

**DEPARTMENT OF PHARMACEUTICAL SCIENCES,
MLSU, UDAIPUR**

Stakeholders Feedback Report on B Pharm Syllabus 2022-23

The feedback forms on the revised syllabus of B Pharm for new CBCS scheme adopted in 2017 as per Pharmacy council of India norms, of nearly hundred participants including Students, Faculty members, Parents and Alumni were received and analyzed. The opinion of participants on various topics was asked - Whether the revised syllabus is able to bridge the gap between academia and industry, it adequately covers latest developments and emerging topics of pharmaceutical importance. Whether the specified hours stated in syllabus is sufficient to complete the coverage of syllabus, the evaluative method are sufficient for proper assessment and the new syllabus is able to meet the expectation of students for value addition in learning skills. Whether sufficient books and reference materials are available and the overall objective of enhancement in learning abilities is fulfilled. The questionnaire includes about the depth of course content, extent of coverage of course, applicability of course in real life situation, ability of syllabus to impart learning value in terms of knowledge and benefits derived from the syllabus. The reviews received are quite satisfactory for most of the above mentioned points. The response for fourth year syllabus by students include 65.9% responses as very good, 25.3% as good and 8.8% as satisfactory for the above mentioned questionnaire criteria. For I and II semester courses the Responses for abovementioned criteria include 71.1% Very good, 18.3% as Good and 10.1% as satisfactory, similarly for III and IV semester the responses include 71.6% as Good and 18.2% as very good and 15.2 % as satisfactory. For V and VI semester responses include 61.6% as good, 25% as very good, 8.6% as satisfactory. The responses from alumni, parents and teachers are also collected and found satisfactory.

Head


HEAD
Deptt. of Pharmaceutical Science
M.L. Sukhadia University
UDAIPUR - 313001



Name of The Department
Feedback Analysis Report
(Year 2022-23.....)

Feedback for the course '.....B.TECH.....(name of the course)'/ programme...Computer Science & Engineering (Software Engineering).....(name of the programme) collected from student., through Google form (provide link) or feedback form (attach the filled feedback form atleast one from each stakeholder).

Analysis of feedback received from Students :

After analysing the feedback, it can be said that .80.... per cent of students found the course relevant for local needs,..75.....per cent found it updated or adequate. 80.....per cent of the students expressed satisfaction from the learning value imparted through it.80..per cent found it useful for competitive exams.

Some of them suggested changes in the content orNIL....

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

Head of the Department

Electrical Engineering Department
Feedback Analysis Report
(Year 2022-23)

Feedback for the course **BT3EE01- CT01 Advance Engineering Mathematics-I** programme **B.Tech III Sem** collected from student, through feedback form .

Analysis of feedback received from Students :

After analysing the feedback, it can be said that **85** per cent of students found the course relevant for local needs, **80** per cent found it updated or adequate **95** per cent of the students expressed satisfaction from the learning value imparted through it **90** per cent found it useful for competitive exams.

Some of them suggested changes in the content **NIL**

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

Attached

Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

N/A

Signature and Seal of the
Head of the Department

Electrical Engineering Department
Feedback Analysis Report
(Year 2022-23)

Feedback for the course **BT3EE02-CT02 Technical Communication** programme **B.Tech III Sem** collected from student, through feedback form .

Analysis of feedback received from Students :

After analysing the feedback, it can be said that **87** per cent of students found the course relevant for local needs, **84** per cent found it updated or adequate **91** per cent of the students expressed satisfaction from the learning value imparted through it **92** per cent found it useful for competitive exams.

Some of them suggested changes in the content **NIL**

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

Attached

Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

N/A

Signature and Seal of the
Head of the Department

Electrical Engineering Department
Feedback Analysis Report
(Year 2022-23)

Feedback for the course **BT3EE03-CT03 Power generation Process** programme **B.Tech III Sem** collected from student, through feedback form .

Analysis of feedback received from Students :

After analysing the feedback, it can be said that **86** per cent of students found the course relevant for local needs, **85** per cent found it updated or adequate **94** per cent of the students expressed satisfaction from the learning value imparted through it **90** per cent found it useful for competitive exams.

Some of them suggested changes in the content **NIL**

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

Attached

Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

N/A

Signature and Seal of the
Head of the Department

**Electrical Engineering Department
Feedback Analysis Report
(Year 2022-23)**

Feedback for the course **BT3EE04-CT04 Electrical Circuit Analysis** programme **B.Tech III Sem** collected from student, through feedback form .

Analysis of feedback received from Students :

After analysing the feedback, it can be said that **85** per cent of students found the course relevant for local needs, **92** per cent found it updated or adequate **90** per cent of the students expressed satisfaction from the learning value imparted through it **89** per cent found it useful for competitive exams.

Some of them suggested changes in the content **NIL**

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

Attached

Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

N/A

Signature and Seal of the
Head of the Department

**Electrical Engineering Department
Feedback Analysis Report
(Year 2022-23)**

Feedback for the course **BT3EE05-CT05 Analog Electronics** programme **B.Tech III Sem** collected from student, through feedback form .

Analysis of feedback received from Students :

After analysing the feedback, it can be said that **90** per cent of students found the course relevant for local needs, **91** per cent found it updated or adequate **87** per cent of the students expressed satisfaction from the learning value imparted through it **85** per cent found it useful for competitive exams.

Some of them suggested changes in the content **NIL**

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

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Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

N/A

Signature and Seal of the
Head of the Department

**Electrical Engineering Department
Feedback Analysis Report
(Year 2022-23)**

Feedback for the course **BT3EE06-CT06 Electrical Machine - I**

programme **B.Tech III Sem** collected from student, through feedback form .

Analysis of feedback received from Students :

After analysing the feedback, it can be said that **86** per cent of students found the course relevant for local needs, **84** per cent found it updated or adequate **96** per cent of the students expressed satisfaction from the learning value imparted through it **89** per cent found it useful for competitive exams.

Some of them suggested changes in the content **NIL**

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

Attached

Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

N/A

Signature and Seal of the
Head of the Department

**Electrical Engineering Department
Feedback Analysis Report
(Year 2022-23)**

Feedback for the course **BT3EE07-CT07 Electromagnetic Field**

programme **B.Tech III Sem** collected from student, through feedback form .

Analysis of feedback received from Students :

After analysing the feedback, it can be said that **91** per cent of students found the course relevant for local needs, **88** per cent found it updated or adequate **92** per cent of the students expressed satisfaction from the learning value imparted through it **84** per cent found it useful for competitive exams.

Some of them suggested changes in the content **NIL**

Analysis of feedback received from Teachers :

Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

Attached

Analysis of feedback received from employers/ industrialists:

Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

N/A

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

N/A

Signature and Seal of the
Head of the Department



DEPARTMENT OF ECONOMICS
UNIVERSITY COLLEGE OF SOCIAL SCIENCES & HUMANITIES
MOHANLAL SUKHADIA UNIVERSITY: UDAIPUR
economics@mlsu.ac.in

Feedback Report (2022-23)

The University College of Social Sciences and Humanities, situated in Udaipur and affiliated with MLSU, Udaipur, boasts a diverse range of courses, including B.A.(Economics), M.A.(Economics), and Ph.D. The department currently hosts approximately 1000 students in both undergraduate and postgraduate programs. To assess the strengths and weaknesses of the college and identify areas for improvement, feedback from key stakeholders, including students, teachers, and parents, has been diligently collected and analyzed. This report specifically focuses on the feedback received regarding the syllabus. Utilizing a structured Google Form designed by the IQAC team for this purpose, a substantial number of responses were obtained, leading to crucial observations and recommendations for further enhancement.

Feedback report regarding the Curriculum **Feedback Report for UG (Pass Course, Economics)**

Feedback Report for BA First Year:

The feedback report compiled from BA 1st Year Pass Course students, teachers, and parents serves as a comprehensive evaluation of the academic experience within the Department of Economics. This collaborative effort to gather insights from key stakeholders enables a holistic understanding of the strengths and areas in need of improvement within the curriculum.

Course Content Evaluation:

The responses regarding the depth and extent of course content reveal a mixed perspective. While a significant percentage rated the depth and coverage as "Good" and "Very Good," there are concerns highlighted by some who found it "Satisfactory" or even "Unsatisfactory." These varying opinions underscore the importance of addressing content comprehensiveness to meet the diverse needs of students.

Real-Life Applicability and Learning Contribution:

Encouragingly, a substantial portion of respondents appreciates the curriculum's applicability to real-life scenarios and its contribution to diverse aspects of learning, such as knowledge acquisition, conceptual understanding, manual skills, analytical abilities, and broadening perspectives. However, the recognition of some respondents that find it only "Satisfactory" or

"Unsatisfactory" emphasizes the need for targeted improvements to enhance the overall learning impact.

Textual Material and Additional Sources:

The positive feedback regarding the clarity and relevance of textual reading material is promising, but the acknowledgment of dissatisfaction by a minority suggests an opportunity for refinement. Similarly, the mixed perceptions of the relevance of additional source material signal the necessity of evaluating and potentially enhancing supplementary resources to meet the expectations of all stakeholders.

Syllabus Accuracy and Teacher's Coverage:

The acknowledgment of a high accuracy level in representing classroom content in the syllabus is reassuring. Furthermore, the positive assessment of teacher coverage reflects the commitment and effectiveness of the teaching staff. However, the recognition of a portion finding it "Satisfactory" implies room for enhancing teaching methodologies and communication strategies to meet the diverse learning preferences.

Benefits Derived from the Course:

The report highlights a substantial percentage of respondents deriving significant benefits from the course, reflecting positively on the overall impact of the curriculum. Nevertheless, the acknowledgment of some finding it "Unsatisfactory" signals the importance of addressing specific concerns to optimize the course's efficacy.

Conclusion:

In conclusion, this feedback report serves as a valuable tool for the continuous improvement of the BA 1st Year Pass Course curriculum in the Department of Economics. By addressing the identified areas for enhancement, the department can ensure a more inclusive and effective learning experience, meeting the expectations of students, teachers, and parents alike.

Feedback Report for BA Second Year:

The feedback report gathered from BA 2nd-year Pass Course students, teachers, and parents offers a comprehensive insight into the perceptions and experiences within the Department of Economics. This multi-stakeholder approach ensures a holistic understanding of the academic environment, allowing for targeted improvements and enhancements. The diverse perspectives presented in this report contribute to a nuanced evaluation of the BA Pass Course, covering various aspects of curriculum depth, teaching methodologies, and the overall impact on students' learning journeys.

Course Content and Coverage:

The respondents' collective assessment of the depth and coverage of the course content reveals a balanced perspective, with 41.2% rating it as 'Very Good' and an equal percentage rating it as 'Good.' This indicates a positive reception of the curriculum's substance and its alignment

with the academic expectations of BA 2nd-year Pass Course students. However, the 17.6% who found it 'Satisfactory' suggest potential areas for improvement, emphasizing the importance of refining the content to meet the diverse needs of the student body.

Real-Life Applicability and Learning Contributions:

The feedback on the curriculum's applicability to real-life scenarios in the field of economics is encouraging, with 82.4% rating it as 'Very Good' or 'Good.' This positive response reflects the department's success in bridging theoretical concepts with practical relevance. Furthermore, the majority of respondents (76.5%) feel that the curriculum significantly contributes to their learning, encompassing knowledge acquisition, conceptual understanding, manual skills, analytical abilities, and the broadening of perspectives. However, the 17.6% who rated it 'Satisfactory' and the remaining percentage who found it 'Unsatisfactory' highlight potential areas for refining the curriculum's impact on diverse learning styles.

Teaching Materials and Methods:

The report indicates a high level of satisfaction with the clarity and relevance of textual reading materials, as 88.3% rated it as 'Very Good' or 'Good.' The positive response extends to the use of additional source materials, with 70.6% considering it 'Very Good' or 'Good.' This reflects the effective integration of diverse materials to enhance the learning experience. However, the 11.6% who found the textual reading materials 'Unsatisfactory' and the remaining percentage suggesting improvements in additional sources signal opportunities for enhancing the comprehensiveness and relevance of teaching materials.

Teacher Syllabus Coverage and Benefits Derived:

The majority of respondents express satisfaction with the teacher's coverage of the syllabus during classes, with 76.5% rating it as 'Very Good' or 'Good.' This positive feedback reflects the effectiveness of the teaching faculty in delivering the curriculum. Additionally, 76.5% of respondents acknowledge significant benefits derived from the course, including a mix of very good and good ratings. However, the 17.6% who rated the benefits as 'Satisfactory' and the remaining percentage expressing dissatisfaction emphasize the need to further explore ways to maximize the positive impact of the course on student development.

Conclusion:

This feedback report serves as a valuable resource for the continuous improvement of the BA 2nd-year Pass Course in the Department of Economics. The positive aspects highlighted, coupled with constructive suggestions, provide a roadmap for refining the curriculum, teaching methodologies, and overall learning experiences. The collaborative effort of students, teachers, and parents in this feedback process underscores the commitment to academic excellence and the ongoing pursuit of an enriched educational journey in the Department of Economics.

Feedback Report for BA Final Year:

The feedback collected from parents, students, and teachers of BA Final Year reflects a high level of satisfaction with various aspects of the course content, teaching methods, and overall educational experience.

The depth of the course content was well-received, with a significant 42.9% rating it as "Very Good," and the remaining 57.1% expressing a positive perception by rating it as "Good." This indicates a strong appreciation for the depth of knowledge provided in the final year curriculum.

In terms of the extent of coverage of the course content, a majority of 57.1% rated it as "Very Good," showcasing a comprehensive approach to curriculum coverage. Additionally, 28.6% found it "Good," while a smaller percentage of 14.3% rated it as "Satisfactory." This suggests an effective and well-balanced approach to covering the necessary topics.

The curriculum's applicability to real-life situations in the field of economics received overwhelmingly positive feedback, with an impressive 85.7% rating it as "Very Good." This reflects a strong alignment of theoretical concepts with practical scenarios, enhancing the real-world relevance of the curriculum.

In terms of the curriculum's contribution to learning, 71.4% rated it as "Very Good," and an additional 14.3% found it "Good," indicating a substantial impact on knowledge, concepts, manual skills, analytical abilities, and broadening perspectives. A smaller percentage of 14.3% rated it as "Satisfactory."

The textual reading material provided in the department received commendable feedback, with 85.7% rating it as "Very Good." This indicates a high level of clarity and relevance in the materials used for academic purposes.

Similarly, the relevance of additional source material was well-appreciated, with 85.7% rating it as "Very Good." This underscores the importance of supplementary materials in enriching the learning experience.

The accuracy of the syllabus in representing the content covered in the classroom was positively assessed, with 71.1% rating it as "Very Good" and an additional 14.3% as "Good." A smaller percentage of 14.3% found it "Satisfactory."

The teacher's coverage of the syllabus during class received unanimous acclaim, with 100% rating it as "Very Good." This suggests a highly effective teaching approach that resonates well with the final year students.

Regarding the benefits derived from the course, 57.1% rated them as "Very Good," and an additional 42.9% found them "Good." This indicates that the BA Final Year course has successfully provided substantial educational benefits to the students.

In conclusion, the overwhelmingly positive feedback from parents, students, and teachers for BA Final Year suggests a well-designed curriculum that effectively meets the expectations of stakeholders. The alignment of theoretical knowledge with practical applications, clear and

relevant materials, and exemplary teaching practices collectively contribute to a successful and enriching educational experience in the final year of the BA program.

Feedback Report for MA (Economics)

Feedback Report for MA IV Semester:

The feedback gathered from parents, students, and teachers of the MA Fourth Semester sheds light on various aspects of the course, providing insights into the depth of the content, its coverage, and its applicability to real-life scenarios.

Regarding the depth of the course content, an even distribution emerged with 50% rating it as "Very Good" and the remaining 50% as "Good." This suggests a balanced perception of the depth of knowledge offered in the MA Fourth Semester.

In terms of the extent of coverage of the course content, a significant majority, 66.7%, rated it as "Very Good," indicating a comprehensive approach to covering the required material. The remaining 33.3% found the coverage "Good," emphasizing a positive overall sentiment towards the extent of the curriculum.

The curriculum's applicability to real-life situations in the field of economics received mixed feedback, with 16.7% rating it as "Very Good," 33.3% as "Good," and the rest finding it "Satisfactory." This suggests a need for potential enhancements to bridge the gap between theoretical concepts and practical applications.

The curriculum's contribution to learning in terms of knowledge, concepts, manual skills, analytical abilities, and broadening perspectives was well-regarded by 66.7%, who rated it as "Very Good." An additional 16.7% found it "Good," while 16.7% rated it as "Satisfactory." This positive feedback highlights the overall effectiveness of the curriculum in enhancing diverse aspects of learning.

The clarity and relevance of the textual reading material provided in the department garnered ratings of 16.7% as "Very Good," 50% as "Good," and the remaining percentage as "Satisfactory." While a majority found the materials clear and relevant, there is room for improvement to meet the expectations of all stakeholders.

The relevance of additional source material used was perceived positively by 33.3% as "Very Good" and 50% as "Good." The rest found it "Satisfactory," suggesting that further consideration could be given to the selection and incorporation of supplementary materials. Assessing the accuracy of the syllabus in representing the content covered in the classroom yielded evenly distributed feedback, with 33.3% rating it as "Very Good," another 33.3% as "Good," and the remaining 33.3% as "Satisfactory." This indicates a need for continued efforts to ensure the alignment between the syllabus and the actual content delivered.

The teacher's coverage of the syllabus during class received consistent ratings, with 33.3% each for "Very Good," "Good," and "Satisfactory." While the feedback is evenly distributed, there is an opportunity for further exploration of teaching methodologies that resonate with a broader spectrum of students.

In terms of benefits derived from the course, an equal distribution of 33.3% rated it as "Very Good," "Good," and "Satisfactory." This suggests that while the course is providing benefits, there may be room for refinement to enhance the overall impact on students' academic journey.

In conclusion, the feedback report for MA Fourth Semester indicates areas of strength and areas for improvement. Addressing concerns related to applicability to real-life scenarios and further refining the clarity of reading materials and additional sources can contribute to an even more enriching educational experience. Continuous collaboration between teachers and students will be crucial for ensuring the continued success of the MA program.

Feedback Report for MA III Semester:

The feedback collected from parents, students, and teachers of MA 3rd Semester provides valuable insights into various aspects of the course, offering a comprehensive view of the overall satisfaction and areas for improvement.

The depth of the course content received a balanced response, with 50% rating it as "Very Good" and the remaining 50% as "Good." This suggests a positive perception of the depth of knowledge incorporated into the curriculum, indicating a well-rounded learning experience.

In terms of the extent of coverage of the course content, responses were diverse, with 33.3% rating it as "Very Good," 50% as "Good," and the rest finding it "Satisfactory." While a significant portion is content with the coverage, there is room for improvement to meet the expectations of all stakeholders and ensure a more comprehensive understanding.

The applicability of the curriculum to real-life situations in the field of economics received varying feedback, with 33.3% rating it as "Very Good," 16.7% as "Good," and 50% as "Satisfactory." Addressing this aspect could involve incorporating more practical scenarios to enhance the real-world relevance of the curriculum.

The curriculum's contribution to learning, encompassing knowledge, concepts, manual skills, analytical abilities, and broadening perspectives, was generally well-received, with 66.7% rating it as "Very Good." An additional 16.7% found it "Good," while 16.7% rated it as "Satisfactory." This positive feedback highlights the effectiveness of the curriculum in fostering a comprehensive and enriching learning experience.

The clarity and relevance of the textual reading material provided in the department received a balanced response, with 50% rating it as "Very Good" and the remaining 50% as "Good." While

a significant portion found the materials clear and relevant, continuous efforts can be made to ensure consistency in meeting diverse expectations.

Regarding the relevance of additional source material used, opinions were evenly distributed, with 33.3% each rating it as "Very Good," "Good," and "Satisfactory." This suggests an opportunity for further exploration and diversification of supplementary materials to enhance the overall learning experience.

Assessing the accuracy of the syllabus in representing the content covered in the classroom resulted in a varied response, with 33.3% rating it as "Very Good," 50% as "Good," and 16.7% as "Satisfactory." Ongoing efforts to align the syllabus with the actual content covered can contribute to a more accurate representation.

The teacher's coverage of the syllabus during class received a balanced response, with 50% rating it as "Very Good" and the remaining 50% as "Good." This suggests an effective teaching approach, but continuous collaboration between teachers and students can further enhance the learning experience.

Regarding the benefits derived from the course, opinions were diverse, with 16.7% rating it as "Very Good," 33.3% as "Good," and 50% as "Satisfactory." Understanding and addressing the factors contributing to varied perceptions can lead to targeted improvements in the course's overall impact.

In conclusion, the feedback from MA 3rd Semester stakeholders provides a nuanced understanding of the course's strengths and areas for improvement. Continuous collaboration between students, teachers, and administrators will be crucial in implementing constructive changes and ensuring an even more enriching educational experience for all.

Feedback Report for MA II Semester:

The feedback report from MA 2nd Semester reflects a comprehensive evaluation from students, teachers, and parents, offering valuable insights into various aspects of the academic experience.

The depth of the course content has received significant praise, with an overwhelming 72.7% of respondents rating it as "Very Good." An additional 18.3% found it "Good," showcasing a strong endorsement of the richness and complexity embedded in the curriculum. However, it is noteworthy that a segment expressed dissatisfaction, emphasizing the importance of addressing their concerns for a universally fulfilling educational experience.

In terms of the coverage of course content, the majority, at 81.8%, rated it as "Very Good," indicating an effective and comprehensive approach to delivering the required material. This positive response from the stakeholders aligns with expectations and suggests a well-structured curriculum.

The applicability of the curriculum to real-life situations in the field of economics yielded diverse opinions. While 27.3% rated it as "Very Good" and 45.5% as "Good," a notable 27.3% found it "Satisfactory." Bridging the gap between theory and practical scenarios is an opportunity for improvement to ensure a more universally relevant curriculum.

The curriculum's contribution to learning, encompassing knowledge, concepts, manual skills, analytical abilities, and broadening perspectives, was generally well-received. A significant 36.4% rated it as "Very Good," with an additional 27.3% finding it "Good." However, 36.4% rated it as "Satisfactory," highlighting the need for further exploration to enhance the overall learning experience.

Feedback on the clarity and relevance of the textual reading material was diverse, with 18.2% rating it as "Very Good," 27.3% as "Good," and 45.5% as "Satisfactory." Addressing concerns about clarity and relevance is crucial to ensuring that reading materials effectively support the learning objectives.

The relevance of additional source material used in the department received positive feedback from a majority, with 27.3% rating it as "Very Good" and 54.5% as "Good." However, 18.2% found it "Unsatisfactory," signaling an opportunity for careful selection and refinement of supplementary materials to enhance their overall impact.

Assessing the accuracy of the syllabus in representing the content covered in the classroom yielded varied responses. While 18.2% rated it as "Very Good" and 45.5% as "Good," 27.3% found it "Satisfactory." Ensuring a more precise alignment between the syllabus and the actual content covered can contribute to a more effective learning experience.

The teacher's coverage of the syllabus received varied feedback, with 18.2% rating it as "Very Good," 18.2% as "Good," and the rest finding it "Satisfactory." Collaborative efforts between teachers and students can further enhance the teaching approach and address the diverse learning needs within the classroom.

Regarding the benefits derived from the course, opinions were diverse, with 45.5% rating it as "Very Good," 27.3% as "Good," and another 27.3% as "Satisfactory." Understanding the specific benefits perceived by students can guide future improvements and ensure a positive impact on their academic journey.

In conclusion, the feedback report underscores both strengths and areas for improvement in the MA 2nd Semester curriculum. Addressing concerns, fostering collaboration, and continuously refining the educational approach will contribute to an even more enriching and universally satisfying academic experience for all stakeholders involved.

Feedback Report for MA I Semester:

The comprehensive feedback report from MA 1st Semester encapsulates the perspectives of parents, students, and educators, providing valuable insights into the strengths and areas of improvement within the academic curriculum.

Beginning with the positive aspects, a substantial 63.3% of respondents expressed a high level of satisfaction with the depth of the course content, rating it as "Very Good." This reflects a commendable appreciation for the intricate and comprehensive nature of the curriculum, which lays a strong foundation for a robust academic experience. However, it is essential to acknowledge the 9.1% who found it "Satisfactory" and those who rated it "Unsatisfactory," emphasizing the importance of addressing their concerns to ensure a universally fulfilling learning journey.

Moving on to the extent of coverage of the course content, a majority, precisely 63.6%, rated it as "Very Good." This positive response indicates that the curriculum effectively addresses and covers the requisite material, meeting the expectations of a significant portion of the participants. The additional 27.3% who found it "Good" further reinforces the success in delivering a comprehensive curriculum.

In terms of real-world applicability, opinions were diverse. While 36.4% rated the curriculum's applicability to real-life situations as "Very Good" and an equal percentage as "Good," 27.3% deemed it "Satisfactory." This presents an opportunity to enhance the integration of practical scenarios into the curriculum, fostering a deeper connection between theoretical knowledge and real-world scenarios.

The curriculum's contribution to learning, spanning knowledge, concepts, manual skills, analytical abilities, and broadening perspectives, was predominantly positive. A significant 63.6% rated it as "Good," showcasing a collective acknowledgment of the enriching educational experience. However, the 36.4% who found it "Satisfactory" signals an opportunity to tailor the curriculum to better meet the diverse learning needs of the student body.

Responses concerning the clarity and relevance of textual reading material were diverse, with 36.4% rating it as "Very Good," 27.3% as "Good," and an additional 27.3% as "Satisfactory." Addressing concerns about clarity and relevance is paramount to ensure that reading materials effectively support the learning objectives and cater to the varied learning styles within the student community.

In conclusion, the feedback from MA 1st Semester stakeholders provides a nuanced understanding of the course's strengths and areas for improvement. Acknowledging the positive aspects, addressing concerns, and refining the curriculum collaboratively will contribute to a more enriching and universally satisfying academic experience for all involved.

Name of The Department
Feedback Analysis Report
(Year 2022-23.....)

Feedback for the course '.....B.TECH.....(name of the course)'/ programme...Civil Engineering (Engg. Mechanics).....(name of the programme) collected from student., through Google form (provide link) or feedback form (attach the filled feedback form atleast one from each stakeholder).

Analysis of feedback received from Students :

After analysing the feedback, it can be said that .80.... per cent of students found the course relevant for local needs,..70.....per cent found it updated or adequate. 85.....per cent of the students expressed satisfaction from the learning value imparted through it.70..per cent found it useful for competitive exams.

Some of them suggested changes in the content orNIL....

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Give the analysis of feedback received from Teachers as explained earlier and suggestions provided by them.

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Give the analysis of feedback received from employers/ industrialists as explained earlier and suggestions provided by them.

Analysis of feedback received from alumni:

Give the analysis of feedback received from alumni as explained earlier and suggestions provided by them.

Analysis of feedback received from experts or any other stakeholders :

Give the analysis of feedback received from experts or other stakeholders explained earlier and suggestions provided by them.

Head of the Department