ACTION TAKEN REPORT 2022-2023

The Internal Quality Assurance Cell has developed feedback mechanism for various stakeholders (Student/Faculty/Alumni/Employer) of the IIMT College of Engineering. The feedback is analysed and took appropriate action required. The consolidated feedback analysis and action taken of various stakeholder is as follows:

Sr. No.	Name of College	Stake Holder	Suggestion on Curriculum Development	Action Taken by Competent Authority
1	IIMT College of Engineering	Students	Enhance the curriculum by incorporating more practical, skill-based content and increasing the use of ICT tools to make learning more engaging and aligned with future technologies, as suggested by the feedback on the curriculum content.	Implement updates to the curriculum to ensure a better balance between laboratory and theoretical learning, and to integrate more real-life applications and industry interactions, fostering both technical and soft skill development in students.
2		Faculty	Update and expand the range of electives to align more closely with technological advancements and incorporate more flexible teaching strategies to accommodate innovative teaching methods. Also, enhance the relevance and modernity of text and reference books.	Revise the curriculum to include more interactive and practical learning opportunities like guest lectures, industrial visits, and seminars, aimed at bridging the academic-industrial gap. Also, grant faculty more autonomy in employing new techniques and strategies in teaching.
3		Alumni	Incorporate more skill-based content and industry interaction into the curriculum to enhance employability and practical skills, as emphasized in point 6 of the feedback form.	Review and potentially update the curriculum to better balance theoretical knowledge and practical applications, ensuring it aligns with current industry demands and technological advancements.
4		Employer	Strengthen the integration of skill-based content and industry-specific interactions within the curriculum to foster innovation, problem-solving, and professional skills development as highlighted in the feedback.	Initiate a review and update of the syllabus to ensure it aligns with the needs for employability and contemporary skill requirements in the industry, particularly focusing on technical and soft skills.

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STUDENT FEEDBACK ANALYSIS REPORT

(2022-2023)

The report synthesizes student feedback on the curriculum of the IIMT College of Engineering, Greater Noida for the academic year 2022-23. By quantifying student responses across several dimensions, this analysis aims to highlight strengths and pinpoint areas for curriculum enhancement.

The feedback was collected through a standardized form that presented several statements about the curriculum with responses ranging from "Strongly Agree" to "Strongly Disagree." Each response was tallied and converted into percentages to understand the collective student perspective quantitatively.

The majority of students (75%) believe the curriculum is sufficiently updated to align with program goals, as evidenced by 40% strongly agreeing and 35% agreeing. This suggests that the curriculum is generally current, though there are areas that may benefit from more frequent updates or enhancements.

The curriculum's content, particularly its integration of futuristic technologies and ICT tools, is considered interesting by 70% of the students (30% strongly agree and 40% agree). However, the engagement level could be increased to captivate the remaining 30% who are neutral or disagree.

A combined 55% of students feel that the curriculum maintains a good balance between lab sessions and theoretical lectures (25% strongly agree, 30% agree), but 20% express dissatisfaction, pointing towards a potential gap in integrating practical and theoretical learning more effectively.

Development of both technical and soft skills is a noted strength, with 75% of students expressing a positive outlook (35% strongly agree, 40% agree). This indicates that the curriculum successfully supports the development of well-rounded professionals.

Real-life applicability and promotion of lifelong learning are affirmed by 70% of students (20% strongly agree, 50% agree), suggesting that the curriculum has practical relevance. Nonetheless, enhancing this aspect could make educational outcomes even more tangible and applicable to everyday contexts.

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The curriculum's effectiveness in addressing local problems and fostering critical thinking and creativity is acknowledged by 65% of the students (20% strongly agree, 45% agree). This indicates a moderate level of effectiveness, with room for increasing the curriculum's focus on local and regional issues.

Regarding the inclusion of skill-based content, 65% support an increase (30% strongly agree, 35% agree), especially in industry interaction, highlighting a demand for more practical, employment-oriented skills training within the academic framework.

The data suggests several actions: enhancing industry integration to bridge theoretical knowledge with practical applications, updating curriculum content more frequently to include the latest technological advances, improving the balance between practical and theoretical instruction, more effectively addressing local issues within course content, and continuing to develop soft skills through diverse educational activities.

This analysis provides a clear directive from the student body for curriculum improvement in specific key areas. Addressing these points will help in maintaining the curriculum's relevance and effectiveness, ensuring it continues to meet educational and professional preparation standards. Implementing these changes could significantly enhance student satisfaction and readiness for the challenges of the professional world.

Director
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FACULTY FEEDBACK ANALYSIS REPORT

(2022-2023)

This report synthesizes the faculty feedback regarding the curriculum in the IIMT College of Engineering, Greater Noida for the 2022-23 academic session. Aimed at understanding the faculty's perspective, the feedback is crucial for identifying the strengths and potential improvements in the curriculum.

The data was gathered through a structured feedback form, covering various aspects of the curriculum such as its relevance, up-to-dateness, content interest, balance between lab and theory, adequacy of text and reference materials, relevance of electives, and integration of academic and industrial needs. The faculty responses were recorded on a Likert scale and analyzed to provide a quantitative perspective in this report.

The faculty expressed a generally positive outlook on the curriculum's ability to stay current with 70% agreeing or strongly agreeing that it is suitably updated. However, about 20% of the faculty suggested that there are specific areas needing updates to better reflect the latest technological trends, indicating a gap that could be bridged with more frequent curriculum reviews.

About 65% of the faculty members found the curriculum content engaging and relevant, especially in terms of integrating futuristic technologies and ICT tools. Nonetheless, 20% did not find the curriculum as engaging, pointing to the need for diversifying teaching methods and materials to enhance interest and engagement across all subjects.

In terms of the balance between laboratory and theoretical learning, 60% were satisfied, while 25% believed that improvements could be made. This suggests a need for a reevaluation of how practical and theoretical sessions are integrated, potentially increasing hands-on experiences within the theoretical frameworks.

Regarding the prescribed texts and reference books, 75% of faculty found them to be relevant and updated. However, a quarter of the faculty felt that some materials do not adequately cover the latest developments in the field, suggesting an ongoing review and update of these materials.

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The electives offered in relation to technological advancements received a 70% approval rate, indicating a strong alignment with current industry standards. Yet, continuous improvement and updates are necessary to maintain this relevance as technology evolves.

Faculty feedback was highly positive on the curriculum's efforts to bridge academic learning with industry needs, with 80% favorable responses regarding guest lectures, industrial visits, and seminars. This shows an effective strategy that could be expanded to enhance practical learning experiences.

Finally, 65% of faculty appreciated the freedom to adopt new teaching techniques, though 35% desired more flexibility and support to explore innovative pedagogical methods. This highlights an opportunity for the institution to encourage and facilitate more creative and varied teaching approaches.

The faculty feedback underscores a generally positive assessment of the curriculum's structure and content but also highlights several areas for improvement. Addressing these areas through the suggested recommendations will enhance the curriculum's effectiveness, ensuring it remains dynamic and responsive to both educational and industry developments.

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ALUMNI FEEDBACK ANALYSIS REPORT

(2022-2023)

This report provides a comprehensive analysis of the feedback received from the alumni of the IIMT College of Engineering for the academic session 2022-23. The feedback aims to evaluate the effectiveness of the curriculum from the perspective of graduates who have transitioned into the professional world, providing insights into how well the academic program aligns with industry requirements and personal development needs.

The feedback was collected through a standardized questionnaire, which included a range of statements regarding the curriculum that alumni responded to on a Likert scale from "Strongly Agree" to "Strongly Disagree." This report quantifies these responses to provide a statistical overview of alumni opinions across several key areas: curriculum updatedness, content interest, expectation fulfillment, personality development, relevance to local problems, inclusion of skill-based content, and focus on employability.

Approximately 70% of alumni agreed (40% agree, 30% strongly agree) that the curriculum is suitably updated, indicating a general satisfaction with its currentness. However, 20% of the responses were neutral, and 10% disagreed, suggesting a minority view that some elements of the curriculum may not completely align with the latest industry trends.

The content's ability to captivate interest was positively rated by 65% of alumni (35% agree, 30% strongly agree), particularly in terms of incorporating futuristic technologies and using ICT tools. Still, a significant 15% felt neutral, and 20% disagreed, highlighting a need for more engaging or varied content.

Responses indicated that 55% of alumni are satisfied with the balance between lab and theory (30% agree, 25% strongly agree). However, 25% were neutral and 20% disagreed, pointing to possible improvements in integrating practical experiences within the curriculum.

Alumni feedback was strongly positive about the curriculum's role in personality and skill development, with 75% positive responses (45% agree, 30% strongly agree). This underscores the effectiveness of the curriculum in preparing students for the professional and interpersonal challenges they face post-graduation.

About 60% of alumni felt that the curriculum effectively helps solve local problems and fosters critical thinking (40% agree, 20% strongly agree). Yet, 30% of responses were neutral, suggesting room for incorporating more locally relevant case studies or problem-solving exercises.

A significant 70% of alumni support the inclusion of more skill-based content and industry interaction (40% agree, 30% strongly agree), highlighting an area for improvement in terms of practical skills and industry preparedness.

Employability remains a critical focus, with 75% of alumni responding favorably (45% agree, 30% strongly agree) regarding the syllabus's emphasis on employability. This indicates that the

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curriculum is relatively effective in preparing students for the job market, though there is always scope for enhancement.

The alumni feedback highlights a generally positive outlook on the curriculum's effectiveness in preparing graduates for their professional lives while also pointing out specific areas for improvement. Addressing these areas through targeted enhancements can significantly improve the curriculum's relevance and effectiveness, ensuring that it remains aligned with both industries needs and the developmental goals of students.

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EMPLOYER FEEDBACK ANALYSIS REPORT

(2022-2023)

This report provides a detailed analysis of employer feedback on the curriculum offered by the IIMT College of Engineering for the academic session 2022-23. It aims to assess the curriculum's alignment with industry standards, its effectiveness in developing key professional skills, and its relevance to employability and practical application in the workplace.

The feedback was collected through a structured questionnaire distributed to employers who have hired graduates from the department. The questionnaire included several statements regarding various aspects of the curriculum, to which employers responded on a Likert scale from "Strongly Agree" to "Strongly Disagree." This report quantifies these responses to provide a statistical overview of the employers' perspectives.

Approximately 80% of employers agreed (50% agree, 30% strongly agree) that the curriculum is relevant for employability. This suggests that the curriculum adequately prepares students for the job market. However, 10% were neutral and another 10% disagreed, indicating some gaps in meeting industry expectations fully.

Around 70% of respondents found the curriculum effective in fostering innovative thinking, problem-solving, and creativity (40% agree, 30% strongly agree). Nevertheless, 20% of the responses were neutral, and 10% disagreed, which could suggest areas within the curriculum that might need more focus on fostering these critical skills.

A significant 75% of employers felt that the curriculum effectively develops skill-oriented human resources (45% agree, 30% strongly agree). This is indicative of a strong technical and soft skills training component within the curriculum. Still, 15% neutral responses and 10% negative responses highlight the need for continuous improvement.

The need for more skill-based content and industry interaction was highlighted, with 65% supporting more inclusion (35% agree, 30% strongly agree). This suggests a demand for more practical, hands-on experiences within the curriculum to better prepare students for the practical challenges of the workplace.

About 60% of employers agreed that the curriculum supports outcome-based education and promotes lifelong learning (40% agree, 20% strongly agree). However, 25% were neutral and 15% disagreed, suggesting that while the curriculum supports ongoing learning, it could be enhanced to make a more significant impact on daily professional practices.

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Feedback on the curriculum's ability to develop professional skills such as teamwork and leadership was overwhelmingly positive, with 80% agreement (50% agree, 30% strongly agree). This indicates that the curriculum successfully incorporates essential professional skills, which are critical in the workplace.

The employer feedback reflects a generally positive outlook on the Department of Electronics and Communication Engineering's curriculum, with particular commendation for its relevance to employability and the development of professional skills. Nonetheless, there remains room for improvement, especially in areas such as innovative thinking, creativity, and more practical engagement with the industry. Addressing these areas through the suggested recommendations will likely enhance the curriculum's effectiveness and its alignment with current and future industry needs.

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ACTION TAKEN REPORT 2021-2022

The Internal Quality Assurance Cell has developed feedback mechanism for various stakeholders (Student/Faculty/Alumni/Employer) of the IIMT College of Engineering. The feedback is analysed and took appropriate action required. The consolidated feedback analysis and action taken of various stakeholder is as follows:

Sr. No.	Name of College	Stake Holder	Suggestion on Curriculum Development	Action Taken by Competent Authority
1	IIMT College of Engineering	Students	Propose more practical, skill-based content and greater use of ICT tools to enhance engagement and alignment with future technologies.	Update the curriculum to improve the balance between laboratory and theoretical learning, integrate more real-life applications, and increase industry interactions to develop both technical and soft skills.
2		Faculty	Suggest updating and expanding elective options to reflect technological advances and adopting more flexible teaching methods to facilitate innovative teaching approaches. Enhance the modernity of texts and reference materials.	Revise the curriculum to include more interactive elements such as guest lectures, industrial visits, and seminars to bridge the gap between academic and industrial needs. Provide faculty with increased autonomy to implement new teaching techniques and strategies.
3		Alumni	Recommend incorporating more skill-based content and industry interactions to boost employability and practical skills.	Review and possibly revise the curriculum to ensure a better blend of theoretical knowledge and practical applications, aligning it with current industry requirements and technological progress.
4		Employer	Advise strengthening the integration of skill-based content and industry-specific interactions to enhance innovation, problem-solving, and professional skills development.	Begin a review and update of the syllabus to ensure it meets contemporary employability needs and industry-specific skill demands, with a focus on enhancing both technical and soft skills.

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STUDENT FEEDBACK ANALYSIS REPORT

(2021-2022)

The Student Feedback Analysis Report for IIMT College of Engineering, Greater Noida, provides a synthesis of student opinions on the curriculum for the academic year 2021-22. Feedback, gathered via a standardized form, offers insights into the curriculum's alignment with educational and professional goals.

About 80% of students consider the curriculum adequately updated, with 45% strongly agreeing and 35% agreeing, suggesting its general relevance but highlighting the need for periodic enhancements. Meanwhile, 65% of students find the curriculum content interesting due to its incorporation of modern technologies and tools, though there's a call for increasing engagement for the remaining 35%.

The balance between lab and theory is viewed positively by 60% of students, with 20% strongly agreeing and 40% agreeing. However, 25% see a need for better integration of practical experiences. Skill development is a noted strength, with 70% approval (30% strongly agree, 40% agree), emphasizing the curriculum’s effectiveness in fostering well-rounded professionals.

Additionally, 75% appreciate the curriculum's applicability to real-life and lifelong learning, but enhancement in this area could improve practical outcomes. Overall, the feedback points to a solid foundation with areas for improvement in engagement, practical application, and content relevance to maximize educational impact.

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FACULTY FEEDBACK ANALYSIS REPORT

(2021-2022)

The Faculty Feedback Analysis Report for IIMT College of Engineering, Greater Noida, evaluates the curriculum from faculty perspectives for the academic session 2021-22. Faculty responses, gathered via a structured feedback form, assessed various curriculum aspects such as relevance, updatedness, and integration of academic and industrial needs.

Around 75% of the faculty felt the curriculum remains relevant and updated, though 15% indicated it could better reflect the latest technological trends, suggesting the need for more frequent updates. Approximately 60% found the curriculum engaging, particularly its integration of modern technologies, but 25% advocated for more varied teaching methods to increase engagement.

In terms of practical versus theoretical balance, 65% expressed satisfaction, while 20% saw room for more hands-on experiences. Texts and reference materials were deemed adequate by 80%, yet some faculty called for updates to ensure currentness. Lastly, 85% appreciated the curriculum's efforts to bridge academic learning with industry, highlighting the effectiveness of guest lectures and seminars.

This feedback suggests a generally positive view but highlights specific improvement areas to enhance curriculum dynamism and industry relevance.

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ALUMNI FEEDBACK ANALYSIS REPORT

(2021-2022)

The Alumni Feedback Analysis Report for IIMT College of Engineering provides an in-depth assessment of alumni opinions on the curriculum's alignment with industry demands and personal development for the academic session 2021-22. Feedback was collected through a standardized questionnaire.

The report indicates that 75% of alumni consider the curriculum to be adequately updated, suggesting general satisfaction with its current relevance to industry trends. Nonetheless, 5% disagreed, pointing out areas that may not fully align with the latest developments. About 60% of the alumni found the content engaging, particularly praising its inclusion of advanced technologies and use of ICT tools. However, 25% suggested a need for more diverse and stimulating content.

Responses showed that 60% of alumni appreciate the balance between lab and theoretical components, though 20% believe there could be better integration of practical experiences. Positive feedback on personality and skill development was notable, with 80% affirming the curriculum's effectiveness in preparing students for professional and interpersonal challenges post-graduation.

Regarding the curriculum's application to local issues, 65% felt it effectively addresses local problems and promotes critical thinking, although 20% saw potential for incorporating more relevant case studies or problem-solving activities.

Additionally, 75% of alumni support a greater emphasis on skill-based content and industry interaction, highlighting this as crucial for enhancing practical skills and industry preparedness.

The syllabus's focus on employability was well-received, with 80% of alumni agreeing that it prepares students well for the job market, though continuous enhancement was recommended.

Overall, alumni feedback is positive but underscores several areas for improvement that could significantly increase the curriculum's relevance and effectiveness, ensuring it meets both industry needs and student development objectives.

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EMPLOYER FEEDBACK ANALYSIS REPORT

(2021-2022)

The Employer Feedback Analysis Report evaluates the curriculum of IIMT College of Engineering, assessing its alignment with industry standards and its impact on employability. The feedback was gathered using a structured questionnaire distributed among employers who hired the college's graduates, measuring responses on a Likert scale from "Strongly Agree" to "Strongly Disagree."

The report indicates that 85% of employers found the curriculum relevant for employability, suggesting it effectively prepares students for the job market. Yet, 5% responded neutrally, and 10% disagreed, highlighting areas where the curriculum might not fully meet industry expectations. About 65% of respondents appreciated the curriculum's role in fostering innovative thinking, problem-solving, and creativity, although 25% were neutral and 10% disagreed, pointing to potential improvement areas.

Additionally, 80% of employers felt the curriculum effectively develops skill-oriented human resources. Still, 10% neutral and 10% negative responses suggest room for further enhancement. Employers also emphasized the need for more skill-based content and industry interaction, with 70% supporting increased practical experiences.

Overall, the feedback is largely positive, particularly regarding employability and professional skills development. However, it also underscores the need for enhancements in innovation, creativity, and practical engagement to better align with evolving industry requirements.

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ACTION TAKEN REPORT 2020-2021

The Internal Quality Assurance Cell (IQAC) at IIMT College of Engineering has established a comprehensive feedback mechanism for key stakeholders—students, faculty, alumni, and employers. This system collects and analyzes their feedback to identify areas of improvement within the academic and administrative frameworks. Based on this analysis, the IQAC has implemented necessary actions to address the concerns and suggestions raised. The following summary outlines the consolidated feedback from each stakeholder group and the corresponding actions taken to enhance the educational environment and align it more closely with the needs and expectations of all involved parties.

Sr. No.	Name of College	Stake Holder	Suggestion on Curriculum Development	Action Taken by Competent Authority
1	IIMT College of Engineering	Students	Increase practical, skill-based learning and ICT use.	Enhanced lab-theory balance, integrated real-world applications, expanded industry interactions.
2		Faculty	Update electives, adopt flexible teaching methods.	Added interactive elements like guest lectures, increased teaching autonomy.
3		Alumni	Boost skill-based content and industry links.	Reviewed curriculum for better practical-theoretical integration.
4		Employer	Strengthen practical skills and industry interactions.	Updated syllabus to focus on employability and industry-specific skills.

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STUDENT FEEDBACK ANALYSIS REPORT

(2020-2021)

- % of students perceive the curriculum as adequately updated, with 50% strongly agreeing and 35% agreeing, demonstrating its relevance to current educational and professional landscapes. However, periodic updates are recommended to maintain alignment with evolving industry standards.

- 70% of students find the curriculum content engaging, particularly praising the integration of modern technologies. Despite this, there is a notable call from 30% of students for enhanced engagement techniques to make learning more captivating and relevant.

- 65% of students appreciate the balance between laboratory and theoretical instruction, with 25% strongly agreeing and 40% agreeing. Yet, 20% of the students highlight the need for stronger integration of practical experiences to better bridge academic concepts with real-world applications.

- The curriculum receives strong endorsement for skill development, with 75% of students affirming its effectiveness in fostering both technical and soft skills necessary for professional environments (35% strongly agree, 40% agree).

- 80% of students recognize the curriculum's relevance to real-life situations and its promotion of lifelong learning, suggesting it prepares them well for continual personal and professional development. However, further enhancements could bolster its practical applications and learning continuity.

Overall, student feedback indicates a positive reception of the curriculum with recommendations for incremental improvements to ensure it remains dynamic and closely tied to industry and educational advancements.

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FACULTY FEEDBACK ANALYSIS REPORT

(2020-2021)

- About 80% of faculty members view the curriculum as relevant and up-to-date, which aligns well with industry standards. However, 10% believe that more frequent updates are needed to keep pace with technological advancements.
- While 70% of faculty find the curriculum engaging due to its integration with modern technologies, 20% suggest that adopting more varied and innovative teaching methods could further enhance student engagement and learning outcomes.
- Approximately 70% of faculty are satisfied with the current balance between practical labs and theoretical instruction, but 15% recommend increasing practical, hands-on experiences to better prepare students for industry demands.
- 85% of faculty believe that the prescribed texts and reference materials are adequate and up-to-date. Nonetheless, 10% argue that some materials need updating to include the latest information and research.
- A strong majority, 90%, praise the curriculum for its effective integration with industry, especially appreciating the use of guest lectures, industrial visits, and seminars as vital links between academic learning and real-world applications.

The faculty feedback is generally positive, showing satisfaction with the curriculum's direction. Still, it underscores the importance of continuous improvement in curriculum dynamism, technological updates, and more practical engagement to maintain relevance with evolving industry needs and enhance educational impact.

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ALUMNI FEEDBACK ANALYSIS REPORT

(2020-2021)

- 80% of alumni affirm that the curriculum is well-updated and relevant to current industry standards, yet 10% see room for alignment with the latest technological trends, suggesting the need for ongoing updates.
- About 65% of alumni find the curriculum engaging, particularly due to its inclusion of advanced technologies and ICT tools. Nevertheless, 20% recommend enhancing the diversity and engagement level of the content to better captivate students' interests.
- 65% of alumni are satisfied with the balance between lab sessions and theoretical learning, but 15% advocate for more integrated and practical experiences to enrich learning.
- A notable 85% of alumni believe the curriculum effectively develops both technical and soft skills, crucial for professional success. This strong approval highlights the curriculum's effectiveness in preparing students for post-graduation challenges.
- 70% of alumni feel the curriculum adequately addresses local issues and fosters critical thinking. Moreover, 80% agree that the curriculum's focus on employability and practical skills prepares them well for the job market, though they suggest further enhancements to maintain its efficacy and relevance.

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EMPLOYER FEEDBACK ANALYSIS REPORT

(2020-2021)

- 90% of employers consider the curriculum relevant for employability, highlighting its effectiveness in preparing students for the job market. However, 5% were neutral, and 5% disagreed, pointing to some areas where the curriculum may not fully meet industry standards.
- Approximately 60% of employers appreciated the curriculum's focus on fostering innovative thinking and problem-solving abilities. Despite this, 30% were neutral and 10% disagreed, suggesting potential areas for improvement in fostering these critical skills.
- 85% of respondents felt the curriculum effectively develops skill-oriented human resources. However, 10% had neutral responses and 5% expressed dissatisfaction, indicating room for enhancement in this area.
- 75% of employers emphasized the need for more skill-based content and greater industry interaction, highlighting a demand for more practical experiences to enhance readiness for real-world challenges.
- The feedback from employers is predominantly positive, especially in terms of the curriculum's impact on employability and professional skills development.
- While the feedback is largely encouraging, it underscores the necessity for improvements in innovation, creativity, and practical engagement to better match the evolving needs of the industry.

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ACTION TAKEN REPORT 2019-2020

The Internal Quality Assurance Cell (IQAC) at IIMT College of Engineering has established a comprehensive feedback mechanism for key stakeholders—students, faculty, alumni, and employers. This system collects and analyzes their feedback to identify areas of improvement within the academic and administrative frameworks. Based on this analysis, the IQAC has implemented necessary actions to address the concerns and suggestions raised. The following summary outlines the consolidated feedback from each stakeholder group and the corresponding actions taken to enhance the educational environment and align it more closely with the needs and expectations of all involved parties.

Students: Enhance experiential learning opportunities through internships and project-based assignments.

Suggestion: Integrate more internships and project-based learning to enhance practical skills.

Action Taken: Collaborated with industry partners to offer more internship opportunities and implemented project-based learning modules in the curriculum.

Faculty: Provide training on innovative teaching methodologies and technology integration.

Suggestion: Offer faculty development programs to enhance teaching methods and incorporate technology in classrooms.

Action Taken: Conducted workshops on innovative teaching techniques and provided resources for technology integration in teaching.

Alumni: Establish mentorship programs connecting alumni with current students.

Suggestion: Develop mentorship initiatives to leverage alumni expertise and industry connections.

Action Taken: Launched mentorship programs facilitating alumni-student interactions and career guidance.

Employer: Enhance industry collaboration through joint projects and networking events.

Suggestion: Foster closer ties with industry partners through collaborative projects and networking opportunities.

Action Taken: Established partnerships with companies for joint projects, organized industry networking events, and invited guest speakers from relevant sectors.

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STUDENT FEEDBACK ANALYSIS REPORT

(2019-2020)

In the 2019-2020 Student Feedback Analysis Report for IIMT College of Engineering, the majority of students perceive the curriculum as adequately updated, with 50% strongly agreeing and 35% agreeing, indicating its relevance to current educational and professional standards. However, there's a call for periodic updates to ensure alignment with evolving industry trends. While 70% find the curriculum engaging, particularly praising its integration of modern technologies, 30% seek enhanced engagement techniques for more captivating learning experiences. Despite 65% appreciating the balance between lab and theory, with 25% strongly agreeing and 40% agreeing, 20% advocate for stronger integration of practical experiences to bridge academic concepts with real-world applications. The curriculum receives strong endorsement for skill development, with 75% affirming its effectiveness in fostering both technical and soft skills. Additionally, 80% recognize its relevance to real-life situations and promotion of lifelong learning, yet suggest further enhancements for practical applications and learning continuity. Overall, the feedback underscores the curriculum's positive reception with recommendations for incremental improvements to maintain dynamism and alignment with industry and educational advancements.

FACULTY FEEDBACK ANALYSIS REPORT

(2019-2020)

The 2019-2020 Faculty Feedback Analysis Report for IIMT College of Engineering highlights a generally positive perception of the curriculum among faculty members. Approximately 80% of respondents view the curriculum as relevant and up-to-date, reflecting alignment with industry standards. However, 10% believe that more frequent updates are necessary to address rapid technological advancements effectively. While 70% find the curriculum engaging due to its integration with modern technologies, 20% suggest incorporating more varied and innovative teaching methods to further enhance student engagement and learning outcomes. Additionally, around 70% express satisfaction with the current balance between practical labs and theoretical instruction, with 15% recommending an increase in practical, hands-on experiences. Despite the majority (85%) considering the prescribed texts and reference materials adequate and up-to-date, 10% advocate for updating certain materials to include the latest information and research. Overall, the feedback emphasizes the importance of continuous improvement to maintain relevance with evolving industry needs and enhance educational impact.

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ALUMNI FEEDBACK ANALYSIS REPORT

(2019-2020)

The Alumni Feedback Analysis for the 2018-2019 academic year at IIMT College of Engineering highlights various strengths and areas for improvement within the curriculum. Approximately 80% of alumni believe the curriculum is current and aligns with industry standards, although 10% suggest a need for updates to keep pace with technological advancements. About 65% of alumni appreciate the curriculum's engaging content, enhanced by advanced technologies and ICT tools, yet 20% desire more diversity and engagement in the content. Furthermore, 65% are content with the balance between practical labs and theoretical learning, while 15% call for more integrated practical experiences. A significant 85% commend the curriculum for effectively developing essential technical and soft skills, preparing them for professional challenges. Additionally, 70% feel the curriculum addresses local problems and fosters critical thinking, with 80% affirming its focus on employability and practical skills, though continuous improvements are recommended to sustain its effectiveness and relevance.

EMPLOYER FEEDBACK ANALYSIS REPORT

(2019-2020)

The 2018-2019 Employer Feedback Analysis Report for the IIMT College of Engineering offers insights into the curriculum's alignment with industry standards and its effectiveness in professional skill development. Approximately 87% of employers consider the curriculum relevant for employability, indicating it prepares students well for the job market, with 57% agreeing and 30% strongly agreeing. However, 8% were neutral, and 5% disagreed, suggesting slight gaps in meeting full industry expectations. Around 77% praised the curriculum for fostering innovative thinking and creativity, while 15% were neutral, highlighting areas for enhancement. Furthermore, 82% of employers felt the curriculum effectively developed technical and soft skills, yet some called for more practical experiences and industry interaction to better equip students for workplace challenges.

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ACTION TAKEN REPORT 2018-2019

The Internal Quality Assurance Cell has developed feedback mechanism for various stakeholders (Student/Faculty/Alumni/Employer) of the IIMT College of Engineering. The feedback is analysed and took appropriate action required. The consolidated feedback analysis and action taken of various stakeholder is as follows:

Sr. No.	Name of College	Stake Holder	Suggestion on Curriculum Development	Action Taken by Competent Authority
1	IIMT College of Engineering	Students	Suggest enhancing digital learning platforms and tools to foster a more interactive and technology-driven educational environment.	Implemented advanced digital tools and platforms across the curriculum to increase interactivity and engagement, fostering a technologically adept learning atmosphere.
2		Faculty	Call for continuous professional development programs to keep faculty updated with the latest teaching technologies and methodologies.	Initiated ongoing professional development sessions for faculty focusing on the latest educational technologies and innovative teaching methods.
3		Alumni	Recommend strengthening alumni involvement in curriculum development to provide insights based on industry experience.	Established an alumni advisory panel to contribute to curriculum updates, ensuring the program reflects real-world industry needs.
4		Employer	Advise on closer collaboration between the college and industry leaders to tailor the curriculum towards current and emerging market demands.	Developed partnerships with industry leaders to regularly update curriculum components, ensuring alignment with contemporary market requirements and future trends.

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STUDENT FEEDBACK ANALYSIS REPORT

(2018-2019)

- 80% of students affirm that the curriculum is sufficiently current with industry and academic requirements, with 50% strongly agreeing. However, there is a call for ongoing updates to keep pace with rapid technological advancements.
- 65% of students find the curriculum engaging, particularly appreciating its integration of advanced technologies and ICT tools. Yet, efforts to increase engagement further could capture the interest of the remaining 35% who are less satisfied.
- About 60% of students are satisfied with the balance between lab sessions and theoretical lectures, with 30% strongly agreeing. However, 25% believe that practical learning could be better integrated with theoretical concepts to enhance understanding.
- The curriculum is recognized for effectively developing both technical and soft skills, with 80% of students reporting positive outcomes (40% strongly agree). This suggests robust preparation for professional challenges.
- 75% of students see the curriculum as relevant to real-life challenges and conducive to lifelong learning, underscoring its practical application and adaptability. Nonetheless, there's potential for further enhancements to ensure the curriculum remains directly applicable to professional and personal growth.

Overall, student feedback from the 2018-2019 academic year at IIMT College of Engineering indicates solid satisfaction with the curriculum's current structure and content, yet highlights opportunities for making it even more dynamic and aligned with future career requirements.

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IIMT College of Engineering
Greater Noida

FACULTY FEEDBACK ANALYSIS REPORT

(2018-2019)

- 80% of faculty agree that the curriculum is suitably updated to match current industry standards, though 15% suggest that certain areas require updates to better reflect new technological trends, highlighting a need for more regular curriculum reviews.
- Around 70% of faculty find the curriculum engaging, particularly praising its integration of futuristic technologies and ICT tools. However, 15% feel the need for more diversified teaching methods and materials to further enhance student engagement and interest.
- 65% of faculty are satisfied with the balance between laboratory and theoretical instruction, while 20% believe that this balance could be improved by incorporating more hands-on experiences within theoretical frameworks.
- Approximately 80% of faculty members find the prescribed texts and reference materials relevant and up-to-date. Nevertheless, 20% note that some materials fail to cover the latest developments, suggesting a need for ongoing updates.
- Positive feedback from 85% of faculty highlights effective strategies like guest lectures, industrial visits, and seminars for bridging academic learning with industry needs. Still, 30% of faculty desire more flexibility and support to implement innovative teaching methods, indicating room for enhancing support for creative pedagogical approaches.

Overall, faculty feedback for the 2018-2019 academic session at IIMT College of Engineering is generally positive but underscores the importance of continual improvements in curriculum dynamism and responsiveness to technological advancements and industry demands.

Director
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ALUMNI FEEDBACK ANALYSIS REPORT

(2018-2019)

- 80% of alumni affirm the curriculum is up-to-date, with 50% strongly agreeing. Despite this, 15% remain neutral and 5% disagree, signaling that some areas may not fully reflect the latest industry trends, necessitating updates.
- 70% of alumni find the curriculum engaging due to its integration of modern technologies and ICT tools, yet 10% felt neutral, and 20% called for more engaging and diverse content to maintain interest.
- Approximately 60% are satisfied with the balance between practical labs and theoretical instruction; however, 20% suggest more integrated practical experiences could enhance this balance.
- Strong positive feedback with 80% of alumni satisfied with how the curriculum fosters skill and personality development, supporting their professional and interpersonal growth post-graduation.
- 65% believe the curriculum effectively addresses local issues and promotes critical thinking, though 25% see potential for improvement. Additionally, 80% commend the curriculum's focus on employability, suggesting it prepares them well for the job market, yet highlight the need for ongoing enhancements.

Overall, alumni feedback from the 2018-2019 academic session at IIMT College of Engineering is positive but points to specific areas for curriculum improvement to better align with industry standards and enhance graduate preparedness.

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EMPLOYER FEEDBACK ANALYSIS REPORT

(2018-2019)

- 85% of employers affirm that the curriculum effectively prepares students for the job market, with 55% agreeing and 30% strongly agreeing. However, 10% were neutral, and 5% disagreed, suggesting minor gaps in meeting full industry expectations.
- About 75% of employers recognize the curriculum's role in enhancing innovative thinking, problem-solving, and creativity, with 45% agreeing and 30% strongly agreeing. Still, 15% remain neutral, and 10% see room for improvement in these areas.
- 80% of employers believe the curriculum successfully develops skill-oriented human resources, with 50% agreeing and 30% strongly agreeing. Despite this positive feedback, 10% neutral and 10% negative responses indicate areas for continuous development.
- 70% of employers highlight the need for more skill-based content and industry interactions to better prepare students for practical workplace challenges, with 40% agreeing and 30% strongly agreeing. Meanwhile, 20% were neutral, suggesting further enhancements to integrate real-world applications more effectively.

Overall, the employer feedback for the 2018-2019 academic session at IIMT College of Engineering is largely positive, particularly in how the curriculum prepares students for employability and develops essential professional skills. Nevertheless, there is a clear call for ongoing improvements in areas like creativity, practical skills, and industry engagement.

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