

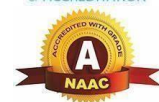


SRI VASAVI INSTITUTE OF ENGINEERING & TECHNOLOGY

Accredited by NBA (CSE, ECE & ME) & NAAC 'A' Grade

Approved by AICTE, New Delhi & Affiliated to JNTUK Kakinada, An ISO 9001:2015 Certified Institute

Nandamuru, Pedana Mandal, Krishna Dist – 521369.



DEPARTMENT OF CIVIL ENGINEERING

EXIT STUDENT FEEDBACK AY:2024-2025

Student Name:

Student Regd. No:

Academic Year:

Batch:

Email:

Phone No:

NOTE: Please write appropriate levels 1, 2, 3 as defined below for each parameter:

The Score is on a 3-Points (1to3) scale... (**Excellent-3, Good-2, Poor-1**)

| S.NO. | FEEDBACK ON FACILITIES | SCORE |
|-------|--|-------|
| 1 | Central Library Facilities | |
| 2 | Laboratories in Curriculum (Knowledge point of view and software point of view) | |
| 3 | Additional Laboratories & Project Lab status in the Department | |
| 4 | Common Computer Center / Internet facilities | |
| 5 | Available Software facilities in the Department | |
| 6 | Sports & Games facility | |
| 7 | Counseling / Mentoring Facilities | |
| 8 | T & P Facilities-regarding training as well as recruitment process | |
| 9 | Canteen facilities | |
| 10 | Entrepreneurship cell-providing awareness programs and encouragement | |
| 11 | Hostel facility | |
| 12 | Transportation facility | |
| 13 | Self-Learning Facility such as NPTEL, e-Journals, JNTUH | |
| 14 | Student health care facilities in the campus | |
| 15 | Availability of First-Aid boxes in the Laboratories | |
| 16 | General maintenance of Class rooms | |
| 17 | Redressal of Grievances | |
| 18 | Recreational facilities | |
| 19 | Toilet facilities | |
| 20 | Overall rating on Infrastructure | |
| | FEEDBACK ON CURRICULUM | |
| 21 | Grade the way of defining course Objectives and outcomes of your overall program | |
| 22 | Academic Initiatives to bridge the gap between industry and academia | |
| 23 | Syllabus is need based | |
| 24 | Can you grade the content of syllabus given in each and every course | |
| 25 | Availability of number of the prescribed books in your central Library | |
| 26 | The course/syllabus has made me interested in the subject area | |
| 27 | The course/program of studies carries sufficient number of optional papers | |
| 28 | Innovative teaching methodologies to improve the competence | |
| 29 | Fulfilling expectations and need of industry | |
| 30 | Satisfaction of your expectation from the Department | |

| FEEDBACK ON TEACHING-LEARNING-EVALUATION PROCESS | | |
|---|--|--|
| 31 | Overall Academic Performance of students | |
| 32 | Learning interest generated by the teachers through innovative teaching methods | |
| 33 | Conducting of student seminars for improving confident levels | |
| 34 | Guidance given by the faculty on laboratories | |
| 35 | Arranging of Industrial Visits/field trips | |
| 36 | Allowing of students to do internships, workshops | |
| 37 | Quality of projects-Technology, Social Relevance and Industry based | |
| 38 | Department Association Activities | |
| 39 | Extracurricular activities | |
| 40 | Regular advancement of the department | |
| 41 | Student peer Learning opportunities | |
| 42 | Carrier guidance provided by the Faculty members | |
| 43 | Training courses beyond the University/autonomous syllabus-Soft skills/CRT/CRA | |
| 44 | Additional topics taught in the courses | |
| 45 | Additional experiments conducted in the Laboratories | |
| 46 | Fairness of Exam papers Evaluation by the University | |
| 47 | Fairness of Mid exam papers evaluation by the College | |
| 48 | Implementation of analysis of student feedbacks | |
| 49 | Syllabus and its relevance to meet the objectives | |
| 50 | Interest created on Annual Project Exhibition | |
| 51 | Technical student presentations done by the students in the Department | |
| 52 | Effectiveness of Remedial classes its results | |
| 53 | Syllabus creates interest to pursue higher studies in the particular subject | |
| FEED BACK ON FACULTY, STAFF & ADMINISTRATION | | |
| 54 | Sincerity/Commitment of the teachers in the Department | |
| 55 | The regularity of conducting of class work by the teachers | |
| 56 | Providing of Quality/Usefulness of supporting materials like student Lab manuals, Digital Notes, Video links etc., | |
| 57 | Usefulness of parent-Teacher's meeting | |
| 58 | Supporting staff in laboratories and their guidance in practical classes | |
| 59 | Helpfulness of advises for advance studies given by Administration | |
| 60 | How accessible your administrators to solve your problems in the institute premises | |
| FEEDBACK ON PO'S & PEO'S | | |
| 61 | Engineering Knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization To the solution of complex engineering problems. | |
| 62 | Problem Analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated Conclusions using first principles of mathematics, natural sciences, and engineering sciences. | |
| 63 | Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and Environmental considerations. | |
| 64 | Conduct Investigations of Complex Problems: Use research-based knowledge and | |

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|----|--|--|
| | research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions for complex problems | |
| 65 | Modern Tool Usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations. | |
| 66 | The Engineer and Society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the Professional engineering practice. | |
| 67 | Environment and Sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for Sustainable development. | |
| 68 | Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice. | |
| 69 | Individual and Team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. | |
| 70 | Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and Receive clear instructions. | |
| 71 | Project Management and Finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments. | |
| 72 | Life-long Learning: Recognize the need for and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change. | |
| 73 | PSO1: An ability to recognize the issues like green initiatives, alternate energy sources and relate the civil engineering solutions to meet such requirement. | |
| 74 | PSO2: Ability to recognize the need of housing, sanitation, waste management, irrigation and use of renewable energy for a sustainable environment | |
| 75 | PSO3: Able to apply technical & communication skills and use STAAD.Pro ,ArcGIS for civil engineering practice | |

After your graduation what do you wish to do: Please tick(✓)any one of the following

| | | | | |
|----------|-------------------|--------------------------|--|--------------------------|
| 1 | Pursue PG studies | <input type="checkbox"/> | Go abroad(higher studies/job) | <input type="checkbox"/> |
| 2 | Pursue research | <input type="checkbox"/> | IES/IAS/IPS/IRS etc. | <input type="checkbox"/> |
| 3 | Seek employment | <input type="checkbox"/> | Any other (specify):..... | |

Any other comments/Suggestions:

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Date:

Signature of theStudent