

1.4.2 Feedback process of the Institution

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

Sample Student Feedback Forms

Feedback on the syllabus and its transaction at the institution

Students feedback form

***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

☐ Artificial Intelligence & Data Science

4. Class Roll No *

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

11. Course curriculum facilitates choice based system *

Mark only one oval.

	1	2	3	4	5	
Below Average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

13. Any Other Suggestions

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

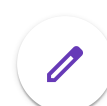
Hiral Chatwani

Kushagra Shrivastava

Vikas Subhash Jaiswal

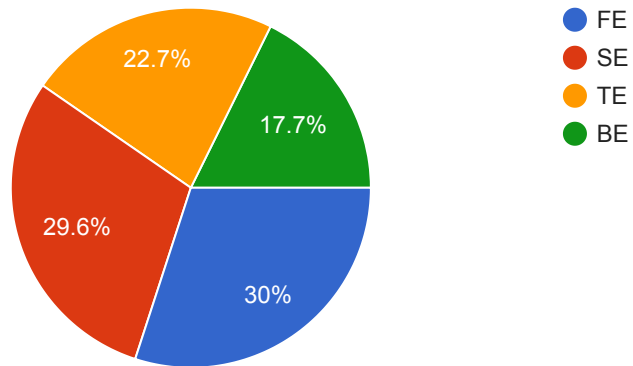
Mourya Vipin Umanath

Pavan Agarwal



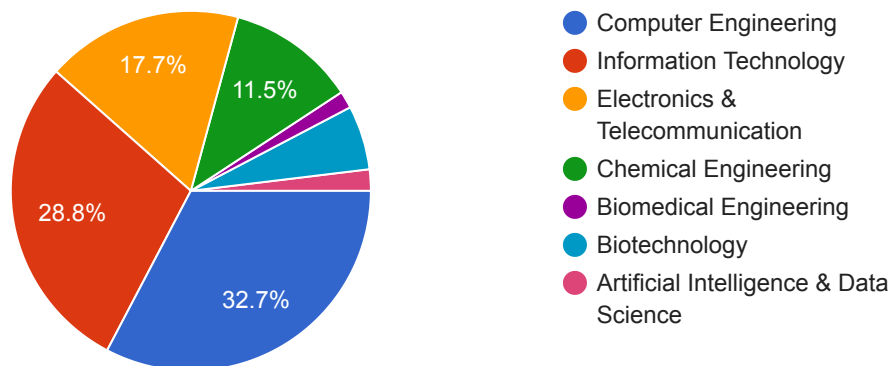
Class

260 responses



Branch

260 responses



Class Roll No

260 responses

22

11

53

78

20

33

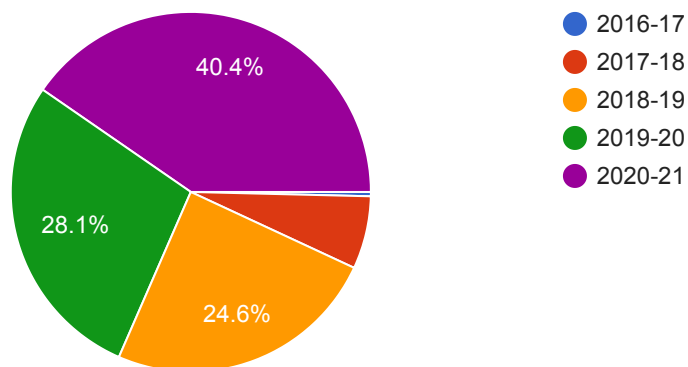
196017

36

134

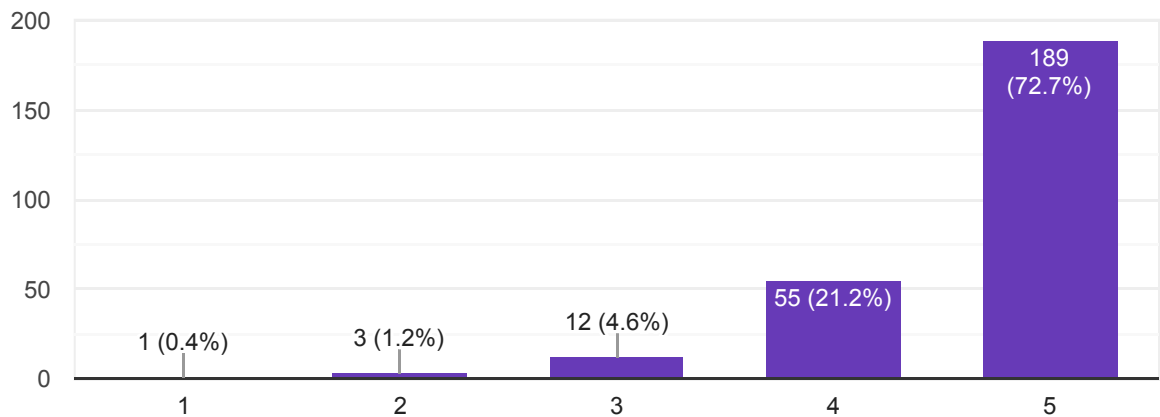
Academic Year

260 responses



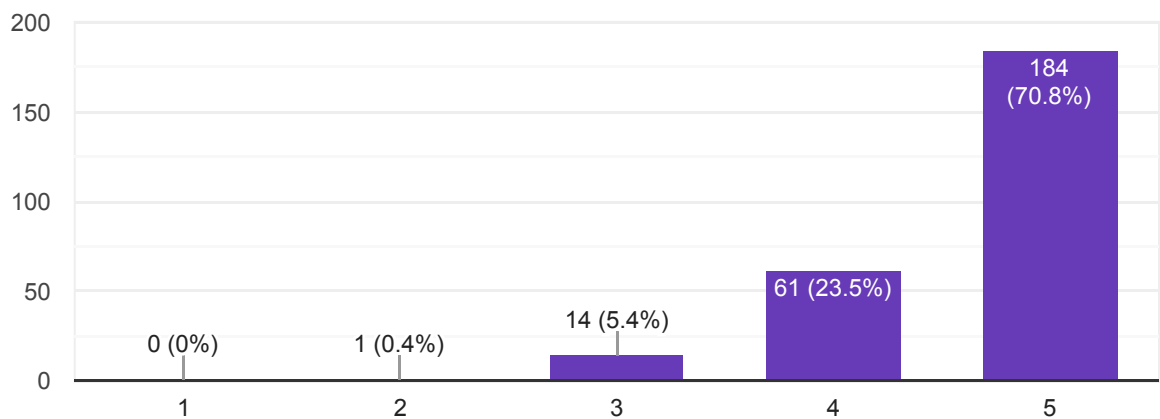
At perceptible level do you feel curriculum design is approximating best of class practices

260 responses



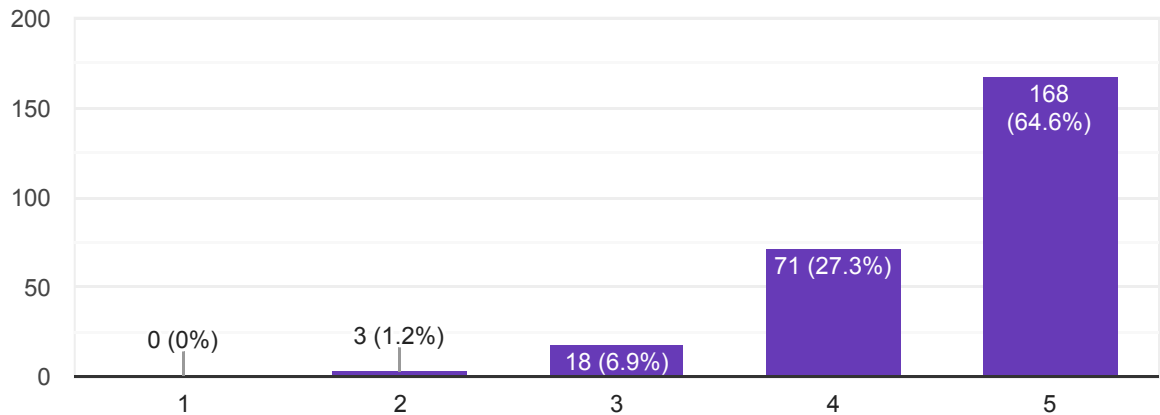
The time allotted for teaching learning & assimilation is sufficient

260 responses



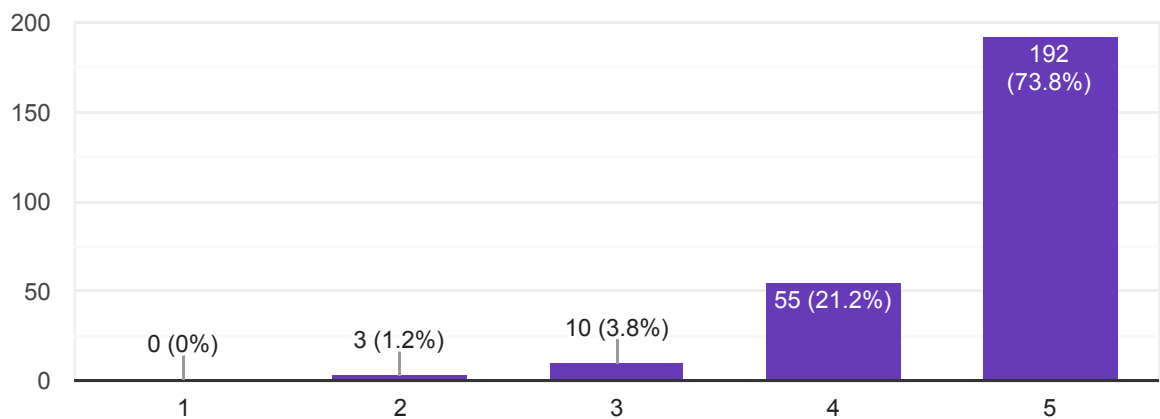
There is scope for developing experiments from theoretical study which is not integral part of course curriculum

260 responses



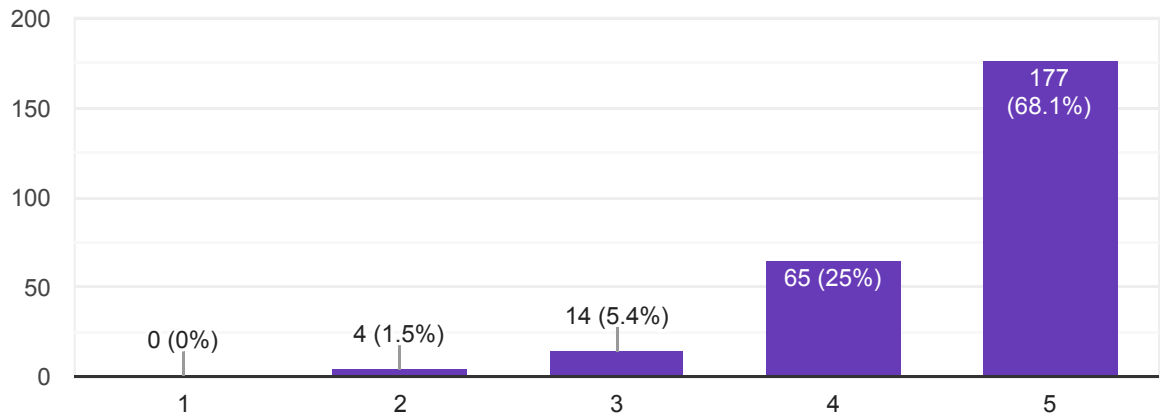
The logical sequencing of subject matter from the first semester to last semester is seem to be based on the outcome of serious study & observation

260 responses



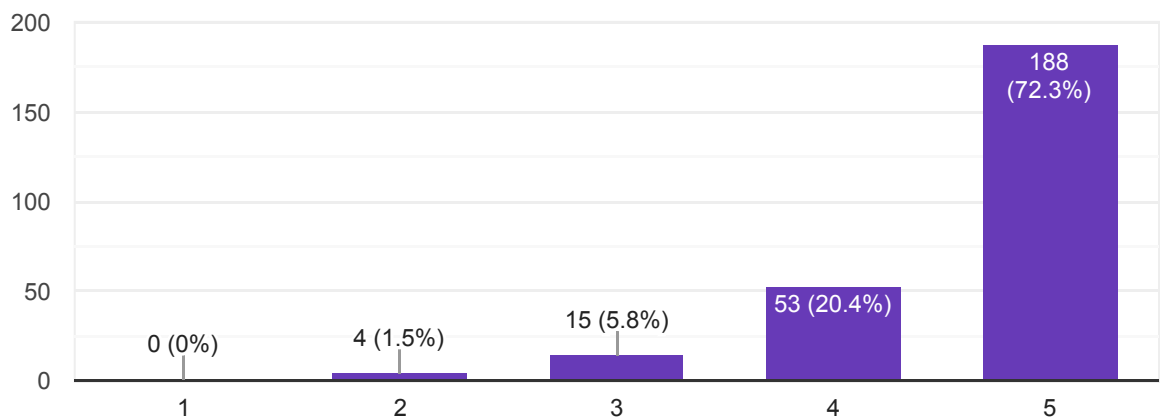
There is balance between hands-on learning (learning while doing) & time set aside for building theoretical rigor

260 responses



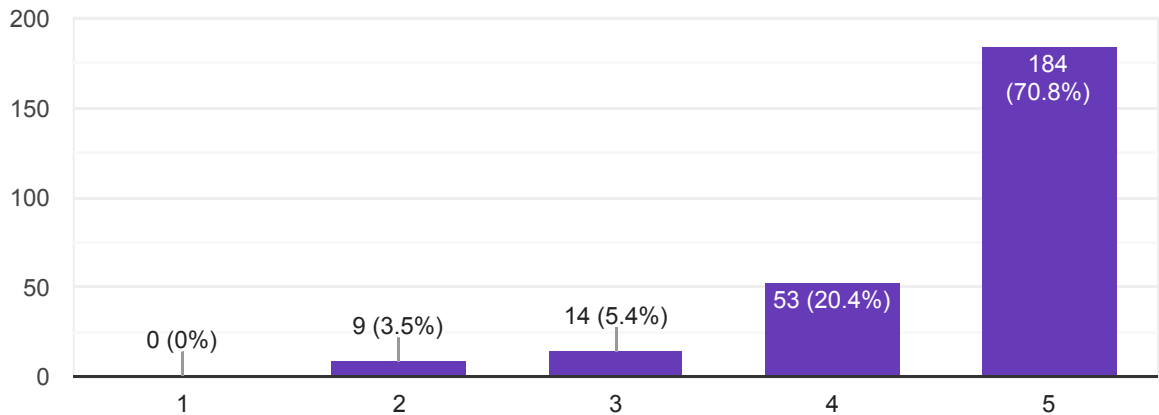
Course curriculum facilitates choice based system

260 responses



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

260 responses



Any Other Suggestions

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

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)

Google Forms



Feedback on the syllabus and its transaction at the institution

Students feedback form

***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 *

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

11. Course curriculum facilitates choice based system *

Mark only one oval.

	1	2	3	4	5	
Below Average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

13. Any Other Suggestions

Sample Teachers Feedback Forms

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2020-21

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.	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

Maniraja E.

Thadomal Shahani Engineering College


Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2020-21

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.	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


Jayant Gadgil.

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2020-21

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.	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

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 20-21

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.	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

Darakshan Khan


Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2020-21

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.	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

Chetan Agamwal

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 20-21

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.	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

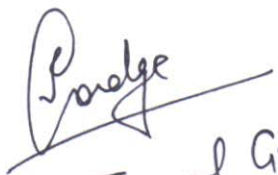
Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2019-20

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.	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


Jayant Gradge

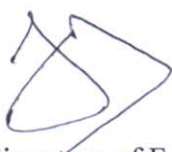
Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2019-20

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.	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

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y -19-20

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.	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

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2018-19

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.	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

Maniroja E.

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 18-19

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.	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

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y - 18-19

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.	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

Darakshan Khan

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2018-19

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.	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

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2017-18

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.	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

Maniraja E.

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 17-18

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.	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

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 17-18

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.	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

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 2017-18

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.	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

Sanjay K. Pandey

Thadomal Shahani Engineering College

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.	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

Maniraja E.

Thadomal Shahani Engineering College

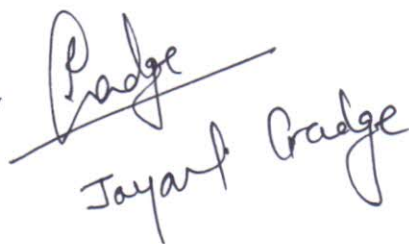
Feedback on the syllabus and its transaction at the institution

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.	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


Jayant Pradhe

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 16-17

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.	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

Thadomal Shahani Engineering College

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.	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

Sanjay K. Pandey
Sanjay K. Pandey.

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 16-17

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.	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

Darakshan Khan

Thadomal Shahani Engineering College

Feedback on the syllabus and its transaction at the institution

Teachers feedback form

Year:- A.Y 16-17

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.	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

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



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

☐ ☐ ☐ ☒ ☐

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

☐ ☐ ☐ ☒ ☐

Graduates are proficient in various software packages and devices

☐ ☐ ☐ ☒ ☐


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



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

☐ ☐ ☐ ☒ ☐

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

☒ ☐ ☐ ☐ ☐

Graduates are proficient in various software packages and devices

☐ ☐ ☐ ☐ ☒


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



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 *

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Graduates are equipped with competencies which can be mapped into industry business application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Graduates demonstrate their proficiency in relating the subject matter with real time applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduates are proficient in various software packages and devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>


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



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 *

Klarity.in



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	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduates are equipped with competencies which can be mapped into industry business application	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduates demonstrate their proficiency in relating the subject matter with real time applications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Graduates are proficient in various software packages and devices	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>


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



Other suggestions:

Build internships and college startup culture

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 *

Nerve Solutions



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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Graduates are equipped with competencies which can be mapped into industry business application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Graduates demonstrate their proficiency in relating the subject matter with real time applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Graduates are proficient in various software packages and devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>


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



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.



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



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



Alumni Feedback for A.Y 2020-2021



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



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE
Feedback on Syllabus

Name *

Sumit Ajwani

Batch (pass out year eg: 2020-21) *

2021

Branch

Choose



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



*

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



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



Curriculum is sufficient enough to undertake career in: *

- ☒ Research and Development
- ☐ Manning the shop floor
- ☒ IT services / Consultancies
- ☐ Investment banking
- ☐ Electronics manufacturing
- ☐ Chemical projects consultancy
- ☐ Chemical manufacturing
- ☒ Higher education
- ☐ None of the above

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.



Alumni Feedback for A.Y 2019-2020



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



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE
Feedback on Syllabus

Name *

Rakshita Phatak

Batch (pass out year eg: 2020-21) *

2019-20

Branch

Biotechnology



Dr. G. T. Thampi
PRINCIPAL

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



*

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



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



Curriculum is sufficient enough to undertake career in: *


- ☐ Research and Development
- ☐ 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.

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.



Alumni Feedback for A.Y 2018-2019



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



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE
Feedback on Syllabus

Name *

Saipriya Karve

Batch (pass out year eg: 2020-21) *

2018-2019

Branch

Biotechnology



Dr. G. T. Thampi
PRINCIPAL

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



*

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



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



Curriculum is sufficient enough to undertake career in: *

- ☐ Research and Development
- ☐ Manning the shop floor
- ☐ IT services / Consultancies
- ☐ Investment banking
- ☐ Electronics manufacturing
- ☐ Chemical projects consultancy
- ☐ Chemical manufacturing
- ☐ Higher education
- ☒ None of the above

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.



Alumni Feedback for A.Y 2017-2018



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



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE
Feedback on Syllabus

Name *

Anushree

Batch (pass out year eg: 2020-21) *

2017-18

Branch

Biotechnology



Dr. G. T. Thampi
PRINCIPAL

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



*

Strongly disagree Disagree Neutral Agree Strongly agree

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




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



Curriculum is sufficient enough to undertake career in: *

- ☐ Research and Development
- ☐ Manning the shop floor
- ☐ IT services / Consultancies
- ☐ Investment banking
- ☐ Electronics manufacturing
- ☐ Chemical projects consultancy
- ☐ Chemical manufacturing
- ☒ Higher education
- ☐ None of the above

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.



Alumni Feedback for A.Y 2016-2017



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



Alumni Feedback Form

THADOMAL SHAHANI ENGINEERING COLLEGE
Feedback on Syllabus

Name *

Pranesh Bhavnani

Batch (pass out year eg: 2020-21) *

2017

Branch

Choose



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



*

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



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



Curriculum is sufficient enough to undertake career in: *


- ☒ Research and Development
- ☐ 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.

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.



Feedback analysis for A. Y. 2017 – 2018

FEEDBACK ANALYSIS REPORT 2017-2018

The importance of feedback in the teaching and learning process cannot be overstated. It is one of the most important aspects of higher education. Students, professors, alumni, and employers provide feedback that helps HEIs improve their courses to suit the evolving needs of society, industry, and the world at large.

Structured feedback is a key tool for obtaining data on critical curricular topics. Stakeholders were given a set amount of time to complete structured feedback forms on the internet. Furthermore, because unstructured feedbacks such as open ideas from stakeholders are crucial in providing a bird's eye perspective into the stakeholders' viewpoints and requirements, teacher encounters were held in departments, and the most relevant recommendations were minute for future action.

On the whole the feedback analysis report for the year 2017-2018 is presented under the following heads

- A. Student's Feedback Analysis
- B. Teacher's Feedback Analysis
- C. Alumni Feedback Analysis
- D. Employer's Feedback Analysis

A. STUDENTS FEEDBACK AND ANALYSIS REPORT

In higher education institutions, students are the most important stakeholders. Their excitement for new learning components and technology also helps schools keep up with worldwide trends and developments.

Content of course and relevance of the units



Figure 1

Applicability/relevance to real life situations



Figure 2

As per the feedback given by the student it is observed that seventy five percent of the students felt that the course contents were very good or excellent. For the feedback question on application/relevance of curriculum to real life situations, most students felt the syllabus was very good for adapting to real life situations.

Usefulness of the course in terms of knowledge, concepts & analytical abilities



Figure 3

Relevance of additional source material (library and e-learning)



Figure 4

Almost eighty percent of students rated that the course is useful in terms of knowledge, concepts and analytical abilities as excellent. Approximately one percent of the students expressed their dissatisfaction in their course content and relevance. Seventy two percent students rated the relevance of additional source material provided to the students was excellent or very good.

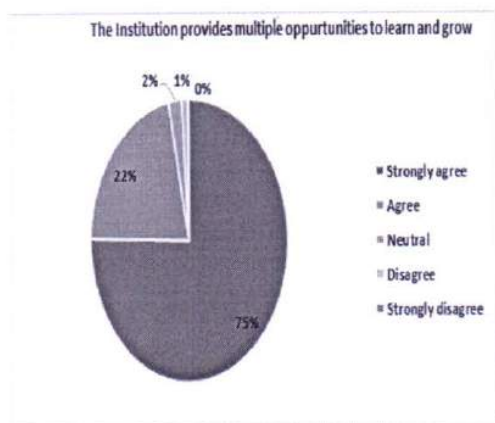


Figure 5

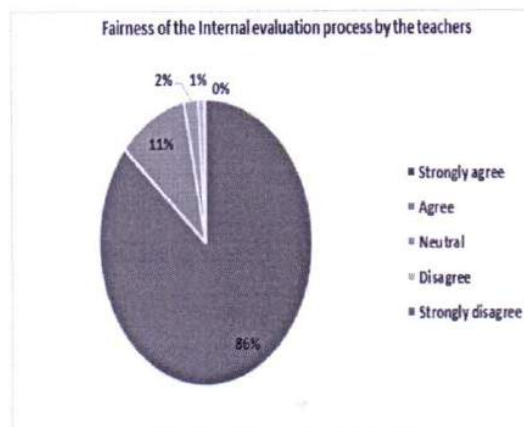


Figure 6

Around seventy five percent of the students agreed that the institution provides them with multiple opportunities to grow and learn. From the feedback given by the students regarding the fairness of the internal evaluation process by the teachers it is found that the teachers were always fair in doing the internal evaluation.

Conclusion:

The above figures clearly indicate that the students are satisfied with the attainment of course content, teaching-learning process, coverage of syllabus, teaching methodologies, library facility offered by the institution.

Students on their feedback valued the friendly approach of the teachers, which made them very comfortable and relaxed. The students were satisfied by their ability to access their teachers outside their classroom that enabled them to excel in their academic activities.

B. TEACHERS FEEDBACK AND ANALYSIS REPORT

Teachers are the lifeblood of every organisation. They are vital to the overall development of the student and the institution. Teachers were questioned on their feelings regarding the teaching-learning process, curriculum development, and assessment. Staff members participated in the debate and provided feedback on the syllabi's suitability for tackling global issues. The teachers' replies indicated the syllabus validity and suitability. The majority of the

employees thought the curriculum was suitable, according to the evaluation on the appropriateness of the syllabi. The feedback given by the teachers is graphically represented as below:

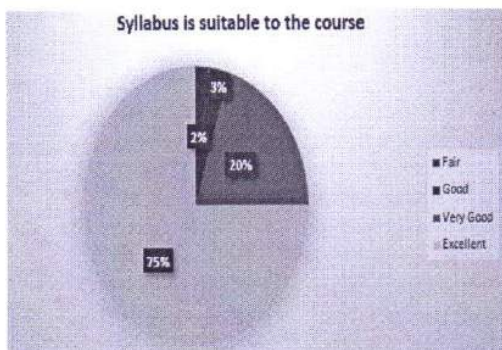


Figure 7

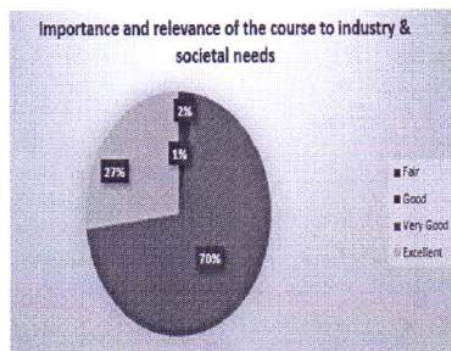


Figure 8

Majority of the faculty members agreed that the current syllabus was suitable to the course and needs of the present trends. Seventy percent of the staff was in agreement that the courses taught were relevant to the current industrial and societal needs.

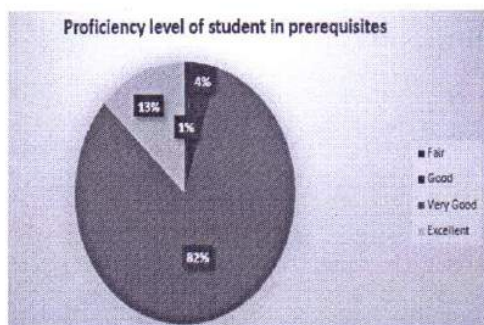


Figure 9

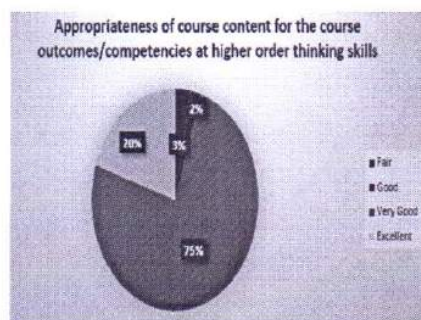


Figure 10

Eighty two percent of the faculty agreed that the proficiency level of students in prerequisites is excellent. Seventy five percent of the faculty felt that the appropriateness of the content of the course outcomes/competencies at higher order thinking skills is excellent.

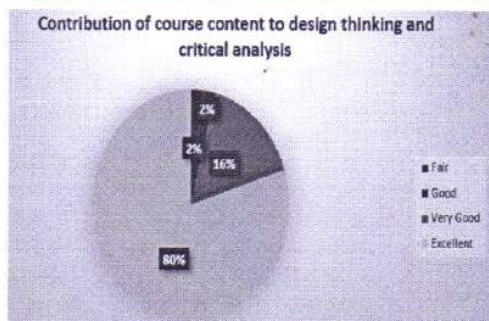


Figure 11

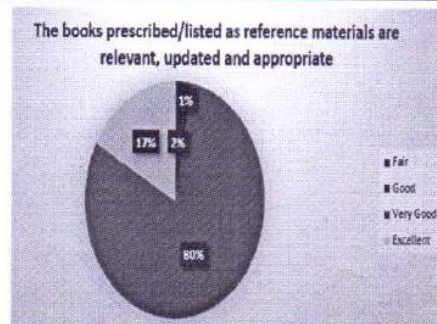


Figure 12

Over eighty percent of the staff agrees that the contribution of the course content to design thinking and critical analysis is excellent. Eighty percent faculties have rated that the books prescribed as reference material are relevant, updated and appropriate is excellent.

Conclusion:

The staff members concluded that the syllabus had a good mix of theory and application; they also agreed that the curriculum addressed the purposes and objectives of the syllabi. The staff member acknowledged that the specified syllabi improved their domain knowledge. They also claimed that they had the freedom to adapt the syllabus and add the most recent subjects pertinent to cutting-edge technology. Faculty members also said that the books included on the syllabi were related to the course material.

C. ALUMNI FEEDBACK AND ANALYSIS REPORT

Comments from alumni can give the most helpful information on curriculum and its impact on society. The institute's success in a number of technological and academic fields relies heavily on alumni contributions.

Curriculum acts as a launch pad for building career

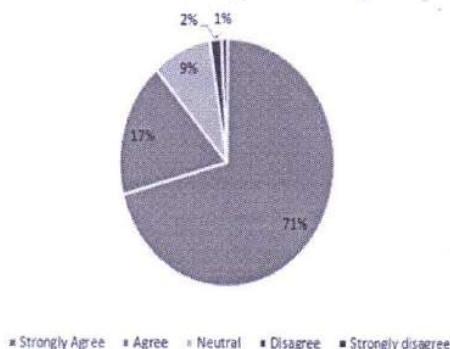


Figure 13

Curriculum intellectually stimulates you

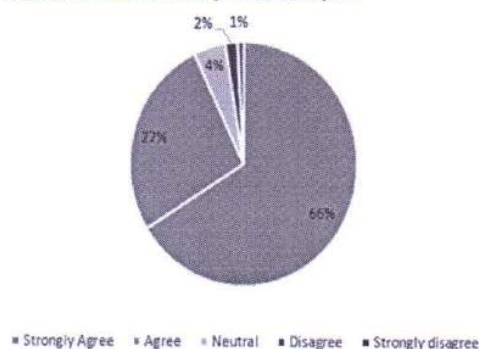


Figure 14

Seventy one percent of the alumni agreed that the curriculum acts as a launching pad for building their career. Similarly, sixty six percent of the alumni agreed that curriculum intellectually stimulated them.

Curriculum helps you in developing as a human capital

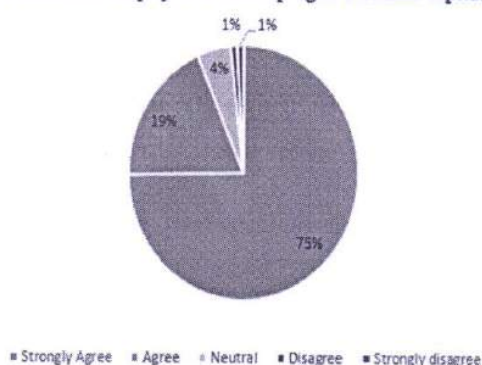


Figure 15

Curriculum is sufficient enough to undertake career in Higher Studies

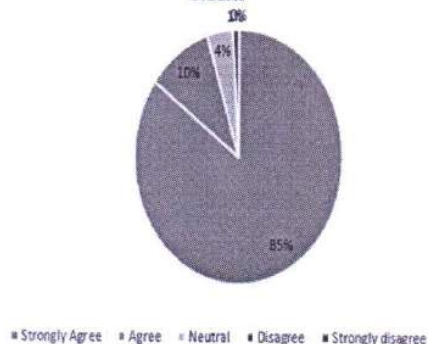


Figure 16

Seventy five percent of the alumni agreed that the curriculum helped them in developing as a human capital as well as it is sufficient enough to undertake career in higher studies.

Conclusion:

Overall, the graduates were pleased with the curriculum design, the curriculum's effectiveness in improving problem-solving and analytical abilities, and the syllabus's capacity to develop a desire for further education. They were pleased that the course content

has improved their abilities and views in their respective fields.

D. EMPLOYER'S FEEDBACK ANALYSIS REPORT

The recruiter's feedback is collected after each campus hiring. Recruiters demand different things from students, and each one's advice is tailored to their unique job description and needs. Recruiters, on the other hand, are asked every year for feedback in order to assess the quality of the students based on their replies.

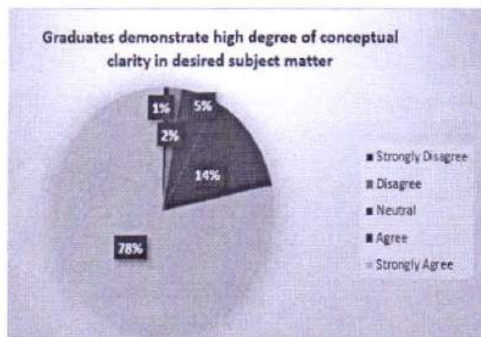


Figure 17

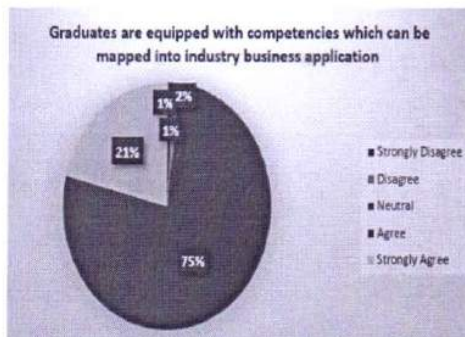


Figure 18

According to the recruiters, it was found that seventy eight percent of the graduates demonstrated high degree of conceptual clarity in desired subject matter while seventy five percent of the graduates are equipped with competencies which can be mapped into industry business applications.

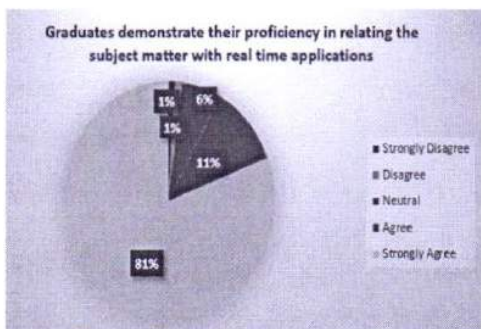


Figure 19

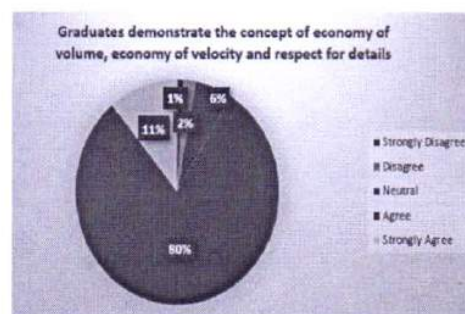


Figure 20

The recruiters also strongly agreed that the graduates demonstrated their proficiency in the subject matter with real time applications. Eighty percent of the recruiters agreed that the graduates demonstrated the concept of economy of volume, economy of velocity and respect

for details. They also strongly agreed that the graduates are proficient in various software packages and devices.

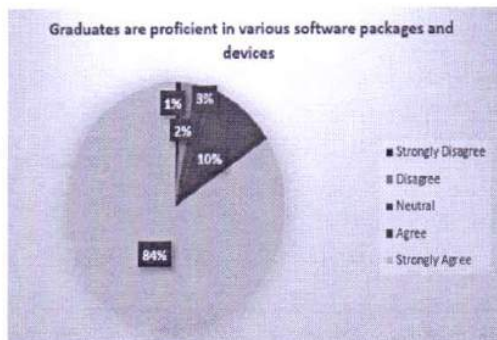


Figure 21

Analysis:

The majority of recruiters were from the IT industry, and they emphasised the necessity of students comprehending and learning about the current trends and technology. More practical workshops should be held so that students may gain hands-on experience rather than academic understanding. Suggestions for improving communication skills were made.

Conclusion:

Periodical and meaningful feedback is a cornerstone of learning. In the history of learning, feedback has always been central. In our campus too, we stress on getting feedback from students, parents, teachers, alumni and the employers. This has helped us in the past to evaluate and assess our weakness and take corrective measures for the achievement of our vision.

Mr. Gopal Pardeji
(Coordinator IQAC)



Dr. G. T. Thampi

(Principal)

PRINCIPAL
Thadomal Shahani Engineering College
P. G. Kher Marg, T.P.S. III,
Bandra (W), Mumbai-400 050

Feedback analysis for A. Y. 2018 – 2019

FEEDBACK ANALYSIS REPORT 2018-2019

Feedback is a crucial component of a successful teaching and learning process. It's one of the most fundamental activities in higher education. Feedback from a variety of stakeholders, including students, faculty, alumni and employers, aids HEIs in strengthening their curricula to meet the changing requirements of society, business, and the world at large.

Structured feedback is an important method of gathering information on crucial elements of the curriculum. Stakeholders were given a certain amount of time to fill out online structured feedback forms. Furthermore, because unstructured feedbacks such as open ideas from stakeholders are important in offering a bird's eye perspective into the stakeholders' views and requirements, teacher encounters were conducted in the departments, and the main suggestions were minuted for future action.

On the whole the feedback analysis report for the year 2018-2019 is presented under the following heads

- A. Student's Feedback Analysis**
- B. Teacher's Feedback Analysis**
- C. Alumni Feedback Analysis**
- D. Employer's Feedback Analysis**

A. STUDENTS FEEDBACK AND ANALYSIS REPORT

Students are the most essential stakeholders in higher education institutions. Their enthusiasm for emerging elements of learning and technology also aids the schools in keeping up with global trends and advancements.

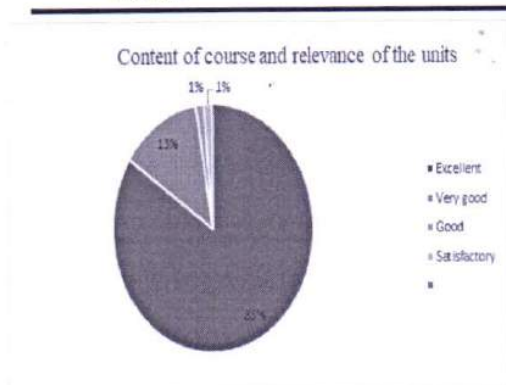


Figure 1

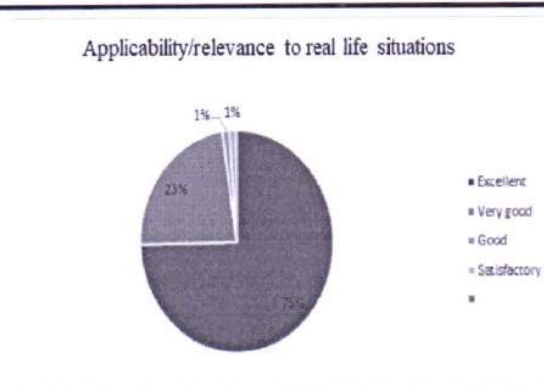


Figure 2

From Figure 1 it is observed that ninety eight percent of the students felt that the course content were good or excellent. Similarly, for the feedback on applicability/relevance of curriculum to real life situations, seventy five percent of students felt that the syllabus was excellent for adapting to real life situations.

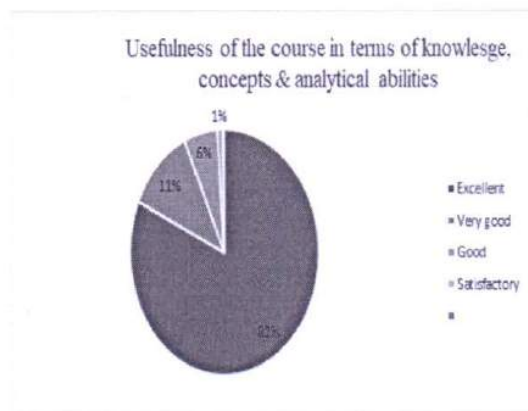


Figure 3

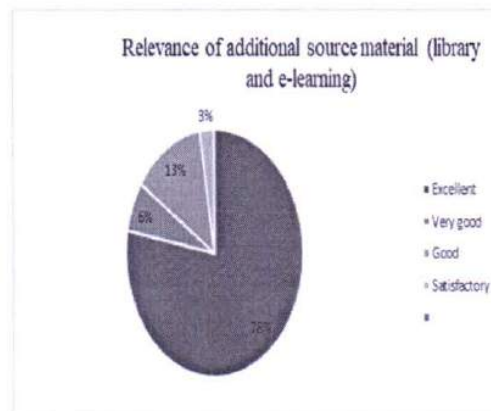


Figure 4

From Figure 3 it is observed that eighty two percent students rated the usefulness of the course in terms of knowledge, concepts and analytical abilities were excellent or very good. Seventy eight percent of the students felt that the additional source material provided by the teachers/institution were relevant to the syllabus.

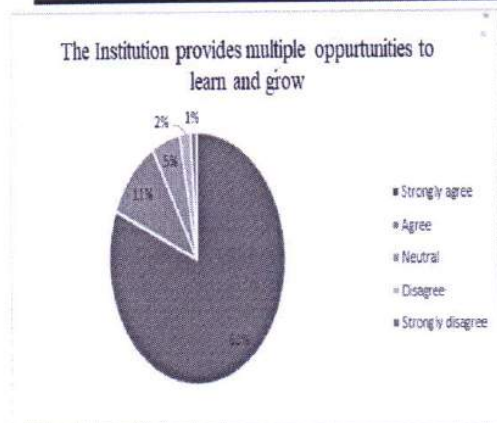


Figure 5

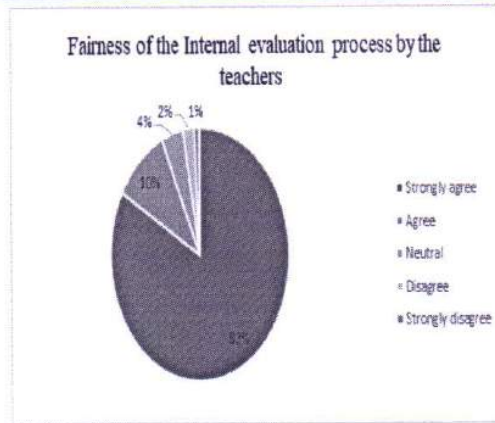


Figure 6

From figure 5 it is observed that eighty one percent of the students had agreed that the institute provides multiple opportunities to learn and grow. From the feedback given by the students regarding the fairness of the internal evaluation process by the teachers it is found that the teachers were always fair in doing the internal evaluation.

Conclusion:

The data above clearly show that students are happy with the institution's accomplishment of course content, teaching-learning process, syllabus coverage, teaching techniques, and library facilities.

According to their response, students appreciated the professors' warm demeanour, which made them feel at ease and calm. The kids were pleased with their capacity to communicate with their teachers outside of the classroom, which helped them to flourish in their academic endeavours.

B. TEACHERS FEEDBACK AND ANALYSIS REPORT

Any institution's lifeline is its teachers. They play an essential role in the student's and institution's overall growth. Teachers were polled about their satisfaction with the teaching-learning process, curriculum development, and evaluation. Staff members took part in the discussion and offered comments on the syllabi's appropriateness for addressing global concerns. The legitimacy and appropriateness of the syllabus were reflected in the instructors'

responses. According to the assessment on the appropriateness of the syllabi, the majority of the staff believed that the curriculum was appropriate.

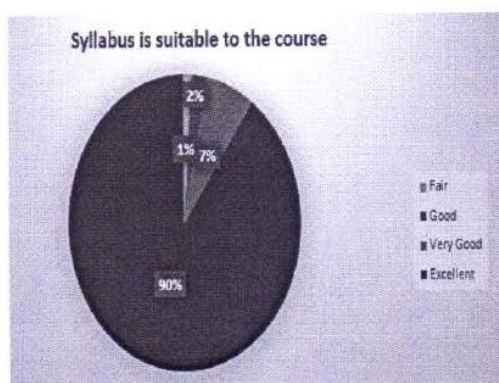


Figure 7

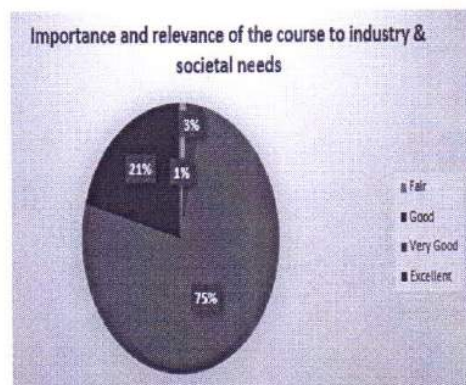


Figure 8

Majority of the faculty members were in agreement on the suitability of the syllabus for the course and needs of the present trends. Ninety percent of the staff rated the syllabus as excellent in terms of suitability to course and need.

Seventy five percent of the faculties agreed that the course syllabus has relevance to the industry and societal needs.

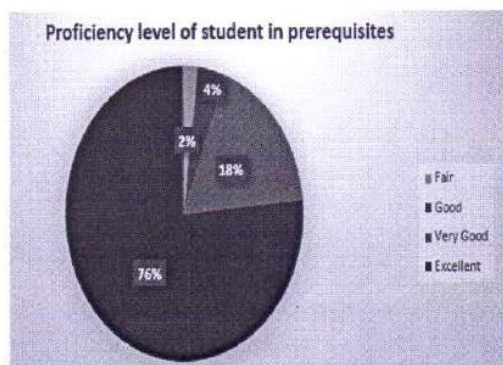


Figure 9

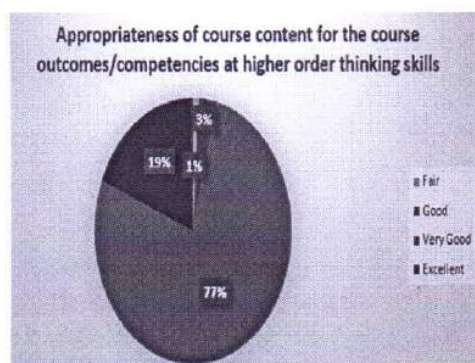


Figure 10

Seventy six percent of the faculties agreed that the proficiency level of student in prerequisites is excellent. Almost seventy seven percent of the faculties felt that the

appropriateness of the content of the course outcomes/competencies at higher order thinking skills is excellent.

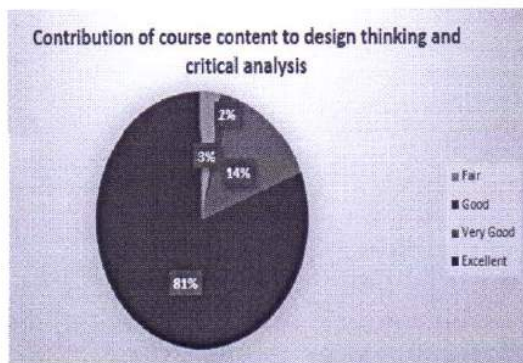


Figure 11

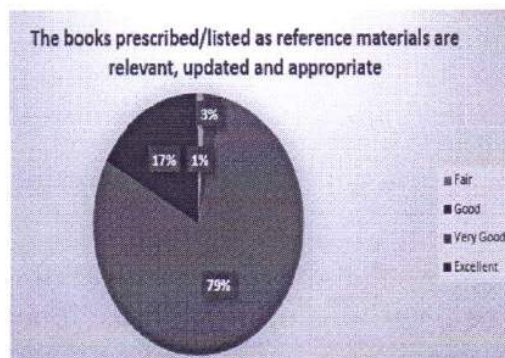


Figure 12

Except a miniscule part of the faculty, most of them felt that the current curriculum contributes to design thinking and critical analysis. Eighty one percent of the faculties have rated that the contribution of course content to design thinking and critical analysis was excellent.

Seventy nine percent faculties have rated that the books prescribed as reference material are relevant, updated and appropriate is excellent.

Conclusion:

The staff members inferred that the syllabus had a good balance between theory and application, they also agreed that the aims and objective of the syllabi was well met by the curriculum. The staff member positively agreed that the syllabi prescribed enhanced their domain knowledge also stated that they had the freedom to modify the syllabus and incorporate latest topics relevant to cutting edge technology. Faculty also indicated that the books prescribed in the syllabi were relevant to the course content.

C. ALUMNI FEEDBACK AND ANALYSIS REPORT

Alumni comments can provide the most useful information regarding curriculum and its influence on society. The inputs given by alumni are important components of the institute's progress in a variety of technical and academic areas.

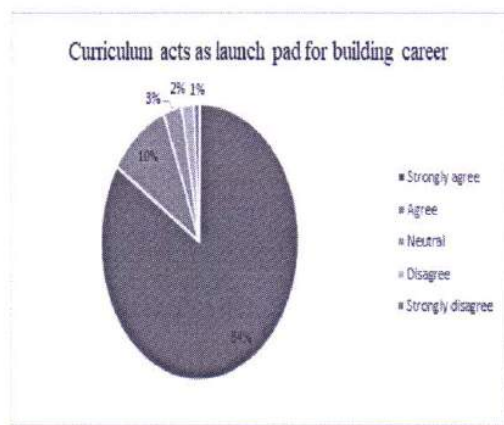


Fig 13

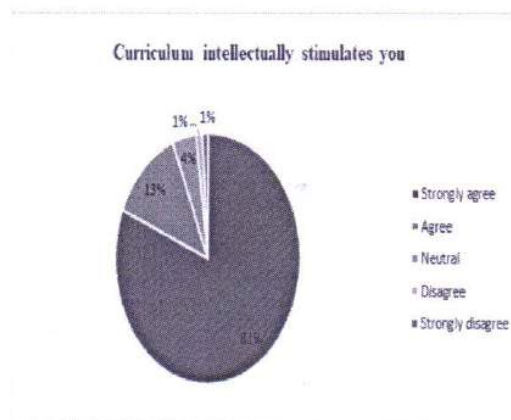


Fig 14

Eighty five percent of the alumni agreed that the curriculum acts as a launching pad for building their career. Similarly, eighty five percent of the alumni agreed that curriculum intellectually stimulated them.

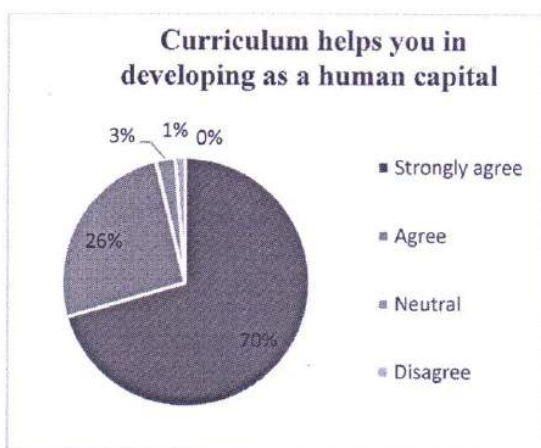


Fig 15

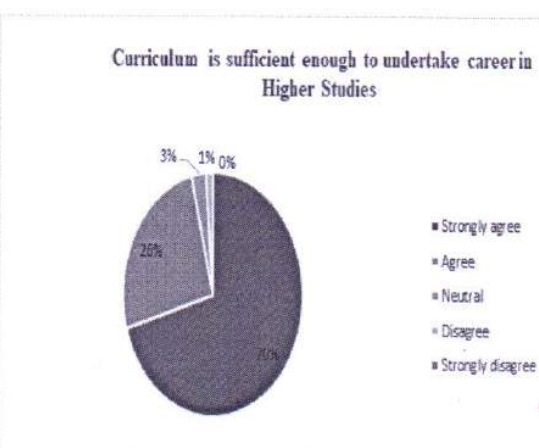


Fig 16

Eighty five percent of the alumni agreed that the curriculum helped them in developing as human capital as well as it is sufficient enough to undertake career in higher studies.

Conclusion:

Overall, the alumni were appreciative of the curriculum design, effectiveness of the curriculum in enhancing problem solving and analytical skills and the ability of the syllabus to instill the curiosity for knowledge enhancement in the form of higher studies. They were happy that the course content was able to enhance their skills and perspectives in their respective subjects.

D. EMPLOYER'S FEEDBACK ANALYSIS REPORT

After each campus hire, the recruiter's input is gathered. Recruiters have different expectations from students, and each one's input is specific to their job description and requirements. Every year, however, recruiters are polled for comments in order to determine the quality of the students based on their responses.

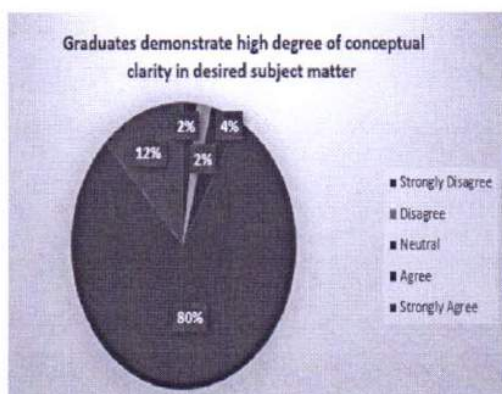


Fig 17



Fig 18

According to the recruiters, it was found that eighty percent of the graduates demonstrated high degree of conceptual clarity in desired subject matter while seventy five percent of the graduates are equipped with competencies which can be mapped into industry business applications.

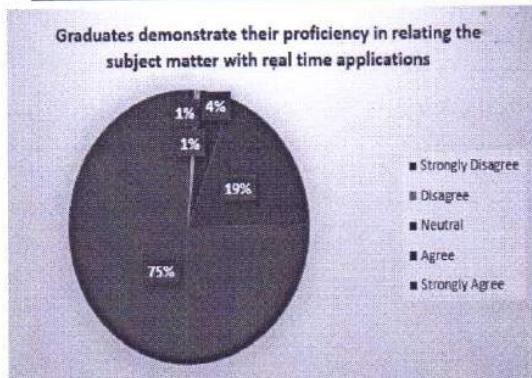


Fig 19

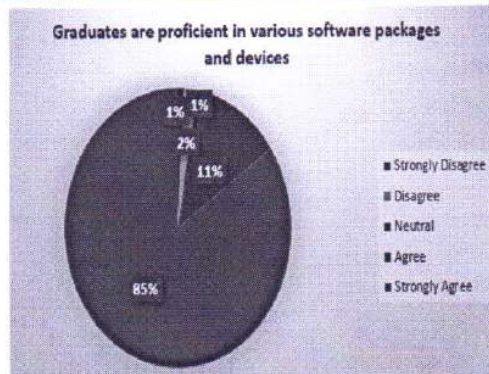


Fig 20

The recruiters also strongly agreed that the graduates demonstrated their proficiency in the subject matter with real time applications. Almost eighty five percent of recruiters strongly agreed that the graduates are proficient in various software packages and devices.

Analysis:

The major recruiters were from IT sectors who highlighted the importance of students understanding and learning the latest trends and technologies. More practical sessions to be given to have hands on experience rather than theoretical knowledge. Suggestions to improve on the communication skills was mentioned.

Conclusion:

Feedback that is both timely and meaningful is essential for learning. Feedback has always been important in the history of learning. We value comments from students, parents, instructors, alumni, and companies on our campus as well. This has previously assisted us in evaluating and assessing our weaknesses and taking corrective actions to accomplish our objective.



Gopal Pardeshi

(Coordinator IQAC)





Dr. G. T. Thampi

(Principal)
PRINCIPAL

Thadomal Shahani Engineering College
P. G. Kher Marg, T.P.S. III,
Bandra (W), Mumbai-400 050

Feedback analysis for A. Y. 2019 – 2020

FEEDBACK ANALYSIS REPORT 2019-2020

Learning is only successful if the concepts and values gained are applied. This will demand regular evaluations of the learning process, with a particular emphasis on curriculum structure and change. Not only should the primary stakeholder, the student, be included in the review process, but so should other stakeholders in the learning process.

To that end, our institution collects organised information from all learning process participants, including students, professors, graduates, and employers. This structured input, together with ideas from stakeholders, assists us in enhancing and enriching many aspects of the learning process, notably the curriculum and the teaching-learning transaction. In addition to formal feedback, our institute arrange student/teacher workshops/interactions to discuss ideas for curricular adjustments from students and faculty members.

On the whole the feedback analysis report for the year 2019-2020 is presented under the following heads

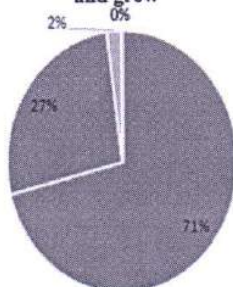
- A. Student's Feedback Analysis**
- B. Teacher's Feedback Analysis**
- C. Alumni Feedback Analysis**
- D. Employer's Feedback Analysis**

A. STUDENTS FEEDBACK AND ANALYSIS REPORT

Students provide organised feedback on their curriculum as well as a variety of other aspects of education and infrastructure. They also provide suggestions for how to improve the programme. All students are invited to offer feedback at the end of the academic year. Throughout the 2019-2020 academic year, students submitted feedback on the curriculum.

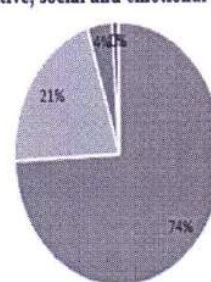
Analysis:

The Institution provides multiple opportunities to learn and grow



Strongly agree Agree Neutral Disagree Strongly disagree

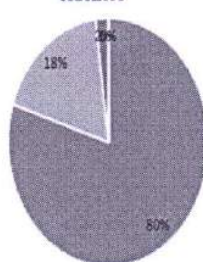
The teaching and mentoring process facilitates you in cognitive, social and emotional growth



Significantly Very well Moderately Marginally Not at all

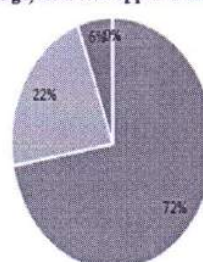
From the above charts it is observed that seventy one percent of the students strongly agree that the institution has provided them multiple opportunities to learn and grow. Seventy four percent of the students had also agreed that the teaching and mentoring process has facilitated them in cognitive, social and economic growth.

Fairness of the Internal evaluation process by the teachers



Always fair Usually fair Sometimes unfair Usually unfair Unfair

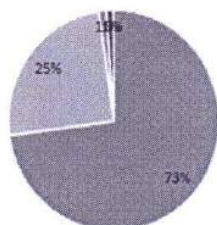
The institute takes active interest in promoting internship, student exchange, field visit opportunities for students



Regularly Often Sometimes Rarely Never

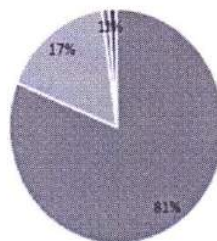
Almost eighty percent of the students felt that the teachers were always fair during the internal evaluation process. For the feedback question related to internship and student exchange programs seventy two percent students agreed that the institution takes active interest in providing internship and field visit opportunities.

Use of student centric methods for enhancing learning experiences



■ Great extent ■ Moderate ■ Some what ■ Very little ■ Not at all

Content of course and relevance of units



■ Excellent ■ Very good ■ Good ■ Satisfactory

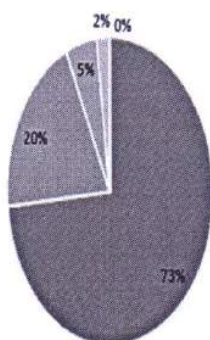
Seventy three percent students felt that the institute/teachers used student centric methods such as experiential learning, participative learning and problems solving methodologies for enhancing learning experiences. Almost eighty one percent of the students rated the content of course and its relevance as excellent.

B. TEACHERS FEEDBACK AND ANALYSIS REPORT

Curriculum design, as we have seen, is crucial for the teaching and learning process. This technique, however, is only effective if the curriculum's content and design are comfortable and pleasing to the instructors, who are the most crucial stakeholders in the process. They also play an important part in the overall progress of the student and institution. Feedback was obtained from teachers who were asked about their satisfaction with the teaching learning process, curriculum creation, and evaluation.

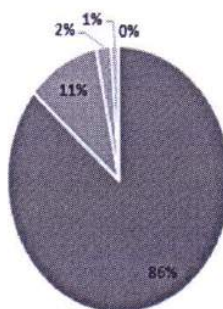
Analysis:

Syllabus is contemporary and need based



■ Strongly agree
■ Agree
■ Neutral
■ Disagree
■ Strongly disagree

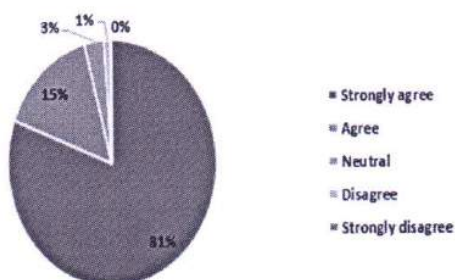
Aims and objectives of the syllabi are well defined and clear to teachers and students



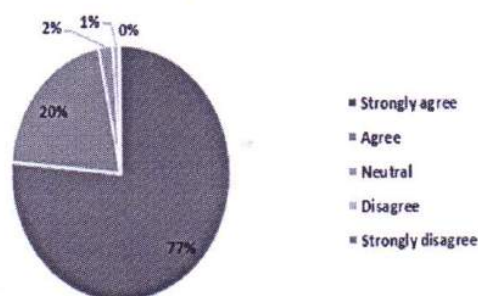
■ Strongly agree
■ Agree
■ Neutral
■ Disagree
■ Strongly disagree

Seventy three percent of the teachers strongly agreed that the syllabus is contemporary and need based. The teachers also strongly agreed that the aims and objectives of the syllabi are well defined and clear to teachers and students.

The depth of the course content is adequate to have significant learning outcomes



The course/syllabus of the subject has a good balance between theory and laboratory-work



Eighty one percent of the teachers strongly agree that the depth of the course content is adequate to have significant learning outcomes. The teachers also strongly agreed that the course/syllabus has a good balance between theory and laboratory work.

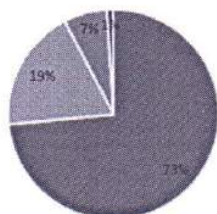
C. ALUMNI FEEDBACK AND ANALYSIS REPORT

Alumni are a crucial source of information for an institution, and their involvement supports the institution's long-term prosperity. Alumni input is critical for gaining vital insights for curriculum design and restructuring in order to meet societal expectations. Graduates offered feedback on the institution and programme for the 2019-2020 academic year.

Analysis:

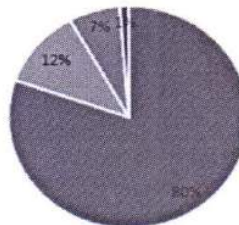
Seventy three percent of the alumni strongly agreed that curriculum acts as a launch pad for building their career. Eighty percent of the alumni strongly agreed that the curriculum intellectually stimulated them.

Curriculum acts as launch pad for building career



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■

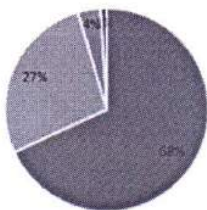
Curriculum intellectually stimulates you



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■

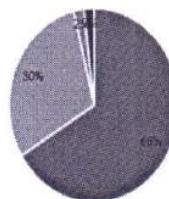
Sixty eight percent strongly agreed that the curriculum helped them in developing as a human capital.

Curriculum helps you in developing as a human capital



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■

Curriculum is sufficient enough to undertake career in Higher Studies



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■

Sixty six percent of the alumni strongly agreed that the curriculum is sufficient enough to undertake career in higher studies.

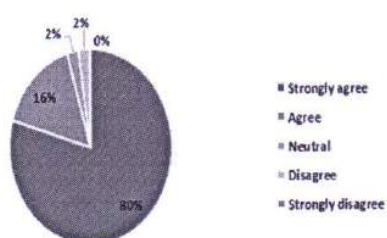
D. EMPLOYER'S FEEDBACK ANALYSIS REPORT

The Training and Placement unit collaborates with a variety of industrial sectors to coordinate campus placements and assist recent graduates in finding work. During this process, students are given the chance to participate in a variety of interviews and are placed in organisations that are a good fit for their abilities and performance during the interview.

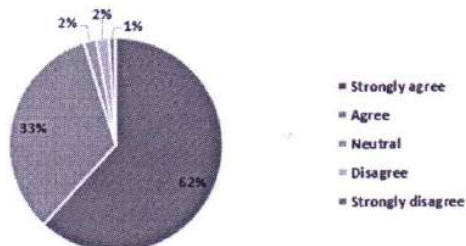
Analysis:

Eighty per cent of the recruiters strongly agreed that the graduates are prepared with skills that may be applied in a variety of industries. The recruiters also strongly agreed

Graduates are prepared with skills that may be applied in a variety of industries

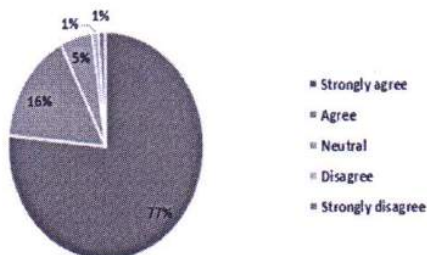


Graduates demonstrate their ability to connect subject content to real-world applications

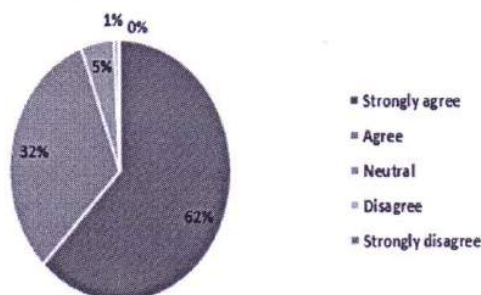


that the graduates demonstrated their abilities to connect subject content to real-world applications.

Graduates are skilled in a variety of software programmes and gadgets



Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details



On the feedback question regarding the software skills of the graduates seventy seven percent of the recruiters strongly agreed that the graduates are skilled in a variety of software programmes and gadgets. Sixty two percent of the recruiters strongly agreed

that graduates demonstrated the concept of economy of volume, economy of velocity and respect for details.

Conclusion:

The data above clearly show that students are happy with the institution's accomplishment of course content, teaching-learning process, syllabus coverage, teaching techniques, and library facilities.

According to their response, students appreciated the professors' warm demeanour, which made them feel at ease and calm. The students were pleased with their capacity to communicate with their teachers outside of the classroom, which helped them to flourish in their academic endeavours.

The staff members agreed that the syllabus provided a solid balance of theory and application; they also agreed that the curriculum addressed the syllabi's aims and objectives. The staff member recognised that the provided courses helped them increase their subject expertise. Faculty members also stated that the books included on the syllabi were relevant to the course content.

Overall, the graduates were happy with the curriculum's design, its efficacy in enhancing problem-solving and analytical skills, and the syllabus's ability to foster a desire for future study. They were delighted that the course material had improved their skills and perspectives in their respective industries.

The bulk of recruiters were from the information technology industry, and they emphasised the importance of students understanding and learning about current trends and technologies. More hands-on workshops should be offered so that students may get practical experience rather than academic knowledge. There were suggestions for increasing communication abilities.

Feedback that is both timely and useful is essential for learning. Feedback has always been important in the history of learning. We value comments from students, parents, instructors, alumni, and companies on our campus as well. This has previously assisted us in evaluating and assessing our weaknesses and taking corrective actions to accomplish our objective.



Dr. Gopal Pardesi
(Coordinator IQAC)



Dr. G. T. Thampi

(Principal)
PRINCIPAL

Thadomal Shahani Engineering College
P. G. Kher Marg, T.P.S. III,
Bandra (W), Mumbai-400 050

Feedback analysis for A. Y. 2020 – 2021

FEEDBACK ANALYSIS REPORT 2020-2021

Learning is only successful if the principles and ideals learned are put into practise. This will necessitate regular reviews of the learning process, with a focus on curricular structure and modification. Other stakeholders in the learning process, in addition to the primary stakeholder, the student, should be involved in the evaluation process.

To that purpose, our school gathers organised data from all players in the learning process, including students, instructors, graduates, and employers. This systematic feedback, together with ideas from stakeholders, aids us in improving and enriching many areas of the learning process, particularly the curriculum and the teaching-learning transaction.

On the whole the feedback analysis report for the year 2020-2021 is presented under the following heads

- A. Student's Feedback Analysis**
- B. Teacher's Feedback Analysis**
- C. Alumni Feedback Analysis**
- D. Employer's Feedback Analysis**

A. STUDENTS FEEDBACK AND ANALYSIS REPORT

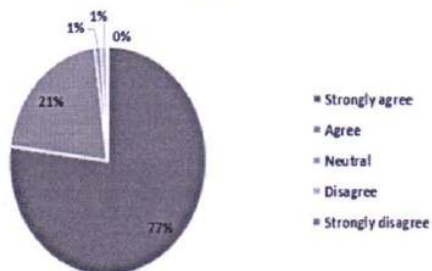
Students submit organised input on their curriculum as well as a range of other educational and infrastructural issues. They also make recommendations for how to enhance the programme. At the end of the academic year, all students are requested to provide comments/feedback. Students provided curricular input throughout the 2020-2021 academic year.

Analysis:

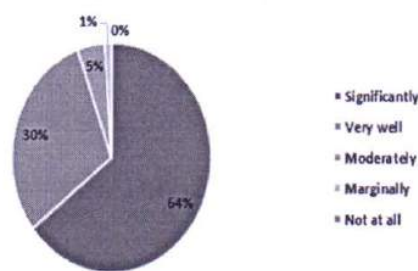
According to the charts, seventy seven percent of students strongly believe that the institute has given them with several possibilities to study and improve. Sixty six percent

of the students significantly believed that the teaching and mentoring process had aided their cognitive, societal, and economic development.

The institute provides multiple opportunities to learn and grow

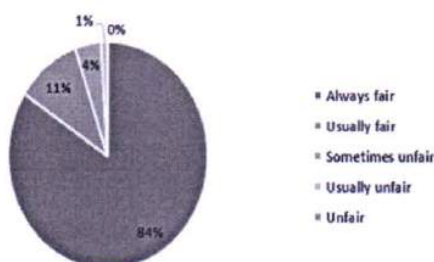


The teaching and mentoring process facilitates in cognitive, social and emotional growth

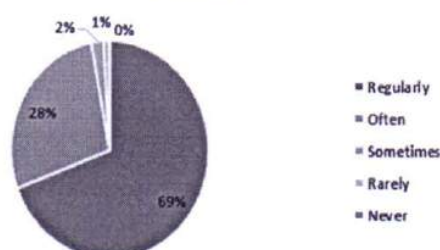


Almost eighty four percent of students thought the professors were always fair throughout the internal assessment process. In response to the feedback question on internship and student exchange programmes, seventy two percent of students felt that the school takes an active interest in providing internship and field trip possibilities.

Fairness of the internal evaluation process by the teachers



The institute takes active interest in promoting internship, student exchange, field visit opportunities for students



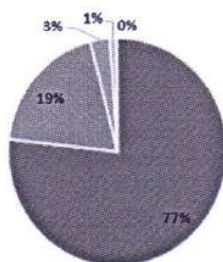
B. TEACHERS FEEDBACK AND ANALYSIS REPORT

As we have seen, curriculum design is critical for the teaching and learning process. This strategy, however, is only effective if the content and design of the curriculum are comfortable and pleasant to the teachers, who are the most important stakeholders in the process. They are also crucial to the overall success of the student and institution.

Teachers were polled regarding their satisfaction with the teaching-learning process, curriculum development, and evaluation.

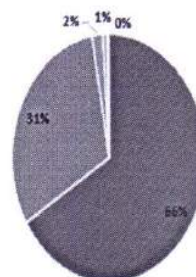
Analysis

Aims and objectives of the syllabi are well defined and clear to teachers and students



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

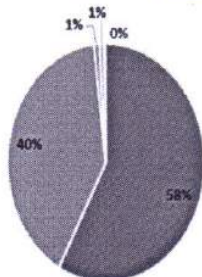
Syllabus is contemporary and need based



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

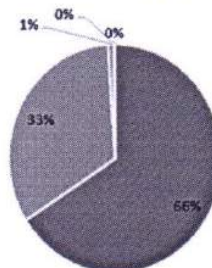
Ninety percent of the faculties agreed that the curriculum is current and relevant. The teachers also stated that the syllabi's goals and objectives are well defined and understandable to both teachers and students.

The depth of the course content is adequate to have significant learning outcomes



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The course syllabus has a good balance between theory and laboratory-work



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

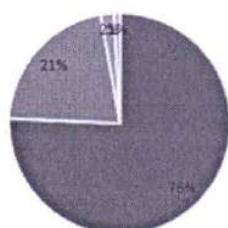
Around sixty percent of the teachers strongly agreed that the course content's depth is sufficient to provide meaningful learning results. The teachers also unanimously agreed that the course/syllabus strikes an appropriate mix of theoretical and laboratory activity.

C. ALUMNI FEEDBACK AND ANALYSIS REPORT

Alumni are an important source of information for an institution, and their engagement contributes to the institutions long-term success. In order to match social expectations, alumni involvement is crucial for acquiring vital insights for curriculum design and restructuring. Graduates provided input on the institute and programme for the academic year 2020-2021.

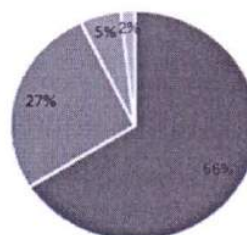
Analysis:

Curriculum acts as launch pad for building career



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

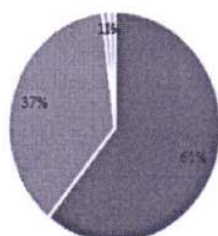
Curriculum intellectually stimulates you



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

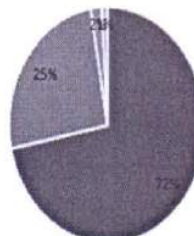
Seventy six percent of alumni strongly believed that the programme serves as a springboard for their career. Sixty six percent of the graduates strongly agreed that the coursework intellectually stimulated them.

Curriculum helps you in developing as a human capital



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

Curriculum is sufficient enough to undertake career in Higher Studies



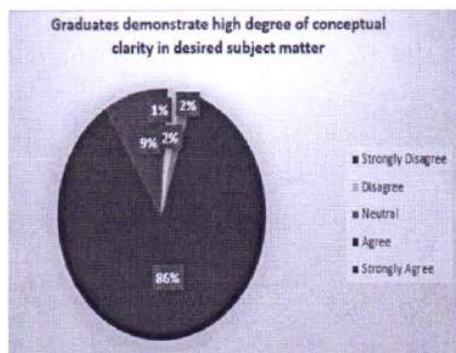
■ Strongly agree ■ Agree ■ Neutral ■ Disagree

Sixty-one percent of respondents strongly agreed that the curriculum aided their development as human capital. Seventy two percent of graduates strongly believed that the programme is adequate for pursuing a career in higher education.

D. EMPLOYER'S FEEDBACK ANALYSIS REPORT

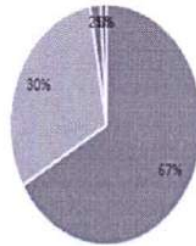
The Training and Placement section works with a range of industrial sectors to facilitate campus placements and help recent graduates find jobs. Students are given the opportunity to engage in a range of interviews throughout this process and are put in organisations that are a suitable fit for their talents and performance during the interview.

Analysis:



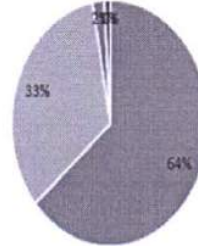
Eighty six percent of recruiters believed that the graduates demonstrated high degree of conceptual clarity in desired subjects. The recruiters were also unanimous in their assessment of the graduates' ability to relate subject matter to real-world applications. Eighty percent of recruiters strongly agreed that graduates are highly equipped with competencies which can be mapped into industry business applications.

Graduates demonstrate their proficiency in relating the subject matter with real time applications



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

Sixty seven percent of recruiters strongly agreed that the graduates demonstrated their proficiency in relating the subject matter with real time applications. On the feedback question on the graduates' software abilities, the recruiters highly agreed that the graduates are proficient in a range of software programmes and devices. Sixty four percent of recruiters strongly agreed that graduates displayed the concepts of volumetric economy, velocity economy, and attention to detail.

Conclusion:

Students are obviously satisfied with the institution's achievement of course content, teaching-learning process, syllabus coverage, teaching approaches, and library facilities, as evidenced by the statistics presented above.

Students loved the lecturers' pleasant demeanour, which made them feel at ease and tranquil, according to their responses. The students were delighted with their ability to communicate with their instructors outside of the classroom, which enabled them to excel academically.

The faculty members agreed that the syllabus provided a good mix of theory and application, and that the programme addressed the purposes and objectives of the syllabus. The staff member acknowledged that the given courses aided them in

expanding their topic competence. Faculty members also said that the books on the syllabi were related to the course material.

Overall, the graduates were pleased with the curriculum's design, its effectiveness in improving problem-solving and analytical abilities, and the syllabus's capacity to pique their interest in further study. They were overjoyed that the course content had boosted their talents and views in their various fields.

The majority of recruiters were from the information technology business, and they stressed the need of students comprehending and learning about current trends and technologies. More hands-on workshops should be provided to students so that they may get practical experience rather than academic information. There were several ideas for improving communication skills.

It is critical for learning to get feedback that is both timely and meaningful. In the history of learning, feedback has always been vital. We value feedback from students, parents, educators, alumni, and businesses on our campus. This has helped us in examining and assessing our deficiencies, as well as taking remedial activities to achieve our goal.



Dr. Gopal Pardesi

(Coordinator IQAC)



Dr. G. T. Thampi

(Principal)

PRINCIPAL
Thadomal Shahani Engineering College
P. G. Kher Marg, T.P.S. III,
Bandra (W), Mumbai-400 050