JAYAWANT SHIKSHAN PRASARAK MANDAL.

BHIVARABAI SAWANT INSTITUTE OF TECHNOLOGY & RESEARCH

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Stakeholder's Feedback, Analysis and Action Taken Report

Academic Year 2017-18

1. Objective of Feedback:

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.

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 –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:

Sr. No.	Stakeholder	Department	No. of Feedback collected per Department	Total No. of Feedback Collected
1	Student	Computer Engineering	385	
		Information Technology	137	
		Mechanical	343	
		Electronics and Telecommunication	141	1191
		Electrical	185	
2	Parent	Computer Engineering	299	
		Information Technology	95	
		Mechanical	219	
		Electronics and Telecommunication	104	807
		Electrical	90	
		Computer Engineering	78	

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3	Alumni	Information Technology	24	187
		Mechanical	45	
		Electronics and Telecommunication	21	
		Electrical	19	
4	Employer	-	-	19

4. Feedback Analysis:

4.1 STUDENT FEEDBACK ANALYSIS:

The student feedback taken on curriculum, syllabus, content of delivery, exposure to industry, human values and social responsibility and participating learning through various activities is analyzed which is presented in the form of Bar chart as shown below.

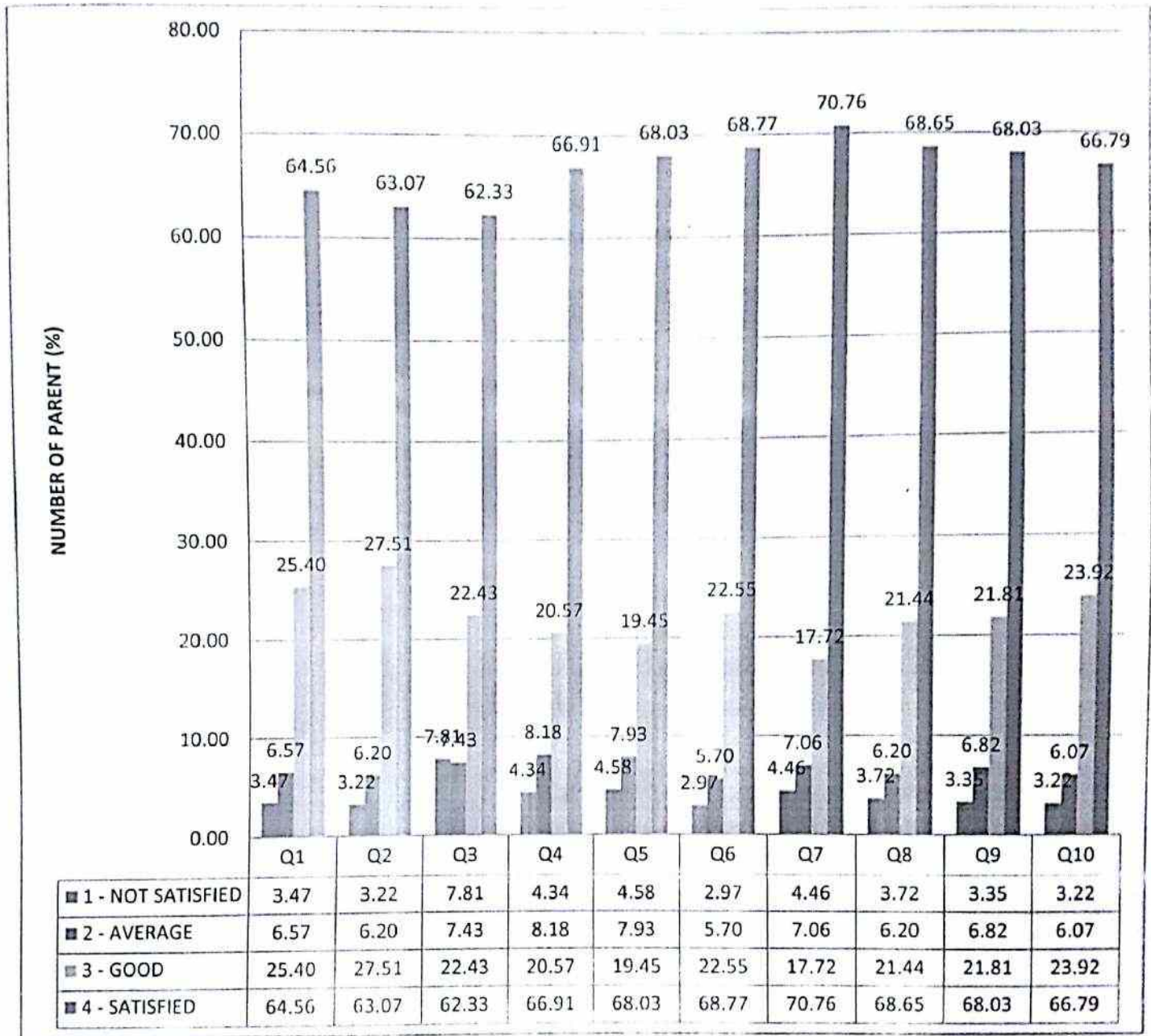|	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1 - NOT SATISFIED	3.78	4.12	5.13	10.17	9.50	7.48	7.06	3.87	4.20	4.03
2 - AVERAGE	7.48	6.39	9.08	10.50	13.36	7.73	8.15	7.14	6.30	8.99
3 - GOOD	26.30	22.69	21.34	22.10	19.08	21.01	19.83	19.92	21.34	21.18
4 - SATISFIED	62.44	66.81	64.45	57.23	58.07	63.78	64.96	69.08	68.15	65.80
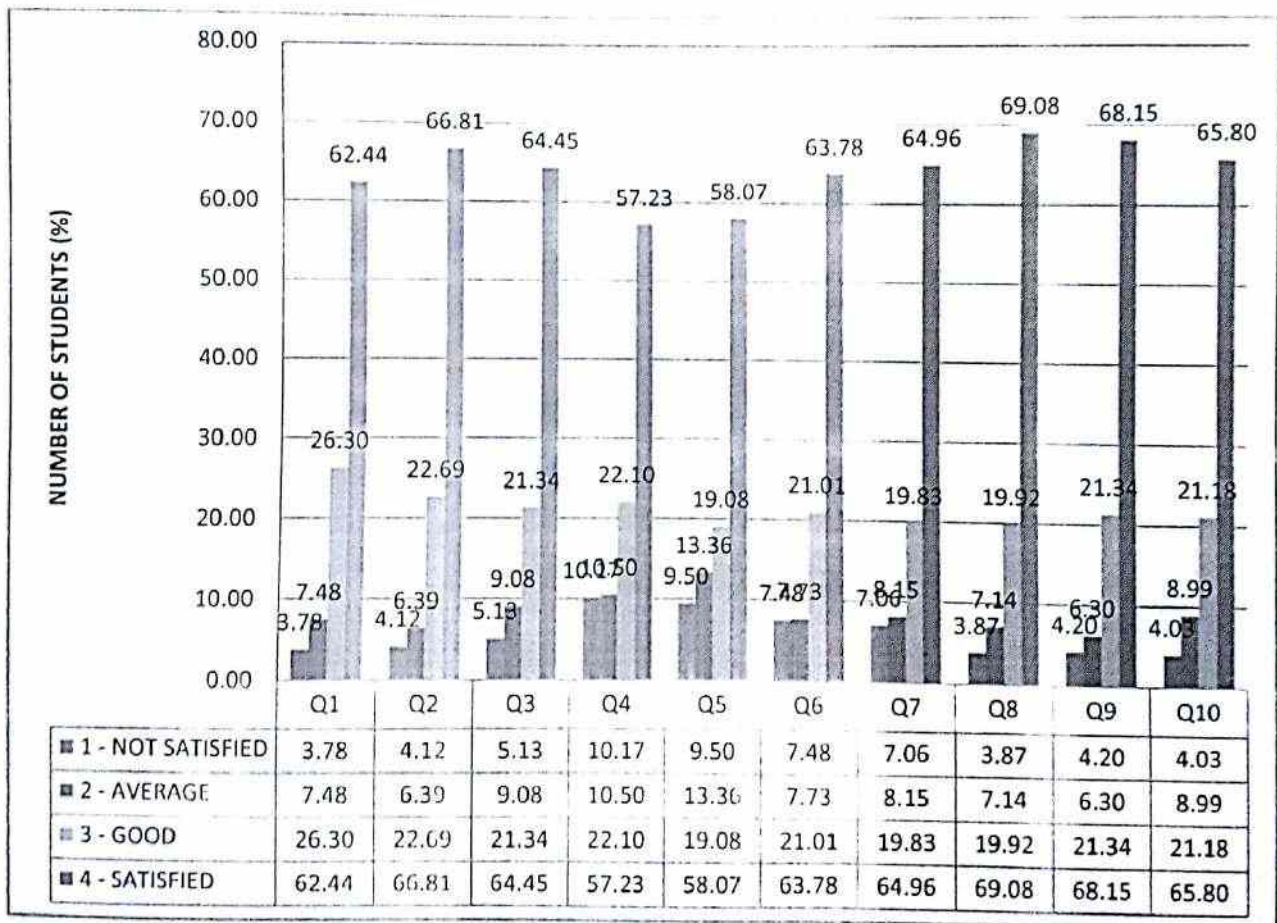
4.2 PARENT FEEDBACK ANALYSIS:

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

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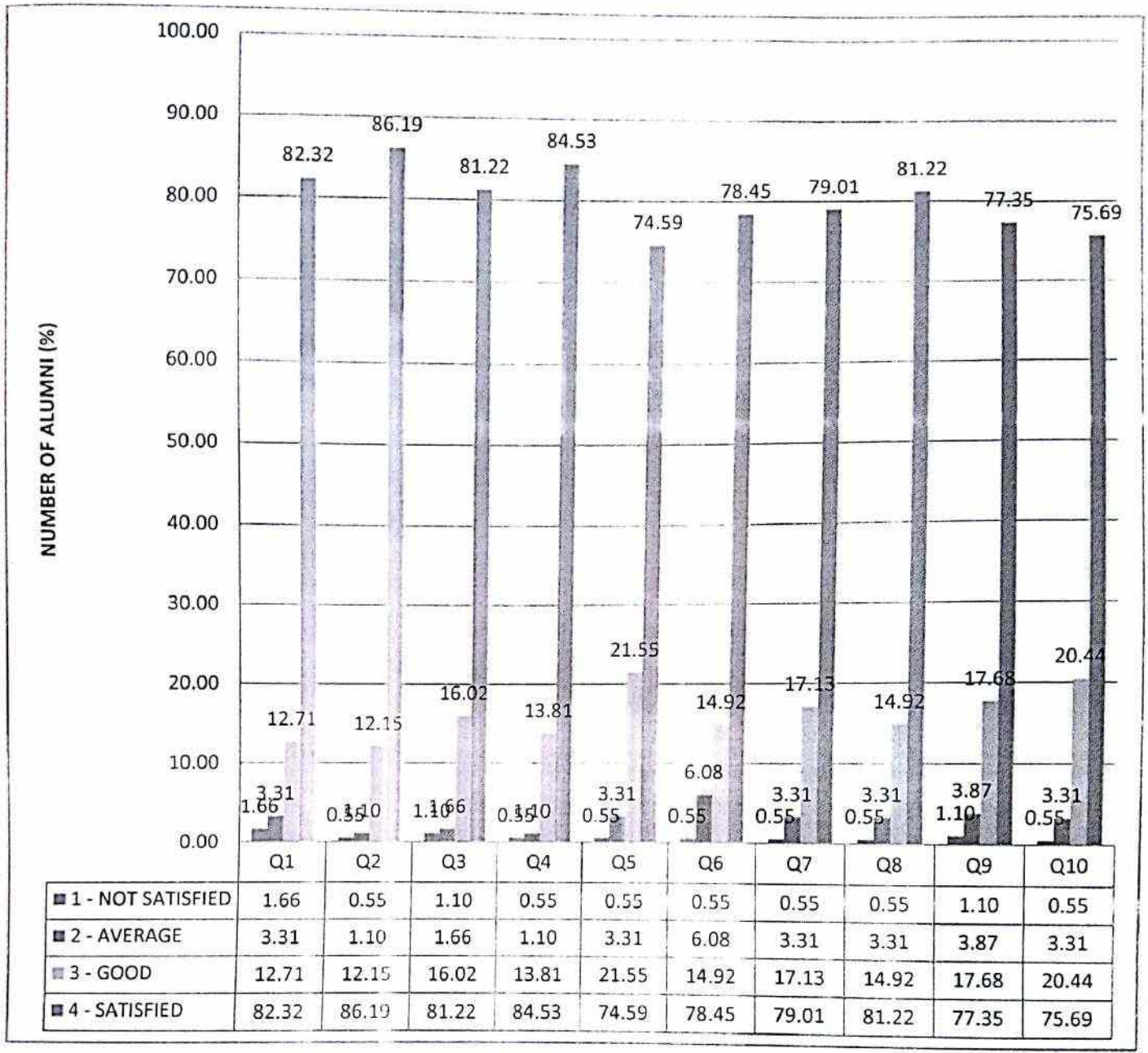Wagholi, Pune- 412207

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:

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1 - NOT SATISFIED	3.47	3.22	7.81	4.34	4.58	2.97	4.46	3.72	3.35	3.22
2 - AVERAGE	6.57	6.20	7.43	8.18	7.93	5.70	7.06	6.20	6.82	6.07
3 - GOOD	25.40	27.51	22.43	20.57	19.45	22.55	17.72	21.44	21.81	23.92
4 - SATISFIED	64.56	63.07	62.33	66.91	68.03	68.77	70.76	68.65	68.03	66.79

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.
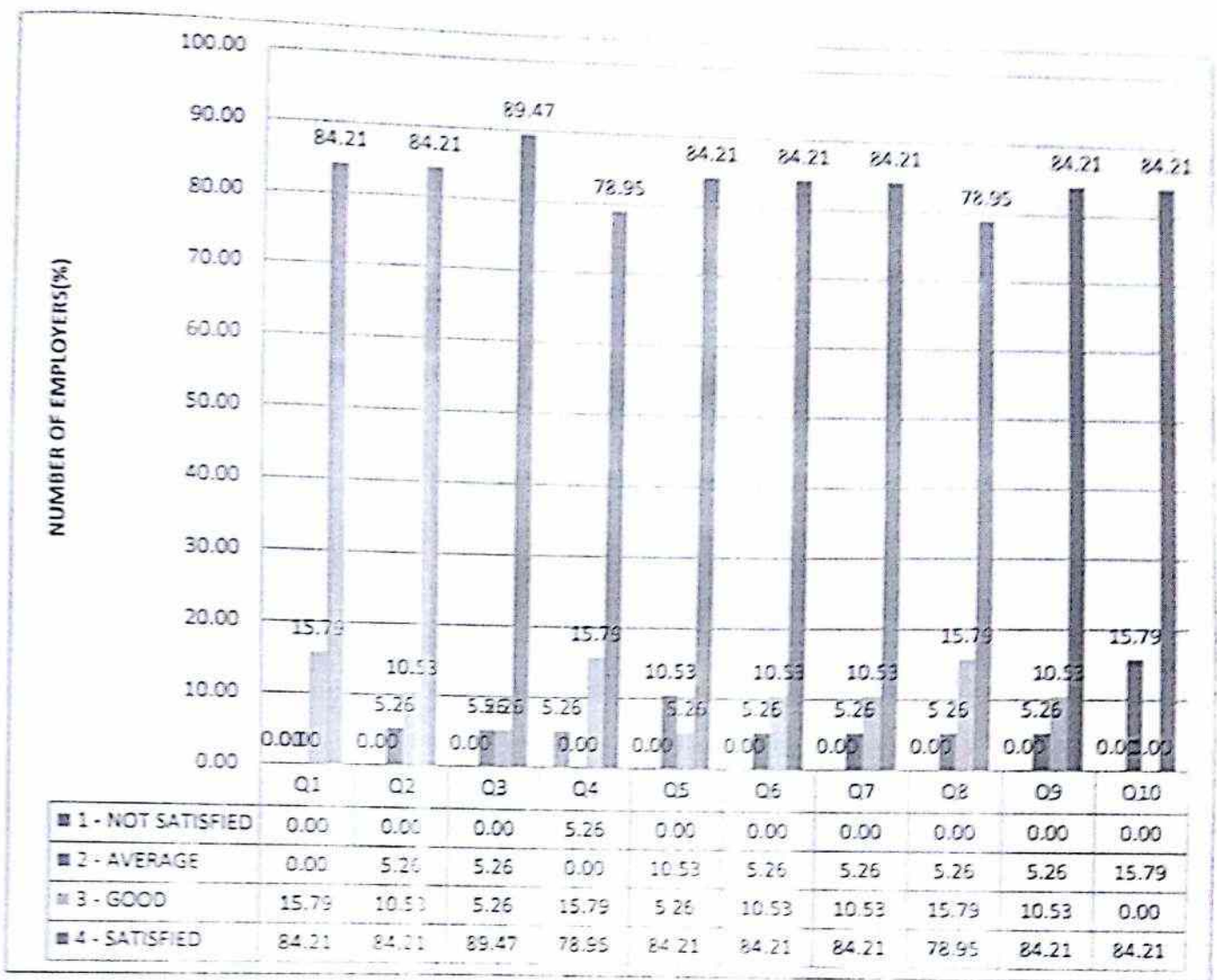
NUMBER OF ALUMNI (%)

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1 - NOT SATISFIED	1.66	0.55	1.10	0.55	0.55	0.55	0.55	0.55	1.10	0.55
2 - AVERAGE	3.31	1.10	1.66	1.10	3.31	6.08	3.31	3.31	3.87	3.31
3 - GOOD	12.71	12.15	16.02	13.81	21.55	14.92	17.13	14.92	17.68	20.44
4 - SATISFIED	82.32	86.19	81.22	84.53	74.59	78.45	79.01	81.22	77.35	75.69

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:
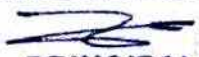
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	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
■ 1 - NOT SATISFIED	0.00	0.00	0.00	5.26	0.00	0.00	0.00	0.00	0.00	0.00
■ 2 - AVERAGE	0.00	5.26	5.26	0.00	10.53	5.26	5.26	5.26	5.26	15.79
■ 3 - GOOD	15.79	10.53	5.26	15.79	5.26	10.53	10.53	15.79	10.53	0.00
■ 4 - SATISFIED	84.21	84.21	89.47	78.95	84.21	84.21	84.21	78.95	84.21	84.21

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. At the beginning of semester faculties had participated in FDP.
2	Quality of the teaching methods and techniques being used to implement the designed curriculum	Employer's feedback taken. It was proposed in curriculum design meeting to add soft skill courses and involve industry person in teaching learning process.
3	How do you rate the quality of industry expert	

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		lectures/seminar to understand the concepts?	Industrial visits, guest lectures, add on courses were conducted.
	4	Is the level of present curricula sufficient in solving actual industrial problems?	Various activities like poster making, project and group discussion were conducted.
	5	Are the industrial visits, guest lectures, workshops, add-on courses helping you to development Engineering skills?	Laboratories were upgraded with modern facilities to create the learning environment.
	6	How do you rate teaching –learning methods and techniques in participative learning?	Various lectures were conducted on human values and etiquettes.
	7	Is the experimental learning in laboratories helping you to understand the concepts?	In response to creative and innovativeness, all teachers had prepared ICT based course material to stimulate for better understanding.
	8	Is the curriculum being implemented helpful in developing human values and etiquettes in you?	Employer's feedback taken. Suggestions were put in syllabus design meeting in Board of studies meeting at SPPU.
	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?	

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 knowledge to get the job?	The most important activity at BSIOTR is 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?	

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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.	

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?	
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.		

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 Global Talent Track, Gyanteerth, FACE were conducted.
3	Successfully apply their learned skills throughout their professional pursuits	Soft skill and technical skill development sessions were conducted through Zensar.
4	Can they Model/formulate/solve engineering problems & develop cost effective solutions for organization?	One month internship provided to BE students to work with the industrial environment.
5	An ability to design and conduct experiments, as	

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	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?