



**BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY
PUNE**

Action Taken Report

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.

Jambhai Rao

Dr. J. R. Rao
BOS Chairman

K.R. Mahadik

Dr. K. R Mahadik
Principal



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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.

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BOS Chairman

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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

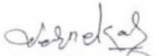
- Employers suggested that the syllabus should contain the courses which are relevant in respect of the industry requirements.
- Employers suggested to give more emphasis on skills for enhancing the employability of the students.

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


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IMRDA

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

Chancellor

Dr. Pallavi Jamsandekar
Director

Founder Chancellor : Dr. Patangrao Kadam

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**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



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Pune, India.

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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



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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

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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).



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.

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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.

Healer



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.

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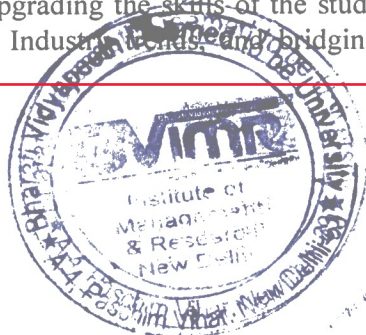
2019-2020

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.

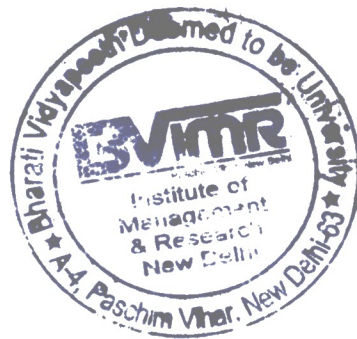
The academic-industry gaps were lugged. The students were encouraged, motivated and inspired to do more assignments and presentations, as part of their curriculum. To make these more effective, greater component of continuous assessment marks were allotted for assignments and presentations. Similarly, “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.



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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

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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.



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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.



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- * 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.



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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	<ul style="list-style-type: none">• Clinical internships could be increased
Teachers	<ul style="list-style-type: none">• Training on E resources be arranged
Alumni	Clinical practices in allied fields could be incorporated in syllabus as additional courses
Employers	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Internships and lab based projects in industry are needed
Teachers	<ul style="list-style-type: none">• Recent industrial advances be incorporated in syllabus
Alumni	<ul style="list-style-type: none">• Industry readiness can be done by guest lectures of allumni
Employers	<ul style="list-style-type: none">• Enhanced skills and documentation abilities be inculcated in students
Professionals	<ul style="list-style-type: none">• 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%

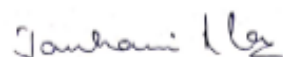


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Name of the Program: M Pharm Pharmaceutics

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%

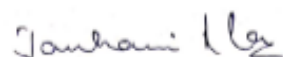


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Name of the Program: M Pharm Pharmaceutical Chemistry

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%

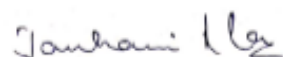


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Name of the Program: M Pharm Pharmacology

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%

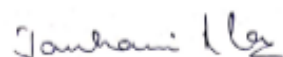


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Name of the Program: M Pharm Pharmacognosy

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%

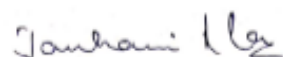


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Name of the Program: M Pharm Quality Assurance Techniques

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%

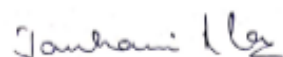


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Name of the Program: M Pharm Pharmaceutical Biotechnology

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%

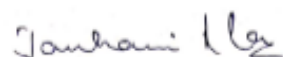


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Name of the Program: M Pharm Drug Regulatory Affairs

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%



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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	<ul style="list-style-type: none">• Current trends in market be included in syllabus
Teachers	<ul style="list-style-type: none">• Critical thinking, Research skills should be improved in students
Alumni	Team work and networking should be done by students
Employers	<ul style="list-style-type: none">• 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 %



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Chairman,

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