Enable | Enlighten | Enrich
KARPAGAM
ACADEMY OF HIGHER EDUCATION
(Deemed to be University)
(Established Under Section 3 of UGC Act, 1956)

KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University)
(Established Under Section 3 of UGC Act, 1956)
Pollachi Main Road, Eachanari Post, Coimbatore - 641 021, Tamil Nadu, India.
Phone : 0422 - 2980011 - 14 | Fax : 0422 - 2980022 | Email : info@kahedu.edu.in

Prof.Dr.M. Palaniswamy, M.Sc., M.Phil., PhD.
Registrar

Ref.KAHE/R/NAAC/DVV/2021/ **05.05.2021**

Certificate of Authentication

This is to certify that the following documents related to the **Metric ID: 1.4.2 (139 pages)** are duly verified and authenticated by the Registrar, Karpagam Academy of Higher Education for DVV purpose.

KARPAGAM ACADEMY OF HIGHER EDUCATION
CBE-21

05/05/2021
Registrar
REGISTRAR
Karpagam Academy of Higher Educatio
(Deemed to be University Under Section 3 of UGC Act 19
Pollachi Main Road, Eachanari Post,
Coimbatore - 641 021.

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Consolidated Stakeholder feedback Analysis report:

S.No.	Year	Page no.
1.	2019-2020	3
2.	2018-2019	32
3.	2017-2018	58
4.	2016-2017	88
5.	2015-2016	114

1.4.2. Consolidated Action Taken Report

Feedback reports 2019-20

KAHE right from its inception has emerged as a benchmark of excellence and innovation for the world of education. With a focus on quality sustenance, the IQAC of KAHE has developed the feedback mechanism commencing from obtaining feedback from various stakeholders through a structured rating scale based feedback forms. KAHE gets feedback from students, alumnae, teachers, employers and parents for continuous in curriculum development and enrichment. For the year 2019-2020, the analysis of stakeholder's feedback report is presented as under.

Student Feedback on curriculum (2019-2020)

The categorisation of rating based on average score of different parameters is as follows. Very Good (5), good (4), Average (3), Less than average (2) and poor (1). The results derived in terms of students with common views, average scores and rating are presented in the table:1.

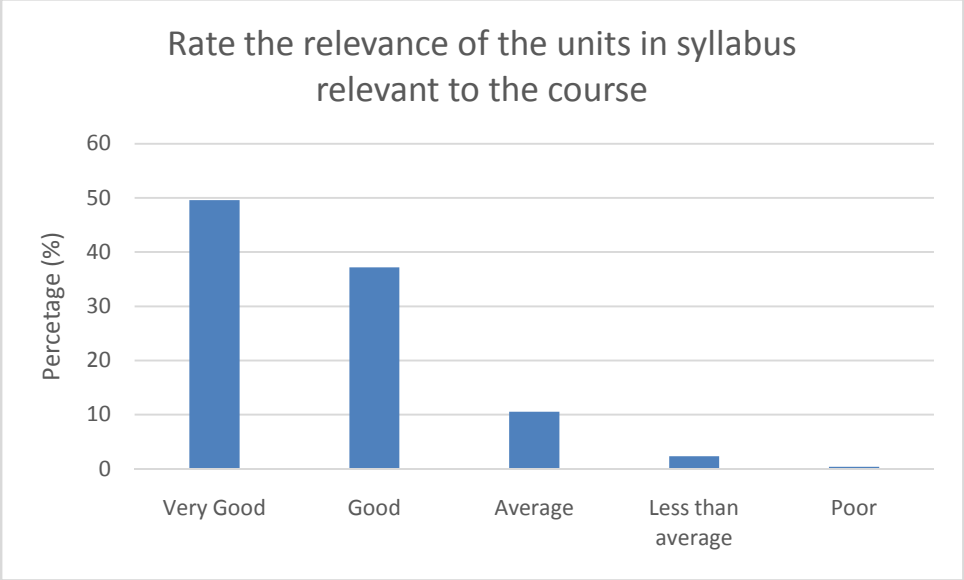
Table 1: Analysis of feedback from students 2019-20.

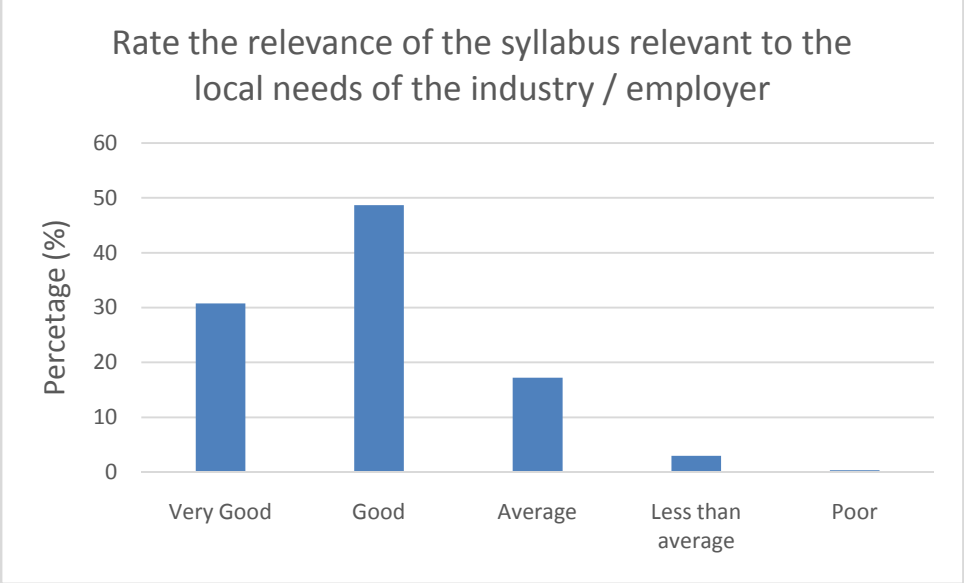
S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Average score out of 5	Rating*
1.	Rate the relevance of the units in syllabus relevant to the course	49.62	37.19	10.53	2.27	0.379	4.86	Very Good
2.	Rate the relevance of the syllabus relevant to the local needs of the industry / employer	30.75	48.64	17.24	2.98	0.37	4.83	Very Good
3.	Rate the allocation of credits to the courses	36.05	44.87	16.31	2.37	0.37	4.86	Very Good
4.	Rate the electives relevant to the own area /	29.52	49.90	17.04	3.04	0.47	4.82	Very Good

	specialization							
5.	Rate the electives offered in relation to the technological advancements	39.60	39.50	17.58	2.64	0.66	4.83	Very Good
6.	Rate the size of the syllabus in terms of load on students	38.27	44.15	15.00	1.99	0.56	4.87	Very Good
7.	Rate the objectives stated for each of the course	34.81	43.45	18.50	2.56	0.66	4.83	Very Good
8.	Rate the evaluation scheme designed for each of the course	32.60	44.92	18.67	2.74	1.04	4.81	Very Good
9.	Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'	37.55	42.03	16.49	3.35	0.55	4.80	Very Good
10	The curriculum is outcome based and expected outcomes are attained	33.77	45.61	16.88	3.43	0.28	4.81	Very Good
11	Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence	36.79	43.56	14.77	4.57	0.28	4.75	Very Good
12	Curriculum has a good balance between theory and lab	35.57	41.24	18.92	3.68	0.56	4.78	Very Good
13	The books prescribed / list of reference materials are relevant and	37.46	39.82	18.54	3.40	0.75	4.79	Very Good

	latest							
14	Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum	34.24	45.15	17.49	2.25	0.84	4.84	Very Good
15	Rate syllabus revision made in consonance with advancements taking place in the respective courses	32.79	46.50	17.20	3.13	0.35	4.82	Very Good
16	Rate new courses introduced in year programme	33.52	45.29	17.66	3.13	0.37	4.82	Very Good
17	Rate provision made for internships in your curriculum	38.99	41.36	14.13	4.74	0.75	4.72	Very Good
18	Rate the Value added courses offered in your department	37.00	41.36	17.74	3.51	0.66	4.80	Very Good
19	Rate Interaction takes place in classes regarding quality of curriculum	35.95	43.73	15.74	3.32	0.37	4.77	Very Good
20	Rate teachers contribution in explaining course outcome and course specific outcome	37.85	42.59	14.61	3.41	0.47	4.75	Very Good

- Average score ≥ 4 is rated as Very good.


Rate the relevance of the units in syllabus relevant to the course
Percetage (%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor


Rate the relevance of the syllabus relevant to the local needs of the industry / employer
Percetage (%)
60
50
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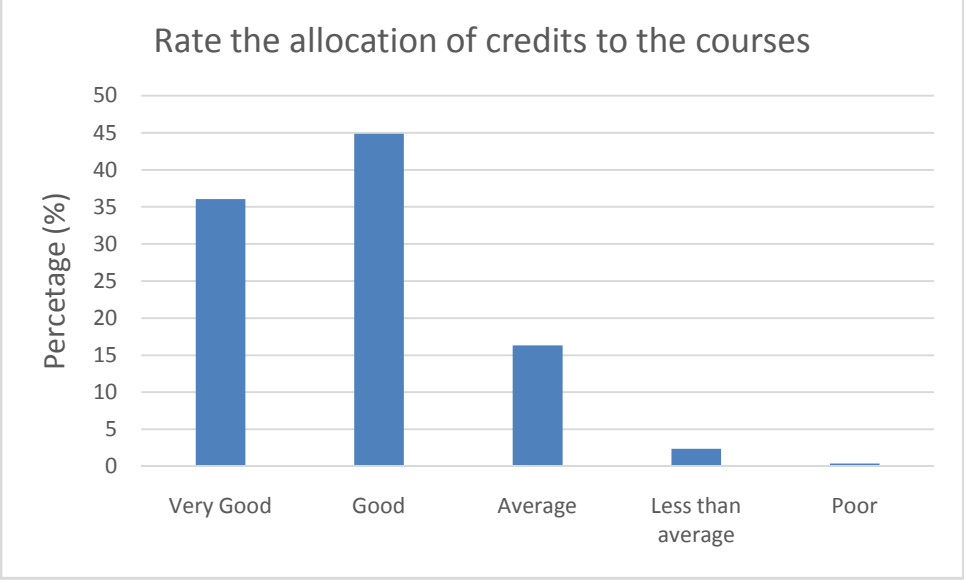
20
10
0
Very Good
Good
Average
Less than average
Poor


Rate the allocation of credits to the courses
Percetage (%)
50
45
40
35
30
25
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15
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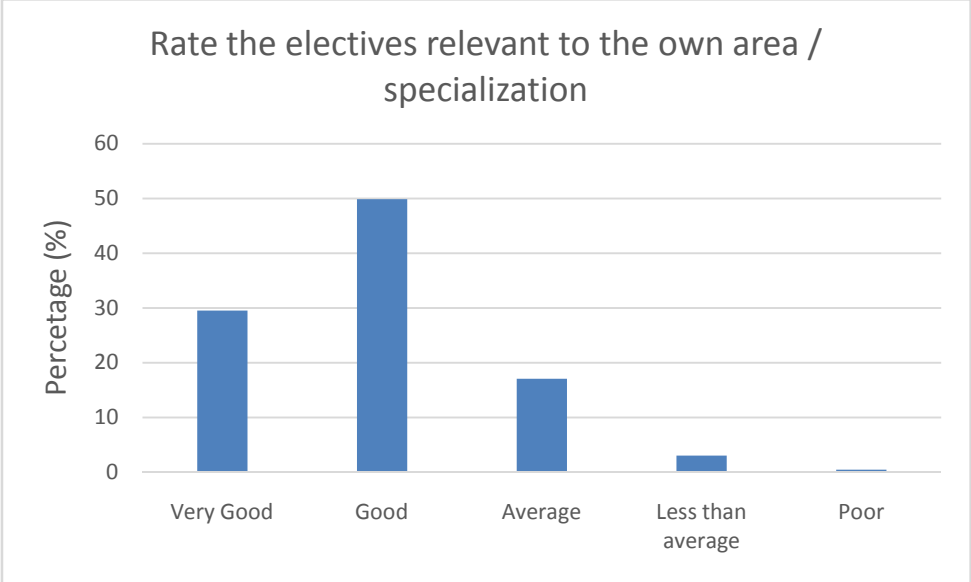
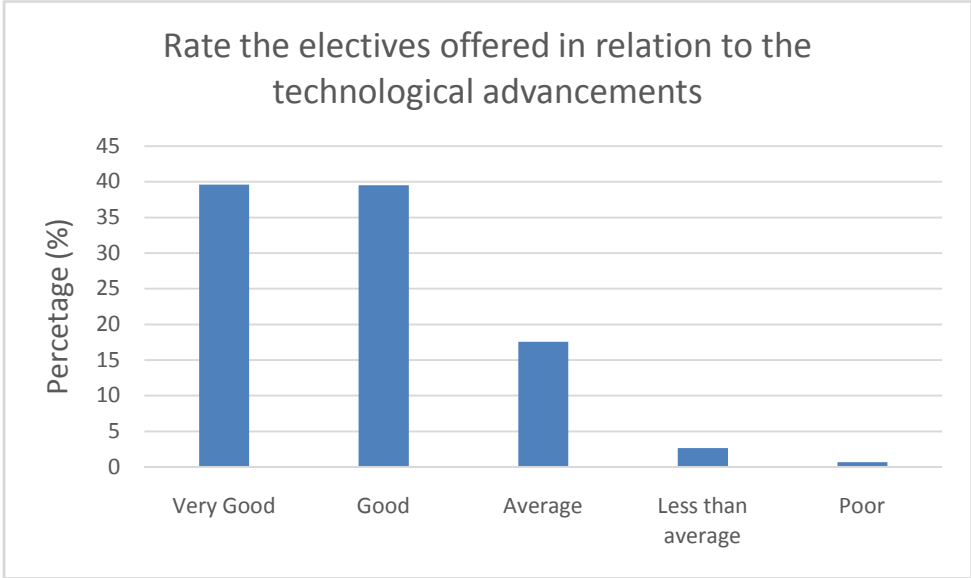
5
0
Very Good
Good
Average
Less than average
Poor


Rate the electives relevant to the own area / specialization
Percetage (%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor


Rate the electives offered in relation to the technological advancements
Percetage (%)
45
40
35
30
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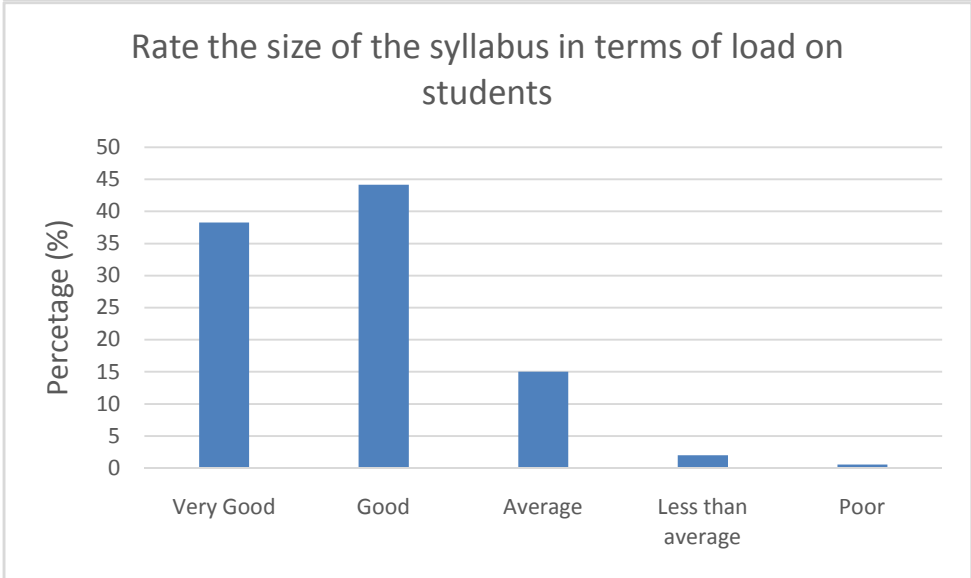
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the size of the syllabus in terms of load on students
Percetage (%)
50
45
40
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15
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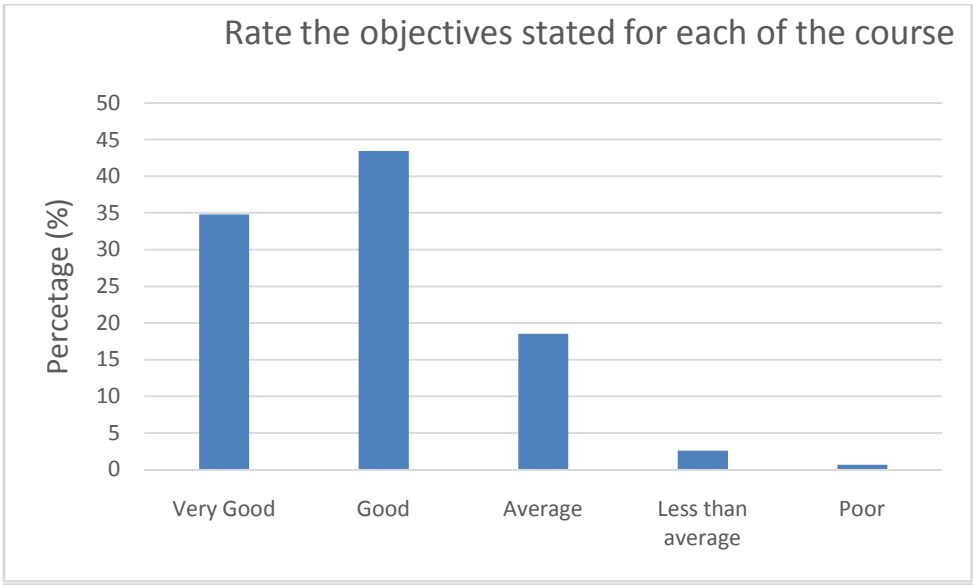
0
Very Good
Good
Average
Less than average
Poor


Rate the objectives stated for each of the course
Percetage (%)
50
45
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35
30
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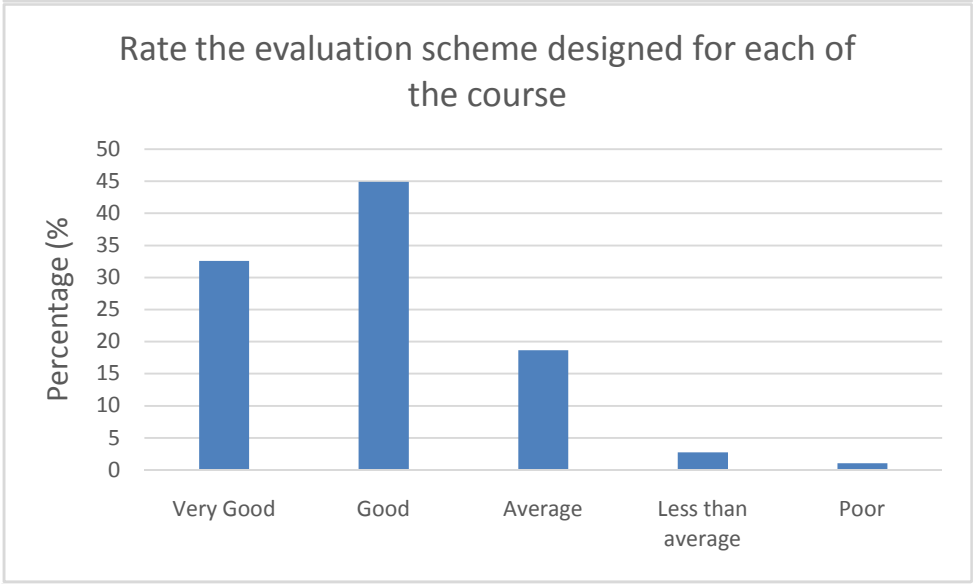
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the evaluation scheme designed for each of the course
Percentage (%
50
45
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35
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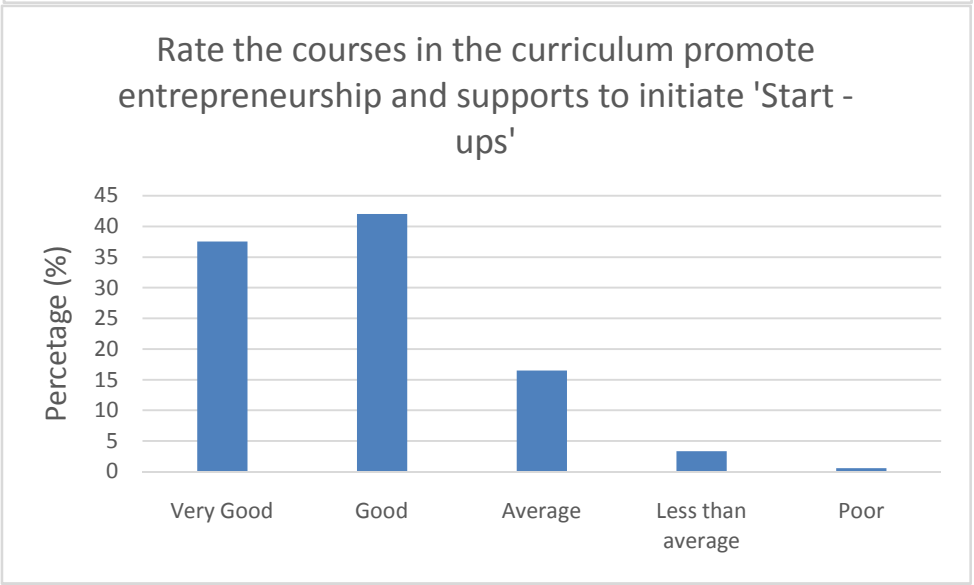
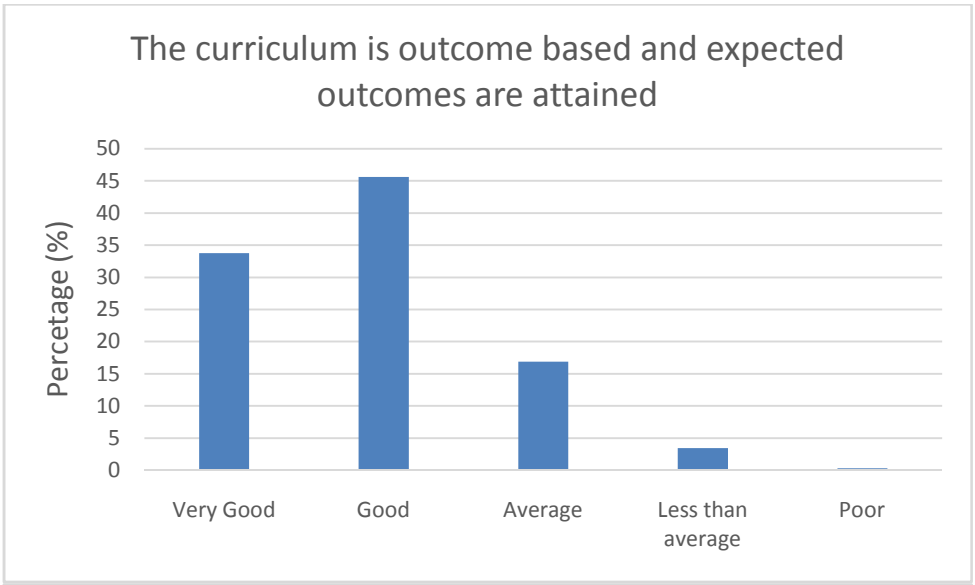
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'
Percetage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


The curriculum is outcome based and expected outcomes are attained
Percetage (%)
50
45
40
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30
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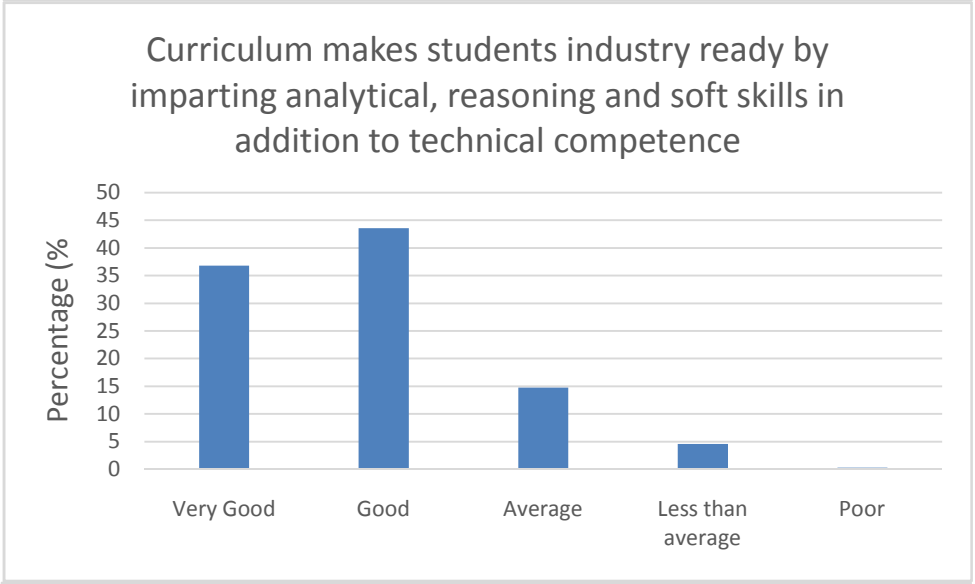
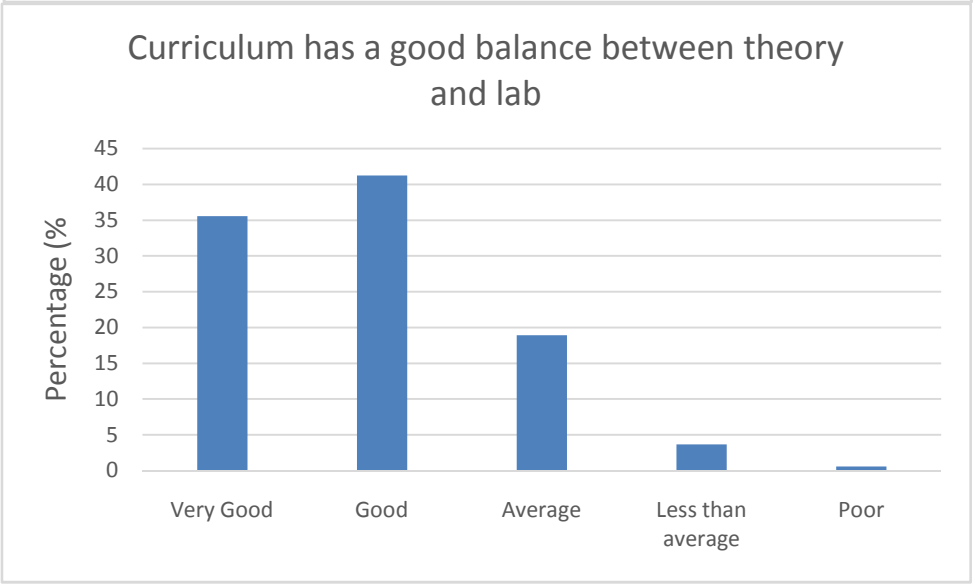
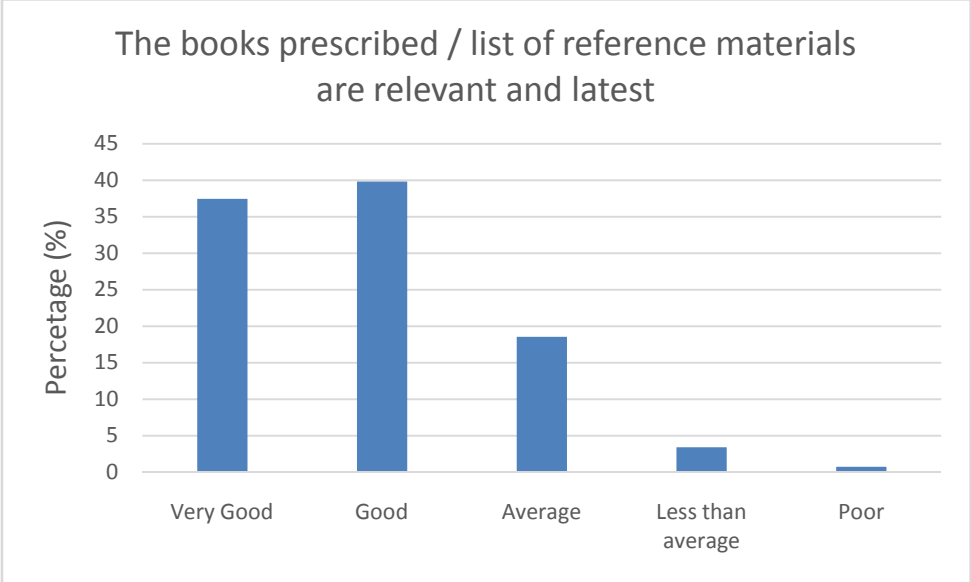
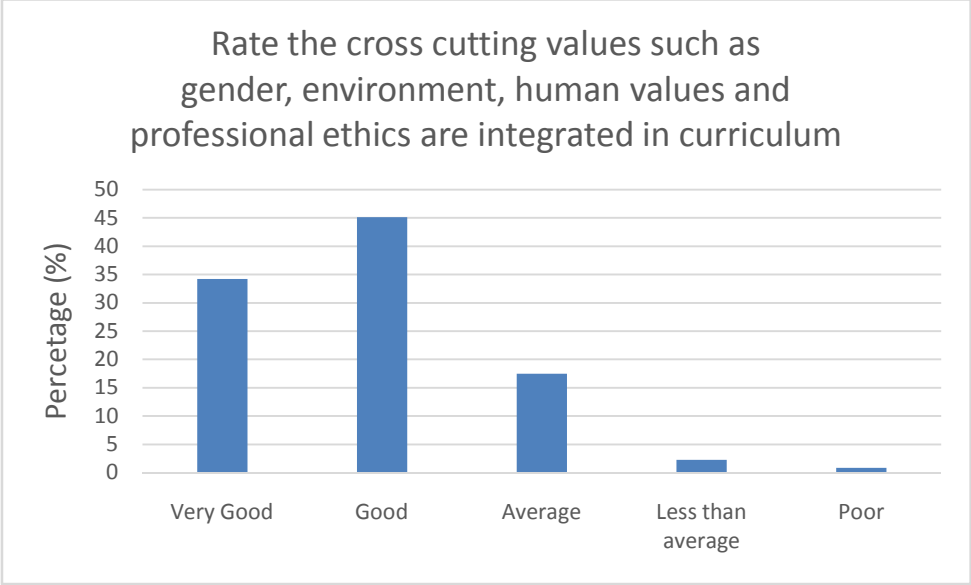
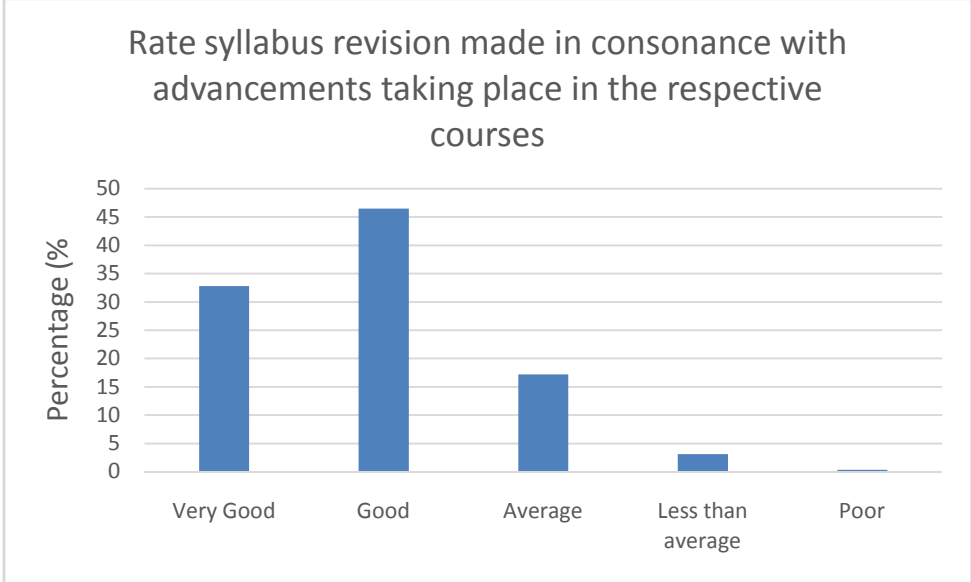
0
Very Good
Good
Average
Less than average
Poor

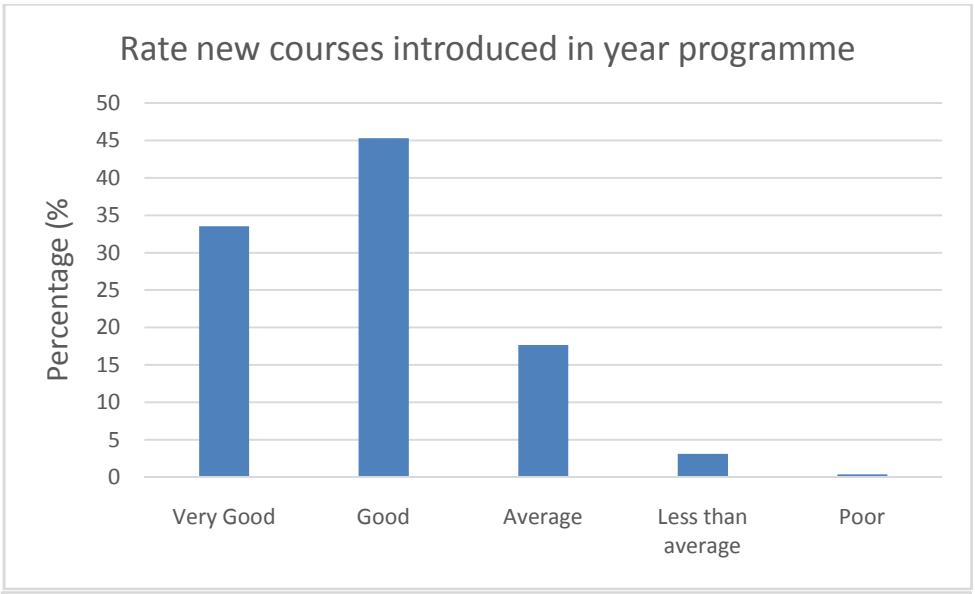

Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence
Percentage (%
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

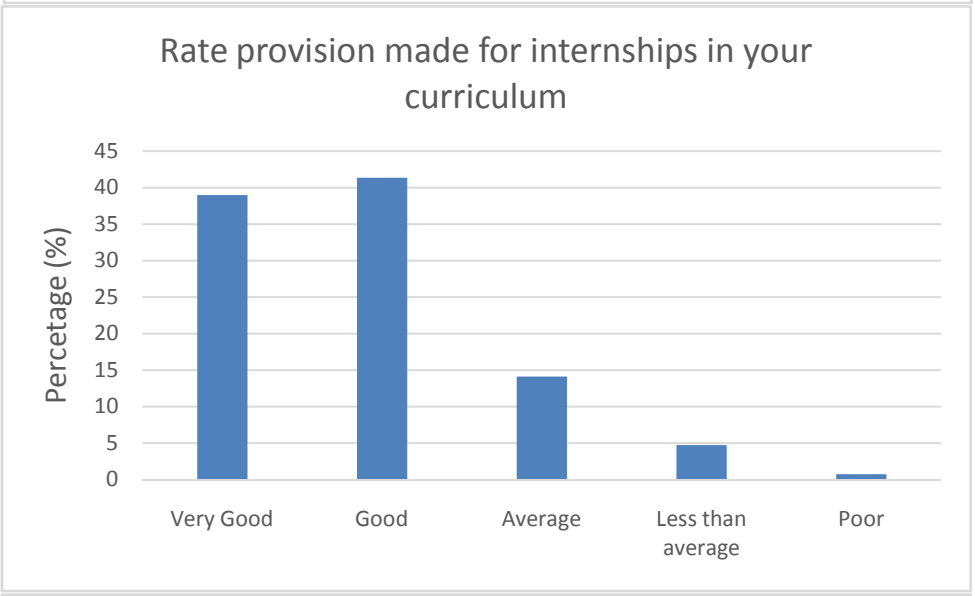

Curriculum has a good balance between theory and lab
Percentage (%
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

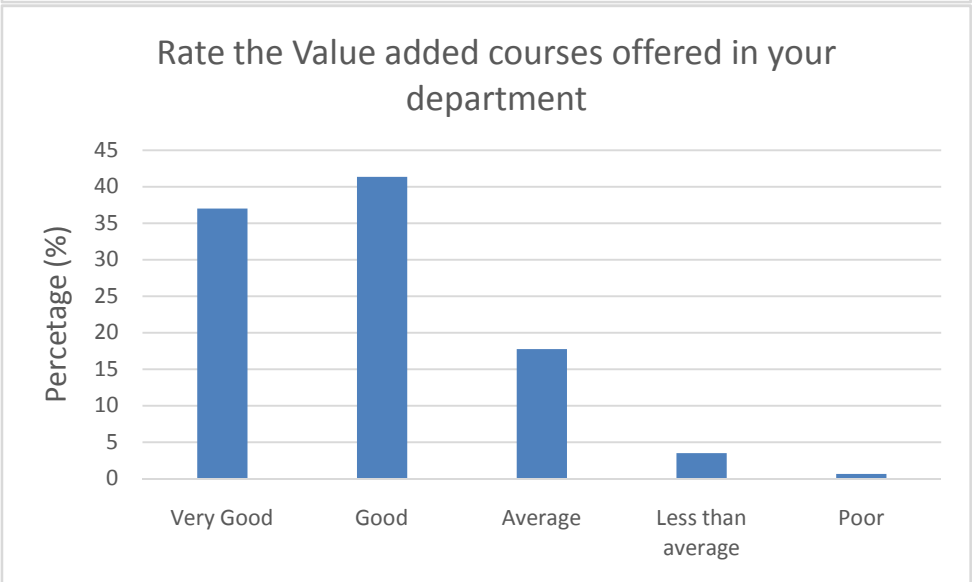

The books prescribed / list of reference materials are relevant and latest
Percetage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

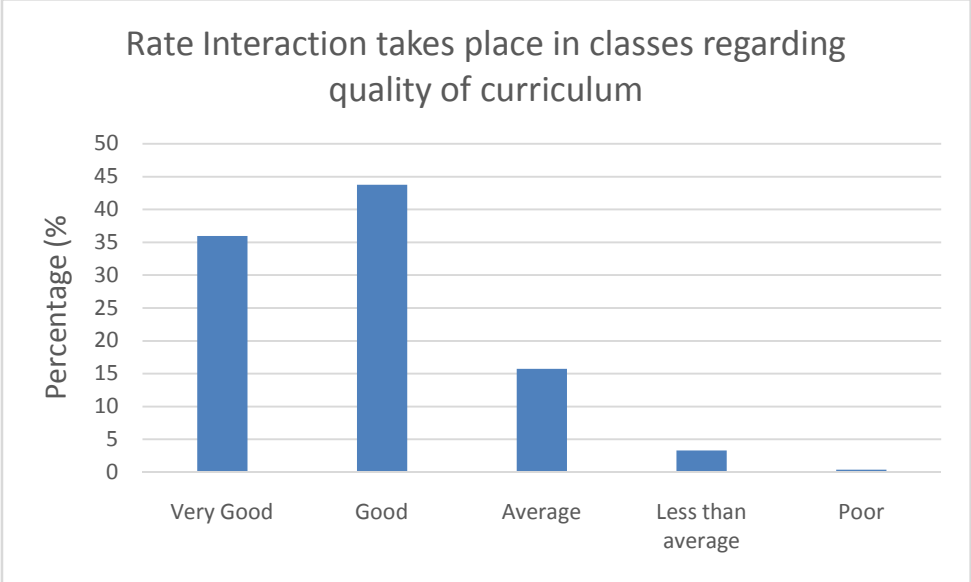

Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
Percetage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

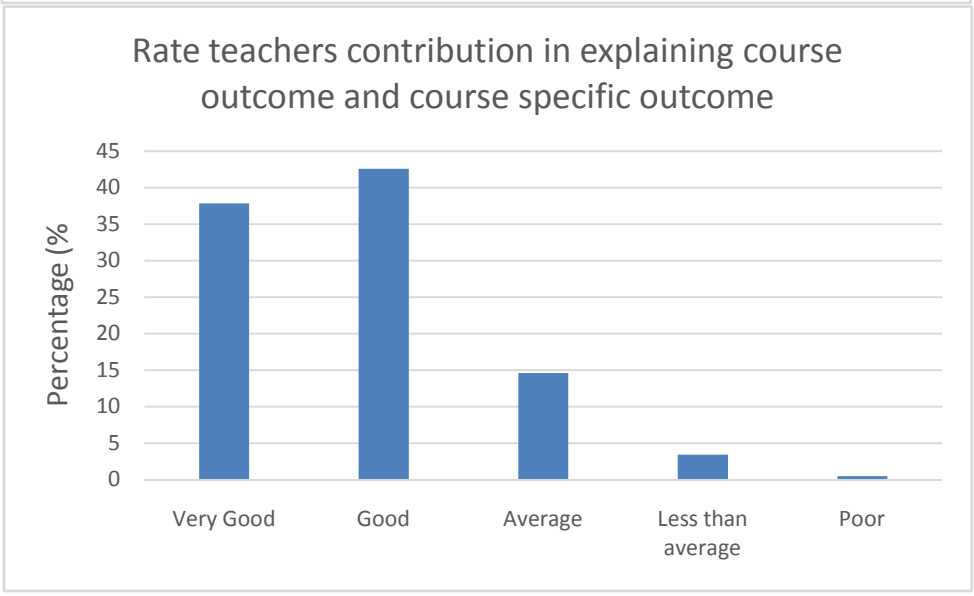

Rate syllabus revision made in consonance with advancements taking place in the respective courses
Percentage (%
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate new courses introduced in year programme
Percentage (%
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate provision made for internships in your curriculum
Percetage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the Value added courses offered in your department
Percetage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor





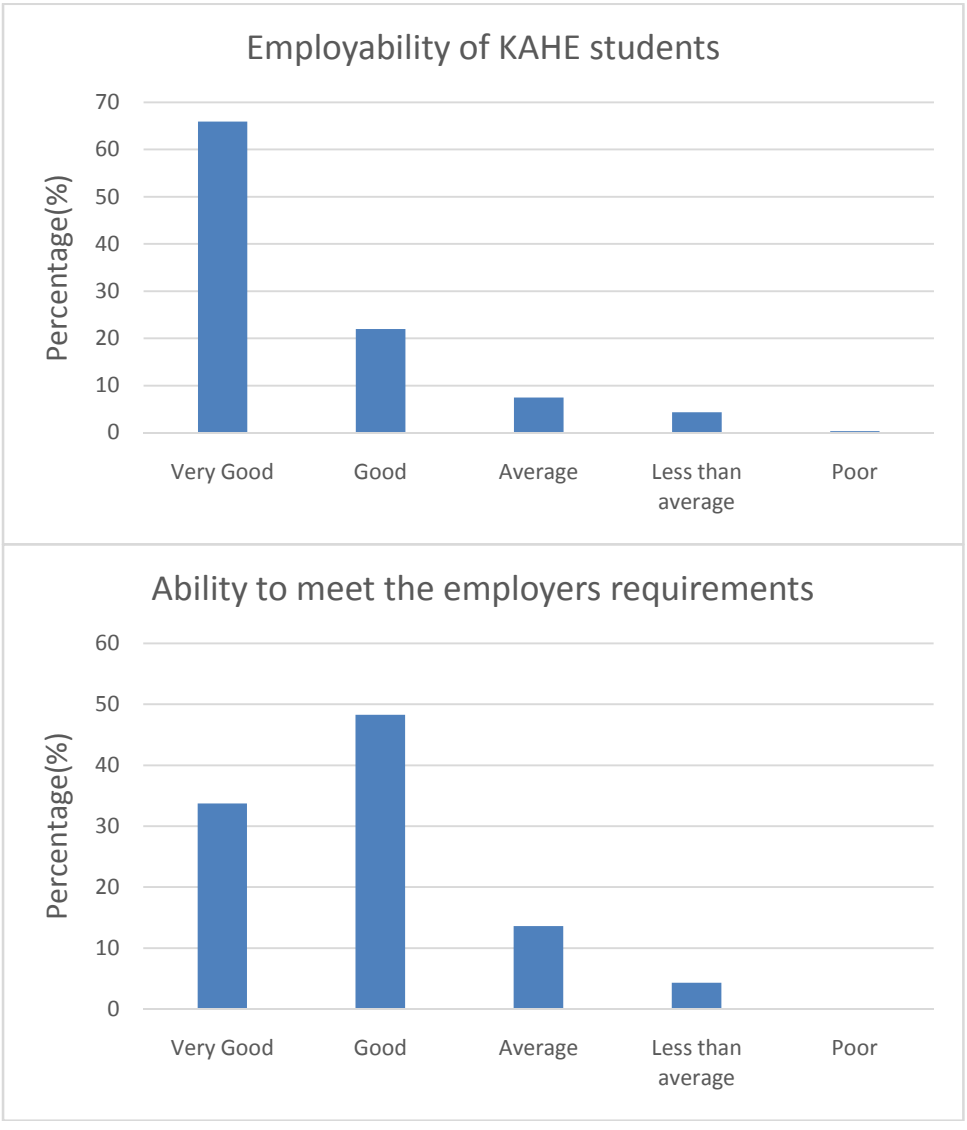
Feedback received from students revealed that out of twenty chosen parameters, all the parameters have been rated “very good”. The highest score of 4.87 “the size of the syllabus in terms of load on students” followed by “the relevance of the units in syllabus relevant to the course” and “the allocation of credits to the courses” with credits of 4.86 clearly indicate the presence of a strong curriculum. The parameters like “Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum”, Rate the relevance of the syllabus relevant to the local needs of the industry / employer”, “Rate the electives offered in relation to the technological advancements” and “Rate the objectives stated for each of the course” closely follow the above parameters with a score of 4.83 and rated very good. It further supports that the curriculum is a very good blend of courses addressing the cross cutting values, employability, and skill and entrepreneurship abilities. All the other parameters were having the score in between 4.74 and 4.82 and rated very good indicating that the curriculum in place suits the student community.

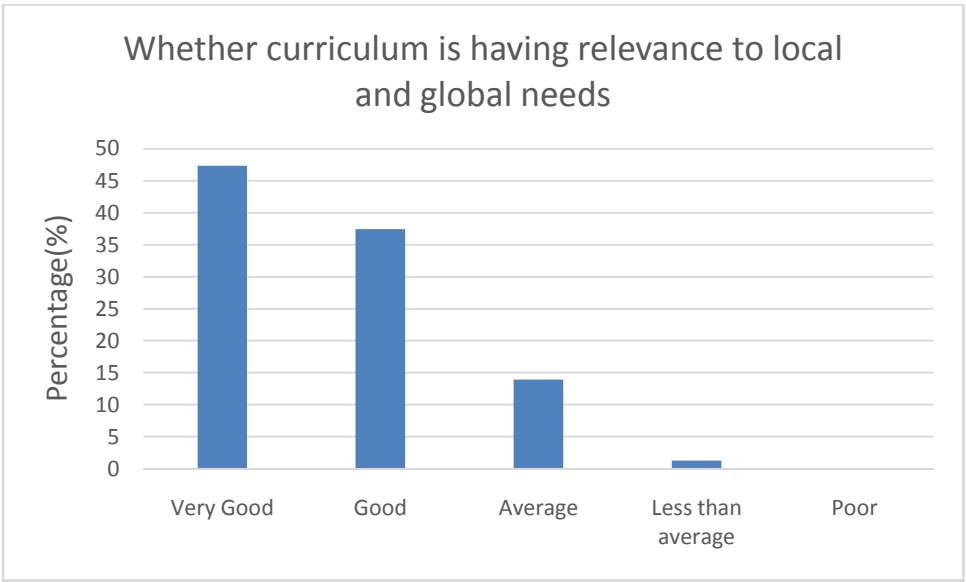
Alumni Feedback on Curriculum (2019-2020)

S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Average score out of 5	Rating*
1.	Employability of KAHE students	65.94	21.98	7.43	4.33	0.30	4.76	Very Good
2.	Ability to meet the employers requirements	33.74	48.29	13.62	4.33	0	4.78	Very Good
3.	Whether curriculum is having relevance to local and global needs	47.36	37.46	13.93	1.23	0	4.93	Very Good
4.	Whether all the courses are having focus on employability	42.02	43.25	11.34	3.37	0	4.83	Very Good
5.	Relevance of curriculum to the industry's expectations	43.03	40.55	12.07	3.71	0.61	4.78	Very Good
6.	Whether the syllabus is updated regularly	41.66	40.74	14.81	2.46	0.30	4.86	Very Good
7.	Innovation in teaching	48.60	35.91	13.00	1.85	0.61	4.87	Very Good
8.	Infrastructure	43.65	37.15	13.31	4.95	0.92	4.70	Very Good
9.	Learning Resources	46.29	36.72	14.19	2.46	0.30	4.86	Very Good
10	Mentoring and guidance	49.22	38.69	10.21	1.85	0	4.90	Very Good
11	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	49.53	39.00	10.52	0.92	0	4.95	Very Good

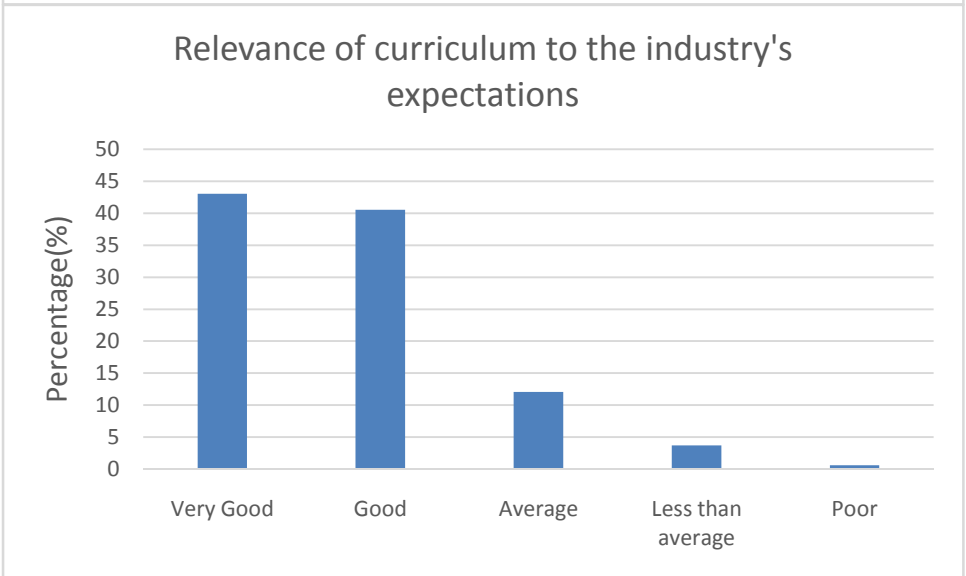
12	The institution provides multiple opportunities to learn and grow	45.28	38.90	10.94	3.951	0.91	4.75	Very Good

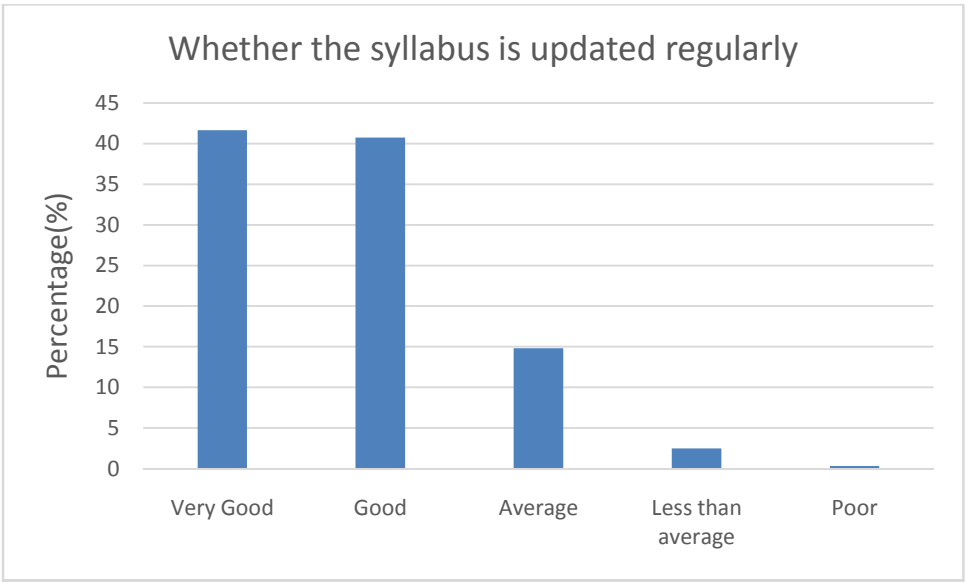
Feedback received from alumni revealed that out of twelve chosen parameters, all the parameters have been rated "very good". The highest score of 4.95 for the parameter "The institute takes active interest in promoting internship, student exchange, field visit opportunities for students" followed by the parameter "Whether curriculum is having relevance to local and global needs" with a score of 4.93 and "Mentoring and guidance" with a score of4.90 reveals that the course teachers shares a conducive and healthy environment with the students. Further the table clearly reports that Alumnae feel proud to be the student of KAHE as is evident from the mean score of 4.70 and 4.86 to the rest of the parameters.

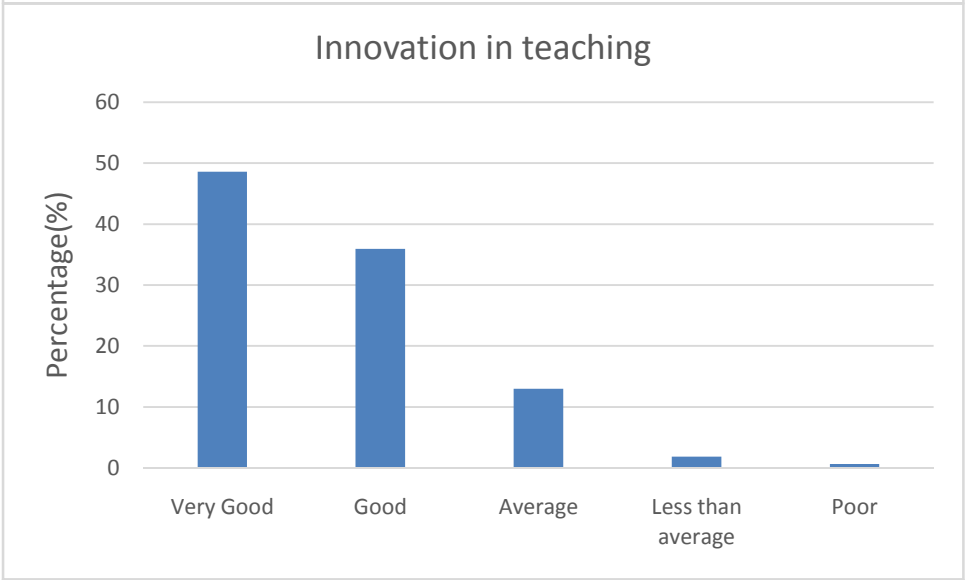


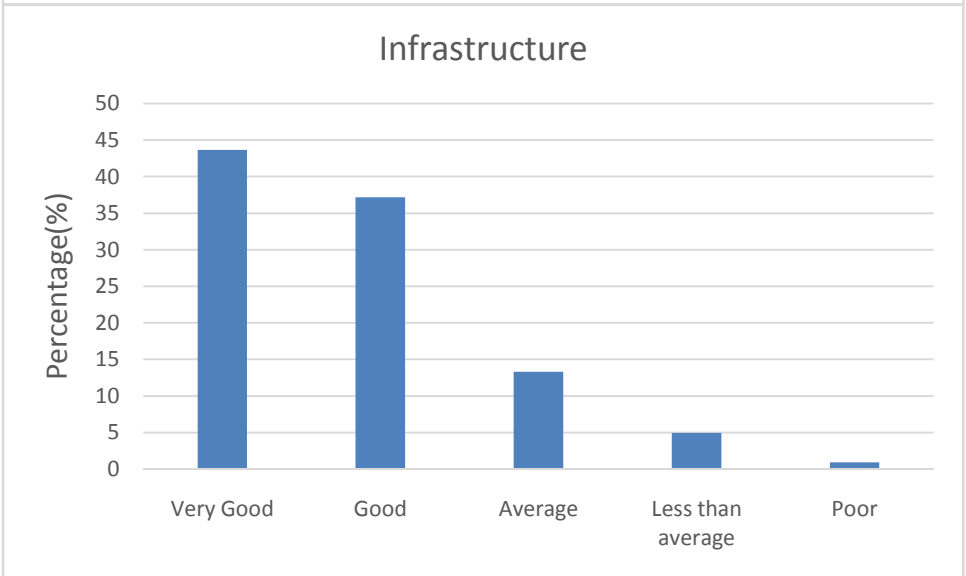

Whether curriculum is having relevance to local and global needs
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

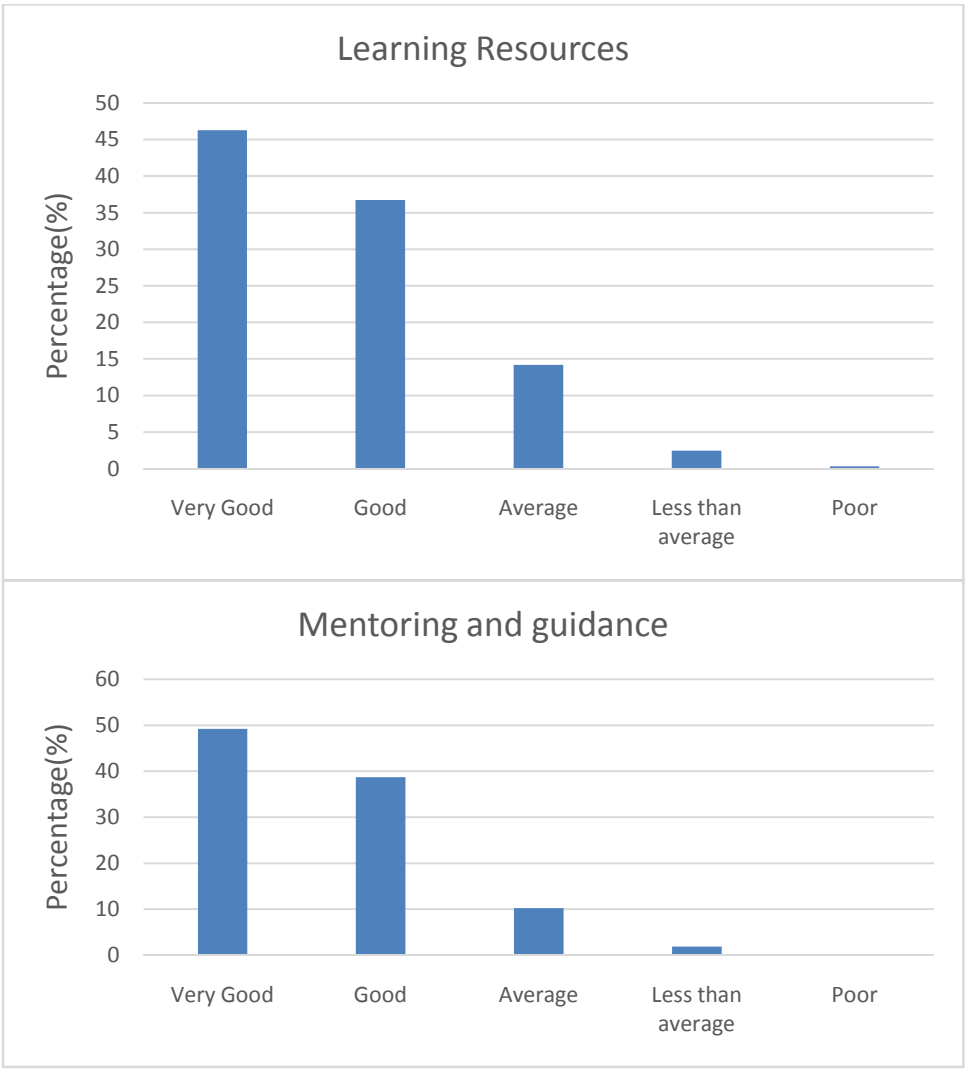
Whether all the courses are having focus on employability
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

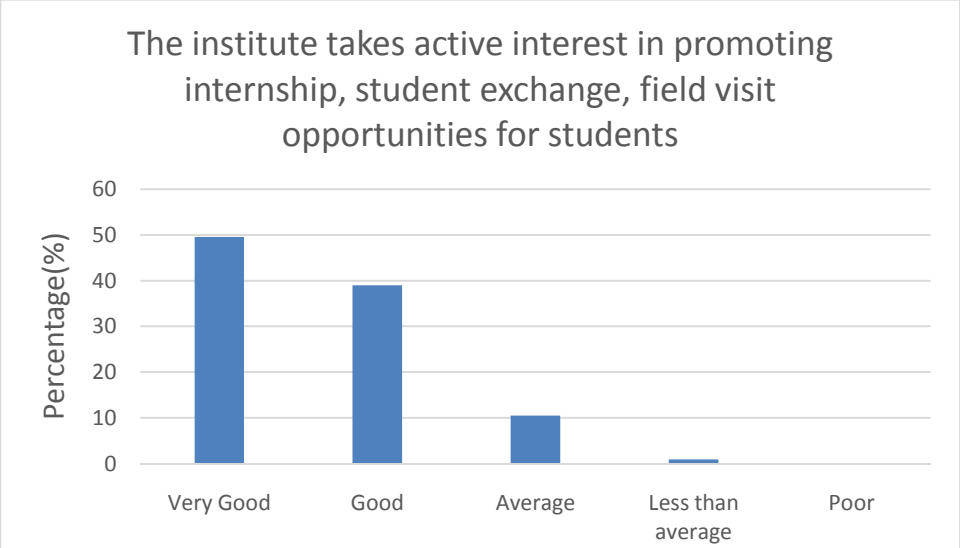

Relevance of curriculum to the industry's expectations
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

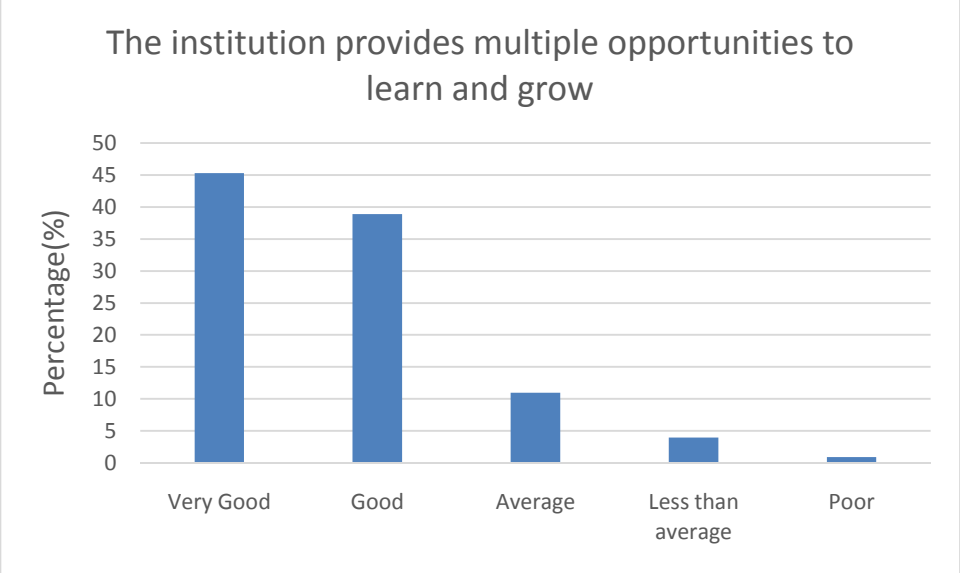

Whether the syllabus is updated regularly
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Innovation in teaching
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor


Infrastructure
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Learning Resources
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Mentoring and guidance
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor





Further with respect to the feedback reports from students and alumni, the weighted average was calculated for all the parameters. If the weighted average score for all the parameters exceeds a value of 3.5, it was considered that the curriculum and syllabi are good. If it is less than 3.5 action has been taken and presented below.

S.No	Department /Programme	Stake holder	Feedback	Action taken
1	**Automobile Engineering**	Student	The books prescribed / list of reference materials are relevant and latest(Score 2.50)	Latest reference Books were added in the courses
			Rate the electives relevant to the own area / specialization(score:2.60)	Elective subjects were revised and included in the curriculum
			Rate the relevance of the syllabus relevant to the local needs of the industry / employer (score:2.90)	The curriculum was designed in way that the syllabi meet the local and the global needs

			Rate interaction takes place in classes regarding quality of curriculum(Score:2.90)	Teachers were advised to interact very often with the students during the class hours
			Rate the allocation credits to the courses(Score:3.0)	Credits were allocated as per AICTE norms
			Rate the objectives stated for each of the course (score:3.0)	Objectives of the courses were meticulously planned
			Rate the electives offered in relation to the technological advancements (score:3.20)	Courses with technological advancements were added
			Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence (score:3.30)	Training in analytical, reasoning and soft skills were planned and executed
			Curriculum has a good balance between theory and lab (score: 3.30)	A balance between lab and theory was maintained
			Rate teachers contribution in explaining course outcome and course specific outcome(score:3.30)	Teachers were advised to work hard to attain the course outcome and course specific outcome
			Rate the evaluation scheme designed for each of the course(score:3.30)	The evaluation process is common to all the programs and is going well
			Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start-ups'(score:3.40)	Courses were revised in a manner to promote entrepreneurship and supports to initiate "start-ups"
			Rate provision made for internships in your curriculum(score:3.40)	Internships were encouraged
			Rate the Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum (score;3.50)	Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
			Rate new courses introduced in year programme (score:3.50)	A good number of new technologically advanced courses were included in the curriculum
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employer	Feedbacks obtained from the	No action required

			Employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	
2	**B.Com (PS)**	Student	Rate the size of the syllabus in terms of load on students	The size of the syllabus was optimized in the subsequent year
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Computer Application syllabus can be incorporated in the curriculum	Computer Application syllabus was included in the curriculum
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
3	**B.Com (PA)**	Student	Rate the size of the syllabus in terms of load on students	The size of the syllabus was optimized in the subsequent year
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Outbound training & Library hours can be incorporated	Arrangements made to give Outbound training & to include Library hours
			Personality development courses and excel training can be given to the students	Training programmes on these skills were arranged in coordination with placement cell
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
4	**B.Com (CA)**	student	weighted average score is greater than 3.5	No action required
		Alumni	Whether curriculum is having relevance to local and global needs	the syllabi was revised as per the local and global needs
			Infrastructure	Sufficient infrastructure(classrooms, ICT facilities, smart

				boards, laboratories) was provided to the Department.
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employer	Feedbacks obtained from the Employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
5	**B.Com**	Student	weighted average score is greater than 3.5	No action required
		Alumni	Employability of KAHE students	sufficient placement training has been provided to students.
		Teachers	Reference materials from website may be considered	Reference materials from website were considered
			Hands on training for specific subjects can be given to the students	Training programmes were arranged.
		Employer	Team spirit may be included and more emphasis may be given for technology based learning	Team spirit was included in the syllabi. ICT and smart board facilities were provided to the Department
			More practical's to be added in GST syllabi	practical's included in GST syllabi
6	**B.Tech Biotech**	Student	Rate teachers contribution in explaining course outcome and course specific outcome (Score:3.15)	Teachers were advised to work hard to attain the course outcome and course specific outcome
			Rate provision made for internships in your curriculum (score:3.25)	Internships were encouraged in all programmes
			Rate the size of the syllabus in terms of load on students (score:3.35)	The curriculum was designed in way that the syllabi meet the local and the global needs
			The books prescribed / list of reference materials are relevant and latest (score:3.35)	Latest reference Books were added in the courses

			Rate the electives relevant to the own area / specialization (score:3.40)	Elective subjects were revised and included in the curriculum
			Curriculum has a good balance between theory and lab (score:3.40)	A balance between lab and theory was maintained
			Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence (score:3.45)	Training in analytical, reasoning and soft skills were planned and executed
			The curriculum is outcome based and expected outcomes are attained (score:3.50)	Since the curriculum is outcome based all the teachers were advised to put some more efforts to attain the expected outcomes
		Alumni	Ability to meet the employers requirements (score:3.30)	The curriculum was designed in way that the syllabi meet the local and the global needs
			Employability of KAHE students (3.35)	Curriculum was revised to make suitable for employment
			Infrastructure (3.35)	Additional infrastructure has been provided to the Department (Labs, classrooms, ICT and smart board facilities)
			Relevance of curriculum to the industry's expectations (3.40)	Curriculum was revised to suit industry's expectations
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the Employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
7	**BBA**	Student	Rate interaction takes place in classes regarding quality of curriculum (score:3.22)	The teachers were advised to interact with the students very often during the class hours.
		Alumni	weighted average score is greater than 3.5	No action required

		Teachers	Soft skill training can be included	Training in soft skills were arranged
		Employers	Currents trends and ACTs can be included	Current trends and ACTs in management were included
8	**BCA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Soft skill training can be included	Training in soft skills were arranged
		Employers	Currents trends and ACTs can be included	Current trends and ACTs in management were included
9	**Biotechnology**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Some of the elective courses may be offered in the first two years of the course period instead of final years	Some of the skill enhancement electives were offered in the second year
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
10	**Biochemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students (3.20)	Internship and field visit were promoted for students.
		Teachers	In Genetic Engineering and Biotechnology th topic “Drought Resistance Plant Biology” to be	In Genetic Engineering and Biotechnology the topic “Drought Resistance Plant

			added	Biology" wasadded
			In cell biology course, first unit need to be elaborated. In Unit III protein processing in ER may be added	In cell biology course, first unit was elaborated. In Unit III protein processing in ER was added
			In PG I year Ist semester chemistry of Biopolymers better to have metabolic progression	Metabolic progression was added In PG I year Ist semester chemistry of Biopolymers
		Teacher	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employer	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
11	**Bio-Medical engineering**	Student	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
12	**Chemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required

		Teachers	IT skill course may be substituted with discipline specific electives	IT skill course is substituted with discipline specific electives
		Employers	Good manufacturing practices may be included	Good manufacturing practices was included
13	**Civil engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
14	**Computer Science**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
15	**Computer**	Student	weighted average score is greater	No action required

	Applications		than 3.5	
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	MONGO DB theory and practical subject may be added	MONGO DB Theory and Practical Added
		Employers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
16	**Computer Science and Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Syllabus can focus on the application based on the subjects handled	More application oriented courses were added in the curriculum
			New technologies and their working principles are to be added	New technologies and their working principles were added in the curriculum
		Employers	Practical application and programming languages are good	Skill based practical and programming languages were included in the curriculum
17	**ECE**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Course focussing on PCB design can be added in the curriculum	PCB design was added in the curriculum
			Topics on PIC to be added in Microcontroller course	Topics on PIC was added in Microcontroller course
		Employers		
18	**EEE**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace	No action required

			equipment.	
		Employers	Introduce more value added courses	More number of value added programmes were offered across all the programmes
19	**Food Technology**	Student	Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start-ups' (score:1.0)	Courses were revised in such a way that it promotes entrepreneurship
			Rate provision made for internships in your curriculum (score:1.50)	Internship has been made compulsory
			Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence (score:2.0)	More number of training programs in analytical, reasoning and soft skills were arranged and executed.
			The curriculum is outcome based and expected outcomes are attained(score:2.25)	The curriculum is made outcome based and expected outcomes were attained
			Rate the value added courses offered in your Department (scofre:2.25)	Good number of value added courses has been arranged and executed
			Rate the allocation credits to the courses (score:3.0)	The credits were allocated as per AICTE norms
			Rate the electives offered in relation to the technological advancements (score:3.0)	More number of electives in subjects where technological advancements were there were introduced.
			Rate new courses introduced in year programme(score:3.0)	Good number of new courses were introduced
			Rate the Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum(score:3.0)	Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
			Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start-ups'(score:3.25)	Courses were revised in such a way that it promotes entrepreneurship
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		employers	Feedbacks obtained from the Employer showed that they are	No action required

			satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	
20	**Computer Science (BSc IT & BSc CT Programmes)**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
21	**Mathematics**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing	No action required

			innovative thinking, based on local needs and to handle technology and workplace equipment.	
22	**MBA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
23	**Mechanical Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	Learning Resources (score:3.40)	Library facilities were strengthened, ICT facilities were provided and SWAYAM and NPTEL courses were encouraged.
		Teachers	More contact hours required to improve the problem-solving ability of students	Sufficient time and training has been provided to improve the problem-solving ability of students
			Need more lab facilities & industrial visits can help the students to gain knowledge	Laboratory facilities were provided to meet the requirement Industrial visits were arranged.
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required

24	**Microbiology**	Students	Rate teachers contribution in explaining course outcome and course specific outcome (score:2.93)	The teachers were advised to explain course outcome and course specific outcome to the students in the beginning of the course
			Rate the Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum (score:3.40)	Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	More industrial exposure is needed for students in every semester	Industrial visits were arranged
			CAD lab can be included in curriculum, useful for designing food industrial machineries	CAD lab was included in the syllabi
		Employers	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
25	**Pharmacy**	Student	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employer	Feedbacks obtained from the Employer showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
26	**Physics**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater	No action required

			than 3.5	
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Try to revise the syllabi based on competitive exams	During the revision of syllabi, CSIR-NET exam syllabi contents were also considered.
			New technology should be added in the curriculum	Curriculum was upgraded with the addition of new technologies in physics

Feedback reports 2018-19

KAHE right from its inception has emerged as a benchmark of excellence and innovation for the world of education. With a focus on quality sustenance, the IQAC of KAHE has developed the feedback mechanism commencing from obtaining feedback from various stakeholders through a structured rating scale based feedback forms. KAHE gets feedback from students, alumnae, teachers, employers and parents for continuous in curriculum development and enrichment. For the year 2018-2019, the analysis of stakeholder's feedback report is presented as under.

Student Feedback on curriculum (2018-2019)

The categorisation of rating based on average score of different parameters is as follows. Very Good (5), good (4), Average (3), Less than average (2) and poor (1). The results derived in terms of students with common views, average scores and rating are presented in the table: 4.

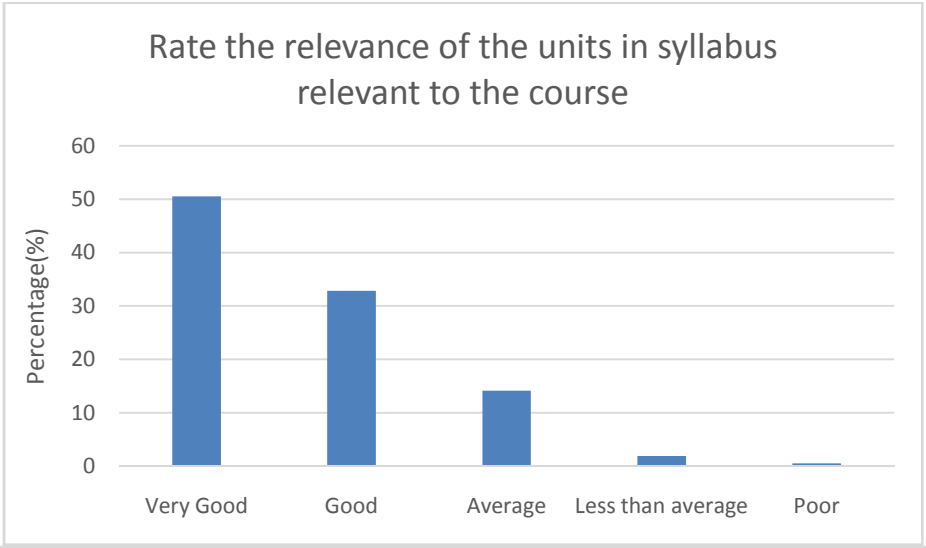
Table 4: Analysis of feedback from students 2018-2019.

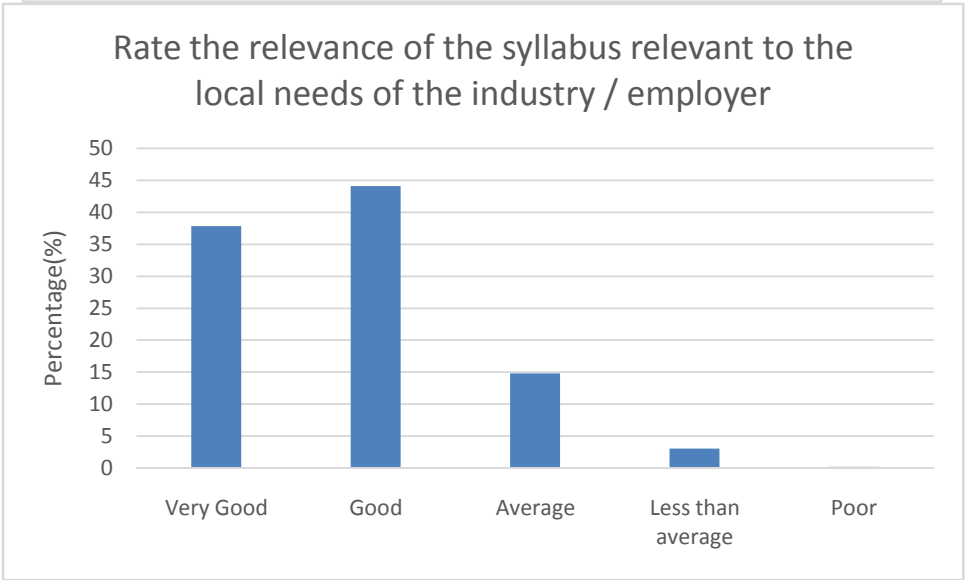
S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Average score out of 5	Rating*
1.	Rate the relevance of the units in syllabus relevant to the course	50.53	32.86	14.11	1.93	0.53	4.87	Very Good
2.	Rate the relevance of the syllabus relevant to the local needs of the industry / employer	37.84	44.08	14.79	3.06	0.21	4.83	Very Good
3.	Rate the allocation of credits to the courses	41.75	40.25	13.38	3.85	0.74	4.76	Very Good
4.	Rate the electives relevant to the own area / specialization	34.72	44.69	17.57	3.00	0	4.84	Very Good

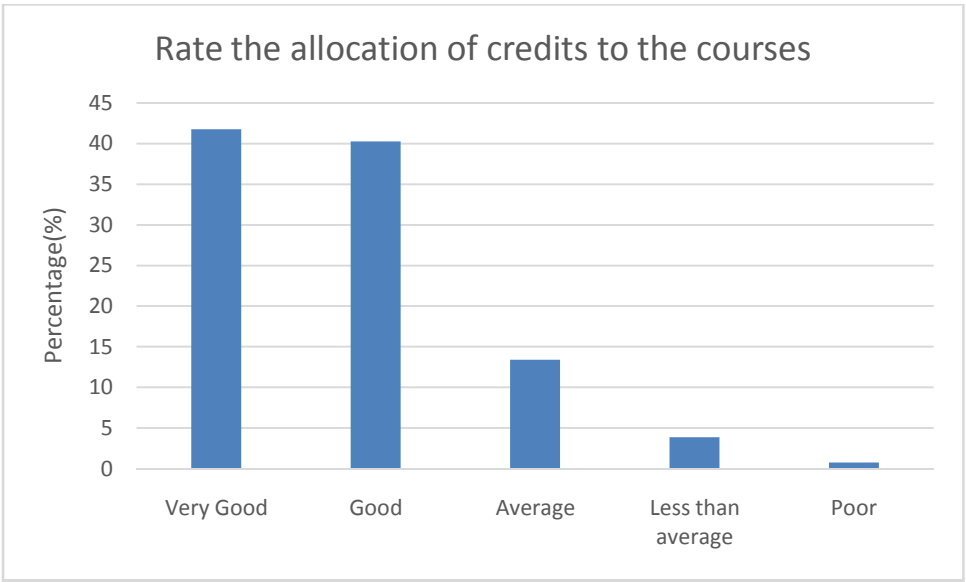
5.	Rate the electives offered in relation to the technological advancements	44.52	34.75	16.15	4.14	0.42	4.77	Very Good
6.	Rate the size of the syllabus in terms of load on students	37.84	43.07	14.81	3.73	0.53	4.78	Very Good
7.	Rate the objectives stated for each of the course	40.74	39.25	16.27	3.40	0.31	4.81	Very Good
8.	Rate the evaluation scheme designed for each of the course	35.76	42.53	16.21	4.83	0.64	4.72	Very Good
9.	Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'	43.11	37.07	15.5	3.70	0.52	4.78	Very Good
10	The curriculum is outcome based and expected outcomes are attained	39.87	42.12	14.04	3.42	0.53	4.80	Very Good
11	Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence	42.14	37.57	14.54	4.98	0.74	4.71	Very Good
12	Curriculum has a good balance between theory and lab	41.02	37.72	17.32	3.29	0.63	4.80	Very Good

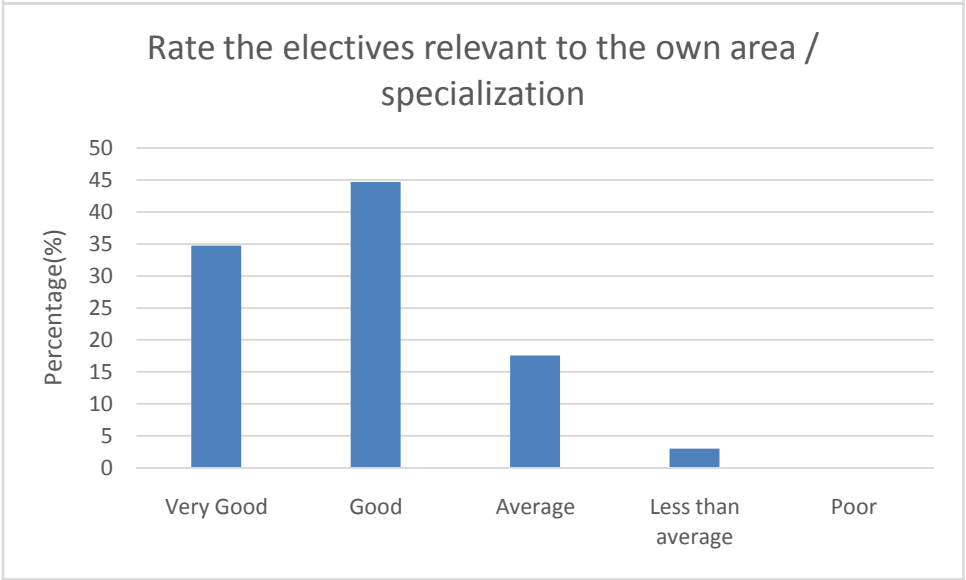
13	The books prescribed / list of reference materials are relevant and latest	38.01	40.25	17.14	4.04	0.532481	4.77	Very Good
14	Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum	40.12	39.06	17.18	3.20	0.42	4.81	Very Good
15	Rate syllabus revision made in consonance with advancements taking place in the respective courses	40.47	39.40	16.91	2.89	0.32	4.83	Very Good
16	Rate new courses introduced in year programme	38.31	39.91	17.50	3.94	0.32	4.78	Very Good
17	Rate provision made for internships in your curriculum	40.89	40.46	13.20	4.57	0.85	4.72	Very Good
18	Rate the Value added courses offered in your department	40.48	41.02	14.2	3.71	0.53	4.78	Very Good
19	Rate Interaction takes place in classes regarding quality of curriculum	42.23	39.25	14.36	3.40	0.74	4.79	Very Good
20	Rate teachers contribution in explaining course outcome and course specific outcome	43.88	37.87	14.16	3.64	0.42	4.79	Very Good

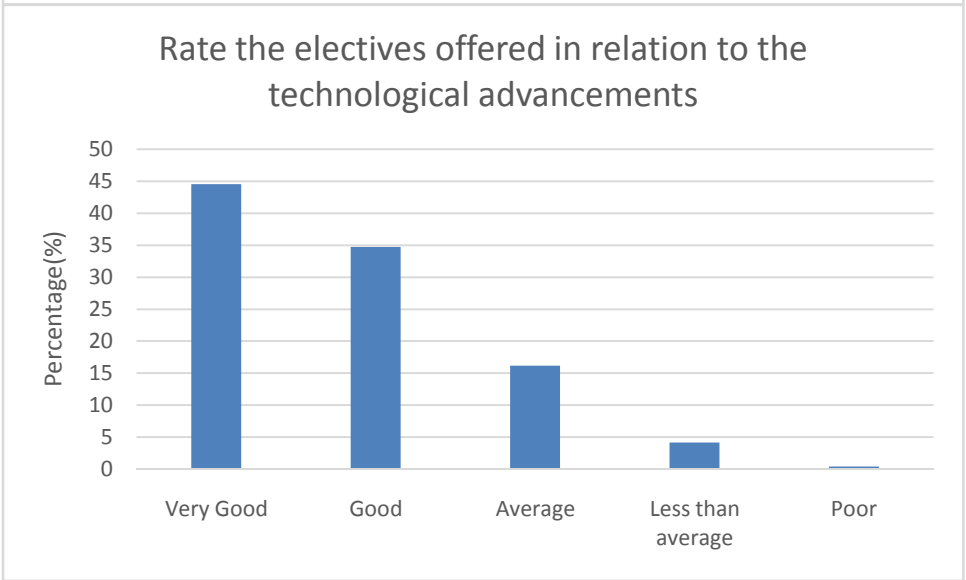
Feedback received from students revealed that out of twenty chosen parameters, all the parameters have been rated “very good”. The highest score of 4.87 “the relevance of the units in syllabus relevant to the course” followed by “Rate the electives relevant to the own area / specialization” with a score of 4.84 clearly indicate the presence of a strong curriculum.This was supported by the closely followed parameters “the relevance of the syllabus relevant to the local needs of the industry / employer”, “the objectives stated for each of the course”, “curriculum is outcome based and expected outcomes are attained”, “the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum” and “syllabus revision made in consonance with advancements taking place in the respective courses” with scores above 4.80. It further supports that the curriculum is a very good blend of courses addressing the cross cutting values, employability, and skill and entrepreneurship abilities. All the other parameters were having the score in between 4.72 and 4.80 and rated very good indicating that the curriculum in place suits the student community.

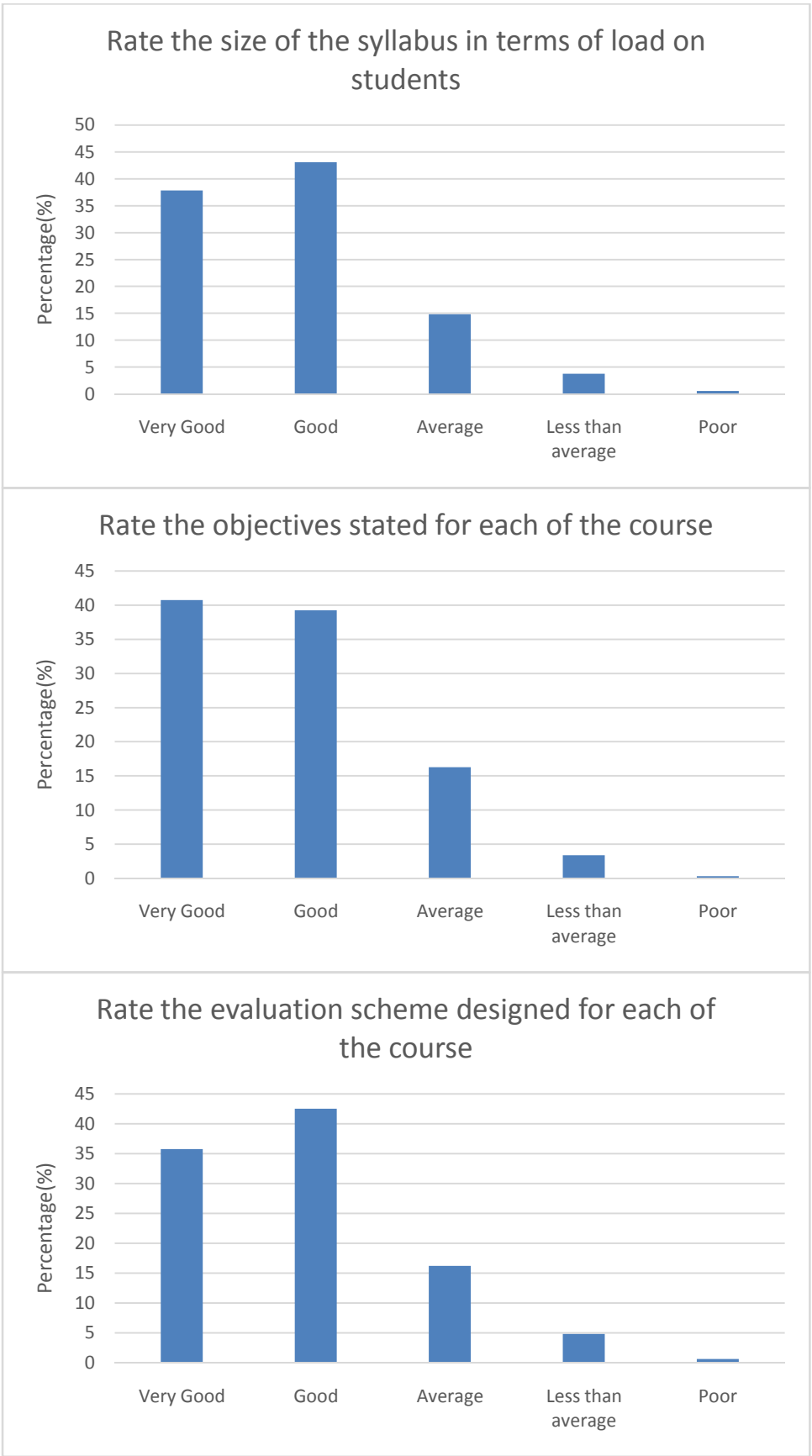


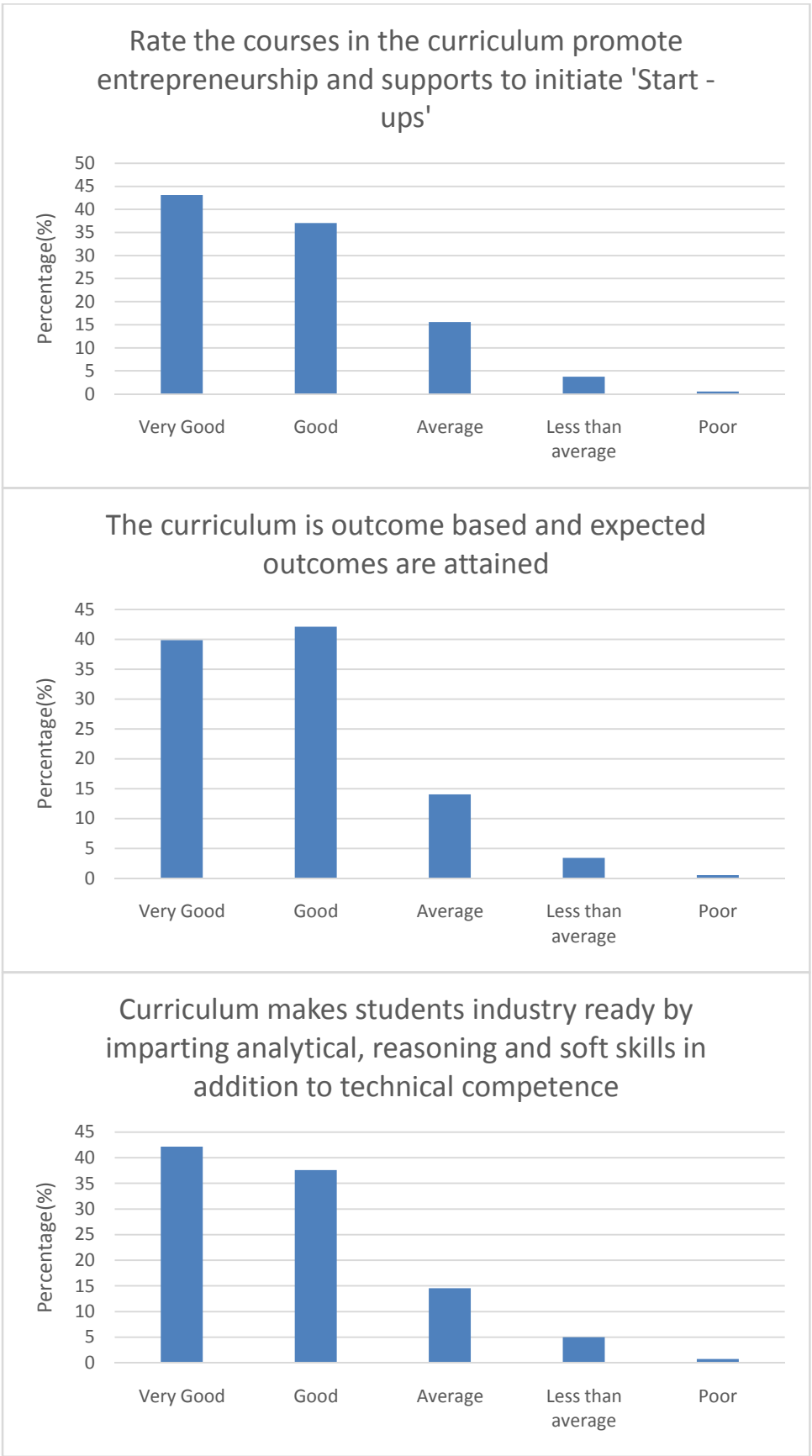


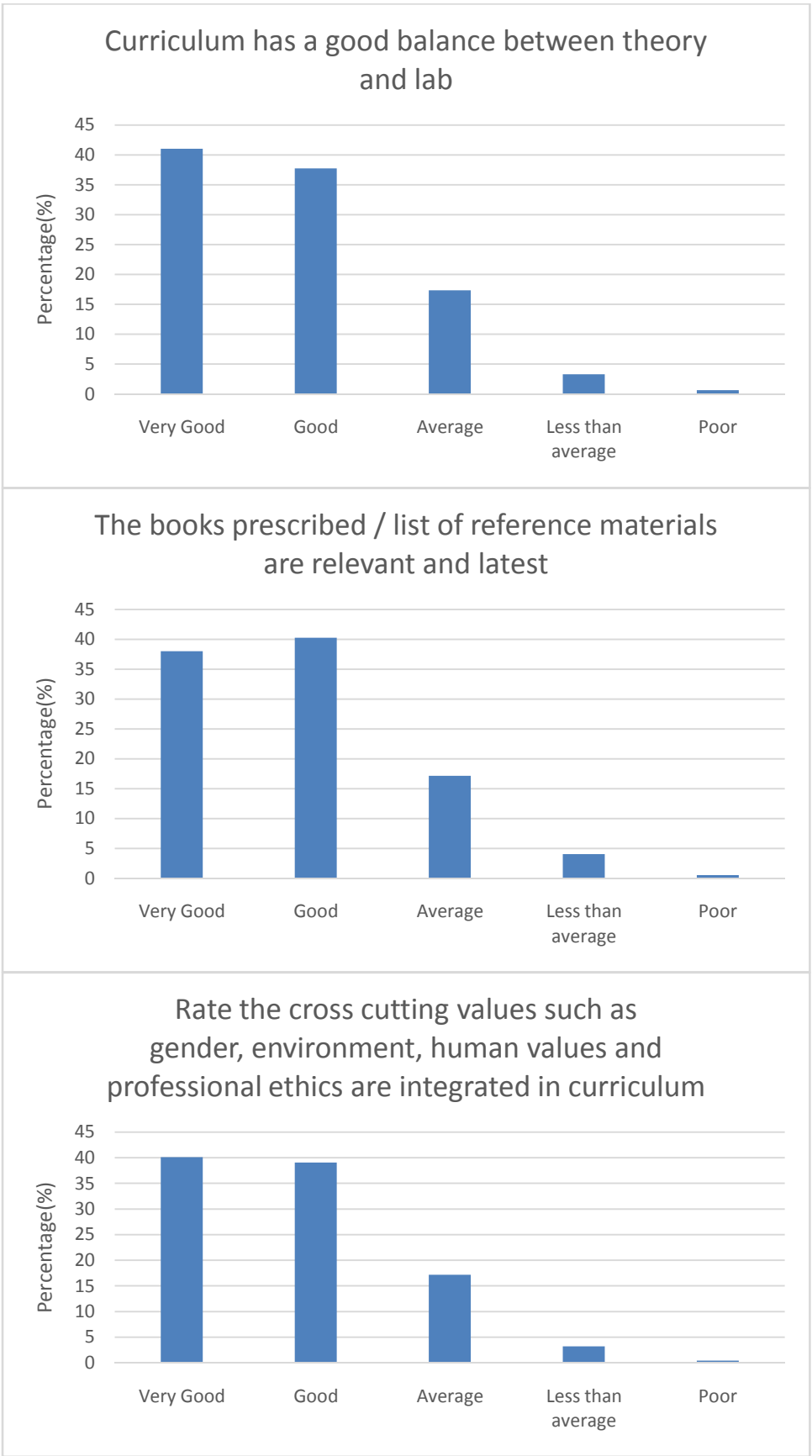

Rate the allocation of credits to the courses
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

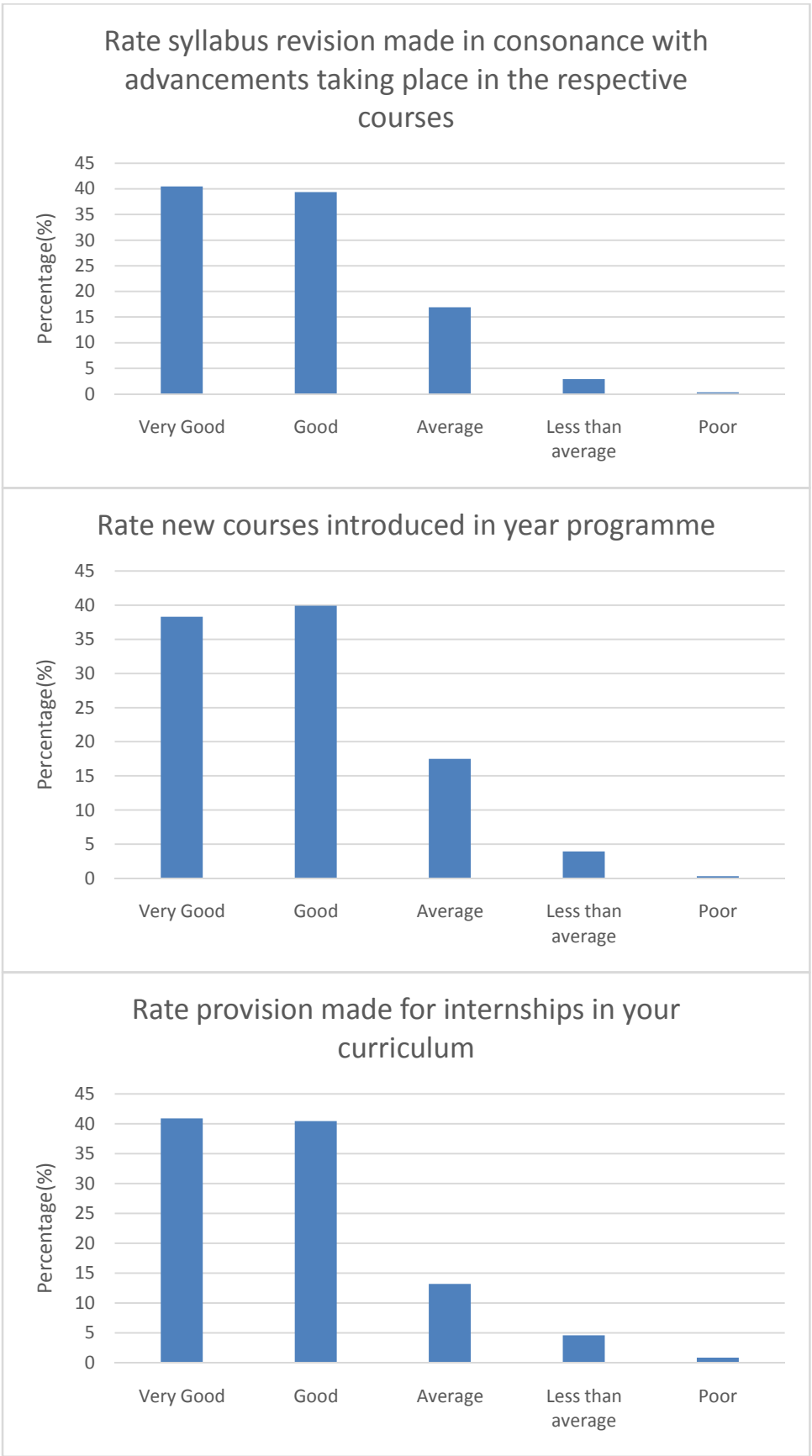

Rate the electives relevant to the own area / specialization
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

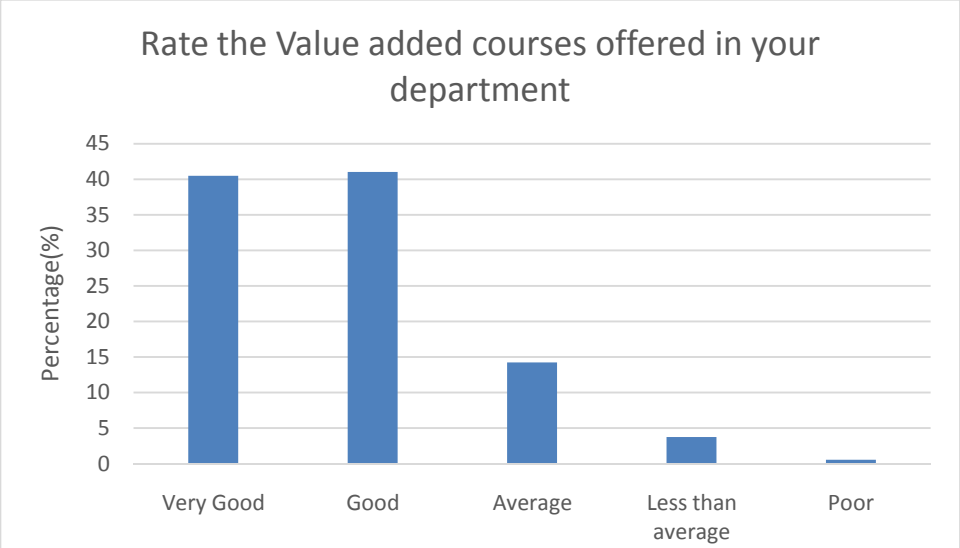

Rate the electives offered in relation to the technological advancements
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

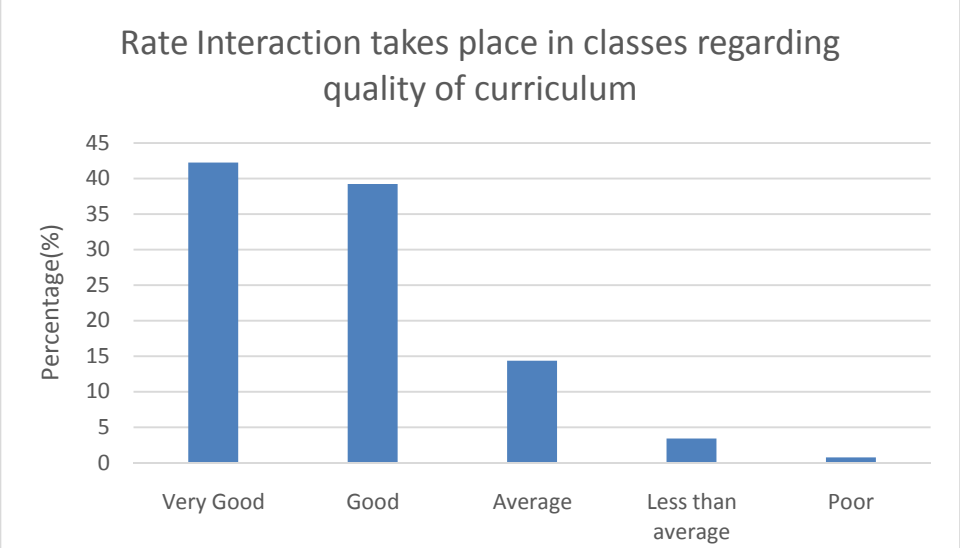

Rate the size of the syllabus in terms of load on students
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the objectives stated for each of the course
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the evaluation scheme designed for each of the course
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

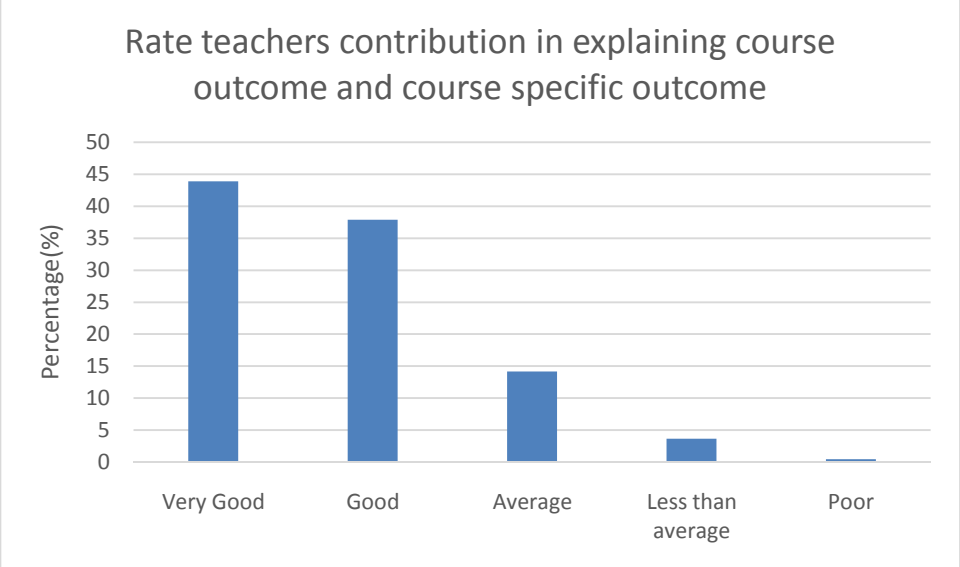

Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
The curriculum is outcome based and expected outcomes are attained
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Curriculum has a good balance between theory and lab
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
The books prescribed / list of reference materials are relevant and latest
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate syllabus revision made in consonance with advancements taking place in the respective courses
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate new courses introduced in year programme
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate provision made for internships in your curriculum
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the Value added courses offered in your department
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate Interaction takes place in classes regarding quality of curriculum
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

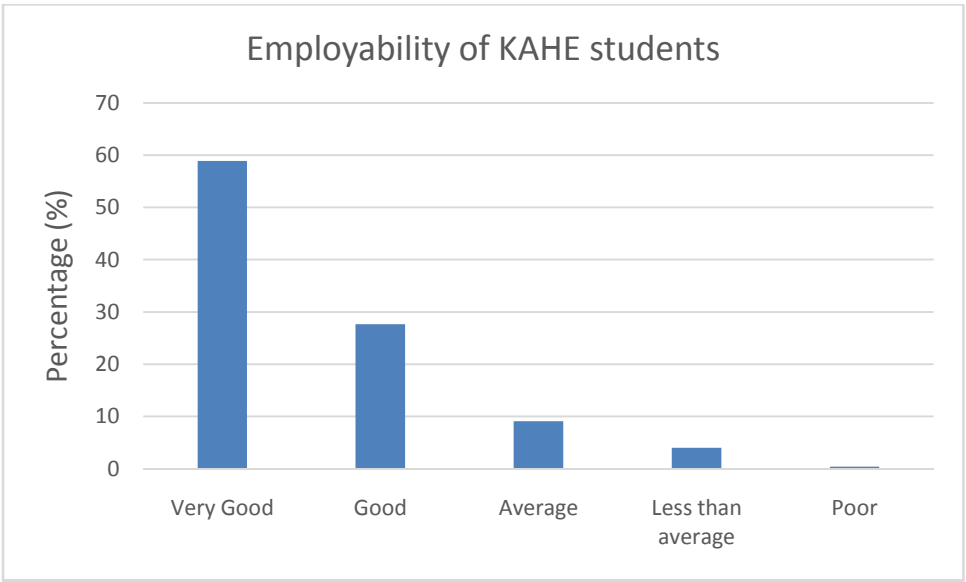

Rate teachers contribution in explaining course outcome and course specific outcome
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

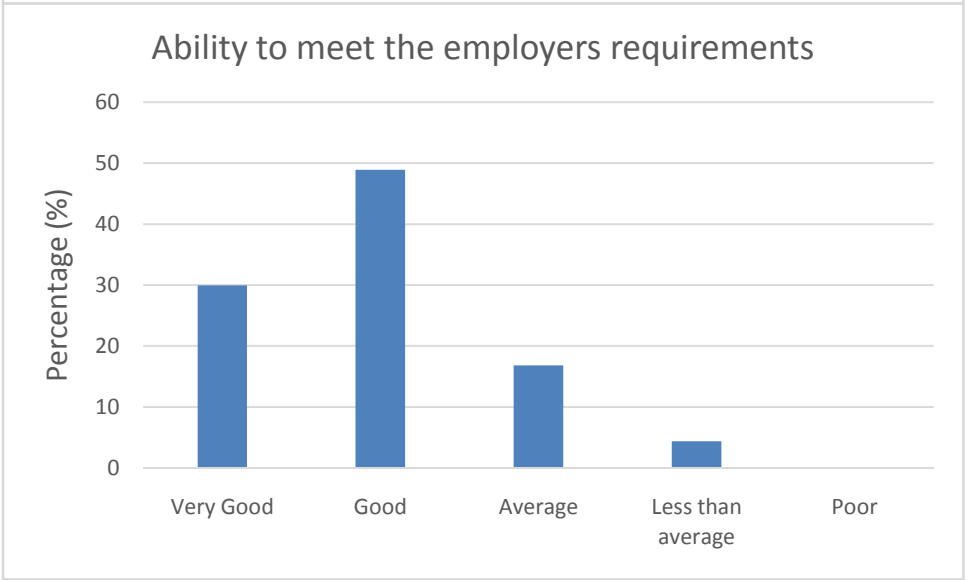
Alumni Feedback on Curriculum (2018-2019)

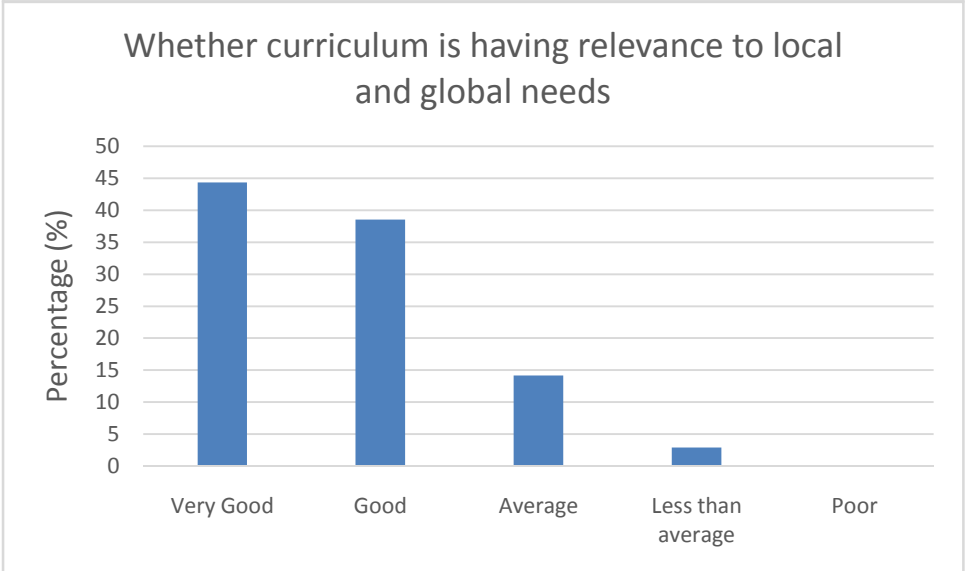
S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Average score out of 5	Rating*
1.	Employability of KAHE students	58.90	27.63	9.09	4	0.36	4.78	Very Good
2.	Ability to meet the employers requirements	29.92	48.90	16.70	4.37	0	4.78	Very Good
3.	Whether curriculum is having relevance to local and global needs	44.36	38.54	14.18	2.90	0	4.85	Very Good
4.	Whether all the courses are having focus on employability	37.31	43.84	15.21	3.62	0	4.81	Very Good
5.	Relevance of curriculum to the industry's expectations	40.14	36.49	17.88	4.74	0.72	4.72	Very Good
6.	Whether the syllabus is updated regularly	38.68	39.78	17.51	3.28	0.72	4.79	Very Good
7.	Innovation in teaching	41.97	37.22	17.15	2.91	0.72	4.81	Very Good
8.	Infrastructure	41.41	36.19	14.55	6.71	1.11	4.60	Very Good
9.	Learning Resources	41.26	38.66	16.72	2.97	0.37	4.83	Very Good
10	Mentoring and guidance	42.00	39.03	15.98	2.97	0	4.85	Very Good
11	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	43.33	39.62	14.07	1.85	1.11	4.85	Very Good

12	The institution provides multiple opportunities to learn and grow	42.18	36.72	14.90	5.09	1.09	4.69	Very Good

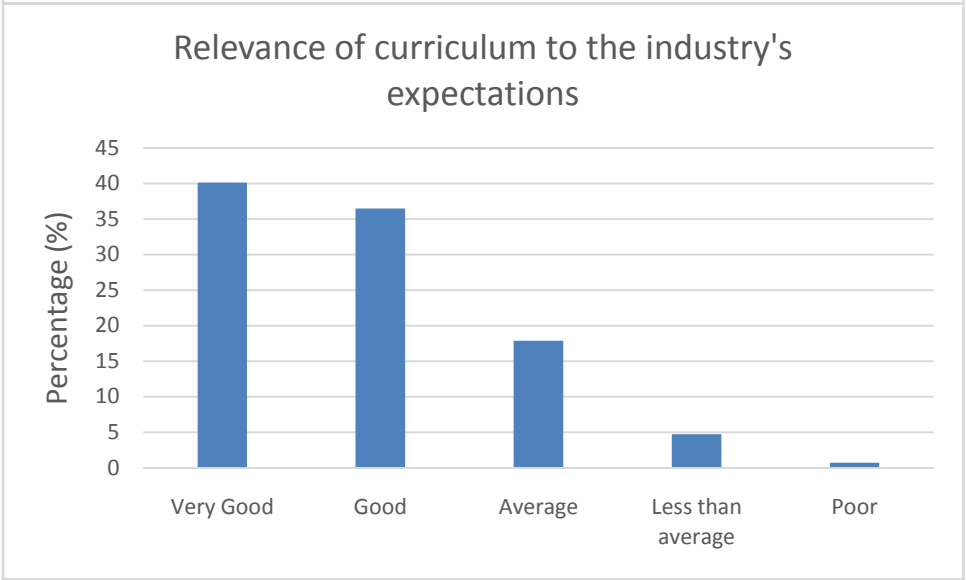
Feedback received from alumni revealed that out of twelve chosen parameters, all the parameters have been rated “very good”. The highest score of 4.85 for the parameter “Whether curriculum is having relevance to local and global needs” and ““Mentoring and guidance” followed by the parameter “Learning Resources” and “Whether all the courses are having focus on employability” with a score of 4.83 and 4.81 respectively reveals that the course teachers shares a conducive and healthy environment with the students. Further the table clearly reports that Alumnae feel proud to be the student of KAHE as is evident from the mean score of 4.60 and 4.80 to the rest of the parameters.

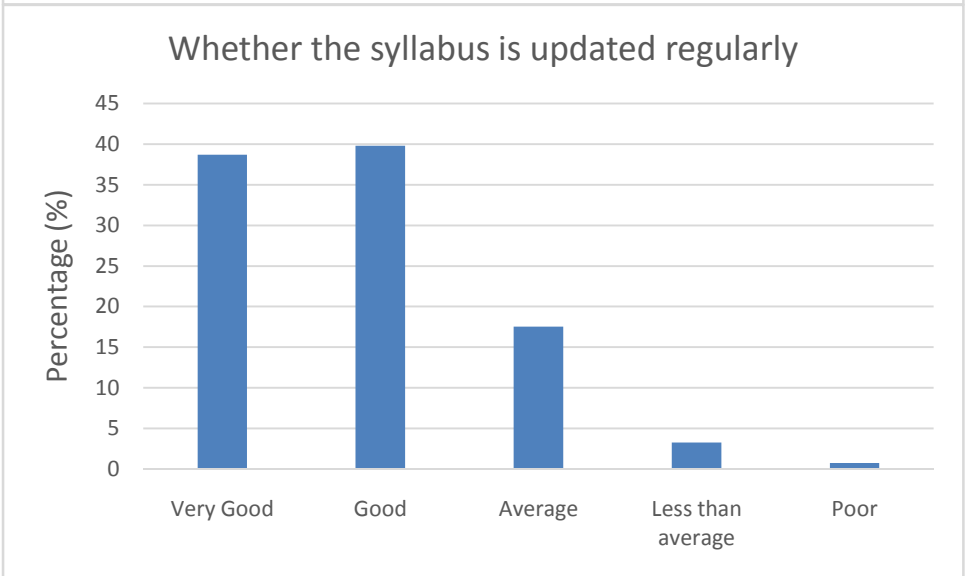

Employability of KAHE students
Percentage (%)
70
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor

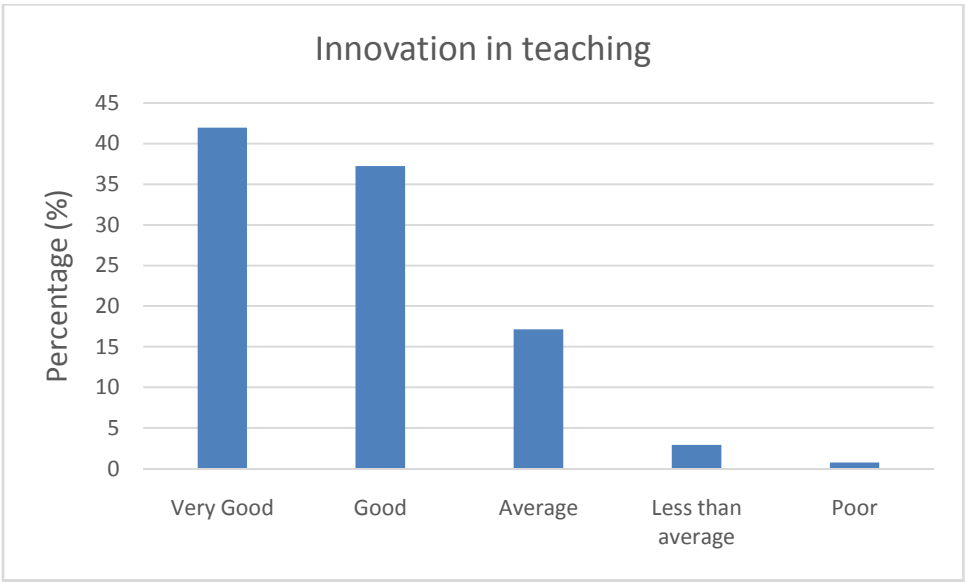

Ability to meet the employers requirements
Percentage (%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor

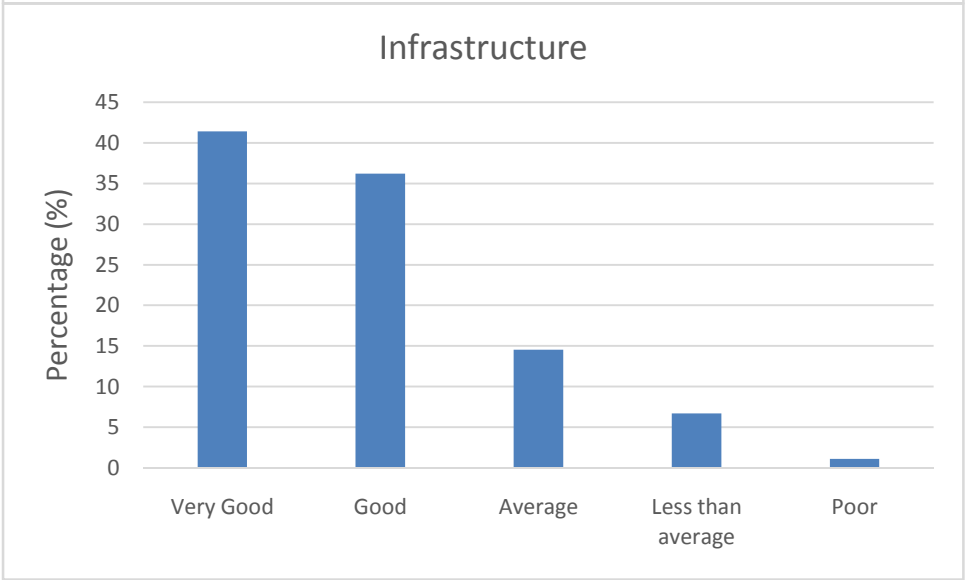

Whether curriculum is having relevance to local and global needs
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

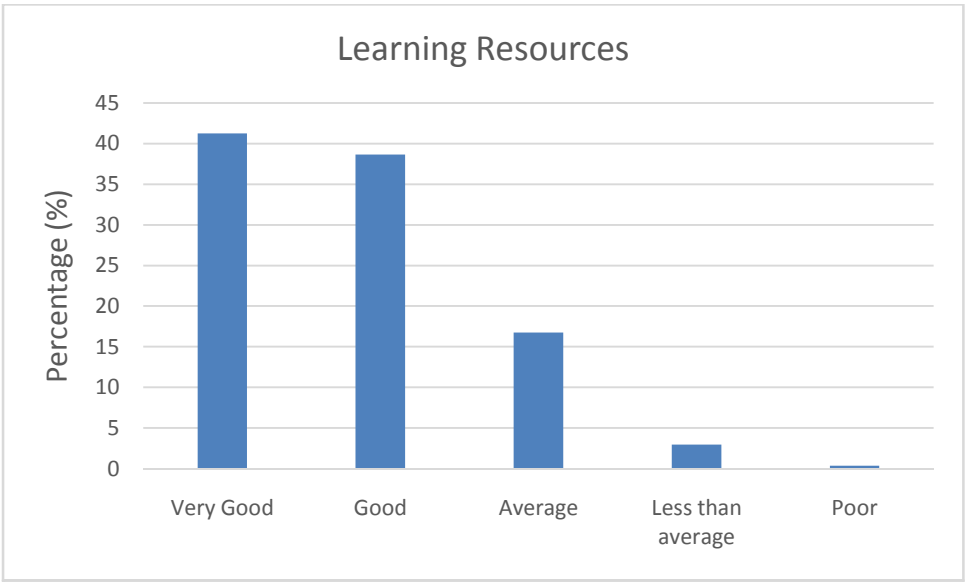
Whether all the courses are having focus on employability
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

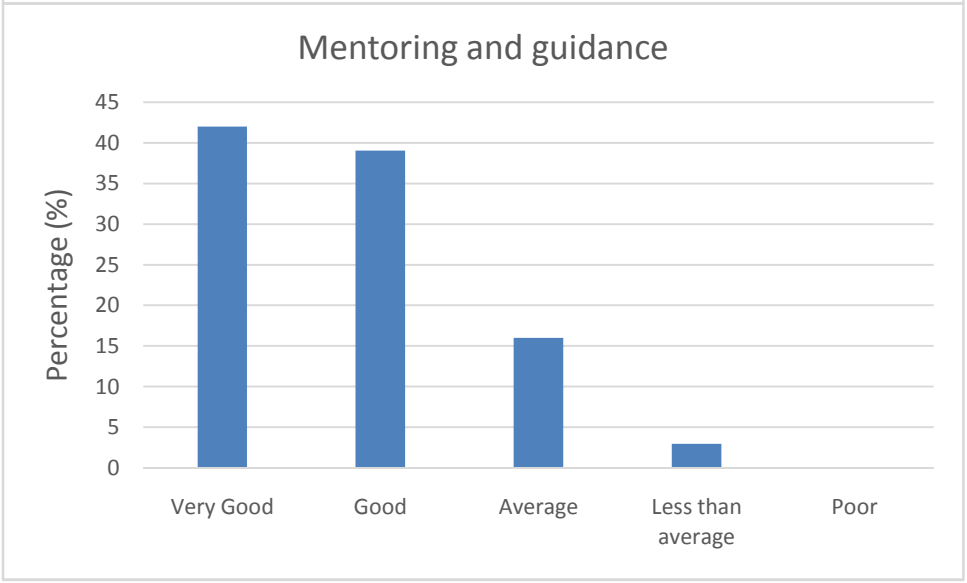

Relevance of curriculum to the industry's expectations
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

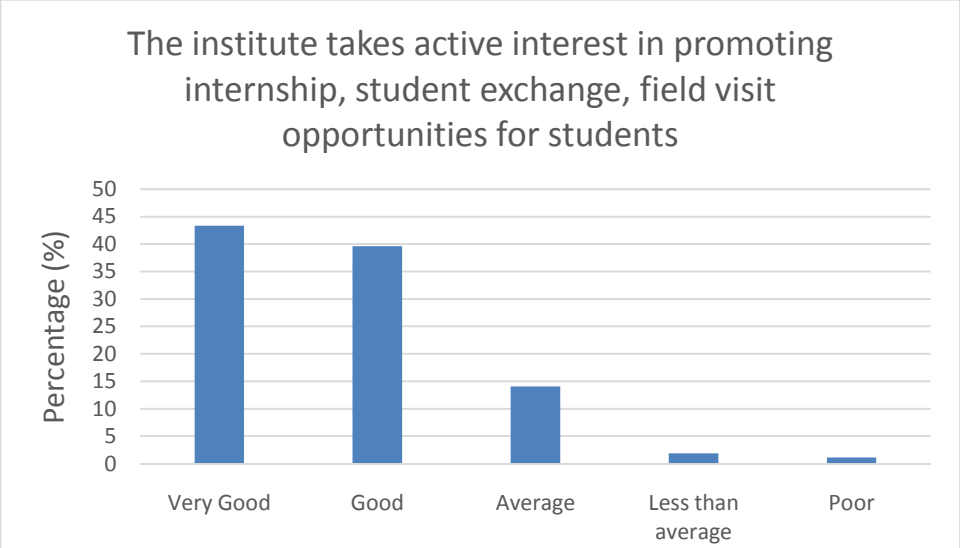

Whether the syllabus is updated regularly
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

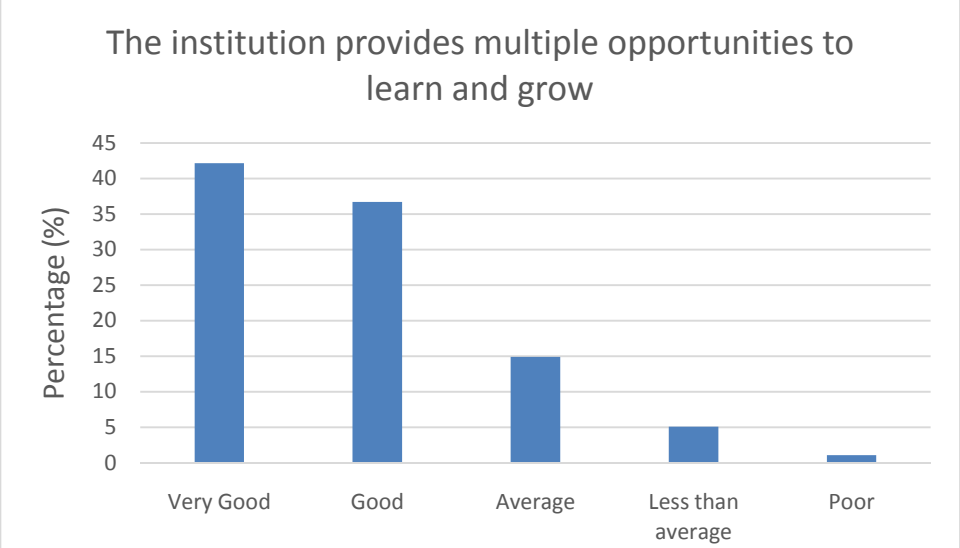

Innovation in teaching
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Infrastructure
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Learning Resources
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Mentoring and guidance
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor





Further with respect to the feedback reports from students and alumni, the weighted average was calculated for all the parameters. If the weighted average score for all the parameters exceeds a value of 3.5, it was considered that the curriculum and syllabi are good. If it is less than 3.5 action has been taken and presented below.

S.No	Department/ Programme	Stake holder	Feedback	Action taken
1	**Automobile Engineering**	Students	Rate the size of the syllabus in terms of load on students (score: 2.90)	The curriculum has been designed by AICTE and maximum care has been taken with respect to the size of the syllabus in terms of load on students.

			The books prescribed / list of reference materials are relevant and latest (score:3.0)	The curriculum has been designed by AICTE and maximum care has been taken with respect to the size of the syllabus in terms of load on students.
			Rate syllabus revision made in consonance with advancements taking place in the respective courses (score: 3.0)	The curriculum has been designed by AICTE and maximum care has been taken with respect to the size of the syllabus in terms of load on students.
			Rate interaction takes place in classes regarding quality of curriculum(score:3.0)	Faculty members were advised to interact with the students during the class hours
			Rate the objectives stated for each of the course (score:3.10)	Course objectives has been meticulously planned and presented.
			Rate the evaluation scheme designed for each of the course(score:3.10)	Evaluation scheme is common for all the courses and it goes well through the institution.
			Rate the electives relevant to the own area / specialization (score:3.30)	Electives of different nature (skill enhancement/discipline specific / entrepreneurship development has been included in the curriculum
			Rate new courses introduced in year programme(score:3.30)	Since the curriculum is suggested by the AICTE, all the courses are new courses.
			Rate teachers contribution in explaining course outcome and course specific outcome(score:3.30)	Teachers use ICT facilities and contribute more in explaining the course contents, so that it meets the course specific outcomes
			Rate the relevance of the syllabus relevant to the local needs of the industry / employer(score:3.40)	The curriculum is relevant to the local needs of the industry and employer
			Rate the courses in the curriculum promote entrepreneurship and supports to initiate ‘Start-ups’(score:3.40)	A couple of the courses promote the entrepreneurship and supports to initiate ‘Start-ups’
			Rate the value added courses offered in your Department(score:3.40)	More number of value added courses have been planned and executed.

			Rate the electives offered in relation to the technological advancements (score:3.50)	Electives of different nature which focus on the technological advancements (skill enhancement/discipline specific / entrepreneurship development has been included in the curriculum
			The curriculum is outcome based and expected outcomes are attained (score:3.40)	The end semester examination results reflected that the curriculum is outcome based and expected outcomes are attained
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
2	**B.Com (PS)**	Student	weighted average score is greater than 3.5	No action required
		alumni	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students(score:3.46)	. In the subsequent year enough scope is provided to the students to go for internships. Further many industrial visits were also arranged.
		Teachers	The six credit course of Management and Organization Behaviour can be split into five credit theory course on 'Management and Organization Behaviour' and a one credit course on practical 'Management and Organization Behaviour' .	The feedback was considered and the six credit course on 'Management and Organization Behaviour' was split into five credit theory course on 'Management and Organization Behaviour (19BPU102)' and a one credit practical course on 'Management and Organization Behaviour' (19BPU111).
			The course Business mathematics and statistics can be replaced with Business Analytics.	The course Business mathematics and statistics was replaced with Business Analytics.

		Employer	Practical can be conducted for Finance and services for Business Process Services course	The six credit of Finance and services for Business Process Services was split into five credit theory course on 'Finance and services for Business Process Services (19BPU201)' and one credit practical course on 'Finance and services for Business Process Services (19BPU211)'.
3	**B.Com (CA)**	Student	Rate the relevance of the units in syllabus relevant to the course	Attention has been given during the board of studies held on 16.04.2019 and courses have been modified accordingly.
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
	B.Com	student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
4	**B.Tech Biotech**	Students	weighted average score is greater than 3.5	No action required

		Alumni	Relevance of curriculum to the industry's expectations (score:3.30)	Courses were discussed and fine tuned in the BOS 2019 and made suitable for industry's expectations
			Infrastructure (score:23.40)	Additional classrooms and ICT facility were provided
			Employability of KAHE students(score:3.40)	The curriculum was made suitable for employment
			Ability to meet the employers requirements (score:3.50)	More industry suitable electives were included in the curriculum
5	**BCA**	student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
6	**Biochemistry**	student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
7	**Chemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required

		Teachers	In Unit – IV-of Inorganic chemistry Actinides: Occurrence, preparation of elements, Electronic structure, Oxidation state and General properties, Thorium: Extraction of Thorium are to be added.	Inorganic chemistry (19CHU302) :In Unit – IV-of Inorganic chemistry Actinides: Occurrence, preparation of elements, Electronic structure, Oxidation state and General properties, Thorium: Extraction of Thorium are added
			In Physical chemistry-III (19CHU301), in Unit III Electrochemical series and its applications can be included.	In Physical chemistry-III (19CHU301), in Unit III Electrochemical series and its applications was added.
		Employer	In Pharmaceutical chemistry course, Drug discovery- Basic Retro synthetic approach : ADMET properties, Lipinski's rule of Five, cheminformatics tools, Synthon, FGI can be added. Along with Central nervous System Drugs - Blood Brain Barrier (BBB) – can be included	In Pharmaceutical chemistry (19CHU304) a. In Unit-I Drug discovery- Basic Retro synthetic approach : ADMET properties, Lipinski's rule of Five, cheminformatics tools, Synthon, FGI was added. b. In Unit-III- along with Central nervous System Drugs - Blood Brain Barrier (BBB) – was included
8	**Biomedical engineering**	Student	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
9	**Civil Engineering**	student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required

		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
10	**Computer Science**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Computer Networks and Internet Technologies may be added in the curriculum	Multimedia and its Applications course is replaced with Computer Networks and Internet Technologies in Semester II.
		Employer	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
11	**Computer Science and Engineering**	student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
12	**ECE**	student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required

		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
15	**EEE**	Student	Rate the value added courses offered in your Department	the Department has conducted value added courses which are useful to the students.
		Alumni	The institution provides multiple opportunities to learn and grow (Score:3.46)	The Department has conducted value added courses, conferences, seminars, training programmes for the growth of the students.
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
16	**Computer Science (BSc IT & BSc CT Programmes)**	Student	weighted average score is greater than 3.5	No action required
		Alumni	Infrastructure (score:3.40)	Additional classrooms, laboratories and ICT facility has been enhanced in the Department.
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required

		Employers	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required
17	**Mathematics**	Student	weighted average score is greater than 3.5	No action required
		Alumni	Whether all the courses are having focus on employability(score:3.32)	Courses were designed in such a way that it will focus on employability
			The institute takes active interest in promoting internship, student exchange, field visit opportunities for students(score:3.32)	Internships encouraged, Industrial visits arranged.
			Ability to meet the employers requirements(score:3.40)	Curriculum is fine tuned in a way that they are suitable for employability
			Relevance of curriculum to the industry's expectations(score:3.40)	Suitable as industry's requirements
			Whether the syllabus is updated regularly(score:3.40)	Every year Board of studies meeting is conducted to update the syllabus regularly
			Learning Resources (score:3.50)	ICT, LAN, NPTEL were accelerated.
		Teachers	Some topics present in the Differential Equations- Practical (18MMU211) can be Included on Laplace transforms in Differential Equations-Practical	Some of the topics from Differential Equations- Practical (18MMU211) were included on Laplace transforms in Differential Equations-Practical (19MMU211).
			Algebra (18MMP101) may be separated into two papers	Algebra (18MMP101) course was separated in to and included in the semester I and II as Algebra (19MMP101) and Linear Algebra (19MMP201), respectively.
		Employer	Differential Geometry (19MMP205B) may be included in the curriculum.	Instead of Theory of Elasticity (18MMP205B)course Differential Geometry (19MMP205B) was included in the curriculum.
18	**B.Arch**	Student	weighted average score is greater than 3.5	No action required

		Alumni	Whether syllabi was updated regularly	Every year syllabi was revised
		Teacher	Undergraduate students should be taken into research arid trained in paper publishing	Training programmes were arranged for the same.
		Employer	Feedbacks collected from employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship	No action required

Feedback reports 2017-18

KAHE right from its inception has emerged as a benchmark of excellence and innovation for the world of education. With a focus on quality sustenance, the IQAC of KAHE has developed the feedback mechanism commencing from obtaining feedback from various stakeholders through a structured rating scale based feedback forms. KAHE gets feedback from students, alumnae, teachers, employers and parents for continuous in curriculum development and enrichment. For the year **2017-18**, the analysis of stakeholder's feedback report is presented as under.

Student Feedback on curriculum (2017-18)

The categorisation of rating based on average score of different parameters is as follows. Very Good (5), good (4), Average (3), Less than average (2) and poor (1). The results derived in terms of students with common views, average scores and rating are presented in the table:7-9.

Table-7: Student Feedback on curriculum (2017-18)

S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Out of 5	Remarks
1.	Rate the relevance of the units in syllabus relevant to the course	59.24	28.99	8.92	2.41	0.42	4.85	Very Good
2.	Rate the relevance of the syllabus relevant to the local needs of the industry / employer	37.60	49.78	10.39	1.99	0.21	4.88	Very Good
3.	Rate the allocation of credits to the courses	41.59	37.39	17.43	3.25	0.31	4.82	Very Good
4.	Rate the electives relevant to the own area / specialization	39.70	43.17	13.55	3.15	0.42	4.82	Very Good
5.	Rate the electives offered in relation to the technological advancements	41.28	43.06	13.34	1.57	0.73	4.88	Very Good
6.	Rate the size of the syllabus in terms of load on students	37.22	43.95	16.40	2.31	0.10	4.87	Very Good

7.	Rate the objectives stated for each of the course	42.46	39.22	13.59	3.87	0.83	4.76	Very Good
8.	Rate the evaluation scheme designed for each of the course	36.52	44.62	15.54	2.66	0.63	4.83	Very Good
9.	Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'	42.73	35.47	17.47	4	0.31	4.78	Very Good
10	The curriculum is outcome based and expected outcomes are attained	37.76	43.56	15.61	2.84	0.21	4.84	Very Good
11	Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence	42.04	41.83	13.48	2.10	0.52	4.86	Very Good
12	Curriculum has a good balance between theory and lab	38.38	42.06	14.19	4.41	0.94	4.73	Very Good
13	The books prescribed / list of reference materials are relevant and latest	38.09	43.54	14.90	3.25	0.20	4.82	Very Good
14	Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum	39.28	43.80	13.86	2.83	0.21	4.84	Very Good

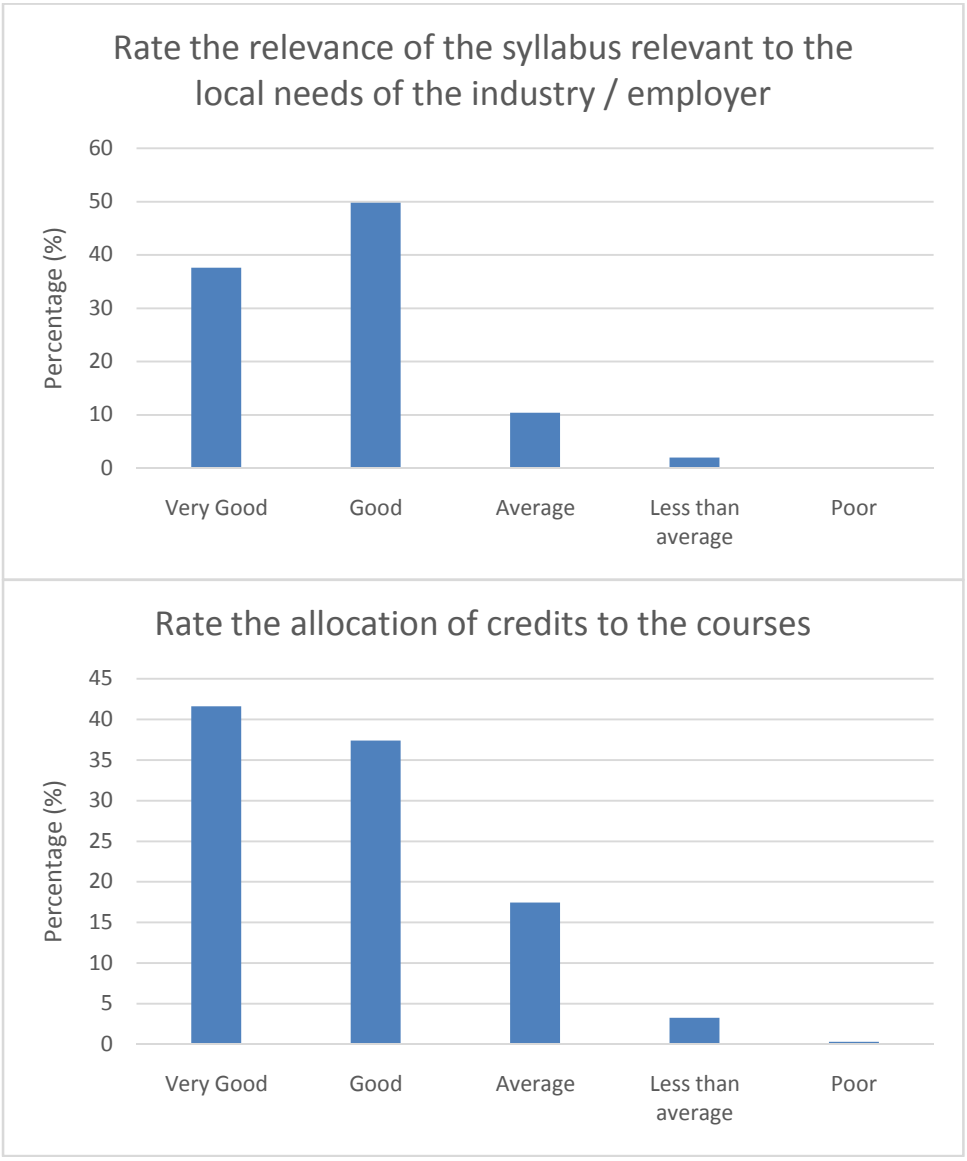
15	Rate syllabus revision made in consonance with advancements taking place in the respective courses	40.65	41.07	15.86	1.99	0.42	4.87	Very Good
16	Rate new courses introduced in year programme	40.61	40.61	14.71	3.41	0.63	4.79	Very Good
17	Rate provision made for internships in your curriculum	46.32	36.65	14.18	2.41	0.42	4.85	Very Good
18	Rate the Value added courses offered in your department	40.83	43.33	13.02	2.39	0.41	4.85	Very Good
19	Rate Interaction takes place in classes regarding quality of curriculum	40.94	42.31	12.94	3.15	0.63	4.81	Very Good
20	Rate teachers contribution in explaining course outcome and course specific outcome	44.65	39.89	12.06	2.85	0.52	4.83	Very Good

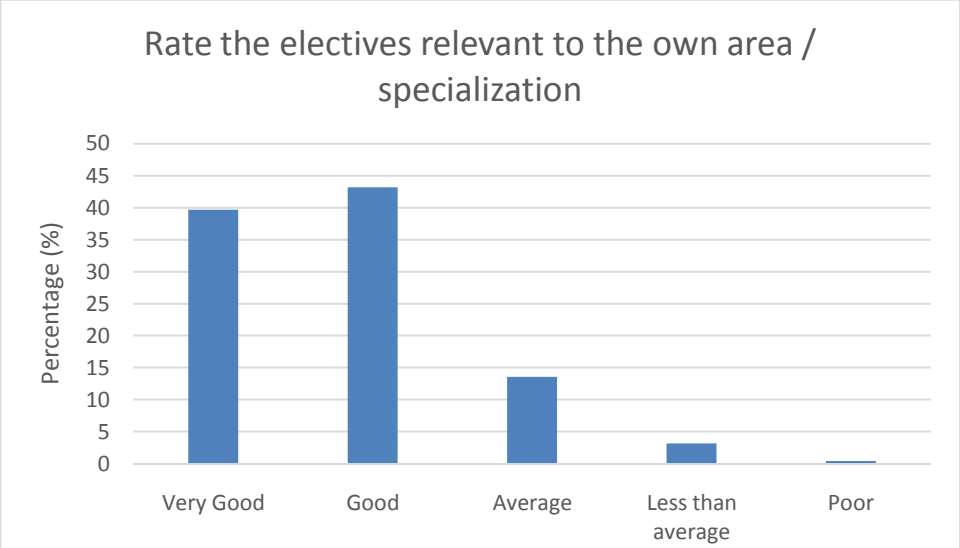
Feedback received from students revealed that out of twenty chosen parameters, all the parameters have been rated "very good". The parameters 1-5, 13 and 16 are rated very good with scores 4.85, 4.88, 4.82, 4.82, 4.88, 4.73 and 4.79 respectively pertained to relevance of the units in the course, syllabus relevant to the local needs of the industry / employer, allocation of credits, electives relevant to the own area / specialization and of technological advancements, books prescribed / list of reference materials are relevant and latest, new courses introduced in year programme reflects on the fact that he Curriculum waswell organizedand structured, is based on the needs of the people, it is not rigid and it allows room for flexibility.

Followed by the parameters 6,7,8,12, 14 and 15 are rated very good with scores 4.87, 4.76, 4.83, 4.73, 4.84 and 4.83 respectively are related to syllabus in terms of load on students, objectives of the course, evaluation scheme, good balance between theory and lab, cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum, revision made in consonance with advancements taking place in the respective courses suggests that the curriculum is dynamic, balanced and evolve regularly to meet the needs of learners as well as the society.

Further, the parameters 19 and 20 rated very good with scores 4.81 and 4.83 are with respect to the interaction takes place in classes regarding quality of curriculum, teachers contribution in explaining course outcome and course specific outcome indicated that there is a very good interaction takes place between the teacher and the students in the classroom.

Finally, the parameters 9,10,11, 17 and 18 were rated very good with scores 4.83, 4.78, 4.84, 4.85 and 4.85 respectively and talks about the curriculum which is industry ready by imparting analytical, reasoning and soft skills in addition to technical competence, promote entrepreneurship and supports to initiate 'Start - ups', provision made for internships, Value added courses ,expected outcomes are attained strongly reflected that the curriculum develop student competency, and is in proper shape in order to meet the challenges of times and make education more responsive. Further it addresses the employability, skill development and entrepreneurship issues of the learners.




Rate the electives relevant to the own area / specialization
Percentage (%)
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45
40
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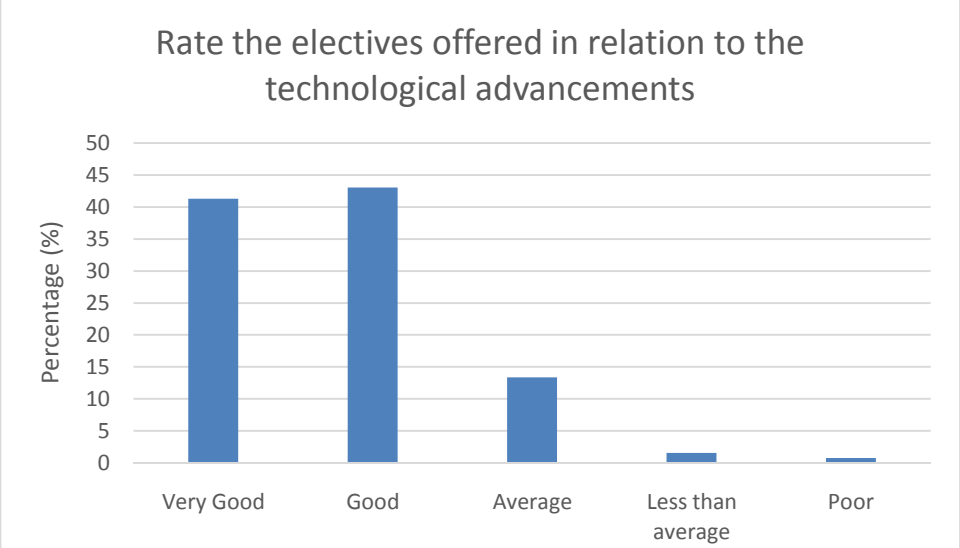
Very Good
Good
Average
Less than average
Poor


Rate the electives offered in relation to the technological advancements
Percentage (%)
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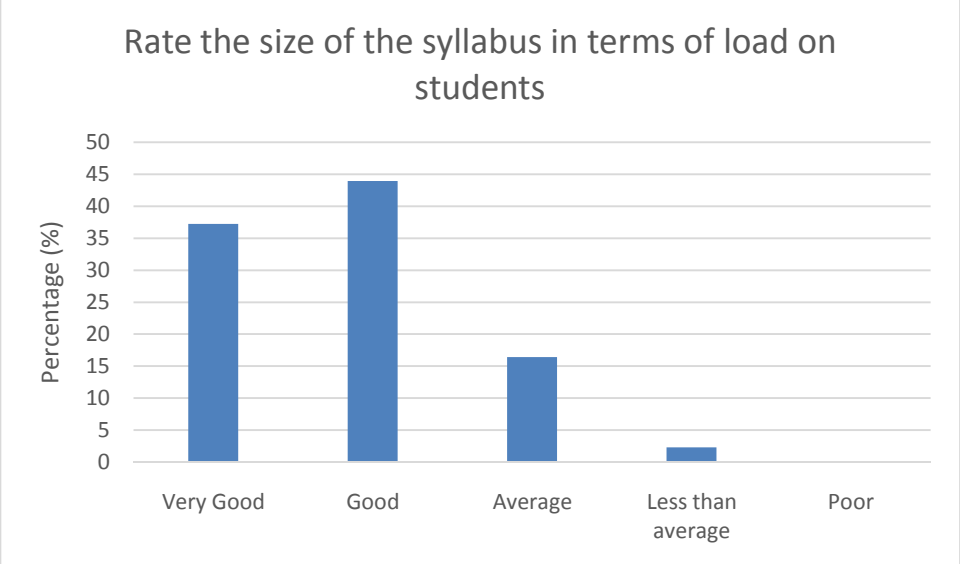
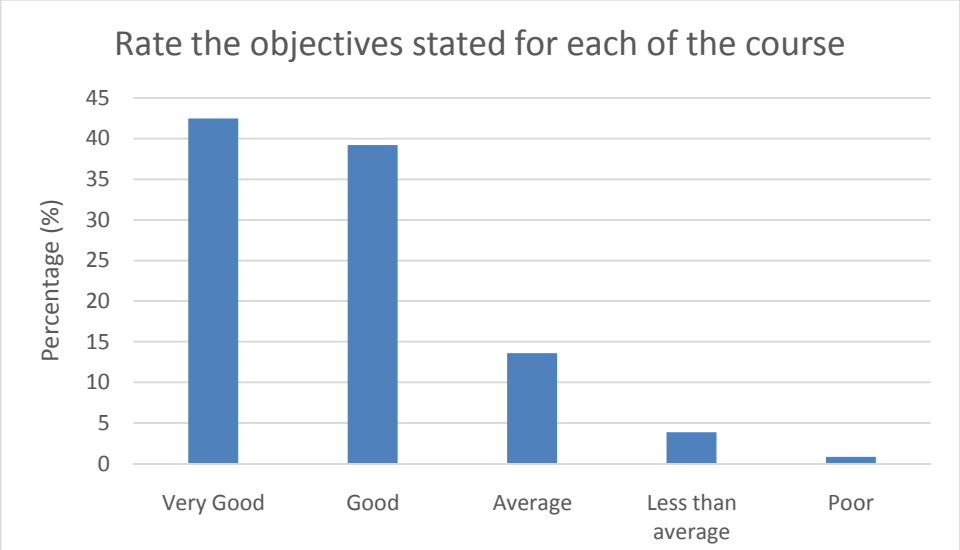
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the size of the syllabus in terms of load on students
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the objectives stated for each of the course
Percentage (%)
45
40
35
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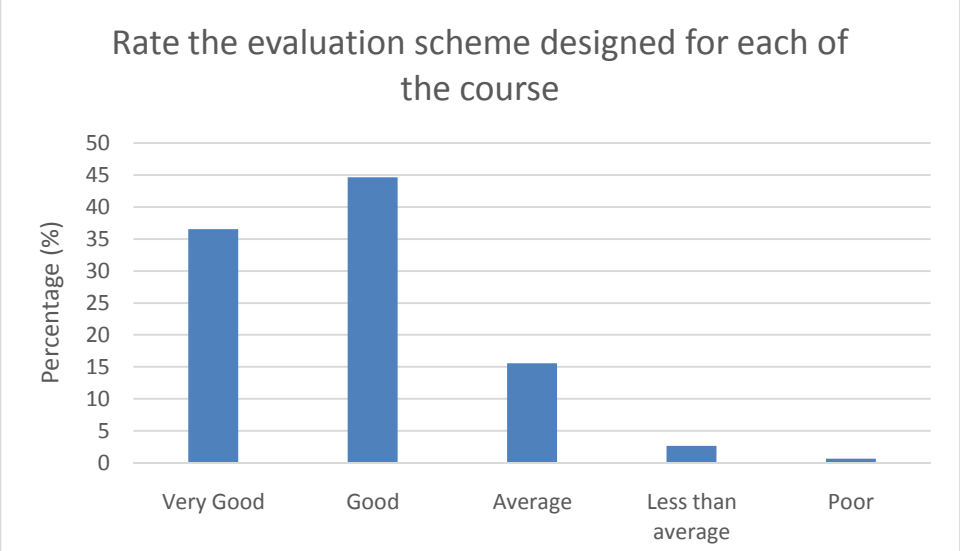
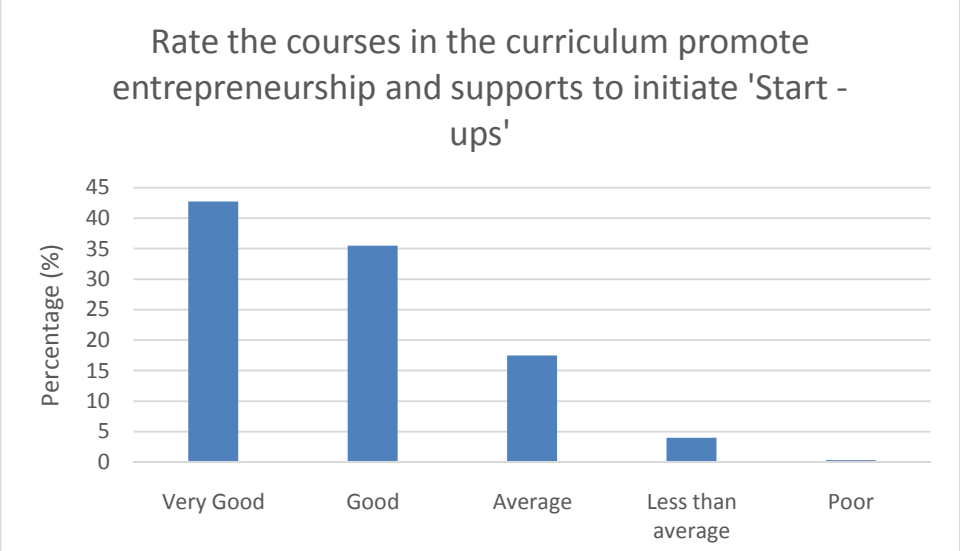
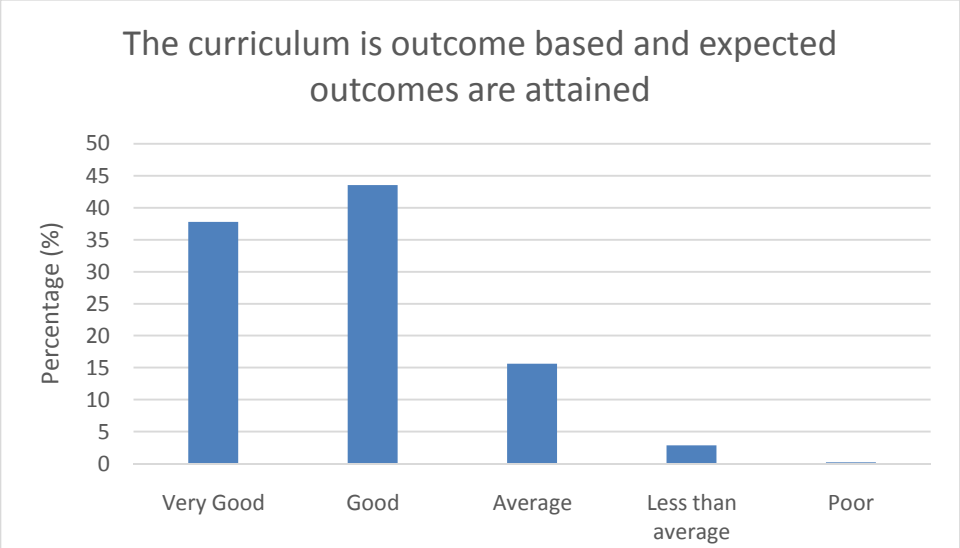
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the evaluation scheme designed for each of the course
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


The curriculum is outcome based and expected outcomes are attained
Percentage (%)
50
45
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30
25
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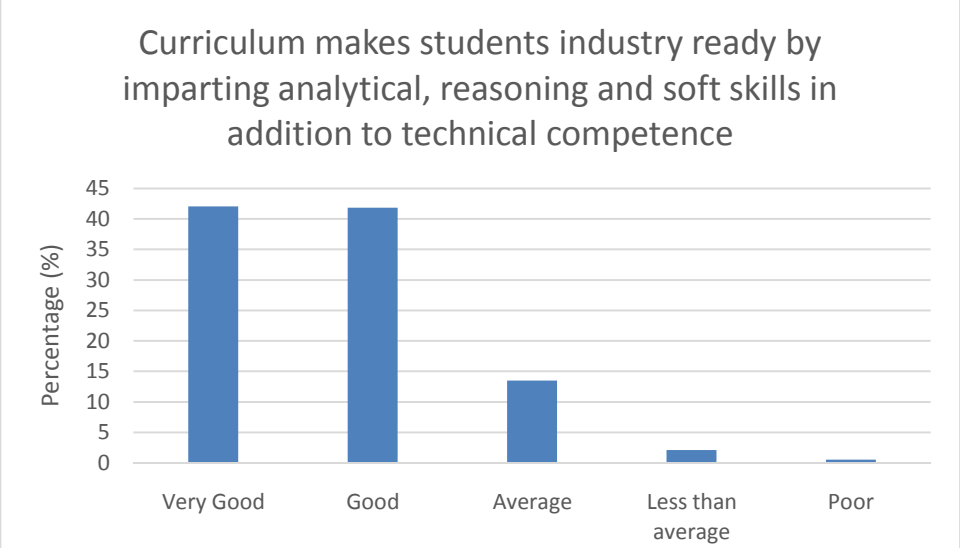
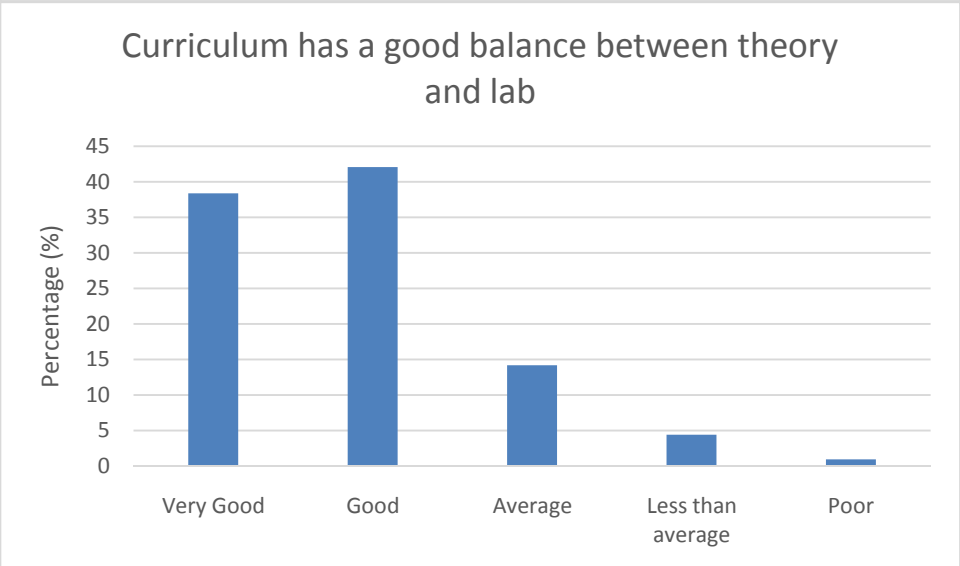
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Curriculum has a good balance between theory and lab
Percentage (%)
45
40
35
30
25
20
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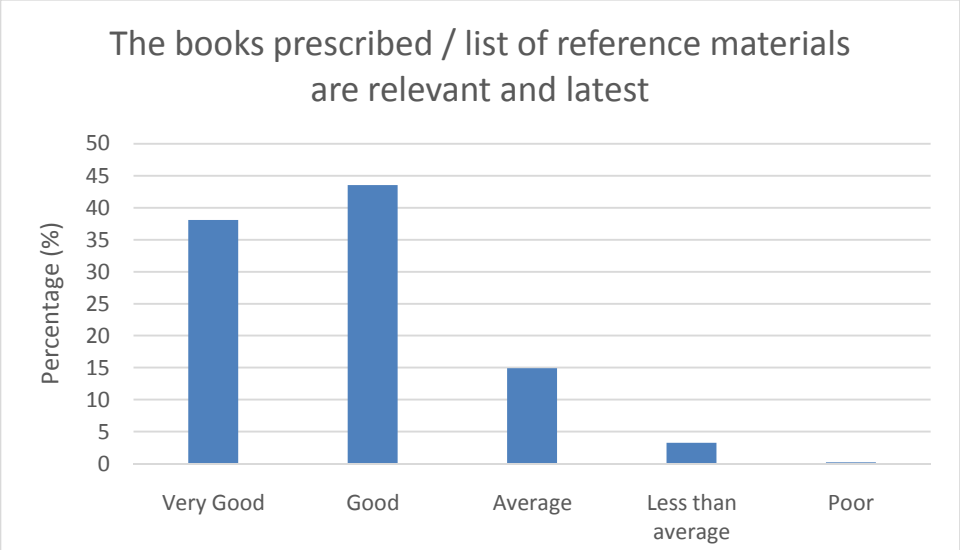
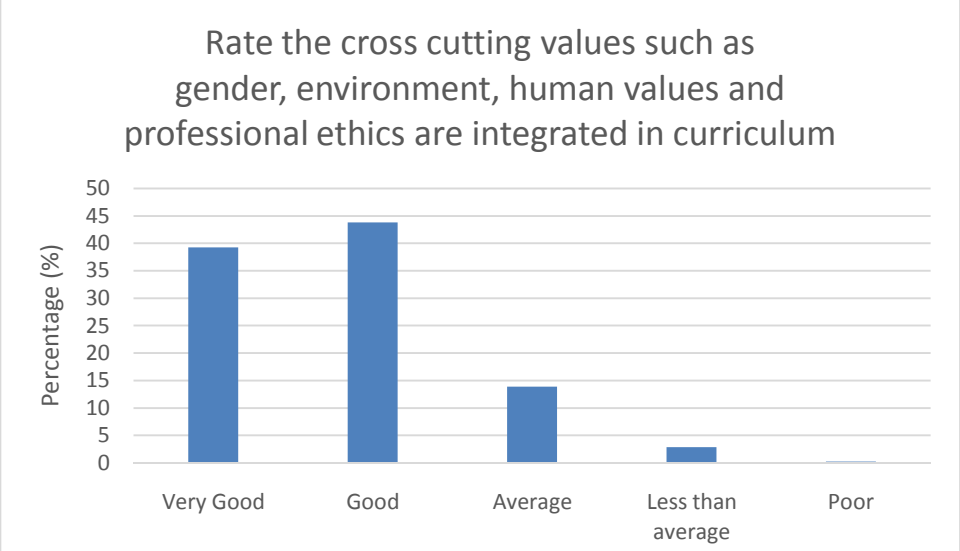
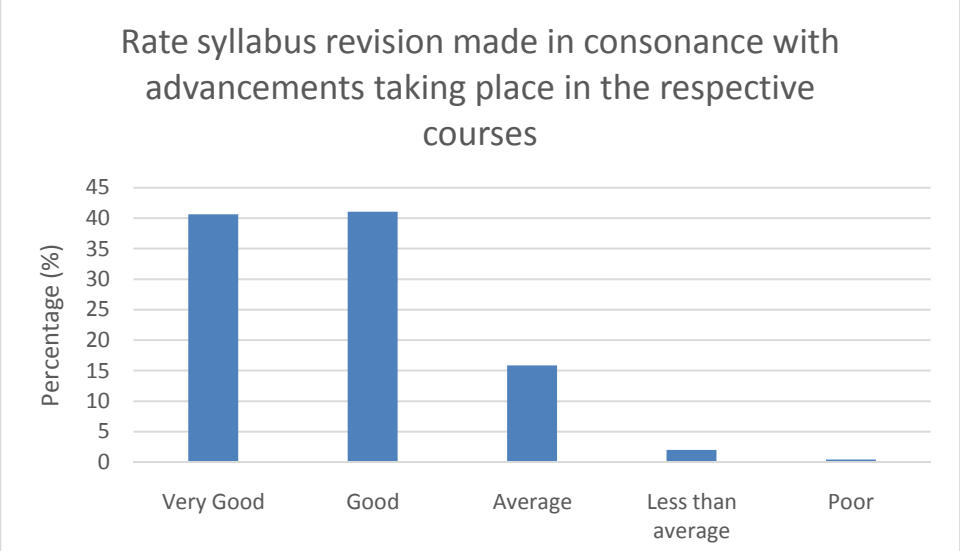
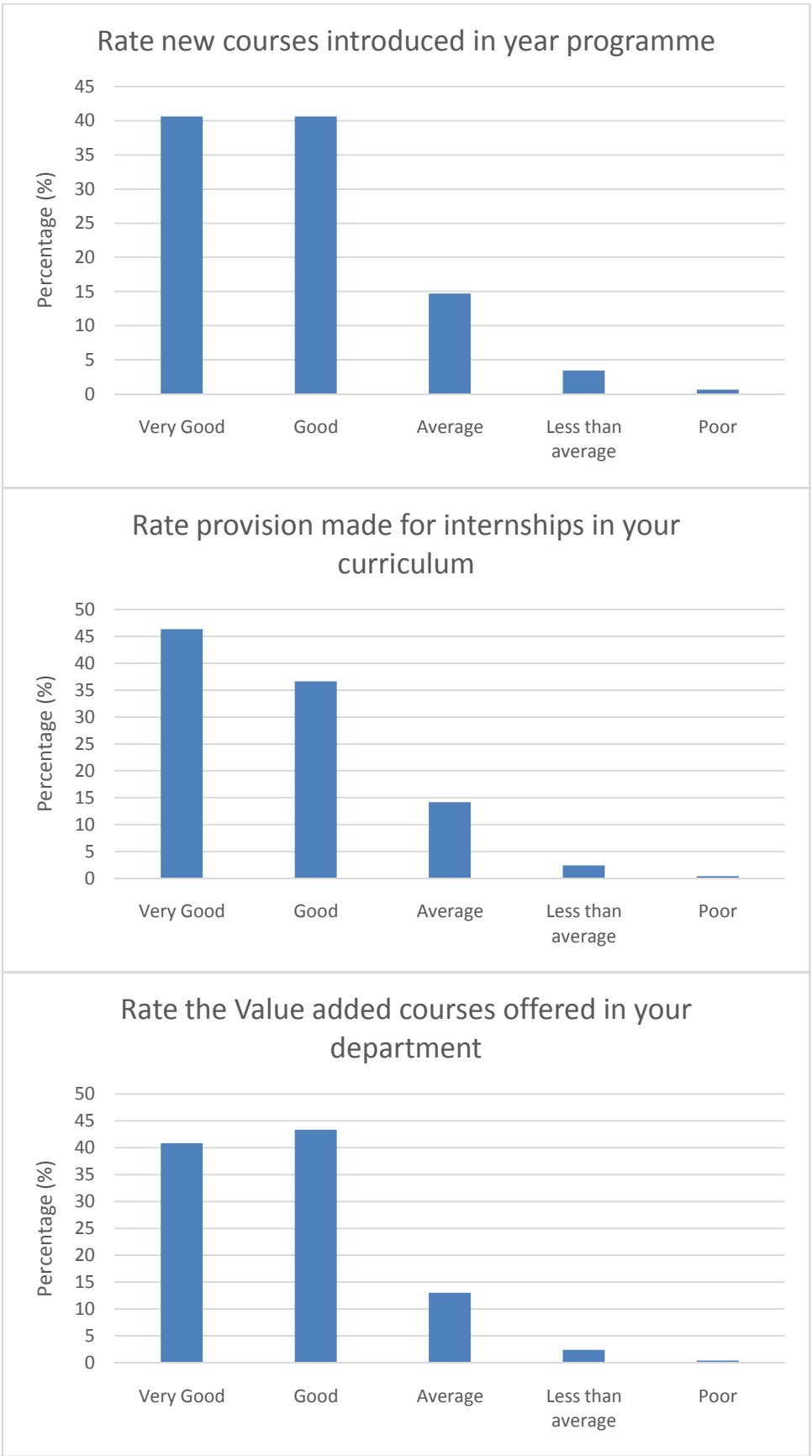
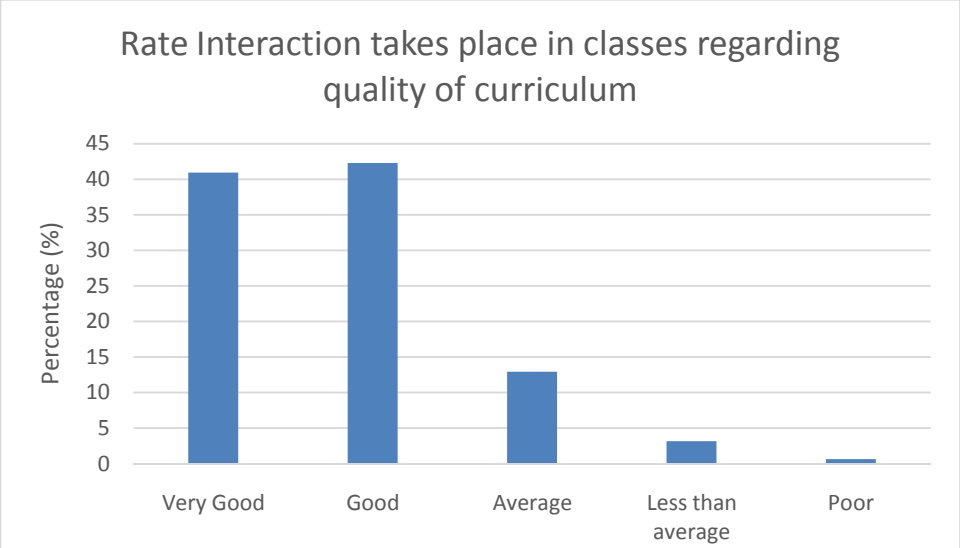
Very Good
Good
Average
Less than average
Poor


The books prescribed / list of reference materials are relevant and latest
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate syllabus revision made in consonance with advancements taking place in the respective courses
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate new courses introduced in year programme
Percentage (%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate provision made for internships in your curriculum
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the Value added courses offered in your department
Percentage (%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor



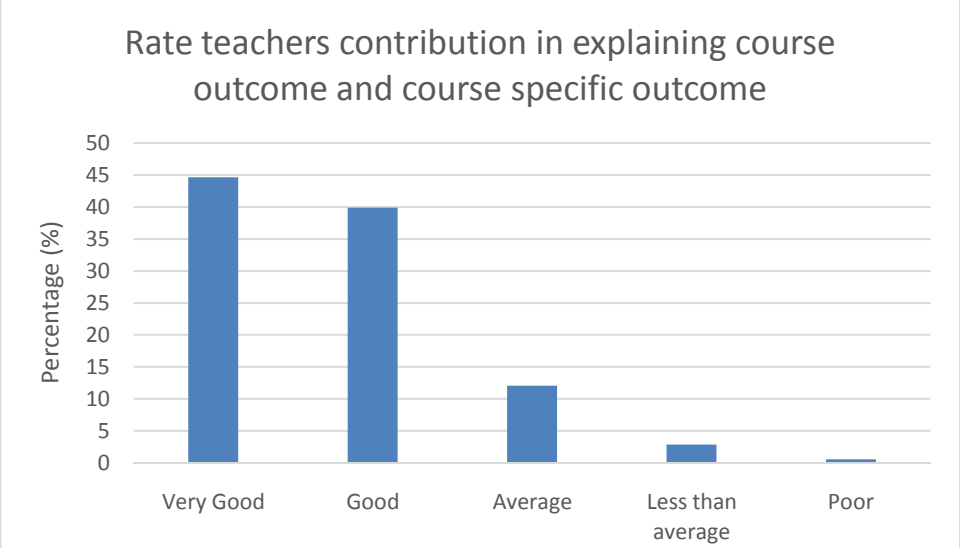


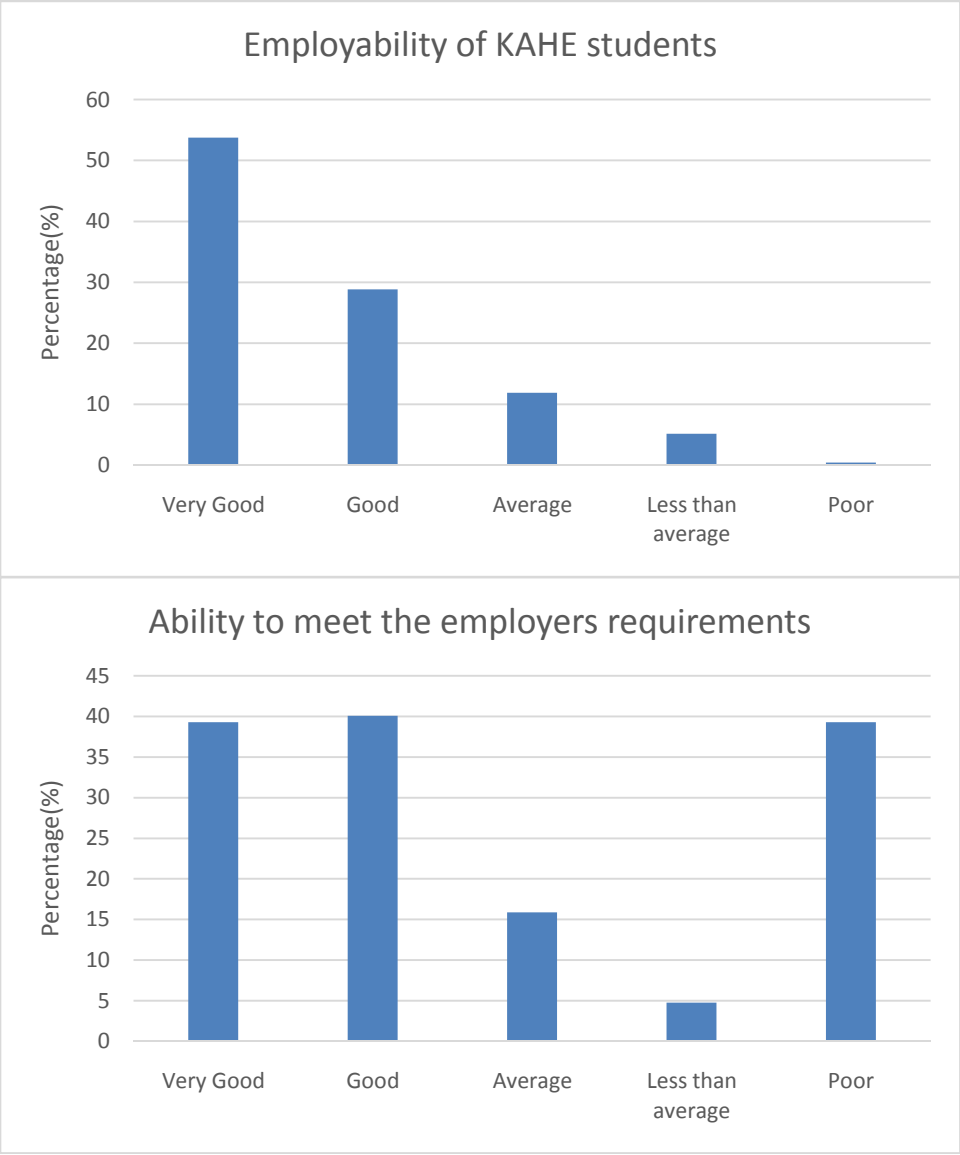
Table-8: Alumni Feedback on Curriculum (2017-2018)

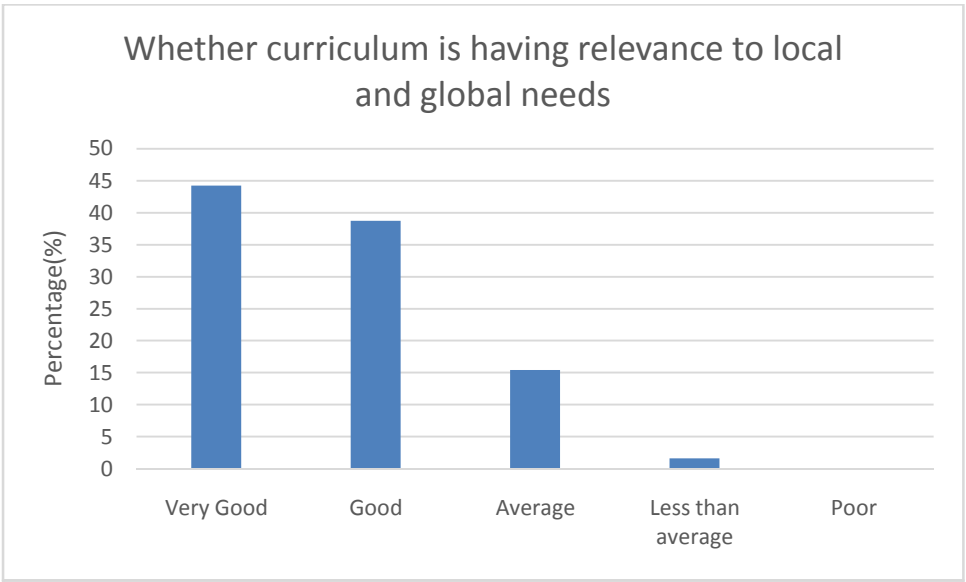
S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Out of 5	Remarks
1.	Employability of KAHE students	53.75	28.85	11.85	5.13	0.39	4.72	Very Good
2.	Ability to meet the employers requirements	39.28	40.07	15.87	4.76	39.28	4.76	Very Good

3.	Whether curriculum is having relevance to local and global needs	44.26	38.73	15.41	1.58	0	4.92	Very Good
4.	Whether all the courses are having focus on employability	37.00	45.66	14.17	3.14	0	4.84	Very Good
5.	Relevance of curriculum to the industry's expectations	43.02	34.66	16.73	4.38	1.19	4.72	Very Good
6.	Whether the syllabus is updated regularly	42.23	41.03	11.15	4.78	0.79	4.72	Very Good
7.	Innovation in teaching	41.73	37.40	12.20	7.87	0.78	4.56	Very Good
8.	Infrastructure	38.61	41.31	14.28	3.86	1.93	4.71	Very Good
9.	Learning Resources	46.87	34.37	13.67	4.29	0.78	4.74	Very Good
10	Mentoring and guidance	44.31	36.07	15.29	4.31	0	4.78	Very Good
11	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	46.21	34.26	12.749	6.37	0.39	4.66	Very Good
12	The institution provides multiple opportunities to learn and grow	47.24	35.82	12.99	1.96	1.96	4.80	Very Good

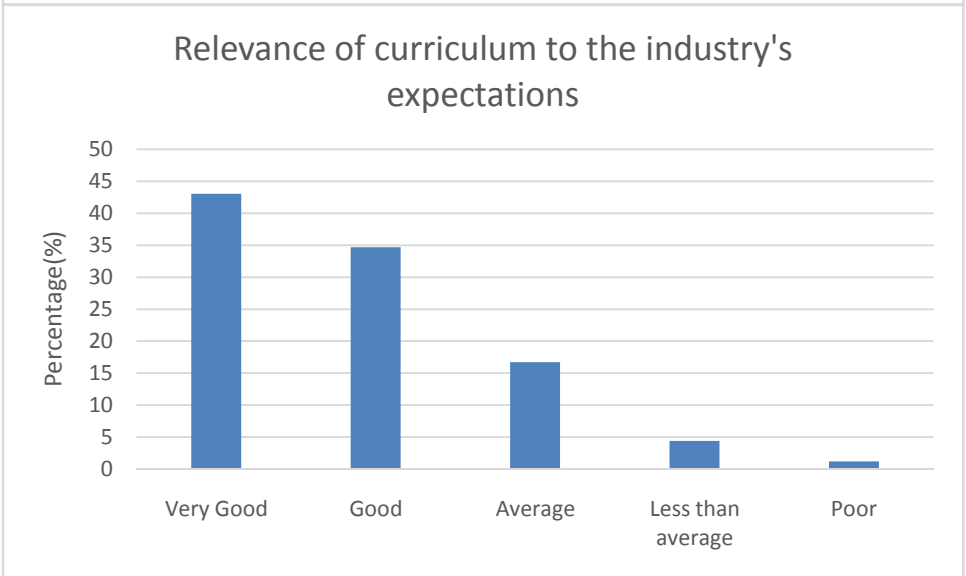
Feedback received from alumni revealed that out of twelve chosen parameters, all the parameters have been rated “very good”. The first five parameters were rated very good with scores 4.72, 4.76, 4.92, 4.84 and 4.72 reflects on Employability, ability to meet the employers

requirements, relevance to local and global needs, all the courses are having focus on employability, and relevance of curriculum to the industry's expectations respectively. Followed by the parameters 6-10 which were also rated very good with scores 4.72, 4.56, 4.71, 4.74 and 4.78 reflected on Mentoring and guidance, Learning Resources, Infrastructure, Innovation in teaching and syllabus is updated regularly respectively. The parameters 11 and 12 rated very good with scores 4.66 and 4.80 indicated that Institution provides multiple opportunities to learn and grow and also takes active interest in promoting internship student exchange, field visit opportunities for students. Further the table clearly reports that Alumnae feel proud to be the student of KAHE as is evident from the mean scores.




Whether curriculum is having relevance to local and global needs
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

Whether all the courses are having focus on employability
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Relevance of curriculum to the industry's expectations
Percentage(%)
50
45
40
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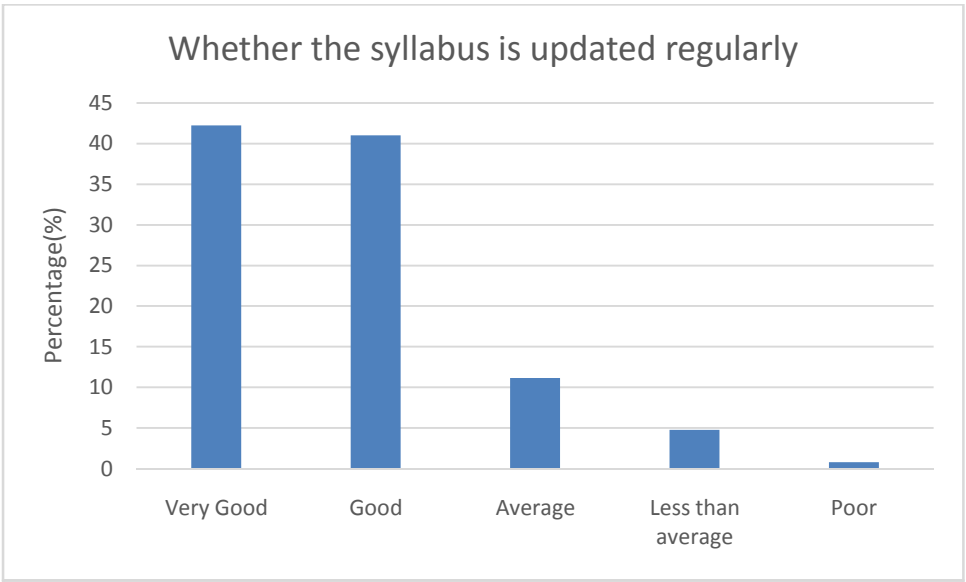
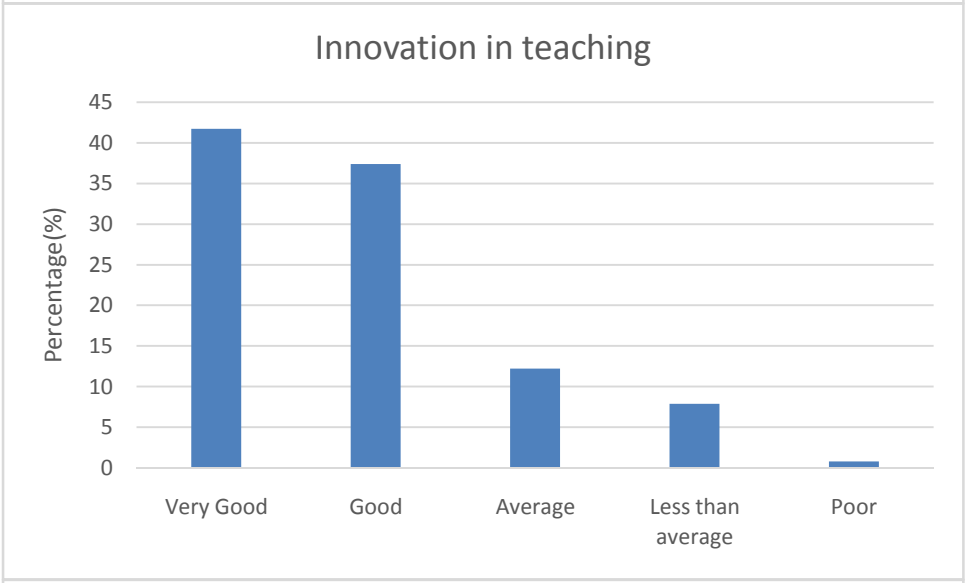
0
Very Good
Good
Average
Less than average
Poor


Whether the syllabus is updated regularly
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Innovation in teaching
Percentage(%)
45
40
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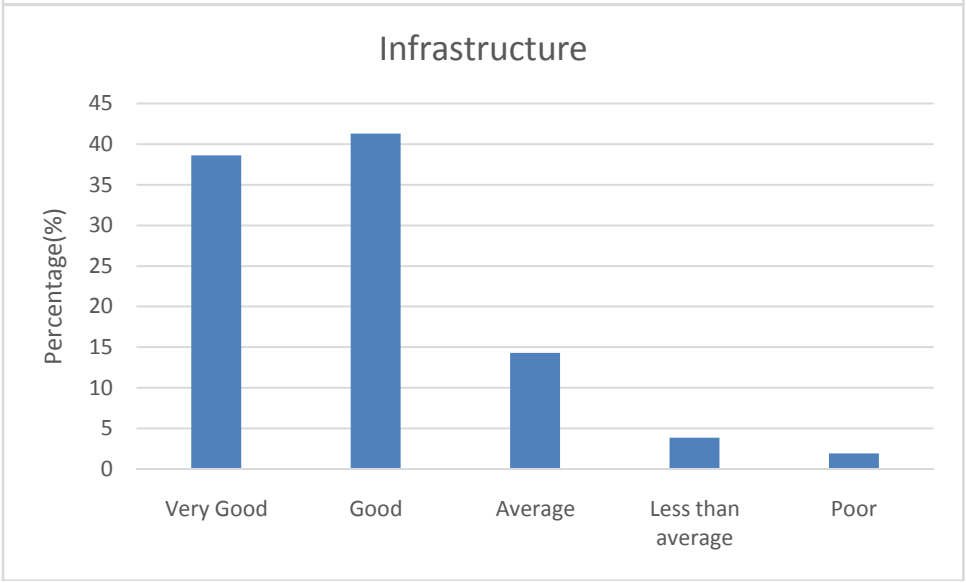
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Infrastructure
Percentage(%)
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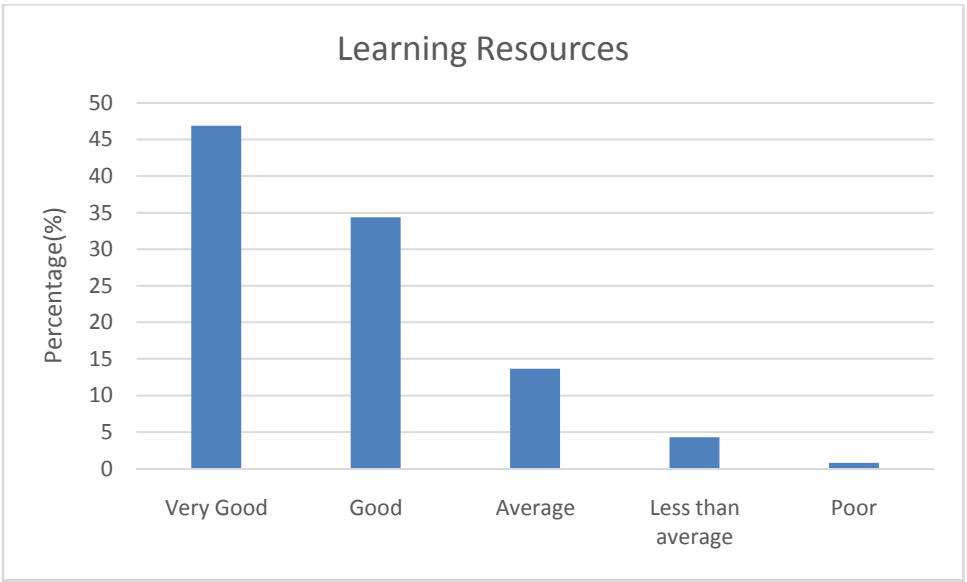
Very Good
Good
Average
Less than average
Poor


Learning Resources
Percentage(%)
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15
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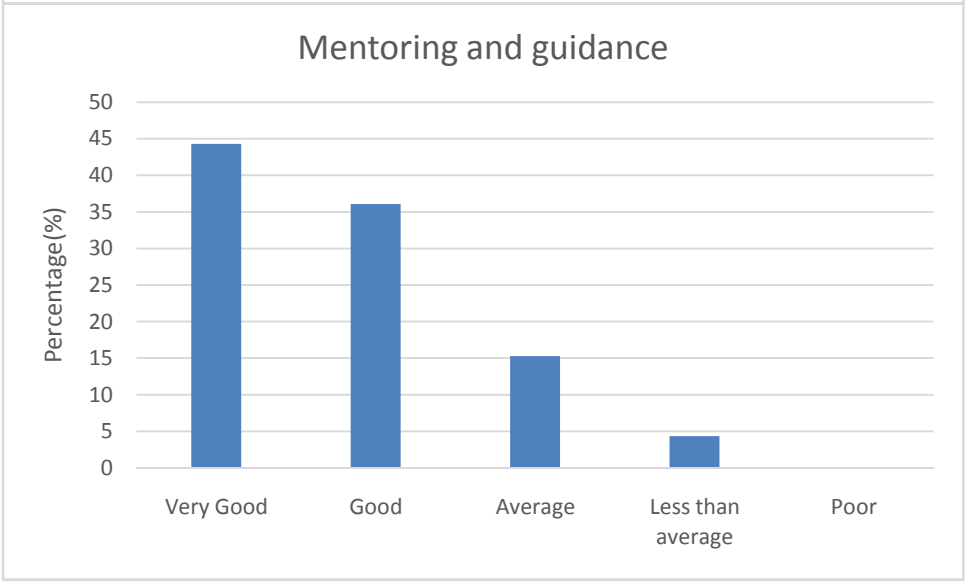
5
0
Very Good
Good
Average
Less than average
Poor


Mentoring and guidance
Percentage(%)
50
45
40
35
30
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20
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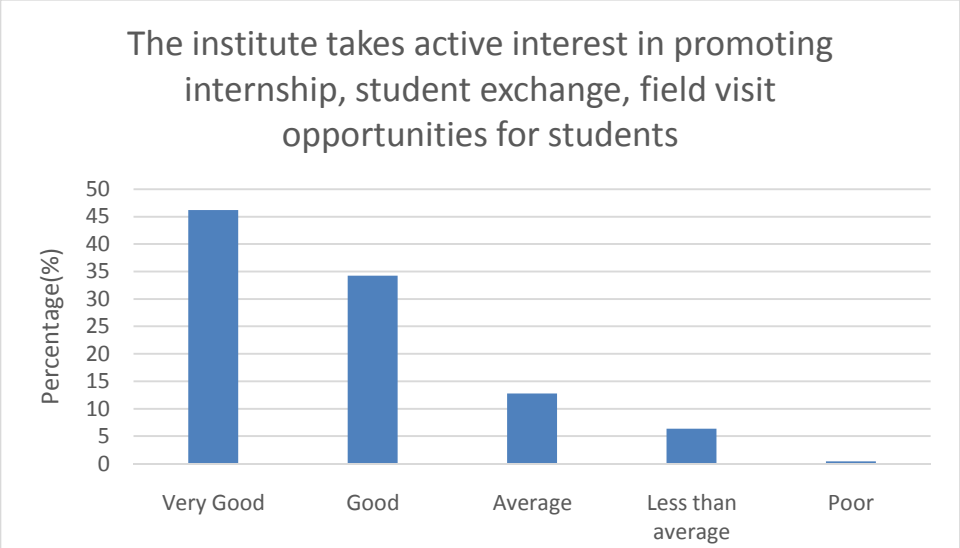
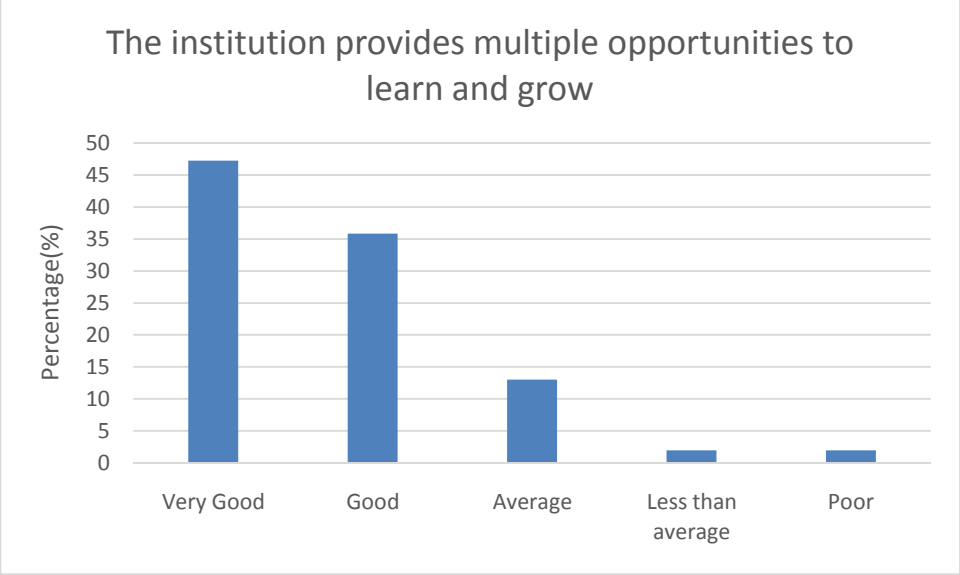
Very Good
Good
Average
Less than average
Poor





Feedback reports 2017-18

With respect to the feedback reports from students and alumni, the weighted average was calculated for all the parameters. If the weighted average score for all the parameters exceeds a value of 3.5, it was considered that the curriculum and syllabi are good. If it is less than 3.5 action has been taken and presented below.

S.No	Department /Programme	Stake holder	Feedback	Action taken
1.	**Automobile Engineering**	Student	The curriculum is outcome based and expected outcomes are attained(Score:3.00)	The attainment of expected outcomes was verified through continuous Internal Assessment marks and End Semester Exam Results

			Rate the size of the syllabus in terms of load on students (Score:3.20)	size of the syllabus in terms of load on students was ensured in the 2017-18 Board of studies (BOS)
			Curriculum has a good balance between theory and lab(score:3.30)	A good balance between theory and lab was ensured in the BOS
			Rate new courses introduced in year programme (score:3.30)	New courses were introduced
			Rate the value added courses offered in your Department(score:3.40)	More value added courses were conducted
			Rate the electives offered in relation to the technological advancements(score:3.40)	New electives of technological importance were offered
			Rate the evaluation scheme designed for each of the course(score: 3.40	The evaluation scheme is common to all programs and it is going well
			The books prescribed / list of reference materials are relevant and latest (score:3.40)	It was ensured in the BOS for the books and reference materials to be relevant and latest.
			Rate interaction takes place in classes regarding quality of curriculum(score:3.50)	Faculty members were advised to interact more in the class rooms
			Rate teachers contribution in explaining course outcome and course specific outcome (score:3.50)	Teachers were advised to explain the course outcome and course specific outcome in the beginning of the course.
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and	No Action required

			workplace equipment	
2.	**B.Com (PS)**	Student	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment	No Action required
3.	**B.Com (CA)**	Student	Rate the relevance of the units in syllabus relevent to the course	In the subsequent BOS the relevance of the units in syllabus to the course was ensured
			Rate the relevance of the syllabus relevant to the local needs of the industry / employer	In the subsequent BOS the care was taken to make the syllabus relevant to the local needs of the industry / employer
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill,	No Action required

			developing innovative thinking, based on local needs and to handle technology and workplace equipment	
4.	**B.Com**	Student	weighted average score is greater than 3.5	No action required
		Alumni	Employability of KAHE students	Placement training was provided along with technical training
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment	No Action required
5.	**B.Tech.Biotech**	Student	Rate syllabus revision made in consonance with advancements taking place in the respective courses (score:3.33)	In the BOS it was decided to add the technical advances in in the related courses.
			Rate provision made for internships in your curriculum(score:3.33)	Students were given opportunities for internship.
			Rate the Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum (score:3.39)	The process of integration of the courses on gender, environment, human values and professional ethics in to the curriculum was strengthened.
			Rate the value added courses offered in your Department (score:3.39)	More number of value added courses were offered to the students
			Rate the evaluation scheme designed for each of the course (score:3.40)	The evaluation scheme is common to all programs and it is going well
			Rate new courses introduced	Wherever required new

			in year programme (score:3.44)	courses were added in the curriculum.
			The books prescribed / list of reference materials are relevant and latest (Score: 3.50)	In the BOS meeting it was ensured that the books prescribed / list of reference materials are relevant and latest
		Alumni	Ability to meet the employers requirements (Score: 3.32)	Hand's on training and workshop programmes were conducted to meet the employers requirements
			Whether the syllabus is updated regularly(score: 3.32)	Syllabi is revised every year
			Employability of KAHE students (score: 3.38)	Hand's on training and workshop programmes were conducted to increase the employability of our students
			Relevance of curriculum to the industry's expectations(Score: 3.39)	Feedback has been obtained from employers also to know about the industry's expectations
			Infrastructure (score: 3.39)	Sufficient number of classrooms, ICT facility and smart boards were provided
			Whether curriculum is having relevance to local and global needs (score:3.40)	In the BOS meeting it was ensured that the curriculum is having relevance to local and global needs
			Whether all the courses are having focus on employability (score:3.40)	In the BOS meeting it was ensured that the courses are having focus on employability
			The institute takes active interest in promoting internship, student exchange, field visit opportunities for students (score:3.40	More opportunities has been provided to go for internship and field projects
			The institution provides multiple opportunities to learn and grow (score:3.50)	Students were encouraged to participate in conferences, seminars and Hand's on training programs.
		Teachers	List of Experiments may be shuffled. New courses may be introduced in Paper III (Special papers) in the Ph.D Programme.	The feedbacks were considered, discussed in the board of studies conducted on 13-6-2018. In the course **18BTBT203** - List of Experiments were shuffled. Three new courses (18RBTE308, 18RBTE309,

				18RBTE310) were introduced in Paper III (Special Paper)
		Employer	Advances in Plant Molecular Biology and Advances in Genetic Engineering courses may be clubbed together and a new course on Cell Culture Techniques may be included.	Advances in Plant Molecular Biology and Advances in Genetic Engineering courses were clubbed together and a new course on Cell Culture Techniques was introduced.
6.	**BBA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment	No Action required
7.	**BCA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Introduction to Information Technology course may be replaced with Computer Fundamentals in Semester I. • Introduction to Information Technology Practical may be replaced with Computer Fundamentals Practical in Semester I.	The feedback were considered, discussed in the board of studies conducted on 08-6-2018. Introduction to Information Technology course is replaced with Computer Fundamentals in Semester I. • Introduction to Information Technology

				Practical is replaced with Computer Fundamentals Practical in Semester I.
		Employer	Script Language Practical may be replaced with Computer Networks and Internet Technologies Practical in Semester II.	The feedback were considered, discussed in the board of studies conducted on 08-6-2018 Script Language Practical is replaced with Computer Networks and Internet Technologies Practical in Semester II.
8.	**Biochemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	i) Some of the topics in unit II may be shifted to unit I ii) The contents of unit III may be shifted to unit II and the topic colorimetry may be added with required subheadings.	The feedback were considered, discussed in the board of studies conducted on 08-6-2018 i) Some of the topics in unit II are shifted to unit I ii) The contents of unit III shifted to unit II and the topic colorimetry is added with required subheadings.
		Employers	A Topic on radioisotopes may be added	The feedback was considered, discussed in the board of studies conducted on 08-6-2018. A Topic on radioisotopes was added
9.	**Chemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	Whether the syllabus is updated regularly	Syllabi was updated every year
		Teachers	a. In the Course "Organic Chemistry I –Reaction mechanisms" Retrosynthesis: disconnections, synthon, linear and convergent synthesis, umpolung of reactivity may be added.	The feedback was considered, discussed in the board of studies conducted on 11-6-2018. a. In the Course "Organic Chemistry I –Reaction mechanisms" (18CHP101) in Unit V "Retrosynthesis: disconnections, synthon, linear and convergent synthesis, umpolung of

				reactivity" has been added.
		Employer	In Organometallic chemistry" Porphyrins, metalloenzymes, oxygen transport, electron transfer reactions" may be added.	The feedback was considered, discussed in the board of studies conducted on 11-6-2018 In the course Elective II "Organometallic chemistry" (18CHP205C) in the Unit III " Porphyrins, metalloenzymes, oxygen transport, electron transfer reactions" has been added.
10.	**Civil Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Latest edition of text and reference books are suggested	The feedback was considered, discussed in the board of studies conducted on 11-6-2018. Latest edition of text and reference books were added. Conference proceedings and journal papers are added as additional reference.
		Employer	Research methodology and IPR, numerical analysis labs may be included in the curriculum	The feedback was considered, discussed in the board of studies conducted on 11-6-2018 As per AICTE, research methodology and IPR, numerical analysis lab, mini project, open electives and audit courses are added in the respective semesters on both regular and part time courses.
11.	**Computer Science**	Student	weighted average score is greater than 3.5	No action required
		Alumni	Infrastructure	More number of classrooms, Labs, ICT facility and smart boards were provided to the Department
		Teacher	A course on 'Multimedia and its Applications' may be replaced with Computer Networks and Internet Technologies	The feedback were considered, discussed in the board of studies conducted on 08-6-2018. Multimedia and its Applications course is replaced with Computer

				Networks and Internet Technologies in Semester II.
		Employers	Practical's may be introduced in Multimedia and its Applications course.	The feedback were considered, discussed in the board of studies conducted on 08-6-2018. Multimedia and its Applications – Practical course is replaced with Computer Networks and Internet Technologies – Practical in Semester II.
12.	**Computer Science and Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment	No Action required
13.	**ECE**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes	No action required

			internship, student exchange, field visit opportunities for students.	
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment	No Action required
14.	**EEE**	Student	Rate the size of the syllabus in terms of load on students (score:3.29)	In the subsequent BOS the size of the syllabus in terms of load on students were optimised
			Rate new courses introduced in year programme (score:3.29)	Wherever required new courses were added in the curriculum
			Rate the objectives stated for each of the course (score:3.43)	The objectives were fine tuned
			Rate the evaluation scheme designed for each of the course (score:3.43)	The evaluation scheme is common to all programs and it is going well
			Rate interaction takes place in classes regarding quality of curriculum (score:3.43)	Teachers were advised to interact with the students in the classroom
			Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start-ups'(score:3.50)	The curriculum was fine-tuned, so that the courses in it become suitable for entrepreneurship development and initiate "start-ups"
			Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence (score:3.50)	More placement training in the areas of analytical, reasoning and soft skills were provided to make the students industry ready.
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Overview of converters and introduction of voltage source inverters may be included in 4th Unit of Basic Electrical Engineering in 1st Sem.	The feedback were considered, discussed in the board of studies conducted on 12-6-2018. Overview of converters and introduction of voltage source inverters were included in 4th Unit of Basic Electrical Engineering in 1st Sem.

		Employer	Residual Current Circuit Breaker (RCCB) may be added in 5th Unit of Basic Electrical Engineering in 1st Sem	The feedback were considered, discussed in the board of studies conducted on 12-6-2018 Residual Current Circuit Breaker (RCCB) was added in 5th Unit of Basic Electrical Engineering in 1st Sem
15.	**COMPUTER SCIENCE (BSC IT & BSC CT PROGRAMMES)**	Student	weighted average score is greater than 3.5	No action required
		Alumni	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	Students were encouraged to go for internships and field visits. More industry visits were also encouraged.
		Teacher	A theory and practical course on Computer fundamentals may be included in Semester I	The feedback were considered, discussed in the board of studies conducted on 08-6-2018 Developing Programming Logic and Techniques Course is replaced with Computer fundamentals in Semester I • Office Automation Practical is replaced with Computer fundamentals Practical in Semester I.
		Employer	Computer Networks and Internet Technologies in Semester II.	The feedback were considered, discussed in the board of studies conducted on 08-6-2018 Database programming with Oracle (SQL and PL/SQL) course is replaced with Computer Networks and Internet Technologies in Semester II..
16.	**Mathematics**	Student	Rate new courses introduced in year programme	New courses were introduced wherever technological advancements are there.
		Alumni	Learning Resources	Library facilities, ICT and smart board facilities were provided to increase the learning resources.
			Whether the syllabus is	Every year syllabi revision

			updated regularly	has been made
			Whether curriculum is having relevance to local and global needs	Yes, curriculum is having relevance to local and global needs.
		Teachers	In Differential Equations Units III & V may be excluded and Unit IV may be included as Unit III. Laplace transforms and its properties may be included as Unit IV. The content of Unit V may be as applications of Laplace transforms for solving Differential Equation.	The feedback were considered, discussed in the board of studies conducted on 13-6-2018 In Differential Equations (17MMU201) Units III & V was excluded and Unit IV was made as Unit III. Laplace transforms and its properties were included as Unit IV. Applications of Laplace transforms for solving Differential Equation was included as unit V
		Employer	Business Mathematics and Statistics (17CCU202) In Unit-I, The nominal, effective rate of interest and continuous rate of interest and their interrelationship may be excluded.	The feedback were considered, discussed in the board of studies conducted on 13-6-2018 In Business Mathematics and Statistics (17CCU202)In Unit-I, The nominal, effective rate of interest and continuous rate of interest and their interrelationship was excluded.
17.	**MBA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill,	No Action required

			developing innovative thinking, based on local needs and to handle technology and workplace equipment	
18.	**Mechanical Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Cycloid, Epi cycloid, hypocycloid topics may be included in Unit II of Engineering graphics I.	The feedback was considered, discussed in the board of studies conducted on 13-6-2018 Cycloid, Epi cycloid, hypocycloid topics are included in Unit II of Engineering graphics I.
		Employers	Isometric Projections may be included in Engineering Graphics and Design Course. Plumbing practice may be added in workshop / Manufacturing practices.	The feedback was considered, discussed in the board of studies conducted on 13-6-2018 Isometric Projections is included in the Unit –V of Engineering Graphics and Design Course. In semester II, Plumbing practice is added in workshop / Manufacturing practices.
19.	**Microbiology**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	General properties of virus and Actinobacteria are to be included in the Introduction to Microbiology and Microbial Diversity (18MBU101).	The feedback were considered, discussed in the board of studies conducted on 07-6-2018 General properties of virus and Actinobacteria are included in the Introduction to Microbiology and Microbial Diversity (18MBU101).
		Employers	In (18MBU203) Microbial Genetics, Gene Mapping techniques-gene and chromosome walking may be included in the curriculum.	The feedback were considered, discussed in the board of studies conducted on 07-6-2018, In (18MBU203) Microbial Genetics, Gene Mapping techniques-gene and chromosome walking were

				added.
20.	**Pharmacy**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Program outcome, program specific outcome and course outcome may be suitable modified.	The feedback was considered, discussed in the board of studies conducted on 08-6-2018 Program outcome, program specific outcome and course outcome were optimised.
		Employer	Program outcome, program specific outcome and course outcome may be suitable modified.	The feedback was considered, discussed in the board of studies conducted on 08-6-2018 Program outcome, program specific outcome and course outcome were optimised.
21.	**Physics**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Feedbacks collected from teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment	No Action required
22.	**B.Arch**	Student	weighted average score is greater than 3.5	No action required
		Alumni	The institution provides multiple opportunities to learn and grow (score: 3.30)	The Department has conducted value added courses, conferences, seminars, training programmes for the growth of the students.

		Teachers	Add on courses like English speaking writing and oratory skills need to be added	English was taught for all the students
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment	No Action required

Feedback reports 2016-17

KAHE right from its inception has emerged as a benchmark of excellence and innovation for the world of education. With a focus on quality sustenance, the IQAC of KAHE has developed the feedback mechanism commencing from obtaining feedback from various stakeholders through a structured rating scale based feedback forms. KAHE gets feedback from students, alumnae, teachers, employers and parents for continuous in curriculum development and enrichment. For the year **2016-17**, the analysis of stakeholder's feedback report is presented as under.

Student Feedback on curriculum (2016-17)

The categorisation of rating based on average score of different parameters is as follows. Very Good (5), good (4), Average (3), Less than average (2) and poor (1). The results derived in terms of students with common views, average scores and rating are presented in the table:10-12.

Table – 10: Student Feedback on curriculum (2016-2017)

S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Out of 5	Remarks
1.	Rate the relevance of the units in syllabus relevant to the course	51.68	35.42	11.03	1.39	0.46	4.90	Very Good
2.	Rate the relevance of the syllabus relevant to the local needs of the industry / employer	43.32	41.69	12.31	2.32	0.34	4.86	Very Good
3.	Rate the allocation of credits to the courses	38.48	40.58	18.25	2.44	0.23	4.86	Very Good
4.	Rate the electives relevant to the own area / specialization	40.41	43.90	12.89	2.32	0.46	4.86	Very Good
5.	Rate the electives offered in relation to the technological advancements	43.42	40.27	14.08	2.09	0.11	4.88	Very Good
6.	Rate the size of the syllabus in terms of load on students	42.55	39.53	15.11	2.67	0.11	4.86	Very Good

7.	Rate the objectives stated for each of the course	41.34	40.88	12.65	4.06	1.04	4.74	Very Good
8.	Rate the evaluation scheme designed for each of the course	44.13	40.18	12.77	2.32	0.58	4.85	Very Good
9.	Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'	43.21	40.57	11.37	3.67	1.14	4.75	Very Good
10	The curriculum is outcome based and expected outcomes are attained	41.34	41.81	13.70	2.78	0.34	4.84	Very Good
11	Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence	44.36	41.57	12.07	1.74	0.23	4.90	Very Good
12	Curriculum has a good balance between theory and lab	45.41	42.04	9.40	2.78	0.34	4.84	Very Good
13	The books prescribed / list of reference materials are relevant and latest	39.86	41.71	15.87	2.31	0.23	4.87	Very Good
14	Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum	40.78	41.59	14.71	2.54	0.34	4.85	Very Good

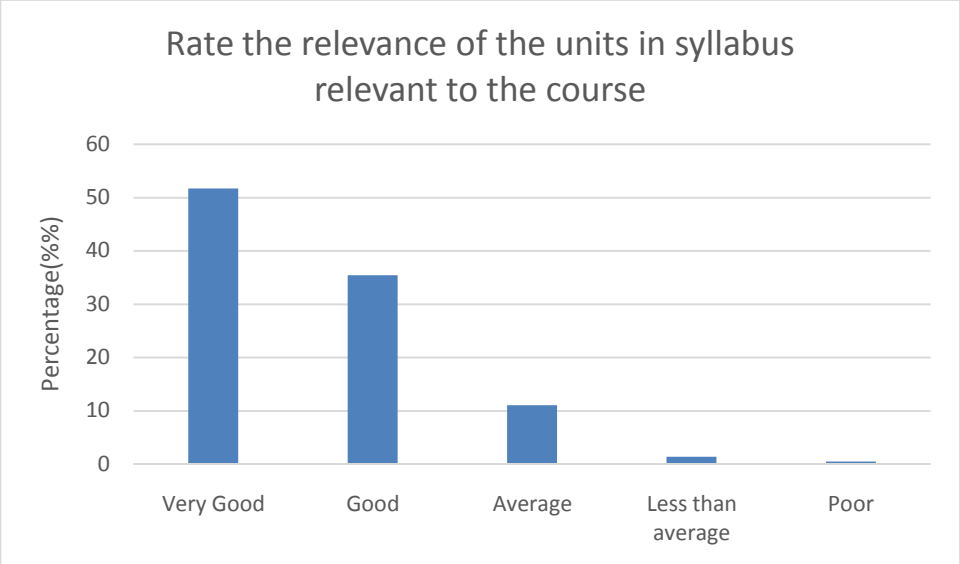
15	Rate syllabus revision made in consonance with advancements taking place in the respective courses	42.22	42.34	13.68	1.27	0.46	4.91	Very Good
16	Rate new courses introduced in year programme	43.60	37.32	15	3.13	0.93	4.79	Very Good
17	Rate provision made for internships in your curriculum	46.41	38.54	11.92	2.08	1.04	4.84	Very Good
18	Rate the Value added courses offered in your department	41.27	43.83	12.55	1.86	0.46	4.88	Very Good
19	Rate Interaction takes place in classes regarding quality of curriculum	43.15	41.18	13.457	1.97	0.23	4.88	Very Good
20	Rate teachers contribution in explaining course outcome and course specific outcome	43.13	42.65	11.23	2.27	0.71	4.85	Very Good

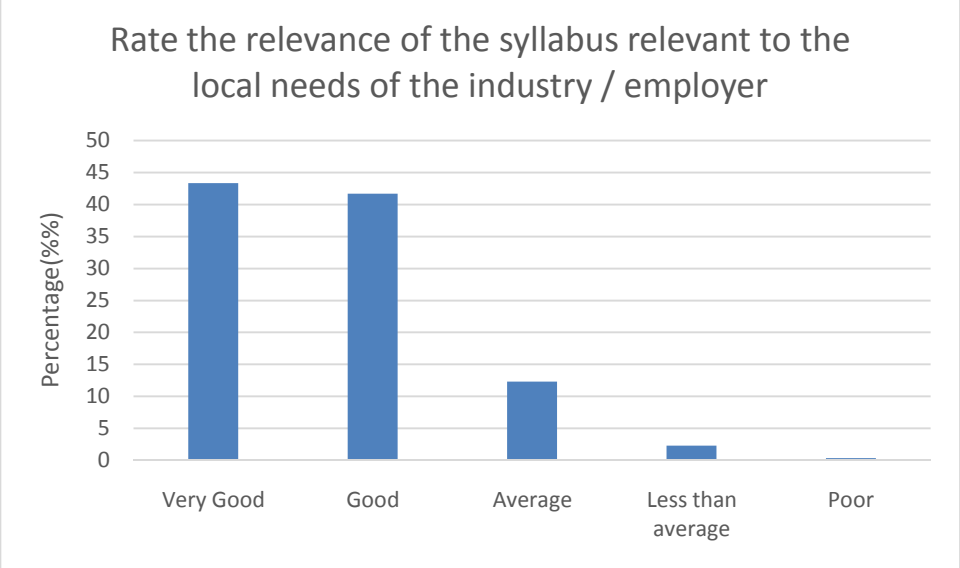
Feedback received from students revealed that out of twenty chosen parameters, all the parameters have been rated "very good". The parameters 1-5, 13 and 16 are rated very good with scores 4.90, 4.86, 4.86, 4.86, 4.88, 4.87 and 4.79 respectively pertained to relevance of the units in the course, syllabus relevant to the local needs of the industry / employer, allocation of credits, electives relevant to the own area / specialization and of technological advancements, books prescribed / list of reference materials are relevant and latest, new courses introduced in year programme reflects on the fact that he Curriculum waswell organizedand structured, is based on the needs of the people, it is not rigid and it allows room for flexibility.

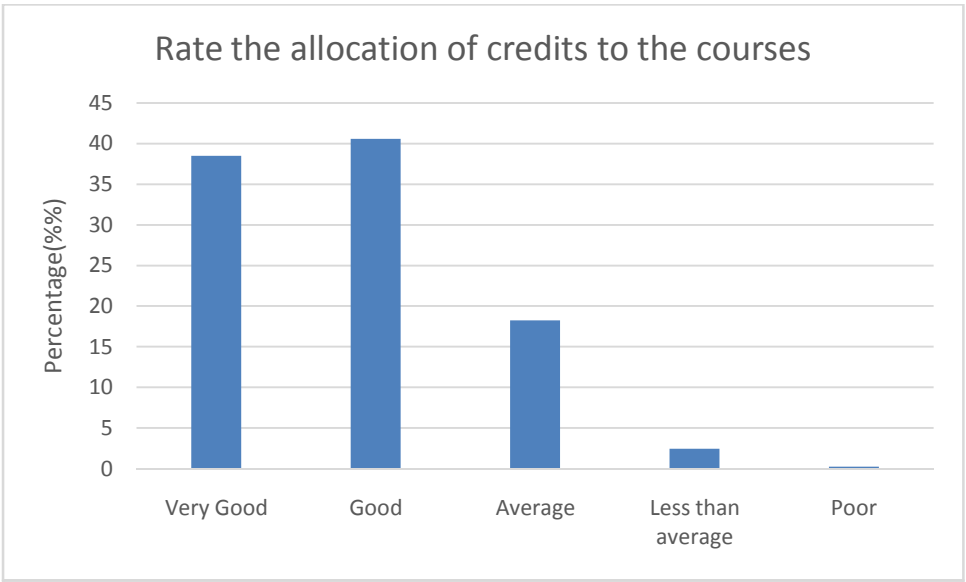
Followed by the parameters 6,7,8,12, 14 and 15 are rated very good with scores 4.86, 4.74, 4.85, 4.84, 4.85 and 4.91 respectively are related to syllabus in terms of load on students, objectives of the course, evaluation scheme, good balance between theory and lab, cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum, revision made in consonance with advancements taking place in the respective courses suggests that the curriculum is dynamic, balanced and evolve regularly to meet the needs of learners as well as the society.

Further, the parameters 19 and 20 rated very good with scores 4.88 and 4.85 are with respect to the interaction takes place in classes regarding quality of curriculum, teachers contribution in explaining course outcome and course specific outcome indicated that there is a very good interaction takes place between the teacher and the students in the classroom.

Finally, the parameters 9,10,11, 17 and 18 were rated very good with scores 4.75, 4.84, 4.90, 4.84 and 4.88 respectively and talks about the curriculum which is industry ready by imparting analytical, reasoning and soft skills in addition to technical competence, promote entrepreneurship and supports to initiate 'Start - ups', provision made for internships, Value added courses ,expected outcomes are attained strongly reflected that the curriculum develop student competency, and is in proper shape in order to meet the challenges of times and make education more responsive. Further it addresses the employability, skill development and entrepreneurship issues of the learners.






Rate the allocation of credits to the courses
Percentage(%%)
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20
15
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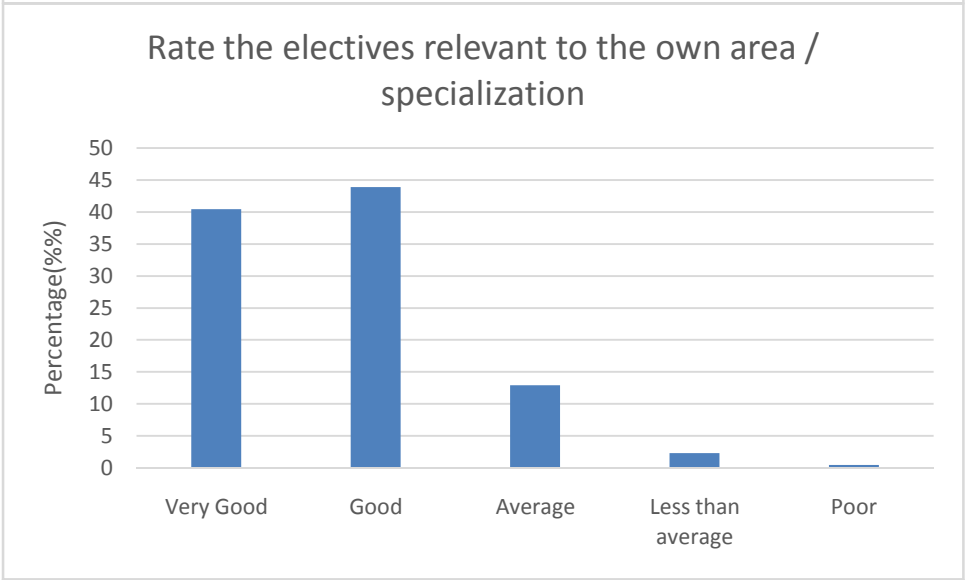
Very Good
Good
Average
Less than average
Poor


Rate the electives relevant to the own area / specialization
Percentage(%%)
50
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10
5
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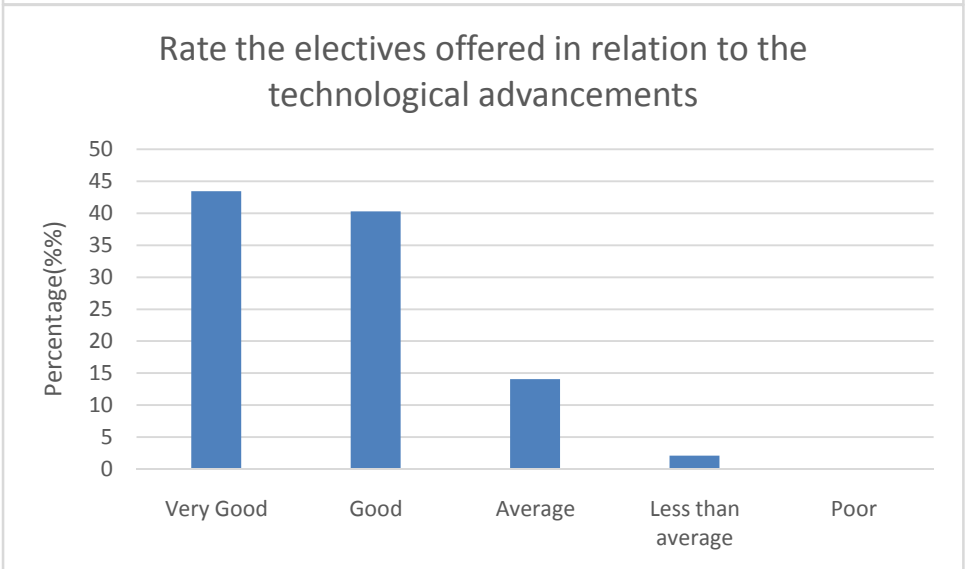
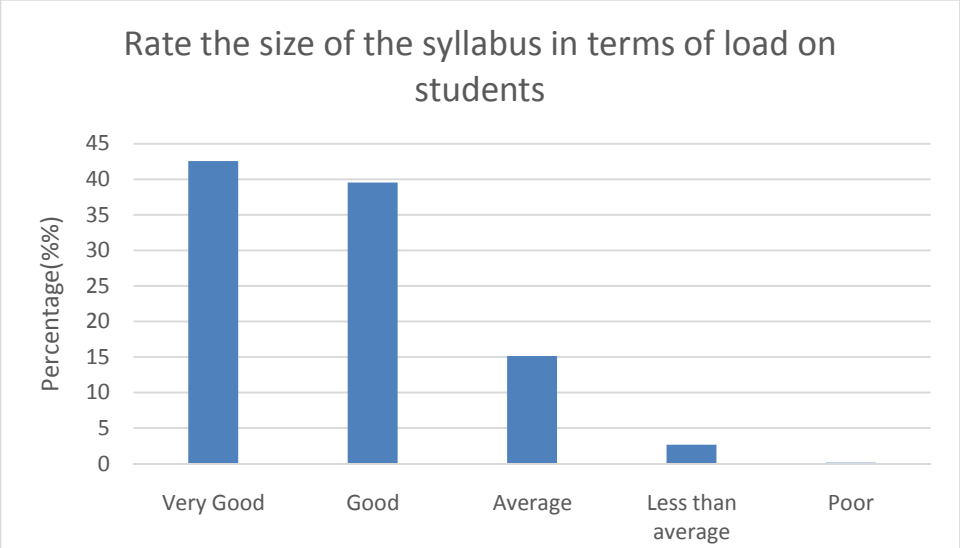
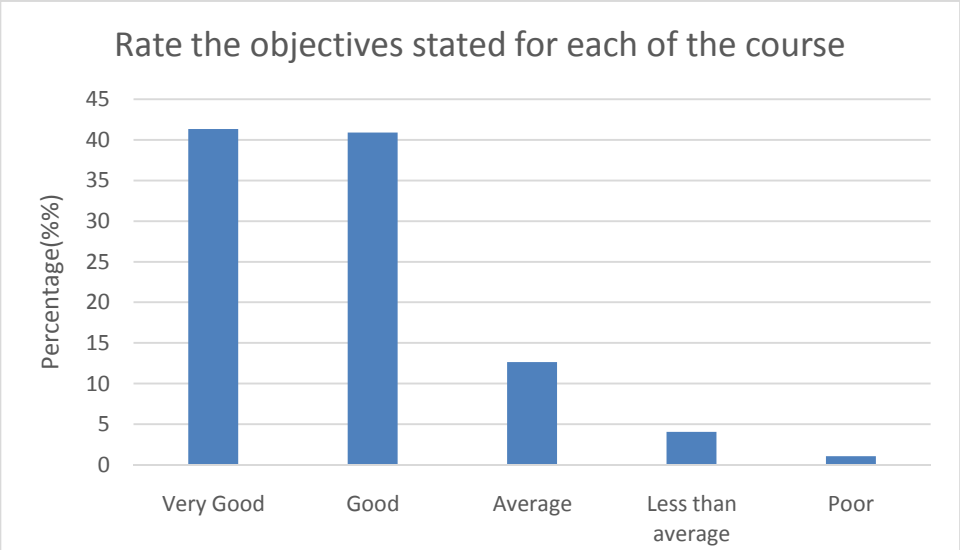
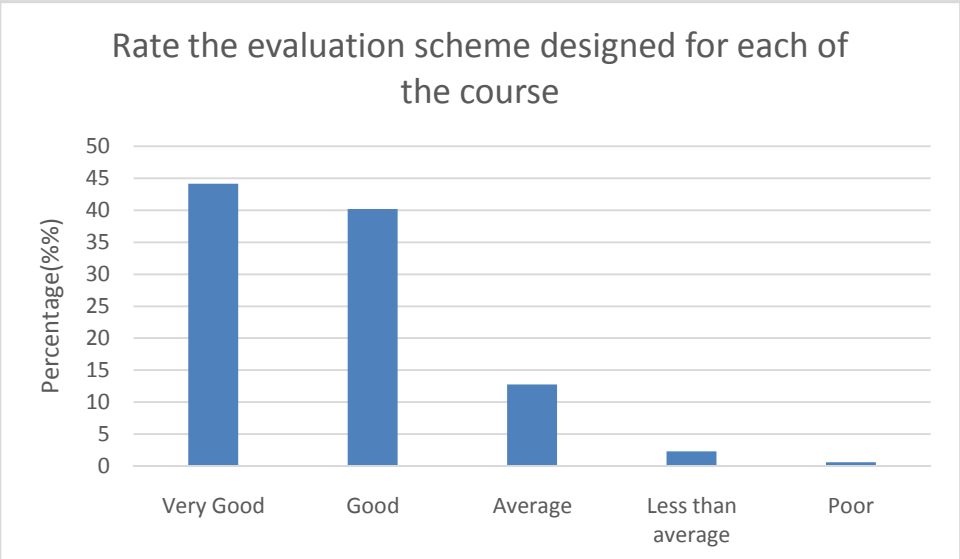
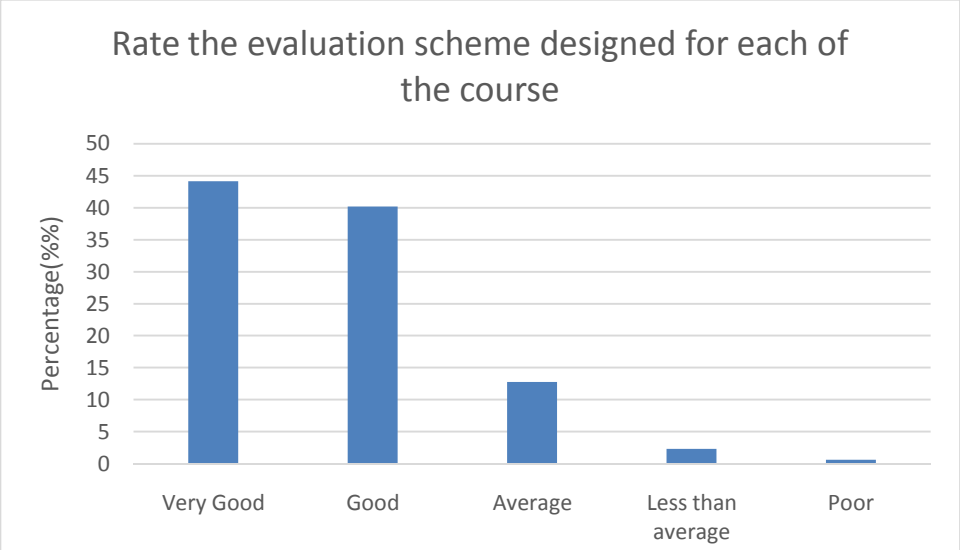
Very Good
Good
Average
Less than average
Poor

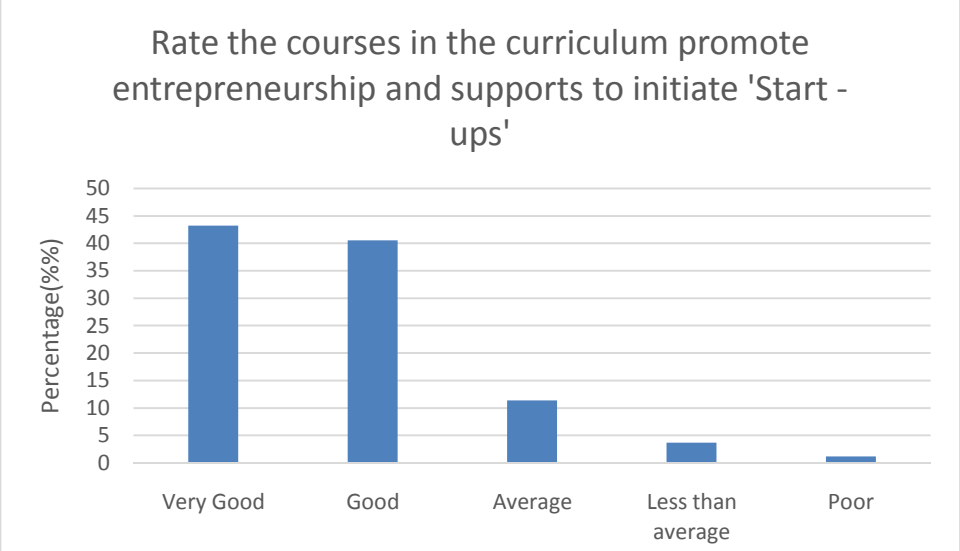

Rate the electives offered in relation to the technological advancements
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

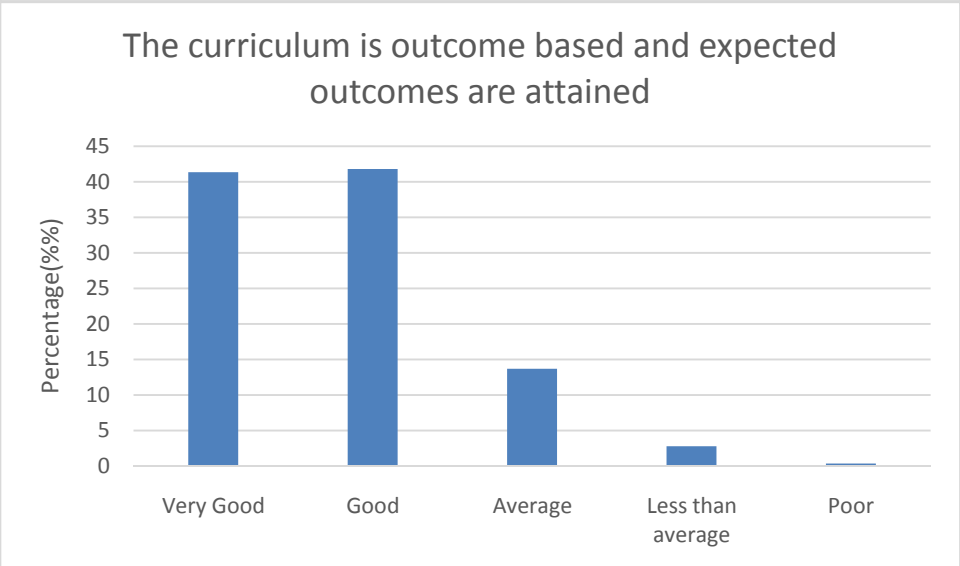

Rate the size of the syllabus in terms of load on students
Percentage(%%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

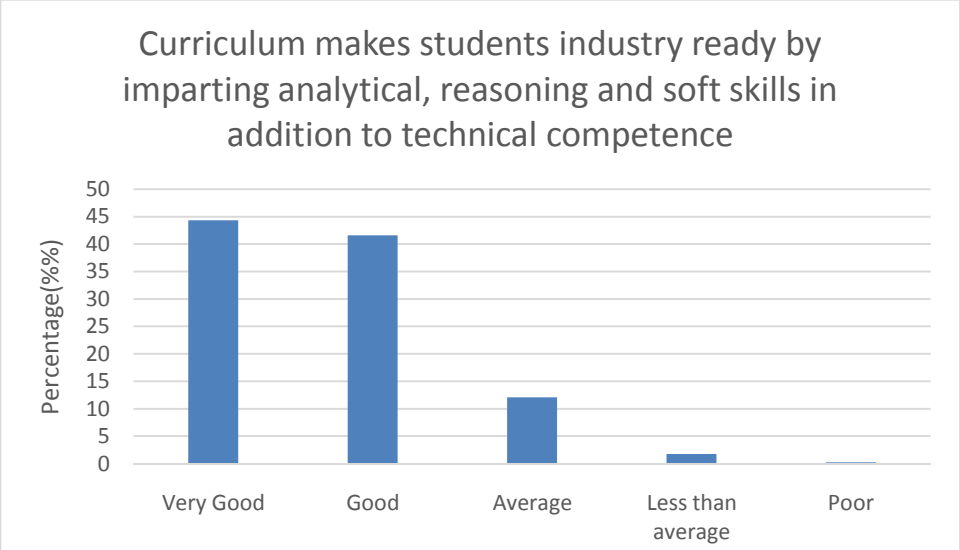

Rate the objectives stated for each of the course
Percentage(%%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

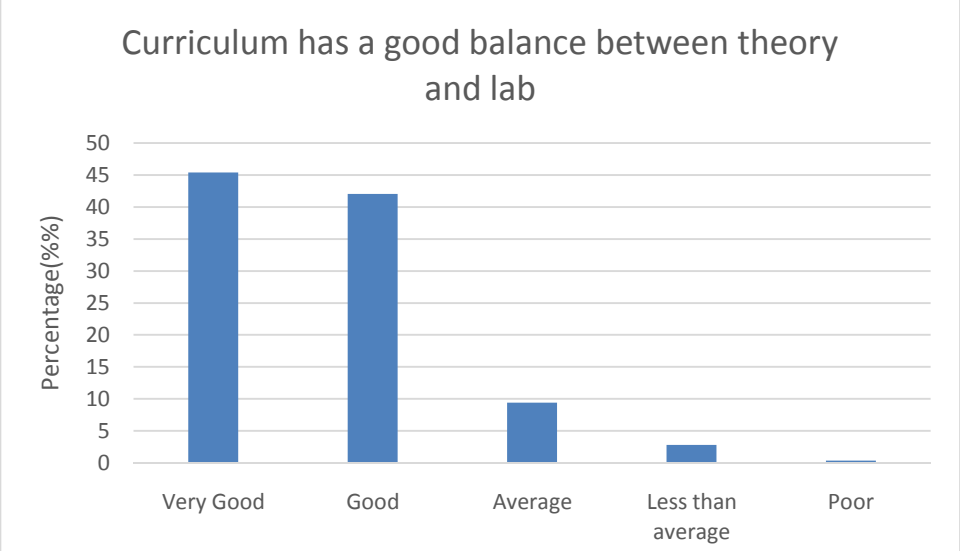

Rate the evaluation scheme designed for each of the course
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

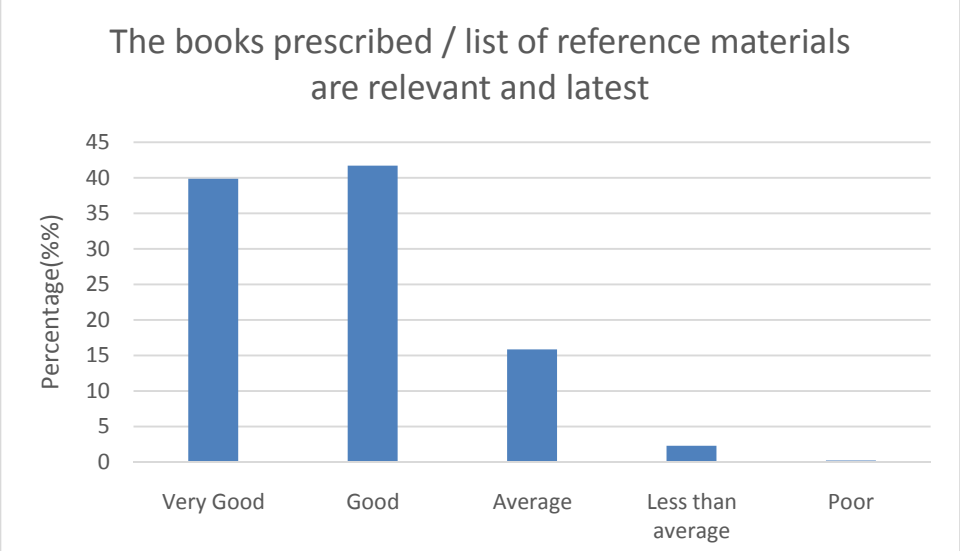

Rate the evaluation scheme designed for each of the course
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

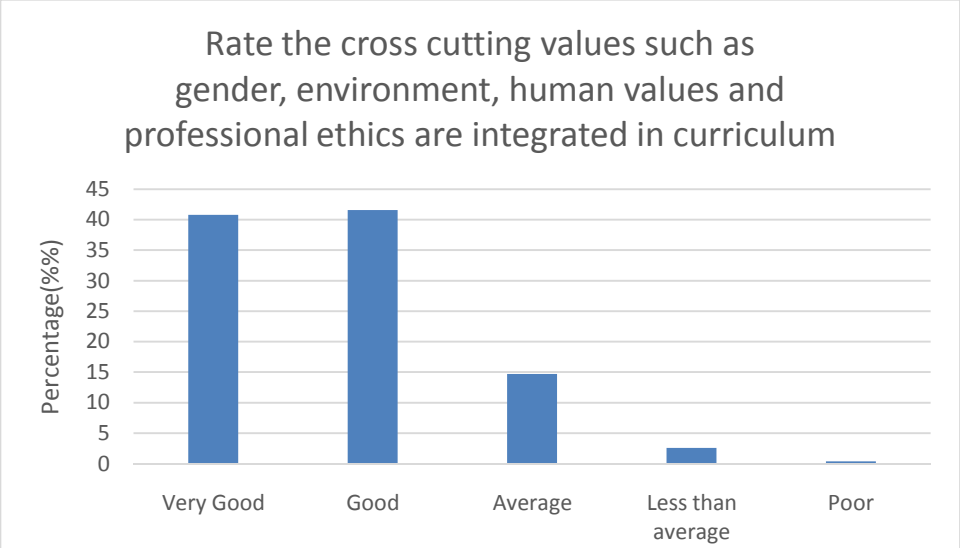

Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

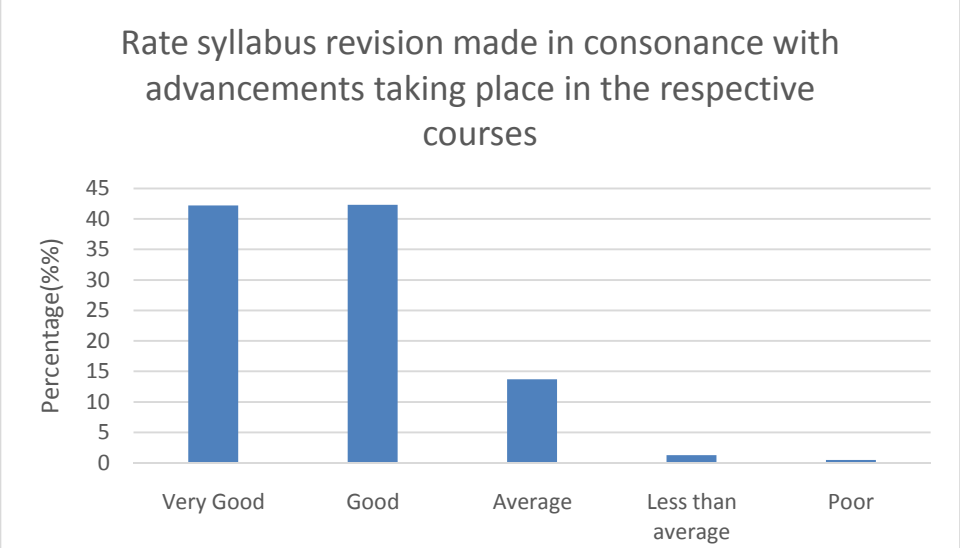

The curriculum is outcome based and expected outcomes are attained
Percentage(%%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

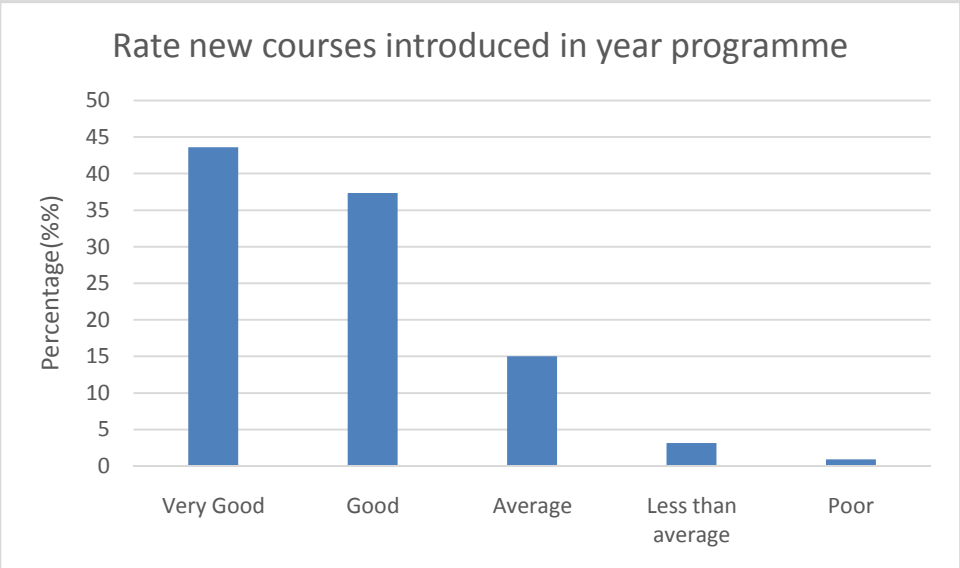

Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

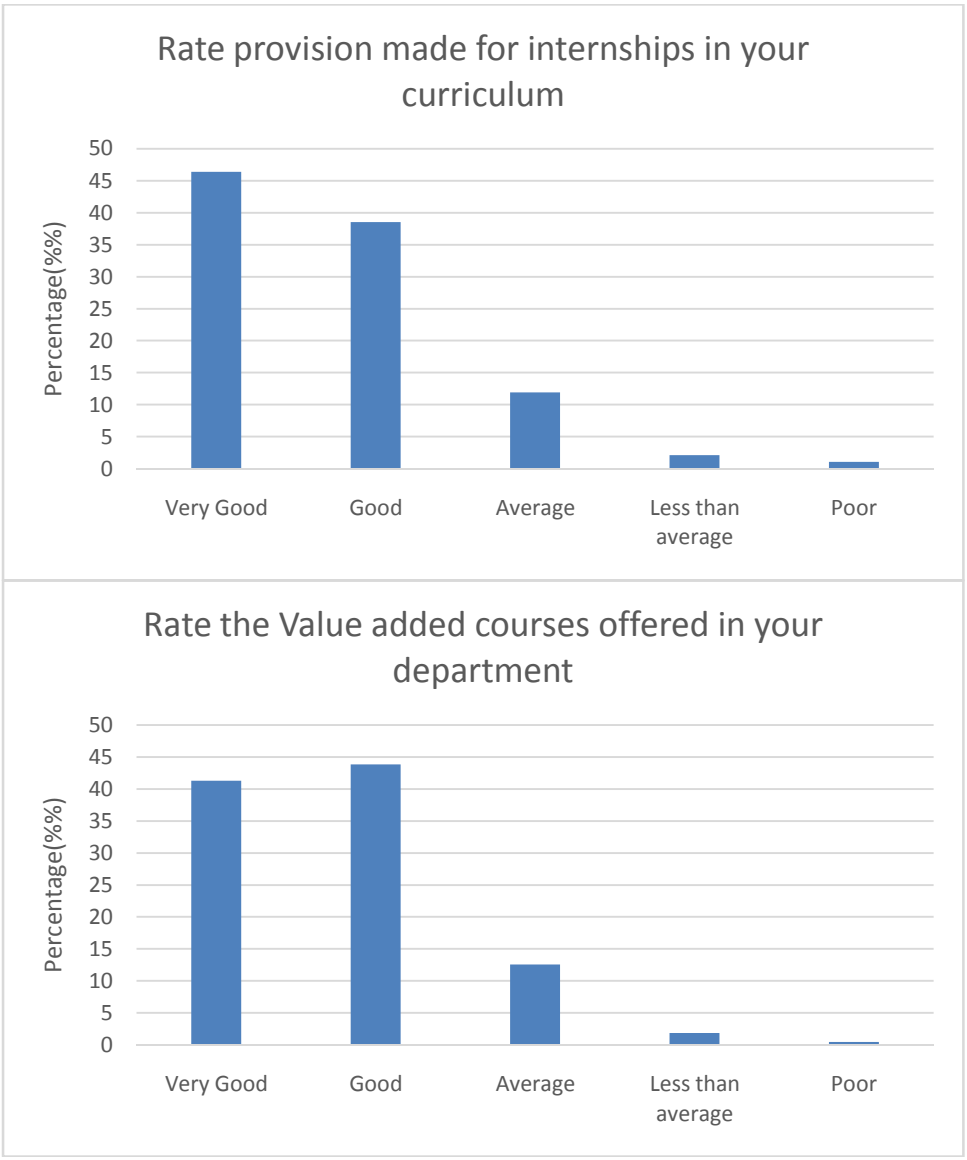

Curriculum has a good balance between theory and lab
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

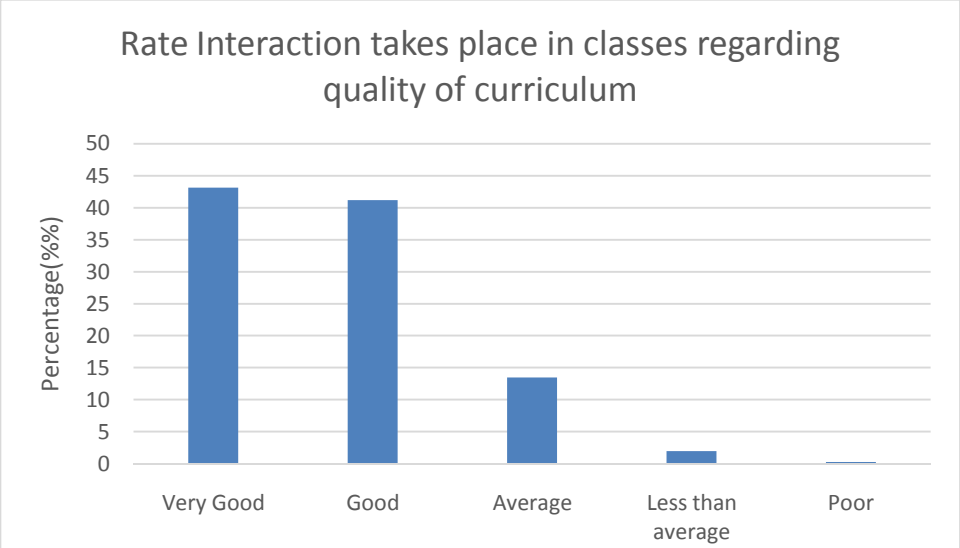

The books prescribed / list of reference materials are relevant and latest
Percentage(%%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
Percentage(%%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate syllabus revision made in consonance with advancements taking place in the respective courses
Percentage(%%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate new courses introduced in year programme
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate provision made for internships in your curriculum
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the Value added courses offered in your department
Percentage(%%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor



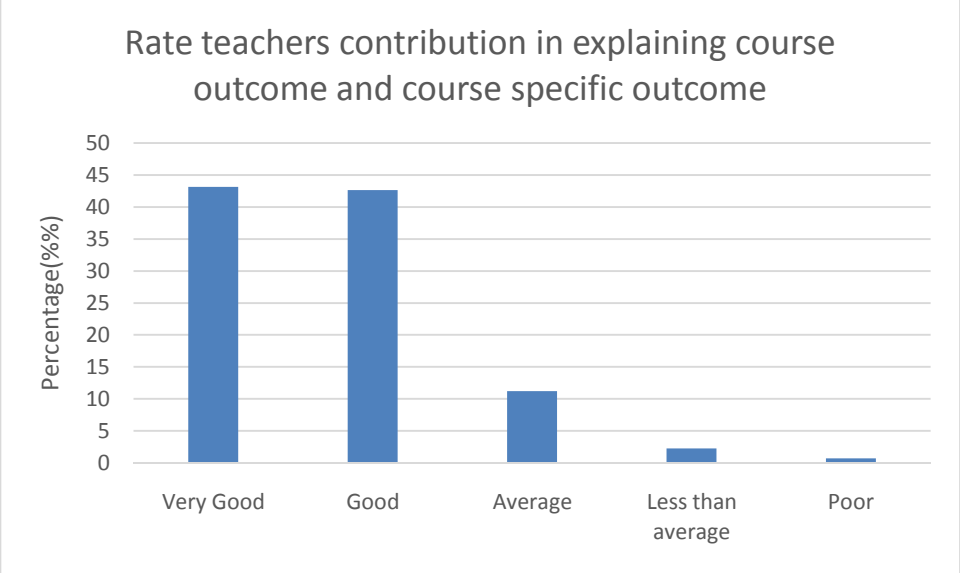


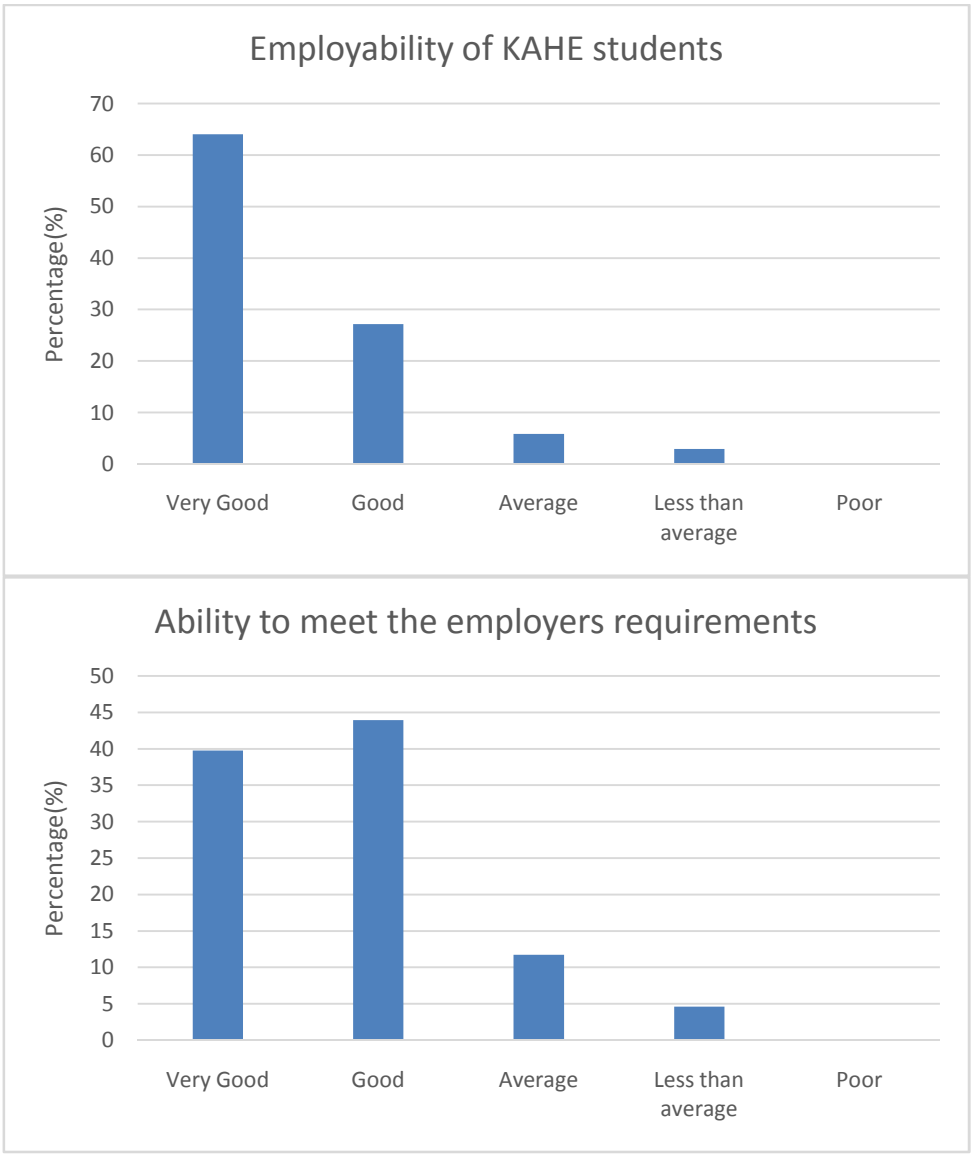
Table 11: Alumni Feedback on Curriculum (2016-2017)

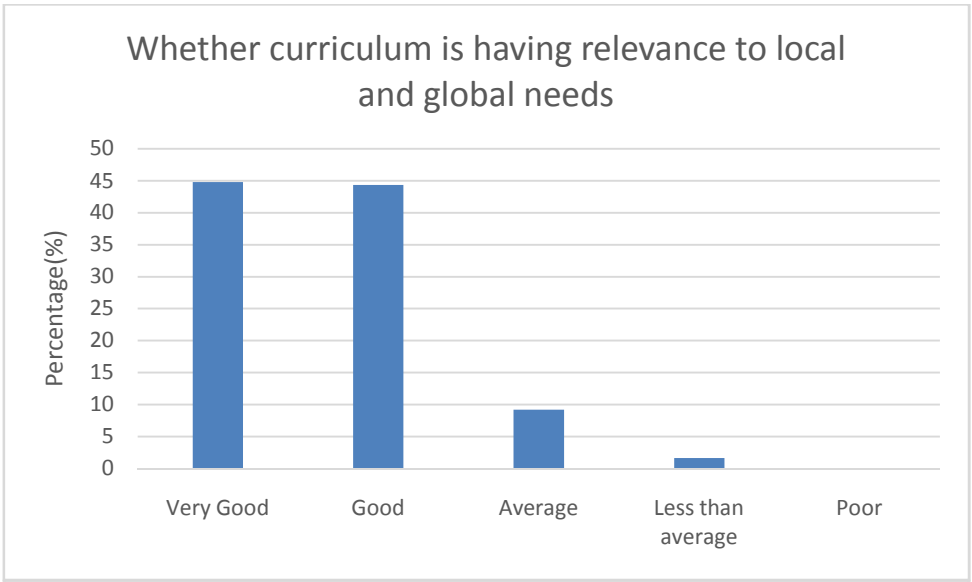
S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Out of 5	Remarks
1.	Employability of KAHE students	64.01	27.19	5.85	2.92	0	4.85	Very Good
2.	Ability to meet the employers requirements	39.74	43.93	11.71	4.60	0	4.76	Very Good

3.	Whether curriculum is having relevance to local and global needs	44.76	44.35	9.20	1.67	0	4.91	Very Good
4.	Whether all the courses are having focus on employability	35.98	49.79	11.29	2.92	0	4.85	Very Good
5.	Relevance of curriculum to the industry's expectations	42.73	37.34	14.52	5.39	0	4.73	Very Good
6.	Whether the syllabus is updated regularly	41.59	46.21	11.34	0.84	0	4.95	Very Good
7.	Innovation in teaching	46.02	39.74	13.38	0.83	0	4.95	Very Good
8.	Infrastructure	34.30	42.67	17.99	5.02	0	4.74	Very Good
9.	Learning Resources	48.53	38.91	12.55	0	0	5	Very Good
10	Mentoring and guidance	43.93	42.25	11.29	2.51	0	4.87	Very Good
11	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	42.91	41.25	15	0.83	0	4.95	Very Good
12	The institution provides multiple opportunities to learn and grow	44.58	40.41	9.58	5.41	0	4.72	Very Good

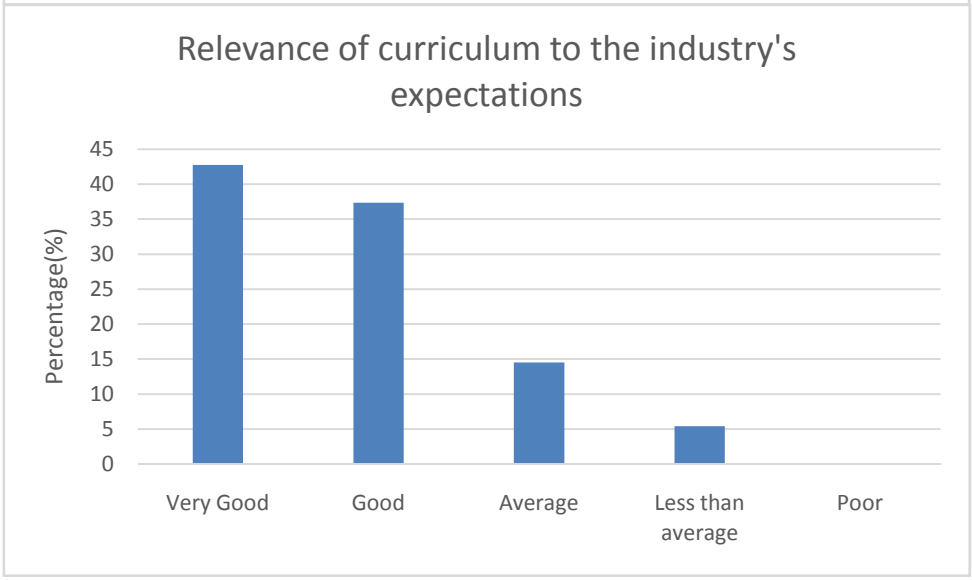
Feedback received from alumni revealed that out of twelve chosen parameters, all the parameters have been rated “very good”. The first five parameters were rated very good with scores 4.85, 4.76, 4.91, 4.85 and 4.73 reflects on Employability, ability to meet the employers

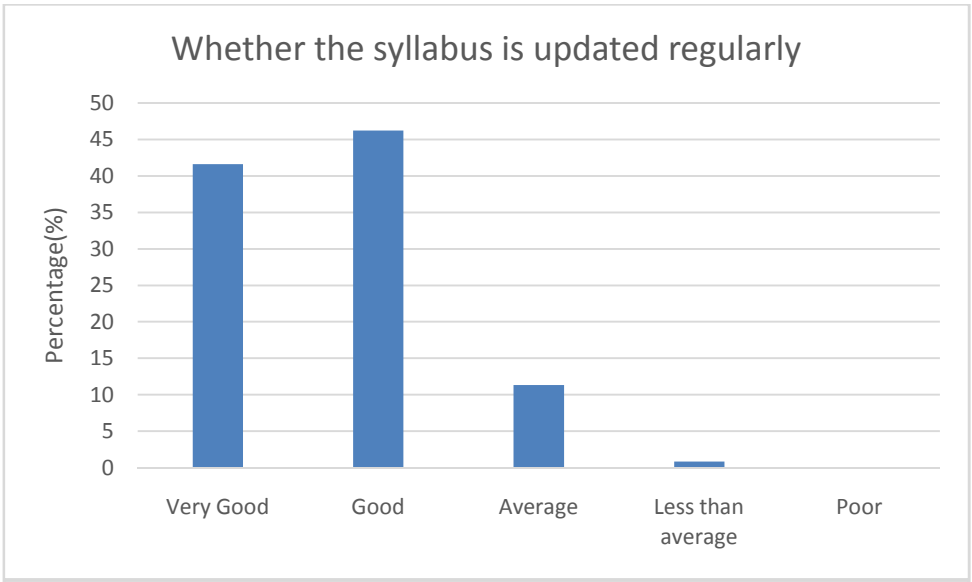
requirements, relevance to local and global needs, all the courses are having focus on employability, and relevance of curriculum to the industry's expectations respectively. Followed by the parameters 6-10 which were also rated very good with scores 4.95, 4.95, 4.74, 5.00 and 4.87 reflected on Mentoring and guidance, Learning Resources, Infrastructure, Innovation in teaching and syllabus is updated regularly respectively. The parameters 11 and 12 rated very good with scores 4.95 and 4.72 indicated that Institution provides multiple opportunities to learn and grow and also takes active interest in promoting internship student exchange, field visit opportunities for students. Further the table clearly reports that Alumnae feel proud to be the student of KAHE as is evident from the mean scores.

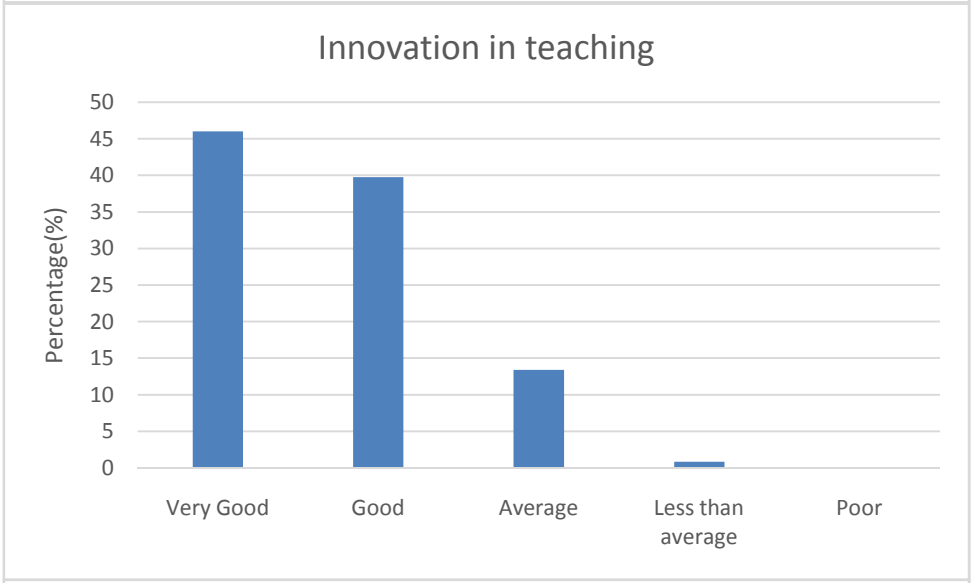


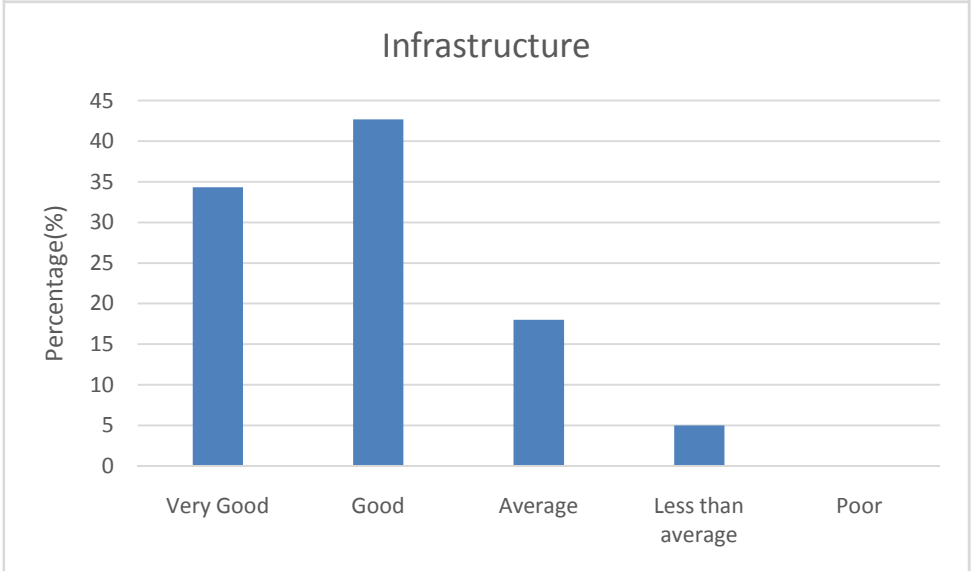

Whether curriculum is having relevance to local and global needs
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

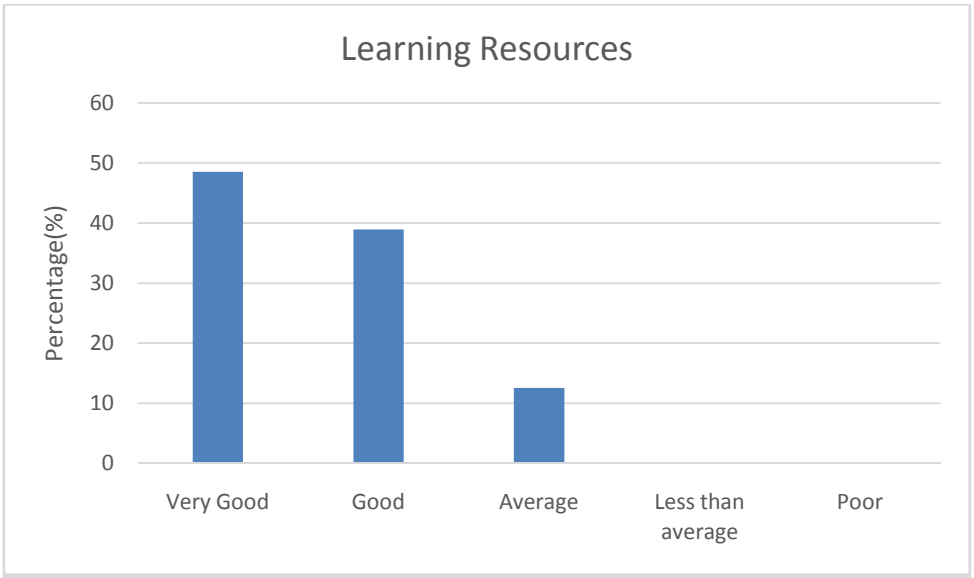
Whether all the courses are having focus on employability
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor

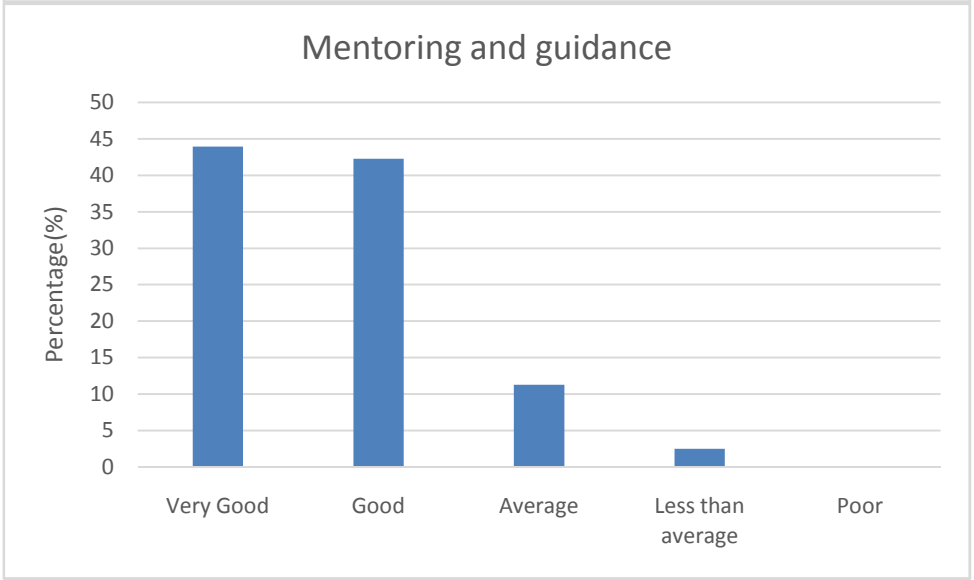

Relevance of curriculum to the industry's expectations
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

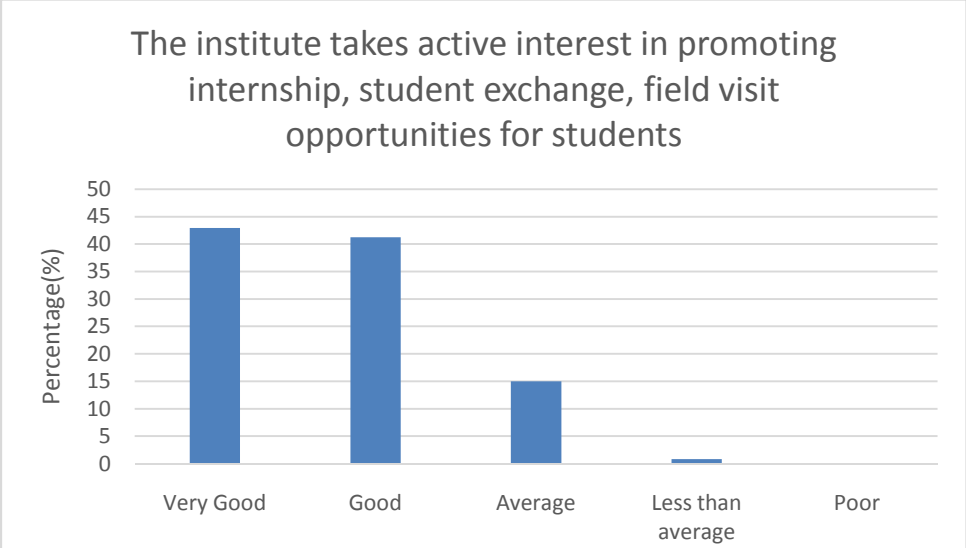

Whether the syllabus is updated regularly
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

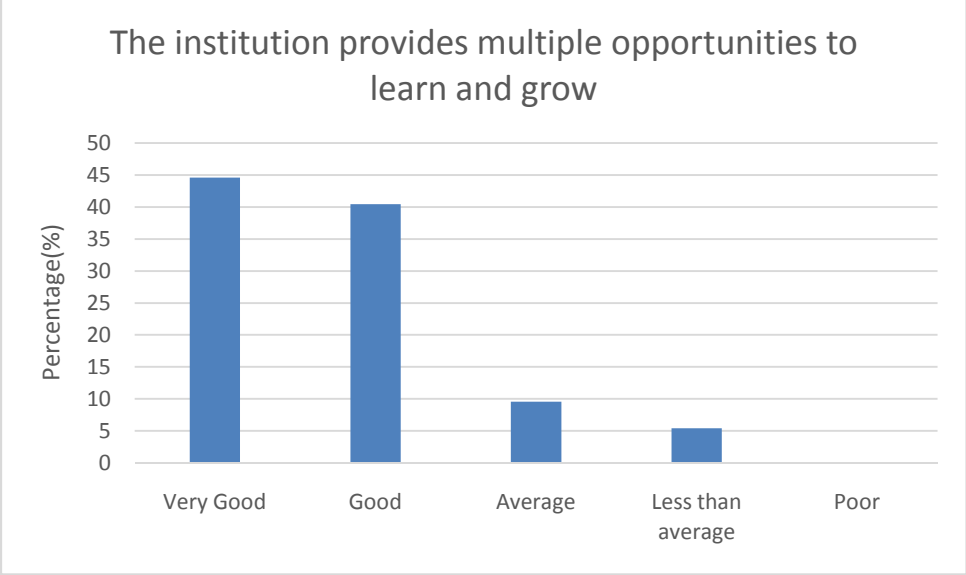

Innovation in teaching
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Infrastructure
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Learning Resources
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor


Mentoring and guidance
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor





Feedback reports 2016-17

With respect to the feedback reports from students and alumni, the weighted average was calculated for all the parameters. If the weighted average score for all the parameters exceeds a value of 3.5, it was considered that the curriculum and syllabi are good. If it is less than 3.5 action has been taken and presented below.

S.No	Department /Programme	Stake holder	Feedback	Action taken
1.	**Automobile Engineering**	Student	Rate the objectives stated for each of the course(score:3.0)	The objectives were made based on AICTE suggestions
		Teachers	Fuels and Engine Testing Laboratory has to be added in the sixth semester	The feedback was considered, discussed in the board of studies conducted on 5-5-2017 and added in the sixth

				semester
			Hybrid Vehicle technology can be moved from elective to Professional Core subject and to be added in the sixth semester.	The feedback was considered, discussed in the board of studies conducted on 5-5-2017 and hybrid vehicle technology was added in the sixth semester
		Employers	Automotive Engine Components Laboratory and Engineering Metrology Laboratory may be combined to form Automotive Engine Parts and Measurements Laboratory which is to be added in the third semester.	The feedback were considered, discussed in the board of studies conducted on 5-5-2017 and Theory of Elasticity and Theory of Vibrations were added in the curriculum
2.	**B.Com (PS)**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Interview and outbound training can be incorporated	The feedbacks were considered and necessary training programmes were arranged.
			Library hours can be incorporated	Provisions were made, so that students can go to library
			Auditing and corporate governance can be added in the curriculum	It was added in to the curriculum
		Employers	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
3.	**B.Com (CA)**	Student	Rate the relevance of the units in syllabus relevant to the course (Score: 3.48)	It has been discussed in the board of studies held on 5-5-2017 and ensured that the Units are relevant to the courses.
		Alumni	The institute takes active interest in promoting internship, student exchange, field visit opportunities for	In the subsequent year more number of industrial visits and internships encouraged.

			students(Score: 3.48)	
		Teachers	The details of the GST may be added in the UG and PG curriculum	The feedback was considered and added in the indirect taxation course
		Employers	A certificate course on Insurance programme will add benefits to the students	The feedback was considered and a certificate programme on Insurance programme was arranged.
4.	**B.Com**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	The details of the GST may be added in the UG and PG curriculum	The feedback was considered and added in the indirect taxation course
		Employers	A certificate course on Insurance programme will add benefits to the students	The feedback was considered and a certificate programme on Insurance programme was arranged.
5.	**B.Tech Biotech**	Student	Rate the value added courses offered in your Department(Score:3.27)	In the subsequent years value added courses were offered
		Teachers	In 16BTBT205 – Swapping of Unit III and IV and inclusion of enzymes and its types in Unit IV, types of RNA in unit V was suggested.	The feedback was considered and added in the course 17 BTBT205 and approved in the BOS meeting held on 9-5-2017.
		Employers	Interchange of a topic on conformation of DNA from Unit I to III was suggested.	The feedback was considered and carried out in 17BTBT404 –It was approved in the BOS meeting held on 9-5-2017.
6.	**BBA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Soft skill courses may be arranged	The feedback was considered and soft skill programmes were arranged by the placement department.
		Employers	Many training programmes may be organised	The feedback was considered and training Programmes were offered
7.	**BCA**	Student	weighted average score is greater than 3.5	No action required

		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Network simulator programs may be introduced	The feedback were considered and Network simulator programs were added
			More web oriented courses may be added in the syllabus	Arrangements were made, in the BOS to add web oriented courses in the syllabus
		Employers	Many training programmes may be organised	The feedback was considered and training programs were organized
8.	**Biochemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	In Semester I, Cell biology (16BCU102), the topic on Mechanism of vesicular transport in unit III may be removed.	The feedback was considered and the said topic was removed
			N and O-linked glycosylation and protein folding topics may be added in unit II	In the course with the code 17BCU102, it was added in unit II.
		Employers	In Clinical Biochemistry,the units may be elaborated.	**In Semester V, 17BCU501A – Clinical Biochemistry,** in Unit 4, the topics like Serum enzymes in liver disease-Serum transaminases (SGOT and SGPT), and phosphatases; were elaborated under the topic "Liver function tests". Similarly the topics "Renal function tests" was elaborated as "Introduction, clinical significance of GGT, LDH and creatine phosphokinase in kidney function".
9.	**Chemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	A course on "Water Management" may be added in the PG curriculum	A course entitled "Water Management" was included in the PG programme in the second semester as self study paper for 4 credits.
			In 16CHP205B, in unit II,	In 16CHP205B, in unit II,

			Validation of analytical methods: Precision, accuracy, robustness, quantification, linearity and range may be added.	Validation of analytical methods: Precision, accuracy, robustness, quantification, linearity and range was added.
		Employers	In the paper 16CHP102, (i)Silicates and siloxasnes has to be added in the first unit, (ii) basic organometallic chemistry to be added Unit-II, and catalysis in III unit.	In the paper 17CHP102, (i)Silicates and siloxasnes was added in the first unit, (ii) Basic organometallic chemistry was added in Unit-II, and catalysis in III unit. Unit III was made Unit IV and Unit IV in the original paper was Removed
10.	**Civil Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Construction Materials, Equipments and Geology may be introduced in the curriculum	Construction Materials, Equipments and Geology was introduced in third semester as choice based with Concrete Technology.
			Irrigation Engineering course may be included in the curriculum	Irrigation Engineering course was offered as elective.
		Employers	A practical course on Estimation, Quantity Surveying and Valuation can be added.	Estimation, Quantity Surveying and Valuation was offered as practical course and necessary syllabus was framed.
11.	**Computer Science**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the employers showed that they	No action required

			are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	
12.	**Computer Science and Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Digital Marketing is requested to be included as elective	It was discussed in the board of studies meeting held on 6-5-2017 and digital marketing is included as an elective
			Wireless Sensor Network for 7Th Semester elective has to be moved to 6^{th} Semester elective.	Wireless Sensor Network has been moved to 6^{th} Semester elective.
		Employer	Advanced Database and Advanced Operating System is to be learned in prior, it act as prerequisite for distributed computing.	The courses were placed accordingly
13.	**ECE**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required

14.	**EEE**	Student	Rate the relevance of the syllabus relevant to the local needs of the industry / employer(Score:3.5)	This was discussed in the board of studies meeting on 3-5-2017 and all the courses were made suitable for the industry
			Rate the electives relevant to the own area / specialization (Score: 3.5)	sufficient number of electives were added into the curriculum
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Pulse and Digital Logic Circuits in IV Semester may be splitted in to Linear Integrated Circuits in IV Semester and Digital Logic Circuits in V Semester as two Subjects.	Pulse and Digital Logic Circuits in IV Semester was splitted in to Linear Integrated Circuits in IV Semester and Digital Logic Circuits in V Semester as two Subjects.
			Power System Operation and Control in VI Semester may be shifted as Elective subject in VI Semester	Power System Operation and Control in VI Semester was shifted as Elective subject in VI Semester Elective List.
		Employer	Course Oriented Project may be added in the curriculum	Course Oriented Project is incorporated as 1 Credit Course in III Semester to VI Semesters.
15.	**COMPUTER SCIENCE (BSC IT & BSC CT PROGRAMMES)**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
		Employers	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace	No action required

			equipment.	
16.	**Mathematics**	Student	Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start-ups'(score:3.18)	A course on "Operational Research" has been added in the final semester
			Rate new courses introduced in year programme (Score:3.24)	Many new courses were introduced
			Rate the allocation of credits to the courses(score:3.31)	Credits were allotted as per the UGC model curriculum
			Rate the electives offered in relation to the technological advancements(Score: 3.47)	OPS, Linux programming with C & C++ were included in the curriculum
		Alumni	Infrastructure (3.48)	Additional classrooms were provided with LCD facilities.
		Teachers	In Calculus (16MMU101) From the Unit – I : The topics 'Concavity and inflection points , Asymptotes' may be moved to the beginning of the Unit IV. In Unit – II: The first half of this unit can be moved as the second half and the second half as the first.	In the Calculus course, From the Unit – I : The topics 'Concavity and inflection points , Asymptotes' was moved to the beginning of the Unit IV. Unit – II: The first half of this unit was moved as the second half and the second half as the first.
			In Unit – I of Algebra(16MMU102) : basics of set theory can be included .	In Unit – I of Algebra(17MMU102) basics of set theory was included .
		Employers	Probability and Statistics(16MMU603A): In unit-I the topic "Frequency distribution" can be included	**In Probability and Statistics** (17MMU603A): In unit-I the topic "Frequency distribution" was included since it is the base for the rest of the topics.
17.	**MBA**	Students	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Accounting for Managers course - Cost concept for planning and control can beincluded in unit - II; Applications of cashcan be included in unit – V.	Accounting for Managers (17MBAP104) - Cost concept for planning and control were included in unit - II; Applications of cash **was** included in unit – V.
			Marketing Management (17MBAP202) - Factors influencing buyer behaviour	In Marketing Management - Factors influencing buyer behaviour was added

			can be added in unit - I, Levels of Product in unit – III and Personal Selling in unit – IV.	in unit - I, Levels of Product in unit – III and Personal Selling in unit – IV.
		Employers	In Project Management course - Identification of project opportunities to be included in Unit – I, Four fields mapping to be included in Unit – II, Logistic management can be included in unit – V.	**In** Project Management (17MBAPE303C) - Identification of project opportunities was included in Unit – I, Four fields mapping was included in Unit – II, Logistic management can be included in unit – V.
18.	**Mechanical Engineering**	Students	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	In semester III, in the course 'Machine Drawing' the title of unit' assembly using 2D Drafting may be changed as 'Assembly and Bill of materials using CAD Software.	In semester III, in the course 'Machine Drawing' the title of unit' assembly using 2D Drafting was changed as 'Assembly and Bill of materials using CAD Software.
			In semester IV the course 'Kinematics Of Machines',The title of unit 4 'Gears' can be Changed as 'Gears and Gear Trains'	In semester IV the course 'Kinematics Of Machines',The title of unit 4 'Gears' is Changed as 'Gears and Gear Trains'
		Employers	In semester IV, a value added course titled 'Production Drawing And Cost Estimation can be added with the following topics 'PLM and PDM ' (Product Life CycleManagement and Product Data Management).	In semester IV, a value added course titled 'Production Drawing And Cost Estimation is appended with the following topics 'PLM and PDM ' (Product Life CycleManagement and Product Data Management).
19.	**Pharmacy**	Student	weighted average score is greater than 3.5	No action required
		Teachers	Feedbacks obtained from the Teachers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on	No action required

			local needs and to handle technology and workplace equipment.	
		Employers	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required
20.	**B.Arch**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Practical study can be increased	Provisions were made to have more practical classes
			Industry experts should be called to interact with students. Seminars by top architects on approach towards design is required	Industry experts were called and the students were allowed to interact with them.
		Employer	Feedbacks obtained from the employers showed that they are satisfied with the present curriculum with respect to employability/skill, developing innovative thinking, based on local needs and to handle technology and workplace equipment.	No action required

Feedback reports 2015-16

KAHE right from its inception has emerged as a benchmark of excellence and innovation for the world of education. With a focus on quality sustenance, the IQAC of KAHE has developed the feedback mechanism commencing from obtaining feedback from various stakeholders through a structured rating scale based feedback forms. KAHE gets feedback from students, alumnae, teachers, employers and parents for continuous in curriculum development and enrichment. For the year **2015-16**, the analysis of stakeholder's feedback report is presented as under.

Student Feedback on curriculum (2015-16)

The categorisation of rating based on average score of different parameters is as follows. Very Good (5), good (4), Average (3), Less than average (2) and poor (1). The results derived in terms of students with common views, average scores and rating are presented in the table:13-15.

Table-13: Student Feedback on curriculum (2015-2016)

S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Out of 5	Remarks
1.	Rate the relevance of the units in syllabus relevant to the course	57.12	31.57	8.72	2.05	0.51	4.87	Very Good
2.	Rate the relevance of the syllabus relevant to the local needs of the industry / employer	35.33	52.04	10.96	1.53	0.12	4.91	Very Good
3.	Rate the allocation of credits to the courses	43.28	39.14	14.85	2.58	0.12	4.86	Very Good
4.	Rate the electives relevant to the own area / specialization	38.01	45.79	14.15	1.78	0.25	4.89	Very Good
5.	Rate the electives offered in relation to the technological advancements	43.26	40.30	13.86	2.31	0.25	4.87	Very Good

6.	Rate the size of the syllabus in terms of load on students	39.61	40.50	16.81	2.29	0.76	4.84	Very Good
7.	Rate the objectives stated for each of the course	38.87	40.12	17.75	3	0.25	4.83	Very Good
8.	Rate the evaluation scheme designed for each of the course	35.45	45.19	16.23	2.46	0.64	4.84	Very Good
9.	Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'	43.78	37.43	15.35	2.91	0.50	4.82	Very Good
10	The curriculum is outcome based and expected outcomes are attained	38.20	44.23	14.74	2.56	0.25	4.85	Very Good
11	Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence	41.43	39.51	14.96	3.58	0.51	4.79	Very Good
12	Curriculum has a good balance between theory and lab	40.50	40	16.20	3.03	0.25	4.83	Very Good
13	The books prescribed / list of reference materials are relevant and latest	36.97	42.18	17.15	3.43	0.25	4.81	Very Good
14	Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum	41.23	41.74	14.50	2.52	0	4.87	Very Good

15	Rate syllabus revision made in consonance with advancements taking place in the respective courses	39.59	41.50	16.60	2.04	0.25	4.88	Very Good
16	Rate new courses introduced in year programme	37.24	43.23	16.45	2.93	0.12	4.84	Very Good
17	Rate provision made for internships in your curriculum	45.23	37.86	13.21	3.43	0.25	4.81	Very Good
18	Rate the Value added courses offered in your department	39.29	43.17	14.14	2.87	0.50	4.83	Very Good
19	Rate Interaction takes place in classes regarding quality of curriculum	41.80	41.67	14.10	2.16	0.25	4.87	Very Good
20	Rate teachers contribution in explaining course outcome and course specific outcome	42.85	41.03	12.85	2.72	0.51	4.83	Very Good

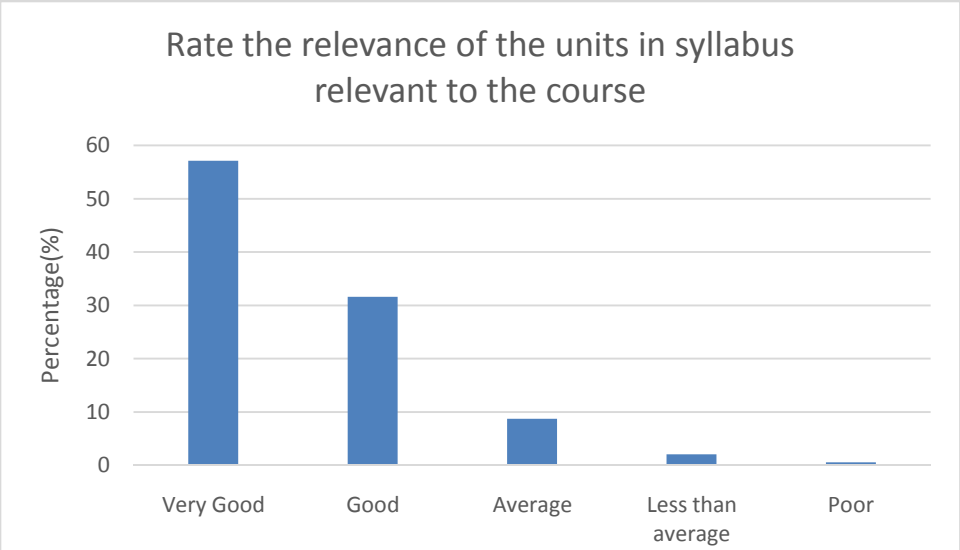
Feedback received from students revealed that out of twenty chosen parameters, all the parameters have been rated "very good". The parameters 1-5, 13 and 16 are rated very good with scores 4.87, 4.91, 4.86, 4.89,4.87, 4.81 and 4.84 respectively pertained to relevance of the units in the course, syllabus relevant to the local needs of the industry / employer, allocation of credits, electives relevant to the own area / specialization and of technological advancements, books prescribed / list of reference materials are relevant and latest, new courses introduced in year programme reflects on the fact that he Curriculum waswell organizedand structured, is based on the needs of the people, it is not rigid and it allows room for flexibility.

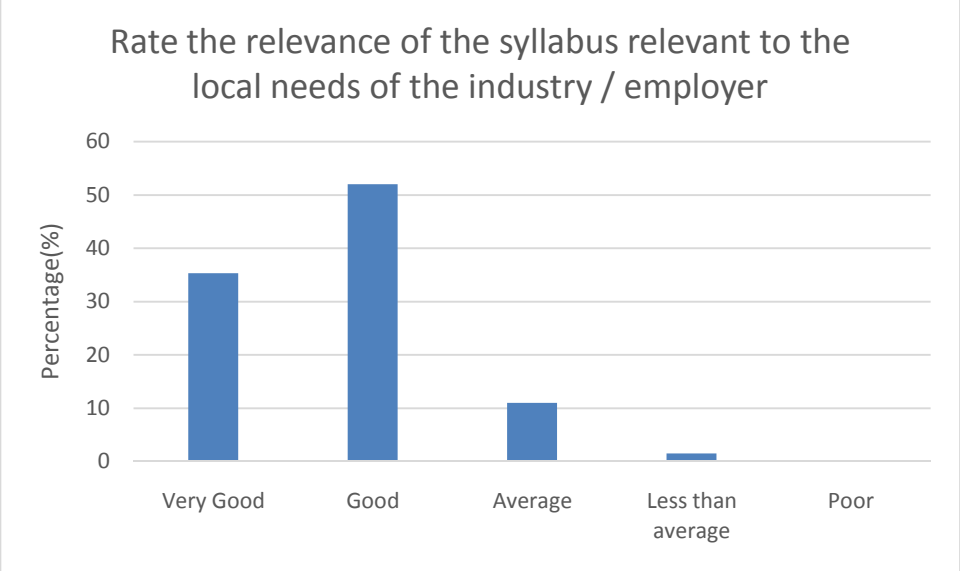
Followed by the parameters 6,7,8,12, 14 and 15 are rated very good with scores 4.84, 4.83, 4.84, 4.83, 4.87 and 4.88 respectively are related to syllabus in terms of load on students, objectives of the course, evaluation scheme, good balance between theory and lab, cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum, revision made in consonance with advancements taking place in the

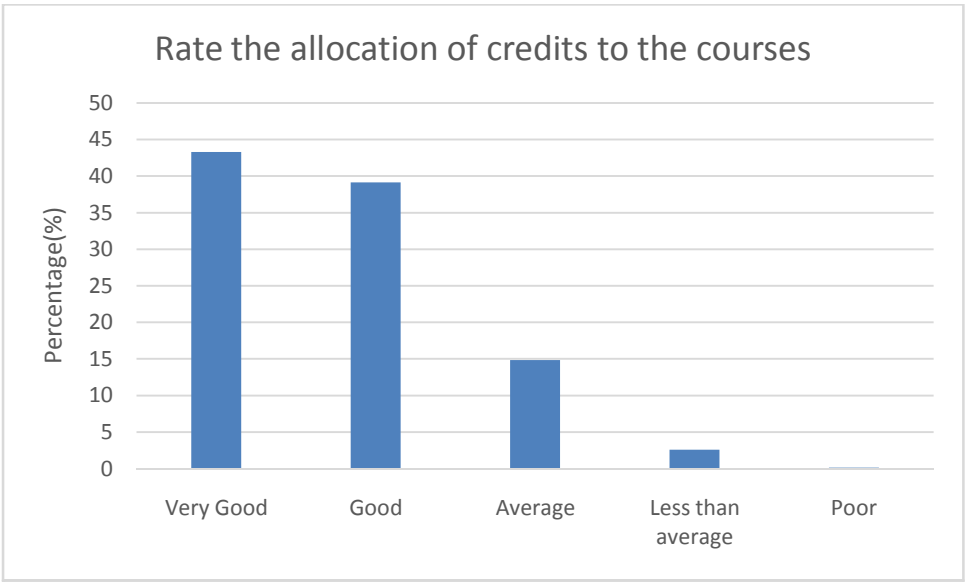
respective courses suggests that the curriculum is dynamic, balanced and evolve regularly to meet the needs of learners as well as the society.

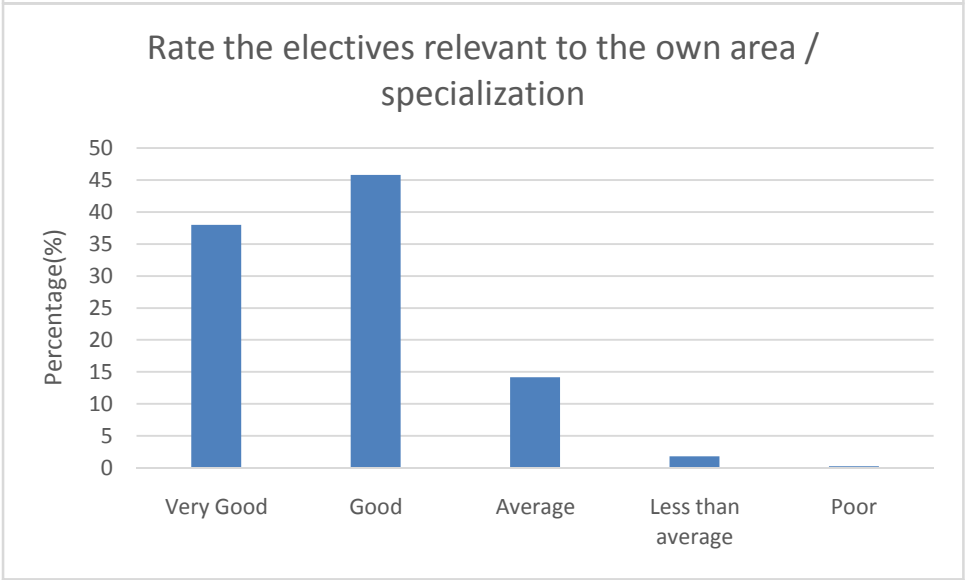
Further, the parameters 19 and 20 rated very good with scores 4.87 and 4.83 are with respect to the interaction takes place in classes regarding quality of curriculum, teachers contribution in explaining course outcome and course specific outcome indicated that there is a very good interaction takes place between the teacher and the students in the classroom.

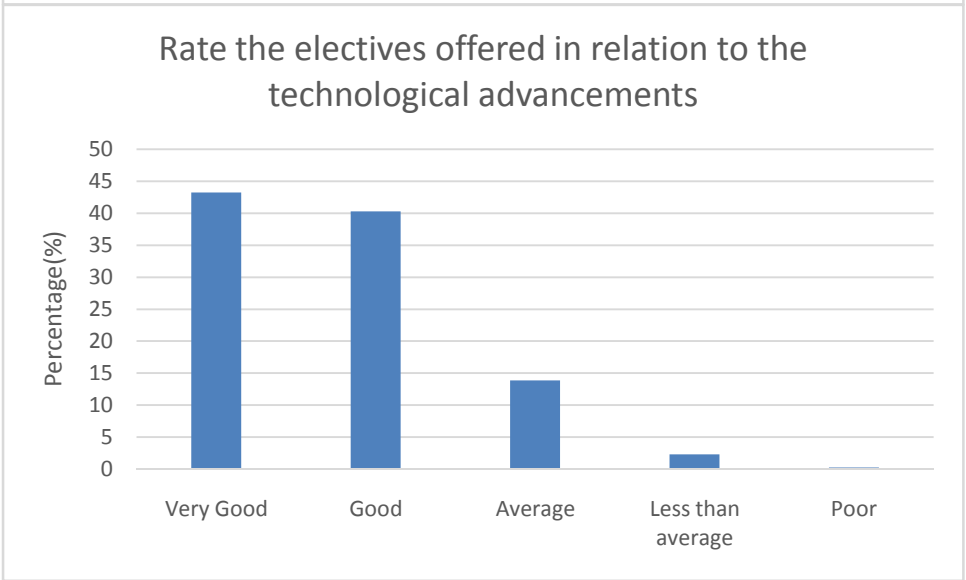
Finally, the parameters 9,10,11, 17 and 18 were rated very good with scores 4.82, 4.85, 4.79, 4.81 and 4.83 respectively and talks about the curriculum which is industry ready by imparting analytical, reasoning and soft skills in addition to technical competence, promote entrepreneurship and supports to initiate 'Start - ups', provision made for internships, Value added courses ,expected outcomes are attained strongly reflected that the curriculum develop student competency, and is in proper shape in order to meet the challenges of times and make education more responsive. Further it addresses the employability, skill development and entrepreneurship issues of the learners.



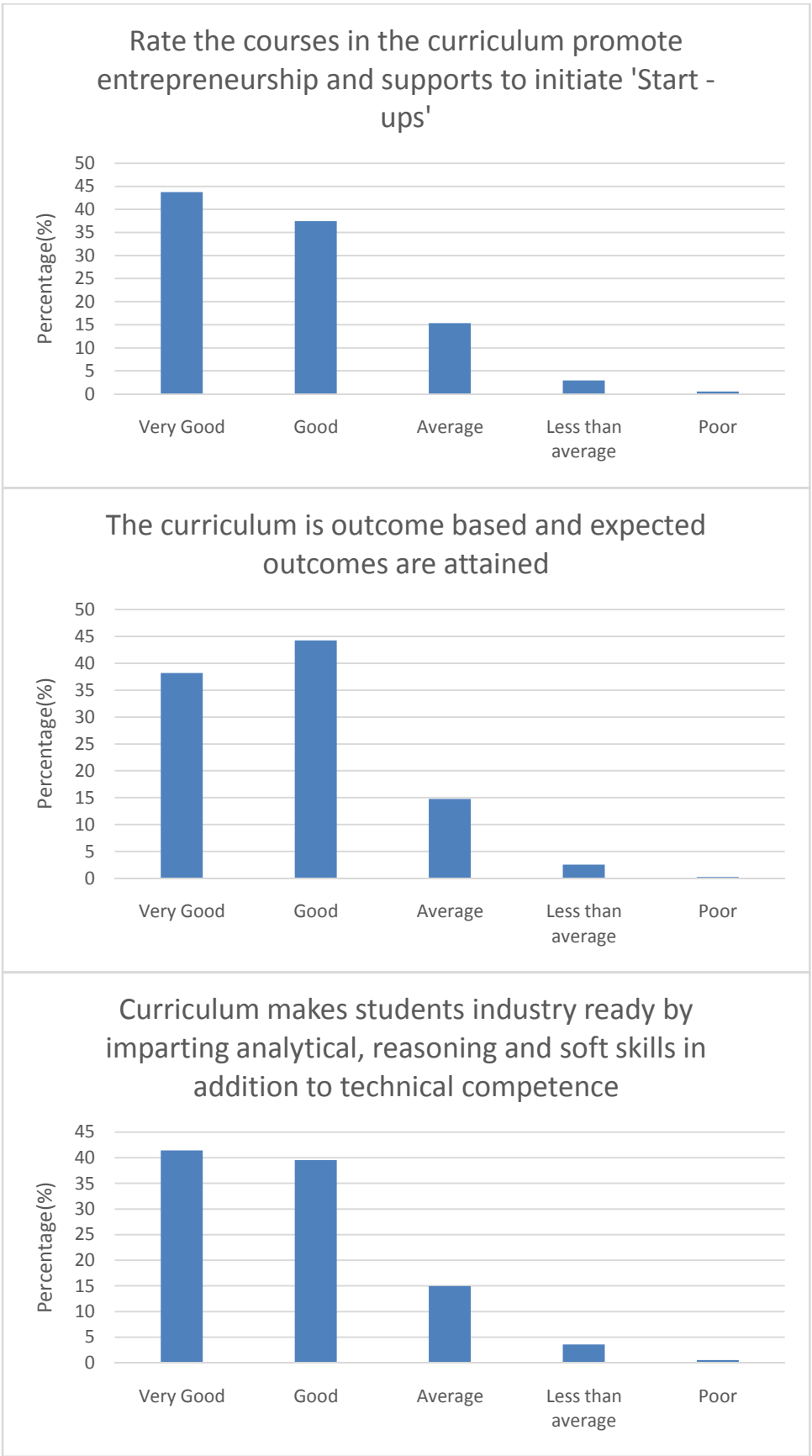


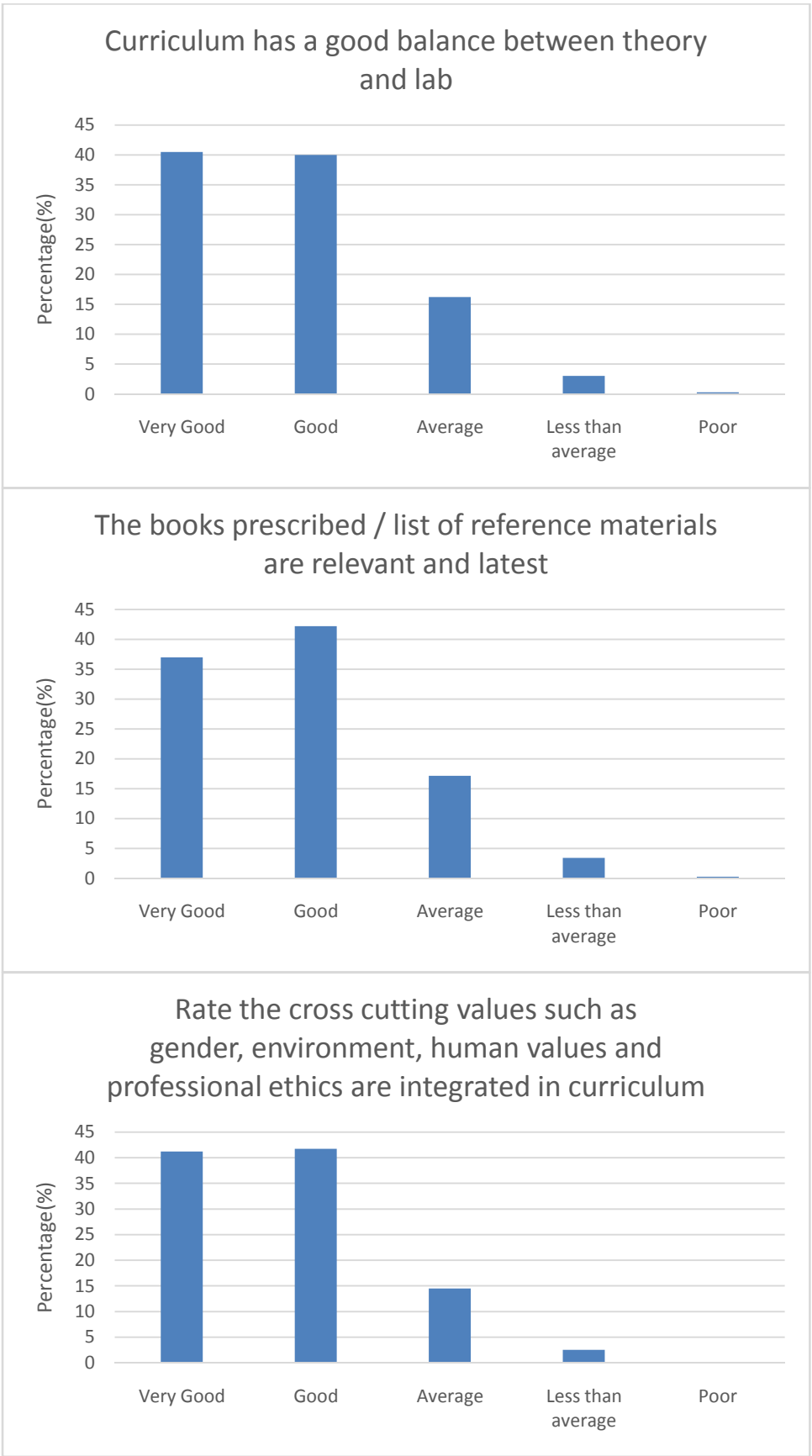

Rate the allocation of credits to the courses
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

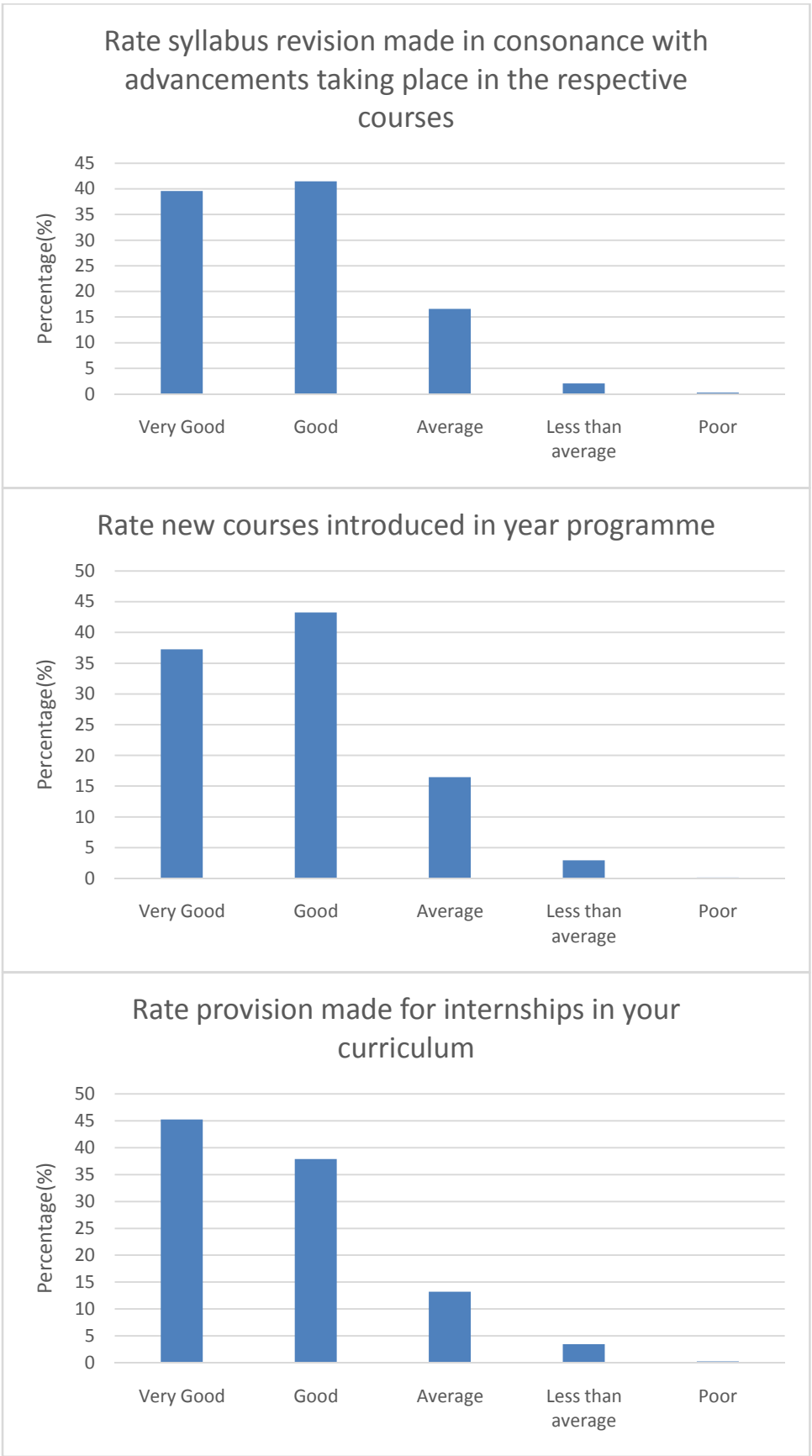

Rate the electives relevant to the own area / specialization
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

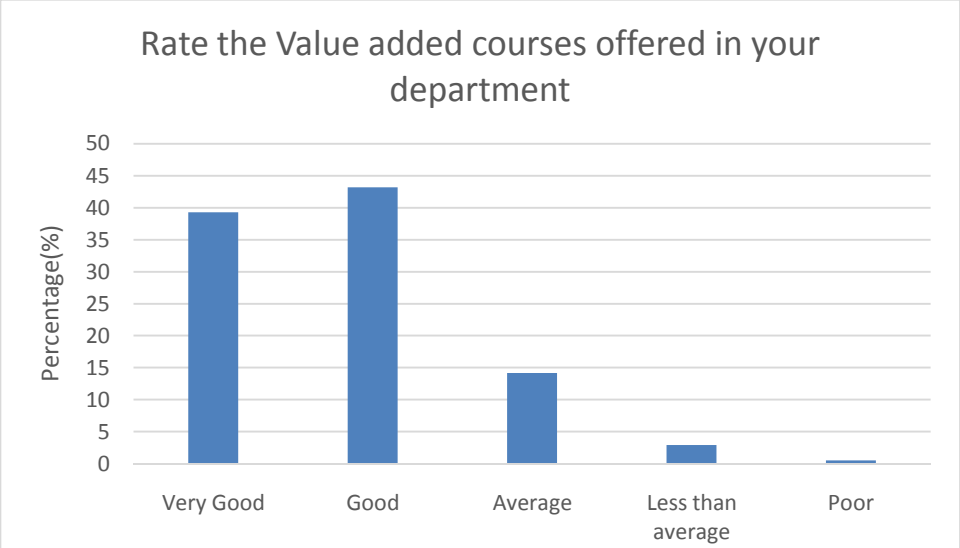

Rate the electives offered in relation to the technological advancements
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

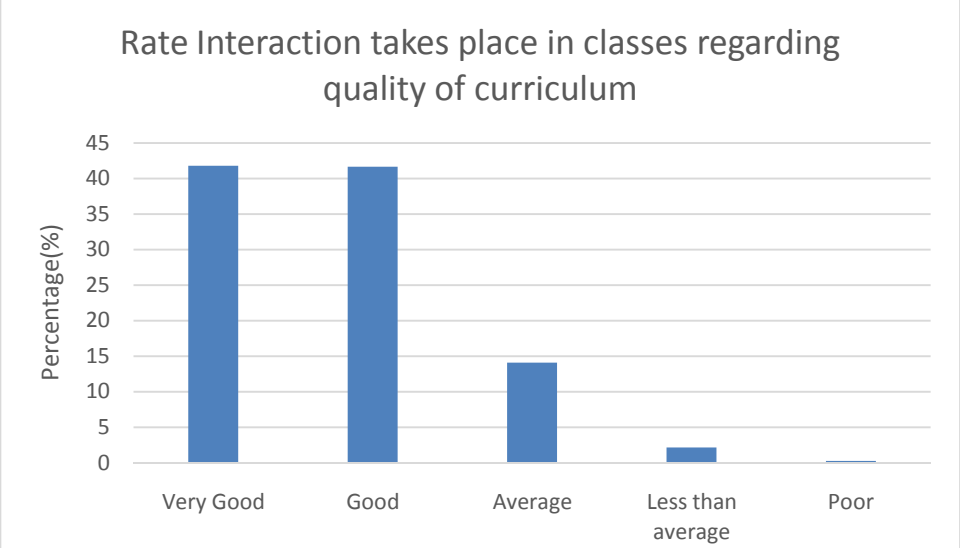
Rate the size of the syllabus in terms of load on students
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the objectives stated for each of the course
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the evaluation scheme designed for each of the course
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the courses in the curriculum promote entrepreneurship and supports to initiate 'Start - ups'
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
The curriculum is outcome based and expected outcomes are attained
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Curriculum has a good balance between theory and lab
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
The books prescribed / list of reference materials are relevant and latest
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate the cross cutting values such as gender, environment, human values and professional ethics are integrated in curriculum
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate syllabus revision made in consonance with advancements taking place in the respective courses
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate new courses introduced in year programme
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor
Rate provision made for internships in your curriculum
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate the Value added courses offered in your department
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Rate Interaction takes place in classes regarding quality of curriculum
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

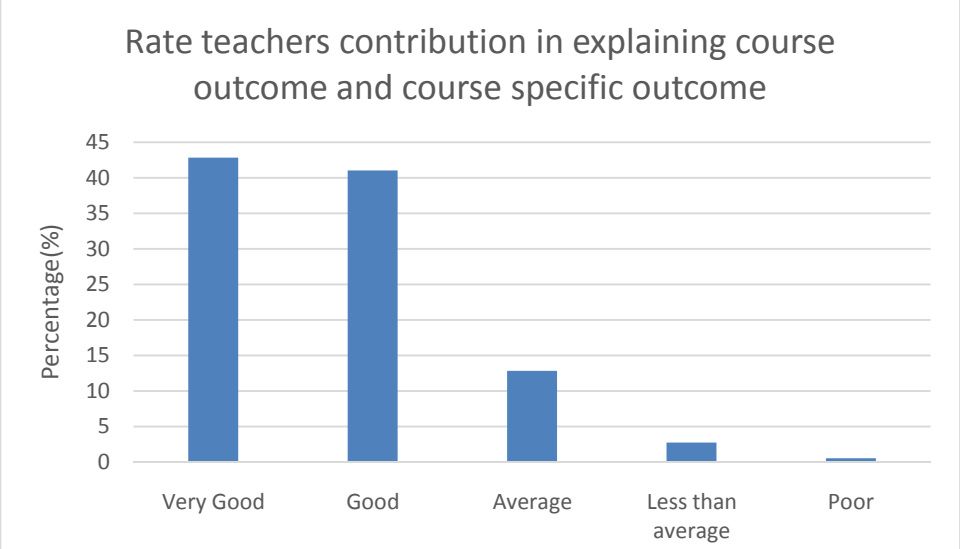
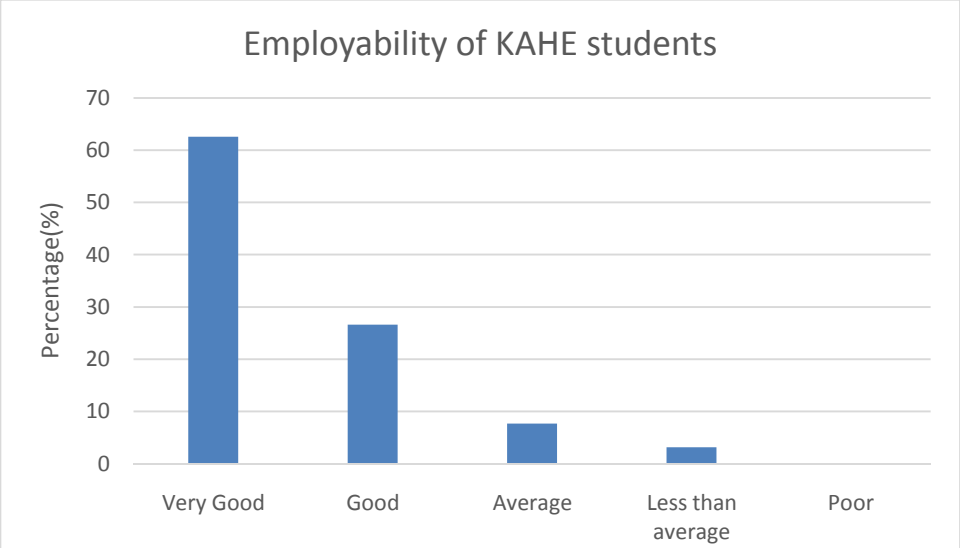

Rate teachers contribution in explaining course outcome and course specific outcome
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

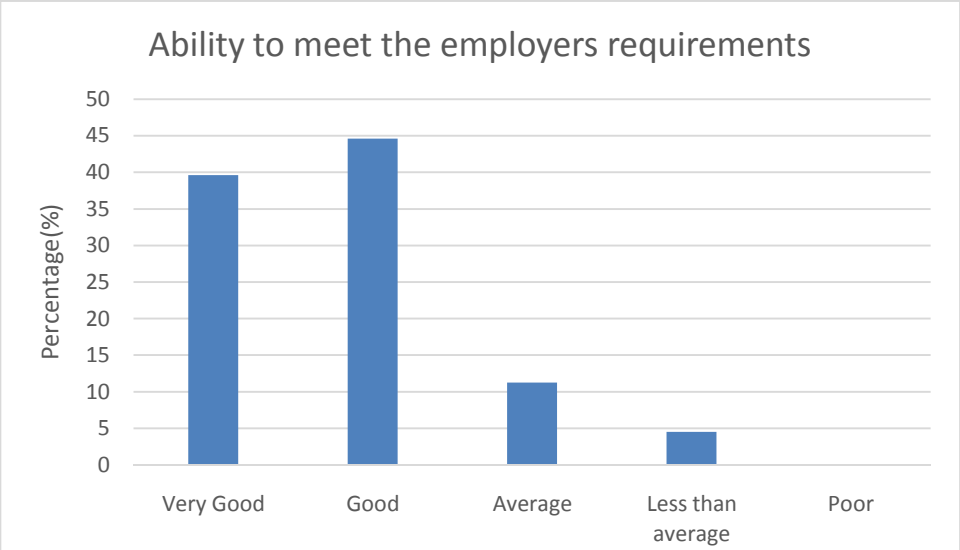
Table-14: Alumni Feedback on Curriculum (2015-2016)

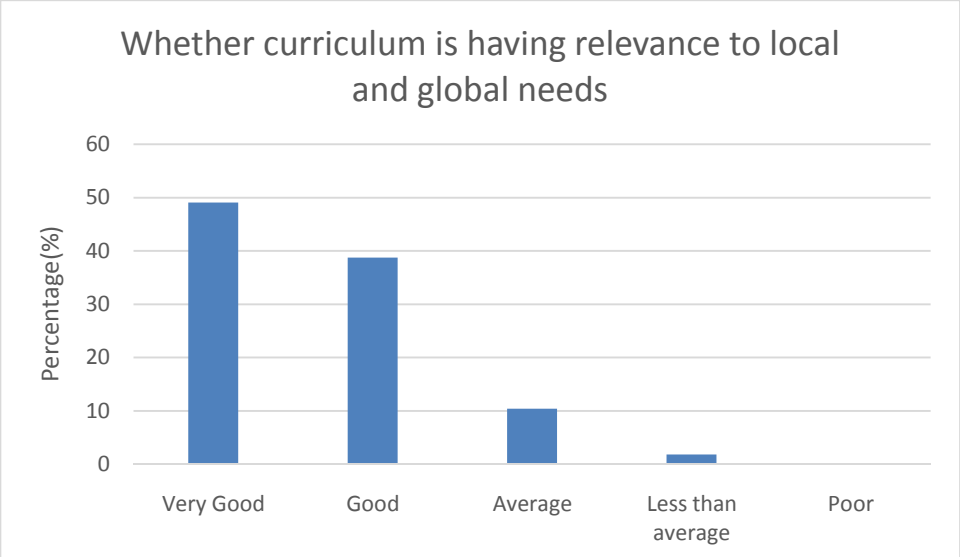
S.No	Parameter	Very Good (%)	Good (%)	Average (%)	Less than average (%)	Poor (%)	Out of 5	Remarks
1.	Employability of KAHE students	62.61	26.57	7.65	3.15	0	4.84	Very Good
2.	Ability to meet the employers requirements	39.63	44.59	11.26	4.50	0	4.77	Very Good
3.	Whether curriculum is having relevance to local and global needs	49.09	38.73	10.36	1.80	0	4.90	Very Good
4.	Whether all the courses are having focus on employability	43.24	42.34	11.71	2.70	0	4.86	Very Good
5.	Relevance of curriculum to the industry's expectations	49.54	27.92	17.56	4.95	0	4.75	Very Good
6.	Whether the syllabus is updated regularly	47.74	37.38	13.51	1.35	0	4.93	Very Good
7.	Innovation in teaching	41.44	45.04	12.61	0.90	0	4.95	Very Good
8.	Infrastructure	44.14	42.34	12.61	0.90	0	4.95	Very Good
9.	Learning Resources	48.87	36.32	14.34	0.44	0	4.97	Very Good
10	Mentoring and guidance	44.14	38.28	14.86	2.70	0	4.86	Very Good
11	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	42.34	40.54	11.71	5.40	0	4.72	Very Good

12	The institution provides multiple opportunities to learn and grow	43.69	40.99	9.45	5.85	0	4.70	Very Good

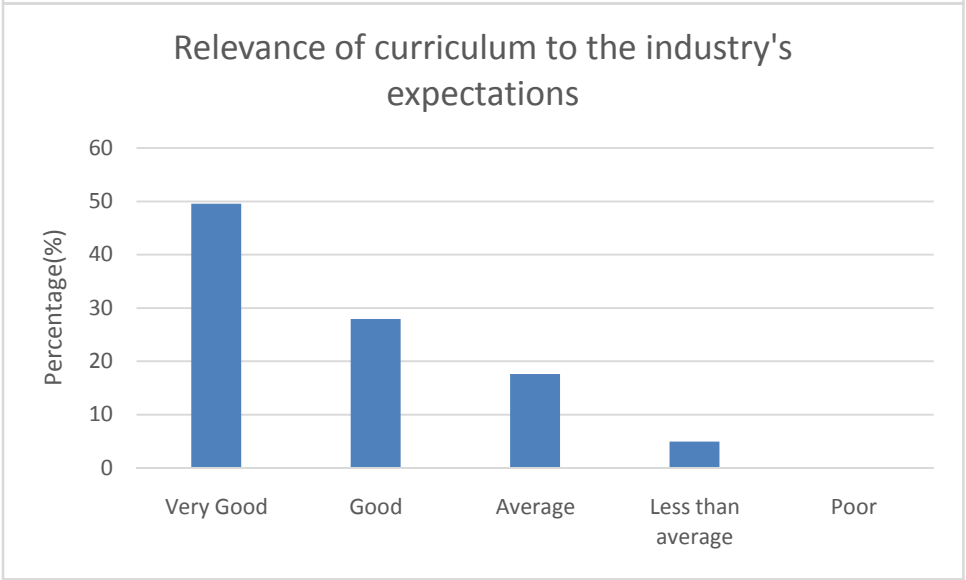
Feedback received from alumni revealed that out of twelve chosen parameters, all the parameters have been rated “very good”. The first five parameters were rated very good with scores 4.84, 4.77, 4.90, 4.86 and 4.75 reflects on Employability, ability to meet the employers requirements, relevance to local and global needs, all the courses are having focus on employability, and relevance of curriculum to the industry's expectations respectively. Followed by the parameters 6-10 which were also rated very good with scores 4.93, 4.95, 4.95, 4.97 and 4.86 reflected on Mentoring and guidance, Learning Resources, Infrastructure, Innovation in teaching and syllabus is updated regularly respectively. The parameters 11 and 12 rated very good with scores 4.72 and 4.70 indicated that Institution provides multiple opportunities to learn and grow and also takes active interest in promoting internship student exchange, field visit opportunities for students. Further the table clearly reports that Alumnae feel proud to be the student of KAHE as is evident from the mean scores.

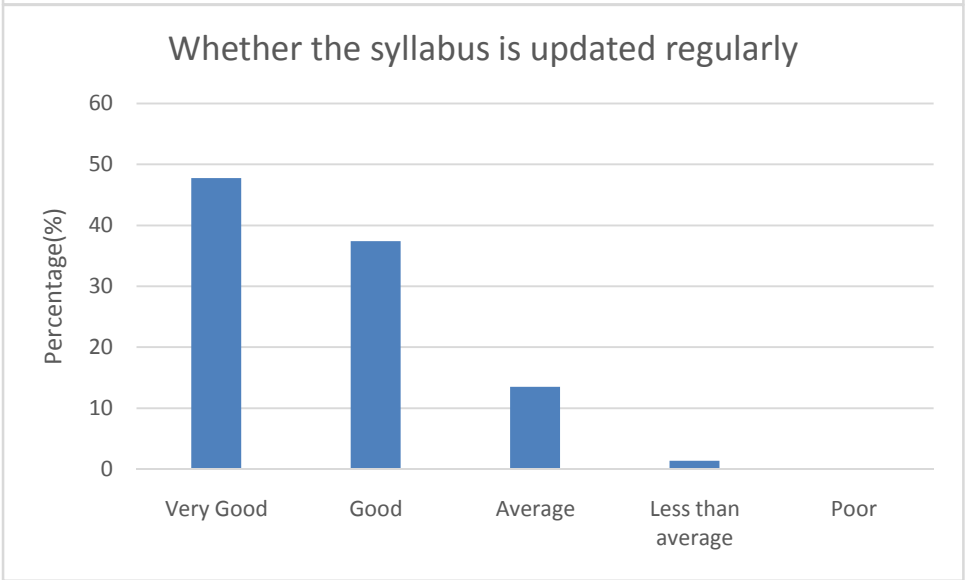

Employability of KAHE students
Percentage(%)
70
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor

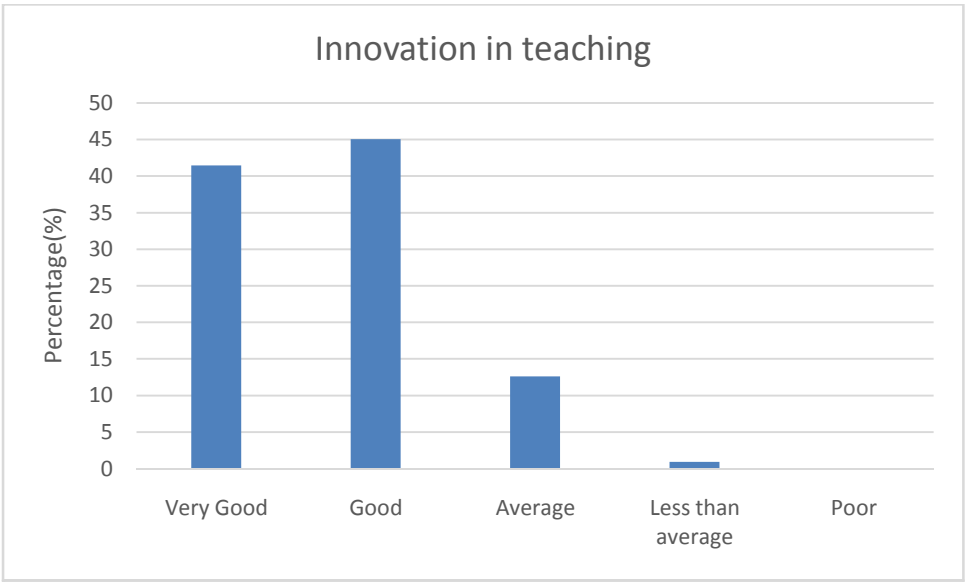

Ability to meet the employers requirements
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

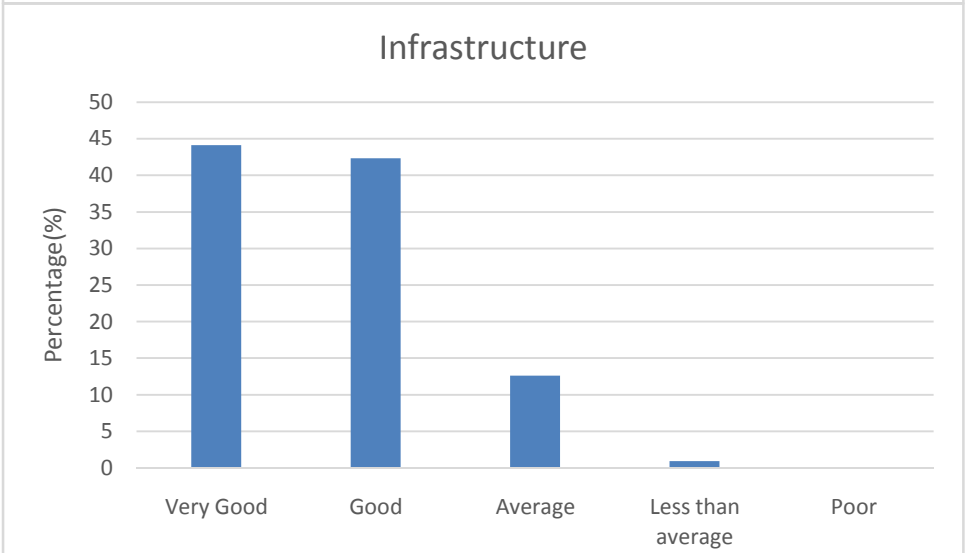

Whether curriculum is having relevance to local and global needs
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor

Whether all the courses are having focus on employability
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

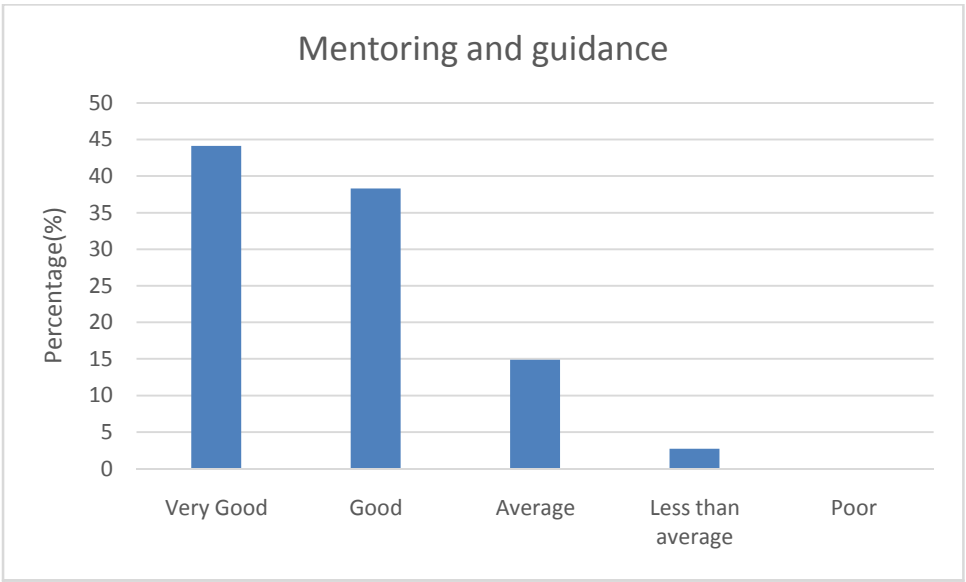

Relevance of curriculum to the industry's expectations
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor

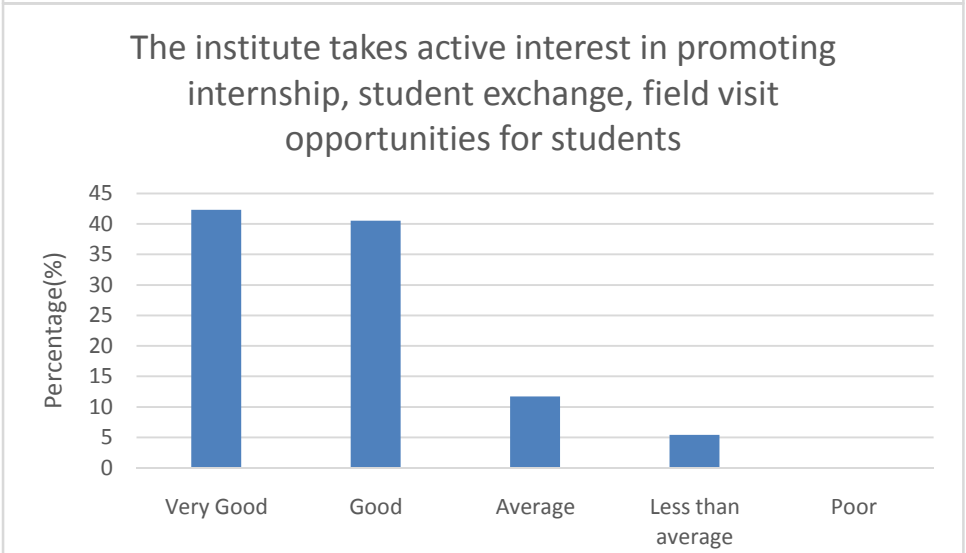

Whether the syllabus is updated regularly
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor

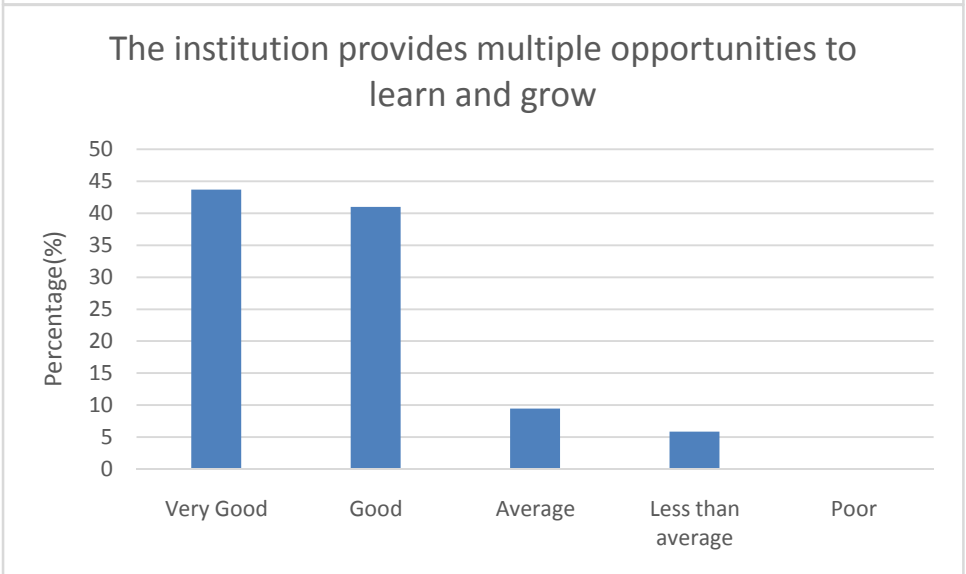

Innovation in teaching
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


Infrastructure
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

Learning Resources
Percentage(%)
60
50
40
30
20
10
0
Very Good
Good
Average
Less than average
Poor


Mentoring and guidance
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


The institute takes active interest in promoting internship, student exchange, field visit opportunities for students
Percentage(%)
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor


The institution provides multiple opportunities to learn and grow
Percentage(%)
50
45
40
35
30
25
20
15
10
5
0
Very Good
Good
Average
Less than average
Poor

Feedback reports 2015-16

With respect to the feedback reports from students and alumni, the weighted average was calculated for all the parameters. If the weighted average score for all the parameters exceeds a value of 3.5, it was considered that the curriculum is good. If it is less than 3.5 action has been taken and the details are given below.

S.No	Department/ Programme	Stake holder	Feedback	Action taken
1	**Automobile Engineering**	Student	Rate the evaluation scheme designed for each of the course(score:2.70)	The evaluation scheme is same for all the programmes and is going good
			With respect to Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence(score:3.10)	Strengthened by conducting training programmes in analytical, reasoning and soft skills.
			Rate the electives offered in relation to the technological advancements(score:3.20)	Courses with technological advancements has been included as electives.
			Rate new courses introduced in year programme (score:3.20)	New courses which meet the local and global needs were added.
			Rate the value added courses offered in your Department (score:3.20)	Good number of value added courses has been offered across all the programmes. The students can study any programme from any department.
			Rate teachers contribution in explaining course outcome and course specific outcome(score:3.30)	Teachers were advised to explain the course objectives, outcome and course specific outcome in the beginning of the programme.
			Rate the size of the syllabus in terms of load on students(score:3.40)	The size of the syllabus in terms of load on students has been optimized in the Board of studies meeting.
			The curriculum is outcome based and expected outcomes are attained(score:3.40)	Curriculum is made as a outcome based curriculum.
			Rate provision made for internships in your curriculum(score:3.40)	Students were encouraged to go for internship during their winter and summer holidays and it is good.
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Electives in technological advancements should be added	Electives in technological advancements were added

			Basic foundry welding and electrical repair maintenance should be given in syllabus as hands on training	Hands on training was given on Basic foundry welding and electrical repair maintenance
		Employer	Employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	Action not required
2	**Commerce (B.Com CA /M.Com CA)**	Student	Rate the relevance of the units in syllabus relevant to the course (Score:3.50)	All the units were discussed in the Board of Studies and ensured that all the units in syllabus are relevant to the course.
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	More number of practical papers may be included	The feedback was considered, discussed in the board of studies conducted on 28-3-2016 and implemented from the academic year 2016-17 onwards.
		Employer	The computer papers which are relevant to commerce discipline may be given importance	The feedback was considered, discussed in the board of studies conducted on 28-3-2016 and implemented from the academic year 2016-17 onwards.
3	**Commerce B.Com/M.Com**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Separate assignments may be given apart from class work	The feedback were considered, discussed in the board of studies conducted on 28-3-2016 and implemented from the academic year 2016-17 onwards.
			Execution of accounts through Tally software may be incorporated for financial accounting in the first semester	The feedback were considered, discussed in the board of studies conducted on 28-3-2016 and implemented from the academic year 2016-17 onwards.
		Employer	Non-lab courses for business law papers like case studies may be included	The feedback were considered, discussed in the board of studies conducted on 28-3-2016 and implemented from the academic year 2016-17 onwards.

			Due to more number of practical papers in the curriculum, the employers suggest to withdraw the project work in the final year	The feedback were considered, discussed in the board of studies conducted on 28-3-2016 and implemented from the academic year 2016-17 onwards.
4	**B.Tech Biotech**	Student	Whether Curriculum makes students industry ready by imparting analytical, reasoning and soft skills in addition to technical competence. (Score:2.70)	Training programmes in analytical, reasoning and soft skills strengthened.
			Whether the curriculum is outcome based and expected outcomes are attained (Score: 2.90)	Curriculum is made as a outcome based curriculum.
			Whether Curriculum has a good balance between theory and lab (Score: 3.0)	A balance has been made between theory and lab
			Rate provision made for internships in your curriculum (Score: 3.0)	Students were encouraged to go for internship during their winter and summer holidays.
			Rate the value added courses offered in your Department (Score: 3.0)	Good number of value added courses has been offered across all the programmes. The students can study any programme from any department.
			Rate the evaluation scheme designed for each of the course (Score: 3.1)	The evaluation scheme is same for all the programmes and is going good
			Rate the electives relevant to the own area / specialization(Score: 3.2)	Electives of subjects with respect to technological advancements has been included.
			Rate the courses in the curriculum promote entrepreneurship and supports to initiate ‘Start-ups’(Score: 3.2)	Many of the courses promote entrepreneurship and supports to initiate ‘Start-ups’
			Rate the size of the syllabus in terms of load on students(Score: 3.3)	The size of the syllabus in terms of load on students has been optimized in the Board of studies meeting.
			The books prescribed / list of reference materials are relevant and latest (Score: 3.4)	Board of Study members were requested to
			Rate the Cross-cutting values such as gender, environment, human values and professional ethics are integrated in curriculum(Score: 3.4)	Cross-cutting values such as gender, environment, human values and professional ethics were integrated in curriculum

			Rate the relevance of the syllabus relevant to the local needs of the industry / employer(Score: 3.5)	The syllabi were fine tuned in the Board of studies meeting to the local needs of the industry / employer
			Rate new courses introduced in year programme(Score: 3.5)	New courses which meet the local and global needs were added.
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	16BTBT104: overview of enzymes and its application can be included. The topic, monoclonal antibody and legal aspects can be removed.	The feedback were considered, discussed in the board of studies conducted on 31-03-2016 and implemented from the academic year 2016-17 onwards
			In cell biology: cell adhesion protein topic can be included, Microscopic techniques for cell organelles can be included.	The feedback were considered, discussed in the board of studies conducted on 31-03-2016 and implemented from the academic year 2016-17 onwards
		Employer	The subject Chemical Reaction Engineering can be given as a core instead of elective. Molecular Pathogenesis can be provided as elective.	The feedback were considered, discussed in the board of studies conducted on 31-3-2016 and implemented from the academic year 2016-17 onwards.
5	**BBA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	Principles of Marketing, E Marketing concept can be included	The feedback were considered, discussed in the board of studies conducted on 29-3-2016 and implemented from the academic year 2016-17 onwards. In the course (16BAU301),: Principles of Marketing, E Marketing concept was included
			Business Accounting Partnership accounts : Admission, Retirement and Death concept may be included in Unit V	In Semester II, in the Course(16BAU202), : Business Accounting Partnership accounts : Admission, Retirement and Death concept have included in Unit V

		Employer	The following courses may be introduced: Investment Banking and Financial Services, Advertising and Brand Management, HRD: systems and Strategies.	The feedback were considered, discussed in the board of studies conducted on 29-3-2016 and implemented from the academic year 2016-17 onwards. The following courses were introduced Investment Banking and Financial Services(16BAU501B), Advertising and Brand Management (16BAU502A), HRD: systems and Strategies (16BAU601A).
6	**BCA/MCA**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Web Programming Theory and Lab may be included	The feedback was considered, discussed in the board of studies conducted on 02-04-2016 and Web Programming Theory and Lab included in the curriculum
		Employer	Employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
7	**Biochemistry**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	In Proteins normal and reverse phase HPLC may be included.	The feedback was considered, discussed in the board of studies conducted on 30-3-2016 and In Proteins (16BCU201) in Unit II, normal and reverse phase HPLC included.

			In Enzymes practical V coupled assay of Glucose-6-phosphate dehydrogenase may be replaced with simple assay.	The feedback was considered, discussed in the board of studies conducted on 30-3-2016 and implemented from the academic year 2016-17 onwards. In Enzymes practical's V (16BCU212) coupled assay of Glucose-6-phosphate dehydrogenase is replaced with simple assay.
		Employer	In Tools and Techniques in Biochemistry practical instead of measurement of fluorescent spectrum, UV spectrum of compound may be included.	The feedback was considered, discussed in the board of studies conducted on 30-3-2016. In Tools and Techniques in Biochemistry practical (16BCU314A) instead of measurement of fluorescent spectrum, UV spectrum of compound is included.
			In Protein Purification Techniques in Unit III dialysis may be included.	The feedback was considered, discussed in the board of studies conducted on 30-3-2016. In Protein Purification Techniques (16BCU404B), in Unit III dialysis is included.
8	**Bio-medical engineering**	Student	Rate the allocation credits to the courses (Score: 3.17)	Credits were allocated as per AICTE norms
			Rate the electives relevant to the own area / specialization(Score: 3.3)	Discipline specific Electives were introduced in the programme
			Curriculum has a good balance between theory and lab(Score:3.5)	Equal weightage has been given to theory and lab
			Rate the value added courses offered in your Department(Score: 3.5)	Value added programmes were offered in many Departments and students can learn any value added programme in any Department
		Teachers	Teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required

		Employers	Employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
9	**Chemistry**	Students	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teachers	A course on 'industrial chemicals and environment' may be included in the curriculum	The feedback was considered, discussed in the board of studies conducted on 29-3-2016 and implemented from the academic year 2016-17 onwards. A course on 'industrial chemicals and environment' was included in the curriculum
			A course in Polymer Chemistry may be added.	The Polymer Chemistry was added as an elective paper.
		Employer	Molecular docking studies may be added in the medicinal chemistry course	The feedback was considered, discussed in the board of studies conducted on 29-3-2016. Molecular docking studies was added in the medicinal chemistry paper
			Computer aided chemistry may be added in the paper Molecular Modelling and Drug design	The feedback was considered, discussed in the board of studies conducted on 29-3-2016. Computer aided chemistry may be added in the paper Molecular Modelling and Drug design
10	**Civil Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Construction Materials and Engineering Geology subjects may be combined and included in the third Semester as a single subject in the name of Construction Materials and Geology	The feedback was considered, discussed in the board of studies conducted on 16-04-2016. Construction Materials and Engineering Geology subjects are combined and included in the third Semester as a single subject in the name of Construction Materials and Geology

			Water Resources Engineering I and Water Resources Engineering II subjects may be combined and included in the curriculum	The feedback was considered, discussed in the board of studies conducted on 16-04-2016. Water Resources Engineering I and Water Resources Engineering II subjects were combined and included as a single subject in the fourth semester.
		Employer	Computer Aided Design Laboratory May be added in the curriculum	The feedback was considered, discussed in the board of studies conducted on 16-04-2016. Computer Aided Design Laboratory was introduced in sixth semester.
11	**Computer Science**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Teachers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required
		Employers	Employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, and field visit opportunities for students.	No action required
12	**Computer Science and Engineering**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Problem Solving And Programming Theory And Lab may be Included.	The feedback were considered, discussed in the board of studies conducted on 26-03-2016. Problem Solving And Programming Theory And Lab were Included.

			More importance may be given to Microprocessors And Microcontrollers	Microprocessors And Microcontrollers Included As Hard Core Instead Of Soft Core
		Employer	Internet Of Things (IOT) can be included as professional elective.	The feedback was considered, discussed in the board of studies conducted on 26-03-2016 and implemented from the academic year 2016-17 onwards. Internet Of Things(IOT) can be included as professional elective.
13	**ECE**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Digital Electronics lab can have simulation experiment using VHDL.	The feedback was considered, discussed in the board of studies conducted on 29-03-2016. Simulation experiments using VHDLwas added in Digital Electronics lab (16BEEC303-III semester)
			Suggested to have C++ programming (oops) in First semester.	C++ programming (oops) was shifted to First semester.
		Employer	Suggested to split Communication system Lab in to two labs namely digital communication lab and analog communication lab.	The feedback was considered, discussed in the board of studies conducted on 29-03-2016 Communication system Lab was split into two namely digital communication lab and Analog communication lab.
14	**EEE**	Student	Rate the electives relevant to the own area / specialization(Score 3.46)	More number of electives were included
			Rate the evaluation scheme designed for each of the course(Score:3.46)	Evaluation scheme is common to all programmes and it is going well
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	In Transmission and Distribution course : Add parallel operation of alternator and bus-bar applications.	The feedback was considered, discussed in the board of studies conducted on 29-03-2016. In Transmission and Distribution course : parallel operation of alternator and bus-bar applications were added in unit-I.

			Electrical estimation and rewinding Lab. may be introduced	Electrical estimation and rewinding Lab was introduced
		Employer	In the course Power System Protection & Switchgear: Add all relays, reverse power relay, relay co-ordination, microprocessor based relay.	The feedback was considered, discussed in the board of studies conducted on 29-03-2016. In the course Power System Protection & Switchgear: Relays, reverse power relay, relay co-ordination, microprocessor based relay were added.
15	**B.Arch**	Student	weighted average score is greater than 3.5	No action required
		Alumni	weighted average score is greater than 3.5	No action required
		Teacher	Analytical, reasoning, soft skills, Recent development, Entrepreneurship needs to be improved	The training programs for students with respect to Analytical, reasoning, soft skills were strengthened.
			Can add workshops	Many workshop programs were conducted
		Employer	Employers indicated that the overall curriculum was good and meets the local and global needs, focus on employability/skill/ entrepreneurship and promotes internship, student exchange, field visit opportunities for students.	No action required