

MARTHANDAM COLLEGE OF ENGINEERING AND TECHNOLOGY (MACET)



COLLEGE ROAD, KUTTAKUZZHI, VEEYANOR POST,
KANYAKUMARI DISTRICT, TAMILNADU, INDIA. PIN-629177.



TEACHER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

ACADEMIC YEAR 2018-2019

| S.NO | PARAMETERS | 5 | 4 | 3 | 2 | 1 |
|------|---|-----|----|----|---|---|
| 1 | Importance and relevance of the course to industry and societal needs | 97% | 3% | | | |
| 2 | Curriculum, syllabus and the sequence of the courses in the curriculum are well defined and balanced. | 94% | 4% | 2% | | |
| 3 | Objectives and outcomes of the courses are well defined. | 94% | 5% | 1% | | |
| 4 | Sufficient practical exposure is provided for the theoretical concepts in the course. | 93% | 4% | 3% | | |
| 5 | The syllabus is suitable for the course. | 98% | 2% | | | |
| 6 | The course enhances the analytical/problem solving/ critical thinking/innovative skills. | 95% | 3% | 2% | | |
| 7 | The course/syllabus has a good balance between theory and application. | 96% | 3% | 1% | | |
| 8 | Adequacy of time for effective coverage of syllabus | 94% | 4% | 2% | | |
| 9 | The text books and reference books prescribed in the syllabus are relevant, updated and appropriate. | 98% | 2% | | | |
| 10 | How do you rate the transformation of your student after the completion of the course? | 93% | 4% | 3% | | |
| 11 | How do you rate the course that will help the student in skill development/ employability/entrepreneurship? | 92% | 4% | 4% | | |

| Rating | | | | |
|-----------|-----------|------|---------|---------------|
| 5 | 4 | 3 | 2 | 1 |
| Excellent | Very Good | Good | Average | Below Average |

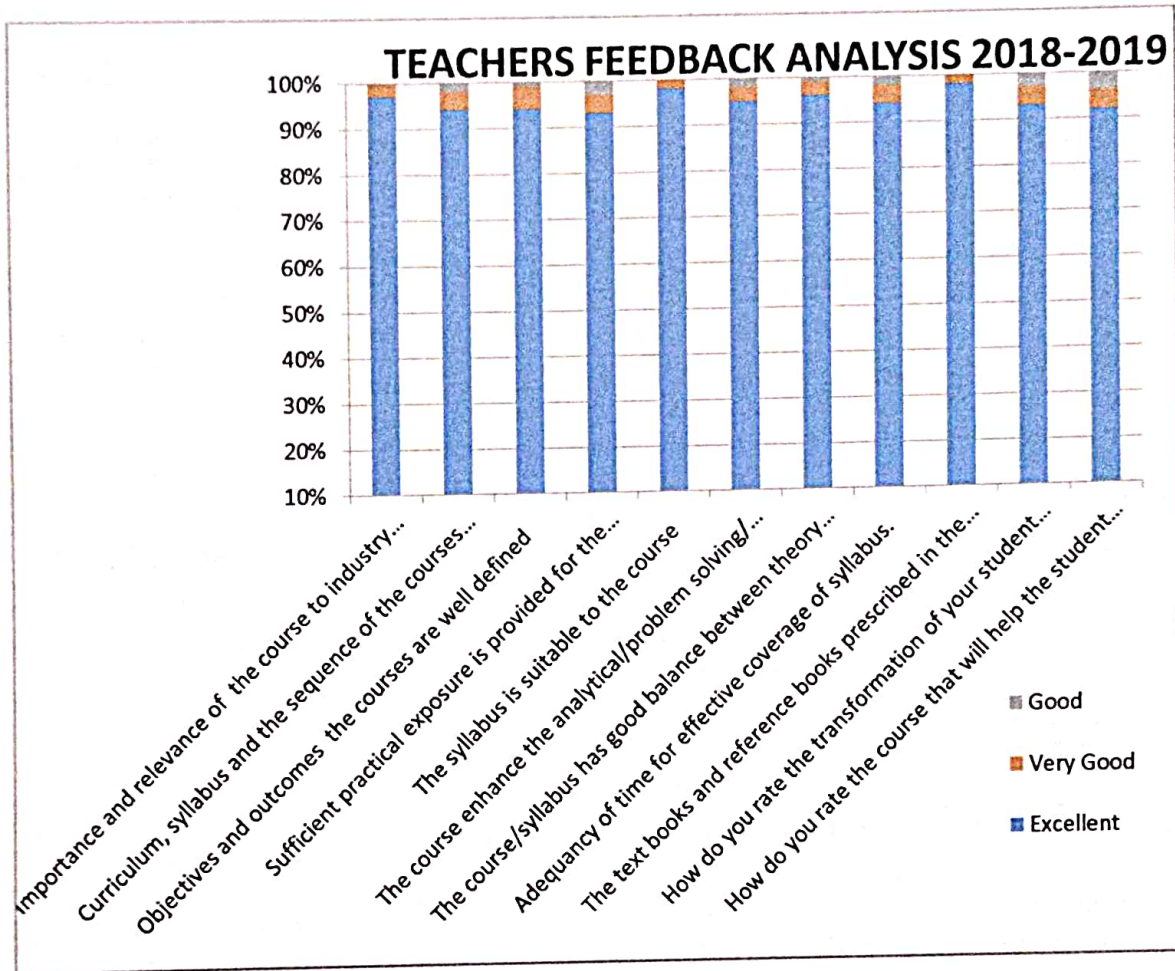


[Signature]
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No. of Respondents: 86



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| S.NO | SUGGESTIONS | ACTION TAKEN |
|------|---|---|
| 1 | Syllabus can be altered to make it more interesting. | At the time of revision, faculty experts gave their suggestions and made the syllabus more interesting. |
| 2 | More practical orientation programmes are needed in the teaching-learning process. | More emphasis was given to introduce application-oriented teaching learning process. |
| 3 | To bridge the gap between the syllabus and the industry expectations, some remedial measures can be taken. | In order to make the syllabus industry oriented, supplementary workshops, expert lectures and add-on courses related to the subject matters were conducted. |
| 4 | Faculty members should work towards giving training to the students in the latest technologies and techniques related to the industrial requirements. | Training was given to the faculty members by various industries. Besides, based on their interests, they were motivated to do online certification courses, and attend international workshops. |
| 5 | Opportunities to enhance employability | Various workshops were conducted to make the students industry ready for jobs. |
| 6 | To enhance the knowledge in the latest technologies | Faculty members regularly attended FDPs and STTPs. |
| 7 | Steps to balance the gap between industry expectations and syllabus | In order to make the syllabus industry oriented, supplementary workshops, expert lectures and add-on courses related to the subjects concerned were conducted. |




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