

| Feedback Analysis Report  |   |                 |                                 |      |      |      |             |     |                        |                             |     |   |
|---|---|-----------------|---------------------------------|------|------|------|-------------|-----|------------------------|-----------------------------|-----|---|
| School:   | School of Medical Sciences & Research SMS&R |                 |                                 |      |      |      | Department: |     |                        | Department: Medical Science |     |   |
| Programme Code:   | SMS0702                                     | Programme Name: | M.Sc (Pharmacology)             |      |      |      |             |     | Academic Year: 2022-23 |                             |     |   |
| 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 Respondents                           | Scale           | Feedback Questions Response (%) |      |      |      |             |     |                        |                             |     | Suggestions in Feedback taken up after DAC                            |
|   |   |                 | Q1                              | Q2   | Q3   | Q4   | Q5          | Q6  | Q7                     | Q8                          | Q9  |   |
| Faculty   | 9   | Excellent       | 44%                             | 44%  | 33%  | 22%  | 33%         | 33% | 33%                    | 33%                         | 33% | Focus should be on training related to pharma industry 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%                          | 0%  | More focus can be given on integration of software use for expernents |
|   |   | Very Good       | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  |   |
|   |   | Good            | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  |   |
|   |   | Satisfactory    | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  |   |
|   |   | Not             | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  |   |
| Alumni  | 0   | Excellent       | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  | Focus should be on training related to pharma industry as well.       |
|   |   | Very Good       | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  |   |
|   |   | Good            | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  |   |
|   |   | Satisfactory    | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  | 0%                     | 0%                          | 0%  |   |
|   |   | Not             | 0%                              | 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%                          | 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%  |                        |                             |     |   |
| Parents   | 0   | Excellent       | 0%                              | 0%   | 0%   | 0%   | 0%          | 0%  |                        |                             |     | Nil   |
|   |   | 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%  |                        |                             |     |   |



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 for experiments |  |           |  |
| 3 Focus should be on training related to pharma industry as well.        |  |           |  |
| 4 Integration of technical tools or software can be increased            |  |           |  |
| 5 Nil  |  |           |  |
| 6 Nil  |  |           |  |
| Signature  |  | Signature |  |
| Name   |  | Name      |  |
| Dean   |  | HoD       |  |

