Stakeholder Feedback Highlights 2015-16

IIITB collects, analyzes and acts on feedback received from various stakeholders at the end of every academic year. Separate feedback is collected from various stakeholders through different mediums and channels of communication.

The stakeholder feedback highlights report is prepared by the office of Dean (Academics) and shared with IQAC as part of the annual activity. The following table highlights only the key actions taken based on the most significant feedback received from each stakeholder, respectively.

Feedback_Tracking_ID	Stakeholder	Summary of Feedback Received	Action Taken
1516-01	Alumni	The alumni was appreciative of the standard of teaching at the institution. In particular, the alumni praised the syllabus of foundational courses like Operating systems, Database systems, Networking and Communication and Algorithms. They mentioned these courses contained contents that directly helps in their job especially during the initial years. The alumni suggested integrating into technical courses activities that improves soft skills.	Discussed with faculty members on mechanisms to improve soft skills into their courses. All courses to include at least one component that enhances soft skills. Class presentations and group activities can be introduced in the courses.
1516-02	Parents	Parents are happy with the infrastructure facilities provided. Some parents suggested adding speaker facility to some of the larger class rooms to enhance class room experience.	Additional rooms have been identified to fit with microphone/amplifier/speaker facility.
1516-03	Employers	The employers who conducted campus interviews suggested that students be exposed to more tools that will help them on their job.	Every foundational course to include at least one open source tool to enhance hands-on skills.

1516-04	Students	Students shared positive feedback on a majority of the courses. Some students expressed difficulty in coping with the amount of syllabus in the course.	A faculty meeting was convened to discuss reduction of syllabus. However, there was unanimous agreement that instead of reducing syllabus, students who need extra time may be given more time for submission of assignments and projects.
1516-05	Teachers	Faculty members expressed the need to have provision for special classes to help students.	One admin staff was identified to be available outside of regular class hours (e.g., on weekend). The admin staff will assist the teachers with setting up class rooms for conducting special classes.