Sona College of Technology, Salem-5

Department of Mechatronics Engineering

Analysis of feedback from stakeholders

for

ODD – 2018 -2019 curriculum framework   26.4.2018

Student feedback:

Good and pertinent feedback enables students to evaluate their learning objectives and methods, enabling them to modify their approach to advance more successfully at each level. However, this is only feasible if you have a reliable feedback system in place to ascertain learners' knowledge levels, which differ based on the person, and the rate at which they are developing new skills. You can organize your students into groups and establish attainable objectives or goals based on their input to optimize academic results.

The following questions were asked to collect feedback from students for curriculum framework.

Q1. Is the curriculum in line with industry requirements meeting the fundamental concepts leading to solve practical problems in working environment?
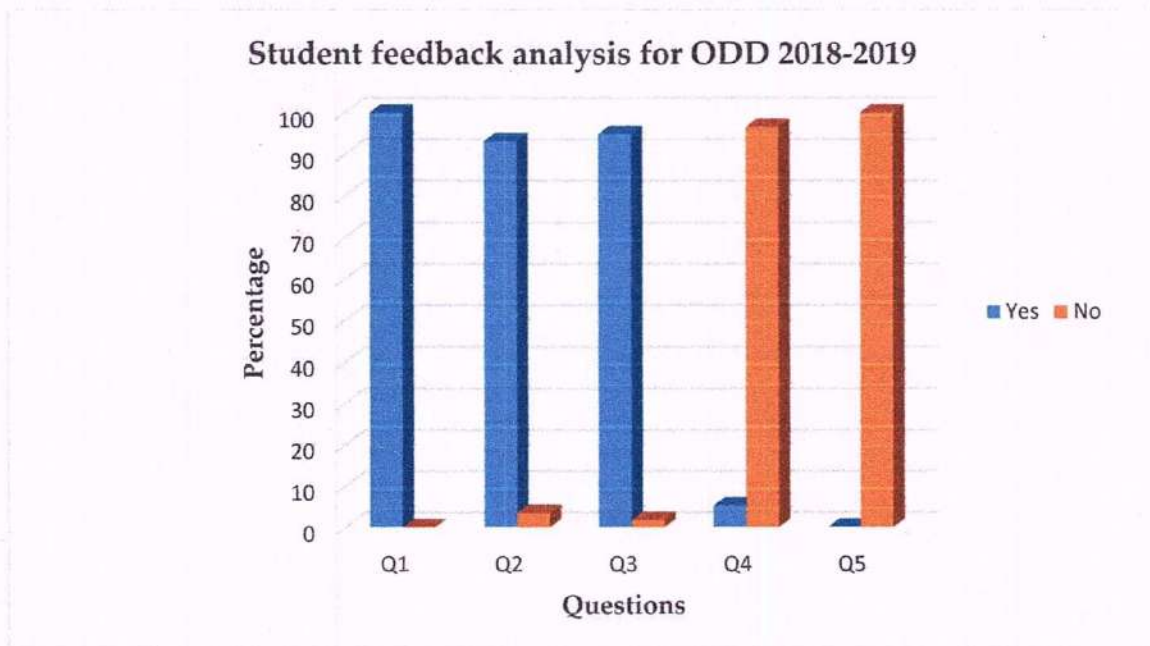
Q2. Is the content relevant to the intended learners?

Q3. Is the organization of the content reasonable?

Q4. Are there any gaps in the content that need to be addressed?

Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Student	Yes	58	54	55	3	0
	No	0	2	1	56	58

Student feedback analysis for ODD 2018-2019

- From the student feedback analysis, 93% of stakeholders were given the feedback for the content and organization of the content were good and 5% of stakeholders were given the feedback that to include the contents like composite materials and pump types in the syllabus while framing curriculum.
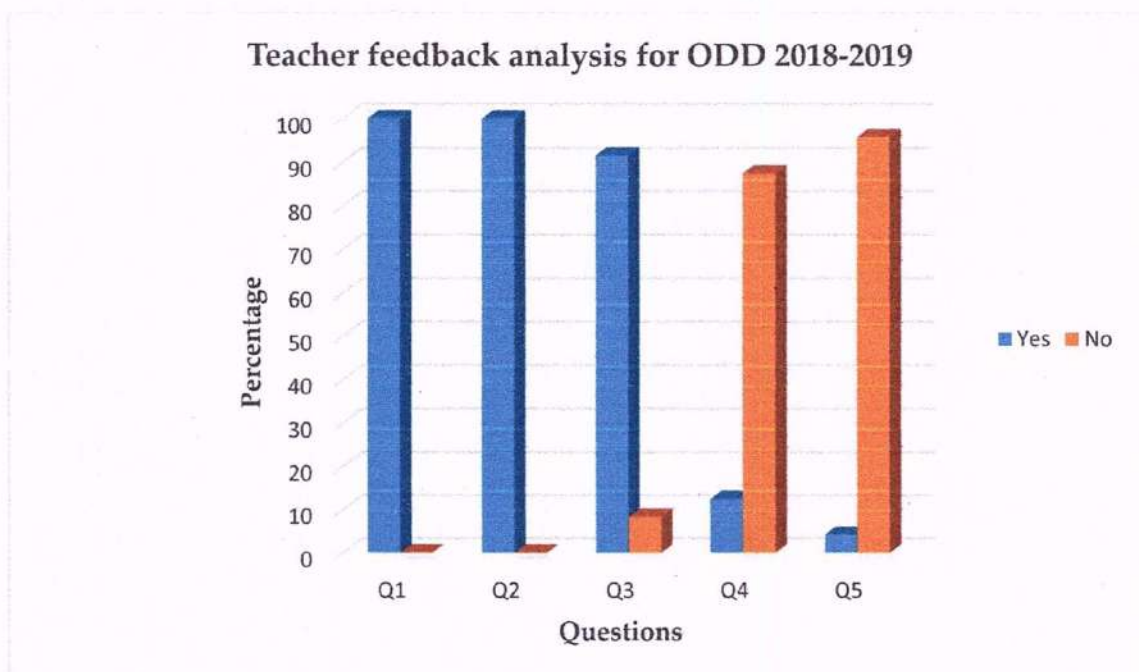
Teacher feedback:

Teachers develop, create, instruct, carry out, and assess the curriculum as stakeholders. The instructor is the most important personnel in the execution of the program. The impact that teachers have on students is immeasurable. Superior educators cultivate superior learning outcomes.

The following questions were asked to collect feedback from teacher for curriculum framework.

Q1. Is the curriculum in line with industry requirements meeting the fundamental concepts leading to solve practical problems in working environment?

Q2. Is the content relevant to the intended learners?

Q3. Is the organization of the content reasonable?

Q4. Are there any gaps in the content that need to be addressed?

Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Teacher	Yes	24	24	22	3	1
	No	0	0	2	21	23

Teacher feedback analysis for ODD 2018-2019

- Feedback of teachers were analysed and shown that 100% of teachers appreciated the relevance of course content in respect of industry needs and around 12.5% of teachers suggested filling the gaps in the content of syllabi. As per suggestion, identification of course to incorporate the contents like springs and kinematic concepts to be done.

Employer feedback:

Based on input obtained, employers express their satisfaction level on the course alternatives available in the plans. The suggested curricula are helpful for both finding work and developing the skills required for it. The gap between Industry and Institute becomes smaller by means of the curriculum.

The following questions were asked to collect feedback from employer for curriculum framework.

Q1. Is the curriculum in line with industry requirements meeting the fundamental concepts leading to solve practical problems in working environment?
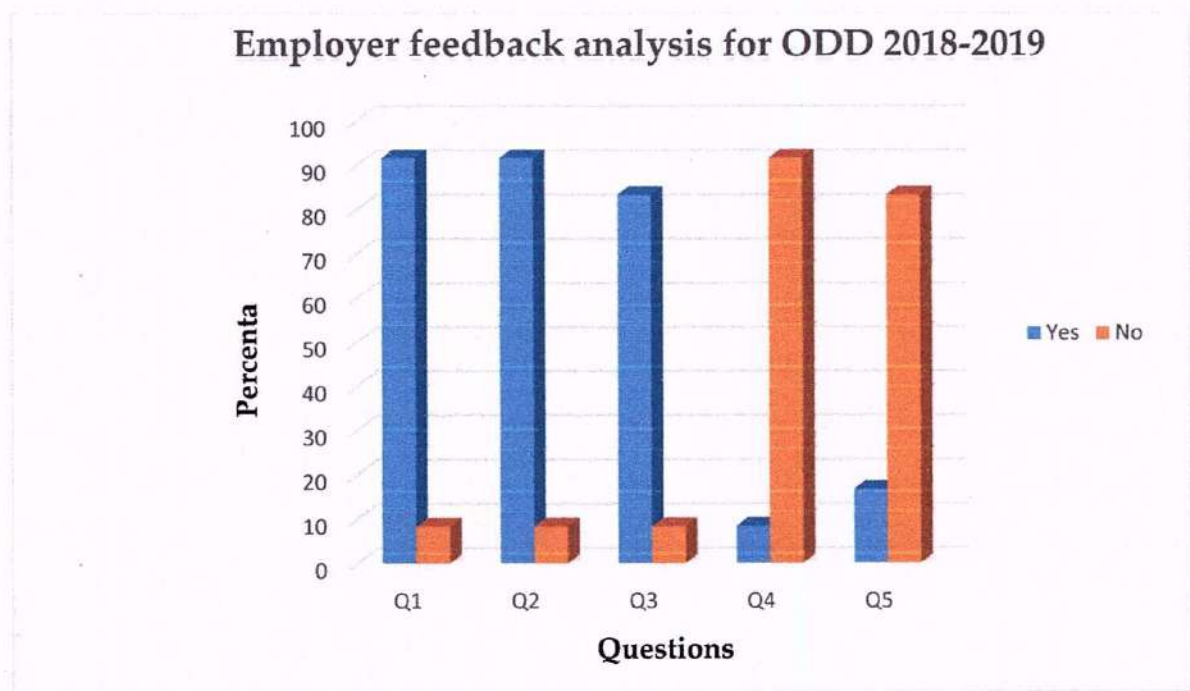
Q2. Is the content relevant to the intended learners?

Q3. Is the organization of the content reasonable?

Q4. Are there any gaps in the content that need to be addressed?

Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Employer	Yes	11	11	10	1	2
	No	1	1	1	11	10

Employer feedback analysis for ODD 2018-2019

- Employers feedback analysis indicates that gaps in the content that need to be addressed were negligible and around 17% of employers recommended removing the few contents which are outdated.
- According to feedback, welding processes may be included based on the sequence of the curriculum organization.

Alumni feedback:

Alumni are extremely important in helping us understand how the curriculum is shaping students into people who can thrive in a changing environment, whether it is igniting their curiosity to pursue higher education, whether it inspires them to start their own successful businesses and advance the nation, etc.

The following questions were asked to collect feedback from alumni for curriculum framework.

Q1. Is the curriculum in line with industry requirements meeting the fundamental concepts leading to solve practical problems in working environment?
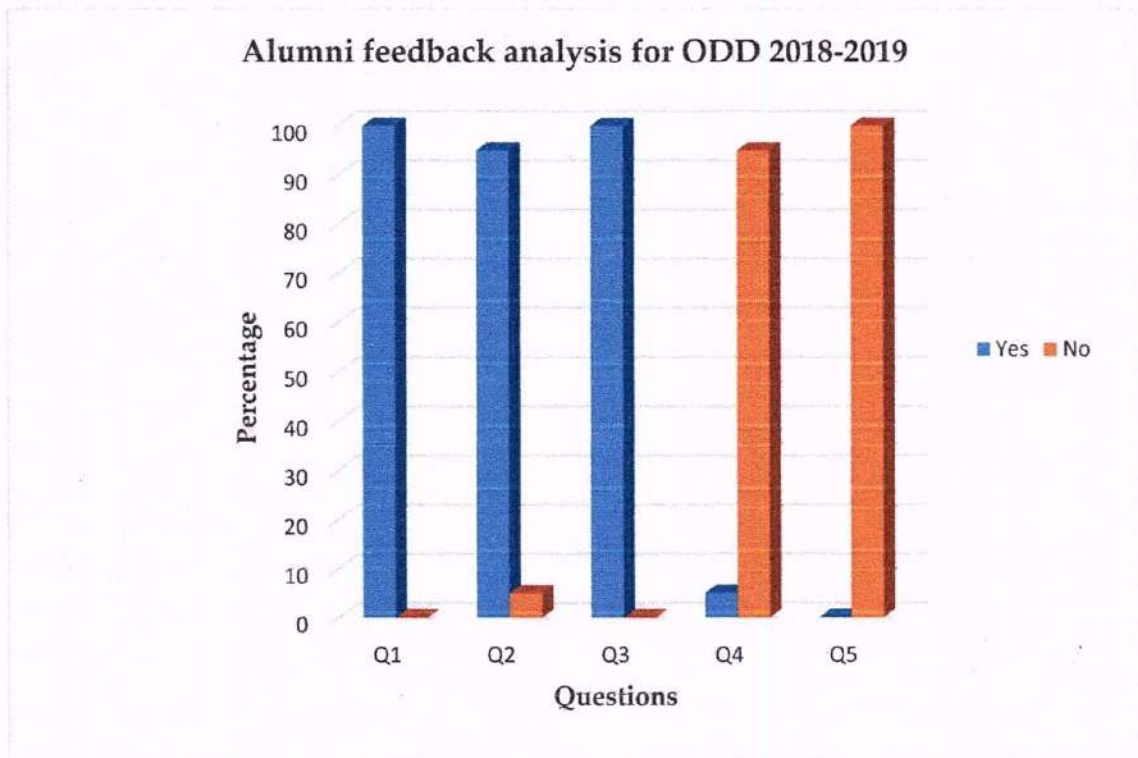
Q2. Is the content relevant to the intended learners?

Q3. Is the organization of the content reasonable?

Q4. Are there any gaps in the content that need to be addressed?

Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Alumni	Yes	20	19	20	0	1
	No	0	1	0	20	19

Alumni feedback analysis for ODD 2018-2019

- Alumni feedback implies that the content flow and relevance to study are 100% and 5% of stakeholders were suggested to include the contents like hands on experience on basic engineering works and programming courses like C programming and same will be discussed to check the viability to incorporate the concepts in the curriculum.

HOD/MCT 26/4/18

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Analysis of feedback from stakeholders

for

EVEN – 2018 -2019 curriculum framework   3.12.2018

Student feedback:

Good and pertinent feedback enables students to evaluate their learning objectives and methods, enabling them to modify their approach to advance more successfully at each level. However, this is only feasible if you have a reliable feedback system in place to ascertain learners' knowledge levels, which differ based on the person, and the rate at which they are developing new skills. You can organize your students into groups and establish attainable objectives or goals based on their input to optimize academic results.

The following questions were asked to collect feedback from students for curriculum framework.

Q1. Is the curriculum in line with industry requirements meeting the fundamental concepts leading to solve practical problems in working environment?
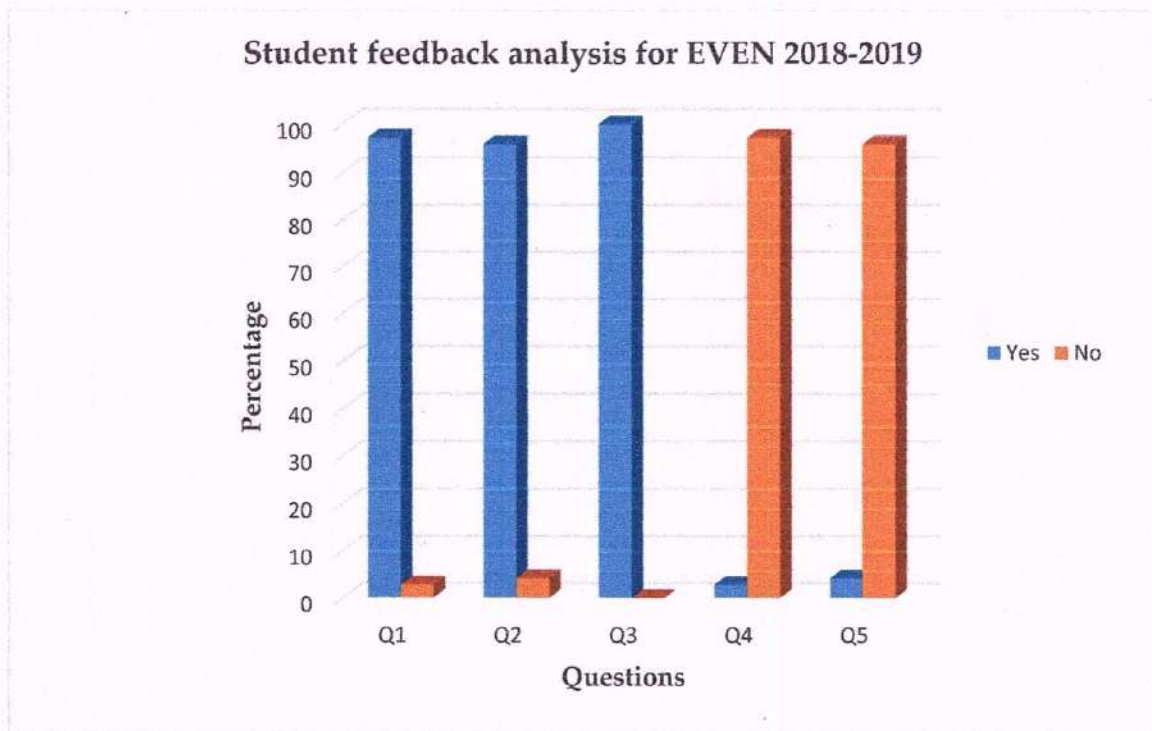
Q2. Is the content relevant to the intended learners?

Q3. Is the organization of the content reasonable?

Q4. Are there any gaps in the content that need to be addressed?

Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Student	Yes	70	69	72	2	3
	No	2	3	0	70	69

Student feedback analysis for EVEN 2018-2019

- From the student feedback analysis, feedback for curriculum in line with industry requirements meeting the fundamental concepts were given 97% and 100% for organization of the content were good and 4% of stakeholders were given the feedback that to remove few of the contents from the syllabus while framing curriculum which are not necessary for Mechatronics Engineering.

Teacher feedback:

Teachers develop, create, instruct, carry out, and assess the curriculum as stakeholders. The instructor is the most important personnel in the execution of the program. The impact that teachers have on students is immeasurable. Superior educators cultivate superior learning outcomes.

The following questions were asked to collect feedback from teacher for curriculum framework.

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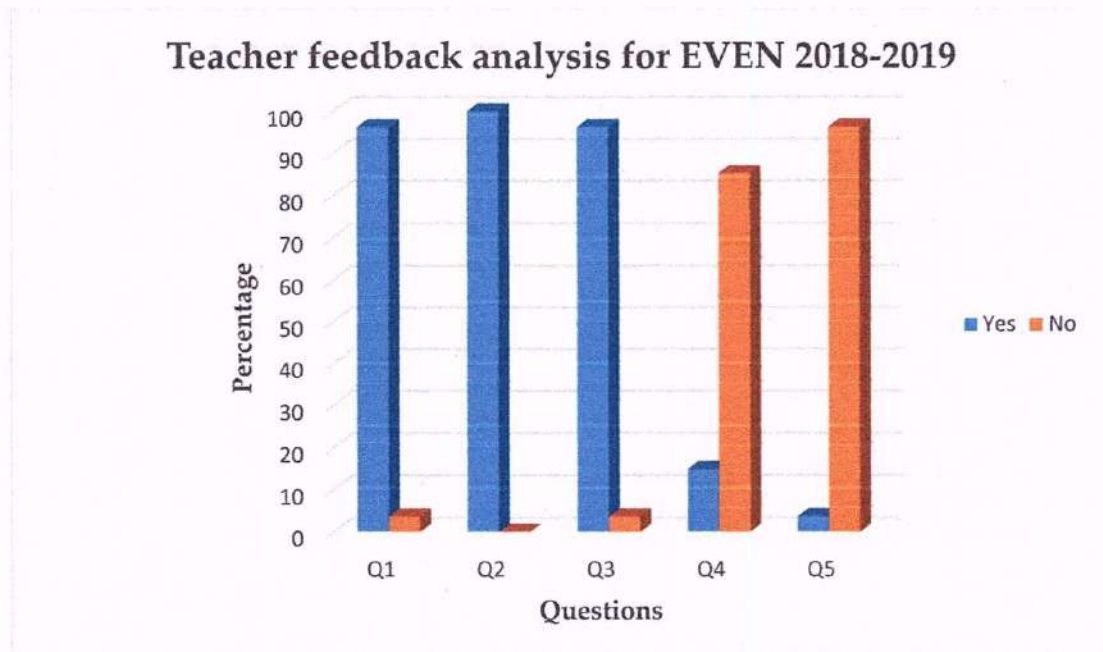
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Q3. Is the organization of the content reasonable?

Q4. Are there any gaps in the content that need to be addressed?

Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Teacher	Yes	26	27	26	4	1
	No	1	0	1	23	26

Teacher feedback analysis for EVEN 2018-2019

- Teacher's feedback was analysed, and organization of the content are reasonable was noticed by 100% of teachers feedback. 15% of teachers recommended filling the gaps in the content of syllabi. According to the recommendation, identification of courses to incorporate the contents like IOT concepts and machining practices will be analysed.

Employer feedback:

Based on input obtained, employers express their satisfaction level on the course alternatives available in the plans. The suggested curricula are helpful for both finding work and developing the skills required for it. The gap between Industry and Institute becomes smaller by means of the curriculum.

The following questions were asked to collect feedback from employer for curriculum framework.

Q1. Is the curriculum in line with industry requirements meeting the fundamental concepts leading to solve practical problems in working environment?
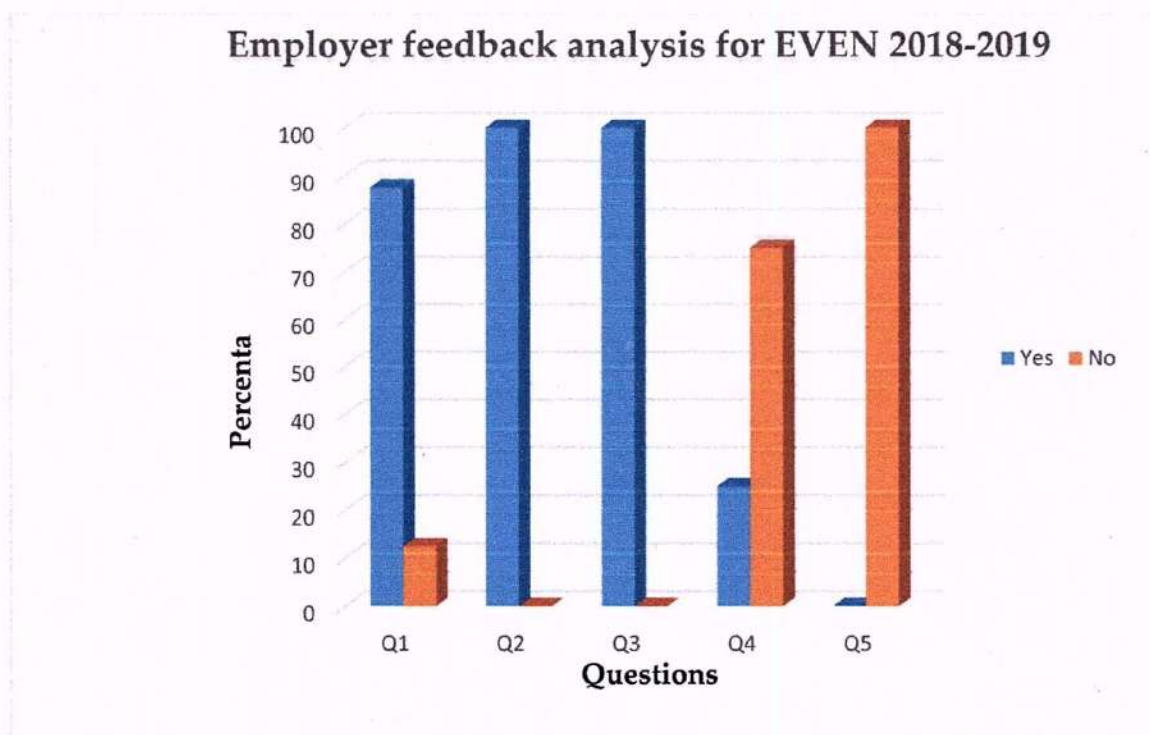
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Q3. Is the organization of the content reasonable?

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Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Employer	Yes	7	8	8	2	0
	No	1	0	0	6	8

Employer feedback analysis for EVEN 2018-2019

- Analysis of employers' feedback indicates that the feedback for gaps in the content that curriculum in line with industry requirements was 88% and contents need to be addressed were 25%.
- As per feedback, inclusion of practice on metal joining processes will be analysed and included if necessary.

Alumni feedback:

Alumni are extremely important in helping us understand how the curriculum is shaping students into people who can thrive in a changing environment, whether it is igniting their curiosity to pursue higher education, whether it inspires them to start their own successful businesses and advance the nation, etc.

The following questions were asked to collect feedback from alumni for curriculum framework.

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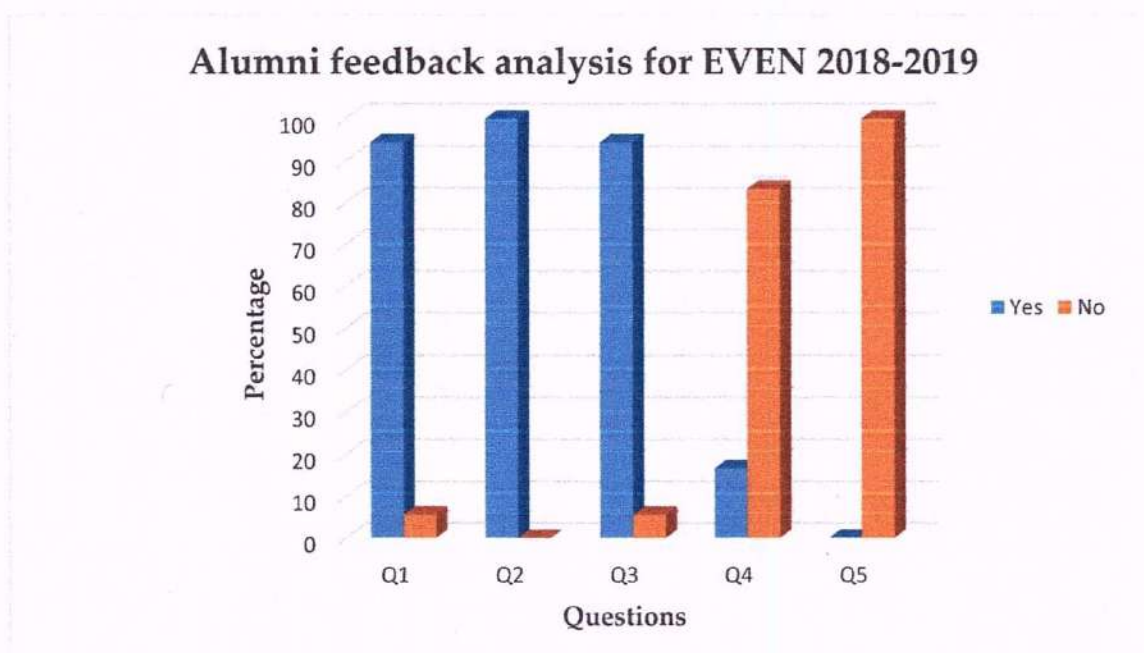
Q2. Is the content relevant to the intended learners?

Q3. Is the organization of the content reasonable?

Q4. Are there any gaps in the content that need to be addressed?

Q5. Are there any topics that should be deleted?

Category of the stakeholders	Questions / Feedback	Q1	Q2	Q3	Q4	Q5
Alumni	Yes	17	18	17	3	0
	No	1	0	1	15	18

Alumni feedback analysis for EVEN 2018-2019

- Feedback of alumni denotes that the content relevance to study is 100% and 17% of stakeholders were suggested to include the contents like machine element analysis. The same will be examined to confirm the possibility to include the concepts in the curriculum.

HOD/MCT 3/12/1e

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