

MIT Art, Design and Technology University
School of Engineering and Sciences

Department of Civil Engineering

IQAC

Report on Structured feedback
From Stakeholders

Academic Year
2025-26

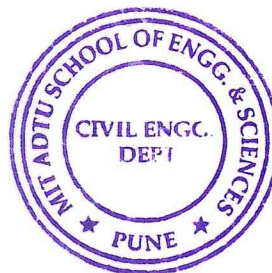
Declaration

This is to state that all the Feedback Forms collected from all the stakeholders (a) **Students**, (b) **Teachers**, (c) **Employers**, (d) **Alumni**, (e) **Academic Peer**, (f) **Parents** for the 'Academic Year' 2025-26, are preserved in the school for record purpose and will be made available to IQAC at any time, when DVV Partner demands to produce it randomly.

The report is prepared based on the Feedback Forms collected from the stakeholders.

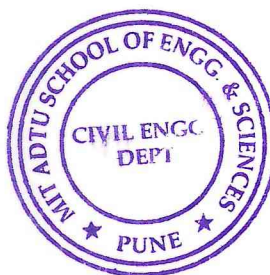
Prof. Bhagyashri Patil
Department Curriculum Feedback Co-ordinator

Prof. Dr. Sachin Takale
IQAC Co-ordinator
School of Engineering and Sciences



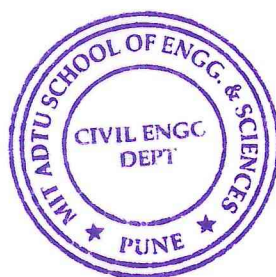
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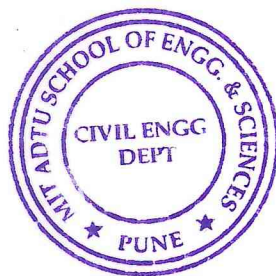


1. Filled in feedback forms

(a) Filled in feedback forms of three students
(b) Filled –in feedback Forms of three Teachers
(c) Filled - in feedback forms of Parents
(d) Filled –in feedback Forms of three Employers
(e) Filled –in feedback Forms of three Alumni
(f) Filled –in feedback Forms of Employer as representative samples.



Filled –in feedback Forms STUDENTS



A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_UG Second Year Civil Engineering

Dear students,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

ramankabra2141@gmail.com

NAME OF STUDENT: *

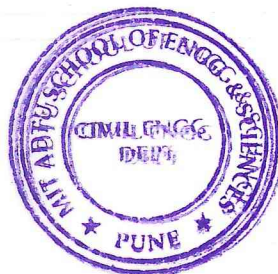
Raman Kabra

DIVISION *

T-2

NAME OF DEPARTMENT *

Civil Engineering



Dropdown

Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

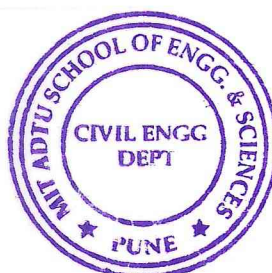
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

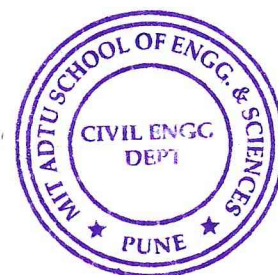
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

Field visits and regular expert sessions from industry professionals.



8. Give two strengths of the current syllabus. *

Good balance of theoretical knowledge and practical laboratory work.

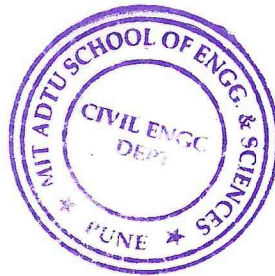
9. Give two observations / suggestions to improve the overall syllabus of the program. *

1. Include more hands-on training, industrial visits, and real-world projects.

2. Update the syllabus regularly with emerging technologies, software tools, and industry requirements.

This form was created inside of MIT University.

Google Forms



A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_UG Third Year Civil Engineering

Dear students,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

garvshrimali101@gmail.com

NAME OF STUDENT: *

Garv Shrimali

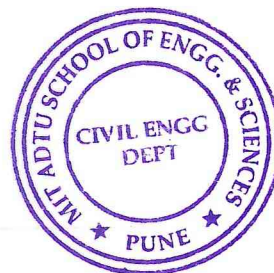
DIVISION *

TY-Civil

NAME OF DEPARTMENT *

Dropdown

Civil Engineering



Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

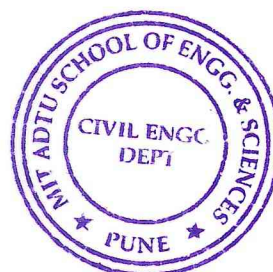
	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent



4. Rate the revision of the syllabus as beneficial to constructive learning and the development *
of problem-solving abilities.

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and *
entrepreneurship?

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

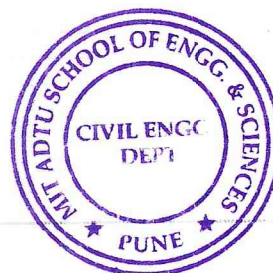
	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between
Academia and Industry?

Research papers

8. Give two strengths of the current syllabus. *

Professors and Syllabus

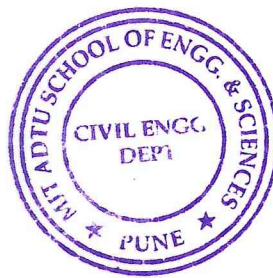


9. Give two observations / suggestions to improve the overall syllabus of the program. *

More field trips

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A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_UG Third Year Civil Engineering

Dear students,

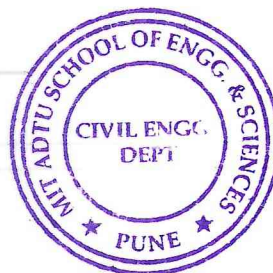
Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

shlokbhangade@gmail.com

NAME OF STUDENT: *

Shlok Bhangade



DIVISION *

TY Civil

NAME OF DEPARTMENT *

Dropdown

Civil Engineering

Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

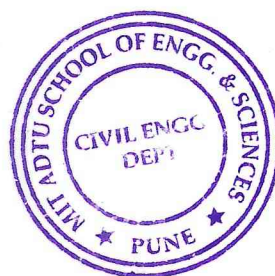
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



4. Rate the revision of the syllabus as beneficial to constructive learning and the development *
of problem-solving abilities.

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and *
entrepreneurship?

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

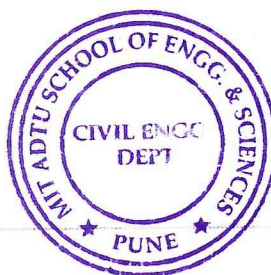
6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

7. What new component should be included in the curriculum for bridging the gap between
Academia and Industry?

8. Give two strengths of the current syllabus. *

Productive and informative

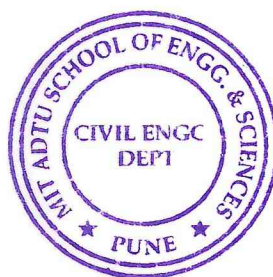


9. Give two observations / suggestions to improve the overall syllabus of the program. *

More practical learning and field visits

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A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_UG Third Year Civil Engineering

Dear students,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

morey1562@gmail.com

NAME OF STUDENT: *

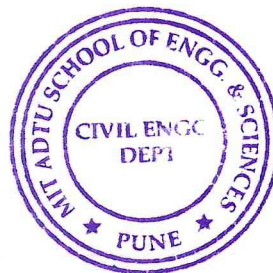
Yash Sanjay More

DIVISION *

TY Civil

NAME OF DEPARTMENT *

Civil Engineering



Dropdown

Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

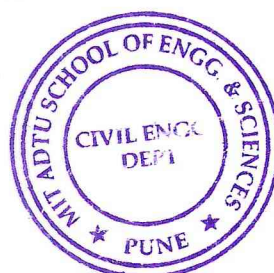
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



4. Rate the revision of the syllabus as beneficial to constructive learning and the development *
of problem-solving abilities.

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and *
entrepreneurship?

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

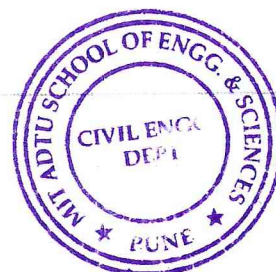
	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between
Academia and Industry?

A simple and effective addition to the curriculum would be learning more software skills.

8. Give two strengths of the current syllabus. *

1. Strong theoretical foundation 2. Experienced faculty support

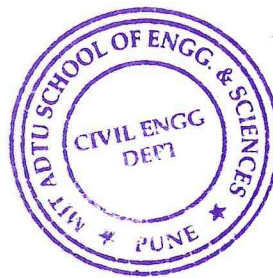


9. Give two observations / suggestions to improve the overall syllabus of the program. *

1. Include more practical and industry based learning
 2. Organize more value added courses for students.
-

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Google Forms



A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_PG Civil Engineering

Dear students,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

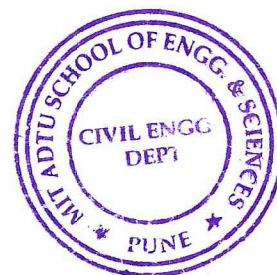
sasepallavi17@gmail.com

NAME OF STUDENT: *

Pallavi sharad sase

Specialization *

- ☐ M.Tech- Structural Engineering
- ☐ M.Tech by Research- Structural Engineering
- ☐ M.Tech - Transportation Engineering
- ☒ M.Tech by Research- Transportation Engineering
- ☐ M.Tech - Environmental Engineering
- ☐ M.Tech by Research - Environmental Engineering



Year *

☐ First

☒ Second

☐ Third

NAME OF DEPARTMENT *

▼ Dropdown

Civil Engineering ▼

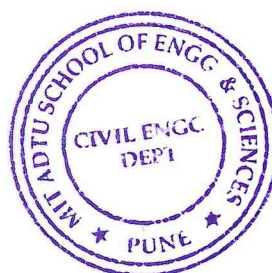
Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

Poor 1 2 3 4 5 Excellent

☐ ☐ ☐ ☐ ☒



2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

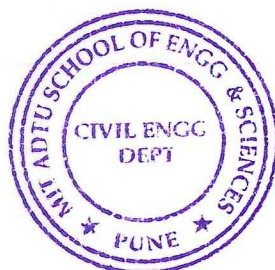
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

Practical

8. Give two strengths of the current syllabus. *

Good for overall study and vision

9. Give two observations / suggestions to improve the overall syllabus of the program. *

No suggestions

This form was created inside of MIT University.

Google Forms



A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_PG Civil Engineering

Dear students,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

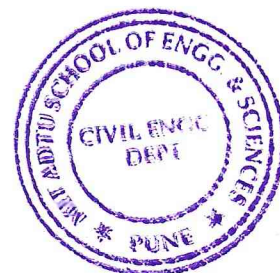
shedgekunal13@gmail.com

NAME OF STUDENT: *

Kunal Shedge

Specialization *

- ☒ M.Tech- Structural Engineering
- ☐ M.Tech by Research- Structural Engineering
- ☐ M.Tech - Transportation Engineering
- ☐ M.Tech by Research- Transportation Engineering
- ☐ M.Tech - Environmental Engineering
- ☐ M.Tech by Research - Environmental Engineering



Year *

- ☐ First
- ☒ Second
- ☐ Third

NAME OF DEPARTMENT *

Dropdown

Civil Engineering

Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

Poor 1 2 3 4 5 Excellent

☐ ☐ ☐ ☒ ☐



2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

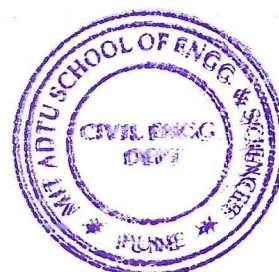
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent



6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

An experiential learning and applied project module

8. Give two strengths of the current syllabus. *

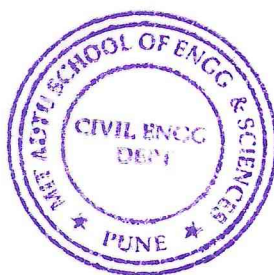
Activity ideas and learning objectives

9. Give two observations / suggestions to improve the overall syllabus of the program. *

adding hands-on practical projects and including regular industry updates.

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Google Forms



A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_PG Civil Engineering

Dear students,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

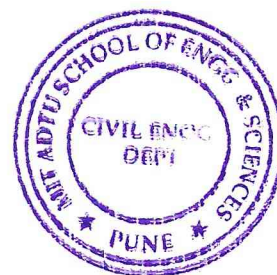
mayurnarke6607@gmail.com

NAME OF STUDENT: *

Mayur Sunil Narke

Specialization *

- ☒ M.Tech- Structural Engineering
- ☐ M.Tech by Research- Structural Engineering
- ☐ M.Tech - Transportation Engineering
- ☐ M.Tech by Research- Transportation Engineering
- ☐ M.Tech - Environmental Engineering
- ☐ M.Tech by Research - Environmental Engineering



Year *

- ☐ First
- ☒ Second
- ☐ Third

NAME OF DEPARTMENT *

Dropdown

Civil Engineering

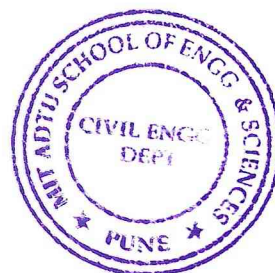
Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

Poor 1 2 3 4 5 Excellent

☐ ☐ ☐ ☒ ☐



2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

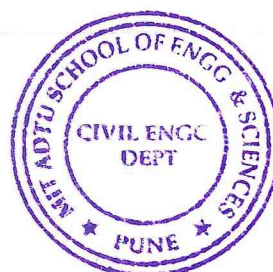
	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent



6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

Include more industry internships, live projects, industrial visits, and training in BIM, project management, and emerging civil engineering software.

8. Give two strengths of the current syllabus. *

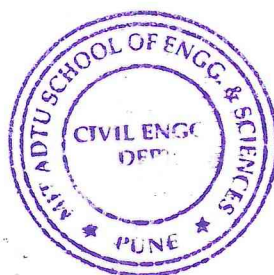
1. Good balance of theoretical and practical learning.
2. Covers recent developments and industry-relevant concepts.

9. Give two observations / suggestions to improve the overall syllabus of the program. *

1. Increase hands-on training, internships, and industry interaction.
2. Introduce more software-based learning and real-world case studies.

This form was created inside of MIT University.

Google Forms



A.Y. 2025-26_NAAC-CR-1 Curriculum Feedback_PG Civil Engineering

Dear students,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

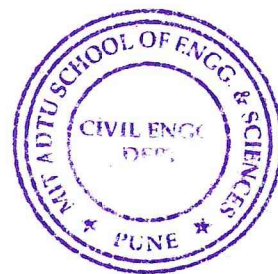
pradnya682001@gmail.com

NAME OF STUDENT: *

Pradnya abhushan Khandagale

Specialization *

- ☒ M.Tech- Structural Engineering
- ☐ M.Tech by Research- Structural Engineering
- ☐ M.Tech - Transportation Engineering
- ☐ M.Tech by Research- Transportation Engineering
- ☐ M.Tech - Environmental Engineering
- ☐ M.Tech by Research - Environmental Engineering



Year *

- ☐ First
- ☒ Second
- ☐ Third

NAME OF DEPARTMENT *

Dropdown

Civil Engineering

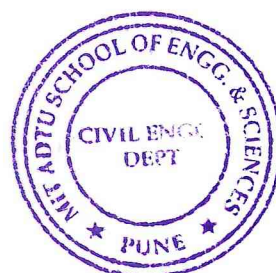
Students Feedback Questions on

Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

Poor 1 2 3 4 5 Excellent

☐ ☐ ☐ ☐ ☒



2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

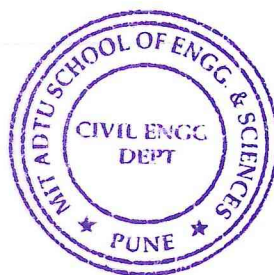
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

No

8. Give two strengths of the current syllabus. *

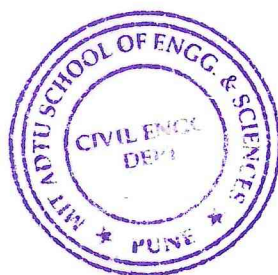
Industry point of view

9. Give two observations / suggestions to improve the overall syllabus of the program. *

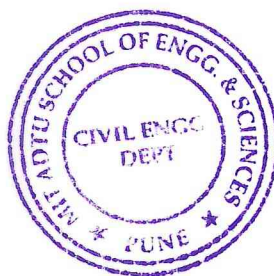
No

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Google Forms



Filled –in feedback Forms TEACHERS



Curriculum Feedback (2025-26) - Teaching staff (CIVIL ENGINEERING)

Dear Faculty Members,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the staff on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

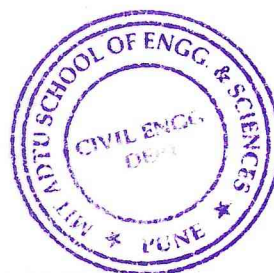
yuvaraj.bhirud@mituniversity.edu.in

NAME OF STAFF: *

Dr. Yuvaraj Bhirud

Designation *

Professor



Dropdown

Feedback Questions on

Dear Faculty Members, Read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

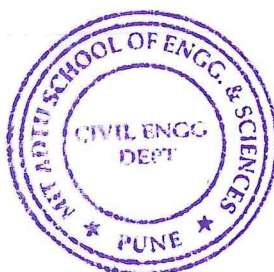
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

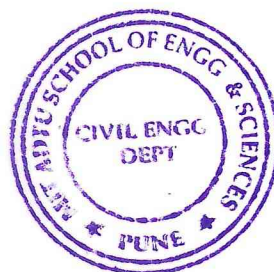
Internships for every year

8. Do you think that the curriculum has sufficient component based on research? Elaborate. *

Yes

9. Give two strengths of the current syllabus. *

Industry oriented and inclusions of softwares

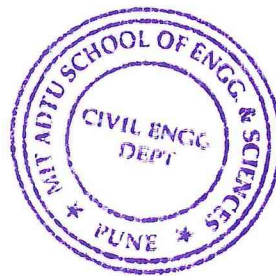


10. Give two observations / suggestions to improve the overall syllabus of the program. *

Additional practical, increase in core subjects

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Curriculum Feedback (2025-26) - Teaching staff (CIVIL ENGINEERING)

Dear Faculty Members,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the staff on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

amit.dharnaik@mituniversity.edu.in

NAME OF STAFF: *

Dr.Amit S. Dharnaik

Designation *

⌵ Dropdown

Assistant Professor ▼

Feedback Questions on

Dear Faculty Members, Read the questions / statement and rate it.



1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

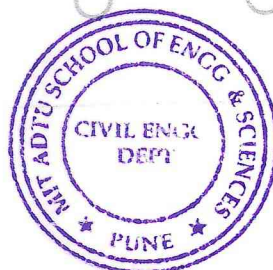
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

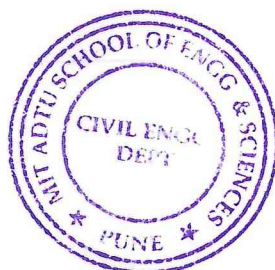
8. Do you think that the curriculum has sufficient component based on research? Elaborate. *

The curriculum includes some research components such as projects and mini project, but overall it is more focused on theory and application. There is scope to strengthen early research exposure and practical, problem-based work.

9. Give two strengths of the current syllabus. *

Strong theoretical foundation in core subjects.

Well-structured syllabus aligned with industry requirements.



10. Give two observations / suggestions to improve the overall syllabus of the program. *

Increase focus on research-based learning from early semesters.

Introduce more interdisciplinary subjects to broaden student knowledge and skills.

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Curriculum Feedback (2025-26) - Teaching staff (CIVIL ENGINEERING)

Dear Faculty Members,
Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the staff on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

gauri.desai@mituniversity.edu.in

NAME OF STAFF: *

Gauri Aniket Patil

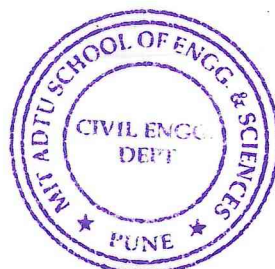
Designation *

Dropdown

Assistant Professor

Feedback Questions on

Dear Faculty Members, Read the questions / statement and rate it.



1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

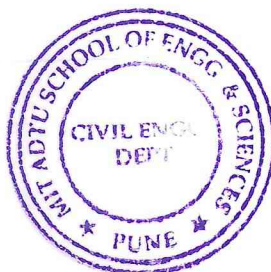
	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent



5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

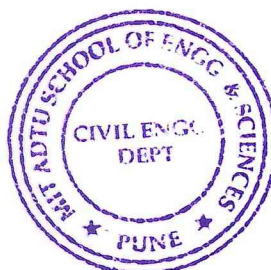
Every year end keep internship at least for one month.

8. Do you think that the curriculum has sufficient component based on research? Elaborate. *

Yes. Implementation of all advance process and technology. every semester mini project is there

9. Give two strengths of the current syllabus. *

Project based. And Industry oriented syllabus

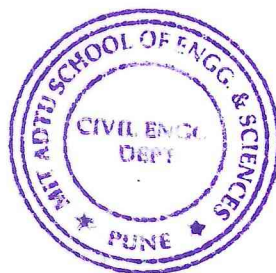


10. Give two observations / suggestions to improve the overall syllabus of the program. *

Good

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Google Forms



Curriculum Feedback (2025-26) - Teaching staff (CIVIL ENGINEERING)

Dear Faculty Members,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the staff on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

sagar.sonawane@mituniversity.edu.in

NAME OF STAFF: *

Prof. Dr. Sagar K. Sonawane

Designation *

Dropdown

Assistant Professor ▼

Feedback Questions on

Dear Faculty Members, Read the questions / statement and rate it.



1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

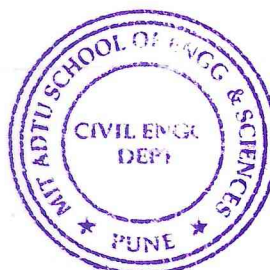
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent



5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry. *

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry?

Mandatory credit-based Industry-Integrated Experiential Learning module featuring live projects, internships, and industry mentorship

8. Do you think that the curriculum has sufficient component based on research? Elaborate. *

Yes. The curriculum includes research-oriented components such as mini-projects, B. Tech. projects, seminar presentations, literature reviews and internships.

9. Give two strengths of the current syllabus. *

1. Well-balanced curriculum with a strong foundation in theoretical concepts and practical laboratory sessions.
2. PBL



10. Give two observations / suggestions to improve the overall syllabus of the program. *

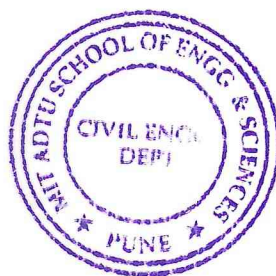
Updation of the syllabus regularly to include recent advancements, interdisciplinary electives and research-driven learning opportunities.

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Google Forms



Filled –in feedback Forms PARENTS



Civil Engineering Department _ A.Y. 2025-26_Parents Feedback

Dear Parents,
Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students and parents. Following are the feedback questions provided to you in rubric form. Kindly go through it and make a contribution through your valuable feedback.

NAME OF PARENT *

(पालकांचे नाव)

माता/पिता का नाम

Siddharth Dhandore

NAME OF WARD (Student) *

विद्यार्थ्यांचे नाव

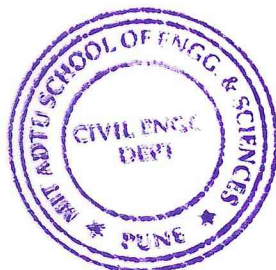
छात्र/छात्रा का नाम

Sahil Dhandore

Department (विभाग) *

Dropdown

Civil Engineering Department (स्थापत्य अभियांत्रिकी विभाग) ▼



Academic Program *

- ☒ B. Tech- Civil Engineering
- ☐ M. Tech - Structural Engineering
- ☐ M. Tech by Research - Structural Engineering
- ☐ M. Tech - Transportation Engineering
- ☐ M. Tech by Research - Transportation Engineering
- ☐ M. Tech - Environmental Engineering
- ☐ M. Tech by Research - Environmental Engineering

Year *

- ☐ First Year
- ☐ Second Year
- ☒ Third Year
- ☐ Fourth Year

Contact Number (Parent): *

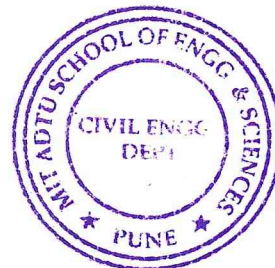
संपर्क क्रमांक (पालक):

8850284551

Parents feedback (B.Tech Civil Engineering)

Dear parents, Read the question/ statement and rate it.

प्रिय पालकांनो, प्रश्न/विधान वाचा आणि रेट करा.



प्रिय माता-पिता, प्रश्न/कथन पढ़ें और उसे रेटिंग दें।

Do you agree the curriculum is designed in a way that allows students to grasp the basic concepts? *

विद्यार्थ्यांना मूलभूत संकल्पना समजून घेता येतील अशा पद्धतीने अभ्यासक्रमाची रचना करण्यात आली आहे हे तुम्ही मान्य करता?

क्या आप सहमत हैं कि पाठ्यक्रम इस तरह से डिज़ाइन किया गया है कि छात्र बुनियादी अवधारणाओं को समझ सकें?

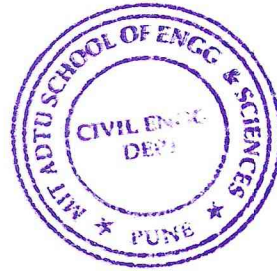
- ☐ Strongly disagree/(अजिबात मान्य नाही)/ दृढतापूर्वक असहमत
- ☐ Disagree (असहमत)
- ☐ Neutral (तटस्थ)
- ☐ Agree (सहमत)
- ☒ Strongly Agree /(पूर्णपणे सहमत)/दृढतापूर्वक सहमत

Does the course curriculum intellectually stimulate/promote learning experience in your ward? *

अभ्यासक्रम तुमच्या मुलाच्या किंवा मुलीच्या शिकण्याच्या अनुभवाला बौद्धिकरित्या उत्तेजित/प्रोत्साहन देतो का?

क्या पाठ्यक्रम आपके वार्ड में सीखने के अनुभव को बौद्धिक रूप से उत्तेजित/बढ़ावा देता है?

- ☐ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☒ Always/(नेहमी)/हमेशा



Are your suggestion(s) regarding changes in the curriculum attended by the college authorities? *
(If any)

अभ्यासक्रमातील बदलांबाबत तुमच्या सूचना महाविद्यालयीन अधिकार्यांनी उपस्थित केल्या आहेत का? (जर काही)

क्या पाठ्यक्रम में बदलाव के संबंध में आपके सुझावों पर कॉलेज प्राधिकारियों ने विचार किया है? (यदि कोई)

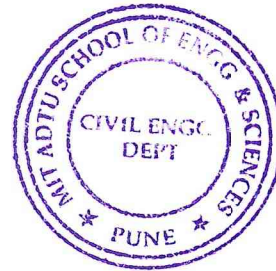
- ☒ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☐ Always/(नेहमी)/हमेशा

How often is the course continuous Assessment and feedback communicated to your ward? *

तुमच्या मुलाला किंवा मुलीला अभ्यासक्रमाचे सतत मूल्यांकन आणि अभिप्राय किती वेळा कळवला जातो?

आपके वार्ड को पाठ्यक्रम के सतत मूल्यांकन और फीडबैक के बारे में कितनी बार सूचित किया जाता है?

- ☐ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☒ Always/(नेहमी)/हमेशा



How satisfied are you with the department's training, mock-interview and personality development programs for your ward? *

तुम्ही तुमच्या मुलासाठी किंवा मुलीसाठी विभागाचे प्रशिक्षण, मॉक-इंटरव्यू आणि व्यक्तिमत्व विकास कार्यक्रमांबद्दल किती समाधानी आहात?

आप अपने वार्ड के लिए विभाग के प्रशिक्षण, मॉक-इंटरव्यू और व्यक्तित्व विकास कार्यक्रमों से कितने संतुष्ट हैं?

- ☐ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☒ Always/(नेहमी)/हमेशा

Do you think the learning management system utilized to deliver the curriculum is of good quality? *

अभ्यासक्रम वितरित करण्यासाठी वापरलेली शिक्षण व्यवस्थापन प्रणाली दर्जेदार आहे असे तुम्हाला वाटते का?

क्या आपको लगता है कि पाठ्यक्रम को वितरित करने के लिए उपयोग की जाने वाली शिक्षण प्रबंधन प्रणाली अच्छी गुणवत्ता वाली है?

- ☐ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☒ Always/(नेहमी)/हमेशा



Has your ward developed the ability to address the issues of human values? *

तुमच्या मुलाने/मुलीने मानवी मूल्यांचे प्रश्न सोडवण्याची क्षमता विकसित केली आहे का?

क्या आपके वार्ड में मानवीय मूल्यों के मुद्दों को संबोधित करने की क्षमता विकसित हुई है?

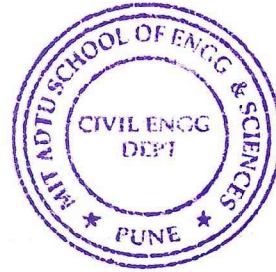
- ☐ Strongly disagree/(अजिबात मान्य नाही)/ दृढतापूर्वक असहमत
- ☐ Disagree (असहमत)
- ☐ Neutral (तटस्थ)
- ☐ Agree (सहमत)
- ☒ Strongly Agree /(पूर्णपणे सहमत)/दृढतापूर्वक सहमत

Are you satisfied with your ward's participation in the academic and extra-curricular activities? *

तुम्ही तुमच्या मुलाच्या/मुलीच्या शैक्षणिक आणि अभ्यासक्रमेतर उपक्रमांमध्ये सहभागी झाल्याबद्दल समाधानी आहात का?

क्या आप शैक्षणिक और पाठ्येतर गतिविधियों में अपने वार्ड की भागीदारी से संतुष्ट हैं?

- ☒ Yes /(होय)/हाँ
- ☐ No/(नाही)/नहीं
- ☐ Partially/(अर्धवट)/आंशिक रूप से



Does the university nurtures 'passion', 'interest' and 'hobby' of your ward? *

युनिवर्सिटी तुमच्या मुलाचा/मुलीचा 'पॅशन', 'इंटेरेस्ट' आणि 'छंद' जोपासते का?

क्या विश्वविद्यालय आपके बच्चे के 'जुनून', 'रुचि' और 'शौक' का पोषण करता है?

- ☒ Yes /(होय)/हाँ
- ☐ No/(नाही)/नहीं
- ☐ Partially/(अर्धवट)/आंशिक रूप से

In your opinion, which teaching methods are the best? *

तुमच्या मते, कोणत्या शिक्षण पद्धती सर्वोत्तम आहेत?

आपकी राय में, कौन सी शिक्षण विधियाँ सर्वोत्तम हैं?

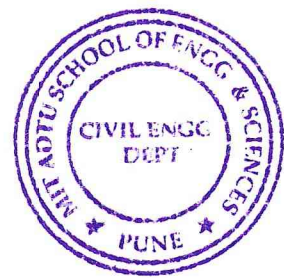
- ☐ Online (ऑनलाइन)
- ☐ Offline (ऑफलाइन)
- ☒ Blended (मिश्रित)

Any suggestions related to improving the courses/ curriculum?

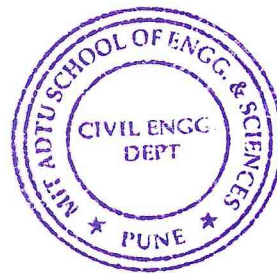
अभ्यासक्रम/अभ्यासक्रम सुधारण्यासंबंधी काही सूचना आहेत?

पाठ्यक्रम/पाठ्यक्रम में सुधार से संबंधित कोई सुझाव?

No



Google Forms



Civil Engineering Department _ A.Y. 2025-26_Parents Feedback

Dear Parents,

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students and parents. Following are the feedback questions provided to you in rubric form. Kindly go through it and make a contribution through your valuable feedback.

NAME OF PARENT *

(पालकांचे नाव)

माता/पिता का नाम

SIDARAY NAMDEV BIRADAR

NAME OF WARD (Student) *

विद्यार्थ्यांचे नाव

छात्र/छात्रा का नाम

AKSHAY KUMAR SIDARAY BIRADAR

Department (विभाग) *

Dropdown

Civil Engineering Department (स्थापत्य अभियांत्रिकी विभाग) ▼



Academic Program *

- ☒ B. Tech- Civil Engineering
- ☐ M. Tech - Structural Engineering
- ☐ M. Tech by Research - Structural Engineering
- ☐ M. Tech - Transportation Engineering
- ☐ M. Tech by Research - Transportation Engineering
- ☐ M. Tech - Environmental Engineering
- ☐ M. Tech by Research - Environmental Engineering

Year *

- ☐ First Year
- ☐ Second Year
- ☐ Third Year
- ☒ Fourth Year

Contact Number (Parent): *

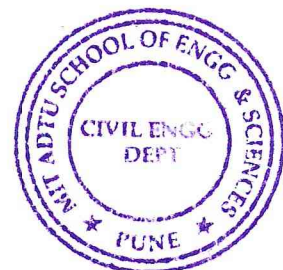
संपर्क क्रमांक (पालक):

9172888459

Parents feedback (B.Tech Civil Engineering)

Dear parents, Read the question/ statement and rate it.

प्रिय पालकांनो, प्रश्न/विधान वाचा आणि रेट करा.



प्रिय माता-पिता, प्रश्न/कथन पढ़ें और उसे रेटिंग दें।

Do you agree the curriculum is designed in a way that allows students to grasp the basic concepts? *

विद्यार्थ्यांना मूलभूत संकल्पना समजून घेता येतील अशा पद्धतीने अभ्यासक्रमाची रचना करण्यात आली आहे हे तुम्ही मान्य करता?

क्या आप सहमत हैं कि पाठ्यक्रम इस तरह से डिज़ाइन किया गया है कि छात्र बुनियादी अवधारणाओं को समझ सकें?

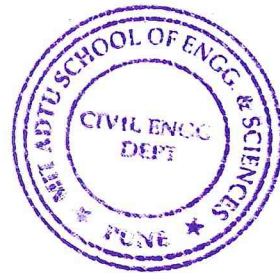
- ☐ Strongly disagree/(अजिबात मान्य नाही)/ दृढतापूर्वक असहमत
- ☐ Disagree (असहमत)
- ☐ Neutral (तटस्थ)
- ☒ Agree (सहमत)
- ☐ Strongly Agree /(पूर्णपणे सहमत)/दृढतापूर्वक सहमत

Does the course curriculum intellectually stimulate/promote learning experience in your ward? *

अभ्यासक्रम तुमच्या मुलाच्या किंवा मुलीच्या शिकण्याच्या अनुभवाला बौद्धिकरित्या उत्तेजित/प्रोत्साहन देतो का?

क्या पाठ्यक्रम आपके वार्ड में सीखने के अनुभव को बौद्धिक रूप से उत्तेजित/बढ़ावा देता है?

- ☐ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☒ Always/(नेहमी)/हमेशा



Are your suggestion(s) regarding changes in the curriculum attended by the college authorities? *
(If any)

अभ्यासक्रमातील बदलांबाबत तुमच्या सूचना महाविद्यालयीन अधिकार्यांनी उपस्थित केल्या आहेत का? (जर काही)
क्या पाठ्यक्रम में बदलाव के संबंध में आपके सुझावों पर कॉलेज प्राधिकारियों ने विचार किया है? (यदि कोई)

- ☒ Never/(कधीच नाही)/कभी नहीं
☐ Sometimes/(कधी कधी)/कभी-कभी
☐ Often/(अनेकदा)/अक्सर
☐ Mostly/(बहुतेक)/ज्यादातर
☐ Always/(नेहमी)/हमेशा

How often is the course continuous Assessment and feedback communicated to your ward? *

तुमच्या मुलाला किंवा मुलीला अभ्यासक्रमाचे सतत मूल्यांकन आणि अभिप्राय किती वेळा कळवला जातो?

आपके वार्ड को पाठ्यक्रम के सतत मूल्यांकन और फीडबैक के बारे में कितनी बार सूचित किया जाता है?

- ☐ Never/(कधीच नाही)/कभी नहीं
☐ Sometimes/(कधी कधी)/कभी-कभी
☐ Often/(अनेकदा)/अक्सर
☐ Mostly/(बहुतेक)/ज्यादातर
☒ Always/(नेहमी)/हमेशा



How satisfied are you with the department's training, mock-interview and personality development programs for your ward? *

तुम्ही तुमच्या मुलासाठी किंवा मुलीसाठी विभागाचे प्रशिक्षण, मॉक-इंटरव्यू आणि व्यक्तिमत्व विकास कार्यक्रमांबद्दल किती समाधानी आहात?

आप अपने वार्ड के लिए विभाग के प्रशिक्षण, मॉक-इंटरव्यू और व्यक्तित्व विकास कार्यक्रमों से कितने संतुष्ट हैं?

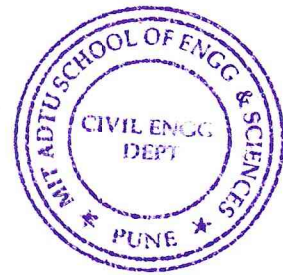
- ☐ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☒ Always/(नेहमी)/हमेशा

Do you think the learning management system utilized to deliver the curriculum is of good quality? *

अभ्यासक्रम वितरीत करण्यासाठी वापरलेली शिक्षण व्यवस्थापन प्रणाली दर्जेदार आहे असे तुम्हाला वाटते का?

क्या आपको लगता है कि पाठ्यक्रम को वितरित करने के लिए उपयोग की जाने वाली शिक्षण प्रबंधन प्रणाली अच्छी गुणवत्ता वाली है?

- ☐ Never/(कधीच नाही)/कभी नहीं
- ☐ Sometimes/(कधी कधी)/कभी-कभी
- ☐ Often/(अनेकदा)/अक्सर
- ☐ Mostly/(बहुतेक)/ज्यादातर
- ☒ Always/(नेहमी)/हमेशा



Has your ward developed the ability to address the issues of human values? *

तुमच्या मुलाने/मुलीने मानवी मूल्यांचे प्रश्न सोडवण्याची क्षमता विकसित केली आहे का?

क्या आपके वार्ड में मानवीय मूल्यों के मुद्दों को संबोधित करने की क्षमता विकसित हुई है?

- ☐ Strongly disagree/(अजिबात मान्य नाही)/ दृढतापूर्वक असहमत
- ☐ Disagree (असहमत)
- ☐ Neutral (तटस्थ)
- ☒ Agree (सहमत)
- ☐ Strongly Agree /(पूर्णपणे सहमत)/दृढतापूर्वक सहमत

Are you satisfied with your ward's participation in the academic and extra-curricular activities? *

तुम्ही तुमच्या मुलाच्या/मुलीच्या शैक्षणिक आणि अभ्यासक्रमेतर उपक्रमांमध्ये सहभागी झाल्याबद्दल समाधानी आहात का?

क्या आप शैक्षणिक और पाठ्येतर गतिविधियों में अपने वार्ड की भागीदारी से संतुष्ट हैं?

- ☒ Yes /(होय)/हाँ
- ☐ No/(नाही)/नहीं
- ☐ Partially/(अर्धवट)/आंशिक रूप से



Does the university nurtures 'passion', 'interest' and 'hobby' of your ward? *

युनिवर्सिटी तुमच्या मुलाचा/मुलीचा 'पॅशन', 'इंटरेस्ट' आणि 'छंद' जोपासते का?

क्या विश्वविद्यालय आपके बच्चे के 'जुनून', 'रुचि' और 'शौक' का पोषण करता है?

- ☒ Yes /(होय)/हाँ
- ☐ No/(नाही)/नहीं
- ☐ Partially/(अर्धवट)/आंशिक रूप से

In your opinion, which teaching methods are the best? *

तुमच्या मते, कोणत्या शिक्षण पद्धती सर्वोत्तम आहेत?

आपकी राय में, कौन सी शिक्षण विधियाँ सर्वोत्तम हैं?

- ☐ Online (ऑनलाइन)
- ☒ Offline (ऑफलाइन)
- ☐ Blended (मिश्रित)

Any suggestions related to improving the courses/ curriculum?

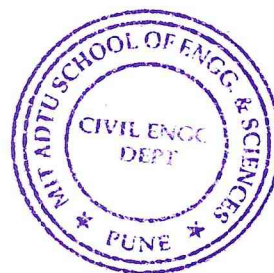
अभ्यासक्रम/अभ्यासक्रम सुधारण्यासंबंधी काही सूचना आहेत?

पाठ्यक्रम/पाठ्यक्रम में सुधार से संबंधित कोई सुझाव?

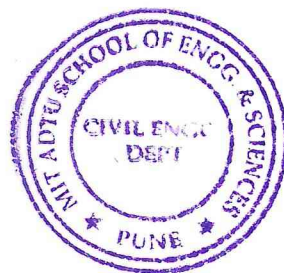
Over all good professors and nice communication s college circumstances very nice all professors and staffs are very suportives till today im not leassning any complaints from my son about your college thanks for your cooperation with all students



Google Forms



Filled –in feedback Forms EMPLOYERS



Filled –in feedback Forms ALUMNI



2026_Batch_Civil_CR-1 FEEDBACK Alumni

Dear Students, (Alumni)

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

vaishnavpalkar0087@gmail.com

NAME OF STUDENT: *

Vaihsnav Rohidas Palkar

NAME OF DEPARTMENT: *

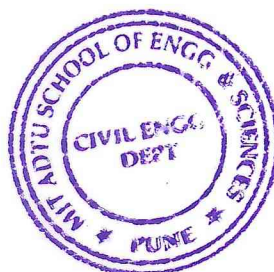
Civil Engineering

PROGRAM *

☒ B.Tech.

☐ M.Tech.

Students Feedback Questions on



Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

	1	2	3	4	5	
Poor	☐	☒	☐	☐	☐	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☒	☐	☐	☐	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☒	☐	☐	☐	Excellent



4. Rate the revision of the syllabus as beneficial to constructive learning and the development *
of problem-solving abilities.

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and *
entrepreneurship?

	1	2	3	4	5	
Poor	☐	☒	☐	☐	☐	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between *
Academia and Industry?

More focus on technical

8. Give two strengths of the current syllabus. *

Useful and applicable



9. Give two observations / suggestions to improve the overall syllabus of the program. *

Technical with on site on regular basis

This form was created inside of MIT University.

Google Forms



2026_Batch_Civil_CR-1 FEEDBACK Alumni

Dear Students, (Alumni)

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

dasarwarkrishna06@gmail.com

NAME OF STUDENT: *

Krishna Dasarwar

NAME OF DEPARTMENT: *

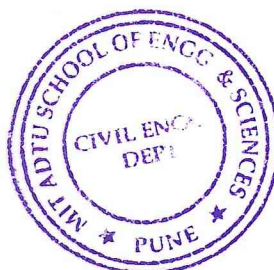
Civil

PROGRAM *

☒ B.Tech.

☐ M.Tech.

Students Feedback Questions on



Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent



4. Rate the revision of the syllabus as beneficial to constructive learning and the development *
of problem-solving abilities.

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and *
entrepreneurship?

	1	2	3	4	5	
Poor	☐	☐	☒	☐	☐	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected *
by the industry.

	1	2	3	4	5	
Poor	☐	☐	☐	☒	☐	Excellent

7. What new component should be included in the curriculum for bridging the gap between *
Academia and Industry?

I would there should be more focus on site visits rather than just theory classes.

8. Give two strengths of the current syllabus. *

It includes mostly all softwares which are currently used in industry.

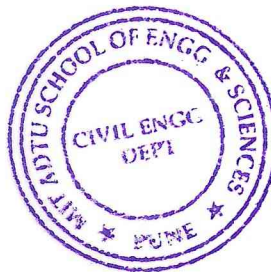


9. Give two observations / suggestions to improve the overall syllabus of the program. *

Focus on practical learning and software

This form was created inside of MIT University.

Google Forms



2026_Batch_Civil_CR-1 FEEDBACK Alumni

Dear Students, (Alumni)

Greetings of the day! Hope all of you are fine. In the view of curriculum development and enhancing the better academic practices, it is necessary to take a view of the students on curriculum. Kindly go through feedback questions on curriculum and mark your valuable contribution.

Email *

sahilmhetre4545@gmail.com

NAME OF STUDENT: *

Sahil Mhetre

NAME OF DEPARTMENT: *

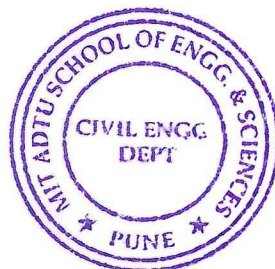
Civil

PROGRAM *

☒ B.Tech.

☐ M.Tech.

Students Feedback Questions on



Dear students, read the questions / statement and rate it.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)? *

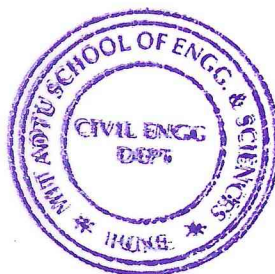
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent



4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship? *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

6. Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry. *

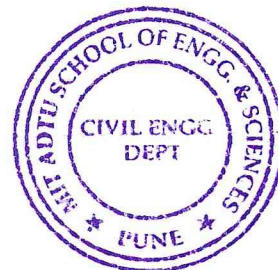
	1	2	3	4	5	
Poor	☐	☐	☐	☐	☒	Excellent

7. What new component should be included in the curriculum for bridging the gap between Academia and Industry? *

More visits to different cities to explore different structure

8. Give two strengths of the current syllabus. *

Deep understanding about actual practice

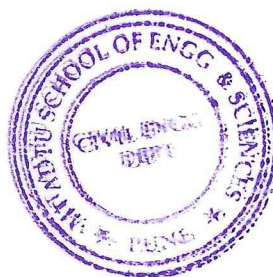


9. Give two observations / suggestions to improve the overall syllabus of the program. *

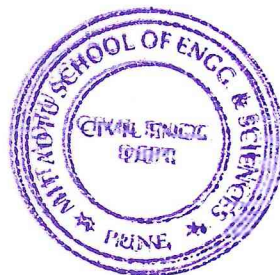
Excellent no need

This form was created inside of MIT University.

Google Forms



Filled –in feedback Forms ACADEMIC PEER



Academic Peer Feedback on Curriculum – Civil Engineering (A.Y. 2025–26)

Respected Sir/Madam,

Greetings from the Department of Civil Engineering, MIT Art, Design and Technology University, Pune.

As part of our continuous curriculum improvement process, we request your valuable academic feedback on the Civil Engineering curriculum. Your suggestions will help us strengthen the curriculum in accordance with recent technological developments, industry requirements, employability, research needs and societal expectations.

The information provided will be used only for academic quality improvement.

Thank you for your valuable time and expert contribution.

Email *

sham.sarode01@gmail.com

Section I: Academic Peer Details

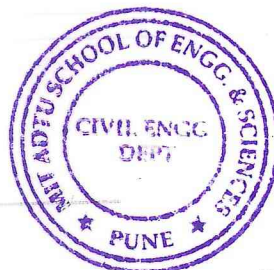
Please provide the following professional details.

Name of the Academic Peer *

Dr.Ghanasham Sarode

Designation *

Associate Professor



Name of Institution/University *

Dr.D.Y.Patil Institute of Technology Pimpri Pune

Department/Area of Specialization *

Civil Engineering

Total Teaching/Research Experience *

- ☐ Less than 5 years
- ☐ 5-10 years
- ☐ 11-15 years
- ☒ 16-20 years
- ☐ More than 20 years

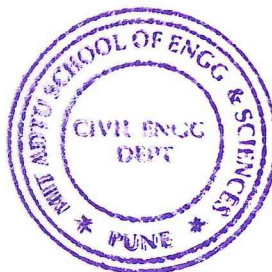
Contact Number (Optional)

9503018886

Section II: Curriculum Feedback

Please rate each statement using the following scale:

5 - Excellent | 4 - Very Good | 3 - Good | 2 - Satisfactory | 1 - Needs Improvement

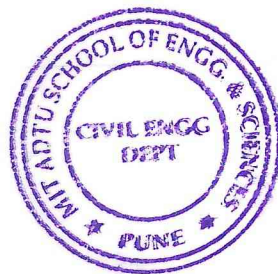


1. The curriculum is relevant and appropriately structured for the Civil Engineering programme. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

2. The course contents are adequate for achieving the stated Programme Outcomes and Programme-Specific Outcomes. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

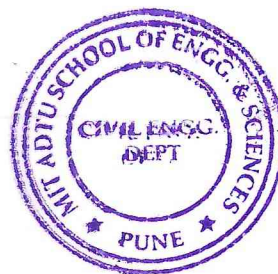


3. The curriculum maintains an appropriate balance between theoretical knowledge, practical skills and field applications. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

4. The curriculum incorporates recent technological developments, software tools and emerging areas of Civil Engineering. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement



5. The curriculum adequately supports employability, entrepreneurship, higher education and research. *

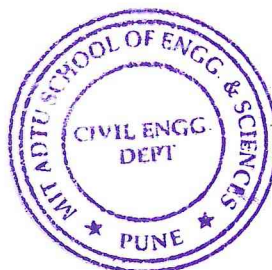
- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

6. The curriculum addresses industry requirements, environmental sustainability, ethical practices and societal needs. *

- ☐ 5 – Excellent
- ☒ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

Section III: Suggestions and Recommendations

Please select the option that best represents your academic opinion.

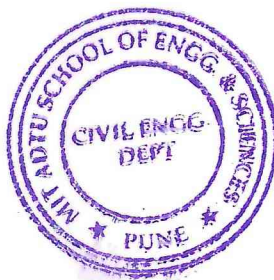


7. Which aspect do you consider the major strength of the Civil Engineering curriculum? *

- ☐ The curriculum provides a strong foundation in the core principles and fundamental subjects of Civil Engineering.
- ☐ The curriculum maintains an appropriate balance between theoretical knowledge, laboratory work and field-based applications.
- ☒ The curriculum incorporates interdisciplinary courses, modern software tools and emerging technological developments.
- ☐ The curriculum effectively addresses sustainability, professional ethics, environmental responsibility and societal requirements.
- ☐ The curriculum adequately supports students' employability, entrepreneurship, higher education and research aspirations.
- ☐ Other: _____

8. Which area should be given greater emphasis in the Civil Engineering curriculum? *

- ☐ Greater emphasis should be given to Building Information Modelling, digital construction and project-management software.
- ☐ Artificial intelligence, machine learning, data analytics and automation applications in Civil Engineering should be strengthened.
- ☒ Sustainable infrastructure, green buildings, climate-resilient design and renewable construction

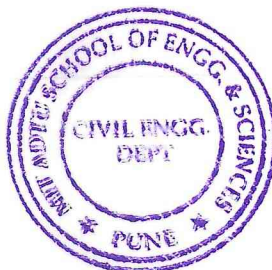


9. Which measure would most effectively strengthen practical and experiential learning? *

- ☐ The curriculum should include more field visits, construction-site observations, surveying camps and infrastructure case studies.
- ☒ Laboratory sessions should incorporate advanced equipment, updated experiments, simulation software and industry-oriented problems.
- ☐ Students should undertake structured internships with construction companies, consulting firms, government agencies or research organisations.
- ☐ Project-based learning should be strengthened through multidisciplinary projects addressing real-life Civil Engineering problems.
- ☐ Practical courses should be jointly delivered or evaluated by faculty members and experienced industry professionals.
- ☐ Other: _____

10. Which measure would contribute most to improving students' employability and professional competency? *

- ☐ Regular training should be provided in industry-relevant software, technical documentation, estimation, design and project planning.
- ☐ Professional certification courses, technical workshops, expert lectures and industry-led training programmes should be integrated.
- ☒ Communication skills, teamwork, leadership, aptitude, interview preparation and professional ethics should be strengthened.
- ☐ Students should receive greater exposure to entrepreneurship, innovation, start-up development, patents and consultancy opportunities.
- ☐ Research aptitude should be enhanced through technical-paper writing, data analysis, experimentation and participation in conferences.
- ☐ Other: _____



11. Which overall recommendation would be most valuable for the continuous improvement of the curriculum? *

- ☒ The curriculum should be reviewed periodically in consultation with academic peers, industry experts, alumni, students and employers.
- ☐ Course contents should be regularly updated to reflect emerging technologies, revised standards and changing professional requirements.
- ☐ Greater flexibility should be provided through interdisciplinary electives, minor specialisations and skill-oriented certification courses.
- ☐ Assessment methods should place greater emphasis on practical competency, problem-solving, design ability and application-based learning.
- ☐ The existing curriculum is comprehensive and requires only minor periodic updates based on stakeholder feedback.
- ☐ Other: _____

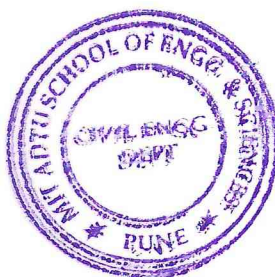
Section IV: Declaration

Declaration *

- ☒ I confirm that the above feedback is based on my academic and professional assessment of the Civil Engineering curriculum.

This form was created inside of MIT University.

Google Forms



Academic Peer Feedback on Curriculum – Civil Engineering (A.Y. 2025–26)

Respected Sir/Madam,

Greetings from the Department of Civil Engineering, MIT Art, Design and Technology University, Pune.

As part of our continuous curriculum improvement process, we request your valuable academic feedback on the Civil Engineering curriculum. Your suggestions will help us strengthen the curriculum in accordance with recent technological developments, industry requirements, employability, research needs and societal expectations.

The information provided will be used only for academic quality improvement.

Thank you for your valuable time and expert contribution.

Email *

rhjadhav@bvucoep.edu.in

Section I: Academic Peer Details

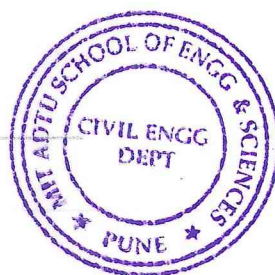
Please provide the following professional details.

Name of the Academic Peer *

Dr. Rajesh Jadhav

Designation *

Associate Professor & HoD



Name of Institution/University *

Bharati Vidyapeeth (DU) College of Engineering, Pune

Department/Area of Specialization *

Civil Engineering

Total Teaching/Research Experience *

- ☐ Less than 5 years
- ☐ 5-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☒ More than 20 years

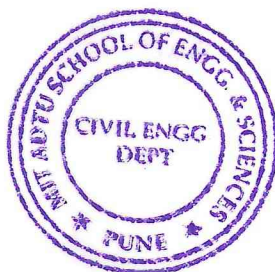
Contact Number (Optional)

9975859050

Section II: Curriculum Feedback

Please rate each statement using the following scale:

5 – Excellent | 4 – Very Good | 3 – Good | 2 – Satisfactory | 1 – Needs Improvement

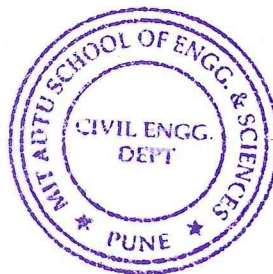


1. The curriculum is relevant and appropriately structured for the Civil Engineering programme. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

2. The course contents are adequate for achieving the stated Programme Outcomes and Programme-Specific Outcomes. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

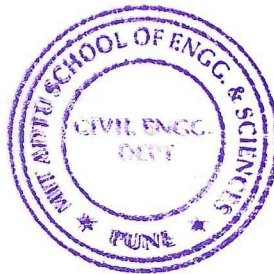


3. The curriculum maintains an appropriate balance between theoretical knowledge, practical skills and field applications. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

4. The curriculum incorporates recent technological developments, software tools and emerging areas of Civil Engineering. *

- ☒ 5 – Excellent
- ☐ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement



5. The curriculum adequately supports employability, entrepreneurship, higher education and research. *

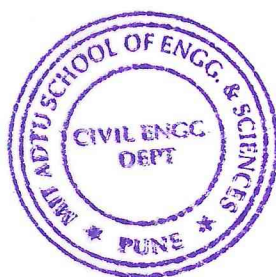
- ☐ 5 – Excellent
- ☒ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

6. The curriculum addresses industry requirements, environmental sustainability, ethical practices and societal needs. *

- ☐ 5 – Excellent
- ☒ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

Section III: Suggestions and Recommendations

Please select the option that best represents your academic opinion.

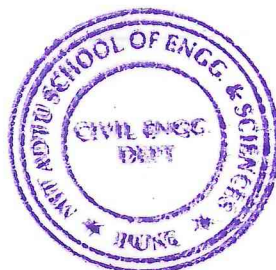


7. Which aspect do you consider the major strength of the Civil Engineering curriculum? *

- ☐ The curriculum provides a strong foundation in the core principles and fundamental subjects of Civil Engineering.
- ☐ The curriculum maintains an appropriate balance between theoretical knowledge, laboratory work and field-based applications.
- ☒ The curriculum incorporates interdisciplinary courses, modern software tools and emerging technological developments.
- ☐ The curriculum effectively addresses sustainability, professional ethics, environmental responsibility and societal requirements.
- ☐ The curriculum adequately supports students' employability, entrepreneurship, higher education and research aspirations.
- ☐ Other: _____

8. Which area should be given greater emphasis in the Civil Engineering curriculum? *

- ☒ Greater emphasis should be given to Building Information Modelling, digital construction and project-management software.
- ☐ Artificial intelligence, machine learning, data analytics and automation applications in Civil Engineering should be strengthened.
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- ☐ Current industry practices, relevant design codes, construction regulations and recent technological developments should be regularly updated.
- ☐ Other: _____

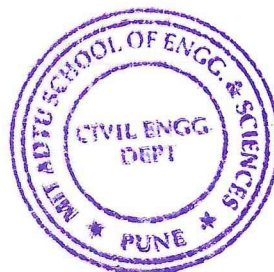


9. Which measure would most effectively strengthen practical and experiential learning? *

- ☐ The curriculum should include more field visits, construction-site observations, surveying camps and infrastructure case studies.
- ☐ Laboratory sessions should incorporate advanced equipment, updated experiments, simulation software and industry-oriented problems.
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- ☒ Project-based learning should be strengthened through multidisciplinary projects addressing real-life Civil Engineering problems.
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- ☐ Other: _____

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- ☐ Other: _____



11. Which overall recommendation would be most valuable for the continuous improvement of the curriculum? *

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- ☐ Assessment methods should place greater emphasis on practical competency, problem-solving, design ability and application-based learning.
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- ☐ Other: _____

Section IV: Declaration

Declaration *

- ☒ I confirm that the above feedback is based on my academic and professional assessment of the Civil Engineering curriculum.

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Google Forms



Academic Peer Feedback on Curriculum – Civil Engineering (A.Y. 2025–26)

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Thank you for your valuable time and expert contribution.

Email *

rawap25@gmail.com

Section I: Academic Peer Details

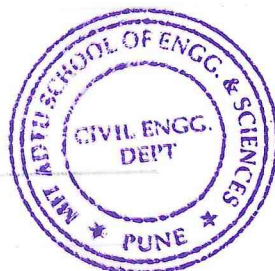
Please provide the following professional details.

Name of the Academic Peer *

Dr Amol D Pawar

Designation *

Associate Professor



Name of Institution/University *

NICMAR University Pune

Department/Area of Specialization *

Construction management

Total Teaching/Research Experience *

- ☐ Less than 5 years
- ☐ 5-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☒ More than 20 years

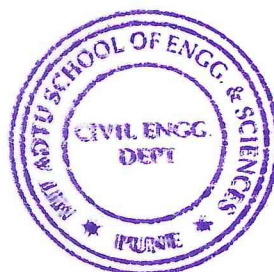
Contact Number (Optional)

9850237189

Section II: Curriculum Feedback

Please rate each statement using the following scale:

5 - Excellent | 4 - Very Good | 3 - Good | 2 - Satisfactory | 1 - Needs Improvement

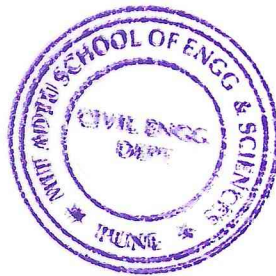


1. The curriculum is relevant and appropriately structured for the Civil Engineering programme. *

- ☐ 5 – Excellent
- ☒ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

2. The course contents are adequate for achieving the stated Programme Outcomes and Programme-Specific Outcomes. *

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- ☐ 2 – Satisfactory
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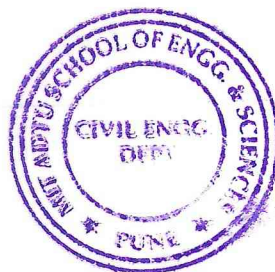


3. The curriculum maintains an appropriate balance between theoretical knowledge, practical skills and field applications. *

- ☐ 5 – Excellent
- ☒ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement

4. The curriculum incorporates recent technological developments, software tools and emerging areas of Civil Engineering. *

- ☐ 5 – Excellent
- ☒ 4 – Very Good
- ☐ 3 – Good
- ☐ 2 – Satisfactory
- ☐ 1 – Needs Improvement



5. The curriculum adequately supports employability, entrepreneurship, higher education and research. *

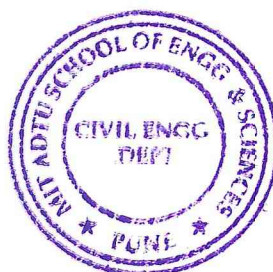
- ☐ 5 – Excellent
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- ☐ 2 – Satisfactory
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6. The curriculum addresses industry requirements, environmental sustainability, ethical practices and societal needs. *

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- ☐ 3 – Good
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- ☐ 1 – Needs Improvement

Section III: Suggestions and Recommendations

Please select the option that best represents your academic opinion.

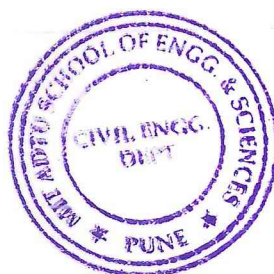


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- ☐ Advanced surveying, GIS, remote sensing, drones and smart infrastructure technologies should be incorporated more extensively.
- ☐ Current industry practices, relevant design codes, construction regulations and recent technological developments should be regularly updated.
- ☐ Other: _____



9. Which measure would most effectively strengthen practical and experiential learning? *

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- ☐ Research aptitude should be enhanced through technical-paper writing, data analysis, experimentation and participation in conferences.
- ☐ Other: _____



11. Which overall recommendation would be most valuable for the continuous improvement of the curriculum? *

- ☐ The curriculum should be reviewed periodically in consultation with academic peers, industry experts, alumni, students and employers.
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- ☐ Greater flexibility should be provided through interdisciplinary electives, minor specialisations and skill-oriented certification courses.
- ☐ Assessment methods should place greater emphasis on practical competency, problem-solving, design ability and application-based learning.
- ☒ The existing curriculum is comprehensive and requires only minor periodic updates based on stakeholder feedback.
- ☐ Other: _____

Section IV. Declaration

Declaration *

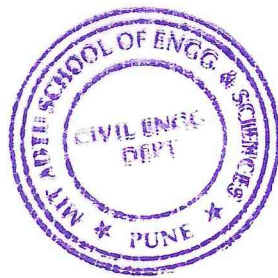
- ☒ I confirm that the above feedback is based on my academic and professional assessment of the Civil Engineering curriculum.

This form was created inside of MIT University.

Google Forms

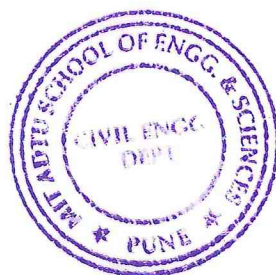


2. Analysis of feedback forms



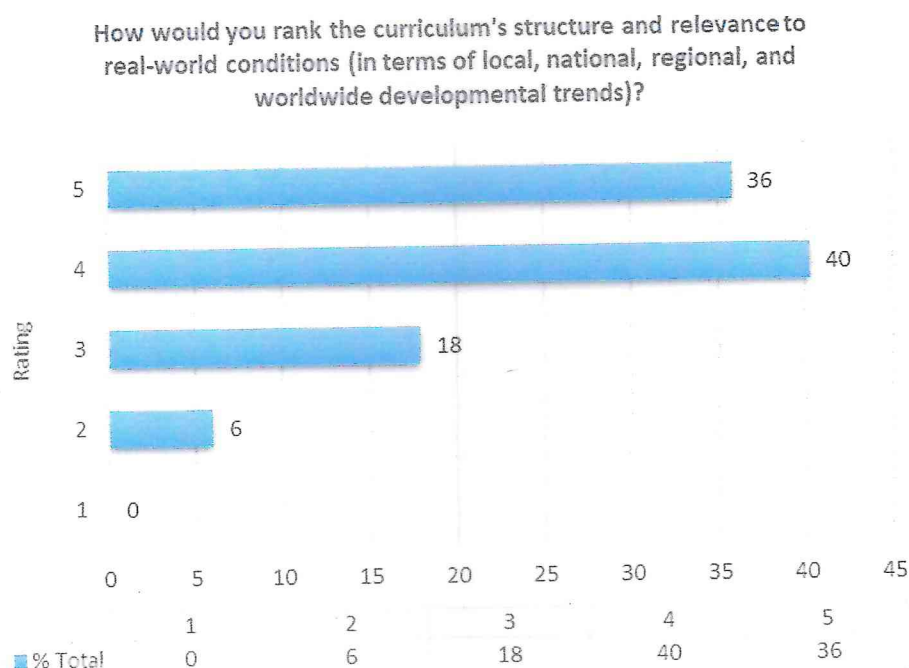
A] Analysis of Feedback with Graphical Representation for Students

Students

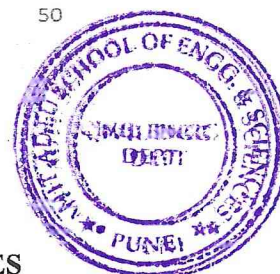
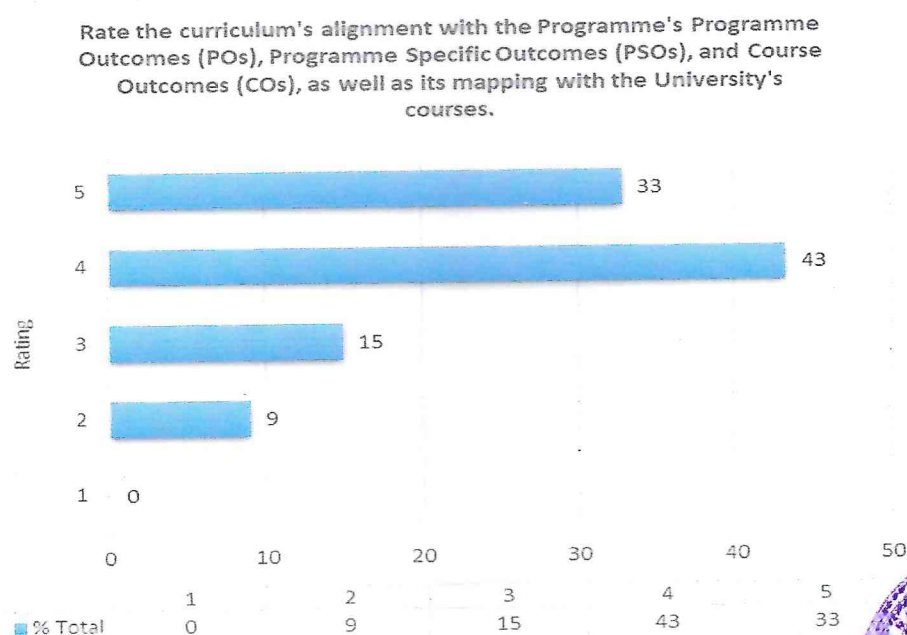


I. Responses obtained for the question rate the structure of the curriculum designed for the entire program.

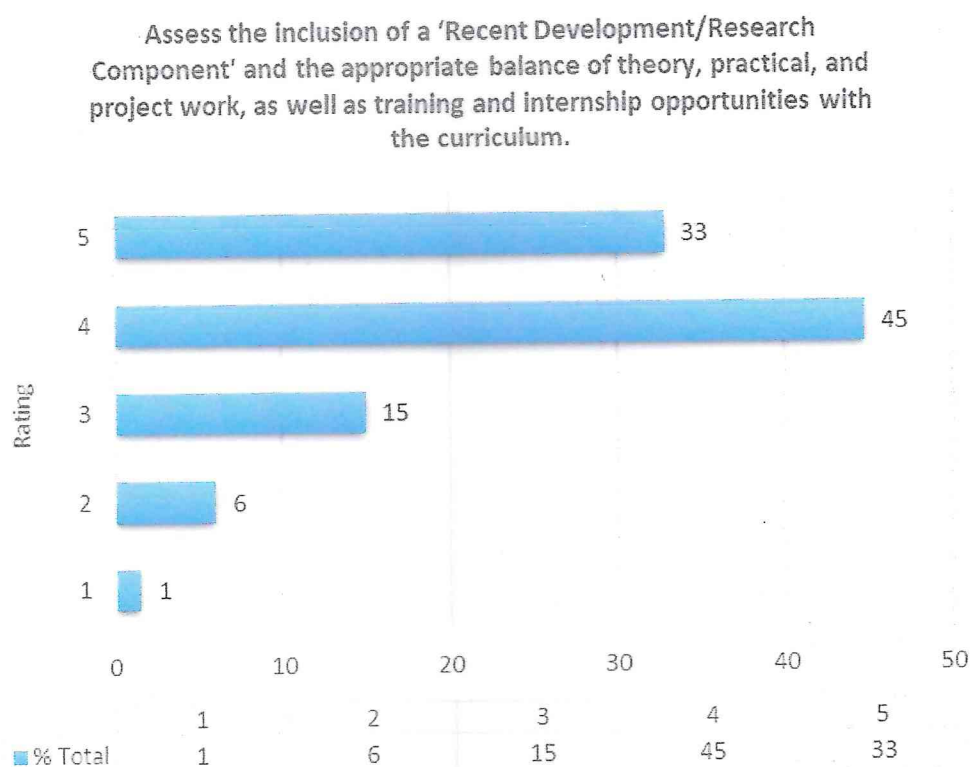
1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)?



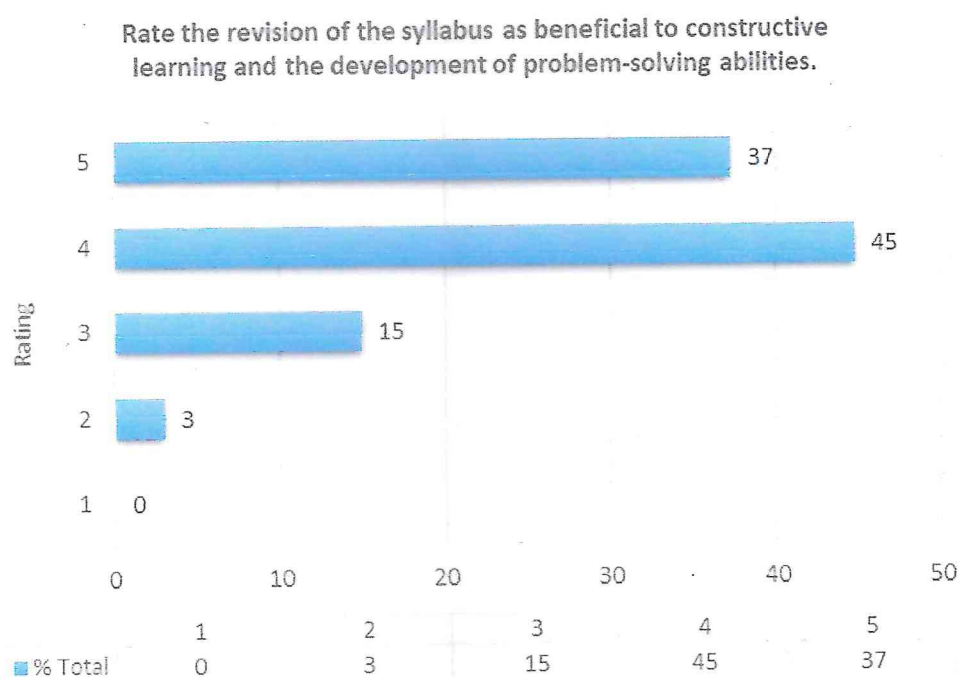
2. Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses.



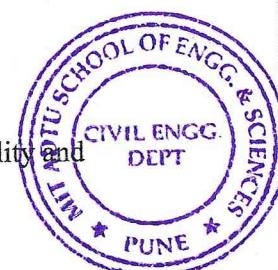
3. Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum.



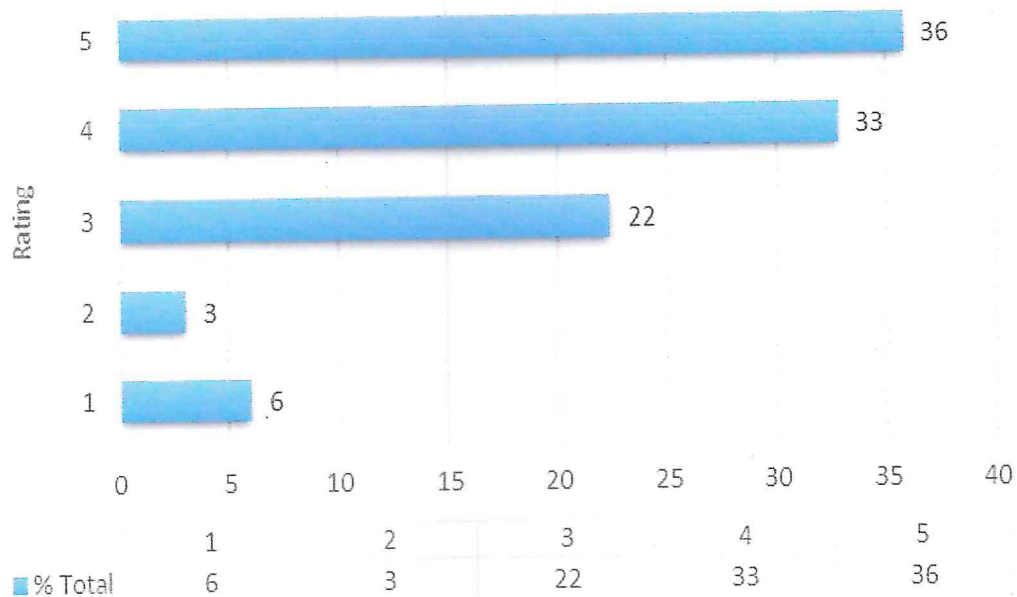
4. Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities.



5. How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship?

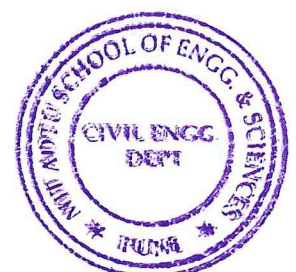
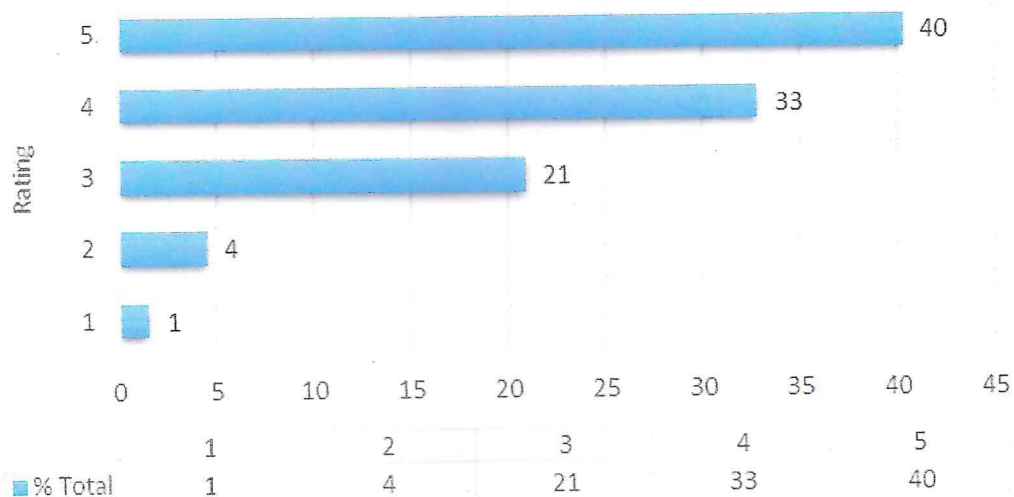


How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship?



6. Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry.

Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry.



A] Students

I. Responses Obtained on the Structure of the Curriculum Designed for the Entire Programme – A.Y. 2025–26

1. Rate the structure of the curriculum and its relevance to real-world requirements, considering local, national and global developmental trends.
2. Rate the alignment of the curriculum with the Programme Outcomes (POs), Programme-Specific Outcomes (PSOs) and Course Outcomes (COs), including the mapping of courses within the programme.
3. Assess the inclusion of recent developments and research components and the balance among theory, practical work, projects, training and internships.
4. Rate the effectiveness of syllabus revisions in promoting constructive learning, analytical thinking and problem-solving abilities.
5. Rate the relevance of the curriculum in developing employability, innovation and entrepreneurship skills.
6. Rate the standard and depth of the curriculum in relation to the competencies expected by industry and professional organisations.

7. Which components should be strengthened to bridge the gap between academia and industry?

Suggestions mainly focused on:

- More industrial visits, construction-site visits and field-based learning.
- Interactive sessions, workshops and expert lectures by industry professionals.
- Greater exposure to software-based learning and emerging technologies.
- Training in financial management, estimation, entrepreneurship and project administration.
- More structured internships and industry-oriented projects.

8. Mention two strengths of the current syllabus.

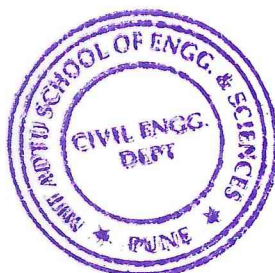
The major strengths identified were:

- Relevance to real-world Civil Engineering and industry requirements.
- Inclusion of content useful for competitive examinations and placements.
- Multidisciplinary and application-oriented course content.
- Appropriate balance between theoretical concepts and practical learning.
- Inclusion of emerging technologies and professional skills.

9. Give two observations or suggestions for improving the overall syllabus.

The major suggestions were:

- Strengthen industry-oriented and skill-development components.
- Increase laboratory work, field visits, internships and practical exercises.
- Incorporate BIM, GIS, remote sensing, drones, AI and other Civil Engineering software.
- Improve the use of online, blended and virtual learning resources.
- Increase project-based, research-oriented and interdisciplinary learning.



Alumni

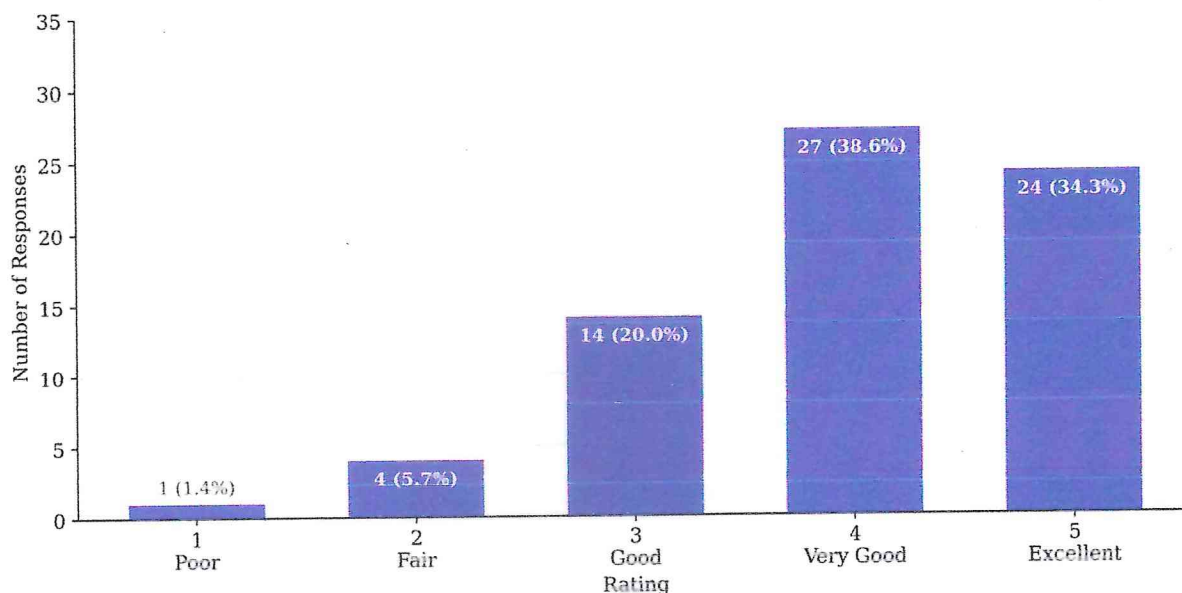


BJ Alumni

I. Rate the structure of the curriculum designed for the entire program.

1. How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)?

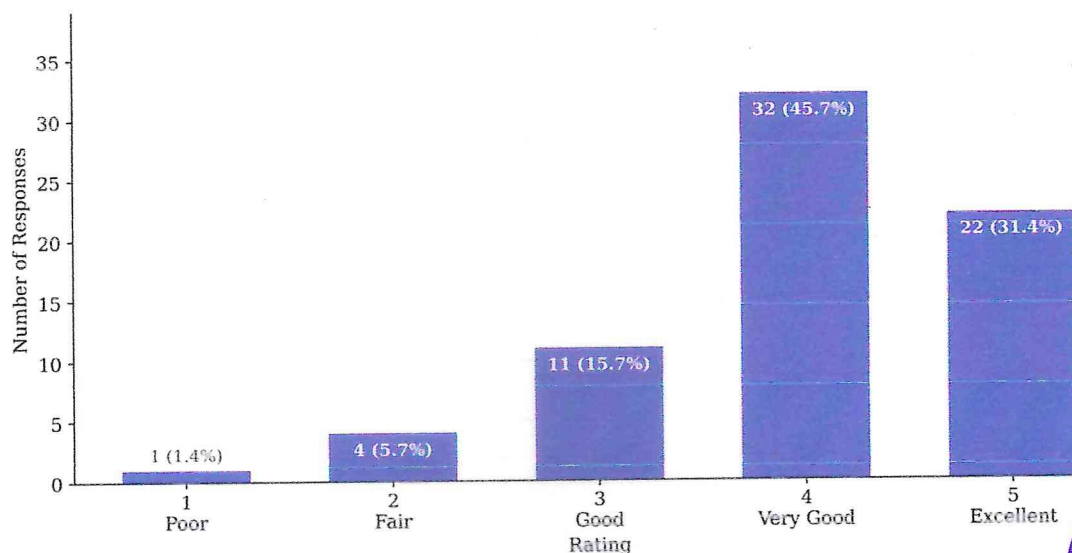
Q1. Curriculum Structure and Relevance to Real-World Conditions



Curriculum Feedback Report — A.Y. 2025-26 | Department of Civil Engineering

- 2 Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses.

Q2. Alignment of the Curriculum with POs, PSOs and COs

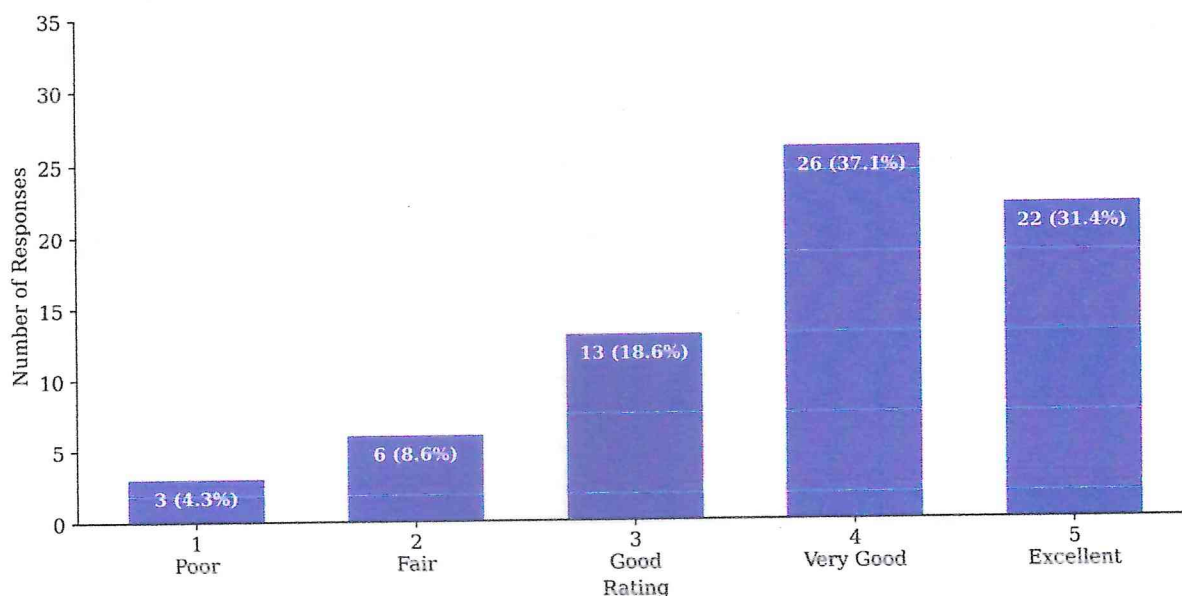


Curriculum Feedback Report — A.Y. 2025-26 | Department of Civil Engineering



- 3 Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum.

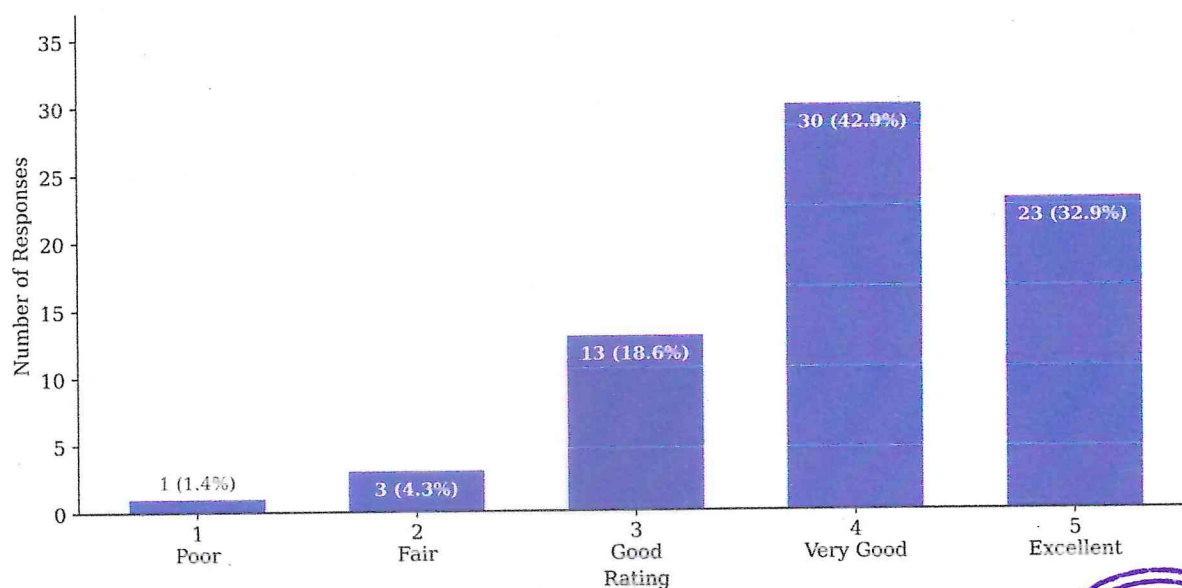
Q3. Recent Development/Research and Balance of Curriculum Components



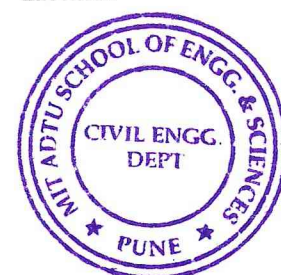
Curriculum Feedback Report — A.Y. 2025-26 | Department of Civil Engineering

- 4 Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities.

Q4. Syllabus Revision, Constructive Learning and Problem-Solving

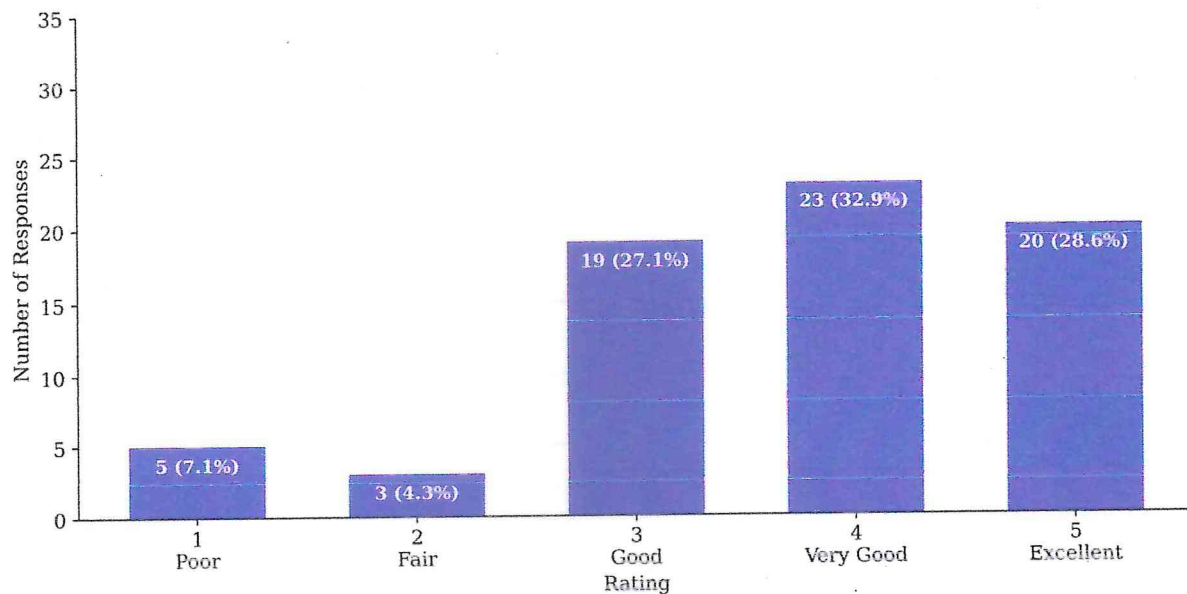


Curriculum Feedback Report — A.Y. 2025-26 | Department of Civil Engineering



- 5 How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship?

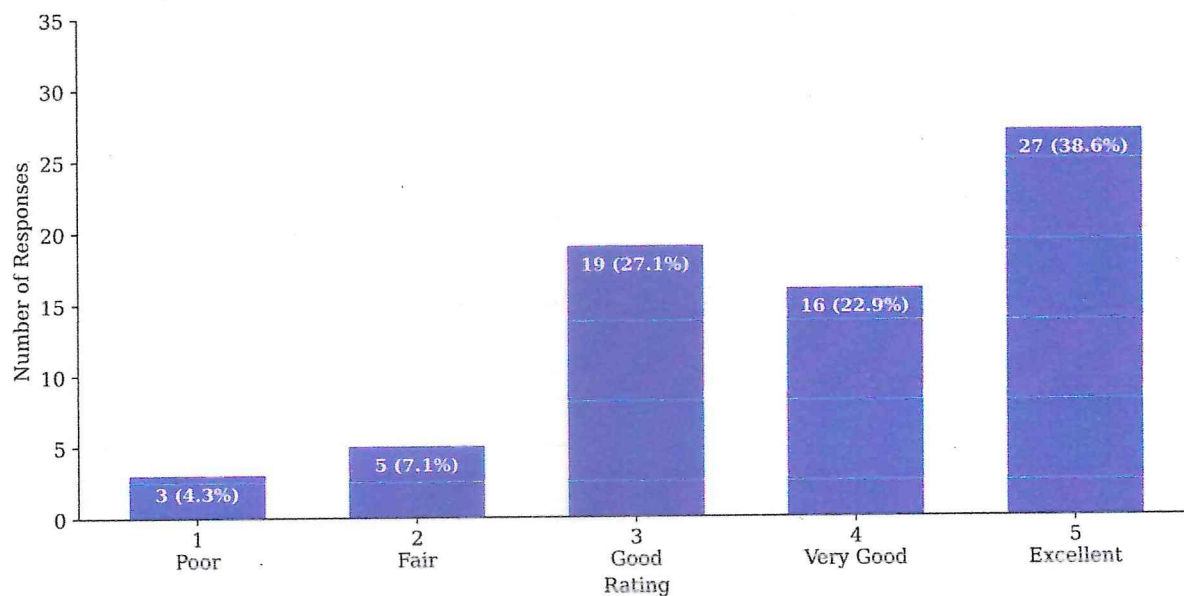
Q5. Curriculum Appropriateness for Employability and Entrepreneurship



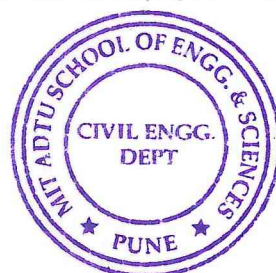
Curriculum Feedback Report — A.Y. 2025-26 | Department of Civil Engineering

- 6 Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry.

Q6. Curriculum Standard and Depth for Industry-Expected Competencies



Curriculum Feedback Report — A.Y. 2025-26 | Department of Civil Engineering



B] Alumni

I. Responses Obtained on the Structure of the Curriculum Designed for the Entire Programme – A.Y. 2025–26

1. Rate the structure of the curriculum and its relevance to current professional practices and local, national and global developmental trends.
2. Rate the alignment of the curriculum with the Programme Outcomes (POs), Programme-Specific Outcomes (PSOs) and Course Outcomes (COs).
3. Assess the inclusion of recent developments and research components and the balance among theory, practical work, projects, training and internship opportunities.
4. Rate the effectiveness of syllabus revisions in developing constructive learning, analytical thinking and problem-solving abilities.
5. Rate the relevance of the curriculum in supporting employability, entrepreneurship and higher education.
6. Rate the standard and depth of the curriculum in relation to the technical and professional competencies expected by industry.

7. Which components should be strengthened to bridge the gap between academia and industry?

The alumni suggestions mainly focused on:

- Organising more industrial visits and construction-site visits.
- Strengthening software-based and technology-oriented courses.
- Providing structured internships and live industry projects.
- Maintaining laboratories with adequate and updated testing equipment.
- Increasing interaction with industry experts through workshops, webinars and guest lectures.

8. Mention two strengths of the current syllabus.

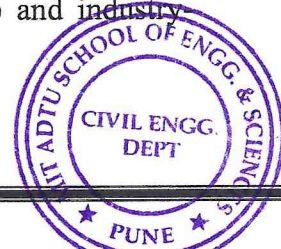
The major strengths identified by alumni were:

- The curriculum is relevant to current industry requirements.
- It maintains an appropriate balance among theoretical, analytical, practical and software-based learning.
- The syllabus is updated, comprehensive and systematically structured.
- It develops fundamental Civil Engineering knowledge and problem-solving abilities.
- It supports employability, higher education and competitive-examination preparation.

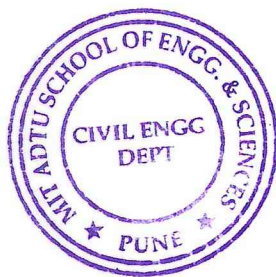
9. Give two observations or suggestions for improving the overall syllabus.

The major suggestions were:

- Strengthen railway engineering and airport engineering content.
- Increase software training, practical work and field exposure.
- Include modern technologies such as BIM, GIS, drones, AI and digital construction.
- Provide greater exposure to sustainable infrastructure and advanced construction materials.
- Strengthen the practical analysis and design of tall and high-rise buildings at the postgraduate level.
- Increase opportunities for professional certification, entrepreneurship and industry sponsored projects.

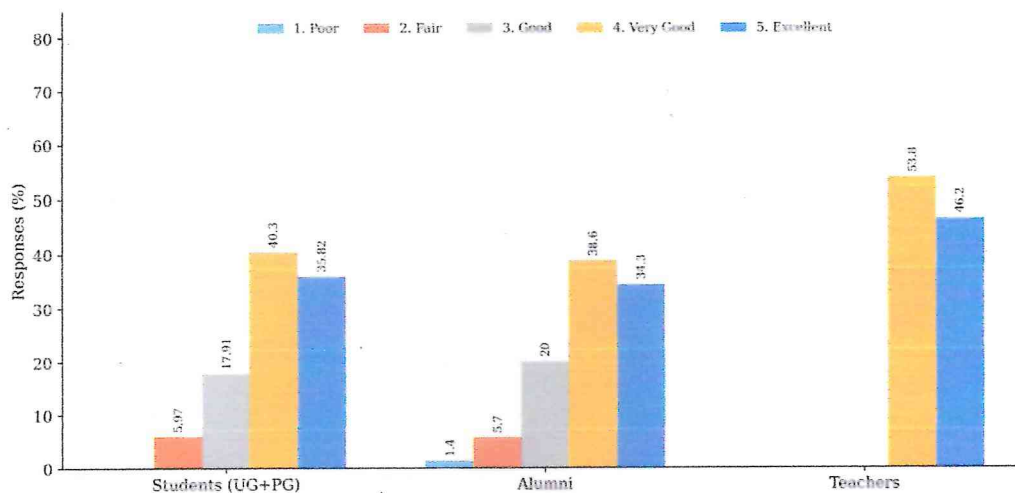


Comparison of Feedback of different Stakeholders & Pertinent Pointers



2. Comparison of Feedback of different Stakeholders

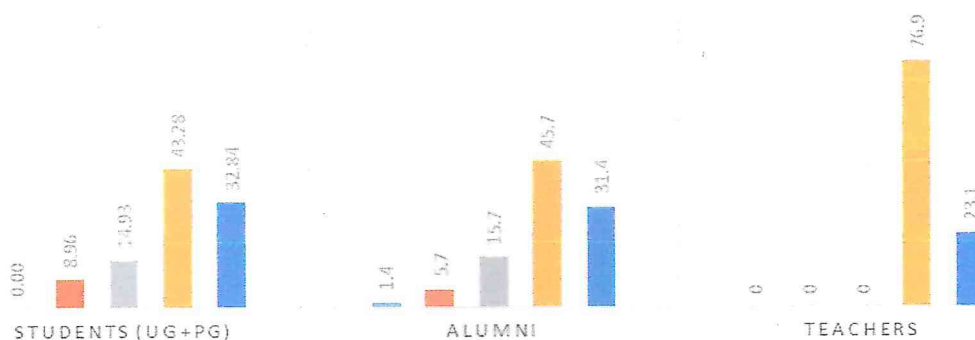
Q1. Curriculum Structure and Relevance to Real-World Conditions



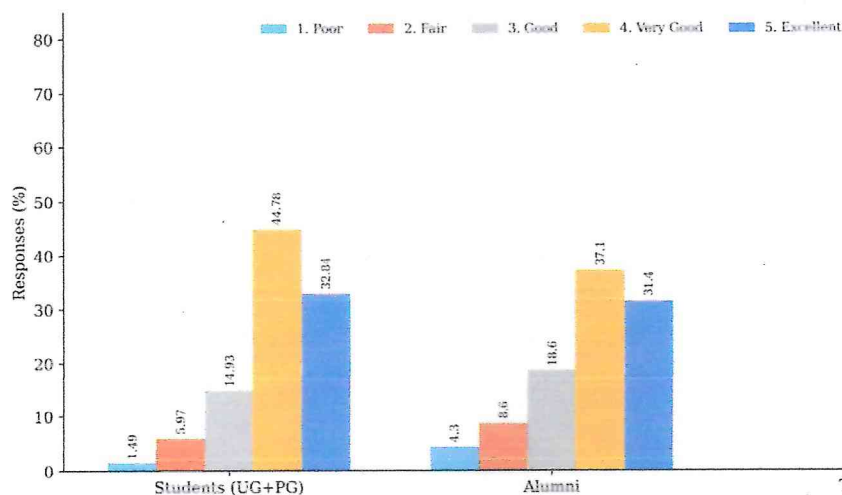
Comparison of Feedback from Different Stakeholders – A.Y. 2025-26

Q. 2 RATE THE CURRICULUM'S ALIGNMENT WITH THE PROGRAMME'S PROGRAMME OUTCOMES (POS), PROGRAMME SPECIFIC OUTCOMES (PSOS), AND COURSE OUTCOMES (COS), AS WELL AS ITS MAPPING WITH THE UNIVERSITY'S COURSES.

1. Poor 2. Fair 3. Good 4. Very Good 5. Excellent



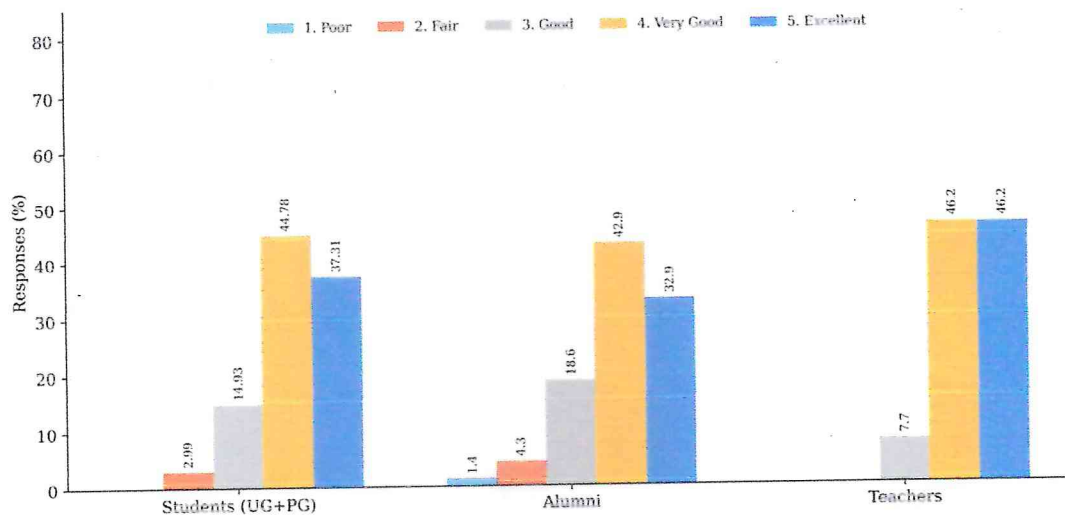
Q3. Recent Development/Research and Balance of Curriculum Components



Comparison of Feedback from Different Stakeholders – A.Y. 2025-26

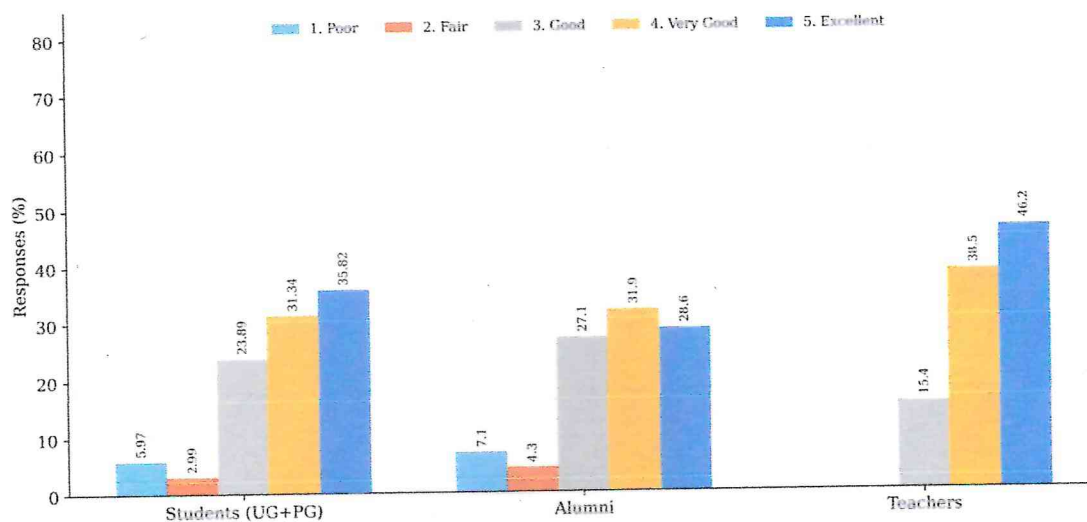


Q4. Syllabus Revision, Constructive Learning and Problem-Solving



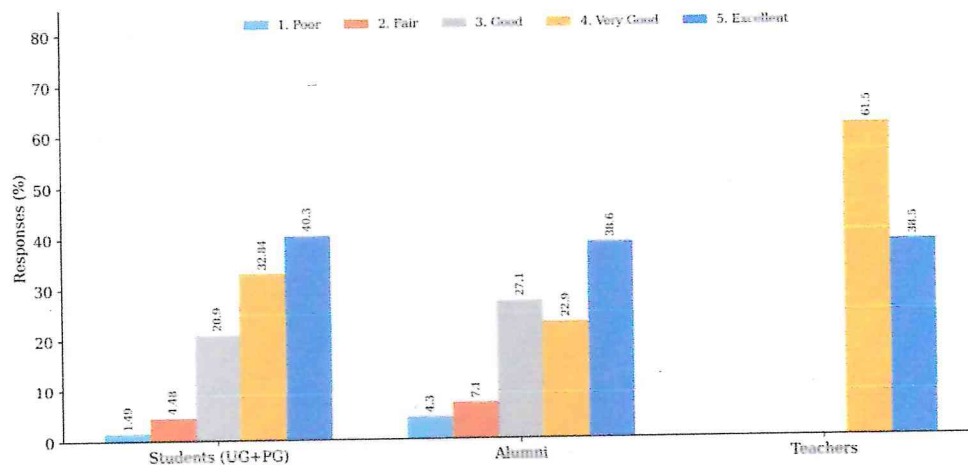
Comparison of Feedback from Different Stakeholders – A.Y. 2025-26

Q5. Curriculum Appropriateness for Employability and Entrepreneurship

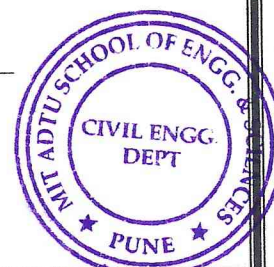


Comparison of Feedback from Different Stakeholders – A.Y. 2025-26

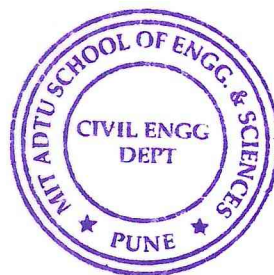
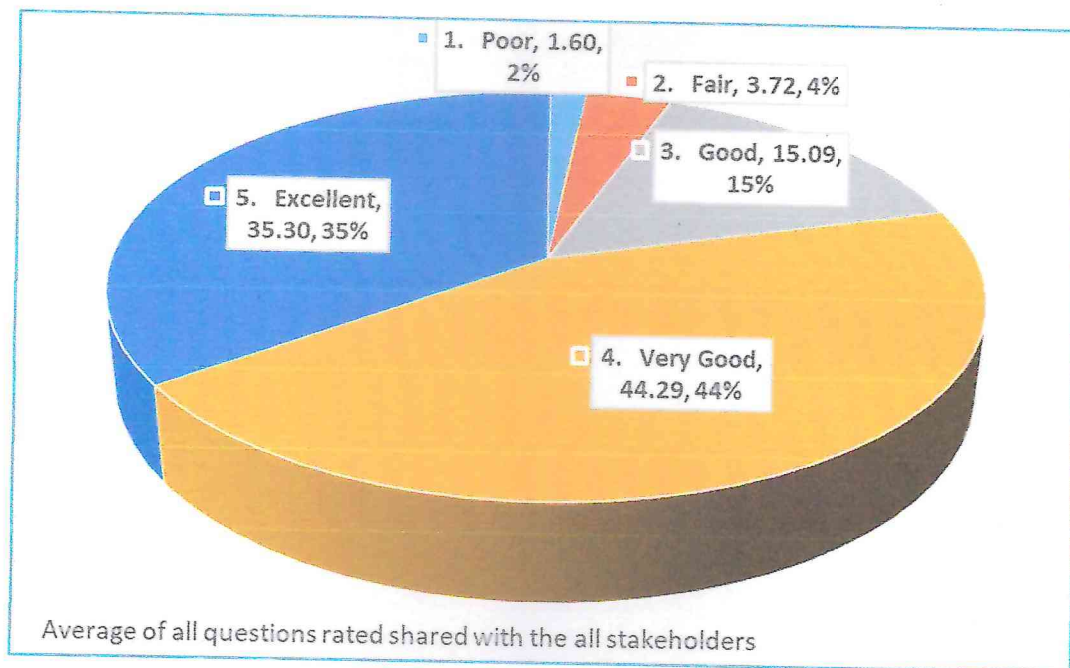
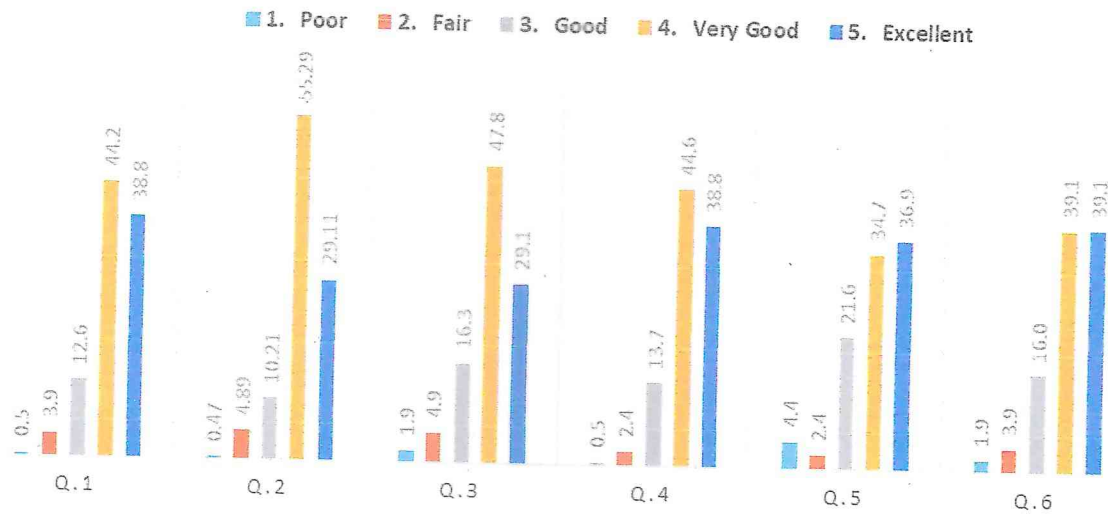
Q6. Curriculum Standard and Depth for Industry-Expected Competencies



Comparison of Feedback from Different Stakeholders – A.Y. 2025-26



COMPARISON WITH THE AVERAGE OF ALL QUESTIONS SUMMARISED IN
ALL RESPONSES OF THE STAKEHOLDERS



Stakeholder-Wise Feedback and Measures Proposed for A.Y. 2025–26

(a) Students

Feedback received:

- Students requested regular and timely attendance updates.
- They recommended more engaging teaching through visualization, case studies, real-life examples, simulations and recall techniques.
- They expressed the need for better examination-related communication and coordination.
- They suggested increasing practical sessions, laboratory activities, field visits and project-based learning.
- They requested greater exposure to modern software, competitive examinations and emerging technologies.

Measures proposed:

- Strengthen the digital attendance system and provide regular attendance updates.
- Promote experiential, activity-based and application-oriented teaching.
- Improve examination guidance, communication and grievance-handling mechanisms.
- Increase laboratory work, site visits, field surveys and practical projects.
- Provide training in BIM, GIS, remote sensing, drones, AI, machine learning and project-management software.

(b) Teachers

Feedback received:

- Teachers suggested periodically updating the curriculum according to technological and professional developments.
- Greater emphasis was recommended on practical competency, interdisciplinary learning and outcome-based education.
- Teachers highlighted the need for faculty training in modern teaching methods and emerging technologies.
- Better integration of research, innovation and problem-solving activities was suggested.
- Strengthening fundamental and specialised Civil Engineering subjects was recommended.

Measures proposed:

- Conduct regular curriculum-review meetings involving subject teachers and domain coordinators.
- Organize Faculty Development Programmes on innovative pedagogy, OBE and modern software.
- Promote research-oriented assignments, case studies and multidisciplinary projects.
- Strengthen continuous assessment through application-based, conceptual and MCQ-type questions.
- Review foundational and specialised courses according to programme requirements.

(c) Employers

Feedback received:



- Employers emphasised industry readiness, practical knowledge and workplace adaptability.
- Greater proficiency in design, analysis, estimation and project-management software was recommended.
- Employers highlighted the importance of communication, teamwork, leadership and professional ethics.
- More internships, industrial visits, live projects and industry-based training were suggested.
- The curriculum should reflect current standards, codes, safety requirements and construction practices.

Measures proposed:

- Increase structured internships and industry-oriented project work.
- Involve industry experts in teaching, mentoring and project evaluation.
- Strengthen training in technical software, documentation, estimation and project planning.
- Integrate communication, leadership, teamwork and interview-preparation activities.
- Periodically revise course contents in consultation with employers and industry experts.

(d) Alumni

Feedback received:

- Alumni recommended improving employability, communication and interview-facing skills.
- They suggested greater exposure to internships, industrial practices and professional certification.
- More software-based and application-oriented learning was recommended.
- Alumni highlighted the importance of entrepreneurship, innovation and higher-education guidance.
- They suggested strengthening interaction between current students and alumni.

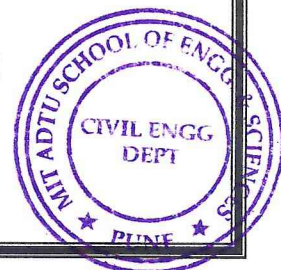
Measures proposed:

- Organize alumni lectures, career-guidance sessions and professional mentoring.
- Strengthen placement training, résumé writing, group discussions and interview preparation.
- Encourage professional certifications through NPTEL, SWAYAM, Coursera and other recognized platforms.
- Promote entrepreneurship, innovation, patents and start-up activities.
- Involve alumni in curriculum review, student projects and internship support.

(e) Academic Peers

Feedback received:

- Academic peers recommended periodic curriculum revision in accordance with emerging technologies and revised standards.
- They emphasised a proper balance between theory, laboratory work and field applications.



- Greater flexibility through interdisciplinary electives and specialised courses was suggested.
- Assessment should focus on problem-solving, design competency and practical application.
- Areas such as sustainable infrastructure, digital construction, smart infrastructure, railway engineering, airport engineering and high-rise structures should be strengthened.

Measures proposed:

- Review the curriculum periodically through the Board of Studies and Academic Council.
- Incorporate modern technologies, updated codes and current research developments.
- Introduce or strengthen interdisciplinary electives and specialised Civil Engineering subjects.
- Improve assessment methods through design problems, case studies and application-based exercises.
- Promote collaboration with academic institutions for joint research, workshops and knowledge exchange.

(f) Parents

Feedback received:

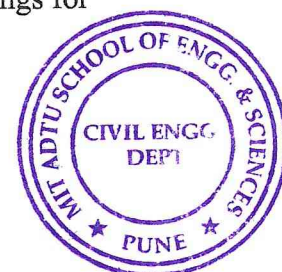
- Parents emphasised regular communication regarding attendance and academic progress.
- They recommended improved mentoring and support for students' overall well-being.
- Greater attention to discipline, examination guidance and academic responsibility was suggested.
- Parents expected the curriculum to improve employability and career opportunities.
- They supported practical exposure, internships, industrial visits and professional-skill development.

Measures proposed:

- Provide periodic updates regarding students' attendance and academic performance.
- Strengthen mentoring, counselling and student-support mechanisms.
- Improve communication regarding examinations, assessments and academic requirements.
- Provide career counselling, placement guidance and higher-education support.
- Increase internships, industrial exposure and skill-development programmes.

Overall Outcome

The feedback received from all six stakeholder groups indicates the need for continuous curriculum improvement, greater practical exposure, integration of modern technologies, improved student support and stronger industry-academia interaction. These recommendations shall be discussed at departmental and Board of Studies meetings for suitable incorporation into the Civil Engineering curriculum.



Department of Civil Engineering

Communication Letter of Action Taken on Curriculum Feedback Received from Stakeholders for A.Y. 2025–26

Curriculum feedback for A.Y. 2025–26 was collected from various stakeholders, including students, alumni, faculty members, academic peers and employers. The feedback was analysed by the Curriculum Feedback Coordinators, Academic Monitoring Committee and Domain Coordinators.

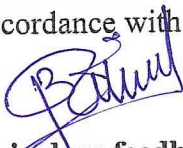
The observations and suggestions were subsequently discussed in departmental faculty meetings in consultation with the respective subject teachers. Based on these discussions, the following recommendations and proposed actions were forwarded to the Board of Studies (BoS) for consideration and appropriate implementation:

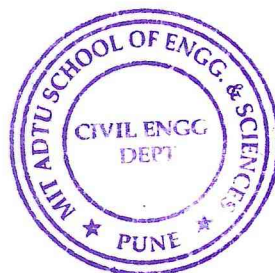
- **Interview and Placement Preparation:** Communication, presentation, aptitude, résumé writing, group discussion and interview-facing skills are proposed to be strengthened through training sessions and placement-oriented activities.
- **Entrepreneurship and Administrative Skills:** Entrepreneurship, innovation, start-up development, project administration and managerial skills are proposed to be promoted through relevant courses, workshops and expert sessions.
- **Student Counselling and Well-being:** Mentoring, counselling and student well-being initiatives are proposed to be strengthened to support students' academic, emotional and psychological development.
- **Industry-Relevant Curriculum:** The curriculum is proposed to be periodically updated in consultation with academic peers, employers and industry experts to incorporate current industry practices, design standards and technological advancements.
- **Practical and Experiential Learning:** Additional laboratory sessions, field surveys, construction-site visits, industrial visits, case studies and project-based learning activities are proposed to bridge the gap between theoretical knowledge and practical application.
- **Communication and Interpersonal Skills:** Activities related to technical communication, teamwork, leadership, professional correspondence and interpersonal skills are proposed to be integrated into the teaching-learning process.
- **Industry Expert Involvement:** Industry experts are proposed to be involved in workshops, webinars, guest lectures, conferences, student project mentoring and project evaluation.
- **Internship Opportunities:** Collaborations with construction companies, consulting firms, government organisations and research institutions are proposed to be strengthened to provide diverse and meaningful internships.
- **Evaluation of Internships and Training:** Appropriate assessment, grading and credit provisions are proposed for internships and industrial training to recognise students' practical learning and professional development.



- **Alignment with Competitive Examinations:** Numerical problem-solving, analytical content and application-oriented questions relevant to examinations such as GATE, IES and other competitive examinations are proposed to be strengthened.
- **Logical, Critical and Creative Thinking:** Activities focusing on logical reasoning, critical thinking, creativity, innovation and problem-solving are proposed to be incorporated through SCIL and project-based courses.
- **Emerging Software and Technologies:** Training in BIM, GIS, remote sensing, drones, artificial intelligence, machine learning, data analytics, digital construction and project-management software is proposed to be strengthened.
- **Sponsored Research and Industrial Case Studies:** Faculty members and students are encouraged to undertake sponsored research projects, consultancy assignments and industry-based case studies to address real-world Civil Engineering problems.
- **Value-Added Programmes:** Value-Added Programmes, professional certification courses, webinars, workshops and expert lectures are proposed to enhance students' awareness of industry trends and emerging technologies.
- **Strengthening Fundamental Subjects:** Adequate coverage of essential foundational areas such as Applied Mechanics, Engineering Drawing and fundamental Civil Engineering concepts is proposed to be ensured.
- **Integration of Industrial Concepts:** Industry-oriented concepts, construction practices, quality control, safety requirements and relevant codes are proposed to be incorporated into regular courses and laboratory work.
- **Recognition of Online Certification Courses:** Students are encouraged to undertake certification courses offered by recognised platforms such as NPTEL, SWAYAM and Coursera, with suitable academic recognition wherever permissible.
- **Examination Coordination and Support:** Examination-related communication, coordination and grievance-handling mechanisms are proposed to be strengthened to ensure transparent, respectful and student-supportive examination practices.
- **Specialised Civil Engineering Areas:** Topics related to railway engineering, airport engineering, smart infrastructure, sustainable construction, climate-resilient infrastructure and high-rise structures are proposed to be strengthened through regular courses or elective offerings.

The above recommendations have been communicated to the concerned faculty members, domain coordinators and relevant academic committees. Suitable proposals placed before the Board of Studies for consideration and incorporation into the curriculum, wherever feasible, in accordance with the University's academic regulations.


Curriculum feedback coordinators
DUGC/DPGC




HOD

Date: 27 July 2026

Letter of communication to Different Stakeholders

Department of Civil Engineering
MIT Art, Design and Technology University, Pune

Subject: Communication of Action Taken on Curriculum Feedback for A.Y. 2025–26

Respected Stakeholder,

Greetings from the Department of Civil Engineering.

We sincerely thank you for providing valuable feedback on the Civil Engineering curriculum for A.Y. 2025–26. Feedback received from students, teachers, employers, alumni, academic peers and parents was analysed by the Curriculum Feedback Coordinators, Academic Monitoring Committee and Domain Coordinators.

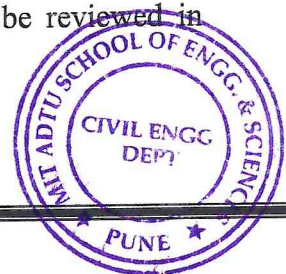
The important suggestions were discussed in departmental faculty meetings in consultation with the respective subject teachers. The recommendations were subsequently forwarded to the Board of Studies for consideration and suitable incorporation into the curriculum.

Based on the feedback, emphasis has been placed on:

- Enhancing practical sessions, field visits, internships and industry-oriented projects.
- Integrating emerging software and technologies into the curriculum.
- Strengthening communication, interview preparation and employability skills.
- Promoting experiential, project-based and interdisciplinary learning.
- Increasing the involvement of industry experts and alumni in academic activities.
- Aligning the curriculum with industry requirements, competitive examinations and professional standards.
- Improving student mentoring, attendance communication and examination support.
- Encouraging MOOCs, professional certifications, research, innovation and entrepreneurship.

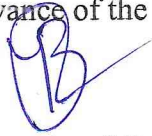
Action Taken:

The stakeholder feedback and proposed curriculum modifications were discussed in the departmental faculty meeting and placed before the Board of Studies. Suggestions received from the BoS members will be incorporated wherever appropriate. After approval by the Board of Studies, the revised syllabus will be forwarded to the Academic Council for final approval and implementation. The effectiveness of the actions taken will be reviewed in subsequent BoS and Academic Council meetings.



We appreciate your valuable contribution towards the continuous improvement, enrichment and industry relevance of the Civil Engineering curriculum.

Yours sincerely,



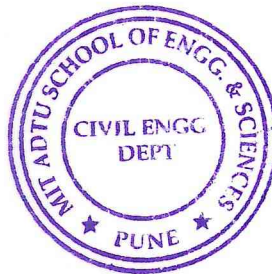
Head of Department and BoS Chairman

Department of Civil Engineering

MIT Art, Design and Technology University, Pune

Copy to:

1. Student Representatives
2. Faculty Members/Teachers
3. Employers and Industry Representatives
4. Alumni Representatives
5. Academic Peers
6. Parent Representatives
7. Curriculum Feedback Coordinators
8. Academic Monitoring Committee
9. Domain Coordinators
10. Office Record



Department of Civil Engineering

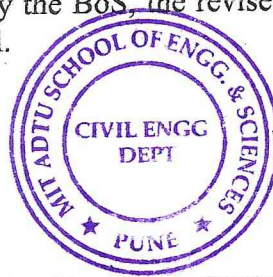
Planning for Revision and Updating of the Syllabus Based on the Action Taken Report on Curriculum Feedback for A.Y. 2025-26

The following pertinent points were discussed during the 17th Board of Studies (BoS) meeting held on 26 May 2026:

1. Project-based learning activities shall be strengthened through the involvement of industry experts as industry mentors. Domain-specific industry panels may be formed to guide undergraduate mini and major projects. Innovative projects shall be encouraged and supported through CRIEYA.
2. Industry visits, field trips, webinars, workshops, conferences and Value-Added Programmes (VAPs) shall be organised based on academic and industry requirements. Efforts shall be made to improve student participation in VAPs by addressing fee-related concerns wherever feasible.
3. Communication skills are included in the first-year curriculum. Employability-related soft skills, including interview preparation, aptitude, teamwork and professional communication, are also developed through SHD and SCIL courses.
4. Existing collaborations with industries and academic institutions shall be strengthened, while new collaborations shall be explored. These collaborations will provide students with better opportunities for internships, placements, higher education, research and professional development.
5. Faculty members and students, particularly postgraduate and Ph.D. scholars, shall be encouraged to undertake MOOCs and certification courses through recognised platforms such as NPTEL, SWAYAM and Coursera to remain updated with emerging technologies.
6. Continuous assessment shall include MCQ-based and concept-oriented questions to evaluate students' fundamental understanding and support their preparation for competitive examinations and placement activities.
7. The scope for introducing appropriate credits, grades and evaluation mechanisms for internships and industrial training shall be examined, considering their importance in practical skill development and bridging the gap between theory and practice.
8. The curriculum shall be periodically updated to incorporate emerging technologies, industry-oriented software, revised standards, sustainable practices and application-based learning.

The modified syllabus was placed before the 17th Board of Studies for consideration and approval. Suggestions received from the BoS members shall be incorporated into the syllabus, wherever applicable. Following approval by the BoS, the revised syllabus shall be forwarded to the Academic Council for final approval.


HOD & BoS Chairman





School of Engineering & Sciences

Department of Civil Engineering

Date: 27/05/2026

Minutes of 17th Board of Studies Meeting

Tuesday, 26th May 2026, Time: 11.00 AM to 01:00 PM

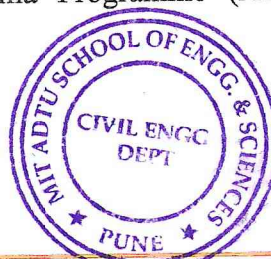
Mode of conduction: Hybrid Mode

The 17th meeting of the Board of Studies of Department of Civil Engineering, MIT School of Engineering and Sciences, MIT Art, Design and Technology University, Pune, Maharashtra, India was conducted on 26th May 2026 at 11:00 AM. The meeting was conducted in online mode over Google Meet Platform.

Firstly, Prof. Dr. Yuvaraj L Bhirud, HOD, Civil Engineering Department, welcomed all the external and internal Board of Studies members.

The Main agenda of the meeting briefed by Head of Civil Engineering Department Prof. Dr. Yuvaraj L Bhirud are as follows:

1. To discuss and approve the minutes of the previous BoS Meeting held on 18th December 2025.
2. To approve new programmes, new courses with the report of Need Analysis.
3. To confer & approve syllabus of Final Year Sem VII (2026-27) referring to NEP 2020.
4. To examine & approve course structure of Final Year Sem VIII (2026-27) referring to NEP 2020.
5. To discuss any changes in curriculum according to feedback taken from different stakeholders.
6. To approve study material (textbooks/ reading material etc).
7. To ensure quality of teaching & research in department.
8. To discuss and approve VAC, PBL, Domains/ Summer internship/ Project internship, regular/ interdisciplinary projects.
9. To discuss and approve external examiner lists.
10. To discuss the list of MDM and OE offered by the Civil Engineering Department.
11. To discuss Apprenticeship Embedded Degree/ Diploma Programme (AEDP) for academic year 2026-2027.
12. Any other points with permission of BoS Chairperson.
13. Vote of thanks & closure of meeting.





School of Engineering & Sciences

Department of Civil Engineering

Attendance:

The Department of Civil Engineering BoS meeting was conducted online and chaired by Prof. Dr. Yuvaraj L Bhirud, HoD, Civil Engineering Department & Chairman, BoS.

For the meeting following BOS members were present:

- Prof. Dr. Yuvraj L Bhirud, HoD & Chairman, BoS.
- Dr. Milind Madhav Kulkarni (Director, Prachi Services Inc, Mumbai)
- Dr. Yogesh D. Patil (Professor, SV NIT Surat)
- Prof. Swati Kulkarni (Ex Employee of Afcons Infrastructure Limited, Mumbai)
- Dr. J.D. Agarwal (Scientist E, CWPRS, Pune).
- Prof. Dr. Satish B. Patil- Internal BoS Member.
- Prof. Dr. Amit S Dharnaik -Internal BoS Member.
- Prof. Achyut A Deshmukh -Internal Faculty Member.
- Prof. Hrishikesh U Mulay -Internal Faculty Member.
- Prof. Avinash Rakh- Internal Faculty Member.
- Prof. Gauri Patil- Internal Faculty Member.
- Prof. Bhagyashri Patil- Internal Faculty Member.
- Prof. Dr. Sagar Sonawane- Internal Faculty Member.



Non-Attending Members:

- Mr. Amit Kulhare, Ph. D. Scholor (Scientist C, CWPRS, Pune).
- Dr. Avinash Joshi (Associate Director- Designs, Structcon Designs Pvt.Ltd, Pune.)
- Prof. Dr. Rajshekhar G. Rathod- Internal BoS Member.
- Prof. Dr. Ghanshyam Singh Shishodiya- Internal Faculty Member.
- Prof. Dr. Abhijeet Galatage- Internal Faculty Member.

Agenda 1: To discuss and approve the minutes of the previous BoS Meeting held on 18th December 2025.

- The Meeting started with greetings & welcome introduction of all the External and Internal BOS members by HoD, Prof. Dr. Yuvaraj L Bhirud.
- Prof. Achyut Deshmukh displayed the previous minutes of the meeting of 16th BoS. The Board of Studies was presented with the implementation of NEP 2020 in the last i.e. 6th semester of B.Tech. Civil Engineering Programme. The board was further

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requested to approve the Minutes of Meeting of the previous BoS or suggest if any changes. Accordingly, the minutes were approved.

- The members appreciated the successful implementation of NEP 2020 in the previous semester.

Agenda 2: To approve new programmes, new courses with the report of Need Analysis.

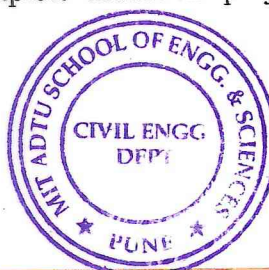
- The department of Civil Engineering did not propose the launch of any new programme.
- The new courses to be added in the upcoming semesters are: (A.Y. 2026-27)

Sr. No.	Course Code	Course Name
1	23CIV3721	Design of Steel Structures Laboratory
2	23CIV3724	Environmental Impact Analysis and Life Cycle Assessment
3	23CIV3726	Infrastructure Planning and Design
4	23CIV3725	Building Construction Practices
5	23CIV3723	Introduction to Earthquake Engineering

- The percentage of syllabus revision is 10% considering all courses.
- MDM, NPTEL/SWAYAM courses are also included in the course structure.

Agenda 3: To confer & approve syllabus of Final Year Sem VII (2026-27) referring NEP 2020.

- Prof. Achyut Deshmukh presented the Course Structure and detailed syllabus for the Third year Sem VII.
- The detailed syllabus of all the courses including Course rationales, Course Objectives, Course Outcomes, Course Content, Employability matrix, CO-PO Mapping etc. was presented to the BoS Committee.
- Dr. Yogesh Patil suggested to curtail the syllabus of Unit Number 5 for the course 'Design of Steel Structures' and cover that content in the Lab Course. He also gave emphasis on incorporating one complete industrial project during 'Design of Steel Structures Laboratory'.



SEMESTER-VII

SN	COURSE CODE					CATEGORY	COURSE NAME	CREDIT DISTRIBUTION					THEORY			PRACTICAL			GRAND TOTAL
	YR	BOS	LEV	SR	REV			CR	L	T	P	HRS	CA	FE	TOTAL	CA	FE	TOTAL	
1	23	CIV	3	721	0	PCC	DESIGN OF STEEL STRUCTURES	4	3	1	-	4	50	50	100	-	-	-	100
2	23	CIV	3	731	0	PCC	DESIGN OF STEEL STRUCTURES LAB	2	-	-	4	4	-	-	-	50	50	100	100
3	23	CIV	3	7XX	0	PEC	ELECTIVE -III	3	3	-	-	3	50	50	100	-	-	-	100
4	23	CIV	3	7XX	0	PEC	OPEN PROGRAM ELECTIVE COURSES FROM SWAYAM, NPTEL - II	3	3	-	-	3	50	50	100	-	-	-	100
5						MDM	MDM COURSE - III	3											
6						MDM	MDM COURSE - IV	3											
7	23	CIV	2	722	0	MC	CONSTRUCTION MANAGEMENT	3	3	-	-	3	50	50	100	-	-	-	100
8	23	CIV	4	741	-	FRJ-PH-2	UG PROJECT PHASE- II (DESIGN & ANALYSIS)	4	-	-	8	8	-	-	-	50	50	100	100
Total								25	12	1	12	25	200	200	400	100	100	200	600

- Dr. J.G Agrawal appreciated the use of software for planning and scheduling in the course Construction Management and highlighted that software should be taught and practiced only after teaching the students to plan and schedule by hand.
- Further the syllabus for the departmental electives was presented:

23	CIV	4	7XX	-	PEC	ELECTIVE -III	3	3	-	-	3	50	50	100	-	-	-	100
23	CIV	3	723	-	PEC	INTRODUCTION TO EARTHQUAKE ENGINEERING	3	3	-	-	3	50	50	100	-	-	-	100
23	CIV	3	724	-	PEC	ENVIRONMENTAL IMPACT ANALYSIS AND LIFE CYCLE ASSESSMENT	3	3	-	-	3	50	50	100	-	-	-	100
23	CIV	3	725	-	PEC	BUILDING CONSTRUCTION PRACTICES	3	3	-	-	3	50	50	100	-	-	-	100
23	CIV	4	726	-	PEC	INFRASTRUCTURE PLANNING AND DESIGN	3	3	-	-	3	50	50	100	-	-	-	100

- Regarding the elective course Introduction to Earthquake Engineering, Dr. Yogesh Patil suggested that the 'Design of Reinforced Concrete Structures' and 'Introduction to Earthquake Engineering' should be in the same semester.
- Dr. Milind Kulkarni appreciated the framing of syllabus for the course 'Environmental Impact Analysis and Life Cycle Assessment' and advised incorporating a greater number of Case Studies in the syllabus.



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- Prof. Swati Kulkarni appreciated the articulation of the course 'Building Construction Practices' and suggested to include unit wise case studies.
- Dr. Satish Patil recommended to give more emphasis to Building Services and Operations in Unit Number 5.
- Prof. Swati Kulkarni madam advised correlating Planning and Safety aspects in the course 'Infrastructure Planning and Design'.
- Dr. Yogesh Patil advised undertaking some AI in Civil Engineering course for the NPTEL elective.

Agenda 4: To examine & approve course structure of Final Year Sem VIII (2026-27) referring to NEP 2020.

- The course structure for semester VIII was presented and approved.

SEMESTER-VIII

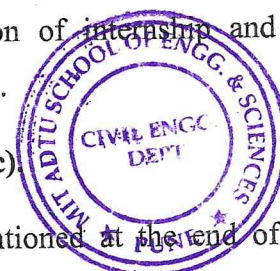
SN	COURSE CODE					CATEGORY	COURSE NAME	CREDIT DISTRIBUTION					THEORY			PRACTICAL			GRAND TOTAL
	YR	BOS	LEV	SR	REV			CR	L	T	P	HRS	CA	FE	TOTAL	CA	FE	TOTAL	
1						MDM	MDM COURSE - V	2											
2	23	CIV	4	841	-	PRJ-PH-3	PROJECT PHASE-III (PROTOTYPE AND TESTING)	8	-	-	16	16	-	-	-	200	200	400	400
	Total							10	-	-	16	16	50	50	100	200	200	400	500

Agenda 5: To discuss any changes in curriculum according to feedback taken from different stakeholders.

- The syllabus for the course 'Basic Civil Engineering and Surveying' pertaining to First Year B.Tech. Civil Engineering was presented with some additions. As the course has successfully completed 4 years, slight revision in the content were proposed to cope up with the recent trends in the said field.
- BoS members suggested that credit-based internship should be offered to students, and more insights should be given to practical approach according to the feedback.
- Feedback taken from alumni, students suggested that inclusion of internship and software's in the curriculum and same is implemented accordingly.

Agenda 6: To approve study material (textbooks/ reading material etc)

- The textbooks, reference books, IS Codes, Online content mentioned at the end of syllabus for each course was presented and approved.





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Agenda 7: To ensure quality of teaching & research in department.

- Dr. Amit Dharnaik presented the departmental research policy, which is aligned with the research policy of MITADT University.
- To ensure excellence in teaching, he highlighted the effective monitoring and mentoring of departmental faculty carried out by the Academic Monitoring Committee.
- The Board highly appreciated the initiatives undertaken by the department and the school to maintain and enhance the quality of teaching and research.

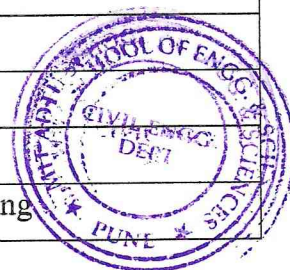
Agenda 8: To discuss and approve VAC, PBL, Domains/ Summer internship/ Project internship, regular/ interdisciplinary projects.

- The Board was given the information about the four Value-Added Courses executed in the previous academic year and the VAC Plan for the upcoming semester.
- Prof. Avinash Rakh gave a summary of the internships that our final year B.Tech. students successfully completed in the current semester. All the 36 students completed their 6 months internship in which 12 students received paid internship.
- Prof. Bhagyashri Patil gave the review of Project Based Learning (PBL) activities of the last semester and presented the PBL activity plan for the upcoming semester.

Agenda 9: To discuss and approve external examiner lists.

- The list of external examiners was presented and approved by the BoS.

MIT SCHOOL OF ENGINEERING AND SCIENCES		
DEPARTMENT OF CIVIL ENGINEERING		
Sr.No	Name of External Examiners	Organization
1	Dr. Namdeo Hedao	COEP, Pune
2	Dr. Rajesh Jadhav	Bharti Vidyapeeth, Pune
3	Er. Umesh Vibhute	B.G. Shirke Pune
4	Dr. Wasudeo Devalkar	GCE Avasari
5	Er. Sachin Kudale	Sachin Kudale Associates
6	Er. Mukesh Swami	Plastic Omnium, Pune
7	Dr. Kishore Ravande	Retired Professor
8	Dr. Nagesh Shelke	DY Patil College of Engineering



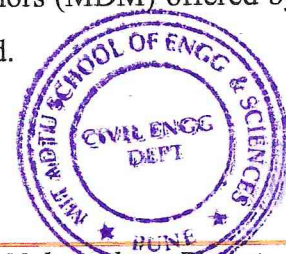
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9	Er. Sagar Dhamdhare	Structek Engineering and Construction, Wagholi, Pune
10	Dr. Vikrant Kulkarni	Ultra Tech Environmental Consultancy and Laboratory
11	Prof. Dr. Sandip T. Mali	Pimpri Chinchwad College of Engineering, Pune
12	Dr. Ajinkya Mane	Stantec, Pune
13	Prof. Dr. Abhijeet Gandage	NICMAR University, Pune
14	Prof. Sumit Thakur	STES's SAE Kondhwa, Pune
15	Er. Umesh Vibhute	BG Shirke, Pune
16	Er. Sarika S. Kale	Cicom Pvt. Ltd, Pune
17	Er. Akshay Pandey	Unique Civil Consultants Pune
18	Er. Muhibuddin Moizuddin Kazi	Terre Armeec India Pvt Ltd, Mumbai
19	Prof. Nitin Khatmode	TSSM BSCOER, Pune
20	Prof. Trupti Deshmukh	Sinhagad College of Engineering, Vadgaon, Pune
21	Dr. Pravin Bhasme	JSPM University, Wagholi, Pune
22	Prof. Dr. Aniket Patil	JSPM University, Wagholi, Pune
23	Prof. Dr. Archana G. Tanawade	VIT, Pune
24	Prof. Dr. Tushar Das	JSPM University, Wagholi, Pune
25	Er. Suraj Duduskar	Hinduja Housing Finance Ltd, Pune
26	Er. Aditya Marunmale	Shree Chaitanya Developers, Pune
27	Er. Gauri Ranjit Otari	Designage Consultants, Pune
28	Er. Sandeep Jagtap	Structphil Consultants, Pune
29	Prof. Dr. Sudheer Kumar Reddy	NICMAR University, Pune
30	Er. Prasad Karad	Karad Consultancy Ltd, Nashik

Agenda 10: To discuss the list of MDM and OE offered by the Civil Engineering Department.

- This list of Open Electives (OE) and Multi-Disciplinary Minors (MDM) offered by the department of Civil Engineering was presented and discussed.



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LIST OF MULTIDISCIPLINARY MINORS (TO OFFER TO OTHER INSTITUTES)

SN	MINOR NAME	SEMESTERWISE CREDIT DISTRIBUTION					REMARKS
		5	6	7	8	TOTAL	
1	CLIMATE CHANGE	3	3	6	2	14	
2	GIS AND REMOTE SENSING	3	3	6	2	14	
3	TRANSPORTATION AND URBAN PLANNING	3	3	6	2	14	
4	MECHANICAL, ELECTRICAL AND PLUMBING	3	3	6	2	14	

BASKET OF OTHER OPEN ELECTIVES

SN	COURSE CODE					CATEGORY	COURSE NAME	CREDIT DISTRIBUTION					THEORY			PRACTICAL			GRAND TOTAL
	YR	BOS	LEV	SR	REV			CR	L	T	P	HRS	CA	FE	TOTAL	CA	FE	TOTAL	
1	23	CIV	2	521	-	MDM OE	DISASTER MANAGEMENT	3	3	-	-	3	50	50	100	-	-	-	100
2	23	CIV	2	621	-	MDM OE	ENVIRONMENTAL QUALITY MANAGEMENT	3	3	-	-	3	50	50	100	-	-	-	100

Agenda 11: To discuss Apprenticeship Embedded Degree/ Diploma Programme (AEDP) for academic year 2026-2027.

- According to the guidelines provided by the NEP team of the MITADT University the Apprenticeship Embedded Degree/ Diploma Programme (AEDP) was brought up to discussion in front of the BoS panel.
- The UGC and AICTE guidelines regarding this were presented and discussed.
- Dr. Yogesh Patil offered his views on this initiative. He gave emphasis on identifying the competent industry and inclusive course work to fit the objectives of the AEDP program.
- Dr. Milind Kulkarni showed readiness to offer apprenticeship to students in his Mumbai based company.
- All the board members agreed that the curriculum for this program needs industry academia collaboration and agreed to collaborate in framing the curriculum.
- Preliminary discussions regarding credit scheme, assessment guidelines, apprenticeship



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plan, stipend to be offered etc. was done.

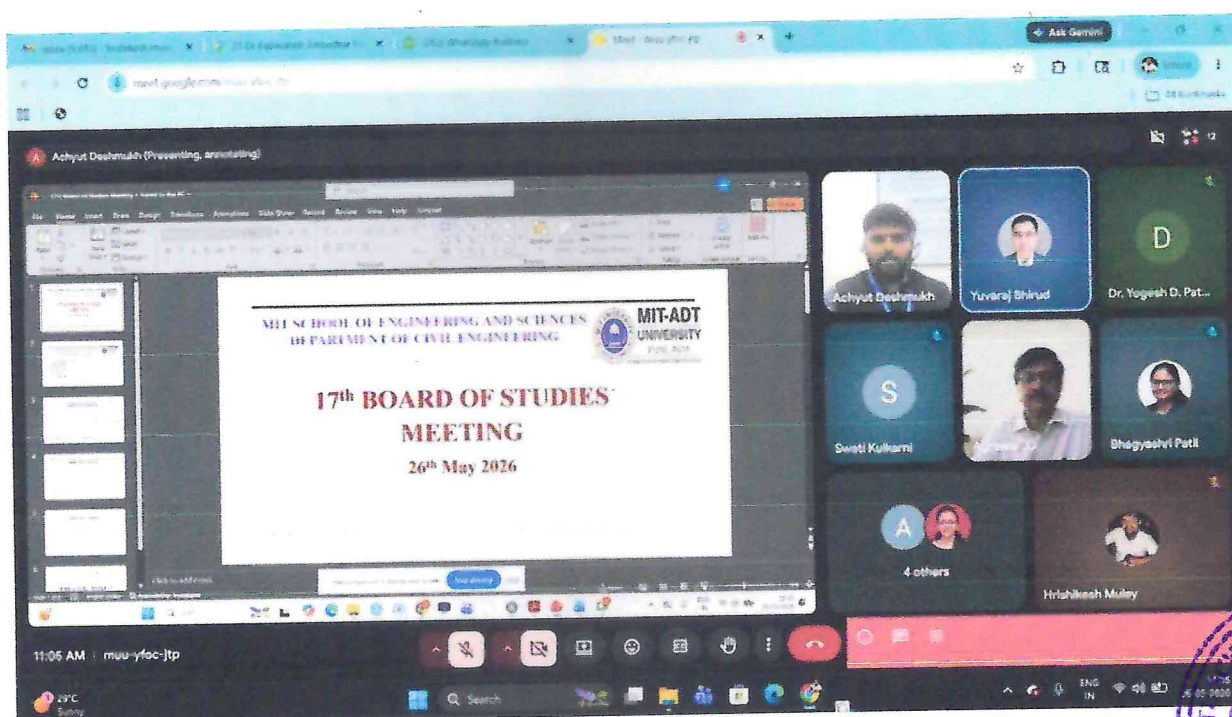
- The board advised the Department of Civil Engineering to present the same work (course structure) for the AEDP program in the next BoS meeting.

Agenda 12: Any other points with permission of BoS Chairperson.

- Prof. Dr. Yuvaraj L. Bhirud asked all the external BoS members to share their views about the meeting.
- Dr. Milind Kulkarni recommended to involve industry related project from 6th semester itself to enhance the problem-solving ability of the students. He extended internship support to our students in his industry. He also suggested that the basket name for MDM elective which is currently 'Climate Change' should be more inclusive and it should reflect Sustainable Development Goals.
- Dr. Agrawal appreciated the framing of course content and guided the faculties to motivate the students to firstly design by hand and then go for software. He appreciated the efforts taken by department in trying to include all the things in the syllabus.
- Prof. Swati Kulkarni appreciated the course content and extended the support for PBL activities.

The meeting concluded with thanks to all the panel members and vice versa.

Photographs of the Online Meeting:





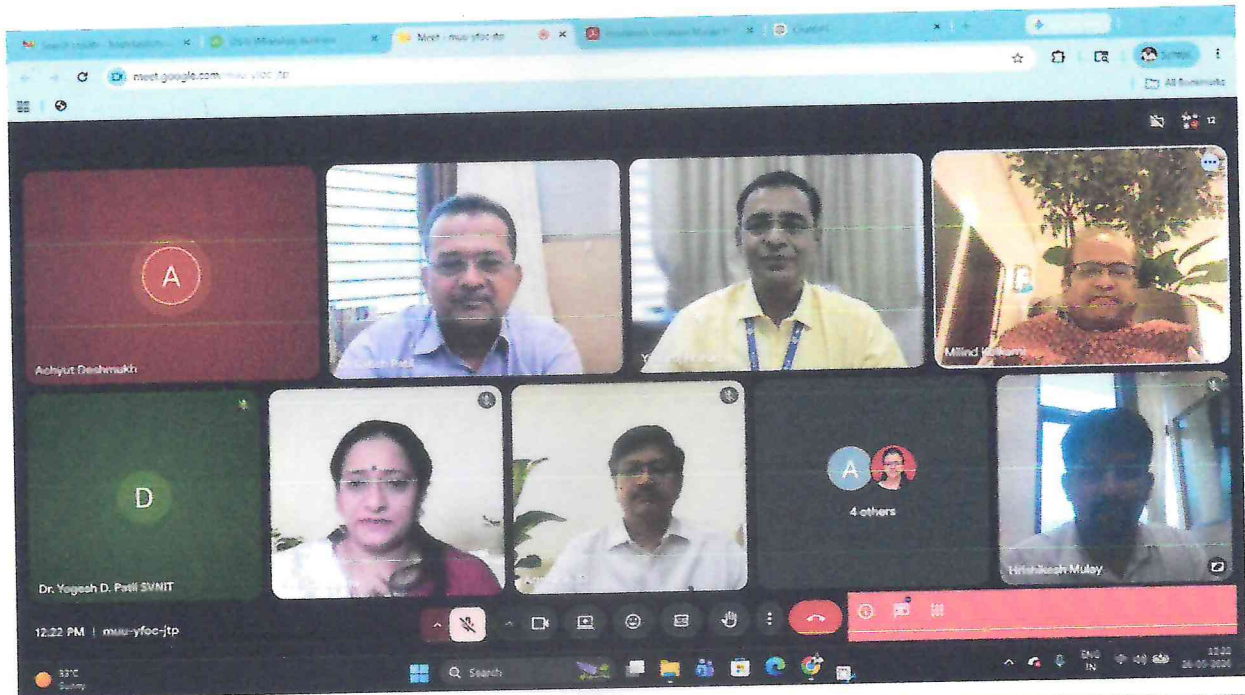
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Department of Civil Engineering




Prof. Dr. Yuvaraj L Bhirud

HoD & Chairman -BoS
Department of Civil Engineering,
MIT SOES, MIT ADT University, Pune.



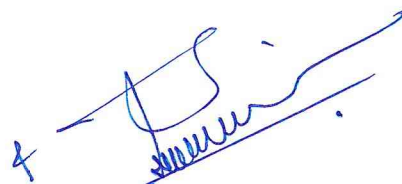
Conclusion

The report presents the curriculum feedback collected from different stakeholders, its analysis, and the corresponding actions taken for A.Y. 2025–26. The process supports the continuous improvement, enrichment and industry relevance of the Civil Engineering curriculum.

The recommendations arising from stakeholder feedback were discussed during departmental meetings and reflected in the proceedings of the 17th Board of Studies. The modified syllabus was placed before the BoS for approval, and suitable suggestions offered by the members shall be incorporated. After approval by the BoS, the revised syllabus shall be forwarded to the Academic Council for final approval and subsequent implementation. The effectiveness of the actions taken shall be reviewed in forthcoming BoS and Academic Council meetings.



Prof. Dr. Yuvaraj L. Bhirud
Head of the Department



Prof. Dr. Sudarshan Sanap,
Dean,
Faculty of Engineering and Sciences

