



MITADT UNIVERSITY, PUNE

IQAC

Report on Structured feedback From Stakeholders

Applied Arts | Painting | Sculpture

Academic Year 2023- 24



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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 (d) Alumni for the Academic Year 2023-24, 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. Tushar Panke

HOD of Applied Arts,

MIT School of Fine Arts & Applied Arts

Prof. Dr. Milind Dhobley Dean Faculty of Arts,

Fine Arts & Performing Arts



(1) Filled -in feedback Forms:

Alternate Mobile Number

9167003330

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

Student 1: Top Ranker: Ms. Natania Doshi

Responses cannot be edited STUDENT FEEDBACK FORM AY 2023-24 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. * Indicates required question Email * nataniadoshi3012@gmail.com PRN * MITU21BFAA0037 Mobile Number * 9167003330



	elled Programme *	
	BFA	
	MFA	
	PMFA	
0	MPA AT	
Dep	ertment *	
•	Applied Arts	
0	Painting	
0	Sculpture	
0	Art Therapy	
Aca	demic Batch (Year of admission) *	
0	2020-21	
(0)	2021-22	
0	2022-23	
0	2023-24	
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Considering the design of the curriculum rate the scope for employability, and entrepreneurship *
C 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?
○ Excellèrit
○ Very Good
○ Good
(ii) 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
How well were the teachers able to communicate during the courses? * Always effective
Sometimes effective
Just satisfactority
Generally ineffective
Very poor communication
The teachers' approach to teaching can best be described as *
○ Excellent
○ Very Good
● Good
○ Fair
Poor
Fairness of the internal evaluation process by the teachers.
○ Ahways feit
Usually fair
© Sometimes unfair
O Usually unfair
O Unfair
MITSCHOOL
(← OFFINE ARTS) ★
W & ADDIED # 1
& APPLIED ARTS

0	Every time
	Usually
	Occasionally/Sometimes
0	Rarely
0	Never
	institute, takes active interest in promoting internship, field visit, workshops, display ortunities for students.
0	Regularly
0	Often
0	Sometimes
()	Rarely
	Never
0	Every time Usually
0	Occasionally/Sometimes
0	Rarety
0	Never r mentor/teacher does a necessary follow-up with an assigned task to you. *
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You () () () () () () () () () () () () ()	rementer/teacher does a necessary follow-up with an assigned task to you. * Every time Usually Occasionally/Sometimes Rarely
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You	r mentor/teacher does a necessary follow-up with an assigned task to you.* Every time Usually Occasionally/Sometimes Rarely Never teachers identify your strengths and encourage you with providing right level of challenges.*
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7 You () () () () () () () () () (r mentor/teacher does a necessary follow-up with an assigned task to you.* Every time Usually Occasionally/Sometimes Rarely Never teachers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to
7 You () () () () () () () () () (rementor/teacher does a necessary follow-up with an assigned task to you.* Every time Usually Occasionsity/Sometimes Rarely Never teachers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative ming and problem solving methodologies for enhancing learning experiences.
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You () () () () () () () () () (r mentor/teacher does a necessary follow-up with an assigned task to you.* Every time Usually Occasionally/Sometimes Rarely Never teachers identify your strengths and encourage you with providing right level of challenges.* Fully Ressonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative ming and problem solving methodologies for enhancing learning experiences. To a great extent Moderate Some what

To a great extent	
O 10 19 151 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
○ Moderate	
○ Some what	
○ Very mile	
Not at all	
What percentage of teachers use ICT tools such as projector, videos, tablets, pre- multimedia, etc. while teaching.	esentation *
Above 90%	
70 − 89%	
○ 50 - 69%	
30 - 49%	¥
O Below 29%	
The overall quality of teaching-learning process in your institute is very good.	
Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	
Are the evaluation parameters shared with you by the teachers? *	
Every time	
(Usually	
Occasionally/Sometimes	
○ Rarely	
O Never	
How would you rate the evaluation and assessment process at the institution? *	
Excellent	
Very Good	
○ Good	
O Fair	
O Poor	
Are sufficient reference books, based on the syllabus, shared/ available in the library	rary?*
To a great extent	
O Moderate	AI
Some what	13
	1131
O Very little	MITSCH

Curriculum Feedback Report | A.Y. 2023-24 | School of Fine Arts & Applied Arts

campus?	equacy of the infrastructure, labs, equipment and the safety on the
Highly Satisfactory	*
Satisfactory	v ·
○ Neutral	
 Unsatisfactory 	
Strongly unsatisfactory	
	acher from your point of view and give the two reasons for the same *
potential. She gave very relevant Mandar sir- For illustration cour- possibilities. He saw our potent	the industry's perspective and always pushed each student to their best t and good feedback which helped us improve our projects by great margins, se, he gave demonstrations which helped us understand styles, techniques and ial and pushed us to go beyond it in each project, even gave redos if he knows w ad to great outputs and improved our quality tremendously. He always gave us tation go wild.
potential. She gave very relevant Mandar sir- For illustration cour possibilities. He saw our potent could do better which always le- creative liberty to let our visualis	t and good feedback which helped us improve our projects by great margins. se, he gave demonstrations which helped us understand styles, techniques and ial and pushed us to go beyond it in each project, even gave redos if he knows was to great outputs and improved our quality tremendously. He always gave us
potential. She gave very relevant Mandar sir- For illustration cour possibilities. He saw our potent could do better which always lecreative liberty to let our visuality of three observation / sugnitability.	t and good feedback which helped us improve our projects by great margins, se, he gave demonstrations which helped us understand styles, techniques and all and pushed us to go beyond it in each project, even gave redos if he knows wad to great outputs and improved our quality tremendously. He always gave us tation go wild.



Student 2: Slow Learner: Ms. Shalaka Joshi

Responses cannot be solited STUDENT FEEDBACK FORM AY 2023-24 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. * Indicates required question Email * shalakajoshi041@gmail.com PRN * MITU21BFAA0055 Mobile Number * 9421569546 Alternate Mobile Number 9823279546 Enrolled Programme * BFA O MEA O PMFA O MEA AT Department * Applied Arts O Painting Sculpture Art Therapy Academic Batch (Year of admission) * O 2020-21 MITSCHOOL 2021-22 OF FINE ARTS O 2022-23 & APPLIED O 2023-24 ARTS

0	rent Semester *	
0	AT LEGITED 2	
	SEMESTER 2 SEMESTER 3	
	SEMESTER 4	
100	SEMESTER 5	
	SEMESTER 7	
0	SEMESTER 8	
Ov	erall Syllabus Structure	
Ho	w would you rate the overall curriculum for your chosen program (BFA/MFA)? *	
0	Excellent	
0	Very Bood	
(Good	
0	Fair	
0	Below Average	
Hobe	w do you rate the academic syllabus and initiatives taken by the college to bridge the gap * tween industry & academia	
	Excellent	
C	Very Good	
(Good	
	Fair	
	Below Average	
	Excellent	
0	Very Good Good	
0	Very Good	
0	Very Good Good	
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Very Good Good Fair Below Average as the curricula include 'Research Component' and strike the right balance between the theory, citical and project-learning, training, Internahip? Excellent Very Good Good	
Doo pra	Very Good Good Fair Below Average as the curricula include 'Research Component' and strike the right balance between the theory, citical and project-learning, training, Internahip? Excellent Very Good	
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Doo pre	Very Good Fair Below Average as the curricula include 'Research Component' and strike the right balance between the theory, citical and project-learning, training, Internable? Excellent Very Good Fair Delow Average be the overall curriculum structure and its relevance to acquiring problem-solving skills in real-life stations (relevance to the local, national, regional and global current trends): Excellent Very Good	AD
Doo pre	Very Good Fair Below Average as the curricula include 'Research Component' and strike the right balance between the theory, official and project-learning, training, Internablip? Excellent Very Good Fair Delow Average be the overall curriculum structure and its relevance to acquiring problem-solving skills in real-life lations (relevance to the local, national, regional and global current trends). Excellent Very Good Good Good Good	AD
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Fair Foor Poor Abways fair Usually fair Sometimes unfair Usually unfair	Excellent	
Fair Foor The set of the internal evaluation process by the teachers.* Abways fair Usually fair Sometimes unfair Usually unfair		
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Abvaye fair Usually fair Sometimes unfair Usually unfair OF FINE AR	irress of the internal evaluation process by the teachers.	
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Unually unfair OF FINE AR	Usually fair	1/2/
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	Usually unfisir	OF FINE ART

	Your mentor/teacher does a necessary follow-up with an assigned task to you. *
	C Every time
	(a) Usually
	Occasionally/Sometimes
1	
	(Rarely
	○ Never
and representatives the	The teachers identify your strengths and encourage you with providing right level of challenges.
THE CONTRACT OF THE CONTRACT O	O Fully
1	C Reasonably
2	Partially
	() Slightly
	O Unable to
	C) Grande to
]u	
	The university/ teachers use student centric methods, such as experiential learning, participative * learning and problem solving methodologies for enhancing learning experiences.
	○ To a great extent
	Moderate
	○ Some what
	O Very little
1	
	Not at all
	Was your performance in assignments/projects discussed with you? *
	○ Every time
	Ueually
	Occasionally/Sometimes
	Rarely Never
	O Never
	The Institute, takes active interest in promoting internship, field visit, workshops, display opportunities for students.
	○ Regularly
	Often
1	Sometimes
	Rarely
	○ Never
	Teachers inform you about your expected competencies, course outcomes and programme outcomes.
	O Every time
	© Usually MIT SCHOOL . W
	O Occasionally/Sometimes
	O Rarely & APPLIED
	O Never ARTS
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Curriculum	Feedback Report A.Y. 2023-24 School of Fine Arts & Applied Arts 13 Page

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percentage of teachers use ICT tools such as projector, videos, tablets, presentation redla, etc. while teaching.	
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0 - 89%	
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0 - 49%	
elow 29%	
verall quality of teaching-learning process in your institute is very good. *	
trongly agree	
gree	
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trongly disagree	
every time	
Initially	
Occasionally/Sometimes	
Rurely	
žever .	
would you rate the evaluation and assessment process at the institution?	
Excellent	
Good	
Fair	
Pear	
ufficient reference books, based on the syllabus, shared/ available in the library?*	The same
o a great entwit	10
Anderaté	1
ome what	Marie San Land
/ery little	RTS
ARTS	
	sedia, etc. while teaching. Dove 90% 1 - 89% 2 - 69% 2 - 49% Identity of teaching-learning process in your institute is very good.* Frongly sgree Free Fre

campus?		
Highly Satisfactory		
Satisfactory		
○ Neutral	, · · · · · · · · · · · · · · · · · · ·	
Unsatisfactory		
Strongly unsalisfactory		
Which teacher is the Best Teacher fro		
	ed each and every doubt of the studer	NS.



Student 3: Student from Category: Mr. Shivam Vibhute

	2023-24
As we progress into a new Academic year, MIT SoFA is of the opinion would help the teaching faculty in improving their teaching skills and students. The practice would also help keep the programs, courses a	in understanding the requirements of
This form is part of the Institute's comprehensive approach to curricusteps in learning and overall development.	lum development and consider next
A student will have to respond to all the questions given in the following hought. Her/his identity will not be revealed.	ng format with her/his sincere effort and
Indicates required question	
mail *	
hivamvibhute20@gmail.com	
PRN *	
MITU208FAP0023	
A STATE OF THE STA	
Mobile Number *	
9579095949	
Alternate Mobile Number	
OR FEE FEE W. W. W. W. W. W. W.	
Enrolled Programme *	
BFA	
○ MFA	
○ PMFA	
○ MFA AT	
Department *	
Applied Arts	
Painting	
O Sculpture	
Art Therapy	
Academic Batch (Year of admission) *	
	ADA
2020-21	13
2021-22	MITSCHOOL
2022-23	OF FINE ARTS
2023-24	& APPLIED

○ SFMESIER2
○ SEMESTER 3
O SEMESTER 4
○ SEMESTÉR 5
C) SEMESTER 7
Overall Syllabus Structure
How would you rate the overall curriculum for your chosen program (BFA/MFA)? *
Excellent
○ Very 6nnd
0.0008
C 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
O Sond
O Fair
O Below Average
The second secon
Considering the design of the curriculum rate the acope for employability, and entrepreneurship *
Excellent
○ Very Good
O Good
O Fair
O Below Average
O birth strings
Does the curricula include 'Research Component' and strike the right balance between the theory, practical and project-learning, training, internship?
Excellent
○ Very Good
O Good
O 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)
Expellent
○ Very Good
C Front
ADE
Selow Average
(MIT SCHOOL)
A OF PINE ARTO
APTS
AUNE

Give t	we observations/suggestions to improve the overall 'Syllabus' of the programme *
Syllab	us la Good
Teach	ning-Learning Process
How	much of the syllabus is covered in the class ? *
8	15%-100%
0 7	0%-84%
0 5	5%-59%
O 3	0%-54%
0 6	selow 30%
How	well did the faculty prepare for the classes? *
T	Thoroughly
	Satisfactorily
O F	Poorty
0 1	ndifferently.
O 1	Mon't teach at all
	well were the teachers able to communicate during the courses? * Always effective
0	Sometimes effective
0	Just salisfactorily
0	Generally ineffective
0	Very poor communication
	teachers' approach to teaching can best be described as *
_	Excellent
	Very Good
0	Good
0	Fair
0	Poor
Fair	ness of the internal evaluation process by the teachers. *
	The state of the s
	Always fair
	Usually fair
	Sometimes unfair MIT SCHOOL
	Unually unfair
	Unfair & APPLIED /

0	Usually	
0	Occasionally/Sometimes	
0	Rarely	
0	Never	
	institute, takes active interest in promoting internablip, field visit, workshops, display ortunities for students.	
•	Regularly	
0	Often	
0	Sometimes	
0	Raroly	
0	Naver	
	chers inform you about your expected competencies, course outcomes and programme * nomes.	
(1)	Every time	
0	Usually	
0	Cocasionally/Sometimes	
0	Rarely	
0	Nevet	
•	mentor/teacher does a necessary follow-up with an assigned task to you. * Every time Usually Occasionally/Sometimes	
OOO	Every time	
OOO	Every time Usually Occazionally/Sometimes Parely	
The	Every time Usually Occasionally/Sometimes Parely Never teachiers identify your strengths and encourage you with providing right level of challenges.*	
The	Every time Usually Occasionally/Sometimes Parely Never teachiers identify your strengths and encourage you with providing right level of challenges.*	
© O O O O O O O O O O O O O O O O O O O	Every time Usually Occasionally/Sometimes Parely Never teachiers identify your strengths and encourage you with providing right level of challenges.*	
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OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO<l< td=""><td>Every time Usually Docazionally/Sometimes Rarely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably</td><td></td></l<>	Every time Usually Docazionally/Sometimes Rarely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably	
The	Every time Usually Occasionally/Dometimes Rarely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly	
The learn	Usually Decasionally/Sometimes Parely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to	
The The loan	Usually Decasionally/Sometimes Earely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative ing and problem solving methodologies for enhancing learning experiences.	
The The learn	Usually Decasionally/Somethmus Parely Never teachiers identify your strengths and encourage you with providing right level of challenges. * Fully Reasonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative sing and problem solving methodologies for enhancing learning experiences. To a great extent	
The floarr	Usually Decasionally/Sometimes Parely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative ling and problem solving methodologies for enhancing learning experiences. To a great extent Moderate Some what	
The learn	Usually Occasionally/Sometimes Rarely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative ling and problem solving methodologies for enhancing learning experiences. To a great extent Moderate Some what Very little	
The learn	Usually Decasionally/Sometimes Parely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative ling and problem solving methodologies for enhancing learning experiences. To a great extent Moderate Some what	The state of the s
The learn	Usually Occasionally/Sometimes Rarely Never teachiers identify your strengths and encourage you with providing right level of challenges.* Fully Reasonably Partially Slightly Unable to university/ teachers use student centric methods, such as experiential learning, participative ling and problem solving methodologies for enhancing learning experiences. To a great extent Moderate Some what Very little Not at all	The state of the s

	Are the evaluation parameters shared with you by the teachers? *
	Every time
	Usually
	Occasionally/Sometimes
	Rafely
	O Never
	O 11971
	How would you rate the evaluation and assessment process at the institution? *
	Excellent
	Or Very Good
	○ Good
	○ Fair
59	O Poor
	Are sufficient reference books, based on the syllabus, shared/ available in the library? *
	To a great extent
	○ Moderate .
	Some what
	O Very little
	○ Not at all
21	
. [Efforts are made by the teachers and mentors to inculcate soft skills, life skills and employability
	skills to make you ready for the world of work.
	To a great extent
	O Moderate
	○ Some what
	○ Very little
1	○ Not at all
	What percentage of teachers use ICT tools such as projector, videos, tablets, presentation * multimedia, etc. while teaching.
	Above 90%
	O 70 - 89%
. 4	○ 50 - 69%
	○ 30 − 49%
	○ Betow 29%
1-	
1	The overall quality of teaching-learning process in your institute is very good.
	Strongly agree
Marin and American	O AGREE MIT SCHOOL
The state of the s	OF FINE ARTS
1	O Disadreo
	Strongly disagree
1	CONF

- Filled -in feedback Forms of three Teachers (i) Professor, (ii) Associate Professor
 (iii) Assistant Professor
- (1) Prof. Sanjay Pande (Professor)

Responses cannot be edited

TEACHERS' FEEDBACK ON CURRICULUM AY 2023-24

This institute was established with the mission to provide guidance, identifying talent, enhancing potential, and encouraging learners 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

* Indicates required question	
Email * sanjay.pande@mituniversity.edu.in	
Mobile Number * 9822491180	
Alternate Mobile Number 9823356347	



campus?	
Highly Satisfactory	
○ Satisfactory	
O Neutral	
○ Unsatisfactory	
Strongly unsatisfactory	
Which teacher is the Best Teacher from your point of view and give the two reasons for the same *	
All the teachers are THE BEST	
Give three observation / suggestions to improve the overall teaching – learning experience in your institution.	٠

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



(1)	Applied Art
	Painting
	Sculpture
	Art Therapy
Des	ignation *
0	Assistant Professor
0	HoD
0	Associate Professor
(3)	Professor
0	Professor of Practice
	v would you rate the overall curriculum prescribed to the students during their term in college?*
	Excellent
	Very Good
	Good
0	Fair
255	sidering the design of this curriculum, how would you rate the content, learning outcomes and * essment of the courses offered? Excellent
(1)	Very Good
0	Good
0	Fatr
0	Below Average
Rat	e the credit allocation and hours to each course and its appropriateness *
0	Excellent
(3)	Very Good
0	Good
0	Fair
0	Below Average
	w do you rate the potential of the syllabus for students to acquire analytical, experimental and * ctical skills to solve real-world problems?
pra	Excellent
O	Market State of the State of th
() (<u>•</u>)	Very Good
0	Cood
0	
0	Good

-	
-	Excellent
-	Very Good
\circ	Good
\bigcirc	Fair
0	Below Average
Rate	the applicability of syllabi and their relevance to current global scenarios *
•	Excellent
0	Very Good
0	Good
0	Fair
0	Below Average
	would you rate the following academic initiatives taken by the college to improve student * spetency? Teaching-Learning methodologies, Seminars, Workshops, Projects, Study Tours, etc.
0	Excellent
•	V
	Very Good
0	Good
0	Good
0	Good Fair
Rate	Good Fair Below Average e the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus ** Excellent
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus ** Excellent Very Good
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good
Rati	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair
Rati	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good
Ratio	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus ** Excellent Very Good Good Fair Below Average
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus.* Excellent Very Good Good Fair Below Average the freedom to adopt new techniques and strategies of teaching.* Excellent
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average the freedom to adopt new techniques and strategies of teaching * Excellent Very Good
Rate	Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average the freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Cond
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average the freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair
Rate	Good Fair Below Average the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average the freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average to the components, which you felt were missing in the curriculum, incorporated in the curriculum *
Rate	Good Fair Below Average The freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average The freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average The freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average The components, which you felt were missing in the curriculum, incorporated in the curriculum * of for new batches?
Rate	Good Fair Below Average The freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average The freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average The freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average The components, which you felt were missing in the curriculum, incorporated in the curriculum * of for new batches?
Rate	Good Fair Below Average In the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average In the freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average In the curriculum, incorporated in the curriculum * If or new batches? Yes No
Ratte O O O O Have now	Good Fair Below Average In the freedom to propose, modify, suggest and incorporate new topics/ modules in the syllabus * Excellent Very Good Good Fair Below Average In the freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average In the curriculum, incorporated in the curriculum * If or new batches? Yes No

(2) Prof. Subhash Babhulkar (Associate Professor)

Responses cannot be edited

TEACHERS' FEEDBACK ON CURRICULUM AY 2023-24

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Faculty is the most important person in curriculum design, implementation and development, f faculty on curricular aspects are of utmost importance.	
The objective of this feedback on curriculum is to update this considering the needs and requir student's employability, <mark>high</mark> er studies or entrepreneurship. Kindly give your response	rements for
* Indicates required question	
Email *	
subhash.babhulkar@mituniversity.edu.in	
Mobile Number *	
9423102206	
Alternate Mobile Number	
Department *	
Applied Art	ADT
Painting	SMITSCHOOL
O Sculpture	OF FINE ARTS
○ Art Therapy	ARTS

Curriculum Feedback Report | A.Y. 2023-24 | School of Fine Arts & Applied Arts

25 | Page

D F	Assistant Professor HoD Associate Professor Professor Professor Professor of Practice would you rate the overall curriculum prescribed to the students during their term in college? *
• 4 • F	Associate Professor Professor Professor of Practice
O F	Professor Professor of Practice
How!	Profuseor of Practice
How!	
() E	would you rate the overall curriculum prescribed to the students during their term in college? *
O E	would you rate the overall curriculum prescribed to the students during their term in college? *
	Excellent
-	Very Good
0	Good
O F	Fair
O F	Below Average
	eldering the design of this curriculum, how would you rate the content, learning outcomes and * sament of the courses offered?
O E	Excellent
• \	Very Good
\bigcirc 0	Gnod .
() F	Fair
O 5	Below Average
O E	Excellent
	Excellent Very Good
• v	
⊚ v	Very Good
vccf	Very Good Good
V	Very Good Good Fair
V G G F B How	Very Good Good Fair
F B How in praction	Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and
Now in praction	Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems?
How in practi E V	Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems?
How opracti	Very Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems? Excellent Very Good
How in praction in the property of the proper	Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems? Excellent Very Good

ate the applicability o	of syllabi and their relevance to current global scenarios *
Excellent	
Very Good	
Good	
Fair	
Below Average	
How would you rate the	re following academic initiatives taken by the college to improve student g-Learning methodologies, Seminars, Workshops, Projects, Study Tours, etc
Excellent	
Very Good	
O Good	
○ Fair	
Below Average	
Rate the freedom to p	ropose, modify, suggest and incorporate new topics/ modules in the syllabus *
) Excellent	
Very Good	
Good	
→ Fair	
Below Average	
	lopt new techniques and strategies of teaching *
	dopt new techniques and strategies of teaching *
ate the freedom to ac	lopt new tec <mark>hniques and strategies of</mark> teach i ng *
ate the freedom to ac	lopt new tec <mark>hniques and strategies of</mark> teaching *
Excellent Very Good	lopt new techniques and strategies of teaching *
Excellent Very Good Good Fair	lopt new techniques and strategies of teaching *
Excellent Very Good Good	lopt new techniques and strategies of teaching *
Excellent Very Good Good Fair	dopt new techniques and strategies of teaching *
Excellent Very Good Good Fair Below Average	, which you felt were missing in the curriculum, incorporated in the curriculum *
Excellent Very Good Good Fair Below Average	, which you felt were missing in the curriculum, incorporated in the curriculum *
Excellent Very Good Good Fair Below Average lave the components ow for new batches?	, which you felt were missing in the curriculum, incorporated in the curriculum *
Excellent Very Good Good Fair Below Average lave the components ow for new batches? Yes No	, which you felt were missing in the curriculum, incorporated in the curriculum *
Excellent Very Good Good Fair Below Average lave the components ow for new batches? Yes	, which you felt were missing in the curriculum, incorporated in the curriculum *
ate the freedom to accept the freedom	, which you felt were missing in the curriculum, incorporated in the curriculum *
Excellent Very Good Good Fair Below Average lave the components ow for new batches? Yes No Not Required	, which you felt were missing in the curriculum, incorporated in the curriculum *
Excellent Very Good Good Fair Below Average lave the components ow for new batches? Yes No Not Required	, which you felt were missing in the curriculum, incorporated in the curriculum *
ate the freedom to accept the freedom to accept the Excellent Very Good Good Fair Below Average lave the components ow for new batches? Yes No	which you felt were missing in the curriculum, incorporated in the curriculum
Excellent Very Good Good Fair Below Average lave the components ow for new batches? Yes No Not Required	, which you felt were missing in the curriculum, incorporated in the curriculum *

(3) Prof. Apeksha Pawar (Assistant Professor)

Responses cannot be edited

TEACHERS' FEEDBACK ON CURRICULUM AY 2023-24

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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 student's employability, higher studies or entrepreneurship. Kindly give your	
* Indicates required question	
Email * apeksha.pawar@mituniversity.edu.in	
Mobile Number * 8796350614	
Alternate Mobile Number 9860572770	
Department *	
Applied Art	
Painting	
○ Sculpture	ADD
Art Therapy	(3)
	MITSCHOOL OF FINE ARTS



•	Assistant Professor
\circ	HoD .
0	Associate Professor
0	Professor
0	Professor of Practice .
How	would you rate the overall curriculum prescribed to the students during their term in college? *
•	Excellent
0	Very Good
0	Good
0	Fair
0	Below Average
	sidering the design of this curriculum, how would you rate the conte <mark>nt, l</mark> earning outcomes and * ssment of the courses offered?
(a)	Excellent
_	Very Good
	Good
	Fair
\circ	Below Average
Rate	the credit allocation and hours to each course and its appropriateness.*
	the credit allocation and hours to each course and its appropriateness *
•	
<!--</td--><td>Excellent</td>	Excellent
<!--</td--><td>Excellent Very Good Good</td>	Excellent Very Good Good
0	Excellent Very Good Good
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How	Excellent Very Good Good Fair Below Average
How prac	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems?
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How	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and * tical skills to solve real-world problems? Excellent Very Good Good
How	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and * tical skills to solve real-world problems? Excellent Very Good
How prac	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and * tical skills to solve real-world problems? Excellent Very Good Good
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Hower practice of the control of the	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems? Excellent Very Good Good Fair Below Average I would you rate the potential and opportunities created by the syllabus offered to pursue post-
Howeprace Howeprace Howeprace Howeprace Georgian	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and itical skills to solve real-world problems? Excellent Very Good Good Fair Below Average would you rate the potential and opportunities created by the syllabus offered to pursue postuation / research in a particular topic?
Howeprace O	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems? Excellent Very Good Good Fair Below Average Twould you rate the potential and opportunities created by the syllabus offered to pursue postuation / research in a particular topic? Excellent Very Good Good Good Good
How grad	Excellent Very Good Sood Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems? Excellent Very Good Good Fair Below Average would you rate the potential and opportunities created by the syllabus offered to pursue post- uation / research in a particular topic? Excellent Very Good Good Fair
How grad	Excellent Very Good Good Fair Below Average do you rate the potential of the syllabus for students to acquire analytical, experimental and stical skills to solve real-world problems? Excellent Very Good Good Fair Below Average would you rate the potential and opportunities created by the syllabus offered to pursue postuation / research in a particular topic? Excellent Very Good Good Good Good Good Good Good Good

	he applicability of syllabi and their relevance to current global scenarios *	
● E×	xcellent	
O Ve	ery Gnod	9
) Go	ood	
○ Fa	air	
O Be	elow.Average	
	*	,
How w	would you rate the following academic initiatives taken by the college to impletency? Teaching-Learning methodologies, Seminars, Workshops, Projects, S	rove student Study Tours, etc
Ex	xcellent	
O Ve	ery Good	
O 60	eed	
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○ Bo	elow Average	
		**
○ Ve	ery Good	
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○ Ee		in a constitution of the c
○ Be	elow Average	and an artist and a state of the analysis and a state of t
○ Be	Rate the freedom to adopt new techniques and strategies of teaching * Excellent Very Good	
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○ Be	Rate the freedom to adopt new techniques and strategies of teaching * Excellent Vary Good Good Fair	
○ Be	Rate the freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good	
⊃ Be	Rate the freedom to adopt new techniques and strategies of teaching * Excellent Vary Good Good Fair	
) Be	Rate the freedom to adopt new techniques and strategies of teaching * Excellent Vary Good Good Fair	ne curriculum *
O Be	Rate the freedom to adopt new techniques and strategies of teaching* Excellent Very Good Good Fair Below Average Have the components, which you felt were missing in the curriculum, incorporated in the components.	ne curriculum *
Per Per	Rate the freedom to adopt new techniques and strategies of teaching. Excellent Vary Good Good Fair Below Average Have the components, which you felt were missing in the curriculum, incorporated in throw for new batches?	ne curriculum *
Ee	Rate the freedom to adopt new techniques and strategies of teaching * Excellent Very Good Good Fair Below Average Have the components, which you felt were missing in the curriculum, incorporated in those for new batches?	ne curriculum *
Ee	Rate the freedom to adopt new techniques and strategies of teaching. Excellent Vary Good Good Fair Below Average Have the components, which you felt were missing in the curriculum, incorporated in those for new batches? Yes No	ne curriculum *
De Be	Rate the freedom to adopt new techniques and strategies of teaching. Excellent Vary Good Good Fair Below Average Have the components, which you felt were missing in the curriculum, incorporated in those for new batches? Yes No	ne curriculum *

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



Filled -in feedback Forms of three Alumni

- (i) Top Ranker,
- (ii) Female Student
- (iii)Student from Category, as a representative sample

Alumni 1 : Neeraj Hari

Responses cannot be adited

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

*Indicates required question	
Email *	
nhgovi@gmail.com	
PRN*	
MITU21MFAA0006	
Student Name *	
Neeraj Hari	
Mobile Number *	
Mobile Nulliber	
7030562644	



Alternate Mobile Number		
9809671385	- Control	
Enrolled Programme *	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
○ BFA		
MFA		
O PMEA	4	
Department *		
Applied Arts		
O Painting :		
○ Sculpture		
Year of Graduation *		20
O 2021	the state of the s	
	100	
© 2022	100	
2023	The state of the s	
How would you rate the curriculum prescribed for your degree during your term	in the college? *	
(Excellent		
Very Sood	1	
● Good	10 mm	
○ Fair		
Below Average		
How do you rate the academic syllabus and initiatives taken by the college to between industry & academia?		
C Expellent		
Very Good		
O Good		
○ Fair		
Below Average		
4		
How would you rate the following academic initiatives taken by the college to in competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc.		
competence as a student? Teaching-Learning methodologies, Seminars, Works		
competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc		
competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc Excellent Very Good Good		
competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc Excellent Very Good Fair		
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competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc Excellent Very Good Fair Delow Average	inope, Projects, Study	ADI
competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc Excellent Very Good Fair Defor Average Considering the design of the curroulum rate the credits, contact hours allocated.	ed to the completion	ADZ
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competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc Excellent Very Good Fair Below Average Considering the design of the curriculum rate the credits, contact hours allocated courses Excellent Very Good Good Good	inops, Projects, Study	AD STATE OF THE APPLIED A
competence as a student? Teaching-Learning methodologies, Seminars, Works Tours, etc Excellent Very Good Fair Below Average Considering the design of the curriculum rate the credits, contact hours allocat of courses Excellent Vary Good	inops, Projects, Study	The second second

0		
0	Excellent	
0	Very Good .	
(0)	Good	
0		
	Below Avrrage	N. Committee
	Beren consuger	
	would you rate the motivation and opportunities created by the syllabus offered to pursue post- a luation / research in a particular topic?	
0	Burollent	
0	Very Good	
	Good	9
0		
		Grand Control of Contr
U	Below Average	
Wha	at is your comment on the academic skills, knowledge and delivery of classes of the college alty?	
0	Excellent	00000
0	Very Good	
(Good	9.000
0	Fair	PER CALL
0	Below Average	
Have	the components which you felt were missing in the curriculum incorporated in the curriculum.	
now	e the components, which you felt were missing in the curriculum, incorporated in the curriculum * Yes No Don't Know Other:	
o O	Yes No Don't Know Other: at do you feel should be improved in the overall teaching-learning process and what suggestions to recommend in the development of the syllabus?	
What like	Yes No Don't Know Other: at do you feel should be improved in the overall teaching-learning process and what suggestions	A D To
What like Short learn indu	Yes No Don't Know Other: at do you feel should be improved in the overall teaching-learning process and what suggestions * to recommend in the development of the syllabus? uld learn proper foundation and they confident about their knowledge and skill on particular course they n. Apart from should opportunity to work client project during college time so they can understand the reality	MIT SCHOOL OF FINE ARTS

Alumni 2: Female Student: Ms. Sakshi Phansekar

Responses cannot be edited

ALUMNI FEEDBACK ON CURRICULUM

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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.

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Email *

phansekarsakshi@gmail.com

PRN *

MITU208FAP0020

Student Name *

Sakshi Phansekar

Mobile Number *

9870337172



	olled Programme *
	BFA
	MFA
0	PMEA
Dep	partment *
0	Applied Arts
(1)	Painting
0	Sculpture
Yes	ar of Graduation *
	2021
	2022
(1)	2023
Hov	w would you rate the curriculum prescribed for your degree during your term in the college? *
0	Excellent
	Very Good
	Good
	Fair
-	Below Average
-	
	w do you rate the academic syllabus and initiatives taken by the college to bridge the gap * tween industry & academia?
ber	tween industry & academia?
ber	tween industry & academia?
ber	tween industry & academia? Excellent Very Good
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(a) (b) (b) (c) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	tween industry & academia? Excellent Very Good Good Fair
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House Coop of	Excellent Excellent Very Good Fair Below Average We would you rate the following scademic initiatives taken by the college to improve your impetence as a student? Teaching-Learning methodologies, Seminars, Workshops, Projects, Study urs, etc Excellent Very Good Good Fair Below Average Maidering the design of the our riculum rate the credits, contact hours allocated to the completion accourses Excellent
House Coop of	Excellent Very Good Good Fair Below Average We would you rate the following scademic initiatives taken by the college to improve your impetence as a student? Teaching-Learning methodologies, Saminars, Workshops, Projects, Study urs, etc Excellent Very Good Good Fair Below Average Maidering the design of the curriculum rate the credits, contact hours allocated to the completion courses Excellent Very Good
House Cooper Coo	tween industry & academia? Excellent Very Good Good Fair Below Average W would you rate the following academic initiatives taken by the college to improve your mpetence as a student? Teaching-Learning methodologies, Seminars, Workshops, Projects, Study urs, etc Excellent Very Good Good Fair Below Average Mair Below Average

How	do you rate the relevance of your degree to your present job or future opportunities? *	
0	Excellent	
9	Very Good	
	Good	
	Fair	
0	Below Average	
The second	would you rate the motivation and opportunities created by the syllabus offered to pursue post-*	
grad	uation / research in a particular topic?	4
0	Excellent	
	Very Good	
•	Good	
0	Fair	
0	Below Average	
Wha facu	it is your comment on the academic skills, knowledge and delivery of classes of the college alty?	
0	Excellent	
0	Very Good	
•	Good	
0	Fair	
0	Below Average	
	e the components, which you felt were missing in the curriculum, incorporated in the curriculum * for new batches?	
0	Yes	
0	No	
	Don't Know	
	Other:	
- 4		
	at do you feel should be improved in the overall teaching-learning process and what suggestions * to recommend in the development of the syllabus?	The state of the s
-		DE
	other remarks MIT SC OF FINE	HOOL
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Any	8 APP	LIED

Alumni 3: Student from Category (Mr.Chaitanya Maskare)

Responses cannot be edited

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ALUMNI FEEDBACK ON CURRICULUM

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- 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
* Indicates required question
Email * chaitanyamaskare.2@gmail.com
PRN * MITU19BFAA0045
Student Name * Chaitanya Maskare
Mobile Number * 7757005432
Alternate Mobile Number



	Enrolled Programme *
1	● BFA
	○ MFA .
1	O PMFA
The state of the s	
	Department *
	Applied Arts
	Painting
	○ Sculpture
	Year of Graduation *
	O 2021
	O 2022
	2023
4	How would you rate the curriculum prescribed for your degree during your term in the college? *
	○ Excellent
	Very Good
	O Good
	○ Fair
	○ Below Average
*	How do you rate the relevance of your degree to your present job or future opportunities? *
	Excellent
	○ Very Good
	○ Good
	○ Fair
	Delow Average
	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
	O Good
	○ Fair
	Below Average
	O Menor creative
	What is your comment on the academic skills, knowledge and delivery of classes of the college
19:	faculty?
	© Excellent
	O Very Good
	OF SIME ADTO
	© Good © Fair & APPLIED
	O Below Average
er e	PUNE

	ve the components, which you felt were missing in w for new batches?	the curriculum, incorporated in the curriculum *
0	Yes	
0	No	
•	Don't Know	
0	Other:	
		aching-learning process and what suggestions *
Alo	e to recommend in the development of the syllabus ing with academic knowledge, can relate with the industry get adapt into the industry and amouth transition	2
Alor to g	e to recommend in the development of the syllabus ang with academic knowledge, can relate with the industr	ry experience and standards to make students easy

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



Analysis of feedback forms

Note: The graphical bar charts show numbers in percentages.

Students

I. Details of number of students and responses obtained course wise

Department	Applied	Painting	Sculpture	Art Therapy
No. of Responses	136	31	4	4

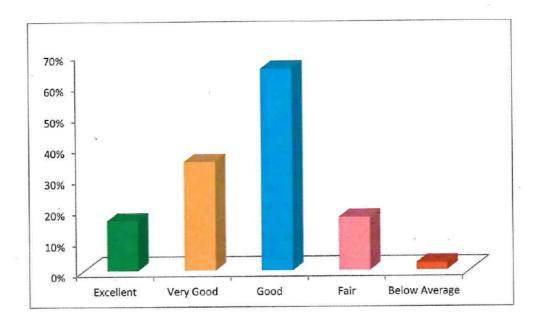
Color code index for ratings

Excellent	Very Good	Good	Fair	Poor
THE S				



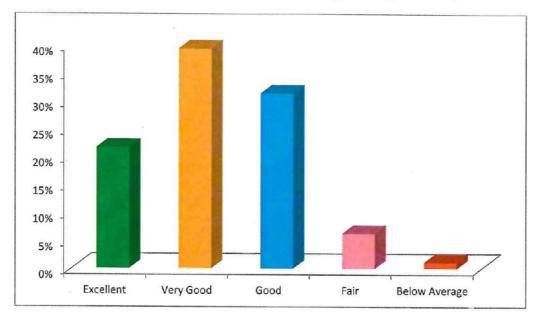
Students Feedback Analysis

1. How do you rate the academic syllabus and initiatives taken by the college to bridge the gap between industry & academia?

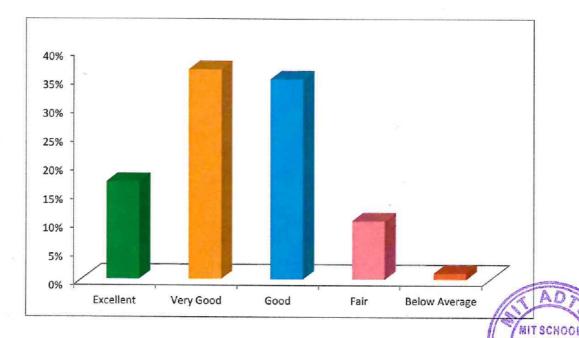




2. Does the curriculum include 'Research Component' and strike the right balance between the theory, practical and project-learning, training, internship?

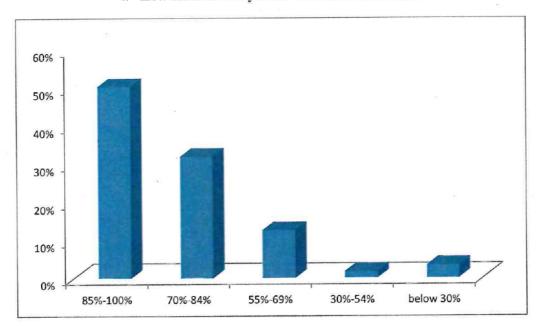


3. Rate the overall curriculum structure and its relevance to acquiring problem-solving skills in real-life situations (relevance to the local, national, regional and global current trends)?

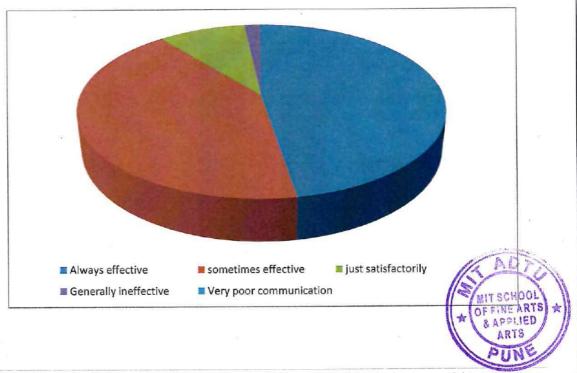


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4. How much of the syllabus is covered in the class?

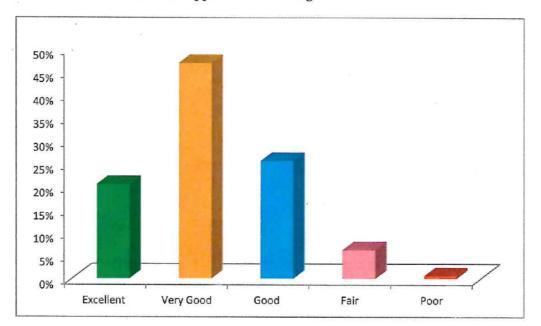


5. How well were the teachers able to communicate during the courses?

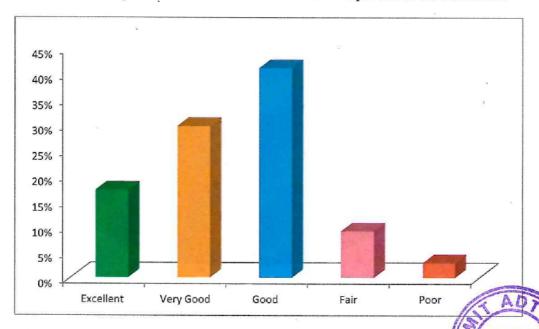


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6. The teachers' approach to teaching can best be described as



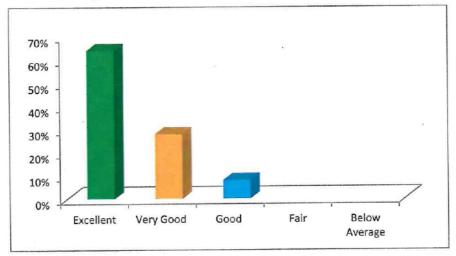
7. How would you rate the evaluation and assessment process at the institution?



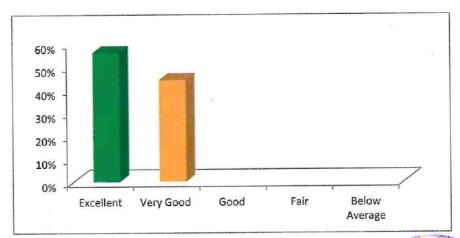
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Teachers Feedback Analysis

1. How would you rate the overall curriculum prescribed to the students during their term in college?



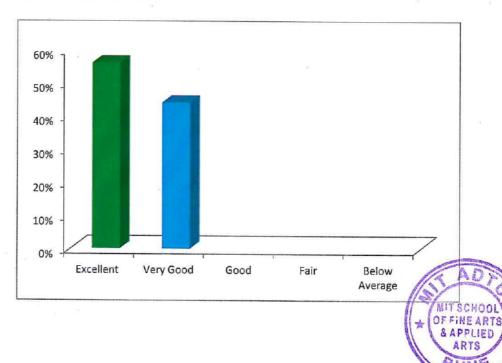
2. Considering the design of this curriculum, how would you rate the content, learning outcomes and assessment of the courses offered?



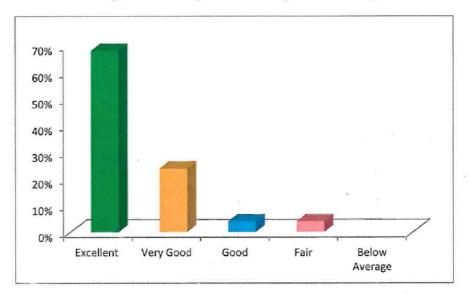
3. How do you rate the potential of the syllabus for students to acquire analytical, experimental and practical skills to solve real-world problems?



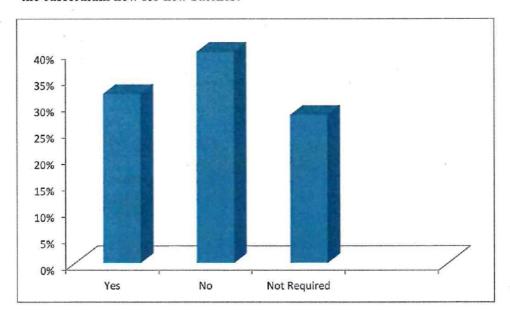
4. How would you rate the following academic initiatives taken by the college to improve student competency? Teaching-Learning methodologies, Seminars, Workshops, Projects, Study Tours, etc.



5. Rate the freedom to adopt new techniques and strategies of teaching



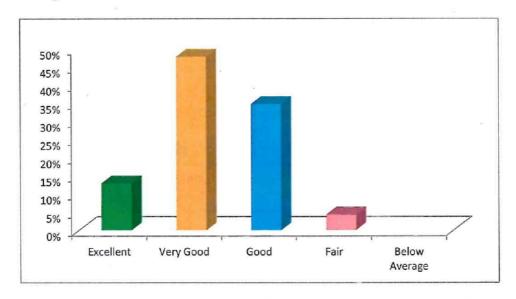
6. Have the components, which you felt were missing in the curriculum, incorporated in the curriculum now for new batches?



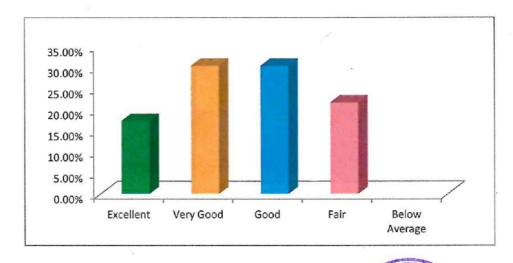


Alumni Feedback Analysis

1. How would you rate the curriculum prescribed for your degree during your term in the college?

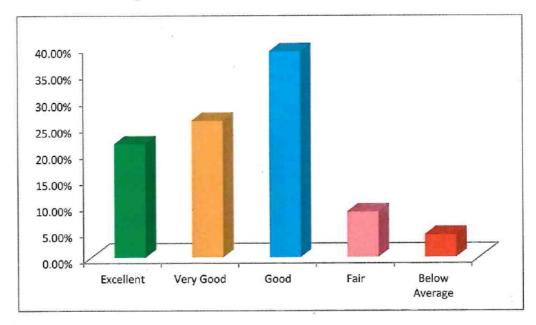


2. How do you rate the academic syllabus and initiatives taken by the college to bridge the gap between industry & academia?

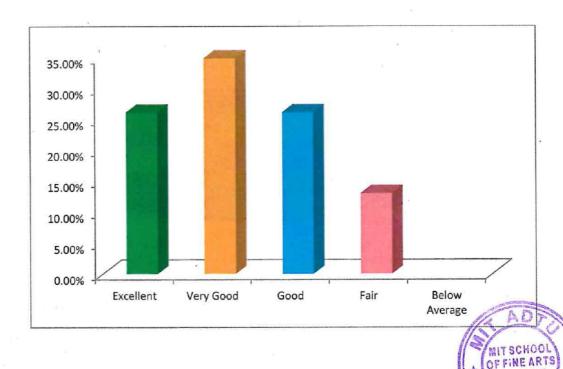


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MITSCHOOL OF FINE ARTS & APPLIED ARTS 3. Considering the design of the curriculum rate the credits, contact hours allocated to the completion of courses.



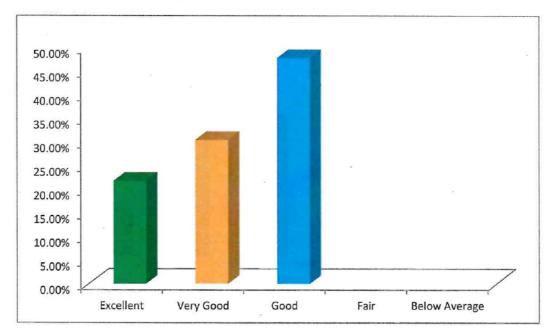
4. How would you rate the motivation and opportunities created by the syllabus offered to pursue post-graduation / research in a particular topic?



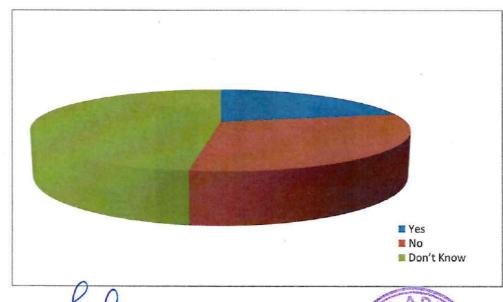
& APPLIED

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5. What is your comment on the academic skills, knowledge and delivery of classes of the college faculty?



6. Have the components, which you felt were missing in the curriculum, incorporated in the curriculum now for new batches?



Prof. Dr. Milind Dhobley Dean Faculty of Arts,

Fine Arts & Performing Arts



Employers/Industry Feedback

1. San Creation

Responses cannot be edited

INDUSTRY EXPERT FEEDBACK ON CURRICULUM 2023-24

This institute was established with the mission to provide guidance, identify talent, enhance potential, and encourage students to follow their passion and help them become successful professionals.

This feedback form is intended to capture the voice of various stakeholders, viz. Industry, Potential Employers, Academia, Professional Bodies, Alumni & Parents, as well as to enhance the quality of education and thereby to prepare students to accomplish their professional and career goals in line with the program's educational objectives.

Your response will undoubtedly enable us to understand the recent developments competency, skillsets and industry

practices at National & International height and reflect the same in the curriculum. Also, this form will enable us to groom the

members of faculty periodically to prepare the students to achieve the targeted performance level at the time of graduation.

Email * sancreation03@gmail.com Name * Santosh Pawar Company Name/ Studio Name *	* Indicates required question		
Santosh Pawar			
Company Name/ Studio Name *	Santosh Pawar		
	Company Name/ Studio N	ame *	



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low would you rai	te the cours	e content off	ered by the sc	hool to the st	udents? *	
Excellent						
Very Good						
Satisfactory	*					
Unsatisfactory						
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Please rate to wha		1			4	
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2. Hexanovate Private Limited

Responses cannot be edited

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members of faculty periodically to prepare the students to achieve the targeted performance level at the time of graduation.

* Indicates required question	
Email * unmesh.wadekar@hexanovate.com	
Name * Unmesh	
Company Name / Studio Name * Hexanovate Private Limited	



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Mobil	e Number *						
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How v	would you rate	the cours	e content offe	ered by the so	hoo <mark>l to the st</mark> u	udents? *	
(E	xcellent						
0 v	ery Good						
S	atisfactory						
O U	nsatisfactory						
-							
Please	e rate to what	extent is the	he c <mark>urriculum</mark> 1	in line with in	ndustry require	ements? (1 be	ing the lowest) *
	Poor	0	0				
	FOOI			0	•	0	At Par
				0	•	-	At Par
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How o	do you rate th	e initiative siting/ Jun	s taken by the	e college to b			
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How co	do you rate the transfer of th	siting/ Jun	s taken by the	e college to b kshops etc)	ridge <mark>the ga</mark> p	between indu	istry & academia?
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Curriculum Feedback Report | A.Y. 2023-24 | School of Fine Arts & Applied Arts 54 | Page

Any other remarks

The work done by students is good and well appreciated. But professional relationships are not only about the work that a student does, it's about the business ethics, responsibility, accountability, ownership, punctuality and dedication.

Students should be given proper training around business ethics and values required to be a professional along with the work that they do.

I would also highly appreciate if the curriculum is aligned with the business understanding. I have seen that students have been caring about good designs but good designs fall in place when one has understanding of the business operations, core, the problem that business is solving, the market understanding etc.

Also the institute should follow design thinking procedure to train the students. Designs are about problem solving and not only about the asthetics. Design the curriculum in a way that is more practical and problem solving approach stands at the core.

Thanks.

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







Comparison of Stakeholder Feedback 2023-2024

Comparison of feedback of different stakeholders on Rubric Questions (Q.1 TO Q4)Note: Values are in percentages

Q.1 How would you rate the overall curriculum prescribed to the courses during their term in college?

Stakeholder	Below Average	Fair	Good	Very Good	Excellent
Students	1.1	6.3	30.3	42.9	19.4
Alumni	0	4.3	34.8	47.8	13
Teachers	0	0	8	28	64
Average	1.1	3.53	24.2	41.9	32.13

Q. 2 How would you rate the following academic initiatives taken by the college to improve student competency? Teaching-Learning methodologies, Seminars, Workshops, Projects, Study Tours, etc.

Stakeholder	Below Average	Fair	Good	Very Good	Excellent
Students	0	2.9	22.3	53.1	21.7
Alumni	0	13	21.7	43.5	21.7
Teachers	0	0	0	44	56
Average	- 0	5.3	14.66	48.36	33.13

Q.3 How you rate the relevance to acquiring problem-solving skills in real-life situations.

Stakeholder	Below Average	Fair	Good	Very Good	Excellent
Students	1.1	10,3	34.9	36.6	10.3
Alumni	0	4.3	30.4	47.8	17.4
Teachers	0	0	8	44	48
Average	1.1	35.76	24.43	42.8	25.23



Q4. How do you rate the academic syllabus and initiatives taken by the college to bridge the gap between industry & academic.

Stakeholder	Below Average	Fair	Good	Very Good	Excellent
Students	2.3	9.7	37.1	34.9	16
Alumni	0	21.7.	30.4	30.4	17.4
Teachers	0	0	. 8	36	56
Average	2.3	10.46	25.16	77.3	29.8

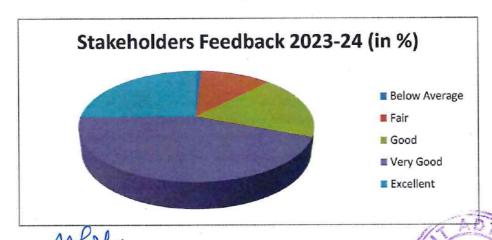
Summarized Analysis:

Stakeholder	Below Average	Fair	Good	Very Good	Excellent
Q1	1.1	3.53	24.2	41.9	32.13
Q2	0	5.3	14.66	48.36	33.13
Q3	1.1	35.76	24.43	42.8	25.23
Q4	2.3	10.46	25.16	77.3	29.8
Average	1.125	13.76	22.11	52.59	30.07

Average of all questions rated which shared with all stakeholders.

Rating	Below Average	Fair	Good	Very Good	Excellent
Average	1.125	13.76	22.11	52.59	30.07

Overall Impression in Percentages:



Prof Dr Milind Dhobley Dean Faculty of Arts,

Fine Arts & Performing Arts

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MIT SCHOOL OF FINE ARTS

& APPLIED

Comparison of Feedback of different Stakeholders

- As per the feedback obtained from the stakeholders, it can be understood that:
- > The overall curriculum meets the standards of the industry.
- > It takes into consideration the local and national needs for sure.
- Innovative teaching methodologies, practical, activities, research, ICT based teaching are the strengths of the curriculum
- Most of the Teachers & students want well equipped and latest infrastructure.
- > Students want knowledge according to the industry needs.
- > More Focus must be on training and placement.
- > Software training is the need of the hour for every industry.

Pertinent pointers identified & drawn to enhance the learning effectiveness

- As per the feedback obtained from the stakeholders' things that can be done toenhance the curriculum include:
- More importance to practical's, projects and filed visits.
- > Interview facing skills should be included in the syllabus
- Counseling subject should be added and made compulsory.
- Inculcation of more field trips, hands on experiences as per the industry requirement as well as funded research in collaboration with industry should be added.
- Course on communication and interpersonal skills should be more assessment based and not just for formality.
- > Value added programs on core content
- > Application and Design oriented questions
- ➤ Employers have asked for rigorous follow up with students regarding Training and Placement activities, as students tend to take everything casually.
- > Students need to be brainstormed enough before they appear for the company.
- > Attitude, Aptitude and Professional Skills need to be developed more among students.
- Curriculum is designed nicely but can be updated according to latest trends.



Action Taken

<u>Communication letter of 'Action Taken' for curriculum feedback received from</u> stakeholders for A.Y. 2023-24:

The feedback is taken from the all the stakeholders viz. Students, Parents, Alumni, Faculty members & Employers and analyzed by the committee including curriculum feedback coordinators, Academic monitoring committee, Domain coordinators. Later, a faculty meeting is organized to incorporate the modification of syllabus with consultation of subject teachers. Further the following observations forwarded to take the further action in Board of studies in Fine Arts & Applied Arts.

- More importance to practical's, projects and filed visits.
- Interview facing skills should be included in the syllabus
- A course focusing on entrepreneurship and administrative skills should be added.
- Counselling subject should be added and made compulsory.
- Inculcation of more field trips, hands on experiences as per the industry requirement as wellas
 funded research in collaboration with industry should be added.
- Course on communication and interpersonal skills should be more assessment based and not
 just for formality.
- Foreign Language Courses should be more rigorous and not just for formality. Students should be properly trained to learn that language.
- Value added programmed on core content.
- · Application and Design oriented questions
- Employers have asked for rigorous follow up with students regarding Training and Placement activities, as students tend to take everything casually.
- Students need to be trained more in communication skills. Courses being taughtpresently are not sufficient.
- Design and Innovation based thinking need to be developed among students.
- The Suggestion received from the stakeholders which has already considered in the previous BOS and implemented as per the NEP requirement and syllabus implemented for in the academic year 2023-24.
- Also acted on the academic curriculum, as it is compulsory for students in semester VIII to do
 internship which is an industry experience for students.
- New innovations and well-equipped infrastructure we are going to follow.

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Conclusion

The feedback from stakeholders, including students, parents, alumni, faculty, and employers, was analyzed by the committee. Key suggestions included adding more practical, projects, and field visits, interview preparation, entrepreneurship courses, and mandatory counseling. Stakeholders also emphasized the need for better communication skills training, rigorous foreign language courses, and industry-relevant field trips and research.

Following this, a faculty meeting was held to discuss curriculum modifications, which were then forwarded to the Board of Studies. These changes will ensure students gain practical industry experience, with a focus on innovation, design, and improved infrastructure. The updated curriculum also includes mandatory internships for eighth-semester students.

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