JSPM's Bhivarabai Sawant Institute of Technology &Research, Wagholi, Pune (412207)

CRITERION 1 - CURRICULAR ASPECTS

1.4.2- Feedback Process of Institution

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Feedback Process of the Institution

Feedback Collected, Analysed and Action Report

Academic Year 2023-24

Feedback Process of Institution: 2023-24

Report on Stakeholder's Feedback Analysis and Action Taken
Academic Year 2023-24

1. Objective of Feedback:

Feedback from parents, employers, students, and alumni serves different purposes in various contexts. Here are the general objectives of feedback from these groups. To understand the effectiveness of the educational or developmental programs and to gauge overall satisfaction with the JSPM's BSIOTR, Wagholi, Pune. To assess the performance and capabilities of students, identify areas for improvement, and provide constructive input for career development. To gather insights into the learning experience, identify areas for improvement in teaching methods, and assess overall satisfaction with the educational institution. To evaluate the long-term impact of the educational experience, gather insights for program improvement, and maintain a connection with former students. The Institute is affiliated to Savtribai Phule Pune University. The syllabus is framed by the university as per the statutory provisions. This task is assented to selected institutes to frame the syllabus. Such institute conduct syllabus revision workshop in which Teachers, Invited Industry Experts, Senior Professors share their views and finalize the draft of the syllabus. This syllabus is then approved by BOS/Academic Council/Executive Council of the Institute. Syllabus implementation workshops are again conducted by selected institutes in which the concerned subject teachers participate. In this workshop the extent of the contents to be covered for all units and laboratory work are finalized. The syllabus so framed is implemented in the institutes. The feedback of the stakeholders namely Student, Parent. Alumni and Employer is obtained which help the institution to design co circular and extra circular activities to enhance the learning of the students. In all cases, the objectives of feedback include continuous improvement, addressing concerns or areas of dissatisfaction, and fostering a positive and productive environment. The feedback loop should be a two-way communication process, allowing

institutions to make informed decisions and stakeholders to feel heard and valued. Additionally, constructive feedback can contribute to the overall growth and success of educational programs, workplaces, and organizations.

2. Feedback was taken from stakeholders based on the following questionnaires

2.1:STUDENT FEEDBACK QUESTIONS

1. How do you rate the curriculum being implemented at the institute is upgrading your knowledge level?
2. Quality of the teaching methods and techniques being used to implement the designed curriculum
3. How do you rate the quality of industry expert lectures/seminar to understand the concepts?
4. Is the level of present curricula sufficient in solving actual industrial problems?
5. Are the industrial visits, guest lectures, workshops, add-on courses helping you to development Engineering skills?
6. How do you rate teaching â€"learning methods and techniques in participative learning?
7. Is the experimental learning in laboratories helping you to understand the concepts?
8. Is the curriculum being implemented helpful in developing human values and etiquettes in you?
9. How do you rate the curriculum for creative and innovativeness?
10. Do you think the curriculum is sufficient enough to make you an employable engineer?

2.2: PARENT FEEDBACK QUESTIONS

1. Is your ward capable to use his/her knowledge to get/perform the job?
2. How much your ward is capable to analyse the things related to stream/Branch?
3. How well he/her is able to face new problems and challenges?
4. Does your ward use modern engineering tools, techniques and software?
5. Does your ward behave in responsible manner?
6. How much he/she is careful about safety, society, health and environment?
7. How well does he/she follow the discipline, time and ethics?

8. How well your ward is able to work in group of people?

9. How well he/she is able to handle his work and financial matters?

10. Does the designed Curricula/Syllabus help ward in catering needs of society, economy and environment? If no, suggest necessary additions in curricula/Syllabus.

2.3:ALUMNI FEEDBACK QUESTIONS

1. Do you think that your experience at BSIOTR laid the foundation to compete professionally as an engineer?

2. Do you think that your experience at BSIOTR laid the foundation to apply the problem solving skills you learned at BSIOTR to meet the challenging demands and increasing responsibilities of a successful engineering career

3. Do you think that your experience at BSIOTR laid the foundation to model/formulate/solve engineering problems?

4. Do you think that your experience at BSIOTR laid the foundation to be a lifelong learner?

5. Do you think that your experience at BSIOTR laid the foundation to think creatively and critically?

6. Do you think that your experience at BSIOTR laid the foundation to continue to learn in your profession, using modern technology and communication skills?

7. Do you think that your experience at BSIOTR laid the foundation to function effectively in multidisciplinary teams?

8. Do you think that your experience at BSIOTR laid the foundation to be a leader in solving important problems for your employer and for society?

9. Do the designed Curricula help you in catering needs of society, economy and environment? If no, suggest necessary additions in curricula.

10. Does the designed syllabus help you in solving actual industrial problems? If no, suggest necessary additions in Syllabus.

2.4:EMPLOYER FEEDBACK QUESTIONS

1. Has the graduate ever been engaged in effectively applying engineering/ technology in their profession

2. Compete professionally as an engineer

3. Successfully apply their learned skills throughout their professional pursuits

4. Can they Model/formulate/solve engineering problems & develop cost effective solutions for organization?

5. An ability to design and conduct experiments, as well as to analyze and interpret data

6. Awareness of the value of continuous improvement, with a focus on quality and a commitment to life - long learning:

7. Ability to effectively articulate ideas in both written and oral communications:

8. Ability to work effectively as a member of a multi-discipline project team:

9. Do the designed Curricula help in catering needs of the organization? If no, suggest necessary additions in curricula?

10. Does the designed syllabus help the graduate in solving actual industrial problems? If no, suggest necessary additions in Syllabus?

3. **Summary of the feedback taken from the stakeholders are as follow in Academic Year 2023-24:**

Sr. No.	Stakeholder	Department	No. of Feedback collected per Department/Total No of students in AY2023-24	Total No. of Feedback Collected
1	Student	Computer Engineering	480	1199
		Information Technology	210	
		Mechanical Engg.	93	
		Electronics and Telecommunication	232	
		Electrical	184	
2	Parent	Computer Engineering	346	1095
		Information Technology	149	
		Mechanical	279	
		Electronics and Telecommunication	164	
		Electrical	157	
3	Alumni	Computer Engineering	112	463
		Information Technology	76	
		Mechanical	105	
		Electronics and Telecommunication	81	
		Electrical	89	
4	Employer	-	-	66

4. **Feedback Analysis:**

4.1 STUDENT FEEDBACK ANALYSIS:

The student feedback taken on curriculum, syllabus, content of delivery, exposure to industry, universal human values (UHV) and social responsibility and experiential and participating learning through various activities is analyzed which is presented in the form of Bar chart as shown below.
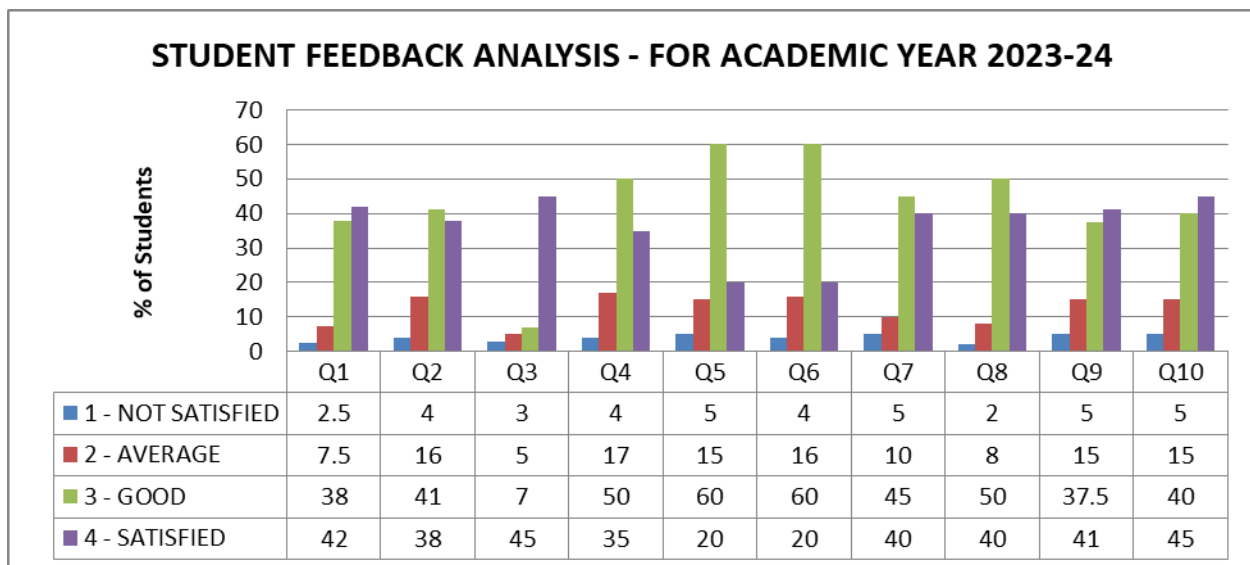
STUDENT FEEDBACK ANALYSIS - FOR ACADEMIC YEAR 2023-24

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1 - NOT SATISFIED	2.5	4	3	4	5	4	5	2	5	5
2 - AVERAGE	7.5	16	5	17	15	16	10	8	15	15
3 - GOOD	38	41	7	50	60	60	45	50	37.5	40
4 - SATISFIED	42	38	45	35	20	20	40	40	41	45

Figure 1: Students Feedback Analysis

4.2 PARENT FEEDBACK ANALYSIS:

The Institute had taken feedback from parents based on curriculum, syllabus and overall development of their ward. The analysis showed that most of the parents were satisfied with the institutional activities conducted. Parents suggested that the syllabus and curriculum designed is very much satisfying for overall grooming of their ward. The detailed analysis is given below:
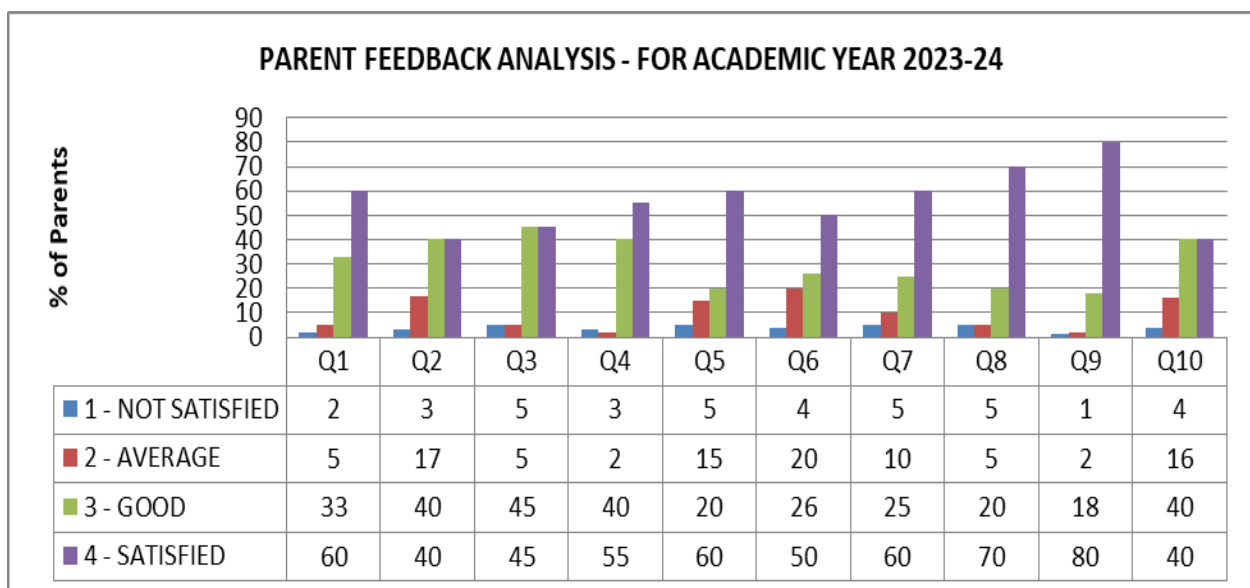
PARENT FEEDBACK ANALYSIS - FOR ACADEMIC YEAR 2023-24

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1 - NOT SATISFIED	2	3	5	3	5	4	5	5	1	4
2 - AVERAGE	5	17	5	2	15	20	10	5	2	16
3 - GOOD	33	40	45	40	20	26	25	20	18	40
4 - SATISFIED	60	40	45	55	60	50	60	70	80	40

Figure 2: Parents Feedback Analysis

4.3 ALUMNI FEEDBACK ANALYSIS:

Alumni feedback analysis showed that the involvement and the attachment to the institute. Alumni suggested that they can be invited to the campus to interact with students in order to update the daily happening in the industry. Alumni were very much satisfied with the type of culture built up in the campus they extended that they will help the students in improving the training and placement activities.
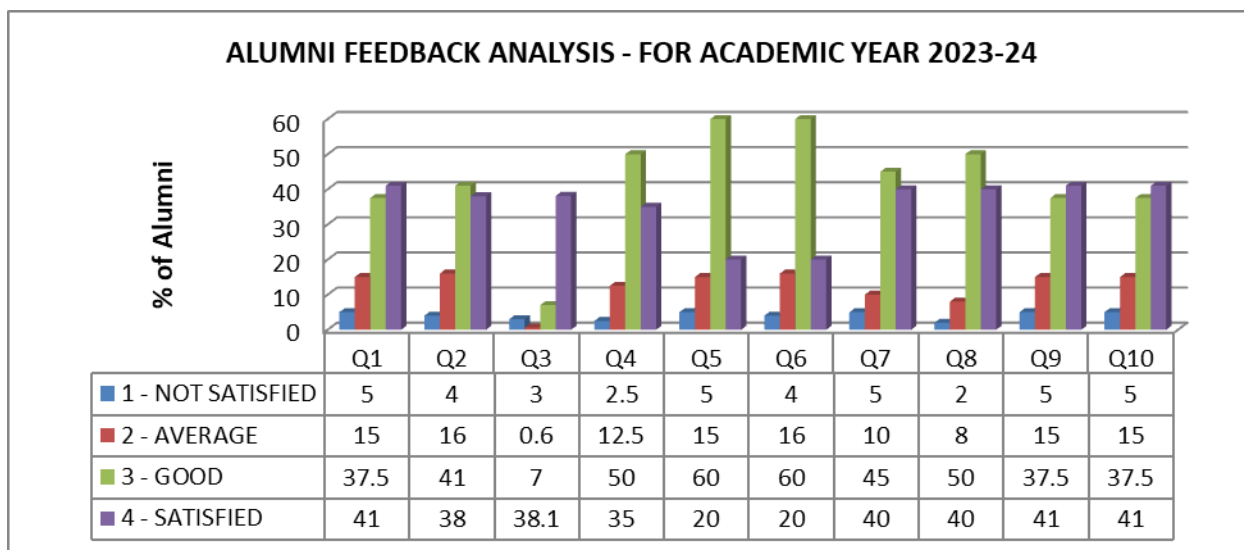
ALUMNI FEEDBACK ANALYSIS - FOR ACADEMIC YEAR 2023-24

% of Alumni

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
■ 1 - NOT SATISFIED	5	4	3	2.5	5	4	5	2	5	5
■ 2 - AVERAGE	15	16	0.6	12.5	15	16	10	8	15	15
■ 3 - GOOD	37.5	41	7	50	60	60	45	50	37.5	37.5
■ 4 - SATISFIED	41	38	38.1	35	20	20	40	40	41	41

Figure 3: Alumnis Feedback Analysis

4.4 EMPLOYERS FEEDBACK ANALYSIS:

Feedbacks were obtained from the employers. The employers very much appreciated the communication skills and the attitude of our students. Based on their suggestions, efforts were taken to enhance the technical aptitude and general aptitude of the students by conducting special coaching classes on technical aptitude and mock technical & general aptitude tests. In addition to this, sessions on resume preparation, how to face HR interviews and mock technical & HR interview were also conducted. The detailed analysis is given below:
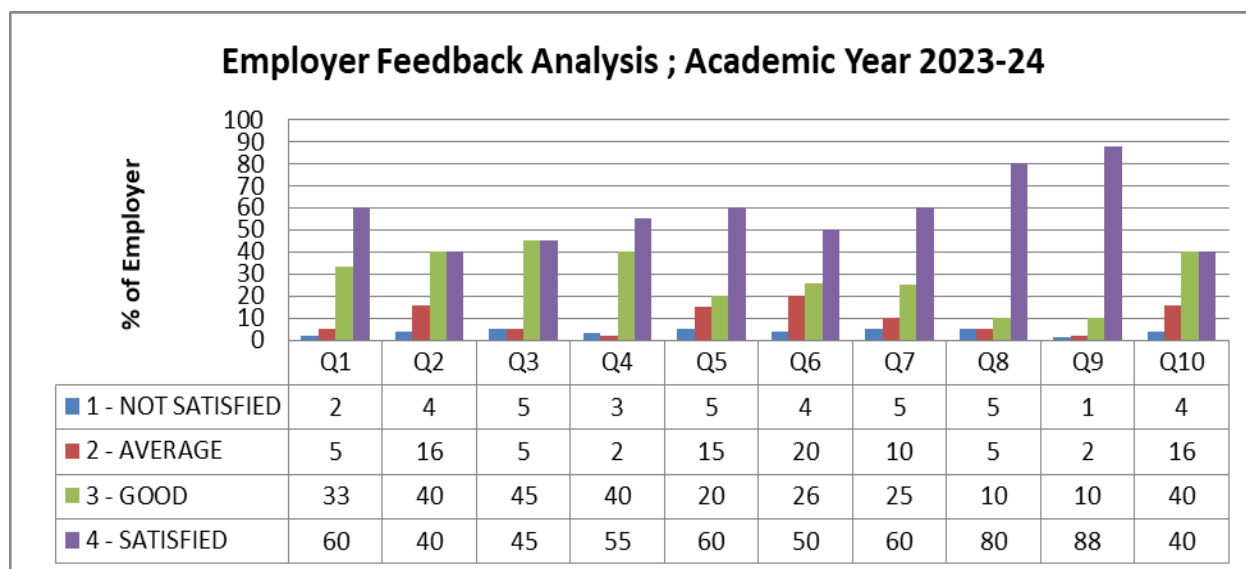
Figure 4: Employers Feedback Analysis

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1 - NOT SATISFIED	2	4	5	3	5	4	5	5	1	4
2 - AVERAGE	5	16	5	2	15	20	10	5	2	16
3 - GOOD	33	40	45	40	20	26	25	10	10	40
4 - SATISFIED	60	40	45	55	60	50	60	80	88	40

5. ACTION TAKEN REPORT

5.1 ACTION TAKEN REPORT ON STUDENT FEEDBACK

Sr. No.	Action to be taken point	Action Taken
1.	How do you rate the curriculum being implemented at the institute in upgrading your knowledge level?	Before commencement of semester prerequisite classes conducted to judge the knowledge level and extra input given for critical subjects.
2.	Quality of the teaching methods and techniques being used to implement the designed curriculum	At the beginning of semester faculties had participated in FDP, Workshop. The course contents are verified by the Head of Department and Dean Academic
3.	How do you rate the quality of industry expert lectures/seminar to understand the concepts?	Employer's feedback taken and according to the analysis appropriate action is taken.
4.	Is the level of present curricula sufficient in solving actual industrial problems?	It was proposed in syllabus design meeting to add soft skill courses and involve industry person in teaching learning process. The gap analysis and content beyond syllabus are added positively in the classroom teaching.

5.	Are the industrial visits, guest lectures, workshops, add-on courses helping you to development Engineering skills?	Industrial visits, guest lectures, add on courses were conducted as per quirement of the student and concern staff.
6.	How do you rate teaching learning methods and techniques in participative learning?	Various activities like poster making, project and group discussion were conducted. Various ICT enabled tools are added in teaching plan to understand the concept completely.
7.	Is the experimental learning in laboratories helping you to understand the concepts?	Laboratories were upgraded with modern facilities to create the learning environment. In addition to this some content beyond experiments are also added in laboratory plan.
8.	Is the curriculum being implemented helpful in developing human values and etiquettes in you?	Various lectures were conducted on human values and etiquettes. Even motivated students to participate in etiquette programs like NSS, Hackton and Avishkar.
9.	How do you rate the curriculum for creative and innovativeness?	In response to creative and innovativeness, all teachers had prepared ICT based course material to stimulate for better understanding.
10.	Do you think the curriculum is sufficient enough to make you an employable engineer?	Employer's feedback taken. Suggestions were put in syllabus design meeting in Board of studies meeting at SPPU.

5.2 ACTION TAKEN REPORT ON PARENT FEEDBACK

Sr. No.	Action to be taken point	Action Taken
1.	Is your ward capable to use his/her	• The most important activity at BSIOTR is

	knowledge to get the job?	GFM which mold the students in such a way that they can face new problems and challenges. In support to this activity various lectures were conducted on human values and etiquettes.
2.	How much your ward is capable to analyse the things related to stream/Branch?	
3.	How well he/her is able to face new problems and challenges?	• In response to modern engineering all classrooms are well with ICT equipped technology. Laboratories are upgraded with modern technologies.
4.	Does your ward use modern engineering tools, techniques and software?	
5.	Does your ward behave in responsible manner?	• Various activities like poster making, project and group discussion were conducted to develop the leadership and participative learning quality among the student.
6.	How much he/she is careful about safety, society, health and environment?	
7.	How well does he/she follow the discipline, time and ethics?	• Parent feedback on curriculum and the syllabus taught were taken. Most of the parents were very much satisfied with the syllabus and curriculum. In addition parents suggested having more exposure to industry which is already proposed in the syllabus design meeting in Board of studies.
8.	How well your ward is able to work in group of people?	
9.	How well he/she is able to handle his work and financial matters?	
10.	Does the designed Curricula/Syllabus help ward in catering needs of society, economy and environment? If no, suggest necessary additions in curricula/Syllabus.	• Provided more opportunities for sports, arts, and club participation to ensure holistic student development. • Engaged parents in academic and administrative committees that work on continuous improvement in the college environment.

5.3 ACTION TAKEN REPORT ON ALUMNI FEEDBACK

Sr. No.	Action to be taken point	Action Taken
1.	Do you think that your experience at BSIOTR laid the foundation to compete professionally as an engineer?	• Various training and placement activities such aptitude, communication, group discussion and exposure to the industry were conducted. Students were very much happy that they were given various opportunities at BSIOTR.
2.	Do you think that your experience at BSIOTR laid the foundation to apply the problem solving skills you learned at BSIOTR to meet the challenging demands and increasing responsibilities of a	

	successful engineering career	• In response to curricula it was already proposed in syllabus design meeting to add soft skill courses and involve industry person in teaching learning process also to some extend the human and social values which will help the students to work in the society.
3.	Do you think that your experience at BSIOTR laid the foundation to model/formulate/solve engineering problems?	
4.	Do you think that your experience at BSIOTR laid the foundation to be a lifelong learner?	
5.	Do you think that your experience at BSIOTR laid the foundation to think creatively and critically?	• Categorize feedback into different areas such as academics, facilities, student services, etc.
6.	Do you think that your experience at BSIOTR laid the foundation to continue to learn in your profession, using modern technology and communication skills?	• By systematically addressing alumni feedback and implementing positive changes, institutions can enhance alumni satisfaction, strengthen their relationship with former students, and contribute to the overall improvement of the institution.
7.	Do you think that your experience at BSIOTR laid the foundation to function effectively in multidisciplinary teams?	
8.	Do you think that your experience at BSIOTR laid the foundation to be a leader in solving important problems for your employer and for society?	• Collaborated with industry partners to design courses that provide practical, real-world experience in areas where alumni report gaps.
9.	Do the designed Curricula help you in catering needs of society, economy and environment? If no, suggest necessary additions in curricula.	• Improved or modernized lab facilities based on feedback about outdated equipment or insufficient hands-on training. Ensure that students can apply theoretical knowledge in a practical setting.
10.	Does the designed syllabus help you in solving actual industrial problems? If no, suggest necessary additions in Syllabus.	• Career readiness; aligned certain trainings with industry expectations for placements involved incorporating placement-specific training modules within the curriculum.

5.4 ACTION TAKEN REPORT ON EMPLOYERS FEEDBACK

Sr. No.	Action to be taken point	Action Taken
1.	Has the graduate ever been engaged in effectively applying engineering/ technology in their profession	• Depart wise mock interviews and group discussion sessions were arranged for BE students.
2.	Compete professionally as an engineer	• Training program for TE and BE through
3.	Successfully apply their learned skills throughout their professional pursuits	• Global Talent Track, Gyanteerth, FACE were conducted.
4.	Can they Model/formulate/solve engineering problems & develop cost effective solutions for organization?	• Soft skill and technical skill development sessions were conducted through Zensar.
5.	An ability to design and conduct experiments, as well as to analyze and interpret data	• One month internship provided to BE students to work with the industrial environment.
6.	Awareness of the value of continuous improvement, with a focus on quality and a commitment to life - long learning:	• Cognizant Training session Conducted • Inviting MNCs under CSR activities.
7.	Ability to effectively articulate ideas in both written and oral communications:	• Awareness session conducted about the entrepreneurship development.
8.	Ability to work effectively as a member of a multi-discipline project team:	• Based on employer feedback about emerging technologies and skills in demand, we have updated the curriculum to include elective subjects
9.	Do the designed Curricula help in catering needs of the organization? If no, suggest necessary additions in curricula?	like artificial intelligence, machine learning, block chain, cyber security, and other in-demand fields.
10.	Does the designed syllabus help the graduate in solving actual industrial problems? If no, suggest necessary additions in Syllabus?	• Make final-year capstone projects more industry-oriented by collaborating with companies to offer project topics that solve real business problems.

By systematically addressing feedback from key stakeholders students, parents, alumni, employers, JSPM's Bhivarabai Sawant Institute of Technology and Research (BSIOTR), Wagholi, Pune, has cultivated a more responsive and adaptive environment, which has directly contributed to the improvement of the overall quality of education and the success of their graduates. Here's a detailed look at how this has been achieved as Curriculum Flexibility, Modernization of Infrastructure, Practical Learning Opportunities, Student Support Services. Engaging with Employer Feedback; Enhanced Student Employability By aligning the curriculum with employer and alumni feedback, and focusing on practical skills development, BSIOTR has improved the employability of its graduates. Students are better prepared for the workforce, leading to higher placement rates and success in securing internships and jobs. Improved Academic Performance: Student feedback-driven improvements in teaching methodologies, lab facilities, and student support systems have led to better academic outcomes and higher student satisfaction. Stronger Industry Connections: By responding to employer feedback, BSIOTR has built stronger ties with industries, leading to more internships, collaborative projects, and placement opportunities for students. Increased Parent Trust: Parents feel more engaged and reassured due to the transparent communication and visible actions taken to improve the infrastructure, security, and well-being of their children.

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