Bapatla Engineering College::Bapatla
(Autonomous)

Stakeholder Feedback Analysis Procedure

Feedback for curriculum improvement was taken from the following stake holders:

1. Alumni
2. Employer
3. Faculty members and
4. Students (Exit)

Feedback was taken online using Google forms. Frequency, Batches, Percentage of the respondents and Applicable regulations are indicated in the following tables:

1. B. Tech. batches from whom feedback was taken:

Year of taking feedback	Alumni Batch	Employer	Faculty	Students' Exit Batch	Applicable regulations
2013-2014	2012-13 Passed out batch	Employer who recruited these Alumni batches	Faculty who taught the courses of the program	2013-2014 Passed out batch	R14 & R18
2014-2015	2012-2013 Passed out batches	Employer who recruited these Alumni batches	Faculty who taught the courses of the program	2014-2015 Passed out batches	
2015-2016	2013-2014 Passed out batches	Employer who recruited these Alumni batches	Faculty who taught the courses of the program	2015-2016 Passed out batches	
2016-2017	2014-2015 Passed out batches	Employer who recruited these Alumni batches	Faculty who taught the courses of the program	2016-2017 Passed out batches	
2017-2018	2015-2016 Passed out batches	Employer who recruited these Alumni batches	Faculty who taught the courses of the program	2017-2018 Passed out batches	
2018-2019	2017-2018 Passed out batches	Employer who recruited these Alumni batches	Faculty who taught the courses of the program	2018-2019 Passed out batches	

2. M. Tech. from whom feedback was taken:

Year of taking feedback	Alumni Batch	Employer	Faculty	Students' Exit Batch	Applicable regulations

3. MCA batches from whom feedback was taken:

Year of taking feedback	Alumni Batch	Employer	Faculty	Students' Exit Batch	Applicable regulations

3. M.Sc batches from whom feedback was taken:

Year of taking feedback	Alumni Batch	Employer	Faculty	Students' Exit Batch	Applicable regulations

3. DIPLOMA batches from whom feedback was taken:

Year of taking feedback	Alumni Batch	Employer	Faculty	Students' Exit Batch	Applicable regulations

4. Feedback methods and frequency:

Sl. No.	Stake Holder	Method	Frequency	% of respondents
1.	Employer	Surveys	Once / Year	
2.	Alumni		Once / Year	
3.	Faculty		Once / Year	100%
4.	Student		Once / Year	

The feedback has been taken every year from all the above stake holders as a regular practice.During the past five academic years, the curriculum was revised twice under two regulations namely R14 and R18. Hence, the pertinent feedback from all the stake holders only was considered for making improvements in the curriculum.

For various B. Tech. programs, under R14 regulations, the curriculum was discussed, revised and approval was taken in the meetings of BoS/ AC/ GB held in 2014 in respect of syllabi of I year courses, syllabi of all the courses of Basic Sciences and Humanities (BS & H) department and course structure for entire four years of all programs. Syllabi for the remaining courses and modified course structures from II year onwards were discussed, revised and approval was taken in the meetings of BoS/ AC/ GB held 2014.

Similarly, for various B. Tech. programs, Under R18 regulations, the curriculum was discussed, revised and approval was taken in the meetings of BoS/ AC/ GB 2018 in respect of syllabi of I year courses, syllabi of all the courses of Basic Sciences and Humanities (BS & H) department and course structure for entire four years of all programs. Syllabi for the remaining courses and modified course structures from II year onwards were discussed, revised and approval was taken in the meetings of BoS/ AC/ GB held in 2018.

Survey form templates used online for taking feedback from various stakeholders and summary report on feedback analysis are uploaded. Through survey forms we requested the stake holders to indicate quality of Knowledge, Skill and Attitude componentsin the existing curriculum, about the new courses to be introduced and syllabi modification to the existing courses in the curriculum to be revised.

The percentage of respondents is quite satisfactory. About 30% of the Employers, 40% of Alumni and 80% of outgoing students have responded to our request for feedback. Almost all the members of the faculty have responded to our request.While developing the curriculum, about 60% weightage for knowledge, 25% for Skill and 15% for attitude is considered. Upon analysis of the feedback from various stakeholders the rating of the above components were found in the range of 80% – 90%.

Alumni feedback is taken from batches who have worked for at least two years in the industry, Employer feedback from companies who have observed the performance of our alumni for again at least two years. Feedback is taken from faculty members who have

taught the courses of the pertinent program and from students at the time of exiting the respective program.

Taking into account the feedback given by the stake holders, the curriculum was prepared and opinion of the senior faculty members in premier institutes and experts in industry was taken before it was discussed and further improved in the respective boards of studies. Necessary discussions and deliberations were made on the inputs given by the stake holders as feedback in the Academic Council and they were largely incorporated into the curriculum. The recommendations of the Academic Council were approved in the Governing Body.

Under both the regulations, the standard of curriculum of the programs of study was suited to meet the Program Educational Objectives set.

Feedback Survey Forms

For B. Tech.M.Teh.,MCA & M.Sc: (ALUMNI)

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Name : **Organization :**

Program & Discipline: **Designation:**

Year of Graduation: **Experience:**

You are requested to peruse the program education objectives, program outcomes and curriculum for giving your prudent feedback on the following by marking (√) in the appropriate box.

Note: 1 is low and 5 is high

I. KNOWLEDGE

i. The extent of knowledge of mathematics and basic sciences useful in your career exploration and progression.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Depth of core courses relevant to your professional aspiration.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

iii. The diversity of electives offered helped in expanding the breadth of knowledge.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

II. SKILLS

The level of competence to

a. Analyze complex engineering problems acquired during the program for providing solutions in your career.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

b. Design solutions, system components or processes for complex engineering problems to meet the specified needs

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

c. synthesis of knowledge, design skills and analysis and interpretation of data to provide valid conclusions

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

d. The level of communication skills developed during the program useful in your profession.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

III. APPLICATION

i. Competency to apply modern tools and technologies in your profession.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. The level of comfort in decision making and project management skills in your profession.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

IV. ATTITUDE

i. Function effectively as an individual and as a member or leader in diverse teams

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Awareness to societal responsibilities relevant to the profession while providing solutions.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

iii. Understanding of the impact of the professional engineering solutions in compliance to environmental consciousness

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

iv. Application of ethical principles and code in profession

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

v. Attitude to upgrade your skills and knowledge through quality improvement programs and higher education.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Suggestions for change of syllabus in the existing courses and inclusion of new courses/ technologies/ tools etc to be included in the curriculum:

Date:

Time: Signature

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EMPLOYER SURVEY

Name: **Organization:**

Designation: **Experience:**

You are requested to peruse the program education objectives, program outcomes, curriculum and quality of students recruited in your organization for giving your prudent feedback on the following by marking (√) in the appropriate box.

Note: 1 is low and 5 is high

I. KNOWLEDGE

i. Program covers all the requisite knowledge content suitable for employment.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Broad curricular areas help the student in gaining knowledge for securing a job and subsequent progression.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

iii. Elective courses offered are contemporary enough to suit the needs of the organization.

1 ☐ 2 3 4 ☐ 5

II. SKILLS

i. The standard of quality of skills to implement the project upon induction.

a. Analysis of critical real time problems

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

b. Design and development of systems, models and processes

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

c. Problem solving abilities to arrive at feasible solutions

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Curricular components – projects, seminars help the students in gaining skills to prepare project proposals and reports.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

III. APPLICATION

i. Recruitee's ability to apply their knowledge, skills and modern tools and software for appropriate solutions in the assigned project domain.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Applying managerial, administrative principles with financial literacy for successful project execution

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

IV. ATTITUDE

i. The extent of individual skills and contribution to the Recruitee's team in the project.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Recruitee's sensitivity to social needs in bringing innovative proposal and ideas

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

iii. Awareness to environmental issues, if any while implementing the project.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

iv. Commitment and ethical values of the Recruitee

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

v. Recruitee shows enthusiasm to upgrade the skill set and knowledge for new assignments and professional development.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Suggestions for inclusion of new courses/ technologies/ tools etc to be included in the curriculum:

Date:

Time: Signature

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FACULTY SURVEY

Name: **Specialization:**

Designation : **Area of expertise :**

Department: **Experience:**

You are requested to give your prudent feedback on the following by marking (√) in the appropriate box.

Note: 1 is low and 5 is high

I. KNOWLEDGE

i. Knowledge content – theoretical concepts and principles are balanced and proportionate.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Knowledge content suits to the needs of quality of student intake.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

II. SKILLS

Program/course has enough scope for developing skills among students for solving engineering problems such as

a. Analysis

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

b. Design and development of systems, software and processes

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

c. Problem solving skills.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

d. Ability to prepare technical reports and communicate well in the course domain.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

III. APPLICATION

i. Student level of competence to apply modern tools and technologies to solve the problems in the domain.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Student possesses the capability to organize and implement a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

IV. ATTITUDE

Student ability to

a. Work individually and in teams during the academic assignments

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

b. Prepare case studies in the domain and interdisciplinary areas with societal relevance

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

c. Awareness on environmental issues

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

d. Comprehend significance of ethical code and standards.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

e. Take-up higher education and research for continuing education.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Suggestions for change of syllabus in the existing courses and inclusion of new courses/ technologies/ tools etc to be included in the curriculum:

Date:

Time: Signature

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STUDENT EXIT SURVEY

Name: **Department:**

Roll Number: **Branch:**

Year/Semester:

You are requested to give your prudent feedback on the following by marking (√) in the appropriate box.

Note: 1 is low and 5 is high

I. KNOWLEDGE

i. Knowledge in the courses studied provides the depth for course progression and are relevant to career aspirations.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Teaching methods adopted help to acquire the knowledge.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

iii. The quality of teaching in linking the knowledge content to application.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

II. SKILLS

Theory and Laboratory courses contain the content to develop

a. skills to Analyze problems and cases in the course / program

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

b. Design and development of systems and processes

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

c. Problem solving skills in the domain.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

d. Skills in devising experiment protocols/reports and communicate well with the domain experts.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

III. APPLICATION

i. Ability to apply new tools and software relevant to your laboratory sessions or in project work.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

ii. Ability to write case studies relevant to the course domain.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

IV. ATTITUDE

a. Ability to work individually and in a team in a lab session and executing a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

b. Course content prepares you to plan solutions for societal needs.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

c. Course content help you understand and create eco- friendly solutions

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

d. Awareness to ethical code and practice.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

e. Courses/Program stimulates you to further acquire skills and knowledge in the domain.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Suggestions for change of syllabus in the existing courses and inclusion of new courses/ technologies/ tools etc to be included in the curriculum:

Date:

Time: Signature