

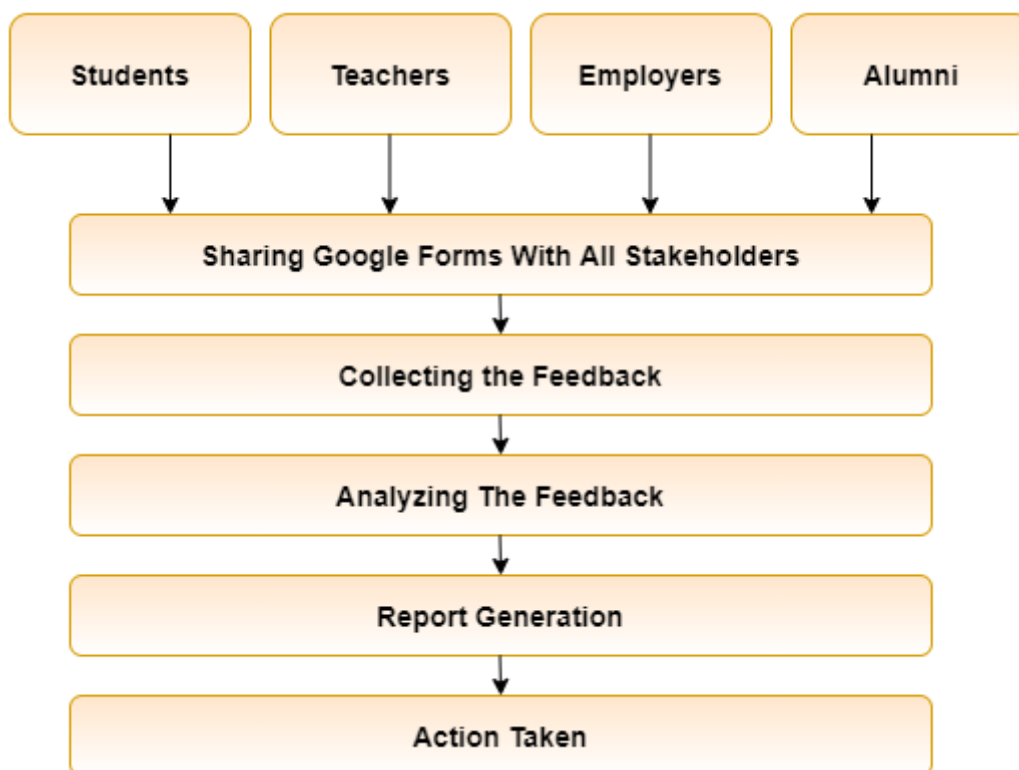
#### 1.4.2 Feedback process of the Institution

Sr. No	Details
1	Feedback Process of the Institute
2	Feedback Analysis
3	Action Taken Report

## Feedback Process of the Institute

The institute aims to offer the best possible environment and learning experience to encourage students to perform to their full potential for academic achievement. Students, teachers, alumni and employers play an important role in the evaluation, development and enhancement of the quality of this learning experience. Feedback from students, teachers, alumni and employers helps the college to evaluate its policies and make changes as per stakeholders' requirements.

Data was collected by sending Google forms to the various stakeholders for all the courses. Analysis of feedback clearly depicts that they are well satisfied with the curriculum development and revision. The analysis of the feedback received from various stakeholders reflects the adequacy of the syllabus.



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# **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.

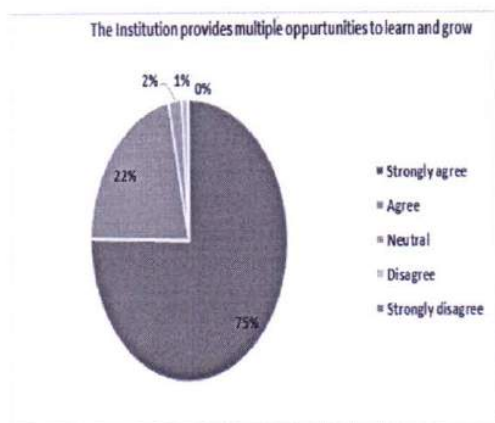


Figure 5

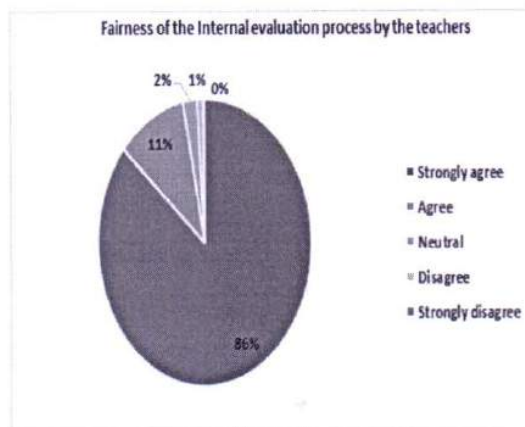


Figure 6

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:

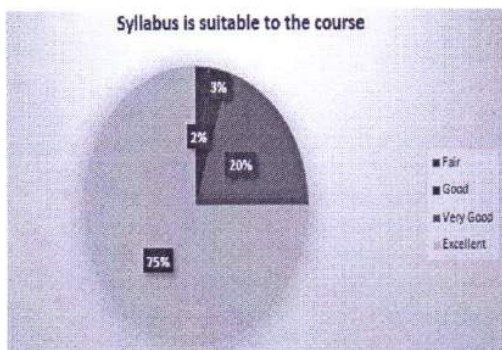


Figure 7

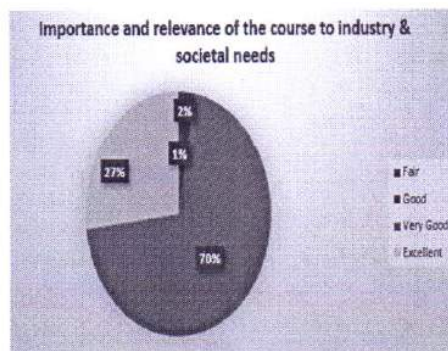


Figure 8

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.

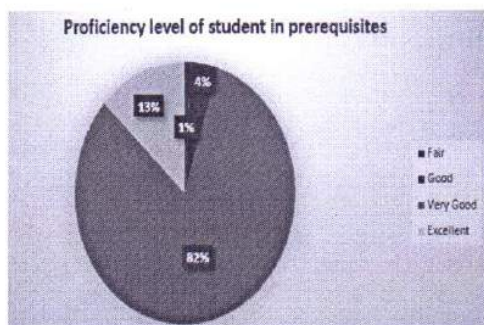


Figure 9

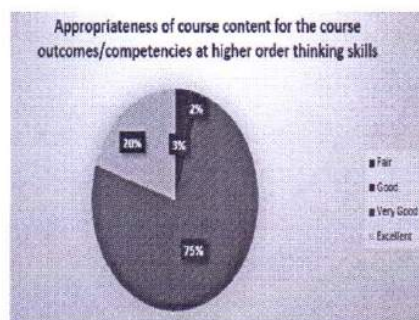


Figure 10

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.

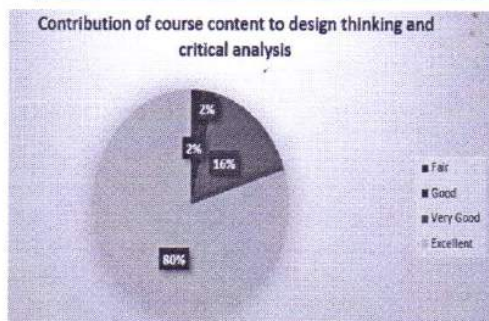


Figure 11

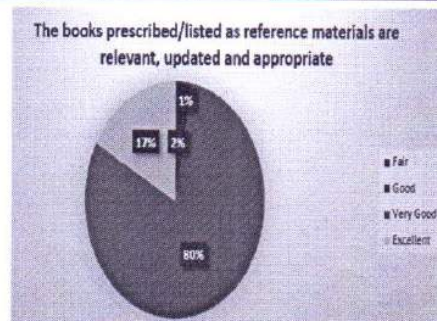


Figure 12

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

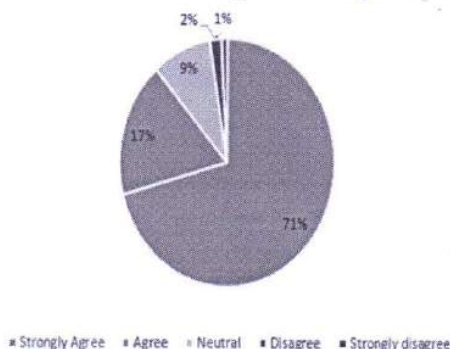


Figure 13

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 intellectually stimulates you

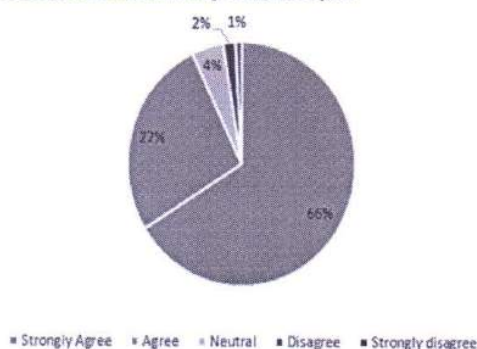


Figure 14

Curriculum helps you in developing as a human capital

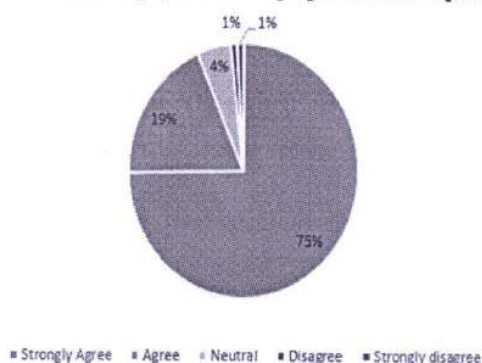


Figure 15

Curriculum is sufficient enough to undertake career in Higher Studies

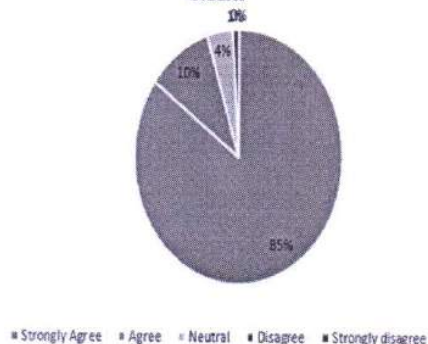


Figure 16

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.

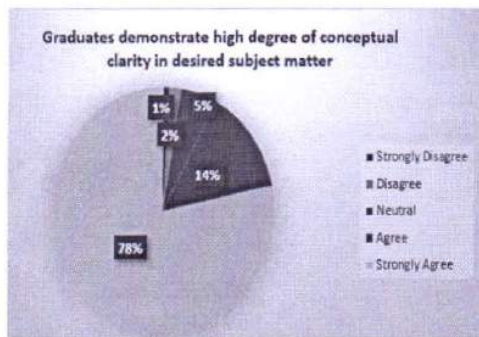


Figure 17

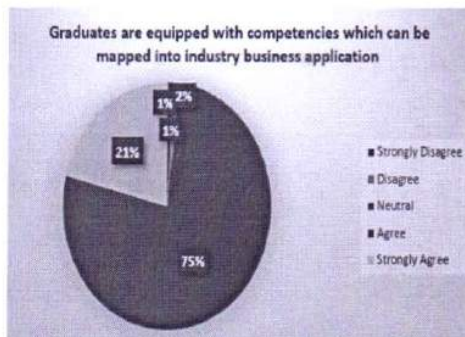


Figure 18

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

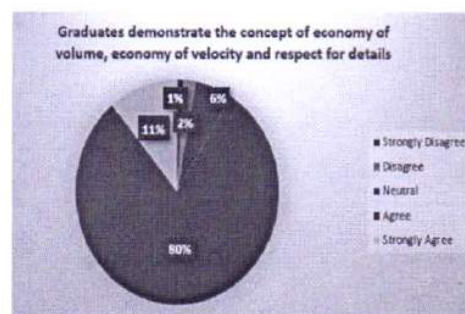


Figure 20

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.

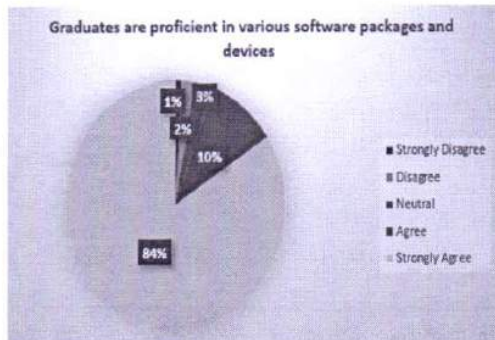


Figure 21

#### 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.

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# **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.

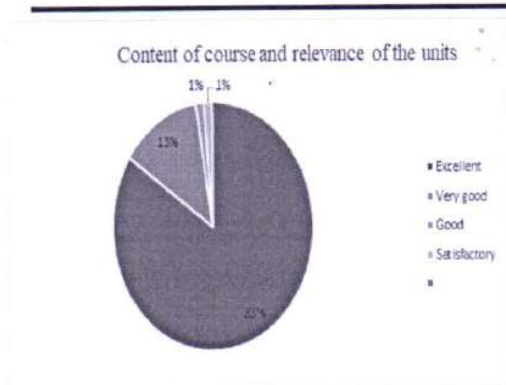


Figure 1

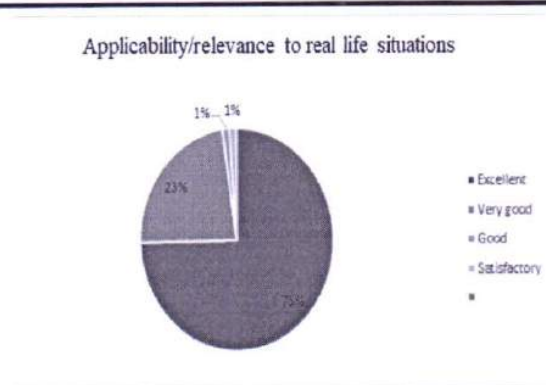


Figure 2

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.

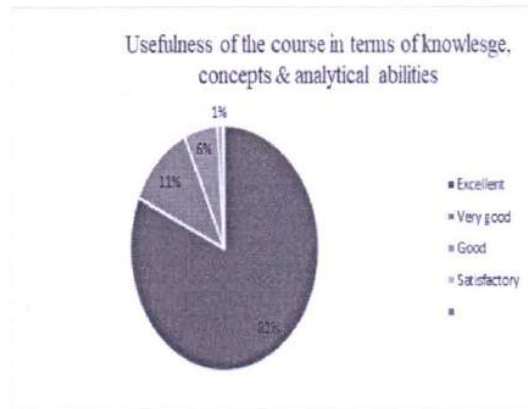


Figure 3

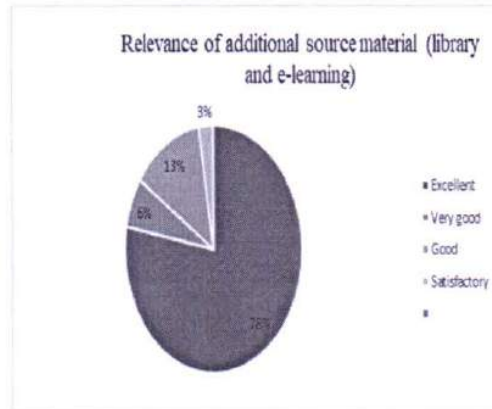


Figure 4

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.

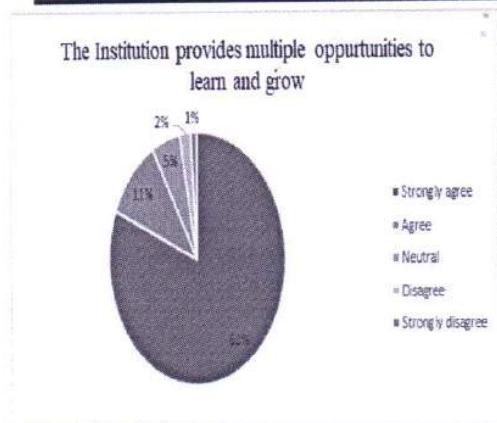


Figure 5

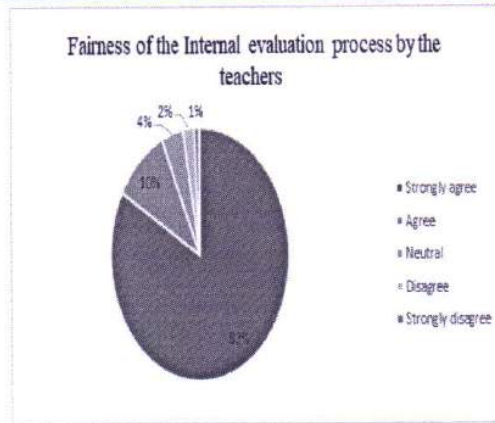


Figure 6

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.

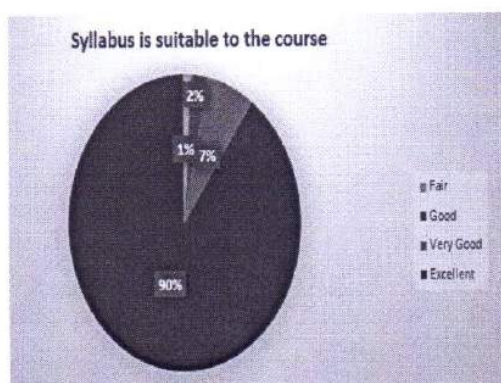


Figure 7

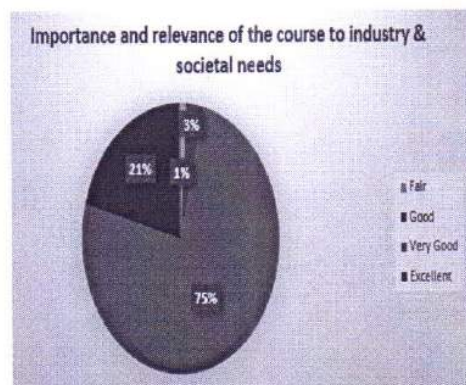


Figure 8

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.

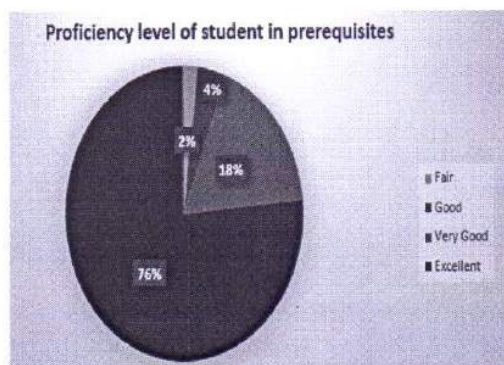


Figure 9

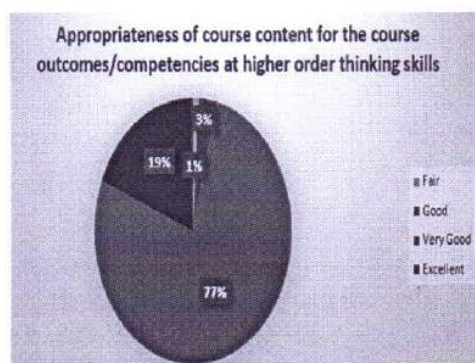


Figure 10

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.

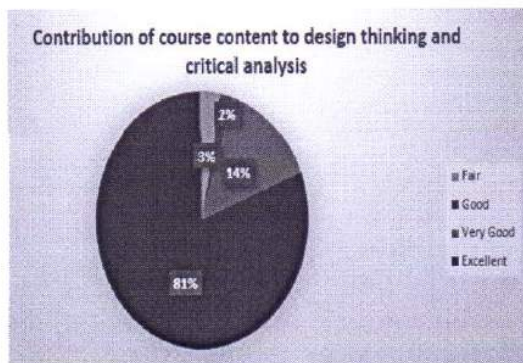


Figure 11

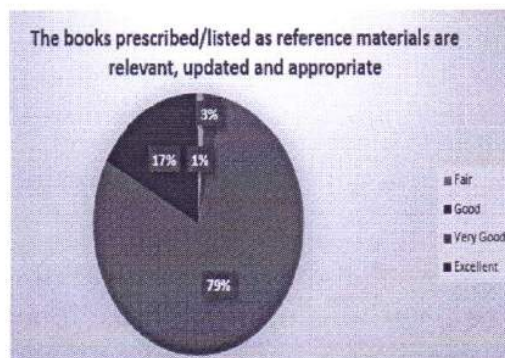


Figure 12

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.

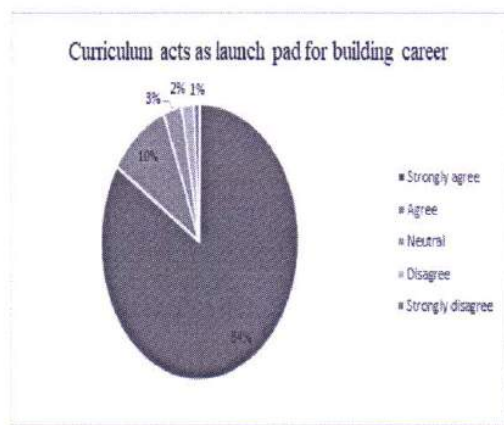


Fig 13

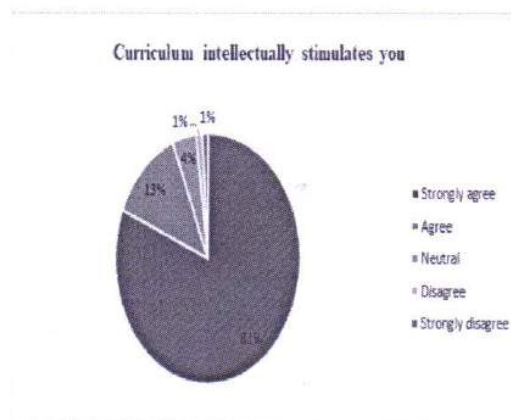


Fig 14

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.

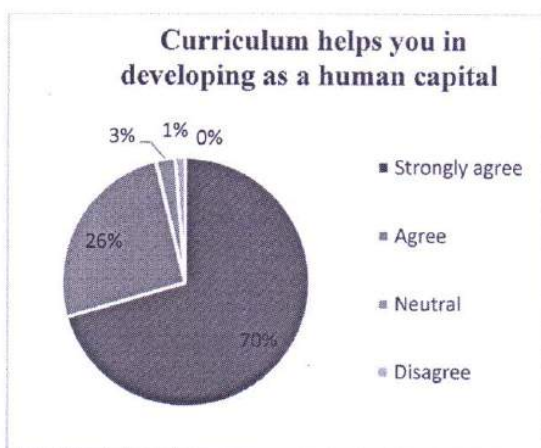


Fig 15

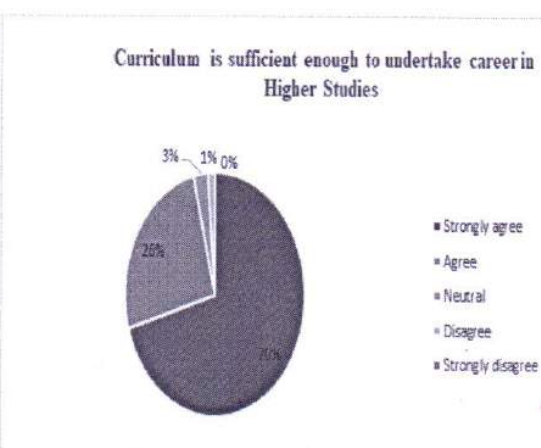


Fig 16

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.

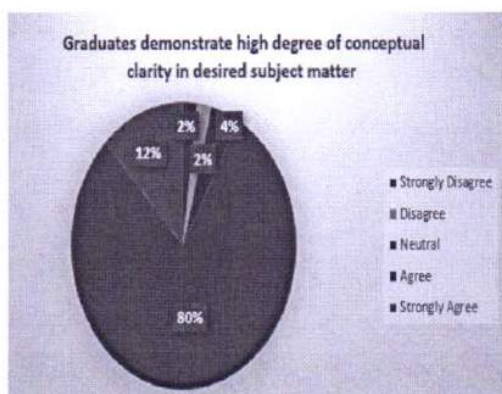


Fig 17



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.



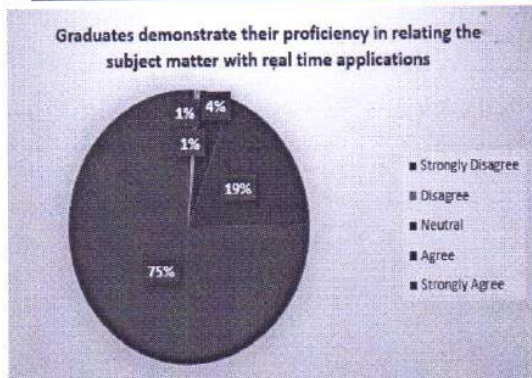


Fig 19

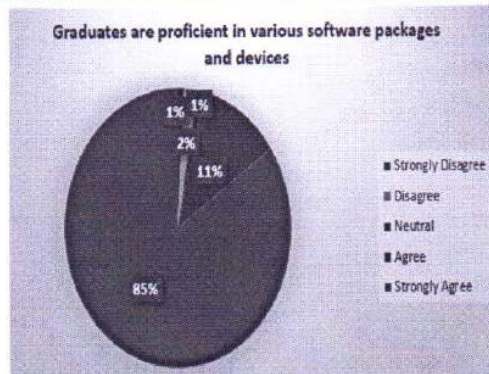


Fig 20

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

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# **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

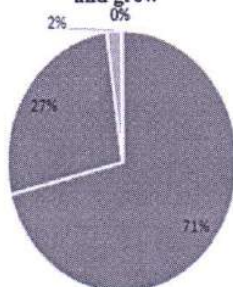
- A. Student's Feedback Analysis**
- B. Teacher's Feedback Analysis**
- C. Alumni Feedback Analysis**
- D. Employer's Feedback Analysis**

### **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.

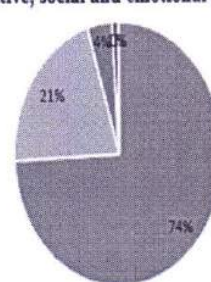
### Analysis:

The Institution provides multiple opportunities to learn and grow



Strongly agree Agree Neutral Disagree Strongly disagree

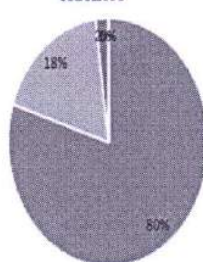
The teaching and mentoring process facilitates you in cognitive, social and emotional growth



Significantly Very well Moderately Marginally Not at all

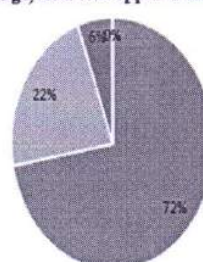
From the above charts it is observed that seventy one percent of the students strongly agree that the institution has provided them multiple opportunities to learn and grow. Seventy four percent of the students had also agreed that the teaching and mentoring process has facilitated them in cognitive,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

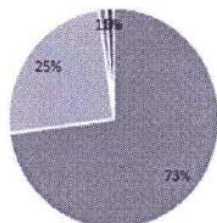


Regularly Often Sometimes Rarely Never

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.

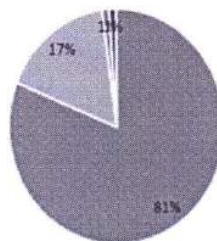


Use of student centric methods for enhancing learning experiences



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

Content of course and relevance of units



■ Excellent ■ Very good ■ Good ■ Satisfactory

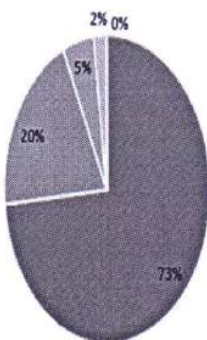
Seventy three percent students felt that the institute/teachers used student centric methods such as experiential learning, participative learning and problems solving methodologies for enhancing learning experiences. Almost eighty one percent of the students rated the content of course and its relevance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

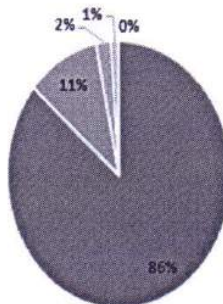
### Analysis:

Syllabus is contemporary and need based



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

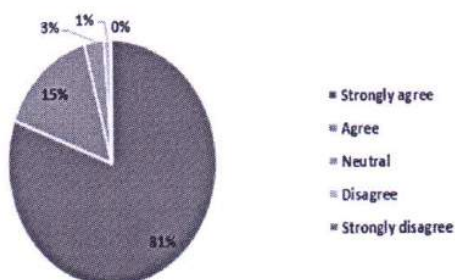
Aims and objectives of the syllabi are well defined and clear to teachers and students



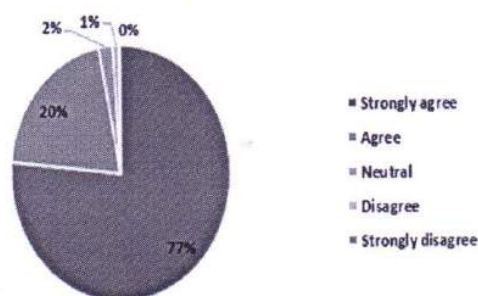
■ Strongly agree  
■ Agree  
■ Neutral  
■ Disagree  
■ Strongly disagree

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.

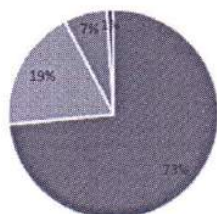
### C. ALUMNI FEEDBACK AND ANALYSIS REPORT

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:

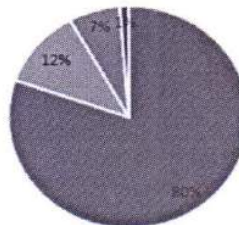
Seventy three percent of the alumni strongly agreed that curriculum acts as a launch pad for building their career. Eighty percent of the alumni strongly agreed that the curriculum intellectually stimulated them.

Curriculum acts as launch pad for building career



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■

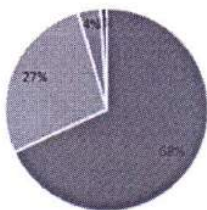
Curriculum intellectually stimulates you



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■

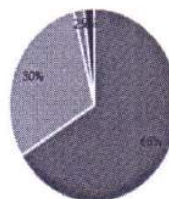
Sixty eight percent strongly agreed that the curriculum helped them in developing as a human capital.

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

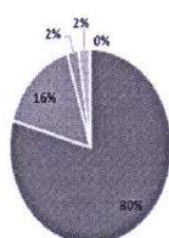
The Training and Placement unit collaborates with a variety of industrial sectors to coordinate campus placements and assist recent graduates in finding work. During this process, students are given the chance to participate in a variety of interviews and are placed in organisations that are a good fit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



### Analysis:

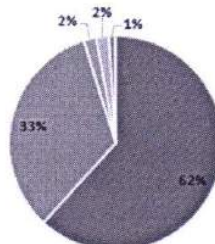
Eighty per cent of the recruiters strongly agreed that the graduates are prepared with skills that may be applied in a variety of industries. The recruiters also strongly agreed

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



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

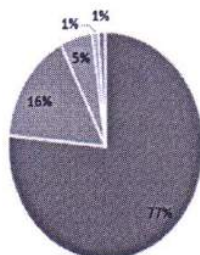
Graduates demonstrate their ability to connect subject content to real-world applications



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

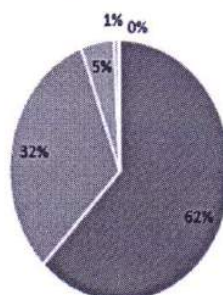
that the graduates demonstrated their abilities to connect subject content to real-world applications.

Graduates are skilled in a variety of software programmes and gadgets



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

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



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

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.



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# **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**

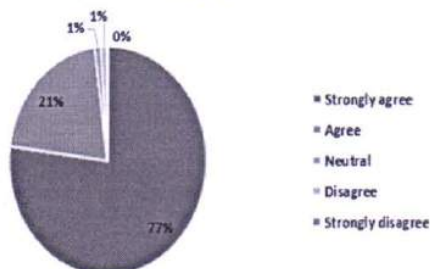
Students submit organised input on their curriculum as well as a range of other educational and infrastructural issues. They also make recommendations for how to enhance the programme. At the end of the academic year, all students are requested to provide comments/feedback. Students provided curricular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

#### **Analysis:**

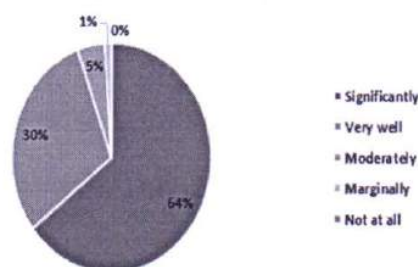
According to the charts, seventy seven percent of students strongly believe that the institute has given them with several possibilities to study and improve. Sixty six percent

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

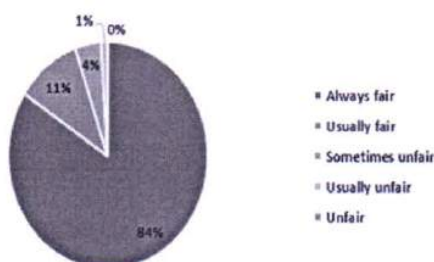


The teaching and mentoring process facilitates in cognitive, social and emotional growth

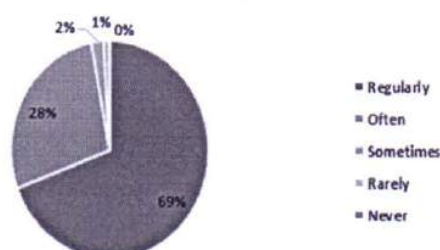


Almost eighty four percent of students thought the professors were always fair throughout the internal assessment process. In response to the feedback question on internship and student exchange programmes, seventy two percent of students felt that the school takes an active interest in providing internship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

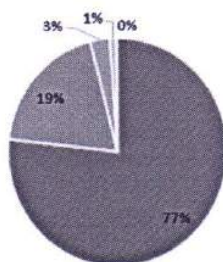
As we have seen, curriculum design is critical for the teaching and learning process. This strategy, however, is only effective if the content and design of the curriculum are comfortable and pleasant to the teachers, who are the most important stakeholders in the process. They are also crucial to the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



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

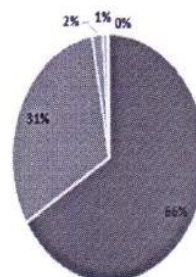
### Analysis

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



Strongly agree  
Agree  
Neutral  
Disagree  
Strongly disagree

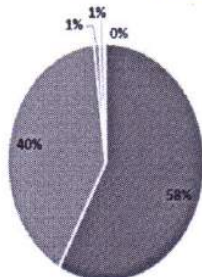
Syllabus is contemporary and need based



Strongly agree  
Agree  
Neutral  
Disagree  
Strongly disagree

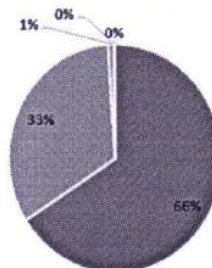
Ninety percent of the faculties agreed that the curriculum is current and relevant. The teachers also stated that the syllabi's goals and objectives are well defined and understandable to both teachers and students.

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

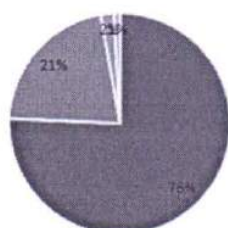
Around sixty percent of the teachers strongly agreed that the course content's depth is sufficient to provide meaningful learning results. The teachers also unanimously agreed that the course/syllabus strikes an appropriate mix of theoretical and laboratory activity.

### 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.

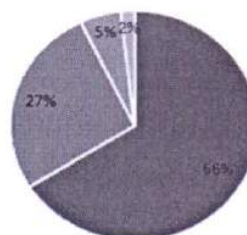
#### Analysis:

Curriculum acts as launch pad for building career



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

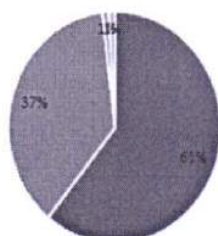
Curriculum intellectually stimulates you



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

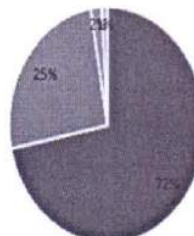
Seventy six percent of alumni strongly believed that the programme serves as a springboard for their career. Sixty six percent of the graduates strongly agreed that the coursework intellectually stimulated them.

Curriculum helps you in developing as a human capital



■ Strongly agree ■ Agree ■ Neutral ■ Disagree

Curriculum is sufficient enough to undertake career in Higher Studies



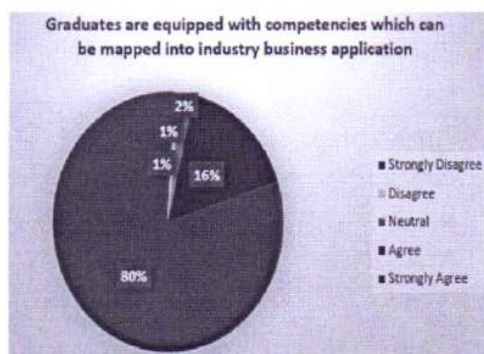
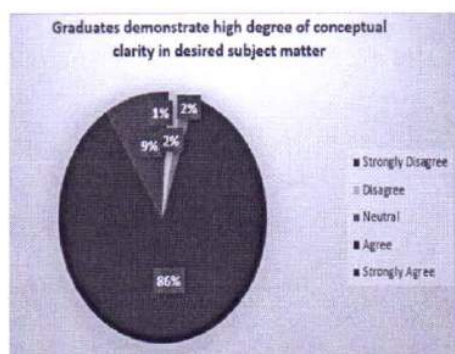
■ Strongly agree ■ Agree ■ Neutral ■ Disagree

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.

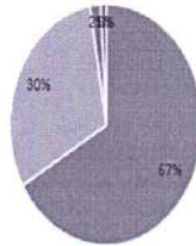
##### **Analysis:**



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.

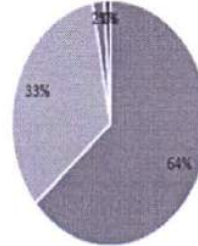


Graduates demonstrate their proficiency in relating the subject matter with real time applications



■ 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



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# **Action Taken Report of IQAC for A. Y. 2020 – 2021**

## ACTION TAKEN REPORT

### Academic Year 2020-2021

The actions taken by the institute on the discussions/resolution made in the meetings of IQAC committee members are given herewith-

Sr. No	Resolution in IQAC Meeting	Action Taken
1	Plan for work from home	A detailed strategy for assigning work during "work from home" was created and shared with all faculties. Faculty developed and disseminated E-content for their particular topics. Periodic subject-based quizzes were held to assess student's readiness.
2	Starting of new branch AIDS	New branch Artificial Intelligence and Data Science was started from the current academic year with a intake of 60. Proposal to further increase the intake by 60 is send to AICTE for approval.
3	Organising seminar/training programs/short term training program	1) IT department organised one-week STTP on "Emerging Quantum Computing Paradigm: Radically change the way we conduct business processes." 2) IT department organised All India level project competition "Technovation'21" 3) Computer department organised one-week STTP on " PROGRAMMING with JAVA" 4) Chemical engineering department organised Alumni webinar and placement webinars. 5) EXTC department organised one day workshop on Artificial Intelligence.
4	Proposal for code-storm and Hackathon.	To increase the coding ability and technical skills of students the IT department organised code-storm Hackathon while the computer department organised Hackathon 2021.
5	Performance appraisal	Faculties were asked to submit the self -appraisal forms to the IQAC.
6	Students result analysis	All departments gathered the results of their students. A thorough investigation was carried out. Extra lessons were scheduled for students who received lower grades in internal test examinations.
7	Admission process	Review of admission process for AY 2021-22 was done.
8	Teacher/students/Student	1)Miss. Vijal Jain received the best paper award at



	Committees awards	<p>IEEE-GRSS.</p> <p>2) Four Students won Smart India Hackathon 2020 - Software Edition.</p> <p>3) Five students won Leadership award for NSS by Mumbai University.</p> <p>4) Three students won UBA Leadership award.</p> <p>5) Four students won Best NSS volunteer award.</p>
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Gopal Pardesi

(Coordinator IQAC)




Dr. G. T. Thampi

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 BANDRA (WEST), MUMBAI - 400 050

# **Action Taken Report of IQAC for A. Y. 2019 – 2020**

## ACTION TAKEN REPORT

### Academic Year 2019-2020

The actions taken by the institute on the discussions/resolution made in the meetings of IQAC committee members are given herewith-


Sr. No	Resolution in IQAC Meeting	Action Taken
1	Improvements in quality of teaching.	Feedback from students was collected and analysed. The faculties who got low feedback were advised to take extra efforts on teaching and content preparation.
2	Plan for work from home	Detailed plan to assign work during “work from home” was prepared and informed to all the faculties. Faculties created and circulated E-content of their respective subjects. Subject wise periodic quizzes were conducted to check the preparedness of the students.
3	Organising seminar/training programs/short term training program	1) Computer department organised one-day workshop on "Android App development". 2) Computer and IT department organised three-day workshop on AI and Deep Learning. 3) Computer department and IT department organised one-day workshop on Machine learning. 4) Chemical department organised One Week ISTE Approved STTP on "Leveraging Digital content to build productive class room Engagement" 5) Biomedical department organised one day workshop Xeuron'20. 6) IT department organised One Week ISTE Approved STTP on “Infrastructure & Cyber Security”.
4	Proposal for code-storm, Hackathon and Toycathon	To increase the coding ability and technical skills of students the IT department organised code-storm Hackathon while the computer department organised Hackathon 2020. The Computer/IT department organised all India level competition “Toycathon”.
5	Admission process	Review of admission process for AY 2020-21 was done.
6	Performance appraisal	Faculties were asked to submit the self -appraisal



		forms to the IQAC.
7	Departmental annual report	Head of departments were asked to prepare department reports and submit the same to IQAC.
8	Research promotion	In the current academic year 13 research papers and books were published by the faculties.
9	Students result analysis	All departments collected results of their respective students. Detailed analysis was done. Extra lectures were arranged for the students who scored less marks in internal test exams.
10	Departmental budget	The HOD's were asked to prepare and submit departmental budget at the start of financial year.
11	Teacher/students/Student Committees awards	<p>1) Dr. Seema Kolkur received "Best Paper Presentation" award at IFERP.</p> <p>2) Dr. Archana Patankar received "Best Faculty of the year" under sub category Best Faculty - Evangelizing and Contributing to Spread of knowledge across several institutions at the CSI TechNext India 2019 - Awards to Academia.</p> <p>3) Chinmay Umrikar, Rutuja Pawar and Komal Aswani won Leadership award from Mumbai University.</p> <p>4) Urmi Jethani won UBA Leadership award.</p> <p>5) Vishal Nalawade, Parth Dhila, Yugashree Chaudhary and Shikhaa Sushil won best NSS volunteer award from Mumbai University.</p> <p>6) Raj Motwani and Anushka Pathrikar won best UBA volunteer award.</p>



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# **Action Taken Report of IQAC for A. Y. 2018 – 2019**

## ACTION TAKEN REPORT

### Academic Year 2018-2019

The actions taken by the institute on the discussions/resolution made in the meetings of IQAC committee members are given herewith-

Sr. No	Resolution in IQAC Meeting	Action Taken
1	Preparation towards NBA and NIRF	NIRF data was uploaded on the online portal. Application for NBA accreditation of chemical department was done.
2	Academic Planning.	Academic calendar was prepared and circulated to all departments.
3	Organising seminar/training programs/short term training program	1) Computer department organised one- week ISTE approved STTP on "Machine learning with Python" 2) Computer department organised two-day workshop on AI and ML. 3) Computer department and IT department organised two-day workshop on AI and DL. 4) Chemical department organised one week workshop on "Process simulation using DWISM" 5) EXTC department organised one week workshop on SKADA technology. 6) IT department organised one-week ISTE approved STTP on "Digital Forensics".
4	Proposal for code-storm and Hackathon.	To increase the coding ability and technical skills of students the IT department organised code-storm Hackathon while the computer department organised Hackathon.
5	Admission process	Review of admission process for AY 2019-20 was done.
6	Performance appraisal	Faculties were asked to submit the self -appraisal forms to the IQAC.
7	Departmental annual report	Head of departments were asked to prepare department reports and submit the same to IQAC.
8	Teacher/students/Student Committees awards	1) Students of IT and Computer department won the Smart India Hackathon organised at G.H. Raisoni Engg college Nagpur. 2) Students of IT and Computer department won the Smart India Hackathon organised at National Institute of Technology, Trichy. 3) Students of IT and Computer department won the



		<p>Smart India Hackathon organised at Kumaraguru College of Technology, Coimbatore.</p> <p>4) TSEC students won NEC Environment Hackathon, held at Gurgaon.</p> <p>5) Three TSEC students won the best NSS volunteer award.</p> <p>6) Mr. Romil shah won the Unnat Bharat Abhiyan Leadership award.</p> <p>7) Miss. Smriti Rao won the 1<sup>st</sup> Position in state level project competition organised at D.J. Sanghvi Engineering college, Mumbai.</p>
9	Mission of departments	The mission statements were discussed and after some modification the mission statements were approved.
10	PEO's and PSO's	The PSO's and PEO's of the departments were discussed in the IQAC meeting. After slight modifications the PEO's and PSO's of the departments were approved.
11	Research promotion	In the current academic year 26 research papers and books were published by the faculties.



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## ACTION TAKEN REPORT

### Academic Year 2017-2018

Quality assurance is a by-product of organising efforts to establish an institution's objectives, create a work plan to attain them, and assess the degree to which each job is completed. The actions taken by the institute on the discussions/resolution made in the meetings of IQAC committee members are given herewith-

Sr. No	Resolution in IQAC Meeting	Action Taken
1	Formation of IQAC committee.	The IQAC was constituted as per new NAAC guidelines on 7 <sup>th</sup> July, 2017 with due consideration given to composition.
2	Academic Planning.	Academic calendar was prepared and circulated to all departments.
3	Organising seminar/training programs/short term training program	1) IT and Computer departments organised one-week ISTE approved STTP on "Internet of Things and It's Applications" 2) IT department organised one-week ISTE approved STTP on Programming with Python and R. 3) Chemical engineering department organised two Days Workshop for Students on "Line Sizing/Pressure Drop Calculations/Pump Sizing in Process Engineering" and "Flare & Relief System in Oil & Gas Industry" 4) EXTC Department organised one day workshop on Android applications and IOT. 5) Biomedical department organised two-day workshop on Imaging for the Future- Current and Future Technologies.
4	Research promotion	In the current academic year 36 research papers and books were published by the faculties.
5	Admission process	Review of admission process for AY 2018-19 was done.
6	Performance appraisal	Faculties were asked to submit the self -appraisal forms to the IQAC.
7	Departmental annual report	Head of departments were asked to prepare department reports and submit the same to IQAC.
8	Teacher/students/Student Committees awards	1) Prof. Seema Kolkur and Prof. Vaishali Suryawanshi were awarded as best mentor for the projects they guided at Project Expo-18. 2) Dr. Archana B. Patankar was "Best Faculty of the year" under sub category Published Research. 3) CSI- TSEC won the Best College/Institute of the year" under sub category "Introduction of innovative

		new programs and courses” at the CSI TechNext India 2018 - Awards to Academia at IIT Powai. 4) Soham Kanvinde and Richa Doshi received the Best NSS Volunteer award.
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Gopal Pardesi  
(Coordinator IQAC)




Dr. G. T. Thampi  
(Principal)



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# **Action Taken Report of IQAC for A. Y. 2017 – 2018**

## ACTION TAKEN REPORT

### Academic Year 2017-2018

Quality assurance is a by-product of organising efforts to establish an institution's objectives, create a work plan to attain them, and assess the degree to which each job is completed. The actions taken by the institute on the discussions/resolution made in the meetings of IQAC committee members are given herewith-

Sr. No	Resolution in IQAC Meeting	Action Taken
1	Formation of IQAC committee.	The IQAC was constituted as per new NAAC guidelines on 7 <sup>th</sup> July, 2017 with due consideration given to composition.
2	Academic Planning.	Academic calendar was prepared and circulated to all departments.
3	Organising seminar/training programs/short term training program	1) IT and Computer departments organised one-week ISTE approved STTP on "Internet of Things and It's Applications" 2) IT department organised one-week ISTE approved STTP on Programming with Python and R. 3) Chemical engineering department organised two Days Workshop for Students on "Line Sizing/Pressure Drop Calculations/Pump Sizing in Process Engineering" and "Flare & Relief System in Oil & Gas Industry" 4) EXTC Department organised one day workshop on Android applications and IOT. 5) Biomedical department organised two-day workshop on Imaging for the Future- Current and Future Technologies.
4	Research promotion	In the current academic year 36 research papers and books were published by the faculties.
5	Admission process	Review of admission process for AY 2018-19 was done.
6	Performance appraisal	Faculties were asked to submit the self -appraisal forms to the IQAC.
7	Departmental annual report	Head of departments were asked to prepare department reports and submit the same to IQAC.

8	Teacher/students/Student Committees awards	<p>1) Prof. Seema Kolkur and Prof. Vaishali Suryawanshi were awarded as best mentor for the projects they guided at Project Expo-18.</p> <p>2) Dr. Archana B. Patankar was “Best Faculty of the year” under sub category Published Research.</p> <p>3) CSI- TSEC won the Best College/Institute of the year” under sub category “Introduction of innovative new programs and courses” at the CSI TechNext India 2018 - Awards to Academia at IIT Powai.</p> <p>4) Soham Kanvinde and Richa Doshi received the Best NSS Volunteer award.</p>
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