



MIT - ADT UNIVERSITY, PUNE

IQAC

Report on Structured feedback From Stakeholders

Applied Arts | Painting | Sculpture



2021-22

CONTENT

Content		Page No
(1)]	Filled –in feedback Forms	4 - 49
	Filled in feedback forms of three students (i) Top Ranker, (ii) Slow Learner (iii) Student from Category, as representative samples	5 - 16
1	Filled –in feedback Forms of three Teachers (i) Professor, (ii) Associate Professor (iii) Assistant Professor, as representative samples	17 - 26
	Filled –in feedback Forms of three Employers (i) Industry, (ii) Research Organisation (iii) Govt. Sector or NGO	-
1	Filled –in feedback Forms of three Alumni (i) Top Ranker, (ii) Female Student (iii) Student from Category, as representative samples	27 - 41
(2)	Analysis of Feedback with Graphical Representation	42 – 46
(3) (Comparison of Feedback of different Stakeholders	47
	Pertinent pointers identified & drawn to enhance the learning effectiveness	-
	Communication letters of 'Action Taken', as representative samples	48
(6)	Conclusion	48
(7)	Screenshots of the Feedback Report displayed on the website	49
	Basis of Planning the Revision or Updating the Syllabus based on the Feedback	50
(9)]	MoM of BoS and Academic Council on Feedback	



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' 2021-22, 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.

Asst Prof Avni Jindal

IQAC Coordinator at School Level

MIT School of Fine Arts and Applied Arts

Prof Dr Milind Dhobley Dean Faculty of Arts,

Fine Arts & Performing Arts

(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
- (b) Filled –in feedback Forms of three Teachers (i) Professor, (ii) Associate Professor (iii) Assistant Professor, as a representative sample
- (c) Filled -in feedback Forms of three Parents
- (d) Filled –in feedback Forms of three Alumni (i) Top Ranker, (ii) Female Student (iii) Student from Category, as a representative sample



(a) Filled in feedback forms of three students (i) Top Ranker

STUDENT FEEDBACK FORM AY 21-22

As we progress into a new Academic year, MIT SoFA is of the opinion that students' feedback on curriculum would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. The practice would also help keep the programs, courses and curriculum to the mark.

This form is part of the Institute's comprehensive approach to curriculum development and consider next steps in learning and overall development.

A student will have to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will not be revealed.

Email *	
kimaya.chougule@gmail.com	
The second secon	
PRN*	
MITU19BFAA0015	
Mobile Number *	
7219560929	
Alternate Mahile Number	
Alternate Mobile Number	



Enrolled Programme *		
● BFA		
○ MFA		-
O PMFA		A CONTRACTOR OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN
		}
Department *		
Applied Arts		
Painting		
Sculpture		
○ Art Therapy		
		J
Academic Batch (Year of admission) *		
2019-20		
2020-21		A Company
2021-22		
		1
Current Semester *		
SEMESTER 3		
○ SEMESTER 5		1
SEMESTER 7	,	1
	AD	1

Overall Syllabus Structure How would you rate the overall curriculum for your chosen program (BFA/MFA)? * Excellent Very Good Good Fair Below Average How do you rate the academic syllabus and initiatives taken by the college to bridge the gap * between industry & academia Excellent Very Good Good Good Good Fair

O Below Average



Considering the design of the curriculum rate the scope for employability, and * entrepreneurship	The second second
○ Excellent	
Very Good	
○ Good	
○ Fair	
O Below Average	
Does the curricula include 'Research Component' and strike the right balance between the *theory, practical and project-learning, training, internship?	
○ Excellent	
○ Very Good	-
⊚ Good	-
○ Fair	
O Below Average	
Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in real-life situations (relevance to the local, national, regional and global current trends)	k
○ Excellent	-
Very Good	
Good	
○ Fair	-
O Below Average	AC
MIT	SCH INE

STUDENT FEEDBACK FORM AY 21-22

As we progress into a new Academic year, MIT SoFA is of the opinion that students' feedback on curriculum would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. The practice would also help keep the programs, courses and curriculum to the mark.

This form is part of the Institute's comprehensive approach to curriculum development and consider next steps in learning and overall development.

A student will have to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will not be revealed.

Email *	
pranaychandane5@gmail.com	
	- make a second of the second
The state of the s	management() sometimes delicated commence and the second
PRN *	
MITU19BFAA0013	
	All and the second seco
Mobile Number *	
7057568904	
Alternate Mobile Number	
7057568904	



Enrolled Programme *	
● BFA	
○ MFA	
O PMFA	
Department *	
Department	
Applied Arts	
Painting	
O Sculpture	
O Art Therapy	
Academic Batch (Year of admission) *	
2019-20	
2020-21	
O 2021-22	
Current Semester *	
SEMESTER 3	
SEMESTER 5	
SEMESTER 7	
	ADM
	MIT SCHOOL OF FINE ARTS
	ARTS

Overall Syllabus Structure

How would you rate the overall curriculum for your chosen program (BFA/MFA)? *
Excellent
○ Very Good
○ Good
○ Fair
O Below Average
How do you rate the academic syllabus and initiatives taken by the college to bridge the gap * between industry & academia
between industry & academia
Excellent
Excellent Very Good



I de la decima of the graniculum rate the seems for om	nolovability and *
onsidering the design of the curriculum rate the scope for em atrepreneurship	ipioyability, and
Excellent	
) Very Good	
) Good	
) Fair	
Below Average	
Does the curricula include 'Research Component' and strike the heory, practical and project-learning, training, internship?	ne right balance between the *
Excellent	
Very Good	
Good	
Fair	
Below Average	*
Rate the overall curriculum structure and its relevance to acquireal-life situations (relevance to the local, national, regional ar	uiring problem-solving skills in * nd global current trends)
Excellent	
○ Very Good	
Good	
○ Fair	
Below Average	AD
	MITSCH
	A A A PT

Filled in feedback forms of three students (i) Category student

STUDENT FEEDBACK FORM AY 21-22

As we progress into a new Academic year, MIT SoFA is of the opinion that students' feedback on curriculum would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. The practice would also help keep the programs, courses and curriculum to the mark.

This form is part of the Institute's comprehensive approach to curriculum development and consider next steps in learning and overall development.

A student will have to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will not be revealed.

Email *	
prakki.anvi14@gmail.com	
PRN *	
MITU19BFAA0063	-
Mobile Number *	
9618164253	
Alternate Mobile Number	
Alternate Wobile Number	



produce to serve the serve at the server at	
Enrolled Programme *	
	5
● BFA	
○ MFA	
PMFA	W
	The party of the same of the s
Department *	
Applied Arts	
Painting	
Sculpture	
Art Therapy	#
Academic Batch (Year of admission) *	
Academic Batch (real of admission)	_
© 2019-20	
2020-21	
2021-22	
Current Semester *	
SEMESTER 3	
O SEMESTER 5	
SEMESTER 7	
	ADF

Overall Syllabus Structure

How would you rate the overall curriculum for your chosen pr	ogram (BFA/MFA)? *
Excellent	
Very Good	
Good	*
○ Fair	
Below Average	
How do you rate the academic syllabus and initiatives taken between industry & academia	by the college to bridge the gap *
	by the college to bridge the gap *
between industry & academia	by the college to bridge the gap *
between industry & academia Excellent	by the college to bridge the gap *
Excellent Very Good	by the college to bridge the gap *
Excellent Very Good Good	by the college to bridge the gap *



Excellent Very Good Good Fair Below Average Does the curricula include 'Research Component' and strike the right balance between the * theory, practical and project-learning, training, internship? Excellent Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair Below Average	Considering the design of the curriculum rate the scope for employability, and * entrepreneurship
Good Fair Below Average Does the curricula include 'Research Component' and strike the right balance between the theory, practical and project-learning, training, internship? Excellent Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	○ Excellent
Fair Below Average Does the curricula include 'Research Component' and strike the right balance between the * theory, practical and project-learning, training, internship? Excellent Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	Very Good
Does the curricula include 'Research Component' and strike the right balance between the * theory, practical and project-learning, training, internship? Excellent Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	Good
Does the curricula include 'Research Component' and strike the right balance between the theory, practical and project-learning, training, internship? Excellent Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	○ Fair
theory, practical and project-learning, training, internship? Excellent Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	○ Below Average
theory, practical and project-learning, training, internship? Excellent Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	
Very Good Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	Does the curricula include 'Research Component' and strike the right balance between the * theory, practical and project-learning, training, internship?
Good Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	○ Excellent
Fair Below Average Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	Very Good
Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	Good
Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	○ Fair
real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	Below Average
real-life situations (relevance to the local, national, regional and global current trends) Excellent Very Good Good Fair	
Very Good Good Fair	Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in * real-life situations (relevance to the local, national, regional and global current trends)
Good Fair	○ Excellent
O Fair	Very Good
	Good
Below Average	○ Fair
	Below Average



Prof Dr Milind Dhobley
Dean Faculty of Arts,
Fine Arts & Performing Arts

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

TEACHERS' FEEDBACK ON CURRICULUM

This institute was established with the mission to provide guidance, identifying talent, enhancing potential, and encouraging students to follow their passion and helping them become successful professionals.

Faculty is the most important person in curriculum design, implementation and development, feedback of faculty on curricular aspects are of utmost importance.

The objective of this feedback on curriculum is to update this considering the needs and requirements for student's employability, higher studies or entrepreneurship. Kindly give your response

Email *	
shilkumar.kumbhar@mituniversity.edu.in	
Mobile Number *	ii
8600927686	-
Alternate Mobile Number	
	X
Department *	
Applied	

Designation *	
Assistant Professor HoD	
Associate Professor	
O Professor	
How would you rate the overall curriculum prescribed to the students during their term in college?	*
Excellent	
○ Very Good	
Good	
Fair	
O Below Average	
Considering the design of this curriculum, how would you rate the content, learning outcomes and assessment of the courses offered?	*
○ Excellent	
Very Good	
Good	
○ Fair	
Below Average	



Rate the credit allocation and hours to each course and its appropriateness *
Excellent
○ Very Good
Good
○ Fair
O Below Average
How do you rate the potential of the syllabus for students to acquire analytical, experimental * and practical skills to solve real-world problems? .
Excellent
○ Very Good
○ Good
○ Fair
O Below Average
How would you rate the potential and opportunities created by the syllabus offered to pursue * post-graduation / research in a particular topic?
C Excellent
Very Good
○ Good
○ Fair
O Below Average



Excellent	3
Very Good	
Good	
Fair	
Below Average	
ow would you rate the following a udent competency? Teaching-Lea udy Tours, etc	academic initiatives taken by the college to improve * arning methodologies, Seminars, Workshops, Projects,
) Excellent	
) Very Good	
) Good	
) Fair	
Below Average	
ate the freedom to propose, mod yllabus	lify, suggest and incorporate new topics/ modules in the *
Excellent	y.
Very Good	
Very Good Good	

Rate the freedom to adopt new techniques and strategies of teaching *
O Very Good
Good
○ Fair
O Below Average
Have the components, which you felt were missing in the curriculum, incorporated in the curriculum now for new batches?
○ Yes
No
O Not Required
Any other comments
The curriculum conducted in our college is designed keeping in mind the future needs and will definitely prove useful to the students.
This form was created inside of MIT University.

orm was created inside of MIT University

Google Forms



(b) Filled –in feedback Forms of three Teachers (ii) Associate Professor as a representative sample

TEACHERS' FEEDBACK ON CURRICULUM

This institute was established with the mission to provide guidance, identifying talent, enhancing potential, and encouraging students to follow their passion and helping them become successful professionals.

Faculty is the most important person in curriculum design, implementation and development, feedback of faculty on curricular aspects are of utmost importance.

The objective of this feedback on curriculum is to update this considering the needs and requirements for student's employability, higher studies or entrepreneurship. Kindly give your response

Email * chaitanya.gokhale	amituniversity.edu.in		
Mobile Number 9049799938			
Alternate Mobile	Number		
Department *		 	
Applied			
O Painting			
O Sculpture			Ar

OF FINE ARTS

Designation *	
Assistant Professor	
○ HoD	
Associate Professor	
Professor	
How would you rate the overall curriculum prescribed to the students during their term in college?	*
Excellent	1
○ Very Good	
Good	
○ Fair	
O Below Average	
Considering the design of this curriculum, how would you rate the content, learning outcomes and assessment of the courses offered?	*
Excellent	
○ Very Good	
Good	
○ Fair	
O Below Average	



Rate the credit allocation and hours to each course and its appropriateness *
Excellent
O Very Good
Good
C Fair
O Below Average
How do you rate the potential of the syllabus for students to acquire analytical, experimental * and practical skills to solve real-world problems?
Excellent
○ Very Good
Good
○ Fair
O Below Average
How would you rate the potential and opportunities created by the syllabus offered to pursue * post-graduation / research in a particular topic?
○ Excellent
Very Good
○ Good
○ Fair
O Below Average
ADT



Rate the applicability of syllabi and the	eir relevance to current global scenarios *
Excellent	
Very Good	
Good	
○ Fair	
Below Average	
How would you rate the following acc student competency? Teaching-Lean Study Tours, etc	ademic initiatives taken by the college to improve * rning methodologies, Seminars, Workshops, Projects,
Excellent	e <u>X</u>
O Very Good	
Good	
○ Fair	*.
Below Average	
Rate the freedom to propose, modificult syllabus	fy, suggest and incorporate new topics/ modules in the
Excellent	
O Very Good	
Good	
○ Fair	
Below Average	ADTO
The second secon	MIT SCHOOL OF FINE ARTS
	& APPLIED ARTS

Rate the freedom to adopt new techniques and strategies of teaching *			
Excellent			
O Very Good			
Good			
C Fair			
Below Average	,		
curriculum now for new batches	u felt were missing in the curriculum, incorporated in the * ?		
	?		
(i) Yes	?		
	?		
Yes No	?		

This form was created inside of MIT University.

Google Forms



Prof Dr Milind Dhobley Dean Faculty of Arts, Fine Arts & Performing Arts (d) Filled -in feedback Forms of three Alumni (i) Top Ranker

ALUMNI FEEDBACK ON CURRICULUM

This institute was established with the mission to provide guidance, identifying talent, enhancing potential, and encouraging students to follow their passion and helping them become successful professionals.

MIT SoFA is of the opinion that students' feedback would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. The practice would also help keep the programs, courses and curriculum to the mark.

This form is part of the Institute's comprehensive approach to curriculum development and consider next steps in learning and overall development.

Objectives of Alumni feedback on institute:

- To provide our Alumni the opportunity to comment on the quality of their learning experience and industry expectations
- 2. To assess the success of academic provision in relation to the expectations of graduate students
- 3. To provide feedback to the faculties in order to improve delivery and/or content of the curriculum

Email *	
ashkaa.shah@gmail.com	
	5
PRN*	
MITU19PMFA0007	
Outdoor Name +	
Student Name *	
Ashka Jagdish Shah	



Mobile Number *		
9833799440		
2 1 mars w 12 min mars 1		
Alternate Mobile Number		
9821030131		-
Enrolled Programme *	· ·	
Lindica Fragianina		
○ BFA		
○ MFA		
PMFA		
Department *		
Applied Arts		
Painting		
O Sculpture	×	
Year of Graduation *		
O 2020		
2021	A.	
2022		

low would you rate the curriculum prescribed for your degree during your term in the ollege?	
Excellent	A process of the contract of
Very Good	1
Good	
Fair	
Below Average	
How do you rate the academic syllabus and initiatives taken by the college to bridge the gap between industry & academia?	*
Excellent	
○ Very Good	
Good	
Fair	
O Below Average	
What do you feel should be improved in the overall teaching-learning process and what suggestions like to recommend in the development of the syllabus?	*
	¥0:
In my opinion the syllabus was well designed and the course gave me a new perspective.	
Any other remarks	
	AD
This form was created inside of MIT University.	

com	would you rate the following academic initiatives taken by the college to improve your petence as a student? Teaching-Learning methodologies, Seminars, Workshops, ects, Study Tours, etc	*
0	Excellent	
0	Very Good	
0	Good	
0	Fair	
0	Below Average	
	sidering the design of the curriculum rate the credits, contact hours allocated to the pletion of courses	*
0	Excellent	
0	Very Good	
0	Good	
0	Fair	
0	Below Average	
Ho	w do you rate the relevance of your degree to your present job or future opportunities? *	
0	Excellent	
0	Very Good	
0	Good	
0	51.	
0	Fair	

How would you rate the motivation and opportunities created by the syllabus offered to pursue post-graduation / research in a particular topic?	*
Excellent	
O Very Good	
Good	
○ Fair	
O Below Average	
What is your comment on the academic skills, knowledge and delivery of classes of the college faculty?	*
Excellent	
O Very Good	
. Good	
C Fair	
O Below Average	
Have the components, which you felt were missing in the curriculum, incorporated in the curriculum now for new batches?	*
○ Yes	
O No	
O Don't Know	



(d) Filled -in feedback Forms of three Alumni (ii) Female Student as a representative sample

ALUMNI FEEDBACK ON CURRICULUM

This institute was established with the mission to provide guidance, identifying talent, enhancing potential, and encouraging students to follow their passion and helping them become successful professionals.

MIT SoFA is of the opinion that students' feedback would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. The practice would also help keep the programs, courses and curriculum to the mark.

This form is part of the Institute's comprehensive approach to curriculum development and consider next steps in learning and overall development.

Objectives of Alumni feedback on institute:

- To provide our Alumni the opportunity to comment on the quality of their learning experience and industry expectations
- 2. To assess the success of academic provision in relation to the expectations of graduate students
- To provide feedback to the faculties in order to improve delivery and/or content of the curriculum

Email *	
garjeaishwarya04@gmail.com	
PRN*	
MITU18BFAA0028	
Student Name *	
Aishwarya Garje	



Mobile Number *	
09960420116	
Alternate Mobile Number	
09960420116	
The second secon	
Enrolled Programme *	
Ellioned Programme	
● BFA	
○ MFA	
O PMFA	
Department *	
	a de la companya de
Applied Arts	
Painting	
O Sculpture	
Sculpture	
Year of Graduation *	
	*
2020	
O 2021	
2022	



dow would you rate the cui college?	rriculum prescribed for your degree during your term in the	
Excellent		Control of the contro
Very Good		
Good		
○ Fair	,	
Below Average		
How do you rate the acade between industry & acade	emic syllabus and initiatives taken by the college to bridge the gap mia?	p *
Excellent		
O Very Good		
⑥ Good		1
O Fair		
Below Average		The state of the s
What do you feel should be suggestions like to recom	be improved in the overall teaching-learning process and what nmend in the development of the syllabus?	*
	and guiding while doing projects, so that students can learn new things	in
Any other remarks		
No thanks.		AD
	This form was created inside of MIT University.	· consor
		LINE VS

How would you rate the following academic initiatives taken by the college to improve your competence as a student? Teaching-Learning methodologies, Seminars, Workshops, Projects, Study Tours, etc	*
○ Excellent	
O Very Good	
⊚ Good	7
○ Fair	
O Below Average	
Considering the design of the curriculum rate the credits, contact hours allocated to the completion of courses	*
C Excellent	
O Very Good	
Good	
O Fair	
. Below Average	
How do you rate the relevance of your degree to your present job or future opportunities? *	
Excellent	
O Very Good	
● Good	
Fair	
O Below Average	
AD	77

How would you rate the motivation and opportunities created by the syllabus offered to pursue post-graduation / research in a particular topic?	*
Excellent	
○ Very Good	
Good	1
○ Fair	
O Below Average	
What is your comment on the academic skills, knowledge and delivery of classes of the college faculty?	*
Excellent	
O Very Good	
Good	
○ Fair	
O Below Average	
Have the components, which you felt were missing in the curriculum, incorporated in the curriculum now for new batches?	*
Yes	
○ No	
O Don't Know	
Other:	



(d) Filled –in feedback Forms of three Alumni (iii) Student from Category, as a representative sample

ALUMNI FEEDBACK ON CURRICULUM

This institute was established with the mission to provide guidance, identifying talent, enhancing potential, and encouraging students to follow their passion and helping them become successful professionals.

MIT SoFA is of the opinion that students' feedback would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. The practice would also help keep the programs, courses and curriculum to the mark.

This form is part of the Institute's comprehensive approach to curriculum development and consider next steps in learning and overall development.

Objectives of Alumni feedback on institute:

- To provide our Alumni the opportunity to comment on the quality of their learning experience and industry expectations
- 2. To assess the success of academic provision in relation to the expectations of graduate students
- To provide feedback to the faculties in order to improve delivery and/or content of the curriculum

Email *	
atharvabhadade@gmail.com	
PRN *	
MITU18BFAA0013	
Student Name *	
Atharva Bhadade	



Mobile Number * 9130094388		
Alternate Mobile Number		
8999509541	,	
Enrolled Programme *		And the second s
BFA		
O MFA		
O PMFA		
Department *		
Applied Arts		
Painting		
O Sculpture	*	
Year of Graduation *		· · · · · · · · · · · · · · · · · · ·
2020		
O 2021	⊕	
2022		



How	would you rate the curriculum prescribed for your degree during your term in the * ge?
0	Excellent
(Very Good
0	Good
0	Fair
0	Below Average
	v do you rate the academic syllabus and initiatives taken by the college to bridge the gap * ween industry & academia?
(1)	Excellent
0	Very Good
0	Good
0	Fair
0	Below Average
Wh	at do you feel should be improved in the overall teaching-learning process and what *ggestions like to recommend in the development of the syllabus?
То	Start motion graphics
An	y other remarks
То	Provide Wi-Fi facility for new batch
	This form was created inside of MIT University.
	Google Forms MIT SCHOOL

How would you rate the following academic initiatives taken by the college to improve your * competence as a student? Teaching-Learning methodologies, Seminars, Workshops, Projects, Study Tours, etc
Excellent
○ Very Good
Good
○ Fair
O Below Average
Considering the design of the curriculum rate the credits, contact hours allocated to the *
completion of courses
○ Excellent
Very Good
Good
○ Fair
O Below Average
How do you rate the relevance of your degree to your present job or future opportunities? *
Excellent
○ Very Good
Good
○ Fair
O Below Average



How would you rate the motivation and opportunities created by the syllabus offered to pursue post-graduation / research in a particular topic?				
C Excellent				
○ Very Good				
● Good				
_ Fair				
O Below Average				
What is your comment on the academic skills, knowledge and delivery of classes of the college faculty?	*			
Excellent				
Very Good				
○ Good				
○ Fair				
O Below Average				
Have the components, which you felt were missing in the curriculum, incorporated in the curriculum now for new batches?	*			
Yes				
○ No				
O Don't Know				
Other:				



Prof Dr Milind Dhobley
Dean Faculty of Arts,
Fine Arts & Performing Arts

(2) Analysis of Feedback with Graphical Representation

Alumni's Feedback on Curriculum 2021-22

MIT SoFA is of the opinion that students' feedback would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. This form is part of the Institute's comprehensive approach to curriculum development and consider next steps in learning and overall development. Objectives of Alumni feedback on institute:

- 1. To provide our Alumni the opportunity to comment on the quality of their learning experience and industry expectations
- 2. To assess the success of academic provision in relation to the expectations of graduate students
- 3. To provide feedback to the faculties in order to improve delivery and/or content of the curriculum

Form received a total of 35 responses from all 3 departments. Analysis of which is as follows:

- Almost all the alumni are satisfied with the curriculum offered and admits that the course content was rather good (98% rated between Good-Excellent, out of which 72% Rated it above Very Good)
- The career-oriented syllabus and initiatives was quite helpful for them and successfully bridges that gap between academic and industry, thus presenting better opportunities. (95% agree to this)
- The alumni feedback also revealed that the institution supports and create opportunities for higher learning with 91% students rating it between good-excellent
- The curriculum has a positive and balanced academic syllabus and good credit system
 with enough co-curricular activities to improve student competence (94% rated it
 above good)



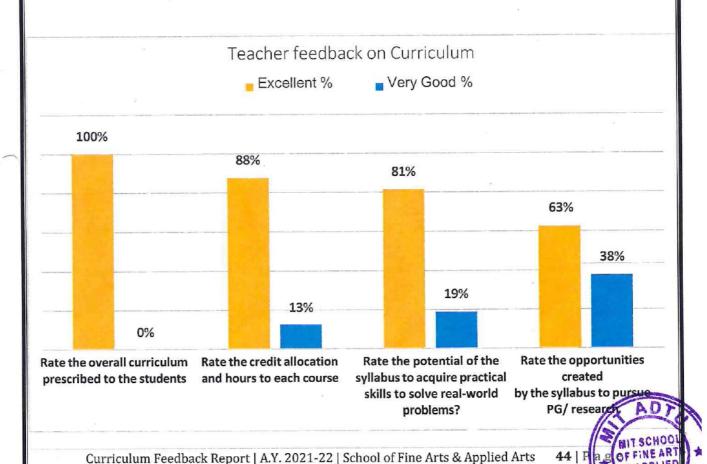
Alumni Feedback on Curriculum ■ Excellent % ■ Very Good % ■ Good % 51% 43% 40% 37% 34% 34% 34% 31% 29% 26% 26% 23% 23% 20% 20% Relevance of your Opportunities Academic syllabus & Considering the How would you rate created design degree to your initiatives taken the by the syllabus present job or bridge the of the curriculum curriculum offered to pursue gap between industry rate the credits, future opportunities? prescribed PG / research contact hours & academia? in a particular topic? allocated



Teachers' Feedback on Curriculum 2020-21

Faculty is the most important person in curriculum design, implementation and development, feedback of faculty on curricular aspects are of utmost importance. The objective of this feedback on curriculum is to update this considering the needs and requirements for student's employability, higher studies or entrepreneurship. The total number of responses collected is 16.

- The value given by employees for the curriculum and Most of the faculty are satisfied with the course content, learning outcomes and assessment techniques the syllabus offers. 100% Faculty rated Excellent
- Various suggestions given by faculty, related to the modifications in the curricular content is duly noted and adopted, with 81% rating it excellent. This shows that they have the freedom to incorporate new modules.
- Most of them have the opinion that the curriculum has the capacity to support students in their higher learning. 99% rate it Very Good-Excellent
- To some of them curriculum is providing an opportunity for global and real-world scenarios with 81% rate it Excellent
- The rating obtained for the availability of instructional and contact hours is balanced.88% Faculty agree with it being excellent, which indicates that they are getting enough instructional hours to complete the syllabus



Students' Feedback on Curriculum 2020-21

MIT SoFA is of the opinion that students' feedback would help the teaching faculty in improving their teaching skills and in understanding the requirements of students. The practice would also help keep the programs, courses and curriculum to the mark. The objective of this feedback on curriculum is to update this considering the needs and requirements for student's employability, higher studies or entrepreneurship

Department	Applied	Painting	Sculpture	Total Responses Received	
No of Responses	77	29	7	113	

- Most of the students are satisfied with the curriculum design and admit that the syllabus design is highly pertinent, Total 96% Students rated between Excellent-Good
- Most of them have the opinion that the syllabus is career-oriented and of the opinion that the course content had job relevance; 90% students rated Excellent to Good
- The overall academic atmosphere of the college is satisfactory and strikes a good balance between theory and practical to both UG and PG students, over 87% rated it Excellent-Good
- Moreover, it has also been observed that the curriculum had the ability to foster
 entrepreneurial skills among students and prepares them for real-life scenarios and problems,
 90% Students agree with this.



Student feedback on Curriculum Excellent % ■ Very Good % ■ Good % ■ Fair % 41% 40% 37% 37% 37% 34% 33% 31% 29% 27% 20% 20% 19% 13% 12% 10% 10% 9% 4% 'Research Component' Relevance to acquiring Rate the academic Rate the scope for Rate the overall To strike the right Problem-solving skills Syllabus Employability and Curriculum balance between the in real-life situations for your chosen To bridge the gap entrepreneurship between In the curriculum theory & practical Program? training Industry & academia



(3) Comparison of Feedback of different Stakeholders

Categories	Industry Satisfaction Rating	Alumni Satisfaction Rating	Teachers Satisfaction Rating	Students Satisfaction Rating
Rate the overall curriculum for your chosen program?	4	3.88	4	3.82
Rate the academic syllabus to bridge the gap between industry & academia	4	3.77	4.	3.61
Rate the scope for employability, and entrepreneurship in the curriculum	4	3.77	4	3.64
'Research Component' to strike the right balance between the theory & practical training	4	3.77	4	3.46
Relevance to acquiring problem-solving skills in real-life situations	4	3.65	-	3.72



Prof Dr Milind Dhobley
Dean Faculty of Arts,
Fine Arts & Performing Arts

(4) Action Taken and Improvement or Enrichment in the Curriculum

- For the syllabus design and content delivery, all the teachers were notified about the feedback, and they were encouraged to enrich the curriculum with more appropriate teaching-learning methods and techniques
- Teachers made students familiar with ideas of POs and COs and their expected outcomes and asked to keep track on the attainment of learning outcomes to assure in-depth course content is delivered.
- Concerns expressed for the prescribed time for completion of syllabus have been considered, and conveyed during BOS
- We have also acted among the courses and required teaching methods to upgrade students' knowledge of the desired course.
- Students need to be trained more in communication skills. Courses being taughtpresently are not sufficient.
- Value added programs on core content.
- Counseling should be added subject wise and made compulsory.

Conclusion

The curriculum has undergone significant improvements based on teacher feedback, with an emphasis on enhanced teaching-learning methodologies. Teachers have been instructed to familiarize students with Program Outcomes (POs) and Course Outcomes (COs) to ensure comprehensive understanding and learning outcome attainment. The feedback on syllabus completion time was addressed during the Board of Studies (BOS) meeting to streamline the academic process.

In response to identified gaps, courses were restructured, and teaching methods revised to better align with the desired knowledge and skills. Additionally, the importance of communication skills was recognized, prompting the need for more intensive training in this area. Value-added programs were introduced to deepen core content learning, and subject-specific counseling was made a mandatory component for student guidance and development. These actions collectively aim to foster a more enriched learning experience.

Prof Dr Milind Dhobley
Dean Faculty of Arts,
Fine Arts & Performing Arts

MIT SCHOOL
OF FINE ARTS
& APPLIED
ARTS
PUNE

Name and Designation of Head of the School

Date: Place: