher preparation programs, covering subjects, curriculum, practicums, specialized tracks, support, inclusivity, and satisfaction. They underline the importance of diverse teaching methods and responsive curriculum design for comprehensive program enhancement.	Enhanced inclusivity in teaching practices and supported services through further exploration and improvements. Monitor and evaluated the progress of curriculum revisions, technology integration, and faculty development.
4	Employer	The data indicates strong employment outcomes for B.Ed college graduates, with potential variations. Specific curriculum strengths and areas for improvement, such as communication skills, professionalism, and practical readiness, should be explored. Addressing these issues comprehensively can enhance graduates' readiness for teaching careers, improve the	Continued to monitor and assess the effectiveness of the curriculum adjustments through regular assessments and feedback loops. Identify areas of success and areas that may require further refinement. Invest in faculty development

		college's reputation, and meet evolving educational demands.	programed to ensured instructors are equipped to delivered the updated curriculum effectively. Encouraged faculty to stay current with industry trends and teaching methodologies.
5	Practice Teaching School	The curriculum equips students to integrate technology effectively.	Teachers were given the chance to the student use the different open educational resources available on our website.

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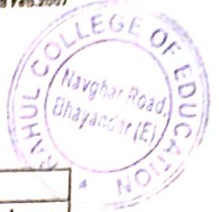Navghar Road, Bhayandar (E),
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RAHUL COLLEGE OF EDUCATION

(N.C.T.E. Recg. No. WRC/5-6/89/2006 Dtd. 27/08/2006 CODE NO.APW03437/122403) AFFILIATED TO UNIVERSITY OF MUMBAI AFF/91COG I/1248 OF 2007 Dtd.28 Feb.2007

Feedback Action Taken Report

Academic year -2021-2022

Sr.No.	Name Of Stakeholder	Analysis	Action Taken
1	Student	Student feedback on the B.Ed. curriculum indicates mixed satisfaction with course relevance, communication of objectives, and content. While teaching methods receive praise, concerns exist about syllabus alignment and technology integration. Faculty effectiveness varies, and there are accessibility and guidance issues. Despite these concerns, practical components and research encouragement have a positive impact. Overall, the curriculum is moderately satisfactory, with room for improvement in various areas, including global perspectives, research, and inclusive education.	Actions taken based on feedback include improving digital resource accessibility and support for students facing technology challenges. Efforts to encourage student research projects and enhance assessment fairness and clarity are in progress. These actions aim to enhance the overall learning experience by addressing specific concerns raised by respondents.
2	Teacher	The curriculum's flexibility and success in cultivating autonomy are noted, with potential benefits, yet neutral viewpoints require clarification. Progress in aligning with global norms is recognized, needing further refinement. A well-structured syllabus and effective evaluation practices are highlighted	Clarified session work's practical nature with examples. Promoted holistic learning and analytical skills through experiential learning.
3	Alumni	These statements emphasize the necessity for thorough exploration in a B.Ed program, covering aspects like curriculum, teaching methods, support systems, and student satisfaction. The objective is to enhance the program's adaptability, inclusivity, and effectiveness while addressing specific areas for improvement and student requirements.	Enhanced inclusivity in teaching practices and supported services through further exploration and improvements. Monitor and evaluate the progress of curriculum revisions, technology integration, and faculty development.
4	Employer	The recommendations emphasize the need to identify specific strengths and areas for improvement in graduates, particularly in communication, professionalism, and curriculum alignment. Addressing these gaps is crucial for better teacher development, college reputation, and preparedness for the evolving educational landscape.	Strengthened industry collaborations by establishing partnerships and internships that provide students with hands-on experienced. Foster relationships with employers to better understand their evolving

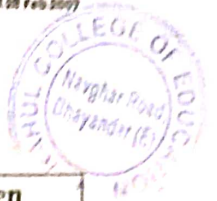|			expectations.
5	Practice Teaching School	More exposure in ICT to prepare e-content.	Teacher in charged took the session on courses in the preparation of e-content for their school subjects.

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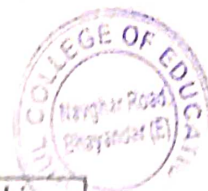Dist Thane - 401 105.

RAHUL COLLEGE OF EDUCATION

(N.C.T.E. Recg. No. WBC/6-6/89/2006 Dtd. 27/06/2006 CODE NO APW03437/123403) AFFILIATED TO UNIVERSITY OF MUMBAI AFF/ERCOG I/1245 OF 2007 Dtd 28 Feb 2007

Feedback Action Taken Report

Academic year -2022-2023

Sr.No.	Name Of Stakeholder	Analysis	Action Taken
1	Student	The feedback on the 2022-23 B.Ed. curriculum in Semesters I, II, III, and IV is mixed. Students' satisfaction varies concerning course relevance, clarity of objectives, interactive learning opportunities, technology integration, and access to digital resources. Faculty performance, guidance, and assessment methods also yield mixed responses, with feedback timeliness being inconsistent. Research encouragement is noted, and overall curriculum satisfaction is relatively high, although areas for improvement are identified. The action plan emphasizes student involvement and recommends curriculum enhancements based on feedback analysis.	Our upcoming initiatives include ongoing faculty evaluations and improved advisor accessibility to enhance academic support and teaching quality. To address the comments, we will prioritize inclusivity and diversity on campus by launching awareness campaigns, seminars, and projects that promote an accepting and inclusive environment. As part of our strategic plan, we aim to implement interactive learning tools and platforms to actively engage students in the learning process.
2	Teacher	The prevailing agreement suggests success in cultivating student autonomy and curiosity, aiding long-term growth. Progress aligning with global norms is recognized, with room for refinement. Effective evaluation practices and holistic, interdisciplinary learning are emphasized in the curriculum's	Expand successful activities, strengthen career readiness initiatives, assess curriculum effectiveness, and refine the internship program for essential teaching skills

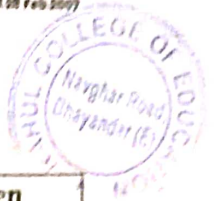|			
		success.	through mentorship and practical training.
3	Alumni	The statements highlight the importance of conducting further investigations and examinations into specific aspects of teacher preparation programs, such as curriculum content, teaching methodologies, support systems, and student satisfaction, to improve overall effectiveness, inclusivity, and adaptability.	Establish a sustainability plan to ensure continuous enhancement of the B.Ed program. Regularly communicate progress and gather input from stakeholders for ongoing refinement. Evaluate the program's progress, seeking feedback from graduates and employers to measure the effectiveness of the implemented changes. Make necessary adjustments and communicate outcomes to stakeholders
4	Employer	The recommendations focus on identifying specific areas where graduates excel and where curriculum enhancements are needed to improve their practical readiness and communication skills. Addressing these gaps can lead to more effective teacher development, better employer reputation, and improved preparedness for the evolving teaching landscape.	Promote the college's success stories and strong connections with employers in the education community to solidify its reputation as a top institution for producing highly skilled and industry-ready graduates.
5	Practice Teaching School	Need competencies regarding assessment and evaluation	Plan digital learning resources for school teachers for assessment and

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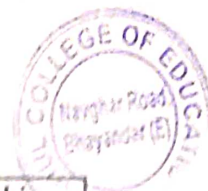
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Feedback Action Taken Report

Academic year -2022-2023

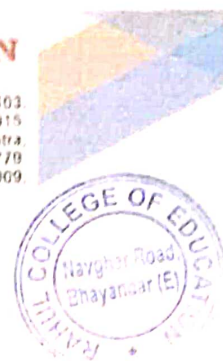| Sr.No.	Name Of Stakeholder	Analysis	Action Taken
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		success.	through mentorship and practical training.
3	Alumni	The statements highlight the importance of conducting further investigations and examinations into specific aspects of teacher preparation programs, such as curriculum content, teaching methodologies, support systems, and student satisfaction, to improve overall effectiveness, inclusivity, and adaptability.	Establish a sustainability plan to ensure continuous enhancement of the B.Ed program. Regularly communicate progress and gather input from stakeholders for ongoing refinement. Evaluate the program's progress, seeking feedback from graduates and employers to measure the effectiveness of the implemented changes. Make necessary adjustments and communicate outcomes to stakeholders
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NCTE Revised Order I No. WRC / APW03437 / 123103/2015 / 152873 Dated 19 Sept 2015
Affiliated to The University of Mumbai Aff.Recog 1/1249 of Dtd. 28 Feb. 2007, Govt. of Maharashtra
B.Ed. 2006 (503/06) MASHI - 1, Dtd. 7 Oct. 2006) (M.Ed. NCTE Recg No WRC/5-6/110/2008/46779
Dated 18/11/2008 Govt. of Maharashtra No M.Ed. / 2008/(416/08) Mashi-2 Dated 15/07/2009
AFFILATION NO. PG/2/3172 OF 2009 Dated 21/08/2009)

Feedback Action Taken Report

Academic year -2018-2019

Sr.No.	Name Of Stakeholder	Analysis	Action Taken
1.	Student	In the 2018-19 Semester III student feedback, diverse perspectives and mixed satisfaction levels were observed across various aspects of the educational experience, including curriculum relevance, communication, teaching methods, and technology integration. Addressing concerns while preserving positive aspects is crucial for enhancing overall educational quality and student outcomes.	Establish a Gap Analysis Team comprising educators, administrators, and student representatives to analyze data and prioritize areas for improvement based on feedback. Conduct a comprehensive gap analysis of the B.Ed. curriculum, particularly focusing on subjects where students expressed discontent or ambiguity. Evaluate course offerings to ensure alignment with expectations and implement clear communication while maintaining effective teaching practices.
2.	Teacher	The accord on the PLO-CLO relationship in curriculum design is divided, with potential benefits in flexibility and success in fostering student autonomy. There's recognition of progress towards global norms, but room for improvement. The curriculum excels in reference materials, evaluation practices, and holistic learning via an interdisciplinary approach.	Conduct an analysis of the PLO-CLO relationship, engaging faculty to develop alignment guidelines. Initiate surveys to understand curriculum flexibility challenges and benefits.

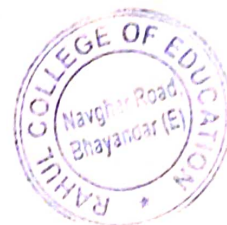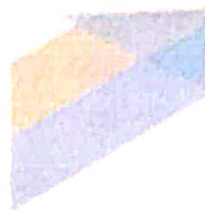|			
3.	Alumni	The statements emphasize the need for detailed investigation into various aspects of teacher preparation programs, including subject value, curriculum balance, practicum effectiveness, specialized tracks, and support systems. The goal is to enhance holistic teacher preparation through responsive curriculum design and diverse teaching methodologies.	Introduce faculty development programs to enhance teaching quality and encourage innovative methods. Invest in technology integration tools and training to modernize teaching practices.
4.	Employer	The data highlights positive employment outcomes for B.Ed college graduates, indicating alignment with industry needs. To enhance the curriculum, specific strengths and areas needing improvement should be identified, focusing on practical skills, communication, professionalism, and holistic teacher development. Addressing these concerns can boost the college's reputation among employers.	Analyze the feedback received and prioritize areas for improvement. Form curriculum adjustment teams comprising faculty, industry experts, and curriculum specialists to develop targeted action plans.
5	Practice Teaching School	Need to give more exposure to create interactive teaching aids.	Practice teaching school uncharged teachers made a group of student teachers and gave sessions to make teaching aids.

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Feedback Action Taken Report

Academic Year -2019-2020

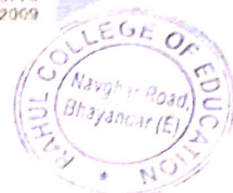| Sr. No.	Name Of Stakeholder	Analysis	Action Taken
1.	Student	Student feedback for the B.Ed. The curriculum of 2019-20 reflects mixed sentiments. While some aspects receive positive responses, others are met with uncertainty or dissatisfaction. Recommendations include active learning, flexible course options, educational technology, collaborative learning, varied assessments, mentorship, and skill development to enhance the curriculum.	Addressed content satisfaction concerns and align syllabus with learning outcomes. Encouraged interactive methods like group discussions and practicals. Regularly revised material based on feedback and industry trends. Initiated curriculum review for improvements. Promoted interactive teaching via faculty development.
2.	Teacher	The curriculum's potential benefits and success in fostering autonomy, aligning with global norms, and effective evaluation practices are acknowledged. Neutral responses may require more information. The curriculum prepares students for careers, while the internship equips them with vital teaching skills for educational roles.	Enhanced student autonomy with project-based learning. Evaluated curriculum alignment with global norms and collaborated with industry experts for refinement.
3.	Alumni	The statements emphasize the need	Pilot specialized

		for further investigation and exploration in a Bachelor of Education program. They suggest examining specific elements such as subjects, teaching methodologies, practicum effectiveness, and support systems. Additionally, they propose considering specialized tracks, inclusivity, and addressing student satisfaction to create a well-rounded and adaptable curriculum that prepares teachers effectively.	tracks within the program to cater to individual career goals. Strengthened support systems for students by identifying effective strategies and implementing them institution-wide.
4.	Employer	The data reveals strong employment outcomes for the B.Ed college's graduates, but variations exist. Specific areas of excellence and improvement in the curriculum should be explored to enhance practical readiness and communication skills. Addressing these gaps can bolster graduates' professionalism and better prepare them for the evolving education sector.	Implemented the first wave of curriculum adjustments based on the feedback received. Enhanced courses and programs to align more closely with industry needs, incorporating practical skills and real-world applications.
5	Practice teaching school	Provide a diverse perspective to the students related to culture, multilingual.	Conducted workshops for the school teacher and student teacher regarding diversity.

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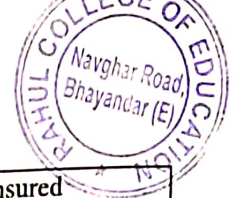
RAHUL COLLEGE OF EDUCATION
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Feedback Action Taken Report

Academic year -2020-2021

Sr.No.	Name Of Stakeholder	Analysis	Action Taken
1	Student	Student feedback on the B.Ed. curriculum reveals a mix of opinions, highlighting areas for improvement. While many students express satisfaction with course relevance, teaching methods, and access to digital resources, others have reservations. Suggestions include enhancing clarity of objectives, promoting interactive learning, improving faculty effectiveness, and fostering research. Adapting to diverse student needs and continuous improvement are crucial for enhancing the curriculum.	To improve the digital learning experience, actions taken include strengthening advising and support services and providing faculty with ongoing technology training, ensuring consistent access to digital resources.
2	Teacher	A well-structured syllabus and ample reference materials facilitate understanding. Neutral responses may need more practical examples. The curriculum effectively prepares students for careers, while the internship equips them with essential teaching skills for future educational roles.	Continuously improved syllabus structured with feedback and invested in digital resources for referenced materials.
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		college's reputation, and meet evolving educational demands.	programed to ensured instructors are equipped to delivered the updated curriculum effectively. Encouraged faculty to stay current with industry trends and teaching methodologies.
5	Practice Teaching School	The curriculum equips students to integrate technology effectively.	Teachers were given the chance to the student use the different open educational resources available on our website.

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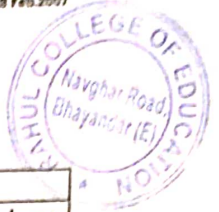Navghar Road, Bhayandar (E),
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RAHUL COLLEGE OF EDUCATION

(N.C.T.E. Recg. No. WRC/5-6/39/2006 Dtd. 27/05/2006 CODE NO.APW03437/122463) AFFILIATED TO UNIVERSITY OF MUMBAI AFF/9TCOG 1/1249 OF 2007 Dtd.28 Feb.2007

Feedback Action Taken Report

Academic year -2021-2022

Sr.No.	Name Of Stakeholder	Analysis	Action Taken
1	Student	Student feedback on the B.Ed. curriculum indicates mixed satisfaction with course relevance, communication of objectives, and content. While teaching methods receive praise, concerns exist about syllabus alignment and technology integration. Faculty effectiveness varies, and there are accessibility and guidance issues. Despite these concerns, practical components and research encouragement have a positive impact. Overall, the curriculum is moderately satisfactory, with room for improvement in various areas, including global perspectives, research, and inclusive education.	Actions taken based on feedback include improving digital resource accessibility and support for students facing technology challenges. Efforts to encourage student research projects and enhance assessment fairness and clarity are in progress. These actions aim to enhance the overall learning experience by addressing specific concerns raised by respondents.
2	Teacher	The curriculum's flexibility and success in cultivating autonomy are noted, with potential benefits, yet neutral viewpoints require clarification. Progress in aligning with global norms is recognized, needing further refinement. A well-structured syllabus and effective evaluation practices are highlighted	Clarified session work's practical nature with examples. Promoted holistic learning and analytical skills through experiential learning.
3	Alumni	These statements emphasize the necessity for thorough exploration in a B.Ed program, covering aspects like curriculum, teaching methods, support systems, and student satisfaction. The objective is to enhance the program's adaptability, inclusivity, and effectiveness while addressing specific areas for improvement and student requirements.	Enhanced inclusivity in teaching practices and supported services through further exploration and improvements. Monitor and evaluate the progress of curriculum revisions, technology integration, and faculty development.
4	Employer	The recommendations emphasize the need to identify specific strengths and areas for improvement in graduates, particularly in communication, professionalism, and curriculum alignment. Addressing these gaps is crucial for better teacher development, college reputation, and preparedness for the evolving educational landscape.	Strengthened industry collaborations by establishing partnerships and internships that provide students with hands-on experienced. Foster relationships with employers to better understand their evolving

			expectations.
5	Practice Teaching School	More exposure in ICT to prepare e-content.	Teacher in charged took the session on courses in the preparation of e-content for their school subjects.