

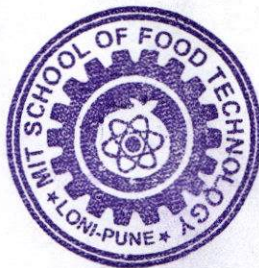
MIT ADT UNIVERSITY, PUNE
SCHOOL OF FOOD TECHNOLOGY

IQAC

Report on Structured Feedback
From Stakeholders

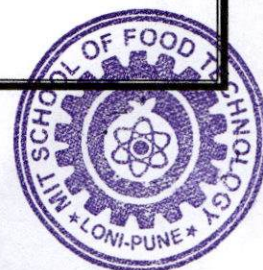
Academic Year

2024-25



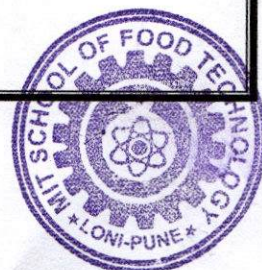
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1. Filled in feedback forms

(a) Filled in feedback forms of three UG students (i) Top Ranker, (ii) Slow Learner (iii) Student from Category, as a representative sample
(b) Filled in feedback forms of three PG students (i) Top Ranker, (ii) Slow Learner (iii) Student from Category, as a representative sample
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(e) Filled –in feedback Forms of Employer, as a representative sample
(f) Filled –in feedback Forms of academic peers, as a representative sample



1. Filled in feedback forms

A. STUDENTS

Filled in feedback forms of three Students

First Year, Sem. I, B.Tech. (Food Technology)

1. Top Ranker, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (srivarshini.vedanabhatla@gmail.com) was recorded on submission of this form.

Name of student *

Sri varshini vedanabhatla

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

ADT24SFTB0101

Year and Degree program *

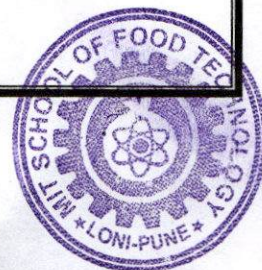
- ☒ First Year, Sem. I, B.Tech. (Food Technology)
- ☐ Second Year, Sem. III, B.Tech. (Food Technology)
- ☐ Third Year, Sem. V, B.Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B.Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Following current trends, better practical knowledge

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

None

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2. **Slow Learner**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (parvdobariya6@gmail.com) was recorded on submission of this form.

Name of student *

ParvKumar V Dobariya

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

ADT24SFTB0058

Year and Degree program *

- ☒ First Year, Sem. I, B.Tech. (Food Technology)
- ☐ Second Year, Sem. III, B.Tech. (Food Technology)
- ☐ Third Year, Sem. V, B.Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B.Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

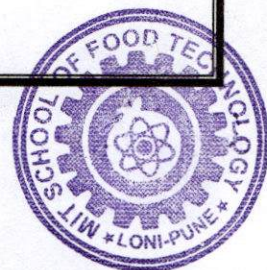
Good

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Good

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Google Forms



3. Student from Category, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (aarykanshinde44@gmail.com) was recorded on submission of this form.

Name of student *

Aryan sham shinde

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

ADT24SFTB0018

Year and Degree program *

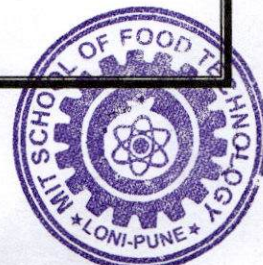
- ☒ First Year, Sem. I, B.Tech. (Food Technology)
- ☐ Second Year, Sem. III, B.Tech. (Food Technology)
- ☐ Third Year, Sem. V, B.Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B.Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

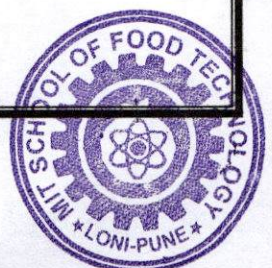
Needs more practice

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Should solve more examples

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Second Year, Sem. III, B.Tech. (Food Technology)

1. **Top Ranker**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (shantanushelke9989@gmail.com) was recorded on submission of this form.

Name of student *

Shantanu shelke

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

ADT23SFTB0086

Year and Degree program *

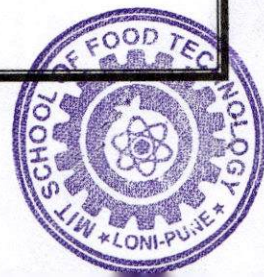
- ☐ First Year, Sem. I, B.Tech. (Food Technology)
- ☒ Second Year, Sem. III, B.Tech. (Food Technology)
- ☐ Third Year, Sem. V, B.Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B.Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

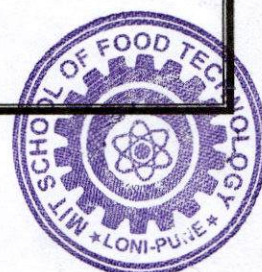
6. Give two strengths of the syllabus. *

1.covered all topics according to syllabus.

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Sometimes its so many free lectures so it takes time to complete syllabus

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2. **Slow Learner**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (itzshivraj3637@gmail.com) was recorded on submission of this form.

Name of student *

Shivraj Bhojne

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

ADT23SFTB0087

Year and Degree program *

- ☐ First Year, Sem. I, B.Tech. (Food Technology)
- ☒ Second Year, Sem. III, B.Tech. (Food Technology)
- ☐ Third Year, Sem. V, B.Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B.Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

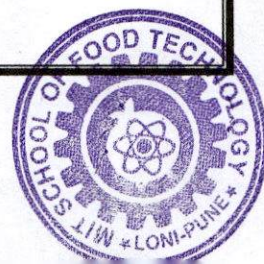
6. Give two strengths of the syllabus. *

1. Syllabus is balanced between technical aspect and theoretical aspect 2. We came to know about meat and poultry industry in this semester

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

The focus should also be on theory instead of practicals

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3. Student from Category as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (kalebhumika03@gmail.com) was recorded on submission of this form.

Name of student *

Bhumika Kale

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

ADT23SFTB0023

Year and Degree program *

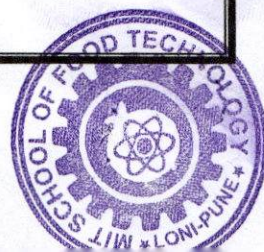
- ☐ First Year, Sem. I, B.Tech. (Food Technology)
- ☒ Second Year, Sem. III, B.Tech. (Food Technology)
- ☐ Third Year, Sem. V, B.Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B.Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Well revised nd practically done

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Nothing



Third Year, Sem. V, B.Tech. (Food Technology)

1. **Top Ranker**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (priyabora0309@gmail.com) was recorded on submission of this form.

Name of student *

Priya Pravin Bora

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

MITU22BTFT0071

Year and Degree program *

- ☐ First Year, Sem. I, B. Tech. (Food Technology)
- ☐ Second Year, Sem. III, B. Tech. (Food Technology)
- ☒ Third Year, Sem. V, B. Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B. Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Flow of syllabus is good, cover most of info

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Topics should be explained in detail and proper detailed and easy to understand type notes must be provided



2. **Slow Learner**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (adityaboddu36@gmail.com) was recorded on submission of this form.

Name of student *

Aditya Boddu

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

MITU22BTFT0006

Year and Degree program *

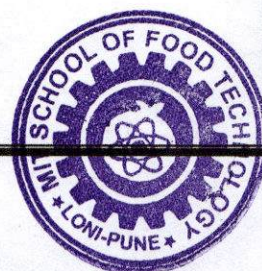
- ☐ First Year, Sem. I, B. Tech. (Food Technology)
- ☐ Second Year, Sem. III, B. Tech. (Food Technology)
- ☒ Third Year, Sem. V, B. Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B. Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

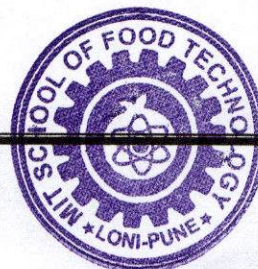
	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Teachers are very nice and keep a lot of efforts and the material given to prepare for exams is really easy and well made.

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Let boys do practicals as well, the girls always take the practical's into their hands and we don't get a chance to do anything except watch.



3. **Student from Category**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (gourimansuke23@gmail.com) was recorded on submission of this form.

Name of student *

Gouri Vilas Mansuke

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

MITU22BTFT0039

Year and Degree program *

- ☐ First Year, Sem. I, B. Tech. (Food Technology)
- ☐ Second Year, Sem. III, B. Tech. (Food Technology)
- ☒ Third Year, Sem. V, B. Tech. (Food Technology)
- ☐ Forth Year, Sem. VII, B. Tech. (Food Technology)

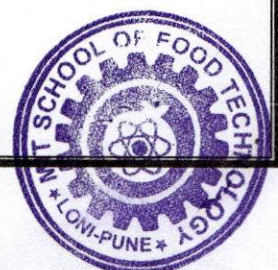
Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

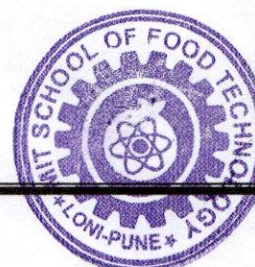
	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

All are good

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Nothing



Fourth Year, Sem. VII, B.Tech. (Food Technology)

1. **Top Ranker**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (aryasameerp@gmail.com) was recorded on submission of this form.

Name of student *

Arya Sameer Paturkar

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

MITU21BTFT0018

Year and Degree program *

- ☐ First Year, Sem. I, B.Tech. (Food Technology)
- ☐ Second Year, Sem. III, B.Tech. (Food Technology)
- ☐ Third Year, Sem. V, B.Tech. (Food Technology)
- ☒ Forth Year, Sem. VII, B.Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

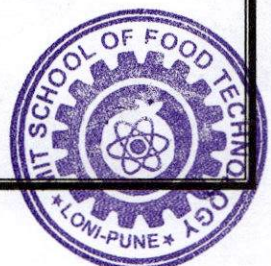
5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Its all practical oriented

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *



2. **Slow Learner**, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (gokulrajguru7716@gmail.com) was recorded on submission of this form.

Name of student *

Gokul Rajguru

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

MITU20BTFT0036

Year and Degree program *

- ☐ First Year, Sem. I, B. Tech. (Food Technology)
- ☐ Second Year, Sem. III, B. Tech. (Food Technology)
- ☐ Third Year, Sem. V, B. Tech. (Food Technology)
- ☒ Forth Year, Sem. VII, B. Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

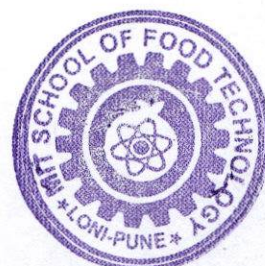
	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Nothing

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Nothing



3. Student from Category, as a representative sample:

BTFT Odd Term Curriculum feedback from students_2024-25

B. Tech. (Food Technology)

The respondent's email (shivalirushikesh23@gmail.com) was recorded on submission of this form.

Name of student *

Rushikesh Rajendra Shivali

Enrolment No. (Eg. ADT24SFTB0007 or MITU22BTFT0001) *

MITU21BTFT0068

Year and Degree program *

- ☐ First Year, Sem. I, B. Tech. (Food Technology)
- ☐ Second Year, Sem. III, B. Tech. (Food Technology)
- ☐ Third Year, Sem. V, B. Tech. (Food Technology)
- ☒ Forth Year, Sem. VII, B. Tech. (Food Technology)

Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question.

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

The syllabus is life-oriented and has immense learnings.

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Practical should be conducted from time to time.



b. PG STUDENTS

M. Tech. (Food Technology)

1. **Top Ranker**, as a representative sample: Sem I

12/17/24, 9:54 AM

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

The respondent's email (mrunal442@gmail.com) was recorded on submission of this form.

Email *

mrunal442@gmail.com

Name of Student *

Mrunal Ravindra Shinde

Enrollment No.

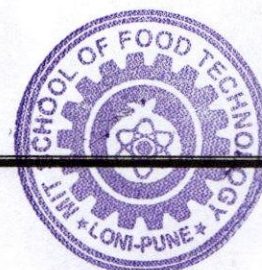
ADT24SFTM0012

Year and Degree Program *

- ☒ First Year, Sem. I, M. Tech. (Food Technology)
- ☐ Second Year, Sem. III, M.Tech.(Food Technology)

A. Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

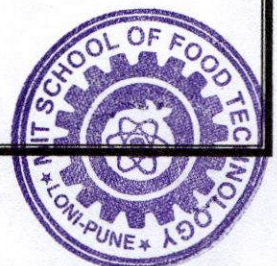
	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

It's gives a industrial knowledge through the syllabus

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Give proper books for perticular syllabus

B. Feedback on Teaching – learning Section

1. Which teaching method you like most? *

- ☒ Pen and Board Method
- ☐ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

All teachers because they give us guidance to any problem and resolve them. and the way they talk with us like their children

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate?

Written or also in ppt formate

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library?

☐ Yes

☒ No

2. Are adequate number of research journals and competitive examination books available in the library?

☐ Yes

☒ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your Programme? *

☐ Yes

☒ No

2. What changes are required in T & P to improve the placement? *

More companies should come

F. Feedback on Infrastructure and Safety

1. Are adequate research equipment available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No



2. **Slow Learner**, as a representative sample: Sem I

12/17/24, 9:57 AM

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

The respondent's email (krishnalokare01@gmail.com) was recorded on submission of this form.

Email *

krishnalokare01@gmail.com

Name of Student *

Krishna Sanjay Lokare

Enrollment No.

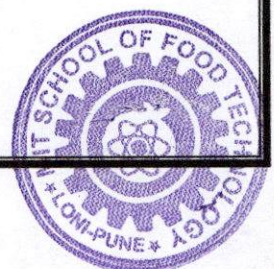
ADT24SFTM0010

Year and Degree Program *

- ☒ First Year, Sem. I, M. Tech. (Food Technology)
- ☐ Second Year, Sem. III, M.Tech.(Food Technology)

A. Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

1. Syllabus are up to date as per new changes.
2. Latest study material are includes in that.

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

1. Syllabus structure is based on industrial systems.

B. Feedback on Teaching – learning Section

1. Which teaching method you like most? *

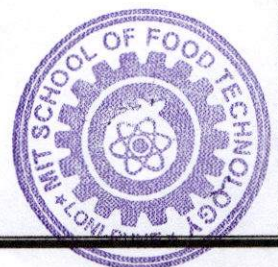
- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same?

Dr. Prerana Shere.

Because they teach point to point with examples and it's need, uses in industry. Explain in easy words.

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate?

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library?

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in the library?

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your Programme? *

☒ Yes

☐ No

2. What changes are required in T & P to improve the placement? *

I have no experience overall. That's why I can't suggest.

F. Feedback on Infrastructure and Safety

1. Are adequate research equipment available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No



3. Student from Category as a representative sample: Sem I

12/17/24, 9:58 AM

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

The respondent's email (ajayvijayuike53@gmail.com) was recorded on submission of this form.

Email *

ajayvijayuike53@gmail.com

Name of Student *

AJAY VIJAY UIKE

Enrollment No.

ADT24SFTM0001

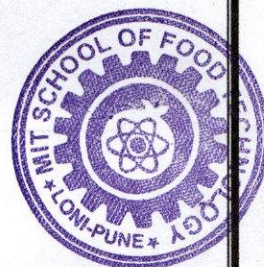
Year and Degree Program *

☒ First Year, Sem. I, M. Tech. (Food Technology)

☐ Second Year, Sem. III, M.Tech.(Food Technology)

A. Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

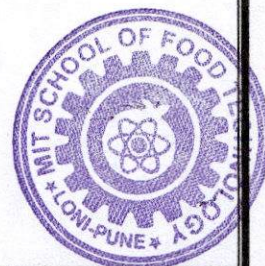
	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

1 2 3 4 5 6 7 8 9 10
Poor ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ Excellent

6. Give two strengths of the syllabus. *

Presentable

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Coduct Industrial visit

B. Feedback on Teaching – learning Section

1. Which teaching method you like most? *

- ☐ Pen and Board Method
☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

Shere mam

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate?

Hand written as well ppt

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library?

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in the library?

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your Programme? *

☐ Yes

☒ No

2. What changes are required in T & P to improve the placement? *

New companies

F. Feedback on Infrastructure and Safety

1. Are adequate research equipment available in the lab? *

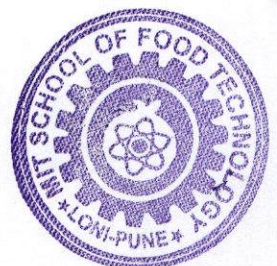
☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No



1. Top Ranker, as a representative sample: Sem III

12/17/24, 9:32 AM

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

The respondent's email (kalyanidarekar00@gmail.com) was recorded on submission of this form.

Email *

kalyanidarekar00@gmail.com

Name of Student *

Kalyani Darekar

Enrollment No.

ADT23SFTM0008

Year and Degree Program *

- ☐ First Year, Sem. I, M. Tech. (Food Technology)
- ☒ Second Year, Sem. III, M.Tech.(Food Technology)

A. Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Application based

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Need more recent advancement

B. Feedback on Teaching – learning Section

1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

Dr. K. PAUL

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate?

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library?

☐ Yes

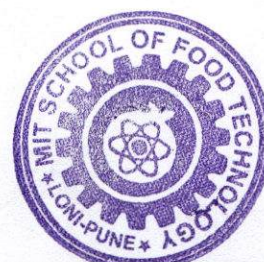
☒ No

2. Are adequate number of research journals and competitive examination books available in the library?

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your Programme? *

☐ Yes

☒ No

2. What changes are required in T & P to improve the placement? *

Need more placement chances

F. Feedback on Infrastructure and Safety

1. Are adequate research equipment available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No



2. **Slow Learner**, as a representative sample: Sem III

12/17/24, 9:28 AM

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

The respondent's email (shrikantghule64@gmail.com) was recorded on submission of this form.

Email *

shrikantghule64@gmail.com

Name of Student *

Shrikant Ghule

Enrollment No.

ADT23SFTM0019

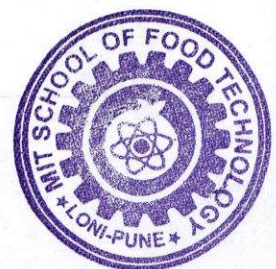
Year and Degree Program *

☐ First Year, Sem. I, M. Tech. (Food Technology)

☒ Second Year, Sem. III, M.Tech.(Food Technology)

A. Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

B. Feedback on Teaching -- learning Section

1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate?

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library?

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in the library?

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your Programme? *

☐ Yes

☒ No

2. What changes are required in T & P to improve the placement? *

F. Feedback on Infrastructure and Safety

1. Are adequate research equipment available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No

This form was created inside of KBIT University.



12/17/24, 9:30 AM

3. Student from Category. as a representative sample: Sem III
M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Tech.)Odd Term Curriculum Feedback from Student_2024-25

The respondent's email (abhi040909@gmail.com) was recorded on submission of this form.

Email *

abhi040909@gmail.com

Name of Student *

Abhijeet Balasaheb Kothimbire

Enrollment No.

ADT23SFTM0002

Year and Degree Program *

- ☐ First Year, Sem. I, M. Tech. (Food Technology)
- ☒ Second Year, Sem. III, M.Tech.(Food Technology)

A. Feedback on curriculum

Stakeholders have to give their rating out of 10 for each Question



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐

6. Give two strengths of the syllabus. *

Good and helpful to future

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

B. Feedback on Teaching – learning Section

1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same?

Dr. Sandip Gaikwad and Dr. Amit Kulthe

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☐ Yes

☒ No

2. What type of assessment you feel would be more appropriate?

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library?

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in the library?

☐ Yes

☒ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your Programme? *

☐ Yes

☒ No

2. What changes are required in T & P to improve the placement? *

Be a strong connection with MNCs industry and strong person on training and placement department

F. Feedback on Infrastructure and Safety

1. Are adequate research equipment available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☐ Yes

☒ No

This form was created inside of MIT University.

Google Forms



iii) Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☒ 8
- ☐ 9
- ☐ 10



iv) Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☒ 8
- ☐ 9
- ☐ 10

https://docs.google.com/forms/d/13rGemqLT1LLr2_NDiBVcChDA2eg-FzYUFNgr0SQIGkw/edit#response=ACYDBNiCpN1IFqXP7MLTJXSCW-3ZYA 5/7



v) How do you find the curriculum from the employability, and entrepreneurship point of view? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☒ 8
- ☐ 9
- ☐ 10

Give two strengths of the syllabus. *

Well structured, Informative and Need-base

Give two observations/ suggestions to improve overall 'Syllabus' of the program *

No sugestions

Date *

MM DD YYYY

03 / 31 / 2023



M. Tech. (Food Safety and Quality Management)

1. Top Ranker, as a representative sample: Sem I

12/17/24, 12:01 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management)

Email* *

esharma1905@gmail.com

Name of student *

Esha Sharma

Year and Degree program *

- ☒ First Year, Sem. I, M. Tech. (Food Safety and Quality Management)
- ☐ Second Year, Sem. III, M.Tech.(Food Safety Quality and Management)

A. Feedback on curriculum

- ☒ Option 1

https://docs.google.com/forms/d/1zCFZNqXO1_cN9GnIRiKxR1nFRaNHh8nIS3EFibS4/edit#response=ACYDBNijL4me9O5Ab98ZMK0qbxnm3f... 1/5



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

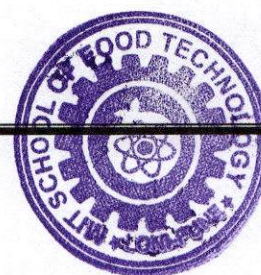
	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Focuses on practical skill development and ethics and sustainability
Also it focus on modern technologies related to food

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Can add short courses related to food industry

B. Feedback on Teaching – learning

1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

Deepti chaudhary mam :
Explains every topic thoroughly
Understands us and takes time to complete any topic till we understand it

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate? *

Current assessment is appropriate

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library? *

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in the library? *

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your programme?

☒ Yes

☐ No

2. What changes are required in T & P to improve the placement ?

No

F. Feedback on Infrastructure and Safety

1. Are adequate research equipments available in the lab? *

☒ Yes

☐ No

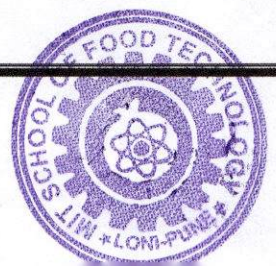
2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No

This form was created inside of MIT University.

Google Forms



2. **Slow Learner**, as a representative sample: Sem I

12/17/24, 12:04 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management)

Email* *

omadhatrao55@gmail.com

Name of student *

Om Adhatrao

Year and Degree program *

- ☒ First Year, Sem. I, M. Tech. (Food Safety and Quality Management)
- ☐ Second Year, Sem. III, M.Tech.(Food Safety Quality and Management)

A. Feedback on curriculum

- ☒ Option 1

https://docs.google.com/forms/d/1zCFZ1gXO1_cn9GnFRiKxR1nFRaNHh8nIS3EFibS4/edit#response=ACYDBNjyCb0zv7jyH6RvrjYMA626G7... 1/5



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Easy to understand

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Need more deep concepts in food chemistry

B. Feedback on Teaching – learning

1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

Kulkarni maam- clear and understandable lectures

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate? *

Online mcq

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library? *

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in *
the library?

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your programme?

☒ Yes

☐ No

2. What changes are required in T & P to improve the placement ?

F. Feedback on Infrastructure and Safety

1. Are adequate research equipments available in the lab? *

☐ Yes

☒ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No

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3. Student from Category. as a representative sample: Sem I

12/17/24, 12:00 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management)

Email* *

namratha.a.rajkumar27@gmail.com

Name of student *

Namratha Amirtha Rajkumar

Year and Degree program *

- ☒ First Year, Sem. I, M. Tech. (Food Safety and Quality Management)
- ☐ Second Year, Sem. III, M.Tech.(Food Safety Quality and Management)

A. Feedback on curriculum

- ☒ Option 1

https://docs.google.com/forms/d/1zCFZ14gXO1_cn9GnIRikxR1r1FRaNHh8nIS3EFibS4/edit#response=ACYDBNj9r70mnY4j8PqkpDICVnSRWj... 1/5



12/17/24, 12:00 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

https://docs.google.com/forms/d/1zCFZ1lgXO1_cn9GnIRikxFlR1nFRaNHh8nIS3EFibS4/edit#response=ACYDBNj9r70mnY4j8PqkpDICVnSRWj... 2/5



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Nil

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Nutraceutical practicals can include more deep concepts.

B. Feedback on Teaching – learning

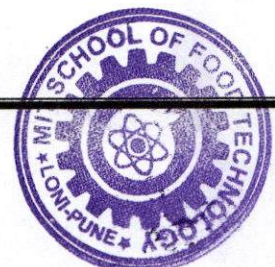
1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

Ganesh bhavsar sir - clear with concepts and provides notes on time.

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate? *

It is good

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library? *

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in the library? *

☒ Yes

☐ No

E. Feedback on Training and Placement



12/17/24, 12:00 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

1. Are you satisfied with the training and placement for your programme?

☒ Yes

☐ No

2. What changes are required in T & P to improve the placement ?

F. Feedback on Infrastructure and Safety

1. Are adequate research equipments available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No

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Google Forms

https://docs.google.com/forms/d/1zCFZlNgXO1_dN9GnRiKxFlR1riFRaNIh8ntS3EFibS4/edit#response=ACYDBNj9r70mnY4j8PqkpDICVnSRIWj... 5/5



1. **Top Ranker**, as a representative sample: Sem III

12/17/24, 12:04 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management)

Email* *

riddhirane5@gmail.com

Name of student *

Riddhi Rane

Year and Degree program *

- ☐ First Year, Sem. I, M. Tech. (Food Safety and Quality Management)
- ☒ Second Year, Sem. III, M.Tech.(Food Safety Quality and Management)

A. Feedback on curriculum

- ☒ Option 1

https://docs.google.com/forms/d/1zCFZNgXO1_cn9GnIRikxR1rIFRaNHh8nIS3EFibS4/edit#response=ACYDBNjmMYhyxnpZJ6b-ACfuIKx2TB... 1/5



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

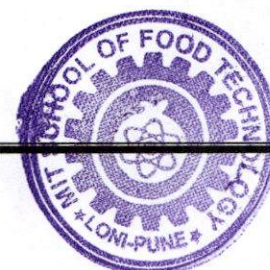
	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Up to date with industry standards, well structured

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

None

B. Feedback on Teaching – learning

1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

Kaninika Paul. Her explanation is easily understood. The presentations are also good.

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate? *

Presentation

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library? *

☒ Yes

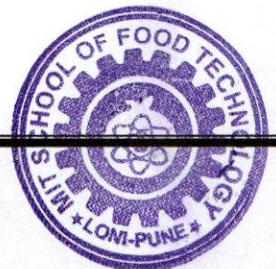
☐ No

2. Are adequate number of research journals and competitive examination books available in the library? *

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your programme?

☒ Yes

☐ No

2. What changes are required in T & P to improve the placement ?

A good description of the position and role when any company comes for placement.

F. Feedback on Infrastructure and Safety

1. Are adequate research equipments available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No

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2. **Slow Learner**, as a representative sample: Sem III

12/17/24, 12:01 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management)

Email* *

khandagleshubham58@gmail.com

Name of student *

Shubham Ashokrao khandagle

Year and Degree program *

- ☐ First Year, Sem. I, M. Tech. (Food Safety and Quality Management)
- ☒ Second Year, Sem. III, M.Tech.(Food Safety Quality and Management)

A. Feedback on curriculum

- ☒ Option 1

https://docs.google.com/forms/d/1zCFZNgXO1_ch9GnIRiKxR1nFRaIHh8nIS3EFibS4/edit#response=ACYDBNijvnxG0AHvhixDYSD9HbdtbKO... 1/5



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

Nice syllabus

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

No improvement

B. Feedback on Teaching – learning

1. Which teaching method you like most? *

- ☒ Pen and Board Method
- ☐ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

Dr.v.s. patil sir

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate? *

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library? *

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in * the library?

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your programme?

☒ Yes

☐ No

2. What changes are required in T & P to improve the placement ?

F. Feedback on Infrastructure and Safety

1. Are adequate research equipments available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No

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3. Student from Category. as a representative sample: Sem III

12/17/24, 12:04 PM

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management) Odd Term Curriculum Feedback from Student_2024-25

M.Tech (Food Safety and Quality Management)

Email* *

tejasrao9145@gmail.com

Name of student *

Tejas Bhagwan Rao

Year and Degree program *

- ☐ First Year, Sem. I, M. Tech. (Food Safety and Quality Management)
- ☒ Second Year, Sem. III, M.Tech.(Food Safety Quality and Management)

A. Feedback on curriculum

- ☐ Option 1

https://docs.google.com/forms/d/1zCFZNgXO1_cN9GnIRiKxIFIR1nFRaNHh8nIS3EFibS4/edit#response=ACYDBNjqr9gi31bOSRYon3_4AqGw04...

1/5



1. Is the curriculum well-structured and relevant to real life situations (relevance to the local, national, regional and global developmental current trends)? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programme and courses offered by the University and are they mapped? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

3. Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

4. Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



5. How do you find the curriculum from the employability and entrepreneurship point of view? *

	1	2	3	4	5	6	7	8	9	10	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

6. Give two strengths of the syllabus. *

7. Give two observations/ suggestions to improve overall 'Syllabus' of the program *

B. Feedback on Teaching – learning

1. Which teaching method you like most? *

- ☐ Pen and Board Method
- ☒ PowerPoint Presentation Method

2. Which teacher is the Best Teacher from your point of view and give the two reasons for the same? *

C. Feedback of Evaluation



1. Is the assessment system transparent? *

☒ Yes

☐ No

2. What type of assessment you feel would be more appropriate? *

D. Feedback on Library

1. Are sufficient reference books, based on the syllabus, available in the library? *

☒ Yes

☐ No

2. Are adequate number of research journals and competitive examination books available in the library? *

☒ Yes

☐ No

E. Feedback on Training and Placement



1. Are you satisfied with the training and placement for your programme?

☒ Yes

☐ No

2. What changes are required in T & P to improve the placement ?

F. Feedback on Infrastructure and Safety

1. Are adequate research equipments available in the lab? *

☒ Yes

☐ No

2. Are you satisfied with the adequacy of the infrastructure and the safety on the campus? *

☒ Yes

☐ No

This form was created inside of MIT University.

Google Forms



d . Teachers

Professor:

11/26/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

MIT School of Food Technology, MIT ADT
University Pune, Teachers Feedback on
Curriculum (2024-25) Odd Sem.

Name of the faculty *

Dr. Prerana Shere

Email id *

prerana.shere@mituniversity.edu.in

Department *

Food Process and Product Technology

Designation *

Professor

11/26/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

i) Is the curriculum well structured and relevant to real life situations (relevance to the local, national, regional and global development trends)? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☒ 9
- ☐ 10



11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

ii) Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programme and courses offered by the University and are the mapped?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☒ 10

11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

iii) Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☒ 9
- ☐ 10



11/26/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

iv) Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☒ 9
☐ 10

11/26/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

v) How do you find the curriculum from the employability, and entrepreneurship point of view? *

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☒ 9
☐ 10

Give two strengths of the syllabus. *

Theory and practical balance is maintained and covers novel developments

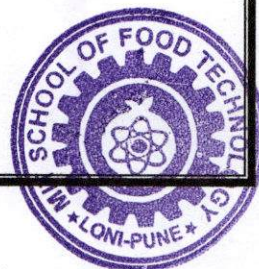
Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Industrial processing oriented skills can be incorporated

Date *

MM DD YYYY

11 / 05 / 2024



ii) Associate Professor:

11/26/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

MIT School of Food Technology, MIT ADT
University Pune, Teachers Feedback on
Curriculum (2024-25) Odd Sem.

Name of the faculty *

Dr. Amit Arun Kulthe

Email id *

amit.kulthe@mituniversity.edu.in

Department *

Agrobase Plant Operations

Designation *

Associate Professor

Acti
Go to

11/26/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

i) Is the curriculum well structured and relevant to real life situations (relevance to the local, national, regional and global development trends)? *

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☒ 10



11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

ii) Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programme and courses offered by the University and are the mapped?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☒ 10

Act

11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

iii) Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☒ 10



iv) Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☒ 10



v) How do you find the curriculum from the employability, and entrepreneurship point of view? *

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☒ 10

Give two strengths of the syllabus. *

1. NEP Based Curriculum. 2. Project Based Learning.

Give two observations/ suggestions to improve overall 'Syllabus' of the program *

Nil

Date *

MM DD YYYY

11 / 05 / 2024



iii) Assistant Professor:

11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

MIT School of Food Technology, MIT ADT
University Pune, Teachers Feedback on
Curriculum (2024-25) Odd Sem.

Name of the faculty *

Pallavi Vilas Mhaske

Email id *

pallavi.mhaske@mituniversity.edu.in

Department *

Ethical Science abd Food Technology , School Of Food Technology

Designation *

Assistant Professor

Act
Got

11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

i) Is the curriculum well structured and relevant to real life situations (relevance to the local, national, regional and global development trends)?

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☒ 10



11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

ii) Does the curricula reflect Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programme and courses offered by the University and are the mapped?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☒ 10

Act

11/25/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

iii) Does the curricula include 'Latest Development/Research Component' and strike right balance between the theory, practical and project, training, internship?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☒ 9
- ☐ 10



iv) Is the syllabus revised taking into consideration enhancing constructive learning and develops problem solving skills? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☒ 9
- ☐ 10



11/06/24, 4:38 PM

MIT School of Food Technology, MIT ADT University Pune, Teachers Feedback on Curriculum (2024-25) Odd Sem.

v) How do you find the curriculum from the employability, and entrepreneurship point of view? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☒ 8
- ☐ 9
- ☐ 10

Give two strengths of the syllabus. *

1. NEP Base 2. Problem Solving Skill

Give two observations/ suggestions to improve overall 'Syllabus' of the program *

No Suggestions

Date *

MM DD YYYY

11 / 06 / 2024



(d) Alumni Feedback on curriculum

(i) Top Ranker

18/12/2024, 12:06

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

Alumni Feedback on Curriculum

Full Name of the Alumni *

Carol D'souza

Address *

Tauji nagar , Wadgaoshi, Pune

Reg No. *

MITU20BTFT0028

Degree Completed *

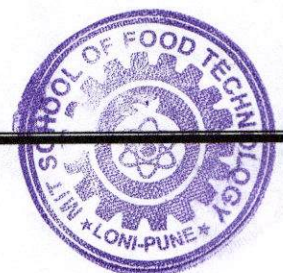
- ☒ B. Tech (Food Technology)
☐ M. Tech (Food Technology)
☐ M. Tech (FSQN)

Mobile No. *

07219063701

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139/936



Present Working Organization with Address *

NA

Designation *

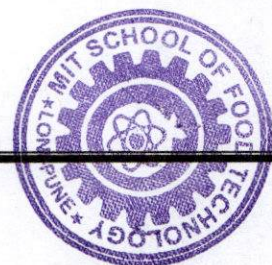
NA

Higher Education *

Btech Food Technology

1) How extent curriculum is meeting the industry requirement or compensate entrepreneurship needs? *

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☒ Average
- ☐ Poor



2) Is the teaching method is best from your point of view? *

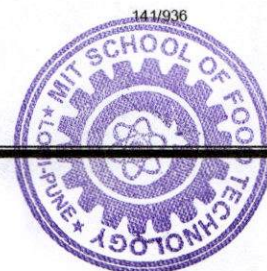
- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☒ Average
- ☐ Poor

3) How is the the competence and support offered by the teachers? *

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☒ Average
- ☐ Poor

4) Rate the evaluation method and examination reforms of the School? *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor



5) What is the standard of the 'training', 'internship', 'projects', 'mock interviews' conducted by the department? *

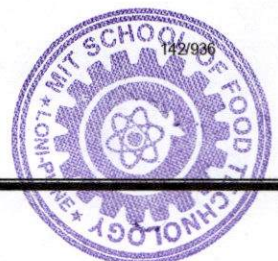
- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☒ Poor

6) Rate the schools laboratory and equipment's adequateness for practical exposure. *

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☒ Average
- ☐ Poor

7) Rate the design of the courses in terms of extra learning or self learning. *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor



18/12/2024, 12:06

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

8) Rate the industrial exposure provided by the school during degree program. *

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☒ Average
- ☐ Poor

9) Rate the schools support and contribution for the overall development of the student. *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor

10) Rate the online teaching learning practices followed by the school during pandemic. *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor

https://docs.google.com/forms/d/1kytzvrhhsLIDYt_0JsDr6EtCzV4z4AQ2EyMs9L1VojE/edit?ts=673c181e#responses

143/936

18/12/2024, 12:06

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

Any other Suggestion* *

NA

Date *

MM DD YYYY

04 / 27 / 2024

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Google Forms



ii) Female Student

18/12/2024, 12:10

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

Alumni Feedback on Curriculum

Full Name of the Alumni *

Ketaki Santosh Bokil

Address *

11, Usha Daulat Hous Socy, Gawade Colony, Chinchwad, Pune 411033

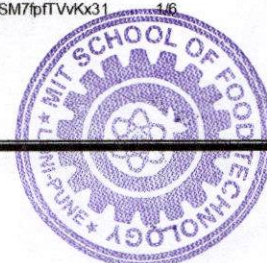
Reg No. *

MITU20BTFT0045

Degree Completed *

- ☒ B. Tech (Food Technology)
- ☐ M. Tech (Food Technology)
- ☐ M. Tech (FSQN)

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18/12/2024, 12:10

MIT School of Food Technology, MITADT University, Pune, Alumni Feedback on Curriculum 2024-25

Mobile No. *

MITU20BTFT0045

Present Working Organization with Address *

Designation *

Higher Education *

1) How extent curriculum is meeting the industry requirement or compensate entrepreneurship needs? *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

https://docs.google.com/forms/d/1kylzvrhhsLIDYt_0JsDr6EtCzV4z4AQ2EyMs9L1VojE/edit?ts=673c181e#response=ACYDBNg5SM7tpfTVWkx31... 2/6



2) Is the teaching method is best from your point of view? *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

3) How is the the competence and support offered by the teachers? *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

4) Rate the evaluation method and examination reforms of the School? *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor



5) What is the standard of the 'training', 'internship', 'projects', 'mock interviews' conducted by the department? *

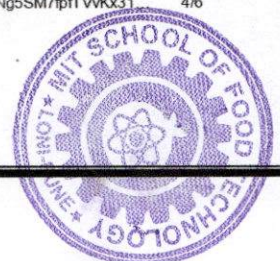
- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

6) Rate the schools laboratory and equipment's adequateness for practical exposure. *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor

7) Rate the design of the courses in terms of extra learning or self learning. *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor



8) Rate the industrial exposure provided by the school during degree program. *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

9) Rate the schools support and contribution for the overall development of the student. *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

10) Rate the online teaching learning practices followed by the school during pandemic. *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor



18/12/2024, 12:10

MIT School of Food Technology, MITADT University, Pune, Alumni Feedback on Curriculum 2024-25

Any other Suggestion* *

None

Date *

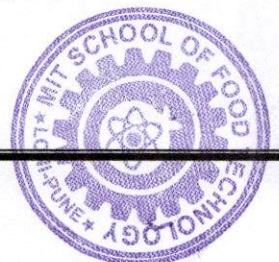
MM DD YYYY

04 / 26 / 2024

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Google Forms

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iii) Student from Category

18/12/2024, 12:06

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

MIT School of Food Technology, MIT ADT University, Pune, Alumni Feedback on Curriculum 2024-25

Alumni Feedback on Curriculum

The respondent's email (atharva.m27@gmail.com) was recorded on submission of this form.

Full Name of the Alumni *

Atharva Kamble

Address *

Ring Road Laxminagar

Reg No. *

MITU20BTFT0023

Degree Completed *

☒ B. Tech (Food Technology)

☐ M. Tech (Food Technology)

☐ M. Tech (FSQN)

Mobile No. *

7775038453

https://docs.google.com/forms/d/1kylzvrhhsLIDYt_0JsDr6EtCzV4z4AQ2EyMs9L1VojE/edit?ts=673c181e#responses

931/936



Present Working Organization with Address *

Ring Road Laxminagar

Designation *

Higher Education *

Btec

1) How extent curriculum is meeting the industry requirement or compensate entrepreneurship needs? *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor



2) Is the teaching method is best from your point of view? *

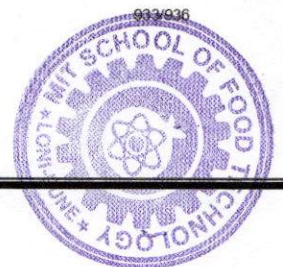
- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

3) How is the the competence and support offered by the teachers? *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

4) Rate the evaluation method and examination reforms of the School? *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor



5) What is the standard of the 'training', 'internship', 'projects', 'mock interviews' conducted by the department? *

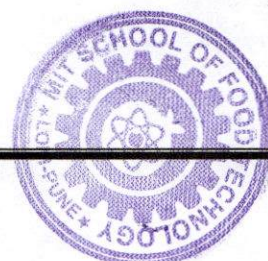
- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

6) Rate the schools laboratory and equipment's adequateness for practical exposure. *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

7) Rate the design of the courses in terms of extra learning or self learning. *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor



8) Rate the industrial exposure provided by the school during degree program. *

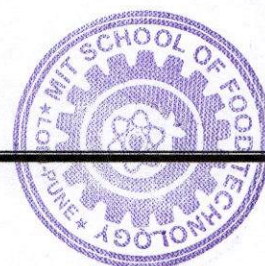
- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

9) Rate the schools support and contribution for the overall development of the student. *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

10) Rate the online teaching learning practices followed by the school during pandemic. *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor



18/12/2024, 12:06

MIT School of Food Technology, MITADT University, Pune, Alumni Feedback on Curriculum 2024-25

Any other Suggestion* *

Date *

MM DD YYYY

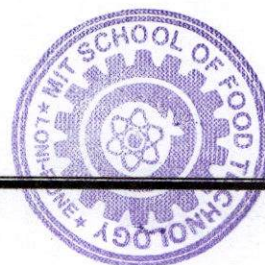
09 / 20 / 2024

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936/936



(e) Employer

MIT School of Food Technology, MIT ADT
University, Pune, Employer Feedback on
Curriculum of B. Tech./M. Tech. Academic Year:
2023-24

This form is created to take employer feedback on B.Tech /M.Tech. curriculum. Kindly rate your valuable feedback on curriculum for the review of syllabus/ to upgrade quality of the program.

Name of the Company *

Taj Frozen Foods India Ltd.

Address or Website of the company *

c-90, 91 Addnl MIDC Jejuri Taluka Purander Dist Pune

Name of the Officer *

Ajay Palkar

Designation *

Managing Director

Acti
Go to

1/23/25, 11:02 AM

MIT School of Food Technology, MIT ADT University, Pune, Employer Feedback on Curriculum of B. Tech./M. Tech. Academic Yea...

WhatsApp number *

9820232981

Email ID *

ajay@tajfoods.net

Name of the MITSoFT student working with you *

Ms. Sejal Atre

How extent curriculum is relevant to job in your company ? *

- ☒ Excellent
☐ Very Good
☐ Good
☐ Average
☐ Poor

Acti
Go to



How extent teachers in the department have done justice in developing skills required for the job? *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

What is the fundamental knowledge of the student who joined your organization? *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

Act
Go to

What is the fundamental knowledge of the student who joined your organization? *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

What is your opinion on 'practical knowledge' of the student?

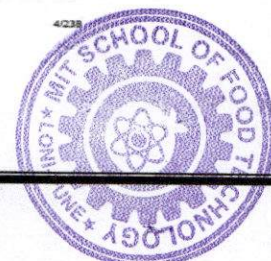
- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor

How do you find the communication skills of the student serving your organization? *

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

https://docs.google.com/forms/d/1qjNAD86ch_LVV0K09NB_s3D6Lp0UPag-ant_YPLYredWresponses

4/23/25



Rate the opinion about practical and industrial exposure provided to the students in School. *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor

Are the students competent enough to work through online mode to fulfil the need of industry? *

- ☐ Excellent
- ☒ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor

What is your opinion on the students joining from this university? *

- ☐ Excellent
- ☐ Very Good
- ☒ Good
- ☐ Average
- ☐ Poor



1/23/25, 11:02 AM

MIT School of Food Technology, MIT ADT University, Pune, Employer Feedback on Curriculum of B. Tech/M. Tech. Academic Year...

Rate the opinion on the marks scored by the students as educational performance with his/ her competency reflection at the workplace. (Mark only one oval)

- ☐ Technical skill
- ☒ Personality development
- ☐ Communication ability enhancement
- ☐ Technological ethics
- ☐ Entrepreneurship aspects

What new 'components' / course content should be included in the curriculum * as an industry-expert view?

As an industry expert, I would suggest incorporating the following components into the curriculum:

- Practical Industry Experience: More hands-on projects, internships, and real-life case studies to bridge the gap between theory and practice.
- Soft Skills Training: Communication, teamwork, leadership, and problem-solving skills are essential in any role. Incorporating these into the curriculum would be beneficial.
- Technology & Automation: With the rise of AI and automation, courses on emerging technologies, data analytics, and digital transformation should be included.
- Sustainability Practices: In today's business environment, knowledge of sustainability, green practices, and responsible resource management is becoming essential.
- Cross-Functional Knowledge: Understanding of how different departments (HR, marketing, operations) collaborate to achieve company goals can help students become versatile employees.
- Critical Thinking & Decision Making: Focus on developing critical thinking and decision-making skills to enhance problem-solving abilities in real-world situations.

These additions would prepare students for the dynamic and evolving demands of the industry.*

Any other suggestions *

NA

1/23/25, 11:02 AM

MIT School of Food Technology, MIT ADT University, Pune, Employer Feedback on Curriculum of B. Tech/M. Tech. Academic Year...

Date *

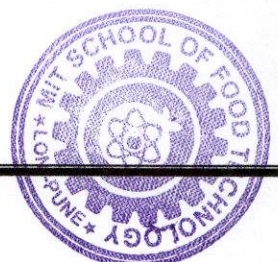
26-Dec-2024

Digital signature *

Ajay Palkar

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Google Forms



(f) Academic Peers

Curriculum Feedback from Academic Peers - 2024-25, MIT School of Food Technology, Pune.

MIT School of Food Technology is a constituent School of MIT Art, Design and Technology University(MITADTU). University offers the education with the endeavor of holistic technocrats creation and often emphasis on nation building . School of Food Technology designs the curriculum content in line with the vision of the University and as per the stakeholders aspirations. The process of feedback from individuals involved in curriculum designing, teaching and those who are learning it always stand motivational for school. Being an expert in the domain of Food Technology your valuable insights and inputs matter a lot. This will help us in strengthening the curriculum structure of the Food Technology degree program.

Name *

Nilesh Amritkar

Designation *

Managing Director

Institute of Affiliation *

Envirocare Labs Pvt Ltd

Contact No. *

9167232003



Email Id *

nilesh.a@envirocare.co.in

1. Curriculum focusing on fundamental concepts enabling and leading to the holistic knowledge & skill development. *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2. Alignment of the curriculum structure in line with UGC/AICTE norms *

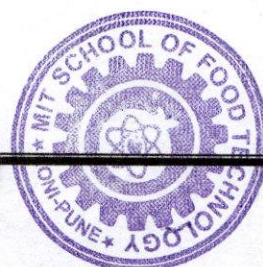
1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. Mandated pre-requisite courses for the introduction of advanced courses in the curriculum. *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

4. The relevance of the course content in enhancing the employability meeting the industry requirement. *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



1/23/25, 3:29 PM

Curriculum Feedback from Academic Peers - 2024-25, MIT School of Food Technology, Pune.

5. Alignment of the curriculum with the 21st century skills. *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Initiatives towards enabling and strengthening the industry-institute collaborations to have hands-on experience. *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Training on the domain-specific industry internships in the new and emerging areas *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Alignment of the elective courses in gaining the expertise in some specific domain area *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Curriculum promoting self-learning/collaborative learning/experiential learning. *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

1/23/25, 3:29 PM

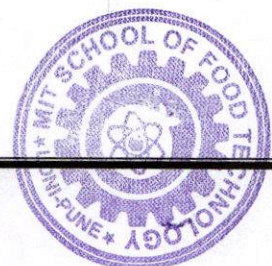
Curriculum Feedback from Academic Peers - 2024-25, MIT School of Food Technology, Pune.

10. Scope for Indian Knowledge System (IKS)* in the curriculum *

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

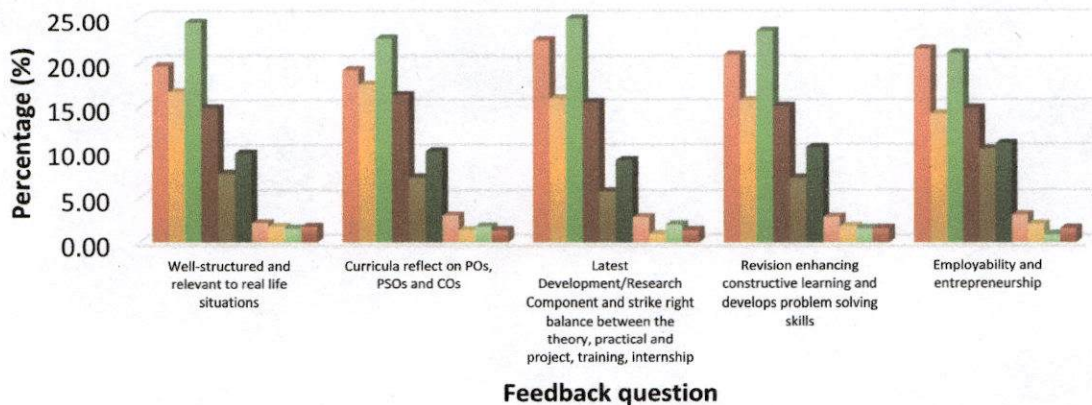
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Google Forms



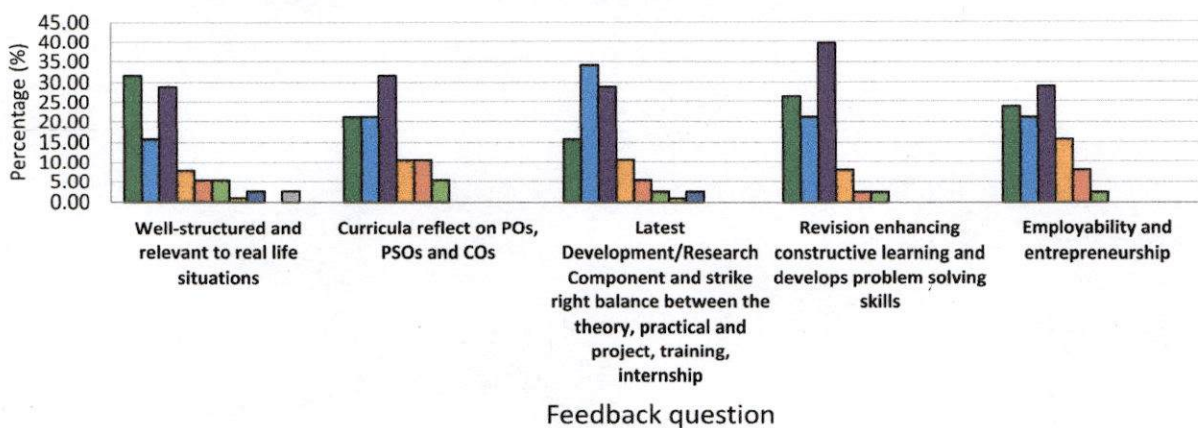
(2) Analysis of Feedback with Graphical Representation

UG - Students curriculum feedback - 2024-25



- Rating percentage % of Students Rated '10'
- Rating percentage % of Students Rated '9'
- Rating percentage % of Students Rated '8'
- Rating percentage % of Students Rated '7'
- Rating percentage % of Students Rated '6'
- Rating percentage % of Students Rated '5'
- Rating percentage % of Students Rated '4'
- Rating percentage % of Students Rated '3'
- Rating percentage % of Students Rated '2'
- Rating percentage % of Students Rated '1'

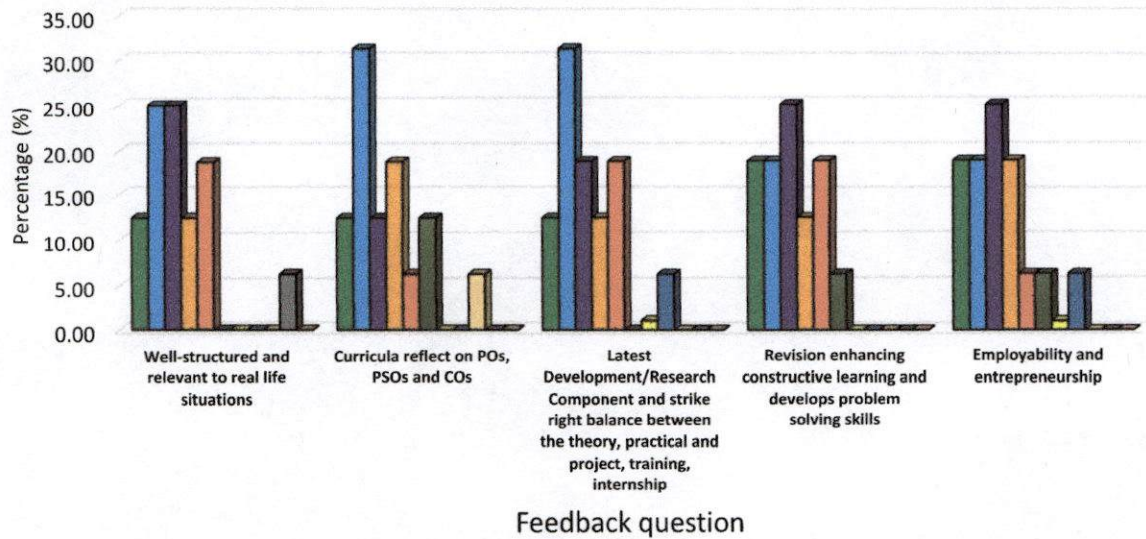
PG (FT) - Students curriculum feedback - 2024-25



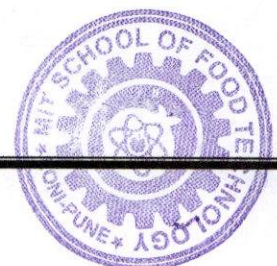
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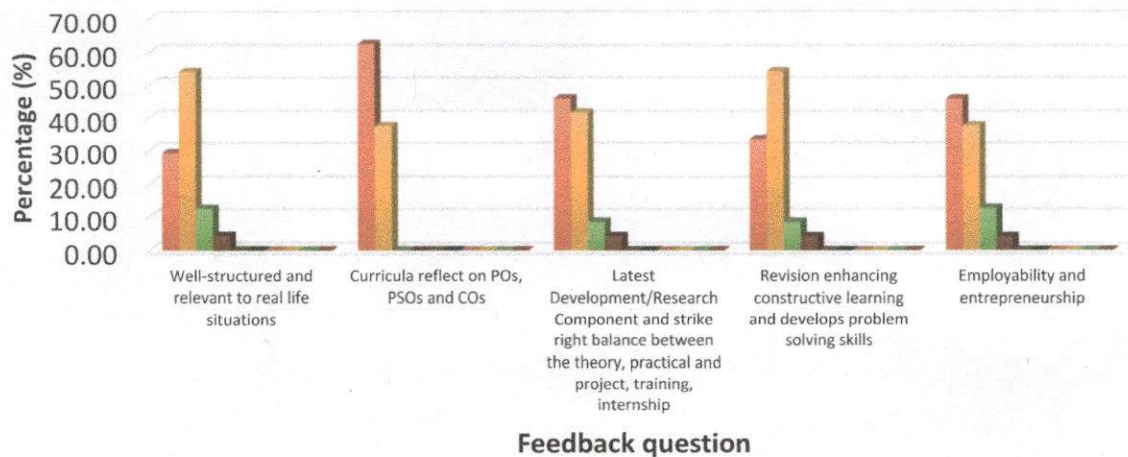
PG (FSQM) Students curriculum feedback - 2024-25



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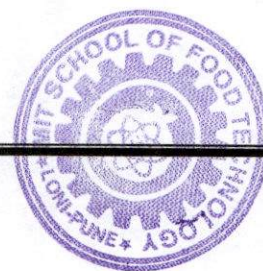
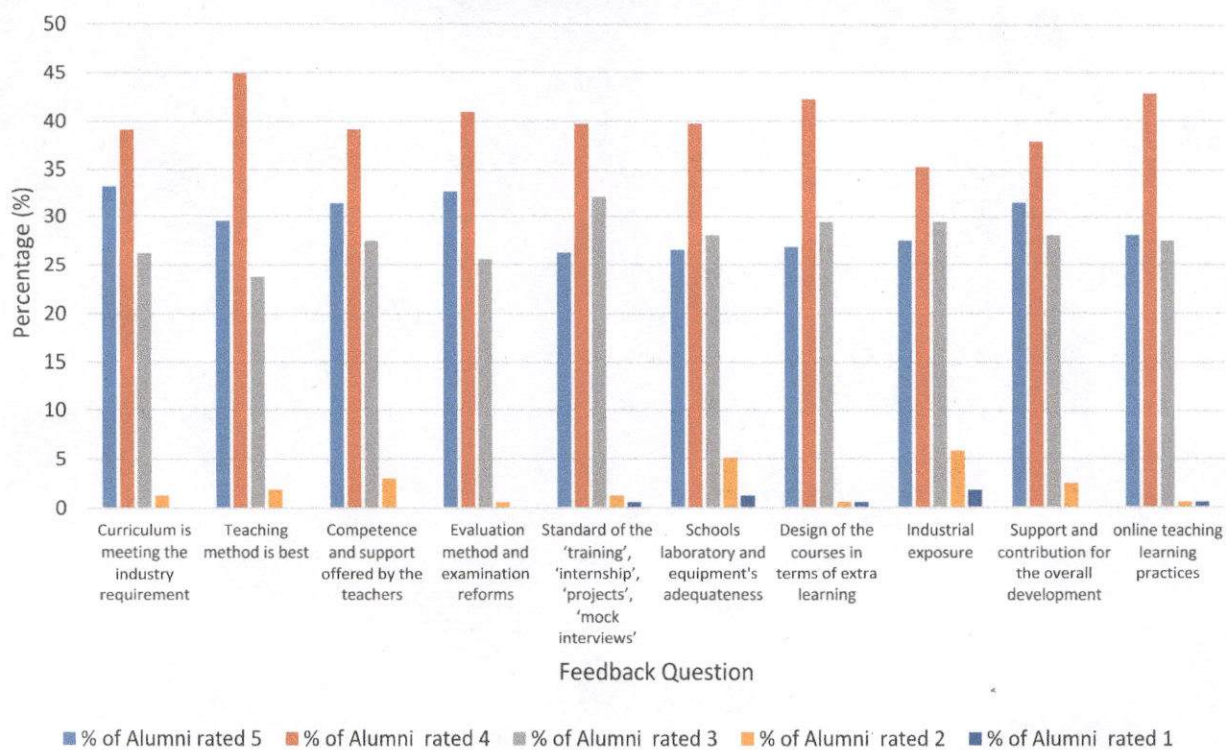
Teachers Curriculum Feedback - 2024-25



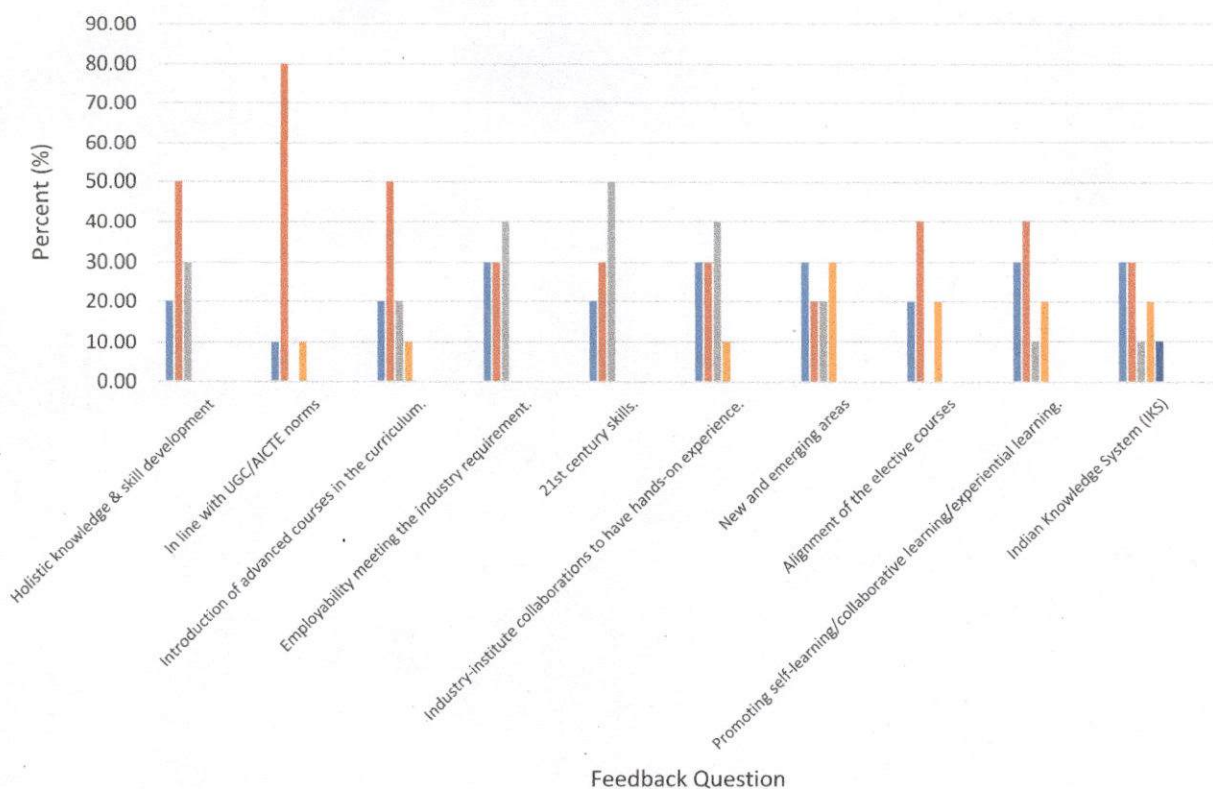
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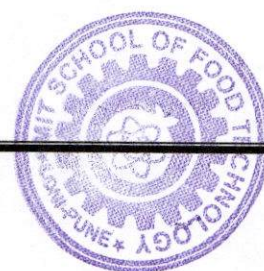
Alumni Curriculum Feedback For 2024-25



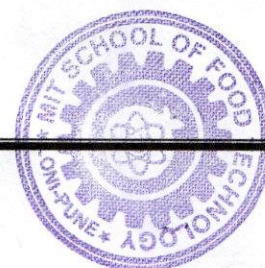
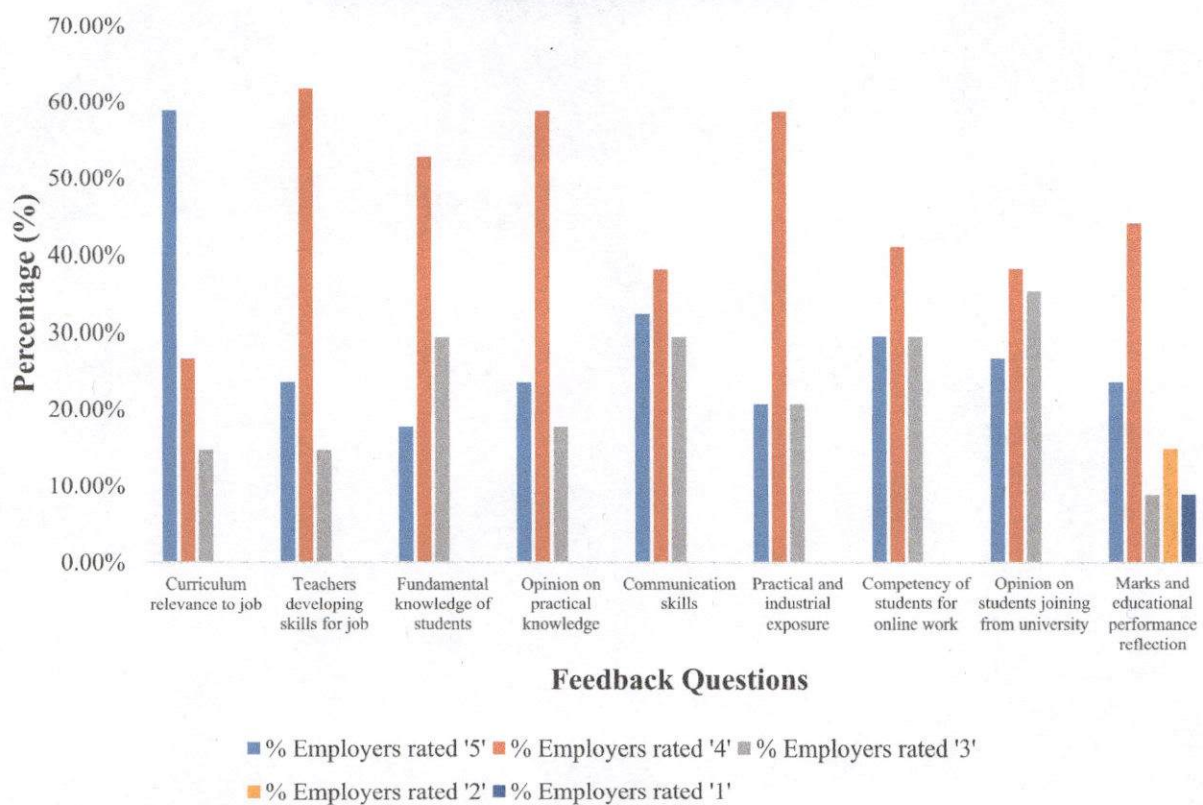
Academic Peers Curriculum FeedBack 2024-25



- Rating Percentage % of Academic Peers Rated '10'
- Rating Percentage % of Academic Peers Rated '9'
- Rating Percentage % of Academic Peers Rated '8'
- Rating Percentage % of Academic Peers Rated '7'
- Rating Percentage % of Academic Peers Rated '6'
- Rating Percentage % of Academic Peers Rated '5'
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- Rating Percentage % of Academic Peers Rated '3'
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- Rating Percentage % of Academic Peers Rated '1'

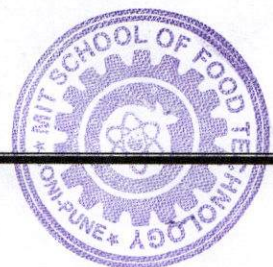


Employer Curriculum Feedback 2024-25



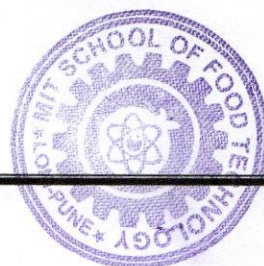
3. Comparison of Feedback of different Stakeholders

- a. The syllabus is life-oriented and has immense learnings.
- b. The syllabus is well structured and easy to understand.
- c. The curriculum is well organized, arranged accordingly to levels.
- d. It focuses on practical skill development, ethics and sustainability.
- e. The curriculum is as per market demand.
- f. The curriculum is of clear learning objectives and outcomes.



4. Pertinent pointers identified & drawn to enhance the learning

- a. Low educational performance in terms of competency at workplace.
- b. Practical and fundamental knowledge of students is not up to the mark.
- c. Over all opinion of industries about students is on average scale.
- d. Students are willing to learn for subjects in business, entrepreneurship and regulatory.
- e. Students are willing to learn through in interactive mode.
- f. Syllabus should be precise and research oriented.
- g. Students are demanding for more industry visits.



School of Food Technology, Pune

Ref No. MITADTU/SOFT/2024-25/279

Date 8-07/02/2025

To,

Dear All,

Thank you very much for providing feedback on curriculum of Food Technology degree programs. We are always eager to incorporate the stakeholder's suggestions into the curriculum to make it appropriate to satisfy the aspirations. You're below mentioned suggestions are thoroughly studied and accordingly changes are incorporated in the curriculum.

Sr. no.	Suggestions and parameters of low score	Compliance
1	Low educational performance in terms of competency at workplace.	Students were encouraged for undergoing summer term or apprenticeship or on job, training should be preferred for placements. In addition, Placement coordinator should encourage students so that maximum number of students will undergo the training.
2	Practical and fundamental knowledge of students is not up to the mark	Technical tests of the placement aspirant candidates have to be conducted.
3	Over all opinion of industries about students is on average scale	Mentor should council the students to improve the behavarioual aspects, technical and professional skills for their lifelong achievements.
4	Students are willing to learn for subjects in business , entrepreneurship and regulatory	Value addition course / Immersion course also webinar and guest lectures will be planned to satisfy the student's aspirations.
5	Students are willing to learn through in interactive mode	Lesson plan are designed using interactive teaching learning tools.
6	Syllabus should be precise and research oriented	Audit course on Research writing and communication skills is introduced.
7	Students are demanding for more industry visits	Study tour will be planned for gaining more experience of diversified industries.

We look forward to future engagement with this task for continuous syllabus upgradation.



PRINCIPAL

MIT SCHOOL OF FOOD TECHNOLOGY
LONI KALBHOR PUNE

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www.mitadtu.edu.in 412201

School of Food Technology, Pune

MOM: Curriculum Revision Meeting

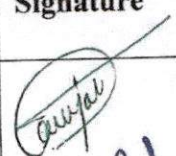
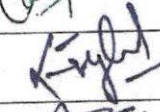


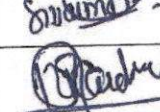
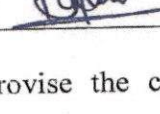
Date: 30.01.2025

Time: 3.30 to 4.30pm

Venue: Conference hall, Admin Block

After accessing the Feedback analysis report of year 2024-25, suggestions were accessed, low score parameters are discussed in curriculum revision meeting (internal BOS members) held on 30th Jan 2025.

Below members were recorded their presence, deliberation on every suggestion was conducted.

Sr. No.	Members	Designation	Signature
1	Prof. Dr. Anjali. A. Bhoite	Chairman Principal, School of Food Technology, Pune	
2	Dr. Sujata Ghodke	Internal Member Associate Professor (PTSF)	
3	Dr. Sandip Gaikwad	Internal Member Assistant Professor (FBMED)	
4	Dr. Yogita Chavan	Internal Member Associate Professor (FPPT)	
5	Dr. Rinku Agrawal	Internal Member and Member Secretary Associate Professor (PTSF)	
6	Dr. Nilesh Kardile	Internal Member Assistant Professor (FPPE)	

Below recommendations were put forth by the members to improvise the curriculum feedback and stakeholders' satisfaction.

Sr. No.	Suggestions and parameters of low score	Remarks by faculties	Compliance
1	Low educational performance in terms of competency at workplace.	Students are required more training and industry process/ mechanism understanding. Technical and Applied aspects of Food Technology needs to be strengthen	Students were encouraged for undergoing summer term or appretship or on job, training should be preferred for placements. Also Placement coordinator should encourage students so that maximum number of students will undergo the training.

2	Practical and fundamental knowledge of students is not up to the mark	Student's involvement is practical needs to be taken seriously by faculties.	Technical tests of the placement aspirant candidates have to be conducted.
3	Overall opinion of industries about students is on average scale	Students' reputation should be improvised to attract good Industries offering respectable salary	Mentors should council the students to improve the behavioral aspects, technical and professional skills for their lifelong achievements.
4	Students are willing to learn for subjects in business, entrepreneurship and regulatory	The suggestion is appreciated by members.	Value addition course / Immersion course also webinar and guest lectures will be planned to satisfy the student's aspirations.
5	Students are willing to learn through interactive mode	All the faculties were trained for use of ICT tools in teaching learning, the teacher's needs to meticulously incorporate the interactive tools for teaching and learnings.	Lesson plans are designed using interactive teaching learning tools.
6	Syllabus should be precise and research oriented	The content of syllabus and basic and practical are designed to trigger the applied aspects of theory. The real-time applications are also brief to the students during practical hours.	Audit course on Research writing and communication skills is introduced.
7	Students are demanding for more industry visits	Industry visits are part of practical syllabus of most of the courses and that is being followed by course teachers	The study tour will be planned for gaining more experience of diversified industries.



Principal
PRINCIPAL
MIT SCHOOL OF FOOD TECHNOLOGY
LONI-KALBHORI, PUNE-412201

Ref. No.: - MITADT/SoFT/2024-25/344

Date: 28/03/2025

MINUTES OF MEETING: 15TH BOARD OF STUDIES

Date and Day of meeting: 27th March 2025 (Thursday)

Time: 10.30 am to 4.00 pm

Nature of Meeting: Online Platform- Microsoft Teams

Meeting Link: https://teams.microsoft.com/l/meetup-join/19%3ameeting_Y2NkZmVhYzYtNGRiYy00NDI2LWIwMmMtM2FiNzkwYzYyZTY3%40thread.v2/0?context=%7b%22Tid%22%3a%2203cb5f0c-1f82-4993-9621-36330f6309ec%22%2c%22Oid%22%3a%2222020535-0d26-47c0-81dd-1e656332c8cb%22%7d

The following members recorded the presence for scheduled BoS meeting from their respective locations.

Sr. No.	Members	Designation	Remark
1	Prof. Dr. Anjali Bhoite	Chairman Principal, SoFT MIT ADTU Pune	Present
2	Mr. Shashank Joshi	External Member General Manager, Parag Milk Foods, Pune	Present
3	Dr. Vivek Chaughule	External Member Head-Development & Applications at Doehler India Pvt. Ltd	Present
4	Dr. Ajaykumar Sharma	External Member Principal Scientist, ICAR National Research Center for Grapes, Pune	Absent
5	Dr. Prabhat Kumar Nema	External Member Professor, NIFTEM	Present
6	Mrs. Monali Divekar	External Member Manager, TATA Consumer Products, Pune	Absent
7	Dr. Sujata Ghodke	Internal Member Associate Professor (PTSF)	Present
8	Dr. Sandip Gaikwad	Internal Member Assistant Professor (FBMED)	Present
9	Dr. Yogita Chavan	Internal Member Associate Professor (FPPT)	Present
11	Dr. Rinku Agrawal	Internal Member and Member secretary Associate Professor (PTSF)	Present

12	Dr. Nilesh Kardile	Internal Member Assistant Professor (FPPE)	Present
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MIT School of Food Technology is a blooming constituent unit of MIT Art, Design & Technology University, Pune. The school offers various specialty degree programs in the discipline of Food science and Technology (B. Tech, M. Tech. and Ph.D.). The relative course content for the competency building of the students for food industry/corporate sector, entrepreneurship capacity with required skills is always the chief contemplation of the school of food technology. Considering this, the 15th BoS meeting was conducted on 27th March 2025 at 10.30 AM through online platform (Microsoft Teams).

The BoS meeting was convened and held under the chairmanship of Prof. Dr. Anjali Bhoite, Principal, MIT SoFT in healthy and positive atmosphere. At the outset, Dr. Rinku Agrawal, the member secretary of BoS welcomed all the respected committee members for joining offline and online mode of BoS meeting. She began by discussing the actions taken from the previous BoS meeting and then outlined the agenda for the current meeting.

Agenda items on board:

1. Syllabus discussion for B. Tech Sem V (2023 pattern) as per NEP
2. Syllabus discussion for Multidisciplinary minors (MDM)
3. Syllabus discussion for M. Tech (Food Technology) Sem III (2024 pattern) as per NEP
4. Syllabus discussion for M. Tech (FSQM) Sem I (2025 pattern) as per NEP
5. Any other agenda items with permission of chairperson

Detailed spectrum comprising of comments, suggestions and admissible actions emerged out through unanimous decision pattern is outlined as follows;

Agenda 1	Syllabus discussion for B. Tech Sem V (2023 pattern) as per NEP
Proceedings	<p>1. Spice Technology</p> <ul style="list-style-type: none"> - Dr. Sujata Ghodke briefed the course content for this course. Dr. P.K. Nema suggested to incorporate the term FSSAI along with specifications of spices in Unit V for better clarification and understanding. <p>2. Techniques in Food Analysis</p> <ul style="list-style-type: none"> - Dr. Sujata Ghodke briefed on the course content. Prof. Dr. Anjali Bhoite suggested to rearrange the subtopics in Unit III along with Principle, working, advantage and limitations for better course content. <p>3. Refrigeration Engineering</p> <ul style="list-style-type: none"> - Dr. Sujata Ghodke provided an overview of this course content. Dr. Vivek Chaughule raised concern about covering factors affecting freezing time. Dr. Sujata Ghodke clarified that the content is being covered under 5.2. Sir has further suggested to incorporate one point on 'Factors enhancing freezing cycle' as very important aspect to cover under food freezing. - Dr. P.K. Nema suggested to include 'Solar energy operated cold storage system' as it is an important and energy efficient refrigeration system. All BoS committee members agreed on this and Prof. Dr. Anjali Bhoite advised to add point under Unit I. During this discussion, Dr. Vivek Chaughule suggested title as 'Use of non-renewable sources in energy generation'. - Dr. P. K. Nema also mentioned to cover 'Liquid nitrogen-based refrigeration system' as it offers numerous applications in industrial processes. <p>4. Food Biotechnology</p> <ul style="list-style-type: none"> - Dr. Sujata Ghodke briefed about this course content. Dr. Vivek Chaughule and Prof. Dr. Anjali Bhoite discussed importance of Bioinformatics as an essential topic for students to understand biological data. On this Prof. Dr. Anjali Bhoite suggested to incorporate 'Concept of Bioinformatics' in the course content. - Prof. Dr. Anjali Bhoite mentioned to add 'Sustainable approaches for solid waste

management' under unit IV.

5. Program Elective Course

Program Elective Courses for Semester V includes courses like Biochemical Engineering for Food Processing, Beverage Technology, Co-operation, Marketing and Finance. The syllabus were thoroughly discussed as follows.

Biochemical Engineering for Food Processing

- Dr. Sujata Ghodke briefed this syllabus content in BoS meeting. Prof. Dr. Anjali Bhoite raised a concern about lengthy content in Unit V and she advised to reduce the content under 'Cell Disruption' by mentioning specific point to be covered under that head.
- She further suggested to reframe 4.7 as 'Immobilization concept, method and kinetics' since it is important for students to learn initially about immobilization concept and methods then followed by kinetics.

Beverage Technology

- Dr. Sujata Ghodke briefed this syllabus content in meeting. Dr. P. K. Nema mentioned to add the term 'water' in 5.1. Sir also suggested to incorporate 'Packaging system for drinking water' in Unit V.
- Dr. Vivek Chaughule suggested to add 'Processing of beverages to ensure stability and shelf life' in 1.3 as processing for beverages varies with type of beverage. All BoS committee members agreed on the same.

Co-operation, Marketing and Finance

- Dr. Sujata Ghodke provided an overview of this syllabus. Dr. P.K. Nema raised concern regarding covering 'E-commerce' content to the students. On this Dr. Sandip Gaikwad clarified that students will have separate course on 'Digital Marketing' where this concept will be covered in detail. Dr. P.K. Nema agreed on this.
- The following courses are newly added in the syllabus;
 1. APS Core

	<p>2. Open Elective-4</p> <p>3. Multidisciplinary Minor</p> <p>4. Foreign and Indian Languages-1</p> <ul style="list-style-type: none"> • The multidisciplinary minor courses are offered from Semester V. <p>Expected Value addition among the students of course content revision</p> <p>During the Board of Studies (BoS) meeting, the course content revision is expected to result in skill development and practical competency. Introduction of revised content will strengthen students' technical and operational skills.</p>
Agenda 2	Syllabus discussion for Multidisciplinary minors (MDM)
Proceedings	<p>1. Basics of Food Science</p> <ul style="list-style-type: none"> - Dr. Sandip Gaikwad briefed on the course content. The course content remained unchanged. <p>2. Principles of Food Processing</p> <ul style="list-style-type: none"> - Dr. Sandip Gaikwad has discussed the course content in the meeting. Dr. Vivek Chaughule mentioned to add 'Enzymes used in food industry' in the course content. - Dr. P. K. Nema suggested to cover equipment's along with processing techniques only and there is no need for separate Unit IV in the syllabus. - Prof. Dr. Anjali Bhoite agreed on the same and informed to replace Unit IV with 'Plant and animal-based product processing'. She also suggested to add one point on 'Sensory evaluation of food' in the course content. - Dr. P.K. Nema suggested renaming Unit V as 'Novel processing techniques' and including IR dryers, supercritical fluid, plasma etc. <p>3. Techniques of Food Preservation</p> <ul style="list-style-type: none"> - Dr. Sandip Gaikwad briefed on the course content. Prof. Dr. Anjali Bhoite raised a concern about 1.6 and asked to correct it with an appropriate title. <p>4. Novel Food Processing Technology</p> <ul style="list-style-type: none"> - Dr. Sandip Gaikwad briefed on the course content. Dr. P.K. Neama suggested to cover 5.1 'Nano-sensors, Nano-encapsulation' under 4.5 'Nanotechnology in Food

Processing' only.

5. Huma Nutrition

- Dr. Sandip Gaikwad briefed on the course content. Prof. Dr. Anjali Bhoite informed to add 'RDA and Nutritional Labeling' in the course content.
- Further she discussed the importance of 'Personalized nutrition' as an emerging concept in today's era and thus suggested to incorporate in the syllabus.

6. Food Safety and Security

- Dr. Sandip Gaikwad briefed on the course content. Prof. Dr. Anjali Bhoite raised a concern about the feasibility of practical content for non-food technologists. Thus she suggested adding survey based practical's, detection of aflatoxin methods, chromatography techniques, rapid methods for detection of food spoilage etc. She further asked to redefine practical 9 with suitable title.

7. Food Regulations, Laws and Legislation

- Dr. Sandip Gaikwad briefed on the course content. Prof. Dr. Anjali Bhoite informed to make Unit III as 'Food safety laws, legislation and implementation' and redefine the content of Unit IV with Unit III.
- She further suggested making Unit IV on 'Export Import regulations'.

8. Sugar Technology-I

- Dr. Sandip Gaikwad briefed on the course content. Prof. Dr. Anjali Bhoite suggested to make 5.5 as 'Crystal size and factors affecting'.

9. Sugar Technology-II

- Dr. Sandip Gaikwad briefed on the course content. The course content remains unchanged and approved by committee members.

10. Sugar Processing Equipment

- Dr. Yogita Chavan briefed on the course content. Prof. Dr. Anjali Bhoite suggested

	<p>to incorporate 'Safety, hazard, hygiene and sanitation, Quality assurance during sugar processing' in the syllabus of this course as it highly essential for students to know about these concepts during processing.</p> <p>11. Spice Technology</p> <ul style="list-style-type: none"> - Dr. Yogita Chavan briefed this course content during BoS meeting. Prof. Dr. Anjali Bhoite suggested to cover scope of spice extractives and its applications in Unit 1. <p>12. Nutraceutical and Functional Foods</p> <ul style="list-style-type: none"> - Dr. Yogita Chavan discussed the course content during BoS meeting. Prof. Dr. Anjali Bhoite suggested to incorporate 'Traditional foods with nutraceutical value' in introductory unit that will foster students' interest in the course content. • In MDM bracket of Food Safety and Quality, 2 credits course on 'Food Quality Assurance and Certification' is replaced with project to enhance hands on practical exposure for students. <p>Expected Value addition among the students of course content revision</p> <p>The suggestions of BoS committee members for MDM syllabus will enhance the global acceptability of students' qualifications with multidisciplinary course learnings and will broaden career pathways.</p>
Agenda 3	Syllabus discussion for M. Tech (Food Technology) Sem III (2024 pattern) as per NEP
Proceedings	<p>1. Advances in Food Analysis</p> <ul style="list-style-type: none"> - Dr. Yogita Chavan briefed this course content. Prof. Dr. Anjali Bhoite suggested to remove nutritional labeling, classical analytical techniques, rheological properties and separation techniques' from Unit I as and add somewhere else under suitable unit. She suggested to reshuffle title and content of Unit I. - She mentioned to make 'ELISA-basic principle, types and application; PCR-overview, types, application in food technology' under Unit V. Application of immunochemical techniques in food technology needs to be covered in this course content. - She further suggested course teacher to discuss with her for this course content

layout finalization.

2. Equipment Design and Process control

- Dr. Yogita Chavan briefed this course content. No suggestions received for this course content.

3. Startup Management and Entrepreneurship Development

- Dr. Yogita Chavan briefed this course content. Prof. Dr. Anjali Bhoite suggested to make Unit V related to entrepreneurship including funding for start-up, Innovation and entrepreneurship etc.

4. Millet Processing

- Dr. Yogita Chavan briefed this course content. Prof. Dr. Anjali Bhoite suggested mentioning 'Malt based beverages' under 3.2. She further suggested to redefine 4.3 as 'Nutraceutical based millet product development'.

5. Food By-product Processing

- Dr. Yogita Chavan briefed this course content. Prof. Dr. Anjali Bhoite raised concern about the title and content with Practical 8. She mentioned renaming Practical 7 as 'Waste valorization for bioethanol production'. She suggested to redefine practical of this course appropriately that could be covered in practical duration.
- She also informed to rename Unit IV as 'Sustainable approached for food by-product waste'.

6. Major Elective

Grain Storage Technology

- Dr. Yogita Chavan briefed this course content during the meeting. Dr. Nilesh Kardile highlighted that physical and mechanical properties are a part of Engineering properties only so no need to mention them under separate subheading and thus remove 1.6 and 1.7 as it will covered under 1.8.

Advances in Cold Chain Management

- Dr. Nilesh Kardile briefed this course syllabus. Prof. Dr. Anjali Bhoite suggested

	<p>incorporating limitations in the course content.</p> <p>Food Supply Chain Management</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile briefed this course content. Prof. Anjali Bhoite suggested to incorporate 'Exploration of IoT in supply chain management' and 'Food Recall System' in the syllabus to make it more compatible. Further she highlighted to incorporate 'Food supply chain management- National and International Scenario' in Unit 1. <p>The following are newly added courses in the syllabus;</p> <ol style="list-style-type: none"> 1. Millet Processing 2. Food Byproduct Processing <p>Expected Value addition among the students of course content revision</p> <p>During the BoS meeting, updated course modules will align with the latest industrial trends, regulatory requirements, and technological advancements, making students more employable and job-ready.</p>
Agenda 4	Syllabus discussion for M. Tech (FSQM) Sem I (2025 pattern) as per NEP
Proceedings	<p>1. Advances in Food Biotechnology</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile briefed this course content. Prof. Dr. Anjali Bhoite suggested removing 2.9 and 2.10 from the course content and shift 1.7, 1.8, 1.9 and 1.10 from unit I as 2.9 and 2.10. - Prof. Dr. Anjali Bhoite suggested to shift 2.11 'Biosensors and their applications in food science, Novel molecular tools in biotechnology' in Unit I. She further mentioned to keep only Biosafety in 3.11. <p>2. Nutraceuticals and Health Foods</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile briefed this course content. No suggestions received for this course content. <p>3. Laboratory Techniques</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile discussed this course content during the meeting. No suggestions received for this course content. <p>4. Advances in Food Microbiology</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile briefed this course content. Prof. Dr. Anjali Bhoite suggested to

	<p>combine 1.2 and 1.3 and make only one subtopic with suitable content. She further informed to incorporate 'Application of microbes in food product development'</p> <p>5. Research Methodology</p> <ul style="list-style-type: none"> - This course content is similar to M. Tech (Food Technology) Sem I 'Research Methodology' course. <p>6. Major Elective</p> <p>Advances in Food Chemistry</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile briefed this course content. No suggestions received for this course content. <p>Food Toxicology</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile briefed this course content. Prof. Dr. Anjali Bhoite suggested to incorporate 'Basic principle, method, merits and demerits' in Unit IV. <p>Advances in Food Safety and Security</p> <ul style="list-style-type: none"> - Dr. Nilesh Kardile briefed this course content. No suggestions received for this course content. <p>Expected Value addition among the students of course content revision</p> <p>During the BoS meeting, updated course modules will align with the latest industrial trends, regulatory requirements, and technological advancements, making students more employable and job-ready.</p>
Agenda 5	Any other agenda items with permission of chairperson
Proceedings	<p>1. Paper setter panel for Academic year 2024-25 (Even Term)</p> <ul style="list-style-type: none"> - Prof. Dr. Anjali Bhoite discussed the list of paper setter panel for Academic year 2024-25 (Even Term) that has been formulated by considering previous criteria (PhD faculty with two years' experience for PG paper setter and PhD Faculty or M. Tech faculty with two years' experience for UG paper setting). All BoS members approved the list.

2. Approval for course content updation from Academic Review Meeting

- Prof. Dr. Anjali Bhoite suggested for course content updation during Academic Review Meeting conducted on 9th Oct 2024 with teaching faculties. The changes/ update requirements in the following 4 subjects were proposed by faculty members are discussed in the meeting
 - Flavour Technology: M.Tech (Food Technology)
 - Food Additives and Regulations: M.Tech (FSQM)
 - Sensory Science: B.Tech (Food Technology)
 - Advances in Food Biotechnology: M.Tech (FSQM)
- The BoS members agreed and approved all need base changes in the course content.

3. Swayam- NPTEL Credit Transfer & Mobility Provision

- As per the latest circular from the University Grants Commission (UGC), provisions for Credit Transfer and Credit Mobility have been introduced to encourage students to appear for their final examinations under the Swayam-NPTEL framework. Students who successfully complete courses under Swayam-NPTEL will be eligible for credit transfer as per UGC guidelines. The university allows up to 40% of the total course credits to be completed through online platforms, enhancing learning flexibility and career opportunities.
- All BoS committee members agreed the same and appreciated the concept for implementation of credit transfer and mobility provision for students.

4. Value Added Courses

Village Adoption Program/ Rural Immersion Program' for B.Tech (Food Technology) Semester VIII has been introduced by Prof. Dr. Anjali Bhoite in the meeting to all BoS committee members. She highlighted that it is one of the unique in its kind in bridging societal bonding and rural awareness. The said activity is very rightly motivational for the young technocrats to develop the need for base technology and start-ups in the rural areas. Food Technology degree program grounded on agriculture raw material commodity processing technology studies very closely, needs the understanding of village life style, cropping pattern and socioeconomic and cultural habits of nearby villages to boost the critical thinking of upcoming food technocrats towards the prerequisite food processing start-up

expansion. All BoS members highly appreciated this concept and approved the course in the meeting. All other Value-Added Courses will be repeated as per the semester and degree program.

5. Action taken on Curriculum feedback

- After accessing the Feedback analysis report of year 2024-25, suggestions were accessed, low score parameters are discussed in curriculum revision meeting (internal BOS members) held on 30th Jan 2024. Below recommendations were put forth by the members to improvise the curriculum feedback and stake holders satisfaction.

Sr. no.	Suggestions and parameters of low score	Remarks by faculties	Compliance
1	Low educational performance in terms of competency at workplace.	Students are required more training and industry process/ mechanism understanding. Technical and Applied aspects of Food Technology needs to be strengthen	Students were encouraged for undergoing summer term or apprenticeship or on job, training should be preferred for placements. Also Placement coordinator should encourage students so that maximum number of students will undergo the training.
2	Practical and fundamental knowledge of students is not up to the mark	Student's involvement is practical's needs to be taken seriously by faculties.	Technical tests of the placement aspirant candidates has to be conducted.
3	Over all opinion of industries about students is on average scale	Students reputation should be improvise to attract good Industries offering respectable salary.	Mentor should council the students to improve the behavioral aspects, technical and professional skills for their lifelong achievements.
4	Students are willing to learn for subjects in business, entrepreneurship and regulatory	The suggestion is appreciated by members.	Value addition course / Immersion course also webinar and guest lectures will be planned to satisfy the student's aspirations.
5	Students are willing to learn through in interactive mode	All the faculties were trained for use of ICT tools in teaching learning, the teacher's needs to meticulously incorporate the interactive tools for teaching and learnings.	Lesson plans are designed using interactive teaching learning tools.

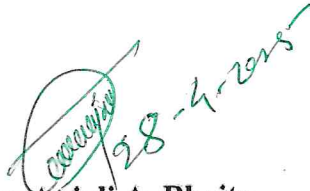
	6.	Syllabus should be precise and research oriented	The content of syllabus and basic and practicals are designed to trigger the applied aspects of theory. The real-time applications are also brief to the students during practical hours.	Audit course on Research writing and communication skills is introduced.
	7	Students are demanding for more industry visits	Industry visits are part of practical syllabus of most of the courses and that is being followed by course teachers.	The study tour will be planned for gaining more experience of diversified industries.
<p>6. Grant for approval for trainings related to Research & Development laboratory and NABL accredited laboratory as equivalent to Hands on Training</p> <p>- Prof. Dr. Anjali Bhoite highlighted that exposure to sophisticated Research & Development laboratories and NABL accredited lab facilities equips students and trainees with practical knowledge, technical skills, and real-time understanding of quality systems, which are critical components of hands-on training. She further presented the proposal for recognizing training related to Research & Development laboratory and NABL accredited laboratory as equivalent to Hands on Training for B. Tech (Food Technology) Semester VIII students. She emphasized the importance of these training programs in enhancing students' practical skills and employability.</p> <p>- It was unanimously appreciated by BoS committee members and agreed to approve that trainings conducted in recognized Research & Development Laboratories and NABL Accredited Laboratories shall be considered equivalent to Hands-on Training for the purpose of academic and skill development requirements. However students will have to complete all the academic formalities (report writing and presentations) as per the HOT assessment method.</p>				

The meeting was adjourned with vote of thanks by Dr. Rinku S. Agrawal.

Decision based on outcomes:

- 1) The syllabus content of B. Tech (Food Technology) Sem V (2023 pattern) as per NEP is successfully finalized and approved with need based suggestions.
- 2) The syllabus content of multidisciplinary minors is approved with need-based suggestions.

- 3) The syllabus content of M. Tech (Food Technology) Sem III (2024 pattern) as per NEP is successfully finalized and approved with need base suggestions.
- 4) The syllabus content of M. Tech (FSQM) Sem I (2025 pattern) is successfully finalized and approved with need base suggestions.
- 5) Paper setter panel list for semester end examination 2024-25 (Even Term) is finalized and approved from BoS committee.
- 6) Value Added Courses (VAC) are approved and Curriculum feedback report is discussed with all members and action taken on syllabus is also discussed.


Prof. Dr. Anjali A. Bhoite
Chairman BOS & Principal
School of Food Technology
MIT ADT University, Pune

Encl: Screenshots of BoS meeting

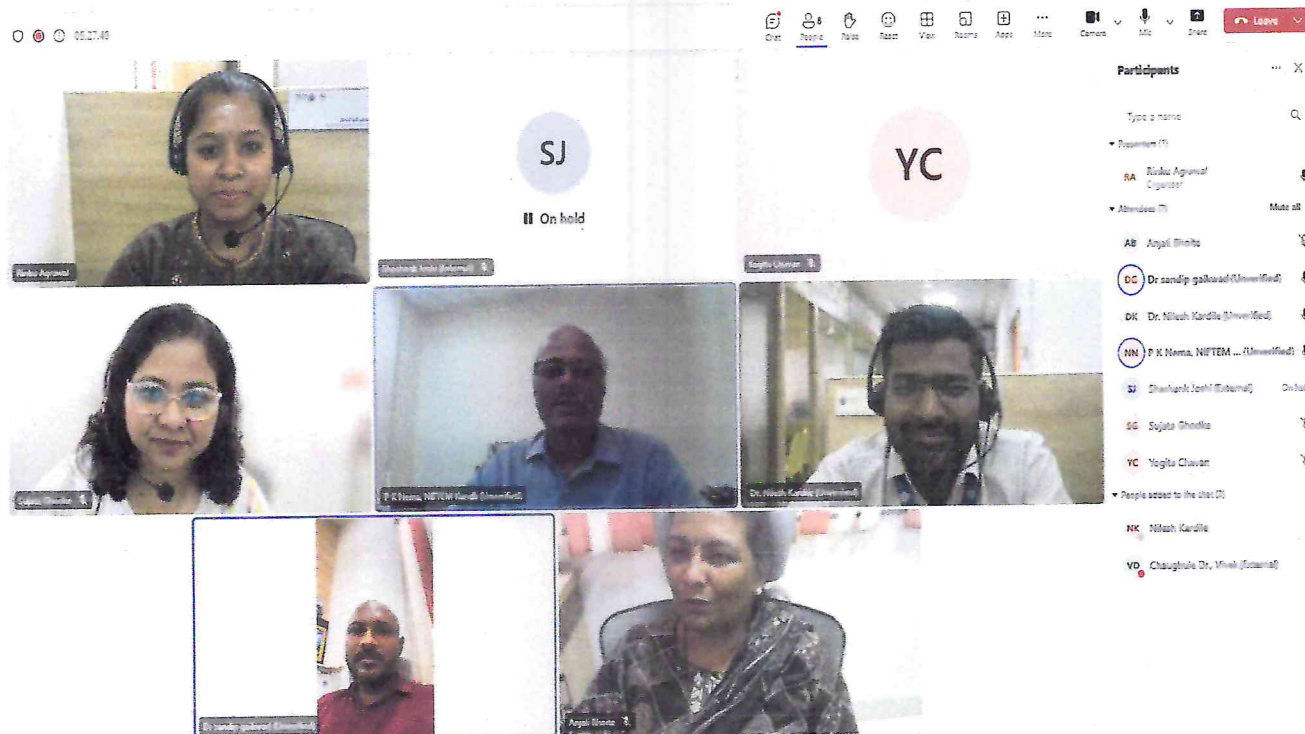


Photo 1: BoS committee members in a meeting

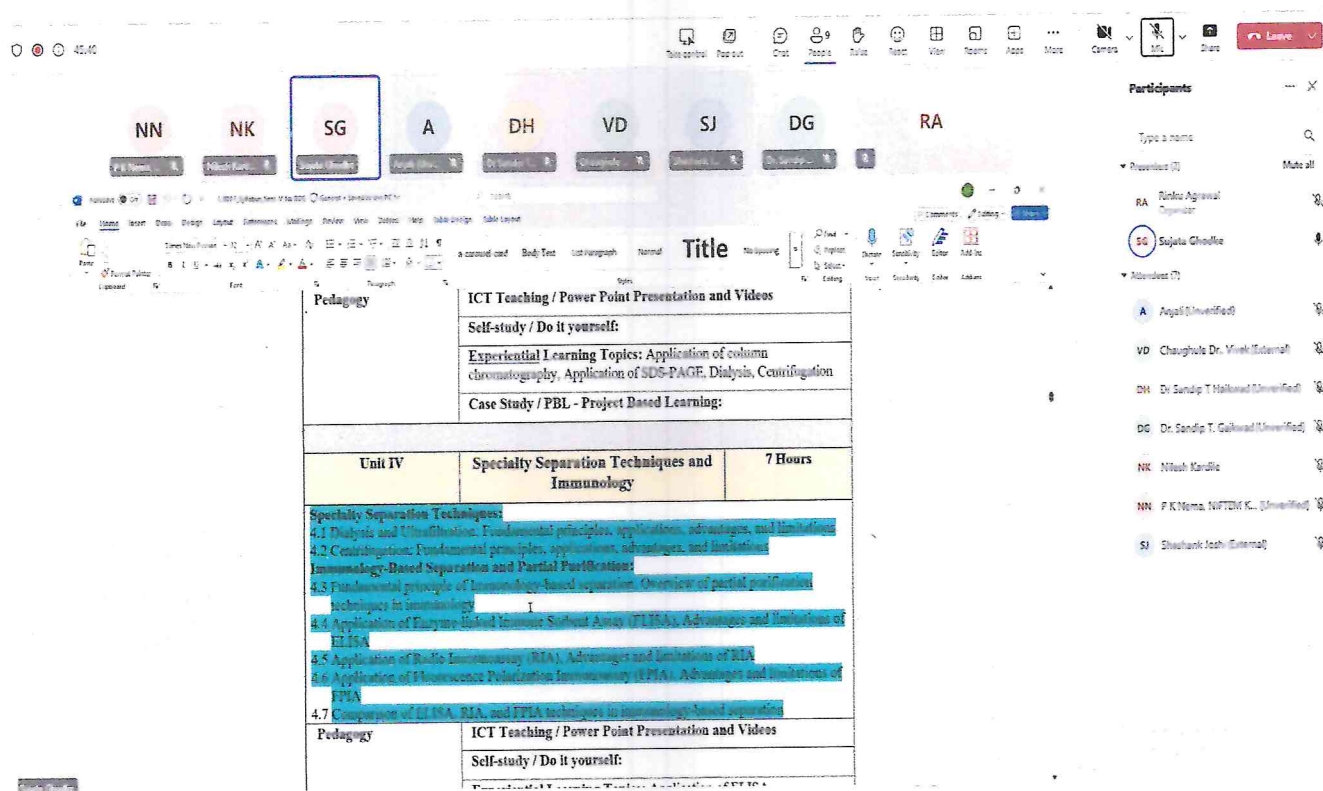


Photo 2: Syllabus discussion during BoS meeting

Case Study / PBL - Project Based Learning: Preparation of spice album

Unit II	Major Spices	12 Hours
Post-harvest processing technology, medicinal properties and value-added products		
2.1 Black pepper		
2.2 Cardamom		
2.3 Turmeric		
2.4 Chilli		
2.5 Onion		
2.6 Ginger and Garlic		
Pedagogy	ICT Teaching / Power Point Presentation and Videos	
	Self-study / Do it yourself	
	Experiential Learning Topics: Turmeric	
	Case Study / PBL - Project Based Learning:	
Unit III	Minor Spices	12 Hours
Post-harvest processing technology medicinal properties and value-added products		
3.1 Seed spices: Coriander, Celery, Fennel, Cumin, Caraway seed, Pimento or Allspice, Ajowan		
3.2 Tree spices: Clove, Nutmeg, Cinnamon, Anise, Star anise		
3.3 Herbal Spices: Thyme, Marjoram, Basil, Parsley, Curry leaf		
3.4 Miscellaneous spices: Saffron, Mint, Bay leaf, Vanilla		

Photo 3: Syllabus discussion during BoS meeting