



# **Ajay Kumar Garg Engineering College, Ghaziabad**

## **1.4.1 FEEDBACK ANALYSIS REPORT ON CURRICULUM FOR ACADEMIC**

**(Last Five Year-2020-21,2019-20,2018-19,2017-18,2016-17)**

### **1. INTRODUCTION**

Feedback plays a very vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome-based education also. **Ajay Kumar Garg Engineering College, Ghaziabad** has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc. The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the **Ajay Kumar Garg Engineering College, Ghaziabad** to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world. **Ajay Kumar Garg Engineering College, Ghaziabad** has made it mandatory across the departments to collect feedbacks on the curriculum.

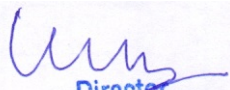
This analysis report gives an insight about the responses collected, the nature of the responses, areas of improvement and action taken based on the analysis. This report first gives the number of responses collected across the programs, followed by the nature of the responses and how the stakeholders feel with respect to the curriculum in place. The final section discusses about the actions taken based on the feedback collected from the stakeholders in last five Years and how the plan has been initiated for the academic Year

### **2. 360 DEGREE STRUCTURED FEEDBACK**

As has been a practice, the University Internal Quality Assurance Cell (IQAC) provides feedback forms from the following stakeholders

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**

questionnaire has been framed keeping in mind the diverse programs offered by the University(AKTU). The AKTU University offers All programs spread College campus. With

  
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such a diverse environment, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, introduction of new courses and programs across the departments. The questionnaire floated for the different stakeholders has been given below.

## 2.1. FEEDBACK FORM FOR STUDENTS

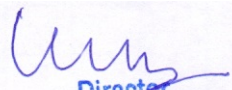
All the feedback forms have been devised to be rated on a 5-point scale with 5 being highest and 1 being lowest. The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome-based education, whether the defined curriculum instils the research culture in students, whether the defined curriculum allows the students to be curious and develop them to be individuals with an attitude for life-long learning etc. thus enabling the University to attain its mission leading to the attainment of Vision. The questionnaire posed to students is as shown in table 1 below.

Q-1	syllabus is compatible with course
Q-2	Aims and objectives of the syllabi are well defined and clear to teachers and students
Q-3	Course content is followed by corresponding reference materials
Q-4	The syllabus has good Balance between theory and application
Q-5	The syllabus has made me interested in the subject area
Q-6	The syllabus covers Advanced topics
Q-7	Syllabus is Industry oriented
Q-8	Learning value (In terms of Skills, Concepts, Knowledge, Analytical Abilities, or Broadening Perspectives)
Q-9	The recommended text books are Available and map onto the syllabus and the allocation of credits to the course is followed in a proper way
Q-10	Size of syllabus in terms of load on the students is maintained.

**Table 1**

## 2.2. FEEDBACK FORM FOR TEACHERS

Teachers are the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics in the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex problems, and whether the syllabus is updated to make the students pursue higher

  
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studies and research. The Table 2 below lists the questions asked to teachers in the feedback survey process.

Q-1	The learning objectives are clear and appropriate to the program.
Q-2	The course outcome are well defined and clear
Q-3	The curriculum and syllabus are well organized and suitable to the program.
Q-4	The Text Books/Reference Books are well suited to the course.
Q-5	Rate the distribution of contact hours among the course components
Q-6	The curriculum has a good balance between theory and practical
Q-7	Freedom to propose, modify, suggest and incorporate new topics in the syllabus
Q-8	Institute provide adequate funding and support to faculty members for upgrading their skills and qualification
Q-9	The syllabus is as per industry need
Q-10	The syllabus offers research possibilities

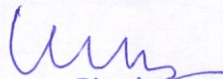
**Table 2**

### 2.3. FEEDBACK FORM FOR INDUSTRY EXPERTS

A 360-degree feedback should involve all the involved stakeholders and in order to understand whether the defined curriculum is relevant to the industry and updated with the current trending areas in the respective domain, we need to collect the feedback from experts from the industry who are well versed in their respective domain and also from some employers who are having our students as their employees after their graduation. The questionnaire that has been included in the feedback form collected from the industry experts by Table3

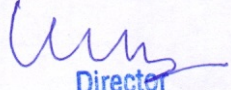
<b>How satisfied are you with the student's performance in each of these areas</b>	
<b>Aptitude knowledge/skill</b>	1=Excellent; 2=Above Average; 3=Average; 4=Below Average; 5=Unsatisfactory; <b>Answer:</b>
<b>Technical knowledge/skill</b>	1=Excellent; 2=Above Average; 3=Average; 4=Below Average; 5=Unsatisfactory; <b>Answer:</b>
<b>General communication skills</b>	1=Excellent; 2=Above Average; 3=Average; 4=Below Average; 5=Unsatisfactory; <b>Answer:</b>
<b>Knowledge on current technologies</b>	1=Excellent; 2=Above Average; 3=Average; 4=Below Average; 5=Unsatisfactory; <b>Answer:</b>

**Table3**

  
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## 2.4. FEEDBACK FORM FOR ALUMNI

Alumni play a very crucial role in making us understand whether the curriculum is developing them into individuals who are able to sustain in the dynamic environment, whether the curriculum is instilling curiosity in them to pursue higher research and whether the curriculum is motivating them to become successful entrepreneurs and contribute to the development of the country etc.



Director  
Ajay Kumar Garg Engg. College  
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# AJAY KUMAR GARG ENGINEERING COLLEGE, GHAZIABAD

## Feedback Analysis & Action Report

S.No.	Stakeholder	Feedback	Action Taken
1.	Students	Curriculum comprises a balance between theory and practical subjects.	A project based learning is introduced in order to enhance application based learning for students.
		Curriculum is sufficient to bridge the gap between industry standards and academics	Industrial Visits/Industry Expert Lectures are organized every semester.
		Curriculum designed and sequenced properly	Sessional Examinations are conducted as per academic calendar for all units in the curriculum.
		Availability of Reference material and books are for referring the contents mentioned in the syllabus.	Adequate funding for project and research facilities are provided.
2.	Teachers	Curriculum has a good balance between theory and practical.	Department had started practice of video recording and sharing with students through institution channel and other online media.
		Curriculum is sufficient to bridge the gap between industry standards and academics	Workshops, conferences and seminars are conducted to enable the students/faculty members familiar with latest technologies.
		Availability of Reference material and books are for referring the contents mentioned in the syllabus.	Faculty members are encouraged to attend FDP, Short Term Trainings.
		Depth of the course content is adequate.	The lab practice enables the students to develop experimental, design, problem solving and analytical skills of the students.
3.	Employers	Analytical skills are to be developed	PDP classes are to be organized regularly.
4.	Alumni	Value added courses are needed	Personality Development Programmes (PDP) are conducted by Training and Placement Cell. Human Value Workshops are conducted

			regularly for the students.
		Contemporary topics are to be included in the curriculum	Short term trainings are conducted by department. Entrepreneurship activities are conducted regularly by IDEA lab.
		Understanding of engineering tools is required for engineering practice.	Industrial visits, Internships, short term trainings are organized.



Director  
Ajay Kumar Garg Engg. College  
Ghaziabad

**Dr.P.K.Chopra**

**Director**