



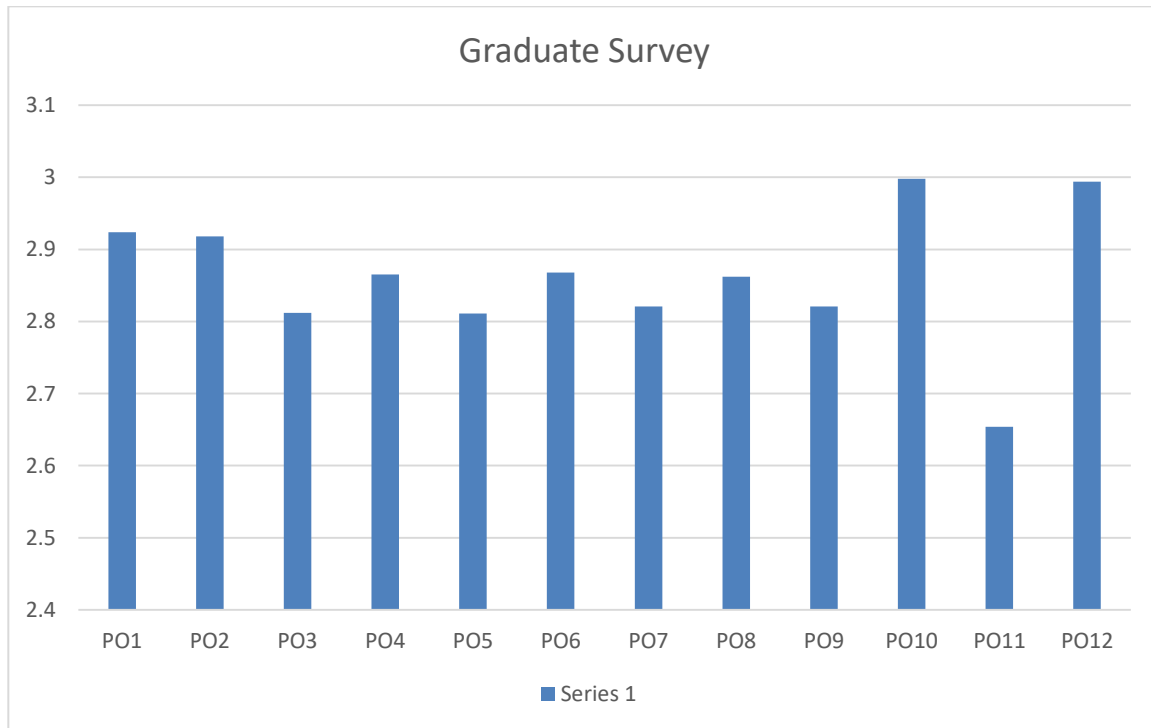
DEPARTMENT OF MECHANICAL ENGINEERING

Stakeholders Feedback Analysis 2025-26

Graduate Survey

Responses of Graduate students in program attainment versus program outcomes:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Graduate Survey	2025-26	2.924	2.918	2.812	2.865	2.811	2.868	2.821	2.862	2.821	2.998	2.654	2.994



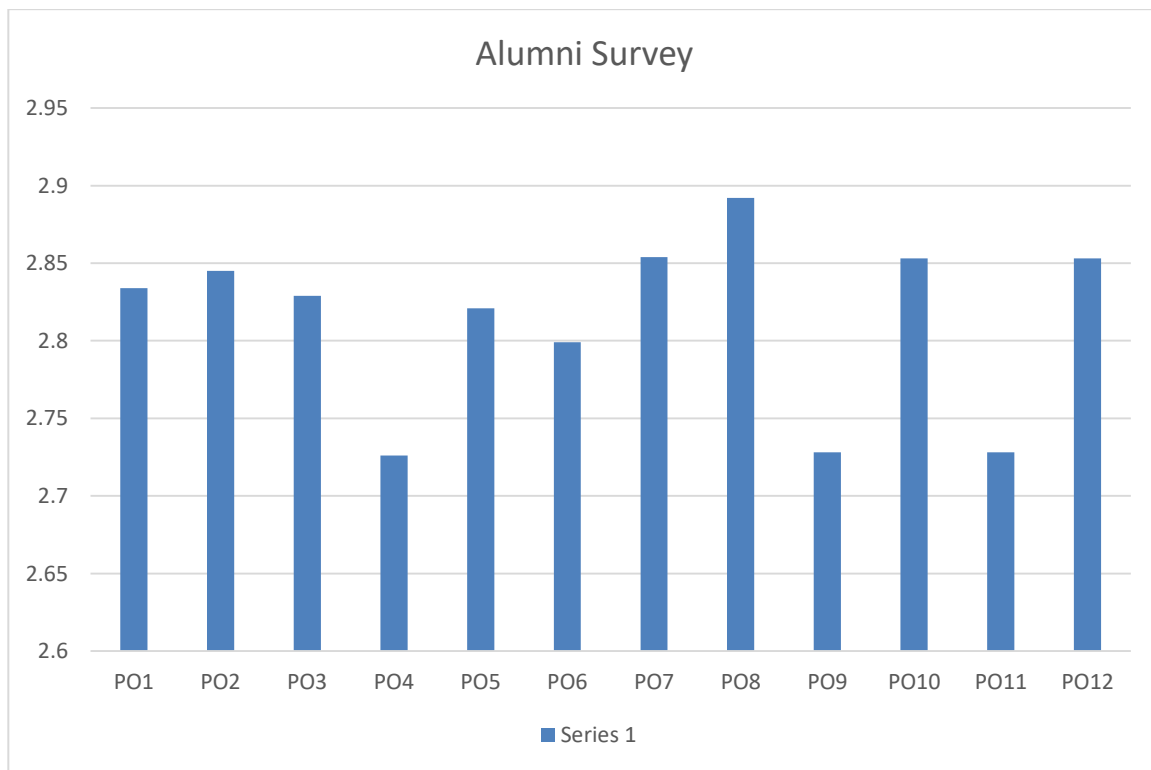


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Alumni Survey

Responses of Alumni students in program attainment versus program outcomes:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Alumni Survey	2025-26	2.834	2.845	2.829	2.726	2.821	2.799	2.854	2.892	2.728	2.853	2.764	2.898



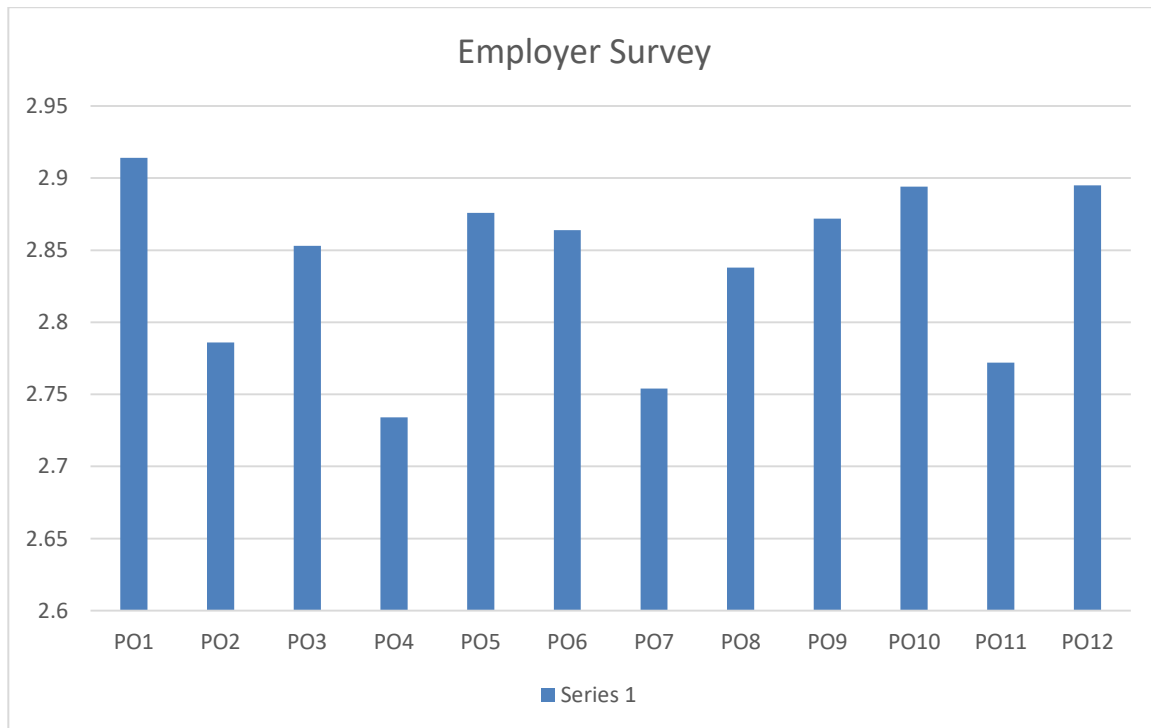


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Employer Survey

Responses of Employers in program attainment versus program outcomes:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Employer Survey	2025-26	2.914	2.786	2.853	2.734	2.876	2.864	2.754	2.838	2.872	2.894	2.772	2.885



Action taken Report on Stakeholder's Feedback

Feedback from Stake holder's such as Students, Alumni, Employer and faculty taken by Institution/Department were considered for continuous improvements in curriculum and other academic aspects. The ultimate goal of stakeholder's feedback / survey is to get useful insights for the purpose of improvement in all aspects of teaching, learning, assessment and infrastructure facilities. For instance, Inputs collected from all the stake holder's are analyzed and carried forward in Board of Studies (BoS) for approval. After getting approval in BoS, the curriculum with the incorporation of recommended changes if any is sent to Academic Council for the final endorsement. The following structure describes the significance of stake holders for the development.

1. Graduate Feedback:

- The inputs from the graduating students on design of curriculum, services rendered, use of novel teaching technologies and their overall experience related to facilities and educational resources. However, graduating student will be submitting their overall impression related to institute along with this feedback.

2. Alumni's Feedback:

- Alumni are considered as the ambassadors of the institution to the outside world. They are in a position to evaluate the extent to which the programme is effective in achieving the desired objective. As an alumnus they share their experience and participate in curricular updates in view of emerging technologies and tools.
- Alumni survey is conducted, through which suggestions are provided to design syllabus as per the expectations of current trend which makes the students industry ready and which in turn helps to prepare for competitive examinations.

3. Employer Feedback:

- Employer feedback helps in enriching the program with industry relevant courses (Electives) which enable bridging the gap between the program curriculum and industry requirements.

Curriculum Improvement Based on Stakeholder Feedback

The department regularly collects feedback from students, alumni, employers, parents, and industry experts to ensure that the curriculum remains relevant to current industry and societal needs. Special emphasis was given to identifying gaps between the existing syllabus and emerging technological trends. The feedback highlighted the need for experiential learning, industry-oriented content, multidisciplinary exposure, and preparation for competitive examinations.

Since several courses have interdisciplinary relevance, faculty members from different departments actively contributed to the curriculum revision process through their participation in the Board of Studies (BOS). The suggestions received from various stakeholders were systematically analyzed and placed before the BOS for discussion and incorporation wherever appropriate.

Based on the feedback analysis, the following initiatives were undertaken:

- The curriculum was enriched by introducing contemporary and industry-relevant courses such as Drone Technology, Robotics Lab, Automation Engineering, Product Lifecycle Management (PLM), Machine Learning (ML), Internet of Things (IoT), and SAP Applications, enabling students to acquire skills aligned with modern technological advancements.
- Greater emphasis was placed on industry interaction through the organization of value-added programs, certification courses, skill-development workshops, and hands-on training sessions.

- Distinguished academicians, industry professionals, and subject experts were invited to deliver guest lectures and technical talks, providing students with insights into emerging technologies and professional practices.
- Career development programs, higher education awareness sessions, and competitive examination guidance lectures were conducted to support students in planning their professional growth.
- Industrial visits and field-based learning activities were arranged to bridge the gap between theoretical concepts and real-world engineering applications, thereby enhancing practical understanding.
 - A multidisciplinary course titled Bio Inspired Design and Innovation was introduced for students of all engineering branches. The course encourages students to study natural systems and biological processes as sources of inspiration for innovative engineering solutions, fostering creativity, sustainability, and problem-solving abilities.
 - The Bio Mechanical Engineering Science Lab was established to provide experiential learning opportunities at the interface of biology and engineering. The laboratory enables students to investigate biological phenomena using engineering principles and develop innovative solutions to challenges related to healthcare, biomechanics, and bio-inspired systems.

These initiatives have significantly contributed to making the curriculum more outcome-based, industry-focused, and aligned with emerging technological developments, thereby improving the employability and innovation capabilities of students.