



MKSSS's
Cummins College of Engineering for Women, Pune

(An Autonomous Institute Affiliated to Savitribai Phule Pune University)



Report on the Feedback about Curriculum from Stakeholders

(A.Y. 2024-25)

Feedback on curriculum is obtained by the stakeholders i.e. students, teachers, alumnae and employers. The questionnaire of the feedback was circulated through the Google form. For the students' feedback complete anonymity of the student is maintained.

Students' Feedback

The survey provides a comprehensive overview of students' perspectives on various aspects of the curriculum and educational experience.

Coverage of Prerequisites:

Across all academic years, a majority of students acknowledged that the prerequisites for the courses in the curriculum were covered earlier. The positive response increased from 70% in the first year to 81% in the final year. This indicates a generally satisfactory level of preparedness among students, with improved perception as they progressed through the program. A small proportion of students indicated that prerequisites were only partially or not covered, suggesting occasional gaps that could be reviewed.

Sufficiency of Allotted Lectures/Practicals:

A consistently large proportion of students across all years felt that the number of allotted lectures and practical sessions was sufficient to cover the entire syllabus. Responses ranged from 91% in the first and third years to 94% in the final year. This reflects positively on the curriculum planning, teaching pace, and delivery mechanisms, suggesting that academic time is being utilized effectively.

Time for Self-Study and Other Activities:

While the majority of students, especially in the final year (82%), found the given number of courses and timetable suitable for self-study and co-curricular engagement, a noteworthy minority (up to 31% in the third year) expressed concerns about the pressure of academic workload. This indicates that although the structure

is generally effective, there is room to improve time management support for students.

Usefulness of Curriculum Content:

The curriculum content was rated as very useful for concept building by a substantial proportion of students, ranging from 44% in the first year to 54% in the final year. An equally significant share found it moderately useful. Very few students rated the curriculum as not useful, which shows general satisfaction with its quality and relevance for academic learning.

Transparency of Assessment Process:

The responses indicate that the majority of students (65% to 74%) found the assessment process completely transparent. A smaller portion considered it partially transparent, and only 1%–2% reported it as non-transparent. This suggests that most students have confidence in the fairness and clarity of the evaluation procedures followed by the institution.

Availability of Learning Resources:

The availability of adequate and appropriate learning resources such as textbooks, reference materials, e-books, and reading content was highly appreciated across all years. Between 90% and 95% of students confirmed the adequacy of resources, indicating strong institutional support for academic content delivery.

Usefulness of Laboratory Sessions:

Laboratory sessions were considered an essential part of the learning experience. The majority of students across years found them either very useful or moderately useful. A relatively higher proportion of students in the early years found them more impactful, suggesting that practical exposure is especially significant during the foundational phases of engineering education.

Impact of Tutorials:

Tutorials were seen as helpful by most students in enhancing their understanding of subjects. A significant proportion (up to 67%) believed tutorials helped to a large extent, while others found them helpful to some extent. Very few respondents found them unhelpful, reinforcing the positive role tutorials play in academic support.

Inclusion of Audit Courses and Humanities Courses:

There was strong support across all academic years for the inclusion of audit courses such as self-expression and skill-based non-credit courses. Between 77% and 87% of students expressed agreement. Additionally, courses in humanities like Principles of Economics and Finance were found useful by a majority of students, with 66% to 76% rating them as very useful, confirming their relevance in providing interdisciplinary exposure.

Program Electives and Industry Internships:

Students expressed high satisfaction with the structure and offering of program electives. In the third and final years, 94% and 97% respectively affirmed that the prerequisite courses for electives had been covered in earlier semesters. Students also agreed that electives were aligned with technological advancements and multidisciplinary exposure. The willingness to undergo internships was nearly unanimous, with up to 98% students expressing interest. Final year students preferred a longer internship duration, particularly six months, reflecting the importance of deep industrial experience.

Final Year Project and Internship Experience:

Final year students reported that their projects contributed significantly to the development of key skills such as problem-solving (94%), teamwork (84%), presentation (78%), project management (79%), and innovation (65%). While a majority found their internship useful, a small group (19%) felt it was not beneficial, highlighting the need to further strengthen internship quality and relevance.

In summary, the survey data reveals a consistently positive perception of the curriculum among students. There is satisfaction with the coverage of prerequisites, adequacy of teaching time, accessibility of resources, and transparency of assessment. Practical components such as labs, tutorials, electives, projects, and internships are valued and found effective. Minor concerns around time management and internship quality offer opportunities for focused improvements. Overall, the feedback confirms the curriculum's success in supporting a comprehensive and application-oriented engineering education.

- **Alumnae Feedback**

Curriculum Relevance to Industry Needs

A large proportion of alumni expressed satisfaction with the curriculum's alignment with industry expectations. Specifically, 67% rated the curriculum as either Excellent or Very Good in terms of industry relevance—37% marked it Excellent and 30% Very Good. Another 26% considered it Good, while only 5% found it to be Average. This indicates that the current curriculum largely meets the demands of the industry and adequately prepares students for professional roles. However, alumni recommended maintaining a continuous dialogue with industry experts and frequently updating the curriculum to match the fast-paced developments in the computing domain.

Program and Open Electives

The electives offered under the program received mixed responses. While 54% of alumni were satisfied with the present elective options, 46% believed that the range of electives needs to be expanded to address current technological trends more effectively. Several alumni recommended increasing the number of electives, citing global models such as Germany's approach of offering 25 subjects with 15 choices. Specific suggestions included incorporating specialized tracks in areas such as artificial intelligence, machine learning, cybersecurity, and data analytics. There were also calls for electives in entrepreneurship, basic management, and design thinking to create a more comprehensive learning environment.

Internship Integration

A near-unanimous 96% of alumni agreed that internships should be a mandatory component of the curriculum. In terms of duration, a majority—59%—preferred a six-month internship, followed by 25% for three months, 10% for four months, and 6% for two months. Alumni emphasized that extended internships offer deeper industry immersion and significantly improve job readiness. There was a clear suggestion for the introduction of a dedicated "Internship Semester" that would allow students to engage full-time with industry assignments without parallel academic commitments. Full-time internships were preferred over part-time formats, and there was an emphasis on ensuring that internships are meaningful and relevant to the student's field.

Final Year Project Impact

Final year projects were viewed as a key contributor to skill development. The data revealed that 82% of alumni credited their projects for enhancing problem-solving abilities. Similarly, teamwork (76%), presentation skills (73%), project management (70%), and innovation (65%) were also highlighted as important outcomes of the

project experience. These findings validate the significance of project-based learning in equipping students with essential professional competencies.

Laboratory Courses and Hands-on Skills

While 73% of alumni considered the laboratory courses adequate in providing hands-on experience, 27% expressed concerns regarding the lack of practical exposure. The need for a more application-oriented approach was repeatedly noted. Alumni emphasized shifting focus from theoretical problem solving to more practical execution. They suggested greater exposure to data analysis tools, simulation software, and industry-standard development environments. Additionally, they recommended including foundational training in commonly used software like MS Office and Excel, as well as using real-world problem statements in assignments rather than textbook examples.

Co-curricular and Extra-curricular Activities

There was strong approval for the role of co-curricular and extra-curricular activities in student development. Around 63% found these activities to be very useful, and 35% found them useful to some extent. Only 2% of respondents saw no value in them. This feedback indicates that such activities significantly contribute to overall personality development and soft skill acquisition.

Curriculum Effectiveness for Career Paths

When asked about the curriculum's effectiveness in supporting various career paths, 65% of alumni found it very useful for placements. It was also considered very useful for higher studies and entrepreneurship development by 55% of respondents in each category. While the curriculum appears strong in preparing students for job placements, there is room to enhance support for students aspiring to pursue higher education or entrepreneurial ventures. Suggestions included integrating more content on research methodology, academic writing, startup incubation, and international exposure through student exchange programs.

Specific Suggestions for Curriculum Enhancement

For improving technical skills, alumni recommended including topics such as API development, full-stack application development, AI/ML integration across subjects, and fundamentals of cybersecurity. They also suggested practical modules on advanced Excel and data analysis.

In terms of professional skill development, there was a strong emphasis on communication skills, project management, leadership, quality standards (ISO, IEC, ASME, DIN), and innovation practices such as design thinking.

For enhancing industry exposure, alumni proposed regular guest lectures, alumni-led mentorship programs, workshops targeting industry-specific skills, corporate work culture training, and problem-solving exercises based on real industry scenarios.

Overall, the alumni feedback reflects a positive outlook on the curriculum while also providing actionable insights for further improvement. The recurring themes of practical exposure, curriculum flexibility, and industry integration underscore the need for continued evolution to keep the program future-ready.

- **Teachers Feedback**

The teacher shared feedback on the curriculum based on the survey results. According to the analysis, some important points came up about how the curriculum is viewed. Most respondents agreed that the courses clearly meet all the Program Outcomes and Program Specific Outcomes set by the NBA. They also felt that the curriculum is in line with current global trends in the subject area. Many respondents said the updated curriculum provides a good mix of basic engineering knowledge and practical skills. They also believed it gives equal importance to both theory and its real-world applications. When it comes to specific parts of the curriculum, most felt that the six-month internship is enough for students to understand how the industry works. Overall, the responses show that people are quite satisfied with the curriculum, especially with how well it connects to program goals, modern trends, and the balance it offers between learning and doing.

- **Employer's Feedback**

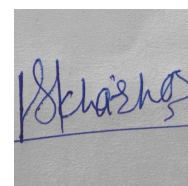
Employers provided feedback about the curriculum during campus recruitment process, during syllabus framing meetings, expert lectures etc. Following is the feedback received

- ❖ More alignment of students with latest technologies in Cloud Technologies
- ❖ Improve skills of coding and logic development
- ❖ Adopt online coding platforms (HackerRank, LeetCode) for practical assessments.
- ❖ Strengthen foundational courses like Data Structures, DBMS, and Computer Networks
- ❖ Organize real - life problem solving contest to enhance practical skills and industry readiness
- ❖ Technical approach to the problem solving, more focus on actual implementation is required.



Parag Chaware

Coordinator



Hitendra Khairnar

Dean Quality Assurance

