



**PRINCETON INSTITUTE OF ENGINEERING AND TECHNOLOGY FOR WOMEN**  
**Vijayapuri colony Chowdaryguda (V), Ghatkesar (M), Medchal (D), TS-500088**  
**(Affiliated to JNTUH, Hyderabad & Approved by AICTE, New Delhi)**

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**SAMPLE FILLED FEEDBACK FROM**  
**1) STUDENTS, 2) TEACHERS 3) EMPLOYERS &**  
**4) ALUMNI ON THE SYLLABUS AND ITS**  
**TRANSACTION AT THE INSTITUTION FOR THE YEAR**  
**2021-22.**

**1) STUDENTS FEEDBACK**

  
*Principal*

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# STUDENT FEEDBACK FORM ON CURRICULUM

ACADEMIC YEAR \*

2021-22

Name of The Student \*

Rashi

Hall ticket Number \*

206M1A0440

Department \*

ELECTRONICS AND COMMUNICATION

YEAR \*

3RD

  
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1. Curriculum, syllabus and the sequence of the courses in the curriculum are \* Well defined and balanced \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair

2. The course objectives and outcomes are stated for each of the course \*

- Strongly disagree / Poor
- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
- Strongly disagree / Poor

  
Principal

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3. The courses enhance the analytical / problem solving / critical thinking / \* Innovative skills \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
- Strongly disagree / Poor

4. Sufficient number of relevant reading materials and digital resources are \* Available in the Library \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
- Strongly disagree / Poor

  
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5. The quality of textbooks/reference books recommended in the syllabus is \* Satisfactory \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
- Strongly disagree / Poor

6. Sufficient practical exposure is provided for the theoretical concepts in the \* Courses \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
- Strongly disagree / Poor

7. Adequate exposure is provided to the relevant software \* \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
- Strongly disagree / Poor

8. The curriculum is up to date and relevant from the point of view of \* Employability \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
- Strongly disagree / Poor

9. The syllabus is relevant for competitive examinations like GATE, PSUs, UGC \* NET, IES, GPAT, GMAT, etc. \*

- Strongly agree / Excellent
- Agree / Very good Neutral /
- Good
- Disagree / Fair
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**2) TEACHERS FEEDBACK**

  
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# TEACHERS FEEDBACK

(To be submitted on annual basis by each faculty member)

FACULTY NAME \*

Sushma Murugani

DEPARTMENT \*

SCIENCE &

ACADEMIC YEAR \*

2017-18

2018-19

2019-20

2020-21

2021-22

2022-23

  
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1. Type of teaching you currently do. \* Mark only one oval.

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

2. Type of research you currently do. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

3. Your interaction with students. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

  
Principal

4. Cooperation you receive from colleagues. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

5. The mentoring available to you. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

6. Administrative support from the department. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

  
Principal

7. Providing clarity about the faculty promotion process. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

8. Your prospects for advancement and progress through ranks. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

9. Salary and incentives. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

  
Principal

10. Job security and stability at the department. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

11. Knowledge outcome based education in writing course outcomes and \* Mapping to program outcomes.

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied



Principal

12. Whether the dept. is utilizing your experience and knowledge. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

13. The overall climate at the department. \*

- Very satisfied
- Satisfied
- Uncertain
- Dissatisfied
- Very dissatisfied

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**3) EMPLOYERS FEEDBACK**

  
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# EMPLOYER'S FEEDBACK FORM

EMPLOYER'S NAME \*

Naveen shroon

COMPANY NAME \*

Genpact

DESIGNATION \*

HR

MANAGER



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## ACADEMIC YEAR \*

- 2017-18
- 2018-19
- 2019-20
- 2020-21
- 2021-22
- 2022-23

## 1. The Curriculum and syllabus provide sufficient knowledge in the area of their Stream \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

## 2. Adequate exposure is provided to the relevant software \* \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

  
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3. The current syllabus is job-oriented, skill-based, and value oriented \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

4. The syllabus helps in bridging the gap between industry and academic \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

5. The graduates have adequate practical exposure for undertaking real time Projects\* \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

  
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6. The curriculum has enough content for a student to acquire sufficient Knowledge to secure a job \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

7. The curriculum prepares the graduate to deliver technical services as per \* Industry requirements \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

8. Curriculum and syllabus is effective in developing innovative thinking and skill \* Oriented human resources \*

- Strongly agree / Excellent
- Agree / Very good
- Neutral / Good
- Disagree / Fair

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**4) ALUMNI FEEDBACK**

  
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PRINCETON INSTITUTE OF ENGINEERING  
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# ALUMNI FEEDBACK FORM ON CURRICULUM

STUDENT NAME \*

Thandra Kasthuri

DEPARTMENT \*

ELECTRICAL AND ELECTRONICS

ACADEMIC YEAR \*

2021-22



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- Disagree / Fair
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2. The course objectives and outcomes are stated for each of the course

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3. The courses enhance the analytical / problem solving / critical thinking / \* Innovative skills

- Strongly agree / Excellent
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6. Sufficient practical exposure is provided for the theoretical concepts in the \* Courses

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8. The curriculum is up to date and relevant from the point of view of \* Employability

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9. The syllabus is relevant for competitive examinations like GATE, PSUs, UGC \* NET, IES, GPAT, GMAT, etc.

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**Feedback Report and Action taken  
Report on Curriculum**

  
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## Feedback Report and Action taken Report on Curriculum

The feedback is collected from all the stakeholders (students, Teachers , alumni, employers) by all the Departments independently. The respective Department Academic committee (DAC) reviewed the feedback and after deliberations, the committee has prepared a report and submitted. To incorporate the possible suggestions to revise the curriculum. The Program Academic Council (PAC) in turn has approved the curriculum for the academic year 2021-2022.

The consolidated feedback and the action taken report is summarized as follows:

**Table 1: Student feedback and action taken:**

S. no	Feedback	Action Taken
1	Modern content delivery methods should be used.	All the class rooms are equipped with ICT tools with faculty ensuring maximum use of it.
2	Students should be provided with course related information well advance before the commencement of the classes.	Students are provided with Course Description, in Course Overview, Course Outcomes and mapping of COs with POs at the beginning of the class work and all the course instructional material is shared with the students through Vmedulife-Learning Management System.
3	Professional society activities to be conducted	Students were made members of various professional societies like ISTE, IETE, IEEE, CSI and etc. Various activities and invited talks were conducted under these professional societies. All the events are recorded in the respective Departments.
4	More practical orientation in TLP	More emphasis is given to introduce practice oriented TLP and the students are encouraged to pursue course-end projects.
5	Exposure to experiential learning	Introduction of min-projects, major projects and internships, field projects and field visits.
6	Few learners wanted more provision to be made for self- learning.	Library and Laboratories kept open for learners to use beyond contact hours. Facilitated peer learning opportunities by allowing them to use institutes resources beyond contact hours.

  
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**Table 2: Teachers feedback and action taken**

S.No	Feedback	Action Taken
1	Use of Social Learning Platform	LMS-MOOCs, Clubs
2	Internship must be encouraged	Through department and T&P Cell, the students were send to industries, defense laboratories to carry out their mini and major projects.
3	Industrial Visit Must be arranged	Industrial visits organized for all Departments.
4	Hands on training for different simulation software must be included	Workshops on MATLAB,NS2,R,Qualnet,Scilab etc.,.

**Table 3: Alumni feedback and action taken.**

S.No	Feedback	Action Taken
1	More courses with Laboratory experience to be added which cab give them more Practical Experience helping them to sustain in the industry.	New curriculum from academic year 2018-2019 consists of integrated courses (theory and practice together). This helps in an increased practical orientation of the course and further it helps understand concepts with practical exposure.
2	Increased focus on soft skills training and courses with credit on soft skills can be of great help.	Courses on soft skill training, business communication skills, Quantitative Aptitude, Logical Reasoning and Verbal Ability are introduced in the new curriculum with effect from 2018-2019
3	Latest technologies to be taught in third year of their program	Inclusion of new technologies in form of elective courses (professional electives) emphasizing on modern tools, techniques and software's
4	Content delivery to be made concept based for long term learning which in turn can help them sustain in the industry with ease	Integrated courses with experiential learning, participative learning and problem solving approaches in form of various projects is introduced in all the years
5	Increase in number of Flipped classes to be conducted in a course.	Duly noted and implemented
6	Increase in scope and facilities for self-learning.	More number of students are taking up NPTEL / SWAYAM / MOOCs courses, and undertaking projects

  
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**Table 4: Employer feedback and action taken.**

S.No.	Feedback	Action taken
1	Happy with student's Ethics, moral values, professional attitude and commitment towards work.	Duly noted and will ensure to continue to inculcate a better culture in students
2	Students are very good at work individually and possess attributes for improvement in working as a team	Duly noted and will ensure to sustain in training students to the expectations of the industry
3	Students are very good at learning latest technologies however few of them are reluctant to adopt new ideas.	New courses related to latest technology are included in the curriculum and also focusing on orientation towards entrepreneurship and innovations.
4	More exposure to inter disciplinary Projects can help graduates to adapt to industry culture.	Initiated establishment of makers space (Incubation Centre) with provision of infrastructure to carry out interdisciplinary projects.
5	Experience / Knowledge in software like Ansys, ProE, Catia, MATLAB is sought for.	Value added courses are conducted to train students on latest technologies and software tools like Ansys, Labview, Matlab and etc

  
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# **Online Feedback Analysis A.Y 2021-2022**

  
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## **Online Feedback Analysis A.Y 2021-2022**

### **1. A Note on Online Feedback**


PETW has introduced Online Student Feedback System from the academic year 2017-2018. The online feedback is made dynamic and is introduced semester wise, in order to be constantly monitoring academic progress of the students, updating the curriculum to match the requirements of the market and stakeholders, apprising the teachers about the impression they have on students in respect to their teaching methodology, and personality and so on. The feedback system is dynamic in a sense that the students can provide feedback any time if they wish, however, it is connected to semesters, so that they provide the feedback on each course and on the teacher who taught that course in every semester of their programme in the months in which the teaching is completed before the semester end examinations. Generally, the examinations are held in May and December, hence the students are required to provide the feedback in these months after the completion of their course.

IQAC felt that instead of taking feedback in traditional way, if it is sought online from every student, then the college might be in a position to truly measure the relevance of its curriculum efficiency of teaching learning methodology, and inviting new ideas from its primary stakeholders that is students. Therefore, when the IQAC had been reconstituted in April-May 2018 in accordance with the NAAC guidelines, the matter of feedback was taken in the first meeting of the reconstituted IQAC itself. Below are given the extracts of the agenda and minutes in which the Online Feedback system had been discussed and approved by the IQAC.

### **2. Discussion and Approval of Online Feedback System in IQAC Meetings**

#### **Minutes of the 1<sup>st</sup> IQAC Meeting, held on 05-08-2021.**

- The perspective plan of extracurricular and co-curricular activities from various committees have been received and discussed in detail. The final strategic perspective plan has been prepared and approved.
- It is decided to implement the mentor mentee system in all the departments of the institution. Department Academic calendar should be verified and give the recommendation if required. Decision taken to conduct Engineering Workshops/Guest Lectures/FDPs/Conferences/Sports Activities
- Workshops/Guest Lectures/FDPs/Conferences/Sports Activities
- Decision taken to initiate and conduct the technical skill trainings to students for placements. It is decided to implement the mentor mentee system in all the departments of the institution. It is decided to conduct SWAYAM/MOOCs awareness workshop on how to create ICT lectures and the same has been approved. Decision taken to conduct soft skills training for all the UG students.
- It is decided to take laboratory equipments and library procurements from all the laboratories & library and approved the same

  
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#### **Minutes of the 2<sup>nd</sup> IQAC Meeting held on 04-12-2021**



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## Action Taken Report

It has been decided and approved to conduct Induction programmes for the newly joined faculty. HoDs need to collect all the Recording link of respective V-Lab details and submit to IQAC at the End of the semester. Decision taken to make Memorandum of Memorandum of Understandings with various Industries/NGOs/Research organizations

## **Minutes of the 3<sup>rd</sup> IQAC Meeting held on 06-04-2022:**

### Action Taken Report

Website Incharge should verified and keep on monitoring and report to the changes required. NAAC Mack audit is scheduled and all criteria incharge should be ready for the file submission Motivated the faculty through Faculty Incentive Policies R&D Coordinator are instructed to get the activity report from the various research activity coordinator

### **Online Student Feedback System**

#### **3. Feedback Questions**

The questions asked in the feedback pertaining to every course are as follows:

##### **i) Did you learn the course/paper according to the objective it specified? Yes/no**

The rationale behind the question: The University has completely adopted Choice Based Credit System, and every course displays its objective, course and learning outcome. Therefore, it was gather the assessment of the students whether they found out the course as it claims in its objective.

The question has to be answered in Yes and No.

It was thought that if 75% students say yes, then the course has met its objective; anything below that requires the department and the teacher to look into the course to make it as it claims to be.

##### **ii) Do you feel the course/paper will be of any help to you in your career progression (for example, employment or higher studies? Yes/no**

The rationale behind the question: The University planned to make every course that it offers in any programme completely relevant to the market/industry needs; and motivational in terms of pursuing it at the advanced/research level in higher studies, wherein it has the potential to make contribution.

**The question has to be answered in Yes and No.**

  
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Again it was thought that if 75% students say yes, then the course has met its and anything below that requires department and the teacher who taught the course to revisit it, so that it can be made more effective and learning outcome based. The question has to be answered in Yes and No.

Again it was thought that if 75% students say yes, then the course has met its and anything below that requires department and the teacher who taught the course to revisit it, so that it can be made more effective and learning outcome based.

### **iii) Have you had easy access to the course material (for example in the University Library or in market)? Yes/no**

That is, as all the courses in every programme of study, save language programmes, are offered in English, the accessibility of subject material in English particularly in engineering, science and technical subjects is difficult.

The answer is again required to be provided in Yes/No.

It was thought that if 90% of students say 'yes' then the department that offers the course has honored its imparting of knowledge commitment. Anything less requires serious works from the department and university to fulfill its honor its commitment.

### **iv) How do you evaluate the teacher who taught you the course? Excellent/Good/Average/Poor**

The students are required to assess/grade the teacher bearing in mind the following parameters:

1. Clarity of Concepts of the Subject (Knowledge of the Subject)
2. Effective Presentation of the Subject (Methodology of Teaching)
3. Completion of the Syllabus
4. Communication Skills
5. Use of Information and Communication Technology in Class
6. Innovative Teaching Techniques to Impart the Subject
7. Punctuality and Regularity

**Excellent**, if the teacher possesses at least any six parameters, the first parameter being compulsory.

**Good**, if the teacher possesses at least any five parameters, the first parameter being compulsory.





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**Average**, if the teacher possesses at least any four parameters, the first parameter being compulsory.

**Poor**, if the teacher possesses at least any three and less parameters.

Since every teacher is provided, the feedback of the courses that they teach they are required to assess them and improve them wherever it is required.

**v) Any other comment that you wish to make about your course or teacher or learning resources etc.**

The fifth question is an open-ended question where the students can make any observation pertaining to the course, teacher, learning resources and so on. The students are advised not to make any personal comments.

Since every teacher has access to the feedback of the course that they taught in their Vedmulife portal, they are required to share their feedback with their heads. All the matters should be discussed and necessary improvements are made in the department's statutory bodies' meetings.

### **4) Semester-wise Analysis of Online Student Feedback**

The Online Student Feedback is presented Teacher-wise, Department-wise, College-Wise, and over all of the SITS. Teachers are individually provided the feedback on their Vmedulife Portal. The Department-wise and Over-all SITS feedback responses and their analyses in pie-charts are displayed on the PETW website.

The Feedback Analysis Page displays *Student Feedback on Teaching and Learning*, then the category of feedback in terms of Department, Overall College. The period of feedback is displayed in the table in terms of Semester Examination for example, Semester Examination, November 2020, which means the course, whose examination was held in December 2020.

Given below is the analysis and explanation of Student Feedback on Over-all performance of the college for the semester examinations of December 2020, May 2021, and December 2021. The feedback is presented in pie-chart and percentages on the overall performance of the college on all courses and performance of all the teachers who taught the courses. Again, it is important to note that not all the students participated in the feedback, however, the responses that the students give are encouraging, and the PETW is planning to make feedback mandatory for every student.

  
Principal