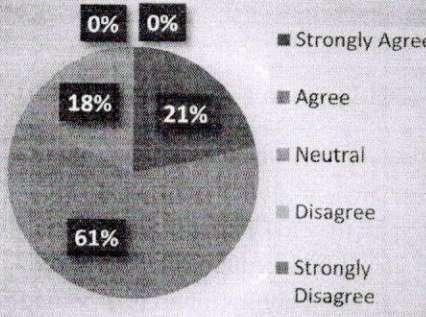
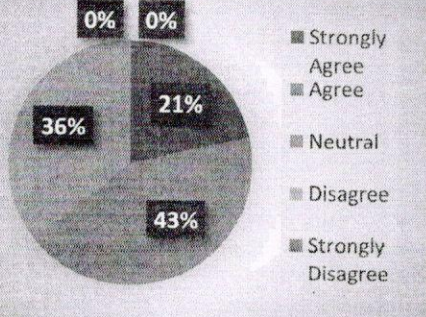
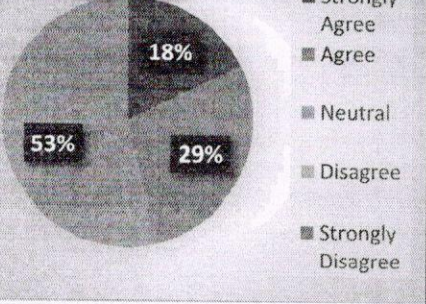


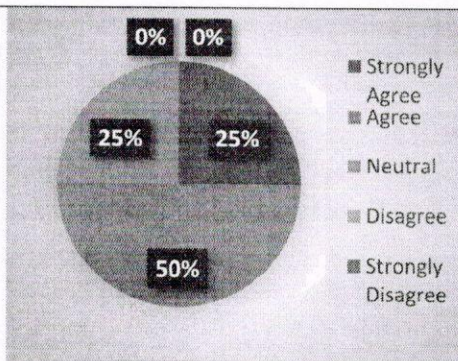
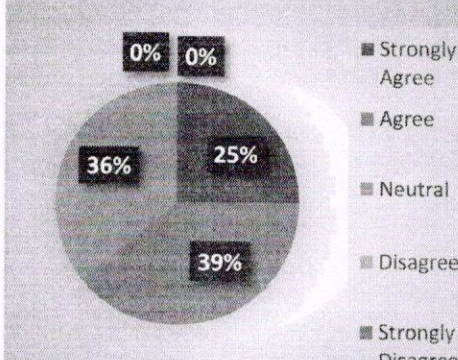
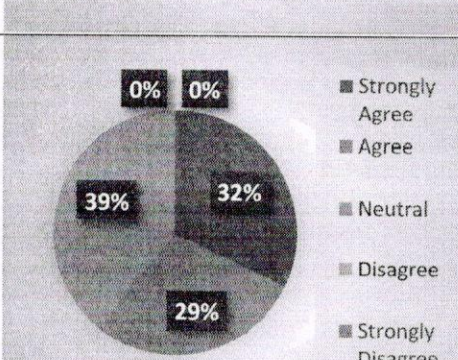
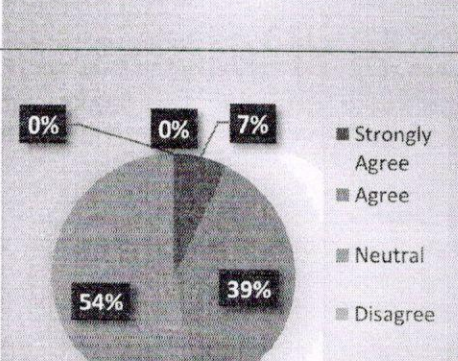
Report On Student Feedback Forms (2022)

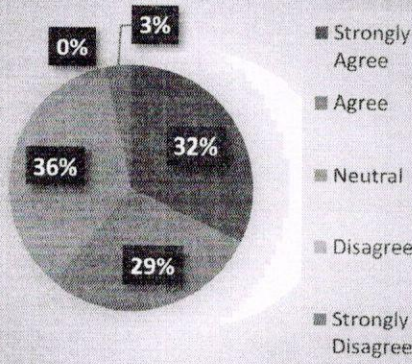
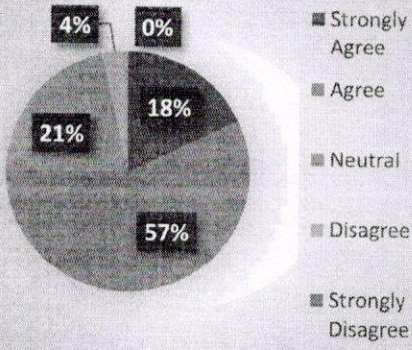
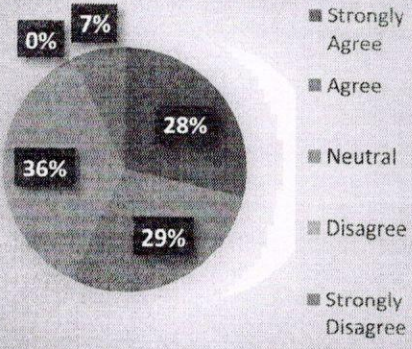
Students from the 3rd semester of the department were invited to provide their feedback on the academic curriculum and related aspects. A total of 28 students participated in this exercise, providing valuable insights that are instrumental in assessing institutional performance across ten critical areas. This feedback serves as a cornerstone for evaluating the institution's progress in alignment with its vision and goals, ultimately contributing to the development of a comprehensive quality index profile for continuous improvement. The feedback form utilized a **five-point Likert scale**, where students rated their experience as follows:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

The responses reflect students' perceptions of institutional performance, helping in strategic decision-making and future enhancements.

S.No.	Question		Observation
Q1	Does the content of the syllabus satisfy the stated objectives and learning outcomes?	 <p>0% 0% 21% 61% 18%</p> <p>Strongly Agree Agree Neutral Disagree Strongly Disagree</p>	The majority of the students agreed that the syllabus content satisfactorily meets the stated objectives and learning outcomes. Approximately 21% of students strongly agreed, while 61% agreed. However, 18% remained neutral, suggesting the need for more practical examples to enhance clarity. No students expressed disagreement or strong disagreement.
Q2	Does the syllabus cover advanced topics?	 <p>0% 0% 21% 43% 36%</p> <p>Strongly Agree Agree Neutral Disagree Strongly Disagree</p>	While many students appreciated the syllabus, a significant number expressed a desire for more advanced topics to be incorporated to keep pace with evolving industry standards. 21% strongly agreed, 43% agreed, while a notable 36% were neutral. No students disagreed or strongly disagreed, indicating partial satisfaction with the current coverage.
Q3	Whether the syllabus enhances your knowledge and skills in the relevant domain?	 <p>0% 0% 18% 53% 29%</p> <p>Strongly Agree Agree Neutral Disagree Strongly Disagree</p>	The syllabus is perceived to be effective in enhancing domain-specific knowledge and skills. 18% of students strongly agreed and 29% agreed, but 54% remained neutral, suggesting the need for more interdisciplinary topics to broaden their understanding. There were no negative responses.

Q4	Is the syllabus effective in developing critical/analytical thinking?	 <p>0% 0% 25% 25% 50%</p> <ul style="list-style-type: none"> Strongly Agree Agree Neutral Disagree Strongly Disagree 	Students emphasized the importance of enhancing analytical thinking skills. 25% strongly agreed and 50% agreed that the syllabus promotes analytical skills to some extent. However, 25% remained neutral, recommending the inclusion of more case studies and problem-solving exercises.
Q5	Are the textbooks and reference materials relevant to the content of the syllabus?	 <p>0% 0% 25% 36% 39%</p> <ul style="list-style-type: none"> Strongly Agree Agree Neutral Disagree Strongly Disagree 	A general consensus indicated that the prescribed textbooks and reference materials are adequate. 25% of students strongly agreed, 39% agreed, and 36% remained neutral. This suggests a need to update the resources to include the latest editions.
Q6	Does the syllabus orient towards higher education?	 <p>0% 0% 32% 29% 39%</p> <ul style="list-style-type: none"> Strongly Agree Agree Neutral Disagree Strongly Disagree 	The syllabus moderately orients students towards higher education, with 32% strongly agreeing and 29% agreeing. However, 39% remained neutral, suggesting the need to include more discussions on research methodologies and postgraduate opportunities.
Q7	Does the syllabus enable the students to apply their knowledge in real-life situations?	 <p>0% 0% 7% 39% 54%</p> <ul style="list-style-type: none"> Strongly Agree Agree Neutral Disagree Strongly Disagree 	Students appreciated the theoretical framework but suggested the need for more industry-relevant projects, internships, and practical sessions. Only 7% strongly agreed, 39% agreed, while a considerable 54% were neutral, indicating a need for improvement in practical application.

Q8	Is employability given weightage in the design and development of the syllabus?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree </p>	The feedback indicated that employability aspects are addressed to some extent, with 32% strongly agreeing and 29% agreeing. However, 36% were neutral and 4% strongly disagreed, highlighting the need for more skill-based courses and career-readiness workshops.
Q9	Does the syllabus promote self-study and attitude of research?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree </p>	Students acknowledged efforts towards promoting self-study, with 18% strongly agreeing and 57% agreeing. However, 21% remained neutral, and 4% disagreed, suggesting a need for structured mentorship and guidance to enhance research orientation.
Q10	Does the syllabus meet your overall expectations?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree </p>	The overall feedback was positive, with 29% strongly agreeing and 29% agreeing that the syllabus meets their expectations. However, 36% remained neutral, and 7% strongly disagreed, indicating areas for improvement such as syllabus updates, practical application, and employability enhancement.

3. Action Taken Report (ATR)

Issue Identified	Action Taken
Syllabus Content and Objectives: Students suggested including more practical examples for better clarity.	Practical examples and case studies have been added to relevant subjects to enhance conceptual clarity and application.
Coverage of Advanced Topics: Need for inclusion of more advanced topics to align with evolving industry standards.	Additional advanced topics and elective courses are being incorporated in the upcoming syllabus revision to ensure industry relevance.
Knowledge and Skill Enhancement: Limited focus on interdisciplinary topics.	More interdisciplinary modules have been introduced, emphasizing cross-domain knowledge integration.

Issue Identified	Action Taken
Development of Analytical Thinking: Students recommended more case studies and problem-solving exercises.	Curriculum has been revised to include additional case studies, problem-solving tasks, and analytical assignments to foster critical thinking.
Relevance of Textbooks and References: Requirement for updated resources.	Latest editions of textbooks and additional reference materials have been recommended for inclusion.
Orientation Towards Higher Education: Students suggested more focus on research methodologies and postgraduate opportunities.	Discussions on research methodologies, higher education prospects, and mentorship programs have been strengthened in the curriculum.
Practical Application of Knowledge: Limited emphasis on industry-relevant projects and internships.	More industry-related projects, internships, and practical sessions have been introduced to enhance real-life applicability.
Employability Enhancement: Need for skill-based courses and workshops to improve career readiness.	Skill-based workshops, career readiness programs, and soft-skill training sessions have been organized to enhance employability.
Promotion of Self-study and Research Attitude: Students recommended structured mentorship and guidance.	Structured mentorship programs and research-oriented activities have been planned to encourage independent learning and research skills.
Overall Satisfaction: General improvement required in syllabus updates, practical application, and employability enhancement.	Continuous review of the syllabus is being ensured to address student needs, with a focus on practical exposure and employability.

Conclusion

The analysis of student feedback for the year 2022 has provided critical insights into areas requiring improvement within the curriculum. The department has taken prompt and appropriate actions to address these concerns, with a particular focus on promoting analytical thinking, broadening interdisciplinary knowledge, and improving employability readiness. The department remains committed to enhancing the quality of education and student satisfaction through structured and systematic improvements.