



PAAVAI ENGINEERING COLLEGE

(Autonomous)

NH 44, PACHAL, NAMAKKAL-637018

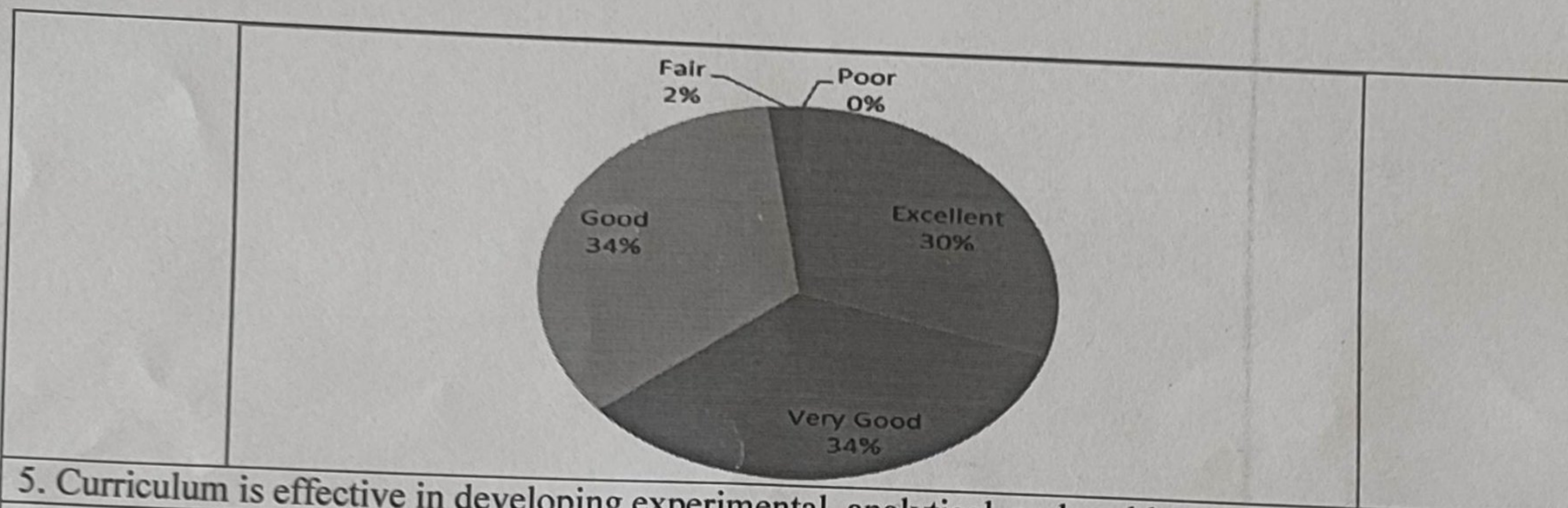
| STUDENTS FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS – RESPONSE SHEET | | | | |
|--|-----------|------|--------------------------|------|
| DEPARTMENT: AERONAUTICAL ENGINEERING | | | ACADEMIC YEAR: 2024-2025 | |
| 1. The extent of structure and appropriateness of curriculum | | | | |
| Excellent | Very Good | Good | Fair | Poor |
| 39 | 33 | 28 | 0 | 0 |
| | | | | |
| 2. Curriculum caters to the industry needs and offer industry-oriented courses. | | | | |
| Excellent | Very Good | Good | Fair | Poor |
| 31 | 36 | 32 | 1 | 0 |
| | | | | |
| 3. Experiential, participatory and problem solving method of learning adopted in curriculum. | | | | |
| Excellent | Very Good | Good | Fair | Poor |
| 32 | 34 | 31 | 3 | 0 |
| | | | | |
| 4. The institute provides information in advance about the aims, objectives, learning outcomes, and methods of assessment of the program. | | | | |
| Excellent | Very Good | Good | Fair | Poor |
| 30 | 34 | 34 | 2 | 0 |



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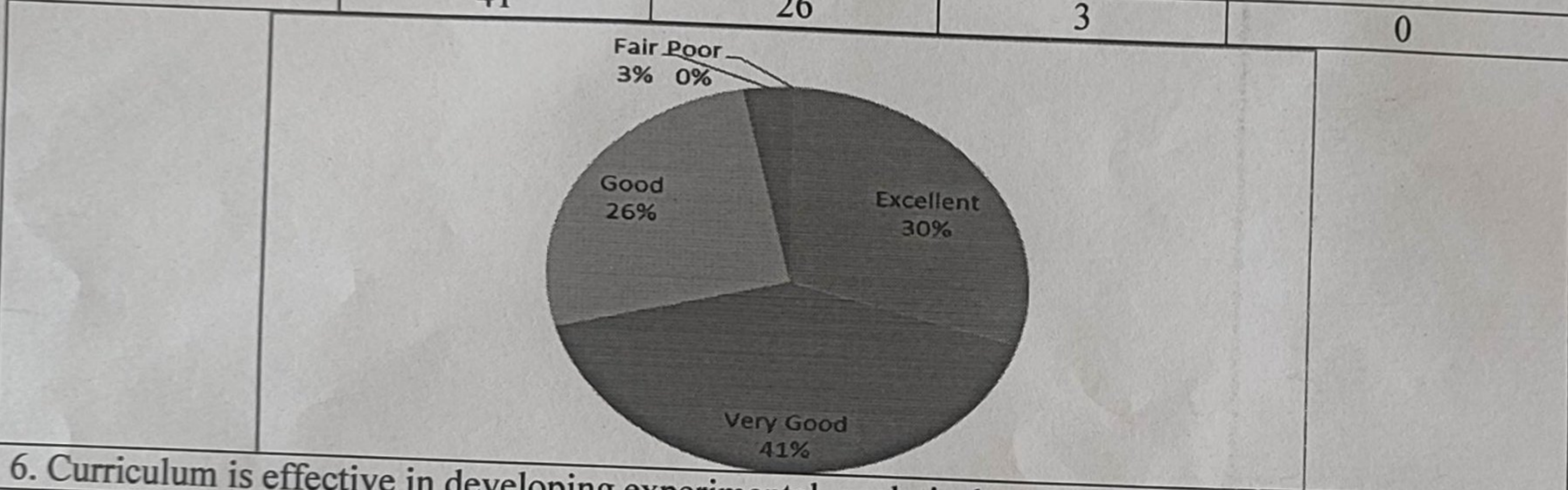
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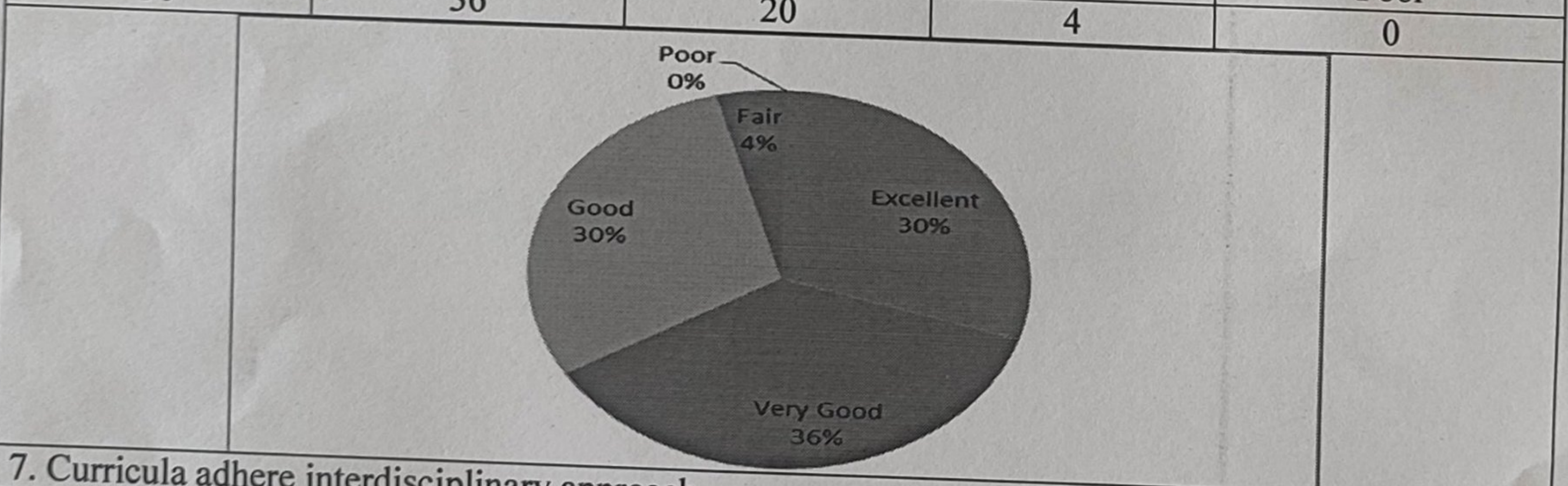
5. Curriculum is effective in developing experimental, analytical, and problem-solving skills.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 30 | 41 | 26 | 3 | 0 |



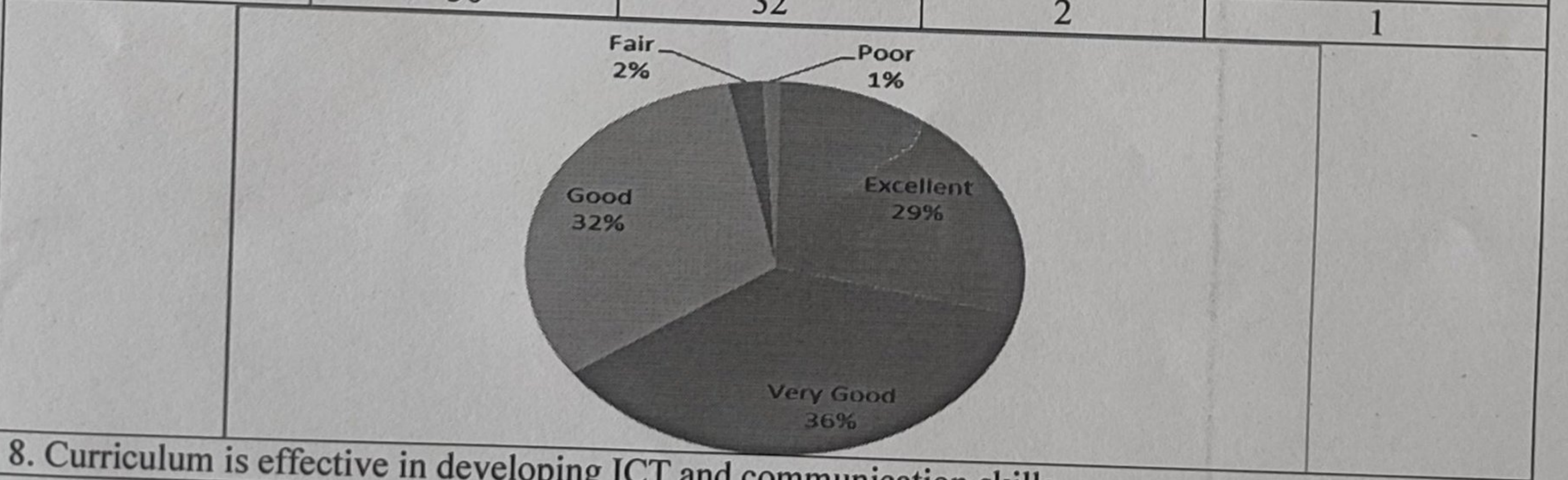
6. Curriculum is effective in developing experimental, analytical, and problem-solving skills.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 30 | 36 | 20 | 4 | 0 |



7. Curricula adhere interdisciplinary approach.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 29 | 36 | 32 | 2 | 1 |



8. Curriculum is effective in developing ICT and communication skills.

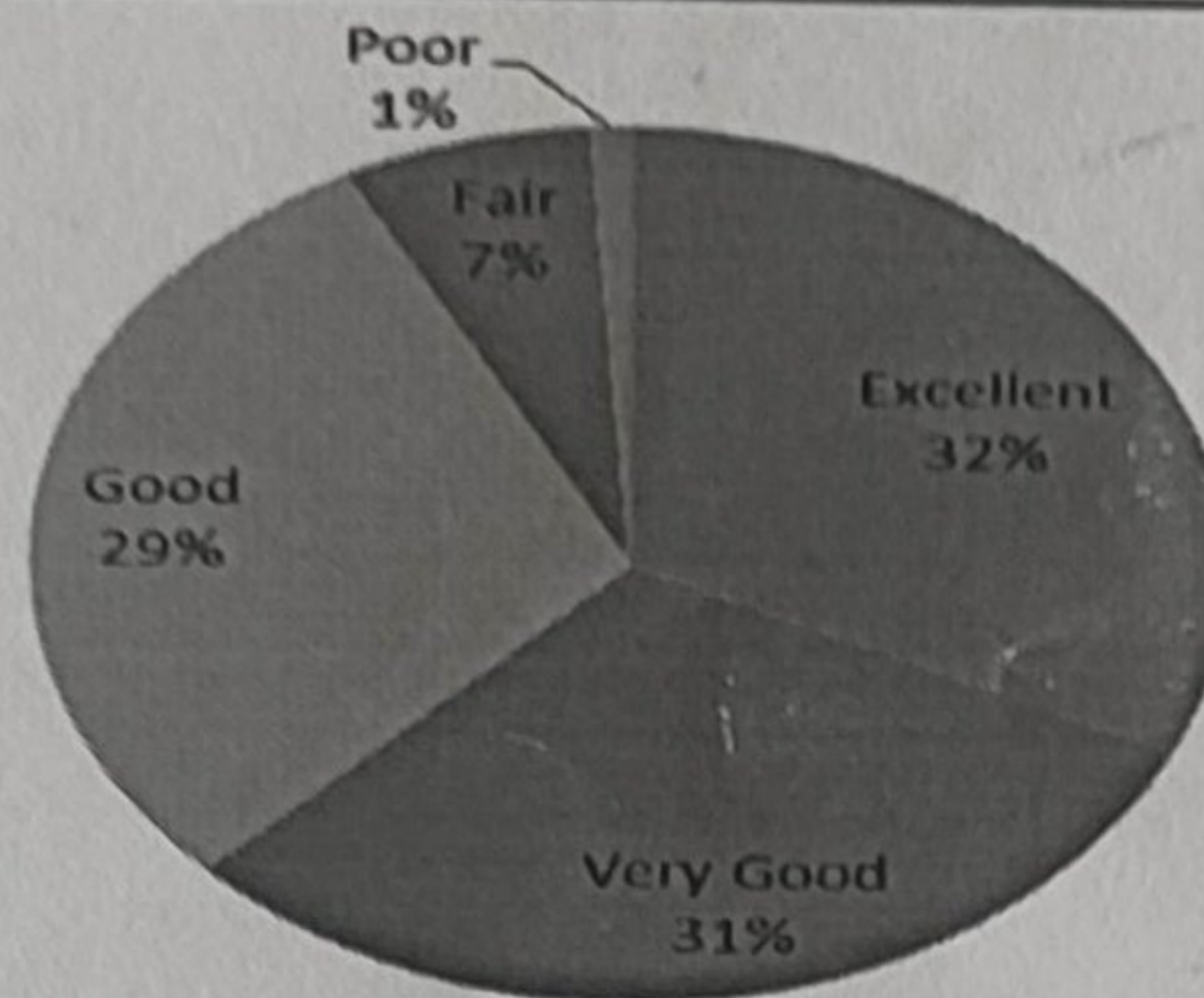


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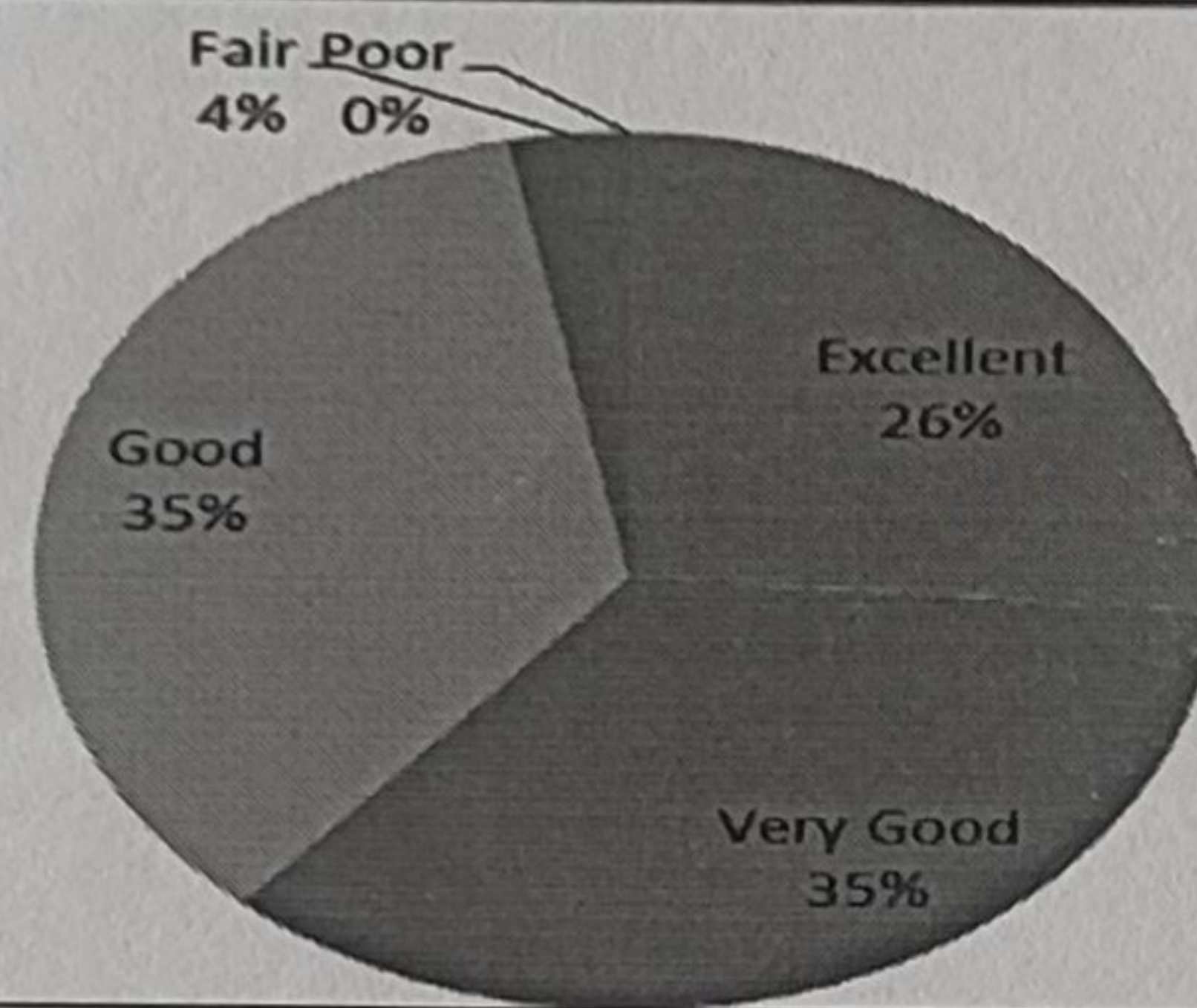
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| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 32 | 31 | 29 | 7 | 1 |



9. Curriculum meets to local, national, global needs.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 26 | 35 | 35 | 4 | 0 |



10. Curricula adhere placement, gender, environmental related courses.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 31 | 27 | 39 | 2 | 1 |



11. Curriculum follows innovative practices.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 30 | 31 | 36 | 3 | 0 |



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| | | | | |
|--|-----------|------|------|------|
| | | | | |
| 12. Curriculum is effective in developing online, one credit and value-added courses. | | | | |
| Excellent | Very Good | Good | Fair | Poor |
| 33 | 33 | 30 | 4 | 0 |
| | | | | |
| 13. Curriculum enhances constructive learning. | | | | |
| Excellent | Very Good | Good | Fair | Poor |
| 32 | 30 | 37 | 1 | 0 |
| | | | | |

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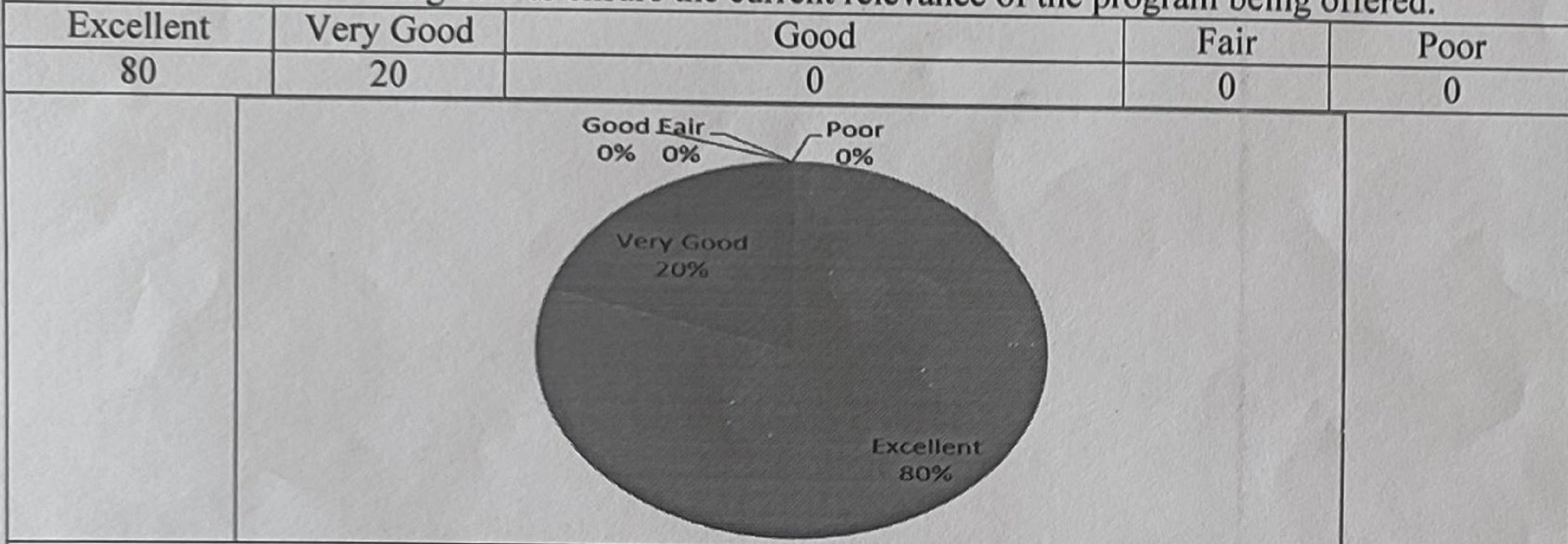
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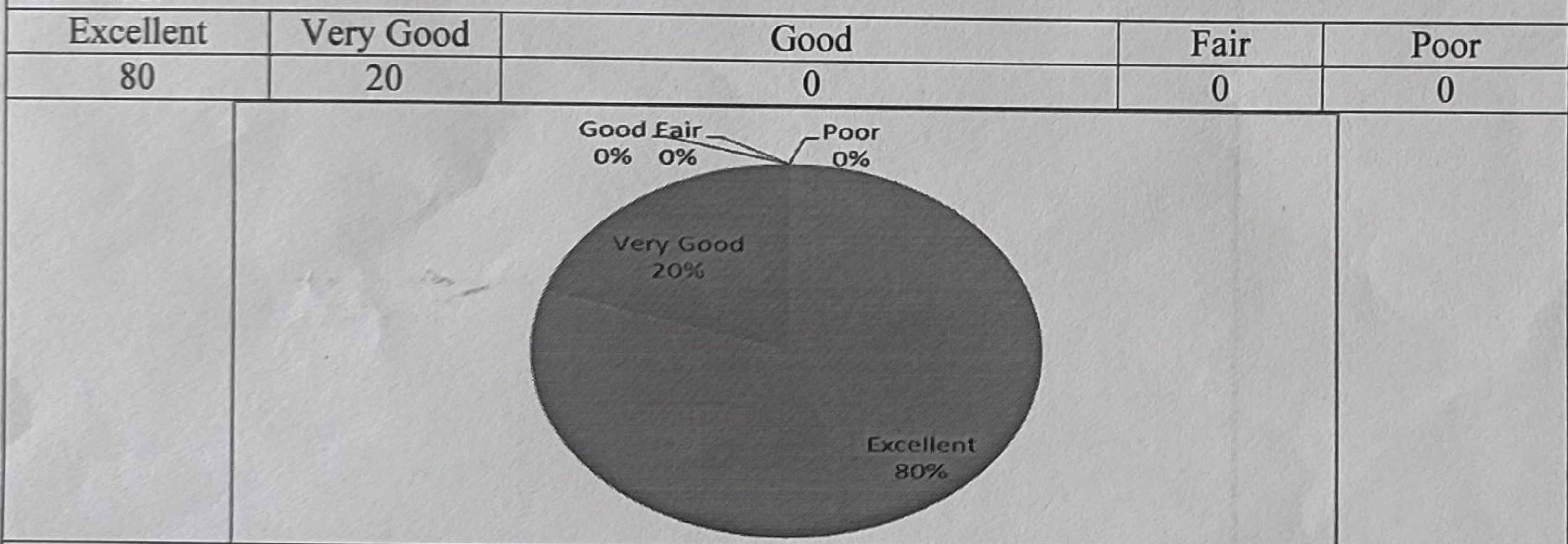
FACULTY FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS- RESPONSE SHEET

DEPARTMENT: AERONAUTICAL ENGINEERING | ACADEMIC YEAR: 2024-2025

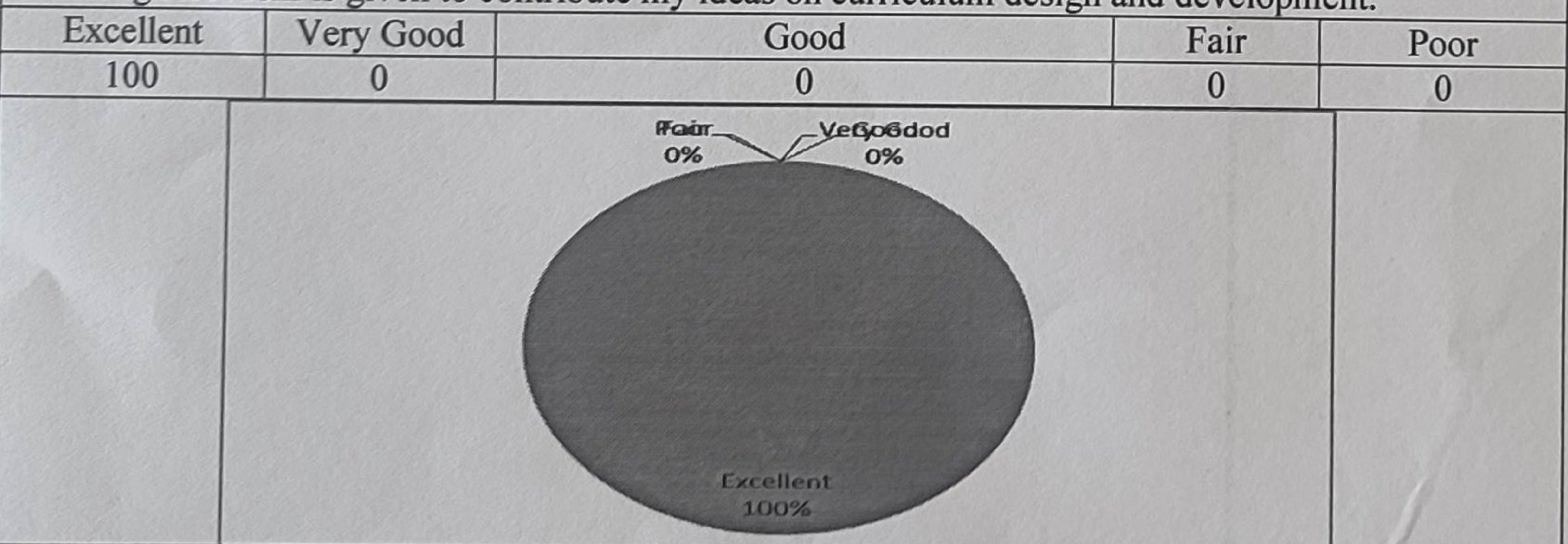
1. Board of studies is taking care to ensure the current relevance of the program being offered.



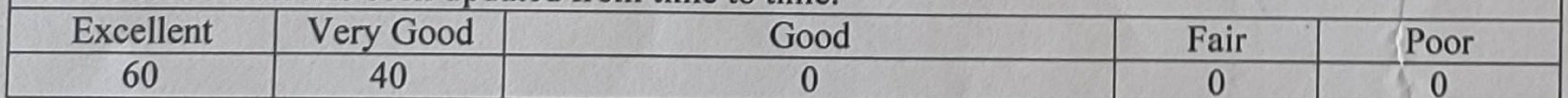
2. Anna university and AICTE norms for the design and development of curriculum is currently followed.



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



4. The curriculum has been updated from time to time.

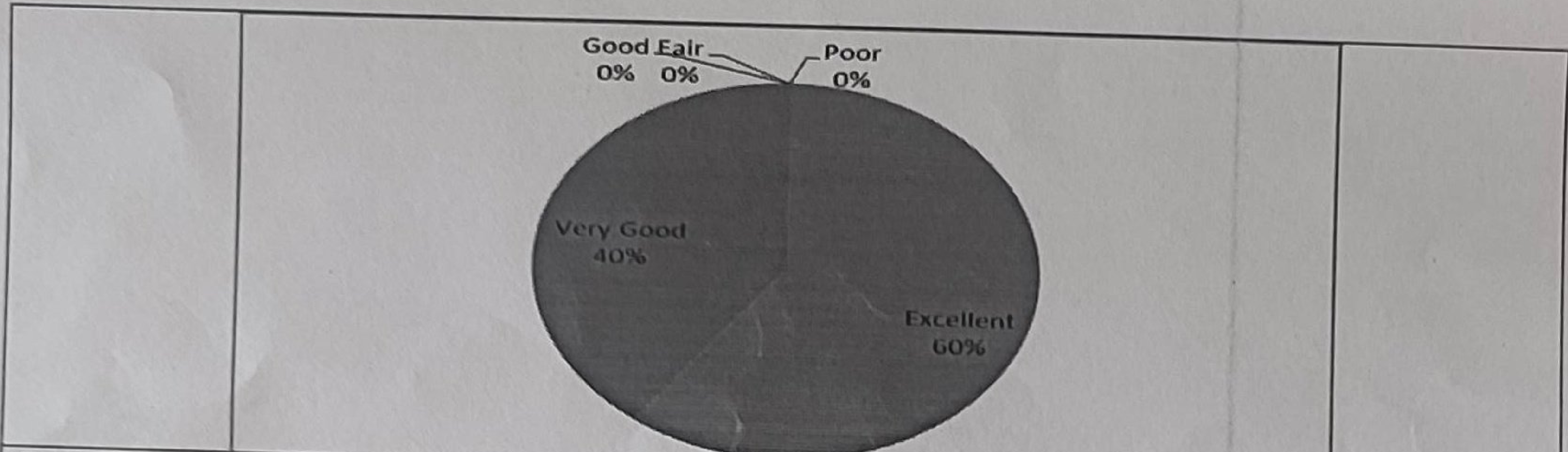




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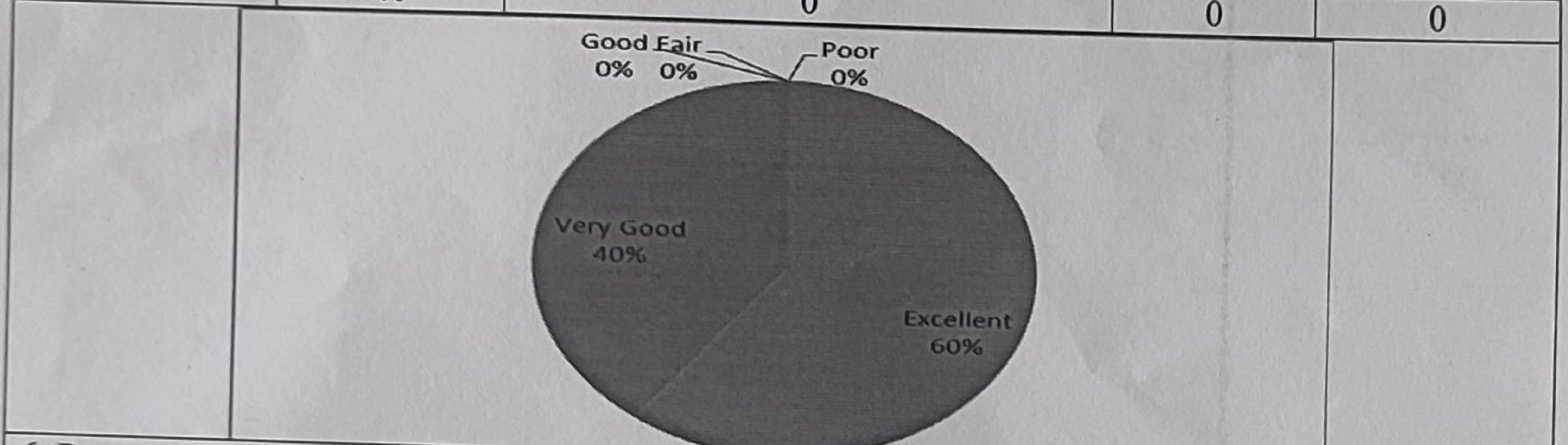
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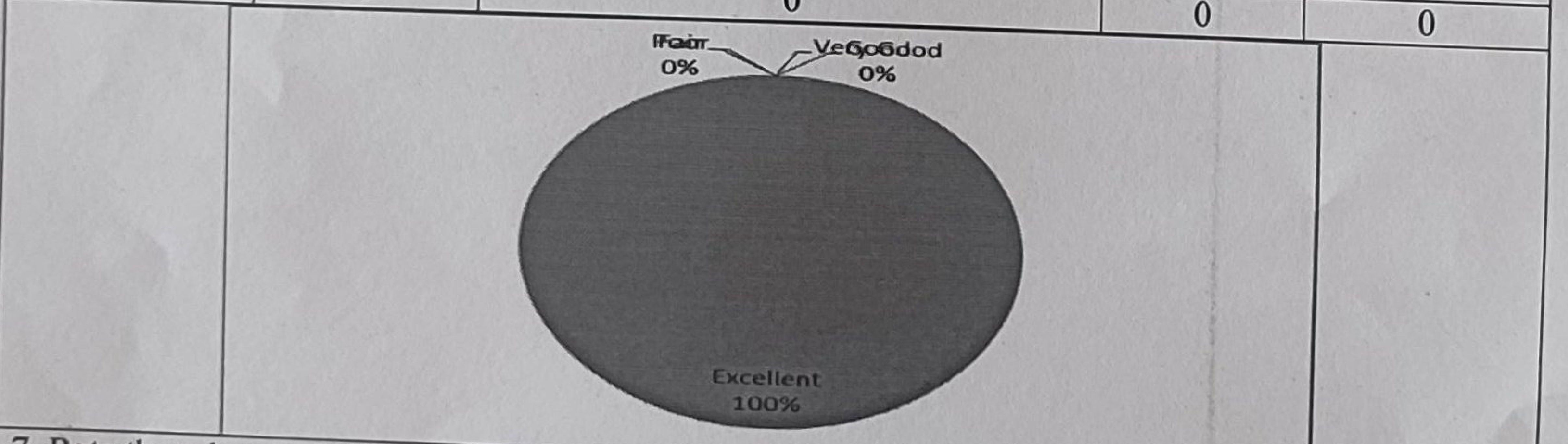
5. Departmental level syllabus review committee meeting held for reviewing the syllabus.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 60 | 40 | 0 | 0 | 0 |



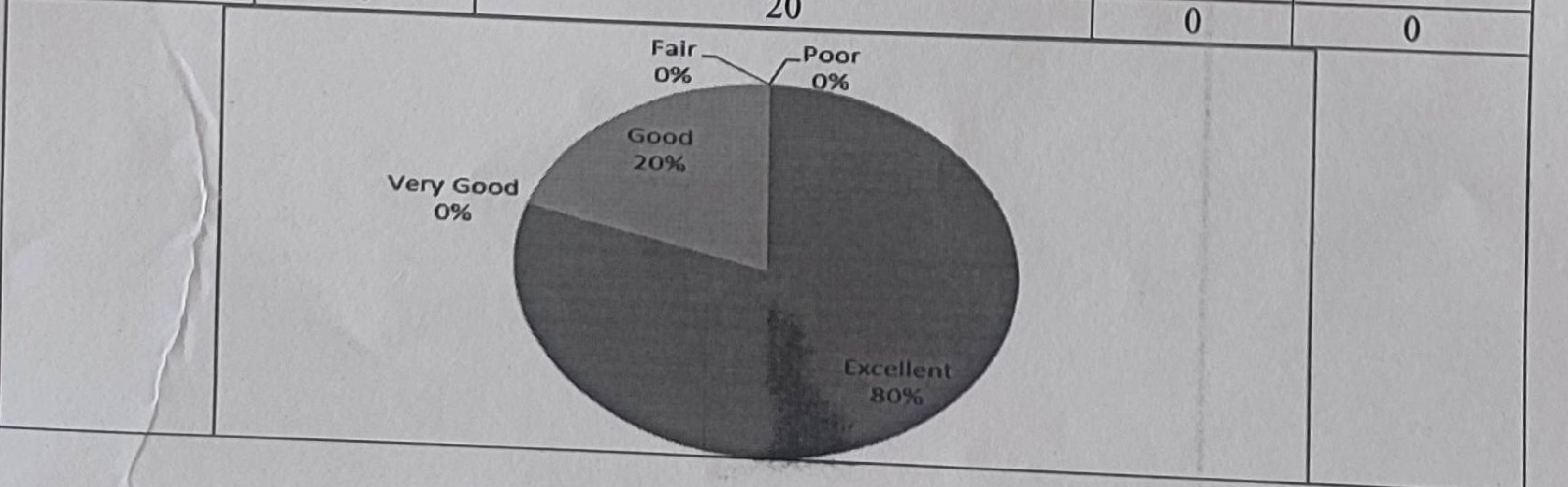
6. Representation from industry experts in department advisory committee is helpful in designing and improving the courses.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 100 | 0 | 0 | 0 | 0 |



7. Rate the relevance of syllabus to recent Industrial developments.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 80 | 0 | 20 | 0 | 0 |





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8. Course content for enhancing analytical and technical skills of students.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 100 | 0 | 0 | 0 | 0 |

9. Curriculum caters the students for applying their knowledge to assess societal, health and safety issues.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 80 | 20 | 0 | 0 | 0 |

10. Employability is given weight age in curriculum design and development.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 60 | 40 | 0 | 0 | 0 |

11. Curriculum have got good academic flexibility.

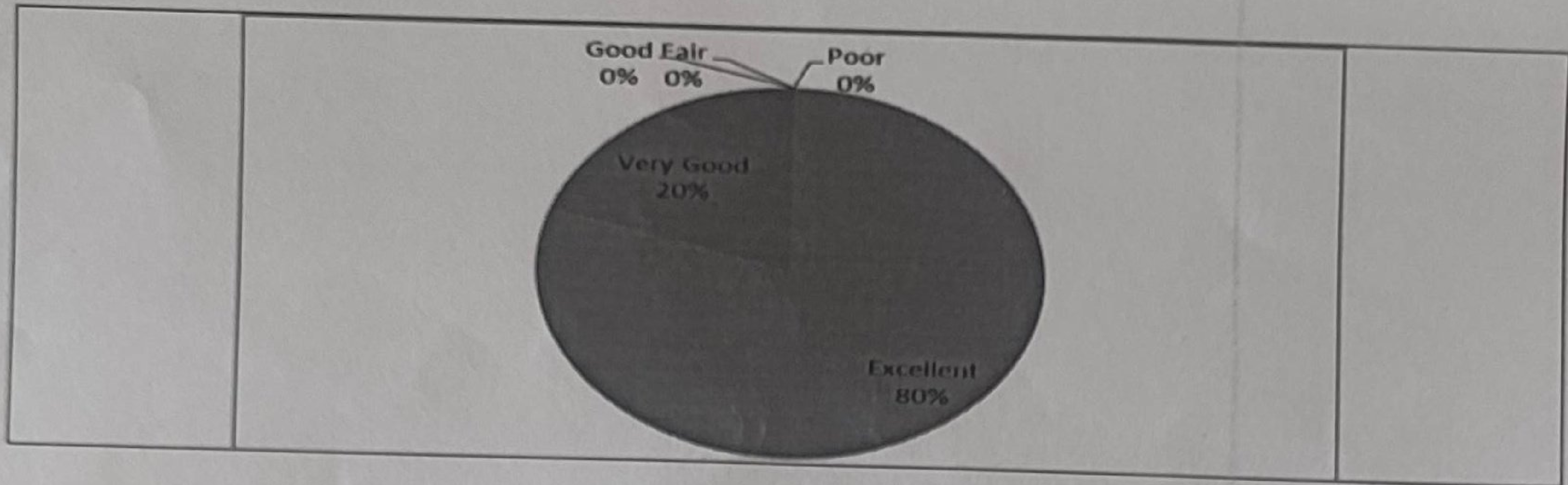
| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 80 | 20 | 0 | 0 | 0s |



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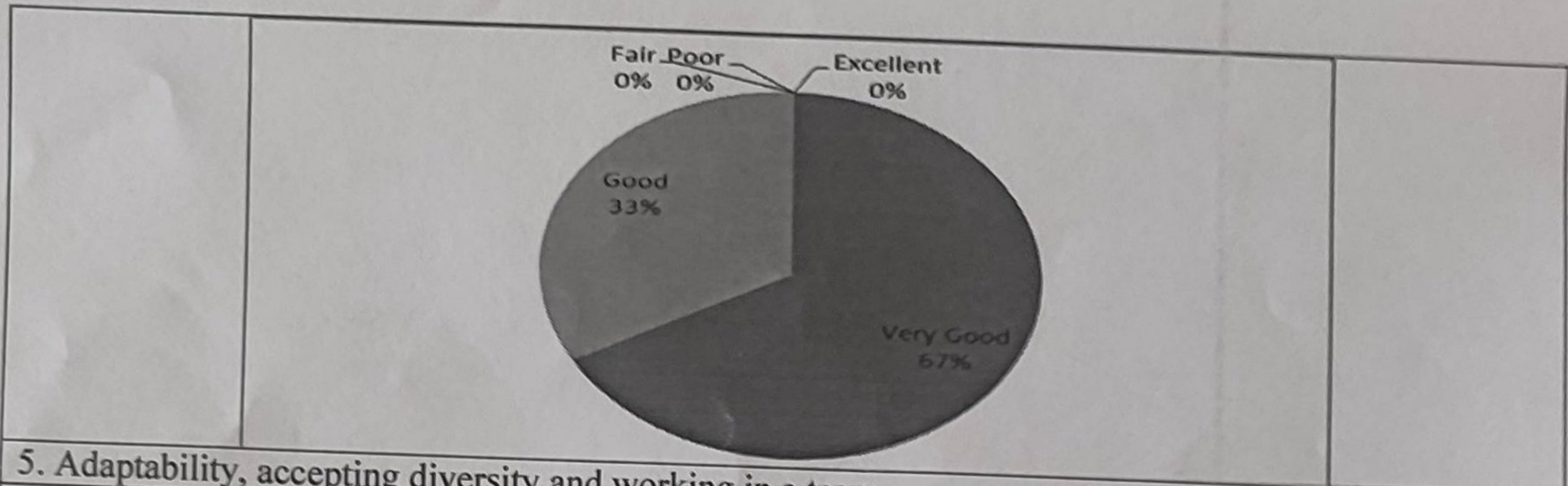
| EMPLOYER'S FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS – RESPONSE SHEET | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|------------|--------------------------|------|----------|-------|------------|-----------|----|-----|-----------|----|-----|------|----|-----|------|---|----|------|---|----|
| DEPARTMENT: AERONAUTICAL ENGINEERING | | | ACADEMIC YEAR: 2024-2025 | | | | | | | | | | | | | | | | | | | |
| 1. Level of technical competency | | | | | | | | | | | | | | | | | | | | | | |
| Excellent | Very Good | Good | Fair | Poor | | | | | | | | | | | | | | | | | | |
| 0 | 50 | 50 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <caption>Data for Level of technical competency</caption> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Very Good</td> <td>50</td> <td>50%</td> </tr> <tr> <td>Good</td> <td>50</td> <td>50%</td> </tr> <tr> <td>Fair</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> | | | | | Category | Count | Percentage | Excellent | 0 | 0% | Very Good | 50 | 50% | Good | 50 | 50% | Fair | 0 | 0% | Poor | 0 | 0% |
| Category | Count | Percentage | | | | | | | | | | | | | | | | | | | | |
| Excellent | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| Very Good | 50 | 50% | | | | | | | | | | | | | | | | | | | | |
| Good | 50 | 50% | | | | | | | | | | | | | | | | | | | | |
| Fair | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| Poor | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| 2. Level of communication skill | | | | | | | | | | | | | | | | | | | | | | |
| Excellent | Very Good | Good | Fair | Poor | | | | | | | | | | | | | | | | | | |
| 17 | 50 | 33 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <caption>Data for Level of communication skill</caption> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>17</td> <td>17%</td> </tr> <tr> <td>Very Good</td> <td>50</td> <td>50%</td> </tr> <tr> <td>Good</td> <td>33</td> <td>33%</td> </tr> <tr> <td>Fair</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> | | | | | Category | Count | Percentage | Excellent | 17 | 17% | Very Good | 50 | 50% | Good | 33 | 33% | Fair | 0 | 0% | Poor | 0 | 0% |
| Category | Count | Percentage | | | | | | | | | | | | | | | | | | | | |
| Excellent | 17 | 17% | | | | | | | | | | | | | | | | | | | | |
| Very Good | 50 | 50% | | | | | | | | | | | | | | | | | | | | |
| Good | 33 | 33% | | | | | | | | | | | | | | | | | | | | |
| Fair | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| Poor | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| 3. Level of commitment to work | | | | | | | | | | | | | | | | | | | | | | |
| Excellent | Very Good | Good | Fair | Poor | | | | | | | | | | | | | | | | | | |
| 0 | 67 | 33 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <caption>Data for Level of commitment to work</caption> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Very Good</td> <td>67</td> <td>67%</td> </tr> <tr> <td>Good</td> <td>33</td> <td>33%</td> </tr> <tr> <td>Fair</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> | | | | | Category | Count | Percentage | Excellent | 0 | 0% | Very Good | 67 | 67% | Good | 33 | 33% | Fair | 0 | 0% | Poor | 0 | 0% |
| Category | Count | Percentage | | | | | | | | | | | | | | | | | | | | |
| Excellent | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| Very Good | 67 | 67% | | | | | | | | | | | | | | | | | | | | |
| Good | 33 | 33% | | | | | | | | | | | | | | | | | | | | |
| Fair | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| Poor | 0 | 0% | | | | | | | | | | | | | | | | | | | | |
| 4. Level of Professional, ethical, and social responsibility. | | | | | | | | | | | | | | | | | | | | | | |
| Excellent | Very Good | Good | Fair | Poor | | | | | | | | | | | | | | | | | | |
| 0 | 67 | 33 | 0 | 0 | | | | | | | | | | | | | | | | | | |



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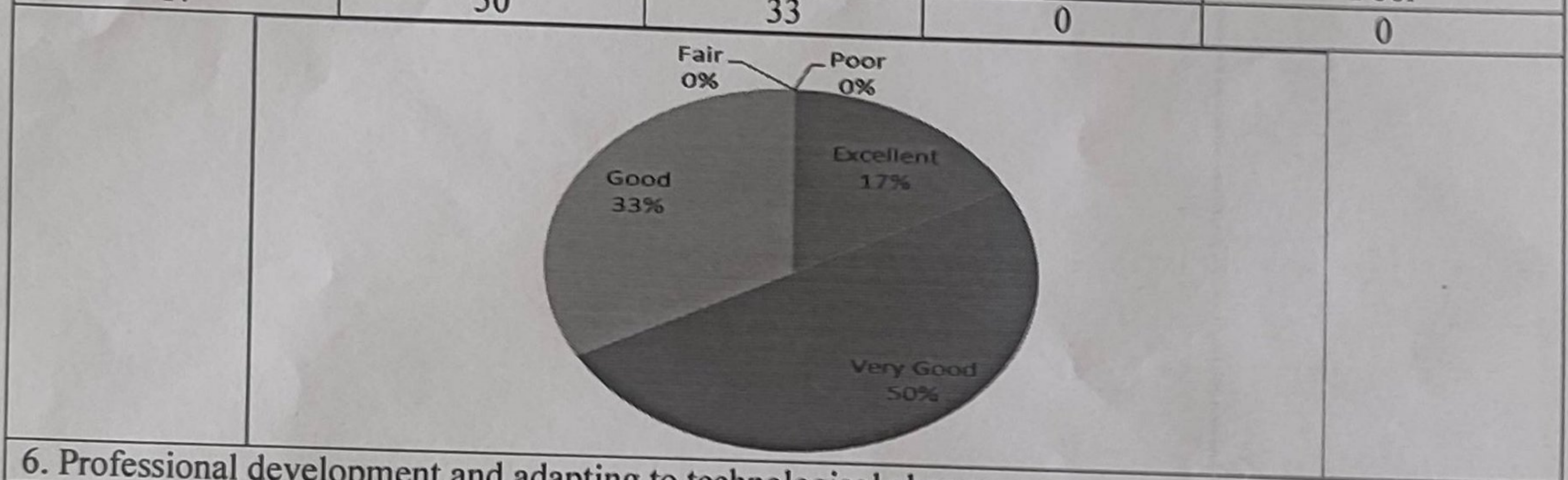
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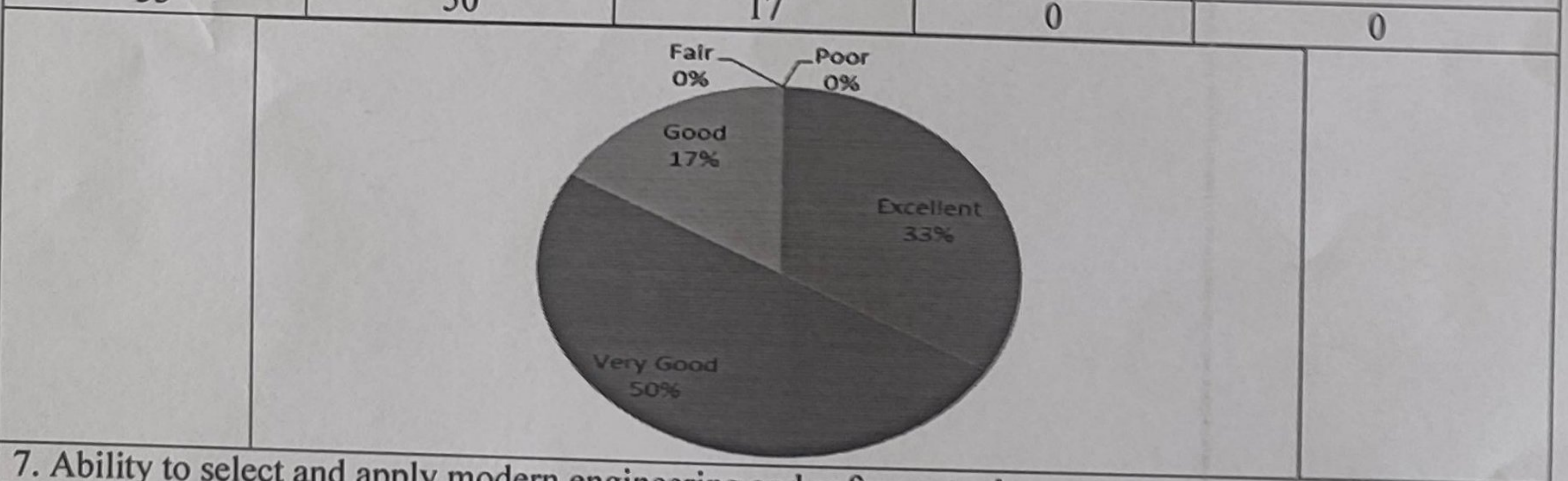
5. Adaptability, accepting diversity and working in a team

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 17 | 50 | 33 | 0 | 0 |



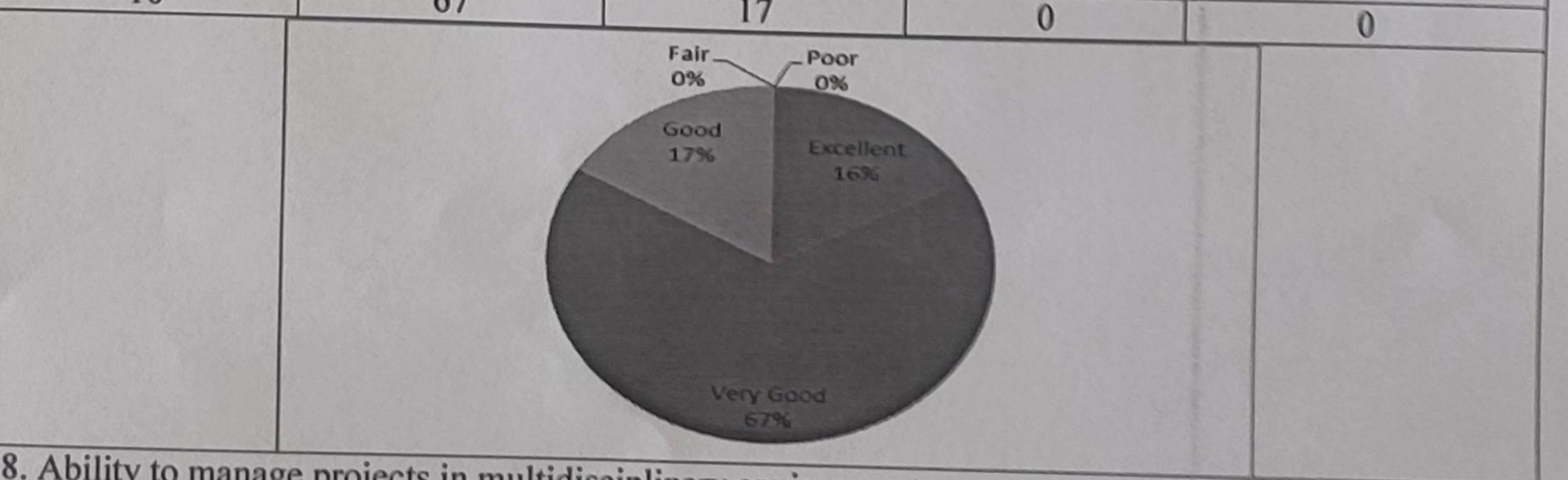
6. Professional development and adapting to technological change.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 33 | 50 | 17 | 0 | 0 |



7. Ability to select and apply modern engineering and software tools.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 16 | 67 | 17 | 0 | 0 |



8. Ability to manage projects in multidisciplinary environments.

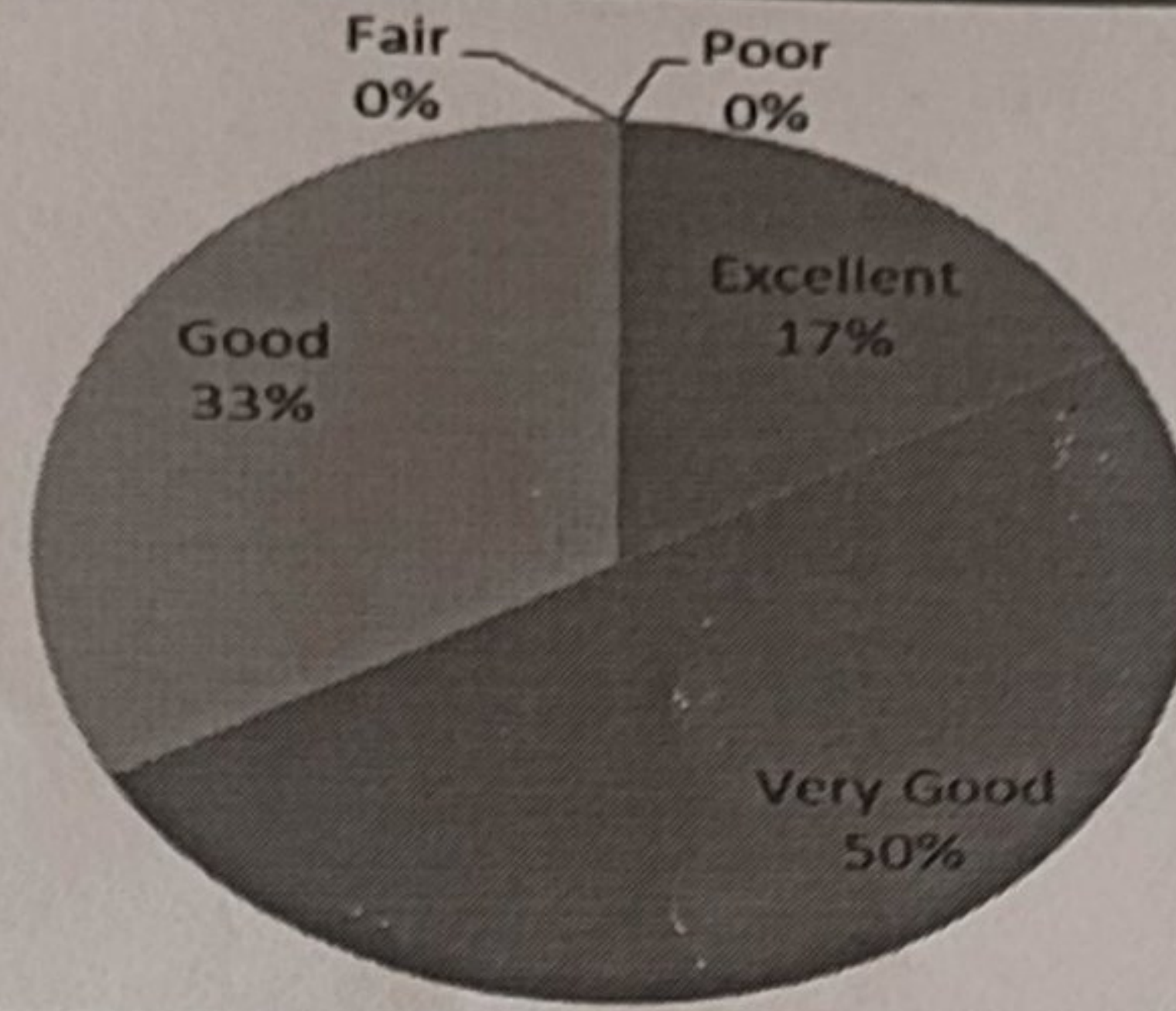


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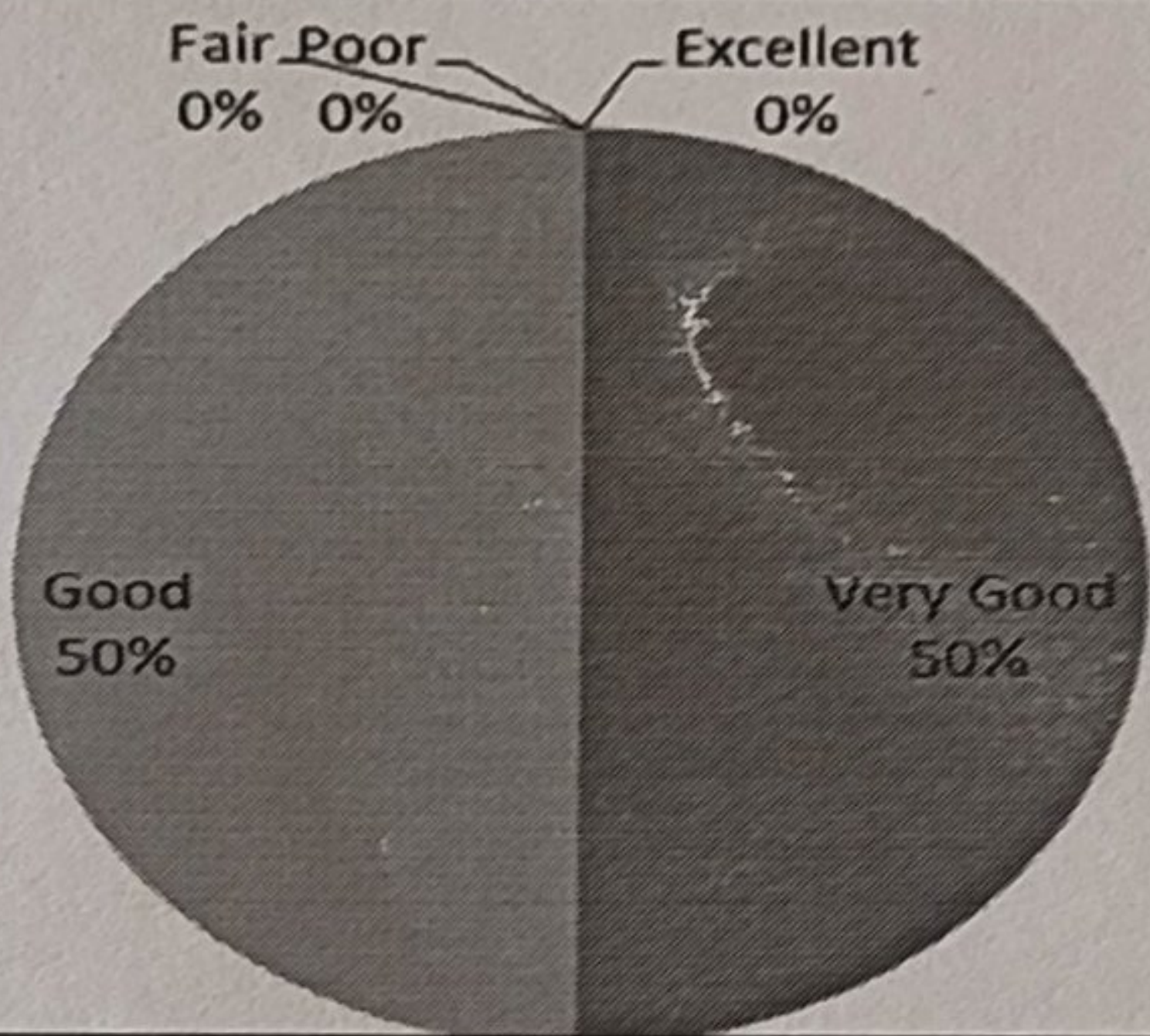
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| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 17 | 50 | 33 | 0 | 0 |



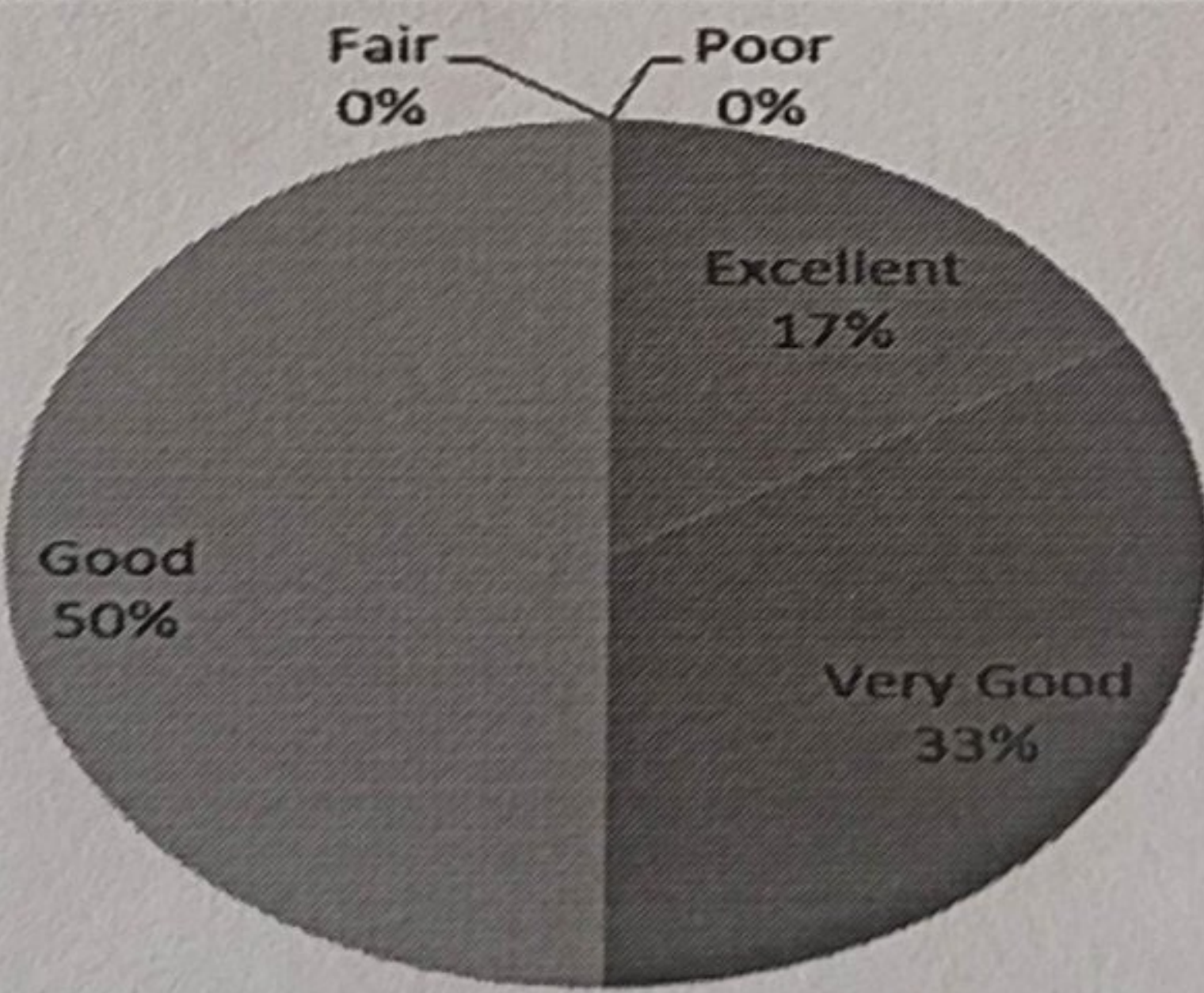
9. Overall performance of our graduate, towards organizational growth.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 0 | 50 | 50 | 0 | 0 |



10. Curriculum has relevance to real life situations, reflects current trends and practices in the respective disciplines.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 17 | 33 | 50 | 0 | 0 |



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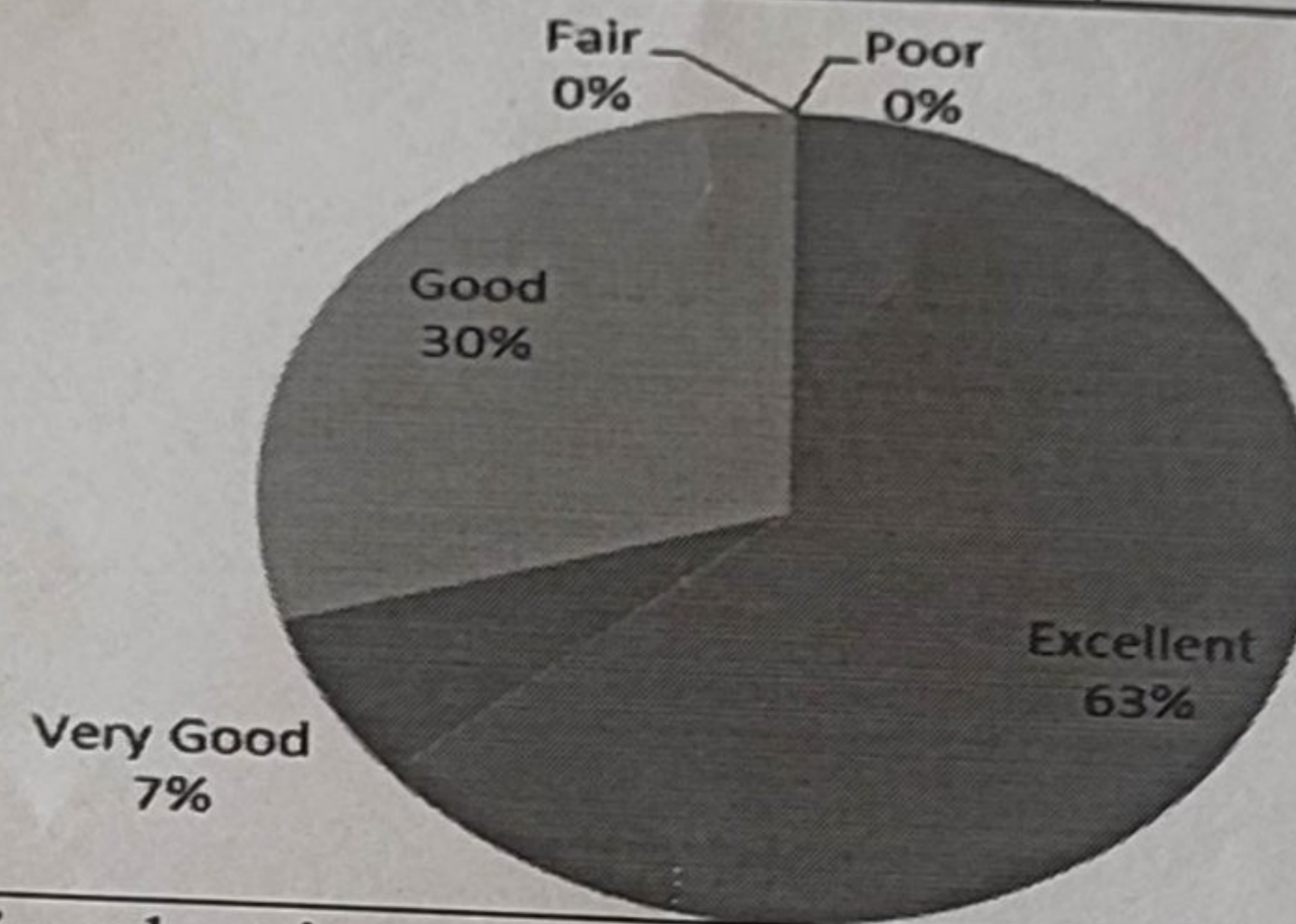
ALUMNI FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS – RESPONSE SHEET

DEPARTMENT: AERONAUTICAL
ENGINEERING

ACADEMIC YEAR: 2024-2025

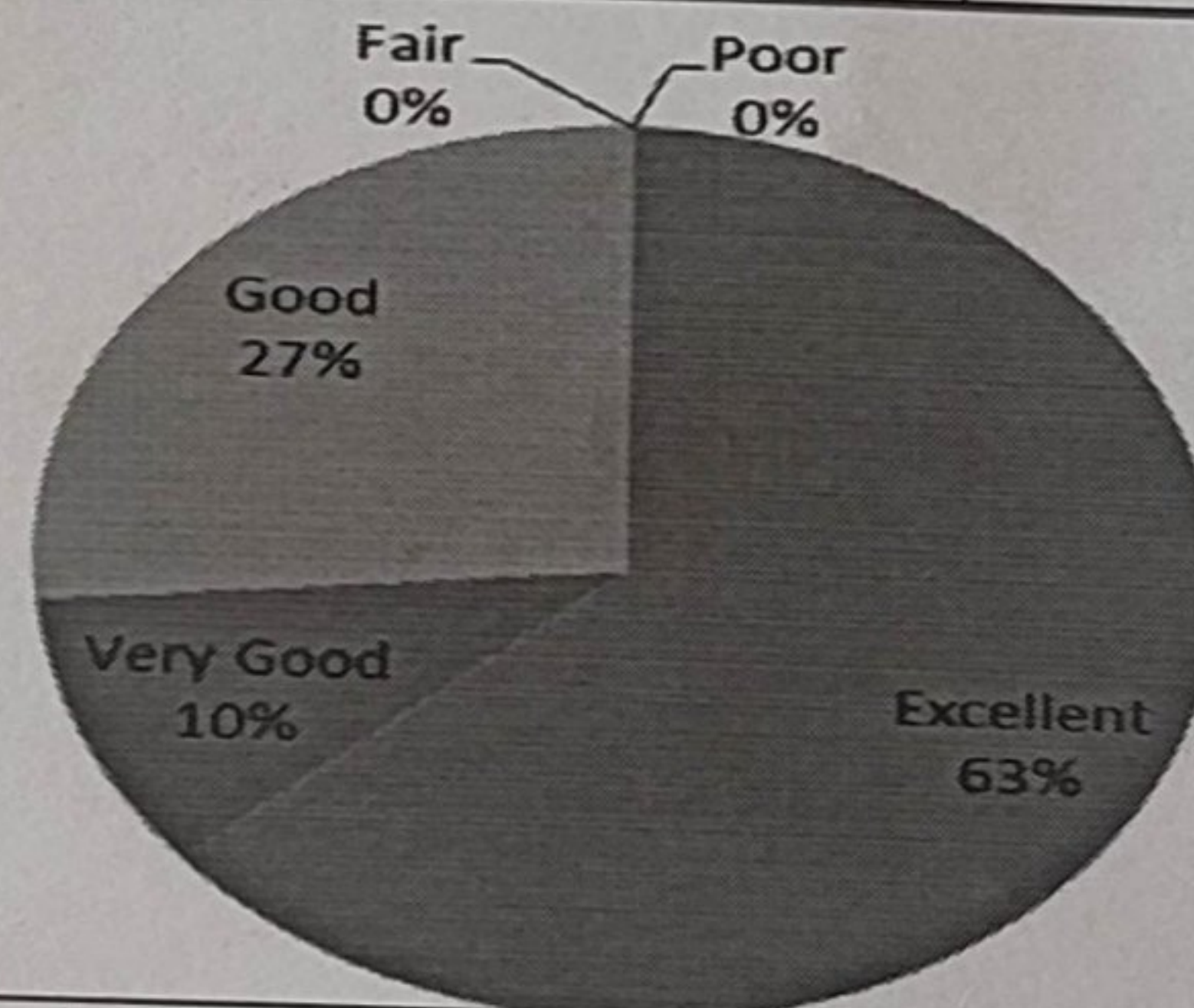
1. Curriculum is structured, comprehensive, relevant and arranged properly.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 63 | 7 | 30 | 0 | 0 |



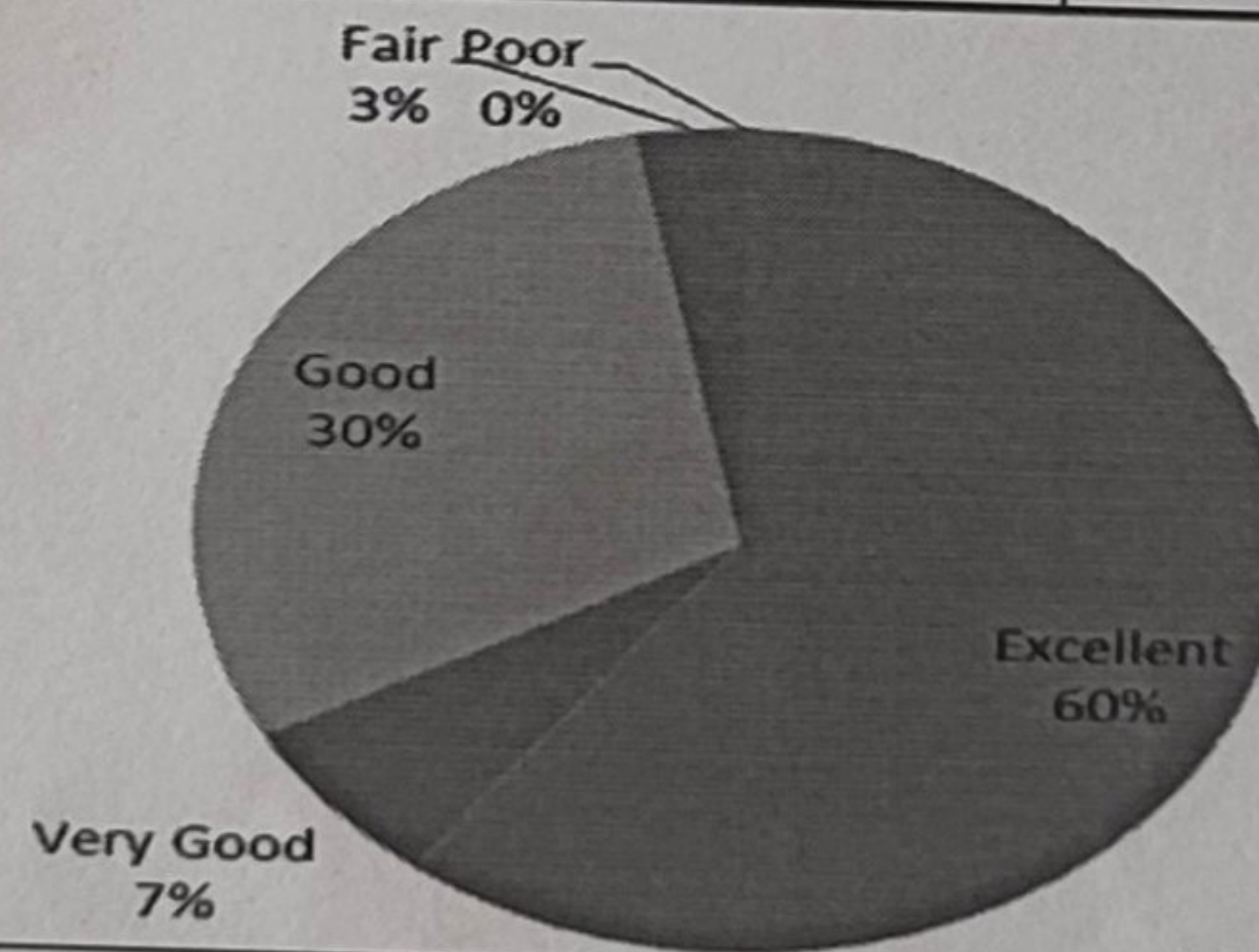
2. Curriculum is effective in enhancing teamwork

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 63 | 10 | 27 | 0 | 0 |



3. Rate of relevance of syllabus to the recent industrial developments.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 60 | 7 | 30 | 3 | 0 |

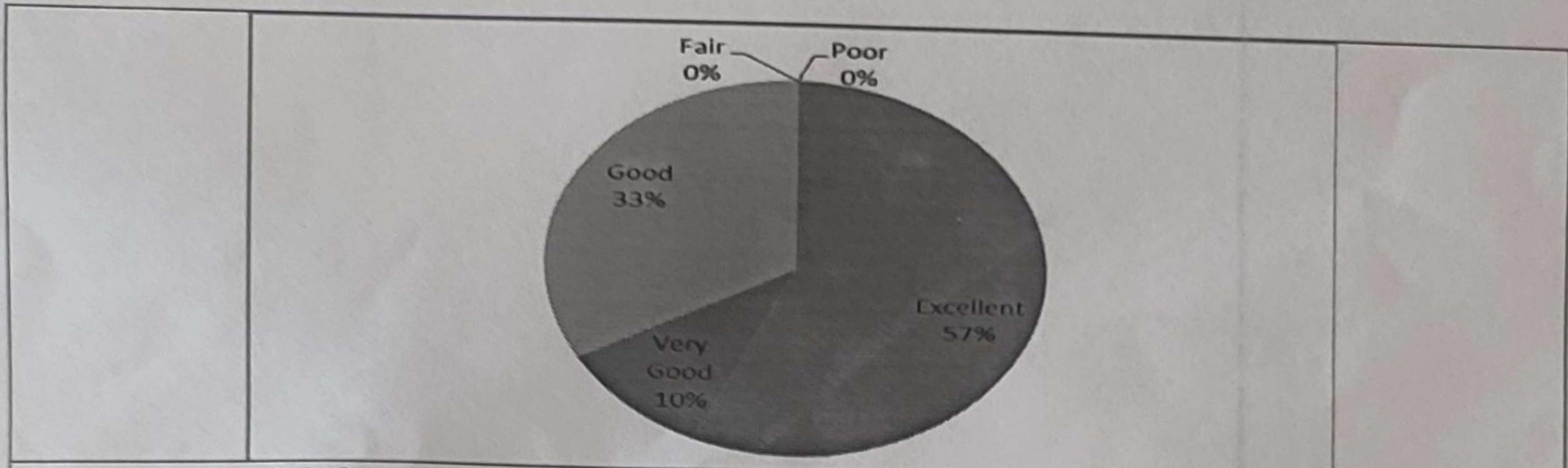


4. Is curriculum helpful with respect to your current job profile.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 57 | 10 | 33 | 0 | 0 |

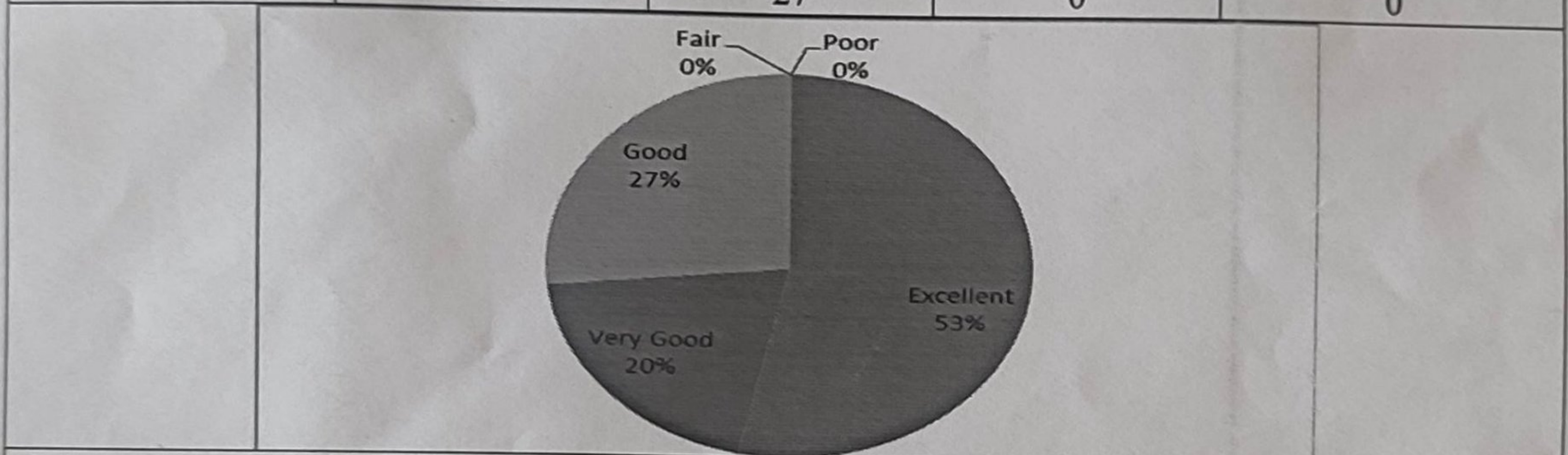


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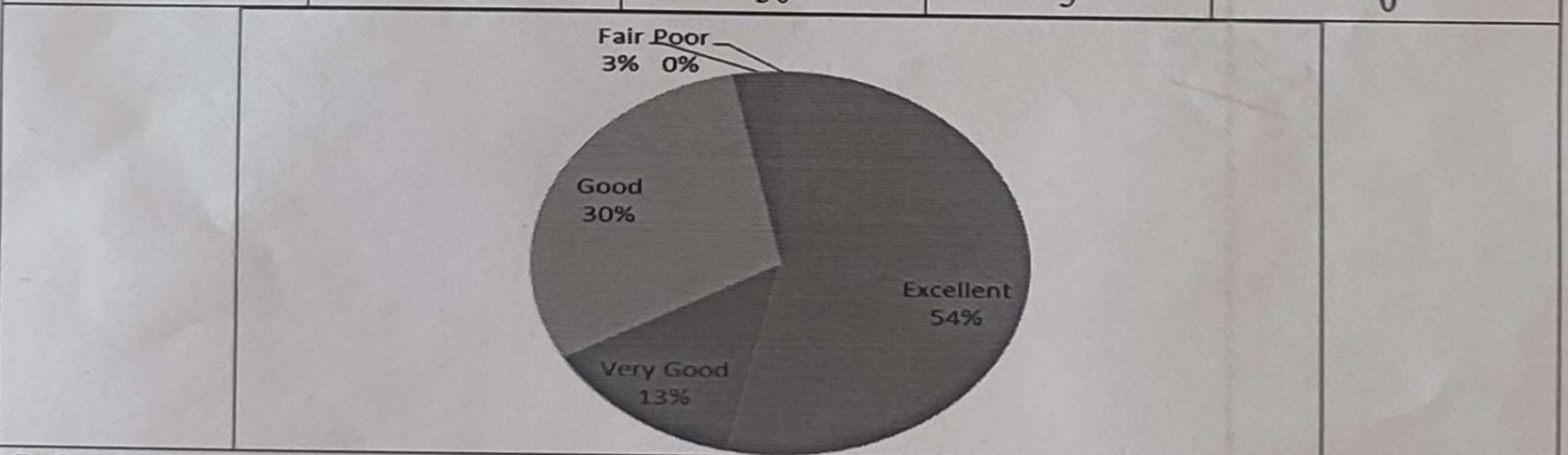
5. Is curriculum helpful with respect to your current job profile.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 53 | 20 | 27 | 0 | 0 |



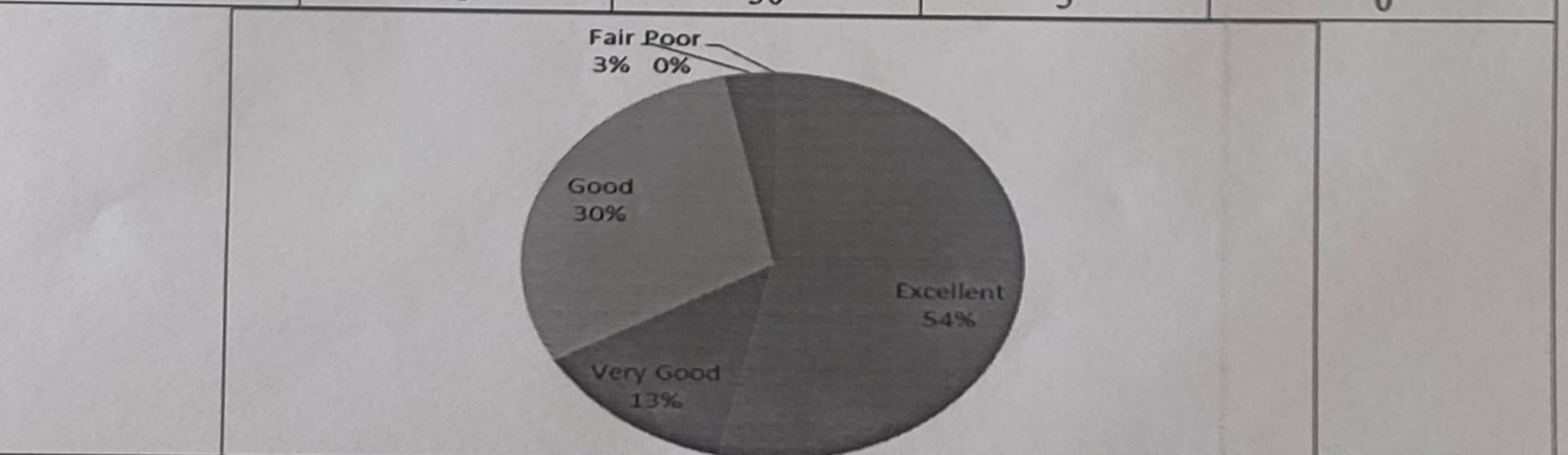
6. Is curriculum helpful with respect to your current job profile.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 54 | 13 | 30 | 3 | 0 |



7. Curriculum is effective in employability.

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 54 | 13 | 30 | 3 | 0 |



8. Curriculum helps in overall personality development.



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| Excellent | Very Good | Good | Fair | Poor |
|---|-----------|------|------|------|
| 56 | 17 | 27 | 0 | 0 |
| | | | | |
| 9. Curriculum develops problem solving skills and decision-making skills. | | | | |
| Excellent | Very Good | Good | Fair | Poor |
| 50 | 17 | 30 | 3 | 0s |
| | | | | |

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