For Information only (Need to remove this row while documentation) - (This format is placed before the Department (This format is placed before the Board of Studies & Action Taken Incorporated in Curriculum & forwarded to the Academic Council for Approval) Academic Committee & the Board of Studies)

| Stakeholders   | No of<br>Respondents | Scale        | Feedback Questions Response (%) |      |      |      |      |     |     |     |     | Suggestions in Feedback   |
|----------------|----------------------|--------------|---------------------------------|------|------|------|------|-----|-----|-----|-----|---|
|                |                      |              | Q1                              | Q2   | Q3   | Q4   | Q5   | Q6  | Q7  | Q8  | Q9  | taken up after DAC  |
| Faculty        | 9                    | Excellent    | 44%                             | 44%  | 33%  | 22%  | 33%  | 33% | 33% | 33% | 33% | Focus should be on training related to pharma industr as well.        |
|                |                      | Very Good    | 33%                             | 33%  | 44%  | 11%  | 44%  | 44% | 44% | 44% | 44% |   |
|                |                      | Good         | 11%                             | 11%  | 11%  | 33%  | 22%  | 22% | 0%  | 22% | 22% |   |
|                |                      | Satisfactory | 11%                             | 11%  | 11%  | 33%  | 0%   | 0%  | 22% | 0%  | 0%  |   |
|                |                      | Not          | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  | 0%  |   |
| Students       | 0                    | Excellent    | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     | More focus can be given on integration of software us for experiments |
|                |                      | Very Good    | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
|                |                      | Good         | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
|                |                      | Satisfactory | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
|                |                      | Not          | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
| Alumni         | 0                    | Excellent    | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     | Focus should be on training related to pharma industr<br>as well.     |
|                |                      | Very Good    | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
|                |                      | Good         | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
|                |                      | Satisfactory | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
|                |                      | Not          | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
| Employers      | 2                    | Excellent    | 50%                             | 0%   | 0%   | 100% | 0%   | 50% | 50% | 50% |     | Integration of technical tools or software can be increased           |
|                |                      | Very Good    | 0%                              | 100% | 50%  | 0%   | 100% | 50% | 0%  | 50% |     |   |
|                |                      | Good         | 50%                             | 0%   | 50%  | 0%   | 0%   | 0%  | 50% | 0%  |     |   |
|                |                      | Satisfactory | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  | -   |   |
|                |                      | Not          | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  | 0%  | 0%  |     |   |
| Academic Peers | 2                    | Excellent    | 0%                              | 0%   | 100% | 0%   | 50%  | 50% |     |     |     | Nil   |
|                |                      | Very Good    | 100%                            | 50%  | 0%   | 100% | 50%  | 0%  |     |     |     |   |
|                |                      | Good         | 0%                              | 50%  | 0%   | 0%   | 0%   | 50% |     |     |     |   |
|                |                      | Satisfactory | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  |     |     |     |   |
|                |                      | Not          | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  |     | 100 |     |   |
| Parents        | 0                    | Excellent    | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  |     |     |     | Nil<br>Sciences &   |
|                |                      | Very Good    | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  |     |     |     |   |
|                |                      | Good         | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  |     |     |     |   |
|                |                      | Satisfactory | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  |     |     |     |   |
|                |                      | Not          | 0%                              | 0%   | 0%   | 0%   | 0%   | 0%  |     |     |     |   |

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Note: Questionnaires on Curriculum Feedback from Stakeholders is attached as Annexure I-A

|   | Feedback Analysis Points |  |
|---|--------------------------|--|
| 1 Focus should be on training related to pharma industry      | as well.                 |  |
| 2 More focus can be given on integration of software use      | e for experiments        |  |
| 3 Focus should be on training related to pharma industry      | as well.                 |  |
| 4 Integration of technical tools or software can be increased | ed                       |  |
| 5 Nil   |                          |  |
| 6 Nil   |                          |  |
| Signature   | Signature                |  |
| Name  | Name                     |  |
| Dean  | HoD                      |  |

OE AM Sessaga