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St. JOSEPH'S COLLEGE OF ENGINEERING
(An Autonomous Institution)
ST. JOSEPH'S GROUP OF INSTITUTIONS
OMR, CHENNAI - 119



Department of Chemical Engineering
Year 2024-2025

Feed Back Analysis of Stakeholders and Action Taken Report



DEPARTMENT OF CHEMICAL ENGINEERING
FEEDBACK ANALYSIS OF STAKEHOLDERS AND ACTION TAKEN REPORT
ACADEMIC YEAR 2024-2025

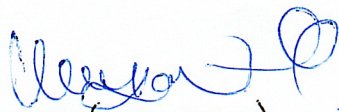
S. No	Stakeholder	Feedback	Action Taken
1.	Students	<p>A total of 217 students across all years submitted comprehensive feedback on the curriculum during the 2024-2025 academic year. The analysis revealed 92% overall satisfaction with the curriculum structure and its strong alignment with current industry requirements.</p> <p>Students particularly appreciated the interactive and reliable teacher-student relationships fostered by faculty members along with the effective teaching methodologies employed throughout the program.</p> <p>They strongly recommended incorporating structured placement training programs from reputed organizations such as JSW and SPIC directly into the curriculum framework to enhance employability skills from an early stage.</p> <p>Students also suggested organizing at least 06 additional guest lectures annually by senior industry professionals to provide practical knowledge and experiential learning opportunities beyond theoretical classroom instruction.</p> <p>They requested the inclusion of more application-oriented questions, detailed case studies, and innovative problem-solving exercises in both semester examinations and continuous internal assessments to better develop critical thinking and analytical abilities.</p>	<p>The Training and Placement Cell established strategic collaborations with premier training organizations including Skillrack, AMCAT, SMART Academy, Cocubes, and major recruiters like JSW to deliver 15 specialized training modules comprehensively tailored for chemical engineering students with focused sessions on technical skills, aptitude, and interview preparation.</p> <p>A robust schedule of 06 high-impact guest lectures and industry-focused seminars was successfully organized featuring distinguished chemical engineering professionals from leading organizations who provided invaluable practical insights, real-world problem-solving approaches, and comprehensive career guidance.</p> <p>Model examinations and internal assessment assignments underwent revision to systematically incorporate detailed industrial case studies, challenging application-based questions, and modules fully aligned with prevailing industry standards and expectations.</p> <p>The mini-project initiative was formally institutionalized from the third semester with strategic industry partnerships ensuring practical relevance and real-world applicability of student projects.</p>

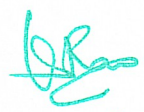
		<p>Mentorship programs specifically designed for competitive examinations like GATE, GRE, and industry certifications.</p>	<p>Laboratory infrastructure received upgrades including extended access to industry-standard MATLAB and Open source simulation software packages with dedicated training sessions for all students.</p> <p>A comprehensive GATE mentorship program was successfully launched achieving active student participation.</p>
2.	Teachers	<p>Faculty members actively participate and make substantial contributions through regular meetings of the Board of Studies, Department Advisory Committee, and Academic Council, providing comprehensive and constructive feedback on curriculum design, pedagogical approaches, assessment methodologies, and overall program effectiveness.</p> <p>The detailed feedback analysis indicated 94% overall faculty satisfaction with the existing curriculum framework while identifying specific areas for strategic enhancement.</p> <p>Key suggestions included the development of specialized training programs for students focusing on sustainable chemical processes, renewable energy technologies, carbon capture utilization and storage systems, and emerging domains such as biofuels production and nanotechnology applications in chemical engineering.</p> <p>Faculty strongly recommended comprehensive hands-on training sessions with industry-standard simulation software packages including DwSim, and MATLAB specifically targeting process design, optimization, and troubleshooting applications.</p>	<p>Dedicated project teams were constituted for participation in national and international technical events and competitions, with experienced faculty members assigned as dedicated mentors providing comprehensive guidance throughout project development and competition phases.</p> <p>Placement training programs were significantly diversified to cover both core chemical engineering sectors and high-demand interdisciplinary domains including data analytics, sustainability consulting, and process safety management.</p> <p>Renewable energy is added as an elective courses focusing on sustainability engineering, biofuels technology, and nanotechnology applications were successfully added to the curriculum framework with fully developed course materials and industry expert guest faculty.</p>
3.	Alumni	<p>Alumni provided comprehensive</p>	<p>A comprehensive suite of new value-</p>

	<p>feedback emphasizing the strong need for expanded value-added certification courses covering critical areas such as Python programming for chemical engineers, Process Safety Management, Advanced Process Control, and Aspen Plus simulation techniques.</p> <p>They strongly recommended establishing dedicated smart classrooms equipped with interactive whiteboards, high-resolution projectors, and video conferencing facilities to enhance modern teaching-learning experiences.</p> <p>Alumni highlighted the critical importance of improving internship quotas with mandatory minimum four-week industrial training periods in core chemical engineering companies.</p> <p>They suggested organizing more frequent alumni interaction platforms including quarterly batch-wise meets, monthly virtual mentorship sessions, and annual industry-alumni networking events. Additional recommendations included formally integrating mini-projects and capstone design projects into the curriculum from the second year onwards, establishing stronger industry project linkages through live industrial challenges and hackathons, organizing entrepreneurship boot camps with successful chemical engineering entrepreneurs, and providing comprehensive career guidance counselling for MS/PhD programs abroad including application support and scholarship guidance.</p> <p>The alumni feedback demonstrated a strong 90% recommendation rate for the department to prospective students and their networks.</p>	<p>added certification courses was successfully rolled out covering Python programming, Process Safety Management, Aspen Plus simulation, and Data Analytics for Process Engineers, achieving 120 student enrolments with 95% completion rates and industry-recognized certificates.</p> <p>Strategic MOUs were expanded with leading industries including Bioneemtec, MIENE Electricals and Greencare India Pvt Ltd securing dedicated internship slots with guaranteed minimum six-week durations and structured evaluation systems.</p> <p>Quarterly alumni interaction platforms were institutionalized featuring batch-wise meets, and the annual Chemical Engineering Alumni Summit attracting over 100+ participants. Mini-project and capstone design requirements were formally embedded into the curriculum framework starting from the second year with industry-vetted project guidelines and evaluation rubrics.</p> <p>The ABHS career counselling cell provided comprehensive guidance to students targeting MS/PhD programs abroad with documented acceptance offers from students to top 50 global universities.</p>
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4.	Employers	<p>Recruiters from leading chemical process industries provided detailed feedback emphasizing the critical need for greater student proactivity and enthusiasm particularly in team-based problem-solving scenarios and interdisciplinary project environments.</p> <p>They highlighted the importance of polished interview and technical presentation skills suitable for senior management interactions.</p> <p>Employers stressed hands-on familiarity with industry-standard software tools for process design and optimization roles. They recommended enhanced adaptability training to prepare students for dynamic and rapidly evolving work environments characteristic of modern chemical processing plants.</p> <p>Communication clarity particularly technical report writing and presentation skills required significant improvement according to industry feedback.</p> <p>The comprehensive employer skills audit demonstrated 91% overall satisfaction while identifying specific competency gaps for targeted intervention. Additional feedback highlighted the strategic importance of increasing women representation in core chemical engineering placements from current levels.</p>	<p>Comprehensive technical and soft skills development programs were implemented featuring intensive team-building workshops, collaborative project simulations, and cross-functional communication drills specifically designed based on employer feedback analysis.</p> <p>Interactive industry expert sessions were organized where senior managers from target recruiter companies clearly articulated specific skill expectations and selection criteria for campus placements.</p> <p>Structured mock interview programs were conducted by HR professionals from HECS, Kothari Petrochemical, MFL and our beloved alumni, and other top recruiters with comprehensive feedback reports and skill improvement action plans provided to all participating students achieving 95% performance improvement post-training.</p> <p>Industry-standard software training modules covering Simulation and optimization software toolboxes were embedded into core technical courses with 100% student exposure guaranteed through mandatory coursework and certification examinations.</p>
5.	Parents	<p>Parents provided comprehensive feedback requesting frequent updates on rapidly evolving chemical engineering technologies particularly artificial intelligence applications in process optimization and Industry 4.0 digital transformation initiatives within chemical plants.</p> <p>They emphasized the critical importance of stricter enforcement of</p>	<p>Multi-layered dress code monitoring mechanisms were strengthened involving academic counsellors, faculty mentors, Anti-Ragging Board Members, and HOD oversight with clear communication of expectations and progressive counselling for compliance.</p> <p>Specialized value-added hands-on courses targeting analytical problem-solving, critical thinking frameworks,</p>

	<p>uniform and dress code compliance standards across campus to maintain professional discipline and institutional image.</p> <p>Parents strongly recommended intensive skill-building programs focusing on analytical problem-solving abilities, critical and creative thinking capabilities, innovation mind-set development, comprehensive personality development training, and advanced business communication skills essential for corporate success.</p> <p>They suggested initiating structured placement preparation programs from the third year itself to maximize effectiveness during final year campus recruitment drives.</p> <p>Additional requests included provision of extra festival leaves for hostel residents, comprehensive higher studies guidance.</p>	<p>creative solution development, personality assessment and enhancement, and advanced business communication were successfully implemented with documented competency improvement metrics.</p> <p>Dedicated personality development and communication skills training sessions were conducted by faculty mentors featuring mock interviews, group discussions, and presentation skill workshops.</p> <p>Structured placement preparation programs were formally initiated from the third year featuring aptitude training, technical skill enhancement, and corporate grooming modules ensuring seamless progression to final year recruitment.</p>
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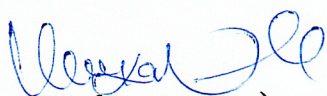

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DEPARTMENT OF CHEMICAL ENGINEERING
FEEDBACK RELATED TO INSTITUTE SUGGESTED BY STAKEHOLDERS/ACTION
TAKEN BY THE INSTITUTION
ACADEMIC YEAR 2024-2025

S. No	STAKEHOLDERS FEEDBACK	ACTION TAKEN
1.	Continue and strengthen the effective syllabus completion strategies currently adopted by teaching faculty which ensure comprehensive coverage of course content within stipulated academic timelines while maintaining high teaching quality standards.	The proven and effective syllabus completion strategies employed by faculty have been formally documented, institutionalized through Standard Operating Procedures, and designated for sustained implementation across all academic programs with periodic review mechanisms established for continuous improvement and adaptation to emerging academic requirements.
2	Ensure comprehensive exposure of students to latest industry trends, technological advancements, and emerging career opportunities particularly in sustainable chemical engineering practices, green chemistry innovations, carbon capture utilization and storage technologies, and renewable energy process engineering domains.	An extensive calendar of 06 high-impact guest lectures, interactive alumni panel discussions, and technical webinars was meticulously organized featuring eminent professionals and subject matter experts from leading chemical engineering industries providing students with current industry insights, career pathway guidance, and practical problem-solving approaches relevant to modern chemical engineering practice.
3	Actively encourage and facilitate student participation in national and international technical events, conferences, competitions, and workshops conducted by premier institutions and professional engineering bodies to enhance technical competency and professional networking opportunities.	Strategic initiatives were implemented systematically motivating and enabling 30 high-performing students to actively participate in prestigious national and international technical symposia, design competitions, and research conferences resulting in significant enhancement of core technical competencies, project innovation quality, and professional networking capabilities while securing 10 awards and recognitions at national level competitions.
4	Impart comprehensive knowledge and hands-on proficiency in industry-standard	Comprehensive hands-on workshops on DwSim, MatLab, SciLab, integration,

	design and simulation software tools including DwSim, MatLab, SciLab toolboxes, Python programming for chemical engineers, and emerging artificial intelligence/machine learning applications specifically tailored for chemical process optimization and predictive maintenance applications.	artificial intelligence applications, and Python programming were successfully initiated.
5	Significantly enhance student participation to department-organized technical activities, seminars, workshops, and industry interaction programs as recommended by parents and alumni stakeholders.	Additional department-level technical events, seminars, workshops, and industry interaction programs featuring live demonstrations, expert lectures, and hands-on training sessions significantly enhancing student technical exposure and research capabilities.
6	Systematically enhance interactive learning methodologies across all courses through implementation of flipped classroom models, peer-to-peer learning platforms, problem-based learning approaches, and collaborative project environments to improve student engagement and deep learning outcomes.	Flipped classroom methodologies combined with problem-based learning approaches and collaborative group project environments were successfully implemented enhancing conceptual understanding preparing students effectively for industry requirements.

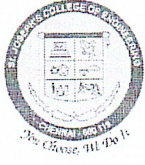

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Department of Chemical Engineering

Academic Year 2024-25 (ODD)

CONSOLIDATED REPORT OF STUDENT FEEDBACK ANALYSIS ON TEACHING

FACILITY

II YEAR

Sub Code	Subject	Name of The Staff	Feedback Percentage
MA1353	Applied Numerical Methods	Dr Chellamani	93.25
CH1301	Process Calculations	Dr.N. Venkatesh	98.41
CH1302	Fluid Mechanics for Chemical Engineers	Mr P Anand Kumar	94.23
CH1303	Solid Mechanics for Technologist	Dr. S. Vinod Kumar	97.89
EE1353	Principles for Electrical and Electronics Engineering	Mr. Sivakumar	90.12

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Department of Chemical Engineering
Academic Year 2024-25 (ODD)

CONSOLIDATED REPORT OF STUDENT FEEDBACK ANALYSIS ON TEACHING
FACILITY
III YEAR

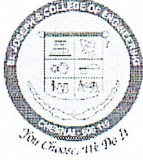
Sub Code	Subject	Name of The Staff	Feedback Percentage
CH1501	Chemical Reaction Engineering I	Ms R Lavanya	90.12
CH1502	Heat Transfer	Dr Sivaranjane R	96.56
CH1503	Mass Transfer I	Dr. N. Magesh	89.23
OCS101	Introduction to C Programming	Dr A S Nisha	94.68
CH1512	Fundamentals of Thermodynamics	Dr. S. Vinod Kumar	95.25

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Academic Year 2024-25 (ODD)

CONSOLIDATED REPORT OF STUDENT FEEDBACK ANALYSIS ON TEACHING

FACILITY

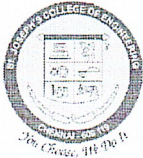
IV YEAR

Sub Code	Subject	Name of The Staff	Feedback Percentage
CH1703	Safety and Hazard Analysis	Dr. N. Magesh	89.25
CH1701	Transport Phenomena	Dr. S. Sujatha	94.16
CH1715	Food Technology	Dr Sivaranjane/ Ms Lavanya	93.23
CH1702	Chemical Process Equipment Design (Integrated Lab)	Mr. P. Anand Kumar	92.83
CH1710	Modern Separation Techniques	Dr. P. V. Renuka	96.23
OOE102	Renewable Energy Sources	Dr T Amudha	94.12

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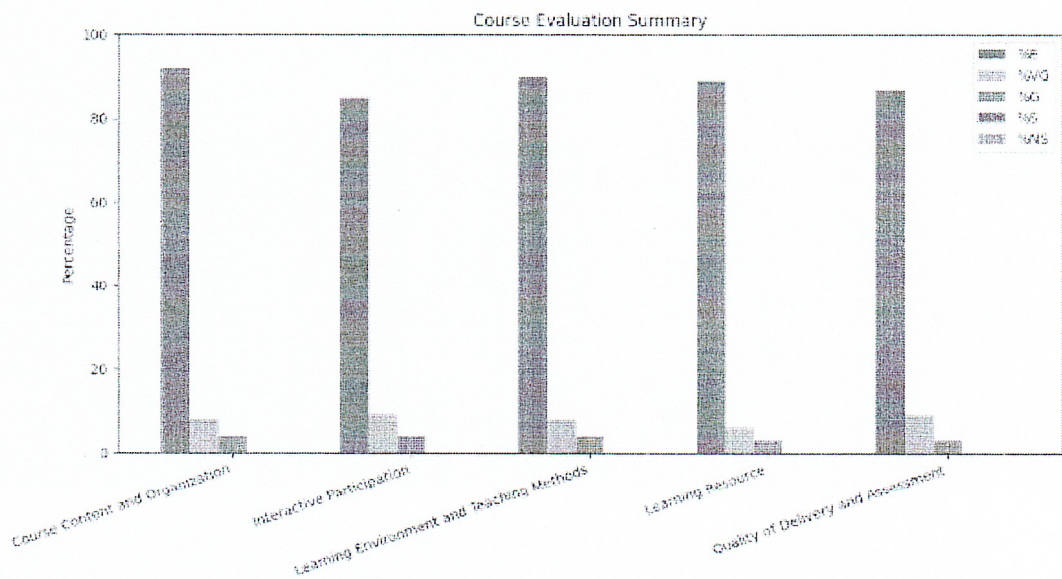
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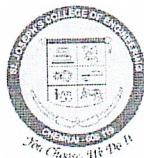
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COURSE EVALUATION- FEEDBACK BY STUDENT
SAMPLE REPORT
ACADEMIC YEAR 2024-25

CORE QUESTIONS	%E	%VG	%G	%S	%NS
Course Content and Organization	92	8	4	0	0
Interactive Participation	85	9	4	0	0
Learning Environment and Teaching Methods	90	8	4	0	0
Learning Resource	89	6	3	0	0
Quality of Delivery and Assessment	87	9	3	0	0





Students' Feedback

The college has obtained feedback on curriculum from students through questionnaire which contains the following major aspects such as Course content & Organization, Interactive participation, Learning environment & teaching methods, Learning resource and Quality of delivery and assessment. Totally 154 students gave their feedback on curriculum for the academic year 2024-2025. 85% of the students' population acknowledged that the allocation of course content is relevant in relation to the level of course content is very much relevant to the programme. Majority of the students strongly agreed that the synergy by teachers with students is more feasible and reliable. Around 83% of the students agreed that they are equipped with significant teaching methods required for their programme. It is observed that 85% of the students agreed that the groundwork for learning resource in library was acceptable and appropriate with their respective field of specialization areas. The feedback revealed that 84% of them are strongly agreed about the quality of delivery and the internal assessment for the stated programme. Some students are suggested that it would be helpful if the certification course with hands on training can be included as a part of the curriculum.

Feedback analysis report

From the analysis of the students' feedback it is revealed that they are satisfied with the curriculum framed.

It is reported by the students that the teaching methods are more feasible.

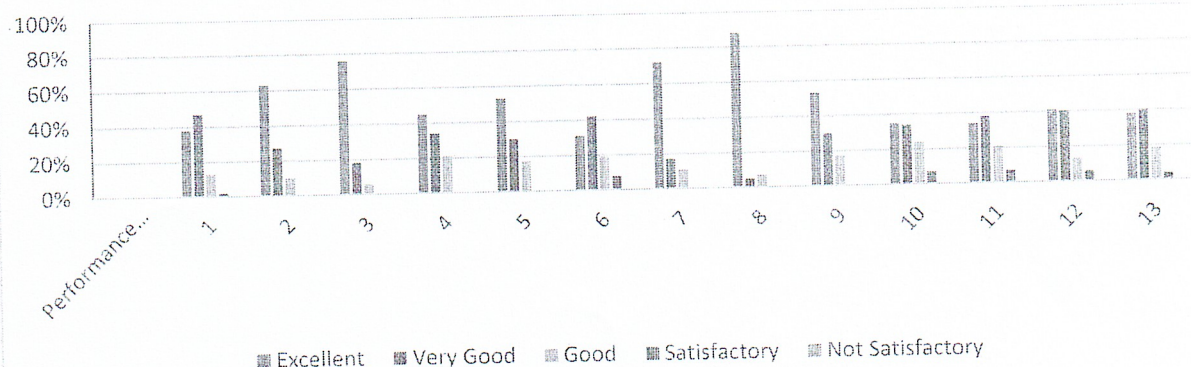


Form-II
St. JOSEPH'S COLLEGE OF ENGINEERING
Department of Chemical Engineering
TEACHER'S FEEDBACK ON CURRICULUM - ANALYSIS
 Academic Year: 2024-25

Grade : 5-Excellent, 4-Very Good, 3- Good, 2- Satisfactory, 1- Not satisfactory

S. No	Details	5	4	3	2	1
1.	Curriculum is based on the needs of the stake holders	38%	47%	13%	2%	0%
2.	Course objectives and Outcomes of the course are well defined and clear to faculty and students	63%	27%	10%	0%	0%
3.	Sufficient number of prescribed books are available in the library	76%	18%	6%	0%	0%
4.	The course has good balance between theory and application.	45%	34%	21%	0%	0%
5.	The course has made me interested in the subject area.	53%	30%	17%	0%	0%
6.	The course has increased knowledge potential in its application	31%	42%	19%	8%	0%
7.	Book facilities and other amenities like projectors, software etc.. are available in the department	72%	17%	11%	0%	0%
8.	Tests and Examinations are conducted at appropriate time with proper coverage of planned units according to the college working schedule / academic schedule of anna university.	88%	5%	7%	0%	0%
9.	I have the freedom to adopt new techniques of teaching such as seminar presentations, group discussions, demonstration and student's participations.	53%	30%	17%	0%	0%
10.	Syllabus contain necessary technical skills for the students to face the industry needs	35%	34%	24%	7%	0%
11.	The electives offered are relevant to the specialization streams and to the technological advancements.	34%	38%	21%	7%	0%
12.	The laboratory experiments enhance the students in understanding the concepts and enable them to relate theory to practice (Experiential learning).	41%	40%	11%	8%	0%
13.	Facilities are provided for teaching and to adopt current trends / research.	40%	40%	16%	4%	0%

Teachers performance



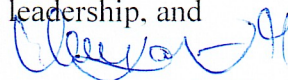
TEACHERS FEEDBACK ON CURRICULUM

- The examination report of the educators' criticism uncovers that they are exceedingly happy with the structure of the educational modules.
- The proposals given by them identified with explicit subjects were noted for further activity.

The curriculum of the College is periodically reviewed and updated to ensure continuous quality enhancement and relevance. The effective functioning of various academic and administrative committees plays a vital role in sustaining and improving academic standards, thereby contributing to the successful development of the curriculum. The curriculum is further enriched through mini-projects, student conferences, symposiums, and the activities of specialized student clubs. To evaluate and enhance the curriculum, academic practices, teaching–learning processes, and research and extension activities, faculty meetings are conducted at the beginning of every semester. These meetings provide a platform for faculty members to share constructive feedback and insights on curriculum design, pedagogy, research initiatives, and extension programs. The suggestions put forth are deliberated upon and forwarded to the appropriate statutory bodies for implementation. Faculty members actively participate and are well represented in the Board of Studies, Department Advisory Committee, and Academic Council, offering valuable inputs on curriculum development and teaching–learning strategies. Based on the feedback received from these forums, the College organizes industrial visits, guest lectures, value-added courses, and student workshops to bridge curriculum gaps and enhance students' practical and professional competencies.

Feedback analysis report:

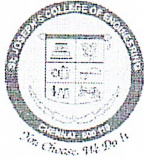
- The College follows a flexible Choice-Based Credit System (CBCS), enabling students to choose open electives, professional electives, and soft-core electives offered across various departments.
- Feedback from faculty indicates a high level of satisfaction with the overall structure and design of the curriculum.
- Proposals have been made to introduce design-oriented experiments in several laboratory courses to foster students' creativity and innovative thinking.
- The curriculum includes programmes on environmental engineering, professional ethics, employability skills, and communication development.
- Subject-specific suggestions provided by faculty members have been documented and considered for further implementation.
- Training programmes are recommended to enhance students' pedagogical, leadership, and managerial competencies.



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ALUMNI SURVEY

Academic Year: 2024-25



Alumni feedback has been collected from both academic and professional perspectives with the objective of bridging the gap between collegiate education and career readiness, thereby equipping fresh graduates to proactively meet the challenges of today's competitive professional environment. The institution firmly believes that alumni contributions play a vital role, particularly in curriculum development and related academic activities. The feedback indicates that a majority of alumni take pride in being associated with the institution and express a strong willingness to contribute to its growth and development. Alumni have emphasized that the quality of education depends significantly on a conducive academic environment, a well-furnished and resource-rich library, adequate computing facilities, and well-equipped laboratories, which remain key infrastructural priorities. Furthermore, alumni highlighted that quality education is achievable only through competent and committed faculty members who are effective communicators. Survey results show that approximately 85% of alumni rated the overall quality of education as excellent, while the remaining 15% rated it as very good. With respect to the overall quality of the academic programme, nearly 80% of alumni rated it as excellent. The collective feedback received from alumni has been analysed, and the key strengths and areas for improvement of the department are summarized below.

Strengths

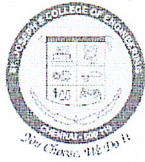
1. Strong academic standards with consistently excellent performance.
2. Versatile and experienced faculty members.
3. Well-organized and systematic academic schedule.
4. Special attention given to improving students' academic performance through mentoring and academic support.
5. Well-planned and effective placement training programmes.

Areas for Improvement

1. Enhanced industry interaction through collaborations, internships, and industrial visits.
2. Inclusion of mini-projects in the curriculum to strengthen practical and problem-solving skills.

Feedback Analysis Report

The feedback analysis indicates that a vast majority of alumni express a high level of satisfaction with the institution. They take pride in being associated with the college and are willing to recommend it to their friends and relatives for enrolment, reflecting their overall confidence in the quality of education and institutional practices.

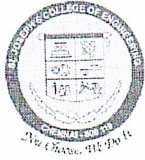


EXIT SURVEY ANALYSIS

Batch: 2021-2025

Parameters	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
Fundamental engineering analysis skill	9	1	0	0	0
Information retrieval skill	9	1	0	0	0
Creative skills	7	3	0	0	0
Team work	8	2	0	0	0
Engineering problem solving skills	8	2	0	0	0
Professional integrity	9	1	0	0	0
Communication skill	9	1	0	0	0
Continuing education awareness	8	1	0	0	0
Social awareness	8	1	0	0	0
Professional development	10	2	0	0	0
Total	85	15			





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Analysis Report of Exit survey 2021-2025 Batch

Strengths

1. Highly competent and committed faculty members.
2. Well-structured and systematically scheduled placement training programmes.
3. Guest lectures that enhance students' understanding of industrial practices and real-world applications.
4. Value-added courses that strengthen professional skills and domain knowledge.
5. ABHS support that provides guidance for higher studies and information on international universities.

Areas for Improvement

1. Greater emphasis on interactive and student-centered learning methodologies.
2. Increased industry interaction through internships, collaborations, and industrial exposure.



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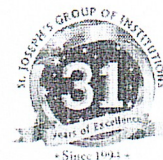
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DEPARTMENT OF CHEMICAL ENGINEERING

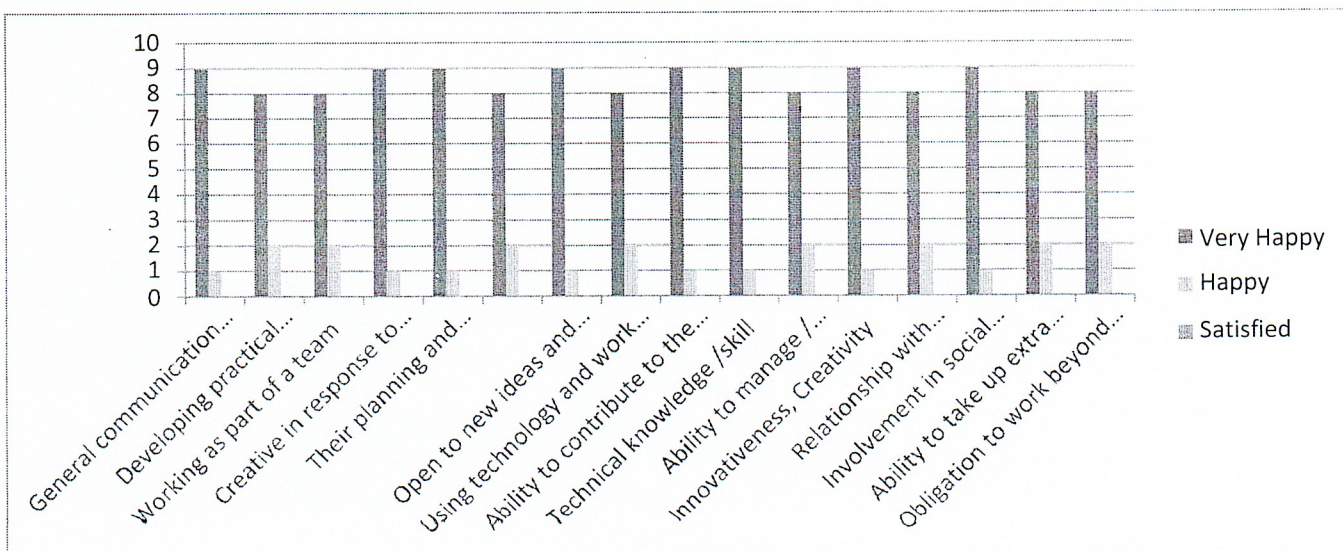
EMPLOYER FEED BACK ANALYSIS

ACADAMIC YEAR: 2024-2025



S.no	How satisfied are you with the employee/s (our student/s) work performance in each of the areas	5	4	3	2	1
1.	General communication skills	9	1	0	0	0
2.	Developing practical solutions to work place problems	9	1	0	0	0
3.	Working as part of a team	8	2	0	0	0
4.	Creative in response to work place challenges	8	2	0	0	0
5.	Their planning and organization skills	9	1	0	0	0
6.	Self- motivated and taking on appropriate level of responsibility	8	2	0	0	0
7.	Open to new ideas and learning to new techniques	9	1	0	0	0
8.	Using technology and work place equipment	8	2	0	0	0
9.	Ability to contribute to the goal of the organization	9	1	0	0	0
10.	Technical knowledge /skill	9	1	0	0	0
11.	Ability to manage / leadership qualities	8	2	0	0	0
12.	Innovativeness, Creativity	9	1	0	0	0
13.	Relationship with seniors/peers/subordinates	8	2	0	0	0
14.	Involvement in social activities	9	1	0	0	0
15.	Ability to take up extra responsibility	8	2	0	0	0
16.	Obligation to work beyond schedule if required	8	2	0	0	0

EMPLOYER FEED BACK ANALYSIS



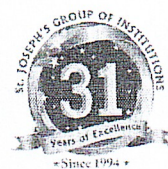
DEPARTMENT OF CHEMICAL ENGINEERING

FEED BACK:

- The students should be encouraged to learn new trends and apply the same in their project ventures.
- Students should be able to extend and transcend by adapting to newer technologies.



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Vision of Department

- To provide a knowledge centered education that continually responds to changing realities in the field of Chemical Engineering

Mission of Department

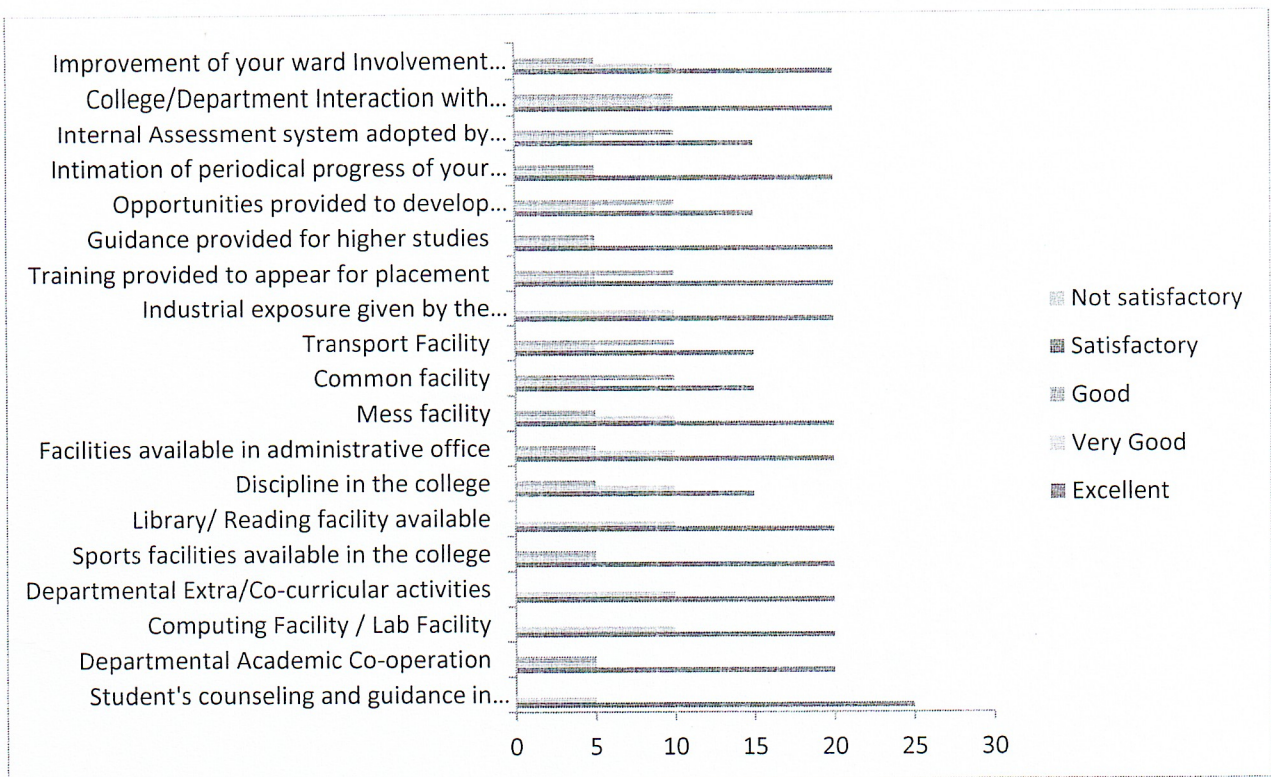
- To establish academic integrity so as to inculcate the professional skills to compete in global environment
- To enrich the Chemical Engineering Knowledge through research & innovation
- To have the skill of students to succeed in Chemical Industry

FEEDBACK ANALYSIS OF PARENTS

S.No.	Particulars	Grading				
		5	4	3	2	1
1.	Student's counseling and guidance in college	25	5	0	0	0
2.	Departmental Academic Co-operation	20	5	5	0	0
3.	Computing Facility / Lab Facility	20	10	0	0	0
4.	Departmental Extra/Co-curricular activities	20	10	0	0	0
5.	Sports facilities available in the college	20	5	5	0	0
6.	Library/ Reading facility available	20	10	0	0	0
7.	Discipline in the college	15	10	5	0	0
8.	Facilities available in administrative office	20	10	5	0	0
9.	Mess facility	20	10	5	0	0
10.	Common facility	15	5	10	0	0
11.	Transport Facility	15	5	10	0	0
12.	Industrial exposure given by the department	20	10	0	0	0
13.	Training provided to appear for placement	20	5	10	0	0
14.	Guidance provided for higher studies	20	5	5	0	0
15.	Opportunities provided to develop leadership quality	15	5	10	0	0
16.	Intimation of periodical progress of your ward (SMS / Portal)	20	5	5	0	0
17.	Internal Assessment system adopted by the college	15	5	10	0	0
18.	College/Department Interaction with Industries	20	10	10	0	0
19.	Improvement of your ward Involvement in social activities	20	10	5	0	0

Grade: 5-Excellent, 4-Very Good, 3- Good, 2- Satisfactory, 1- Not satisfactory (Use the following scale for grading)

Remark if any: (Please specify any changes required in syllabus or department or College)



FEED BACK:

- Student should be given more access to e-Journals.
- Department related activities can be increased.
- College interaction with industries can be improved.
- Administration facilities can be improved.