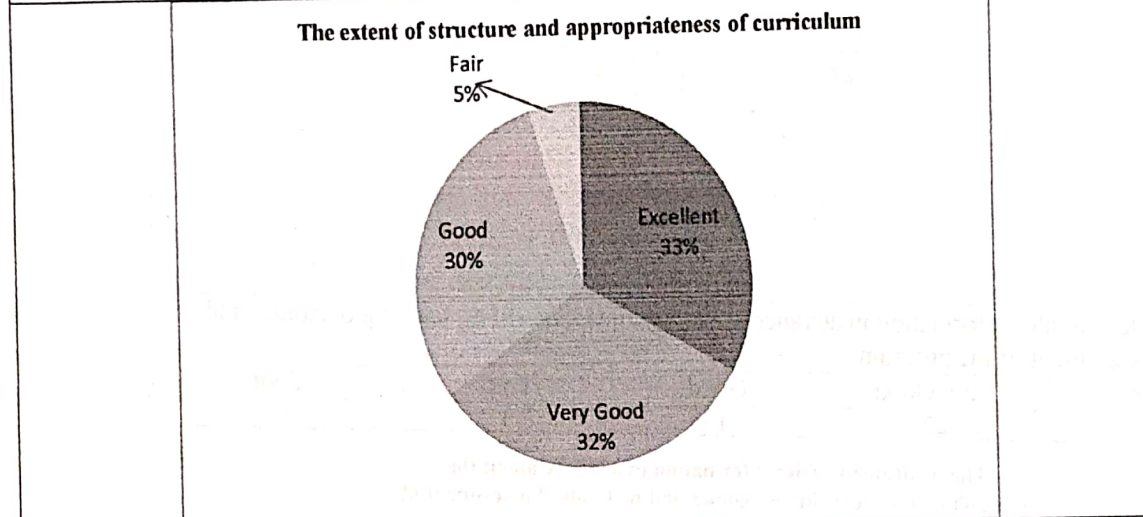
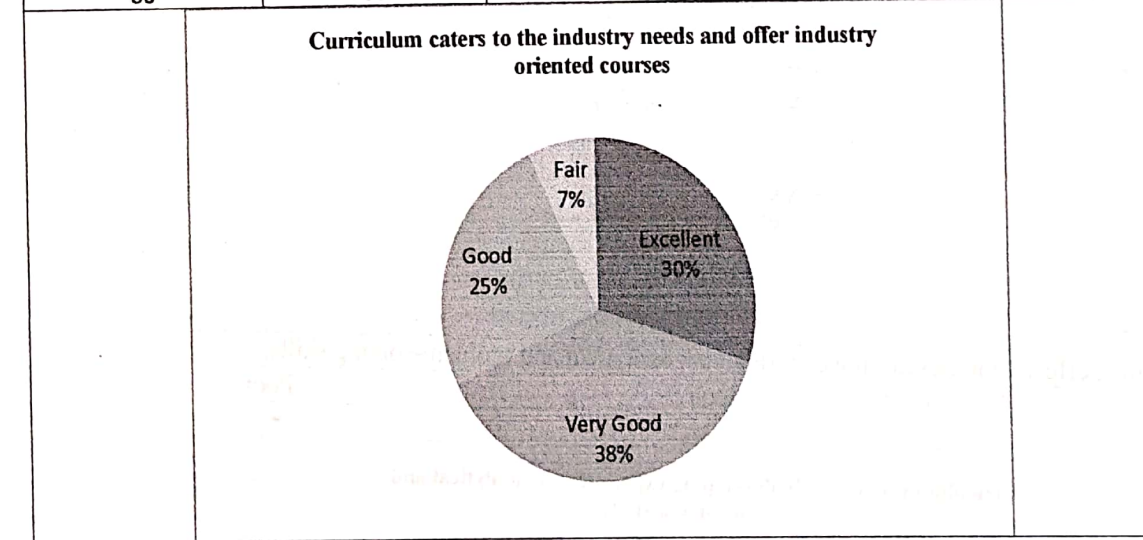


STUDENTS FEEDBACK ANALYSIS REPORT ON CURRICULUM AND SYLLABUS				
DEPARTMENT: BIOMEDICAL ENGINEERING			ACADEMIC YEAR: 2024-2025	

1. The extent of structure and appropriateness of curriculum				
Excellent	Very Good	Good	Fair	Poor
33	32	30	5	-

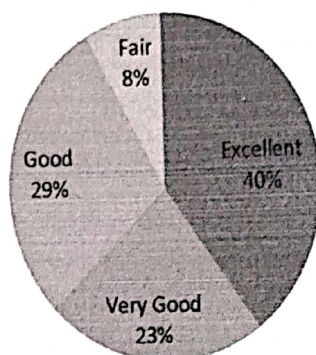


2. Curriculum caters to the industry needs and offer industry oriented courses.				
Excellent	Very Good	Good	Fair	Poor
30	38	25	7	-



3. Experiential, participatory and problem solving method of learning adopted in curriculum				
Excellent	Very Good	Good	Fair	Poor
40	23	29	8	-

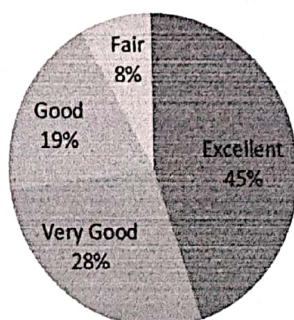
Experiential, participatory and problem solving method of learning adopted in curriculum



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
45	28	19	8	-

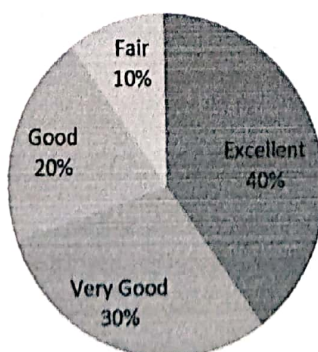
The institute provides information in advance about the aims, objectives, learning outcomes and methods of assessment of the program



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

Excellent	Very Good	Good	Fair	Poor
40	30	20	10	-

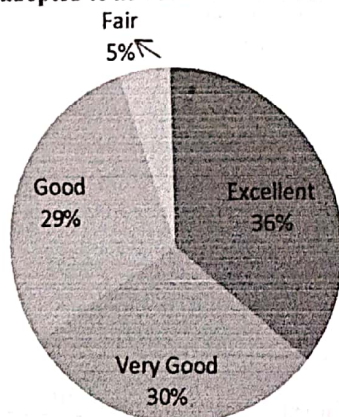
Curriculum is effective in developing experimental, analytical and problem-solving skills



6. Diverse teaching learning methods like group discussion, case study etc. are adopted to achieve intended learning outcomes

Excellent	Very Good	Good	Fair	Poor
36	30	29	5	—

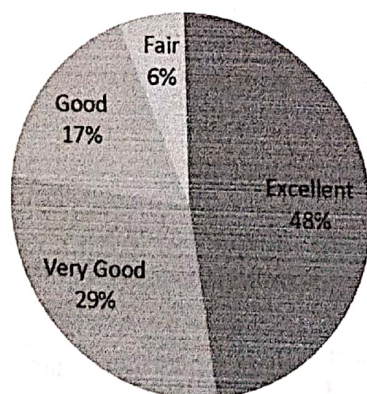
Diverse teaching learning methods like group discussion, case study etc. are adopted to achieve intended learning outcomes



7. Curricula adhere interdisciplinary approach

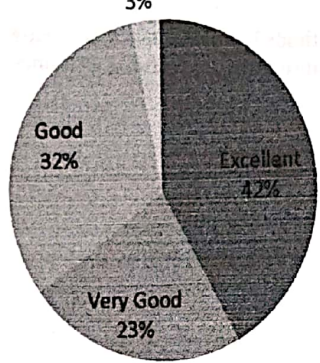
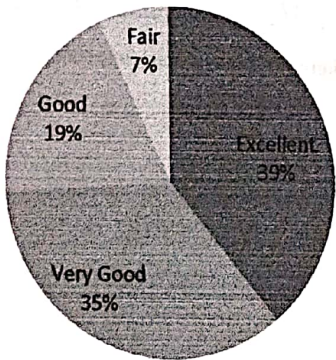
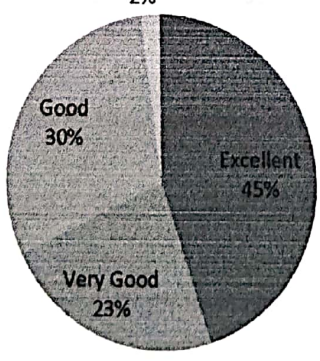
Excellent	Very Good	Good	Fair	Poor
48	29	17	6	—


Curricula adhere interdisciplinary approach



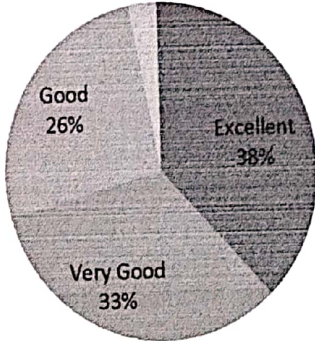
8. Curriculum is effective in developing ICT and communication skills

Excellent	Very Good	Good	Fair	Poor
42	23	32	3	—

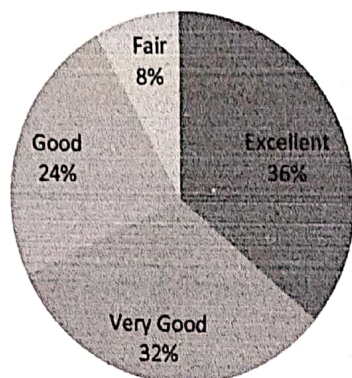
	<p>Curriculum is effective in developing ICT and communication skills</p> <p>Fair 3%</p>  <p>Good 32%</p> <p>Very Good 23%</p> <p>Excellent 42%</p>								
9. Curriculum meets to local, national, global needs									
Excellent		Very Good		Good		Fair		Poor	
39		35		19		7		-	
	<p>Curriculum meets to local, national, global needs</p>  <p>Fair 7%</p> <p>Good 19%</p> <p>Very Good 35%</p> <p>Excellent 39%</p>								
10. Curricula adhere placement, gender, environmental related courses									
Excellent		Very Good		Good		Fair		Poor	
45		23		30		2		-	
	<p>Curricula adhere placement, gender, environmental related courses</p> <p>Fair 2%</p>  <p>Good 30%</p> <p>Very Good 23%</p> <p>Excellent 45%</p>								
11. Curriculum follows innovative practices									

Excellent	Very Good	Good	Fair	Poor																		
42	31	20	7	-																		
<p>Curriculum follows innovative practices</p>  <table><thead><tr><th>Category</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Excellent</td><td>42</td><td>42%</td></tr><tr><td>Very Good</td><td>31</td><td>31%</td></tr><tr><td>Good</td><td>20</td><td>20%</td></tr><tr><td>Fair</td><td>7</td><td>7%</td></tr><tr><td>Poor</td><td>-</td><td>-</td></tr></tbody></table>					Category	Count	Percentage	Excellent	42	42%	Very Good	31	31%	Good	20	20%	Fair	7	7%	Poor	-	-
Category	Count	Percentage																				
Excellent	42	42%																				
Very Good	31	31%																				
Good	20	20%																				
Fair	7	7%																				
Poor	-	-																				

12. Curriculum is effective in developing online, one credit and value-added courses.

12. Curriculum is effective in developing online, one credit and value-added courses.				
Excellent	Very Good	Good	Fair	Poor
38	33	26	3	
<div><p>Curriculum is effective in developing online, one credit and value-added courses</p><p>Fair 3%</p><p>Excellent 38%</p><p>Good 26%</p><p>Very Good 33%</p></div>				
13. Curriculum enhances constructive learning				
Excellent	Very Good	Good	Fair	Poor
36	32	24	8	-

Curriculum enhances constructive learning



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FACULTY FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS – RESPONSE SHEET

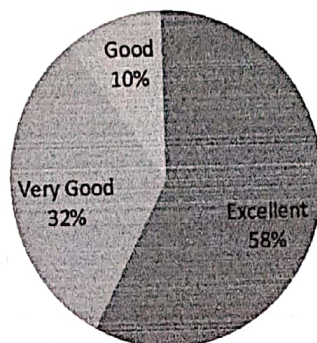
DEPARTMENT: BIOMEDICAL ENGINEERING

ACADEMIC YEAR: 2024-2025

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

Excellent	Very Good	Good	Fair	Poor
58	32	10	-	-

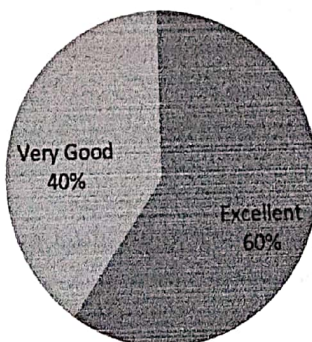
Board of studies is taking care to ensure the current relevance of the program being offered



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

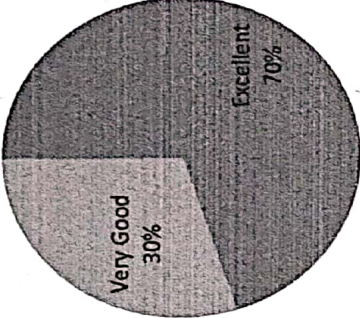
Excellent	Very Good	Good	Fair	Poor
60	40	-	-	-

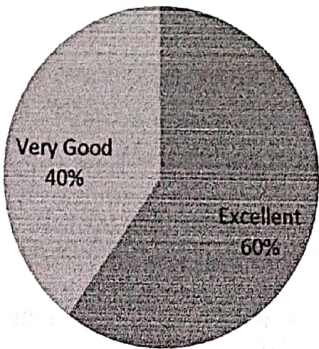
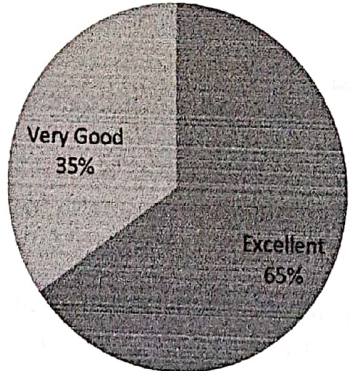
Anna university and AICTE norms for the design and development of curriculum is currently followed



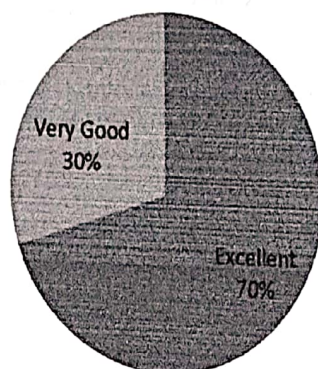
3. Enough freedom is given to contribute my ideas on curriculum design and development

Excellent	Very Good	Good	Fair	Poor
70	30	-	-	-

	<p>Enough freedom is given to contribute my ideas on curriculum design and development</p>	
<p>4. The curriculum has been updated from time to time</p>	<p>The curriculum has been updated from time to time</p>	
<p>Excellent 60</p>	<p>Very Good 40</p>	<p>Good - Fair - Poor -</p>
<p>5. Departmental level syllabus review committee meeting held for reviewing the syllabus</p>	<p>Departmental level syllabus review committee meeting held for reviewing the syllabus</p>	
<p>Excellent 70</p>	<p>Very Good 30</p>	<p>Good - Fair - Poor -</p>
	<p>Departmental level syllabus review committee meeting held for reviewing the syllabus</p>	
	<p>Very Good 30% Excellent 70%</p>	

6. Representation from industry experts in department advisory committee is helpful in designing and improving the courses				
Excellent	Very Good	Good	Fair	Poor
60	40	-	-	-
	Representation from industry experts in department advisory committee is helpful in designing and improving the courses 			
7. Rate the relevance of syllabus to recent Industrial developments				
Excellent	Very Good	Good	Fair	Poor
65	35	-	-	-
	Rate the relevance of syllabus to recent Industrial developments 			
8. Course content for enhancing analytical and technical skills of students				
Excellent	Very Good	Good	Fair	Poor
70	30	-	-	-

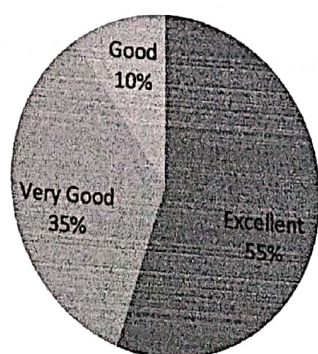
Course content for enhancing analytical and technical skills of students



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

Excellent	Very Good	Good	Fair	Poor
55	35	10	-	-

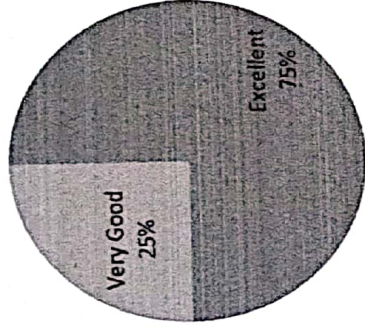
Curriculum caters the students for applying their knowledge to assess societal, health and safety issues



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

Excellent	Very Good	Good	Fair	Poor
75	25	-	-	-

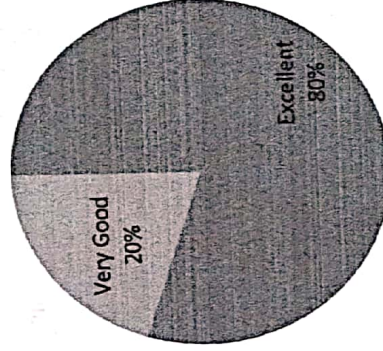
Employability is given weight age in curriculum design and development



11. Curriculum have got good academic flexibility.

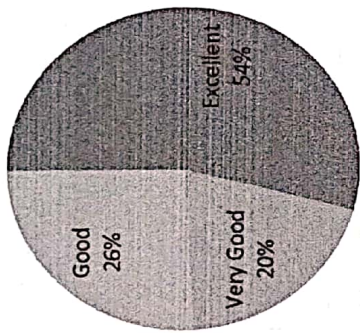
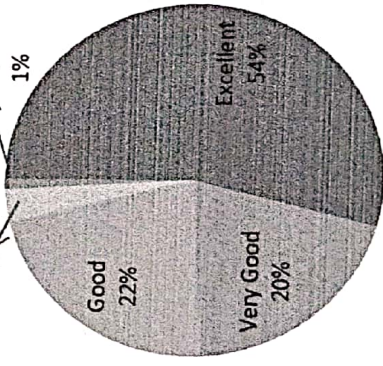
Excellent	Very Good	Good	Fair	Poor
80	20	-	-	-

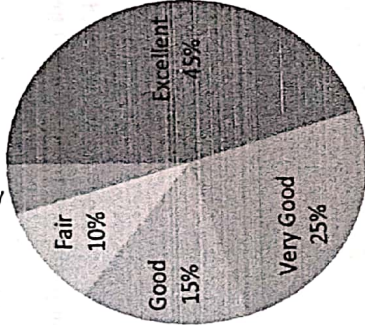
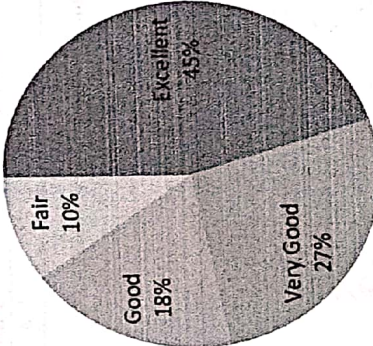
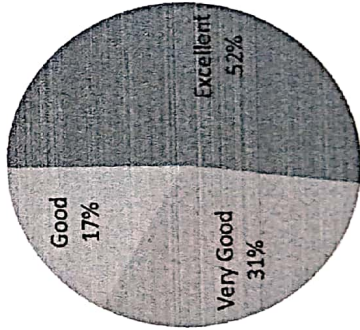
Curriculum have got good academic flexibility



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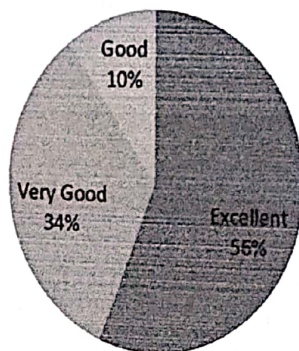
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PRINCIPAL

ALUMINI FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS – RESPONSE SHEET				
DEPARTMENT: BIOMEDICAL ENGINEERING			ACADEMIC YEAR: 2024-2025	
1. Curriculum is structured, comprehensive, relevant and arranged properly.				
Excellent	Very Good	Good	Fair	Poor
54	20	26	0	0
<div>Curriculum is structured, comprehensive, relevant and arranged properly</div> <div></div>				
2. Curriculum is effective in enhancing teamwork				
Excellent	Very Good	Good	Fair	Poor
54	20	22	3	1
<div>Curriculum is effective in enhancing teamwork</div> <div></div>				
3. Rate of relevance of syllabus to the recent industrial developments.				
Excellent	Very Good	Good	Fair	Poor
45	25	15	10	5

	Rate of relevance of syllabus to the recent industrial developments					
						
4. Is curriculum helpful with respect to your current job profile						
Excellent	Very Good	Good	Fair	Poor		
45	27	18	10	-		
Is curriculum helpful with respect to your current job profile						
						
5. Curriculum is helpful to apply the knowledge, skills and abilities with advanced tools used in the industry.						
Excellent	Very Good	Good	Fair	Poor		
52	31	17	-	-		
Curriculum is helpful to apply the knowledge, skills and abilities with advanced tools used in the industry						
						

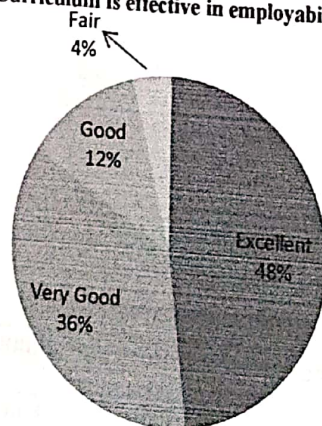
6. Rate the relevance of skillset and knowledge acquired during final year project implementation.				
Excellent	Very Good	Good	Fair	Poor
56	34	10	-	-

Rate the relevance of skillset and knowledge acquired during final year project implementation.

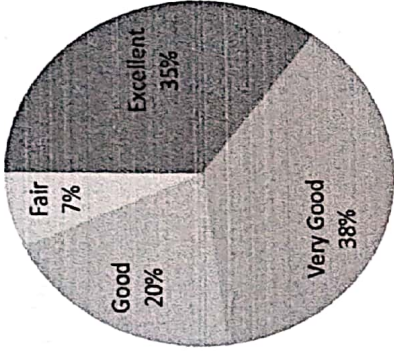
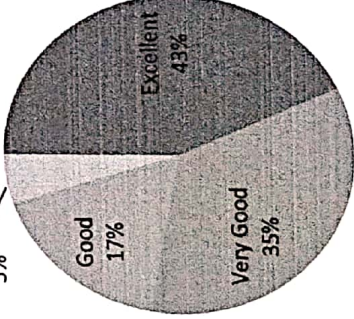


7. Curriculum is effective in employability.				
Excellent	Very Good	Good	Fair	Poor
48	36	12	4	-

Curriculum is effective in employability



8. Curriculum helps in overall personality development.				
Excellent	Very Good	Good	Fair	Poor
35	38	20	7	-

	Curriculum helps in overall personality development			
				
9. Curriculum develops problem solving skills and decision-making skills.				
Excellent	Very Good	Good	Fair	Poor
43	35	17	5	0
	Curriculum develops problem solving skills and decision-making skills			
				

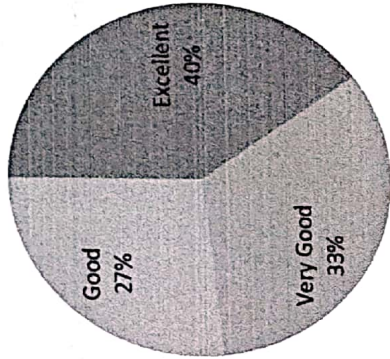
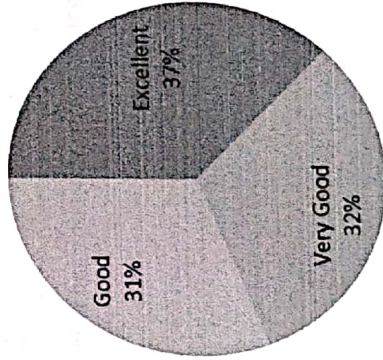
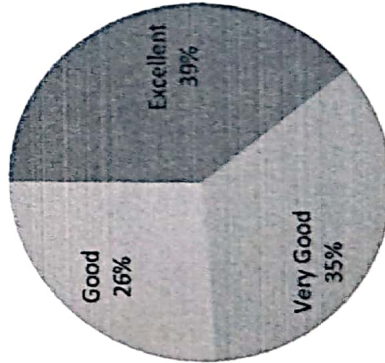
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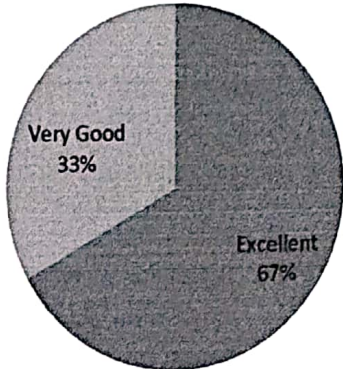
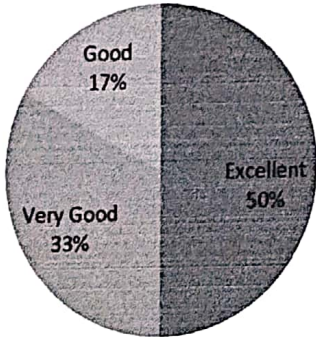
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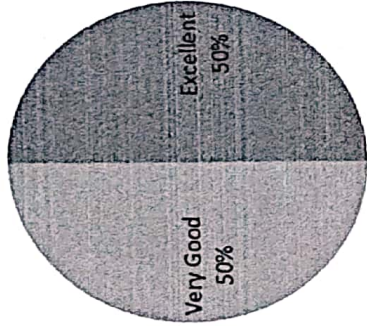
EMPLOYER'S FEEDBACK ANALYSIS ON CURRICULUM & SYLLABUS RESPONSE SHEET																							
DEPARTMENT: BIOMEDICAL ENGINEERING			ACADEMIC YEAR: 2024-2025																				
1. Level of technical competency																							
Excellent	Very Good	Good	Fair	Poor																			
31	36	32	1	-																			
<div><div>Level of technical competency</div><table><caption>Level of technical competency</caption><thead><tr><th>Category</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Excellent</td><td>31</td><td>31%</td></tr><tr><td>Very Good</td><td>36</td><td>36%</td></tr><tr><td>Good</td><td>32</td><td>32%</td></tr><tr><td>Fair</td><td>1</td><td>1%</td></tr><tr><td>Poor</td><td>0</td><td>0%</td></tr></tbody></table></div>						Category	Count	Percentage	Excellent	31	31%	Very Good	36	36%	Good	32	32%	Fair	1	1%	Poor	0	0%
Category	Count	Percentage																					
Excellent	31	31%																					
Very Good	36	36%																					
Good	32	32%																					
Fair	1	1%																					
Poor	0	0%																					
2. Level of communication skill																							
Excellent	Very Good	Good	Fair	Poor																			
39	33	28	-	-																			
<div><div>Level of communication skill</div><table><caption>Level of communication skill</caption><thead><tr><th>Category</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Excellent</td><td>39</td><td>39%</td></tr><tr><td>Very Good</td><td>33</td><td>33%</td></tr><tr><td>Good</td><td>28</td><td>28%</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></div>						Category	Count	Percentage	Excellent	39	39%	Very Good	33	33%	Good	28	28%	Fair	0	0%	Poor	0	0%
Category	Count	Percentage																					
Excellent	39	39%																					
Very Good	33	33%																					
Good	28	28%																					
Fair	0	0%																					
Poor	0	0%																					
3. Level of commitment to work																							
Excellent	Very Good	Good	Fair	Poor																			
36	30	24	-	-																			

	Level of commitment to work				
					
4. Level of Professional, ethical, and social responsibility					
Excellent	Very Good	Good	Fair	Poor	
37	32	31	-	-	
	Level of Professional, ethical, and social responsibility				
					
5. Adaptability, accepting diversity and working in a team					
Excellent	Very Good	Good	Fair	Poor	
39	35	26	-	-	
	Adaptability, accepting diversity and working in a team				
					

6. Professional development and adapting to technological change																						
Excellent	Very Good	Good	Fair	Poor																		
33	34	33	-	-																		
<div><p>Professional development and adapting to technological change</p><table><tr><th>Category</th><th>Count</th><th>Percentage</th></tr><tr><td>Excellent</td><td>33</td><td>33%</td></tr><tr><td>Very Good</td><td>34</td><td>34%</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></table></div>					Category	Count	Percentage	Excellent	33	33%	Very Good	34	34%	Good	33	33%	Fair	0	0%	Poor	0	0%
Category	Count	Percentage																				
Excellent	33	33%																				
Very Good	34	34%																				
Good	33	33%																				
Fair	0	0%																				
Poor	0	0%																				
7. Ability to select and apply modern engineering and software tools																						
Excellent	Very Good	Good	Fair	Poor																		
38	32	30	-	-																		
<div><p>Ability to select and apply modern engineering and software tools</p><table><tr><th>Category</th><th>Count</th><th>Percentage</th></tr><tr><td>Excellent</td><td>38</td><td>38%</td></tr><tr><td>Very Good</td><td>32</td><td>32%</td></tr><tr><td>Good</td><td>30</td><td>30%</td></tr><tr><td>Fair</td><td>0</td><td>0%</td></tr><tr><td>Poor</td><td>0</td><td>0%</td></tr></table></div>					Category	Count	Percentage	Excellent	38	38%	Very Good	32	32%	Good	30	30%	Fair	0	0%	Poor	0	0%
Category	Count	Percentage																				
Excellent	38	38%																				
Very Good	32	32%																				
Good	30	30%																				
Fair	0	0%																				
Poor	0	0%																				
8. Ability to manage projects in multidisciplinary environments																						
Excellent	Very Good	Good	Fair	Poor																		
67	33	-	-	-																		

	Ability to manage projects in multidisciplinary environments				
					
9. Overall performance of our graduate, towards organizational growth					
Excellent	Very Good	Good	Fair	Poor	
50	33	17	-	-	
	Overall performance of our graduate, towards organizational growth				
					
10. Curriculum has relevance to real life situations, reflects current trends and practices in the respective disciplines					
Excellent	Very Good	Good	Fair	Poor	
50	50	-	-	-	

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



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