1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Sr. No	Details			
1	Sample Student Feedback Form			
2 Sample Teachers Feedback Form				
3	Sample Employers Feedback Form			
4	Sample Alumni Feedback Form			

Sample Student Feedback Forms

Feedback on the syllabus and its transaction at the institution

Students feedback form

*R	equired
1.	Student Name *
2.	Class *
	Mark only one oval.
	FE
	SE
	TE
	BE
3.	Branch *
	Mark only one oval.
	Computer Engineering
	Information Technology
	Electronics & Telecommunication
	Chemical Engineering
	Biomedical Engineering
	Biotechnology
	Artificial Intelligence & Data Science
4.	Class Roll No *

(Mark only o	one c									
(2020	Mark only one oval.									
Δ		-21									
	At perceptoractices		level c	lo you	feel cu	rriculu	m desi	gn is approximating best of class			
N	Mark only o	ne ov	al.								
			1	2	3	4	5				
E	Below Aver	rage						Excellent			
				teachii	ng lear	ning &	assimi	lation is sufficient *			
N	Mark only o	ne ov	al.								
			1	2	3	4	5				
I	Below Aver	rage						Excellent			
					ng exp	erimen	its fron	n theoretical study which is not in			
р	part of co	urse	curric	ulum *							
Ν	Mark only o	ne ov	al.								
			1	2	3	4	5				
ı		rage						Excellent			

10.	There is balance between hands-on learning (learning while doing) & time set aside for building theoretical rigor *
	Mark only one oval.
	1 2 3 4 5
	Below Average Excellent
11.	Course curriculum facilitates choice based system *
	Mark only one oval.
	1 2 3 4 5
	Below Average Excellent
12.	Curriculum allows sufficient time for learning & facilitate internship at the end of every semester *
	Mark only one oval.
	1 2 3 4 5
	Below Average Excellent
13.	Any Other Suggestions

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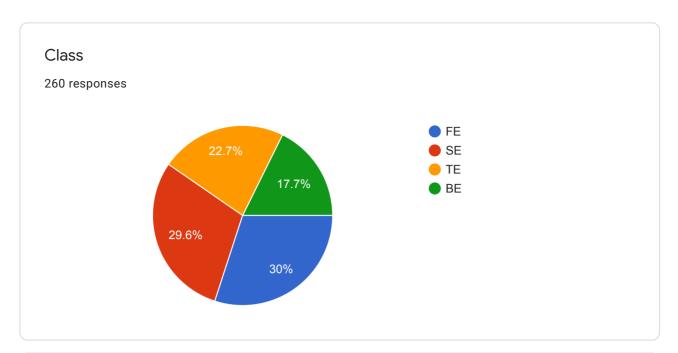
Feedback on the syllabus and its transaction at the institution

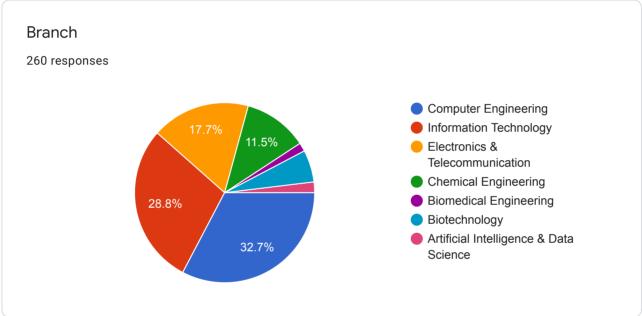
260 responses

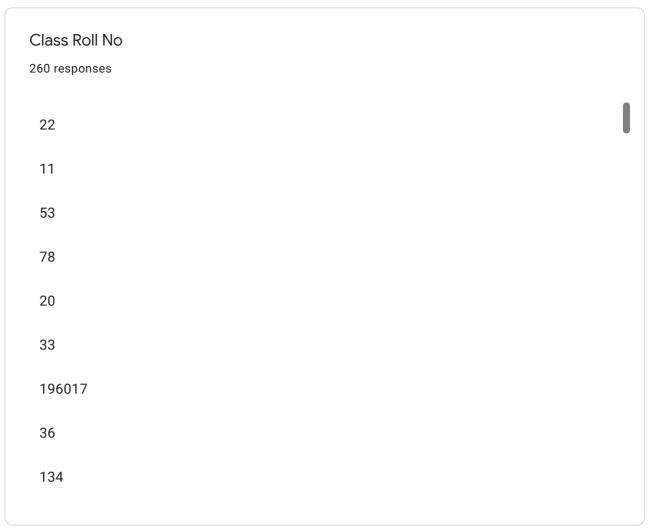
Publish analytics

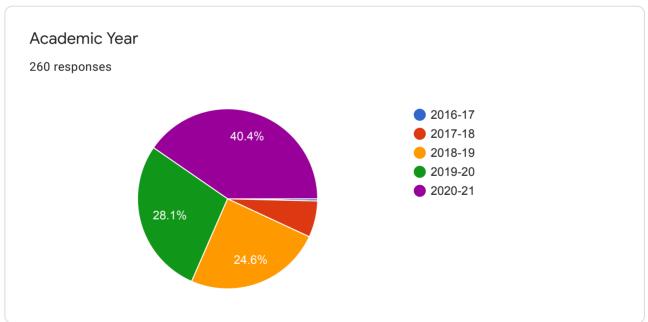
Student Name 260 responses Meet Merchant Fenil Surendra Patel Hritik Sharma Shikhaa Sushil Hiral Chatwani Kushagra Shrivastava Vikas Subhash Jaiswal Mourya Vipin Umanath Pavan Agarwal



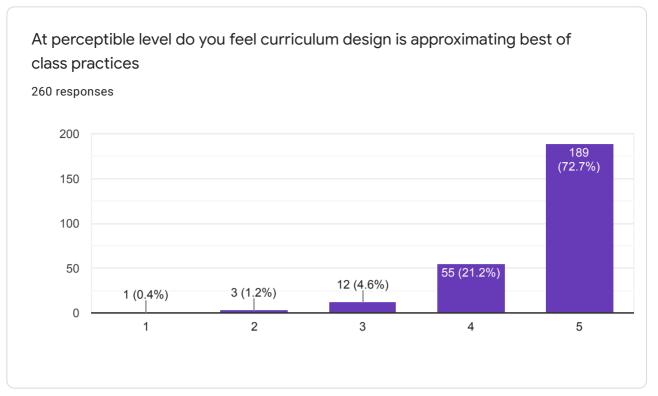


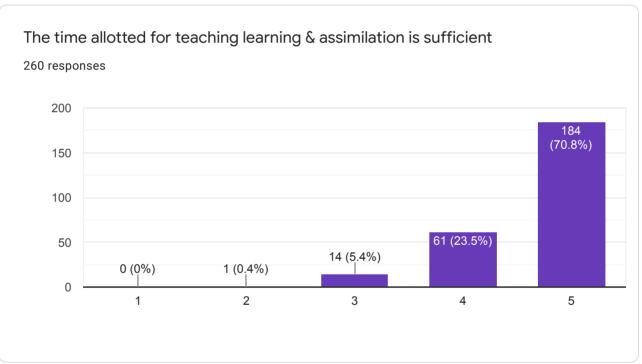










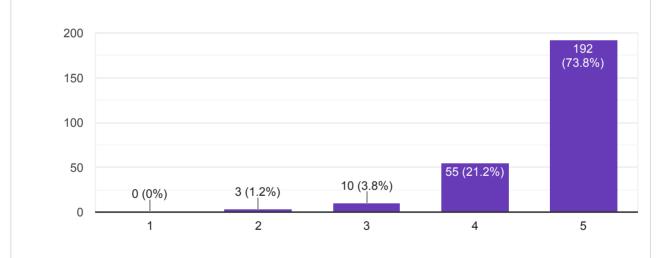




There is scope for developing experiments from theoretical study which is not integral part of course curriculum 260 responses 200 168 (64.6%) 150 100 71 (27.3%) 50 3 (1.2%) 0 (0%) 18 (6.9%) 2 3 4 5

The logical sequencing of subject matter from the first semester to last semester is seem to be based on the outcome of serious study & observation

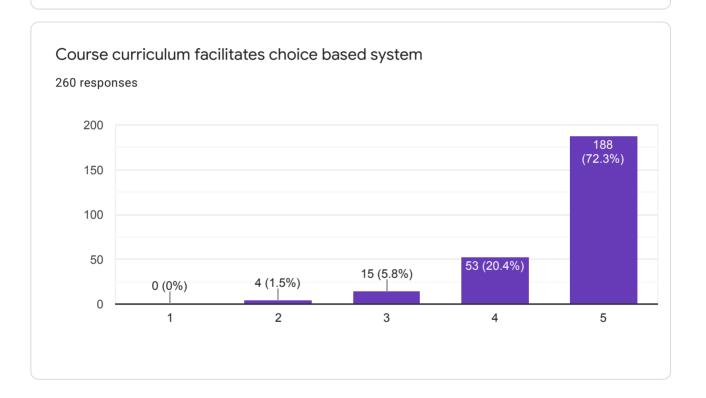
260 responses





There is balance between hands-on learning (learning while doing) & time set aside for building theoretical rigor 260 responses

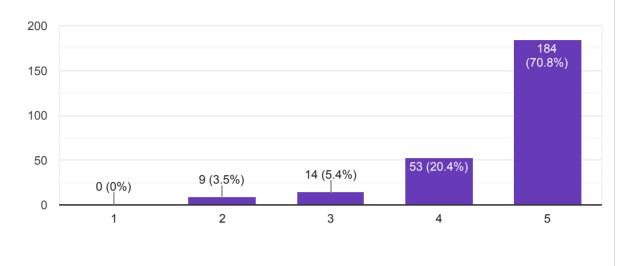
200
150
100
50
0 (0%)
4 (1.5%)
14 (5.4%)
0 (0%)

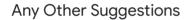




Curriculum allows sufficient time for learning & facilitate internship at the end of every semester

260 responses





37 responses

No suggestions

-

No

Nope

None

NA

Overall it was nice curriculum design with sufficient time for extra as well as co-curricular activities

Half sem was in covid lockdown with great online facilities and good free Coursera course to enhance skills

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Feedback on the syllabus and its transaction at the institution

Students feedback form

*F	Required
1.	Student Name *
2.	Class *
	Mark only one oval.
	FE
	SE
	TE
	□ BE
3.	Branch *
	Mark only one oval.
	Computer Engineering
	Information Technology
	Electronics & Telecommunication
	Chemical Engineering
	Biomedical Engineering
	Biotechnology
4.	Class Roll No *

ices * only one o	e level o	2	3	4	5	gn is approximat Excellent ation is sufficier	ting best of class
rceptible ices * only one of	1 ted for	2	3	4	5	Excellent	
ices * only one of v Average	1 ted for	2	3	4	5	Excellent	
v Average	1 ted for oval.						nt *
ime allot	ted for						nt *
ime allot	ted for	teachi	ng lear	ning &	assimi		nt *
only one c	oval.	teachii	ng lear	ning &	assimi	ation is sufficier	nt *
only one c	oval.	teachi	ng lear	ning &	assimi	ation is sufficier	nt *
v Average	1						
v Average		2	3	4	5		
						Excellent	
e is scop	e for de	evelopii	ng exp	erimen	its fron	theoretical stud	dy which is not int
only one o	val.						
	1	2	3	4	5		
v Average						Excellent	
	of course	of course curric	of course curriculum * only one oval. 1 2	of course curriculum * only one oval. 1 2 3	of course curriculum * only one oval. 1 2 3 4	of course curriculum * only one oval. 1 2 3 4 5	only one oval. 1 2 3 4 5

10.	There is balance between hands-on learning (learning while doing) & time set aside for building theoretical rigor *
	Mark only one oval.
	1 2 3 4 5
	Below Average Excellent
11.	Course curriculum facilitates choice based system *
	Mark only one oval.
	1 2 3 4 5
	Below Average Excellent
12.	Curriculum allows sufficient time for learning & facilitate internship at the end of every semester *
	Mark only one oval.
	1 2 3 4 5
	Below Average Excellent
13.	Any Other Suggestions

This content is neither created nor endorsed by Google.

Sample Teachers Feedback Forms

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:-A.Y 2020-2

Sr.			Ratin	g	
No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology			-	
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications		V		
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place	V			
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy		_		

Signature of Paculty

Manireja E.

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2020-21

Sr.			Ratin	g	
No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology				
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place				
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Faculty

Tay of Grady.

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2020-21

C.			Ratin	ıg	
Sr. No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology	6		<i>tt</i>	
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place				
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Faculty
Monica · G. Tolani

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 20 - 2

Sr.			Ratin	g	
No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology		n	,	
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place			93	
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Faculty

Darakshan Khan

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2020-21

C			Ratin	g	
Sr. No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter	/			
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology		- K	4	
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place	V			
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy	~/			

Signature of Faculty
Chetan Agamal

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y -20-21

Sr.	Parameter		Ratin	g	
No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				3
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology				
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place				
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Faculty
Nabanuta Mandal

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2019- 20

C	Parameter	Rating				
Sr. No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter		-			
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology					
3.	Curriculum design permits practice of blended studies & flipped classroom					
4.	The curriculum content reflects contemporaneous research findings & publications					
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy					

Signature of Faculty

Porder Gradge

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2019-20

C	Parameter		Ratin	g	
Sr. No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter	Я	/		
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology				
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place				
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy		/		

Signature of Faculty

Tasneem Mirza

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y - 19-20

Sr.	Parameter	Rating				
No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter					
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology	~				
3.	Curriculum design permits practice of blended studies & flipped classroom					
4.	The curriculum content reflects contemporaneous research findings & publications			×		
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy					

Signature of Faculty

Nabanila Mandal

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2018-19

C	Parameter		Ratin	g	
Sr. No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology	/			
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications		/		
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place	/			
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Faculty

Manisoja E.

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 18-19

Sr.	Parameter	Rating				
No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter					
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology			,		
3.	Curriculum design permits practice of blended studies & flipped classroom					
4.	The curriculum content reflects contemporaneous research findings & publications					
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy					

Signature of Faculty

Arun Kulkarni

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y - 18-19

Sr.	Parameter	Rating				
No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				(-)	
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology		1			
3.	Curriculum design permits practice of blended studies & flipped classroom					
4.	The curriculum content reflects contemporaneous research findings & publications					
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy		1			

Signature of Faculty

Darakshan Khan

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2018-19

C	Parameter	Rating				
Sr. No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter					
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology					
3.	Curriculum design permits practice of blended studies & flipped classroom	V				
4.	The curriculum content reflects contemporaneous research findings & publications					
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy					

Signature of Faculty
Tasneem Mirza

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2017-18

Sr.	Parameter	Rating				
No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter		/			
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology		/	à		
3.	Curriculum design permits practice of blended studies & flipped classroom			/		
4.	The curriculum content reflects contemporaneous research findings & publications			/		
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place		V			
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy					

Signature of Faculty

Maniroja E.

Feedback on the syllabus and its transaction at the institution

Teacher's feedback form

Year:- A.Y 17 -18

G	Parameter	Rating				
Sr. No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter					
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology		V	à		
3.	Curriculum design permits practice of blended studies & flipped classroom					
4.	The curriculum content reflects contemporaneous research findings & publications					
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy					

Signature of Faculty Nabanita Mandal

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 17-18

C	Parameter	Rating				
Sr. No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter		V			
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology					
3.	Curriculum design permits practice of blended studies & flipped classroom	~				
4.	The curriculum content reflects contemporaneous research findings & publications					
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy					

Signature of Faculty

Arum Kulkermi

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:-A.Y 2017-18

Sr.	Parameter		Ratin	ıg	
No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology	/		-3	
3.	Curriculum design permits practice of blended studies & flipped classroom	V			
4.	The curriculum content reflects contemporaneous research findings & publications	V			
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place	~			
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Fa	aculty	Blandry
Sanjay	K.	0 1

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:-A.Y 2016 - 17

Sr. No.	Parameter	Rating				
		Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter					
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology		/	-3		
3.	Curriculum design permits practice of blended studies & flipped classroom		¥II	V		
4.	The curriculum content reflects contemporaneous research findings & publications			~		
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place		~ ~			
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy		V			

Signature of Faculty
Maniroja &

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2016 -17

C		Rating			
Sr. No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology			a	
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place				
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Faculty Joyan Grange

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:-A.Y 16-17

Sr.	Parameter	Rating			
No.		Excellent (4)	Very Good (3)	Good (2)	Fair (1)
1.	Architecture of course curriculum through appropriate sequencing of various subject matter				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology			a a	
3.	Curriculum design permits practice of blended studies & flipped classroom				
4.	The curriculum content reflects contemporaneous research findings & publications				
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place				
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy				

Signature of Faculty

Arun Kulkami

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:-A.Y 20 | 6 - 17

		Rating				
Sr. No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)	
1.	Architecture of course curriculum through appropriate sequencing of various subject matter	\checkmark				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology		12			
3.	Curriculum design permits practice of blended studies & flipped classroom		-			
4.	The curriculum content reflects contemporaneous research findings & publications					
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place					
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy	V				

Signature of Faculty Sandry
Sanjay K. Pandry

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 16-17

Sr. No.		Rating					
	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)		
1.	Architecture of course curriculum through appropriate sequencing of various subject matter						
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology			2			
3.	Curriculum design permits practice of blended studies & flipped classroom						
4.	The curriculum content reflects contemporaneous research findings & publications						
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place						
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy						

Signature of Faculty
Larakehan Khan

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 16-17

Sr.		Rating					
No.	Parameter	Excellent (4)	Very Good (3)	Good (2)	Fair (1)		
1.	Architecture of course curriculum through appropriate sequencing of various subject matter		2				
2.	Courses on mathematics, other allied sciences and courses on Information Communication Technology			di di			
3.	Curriculum design permits practice of blended studies & flipped classroom						
4.	The curriculum content reflects contemporaneous research findings & publications						
5.	Course curriculum nudges students to develop competencies to evolve as professional in the market place						
6.	Curriculum design essentially to help learners to eliminate gaps in the competency required for national economy						

Signature of Faculty
Nabanita Mandal



THADOMAL SHAHANI ENGINEERING COLLEGE

- 1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
 - 1) Students 2) Teachers 3) Employers 4) Alumni

Sr. No	Activity Name
1	Employers Feedback

Dr. G. T. Thampi

Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

THADOMAL SHAHANI ENGINEERING COLLEGE

Employers Feedback

Dr. G. T. Thampi PRINCIPAL

Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

Employer's Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Company's Name *		
Deloitte		

Dr. G. T. Thampi PRINCIPAL Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

*					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Graduates demonstrate high degree of conceptual clarity in desired subject matter	0	0	0		
Graduates are equipped with competencies which can be mapped into industry business application		0			
Graduates demonstrate their proficiency in relating the subject matter with real time applications	0	0	0		0
Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details			0	⊙	BANDRA BOLLEN
Graduates are proficient in various software packages and devices	0	0	Dr. G. T. PRINC Thadomal Shahani I Bandra (W), Mu	CIPAL	0

Other suggestions:	

This form was created inside of Thadomal Shahani Engineering College.

Google Forms

Dr. G. T. Thampi PRINCIPAL

Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

Employer's Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Company's Name *

JPMorgan Chase & Co.

Dr. G. T. Thampi PRINCIPAL

Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Graduates demonstrate high degree of conceptual clarity in desired subject matter	0	0	0		
Graduates are equipped with competencies which can be mapped into industry business application			0		
Graduates demonstrate their proficiency in relating the subject matter with real time applications	0	0	0		0
Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details		0	O Dr. G. T.		BANDRA MUMBALSO COMMUNICATION TO STATE OF THE STATE OF TH
Graduates are proficient in various software packages and devices	0	0	PRINC	CIPAL Engineering College umbai - 400 050.	•

Other suggestions:	

This form was created inside of Thadomal Shahani Engineering College.

Google Forms



Employer's Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Accenture

Dr. G. T. Thampi

PRINCIPAL Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

*					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Graduates demonstrate high degree of conceptual clarity in desired subject matter	0	0	0		
Graduates are equipped with competencies which can be mapped into industry business application					
Graduates demonstrate their proficiency in relating the subject matter with real time applications		0	0		
Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details		0	Or. G. T.		BANDRA SO. C. MUMBALSO. C. MUMB
Graduates are proficient in various software packages and devices		0	PRINC	CIPAL Engineering College Imbai - 400 050.	0

Other suggestions:	

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Dr. G. T. Thampi PRINCIPAL Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

Employer's Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Klarity.in

Dr. G. T. Thampi PRINCIPAL

Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

Strongly Disagree Neutral Agree Strongly agree disagree Graduates demonstrate high degree of conceptual clarity in desired subject matter Graduates are equipped with competencies which can be mapped into industry business application Graduates demonstrate their proficiency in relating the subject matter with real time applications Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details Dr. G. T. Thampi PRINCIPAL Thadomal Shahani Engineering College Graduates are Bandra (W), Mumbai - 400 050. proficient in various software packages and devices

Other suggestions:

Build internships and college startup culture

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Dr. G. T. Thampi PRINCIPAL Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

Employer's Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Company's Name *

Nerve Solutions

Dr. G. T. Thampi PRINCIPAL Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.

Strongly Disagree Neutral Agree Strongly agree disagree Graduates demonstrate high degree of conceptual clarity in desired subject matter Graduates are equipped with competencies which can be mapped into industry business application Graduates demonstrate their proficiency in relating the subject matter with real time applications Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details Dr. G. T. Thampi PRINCIPAL Thadomal Shahani Engineering College Graduates are Bandra (W), Mumbai - 400 050. proficient in various software packages and devices

Other suggestions:	

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Dr. G. T. Thampi PRINCIPAL

Thadomal Shahani Engineering College Bandra (W), Mumbai - 400 050.



THADOMAL SHAHANI ENGINEERING COLLEGE

- 1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
 - 1) Students 2) Teachers 3) Employers 4) Alumni

Sr. No	Activity Name		
1	Alumni Feedback for A.Y 2020-2021		
2	Alumni Feedback for A.Y 2019-2020		
3	Alumni Feedback for A.Y 2018-2019		
4	Alumni Feedback for A.Y 2017-2018		
5	Alumni Feedback for A.Y 2016-2017		



Alumni Feedback for A.Y 2020-2021



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Name *	
Sumit Ajwani	
Batch (pass ou	ut year eg: 2020-21) *
2021	
Branch	
Choose	•



Strongly Disagree Strongly agree Neutral Agree disagree Curriculum acts as launch pad for building career Curriculum intellectually stimulates you Curriculum helps you in developing as a human capital Curriculum is well designed for easy transition from junior college (10+2) /polytechnic to engineering



Curriculum is sufficient enough to undertake career in: *
Research and Develpoment
Manning the shop floor
IT services / Consultancies
Investment banking
Electronics manufacturing
Chemical projects consultancy
Chemical manufacturing
✓ Higher education
None of the above
Other suggestions:

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Alumni Feedback for A.Y 2019-2020



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Name *
Rakshita Phatak
Batch (pass out year eg: 2020-21) *
2019-20
Branch
Biotechnology ▼



Strongly Disagree Strongly agree Neutral Agree disagree Curriculum acts as launch pad for building career Curriculum intellectually stimulates you Curriculum helps you in developing as a human capital Curriculum is well designed for easy transition from junior college (10+2) /polytechnic to engineering



Curriculum is sufficient enough to undertake career in: *
Research and Develpoment
Manning the shop floor
IT services / Consultancies
Investment banking
Electronics manufacturing
Chemical projects consultancy
Chemical manufacturing
✓ Higher education
None of the above

Other suggestions:

1) We were forced to take electives in which we were not interested. 2) the closure of the department forced some subjects on few faculties to teach us but the faculties were not very much aware and knowing about those subjects. 3) Few subjects were just partially taught by few faculties and rest of the curriculum modules left untaught.

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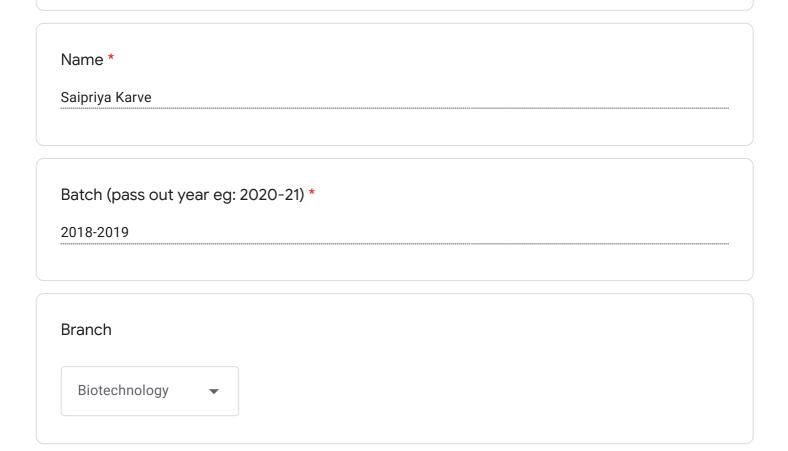


Alumni Feedback for A.Y 2018-2019



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus





Strongly Disagree Strongly agree Neutral Agree disagree Curriculum acts as launch pad for building career Curriculum intellectually stimulates you Curriculum helps you in developing as a human capital Curriculum is well designed for easy transition from junior college (10+2) /polytechnic to engineering



Curriculum is sufficient enough to undertake career in: *
Research and Develpoment
Manning the shop floor
IT services / Consultancies
Investment banking
Electronics manufacturing
Chemical projects consultancy
Chemical manufacturing
Higher education
None of the above
Other suggestions:

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Alumni Feedback for A.Y 2017-2018



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus

Name *
Anushree
Batch (pass out year eg: 2020-21) *
2017-18
Branch
Biotechnology ▼



Strongly Disagree Neutral Strongly agree Agree disagree Curriculum acts as launch pad for building career Curriculum intellectually stimulates you Curriculum helps you in developing as a human capital Curriculum is well designed for easy transition from junior college (10+2) /polytechnic to engineering



Curriculum is sufficient enough to undertake career in: *
Research and Develpoment
Manning the shop floor
Tr services / Consultancies
Investment banking
Electronics manufacturing
Chemical projects consultancy
Chemical manufacturing
✓ Higher education
None of the above
Other suggestions:

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Google Forms

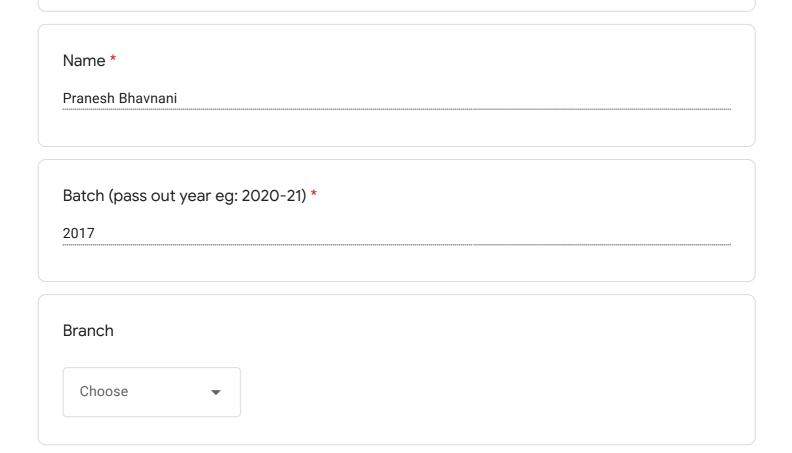


Alumni Feedback for A.Y 2016-2017



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE Feedback on Syllabus





*					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Curriculum acts as launch pad for building career	0	0	0	•	
Curriculum intellectually stimulates you	0	0	0	•	0
Curriculum helps you in developing as a human capital	0	0	0	•	0
Curriculum is well designed for easy transition from junior college (10+2) / polytechnic to engineering	0	0	0	0	



Curriculum is sufficient enough to undertake career in: *
Research and Develpoment
Manning the shop floor
✓ IT services / Consultancies
Investment banking
Electronics manufacturing
Chemical projects consultancy
Chemical manufacturing
Higher education
None of the above

Other suggestions:

Industry experts should be brought in for practicals. Curriculum needed refinement for batch of 2017 to include application of algorithms rather than just implementing algorithms. Actual demonstration of each of the topics taught in operating systems, the subject on algorithms etc. is a must and should be included. Anything dated and not being used currently should be removed from the curriculum. Alumni who have been placed in various companies should be brought in to conduct sessions and make the students understand the actual industry requirements and the various roles that they can take up after college so that students can be laser focussed towards what type of role they like and the skills they need to develop for the same.

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