Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in   🌐 : www.PCU.edu.in   📞 : +91 9552421225

Date: 26.07.2023

Minutes of Meeting

Dear All,

The inaugural meeting of the Board of Studies of PCU School of Design was held on 26th July 2023 on the PCU Campus to discuss and plan the new curriculum for Bachelor of Design Programs as per the NEP and HEQF.

The following list of members were present for the meeting.

Sr.	Name	Designation	Categories of External & Internal Stakeholders (Industry/Academics/Research)	Signature
1	Ashish Nar	Director, PCU School of Design	**Chairperson**	
2	Kushal Jadhav	Dean, PCU School of Design	Internal Member	
3	Uttam Hasabnis	Associate Professor	Internal Member	
4	Dr. Shilpi Bora	Associate Professor	Internal Member	
5	Abhijeet Bhoge	Director, Founder, Studio 34 Design Art Pvt. Ltd.	Special Invitee	
6	Ankit Soni	Assistant Professor, World University of Design, Sonipath	External Member - Academia	
7	Anoop Nishanth	CEO Founder, Micro-mobility, Chennai	External Expert - Industry	
8	Dr. Pallavi Rani	Assistant Professor, NIFT Mumbai	External Expert – Research	

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

Following are the minutes of the meeting:

Part A

Agenda 1: Introduction and context setting

1. A warm welcome and introduction of the esteemed members of the Board of Studies was delivered by Prof Ashish Nar, Director School of Design, PCU.

2. The welcome and introduction of Board of Studies (BOS) members involved acknowledging and introducing the members who had accepted the responsibility of guiding, reviewing, and contributing to the continuous improvement of the institution's academic programs.

3. Their significant expertise and experience in their respective fields were highlighted, emphasizing their potential impact on academic offerings and the institution's commitment to excellence.

4. PCU School of Design expressed confidence in the BOS members' expertise and dedication to contribute to academic growth.

5. A formal introductory meeting was proposed to provide the BOS members with a comprehensive overview of the institution, its programs, and their roles and responsibilities.

6. The institution reiterated its enthusiasm for a productive partnership with the BOS members as stated by Prof Ashish Nar.

Agenda 1a: Objectives of the Board of Studies and the role of the members

1. Post the introduction of individual members, Director of PCU School of Design Mr. Ashish Nar presented the objectives of Board of Studies

2. As this was the inaugural meeting of the Board of Studies, a detailed discussion was held on the roles of the members in sculpting and nurturing the Program Curriculum.

OBJECTIVES OF THE BOARD OF STUDIES AND THE ROLE OF THE MEMBERS

The following Objectives of the Board of Studies members as discussed:

i. To review, develop, and update the curriculum to ensure that it remains relevant and

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in   🌐 : www.PCU.edu.in   📞 : +91 9552421225

aligned with the institution's mission and educational goals. Established and maintained high academic standards by monitoring the quality of courses and programs, which includes assessments and teaching methodologies.

ii.   To identify areas for program improvement and make recommendations to enhance the overall quality of education offered by the institution. Also BOS members have added that faculties should promote innovation in teaching and learning methods, including the integration of new technologies and emerging best practices in education.

iii.   To ensure that academic programs are in sync with the requirements and expectations of the job market and various industries. The BOS members revealed that the faculties should maintain a focus on the best interests of students, including their learning experience, skill development, and overall academic welfare

iv.   To encourage interdisciplinary collaborations and interdepartmental coordination to offer comprehensive educational experiences.

v.   To ensure that academic programs comply with regional or national educational regulations, accreditation requirements, and other relevant guidelines.

Role of BOS Members:

i.   BOS members are typically experts in their respective fields. Their primary role is to provide subject-specific knowledge and insights to help shape the curriculum.

ii.   BOS members review and assess existing course offerings and program structures, identifying areas that require improvement or modification.

iii.   BOS members make recommendations regarding changes to course content, structure, assessment methods, and program outcomes to enhance academic quality.

iv.   They are responsible for evaluating the quality and relevance of courses and programs, ensuring that they meet or exceed established academic standards.

v.   BOS members may be involved in developing and reviewing assessment criteria to measure student learning outcomes.

vi.   They bring insights from their respective industries to ensure that academic programs align with current industry trends and expectations.

vii.   BOS members promote interdisciplinary collaboration and the integration of various subjects to provide holistic education.

viii.   They offer valuable feedback and contribute to the continuous improvement of academic programs. BOS members also encourage innovation in teaching and learning methods.

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
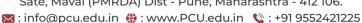Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

ix.   BOS members may engage in professional development activities to stay updated on the latest developments in their fields, which can inform their contributions to curriculum development.

x.   They maintain open communication with the institution's faculty, administration, and other stakeholders to ensure that their recommendations are effectively implemented.

xi.   Above all, BOS members have a commitment to the welfare and academic success of students, and they play a critical role in shaping the educational experience.

Agenda 1b: Benchmarking

1.   Benchmarking for the curriculum from various reputed Design institutes from India and abroad was constituted in order to establish a strong foundation for the curriculum design.

2.   The following renowned Design institutes were considered for analysis of the benchmarking process.

    In India: National Institute of Design, IIT IDC, Symbiosis Institute of Design, Unitedworld Institute of Design, MIT ID
    Outside India: Umea Institute of Design, Instituto di Marangoni, Parsons New York School of Design.

3.   The key competencies and skills that students should acquire through the design curriculum were defined. These included technical skills, creative thinking, problem-solving, communication, and project management skills.

4.   The current industry standards, trends, and best practices in the field of design were studied and analyzed including reviewing professional organizations, industry publications, and input from design professionals.

5.   The teaching methods and pedagogical approaches used in these institutions were analyzed considering how they align with best practices for fostering creativity, critical thinking, and practical skills development in design.

6.   Each curriculum component were analyzed against the identified key competencies and industry standards to create the benchmarking standards.

Agenda 2: Presentation about PCU Academic System covering:

1. A Presentation was made by Professor Ashish Nar, Director, PCU School of Design before the members giving them insights on the Pimpri Chinchwad University and ideology and concept of PCU School of Design.

2. The core idea and philosophy of PCU School of Design and how it is placed amongst the other Design Schools of the Country was discussed by the Department with the external members.

3. Based on the NEP guidelines, the Proposed Program Structures for the following Programs were presented before the members

   a. B. Des. in Fashion and Apparel Design (Presented by Dr. Shilpi Bora)

   b. B. Des. in Product Design (Presented by Mr. Kushal Jadhav)

   c. B. Des. in Visual Communication (Presented by Mr. Uttam Hasabnis)

4. Mr. Abhijeet Bhoge had generic feedback on the program structures stating that the number of courses could be reduced to a maximum 5 instead of 8 in order to give more focus on the outcome of every course.

5. A detailed discussion followed the above feedback in terms of the requirement of additional courses like Ability Enhancement and Value Addition Course as per the NEP 2020 which led to the list of courses to be longer.

6. Mr. Ankit Soni also added with a suggestion of having dedicated MOOC courses as credited course to place higher value to the Online Certification Courses as part of the Academic Structure.

7. Agreeing with Mr. Soni, Mr. Anoop Nishant added that there could be more emphasis on Entrepreneurship skill development throughout the 4 years to develop strong enterprise methodology within the students.

8. Further discussions were made on the implementation of local / national / regional/global developmental needs within the curriculum structure emphasizing on the new age of Design Education trying to have global outlook while focusing on regional heritage in design and innovation.

9. The Internal Faculty team emphasised that Courses directly relating to Employability, Skill development and Entrepreneurship should be the backbone of the Curriculum structure, while course covering Sustainability, Human Values and Professional Ethics shall form a composition of strong support to the curriculum structure.

![PCU Logo] PCET's
Pimpri
Chinchwad
University
Learn | Grow | Achieve

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

10. Mr. Abhijeet Bhoge suggested that all the courses of the Programs should align with the Industry 4.0 requirements, while still covering the basics of design foundation.

11. Assistant Prof. Ankit Soni also seconded Mr. Bhoge's thought, that the curriculum should adopt the Industry 4.0 Values in the implementation of the courses so as to prepare the students for the future of the Industry practice.

Course detailing for Foundation Year

12. As the first year of Design education has a high value to establish a strong foundation for design graduates, the curriculum for Foundation Year was discussed separately.

13. The Director of PCU School of Design, Mr. Ashish Nar presented the curriculum structure for the Foundation Year before the members.

14. As part of an exercise to ensure that all the basic elements of design were covered in the foundation, all the members suggested a list of skills to be enhanced in the foundation year.

15. Using the list of skills provided by all the members, a basic draft of structure was created as the basics of Design to be covered in the Foundation Year.

16. All members agreed upon the structure formed with the feedback from all the members.

17. As per the formed structure, the course details were further discussed by the members.

18. Mr. Anoop Nishant suggested that the new age technology such as 3D printing, should be included in the Foundation Year itself, so that the graduates are prepared for the future from the inception of the program.

19. Mr. Abhijeet Bhoge also added that the professional skill development should also be given equal importance in the foundation year.

20. Associate Professor Mr. Uttam Hasabnis gave an elaborate presentation on the content of the Fundamentals of Design course which is the backbone of the the Foundation Year.

21. As part of the course of Material Exploration, Mr. Kushal Jadhav elaborated on the content of the course along with the experimental approach towards the exploratory part of execution. All members supported the concept.

22. In addition to Prof Ashish Nar's presentation on the UG and PG courses, Dr Shilpi Bora presented on the PhD program and its structure.

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

23. A Board of Studies (BoS) meeting for a Ph.D. course in design is a critical component of the doctoral education process, especially in the field of design. These meetings are conducted to monitor and evaluate the course structure for the PhD program. Here's what typically happens during a BoS meeting for a PhD program:

Proposal to start PhD in Design at PCU

   a. Eligibility criteria for universities approved by the council to start Ph.D. program in design. The minimum criteria for a university to have approved Ph.D. degree program in Design comparing with IITs, NIDs, NITS also Dr Pallave Rani have recommended to add criteria's from both private and government Institutions.
   b. It was suggested to highlight the resources, facilities, and infrastructure that PCU will provide to support research in Design
   c. Each BoS member mentioned outlining the expected outcomes of the Ph.D. program, such as generating new knowledge, making contributions to the field, and collaborating with industry.
   d. Dr. Pallavi Rani included that the faculty members who will be supervising Ph.D. candidates and should be expertise in Design.
   e. Define the admission criteria for Ph.D. candidates by the Bos members they urge to include prerequisites, eligibility, and entrance exams and personal interviews.
   f. The BoS members specify the research areas that the program will focus on. This could include design thinking, sustainable design, user experience, or any other relevant areas within design.
   g. Suggested to describe how the program aligns with the field of Design, and emphasize any unique features or specializations.
   h. Dr Shilpi Bora has explained how the program will ensure and maintain quality in terms of curriculum, faculty, and assessment.
   i. The valuable feedback from the members were noted and it was concluded that the Value addition courses could be utilised to fulfil them.

24. A Model framework for the curriculum was developed on the basis of the requirements of NEP 2020 as well as the outcome of the benchmarking analysis. The framework carried the following distribution of the 160 credits of 8 semesters.

   Major Courses - 69 Credits

   Minor Courses – 39 Credits

   General electives – 9 Credits

   Ability Enhancement Courses – 6 Credits

   Skill Enhancement Courses – 15 Credits

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
: info@pcu.edu.in : www.PCU.edu.in : +91 9552421225

Value Added Courses – 6 Credits

Internship – 4 Credits

Final Graduation Project – 12 Credits

25. The following Program Educational Objectives and Program Learning Outcomes were presented to the members and were agree by all.

Program Educational Objectives (PEO)

PEO 1: Develop research methodologies to investigate and identify design focused interventions.

PEO 2: Develop critical thinking and ability to create innovative solutions.

PEO3: Exhibit proficiency in practices that employ media, materials & emerging technologies.

PEO4: Ability to demonstrate digital & analogue competence to present ideas.

PEO5: Develop entrepreneurial approach to create strategic design solutions.

PEO6: To be pioneers of integrating new age trends of Industry 4.0

PEO7: Developing multi-disciplinarity as a core competency in Design and Innovation.

Program Learning Outcomes

PLO1: **Research Mindset:** Evolving a research-oriented mindset as an approach to undertake design solutions.

PLO2: **Critical & Design Thinking:** Capacity to apply and effectively problem-solve in an unstructured, unfamiliar and complex context.

PLO3: **Material Sensibility:** Demonstrate advanced sensibilities to analyse attributes and applicability of materials.

PLO4: **Emerging Technology Practice:** Demonstrate curiosity and intention of practice in the domain of emerging technologies that engender innovation in the industry.

PCET's
Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

PLO5: **Analog & Digital Competency:** Demonstrate competency in a range of analog and digital skills for creativity and communication.

PLO6: **Strategic Design Disposition:** Illustrate critical understanding of impact of design interventions on micro & macro environments.

PLO7: **Entrepreneurial Attitude:** Display of professionalism, enterprise, teamwork and collaboration as an approach and attitude towards entrepreneurship.

Assessment policy for assuring quality of academic outcomes.

1. A structured framework of the evaluation policy was presented and discussed with the members student learning as the purpose of this assessment policy is to outline the principles, procedures, and responsibilities related to assessing student learning, program effectiveness, and overall academic quality.

2. Assessment activities are aligned with institutional mission and program goals as stated by Mr. Abhijeet Bhoge. He has also mentioned that a continuous process designed to identify areas for improvement and to make evidence-based decisions could be a better idea for assessment.

3. Assistant professor Ankit Soni has added that the assessment process and results should be transparent, accessible, and understandable to all stakeholders. Agreeing with Mr. Abhijeet Bhoge , Ankit Soni explain the importance of assessment practices must be consider for the diverse backgrounds and needs of students.

4. Mr. Anoop Nishanth has mentioned that the academic programs should be reviewed at regular intervals to assess their effectiveness. He has also concluded that faculty members are responsible for developing and accessing course and program-level learning outcomes.

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

Part B

Agenda 1: Programme and Curricula has relevance to the local / national / regional/global developmental needs.

1. The current and future developmental needs at the local, national, regional, and global levels were discussed. Consider factors such as economic trends, social issues, technological advancements, and environmental concerns.

2. Various perspectives on the skills and knowledge required for addressing developmental needs at the local, national, regional, and global levels were understood by evaluating local industry requirements.

3. A suggestion was made by Mr. Abhijeet Bhoge to integrate a global perspective into the curriculum to prepare students for the interconnected nature of today's world by including project topics that address global challenges and encourage an understanding of diverse cultures and perspectives.

4. Dr. Pallavi made a suggestion to design the curriculum that will incorporate interdisciplinary approaches to address complex issues. This helps students develop a holistic understanding and the ability to work across various domains.

5. Mr. Anoop Nishant emphasised on establishing partnerships and collaborations with relevant organizations, both locally and internationally which can lead to opportunities for internships, joint projects, and real-world experiences for students.

Agenda 2: Integration of cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Programme Structure and Curriculum.

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

1. The cross-cutting issues relevant to the program such as gender equality, environmental sustainability, human values, and professional ethics were defined.

2. The proposed program structure and curriculum was evaluated to identify areas where these issues can be naturally integrated by considering courses, projects, and activities that align with each issue.

3. The learning objectives associated with each cross-cutting issue were articulated, . defining what students should know and be able to do in relation to gender, environment, sustainability, human values, and professional ethics.

4. Dr. Pallavi emphasized on focusing on social and environmental responsibility throughout the curriculum by including topics related to sustainability, ethical considerations, and social impact to prepare students for responsible citizenship.

5. Mr. Ankit Soni suggested, to consider creating specific courses or modules that focus explicitly on these cross-cutting issues to ensure a dedicated space for in-depth exploration and discussion.

6. Mr. Ankit Soni further added that opportunities should be provided for practical application of knowledge related to cross-cutting issues that could include internships, projects, or fieldwork that address real-world challenges.

Agenda 3: Percentage of courses having focus on employability/ entrepreneurship/ skill development

1. Courses focused on employability, entrepreneurship and skill development were planned by considering the following elements

   a. Understanding Industry Trends

   b. Identifying Target Skills

   c. Entrepreneurial skill development

   d. Professional development

   e. Soft Skill Training

   f. Capstone Projects and Industry Internships

2. 83% percent of the total credits of the curriculum will be dedicated towards employability/ entrepreneurship/ skill development.

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

Agenda 4: Number of Value Added Courses (other than BC/CS/TC, BS, EVS & FBL) imparting transferable and life skills

1. The curriculum is structured with value-added courses involving planning of the sequence of courses to ensure a well-rounded and progressively challenging educational experience.

2. Curriculum is designed for value-added courses by careful planning to ensure that students acquire additional skills and knowledge beyond the core design program

3. Total 8 courses in all programs are dedicated towards value addition focusing on transferable and life skills.

Agenda 5: Industry 4.0 courses integrated in Programme Structure

1. The curriculum is designed in sync with the requirements of Industry 4.0 involving incorporating skills and knowledge related to emerging technologies and trends shaping the fourth industrial revolution.

2. Following parameters were considered while planning the course relating to Industry 4.0

   a. Foundation of Core Technology

   b. Integration of Smart Technology

   c. Cross-Disciplinary projects

   d. Practical application

3. Total 6 course of the curriculum are focused towards catering the needs of Industry 4.0.

4. The curriculum structure focuses to prepare students for the challenges and opportunities presented by Industry 4.0, providing a strong foundation in emerging technologies and their practical applications in the industrial sector

Agenda 6 : Guidelines for non Self- Paced learning courses

![PCU Logo] **PCET's Pimpri Chinchwad University** — Learn | Grow | Achieve

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

Creating a non-teaching, self-paced course involves developing content and materials that learners can work through independently, at their own pace. Here are some guidelines to help you create an effective self-paced course:

1. Start by outlining specific and measurable learning objectives. What should learners know or be able to do after completing the course? These objectives will guide your course development.
2. Structure your course content logically. Divide it into sections or modules, and use clear headings and subheadings to make navigation easy.
3. Use a variety of content types, including text, images, videos, and interactive elements to keep learners engaged.
4. Keep text concise and easy to understand. Avoid jargon and use plain language.
5. Include self-assessment quizzes or assignments at the end of each section to allow learners to check their understanding.
6. Provide feedback on assessments to help learners identify their strengths and weaknesses.
7. Offer additional resources, such as recommended readings, articles, or external links, for learners who want to explore topics in more depth.
8. Incorporate interactive elements like drag-and-drop exercises, case studies, or simulations to enhance the learning experience.
9. Implement a progress tracking system, so learners can see how much of the course they've completed and track their achievements.
10. Provide clear instructions for each module, activity, or assessment. Include step-by-step guidance on what learners should do.
11. Encourage active learning with self-paced activities that challenge learners to apply what they've learned. For example, provide scenarios and ask learners to solve problems.
12. Create a discussion forum or a Q&A section where learners can ask questions, share their experiences, and interact with peers (if desired).
13. Ensure that your course content is accessible to a diverse audience, including those with disabilities. Provide closed captions for videos, use accessible formats, and follow web accessibility guidelines.
14. Include a way for learners to provide feedback on the course content and structure. Use this feedback to make improvements.
15. Offer technical support to help learners with any issues they may encounter while navigating the course, such as problems with accessing materials or technical glitches.
16. Ensure that your course platform and content are mobile-friendly, as many learners prefer to access courses on their smartphones or tablets.
17. Consider offering a completion certificate to learners who finish the course. This can provide a sense of accomplishment and motivation.
18. If the course is publicly available, create a marketing plan to promote it through various channels like social media, email newsletters, and educational platforms.
19. Before launching the course, test it with a small group of users and gather feedback. Use this feedback to make necessary improvements.

![PCU logo] PCET's Pimpri Chinchwad University

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

20. Decide whether the course will be free, paid, or use a freemium model. If it's a paid course, set a reasonable price and provide payment options.
21. Ensure that your course content respects copyright laws and clearly define the licensing terms for the materials you create.
22. Commit to keeping the course updated with the latest information and technology to ensure its relevance over time.

Agenda 7: Benchmarking of programme with programme and institutions

1. Along with changes in the design of the physical environment, there has been a corresponding change in the use of language to describe the physical environment in terms of learning spaces rather than classrooms. Not only does this emphasize the importance of learning but it captures the notion that most space within a school building can be used for learning.

2. The new curriculum reflects a new, inspiring and visionary conception of learning that promotes autonomy in the learning process. It is based on the understanding that learning takes place in interaction with other students, teachers and communities, and recognises the importance of fostering multidisciplinary thinking.

3. These values are reflected in the national education policy, aimed at supporting student's growth as human beings, enabling them to become ethically responsible members of society, and at building skills and competences for meaningful life-long learning to ensure a sustainable future for all.

4. School leaders carry a significant role in establishing vision, developing strategies, and encouraging good engagement by staff, industry in the intended use of a learning environments, and student transition throughout their life at school.

5. In general, this curriculum focuses on the twenty-first century requirements of graduates to have a set of skills that are not necessarily addressed by traditional compulsory-education programmes; these skills focus on interpersonal qualities rather than functions that can be seen as routinely cognitive. Four key characteristics summarise these qualities – **Communication Skills, Critical Thinking Skills, Creative Thinking**

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

Agenda 8: Open floor for any other points to be discussed by the members.

1. At the conclusive end of the meeting, there are several additional points that BOS members discussed to further enhance the educational experience and betterment of students.

2. Assistant professor Ankit Soni addressed to assess the current curriculum's relevance in terms of addressing emerging design trends, technology advancements, and industry demands. Also he has discussed whether any new courses or modifications are needed to align with the rapidly changing design landscape.

3. Prof Ashish Nar have mentioned how there will be a exploring opportunities for interdisciplinary collaborations within the institution or with other departments, which can provide students with a broader perspective and unique skill sets.

4. Prof Uttam Hasabnis has deliberated that accreditation processes and benchmarking the program against other leading design schools to ensure that it meets or exceeds industry standards.

5. Considering international exchange programs, study abroad opportunities, or partnerships with foreign design institutions to offer students a global perspective is equally important as stated by Mr Abhijeet Bhoge.

6. Dr Shilpi Bora mentioned about the encouraging faculties and students to engage in design research and innovation projects to advance the field and the program's reputationMr. Anoop Nishanth confers many ways to strengthen connections with industry partners and increase opportunities for students to engage in internships, real-world projects, and networking.

7. Prof Kushal Jadhav enriched with the effectiveness and relevance of capstone projects and explore how they can be improved to better prepare students for their design careers

Pimpri Chinchwad University
Established under Govt. of Maharashtra Act No. V of 2023
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.
✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in 📞 : +91 9552421225

PCET's
Pimpri
Chinchwad
University
Learn | Grow | Achieve

Conclusion:

The inaugural meeting of the PCU School of Design Board of Studies was a success in terms of the fruitful feedback and suggestion received from all the members. The same will be considered and discussed within the internal team to conclude on how to accommodate them while refining the curriculum structure.

Ashish Nar   **Dr. Rajeev Bhardwaj**
Director   Pro Vice Chancellor
PCU School of Design   Pimpri Chinchwad University