

**SRM INSTITUTE OF SCIENCE AND TECHNOLOGY  
INTERNAL QUALITY ASSURANCE CELL**

**STRUCTURED FEEDBACK FOR DESIGN AND REVIEW OF SYLLABUS  
2021-22**

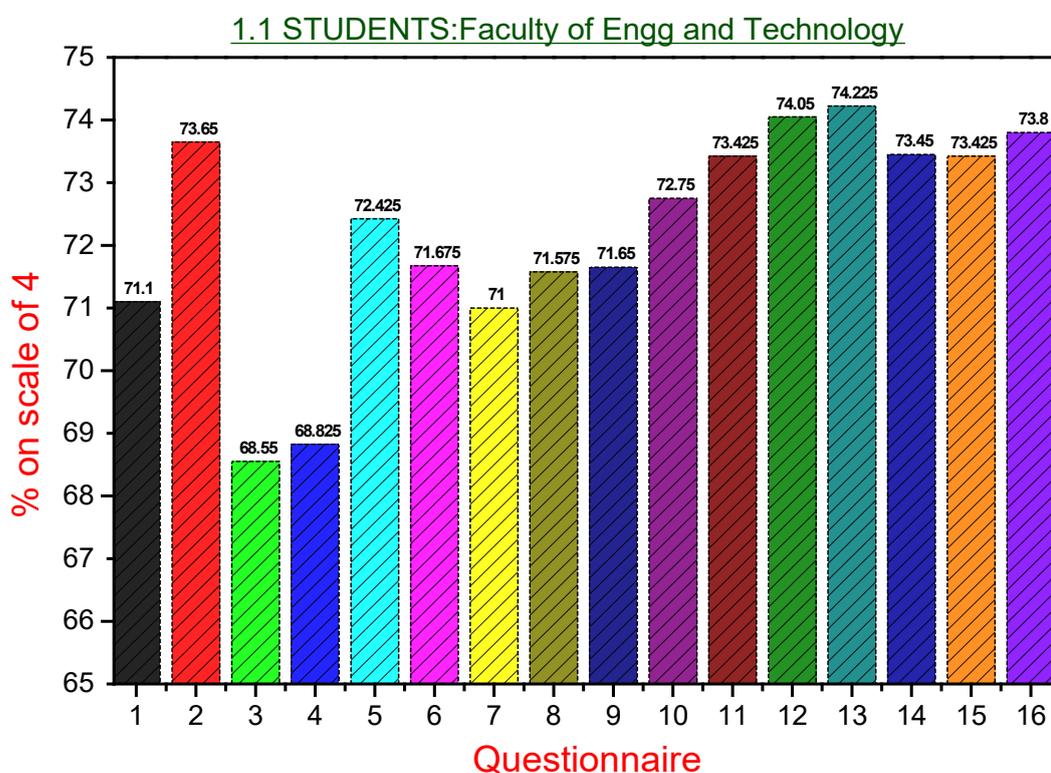
**AQAR** clause 1.4.1 Structured feedback for design and review of syllabus –year wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Professionals for design and review of syllabus.

**ACADEMIC YEAR 2021-22**

**1.1 STUDENTS- FACULTY OF ENGINEERING AND TECHNOLOGY**

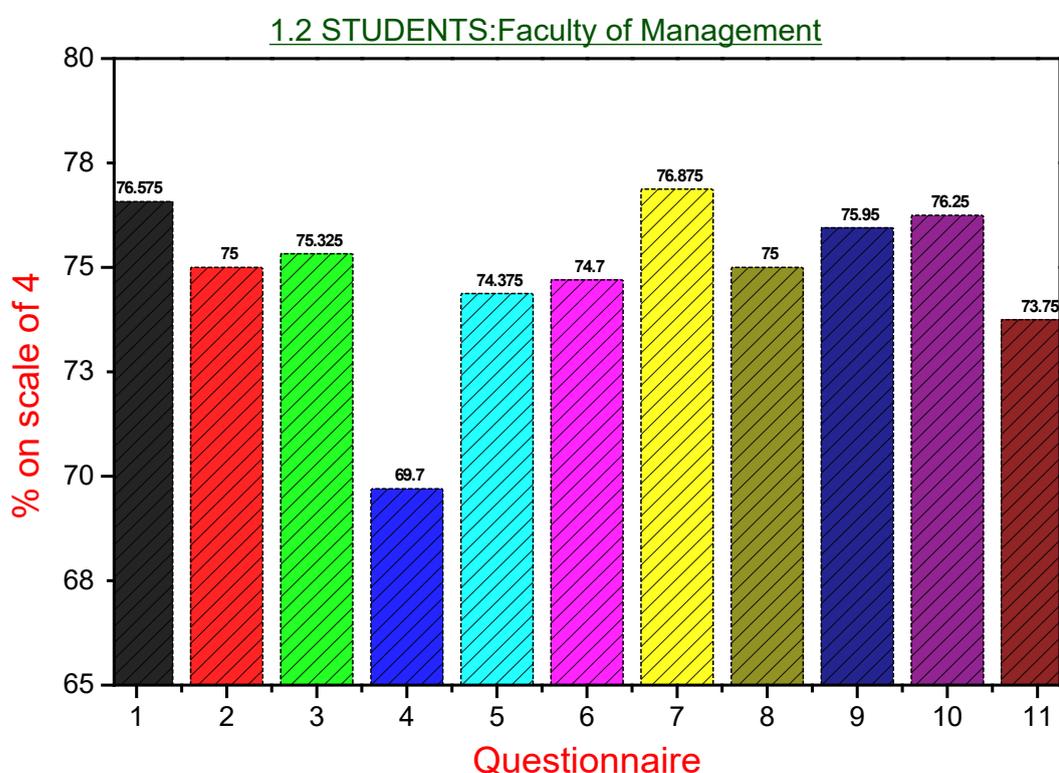
<b>1.1 Faculty of Engineering and Technology – Questionnaire</b>	<b>Score On A 4 Point Scale</b>
1. Syllabus of Courses (subjects) have equipped me well and because of that I am confident enough to get employed if I apply in the job market.	<b>2.843</b>
2. Syllabus of Courses will help me to go for higher studies or research	<b>2.946</b>
3. There are contents in the curriculum which will enable me to become an entrepreneur if I choose to become one.	<b>2.742</b>
4. Course syllabus provides enough input for the students to help them crack government conducted competitive examinations.	<b>2.753</b>
5.1. I am able to apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.	<b>2.897</b>
5.2. I am able to identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences	<b>2.867</b>
5.3. I am able to design solutions for complex engineering 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.	<b>2.840</b>
5.4. I am able to Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions for complex problems	<b>2.863</b>
5.5. I am able to Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.	<b>2.866</b>

1.1 Faculty of Engineering and Technology – Questionnaire	Score On A 4 Point Scale
5.6. I am able to Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.	2.910
5.7. I am able to Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	2.937
5.8. I am able to Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice	2.962
5.9. I am able to Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings	2.969
5.10. I am able to Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective	2.938
5.11. I am able to Demonstrate knowledge and understanding of the engineering 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	2.937
5.12. I am able to Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change.]	2.952



## 1.2 STUDENTS - FACULTY OF MANAGEMENT

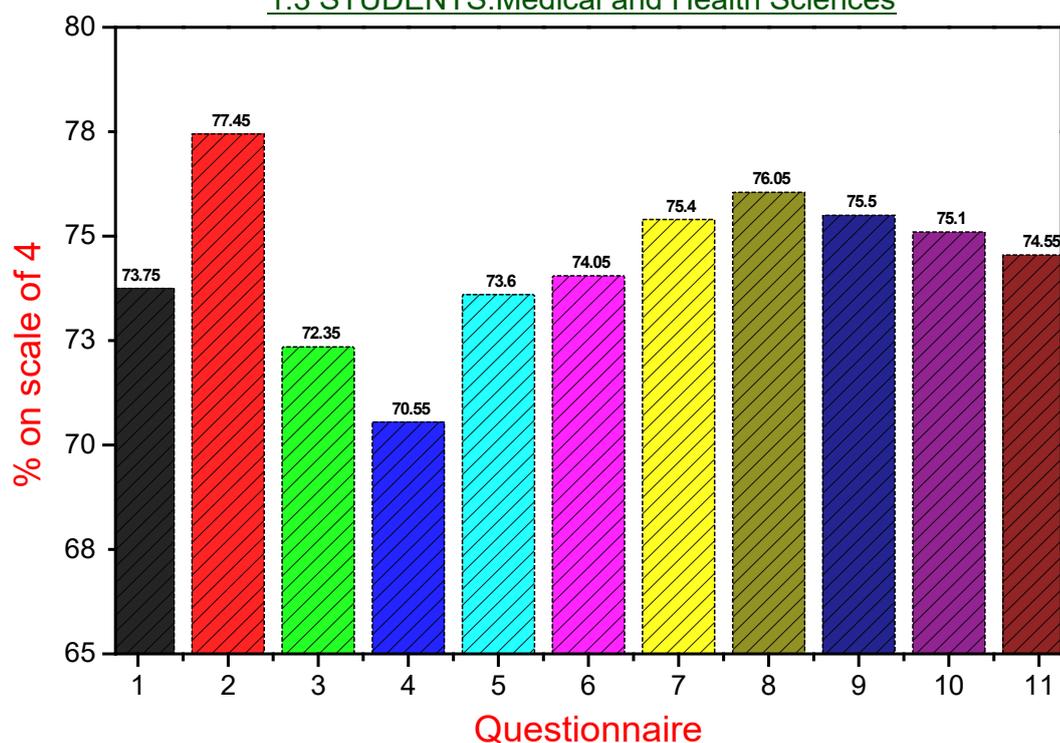
1.2 STUDENTS – MANAGEMENT – QUESTIONNAIRE	Score on A 4 Point Scale
1. Syllabus of Courses (subjects) have equipped me well and because of that I am confident enough to get employed if I apply in the job market.	3.063
2. Syllabus of Courses will help me to go for higher studies or research	3.000
3. There are contents in the curriculum which will enable me to become an entrepreneur/private practitioner if I choose to become one.	3.013
4. Course syllabus provides enough input for the students to help them crack government conducted competitive examinations	2.788
5. The course contents have helped me to develop Critical Thinking ability	2.975
6. The course contents have enabled me to Effectively Communicate my ideas to others	2.988
7. After undergoing the study I am comfortable to interact with my friends, elders and other groups of people in the society	3.075
8. The courses have enabled me to be a better citizen understanding my rights and responsibilities	3.000
9. I am able to recognize different ethical value systems including my own, understand the moral dimensions of my decisions, and accept responsibility for them	3.038
10. Courses have helped me to Understand the issues of environmental contexts and sustainable development	3.050
11. I have been able to acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes	2.950



### 1.3 STUDENTS MEDICAL AND HEALTH SCIENCES

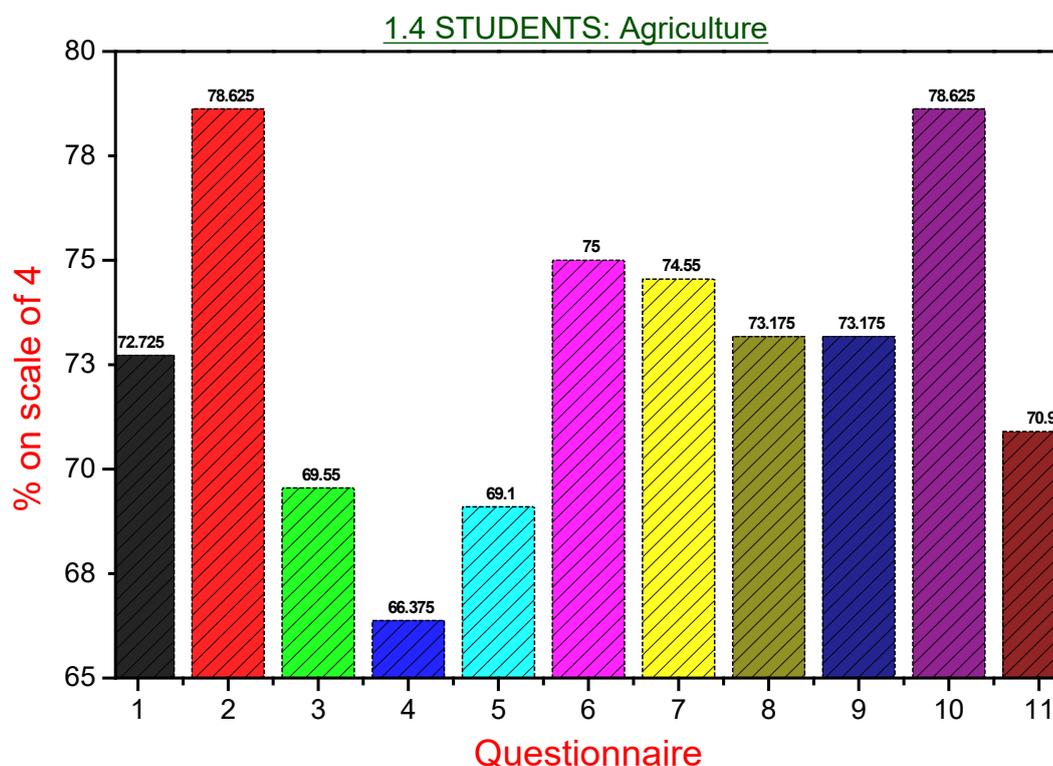
1.3 Students -Medical And Health Sciences – Questionnaire	Score on a 4 Point Scale
1. Syllabus of Courses (subjects) have equipped me well and because of that I am confident enough to get employed if I apply in the job market.	2.950
2. Syllabus of Courses will help me to go for higher studies or research	3.098
3. There are contents in the curriculum which will enable me to become an entrepreneur/private practitioner if I choose to become one.	2.894
4. Course syllabus provides enough input for the students to help them crack government conducted competitive examinations	2.822
5. The course contents have helped me to develop Critical Thinking ability	2.944
6. The course contents have enabled me to Effectively Communicate my ideas to others]	2.962
7. After undergoing the study I am comfortable to interact with my friends, elders and other groups of people in the society	3.016
8. The courses have enabled me to be a better citizen understanding my rights and responsibilities]	3.042
9. I am able to recognize different ethical value systems including my own, understand the moral dimensions of my decisions, and accept responsibility for them	3.020
10. Courses have helped me to Understand the issues of environmental contexts and sustainable development	3.004
11. I have been able to acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes	2.982

#### 1.3 STUDENTS:Medical and Health Sciences



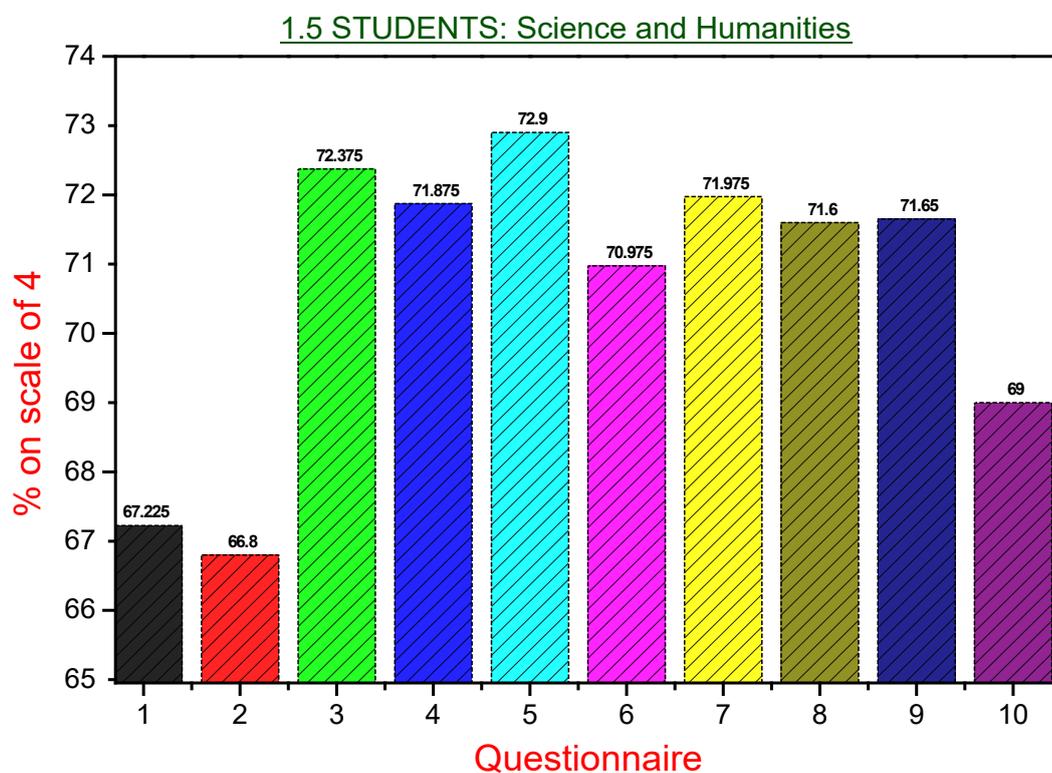
## 1.4 STUDENTS AGRICULTURE

1.4 Students –Agri -Questionnaire	Score on a 4 point scale
1. Syllabus of Courses (subjects) have equipped me well and because of that I am confident enough to get employed if I apply in the job market.	2.909
2. Syllabus of Courses will help me to go for higher studies or research	3.145
3. There are contents in the curriculum which will enable me to become an entrepreneur/private practitioner if I choose to become one.	2.782
4. Course syllabus provides enough input for the students to help them crack government conducted competitive examinations	2.655
5. The course contents have helped me to develop Critical Thinking ability	2.764
6. The course contents have enabled me to Effectively Communicate my ideas to others]	3.000
7. After undergoing the study I am comfortable to interact with my friends, elders and other groups of people in the society	2.982
8. The courses have enabled me to be a better citizen understanding my rights and responsibilities]	2.927
9. I am able to recognize different ethical value systems including my own, understand the moral dimensions of my decisions, and accept responsibility for them	2.927
10. Courses have helped me to Understand the issues of environmental contexts and sustainable development	3.145
11. I have been able to acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes	2.836



## 1.5 STUDENTS SCIENCE AND HUMANITIES

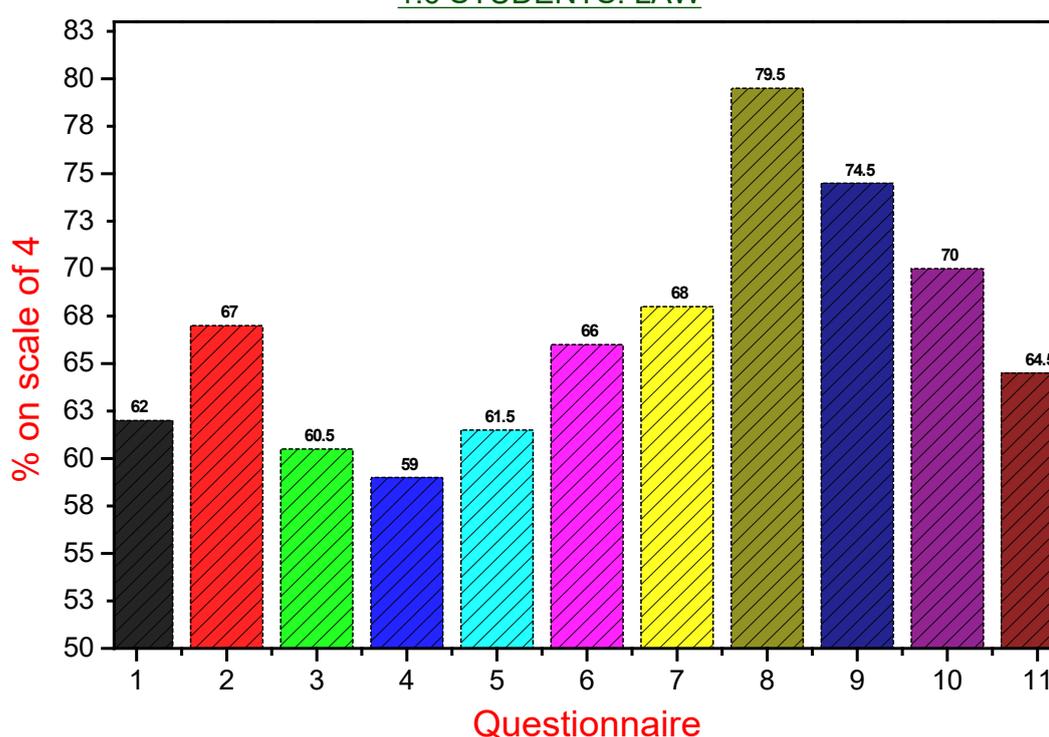
1.5 Students -- Science and Humanities Questionnaire	Score on a 4 point scale
1. There are contents in the curriculum which will enable me to become an entrepreneur/private practitioner if I choose to become one.	2.689
2. Course syllabus provides enough input for the students to help them crack government conducted competitive examinations	2.672
3. The course contents have helped me to develop Critical Thinking ability	2.895
4. The course contents have enabled me to Effectively Communicate my ideas to others]	2.875
5. After undergoing the study I am comfortable to interact with my friends, elders and other groups of people in the society	2.916
6. The courses have enabled me to be a better citizen understanding my rights and responsibilities]	2.839
7. I am able to recognize different ethical value systems including my own, understand the moral dimensions of my decisions, and accept responsibility for them	2.879
8. Courses have helped me to Understand the issues of environmental contexts and sustainable development	2.864
9. I have been able to acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes	2.866
10. My suggestions for changes in the syllabus are duly considered on their merit.	2.760



## 1.6 STUDENTS LAW

1.6 Students – Law - Questionnaire	Score on a 4 point scale
1. Syllabus of Courses (subjects) have equipped me well and because of that I am confident enough to get employed if I apply in the job market.	2.480
2. Syllabus of Courses will help me to go for higher studies or research	2.680
3. There are contents in the curriculum which will enable me to become an entrepreneur/private practitioner if I choose to become one.	2.420
4. Course syllabus provides enough input for the students to help them crack government conducted competitive examinations	2.360
5. The course contents have helped me to develop Critical Thinking ability	2.460
6. The course contents have enabled me to Effectively Communicate my ideas to others]	2.640
7. After undergoing the study I am comfortable to interact with my friends, elders and other groups of people in the society	2.720
8. The courses have enabled me to be a better citizen understanding my rights and responsibilities]	3.180
9. I am able to recognize different ethical value systems including my own, understand the moral dimensions of my decisions, and accept responsibility for them	2.980
10. Courses have helped me to Understand the issues of environmental contexts and sustainable development	2.800
11. I have been able to acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes	2.580
12. My suggestions for changes in the syllabus are duly considered on their merit.	

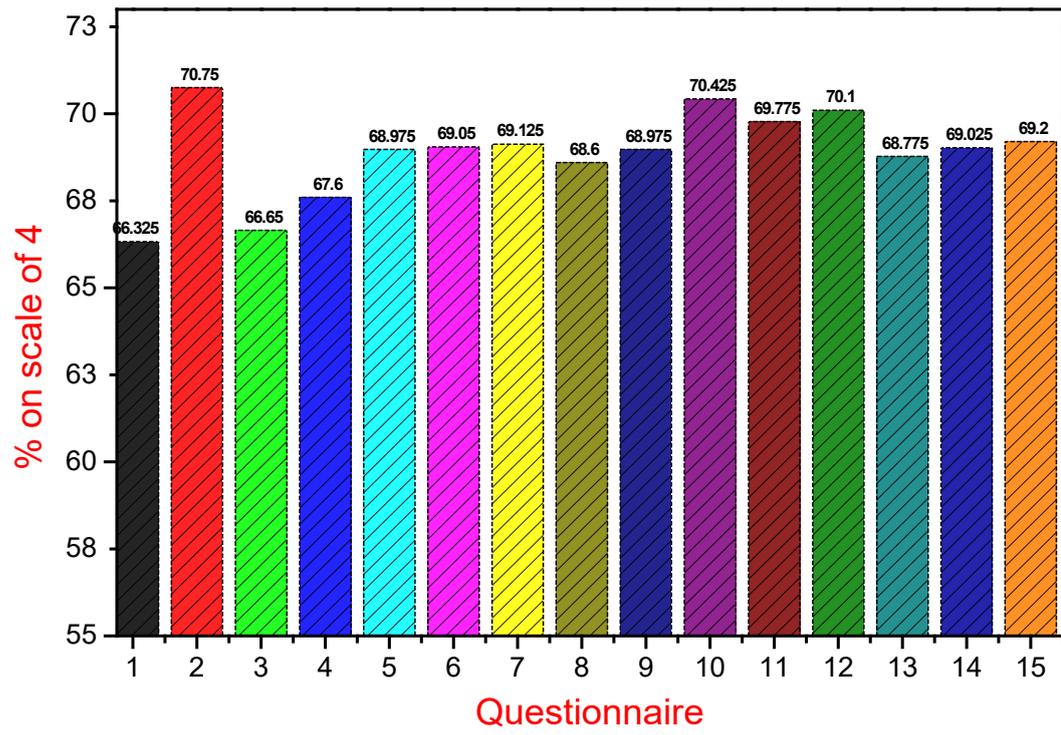
### 1.6 STUDENTS: LAW



**1.7 STUDENTS (SAID)**

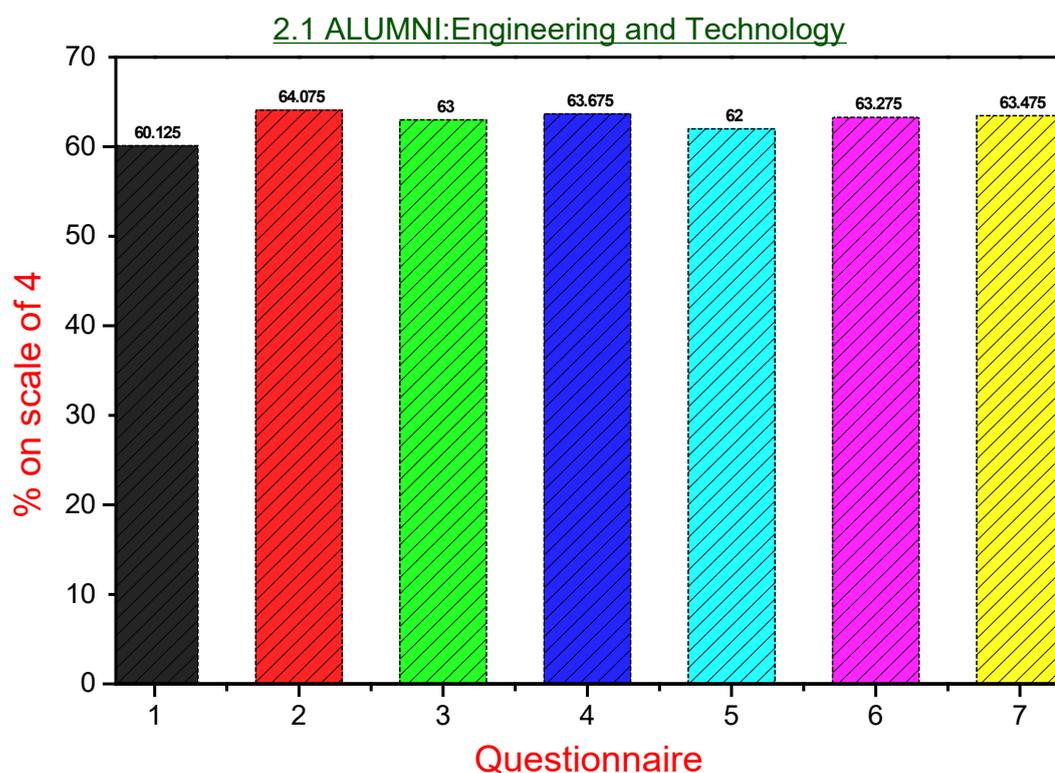
<b>1.7 STUDENTS - (SAID) – Questionnaire</b>	<b>Score on a 4 point scale</b>
1. Syllabus of Courses (subjects) have equipped me well and because of that I am confident enough to get employed if I apply in the job market.	<b>2.653</b>
2. Syllabus of Courses will help me to go for higher studies or research	<b>2.830</b>
3. There are contents in the curriculum which will enable me to become an entrepreneur if I choose to become one.	<b>2.666</b>
4.1. I am able to apply the knowledge of mathematics, science, engineering fundamentals, specialization to the solution of complex architectural and/or design problems.	<b>2.704</b>
4.2. I am able to identify, formulate, review research literature, and analyze complex architectural and/or design problems reaching substantiated conclusions using architectural theories and building sciences and professional practice.	<b>2.759</b>
4.3. I am able to design solutions for complex architecture and/or design 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.	<b>2.762</b>
4.4. I am able to use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions for complex architecture and design problems	<b>2.765</b>
4.5. I am able to select, apply and create appropriate techniques, resources, and modern digital design solutions including modelling and simulation with an understanding of the limitations.	<b>2.744</b>
4.6. I am able to 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.	<b>2.759</b>
4.7. I am able to understand the impact of the professional architecture and/or design solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	<b>2.817</b>
4.8. I am able to apply ethical principles and commit to professional ethics and responsibilities and norms of the architecture and/or design practice.	<b>2.791</b>
4.9. I am able to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	<b>2.804</b>
4.10. I am able to communicate effectively with the architectural and/or design fraternity and with society at large, such as, being able to comprehend, write and provide design solutions.	<b>2.751</b>
4.11. I am able to demonstrate knowledge and understanding of the 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.	<b>2.761</b>
5.12. I am able to recognize the need for, and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change.	<b>2.768</b>

1.7 STUDENTS: SAID



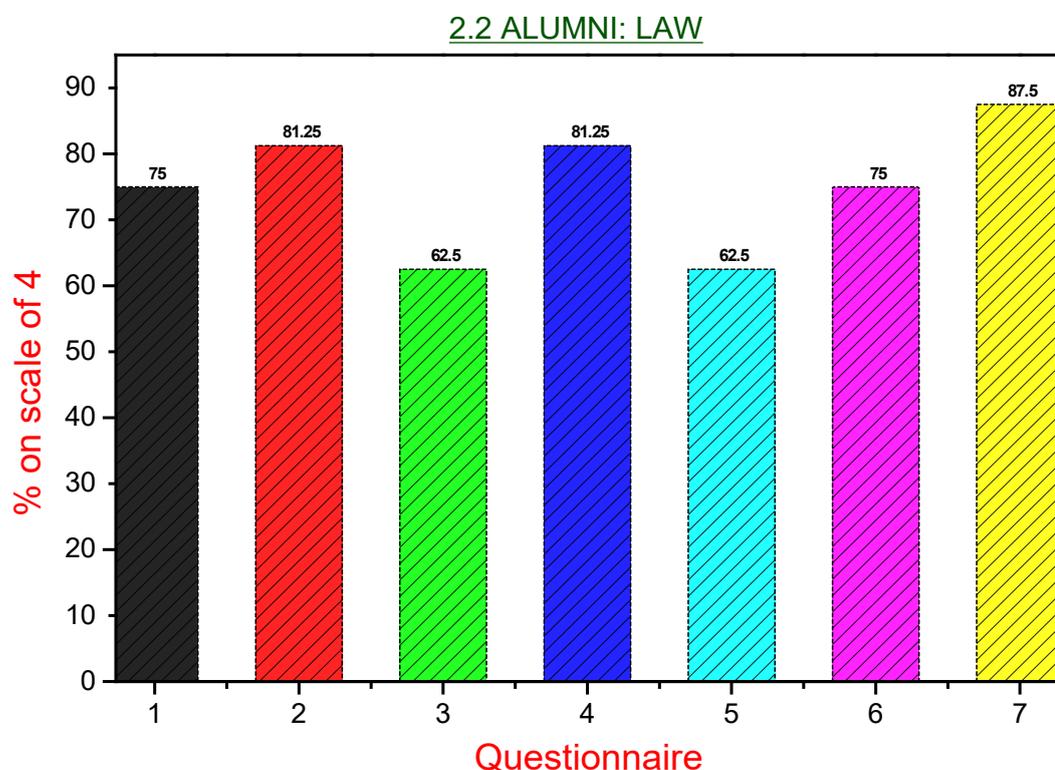
## 2. 1 ALUMNI SURVEY – ENGINEERING AND TECHNOLOGY

Sl. No	2.1 ALUMNI SURVEY – ENGINEERING AND TECHNOLOGY - QUESTIONNAIRE	Score on a 4 point scale
1.	Courses cover recent state of art trends and development	<b>2.405</b>
2.	Courses were appropriate in molding the students towards nation building by inculcating ethical and professional responsibilities	<b>2.563</b>
3.	Courses were helpful in developing your skills and knowledge in your domain well in order to compete in employment related activities nationally as well as globally	<b>2.520</b>
4.	Able to understand and appreciate the impact of domain knowledge in social and global contexts and apply the same successfully in arriving at the appropriate solutions.	<b>2.547</b>
5.	Aware of the current advancements and innovations in your field and the impact of Information Communication Technology Tools	<b>2.480</b>
6.	Knowledge imparted helped me to perform managerial and administrative functions with an ability to think independently and strategically and produce impactful results	<b>2.531</b>
7.	Contents of Curriculum are helpful in organizing myself towards acquiring higher domain knowledge, pursuing research and entrepreneurial ventures	<b>2.539</b>



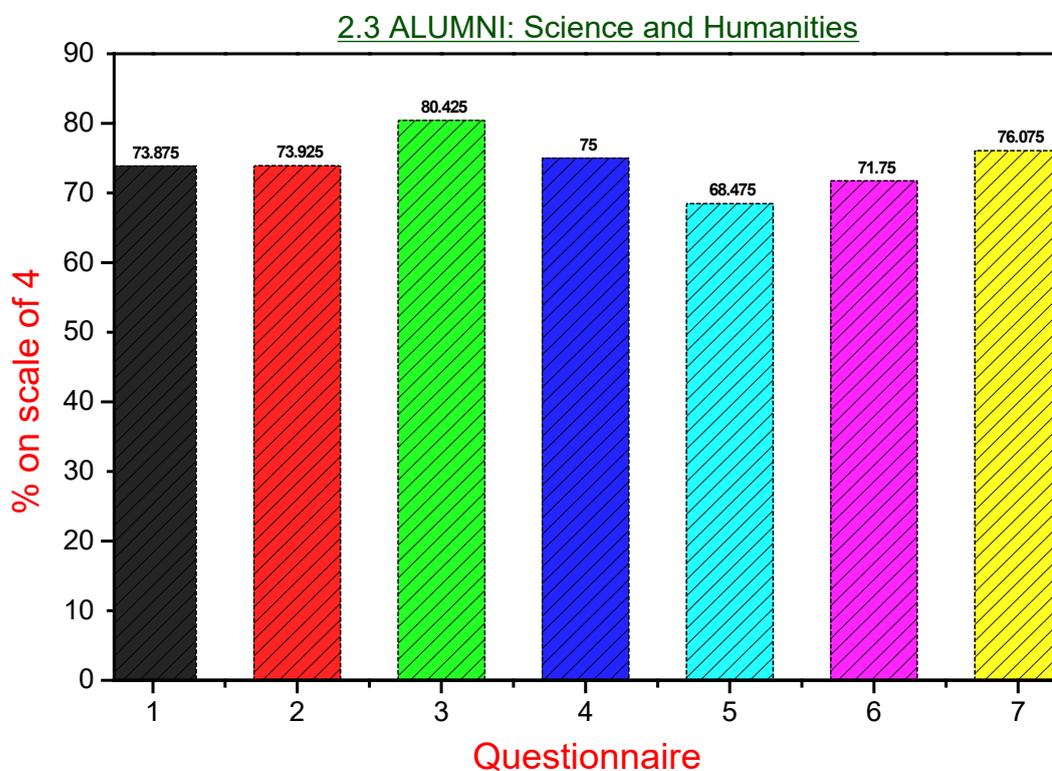
## 2. 2 ALUMNI SURVEY – LAW

Sl. No	2.2 ALUMNI SURVEY -- LAW - QUESTIONNAIRE	Score on a 4 point scale
1.	Courses cover recent state of art trends and development	3.000
2.	Courses were appropriate in molding the students towards nation building by inculcating ethical and professional responsibilities	3.250
3.	Courses were helpful in developing your skills and knowledge in your domain well in order to compete in employment related activities nationally as well as globally	2.500
4.	Able to understand and appreciate the impact of domain knowledge in social and global contexts and apply the same successfully in arriving at the appropriate solutions.	3.250
5.	Aware of the current advancements and innovations in your field and the impact of Information Communication Technology Tools	2.500
6.	Knowledge imparted helped me to perform managerial and administrative functions with an ability to think independently and strategically and produce impactful results	3.000
7.	Contents of Curriculum are helpful in organizing myself towards acquiring higher domain knowledge, pursuing research and entrepreneurial ventures	3.500



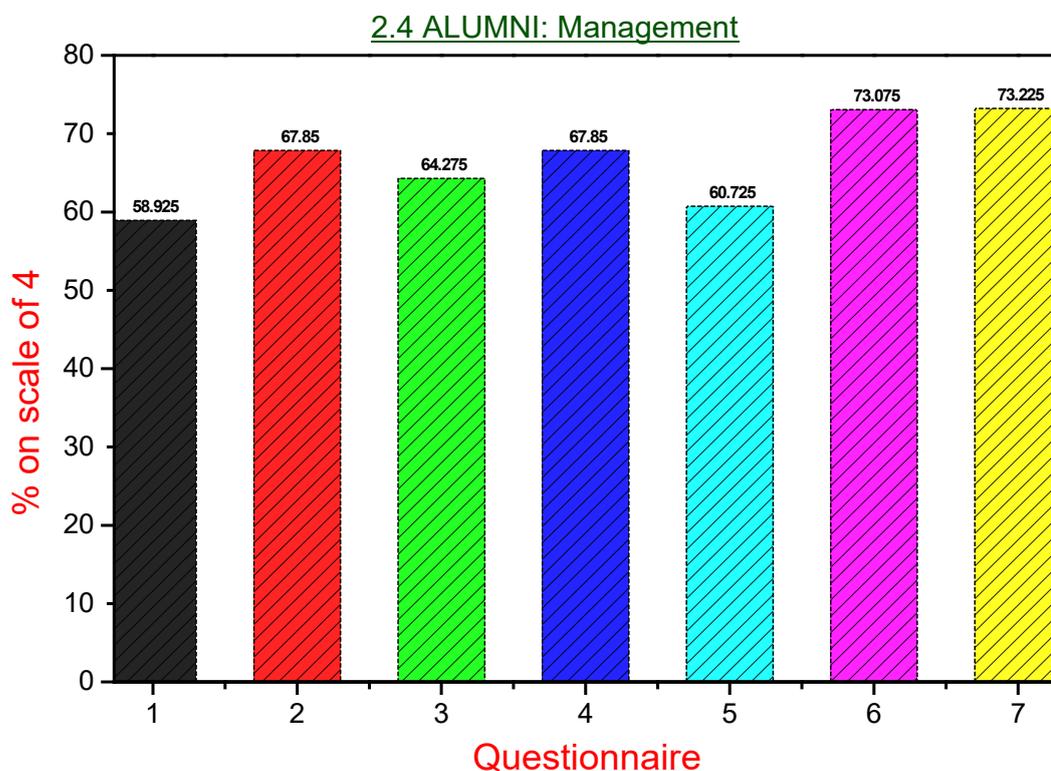
## 2. 3 ALUMNI SURVEY – SCIENCE AND HUMANITIES

Sl. No	2.3 ALUMNI SURVEY -- SCIENCE AND HUMANITIES - QUESTIONNAIRE	Score on a 4 point scale
1.	Courses cover recent state of art trends and development	2.955
2.	Courses were appropriate in molding the students towards nation building by inculcating ethical and professional responsibilities	2.957
3.	Courses were helpful in developing your skills and knowledge in your domain well in order to compete in employment related activities nationally as well as globally	3.217
4.	Able to understand and appreciate the impact of domain knowledge in social and global contexts and apply the same successfully in arriving at the appropriate solutions.	3.000
5.	Aware of the current advancements and innovations in your field and the impact of Information Communication Technology Tools	2.739
6.	Knowledge imparted helped me to perform managerial and administrative functions with an ability to think independently and strategically and produce impactful results	2.870
7.	Contents of Curriculum are helpful in organizing myself towards acquiring higher domain knowledge, pursuing research and entrepreneurial ventures	3.043



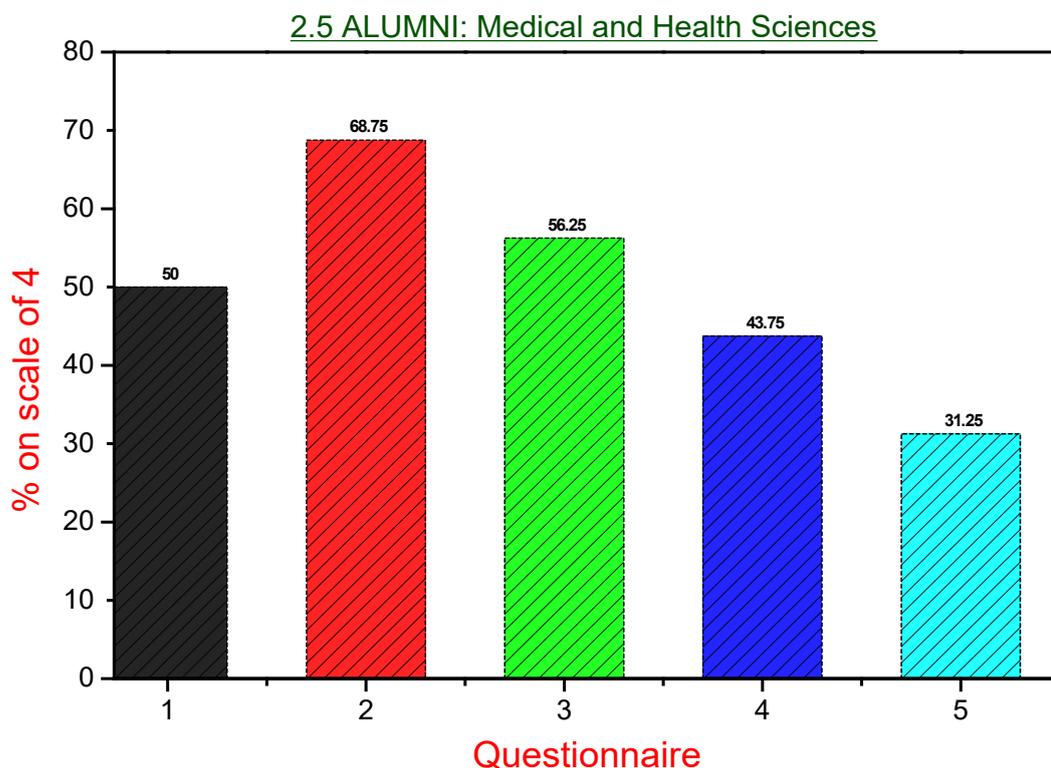
## 2.4 ALUMNI SURVEY – MANAGEMENT

Sl. No	2.4 ALUMNI SURVEY – MANAGEMENT QUESTIONNAIRE	Score on a 4 point scale
1.	Courses cover recent state of art trends and development	<b>2.357</b>
2.	Courses were appropriate in molding the students towards nation building by inculcating ethical and professional responsibilities	<b>2.714</b>
3.	Courses were helpful in developing your skills and knowledge in your domain well in order to compete in employment related activities nationally as well as globally	<b>2.571</b>
4.	Able to understand and appreciate the impact of domain knowledge in social and global contexts and apply the same successfully in arriving at the appropriate solutions.	<b>2.714</b>
5.	Aware of the current advancements and innovations in your field and the impact of Information Communication Technology Tools	<b>2.429</b>
6.	Knowledge imparted helped me to perform managerial and administrative functions with an ability to think independently and strategically and produce impactful results	<b>2.923</b>
7.	Contents of Curriculum are helpful in organizing myself towards acquiring higher domain knowledge, pursuing research and entrepreneurial ventures	<b>2.929</b>



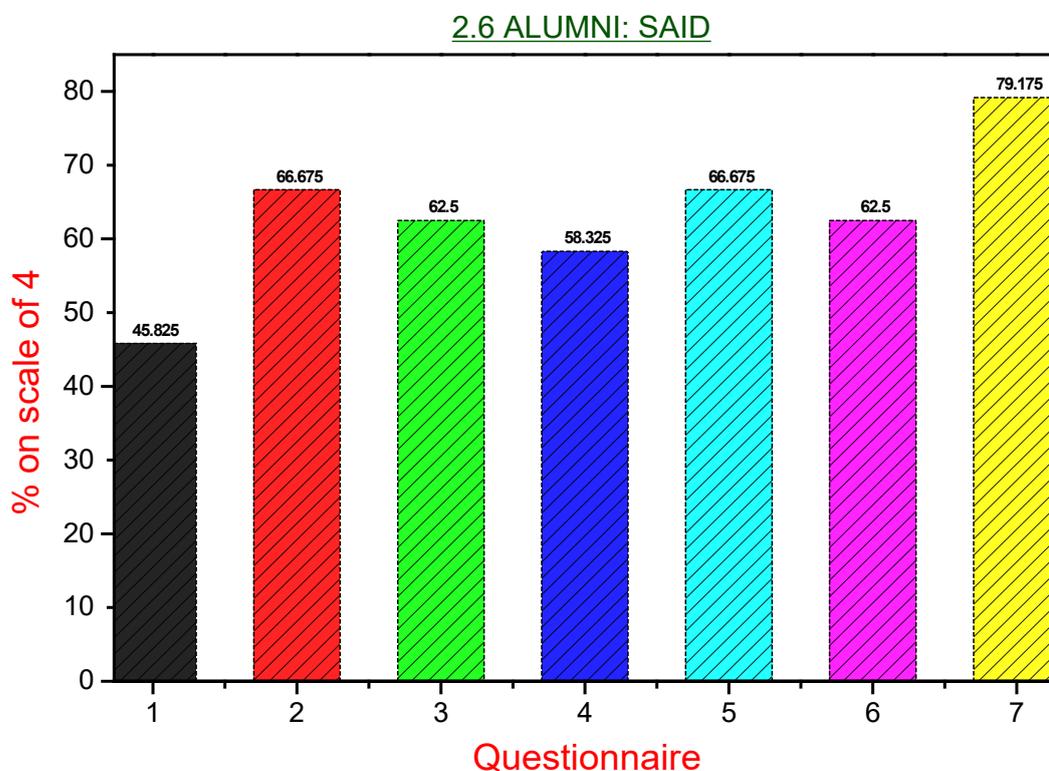
## 2.5 ALUMNI SURVEY – MEDICAL AND HEALTH SCIENCES

Sl. No	2.5 ALUMNI SURVEY – MEDICAL AND HEALTH SCIENCES QUESTIONNAIRE	Score on a 4 point scale
1.	Courses prepared you for work in the recent state of art/varied clinical settings	2.000
2.	Basic Science content objectives are made clear to us and had sufficient illustrations of clinical relevance	2.750
3.	Courses and training were appropriate in molding us in contributing towards nation building by inculcating ethical and professional responsibilities	2.250
4.	Through specific activities like Clinical decision making and clinical care, Evidence-based medicine, Community-oriented medicine, Practice of medicine, etc we were able to apply the knowledge gained in practice	1.750
5.	I am satisfied with the quality of my medical education. I feel that my clinical training has prepared me to work independently as a general practitioner.	1.250



## 2.6 ALUMNI SURVEY – SAID

Sl. No	2.6 ALUMNI SURVEY – SAID QUESTIONNAIRE	Score on a 4 point scale
1.	Courses cover recent state of art trends and development	<b>1.833</b>
2.	Courses were appropriate in molding the students towards nation building by inculcating ethical and professional responsibilities	<b>2.667</b>
3.	Courses were helpful in developing your skills and knowledge in your domain well in order to compete in employment related activities nationally as well as globally	<b>2.500</b>
4.	Count of Able to understand and appreciate the impact of domain knowledge in social and global contexts and apply the same successfully in arriving at the appropriate solutions.	<b>2.333</b>
5.	Aware of the current advancements and innovations in your field and the impact of Multimedia Tools	<b>2.667</b>
6.	Knowledge imparted helped me to perform managerial and administrative functions with an ability to think independently and strategically and produce impactful results	<b>2.500</b>
7.	Contents of Curriculum are helpful in organizing myself towards acquiring higher domain knowledge, pursuing research and entrepreneurial ventures	<b>3.167</b>

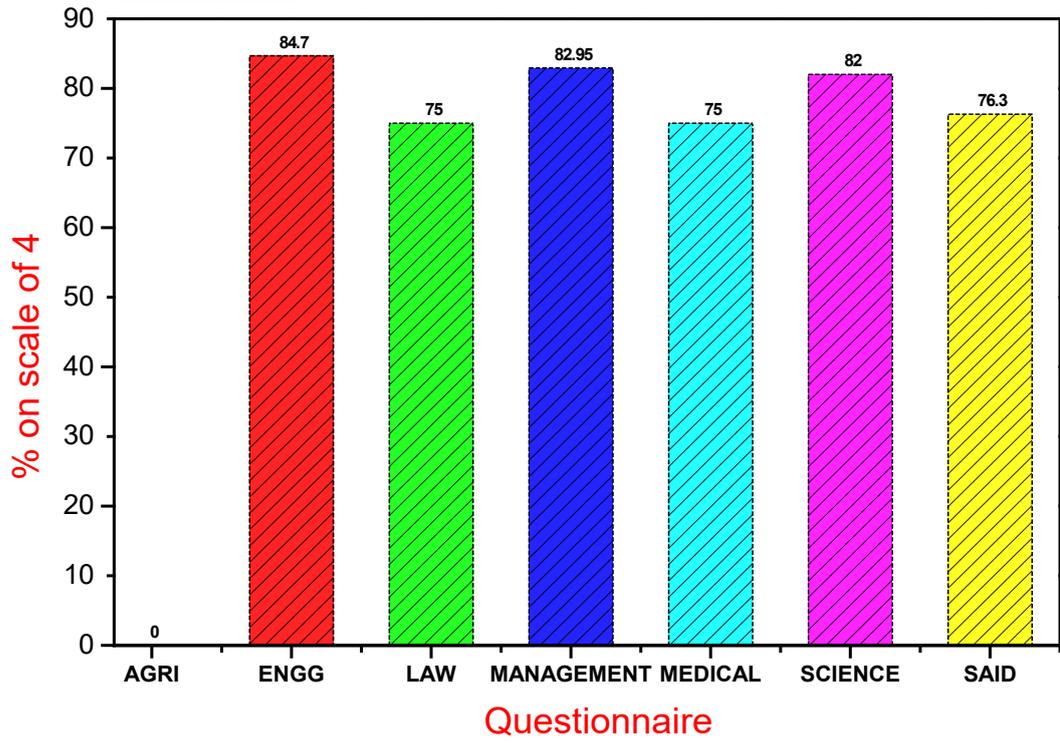


### 3.1 FACULTY SURVEY

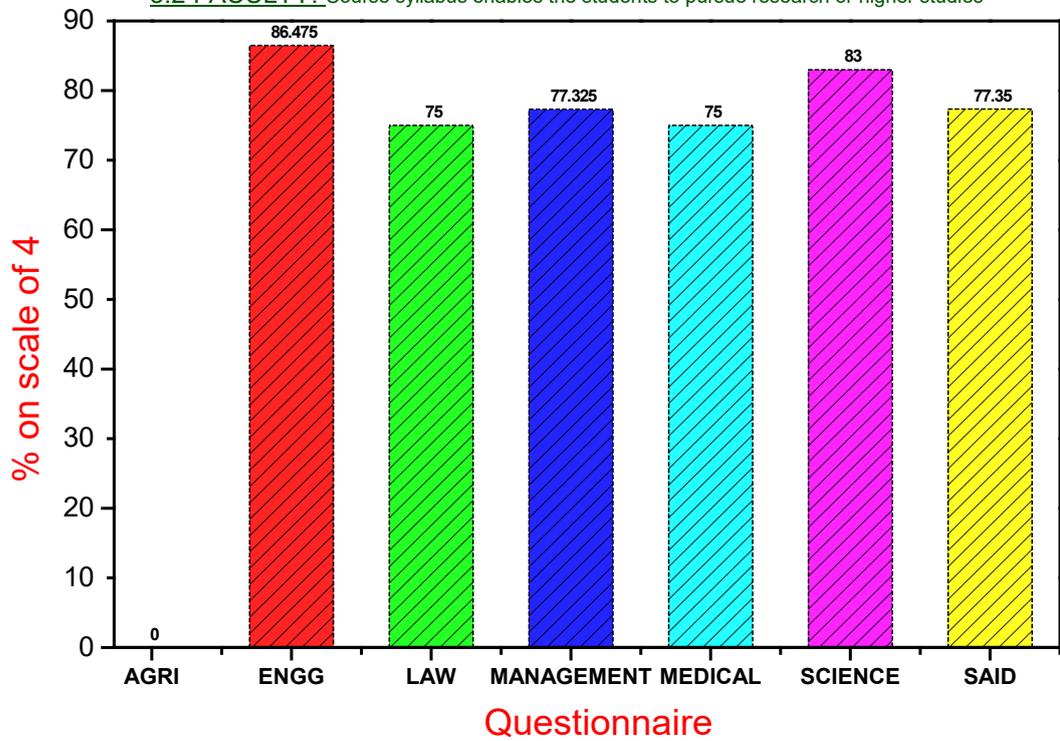
<b>1. Course syllabus is relevant to the present day requirements of industry and job market</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.388</b>
LAW	<b>3.000</b>
MANAGEMENT	<b>3.318</b>
MEDICAL AND HEALTH SCIENCES	<b>3.000</b>
SCIENCE AND HUMANITIES	<b>3.280</b>
SAID	<b>3.052</b>
<b>2. Course syllabus enables the students to pursue research or higher studies</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.459</b>
LAW	<b>3.000</b>
MANAGEMENT	<b>3.093</b>
MEDICAL AND HEALTH SCIENCES	<b>3.000</b>
SCIENCE AND HUMANITIES	<b>3.320</b>
SAID	<b>3.094</b>
<b>3. Course syllabus has contents which are helpful to the students to start entrepreneurial ventures</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.159</b>
LAW	<b>3.000</b>
MANAGEMENT	<b>3.227</b>
MEDICAL AND HEALTH SCIENCES	<b>3.000</b>
SCIENCE AND HUMANITIES	<b>3.040</b>
SAID	<b>2.979</b>
<b>4. Course syllabus provides enough input for the students to help them crack government conducted competitive examinations</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.263</b>
LAW	<b>3.000</b>
MANAGEMENT	<b>2.818</b>
MEDICAL AND HEALTH SCIENCES	<b>2.857</b>
SCIENCE AND HUMANITIES	<b>3.131</b>
SAID	<b>2.698</b>

<b>5. Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.236</b>
LAW	<b>3.000</b>
MANAGEMENT	<b>3.091</b>
MEDICAL AND HEALTH SCIENCES	<b>3.167</b>
SCIENCE AND HUMANITIES	<b>3.185</b>
SAID	<b>3.031</b>
<b>6. My suggestions for changes in the syllabus are duly considered on their merit.</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.157</b>
LAW	<b>3.000</b>
MANAGEMENT	<b>3.182</b>
MEDICAL AND HEALTH SCIENCES	<b>2.667</b>
SCIENCE AND HUMANITIES	<b>3.029</b>
SAID	<b>2.969</b>
<b>7. The curriculum, in general, is helpful towards the attainment of Student Outcomes/Program Outcomes</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.446</b>
LAW	<b>3.000</b>
MANAGEMENT	<b>3.209</b>
MEDICAL AND HEALTH SCIENCES	<b>2.714</b>
SCIENCE AND HUMANITIES	<b>3.287</b>
SAID	<b>3.115</b>
<b>8. The evaluation system practiced is robust , it is fair and the marks scored/grades obtained, truly reflect the student's competence.</b>	<b>Score on A 4 Point Scale</b>
AGRICULTURE	NIL
ENGINEERING AND TECHNOLOGY	<b>3.338</b>
LAW	<b>2.000</b>
MANAGEMENT	<b>3.295</b>
MEDICAL AND HEALTH SCIENCES	<b>2.000</b>
SCIENCE AND HUMANITIES	<b>3.257</b>
SAID	<b>3.021</b>

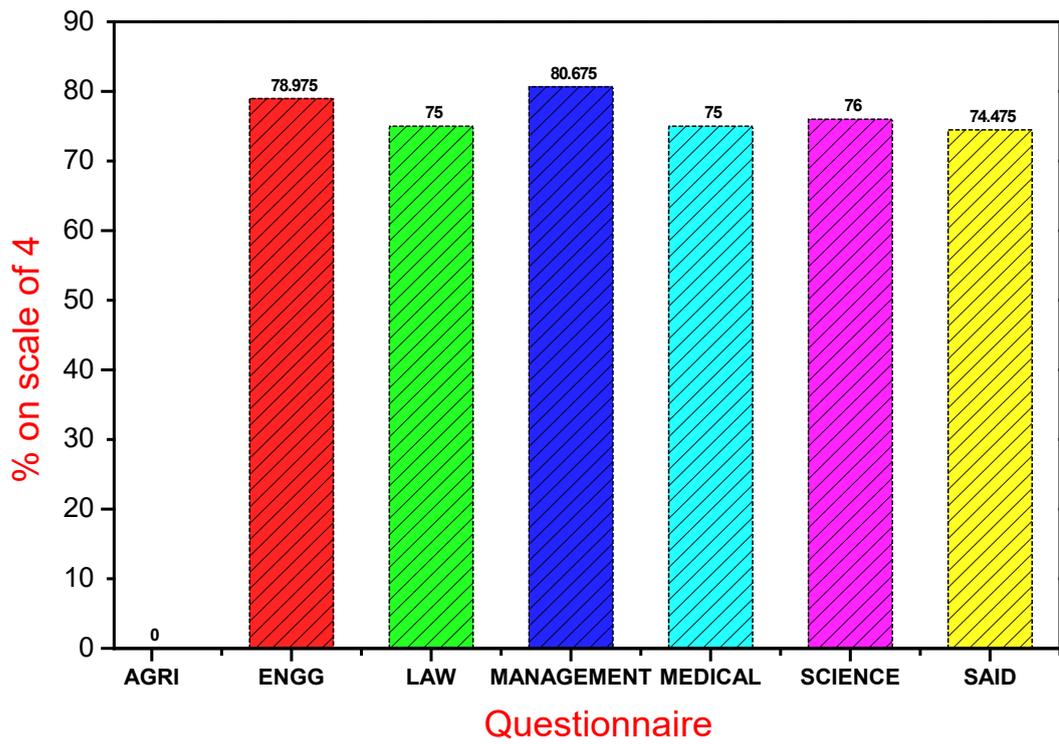
**3.1 FACULTY: Course syllabus is relevant to the present day requirements of industry and job market**



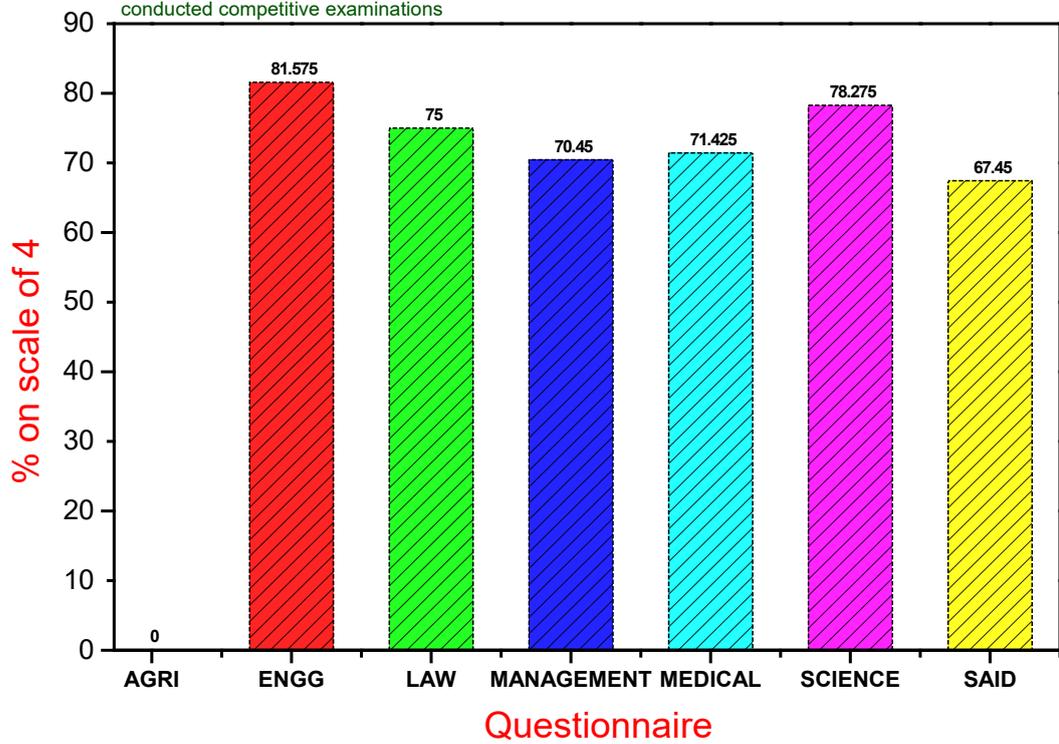
**3.2 FACULTY: Course syllabus enables the students to pursue research or higher studies**



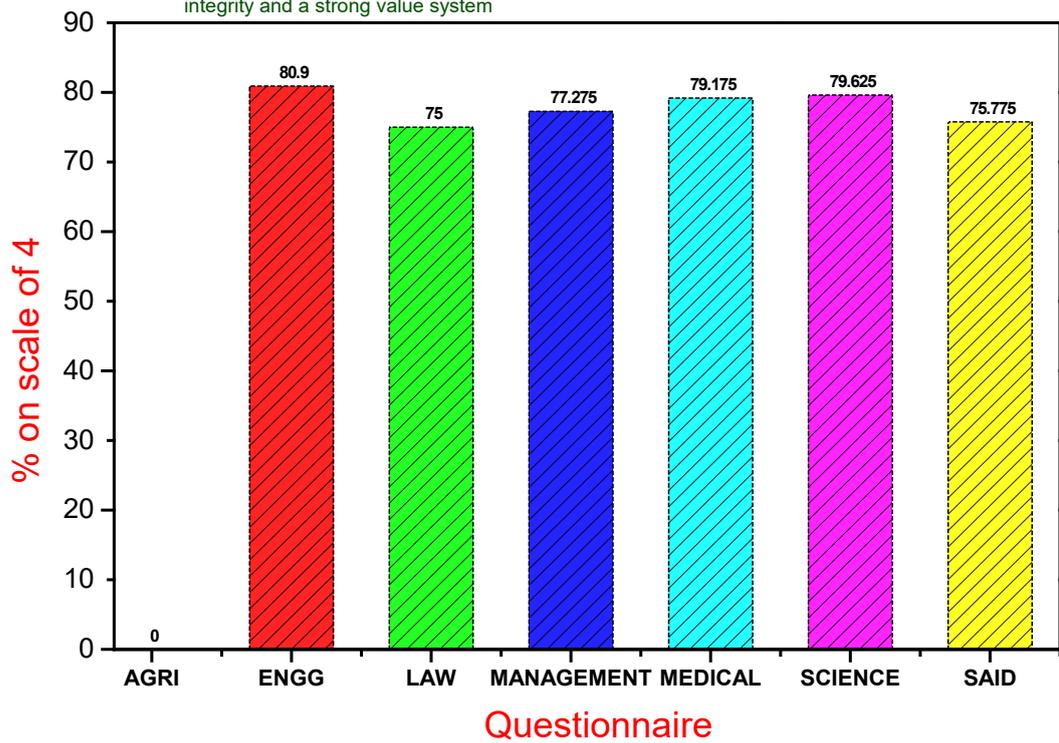
3.3 FACULTY: Course syllabus has contents which are helpful to students to start entrepreneurial ventures



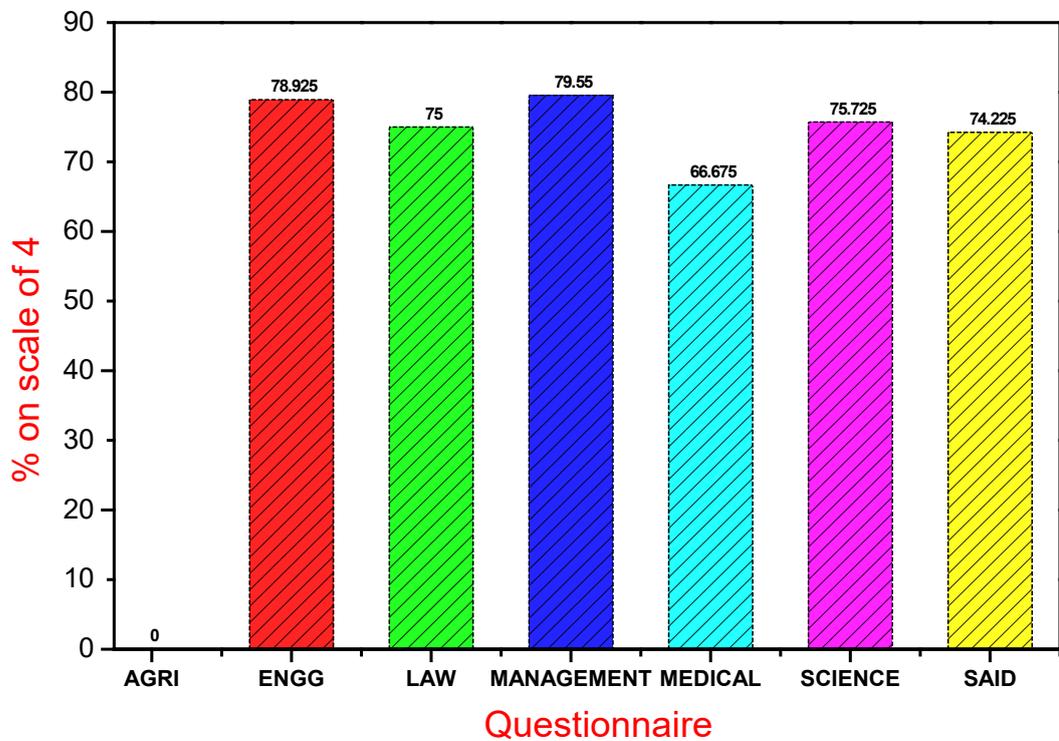
3.4 FACULTY: Course syllabus provides enough input for the students to help them crack government conducted competitive examinations



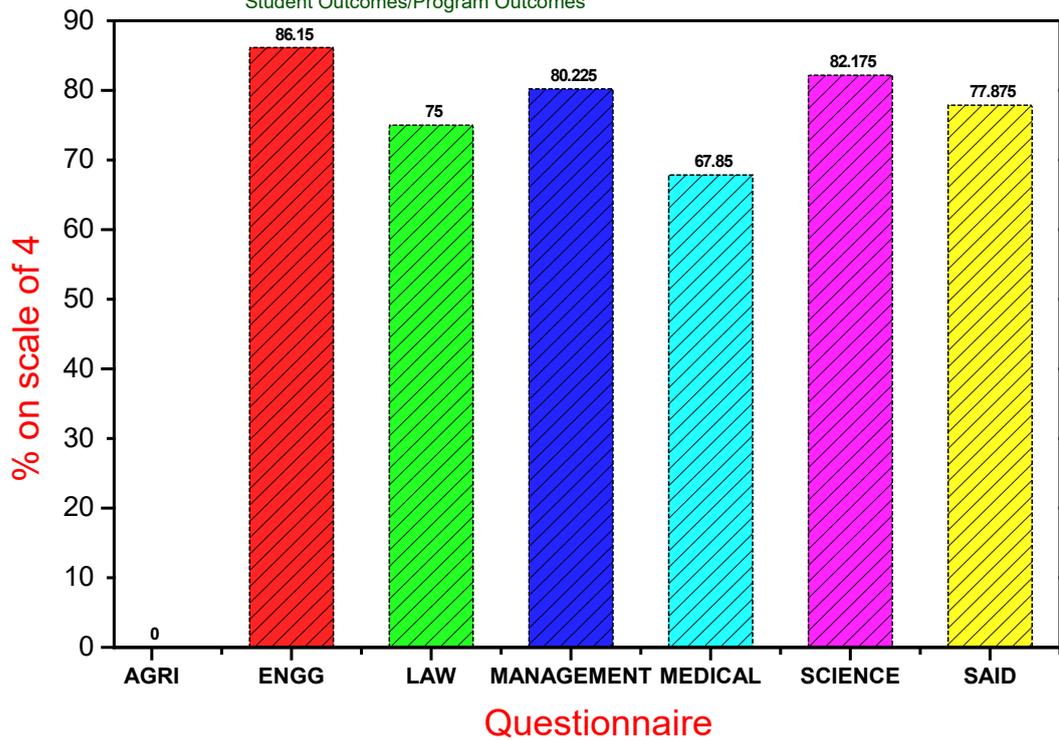
3.5 FACULTY: Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system



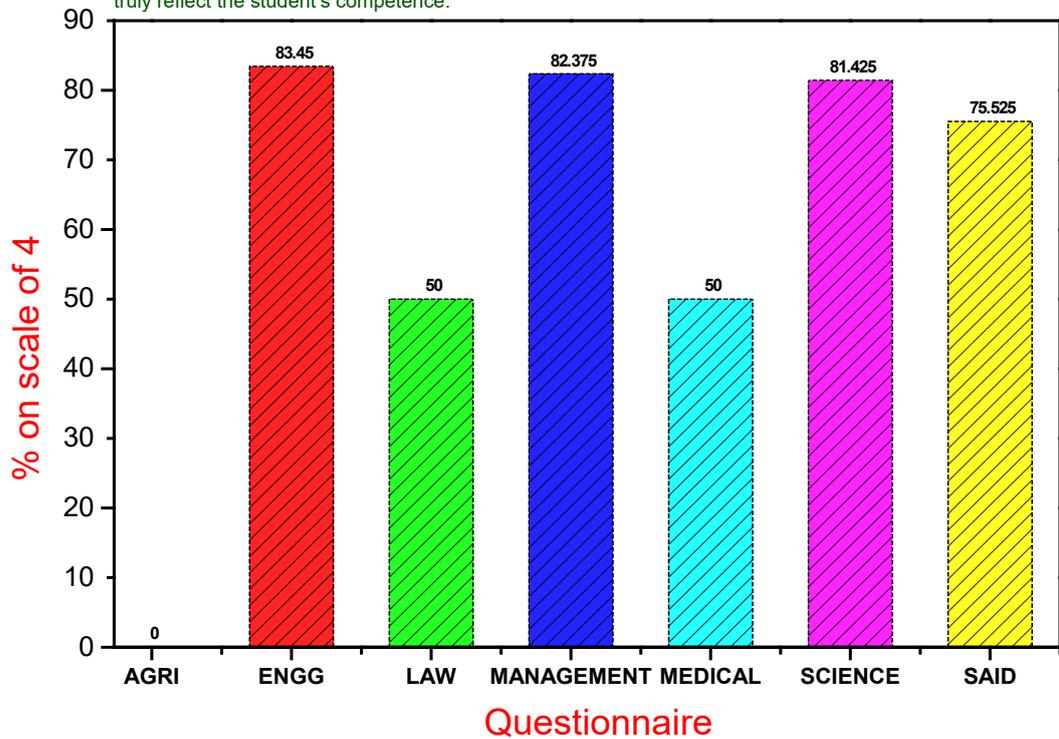
3.6 FACULTY: My suggestions for changes in the syllabus are duly considered on their merits



3.7 FACULTY: The curriculum, in general, is helpful towards the attainment of Student Outcomes/Program Outcomes

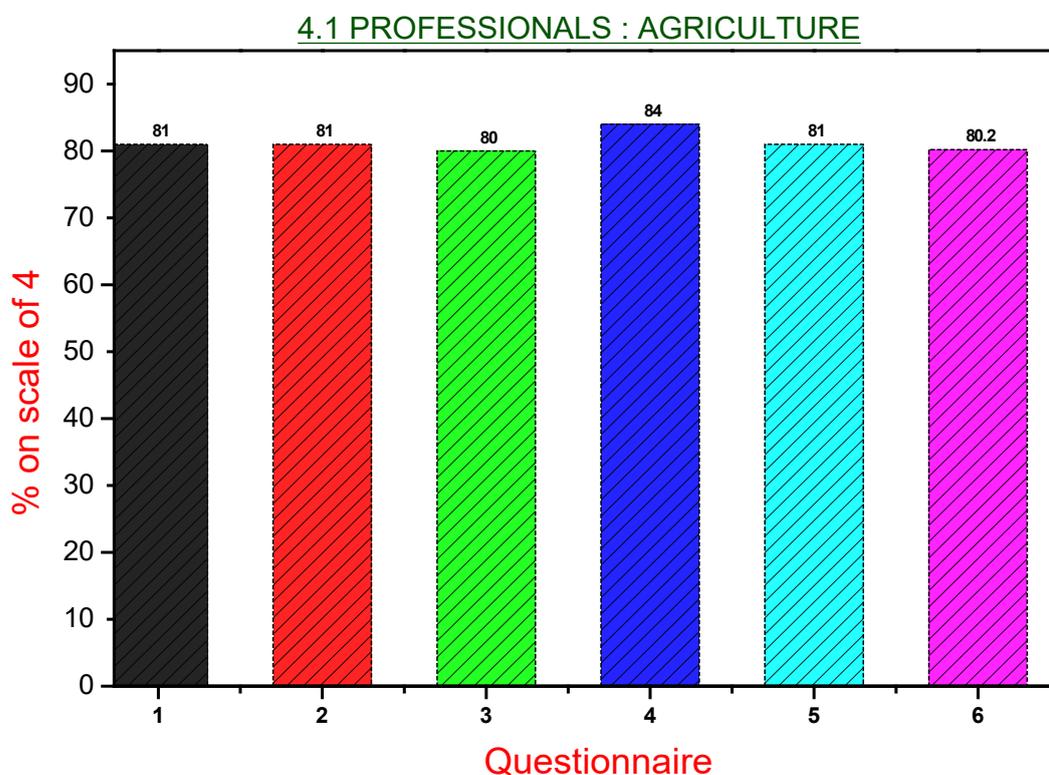


3.8 FACULTY: The evaluation system practiced is robust, it is fair and the marks scored/grades obtained, truly reflect the student's competence.



## 4.1 PROFESSIONALS SURVEY AGRICULTURE

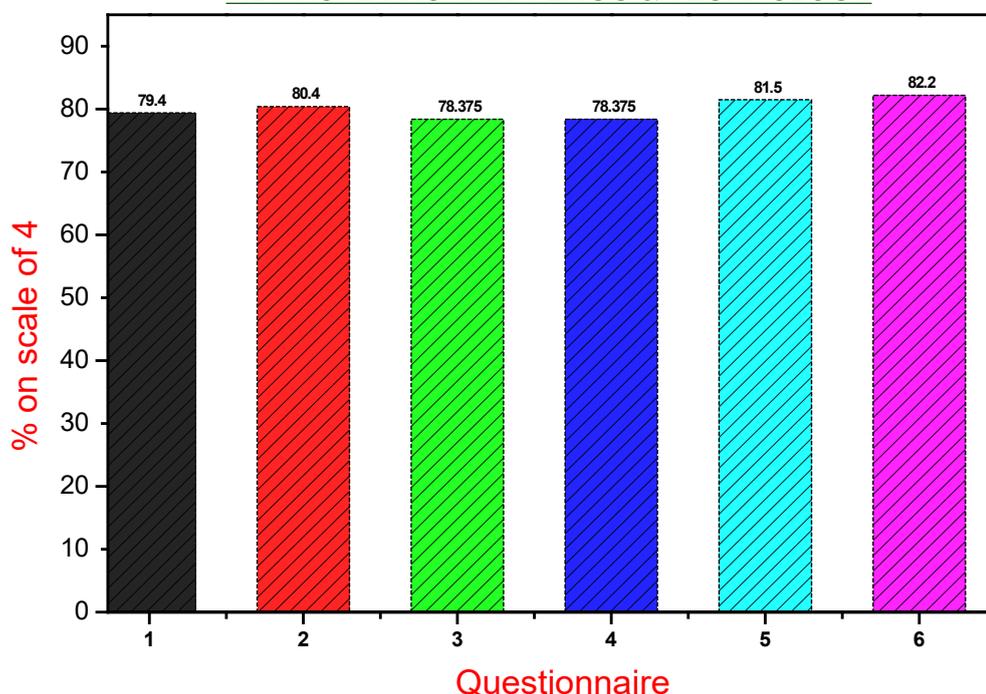
Sl. No	4.1 PROFESSIONALS SURVEY – AGRI	Score on a 4 point scale
1	Course syllabus is relevant to the present day requirements of industry and job market	3.240
2	Curriculum is designed to promote research skills	3.240
3	Curriculum has adequate coverage of communications skills	3.200
4	Curriculum is up to date and incorporates new developments in science and technology	3.360
5	Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system	3.240
6	Curriculum provides a means to work in teams and develop leadership qualities	3.208
7	Any suggestions for further innovations in curriculum: <ul style="list-style-type: none"> <li>• Problem solving based curriculum needs to be included</li> <li>• Everything is perfect.</li> <li>• Include more Lab integrated courses</li> </ul>	



## 4.2 PROFESSIONALS SURVEY ENGINEERING AND TECHNOLOGY

Sl. No	4.2 PROFESSIONALS SURVEY – ENGINEERING AND TECHNOLOGY - QUESTIONNAIRE	Score on a 4 point scale
1	Course syllabus is relevant to the present day requirements of industry and job market	3.176
2	Curriculum is designed to promote research skills	3.216
3	Curriculum has adequate coverage of communications skills	3.135
4	Curriculum is up to date and incorporates new developments in science and technology	3.135
5	Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system	3.260
6	Curriculum provides a means to work in teams and develop leadership qualities	3.288
7	Any suggestions for further innovations in curriculum: <ul style="list-style-type: none"> <li>• Project/ survey/field work can be included from first onwards</li> <li>• Golang, cotlin and new programming languages shall be included</li> <li>• The present curriculum is good as such.</li> <li>• Give more live demo.</li> <li>• A course on where to invest money can be added into the curriculum, which can be helpful when the students land a job and will know what to do with their money.</li> <li>• One or two courses may be added to include entrepreneurship skills.</li> <li>• Good</li> </ul>	

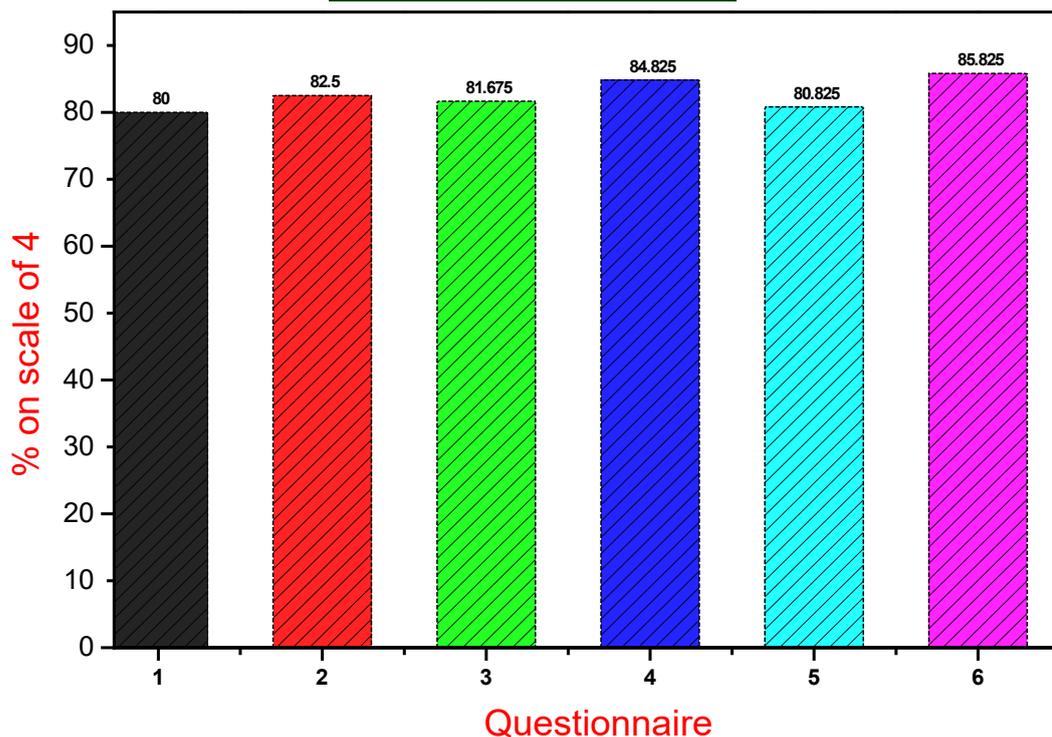
### 4.2 PROFESSIONALS : ENGG & TECHNOLOGY



### 4.3 PROFESSIONALS SURVEY LAW

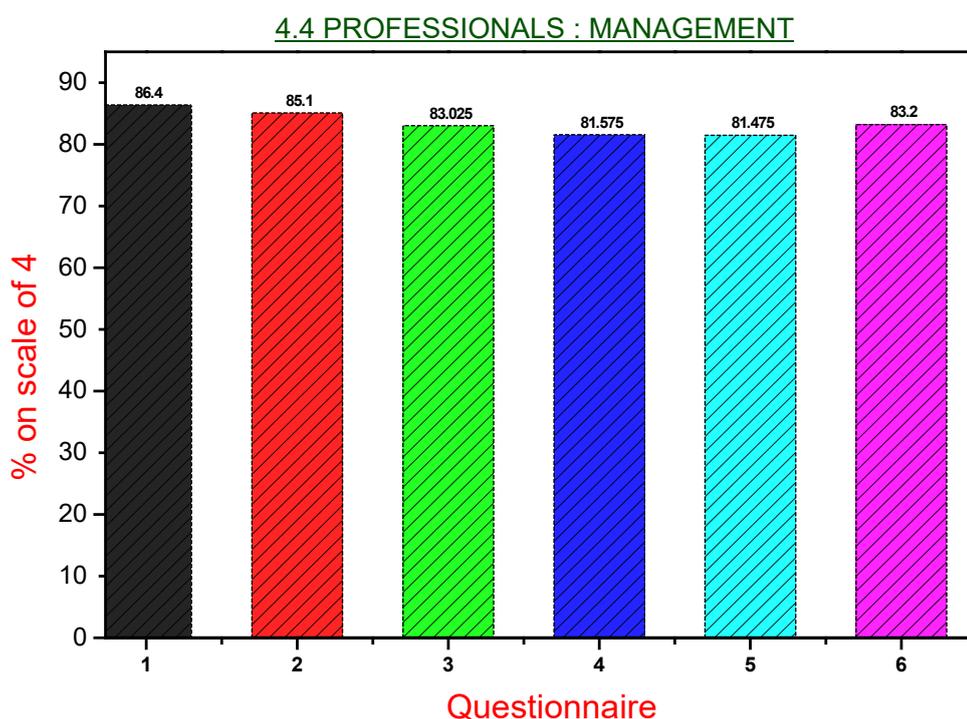
Sl. No	4.3 PROFESSIONALS SURVEY -- LAW - QUESTIONNAIRE	Score on a 4 point scale
1	Course syllabus is relevant to the present-day practice of law	3.200
2	Curriculum is designed to create awareness of the recent development in local, national, and world business, especially any issues concerning a law firm and its clients.	3.300
3	Curriculum has adequate coverage of communications and interpersonal skills.	3.267
4	Curriculum has content that train to help develop trust relationships with the clients and market their services to prospective clients.	3.393
5	Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system	3.233
6	Curriculum provides the ability to analyze details, ascertain information, infer context from clients and witnesses and other analytical applications.	3.433
7	Any suggestions for further innovations in curriculum: NIL	

### 4.3 PROFESSIONALS : LAW



#### 4.4 PROFESSIONALS SURVEY – MANAGEMENT

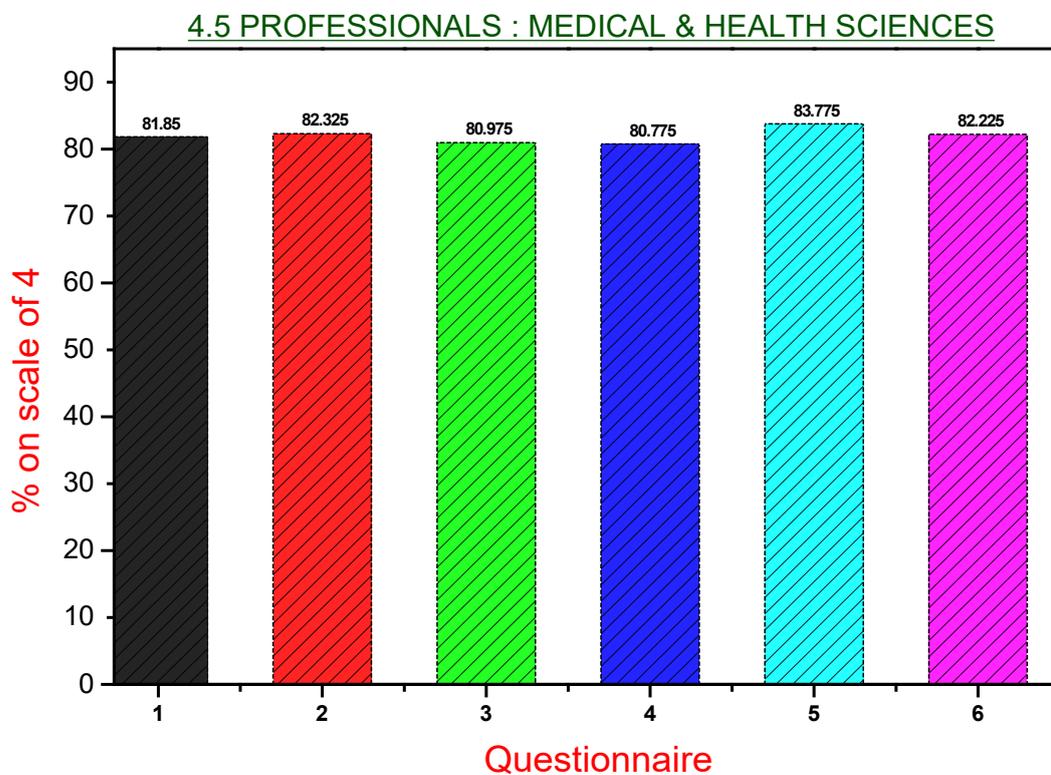
Sl. No	4.4 PROFESSIONALS SURVEY - MANAGEMENT QUESTIONNAIRE	Score on a 4 point scale
1	Course syllabus is relevant to the present-day requirements of industry and job market	3.456
2	Curriculum is designed to promote professionals who are primarily motivated by the desire to serve the society.	3.404
3	Curriculum has adequate coverage of communications skills	3.321
4	Curriculum and practice aids in the development of informational roles, interpersonal roles, and decisional roles	3.263
5	Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system	3.259
6	Curriculum provides a means to work in teams, approachable, professional, transparent and develop leadership qualities	3.328
7	Any suggestions for further innovations in curriculum: <ul style="list-style-type: none"> <li>• Can try to include future scope</li> <li>• More industrial exposure could be made</li> <li>• Flipped classroom. Practical exposure. Biometric attendance for students. Integration. International trips. Objective based travelling are the future. Saturday and Sunday free from assignment</li> <li>• Keep more of practical's and internships</li> </ul>	



#### 4.5 PROFESSIONALS SURVEY MEDICAL AND HEALTH SCIENCES

Sl. No	4.5 PROFESSIONALS SURVEY – MEDICAL AND HEALTH SCIENCES QUESTIONNAIRE	Score on a 4 point scale
1	Course syllabus is relevant to the present-day professional practice with good clinical facilities.	3.274
2	Curriculum is designed to promote commitment to ongoing professional development, and sense of duty linked to practice	3.293
3	Curriculum has adequate coverage of skill-based courses for aiding the professionals to display sensitivity and tact even during times of deep emotional stress.	3.239
4	Curriculum is up to date and incorporates new developments in science and technology in the area of diagnosis and treatment.	3.231
5	Courses help the students to develop strong sense of participation/empathy, communication/sharing, self-awareness, moral integrity, sensitivity/trustfulness,	3.351
6	Curriculum provides a means to develop commitment to patient dignity and autonomy along with self-care and support for colleagues.	3.289
7	<p>Any suggestions for further innovations in curriculum:</p> <ul style="list-style-type: none"> <li>• Emergency medicine can be added as a subject knowledge on hospital management should be incorporated, General ethics.</li> <li>• Implications to increase interactive sessions and reduce lecture hours will further strengthen this good curriculum.</li> <li>• Curriculum has to be designed in light of NEP2020</li> <li>• Few more may be included to create awareness among society to build strong and healthy nation</li> <li>• Strict assessment should be emphasized</li> <li>• Include Industry oriented training or internship for students</li> <li>• Self directed learning is not made to good use by most students as they are not used to this method of learning. With Next being implemented as total MCQ based rather 60 percent case based brief answers and 40 percent MCQ, students need to spend more time on MCQ based teaching and less time in bed side clinics.</li> <li>• Including medical devices in the syllabus</li> <li>• Introduce capstone Project at ug and industry collaboration.</li> <li>• The curriculum is designed in excellent manner, it will help to the students in all the ways.</li> <li>• Questionnaire framed is very good some orientation program covering the questions would be highly beneficial to students</li> <li>• Current syllabus can be revised and updated need based</li> <li>• Periodic evaluation of syllabus is a must</li> <li>• Add on courses can be planned</li> <li>• Inculcate entrepreneurial skills in new generation to sustain the credibility of the institution to create more jobs rather searching</li> </ul>	

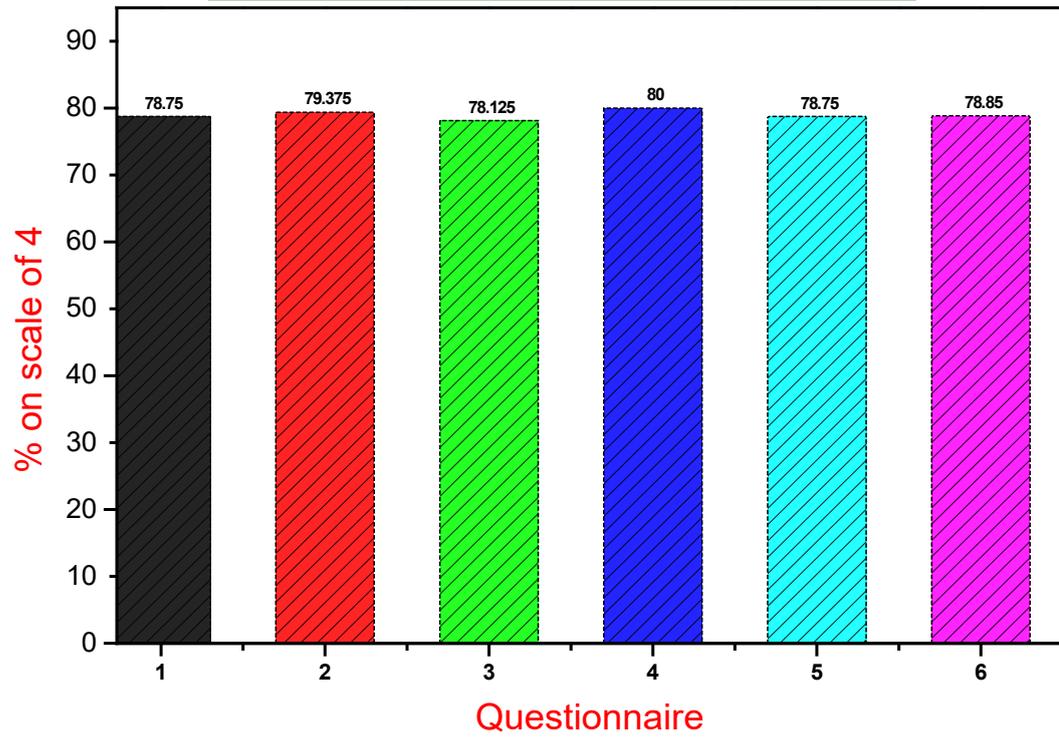
	for better jobs	
	<ul style="list-style-type: none"><li>• Syllabus is extremely good. Curriculum can be updated further in accordance with CBC.</li><li>• Should be more skill based</li></ul>	



#### 4.6 PROFESSIONALS SURVEY SCIENCE AND HUMANITIES

Sl. No	4.6 PROFESSIONALS SURVEY -- SCIENCE AND HUMANITIES - QUESTIONNAIRE	Score on a 4 point scale
1	Course syllabus is relevant to the present day requirements of industry and job market	3.150
2	Curriculum is designed to promote research skills	3.175
3	Curriculum has adequate coverage of communications skills	3.125
4	Curriculum is up to date and incorporates new developments in science and technology	3.200
5	Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system	3.150
6	Curriculum provides a means to work in teams and develop leadership qualities	3.154
7	<p>Any suggestions for further innovations in curriculum:</p> <ul style="list-style-type: none"> <li>• More of skill oriented trainings in AI can be included</li> <li>• Many things we have to incorporate... We are producing crops but how to export and other details are missing</li> <li>• Need to add additional courses as industry related</li> <li>• It's good innovation to your curriculum. Thank you.</li> <li>• Need more industry oriented</li> <li>• Can benchmark with other deemed universities like BITS Pilani, Jain etc.</li> <li>• Overall Good</li> <li>• Refer NPTEL and Reputed Institution syllabus</li> <li>• Good</li> <li>• Curriculum preparation is usually carried out at SRMIST with a lot of care and dedication.</li> <li>• It can be designed towards Job market</li> <li>• Curriculum should built up with ethics</li> </ul>	

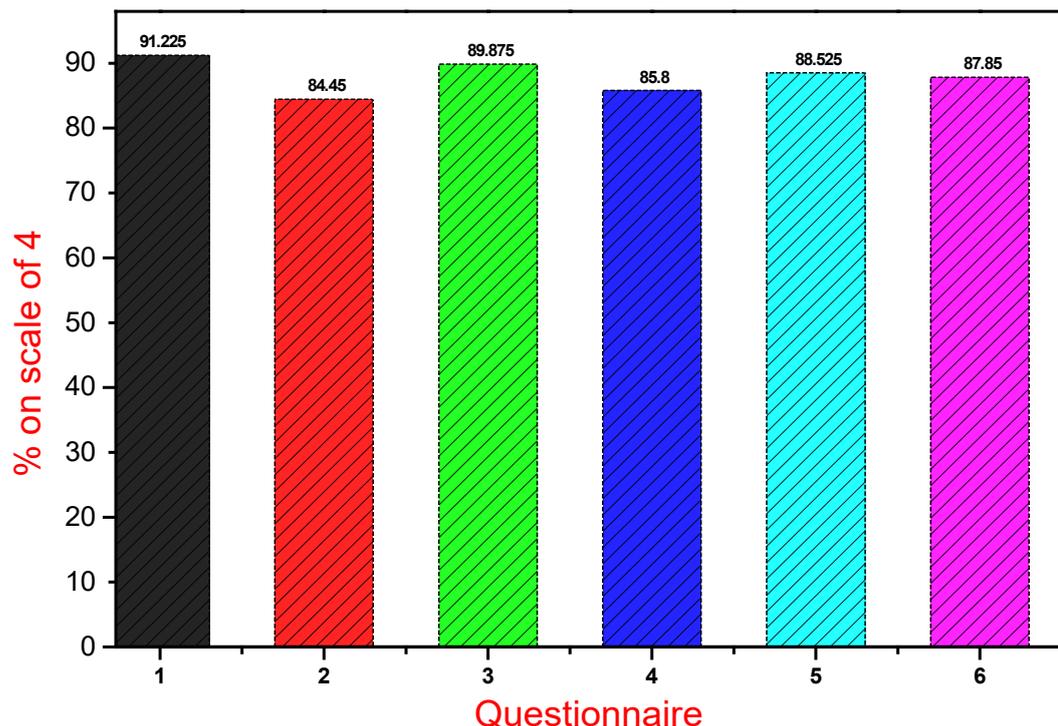
#### 4.6 PROFESSIONALS : SCIENCE & HUMANITIES



## 4.7 PROFESSIONALS SURVEY SAID

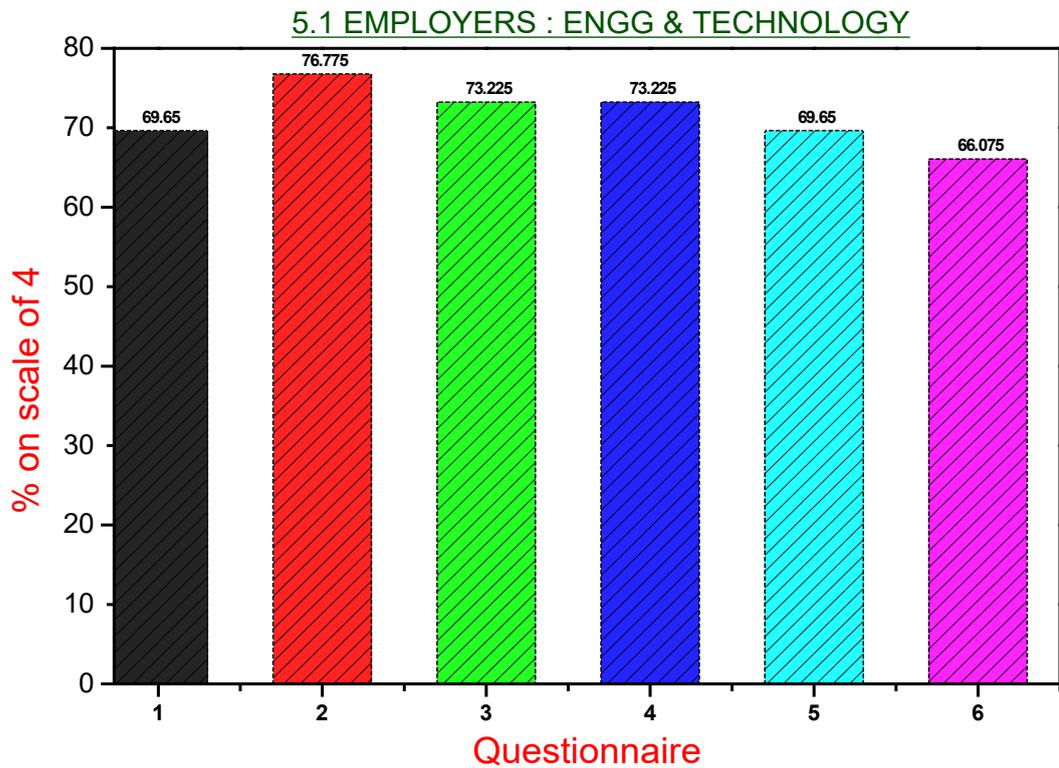
Sl. No	4.7 PROFESSIONALS SURVEY – SAID QUESTIONNAIRE	SCORE ON A 4 POINT SCALE
1	Course syllabus is relevant to the present day requirements of industry and job market	3.649
2	Curriculum is designed to promote research skills	3.378
3	Curriculum has adequate coverage of communications skills	3.595
4	Curriculum is up to date and incorporates new developments in science and technology to ensure that their design interventions provide the public with the highest levels health, safety and welfare possible for their building design	3.432
5	Courses help the students to develop strong sense of ethics, honesty, integrity and a strong value system	3.541
6	Curriculum provides a means to work in teams and develop leadership qualities	3.514
7	Any suggestions for further innovations in curriculum: <ul style="list-style-type: none"> <li>Well integrated curriculum meeting high level industry standards</li> <li>Adding short duration workshop to impart skills required for current trend in industry</li> <li>Work station can be increased</li> </ul>	

### 4.7 PROFESSIONALS : SAID



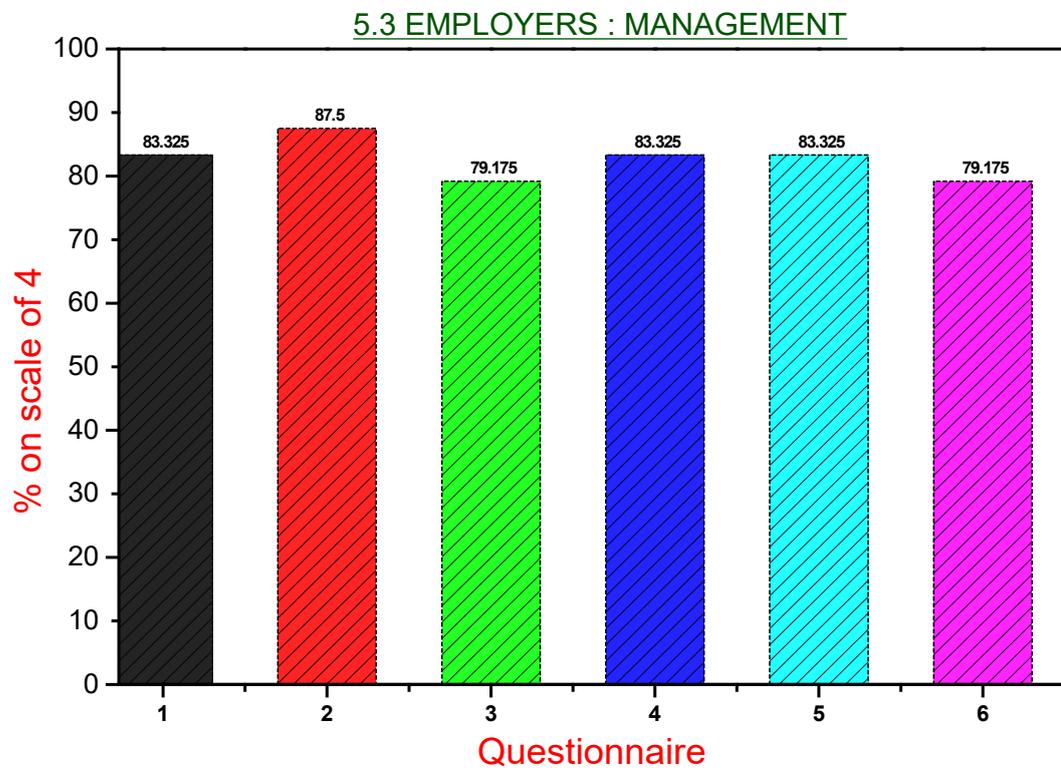
## 5.1 EMPLOYER SURVEY ENGINEERING AND TECHNOLOGY

Sl. No	5.1 EMPLOYER SURVEY	SCORE ON A 4 POINT SCALE
1.	Coding Skills (IT)	2.786
2.	Core Engineering (Subject Knowledge)	3.071
3.	Quantitative aptitude	2.929
4.	Verbal aptitude	2.929
5.	Oral and presentation skills	2.786
6.	General awareness	2.643



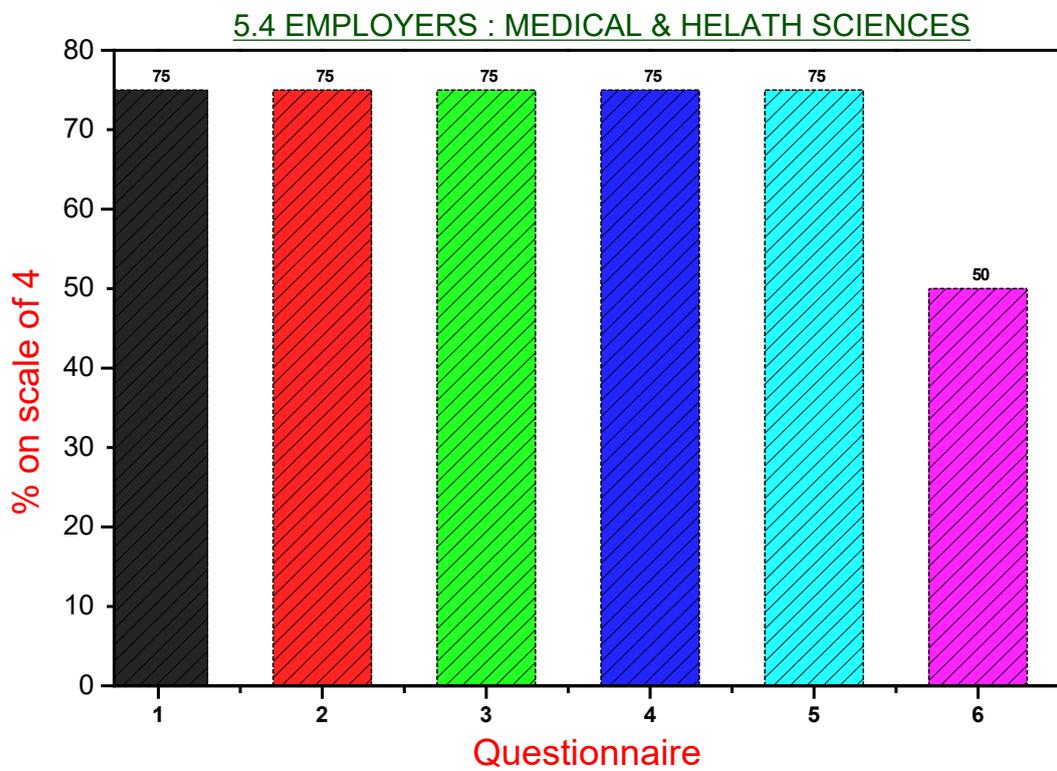
### 5.3 EMPLOYER SURVEY MANAGEMENT

Sl. No	5.3 EMPLOYER SURVEY	SCORE ON A 4 POINT SCALE
1.	Coding Skills (IT)	3.333
2.	Core Engineering (Subject Knowledge)	3.500
3.	Quantitative aptitude	3.167
4.	Verbal aptitude	3.333
5.	Oral and presentation skills	3.333
6.	General awareness	3.167



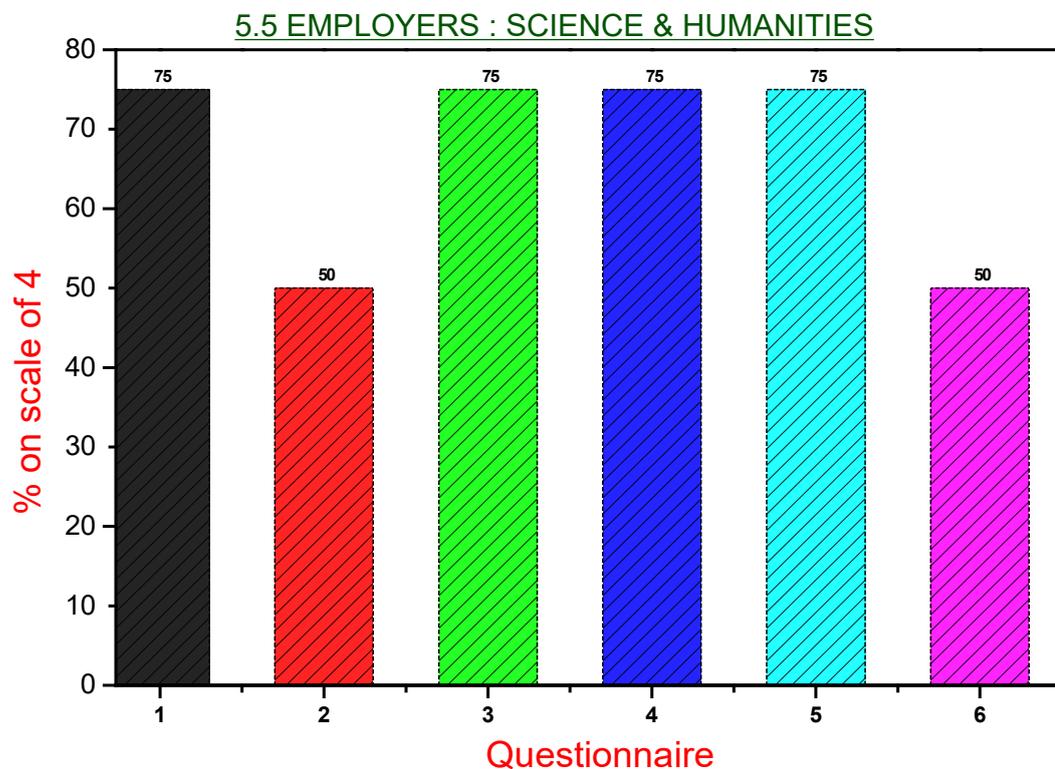
#### 5.4 EMPLOYER SURVEY MEDICAL AND HEALTH SCIENCES

Sl. No	5.4 EMPLOYER SURVEY	SCORE ON A 4 POINT SCALE
1.	Coding Skills (IT)	3.000
2.	Core Engineering (Subject Knowledge)	3.000
3.	Quantitative aptitude	3.000
4.	Verbal aptitude	3.000
5.	Oral and presentation skills	3.000
6.	General awareness	2.000



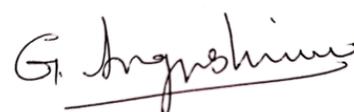
## 5.5 EMPLOYER SURVEY SCIENCE AND HUMANITIES

Sl. No	5.5 EMPLOYER SURVEY	SCORE ON A 4 POINT SCALE
1.	Coding Skills (IT)	3.000
2.	Core Engineering (Subject Knowledge)	2.000
3.	Quantitative aptitude	3.000
4.	Verbal aptitude	3.000
5.	Oral and presentation skills	3.000
6.	General awareness	2.000



Based on the survey conducted, revisions are carried out in the programs. Courses are introduced to impart core competency skills which will aid for **national development**. Many programs are revised to have flexibility. Based on the feedback from employers courses related to employability are introduced. Most of the courses insist of student learning the tools related to their field. This enables the student to stand apart in the job arena thereby **promoting the use of latest technology**. Also, recent revisions include introduction of many programs with core specialization to meet **global competencies among students**. Fresh programs are introduced in different faculty to cater to the need of society.

The programs existing or newly introduced are based on elective systems or choice based credit systems (CBCS). The elective courses are categorized as professional elective course which help the student learn the cutting edge technologies in their field and open electives to enable the students gain multidisciplinary skills. Also, value added courses like Industrial training, Seminar, Minor projects, soft skills and online courses are introduced in the curriculum based on the survey requirements. These courses enable the students to prepare technical reports, documentation based on their work, gain insight on-floor industrial experience, etc. Also, the recently introduced MOOC courses enable the students to learn from teachers across the globe, giving them an out of home learning avoiding home breed content. The recent curricular revision has taken into account the need for the design skills and we have introduced Multidisciplinary Design courses by which they gain problem solving skills. Industrial Modules have also been introduced to get the skill of collaborating with industries.



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**SRM Institute of Science and Technology  
(Deemed to be University u/s 3 of UGC Act, 1956)**



**Feedback Analysis and Action taken report (AY:2021-22)**

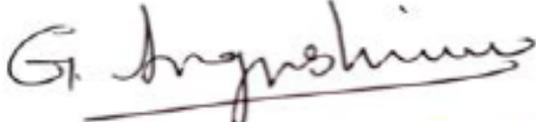
Faculty	Stakeholders	Specific Questionnaire	Action Taken	ACM (49 <sup>th</sup> , 50 <sup>th</sup> and 51 <sup>st</sup> )
CET	Students	Courses to become entrepreneur	<p>Regulation 2021 is introduced with the following features:                      Philosophy of Engineering is included for all students.                      Artificial Intelligence is included to all the students across the departments                      Data Science is included to all the students across the departments                      Design Thinking is included to all the students across the departments                      Communicative English is included in place of English                      Community Connect                      Universal Human Values – I is a mandatory course                      Universal Human Values – II is mandatory course with 3 credits</p> <p>Project based course and Lab based theory courses are introduced - to enhance the problem solving skill</p> <p>Value added courses are offered across the departments which is beyond the curriculum to enhance their knowledge and skill set</p>	<p>In R2018, the program courses are divided in Theory courses, Joint courses and Project work. Students are allowed to do interdisciplinary / Multidisciplinary Project. With various inputs, feedbacks and suggestions from different stakeholders, the 2021 curriculum is framed. Salient Features of R2021 Curriculum                      The curriculum has included many courses of National Educational Policy 2020.</p> <ul style="list-style-type: none"> <li>Spanish language is included.</li> <li>Philosophy of Engineering is included for all students.</li> <li>Artificial Intelligence is included to all the students across the departments</li> <li>Data Science is included to all the students across the departments</li> <li>Design Thinking is included to all the students across the departments</li> <li>Communicative English is included in place of English</li> <li>Community Connect</li> <li>Universal Human Values – I is a mandatory course with zero credit and universal Human Values – II is mandatory course with 3 credits</li> </ul> <p>Whereas in R2021 Curriculum, courses are classified as:</p> <ul style="list-style-type: none"> <li>Theory Course (T) T</li> <li>Joint Course (Lab based Theory Course) (J)</li> <li>Laboratory/ Practical Courses (L)</li> <li>Project based Course (P)</li> <li>Fully Internal Courses</li> <li>The curriculum and syllabus of the following value-added courses are placed for approval.</li> </ul> <p>1. Advanced First Aid Provider - Certificate Course (Special Skills for Medical Professionals)                      2. Comprehensive Life Support - Certificate Course - (Special Skills for Medical Professionals)                      3. Toxicology &amp; Critical Care - Certificate Course - (Special Skills for medical professional in Emergency Medicine)</p>
		Courses to help them crack government exams		
	Alumni	Current advancements and Innovations		
		Perform managerial and administrative functions		
	Professionals	Problem solving based curriculum needs to be included		
		Courses to become entrepreneur		

Faculty	Stakeholders	Specific Questionnaire	Action Taken	ACM (49 <sup>th</sup> , 50 <sup>th</sup> and 51 <sup>st</sup> )
		Project/field work to be emphasised		4. Comprehensive Trauma Life Support - Certificate Course -(Special Skills for Medical professionals in Emergency Medicine) 5. Certificate Course in Clinical Biochemistry Laboratory 6. An international collaborative value added course viz. 'New Media and Politics' in collaboration with Canterbury University, New Zealand and Helsinki University, Finland  New Programs to be offered <ul style="list-style-type: none"> <li>• To apply to the Rehabilitation Council of India for starting Psy.D (Clinical Psychology)</li> <li>• Introduction of new specialization in MPH programme viz. Health Communication</li> <li>• B.Sc. Computer Science w/s. in Cyber Security</li> <li>• B.Com. Hons. in International Accounting &amp; Finance</li> <li>• Master of Planning (General) [M.Plan] programme in the School of Architecture and Interior Design</li> <li>• B.Tech. Electronics Engineering (VLSI Design and Technology)</li> <li>• M.Sc. [Agriculture] in Plant Pathology programme</li> </ul>
		Moving higher studies or research		
	Employer	General Awareness		
Mgmt	Students	Content to help crack government conducted exams	Value added are offered which goes beyond curriculum New professional and Open electives are introduced so that students get the recent trends and advancements	
		Content to become entrepreneur/private practitioners		
		Current advancements and Innovations		
	Professionals	Industrial Exposure		
		More practicals and internships		
		Flipped classrooms		
Alumni	Perform managerial and administrative functions			
	Moulding towards nation building			
	Students	Ethical courses to make a good citizen understanding our rights and responsibilities	Special Skills for Medical Professionals through certificate courses Advanced First Aid Provider, Comprehensive Life Support Toxicology & Critical Care, Comprehensive Trauma Life Support Clinical Biochemistry Laboratory, Competance based curricula are introduced	
		Training them for higher studies or career exams		

Faculty	Stakeholders	Specific Questionnaire	Action Taken	ACM (49 <sup>th</sup> , 50 <sup>th</sup> and 51 <sup>st</sup> )
MHS		Understand the environment context and sustainability		<ul style="list-style-type: none"> <li>• M.Sc.[Agriculture]inPlantPathologyprogramme</li> <li>• B.Tech. Mechanical Engineering w/s. in Automation and Robotics</li> <li>• M.Tech. in Thermal Engineering programme</li> <li>• M.Tech. (Integrated) Mechanical Engineering programme with specialization in Digital Manufacturing</li> <li>• M.B.A w/s. in Banking and Financial Services</li> <li>• LL.Min Cyber Law and Security</li> <li>• Proposal to introduce Master of Planning (General) [M.Plan] programme Academic year 2024-25.</li> </ul> <p>The following programmes are proposed to be introduced from the Academic Year 2023-2024.</p> <p>Certificate Courses:</p> <ol style="list-style-type: none"> <li>1. Thirumandiramum Valviyalum (6 months) - Regulation, LOCF, curriculum and syllabus</li> <li>2. Vallalarum Valviyalum (6 months) - Regulation, LOCF curriculum Approved Diploma Programme: in BoM</li> <li>3. Thirumandiramum Valviyalum (1 year) - Regulation, LOCF, curriculum and syllabus</li> <li>4. Vallalarum Valviyalum (1 year) - Regulation, LOCF curriculum and syllabus Degree Programme [Ramapuram campus]:</li> <li>5. B.Sc. - Computer Science w/s. in Cyber Security – LOCF</li> <li>6. curriculum and syllabus for first year.</li> </ol> <p>Periodic Revision of Curriculum and Syllabi</p> <ul style="list-style-type: none"> <li>• Regulation 2022 for M.Sc. Medical Basic Science [Anatomy, Physiology, Biochemistry and Microbiology]</li> <li>• Revision of courses for Fellowship in Reproductive Medicine course.</li> <li>• Competency based postgraduate curriculum for DM/ MCh/MD I MS programmes Regulations 2022</li> </ul>
	Alumni	Specific activities for enhancing clinical decision and clinical care		
		To be independent as a general practitioner		
		Sense of ethics, honesty, integrity and strong value system		
		Training them for higher studies or career exams		
	Professionals	Emergency Medicine to be included as a courses		
		Add on courses to be planned		
		Skill based courses to be introduced		
Interactive sessions than lecture				
CSH	Students	Entrepreneurial ventures	Periodic revision of curriculum to take into account the need for entrepreneurial skills	
		Move for higher studies		
		Develop Critical Thinking		
		Effective Communication		
	Alumni	Perform managerial and administrative functions	Certificate courses are offered	
		Current advancements and Innovations		
		Moulding towards nation building		
	Faculty	Skills to compete in employment related activities	Value-added courses have been introduced: TR2201 V Human Rights in the Emerging World ULH 20V03J Moral values	
		Entrepreneurial ventures		
		Training them for higher studies or career exams		
	Employer	Core knowledge to be improved		

Faculty	Stakeholders	Specific Questionnaire	Action Taken	ACM (49 <sup>th</sup> , 50 <sup>th</sup> and 51 <sup>st</sup> )
Agriculture	Students	Training them for higher studies or career exams	New Value added courses are offered.	MD I MS programmes Regulations 2022 <ul style="list-style-type: none"> <li>• Inclusion of Value-added Courses – Under various faculties</li> <li>• HORV0601 · Smart Plantscaping</li> <li>• AGRV0602 · Probiotics in food</li> <li>• AGRV0603 · Integrated Farming System</li> <li>• AGRV0604 · Virtual English for effective Communication</li> <li>• AGRV0605 · Software packages for Agricultural Sciences</li> </ul> Introducing the below mentioned course to all the B.Tech and M.Tech (Integrated) programmes (2021 Regulation) as per the AICTE guidelines.  21LEM202T UHV-11: Universal Human Values – Understanding Harmony and Ethical Human Conduct (2-1-0-3)  Introduction of new industry supported professional electives under the School of Computing <ol style="list-style-type: none"> <li>1.18CSE412J - Offensive Security (in collaboration with Trust wave)</li> <li>2.18CSE211T - Foundations of Decision Science (in collaboration with MuSigma)</li> <li>3.18CSE212T - Intermediate Decision Science (in collaboration with MuSigma)</li> <li>3. 18CSE212T - Intermediate Decision Science (in collaboration with MuSigma)</li> <li>4.18CSE316T - Advanced Decision Science (in collaboration with MuSigma)</li> <li>5.18CSE317T - Practitioner Decision Science (in collaboration with MuSigma)</li> <li>6.18CSE311J- iOS App Development skills (in collaboration with Apple Infosys)</li> <li>7.18CSE316J - Essentials in Cloud and Devops (in collaboration with EPAM)</li> </ol>
		Develop Critical Thinking	English for effective communication is offered to enhance their chance to highere studies and / for placement	
		Entrepreneurial ventures		
	Professionals			
		Problem solving based curriculum <u>needs to be included</u> Courses to become entrepreneur		
LAW	Students	Perform manegaerial and administrative functions	Field projects/internships are made mandatory for updating their knowledge in the subject domain	
		Current advancements and Innovations	More of Moot courts to be organised	
		Moulding towards nation building		
		Skills to compete in employment related activities		
		Develop Critical Thinking		
	Alumni	Develop skills and knowledge to compete in employment both in national and global level		
		Current advancements and Innovations		

Faculty	Stakeholders	Specific Questionnaire	Action Taken	ACM (49 <sup>th</sup> , 50 <sup>th</sup> and 51 <sup>st</sup> )
SAID	Alumni	Recent state of arts and trends	Organise tours and industrial visit to impart skill required for current trend in industry	<p>The following value-added 1/2 credit industry module courses are submitted for approval:</p> <ol style="list-style-type: none"> <li>18EEV343J- 3D Printing and PCB Prototyping (2 credit course in association with Kreator 3D Printer and Solutions Pvt. Ltd)</li> <li>18EEV344J- Embedded Controller Design for Renewable Energy Interfaces (2 Credit Course in association with BHAVINI, Kalpakkam)</li> <li>One credit value added course viz 18CSV311T - "Introductory Course on Data Analytic and ML Techniques for Engineers</li> </ol> <p>Open Elective courses [UG] to be introduced from the Academic Year 2023-2024</p> <ol style="list-style-type: none"> <li>1.UEL20001J - Indian Knowledge System</li> <li>2.UMS20001T - Vedic Mathematics and Practice</li> </ol> <p>The Department of ECE has established the Centre for Electronics Skill Development and Consultancy Services in the second floor of the Basic Electrical Lab [BEL] building and is opened for stakeholders.</p> <p>Introduction of Minor Certification programme in Embedded Systems to be offered from the Academic Year 2024-25.</p>
		Current advancements and Innovations and impact of ICT		
	Employer	Workstations to be increased		
		Short duration workshops to gain trends in industry		



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