



ACCURATE INSTITUTE OF MANAGEMENT & TECHNOLOGY

Approved by AICTE, Ministry of HRD, Govt. of India &
Affiliated to Dr. APJ Abdul Kalam Technical University, Lucknow



Department wise Feedback Analysis Report and Action Taken by the Department Advisory Committee




Director
Accurate Institute of Management & Technology
Greater Noida

Feedback Analysis Report and Action Taken Report

Design and Review of Syllabus

Academic Year: 2020-2021

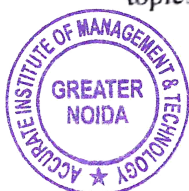
The feedback on design and review of syllabus was taken from Students, Employers, Alumni and Teachers. Based on the feedback received from the stakeholders, the following points are submitted to Department Advisory Committee for further action,

STUDENTS FEEDBACK ANALYSIS

- 5.6% of II-Year, 10% of III-year and 4.9% of IV-year students suggested that the course objective is not clear.
- 11.1% of II 6.3% of III-year and 5.9% of IV-year students suggested that the syllabus is not carrier oriented.
- 2.2% of II year, 7.5% of III-year and 7.8% of IV-year students suggested that the course was not well structured to achieve course outcomes.
- 2.2% of II-Year, 5% of III-year and 4.9% of IV-year students suggested that the content will not help for their higher education or employment.
- 6.7% of II year and 11.3% of III year and 8.8% of IV-year students suggested that the books prescribed as a text book/reference book is not related to syllabus.
- 13.3% of II-year, 12.5% of III-year and 9.8% of IV-year students suggested that the syllabus is not related to real world problems.
- 15.6% of II-year, 20% of III-year and 13.7% of IV-year students suggested that the syllabus is not cover industry standard and they suggested need to improve more industry relate topics.
- 6.7% of II-year, 11.3% of III-Year and 9.8% of IV-year students suggested that the text and Reference books prescribed in the syllabus are not standard.

TEACHERS FEEDBACK ANALYSIS

- 14.8% of the teachers suggested that objectives of the syllabus are not clearly indicated.
- 7.4% of teachers suggested that the course content is not followed from corresponding reference books mentioned in the curriculum.
- 11.1% of the teachers suggested that the syllabus is not designed to bridge a gap between the theory and the practical
- 14.8% of the teachers suggested that completion of syllabus for the students is not possible on time.
- 14.8% of the teachers suggested that the syllabus is not covered with modern & advanced topics



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- 11.1% of the teachers suggested that the curriculum and syllabus are not designed to improve employability opportunity.
- 11.1% of the teachers suggested that the depth of the course content is not adequate to have significant learning outcomes.
- 3.7% of the teachers suggested that the reference materials and the books are not available for the topics mentioned in the syllabus.

EMPLOYER FEEDBACK ANALYSIS

- 12.5% of the employer suggested that the curriculum is not effective for the students in developing innovative thinking.
- 18.8% of the employer suggested that the curriculum does not help to become an entrepreneurs
- 12.5% of the employer suggested that curriculum is relevant for employability.
- 25% of the employer suggested that syllabus is not compatible with the real world problems
- 25% of the employer suggested that the syllabus cannot easily build the students readily employable without training.

ALUMNI FEEDBACK ANALYSIS

- 9.5% of the Alumnus suggested that the courses have no relevance and sequences in relation to the program.
- 14.3% of the Alumnus suggested that the course content not satisfy the competencies.
- 9.5% of the Alumnus suggested that the electives offered relocated to the advanced technology were not up to the level.
- 14.3% of the Alumnus suggested that the experiments could not provide any value to the real time application.
- 9.5% of the Alumnus suggested that the courses that learnt is not related to their present job

ACTION TAKEN BY THE DEPARTMENT ADVISORY COMMITTEE

- To fulfil the gap in the syllabus and attaining all course outcomes, all faculty members should teach content beyond the syllabus with current innovative trends, all students should be encouraged & motivated to attend certificate program and value-added courses.
- Students are advised to undergo in-plant training, internship/field projects, field visits to correlate the syllabus and solve the real-world problems and to make them aware about the industry standards in various domains.
- The Department Advisory Committee suggested that the department shall conduct entrepreneurship or start-ups skills program in various domain based on the requirement of the stakeholders.



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DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING
Feedback Analysis and Action Taken Report –Design and review of Syllabus
Academic year:2020-2021

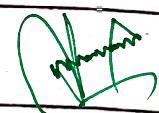
The feedback is collected for the design and review of syllabus from Students, Faculty, Employers and Alumni for the academic 2020 -2021 and the following points were submitted to the Department Advisory Committee for further Process.

STUDENTS FEEDBACK ANALYSIS

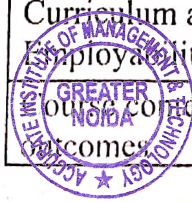
FEEDBACK Particulars	Percentage of feedback given		
	II YEAR	III YEAR	IV YEAR
Course objective is not clear	11.61	5.80	3.41
Syllabus is not career oriented	2.68	3.86	4.55
The course was not well Structured to achieve course outcomes.	11.61	6.76	5.68
Syllabus will not help for higher education or employment	9.82	5.80	9.09
Syllabus is not related to real world problems	16.96	7.73	7.95
Syllabus does not cover industry standard	17.86	7.73	11.36
Text and reference books prescribed in the syllabus are not standard.	9.82	6.76	12.50

TEACHERS FEEDBACK ANALYSIS

CLASS/FEEDBACK	Percentage of feedback given
Course content does not followed from corresponding reference books/materials	4.1
Syllabus does not bridge the gap between Theory and Practical	4.5
Syllabus does not cover industry standard	13.6
Curriculum and syllabus does not provide Employability opportunity	9.1
Course content does not have significant learning outcomes	4.5



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EMPLOYERS FEEDBACK ANALYSIS

FEEDBACK	Percentage of feedback given
Curriculum is not effective for the students in developing innovative thinking	3
Curriculum does not helps the students to become an entrepreneurs	3
Curriculum is not relevant for employability	3
Syllabus is not compatible with the real world problems	6
Syllabus does not build the students readily employable without training.	6

ALUMNI FEEDBACK ANALYSIS

FEEDBACK	Percentage of feedback given
Relevance and sequences of the courses are not in relation to the program	4
Competencies are not in relation to the course content	3
Offering of the electives are not in relation to the advanced technology	11
The experiments in courses carried out are not relevance to the real time application	12
Courses learnt are not in relation to job	9

ACTION TAKEN BY DEPARTMENT ADVISORY COMMITTEE

- The DAC Committee Suggests to encourage students to undergo Internship compulsory.
- The Committee suggests organizing more webinars and workshops by inviting persons from industry to bridge curricular gap.
- They have suggested the students learn courses through an online certification program.
- The students should do more mini projects for each semester.




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Department of Electronics and Communication Engineering

Feedback Analysis and Action Taken Report- Design and Review of Syllabus

Academic Year: 2020-21

The feedback on design and review of syllabus was taken from Students, Employers, Alumni and Teachers. Based on the feedback, the following points are submitted to Department Advisory Committee for further action,

STUDENTS FEEDBACK ANALYSIS

- 11.02% of II-Year, 17.2% of III-year and 17.1% of IV-year students suggest that the course objective is not clear.
- 2.5% of III-year and 19% of IV-year students suggest that the syllabus is not carrier oriented.
- 4.5% of III-year and 19% of IV-year students suggest that the course was not well structured to achieve course outcomes.
- 4.6% of II-Year, 12.4% of III-year and 11.1% of IV-year students suggest that the content will not help for their higher education or employment.
- 12.9% of III year and 18.1% IV-year students suggest that the books prescribed as a text book/reference book is not related to syllabus.
- 11.8% of II-year, 10.9% of III-year and 12.4% of IV-year students suggest that the syllabus is not related to real world problems.
- 11.1% of II-year, 10.6% of III-year and 4.9% of IV-year students suggest that the syllabus is not cover industry standard and they suggest need to improve more industry relate topics.
- 9.3% of II-year, 8.3% of III-Year and 8.2% of IV-year students suggest that the text and Reference books prescribed in the syllabus are not standard.

TEACHERS FEEDBACK ANALYSIS

- 14.3% of the teachers suggest that objectives of the syllabus are not clearly indicated.
- 5.9% of the teachers suggest that the syllabus is not designed to bridge a gap between the theory and the practical
- 23% of the teachers suggest that completion of syllabus for the students is not possible on time.
- 6% of the teachers suggest that the syllabus is not covered with modern & advanced topics
- 11% of the teachers suggest that the curriculum and syllabus are not designed to improve employability opportunity.



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- 9% of the teachers suggest that the depth of the course content is not adequate to have significant learning outcomes.

EMPLOYER FEEDBACK ANALYSIS

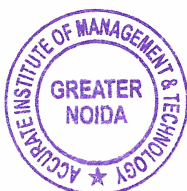
- 3.7% of the employer suggest that the curriculum is not effective for the students in developing innovative thinking.
- 8% of the employer suggest that the curriculum does not help to become an entrepreneurs
- 10.8% of the employer suggest that curriculum is relevant for employability.
- 14% of the employer suggest that syllabus is not compatible with the real world problems
- 17.1% of the employer suggest that the syllabus cannot easily build the students readily employable without training.

ALUMNI FEEDBACK ANALYSIS

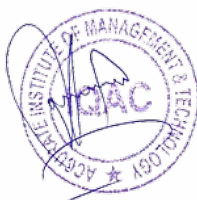
- 13.3% of the Alumni suggest that the courses have no relevance and sequences in relation to the program.
- 7.71% of the Alumni suggest that the course content not satisfy the competencies.
- 6.6% of the Alumni suggest that the electives offered relocated to the advanced technology were not up to the level.
- 10.64% of the Alumni suggest that the experiments could not provide the any value to the real time application.

ACTION TAKEN BY THE DEPARTMENT ADVISORY COMMITTEE

- To fulfil the gap in the syllabus and attaining all course outcomes, all faculty members should teach content beyond the syllabus with current innovative trends, all students should be encouraged & motivated to attend certificate program and value-added courses.
- Students are advised to undergo inplant training, internship/field projects, field visits to corelate the syllabus and solve the real-world problems and to make them aware about the industry standards in various domains.



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Department of Electrical and Electronics Engineering

Feedback Analysis and Action Taken Report- Design and Review of Syllabus

Academic Year: 2020-2021

The feedback on design and review of syllabus was taken from Students, Employers, Alumni and Teachers. Based on the feedback, the following points are submitted to Department Advisory Committee for further action,

STUDENTS FEEDBACK ANALYSIS

- 8.33% of II-Year, 4.1% of III-year and 14.28% of IV-year students suggest that the course objective is not clear.
- 5.5% of II-Year, 9.3% of III-year and 17.85 % of IV-year students suggest that the syllabus is not carrier oriented.
- 6.9% of II Year, 5.2% of III-year and 6.87 % of IV-year students suggest that the course was not well structured to achieve course outcomes.
- 13.8% of II-Year, 6.25% of III-year and 13.8% of IV-year students suggest that the content will not help for their higher education or employment.
- 2.7% of II year and 5.2% of III Year, 6.4% IV-year students suggest that the books prescribed as a text book/reference book is not related to syllabus.
- 8.3% of II-year, 5.2% of III-year and 15.23% of IV-year students suggest that the syllabus is not related to real world problems.
- 6.9% of II-year, 6.25% of III-year and 15% of IV-year students suggest that the syllabus is not cover industry standard and they suggest need to improve more industry relate topics.
- 11.11% of II-year, 8.3% of III-Year and 12.8% of IV-year students suggest that the text and Reference books prescribed in the syllabus are not standard.

TEACHERS FEEDBACK ANALYSIS

- 8.7% of the teachers suggest that objectives of the syllabus are not clearly indicated.
- 11.25% of the teachers suggest that the syllabus is not designed to bridge a gap between the theory and the practical
- 10% of the teachers suggest that completion of syllabus for the students is not possible on time.
- 7.5% of the teachers suggest that the syllabus is not covered with modern & advanced topics
- 8.7% of the teachers suggest that the curriculum and syllabus are not designed to improve employability opportunity.



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- 12.5% of the teachers suggest that the depth of the course content is not adequate to have significant learning outcomes.

EMPLOYER FEEDBACK ANALYSIS

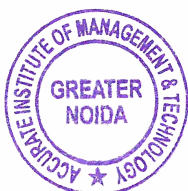
- 12% of the employer suggest that the curriculum is not effective for the students in developing innovative thinking.
- 10% of the employer suggest that the curriculum does not help to become an entrepreneur
- 10% of the employer suggest that curriculum is relevant for employability.
- 25% of the employer suggest that syllabus is not compatible with the real world problems
- 25% of the employer suggest that the syllabus cannot easily build the students readily employable without training.

ALUMNI FEEDBACK ANALYSIS

- 5% of the Alumni suggest that the courses have no relevance and sequences in relation to the program.
- 12% of the Alumni suggest that the course content not satisfy the competencies.
- 9% of the Alumni suggest that the electives offered relocated to the advanced technology were not up to the level.
- 12% of the Alumni suggest that the experiments could not provide the any value to the real time application.

ACTION TAKEN BY THE DEPARTMENT ADVISORY COMMITTEE

- To fulfil the gap in the syllabus and attaining all course outcomes, all faculty members should teach Content beyond the syllabus with current innovative trends, all students should be encouraged & motivated to attend certificate program. The Faculties are also encouraged to attend FDP, MOOC courses in recent trends.
- To accomplish the gap Value added Programs in upcoming trend need to be conducted.
- Students are advised to undergo more in plant training, internship/field projects, field visits to correlate the syllabus and to solve the real-world problems and to make them aware about the industry standards in various domains to be fit in Multidisciplinary jobs.
- The Department Advisory Committee suggested that the department shall involve Students in Entrepreneurship and Start-ups skills program in various domain based on the requirement of the stakeholders.



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Department of Mechanical Engineering

Feedback Analysis and Action Taken Report – Design and Review of the Syllabus

Academic Year 2020-21

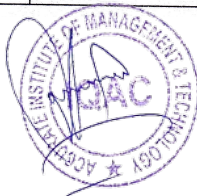
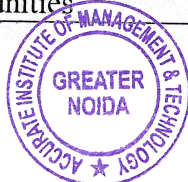
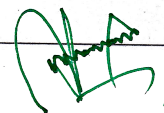
The feedback were collected for the Design and Review of the Syllabus from students, faculty, Employers and alumni for the academic year 2020-21 and the following points were submitted to the Department Advisory Committee for further process.

STUDENTS FEEDBACK ANALYSIS

CLASS/FEEDBACK	II YEAR	III YEAR	IV YEAR
Course objective not clear	18.6	14.32	15.68
Syllabus is not career oriented	12	13.58	14.55
The course was not well structured to achieve course outcomes	11.57	16.98	13.47
Syllabus will not help for higher education or employment	11.25	12.38	16.41
Syllabus is not related to real world problems	12.45	14.56	18.21
Text and reference books prescribed in the syllabus not standard	11.56	13.55	11.86

TEACHERS FEEDBACK ANALYSIS

FEEDBACK	PERCENTAGE OF FEEDBACK GIVEN
Course objective not clear	18.24
Syllabus does not cover industry standard	13.13
Syllabus does not bridge the gap between theory and practical	11.67
Course content does not give significant learning outcomes	20.11
Text and reference books prescribed in the syllabus not standard	18.52
Curriculum does not provide employability opportunities	14.39

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EMPLOYERS FEEDBACK ANALYSIS

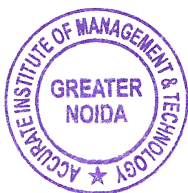
FEEDBACK	PERCENTAGE OF FEEDBACK GIVEN
Curriculum is not effective for the students in developing innovative thinking	21.41
Curriculum not relevant to employability	12.25
Curriculum not help students to become entrepreneurs	13.48
Syllabus is not compatible with the real world problems	14.68

ALUMNI FEEDBACK ANALYSIS

FEEDBACK	PERCENTAGE OF FEEDBACK GIVEN
Competencies are not relevant to the course contents	20.42
Offering of the electives are not related to the advanced technology	14.33
Experiments carried out in the courses are not relevant to the real world applications	18.68
Courses learnt are not relation to the job	14.69

ACTION TAKEN BY DEPARTMENT ADVISORY COMMITTEE MEMBERS

- Department Advisory committee members suggest that students need to undergo internships during semester holidays.
- DAC members recommend to teach content beyond syllabus to be taught by faculties.
- DAC members suggest that more industry related seminars and webinars to be arranged with Guest speakers from industries.
- DAC members suggests that students to learn new techniques through online certification programs
- DAC members recommends more industrial visits to be arranged for students




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