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NH - 44, PACHAL, NAMAKKAL - 637 018

STUDENTS FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS – RESPONSE SHEET

DEPARTMENT: MECHANICAL ENGINEERING | ACADEMIC YEAR: 2023-2024

1. The extent of structure and appropriateness of curriculum

| Excellent | Very (| Good | Good | | Fair | Poor |
|---------------------|-----------|-----------|------|------------|------------|------|
| 33% | 33% | | 32% | | 1% | 1% |
| 80% 90% 100%, | | | | | | |
| 70% 60% 50% | | | | | | |
| 40% 30% 20% | 33% | 33% | 32% | | 1 | |
| 10% | Excellent | Very Good | Good | 1% Fair | 1% Poor | |

2. Curriculum caters to the industry needs and offer industry-oriented courses.

| Excellent | | Very Good 33% | | God | od · | Fair | Poor |
|-----------|-----|------------------|-----------|------|------|------|------|
| 27% | | | | 37% | | 2% | 1% |
| 10 | 00% | | | | | | |
| | 90% | | | - | | | |
| 1 8 | 30% | | | | | | |
| | 70% | | | | | | |
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| | 50% | | | 37% | | | |
| | 10% | 7% | 33% | 3776 | - | | |
| | 30% | . 7 70 | and. | | | | - |
| | 20% | | | | | 18 | |
| | 10% | | | - 9 | 2% | 1% | |
| 1 | 0% | | | | | 0 | |
| 1 | Exc | ellent | Very Good | Good | Fair | Poor | |

3. Experiential, participatory and problem solving method of learning adopted in curriculum.

| Excellent | Ve | ry Good | Go | od | Fair | Poor |
|-----------|-----------|-----------|------|------|------|------|
| 26% | | 35% | | % | 2% | 1% |
| 100% | | | | | | |
| 90% | | | | | | |
| 80% | - | | | | | |
| 70% | - | | | | 2. 1 | |
| 60% | | - | | | | |
| 50% | | 35% | 35% | | | |
| 30% | 26% | 14 | - 13 | | | |
| 20% | | | - | | | |
| .10% | | | | 2% | 196 | |
| 0% | | | Cood | Esie | Door | |
| 1 | Excellent | Very Good | Good | Fair | Poor | |



4. The institute provides information in advance about the aims, objectives, learning outcomes, and methods of assessment of the arms of the arms.

| Excellent | Very Good - 36% | | Good | | Fair | Poor |
|-----------|-----------------|-----------|---------|--------|------|------|
| 27% | | | 35% | | 2% | 1% |
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| | Excellent | Very Good | Good | Fair . | Poor | - 1 |

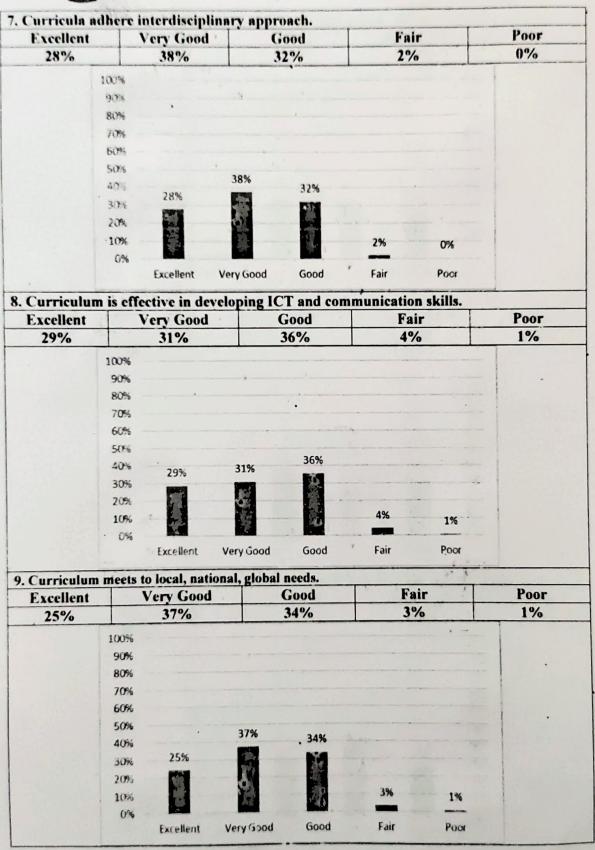
5. Curriculum is effective in developing experimental, analytical, and problem-solving skills.

| Excellent | | Very | Good | Goo | d | Fair | Poor | |
|-----------|------|-----------|-----------|------|------|------|------|--|
| 31% | | 29% | | 36% | | 4% | 1% | |
| | 100% | | | | | - | | |
| | 90% | | | | | | | |
| l: | 80% | | | | | | | |
| | 70% | | | | | | | |
| | 60% | | | | | | 1 | |
| | 50% | | | | | | | |
| | 40% | 31% | 29% | 36% | | | | |
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| | 10% | | | | 4% | 1% | 1 | |
| | 0% | | | | | | 1 | |
| | | Excellent | Very Good | Good | Fair | Poor | 1 | |

6. Diverse teaching learning methods like group discussion, case study etc. are adopted to achieve intended learning outcomes.

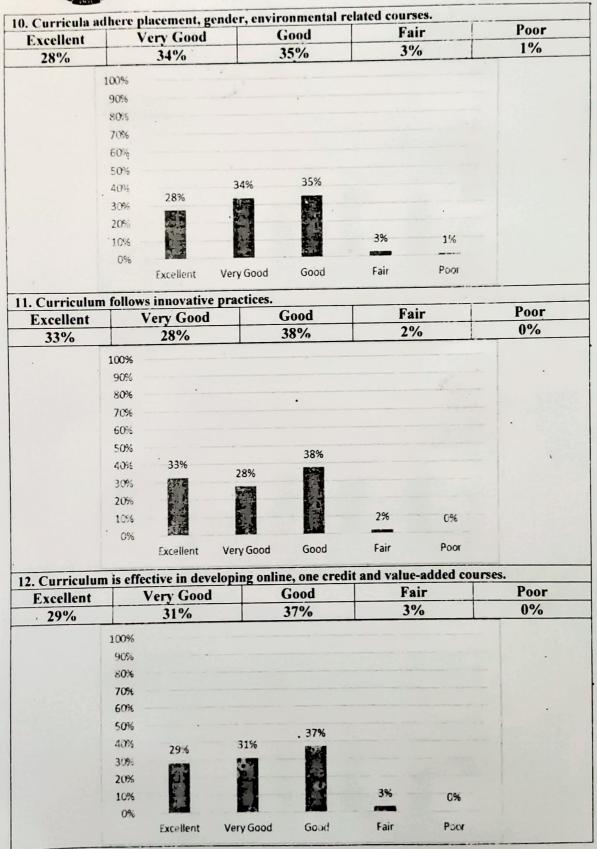
| Excellent | Very Goo | d | Good | F | air | Poor | |
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| | Excellent | Very Good | Good | Fair | Poor | | |





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| . Curriculur Excellent | | ery Good | | Good | Fair | | Poor | |
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| | 50% | | 2.10/ | • 36% | | | | |
| | 40% | 26% | 34% | - | | | | |
| | 30% | CONT | 3. | | | | | |
| | 20% | | 1.3 | | 2% | 2% | | |
| | 0% | | | 57 | | | | |
| | 076 | Excellent | Very Good | Good | Fair | Pocr | | |



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ALUMINI FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS -RESPONSE SHEET DEPARTMENT: MECHANICAL ENGINEERING | ACADEMIC YEAR: 2023-2024 1. Curriculum is structured, comprehensive, relevant and arranged properly. Poor Fair Good Very Good 0% 0% 52% 28% 20% 100% 90% 80% 7(196 52% 60% 50% 40% 28% 30% 20% 20% 10% 0% 0% 0% Fair Poor Excellent Very Good Good 2. Curriculum is effective in enhancing teamwork Poor Fair Very Good Good Excellent 0% 3% 55% 25% 17% 100% 90% 80% 70% 55% 60% 50% 40% 25% 30% 17% 20% 3% 10% 0% . 0% Poor Fair Very Good Good Excellent 3. Rate of relevance of syllabus to the recent industrial developments. Poor Fair Very Good Good Excellent 49% 12% 0% 23% 15% 100% 90% 80% 70% 60% 49% 50% 40% 23% 30% 15% 12% 20% 10% 0% 0% Fair Good Very Good Poor Excellent



| Excellent | Very Good | d | Good | F | air | Poor | |
|-----------|-----------|-----|---------|------|------|------|--|
| 15% | 20% | | 45% | | 5% | 5% | |
| 100 | % | | | - | - | | |
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| 20 | 0% 15% | 140 | | 15% | F0/ | | |
| 10 | 0% | | | | 5% | | |
| (| 0% | | , Marie | Fair | Poor | | |

5. Curriculum is helpful to apply the knowledge, skills and abilities with advanced

| Excellent | Very Goo | d | Good | F | air | Poor | |
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| 15% | 25% | | 45% | | 1% | 5% | |
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| | Excellent | Very Good | Good | Fair | Poor | | |

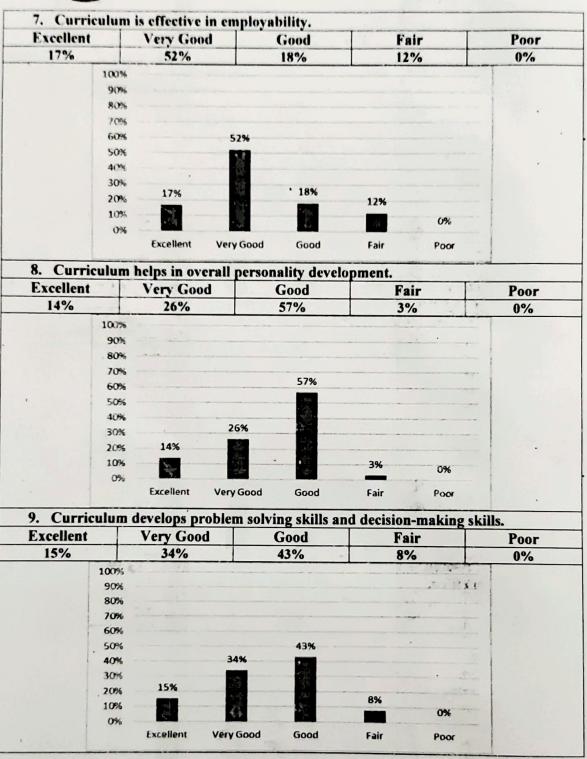
6. Rate the relevance of skillset and knowledge acquired during final year project

| Poor | nir | ery Good Fair | | Very Goo | Excellent | |
|------|------|---------------|------|-----------|-----------|------|
| 2% | % | 6% | % | | 29% | 14% |
| | | | | | | 100% |
| - | | | | | | 90% |
| | | | | | | 80% |
| | | | | | | 70% |
| | | | 49% | | | 60% |
| | | | 155 | | | 50% |
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| | | 6% | | 選 | 14% | 20% |
| 133 | 2% | | | | | 10% |
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| | Poor | Fair | Good | Very Good | Excellent | |



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EMPLOYER'S FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS -RESPONSE SHEET

ACADEMIC YEAR: 2023-2024 DEPARTMENT: MECHANICAL ENGINEERING

1. Level of technical competency

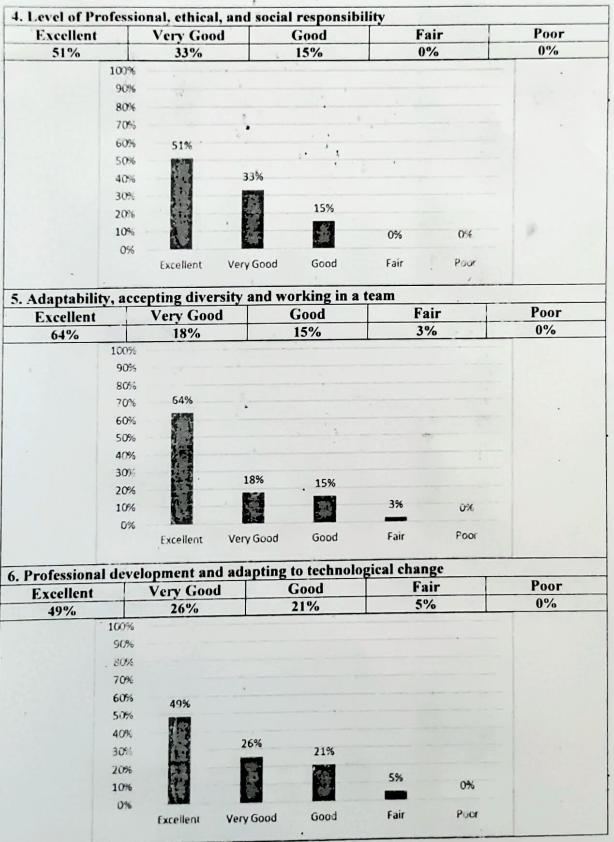
| Excellent | Very Goo | d | Good | Fa | ir | Poor |
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| 100 | % | | | | | 1 |
| , 90 | 96 | | | | | |
| 80 | 1% | | | | | |
| 70 | 7% | | | | | |
| 60 | 53% | | | | | 1 |
| 50 | 96 | | | | 1 | 1 . |
| 40 | × | | | | | |
| 30 | 2% | 25% | 18% | | | |
| 20 |)% · · · · · · · | | | 7 | | 1 |
| | 19% | 233 | | 5% | 0% | |
| | 1% | HARTS. | | | - | |
| | Excellent | Very Good | Good | Fair | Poor | |

2. Level of communication skill

| Excellent | | Very Good | d | Good | Fa | ir | Poor |
|-----------|-------|-----------|---------------------------------------|------|------|------|------|
| 54% | | 28% | | 13% | 5% | /6 | 0% |
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| | 90% | | · · · · · · · · · · · · · · · · · · · | | | | 1 |
| | 80% | | | | | | |
| | 70% | | | | | | |
| | 60% | 54% | | | | | |
| ' | 50% | | | | | | |
| | 40% . | | 28% | | | - | |
| | 30% | | 2070 | | | | |
| | 20% | . 93 | | 1.3% | | | |
| | 10% | | | 36 | 5% | 0% | |
| | 0% | | | | | - | |
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| excellent | Very Good | 1 . | Good | Fa | ir | Poor |
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| 59% | 26% | | 10% | 59 | % | 0% |
| 100% | 6 | | | | | |
| 90% | 6 | | | | | |
| 80% | | | | | | |
| 70% | 59% | | | | | - |
| . 60% | | | | | | |
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| C3 | | meta. | | | ** *** *** | |
| | Excellent | Very Good | Good | Fair | Poor | |





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| Excellent | 1 | d apply mod Very Good | G | ood | Fa | ir | Poor |
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| 40 /0 | 100% | 2070 | | | | | |
| | 90% | | | | | | |
| | S0% | | | | | | |
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| | 0.76 | Excellent | Very Good | Goo 4 | Fair | Poor | |
| Ability to n | nanage | projects in r | nultidiscip | linary envi | ronments | s | |
| Excellent | lanage | Very Good | G | ood | Fa | ir | Poor |
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| 0270 | 100% | | | | | | |
| | 90% | | | | | | |
| | 30% | | | | | | |
| | 70% | 62% | | | | | |
| | 60% | 272 | | | | | |
| | 50% | | | | | | |
| | 40% | | | | | | |
| | 30% | | | 21% | | | |
| | 20% | | 10% | N/S | 8% | | |
| | 10% | | | neight | | 0% | |
| | . 0% | | | 64 | | | |
| | | Excellent | Very Good | Good | Fair | Poor | |
| Overall per | rforma | nce of our g | raduate, to | wards org | anization | al growth. | |
| | | Very Good | | Good | F | air | Poor |
| Excellent | | 23% | | 21% | . 0 | 1% | 0% |
| Excellent 56% | | | | | | - | |
| | 100% | | | | | | |
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| | 90% 80% 70% 60% 50% | 56% | 23% | 21% | | | |
| | 90% 80% 70% 60% 50% 40% 30% | 56% | 23% | 21% | | | |
| | 90% 80% 70% 60% 50% 40% 30% | 56% | 23% | | 0% | 0% | |
| | 90% 80% 70% 60% 50% 40% 30% | 56% | 23% | | 0% | 3006 | |

| 10. Curriculum lin the respective | has relevance to rea disciplines. | l life situations, r | eflects current tre | nds and practices |
|-----------------------------------|--------------------------------------|----------------------|---------------------|-------------------|
| Excellent | Very Good | Good | Fair | Poor |
| 40% | 269/ | 2(0/ | | 201 |

| Excellent | Very Goo | d (| Good | Fa | ir | Poor |
|----------------------------|---|-----------|------|------|------|------|
| 49% | 26% | | 26% | 0% | | 0% |
| 8 7 6 5 4 3 | 0% 0% 0% 0% 0% 0% 49% 0% 0% 0% | 26% | 26% | 0% | 0% | , |
| | 0% Excellent | Very Good | Good | Fair | Poor | 1 |

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FACULTY FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS – RESPONSE SHEET

DEPARTMENT: MECHANICAL ENGINEERING | ACADEMIC YEAR: 2023-2024

1. Board of studies is taking care to ensure the current relevance of the program being offered.

| Excellent | Very Go | od Good | Fair | Poor |
|-----------|-----------|----------------|-----------|--------------|
| 30% | 63% | 7% | 0% | 0% |
| 1 | 00% | | v | |
| | 90% | | | and the same |
| | 80% | | | 7 |
| | 70% | 63% | - Innered | |
| 118 | 60% | | | |
| | 50% | | | - |
| | 40% 30% | <u> </u> | | - |
| | 30% | | | |
| | 20% | 70/ | | |
| | 10% | 7% | 0% 0% | - |
| | 0% | | | - |
| | Excellent | Very Good Good | Fair Poor | |

2. Anna university and AICTE norms for the design and development of curriculum is currently followed

| Excellent | Very Good | 1 | Good | Fa | ir | Poor |
|-----------|-----------|-----------|------|------|------|------|
| 33% | 56% | | 11% | 0% | 6 | 0% |
| 10 | | | - | | | |
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| | 0% | 56% | | | | |
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| | 0% 33% | | | | | |
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| •1 | 0% | | 11% | | | |
| 1.0 | 0% | M | 4 | 0% | 0% | |
| 1 | Excellent | Very Good | Good | Fair | Poor | |

3. Enough freedom is given to contribute my ideas on curriculum design and development.

| Excellent | | Very Good | i | Good | Fa | ir | Poor |
|-----------|------|-----------|-----------|------|------|----------------------|------|
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| | | Excellent | Very Good | Good | Fair | Poor | 1 |

| Excellent | Very Good | | Good | | Fair | Poor |
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| 90 | % | , | | | | |
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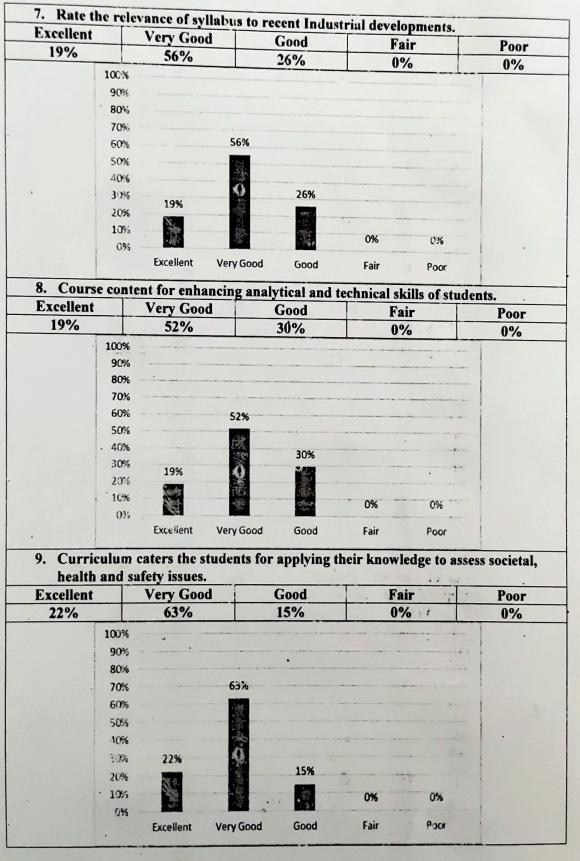
5. Departmental level syllabus review committee meeting held for reviewing the syllabus.

| Excellent | Very Good | d | Good | Fa | ir | Poor |
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| 26% | 56% | | 19% | 00 | % | 0% |
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| 209 | 6 | 2.4 | MAN AND AND AND AND AND AND AND AND AND A | | 7 | |
| 109 | 6 | -1/2 | | 0% | 0% | |
| 09 | 6 | | | | | |
| | Excellent- | Very Good | Good | Fair | Poor | |

6. Representation from industry experts in department advisory committee is helpful in designing and improving the courses.

| Excellent | Very Goo | d | Good | Fa | ir | Poor |
|-----------|-----------|-----------|------|-------|------|------|
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| | Excellent | Very Good | Good | Fair | Poor | |







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| excellent | Very Good | d | Good | Fa | ir | Poor |
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| 22% | 52% | | 26% | 00 | % | 0% |
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| (| 50% | 52% | | | | |
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| Excellent 26% | Very Goo 48% 10% 10% 10% 10% 10% 10% 10% 10% 10% 1 | od acaden | nic flexibility Good 26% | y. Fa | uir | |
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| Excellent 26% | Excellent um have got go | od acaden | nic flexibility Good 26% | y. Fa | uir | |
| Excellent 26% | Very Goo 48% 00% 80% 80% 60% 40% 25% | od acaden | nic flexibility Good 26% | y. Fa | uir | |