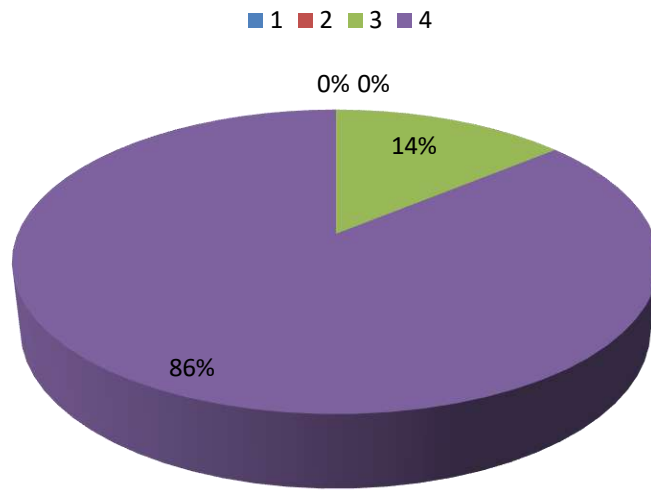


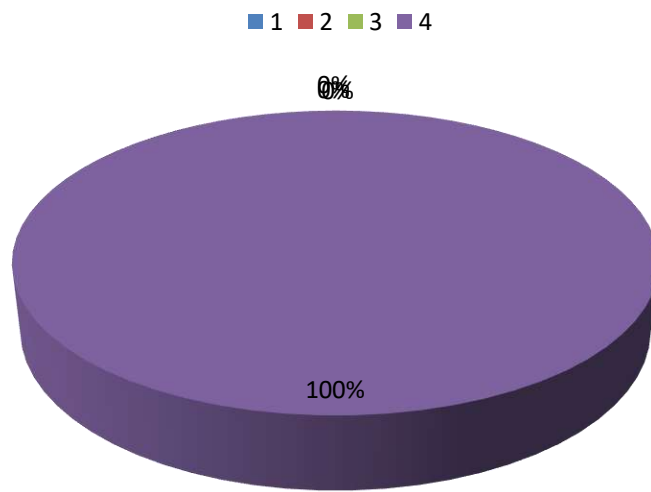
Faculty: Curricular Feedback Report

B. Tech EE	
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>A 3D pie chart representing the percentage attainment for the statement 'The curriculum and syllabus provide sufficient knowledge in the area of study.' The chart is entirely purple, indicating 100% of respondents chose rating 4 (Strongly agree). A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages 0% and 100% are labeled on the chart.</p>
There is scope in the curriculum for doing work as part of a team.	<p>A 3D pie chart representing the percentage attainment for the statement 'There is scope in the curriculum for doing work as part of a team.' The chart is entirely purple, indicating 100% of respondents chose rating 4 (Strongly agree). A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages 0% and 100% are labeled on the chart.</p>
There is sufficient content in the curriculum to improve the communication skill.	<p>A 3D pie chart representing the percentage attainment for the statement 'There is sufficient content in the curriculum to improve the communication skill.' The chart is entirely purple, indicating 100% of respondents chose rating 4 (Strongly agree). A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages 0% and 100% are labeled on the chart.</p>

There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.

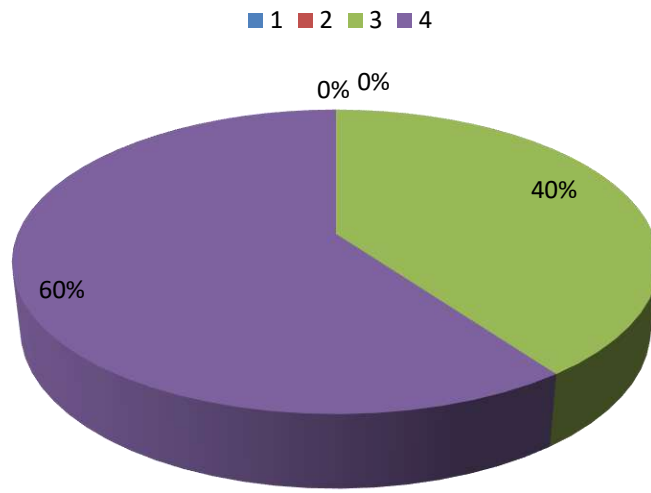


There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.

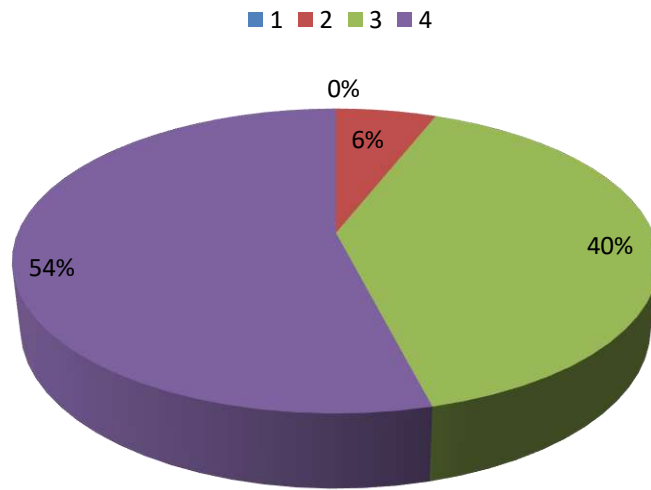


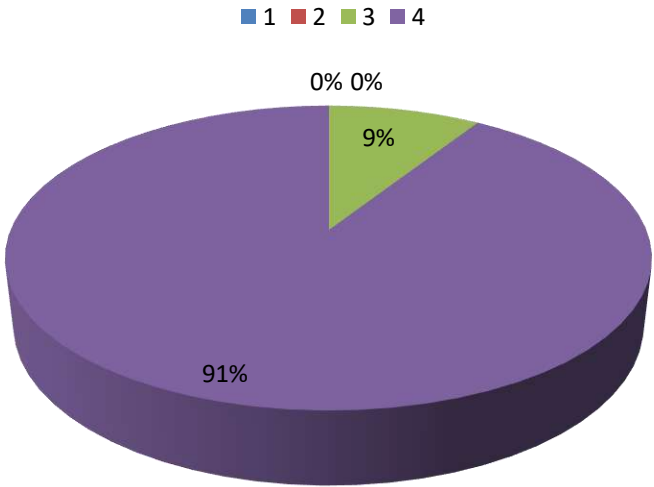
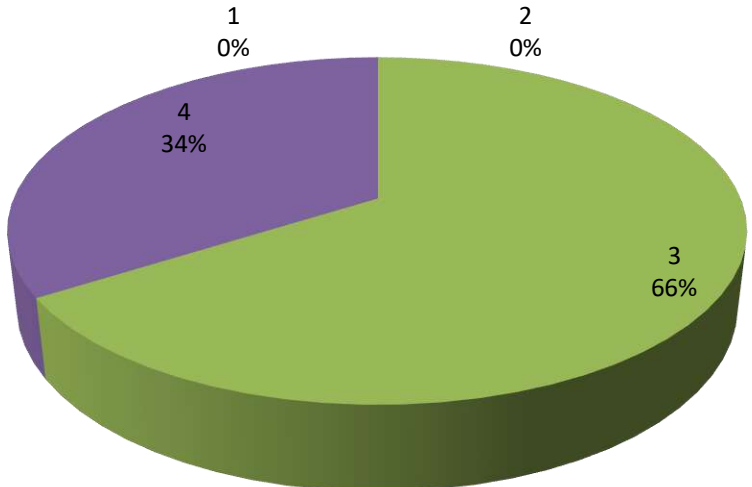
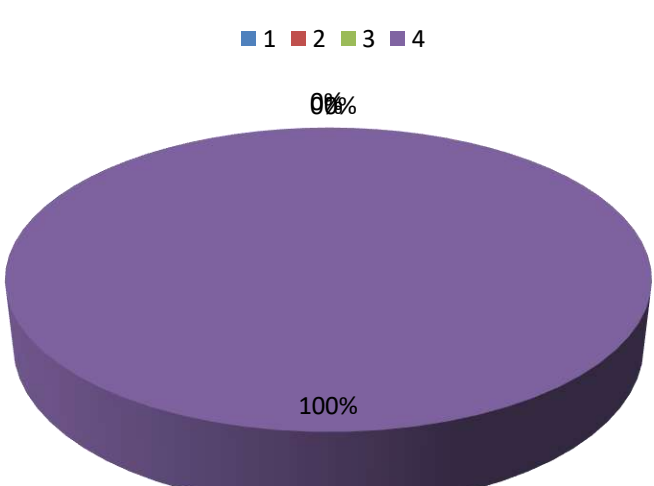
B. Tech ECE	
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>13%</p> <p>87%</p>
There is scope in the curriculum for doing work as part of a team.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>20%</p> <p>80%</p>
There is sufficient content in the curriculum to improve the communication skill.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0%</p> <p>6%</p> <p>40%</p> <p>54%</p>

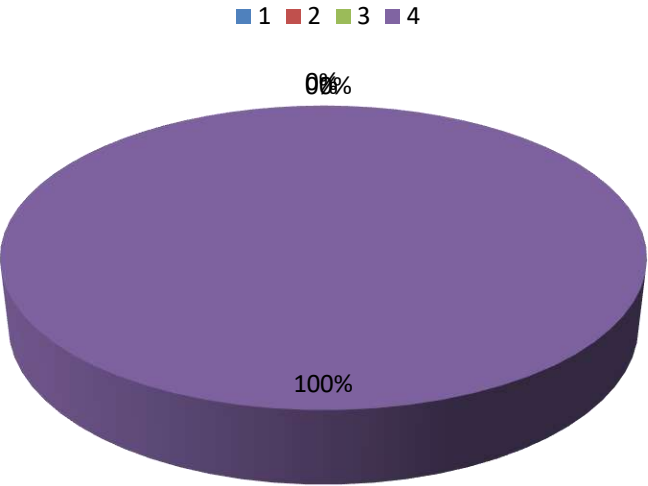
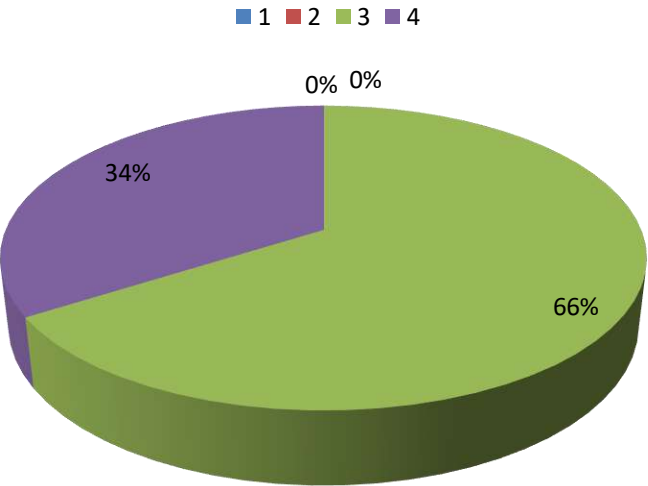
There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.



There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.

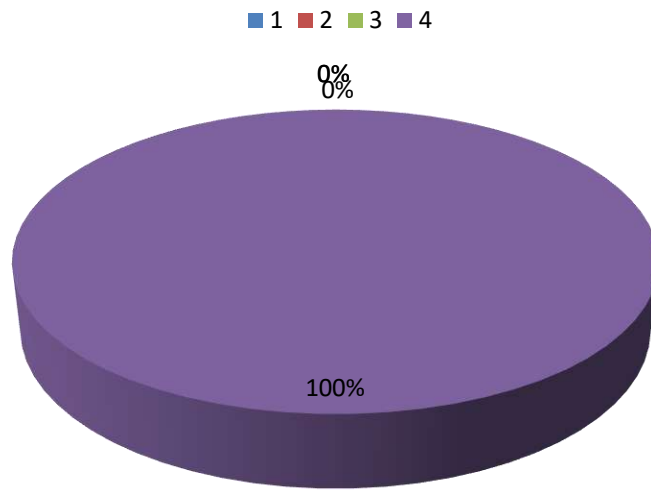


B.VOC (SD)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart is divided into three visible segments: a large purple segment (4) representing 91%, a smaller green segment (3) representing 9%, and a very thin segment at the top representing 0% for both categories 1 and 2.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>9%</td> </tr> <tr> <td>4</td> <td>91%</td> </tr> </tbody> </table>	Level	Percentage	1	0%	2	0%	3	9%	4	91%
Level	Percentage										
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2	0%										
3	9%										
4	91%										
There is scope in the curriculum for doing work as part of a team.	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart is divided into three visible segments: a large green segment (3) representing 66%, a medium purple segment (4) representing 34%, and a very thin segment at the top representing 0% for both categories 1 and 2.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>66%</td> </tr> <tr> <td>4</td> <td>34%</td> </tr> </tbody> </table>	Level	Percentage	1	0%	2	0%	3	66%	4	34%
Level	Percentage										
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4	34%										
There is sufficient content in the curriculum to improve the communication skill.	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart is entirely composed of a single purple segment (4) representing 100%. The other categories (1, 2, and 3) are not visible, indicating 0% each.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Level	Percentage	1	0%	2	0%	3	0%	4	100%
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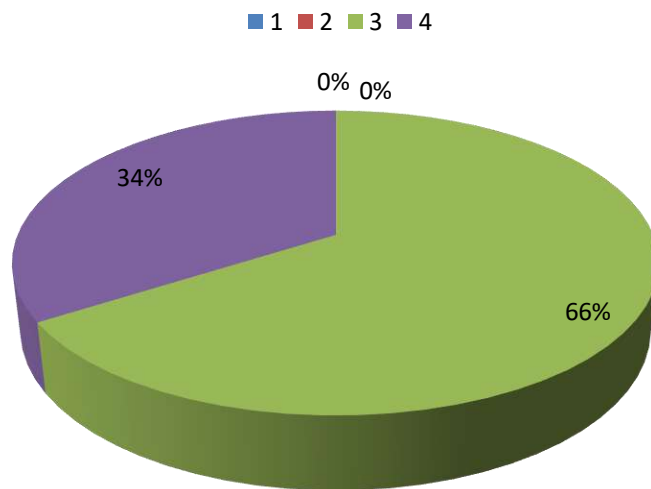
<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart shows that 100% of the responses are for category 4 (purple), while categories 1, 2, and 3 all represent 0%.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	0%	4	100%
Category	Percentage										
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<p>There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.</p>	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart shows that 66% of the responses are for category 3 (green) and 34% are for category 4 (purple). Categories 1 and 2 both represent 0%.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>66%</td> </tr> <tr> <td>4</td> <td>34%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	66%	4	34%
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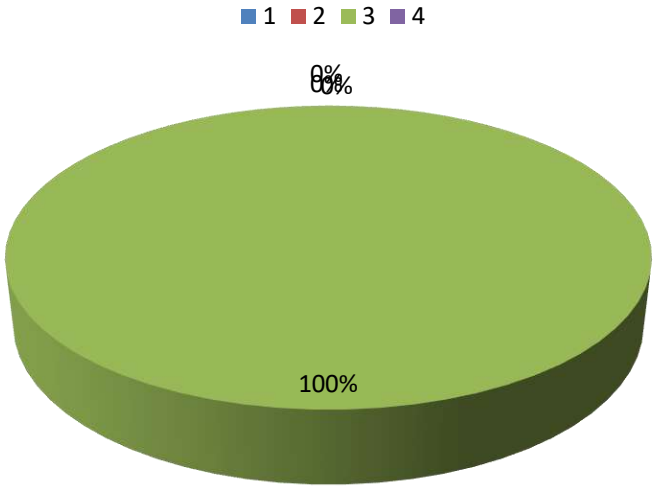
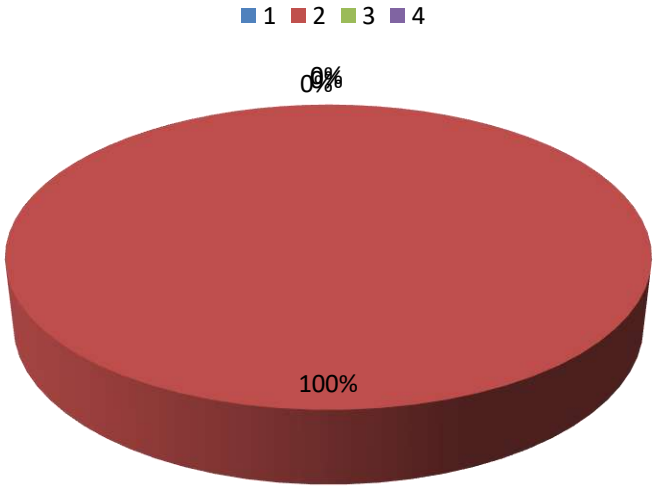
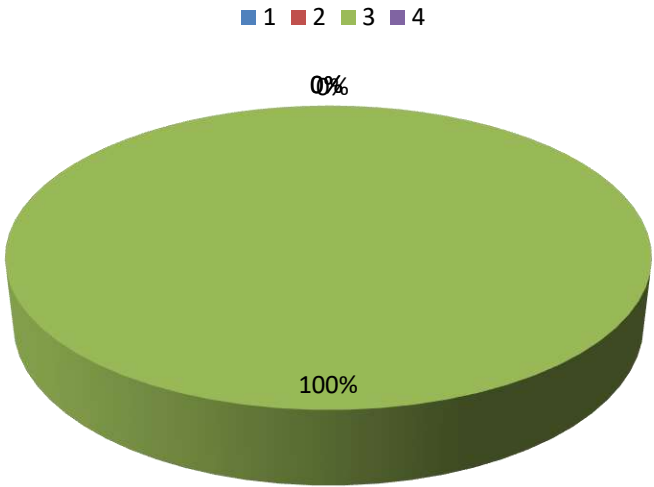
B.VOC (AS)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>9%</td> </tr> <tr> <td>4</td> <td>91%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	9%	4	91%
Rating	Percentage										
1	0%										
2	0%										
3	9%										
4	91%										
There is scope in the curriculum for doing work as part of a team.	<p>1 2 0% 0%</p> <p>4 34%</p> <p>3 66%</p>										
There is sufficient content in the curriculum to improve the communication skill.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>100%</p>										

There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.

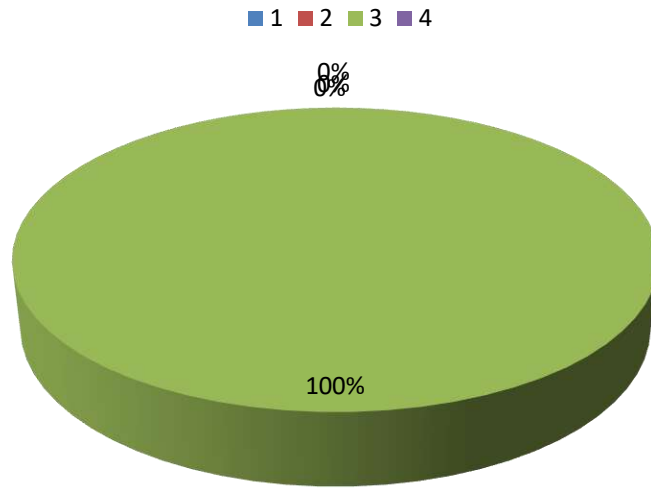


There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.

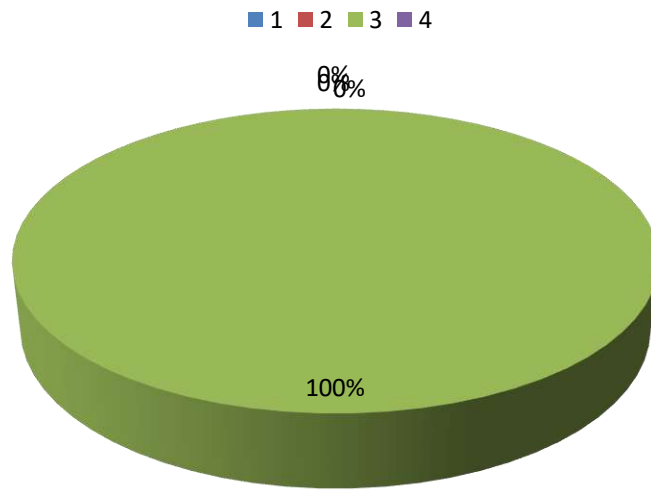


B. Tech AUE	
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)
The curriculum and syllabus provide sufficient knowledge in the area of study.	 <p>0%</p> <p>100%</p>
There is scope in the curriculum for doing work as part of a team.	 <p>0%</p> <p>100%</p>
There is sufficient content in the curriculum to improve the communication skill.	 <p>0%</p> <p>100%</p>

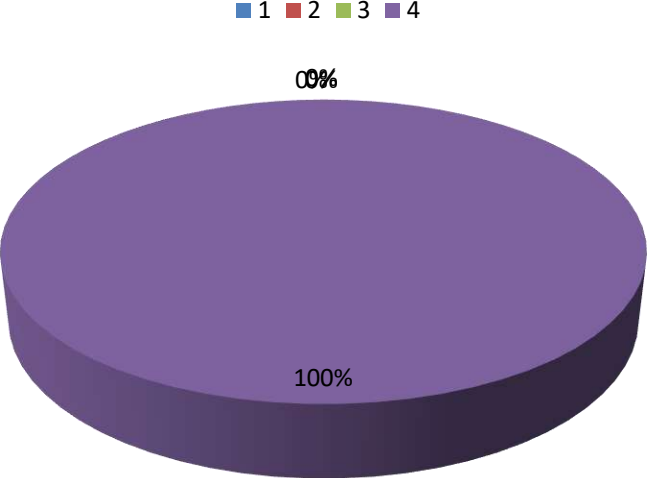
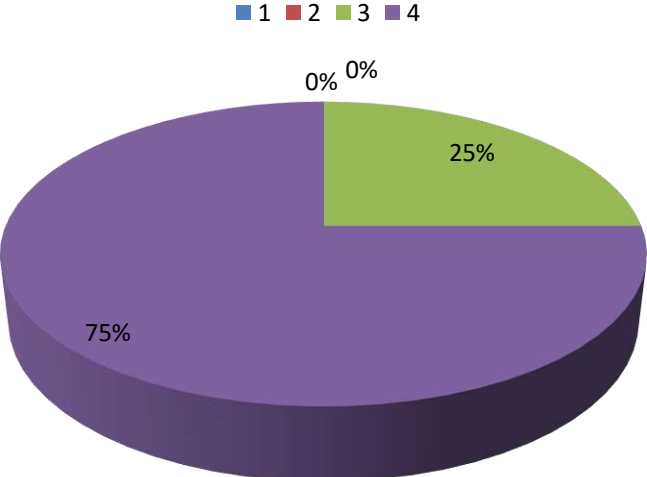
There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.

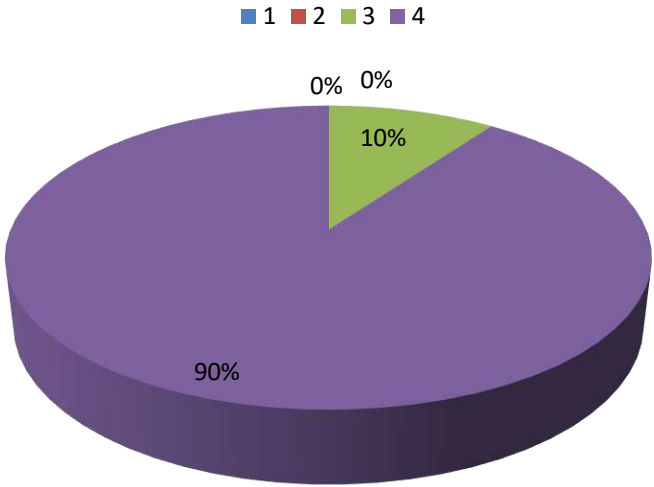
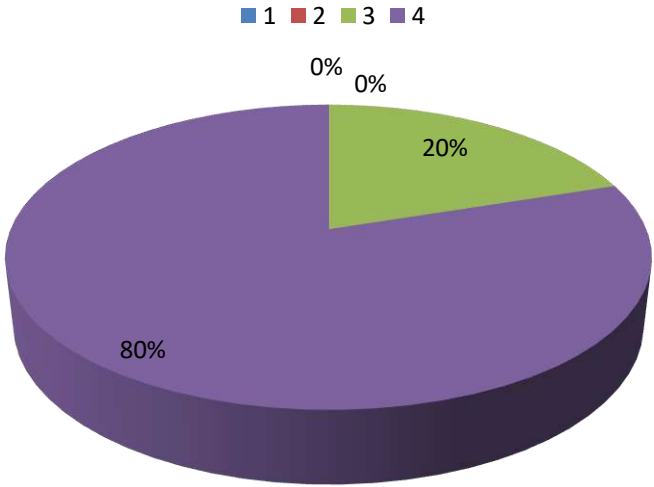
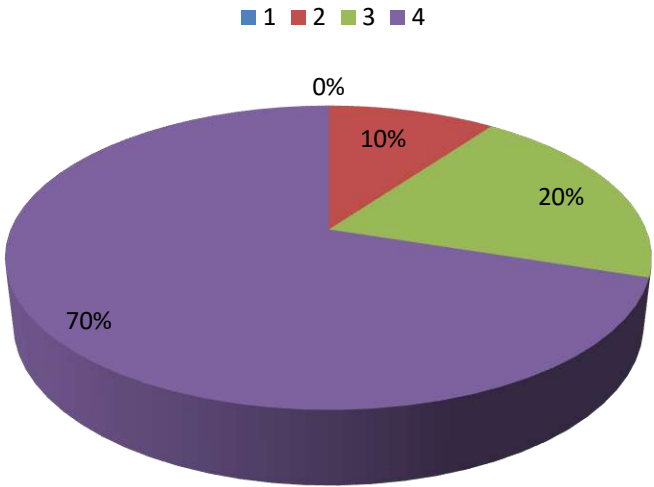


There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.

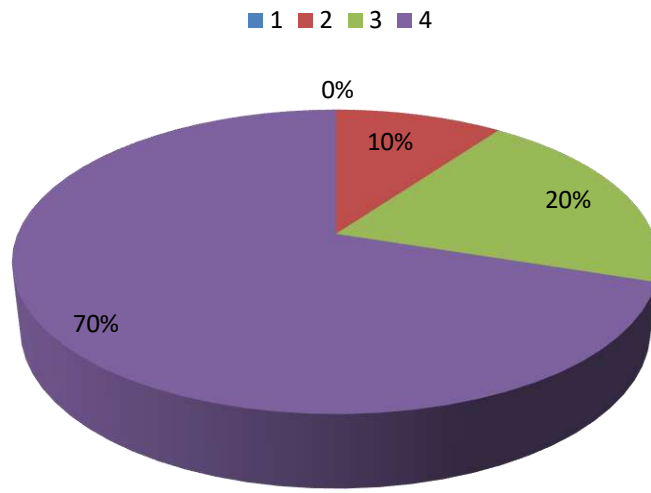


B. Tech ME											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>A 3D pie chart representing the percentage attainment for the statement 'The curriculum and syllabus provide sufficient knowledge in the area of study.' The chart is divided into two segments: a large purple segment representing 75% (category 4) and a smaller green segment representing 25% (category 3). The legend at the top indicates: 1 (blue), 2 (red), 3 (green), 4 (purple). The percentages 0% and 0% are also shown for categories 1 and 2 respectively.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>25%</td> </tr> <tr> <td>4</td> <td>75%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	25%	4	75%
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There is scope in the curriculum for doing work as part of a team.	<p>A 3D pie chart representing the percentage attainment for the statement 'There is scope in the curriculum for doing work as part of a team.' The chart is entirely purple, representing 100% (category 4). The legend at the top indicates: 1 (blue), 2 (red), 3 (green), 4 (purple). The percentages 0% and 0% are also shown for categories 1 and 2 respectively.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	0%	4	100%
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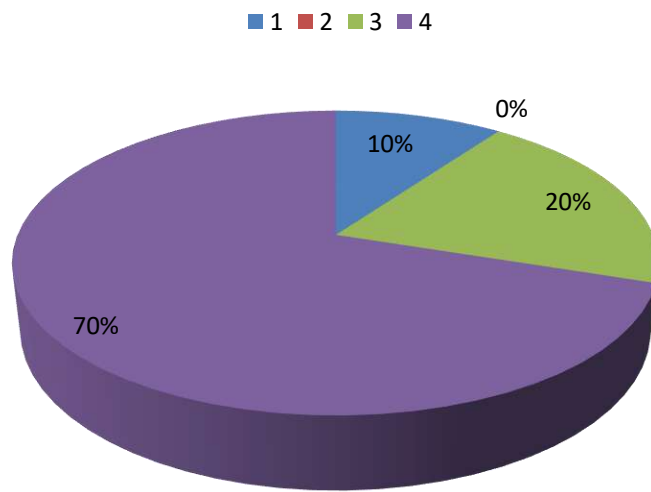
<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart is divided into a single purple slice representing 100%, with the text '100%' written inside the slice. The other categories (1, 2, 3) are listed in the legend but have no corresponding slices, with '0%' written above the legend area.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	0%	4	100%
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<p>There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.</p>	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart is divided into two slices: a large purple slice representing 75% and a smaller green slice representing 25%. The text '75%' is written inside the purple slice, and '25%' is written inside the green slice. The other categories (1, 2) are listed in the legend but have no corresponding slices, with '0%' written above the legend area.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>25%</td> </tr> <tr> <td>4</td> <td>75%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	25%	4	75%
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B. Tech IT											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
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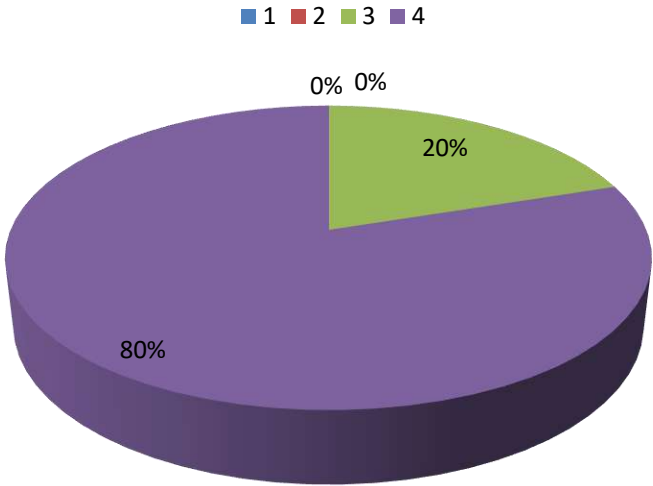
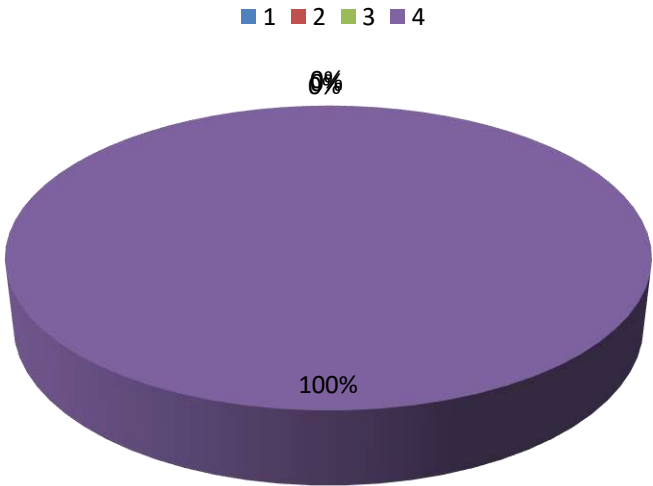
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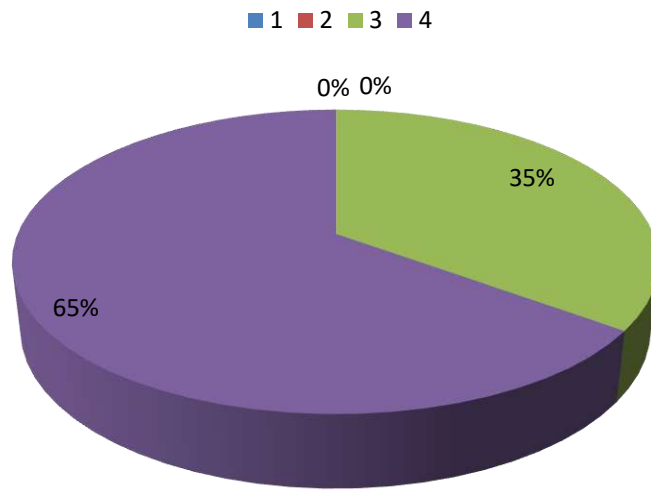


B. Tech IT (AIML)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>A 3D pie chart representing 100% attainment. The chart is entirely purple, corresponding to a rating of 4 (Strongly agree). A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentage '100%' is displayed on the chart, and '0%' is shown for the other categories.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	0%	4	100%
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There is scope in the curriculum for doing work as part of a team.	<p>A 3D pie chart representing 80% attainment. The chart is divided into two segments: a large purple segment (80%) and a smaller green segment (20%). The legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages '80%' and '20%' are displayed on the chart, and '0%' is shown for categories 1 and 2.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>20%</td> </tr> <tr> <td>4</td> <td>80%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	20%	4	80%
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4	80%										
There is sufficient content in the curriculum to improve the communication skill.	<p>A 3D pie chart representing 80% attainment. The chart is divided into two segments: a large purple segment (80%) and a smaller green segment (20%). The legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages '80%' and '20%' are displayed on the chart, and '0%' is shown for categories 1 and 2.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>20%</td> </tr> <tr> <td>4</td> <td>80%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	20%	4	80%
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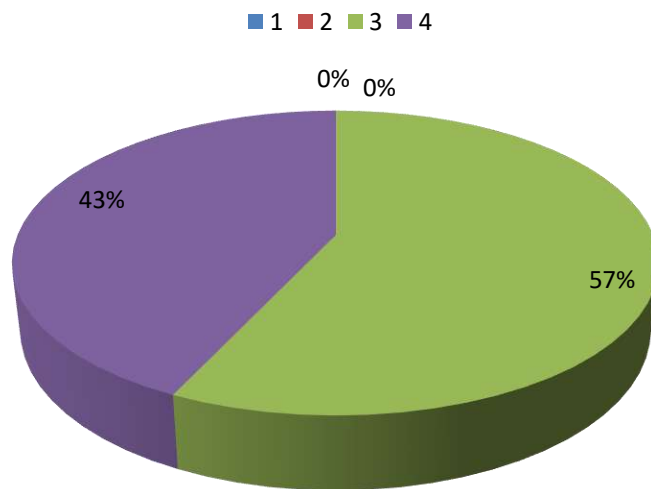
<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	 <p>Legend: 1 (blue), 2 (red), 3 (green), 4 (purple)</p> <p>0% 0%</p> <p>20%</p> <p>80%</p>
<p>There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.</p>	 <p>Legend: 1 (blue), 2 (red), 3 (green), 4 (purple)</p> <p>0%</p> <p>100%</p>

B. Tech CSE	
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>0% 0%</p> <p>28%</p> <p>72%</p>
There is scope in the curriculum for doing work as part of a team.	<p>0%</p> <p>7%</p> <p>42%</p> <p>51%</p>
There is sufficient content in the curriculum to improve the communication skill.	<p>0% 0%</p> <p>57%</p> <p>43%</p>

There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.

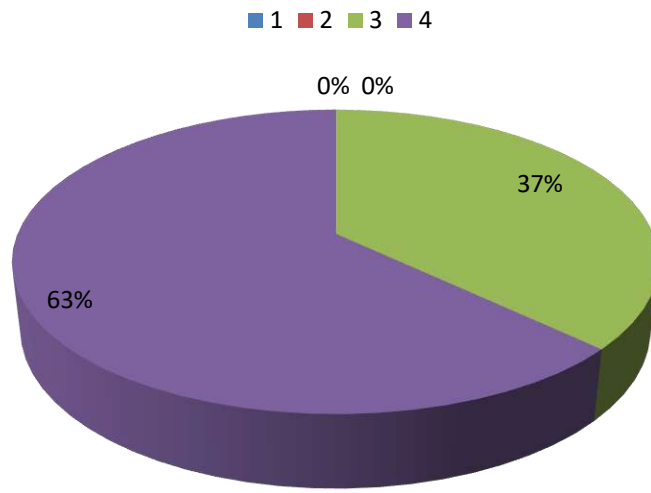


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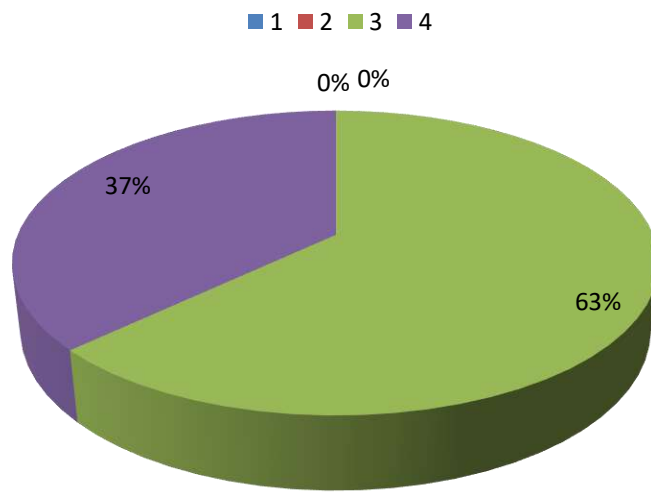


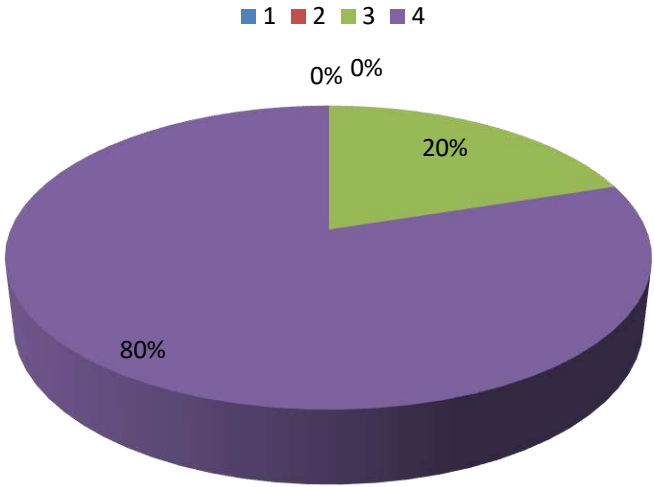
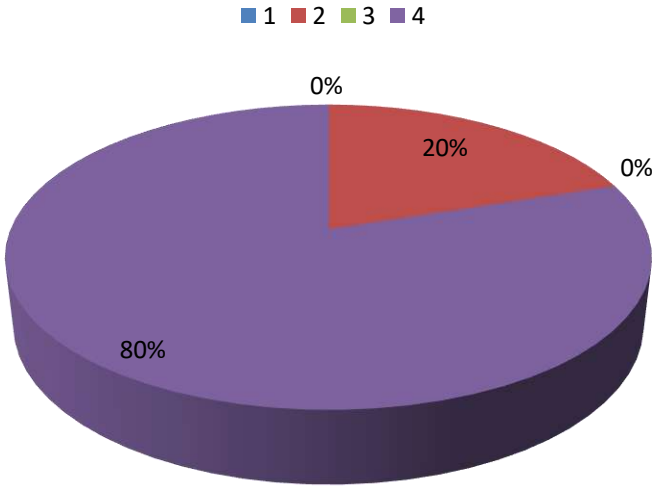
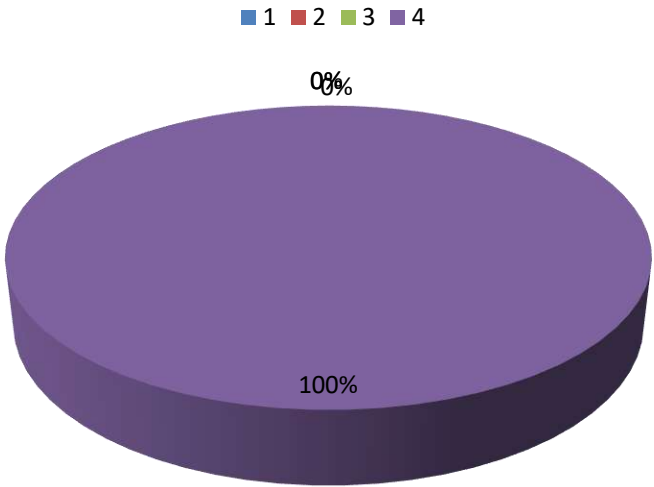
B. Tech CSE (DS)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>A 3D pie chart representing the data for the statement 'The curriculum and syllabus provide sufficient knowledge in the area of study.' The chart is entirely purple, indicating 100% of respondents chose '4-Strongly agree'. A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages are labeled as 0% for categories 1, 2, and 3, and 100% for category 4.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1-Disagree</td> <td>0%</td> </tr> <tr> <td>2-Partially agree</td> <td>0%</td> </tr> <tr> <td>3-Agree</td> <td>0%</td> </tr> <tr> <td>4-Strongly agree</td> <td>100%</td> </tr> </tbody> </table>	Response	Percentage	1-Disagree	0%	2-Partially agree	0%	3-Agree	0%	4-Strongly agree	100%
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There is scope in the curriculum for doing work as part of a team.	<p>A 3D pie chart representing the data for the statement 'There is scope in the curriculum for doing work as part of a team.' The chart is divided into two segments: a large purple segment (63%) for '4-Strongly agree' and a green segment (37%) for '3-Agree'. The legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages are labeled as 0% for categories 1 and 2, 37% for category 3, and 63% for category 4.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1-Disagree</td> <td>0%</td> </tr> <tr> <td>2-Partially agree</td> <td>0%</td> </tr> <tr> <td>3-Agree</td> <td>37%</td> </tr> <tr> <td>4-Strongly agree</td> <td>63%</td> </tr> </tbody> </table>	Response	Percentage	1-Disagree	0%	2-Partially agree	0%	3-Agree	37%	4-Strongly agree	63%
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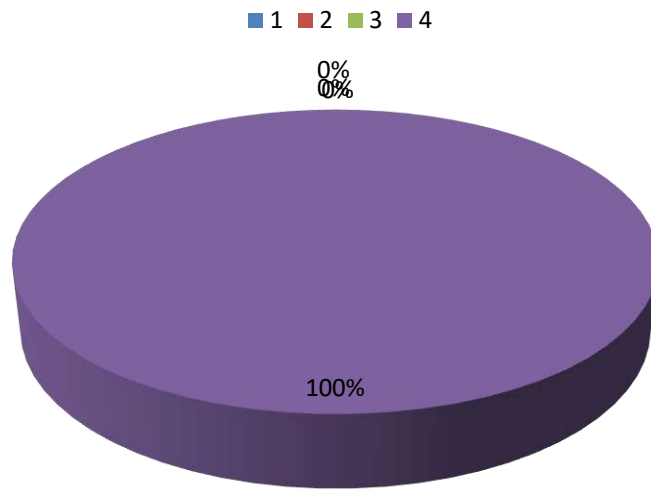


There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.

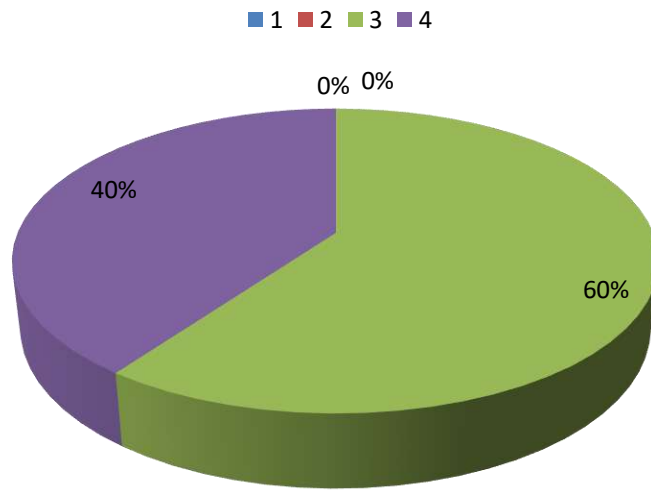


B. Tech CSE (AIML)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	 <p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>20%</p> <p>80%</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>20%</td> </tr> <tr> <td>4</td> <td>80%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	20%	4	80%
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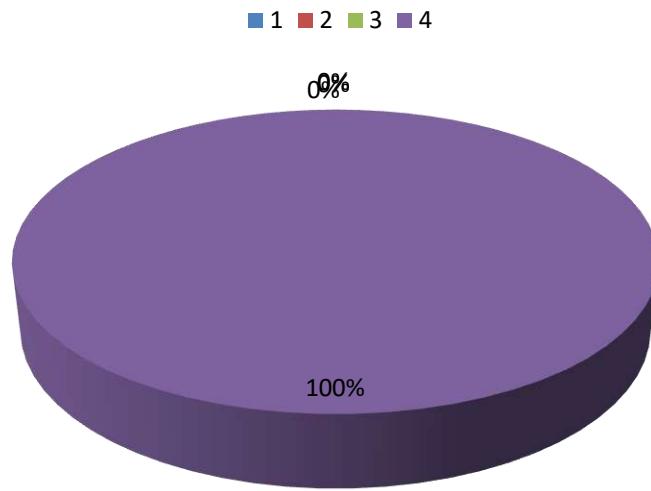


There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.

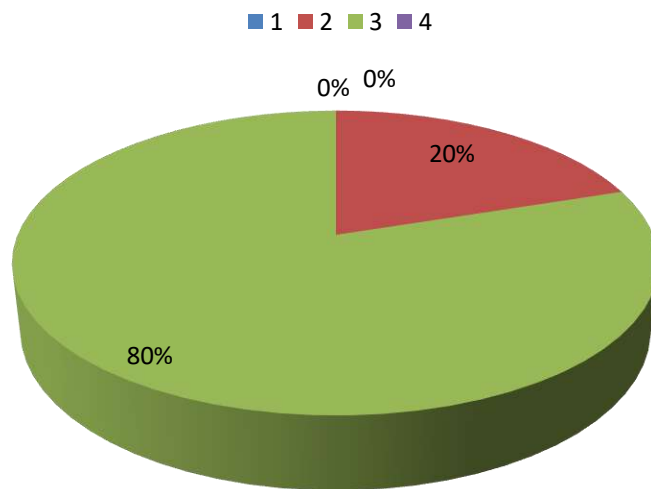


MBA											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>40% 60%</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 (Disagree)</td> <td>0%</td> </tr> <tr> <td>2 (Partially agree)</td> <td>0%</td> </tr> <tr> <td>3 (Agree)</td> <td>60%</td> </tr> <tr> <td>4 (Strongly agree)</td> <td>40%</td> </tr> </tbody> </table>	Rating	Percentage	1 (Disagree)	0%	2 (Partially agree)	0%	3 (Agree)	60%	4 (Strongly agree)	40%
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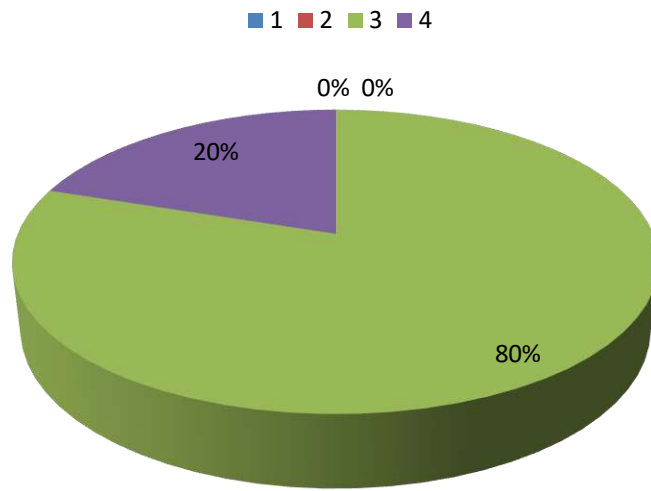


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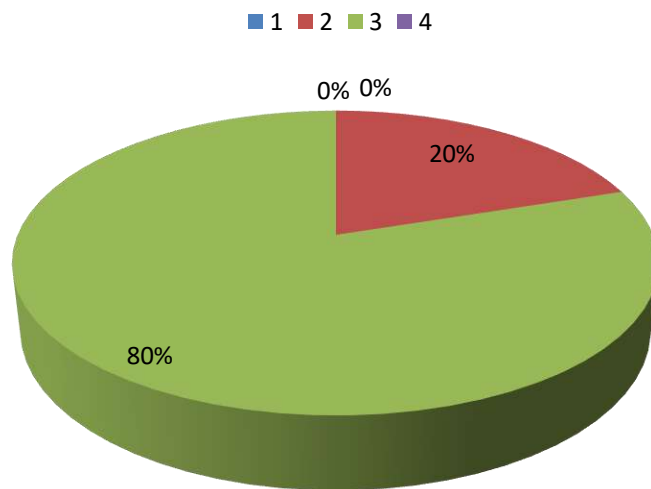


M.Tech (ECE)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>A 3D pie chart representing 100% attainment. The chart is a single purple slice. A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The text '0%' is at the top and '100%' is at the bottom of the slice.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	0%	4	100%
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4	100%										
There is scope in the curriculum for doing work as part of a team.	<p>A 3D pie chart representing 60% attainment. The chart is divided into two slices: a green slice (60%) and a purple slice (40%). A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The text '0% 0%' is at the top, '40%' is on the purple slice, and '60%' is on the green slice.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>60%</td> </tr> <tr> <td>4</td> <td>40%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	60%	4	40%
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There is sufficient content in the curriculum to improve the communication skill.	<p>A 3D pie chart representing 80% attainment. The chart is divided into two slices: a green slice (80%) and a red slice (20%). A legend at the top shows four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The text '0% 0%' is at the top, '20%' is on the red slice, and '80%' is on the green slice.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>20%</td> </tr> <tr> <td>3</td> <td>80%</td> </tr> <tr> <td>4</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	20%	3	80%	4	0%
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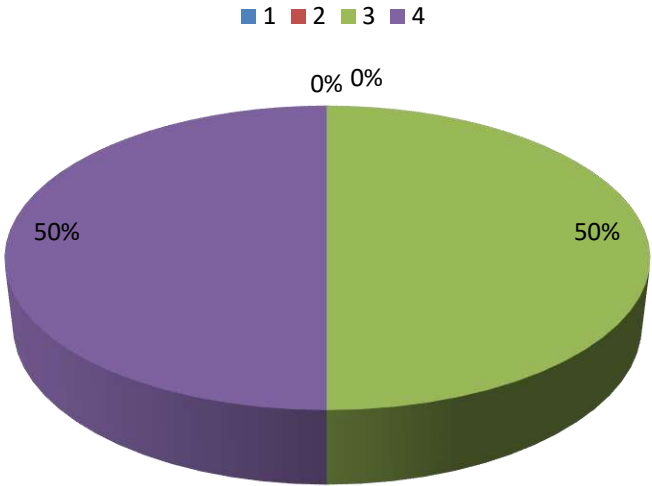
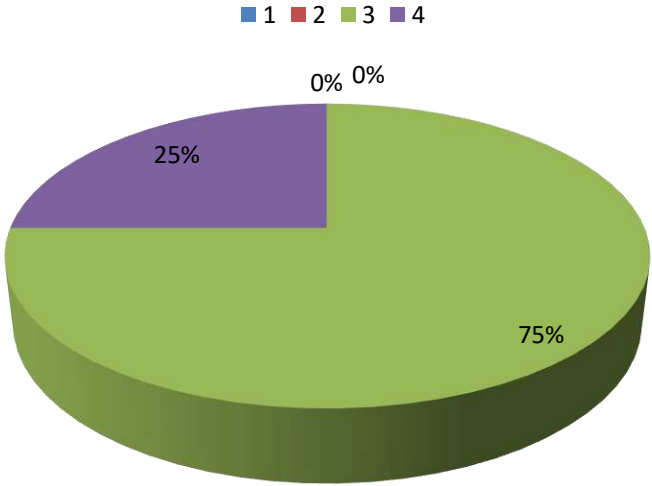
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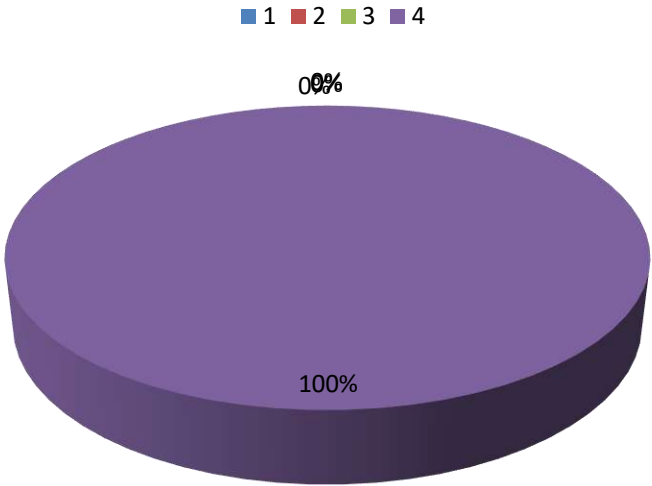
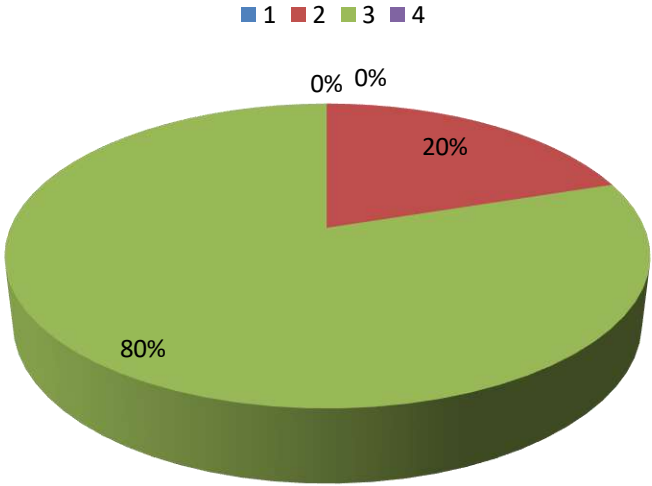
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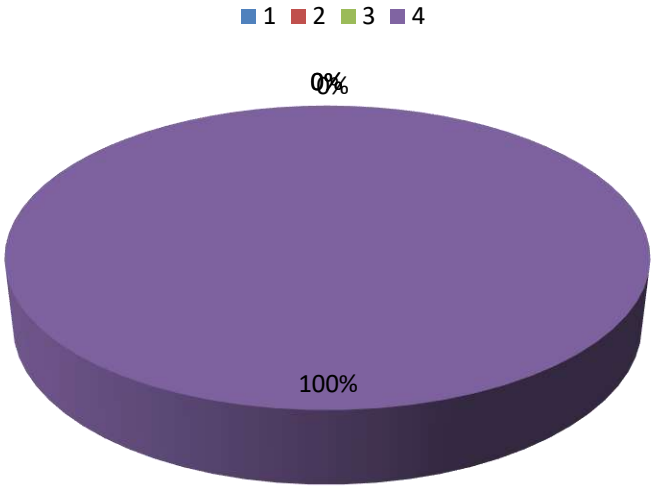
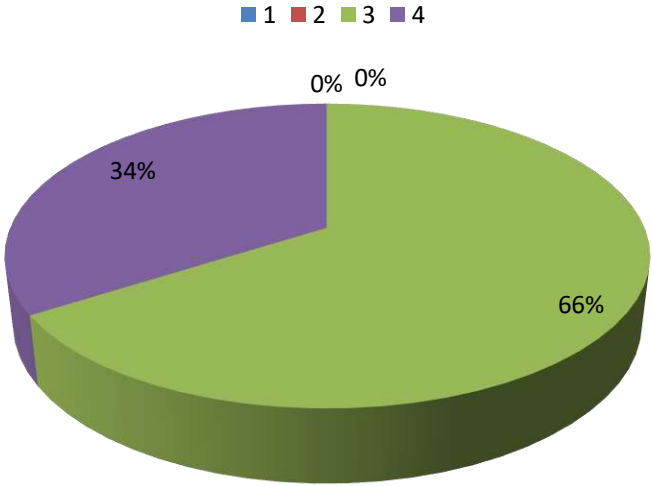
EC (VLSI)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>A 3D pie chart representing the percentage attainment for the statement 'The curriculum and syllabus provide sufficient knowledge in the area of study.' The chart is entirely purple, indicating 100% of respondents chose '4-Strongly agree'. A legend at the top shows categories 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages 0% and 100% are labeled on the chart.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Response	Percentage	1	0%	2	0%	3	0%	4	100%
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There is sufficient content in the curriculum to improve the communication skill.	<p>A 3D pie chart representing the percentage attainment for the statement 'There is sufficient content in the curriculum to improve the communication skill.' The chart is divided into two equal segments: a purple segment representing 50% (4-Strongly agree) and a green segment representing 50% (3-Agree). The legend at the top shows categories 1 (blue), 2 (red), 3 (green), and 4 (purple). The percentages 0%, 0%, and 50% are labeled on the chart.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>50%</td> </tr> <tr> <td>4</td> <td>50%</td> </tr> </tbody> </table>	Response	Percentage	1	0%	2	0%	3	50%	4	50%
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<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	 <p>A 3D pie chart with two equal halves. The left half is purple (category 4) and the right half is green (category 3). Both are labeled '50%'. Above the chart is a legend with four colored squares: blue (1), red (2), green (3), and purple (4). At the top of the chart, the text '0% 0%' is displayed.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>50%</td> </tr> <tr> <td>4</td> <td>50%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	50%	4	50%
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<p>There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.</p>	 <p>A 3D pie chart with two unequal halves. The larger half is green (category 3) and is labeled '75%'. The smaller half is purple (category 4) and is labeled '25%'. Above the chart is a legend with four colored squares: blue (1), red (2), green (3), and purple (4). At the top of the chart, the text '0% 0%' is displayed.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>75%</td> </tr> <tr> <td>4</td> <td>25%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	75%	4	25%
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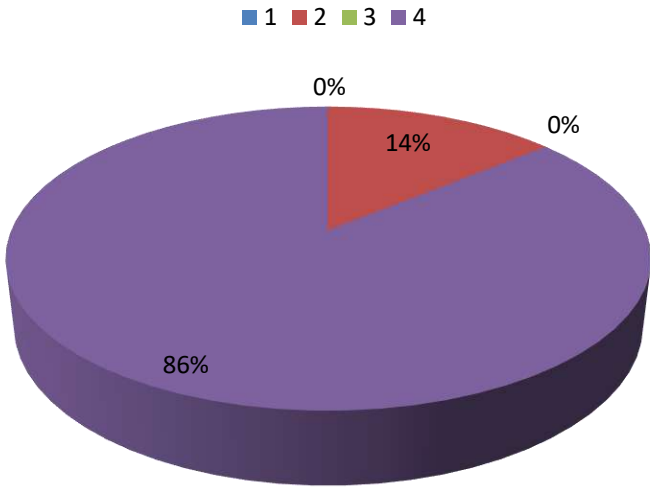
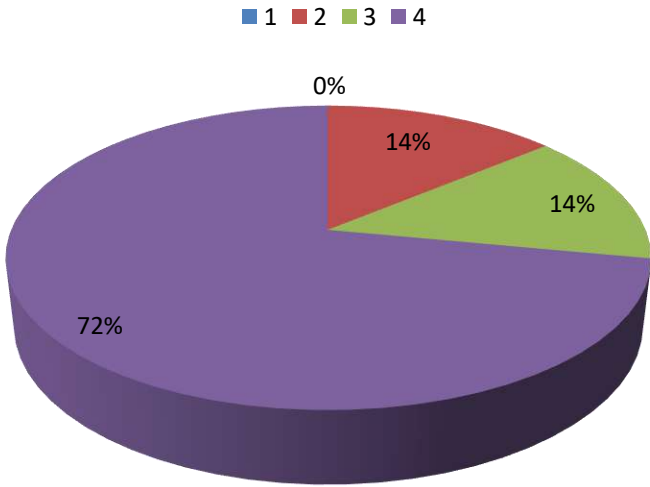
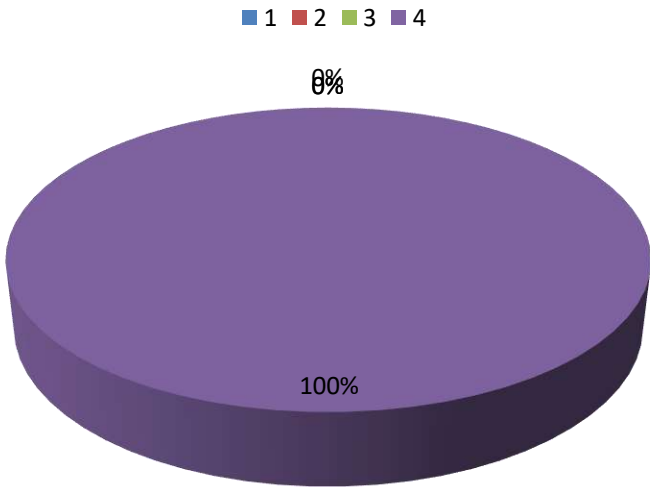
MBA (BA)	
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>40%</p> <p>60%</p>
There is scope in the curriculum for doing work as part of a team.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>40%</p> <p>60%</p>
There is sufficient content in the curriculum to improve the communication skill.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>20%</p> <p>80%</p>

<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart is entirely composed of the purple segment, representing 100% of the data.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	0%	4	100%
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<p>There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.</p>	 <p>A 3D pie chart with a legend at the top showing four categories: 1 (blue), 2 (red), 3 (green), and 4 (purple). The chart is divided into two segments: a green segment representing 80% and a red segment representing 20%.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>20%</td> </tr> <tr> <td>3</td> <td>80%</td> </tr> <tr> <td>4</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	20%	3	80%	4	0%
Category	Percentage										
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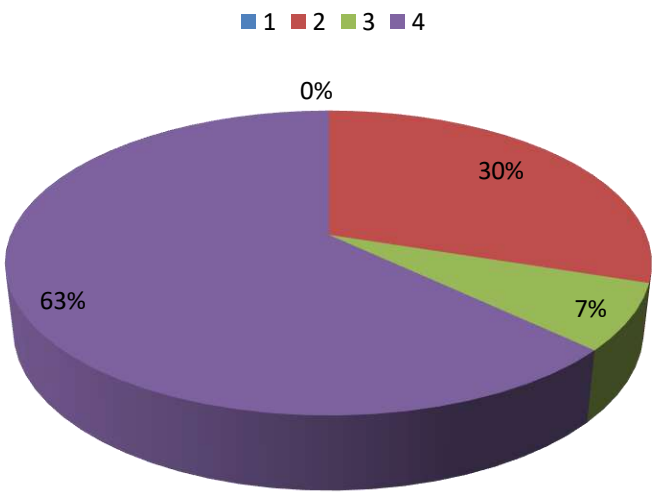
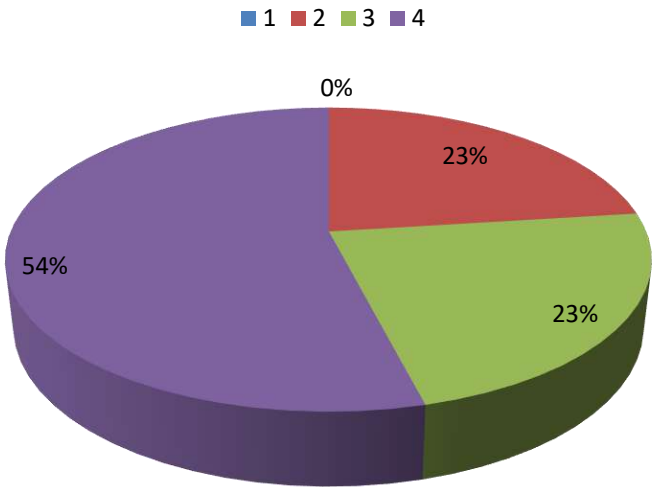
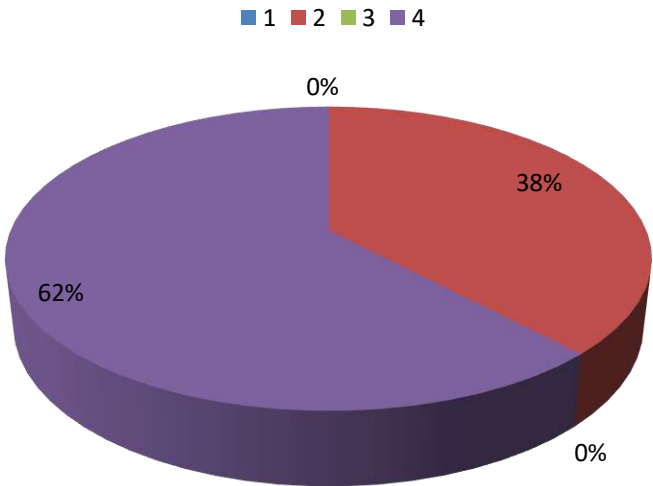
B.VOC (AM)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>Legend: 1 (Blue), 2 (Red), 3 (Green), 4 (Purple)</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>9%</td> </tr> <tr> <td>4</td> <td>91%</td> </tr> </tbody> </table>	Response	Percentage	1	0%	2	0%	3	9%	4	91%
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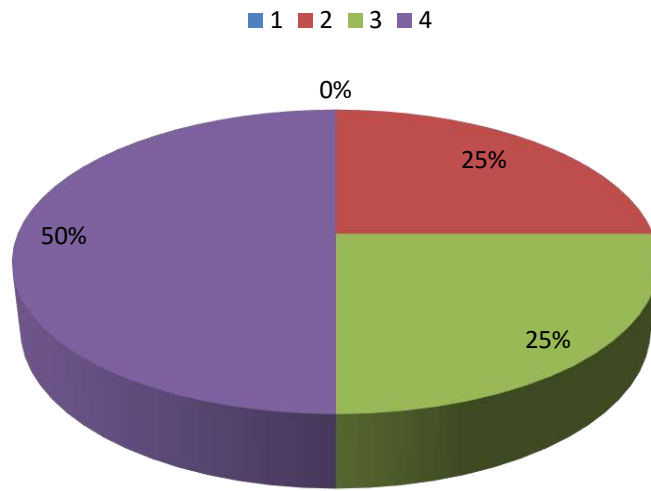
Student: Curricular Feedback Report

B. Tech EC(VLSI)											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	 <p>Legend: 1 (Blue), 2 (Red), 3 (Green), 4 (Purple)</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>14%</td> </tr> <tr> <td>3</td> <td>0%</td> </tr> <tr> <td>4</td> <td>86%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	14%	3	0%	4	86%
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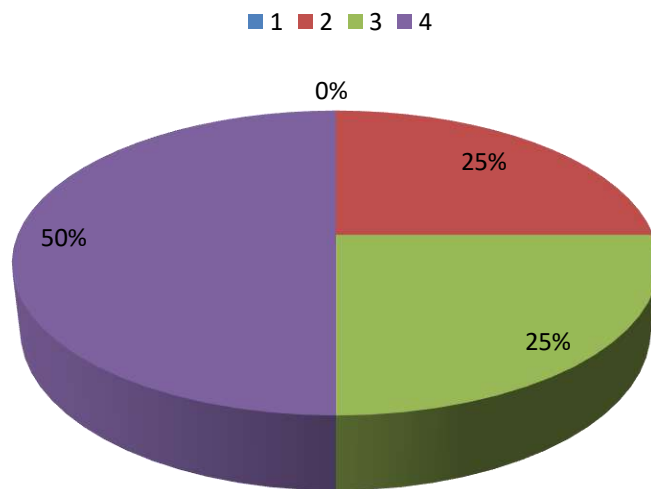
<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	<p>A 3D pie chart illustrating the distribution of curriculum provision for industry interaction. The chart is divided into four segments: a large purple segment representing 86%, a green segment representing 14%, and two very thin segments (blue and red) representing 0% each. A legend at the top identifies the categories: 1 (blue), 2 (red), 3 (green), and 4 (purple).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>14%</td> </tr> <tr> <td>4</td> <td>86%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	0%	3	14%	4	86%
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<p>There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.</p>	<p>A 3D pie chart illustrating the distribution of curriculum provision for co-curricular and extra-curricular activities. The chart is divided into four segments: a large purple segment representing 72%, two green segments representing 14% each, and a red segment representing 14%. The blue segment represents 0%. A legend at the top identifies the categories: 1 (blue), 2 (red), 3 (green), and 4 (purple).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>14%</td> </tr> <tr> <td>3</td> <td>14%</td> </tr> <tr> <td>4</td> <td>72%</td> </tr> </tbody> </table>	Category	Percentage	1	0%	2	14%	3	14%	4	72%
Category	Percentage										
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B. Tech ME											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
The curriculum and syllabus provide sufficient knowledge in the area of study.	 <p>■ 1 ■ 2 ■ 3 ■ 4</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 (Disagree)</td> <td>0%</td> </tr> <tr> <td>2 (Partially agree)</td> <td>30%</td> </tr> <tr> <td>3 (Agree)</td> <td>7%</td> </tr> <tr> <td>4 (Strongly agree)</td> <td>63%</td> </tr> </tbody> </table>	Rating	Percentage	1 (Disagree)	0%	2 (Partially agree)	30%	3 (Agree)	7%	4 (Strongly agree)	63%
Rating	Percentage										
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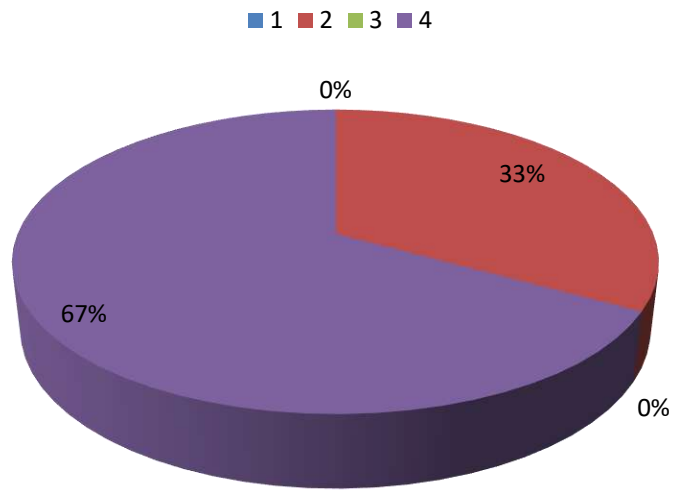


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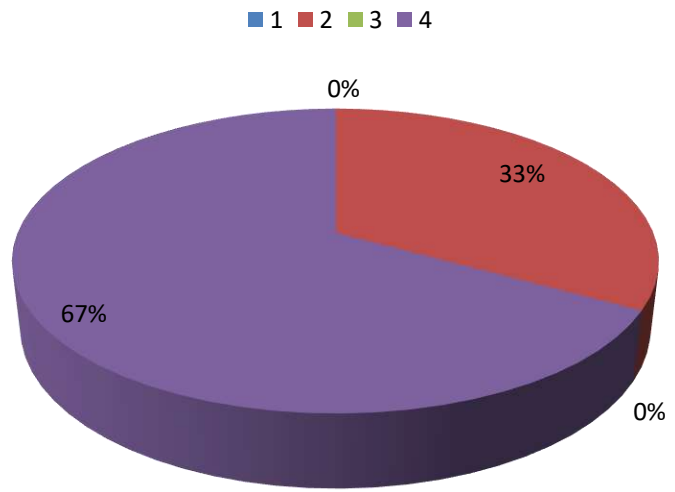


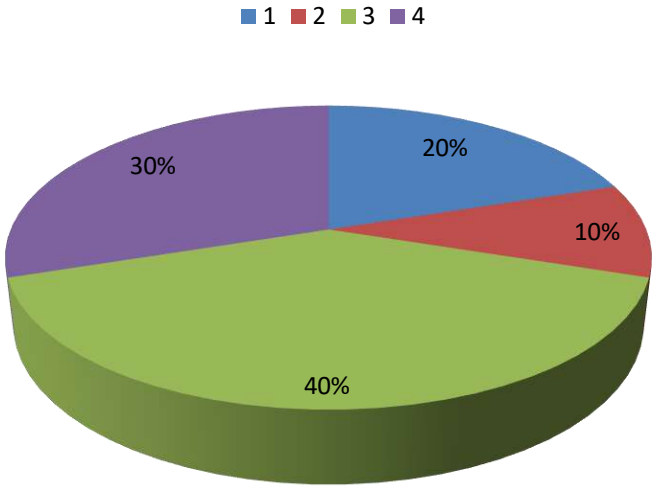
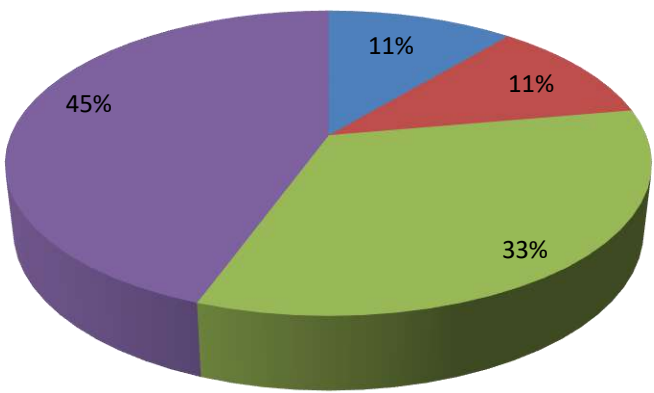
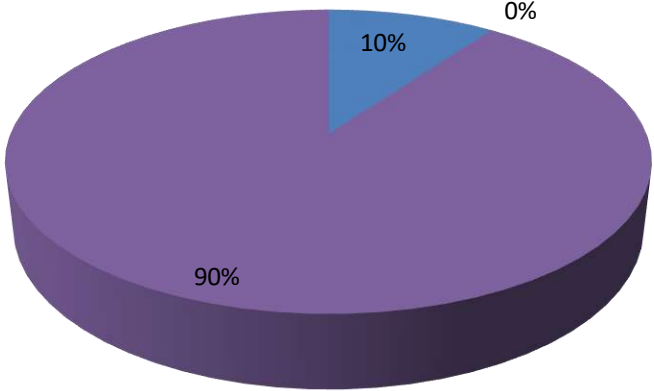
B. Tech AUE	
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)
The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>30%</p> <p>70%</p>
There is scope in the curriculum for doing work as part of a team.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0% 0%</p> <p>33%</p> <p>67%</p>
There is sufficient content in the curriculum to improve the communication skill.	<p>■ 1 ■ 2 ■ 3 ■ 4</p> <p>0%</p> <p>33%</p> <p>34%</p> <p>33%</p>

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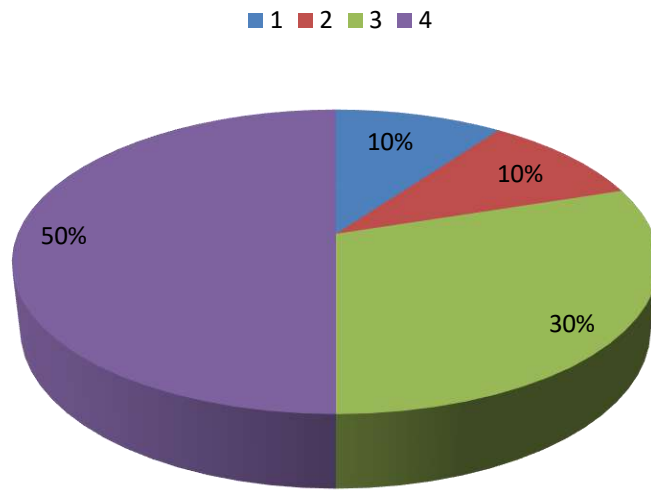


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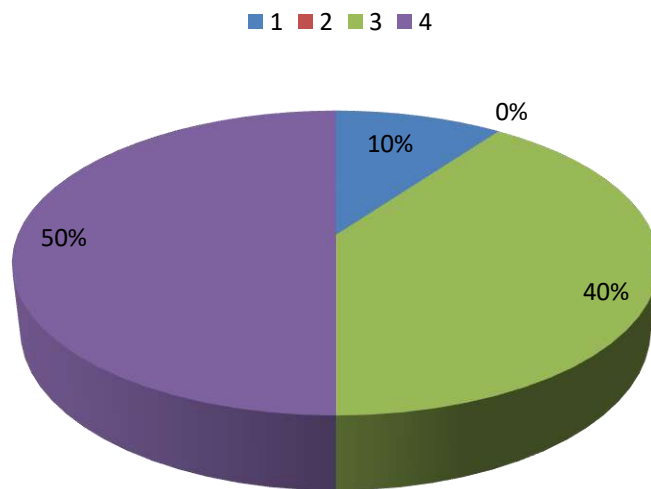


B. Tech EE											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
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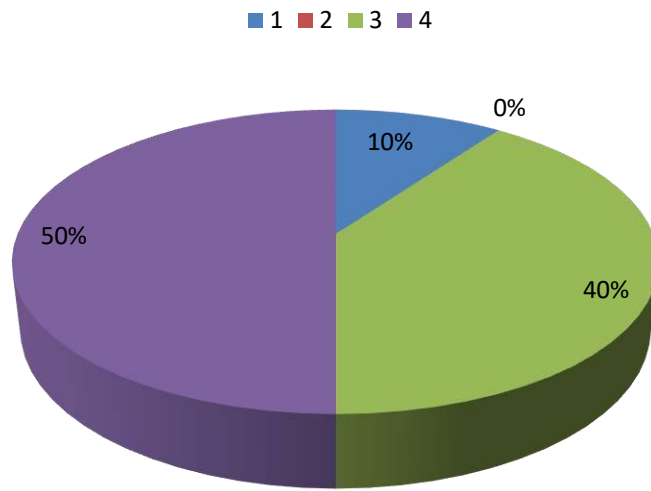


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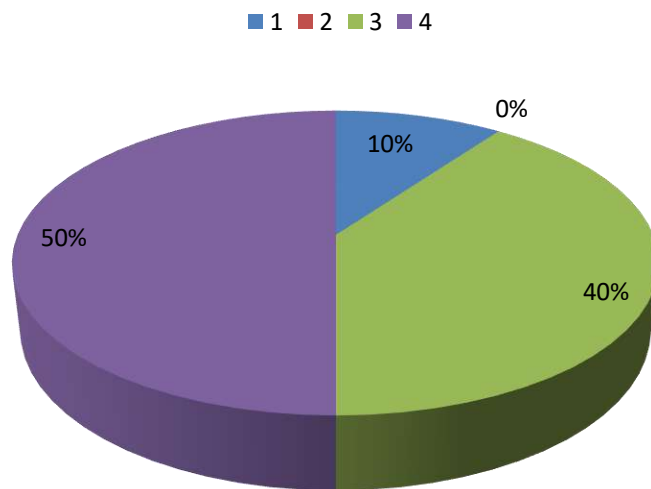


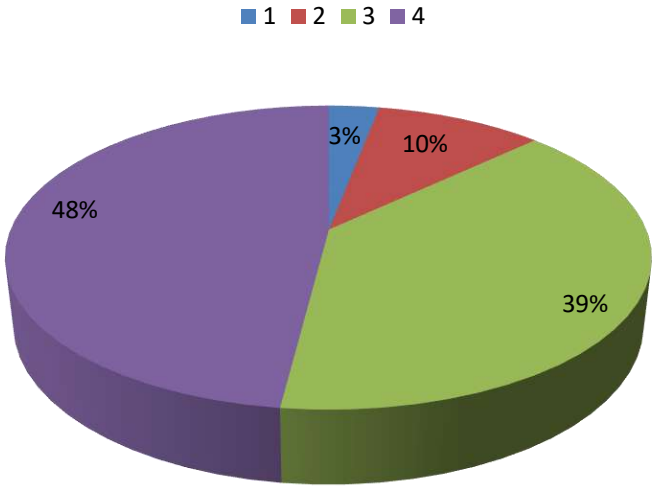
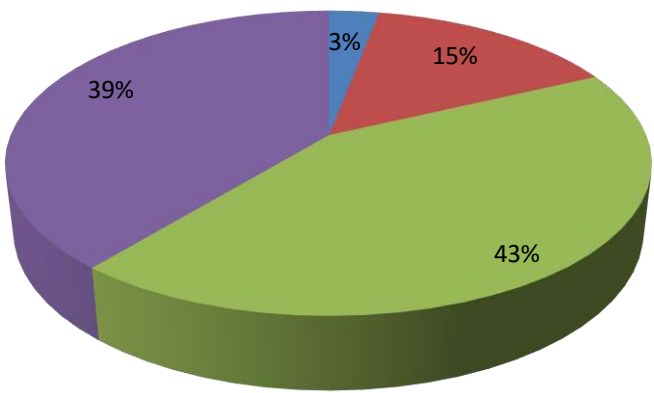
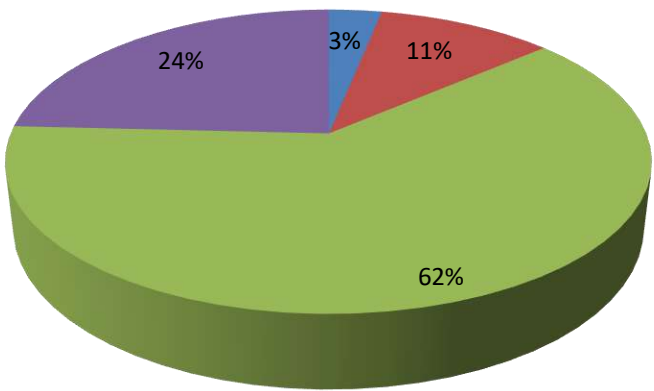
B. Tech IT											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
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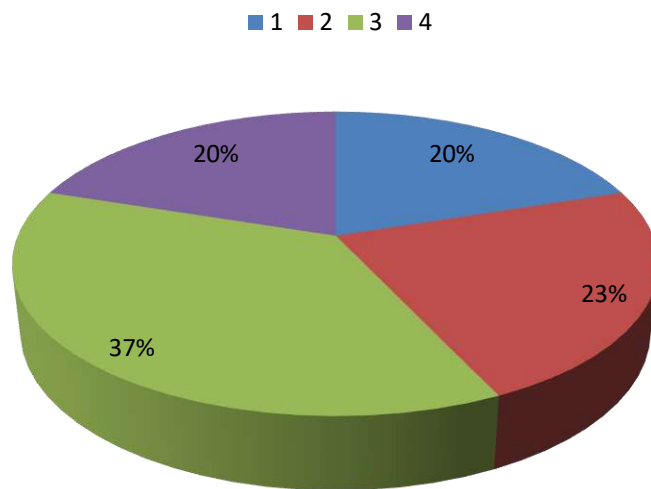


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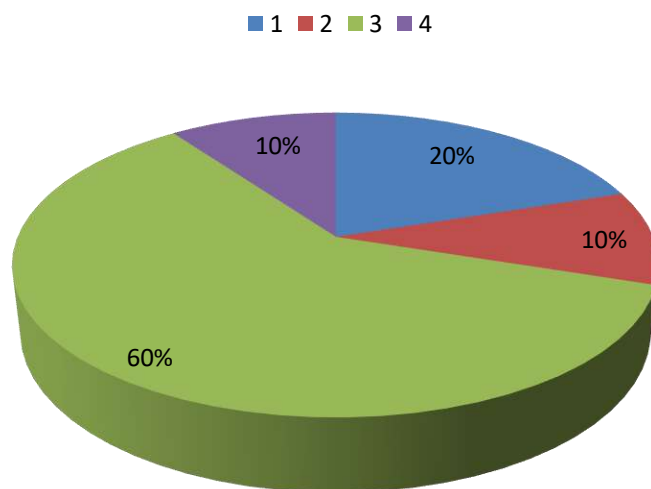


B. Tech ECE											
Questions	Percentage attainment (1-Disagree, 2-Partially agree, 3-Agree, 4-Strongly agree)										
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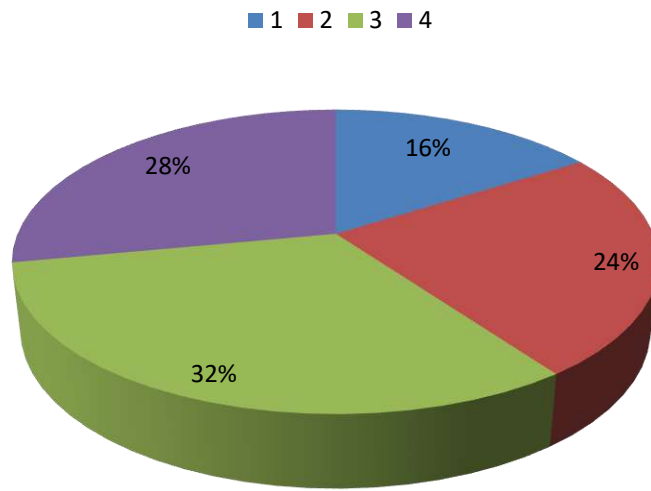


There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.

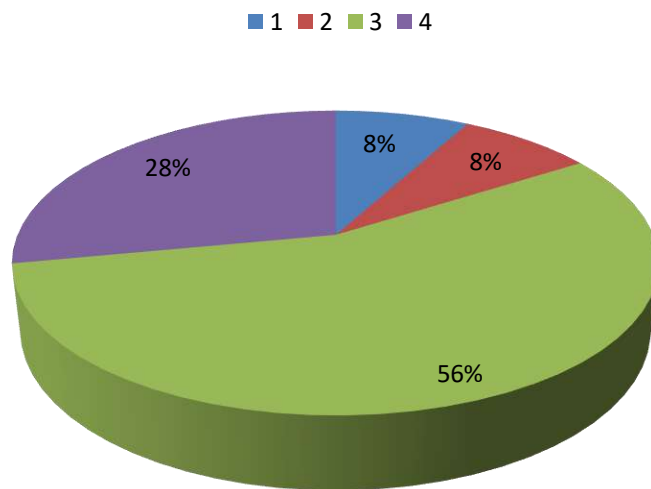


B. Tech CSE											
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The curriculum and syllabus provide sufficient knowledge in the area of study.	<p>A 3D pie chart with four segments. The largest segment is purple (4) at 60%, followed by green (3) at 24%, blue (1) at 8%, and red (2) at 8%.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8%</td> </tr> <tr> <td>2</td> <td>8%</td> </tr> <tr> <td>3</td> <td>24%</td> </tr> <tr> <td>4</td> <td>60%</td> </tr> </tbody> </table>	Rating	Percentage	1	8%	2	8%	3	24%	4	60%
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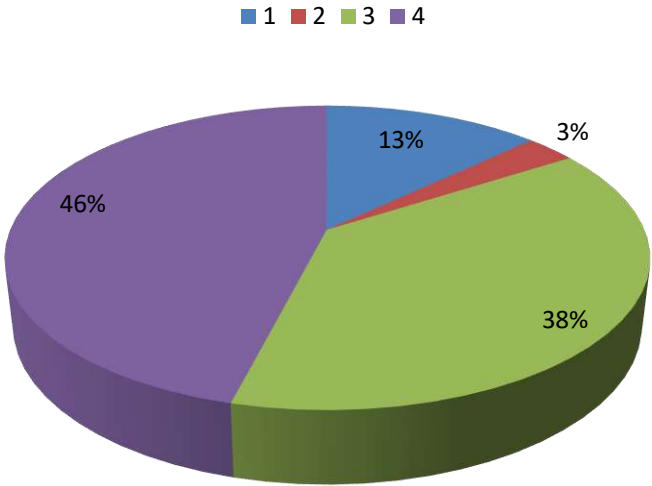
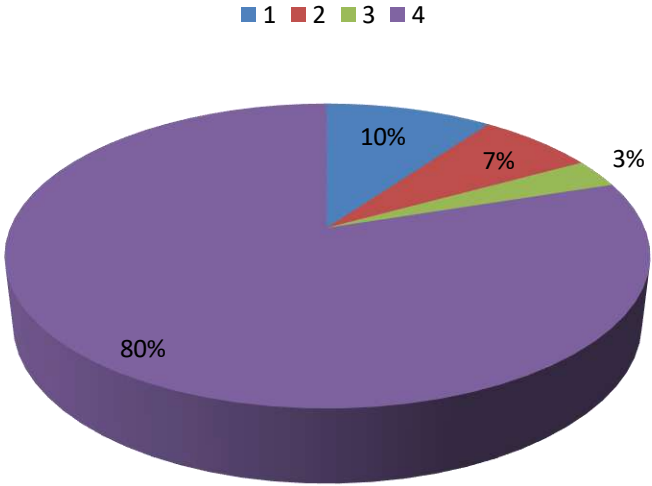


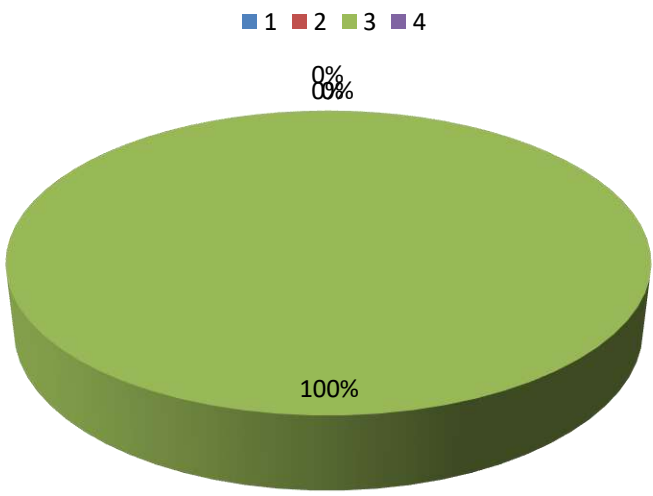
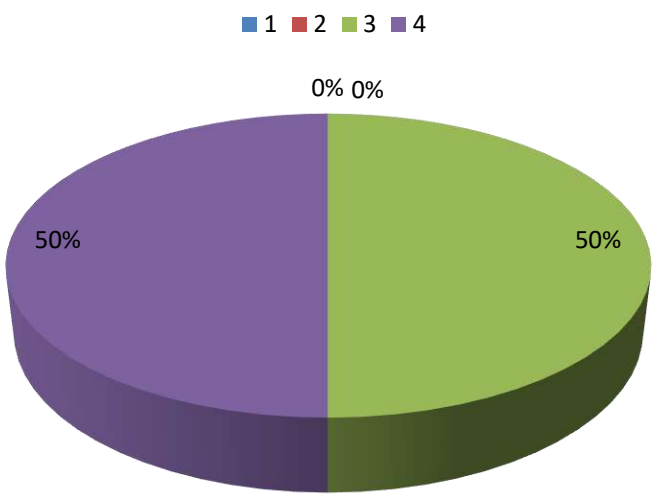
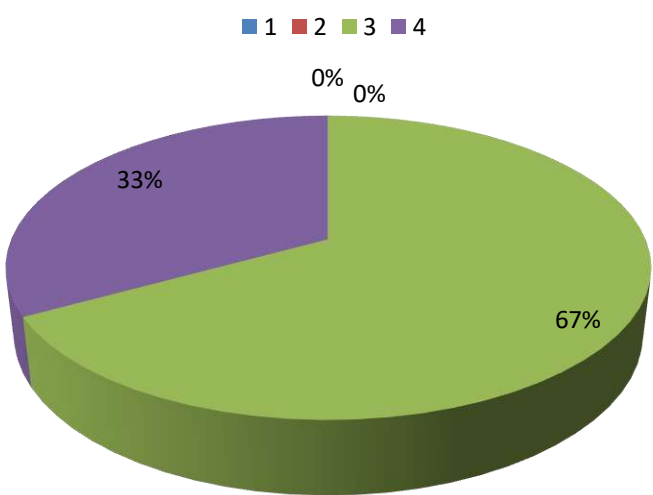
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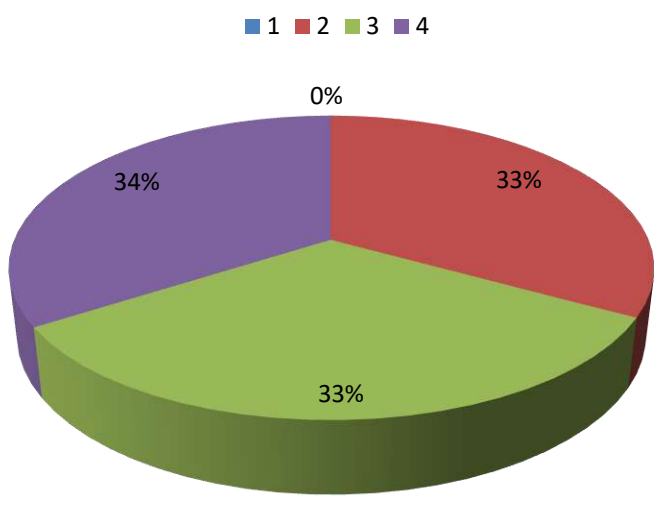
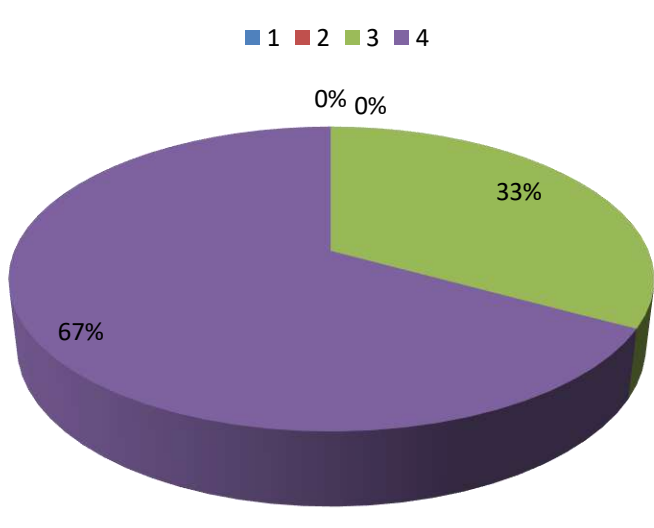


Alumni: Curricular Feedback Report

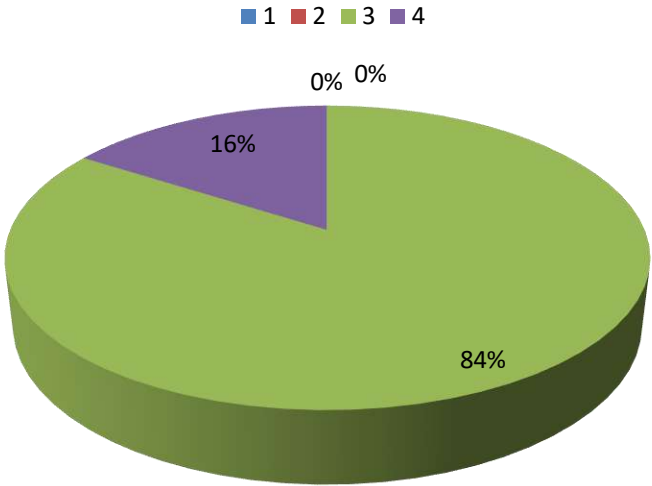
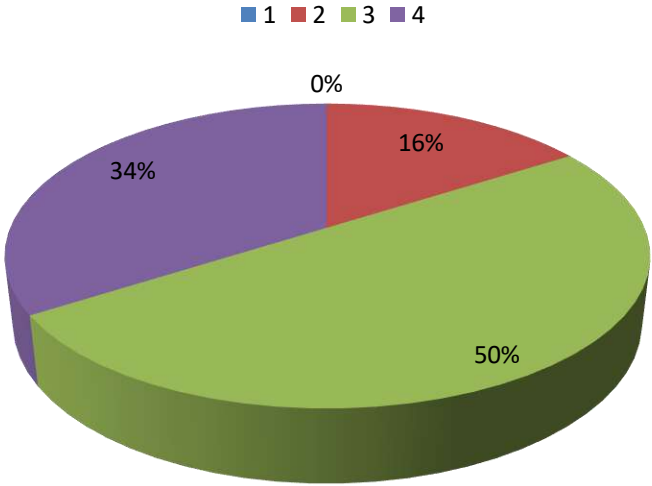
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<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	 <p>A 3D pie chart illustrating the distribution of responses regarding industry interaction in the curriculum. The chart is divided into four segments: a large purple segment (46%), a green segment (38%), a blue segment (13%), and a small red segment (3%). A legend at the top indicates the color coding: 1 (blue), 2 (red), 3 (green), and 4 (purple).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>13%</td> </tr> <tr> <td>2</td> <td>3%</td> </tr> <tr> <td>3</td> <td>38%</td> </tr> <tr> <td>4</td> <td>46%</td> </tr> </tbody> </table>	Category	Percentage	1	13%	2	3%	3	38%	4	46%
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<p>There is plenty of opportunity in the curriculum to work for the society as a part of co-curricular and extra-curricular activities.</p>	 <p>A 3D pie chart illustrating the distribution of responses regarding opportunities for social work in the curriculum. The chart is divided into four segments: a large purple segment (80%), a blue segment (10%), a red segment (7%), and a small green segment (3%). A legend at the top indicates the color coding: 1 (blue), 2 (red), 3 (green), and 4 (purple).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10%</td> </tr> <tr> <td>2</td> <td>7%</td> </tr> <tr> <td>3</td> <td>3%</td> </tr> <tr> <td>4</td> <td>80%</td> </tr> </tbody> </table>	Category	Percentage	1	10%	2	7%	3	3%	4	80%
Category	Percentage										
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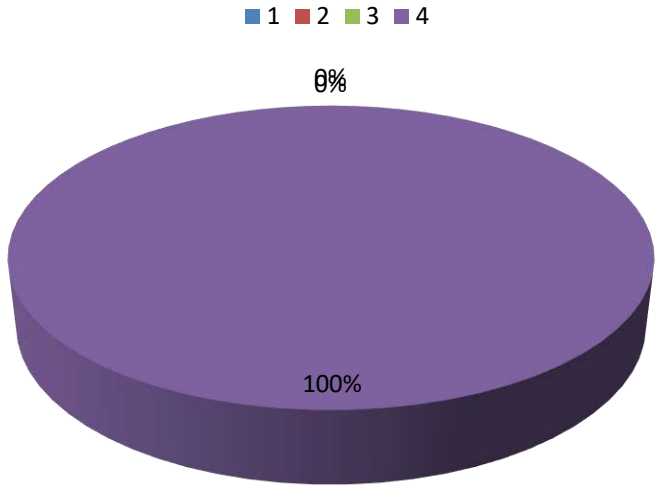
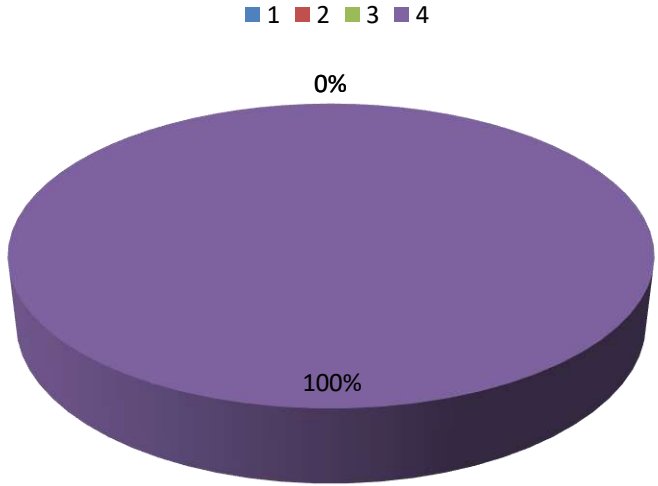
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<p>There is provision in the curriculum to have industry interaction in terms of industry visit/field work/internship etc.</p>	 <p>A 3D pie chart illustrating the distribution of responses regarding the provision of industry interaction in the curriculum. The chart is divided into four segments: a red segment (2) representing 33%, a green segment (3) representing 33%, a purple segment (4) representing 34%, and a blue segment (1) representing 0%. A legend at the top identifies the colors with their respective response numbers.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>33%</td> </tr> <tr> <td>3</td> <td>33%</td> </tr> <tr> <td>4</td> <td>34%</td> </tr> </tbody> </table>	Response	Percentage	1	0%	2	33%	3	33%	4	34%
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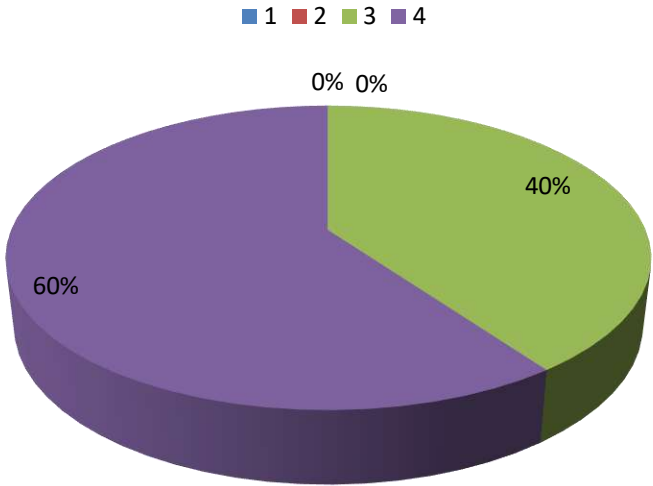
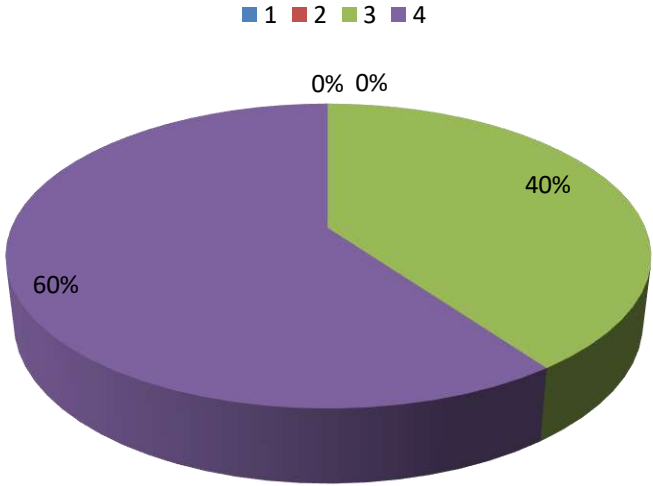
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