

MITADT UNIVERSITY, PUNE
MIT SCHOOL OF
BIOENGINEERING SCIENCES
& RESEARCH

IQAC

Report on Structured feedback
From Stakeholders

AY-2025-26

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Analysis of feedback forms

Analysis of Feedback with Graphical Representation

A/ Students

I. Details of number of students and responses obtained

Total number of students enrolled	789
Total number of feedback obtained	115

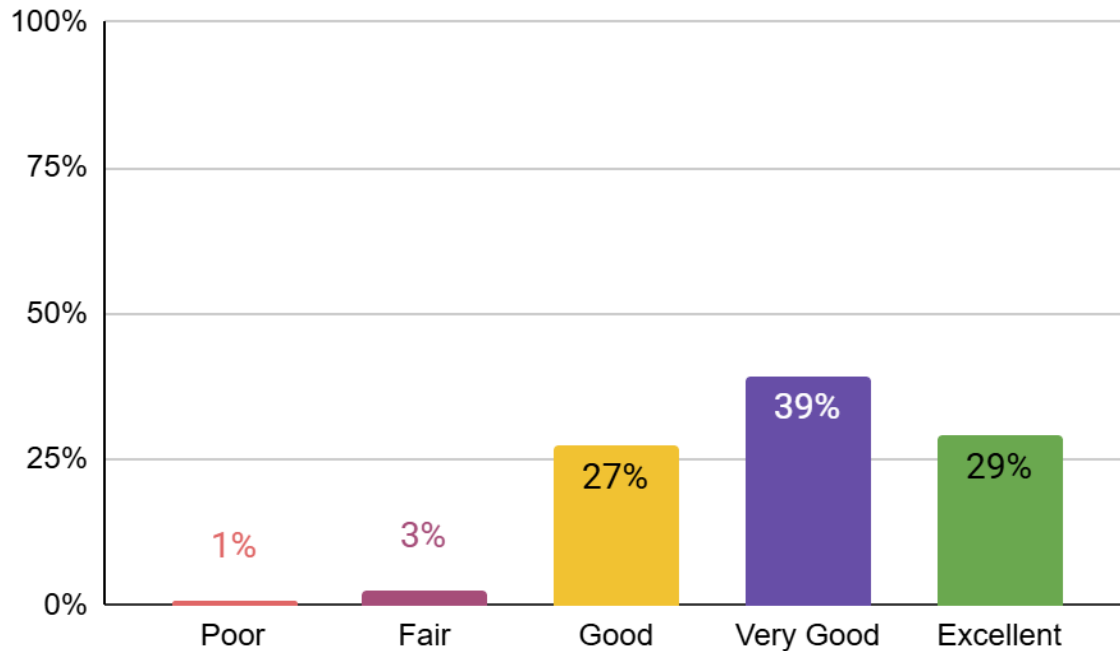
Colour code index for ratings

Excellent	Very Good	Good	Fair	Poor

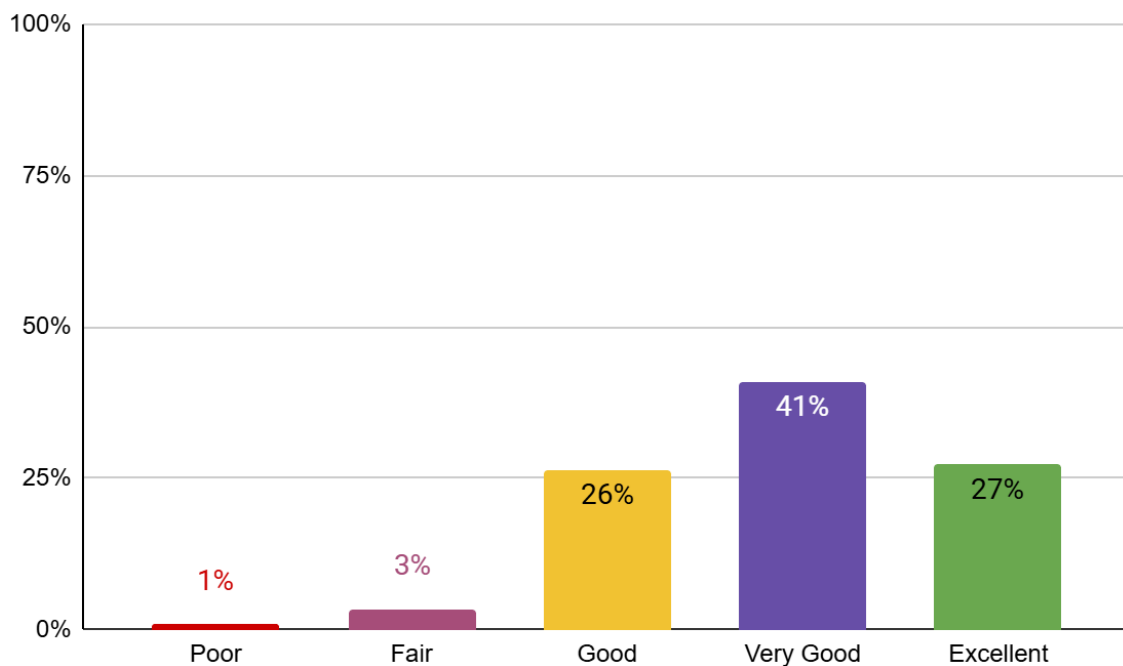
Students

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

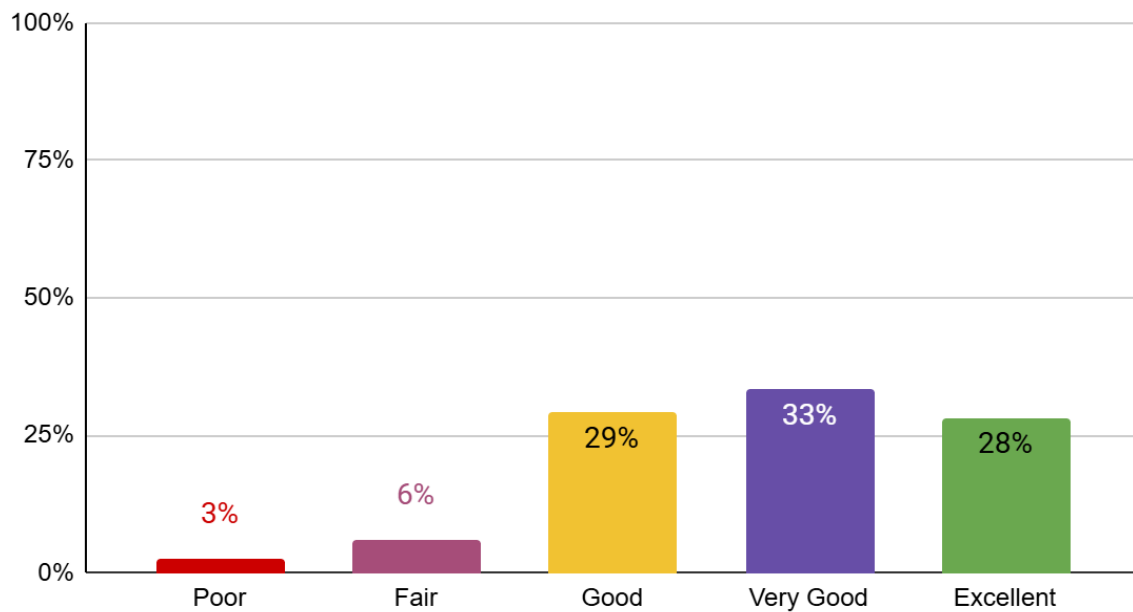
How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)?



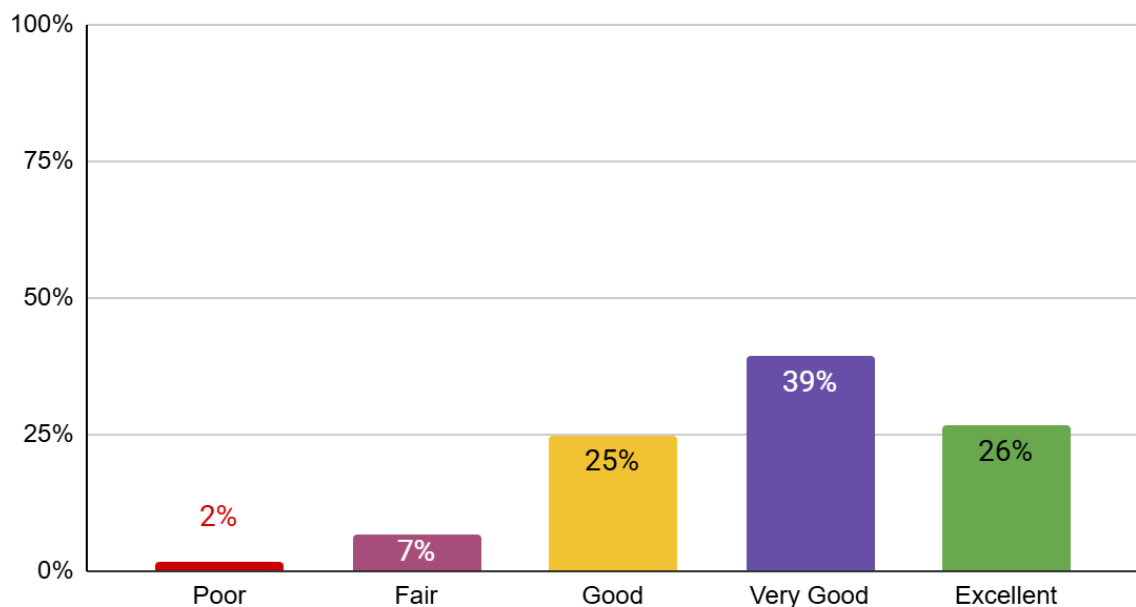
Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses.



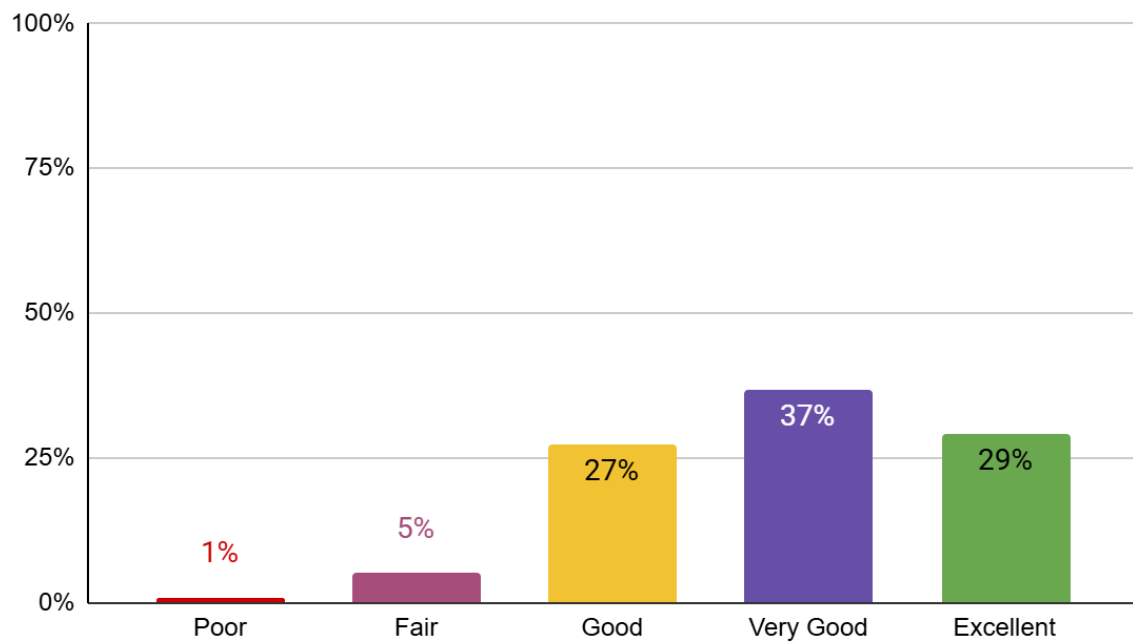
Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum.



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

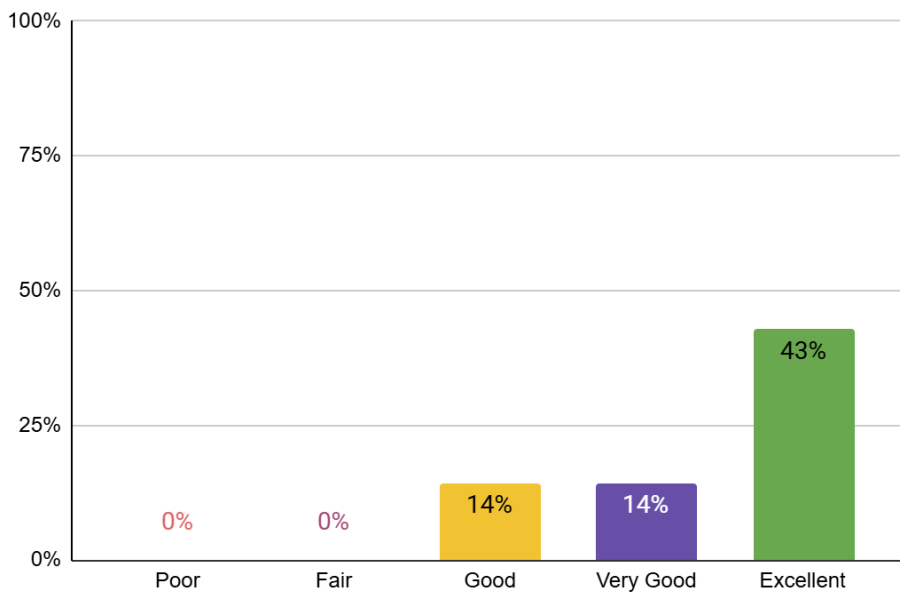


Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry

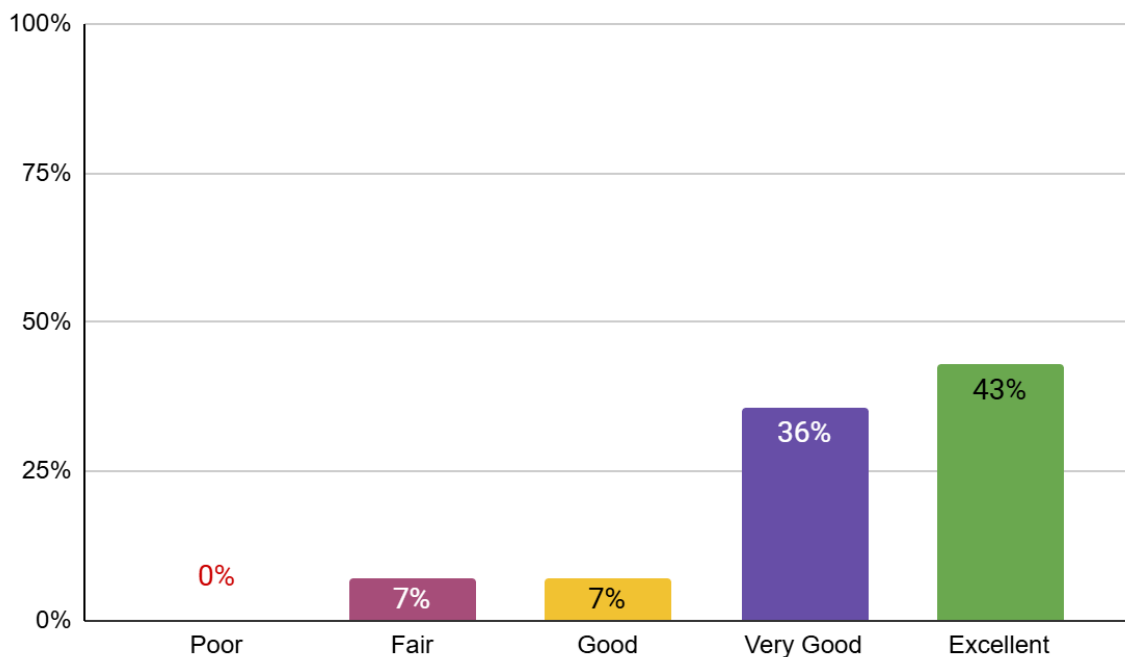


Parents

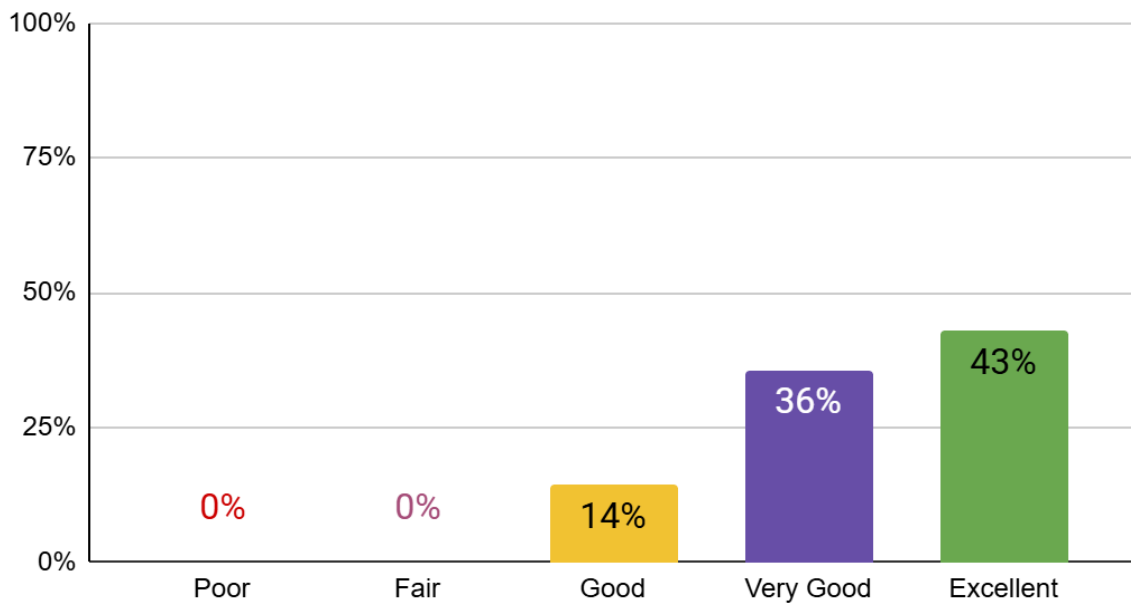
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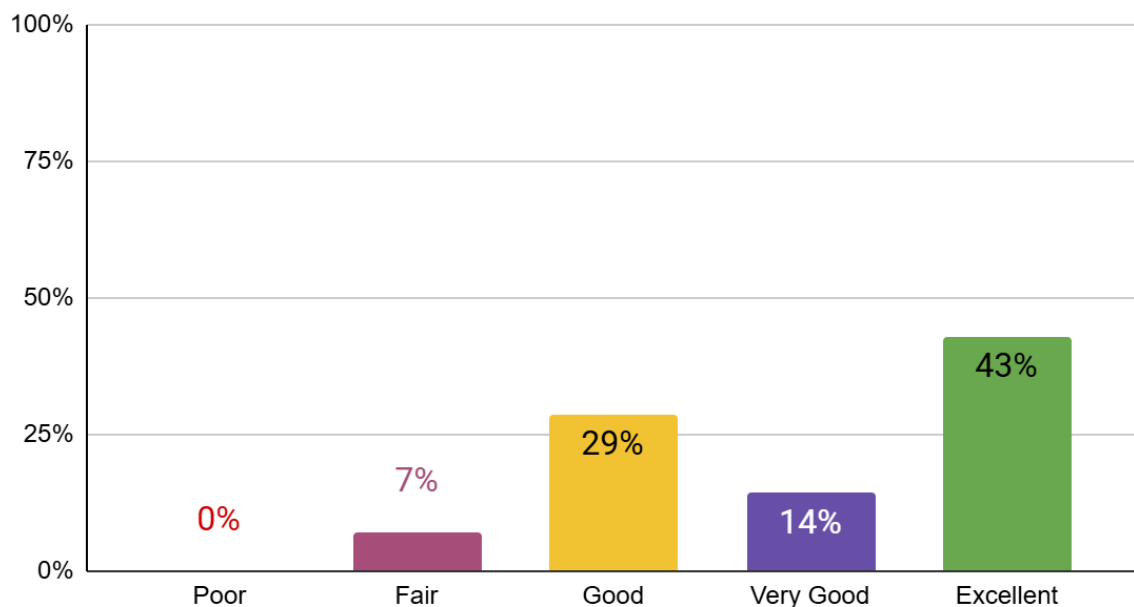
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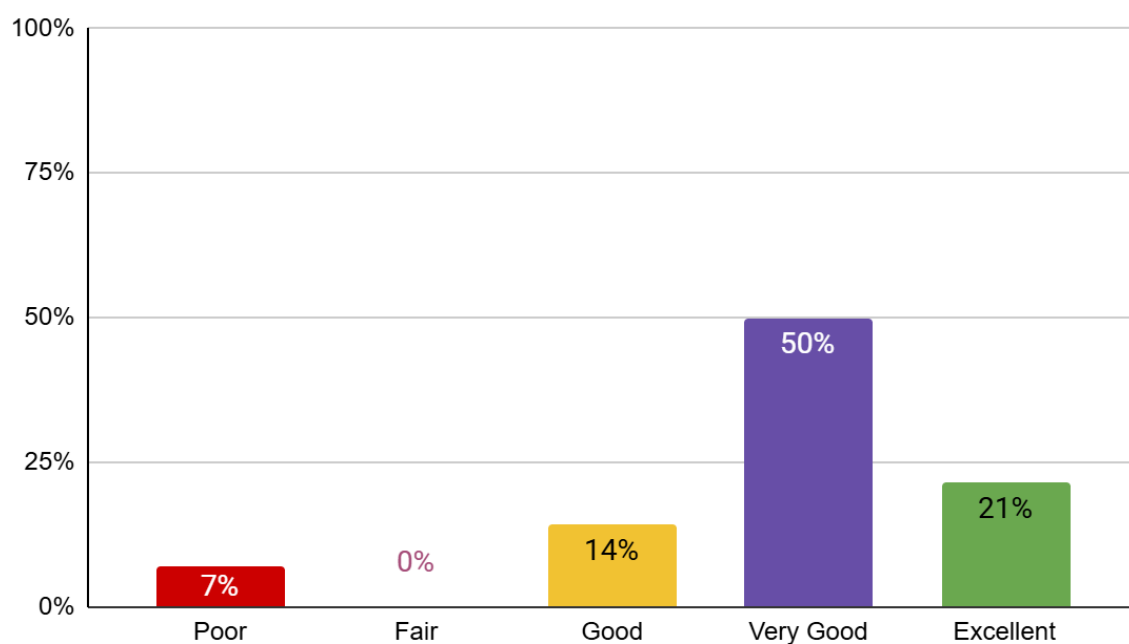
Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum.



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

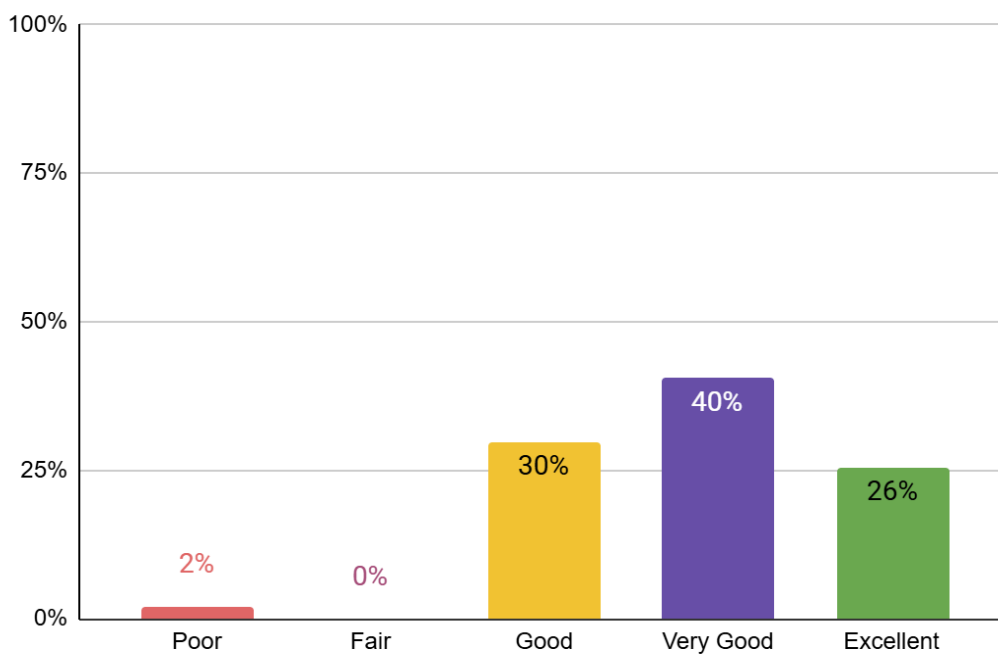


Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry

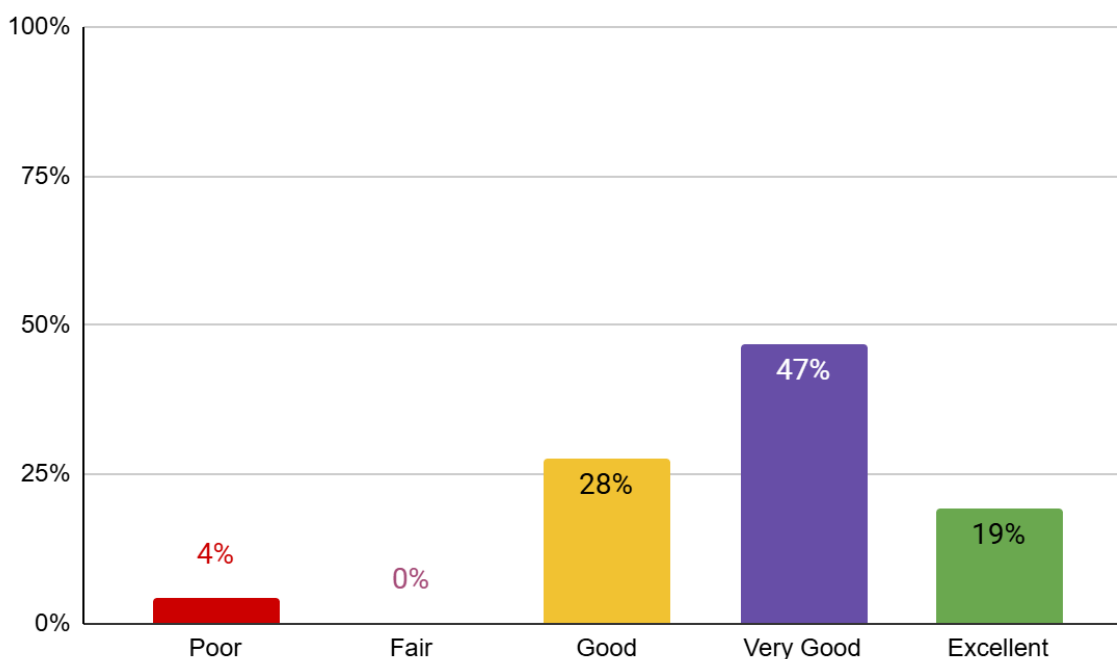


Alumni

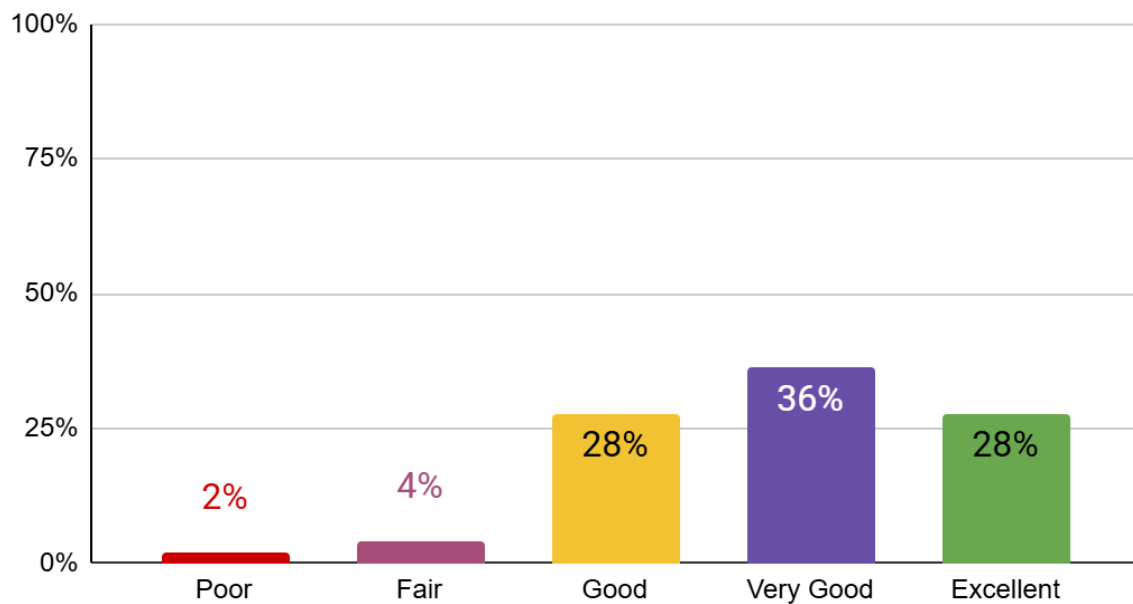
How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)?



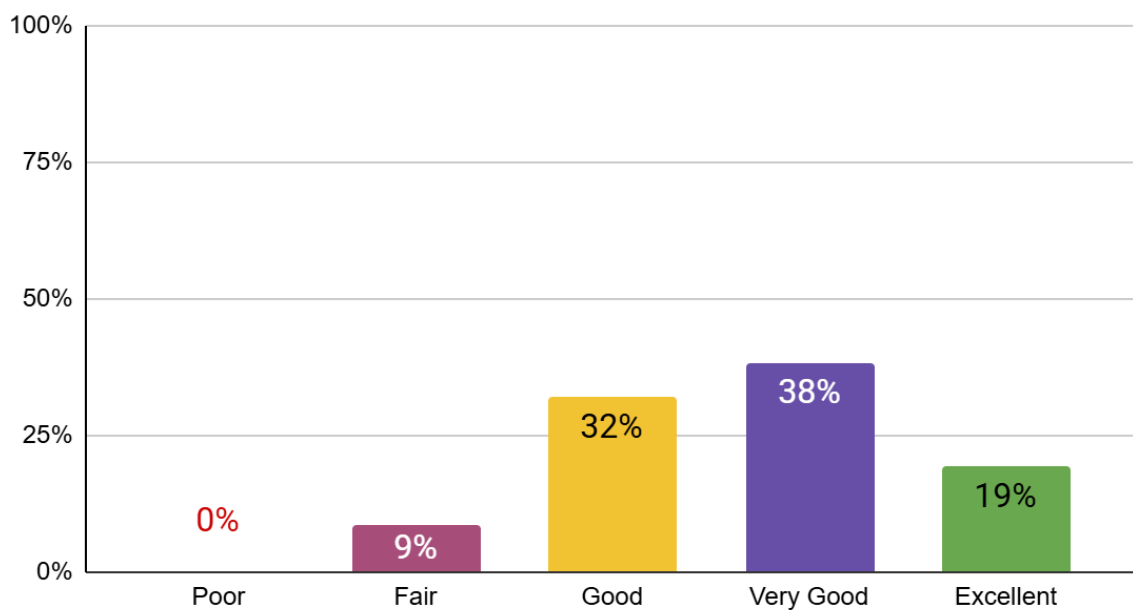
Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses.



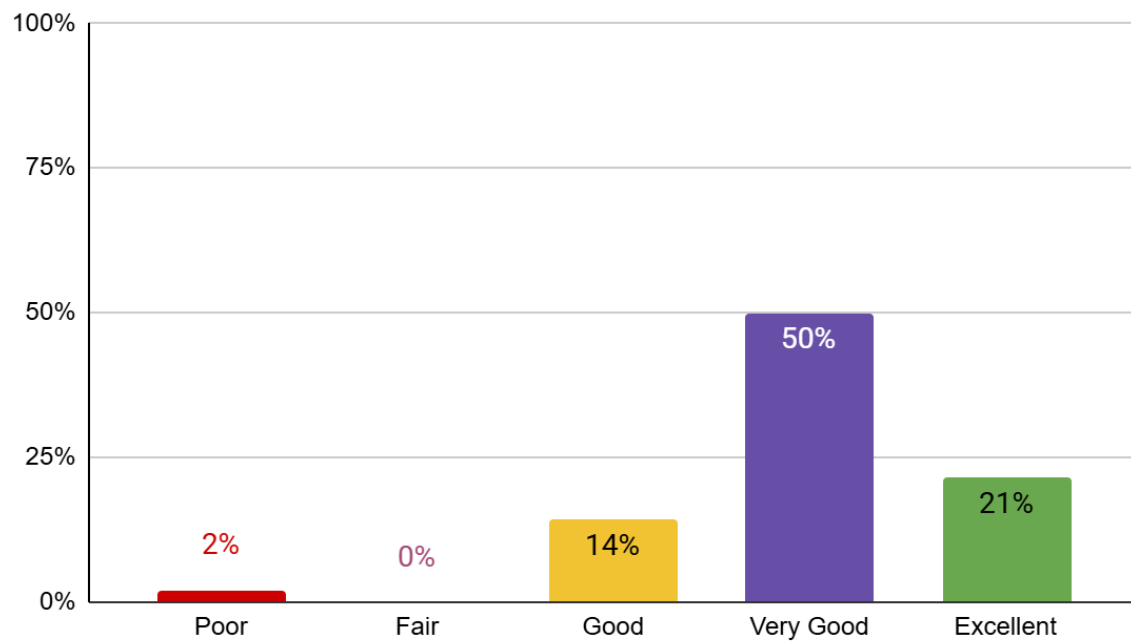
Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum.



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



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



Comparison of Feedback of different Stakeholders & Pertinent Pointers

Comparison of the feedback has been done as A| the Rubric questions (Q.1 TO Q.6) in the questionnaire and B| Descriptive questions in which strength/improvement/ suggestions asked. (Q.6.Q.7&Q.8)

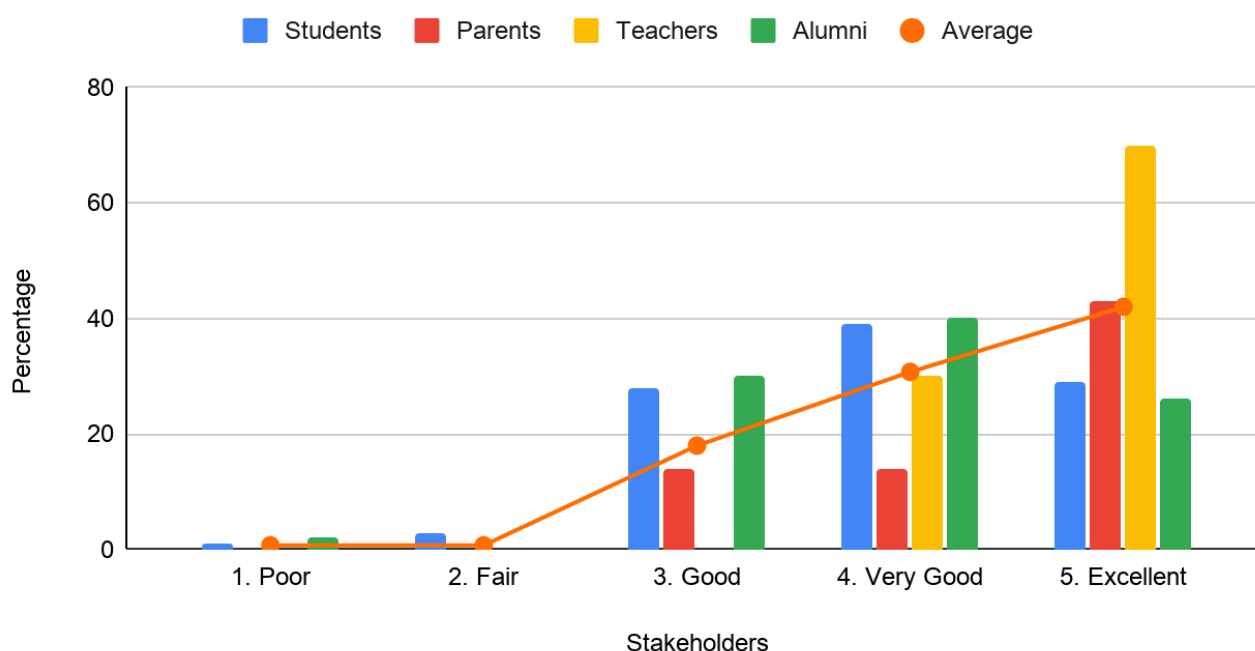
A) Comparison of feedback of different stakeholders on Rubric Questions (Q.1 TO Q.6)

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

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

Stakeholders	1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent
Students	1	3	28	39	29
Parents	0	0	14	14	43
Teachers	0	0	0	30	70
Alumni	2	0	30	40	26
Average	0.75	0.75	18	30.75	42

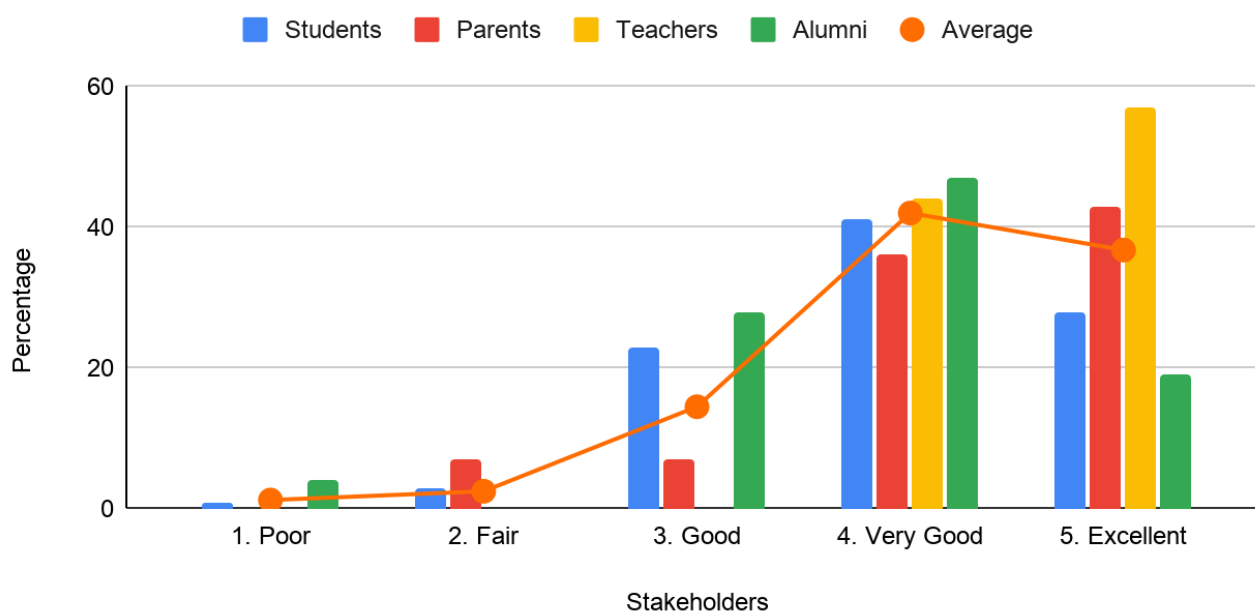
How would you rank the curriculum's structure and relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends)?



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

Stakeholders	1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent
Students	1	3	23	41	28
Parents	0	7	7	36	43
Teachers	0	0	0	44	57
Alumni	4	0	28	47	19
Average	1.25	2.5	14.5	42	36.75

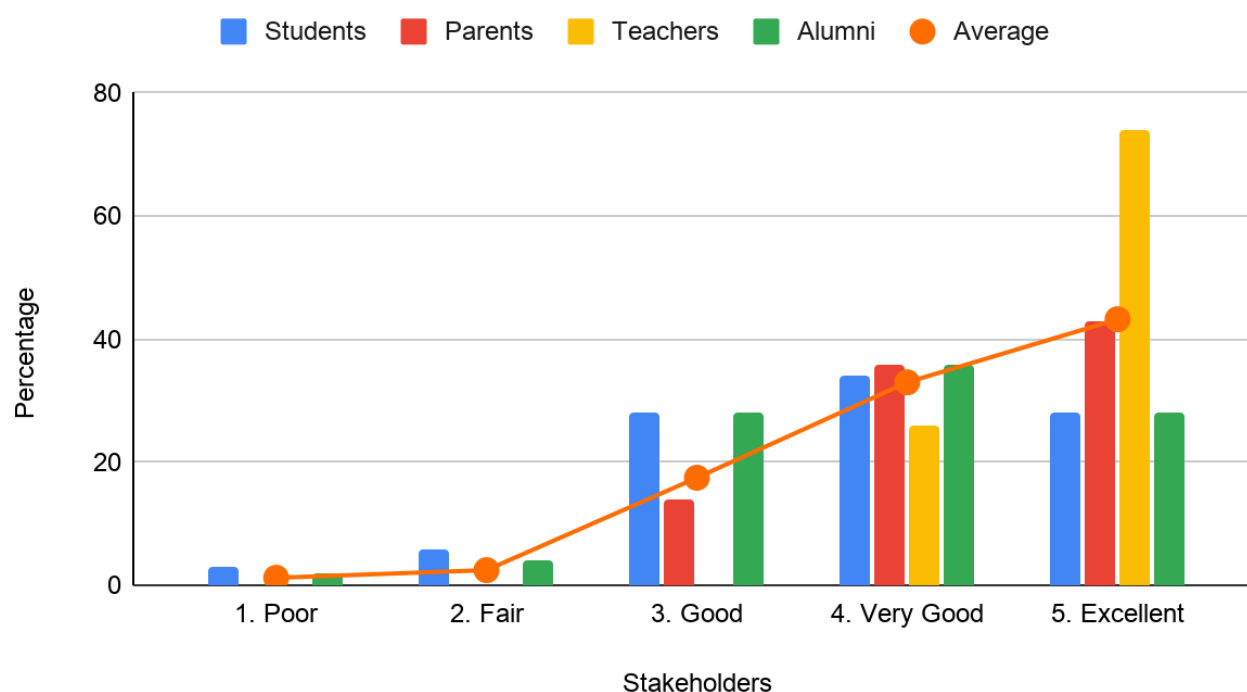
Rate the curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses



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

Stakeholders	1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent
Students	3	6	28	34	28
Parents	0	0	14	36	43
Teachers	0	0	0	26	74
Alumni	2	4	28	36	28
Average	1.25	2.5	17.5	33	43.25

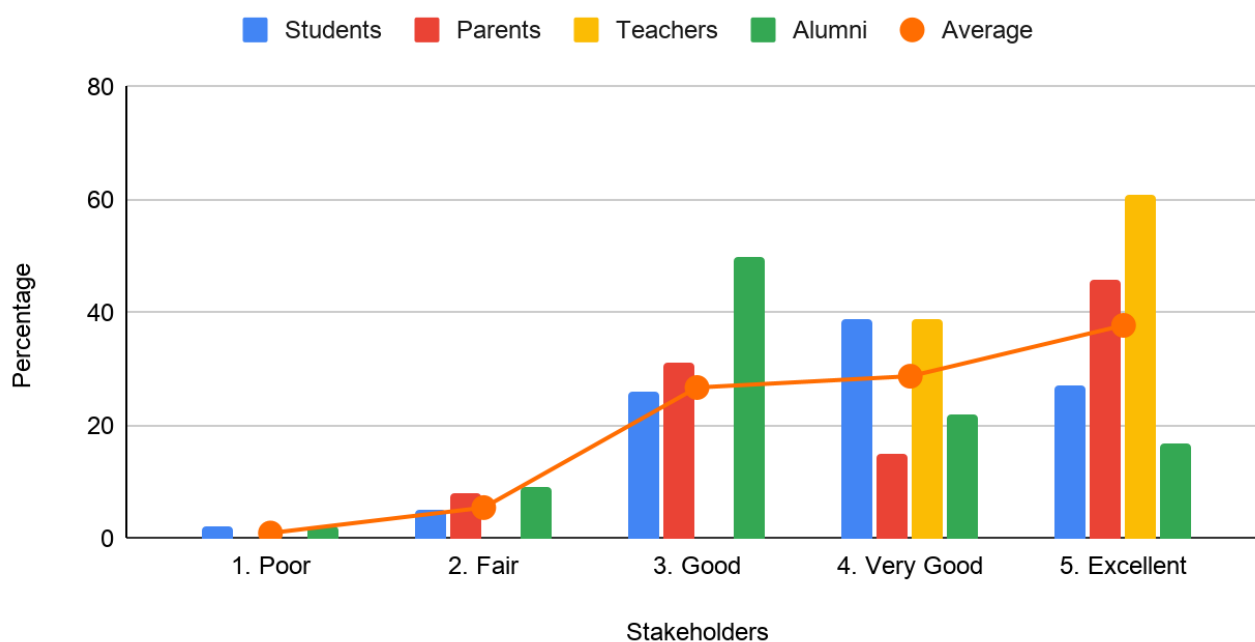
Assess the inclusion of a 'Recent Development/Research Component' and the appropriate balance of theory, practical, and project work, as well as training and internship opportunities with the curriculum



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

Stakeholders	1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent
Students	2	5	26	39	27
Parents	0	8	31	15	46
Teachers	0	0	0	39	61
Alumni	2	9	50	22	17
Average	1	5.5	26.75	28.75	37.75

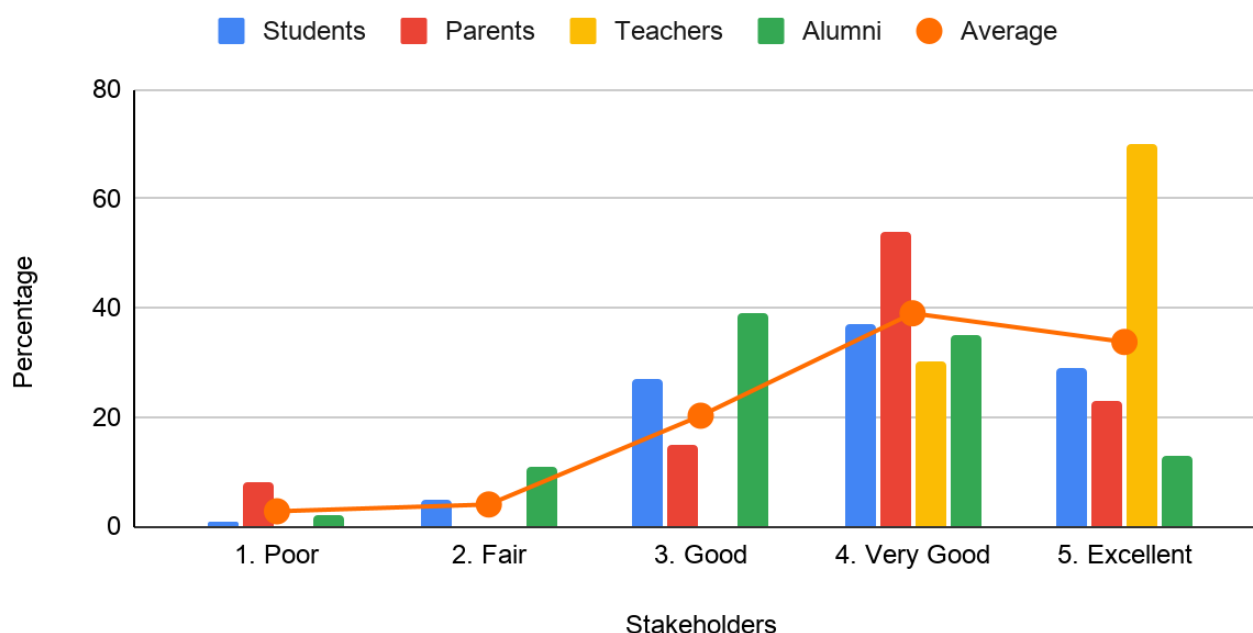
How would you rate the curriculum and its appropriateness in terms of employability and entrepreneurship?



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

Stakeholders	1. Poor	2. Fair	3. Good	4. Very Good	5. Excellent
Students	1	5	27	37	29
Parents	8	0	15	54	23
Teachers	0	0	0	30	70
Alumni	2	11	39	35	13
Average	2.75	4	20.25	39	33.75

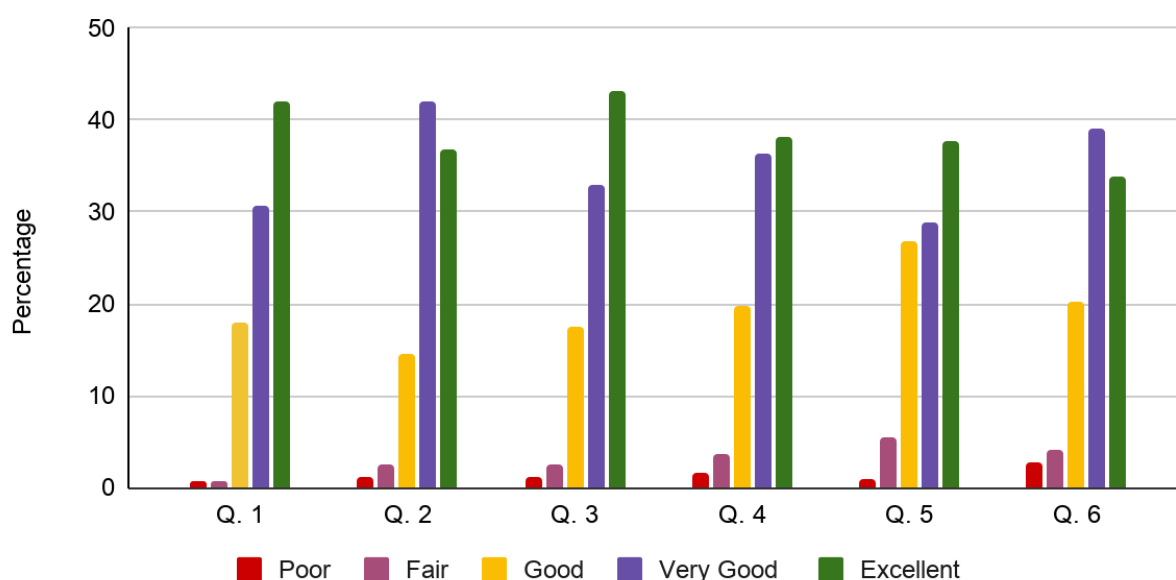
Rate the standard / depth of the curriculum offered in terms of the competencies expected by the industry



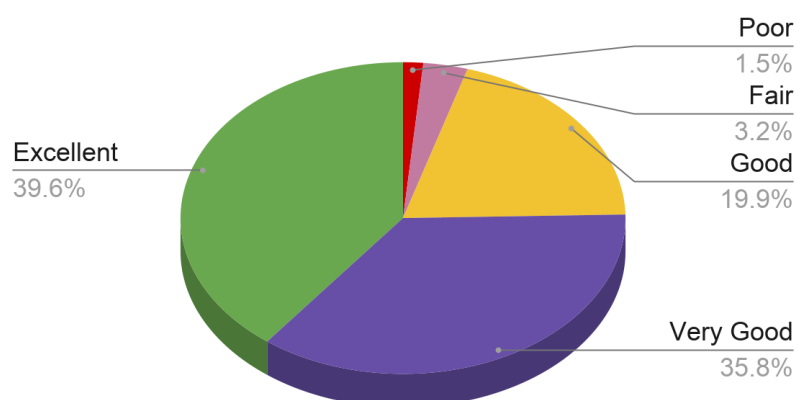
Averages of all questions

Stakeholders	Poor	Fair	Good	Very Good	Excellent
Q. 1	0.75	0.75	18	30.75	42
Q. 2	1.25	2.5	14.5	42	36.75
Q. 3	1.25	2.5	17.5	33	43.25
Q. 4	1.56	3.69	19.88	36.31	38.25
Q. 5	1	5.5	26.75	28.75	37.75
Q. 6	2.75	4	20.25	39	33.75

Comparison of all averages of all questions in Stakeholder's responses



Averages of Stakeholders' Responses



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

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

It is observed from the above analysis that all the stakeholders have rated with very good (35.8%) and Excellent (39.6%) in majority. Hence following conclusions are inferred.

1. The curriculum's structure is well ranked by stakeholders and it has good relevance to real-world conditions (in terms of local, national, regional, and worldwide developmental trends.
2. As per the stakeholders response, curriculum's alignment with the Programme's Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), as well as its mapping with the University's courses
3. There is an adequate balance of theory, practical, and project work within the curriculum, together with training and internship possibilities.
4. Curriculum beneficial to constructive learning and the development of problem-solving abilities.
5. The stakeholders have given a very high rating to both the curriculum and the applicability of the curriculum in terms of employability and entrepreneurialism.
6. In accordance with the industry-required competences, stakeholders evaluated the curriculum's quality and breadth.

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

Comparison of Feedback of different Stakeholders and in the analysis, following observations are made:

Strengths:

- Curriculum is thoughtfully structured and aligned with current industry needs.
- Provides flexibility through a variety of elective course options.
- Ensures strong foundational knowledge in core areas of Computer Science.
- Emphasizes innovative teaching methods including:
 - Project-based learning
 - Practical hands-on activities
 - Integration of research components
 - ICT-enabled instruction

Improvement needed:

- Emphasis on lab & training sessions for students.
- Addition of innovative teaching & assessment techniques in curriculum.
- Provide access to aptitude training & soft skill development.
- Organize industry visits, career bootcamps, and mock placement drives.

Communication letter of 'Action Taken' for curriculum feedback received from stakeholders for A.Y. 2025-26:

The feedback is taken from the stakeholders (Students, Parents, Alumni, and Faculties & Employer) and analysed by the committee including curriculum feedback coordinators, Academic monitoring committee, Domain coordinators. The pertinent pointers from the feedback will be discussed in the departmental DUGC meeting held on 28th August 2026. Further the following observations forwarded to take further action in upcoming AY 2026-27 BoS.

- Organisation of talk/sessions from Industrial experts.
- Increase in number of Industrial visits & internship opportunities.
- More emphasis on practical sessions.
- Organisation of sessions on resume writing, placement training and mock placement drives.

Curriculum feedback coordinators
DUGC/DPGC


Dr. Renu Vyas
Dean,
MIT ADT University.



Planning the Revision for updating the Syllabus as per action taken report on curriculum Feedback of A.Y. 2025-26:

Following pertinent pointers will be discussed in the upcoming 18th BoS meeting.

- Organisation of talk/sessions from Industrial experts.
- Increase in number of Industrial visits & internship opportunities.
- More emphasis on practical sessions.
- Organisation of sessions on resume writing, placement trainings and mock placement drives.

Changes will be made in the curriculum & will be put forward for approval from BOS, if any suggestion from BOS members will be incorporated in the syllabus. After passing through BOS, the syllabus forwarded to the Academic Council for approval.



Renu Vyas
Dr Renu Vyas.
BOS-CHAIRMAN

WEBSITE:

<https://www.mitbio.edu.in/>



Conclusion:

The report consists of the feedback taken from different stakeholders, analysis and action taken on the pertinent pointers obtained for the A.Y. 2025-26. Main objective of the continuous improvement in the curricula development and enhancement, enrichment is achieved. Reflection of the action taken is observed in BoS/AC meetings and further implementation and actions will be noted in the forthcoming 18th BoS.

Signature



Dr. Renu Vyas,

Dean,

MIT School of Bioengineering Sciences & Research

MIT ADT University, Pune.

Date:

Place: PUNE

