



**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Feedback Analysis
and
Action Taken Report**

Index

Sr. No		Page No.
Feedback Analysis 2022-2023		
1	Feedback Analysis - Students	04
2	Feedback Analysis - Teachers	07
3	Feedback Analysis - Alumni	10
4	Feedback Analysis - Employer	13
5	Feedback Analysis - Professionals	15
6	Action Taken Report 2022-2023	17
Feedback Analysis 2021-2022		
7	Feedback Analysis - Students	78
8	Feedback Analysis - Teachers	81
9	Feedback Analysis - Alumni	84
10	Feedback Analysis - Employer	86
11	Feedback Analysis - Professionals	88
12	Action Taken Report 2021-2022	90
Feedback Analysis 2020-2021		
13	Feedback Analysis - Students	119
14	Feedback Analysis - Teachers	122
15	Feedback Analysis - Alumni	124
16	Feedback Analysis - Employer	126
17	Feedback Analysis - Professionals	128
18	Action Taken Report 2020-2021	131
Feedback Analysis 2019-2020		
19	Feedback Analysis - Students	151
20	Feedback Analysis - Teachers	154
21	Feedback Analysis - Alumni	156
22	Feedback Analysis - Employer	158
23	Feedback Analysis - Professionals	160
24	Action Taken Report 2019-2020	162
Feedback Analysis 2018-2019		
25	Feedback Analysis - Students	194
26	Feedback Analysis - Teachers	197
27	Feedback Analysis - Alumni	199
28	Feedback Analysis - Employer	201
29	Feedback Analysis - Professionals	203
30	Action Taken Report 2018-2019	205



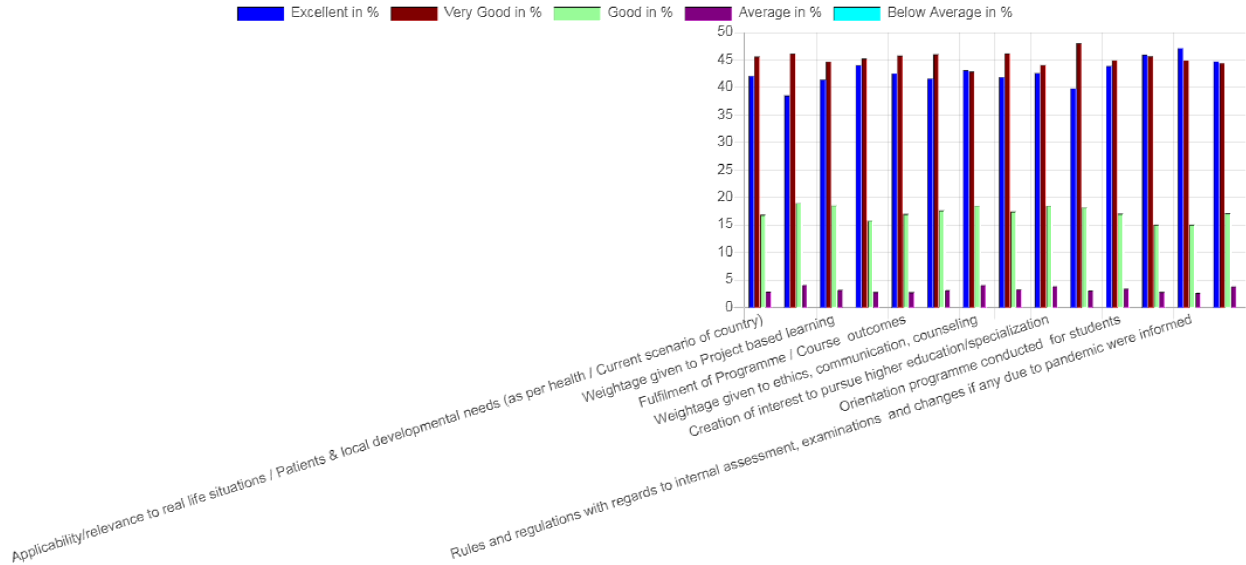
**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Feedback Analysis
2022 - 2023**

Bharati Vidyapeeth (Deemed to be University)

Feedback Analysis Report 2022-23

Student Feedback 2022-23



Student Feedback 2022-23					
	Question	Excellent %	Good %	Average %	Below Average %
1	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	42.06	45.63	16.89	2.88
2	Weightage given to Skill development / Entrepreneurship development / Employability	38.55	46.15	18.91	4.07
3	Weightage given to Project based learning	41.42	44.66	18.51	3.2
4	Weightage given to theory, practical and field work component	44.04	45.28	15.77	2.83
5	Fulfillment of Programme / Course outcomes	42.53	45.79	17.02	2.79

6	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	41.6	46.03	17.63	3.14
7	Weightage given to ethics, communication, counseling	43.17	42.92	18.46	4.04
8	Quality, Clarity and relevance of textual reading / Reference material / Study material	41.86	46.18	17.44	3.26
9	Creation of interest to pursue higher education/specialization	42.6	44.05	12.46	1.2
10	Overall rating	39.79	48.06	12.15	3.09
11	Orientation programme conducted for students	43.89	44.9	8.07	3.43
12	Introduction to curriculum was given in the beginning	45.96	45.67	6.05	2.84
13	Rules and regulations with regards to internal assessment, examinations and changes if any due to pandemic were informed	47.11	44.88	15.04	2.66
14	Teachers use student centric methods, such as experiential learning, participative learning and problem based learning for enhancing learning experiences.	44.7	44.4	9.85	1.8

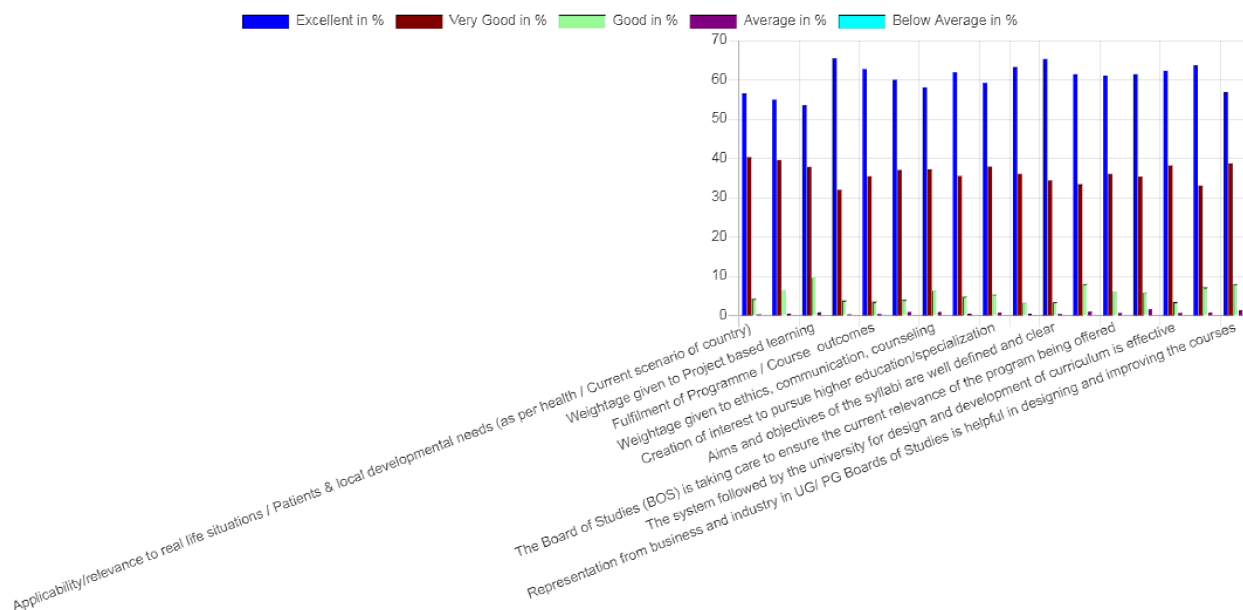
Student Feedback Analysis 2022-23

1. Students feedback on the curriculum showed 42% rated excellent, 46% rated good while 17% rated average while 3% rated as below average for applicability / relevance of curriculum to the real life situations or patients & local developmental needs.
2. Around 85% of students have rated good and above for the weightage given to Skill development / Entrepreneurship development / Employability while 19% rated it as average and 4% as below average.
3. Among the all students around 41% have given excellent rating and 45% have given good rating while 15% rated average and 3% as below average for the weightage given to project based learning.
4. More than 85% have rated above good whereas 16% rated as average and 3% as below average for weightage given to theory; practical and field work component.
5. While 43% rated excellent, 46% rated good, 16% rated as average and 3% as below average for the fulfillment of Programme / Course outcomes.

6. 42 % rated excellent, 46% rated good, 18% rated average and 3% rated below average for learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives)
7. More than 80% rated good and above, 19% as average and 4% as below average for the weightage given to ethics; communication and counseling.
8. 88% rate good and above for quality; clarity and relevance of textual reading / Reference material / Study material while 17% and hardly 3% rated as average and below average.
9. More than 85% of the students were of the opinion for excellent and good together, while 12% and 1% of students felt curriculum was average and below average for creation of interest to pursue higher education/specialization
10. Overall rating for curriculum was 85% as excellent and good together, 12% was average and 3% below average.
11. More than 80% students rated excellent for orientation programme conducted for students with 8% rating as average
12. 46% felt excellent, 46% felt good and 6% felt average for the introduction to curriculum was given in the beginning
13. Rules and regulations with regards to internal assessment; examinations and changes if any due to pandemic were informed received excellent by 47%, good by 45%, average by 15.04% and below average by 3% of the students.
14. 44% rated excellent, 44 % good, 10% and 2% below average for teachers using student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.

Teacher Feedback 2022-23

Teacher Feedback 2022-23



Teacher Feedback 2022-23					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	56.54	40.28	2.91	0.27
2	Weightage given to Skill development / Entrepreneurship development / Employability	54.95	39.58	5.03	0.44
3	Weightage given to Project based learning	53.53	37.81	7.86	0.8
4	Weightage given to theory, practical and field work component	65.46	31.98	2.29	0.27
5	Fulfillment of Programme / Course outcomes	62.72	35.42	1.51	0.35
6	Weightage given to Learning values (in terms of knowledge,	59.98	35.16	3.45	0.88

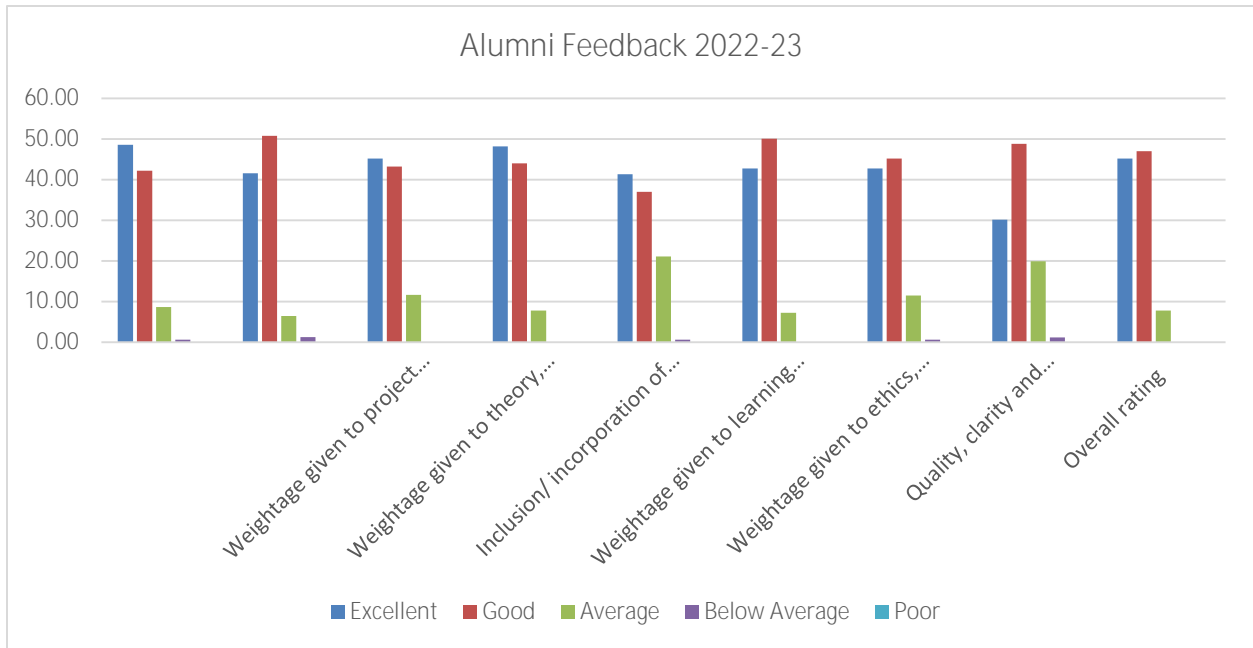
	concepts, manual skills, analytical abilities and broadening perspectives)				
7	Weightage given to ethics, communication, counseling	58.04	37.19	3.89	0.88
8	Quality, Clarity and relevance of textual reading / Reference material / Study material	61.93	35.51	2.12	0.44
9	Creation of interest to pursue higher education/specialization	59.19	37.9	2.2	0.71
10	Overall rating	63.25	36.04	0.27	0.44
11	Aims and objectives of the syllabi are well defined and clear	65.28	34.36	0.01	0.35
12	Departmental level subject expert committee meetings are held for reviewing the syllabus	61.4	33.39	4.24	0.97
13	The Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered	61.04	36.04	2.3	0.62
14	I am given enough freedom to contribute my ideas on curriculum design and development	61.4	35.34	1.67	1.59
15	The system followed by the university for design and development of curriculum is effective	62.28	33.65	3.45	0.62
16	The curriculum has been updated from time to time	63.69	33.04	2.56	0.71
17	Representation from business and industry in UG/ PG Boards of Studies is helpful in designing and improving the courses	56.89	38.69	3.09	1.33

Teacher Feedback Analysis 2022-23

1. Almost 90% of teachers rated good and above for the applicability or relevance of curriculum to real life situations or patients & local developmental needs (as per health / Current scenario of country)
2. 55%, 40% and 5% of the teachers rated excellent, good and average respectively for the weightage given to skill development / entrepreneurship development / employability.

3. Teachers have rated weightage given to project based learning as excellent by 53.53%, good by 37.8% and average by 7.86%.
4. Taking together the excellent and good score responses for weightage given to theory, practical and field work component were 97% of the teachers
5. Fulfillment of Programme / Course outcomes were rated as excellent by 62.72%, good by 35.42% and average by hardly 2% of the teachers.
6. 60% rated excellent, 35% rated good while 3% rated average for the weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)
7. Weightage given to ethics, communication, counseling was 58.04 % as excellent, 37.19% as good and 4% as average.
8. Quality, Clarity and relevance of textual reading / Reference material / Study material received rating from the teachers as 62% excellent, 36% good and 2.12% as average.
9. Creation of interest to pursue higher education/specialization was rated by teachers as 59.19% as excellent, 37.9% as good and 2.2% as average.
10. The overall rating to curriculum given by teachers was 63.25% excellent, 36.04% good and less than 1% for below average and average.
11. Aims and objectives of the syllabi are well defined and clear has received rating as 65.28% a excellent, 34.36% as good and less than 1% for below average and average.
12. Teachers rated departmental level subject expert committee meetings are held for reviewing the syllabus as 61.4% excellent, 33.39% good and 4.24% average.
13. In teachers opinion, Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered as 61.04% excellent, 36.04 good and 2.3% average.
14. Teachers responded with ratings 61.43% excellent, 35.34% good and 1.67% average and 2% below average for 'I am given enough freedom to contribute my ideas on curriculum design and development'.
15. The system followed by the university for design and development of curriculum is effective has been rated as excellent by 62%, good by 34% and average by 3.5% of the teachers
16. The curriculum has been updated from time to time has received the rating as 64% excellent, 33% good and 3% average.
17. Teachers gave 57% excellent, 39% good, 3% average and 1% below average score for representation from business and industry in UG/ PG Boards of Studies is helpful in designing and improving the courses.

Alumni Feedback Analysis 2022-23



Feedback 2022-23					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average
1	Applicability/ relevance to clinical/ case scenarios.	48.59	42.17	8.65	0.59
2	Weightage given to skill development / Entrepreneurship development / employability.	41.57	50.77	6.43	1.24
3	Weightage given to project based learning.	45.18	43.20	11.62	0.00
4	Weightage given to theory, practical and field work component	48.20	43.99	7.81	0.00

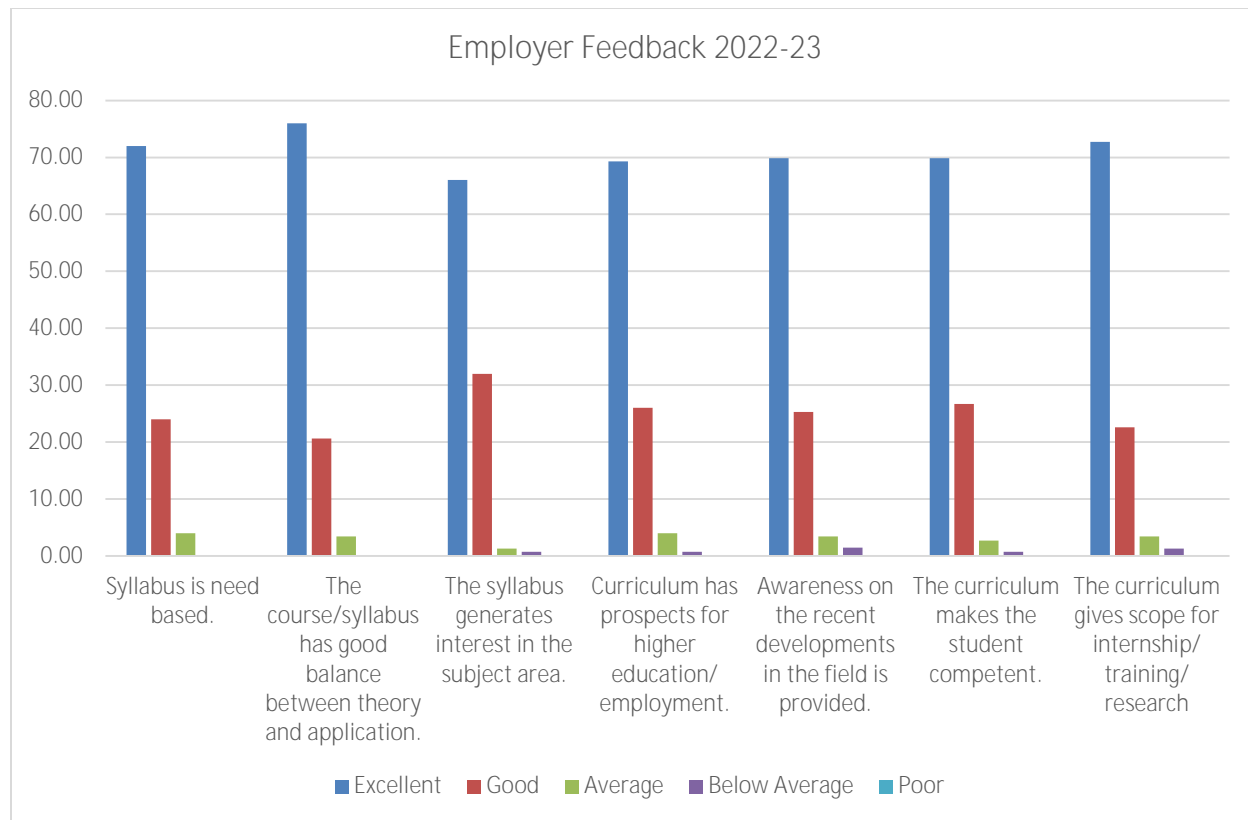
5	Inclusion/ incorporation of recent advancement in the subject.	41.32	37.02	21.06	0.59
6	Weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	42.76	50.02	7.22	0.00
7	Weightage given to ethics, communication, counselling.	42.76	45.18	11.47	0.59
8	Quality, clarity and relevance of textual reading / reference material / study material.	30.10	48.84	19.87	1.19
9	Overall rating	45.18	47.01	7.81	0.00

Alumni Feedback Analysis 2022-23

1. 49% of alumni rated excellent, 42% as good, 9% as average for applicability/ relevance to clinical/ case scenarios
2. 42% excellent, 51% good, 6% average while around 1% as below average for weightage given to skill development / entrepreneurship development / employability.
3. Weightage given to project based learning was given excellent rating by 45%, good by 43%, and average by 12% of the alumni.
4. Weightage given to theory, practical and field work component received rating from alumni as 48% excellent, 44% good, and 8% average.
5. More than 78% alumni rated as excellent / good while 21% rated it as average for the inclusion/ incorporation of recent advancement in the subject.
6. Weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) was scored as excellent / good by more than 90% of alumni while 7% as average.

7. 43% excellent, 45% good and 11% average for the weightage given to ethics, communication and counseling.
8. Quality, clarity and relevance of textual reading / reference material / study material has received 30% excellent, 49% good, 20% average and 1% below average.
9. The overall rating given by alumni is 45% excellent, 47% good and 8% as average.

Employer Feedback Analysis 2022-23

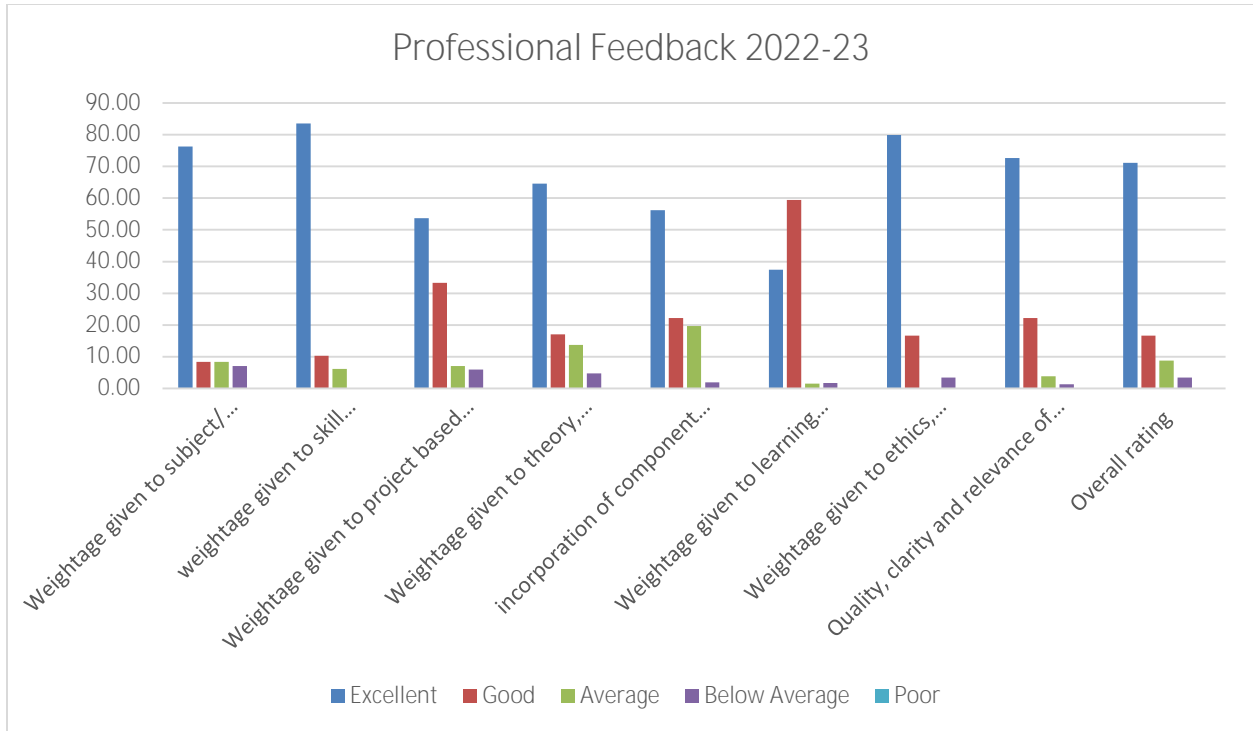


Employer Feedback 2022-23					
Sr. No.	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Syllabus is need based.	72.02	24.01	3.98	0.00
2	The course/syllabus has good balance between theory and application.	75.99	20.60	3.41	0.00
3	The syllabus generates interest in the subject area.	66.05	31.96	1.28	0.71
4	Curriculum has prospects for higher education/ employment.	69.32	25.99	3.98	0.71
5	Awareness on the recent developments in the field is provided.	69.89	25.28	3.41	1.42
6	The curriculum makes the student competent.	69.89	26.70	2.70	0.71
7	The curriculum gives scope for internship/ training/ research	72.73	22.59	3.41	1.28

Employer Feedback 2022-23

1. 72% Employers have rated as excellent, 24% as good and 4% as average for the syllabus being need based
2. Employers found the course/syllabus to have good balance between theory and application with the rating as 76% excellent, 21% good, and 3% as average.
3. 66% rated excellent, 32% as good and 1% as average for the role of syllabus in generating interest in the subject area
4. Employers have opinion as curriculum has prospects for higher education/ employment with the rating as 69% excellent, 26% good and 4% as average.
5. Employers have given rating as 70% as excellent, 25% as good and 3% as average for the curriculum is able to provide awareness on the recent developments in the field is provided.
6. 70% of the employers have given excellent rating, 27% have given good rating while 3% have given average rating for the curriculum making the student competent.
7. 72.73% of employers rated excellent, 23% good, 3% average and 1% below average for the curriculum providing scope for internship/ training/ research.

Professional Feedback Analysis 2022-23



Professional Feedback 2022-23					
Sr. No.	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Weightage given to subject/ clinical evaluation	76.28	8.33	8.33	7.05
2	weightage given to skill development/ entrepreneurship development/ employability	83.55	10.26	6.20	0.00
3	Weightage given to project based learning	53.63	33.33	7.05	5.98
4	Weightage given to theory, practical, field work, research component	64.53	17.09	13.68	4.70
5	incorporation of component about development of leadership qualities/ decision making capability	56.20	22.22	19.66	1.92

6	Weightage given to learning values in terms of (knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	37.39	59.40	1.50	1.71
7	Weightage given to ethics, communication counseling	79.91	16.67	0.00	3.42
8	Quality, clarity and relevance of textual reading/ reference material/ study material depth of the course content	72.65	22.22	3.85	1.28
9	Overall rating	71.15	16.67	8.76	3.42

Professional Feedback Analysis 2022-23

1. Around 85% of professionals have given excellent/good while 8% have given average and 7% as below average rating for Weightage given to subject/ clinical evaluation.
2. 94% of professionals have given excellent/good and 6% average rating for weightage given to skill development/ entrepreneurship development/ employability.
3. 87% have given excellent/ good while 7% and 6% have given average and below average rating respectively for the weightage given to project based learning.
4. More than 80% have given excellent/good while 14% as average and 5% below average for the weightage given to theory, practical, field work, and research component.
5. 78% of the professionals have opted either excellent or good rating while 20% as average and 2% below average for incorporation of component about development of leadership qualities/ decision making capability.
6. Professionals have opinion that the weightage given to learning values in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives are excellent by 37%, good by 59% while less than 2% for average and less than 2% for below average.
7. Weightage given to ethics, communication counseling received ratings as 80% excellent, 16% good and 3% below average.
8. 73% of professionals have rated excellent, 22% as good and 4% as average and 1% as below average for the quality, clarity and relevance of textual reading/ reference material/ study material depth of the course content.
9. Overall rating given by professionals is 71% as excellent, 17% as good, 9% as average and 3% below average.



**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Action Taken Report on Feedback
2022 - 2023**

BHARATI VIDYAPEETH
(DEEMED TO BE UNIVERSITY)
Bharati Vidyapeeth Bhavan, LBS Marg
Pune-411030

The meeting of the Internal Quality Assurance Cell (IQAC) was held on **21st September 2022 at 11.00am** at Conference Hall, 2nd floor, Bharati Vidyapeeth Bhavan, Pune

The following members were present for the meeting

1. Prof. M.M. Salunkhe, Vice Chancellor-Chairman.
2. Dr. R.S. Mali.
3. Dr. A.A. Natu.
4. Dr. V.R. Shirgurkar.
5. Prof. S.F. Patil - Coordinator.
6. Dr. A.B. Patil.
7. Dr. R.S. Zirange.
8. D. V.K. Kurkute
9. Dr. Anthony Rose.
10. Dr. Sachin Kadam – Special Invitee.
11. Dr. Kirti Gupta. - Special Invitee.

Leave of absence was granted to Dr. Vishwajeet Kadam, Shri. G. Jayakumar, Registrar BVDU , Dr. M.D. Karmarkar, Dr. Amol Patil and Jyothi Johnson as they expressed their inability to attend the meeting due to pre-engagements.

Hon'ble Vice Chancellor welcomed all the members of the IQAC.

The following agenda items were taken up for discussion and consideration.

Item No. 1

Confirmation of Minutes of the meeting held on 2nd June 2022

Resolution

Minutes of the IQAC meeting held on 2nd June 2022 were read and confirmed.

Item No. 2

Action taken Report

Resolution:

Report on the action taken on the decisions of the IQAC at its meeting held on 2nd June 2022 was noted.

Item No. 3

Status of AQAR for 2021-22.

Resolution:

Prof. S. F. Patil briefed the IQAC members about the progress of the compilation of AQAR for the academic year 2021-22. He also informed the IQAC members that the AQAR for the year 2021-22 will be submitted by end of December 2022

Item No. 4

Discussion on Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree, and Dual Degree Programmes.

Resolution:

Hon. Vice chancellor informed the IQAC members about the UGC circular dated D.O. No 4-1/2022 (IC) dated 5th May 2022 and "The gazette of India" CG-DL-E-02052022-235497 dated 2 May 2022 regarding the Academic collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree, and Dual Degree Programme. He also briefed the guidelines given by the UGC regarding the credit system to be offered.

The IQAC members suggested to identify the constituent units who can undertake the Programmes with foreign Universities. It is suggested to constitute a committee of 3 members consisting of Dean, Subject Expert, and Senior faculty to decide the structure of the Programme to be undertaken.

The IQAC members also suggested to discuss the implementation of Twinning Joint Degree and Dual degree Programme and regulation be passed in Academic council.

The IQAC member also suggested to constitute a committee under the guidance of Hon Vice Chancellor to draft a Policy document in the line of NEP 2020.

Item No. 5

Discussion on revised course structure of BBA & BCA for Faculty of Management, from 3 year to 4 years (Honors) in the light of NEP 2020

Resolution:

Hon. Vice chancellor informed the IQAC members about the implementation of BBA and BCA course in the Faculty of Management in the line of NEP 2020 from academic year 2022-23.

Dr. Kirti Gupta briefed the IQAC members about the course structure and the credit system offered by the University. She also explained the exit and entry level of the students during the course.

Item No. 6

Discussion on equivalence of degree obtained through ODL and Online mode with degree obtained through conventional mode.

Resolution:

Hon. Vice chancellor informed the IQAC members about the circular F.No. 3-5/2022(DEB-III) dated 2 Sep 2022 regarding the equivalence of degree obtained through ODL and Online mode with degree obtained through conventional mode.

The IQAC members suggested to follow the changes as per the UGC circular.

Item No. 7

Discussion on the progress of incubation cell

Resolution:

Hon. Vice chancellor informed the IQAC members about the progress of BVDU Incubation center at various constituent units.

The IQAC members suggested to start separate incubation center in every college and appoint professional people from industry to guide the students. The IQAC members also suggested to incubate the project jointly with two or more departments and focus on interdisciplinary project.

Item No. 8

Any other item with the permission of chair.

1. Establishment of BVDU's Statistical Support Cell for researchers.

Dr. Sachin Kadam informed the details of the BVDU's Statistical Support Cell for researchers. He also informed the IQAC member about the various Programme conducted under by the Statistical Support Cell.

It is suggested to organize training Programmes for different constituent units.

As there were no other items for discussion, the meeting ended with a vote of thanks to the chair.



(Prof. S.F. Patil)
Coordinator



(Prof. M.M Salunkhe)
Chairman

BHARATI VIDYAPEETH
(DEEMED TO BE UNIVERSITY)
Bharati Vidyapeeth Bhavan, LBS Marg
Pune-411030

The meeting of the Internal Quality Assurance Cell (IQAC) was held on **2nd June 2022 at 11.00am** at Conference Hall, 2nd floor, Bharati Vidyapeeth Bhavan, Pune

The following members were present for the meeting

1. Prof. M.M. Salunkhe, Vice Chancellor-Chairman.
2. Dr. R.S. Mali.
3. Dr. A.A. Natu
4. Prof. S.F. Patil - Coordinator.
5. Dr. M.D. Karmarkar.
6. Dr. R.S. Zirange.
7. D. V.K. Kurkute
8. Dr. Anthony Rose.
9. Shri. G. Jayakumar, Registrar BVDU – Special Invitee.
10. Dr. Kirti Gupta. - Special Invitee.

Leave of absence was granted to Dr. Vishwajeet Kadam, Dr. V.R. Shirgaurkar, Dr. A.B. Patil, Dr. Amol Patil and Dr. Sachin Kadam. as they expressed their inability to attend the meeting due to pre-engagements.

Hon'ble Vice Chancellor welcomed all the members of the IQAC.

The following agenda items were taken up for discussion and consideration.

Item No. 1

Confirmation of Minutes of the meeting held on 24th February 2022

Resolution

Minutes of the IQAC meeting held on 24th February 2022 were read and confirmed.

Item No. 2

Action taken Report

Resolution:

Report on the action taken on the decisions of the IQAC at its meeting held on 24th February 2022 was noted.

Item No. 3

Suggestion from respective criteria head regarding AQAR 2020-21 and planning for AQAR 2021-22.

Resolution:

Prof. S. F. Patil briefed the IQAC members about suggestions made by coordinator heads for speedy completion of AQAR. It was decided to take appropriate steps to resolve difficulties encountered.

Item No. 4

Implementation of curriculum development in the light of NEP

Resolution:

Hon. Vice chancellor informed the IQAC members about the constitution of committee for the implementation of NEP from the academic year 2022-23. Dr. Sachin Vernekar, Director IMED, Pune will look after the implementation of NEP. He also informed the IQAC members that NEP will be implemented from 2022-23 for BBA course in the Faculty of Management.

Prof. S.F. Patil insisted to make 20% change in the syllabus for those courses whose syllabi are not revised in the light of NEP.

It was resolved to call respective BoS meeting for revising syllabi of the courses on priority basis. It is also suggested that change in syllabus for each course to be highlighted.

Item No. 5

FDP on Value added courses and collaboration with BAHAI academy

Resolution:

Matter was discussed and decided to keep the proposal submitted by BAHAI Academy in the Academic Council. Further it is resolved that the name of the courses proposed by BAHAI Academy be sent to Dean of the respective faculty for selecting them and accordingly proposing the agenda to Academic Council

Item No. 6

Organization of Seminars, Workshops and National/International Conferences during the academic year 2022-23

Resolution:

The proposal sent for Organization of Seminars, Workshops and National/International Conferences by various Constituent Units was discussed and noted

Item No. 7

Status of research funding & publication in different constituent Units

Resolution:

Various constituent Units of the University submitted number of publications appeared in Scopus/Web of Science/ Pubmed/UGC Care for 2021-22 and projected publications in 2022-23.

The IQAC members appreciated that every constituent Unit projected higher number of publications in 2022-23 as compared to 2021-22.

The data on status of research funding are not provided by some of the constituent unit. Hence it was decided to put up this item in the next IQAC meeting. It was also decided to send the letters to the constituent units in this regard.

Item No. 8

Preparation of Academic Calendar for University and individual Constituent Unit of academic year 2022-23

Resolution:

It was resolved to send the letter to each Constituent Unit for preparing Academic Calendar in detail for academic year 2022-23. It was also resolved to write a letter to the Registrar of the University for making University Academic Calendar for 2022-23 on priority basis.

Item No. 9

Discussion on proposed system for Feedback and Students satisfaction survey for academic year 2021-22.

Resolution:

Dr. Kirti Gupta presented profroma for collecting the feedback on Curriculum by Teachers, Students Alumina and Employer as well as the questions framed for Students Satisfaction Survey. She also presented the analysis of feedback system by taking the data from selected constituent Units.

The members expressed the satisfaction on the profroma and recommended to follow for academic year 2022-23.

Item No. 10

Future plan of the University for Academic Year 2022-23

Resolution:

Future plan for the academic year submitted by various constituent units was discussed and approved. It was further resolved that future plan of University for the academic year 2022-23 be prepared on priority basis, and letter be sent to administration unit of the University.

Item No. 11

Analysis of Extension activities for 2021-22

Resolution:

The Extension activity conducted by various Constituent Units was appreciated by IQAC members.

Dr. Sachin Kadam and Dr. Kiri Gupta were given the responsibility of Analysis of extension activities. It was reported that meeting with Dr. Mhetre had been conducted and the parameters required for analysis have been discussed. Once 2021-22 data is available in the required format, the analysis would be possible.


Item No. 12

Any other item with the permission of chair

Resolution:

As there were no other items for discussion, the meeting ended with a vote of thanks to the chair.


(Prof. S.F. Patil)
Coordinator


(Prof. M.M. Salunkhe)
Chairman



Bharati Vidyapeeth (Deemed to be University)

Founder Chancellor : Dr. Patangrao Kadam



Prof. Dr. Shivajirao Kadam
Chancellor
M.Sc., Ph.D.

- Accredited with 'A+' Grade (2017) by NAAC
- Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
- Category-I University Status by UGC

POONA COLLEGE OF PHARMACY

- Reaccredited by NBA & NAAC
- ISO-9001-2015 Certified Institute
- DTE Code 6652

Dr. Atmaram Pawar
In-charge Principal
M.Pharm., Ph.D.

Bharati Vidyapeeth Educational Complex,
Erandawane, Pune - 411 038. (M.S.) INDIA
Tel. : (020) 25461046 Fax : (020) 25439383
E-mail : pcp.bvu@gmail.com
Website : pcp.bharativedyapeeth.edu,
www.bvuniversity.edu.in

Action Taken Report AY (2022- 2023)

S. No	Feedback	Issues taken into consideration	Action taken
1.	Student Feedback	<p>Student online feedback by the university indicated more Industry- Institute interactions to be done.</p> <p>Student suggested to correlate practical with theory.</p> <p>Placement cell should include more grooming sessions for better opportunities for UG students.</p>	<p>More number of Industries were identified and contacted for internship and collaborative works to increase the interactions</p> <p>The feedback was conveyed to the teachers and were advised to strengthen the areas of concern.</p> <p>As per the communication with placement cell, more number of grooming and personality development courses were organized.</p>
2.	Teachers feedback on curriculum	<p>Feedback from teacher on curriculum suggested Training on effective teaching and learning pedagogy to be conducted for faculty. Pedagogy as well as case based study should be used to improve the teaching learning process.</p> <p>Faculty to be sent for industrial training.</p> <p>Faculty to be encouraged to undertake research on societal problems/needs.</p>	<p>Intensive training Sessions have been planned for faculty members on teaching pedagogy/ICT usage/ video/ lecture recording and e- content development. The training workshop on "Tools and Techniques for e-content development" was conducted on 17th June 2023.</p> <p>The staff are motivated to undertake industrial trainings and few staff members Dr. Sharvil Patil, Mrs. Malati Salunhke have undergone Industrial training</p> <p>Most of our research work addresses the health related issues. However, Faculty members have been informed by the research committee of the institute to undertake research on societal needs.</p>

L. Sathyanarayanan

Dr. Sathyanarayanan L.
BOS Chairman

Atmaram Pawar

Dr. Atmaram Pawar
Principal



Prof. Dr. Shivajirao Kadam
Chancellor
M.Sc., Ph.D.

Dr. Atmaram Pawar
M.Pharm., Ph.D.
In-charge Principal

Bharati Vidyapeeth (Deemed to be University)

Founder Chancellor : Dr. Patangrao Kadam

- Accredited with 'A+' Grade (2017) by NAAC
- Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
- Category-I University Status by UGC

POONA COLLEGE OF PHARMACY

- Reaccredited by NBA & NAAC
- ISO-9001-2015 Certified Institute
- DTE Code 6652



Bharati Vidyapeeth Educational Complex,
Erandawane, Pune - 411 038. (M.S.) INDIA
Tel. : (020) 25461046 Fax : (020) 25439383
E-mail : pcp.bvu@gmail.com
Website : pcp.bharatvidyapeeth.edu,
www.bvuniversity.edu.in

Action Taken Report AY (2022- 2023)


3.	Parents feedback on curriculum	Overall parent feedback was good. Parents suggested to create Whatsapp group	Teacher- wards are informed to create WhatsApp group.
4.	Employer feedback	Employees' feedback was found to be satisfactory. Allied fields for broader insight, soft skill practice and minor projects from third year should be focused.	The suggestion has been considered to introduce value added courses for UG students on soft skill practice. Allied fields like AI, Python, SPSS training are introduced.
5.	Alumni feedback	Alumni feedback was satisfactory. Skill development was suggested during the course.	Skill development workshops have been arranged for the students.
6.	Professional Feedback	Professional feedback was found to be satisfactory. Updation of syllabus with respect to advancement in the field such as courses on natural products, industrial pharmacy, research methodology and artificial intelligence (AI).	Faculty members were informed and allowed to take training with respect to advancements in the field as suggested by the professional feedback. Accordingly few faculty members have taken training on AI, Python courses. A value added course on Python was conducted for the students. M.Pharm in industrial Pharmacy has been introduced from AY 2022-23.

Dr. Sathyanarayanan L.
BOS Chairman


Dr. Atmaram Pawar
Principal

ACTION TAKEN FOR STUDENT FEEDBACK ON CURRICULUM
(2022-23)


Sr No.	Question	Response	Action Taken
1	Applicability / relevance to real life situation/ patient and local developmental needs (as per health/current scenario of country)	About 70% responses constitutes excellent to good. 30 % responses are in average and below average category	i) Teachers training programme conducted . ii) Teachers trained to included problem and patient based learning
2	Weightage given to skill development/ entrepreneurship development/employability	78 % responses falls in excellent to good category About 20% responses are in average and below average category	i) More of skill developmental programmes started for interns. ii) Practice management / research methodology programmes conducted for interns. iii) AETCOM for undergraduate students
3	Weightage given to project based learning	About 74% graded excellent to good. 20% were average to below average response	i) Projects already given to students. Students sensitized for better involvement to learn from these projects. ii) UG and interns have been involved in research projects and participated in SRC
4	Weightage given to theory, Practical & field work component	About 80 % responses were of excellent to good. 20% were average response	i) Enough theory classes conducted ii) To improve practical and field work component. More of camps are being conducted by


PRINCIPAL
BHARATI VIDYAPEETH
 (DEEMED TO BE UNIVERSITY)
 DENTAL COLLEGE AND HOSPITAL
 SECTOR-7, C.B.D. BELAPUR,
 NAVI MUMBAI - 400 016.

			Community and pediatric dentistry department. To cater for different age groups.
5	Fulfilment of programme / course outcome	77 % responses were of excellent to good. Only 20 % were average to below average response	Dental Education Unit established. Teacher training done .Teachers will be better able to evaluate, implement and fulfil the course outcome, after training.
6	Weightage given to learning values(in terms of knowledge, concept, manual skills, analytical abilities & broadening perspective	88% responses were of excellent to good. 12% average response received	Value added programs including Practice Management and AETCOM session for UG students and interns introduced
7	Weightage given to ethics, communication, counselling	74%- excellent to good response 22% - average response	i)AETCOM for undergraduate students. ii)Robust mentor/mentee programme planned iii) Students are kept under constant check for studies
8	Quality, clarity & relevance to textual reading reference material/study material	88%- excellent to good response About 12% - average response	Enough reading material available. Library period included in timetable for students to visit and access this. Online access to e-journal provided for further improvement
9.	Creation of interest to pursue higher education/ specialization	78%- excellent to good response, 20%- average to below average response	NEET training started for interns. Many programs related to career opportunities after BDS conducted by academic committee
10.	Overall rating		No action needed.


PRINCIPAL
BHARATI VIDYAPEETH
 (DEEMED TO BE UNIVERSITY)
 DENTAL COLLEGE AND HOSPITAL
 SECTOR-7, C.B.D. BELAPUR,
 NAVI-MUMBAI - 400 614.

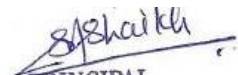
11.	Aims and objectives of the syllabi are well defined and clear	74%- excellent to good response. 20%- average to below average response	Orientation program already been conducted for Interns, 1 st year UG and PG
12.	Departmental level subject expert committee meetings are held for reviewing the syllabus	80%- excellent to good response 10%- average to below average	Orientation program conducted for 1 st year BDS and MDS students
13.	The Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered	86%- excellent to good response 14%- Average to below average	All rules and regulations informed to students for exams in pandemic time
14.	I am given enough freedom to contribute my ideas on curriculum design and development	89%- Excellent to good response 9%- Average to below average response	i) Teachers training programme conducted . ii) Teachers trained to included problem and patient based learning iii) Dental education unit established


PRINCIPAL
BHARATI VIDYAPEETH
 (DEEMED TO BE UNIVERSITY)
 DENTAL COLLEGE AND HOSPITAL
 SECTOR-7, C.B.D. BELAPUR,
 NAVI MUMBAI - 400 614.

1.4.1 Analysis of Feedback on Curriculum From all the Stakeholders Suggestions & Action Taken 2022-2023

• Analysis of Feedback on Curriculum: By Students

- 1 About 83.72 % students rated curriculum as excellent/very good for applicability and relevance to real life situations and having scope for local development needs. The other 13.95 rated it in the good category.
- 2 72.09 % students rated the syllabus for weightage given to skill development, entrepreneurship and employability generation in category of excellent and very good. 18.60 % students have rated these criteria in syllabus as good.
- 3 72.09 % students have ranked the curriculum as excellent and good for weightage given to project based learning. Again 18.60% have rated it as good.
- 4 Maximum, i.e., 88.37 % students are highly satisfied for weightage given to theory, practical and field work component. Remaining 11.63% students have rated it in good category. There were none in average or below average categories.
5. 81.39% students have rated the fulfillment of program and course outcomes as excellent and very good. The 18.6 % considers it as good while none have given average or below average remarks.
6. 81.4 % consider the learning values in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives to be excellent and very good in the syllabus. 13.95 have rated it as good and 4.65 % as average.
7. 65.11 % students have rated the weightage given to ethics, communication and counseling as excellent and very good category. 23.26 have given Good and 11.63 % as Average.
8. The quality, clarity and relevance of textual reading, reference/ study material is excellent and good for 69.77% students. 25.58 % rated it as Good and 4.65% as Average.
9. 69.77 % students write the syllabi as excellent and good for creating interest to pursue higher education. Another 25.58 % considered it as Good one and 4.65 % rated as Average.
10. 76.74 % students are highly satisfactory and have given excellent and good ratings to overall syllabus. 18.6 % considers as Good and 4.65 % as Average.
11. 74.42 % students are highly satisfactory for orientation program conducted for students. 20.93 % rates it as Good and 4.65% as Average.


PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
Rajiv Gandhi Institute of I.T.& B.T.
Pune-Satara Road, Pune - 411046.

12. 95.35 % are pleased with the introduction given for curriculum in initial phase of the program. 4.65% has given Good.
13. 53.45 % have remarked excellent and 34.88 % as Very Good for adequate information for rules and regulations regarding internal assessment, examinations and changes if any due to pandemic conditions. 9.3 % have given good and 2.33 % as Average.
14. 44.19 % have given excellent and 32.56 % have given Very Good ratings for use of student centric methods such as experimental learning. About 16.28 % rates Good and 2.33 % as Average.
15. As many as 86.98% students have rated excellent and very good for information on program and course outcomes
16. Very high satisfactory rate i.e. 97.54% rating for complete coverage of syllabus in the class

Suggestions of students

- Most of them have suggested their overall satisfaction with curriculum. Increase in practical component and field based learning in B.Sc. Biotechnology curriculum
- Preparation of concise syllabus for appropriate coverage
- More soft skill oriented programs for grooming of students for interviews and innovative activities and assignments are criteria to be considered in teaching programs
- Encourage active and practical learning by making connection with real world applications
- Better availability of experimental material and conducting experiments in more detailed manner
- More project based learnings and internships for students
- Students should be given cultural liberty few more times in the year
- Placements should be improved
- In spite of best efforts by staff, the job trends are challenging for students
- The parallel hands-on practical sessions associated with most of the courses helped students to acquire individual education and team based collaborative work skills
- Overall, teaching program prepared students to face the world.
- There is always a room for improvement and improvement is required in every aspect

Action Taken

- 1) The curricula for B.Sc. Biotechnology semester III and IV were revised. The course structures for these two semesters were designed to include the suggestions of stakeholders.

- 2) Provision to undertake any of the Swayam courses is made in the revised B.Sc. Biotechnology curriculum which provides wide range of options to students for selection of courses as per their interest
- 3) The credits earned through Swayam Courses will be considered in final evaluation of the student
- 4) The content of soft skills in the syllabus is increased. Two courses 'Yoga & Sports' and Communication Skills & Personality Development' having weightage of two credits each are included in Semester III and Semester IV respectively. They are intended to develop physical, communication and presentation skills of students as well as to enhance their capacities to deal with stress.
- 5) A value added course 'Enzymes and its Industrial Applications' is initiated. Learning of Enzymes and its kinetics is an integral aspect of Biotechnology. Students learn its role in various metabolic pathways of the body. These enzymes are useful in various industrial processes and utilized in paint, textile, food, agriculture, pharmaceutical and environmental industries. This Value added course provides a comprehensive understanding on applications of enzymes in various industries. This course is aimed at increasing the job and entrepreneurship opportunities of students.
- 6) The revised B.Sc. Biotechnology curriculum not only provides the comprehensive training in all the core areas of Biotechnology, but it also trains students for the competitive examinations to be undertaken for admissions to PG programs in Biotechnology and allied disciplines. Moreover, the employability generation courses, Innovative thinking skills and entrepreneurship development are highly emphasized in the curriculum.
- 7) Activities such as Journal Club, presentations, group projects to prepare students to face the world are essential aspects of the teaching learning program.

Analysis of Feedback on Curriculum: By Alumni

General Comments: Overall, the alumni are satisfied with the curricula of Biotechnology programs in Rajiv Gandhi Institute of IT and Biotechnology. They have given few valuable suggestions.

- About 93.8 % have rated the syllabus as very good for applicability and relevance to real life situations with scope for local development needs
- 80.2% considered the syllabus very good for employability generation
- 93.8 % of students rated the curriculum very good for skill development
- 85 % alumni considered the syllabus as very good for research project & dissertation weightage
- 100 % students have claimed the curriculum to be good for theory, practical and field work component
- 95.8 % alumni have rated the curriculum as very good for depth of course content
- 88.3 % of alumni considered the curriculum to be very good for inclusion of latest advancements of the subject
- 91.8% alumni rated the curriculum to have attained the relevance of learning objectives as well as course outcome
- 93.8 % students are satisfied with Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)
- 41.5 % alumni have rated the syllabus as excellent in all the respects where as 50% have rated it as good in all respects. 9.5 % students have considered it as average.

Suggestions of Alumni

- About 90% of students have shown satisfaction with curriculum.
- Increase the content of field based courses
- Give more emphasis to practical courses
- Include the core interdisciplinary subjects such as Physics, Mathematics and Chemistry in the curriculum as they are an important section of most competitive examinations and are also involved in advanced biotechnology
- Involve the industry connect with students either as guest lectures or internship, training, visits etc. for students to develop awareness of the industry requirements

- The curriculum helped to gain career knowledge and confidence to focus on future goals.
- Students enjoyed the learning process and diversity of the courses.
- The parallel hands-on practical sessions associated with most of the courses helped students to acquire individual education and team based collaborative work skills
- Overall, teaching program prepared students to face the world.

Action Taken

- Experts from industry and academia are involved in BOS and meetings of curriculum revision
- The courses of Mathematics and Physics for Biologists are included in the curriculum of revised B.Sc. Biotechnology
- Industry/research oriented courses giving hands on training are planned in the revised curriculum of B.Sc. and M.Sc. Biotechnology Programs
- The employment generation and entrepreneurship development courses are emphasized in the revised curriculum

Feedback on Curriculum: By Employers

Suggestions of employers on curriculum:

- Practical and field work component of the curriculum should be made very strong to provide hands on training to students
- Involvement of interdisciplinary courses is recommended
- More innovative subjects should be added
- Emphasis on development of overall personality, presentation skills and confidence is suggested
- The curriculum should have courses to improve communication and analytical skills of the students
- Syllabus should thoughtfully incorporate components that will develop managerial and leadership qualities of students
- Entrepreneurial skills of students should be developed right from early college days

Action Taken

- 100% of the core courses of the revised biotechnology programs are supplemented with practical courses.
- Seminar presentation and classroom discussion is incorporated as integral part of teaching –learning process to develop communication and analytical skills of students
- Course on entrepreneurship development, management of business, innovative ideas for startup are developed and included in the syllabus

Feedback on Curriculum: By Teachers

Teachers have rated the syllabus as excellent and very good for all the criteria.

- 100% teachers have rated the syllabus as excellent or very good for applicability/relevance to real life situations and current scenario of the country
- 90.92 % rates excellent and very good for weightage given to skill development/entrepreneurship development and employability
- 100% teachers are highly satisfactory for weightage to project based learning
- 100% faculty are also satisfied for weightage to theory, practical and field work component
- 100% rates excellent and very good for fulfillment of program outcome
- 100% ratings are also for weightage given to learning of values
- Only 81.82 are highly satisfactory for weightage given to ethics, communication and counseling
- 100% marks from faculty for quality, clarity and relevance of textual reading/reference material and study material
- 100% have rated the curriculum as excellent or very good for creation of interest to pursue higher education
- 72.73 % teachers considers the overall syllabus as excellent and 27.27 % as very good
- 90.91% teachers are for excellent grade for Board of Studies taking care to ensure the current relevance of the program being offered
- 72.73 % teachers have rated excellent and 27.27% as very good for organization of the department level subject expert committee meetings for review of syllabus
- 100% of teachers are highly satisfactory for clarity in aims and objectives of syllabi
- 100% are pleased with freedom given to contribute ideas on curriculum design and development
- 100% Teachers considers the system followed by the university for design and development of curriculum to be effective
- 100 % satisfaction from teachers for timely revision of syllabus
- Only 91% faculty are satisfactory for representation from business and industry in UG/PG Board of studies

Suggestions of teachers for B.Sc. Curriculum

- Improvement is necessary with regards to skill development and employability to cater to the demands of various sectors of biotechnology
- More insights in industrial applications is suggested
- Curriculum should involve value added, employability generated and skill development courses for students
- As per the current advancements of subjects, practical based teaching should be followed
- Internships should be encouraged. Add pm courses should be included and new value added courses should be added

Suggestions of teachers on M.Sc. Bioinformatics Curriculum:

- Timely improvements in syllabus are recommended
- Curriculum should be designed as per the industry requirements
- Periodic up-gradation is needed and changes in technology should be considered
- Revision of syllabus as per current technology should be a priority

Suggestions of teachers on M.Sc. Biotechnology and Medical Biotechnology Curriculum:

- More focus on skill development
- Regular revision of syllabus is essential to include newer emerging areas/topics in syllabus. Industrial exposure to students should be considered. Industrial internships should be part of syllabus. Students should earn credits for such internships. New value added / employability oriented and skill based courses should be added. Students should be oriented for life skills
- Linkage with industry should be encouraged
- Need more linkages with industries
- Needs improvements with regards to skill development, entrepreneurship and employability keeping in view future demands of healthcare sector
- Some advanced knowledge of self study and assessment done continuously as part of IA. Group presentations for improving scientific writing/oral communication skills and soft skill development
- Weightage for industry training should be included in PG curriculum
- The curriculum should be updated as per current topics. Industry academica interactive courses should be included

Suggestions of teachers on M.Sc. Bioinformatics Curriculum:

- Timely improvements in syllabus are recommended
- Curriculum should be designed as per the industry requirements
- Periodic up-gradation is needed and changes in technology should be considered
- Revision of syllabus as per current technology should be a priority

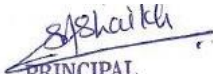
Suggestions of teachers on M.Sc. Biotechnology and Medical Biotechnology Curriculum:

- More focus on skill development
- Regular revision of syllabus is essential to include newer emerging areas/topics in syllabus. Industrial exposure to students should be considered. Industrial internships should be part of syllabus. Students should earn credits for such internships. New value added / employability oriented and skill based courses should be added. Students should be oriented for life skills
- Linkage with industry should be encouraged
- Need more linkages with industries
- Needs improvements with regards to skill development, entrepreneurship and employability keeping in view future demands of healthcare sector
- Some advanced knowledge of self study and assessment done continuously as part of IA. Group presentations for improving scientific writing/oral communication skills and soft skill development
- Weightage for industry training should be included in PG curriculum
- The curriculum should be updated as per current topics. Industry academica interactive courses should be included

Action Taken:

- Feedback from all the stakeholders were considered for revision of B.Sc. Biotechnology curriculum
- The courses were redesigned to include the emerging areas and its industry applications
- The practical courses are strengthened to be able to provide hands on training and development of student's skills.
- Demonstration of advance practicals and visits to research institutes and industries are integral part of the curriculum
- Linkages to various industries and research institutes are developed for dissertation studies of M.Sc. programs

- The experience of every teacher in implementing the courses and the placement cell coordinator in placement of students are considered for overall revision of the curriculum


PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
Rajiv Gandhi Institute of I.T. & B.T.
Pune-Satara Road, Pune - 411046.

Faculty of Medical Sciences

Name of the Programme: MD, MS, B Optometry, M Optometry

Suggestions from the stake holder's feedback

FACULTY OF MEDICAL SCIENCES	
Stake holder	Suggestions
Student	More patient based, practical hands on learning would be beneficial Internet facility, in silico anatomy models and more ICT tools for learning required
Teachers	Up gradation of ICT facilities required Students involvement and attendance monitoring tools required
Alumni	Invite alumni as guest speaker for sharing knowledge and experience Increase more clinical exposure More focus on clinical knowledge for budding doctors. Curriculum should be more emphasized on clinical cases. Examination pattern should be modified including the clinical cases, applications, interpretations, analysis to impart outcome based assessment
Employers	More clinical exposure and training sessions should be imparted to students.
Professionals	Present curriculum has adequate depth of course content, has included / incorporated latest advancement in the subject & optimization of course content has been done satisfactorily.

Name of the Programme: Post graduation - MD/ MS

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<p>The following revisions and points must be incorporated in the curriculum revision:</p> <p>Anatomy</p> <ul style="list-style-type: none">• Soft embalming and other newer embalming techniques• Plastination• recent advances in Genetics <p>Physiology</p> <ul style="list-style-type: none">• Cell signaling in space and time• Molecular mechanism for controlling circadian rhythm• Molecular a basis of heat (TRPV1) and touch (Piezo2) somatosensation <p>Pharmacology</p> <ul style="list-style-type: none">• Inclusion of Protocol writing exercise in MD Pharmacology Practical examination• Replacement of isolated tissue experiment with Interpretation of previous tracing - keeping abreast with animal use guidelines• Practical exam now includes Pharmacokinetic exercises / Statistics exercises & Evaluation of promotional literature which is need of the hour for MD Pharmacology students <p>Microbiology</p> <ul style="list-style-type: none">• Antibiotic stewardship for prevention and control of AMR• To set up and manage Central Sterile Services Department (CSSD) and prepare effective sterilization and disinfection policy for the hospital.• Role of microbes in non-communicable diseases - infectious agents in origin and progression of non-communicable diseases like	10%

	<p>cancer, diabetes, musculoskeletal disorder and influence of these microbes on mental health</p> <ul style="list-style-type: none"> Information technology (computers) in microbiology <p>Community Medicine</p> <ul style="list-style-type: none"> Health Technology Assessment GIS in public health practice Artificial Intelligence in Public Health <p>MS ENT</p> <ul style="list-style-type: none"> Surgeries in obstructive sleep apnea (OSA). Advances in airway surgeries. Robotics in ENT. <p>BIOCHEMISTRY</p> <ul style="list-style-type: none"> Biochemistry of olfaction, taste, vision and taste. Biochemical basis of drug addiction and abuse. Gene imprinting Accreditation of lab NABL, ISO <p>OBSTETRICS & GYNAECOLOGY</p> <ul style="list-style-type: none"> Critical Care Obstetrics Fetal Medicine Preventive oncology <p>FMT</p> <ul style="list-style-type: none"> Amendment to POSCO act 2012-2020, 2022 Amendments to various acts related to drugs/poisons 	
Outcome-based Education	<p>Identification of Postgraduate attributes/Competencies (As Applicable)</p> <p>Programme Outcomes</p> <p>Course Outcomes</p> <p>Mapping of CO-PO</p>	5%
Scheme of Assessment	<p>Outcomes based Assessment to be done.</p> <p>Inclusion of OSCE/ OSPE</p>	5 %

Teaching Learning Methods	<p>Select any 2-4 as applicable for the Programme</p> <p>Problem Based Learning</p> <p>Laboratory Based Learning</p> <p>Self Directed Learning and Teaching</p> <p>Simulation-Based Learning</p>	10 %
Total Curriculum Revised		30 %

Faculty of Ayurved

Name of the Programme: BAMS

Suggestions from the stake holder's feedback

FACULTY OF AYURVED	
Stake holder	Suggestions
Student	Information and training for employment in Ayurvedic pharmacy is required
Teachers	Students need to explore more employment opportunities
Alumni	Training outside analytical lab should be increased
Employers	Analytical abilities of students need to be improved
Professionals	More digital sources on Ayurveda are required.

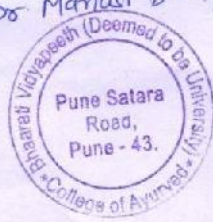
Recommendations of BOS based on NMC guidelines and Stakeholders' feedback for Curriculum Revision

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for Dravyaguna

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<p>Recommendations for Addition of the following points</p> <ol style="list-style-type: none"> 1. Interpret Clinical application of Raspanchak 2. Classifications and techniques of aqueous and alcoholic extracts 3. Adverse drug reaction and Pharmacovigilance with recent updates 4. Vrikshayurveda and Ethno-medicine 5. Network pharmacology and Bioinformatics 6. Bheshjavacharaniya (Criteria's to be considered for selection of drugs in vyadhis) 7. Assessment and understanding the relation between Parthivatwa & subjective/ objective parametric tests. 8. Rational prescription along with safe dispensing of Ayurvedic formulations. 9. Traditional & Local health Practices 	10 %
Outcome-based Education	<p>Recommended implementation of Programme outcomes and Course out comes for Dravyaguna as</p> <p>Program Outcomes for Post Graduate Courses in Ayurved-</p> <ul style="list-style-type: none"> • PG degree holder should be expert and specialist of his/ her branch who can be competent and efficient teacher, physician, surgeon, gynaecologist and obstetrician (Stri Roga and Prasuti Tantragya), pharmaceutical expert, researcher and profound scholar in various fields of specialisation of Ayurved. • Should have knowledge of Concept of Good clinical practices in Ayurved and modern medicine. <p>Course specific outcomes</p> <ul style="list-style-type: none"> • Have a clear understanding of medicinal plants in context to Ayurved and modern Pharmacology and Pharmaceutics • Have an accurate knowledge of identification, Authentication, and standardization of raw and wet plant drugs. • Ability of cultivation and plantation of medicinal plants 	5 %

	<ul style="list-style-type: none"> • Knowledge about Pharmacovigilance • Ability to conduct the pre-clinical and clinical trials of medicinal plants 	
Scheme of Assessment	Outcomes based Assessment to be done.	5 %
Teaching Learning Methods	<p>The following teaching learning methods are to be adopted.</p> <p>Problem based learning, Laboratory based learning, and self-directed learning and teaching, Brainstorming, Inquiry-Based Learning, Project-Based Learning, Game-Based Learning, Recitation, Flipped classroom and Demo on Model etc.</p>	10%
Total Curriculum Revised		30 %

M. Deshpande
 Do. Manasi Deshpande



Bharati Vidyapeeth
Deemed to be University, Pune
Faculty of Ayurved

M.D.- Ayurved Vachaspati in Rog Nidan

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for Rog Nidan


Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<p>Recommendations for Addition of the following points</p> <ol style="list-style-type: none"> 1. Interpret the findings of general examination and various systemic examination - General physical examination, Nervous system, Musculo skeletal system, Gastrointestinal system, Respiratory system, Integumentary system, Uro-genital system, Cardiovascular system, etc. (Inspection, Palpation, Percussion, Auscultation) 2. Infer diagnosis and prognosis based on a given clinical scenario. 3. Hypothetic-deductive model of clinical reasoning, Pattern recognition model, dual process diagnostic reasoning model, pathway for clinical reasoning model, integrative model of clinical reasoning model, model of diagnostic reasoning strategies in primary care for clinical diagnosis 4. Janapadodhwamsa vikara (Pandemic disorders) 5. Digital health 	10 %
Outcome-based Education	<p>Recommended implementation of Programme outcomes and Course out comes for Rasashahtra evam Bhaishjyakalpna as</p> <p>Program Outcomes for Post Graduate Courses in Ayurved-</p> <ul style="list-style-type: none"> • PG degree holder should be expert and specialist of his/ her branch who can be competent and efficient teacher, physician, surgeon, gynecologist and obstetrician (Stri Roga and Prasuti Tantragya), pharmaceutical expert, researcher and profound scholar in various fields of specialization of Ayurved. • Should have knowledge of Concept of Good clinical practices in Ayurved and modern medicine. 	5 %

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. 1.Kayachikitsa, 2. Prasutitantra & Streerog, 3.Agadatantra, 4.Swasthvrutta, 5.Panchkarma, 6.Shalya tantra, 7.Shalakya tantra 8.Kaumarbhritya tantra.	10%
Outcome-based Education	Post Graduate Course attributes- ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. ➤ Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated.	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Following recommendations are recommended for Samhita subjects for incorporations in teaching learning method ➤ Problem based teaching learning. ➤ Samhita Wachan Methods Following recommendations are recommended for Kriya Sharir and Rachana Sharir subjects for incorporations in teaching learning method ➤ Application based teaching learning/Clinically Oriented teaching learning.	10%

4

Total Curriculum Revised		28%
---------------------------------	--	-----


 Chairman
 Prof & HOD
 DR SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Prasutitantra

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. Kayachikitsa MD Ayurved final year course curriculum is revised for following course. Kayachikitsa It is recommended to implement the revised course curriculum from academic year 2022-23.	10%
Outcome-based Education	Post graduate Course attributes- Kayachikitsa Program Outcome ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. Course outcome ➤ Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated.	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Following recommendations are recommended for Kayachikitsa subjects for incorporations in teaching learning method ➤ Problem based teaching learning. Bed side clinic Teamwork, self-directed learning, and reflection are the three important components of problem-based discussions. ➤ Self-directed learning & teaching ➤ Application based teaching learning/Clinically Oriented teaching learning.	10%
Total Curriculum Revised		28%





Chairman

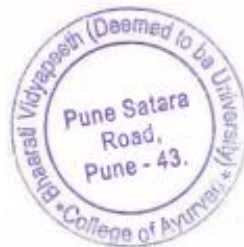
Prof & HOD

DR. SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Panchkarma

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. Panchakarma MD Ayurved final year course curriculum is revised for following course. Panchakarma It is recommended to implement the revised course curriculum from academic year 2022-23.	10%
Outcome-based Education	Post graduate Course attributes- Panchakarma Program Outcome ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. Course outcome ➤ Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated.	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Panchakarma Following recommendations are recommended for Panchakarma subject for incorporations in teaching learning method ➤ Problem based teaching learning. Bed side clinics ➤ Self-directed learning & teaching Performing Panchkarma ➤ Application based teaching learning/Clinically Oriented teaching learning. Observation of various Panchkarma procedures	10%
Total Curriculum Revised		28%



Swati Surendra Mohite

Chairman

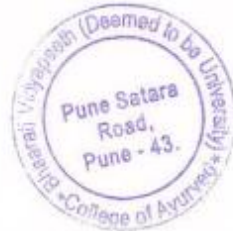
Prof & HOD

DR. SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Kaumarbhritya Tantra

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. Kaumarbhritya Tantra MD Ayurved final year course curriculum is revised for following course. Kaumarbhritya Tantra It is recommended to implement the revised course curriculum from academic year 2022-23.	10%
Outcome-based Education	Post graduate Course attributes- Kaumarbhritya Tantra Program Outcome <ul style="list-style-type: none"> ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. Course outcome <ul style="list-style-type: none"> ➤ Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated. 	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Following recommendations are recommended for Kaumarbhritya Tantra subjects for incorporations in teaching learning method <ul style="list-style-type: none"> ➤ Problem based teaching learning. Hospital bed side clinics ➤ Simulation Simulation mimics a clinical encounter and is defined as a technique that replaces or amplifies real experiences with guided experiences that replicate aspects of the real world in an interactive manner ➤ Application based teaching learning/Clinically Oriented teaching learning. 	10%
Total Curriculum Revised		28%



[Handwritten Signature]

Chairman

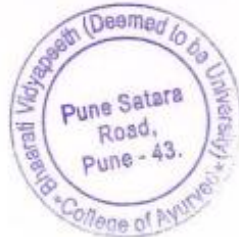
Prof & HOD

DR. SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Shalya Tantra

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. Shalya Tantra MD Ayurved final year course curriculum is revised for following course. Shalya Tantra It is recommended to implement the revised course curriculum from academic year 2022-23.	10%
Outcome-based Education	Post graduate Course attributes- Shalya Tantra Program Outcome ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. Course outcome Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated.	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Following recommendations are recommended for Shalya Tantra subjects for incorporations in teaching learning method ➤ Problem based teaching learning. Hospital bed side clinics ➤ Simulation Study on mannequin ➤ Application based teaching learning/Clinically Oriented teaching learning. Performing various Ayurvedic & Modern procedures.	10%
Total Curriculum Revised		28%



[Handwritten Signature]

Chairman

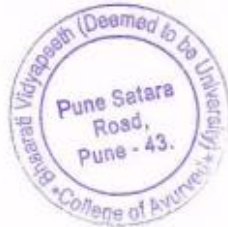
Prof & HOD

DR. SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Shalakya

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. Shalakya Tantra MD Ayurved final year course curriculum is revised for following course. Shalakya Tantra It is recommended to implement the revised course curriculum from academic year 2022-23.	10%
Outcome-based Education	Post graduate Course attributes- Shalakya Tantra Program Outcome ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. Course outcome Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated.	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Following recommendations are recommended for Shalakya Tantra subjects for incorporations in teaching learning method ➤ Problem based teaching learning. Hospital bed side clinics ➤ Simulation Study on mannequin ➤ Application based teaching learning/Clinically Oriented teaching learning. Performing various Ayurvedic & Modern procedures. ➤ Self-directed learning & teaching	10%
Total Curriculum Revised		28%



SW

Chairman

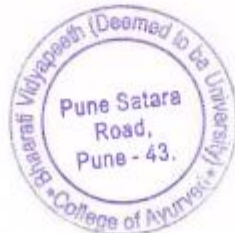
Prof & HOD

DR. SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Agadatantra

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. Agadatantra MD Ayurved final year course curriculum is revised for following course. Agadatantra It is recommended to implement the revised course curriculum from academic year 2022-23.	10%
Outcome-based Education	Post graduate Course attributes- Agadatantra Program Outcome ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. Course outcome ➤ Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated.	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Agadatantra Following recommendations are recommended for Agadatantra subject for incorporations in teaching learning method ➤ Problem based teaching learning. Vishdravya & its application ➤ Simulation based learning Models of various Visha ➤ Application based teaching learning/Clinically Oriented teaching learning.	10%
Total Curriculum Revised		28%



[Handwritten Signature]

Chairman

Prof & HOD

DR. SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Swasthvrutta

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Pre Ph. D. Course work curriculum is revised for three Ph. D. Courses. Swasthvrutta MD Ayurved final year course curriculum is revised for following course. Swasthvrutta It is recommended to implement the revised course curriculum from academic year 2022-23.	10%
Outcome-based Education	Post graduate Course attributes- Swasthvrutta Program Outcome ➤ Evaluation based on Clinical Oriented knowledge and is to be incorporated. Course outcome Evaluation based on Fundamental and Scientific understanding regarding knowledge of related descriptions in Samhita regarding the specialty concerned is to be incorporated.	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	Following recommendations are recommended for Swasthvrutta subjects for incorporations in teaching learning method ➤ Problem based teaching learning. Hospital bed side clinics ➤ Self- directed learning & teaching ➤ Application based teaching learning/Clinically Oriented teaching learning. Performing various Ayurvedic & Modern procedures.	10%
Total Curriculum Revised		28%



[Handwritten Signature]

Chairman

Prof & HOD

DR. SWATI SURENDRA MOHITE

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Samhita Sidhanta

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ul style="list-style-type: none"> Ph. D. Course work curriculum is revised for following Ph. D. Course. Samhita Siddhant M D. Ayurved Final Year Course curriculum is revised for following Course. Ayurveda Samhita evam Siddhant <p>It is recommended to implement the revised course curriculum form academic year 2022-23</p>	11%
Outcome-based Education	<p>Post Graduate Course attributes- Ayurveda Samhita evam Siddhant</p> <p>Programme outcomes-</p> <ul style="list-style-type: none"> Teaching /Learning based on Clinical Oriented knowledge and is to be incorporated. <p>Course Outcomes-</p> <ul style="list-style-type: none"> Teaching and Evaluation based on Fundamental and scientific understanding regarding knowledge of related descriptions in various Samhita. 	4%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	<p>Ayurveda Samhita evam Siddhant</p> <p>Following recommendations are recommended for Samhita subjects for incorporations in teaching learning method</p> <ul style="list-style-type: none"> Problem based teaching learning regarding Basic Principles described in various Samhita. <p>Samhita Vachan Methods and teaching-learning of Sanskrit language.</p> <p>Application based teaching learning/Clinically Oriented teaching learning.</p> <ul style="list-style-type: none"> Comprehensive training regarding appropriate review of Samhita & its commentaries related Ayurvedic literature. Training/Teaching related to clinical applications of the basic principles described in Samhita. Practical application of basic terminologies of Samhita. <p>Problem Based Learning regarding-</p> <ul style="list-style-type: none"> Prakruti Parikshan/ Rugna Parikshan and its clinical orientation in context of Samhita. 	10%
Total Curriculum Revised		28%



U.V. Tekawade
 Dr. Umesh V. Tekawade
 Chairman B.O.S.
 Pre-Clinical Board (Faculty of Ayurved)

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Rachana Sharir

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ul style="list-style-type: none"> Ph. D. Course work curriculum is revised for following Ph. D. Course. Rachana Sharir M D. Ayurved Final Year Course curriculum is revised for following Course. Rachana Sharir <p>It is recommended to implement the revised course curriculum from academic year 2022-23</p>	10%
Outcome-based Education	<p>Post Graduate Course attributes- Rachana Sharir</p> <ul style="list-style-type: none"> Teaching /Learning based on Clinical Oriented knowledge and is to be incorporated. <p>Course Outcomes-</p> <ul style="list-style-type: none"> Teaching and Evaluation based on Fundamental and scientific understanding regarding the structures described in various Samhita. <p>Programme outcomes-</p> <ul style="list-style-type: none"> Practical Knowledge of Cadaveric Dissection. Practical Knowledge of preparation of Specimens. Hands on Training for Surface Anatomy/Surface Marking. <p>Course Outcomes-Clinical Orientation of the topics of the Curriculum. Comprehensive Knowledge of related modern Medical aspects of Anatomy. Skill development regarding Clinical Correlations of the descriptions described in Sushrut Samhita related to Sharir.</p>	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	<p>Rachana Sharir Following recommendations are recommended for Rachana Sharir subject for incorporations in teaching learning method.</p> <ul style="list-style-type: none"> Application based teaching learning/Clinically Oriented teaching learning. Training/Teaching related to clinical applications of the basic principles described in Samhita related to Sharir. Practical application of basic terminologies of Rachana Sharir. Practicals /Hands on training for Dissection methodology Radiological Anatomy including Understanding of USG 	10%
Total Curriculum Revised		28%



(5)

U.V. Tekawade

Dr. Umesh V. Tekawade
Chairman B.O.S.
Pre-Clinical Board (Faculty of Ayurved)

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Kriya Sharir

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ul style="list-style-type: none"> Ph. D. Course work curriculum is revised for following Ph. D. Course. Kriya Sharir M D. Ayurved Final Year Course curriculum is revised for following Course. Kriya Sharir <p>It is recommended to implement the revised course curriculum from academic year 2022-23</p>	10%
Outcome-based Education	<p>Post Graduate Course attributes- Kriya Sharir</p> <p>Programme outcomes-</p> <ul style="list-style-type: none"> Teaching /Learning based on Clinical Oriented knowledge and is to be incorporated. Practical knowledge of care and usage of equipments like stethoscope, sphygmomanometer, haemoglobinometer, haemocytometer, spirometer, kymograph, thermometer etc. Methods of estimating blood sugar, serum lipids, serum protein, serum creatinine, serum cholesterol and blood urea. Practical knowledge of care and usage of equipments like stethoscope, sphygmomanometer, haemoglobinometer, haemocytometer, spirometer, kymograph, thermometer etc. <p>Course Outcomes-Clinical Orientation of the topics of the Curriculum. Comprehensive Knowledge of related modern Medical aspects of Physiology.</p>	5%
Scheme of Assessment	Departmental Periodical Assessment/ Internal Assessment are recommended.	3%
Teaching Learning Methods	<p>Kriya Sharir</p> <p>Following recommendations are recommended for Kriya Sharir subject for incorporations in teaching learning method</p> <p>Problem Based Learning regarding-</p> <ol style="list-style-type: none"> Prakruti Parikshan and its clinical orientation. Orientation of Ayurvedic clinical examinations. <p>Laboratory Based Learning- Modern laboratory and ayurvedic and clinical methods to assess the functional mechanism of dosha, dhatu, mala and other factors. Methods of estimating blood sugar, serum lipids, serum protein, serum creatinine, serum cholesterol and blood urea.</p> <p>Simulation Based Learning- Basics of Biophysics & Biochemistry</p>	10%
Total Curriculum Revised		28%



(6)

U.V. Tekawade
Dr. Umesh V. Tekawade
 Chairman B.O.S.
 Pre-Clinical Board (Faculty of Ayurved)

Faculty of Homeopathy

Name of the Programme: BHMS

FACULTY OF HOMEOPATHY	
Stake holder	Suggestions
Student	Knowledge of Materia medica of Homeopathy with applicability with current scenario be imparted along with comparison with other pathies.
Teachers	Clinical practice of Pure Homeopathy medicines in day today practice for disease management should be more elaborated.
Alumni	Updates of immunization be in included in syllabus with infectious diseases topics
Employers	Management of common diseases with homeopathic medicines be imparted to students with respect to clinical exposure
Professionals	Present curriculum is good with content incorporating latest advancement in the subject

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Materia Medica

Faculty of Homoeopathy

Name of program - M.D.(Hom.) MATERIA MEDICA

Programme code - 710-766

Recommendation of BOS based on stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<p>The following revisions and points must be incorporated in the curriculum revision:</p> <ol style="list-style-type: none">1.Study of pure effects of Homoeopathic Drugs from all source books & to interpret the same.2.Scope & Limitations of the current state of knowledge of Homoeopathic Materia medica with the demands of Clinical practice and Education.3.Comparative study Of Homoeopathic Materia Medica in all systems of Medicine under AYUSH for integrated study to understand the Philosophical Background,4. Posological Study with difference in way of Preparations of the Medicine – can help promote solidarity and integrity in treatment of patients under the Umbrella of BIOETHICS.5.Study of group characteristics with remedy differentiation6.Review of latest research conducted in Homoeopathy- Homoeopathic Pathogenetic Trial, Veterinary Homoeopathy Agro Homoeopathy7.Observational studies to update application of Organ Remedies/Specifics.8.Therapeutic indications drugs with special reference to rare remedies.9.Systematic study of common diseases in medicine & its homoeopathic management.	5%
Outcome based Education	--	-
Scheme of Assessment	--	-
Teaching Learning Methods	--	-
Total Syllabus Revised		5%



DEAN
Faculty of Homoeopathy
Bharati Vidyapeeth Deemed University
Pune-411043.

Faculty of Nursing

FACULTY OF Nursing	
Stake holder	Suggestions
Student	Simulation labs would be helpful in advance training
Teachers	Semester pattern be implemented for students
Alumni	Skill stations should be provided to ANM and PNMs
Employers	More clinical exposure and training sessions should be imparted to students.
Professionals	Present curriculum has adequate depth of course content

Name of the Programme: BSc Nursing

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in BSc Nursing

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content and Structure	As per the guidelines of Indian Nursing Council the semester pattern must be incorporated in the B.Sc. nursing program.	100%
Outcome-based Education	Competencies need to be identified and CO PO mapping for new semester pattern UG program to be done as early as possible.	60%
Scheme of Assessment	Outcomes based Assessment to be done.	30%
Teaching Learning Methods	For UG Program: -Laboratory Based Learning -Self Directed Learning and Teaching -Simulation-Based Learning	40%
Total Curriculum Revised	B.Sc. Nursing P.B.B.Sc. Nursing M.Sc. Nursing	100% -- --

Dr. Nilima Rajan Bhole
Chairman, B.O.S.


Dr. (Mrs.) Nilima Rajan Bhole
 Dean, Faculty of Nsg. / Principal
 BVDU, College of Nsg. Sangli.

Total Curriculum Revised	B.Sc. Nursing	100%
	M.Sc. Medical Surgical Nursing	3%
	M.Sc. Obstetrics and Gynecology Nursing	3%
	M.Sc. in Child Health Nursing	3%
	M.Sc. Community Health Nursing	3%
	M.Sc. Mental Health Nursing	3%

Nilima
Dr. (Mrs.) Nilima Rajan Bhole
Dean, Faculty of Nsg. / Principal
BVDA, College of Nsg. Sangli.



Dr. Nilima Rajan Bhole
Chairman, B.O.S.

Faculty of Dentistry

Name of the Programme: BDS

Suggestions from the stake holder's feedback

FACULTY OF DENTISTRY	
Stake holder	Suggestions
Student	Majority of the students were satisfied with the fulfillment of program and course outcome, weightage given to communication skills and creation of interest to pursue higher education.
Teachers	Teacher training is required to include problem based and self directed learning for students
Alumni	Internships needs to be enriched
Employers	Clinic based exposure of students be improved for advance knowledge in implants and esthetic restoration
Professionals	Although council derived subjects are good in syllabus, short term courses could be conducted for advancing students knowledge base.

Faculty of Pharmacy

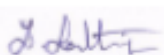
Name of the Programme: Pharm D

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in Pharm D

FACULTY OF PHARMACY	
Stake holder	Suggestions
Student	Project / internships should to be for duration
Teachers	Problem based learning abilities of students need to be encouraged
Alumni	Project based learning on practical applications of theory be given emphasized
Employers	Recent needs of industry's and their orientation need to be focused
Professionals	Although council derived subjects are good in syllabus, short term courses could be conducted for advancing students knowledge base.

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision: Recent Advances in the existing topics are included	10 %
Outcome-based Education	Identification of Postgraduate attributes Programme Outcomes, Course Outcomes and Mapping of CO-PO	5 %
Scheme of Assessment	Outcomes based Assessment to be done.	5 %
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Simulation-Based Learning	10 %
Total Curriculum Revised		30%



Dr. L. Sathiyarayanan
Chairman, Board of studies in Pharmacy.

Faculty of Management Studies

Name of the Programme: MBA General, MCA, BBA, BCA

FACULTY OF MANAGEMENT STUDIES	
Stake holder	Suggestions
Student	Foreign languages be included in management syllabus
Teachers	Skill based application oriented topics could be incorporated in the syllabus
Alumni	Industry based management projects be given to students
Employers	Recent advances as per industry requirements be included in syllabus
Professionals	Professional writing skills of the students be improved

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in MBA General, MCA, BBA, BCA.

Bharati Vidyapeeth (Deemed to be University)

Institute of Management & Entrepreneurship Development, Pune

Name of the Programme: MBA General CBCS 2022

Recommendations of BOS based on Stakeholders' Feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	New Specializations were introduced and MOOCs are incorporated. MOOCs Semester -I MOOCS- 4 Credit Semester -II MOOCS- 8 Credit Semester -III MOOCS- 8 Credit Introduced New specialization(4) <ul style="list-style-type: none"> • Business Analytics • Event Management • Hospitality Management • Sports Management 	15 %
Outcome-based Education	The said syllabus includes Graduate/Postgraduate attributes/Competencies, Programme Outcomes, Course Outcomes etc.	8 %
Scheme of Assessment	Outcomes based Assessment through the suggested components of CES/CCA, <ol style="list-style-type: none"> 1. Online Case Study 2. On line Test 3. Online Assignment 4. Online Business plan 5. Online Quiz 6. Online Presentations 	5 %
Teaching Learning Methods	The following teaching learning methods are incorporated: Problem Based Learning	12 %

	Laboratory Based Learning Self-Directed Learning and Teaching	
Total Curriculum Revised		40 %


 Dr. Sachin S Vernekar
 Dean FMS BVDU &
 Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Name of the Programme: Master of Computer Application CBCS 2022

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised																		
Course Content	<p>Curriculum Revision: Considering the need of the industry and students, one specialization is introduced and Open courses are incorporated in the syllabus which includes</p> <p>MCA Sem I New specialization Data Management Open Courses:</p> <table border="1"> <tr><td>1</td><td>Universal Human Values (UHV)</td></tr> <tr><td>2</td><td>Cyber Security</td></tr> <tr><td>3</td><td>Soft Skills</td></tr> </table> <p>MCA Sem II</p> <table border="1"> <tr><td>1</td><td>Foreign Language</td></tr> <tr><td>2</td><td>Digital Technology</td></tr> <tr><td>3</td><td>Human Psychology at Workplace</td></tr> </table> <p>MCA Sem III</p> <table border="1"> <tr><td>1</td><td>Social Change in Technology</td></tr> <tr><td>2</td><td>Water Management</td></tr> <tr><td>3</td><td>Economics for IT Industry</td></tr> </table> <p>MOOCS-with 4 Credit is added in Semester -I, II & III</p>	1	Universal Human Values (UHV)	2	Cyber Security	3	Soft Skills	1	Foreign Language	2	Digital Technology	3	Human Psychology at Workplace	1	Social Change in Technology	2	Water Management	3	Economics for IT Industry	15 %
1	Universal Human Values (UHV)																			
2	Cyber Security																			
3	Soft Skills																			
1	Foreign Language																			
2	Digital Technology																			
3	Human Psychology at Workplace																			
1	Social Change in Technology																			
2	Water Management																			
3	Economics for IT Industry																			
Outcome-based Education	The said syllabus includes Graduate/Postgraduate attributes/Competencies, Programme Outcomes, Course Outcomes etc.	5 %																		
Scheme of Assessment	Outcomes based Assessment through the suggested components of CES/CCA.	3 %																		

	<ol style="list-style-type: none"> 1. On line Quizzes/Test 2. Online Assignment 3. Online Presentations 4. Mini Projects 5. Information Technology Case Studies 	
Teaching Learning Methods	IT Problem Based Learning Laboratory Based Learning Self-Directed Learning and Teaching	12 %
Total Curriculum Revised		35 %


 Dr. Sachin S Vernekar
 Dean FMS BVDU &
 Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Name of the Programme: BBA CBCS 2022

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	BBA (Honors) Four Year Degree Program was introduced. Exit options are made available for students New Specializations were introduced and MOOCs are incorporated. MOOCs Semester -I MOOCs- 4 Credit Semester -II MOOCs- 8 Credit Semester -III MOOCs- 8 Credit Introduced New specialization(4) <ul style="list-style-type: none"> • Business Analytics • Event Management • Hospitality Management • Sports Management 	10 %
Outcome-based Education	The said syllabus includes Graduate/Postgraduate attributes/Competencies, Programme Outcomes, Course Outcomes etc.	8 %
Scheme of Assessment	Scheme of Examination: For BBA Three Year / BBA (Honors), Courses having Internal Examinations (IA) and University Examinations (UE) shall be evaluated by the respective constituent units and the University at the term end for 40 (Forty) and 60 (Sixty) Marks respectively Outcomes based Assessment through the suggested components of CES/CCA, a) Class Tests b) Presentations c) Assignments d) Case studies	5 %

	e) Field Assignments and f) Mini Project	
Teaching Learning Methods	The following teaching learning methods are incorporated: Problem Based Learning Laboratory Based Learning Self-Directed Learning and Teaching	10 %
Total Curriculum Revised		33 %


Dr. Sachin S Vernekar
 Dean FMS BVDU &
 Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Name of the Programme: BCA CBCS 2022

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<p>Curriculum revision:</p> <p>The Programme Structure is designed as per new NEP Guidelines.</p> <ul style="list-style-type: none"> • The programme is designed to offer 3 year (Bachelor's degree) and 4-year (Honors Degree) • The programme has multiple entry and exit points. <p>Considering the need of the industry and student new courses are in the syllabus which includes</p> <ol style="list-style-type: none"> 1. Organization of IT Business 2. Human Universal Values 3. Language – I 4. Web Development Technology 5. Data Structures using C 6. Lab on Web Development Technology 7. Start-up Management 8. Yoga & Meditation 9. Advanced JAVA 10. Advanced HTML with Javascript and CSS 11. Lab on HTML, Javascript and CSS & Minor Project – I 12. Basic Python Programming 13. Dot Net programming using C# 14. Entrepreneurship Development 15. Lab on Python 16. IT based Aptitude 17. Human Rights 18. Lab on Data Visualization 19. Digital marketing 20. Indian Culture 21. Cloud Computing 22. Mobile Application Development 23. Internet of Things 24. Research Methodology 25. Lab on IOT 26. Technical Writing 	25 %

	27. Professional Ethics 28. IPR 29. Dissertation	
Outcome-based Education	The said syllabus includes Graduate/Postgraduate attributes/Competencies, Programme Outcomes, Course Outcomes etc.	5 %
Scheme of Assessment	Outcomes based Assessment through the suggested components of CES/CCA, 1. On line Quizzes/Test 2. Online Assignment 3. Online Presentations 4. Mini Projects 5. Information Technology Case Studies	3 %
Teaching Learning Methods	Computational Problem Solving Computational Case Studies	7 %
Total Curriculum Revised		40 %


Dr. Sachin S Vernekar
 Dean FMS BVDU &
 Director IMED, PUNE

5) To discuss on Syllabus revision MBA, MBA (HR), BBA, BCA

- ✓ Dr.S.B.Sawant (Chairman-HR & Communication) requested to attendee to give their suggestions on revision of syllabus of all programees under FMS. At the same time he brought in to notice of attendee that we should take in to consideration study material prepared and online material prepared of previous syllabus while framing new syllabus.
- ✓ Dr.Alaskar and Dr Pratap Desai informed attendee that as per New Education Policy we have to do necessary changes in syllabus.
- ✓ Dr. Ajit More suggested that in case of core subjects their will not be more changes in syllabus only 10% to 20% changes will be there. We can do more changes in case of specializations.
- ✓ Dr.Pallavi Jamsandikar (Chairman-Computer Applications) asked to take review of study material prepared and accordingly we will do necessary changes in syllabus.
- ✓ Dr. Broto Bhardwaj suggested to add skill based and application oriented subjects in syllabus for improving quality of students and placements.
- ✓ Dr.Vinod Ingawale requested attendee to forward their suggestion with due justifications on Syllabus revision MBA, MBA (HR), BBA, BCA.

6) To discuss on revision of PhD Syllabus.

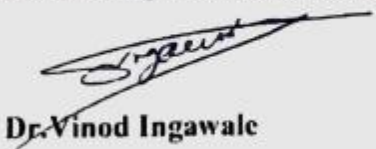
- ✓ Dr.S.B.Sawant (Chairman-HR & Communication) briefed about present structure and syllabus of Ph.D. programme and what changes need to brought as per UGC
- ✓ Dr. B.R. Patil keep his view on why there is need to keep Management Concepts subject in syllabus of Ph.D. when subject is already taught during MBA.
- ✓ Dr.Rajesh Kante informed attendee that though name of subject is Management Concepts but we are adding '**Recent Trends in Management**' in this subject.
- ✓ Dr.Pallavi Jamsandikar (Chairman-Computer Applications) suggested to organize FDP on How to write Research Proposal during Ph.D.Course Work examination.

Item 4: Addition of French, German and Korean language in BBA,BCA,MBA,MBA(HR) and MCA Syllabus.

Discussion: The members had constructive discussion on Addition of French, German and Korean language in BBA,BCA,MBA,MB A(HR) and MCA Syllabus.

Resolution: It is agreed unanimously to add French, German and Korean language in BBA,BCA,MBA,MBA(HR) and MCA Syllabus.

The meeting ended with vote of thanks by Prof. Dr.Yogesh Gurav.


Prof. Dr. Vinod Ingawale
(Chairman- BOS Business Administration)

Name of the Programme: BSc (H&HA) and BHMCT

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in BSc (H&HA) and BHMCT

Recommendations of BOS based on Stakeholders feedback for B.Sc. (H&HA) and BHMCT CBCS (2018) Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised										
<p>Course Content</p>	<p>1. The following new subjects with additional content to be incorporated related to Food Production department:</p> <ul style="list-style-type: none"> • Food commodities Semester I for B.Sc. (H&HA) and BHMCT. • Bakery component to be added to Advance food production and Kitchen management in the Semester-VI for B.Sc. (H&HA) and Semester-VII for BHMCT. <p>2. The following new subjects with additional content to be incorporated related to Food and Beverage department:</p> <ul style="list-style-type: none"> • The content of Alcoholic Beverages-I & II to be increased with detailing added with respect to types, properties, brands and uses of alcoholic beverages. The provision has been made to increase the Hands-on skills for Cocktail making in the practical module for the mentioned subjects. • The Bar operations component to be added to Food and Beverage Operations and Management in the Sem-VI for B.Sc. (H&HA) and Sem-VII for BHMCT. <p>3. The following new subjects with additional content to be incorporated related to Rooms division department with division of the course into 2 distinct departments: House Keeping and Front Office:</p>	<p>20%</p>										
	<table border="1"> <thead> <tr> <th data-bbox="513 1409 886 1440">B.Sc. (H&HA)</th> <th data-bbox="886 1409 1138 1440">BHMCT</th> </tr> </thead> <tbody> <tr> <td data-bbox="513 1440 886 1524"> Semester-I Basic Housekeeping operations Basic Front office operations </td> <td data-bbox="886 1440 1138 1524"> Semester-I Basic Housekeeping operations Basic Front office operations </td> </tr> <tr> <td data-bbox="513 1524 886 1640"> Semester-II Managing Housekeeping operations Managing Front office operations </td> <td data-bbox="886 1524 1138 1640"> Semester-II Managing Housekeeping operations Managing Front office operations </td> </tr> <tr> <td data-bbox="513 1640 886 1734"> Semester-IV Allied Housekeeping functions Front office Accounting </td> <td data-bbox="886 1640 1138 1734"> Semester-III Allied Housekeeping functions Front office Accounting </td> </tr> <tr> <td data-bbox="513 1734 886 1797"> Semester-V Accommodation Operations </td> <td data-bbox="886 1734 1138 1797"> Semester-V Accommodation Operations </td> </tr> </tbody> </table>	B.Sc. (H&HA)	BHMCT	Semester-I Basic Housekeeping operations Basic Front office operations	Semester-I Basic Housekeeping operations Basic Front office operations	Semester-II Managing Housekeeping operations Managing Front office operations	Semester-II Managing Housekeeping operations Managing Front office operations	Semester-IV Allied Housekeeping functions Front office Accounting	Semester-III Allied Housekeeping functions Front office Accounting	Semester-V Accommodation Operations	Semester-V Accommodation Operations	
B.Sc. (H&HA)	BHMCT											
Semester-I Basic Housekeeping operations Basic Front office operations	Semester-I Basic Housekeeping operations Basic Front office operations											
Semester-II Managing Housekeeping operations Managing Front office operations	Semester-II Managing Housekeeping operations Managing Front office operations											
Semester-IV Allied Housekeeping functions Front office Accounting	Semester-III Allied Housekeeping functions Front office Accounting											
Semester-V Accommodation Operations	Semester-V Accommodation Operations											

	Semester-VI Accommodation Operations	Semester-VII Accommodation Operations	
	<p>5. It was unanimously decided to introduce the following Value added courses in the AY 2018-2019:</p> <ul style="list-style-type: none"> • Effective Team Management in Hospitality • Contemporary Flower Arrangement • Fruit and Vegetable Carving <p>6. The Industrial Training Schedules for B.Sc.(H&HA) and BHMCT to be finalized as follows:</p> <p>It is proposed that - BHMCT students should undergo industrial training in semester IV and semester VIII so that they are exposed to the industry in Summer as well as Winter months.</p> <p>It is proposed that- B.Sc.(H&HA) students should undergo industrial training in semester III. Specialization subjects to be introduced in semester V so that they can choose their area of interest after hands-on experience from industrial training.</p>		
Outcome – based Education	New Programme Outcomes and Course Outcomes are Designed		5%
Scheme of Assessment	Outcome based Assessment		-
Teaching Learning Methods	Laboratory Based Learning Problem Based Learning Simulation- Based Learning		5%
Total Curriculum			30%

Faculty of Engineering

FACULTY OF ENGINEERING	
Stake holder	Suggestions
Student	Latest trends in the field be included in the syllabus
Teachers	More E-resources be included in teaching learning for better understanding of students
Alumni	Guest lectures from expert should be arranged for updates in technology
Employers	Recent industry needed practical skills be taught to students
Professionals	Advance courses should be taught to students

Name of the Programme: B. Tech. Electrical and Computer Engineering

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in B. Tech. Electrical and Computer Engineering



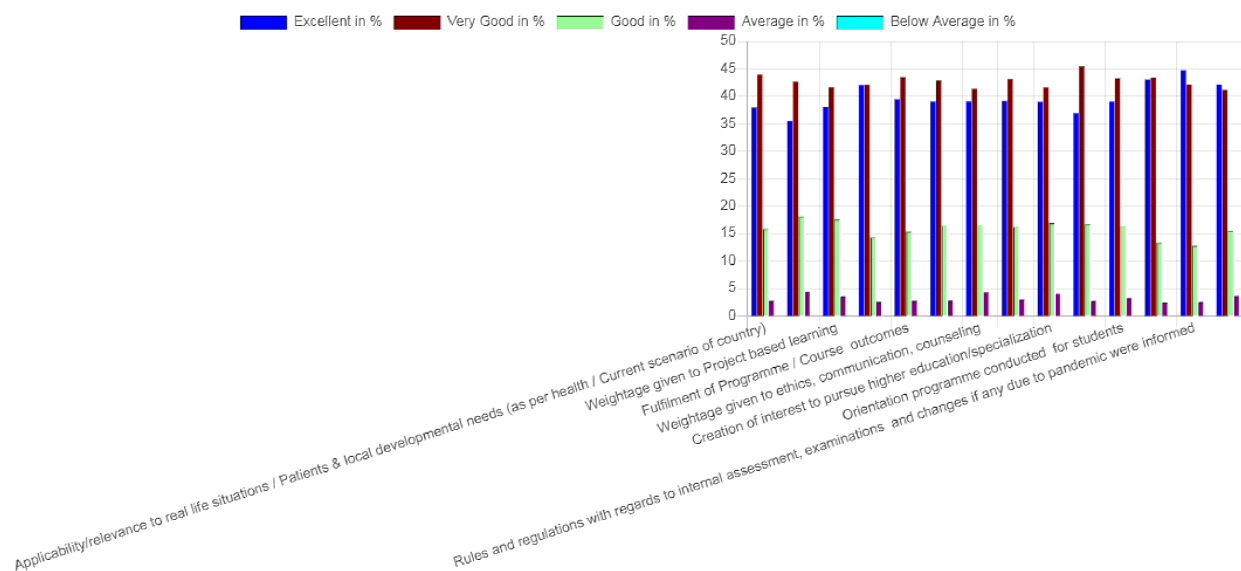
**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Feedback Analysis
2021 - 2022**

Bharati Vidyapeeth (Deemed to be University)

Feedback Analysis Report **2021-22**

Students Feedback **Analysis** 2021-22



Students Feedback 2021-22					
Sr. No.	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	37.97	43.95	15.82	2.26
2	Weightage given to Skill development / Entrepreneurship development / Employability	35.51	42.01	18.08	4.4
3	Weightage given to Project based learning	38.05	41.03	17.55	3.37
4	Weightage given to theory, practical and field work component	42.04	42.08	14.25	1.63
5	Fulfilment of Programme / Course outcomes	39.44	43.47	15.34	1.75
6	Weightage given to Learning	39.05	42.89	16.41	1.81

	values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
7	Weightage given to ethics, communication, counseling	39.07	41.37	16.53	3.3
8	Quality, Clarity and relevance of textual reading / Reference material / Study material	39.17	43.11	16.17	1.48
9	Creation of interest to pursue higher education/specialization	39	41.62	16.93	2.45
10	Overall rating	36.92	45.45	16.63	1
11	Orientation programme conducted for students	39.04	43.26	16.29	1.44
12	Introduction to curriculum was given in the beginning	43.05	43.36	13.27	0.42
13	Rules and regulations with regards to internal assessment, examinations and changes if any due to pandemic were informed	44.74	42.13	12.78	0.55
14	Teachers use student centric methods, such as experiential learning, participative learning and problem based learning for enhancing learning experiences.	42.12	41.15	14.7	2.0

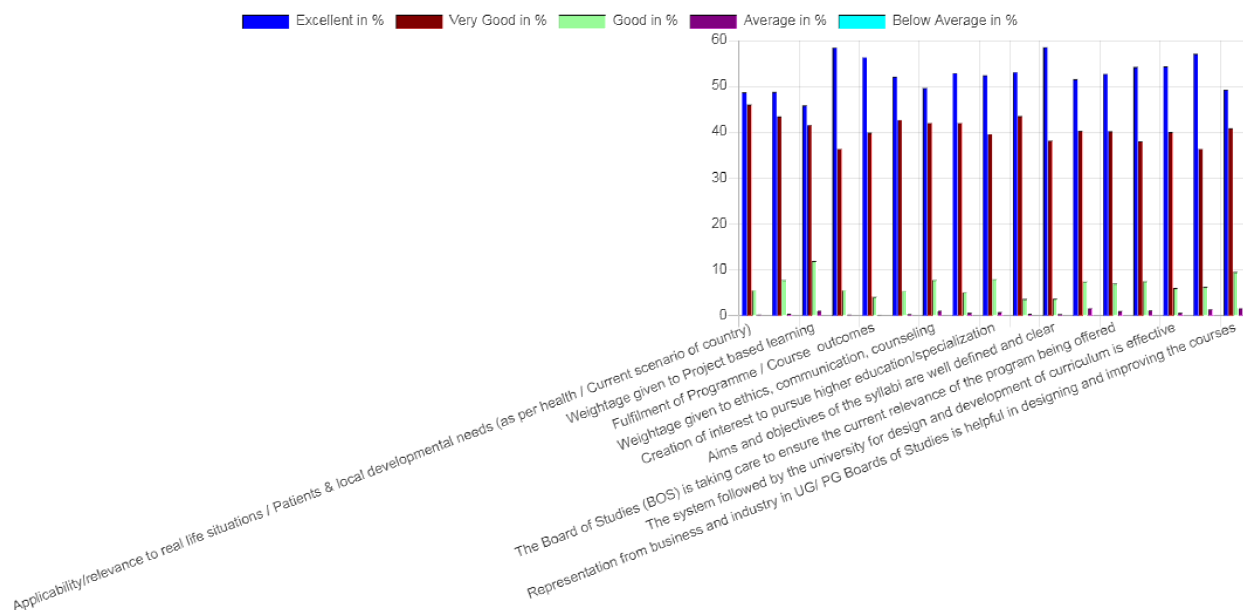
Students Feedback Analysis 2021-22

1. 38% rated excellent, 44% rated good and 16% rated average and hardly 3% rated below average for Applicability/relevance to real life situations / Patients & local developmental needs.
2. **Among all the students around 36% have given excellent rating and 42% have given good rating while 18% rated average and 4% rated below average for the weightage given to Skill development / Entrepreneurship development / Employability**
3. Weightage given to project based learning received the rating of 38% excellent, 41% good and 18% average and 4% below average.
4. Weightage given to theory, practical and field work component was found to be 38% excellent, 41% good and 18% average and 3% below average.
5. Students opted for 39% excellent, 43% good, 16% average and 2% below average for fulfillment of Programme / Course outcomes
6. In the opinion of students weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives) received 39% excellent, 43% good, 16% average and 2% below average

7. Students have given rating as excellent by 39 %, good by 41% and average by 16% and below average by hardly 3% for weightage given to ethics; communication; counseling.
8. The Quality; Clarity and relevance of textual reading / Reference material / Study material was rated as 39% as excellence, 43% as good, average as 16% and below average by 1% of the students.
9. Curriculum was found to be excellent by 39%, good by 42%, average by 17% and below average by 2% of students in creation of interest to pursue higher education/specialization
10. Overall excellent rating was given by 37%, good by 45%, average by 16% and 1% as below average by the students in batch 2020-21.
11. Orientation programme conducted for students was rated as 39% excellent, 43% good, 16% average and 1% below average.
12. The rating received as excellent by 43%, good by 43%, average by 13% of the students for introduction to curriculum given in the beginning.
13. Rules and regulations with regards to internal assessment; examinations and changes if any due to pandemic were informed found to receive excellent by 44%, good by 42%, average by 12%.
14. Students have rated 42% excellent, 41% good, 15% average and 2% as below average for teachers using student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.

Teacher Feedback Analysis 2021-22

Teacher Feedback 2021-22



Teacher Feedback 2021-22					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	48.71	46	5.14	0.15
2	Weightage given to Skill development / Entrepreneurship development / Employability	48.79	43.42	7.71	0.08
3	Weightage given to Project based learning	45.85	41.51	11.9	0.74
4	Weightage given to theory, practical and field work component	58.41	36.3	5.14	0.15
5	Fulfilment of Programme / Course outcomes	56.28	39.61	4.04	0.07
6	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and	52.09	42.62	5.0	0.29

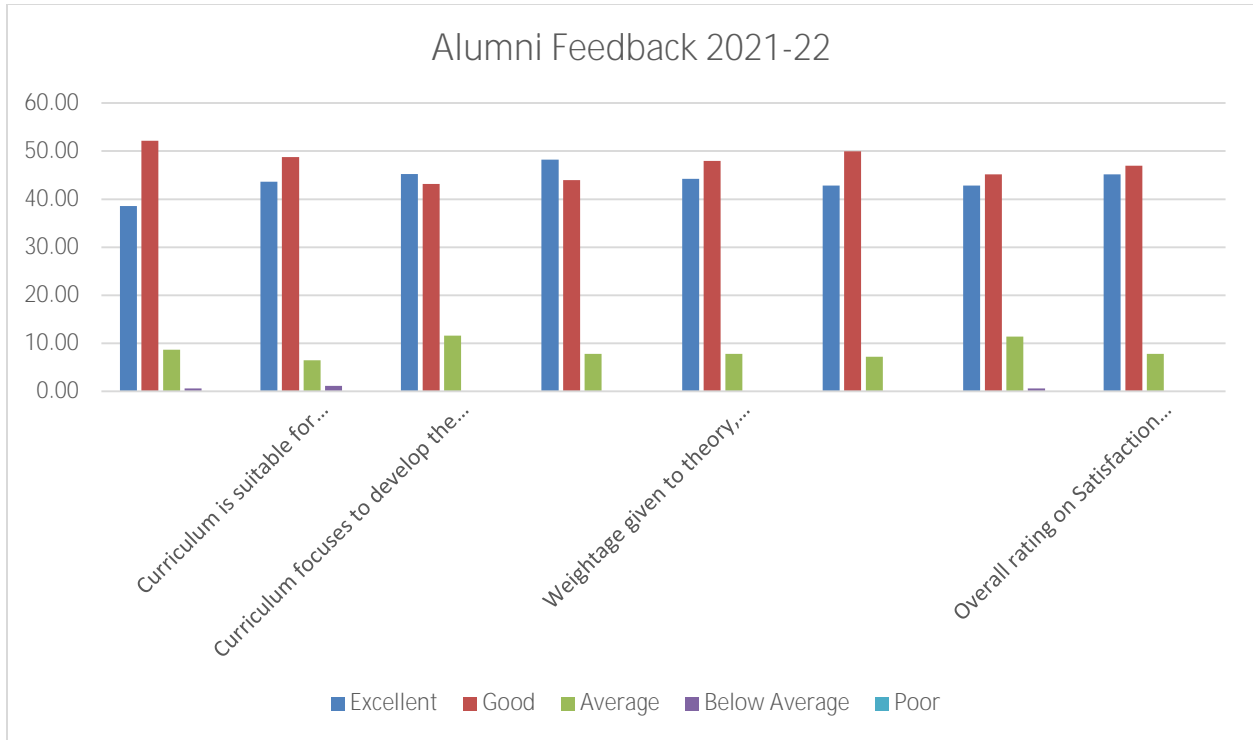
	broadening perspectives)				
7	Weightage given to ethics, communication, counseling	49.6	41.95	7.42	1.03
8	Quality, Clarity and relevance of textual reading / Reference material / Study material	52.83	41.95	5	0.22
9	Creation of interest to pursue higher education/specialization	52.39	39.53	7.86	0.22
10	Overall rating	53.05	43.5	3.08	0.37
11	Aims and objectives of the syllabi are well defined and clear	58.49	38.13	3.09	0.29
12	Departmental level subject expert committee meetings are held for reviewing the syllabus	51.58	40.26	7.35	0.81
13	The Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered	52.68	40.19	6.98	0.15
14	I am given enough freedom to contribute my ideas on curriculum design and development	54.22	37.26	7.42	1.1
15	The system followed by the university for design and development of curriculum is effective	54.37	40.04	5.0	0.59
16	The curriculum has been updated from time to time	57.09	36.3	6.25	0.36
17	Representation from business and industry in UG/ PG Boards of Studies is helpful in designing and improving the courses	49.23	40.85	9.48	0.54

Teacher Feedback Analysis 2021-22

1. Among the teachers 49% rated excellent, 46% good and around 5% average for the applicability or relevance of curriculum to real life situations or patients & local developmental needs (as per health / Current scenario of country)
2. 55% and 40% of the teachers rated excellent and good respectively for the weightage given to skill development / entrepreneurship development / employability
3. Teachers have rated weightage given to project based learning as excellent by 53.53%, good by 37.8% and average by 19.54%.
4. Taking together the excellent and good score responses for weightage given to theory, practical and field work component were 97% of the teachers
5. Fulfillment of Programme / Course outcomes were rated as excellent by 56%, good by 40% and average by hardly 4% of the teachers.

6. 52% rated excellent, 43% rated good while 5% rated average for the weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)
7. Weightage given to ethics, communication, counseling was 50% as excellent, 42% as good and around 7% as average.
8. Quality, Clarity and relevance of textual reading / Reference material / Study material received rating from the teachers as 53% excellent, 41.95% good and 5% as average.
9. Creation of interest to pursue higher education/specialization was rated by teachers as 52% as excellent, 40% as good and 8% as average.
10. The overall rating to curriculum given by teachers was 53% excellent, 43.5% good and 3% average.
11. Aims and objectives of the syllabi are well defined and clear has received rating as 58.49% a excellent, 38.13% as good and 3.09% as average.
12. Teachers rated departmental level subject expert committee meetings are held for reviewing the syllabus as 51.58% excellent, 40.26% good and 7.35% average.
13. In teachers opinion, Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered as 52.68% excellent, 40.19 good and 6.98% average.
14. Teachers responded with ratings 54.22% excellent, 37% good and 7.42% average for, 'I am given enough freedom to contribute my ideas on curriculum design and development'.
15. The system followed by the university for design and development of curriculum is effective has been rated as excellent by 54%, good by 40% and average by 5% of the teachers.
16. The curriculum has been updated from time to time has received the rating as 57.09% excellent, 36.3% good and 6.25% average.
17. Teachers gave 49.23% excellent, 9.48% good and 40.85% average score for representation from business and industry in UG/ PG Boards of Studies is helpful in designing and improving the courses.

Alumni Feedback Analysis 2021-22



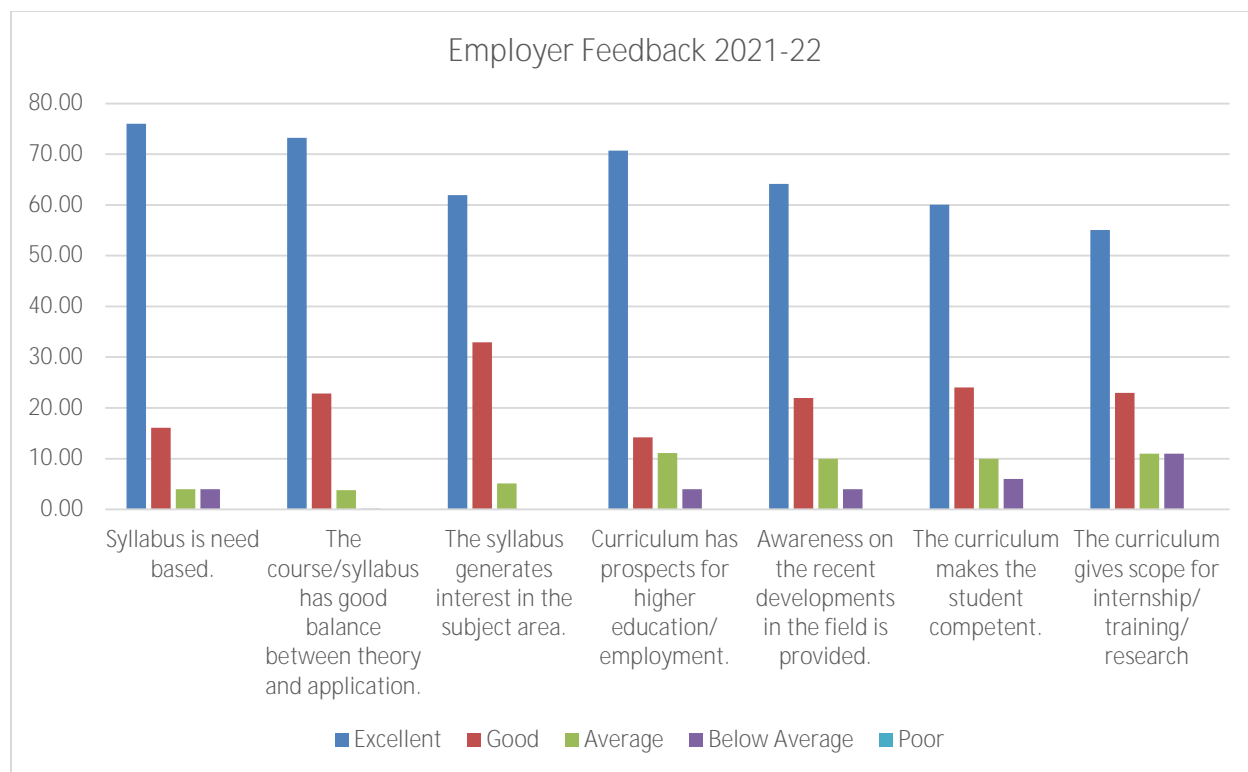
Alumni Feedback 2021-22					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations & local developmental needs	38.59	52.15	8.65	0.61
2	Curriculum is suitable for employability in present scenario	43.60	48.76	6.46	1.19
3	Curriculum focuses to develop the global competence of students	45.22	43.17	11.61	0.00
4	Aims and Objectives of the curriculum are well defined	48.21	43.96	7.83	0.00
5	Weightage given to theory, practical/research and	44.21	47.96	7.83	0.00

	field work component				
6	Academic initiatives taken by the college to bridge the gap between industry & academia	42.81	49.98	7.21	0.00
7	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	42.81	45.15	11.43	0.61
8	Overall rating on Satisfaction about current curriculum	45.19	46.99	7.83	0.00

Alumni Feedback Analysis 2021-22

1. 40% of alumni rated excellent, 52% as good, 9% as average for applicability/ relevance for Applicability/relevance to real life situations & local developmental needs
2. More than 90% alumni rated as excellent / good while 6% rated it as average and 1% as below average for curriculum is suitable for employability in present scenario.
3. Curriculum focuses to develop the global competence of students received the rating as 45% excellent, 43% good and 12% as average.
4. All alumni rated for aims and objectives of the curriculum are well defined as 48% excellent, 44% good and 8% as average.
5. Weightage given to theory, practical/research and field work component received rating from alumni as 44% excellent, 48% good, and 8% average.
6. 43% excellent, 45% good and 7% average for Academic initiatives taken by the college to bridge the gap between industry & academia
7. Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) was found to be 45% excellent, 47% good, 8% average.
8. Overall rating on satisfaction about current curriculum was 45% excellent, 47% good, 8% average.

Employer Feedback Analysis 2021-22



Employer Feedback 2021-22					
Sr. No.	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Syllabus is need based.	75.99	16.11	3.95	3.95
2	The course/syllabus has good balance between theory and application.	73.21	22.84	3.81	0.15
3	The syllabus generates interest in the subject area.	61.93	32.94	5.12	0.00
4	Curriculum has prospects for higher education/ employment.	70.72	14.20	11.13	3.95
5	Awareness on the recent developments in the field is provided.	64.13	21.96	9.96	3.95
6	The curriculum makes the student competent.	60.03	24.01	9.96	6.00
7	The curriculum gives scope for internship/ training/ research	55.05	22.99	10.98	10.98

Employer Feedback Analysis 2021-22

1. Syllabus being need based has been rated as 76% of Employers as excellent, 16% as good, 4% as average and 4% below average.
2. 73% excellent, 23% good, and 4% as average was the rating given by employers for the course/syllabus to have good balance between theory and application.
3. Employers have rated 62% excellent, 33% as good and 5% as average for the role of syllabus in generating interest in the subject area
4. The curriculum has prospects for higher education/ employment received the rating of 71% as excellent, 14% good, 11% as average and 4% as below average.
5. The employers have given rating as 64% as excellent, 22% as good and 10% as average and 4% as below average for the curriculum to be able to make awareness on the recent developments in the field is provided.
6. 84% of the employers have given excellent and good rating, while 10% have given average rating and 6% as below average for the curriculum making the student competent.
7. 78% of employers rated excellent and good together, while 11% each for average and below average for the curriculum providing scope for internship/ training/ research.

Professional Feedback Analysis 2021-22



Professional Feedback Analysis 2021-22					
Sr. No.	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations & local developmental needs	54.85	33.81	10.10	1.24
2	Weightage given to Project based learning	59.18	23.51	14.23	3.09
3	Fulfilment of program/course outcome	62.27	18.97	14.23	4.54
4	Weightage given to communication/ethics	57.11	37.53	5.36	0.00
5	Creation of interest to pursue higher education	71.75	14.23	7.84	6.19
6	Orientation program conducted for students	66.39	18.97	11.34	3.30
7	Rules and regulations with regard to internal assessment, examinations and changes.	76.29	20.00	2.68	1.03

Professional Feedback Analysis 2021-22

1. More than 85% of professionals have given excellent/good while 10% have given average and 1% as below average rating Applicability/relevance to real life situations & local developmental needs.
2. Weightage given to Project based learning received ratings as 59% excellent, 24% good and 14% below average.
3. 62% of professionals have rated excellent, 19% as good and 14% as average and 5% as below average for fulfillment of program/course outcome
4. Weightage given to communication/ethics has been rated as 57% excellent, 38% as good, and 5% as average.
5. Role of curriculum in creation of interest to pursue higher education has been rated as 71% excellent, 14% as good and 8% as average and 6% as below average
6. Professionals have rated orientation program conducted for students as 66% excellent, 19% as good and 11% as average and 3% as below average.
7. Professionals have responded for rules and regulations with regard to internal assessment, examinations and changes as 76% excellent, 20% as good and 3% as average and 1% as below average.



**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Action Taken Report on Feedback
2021 - 2022**

BHARATI VIDYAPEETH
(DEEMED TO BE UNIVERSITY)
Bharati Vidyapeeth Bhavan, LBS Marg
Pune-411030

The meeting of the Internal Quality Assurance Cell (IQAC) was held on **24th February 2022 at 11.00 a.m** at Conference Hall, 2nd floor, Bharati Vidyapeeth Bhavan, Pune

The following members were present for the meeting

1. Prof. M.M. Salunkhe, Vice Chancellor-Chairman.
2. Dr. R.S. Mali.
3. Dr. V.R. Shirgaurkar
4. Prof. S.F. Patil - Coordinator.
5. Dr. M.D. Karmarkar.
6. Dr. A.B. Patil
7. Dr. Amol Patil
8. Dr. R.S. Zirange.
9. D. V.K. Kurkute
10. Dr. Anthony Rose.
11. Dr. Sachin Kadam.
12. Shri. G. Jayakumar, Registrar BVDU – Special Invitee.
13. Dr. Kirti Gupta. - Special Invitee.
14. Dr. Raju Ganesh Sunder- Director BVDU-CDOE— Special Invitee.
15. Mrs. Jyothi Johnson-Administrative Officer

Leave of absence was granted to Dr. Vishwajeet Kadam and Dr. A.A. Natu as they expressed their inability to attend the meeting due to pre-engagements.

Dr. M.D. Karmarkar, Dr. V.K. Kurkute and Mrs. Jyothi Johnson attended the meeting through online mode.

Hon'ble Vice Chancellor welcomed all the members of the IQAC.

The following agenda items were taken up for discussion and consideration.

Item No. 1

Confirmation of Minutes of the meeting held on 23rd September 2021.

Resolution

Minutes of the IQAC meeting held on 23rd September, 2021 were read and confirmed.

Item No. 2

Action taken Report

Resolution:

Report on the action taken on the decisions of the IQAC at its meeting held on 23rd September 2021 was noted.

Dr. Anthony Rose briefed the IQAC members about the University examination result analysis of various disciplines for the academic year 2020-21.

Dr. Raju Ganesh Sunder- Director BVDU-CDOE briefed the details about the Faculty Development Programme conducted for the development of MOOCs for the faculty members of all the constituent units

Item No. 3

Review of AQAR for the year 2020-21

Resolution:

Prof S. F. Patil briefed the IQAC committee members about the status of the AQAR 2020-21 and the efforts taken by the criteria head for compilation. He also informed the IQAC members about the completion of AQAR for 2020-21 and submission to be done in the month of March 2022.

Item No. 4

Reporting of activities of IQAC of the university.

Resolution:

Information regarding Six workshops conducted since the last IQAC meeting was briefed by Prof. Sachin Kadam and it is noted by the IQAC members.

Item No. 5

Consideration of criterion wise distribution of work of AQAR 2021-22.

Resolution:

Dr. S.F. Patil conveyed the IQAC members the progress of the AQAR submission for 2020-21 and the efforts taken by the criteria head. All the IQAC members appreciated the efforts and work done by the criteria heads and the IQAC coordinators of the constituent units.

Resolution was passed to send letter of appreciation to the constituent units for the efforts taken by the IQAC coordinators. The members also agreed to continue the same criteria head for compilation of the AQAR 2021-22.

Item No. 6

Consideration of proposal for distribution of seed money.

Resolution:

Dr. S.F. Patil briefed the IQAC members regarding the need of distribution of seed money to faculty members for the academic year 2022-23.

Hon'ble Vice Chancellor suggested to call for the research proposal from the faculty members for academic year 2022-23.

The Registrar is requested to issue notice to all the Directors/ Principles of constituent units for submitting the proposal of Research grant to the University for academic year 2022-23.

Item No. 7

Implementation of NEP from academic year 2022-23.

Resolution:

Dr. Kirti Gupta informed the IQAC members about the one-day workshop conducted by IQAC cell on "Road map for implementation of NEP 2020" and constitution of the University committee members for suggesting a suitable roadmap for implementation of NEP 2020. Following committees are constituted are;

- Regulations on Academic Bank of Credits
- Regulation on ODL and Online Education
- Guidelines for Internationalization of Higher Education.

Resolution was passed that the report/ recommendations of the above committees should be shared for implementation in the next IQAC meeting.

Item No. 8

Implementation of research policy with respect to publications, Consultancy and Patents of research grants received.

Resolution:

Dr. Kirti Gupta elaborated on the revision of the research and consultancy policy of the University and presented the key points contained in the policy to the IQAC members.

It was resolved to implement the policy for the research output form the academic year 2021-22.

Item No. 9

Consideration of membership of Scopus.

Resolution:

All the IQAC members suggested to be member for the subscription to Scopus, Web of Science and PubMed database.

It is resolved to purchase the database within one month

Item No. 10

Any other item with the permission of chair.

1. Establishment of Carrier Counselling Cell: -

Dr. M.D. Karmarkar suggested for the establishment of Carrier guidance cell and conduction of workshop for the students at University level.

Hon'ble Vice Chancellor agreed to constitute the University Carrier Guidance cell and design the programme for the conducting of workshop

2. Organization of National/International conference: -

Hon'ble Vice Chancellor suggested to IQAC Unit to issue notice to the Director/Principle of the constituent Unit to conduct National/International Conference in offline mode at their institute.

3. Formation of University Consultancy Cell

Dr. Anthony Rose suggested to establish University Consultancy cell at the University level

It was resolved to establish University Consultancy cell; Hon'ble Vice chancellor will nominate the committee members for the Consultancy cell

As there were no other items for discussion, the meeting ended with a vote of thanks to the chair.



(Prof. S.F. Patil)
Coordinator



(Prof. M.M Salunkhe)
Chairman



**BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY) MEDICAL
COLLEGE & HOSPITAL, SANGLI**

**ACTIONS TAKEN REPORT ON
FEEDBACK BY ALUMNI 2021-22**

As a part of actions taken for improvement as suggested in feedback on curriculum by Alumni, A meeting of IQAC members was taken. The feedback was also discussed with administrative staff, all head of departments & faculty.

Following measures were taken:

Arrangement of Guest lectures: To get overview of changing trends in medical field are now done more frequently by various departments

In view of NEXT Examination in coming years, MEU committee members have addressed all departmental HODs to revise the MCQs bank & to add more clinical oriented questions assessing basic as well as higher levels of cognitive domain.

All HODs & faculty have been addressed by Dean and other administrative members for strengthening of all academic activities like seminars, quiz, debates etc. and providing the guidance for concept building & application of knowledge to clinical practice more efficiently by showing photographs/videos of clinical cases.

Dr. R. P. Limaye
IQAC Coordinator,
BVDU (MCH), Sangli



Dr. Shahaji Deshmukh
Dean,
BVDU, MCH, Sangli

Dean,
Bharati Vidyapeeth (Deemed to be University)
Medical College & Hospital, Sangli.



**BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)
MEDICAL COLLEGE & HOSPITAL, SANGLI**

**ACTION TAKEN REPORT ON
EMPLOYER'S FEEDBACK ON CURRICULUM 2021-22**

- The feedback was communicated to administrative staff, all head of departments & faculty.
- In order to achieve improvement in skill development is needed to achieve global competence by students clinical training sessions have been going on regularly in newly established skill lab as well as in hospital.
- To develop communication skills, all faculty members are taking special efforts during conducting AETCOM Modules, Foundation Course, language training sessions, bed side clinics, & other work places.

Dr. R. P. Limaye
IQAC Coordinator,
BVDU (MCH), Sangli



Dr. Shahaji Deshmukh
Dean,
BVDU, MCH, Sangli

Dean,
Bharati Vidyapeeth (Deemed to be University)
Medical College & Hospital, Sangli.

Bharati Vidyapeeth (Deemed to be University) Medical College & Hospital, Sangli

Actions taken

on Feedback of Faculty 2021-22

The feedback is discussed with administrative staff, all head of departments & faculty. As a part of actions taken for improvement as suggested in last feedback, following measures were taken:

1. Feedback of faculty was discussed with administrative staff members.
2. Feedback of teachers about apathy & low attendance was also shared with the students & a move to communicate this information to their parents on regular basis is started.
3. Infrastructure & facilities are upgraded. All lecture halls are air-conditioned now.
4. Appropriate implementation of curriculum as per NMC is coordinated & monitored by Curriculum committee.
5. Regular skills lab schedules are in place & monitored frequently.
6. Within the confines of the NMC regulations, the syllabi have to be prepared and implemented by all departments.
7. Foundation course duration is modified as per NMC guidelines.



Dr. R. P. Limaye
IQAC Coordinator,
BVDU (MCH), Sangli



Dr. Shahaji Deshmukh
Dean,
BVDU, MCH, Sangli

Dean,
Bharati Vidyapeeth (Deemed to be University)
Medical College & Hospital, Sangli.

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis of Stakeholders and Action Taken Report (2021-22)
Feedback Analysis on Curriculum by Students (2021-22)

1. 95% respondents have rated the overall syllabus, its contents as good in terms of fulfilment of Programme / Course outcomes.
2. 87% respondents have rated the syllabus is average in terms of its applicability/relevance to real life situations / local developmental needs.
3. 63% of the respondents have rated the syllabus as average in terms of weightage given to Skill development / Entrepreneurship development / Employability and Project based learning.
4. 69% respondent rated that the syllabus as average in respect of project based learning and evaluation.

Suggestions of Students for the betterment of the curriculum

Students suggested that more emphasis should be given on the skills for enhancing their employability.

Students suggested that project based learning should be added in the new syllabus.

Action Taken:

1. Board of studies have added the following courses in the revised syllabus which are relevant in respect of industry requirements:
 - a) Data Analysis Using MS Excel
 - b) Digital Marketing
 - c) Cross-cultural Issues and International HRM
 - d) Introduction to Data Science
 - e) Labor Laws
 - f) Financial Planning and Instruments
2. In order to enhance to employability of the students following courses are included in the revised syllabus:
 - a) Business Communication
 - b) Innovation, Design Thinking and Entrepreneurship Development
 - c) HR Analytics
 - d) Project Risk Management
 - e) Business Analytics for Managers
 - f) Sports Marketing and Corporate Taxation

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Teachers

1. 78 % of the respondents have rated the syllabus as good in terms of weightage given to skill development /Entrepreneurship development / Employability
2. 61 % of the respondents have rated the syllabus as average in respect of the practical exposure to concepts, theories, models etc. through filed work component.
3. 67 % of the respondents have rated the syllabus as good in terms of weightage given to enhancing the analytical abilities and broadening the students' perspectives
4. 82 % of the respondents have rated the overall syllabus as good
5. 73 % of the respondents have rated the system followed by the University in designing and developing of curriculum is effective.
6. 85 % of the respondents have rated the departmental level subject expert committee meetings are held for reviewing the syllabus as average in terms of the frequency of such meetings.

Suggestions of teachers for the betterment of the curriculum

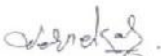
Faculty members suggested that more weightage should be given to practical aspects of the theory and field work component in the syllabus.

Action Taken:

In order to facilitate the project /practical based learning the following courses are added in the new syllabus:

1. Summer Internship Project
2. Data Analysis Using Excel
3. Project Management

In addition this, project/mini project based evaluation is recommended as a part of continuous evaluation system (CES).


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED,PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Employers

1. 87 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 53 % of the respondents have rated the syllabus and the contents therein as average in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 63 % of the respondents have rated the syllabus as average in terms of in terms of industry requirements.
4. 93 % of the respondents rated the contents of the syllabus contents as good in terms of practical, the scope for field visits and research work.

Suggestions of employer for the betterment of the curriculum

Employers suggested that the syllabus should contain the courses which are relevant in respect of the industry requirements.

Employers suggested to give more emphasis on skills for enhancing the employability of the students.

Action Taken:

1. Board of studies have added the following courses in the revised syllabus which are relevant in respect of industry requirements:
 - a) Data Analysis Using MS Excel
 - b) Digital Marketing
 - c) Cross-cultural Issues and International HRM
 - d) Introduction to Data Science
 - e) Labor Laws
 - f) Financial Planning and Instruments
2. In order to enhance to employability of the students following courses are included in the revised syllabus:
 - a) Business Communication
 - b) Innovation, Design Thinking and Entrepreneurship Development
 - c) HR Analytics
 - d) Project Risk Management
 - e) Business Analytics for Managers
 - f) Sports Marketing
 - g) Corporate Taxation


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Alumni (2021-22)

1. 91 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 55 % of the respondents have rated the syllabus and the contents therein as good in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 51 % of the respondents have rated the syllabus as average in terms of value added courses.
4. 54 % of the respondents rated the contents of the syllabus contents as average in terms of specializations that suits to the contemporary requirement.

Suggestions of Alumni for the betterment of the curriculum

More value added courses should be included in the syllabus.

Curriculum should offer a basket of specialisations which are in sync with the contemporary market requirements.

Action Taken:

Based on the suggestions received from alumni new value added courses are included in the syllabus.

- a) Universal Human Values
- b) E-Commerce Applications
- c) Artificial Intelligence for Managers
- d) Cyber Security

In line with the suggestions received new specializations were added to the basket of specialization:

- a) Business Analytics Management
- b) Sports Management
- c) Infrastructure Management
- d) Event Management
- e) Hospitality Management



BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)
Institute of Hotel Management & Catering Technology
Katraj – Dhankawadi, Pune – 411 043

FEEDBACK FROM STAKE HOLDERS

Academic Year 2021-22:

The Board of Studies was formed representing teaching faculty and industry experts team up to design and develop the curriculum offered by the institute.

The institute takes a regular feed-back on its courses of study and syllabi from various stakeholders.

Feedback was taken from Teachers, students, parents, alumni of the institute and industry experts (managers from hotel industry).

• **Students' Feedback:**

- * Majority students (44%) say that applicability/relevance of syllabus to real life situations & local developmental needs (as per health / Current scenario of country) is Good, whereas some (39%) say that it is Excellent and few (14%) say that the applicability of syllabus in current situation is Average.
- * Most of the students (45%) feel that weightage given to Skill development, Entrepreneurship development & Employability in the curriculum is Good. Few students feel that the curriculum is Excellent (38%) in providing Skill development, Entrepreneurship development & Employability.
- * Majority students (44%) feel that the curriculum is “Good” in giving weightage to Project Based learning whereas some (38%) students feel that the curriculum is “Excellent” in providing weightage to Project Based learning.
- * Majority students (39%) state that the curriculum is “Good” in fulfilling the Programme objectives and attaining Course outcomes. Some students (48%) state that it is “Excellent” in terms of attaining course outcome.
- * Most of the students (45%) feel that the curriculum is “Excellent” in imparting Learning Values in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives, whereas some students (38%) feel that the curriculum is “Good” in attaining the Learning Values. Few students (15%) say that the curriculum is Average.
- * Majority students (41%) state that the curriculum is “Excellent” in giving weightage to ethics, communication and counseling whereas some (43%) students state that the

PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

curriculum is “Good” in imparting Ethics & Communication amongst students. Few students (14%) say that the curriculum is Average.

- * Most of the students (44%) state that the quality, clarity and relevance of textual material / Reference material / Study material is Excellent and equal number (40%) of students state that quality of study material is Good. Few students (13%) state that the quality of study material is Average whereas very few students state that the quality of Study Material is Below Average.
- * Most of the students (41%) state that the curriculum is Excellent in creating interest in choosing the specialization or pursuing higher studies and equal number of students (41%) state that the curriculum is Good in creating interest of students in Higher Studies. Few students (16%) state that the curriculum is Average whereas very few students state that the curriculum is Below Average in creating interest of students in pursuing higher studies.
- * Majority students(43%) have rated the curriculum as “Good”, equal number of students (42%) have rated the syllabus as “Excellent” and few students (14%) have rated the syllabus as Average &Below Average.
- * Majority of the students (45%) state that the Induction program was “Good”, some students (40%) state that it was “Excellent” and few students (14%) state that it is was Average.
- * Majority of the students(47%) state that the Introduction to Curriculum was given in the beginning, and few students (40%) state that details about curriculum were not communicated in the beginning.
- * Majority of the students(46%) stated that it was an Excellent practice and some students state (40%) that it is a Good practice that the rules and regulations with regards to internal assessment, examinations and changes if any due to pandemic were informed.
- * Majority of the students (44%) state that it is Excellent that the teachers use student centric methods, such as experiential learning, participative learning and problem based learning for enhancing learning experiences and 44% students state that it isa Good practice and 14% students state that it is an Average practice.

Action Taken:

- * The feedback and suggestions are communicated to the Board Of Studies for consideration and possible incorporation during the next revision of curriculum due in academic year 2022-23.

- **Teacher’s Feedback:**



PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

- * Some teachers (42%) feel that the curriculum is Excellent and some (50%) feel that it is Good and has relevance with real life situations. The content can be applied in various situations.
- * Majority of the teachers (54%) state that the curriculum is Excellent & some teachers (33%) state that the curriculum is Good&helps in developing various skills required for employment and thus increases employment of students. Also it has potential to impart entrepreneurial skills amongst students.
- * Most of the teachers (54%) feel that the curriculum is Good& 33% teachers feel that it is Excellent in-terms of Project based learning and helps students to understand the concepts in a better way.
- * Maximum teachers (63%) feel that the syllabus is Excellent& 21% teachers feel that it is Good in-terms of having a proper balance of theory, practical and field-work/ internship for all operational subjects.
- * Majority of the teachers (63%) feel that the syllabus is Excellent & 30% teachers feel that it is Good&has desired outcome and fulfills the objective of imparting knowledge & skills.
- * Some teachers (50%) feel that the curriculum is Excellent and 42% teachers feel that the syllabus is Good in imparting knowledge, understanding the concepts, enhancing manual skills, improving analytical abilities and broadening perspectives towards their career.
- * Most of the teachers(54%) state that the curriculum is Excellent and 33% teachers state that the syllabus is Good in providing weightage to ethics, communication. Also there is enough time given for counseling regarding career.
- * Majority of the teachers (54%) state that the quality of reading and reference material is Excellent and 34% state that it is Good.
- * Maximum number of teachers(63%) feel that the curriculum is Excellent & 21% feel that the curriculum is well equipped to increase interest of the students in pursuing further studies. Very few teachers(8%) state that the curriculum is Average in creating interest of student in further studies.
- * Half of the teachers (50%) have rated the curriculum as “Excellent” and the remaining teachers (42%) rate the curriculum as “Good”.
- * Majority of the teachers (58%) state that the curriculum is Excellent in defining the aims & objectives and 33% state that it is Good.
- * Majority of the teachers (63%) say that it is an Excellent practice to hold department level meetings periodically to review the syllabus and 25% teachers say that it is Good practice.
- * Most of the teachers (63%) say that it is an Excellent practice that the BOS is taking care to ensure that the current program being offered has relevance with the industry and current trends and 29% say that it is Good practice.



PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

- * Majority of the teachers (58%) stated that it is an Excellent practice that their views are taken into consideration while designing the syllabus and 29% teachers say that it is a Good practice.
- * Most of the teachers (63%) that the system followed by the University in designing & developing the curriculum is Excellent and 25% teachers state that it is a Good system.
- * Maximum teachers (63%) say that it is an Excellent practice that the curriculum is revised & updated at regular intervals and 29% teachers say that it is a Good practice.
- * Majority of the teachers (58%) stated that it is Excellent to have representation from business and industry in Boards of Studies is very helpful in designing and improving the courses and 33% teachers say that it is Good to have involvement of Industry experts.

Action taken:

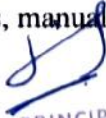
- Restructuring of course content will be considered in the next revision of the syllabus.
- It was decided to undertake discussion on introducing the selection of subject specialization during the next meeting of BOS.
-
- **Alumni Feedback:**
 - * Majority respondents are pursuing BSc H&HA course and other students are pursuing BHMCT course.
 - * Majority of the students state that the applicability of the syllabus is Excellent and some students state that it is good. Very few students state that the applicability of the syllabus is Average.
 - * Most of the students say that the syllabus is Good in encouraging skill development, entrepreneurship & employability and some students state that the syllabus is Excellent. Very few students say that it is Average.
 - * Majority of the students state that the syllabus is Excellent in giving enough weightage to project based learning, some students say that the syllabus is Good. Very few students say that the syllabus is Average in terms of project based learning.
 - * Majority of the students state that the syllabus is Good in providing weightage to theory, practical and field work component, almost equal number of students stated that syllabus is Excellent in providing weightage to theory, practical and field work component and very few students feel that the syllabus is Average.
 - * Majority of the students say that the syllabus is Good in incorporating the recent advancements or trends in the subject, almost equal number of students say that the syllabus is Excellent and very few students state that the syllabus is Average in incorporating the recent advancements or trends in the subject.


 PRINCIPAL
 Bharati Vidyapeeth
 (Deemed to be University)
 IHMCT Pune-410 043.

- * Maximum students state that the syllabus is Good in imparting Learning values like knowledge, concepts, manual skills, analytical abilities and broadening perspectives, some students state that the syllabus is Excellent and very few students state that it is Average.
- * Majority of the students state that the syllabus is Excellent in terms of weightage given to ethics, communication; counseling and equal number of students state that the syllabus is Good and very few students state that it is Average.
- * Majority students state that quality, clarity and relevance of textual reading / Reference material / Study material is Excellent, some students state that the study material is Good and very few students state that it is Average.
- * Majority of the students have rated the syllabus as Excellent, almost equal number of students rate the syllabus as Good and very few students have rated the syllabus as Average.
- * The students have given following suggestions to improve the curriculum:
 - Practical component should be increased than theory sessions.
 - Specialization of operational subjects should be introduced in the last semester.

Action taken:

- * As suggested, it was decided to propose in the next BOS meeting and during the syllabus revision to consider the specialization in the last semester of the programme.
- **Employers' Feedback:**
 - * All the employers state that the syllabus is Excellent in weightage given to operational subjects.
 - * All the employers state that the syllabus is excellent in giving weightage to Skill development, Entrepreneurship development & Employability.
 - * Majority employers (67%) say that the syllabus is Excellent in giving weightage to Project based learning and few (33%) say that the syllabus is Good.
 - * All employers state that the syllabus is Excellent in terms of weightage given to theory, practical, field work and research component.
 - * All employers state that the syllabus is Excellent in terms of weightage given to theory, practical, field work, research component
 - * Majority employers (67%) state that the syllabus is Excellent in terms of incorporation of component about development of leadership qualities/decision making capability amongst students.
 - * Majority employers (67%) state that the syllabus is Excellent in terms of weightage given to Learning values like knowledge, concepts, manual skills, analytical abilities


 PRINCIPAL
 Bharati Vidyapeeth
 (Deemed to be University)
 IHMCT Pune-410 043.

and broadening perspectives of students and some employers (33%) state that the syllabus is Good.

- Majority employers (67%) state that the syllabus is Excellent in terms of weightage given to ethics, communication, counseling and some (33%) say that it is Good.
- Majority employers (67%) state that the syllabus is Excellent in terms of Quality, Clarity and relevance of textual reading / Reference material / Study material Depth of the course content and some employers (33%) state that it is Good.
- Majority of the employers (67%) have rated the syllabus as Excellent and some (33%) have rated the syllabus as Good

Parents' feedback on curriculum:

- 51% parents feel that the syllabus for both BSc H&HA and BHMCT courses excellent and apt (suitable) to the course, 49% parents state that the syllabus is good and fairly suitable for the course.
- 70% parents say that the content of the syllabus is such that it creates interest of students in the subjects of their choice whereas 30% parents feel that the syllabus is inadequate to create interest of the students.
- 62% parents state that the curriculum has prospects for good employment opportunities as well as higher education and achieves overall development of the students and 28% parents say that it is fairly designed to have overall development of the students.
- Some parents suggest that more practice sessions should be included in the syllabus and the theory sessions should be taken with AV aids like videos etc.

Professional feedback on curriculum:

The feedback on curriculum was taken from Manager – L&D and Director of Human Resources of 5 star hotels.

- 71% Professional state that the syllabus is as per the requirement of the industry.
- 79% Professional state that there is a good balance between theory sessions and practical sessions.
- 79% Professional state that the curriculum has good prospects of getting employment for students as the syllabus keeps the students abreast with recent developments in the industry
- 100% Professional state that the curriculum includes training and internship as a compulsory component which gives the students required industry exposure.

Action Taken:

- The Professional feel that the curriculum should include components related to development of entrepreneurial skills in students. The same will be incorporated in the next revision of syllabus.


PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

FACULTY OF MEDICAL SCIENCES

FACULTY OF MEDICAL SCIENCES	
Stake holder	Suggestions
Student	More clinical postings be arranged for students Virtual models could give more understanding
Teachers	Students be given more clinical knowledge
Alumni	Clinical application based cases or studies be increased in syllabus
Employers	Rigorous training in advance clinical practices should be added for students
Professionals	Guest lectures could be arranged for sharing clinical experiences from the specialist.

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in BSc Radiology and Imaging Technology, MD Immuno Hematology and Blood Transfusion (IHBT), D. M. Neurology

FACULTY OF AYURVED

FACULTY OF AYURVED	
Stake holder	Suggestions
Student	Students suggested inclusion of topics for higher studies
Teachers	Current clinical diseases and their treatment needs to be updated in syllabus
Alumni	Students need to be prepared for competitive fields.
Employers	Ayurvedic therapies orientation needs to be more
Professionals	More digital sources on Ayurveda are required.

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in BAMS

Bharati Vidyapeeth (Deemed to be University)
Faculty of Ayurved
Clinical Board of Studies

Ref. No. BVDU/BOS/

Date: 28/10/2021

MINUTES OF THE MEETING OF THE BOARD OF SYUDIES

The meeting of Board of Studies for Clinical in the faculty of Ayurved is carried on 28/10/2021, at College of Ayurved at 2.30 pm.

Following respected members of BOS were present,

S. No.	Name of the members	S. No.	Name of the members
1	Dr Swati Mohite	5	Dr Sarita Kappate
2	Dr Rahul Gujrati	6	Dr Amit Paliwal
3	Dr Madhavi Mahajan	7	Dr Sudeep Menon
4	Dr Santosh Chavan	8	Dr Santosh Mulik

Leave of absence was given to Dr Umesh Vaidya.

The chairman greeted everyone present and officially commenced the meeting.

The meeting was conducted as per the following agenda items,

Item No 1. Confirmation of Minutes of meeting of earlier BOS meeting

The minutes of meeting of the earlier BOS meeting was read & confirmed.

Item No 2. Nomination of Co-opted members for newly constituted BOS

The discussion about the members from other colleges & University was done.

It was unanimously decided that Dr Anil Kale, Prof & HOD GAC, Osmanabad and Dr Maya Gokhale, HOD Panchakarma, Sumati Saha Ayurved College, Hadapsar, Pune will be appointed as co-opt members.

Item No 3. Revision of the panel of examiners for UG, PG, PG Diploma, Ph D. and DNYS courses

It was decided that latest printout shall be prepared after getting names of examiners from all clinical departments. Dr Gujrati suggested for 3 weeks for revision of panel. Dr Menon suggested for the preparation of Google form / Microsoft form for collecting the detail information of examiner. Examiners eligibility was discussed.

Item No 4. Approval of Certificate Course in Basics of Ayurved for foreigner students.

The details of the course were not received till the meeting so this point will be discussed in the next meeting.

Item No. 5. Recommendation for upgradation of syllabus in the in undergraduate program. [Annexure 1]

The curriculum revision was done and as per the inputs of subject experts the changes in the syllabus were approved to be included in the curriculum of undergraduate subjects, Kayachikitsa, Prasuti tantra & Streerog, Panchkarma, Kaumarbhriyatantara, Shalya tantra, Shalakyta tantra.

Annexure 1-

Sr. No.	Subject	Course	Addition
1.	Kayachikitsa	Undergraduate	<ol style="list-style-type: none"> 1. Infectious Diseases and emergence of resistant infections and role of Ayurved 2. Arrhythmias, it's classification and management
2.	Prasutitantra & Streerog	Undergraduate	<ol style="list-style-type: none"> 1. Vaccination updated during pregnancy 2. Anti-natal and post-natal management of covid positive mothers
3.	Kaumarbhrityatantra	Undergraduate	<ol style="list-style-type: none"> 1. Ventilator settings for preterm babies 2. Role of physiotherapy and occupational therapy in rehabilitation of children
4.	Shalya tantra	Undergraduate	<ol style="list-style-type: none"> 1. Basics of onchology 2. Techniques of fistula management 3.
5.	Shalakyatantra	Undergraduate	<ol style="list-style-type: none"> 1. Effect of Covid 19 on eye 2. Effect of Covid 19 on ear, nose, throat

2

			3. Occupational hazards in netrarog
6.	Panchkarma	Undergraduate	<ol style="list-style-type: none"> 1. Radiological diagnosis of spine and joint disorders 2. Recent advancement in possible modification and digitalization of Panchkarma Equipment and instruments. 3. Therapeutic consideration of different siddha ghrta according to disease condition in abhyantar Snehpana. 4. Selection of oil for Bahya snehan depending upon roga and Prakriti.


 Chairman
 Prof & HOD
 DR SWATI SURENDRA MOHITE

FACULTY OF ENGINEERING

FACULTY OF ENGINEERING	
Stake holder	Suggestions
Student	<p>From student feedback it is observed that 40-50% students feel there is need to modify the syllabus to improve the employability and job readiness</p> <p>Software courses need to be added in new curriculum</p> <p>Importance should be given to the students attendance</p>
Teachers	<p>More than 80% faculty agree for course outcomes sufficiently contribute to Program Outcomes, Program Educational Objectives and Program Specific Outcomes</p> <p>More than 60% faculty agree for need of review of the syllabus or addition of program specific/ Value Addition courses in curriculum</p>
Alumni	Inclusion of skill-based courses is required
Employers	<p>More open-source technologies should be included in the curriculum.</p> <p>Contents of the syllabus must be tuned time to time with need of industry.</p> <p>Case studies must be included in applicable subjects</p>
Professionals	Integrate Emerging Technologies: Incorporate emerging technologies and industry trends into the curriculum to prepare students for the evolving job market

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in B. Tech- Computer Science & Business Systems and B. Tech Computer Science and Engineering (AI & ML) B. Tech. Computer Engineering and B. Tech. Information technology

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for the Program B.Tech. Computer Engineering (2021)

Areas of Curriculum Revision Recommendation of BOS Percentage of Curriculum Revised	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	New courses added, existing courses were revised.	56.2%
Outcome-based Education	CO-PO and CO-PSO mapping	12%
Scheme of Assessment	PBL introduced for IA assessment	20%
Teaching Learning Methods	Problem Based Learning Simulation-Based Learning	100%
Total Curriculum Revised		47%

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for the Program B.Tech. Information Technology (2021)

Areas of Curriculum Revision Recommendation of BOS Percentage of Curriculum Revised	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	New courses added, existing courses were revised.	58.2%
Outcome-based Education	CO-PO and CO-PSO mapping	12%
Scheme of Assessment	PBL introduced for IA assessment	20%
Teaching Learning Methods	Problem Based Learning Simulation-Based Learning	100%
Total Curriculum Revised		48%



Chairman, BoS.

(Name, Signature and Seal)

Bharati Vidyapeeth (Deemed to be University), Pune-30.

FACULTY OF INTERDISCIPLINARY SCIENCES

FACULTY OF INTERDISCIPLINARY SCIENCES	
Stake holder	Suggestions
Student	Advances in the industry be incorporated by short term courses
Teachers	More practical skills need to be gained by students through project based learning and research projects in the college
Alumni	More hands on skills be included
Employers	Soft skills for industry readiness be imparted to students
Professionals	Projects based learning should be given emphasize

Programme Name: BSc- Biotechnology

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in BSc- Biotechnology

Minutes of Meeting

The meeting began with the Chairman BoS welcoming all members and giving a brief introduction of the meeting and the agenda of the meeting.

Agenda Item 1: Confirmation of minutes of previous meeting: Minutes of previous meeting held on 09/12/2019 were read and confirmed.

Agenda Item 2: Revision of syllabus-B.Sc Biotechnology:

Proposal of revision of syllabus for BSc Biotechnology Semester I and II along with rules of examination: The Course structure for BSc Biotechnology for semesters I & II along with the detailed syllabus of each subject to be taught in Semester I and II was discussed elaborately with reference to examinations (internal & university examinations); question paper format etc. and accepted by all members. The details of the same are as mentioned below:

**FACULTY OF ARTS COMMERCE AND
SOCIAL SCIENCES**

FACULTY OF ARTS COMMERCE AND SOCIAL SCIENCES	
Stake holder	Suggestions
Student	More patient based, practical hands on learning would be beneficial Internet facility, in silico anatomy models and more ICT tools for learning required
Teachers	Research orientation of students be given emphasis
Alumni	Advance knowledge in various sectors be given to students
Employers	Problem solving approach needs to be taught to students
Professionals	Ethical and social skills of students be improved

Programme Name: MA Commercial Photography and Cinematography

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in MA Commercial Photography and Cinematography



Founder & Chancellor: Dr. Pitambar Kadam, M.A., LL.B., Ph.D.
Secretary: Dr. Vishwajeet Kadam, B.E., M.B.A., M.L.E., Ph.D.
Director: Rajan Chaugule, G.D. Art



Ref. No. : BV/SOP/15/MA/2019-20

Date: 09/07/2019

Ad-hoc Board of Studies MA Photography & Cinematography.

Day & Date: Tuesday, 09th July 2019 Time- 11.30 a.m.
Venue: BVDU Department of Photography, Pune (BVSP).

Minutes of the Meeting

Meeting of members of Ad-hoc Board of Studies Photography & Cinematography was conducted on Tuesday, 09th July 2019 (Time- 11.30 a.m.) at the BVDU School of Photography, Pune. Following members were present for the meeting.

Sr. No.	Name	Designation
1	Mr. Rajan Chaugule	Chairman
2	Mr. Bharat Bhirangi	Member
3	Mr. Chandrakant Kumar	Member
4	Mr. Shirish Desai	Member
5	Mr. Sandeep Dhopate	Member
6	Mr. Vikas Sharma	Member
7	Mr. Manan Dhuldhoya	Member
8	Mr. Vaibhav Mahajan	Member
9	Mr. Ashish Kharwatkar	Member
10	Mr. Nameeta Prakash	Member


1. Confirmation of the Minutes of the previous meeting.

The minutes of last meeting of BOS of Photography & Cinematography were read and confirmed.

2. Formation & discussion of syllabus for following degree courses in this meeting.

• **M.A. in Photography & Cinematography**

All the members have agreed to year First syllabus structure to be presented to the vice- Chancellor, Bharati Vidyapeeth (Deemed to be University) Pune.


Mr. Rajan Chaugule
Chairman
Ad-hoc Board of Studies Photography &
Cinematography.

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision: Specific New courses/ Courses / Recent Advances in the existing topics	15-20 %
Outcome-based Education	Identification of Graduate/Postgraduate attributes/ Competencies, Programme Outcomes, Course Outcomes and Mapping of COs-POs	5-10 %
Scheme of Assessment	Outcomes based Assessment	5 %
Teaching Learning Methods	Critical thinking Problem solving approach Disciplinary knowledge Research related skills Ethical & social understanding Teamwork Self-directed learning	10-15 %
Total Curriculum Revision		30-40 %



Dr. R.S. Zirange
Chairman,

Board of Studies in Marathi, English & Foreign Languages



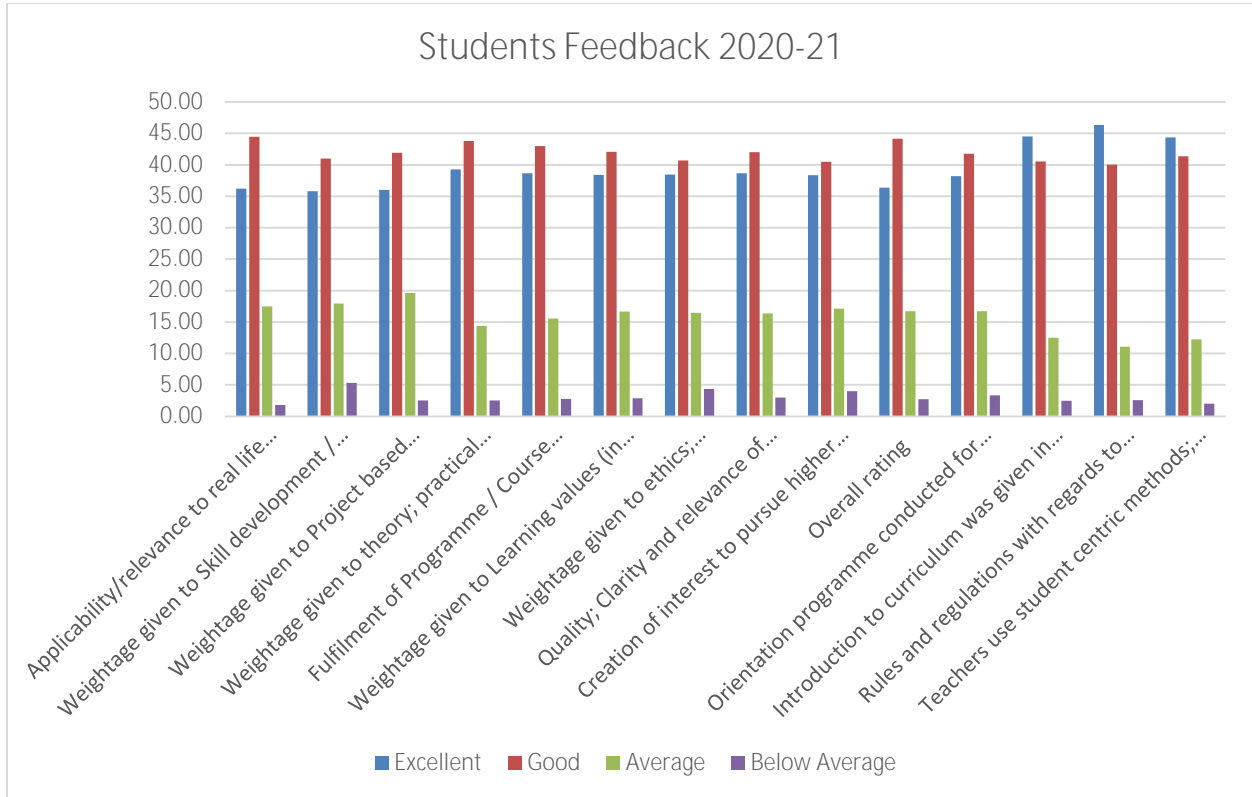
**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Feedback Analysis
2020 - 2021**

Bharati Vidyapeeth (Deemed to be University)

Feedback Analysis Report 2020-21

Students Feedback Analysis 2020-21



Students Feedback 2020-21					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations / Patients & local developmental needs	36.20	44.48	17.50	1.82
2	Weightage given to Skill development / Entrepreneurship development / Employability	35.80	40.97	17.93	5.30
3	Weightage given to Project based learning	35.99	41.92	19.60	2.50

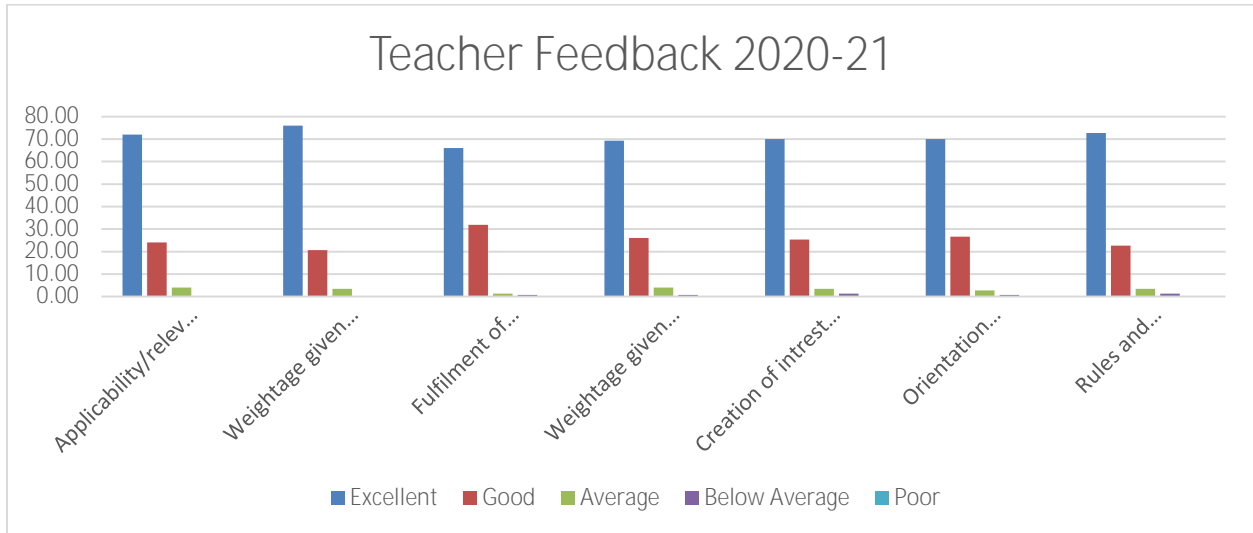
4	Weightage given to theory; practical and field work component	39.25	43.82	14.39	2.54
5	Fulfilment of Programme / Course outcomes	38.68	42.99	15.55	2.78
6	Weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives)	38.38	42.09	16.65	2.88
7	Weightage given to ethics; communication; counseling	38.45	40.71	16.47	4.37
8	Quality; Clarity and relevance of textual reading / Reference material / Study material	38.64	41.99	16.37	3.00
9	Creation of interest to pursue higher education/specialization	38.35	40.50	17.13	4.02
10	Overall rating	36.35	44.16	16.74	2.75
11	Orientation programme conducted for students	38.21	41.75	16.72	3.32
12	Introduction to curriculum was given in the beginning	44.50	40.52	12.50	2.48
13	Rules and regulations with regards to internal assessment; examinations and changes if any due to pandemic were informed	46.35	40.03	11.05	2.57
14	Teachers use student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.	44.35	41.37	12.25	2.03

Students Feedback Analysis 2020-21

1. 36% rated excellent, 45% rated good and 18% rated average and hardly 2% rated below average for Applicability/relevance to real life situations / Patients & local developmental needs.
2. Among all the students around 36% have given excellent rating and 41% have given good rating while 18% rated average and 5% rated below average for the weightage given to Skill development / Entrepreneurship development / Employability

3. Weightage given to project based learning received the rating of 36% excellent, 42% good and 18% average and 3% below average.
4. Weightage given to theory, practical and field work component was found to be 39% excellent, 44% good and 14% average and 3% below average.
5. Students opted for 39% excellent, 43% good, 16% average and 3% below average for fulfillment of Programme / Course outcomes
6. In the opinion of students weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives) received 38% excellent, 42% good, 17% average and 3% below average
7. Students have given rating as excellent by 39 %, good by 41% and average by 16% and below average by hardly 4% for weightage given to ethics; communication; counseling.
8. The Quality; Clarity and relevance of textual reading / Reference material / Study material was rated as 39% as excellence, 41% as good, average as 16% and below average by 3% of the students.
9. Curriculum was found to be excellent by 39%, good by 41%, average by 17% and below average by 4% of students in creation of interest to pursue higher education/specialization
10. Overall excellent rating was given by 37%, good by 44%, average by 17% and 3% as below average by the students in batch 2020-21.
11. Orientation programme conducted for students was rated as 38.21% excellent, 41.75% good, 16.72 average and 3.32 below average.
12. The rating received as excellent by 44.50%, good by 40.52%, average by 12.50% and below average by 2.48% of the students for introduction to curriculum given in the beginning.
13. Rules and regulations with regards to internal assessment; examinations and changes if any due to pandemic were informed found to receive excellent by 46.35, good by 40.03%, average by 11.05% and below average by 2.57%.
14. Students have rated 44.35% excellent, 41.37% good, 12.25% average and 2.03% as below average for teachers using student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.

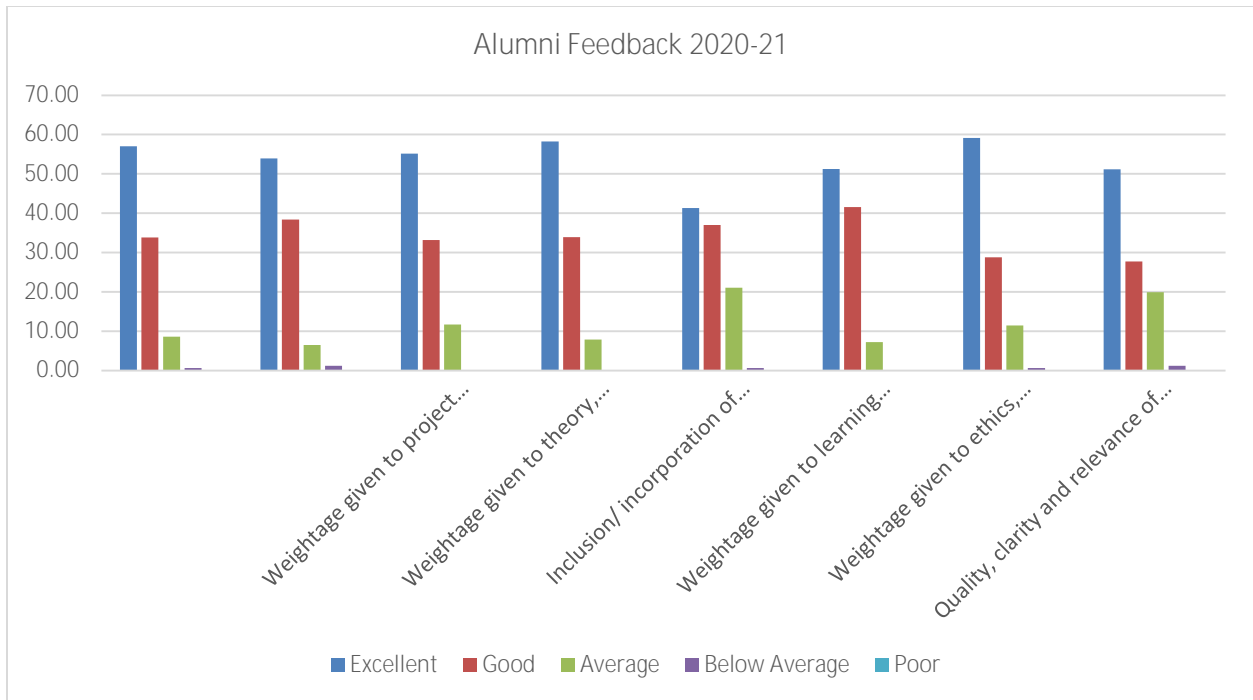
Teacher Feedback Analysis 2020-21



Teacher Feedback 2020-21						
Sr.No	Question	Excellent(%)	Good(%)	Average(%)	Below Average (%)	Poor (%)
1	Applicability/relevance to real life situations & local developmental needs	71.97	23.99	4.04	0.00	0.00
2	Weightage given to Project based learning	76.01	20.63	3.36	0.00	0.00
3	Fulfillment of program/course outcome	66.03	31.95	1.35	0.67	0.00
4	Weightage given to communication/ethics	69.28	26.01	4.04	0.67	0.00
5	Creation of intrest to pursue higher education	69.96	25.34	3.36	1.35	0.00
6	Orientation program conducted for students	69.96	26.68	2.69	0.67	0.00
7	Rules and regulations with regard to internal assessment, examinations and changes.	72.65	22.65	3.36	1.35	0.00

1. Almost 72% of teachers rated good and above for the applicability or relevance of curriculum to real life situations or patients & local developmental needs
2. Teachers have rated weightage given to project based learning as excellent by 76%, good by 21% and average by 3%.
3. Teachers have given rating of 66% to excellent, 32% to good, 1% to average for fulfillment of program/course outcome
4. Weightage given to communication/ethics was rated as 69% excellent, 26% good and 4% average.
5. Teachers have the opinion as the curriculum is useful in creation of interest to pursue higher education rating as 70% excellent, 27% good, and 3% average.
6. Orientation program conducted for students was rated as 70% excellent, 27% good, 3% average.
7. The ratings were 73% excellent, 23% good, 3% average for the rules and regulations with regard to internal assessment, examinations and changes.

Alumni Feedback Analysis 2020-21



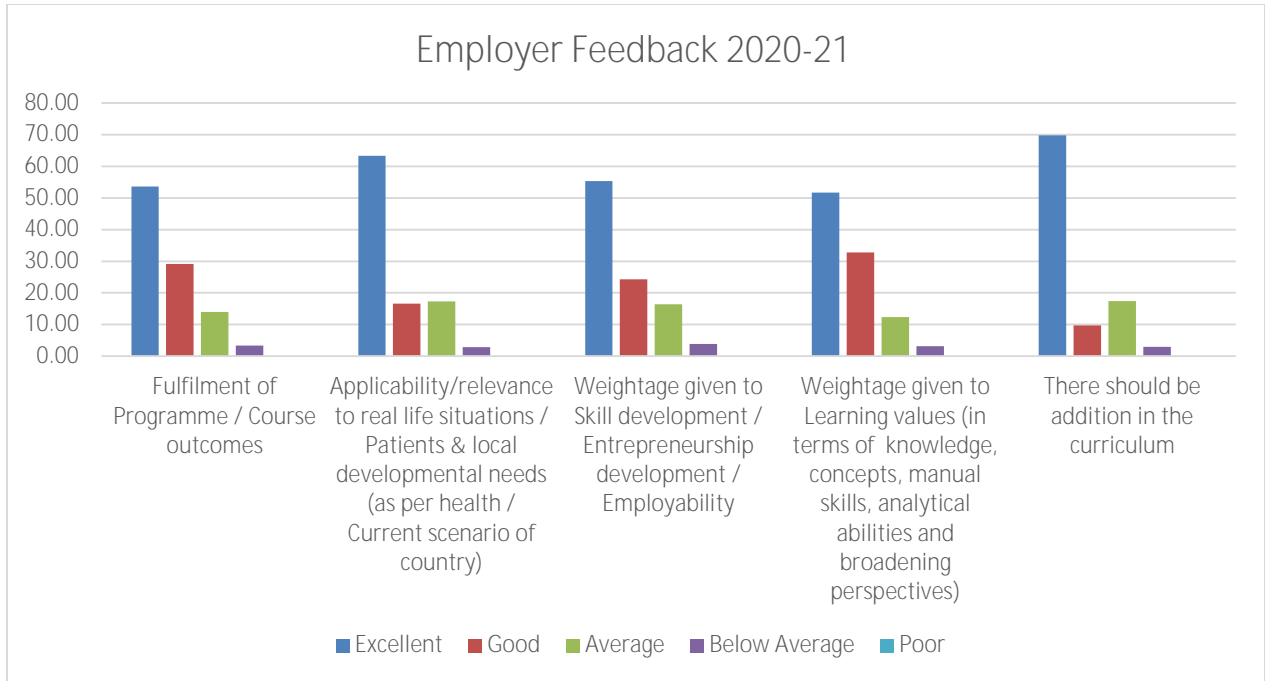
Alumni Feedback 2020-21					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/ relevance to clinical/ case scenarios.	56.99	33.81	8.63	0.58
2	Weightage given to skill development / Entrepreneurship development / employability.	53.96	38.38	6.44	1.22
3	Weightage given to project based learning.	55.18	33.16	11.65	0.00
4	Weightage given to theory, practical and field work component	58.21	33.93	7.86	0.00
5	Inclusion/ incorporation of recent advancement in the subject.	41.34	37.03	21.06	0.58

6	Weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	51.26	41.53	7.21	0.00
7	Weightage given to ethics, communication, counselling.	59.18	28.78	11.46	0.58
8	Quality, clarity and relevance of textual reading / reference material / study material.	51.19	27.69	19.90	1.22

Alumni Feedback Analysis 2020-21

1. 57% of alumni rated excellent, 34% as good, 6% as average for applicability/ relevance to clinical/ case scenarios
2. 54% excellent, 39% good, 6% average while around 1% as below average for weightage given to skill development / entrepreneurship development / employability.
3. Weightage given to project based learning was given excellent rating by 55%, good by 33%, and average by 12% of the alumni.
4. Weightage given to theory, practical and field work component received rating from alumni as 58% excellent, 34% good, and 8% average.
5. More than 78% alumni rated as excellent / good while 21% rated it as average for the inclusion/ incorporation of recent advancement in the subject.
6. Weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) was scored as excellent / good by more than 90% of alumni while 7% as average.
7. 59% excellent, 29% good and 11% average for the weightage given to ethics, communication and counseling.
8. Quality, clarity and relevance of textual reading / reference material / study material has received 51% excellent, 28% good, 20% average and 1% as below average.

Employer Feedback Analysis 2020-21

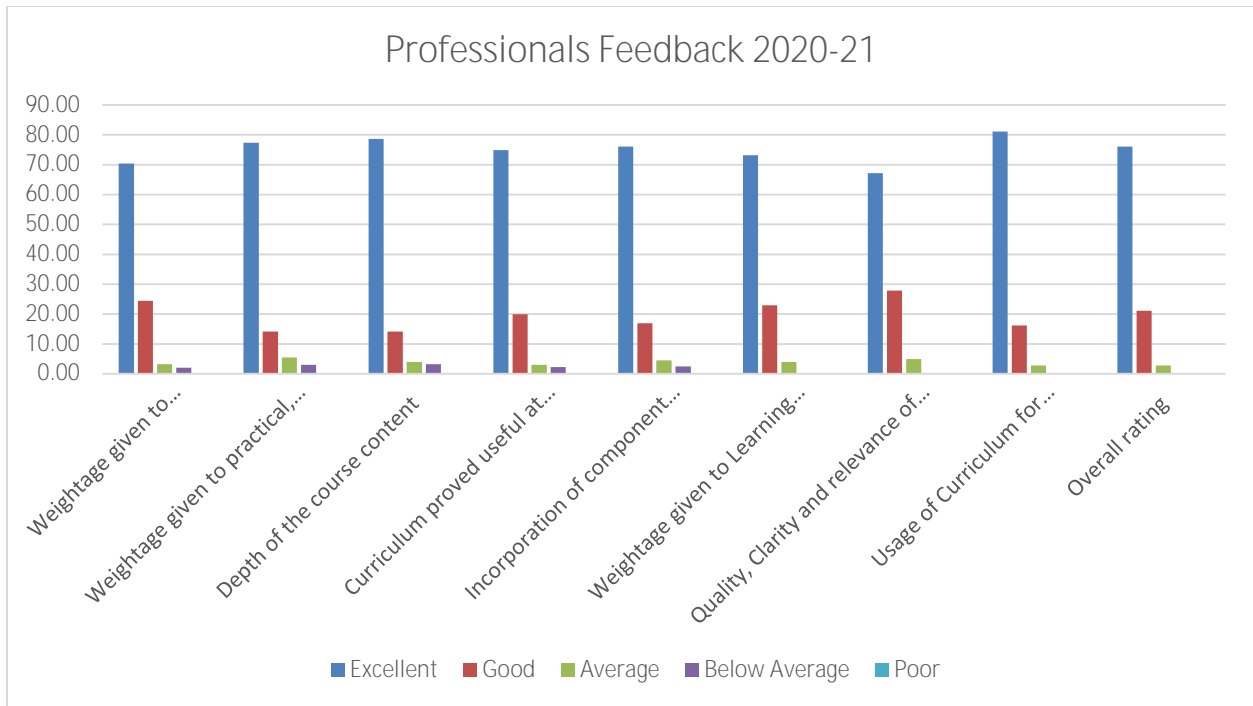


Employer Feedback 2020-21					
Sr. No.	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Fulfillment of Programme / Course outcomes	53.62	29.10	13.93	3.35
2	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	63.32	16.58	17.28	2.82
3	Weightage given to Skill development / Entrepreneurship development / Employability	55.38	24.34	16.40	3.88
4	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	51.68	32.80	12.35	3.17
5	There should be addition in the curriculum	69.84	9.70	17.46	3.00

Employer Feedback Analysis 2020-21

1. 54% Excellent, 29% good, 14% average and 3% below average was the rating for Fulfillment of Programme / Course outcomes.
2. Employers have rated 63% excellent, 17% good, 17% average, and 3% as below average for Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country).
3. 55% excellent, 24% as good, 17% average and 3% as below average was the rating given by employers for weightage given to Skill development / Entrepreneurship development / Employability
4. Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) received the rating of 52% as excellent, 33% good, 12% as average and 3% as below average.
5. The employers have given rating as 70% as excellent, 10% as good and 18% as average and 3% as below average for addition in the curriculum.

Professional Feedback Analysis 2020-21



Professional Feedback 2020-21					
Sr. No.	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Weightage given to Employability / entrepreneurship/ Skill development courses/subjects	70.40	24.38	3.23	1.99
2	Weightage given to practical, field work component	77.36	14.18	5.47	2.99
3	Depth of the course content	78.61	14.18	3.98	3.23
4	Curriculum proved useful at workplace	74.88	19.90	2.99	2.24

5	Incorporation of component about development of managerial / leadership qualities	76.12	16.92	4.48	2.49
6	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	73.13	22.89	3.98	0.00
7	Quality, Clarity and relevance of textual reading / Reference material / Study material	67.16	27.86	4.98	0.00
8	Usage of Curriculum for development of human resource at your industry/workplace	81.09	16.17	2.74	0.00
9	Overall rating	76.12	21.14	2.74	0.00

Professional Feedback Analysis 2020-21

1. More than 95% of professionals have given excellent/good while 3% have given average and 2% as below average rating for weightage given to Employability / entrepreneurship/ Skill development courses/subjects
2. Weightage given to practical, field work component has been rated as 77% excellent, 14% as good, 5% as average and 3% below average.
3. Depth of the course content has been rated as 79% excellent, 20% as good, 3% as average and 3% below average.
4. Professionals have rated the curriculum proved to be useful at workplace has been rated as 75% excellent, 20% as good and 3% as average and 2% as below average
5. Incorporation of component about development of managerial / leadership qualities has been given the ratings as 76% excellent, 17% as good, 5% as average and 3% below average.
6. Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) received ratings as 73% excellent, 23% good and 4% below average.

7. Professionals have given ratings as 67% as excellent, 28 % as good, 5% as average for Quality, Clarity and relevance of textual reading / Reference material / Study material
8. Usage of Curriculum for development of human resource at your industry/workplace has been rated by professionals as 81% as excellent, 21 % as good, and 3% as average.
9. Professionals have given overall rating for curriculum as excellent 76%, good 21 %, and average 3%.



**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Action Taken Report on Feedback
2020 - 2021**

Faculty of Medical Sciences

Name of the Programme: MBBS

Suggestions from the stake holder's feedback

FACULTY OF MEDICAL SCIENCES	
Stake holder	Suggestions
Student	More guest lectures on advances in the clinical settings be arranged
Teachers	Students should be given more training on clinical skills
Alumni	On line resources for clinical cases and advance trends in treatment be included
Employers	Training in clinic based / hospital based skills and knowledge be given emphasis
Professionals	Current treatment strategies be given to students while dealing with various challenges in patient care

New programs introduced

D. M. Medical Gastroenterology
B.Sc. Neuro Electrophysiology Technology
BSc Cardiovascular Technology
BSc Anesthesia and OT Technology



Prof. Dr. Shivajirao Kadam
Chancellor
M.Sc., Ph.D.

Dr. Atmaram Pawar
M.Pharm., Ph.D.
In-charge Principal

Bharati Vidyapeeth (Deemed to be University)

Founder Chancellor : Dr. Patangrao Kadam

- Accredited with 'A+' Grade (2017) by NAAC
- Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
- Category-I University Status by UGC

POONA COLLEGE OF PHARMACY

- Reaccredited by NBA & NAAC
- ISO-9001-2015 Certified Institute
- DTE Code 6652



Bharati Vidyapeeth Educational Complex,
Erandawane, Pune - 411 038. (M.S.) INDIA
Tel. : (020) 25461046 Fax : (020) 25439383
E-mail : pcp.bvu@gmail.com
Website : pcp.bharativedyapeeth.edu,
www.bvuniversity.edu.in

Action Taken Report AY (2020- 2021)

Sr. No.	Feed back	Issues taken into consideration	Action taken
1.	Feedback from Student on curriculum	The overall feedback was found to be good. However, improvement is still required in field work component, skill development, employability and relevance to real life situations.	For the overall development of practical and field-based knowledge students are encouraged to take internships at R & D institutes, industries and hospitals.
2.	Teachers Feedback on Curriculum	Suggestion by teachers was regarding conduct of lectures related to IPR as it is not present in current curriculum.	Lecture on IPR & Patent process was conducted, by Mrs. Pooja Maulikar Examiner of Patents and Design, RGNIPM
3.	Parents feedback on curriculum	Parent feedback was overall good. The parents suggested to guide students for higher education after their UG/PG in India and abroad they also suggested to improve practical based learnings.	A series of lectures from industry and higher educational institutes were arranged to motivate the students for higher education in India and abroad.. Students were motivated for online internships from their third year and on field exposure of industry on their final year of course for the applicability of knowledge.

Dr. Sathyanarayanan L.
BOS Chairman

Dr. Atmaram Pawar
Principal



Prof. Dr. Shivajirao Kadam
Chancellor
M.Sc., Ph.D.

Dr. Atmaram Pawar
M.Pharm., Ph.D.
In-charge Principal

Bharati Vidyapeeth (Deemed to be University)

Founder Chancellor : Dr. Patangrao Kadam

- Accredited with 'A+' Grade (2017) by NAAC
- Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
- Category-I University Status by UGC

POONA COLLEGE OF PHARMACY

- Reaccredited by NBA & NAAC
- ISO-9001-2015 Certified Institute
- DTE Code 6652



Bharati Vidyapeeth Educational Complex,
Erandwane, Pune - 411 038. (M.S.) INDIA
Tel. : (020) 25461046 Fax : (020) 25439383
E-mail : pcp.bvu@gmail.com
Website : pcp.bharativedyapeeth.edu,
www.bvuniversity.edu.in

Action Taken Report AY (2020- 2021)

4.	Employer feedback on Curriculum	Employer feedback was found to satisfactory. Suggestion was given for conduct of lectures related to Marketing and Brand Management, exposure to the clinical research field	Webinar on Fundamentals of Marketing, Brand Management and clinical trials were conducted. The students were updated on clinical trials and their applicability in drug discovery process.
5.	Alumni feedback on Curriculum	The overall feedback was satisfactory. However analytical and logical abilities should be more focused.	The higher order thinking skills will be evaluated by incorporating reasoning and justification type questions to improve analytical and logical abilities.
6.	Professional feedback on Curriculum	Suggestions were given social skills/ awareness and personality development	The students are motivated to involve in social activities through various events and committees such as national service scheme.

Dr. Sathyanarayanan L.
BOS Chairman

Dr. Atmaram Pawar
Principal



**BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY) MEDICAL
COLLEGE & HOSPITAL, SANGLI**

**ACTIONS TAKEN REPORT ON
FEEDBACK BY ALUMNI 2020-21**

- As a part of actions taken for improvement as suggested in feedback on curriculum by Alumni, a meeting was taken. The feedback is communicated to administrative staff, all head of departments & faculty.

- **Following measures were taken:**

As per the suggestions given by alumni through feedback to guide for PG Entrance, MEU committee members along with curriculum committee have addressed all departmental HODs to revise the MCQs bank & to add more clinical oriented questions assessing basic knowledge as well as higher levels of cognitive domain.

In order to guide them for research, Institutional Ethical Committee & faculty motivate students to undertake research projects & guide students regarding basics of research like literature search, writing proposal, collection of data, data analysis & report writing.

Dr. R. P. Limaye
IQAC Coordinator,
BVDU (MCH), Sangli



Dr. Shahaji Deshmukh
Dean,
BVDU, MCH, Sangli

Dean,
Bharati Vidyapeeth (Deemed to be University)
Medical College & Hospital, Sangli.



**BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)
MEDICAL COLLEGE & HOSPITAL, SANGLI**

**ACTION TAKEN REPORT ON
EMPLOYER'S FEEDBACK ON CURRICULUM 2020-21**

The feedback is communicated to the administrative staff, all head of departments & faculty to take necessary actions.

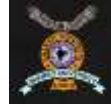
- In order to provide a guidance for research, sessions are conducted by members of Institutional Ethical Committee for MBBS students who are interested & undertake ICMR projects. Also, Research Methodology Workshops are conducted regularly every year for PG students.
- For skill development, more efforts are being taken by faculty during their practical sessions. Also, their knowledge & competencies are assessed regularly & feedback of performance is given to the students regularly.

Dr. R. P. Limaye
IQAC Coordinator,
BVDU (MCH), Sangli



Dr. Shahaji Deshmukh
Dean,
BVDU, MCH, Sangli

Dean,
Bharati Vidyapeeth (Deemed to be University)
Medical College & Hospital, Sangli.



**BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)
MEDICAL COLLEGE & HOSPITAL, SANGLI**

ACTION TAKEN REPORT ON

OTHER PROFESSIONALS' FEEDBACK ON CURRICULUM 2020-21

- The feedback is communicated to administrative staff, all head of departments & faculty.
- Discussion is done with faculty to plan interdisciplinary courses of Orthopaedics or Medicine department with physiotherapy in future.

Dr. R. P. Limaye
IQAC Coordinator,
BVDU (MCH), Sangli



Dr. Shahaji Deshmukh
Dean,
BVDU (MCH), Sangli

Dean,
Bharati Vidyapeeth (Deemed to be University)
Medical College & Hospital, Sangli.

Bharati Vidyapeeth Deemed to be University

College of Nursing, Sangli : 416414

Action taken report for Curriculum Feedback A.Y. 2020-21

Bharati Vidyapeeth Deemed to be University, College of Nursing, Sangli analyzed and assessed the feedback collected from different stakeholders such as students, teachers, alumni, employers and professionals.

1. Students feedback and action taken

Issue Identified by Stake holder on Curriculum (Student)	Feedback Analysis / Stakeholder Feedback	Action Taken on The Issue
Educational Tours	Regarding Educational tour to be planned.	An educational tour was planned for FY and SY M.Sc. students to New Delhi.
Sports and cultural events at college level	Extracurricular activities	It was decided to plan cultural and sports activities every year in the SNA meeting.

2. Teachers feedback and action taken

Issue Identified by Stake holder on Curriculum (teacher)	Feedback Analysis / Stakeholder Feedback	Action Taken on The Issue
No clarity regarding semester pattern syllabus designed by Indian Nursing Council	Regarding new syllabus semester pattern for B.Sc. Nursing program	New B Sc. N syllabus was discussed in BOS meeting. The Principal and FYBSCN coordinator explained the syllabus and evaluation system in 3 sessions. Teachers have attended an online webinar on the orientation of new syllabus.

	Leadership training	BVDU, Pune has planned the online leadership training program for faculty
--	---------------------	---

3. Alumni Feedback and action taken

Issue Identified by Stake holder on Curriculum (Alumina)	Feedback Analysis / Stakeholder Feedback	Action Taken on The Issue (Supporting documents)
Regarding placement cell at college level	Regarding job opportunities and recruitment information on alumni WhatsApp group.	The issue was discussed with authority by Dean Faculty of Nursing and Principal madam. DMER, DHS exam information was shared in the groups and with the alumni. Organized a staff recruitment seminar for all final year students at college
Involvement of alumni in quality education	Involvement of alumni in IQAC cell	Decided to involve maximum alumni those who are working in Bharati Vidyapeeth in IQAC cell of the college.

4. Employer feedback and action taken

Issue Identified by Stake holder on Curriculum (Employer)	Feedback Analysis / Stakeholder feedback	Action Taken on The Issue (Supporting documents)
Maintenance of records and report in work places	Give emphasis on recording and reporting related to patients, article, and other communication.	All the teachers were instructed to give importance on records and reports to be maintained in the hospital and college. Needed corrections to be done if any inadequacy.
Skills need to improved	Regarding nursing skill development	Lab demonstrations and clinical teachings as per INC norms

Nilima
Dr. (Mrs.) Nilima Rajan Bhore
 Dean, Faculty of Nsg. / Principal
 BVDU, College of Nsg. Sangli.



5. Feedback by Professionals and action taken

Issue Identified by Stake holder on Curriculum	Feedback Analysis / Stakeholder Feedback	Action Taken on The Issue
Difficulty in paper setting and evaluation for external teachers	Regarding paper setting and evaluation system.	<p>Dean, Principals and BOS member discussed the issue in BOS meet and gave the minutes to exam system.</p> <p>BVDU, Pune Exam section has conducted EVS exam online for all bachelor program at a time.</p> <p>Exam section ensured to implement the online paper setting and submitting the marks step by step.</p>

NSG
Dr. (Mrs.) Nilima Rajan Bhore
 Dean, Faculty of Nsg. / Principal
 BVDU, College of Nsg. Sangli.



Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis of Stakeholders and Action Taken Report (2020-21)
Feedback Analysis on Curriculum by Students

1. 95% respondents have rated the overall syllabus, its contents as good in terms of fulfilment of Programme / Course outcomes.
2. 87% respondents have rated the syllabus is average in terms of its applicability/relevance to real life situations / local developmental needs.
3. 63% of the respondents have rated the syllabus as average in terms of weightage given to Skill development / Entrepreneurship development / Employability and Project based learning.
4. 69% respondent rated that the syllabus as average in respect of project based learning and evaluation.

Suggestions of Students for the betterment of the curriculum

Students suggested that more emphasis should be given on the skill development and in turn help them in enhancing their employability.

Action Taken:

The recommendations were made to the Board of studies for the inclusion of the following courses which are relevant in respect of industry requirements:

- a) Data Analysis using different applications
- b) Marketing in the digitized world
- c) International HRM
- d) Data Science
- e) Labor Laws
- f) Financial Planning and Instruments


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Teachers

1. 78 % of the respondents have rated the syllabus as good in terms of weightage given to skill development /Entrepreneurship development / Employability
2. 61 % of the respondents have rated the syllabus as average in respect of the practical exposure to concepts, theories, models etc. through filed work component.
3. 67 % of the respondents have rated the syllabus as good in terms of weightage given to enhancing the analytical abilities and broadening the students' perspectives
4. 82 % of the respondents have rated the overall syllabus as good
5. 73 % of the respondents have rated the system followed by the University in designing and developing of curriculum is effective.
6. 85 % of the respondents have rated the departmental level subject expert committee meetings are held for reviewing the syllabus as average in terms of the frequency of such meetings.

Suggestions of teachers for the betterment of the curriculum

Faculty members suggested that more weightage should be given to practical aspects of the theory and field work component in the syllabus.

Action Taken:

It was recommended to the Board of Studies to include project /practical based learning in the proposed revision of syllabus and to facilitate the same following broad areas were also mentioned in it.

1. Summer Internship
2. Data Analysis through different applications
3. Project Management

In addition this, project/mini project based evaluation is recommended as a part of continuous evaluation system (CES).


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED,PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Employers

1. 87 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 53 % of the respondents have rated the syllabus and the contents therein as average in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 63 % of the respondents have rated the syllabus as average in terms of in terms of industry requirements.
4. 93 % of the respondents rated the contents of the syllabus contents as good in terms of practical, the scope for field visits and research work.

Suggestions of employer for the betterment of the curriculum

Employers suggested that the syllabus should contain the courses which are relevant in respect of the industry requirements.

Employers suggested to give more emphasis on skills for enhancing the employability of the students.

Action Taken: Board of studies were recommended to add the following courses in the proposed revision of syllabus considering industry requirements:

- a) Digital Marketing
- b) Cross-cultural Issues
- c) Courses related to data sciences
- d) Laws related to Labors
- e) Financial Planning

In addition to this, it was also recommended to add courses aimed at enhancing employability of the students in the proposed revision of the syllabus:

- a) Business Communication
- b) Innovation, Design Thinking
- c) HR Analytics
- d) Risk Management
- e) Business Analytics
- f) Sports Marketing and Corporate Taxation


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Alumni

1. 91 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 55 % of the respondents have rated the syllabus and the contents therein as good in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 51 % of the respondents have rated the syllabus as average in terms of value added courses.

Suggestions of Alumni for the betterment of the curriculum

More value added courses should be included in the syllabus.

Action Taken:

Based on the suggestions received from alumni it was recommended to add new value added courses in the proposed revision of syllabus.

- a) Human Values
- b) E-Commerce
- c) Artificial Intelligence
- d) Cyber Security


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED,PUNE

FACULTY OF ENGINEERING

FACULTY OF ENGINEERING	
Stake holder	Suggestions
Student	Software courses need to be added in new curriculum Simulation facilities for advance learning are required
Teachers	Problem based learning be enhanced
Alumni	Industrial visits should be increased
Employers	Industry oriented topics be improved with more advances
Professionals	Current industry trends be explored by students through various resources

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for the Program B. Tech. Civil Engineering (2021)

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	New courses added, existing courses were revised.	35
Outcome-based Education	CO-PO and CO-PSO mapping	26
Scheme of Assessment	PBL introduced for Internal assessment	20
Teaching Learning Methods	Problem Based Learning Laboratory based learning	42
Total Curriculum Revised		39



(Prof. Dr. Vidula S. Sohoni)

Chairman

Board of Studies in Civil Engineering

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for the Program B.Tech. Electronics and Communication Engineering (2021)

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	New courses added, existing courses were revised.	42.9 %
Outcome-based Education	CO-PO and CO-PSO mapping	10 %
Scheme of Assessment	PBL introduced for IA assessment	20 %
Teaching Learning Methods	Problem Based Learning Simulation-Based Learning	100 %
Total Curriculum Revised		43.2 %



Chairman, B.O.S. Electronics
(Prof. Dr Rajesh B. Ghongade)

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for the Program B.Tech. Electronics and Telecommunication Engineering (2021)

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	New courses added, existing courses were revised.	31.75 %
Outcome-based Education	CO-PO and CO-PSO mapping	10 %
Scheme of Assessment	PBL introduced for IA assessment	20 %
Teaching Learning Methods	Problem Based Learning Simulation-Based Learning	100 %
Total Curriculum Revised		40.43 %



Chairman, B.O.S. Electronics
(Prof. Dr Rajesh B. Ghongade))

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision for the Program B.Tech. Electrical Engineering (2021)

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	New courses added, existing courses were revised.	42.9 %
Outcome-based Education	CO-PO and CO-PSO mapping	42 %
Scheme of Assessment	Internal Assessment and University Examination.	20 %
Teaching Learning Methods	Problem Based Learning, Simulation-Based Learning, Industrial Visits based learning etc...	20 %
Total Curriculum Revised		43.2 %



Prof. Dr. D. S. Bankar
Chairman Board of Studies

HEAD
Dept. of Electrical Engineering
Bharati Vidyapeeth Deemed University
College of Engineering
Pune - Stars Road, Pune - 411 043



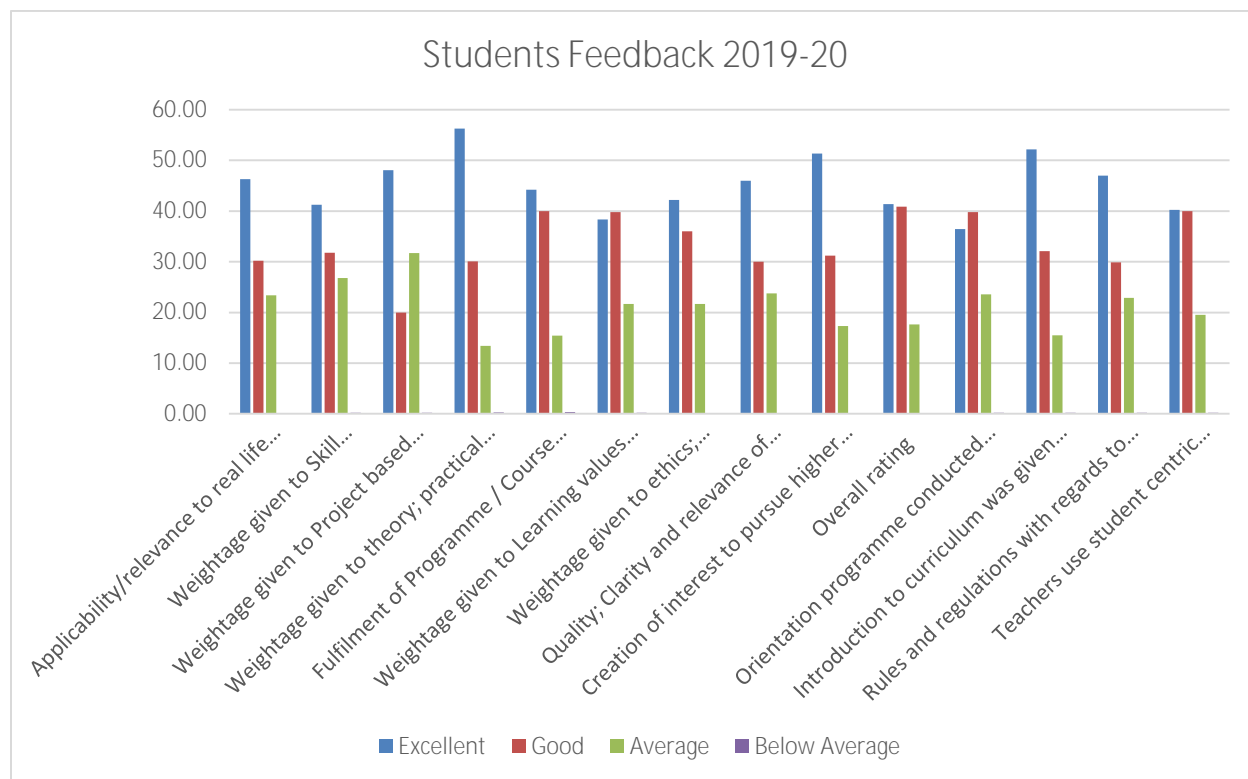
**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Feedback Analysis Report
2019 - 2020**

Bharati Vidyapeeth (Deemed to be University)

Feedback Analysis Report 2019-20

Students Feedback Analysis 2019-20



Students Feedback 2019-20					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations / Patients & local developmental needs	46.30	30.19	23.40	0.11
2	Weightage given to Skill development / Entrepreneurship development / Employability	41.23	31.77	26.77	0.23
3	Weightage given to Project based learning	48.10	19.96	31.70	0.24

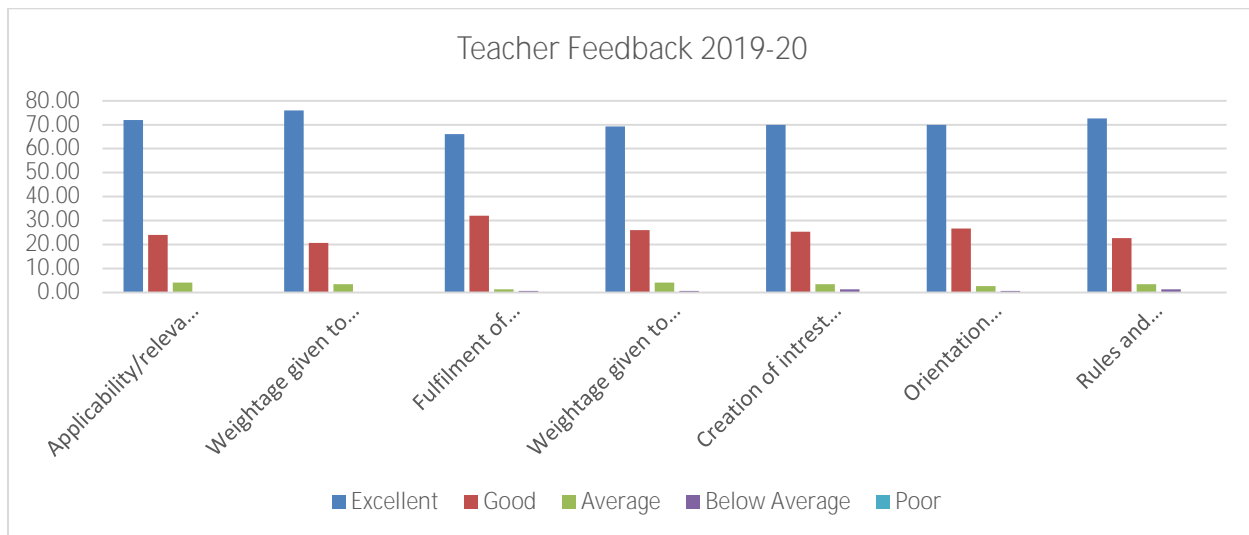
4	Weightage given to theory; practical and field work component	56.30	30.05	13.40	0.25
5	Fulfillment of Programme / Course outcomes	44.20	40.01	15.46	0.33
6	Weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives)	38.33	39.79	21.67	0.21
7	Weightage given to ethics; communication; counseling	42.20	36.00	21.67	0.13
8	Quality; Clarity and relevance of textual reading / Reference material / Study material	46.00	30.04	23.79	0.17
9	Creation of interest to pursue higher education/specialization	51.33	31.22	17.34	0.11
10	Overall rating	41.38	40.88	17.62	0.12
11	Orientation programme conducted for students	36.45	39.81	23.55	0.19
12	Introduction to curriculum was given in the beginning	52.20	32.09	15.50	0.21
13	Rules and regulations with regards to internal assessment; examinations and changes if any due to pandemic were informed	47.00	29.91	22.87	0.22
14	Teachers use student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.	40.22	40.01	19.56	0.21

Students Feedback Analysis 2019-20:

1. Students feedback on the curriculum showed 46.30% rated excellent 30.19% rated good while 23.40% rated average for applicability / relevance of curriculum to the real life situations or patients & local developmental needs.
2. Around 70% of students have rated good and above for the weightage given to Skill development / Entrepreneurship development / Employability while 26.77% rated it as average.

3. Of all the students around 48.10% have given excellent rating and 19.96% have given good rating while 31.70% rated average for the weightage given to Project based learning
4. More than 80% have rated above good whereas 13% rated as average for weightage given to theory; practical and field work component
5. While 44% rate excellent 40% rate good and 16% rate as average for the fulfillment of Programme / Course outcomes
6. 78% rate students rate as good and above for the weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives) while about 22% rate it as average.
7. 42% feel excellent and 36% feel good while 22% of students score average about weightage given to ethics; communication and counseling.
8. Among all the students around 46% have given excellent rating and 30% have given good rating while 24% rated average for the quality; clarity and relevance of textual reading / Reference material / Study material.
9. 51% of the students were of the opinion for excellent while 31% of students felt curriculum was good and 17% felts it as average for creation of interest to pursue higher education/specialization.
10. Overall rating for curriculum was excellent from 41% while good from 41% and average from 18% of students.
11. Almost 76% students rated excellent and good together while 24% rated as average for orientation programme conducted for students
12. 52% felt excellent, 32% felt good and around 16% felt average for the introduction to curriculum was given in the beginning
13. Of all the students 47.00% rated excellent, 30% rated good and 23% rated average for the rules and regulations with regards to internal assessment; examinations and changes if any due to pandemic were informed
14. Almost 80% of students responded as good and excellent together while around 20% as average for teachers using student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.

Teacher Feedback Analysis 2019-20



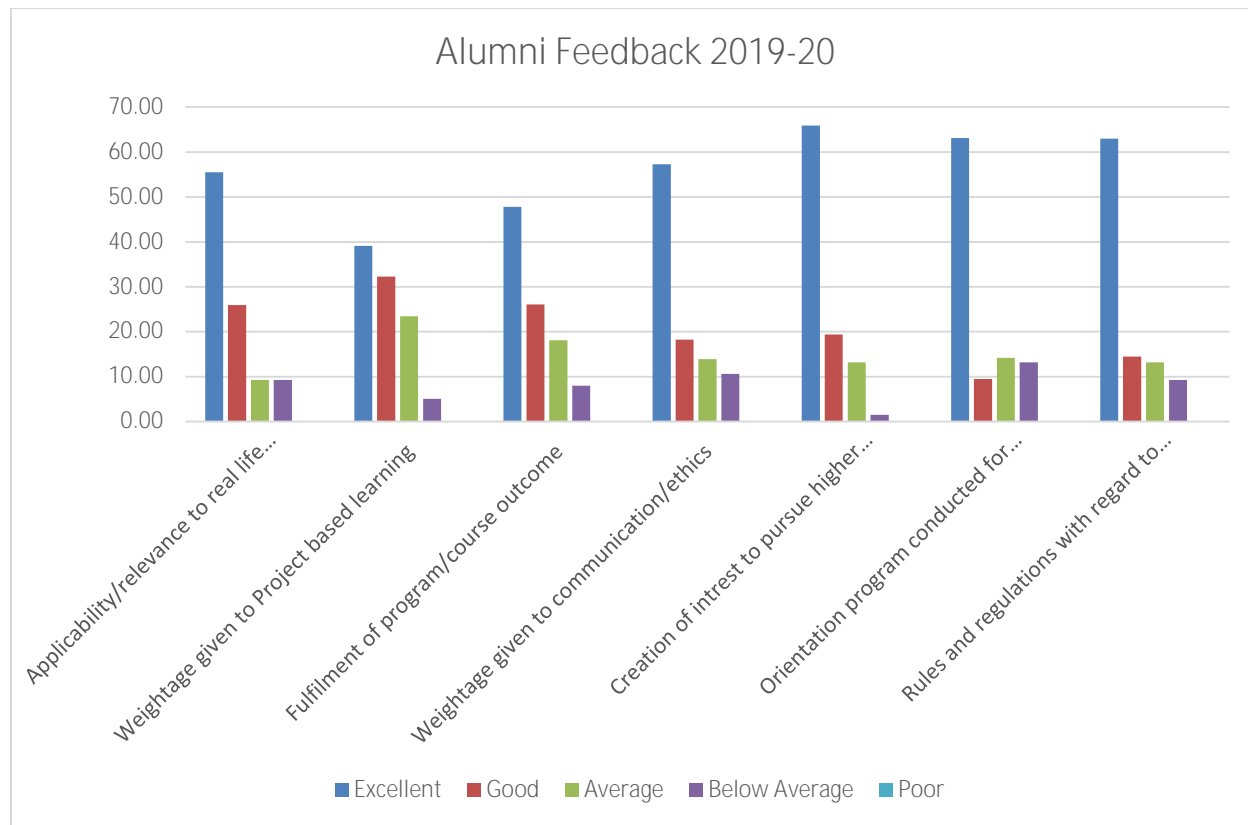
Teacher Feedback 2019-20						
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)	Poor (%)
1	Curriculum and Syllabus are need based	70.39	24.31	3.20	2.10	0.00
2	The course outcomes are well defined and clear	67.29	24.20	5.41	3.09	0.00
3	The sequences of the course provided in the curriculum are appropriate	78.56	14.25	3.98	3.20	0.00
4	Text books, reference books and relevant reading material with digital resources are adequate	74.81	19.78	3.09	2.32	0.00
5	The contribution of curriculum of the course is satisfactory for professional	76.24	16.80	4.42	2.54	0.00

	development of students.					
6	The course has good balance between theory and application	73.15	22.87	3.87	0.11	0.00
7	I have the freedom to propose, modify, and suggest new topics in the syllabus through proper system.	61.99	32.93	5.08	0.00	0.00
8	I have the freedom to adopt new techniques/education tools /strategies in teaching	80.99	16.24	2.76	0.00	0.00

Teacher Feedback 2019-20

1. For the curriculum and syllabus being need based has been rated as 70% excellent, 24% rated good, 3% rated average while 2% rated it below average
2. Teachers rated 67% excellent, 24% good, 5% average and 3.09% below average for the course outcomes are well defined and clear.
3. More than 90% teachers rate good and above for the sequences of the courses provided in the curriculum being appropriate, while less than 8% rated average and below average together.
4. 74% teachers rated excellent, 20% rated good and around 5% rated average and below for the text books, reference books and relevant reading material with digital resources are adequate
5. Almost 94 % teachers rated excellent and good together for the contribution of curriculum of the course is satisfactory for professional development of students.
6. 73.15% rated excellent, 22.87% rated good and 3.87% rated average for the course having good balance between theory and application
7. I have the freedom to propose, modify, and suggest new topics in the syllabus through proper system was rated as 62% as excellent, 33% as good and 5% as average
8. 81% rated excellent, 16% rated good and hardly 3% rated average for teachers to have the freedom to adopt new techniques/education tools /strategies in teaching

Alumni Feedback Analysis 2019-20



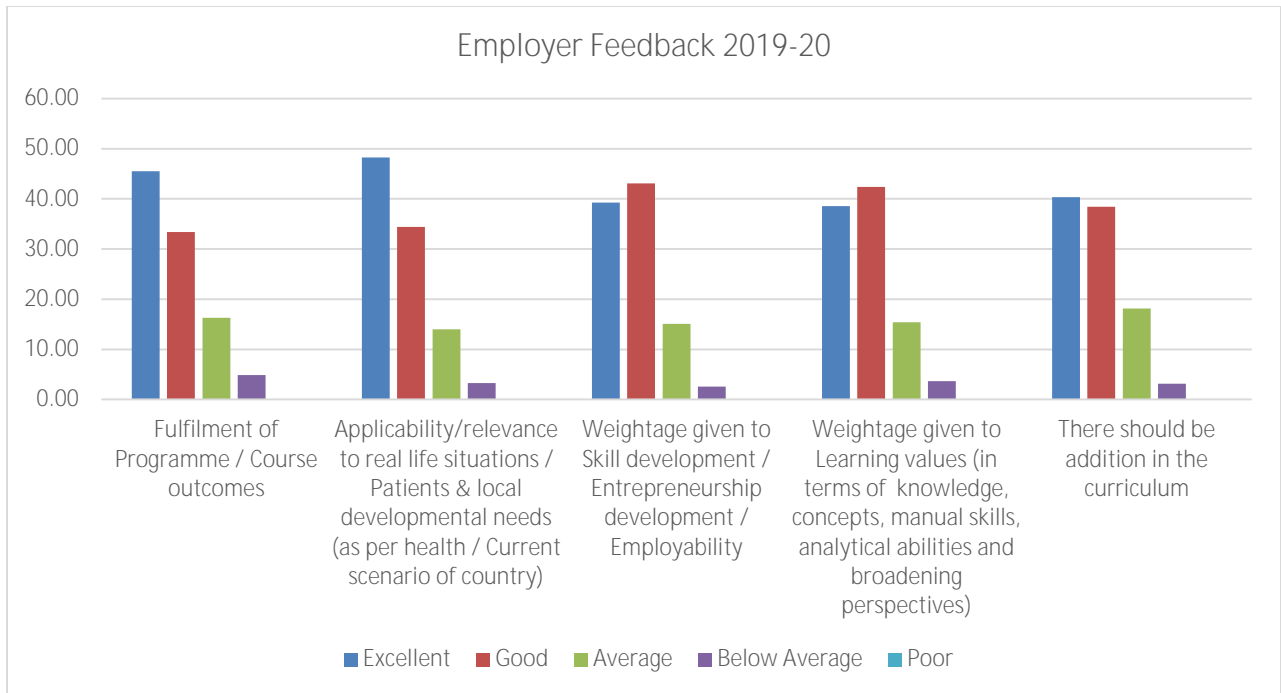
Alumni Feedback 2019-20					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations & local developmental needs	55.48	25.93	9.29	9.29
2	Weightage given to Project based learning	39.11	32.31	23.48	5.09
3	Fulfilment of program/course outcome	47.78	26.09	18.12	8.01
4	Weightage given to communication/ethics	57.23	18.23	13.92	10.61

5	Creation of interest to pursue higher education	65.90	19.36	13.22	1.52
6	Orientation program conducted for students	63.10	9.49	14.19	13.22
7	Rules and regulations with regard to internal assessment, examinations and changes.	62.99	14.50	13.22	9.29

Alumni Feedback 2019-20

1. 55% of alumni rated excellent, 26% as good, 9% as average and 9% as below average for Applicability/relevance to real life situations & local developmental needs
2. 39 excellent, 32% good, 23% average and 5% as below average was the rating given by alumni for the weightage given to project based learning
3. Roll of curriculum in fulfillment of program/course outcome has been rated as 48% excellent, 26% good, 18% average and 8% as below average
4. Weightage given to communication/ethics was scored as excellent / good by more than 70% of alumni while 14% as average and 11% as below average.
5. Roll of curriculum in creation of interest to pursue higher education has been given rating as 66% excellent, 19% good, 13% average while around 2% as below average
6. Orientation program conducted for students was rated as 63% excellent, 10% good, 14% average while around 13.22% as below average.
7. Alumni has rated for rules and regulations with regard to internal assessment, examinations and changes as 63% excellent, 15% good, 13% average and 9% as below average

Employer Feedback Analysis 2019-20

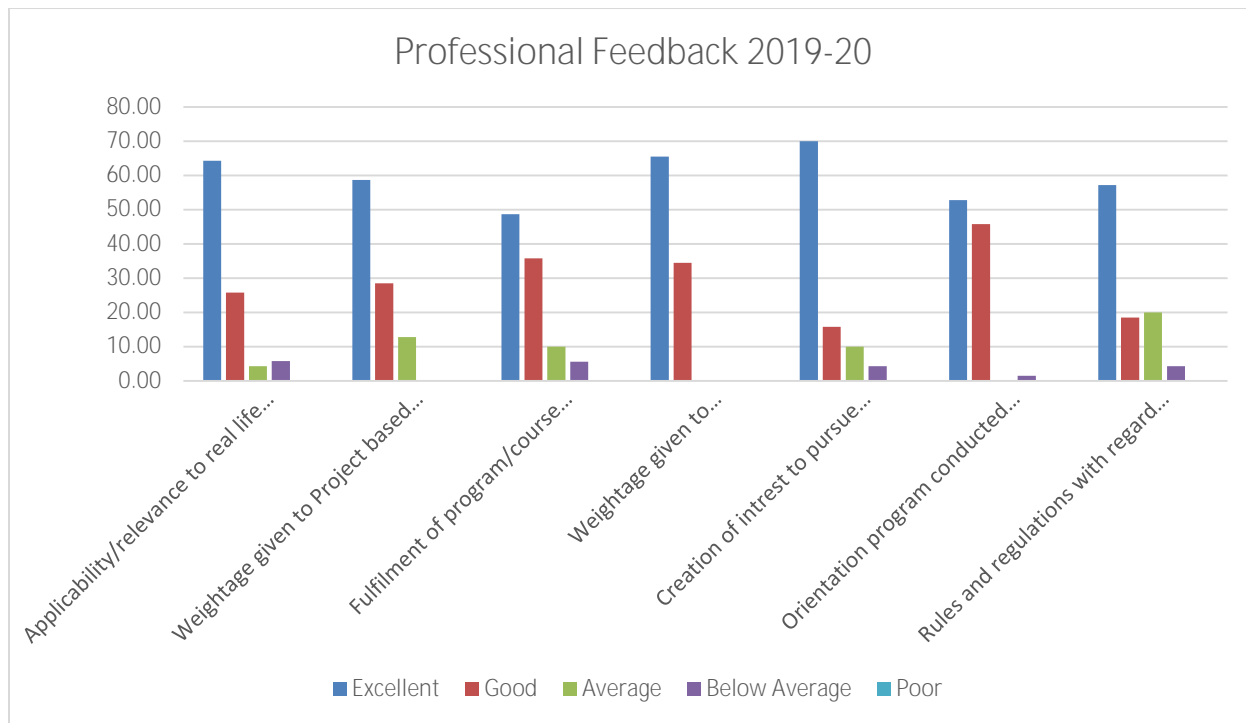


Employer Feedback 2019-20					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Fulfillment of Programme / Course outcomes	45.50	33.39	16.26	4.84
2	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	48.27	34.43	14.01	3.29
3	Weightage given to Skill development / Entrepreneurship development / Employability	39.27	43.08	15.05	2.60
4	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	38.58	42.39	15.40	3.63
5	There should be addition in the curriculum	40.31	38.41	18.17	3.11

Employer Feedback Analysis 2019-20

1. The rating for Fulfillment of Programme / Course outcomes was 46% Excellent, 34% good, 16% average and 5% below average was
2. Employers have rated 48% excellent, 34% good, 14% average, and 3% as below average for Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country).
3. More than 80% of employers have rated good/excellent, 14% average, and 3% as below average for the weightage given to Skill development / Entrepreneurship development / Employability
4. Almost 81% of the employers rated good/excellent, 15% as average and 4% as below average for the weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives).
5. Around 78% of the employers have given rating as excellent/good, 18% as average and 3% as below average for addition in the curriculum.

Professional Feedback Analysis 2019-20



Professional Feedback 2019-20					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations & local developmental needs	64.26	25.74	4.26	5.74
2	Weightage given to Project based learning	58.72	28.51	12.77	0.00
3	Fulfilment of program/course outcome	48.72	35.74	10.00	5.53
4	Weightage given to communication/ethics	65.53	34.47	0.00	0.00
5	Creation of interest to pursue higher education	70.00	15.74	10.00	4.26
6	Orientation program conducted for students	52.77	45.74	0.00	1.49

7	Rules and regulations with regard to internal assessment, examinations and changes.	57.23	18.51	20.00	4.26
---	---	-------	-------	-------	------

Professional Feedback Analysis 2019-20

1. Professionals have rated 64% as excellent, 25 % as good, 4% as average, and 6% below average for applicability/relevance to real life situations & local developmental needs.
2. Weightage given to project based learning in the curriculum has been rated as 59% as excellent, 29 % as good, 13% as average.
3. 49% of professionals have rated excellent, 36% as good and 10% as average and 6% as below average for fulfillment of program/course outcome.
4. Weightage given to communication/ethics has been rated as 66% excellent, 34% as good.
5. Usefulness of curriculum in creation of interest to pursue higher education was rated as has been rated as 70% excellent, 16% as good, and 10% as average and 4% below average by the professionals.
6. Orientation program conducted for students has been rated as has been rated as 53% excellent, 46% as good, and 1% as below average.
7. Professionals have given excellent 57%, good 19 %, and average 20% and 4% as below average ratings for rules and regulations with regard to internal assessment, examinations and changes.



**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Action Taken Report on Feedback
2019 - 2020**



Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor
Professor K. R. Mahadik
M.Pharm., Ph.D.
Principal

Bharati Vidyapeeth
(Deemed to be University)
Founder Chancellor : Dr. Patangrao Kadam

● Accredited with 'A+' Grade (2017) by NAAC
● Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
● Category-I University Status by UGC

POONA COLLEGE OF PHARMACY

● Reaccredited by NBA & NAAC ● ISO-9001-2015 Certified Institute



Bharati Vidyapeeth Educational Complex,
Erandwane, Pune - 411 038. (M.S.) INDIA
Tel. : (020) 25437237 Fax : (020) 25439383
E-mail : pcp.bvu@gmail.com
Website : pcp.bharatividyaapeeth.edu,
www.bvuniversity.edu.in

Action Taken Report AY (2019- 2020)

S. No	Particulars	Observations	Actions taken
1.	Feedback from students on curriculum	The students expressed the syllabus to be satisfactory. B.Pharm students requested for newer techniques in biotechnology, cell and tissue culture.	A value added course in Plant Tissue Culture is planned to be conducted.
2.	Teachers feedback on curriculum	Teacher suggested that the course outcomes of all courses of PCI need to be defined.	The course outcomes were defined for all the courses of PCI syllabus
3.	Parents feedback on curriculum	The parents feedback was found to be satisfactory	-
4.	Alumni feedback on curriculum	The overall alumni feedback was good. Alumni suggested to introduced advanced biotechnology and molecular biology techniques.	In view of students and alumni feedback, a workshop related to advanced biotechnological techniques related to genome engineering animal cell culture technique is planned to be conducted. A value added course in Plant Tissue Culture is proposed.

Jambhavi Rao

Dr. J. R. Rao
BOS Chairman

K.R. Mahadik

Dr. K. R Mahadik
Principal



Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.

Chancellor

Professor K. R. Mahadik
M.Pharm., Ph.D.
Principal

Bharati Vidyapeeth
(Deemed to be University)

Founder Chancellor : Dr. Patangrao Kadam

- Accredited with 'A+' Grade (2017) by NAAC
- Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
- Category-I University Status by UGC

POONA COLLEGE OF PHARMACY

- Reaccredited by NBA & NAAC
- ISO-9001-2015 Certified Institute



Bharati Vidyapeeth Educational Complex,
Erandwane, Pune - 411 038. (M.S.) INDIA
Tel. : (020) 25437237 Fax : (020) 25439383
E-mail : pcp.bvu@gmail.com
Website : pcp.bharativedyapeeth.edu,
www.bvuniversity.edu.in

Action Taken Report AY (2019- 2020)

5.	Employers feedback on curriculum	Suggestions were made for conduction of lectures related to management specially health management and pharmaceutical management.	Lectures on Pharmaceutical management and healthcare were conducted.
6.	Professional feedback on curriculum	Overall rating was found to be good. Suggestion to improve the communication skill and industrial research was given.	Placement department was communicated to arrange the lecture for grooming communication and personality development.

Dr. J. R. Rao
BOS Chairman

Dr. K. R. Mahadik
Principal

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Employers

1. 87 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 53 % of the respondents have rated the syllabus and the contents therein as average in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 63 % of the respondents have rated the syllabus as average in terms of in terms of industry requirements.
4. 93 % of the respondents rated the contents of the syllabus contents as good in terms of practical, the scope for field visits and research work.

Suggestions of employer for the betterment of the curriculum

Employers suggested that the syllabus should contain the courses which are relevant in respect of the industry requirements.

Employers suggested to give more emphasis on skills for enhancing the employability of the students.

Action Taken: Board of studies were recommended to add the following courses in the proposed revision of syllabus considering industry requirements:

- a) Digital Marketing
- b) Cross-cultural Issues
- c) Courses related to data sciences
- d) Laws related to Labors
- e) Financial Planning

In addition to this, it was also recommended to add courses aimed at enhancing employability of the students in the proposed revision of the syllabus:

- a) Business Communication
- b) Innovation, Design Thinking
- c) HR Analytics
- d) Risk Management
- e) Business Analytics
- f) Sports Marketing and Corporate Taxation


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Alumni

1. 91 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 55 % of the respondents have rated the syllabus and the contents therein as good in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 51 % of the respondents have rated the syllabus as average in terms of value added courses.

Suggestions of Alumni for the betterment of the curriculum

More value added courses should be included in the syllabus.

Action Taken:

Based on the suggestions received from alumni it was recommended to add new value added courses in the proposed revision of syllabus.

- a) Human Values
- b) E-Commerce
- c) Artificial Intelligence
- d) Cyber Security


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED,PUNE



Bharati Vidyapeeth
(Deemed to be University)
Pune, India.

IMRDA

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.

Chancellor

Dr. Pallavi Jamsandekar
Director

Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★

**Institute of Management and
Rural Development Administration, Sangli.**

Prof. Dr. M. M. Salunkhe

M.Sc., Ph.D., F.R.S.C.

Vice Chancellor

Dr. Vishwajeet Kadam

B.Tech., M.B.A., Ph.D.

Pro Vice Chancellor

Ref. No. : BVDU-IMRDA/59/2019-20

Date : 27/01/2020

Institute of Management and Rural development administration, Sangli

Action taken report on institute feedback

Action Taken Report of the institute on feedback report 2019-20

The Feedback Analysis Committee of the institution designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues. The feedback forms were collected from students, teachers, employers, alumni and professionals. Students who offered feedback were from all the courses of IMRDA, Sangli.

The feedback collected is analysed and sent to the respective authorities for the actions.

Feedback from Students:

Feedback	Action taken
Despite the Covid -19 pandemic outbreak during the second half of the academic session, the students overall experience with online sessions was quite good. Most of the students found the online classes to very interactive informative and helpful.	Teachers have been trained to handle the sessions online by organizing workshops and training programs online.
The students suggested, there should be 10 minutes break between each class	A 10 minute break has been given during 2 lectures.



Bharati Vidhyapeeth Bhavan, Rajwada Chowk, Sangli 416 416. Maharashtra.

Phone : 0233-2325776 Telefax : 0233-2377249 E-mail : imrda@bharatividyaapeeth.edu Web : www.imrda.bharatividyaapeeth.edu



Bharati Vidyapeeth

(Deemed to be University)

Pune, India.

Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★

**Institute of Management and
Rural Development Administration, Sangli.**

IMRDA

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Dr. Pallavi Jamsandekar
51/2019-20
Director

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Ref. No. : BVDU-IMRDA/59/2019-20

Date : 27/01/2020

Institute of Management and Rural development administration, Sangli

Feedback from Teachers:

Feedback and action taken report of Teacher and Employers

Feedback	Action taken
Curriculum needs to be further augmented in consultation with the industry	The syllabus have been revised in consultation with industry as well as with the changing requirement in almost all courses.
The latest books as per the syllabus should be installed in the library	The latest editions were installed in the library as per the current syllabus by the departments and the university provided an additional library grant to update the institute's library.

Feedback from Employers:

Feedback	Action taken
Newer and innovative teaching methods with practical approach should be implemented	Innovative teaching methods like Problem based learning / Case based learning and Integrated teaching are implemented in all disciplines



Bharati Vidyapeeth Bhavan, Rajwada Chowk, Sangli 416 416. Maharashtra.

Phone : 0233-2325776 Telefax : 0233-2377249 E-mail : imrda@bharativedyapeeth.edu Web : www.imrda.bharativedyapeeth.edu



Bharati Vidyapeeth
(Deemed to be University)
Pune, India.

IMRDA

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.

Chancellor

Dr. Pallavi Jamsandekar
51/2019-20
Director

Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★

**Institute of Management and
Rural Development Administration, Sangli.**

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Ref. No. : BVDU-IMRDA/59/2019-20

Date : 27/01/2020

Institute of Management and Rural development administration, Sangali

Feedback from Alumni:

Feedback and action taken report of Alumni and Professionals

Feedback	Action taken
Curricula should have the contents to strengthen the skills and knowledge	All the curricula is designed in such a way as per the Regulatory authority norms which includes the hands on and practical based teaching session to strengthen the skills and knowledge of the students related to the subject

Feedback from Professionals:

Feedback	Action taken
Students and teaching faculties should be technosavy	Formal instructions were circulated to all teachers for appropriate actions on the issues of effective use of ICT.

Dr. Nitin Nayak

Director



DIRECTOR
Bharati Vidyapeeth
(Deemed to be University)
Pune, India
Institute of Management, SANGLI

Bharati Vidhyapeeth Bhavan, Rajwada Chowk, Sangli 416 416. Maharashtra.

Phone : 0233-2325776 Telefax : 0233-2377249 E-mail : imrda@bharatividyaapeeth.edu Web : www.imrda.bharatividyaapeeth.edu

Institute of Management and Research, New, Delhi

ANALYSIS OF FEEDBACK RECEIVED FROM STUDENTS -2019-2020

1. Weightage given to Employability/Entrepreneurship/ Skill development courses/subjects:

29% viewed as Average, 15% as Below average, 41 % as Excellent, and 15% as Good. This is point of concern for the Institute as majority of students don't find the curriculum as relevant to the real life situations. Based on their feedback and deliberations held at Institute level, these points were reported to University authorities, as a result of which new courses have been added under the category of VACs, i.e. Value Added Courses, New Specializations, revision of syllabus, Examination /Evaluation related changes made. These details have been included in ATR. However, the students who found it relevant have been put on record.

2. Weightage given to project based learning.

13 % of the students opined as Average, 35% as Below Average, 10% as Excellent and 42% as Good as far as the component of weightage given to Skill Development/Entrepreneurship development/ Employability are concerned. Due to the innovative methodologies of teaching, special events organised as per International Days, Days of national importance, the Soft Skill of the students are being developed. The Cooperative and Collaborative spirit is encouraged. As a result of these initiatives, students found that their Entrepreneurial spirit, Skill enhancement, and Employability levels are being enriched.

3. Weightage given to practical field work component

18% of the students viewed as Average, 29% as Below Average, 15% as excellent, 38% as Good. A large majority of the students rated "Good" as far as these components are concerned. As, according to them unless they are taught about the Art and science of applying the knowledge gained, the wisdom will not accrue. The teachers are well trained on the OBE, Outcome Based Education, and Mapping the POs-COs-LOs, as per BLOOMS Taxonomy Pyramid, and all efforts are made by the teachers and examination cell along with Social/Cultural/ Entrepreneurial cells to ensure that students' thinking quotient is enriched from L.O.T.S. to H.O.T.S.

4. Fulfilment of Programme/Course Outcomes:

12% opined as Average, 30% as Below average, 14% as Excellent, 44% as Good regarding fulfilment of programme /Course outcomes. Each faculty member has been well trained, groomed and coached, thanks to the special workshops conducted in which experts from various domains related to NEP-2020 gave hands-on-training to the faculty members. Moreover, the Course packs pertaining to all the courses of all the programmes offered are prepared on the bases of Programme Outcomes and Course Outcomes. As a result of these initiatives, most of the students rated as "Good". However, Institute is taking further initiatives to raise this rating to "Excellent".

5. Weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives).



Handwritten signature

11% felt this component as average, 31% as Below average, 12% as Excellent, 46% as good. The students found these being imparted and rated "Good". Although the Courses are being taught as per the syllabus provided by the University, the teachers are executing their respective courses by enhancing these values of learning. These form a part of Soft skills, and students develop them at their sub-conscious level. This is enabled through IA system, i.e., Internal Evaluation process through which three CES, i.e., Class Evaluation System are conducted within the class. Hence, autonomy is lent to the teachers, so that these value additions in the form of application of learning values are executed. Moreover, the organisation of various events at Institute level also imbibe these values.

6. Weightage given to ethics, communication and counselling

10% found this parameter as Average, 20% as Below Average, 19% as excellent, and 51% as Good. As seen from the chart, majority of students rate this component as "Good". Most of the teachers are also playing the role of counsellor to the students as per students 'comfort level with their respective teachers. The teachers are playing the multi role of teacher, trainer, coach, counsellor as well.

7. Quality, Clarity and relevance of textual reading/reference material

On these parameters, 13% of students found them Average, 20% as below Average, 10% as Excellent, and 57 % as Good. The quality of these important tools is found as "Good" by most of the students. While, the institute through various Heads of Departments under the leadership of Director also ensure that quality of these is further enriched, as these are the tools that provide tangibility to the service industry that teachers, supporting and non-supporting staff are in.

8. Creation of interest to pursue higher education /specialisation

16% found this component as Average, 39% as Below Average, 22% as Excellent, and 23 % as Good. As the teachers also act as a counsellors, life coach, and trainer, some students who are not clear regarding their higher education at Post Graduate level, are further counselled/advised/guided; whether students could pursue a PG Programme from abroad, or from India, depending upon their interests, demographic, psychographic and geographical background. Since some of them are still not clear regarding their Goal/Objectives and Purpose, they are also encouraged to do an analysis on their strengths and weaknesses and accordingly a career progression plan is suggested. Industry professionals and United Brethren, (the Alumni body of the Institute) also play a key role in this arena as and when they take sessions for the students.

9. Overall Rating

30% found this as Average, 22% as Below Average, 18% as Excellent and 30 % as Good. The overall rating given by the employers is "Good", and that is a very encouraging sign for the institute. However, based upon the feedback received by the stakeholders a SWOT analysis /feedback system is well in place so that this rating could scale up to better, excellent and others.

Handwritten signature



Analysis of Feedback received from Employers on Curriculum- 2019-2020

1. Weightage given to Employability/Entrepreneurship/ Skill development courses/subjects:

The parameter of Employability/Entrepreneurship/Skill Development has been considered as Excellent by 44% of the employers, Good by 56% of them, Below Average by 0% and 0% and Average by 0% again. The institute has a registered Alumni body by the name of United Brethren who guides on various domains- employability, development of entrepreneurial spirit being the most important of them. Then, based on theirs and Industry professionals (who are invited to address students on these components) also suggest us regarding skill development courses and subjects so that students are more employable and chart their career progression path. Moreover, the employers' feedback reflects that institute is doing excellent on these parameters, thanks to the leadership, teachers, and all staff members, who serve the students well.

2. Weightage given to practical field work component

9% of the employers are of the view that Weightage given to Practical, Field work component is Average, 0% of them view as Below Average, 39% are of the opinion as Excellent and 52% view it as Good. Here also, the rating is excellent, that projects that Employers are of the view that employees (our alumni) possess practical knowledge and are performing more than the benchmark as far as field work is concerned. While the 50% of employers who rated Good and 5% rated Average are also kept on record, and deliberations are held on regular basis by the members of Placement cell, so that Employers Perception and Satisfaction are matched as far as possible.

3. Depth of Course content

Depth of the Course Content was given the feedback as Excellent by 25%, Good by 61%, Average by 10%, and Below Average by 4%. Majority of the Employers rated as good on the depth component of the course content. This means that the topics taught and evaluated by the teachers are covered to a very great extent, almost at 360%, and that results towards students', who are employees now, are specialized in their respective domains. While the employers who rated as Average are kept on record so that further innovation could be there. The ones who rated as Excellent are taken as a Benchmark and further initiatives are being made to take the feedback/rating from Average to Good to excellent.

4. Curriculum proved useful at workplace

This parameter was viewed as Average by 20%, below average by 2%, Excellent by 25%, Good by 53%. The employers who rated as excellent are a referral point that are being viewed as far as employees (alumni are concerned). Their competency levels are being patterned and that is being made a framework so that the same could be applied to groom our students. Secondly, the rating of Employers who rated Average and Good, their (students' now, employees) competency levels are also being decoded so that the same could be applied to the present students. This is going to raise the bar of rating by employers.

5. Incorporation of component about development of managerial/leadership qualities.

Handwritten signature



29% of the employers found this element and rated it as Excellent, 51% rated it Good, and 20% rated it as Average. Based upon the feedback and rating given by the Employers, the course of "Indian Ethos and leadership Excellence has been introduced. Furthermore, the number of events have also been increased so that there is an increase in application of knowledge gained in the classrooms. To further develop the interpersonal and intra-personal skills of the students, there are various clubs, societies, cells, and students are also encouraged to attend to leadership programmes conducted in different destinations. As a result they are exposed to different culture, languages and geographies.

6. Weightage given to learning values (in terms of knowledge, concept, manual skills, analytical abilities and broadening perspectives).

This parameter got the rating of Good by 66%, Excellent by 42%, Average by 2%, and Below Average by 0%. This parameter also reflects a very positive picture for the employees as the Employers of our ex-students found them excellent and majority of them found them Good on the Analytical skills, problem solving skills. Learning values that incorporate manual skills, broadening perspectives and others, (as mentioned above). This means that our alumni has been able to get placement, perform very well, sustain their job, and most important being their career progression path is made by themselves only.

7. Quality, Clarity and relevance of textual reading/reference material

39% of the employers rated it as Excellent, 59% percent rated Good, 2% rated Average and again 0% rated as Below Average. The institute is very well rated on these components as well. Thanks to the corporate professionals who are teaching some major courses and also, some teachers who have worked in corporate Eco pace. Also, industry experts are also invited on regular basis who conduct special sessions and share the study material that is out of the text books, and also from the books that are most relevant for the specific topics.

8. Usage of Curriculum for development of human resource at your industry/workplace/

This parameter is being viewed as Excellent by 25%, Good by 75%, Below Average and average by 0% of the employers. Human resource has always been a strategic tool for the corporate work space. In the recent times, it has come up more as a strategic tool for any organization. The curriculum designed by the University in consultation with the Industry experts has made it broader, lengthier, deeper, so that students who are employed could contribute towards the growth of the Organization they are serving. The testimony to this fact is that of the rating given by the employers.

9. Overall Rating :

The Overall Rating given by the employers is; Good by 60% of them, Excellent by 25% of them, Average by 15% and Below Average by again 0%. The overall rating as reflected by the above chart is very encouraging and motivating. However, being in service industry, we are constantly striving to raise the benchmarks in all our processes and create tangibility in the form of Data, Reports; both qualitative and quantitative, and make the Institution more and more students' driven.

Handwritten signature



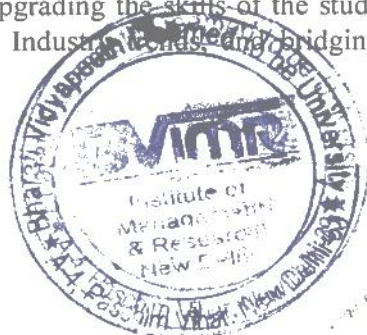
2019-2020

Action Taken Report on Feedback of Students, Parents Faculty, Alumni, Employers & Professionals:-

To further the creation of learner centric, altruistic learning ambiance, to facilitate Outcome Based Quality education, Learning, Training and development, the Institute kept all its resources at the disposal of its Faculty members. It recognized and appreciated their valuable contributions towards development of the Institute in all the spheres of activities. The new programmes were introduced, and the newly started shifts of the Programmes were all due to the commendable efforts of the faculty members. Based on their Feedback, the Institute further brought in an improvised list of the special events that were organized throughout the academic year. Also, the academic processes fine –tuned as per the Faculty members’ development and career progression. The objectives to update its faculty members on the trends in the academic workspace, corporate, policy and regulatory bodies’ requirements so that they could enrich the curriculum. Hence, these are the initiatives that are in tune with the one of the mission statements of BVIMR, i.e., to

1. To construct education system apt for the altering and assorted requisites of the society and industry in the global context.
2. To impart borderless inclusive, absolute ingress to management and technical education based on excellence.

The academic-industry gaps were lugged. The students were encouraged, motivated and inspired to do more assignments and presentations, as part of their curriculum. To make these more effective, greater component of continuous assessment marks were allotted for assignments and presentations. Similarly, “hands on” training sessions and workshops were conducted to train the Faculty and research scholars to handle and operate high end, state-of-the-art sophisticated equipment considering the Energy policy of the institute. The staff members increased their research work. Equal emphasis was laid upon orientation programmes, faculty development programmes, seminars, workshops, that further equipped them with academic’s Eco space so that they could bring in the learnings in the classrooms and contribute further towards making the Institute world class. Faculty being the integral part of academic Eco space for the Institute, all out efforts were made by the institute to develop them on their respective areas of specializations, like, FDPs, , workshops, seminars, conferences, by sanctioning duty leaves, financial support, etc. Also, to publish quality research papers, in Journals of repute, Faculty members were encouraged to participate in various conferences. The syllabi of programmes were fine-tuned as per the industry trends. The Faculty members also suggested their inputs regarding the content of the syllabi. The Strategic intent; vision, mission, objectives and goals were always taken as the frame of reference by the Faculty to develop their teaching plan, their annual research/publication plan and other academic deliverables. The Institute that has an ICT policy well in place as per the Parent University, and it was an integral part of all the operations/ systems/ processes of the Institute. This was adhered to. Most importantly, the institute’s registered Alumni body; United Brethren, UB, contributes immensely in upgrading the skills of the students. This was resorted to by their special sessions on GDPI, Industry trends, and bridging the gap between academia and



corporate. The Alumni visit the Institute and share their practical knowledge during the Guest session that is an integral part of any course that is being taught in any programme. To lend the good service experience of academics for the students, the non-teaching staff members were also made to attend and qualify refresher courses from time to time and special increments are also designed and awarded to those who qualify the relevant exam with flying colors. The students were made the editors of publications of the Institute that helped develop themselves as good content writers, report writers, designers of effective presentations, event organizers, that all eventually help them in their corporate career.

Hence, the feedback given by the stakeholders were comprehended, understood, analyzed and applied by resorting to suitable action plan through tasks in various domains so that the perceptions, expectations and deliverables are matched to achieve their satisfaction level(s).

The institute's registered Alumni body; United Brethren, UB, contributed immensely in upgrading the skills of the students. This was resorted to by their special sessions on GDPI, Industry trends, and bridging the gap between academia and corporate. The Alumni visited the Institute and shared their practical knowledge during the Guest session that is an integral part of any course. Based upon their Feedback, the Finishing School, i.e., CORPOSCHOOL was further reinforced within the Academic processes, and the GDPI sessions were brought within the periphery of CCPPT, i.e., Corporate Connect, Personal and Professional Training Programmes. While the Alumni's feedback was considered to upgrade the Training sessions, few courses, like, Communication skills, E-mail etiquette, table etiquette, Intercultural and intra-cultural relations and others. Latest trends incorporated in teaching, like, articles from Howard Business review, Forbes Magazine to be included in the assignments. More weightage, i.e., 50% to internal assessment, i.e., IA in Evaluation Parameters of Programmes. Success and failures stories included in the delivery of lectures to substantiate the Course content. Also, to expand the horizons of the mind, training and development activities conducted, so as to architect the competencies for implementation of quality praxis.



Handwritten signature



BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)
Institute of Hotel Management & Catering Technology
Katraj – Dhankawadi, Pune – 411 043

FEEDBACK FROM STAKE HOLDERS

Academic Year 2019-20

The Board of Studies formed having representing teaching faculty and industry expert's team up to design and develop the curriculum offered by the institute.

The institute takes a regular feed-back on its courses of study and syllabi from various stakeholders.

Feedback was taken from Teachers, students, alumni of the institute and industry experts (managers from hotel industry).

Students' feedback on curriculum:

- 85% students feel that the syllabus is well designed and prepares the students as per the requirements of the industry.
- 82% students say that the syllabus is clear and well defined to train and prepare the students for employment.
- 79% students feel that the syllabus has good balance between theory and practical sessions and creates interest of the students in the subjects of specialization
- 88% students say that the syllabus gives in depth knowledge of the specialization subjects.
- 86% students state that the syllabus provides a strong base for employment and higher education with incorporation of internship and research components

Action Taken:

- The students feel that more sessions of practical should be included wherein it would be well communicated with the students that the same would be challenging in-case of BSc H&HA course due to duration of the course being 3 years.
- The students pursuing BHMCT state that the specialization component should be introduced in the last year. The changes in the curriculum would be done in the next cycle of revision of the syllabus, taking the inputs of members of BOS

PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

Teachers' feedback on curriculum:

- 78% teachers state that the syllabus is need based and is designed as per the need of the current employment trends.
- 100 % teachers say that the objective of each course/ subject is very well defined and clear.
- 68 % state that there is lot of reference material available for students and it is as per the content of syllabus. The library has all the prescribed books for reference along with other reading material like magazines.
- 83% state that the syllabus is designed in a way to have proper balance between theory and practical application. This enhances the knowledge and understanding of a particular subject as per the area of interest.
- 73% state that the curriculum is designed to make the students employable.
- 81% teachers feel that the specialization in operational subjects should be introduced in the final year for BHMCT course. Some subjects have more content as compared to the weightage of the subject.

Action Taken:

- Restructuring of course content will be considered in the next revision of the syllabus.
- It was decided to undertake discussion on introducing the selection of subject specialisation during the next meeting of BOS.

Parents' feedback on curriculum:

- 69% parents feel that the syllabus for both BSc H&HA and BHMCT courses has been suitable to the course.
- 74% parents state that the content of the syllabus is such that it creates interest of students in the subjects of their choice.
- 71% parents feel that the curriculum has prospects for good employment opportunities as well as higher education and achieves overall development of the students.
- 42% parents suggest that more practice sessions should be included in the syllabus and the theory sessions should be taken with AV aids like videos etc.

Action Taken:

- The faculty members would be encouraged to utilize more of AV aids like videos, PPTs etc during theory sessions. Also, provision of proper infrastructure would be ensured.



PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

Alumni feedback on curriculum:

- 89% alumni feel that the syllabus has good balance between theory and practical session, wherein very few alumni feel that there is no balance. The alumni state that the curriculum had all the components of overall development of the students.
- 87% alumni feel that the syllabus was well designed which helped them to get good employment in the industry but very few alumni feel that the syllabus was not equipped to give them a good employment, whereas.
- 91% alumni feel that the syllabus is well designed.

Action Taken:

- The students can be provided more sessions on communication skills and spoken English.
- More sessions related to personality development and soft skills development would be arranged for the students. So that it will boost their confidence while facing the placement interviews.


Employers' feedback on curriculum:

The feedback on curriculum was taken from Manager – L&D and Director of Human Resources of 5 star hotels.

- 91% employers state that the syllabus is as per the requirement of the industry.
- 89% employers state that there is a good balance between theory sessions and practical sessions.
- 79% employers state that the curriculum has good prospects of getting employment for students as the syllabus keeps the students abreast with recent developments in the industry
- 100% employers state that the curriculum includes training and internship as a compulsory component which gives the students required industry exposure.

Action Taken:

- The employers feel that the curriculum should include components related to development of entrepreneurial skills in students. The same will be incorporated in the next revision of syllabus.
- **Professional Feedback:**
 - * All the Professional state that the syllabus is Excellent in weightage given to operational subjects.
 - * All the Professional state that the syllabus is excellent in giving weightage to Skill development, Entrepreneurship development & Employability.
 - * Majority Professional (77%) say that the syllabus is Excellent in giving weightage to Project based learning and few (23%) say that the syllabus is Good.


PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

- * All Professional state that the syllabus is Excellent in terms of weightage given to theory, practical, field work and research component.
- * All Professional state that the syllabus is Excellent in terms of weightage given to theory, practical, field work, research component
- * Majority Professional (77%) state that the syllabus is Excellent in terms of incorporation of component about development of leadership qualities/decision making capability amongst students.
- * Majority Professional (57%) state that the syllabus is Excellent in terms of weightage given to Learning values like knowledge, concepts, manual skills, analytical abilities and broadening perspectives of students and some employers (33%) state that the syllabus is Good.
- * Majority Professional (87%) state that the syllabus is Excellent in terms of weightage given to ethics, communication, counseling and some (33%) say that it is Good.
- * Majority Professional (67%) state that the syllabus is Excellent in terms of Quality, Clarity and relevance of textual reading / Reference material / Study material Depth of the course content and some employers (33%) state that it is Good.
- * Majority of the Professional (67%) have rated the syllabus as Excellent and some (33%) have rated the syllabus as Good.



PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
IHMCT Pune-410 043.

Syllabus revision has been done in following programs

Faculty of Medical Sciences

Suggestions from the stake holder's feedback

FACULTY OF MEDICAL SCIENCES	
Stake holder	Suggestions
Student	Clinical internships could be increased
Teachers	Training on E resources be arranged
Alumni	Clinical practices in allied fields could be incorporated in syllabus as additional courses
Employers	Technical skills and training be imparted to students
Professionals	Lab based research abilities of students needs to be improved

Name of the Program: MBBS

Name of the Programme: MBBS

Recommendations of BOS based on NMC guidelines and Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision: Inclusion of AETCOM Addition of recent advances in Genetics	5 %
Outcome-based Education	Identification of Graduate attributes/Competencies (As Applicable) Programme Outcomes Course Outcomes Mapping of CO-PO	5%
Scheme of Assessment	Outcomes based Assessment to be done. Include –OSCE and OSPE Formative assessment marks as eligibility for appearing for university examination	10%
Teaching Learning Methods	Select any 2-4 as applicable for the Programme Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Early clinical exposure Simulation-Based Learning Museum studies	20%
Total Curriculum Revised		40%

Faculty of Pharmacy

Suggestions from the stake holder's feedback

FACULTY OF PHARMACY	
Stake holder	Suggestions
Student	Internships and lab based projects in industry are needed
Teachers	Recent industrial advances be incorporated in syllabus
Alumni	Industry readiness can be done by guest lectures of allumni
Employers	Enhanced skills and documentation abilities be inculcated in students
Professionals	Recent industry trends be included in syllabus.

Name of the Program: B. Pharmacy

Recommendation of BOS based on Stakeholders' feedback for curriculum revision in: B. Pharmacy

Name of the Program: B Pharm

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	10%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		75%

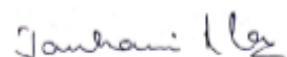


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: B Pharm

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	10%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		75%

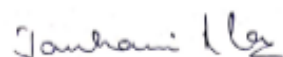


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: M Pharm Pharmaceutics

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	10%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		75%

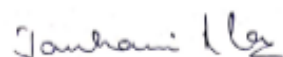


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: M Pharm Pharmaceutical Chemistry

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	10%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		75%

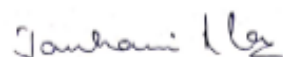


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: M Pharm Pharmacology

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	10%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		75%

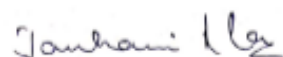


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: M Pharm Pharmacognosy

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	5%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		70%

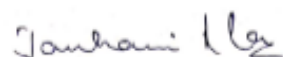


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: M Pharm Quality Assurance Techniques

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	5%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		70%

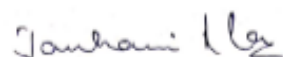


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: M Pharm Pharmaceutical Biotechnology

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	10%
Scheme of Assessment	Outcome based Assessment to be done	3%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	10%
Total Curriculum Revised		73%

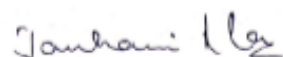


Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

Name of the Program: M Pharm Drug Regulatory Affairs

Recommendations of BOS based on Stakeholder's feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Major Revision in Course content as per PCI syllabus	50%
Outcome-based Education	Identification of Program Outcomes, Course Outcomes and Mapping of CO-PO	5%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self Directed Learning and Teaching Simulation-Based Learning	5%
Total Curriculum Revised		65%



Dr. Janhavi Rao
Chairman,
Board of Studies, Pharmacy,
Faculty of Pharmaceutical
Sciences

FACULTY OF ARTS COMMERCE AND SOCIAL SCIENCES

Suggestions from the stake holder's feedback

FACULTY OF ARTS COMMERCE AND SOCIAL SCIENCES	
Stake holder	Suggestions
Student	Current trends in market be included in syllabus
Teachers	Critical thinking, Research skills should be improved in students
Alumni	Team work and networking should be done by students
Employers	Problem solving should be imparted to students
Professionals	Ethical and social responsibilities be taught to students.

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision: Specific New courses/ Courses / Recent Advances in the existing topics	15-20 %
Outcome-based Education	Identification of Graduate/Postgraduate attributes/ Competencies, Programme Outcomes, Course Outcomes and Mapping of COs-POs	5-10 %
Scheme of Assessment	Outcomes based Assessment	5 %
Teaching Learning Methods	Critical thinking Problem solving approach Disciplinary knowledge Research related skills Ethical & social understanding Teamwork Self-directed learning	10-15 %
Total Curriculum Revision		30-40 %



Dr. R.S. Zirange
Chairman,

Board of Studies in Marathi, English & Foreign Languages

Faculty of Engineering

Suggestions from the stake holder's feedback

FACULTY OF ENGINEERING	
Stake holder	Suggestions
Student	Elective options should be more
Teachers	Self-learning ability of the students should be developed
Alumni	Advance courses should be incorporated in syllabus
Employers	Recent industry needed practical skills be taught to students
Professionals	Advance courses like Nanotechnology should be added

Name of the Program: Master of Technology- Computer Engineering, Master of Technology- Chemical Engineering, Master of Technology- Electrical power system, Master of Technology- Electronics VLSI, Master of Technology- Mechanical Engineering (CAD-CAM), Master of Technology- Information Technology, Master of Technology- Nanotechnology

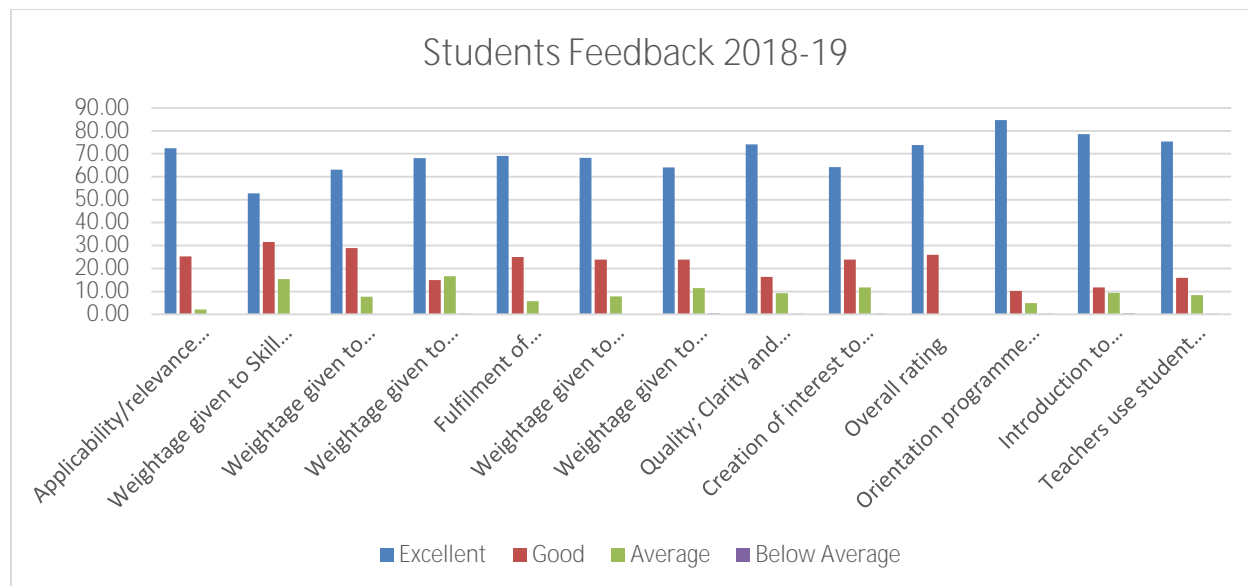


**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Feedback Analysis Report
2018 - 2019**

Bharati Vidyapeeth Deemed to be University Feedback Analysis Report 2018-19

Students Feedback Analysis 2018-19



Students Feedback 2018-19					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations / Patients & local developmental needs	72.45	25.30	2.08	0.17
2	Weightage given to Skill development / Entrepreneurship development / Employability	52.82	31.52	15.42	0.24
3	Weightage given to Project based learning	63.14	28.98	7.70	0.18
4	Weightage given to theory; practical and field work component	68.14	14.92	16.60	0.34
5	Fulfillment of Programme / Course outcomes	69.05	24.97	5.82	0.16

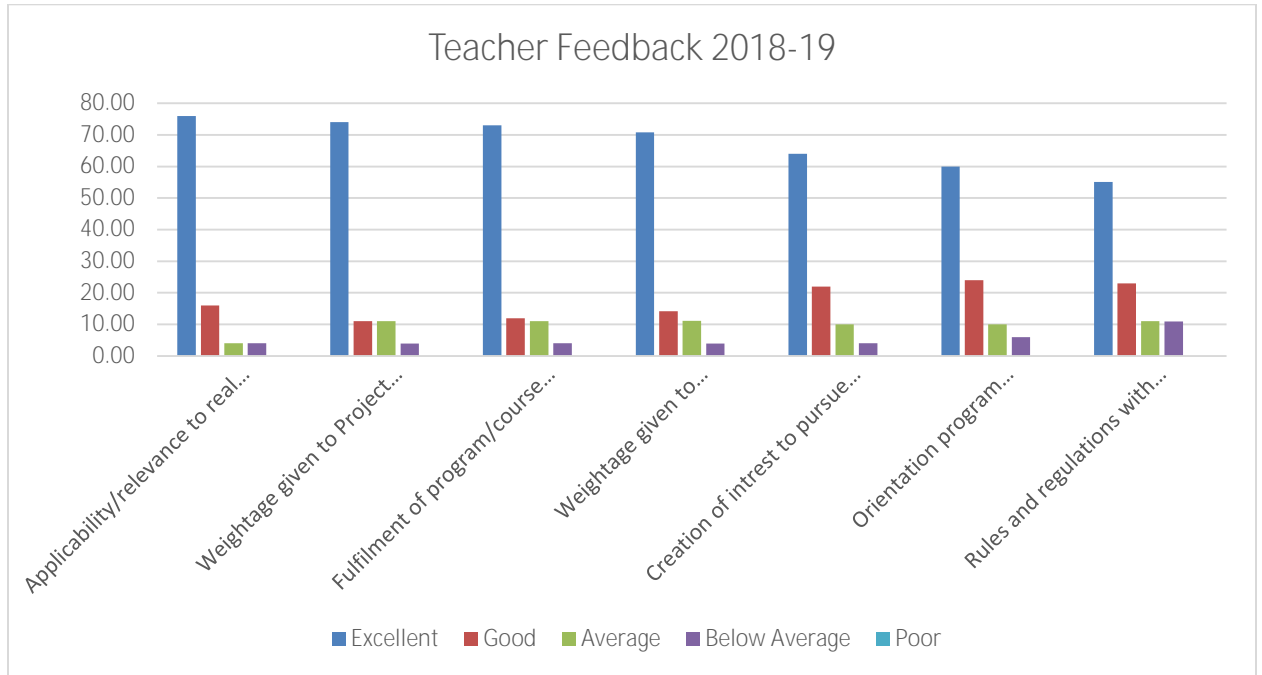
6	Weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives)	68.21	23.93	7.79	0.07
7	Weightage given to ethics; communication; counseling	64.07	23.90	11.54	0.49
8	Quality; Clarity and relevance of textual reading / Reference material / Study material	74.08	16.39	9.25	0.28
9	Creation of interest to pursue higher education/specialization	64.17	23.87	11.69	0.27
10	Overall rating	73.87	25.97	0.00	0.16
11	Orientation programme conducted for students	84.68	10.19	4.86	0.27
12	Introduction to curriculum was given in the beginning	78.56	11.71	9.33	0.40
13	Teachers use student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.	75.31	15.91	8.45	0.33

Students Feedback Analysis 2018-19

1. For the curriculum feedback more than 70% of students have given excellent applicability / relevance of curriculum to the real life situations / Patients & local developmental needs.
2. Around 80% of students have rated good and above for the weightage given to Skill development / Entrepreneurship development / Employability
3. 63.14 % have given excellent rating while 28.98% have given good rating for the weightage given to Project based learning
4. Over 80% have rated above good for weightage given to theory; practical and field work component, while around 17% score it as average
5. 69.05% rate excellent while 25% rate good for the fulfillment of Programme / Course outcomes
6. More than 90% rate good and above for the weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives)
7. 64.07% feel excellent and 23.90% feel good about weightage given to ethics; communication and counseling.

8. 90% rate good and above for quality; clarity and relevance of textual reading / Reference material / Study material
9. 64.17% of the students were of the opinion for excellent while 23.87% of students felt curriculum was good for creation of interest to pursue higher education/specialization
10. Overall rating for curriculum was excellent from 73.87% of students while good from 25.97%
11. Almost 85% students rated excellent for orientation programme conducted for students
12. 78.56% felt excellent, 11.71% felt good and 9.33% felt average for the introduction to curriculum was given in the beginning
13. 75.31% rated excellent, 15.91% good and 8.45% as average for teachers using student centric methods; such as experiential learning; participative learning and problem based learning for enhancing learning experiences.

Teacher Feedback Analysis 2018-19



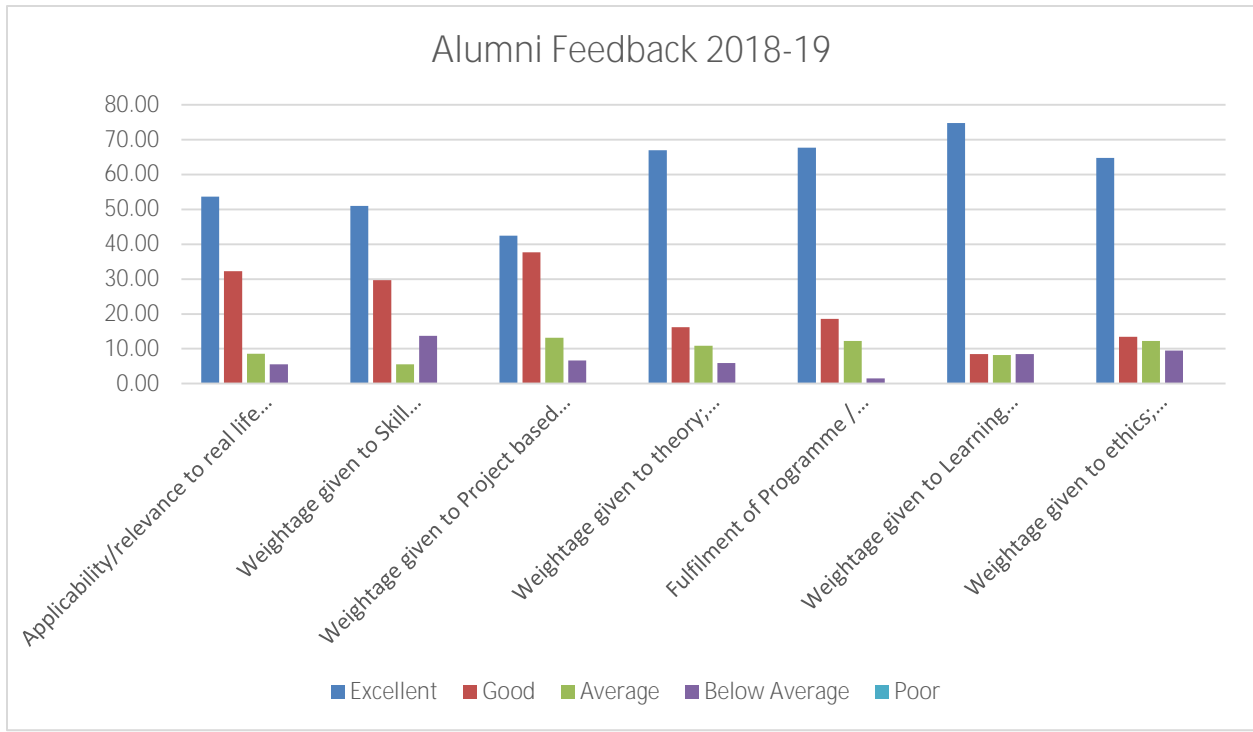
Teacher Feedback 2018-19					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations & local developmental needs	75.98	15.98	4.02	4.02
2	Weightage given to Project based learning	74.02	11.03	11.03	3.91
3	Fulfillment of program/course outcome	72.99	11.95	11.03	4.02
4	Weightage given to communication/ethics	70.80	14.14	11.15	3.91
5	Creation of interest to pursue higher education	64.02	21.95	10.00	4.02
6	Orientation program conducted for students	60.00	24.02	10.00	5.98

7	Rules and regulations with regard to internal assessment, examinations and changes.	55.06	22.99	11.03	10.92
---	---	-------	-------	-------	-------

Teacher Feedback Analysis 2018-19

1. More than 90% of teachers have rated excellent, 16% as good and around 8% as average and less for applicability/relevance to real life situations & local developmental needs.
2. The responses for weightage given to project based learning have shown to score 74% as excellent, 11.03% as good, 11% as average and 4% as below average.
3. Fulfillment of program/course outcome has been rated as excellent by 73%, good by 12%, average by 11% and below average by 4% of the teachers.
4. Weightage given to communication/ethics has scored to be excellent in 71%, good in 14%, average in 11% and below average by hardly 4% of the teachers.
5. Around 86% of teachers report excellent, 23% as good, 10% as average and 6% as below average for curriculum being useful in creation of interest to pursue higher education
6. 60% rated as excellent, 24% as good, 10% average and 11% as below average for orientation program conducted for students
7. Rules and regulations with regard to internal assessment, examinations and changes have been rated as 55% to be excellent, 23% as good, 11% as average and 11% as below average.

Alumni Feedback Analysis 2018-19



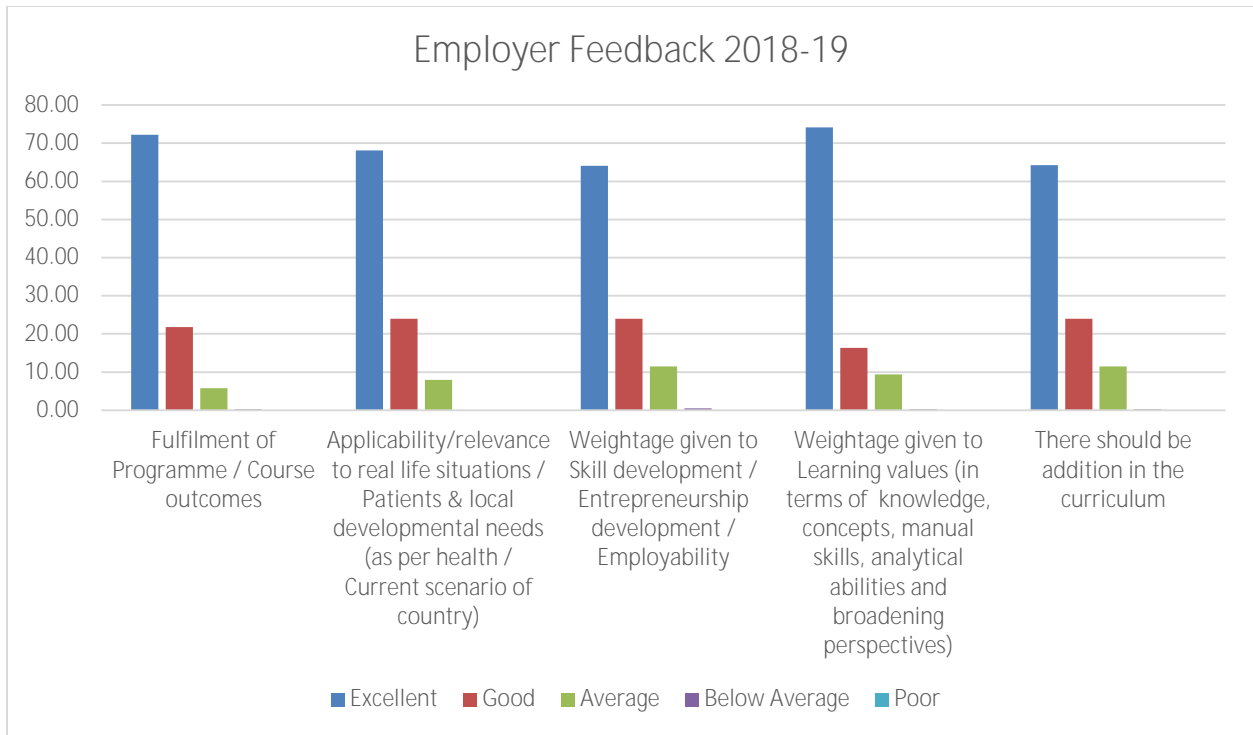
Alumni Feedback 2018-19					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	53.61	32.28	8.59	5.52
2	Weightage given to Skill development / Entrepreneurship development / Employability	51.03	29.74	5.52	13.72
3	Weightage given to Project based learning	42.48	37.70	13.18	6.64

4	Weightage given to theory; practical and field work component	66.99	16.21	10.89	5.91
5	Fulfillment of Programme / Course outcomes	67.72	18.60	12.21	1.46
6	Weightage given to Learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives)	74.80	8.50	8.20	8.50
7	Weightage given to ethics; communication; counseling	64.79	13.48	12.21	9.52

Alumni Feedback Analysis 2018-19

1. 54% of alumni rated excellent, 32% as good, 9% as average and 6% as below average for Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)
2. Weightage given to Skill development / Entrepreneurship development / Employability in curriculum has been rated as excellent by 51%, good by 30%, average by 6% and 14% as below average.
3. 42% excellent, 38% good, 13% average and 7% as below average was the rating given by alumni for weightage given to project based learning
4. Weightage given to theory; practical and field work component in the curriculum was found to be 67% excellent, 16% good, 11% average and 6% as below average
5. Fulfillment of programme or course outcomes was 68% excellent, 19% good, 21% average and 2% as below average.
6. Weightage given to learning values (in terms of knowledge; concepts; manual skills; analytical abilities and broadening perspectives) was 75% excellent, 9% good, 8% average and 8% as below average.
7. Weightage given to ethics; communication; counseling was 65% excellent, 13% good, 12% average and 10% as below average.

Employer Feedback Analysis 2018-19

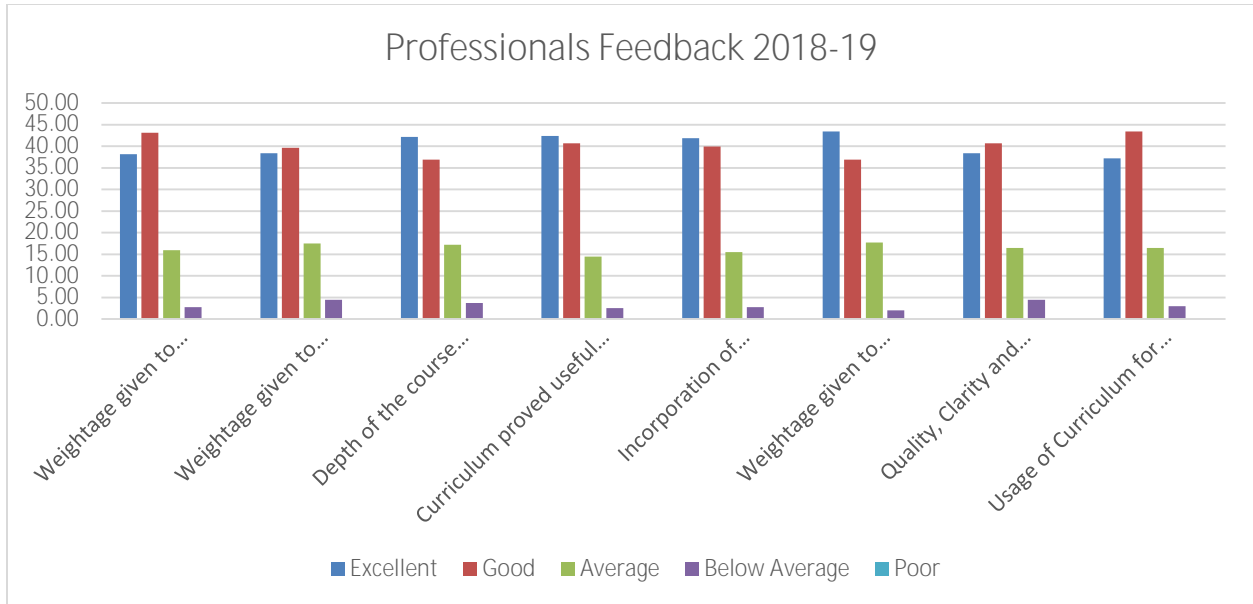


Employer Feedback 2018-19					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Fulfillment of Programme / Course outcomes	72.18	21.82	5.76	0.24
2	Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)	68.11	23.98	7.91	0.00
3	Weightage given to Skill development / Entrepreneurship development / Employability	64.03	23.98	11.51	0.48
4	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	74.10	16.31	9.35	0.24
5	There should be addition in the curriculum	64.27	23.98	11.51	0.24

Employer Feedback Analysis 2018-19

1. 72% Excellent, 22% good, and 6% average was the rating for Fulfillment of Programme / Course outcomes.
2. Employers have rated 68% excellent, 24% good, 8% average, for Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country).
3. 64% excellent, 24% as good, and 12% average was the rating given by employers for weightage given to Skill development / Entrepreneurship development / Employability
4. Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) received the rating of 74% as excellent, 16% good, and 9% as average.
5. The employers have given rating as 64% as excellent, 24% as good and 12% as average for addition in the curriculum.

Professional Feedback Analysis 2018-19



Professional Feedback 2018-19					
Sr. No	Question	Excellent (%)	Good (%)	Average (%)	Below Average (%)
1	Weightage given to Employability / entrepreneurship/ Skill development courses/subjects	38.15	43.14	15.96	2.74
2	Weightage given to practical, field work component	38.40	39.65	17.46	4.49
3	Depth of the course content	42.14	36.91	17.21	3.74
4	Curriculum proved useful at workplace	42.39	40.65	14.46	2.49
5	Incorporation of component about development of managerial / leadership qualities	41.90	39.90	15.46	2.74
6	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	43.39	36.91	17.71	2.00

7	Quality, Clarity and relevance of textual reading / Reference material / Study material	38.40	40.65	16.46	4.49
8	Usage of Curriculum for development of human resource at your industry/workplace	37.16	43.39	16.46	2.99
9	Overall rating	39.40	41.40	17.21	2.00

Professional Feedback Analysis 2018-19

1. More than 80% of professionals have given excellent/good while 16% have given average and 3% as below average rating for weightage given to Employability / entrepreneurship/ Skill development courses/subjects
2. Weightage given to practical, field work component has been rated as 38% excellent, 40% as good, 18% as average and 5% below average.
3. Depth of the course content has been rated as 42% excellent, 37% as good, 17% as average and 4% below average.
4. Professionals have rated the curriculum proved to be useful at workplace has been rated as 42% excellent, 41% as good and 14% as average and 2% as below average
5. Incorporation of component about development of managerial / leadership qualities has been given the ratings as 42% excellent, 41% as good, 14% as average and 3% below average.
6. Weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) received ratings as 43% excellent, 37% good 18% as average and 2% below average.
7. Professionals have given ratings as 39% as excellent, 41% as good, 16% as average and 4% as below average for quality, clarity and relevance of textual reading / reference material / Study material
8. Usage of curriculum for development of human resource at your industry/workplace has been rated by professionals as 37% as excellent, 43 % as good, and 16% as average and 4% as below average.
9. Professionals have given overall rating for curriculum as excellent by 39%, good by 41 %, and average by 17% and below average by 2%.



**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

**Action Taken Report on Feedback
2018 - 2019**



**BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)
MEDICAL COLLEGE & HOSPITAL, SANGLI**

ACTION TAKEN REPORT ATR on students feedback
STUDENTS' FEEDBACK ON CURRICULUM 2018-19

The feedback was communicated to administrative staff, all head of departments & faculty. As a part of actions taken for improvement as suggested in last feedback, following measures were taken.

1. Faculty members were advised to emphasize on discussion & practice of various types of MCQs.
2. Teachers' training sessions are regularly conducted to learn the new teaching techniques/methods of teaching which will make the teaching interesting, engaging students fully during allotted teaching hours & fruitful.

Dr. R. P. Limaye
IQAC Coordinator,
BVDU (MCH), Sangli



Dr. R. B. Kulkarni
Dean,
BVDU, MCH, Sangli

Dean,
Bharati Vidyapeeth (Deemed to be University)
Medical College & Hospital, Sangli.



BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY
DENTAL COLLEGE AND HOSPITAL
SECTOR 7, C.B.D BELAPUR , NAVI MUMBAI



Analysis and Action plan for Professional Feedback on Curriculum 2018-2019


Overall, the professionals were satisfied with the current curriculum. Areas where curriculum can be further developed is development of leadership qualities/decision making capability of students. There is scope of improvement of the curriculum in areas of clinical skill development entrepreneurship development, ethics and communication skills and project based learning.

For clinical exposure, a proposal of clinical observance is put forward, where the students will be sent to different clinics to observe the procedures done over there. The teachers will be encouraged to adopt innovative teaching and learning methods to improve the quality of learning experience by the students.


To improve leadership and decision-making qualities, incorporation of additional lectures and hands-on will be done. For further development of entrepreneurship, ethics and communication skills, relevant topics will be included in the curriculum. For project based learning, students will be given team based projects.

PRINCIPAL
BHARATI VIDYAPEETH
(Deemed to be University)
DENTAL COLLEGE AND HOSPITAL
C.B.D. NAVI MUMBAI - 400 614,
NEAREST RLY. STATION, KHARGHAR

Sr No.	Question	Response	Action Taken
1	Applicability / relevance to real life situation/ patient and local developmental needs (as per health/current scenario of country)	About 70% responses constitutes excellent to good. 30 % responses are in average and below average category	i) Teachers training programme conducted . ii) Teachers trained to included problem and patient based learning
2	Weightage given to skill development/ entrepreneurship development/employability	78 % responses falls in excellent to good category About 20% responses are in average and below average category	i) More of skill developmental programmes started for interns. ii) Practice management / research methodology programmes conducted for interns. iii) AETCOM for undergraduate students
3	Weightage given to project based learning	About 74% graded excellent to good. 20% were average to below average response	i) Projects already given to students. Students sensitized for better involvement to learn from these projects. ii) UG and interns have been involved in research projects and participated in SRC
4	Weightage given to theory, Practical & field work component	About 80 % responses were of excellent to good. 20% were average response	i) Enough theory classes conducted ii) To improve practical and field work component. More of camps are being conducted by Community and pediatric


 PRINCIPAL
 BHARATI VIDYAPEETH
 (DEEMED TO BE UNIVERSITY)
 DENTAL COLLEGE AND HOSPITAL
 SECTOR-7, C.E.D. BELAPUR,
 400 614.

			dentistry department. To cater for different age groups.
5	Fulfilment of programme / course outcome	77 % responses were of excellent to good. Only 20 % were average to below average response	Dental Education Unit established. Teacher training done .Teachers will be better able to evaluate, implement and fulfil the course outcome, after training.
6	Weightage given to learning values(in terms of knowledge, concept, manual skills, analytical abilities & broadening perspective	88% responses were of excellent to good. 12% average response received	Value added programs including Practice Management and AETCOM session for UG students and interns introduced
7	Weightage given to ethics, communication, counselling	74%- excellent to good response 22% - average response	i)AETCOM for undergraduate students. ii)Robust mentor/mentee programme planned iii) Students are kept under constant check for studies
8	Quality, clarity & relevance to textual reading reference material/study material	88%- excellent to good response About 12% - average response	Enough reading material available. Library period included in timetable for students to visit and access this. Online access to e-journal provided for further improvement


 PRINCIPAL
 EBHARATI DENTAL COLLEGE
 (DEPARTMENT OF DENTISTRY)
 DENTAL CLINIC, ANS HOSPITAL
 SSECUR, C.B.D, BELAPUR,
 NAVMUMBAI - 400 017.



BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY

DENTAL COLLEGE AND HOSPITAL

SECTOR 7, C.B.D BELAPUR , NAVI MUMBAI



Analysis and Action plan for Student Feedback on Curriculum 2018-2019

From the responses received for a curriculum feed back, we could analyse that all the stake holders and the teachers were satisfied in the current status. For further betterment of the real life experiences and applicability in real life more practical sessions and research modules are designed to implement. To improve the quality of researches, it is decided to give more emphasize on research methodology workshops. For clinical exposure, a proposal of clinical observance is put forward, where the students will be sent to different clinics to observe the procedures done over there.

9.	Creation of interest to pursue higher education/ specialization	78%- excellent to good response. 20%- average to below average response	NEET training started for interns. Many programs related to career opportunities after BDS conducted by academic committee
10.	Overall rating		No action needed.
11.	Aims and objectives of the syllabi are well defined and clear	74%- excellent to good response. 20%- average to below average response	Orientation program already been conducted for Interns, 1 st year UG and PG
12.	Departmental level subject expert committee meetings are held for reviewing the syllabus	80%- excellent to good response 10%- average to below average	Orientation program conducted for 1 st year BDS and MDS students
13.	The Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered	86%- excellent to good response 14%- Average to below average	All rules and regulations informed to students for exams in pandemic time
14.	I am given enough freedom to contribute my ideas on curriculum design and development	89%- Excellent to good response 9%- Average to below average response	i) Teachers training programme conducted . ii) Teachers trained to included problem and patient based learning iii) Dental education unit established



Bharati Vidyapeeth
(Deemed to be University)
Pune, India.



Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Founder Chancellor : Dr. Patangrao Kadam
COLLEGE OF NURSING, NAVI MUMBAI

★ 'A' Grade University Status by MHRD, Govt. of India ★
★ Reaccredited with 'A+' Grade by NAAC (2017) ★

"Social Transformation Through Dynamic Education"

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Prof. Vaishali Jadhav
M.Sc. (Nursing)
Principal

Ref. No. : BVDU / CON / NM / 63 / 187 / 2018-19

Date : 22-03-2019

College of Nursing, Navi Mumbai

Action Taken Report on Students' Feedback on Curriculum 2018 -19

The total number of Students' feedback curriculum was taken from 198 students was taken and action plan was prepared.

ATR on student feedback

Major findings from the Feedback Analysis:

91.9% students reported usefulness of the curriculum across the undergraduate courses. The useful components of the course as identified by the students were integration of knowledge and practice, clinical exposure component of the course and theoretical aspects of the curriculum. 92.9% reported curriculum to be good in terms of its appropriateness. 88.3% were satisfied with the teaching process and benefitted positively from the courses learnt. 87.8% of students rated good for the program being interesting and included relevant subjects. 93.4% rated very good for the effectiveness of the course.

Action taken

The curriculum being well implemented. In the view of new postgraduate program being added in the next year; a more focus on improvement of learning resources was added up by the Principal. A regular update of the ICT resources for good benefit of the students to be done by the teachers.



PRINCIPAL
Bharati Vidyapeeth
(Deemed To be University)
College of Nursing
C.B.D., Sector-7, Opp. Kharghar Rly. Stn.
Navi Mumbai - 400 614.



Bharati Vidyapeeth
(Deemed to be University)
Pune, India.



Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Founder Chancellor : Dr. Patangrao Kadam
COLLEGE OF NURSING, NAVI MUMBAI

★ 'A' Grade University Status by MHRD, Govt. of India ★
★ Reaccredited with 'A+' Grade by NAAC (2017) ★

"Social Transformation Through Dynamic Education"

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Prof. Vaishali Jadhav
M.Sc. (Nursing)
Principal

Ref. No. : BVDU / CON / NM / 63574 / 2018-19

Date : 22-03-2019

ANALYSIS OF THE TEACHERS FEEDBACK ON CURRICULUM 2018 -19

Teachers' Feedback on curriculum was given by a total of 22 teachers on the components of curriculum.

Analysis of Teachers feedback

Major findings from the Feedback Analysis:

Regarding the achievement of objectives, relevancy and achievability, 86.3% teachers rated to be very good; 81.8% course was well organized, and course well-structured to achieve the learning outcomes; 86.3% the books/reference materials prescribed are relevant, updated and appropriate; 81.8% course was well structured to achieve the learning outcomes; 77.2% syllabus enabled to update knowledge and perspective in the subject area and 81.8% assessments, evaluation and instructional activities align to the learning and teaching objectives. 90.9% course addressed human/social values and professional ethics and freedom to adopt innovative teaching strategies in teaching. Suggestions on addition of learning resources in view of new program implementation.

Action Taken:

The teachers were instructed to attend conferences, faculty development programs and update their knowledge. Regarding learning resources, specialty teachers to give the list of the required books and journals was adhered. Use of innovative teaching practices and knowledge enrichment practices for all the courses to be implemented.



PRINCIPAL
Bharati Vidyapeeth
(Deemed To be University)
College of Nursing
C.B.D., Sector-7, Opp. Kharghar Rly. Stn
Navi Mumbai - 400 614.



Bharati Vidyapeeth
(Deemed to be University)
Pune, India.



Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., FR.S.C.
Vice Chancellor

Founder Chancellor : Dr. Patangrao Kadam
COLLEGE OF NURSING, NAVI MUMBAI

★ 'A' Grade University Status by MHRD, Govt. of India ★
★ Reaccredited with 'A+' Grade by NAAC (2017) ★

"Social Transformation Through Dynamic Education"

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Prof. Vaishali Jadhav
M.Sc. (Nursing)
Principal

Ref. No. : BVDU / CON / NM / 1835 / 2018-19

Date : 22-03-2019

ATR on Alumni feedback

Action Taken Report on Alumni Feedback on Curriculum 2018 -19

Feedback on curriculum was collected from a total of 37 Alumni students of with a questionnaire. The feedback was discussed and action plan was prepared.

Major findings from the Feedback Analysis:

86.4.1% of alumni reported that the component of the curriculum of applicability/relevance to clinical/case scenarios. 83.7% rated good for weightages to skill development/entrepreneurship development/employability. 78.3% rated very good weightage being given to project based learning and field work component. 75.6% had responded regarding inclusion/incorporation of recent advancements in the subject quality. 72.9% expressed good weightage given to Learning values and good in terms of Quality, Clarity and relevance of textual reading / Reference material / Study material. Suggestions received for the alumni were regarding continuation of courses like disaster and NSS activities that were useful for personality development.

Action taken

The Principal appreciated the NSS co-ordinators for the activities and collaborative course of Disaster with the City Disaster Cell, Mumbai to be continued for all the years. Also, teachers to give suggestions on increasing value added courses.



PRINCIPAL
Bharati Vidyapeeth
(Deemed To be University)
College of Nursing

C.B.D., Sector-7, Opp. Kharghar Rly. Str.
Navi Mumbai - 400 614.



Bharati Vidyapeeth
(Deemed to be University)
Pune, India.



Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Founder Chancellor : Dr. Patangrao Kadam
COLLEGE OF NURSING, NAVI MUMBAI

★ 'A' Grade University Status by MHRD, Govt. of India ★
★ Reaccredited with 'A+' Grade by NAAC (2017) ★

"Social Transformation Through Dynamic Education"

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Prof. Vaishali Jadhav
M.Sc. (Nursing)
Principal

Ref. No. : BVDU / CON / NM 637A / 2018-19

Date : 22-03-2019

ATR on Stakeholders feedback

Action Taken Report on Stakeholders' Feedback on Curriculum 2018 -19

The stakeholders gave feedback about the overall experience about the curriculum. The feedback was consolidated, and report submitted to the Principal. The same was discussed and action plan was prepared.

Major findings from the Feedback Analysis:

Majority of the stakeholders were satisfied with the participation of the students with the assigned clinical duties. 84.2% rated good on planning and implementation of nursing care by the students. 74% of maintaining a safe environment and 78.5% towards evaluation of nursing care and protection of patients' privacy being maintained; self-motivated, ability found regarding coordination with health care team members. Suggestion towards addition of patient communication and safety in the curriculum was suggested.

Action taken

As per the feedback introduction of soft skills training for the students to be implemented. Also, sessions on patient safety to be done in collaboration of the clinical experts during their clinical posting. Daily case discussions to increase the interest and motivation for the students.



PRINCIPAL
Bharati Vidyapeeth
(Deemed To be University)
College of Nursing
C.B.D., Sector-7, Opp. Kharghar Rly. Stn
Navi Mumbai - 400 614.



Bharati Vidyapeeth
(Deemed to be University)
Pune, India.



Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., FRSC
Vice Chancellor

Founder Chancellor : Dr. Patangrao Kadam
COLLEGE OF NURSING, NAVI MUMBAI

★ 'A' Grade University Status by MHRD, Govt. of India ★
★ Reaccredited with 'A+' Grade by NAAC (2017) ★

"Social Transformation Through Dynamic Education"

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Prof. Vaishali Jadhav
M.Sc. (Nursing)
Principal

Ref. No. : BVDU / CON / NM / 6357 / 2018 - 19

Date : 02-03-2019

ATR on Parents feedback

Action Taken Report on Parents Feedback on Curriculum 2018 -19

A total of feedback on curriculum was collected from a total of 110 parents of undergraduate students.

Major findings from the Feedback Analysis:

85.4% of parents rated very good for quality of education & teaching, 80.9% having good methods of teaching, use of teaching aids & technology, 81.8% learning resources and infrastructural facilities were adequate; 79% rated good in terms of discipline and campus safety, 70.9% rated good on the guidance by institute for getting jobs (placement).

Action taken

Principal emphasized to increase interaction with the parents. The placement cell to increase campus interviews for increase in opportunities for placement. The discipline committee rules and regulations to be included in detail in the orientation program with the parents.



PRINCIPAL
Bharati Vidyapeeth
(Deemed To be University)
College of Nursing
C.B.D., Sector-7, Opp. Kharghar Rly. Stn
Navi Mumbai - 400 614.

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Teachers

1. 78 % of the respondents have rated the syllabus as good in terms of weightage given to skill development /Entrepreneurship development / Employability
2. 59 % of the respondents have rated the syllabus as average in respect of the practical exposure to concepts, theories, models etc. through field work component.
3. 67 % of the respondents have rated the syllabus as good in terms of weightage given to enhancing the analytical abilities and broadening the students' perspectives
4. 82 % of the respondents have rated the overall syllabus as good
5. 73 % of the respondents have rated the system followed by the University in designing and developing of curriculum is effective.

Suggestions of teachers for the betterment of the curriculum

Faculty members suggested that more weightage should be given to practical aspects of the theory and field work component in the syllabus.

Action Taken:

It was recommended to the Board of Studies to include project /practical based learning in the proposed revision of syllabus and to facilitate the same following broad areas were also mentioned in it.

1. Summer Internship
2. Data Analysis through different applications
3. Project Management

In addition this, project/mini project based evaluation is recommended as a part of continuous evaluation system (CES).


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Employers

1. 85 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 55 % of the respondents have rated the syllabus and the contents therein as average in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 58 % of the respondents have rated the syllabus as average in terms of in terms of industry requirements.
4. 93 % of the respondents rated the contents of the syllabus contents as good in terms of practical, the scope for field visits and research work.

Suggestions of employer for the betterment of the curriculum

Employers suggested that the syllabus should contain the courses which are relevant in respect of the industry requirements.

Employers suggested to give more emphasis on skills for enhancing the employability of the students.

Action Taken:

Board of studies were recommended to add the following courses in the proposed revision of syllabus considering industry requirements:

- a) Marketing in today's digitized world
- b) Cross-cultural Issues
- c) Business analytics and data sciences
- d) Laws related to Labors
- e) Financial Planning


Dr. Sachin S Vernekar
Dean FMS BVDU &
Director IMED, PUNE

Bharati Vidyapeeth (Deemed to be University)
Institute of Management & Entrepreneurship Development, Pune

Feedback Analysis on Curriculum by Alumni (2018-19)

1. 93 % of the respondents have rated the syllabus as excellent in terms of its applicability /relevance to real life situations and current scenario of the country.
2. 58 % of the respondents have rated the syllabus and the contents therein as good in respect of enhancing students' employability, skill development and gives impetus to entrepreneurship as a career option
3. 53 % of the respondents have rated the syllabus as average in terms of value added courses.

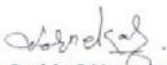
Suggestions of Alumni for the betterment of the curriculum

More value added courses should be included in the syllabus.

Action Taken:

Based on the suggestions received from alumni it was recommended to add new value added courses in the proposed revision of syllabus.

- a) Human Values
- b) E-Commerce
- c) Artificial Intelligence
- d) Cyber Security


Dr. Sachin S Verhekar
Dean FMS BVDU &
Director IMED, PUNE



Bharati Vidyapeeth
(Deemed to be University) Pune.

Accredited With 'A+' Grade (3rd Cycle) by NAAC , 'A' Grade University Status by MHRD, Govt. of India.

YASHWANTRAO MOHITE INSTITUTE OF MANAGEMENT, KARAD.

Founder : Hon. Dr. Patangrao Kadam M.A., LL.B., Ph.D.

Ref. : BV(DU) / YMIMK /

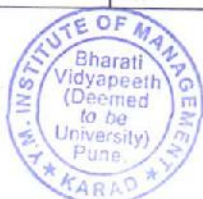
Date :

FEEDBACK ANALYSIS OF STAKEHOLDERS AND ACTION TAKEN REPORT
Academic Year-2018-19

INTRODUCTION

The institution collects feedback on curriculum aspects and courses from different stakeholders such as students, alumni, teachers, employers once the feedback is analyzed and valuable suggestions given were considered and necessary actions was executed.

Issue Identified by Stake holder on Curriculum	Feedback Analysis / Stakeholder feedback	Action Taken on The Issue (Supporting documents)
Student	Canteen and sport facility should provide	Suggestion has been forwarded to management club coordinator
Student	Campus for students	Institute has tied up with BVDU, IMED, Pune for getting leads on placement opportunities for students.
Student	Teachers should complete the teaching part before at least 15 days before exam. Quality, Clarity and	Teachers are being briefed about the feedback.



	Study material should be provided by teachers.	
Alumni	Campus drive for students	Institute has tied up with BVDU, IMED, Pune for getting leads on placement opportunities for students.
Alumni	Try to reach every students and ask for doubts.	Teachers are being briefed about the feedback.
Alumni	Weightage given to the communication skill	Teachers are being briefed about the feedback.
Employer	Project based training should be increased	Guest lectures from eminent speakers of the industry and alumni, mini projects and field visits are planned for the coming Academic Year.
Employer	Focus on the personality development skill	Teachers are being briefed about the feedback.
Parent	Reduce Examination Fees	Director is being briefed about the feedback.

CONCLUSION

Thus the feedback given by the stakeholders were analyzed and suitable action was taken so as to satisfy the expectations of students, parents and employers. This further helped us to improvise our curriculum as per the expectations of the stakeholders




DIRECTOR
 Bharati Vidyapeeth
 (Deemed to be University), Pune.
 Y. M. Institute of Management, Karad.



Bharati Vidyapeeth

(Deemed to be University)

Pune, India.

Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★

**Institute of Management and
Rural Development Administration, Sangli.**

IMRDA

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Dr. Pallavi Jamsandekar
Director

Ref. No. : BVDU-IMRDA/ 71/2018-19

Date : 19/03/2019

Action Taken Report of the institute on feedback report 2018-19

The Feedback Analysis Committee of the institution designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues. The feedback forms were collected from students, teachers, employers, alumni and professionals. Students who offered feedback were from all the courses of IMRDA, Sangli.

The feedback collected is analysed and sent to the respective authorities for the actions.

Feedback from Students:

Feedback	Action taken
More exposure to field visits in curriculum.	More field visits are planned.
Evidence based practical demonstration	Teachers paid more attention to give more attention for Evidence based practical education
Need more exams before final University Examination.	Teachers conducted various MCQs, Unit Tests and Prelim exams before university examination.



Bharati Vidhyapeeth Bhavan, Rajwada Chowk, Sangli 416 416. Maharashtra.

Phone : 0233-2325776 Telefax : 0233-2377249 E-mail : imrda@bharatividyaapeeth.edu Web : www.imrda.bharatividyaapeeth.edu

Faculty of Medical Sciences

Name of the Programme: Master of Hospital Administration (MHA), MSc (Audiology), MSc (Speech Language Pathology)

Suggestions from the stake holder's feedback

FACULTY OF MEDICAL SCIENCES	
Stake holder	Suggestions
Student	Business communication should be taught to students along with medical writing
Teachers	Training on ethics in medico legal system in hospitals should be imparted
Alumni	Organize conferences for imparting multidisciplinary knowledge to undergraduate students Preparations for PG programs entrances
Employers	Emergency preparedness and hospital administration should be included in the syllabus
Professionals	Advance techniques in diagnostics should be taught

MINUTES OF THE MEETING OF THE BOARD OF STUDIES

The meeting of the Board of studies for Interdisciplinary Studies **BOS** in the faculty of Interdisciplinary Studies is convened on **11.01.2018** at **BVDU College of Engineering,online mode/hybrid mode** at venue and platform at **time**.

Following esteemed members of B.O.S were present:

S.N.	Name of the Members
1.	Dr. Shahaji Deshmukh, Vice Principal,BVDU's Medical College, ,Pune-43
2.	Dr. Swapnil Tak, Director, Center for Health Management Studies and Research, ,Pune-43
3.	Dr. Manasvi P. Kumar, Assistant Professor, Center for Health Management Studies and Research,Pune,Pune-43
4.	Dr. Alpana Moghe, Associate Professor, BVDU's Rajeev Gandhi Institute of IT& BT,Pune-43
5.	Dr. Preeti Patil ,Assistant Professor, BVDU's Rajeev Gandhi Institute of IT& BT,Pune-43
6.	Dr. Ruchika Ghanekar, Associate Professor, BVDU's IRSHA,Pune

Leave of absence was given to: Dr. Anil Gore, Dr. V.B. Sawarkar

At the outset the Chairman welcomed all the members and called the meeting to order.

The meeting was conducted as per the following agenda items:

Item No.1: Confirmation of Minutes of meeting of earlier BOS Meeting

The minutes of meeting of the earlier BOS meeting was read and confirmed.

Item No.2: Recommendation for the update of syllabus and/or design of curriculum of **Master of Hospital Administration**

The curriculum revision was done as per the inputs of the stake-holders and the following changes in syllabus were approved to be included in the curriculum of **Master of Hospital Administration**.

Item No.3: Implementation of Electives/CBCS for the revised syllabus of **Master of Hospital Administration**.

The revised syllabus of **Master of Hospital Administration** will be CBCS and the credits to be followed as per the attached course structure.

The revised syllabus of **Master of Hospital Administration** will be implemented with courses listed in course structure as electives.

Item No.4: The revised syllabus of **Master of Hospital Administration** should have 80 – 90 % interdisciplinary courses as per the attached course structure.

Name of the Programme : Master of Hospital Administration

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<p>The following revisions points are incorporated in the curriculum revision:</p> <ul style="list-style-type: none"> • Organizational Behaviour • Management Principles • Human Resource Management • Hospital Information System • Marketing Management • Business Communication • Management Accounting • Finance Management & Health Economics • Concurrent Rotatory Practical Postings (CRPP) with Comprehensive Viva – Voce • Basics Medical Terminology • Essential English <p>Information and Communication Technology</p> <ul style="list-style-type: none"> • Hospital Organization, Structure & Business • Epidemiology & Public Health • Research Methodology & Biostatistics • Hospital Support Services Management • Clinical Services Management • Emergency Preparedness & Disaster Management • Hospital Architecture & Designing • Concurrent Rotatory Practical Postings (CRPP) with Comprehensive Viva - Voce • Project I Viva-Voce • Medical Transcription • Hospital Maintenance • Interior Designing & Landscaping <p>Wellness Spa management</p> <ul style="list-style-type: none"> • Ethics, Medico Legal Systems in Hospital • Biomedical Waste Management, Nosocomial Infections & Biosafety • Project Management in Healthcare • Health & Labour Laws • Industrial Relations • Operations Management & Research • Quality Management & Accreditation 	75.25 %

	<ul style="list-style-type: none"> • Concurrent Rotatory Practical Postings (CRPP) Viva-Voce • Customer Relationship Management • Medical Records & Database Management • Telemedicine Management • Health Insurance Management • Clinical Research Management • Medical Tourism Management • Healthcare NGO Management • Medical Writing • CSR operations Management • Concurrent Rotatory Practical Postings (CRPP) with Comprehensive Viva-Voce • Project II Viva-Voce • Health Event Management • ICD – 10 Coding System • Health Informatics Management • Entrepreneurship in Healthcare • Pharmaceutical Management 	
Scheme of Assessment	Outcomes based Assessment to be done. Concurrent Rotatory Practical Posting based Viva-Voce is added as one of the assessment Field Project Viva-Voce	12.5%
Teaching Learning Methods	Experiential Learning through field visits and Concurrent Rotatory Practical Posting Self Directed Learning and Teaching	50%
Total Curriculum Revised		45.92%

R.N.P.
Prof. Dr. R.N.Patil
 Chairman, B.O.S.
 (Interdisciplinary)

BHARATI VIDYAPEETH

(Deemed to be University)

Pune, India

438
11/1/18

Minutes of the Meeting of the Board of Studies in Surgery

(26/12/2017)

An emergency meeting of the Board of Studies in Surgery was conducted on 26th December, 2017 to discuss the Circular issued by the Rehabilitation Council of India.

Members Present:

1. Dr. Sunil V. Patil, Prof. & Head, Dept. of Orthopedic, Medical College, Sangli- Chairman
2. Dr. V. V. Prabhu, Prof. & Head Dept of Surgery, Medical College, Sangli.
3. Dr. S. S. Nilakhe, Dept. of ENT, Medical College, Sangli
4. Dr. Ms. S. R. Patil, Dept. of Ophthalmology, Medical College, Sangli

The Dean, Faculty of Medical Sciences Dr. R. B. Kulkarni was invited and requested to Chair the meeting.

The board considered the Circular dated 26/09/2017 of Rehabilitation Council of India and noted the following.

1. The programme Master in Audiology and Speech Language Pathology (MASLP) should be discontinued from the academic session 2018-19.
2. In its place two separate programmes are introduced.
 - (a) M.Sc. Speech Language in Pathology M.Sc. (SLP)
 - (b) M.Sc. Audiology - M. Sc.(AUD.)
3. The institutions which are offering the MASLP programme may choose to offer the newly introduced programme either M.Sc.(SLP) or M.Sc. (Audiology) from the academic session 2018-19.

Sunil V. Patil

Dr. Sunil V. Patil
Chairman
BOS
Surgery



Exam Section
[Signature]

R. B. Kulkarni

Dr. R. B. Kulkarni
Dean
Faculty of Med Sciences

FACULTY OF DENTISTRY

FACULTY OF DENTISTRY	
Stake holder	Suggestions
Student	Advances in Oral microbiology, medicine & radiology be elaborated in syllabus
Teachers	Oral and Maxillofacial pathology and surgery, as well as conservative sugery should be included in the syllabus
Alumni	Current trends in Prosthodontics crown and bridging be emphasized in syllabus.
Employers	Clinical exposure and training sessions should be given to students
Professionals	Pediatric dentistry should be taught with case study discussions

Name of the Programme: MDS (Prosthodontics and Crown Bridge), MDS (Periodontology), M.D.S. (Oral and Maxillofacial Surgery), MDS (Orthodontics and Dentofacial Orthopaedics), MDS (Oral Pathology and Microbiology), MDS (Conservative Dentistry and Endodontics), MDS (Oral Medicine and Radiology), MDS (Paedodontics & Preventive Dentistry),

Bharati Vidyapeeth (Deemed to be University)

Faculty of Dentistry

Board of Studies of Clinical and Para-Clinical

Ref. No. BVDU/BOS/2017-18

Date: 2nd February 2018

MINUTES OF THE MEETING OF THE BOARD OF STUDIES

The meeting of the Board of studies for **Clinical and Para-Clinical** in the faculty of **Dentistry** is convened on **2nd February 2018** at **Bharati Vidyapeeth Deemed to be University Dental College and Hospital, Pune** at **11:30 am**.

Following esteemed members of B.O.S were present:

Sr.No.	Name of the Members	Sr.No.	Name of the Members
1.	Dr. Jyoti Mandlik	5.	Dr. Sudhir Pawar
2.	Dr. Varsha Rathod	6.	Dr. Siddharth Shinde
3.	Dr. Sumedh Khare	7.	Dr. Krishna Kumar.
4.	Dr. V.N.N. Madhav		

Leave of absence was given to: Dr. Amita Mali and Dr. Raghendra Adaki

At the outset the Chairman welcomed all the members and called the meeting to order.

The meeting was conducted as per the following agenda items:

Item No.1: Confirmation of Minutes of meeting of earlier BOS Meeting

The minutes of meeting of the earlier BOS meeting were read and confirmed.

Item No.2: Recommendations for the update of syllabus and/or design of curriculum of **MDS** as per Rules and Regulations of DCI.

Dental Council of India MDS Regulation 2017 was discussed. Dental Council of India has provided a detailed syllabus and structured format. Accordingly curriculum revision was carried out as per the rules and regulations of Dental Council of India and changes in syllabus were approved to be included in the curriculum of **MDS** Program (Prosthodontics Crown and Bridge, Periodontology, Conservative Dentistry and Endodontics, Orthodontics and Dentofacial orthopedics, Oral and Maxillofacial surgery, Oral and Maxillofacial Pathology and Oral Microbiology, Oral Medicine and Radiology, Pediatric Dentistry).

Item No.3: Interdisciplinary courses in the revised syllabus of **BDS** and **MDS** Program

As per revised syllabus of **MDS**, applied basic science subjects and all speciality subjects are 100% interdisciplinary.



**Recommendations of BOS for Curriculum Revision for MDS in year 2018
for Clinical and Para-Clinical Subjects**

Subject: Prosthodontics and Crown and Bridge

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ol style="list-style-type: none"> 1. DCI MDS Regulation 2017 is totally accepted and revised accordingly. 2. Extra revisions and points are also incorporated in the curriculum (Proofs attached) 3. Specific Newer Subjects/Courses / Recent Advances in the existing topics 	Total 25%
Outcome-based Education	Identification of Postgraduate Competencies / Program Outcomes	5 %
Scheme of Assessment	Outcomes based Assessment to be done.	05%
Teaching Learning Methods	Problem Based Learning Self Directed Learning and Teaching Case-Based Learning	06 %
Total Curriculum Revised		41 %



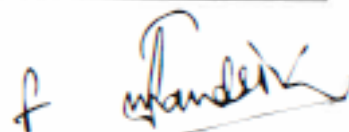
Chairman, B.O.S.

(Name, Signature and Seal)

**Recommendations of BOS for Curriculum Revision for MDS in year 2018
for Clinical and Para-Clinical Subjects**

Subject: Periodontology

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ol style="list-style-type: none"> 1. DCI MDS Regulation 2017 is totally accepted and revised accordingly. 2. Extra revisions and points are also incorporated in the curriculum (Proofs attached) 3. Specific Newer Subjects/Courses / Recent Advances in the existing topics 	Total 35%
Outcome-based Education	Identification of Postgraduate Competencies / Program Outcomes	5%
Scheme of Assessment	Outcomes based Assessment to be done.	05%
Teaching Learning Methods	Problem Based Learning Self Directed Learning and Teaching Case-Based Learning	06 %
Total Curriculum Revised		51 %



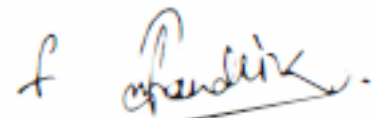
Chairman, B.O.S.

(Name, Signature and Seal)

**Recommendations of BOS for Curriculum Revision for MDS in year 2018
for Clinical and Para-Clinical Subjects**

Subject: Oral and Maxillofacial Pathology

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ol style="list-style-type: none">1. DCI MDS Regulation 2017 is totally accepted and revised accordingly.2. Extra revisions and points are also incorporated in the curriculum (Proofs attached)3. Specific Newer Subjects/Courses / Recent Advances in the existing topics	Total 20%
Outcome-based Education	Identification of Postgraduate Competencies / Program Outcomes	5 %
Scheme of Assessment	Outcomes based Assessment to be done.	05%
Teaching Learning Methods	Problem Based Learning Self Directed Learning and Teaching Case-Based Learning	07 %
Total Curriculum Revised		37%

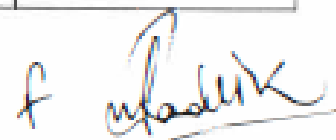

Chairman, B.O.S.

(Name, Signature and Seal)

**Recommendations of BOS for Curriculum Revision for MDS in year 2018
for Clinical and Para-Clinical Subjects**

Subject: Orthodontics and Dentofacial orthopedics

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ol style="list-style-type: none"> 1. DCI MDS Regulation 2017 is totally accepted and revised accordingly. 2. Extra revisions and points are also incorporated in the curriculum (Proofs attached) 3. Specific Newer Subjects/Courses / Recent Advances in the existing topics 	Total 25%
Outcome-based Education	Identification of Postgraduate Competencies / Program Outcomes	8 %
Scheme of Assessment	Outcomes based Assessment to be done.	05%
Teaching Learning Methods	Problem Based Learning Self Directed Learning and Teaching Case-Based Learning	07 %
Total Curriculum Revised		45%




Chairman, BOS

(Name, Signature and Seal)

**Recommendations of BOS for Curriculum Revision for MDS in year 2018
for Clinical and Para-Clinical Subjects**

Subject: Conservative Dentistry and Endodontics

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ol style="list-style-type: none"> 1. DCI MDS Regulation 2017 is totally accepted and revised accordingly. 2. Extra revisions and points are also incorporated in the curriculum (Proofs attached) 3. Specific Newer Subjects/Courses / Recent Advances in the existing topics 	Total 25%
Outcome-based Education	Identification of Postgraduate Competencies / Program Outcomes	5%
Scheme of Assessment	Outcomes based Assessment to be done.	05%
Teaching Learning Methods	Problem Based Learning Self Directed Learning and Teaching Case-Based Learning	07 %
Total Curriculum Revised		42 %

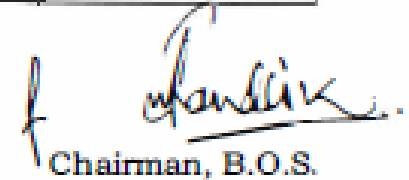

 Chairman, BOS

(Name, Signature and Seal)

**Recommendations of BOS for Curriculum Revision for MDS in year 2018
for Clinical and Para-Clinical Subjects**

Subject: Oral Medicine and Radiology

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ol style="list-style-type: none">1. DCI MDS Regulation 2017 is totally accepted and revised accordingly.2. Extra revisions and points are also incorporated in the curriculum (Proofs attached)3. Specific Newer Subjects/Courses / Recent Advances in the existing topics	Total 25%
Outcome-based Education	Identification of Postgraduate Competencies / Program Outcomes	8%
Scheme of Assessment	Outcomes based Assessment to be done.	05%
Teaching Learning Methods	Problem Based Learning Self Directed Learning and Teaching Case-Based Learning	8 %
Total Curriculum Revised		46 %

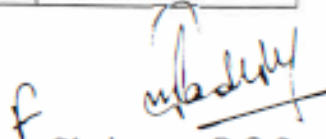

Chairman, B.O.S.

(Name, Signature and Seal)

**Recommendations of BOS for Curriculum Revision for MDS in year 2018
for Clinical and Para-Clinical Subjects**

Subject: Pediatric and Preventive Dentistry

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	<ol style="list-style-type: none">1. DCI MDS Regulation 2017 is totally accepted and revised accordingly.2. Extra revisions and points are also incorporated in the curriculum (Proofs attached)3. Specific Newer Subjects/Courses / Recent Advances in the existing topics	Total 25%
Outcome-based Education	Identification of Postgraduate Competencies / Program Outcomes	8 %
Scheme of Assessment	Outcomes based Assessment to be done.	05%
Teaching Learning Methods	Problem Based Learning Self Directed Learning and Teaching Case-Based Learning	07 %
Total Curriculum Revised		45 %


Chairman, B.O.S.

(Name, Signature and Seal)

FACULTY OF ENGINEERING

Name of the Programme: ARCHITECTURE

FACULTY OF ENGINEERING	
Stake holder	Suggestions
Student	Project based learning opportunity be arranged
Teachers	Problem based learning
Alumni	Site visits be arranged
Employers	Skills development and self improvement be taught to students
Professionals	Internships and expert talks should be organized

d. Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Contents were revised for: Sustainable Development Sustainable Design Studio I, II & III Self-Study Electives	10%
Outcome-based Education	Identification of learning outcomes for each course. Program Outcomes identified.	10%
Scheme of Assessment	Passing percentage increased to 50% from 40%.	5%
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self-directed Learning and Teaching Simulation-Based Learning	5%
Total Curriculum Revised		30%

g. Recommendations of BOS based on COA guidelines for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	Contents were revised for: Highlighted in the structure above	15%
Outcome-based Education	NA	---
Scheme of Assessment	Introduction of theory paper to Sem VII&VIII	10 %
Teaching Learning Methods	Problem Based Learning Laboratory Based Learning Self-directed Learning and Teaching Simulation-Based Learning	5%
Total Curriculum Revised		30%

FACULTY OF LAW

Name of the Programme: LLM

FACULTY OF LAW	
Stake holder	Suggestions
Student	More industry and court visits should be arranged
Teachers	Research based projects are required for students
Alumni	Advanced techniques should be added in curriculum
Employers	More exposure and training sessions should be imparted to students
Professionals	Current trends in various subjects be updated

Recommendations of BOS based on Stakeholder’s feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision. Specific Newer Courses / Recent Advances in the existing topics	20%
Outcome-based Education	Identification of Graduate / Post Graduates attributes/Competencies (As Applicable), Program Outcomes, Course Outcomes and Mapping of CO-PO	5%
Scheme of Assessment	Outcome based Assessment to be done	5%
Teaching Learning Methods	Select any 2-4 as applicable for the programme Problem Based Learning Self Directed Learning and Teaching Simulation-Based Learning	5%
Total Curriculum Revised		35%



Chairman, B.O.S.

M.B. Sarda
Dr. M.B.Sarda
Dean & Principal

PRINCIPAL
Bharati Vidyapeeth Deemed to be University
NEW LAW COLLEGE
Erandwane, Pune - 411 038,

FACULTY OF SCIENCE

Name of the Programme: BSc, MSc (Chemistry), MSc (Microbiology), BSc (Computer Science), MSc (Computer Science)

FACULTY OF SCIENCE	
Stake holder	Suggestions
Student	Advance techniques and concepts in Analytical, Inorganic, organic Chemistry be included in syllabus
Teachers	Curriculum should be updated with hands on training in various advance equipments
Alumni	Job oriented training be included in curriculum
Employers	Practical training on advanced equipment is essential in syllabus
Professionals	Professional grooming with advance knowledge is required

FACULTY OF ARTS COMMERCE AND SOCIAL SCIENCES

Name of the Programme: BA, B Com, MA (English), M Com., B.Library and Information Sciences, M. Library and Information Sciences, BA Photography and Cinematography, BA Commercial Photography, **BVA- Visual arts**

FACULTY OF FACULTY OF ARTS COMMERCE AND SOCIAL SCIENCES	
Stake holder	Suggestions
Student	Recent advanced in existing subjects be incorporated in the syllabus
Teachers	CBCS should be implemented
Alumni	Research skills of the students be improved
Employers	Project based exposure and training sessions should be imparted to students
Professionals	Critical thinking of students be encouraged

Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision: Specific New courses/ Courses / Recent Advances in the existing topics	15-20 %
Outcome-based Education	Identification of Graduate/Postgraduate attributes/ Competencies, Programme Outcomes, Course Outcomes and Mapping of COs-POs	5-10 %
Scheme of Assessment	Outcomes based Assessment	5 %
Teaching Learning Methods	Critical thinking Problem solving approach Disciplinary knowledge Research related skills Ethical & social understanding Teamwork Self-directed learning	10-15 %
Total Curriculum Revision		30-40 %



(Signature)

Dr. R.S. Zirange
Chairman,

Board of Studies in Marathi, English & Foreign Languages

Item No.2: Recommendation for the update of syllabus and/or design of curriculum of B.Com. Programme and B.A. (Economics courses) in general and semester III and IV in particular.

The programme structure of B.Com. and B.A. (Economics courses) was approved in January 2017 meeting. According to approved structure and the course titles, the syllabus for Semester III and Semester IV was discussed elaborately and approved as well as recommended for the implementation of the same from AY 2019-20. The curriculum revision was done by considering the guidelines given by UGC, New Delhi for implementation of Choice Based Credit System highlighting the importance of interdisciplinary approach for various courses offered under this programme.

Item No.3: Implementation of Electives for SY B.Com. and SY B.A., Economics courses of Semester III and IV

The revised syllabus of B.Com. and B.A. (Economics courses) Semester III and IV will be CBCS and the credits to be followed as per the attached course structure.


The revised syllabus of B.Com. and B.A. (Economics courses) Semester III and IV will be implemented with courses listed in course structure as electives.



Recommendations of BOS based on Stakeholders' feedback for Curriculum Revision

Areas of Curriculum Revision	Recommendation of BOS	Percentage of Curriculum Revised
Course Content	The following revisions and points must be incorporated in the curriculum revision: Specific New Courses / Recent Advances in the existing topics	15-20 %
Outcome-based Education	Identification of Graduate/Postgraduate attributes/Competencies / Programme Outcomes, Course Outcomes and Mapping of COs-POs	7-12 %
Scheme of Assessment	Outcomes based Assessment to be done.	5 %
Teaching Learning Methods	Problem Based Learning Self-Directed Learning	15-20 %
Total Curriculum Revised		30-40 %




Mr. V. N. Kadam
Chairman, BOS

Faculty of Management

Name of the Programme: Hotel Management Catering Technology, BSc- Hospitality and Hotel Administration

FACULTY OF HOTEL MANAGEMENT & CATERING TECHNOLOGY	
Stake holder	Suggestions
Student	Advances in bakery product manufacturing be updated in syllabus
Teachers	Hotel management skills be improved by including subjects like house keeping, accounting, etc.
Alumni	Bakery and kitchen management should be incorporated in syllabus
Employers	More clinical exposure and training sessions should be imparted to students
Professionals	Bar operations and alcoholic beverages, cocktail making should be included in syllabus

Recommendations with respect to curriculum development as discussed in earlier BOS dated- 11th October 2017 are finalized as follows:

1. The following new subjects with additional content to be incorporated related to Food Production department:

Industry expert Chef Mark Phillipose opined that Food commodities subject should be taught with respect to FSSAI regulations and has been added to the Sem -I with 2 credits.

Bakery component to be added to Advance food production and Kitchen management in the Sem-VI for B.Sc. (H&HA) and Sem-VII for BHMCT.


2. The following new subjects with additional content to be incorporated related to Food and Beverage department:

The content of Alcoholic Beverages-I & II to be increased with detailing added with respect to types, properties, brands and uses of alcoholic beverages. The provision has been made to increase the Hands-on skills for Cocktail making in the practical module for the mentioned subjects.

The Bar operations component to be added to Food and Beverage Operations and Management in the Sem-VI for B.Sc. (H&HA) and Sem-VII for BHMCT.

3. The following new subjects with additional content to be incorporated related to Rooms division department with division of the course into 2 distinct departments: House Keeping and Front Office:

B.Sc. (H&HA)	BHMCT
Sem-I Basic Housekeeping operations Basic Front office operations	Sem-I Basic Housekeeping operations Basic Front office operations
Sem-II Managing Housekeeping operations Managing Front office operations	Sem-II Managing Housekeeping operations Managing Front office operations
Sem-IV Allied Housekeeping functions Front office Accounting	Sem-III Allied Housekeeping functions Front office Accounting
Sem-V Accommodation Operations	Sem-V Accommodation Operations
Sem-VI Accommodation Operations	Sem-VII Accommodation Operations


 PRINCIPAL
 Bharati Vidyapeeth
 (Deemed to be University)
 IHMCT Pune-410 043.

FACULTY OF INTERDISCIPLINARY SCIENCES

Name of the Programme: MSc- Biotechnology, MSc- Medical Biotechnology

FACULTY OF INTERDISCIPLINARY SCIENCES	
Stake holder	Suggestions
Student	Advances cutting edge technology in Biotech and Pharma sector be updated in syllabus
Teachers	Update of syllabus required for including advances in the current technologies in the biotechnology such as stem cell technology, nanomedicine.
Alumni	Extensive hands on projects be given through internships in reputed institutes
Employers	Practical application with problem solving attitude be inculcated in students
Professionals	Specialization subjects should include advance knowledge in the subject

Item No. 1 & 2: Consideration of the revised draft syllabus of M.Sc. in Biotechnology and criteria for eligibility, scheme of examination and evaluation of the course

The Chairman BOS presented the following important features of the revised curriculum:

- i) The revised curriculum is of 102 credits and executed in four semesters.
- ii) The syllabus of each subject is updated to include recent advances and emerging areas.
- iii) Extensive practical courses are designed to supplement all theory courses.
- iv) The core subjects are covered in first semester and the applied as well as specialized subjects are offered in second and third semester.
- v) The fourth (Sem IV) semester is devoted for dissertation project. The curriculum allows students to undertake research project in National Research Institutes and reputed Biotechnology Industries anywhere in the country.
- vi) The syllabus is focused towards empowerment of students to face cutting edge research and industries in the Biotechnology & Pharmaceutical sector.

- Ideas for promotional activities for MHA & Diploma programs (SSC eligibility): Web advertisement, e-mailers to hospital administrators and other social media can be used for promotion of MHA. Students of high schools in rural Maharashtra can be approached for diplomas which have SSC as their eligibility criteria.

14. Consideration of the revised draft syllabus of M.Sc. in Medical Biotechnology framed in Choice Based Credit System , Consideration of eligibility, rules, scheme of examination, and evaluation pattern of the above revised course

The course structure and detailed syllabus of the revised curriculum was discussed. The important features are mentioned below:


- The revised curriculum is of 110 credits and executed in four semesters.
- The syllabus of each subject is updated to include recent advances and emerging areas.
- Extensive practical courses in areas such as Clinical Biochemistry, Molecular Diagnostics, Animal Tissue Culture, Stem Cell Biology, Pharmaceutical Biotechnology, Bioprocess Technology, Nanotechnology, Cytogenetic analysis, Analytical Techniques and Computational Biology are designed to supplement the theory courses.
- The core subjects are covered in first semester and the applied as well as specialized subjects are offered in second and third semester.
- The fourth (Sem IV) semester is devoted for dissertation project. The curriculum allows students to undertake research project in National Research Institutes and reputed Biotechnology Industries anywhere in the country.
- The syllabus is focused towards empowerment of students to face cutting edge research and industries in the life science & Pharmaceutical sector.

It is resolved that,

The course structure, detailed syllabus, eligibility, scheme of examination and evaluation were discussed and approved by the honorable members of the BOS Committee. The members suggested making a provision in the syllabus for reward of 2 extra credits in case of any significant outcome of the dissertation study undertaken by students. The research outcome is suggested to be in terms of publication in indexed national/International journal; filing of patent; or receipt of Grant/fellowship for commercialization of technology.

The curriculum is revised accordingly and the revised curriculum is enclosed.

15. The meeting ended with votes of thanks to chair.


PRINCIPAL
 Bharati Vidyapeeth
 (Deemed to be University)
 Rajiv Gandhi Institute of I.T. & B.T.
 Pune-Satara Road, Pune - 411046.