Army Institute Of Technology (AIT), Dighi Camp, Pune - 15.
Director : 7249250115, Joint Director : 7249250117, Principal : 7249250186
Exch : 7249250183, 7249250184, 7249250185
Website : www.aitpune.com Email : ait@aitpune.edu.in
Recognised by AICTE and DTE Maharashtra and affiliated to Savitrabai Phule Pune University

ONWARD TO GLORY

Analysis
On
Feedback from Students
For all Assessment years
(2018-19 to 2022-23)

Principal
Army Institute of Technology
Dighi Hills, Pune - 411015

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2022-23

Academic year	Branch		Year/ Semester		No. of students
2022-23	Information Technology	Sem-I	SE	Mid sem	50
				End sem	59
			TE	Mid sem	44
				End sem	50
			BE	Mid sem	36
				End sem	47
	Information Technology	Sem-II	SE	Mid sem	49
				End sem	58
			TE	Mid sem	36
				End sem	47
			BE	Mid sem	44
				End sem	49

SEM I

Q. No	Parameters		Poor	Fair	Good	Very Good	Excellent
1	Communication Skills	Mid sem	1.05	1.28	3.47	14.13	80.07
		End sem	0.53	0.55	2.80	17.01	79.11
2	Ability to explain subject matter and clear doubts	Mid sem	0.44	2.13	3.89	13.79	79.75
		End sem	0.69	0.82	2.14	17.52	78.85
3	Regular and punctual in conducting classes	Mid sem	0.29	1.65	2.76	14.75	80.56
		End sem	0.55	0.82	1.61	17.76	79.25
4	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	Mid sem	0.29	0.91	3.52	14.38	80.90
		End sem	0.69	0.93	2.25	16.21	79.95
5	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	Mid sem	0.29	1.21	3.23	14.94	80.33
		End sem	0.69	0.82	2.75	17.92	77.83
6	Attitude towards students (i.e. with regards being approachable, providing guidance, advice and counselling)	Mid sem	0.74	1.21	2.05	16.29	79.70
		End sem	0.83	0.81	2.12	15.80	80.46
7	Overall interest created in subject & motivation to learn the subject	Mid sem	0.59	1.21	4.71	14.32	79.17
		End sem	0.82	1.36	2.08	17.08	78.66

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Q. No	Parameters		Poor	Fair	Good	Very Good	Excellent
8	Firm and maintains class discipline	Mid sem	0.29	1.87	2.84	14.74	80.26
		End sem	0.69	0.81	2.21	16.47	79.87
9	Syllabus coverage in time and coverage of contents beyond syllabus	Mid sem	1.06	1.06	3.50	14.32	80.06
		End sem	0.69	1.07	2.77	15.70	79.79
10	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	Mid sem	0.44	1.68	2.58	14.08	81.22
		End sem	0.96	1.16	2.30	15.82	79.75

SEM-II

Q. No.	Parameters	Semester	Poor	Fair	Good	Very Good	Excellent
1	Communication Skills	Mid sem	0.89	0.59	4.81	17.38	76.33
		End sem	0.13	0.52	3.41	15.11	80.83
2	Ability to explain subject matter and clear doubts	Mid sem	0.28	0.90	5.22	18.69	74.92
		End sem	0.13	1.23	2.44	16.09	80.11
3	Regular and punctual in conducting classes	Mid sem	0.13	0.58	5.03	15.75	78.52
		End sem	0.13	0.52	3.80	13.99	81.57
4	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	Mid sem	0.30	0.86	6.44	18.03	74.38
		End sem	0.13	0.97	3.60	16.45	78.86
5	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	Mid sem	0.28	0.99	4.56	16.53	77.63
		End sem	0.00	1.17	3.14	15.87	79.81
6	Attitude towards students (i.e. with regards being approachable, providing guidance, advice and counselling)	Mid sem	0.43	0.44	5.86	16.94	76.33
		End sem	0.00	1.49	3.07	14.36	81.09
7	Overall interest created in subject & motivation to learn the subject	Mid sem	0.15	0.61	5.78	16.63	76.83
		End sem	0.26	1.10	3.10	17.16	78.38
8	Firm and maintains class discipline	Mid sem	0.26	0.87	5.66	18.07	75.14
		End sem	0.00	1.74	2.83	14.50	80.93
9	Syllabus coverage in time and coverage of contents beyond syllabus	Mid sem	0.00	1.02	5.32	16.31	77.35
		End sem	0.00	1.23	3.23	15.10	80.44

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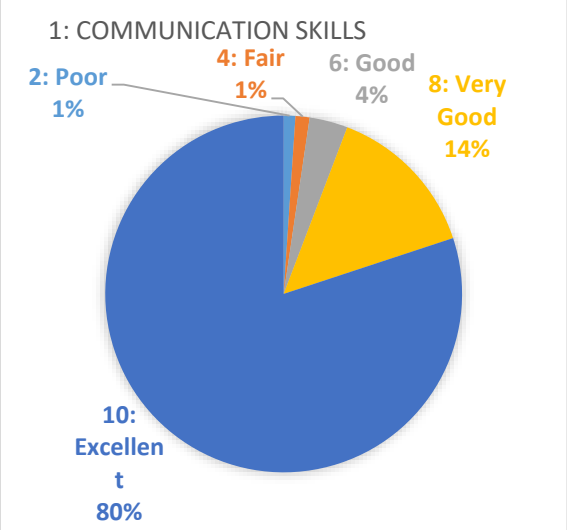
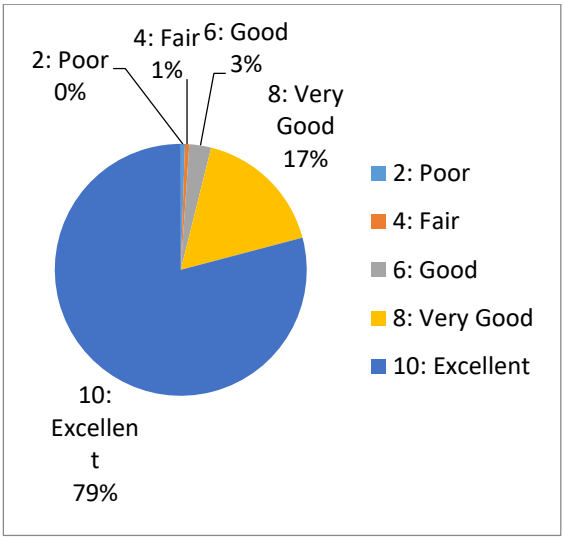
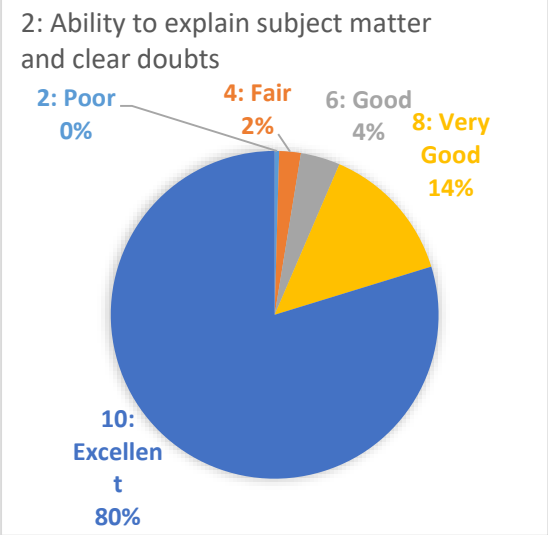
Q. No.	Parameters	Semester	Poor	Fair	Good	Very Good	Excellent
10	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	Mid sem	0.30	0.72	5.65	16.69	76.64
		End sem	0.00	1.17	2.88	13.01	82.93

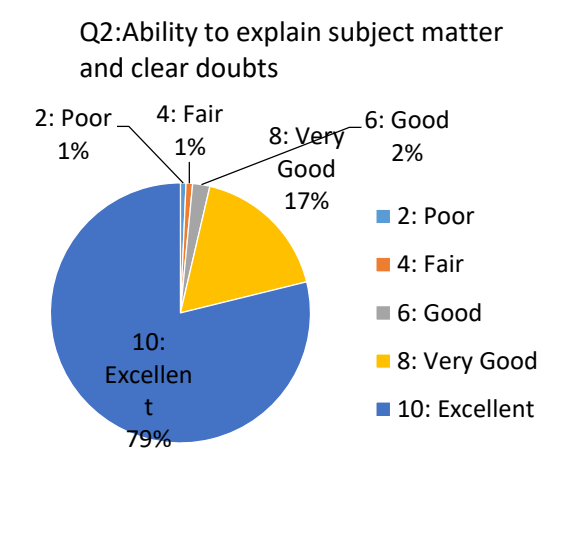
SEM I

No of Respondents: Sem I Mid sem: 130 Sem I End sem: 156









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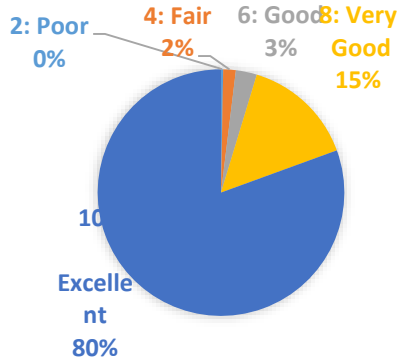
3: Regular and pancutal in conducting classes



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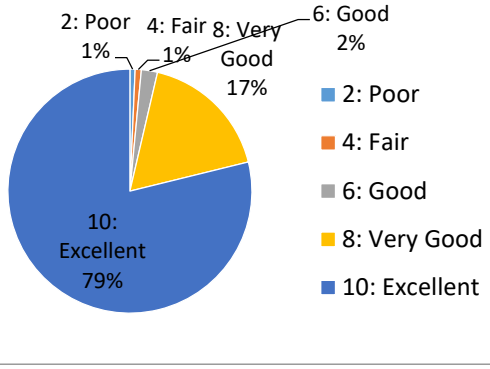
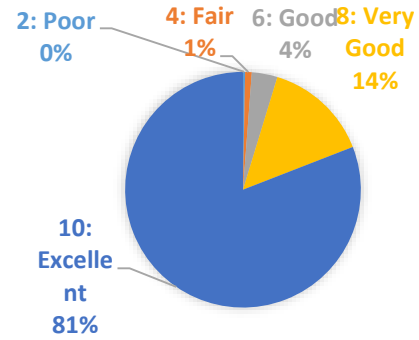
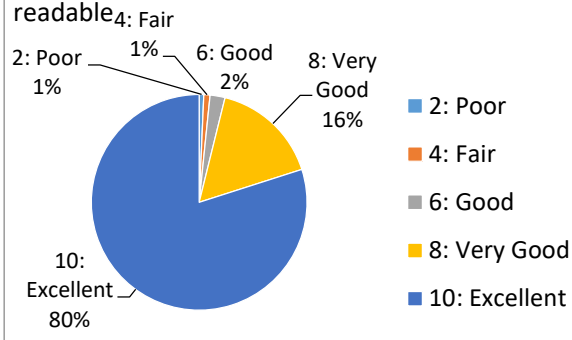


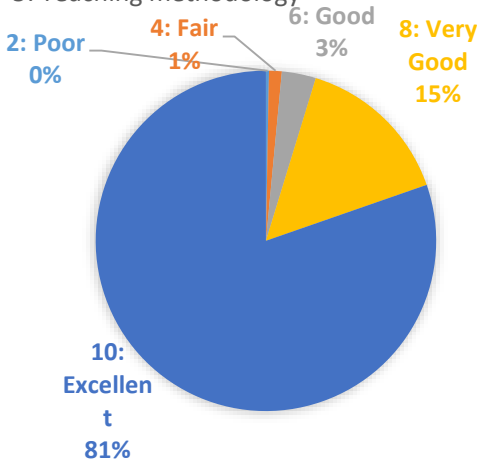
4: Presentation(via blacboard/power point whichever used while teaching) is clear ,organised and easily readable



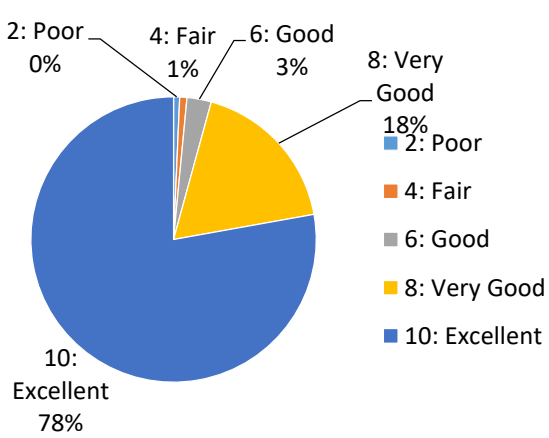
Q4.Presentation(via blacboard/power oint/mosel whichever used while teaching) is clear ,organised and easily readable



5: Teaching methodology



Q5.Teaching methodology



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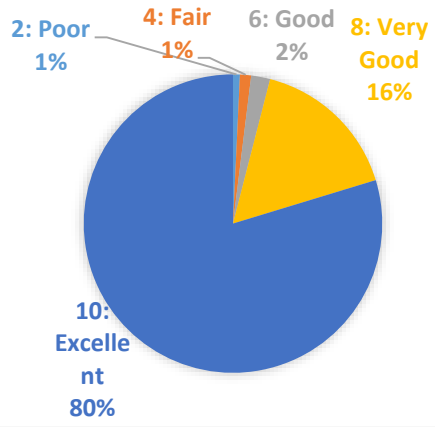
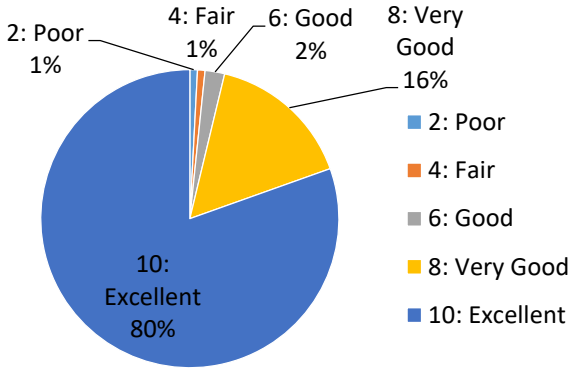
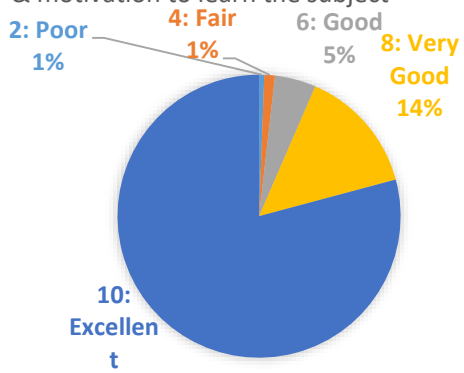
6: Attitude towards students (in terms of being approchable, providing guidance, advice and counselling)



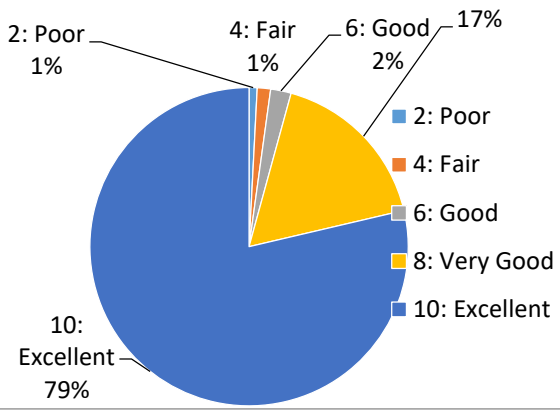
Q6 Attitude towards students (approchable,providing guidance,advice and counselling)



7: Overall intrest created in subject & motivation to learn the subject



Q7 Overall intrest created in subject & motivation to learn the subject



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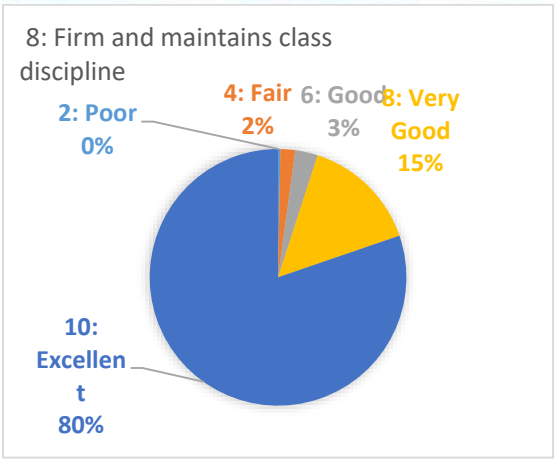

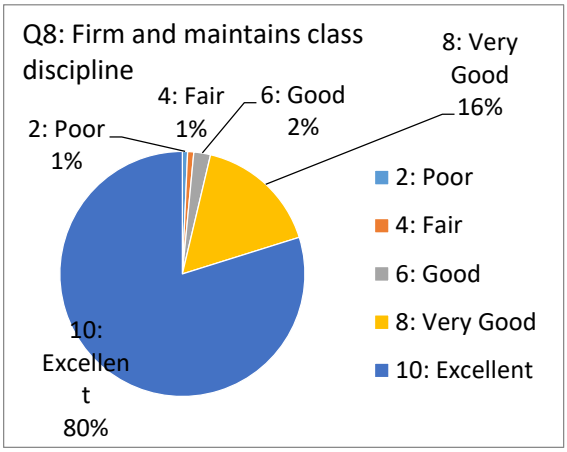

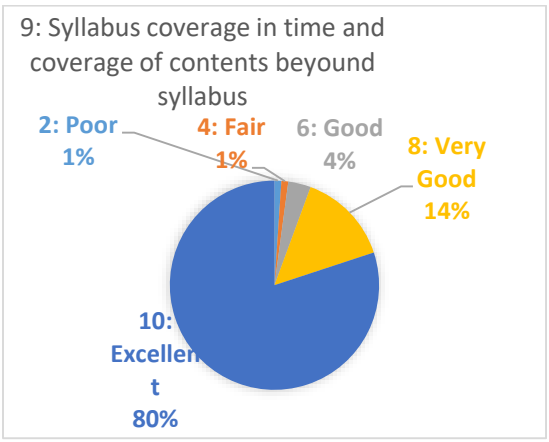

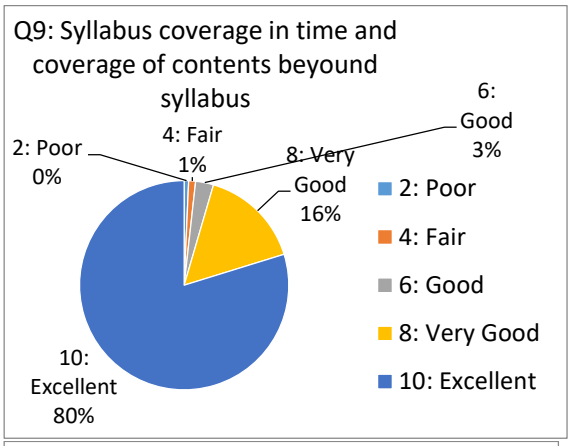

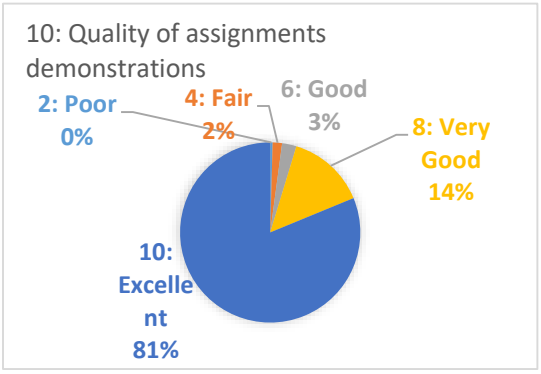

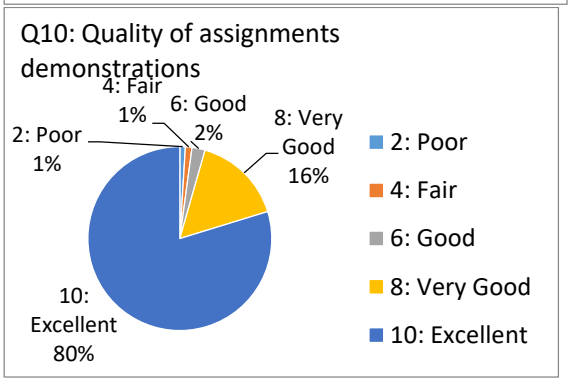

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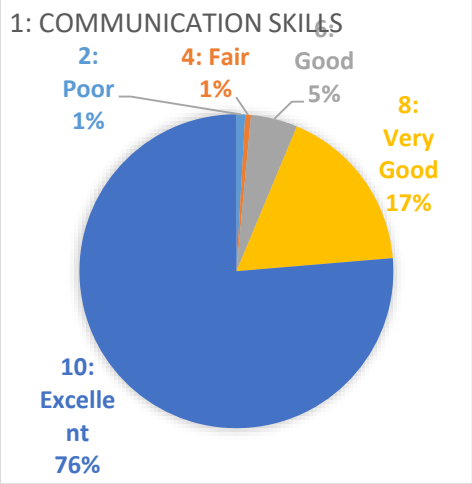
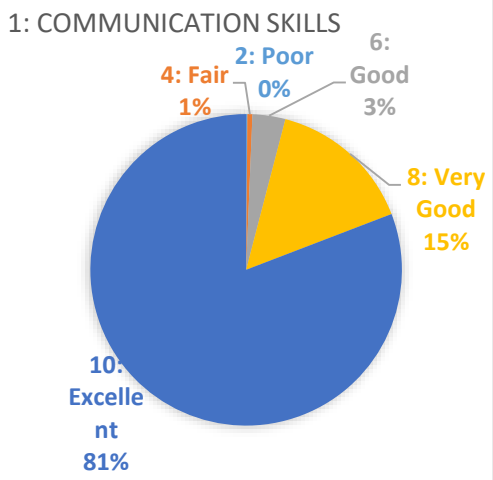
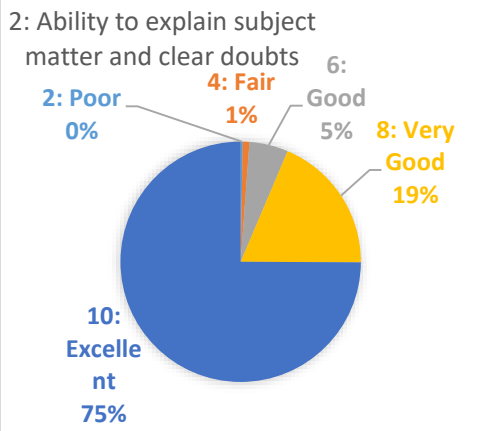
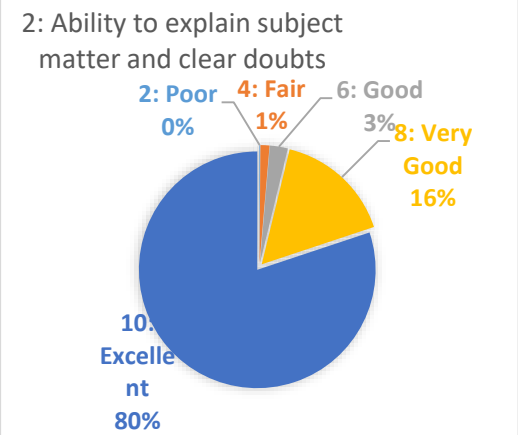
SEM II

No of Respondents: Sem II Mid sem: 129 Sem II End sem:154









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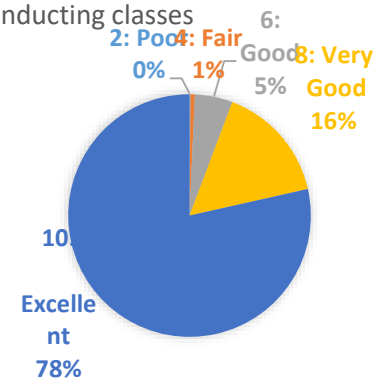
3: Regular and pancutal in conducting classes



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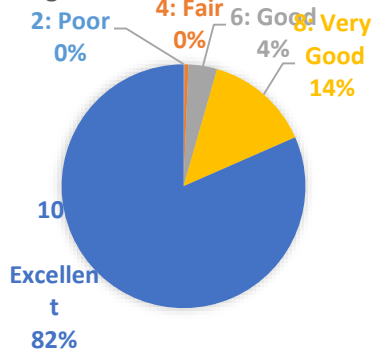
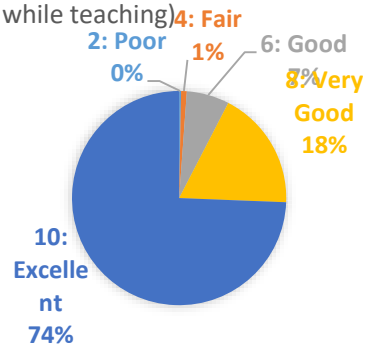


4: Presentation(via blacboard/power point whichever used while teaching)



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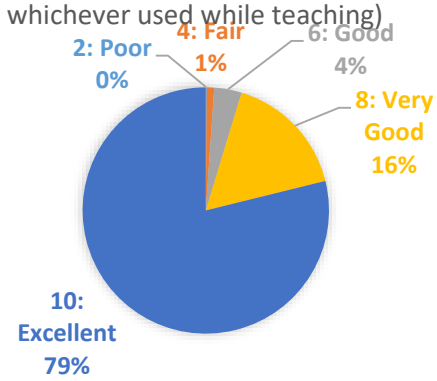
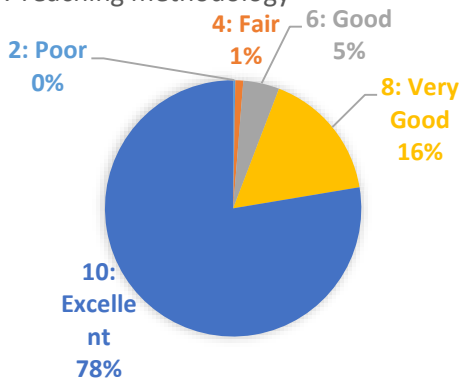
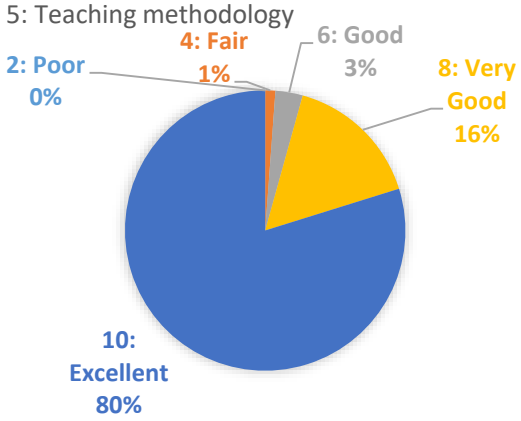


5: Teaching methodology



5: Teaching methodology



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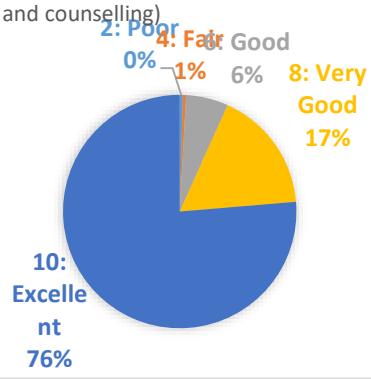
6: Attitude towards students (in terms of being approchable, providing guidance, advice and counselling)



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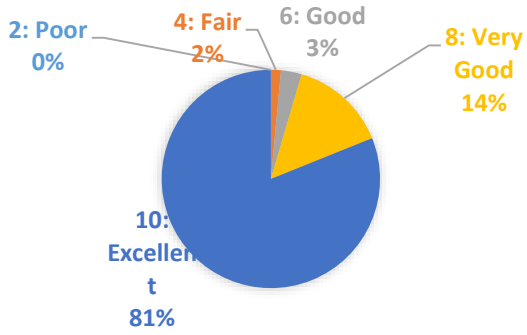
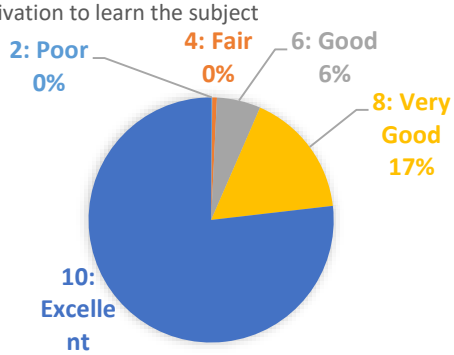


7: Overall intrest created in subject & motivation to learn the subject



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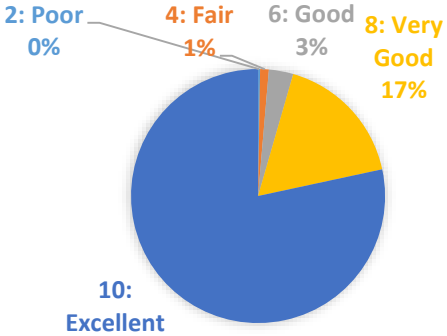
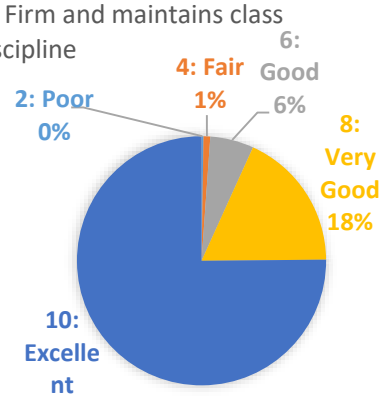
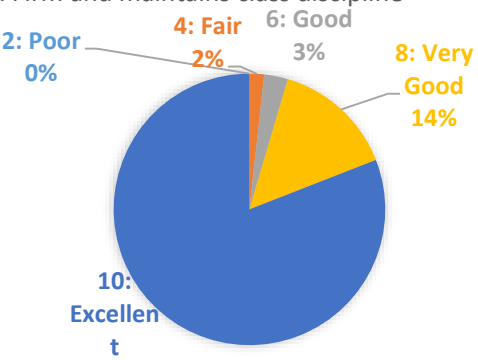


8: Firm and maintains class discipline



8: Firm and maintains class discipline



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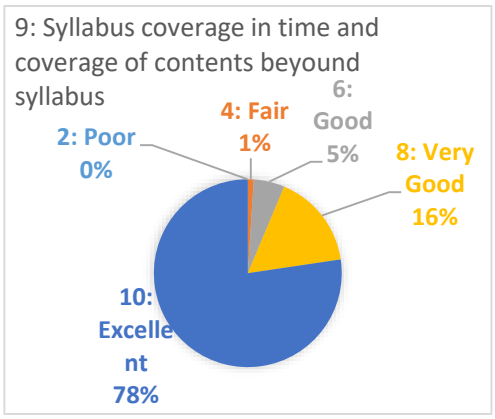

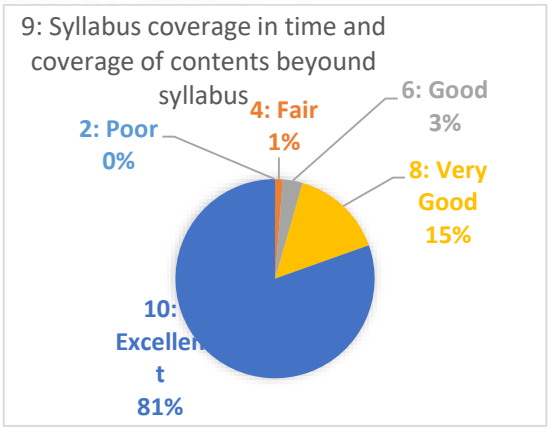

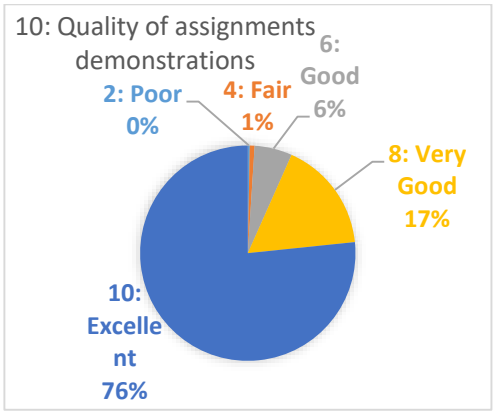

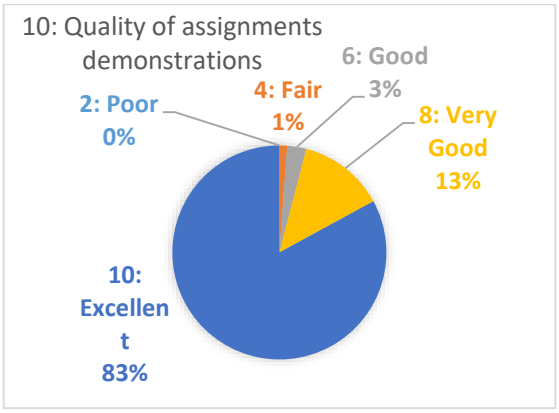

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Academic year	Branch	Semester	Year	Mid/ End	No. of students
2022-23	Electronics and Telecommunication	Sem I	SE A & B	Mid sem	105
				End sem	114
			TE A & B	Mid sem	85
				End sem	85
			BE	Mid sem	53
				End sem	56
2022-23	Electronics and Telecommunication	Sem II	SE A & B	Mid sem	120
				End sem	121
			TE A & B	Mid sem	114
				End sem	108
			BE	Mid sem	43
				End sem	41

SEM-I

Q.No	Parameters	Semester	Poor	Fair	Good	Very Good	Excellent
1	Communication Skills	Mid sem	2.34	2.93	6.85	25.77	62.10
		End sem	2.29	2.69	7.81	24.99	62.21
2	Ability to explain subject matter and clear doubts	Mid sem	2.34	3.42	9.51	23.58	61.13
		End sem	2.58	2.30	9.61	23.82	61.67
3	Regular and punctual in conducting classes	Mid sem	1.37	2.28	6.32	25.87	64.14
		End sem	1.87	2.00	7.43	24.64	64.04
4	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	Mid sem	2.01	3.58	8.82	24.48	61.09
		End sem	2.29	2.20	9.10	23.143	63.25
5	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	Mid sem	2.70	3.25	8.33	24.84	60.86
		End sem	2.35	2.55	9.03	22.94	63.10
6	Attitude towards students (i.e. with regards being approachable, providing guidance, advice and counselling)	Mid sem	2.13	3.06	7.22	24.17	63.39
		End sem	2.57	1.85	7.61	25.04	62.90

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Q.No	Parameters	Semester	Poor	Fair	Good	Very Good	Excellent
7	Overall interest created in subject & motivation to learn the subject	Mid sem	2.14	3.41	8.68	25.59	60.16
		End sem	2.47	2.65	8.67	23.86	62.34
8	Firm and maintains class discipline	Mid sem	1.62	2.53	7.37	25.71	62.74
		End sem	2.07	1.80	8.03	24.36	63.72
9	Syllabus coverage in time and coverage of contents beyond syllabus	Mid sem	1.27	3.00	7.33	26.21	62.16
		End sem	2.35	2.44	8.02	24.99	62.17
10	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	Mid sem	1.92	2.85	9.08	24.23	61.90
		End sem	2.35	2.52	8.32	24.32	62.47

SEM-II

Q. No	Parameters	Semester	Poor	Fair	Good	Very Good	Excellent
1	Communication Skills	Mid sem	2.10	2.08	4.58	26.70	64.53
		End sem	2.70	0.99	5.73	21.68	68.88
2	Ability to explain subject matter and clear doubts	Mid sem	2.02	2.02	5.59	26.71	63.65
		End sem	3.00	1.24	5.29	22.62	67.84
3	Regular and punctual in conducting classes	Mid sem	1.94	1.87	4.46	24.39	67.34
		End sem	2.85	0.57	4.89	22.00	69.69
4	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	Mid sem	2.08	2.17	5.22	27.19	63.35
		End sem	2.94	1.42	5.25	21.86	68.52
5	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	Mid sem	2.39	1.86	5.97	25.70	64.07
		End sem	3.00	0.87	6.38	21.54	68.20
6	Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)	Mid sem	2.08	2.09	4.81	26.28	64.73
		End sem	2.84	1.26	5.72	21.11	69.06
7	Overall interest created in subject & motivation to learn the subject	Mid sem	2.39	2.32	5.99	25.40	63.91
		End sem	3.30	1.03	5.44	22.75	67.48
8	Firm and maintains class discipline	Mid sem	2.31	1.72	4.93	25.80	65.24
		End sem	2.93	0.96	5.01	22.90	68.20
9	Syllabus coverage in time and	Mid sem	2.31	1.95	4.93	26.27	64.54

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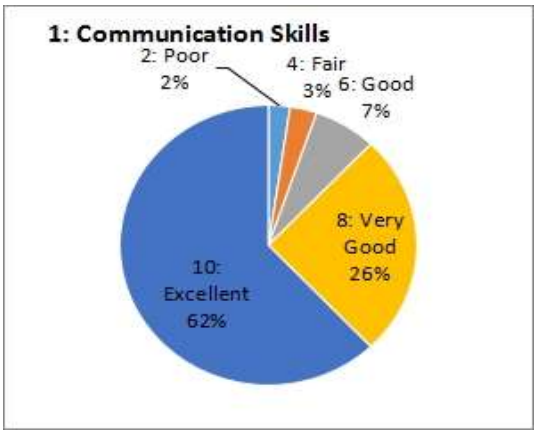
Q. No	Parameters	Semester	Poor	Fair	Good	Very Good	Excellent
	coverage of contents beyond syllabus	End sem	2.79	0.65	6.01	22.44	68.11
10	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	Mid sem	2.46	2.25	4.55	26.30	64.44
		End sem	3.16	1.42	5.44	21.07	68.91

Graph showing feedback of Electronics and Telecommunication Engineering students for the Teachers (The graphical representation of the data is presented as below)

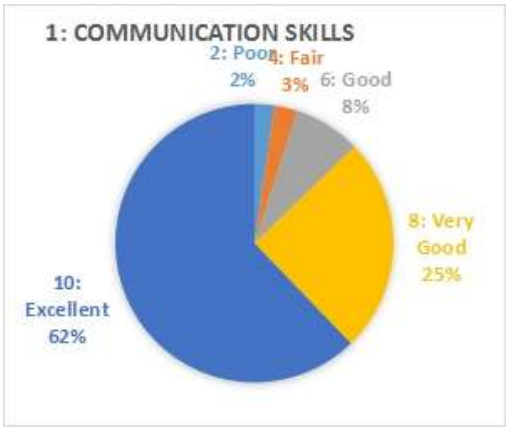
Students' Feedback for Teachers:

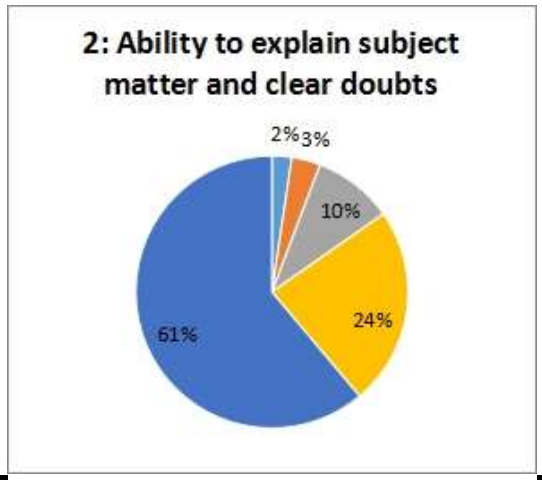
No of Respondents: Sem I Mid sem: 243 Sem I End sem: 255

Sem 1: Mid sem



Sem 1: End sem





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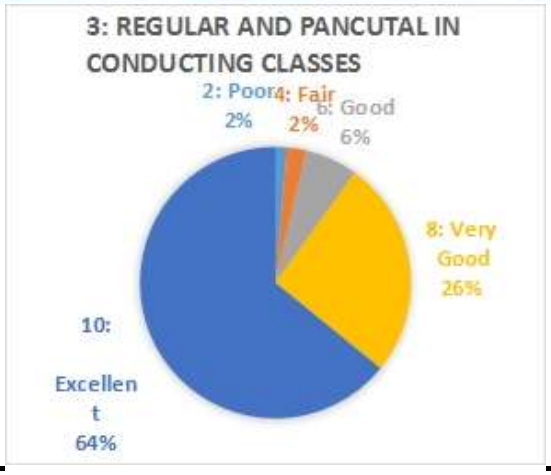

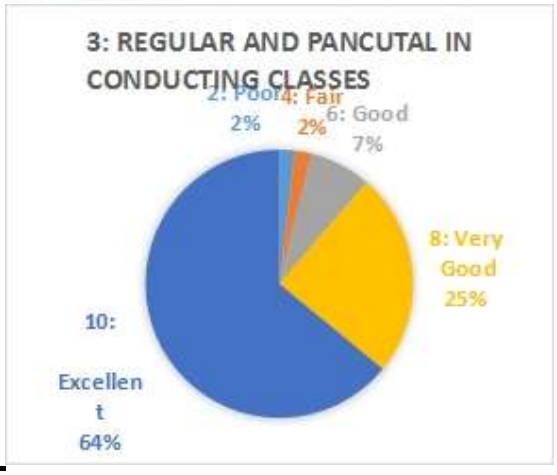

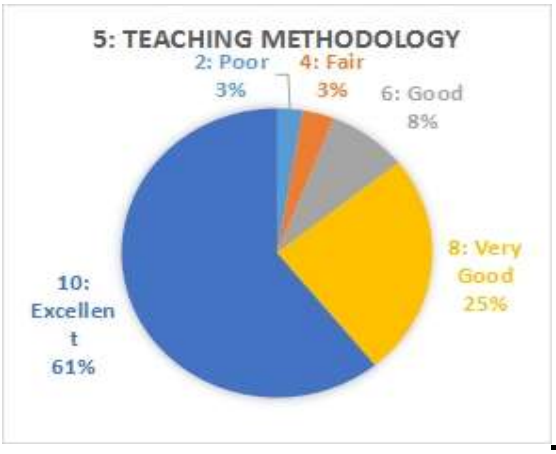

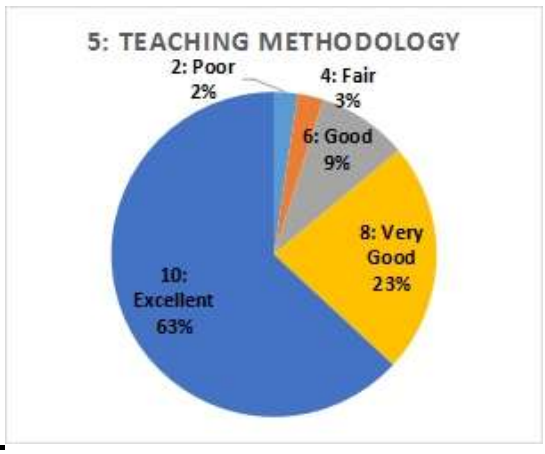

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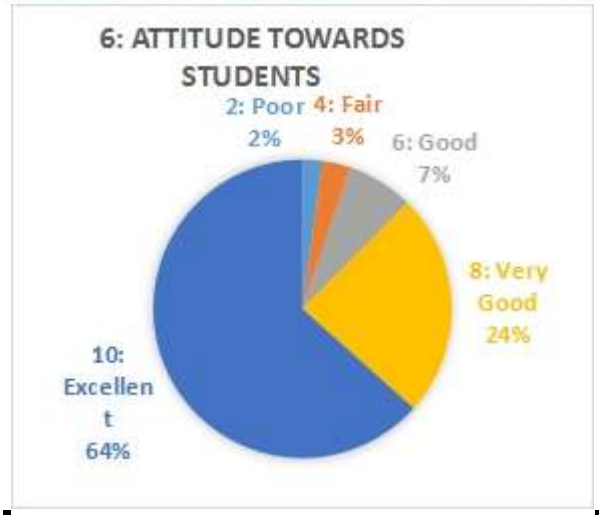

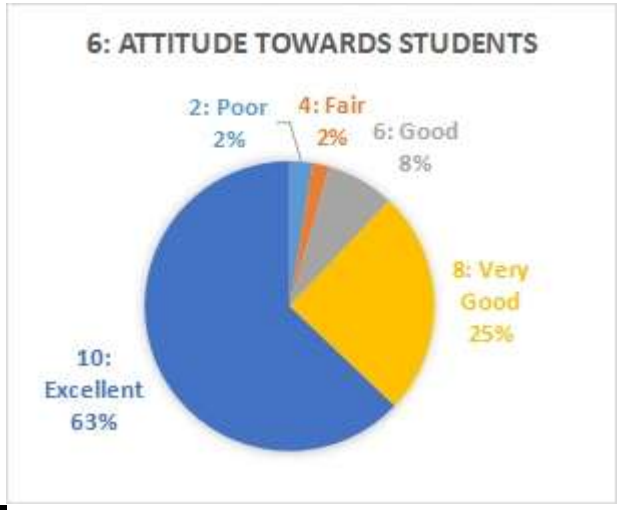

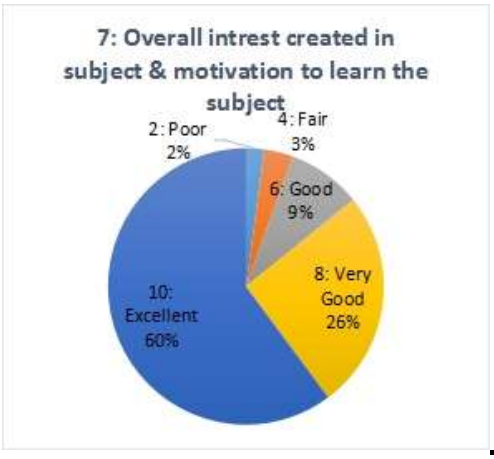

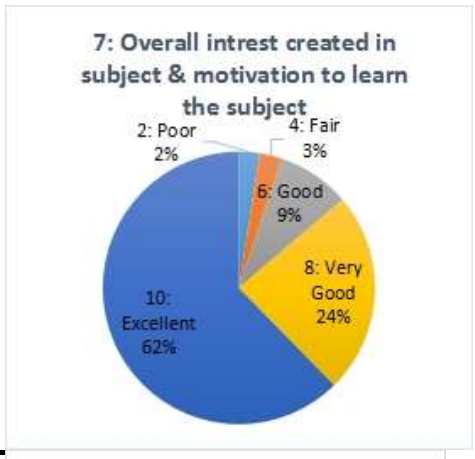

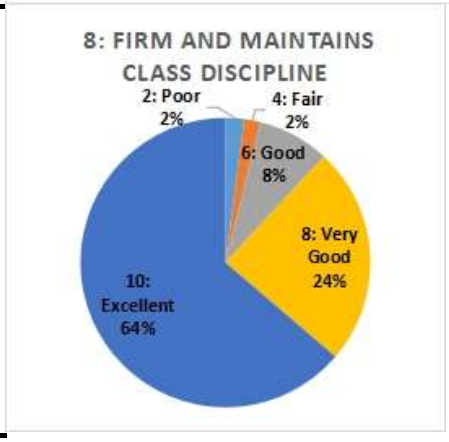

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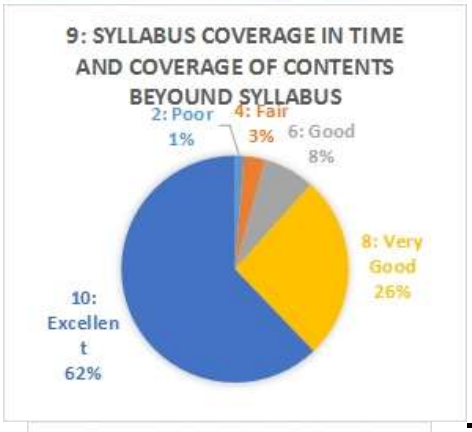
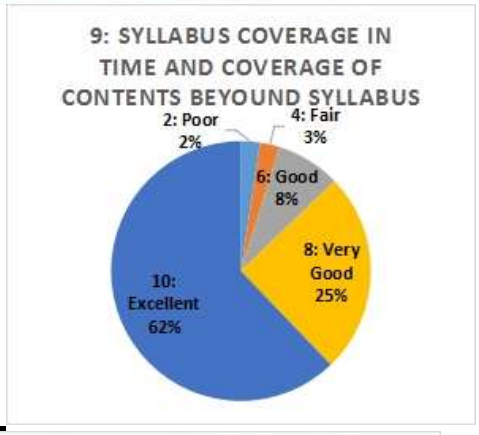
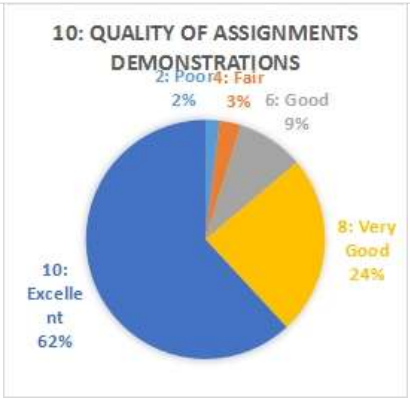


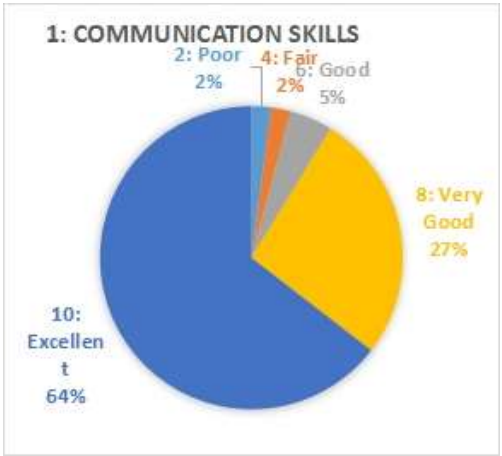




SEM II

No of Respondents: Sem II Mid sem: 277 Sem II End sem: 270

Sem II: Mid sem



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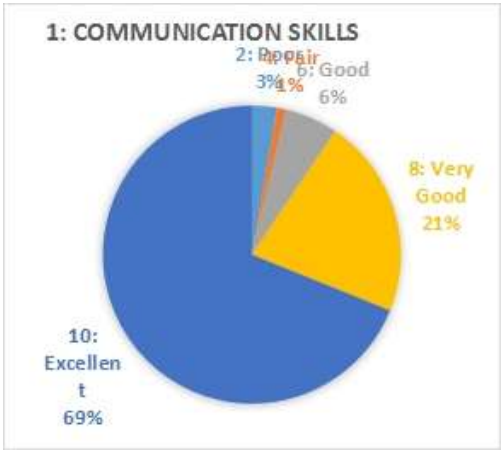

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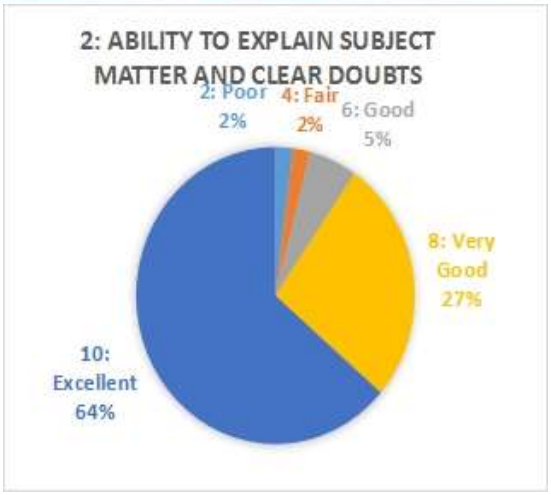

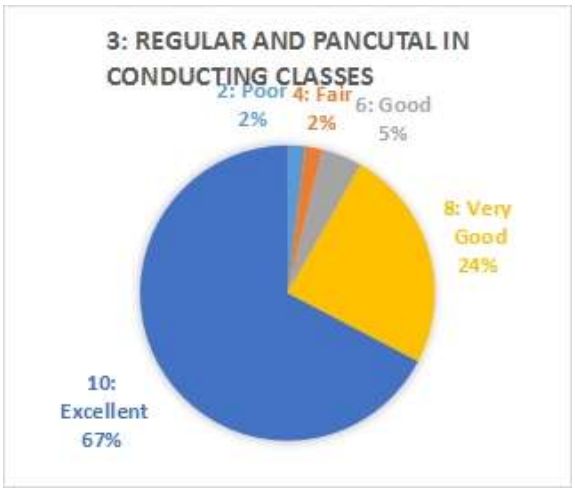

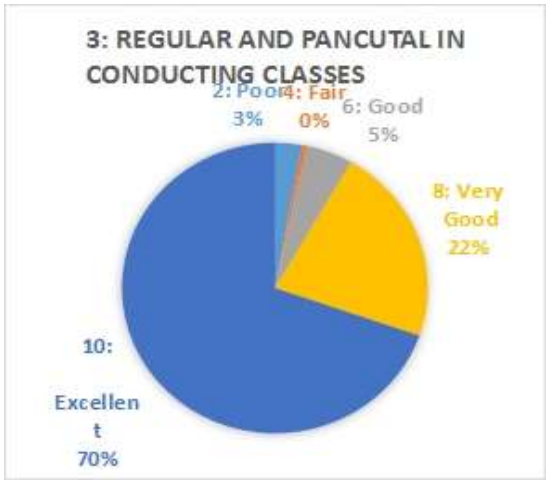

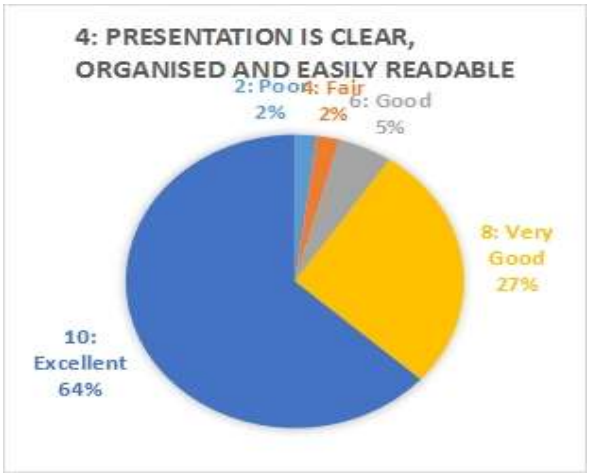

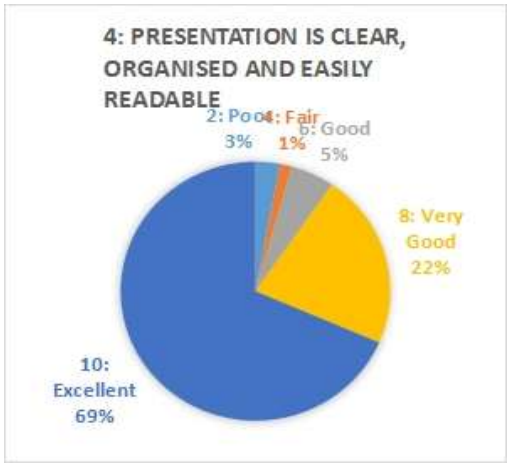

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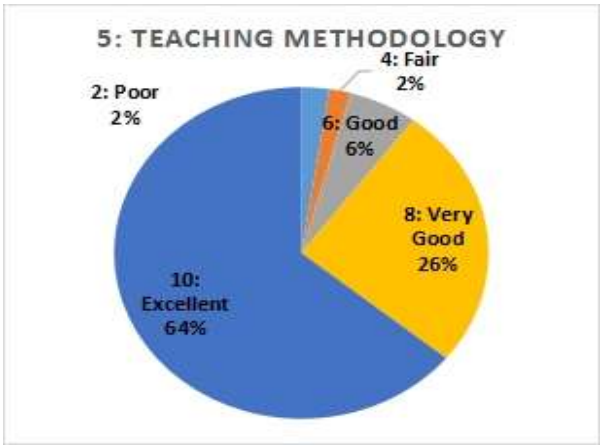

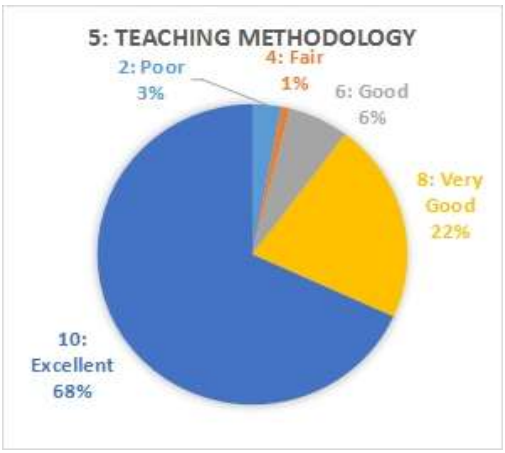

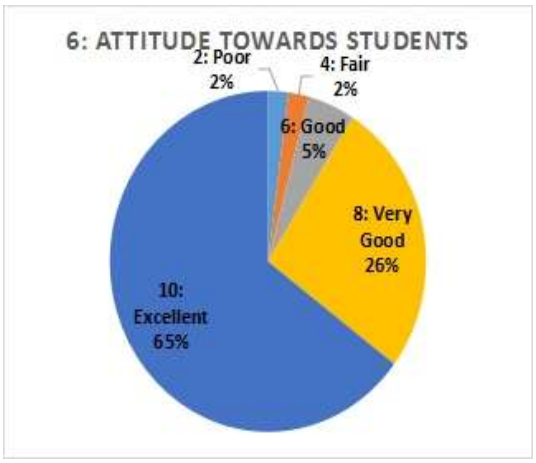

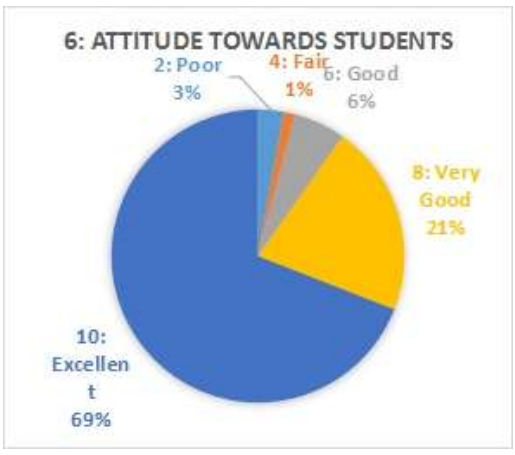

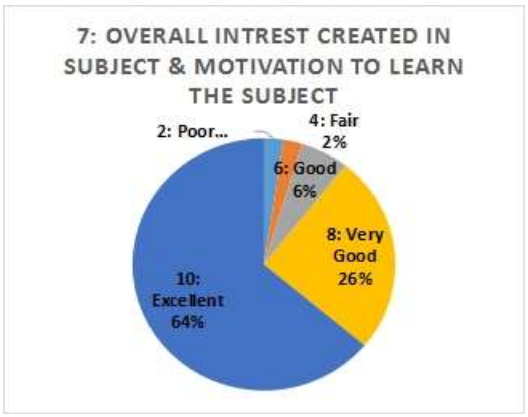

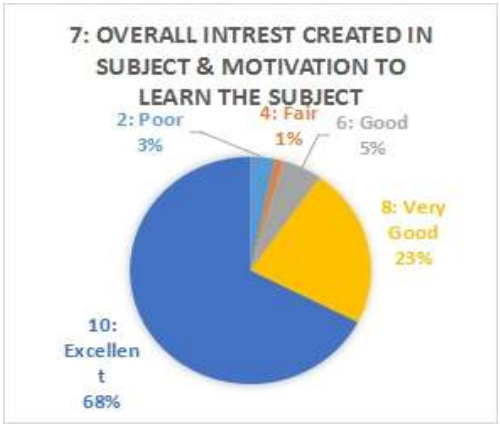

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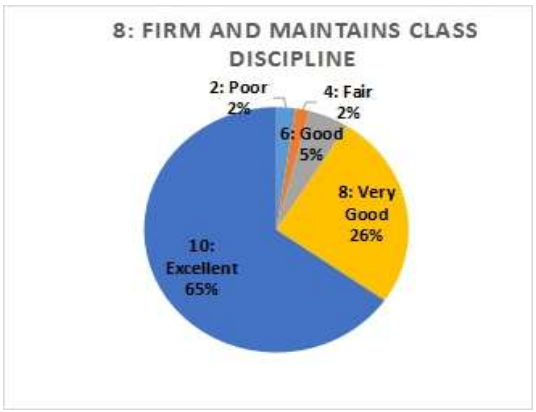

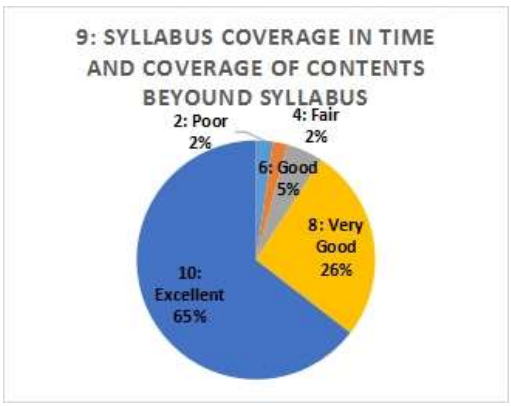

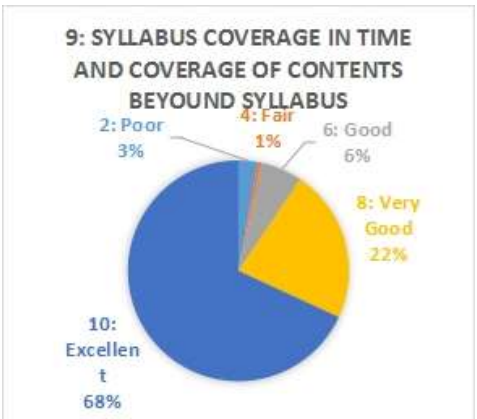

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Academic year	Department		Year/ Semester	No. of students	
				Sem 1	Sem 2
2022-23	Mechanical Engineering	Sem-I	SE	Mid sem	41
				End sem	43
			TE	Mid sem	31
				End sem	45
			BE	Mid sem	44
				End sem	44
	Mechanical Engineering	Sem-II	SE	Mid sem	50
				End sem	41
			TE	Mid sem	52
				End sem	12
			BE	Mid sem	31
				End sem	33

SEM-I

Q. No.		Parameters	Excellent	Very Good	Good	Fair	Poor
1	Mid sem	Communication Skills	45.53	33.633	14.100	4.236	2.497
	End sem		49.42	29.159	13.092	2.570	5.747
2	Mid sem	Ability to explain subject matter and clear doubts	46.45	34.130	14.407	5.191	2.220
	End sem		48.72	30.649	11.688	3.521	5.417
3	Mid sem	Regular and punctual in conducting classes	43.58	34.968	15.585	3.705	2.156
	End sem		49.91	30.047	12.444	2.161	5.434
4	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	49.67	31.637	13.951	2.689	2.045
	End sem		49.85	30.863	12.188	2.428	4.669
5	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	45.52	34.004	14.282	3.977	2.212
	End sem		48.10	31.561	12.455	1.985	5.896
6	Mid sem	Attitude towards students (i.e. with regards being approachable, providing guidance, advice and counselling)	46.09	31.453	16.584	2.956	2.911
	End sem		48.08	30.401	12.905	3.471	5.138
7	Mid sem	Overall interest created in subject & motivation to learn the subject	45.498	32.937	16.143	3.266	2.156
	End sem		48.709	30.507	12.019	3.032	5.731
8	Mid sem	Firm and maintains class discipline	46.529	30.568	15.961	3.977	2.831
	End sem		48.584	29.120	12.613	4.078	5.603
9	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	46.043	32.734	15.474	3.487	2.261
	End sem		49.881	29.222	12.609	2.546	5.741

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Q. No.		Parameters	Excellent	Very Good	Good	Fair	Poor
10	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	44.736	33.841	14.699	3.601	3.120
	End sem		49.627	29.934	11.984	2.726	5.727

SEM-II

Q. No.		Parameters	Excellent	Very Good	Good	Fair	Poor
1	Mid sem	Communication Skills	46.705	36.422	12.159	3.215	1.500
	End sem		56.000	34.958	6.141	2.092	0.810
2	Mid sem	Ability to explain subject matter and clear doubts	47.000	36.729	11.749	2.885	1.636
	End sem		55.327	34.349	7.802	1.905	0.618
3	Mid sem	Regular and punctual in conducting classes	47.582	36.768	11.548	2.619	1.479
	End sem		56.172	33.924	8.149	1.525	0.233
4	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	47.498	37.284	11.611	2.717	0.891
	End sem		58.228	33.180	5.882	2.285	0.425
5	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	48.163	35.775	11.328	3.540	1.192
	End sem		58.167	32.177	7.519	1.712	0.425
6	Mid sem	Attitude towards students (i.e. with regards being approachable, providing guidance, advice and counselling)	47.355	36.074	12.155	2.619	1.796
	End sem		58.623	32.349	6.502	2.102	0.425
7	Mid sem	Overall interest created in subject & motivation to learn the subject	48.775	34.627	12.181	2.928	1.488
	End sem		57.106	33.222	7.111	2.138	0.425
8	Mid sem	Firm and maintains class discipline	47.255	36.682	11.050	3.223	1.790
	End sem		58.080	31.909	7.308	1.905	0.801
9	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	46.487	36.887	12.515	2.318	1.793
	End sem		60.137	30.107	6.471	2.674	0.613
10	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	47.883	36.192	11.662	2.774	1.488
	End sem		56.182	34.085	7.208	1.905	0.613

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Exch : 7249250183, 7249250184, 7249250185
Website : www.aitpune.com Email : ait@aitpune.edu.in
Recognised by AICTE and DTE Maharashtra and affiliated to Savitribai Phule Pune University

Academic year	Branch	Year/ Semester		No. of students
2022-23	Computer Science	SE A & B		62
		TE A & B		80
		BE A & B		70

SEM-I

Q. No.	Year/ Sem	Parameters	P	F	G	VG	Exc
1	Mid-Sem	Communication Skills (i.e. Teacher's ability to communicate the Subject clearly & audibly)	0.293	2.167	6.423	24.166	66.94
	(End-Sem)		0.81	1.374	4.111	18.328	75.36
2	(Mid-Sem)	Ability to explain subject matter and clear doubts	0.392 0512	1.915 1282	7.5294 87179	25.435 64103	64.727 4359
	(End-Sem)		0.748 3783	1.598 6486	4.3597 2973	19.272 43243	74.02
3	(Mid-Sem)	Regular and pancutal in conducting classes	0.392	1.211	5.89	21.464	71.04
	(End-Sem)		0.748 3783	1.250 810	4.0997 2973	17.625 67568	75.734 054
4	(Mid-Sem)	Presentation(via blacboard/power oint/mosel whichever used while teaching) is clear ,organised and easily readable	0.364 864	1.872 702	5.9591 89189	21.993 51351	69.809 729
	(End-Sem)		0.860 810	1.510 540	4.2086 48649	19.268 10811	74.140 270
5	(Mid-Sem)	Teaching methodology ((i.e. Teaching pace eg and illustration used and handling of topics)	0.568 1081	1.996 2162	6.5040 54054	23.355 40541	67.575 135
	(End-Sem)		0.906 7567	1.609 1891	4.5194 59459	19.674 86486	73.288 648
6	(Mid-Sem)	Attitude towards students (i.e. with regards being approchable,providing guidance,advice and counselling)	0.475 4054	1.803 7837	6.5216 21622	20.808 10811	70.391 081
	(End-Sem)		0.79	1.527 5675	3.9772 97297	18.890 81081	74.76
7	(Mid-Sem)	Overall intrest created in subject & motivation to learn the subject	0.527 8378	1.629 459	7.0651 35135	24.415 40541	66.360 810
	(End-Sem)		0.827 837	1.837 837	4.2356 75676	19.562 7027	73.500 270
8	(Mid-Sem)	Firm and maintains class discipline	0.269 4594	1.804 8648	5.8727 02703	22.647 2973	69.405 135
	(End-Sem)		1.028 9189	1.345 4054	4.0394 59459	19.927 83784	73.617 837
9	(Mid-Sem)	Syllabus coverage in time and coverage of contents beyound syllabus	0.321 0810	1.623 513	5.37	26.215 13514	66.469 189
	(End-Sem)		0.812 7027	1.454 8648	3.9583 78378	18.835 94595	74.88

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Q. No.	Year/ Sem	Parameters	P	F	G	VG	Exc
10	(Mid-Sem)	Quality of assignments demonstrations (Practical)/ tutorials conducted /test as applicable	0.34175	1.507	6.21925	24.07325	67.8575
	(End-Sem)		1.0143243	1.3721621	4.05	18.68805556	74.5613513

Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

The end-semester feedback demonstrated noticeable improvements compared to mid-semester evaluations. Significant enhancements were observed in communication skills, the ability to explain subject matter, and the overall interest created in the subject. Attitude towards students, class discipline, and punctuality also showed positive shifts, indicating a positive trend over the course of the semester.

In comparing the two semesters, common positive trends emerged. Communication skills witnessed improvement from mid to end semester in both Semester 1 and Semester 2. Similarly, the parameter of overall interest created in the subject displayed positive shifts. The action taken to focus on communication methods and strategies to increase student motivation seemed effective in both semesters.

Overall intrest created in subject & motivation to learn the subject remained an area that, while showing improvement, could benefit from further emphasis. Additionally, the teacher's attitude towards students, while improving, continued to be an area for ongoing enhancement, particularly in terms of approachability.

Several proactive measures were implemented to address the identified areas for improvement. Workshops were conducted to enhance teachers' approachability and counseling skills. Interactive teaching methods were introduced to encourage discussions and dynamic presentations, utilizing ICT tools effectively. Regular feedback sessions were initiated to ensure continuous improvement and address concerns promptly. Syllabus planning was improved to ensure coverage and included a focus on relevant topics beyond the syllabus.

The feedback and action taken report reflects an overall positive trajectory in teaching effectiveness. Notable improvements were observed in communication, motivation, and overall teaching methodologies. The critical comments provided valuable insights for ongoing enhancements. The consistent implementation of action plans and workshops has contributed to positive shifts in student perceptions. Continuous monitoring and adaptability will further contribute to sustained improvement in subsequent semesters.

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2021-22

SEM-I

FEEDBACK FROM STUDENTS:

We are collecting feedback from our students in online mode. We have designed a special feedback form on curriculum development. We are also collecting feedback from students on Faculty performance and subject review. We started collecting curriculum feedback from Academic Year 2021-22. The year-wise and branch-wise analysis of student's feedback on the curriculum is presented below:

Academic Year	Branch	Year/ Semester		No. of students
2021-22	Information Technology	SE	Mid sem	44
			End sem	53
		TE	Mid sem	55
			End sem	59
		BE	Mid sem	00
			End sem	00

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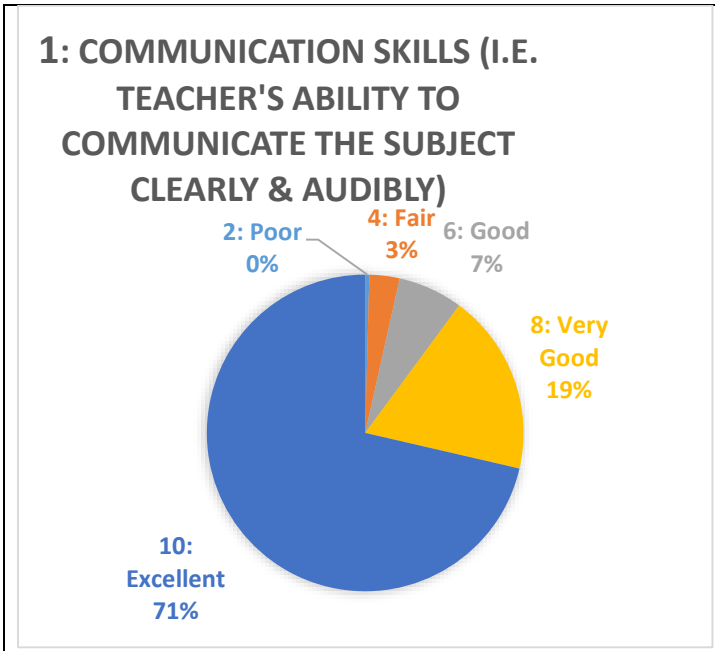
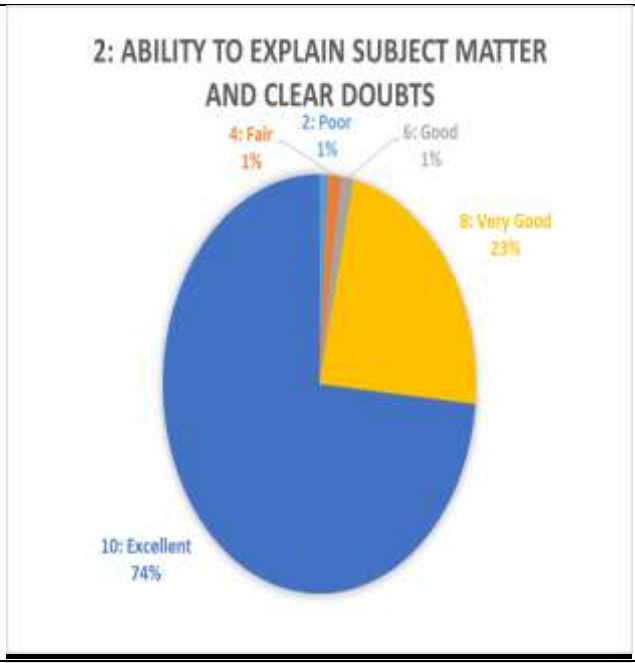
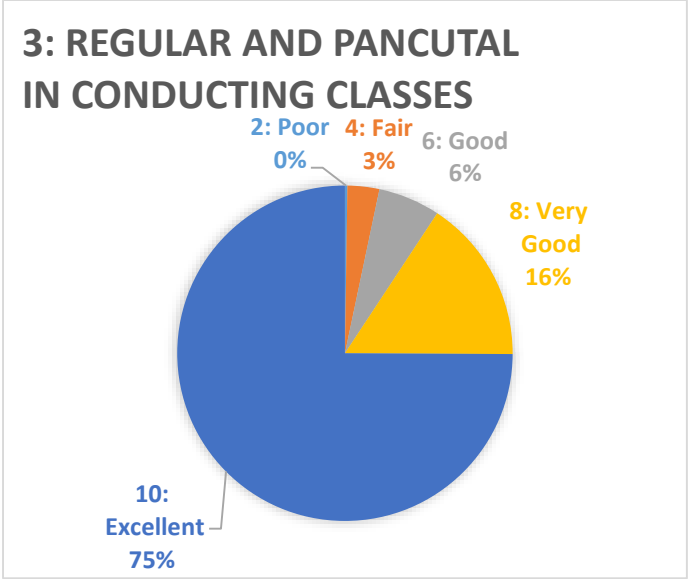
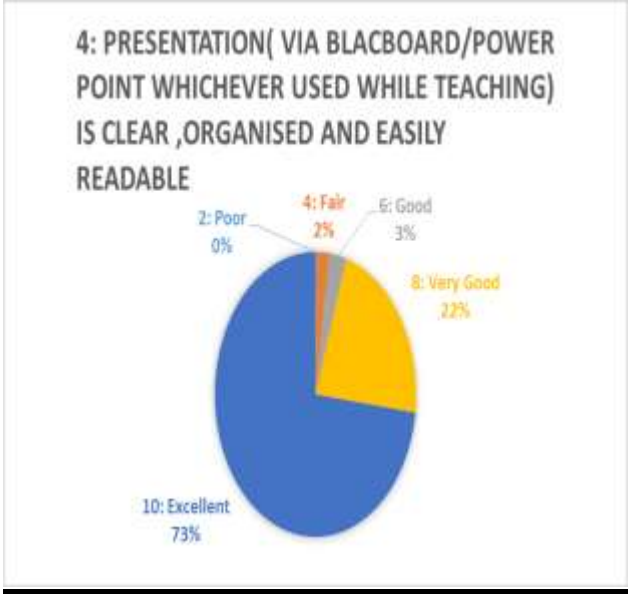
Graph showing feedback of Information Technology students for the Teachers (The graphical representation of the data is presented as below)

Students' Feedback for Teachers: **Sem 1 Mid sem**









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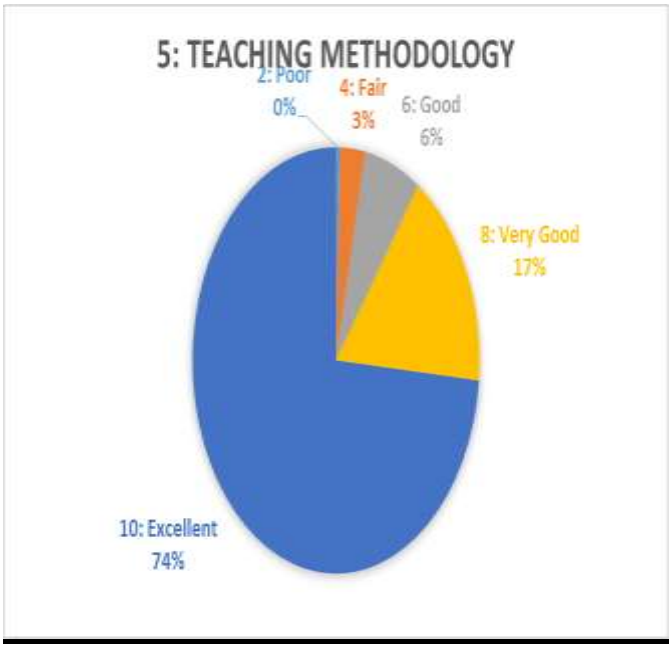

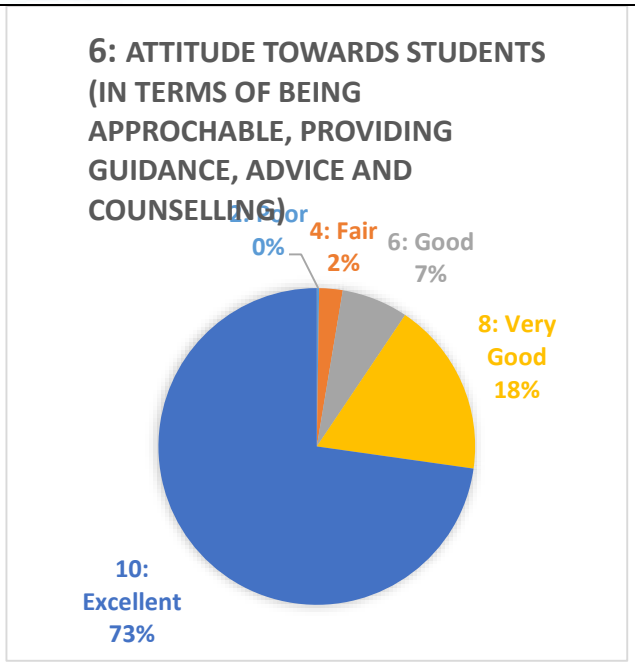

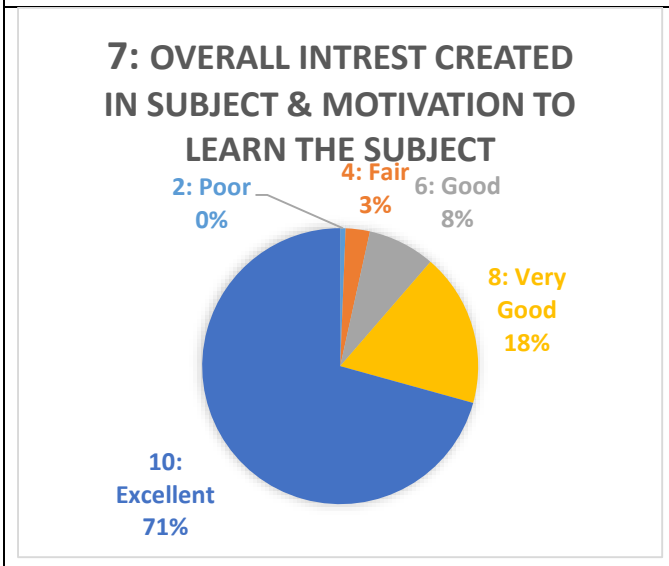

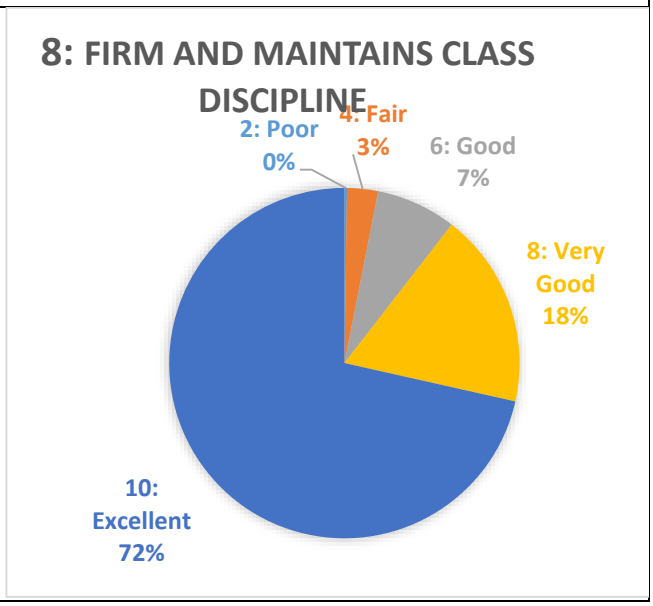

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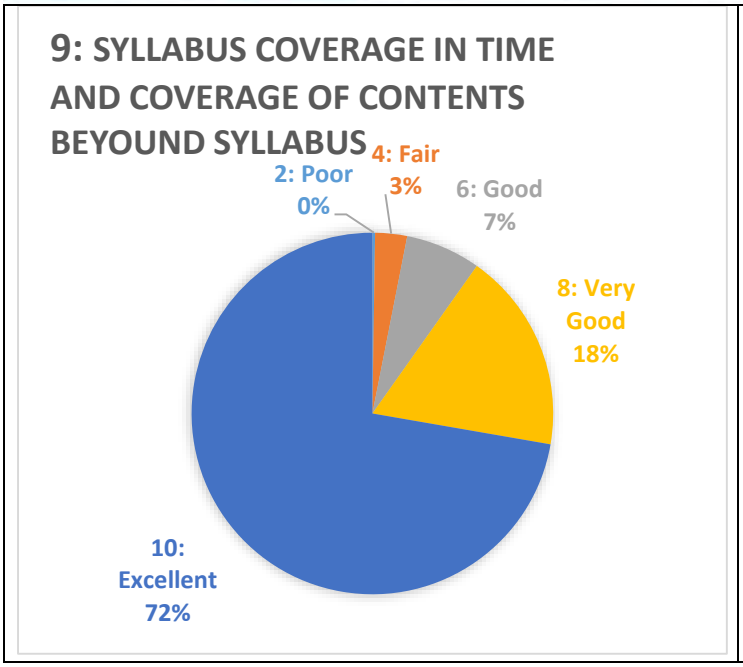
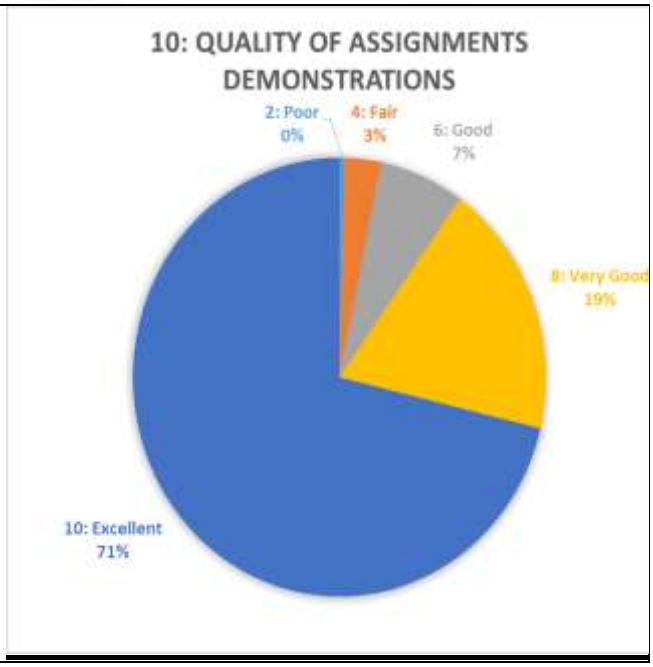
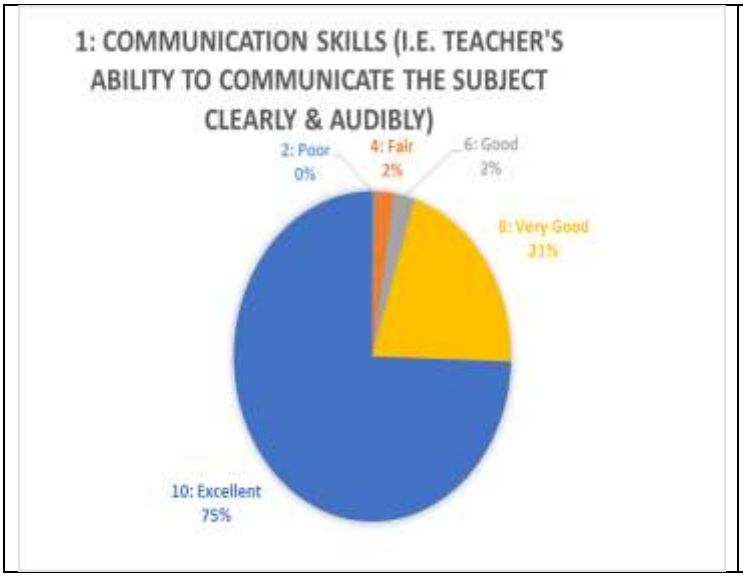
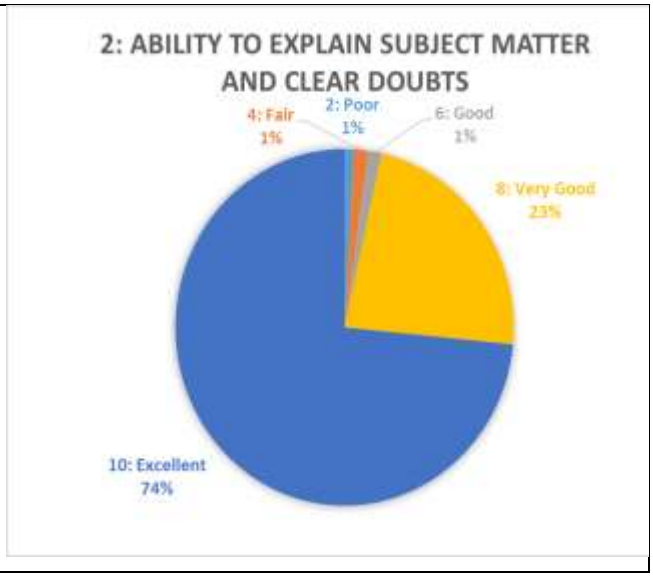




Students' Feedback for Teachers: **Sem 1 End sem**





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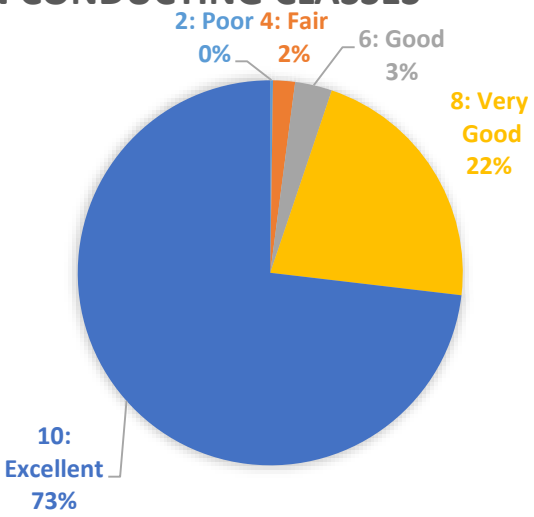
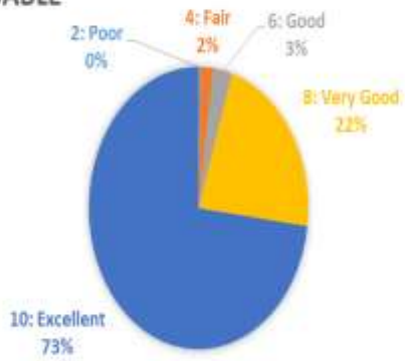
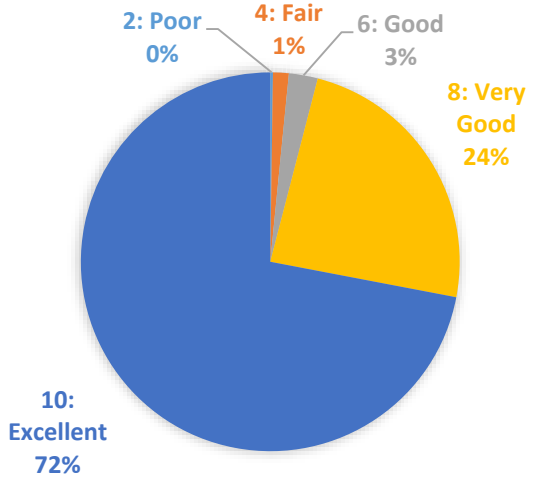
3: REGULAR AND PANCUTAL IN CONDUCTING CLASSES



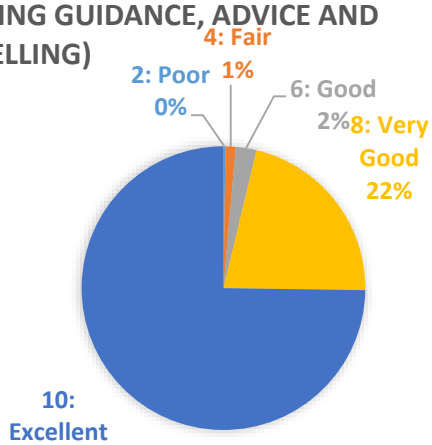
4: PRESENTATION(VIA BLACBOARD/POWER POINT WHICHEVER USED WHILE TEACHING) IS CLEAR ,ORGANISED AND EASILY READABLE



5: TEACHING METHODODOLOGY



6: ATTITUDE TOWARDS STUDENTS (IN TERMS OF BEING APPROCHABLE, PROVIDING GUIDANCE, ADVICE AND COUNSELLING)



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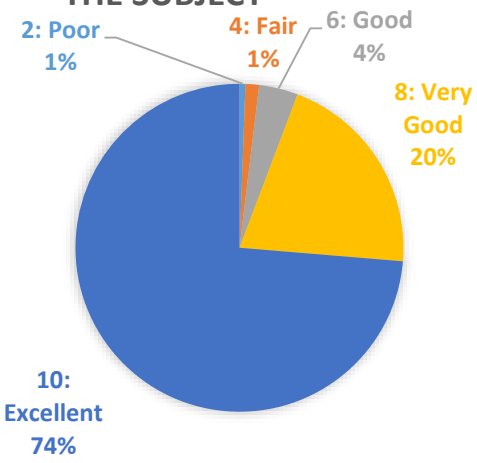
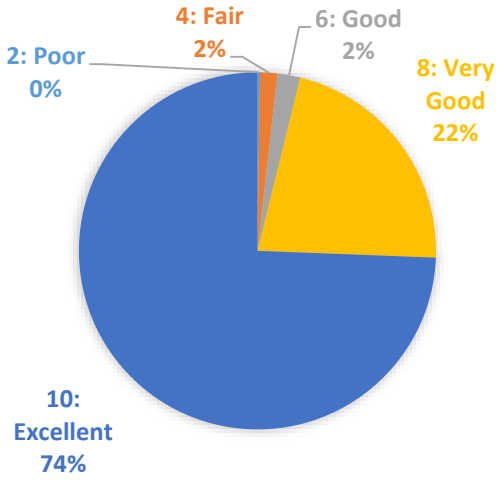
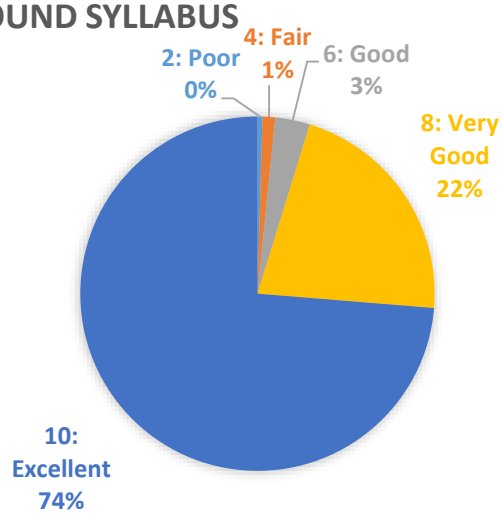
7: OVERALL INTREST CREATED IN SUBJECT & MOTIVATION TO LEARN THE SUBJECT



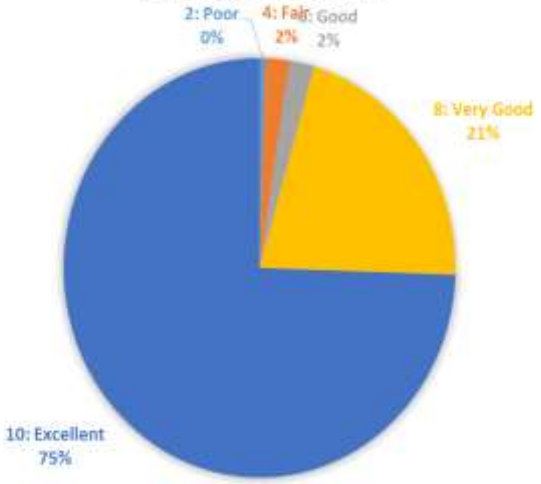
8: FIRM AND MAINTAINS CLASS DISCIPLINE



9: SYLLABUS COVERAGE IN TIME AND COVERAGE OF CONTENTS BEYOUND SYLLABUS



10: QUALITY OF ASSIGNMENTS DEMONSTRATIONS



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Analysis of feedback:

1. It is attributed from the graph that 94% (80% and 14%) of the students said that the Communication Skills i.e. Teacher's ability to communicate the Subject clearly & audibly is excellent and very good respectively.
2. It can be seen from pie chart that 95% students said that teachers are regular and punctual in taking classes and teachers Attitude towards students (i.e. in terms of being approachable, providing guidance, advice and counselling) is excellent and very good.

Following table shows the summary of semester 1 mid-sem and end-sem feedback taken from students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
I T	2021-2022	Sem 1	Mid sem	Communication Skills	0.42	3.084	6.609	18.501	71.385
			End sem		0.227	2.327	2.423	20.497	74.525
	2021-2022	Sem 1	Mid sem	Ability to explain subject matter and clear doubts	0.476	2.790	6.596	17.746	72.391
			End sem		0.894	1.343	1.283	23.011	73.470
	2021-2022	Sem 1	Mid sem	Regular and punctual in conducting classes	0.238	3.068	5.974	15.801	74.937
			End sem		0.227	1.844	3.107	21.684	73.137
	2021-2022	Sem 1	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	0.238	2.618	8.05	17.015	72.078
			End sem		0.227	1.844	3.107	21.684	73.137
	2021-2022	Sem 1	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	0.398	2.846	6.452	16.854	73.610
			End sem		0.227	1.346	2.464	23.964	71.997
	2021-2022	Sem 1	Mid sem	Attitude towards students (i.e. with regards being approachable, providing guidance, advice and counselling)	0.238	2.390	6.781	17.812	72.716
			End sem		0.227	1.154	2.370	21.480	74.766
	2021-2022	Sem 1	Mid sem	Overall interest created in subject & motivation to learn the subject	0.634	2.840	7.915	18.006	70.934
			End sem		0.581	1.343	3.841	20.553	73.680
	2021-2022	Sem 1	Mid sem	Firm and maintains class discipline	0.238	2.856	7.402	18.019	71.482
			End sem		0.227	1.573	2.060	21.747	74.390
	2021-2022	Sem 1	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	0.238	2.856	6.710	17.928	72.265
			End sem		0.455	1.154	3.166	21.519	73.702
	2021-2022	Sem 1	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	0.420	2.840	6.650	18.823	71.202
			End sem		0.455	1.994	2.045	21.024	74.481

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Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.
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Punctuality remained an area that, while showing improvement, could benefit from further emphasis. Additionally, the teacher's attitude towards students, while improving, continued to be an area for ongoing enhancement, particularly in terms of approachability.

Several proactive measures were implemented to address the identified areas for improvement. A concerted effort was made to emphasize punctuality and regularity through reminders and incentives. Workshops were conducted to enhance teachers' approachability and counseling skills. Interactive teaching methods were introduced to encourage discussions and dynamic presentations, utilizing ICT tools effectively. Regular feedback sessions were initiated to ensure continuous improvement and address concerns promptly. Syllabus planning was improved to ensure coverage and included a focus on relevant topics beyond the syllabus.

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SEM-II

FEEDBACK FROM STUDENTS:

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Academic Year	Branch	Year/ Semester		No. of students
2021-22	Information Technology	SE	Mid sem	60
			End sem	60
		TE	Mid sem	59
			End sem	59
		BE	Mid sem	57
			End sem	00

Graph showing feedback of Information Technology students for the Teachers (The graphical representation of the data is presented as below)

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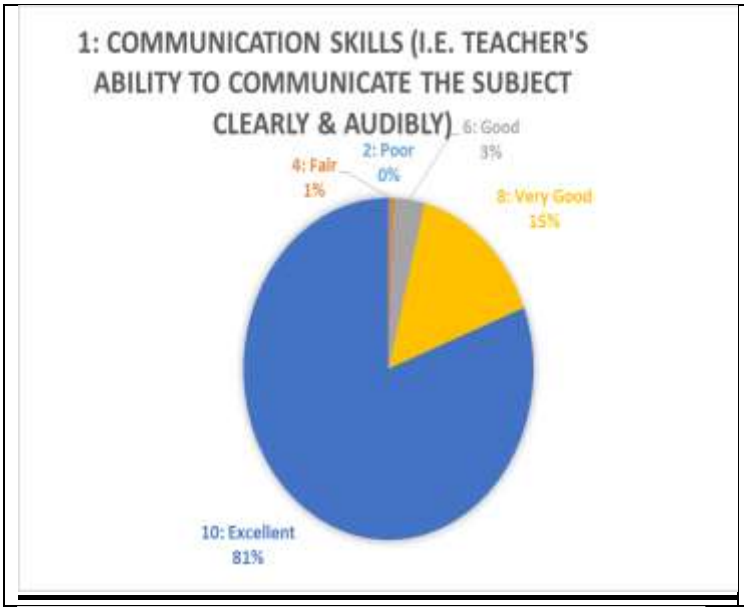
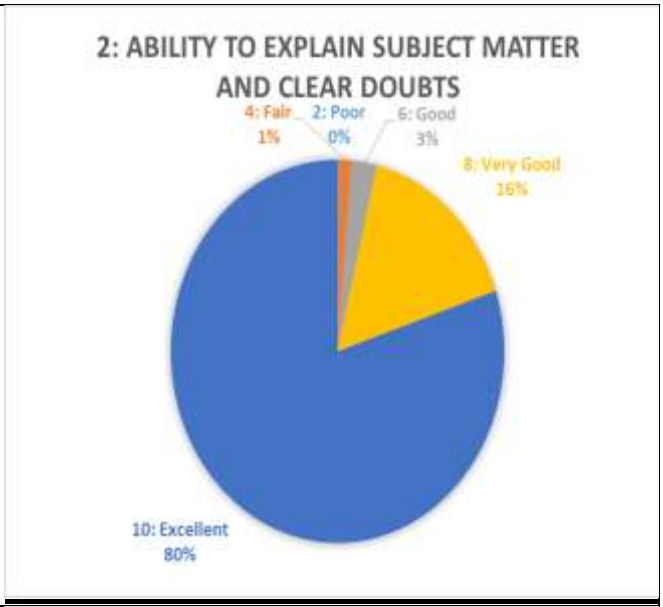
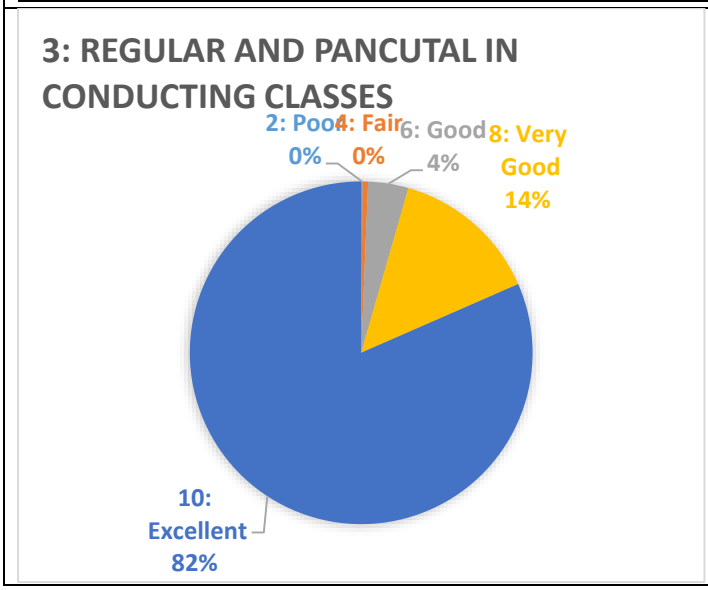
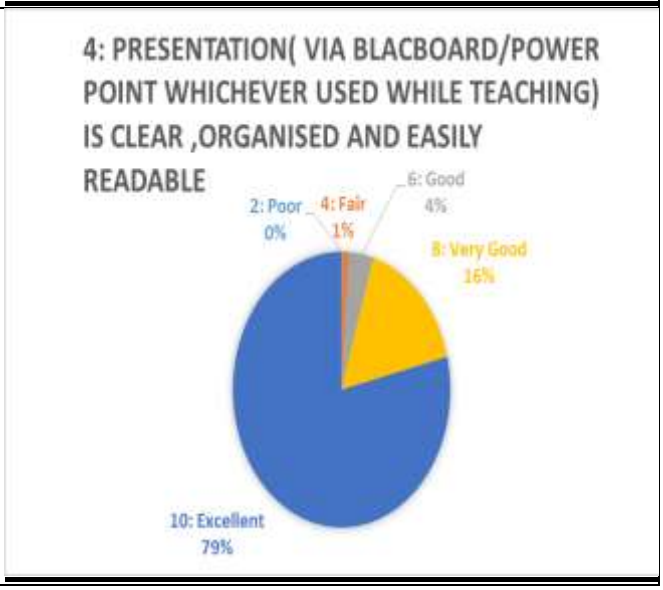
Students' Feedback for Teachers: **Sem 2 Mid sem**









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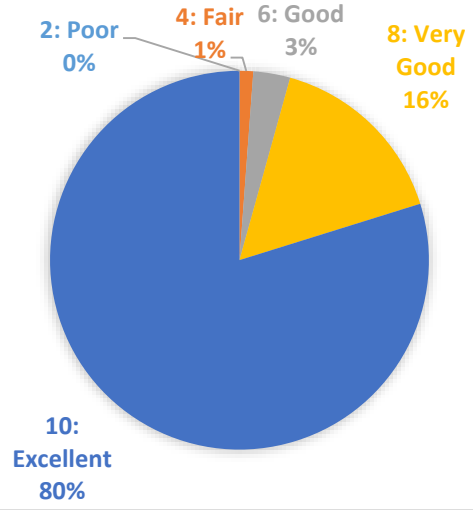
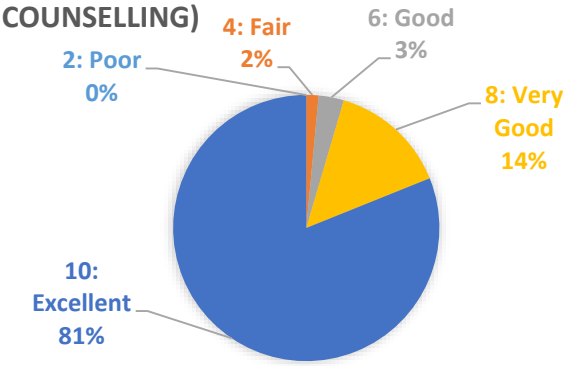
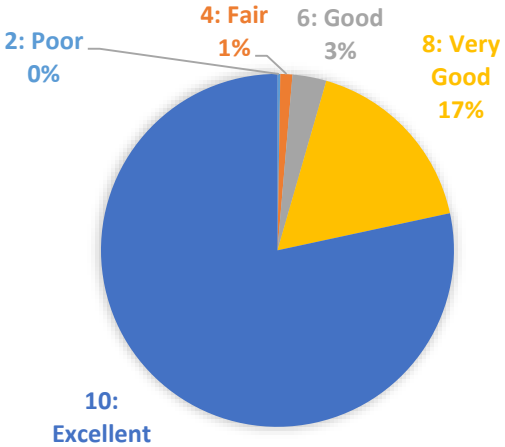
5: TEACHING METHODOLOGY



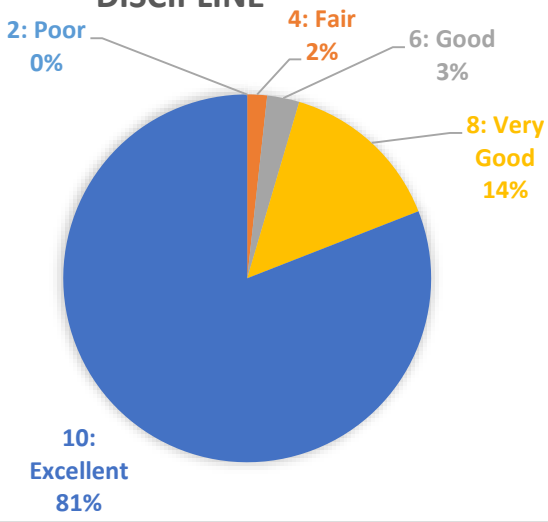
6: ATTITUDE TOWARDS STUDENTS (IN TERMS OF BEING APPROCHABLE, PROVIDING GUIDANCE, ADVICE AND COUNSELLING)



7: OVERALL INTREST CREATED IN SUBJECT & MOTIVATION TO LEARN THE SUBJECT



8: FIRM AND MAINTAINS CLASS DISCIPLINE



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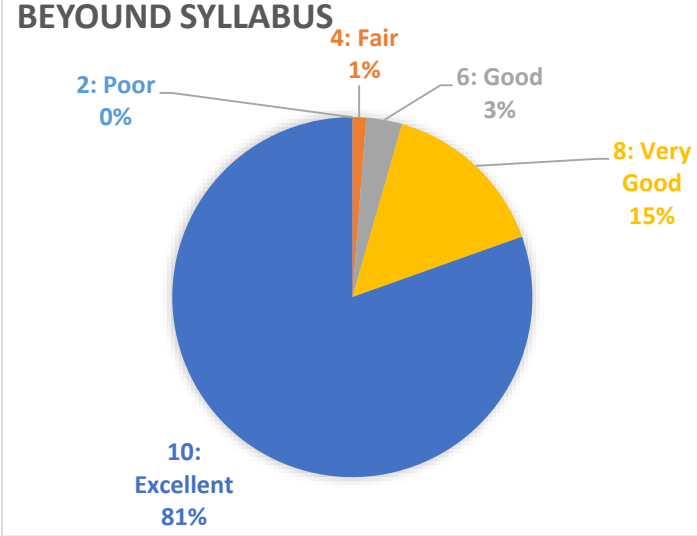
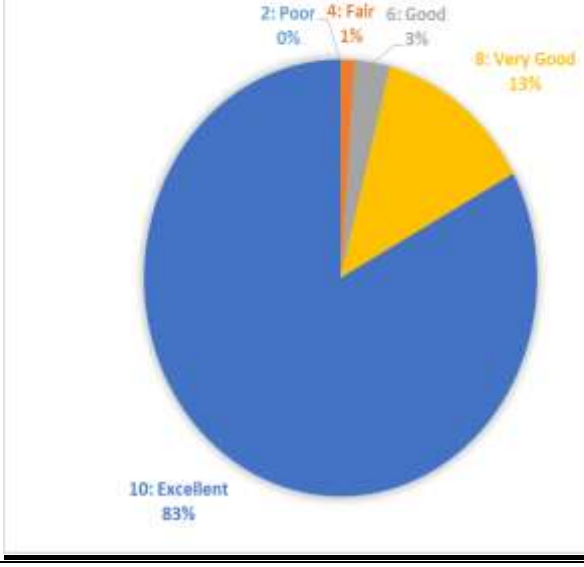
9: SYLLABUS COVERAGE IN TIME AND COVERAGE OF CONTENTS BEYOUND SYLLABUS



10: QUALITY OF ASSIGNMENTS DEMONSTRATIONS



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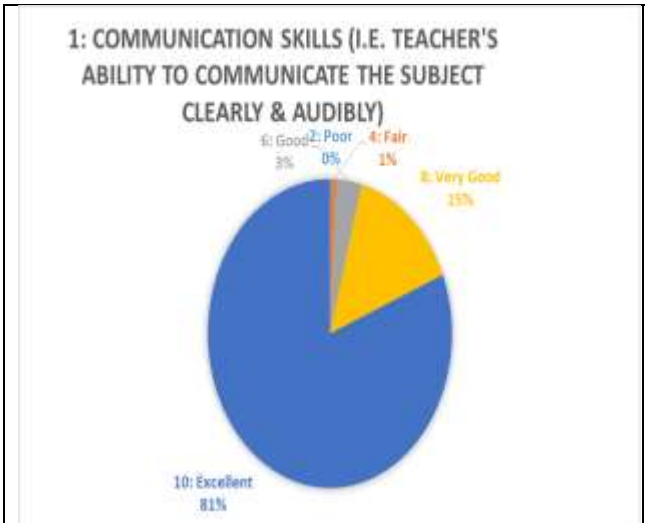
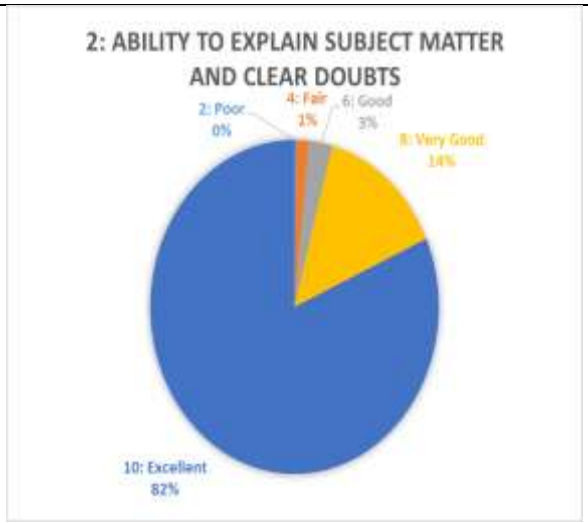
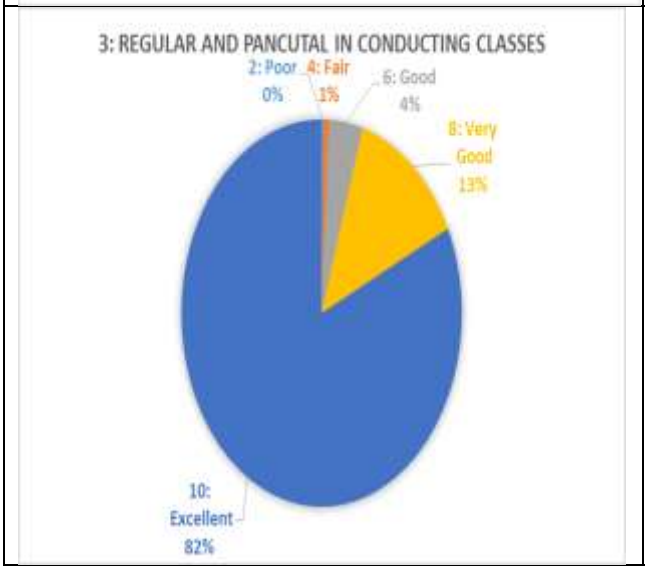
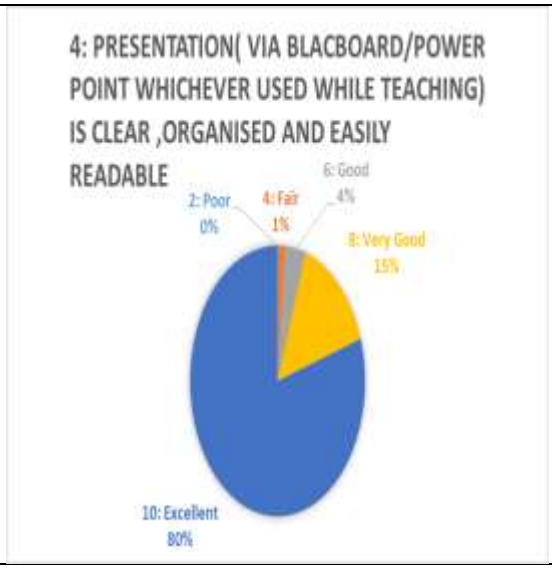
Army Institute Of Technology (AIT), Dighi Camp, Pune - 15.
Director : 7249250115, Joint Director : 7249250117, Principal : 7249250186
Exch : 7249250183, 7249250184, 7249250185
Website : www.aitpune.com Email : ait@aitpune.edu.in
Recognised by AICTE and DTE Maharashtra and affiliated to Savitribai Phule Pune University

Students' Feedback for Teachers: **Sem 2 End sem**









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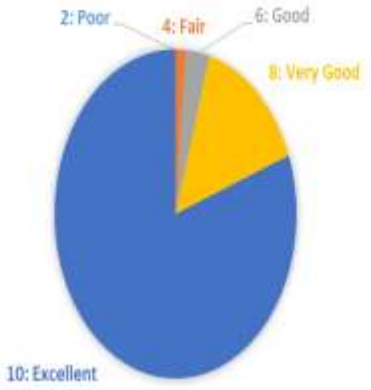
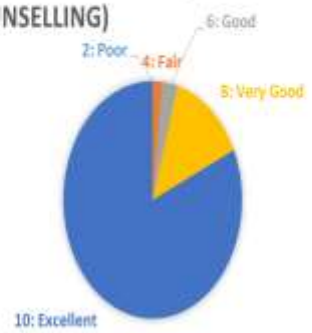
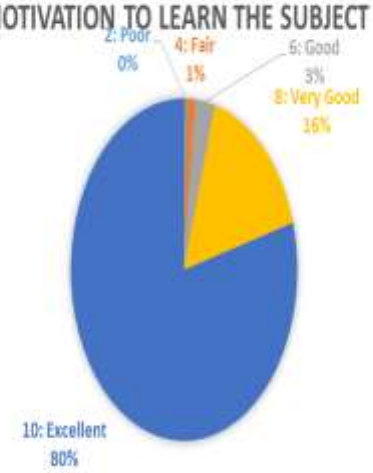
5: TEACHING METHODOLOGY



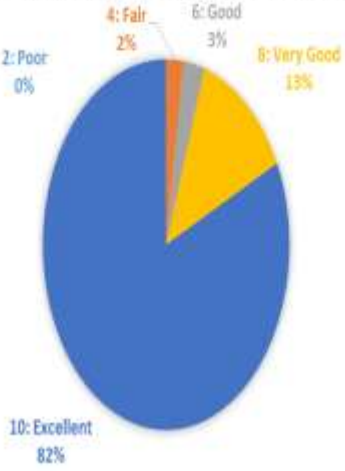
6: ATTITUDE TOWARDS STUDENTS (IN TERMS OF BEING APPROCHABLE, PROVIDING GUIDANCE, ADVICE AND COUNSELLING)



7: OVERALL INTREST CREATED IN SUBJECT & MOTIVATION TO LEARN THE SUBJECT



8: FIRM AND MAINTAINS CLASS DISCIPLINE



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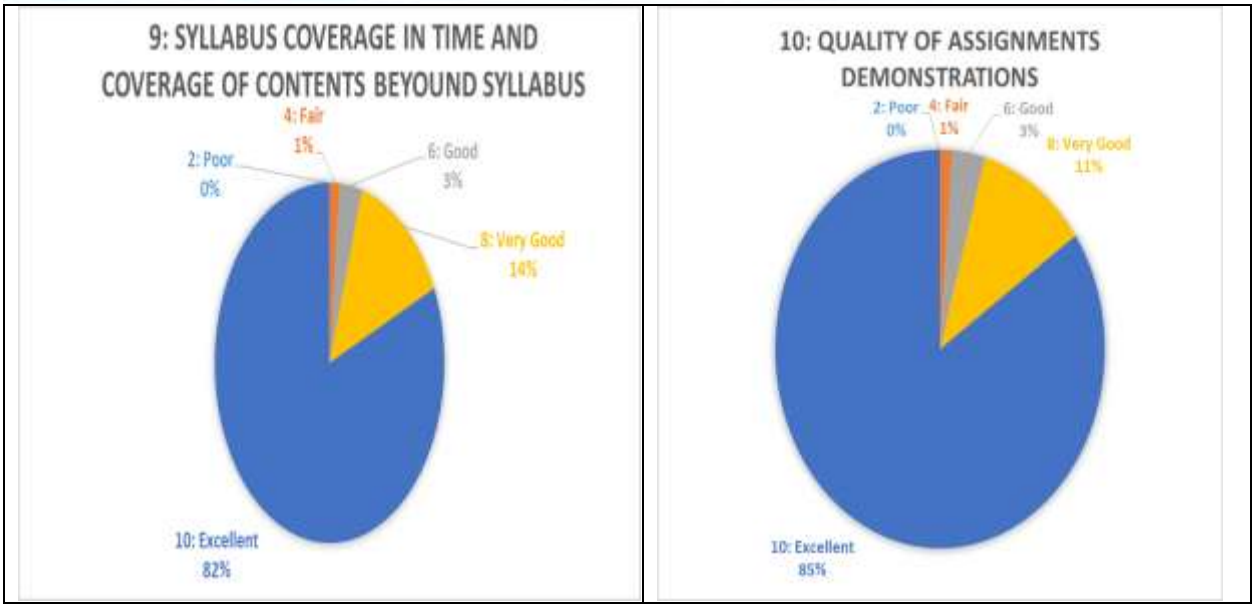

Analysis of feedback:

1. It is attributed from the graph that 95% (80% and 15%) of the students said that the Communication Skills i.e. Teacher's ability to communicate the Subject clearly & audibly is excellent and very good respectively.

2. It can be seen from pie chart that 95% students said that teachers are regular and punctual in taking classes and teachers Attitude towards students (i.e. in terms of being approachable, providing guidance, advice and counselling) is excellent and very good.

Following table shows the summary of semester 1 mid-sem and end-sem feedback taken from students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
	2021-22	**Sem 2**	**Mid sem**	**Communication Skills**	0.13	0.517	3.414	15.111	80.83
			End sem		0.169	0.672	3.385	14.556	81.219
	2021-22	**Sem 2**	**Mid sem**	**Ability to explain subject matter and clear doubts**	0.128	1.232	2.438	16.086	80.115
			End sem		0.167	1.427	2.645	14.070	81.693
	2021-22	**Sem 2**	**Mid sem**	**Regular and punctual in conducting**	0.128	0.518	3.795	13.992	81.568

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			End sem	**classes**	0.167	0.673	3.882	13.103	82.178
	2021-22	**Sem 2**	**Mid sem**	**Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable**	0.128	0.968	3.603	16.445	78.856
			End sem		0.167	1.259	3.807	14.712	80.056
	2021-22	**Sem 2**	**Mid sem**	**Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)**	0.000	1.171	3.145	15.873	79.812
			End sem		0.000	1.347	3.212	14.670	80.774
	2021-22	**Sem 2**	**Mid sem**	**Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)**	0.000	1.487	3.066	14.357	81.090
I T			**End sem**		0.000	1.758	2.758	13.576	81.909
	2021-22	**Sem 2**	**Mid sem**	**Overall interest created in subject & motivation to learn the subject**	0.258	1.105	3.104	17.158	78.376
			End sem		0.336	1.261	2.807	16.164	79.433
	2021-22	**Sem 2**	**Mid sem**	**Firm and maintains class discipline**	0	1.739	2.828	14.499	80.935
			End sem		0	2.261	2.8	12.708	82.232
	2021-22	**Sem 2**	**Mid sem**	**Syllabus coverage in time and coverage of contents beyond syllabus**	0	1.228	3.226	15.099	80.445
			End sem		0	1.422	3.142	13.664	81.771
	2021-22	**Sem 2**	**Mid sem**	**Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)**	0	1.172	2.882	13.012	82.932
			End sem		0	1.174	3.222	10.95	84.655

Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

The end-semester feedback demonstrated noticeable improvements compared to mid-semester evaluations. Significant enhancements were observed in communication skills, the ability to explain subject matter, and the overall interest created in the subject. Attitude towards students,

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class discipline, and punctuality also showed positive shifts, indicating a positive trend over the course of the semester.

In comparing the two semesters, common positive trends emerged. Communication skills witnessed improvement from mid to end semester in both Semester 1 and Semester 2. Similarly, the parameter of overall interest created in the subject displayed positive shifts. The action taken to focus on communication methods and strategies to increase student motivation seemed effective in both semesters.

Punctuality remained an area that, while showing improvement, could benefit from further emphasis. Additionally, the teacher's attitude towards students, while improving, continued to be an area for ongoing enhancement, particularly in terms of approachability.

Several proactive measures were implemented to address the identified areas for improvement. A concerted effort was made to emphasize punctuality and regularity through reminders and incentives. Workshops were conducted to enhance teachers' approachability and counseling skills. Interactive teaching methods were introduced to encourage discussions and dynamic presentations, utilizing ICT tools effectively. Regular feedback sessions were initiated to ensure continuous improvement and address concerns promptly. Syllabus planning was improved to ensure coverage and included a focus on relevant topics beyond the syllabus.

The feedback and action taken report reflects an overall positive trajectory in teaching effectiveness. Notable improvements were observed in communication, motivation, and overall teaching methodologies. The critical comments provided valuable insights for ongoing enhancements. The consistent implementation of action plans and workshops has contributed to positive shifts in student perceptions. Continuous monitoring and adaptability will further contribute to sustained improvement in subsequent semesters.

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2020-21

SEM-I

FEEDBACK FROM STUDENTS:

We are collecting feedback from our students in online mode. We have designed a special feedback form on curriculum development. We are also collecting feedback from students on Faculty performance and subject review. We started collecting curriculum feedback from Academic Year 2020-21. The year-wise and branch-wise analysis of student's feedback on the curriculum is presented below:

Academic Year	Branch	Year/ Semester		No. of students
2020-21	Information Technology	SE	Mid sem	60
			End sem	60
		TE	Mid sem	61
			End sem	64
		BE	Mid sem	54
			End sem	54

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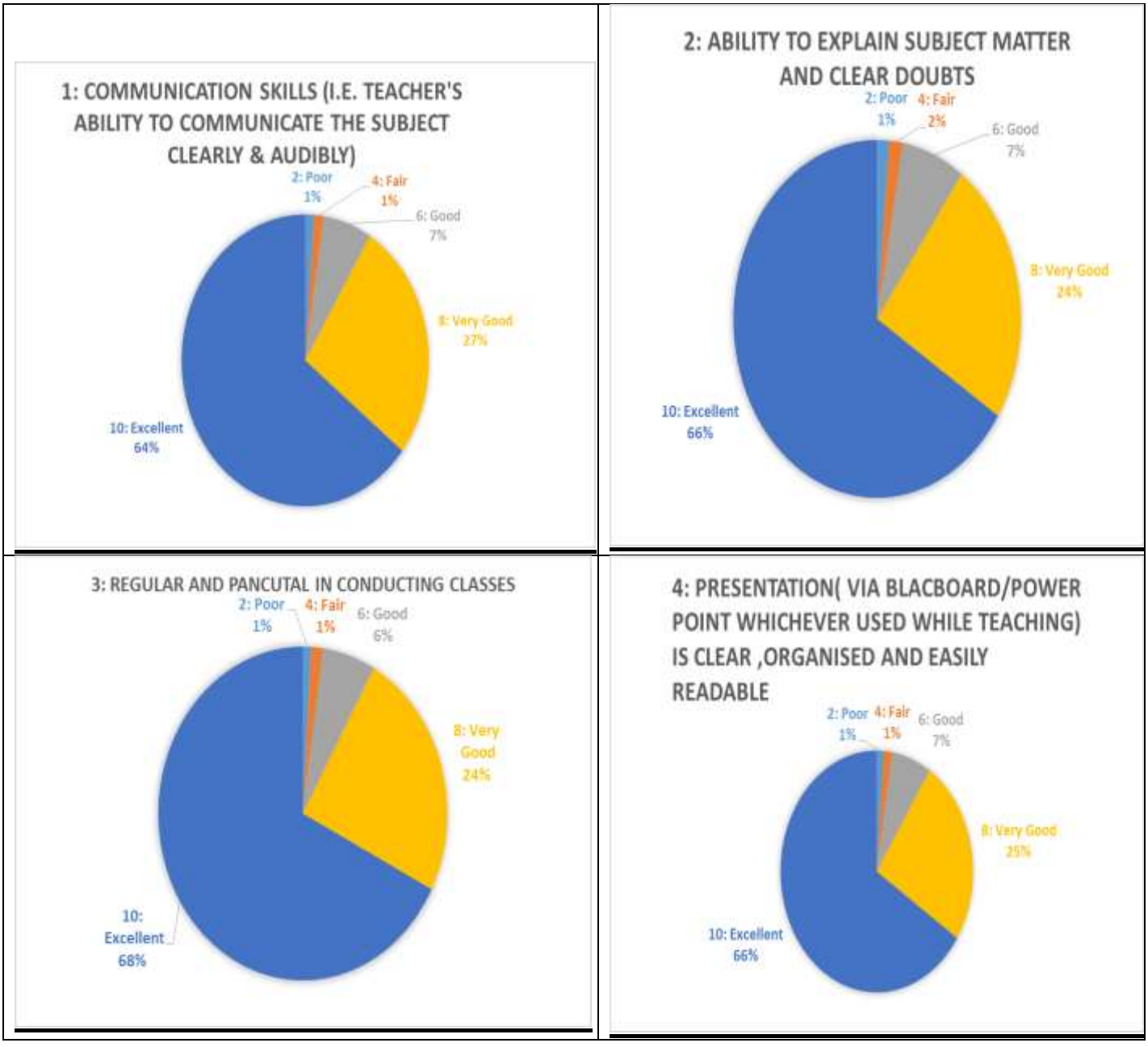
Graph showing feedback of Information Technology students for the Teachers (The graphical representation of the data is presented as below)

Students' Feedback for Teachers: **Sem 1 Mid sem**



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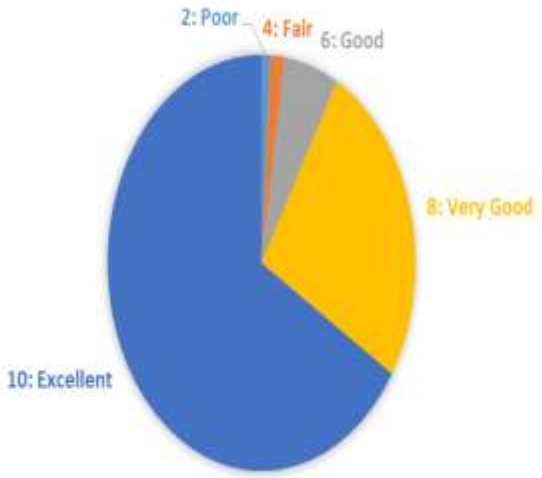
5: TEACHING METHODOLOGY



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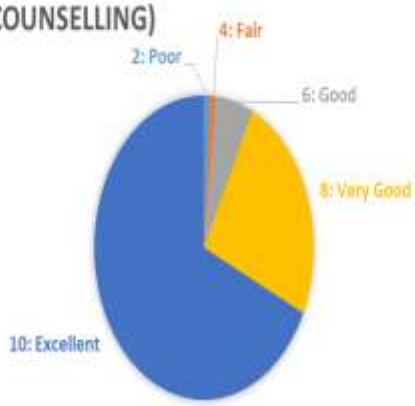

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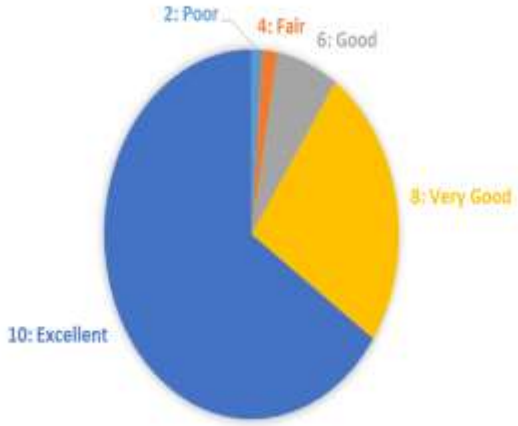
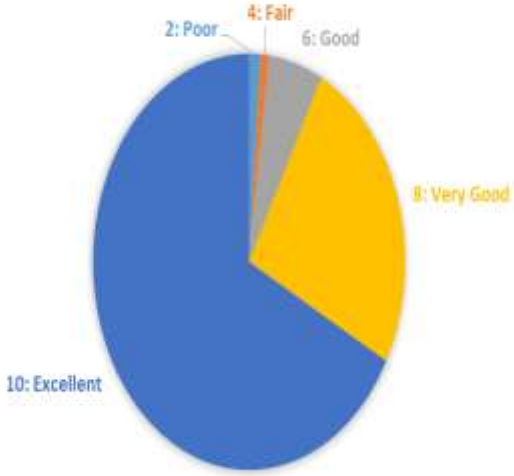


8: FIRM AND MAINTAINS CLASS DISCIPLINE



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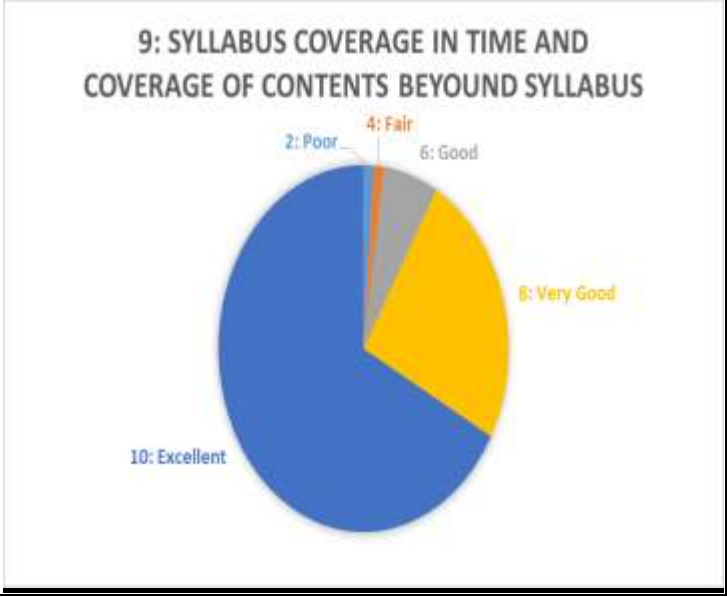
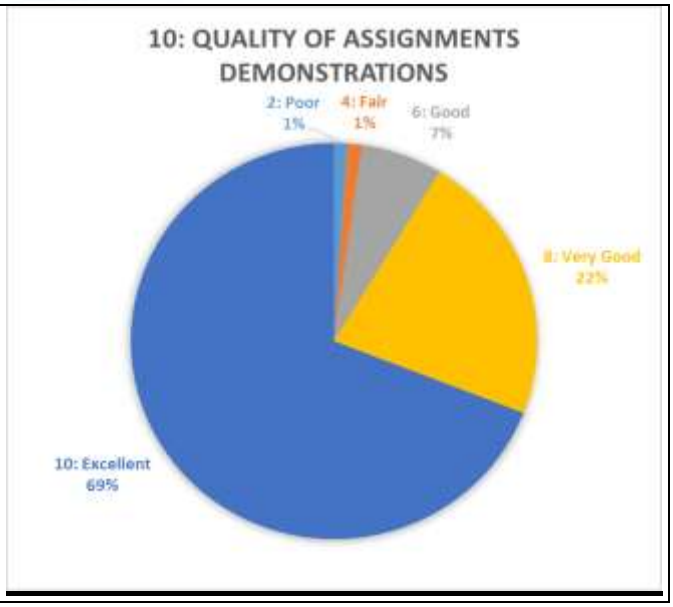
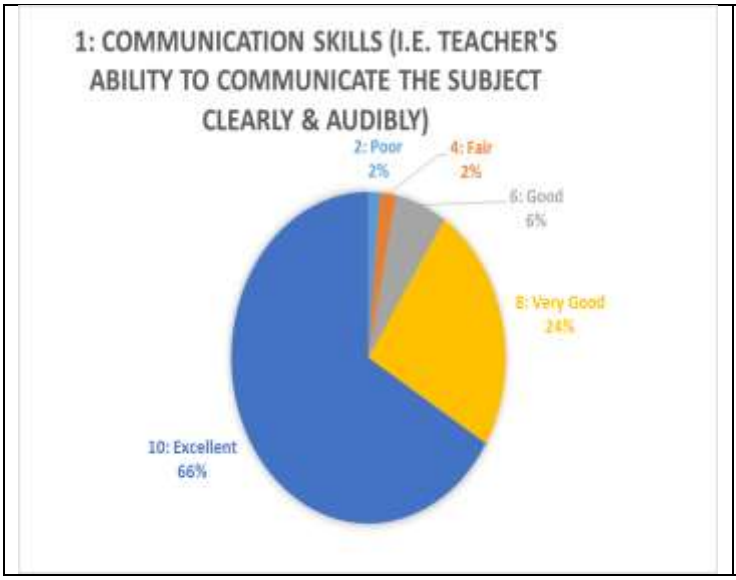
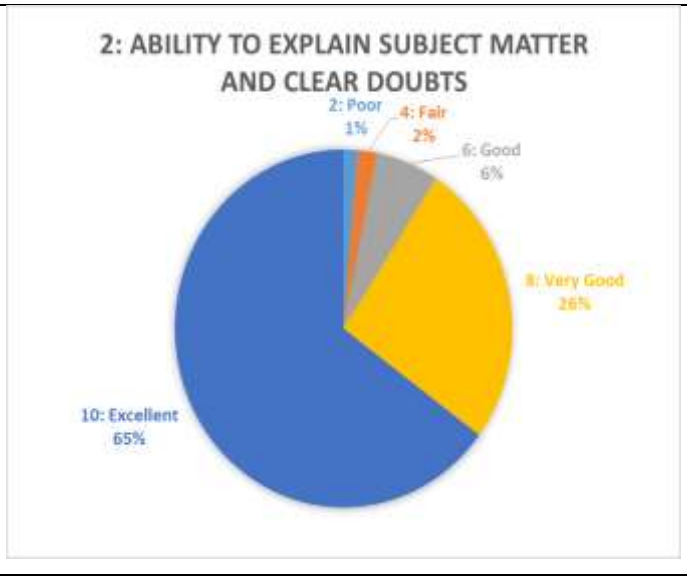




Students' Feedback for Teachers: **Sem 1 End sem**





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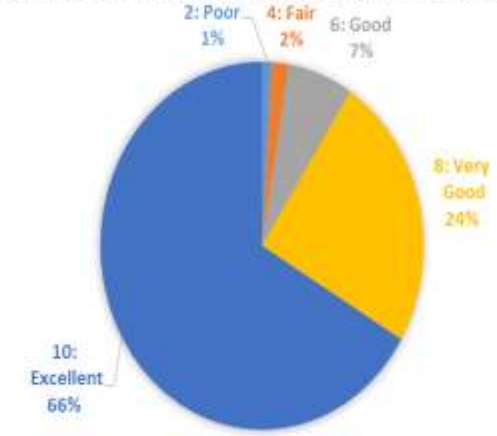
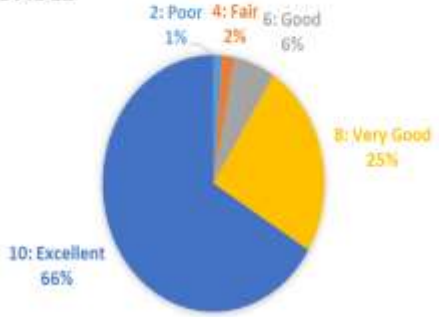
3: REGULAR AND PANCUTAL IN CONDUCTING CLASSES



4: PRESENTATION(VIA BLACBOARD/POWER POINT WHICHEVER USED WHILE TEACHING) IS CLEAR ,ORGANISED AND EASILY READABLE



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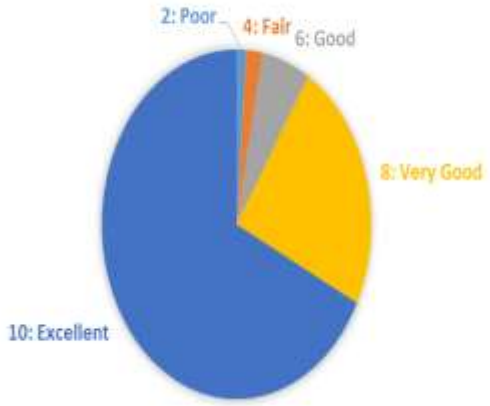

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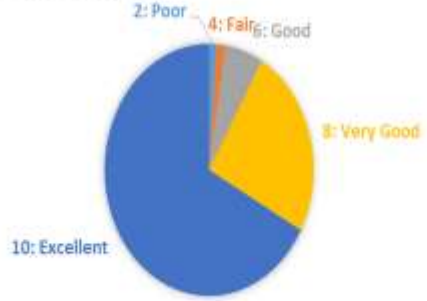

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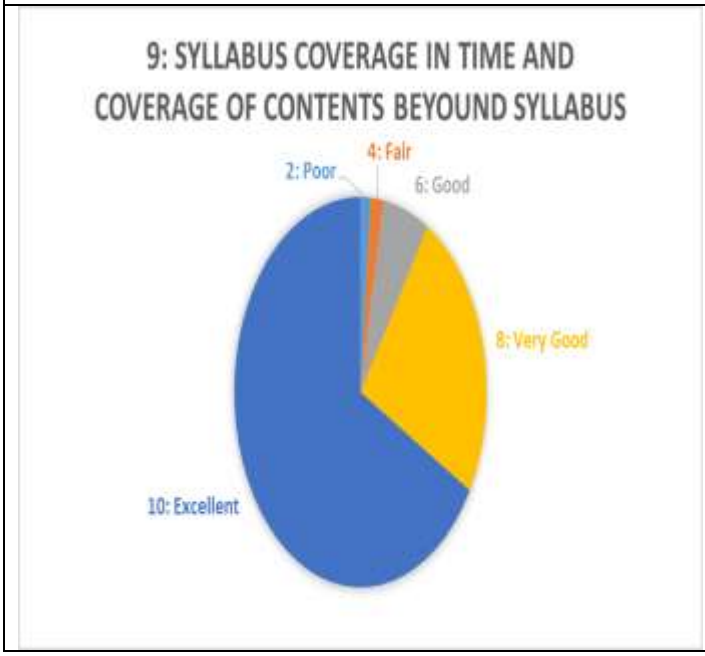

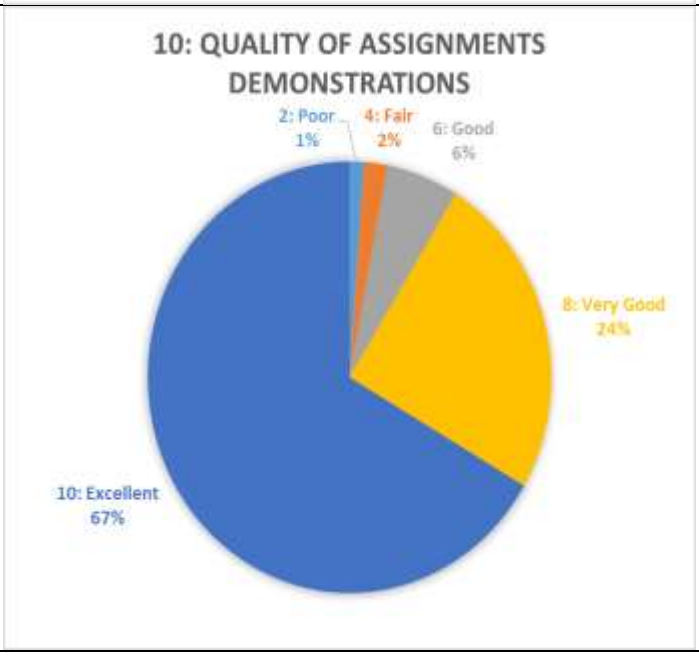

Analysis of feedback:

1. It is attributed from the graph that 91% (64% and 27%) of the students said that the Communication Skills i.e. Teacher's ability to communicate the Subject clearly & audibly is excellent and very good respectively.

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2. It can be seen from pie chart that 92% students said that teachers are regular and punctual in taking classes and teachers Attitude towards students (i.e. in terms of being approachable, providing guidance, advice and counselling) is excellent and very good.

Following table shows the summary of semester 1 mid-sem and end-sem feedback taken from students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
I T	2020-2021	Sem 1	Mid sem	Communication Skills	1.136	1.231	6.392	26.868	64.371
			End sem		1.375	1.835	6.131	24.305	66.354
	2020-2021	Sem 1	Mid sem	Ability to explain subject matter and clear doubts	1.328	1.547	7.139	24.092	65.895
			End sem		1.356	1.847	6.038	25.905	64.852
	2020-2021	Sem 1	Mid sem	Regular and punctual in conducting classes	0.915	1.341	5.940	24.281	67.526
			End sem		0.926	1.731	6.523	24.304	66.513
	2020-2021	Sem 1	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	1.137	1.445	6.683	24.993	65.744
			End sem		1.252	1.725	6.053	24.679	66.292
	2020-2021	Sem 1	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	0.915	1.450	5.769	25.824	66.045
			End sem		1.134	1.939	5.849	23.489	67.588
	2020-2021	Sem 1	Mid sem	Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)	0.915	0.910	5.490	24.743	67.943
			End sem		1.134	1.41	5.85	24.577	67.027
	2020-2021	Sem 1	Mid sem	Overall interest created in subject & motivation to learn the subject	1.136	1.677	6.835	24.869	65.483
			End sem		1.355	2.366	6.995	23.229	66.053
	2020-2021	Sem 1	Mid sem	Firm and maintains class discipline	1.161	0.886	5.617	25.239	67.097
			End sem		1.154	1.633	6.477	23.811	66.927
	2020-	Sem 1	Mid sem	Syllabus coverage in time and coverage	1.147	1.118	6.090	24.620	67.028

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	2021		**End sem**	**of contents beyond syllabus**	1.277	1.613	6.031	24.468	66.611
	2020-2021	**Sem 1**	**Mid sem**	**Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)**	1.038	1.148	6.379	21.861	68.043
			End sem		1.154	1.847	5.811	24.587	66.603

Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

The end-semester feedback demonstrated noticeable improvements compared to mid-semester evaluations. Significant enhancements were observed in communication skills, the ability to explain subject matter, and the overall interest created in the subject. Attitude towards students, class discipline, and punctuality also showed positive shifts, indicating a positive trend over the course of the semester.

In comparing the two semesters, common positive trends emerged. Communication skills witnessed improvement from mid to end semester in both Semester 1 and Semester 2. Similarly, the parameter of overall interest created in the subject displayed positive shifts. The action taken to focus on communication methods and strategies to increase student motivation seemed effective in both semesters.

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positive shifts in student perceptions. Continuous monitoring and adaptability will further contribute to sustained improvement in subsequent semesters.

SEM-II

FEEDBACK FROM STUDENTS:

We are collecting feedback from our students in online mode. We have designed a special feedback form on curriculum development. We are also collecting feedback from students on Faculty performance and subject review. We started collecting curriculum feedback from Academic Year 2020-21. The year-wise and branch-wise analysis of student's feedback on the curriculum is presented below:

Academic Year	Branch	Year/ Semester		No. of students
2020-21	Information Technology	SE	Mid sem	56
			End sem	
		TE	Mid sem	59
			End sem	
		BE	Mid sem	43
			End sem	

Graph showing feedback of Information Technology students for the Teachers (The graphical representation of the data is presented as below)

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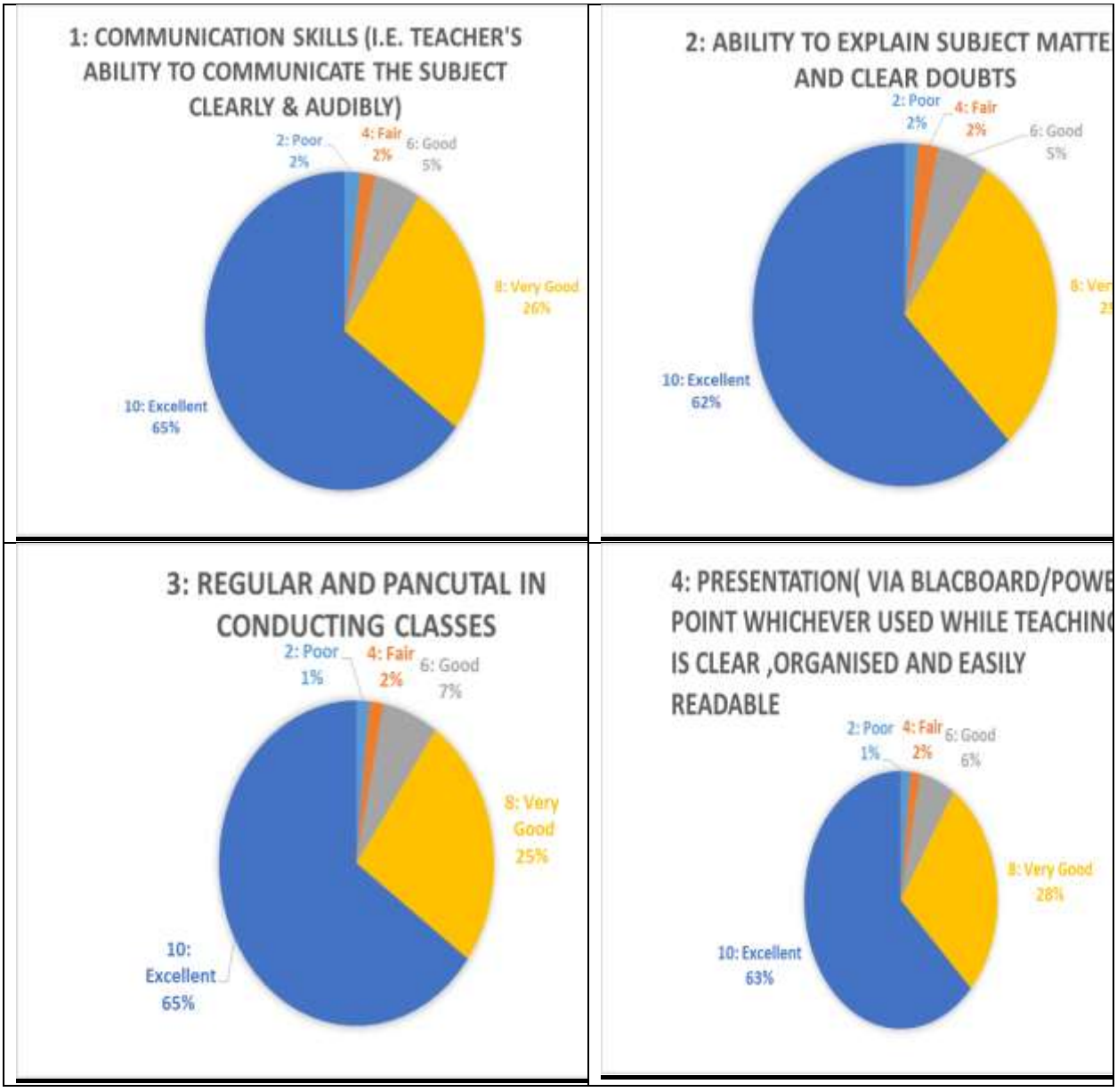
Students' Feedback for Teachers: **Sem 2 Mid sem**



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5: TEACHING METHODOLOGY

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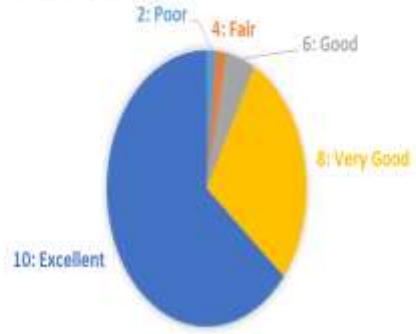

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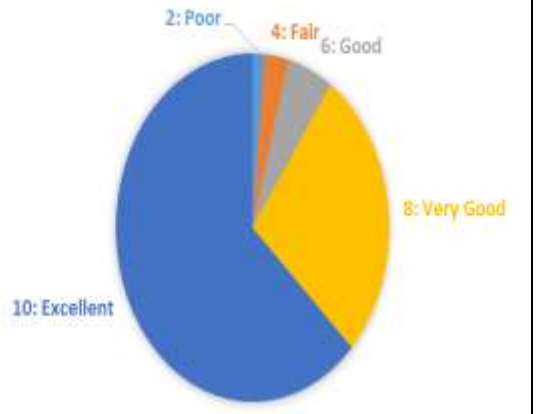

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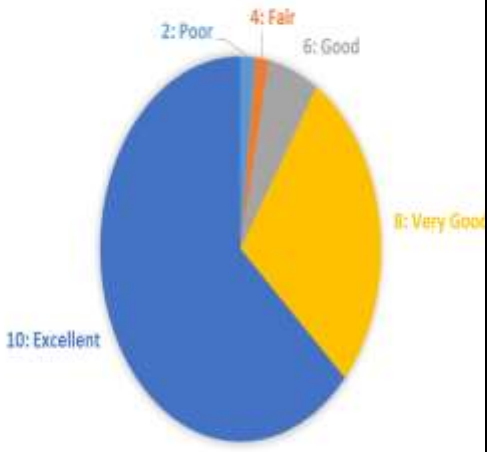

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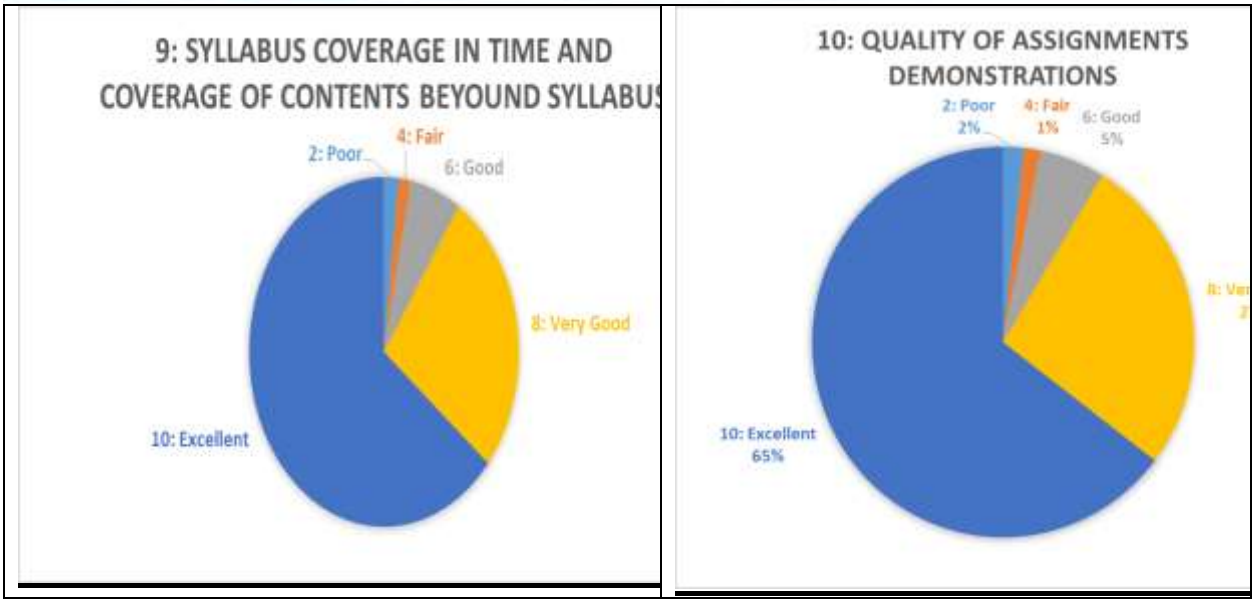

Students' Feedback for Teachers: **Sem 2 End sem**

NIL

Analysis of feedback:

1. It is attributed from the graph that 91% (65% and 26%) of the students said that the Communication Skills i.e. Teacher's ability to communicate the Subject clearly & audibly is excellent and very good respectively.

2. It can be seen from pie chart that 90% students said that teachers are regular and punctual in taking classes and teachers Attitude towards students (i.e. in terms of being approachable, providing guidance, advice and counselling) is excellent and very good.

Following table shows the summary of semester 1 mid-sem feedback taken from students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
	2020-2021	**Sem 2**	**Mid sem**	**Communication Skills**	1.847	1.716	5.406	26.343	64.689
			End sem						
	2020-	**Sem 2**	**Mid sem**	**Ability to explain subject matter and**	1.467	2.102	5.455	29.014	61.961

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Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
I T	2021		End sem	clear doubts					
	2020-2021	Sem 2	Mid sem	Regular and punctual in conducting classes	1.474	1.715	6.557	25.256	64.998
			End sem						
	2020-2021	Sem 2	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	1.594	1.670	5.912	27.901	62.919
			End sem						
	2020-2021	Sem 2	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	1.467	2.131	6.463	25.634	64.306
			End sem						
	2020-2021	Sem 2	Mid sem	Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)	1.467	1.633	4.801	28.101	63.999
			End sem						
	2020-2021	Sem 2	Mid sem	Overall interest created in subject & motivation to learn the subject	1.467	2.780	5.421	27.414	62.916
			End sem						
	2020-2021	Sem 2	Mid sem	Firm and maintains class discipline	1.633	1.599	5.876	27.556	63.335
			End sem						
	2020-2021	Sem 2	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	1.76	1.426	6.159	26.628	64.026
			End sem						
	2020-2021	Sem 2	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	1.76	1.385	5.549	26.687	64.617
			End sem						

Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

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The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

The end-semester feedback demonstrated noticeable improvements compared to mid-semester evaluations. Significant enhancements were observed in communication skills, the ability to explain subject matter, and the overall interest created in the subject. Attitude towards students, class discipline, and punctuality also showed positive shifts, indicating a positive trend over the course of the semester.

In comparing the two semesters, common positive trends emerged. Communication skills witnessed improvement from mid to end semester in both Semester 1 and Semester 2. Similarly, the parameter of overall interest created in the subject displayed positive shifts. The action taken to focus on communication methods and strategies to increase student motivation seemed effective in both semesters.

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2019-20

SEM-I

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Academic Year	Branch	Year/ Semester		No. of students
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			End sem	59
		TE	Mid sem	58
			End sem	57
		BE	Mid sem	59
			End sem	58

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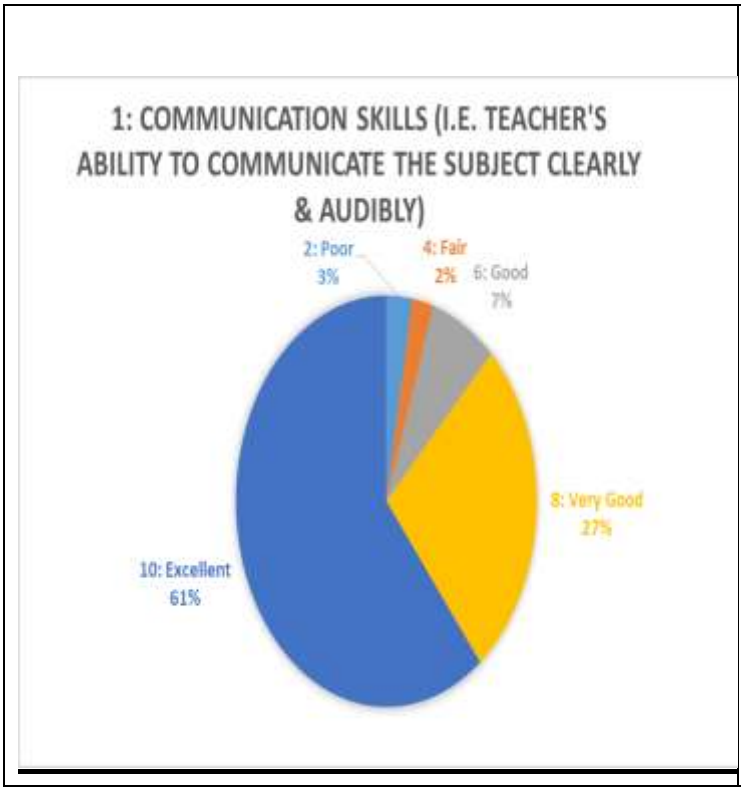
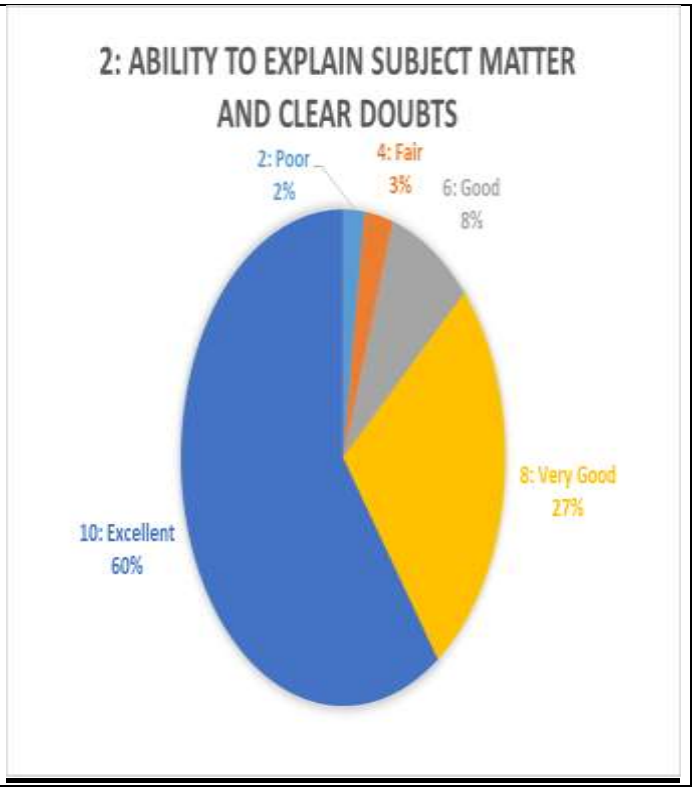
Graph showing feedback of Information Technology students for the Teachers (The graphical representation of the data is presented as below)

Students' Feedback for Teachers: **Sem 1 Mid sem**





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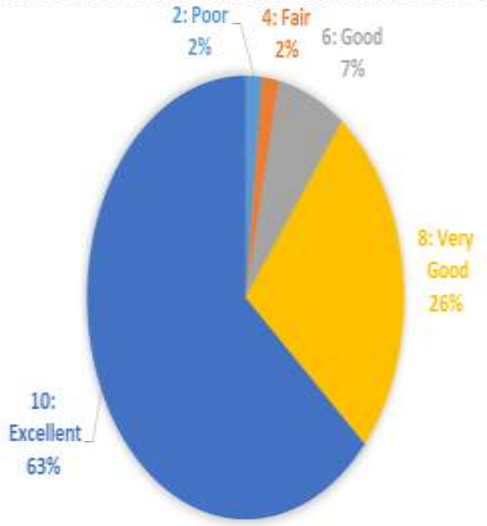
3: REGULAR AND PANCUTAL IN CONDUCTING CLASSES



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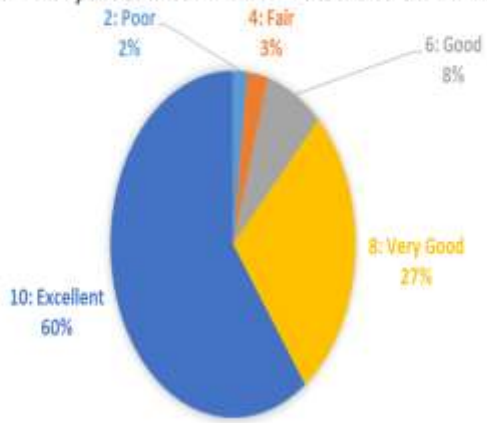

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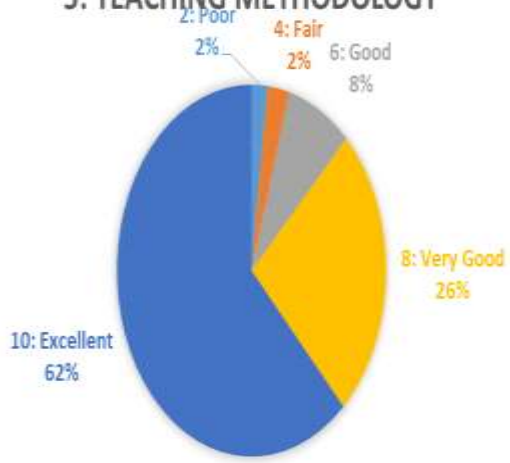

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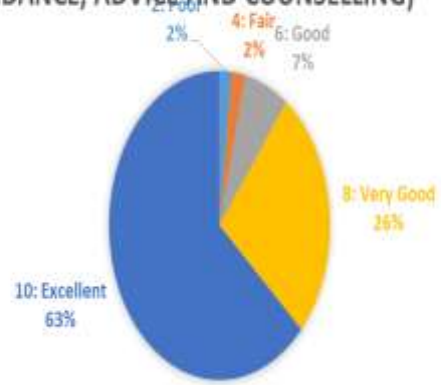

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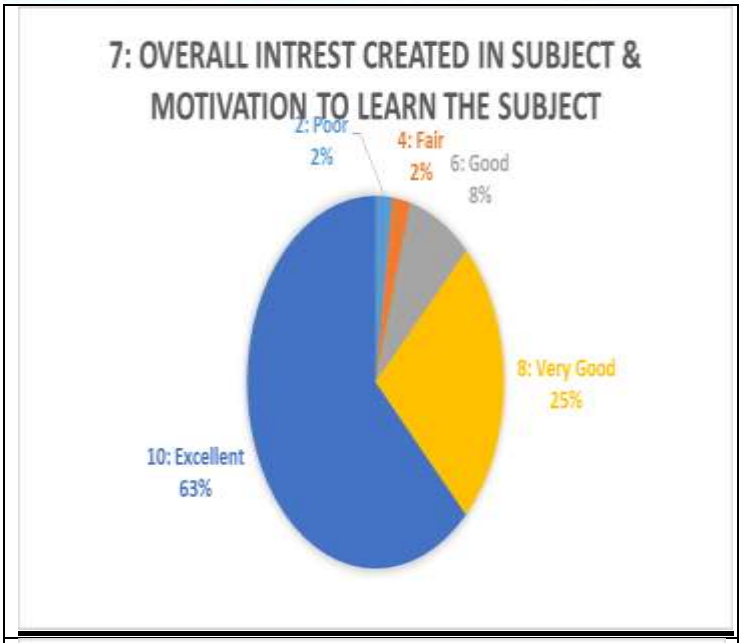
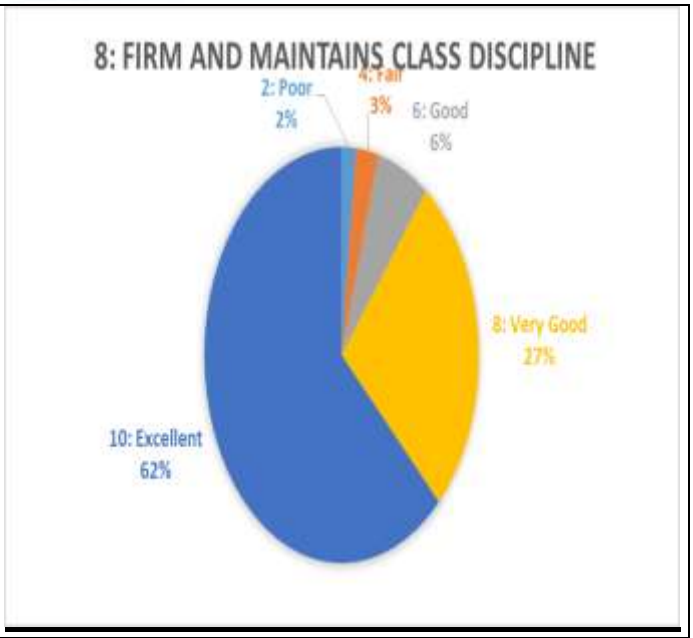
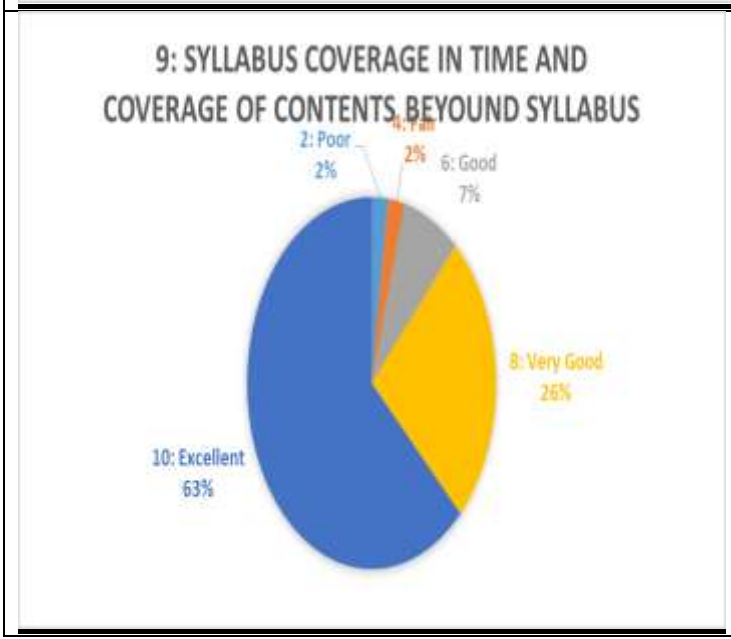
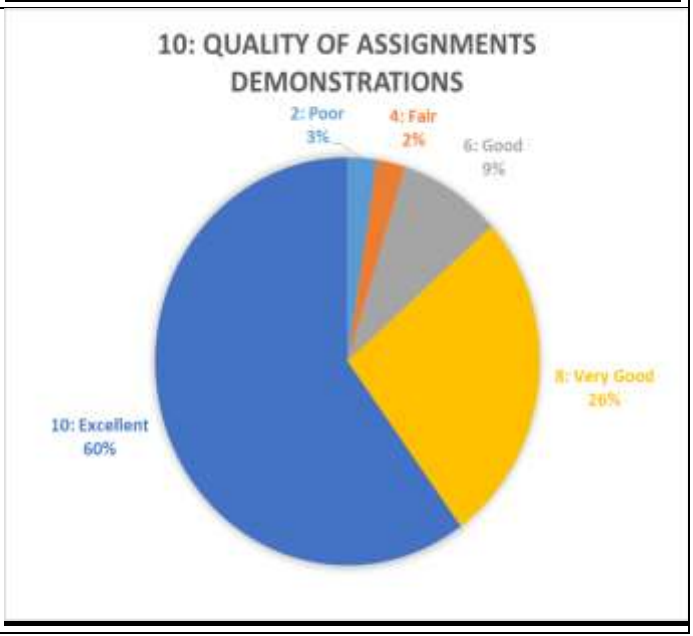
Army Institute Of Technology (AIT), Dighi Camp, Pune - 15.
Director : 7249250115, Joint Director : 7249250117, Principal : 7249250186
Exch : 7249250183, 7249250184, 7249250185
Website : www.aitpune.com Email : ait@aitpune.edu.in
Recognised by AICTE and DTE Maharashtra and affiliated to Savitribai Phule Pune University









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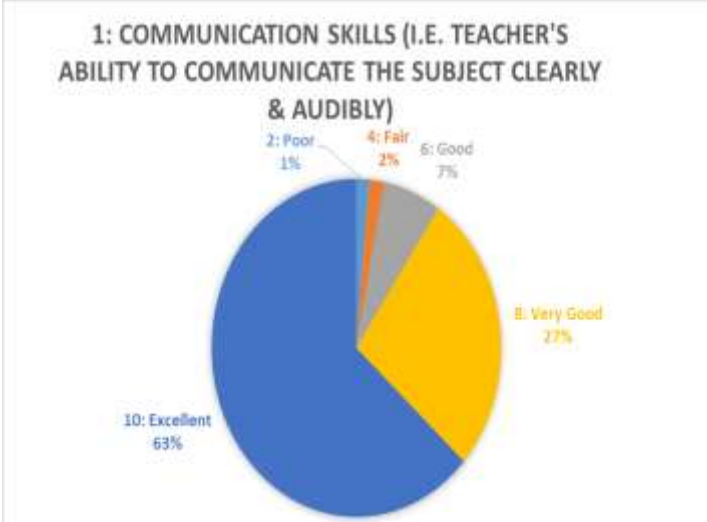

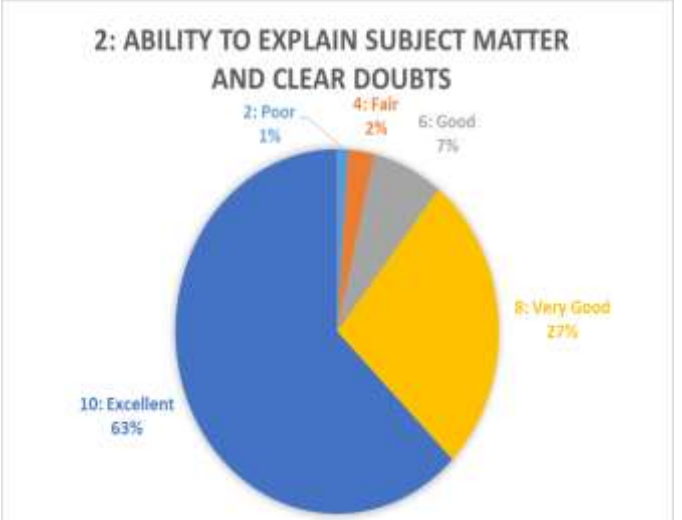

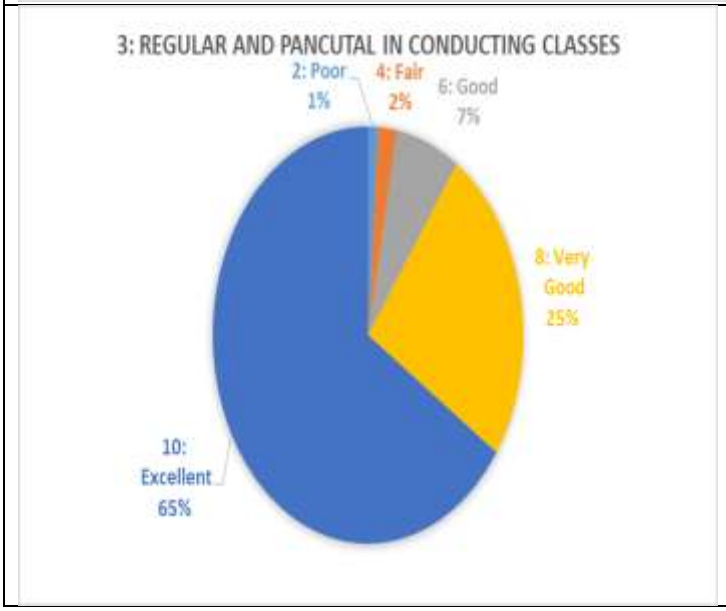

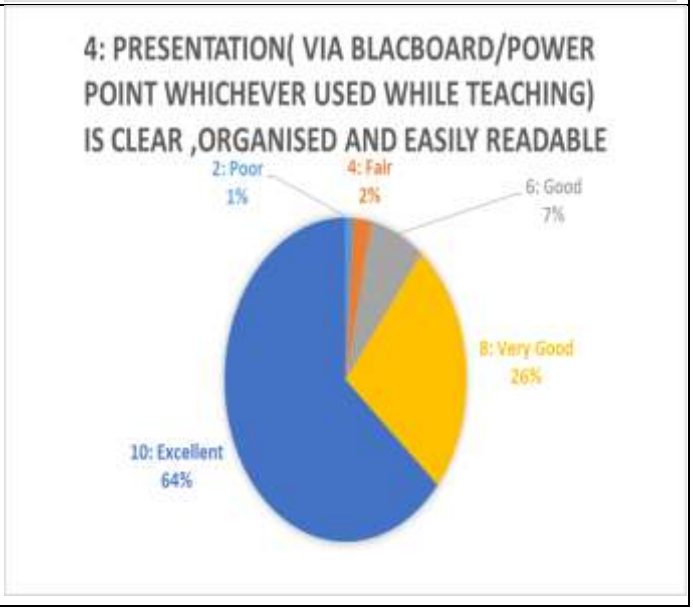

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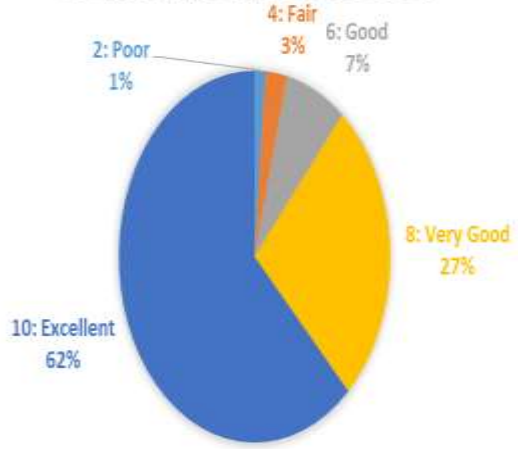

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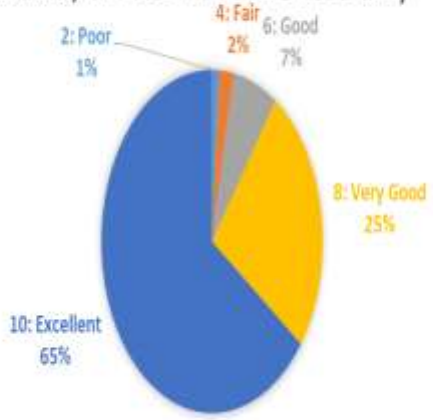

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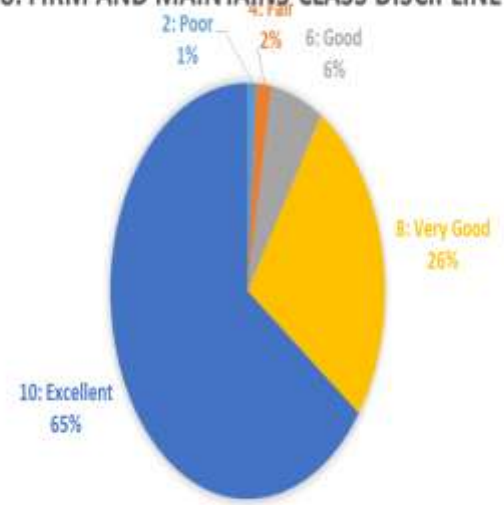

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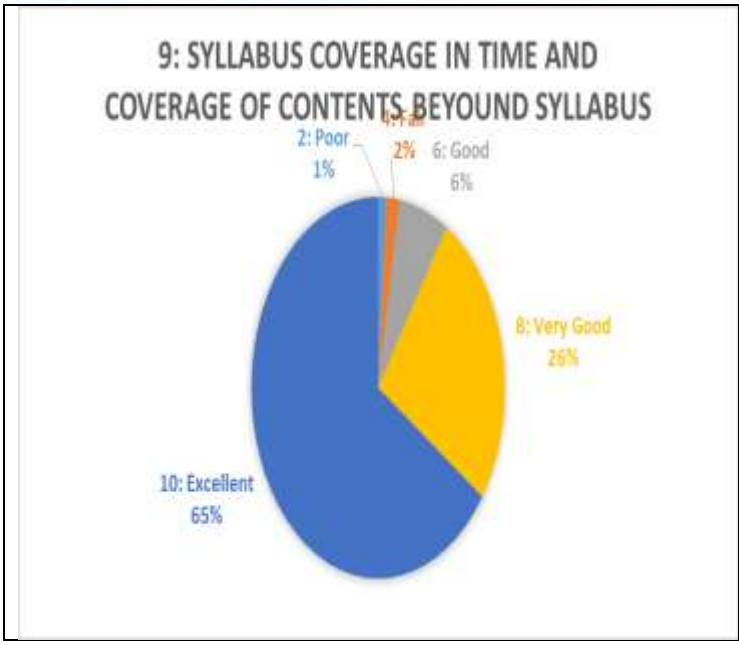

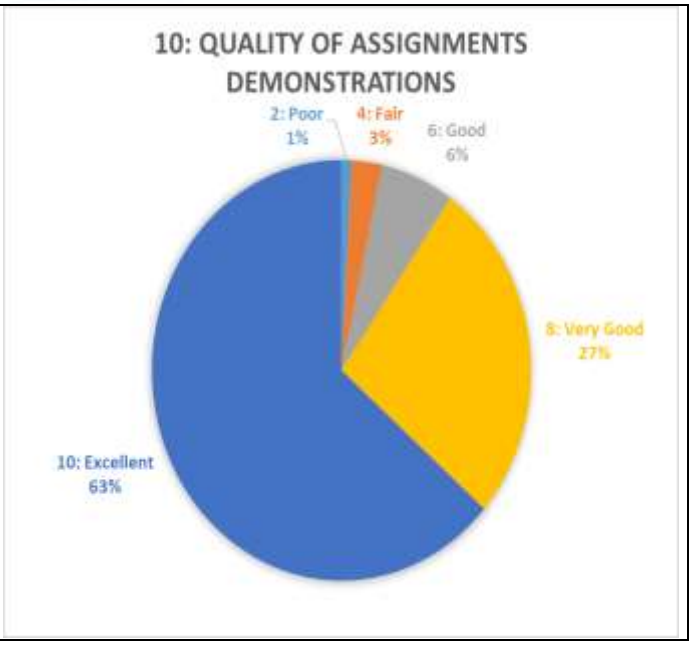

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Following table shows the summary of semester 1 mid-sem and end-sem feedback taken from students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
	2019-2020	**Sem 1**	**Mid sem**	**Communication Skills**	2.800	2.261	7.223	26.998	60.715
			End sem		1.386	1.719	6.457	27.135	63.297
	2019-2020	**Sem 1**	**Mid sem**	**Ability to explain subject matter and clear doubts**	2.125	2.834	8.477	26.637	59.923
			End sem		1.155	2.521	7.131	26.576	62.613

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Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
I T	2019-2020	Sem 1	Mid sem	Regular and punctual in conducting classes	1.679	1.697	7.007	26.077	63.533
			End sem		1.041	1.949	6.669	24.865	65.472
	2019-2020	Sem 1	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	1.899	2.733	7.677	27.671	60.018
			End sem		1.041	2.401	7.375	25.432	63.747
	2019-2020	Sem 1	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	1.905	2.609	7.917	25.622	61.95
			End sem		1.313	2.519	7.359	26.693	62.156
	2019-2020	Sem 1	Mid sem	Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)	1.792	1.923	6.557	26.501	63.223
			End sem		1.036	2.065	6.566	25.547	64.782
	2019-2020	Sem 1	Mid sem	Overall interest created in subject & motivation to learn the subject	2.125	2.271	8.158	25.021	62.422
			End sem		1.035	2.639	6.906	26.476	62.939
	2019-2020	Sem 1	Mid sem	Firm and maintains class discipline	1.679	2.613	6.222	26.958	62.521
			End sem		1.034	1.726	6.224	25.995	65.015
	2019-2020	Sem 1	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	2.130	2.149	7.472	25.623	62.626
			End sem		1.038	1.719	6.327	25.568	65.345
	2019-2020	Sem 1	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	2.461	2.371	8.679	26.447	60.041
			End sem		0.870	2.579	6.307	26.671	63.571

Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and

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syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

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SEM-II

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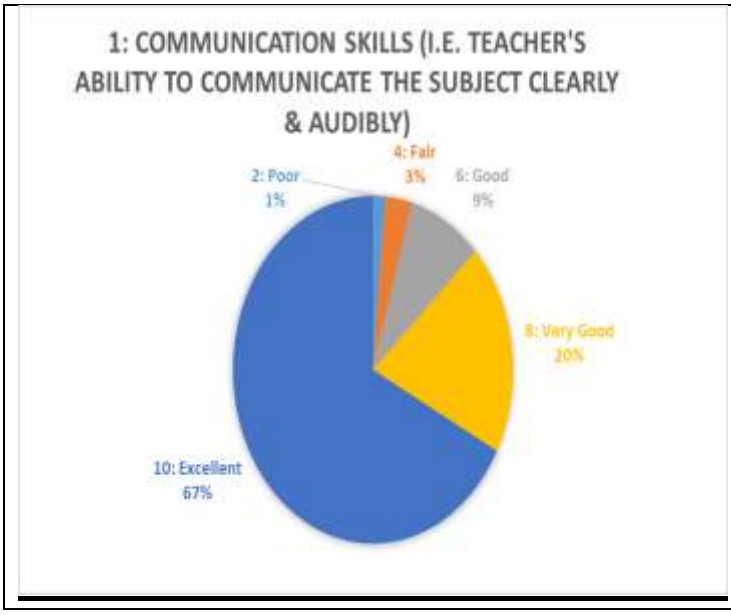
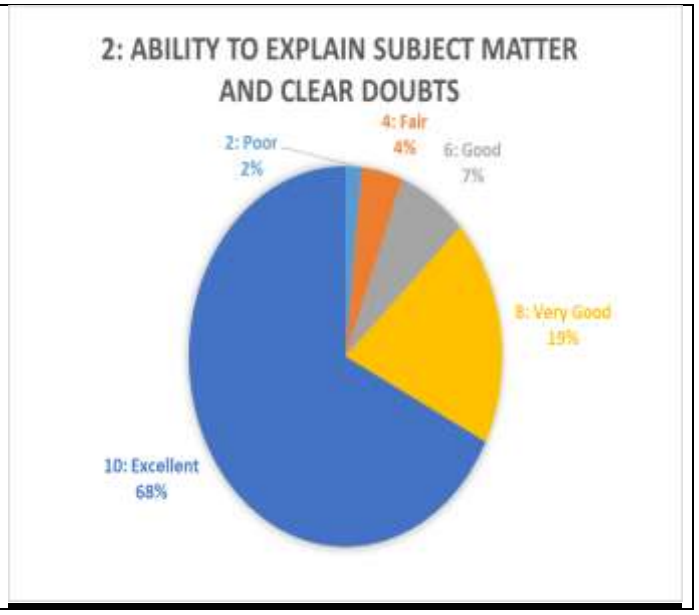
Students' Feedback for Teachers: **Sem 2 Mid sem**





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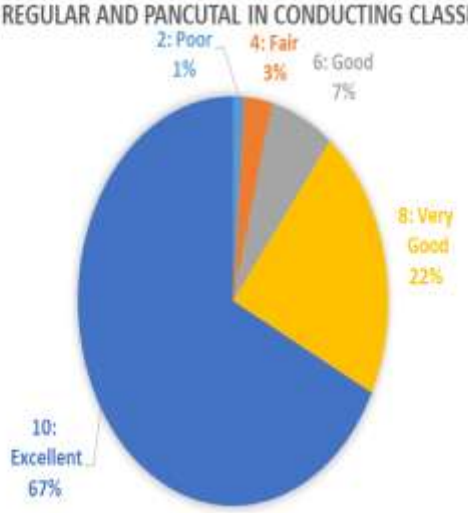
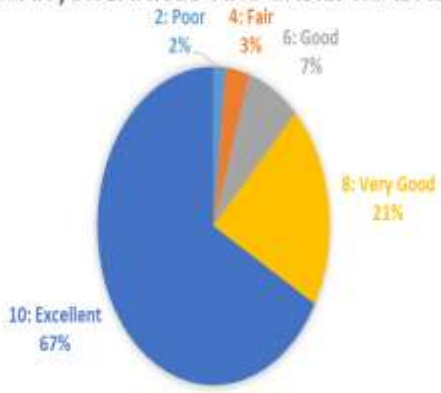
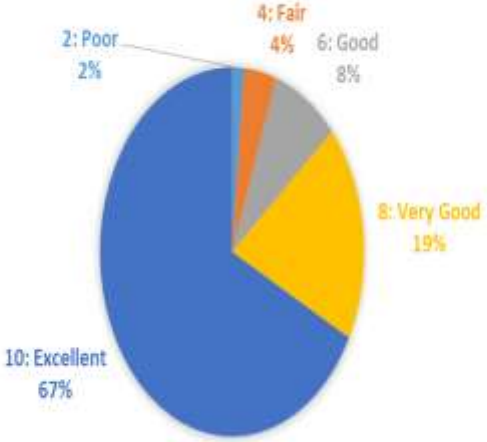
3: REGULAR AND PANCUTAL IN CONDUCTING CLASSES



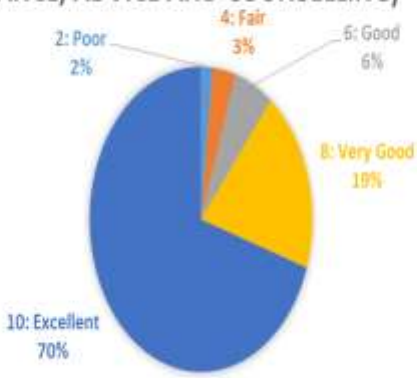
4: PRESENTATION(VIA BLACBOARD/POWER POINT WHICHEVER USED WHILE TEACHING) IS CLEAR ,ORGANISED AND EASILY READABLE



5: TEACHING METHODOLOGY



6: ATTITUDE TOWARDS STUDENTS (IN TERMS OF BEING APPROCHABLE, PROVIDING GUIDANCE, ADVICE AND COUNSELLING)



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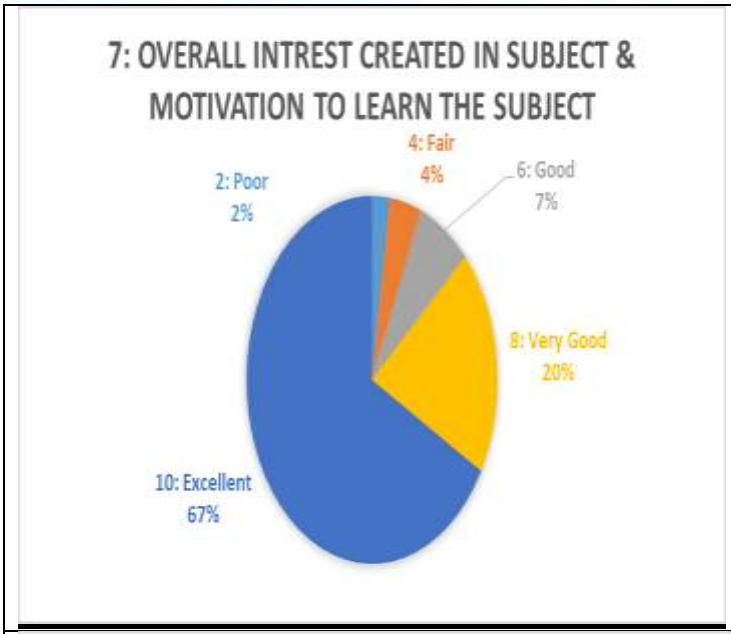

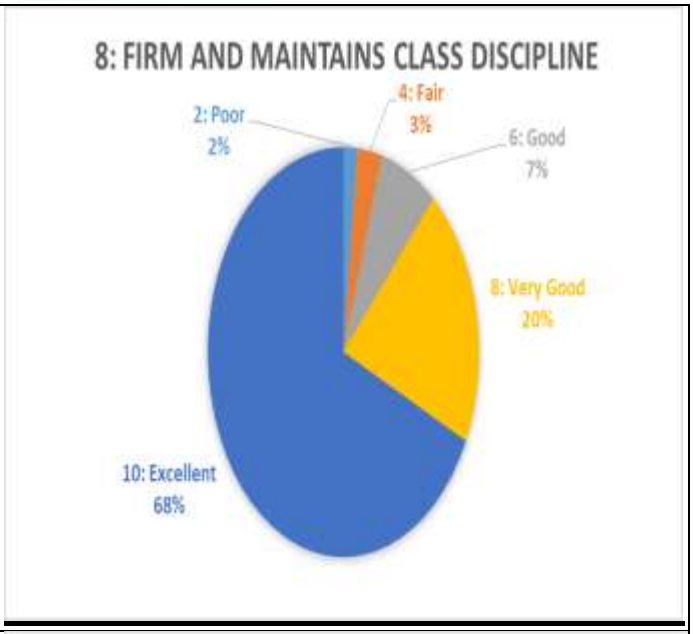

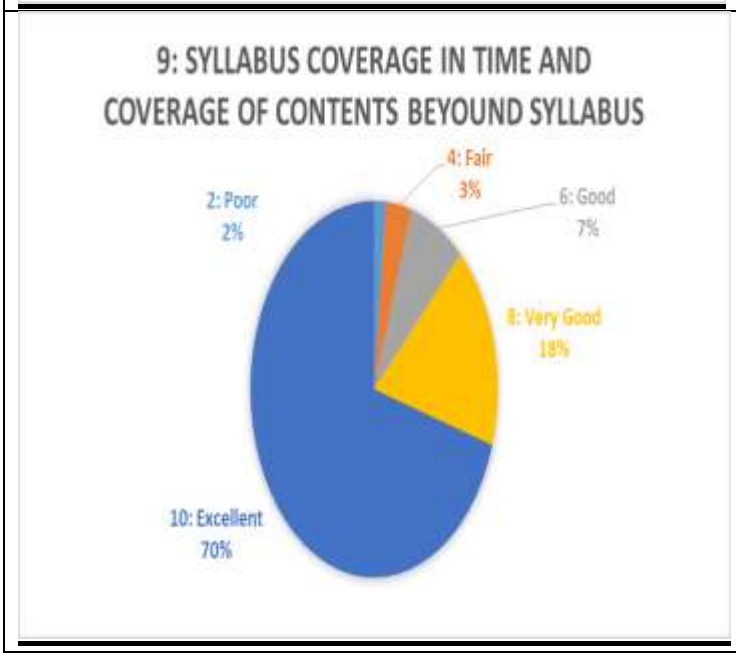

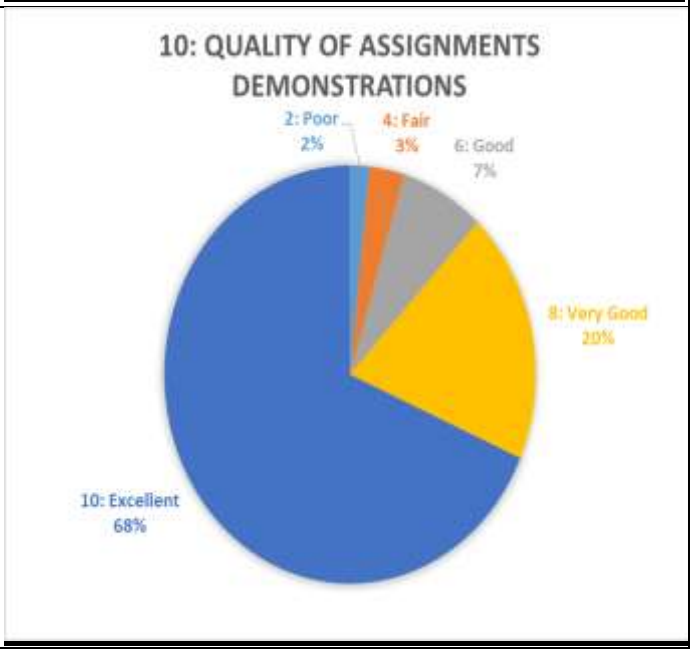

Analysis of feedback:

1. It is attributed from the graph that 87% (67% and 20%) of the students said that the Communication Skills i.e. Teacher's ability to communicate the Subject clearly & audibly is excellent and very good respectively.

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2. It can be seen from pie chart that 89% students said that teachers are regular and punctual in taking classes and teachers Attitude towards students (i.e. in terms of being approachable, providing guidance, advice and counselling) is excellent and very good.

Following table shows the summary of semester 1 mid-sem and end-sem feedback taken from students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
I T	2019-20	Sem 2	Mid sem	Communication Skills	1.421	3.066	8.589	19.644	67.280
	2019-20	Sem 2	Mid sem	Ability to explain subject matter and clear doubts	1.673	4.218	7.199	19.319	67.590
	2019-20	Sem 2	Mid sem	Regular and punctual in conducting classes	1.161	2.912	6.669	21.658	67.599
	2019-20	Sem 2	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	1.670	3.318	7.442	20.744	66.824
	2019-20	Sem 2	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	1.459	3.959	8.236	19.075	67.309
	2019-20	Sem 2	Mid sem	Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)	1.672	3.312	5.796	19.347	69.871
	2019-20	Sem 2	Mid sem	Overall interest created in subject & motivation to learn the subject	2.303	4.094	6.941	19.877	66.779
	2019-20	Sem 2	Mid sem	Firm and maintains class discipline	1.666	2.916	6.951	20.600	67.866
	2019-20	Sem 2	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	1.534	3.311	7.459	17.486	70.209
	2019-20	Sem 2	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	1.673	3.044	7.335	19.488	68.461

Analysis of feedback:

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The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

The end-semester feedback demonstrated noticeable improvements compared to mid-semester evaluations. Significant enhancements were observed in communication skills, the ability to explain subject matter, and the overall interest created in the subject. Attitude towards students, class discipline, and punctuality also showed positive shifts, indicating a positive trend over the course of the semester.

In comparing the two semesters, common positive trends emerged. Communication skills witnessed improvement from mid to end semester in both Semester 1 and Semester 2. Similarly, the parameter of overall interest created in the subject displayed positive shifts. The action taken to focus on communication methods and strategies to increase student motivation seemed effective in both semesters.

Punctuality remained an area that, while showing improvement, could benefit from further emphasis. Additionally, the teacher's attitude towards students, while improving, continued to be an area for ongoing enhancement, particularly in terms of approachability.

Several proactive measures were implemented to address the identified areas for improvement. A concerted effort was made to emphasize punctuality and regularity through reminders and incentives. Workshops were conducted to enhance teachers' approachability and counseling skills. Interactive teaching methods were introduced to encourage discussions and dynamic presentations, utilizing ICT tools effectively. Regular feedback sessions were initiated to ensure continuous improvement and address concerns promptly. Syllabus planning was improved to ensure coverage and included a focus on relevant topics beyond the syllabus.

The feedback and action taken report reflects an overall positive trajectory in teaching effectiveness. Notable improvements were observed in communication, motivation, and overall teaching methodologies. The critical comments provided valuable insights for ongoing enhancements. The consistent implementation of action plans and workshops has contributed to positive shifts in student perceptions. Continuous monitoring and adaptability will further contribute to sustained improvement in subsequent semesters.

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2018-19

SEM-I

FEEDBACK FROM STUDENTS:

We are collecting feedback from our students in online mode. We have designed a special feedback form on curriculum development. We are also collecting feedback from students on Faculty performance and subject review. We started collecting curriculum feedback from Academic Year 2018-19. The year-wise and branch-wise analysis of student's feedback on the curriculum is presented below:

Academic Year	Branch	Year/ Semester		No. of students
2018-19	Information Technology	SE	Mid sem	55
			End sem	51
		TE	Mid sem	56
			End sem	45
		BE	Mid sem	49
			End sem	46

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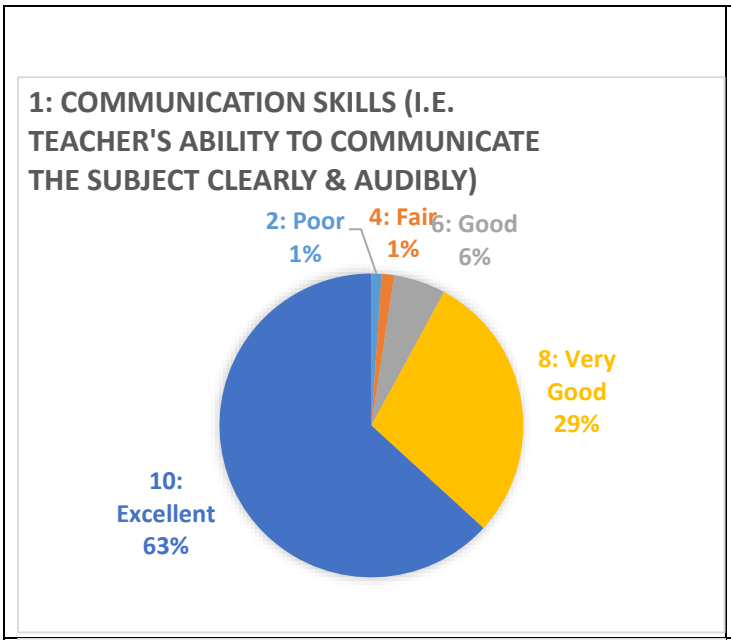
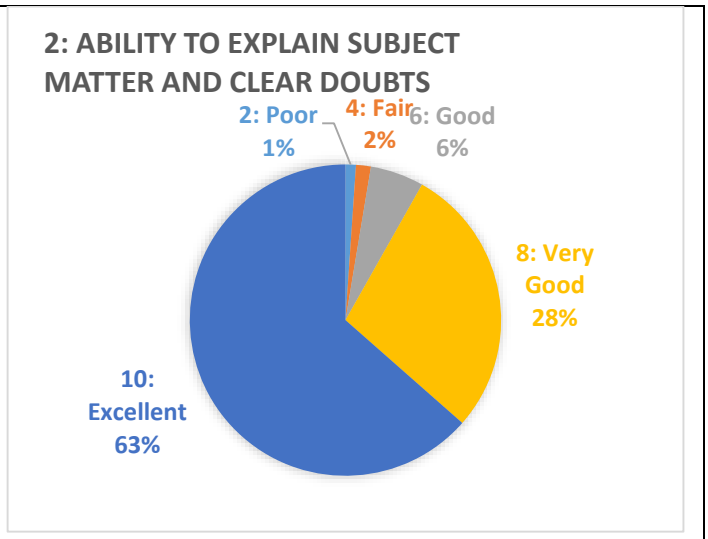
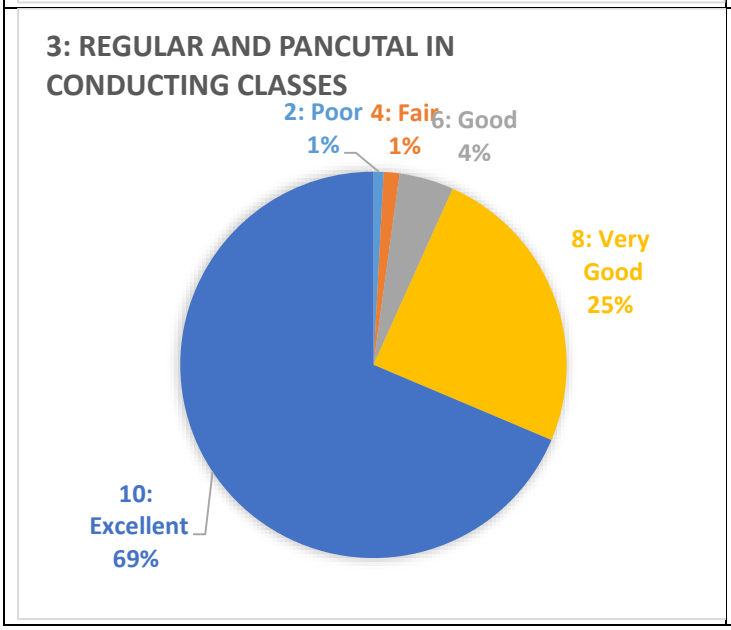
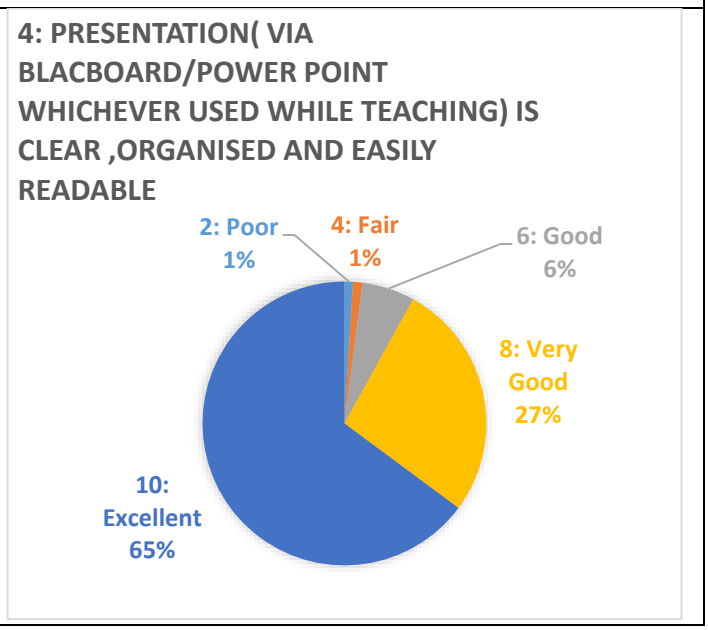
Graph showing feedback of Information Technology students for the Teachers (The graphical representation of the data is presented as below)

Students' Feedback for Teachers: **Sem 1 Mid sem**









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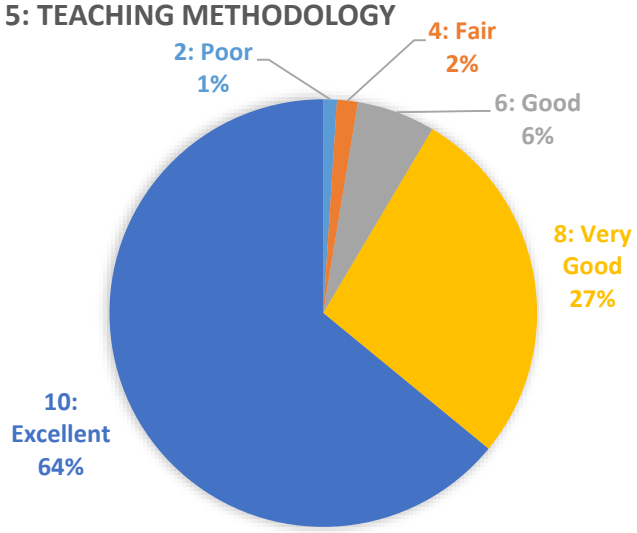
5: TEACHING METHODOLOGY



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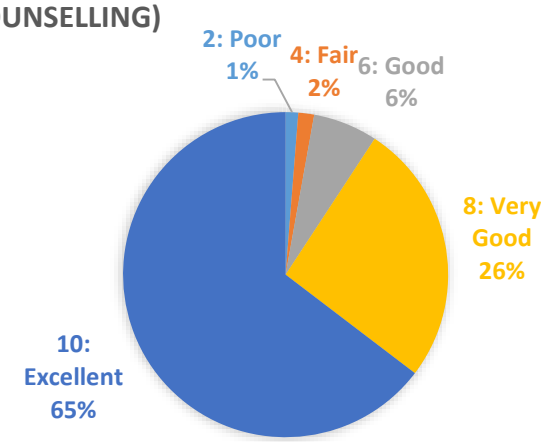
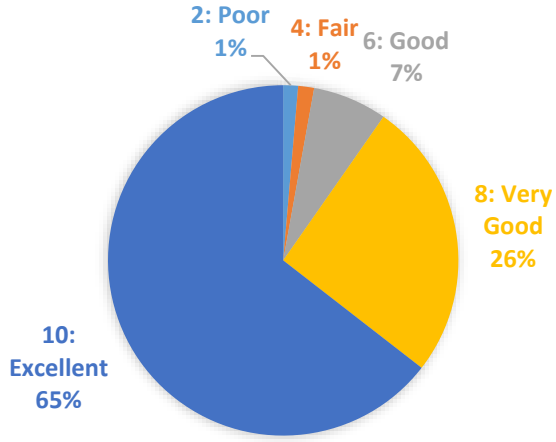
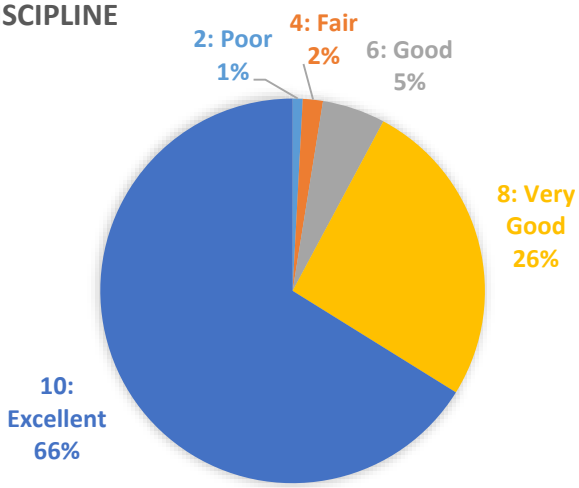


7: OVERALL INTREST CREATED IN SUBJECT & MOTIVATION TO LEARN THE SUBJECT



8: FIRM AND MAINTAINS CLASS DISCIPLINE



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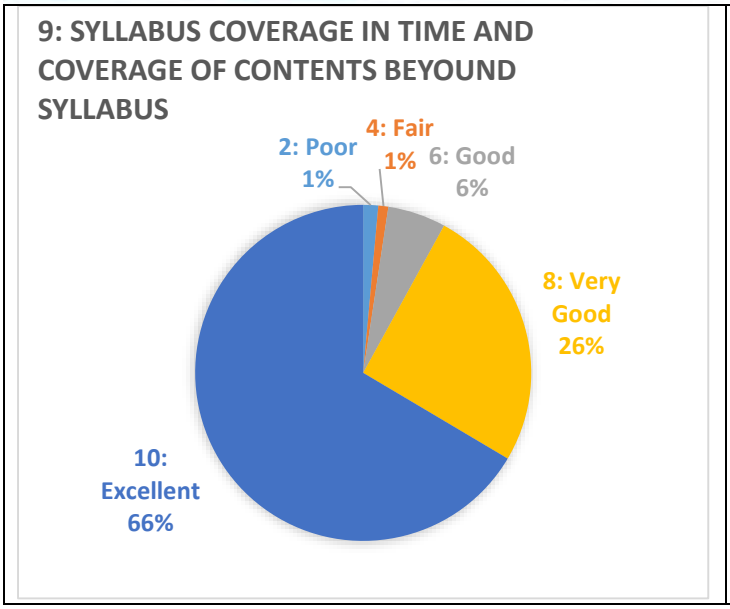
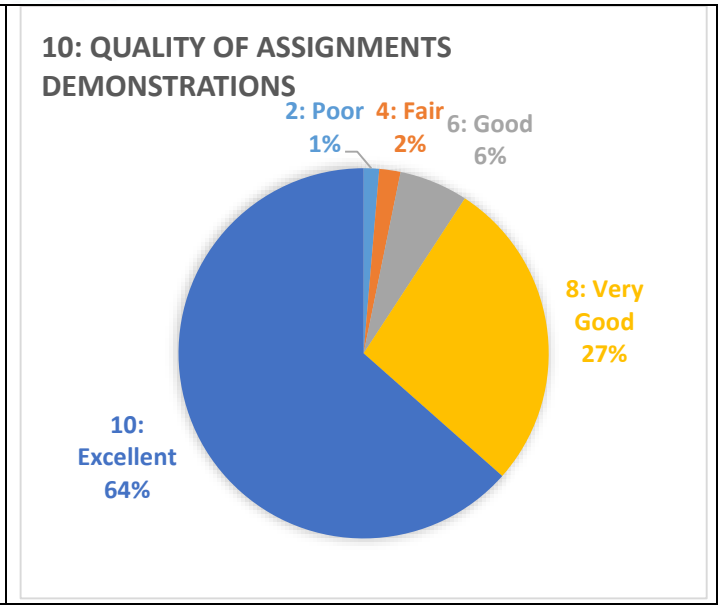
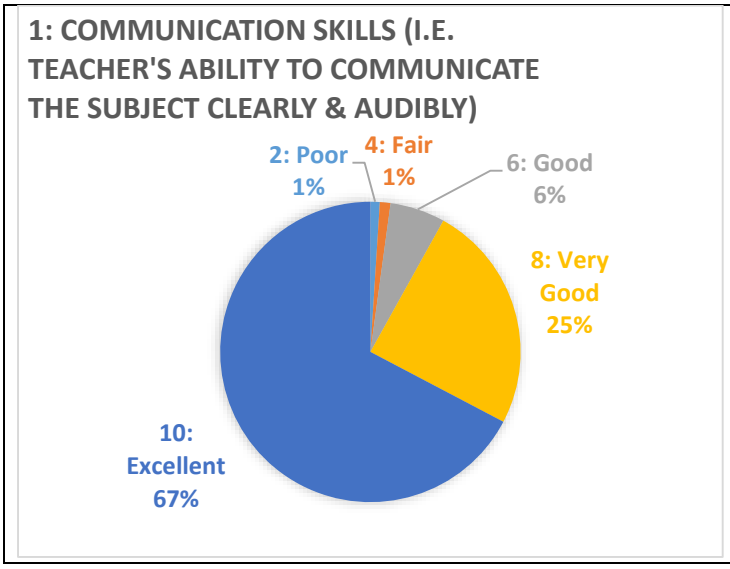
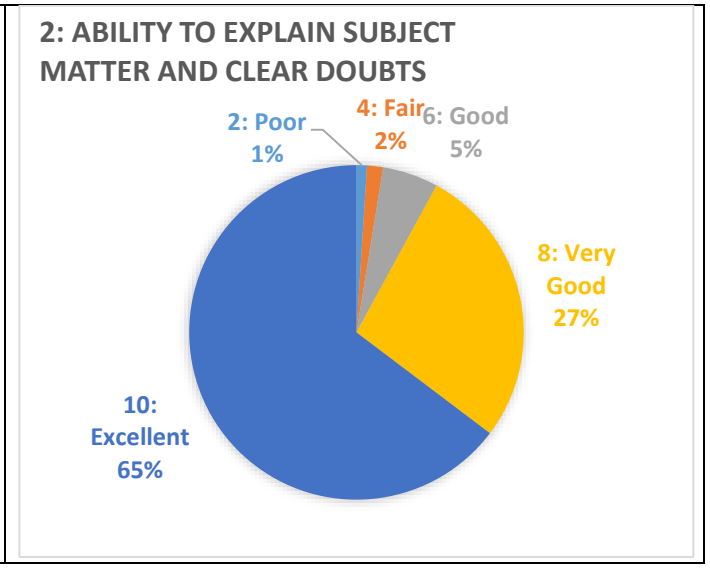




Students' Feedback for Teachers: **Sem 1 End sem**





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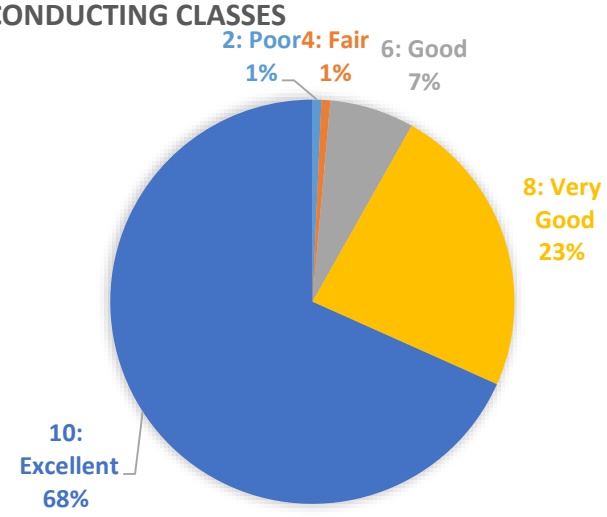

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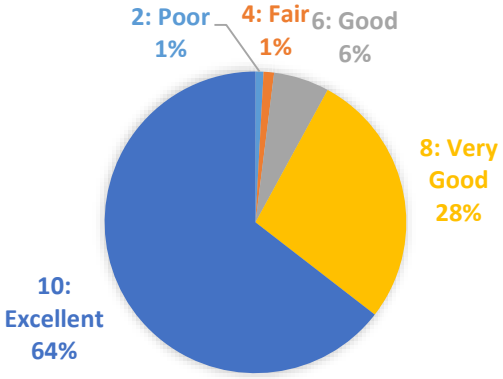
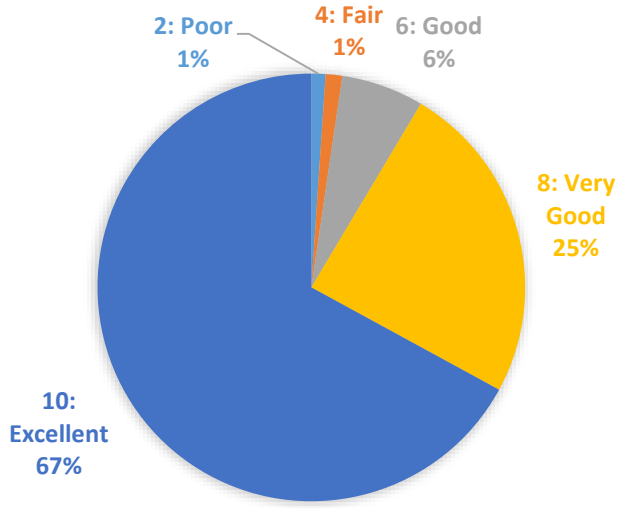


5: TEACHING METHODOLOGY



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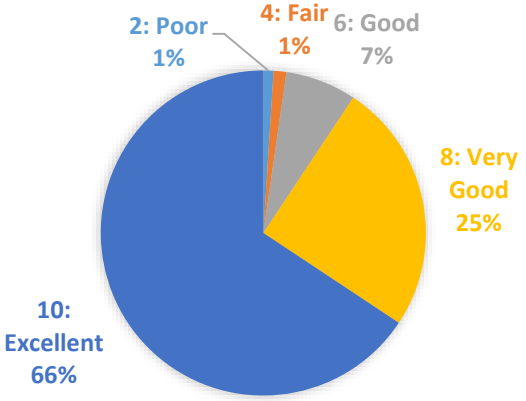

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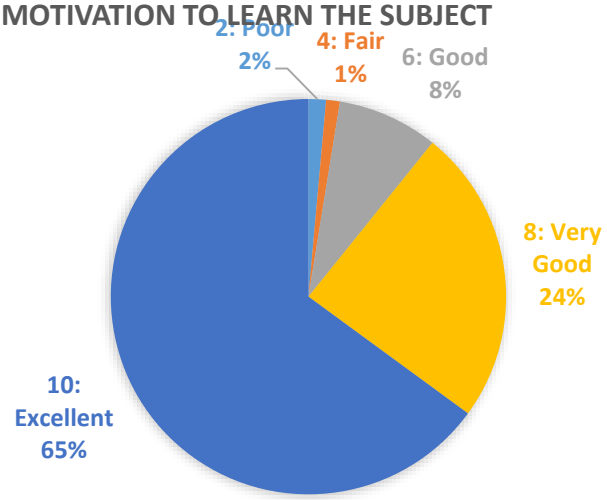

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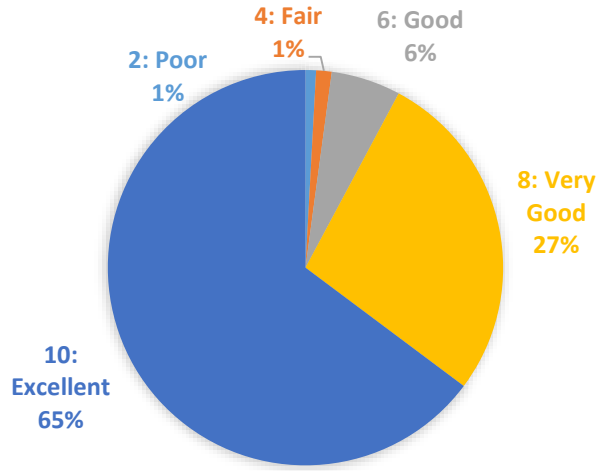
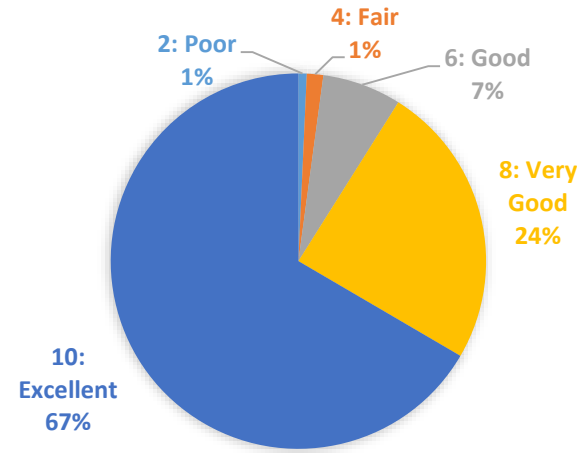
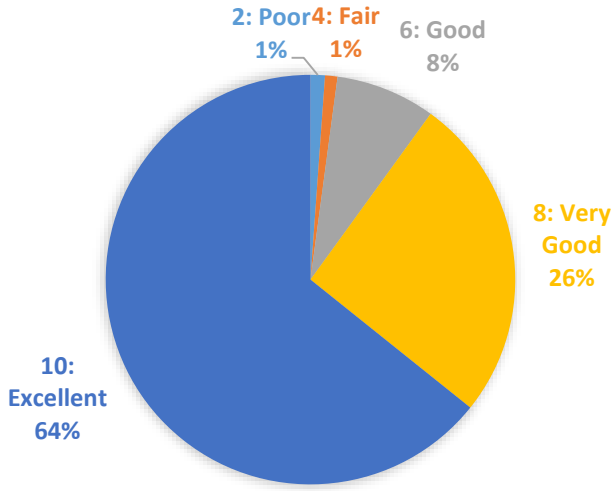


9: SYLLABUS COVERAGE IN TIME AND COVERAGE OF CONTENTS BEYOUND SYLLABUS



10: QUALITY OF ASSIGNMENTS DEMONSTRATIONS



Analysis of feedback:

1. It is attributed from the graph that 91% (63% and 29%) of the students said that the Communication Skills i.e. Teacher's ability to communicate the Subject clearly & audibly is excellent and very good respectively.

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2. It can be seen from pie chart that 94% students said that teachers are regular and punctual in taking classes and teachers Attitude towards students (i.e. in terms of being approachable, providing guidance, advice and counselling) is excellent and very good.

Following table shows the summary of semester 1 mid-sem and end-sem feedback taken from students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
I T	2018-2019	Sem 1	Mid sem	Communication Skills	1.082	1.33	5.519	28.871	63.199
			End sem		1.006	1.147	5.919	24.629	67.297
	2018-2019	Sem 1	Mid sem	Ability to explain subject matter and clear doubts	1.08	1.543	5.558	28.31	63.509
			End sem		1.006	1.553	5.391	27.35	64.698
	2018-2019	Sem 1	Mid sem	Regular and punctual in conducting classes	0.846	1.315	4.567	24.634	68.637
			End sem		0.716	0.702	6.761	23.513	68.306
	2018-2019	Sem 1	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	0.963	1.063	6.017	27.109	64.847
			End sem		0.861	1.123	5.962	27.532	64.521
	2018-2019	Sem 1	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	1.028	1.573	5.930	27.432	64.103
			End sem		1.068	1.257	6.241	24.396	67.098
	2018-2019	Sem 1	Mid sem	Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)	1.251	1.572	6.409	26.129	64.638
			End sem		1.006	1.27	7.055	24.985	65.683
	2018-2019	Sem 1	Mid sem	Overall interest created in subject & motivation to learn the subject	1.368	1.466	6.867	25.803	64.496
			End sem		1.427	1.125	8.241	24.261	64.943
	2018-2019	Sem 1	Mid sem	Firm and maintains class discipline	0.846	1.687	5.289	26.032	66.147
			End sem		0.861	1.271	5.689	27.395	64.781
	2018-2019	Sem 1	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	1.438	0.963	5.595	25.527	66.476
			End sem		0.716	1.415	6.808	24.483	66.577

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Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
	2018-2019	Sem 1	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	1.353	1.855	6.007	27.313	63.47
			End sem		1.137	0.981	7.865	25.764	64.251

Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

The end-semester feedback demonstrated noticeable improvements compared to mid-semester evaluations. Significant enhancements were observed in communication skills, the ability to explain subject matter, and the overall interest created in the subject. Attitude towards students, class discipline, and punctuality also showed positive shifts, indicating a positive trend over the course of the semester.

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continuous improvement and address concerns promptly. Syllabus planning was improved to ensure coverage and included a focus on relevant topics beyond the syllabus.

The feedback and action taken report reflects an overall positive trajectory in teaching effectiveness. Notable improvements were observed in communication, motivation, and overall teaching methodologies. The critical comments provided valuable insights for ongoing enhancements. The consistent implementation of action plans and workshops has contributed to positive shifts in student perceptions. Continuous monitoring and adaptability will further contribute to sustained improvement in subsequent semesters.

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SEM-II

FEEDBACK FROM STUDENTS:

We are collecting feedback from our students in online mode. We have designed a special feedback form on curriculum development. We are also collecting feedback from students on Faculty performance and subject review. We started collecting curriculum feedback from Academic Year 2018-19. The year-wise and branch-wise analysis of student's feedback on the curriculum is presented below:

Academic Year	Branch	Year/ Semester		No. of students
2018-19	Information Technology	SE	Mid sem	43
			End sem	61
		TE	Mid sem	31
			End sem	59
		BE	Mid sem	11
			End sem	52

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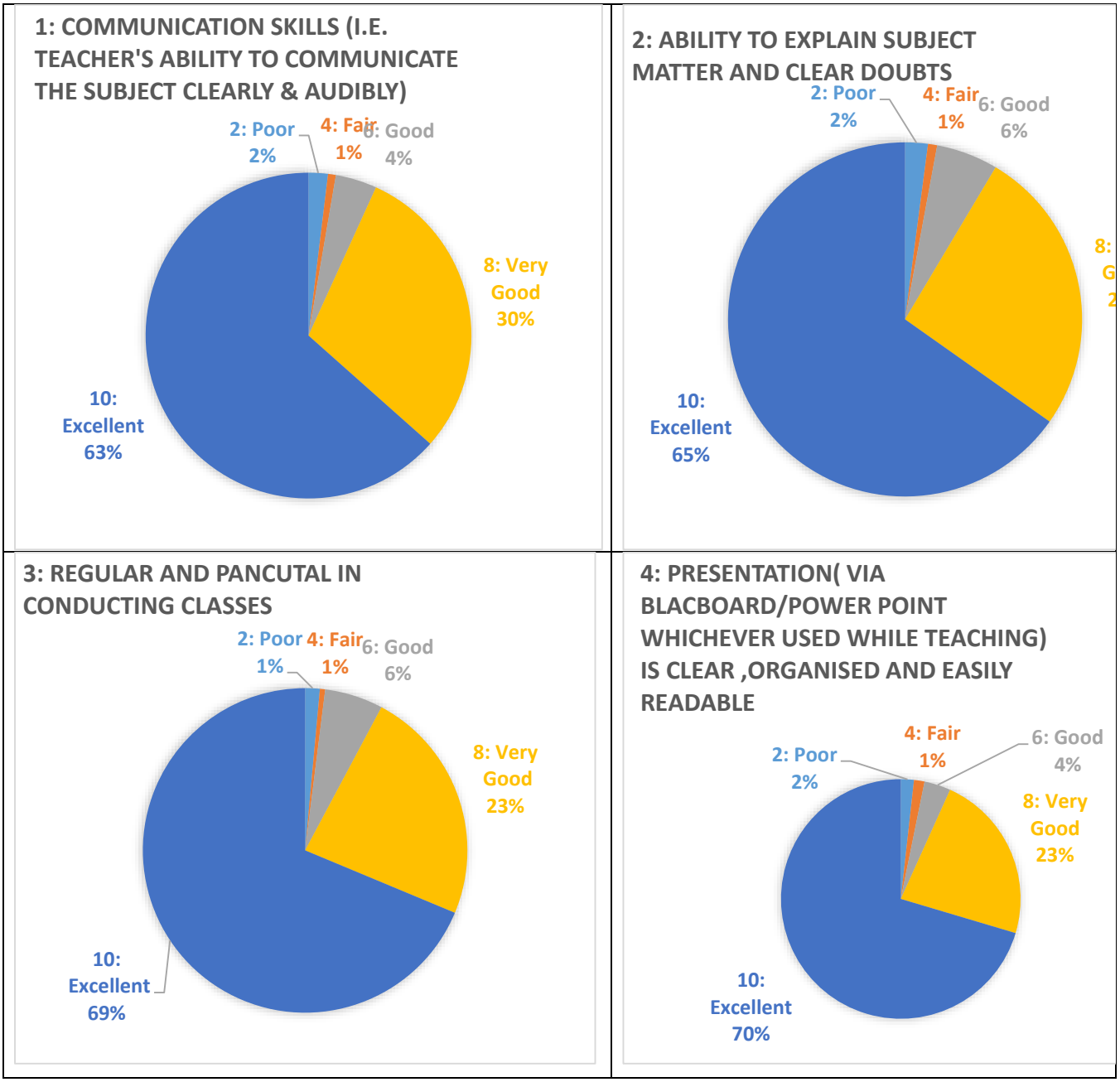
Graph showing feedback of Information Technology students for the Teachers (The graphical representation of the data is presented as below)

Students' Feedback for Teachers: **Sem 2 Mid sem**



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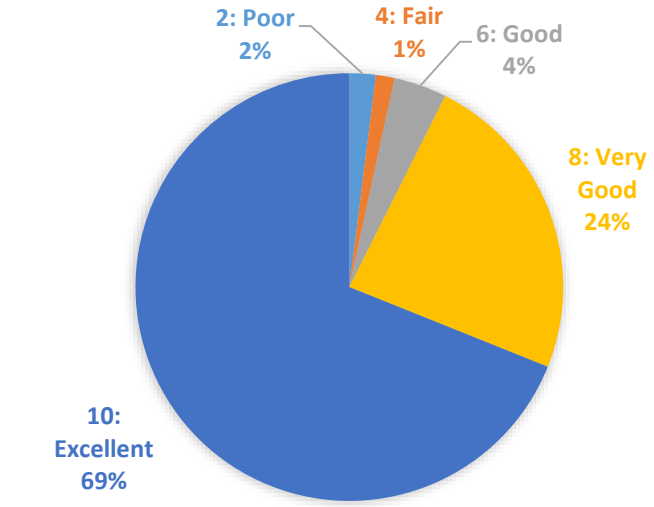
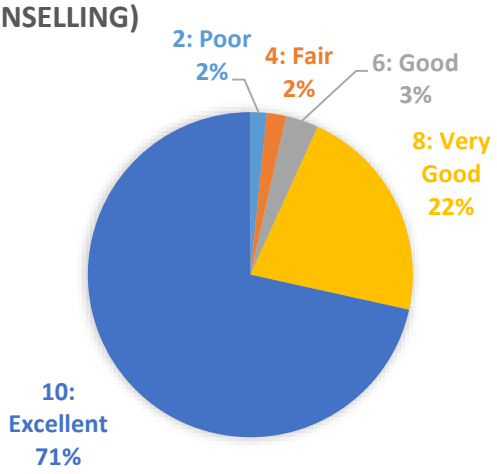
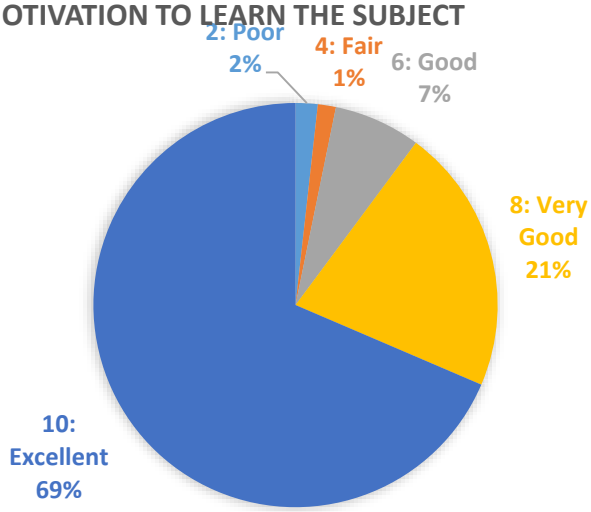
5: TEACHING METHODOLOGY



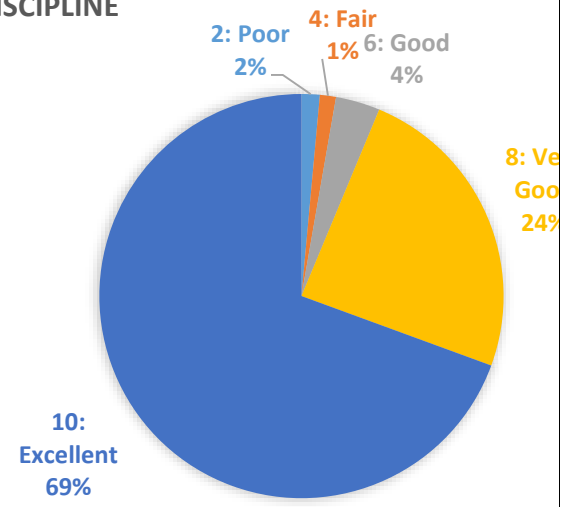
6: ATTITUDE TOWARDS STUDENTS (IN TERMS OF BEING APPROCHABLE, PROVIDING GUIDANCE, ADVICE AND COUNSELLING)



7: OVERALL INTREST CREATED IN SUBJECT & MOTIVATION TO LEARN THE SUBJECT



8: FIRM AND MAINTAINS CLASS DISCIPLINE



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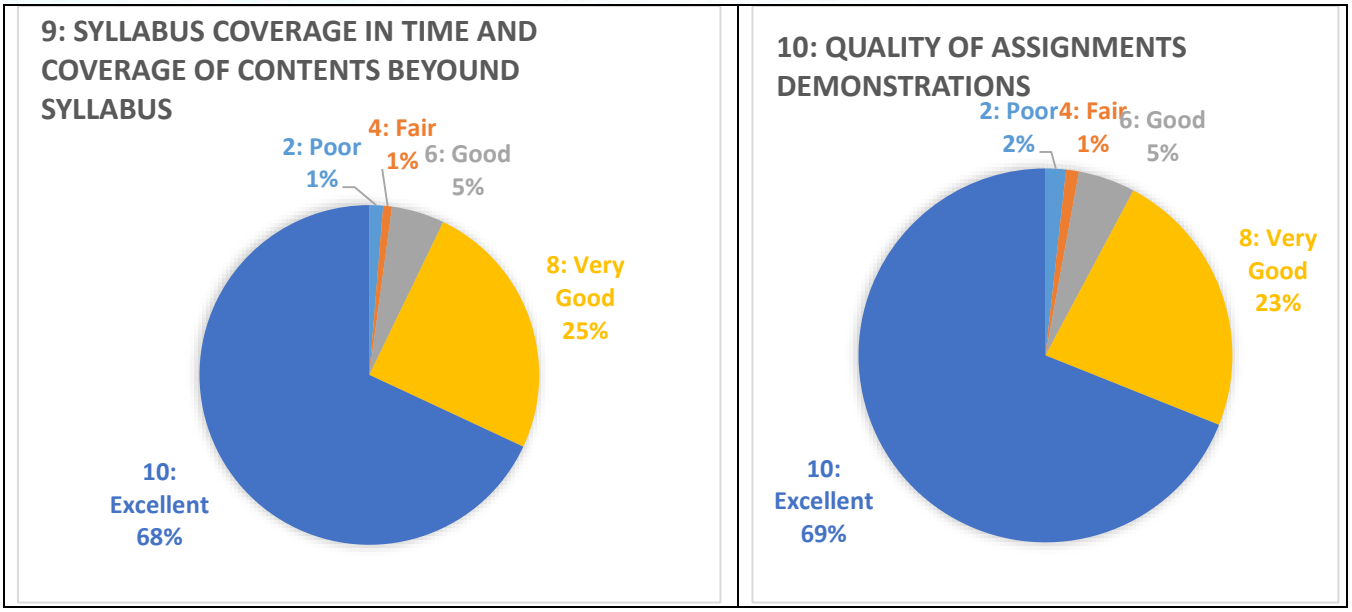
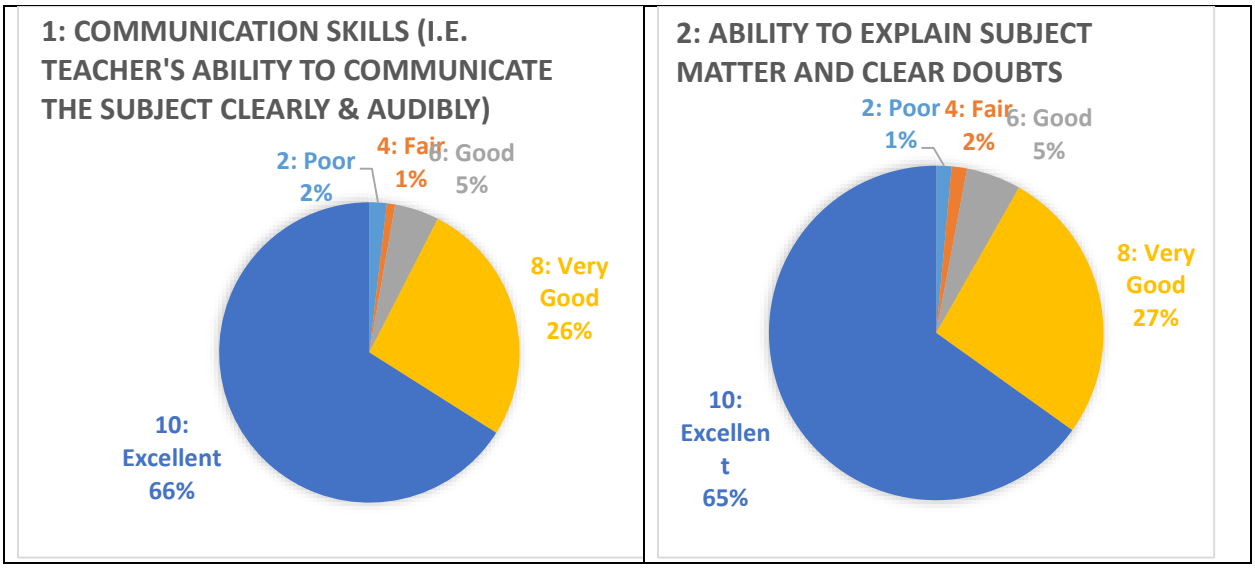


Students' Feedback for Teachers: **Sem 2 End sem**



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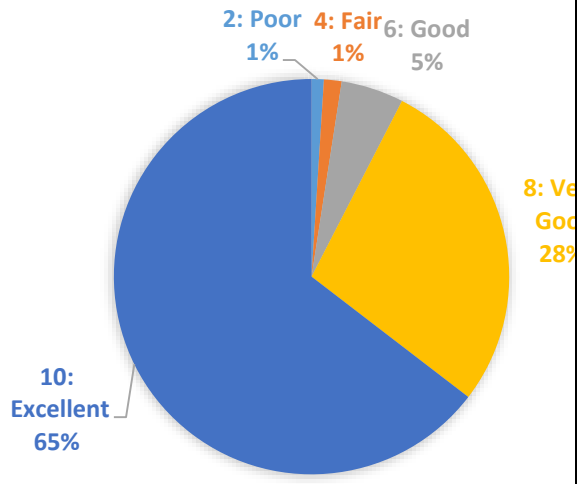
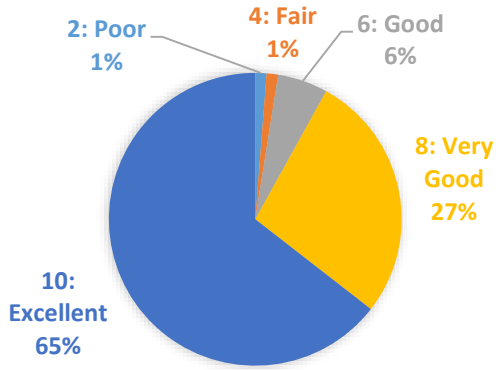
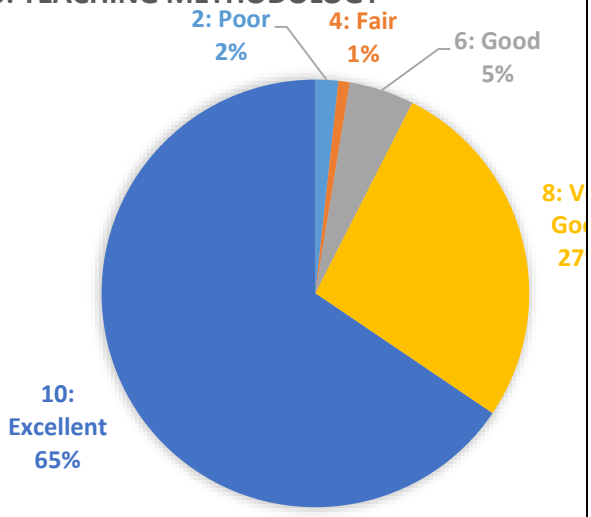
3: REGULAR AND PANCUTAL IN CONDUCTING CLASSES



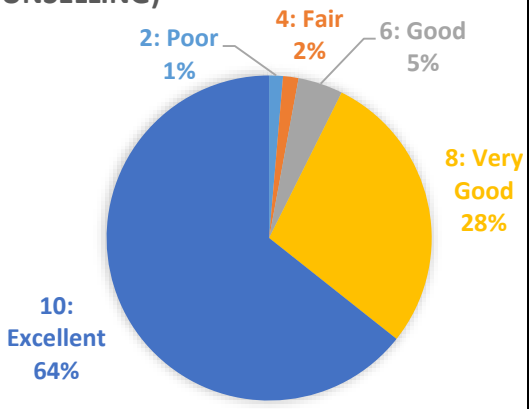
4: PRESENTATION(VIA BLACBOARD/POWER POINT WHICHEVER USED WHILE TEACHING) IS CLEAR ,ORGANISED AND EASILY READABLE



5: TEACHING METHODOLOGY



6: ATTITUDE TOWARDS STUDENTS (IN TERMS OF BEING APPROCHABLE, PROVIDING GUIDANCE, ADVICE AND COUNSELLING)



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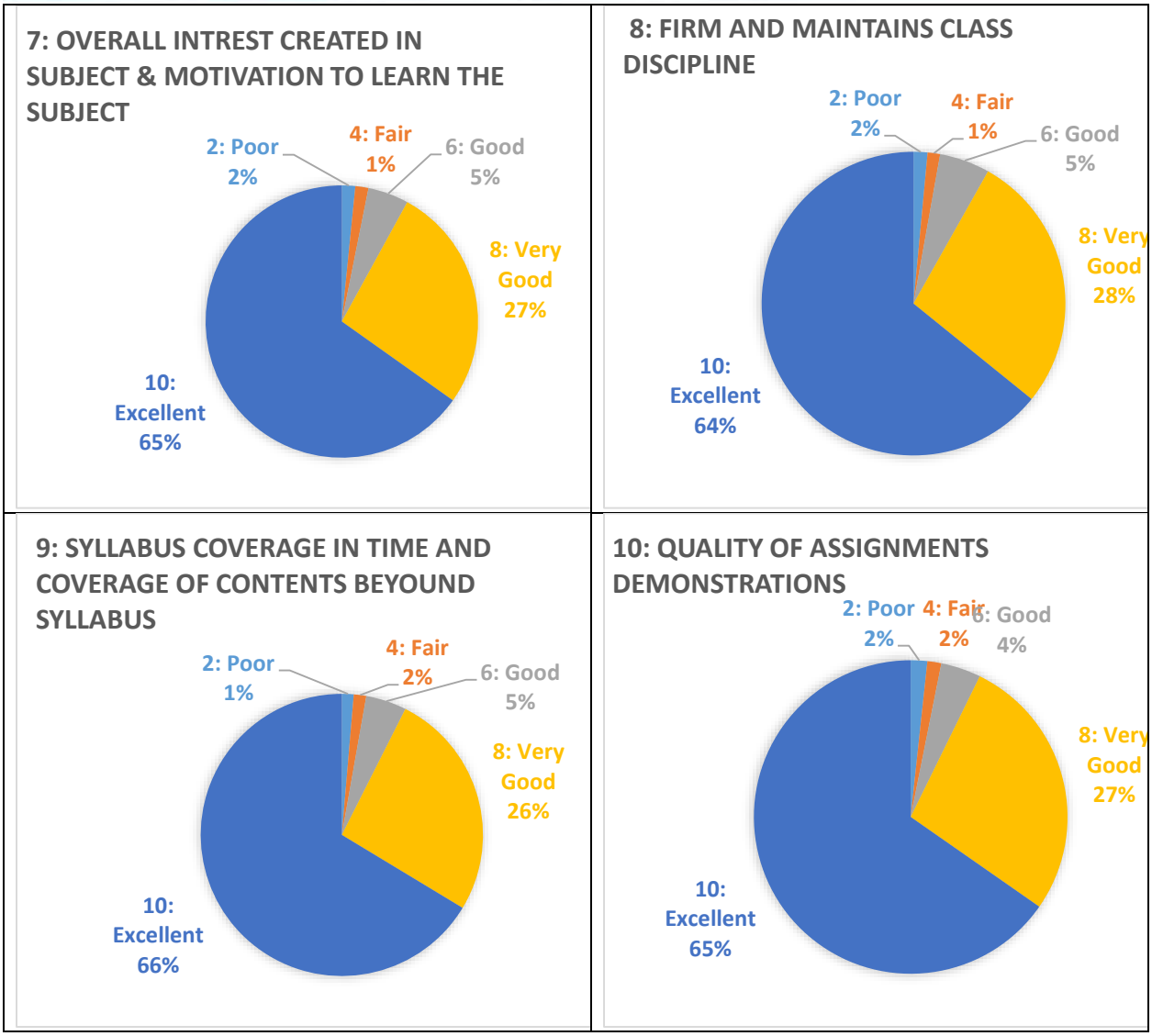

Analysis of feedback:

1. It is attributed from the graph that 93% (63% and 30%) of the students said that the Communication Skills i.e. Teacher's ability to communicate the Subject clearly & audibly is excellent and very good respectively.

2. It can be seen from pie chart that 92% students said that teachers are regular and punctual in taking classes and teachers Attitude towards students (i.e. in terms of being approachable, providing guidance, advice and counselling) is excellent and very good.

Following table shows the summary of semester 1 mid-sem and end-sem feedback taken from

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Dighi Hills, Pune - 411015

students for teachers based on parameters: poor, Fair, Good, Very Good and excellent.

Dept.	Academic Yr	Year/ Sem		Parameters	Poor	Fair	Good	Very Good	Excellent
I T	2018-19	Sem 2	Mid sem	Communication Skills	1.921	0.776	4.108	29.758	63.44
			End sem		1.868	0.887	4.781	26.449	66.015
	2018-19	Sem 2	Mid sem	Ability to explain subject matter and clear doubts	2.076	0.836	5.64	26.243	65.207
			End sem		1.481	1.484	5.277	26.636	65.122
	2018-19	Sem 2	Mid sem	Regular and punctual in conducting classes	1.456	0.526	5.816	23.489	68.715
			End sem		1.001	1.445	5.122	27.851	64.581
	2018-19	Sem 2	Mid sem	Presentation(via blackboard/power point whichever used while teaching) is clear, organized and easily readable	1.766	1.421	3.568	22.847	70.400
			End sem		1.239	1.273	5.544	27.461	64.485
	2018-19	Sem 2	Mid sem	Teaching methodology (i.e. Teaching pace example and illustration used and handling of topics)	1.983	1.422	3.998	23.678	68.924
			End sem		1.721	0.855	4.913	26.989	65.541
	2018-19	Sem 2	Mid sem	Attitude towards students (i.e. with regards being approchable, providing guidance, advice and counselling)	1.611	1.933	3.259	21.661	71.539
			End sem		1.371	1.537	4.453	28.302	64.337
	2018-19	Sem 2	Mid sem	Overall interest created in subject & motivation to learn the subject	1.767	1.442	6.951	21.284	68.559
			End sem		1.59	1.553	4.837	26.849	65.173
	2018-19	Sem 2	Mid sem	Firm and maintains class discipline	1.456	1.287	3.546	24.299	69.415
			End sem		1.484	1.329	5.354	27.657	64.175
	2018-19	Sem 2	Mid sem	Syllabus coverage in time and coverage of contents beyond syllabus	1.301	0.836	5.03	24.777	68.057
			End sem		1.354	1.427	4.659	26.215	66.345
	2018-19	Sem 2	Mid sem	Quality of assignments demonstrations (Practical / tutorials conducted /test as applicable)	1.766	1.111	4.921	23.261	68.943
			End sem		1.701	1.439	4.121	27.436	65.303

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Analysis of feedback:

The feedback sessions, conducted twice during each semester, aimed to assess teaching effectiveness across ten parameters. Students provided ratings ranging from "Poor" to "Excellent." The scores were averaged for each parameter, and the results were analyzed in terms of mid-semester and end-semester evaluations, as well as comparisons between the two semesters.

The mid-semester feedback indicated a generally positive perception across most parameters. Notable strengths included commendable scores in communication skills, presentation, and syllabus coverage. However, certain areas, such as attitude towards students, firmness in maintaining discipline, and punctuality, revealed room for improvement.

The end-semester feedback demonstrated noticeable improvements compared to mid-semester evaluations. Significant enhancements were observed in communication skills, the ability to explain subject matter, and the overall interest created in the subject. Attitude towards students, class discipline, and punctuality also showed positive shifts, indicating a positive trend over the course of the semester.

In comparing the two semesters, common positive trends emerged. Communication skills witnessed improvement from mid to end semester in both Semester 1 and Semester 2. Similarly, the parameter of overall interest created in the subject displayed positive shifts. The action taken to focus on communication methods and strategies to increase student motivation seemed effective in both semesters.

Punctuality remained an area that, while showing improvement, could benefit from further emphasis. Additionally, the teacher's attitude towards students, while improving, continued to be an area for ongoing enhancement, particularly in terms of approachability.

Several proactive measures were implemented to address the identified areas for improvement. A concerted effort was made to emphasize punctuality and regularity through reminders and incentives. Workshops were conducted to enhance teachers' approachability and counseling skills. Interactive teaching methods were introduced to encourage discussions and dynamic presentations, utilizing ICT tools effectively. Regular feedback sessions were initiated to ensure continuous improvement and address concerns promptly. Syllabus planning was improved to ensure coverage and included a focus on relevant topics beyond the syllabus.

The feedback and action taken report reflects an overall positive trajectory in teaching effectiveness. Notable improvements were observed in communication, motivation, and overall teaching methodologies. The critical comments provided valuable insights for ongoing enhancements. The consistent implementation of action plans and workshops has contributed to positive shifts in student perceptions. Continuous monitoring and adaptability will further contribute to sustained improvement in subsequent semesters.

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