



**FAZLANI AISHABAI & HAJI ABDUL LATIF CHARITABLE TRUST'S  
AISHABAI COLLEGE OF EDUCATION**

**(Affiliated to S.N.D.T. Women's University)**

Address: Municipal School Building, J. J Hospital Compound,  
Gate no. 14, Byculla, Mumbai – 400008.

## **Criterion VI – Governance, Leadership and Management**

### **6.5- Internal Quality Assurance System**

#### **6.5.4**

## **Feedback Analysis report**

# 1. STUDENT FEEDBACK ANALYSIS

## 2020 – 2021 Student's Feedback

The analysis done by IQAC on student's feedback letters about online classes during the pandemic reveals the picture of remote learning experiences. While some students appreciated the flexibility and development of digital skills, many struggled with technical difficulties, such as unreliable internet connections and inadequate devices, which hindered their ability to fully participate. Engagement levels were often lower compared to in-person classes, with students reporting reduced interaction with instructors and peers, contributing to feelings of isolation and impacting motivation. Additionally, the effectiveness of online assessments and the accessibility of academic support services were areas of concern. Overall, while online classes provided valuable lessons in adaptability, they also highlighted significant challenges related to technology, engagement, and mental well-being.



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## 2. TEACHERS FEEDBACK ANALYSIS

## 2019 – 2020 Teacher's Feedback

The feedback was collected and analysed by the IQAC and members. Different aspects of the analysis report were collected. The following analysis were considered:

For the subject 'Language Across curriculum' it was noted to integrate cross-curricular language strategies. Providing teachers with resources and materials to aid in cross-curricular language teaching. Strategies for planning lessons that integrate language development with content knowledge.

In Science and Technology Education, workshops should be conducted to provide hands on experiences to the student teachers.

More academic freedom should be given to teachers to include recent developments with regard to the concepts they teach and to adopt innovative teaching strategies.



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## 2020 – 2021 Teacher’s Feedback analysis

During the pandemic, feedback from Bed (Bachelor of Education) teachers highlighted several critical issues with online classes. Teachers faced significant technical challenges, including unreliable internet connections and limited access to devices, which disrupted lesson delivery and student engagement. The shift to virtual learning also strained student participation and motivation, with many struggling to stay focused in a digital environment. Assessments and feedback were complicated by the need to adapt traditional methods to an online format, raising concerns about fairness and timeliness. Additionally, the lack of face-to-face interaction affected students' social and emotional well-being, while teachers found themselves in need of further training to effectively use online tools. The pandemic underscored the importance of investing in better technology, enhancing teacher training, and developing robust support systems for students and parents alike.



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## 2021 - 2022 Teacher's Feedback analysis

Adopting new techniques for online assignment assessment is crucial for B.Ed. (Bachelor of Education) teachers to enhance the efficacy and relevance of their teaching strategies. Integrating innovative tools and methods, such as digital rubrics, automated feedback systems, and interactive platforms, can significantly improve both the accuracy and efficiency of evaluating student work. These technologies not only streamline the assessment process but also provide real-time insights into student performance, allowing educators to tailor their instruction more effectively. Additionally, embracing these techniques helps prepare future educators for the increasingly digital landscape of modern education, ensuring they are equipped with the skills needed to foster a more dynamic and engaging learning environment.



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# **3. EMPLOYERS FEEDBACK ANALYSIS**



**2019 -2020**

The analysis of Employers feedback from Aishabai College of Education concerning the B.Ed. syllabus reveals a range of insights that underscore both strengths and areas for improvement. Graduates have generally praised the curriculum for its comprehensive coverage of essential pedagogical theories and teaching methodologies, which they found instrumental in their professional development. However, there are notable suggestions for enhancing the syllabus. Employers have recommended incorporating more contemporary educational technologies and practical classroom management strategies, which they believe would better align the program with current educational practices. Additionally, there is a call for more flexible elective options to cater to diverse interests and specializations within the field. This feedback highlights a need for the college to periodically update the syllabus to ensure that it remains relevant and effective in preparing future educators for the evolving demands of the profession.



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## 2020-2021

The analysis of Employers feedback regarding online classes at Aishabai College of Education reveals a spectrum of experiences that reflect both commendable efforts and areas for improvement. Employers have appreciated the college's swift transition to online learning, highlighting the dedication of faculty in maintaining academic rigor and engagement despite the virtual format. They found the digital platforms and resources useful in facilitating learning. However, feedback also points to several challenges, such as technical issues and the lack of interactive elements that hindered effective communication and collaboration. Employers have suggested enhancements such as more robust virtual tools for real-time interaction, clearer guidelines for online assignments, and greater support for troubleshooting technical difficulties. Addressing these concerns could significantly improve the online learning experience and better equip future students for remote education scenarios.



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## 2021 – 2022

The analysis of Employers feedback on online assignments for the B.Ed. program at Aishabai College of Education reveals a mixed but insightful perspective. Many graduates appreciated the flexibility and convenience that online assignments offered, allowing them to manage their coursework alongside other responsibilities. However, several Employers expressed concerns regarding the clarity and consistency of assignment guidelines, which sometimes led to confusion and misinterpretation. There were also suggestions for integrating more interactive and collaborative assignments to enhance engagement and peer learning. Furthermore, some Employers noted the need for better feedback mechanisms to provide timely and constructive evaluations of their work. Addressing these issues could greatly improve the overall effectiveness of online assignments and better support students in achieving their academic goals.



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**2022 - 2023**

The Employers feedback for the B.Ed. program at Aishabai College of Education indicates a generally positive reception, tempered with constructive suggestions for enhancement. Graduates valued the combination of in-person and online instruction for its flexibility and ability to cater to diverse learning styles. They appreciated the face-to-face interactions for practical applications and the online components for their accessibility. However, Employers noted some challenges, including inconsistencies in the integration of online and offline elements, which occasionally disrupted the learning flow. Suggestions included improving the coherence between virtual and physical classes, providing clearer instructions for transitioning between the two modes, and ensuring that online resources are consistently updated and relevant. By addressing these aspects, the college could further optimize the blended learning experience, making it more seamless and effective for future students.



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## 2023 – 2024

The Employers feedback was given more emphasis on the constructive lesson planning component of the B.Ed. program at Aishabai College of Education highlights both commendations and areas for refinement. Graduates generally appreciated the emphasis placed on developing detailed and practical lesson plans, noting that these skills were crucial for their teaching careers. They found the structured approach to lesson planning, including clear objectives and assessment strategies, to be particularly beneficial. However, some Employers suggested that the program could improve by incorporating more diverse examples and case studies to address a wider range of classroom scenarios. Additionally, feedback indicated a need for more hands-on workshops and peer reviews to facilitate deeper understanding and application of lesson planning principles. Enhancing these aspects could better prepare future educators to design effective and adaptable lesson plans that meet various educational needs.



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# **4. ALUMNI FEEDBACK ANALYSIS**

## 2020 Alumni Feedback

Alumni of Aishabai College of Education had diverse experiences and feedback about online classes during the pandemic. Here are some common themes and potential insights they had shared:

1. **Adaptability and Access:** Many alumni highlighted the college's ability to adapt quickly to the online format. They appreciated the efforts to provide access to learning materials and virtual resources despite the challenges posed by the pandemic.
2. **Quality of Instruction:** Feedback could vary on the quality of instruction. Some praised the faculty for their effective use of online tools and maintaining engagement, while others pointed out challenges like technical issues or less interactive sessions compared to in-person classes.
3. **Technological Challenges:** Alumni discussed the difficulties they faced with technology, such as connectivity issues, difficulties navigating online platforms, or lack of access to necessary devices.
4. **Support Systems:** Alumni reflected on the support they received from the college, including technical assistance and academic advising, and how this support helped them navigate the challenges of online learning.
5. **Skills Development:** Some alumni saw the experience as beneficial for developing digital literacy and self-discipline, skills that are increasingly valuable in today's educational and professional environments.
6. **Future Recommendations:** Feedback included suggestions for improving online education, such as incorporating more interactive elements, providing clearer communication about expectations, or offering more robust technical support.

Overall, the feedback was likely to be a mix of appreciation for the efforts made during a challenging time and constructive criticism aimed at enhancing future online learning experiences.



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**5. PRACTICE TEACHING  
SCHOOLS FEEDBACK  
ANALYSIS**



**2019 - 2020**

The analysis of feedback from practice teaching schools concerning the B.Ed. syllabus at Aishabai College of Education reveals both strengths and areas for improvement. Schools have generally praised the program for its emphasis on practical teaching experiences and the preparedness of student teachers, noting that the structured syllabus equips them with a solid foundation in pedagogy and classroom management. However, there are suggestions for refining the syllabus to better align with real-world classroom dynamics. Feedback indicates a need for more focus on adaptive teaching strategies and the integration of current educational technologies, which could enhance the relevance of student teachers' skills. Additionally, some practice schools recommended incorporating more diverse classroom scenarios and student demographics in the curriculum to better prepare future educators for varied teaching environments. Addressing these recommendations could improve the effectiveness of the practice teaching component and better support student teachers in their professional development.



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**2020 – 2021**

Feedback from practice teaching schools regarding the online classes conducted by B.Ed. student teachers from Aishabai College of Education highlights a mix of appreciation and areas for growth. Schools have noted that the student teachers generally demonstrated a solid understanding of online teaching tools and methodologies, effectively engaging students through virtual platforms. However, there are concerns about the adequacy of preparation for online teaching scenarios, with some feedback pointing to a need for more comprehensive training in managing virtual classrooms and addressing technical issues. Practice schools suggested that the B.Ed. syllabus could benefit from a stronger emphasis on practical online teaching skills and strategies for fostering student interaction and participation in digital environments. By enhancing these aspects of the curriculum, the college could better prepare student teachers to deliver high-quality online education and adapt to the evolving demands of digital learning.



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## 2021 – 2022

Feedback from practice teaching schools was on the blended learning classes delivered by B.Ed. student teachers from Aishabai College of Education reflects a generally positive reception with insightful suggestions for improvement. Schools have appreciated the student teachers' efforts to effectively integrate both online and face-to-face components of their lessons, noting that this approach often enhanced engagement and provided a balanced learning experience. However, feedback also highlighted challenges, such as occasional difficulties in seamlessly merging the two modes of instruction and maintaining consistent student participation across both platforms. Some practice schools suggested that the B.Ed. program could benefit from more focused training on designing and executing blended learning environments, including strategies for ensuring continuity and coherence between online and in-person activities. By addressing these aspects, Aishabai College could further enhance the effectiveness of its blended learning practices and better equip student teachers to handle diverse educational settings.



A handwritten signature in blue ink, appearing to read "Shumail".

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**2022 – 2023**

Feedback from practice teaching schools had issues regarding the use of old lesson plans than using constructive lesson plans by B.Ed. student teachers from Aishabai College of Education underscores both commendable aspects and areas for refinement. Schools have generally praised the student teachers for their well-organized and methodologically sound lesson plans, which effectively structured their teaching and facilitated clear learning objectives. This structured approach was appreciated for its role in creating a coherent and engaging learning experience. However, some practice schools suggested that while the lesson plans were strong in theory, there were occasional gaps in their practical application. Specifically, feedback indicated that student teachers could benefit from more guidance on adapting lesson plans to address real-time classroom dynamics and diverse student needs. Enhancing training on flexible lesson planning and incorporating more hands-on practice in adapting plans to various classroom situations could further improve the effectiveness of the teaching experiences provided by the student teachers.



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