



Lokmanya Tilak Jankalyan Shikshan Sanstha's  
**PRIYADARSHINI J. L. COLLEGE OF ENGINEERING,  
NAGPUR**

Accredited with Grade "A" by NAAC  
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# **FEEDBACK ANALYSIS FOR SYLLABUS & ITS TRANSACTION**

**AND**

## **ACTION TAKEN REPORT**

### **SESSION 2021–22**

## **FEEDBACK ON SYLLABUS AND ITS TRANSACTION & ACTION TAKEN REPORT**

Feedback from stakeholders is an important measure for the enrichment of the quality of the curriculum. The institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University and follows the curriculum prescribed by the university. The institution makes certain that the curriculum transaction is with a systematic procedure to maintain the standard that is the hallmark of the College. PJLCE firmly believes understanding stakeholders, listening to their views is hugely beneficial and important for an organization to grow holistically. The institute has a well defined feedback mechanism of feed by the stakeholder's i.e. students, teachers, parents, alumni and industry persons, as IQAC has evolved a formal mechanism to gather feedback on programme from all stakeholders. Keeping in mind the latest developments in the subjects, industry requirements and the societal needs, the IQAC devised structured questionnaires where formal online/offline feedbacks on the curriculum and its transaction is obtained from various stakeholders

### **Process of Feedback:**

- **Alumni:** Alumni feedback is collected at college level during annual Alumni meet and at department level during departmental alumni meet .It is also collected whenever an alumni visits college and department as well as telephonically.
- **Employers:** Employer's feedback is taken at department level and by Training and Placement department when the Alumni have spent a considerable duration in the organization. Feedback is obtained from the Employers during formal meetings also.
- **Parents:** Parent's feedback is taken during Parents teacher meet (which is held twice at every department) and whenever parent visits department.
- **Students:** Student's feedback is taken during academic session.
- **Faculty:** An annual feedback is taken from faculty which is helpful for the overall improvement of the institute.

**Every Stakeholder's feedback collected is analysed and Based on all these suggestions an action taken report is prepared and proper action is taken to address the aspirations of our valued stake holders.**

- The suggestion received from these stakeholders is useful for required improvement.
  - It is also useful to identify the curricular gaps and to take measures to bridge it by supplementing the curriculum with add on courses, guest lectures, workshops, seminars, industrial visits, excursion tours etc.
  - Suggestions with regard to curriculum reform are communicated to the respective Board of Studies of Engineering of affiliating university.
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## **Details of Analysis of Feedback**

Result of the feedback analysis carried out on a 5-point scale (Sample of one programme/course)

### **Student Feedback on Programme**

- The syllabus has good balance between theory and application-3.4
- Syllabus is suitable to the programme-3.9
- The syllabus generates interest in the subject area-3.6
- The curriculum gives scope for internship/training/research-2.5
- Syllabus is need based-2.9
- Aims and Objectives of the syllabi are well defined and clear-3.6
- Programme syllabi has sufficient number of prescribed books and reference materials-3.5

### **Teacher Feedback on Course**

- Syllabus is suitable to the Course: 3.48
- Syllabus is need based: 3.27
- Aims and Objectives of the syllabi are well defined and clear: 3.24
- Course content has corresponding reference materials: 3.2
- Sufficient number of prescribed books and reference materials are available in the Library: 3.08
- The syllabus has good balance between theory and application: 2.92
- The syllabus generates interest in the subject area: 3.32
- The curriculum has prospects for higher education/employability: 3.26
- Syllabus can be covered on time :3.06
- The curriculum has scope for internship/training/ research: 3.11

### **Teacher Feedback on Programme**

- Syllabus is suitable to the Course: 3.36
- Syllabus is need based: 3.35
- Aims and Objectives of the syllabi are well defined and clear: 3.42
- Course content has corresponding reference materials: 3.26
- Sufficient number of prescribed books and reference materials are available in the Library: 3.16
- The syllabus has good balance between theory and application: 3.14
- The syllabus generates interest in the subject area: 3.34
- The curriculum has prospects for higher education/employability: 3.49
- Syllabus can be covered on time :3.05
- The curriculum has scope for internship/training/ research: 3.36

### **Parent Feedback on Programme**

- Syllabus is suitable to the programme: 3.18
- The syllabus generates interest in the subject area: 3.14
- The curriculum ensures overall development of the student: 3.2
- The curriculum has prospects for higher education/ employment: 3.23

### **Employer Feedback on Programme**

- Syllabus is need based: 3.20
- The syllabus has good balance between theory and application: 3.20
- The syllabus generates interest in the subject area: 2.80
- The curriculum has prospects for higher education/ employment: 3.00

- Awareness on the recent developments in the field is provided: 3.00
- The curriculum makes the student competent: 2.80
- The curriculum gives scope for internship/training/ research: 3.00

#### **Alumni Feedback on Programme**

- The syllabus has good balance between theory and application: 3.11
- The syllabus generates interest in the subject area: 3.31
- The curriculum ensures overall development of student: 3.02
- The curriculum has been helpful to you with your present status / employment / higher education: 3.28

#### **Action taken at Institute:**

- All the Heads of the department were advised to monitor plan quality improvement strategies taking into consideration the feedback of all relevant stakeholders.
- Activity based learning and virtual lab learning initiated
- Organization of more bridge courses, Add on courses and hands-on-training etc. to cope up the gap between academics and rapidly changing technologies.
- Students are encouraged and motivated to undergo Internship and Field projects.
- Students are motivated to take industry based projects.
- Heads of the Department are advised to organize workshops, seminars and guest lectures by Industry person on recent trends and advances in technologies.
- Teachers and students were encouraged to undertake more and more Virtual labs, Swayam, MOOC and NPTEL courses.
- Topics beyond syllabus were added in teaching plan.
- To improve the Interaction between Academia and Industry, MoUs were signed with various Industries sector were increased.
- More and more training and placement sessions are conducted.

#### **Action taken related to Curriculum Revision:**

- The contribution of the institution in the design and development of the curriculum prepared by the university is based on the feedback received from the stakeholders.
- Many faculty members have contributed in syllabus framing workshops. They have communicated the curricular gaps to the Board of studies to bring changes as a reference for the next curriculum revision.
- Some faculty members have framed the new syllabus which has been sent to the respective chairman of respective Board of Studies.
- Subject Focus Group is formed which comprise of course teachers of concerned course and industry experts.
- Opinion is generated, analyzed and suggestions with regard to curriculum reform are communicated to the respective Board of Studies of Engineering.

#### **Conclusion:**

Stakeholders feedback on programmes offered is collected by the IQAC, analysed systematically and the consolidated report is sent to respective departments for appropriate action. This action taken report is put in the meeting of College Development Committee for approval.