

IPS ACADEMY INSTITUTE OF ENGINEERING & SCIENCE

1.4.2 Feedback Analysis and Action Taken Report of the Institute 2019-2020

The Internal Quality Assurance Cell (IQAC) of the IPS Academy, Institute of Engineering & Science designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues. The feedback forms were collected from students, teachers, employers, and alumni.

The feedback targets following different content for different stakeholders.

- Institute collects student's feedback through student exit survey, it addresses outcome of the curriculum and it's learning related issues in terms of Multidisciplinary work, communication skills and life-long learning etc. Institute also collects the feedback of students on the curriculum.
- Institute collects teachers feedback, the feedback addresses issues like suitability the course and its need base, outcomes of the curriculum, relationship with course content and corresponding reference material, availability of reference materials in terms with curriculum, evaluation methods and curriculum delivery, etc.
- For employers, it addresses issues like general communication skills, developing solutions to real life problems, working in a team, creative challenges to challenges, organization skills, learning of new techniques, integration of technology for work as learnt through the curriculum.
- For alumni, it aimed for responses on adequateness of courses curriculum, curriculum appropriate for employability, sufficiency of syllabus content in context of current professional standards and curriculum design in context of development of self-directed learning and problem solving approach.

Kindly refer the action taken report which is attached herewith.



2019-20



Action Taken for Curriculum Gap

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Knowledge, Skill, Value

ADE 16 Colleges, 71 Courses, 58 Acre Campus

After taking teacher's feedback about Curriculum Gap we have taken certain actions as and when required after various brain storming sessions with senior professors and principal.

| S.NO. | Subject | Gap Identified in Curriculum | Action Taken |
|-------|---|---|--|
| 1 | Chemical Instrumentation | Detail study about sensors has not been included in curriculum | It has been taught to the students in extra class. |
| 2 | Chemical Engineering Thermodynamics | Introduction to hydraulic and pneumatic is not included in syllabus. | It has been taught to students as content beyond syllabus. |
| 3 | Advance Engineering | Nernst Distribution law, is not included in syllabus. | This topic is covered as extra lecture |
| 4 | Mass Transfer I | Brief introduction about Membrane separation is necessary ad not included in syllabus. | It is a major separation process hence it is taught to students as content beyond syllabus |
| 5 | Organic Process Technology | Adhesive Manufacturing is important topic and it is not included in curriculum | It is taught to students in extra lecture |
| 6 | Material &Energy Balance | Detail study about Catalytic Reactors is necessary for student. | It is covered in content beyond syllabus. |
| 7 | Polymer Technology | Scope of polymer industries in India. is not included in syllabus. | It has been covered as content beyond syllabus |
| 8 | Chemical process control | Design and principle of multiple input output system is important topic and not included in curriculum | It is covered in extra lectures. |
| 9 | Chemical Reaction Engineering- I | Introduction of Micro reactor and its applications. | It has been covered as content beyond syllabus as per intrest of students. |

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2019-2020

Action Taken for Curriculum Gap

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After taking students' feedback about Curriculum Gap we have taken certain actions as and when required after various brain storming sessions with faculties, senior professors, principal and alumni.

| S.NO. | Subject | Gap Identified in Curriculum | Action Taken |
|-------|--|---|--|
| 1 | Fluid Mechanics | Introduction of CFD | It has been covered in extra class. |
| 2 | Computational Methods in Chemical Engineering | Finite element Analysis | It has been covered in extra class. |
| 3 | Bioprocess Technology | Design aspects of bio reactors for solid state fermentation. | It has been covered in content |
| 4 | Process modeling and simulation | Introduction to ANN and its application | It has been covered in content beyond syllabus. |
| 5 | Chemical Process Control | Modeling and analysis of level control | It has been covered in extra class. |

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After taking students feed back about Curriculum Gap we have taken certain actions as and when required after various brain storming sessions with faculties, senior professors, principal and alumina.

| S.NO. | Subject | Gap Identified in Curriculum | Action Taken |
|-------|--------------------------------------|--|--------------------------------------|
| 1 | Basic Electrical & Electronics Engg. | Making Transformer, Power extension system & voltage regulators | Experiment perform in laboratory |
| 2 | Electronic Devices | Making inverter of different power for home | Experiment perform in laboratory |
| 3 | Analog Communication | Simulation based practical experiment | Some experiments performed in MATLAB |
| 4 | Digital Communication | Simulation based practical experiment | Some experiments performed in MATLAB |
| 5 | Microprocessor &Microcontrollers | Machine Learning in syllabus, 8051 advanced and ARM Processor should be includes | Course beyond syllabus (ARM) |
| 6 | Advanced Communication | 5G &7G technology introduction | Theory lecture |
| 7 | Data structure & Analytics | Advancements in field such as Big data | C, C++ & JAVA classes included |
| 8 | Project (Minor & Major) | Software project should be accepted | Suggestion accepted by department |





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INSTITUTE OF ENGINEERING & SCIENCE ELECTRONICS & COMMUNICATION ENGINEERING

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After taking teacher's feedback about Curriculum Gap we have taken certain actions as and when required after various brain storming sessions with senior professors and principal.

| S.NO. | Subject | Gap Identified in Curriculum | Action Taken |
|-------|--|--|--|
| 1 | Basic Electrical & Electronics Engg. | K-Map, Substractor, Combinational & Sequential Circuits, Norton's theorem, Maximum power transfer theorem. | Course beyond syllabus, Theory Lectures |
| 2 | Electronics Devices | MESFET, Heterojunction | Course beyond syllabus |
| 3 | Digital System Design | Races & Hazard in combinational circuits | Course beyond syllabus |
| 4 | Network Analysis | Network Synthesis, Concept of signal spectra | Course beyond syllabus |
| 5 | Electronics Instrumentation | ADC & DAC | Theory Lecture |
| 6 | Analog Communication | Digital Modulation Techniques, Coding | Course beyond syllabus |
| 7 | Linear Integrated Circuits | Filters | Theory Lecture |
| 9 | Control Systems | Modeling of Robotic Arm | Course beyond syllabus |
| 10 | Microprocessor and Microcontrollers | ARM Processor, AVR Series Controller, Introduction with Arduino, PIC controller | Course beyond syllabus |
| 11 | Electromagnetic Theory | Wave Equations | Course beyond syllabus |
| 12 | Digital Communication | Random Processes and Its Classification, PSD | Course beyond syllabus |
| 13 | Signal & | Discrete Fourier Series | Course beyond syllabus |

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After taking students feedback about Curriculum Gap we have taken certain actions as and when required after various brain storming sessions with faculties, senior professors, principal and alumina.

| S.NO. | Subject | Gap Identified in Curriculum | Action Taken |
|-------|--|---|--|
| 1 | FT-406 Fire Fighting & Field Training | Off site & On site Emergency plan documentation for any fertilizer industry should be known to students | An industrial visit has been planned at "Rama Phosphate limited Sanwer road, Indore, Madhya Pradesh" to fulfill the gap in curriculum |
| 2 | FT-4002 Rescue Equipments and Techniques | The development in the field of personal protective equipments namely proximity suit and SCBA mostly used in rescue operation in fully developed fire accident in the building. This should be enlighten to the students | An expert lecture has been delivered on "Advance Development in Personal Protective Equipments" by Mr. Dheraj Sharma, Safety Consultant, Standard Equipment Pvt. Limited, Indore |
| 3 | FT-5005 Workshop & Ergonomics | Occupational injuries like white finger etc. should be taught in detailed | An expert lecture has been delivered on "Ergonomics Safety" by Mr.Aditya Shrivastava HSE Manager, Cummins Turbo Technologies India Pvt Ltd., Pithampur |
| 4 | FT-5002 Paramedics | A live training session should be conducted on CPR & First Aid and also how to handle casual person in different circumstance like fire burn fracture etc. | A training has been conducted on "Practice & Performing on Cardio- Pulmonary Resuscitation" by Dr. Subodh Chaturvedi, Cardiac Anesthesiologists, Bombay |

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After taking teacher's feedback about Curriculum Gap we have taken certain actions as and when required after various brain storming sessions with senior professors and principal.

| 1FT-406-Fire Fighting & Field TrainingAn industrial visit should be arranged in any fertilizer industry to give the knowledge of offsite & on site emergency plan documentation to the students.An industrial visit has be at "Rama Phosphate lim road, Indore, Madhya Pr fulfill the gap in curricu2FT-4002 Rescue Equipment & TechniquesAdvanced development in the area of PPE's such as proximity suits and self contained breathing apparatus used in rescue operations during fire incidents. Must be taught to the fire technocratsAn expert lecture has bee delivered on "Advance Development in Persona. Equipment Pvt. Indore3FT-5005 Work- study & ErgonomicsErgonomic hazards & occupational injuries should be taught by experts.An expert lecture has bee delivered on "Ergonomic by Mr. Aditya Shrivastava HSE Manager, Cummins | rial visit has been planned Phosphate limited Sanwer re, Madhya Pradesh" to gap in curriculum lecture has been on "Advance ent in Personal Protective ts" by Mr. Dheraj afety Consultant, Equipment Pvt. Limited, lecture has been on "Ergonomics Safety" tya Shrivastava ger, Cummins Turbo ies India Pvt Ltd., | An industrial visit should be arranged in any fertilizer industry to give the knowledge of offsite & on site emergency plan documentation to the students. Advanced development in the | FT-406-Fire Fighting & Field Training | 4 |
|---|--|--|---|---|
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| 3 FT-5005 Work- study & Ergonomic hazards & occupational injuries should be taught by experts. An expert lecture has been delivered on "Ergonomic by Mr.Aditya Shrivastava HSE Manager, Cummins | lecture has been on "Ergonomics Safety" tya Shrivastava ger, Cummins Turbo ies India Pyt Ltd., | area of PPE's such as proximity suits and self contained breathing apparatus used in rescue operations during fire incidents. Must be taught to the fire technocrats | FT-4002 Rescue Equipment & Techniques | 2 |
| Technologies India Pvt L Pithampur | | Ergonomic hazards & occupational injuries should be taught by experts. | FT-5005 Work- study & Ergonomics | 3 |
| 4 FT-5002 Paramedics A live training session should be conducted on CPR & First Aid A training has been cond "Practice & Performing o Pulmonary Resuscitation" Subodh Chaturvedi, Cardi Anesthesiologists, Bomba Hospital, Indore (M.P.) | has been conducted on Performing on Cardio- Resuscitation" by Dr. aturvedi, Cardiac logists, Bombay idore (M.P.) | A live training session should be conducted on CPR & First Aid | FT-5002 Paramedics | 4 |

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| S.NO. | Subject | Gap Identified in Curriculum | Action Taken |
|-------|----------------------------|--|---|
| 1 | Engineering Mechanics | Transmission of power | Covered in machine design subject |
| 2 | Strength of Materials | Unsymmetrical bending and shear centre | Covered in advance machine design subject |
| 3 | Fluid Mechanics | Pipe system design | Discussed as content beyond syllabus |
| 4 | Turbo Machines | Gas turbine | Discussed as content beyond syllabus |
| 5 | Power plant Engineering | Practical working of any plant | Industrial visit on Omkareshwar power plant |
| 6 | Dynamics of machines | Lab should be added in scheme | Letter sent to university for syllabus upgradation |
| 7 | Manufacturing Process | Types of welding machines | Different welding machine purchased in workshop lab |
| 8 | I.C. Engine | Latest technologies | Covered through content beyond syllabus in tutorial class |
| 9 | Design of machine elements | Propeller shaft design | Covered through content beyond syllabus in tutorial class |
| 10 | Automobile Engineering | Hybrid vehicles | Covered through content beyond syllabus |
| 11 | Heat and Mass Transfer | Heat pipe and its application | Covered through NPTEL lectures |
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After taking teacher's feedback about Curriculum Gap we have taken certain actions as and when required after various brain storming sessions with senior professors and principal.

| S.NO. | Subject | Gap Identified in Curriculum | Action Taken |
|-------|---------------------------------------|---|---|
| 1 | Data Structures & Algorithm | Conversion of infix expression to prefix expression and Evaluation of prefix expression is not covered | I have covered these topics in classroom sessions |
| 2 | Distributed System | No gap identified | NA |
| 3 | Analysis & Design of Algorithms | Recurrence relation using recurrence tree & longest increasing subsequence are not included | I have covered these topic in classroom sessions |
| 4 | Data Structure | Fibonacci Heap, Binomial Heap, Bucket Sort | CBS Lectures are taken to fill the curriculum gap |
| 5 | Analysis & Design of Algorithm | Greedy Single source Shortest Path, Sum of Subset Problem Using Backtracking, | CBS Lectures are taken to fill the curriculum gap |
| 6 | Theory of Computation | Cellular Automata, Elementary Cellular Automata, Grammar Systems, Undeciability and Reducibility | CBS Lectures are taken to fill the curriculum gap |
| 7 | Digital Image Processing | 3D Graphics and Animation ,Motion Estimation | CBS Lectures are taken to fill the curriculum gap |
| 8 | Soft Computing | Neuro-fuzzy and Neuro-gentic topic is not covered. | I have covered Neuro fuzzy and Neuro gentic topic in the class. |

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| | 9 | Database Management System | 1.Hashing Technique 2.RAID Model | Covered the topics in classroom teaching |
|--|----|--|--|--|
| | 10 | Operating System | 1.HRRN Scheduling | Covered the topics in classroom teaching |
| | 11 | Operating System | System call Fork() must be added | I have covered these topic in classroom teaching |
| | 12 | Computer System Organization | Some topics related to memory management, I/O systems and number system representation were missing | Covered through ppts, video lectures and class room teaching |
| and the second sec | 13 | Discrete Structure | NA | NA |
| | 14 | Software Engineering | Software Testing Tools not mentioned in the syllabus. | Practice on testing tools in lab session. |
| A A A A A A A A A A A A A A A A A A A | 15 | Software Engg. & Project Mgmt. Management | Software Testing Tools not mentioned in the syllabus. | Practice on testing tools in lab session. |
| | 16 | Object Oriented Programming And Methodology | Some concepts related to C++ and there comparison with other programming language. | Covered through class room teaching and lab sessions. |
| | 17 | Object Oriented Technology | Some concepts related to C++ and there comparison with other programming language | Covered through class room teaching and lab sessions. |

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| 18 | Data Structures | Basics of Pointers and Structure in C/C++ is not covered | I included basics of structure and pointers in teaching |
|----|---------------------------------------|--|--|
| 19 | Analysis & Design of Algorithms | Recurrence relation using recurrence tree & longest increasing subsequence are not included | I have covered these topic in classroom teaching |
| 20 | Internet of Things | Microcontrollers basic knowledge is not covered | I included this in my classroom teaching |
| 21 | Computer System Organization | Some topics related to memory management and I/O systems | Covered through class room teaching |
| 22 | ООРМ | Collection frame work missing | Covered this topic in extra labs |
| 23 | CN | No gap identified | |
| 24 | Data Structure | No Gap | NA |
| 25 | Computer System Organization | Some topics related to number system representation and memory management were missing | Covered through ppts, video lectures and class room teaching |
| 26 | Machine Learning | Some topics related to feature selection were missing | Covered through research paper |

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| 27 | Analysis & Design of Algorithms | Longest Common Subsequence problem is not include | Explained in the class |
|----|---------------------------------------|--|---|
| 28 | Data Structures & Algorithm | Tower of Hanoi for recurrence relation, Tree creation using Array & Linked list are not covered | I have covered these topics in classroom sessions |
| 29 | Machine Learning | No gap identified | NA |
| 30 | Analysis & Design of Algorithms | Masters Theorem in algorithm for dividing function, Recurrence relation using recurrence tree & longest increasing subsequence are not | I have covered these topic in classroom sessions |
| 31 | Data Structures & Algorithm | Conversion of infix expression to prefix expression and Evaluation of prefix expression is not covered | I have covered these topics in classroom sessions |
| 32 | Machine Learning | No gap identified | NA |
| 33 | Programming for problem solving | Introduction of computer system, hardware, software is not covered. | I have covered these topic in classroom sessions |





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CIVIL ENGINEERING DEPARTMENT

(U.G. NBA Accredited up to June 2020)

| S.No. | Subject | Gap Identified in Curriculum | Action Taken |
|----------|-------------------------------|--|---|
| | | Students must be taught to read building drawing, layout plan and structural drawings. | Students were taught to read drawings and how to execute them on site. |
| I | CE-504 SDD-I (RCC) | More of field visits should be organized in order to visualize the building elements properly. | Organized regular field visits in IPS academy new laboratory building during each stage of construction. |
| | | Designing must be taught by using design softwares as well. | 15 days training program was organized for STAAD PRO. |
| | CE-304 BUILDING | Drawing plans of residential building must be taught in much detail. General arrangement drawings and plans as prepared for the site shall be taught for clear understanding | Residential planning and drawing was focused in detail in 15 days training program by organizing special classes for the same. |
| 2 | PLANNING AND ARCHITECHTURE | NBC code must be taught to the students in much detail. | Covered in classroom teaching. |
| | | Students must be shown all the building element practically for better understanding | Students were given on site assignments to study various structural and non structural elements on site. |
| : | | Innovations in concrete technology shall be taught to | Students performed 2 project studies during the session to understand the change in concrete technology with different structures. Students |



| 4 | CE-6003 GEOTECHNICAL | Recent applications of geogrids, geosynthetics and geo cells must be taught. | The topics were covered in classroom study. |
|---|--|---|--|
| | ENGINEERING | Plate load test must be demonstrated on field. | Pate load test was conducted in IPS Academy and was demonstrated to the students |
| 5 | CE-5005 QUANTITY ESTIMATION AND COSTING | Study of Town and country planning norms shall be added in syllabus. | Covered in classroom teaching. |
| 6 | CE-6001 DESIGN OF HYDRAULIC STRUCTURES | Topics such as reservoir planning, Bligh's creep theory, Khosla's theory correction, Design of Weir and barrages must be taught | Covered in classroom teaching. |
| 7 | CE-7001 ASD-1 (RCC) | Effect of lateral forces, like earthquake force shall be taught. | Few basics of earthquake engineering were covered in classroom teaching. |
| 8 | CE-8001 ASD -II (STEEL) | Effect of wind forces on special structures must be covered. | Covered in classroom teaching. |









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After taking Employers feedback about Curriculum Gap we have taken certain actions as and when required.

| S. No. | Feedback | Action Taken |
|--------|---|--|
| 1 | Suggestion to focus more on PLC/CNC programming software more | The add-on training on PLC-SCADA were organized every year for the students |
| 2 | Suggestion to enhance general communication skills | Teachers of the communication skills were given instructions to enhancements of the communication skill of the students through organizing different types of activities. |



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After taking Alumni feedback about Curriculum Gap we have taken certain actions as and when required.

| S. No. | Feedback | Action Taken |
|--------|--|---|
| 1 | Suggestion to enhances the institute- industry tie ups | Institute organize the industry-institute interaction conclave (IIIC) to enhances the institute-industry tie ups |
| 2 | Suggestion to enhances the managerial and communication skills abilities | Institute organized training session on aptitude, reasoning and soft skills for students to enhances their managerial and communication skills abilities |



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IPS ACADEMY INSTITUTE OF ENGINEERING & SCIENCE

Feedback Analysis Report 2019-20

The Internal Quality Assurance Cell (IQAC) of the IPS Academy, Institute of Engineering & Science designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues. The feedback forms were collected from students, teachers, employers, and alumni in the prescribed format.

The report of feedback analysis is submitted to Principal of the Institute than the feedback report was forwarded to IQAC for necessary action and thereafter the analysis is shared with all head of departments and they are instructed to take necessary measures includes the letter to university BoS/Academic council and actions as to comply with the issues raised by the learners.

Student Feedback

1. Engineering knowledge

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 51.35 | 24.48 | 21.44 | 1.39 | 1.34 |



2. Problem analysis

| | Description | Excellent | Very Good | Good | Average | Below Average |
|---|-------------|-----------|-----------|-------|---------|------------------|
| 0 | % Response | 46.81 | 27.23 | 22.41 | 2.20 | 1.36 |



3. Design/development of solutions

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4. Conduct investigations of complex problems

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 50.05 | 23.35 | 21.62 | 3.62 | 1.36 |





5. Modern tool usage

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 49.50 | 23.65 | 22.28 | 3.00 | 1.58 |



6. The engineer and society

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 48.21 | 23.63 | 24.79 | 1,89 | 1.47 |





7. Environment and sustainability

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 47.87 | 25.46 | 23.31 | 1.57 | 1.78 |



8. Ethics

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 46.03 | 25.66 | 24.34 | 2.38 | 1.59 |





9. Individual and team work

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 47.34 | 25.78 | 22.94 | 2.37 | 1.58 |



10. Communication

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 48.14 | 21.52 | 26.14 | 2.39 | 1.81 |





11. Project management and finance

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| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 49.76 | 21.92 | 23.45 | 3.17 | 1.69 |



12. Life-long learning

| Description | Excellent | Very Good | Good | Average | Below Average |
|-------------|-----------|-----------|-------|---------|------------------|
| % Response | 47.59 | 24.85 | 22.85 | 3.01 | 1.69 |





Alumni Feedback

| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 93.79 | 6.21 | 0.00 | 0.00 | 0.00 |



1. The curriculum and syllabus content were appropriate for my placement/higher education



2. The curriculum accommodates courses with experiential learning (hands-on)

| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 50.79 | 47.62 | 1.59 | 0.00 | 0.00 |





| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 78.26 | 21.74 | 0.00 | 0.00 | 0.00 |





4. The institute-industry tie ups were useful for me

| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 58.06 | 38.71 | 3.23 | 0.00 | 0.00 |





| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 78.83 | 19.71 | 1.46 | 0.00 | 0.00 |

5. The institute / faculty helped me in placement /higher education



6. How do you rate the acquired managerial and communication skills help your professional growth?

| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 49.61 | 48.84 | 1.55 | 0.00 | 0.00 |





7. The learning ambience at the institute is good

| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 71.94 | 28.06 | 0.00 | 0.00 | 0.00 |



8. The institute is student-centric in all its academic initiatives

| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 59.70 | 40.30 | 0.00 | 0.00 | 0.00 |





| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 67.15 | 32.85 | 0.00 | 0.00 | 0.00 |





10. The institute provides sufficient opportunity to participate in co-curricular/extracurricular activities

| Description | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------|-------------------|-------|---------|----------|----------------------|
| % Response | 81.12 | 18.88 | 0.00 | 0.00 | 0.00 |





Employer Feedback

| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 44.44 | 33.33 | 22.22 | 0.00 | 0.00 |

| 1. | How | satisfied | are you | with th | e performance | ofour | graduate? |
|----|-----|-----------|---------|---------|---------------|-------|-----------|
| - | | | | | | | B |



2. Performance in their training period / initial stage of employment

| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 42.11 | 47.37 | 10.53 | 0.00 | 0.00 |





3. Breadth and Depth of knowledge

| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 44.44 | 33.33 | 22.22 | 0.00 | 0.00 |



4. Team work capacity of our graduates

| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|------|------|------|
| % Response | 72.73 | 27.27 | 0.00 | 0.00 | 0.00 |





| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 47.06 | 17.65 | 35.29 | 0.00 | 0.00 |

5. How do you rate their written and communication abilities?



6. Rate their knowledge in core subject, advanced tools and software

| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 0.00 | 75.00 | 25.00 | 0.00 | 0.00 |





7. Capability in finding solutions of practical issue

| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 23.53 | 52.94 | 23.53 | 0.00 | 0.00 |



8. Ability to take initiative

| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 44.44 | 33.33 | 22.22 | 0.00 | 0.00 |





9. Ability to be a lifelong learner

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| Description | Excellent | Very Good | Good | Fair | Poor |
|-------------|-----------|-----------|-------|------|------|
| % Response | 44.44 | 33.33 | 22.22 | 0.00 | 0.00 |



