
OFFICE OF DEAN (ACADEMIC AFFAIRS)

Ref.: 903(A) /Dean (AA)/2023

Date: 04.01.2023

Student Feedback Analysis Report for the Academic Year 2021-22

I. Preamble:

It is the practice followed in our Institution to obtain feedback from the students about Academic / Curriculum / Co-curricular / Administration activities / Infrastructure etc. for the holistic development of the institution. The various source of feedback collection in the Academic Year 2021-22 are:

- Feedback Level I (about course teacher) & Level II (about the course & course teacher) during the semester.
- Feedback obtained from students from the statutory meetings viz. Board of Studies / School level advisory committee etc.
- Institution website (online)
- Exit survey from graduating students

These feedbacks were collected and collated in the Department level / Institution level and important suggestions / comments / remarks given by the students for enhancing the curriculum & syllabi and other administration activities shall be considered for further course of action.

A. Students Feedback Level I & II

During the semester, the structured feedback about teaching – learning process, syllabus content, attainment of skill sets etc. is obtained from students in two levels. The feedback level-I is obtained from the students about the course teacher after two weeks of the commencement of the classes in every semester. Feedback level-II is obtained before continuous Assessment Test-2 about the course and course teacher. The Level II feedback for the odd & even semester 2021-22 were obtained and the course related reports are given in **Annexure 1 (ODD 2021-22) and Annexure 2 (Even 2021-22)**.

The salient takeaway points given by the students are:

- Most of the students satisfied with the curriculum and outcome of course which was evident from their scoring of > 8.5 in the 95% of courses. Few suggestions were also

received in the syllabus content for further enhancement. The HoDs / Deans were informed to deliberate the suggestions proposed by the students in the upcoming BoS.

B. Feedback obtained from students from the statutory meetings viz. Board of Studies / IQAC / School level advisory committee etc.

- The student representatives are part of constitution of Board of Studies / School Level Advisory Committee / IQAC etc. to express their views about the Curriculum, syllabi and holistic development of the Institution.
- The students actively participated in these meetings convened during December 2021 – January 2022 and June – August 2022 in various departments/schools.
- The salient feedback/ suggestions from students representatives are:
 - Students are satisfied with the revised curriculum.
 - Curriculum of advanced courses and latest topics can be included to meet industry demand.
 - Development of a wider variety of program electives for students can be included in collaboration with external industries.
 - Elective courses on Electronics topics can be introduced.

Annexure 3: Sample SLAC meeting minutes exhibiting students' participation.

The students are also participating in IQAC / Academic Council meetings. The suggestion obtained from students were incorporated in the form of minutes and conveyed to the potential stakeholders for further course of action.

C. Feedback obtained through Institution Website

No. of Respondents: 397

The following parameters were emphasized on the online feedback through Institution website:

- Cleanliness and ambience in campus
- Quality of teaching and learning process
- Examination and evaluation system
- Laboratory facilities
- Effect of Co-curricular activities

- Organizing Industrial visit / Field trip
- Student amenities (Library, Wi-Fi/Internet, etc)
- Sports and Cultural activities
- Effectiveness of training for placement
- Canteen, Transport, Medical and Security facilities
- Hostel – Accommodation, Food and Security
- Administration and office facilities
- Grievance redressal mechanism
- Department student support mechanism
- Attainment of course outcomes of current courses and programme outcomes

The analysis of the survey illustrates that out of 21 parameters, 14 parameters are extremely satisfied by the students viz. Cleanliness and ambience in campus, Quality of teaching and learning process, Examination and evaluation system, Laboratory facilities, Co-curricular activities, Student amenities (Library, Wi-Fi/Internet, etc), Sports and Cultural activities, Effectiveness of training for placement, Canteen, Medical and Security facilities. The students rated 10 out of 10 in these parameters. 101 students stated that the facilities provided in hostel (Accommodation, Food and Security) are highly satisfied and gave the highest score as 10 out 10. These feedbacks helps the institution for further improving the standards.

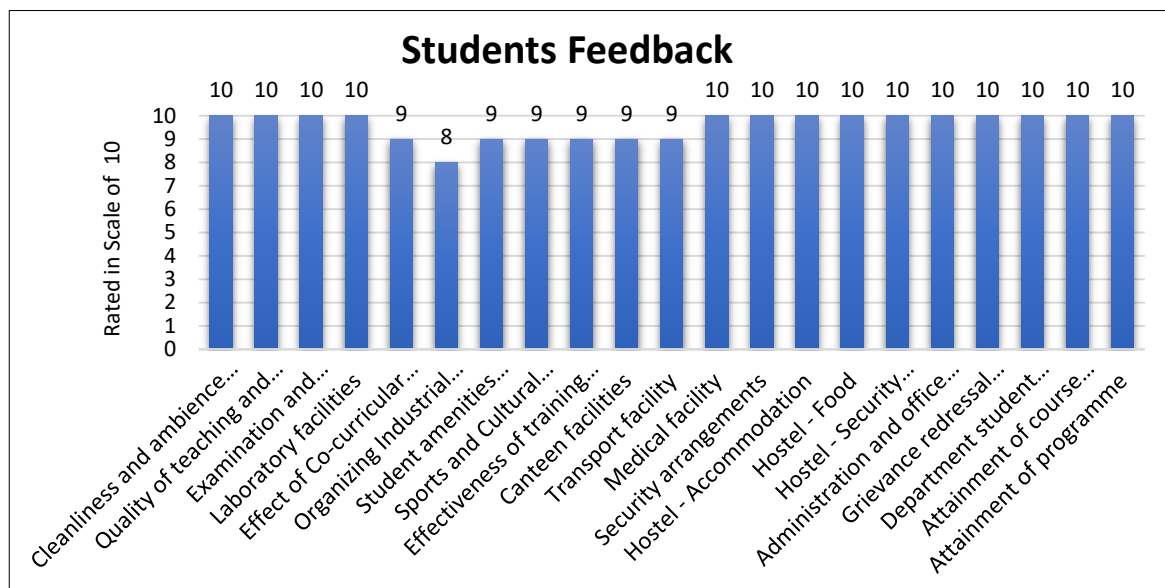


Figure 1 : Students feedback analysis report (Online through website)

C1. Students Feedback through online: Other Comments / Suggestions

Nature of comments	Comments
Appreciation on Academic Aspects	<ul style="list-style-type: none"> ➤ Curriculum is very advanced ➤ Latest technology-related courses are taught to meet the industry demands. ➤ Observed very good & knowledge based syllabus across various programmes ➤ We lead in the top with a solid education system and strong cultures
Appreciation on Infrastructure	<ul style="list-style-type: none"> ➤ Keep the Green campus forever ➤ Very good academic ambience ➤ Clean campus ➤ Highly intellectual faculty members
Suggestions on Curriculum	<ul style="list-style-type: none"> ➤ To introduce Bio-Medical Engineering courses ➤ To introduce JavaScript and UX/UI courses ➤ To introduce robotics programming courses ➤ To introduce electric vehicles and IOT based courses ➤ To introduce the electronics and semiconductor courses
Suggestions on Academic Aspects	<ul style="list-style-type: none"> ➤ Give more chances to express our extracurricular skills and talent ➤ More Practical based learning is required ➤ To introduce application-based numerical problems rather than just being theory subjects will help to gain more confidence in solving competitive papers in future ➤ To give more industry exposure along with theory courses ➤ Introduction and support of elective courses on the electronics aspect would be welcome ➤ Courses on gaming technology can be included ➤ Courses related to future automobile engineering can be included

Suggestions on Infrastructure	➤ To upgrade management block building
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Annexure 4: Sample screenshots for online feedback from students

Overall Observations – Website Feedback:

- Rating regarding curricular and co-curricular activities including infrastructure are excellent.
- Introduction of advanced topics in the courses to meet Industrial demands
- Emphasize more on the application oriented teaching and Industrial exposure

D. Feedback from graduating students (exit survey)

Exit survey was taken from the outgoing students of all programs at the end of their final semester. A structured questionnaire covering all the aspects in teaching – learning process and infrastructure are obtained from the students at the department level and consolidated in the Institution level by the Office of Dean (Academic Affairs). The parameters given in the questionnaire are analysed and interpreted to further enhance the level of “Quality Education (SDG 4)” offered in the Institute.

From the above parameters, the following sub - parameters were critically analysed through structured questionnaire and reported:

- ❖ Attainment of Programme Outcomes
- ❖ Usage of Innovative Teaching Methodologies
- ❖ Flexibility of Curriculum
- ❖ Encourages Self Study
- ❖ Provide Enough Skills on design and problem solving techniques
- ❖ Coverage of cutting edge technology topics in order to face the future
- ❖ Coverage of advanced topics to take up career in research
- ❖ Promotes Intellectual Growth
- ❖ Computer & Internet Facilities
- ❖ Library Facilities
- ❖ Canteen Facilities
- ❖ Sports Infrastructure
- ❖ Hostel Facilities

Total of No. of Respondents: 1507

D1. Analysis of Exit Survey feedback

❖ Attainment of Programme Outcomes

The feedback given by the students across the institution w.r.t. attainment of programme outcomes is shown in figure 2. It can be interpreted that, at the Institute level around 88% of students have given a positive response (in terms of extremely satisfied, very satisfied & satisfied options) regarding the attainment of programme outcomes. In few departments, less than 10% of students expressed improvement in programme outcomes (i.e., marked in the 'not satisfied' category). In most of the departments on an average 10-15% of students gave 'somewhat satisfied' option which indicates scope for further improvement.

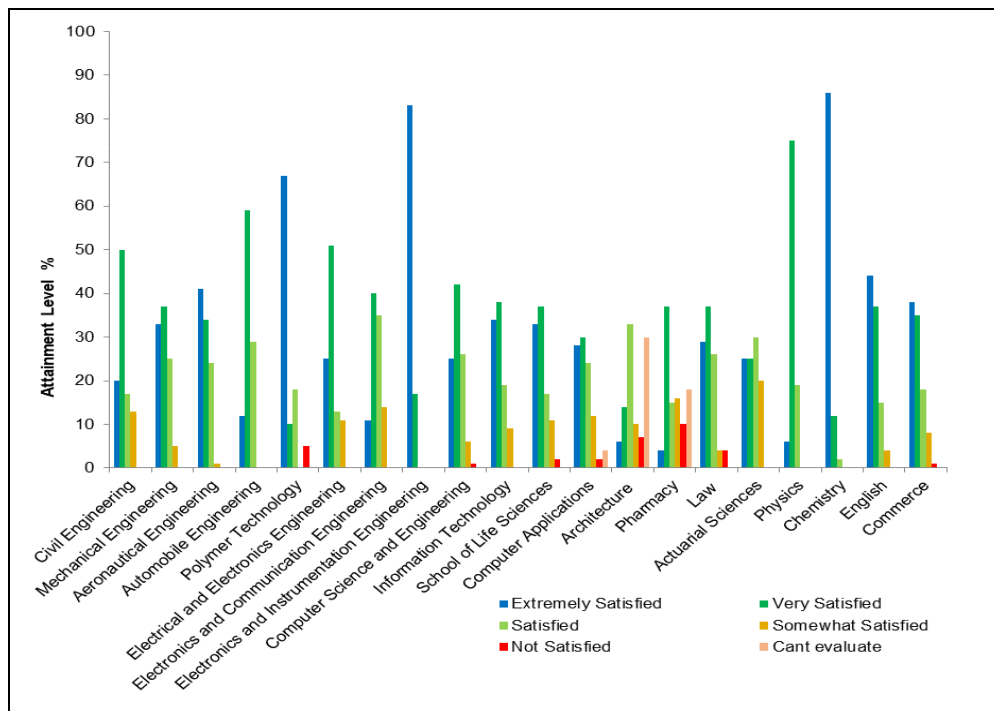


Figure 2: Attainment of Programme Outcomes

❖ Usage of Innovative Teaching Methodologies

Innovative teaching is where good teachers are creative and where they continue to determine, develop new approaches and happy to ensure that students are always get the greatest learning practices. The analysis figure 3 shows that around 50% of students in

majority of the programs are very much satisfied with the usages of innovative teaching methodologies and a very few students are not satisfied.

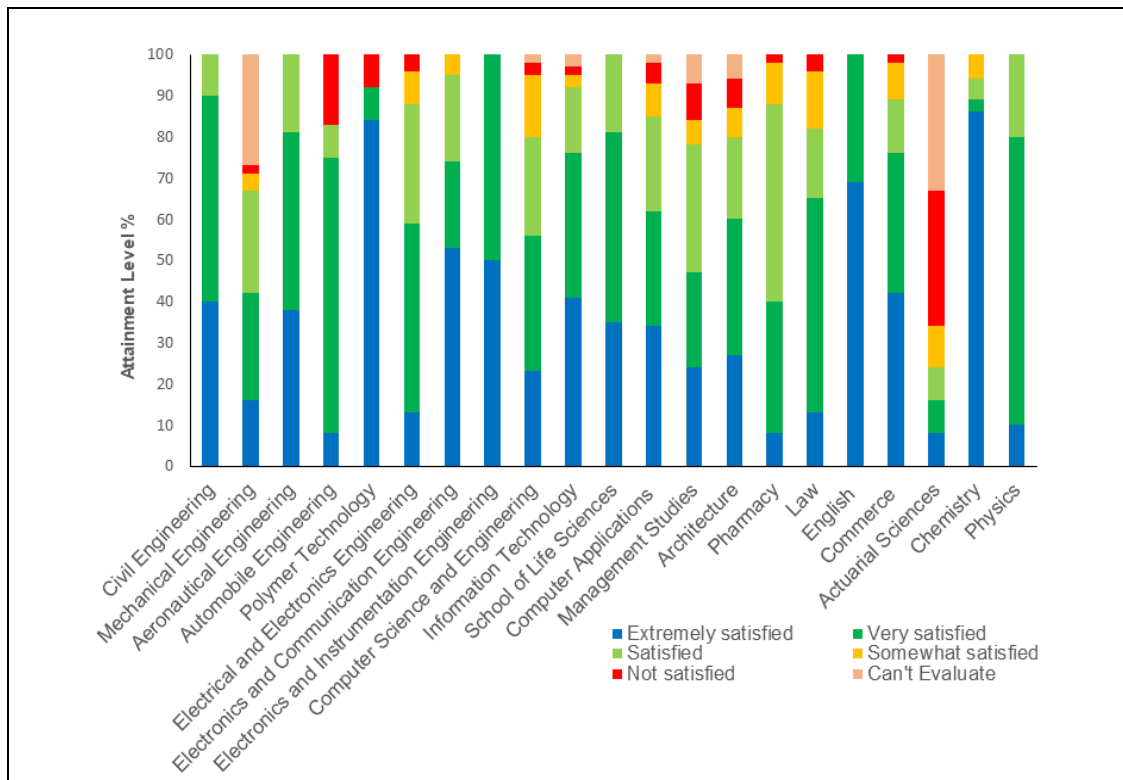


Figure 3: Usage of Innovative Teaching Methodologies

❖ **Flexibility of Curriculum**

The flexibility in curriculum emphasizes greatly on the skill development. When the academics combine with ability, then education is complete. From the figure 4, it is interpreted that, at Institute level around 88% of students have given a positive response (extremely satisfied, very satisfied & satisfied) regarding the flexibility of curriculum. Negligible percentage of students at the Institute level has not given the positive response (not satisfied & can't be evaluated) towards the flexibility of curriculum.

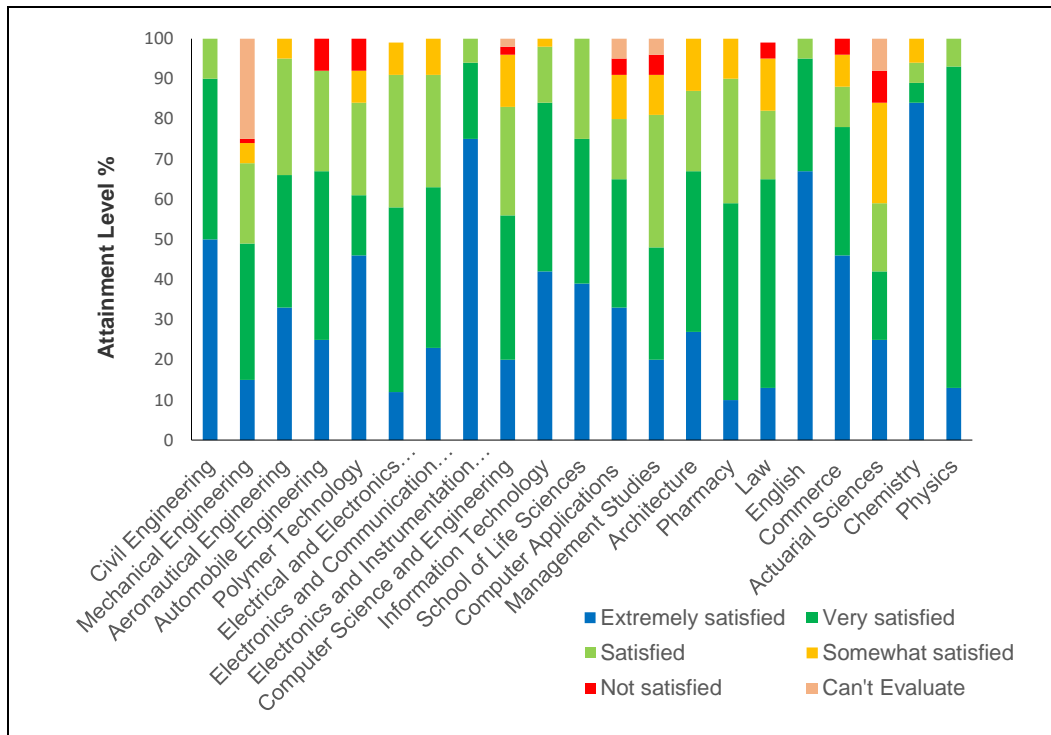


Figure 4: Flexibility of Curriculum

❖ **Provide Enough Skills on design and problem solving techniques**

The flexibility in curriculum gives the option to students to explore new areas of advancement in various disciplines within the programme; and also, in other domains of interest to enhance their employability skills. The Regulations of all the programmes offer elective courses and also facilitate pursuing of online courses through SWAYAM – NPTEL and subsequent credit transfer upon successful completion.

Figure 4 exhibits the feedback given by students of various departments about flexibility of curriculum. It can be interpreted that, at the Institute level around 88% of students have given a positive response (extremely satisfied, very satisfied & satisfied) regarding the flexibility of curriculum. The feedback from students of Mechanical Engg. and Mathematics & Actuarial Sciences indicate scope for root cause analysis for further action plan. The students of Civil Engineering, School of Life Sciences, English and Physics expressed their 100% satisfaction in this aspect.

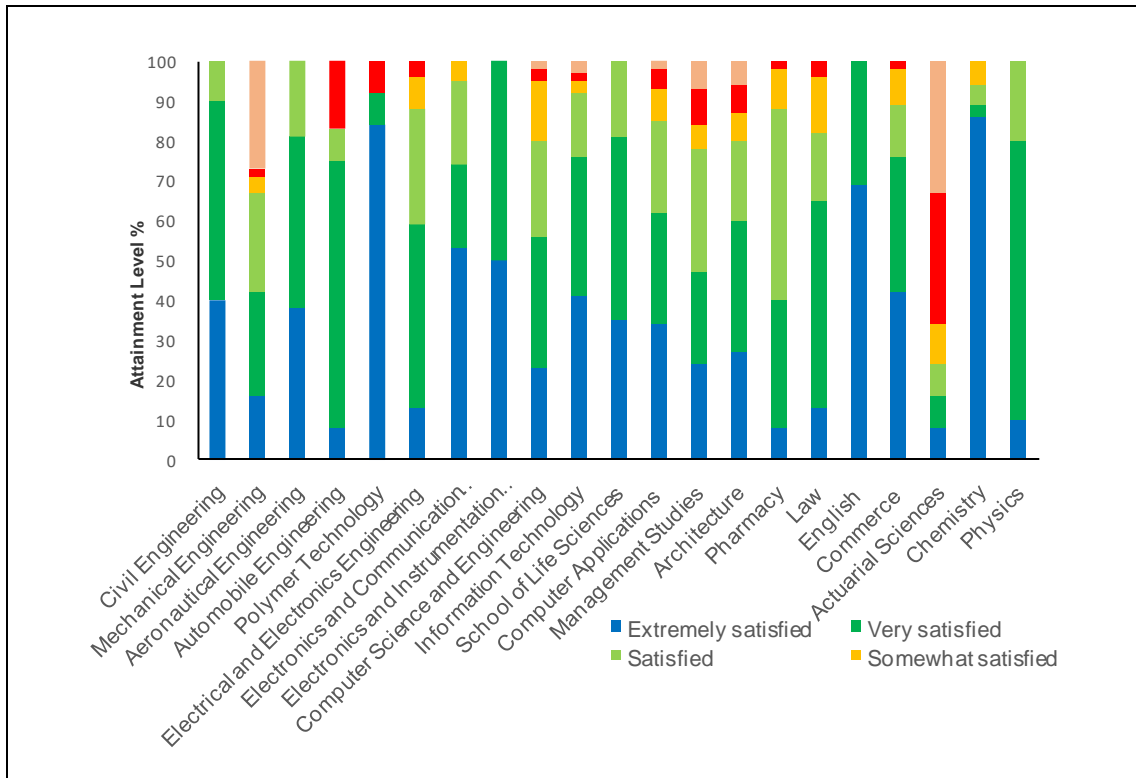


Figure 5: Provide Enough Skills on design and problem solving techniques

❖ **Encourages Self Study**

The performance of departments / schools in encouraging students towards self-study to enhance their knowledge level is shown in figure 6. In all the departments (except Mechanical Engineering and Mathematics & Actuarial Sciences) more than 85% students expressed their opinion that courses offered in the curriculum encourage self-study. Insignificant percentage of students from these students expressed their option as 'not satisfied' or 'can't evaluate' which shall be viewed in the micro level to understand the facts.

About 30 - 35% of the students belonging to Mechanical Engineering and Mathematics & Actuarial Sciences express their opinion as either 'not satisfied' or 'can't evaluate' which needs further remedial action.

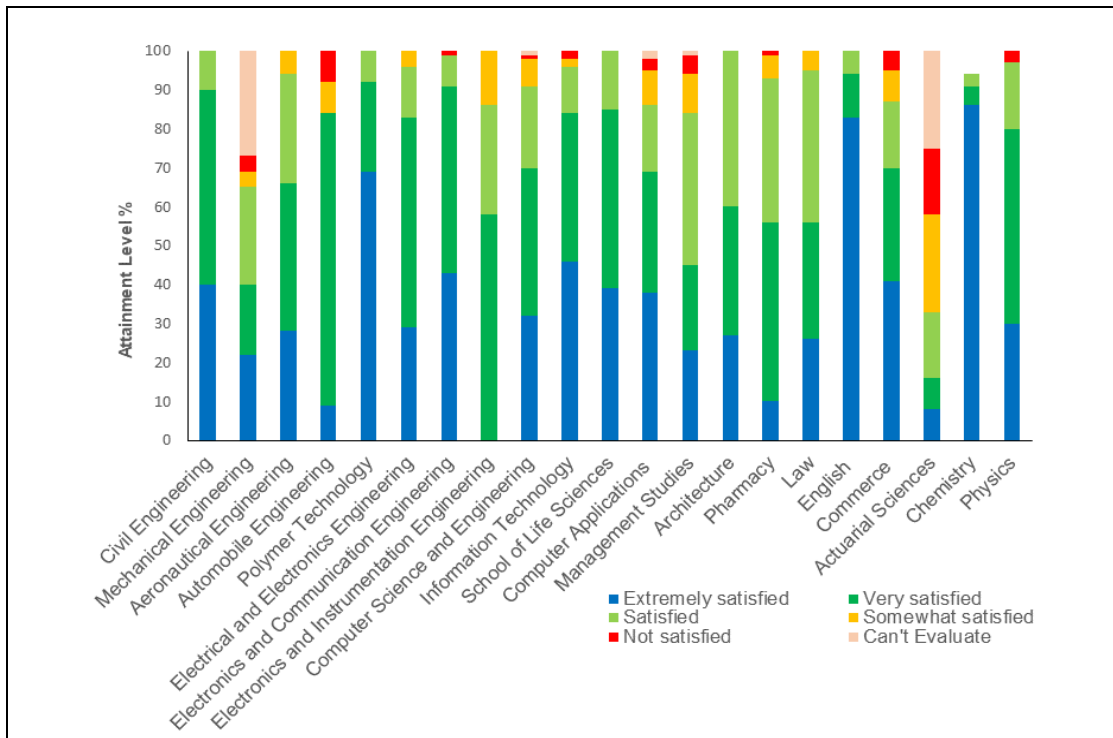


Figure 6: Encourages Self Study

❖ **Coverage of Cutting Edge Technology topics in order to face future challenges**

The performance of the department in view of coverage of cutting edge technology topics is presented in the figure 7. But still there is a scope for improvement in many departments.

Around 25% of Mechanical Engg. students gave their option as ‘can’t evaluate’ which needs to be looked into for further action based on understanding from root cause analysis. The observation of 15% dissatisfaction level in the Polymer Engineering indicate further action for improvement in this regard.

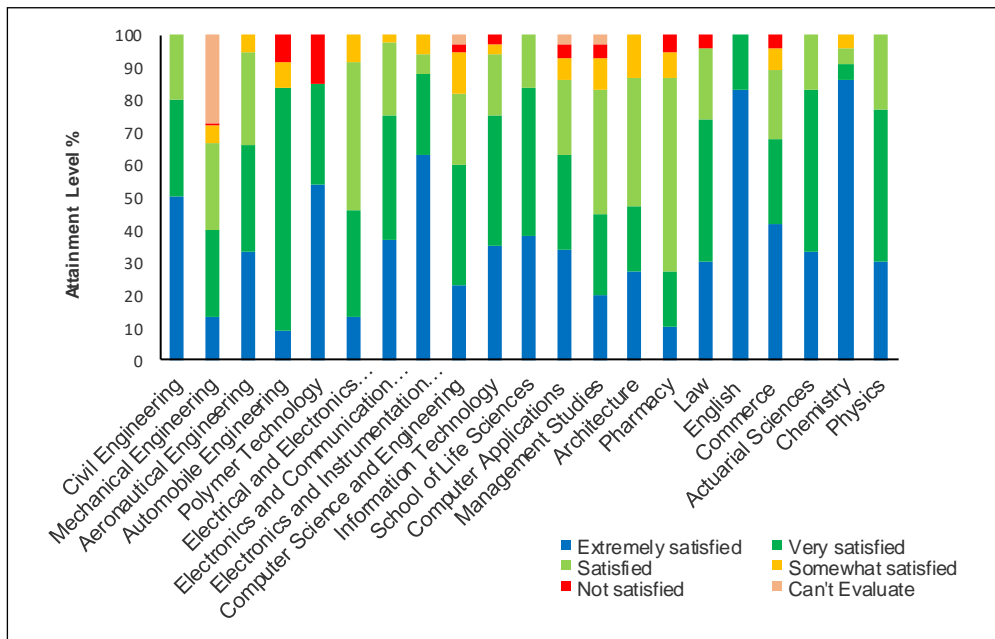


Figure 7: Coverage of Cutting Edge Technology topics in order to face future challenges

❖ **Coverage of advanced topics to take up career in research**

The performance of departments in offering advanced topics through their curriculum & syllabi to motivate students to take up research as their career is shown in figure 8. As a positive aspect, 85 – 100% of students from various departments (except Mechanical Engg.) expressed their feedback in this regard in the form of ‘extremely satisfied’, ‘very satisfied’ and ‘satisfied’.

The observation of 10% dissatisfaction levels in the department’s viz. Automobile Engg., Polymer Engg., Management Studies and M & AS indicate scope for further improvement based on action plan. The observation of around 20% feedback as ‘can’t evaluate’ from Mechanical Engg. needs root cause analysis for further course of action to improve in this aspect in the near future.

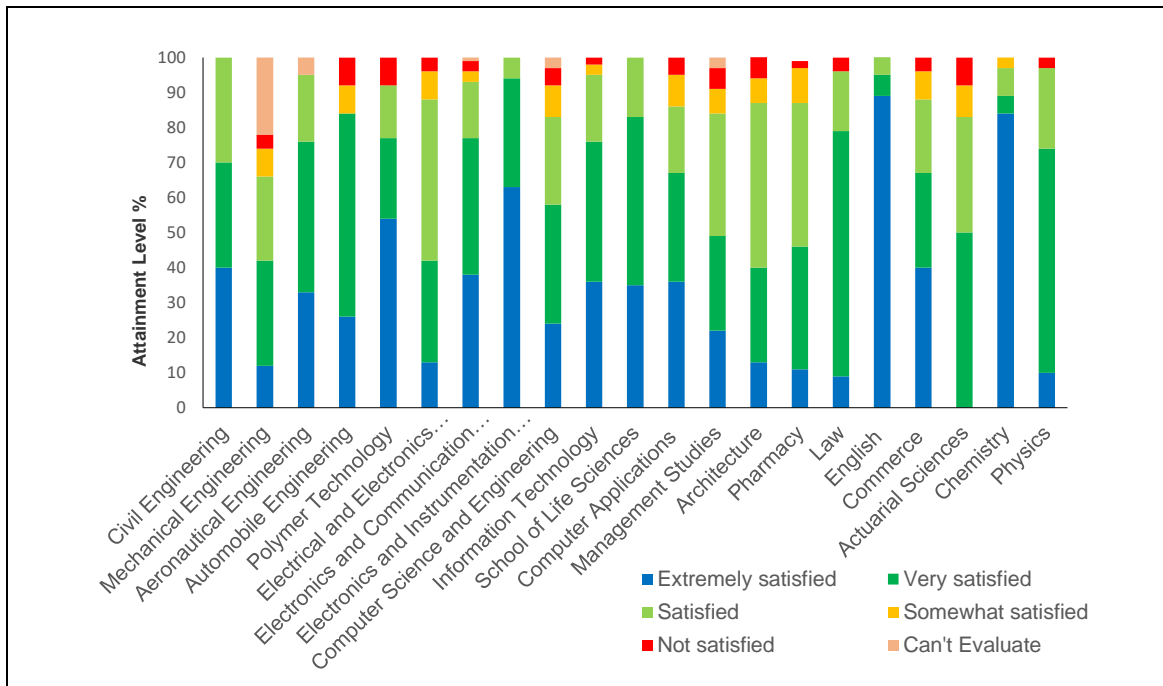


Figure 8 : Coverage of advanced topics to take up career in research

❖ **Promotes Intellectual Growth**

The indication of the departments in promoting intellectual growth through curriculum & syllabi, teaching pedagogies etc is represented in figure 9. The observation of 100% satisfaction levels from the departments viz. Civil Engg., Electronics and Communication Engg., Electronics and Instrumentation Engg. and School of Life Sciences is an encouraging sign.

Other departments (except Mechanical Engg.) also fared well in this aspect by obtaining >85% satisfaction levels. The observation of around 30% feedback from Mechanical Engg. as 'can't evaluate' is a matter of concern and needs root cause analysis to understand the same and for taking further course of action.

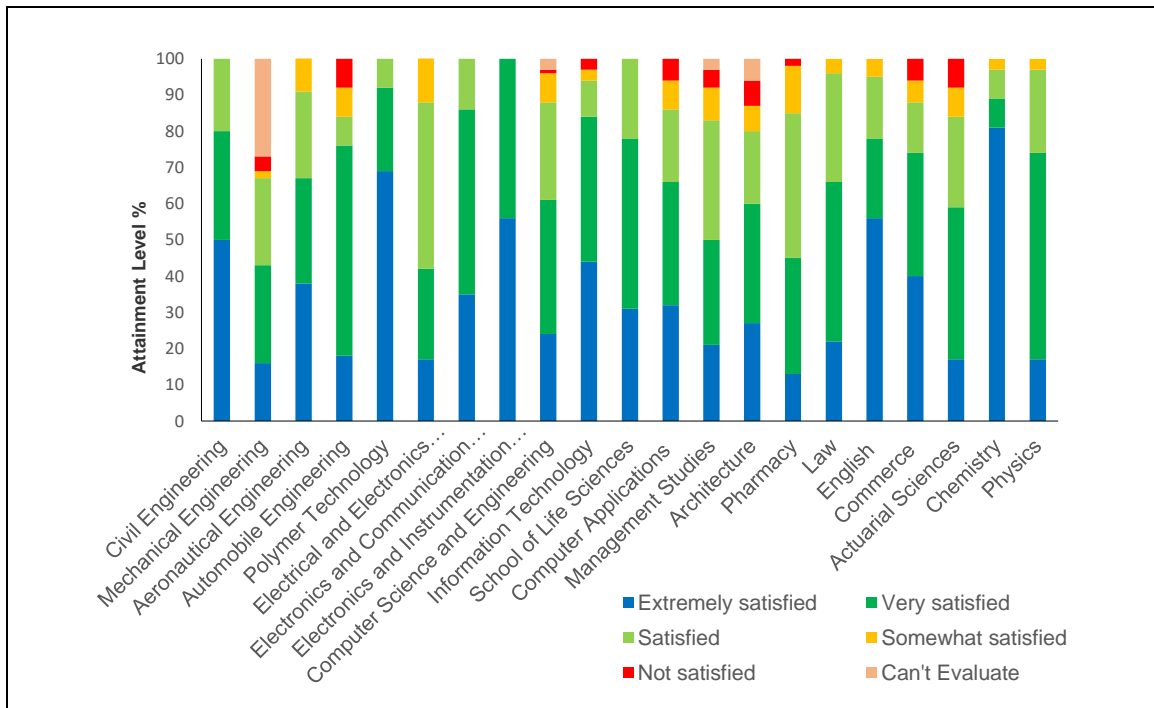


Figure 9 : Promotes Intellectual Growth

❖ **Library Facilities (Institution Level)**

The performance indicator on library facilities is given in Figure 10. This shows the greater level of appreciation from students which were evident from their way of grading as 42% - extremely satisfied; 33% - very satisfied; and 18% satisfied. In total more than 90% of students across the Institution are very happy about the library facilities. The percentage feedback obtained in the categories viz. can't evaluate, somewhat satisfied and not satisfactory are highly negligible and insignificant.

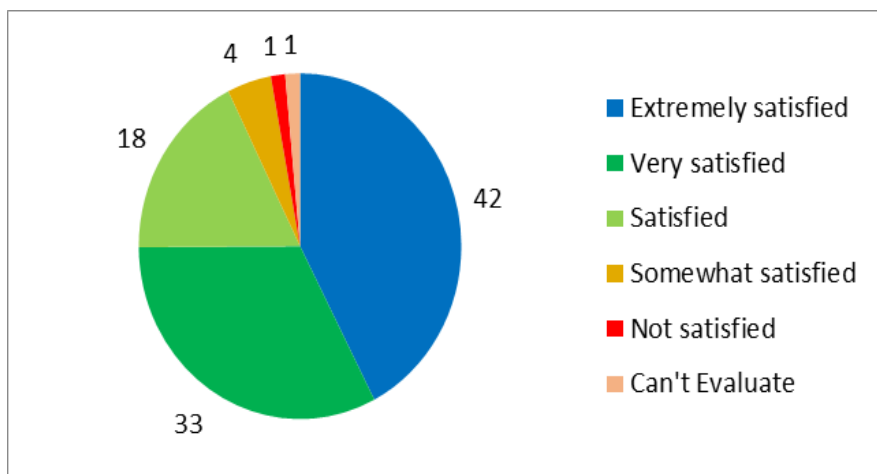


Figure 10: Library Facilities

❖ **Computer and Internet Facilities (Institution Level)**

The performance index given by the students w.r.t. computer and internet facilities provided in the Department and Institution level is shown in figure 11. Around 85% of students are happy and positive about the computer and internet facilities which were evident from their feedback in the categories viz. 'extremely satisfied' (33%), 'very satisfied' (31%) and 'satisfied' (21%).

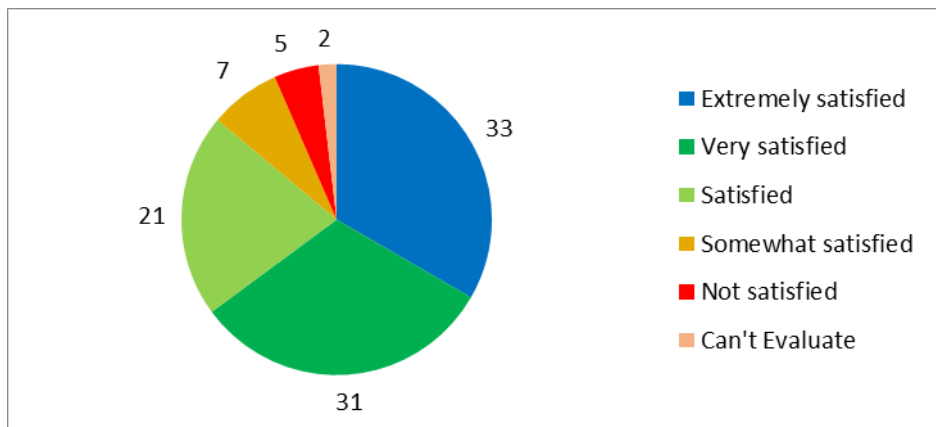


Figure 11: Computer and Internet Facilities

❖ **Canteen Facilities (Institution Level)**

Satisfaction levels expressed by the students w.r.t. to canteen facilities is indicated in figure 12. It can be seen that more than 85% of students expressed their appreciation in terms of awarding feedback as: 33% - Very good; 35% - Good; and 22% - Adequate. Around 10% of students expressed their negative views as 'poor' / 'very poor' which needs further remedial action by Estate office after assessing the root cause issues / problems for the same.

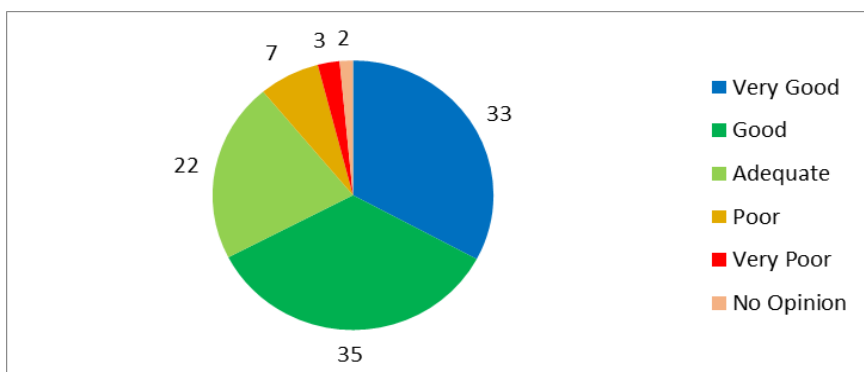


Figure 12: Canteen Facilities

❖ **Sports Facilities (Institution Level)**

The Institution much emphasize to sports by offering necessary infrastructure facilities and support to students and faculty members. Figure 12 exhibits the performance indicator in this regard. The offering of feedback as: ‘extremely satisfied’ (33%); ‘very satisfied’ (32%); and ‘satisfied’ (21%) are really encouraging which indicates that more than 85% of students are happy about the ‘sports facilities’ and ‘support’ extended to them by the parent department and sports division.

The observation of around 10% dissatisfaction levels by way of either ‘somewhat satisfied’ or ‘not satisfied’ needs further remedial action from the Department of Sports with a structured plan for root cause analysis and further remedial measures

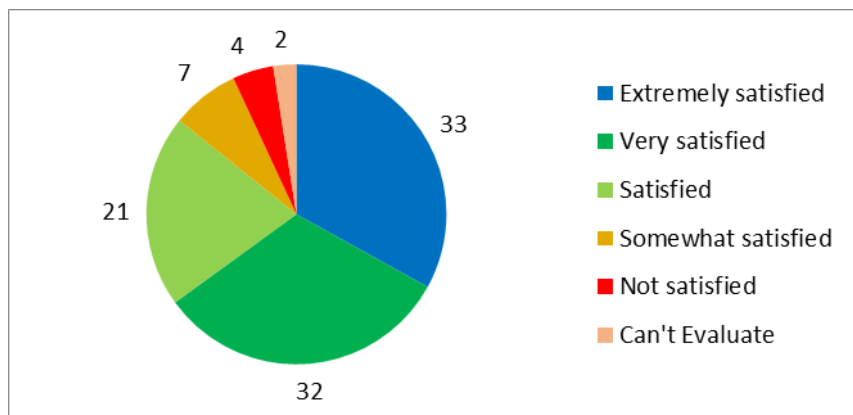


Figure 13: Sports Facilities

❖ **Hostel Facilities (Institution Level)**

The feedback expressed by the students about Hostel facilities including infrastructure, food and other amenities is given in the figure 14. The 85% positive response by the students in terms of their feedback as “36% - extremely satisfied”, “28% - very satisfied” and “21% - satisfied” are really encouraging. The observation of around 10% feedback as ‘somewhat satisfied’ / ‘not satisfied’/ ‘can’t evaluate’ express scope for further improvement by the Hostel Management in this regard.

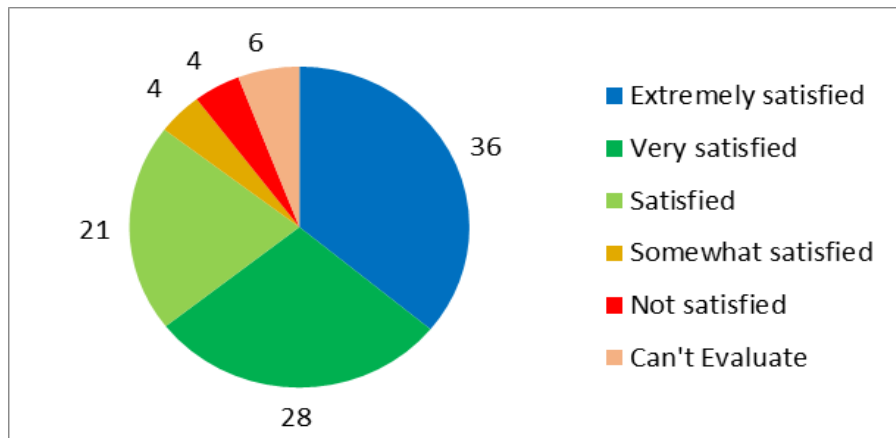


Figure 14: Hostel Facilities

D2: Suggestions for Revision in Curriculum & Syllabi:

Department of Civil Engineering

Addition of Courses: Physical Education, Skill Development in Software, Auto CAD courses (to be included in the second year of study), BIM, Course emphasizing on 'Complete House Construction', Interior Designing, E-Tabs, SAP

Deletion of Courses: Pre-stressed Concrete, Design of Hydraulic Structures, Remote Sensing, Leadership Training, Sociology

Department of Mechanical Engineering

Addition of Courses: Machine Learning

Deletion of Courses: EVS, Sociology, Economics, Chemistry

Department of Aeronautical Engineering

Addition of Courses: Space dynamics, Helicopter dynamics

Deletion of Courses: Nil

Department of Automobile Engineering

Addition of Courses: Electrical Vehicle, Design courses, ECM and Robotics

Deletion of Courses: Transport Engineering, 3D design

Department of Polymer Technology

Addition of Courses: More courses on Rubber Product and Plastic Technologies, Industrial Engineering, Language courses viz. German, Spanish and French

Deletion of Courses: Engineering Mechanics

Department of Electrical and Electronics Engineering

Addition of Courses: AI, IoT, Machine Learning, Big Data, Auto CAD, Revit, DSP, Electronics Gadgets

Deletion of Courses: Engineering Design

Department of Electronics and Communication Engineering

Addition of Courses: AI, Machine Learning, Computer Vision, Advanced AI and IoT based courses, Programming like C, C++, Java and Python, Hands on training with Industrial Boards, DS algorithms, Aptitude, Open Source Programming, PCB Design

Deletion of Courses:

EVS, C- programming, Engineering Graphics, Green Energy, Law for Engineers

Department of Electronics and Instrumentation Engineering

Addition of Courses:

Embedded Systems, PCB Design, COBOTX, JAVA, AI, ML, IoT, Python programming

Deletion of Courses:

Sociology, Social Entrepreneurship, EVS, Leadership Skills

Department of Computer Science and Engineering

Addition of Courses:

IoT and Mechatronics, Ethical Hacking, Core & Advanced Java or Python, Data Science, Angular / React, Graphical Designing, Edge computing, Data Visualization, White hacking, Block Chain, AWS, Theory of Computation, Advanced Machine Learning and AI

Deletion of Courses:

Environmental studies, Engineering Design, Social Entrepreneurship, Engineering Graphics, Chemistry

Department of Information Technology

Addition of Courses:

Block Chain Technology, Aptitude and Competitive Coding

Deletion of Courses:

Environmental Science, Engineering Mechanics, Engineering Graphics

Department of Computer Applications

Addition of Courses:

Cyber Security, IoT, Block Chain, Full Stack Development, Hands on courses related to Cloud Technology (AWS, AZURE, GCP, Alibaba or Digital Ocean as Electives), AI & Machine Learning, Big Data Analytics, Ethical Hacking, Hardware and IoT, Networking, Mini project, AGILE methodology, Deep Learning, Python

Deletion of Courses:

Environmental Science, LINUX, General English II, Digital Marketing, Organization Behaviour, IT Governance, Enterprise Application Development

School of Life Sciences

Addition of Courses:

Computer Languages related to Biology, Big python and coding

Deletion of Courses:

Environmental Science, Economic, Biopharmaceuticals, Material Science, Leadership skills, Thermodynamics, C programming

Department of Management Studies

Addition of Courses:

Hotel Management, Aviation Management, Data Science, Event Management, Tally, SPSS.

Crescent School of Pharmacy

Addition of Courses:

Computer Aided Drug Design, Human Anatomy and Physiology, Forensic Sciences

Deletion of Courses:

Computer Science, Cosmetics Science and EVS

Crescent School of Law

Addition of Courses:

Cyber Security Law, Energy law, Entertainment Law, Space Law, Technology Law, Commercial Arbitration, Foreign Direct Investment and International Business Law

Deletion of Courses:

Financial Management, Quality Management, EVS, Public Policy, Business English

Department of Actuarial Sciences

Addition of Courses: Python programming

Department of Physics

Addition of Courses:

Astro physics, Plasma Physics, Biophysics, Medical Physics, Computer Programming, Geophysics, Probability theory, Optical waves, Advanced Electro Dynamic

Deletion of Courses:

Seminar, Numerical Methods and Programming, Biomedical Instrumentation

Department of Chemistry

Addition of Courses:

Forensic Chemistry, Computational Chemistry, Soft Skills, Astronautical Chemistry, Course emphasis on hands on training in Analytical Instruments.

Department of Commerce

Addition of Courses:

Ethical Hacking, Full Stack Web Development, Soft Skill in Operation Research, Computer Programming, Psychology, Financial Literacy, Macro Economics, Risk management, Data Science, Retail Banking, Business Web Design and Web Development

Deletion of Courses:

Forensic Investigations, Computer Networks, English, EVS, Industrial Relations and Labour Law

Department of English

Addition of Courses:

Microsoft Word for Research purpose, Full stack web development

E. Overall Remarks

- ❖ Most of the Departments obtained highly positive feedback to the tune of 85 – 100% in various evaluation metrics viz. Attainment of Programme Outcomes, Usage of Innovative Teaching Methodologies, Flexibility of Curriculum, Provide Enough Skills on design and problem-solving techniques, Encourages Self Study, Coverage of Cutting-Edge Technology topics in order to face future challenges, Coverage of advanced topics to take up career in research and Promotes Intellectual Growth; which are really encouraging. The small gaps in this regard shall be addressed by the departments by exercising micro level studies to rectify the same in the near future.
- ❖ The observation of indifferent feedback from Department of Mechanical Engg. and Department of Mathematics & Actuarial Sciences in the academic related metrics needs through root cause analysis and require further remedial action at the earliest.
- ❖ More than 85% of students in the Institute level happy about the provision of central facilities viz. Library Facilities, Computer and Internet Facilities, Canteen Facilities Sports Facilities and Hostel Facilities. The divisions concerned shall further evolve strategies for the 100% satisfaction level from the students.
- ❖ With respect of 'Addition of Courses' or 'Deletion of Courses' expressed by the students, the departments concerned shall further deliberate in the 'department level faculty meetings' and 'board of studies' for correction action, if required.

Annexure 5: Sample Exit survey forms for the academic year 2021-22


04/01/2022

Dean, Academic Affairs

DEAN (ACADEMIC AFFAIRS)
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of Science & Technology
Vandalur, Chennai - 600 048, India

OFFICE OF DEAN (ACADEMIC AFFAIRS)

Ref: 771/ Dean (AA) /2022

17.06.2022

**Report on students' feedback level - II
(About the Course and Course Teacher)
Odd semester 2021-22**

I) Preamble:

It is the practice followed in the Institution to obtain feedback from the students about courses and course teacher, twice in a semester. Normally feedback level-I is obtained from the students about the 'course teacher' after two weeks of the commencement of the classes in every semester. Feedback level - II is obtained before continuous Assessment Test-2 about the 'course and course teacher'. The Level II feedback for the odd semester 2021-22 was obtained course wise from students during December 2021– February 2022. These feedbacks were collected and collated in the department level and important suggestions / comments / remarks given by the students for enhancing the curriculum & syllabi were considered for further course of action.

II) Feedback level - II questionnaire:

The following are the questions for feedback level - II (Course Teacher) and the grade point in the range of 1-10 are used for responses, for each questions.

S. No.	Feedback statements	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		10	9	8	7	6	5	4	3	2	1
1	The course teacher prepares well for the classes.										
2	The course teacher was able to communicate effectively.										
3	The course teacher illustrates the concepts through examples and applications.										

4	The course teacher uses student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.																		
5	The course teacher uses ICT tools such as LCD projector, multimedia, etc. for course delivery.																		
6	The course materials provided online / offline are adequate, accessible and interesting.																		
7	The assessments / assignments are appropriate and are feasible for online / offline mode.																		
8	The prescribed syllabus was completed before the assessments.																		
9	The course teacher is fair and transparent in the evaluation process.																		
10	The course teacher identifies strengths / weaknesses and offers encouragement, feedback, as well as constructive criticism.																		

The following are the questions for feedback level - II (About the Course) and the grade point in the range of 1-10 are used for responses, for each question.

S. No.	Feedback Statements	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree				
		10	9	8	7	6	5	4	3	2	1			
1	Course Outcome (COs) statements stipulate the expected knowledge, skills and attitude.													
2	The course successfully meets the course objectives and outcomes.													
3	The course fulfils the programme objectives and programme outcomes.													
4	All the class committee meetings are conducted and course progress is discussed.													
5	The course contributes to the knowledge and skill development in line with industry needs.													
6	Overall rating of the course syllabus.													

III) Feedback analysis (Department wise): Odd Semester 2021-22

(A) About the Course Teacher

(i) Details of class wise average feedback score of 'course teacher' in the feedback level II & Analysis:

S.No.	Department / School	Programme	Average Score (out of 10)		Analysis									
					SEMESTER					SEMESTER				
			No. of Faculty Scored Less than 8 (out of 10)		No. of Faculty Scored Greater than 8 (out of 10)		SEMESTER		SEMESTER		SEMESTER		SEMESTER	
			I	III	V	VII	I	III	V	VII	I	III	V	VII
1	Civil	B.Tech. (Civil)	9.0	9.2	9.3	9.4	-	-	-	-	7	9	12	11
		M.Tech. -SE	9.3	9.9	NA	NA	-	-	NA	NA	6	4	NA	NA
		M.Tech. - CEPM	9.5	9.9	NA	NA	-	-	NA	NA	7	4	NA	NA
2	Mech	B.Tech. (Mech.) (A&B)	9.2	8.4	8.9	8.6	-	2	1	-	14	21	26	25
		M.Tech -CAD/CAM	9.7	9.7	NA	NA	-	-	NA	NA	7	6	NA	NA
3	Aero	B.Tech. (Aeronautical)	9.4	9.5	9.2	9.2	-	-	-	-	7	12	12	12
		M.Tech -Avionics	9.5	9.7	NA	NA	-	-	NA	NA	5	3	NA	NA
4	Auto	B.Tech. (Automobile)	9.2	9.8	9.9	9.4	-	-	-	-	7	10	10	10
5	Polymer	B.Tech. (Polymer)	9	9.3	9.4	9.7	-	-	-	-	7	11	11	11
6	EEE	B.Tech. (EEE)	9.2	8.6	8.4	8.7	-	-	1	-	7	11	11	12
		M.Tech - PSE	9.7	10	NA	NA	-	-	NA	NA	6	4	NA	NA
7	ECE	B.Tech. (ECE)(A,B)	8.9	9.4	9.3	8.9	-	-	-	1	14	13	17	24
		M.Tech - VLSI	9.1	9.6	NA	NA	-	-	NA	NA	7	3	NA	NA

S.No.	Department / School	Programme	Average Score (out of 10)		Analysis									
					No. of Faculty Scored Less than 8 (out of 10)					No. of Faculty Scored Greater than 8 (out of 10)				
			SEMESTER				SEMESTER				SEMESTER			
			I	III	V	VII	I	III	V	VII	I	III	V	VII
8	E&I	B.Tech (E&I)	9.1	9.6	8.95	9.3	-	-	1	-	7	10	10	8
9	CSE	B.Tech (CSE)(A,B&C)	9	9.2	9.1	8.9	-	-	1	-	21	33	34	41
		B.Tech CSE (IoT)	8.6	9.2	NA	NA	-	-	NA	NA	7	9	NA	NA
		B.Tech (AI&DS)	8.9	8.3	NA	NA	-	-	NA	NA	7	11	NA	NA
		B.Tech CSE (CS)	9.3	9.9	NA	NA	-	-	NA	NA	7	10	NA	NA
		M.Tech. (CSE)	9.3	9.8	NA	NA	-	-	NA	NA	7	4	NA	NA
		M.Tech. (AI & DS)	9.7	NA	NA	NA	-	-	NA	NA	6	NA	NA	NA
10	IT	B.Tech (IT)	9.3	9.5	9.7	9.4	-	-	-	-	7	11	11	13
		M.Tech	-	10	NA	NA	-	NA	NA	NA	NA	4	NA	NA
11	CA	B.C.A. (CTIS) (A&B)	9.2	9	8.98	NA	-	-	-	NA	10	16	8	NA
		B.C.A. (MAIS)	-	8.5	8.8	NA	-	-	-	NA	-	8	9	NA
		B.C.A. (DS)	9.3	9.2	8.6	NA	-	-	-	NA	8	8	8	NA
		B.C.A. (MM)(MWAD)	9.3	8.5	8.4	NA	-	1	-	NA	7	7	8	NA
		B.Sc. (CS) (A&B)	9.5	9.2	8.7	NA	-	-	-	NA	10	16	16	NA
		MCA	8.8	8.6	9.3	NA	-	-	-	11	10	8	-	
12	Mathematics & Actuarial	M.Sc. (Actuarial Science)	7.4	8.1	NA	NA	4	3	NA	NA	2	4	NA	NA

S.No.	Department / School	Programme	Average Score (out of 10)		Analysis									
					No. of Faculty Scored Less than 8 (out of 10)					No. of Faculty Scored Greater than 8 (out of 10)				
			SEMESTER				SEMESTER				SEMESTER			
			I	III	V	VII	I	III	V	VII	I	III	V	VII
	Science													
13	School of Life Sciences	B.Tech (Biotech)	9.1	-	-	-	-	-	-	-	7			-
		B.Sc. (Biotechnology)	9.3	-	-	-	-	-	-	-	9	-	-	-
		M.Tech. (Biotechnology)	9.0	-	NA	NA	-	-	NA	NA	8	-	NA	NA
		M.Tech. (Food Biotechnology)	8.9	-	NA	NA	-	-	NA	NA	3	-	NA	NA
		M.Sc. (Biochemistry & Molecular Biology)	8.9	-	NA	NA	-	-	NA	NA	4	-	NA	NA
		M.Sc. Biotechnology	8.9	-	NA	NA	-	-	NA	NA	4	-	NA	NA
		M.Sc. (Microbiology)	8.7	-	NA	NA	-	-	NA	NA	4	-	NA	NA
15	Physics	M.Sc (Physics)	9.7	9.2	NA	NA	-	-	NA	NA	8	8	NA	NA
16	Chemistry	M.Sc (Chemistry)	9.1	9.8	NA	NA	-	-	NA	NA	10	11	NA	NA
17	Commerce	B.Com (G) (A,B, C &D)	9.2	8.9	9.3	NA	1	-	-	NA	32	26	24	NA
		B.Com (A&F) (A&B)	8.8	8.8	9.4	NA	1	-	-	NA	17	12	12	NA
		B.Com. (Hons.)	9.1	9.6	8.8	NA	-	-	-	NA	7	6	6	NA

S.No.	Department / School	Programme	Average Score (out of 10)		Analysis												
					No. of Faculty Scored Less than 8 (out of 10)					No. of Faculty Scored Greater than 8 (out of 10)							
			SEMESTER					SEMESTER					SEMESTER				
			I	III	V	VII		I	III	V	VII		I	III	V	VII	
		B.B.A. (General)	8.6	9.5	9.1	NA	1	-	-	NA	8	7	7	NA			
		B.B.A. (F&S)	8.8	8.9	9.5	NA	-	-	-	NA	5	6	5	NA			
		B.B.A. (EFB)	NA	NA	8.2	NA	NA	NA	3	NA	NA	NA	4	NA			
		M.Com	9.2	9.2	NA	NA	-	-	NA	NA	6	7	NA	NA			
18	English	B.A. English (Hons.)	9.7	9.2	9.4	NA	-	-	-	NA	7	7	5	NA			
20	Crescent School of Pharmacy	B.Pharm	9.4	8.1	9.1	8.9	-	2	-	-	13	6	8	6			

S.No	Dept/School	Programme	Average Score (out of 10)		Observations															
					No of faculty scored Less than 8 (out of 10)						No of faculty scored greater than 8 (out of 10)									
			SEMESTER						SEMESTER						SEMESTER					
			I	III	V	VII	IX	I	III	V	VII	IX	I	III	V	VII	IX			
21	Crescent School of Architecture	B.Arch	8.6	9	8.8	8.7	9.3	3	1	-	2	-	6	11	14	12	7			
		B.Des (A)	9	9.3	8.5	NA	NA	-	-	1	NA	NA	5	6	4	NA	NA			
		M.Arch	7.6	9.8	NA	NA	NA	2	-	NA	NA	NA	2	4	NA	NA	NA			
22	Crescent School of Law	BBA.LLB	8.4	10	9.4	8.4	8.4	3	-	-	-	2	9	6	12	7	4			
		BA.LLB	9.4	-	9.7	NA	NA	-	-	-	-	NA	6	-	6	NA	NA			
		B.Com.LLB	NA	NA	NA	8.5	9.4	NA	NA	NA	1	-	NA	NA	NA	6	6			

(ii) Student Feed Back Level II – About Course Teacher: Details of faculty scored less than 8 (out of 10)

S.No.	Name of the Programme	Semester	Course code	Course Name	Course Teacher	Avg. score	Remarks/ Suggestions/ATR
1	B.Arch	I	ARD 1103	Building Materials and Representation	Ar. Sangeetha	7.8	
			ARD 1105	Architectural Design Studio	Ar. Sangeetha	7.9	
			ARD 1106	Allied Design Studio I	Mr.Vinil	7.6	
		III	ARC 2106	Architectural Design Studio III	Ar.Christone	7.9	
		VII	ARC 4201	Professional Ethics & Practice I	Ar. Saritha	7.8	
			ARC 4212	Disaster Mitigation and Built Back Better	Ar. Shrisendu	6.7	
2	M.Arch	I	ARA 6104	Architectural Design Studio I	Ar. Denukha	7.3	
			ARA 6102	Research Methodologies	Ar. Denukha	7.0	
3	B.Des	V	IAC 3502	Allied Design Studio V	Ar. Maithreyi	7.4	
4	B.Tech (EEE)	V	GECX 110	Knowledge Management	Mrs.C. Bridndha	7.7	
5	B.Tech (ECE)	VII	ECCX 50	Software Defined Radio	Ms. R. Mahalakshmi	7.8	

6	M.Sc. (AS)	I	MAD 6102	Probability and Distributions	Dr.Sheelapriya G	6.2	
			MAD 6103	Business Economics	Ms. Magesh S	6.9	
			MAD 6105	Principles of Insurance	Dr.Sheelapriya G	5.4	
			MAD 6106	Ms Excel	Dr.Mahadev Ota	7.0	
		III	MAD 7104	Survival Models	Ms. M.V. Jeyanthi	7.7	
			MAD 7105	Actuarial Computational Lab	Dr. Ashiq MohdIlyas	7.8	
			MADY 06	Portfolio & Credit Risk Management	Dr. Ashiq MohdIlyas	7.6	
7	B.B.A LL.B (Hons.)	I	BLD 1102	Introduction to Sociology	Mr. Premkumar M R	7.3	
			BLD 1103	Basic Principles of Economics	Dr.Khurram Khowaja	7.7	
			BLD 1105	General Principles of Contract	Mr. Shahnawaz Ahmad	7.8	
		IX	BLC 5103	Land Law	Mr. Sudalai Muthu	7.9	
			BLC 5104	Alternative Dispute Resolution	Dr. Mohammed Arab Shamiullah	7.9	
8	B.Com LL.B (Hons.)	VII	BLC 4106	Drafting, Pleading and Conveyancing	Mr. Sudalai Muthu	7.4	
9	B.Tech (CSE)	V-C	CSCX 117	Programme Elective I Virtualization Techniques	Mr. Syed Abdul Syed	7.6	
10	B.Tech (Mech)	III - A	MAC2181	Partial differential equations and transforms	Dr. Parvez Iqbal	6.8	
			MEC2107	Part modeling laboratory	Dr. Mahashar Ali J	7.78	

		V-B	MECX03	Design of Hydraulics and Pneumatics	Mr. D. Pradeep Kumar	7.2	
11	B.Tech (EIE)	V	GECX 111	Cyber Security	Mr. N. Rajendran	7.2	
12	B.Com(A&F)	I	END 1183	General English	Dr. Asharafunisha H	7.2	
13	BBA (General)	I	COD 1102	Business Organization & Management	Dr. S. Arurn Kumar	7.5	
14	B.Com (General)	III	COC 2104	Entrepreneurship Development	Mr. Chandrashekhar	7.4	
15	B.B.A. (EFB)	III-A	COC 3111	Research Methodology	Ms. Pavithra	7.8	
			COC 3104	Personality Development	Dr. Rajendra Prasad	7.3	
			COC 3134	E-Business	Dr. Hassan Shareef K	7.7	
16	B.Pharm	III	BP 303 T	Pharmaceutical Microbiology	Dr.B.Lavanya / Dr.N.Raja	7.6	
			BP 307 P	Pharmaceutical Microbiology I	Dr.B.Lavanya/ Dr.N.Raja	7.1	
17	BCA (MWAD)	III	CAC 2103	Software Engineering	Dr. Sahar Banu	7.5	

(B) About the course

(i) Details of class wise average feedback score of ‘courses’ handled in the semester and Analysis:

S.No.	Department / School	Programme	Average Score (out of 10)		Analysis									
					No. of Faculty Scored Less than 8 (out of 10)					No. of Faculty Scored Greater than 8 (out of 10)				
					I	III	V	VII	I	III	V	VII	I	III
1	Civil	B.Tech (Civil)	9.0	9.3	8.6	9.4	-	-	-	-	9	9	12	11
		M.Tech (SE)	-	9.6	NA	NA	-	-	NA	NA	-	4	NA	NA
		M.Tech (CEPM)	-	9.6	NA	NA	-	-	NA	NA	-	4	NA	NA
2	Mech	B.Tech (Mech)(A&B)	9.3	8.5	8.9	8.7	-	1	1	1	14	22	26	24
		M.Tech (CAD-CAM)	9.7	9.7	NA	NA	-	-	-	-	7	6	NA	NA
3	Aero	B.Tech (Aero)	9.3	9.5	9.2	9.2	-	-	-	-	7	12	12	12
		M.Tech (Avionics)	9.2	9.6	NA	NA	-	-	NA	NA	5	3	NA	NA
4	Auto	B.Tech (Auto)	9.3	9.8	9.8	9	-	-	-	1	7	10	10	13
5	Polymer	B.Tech (Polymer)	9.0	9.6	9.4	9.5	-	-	-	-	7	11	11	11
6	EEE	B.Tech(EEE)	9.1	8.6	8.5	8.5	-	-	-	1	7	11	12	11
		M.Tech (PSE)	9.7	10	NA	NA	-	-	NA	NA	6	4	NA	NA
7	ECE	B.Tech (ECE)(A,B)	8.9	9.4	9.3	9.3	-	-	-	-	14	10	14	10
		M.Tech (VLSI)	9.1	9.3	NA	NA	-	-	NA	NA	7	4	NA	NA
8	E&I	B.Tech (E&I)	9.0	9.6	8.7	9.4	-	-	1	-	7	10	10	8
9	CSE	B.Tech (CSE)(A,B&C)	9.0	9.1	9.1	9.1	-	-	-	-	21	33	35	41
		B.Tech CSE (IoT)	8.7	9.4	-	-	-	-	-	-	7	9	-	-
		B.Tech (AI&DS)	8.9	8.2	-	-	-	-	-	-	7	11	-	-
		B.Tech CSE (CS)	9.3	9.9	-	-	-	-	-	-	7	10	-	-
		M.Tech. (CSE)	9.4	9.5	NA	NA	-	-	NA	NA	7	4	NA	NA
		M.Tech. (AI & DS)	9.4	NA	NA	NA	-	-	NA	NA	6	NA	NA	NA
10	IT	B.Tech(IT)	9.0	9.4	9.7	9.4	-	-	-	-	7	11	11	13
		M.Tech	NA	9.9	NA	NA	-	NA	NA	NA	NA	4	NA	NA
11	CA	B.C.A. (CTIS) (A&B)	9.3	8.8	9	NA	-	-	-	NA	16	8	8	NA

S.No.	Department / School	Programme	Average Score (out of 10)		Analysis									
					No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)					
					I	III	V	VII	I	III	V	VII	I	III
		B.C.A. (MAIS)	-	8.4	8.7	NA	-	-	-	NA	-	8	9	NA
		B.C.A. (DS)	9.3	9.2	8.6	NA	-	-	-	NA	8	8	8	NA
		B.C.A. (MWAD)	-	8.6	8.3	NA	-	-	-	NA	-	8	8	NA
		B.Sc. (CS) (A&B)	9.5	9.2	8.6	NA	-	-	-	NA	10	16	16	NA
		MCA	8.6	8.4	8.9	NA	-	-	-	-	11	10	8	-
12	Mathematics & Actuarial Science	M.Sc. (Actuarial Science)	7.53	8	NA	NA	1	3	NA	NA	5	4	NA	NA
13	School of Life Sciences	B.Tech (Biotech)	9.1	-	-	-	-	-	-	-	7	-	-	-
		B.Sc. (Biotechnology)	-	-	-	NA	-	-	-	NA	-	-	-	NA
		M.Tech. (Biotechnology)	-	-	NA	NA	-	-	NA	NA	-	-	NA	NA
		M.Tech.(Food Biotechnology)	-	-	NA	NA	-	-	NA	NA	-	-	NA	NA
		M.Sc. (Biochemistry & Molecular Biology)	-	-	NA	NA	-	-	NA	NA	-	-	NA	NA
		M.Sc. Biotechnology	-	-	NA	NA	-	-	NA	NA	-	-	NA	NA
		M.Sc. (Microbiology)	-	-	NA	NA	-	-	NA	NA	-	-	NA	NA
15	Physics	M.Sc (Physics)	9.7	9.4	NA	NA	-	-	NA	NA	8	8	NA	NA
16	Chemistry	M.Sc (Chemistry)	9.1	9.7	NA	NA	-	-	NA	NA	10	11	NA	NA
17	Commerce	B.Com (G) (A,B, C &D)	9.3	9	9.3	NA	-	-	-	NA	32	27	24	NA
		B.Com (A&F) (A&B)	8.8	8.8	9.5	NA	1	-	-	NA	17	12	12	NA
		B.Com. (Hons.)	9.1	9.4	8.9	NA	-	-	-	NA	7	6	6	NA
		B.B.A. (General)	8.6	9.3	9.3	NA	1	-	-	NA	8	7	7	NA

S.No.	Department / School	Programme	Average Score (out of 10)		Analysis									
					No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)					
					I	III	V	VII	I	III	V	VII	I	III
		B.B.A. (F&S)	8.7	9.2	9.6	NA	-	-		NA	5	6	5	NA
		B.B.A. (EFB)	NA	NA	8.3	NA	NA	NA	1	NA	NA	NA	6	NA
		M.Com	9	9.1	NA	NA	-	-	NA	NA	6	7	NA	NA
18	English	B.A. English (Hons.)	9.7	9.3	9.3	NA	-	-	-	-	7	7	5	NA
20	Pharmacy	B.Pharm	9.4	8.2	8.8	8.9	-	2	-	-	13	6	8	6

S.No	Department / School	Programme	Average Score (out of 10)					Analysis									
								No of faculty scored Less than 8 (out of 10)					No of faculty scored greater than 8 (out of 10)				
								I	III	V	VII	IX	I	III	V	VII	IX
21	Crescent School of Architecture	B.Arch	9	9	8.4	9.4	8.1	-	-	3	-	1	9	12	9	3	6
		B.Des (A)	8.9	9.4	8.4	9.4	NA		-	1	-	NA	5	6	4	5	NA
		M.Arch	7.8	9.4	NA	NA	NA	3		NA	NA	NA	1	4	NA	NA	NA
22	Crescent School of Law	BBA.LLB	8.5	-	9.4	8.5	8.7	2	-	-	1	-	10	-	12	6	6
		BA.LLB	8.9	-	9.9	NA	NA	-	-	-	-	NA	6	-	6	NA	NA
		B.Com. LLB	NA	NA	NA	8.5	9.5	NA	NA	NA	-	-	NA	NA	NA	7	6

(ii) Student Feed Back Analysis – Level II : Details of courses with score less than 8 (in 10 point scale).

S.No.	Name of the Programme	Semester	Course code	Course Name	Avg. score	Remarks/ Suggestions/ ATR
1	B.Arch	V	ARC 3115	Landscape Architecture	7.4	
			ARC 3104	Building Materials Construction	7.5	
			ARC 3106	Architectural Design Studio – V	7.6	
		IX	ARC 5112	Architectural Conservation	2.0	
2	B.Des	V	IAC 3502	Allied Design Studio- V	7.5	
3	M.Arch	I	ARA 6104	Architectural Design Studio – I	7.4	
			ARA 6103	Digital tools for Architectural Representation	7.9	
			ARA 6102	Research Methodologies	7.8	
4	B.Tech (EEE)	VII	GECX 208	Embedded Systems and its Applications	7.8	
5	B.Tech (Auto)	VII	GECX 201	Green Design and Sustainability	7.3	
6	M.Sc (AS)	I	MAD 6102	Probability and Distributions	7.5	
		III	MAD 7102	Financial Economics	6.5	
			MADY 03	Corporate Finance	7.6	
			MADY 06	Portfolio & Credit Risk Management	7.3	

S.No.	Name of the Programme	Semester	Course code	Course Name	Avg. score	Remarks/ Suggestions/ ATR
7	BBA LLB (Hons.)	I	BLD 1102	Introduction to Sociology	7.4	
			BLD 1105	General Principles of Economics	7.5	
		VII	BLCX 003	Private International Law	7.8	
8	B.Tech (Mech)	III-A	MAC2181	Partial differential equations and transforms	7.6	
		V-B	MECX03	Design of Hydraulics and Pneumatics	7.2	
		VII-B	GECX201	Green design and sustainability	7.9	
9	B.Tech (EIE)	V	GECX 111	Cyber Security	7.2	
10	B.Com (A&F)	I	END 1183	General English	7.6	
11	BBA (General)	I	COD 1102	Business Organization & Management	7.6	
12	BBA (EFB)	III	COC 3134	E- Business	7.9	
13	B.Pharm	III	BP 303 T	Pharmaceutical Microbiology	7.0	
			BP 307 P	Pharmaceutical Microbiology I	7.4	

IV) Major observations:

(i) About the course teacher

The feedback at level II infers that most of the students were satisfied with the online / offline classes handled by the faculty members. The average score of 8 was fixed as 'good performance by the faculty'. A very few faculty scored less than 8 in feedback level- I and were counselled in some cases and accordingly shown improvement in the subsequent feedback.

(ii) About the course

In More than 95% of courses, the students were satisfied with the level of attainment of course outcome and skill set. Since the obtained score is more than 8. In few courses, the average score is less than 8 which needs further analysis.

V) Proposed action to be taken:

(a) About course teacher

- ✓ The HoDs / School Deans shall conduct ground level analysis to understand the real scenario in case of faculty scored less than 8 (in a 10 point scale) instead of giving significance to the numbers.
- ✓ In case of need, they shall counsel the faculty concerned and act as a bridge between students and course faculty for the enhanced teaching – learning process.
- ✓ If the faculty scored less than 8 consequently for more than once in a particular course, then the allotment of the same course(s) shall be reconsidered when offered next / shall encourage faculty to pursue structured training to upgrade their skill set

(b) About the course

- The syllabus content of the courses with less than 8 performance point shall be reviewed for upgradation / modification with inclusion of industry relevant modules etc.
- The relevance of course in the context of programme shall be analysed and accordingly can recommend for removal of the course from the curriculum.

- These courses shall be deliberated in the upcoming Board of Studies for further action in this regard.

(b1) Suggestions / remarks of students about syllabi of courses for necessary action :

B.Tech (EEE)

- MAC 2181 Partial Differential Equations and Transforms – Topics to be included : Mellin Transform, Solving homogeneous higher order partial equation in terms of trigonometry functions, logarithmic function etc.
- EEC 2101 Electro Magnetic Theory – Antenna Fundamentals to be included.
- EEC 2107 Signals and Systems : Discrete – Time Signals and Sampling Theorem can be removed. More advanced problems in Fourier transform and Laplace transform can be included.
- SSCX 03 Sociology of Indian Society – This course can be modified with practical / practice component.

B.Tech (Aero)

- In VII semester – The courses viz. CFD, ADP could be offered as Lab Integrated course.
- More Field visits relevant to course syllabus

B.Tech (IT)

- GECX 111 Cyber Security : This course can be offered as Laboratory integrated theory with usage of open source software.

BCA (DS)

The practical courses can be offered in support of the following theory courses:

- CAC 3116 – Digital Marketing, CAC 3117 – Artificial Intelligence, CAC 3123 – Machine Learning Algorithms
- CAC 3115 – R programming, CAC 3121 – Time series analysis, CACX 55 – Healthcare Analytics.


Dean (Academic Affairs) 17/06/2022

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OFFICE OF DEAN (ACADEMIC AFFAIRS)

Ref: 817 / Dean (AA) /2022

06.09.2022

**Report on students' feedback level - II
(About the Course and Course Teacher)
Even Semester 2021-22**

I) Preamble:

It is the practice followed in the Institution to obtain feedback from the students about courses and course teacher, twice in a semester. Normally feedback level- II is obtained from the students about the 'course teacher' after two weeks of the commencement of the classes in every semester. Feedback level - II is obtained before Continuous Assessment Test-2 about the 'course and course teacher'. The Level II feedback for the even semester 2021-22 was obtained course wise from students during June – July2022. These feedbacks were collected and collated in the department level and important suggestions / comments / remarks given by the students for enhancing the curriculum & syllabi were considered for further course of action.

II) Feedback level - II questionnaire:

Total Number of Respondents: 4476

The following are the questions for feedback level - II (Course Teacher) and the grade point in the range of 1-10 are used for responses, for each questions.

S.No.	Feedback statements	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		10	9	8	7	6	5	4	3	2	1
1	The course teacher prepares well for the classes.										
2	The course teacher was able to communicate effectively.										
3	The course teacher illustrates the concepts through examples and applications.										

4	The course teacher uses student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.																		
5	The course teacher uses ICT tools such as LCD projector, multimedia, etc. for course delivery.																		
6	The course materials provided online/ offline are adequate, accessible and interesting.																		
7	The assessments / assignments are appropriate and are feasible for online/ offline mode.																		
8	The prescribed syllabus was completed before the assessments.																		
9	The course teacher is fair and Transparent in the evaluation process.																		
10	The course teacher identifies strengths / weaknesses and offers encouragement, feedback, as well as constructive criticism.																		

The following are the questions for feedback level - II (About the Course) and the grade point in the range of 1-10 are used for responses, for each question.

S. No.	Feedback Statements	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree				
		10	9	8	7	6	5	4	3	2	1			
1	Course Outcome (COs) statements Stipulate the expected knowledge, skills and attitude.													
2	The course successfully meets the course objectives and outcomes.													
3	The course fulfils the programme objectives and programme outcomes.													
4	All the class committee meetings are conducted and course progress is discussed.													
5	The course contributes to the knowledge and skill development in line with industry needs.													
6	Overall rating of the course syllabus.													

III) Feedback analysis (Department wise): Even Semester 2021-22

(A) About the Course Teacher

(i) Details of class wise average feedback score of 'course teacher' in the feedback level II & Analysis:

S.No.	Dept. / School	Programme	Average Score (out of 10)				Observations							
							No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)			
			SEMESTER				SEMESTER				SEMESTER			
			II	IV	VI	VIII	II	IV	VI	VIII	II	IV	VI	VIII
1	Civil	B.Tech. (Civil)	8.2	9.5	9.4	-	2	-	-	-	6	13	11	-
		M.Tech. (SE)	8.9	-	NA	NA	-	-	NA	NA	7	-	NA	NA
		M.Tech. (CEPM)	9.6	-	NA	NA	-	-	NA	NA	8	-	NA	NA
2	Mech	B.Tech. (Mech)(A&B)	8.3	8.8	9.1	8.5	-	1	-	-	18	24	31	2
		M.Tech.(CAD-CAM)	9.5	8.9	NA	NA	-	-	NA	NA	8	1	NA	NA
3	Aero	B.Tech. (Aero)	9.2	9.4	9.4	8.3	-	-	-	-	8	13	13	1
		M.Tech -Avionics	9.6	9	NA	NA	-	-	-	-	7	1	NA	NA
4	Auto	B.Tech (Auto)	8.5	9.2	9.8	8.5	2	-	-	-	7	12	11	1
5	Polymer	B.Tech (Polymer)	9.4	8.9	9.2	-	-	-	-	8	9	11	-	
6	EEE	B.Tech(EEE)	8.7	9.1	9	-	-	-	-	8	13	13	-	
		M.Tech - PSE	9.3	-	NA	NA	-	-	NA	NA	6	-	NA	NA

S.No.	Dept. / School	Programme	Average Score (out of 10)				Observations							
							No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)			
			SEMESTER				SEMESTER				SEMESTER			
			II	IV	VI	VIII	II	IV	VI	VIII	II	IV	VI	VIII
7	ECE	B.Tech (ECE)(A,B)	8.4	8.9	8.5	8.2	1	-	1	-	15	13	30	1
		M.Tech - VLSI	9.6	-	NA	NA			NA	NA	7		NA	NA
8	E&I	B.Tech (E&I)	8.8	9.5	9.6	-	1	1	-	-	7	8	10	-
9	CSE	B.Tech (CSE)(A,B&C)	8.6	8.7	9.1	-	-	1	2	-	24	56	34	-
		B.Tech (IoT)	7.7	9.1	NA	NA	5		NA	NA	3	11	NA	NA
		B.Tech (AI&DS)	8.8	8.4	NA	NA	-		NA	NA	8	12	NA	NA
		B.Tech (CS)	8.8	9.7	NA	NA	-		NA	NA	8	13	NA	NA
		M.Tech. (CSE)	8.5	-	NA	NA	-	-	NA	NA	6	-	NA	NA
		M.Tech. (AI & DS)	9	-	NA	NA	-	-	NA	NA	6	-	NA	NA
10	IT	B.Tech(IT)	9.1	9.4	9.2	-	-	-	-	-	8	14	14	-
11	CA	B.C.A. (CTIS) (A&B)	9.3	9.1	8.8	NA	-	-	-	NA	10	16	6	NA
		B.C.A. (MAIS)	-	9.5	9.1	NA	-	-	-	NA	-	8	2	NA
		B.C.A. (DS)	9.1	9.1	8.9	NA	-	-	-	NA	10	8	3	NA
		B.C.A.(MWAD)	9.2	8.9	-	NA	-	-	-	NA	9	8	-	NA
		B.C.A. (MM)	-	-	9.2	NA	-	-	-	NA	-	-	2	NA
		B.Sc. (CS) (A&B)	9.3	9	8.9	NA	-	-	-	NA	10	16	4	NA
		MCA	9	-	NA	NA	1	-	NA	NA	16	-	NA	NA

S.No.	Dept. / School	Programme	Average Score (out of 10)				Observations							
							No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)			
			SEMESTER				SEMESTER				SEMESTER			
			II	IV	VI	VIII	II	IV	VI	VIII	II	IV	VI	VIII
12	Mathematics & Actuarial Science	M.Sc. (Actuarial Science)	8.2	-	NA	NA	1	-	NA	NA	4	-	NA	NA
13	SLS	B.Tech. (Biotech)	8.7	8.6	8.8	-	2	2	-	-	5	9	9	-
		B.Sc. (Biotechnology)	9.2	9	9	NA	-	-	-	NA	7	8	6	NA
		M.Tech. (Biotechnology)	8.8	-	NA	NA	-	-	NA	NA	7	-	NA	NA
		M.Tech. (Food Biotechnology)	9.5	-	NA	NA	-	-	NA	NA	6	-	NA	NA
		M.Sc. (Biochemistry & Molecular Biology)	9.4	-	NA	NA	-	-	NA	NA	6	-	NA	NA
		M.Sc. Biotechnology	9	-	NA	NA	-	-	NA	NA	6	-	NA	NA
		M.Sc. (Microbiology)	8.8	-	NA	NA	-	-	NA	NA	6	-	NA	NA
14	Physics	M.Sc. (Physics)	8.5	-	NA	NA	1	-	NA	NA	5	-	NA	NA
15	Chemistry	M.Sc. (Chemistry)	8.8	-	NA	NA	-	-	NA	NA	10	-	NA	NA
16	Commerce	B.Com (G) (A,B, C &D)	9.3	8.7	9.2	NA	-	1	-	NA	28	23	28	NA
		B.Com (A&F) (A&B)	8.5	8.4	9.2	NA	2	1	-	NA	13	11	14	NA

S.No.	Dept. / School	Programme	Average Score (out of 10)				Observations							
							No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)			
			SEMESTER				SEMESTER				SEMESTER			
			II	IV	VI	VIII	II	IV	VI	VIII	II	IV	VI	VIII
		B.Com. (Hons.)	9.2	8.9	8.4	NA	-	-	-	NA	6	6	7	NA
		B.B.A. (General)	9.5	9.1	9.2	NA	-	-	-	NA	8	6	5	NA
		B.B.A. (F&S)	8.6	8.9	9.3	NA	-	-	-	NA	5	7	4	NA
		B.B.A. (EFB)	-	-	8.9	NA	-	-	-	NA	-	-	5	NA
		M.Com	8.8	9.1	NA	NA	-	-	NA	NA	6	2	NA	NA
17	English	B.A. English (Hons.)	9.6	8.7	9.4	NA	1	1	-	NA	6	4	2	NA
18	Pharmacy	B.Pharm.	9.7	7.8	8.8	8.7	-	4	1	-	10	5	8	7
19	Islamic Studies	BA (Islamic Studies)	9.1	9.2	9.2	NA	-	-	-	NA	12	14	16	NA
		MA (Islamic Studies)	8.7	9.8	NA	NA	1	-	NA	NA	4	5	NA	NA
20	Public Policy	BA (Public Policy)	8.7	NA	NA	NA	-	NA	NA	NA	10	NA	NA	NA
21	Management Studies	MBA (A,B & C)	9	8.5	NA	NA	-	1	NA	NA	24	37	NA	NA

S.No	Dept/School	Programme	Average Score (out of 10)					Observations										
								No of faculty scored Less than 8 (out of 10)					No of faculty scored greater than 8 (out of 10)					
			SEMESTER					SEMESTER					SEMESTER					
			II	IV	VI	VIII	X	II	IV	VI	VIII	X	II	IV	VI	VIII	X	
22	Crescent School of Architecture	B.Arch	8.2	8.7	8.1	-	7.3	3	1	6	-	2	7	9	7	-	-	
		B.Des (A)	8.3	8.5	9.1	-	-	-	-	-	-	-	6	7	5	-	-	
		M.Arch	7.7	-	NA	NA	NA	2	-	NA	NA	NA	2	-	NA	NA	NA	
23	Crescent School of Law	BBA.LLB	9	8.7	8.9	8.9	9	1	2	-	-	-	14	10	10	6	5	
		BA.LLB	8.8	8.2	9.3	-	-	-	2	-	-	-	8	4	6	-	-	
		B.Com.LLB	NA	NA	NA	9.1	8.9	NA	NA	NA	1	-	NA	NA	NA	5	4	

(ii) Student Feed Back Level II – About Course Teacher: Details of faculty scored less than 8 (out of 10)

S.No.	Name of the Programme	Semester	Course code	Course Name	Course Teacher	Avg. score
1.	B.Pharm	IV	BP401T	Pharmaceutical Organic Chemistry III - Theory	Dr. S. Prema	6.49
2.			BP403T	Physical Pharmaceutics II - Theory	Dr.D. Jose Prakash	7.09
3.			BP406T	Medicinal Chemistry I - Practical	Dr. R.A.M. Jainaf Nachia/ Dr. N. Irfan	7.79
4.			BP407T	Physical Pharmaceutics II - Practical	Dr.D. Jose Prakash/Dr.N. Raja	7.26
5.		VI	BP604T	Biopharmaceutics and Pharmacokinetics - Theory	Dr. R.A.M. Jainaf Nachia	7.41
6.	MCA	II	CADY 251	Digital Marketing	Dr.A. Jaya	7.56
7.	B.Arch	II	ARD 1201	Theory and Design of Structures -I	Er. Hemalatha	7.69
8.			ARD 1203	Environment and Climatic Design	Ar. Sharafath Hammood	7.79
9.			ARD 1204	Building Techniques and Technology - I	Ar. Agnes	7.84

10.		IV-A	ARC 2206	Architectural Design IV	Ar, Muthukumar Ar. Ernie Ar. Raghavi C	7.42
11.		VI-A	ARC 3201	Contemporary Built Environment	Ar. Hema Prithika	7.81
12.			ARC 3211	Energy Efficient Architecture	Ar. Hema Prithika	7.67
13.		VI-B	ARC 3201	Contemporary Built Environment	Ar. Christone	7.57
14.			ARC 3202	Structural and Construction Systems - III	Er. Shafeer	7.39
15.			ARC 3203	Estimation and Specification	Ar. Ajith Kavin	7.81
16.			ARC 3205	Architectural Acoustics and Detailing	Ar. Ajith Kavin	7.62
17.		X-A	ARC 5211	Sustainable Architecture and Planning	Ar. Ernie	6.79
18.			ARC 5111	Urban Housing	Ar. Raguram	7.88
19.	M.Arch	II	ARA 6201	Advanced Building Materials and Technology	Ar. Dhenuka	7.1
20.			ARA 6203	Architectural Design Studio - II	Ar. Thilakavathi	7.1
21.	B.Com (G)	IV	COC 2206	Communication Skills	Dr. Moshin Khan	7.31
22.	B.Com (A&F)	IV	COC 2206	Communication Skills	Mr.S. Asan Bawa	7.39

23.		II	COD 1201	Advance Financial Accounting	Dr.K. Hanna Catherine	7.56
24.		II	LND 1282	German II	Dr. Vigish Aadidhyan	6
25.	B.Tech (CSE)	IV-A	CSCX 201	Multimedia and Animation	Ms.C. Vijayalakshmi	7.87
26.		VI-C	CSCX 216	Social Media Security	Mr.Syed Abdul Syed S	7.54
27.			CSCX 231	Biometric Security	Dr. Ramachandran A	7.72
28.	BA (English)	II	LNC 1182	German	Mr.S. Kathiresan	7.5
29.		IV	ENCX 16	Travel Literature	Dr. Hussaini Irfan S	7.86
30.	B.Tech (Biotech)	IV	SSCX 06	Law for Engineers	Mr. Muhammed Ashiq V	7.9
31.			BTC 2212	Immunotechnology	Dr. Neesar Ahmed	7.84
32.	B.Tech (EIE)	IV	EIC 2214	Digital Electronics Laboratory	Dr. H. Kareemullah	7.3
33.	B.Tech (ECE)	VI-B	MACX 06	Statistical Methods for Data Analysis	Dr. Akhil Basha A	7.89
34.	M.Sc(AS)	II	MAD 6202	Fundamentals of Life Contingencies	Mr.Kumar V.R	7.22
35.	M.Sc (Physics)	II	PHD 6203	Atomic Physics and Molecular Spectroscopy	Dr.I. Raja Mohamed	6.98
36.	B.Tech (Mech)	IV-A	SSCX 06	Law for Engineers	Dr. Nowshad C	4
37.	B.Tech (Civil)	II	MAD 1281	Advanced Calculus	Dr. Saibulla	7.38
38.			GED 1201	Engineering Mechanics	Ms. Manicka Priya	7.82

39.	B.Tech (Biotech)	II	BTD 1202	Cell and Molecular Biology	Dr.D.Mohd Shahanbaj Khan	7.85
40.			BTD 1204	Yoga and Alternative Medicine	Dr.S. Selvakumar	7.58
41.	B.Tech (Auto)	II	END 1281	English for Engineers	Ms.N. Suguna	7.45
42.			GED 1201	Engineering Mechanics	Dr.P.D. Jayakumar	7.02
43.	B.Tech (IoT)	II	MAD 1285	Linear Algebra	Mrs.Manshath	7.81
44.			GED 1201	Engineering Mechanics	Dr. Mahashar Ali	6.99
45.			GED 1202	Basic Electrical and Electronics Engineering	Ms. Pramila V	7.81
46.			CSD 1201	Object Oriented Programming	Dr. Gino Sophia	4.92
47.			GED 1206	Environmental Sciences	Dr. Bhagavathy S	7.77
48.	B.Tech (ECE)	II-B	ECD 1201	Electron Devices	Dr. Syed Rafiammal	7.59
49.	B.Tech (EIE)		GED 1206	Environmental Sciences	Dr. Shajahan V	7.86
50.	BBA LLB	II-B	BLD 1204	Indian Legal and Constitutional History	Ms. Tamilselvi	7.64
51.		IV-B	BLD 2202	Family Law	Mr. Shaji M	6.76
52.			BLD 2203	Constitutional Law II	Mr. Mohammed Salim	7.83
53.	BA LLB	IV	BLD 2207	Law and Economics	Dr. Aamir Majeed Parray	7.67
54.			BLD 2208	Communicative English	Dr. Nazneen M Y	7.72
55.	B.Com LLB	VIII	BLC 4202	Professional Ethics	Mr. N. Sudalai Muthu	7.00
56.	MA (Islamic Studies)	II-A	ISC 6212	Usool Al Fiqh: Maslaha Mursalah (Welfare)	Dr. Abdul Hai	7.11
57.	MBA	IV B	MSDY 064	Inventory Management	Dr. J. Hemalatha	7.89

(B) About the course

(i) Details of class wise average feedback score of ‘courses’ handled in the semester and Analysis:

S.No.	Dept. / School	Programme	Average Score (out of 10)				Analysis							
							No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)			
			II	IV	VI	VIII	II	IV	VI	VIII	II	IV	VI	VIII
1	Civil	B.Tech (Civil)	8.8	9.5	9.6	-	1	-	-	-	7	13	11	-
		M.Tech (SE)	8.9	-	NA	NA	-	-	NA	NA	7	-	NA	NA
		M.Tech (CEPM)	9.8	-	NA	NA	-	-	NA	NA	8	-	NA	NA
2	Mech	B.Tech (Mech) (A&B)	9.1	8.8	9	8.1	-	1	-	-	18	24	32	2
		M.Tech (CAD-CAM)	9.7	8.9	NA	NA	-	-	NA	NA	8	1	NA	NA
3	Aero	B.Tech (Aero)	9.2	9.1	9.2	8	-	1	-	-	8	12	13	1
		M.Tech (Avionics)	9.2	9.3	NA	NA	-	-	-	-	7	1	NA	NA
4	Auto	B.Tech (Auto)	8.9	9.4	8.9	8.4	-	-	-	-	9	12	11	1
5	Polymer	B.Tech (Polymer)	8.7	9	9	-	-	-	-	-	8	9	11	-
6	EEE	B.Tech (EEE)	8.7	9.1	9	-	-	-	-	-	8	13	13	-
		M.Tech (PSE)	9.3	-	NA	NA	-	-	NA	NA	6		NA	NA
7	ECE	B.Tech (ECE)(A,B)	8.6	8.9	9.8	8.0	-	-	-	-	16	13	29	1
		M.Tech (VLSI)	9.6	-	NA	NA			NA	NA	7	-	NA	NA
8	E&I	B.Tech (E&I)	8.8	9.9	9.5	-	-	-	-	-	8	9	8	-
9	CSE	B.Tech (CSE)(A,B&C)	8.7	8.6	8.7	-	1	-	4	-	23	51	21	-
		B.Tech (IoT)	8.3	9.2	NA	NA	1	-	NA	NA	7	11	NA	NA
		B.Tech. (AI&DS)	8.4	8.5	NA	NA	-	-	NA	NA	8	12	NA	NA
		B.Tech (CS)	8.7	9.7	NA	NA	-	-	NA	NA	8	13	NA	NA
		M.Tech. (CSE)	8.3	-	NA	NA	-	-	NA	NA	6	-	NA	NA
		M.Tech. (AI & DS)	9.2	-	NA	NA	-	-	NA	NA	6	-	NA	NA
10	IT	B.Tech. (IT)	9.1	9.4	9.3	-	-	-	-	-	8	14	14	-

S.No.	Dept. / School	Programme	Average Score (out of 10)				Analysis							
							No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)			
			II	IV	VI	VIII	II	IV	VI	VIII	II	IV	VI	VIII
11	CA	B.C.A. (CTIS) (A&B)	9.1	9.1	8.8	NA	-	-	-	NA	10	16	6	NA
		B.C.A. (MAIS)	-	9.4	9.4	NA	-	-	-	NA	-	8	2	NA
		B.C.A. (DS)	8.9	9.1	8.4	NA	-	-	-	NA	10	8	3	NA
		B.C.A. (MWAD)	9.4	9.2	-	NA	-	-	-	NA	9	8	-	NA
		B.C.A. (MM)	-	-	9.1		-	-		NA	-	-	2	NA
		B.Sc. (CS) (A&B)	9.3	9	8.3	NA	-	-	-	NA	10	16	2	NA
		MCA	9.1	-	NA	NA	-	-	NA	NA	17	-	NA	NA
12	Mathematics & Actuarial Science	M.Sc. (Actuarial Science)			NA	NA			NA	NA			NA	NA
13	SLS	B.Tech (Biotech)	8.9	8.8	8.7	-	1	-	-	-	6	11	9	-
		B.Sc. (Biotechnology)	9.2	9	8.9	NA	-	-	-	NA	7	8	6	NA
		M.Tech. (Biotechnology)	8.7	-	NA	NA	-	-		NA	7	-	NA	NA
		M.Tech.(Food Biotechnology)	9.5	-	NA	NA	-	-		NA	6	-	NA	NA
		M.Sc. (Biochemistry & Molecular Biology)	9	-	NA	NA	-	-		NA	6	-	NA	NA
		M.Sc. Biotechnology	9	-	NA	NA	-	-		NA	6	-	NA	NA
		M.Sc. (Microbiology)	8.4	-	NA	NA	-	-		NA	6	-	NA	NA
14	Physics	M.Sc. (Physics)	9.2	-	NA	NA	-	-	NA	NA	6	-	NA	NA

S.No.	Dept. / School	Programme	Average Score (out of 10)				Analysis							
							No. of Faculty Scored Less than 8 (out of 10)				No. of Faculty Scored Greater than 8 (out of 10)			
			II	IV	VI	VIII	II	IV	VI	VIII	II	IV	VI	VIII
15	Chemistry	M.Sc (Chemistry)	8.6	-	NA	NA	1	-	NA	NA	9	-	NA	NA
16	Commerce	B.Com (G) (A,B, C &D)	9.6	8.8	9.6	NA	1	-	-	NA	27	24	28	NA
		B.Com (A&F) (A&B)	8	8.4	9.2	NA	1	-	-	NA	14	12	14	NA
		B.Com. (Hons.)	9.2	8.9	8.6	NA	-	-	-	NA	6	6	7	NA
		B.B.A. (General)	9.3	9.1	9.3	NA	-	-	-	NA	8	6	5	NA
		B.B.A. (F&S)	8.8	8.9	9.7	NA	-	-	-	NA	5	7	4	NA
		B.B.A. (EFB)	-	-	8.9	NA	-	-	-	NA	-	-	5	NA
		M.Com	8.7	9.1	NA	NA	-	-	NA	NA	6	2	NA	NA
17	English	B.A. English (Hons.)	10	9.2	9	NA	-	-	-	NA	7	5	2	NA
18	Pharmacy	B.Pharm	9.6	8.4	8.8	8.6	-	1	-	1	10	8	9	6
19	Islamic Studies	BA (Islamic Studies)	9.6	9.3	9.4	NA	-	-	-	NA	14	14	15	NA
		MA (Islamic Studies)	8.9	9.9	NA	NA	-	-	NA	NA	5	5	NA	NA
20	Public Policy	BA (Public Policy)	9.1	NA	NA	NA	-	NA	NA	NA	10	NA	NA	NA
21	Management Studies	MBA (A,B,C)	9.1	9.1	NA	NA	NA	1	NA	NA	24	34	NA	NA

S.No	Dept/School	Programme	Average Score (out of 10)					Analysis											
								No of faculty scored Less than 8 (out of 10)					No of faculty scored greater than 8 (out of 10)						
			II	IV	VI	VIII	X	II	IV	VI	VIII	X	II	IV	VI	VIII	X		
22	Crescent School of Architecture	B.Arch	8.3	8.5	8.4	-	6.8	4	3	1	-	2	6	6	12	-	-		
		B.Des (A)	8.2	9.3	9.2	-	NA	1	-	-	-	NA	5	7	5	-	NA		
		M.Arch	9.9	-	NA	NA	NA	1		NA	NA	NA	3	-	NA	NA	NA		
23	Crescent School of Law	BBA.LLB	9	8.4	8.9	8.5	9	-	4	1	1	-	24	8	9	5	4		
		BA.LLB	-	7.9	9.4	-	-	-	1	-	-	-	-	10	6	-	-		
		B.Com.LL.B	NA	NA	NA	9.5	8.8	NA	NA	NA	1	-	NA	NA	NA	5	4		

(ii) Student Feed Back Analysis – Level II: Details of courses with score less than 8 (in 10point scale).

S.No.	Name of the Programme	Semester	Course code	Course Name	Avg. score
1.	B.Arch	II	ARD 1201	Theory and Design of Structures -I	7.73
2.			ARD 1203	Environment and Climatic Design	7.83
3.			ARD 1204	Building Techniques & Technology	7.22
4.			ARD 1205	Architectural Design Studio - II	7.53

S.No.	Name of the Programme	Semester	Course code	Course Name	Avg. score
5.		IV	ARC 2201	History of Built Environment - II	7.83
6.			ARC 2204	Building Materials and Construction - IV	7.08
7.			ARC 2206	Architectural Design - IV	6.76
8.		VI	ARC 3203	Estimation and Specification	7.82
9.		X	ARC 5211	Sustainable Architecture and Planning	5.83
10.			ARC 5111	Urban Housing	7.72
11.	B.Des	II	IAD 1203	Design Product - II	7.17
12.	M.Arch	II	ARA 6201	Advanced Building Materials and Technology	6.90
13.	B.Pharm.	IV	BP401T	Pharmaceutical Organic Chemistry III - Theory	7.85
14.		VIII	BP809ET	Cosmetic Science	7.83
15.	B.Com (G)	II - D	LND 1282	German II	7.50
16.	B.Com (A&F)	II - A	COD 1201	Advance Financial Accounting	7.64
17.	B.Tech (Aero)	IV	MACX 02	Probability and Statistics	6.95

S.No.	Name of the Programme	Semester	Course code	Course Name	Avg. score
18.	B.Tech (CSE)	VI-C	CSCX 231	Biometric Security	7.48
19.			CSCX 233	Software Quality Assurance	4.00
20.			MACX 07	Numerical Methods for Integration and Differential Equation	7.00
21.			MACX 06	Statistical Methods for Data Analysis	7.33
22.	M.Sc. (Chemistry)	II	CHDY 038	Elemental Forensic Chemistry	7.48
23.	B.Tech. (Mech)	IV-A	SSCX 06	Law for Engineers	3.67
24.	B.Tech. (Civil)	II	END 1281	English for Engineers	7.82
25.	B.Tech. (Biotech)	II	BTD 1204	Yoga and Alternative Medicine	7.86
26.	B.Tech (CSE)	II	GED 1202	Basic Electrical and Electronics Engineering	7.70
27.	B.Tech (IoT)	II	CSD 1201	Object Oriented Programming	7.10
28.	BBA LLB	IV	BLD 2202	Family Law	6.00
29.			BLD 2203	Constitutional Law II	7.22

S.No.	Name of the Programme	Semester	Course code	Course Name	Avg. score
30.			BLD 2204	Managerial Economics	7.00
31.			BLD 2208	Communicative English	5.61
32.	BA LLB	IV	BLD 2207	Law and Economics	7.07
33.	BBA LLB	VI	BLD 3201	Labour Law II	7.87
34.		VIII	BLC 4205	Mediation	5.60
35.	B.Com LLB	VIII	BLC 4201	Intellectual Property Law	7.25
36.	MBA	IV (B)	MSDY 123	Data Visualization	7.33

IV) Major observations:

(i) About the course teacher

The feedback at level II infers that most of the students were satisfied with the online / offline classes handled by the faculty members. The average score of 8 was fixed as 'good performance by the faculty'. A very few faculty scored less than 8 in feedback level- I and were counselled in some cases and accordingly shown improvement in the subsequent feedback.

(ii) About the course

In More than 95% of courses, the students were satisfied with the level of attainment of course outcome and skill set. Since the obtained score is more than 8. In few courses, the average score is less than 8 which needs further analysis.

V) Proposed action to be taken:

(a) About course teacher

- ✓ The HoDs / School Deans shall conduct ground level analysis to understand the real scenario in case of faculty scored less than 8 (in a 10point scale) instead of giving significance to the numbers.
- ✓ In case of need, they shall counsel the faculty concerned and act as a bridge between students and course faculty for the enhanced teaching – learning process.
- ✓ If the faculty scored less than 8 consequently for more than once in a particular course, then the allotment of the same course(s) shall be reconsidered when offered next / shall encourage faculty to pursue structured training to upgrade their skill set

(b) About the course

- The syllabus content of the courses with less than 8 performance point shall be reviewed for upgradation / modification with inclusion of industry relevant modules etc.
- The relevance of course in the context of programme shall be analysed and accordingly can recommend for removal of the course from the curriculum.

- These courses shall be deliberated in the upcoming Board of Studies for further action in this regard.

b. Other Suggestions and Action Taken

- ✓ In the Crescent School of Law, number of students given feedback are very less as compared total number of students. This shall be enhanced in the upcoming semester.


Dean (Academic Affairs)
DEAN (ACADEMIC AFFAIRS)
B.S. Abdur Rahman Crescent Institute
of Science & Technology
Vandalur, Chennai - 600 048, India

Annexure III: Minutes of School Level Advisory Committee Meeting



SCHOOL OF ELECTRICAL AND COMMUNICATION SCIENCES

Date: 26.6.2021

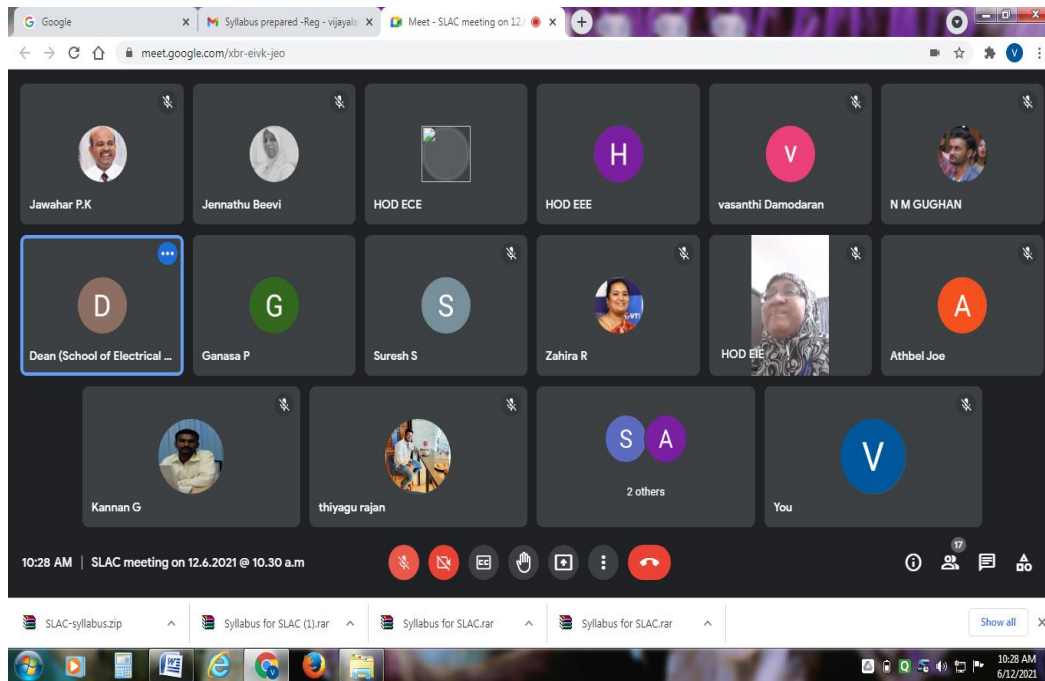
MINUTES OF SCHOOL LEVEL ADVISORY COMMITTEE MEETING (SLAC)

The Sixth School level Advisory committee (SLAC) meeting for the School of Electrical & Communication Sciences, (SECS), B S Abdur Rahman Crescent Institute of Science & Technology was held on 12th June, Saturday, 2021 at 10.30 am through the following 'Gmeet link' – 'meet.google.com/xbr-eivk-jeo'. The following SLAC members attended the meeting and gave their valuable suggestions.

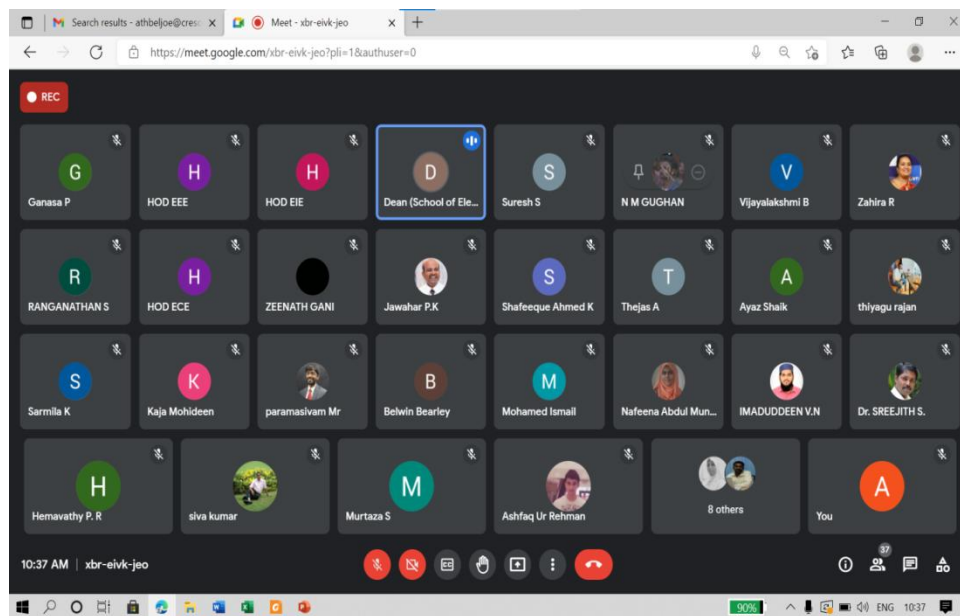
Sl.No.	Name / Designation	SLAC Members Designation
1.	Dr. D.Najumnissa Jamal, Prof and Head / EIE, Dean (SECS)	Chairman
2.	Dr.S.Kaja Mohideen, Director (PG Admissions) Senior Professor, ECE dept	Member
3.	Dr. Mohamed Ismail Professor /ECE & Deputy Dean (Academic Affairs)	Member
4.	Dr. Y. Mohammed Shuaib, Assoc. Professor & HoD / EEE	Member
5.	Dr. C.Tharini, Prof. & HOD / ECE	Member
6.	Dr.S.Sreejith Assistant Professor, Department of Electrical and Electronics Engineering, NIT Silchar	External Expert (Academia)
7.	Mr. N.Thiyagarajan, Process Data Engineer, Shell Business Operations, Chennai	External Expert (Industry)
8.	Mr.Shaik Abdul Ayaz CEO Enarxi Innovations Private Limited, Chennai	External Expert (Industry)

9.	Dr.R. Nafeena, Senior Lecturer EEE Department, Villa College, Maldives	Alumni
10.	Mr.K.Sivakumar Ordinance Factory, Tiruchirapalli. (Parent of Rishi Kumar)	Parent
11.	Dr. M. Malleswaran, Head/ECE, Kancheepuram campus, Anna University Nokia,	External Expert (Academia)
12.	Mr.Shahir P, Project Engineer-TI - Nokia Networks, Cochin.	External Expert (Industry)
13.	Ms. Padmavathi R Project Manager, Jasmin Infotech pvt ltd, Chennai	External Expert (Industry)
14.	Mr.Imaduddeen. V. N., System Engineer - Connectivity, ZF WABCO Technology Center India, Porur, Chennai.	Alumni
15.	Ms. Hurmath Naireen, Senior RTL Design Engineering-team lead, Senior RTL Design Engineering-team lead, FLDEC Systems, Chennai	Alumni
16.	Mr.Suresh.K, Deputy Manager, Procurement, Whirlpool of india Ltd.,	Parent
17.	Dr. D.Vasanthi, Associate Professor, Associate Professor, Department of Instrumentation Engineering, MIT, Anna University	External Expert (Academia)
18.	Mr Ganasa, Managing Director, Keystone Automation solutions private limited, Chennai	External Expert (Industry)
19.	Mr. C.Balasubramaniam, Director, Akash Instruments, Chennai.	External Expert (Industry)
20.	Mrs.K.S.Zeenath Gani (Parent of Ayesha Sheerin)	Parent
21.	Mr .Thamimul Ansari, Executive Engineer, Indian Oil, LNG Private Limited	Alumni
22.	Mr. Murthuza, Director, Noble Trade Centre	Alumni
23.	Dr. R. Jayashree, Professor / EEE	Internal Member

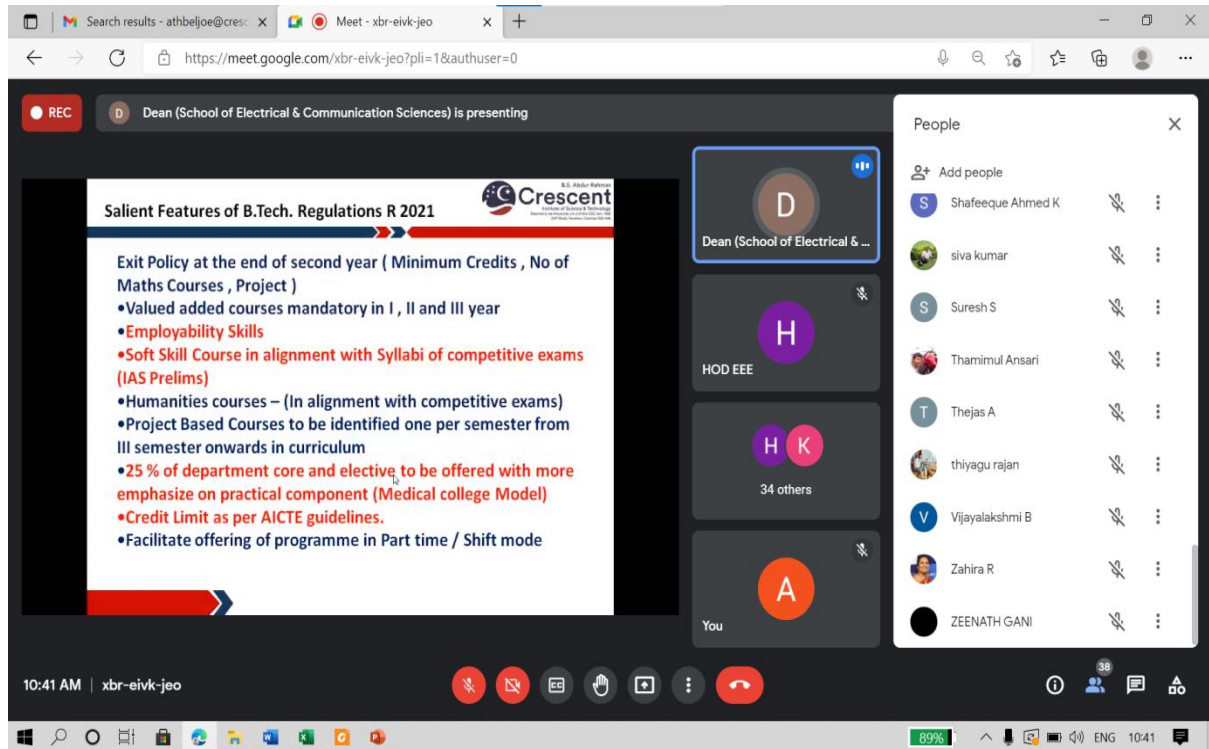
24.	Mrs. Belwin J. Brearley, AP (Sr. Gr.)/EEE	Internal Member
25.	Mrs. S. Jennathu Beevi, AP (Sr.Gr.)/EEE	Internal Member
26.	Mr.C.Athbel Joe, AP/EEE	Internal Member
27.	Dr.A. Paramasivam, AP/EEE	Internal Member
28.	Dr. P.K.Jawahar, Professor / ECE	Internal Member
29.	Dr.B.Vijayalakshmi, Prof. / ECE	Internal Member
30.	Dr. G. Kannan. Associate Prof/ ECE	Internal Member
31.	Mrs.G. Anitha, AP (Sel G) / EIE	Internal Member
32.	Mrs P.R.Hemavathy AP/ (SG) / EIE	Internal Member
33.	Dr.H.Kareemullah AP (SG) / EIE	Internal Member
34.	Mr. S.Ranganathan, IV Year B.Tech. (EEE)	Student member
35.	Mr. N.M. Gughan, IV Year B.Tech. (EEE)	Student member
36.	Ms.Lilly Sheela Irudayaraj, IV Year, B.Tech (ECE)	Student member
37.	Mr. Mohamed Nazeem T, IV Year B.Tech. (ECE)	Student members
38.	Ms.Ayisha Sheerin. S, III Year B.Tech, EIE	Student members
39.	Mr. T.Mohamed Thahseen, II Year B.Tech, EIE	Student members
40.	Mr. T.Mohamed Thahseen, II Year B.Tech, EIE	Student members



Dr.D.Najumnissa Jamal, Dean (SECS) welcomed the external and internal experts and the stake holders. A very brief presentation on the Institute was given. Then she briefed about the importance and highlights of the School Level advisory meeting to deliberate the needs, up gradation and improvement to be carried out in the departments and in the offering programs of the School of Electrical and Communication Sciences, to make revisions in the curriculum and syllabus which will meet the Industry requirements.



The stake holders were briefed about the National Educational Policy (NEP) 2020, its liberal education and she also explained on the different parameters to be included in the curriculum with reference to NEP 2020. Next the Salient features of the B.Tech. Regulations were highlighted as shown below.



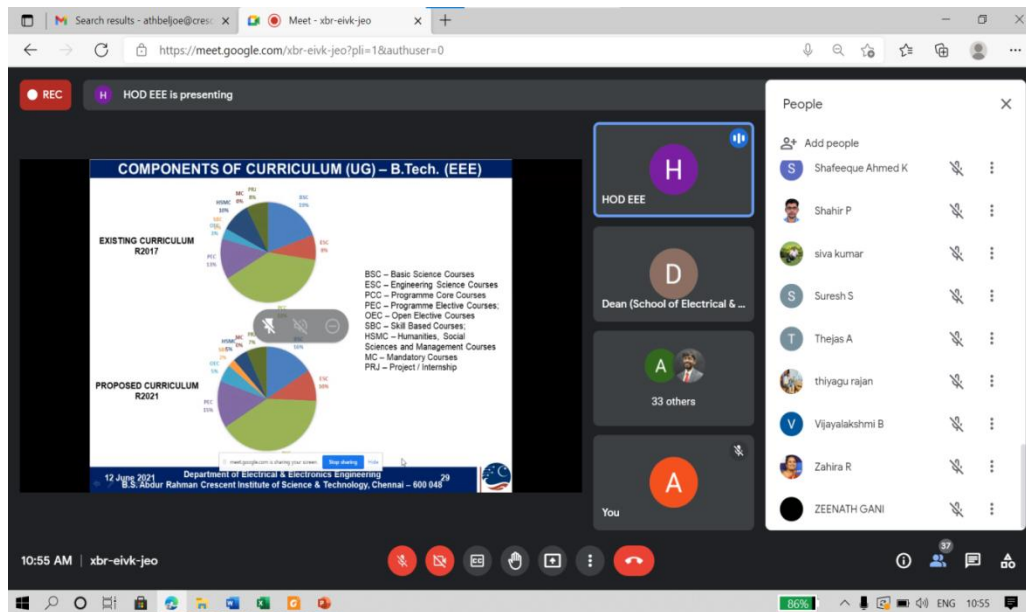
After the brief introduction about the meeting, the Heads of EEE, ECE and EIE departments were invited to brief about the highlights of their department and present the framework of their curriculum R2021 to the stake holders.

DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING

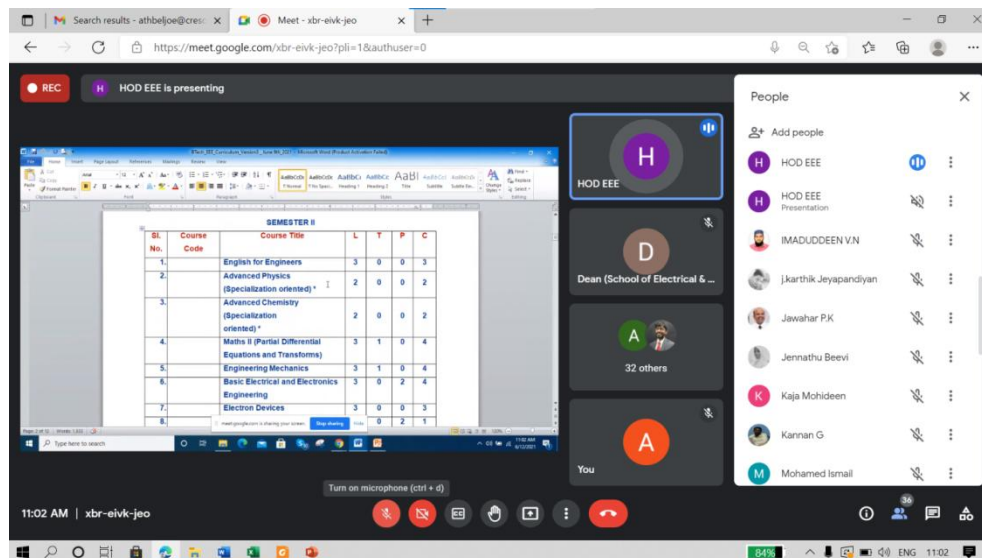
HoD / EEE gave a presentation about the department, its infrastructure and achievements followed by a presentation on the highlights of proposed B.Tech (EEE) under Regulation R2021 curriculum. Few of the presented highlights are:

- Choice based credit system.
- Mandatory course on internship.
- Mandatory Self learning course, which forms the prerequisite of project work.
- One project based learning course in each semester.
- Lab Integrated course.

- Credit Transfer from NPTEL
- Mandatory MOOC course as open elective
- Courses on soft skill and employability skill



- HoD / EEE presented the revised curriculum of B.Tech EEE under Regulation R2021 and discussed the different components of the curriculum, the improvements made in the curriculum compared to the existing one (R 2017) and the alignment of the curriculum with the AICTE model curriculum (2018).



The screenshot shows a Google Meet interface. The main window displays a presentation slide with a table of course credits. The table is as follows:

5.	VLSI (Lab Integrated)	2	0	2	3
6.	Control Systems Lab	0	0	2	1
7.	Professional Elective – III	3	0	0	3
8.	Python for Electrical Engineers** (core course)	2	0	2	3
9.	Employability Skills (Based on Soft Skills I to IV) – Summer Holidays	0	0	2	0
10.	Self Learning	0	1	0	1
TOTAL CREDITS					20

Below the table, there are two red text annotations:

- * Not Mandatory Course – upon completion – mentioned in grade sheet.
- ** Proposed Programme core course instead of Professional Elective IV

The right side of the screen shows an 'In-call messages' window with the following content:

Goodmorning Sir

Dean (School of Electrical & Communication Sciences)
11:12 AM
jennathu maam please post your department feedback link

Jennathu Beevi 11:12 AM
Its prepared by Nelson mam
Sorry..belwin
I'll request her to post mam

Jennathu Beevi 11:16 AM
<https://forms.gle/sVXoRpS9Sxm0tvcGZ>

Jennathu Beevi 11:17 AM
All the external members of EEE, kindly fill up the above feedback form and give your valuable suggestions

At the bottom of the screen, there are icons for mute, video, chat, and other meeting controls. The system tray shows the time as 11:31 AM and the date as 4/10/2021.

- Dr. S. Sreejith, AP/EE, NIT Silchar expressed his satisfaction on the emphasis given to project based learning. He also said that the inclusion of the current technology courses such as Python, Electric vehicle and Cloud computing does more justice to the students by helping them to face the industry with confidence.
- Dr. S. Sreejith, AP/EE, NIT Silchar suggested to incorporate the real time electrical applications such as collection of data from PMUs in the Cloud computing course.
- Mr. N.Thiyagarajan, Process Data Engineer, Shell Business Operations also said that a course on operation and Maintenance and trouble shooting, Reliability studies of static Equipments, Risk based inspection, RCM, RCA can be considered and a course on Systems, Applications & Products in Data Processing (SAP tools) may be included in curriculum to fine-tune the students towards the current requirement of industry. He also discussed that the students can use machine learning tools for doing a project which is a vital tool in industries.
- Mr. Gughan, final year student / EEE expressed his satisfaction over the revised curriculum and the placement of Python course as a core course to give the students an edge during their job interviews.

- Mr. Imadudin, Alumni member / ECE pointed out that the department of EEE is rightly included more number of professional elective courses on Electric vehicle considering the future demand for Electrical Engineers in Automobile Industries. He added that a course on Battery Management System can also be given as one of the elective courses.
- HoD EEE responded that the department of EEE is also offering a minor degree on Electric Vehicle so as to give an opportunity for other department students to get trained with Electric Vehicle.
- Dr.R. Nafeena, Senior Lecturer, EEE Department, Villa College, Maldives suggested to include a lab course on Sensors and transducers.
- Mr. Shaik Abdul Ayaz, CEO Enarxi Innovations Private Limited, Chennai suggested to encourage the students to do hardware projects incorporating python, SAP etc.
- Finally HoD / EEE shared the syllabi framed for the following courses
 - i. Basic Electrical and Electronics Engineering for all Engineering branches except B.Tech. Bio-Tech., B.Tech. ECE and B.Tech. EIE.
 - ii. Basic Electrical Engineering for B.Tech. Bio-Technology and B.Tech. Electronics and Instrumentation Engineering
 - iii. Basic Electrical and Instrumentation Engineering for B. Tech. Electronics and Communication Engineering

All the SLAC members expressed their satisfaction over the syllabi.

- However, Dr. S. Kaja Mohideen, Senior Prof. / ECE, Director, PG admissions suggested to include more content on sensors in Module V (Transducers and Sensors) of the course Basic Electrical and Instrumentation Engineering framed for B.Tech (ECE) Programme.
- Finally HoD / EEE thanked the SLAC members for their presence and valuable suggestions.

DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING

Dr. C. Tharini, HOD/ECE, presented about the Electronics and Communication Engineering (ECE) Department and highlights of the curriculum frame work of B.Tech ECE (Regulation 2021 - R21) and compared with curriculum of B.Tech ECE (Regulation 2017 – R17).

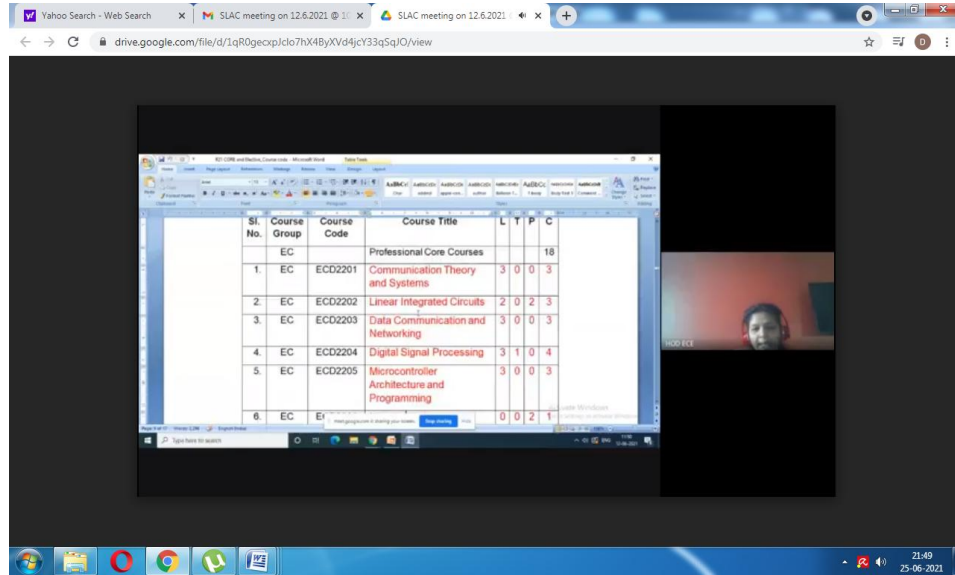
S.No	Project Title	Funding Agency	Name of the Investigators	Duration
01	Design and Development of Noise Reduction Techniques for Optical Communications through Solar cell to Transmit and Receive Information	DST-SERB - OVDF Purdue University, USA	Dr. B.Vijayakshmi Professor, BSACIST Dr. Leon-Gales Purdue University, USA	07-01-2019 to 06-01-2020 24.23 Lakhs
02	Development of Automated Low-Cost Reader for Soil NPK Detection using Printed Electrode with Integrated-Android Application.	Department of Biotechnology	Dr. C.Tharini (PI)Professor, BSACIST Dr.Ashay Sachdev, (Co-PI) CSIR-CISRO, Chandigarh	Recommended the proposal for financial support 36 Lakhs
03	Design of Antenna for 5G Communication	DST- SERB TARE	Ms. Siva Shanmugaveli (PI) Asst Professor, BSACIST Dr. Kavitha Arutchalam (Co-PI) IIT Madras	2019-2022 18.30 Lakhs
04	Modernization of RF and Microwave Lab for Signal Quality Measurements in Sub 3Ghz	AICTE -MoDRoB	A. Ramesh Kumar Assistant Professor, BSACIST	2020-22 16.66 Lakhs
05	Semi-automated VR Enabled Surveillance Drone	Department of Telecommunication- (5G Hackathon)	A. Ramesh Kumar Assistant Professor, BSACIST	2021 01 Lakh
06	Patient monitoring system for Schizophrenia Research foundation organization	Jasmin infotech Pvt Ltd, Chennai Under CSR Scheme	Dr. C.Tharini (PI)Professor, BSACIST Dr. Md Ismail, Professor, BSACIST Dr G Kannan Asso Professor, BSACIST (PI)Professor, BSACIST Professor, BSACIST Dr G Kannan Asso Professor, BSACIST	2019-2021 0.60 Lakhs 2020-2022 1.5 Lakhs

Dr.C.Tharini, HOD/ECE addressing the members

The points highlighted were:

- Components of R21 curriculum
- Competency of R21 curriculum with AICTE, HEI model curriculum.
- Mapping with sustainable development goals
- Details and highlights of professional elective streams such as
 - Rf Communication and Signal Processing
 - VLSI and Embedded Systems
 - Automotive Electronics and Robotics
 - AI, Machine Learning and Deep Learning
- Salient Features of Curriculum;
 - Outcome based Education
 - Choice based credit system
 - Industry internship is made mandatory
 - Laboratory Integrated courses

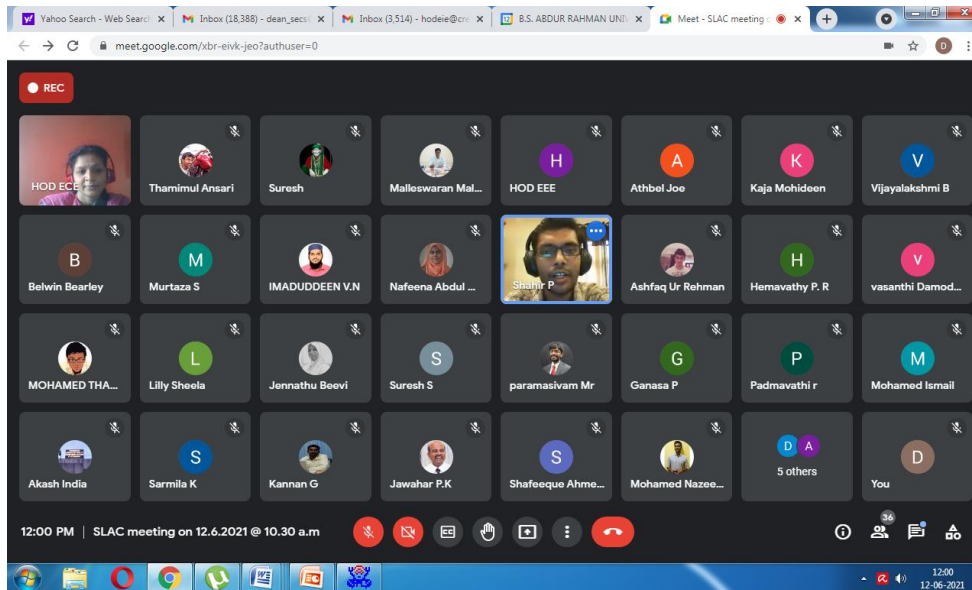
- Credit transfer from MOOC/SWAYAM/NPTEL
- Students can choose interdisciplinary Open Elective Courses
- Entrepreneurship Course is mandatory
- Final semester is fully allocated for Project Work



After due deliberations, the suggestions made by the SLAC members towards the Curriculum and Syllabus of B.Tech ECE (Regulation 2021) are listed below;

Dr. M. Malleswaran, Head/ECE, Kancheepuram campus, Anna University, (External Expert – Academia), appreciated the curriculum structure and suggested to add a course on “IOT for vehicle communication”, “RF device reliability”.

Mr. Shahir P, Project Engineer-TI - Nokia Networks, Cochin, (External Expert – Industry), appreciated that the R21 curriculum consists of courses relevant to recent technology developments in the area of wireless communication. He recommended to include “Control Systems” as mandatory course if there is a possibility and Python programming to improve the placement Opportunities.



Ms. Padmavathi R, Project Manager, Jasmin Infotech pvt ltd, Chennai, (External Expert – Industry), appreciated the course “Control Systems” included in the syllabus. She recommended to include course contents on “Embedded and Real Time Systems” which is very much needed for the Industry. Further she suggested that students must be imparted knowledge on software architecture, data structures and algorithms before teaching C programming. She suggested to include probability and statistics in Random process course as this will be a fundamental for AI courses. She also asked us to encourage students to buy low cost microcontrollers like Aurdino, RPi3 so that they can have more hands on and design some applications.

Mr.Imaduddeen. V. N., (2013-2017) batch B.Tech, ECE, (2017- 2019) batch M.Tech CoS, System Engineer - Connectivity, ZF WABCO Technology Center India, Porur, Chennai, (Alumni), enlightened that nowadays automotive is inseparable with electronics, and therefore a course on “Connected Vehicles”, “IoT for Autonomous vehicle”, can be included. Course on “Auto SAR”, “Embedded linux” and “Product Development and Soft ware life cycle” can be included in professional elective courses.

Ms. Hurmath Naireen, Senior RTL Design Engineering-team lead, Senior RTL Design Engineering-team lead, FLDEC Systems, Chennai, (Alumni), suggested to

include “SOC Architecture’ in VLSI Course as it gives helping hand for the final year projects.

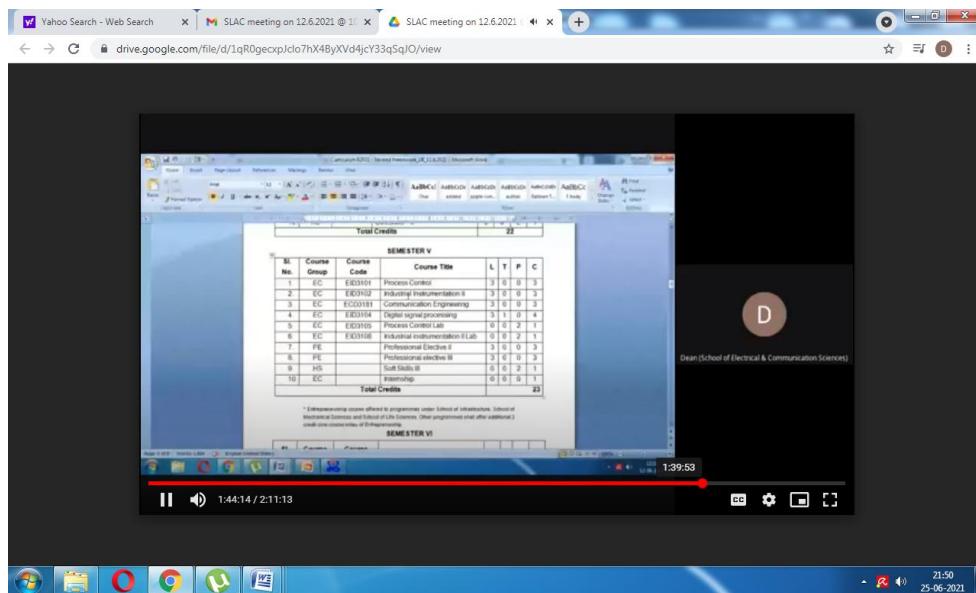
Mr.Suresh.K, Deputy Manager, Procurement, Whirlpool of India Ltd., (Parent) insisted to have scope for more practical trainings and appreciated the inclusion of laboratory integrated courses, project based learning courses and industry internship.

Further HoD informed that the suggestions and feedbacks will be considered in the Twentieth BoS (ECE) meeting for further deliberations and implementations.

The HoD / ECE thanked all the experts who have given their valuable suggestions and Feedbacks.

DEPARTMENT OF ELECTRONICS AND INSTRUMENTATION ENGINEERING

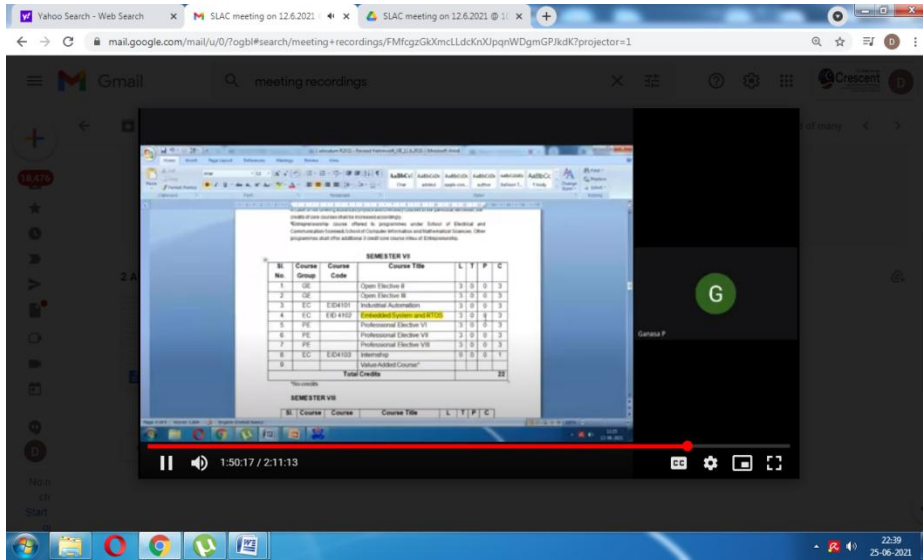
Dr.D.Najumnissa Jamal, Professor and Head of the Department/EIE, presented the structure of the new curriculum under the regulation 2021.



The following points were discussed by the external experts and students

- Mr.Ganesa, Keystone automation solutions, appreciated the course network analysis and synthesis included in the curriculum. He suggested to give more

hands on experience on PLC, DCS and SCADA and have a practical course which will increase the skill set of the students. He mentioned about the importance of Python Programming, C programming , C sharp, C++ , Data base can be included as mandatory course. Can keep python programming as core course. Matlab and data analyzing tools like SAP also need to be included in the curriculum.




Suggestions from Mr Ganasa

- Dr,D.Vasanthi asked the faculty to bring the course Network Analysis and Synthesis to next semester or to reduce complexity of the course. She also suggested that the VI semester core courses are limited and can add a core course there. She suggested to add the topic Industry 4.0 and “Introduction to IoT” in Industrial Automation course. The course Instrumentation system design can be a laboratory component.
- Mr.Balasubramaniyan, Akash Instruments, suggested to add the courses Instrumentation and control in Pharmaceutical industries, Instrumentation and control in cement industries . SAP is maintained by the Instrumentation Industries where SAP has to be included in EIE department curriculum. Also IoT is upcoming in every industry. He discussed about the Safety Instrumentation and Environmental Control, is emphasized.

- Mr. Murtuza, Alumni, suggested Safety Instrumentation to be brought to the core. He also suggested that Robotics and Automation maybe shifted as a core course because industry 4.0 is automating all the processes.
- Mr.Thamimul Ansari appreciated that the curriculum is covering all necessary courses related to Instrumentation. He also suggested to bring the course Piping and instrumentation diagrams as main core / as one module in any course. He asked to arrange more industrial visits.
- Mr.Malleswaran asked to add the course “Space and Navigational Instrumentation” as program elective where students can do projects using accelerometer, gyroscopes, GPS sensor.

The Head of Electronics and Instrumentation thanked the experts for giving their valuable suggestions. She also requested the Heads of the EEE, ECE and EIE department to discuss the same in their Board of studies for implementing the suggestions given by the experts. Dr. Tharini, Head of ECE department proposed the vote of thanks. All the stake holders were asked to fill in the feedback forms with their suggestions.



26.6.2021

Dr.D.Najumnissa Jamal
Dean (SECS)

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 +91 44 2275 9200
 Admission Help Desk
 +91 95432 77888
 +91 94990 01725



IQAC | NBA | ARIIA | NIRF | NAAC | NAD | e-SANAD



 CHAT WITH A STUDENT student@crescent.education

Students Feedback

Name of the Student*	<input type="text" value="Fazra Ruba A F"/>		
RRN*	<input type="text" value="198021601043"/>	Email ID*	<input type="text" value="fazraruba@gmail.com"/>
Department / School*	<input type="text" value="Pharmacy"/>	Programme*	<input type="text" value="B.pharm"/>
Year*	<input type="text" value="1st"/>	Section*	<input type="text" value="A"/>

Cleanliness and ambience in campus	<input type="text" value="Excellent"/>	Quality of teaching & learning process	<input type="text" value="Very Good"/>
Examination & evaluation system	<input type="text" value="Very Good"/>	Laboratory facilities	<input type="text" value="Good"/>
Effect of Co-curricular activities (Guest lecturers / Value added programme / Workshop / Conferences etc.)		<input type="text" value="Very Good"/>	
Organizing Industrial visit/Field trip	<input type="text" value="Good"/>	Student amenities(Library, Wi-Fi / Internet, etc)	<input type="text" value="Very Good"/>
Sports & Cultural activities	<input type="text" value="Good"/>	Effectiveness of training for placement	<input type="text" value="Very Good"/>
Canteen facilities	<input type="text" value="Very Good"/>	Transport facility	<input type="text" value="Very Good"/>
Medical facility	<input type="text" value="Excellent"/>	Security arrangements	<input type="text" value="Excellent"/>

Hostel (Applicable only for Hostellers)	
(a) Accommodation	(b) Food
<input type="text" value="Select"/>	<input type="text" value="Select"/>
(c) Security arrangements	
<input type="text" value="Select"/>	

Administration & office facilities	Grievance redressal mechanism
<input type="text" value="Very Good"/>	<input type="text" value="Very Good"/>
Department student support mechanism (Class advisor/Faculty advisor/ HOD/ Dean of School)	
<input type="text" value="Excellent"/>	

Attainment of course outcomes of current courses

Very Good

Your opinion about Curriculum (courses in the programme) and suggestions for new courses to be introduced

The curriculum is good and beneficial

Attainment of programme outcomes so far

Very Good

Any other suggestions

Lab facilities can be improved

2217

2ZL7

Submit

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DEPARTMENT OF COMMERCE
EXIT SURVEY FROM OUTGOING STUDENTS (JULY - 2022)

CONSOLIDATED REPORT

The exit survey from the final year B.Com (Hons. With ACCA) students are consolidated and furnished below.

Branch/Program: B.COM (Hons. With ACCA) Batch: (2019 - 2022) Date: 01-08-2022

Total No. of Students : 65

No. of Students responded : 53

1. Assessment of abilities, skills and attributes acquired at B. S. Abdur Rahman Crescent Institute of Science and Technology.

1.	Apply the knowledge of Finance, Accounting, Taxation and Business Laws' specialization to the solution of complex real-world problems.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	21	40
	<i>Well prepared</i>	24	45
	<i>Prepared</i>	5	9
	<i>Somewhat prepared</i>	2	4
	<i>Not prepared</i>	1	2
	<i>Can't evaluate</i>	0	0
2.	Identify, formulate, review research literature, and analyze complex problems reaching substantiated conclusions using first principle of Finance, accounting, taxation and business laws.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	17	32
	<i>Well prepared</i>	23	43
	<i>Prepared</i>	9	17
	<i>Somewhat prepared</i>	4	8
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
3.	Design solutions for complex problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	18	34
	<i>Well prepared</i>	18	34
	<i>Prepared</i>	14	26
	<i>Somewhat prepared</i>	2	4
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
4.	Conduct investigations of complex problems use research-based	Response of Students	

	knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	Numbers	Percentage
	<i>Very well prepared</i>	20	38
	<i>Well prepared</i>	14	26
	<i>Prepared</i>	17	32
	<i>Somewhat prepared</i>	2	4
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
5.	Create, select, and apply appropriate techniques, resources, and modern accounting and IT tools including prediction and modeling to complex activities with an understanding of the limitations.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	25	47
	<i>Well prepared</i>	11	21
	<i>Prepared</i>	14	26
	<i>Somewhat prepared</i>	3	6
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
6.	Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional practice.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	16	30
	<i>Well prepared</i>	20	38
	<i>Prepared</i>	15	28
	<i>Somewhat prepared</i>	1	2
	<i>Not prepared</i>	1	2
	<i>Can't evaluate</i>	0	0
7.	Understand the impact of the professional accounting, finance and management solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	21	40
	<i>Well prepared</i>	14	26
	<i>Prepared</i>	16	30
	<i>Somewhat prepared</i>	2	4
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
8.	Apply ethical principles and commit to professional ethics and responsibilities and norms of the accounting, finance and management practices.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	20	38
	<i>Well prepared</i>	19	36
	<i>Prepared</i>	11	21
	<i>Somewhat prepared</i>	3	6

	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
9.	Function effectively as an individual and as a member or leader in diverse teams, and in multidisciplinary settings.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	21	40
	<i>Well prepared</i>	17	32
	<i>Prepared</i>	13	25
	<i>Somewhat prepared</i>	2	4
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
10.	Communicate effectively on complex business activities with the business community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	19	36
	<i>Well prepared</i>	17	32
	<i>Prepared</i>	14	26
	<i>Somewhat prepared</i>	3	6
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
11.	Demonstrate knowledge and understanding of the accounting, finance and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	23	43
	<i>Well prepared</i>	15	28
	<i>Prepared</i>	13	25
	<i>Somewhat prepared</i>	2	4
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
12.	Recognize the need for and have the preparation and ability to engage in independent and lifelong learning in broadest context of technological changes.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	18	34
	<i>Well prepared</i>	18	34
	<i>Prepared</i>	11	21
	<i>Somewhat prepared</i>	6	11
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
13.	PSO1: The program will facilitate integration of knowledge, skills and attitude by applying concepts and techniques that will sustain an environment of learning and creativity among the students with an assurance of good career.	Response of Students	
		Numbers	Percentage

	<i>Very well prepared</i>	21	40
	<i>Well prepared</i>	17	32
	<i>Prepared</i>	11	21
	<i>Somewhat prepared</i>	4	7
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
14.	PSO2: The program will help in developing the knowledge of accounts, finance, auditing and integrative abilities among the students in addition to instilling the qualities of transformational leadership, teamwork, and social skills.	Response of Students	
		Numbers	Percentage
	<i>Very well prepared</i>	20	38
	<i>Well prepared</i>	15	28
	<i>Prepared</i>	14	26
	<i>Somewhat prepared</i>	4	8
	<i>Not prepared</i>	0	0
	<i>Can't evaluate</i>	0	0
2.	Assessment of the Learning Environment at B.S. Abdur Rahman Crescent Institute of science and Technology.		
A.	Quality of instruction and support for learning provided by the faculty members in:		
	Basic Courses in Commerce	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	23	43
	<i>Very satisfied</i>	16	30
	<i>Satisfied</i>	11	21
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	0	0
	<i>Can't evaluate</i>	0	0
	Computers (Programming and usage of software packages)	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	17	32
	<i>Very satisfied</i>	19	36
	<i>Satisfied</i>	8	15
	<i>Somewhat satisfied</i>	6	11
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	1	2
	Language (English)	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	26	49
	<i>Very satisfied</i>	17	32
	<i>Satisfied</i>	5	9
	<i>Somewhat satisfied</i>	4	8
	<i>Not satisfied</i>	1	2

	<i>Can't evaluate</i>	0	0
	Accounts, Finance	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	22	42
	<i>Very satisfied</i>	18	34
	<i>Satisfied</i>	12	23
	<i>Somewhat satisfied</i>	1	2
	<i>Not satisfied</i>	0	0
	<i>Can't evaluate</i>	0	0
	Management	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	24	45
	<i>Very satisfied</i>	15	28
	<i>Satisfied</i>	12	23
	<i>Somewhat satisfied</i>	2	4
	<i>Not satisfied</i>	0	0
	<i>Can't evaluate</i>	0	0
	Economics	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	15	28
	<i>Satisfied</i>	14	26
	<i>Somewhat satisfied</i>	4	8
	<i>Not satisfied</i>	0	0
<i>Can't evaluate</i>	0	0	
	Soft Skills	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	22	42
	<i>Very satisfied</i>	17	32
	<i>Satisfied</i>	10	19
	<i>Somewhat satisfied</i>	4	8
	<i>Not satisfied</i>	0	0
<i>Can't evaluate</i>	0	0	
B.	Quality of instruction and support for learning given by technicians.	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	23	43
	<i>Very satisfied</i>	16	30
	<i>Satisfied</i>	11	21
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	0	0
<i>Can't evaluate</i>	0	0	
C.	Quality of advice by the staff with respect to:		

Academic planning	Response of Students		
	Numbers	Percentage	
	<i>Extremely satisfied</i>	29 55	
	<i>Very satisfied</i>	17 32	
	<i>Satisfied</i>	6 11	
	<i>Somewhat satisfied</i>	1 2	
	<i>Not satisfied</i>	0 0	
Personal counseling	Response of Students		
	Numbers	Percentage	
	<i>Extremely satisfied</i>	22 42	
	<i>Very satisfied</i>	11 21	
	<i>Satisfied</i>	15 28	
	<i>Somewhat satisfied</i>	5 9	
	<i>Not satisfied</i>	0 0	
	<i>Can't evaluate</i>	0 0	
	Career planning	Response of Students	
		Numbers	Percentage
		<i>Extremely satisfied</i>	22 42
		<i>Very satisfied</i>	14 26
		<i>Satisfied</i>	15 28
<i>Somewhat satisfied</i>		2 4	
<i>Not satisfied</i>		0 0	
<i>Can't evaluate</i>	0 0		
D. Equity of treatment by:			
Academic Administrators	Response of Students		
	Numbers	Numbers	
	<i>Extremely satisfied</i>	27 51	
	<i>Very satisfied</i>	13 25	
	<i>Satisfied</i>	12 23	
	<i>Somewhat satisfied</i>	1 2	
	<i>Not satisfied</i>	0 0	
<i>Can't evaluate</i>	0 0		
Technicians	Response of Students		
	Numbers	Percentage	
	<i>Extremely satisfied</i>	20 38	
	<i>Very satisfied</i>	19 36	
	<i>Satisfied</i>	9 17	
	<i>Somewhat satisfied</i>	4 8	
	<i>Not satisfied</i>	1 2	
<i>Can't evaluate</i>	0 0		
Faculty	Response of Students		

		Numbers	Percentage
	<i>Extremely satisfied</i>	22	42
	<i>Very satisfied</i>	13	25
	<i>Satisfied</i>	15	28
	<i>Somewhat satisfied</i>	1	2
	<i>Not satisfied</i>	1	2
	<i>Can't evaluate</i>	2	4
	Fellow students	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	22	42
	<i>Very satisfied</i>	17	32
	<i>Satisfied</i>	10	19
	<i>Somewhat satisfied</i>	4	8
	<i>Not satisfied</i>	0	0
	<i>Can't evaluate</i>	0	0
E.	Quality of the facilities:		
	Classrooms	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	22	42
	<i>Very satisfied</i>	15	28
	<i>Satisfied</i>	10	19
	<i>Somewhat satisfied</i>	4	8
	<i>Not satisfied</i>	1	2
	<i>Can't evaluate</i>	2	4
	Computing facilities	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	18	34
	<i>Very satisfied</i>	11	21
	<i>Satisfied</i>	16	30
	<i>Somewhat satisfied</i>	5	9
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	1	2
	Libraries	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	27	51
	<i>Very satisfied</i>	13	25
	<i>Satisfied</i>	9	17
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	1	2
	<i>Can't evaluate</i>	0	0
	Internet Facility	Response of Students	
		Numbers	Percentage

	<i>Extremely satisfied</i>	21	40
	<i>Very satisfied</i>	15	28
	<i>Satisfied</i>	10	19
	<i>Somewhat satisfied</i>	6	11
	<i>Not satisfied</i>	1	2
	<i>Can't evaluate</i>	0	0
3.	Assessment of Support Services		
A.	Academic Services:		
	<i>Admission office</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Registrar office</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Controller of Examinations office</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Placement & Training office</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Class advisor</i>	Response of Students	
		Numbers	Percentage

	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	7	11
	<i>Very poor</i>	0	2
	<i>No opinion</i>	0	0
B.	Administrative Offices:		
	<i>Administrative office in your department</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Administrative office in the BSACIST</i>	Response of Students	
		Numbers	Numbers
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
C.	Other Services:		
	<i>Medical facility</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Canteen</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Hostel</i>	Response of Students	

		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Sports and games</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Transport</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	20	38
	<i>Good</i>	13	25
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Extra-curricular activities</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	20	38
	<i>Good</i>	13	25
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
	<i>Information dissemination</i>	Response of Students	
		Numbers	Percentage
	<i>Very good</i>	21	40
	<i>Good</i>	15	28
	<i>Adequate</i>	10	19
	<i>Poor</i>	6	11
	<i>Very poor</i>	1	2
	<i>No opinion</i>	0	0
4.	Assessment of curriculum offered, Academic schedules and question paper standards	Response of Students	
	A. Curriculum:	Numbers	Percentage

<i>Flexibility of the curriculum</i>		
<i>Extremely satisfied</i>	19	36
<i>Very satisfied</i>	13	25
<i>Satisfied</i>	10	19
<i>Somewhat satisfied</i>	6	11
<i>Not satisfied</i>	5	9
<i>Can't evaluate</i>	0	0
Provides enough skills on design and problem solving techniques	Response of Students	
	Numbers	Percentage
<i>Extremely satisfied</i>	19	36
<i>Very satisfied</i>	13	25
<i>Satisfied</i>	10	19
<i>Somewhat satisfied</i>	6	11
<i>Not satisfied</i>	5	9
<i>Can't evaluate</i>	0	0
Encourages self study	Response of Students	
	Numbers	Percentage
<i>Extremely satisfied</i>	19	36
<i>Very satisfied</i>	13	25
<i>Satisfied</i>	10	19
<i>Somewhat satisfied</i>	6	11
<i>Not satisfied</i>	5	9
<i>Can't evaluate</i>	0	0
Coverage of cutting edge technology topics in order to face the future	Response of Students	
	Numbers	Percentage
<i>Extremely satisfied</i>	19	36
<i>Very satisfied</i>	13	25
<i>Satisfied</i>	10	19
<i>Somewhat satisfied</i>	6	11
<i>Not satisfied</i>	5	9
<i>Can't evaluate</i>	0	0
Coverage of advanced topics to take up career in research	Response of Students	
	Numbers	Percentage
<i>Extremely satisfied</i>	19	36
<i>Very satisfied</i>	12	23
<i>Satisfied</i>	14	26
<i>Somewhat satisfied</i>	6	11
<i>Not satisfied</i>	2	4
<i>Can't evaluate</i>	0	0
Promotes intellectual growth	Response of Students	
	Numbers	Percentage

	<i>Extremely satisfied</i>	19	36
	<i>Very satisfied</i>	12	23
	<i>Satisfied</i>	14	26
	<i>Somewhat satisfied</i>	6	11
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Enhances our employability</i>	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	19	36
	<i>Very satisfied</i>	12	23
	<i>Satisfied</i>	14	26
	<i>Somewhat satisfied</i>	6	11
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Availability of books in library to support curriculum</i>	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	19	36
	<i>Very satisfied</i>	12	23
	<i>Satisfied</i>	14	26
	<i>Somewhat satisfied</i>	6	11
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Encouragement to enroll in online courses</i>	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	19	36
	<i>Very satisfied</i>	15	23
	<i>Satisfied</i>	12	26
	<i>Somewhat satisfied</i>	3	11
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	B. Internal Assessment Schedules & Question paper		
	<i>Promotes analytical thinking</i>	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	19	36
	<i>Very satisfied</i>	15	23
	<i>Satisfied</i>	12	26
	<i>Somewhat satisfied</i>	3	11
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Question papers in terms of thought provoking and bringing out the intellectual capability of students</i>	Response of Students	
		Numbers	Percentage

	<i>Extremely satisfied</i>	19	36
	<i>Very satisfied</i>	15	23
	<i>Satisfied</i>	12	26
	<i>Somewhat satisfied</i>	3	11
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Adequacy of time to cope with assessment schedules</i>	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	16	32
	<i>Satisfied</i>	12	20
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Quality of Evaluation of Assessments</i>	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	16	32
	<i>Satisfied</i>	12	20
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Flexibility of Enrollment and withdrawal of coursework</i>	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	16	32
	<i>Satisfied</i>	12	20
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	C. Teaching Methodology		
	<i>Adoption of innovative teaching methodologies</i>	Response of Students	
		Numbers	Numbers
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	16	32
	<i>Satisfied</i>	12	20
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	<i>Coverage of the topics</i>	Response of Students	

		Numbers	Percentage
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	16	32
	<i>Satisfied</i>	12	20
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	Basic concepts taught	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	16	32
	<i>Satisfied</i>	12	20
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	Encouragement for group discussions, seminars and interactive discussions	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	20	38
	<i>Very satisfied</i>	16	32
	<i>Satisfied</i>	12	20
	<i>Somewhat satisfied</i>	3	6
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
	Effectiveness of Project Based Learning (PBL)	Response of Students	
		Numbers	Percentage
	<i>Extremely satisfied</i>	18	34
	<i>Very satisfied</i>	16	30
	<i>Satisfied</i>	8	15
	<i>Somewhat satisfied</i>	9	17
	<i>Not satisfied</i>	2	4
	<i>Can't evaluate</i>	0	0
D.	To what extent do you feel that your learning objectives have been achieved?	Response of Students	
		Numbers	Percentage
	a) To the Maximum	20	38
	b) Medium	33	62
	c) Not at all	0	0

E. Can you suggest any course that can be removed from the curriculum of your branch?

1. Forensics investigation

2. Computer network
3. English
4. Maths
5. Environmental Studies
6. Reasoning and Thinking

F. Can you suggest any course/program that should be included in the curriculum of your branch?

1. Ethical Hacking
2. Full stack web development

5. General Assessment

A. Please list some very important skills that you think you learnt in the Engineering/Science program.

1. Confidence
2. Communication skill
3. Dedication, self motivation, innovative thinking (Suggested by 2 students)
4. Programming skills
5. Management skills
6. Attitude
7. Technical skills
8. Problem solving skills
9. Analytical skills
10. Creative thinking skill
11. Team Work

B. Please list some very important or useful skills that you did not get the chance (or are not available) to learn while taking Engineering/ Science courses at BSACIST.

1. Full stack development, Git hub, unit testing, Working on the Webservices.
2. Education Tour
3. Communication skills
4. Handling stress

C. Please write down any comments or suggestions that you think will improve the Engineering/Science programs at BSACIST

1. Industrial exposure to the students (Suggested by 3 students)
2. Department infrastructure
3. Lab equipments are old

4. Improve logical thinking by giving them a real time problem . Don't try to cover all programming languages instead try to cover any one programming language till the advance part.
5. Improve sports activities

D. Please give the overall strengths and weaknesses of the Institute/Department.

Strength

1. Dedicated and Experienced Faculty
2. Updating the students with workshops, inviting affiliate faculty for giving guest lectures about new and industrial based topics
3. Friendly campus
4. Unity in students
5. Accredited with AICTE and UGC

Weakness

1. The existing faculties are just great. But the number of them should be increased undoubtedly. Second, I often heard that Crescent has lost its past glory. I do not know about the past situation of the institution but surely I felt that my department's quality was surely going down if not stagnant. Staffs at office are not responding properly.

E. Do you recommend B. S. Abdur Rahman Crescent Institute of Science and Technology for future aspirants and why?

1. Yes!
 - a. Institute provides a safe and good educational environment
 - b. Institute has all the necessary facilities for a student
 - c. Good infrastructure, updated syllabus, friendly staffs and peaceful campus
 - d. A great learning platform.

<p>DR.SIBGHATULLAH NASIR Class Advisor</p>	<p>HOD (Dr.AFZALUR RAHMAN)</p>
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