



Feedback Analysis for AY 2022-23


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Feedback Analysis on Curriculum Gaps

The institute has collected feedback from all stakeholders (student, faculty, alumni and industry) and analysed the importance of addressing curriculum gaps to enhance the quality of education.

Overall, the feedback analysis report for the year 2022-23 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

Analysis and inferences


A. Student Feedback Analysis

Key points answered by students regarding curriculum gaps are as follows

1. At perceptible level do you feel curriculum design is approximating best of class
2. The time allotted for teaching learning & assimilation is sufficient
3. There is scope for developing experiments from theoretical study which is not integral part of course curriculum
4. The logical sequencing of subject matter from the first semester to last semester is seem to be based on the outcome of serious study & observations is seem to be based on the outcome of serious study & observation
5. There is balance between hands-on learning (learning while doing) & time set aside for building theoretical rigor
6. Course curriculum facilitates choice based system
7. Curriculum allows sufficient time for learning & facilitate internship at the end of every semester


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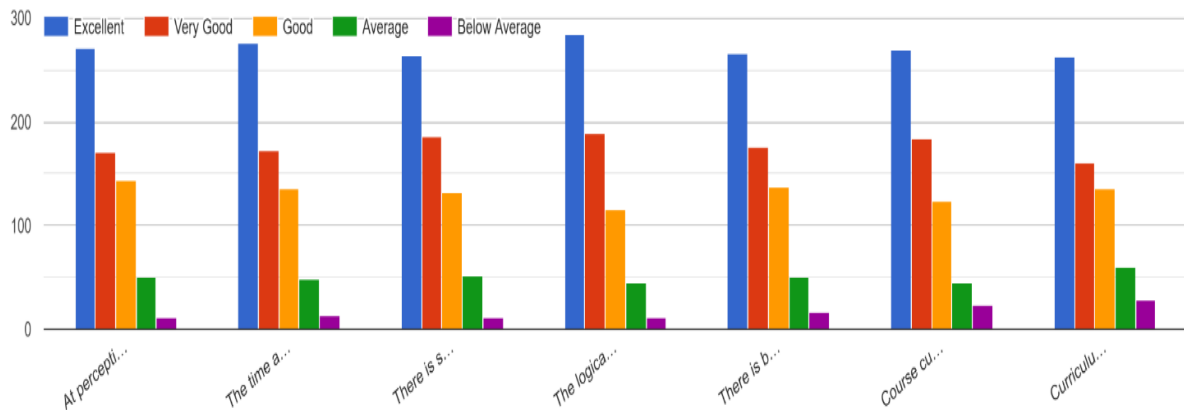
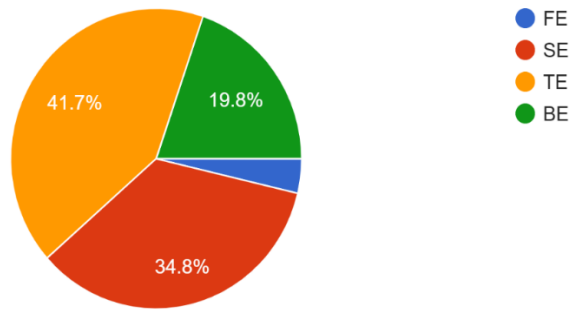



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Above questionnaire is shared among students from FE to BE.


The responses are as follows:

Class
 647 responses




From the above data analysis we found the following statistics:

1. Most students agreed that at perceptive level, curriculum design is approximating the best of class. More than 89 percent of students believe that time allotted for teaching learning & assimilation is sufficiently good
2. More than 90 percent of students believe that there is a good logical sequencing of subject matter from the first semester to last semester. Also, they


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believe there is a balance between hands-on learning and time set aside for building theoretical rigor

3. More than 88 percent of students agreed that curriculum facilitates choice-based system. And more than 85 percent of students agreed that curriculum allows sufficient time for learning & facilitate internship at the end of every semester.
4. More than 86 percent of students believe that curriculum allows good amount of time for learning and facilitate internship at the end of every semester.

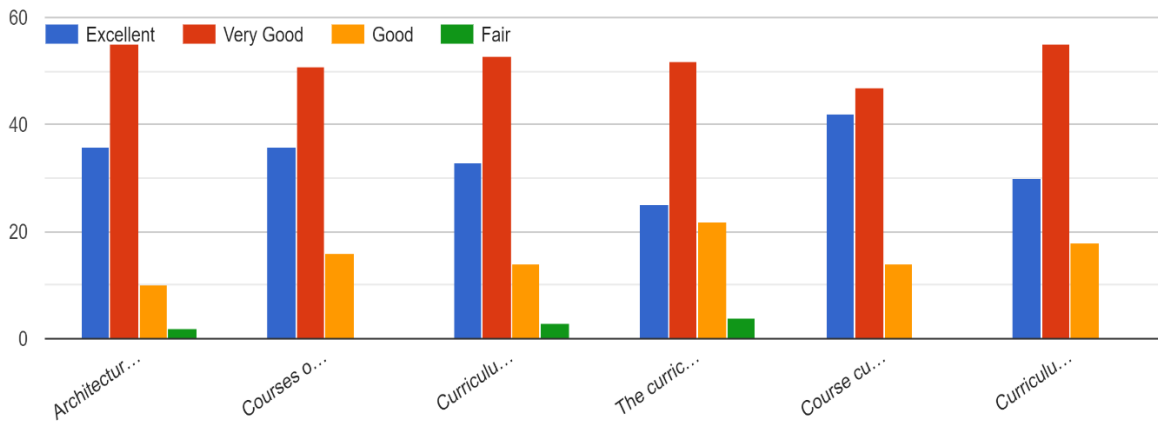
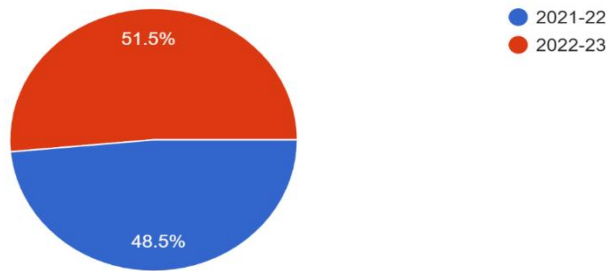
2. Faculty Feedback Analysis

Teachers play a very significant role in every organization. They are vital to the overall development of the students and the institution. Teachers' feedback was taken via the internet to know their perspective on curriculum gaps. Based on the following questions analysis has been conducted on curriculum gaps:

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


The feedback given by teachers is graphically represented as follows:

Academic year
 103 responses




From the above data analysis we found the following statistics:

1. Majority of teachers feel that there is an appropriate sequencing of various subjects matters in course curriculum. All the teachers feel that there are good amount of courses based on mathematics, other allied sciences and courses on Information Communication Technology.
2. More than 84 percent strongly believe that courses designed permits practice of blended studies & flipped classrooms. The majority of teachers feels that


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curriculum design essentially to help learners to eliminate gaps in the competency required for national economy.

3. All teachers believe that curriculum nudges students to develop competencies to evolve as professionals in the marketplace. Around 3.5% of teachers feel there is a scope of curriculum content to reflect contemporaneous research findings & publication.

3. Alumni Feedback Analysis


The most useful feedback based on curriculum content impacting on society can be given by Alumni. The institute's success in several technological and academic fields relies heavily on alumni contributions.

The feedback received from alumni regarding the effectiveness of the curriculum in preparing them for their careers are as follows.


Based on the following key points from different batches and branches we collected data from our alumni and the analysis is done for further improvement of our curriculum.

1. Curriculum acts as launch pad for building career
2. Curriculum intellectually stimulates you
3. Curriculum helps you in developing as a human capital
4. Curriculum is well designed for easy transition from junior college (10+2) / polytechnic to engineering

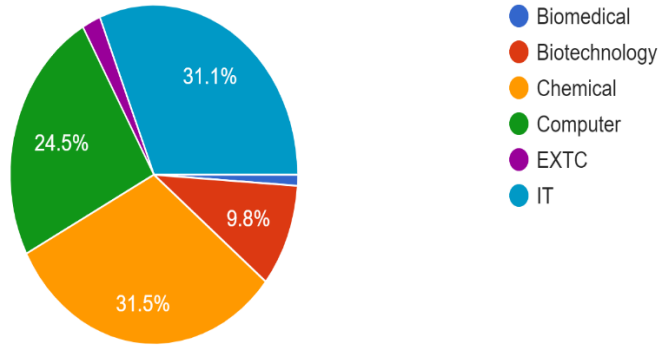
The graphical representation of Alumni feedback is as follows:


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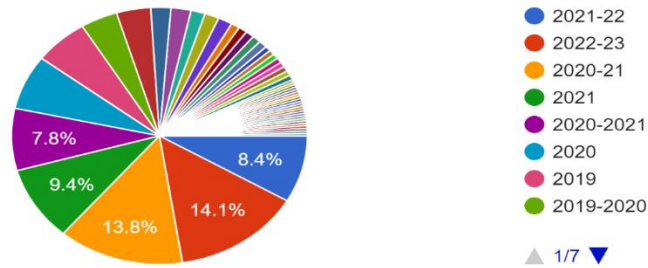




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Branch
 286 responses




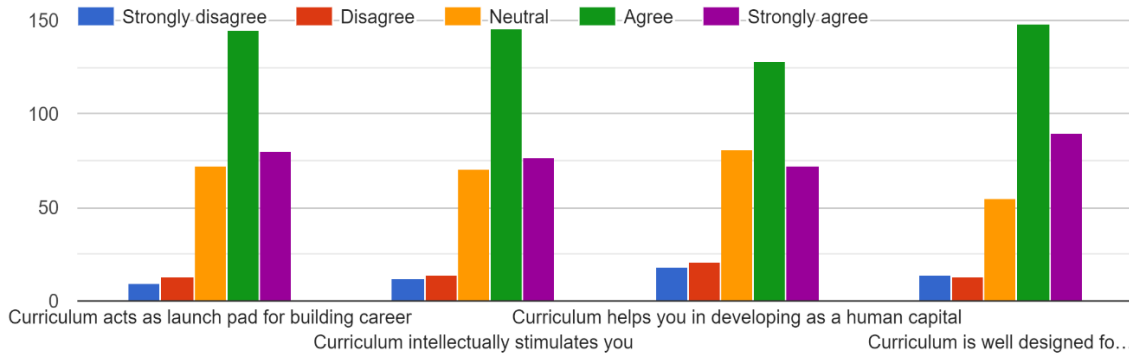
Batch
 320 responses




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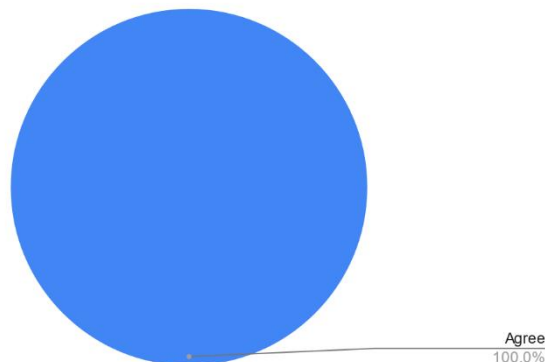


1. Around 67 percent of Alumni feel that curriculum helps them in developing as a human capital. Also, 76 percent believe that curriculum intellectually stimulates them.
2. More than 75 percent of Alumni agreed that Curriculum is well designed for easy transition from junior college or polytechnic to engineering. And more than 74 percent of Alumni agreed that curriculum acts as launch pad for building career

4. Recruiter’s Feedback Analysis

The recruiter’s feedback is collected after each campus hiring. Every year recruiters are asked for feedback to assess the quality of students based on their replies.

Graduates demonstrate high degree of conceptual clarity in desired subject matter



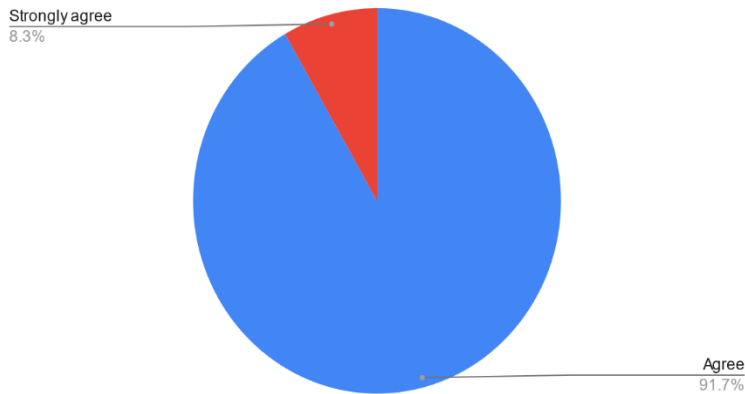
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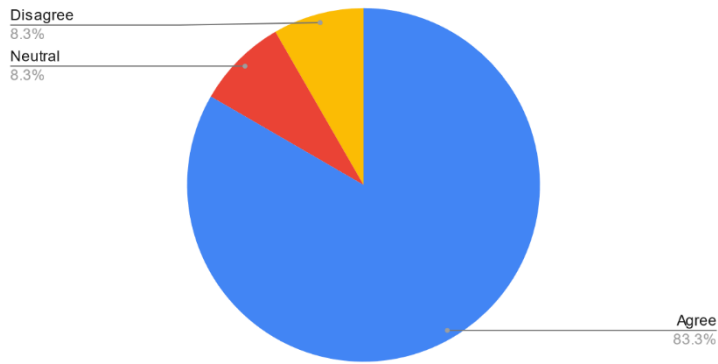
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All recruiters agreed that graduates demonstrate a high degree of conceptual clarity in desired subject matter.

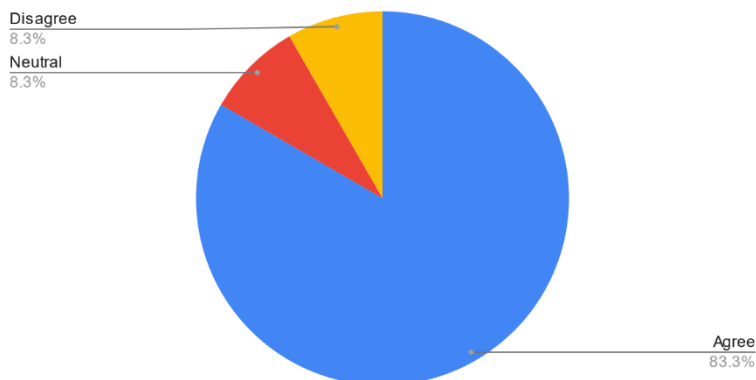
Graduates are equipped with competencies which can be mapped into industry business application



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



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

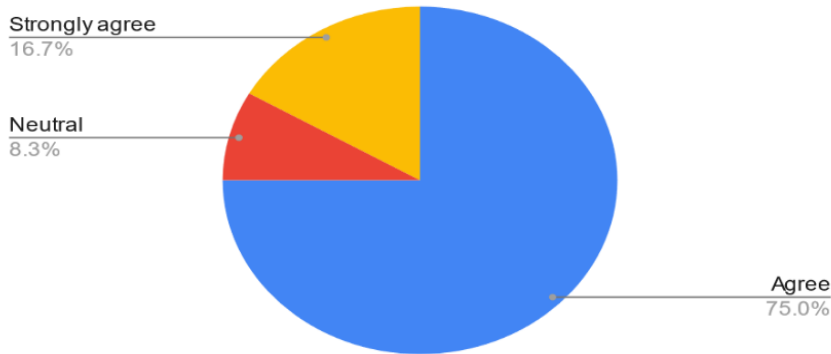


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Graduates are proficient in various software packages and devices



1. According to ninety two percent recruiter's graduates are equipped with competencies which can be mapped into industry business application while 83 percent recruiters agree that graduates demonstrate their proficiency in realizing the subject matter with real time applications.
2. The recruiters also agreed that graduates demonstrate their proficiency in realizing the subject matter with real time applications. Seventy five percent of recruiters agreed that graduates are proficient in various software packages and devices.

Conclusion

The comprehensive analysis of feedback from students, alumni, and recruiters provides valuable insights into the overall effectiveness and impact of our engineering programs. The triangulation of perspectives allows us to draw meaningful conclusions and identify areas of strength and improvement.

In conclusion, this feedback analysis report serves as a valuable tool for the institution to reflect on its strengths and address opportunities for improvement. By leveraging the insights gained from students, faculty, alumni, and recruiters, we can still enhance our educational offerings and better prepare our students for successful and fulfilling careers in their respective fields.