



SCHOOL OF ENGINEERING & SCIENCES
Department of Applied Sciences and Humanities

IQAC

Report on Structured feedback

From Stakeholders

F. Y. B. Tech.

Academic Year

2025-26

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Declaration

This is to state that all the Feedback Forms collected from all the stakeholders (a) Students, (b) Teachers, (c) Employers and (d) Alumni, 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.

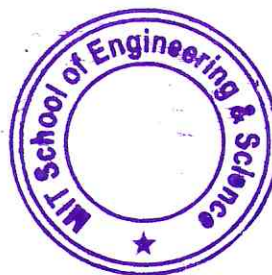

Dr. Sunil Thakare

Department Curriculum Feedback Co-ordinator

Department of Applied Sciences and Humanities (ASH)

School of Engineering and Sciences

MIT ADT University, Pune





IQAC Co-ordinator at School Level

Name of the School: School of Engineering and Sciences

MIT ADT University, Pune

1. Filled-in feedback Forms

a) Filled-in feedback forms of three students (i) Top Ranker, (ii) Slow Learner (iii) Student from Category, as a representative sample.

6/23/26, 3:11 PM

Student Curriculum Feedback A.Y. 2025-26 for F.Y.B.Tech. SoES AS&H, MIT ADT University, Pune

Student Curriculum Feedback A.Y. 2025-26 for F.Y.B.Tech. SoES AS&H, MIT ADT University, Pune

Dear Students,

Greetings of the day! I hope you are all doing well.

In view of curriculum development and the enhancement of academic practices, it is essential to consider students' perspectives on the curriculum. We kindly request you to go through the curriculum feedback questions and share your valuable inputs.

Your feedback will help us improve the quality of our academic programs.

Thank you for your cooperation.

The respondent's email (poojarishrinidhi022@gmail.com) was recorded on submission of this form.

Enrollment Number: *

ADT25SESB0049

Name of Student *

Shrinidhi Poojari

Roll Number (2513021001) *

2513021060

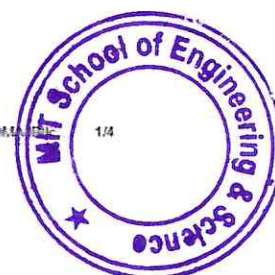
Division *

Dropdown

Division A

https://docs.google.com/forms/d/1T7oL_gPCS9vIF2xWwJfH5PDH8Y0pJkxwJTs4U2MNoIdMw/response-ACYDBNlh3C0GE5JCHSR0ZdIDMA18E1c

1/4



Branch *

Dropdown

Aerospace Engineering

Curriculum Feedback

Kindly request you to fill the curriculum feedback and share your valuable inputs.

1) How would you rank curriculum structure and relevance to real world condition (in terms of local, national, regional, and world wide development 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

https://docs.google.com/forms/d/1T7o1I_gPC60nIF2i6Wj8H5PD48Y0pI6xwITg4I24Aled6I#response=ACYDBIh3C0GE5JOHSPXzotIDMAIBIic 2/4

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 application

8) Give two strengths of the current syllabus. *

Good problem solving skills

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

More application based

This form was created inside of MIT University.

Google Forms

https://docs.google.com/forms/d/1T7otI_gPCS0nIF26WjH5PDH8Y0plgxwJTg4N24A/edit#response=ACYD6Ih3C0GE5JOHSRXztIDMA16tlc 4/4

Student Curriculum Feedback A.Y. 2025-26 for F.Y.B.Tech. SoES AS&H, MIT ADT University, Pune

Dear Students,

Greetings of the day! I hope you are all doing well.

In view of curriculum development and the enhancement of academic practices, it is essential to consider students' perspectives on the curriculum. We kindly request you to go through the curriculum feedback questions and share your valuable inputs.

Your feedback will help us improve the quality of our academic programs.

Thank you for your cooperation.

The respondent's email (rtnmali2025@gmail.com) was recorded on submission of this form.

Enrollment Number: *

ADT25SESB0035

Name of Student *

Ratan Mali

Roll Number (2513021001) *

2513021034

Division *

⌵ Dropdown

Division A

Branch *

Dropdown

Aerospace Engineering

Curriculum Feedback

Kindly request you to fill the curriculum feedback and share your valuable inputs.

1) How would you rank curriculum structure and relevance to real world condition (in terms of local, national, regional, and world wide development 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

https://docs.google.com/forms/d/1T7of1_gPCS0n/F2h6WjRtH5PDH8Y0pIghwJTG4f1Q24Vedit#response=ACYDB1Ie2235c7AcaVoi8UAYGK0Cv75o... 2/4

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? *

NA

8) Give two strengths of the current syllabus. *

Good Pace

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

NA

This form was created inside of MIT University.

Google Forms

https://docs.google.com/forms/d/1T7oH_gPCS8nrf26WjHh3PDH8Y0plgxejITg4N24A/edit#response=ACYDBNko225Sc7AaVn6UAYGKCF75o 4/4

Student Curriculum Feedback A.Y. 2025-26 for F.Y.B.Tech. SoES AS&H, MIT ADT University, Pune

Dear Students,

Greetings of the day! I hope you are all doing well.

In view of curriculum development and the enhancement of academic practices, it is essential to consider students' perspectives on the curriculum. We kindly request you to go through the curriculum feedback questions and share your valuable inputs.

Your feedback will help us improve the quality of our academic programs.

Thank you for your cooperation.

The respondent's email (adhyadixit1@gmail.com) was recorded on submission of this form.

Enrollment Number: *

ADT25SESB0001

Name of Student *

Aadya Dixit

Roll Number (2513021001) *

2513021001

Division *

Dropdown

Division A

https://docs.google.com/forms/d/1T7of1_gPC80nIF26WVjH5PDH6Y0plgwjTg4I24A/edit#response=ACYDB1iCySkIFFID6yfs-_M2s48PWw8F 1/4

Branch *

Dropdown

Aerospace Engineering

Curriculum Feedback

Kindly request you to fill the curriculum feedback and share your valuable inputs.

1) How would you rank curriculum structure and relevance to real world condition (in terms of local, national, regional, and world wide development 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

https://docs.google.com/forms/d/1T7of1_gPC68nIF28WjJH45PDH8Y0pIglxwJTg4I24A/edit#response=ACYDBF1Cv5kIFFD6yKs-_M2s48PWh8F 2/4

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? *

Teaching the practical applications and linking to various jobs what we study

8) Give two strengths of the current syllabus. *

Tests and assignments

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

Linking study to real life problems

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Google Forms

https://docs.google.com/forms/d/1T7oH1_gPCS0nF26WjRtH3PDH8Y0pIgxwJTg4t124A/edit#response=ACYDB6kKCy5KlFFD0yKs_M2s48PWn8F 4/4



Feedback Coordinator



HoD
HEAD

Department of Applied Science & Humanities
School of Engineering & Science,
MIT ADT University, Pune

b) Filled-in feedback Forms of three Teachers (i) Professor, (ii) Associate Professor (iii) Assistant Professor, as a representative sample.

6/23/26 3:49 PM

Curriculum Feedback A.Y. 2025-26 Teaching staff AS&H Department, SoES

Curriculum Feedback A.Y. 2025-26 Teaching staff AS&H Department, SoES

Dear Faculty Members,

Greetings of the day!

I hope you are all doing well.

As part of our ongoing efforts toward curriculum development and the enhancement of academic practices, it is important to consider the perspectives of both faculty members and students. We kindly request you to review the curriculum feedback questionnaire and share your valuable insights.

Your feedback will play a significant role in strengthening the quality and effectiveness of our academic programs.

Thank you for your time, support, and cooperation.

Warm regards,

The respondent's email (vinayak.dhumale@mituniversity.edu.in) was recorded on submission of this form.

E-mail ID: *

Vinayak.dhumale@gmail.com

Name of Staff *

Vinayak Appasaheb Dhumale

Designation *

Dropdown

Associate Professor ▼

<https://docs.google.com/forms/d/1AGolDeFyIF1a7D83DLQnRjapDLTmLVFxEEnQLy8AvedWresponse-ACyDBNgtIYAQREtneut&PWGMIForm>



1/4

Curriculum Feedback

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1) How would you rank curriculum structure and relevance to real world condition (in terms of local, national, regional, and world-wide development 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? *

Guest lecture , VAP

8) Give two strengths of the current syllabus. *

Industry oriented

<https://docs.google.com/forms/d/1AGolDcFyIF1a7D93DLQIRpDjLTIMtNFxEnQLy8A/odMresponse=ACYDBRtghYACRERIneulrPWGM34m4...> 3/4

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Curriculum Feedback A.Y. 2025-26 Teaching staff AS&H Department, SoES

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

nil

This form was created inside of MIT University.

Google Forms

<https://docs.google.com/forms/d/1AGoIDcFyF1a7D93DLQjIRqapjDLTIMbVFxEuQLy8A/edit#response=ACYDBNgfHvAGRElneul&PWQM34m4> 4/4

Curriculum Feedback A.Y. 2025-26 Teaching staff AS&H Department, SoES

Dear Faculty Members,

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I hope you are all doing well.

As part of our ongoing efforts toward curriculum development and the enhancement of academic practices, it is important to consider the perspectives of both faculty members and students. We kindly request you to review the curriculum feedback questionnaire and share your valuable insights.

Your feedback will play a significant role in strengthening the quality and effectiveness of our academic programs.

Thank you for your time, support, and cooperation.

Warm regards,

The respondent's email (vikas.kulal@mituniversity.edu.in) was recorded on submission of this form.

E-mail ID: *

vikas.kulal@mituniversity.edu.in

Name of Staff *

Dr. Vikas Kulal

Designation *

Dropdown

Assistant Professor ▼

Curriculum Feedback

<https://docs.google.com/forms/d/1AGoIdcFyIF1a7D93DLQlRtqopjDLTIMVFXEnQLy8A/edit#response=ACYDBItheQqWbHKKksuSYQ0o6kvK0E> 1/3

Kindly request you to fill the curriculum feedback and share your valuable inputs.

1) How would you rank curriculum structure and relevance to real world condition (in terms of of local, national, regional, and world-wide development 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

<https://docs.google.com/forms/d/1AGoDeFyIF1a7D93DLQIRjapDLTIMbVFxEhQLy8A/edit?response=ACYDBIihaQqWbHfGkksuSYQ0o5nK6E...> 2/3

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? *

Fine

8) Give two strengths of the current syllabus. *

1.It is structured according to necessity of industry.2. Topics are arranged from basic to higher level.

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

1.Balanced theory and practicals 2.Supports career and higher education goals

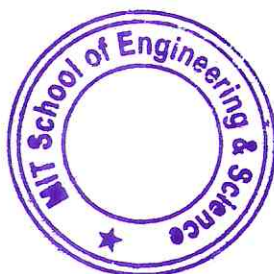
This form was created inside of MIT University.

Google Forms

<https://docs.google.com/forms/d/1AGoDcFyF1a7D93DLQlIRjapjDLTIMVFXEnQLy9A/odtMresponse=ACYDBIIfaQqWbI#KkkouSYQ0o5kvK6E...> 3/3



Feedback Coordinator




HEAD

Department of Applied Science & Humanities
School of Engineering & Science,
MIT ADT University Pune

2. Analysis of Feedback with Graphical Representation

A] Students and Teacher Feedback

I. Details of number of students and responses obtained

Total number of students enrolled in UG Course [First Year B. Tech.]	480
Total number of feedbacks obtained	353

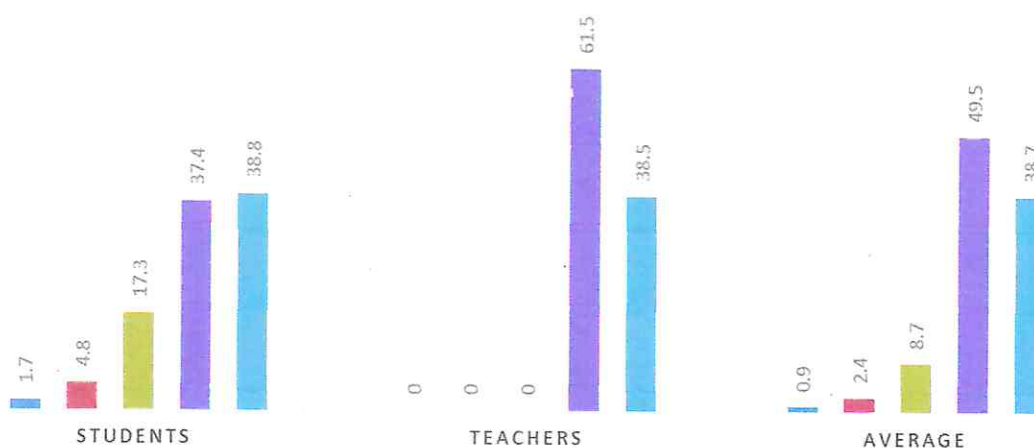
II. Details of number of teachers and responses obtained

Total number of Teachers	13
Total number of feedbacks obtained	13

III. Following Responses are obtained for the given questions

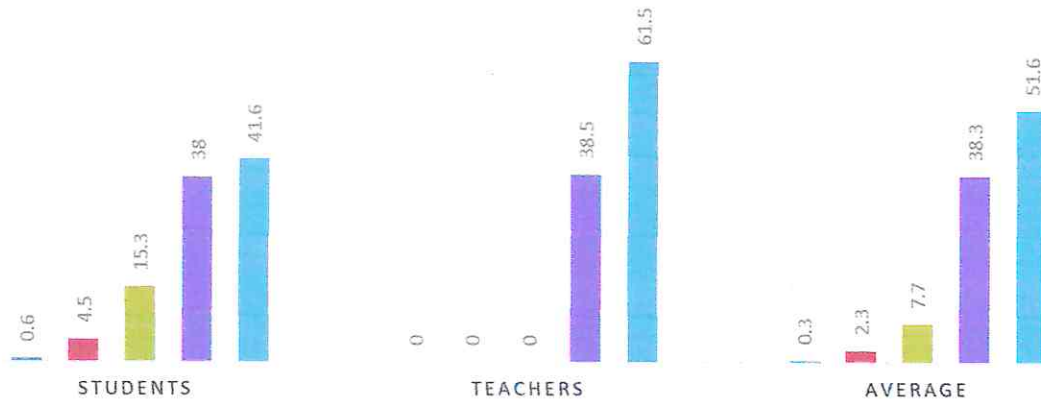
Q. 1) HOW WOULD YOU RANK CURRICULUM STRUCTURE AND RELEVANCE TO REAL WORLD CONDITION (IN TERMS OF LOCAL, NATIONAL, REGIONAL, AND WORLD-WIDE DEVELOPMENT TRENDS)?

■ 1. Poor ■ 2. Fair ■ 3. Average ■ 4. Good ■ 5. Excellent



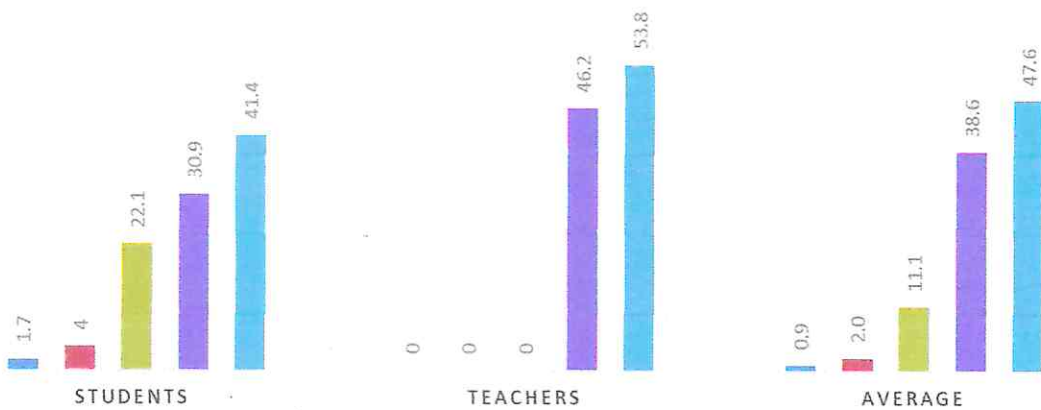
Q. 2) RATE THE CURRICULUM'S ALIGNMENT WITH THE PROGRAMME'S PROGRAMME OUTCOMES (POS), PROGRAMME SPECIFIC OUTCOMES (PSOS), AND COURSE OUTCOMES (COS), AS WELL AS ITS MAPPING WITH THE UNIVERSITY'S COURSES.

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



Q. 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. Poor 2. Fair 3. Average 4. Good 5. Excellent



[Signature]

Feedback Coordinator



[Signature]

HoD
HEAD

Department of Applied Science & Humanities
School of Engineering & Science,
MIT ADT University Pune

Q. 4) RATE THE REVISION OF THE SYLLABUS AS BENEFICIAL TO CONSTRUCTIVE LEARNING AND THE DEVELOPMENT OF PROBLEM-SOLVING ABILITIES.

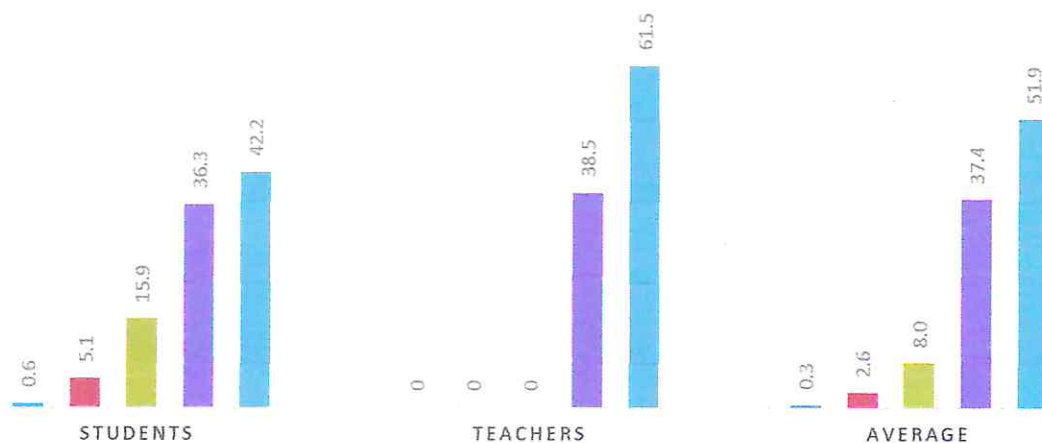


Q. 5) HOW WOULD YOU RATE THE CURRICULUM AND ITS APPROPRIATENESS IN TERMS OF EMPLOYABILITY AND ENTREPRENEURSHIP?



6) RATE THE STANDARD / DEPTH OF THE CURRICULUM OFFERED IN TERMS OF THE COMPETENCIES EXPECTED BY THE INDUSTRY.

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



[Signature]

Feedback Coordinator



[Signature]

HoD HEAD

Department of Applied Science & Humanities
School of Engineering & Science,
MIT ADT University Pune

3. Comparison of Feedback of Different Stakeholders

Comparison of the feedback has been done as A| the Rubric questions (Q.1 TO Q.6) in the questionnaire and B| Descriptive questions in which strength / improvement / suggestions and syllabus gap between Academia and Industry are asked. (Q.7.&Q.9).

A| Comparison of feedback of different stakeholders on Rubric Questions (Q.1 TO Q.6)

Q. 1) How would you rank curriculum structure and relevance to real world condition (in terms of local, national, regional, and world-wide development trends)?

[Note: The values in the table shows the % rating given by the respective stakeholder.]

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Students	1.7	4.8	17.3	37.4	38.8
Teachers	0	0	0	61.5	38.5
Average	0.9	2.4	8.7	49.5	38.7

Q. 1) HOW WOULD YOU RANK CURRICULUM STRUCTURE AND RELEVANCE TO REAL WORLD CONDITION (IN TERMS OF LOCAL, NATIONAL, REGIONAL, AND WORLD-WIDE DEVELOPMENT TRENDS)?

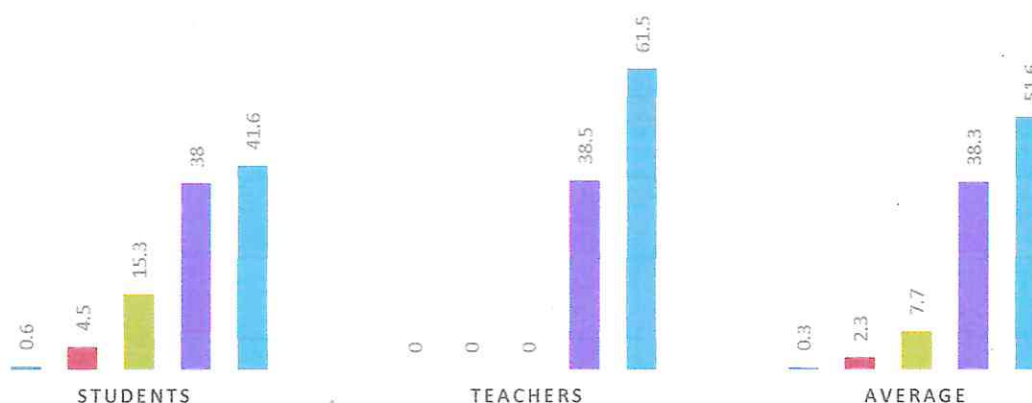


Q. 2) Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses.

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Students	0.6	4.5	15.3	38	41.6
Teachers	0	0	0	38.5	61.5
Average	0.3	2.3	7.7	38.3	51.6

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. Average ■ 4. Good ■ 5. Excellent

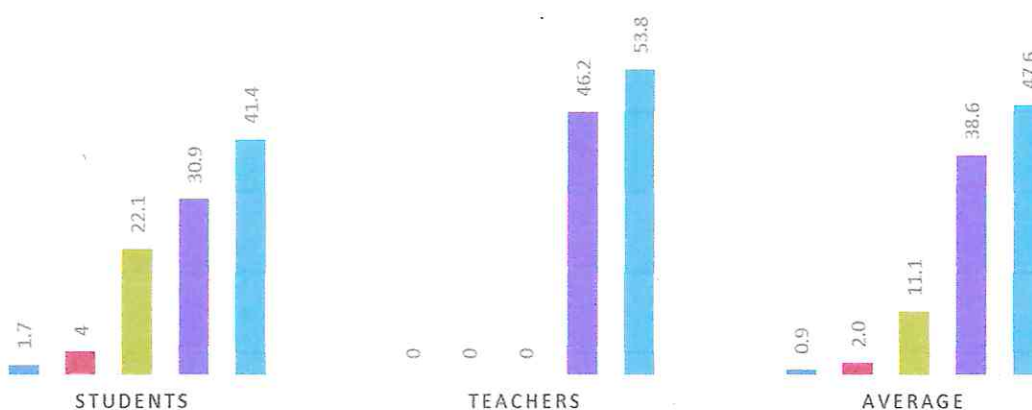


Q. 3) Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum.

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Students	1.7	4	22.1	30.9	41.4
Teachers	0	0	0	46.2	53.8
Average	0.9	2.0	11.1	38.6	47.6

Q. 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. Poor ■ 2. Fair ■ 3. Average ■ 4. Good ■ 5. Excellent

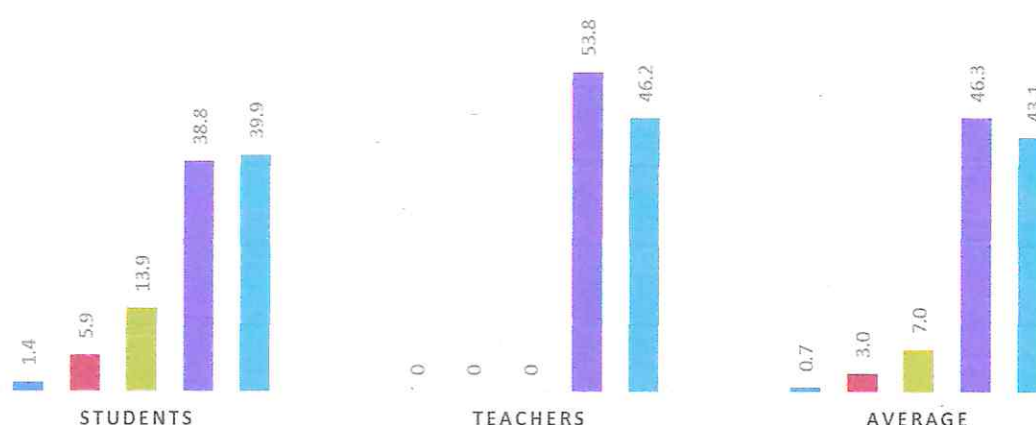


Q. 4) Rate the revision of the syllabus as beneficial to constructive learning and the development of problem-solving abilities.

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Students	1.4	5.9	13.9	38.8	39.9
Teachers	0	0	0	53.8	46.2
Average	0.7	3.0	7.0	46.3	43.1

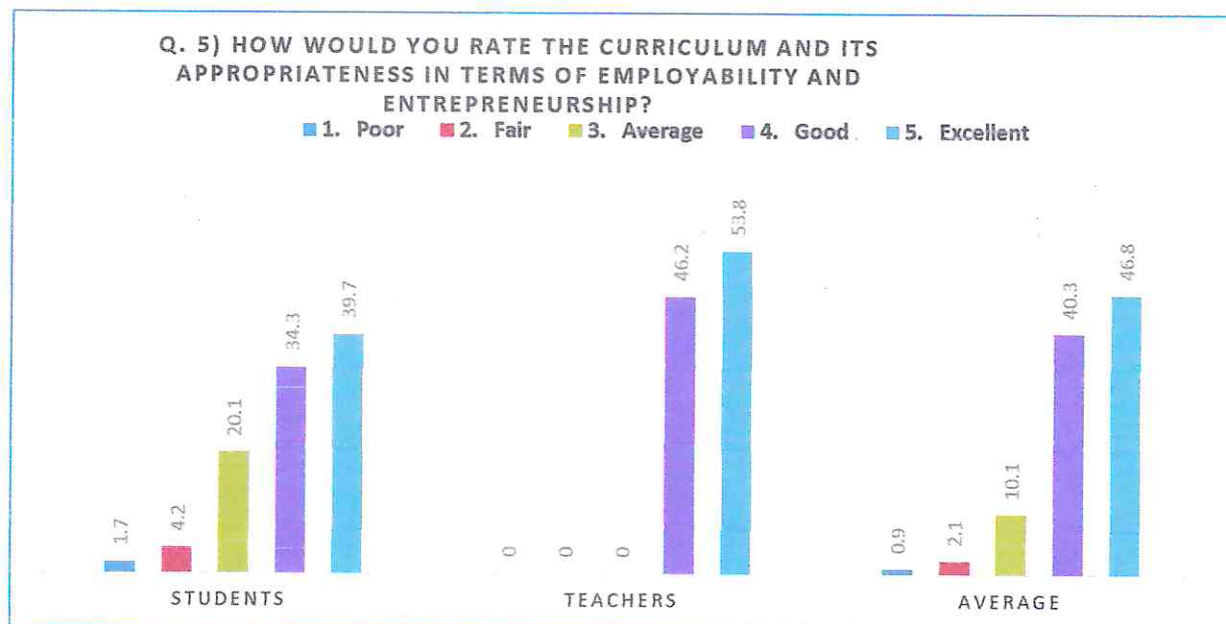
Q. 4) RATE THE REVISION OF THE SYLLABUS AS BENEFICIAL TO CONSTRUCTIVE LEARNING AND THE DEVELOPMENT OF PROBLEM-SOLVING ABILITIES.

■ 1. Poor ■ 2. Fair ■ 3. Average ■ 4. Good ■ 5. Excellent



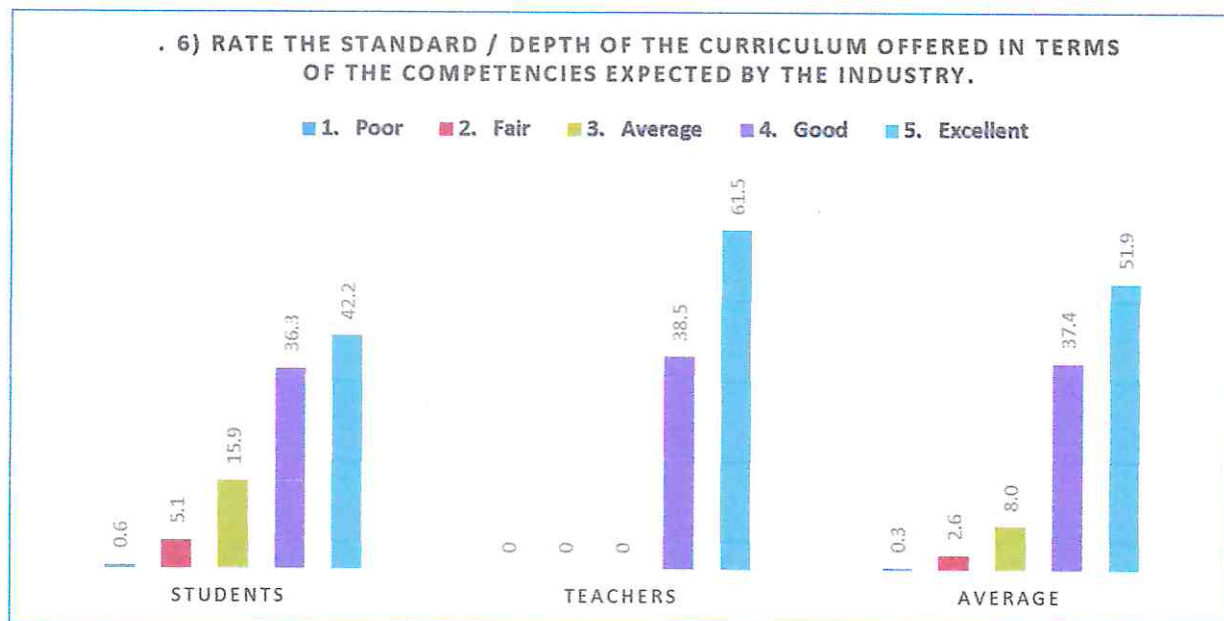
Q. 5) How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship?

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Students	1.7	4.2	20.1	34.3	39.7
Teachers	0	0	0	46.2	53.8
Average	0.9	2.1	10.1	40.3	46.8



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

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Students	0.6	5.1	15.9	36.3	42.2
Teachers	0	0	0	38.5	61.5
Average	0.3	2.6	8.0	37.4	51.9



Summarised Analysis:

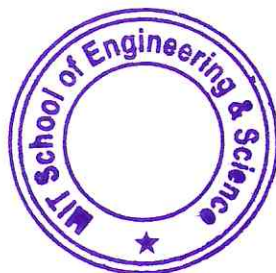
Average of all questions rated shared with the all stakeholders

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Q.1	0.85	2.4	8.65	49.45	38.65
Q.2	0.3	2.25	7.65	38.25	51.55
Q.3	0.85	2	11.05	38.55	47.6
Q.4	0.7	2.95	6.95	46.3	43.05
Q.5	0.85	2.1	10.05	40.25	46.75
Q.6	0.3	2.55	7.95	37.4	51.85
Average	0.64	2.38	8.72	41.70	46.58

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



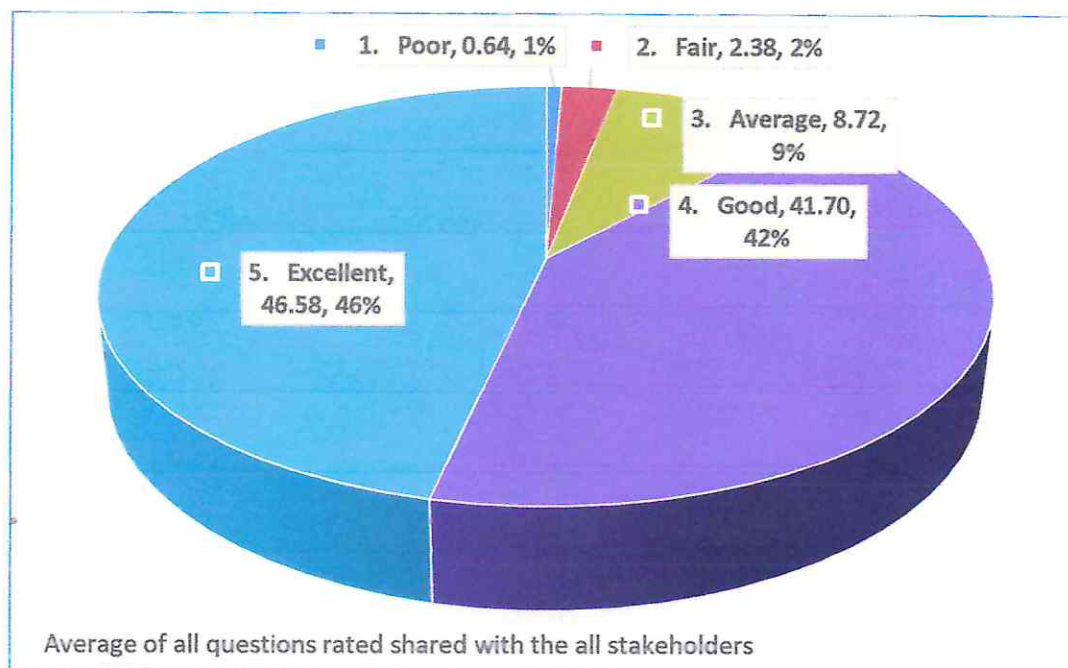

Feedback Coordinator




HEAD
Department of Applied Science & Humanities
School of Engineering & Science,
MIT ADT University Pune

Overall Impression:

Stakeholders	1. Poor	2. Fair	3. Average	4. Good	5. Excellent
Average	0.64	2.38	8.72	41.70	46.58



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4. Pertinent pointers identified & drawn to enhance the learning effectiveness

I. Pertinent pointers identified in Part A (Q.1 TO Q.6) from comparison of stakeholders:

The analysis indicates that a majority of stakeholders rated the curriculum as Good (41.70%) and Excellent (46.58%). 91% of respondents rated the curriculum as Good or Excellent, reflecting overall stakeholder satisfaction. The key observations are as follows:

- The curriculum provides a **strong foundation in fundamental engineering concepts and applied sciences**.
- Course objectives are **clearly defined, communicated, and achievable**.
- The curriculum demonstrates **relevance to diverse engineering disciplines** and supports interdisciplinary learning.
- Adequate emphasis is placed on **skill development, critical thinking, problem-solving, and communication skills**.
- The curriculum promotes **holistic student development** through academic, technical, and professional skill enhancement.
- The course structure is **systematic, coherent, accessible, and aligned with contemporary academic and industry expectations**.
- The syllabus is generally completed within the prescribed academic schedule.
- Stakeholders appreciated the **student-centric teaching-learning approach and faculty support**.

II. Pertinent pointers identified in Part B (Q.7 TO Q.9) from comparison of stakeholders:

Comparison of Feedback from Different Stakeholders: Key Observations

Based on the comparative analysis of feedback from various stakeholders, the following strengths and areas for improvement have been identified:

Strengths

- **Comprehensive Foundation:** The curriculum effectively covers fundamental engineering concepts, ensuring a strong academic base across multiple disciplines.
- **Interdisciplinary Exposure:** Inclusion of courses such as branch-specific workshops, Design Thinking, English Communication, and Skill Development enhances students' versatility beyond core academics.
- **Diverse Subject Range:** broad spectrum of subjects is offered, contributing to a well-rounded and robust foundational education.
- **Timely Syllabus Completion:** Courses are delivered efficiently with syllabus coverage maintained as per academic schedules.

- **Structured and Coherent Design:** The curriculum is well-organized, providing clarity and systematic progression of learning.
- **Balanced Academic Rigor:** Core subjects are thoroughly addressed, supporting the development of both theoretical and practical competencies.
- **Skill Development Focus:** Emphasis on critical thinking, problem-solving, and communication helps students develop essential 21st-century skills.
- **Qualified Faculty and Student-Centric Approach:** Stakeholders appreciated the experienced faculty and the institution's focus on students' overall development.
- **Flexibility and Accessibility:** The curriculum is perceived as adaptable and easy to comprehend for first-year learners.
- **Holistic Development through SHD (Student Holistic Development):** Special attention to personal growth and character development is embedded in the curriculum design.
- **Modern and Relevant Content:** The curriculum is up-to-date, aligning with current academic and industry expectations.

Areas for Improvement

Based on the comparative analysis of feedback, the following areas have been identified for continuous improvement:

- Increase application-oriented and hands-on learning through practical activities and real-world problem-solving.
- Integrate more real-life examples, engineering applications, and case studies into course delivery.
- Strengthen Experiential Learning, Participative Learning, Problem-Based Learning, and Project-Based Learning.
- Increase industry interaction through expert lectures, webinars, seminars, workshops, industrial visits, and field-based learning.
- Encourage greater student engagement through collaborative activities, group discussions, and interdisciplinary projects.



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5. Communication letters of 'Action Taken', as representative samples

Feedback was collected from key stakeholders, including students and faculty members, and subsequently analyzed by the departmental committee. Based on the feedback analysis and deliberations at the departmental level, the following actions have been **implemented or proposed for continuous curriculum enhancement**:

The following key observations were identified and recommended for further action during the upcoming Board of Studies (BoS) meeting:

- Value-Added Courses (VACs) focusing on emerging technologies and interdisciplinary skills are conducted regularly.
- Students and faculty are encouraged to undertake NPTEL/MOOC/SWAYAM certifications.
- Hands-on workshops, experiential activities, case studies, and application-oriented learning are integrated into course delivery.
- Project-based and problem-solving activities are promoted to strengthen practical competencies.
- Expert lectures, technical talks, webinars, and industry interactions are organized to enhance practical exposure.
- Industrial visits are promoted to connect academic learning with real-world applications.
- Proposed Further integration of real-world case studies and interdisciplinary engineering applications in the curriculum.
- Proposed: Periodic review and updating of course content and teaching-learning methodologies based on stakeholder feedback, emerging technologies, and industry requirements.
- Proposed: Strengthening of mechanisms for continuous curriculum improvement and outcome-based teaching-learning practices.


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School of Engineering and Sciences
Department of Applied Sciences and Humanities

Planning for Revision and Updating of the Syllabus as per the Action Taken Report on Curriculum Feedback of A.Y. 2025–26

Department of Applied Sciences and Humanities (ASH), SOES,

The following points will be discussed in the forthcoming **Board of Studies (BoS)** meeting:

- To discuss and approve the introduction of **Value-Added Courses (VAC)** focusing on emerging technologies and interdisciplinary skills.
- To discuss initiatives for **NPTEL/MOOC/SWAYAM** certifications, **expert lectures, workshops, industrial visits, and internships** to enhance student competencies and industry readiness.
- To strengthen **Experiential Learning, Participative Learning, Problem-Based Learning, and Project-Based Learning** in course delivery.
- To integrate **industry-oriented case studies, real-world engineering applications, and hands-on activities** into the curriculum.
- To deliberate on measures for enhancing the quality of **teaching, learning, assessment, and academic support** within the department.
- To strengthen **interdisciplinary learning and engineering applications of mathematics and basic sciences** across various engineering disciplines.
- To review mechanisms for **continuous curriculum improvement** based on feedback from students, teachers, alumni, employers, and academic peers.



Feedback Coordinator



**HoD
HEAD**

**Department of Applied Science & Humanities
School of Engineering & Science,
MIT ADT University, Pune**

MIT ADT University
School of Engineering and Sciences
Department of Applied Sciences and Humanities

Letter to Stakeholders

To,
All Stakeholders

Subject: Communication of Curriculum Feedback and Action Taken – FY B.Tech. (ASH Department)

Thank you for your valuable feedback on the **FY B.Tech. curriculum and teaching-learning practices for A.Y. 2025–26**. The feedback highlighted the need to strengthen **experiential learning, practical applications, industry relevance, and student engagement**. The suggestions were discussed and considered for continuous curriculum improvement.

Suggestions and Action Taken

Students:

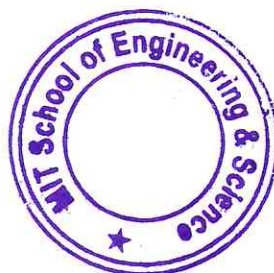
- Introduction of **Value-Added Courses (VAC)** on emerging technologies and interdisciplinary skills
- Incorporate real-world engineering applications and case studies.
- Increase hands-on and experiential learning activities through project-based and problem-solving learning.
- Conduct more workshops, expert interactions, and industry visits.

Teachers:

- Integrate industry-oriented case studies and practical applications into course delivery.
- Enhance experiential, participative, and problem-based learning methodologies.
- Increase the scope and depth of hands-on activities, practical sessions, and application-oriented projects.
- Encourage student to participate in **NPTEL/MOOC/SWAYAM certifications**.
- Continuously review and update the curriculum based on stakeholder feedback and emerging technological trends.

The Department of Applied Sciences and Humanities (ASH) is committed to continuous quality improvement and enhancing students' practical skills, problem-solving abilities, and industry readiness.


Feedback Coordinator




**HoD
HEAD**
Department of Applied Science & Humanities
School of Engineering & Sciences
MIT ADT University

Communication of Curriculum Feedback letter to stakeholders by email.

7/28/25, 11:20 AM

MIT University Mail - Communication of Curriculum Feedback and Action Taken - FY B.Tech. (ASH Department)



Dr. Sunil Thakare <sunil.thakare@mituniversity.edu.in>

Communication of Curriculum Feedback and Action Taken - FY B.Tech. (ASH Department)

1 message

Dr. Sunil Thakare <sunil.thakare@mituniversity.edu.in>

Tue, Jul 28, 2025 at 11:18 AM

To: poojarishrinidhi022@gmail.com

Cc: Vinayak Dhumale <vinayak.dhumale@mituniversity.edu.in>

Bcc: Sarthak Kalbhor <sarthak.kalbhor16@gmail.com>, Siddhant Deshmukh9110@gmail.com, yashrajshirsagar03@gmail.com, gaikwadshubh4915@gmail.com, dhanshreebapardekar@gmail.com, Chaudharirushi4242 <chaudharirushi4242@gmail.com>, pranaydalvi04.pd@gmail.com, Sandesh Survasse <survasse.sandesh07@gmail.com>, Uttam Sharma <uk829877@gmail.com>, Omkar Gosavi <omkargosavi71743@gmail.com>, Yash Ahirekar <ahirekaryash43@gmail.com>, Sanjog Kotkar <sanjogkotkar170@gmail.com>, piyushborge01@gmail.com, PRUTHVIRAJ MAGAR IX B <pruthvimagar1@gmail.com>, adibroff20@gmail.com, Adarsh Deokar <deokaradarsha2232@gmail.com>, Tejas Landge <tejaslandge49@gmail.com>, Vaishnavi Patil <patilvaishnavi667@gmail.com>, rohanxgaikwad@gmail.com, deoremunal739@gmail.com, Shreyan Sodha <sdsodha0@gmail.com>, vickymote08@gmail.com, janhavibhojwani15.6@gmail.com, Namita <namita.c0045@gmail.com>, shreyasasure04@gmail.com, divyandwivedi1772@gmail.com, Shiny Lobo <shinylobo07@gmail.com>, ishitad4296@gmail.com, Sanchika Gonnade 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dipanxdi1@gmail.com, Swarangi Inamdar <swarangiinamdar@gmail.com>, bhondavesnehal14@gmail.com, jadhavkhatras@gmail.com, kanishkashukla5707@gmail.com, Saiyam Jain <saiyumyummy@gmail.com>, Om Patil <ompatil4521@gmail.com>, mohammadaqilshikh@gmail.com, shubhamdhakate25@gmail.com, OM DAVE <omdave2020@gmail.com>, Prasanna Kadam <prasannakadam06@gmail.com>, "Ram Sharma.M" <sharma10mr@gmail.com>, prateekairborne8@gmail.com, Vishant Patil <patilvishantsharad20@gmail.com>, Muserrat Inamdar <museratinamdar@gmail.com>, Ram Bhavsar <rambhavsar101@gmail.com>, achalke3105@gmail.com, Varad Madalgi <varadmadalgi3112@gmail.com>, Disha Kawashte <kawashtedishu@gmail.com>, Ganesh <ganeshsavartkar4748@gmail.com>, bhagwatprachi3@gmail.com, premmore4141@gmail.com, sansku Dhole <sanskutidhole@gmail.com>, lahareesatyam9@gmail.com, rokadeanway06@gmail.com, rb2746456@gmail.com, Riya Kadur <31riyakadur@gmail.com>, Dhruv Joshi <gopaljoshi231947@gmail.com>, Avantika Singh <singavantika21@gmail.com>, Chaitanya Nemade <chaitanya.nemade7@gmail.com>, sohampale1016@gmail.com, Shridhar Mahamuni <shridharmahamuni24@gmail.com>, Ashka Yadav <yadavashka8@gmail.com>, jaindrashya525@gmail.com, rautmayur4455@gmail.com, Viraj Sapkal <virajsapkal822@gmail.com>, Suraj Mishra <surajmishra2088@gmail.com>, Harshita kumari <harshitakumari7346@gmail.com>, kalepratishtha891@gmail.com, SUREKHA KADLAG <abhimanyukadlagg@gmail.com>, jadhavrohan7474@gmail.com, Swaraj Rasal <swarajrasal206@gmail.com>, Utsav Awachar <utsavawachar61@gmail.com>, charthalkunal@gmail.com, Yug Kanani <yug.kanani010@gmail.com>, sharvilakhe2005@gmail.com, Ahsan Syed <syedahsan56@gmail.com>, shreyashipare0@gmail.com, auparge@gmail.com, Bhumika Pawar <bhumika.pawar027@gmail.com>, mawalkararika05@gmail.com, atharvmane604@gmail.com, Soubhagini Behuria <soubhaginibehuria1980@gmail.com>, Varadraj Kanse <varadrajkanse602@gmail.com>, Vaibhav Vishek <vishekvaibhav@gmail.com>, sundram.920079.singh@gmail.com, RUDRAKSH DAMBOLE 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<sanskritsakhare2@gmail.com>, Abel Joseph <abelxoo2007@gmail.com>, Hamza <hamzshaikh16@gmail.com>, Soham Shirsath <sohamshirsath77@gmail.com>, Vishwajeet Sherkhane <vishwajeetsherkhane370@gmail.com>, prathameshthokar745@gmail.com, Prasad Bagguri <prasad.bagguri@gmail.com>, SHIVAM DHUMAL <shivdhumal40@gmail.com>, chandankhedeparth@gmail.com, singhmanuraj51@gmail.com, swarajpotphode9@gmail.com, Naman Jay <namanjay064@gmail.com>, Purvi Ghosh <purvi.rimpi@gmail.com>, sanbho311007@gmail.com, phenanyss@gmail.com, Saanvi Pandit <saanvipandit70@gmail.com>, tejas patewad <tejaspatewad21@gmail.com>, Parth Patil <parthpatil15555@gmail.com>, Nikhil Bhagat <nikhilbhagat7107@gmail.com>, Vaibhavi Naikde <sskv6390@gmail.com>, sp6136629@gmail.com, shozeensayyed@gmail.com, aazeensayyed716@gmail.com, SHREYASH KULKARNI <shreyashkulkarni.2007@gmail.com>, yashpawar0712@gmail.com, Piyush Ahire <piyushahire0806@gmail.com>, Nishant Markad <nishantmarkad@gmail.com>, Riddhi Pagare <pagareriddhi70@gmail.com>, Aditya Karri <adityakarri689@gmail.com>, Rushikesh Karad <rushikeshkarad2244@gmail.com>, Shreyash Darade <shreyashdarade2007@gmail.com>, shaikh danish <shaikhdanishneptune@gmail.com>, piyushkohale2006@gmail.com, "Neel.R Aher" <neelraher@gmail.com>, Priyanshu Gandhi <priyanshu02605@gmail.com>, sushantmunde1527@gmail.com, Soham Anande <sohamanande445@gmail.com>, Ayush Yaduvanshi <ayushyaduvanshi131@gmail.com>, gadekarsavita3@gmail.com, sj512541@gmail.com, Adwait Waghode <adwaitwaghode77@gmail.com>, Harshal Rathod <hr7169711@gmail.com>, Rana Shinde <ranashinde3105@gmail.com>, Jignesh Borse <jiggi.borse@gmail.com>, vlgobbur2007@gmail.com, Venkatesh Giri <vsg02022007@gmail.com>, Tanmay bhise <tanmaybhise7575@gmail.com>, Namadev <namadev546@gmail.com>, Mandar Pai <mandarpai007@gmail.com>, "Mrunalbhosale speedtail.racing" <mrunalbhosale.speedtail.racing@gmail.com>, atharvanarale17@gmail.com, Sarthakraj Gaikwad <sarthakrajgaikwad4@gmail.com>, Saksham <sakshamwadkar3312@gmail.com>, Sujal Dake <dakesujal@gmail.com>, Om A Harpale <omharpale99@gmail.com>, Aniket Haridas Sadgar <aniket.sadgar100@gmail.com>, Aryan Bhise <aryanbhise4@gmail.com>, maheshjadhav957901@gmail.com, Sayaji Shinde <sayajishinde18@gmail.com>, kharadeparth2007@gmail.com, Sarthak Barskar <sarthakbarskar818@gmail.com>, kartik Gamne <kartikgamne3@gmail.com>, Shambhuraje Randive <shambhurajerandive4@gmail.com>, atharvkadbhane@gmail.com, harshgawal2k05@gmail.com, Ishan More <ishanmore2008@gmail.com>, rehan10632000@gmail.com, maparisameers@gmail.com, Vaishnavi Deokar <vaishnavideokar243@gmail.com>, rspande9999@gmail.com, bhaikravi.shere2007@gmail.com, kathuriasara@gmail.com, Sakshi Yede <yedesakshi7@gmail.com>, Prakash <0000000prakash@gmail.com>, jaybhaskar.2202@gmail.com, Sparsh Masharkar <sparshmasharkar121@gmail.com>, Om Jadhav <om6138301@gmail.com>, yogini <yoginiwadafale@gmail.com>, balrammunde1277@gmail.com, Tanishq Virkar <tanishqvirkar718@gmail.com>, SHIVAM POOJARI <shivampoojaric7@gmail.com>, Niharika Duggu <niharikaduggu07@gmail.com>, magarshlok@gmail.com, 35 Dinkar Kubal <kubaldinkar33@gmail.com>, spatharva76@gmail.com, Shashwat Bharsakle <shashwatbharsakle@gmail.com>, Ashkan Tamboli <tamboliashkan79@gmail.com>, Aditya raju <adityakharade571@gmail.com>, Prashansa Jadhav <prashansajadhav4@gmail.com>, vedparte147@gmail.com, Chaitanya Kalel <chaitanyakalel106@gmail.com>, Harshal Ingale <iamcoolharshal24@gmail.com>, Prany Rajput <pranyrajput7@gmail.com>

To,

All Stakeholders

Thank you for your valuable feedback on the FY B.Tech. curriculum and teaching-learning practices for A.Y. 2025-26. The feedback highlighted the need to strengthen experiential learning, practical applications, industry relevance, and student engagement. The suggestions were discussed and considered for continuous curriculum improvement.

The Department of Applied Sciences and Humanities (ASH) is committed to continuous quality improvement and enhancing students' practical skills, problem-solving abilities, and industry readiness.

Feedback Coordinator

Dr. Sunil Thakare

Thanks and Regards,
Prof. Dr. Sunil B. Thakare
Assistant Professor
Department of Applied Sciences and Humanities
School of Engineering and Sciences,
MIT Art, Design and Technology University, Pune.
<https://mituniversity.ac.in/>



MIT-ADT
UNIVERSITY
PUNE, INDIA
A Leap Towards World Class Education

7/28/26, 11:20 AM

MIT University Mail - Communication of Curriculum Feedback and Action Taken – FY B.Tech. (ASH Department)

 Letter to stakeholders.pdf
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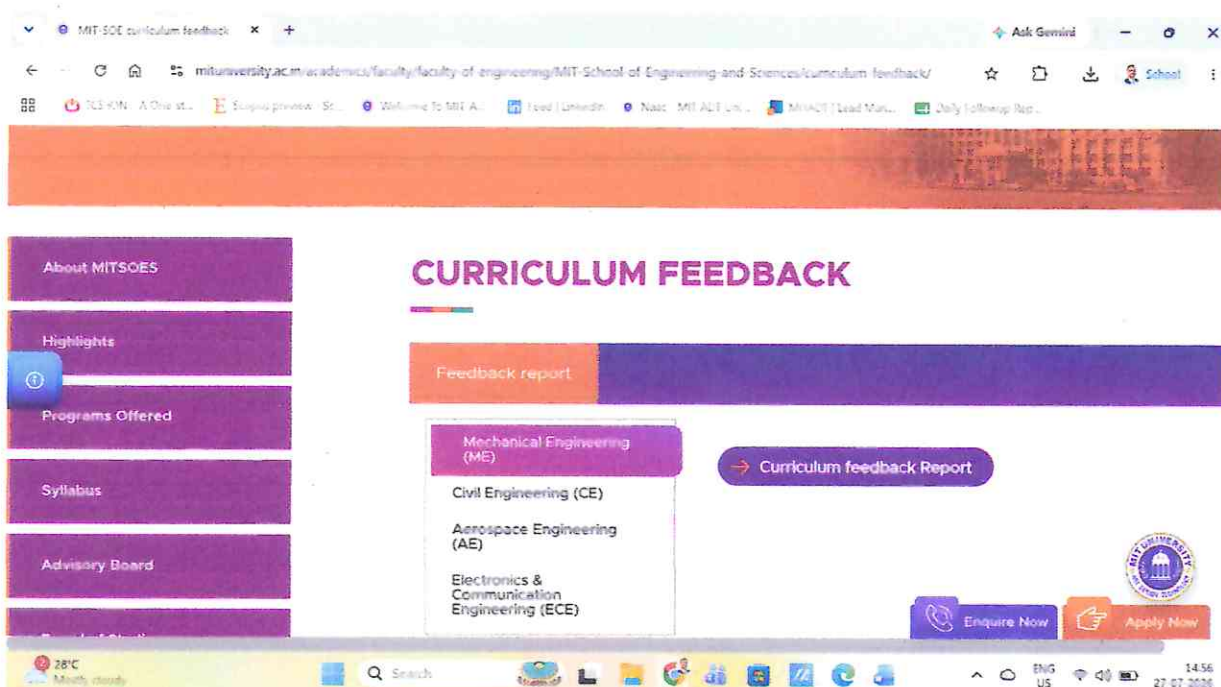
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MIT ADT University Pune

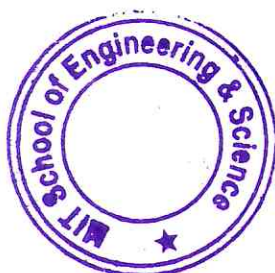
6. Screenshot of the Feedback Report displayed on website

The feedback received from key stakeholders, including **students and faculty members**, was systematically collected and analyzed by the departmental committee. The **Feedback Report and its analysis are displayed on the University website** for information and transparency.



Feedback Coordinator

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Department of Applied Science & Humanities
School of Engineering & Science,
MIT ADT University Pune



7. MoM of BoS

The following are MoM of 17th BoS conducted for ASH Department.



MIT Art, Design & Technology University, Pune
(Established by Govt. of Maharashtra by MIT ADT University ACT No. XXXIX of 2015)

School of Engineering & Sciences

Department of Applied Science and Humanities



**MIT-ADT
UNIVERSITY**
PUNE, INDIA
A Little Beyond the World, Great Knowledge

Minutes of the 17th Board of Studies Meeting

Subject: Mathematics

For

School of Engineering and Sciences &

School of Computing

Department of Applied Science & Humanities

Wednesday 27th May 2026 Time: 11.00 am to 12.15 pm

Venue: Conference Hall (online mode)

The meeting commenced with a welcome address by Prof. Dr. Shalini Garg, who warmly welcomed all the members and expressed gratitude for their presence and valuable contributions toward the academic development of the ASH Department.

Dr. Sunil Thakare presented a brief report on the departmental activities, highlighting the academic calendar, staff and student development initiatives, examination schedule, and curriculum feedback received from stakeholders.

The agenda items were then taken up for discussion.

Sr. No.	Discussion Points
1.	Discussion and approval of the minutes of the previous meeting.
2.	Discussion and approval of the mathematics syllabus for Robotics and AI Program. Mathematics syllabus for semester-2: Computational methods for AI Mathematics syllabus for semester-3: Probability and Statistics for AI
3.	Any other Points with permission of BoS Chairperson

For the meeting following BOS members were present:

1. Prof. Dr. Shalini Garg, Chairperson and Dean Associate, ASH, SoC
2. Dr. Vinayak Dhumale, HoD, SoES
3. Prof. Dr. Y. M. Borse, SPPU Pune, External BoS Member (Online)
4. Prof. Dr. Kiran Dalvi, CoE, Pune, External BoS Member (Online)
5. Dr. Krishna Kumar, Internal BoS Member, AS&H, SoC
6. Dr. Sunil Thakare, Internal BoS Member, AS&H, SoES



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MIT Art, Design & Technology University, Pune
(Established by Govt. of Maharashtra by MIT ADT University ACT No. XXXIX of 2015)

School of Engineering & Sciences

Department of Applied Science and Humanities



**MIT-ADT
UNIVERSITY**
PUNE, INDIA
A Leap Towards World Class Education

7. Dr. Vikas Kulal, members, AS&H, SoES
8. Dr. Ruma Saha, members, AS&H, SoC
9. Dr. Saroj Yadav, members, AS&H, SoES
10. Dr. Manish Chaudhari, members, AS&H, SoES
11. Dr. Mahesh Jayaswal, members, AS&H, SoES

Agenda 1: Discuss and approve the minutes of the previous meeting.

- The minutes of the previous Board of Studies meeting were presented before the members for review and discussion. The members carefully reviewed the proceedings and expressed satisfaction with the actions taken.
- Resolution: The minutes of the previous meeting were unanimously approved by the Board.

Agenda 2: Discussion and approval of mathematics syllabus for Robotics and AI Program, Computational methods for AI, Probability and Statistics for AI and discussion on curriculum feedback received from stakeholders.

- Dr. Saroj Yadav and Dr. Vikas Kulal presented the proposed syllabus for Computational methods for AI. Dr. Manisha Chaudhari presented the proposed syllabus of Probability and Statistics for AI from the Academic Year 2025-26.
- The members discussed the course structure, course outcomes, relevance of topics, and alignment of the syllabus with the requirements of Robotics and Artificial Intelligence program. Suggestions regarding books, reference books, application based problems to industry relevance, mathematical modeling, and advanced analytical concepts were also discussed. The BoS advised emphasizing to change in hours required for concepts to improve student engagement and engineering relevance and the textbooks on AI to be added in Sem-II and Sem-III syllabus.
- Based on the curriculum feedback received, it was suggested that students should be encouraged to apply mathematical tools and modeling techniques to foster creativity, analytical thinking, and overall skill development.
- After detailed deliberation, the members appreciated the syllabus design and recommended its implementation.
- Resolution: The Board unanimously approved the syllabus.
- The key points were discussed in the BoS meeting based on curriculum feedback received from stakeholders for AY 2025-26: strengthening Value-Added Courses (VAC), certifications, and industry exposure; promoting experiential, participative, problem-based, project-based, and application-oriented learning; enhancing interdisciplinary learning and engineering applications; improving teaching, learning, and assessment quality; and ensuring continuous curriculum improvement through stakeholder feedback.



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Agenda 3: Any other Points with permission of BoS Chairperson.

- The Chairman presented the student curriculum feedback for AY 2025-26, which reflected a highly positive response from the stakeholders.
- The Chairperson-proposed revising the target level of CO-PO mapping in the existing course structure.
- No additional points were raised for discussion.

Dr. Sunil Thakare
Assist. Prof. SOES

Dr. Vinayak Dhumale
HoD, SOES

Dr. Shalini Garg
Chairperson, BoS
Associate Dean, ASH



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Annexure I

Name of program: Robotics and AI

Subject: - Mathematics

1. Number of the new courses introduced in the program:

Under Graduate (UG): 02

Post Graduate (PG): Nil; Ph. D.: Nil

Sr. No.	Course Name	Course code
1.	Differential Equations and Computational Methods for AI (SEM-II)	26ASH1122
2.	Probability and Statistics for AI (SEM-III)	26ASH1132

2. Status of implementation of CBCS / Elective Course System (ECS):

Adopted: Elective Course System (ECS)

3. Percentage of content added or replaced in the syllabus:

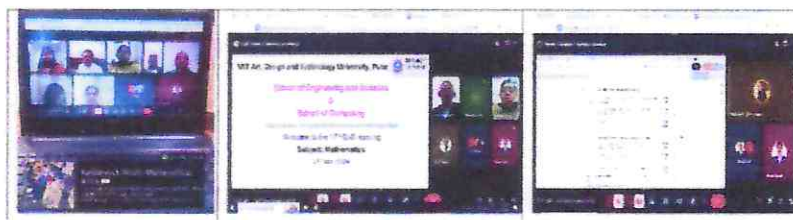
Under Graduate (UG): 100

Post Graduate (PG): Nil; Ph. D.: Nil

4. Action taken by considering the pertinent points from the different stakeholders on curriculum feedback: For AY 2025-26, Feedback from stakeholders is Satisfactory.

5. If any necessary details willing to add: Nil

6. Geotagged photographs (if any): --



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8. Conclusion

Summary of Feedback, Analysis, and Action Taken for A.Y. 2025–26

This report summarizes the stakeholder feedback received, its analysis, and the actions taken for the academic year 2025–26. The key recommendations and action plans were discussed in the Board of Studies (BoS) and Academic Council (AC) meetings. Further actions arising from these discussions will be reviewed and documented in subsequent BoS meetings.

The outcomes and recommendations have been communicated to the concerned departments for necessary consideration and implementation. The Department of Applied Sciences and Humanities (ASH) will continue to systematically collect, analyze, and review stakeholder feedback to support continuous curriculum improvement. The relevant findings and recommendations will be presented in future ASH BoS meetings for further consideration and necessary action.



Head of Department / BoS Chairman

Department of Applied Sciences and Humanities (ASH)

School of Engineering and Sciences

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