Parents Name	NARTH RUMAR PRUSTY
Address	7861427 Sty Jajerwas, Rajarao, Ostish
Mobile No.	9861482544
Email	resentrutiongonail. our.
Occupation	Employed
Ward Name	Seelhanku Frust Mob. No 8260 C76815
Class	RTeCl. Div ML

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

Sr. No.	Questions	Rating
1.	Are you happy with the progress of your ward in academics?	4
2.	How do you rate the infrastructural facilities provided by the institute?	3
3.	Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extracurricular (Sports/Cultural/Extension) Activities organized by the institute?	2
4.	Are you satisfied with the Administration of Institute?	2
5.	Are you satisfied with the students' discipline of the Institute?	4
6.	Does your ward/ Institute regularly inform you about her/his performance?	Ч'
7.	Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?	4
8.	Do you feel the course has inculcated social and ethical values in your ward?	3
9.	Rate the quality of education your ward has gained from Institute?	4
10.	How do you rate the overall development of your ward?	4

Any other Suggestions:

Tyo Such

Signature Parent

O

Parents Name	Dik romice Nath.
Address	Capacipur Caraini
Mobile No.	9436313257
Email	bileramiitnouth@gmail.com
Occupation	Employed 11 Mob. No 9283042132
Ward Name	Dos a tile Nach
Class	B- Jech. CC. CD Div y Sent

Rate	the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactor	Rating
r. No.	Questions	
	c ward in academics?	3
1.	Are you happy with the progress of your ward in academics?	
10000	to the infrastructural facilities provided by the institute?	4
2.	Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-	2
3.	Are you happy with the curricular (Add-on Courses / Seminar / Guest restaure)	
٥.		2
4.	Are you satisfied with the Administration of Institute?	
π.	The year and the last state of the Institute?	U
5.	Are you satisfied with the students' discipline of the Institute?	3
	Does your ward/ Institute regularly inform you about her/his performance?	
6.	Does your ward/Institute regularly inform you declared to make your ward capable of Do you feel that Syllabus Contents are adequate to make your ward capable of	2
	Do you feel that Syllabus Contents are adequate to many	
7.		U
8.	analyzing/solving the real life problems:  Do you feel the course has inculcated social and ethical values in your ward?	1
0.	be goined from Institute?	1 4
9.	Rate the quality of education your ward has gained from Institute?	10
	development of your ward?	13
10.	How do you rate the overall development of your ward?	

Everything is good, Dleage ackange Come extr

of Fmerging Technologies,

Parents Name	KAMHL ROU'	Γ
Address		larjo-m.
Mobile No.	9437604022	
Email	10191971@94ae	il. Com ·
Occupation	Bue in s	
Ward Name	Swagan Roud	Mob. No 8280309612
Class	RTECH + 1/4L	Div IV Sem

g aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

Sr. No.	Questions  2 the Institute on Scale 1 to 4 on the basis of following aspects: Excellent. 4 Good. 5 Sainguestions	Rating
1.	Are you happy with the progress of your ward in academics?	3
2.	How do you rate the infrastructural facilities provided by the institute?	4
3.	Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra- curricular (Sports/Cultural/Extension) Activities organized by the institute?	3
4.	Are you satisfied with the Administration of Institute?	2
5.	Are you satisfied with the students' discipline of the Institute?	4
6.	Does your ward/ Institute regularly inform you about her/his performance?	3
7.	Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?	4
8.	Do you feel the course has inculcated social and ethical values in your ward?	3
9.	Rate the quality of education your ward has gained from Institute?	3
10.	How do you rate the overall development of your ward?	3

Any other Suggestions:

excha course colon activities.

Signature Parent

Faculty of Emergina Technologies

Parents Name	Ashich Lunan Parla.
Address	Chardrasher har Duy. Bhubano swon.
Mobile No.	9438382314
Email	Pashishtunion CTS @ gmail com-
Occupation	Selb Omploymed.
Ward Name	Adoil a Managan Paple. Mob. No 8327748968
Class	BTOCK ATIMIL Div 494 Cem.

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

Sr. No.	Questions	Rating
1.	Are you happy with the progress of your ward in academics?	3
2.	How do you rate the infrastructural facilities provided by the institute?	3
3.	Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra- curricular (Sports/Cultural/Extension) Activities organized by the institute?	3
4.	Are you satisfied with the Administration of Institute?	4
5.	Are you satisfied with the students' discipline of the Institute?	4
6.	Does your ward/ Institute regularly inform you about her/his performance?	4
7.	Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?	3
8.	Do you feel the course has inculcated social and ethical values in your ward?	3
9.	Rate the quality of education your ward has gained from Institute?	3
10.	How do you rate the overall development of your ward?	3

Any other Suggestions:

Some mone placement related activities in their binal year

Signature Parent

	Name of the Teacher:  Contact No: <u>955</u>	lease moult a tiel	's' in the an	propriate cei	I TOT '	CTCL		ent.		
	Please mark a tick '\sqrt{'} in the appropriate cell for every statement.  Your responses below are for purpose of evaluation  Your Plant Control of the Agree Section									
	1 – Strongly	2 – Disagree	3 – Neither Disa	Agree nor	4 –	Agre	e			
	Disagree		1			1 1	2	3	4	5
r. No.		Partic	ular		-11	1				
1.	The course objective	delivery of cours	se.	136						
2.	The current content sufficient to bridge t	he gan between S	ocial work an	d academics.				_		
3.	The course is well	organized (e.g. te rriculum).	eaching hours,	the sequence	6 01					
4.	Emphasis on funda good balance between	en theory and app	lication.				/			
5.	Evaluation scheme for providing proper	assessment.								
6.	The course/ syllabut of syllabus and Prace	tical/Experiments	S.							
7.	The syllabus is contransferable skills, cand sustainability, h	ross cutting issue uman rights and s	s, gender equa social security	ality, environ	meni		L			
8.	Current syllabus t	ries to build the ntrepreneurial att	he opportuni itude amongst	ties in term the students	•				<u></u>	1
9.	The books/ reference appropriate.	e materials preso	cribed are rele	evant, updated	d and				1	
10.	The course/syllabu		to update	knowledge	and			-	-	

Signature of Teacher:



	Contact No: 993		Academic Year:		202	2 -	202	3	
		lease mark a tick	'√' in the appropriate cel	l for	every :	statem			
		Your response	s below are for purpose of	f eva	luation			-1 A	~#00
	1 – Strongly Disagree	2 – Disagree	3 – Neither Agree nor Disagree	4 -	- Agree	e :	5– Stro	ongly A	gree
		Partic	Jan		1	2	3	4	5
Vo.	The second objective	Partici	of the current syllabi are w	rell					
l.	defined and clear for	r delivery of cours	e.		1000				
2.	sufficient to bridge t	he gap between S	fulfilling the need of asponial Work and academics.					~	7
3.	The course is well the courses in the cu	organized (e.g. te	eaching hours, the sequence	e of					
4.	Emphasis on funda good balance between	mentals, coverag	e of modern/advanced to lication.	pics,				<u></u>	
5.	Evaluation scheme for providing prope	s designed for ear assessment.	ch of the course are suffi	cient				~	1
6.	of syllabus and Prac	ctical/Experiments	ce between theoretical conds.						
7.	The syllabus is co transferable skills, of and sustainability, l	cross cutting issue	n of the aspects of life s s, gender equality, environ social security.	kills, ment	t			-	
8.	Current syllabus employability and e	tries to build the entrepreneurial att	he opportunities in term itude amongst the students	•				~	
9.	The books/ referen appropriate.	ce materials preso	cribed are relevant, update	d and				~	
10.	The course/syllab perspective in the s	us has enabled ubject area.	to update knowledge	and	d				-
	Please mention any	other suggestions	s:			14 "- 20-			
	•								Α,

Preadipta kuman misuna · Signature of Teacher:



	Teachers' F	eedback on the	Syllabus and its 1 rain	Jaco					
•	Name of the Teache	r: Prognan	anda Panisral	h`					
	Contact No: 960	92454546	Academic Year:						
	]	Dlagge mark a tick	' $$ ' in the appropriate ce	ll for	every	statem	ent.		
Г	Your responses below are for purpose of evaluation								
-	1 – Strongly Disagree	2 – Disagree	3 – Neither Agree nor Disagree	4 -	- Agre	e .		ngij 2.	.6
	Distigration				1	2	3	4	5
r. No.		Partici	ılar	<sub>170</sub> 11					./
1.	The course objective defined and clear for	or delivery of cours	of the current syllabi are ve.		24				
2.	Tilwent conte	at of cyllabus is f	illilling the need of asp	ects,	A.				
	sufficient to bridge the gap between Social Work and academics.  The course is well organized (e.g. teaching hours, the sequence of								10
3.	the coverage in the co	urriculum)							-
4.	Emphasis on fundagood balance between	amentals, coverage	e of modern/advanced to ication.	pics,				<u></u>	
5.	Evaluation scheme for providing prope	es designed for each assessment.	ch of the course are suffic					6	~
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7.	The syllabus is co transferable skills, co	vering inculcation cross cutting issues	of the aspects of life s , gender equality, environ ocial security.	шеш				-	/
8.	Current cullabus 1	tries to build th	e opportunities in term	is of		1.0			<u></u>
9.	The books/ reference	ce materials prescr	ibed are relevant, updated	d and					-
10	appropriate.	is has enabled	to update knowledge	and					
10.	perspective in the su	ibject area.							

Please mention any other suggestions:	
Trease mention and	

Signature of Teacher:

Your responses below are for purpose of the following states of the following		P		Academic Year:	T TOT		l			
1 - Strongly Disagree  Particular  1. The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.  2. The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work and academics.  3. The course is well organized (e.g. teaching hours, the sequence of the courses in the curriculum).  4. Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.  5. Evaluation schemes designed for each of the course are sufficient for providing proper assessment.  6. The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.  7. The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security.  8. Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.  9. The books/ reference materials prescribed are relevant, updated and appropriate.	Γ	Your responses below are for purpose of 4 – Agree 5 – Strongly A								
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defined and clear for derivery of course.  The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work and academics.  The course is well organized (e.g. teaching hours, the sequence of the courses in the curriculum).  Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.  Evaluation schemes designed for each of the course are sufficient for providing proper assessment.  The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.  The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security.  Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.  The books/ reference materials prescribed are relevant, updated and appropriate.		le l	e and outcomes (	of the current syllabi are w	ell				1	
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and sustainability, human rights and social security.  8. Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.  9. The books/ reference materials prescribed are relevant, updated and appropriate.  10. The course/syllabus has enabled to update knowledge and	7.	The syllabus is cove	ering inculcation	gender equality, environ	nent		~	1		
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9. The books/ reference materials prescribed are relevant, updated and appropriate.  10. The course/syllabus has enabled to update knowledge and		and sustainability, hu	man rights and so	opportunities in terms	of		. ,			
9. The books/ reference materials prescribed are relevant, updated and appropriate.  10. The course/syllabus has enabled to update knowledge and	8.	Current syllabus tri	tes to build the	ude amongst the students.						
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10 The course/syllabus has enabled to update knowledge and	9.	The books/ reference	materials preser	ioca are referant, apaarea	1,000,000					
10. The course/syllabus has enabled to update knowledge and perspective in the subject area.		appropriate.	. 11.1	to undate knowledge	and					
perspective in the subject area.	10.	The course/syllabus	has enabled	to update knowledge	und				~	
		perspective in the sub	ject area.						- 40	

Signature of Teacher:

#### Date:

Student's Feedback on the	e Syllabus and its	Transaction	at the	Institution
Student's Reedback on III	e oviiadus anu its	Liansaction	***	

Name of the Stud	lent: <u>Payab</u>	ee Sah	Brance	h: B:Tech-AI/ML
Class & Div:	V.Sem.	89.	Academic Year: 2	122-23
	Your respons	ses below are fo	r purpose of evaluati	on
5 - Excellent	4 - Very Good	3 - Good	2 – Average	1 - Poor
Please respond to	items below by wr	iting 5/4/3/2/1		

Sr. No	Particular	Excellent	Very Good	Good	Average	Poor
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		V			t-
2.	How do you rate the relevance of the units in syllabus significant to the course?	V	•			
3.	How do you rate the electives offered in relation to the Social Work advancements?					
4.	Rate the courses in terms of extra learning or self learning considering the design of the courses?		V		À	
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?	V				
6.	Rate the contents included in the syllabus with reference to professional and higher level learning skills?		V			
	How do you rate the evaluation scheme designed for each of the course?			1		
	How do you rate the sequence of the courses in the curriculum?		~			
I	Rate the satisfaction level of curriculum design as per the requirement of employability / higher earning?	~				
	Now do you rate the books listed as reference naterials are relevant, updated and appropriate?					

Suggestions ( if any):	No Suen.	
–		

Faculty of Emerging Technologies
Sri Sri University, Cuttack, Odisha

Signature of Student

#### Date:

## Student's Feedback on the Syllabus and its Transaction at the Institution

<del>7</del> = -2	ent: <u>DShTk</u>	0.	Branc	h:B: Tech CS 6-C
lass & Div:	Hh Sen		Academic Year:	1022-23
	Your respons	ses below are fo	r purpose of evaluati	on
5 – Excellent	4 - Very Good	3 - Good	2 – Average	1 - Poor
	items below by wr	iting 5/4/3/2/1		

Sr. No	. Particular	Excellent	Very Good	Good	Average	Poor
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	~				- N
2.	How do you rate the relevance of the units in syllabus significant to the course?			V		
3.	How do you rate the electives offered in relation to the Social Work advancements?	レ				
4.	Rate the courses in terms of extra learning or self learning considering the design of the courses?		~			
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?		4-			
	Rate the contents included in the syllabus with reference to professional and higher level learning skills?		V			
	How do you rate the evaluation scheme designed for each of the course?			7		
	How do you rate the sequence of the courses in he curriculum?		V			a
p	Rate the satisfaction level of curriculum design as er the requirement of employability / higher earning?	V		1		
17/07/08	low do you rate the books listed as reference aterials are relevant, updated and appropriate?					

Suggestions ( if any):_	Somp	advance	Susicet	hauto	he
The				- (-3/	

Signature of Student

Name (	ent's Feedback on the Syllabus and			H),		7)(
Class &	EDiv: DV Schm.				23	$\neg$
	Your responses below are for	purpose o	f evaluatio	n	Poor	
	Your responses below are serviced as a Good	2 - Ave	rage	1-	1001	
5-	Excellent $4 - \text{Very Good}$ $3 - \text{Good}$					
Pleas	e respond to items below by writing 5/4/3/2/1				Average	Poor
Sr. No.	Particular	Excellent	Very Good	Good	Average	
1. 110.	that you have					
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected	V				
2.	How do you rate the relevance of the units in					
				V		
3.	How do you rate the electives offered in relative					
4.	Rate the courses in terms of extra learning or self learning considering the design of the					
	n and a support of		1			
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?					
6.	included in the syllabus With	1				
0.	reference to professional and nigher level tearning					
7.	How do you rate the evaluation scheme designed		1			
7.	for each of the course?					_
8.	How do you rate the sequence of the courses in			,		
	the curriculum?	/	7			
9.	Rate the satisfaction level of curriculum design as					
	Rate the satisfaction level of employability / higher per the requirement of employability / higher	SYSEK				
- 1	1					
10	Transport the books listed as reference					
ASSARGE   A	materials are relevant, updated and appropriate?					
	ons (if any): No Nee al	•				_
					1 Su	

Name of the Student: Sankalb Na	Jak: Branch: AT and ML.
Class & Div: Du Sem	Academic Year: 2022-23

	Your respons	es below are fo	r purpose of evaluation	on
- Excellent	4 - Very Good	3 - Good	2 – Average	1 – Poor

Sr. N	o. Particular	Excellent	Very Good	Good	Average	Poor
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	Ť		V		
2.	How do you rate the relevance of the units in syllabus significant to the course?		~			
3.	How do you rate the electives offered in relation to the Social Work advancements?		V			
4.	Rate the courses in terms of extra learning or self learning considering the design of the courses?					190
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?					
	Rate the contents included in the syllabus with reference to professional and higher level learning skills?					
7.	How do you rate the evaluation scheme designed for each of the course?				ş2	
t	How do you rate the sequence of the courses in he curriculum?		1			
p	Rate the satisfaction level of curriculum design as er the requirement of employability / higher earning?					
10. H	ow do you rate the books listed as reference aterials are relevant, updated and appropriate?					-

Suggestions (if any): 100 Dleed.

Faculty of Emerging Technologies Sri Sri University, Cuttack, Odisha

Faculty of Emersity, Cuttacky Sri Sri University, Cuttacky



Date:

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: _, Con	li Manda	Branch: BIECH
Name of the Student:	wy rain	9099-21
Class & Div: TV Ses	nester Acade	mic Year: 2022 - 23
		ose of evaluation
	responses below are for purposed $3 - Good = 2 - 2$	Average 1 – Poor
5 - Excellent 4 - Very G Please respond to items below	3-G00d	
Please respond to nems cere .	CLATE OF ACCOUNT EXPENSIONS	Good Average Poor

NAS OF THE STATE OF	Particular Particular	Excellent	Very	Good	Average	P00.
Sr. No	. Particulai		Good			
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		<b>\</b>			
2.	How do you rate the relevance of the units in	/				
3.	How do you rate the electives offered in relation to the Social Work advancements?					2".
4.	Rate the courses in terms of extra learning or self learning considering the design of the courses?		•	/	1	
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?		✓			
	Rate the contents included in the syllabus with reference to professional and higher level learning skills?	/				
1	How do you rate the evaluation scheme designed for each of the course?					
l ti	How do you rate the sequence of the courses in the curriculum?	/				
p le	tate the satisfaction level of curriculum design as er the requirement of employability / higher earning?	/			1	
0. H	ow do you rate the books listed as reference aterials are relevant, updated and appropriate?		/			

	821 W1=	
Suggestions ( if any):	None	

Your responses below are for ellent 4-Very Good 3-Good spond to items below by writing 5/4/3/2/1  Particular  ate the syllabus of the courses that you have udied in relation to the competencies expected	purpose o 2 – Avei		1-	Poor Average	Pool
spond to items below by writing 5/4/3/2/1  Particular  Particular		Very		Average	Poor
Particular  Particular	Excellent	Very Good	Good	Average	Poor
Particular  "I be of the courses that you have	Excellent	Very Good	Good	Troing	
the courses that you have		Good			
ate the syllabus of the courses that you have		400			
ate the syllabus of the courses that you died in relation to the competencies expected	1132				
indied in relation to the comp					-
	400				
ow do you rate the relevance of the units in					-
					1
ow do you rate the electives offered in relations					+-
· a ' 1 Wark advancements:					
the courses in terms of extra learning of	. ^				
elf learning considering the design of the	V	100000000000000000000000000000000000000		+	+
. i sente of syllablis					
ate the theoretical concepts of a					+
ipported by Fractical Experimental	)				1
ate the contents included in the synabas		`	1		
					+
considerate the evaluation scheme designed		,			
ow do you rate the evaluation					_
of the courses in	n		1		
ow do you rate the sequence of the season					
e curriculum?	S				1
ate the satisfaction level of curricular design	er /		1		
er the requirement of employaemy					
arning?					
ow do you rate the books have an appropriate?					
0 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	the Social Work advancements?  Inter the courses in terms of extra learning or life learning considering the design of the surses?  Inter the theoretical concepts of syllabus proported by Practical/Experiments?  Inter the contents included in the syllabus with ference to professional and higher level learning ills?  Town do you rate the evaluation scheme designed are each of the course?  Town do you rate the sequence of the courses in the syliability of the courses in the syliability of the courses in the syliability of curriculum?	the Social Work advancements?  Interpretation of extra learning or large the courses in terms of extra learning or large the the courses in terms of extra learning or large the theoretical concepts of syllabus proported by Practical/Experiments?  Interpretation the courses of syllabus with ference to professional and higher level learning lills?  Interpretation of the evaluation scheme designed or each of the course?  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Interest the sequence of the courses in the ecurriculum?  Interest the theoretical concepts of syllabus with ference to professional and higher level learning fills?  Interest the contents included in the syllabus with ference to professional and higher level learning fills?  Interest the contents included in the syllabus with ference to professional and higher level learning fills?  Interest the contents included in the syllabus with ference to professional and higher level learning fills?  Interest the contents included in the syllabus with ference to professional and higher level learning fills?  Interest the contents included in the syllabus with ference to professional and higher level learning fills?  Interest the contents included in the syllabus with ference to professional and higher level learning fills?  Interest the contents included in the syllabus with ference to professional and higher level learning fills?  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	lent's Feedback on the Syllabus and	d its Tra	nsaction	at the	Institut	ion
Stuc	of the Student: Austal Web nash	1.	_ mane	72/	<i>7-1</i> —	
	& Div: <u>II Sem</u>	Academic	Year: 20.	22-2	<u> </u>	
_		200.0	f evaluation			
Г	Your responses below are for	purpose o	mode	1-	Poor	
5-	Excellent 4 - Very Good 3 - Good	2 - Ave	rage			
Pleas	se respond to items below by writing 5/4/3/2/1					
Sr. No.	D. C. Lou	Excellent	Very Good	Good	Average	Poor
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		1			
2.	How do you rate the relevance of the units in syllabus significant to the course?					1
3.	How do you rate the electives offered in relation to the Social Work advancements?					
4.	Rate the courses in terms of extra learning or self learning considering the design of the courses?					
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?	V				
6.	Rate the contents included in the syllabus with reference to professional and higher level learning skills?			300 To		
7.	How do you rate the evaluation scheme designed for each of the course?		1			
8.	How do you rate the sequence of the courses in the curriculum?			/		
9.	Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?	/				
10.	How do you rate the books listed as reference materials are relevant, updated and appropriate?					

Suggestions ( if any):\_

#### Date:

Name	dent's Feedback on the Syllabus and of the Student: AND BUSWAL	nd its Tr	Branc	p: RIC	h (d)	tion
	Your responses below are fo	r purpose	of evaluat	ion	<b>-</b>	
-5	Excellent 4 - Very Good 3 - Good	2 - Ave	erage	1-	Poor	
Plea	se respond to items below by writing 5/4/3/2/1			15-1		
Sr. No.	V-	Excellent	Very Good	Good	Average	Poor
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		/			
2.	How do you rate the relevance of the units in syllabus significant to the course?		.00			
3.	How do you rate the electives offered in relation to the Social Work advancements?					
4.	Rate the courses in terms of extra learning or self learning considering the design of the courses?		1			
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?	/				
6.	Rate the contents included in the syllabus with					

materials are	e relevant, updated and appro	priate?		=
Suggestions ( if any	: programin	g papers	need Some	more
Dago Co	ficer.			*

Faculty of Emerging Technologies Sri Sri University, Cuttack, Odisha

reference to professional and higher level learning

How do you rate the evaluation scheme designed

How do you rate the sequence of the courses in

Rate the satisfaction level of curriculum design as per the requirement of employability / higher

10. How do you rate the books listed as reference

for each of the course?

the curriculum?

learning?

7.

8.

9.

			neaction	at the	Instituti	on
Stu	dent's Feedback on the Syllabus and	lits I ra	_Branch;	BJeC	h Dodo	elve
Nam	& Div: 2nd lam		10.75			
	for	nurnose o	f evaluation	1	D	
	Your responses below are for	2 - Ave	rage	1-	Poor	
5-	F 11+ 1 - Very Good 3 - Good					
Plea	se respond to items below by writing 5/4/3/2/1			Good	Average	Poor
Sr. No	Dowinglar	Excellent	Very Good	0000		
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	/				
2.	How do you rate the relevance of the units in	/	1			
3.	How do you rate the electives offered in relation			-		
4.	Rate the courses in terms of extra learning or self learning considering the design of the					
5.	courses?   Rate the theoretical concepts of syllabus supported by Practical/Experiments?		/			
6.	Rate the contents included in the syllabus with reference to professional and higher level learning skills?					
7.	How do you rate the evaluation scheme designed for each of the course?					
8.	How do you rate the sequence of the courses in the curriculum?	and the state of t				1
9.	Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?	S				
10.	How do you rate the books listed as reference materials are relevant, updated and appropriate?					
	ons (if any): Not Drougeno					_

Faculty of Emerging Technologies Sri Sri University, Cuttack, Odisha

Signature of Student

Date:

		Academic	V			
-	Your responses below are					
	- Excellent $  4 - \text{Very Good}   3 - \text{Good}  $ ase respond to items below by writing $5/4/3/2/3$	2 - Ave	rage	1-	Poor	$\rightarrow$
Sr. N	T at ticular	Excellent	Very Good	Good	Average	Poor
1.	Rate the syllabus of the courses that you has studied in relation to the competencies expect out of the course?	ted /				
2.	How do you rate the relevance of the units in syllabus significant to the course?	/				
3.	How do you rate the electives offered in relate to the Social Work advancements?	tion	1			
4.	Rate the courses in terms of extra learning self learning considering the design of the courses?	or				
5.	Rate the theoretical concepts of sylla supported by Practical/Experiments?	bus	~			
6.	Rate the contents included in the syllabus vereference to professional and higher level learn skills?	vith ning				
7.	How do you rate the evaluation scheme desig for each of the course?	ned	~			
	How do you rate the sequence of the courses the curriculum?	s in		,		
	Rate the satisfaction level of curriculum design per the requirement of employability / hig learning?					
	How do you rate the books listed as reference materials are relevant, updated and appropriate	?	/			

Student's Feedback on the Syllabus and its Transaction at the Institution

	dent's Feedback on the Syllabus an of the Student: ACYAY VATS		Branch:	B. Tee	h. Al/a	L
Class	& Div: 2nd Sfm	Academic	Year: 20	22-8	- <u>3</u>	
	Your responses below are for	r purpose o	f evaluation	1	Dean	
10,1919	Excellent 4 - Very Good 3 - Good	2 – Ave	rage	1	Poor	-
Plea	se respond to items below by writing 5/4/3/2/1					
Sr. No	. Particular	Excellent	Very Good	Good	Average	Poo
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	>				
2.	How do you rate the relevance of the units in syllabus significant to the course?	<i>S</i> .				
3.	How do you rate the electives offered in relation to the Social Work advancements?					
4.	Rate the courses in terms of extra learning or self learning considering the design of the courses?		11			
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?	>				
6.	Rate the contents included in the syllabus with reference to professional and higher level learning skills?					
7.	How do you rate the evaluation scheme designed for each of the course?					
	How do you rate the sequence of the courses in the curriculum?					
2	Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?					
	How do you rate the books listed as reference materials are relevant, updated and appropriate?					
gestio	ns (if any): The cytlaha od	esigned	as pen	the	nud	_
				Anx	gnature of	_
	Al Math.			Si	gnature of	Stı



Date:-

### <u>Feedback Action Taken Report</u> <u>Academic Year 2022-23</u>

Sr.No Stakeholder . 1. Student 2. Student		older Suggestions Given/ Issue	Action Taken
		Suggested for some skill building courses	II MOU signed with Eduskill for skill building courses
		The IT Workshop for CSE students needs its own dedicated lab.	THE CONTROL OF THE PROPERTY OF
3	Student	To schedule some professional lectures by domain experts.	*
4.	Student/ Faculty	Please make the library's electronic materials accessible from remote location.	There is e-resource remote
5.	Student/ Faculty	It is advisable to support teaching and learning with ICT.	To start, faculty members were
6.	Parent	Boost the frequency of specific labs.	The practical/lab slots are increased in the time table
7.	Parent	More classes are required for the subjects are little top for the students.	Extra classes are conducted.

**IQAC** Coordinator



### FACULTY/ TEACHERS' FEEDBACK ANALYSIS REPORT 2022-23

Sr. No.	Questions	Number of response	Number of Positive Response	% of Response
1	The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.	6	6	
2	The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work and academics.	6	6	100
3	The course is well organized (e.g. teaching hours, the sequence of the courses in the curriculum).	6	6	100
4	Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.	6	6	100
5	Evaluation schemes designed for each of the course are sufficient for providing proper assessment.	6	6	100
	The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.	6	6	100
e	The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security.	6	6	100
er	and appropriate the students of approximation and entrepreneurial attitude amongst the students	6	6	100
ap	propriate.	6	6	100
Th   per	e course/syllabus has enabled to update knowledge and spective in the subject area.	6	6	100



	VSIS	REPORT	2022-23	
No.		Number of response	Number of Positive Response	% of Response
	Samual in academics?	60	54	90
١,	The son happy with the progress of your ward in academics?  Thus the son rate the infrastructural facilities provided by the institute?	60	56	93
2.	The true happy with the curricular (Add-on Courses / Seminar / Guest	60	57	95
	The try which with the Administration of Institute?	60	59	98
4.	The new manifest with the students' discipline of the Institute?	60	54	90
8	The new many bastisuse regularly inform you about her/his	60	51	85
,	Now the Shabus Contents are adequate to make your ward	60	53	88
1	The the speed has inculcated social and ethical values in your	60	58	96
1	New the quality of education your ward has gained from Institute?	60	57	95
a h	AW 18 16 we we execut development of your ward?	60	54	90



### STUDENT FEEDBACK ANALYSIS REPORT 2022-23

	Sr. Questions No.		Number of Positive Response	% of Response
1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		54	90
2.	TTo constitution of the control of t		56	93
3.	TT 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		57	95
4.	4. Rate the courses in terms of extra learning or self learning considering the design of the courses?		54	90
5.	Rate the theoretical concepts of syllabus supported by Practical/Experiments?		59	98
6.	Rate the contents included in the syllabus with reference to professional and higher level learning skills?		58	96
7.	How do you rate the evaluation scheme designed for each of the course?		54	90
.	How do you rate the sequence of the courses in the curriculum?	60	56	93
	Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?	60	57	95
	How do you rate the books listed as reference materials are relevant, updated and appropriate?		58	96



Date:25/06/2022

### Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Dr.RAJIB LOCHAN GIRI

Contact No: 7008365897

Academic Year: 2022-2023(SEM-1)

		s below are for purpose o		tement.
1 – Strongly Disagree	2 – Disagree	3 – Neither Agree nor Disagree	4 – Agree	5- Strongly Agree

Sr. No.	Particular	1	2	3	4	5
1	The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.				<u></u>	
2	The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work and academics.					_
3	The course is well organized (e.g. teaching hours, the sequence of the courses in the curriculum).				_	
4 Emphasis on fundamentals, coverage of modern/advance topics, good balance between theory and application.						_
5	Evaluation schemes designed for each of the course are sufficient for providing proper assessment.				-	
6	The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.				L	
7	The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security.					-
Current syllabus tries to build the opportunities in employability and entrepreneurial attitude amos students.					L	+
	The books/ reference materials prescribed are relevant, updated and appropriate.				-	-
)	The course/syllabus has enabled to update knowledge and perspective in the subject area.					L

Please mention any other suggestions:	

Signature of Teacher:

Rajb Lochem to -



Date:25/06/2022

### Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Dr.Bidu Bhusan Jena

Contact No:

Academic Year: 2022-2023(SEM-1)

		es below are for purpose of		
1 – Strongly	2 – Disagree	3 – Neither Agree nor	4 – Agree	5- Strongly Agree

Sr. No.	Particular	1	2	3	4	5
1	The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.				L	
2	The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work and academics.					~
3	The course is well organized (e.g. teaching hours, the sequence of the courses in the curriculum).				V	
4	Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.	1				-
5	Evaluation schemes designed for each of the course are sufficient for providing proper assessment.					~
6	The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.				レ	
7	The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security.				L	
8	Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.					V
9	The books/ reference materials prescribed are relevant, updated and appropriate.				し	
10	The course/syllabus has enabled to update knowledge and perspective in the subject area.				レ	

se mention any other suggestions: _		

ignature of Teacher:

Dr. Bidy Bhusanjener.



Date:25/06/2022

# Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Dr. Bikash Chinhara

Academic Year: 2022-2023(SEM-1)

Please mark a tick ' $\sqrt{}$ ' in the appropriate cell for every statement. Contact No:

	Your response	s below are for purpose of	4 – Agree	5- Strongly Agree
1 – Strongly Disagree	2 – Disagree	3 – Neither Agree nor Disagree	4 - Agree	The second secon

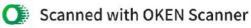
Sr. No.	Particular	1	2	3	4	5
1	The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.				~	1
2	The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work and academics.				~	
3	The course is well organized (e.g. teaching hours, the sequence of the courses in the curriculum).					v
4	Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.				~	
5	Evaluation schemes designed for each of the course are sufficient for providing proper assessment.					-
6	The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.				~	
7	The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security.	1			V	
8	Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.	f			1	
9	The books/ reference materials prescribed are relevant updated and appropriate.	t,				
10	The course/syllabus has enabled to update knowledge an perspective in the subject area.	d				4

Please mention any other suggestions:		

Signature of Teacher:

Do. Bikash chinheera.







### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

Parents Name	JAI PRAKASH JI SUTHAR				
Address	VISHVA KARMA COLONY, NAWAUR, RAJASTHAN				
Mobile No.	1000 9413927121				
Email	Jaiprakash 4 @ gmail. com				
Occupation	BUST NESSMAN				
Ward Name	Deepak Suthar Mob. No 9613926750				
Class	BSc physics (Hons) 37! Div				
	= U -t A Cood: 2 Satistactory: Z				

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory

Poor: 1		Rating
Sr. No.	Questions	
1.	Are you happy with the progress of your ward in academics?	43
2.	How do you rate the infrastructural facilities provided by the institute?	4
3.	Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) 8 extra-curricular (Sports/Cultural/Extension) Activities organized by the institute?	3_
1.	Are you satisfied with the Administration of Institute?	4
ì.,	Are you satisfied with the students' discipline of the Institute?	y
	Does your ward/ Institute regularly inform you about her/his performance?	3
	Do you feel that Syllabus Contents are adequate to make your ward capable of	<b>ચ</b>
	Do you feel the course has inculcated social and ethical values in your ward?	2
F	Rate the quality of education your ward has gained from Institute?	上
).	low do you rate the overall development of your ward?	d

Any other Suggestions:

Signature Parent



### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

Parents Name	JAI PRAKASH JI SUTHAR
Address	VISH VA KARMA COLONY, NAWAUR, RAJASTHAN
Mobile No.	BURG 9413927121
Email	Jaiprakash 4 @ gmail. com
Occupation	BUST NESSMAN
Vard Name	Deepak Suthar Mob. No 9619916750
lass	BSc physics (Hons) 3rd Div

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2

Poor: 1 Sr. No.		Rating
1.	Are you happy with the progress of your ward in academics?	43
2.	How do you rate the infrastructural facilities provided by the institute?	43
3.	Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-curricular (Sports/Cultural/Extension) Activities organized by the institute?	.3_
	Are you satisfied with the Administration of Institute?	Ч
6	Are you satisfied with the students' discipline of the Institute?	4
	Does your ward/ Institute regularly inform you about her/his performance?	.3
	Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?	<b>ચ</b>
	To you feel the course has inculcated social and ethical values in your ward?	2
R	ate the quality of education your ward has gained from Institute?	上
Н	ow do you rate the overall development of your ward?	q

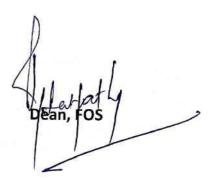
Any other Suggestions:

gnature Parent



#### STUDENT FEEDBACK ANALYSIS REPORT 2022-23

Sr. No.		Questions	Number of response	Number of Positive Response	% of Response
	1.	Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	60	54	90
	2.	How do you rate the relevance of the units in syllabus significant to the course?	60	56	93
3	3.	How do you rate the electives offered in relation to the Social W advancements?	60	57	95
4.	.	Rate the courses in terms of extra learning or self learning considering the design of the courses?	60	54	90
5.		Rate the theoretical concepts of syllabus supported by Practical/Experiments?	60	58	96
6.		Rate the contents included in the syllabus with reference to professional and higher level learning skills?	60	58	96
7.			60	54	90
8.	He	ow do you rate the sequence of the courses in the curriculum?	60	56	93
9.	Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?		60	57	95
0.	How do you rate the books listed as reference materials are relevant, updated and appropriate?		60	58	96





PARENT FEEDBACK ANALYSIS REPORT 2022-23

Si No	)	Number of response	Number of Positive Response	% of Response
1.	Are you happy with the progress of your ward in academics?	60	55	90
2.	How do you rate the infrastructural facilities provided by the institute?	60	57	95
3.	Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-curricular (Sports/Cultural/Extension) Activities organized by the institute?	60	57	95
4.	Are you satisfied with the Administration of Institute?	60	59	98
5.	Are you satisfied with the students' discipline of the Institute?	60	54	90
6. p	Does your ward/ Institute regularly inform you about her/his erformance?	60	54	90
7. ca	o you feel that Syllabus Contents are adequate to make your ward apable of analyzing/solving the real life problems?	60	53	88
	you feel the course has inculcated social and ethical values in your ard?	60	58	96
. Ra	te the quality of education your ward has gained from Institute?	60	57	95
. Ho	w do you rate the overall development of your ward?	60	54	90





### FACULTY/ TEACHERS' FEEDBACK ANALYSIS REPORT 2022-23

Sr. No.	Questions	Number of response	Number of Positive Response	% of Response
1	The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.	6	6	100
2	The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work and academics.	6	6	100
3	The course is well organized (e.g. teaching hours, the sequence of the courses in the curriculum).	6	6	100
4 .	Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.	6	6	100
5	Evaluation schemes designed for each of the course are sufficient for providing proper assessment.	6	6	100
i	The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.	6	6	100
	The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security.	6	6	100
6	Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.	6	6	100
a	The books/ reference materials prescribed are relevant, updated and ppropriate.	6	6	100
T po	the course/syllabus has enabled to update knowledge and erspective in the subject area.	6	6	100





Date: -30.08.22

### Teachers' Feedback on the Syllabus and its Transaction at the Institution

		Your response	s below are for purpose of		T e 610	onaly	Agree	
1- D	Strongly isagree	2 - Disagree	3 - Neither Agree nor Disagree		5- 50	ongry		
Sr. No.			Particular	7	2	3	4	3
1.	defined and o	bjectives and outco	omes of the current syllab course.				1	5
2.	cufficient to	bridge the can bell	een Social Workand acade	cities.			V	
3.	The course is well organized (e.g. teaching hours, the sequence of			-				
4.	Emphasis on good balance	fundamentals, co between theory and	verage of modern/advanced application				/	_
5	Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.					/		
6.	The course/	syllabus has g	ood balance between I					
7.	The syllabus transferable s	is covering incul- kills, cross culting	cation of the aspects of issues, gender equality, en and social security	V HOIMICH			/	
8.	Current sylla	abus tries to bui	ld the opportunities in all attitude amongst the stud	Jents.				~
9	The books/	reference materials	s prescribed are relevant	. прависа				<u> </u>
10.	The course/s	syllabus has ena n the subject area.	bled to update knowle	edge and				V

Please mention any other suggestions.

- For social Aspect of syllabors to be improved.

- For social Aspect of syllabors to be improved.

- many Evaluation scheme must be papelifree.

~~~



Signature of Feachene

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Striegge and Research Hospiral

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Date: 20/03/2012

# Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: DR JAYDEEP KUMAR CANU Contact No: 8740329760

Academic Year: Please mark a tick 'v' in the appropriate cell for every statement.

Your responses below are for purpose of evaluation

| 1       | N.                            | Tour response                           | rs below are for purpose o                              | f evaluation            |             |       |
|---------|-------------------------------|-----------------------------------------|---------------------------------------------------------|-------------------------|-------------|-------|
| - 1     | Strongly<br>Disagree          | 2 - Disagree                            | 3 - Neither Agree nor<br>Disagree                       | 4 - Agree               | 5- Strongly | Agree |
| Sr. No. | -                             |                                         |                                                         |                         |             |       |
| 1       | The course of                 | bjectives and outcolear for delivery of | Particular omes of the current syllabi                  | are well                | . 2 3       | 4 . 5 |
|         | The current                   | content of syllabi                      | is is fulfilling the need o<br>een Social Workand acade | f aspects.              |             | /     |
| 3       | the courses i                 | is well organized (on thecurriculum).   | e g teaching hours, the se                              | quence of               |             | V     |
| 4       | Emphasis or good balance      | n fundamentals, co<br>between theory an | verage of modern/advance<br>d application.              | ed topics.              |             | V     |
| 5       | Evaluationse<br>providing pro | hemesdesigned for oper assessment       | each of the course are suff                             | licient for             |             | V     |
| 0       | conceptsol sy                 | llabus and Practica                     | ood balance between the Experiments.                    |                         |             | V     |
| 7.      | The syllabus transferable s   | is covering incul-                      | cation of the aspects of lissues, gender equality, env  | ife skills.<br>ironment |             | V     |
| 8.      | Current syll:                 | abus tries to but                       | d the opportunities in attitude amongst the stud        | terms of                |             | V     |
| 0)      | The books<br>andappropriate   | reference materials<br>te.              | prescribed are relevant,                                | updated                 |             | V     |
| 10      | The course:<br>perspective in | syllabus has ena<br>i the subject area. | bled to update knowled                                  | dge and                 |             | V     |

Please mention any other suggestions.

- Please provide a pladform for students to recess
e content like, journals, digital books et.







Date: 30'8'22

### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name<br>Address<br>Mobile No.<br>Email | Dn. Ulina Panida<br>Plot No. 4D/1173 CDA,<br>9437091678 | Cultack Sevon-lo      |
|------------------------------------------------|---------------------------------------------------------|-----------------------|
| Occupation                                     | Doctore                                                 |                       |
| Ward Name<br>Class                             | Soumyashnee Adhek                                       | Mob. No 7327882241    |
| Ciass                                          | B.A.m.s                                                 | Div 1st priofessional |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent:4 Good:3 Satisfactory: 2 Poor:1

| r. No. | Questions                                                                                                                                                                   | Rating |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.     | Are you happy with the progress of your ward in academics?                                                                                                                  | 2,     |
| 2.     | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 14     |
| 3      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 4      |
| 4.     | Are you satisfied with the Administration of Institute?                                                                                                                     | 4      |
| 5      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 3      |
| 6.     | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | u      |
| 7.     | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 82     |
| 8.     | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.     | Rate the quality of education your ward has gained from Institute?                                                                                                          | 2      |
| 10.    | How do you rate the overall development of your ward?                                                                                                                       | 1      |

Any other Suggestions:

Signature of Parent

Signature



Date: 1//1/2011

### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | ANCERNI RUMAP SING        | 1       |            |
|--------------|---------------------------|---------|------------|
| Address      | PAINA BILIAR              |         |            |
| Mobile No.   | 9431817865                |         |            |
| Emnil        | mercy toprantal grant com |         |            |
| Occupation   | Host . Scientist (ICAR)   |         |            |
| Ward Name    | ANJOU TONYA               | Mob. No | 8107651163 |
| Class        | BAMS (IN ROLL)            | Div     |            |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

| Sr. No. | Questions                                                                                                                                                                   | Rating |  |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--|
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  |        |  |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | u      |  |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | Y'     |  |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 4      |  |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 4      |  |
| 6,      | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 4      |  |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real-life problems?                                                      | ÿ      |  |
| 8.      | Do you feel the course has inculeated social and ethical values in your ward?                                                                                               | 5      |  |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 4      |  |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | u      |  |

Any other Suggestions:

Signature of Paren

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Date: 95 (0317015

### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | 1-4              |                       |
|--------------|------------------|-----------------------|
| Address      | Biswaset         |                       |
| Mobile No.   | RO NO. EA-14 ON  | 16 colony unit-8 BBSR |
| Email        | 8895826577       | U.                    |
| Occupation   | bisagit. omc @gm | ail·com               |
| Card Name    | Gout Service     |                       |
| Class        | K. R. Santoshini | Moh. No 889582B577    |
| (1033        | BAMS             | Dis 1st Prolectional  |

Rate the Institute on Scale 1 to 4 on the basis of following aspects:

Excellent:4 Good:3 Satisfactory: 2 Poor:1

| Sr. No. | Questions                                                                                                                                                                   |   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1       | Are you happy with the progress of your ward in academics?                                                                                                                  | 2 |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 3 |
| 3       | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 3 |
| +       | Are you satisfied with the Administration of Institute?                                                                                                                     | 3 |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 3 |
| 6       | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 3 |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 3 |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 4 |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 3 |
| 10_     | How do you rate the overall development of your ward?                                                                                                                       | 3 |

Any other Suggestions:



Signature & Parent

Signature & Signat



Date: 30/12/2/2

#### PARENT LLI DBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | Ashok Kumare 1            | Walantu.  |            |
|--------------|---------------------------|-----------|------------|
| Address      |                           |           |            |
| Mobile No.   | Balasone, o               | disha -   |            |
| Fmail        | 4432143314                | × 2 22.1. | (*ACC)     |
| Occupation   | Mashokoo64 @<br>Bussiness | y groan.  |            |
| Ward Name    | Anhita Mohanty            | Mob. No   | 9078504657 |
| Class        | Game 1st Post             | Div       |            |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

|         |                                                                                            | Rating |
|---------|--------------------------------------------------------------------------------------------|--------|
| Sr. No. | Questions                                                                                  |        |
| 1.      | Are you happy with the progress of your ward in academics?                                 | 4      |
| 2.      | Have do you gate the infrastructural facilities provided by the institute?                 | 3      |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra- | 4      |
| 4.      | Are you satisfied with the Administration of Institute?                                    | 4_     |
| 5.      | Are you satisfied with the students' discipline of the Institute?                          | 5      |
| ó.      | Does your ward. Institute regularly inform you about her/his performance?                  | 9      |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of               | 4      |
| 8.      | Do you feel the course has inculcated social and ethical values in your wards              | 5_     |
| 9,      | Rate the quality of education your ward has gained from Institute?                         | 4      |
| 10.     | How do you rate the overall development of your ward?                                      | 3      |

Any other Suggestions:



Signature of Parent

Marie males



Date: 20/07/2022

# PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name Address | MAHABHAV PRAKASH<br>DI4, LABOUR COLONY, | MAHAPATEA UNIT-3, BHUBANEEWAQ -757001 |
|----------------------|-----------------------------------------|---------------------------------------|
| Mobile No.<br>Email  | 7008709617<br>mp mahapatra @ smoot      |                                       |
| Occupation           | BUISNEPS                                | Mob. No 7377592956                    |
| Ward Name<br>Class   | TANISHI MAHAPATRA<br>BAMS 1st Prof.     | Div                                   |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

|         | a.4 Good:5 Satisfactory. 2 1 oor 1                                                                                                                                          | Rating |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Sr. No. | Questions                                                                                                                                                                   | 0      |
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 1.      | Are you happy with the progress of your ware in the institute?                                                                                                              | 2      |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   |        |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | _4_    |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 4      |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 4      |
|         | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 3      |
| 6.      | Does your ward institute regularly fillowing you does not be make your ward capable of                                                                                      | 0      |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real-life problems?                                                      | 3      |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 4      |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 4      |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | 3      |

Any other Suggestions:



Signature of Parent

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ROT SEC MRH 1691/14/2019003

Date 03/17/2421

#### STUDENT FEEDBACK ANALYSIS REPORT 2021-222

| Sr.<br>No | Questions                                                                                                          | Number of response | Number of<br>Positive<br>Response | % of<br>Response |
|-----------|--------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------|------------------|
| 1         | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? | 41                 | 40                                | 97 6             |
| 2         | How do you rate the relevance of the units in Syllabus significant to the course?                                  | 41                 | 39                                | 95               |
| 3         | How do you rate the electives offered in relation to the Social advancements?                                      | 41                 | 38                                | 92 7             |
| 4         | Rate the courses in terms of extra learning or self learning considering the design of the courses?                | 41                 | 40                                | 97 6             |
| 5         | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      | 41                 | 40                                | 97.6             |
| 0         | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        | 41                 | 39                                | 95               |
| 7         | How do you rate the evaluation scheme designed for each of the course?                                             | 41                 | 38                                | 92.7             |
| 8         | How do you rate the sequence of the courses in the curriculum?                                                     | 41                 | 40                                | 97 6             |
| 9         | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        | 41                 | 40                                | 97 6             |
| 10.       | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     | 41                 | 39                                | 95               |



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Ref SSCASRH/1QA(/202/202)

Date 01/07/2011

#### PARENT FEEDBACK ANALYSIS REPORT 2021-22

| Sr.<br>No. | Questions                                                                                                                                                               | Number of response | Number of<br>Positive<br>Response | % of Response |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------|---------------|
| ı          | Are you happy with the progress of your ward in academics?                                                                                                              | 10                 | 9                                 | 90            |
| 2          | How do you rate the infrastructural facilities provided by the institute?                                                                                               | 10                 | 9                                 | 90            |
| 3          | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-curricular (Sports/Cultural/Extension) Activities organized by the institute? | 10                 | 8                                 | 80            |
| 4          | Are you satisfied with the Administration of Institute?                                                                                                                 | 10                 | 10                                | 90            |
| 5.         | Are you satisfied with the students' discipline of the Institute?                                                                                                       | 10                 | 9                                 | 90            |
| 6.         | Do your ward/ Institute regularly inform you about her/his performance?                                                                                                 | 10                 | 10                                | 100           |
| 7.         | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                  | 10                 | 9                                 | 90            |
| 8.         | Do you feel the course has inculcated social and ethical values in your ward?                                                                                           | 10                 | 10                                | 90            |
| 9.         | Rate the quality of education your ward has gained from Institute?                                                                                                      | 10                 | 10                                | 100           |
| 10.        | How do you rate the overall development of your ward?                                                                                                                   | 10                 | 9                                 | 90            |







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# FACULTY FEEDBACK ANALYSIS REPORT 2021-22

| Sr.<br>No. | Questions                                                                                                                                                                        | Number<br>of<br>response | Number<br>of<br>positive<br>Response | % of<br>Response |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------|------------------|
| 1          | The course objectives and outcomes of the current syllabi                                                                                                                        | 22                       | 22                                   | 100              |
| 2          | The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work                                                              | 22                       | 21                                   | 95 45            |
| 3          | and academics. The course is well organized (e.g. teaching hours, the                                                                                                            | 22                       | 22                                   | 100              |
| 4          | Emphasis on fundamentals, coverage of modern/advanced                                                                                                                            | 22                       | 22                                   | 100              |
|            | topics, good balance between theory and application.  Evaluation schemes designed for each of the course are                                                                     | 22                       | 22                                   | 100              |
| 5          | sufficient for providing proper assessment.                                                                                                                                      | 22                       | 21                                   | 95.45            |
| 6          | The course/ syllabus have good balance between theoretical concepts of syllabus and Practical/Experiments.                                                                       | 22                       | 22                                   |                  |
| 7          | The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and | 22                       | Henry                                | 100              |
| 8          | Social security  Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the                                            | 22                       | 21                                   | 95 45            |
| ,,,        | Language Foundation                                                                                                                                                              | 22                       | 21                                   | 95.45            |
| 9          | The books/ reference materials prescribed are relevant.  updated and appropriate.  The course/syllabus has enabled to update knowledge and                                       | 22                       | 22                                   | 100              |
| 10         | perspective in the subject area.                                                                                                                                                 |                          |                                      | 1                |





ROT SECASOH/1940 1.4.1/201/2022

Date 02/00 / 2022

#### Feedback Action Taken Report Academic Year 2021-22

| Sr.No | Stakeholder         | Suggestion Given/Issue                                     | Action Taken                                                             |
|-------|---------------------|------------------------------------------------------------|--------------------------------------------------------------------------|
| Ì.    | Student             | Opportunities must be provided for dissection              | Action in relation to arrangement of Cadavers have been taken            |
| 2.    | Student             | More focus should be given on practical aspects.           | Efforts have been made to meet the requirements of the students          |
| 3.    | Student             | To arrange expert Lecture by Academic expert.              | Expert Lectures were organized and documents are maintained accordingly. |
| 4.    | Student/<br>Faculty | Please provide remote access to e-resources of Library     | Remote Access to e-resources has been provided on Institute website.     |
| 5.    | Parent              | Facility to pay fees into installments is required.        | Facility is already in existence                                         |
| 6.    | Parent              | Need extra classes for difficult subjects.                 | Concerned staff members are instructed and Extra classes are conducted.  |
| 7.    | Parent              | Arrangement should be made to purchase books in the campus | Efforts in this regard are going on.                                     |







Date: 30/08/2000

#### Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Ankita Neuma

Branch: BAMS

Academic Year: 3001-20

| 5 - Excellent   | 4 - Very Good        | ) Cond         | r purpose of evaluation | 1 - Poor |
|-----------------|----------------------|----------------|-------------------------|----------|
|                 | 4 - Very Good        | 3 -Good        | 2 - Average             | 1 1001   |
| lease respond i | o items below by wri | time 5/1/3/2/1 |                         |          |

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good     | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|----------|---------|------|
| 1       | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course" | /         |              |          |         |      |
| 2,      | How do you rate the relevance of the units in syllabus significant to the course?                                  | /         |              |          |         |      |
| 3       | How do you rate the electives offered in relation to the Social Work advancements?                                 | /         |              |          |         |      |
| 4       | Rate the courses in terms of extra learning or self-learning considering the design of the courses?                |           | /            |          |         |      |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments'                                      | /         |              |          |         |      |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           |              |          |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           | /            |          |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     | ~         |              | <b> </b> |         |      |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        | /         |              |          |         |      |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           | /            |          |         |      |

Suggestions (if any):







Date: 30/3/2022

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: TANISHI MAHAPATPA Class:

Branch: RAMS

Academic Year: 2021-22

Your responses below are for purpose of evaluation 1 - Poor 2 - Average 3-Good 5 - Excellent 4 - Very Good Please respond to items below by writing 5/4/3/2/1

| Sr. | No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|-----|-----|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
|     | 1   | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course. | 1         |              |      |         |      |
|     | 2   | How do you rate the relevance of the units in syllabus significant to the course?                                  | V         |              | +    |         | _    |
|     | 3   | How do you rate the electives offered in relation to the Social Work advancements?                                 | /         |              |      |         |      |
|     | 4.  | Rate the courses in terms of extra learning or self-learning considering the design of the                         | *         | <b>/</b>     |      |         |      |
|     | 5.  | Rate the theoretical concepts of syllabus supported by Practical/Experiments'                                      | V         | - 1000       |      |         |      |
|     | 6   | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        | V         |              |      |         |      |
|     | 7   | How do you rate the evaluation scheme designed for each of the course?                                             |           | /            |      |         |      |
|     | 8   | How do you rate the sequence of the courses in the curriculum?                                                     |           |              |      |         |      |
|     | 9   | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        | /         |              |      |         |      |
|     | 10. | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           | V            |      |         |      |

Suggestions (if any):



Manielu Mechaparoa. Signature of Student DEAN Approvedic Evisue uni vestare Heading Selection of season from the Watther A. w.



Date: 30 / 03 / 23

### Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: A stimule Parigrati

Branch: BAMS

Academic Year: 2001-3022

Your responses below are for purpose of evaluation

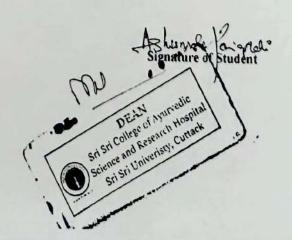
5 - Excellent | 4 - Very Good | 3 - Good | 2 - Average | 1 - Poor |

Please respond to items below by writing 5/4/3/2/1

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
| 1       | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           | /            |      |         |      |
| 2       | How do you rate the relevance of the units in syllabus significant to the course?                                  | ~         |              |      |         |      |
| 3       | How do you rate the electives offered in relation to the Social Work advancements?                                 |           |              |      |         |      |
| 4       | Rate the courses in terms of extra learning or self learning considering the design of the courses?                |           |              |      |         |      |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      | /         |              |      |         |      |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        | /         |              |      |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           |              |      |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     | ~         |              |      |         |      |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        | ~         |              |      |         |      |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           | -            |      |         |      |

Suggestions (if any):







Date: 30 8 22

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Shubham Bohma Class: 1 st Parol

Branch: 3AMS Academic Year: 9021-22

Your responses below are for purpose of evaluation

5 - Excellent | 4 - Very Good | 3 - Good | 2 - Average |

Please respond to items below by writing 5/4/3/2/1

| er. No. | Particular                                                                                                         | Excellent | Very<br>Good | . (,000      | Average | - |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|--------------|---------|---|
| 1       | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? | /         |              |              |         |   |
| 2,      | How do you rate the relevance of the units in syllabus significant to the course?                                  |           | /            | <del> </del> |         |   |
| 3       | How do you rate the electives offered in relation to the Social Work advancements?                                 | <u>/</u>  |              |              |         |   |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the                         | /         |              |              |         |   |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      | /         |              |              |         |   |
| 6,      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           | /            |              |         |   |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           |              |              |         |   |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     | V         |              |              |         |   |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        |           |              |              |         |   |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           |              |              |         |   |

Suggestions (if any):



Signature of Swifer

Signature of Swifer

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Date: 30/08/22

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Shovanjan Banerajee
Class: 1st Prosectional

Branch: BAMS Academic Year: 2021-22

Your responses below are for purpose of evaluation

5 - Excellent | 4 - Very Good | 3 - Good | 2 - Average |

Please respond to items below by writing 5/4/3/2/1

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average |   |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|---|
| 1.      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? | /         |              |      |         |   |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  | /         |              |      |         |   |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 |           |              | -    |         |   |
| 4.      | Rate the courses in terms of extra learning or self-learning considering the design of the                         |           |              | +    |         |   |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           |              |      |         |   |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           |              |      |         |   |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           |              |      |         | - |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     |           |              |      |         |   |
| 9       | Rate the satisfaction level of curriculum design as per the requirement of employability / higher                  |           |              |      |         |   |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           |              |      |         |   |

Suggestions (if any):



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Signature of Student

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Science and Research Corrack

Science and Research Corrack



1 Strongly

# SRESRECOLLEGE OF AYURVEDIC SCIENCE AND RESEARCH HOSPITAL SRESREUNIVERSITY

Date: 40 69 1811

5 Strongly Agree

4 Agree

#### Teachers' Feedback on the Syllabus and its Transaction at the Institution

3 Neither Agree nor

Name of the Leacher: fresh (b.) ("a horper ) - (ml)

Contact No: - 9249572732.

Please mark a tick "I in the appropriate cell for every statement.

Your responses below are for purpose of evaluation

2 Disagree

| U       | Disagree Disagree                                                                                                                                                                              |          |   |     |   |     |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|-----|---|-----|
| Sr. No. | Particular                                                                                                                                                                                     | 1        | 2 | 3   | 4 | 4   |
| 1       | The course objectives and outcomes of the current willabit are well defined and clear for delivery of course                                                                                   |          |   |     | 1 |     |
| 2       | The current content of syllabus is fulfilling the need of aspect-<br>sufficient to bridge the gap between Social Workand academics                                                             |          |   |     | ~ |     |
| 3       | The course is well organized (e.g. teaching hours, the sequence of the courses in (hecurriculum)                                                                                               | 1        |   |     | 1 |     |
| 4       | Emphasis on fundamentals, coverage of modern/advanced topic good balance between theory and application                                                                                        |          |   | -11 | 7 | 401 |
| 5       | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                                                                               | i -      |   | V   | - | -   |
| 6.      | The course/ syllabus has good balance between theoretical conceptsof syllabus and Practical/Experiments                                                                                        | <u> </u> | - | -   | 1 |     |
| 7       | The syllabus is covering inculcation of the aspects of life skills transferable skills, cross cutting issues, gender equality environmentand sustainability, human rights and social security. |          |   |     | 7 |     |
| 8       | Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students                                                                  | i -      | ~ | ~   | - |     |
| 9.      | The books/ reference materials prescribed are relevant, updated and appropriate.                                                                                                               | ď -      |   |     | V | _   |
| 10      | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                                                       | d        | - |     | - | 4   |

Please mention any other suggestions



Signature of Teacher:



Date: 30 8 2022

# Teachers' Feedback on the Syllabus and its Transaction at the Institution

| -       |                                              | Your response                                                          | s below are for purpose o                                                    | f evaluation | tement. |             |
|---------|----------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------|---------|-------------|
|         | Strongly<br>Disagree                         | 2 – Disagree                                                           | 3 – Neither Agree nor<br>Disagree                                            | 4 - Agree    | 5– Str  | ongly Agree |
| Sr. No. |                                              |                                                                        |                                                                              |              |         |             |
| 1       | The course of                                | bjectives and outco                                                    | articular omes of the current syllabit course.                               | are well     | 2       | 3 4         |
| 2       | The current of                               | content of syllabu                                                     | s is fulfilling the need o<br>een Social Workand acader                      | f aspects.   | 1       | V           |
| 3.      | The course is                                | well organized (e<br>thecurriculum).                                   | e.g. teaching hours, the sec                                                 | quence of    |         | 1           |
| 4.      | Emphasis on                                  | fundamentals, co-<br>between theory and                                | erage of modern/advance                                                      | d topics.    |         | V           |
| 5,      | Evaluationsch<br>providing proj              | emesdesigned for per assessment.                                       | each of the course are suff                                                  | icient for   |         | ν           |
| 6.      | The course/<br>conceptsof syl                | syllabus has go<br>labus and Practical                                 | ood balance between the                                                      | eoretical    |         | V           |
| 7.      | The syllabus transferable sk and sustainabil | is covering inculor<br>tills, cross cutting it<br>lity, human rights a | ation of the aspects of linessues, gender equality, environd social security | ironment     |         | V           |
| 8.      | Current syllal employability                 | bus tries to build<br>and entrepreneuria                               | d the opportunities in to                                                    | nis          |         | V.          |
| 9.      | andappropriate                               | eference materials                                                     | prescribed are relevant.                                                     | updated      |         | 1/          |
| 10.     | The course/sy                                | labus has enab                                                         | led to update knowled                                                        | ge and       |         | 1           |

Please mention any other suggestions

the Coverage of modern of advance topic is good bor student to understant the application's

forment bor there buture com.

Sri Sri College of Sri Councer Sri Sri College of Sri Councer Sri University Connects while his distant is



Date: 30. 8. 22

# Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Dr. Harrish chandres Girri Contact No: 6370925058 Academic

Academic Year: 2022-23

|                          | Please mark a tick | ·√ in the appropriate ce  | ll for every sta |                   |
|--------------------------|--------------------|---------------------------|------------------|-------------------|
| 1. 0                     | tour response      | s below are for purpose o | fevaluation      |                   |
| 1 - Strongly<br>Disagree | 2 - Disagree       | 3 -Neither Agree nor      | 4 – Agree        | 5- Strongly Agree |

| 0       | Disagree                                                                                                                                                                                          | - |   | - |   |         |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---------|
| Sr. No. | Particular                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5       |
| 1       | The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.                                                                                      |   |   |   |   | ~       |
| 2.      | The current content of syllabus is fulfilling the need of aspects. sufficient to bridge the gap between Social Workand academics.                                                                 |   |   |   | 1 |         |
| 3,      | The course is well organized (e.g. teaching hours, the sequence of the courses in thecurriculum)                                                                                                  |   |   |   |   | V       |
| 4       | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                                                                        |   |   |   |   | レ       |
| 5,      | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                                                                                  |   |   |   | V |         |
| 6,      | The course/ syllabus has good balance between theoretical conceptsof syllabus and Practical/Experiments.                                                                                          |   |   |   |   | <u></u> |
| 7.      | The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security. |   |   |   |   | /       |
| 8       | Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.                                                                    |   |   |   |   |         |
| 9.      | The books/ reference materials prescribed are relevant, updated andappropriate.                                                                                                                   |   |   |   | , | /       |
| 10.     | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                                                          |   |   |   |   | 7       |

Please mention any other suggestions

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Parrent feed Backs Date: 20 5 23

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | mmgit                               |
|--------------|-------------------------------------|
| Address      | B-NO PEA-14 SMC Colony Unit -8 Poss |
| Mobile No.   | 8891826577                          |
| Email        | bornit on Co grant Con              |
| Occupation   | Govi Semile                         |
| Ward Name    | 6 R. Sunpolly 22 Mob. No 8895826577 |
| Class        | BANAS Div 270 ports. Bonas          |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

| Sr. No. | Questions                                                                                                                                                                   | Rating |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  | 2      |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 2_     |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 4      |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 3      |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 4      |
| 6.      | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 01     |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 3      |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 2      |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | )      |

Any other Suggestions:

Sri Sri College of Ayuntedic Science and Research Kospital Science and Research Currack



Date: 3/10/23

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | Alekamaya Paniez                      | a hi               |
|--------------|---------------------------------------|--------------------|
| Address      | Alekamaya Panigor<br>Jeypore, Kosaput | Odieba             |
| Mobile No.   | 7008553927                            | ) Carrier          |
| Email        | alok panigoahi 1241                   | Damail: (om        |
| Occupation   | Principal                             |                    |
| Ward Name    |                                       | Mob. No 7751062470 |
| Class        | Ankil-Panigrahi<br>BAMS 1st year      | Div                |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent:4 Good:3 Satisfactory: 2 Poor:1

| Sr. No. | Questions                                                                                                                                                                   | Rating |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 3      |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 3      |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 4      |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 3      |
| 6.      | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | :3     |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 4      |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 3      |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | 3      |

Any other Suggestions:

Sri Sri College of Ayurvedic Science and Resented Hospital Science and Resented Curtack Aklowan



Date: 28 4 23

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | Dr. Wiling Do mide                                       |
|--------------|----------------------------------------------------------|
| Address      | plotina parida<br>plotino. 4011173 CDA, Cuthek Sector-10 |
| Mobile No.   | 9437091678                                               |
| Email        |                                                          |
| Occupation   | Doctor                                                   |
| Ward Name    | Soumvastice Adhet Mob. No 732788224                      |
| Class        | BAMS Div 2nd prob. BAMS                                  |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

| r. No. | Questions                                                                                                                                                                   | Rating |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.     | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 2.     | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 3      |
| 3.     | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 3      |
| 4.     | Are you satisfied with the Administration of Institute?                                                                                                                     | 3      |
| 5.     | Are you satisfied with the students' discipline of the Institute?                                                                                                           | U      |
| 6.     | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 4      |
| 7.     | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 2      |
| 8.     | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.     | Rate the quality of education your ward has gained from Institute?                                                                                                          | 2      |
| 10.    | How do you rate the overall development of your ward?                                                                                                                       |        |

Any other Suggestions:

DEAN Ayurvedic

Sri Sri College of Ayurvedic

Sri Sri Ri Univeristy, Curtack

Science and Research Hospital



Date: 29/6/23

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | Mr. Nirmal Nathani                                |  |  |  |  |
|--------------|---------------------------------------------------|--|--|--|--|
| Address      | Vishal Heights, Mahamaya Vihar, Bilas pur (C. C.) |  |  |  |  |
| Mobile No.   | 7828070227                                        |  |  |  |  |
| Email        | nathaniairmal SID gmail.com                       |  |  |  |  |
| Occupation   | Business                                          |  |  |  |  |
| Ward Name    | Talonvi Nathani Mob. No 78987031785               |  |  |  |  |
| Class        | BAMS 1st year Div                                 |  |  |  |  |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

| Sr. No. | Questions                                                                                                                                                                   | Rating |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  | 4      |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 4      |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 4      |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 3      |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 3      |
| 6.      | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 4      |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 3      |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 4      |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | 3      |

Any other Suggestions:

Sri Sri College of Ayunvedic Hospital
Science and Research Contract
Science Sri Sri University, Contract
Signature



|              | Date: 1574/23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PA           | RENT FEEDBACK FOR CURRICULUM AND INSTITUTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| -            | The state of the s |
| Parents Name | Draleen ku. Singl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Address      | Data Bihar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Mobile No.   | 9431872865                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Email        | 10)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Occupation   | ICAR (Mart. Screnger)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Ward Name    | Aniali Tan ya Mob. No 8/0265/263                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Class        | RAMS Div 2N BAND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent:4 Good:3 Satisfactory: 2 Poor:1

| Sr. No. | Questions                                                                                                                                                                   | Rating |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 2      |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 2      |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 3      |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | A      |
| 6.      | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 3      |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 2      |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 3      |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | 1      |

Any other Suggestions:

Seigne and Research Protestal Serve and Research Hospital



Teacher feedbar Date: 23/9/23

#### Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher:

Dr. Santilate Acharga

7849008259 Contact No:

Academic Year: 2nd poot. B. + M.S.

Please mark a tick 'v' in the appropriate cell for every statement. Your responses below are for purpose of evaluation 5-Strongly Agree 1 - Strongly 2 - Disagree 3 -Neither Agree nor 4 - Agree Disagree Disagree

| Sr. No. | Particular                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.      | The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.                                                                                      |   |   |   | V |   |
| 2.      | The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Workand academics.                                                                 |   |   |   | ~ |   |
| 3.      | The course is well organized (e.g. teaching hours, the sequence of the courses in thecurriculum).                                                                                                 |   |   |   | V |   |
| 4.      | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                                                                        |   |   |   | ~ |   |
| 5.      | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                                                                                  |   |   |   |   | L |
| 6.      | The course/ syllabus has good balance between theoretical conceptsof syllabus and Practical/Experiments.                                                                                          |   |   |   |   | ~ |
| 7.      | The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security. |   |   |   | ~ |   |
| 8.      | Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.                                                                    |   |   |   | V |   |
| 9.      | The books/ reference materials prescribed are relevant, updated and appropriate.                                                                                                                  |   |   |   |   | - |
| 10.     | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                                                          |   |   |   |   | _ |

Please mention any other suggestions:

Signature of

Sti Sti College of Ayurvedic Science and Research Hospital sence and nessearch nostner Sri Sri Univeristy: Cutack



Date: 23/09/2023

# Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Dr. Jaydeep kuman Sahu. Academic Year: 12-23

Contact No: 8770329760

Please mark a tick 'v' in the appropriate cell for every statement. Your responses below are for purpose of evaluation 5-Strongly Agree 4 - Agree 3 -Neither Agree nor 2 - Disagree 1 - Strongly Disagree Disagree

|         |                                                                                                                                            | 1 | 2 | 3        | 4 | 5 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------|---|---|
| Sr. No. | Particular                                                                                                                                 |   |   |          | 1 |   |
| 1.      | The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.                               |   |   |          | V |   |
| 2.      | The current content of syllabus is fulfilling the need of aspects,                                                                         |   |   | <b>V</b> |   |   |
| 3.      | The course is well organized (e.g. teaching nours, the sequence of                                                                         |   |   |          |   | 1 |
| 4.      | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                 |   |   |          | V |   |
| 5.      | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                           |   |   |          | 7 |   |
| 6.      | The course/ syllabus has good balance between theoretical                                                                                  |   |   |          | / |   |
| 7.      | The syllabus is covering inculcation of the aspects of the skills, transferable skills, cross cutting issues, gender equality, environment |   |   | V        |   |   |
| 8.      | Current syllabus tries to build the opportunities in terms of                                                                              |   |   |          | V |   |
| 9.      | The books/ reference materials prescribed are relevant, updated                                                                            |   |   |          | / |   |
| 10.     | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                   |   |   |          | / |   |

- Please take the feedback one more time after completing a patch of teaching, where we can actually give exact figure after assessing the student aptitude towards

Signature of Teacher:

Sri Sri College of Ayurvedic Science and Rosenrch Hospital St. St. Outoek



Date: 23 9 23

# Teachers' Feedback on the Syllabus and its Transaction at the Institution

|         |                                                                                                                                                                                                                                                   | Your response      | s below are for purpose o                               | f evaluation         | 1 |         |      |       |   |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------|----------------------|---|---------|------|-------|---|
|         | - Strongly<br>Disagree                                                                                                                                                                                                                            | 2 – Disagree       | 3 -Neither Agree nor<br>Disagree                        | 4 – Agre             | e | 5- Stre | ngly | Agree |   |
| Sr. No. |                                                                                                                                                                                                                                                   | P                  | articular                                               |                      | 1 | 2       | 3    | 4     | 5 |
| 1.      | The course of defined and cl                                                                                                                                                                                                                      |                    | omes of the current syllabi                             | i are well           |   |         |      | ~     |   |
| 2.      | The current of sufficient to be                                                                                                                                                                                                                   | content of syllabu | s is fulfilling the need of<br>een Social Workand acade | of aspects,<br>mics. |   |         |      | V     |   |
| 3.      | The course is                                                                                                                                                                                                                                     |                    | e.g. teaching hours, the se                             |                      |   |         |      | V     |   |
| 4.      | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                                                                                                                        |                    |                                                         |                      |   |         |      | ~     |   |
| 5.      | Evaluationscho<br>providing prop                                                                                                                                                                                                                  |                    | each of the course are suf                              | ficient for          |   |         |      | V     |   |
| 6.      |                                                                                                                                                                                                                                                   |                    | ood balance between the /Experiments.                   | heoretical           |   |         |      | V     |   |
| 7.      | conceptsof syllabus and Practical/Experiments.  The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security. |                    |                                                         |                      |   |         |      |       |   |
| 8.      |                                                                                                                                                                                                                                                   |                    | the opportunities in attitude amongst the stud          |                      |   |         |      | ~     |   |
| 9.      | andappropriate.                                                                                                                                                                                                                                   |                    | prescribed are relevant,                                |                      |   |         |      | /     |   |
| 10.     | The course/sy perspective in the                                                                                                                                                                                                                  |                    | led to update knowle                                    | dge and              |   |         |      |       |   |

Please mention any other suggestions:

Signature of Teacher: Solant Rout)
(So Ramakenin Rout)





Date: 23/9/2023

|         |                                                                   | Your response                                                   | '√' in the appropriate ce<br>s below are for purpose o                      | f evaluation                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |       |             |         |
|---------|-------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|-------------|---------|
|         | Strongly isagree                                                  | 2 – Disagree                                                    | 3 –Neither Agree nor<br>Disagree                                            | 4 – Agre                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5– Stro | ongly | Agree       |         |
| Sr. No. |                                                                   |                                                                 | Particular                                                                  |                                                                | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2       | 3     | 4           | 1       |
| 1.      | defined and c                                                     | ojectives and outco                                             | omes of the current syllab f course.                                        |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       |             |         |
| 2.      | The current sufficient to b                                       | content of syllaboridge the gap betw                            | us is fulfilling the need oveen Social Workand acade                        | of aspects,<br>emics.                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       |             |         |
| 3.      | The course is                                                     | well organized ( thecurriculum).                                | e.g. teaching hours, the se                                                 | equence of                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       |             |         |
| 4.      | Emphasis on good balance                                          | fundamentals, co<br>between theory ar                           |                                                                             |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       |             |         |
| 5.      | providing pro                                                     | per assessment.                                                 | each of the course are su                                                   |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | /       |       |             |         |
| 6.      | concepts of sy                                                    | Ilabus and Practica                                             | good balance between al/Experiments.                                        |                                                                | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |       |             | -       |
| 7.      | The syllabus<br>transferable s                                    | is covering incu<br>kills, cross cutting<br>ility, human rights | leation of the aspects of issues, gender equality, end and social security. | nvironment                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       |             | ~       |
| 8.      | Current sylla                                                     | abus tries to bu<br>and entrepreneur                            | ild the opportunities in<br>ial attitude amongst the stu                    | idents.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       | /           |         |
| 9.      | The books/andappropria                                            | reference materia<br>te.                                        | ls prescribed are relevan                                                   | nt, updated                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       | /           | 1       |
| 10.     | The course/                                                       | syllabus has en<br>the subject area.                            | abled to update know                                                        | ledge and                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       |             |         |
| es de   | Syllabus  Coell  Syllabus  Coell  Syler II  Shuck  re of Teacher: | ment                                                            | ye Shastra & ioned but suined sun ltte obet                                 | Present Ayur<br>DE AN Ayur<br>DE AN Ayur<br>Sri Sri Universite | Leo Constitution of the Co | of I    | Le de | egl<br>segr | na labe |



Date: 23 - 9 - 23

### Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher:  $2\pi$ . Harden chandred Giri Contact No: 6370925058

Academic Year: 2023-24

Please mark a tick 'J' in the appropriate cell for every statement.

|                          | Your responses below are for purpose of evaluation |                                  |           |                   |  |  |
|--------------------------|----------------------------------------------------|----------------------------------|-----------|-------------------|--|--|
| 1 – Strongly<br>Disagree | 2 – Disagree                                       | 3 -Neither Agree nor<br>Disagree | 4 – Agree | 5- Strongly Agree |  |  |

| Sr. No. | Particular                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.      | The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.                                                                                      |   |   |   |   | ~ |
| 2.      | The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Workand academics.                                                                 |   |   |   |   | ~ |
| 3.      | The course is well organized (e.g. teaching hours, the sequence of the courses in thecurriculum).                                                                                                 |   |   |   | ~ |   |
| 4.      | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                                                                        |   |   |   |   | ~ |
| 5.      | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                                                                                  |   |   |   |   | / |
| 6.      | The course/ syllabus has good balance between theoretical conceptsof syllabus and Practical/Experiments.                                                                                          |   |   |   |   | V |
| 7.      | The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security. |   |   |   |   |   |
| 8.      | Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.                                                                    |   |   |   |   | ~ |
| 9.      | The books/ reference materials prescribed are relevant, updated andappropriate.                                                                                                                   |   |   |   |   | ~ |
| 10.     | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                                                          |   |   |   |   | ~ |

Please mention any other suggestions:

Sri Sri College of Ayurvedic Sri Sri College of Ayurvedic Science and Research Hospital Science and Research Hospital



Date: 22.09.23

### Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Dr. Satyacundar Hajira

Academic Year: 2021-22 Contact No: 9178580831 iate cell for every statement.

|                       | Please mark a tick | s below are for purpose o        | f evaluation | temena            |
|-----------------------|--------------------|----------------------------------|--------------|-------------------|
| 1 - Strongly Disagree | 2 – Disagree       | 3 -Neither Agree nor<br>Disagree | 4 – Agree    | 5- Strongly Agree |

|         |                                                                                                                                                                                                   | 1 | 2 | 3 | 4        | 5 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|----------|---|
| Sr. No. | Particular                                                                                                                                                                                        |   | - |   |          |   |
| 1.      | The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.                                                                                      |   |   |   | <b>/</b> |   |
| 2.      | The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Workand academics.                                                                 |   |   |   |          | ~ |
| 3.      | The course is well organized (e.g. teaching hours, the sequence of                                                                                                                                |   |   |   | ~        |   |
| 4.      | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                                                                        |   |   |   |          | V |
| 5.      | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                                                                                  |   |   |   | V        |   |
| 6.      | The course/ syllabus has good balance between theoretical conceptsof syllabus and Practical/Experiments.                                                                                          |   |   |   | V        |   |
| 7.      | The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security. |   |   |   |          | 5 |
| 8.      | Creent syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.                                                                     |   |   |   |          | 5 |
| 9.      | The books/ reference materials prescribed are relevant, updated as appropriate.                                                                                                                   |   |   |   | V        |   |
| 10.     | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                                                          |   |   |   |          | V |

Please men n any other suggestions:

Signature of Teacher:





Date: 28/9/23

### Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Dr Debasish Das Afhickary

Academic Year: 2021-22 Contact No: 7978964794.

Please mark a tick '√' in the appropriate cell for every statement. Your responses below are for purpose of evaluation 5-Strongly Agree 4 - Agree 3 -Neither Agree nor 1 - Strongly 2 - Disagree Disagree Disagree

|         |                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Sr. No. | Particular                                                                                                                                                             | _ | _ |   |   | / |
| 1.      | The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.                                                           |   |   |   |   | V |
| 2.      | The current content of syllabus is fulfilling the need of aspects,                                                                                                     |   |   |   |   | V |
| 3.      | The course is well organized (e.g. teaching hours, the sequence of                                                                                                     |   |   | V |   |   |
| 4.      | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                                             |   |   |   |   | V |
| 5.      | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                                                       |   |   |   |   | V |
| 6.      | The course/ syllabus has good balance between theoretical                                                                                                              |   |   |   |   | V |
| 7.      | The syllabus is covering inculcation of the aspects of file skills, transferable skills, cross cutting issues, gender equality, environment and systematical security. |   |   |   |   | ~ |
| 8.      | Current syllabus tries to build the opportunities in terms of                                                                                                          |   |   |   |   | V |
| 9.      | The books/ reference materials prescribed are relevant, updated                                                                                                        |   |   |   |   | ~ |
| 10.     | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                               |   |   |   |   | V |

Please mention any other suggestions:

Signature of Teacher:

Sri Sri College of Ayurvedic Sr Sri College of Authority, Curack
Science and Research Curack
Science and Research Curack



Date: 23 /29/23

# To hers' Feedback on the Syllabus and its Transaction at the Institution

|       |           | Your response                                                                                   | $4 \cdot \sqrt{3}$ in the appropriate cess below are for purpose of |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1 - 0                     | trongly | Agree   |  |
|-------|-----------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------|---------|--|
| 1-5   | gly       | 2 – Disagree                                                                                    | 3 –Neither Agree nor<br>Disagree                                    | 4 – Agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5-8                       | trongry | ng      |  |
| Dis   | ee        |                                                                                                 | Disagree                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1 2                       | 3       | 4       |  |
| No.   |           |                                                                                                 | Particular                                                          | - 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 2                       | +-      |         |  |
| 1. 1  | course    | bjectives and outc                                                                              | omes of the current syllab                                          | i are well                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |         | -       |  |
| C     | and and o | clear for delivery of                                                                           | course.                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           | -       |         |  |
| 2.    | current   | content of syllabi                                                                              | is is fulfilling the need of                                        | of aspects,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |         | -       |  |
| 54    |           | Luidea the gan betu                                                                             | reen Social Wolkand acces                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         | 1, _    |  |
| 3.    | course i  | is well organized (                                                                             | e.g. teaching hours, the se                                         | Adresses of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |         |         |  |
| 1     | ourses in | n thecurriculum).                                                                               | overage of modern/advance                                           | ed topics,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |         |         |  |
| 4.    | hasis of  | between theory ar                                                                               | d application.                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         |         |  |
| 1     | Oatanee   | between theely and                                                                              | each of the course are suf                                          | fficient for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |         | 1       |  |
| 5.    | ntionsc   | oper assessment.                                                                                | Cacil of the course                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         |         |  |
| - 1   | mig pro   | oper assessment                                                                                 | rood balance between                                                | theoretical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |         |         |  |
| 6.    |           | course/ syllabus has good balance between theoretical ptsof syllabus and Practical/Experiments. |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         |         |  |
| 7.    | 11 1      | "I le is according inculcation of the aspects of the skills,                                    |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         |         |  |
| /-    | Carable s | skills cross cutting                                                                            | issues, gender equality, on                                         | vironment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | - 1                       |         | 1       |  |
|       | 1         | :114. human righte                                                                              | and social security.                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         |         |  |
| 8.    | 11        | abus tries to but                                                                               | id the opportunities in                                             | dents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           |         | 1       |  |
|       | yability  | y and entrepreneuri                                                                             | al attitude amongst the stud<br>s prescribed are relevant           | t, updated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |         |         |  |
| 9.    |           | ta                                                                                              |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         |         |  |
| 10.   | course    | /syllabus has ena                                                                               | abled to update knowl                                               | edge and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |         |         |  |
| 10.   | ective in | n the subject area.                                                                             |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |         | 1       |  |
| se m  |           |                                                                                                 |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           | , (     | ) 11    |  |
|       |           | Value de                                                                                        | , here one (                                                        | omplete                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Samm                      | 7       | er l    |  |
|       |           | Seater 1                                                                                        | . 1. 146                                                            | Slowe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Cen                       | oven    | r lapin |  |
|       |           | nool & Ama                                                                                      | if Astany Ho                                                        | The state of the s | 1-00                      |         | (       |  |
|       |           | 4.4.                                                                                            | als to Asset Contra                                                 | aet con                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | stuno,                    | 1 ame   | 1 shu   |  |
|       | _         | of Chay                                                                                         | Heys very coc                                                       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | and                       | ren 1   | 20      |  |
|       |           | of out                                                                                          | of phend. (C                                                        | The second                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |         | 1 - 1   |  |
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| ature | cher:     | 10x =                                                                                           |                                                                     | Sri Sri College<br>Science and R                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | of Ayury Cutteriety. Cutt | nck     |         |  |
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Date: 23.9,23

# ers' Feedback on the Syllabus and its Transaction at the Institution

| Cont Q |                    | 490584                                      | A  'v' in the appropriate ce s below are for purpose of                   | cademic Your state of evaluation | state | ment.   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 1-     | ¹y                 | 2 – Disagree                                | 3 -Neither Agree nor<br>Disagree                                          | 4 – Agre                         | ee    | 5- Sti  | ongly Agr                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Sr.    | ourse of           | pjectives and outco<br>lear for delivery of | Particular  omes of the current syllab  course.                           | i are well                       |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2      |                    | nament of cyllabu                           | s is fulfilling the need of<br>een Social Workand acade                   | of aspects,<br>emics.            |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3      | ourse is           | well organized (6                           | e.g. teaching nours, the se                                               | quence of                        |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|        | sis on             | fundamentals, cobetween theory and          | verage of modern/advanc<br>d application.                                 | ed topics,                       |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1      | tionsch            |                                             | each of the course are suf                                                | ficient for                      |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| (      | ourse/             | syllabus has go                             | ood balance between t<br>l/Experiments.                                   |                                  |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| *      | llabus<br>rable sk | is covering inculo                          | eation of the aspects of lassues, gender equality, enand social security. | ife skills,<br>vironment         |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8      | t syllal           | bus tries to buil                           | d the opportunities in lattitude amongst the stud                         | terms of lents.                  | 4     | N       | Lege of the lege of the Control of t | ospial)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 60     | oks/ re            | eference materials                          | prescribed are relevant,                                                  | , updated                        | /     | 0       | lege of con Ch. C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | THE CONTRACTOR OF THE PARTY OF |
| 1      |                    | yllabus has enal<br>the subject area.       | oled to update knowle                                                     | edge and                         |       | Science | Stri Univ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Pleas  | ny othe            | er suggestions:                             | 48 I'm tea                                                                | eling                            | 24    | Kun     | Kall' s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1. The | nas                | me of 3                                     | Book Sans                                                                 | krit t                           | 107   | B       | D.W.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | .S.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| the .  | nam.               | es of s                                     | Books Sepan                                                               | ately                            | Si di | Ke.     | esty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | muss.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Panes  | edan               | the an                                      | 1 & Vaidya                                                                | Kita                             | De    | abbo    | in en                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | fam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Signar | cher:              | Broks.                                      | is confu<br>This cous<br>combined<br>d like to                            | se h                             | R     | be      | en v                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | not                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Byho   | -                  | Wisely                                      | like to                                                                   | l by                             | 00    | 2 V     | sise o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | don't es                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|        |                    | to Liv                                      | ite Books by                                                              | y be                             | spe   | tin     | Lin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



Date: 22.09, 23

Sri Sri Conesse of Ayurvedic Science und Science Orthopital

# Teachers' Feedback on the Syllabus and its Transaction at the Institution

Name of the Teacher: Podla Chhayarand Dall

Academic Year: ~ 2021-22 Contact No: 8249577732

Please mark a tick 'v' in the appropriate cell for every statement. Your responses below are for purpose of evaluation 5- Strongly Agree 3 -Neither Agree nor 4 - Agree 2 - Disagree 1 - Strongly Disagree Disagree

|         |                                                                                                                                                                                                   | 1 | 2 | 3 | 4  | 5 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|----|---|
| Sr. No. | Particular                                                                                                                                                                                        | _ |   |   |    |   |
| 1.      | The course objectives and outcomes of the current syllabi are well defined and clear for delivery of course.                                                                                      |   |   |   |    |   |
| 2.      | The current content of syllabus is fulfilling the need of aspects,                                                                                                                                |   |   | ~ |    |   |
| 3.      | The course is well organized (e.g. teaching hours, the sequence of                                                                                                                                |   |   |   | V  |   |
| 4.      | Emphasis on fundamentals, coverage of modern/advanced topics, good balance between theory and application.                                                                                        |   |   |   | V  |   |
| 5.      | Evaluationschemesdesigned for each of the course are sufficient for providing proper assessment.                                                                                                  |   |   | ~ |    |   |
| 6.      | The course/ syllabus has good balance between theoretical concepts of syllabus and Practical/Experiments.                                                                                         |   |   |   | ~  |   |
| 7.      | The syllabus is covering inculcation of the aspects of life skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and social security. |   |   |   | ·L |   |
| 8.      | Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the students.                                                                    |   |   | 1 |    |   |
| 9.      | The books/ reference materials prescribed are relevant, updated andappropriate.                                                                                                                   |   |   | L |    |   |
| 10.     | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                                                          |   |   | V |    |   |

Please mention any other suggestions:

Signature of Teacher:



Student's feed BACK

Date: 22.09.23

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Adya Rami Class: 1st pross. BAMS

Branch: BAMS

Academic Year: 2022-27

Your responses below are for purpose of evaluation 5 - Excellent | 4 - Very Good 3-Good Please respond to items below by writing 5/4/3/2/1 2 - Average 1-Poor

| Sr. No | Particular                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Excellent |      | Good |                |          |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------|----------------|----------|
| 1.     | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Good | 3000 | Average        | Poor     |
| 2.     | How do you rate the relevance of the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |      |      |                |          |
| 3.     | How do you rate the elections of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |      |      | <b>,</b> , , , |          |
| 4.     | Rate the courses in terms of extra learning or self learning considering the design of the self-learning considering the design of the self-learning or self-learning considering the design of the self-learning or self-learning considering the self-learning or self-learning considering the self-learning or self-learning considering the self-learning considering considering the self-learning considering consideri |           |      |      | V              |          |
| 5.     | courses?  Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |      |      |                |          |
| 6.     | Rate the contents included in the syllabus with reference to professional and higher level learning skills?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |      |      |                |          |
|        | How do you rate the evaluation scheme designed for each of the course?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |      |      |                |          |
|        | How do you rate the sequence of the courses in the curriculum?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |      |      |                |          |
| 9.     | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |      |      |                |          |
| 10.    | How do you rate the books listed as reference naterials are relevant, updated and appropriate?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |      |      | - ,            | $\dashv$ |

Suggestions (if any):

Sri Sri College of Aremedic Science and Reading Hospital Seller and reconstruct trooping ullyarani.



Date: 22.9.23

### Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Arkit Parigoali Class: BAMS 1st year

Branch: BAMS

Academic Year: 2022-27

|             | Your respons                          | es below are fo | r purpose of evaluation | n        |
|-------------|---------------------------------------|-----------------|-------------------------|----------|
| - Excellent | 4 - Very Good<br>to items below by wr | 3 -Good         | 2 - Average             | 1 – Poor |

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
| 1.      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           | <u> </u>     |      |         |      |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  |           |              |      |         |      |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 |           | /            |      |         |      |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the courses?                |           |              |      |         |      |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      | /         |              |      |         |      |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           | _            |      |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           | _            |      |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     |           |              | /    |         |      |
|         | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        |           |              | _    |         |      |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           | ~            |      |         |      |

Suggestions (if any):

Sri Sri College of Ayurvedic Stron College of Ayuredic Being and Reast Lett Machinet



Date: 22:09:23

# Student's Feedback on the Syllabus and its Transaction at the Institution

| NT.    | 200 10               |          | - Janbus | and its Transact | ion at the Institution                   |
|--------|----------------------|----------|----------|------------------|------------------------------------------|
| Class: | f the Studen<br>BAMS | Is spear | Sherad   | Kapse            | Branch: 2022-27<br>Academic Year: 2022-2 |

| cellent 4 - Very Good     | onses below are fo | r purpose of evaluation | on       |
|---------------------------|--------------------|-------------------------|----------|
| respond to items below by |                    |                         | 1 - Poor |

| Sr. No | Particular                                                                                                         | Excellent | Very | Good | Average | Poor |
|--------|--------------------------------------------------------------------------------------------------------------------|-----------|------|------|---------|------|
| 1,     | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           | Good | 1    |         |      |
| 2.     | How do you rate the relevance of the units in syllabus significant to the course?                                  |           | V    |      |         |      |
| 3.     | How do you rate the electives offered in relation to the Social Work advancements?                                 |           |      | V    | ,       |      |
| 4.     | Rate the courses in terms of extra learning or self learning considering the design of the courses?                |           |      |      |         |      |
| 5.     | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           |      |      |         | - 12 |
| 6.     | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           |      |      |         |      |
| 7.     | How do you rate the evaluation scheme designed for each of the course?                                             |           | 1/   |      |         |      |
| 8.     | How do you rate the sequence of the courses in the curriculum?                                                     |           | 1    |      |         | -    |
| 9.     | Rate the satisfaction level of curriculum design as per the requirement of employability / higher earning?         |           |      |      |         |      |
| 10. F  | Now do you rate the books listed as reference naterials are relevant, updated and appropriate?                     |           |      |      | -       | -    |

Suggestions (if any):

Sri Sri College of Ayunvedic Science and Research Hospital Science and Research Cuttack



Date: 22/9/23

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Astha Dixit Class: DAMES 1styear

Branch: FAMS
Academic Year: 2022-27

Your responses below are for purpose of evaluation 5 - Excellent | 4 - Very Good | 3-Good 2 - Average 1-Poor Please respond to items below by writing 5/4/3/2/1

| Sr. No  | . Particular                                                                                                       | Excellent | Very | Good | Average | Poor      |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|------|------|---------|-----------|
| 1.      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           | Good |      |         |           |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  |           |      | V    |         | /         |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 |           |      |      |         |           |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the courses?                | •         | 1    |      |         |           |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           |      | 1    |         |           |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           | /    |      |         |           |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           |      |      |         | $\exists$ |
| 8.      | How do you rate the sequence of the courses in he curriculum?                                                      | /         |      |      |         | -         |
| P<br>le | Rate the satisfaction level of curriculum design as er the requirement of employability / higher earning?          | /         |      |      |         |           |
| 10. H   | low do you rate the books listed as reference aterials are relevant, updated and appropriate?                      |           | /    |      |         | +         |

Suggestions (if any):

Sri Sri College of Ayurvedic Science and Research Hospital Sri Sri Univeristy. C Signature of Student



Date: 22/09/23

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Strange Gen Class: BAMS JSt year

Branch: BAMS

Academic Year: 2022-27

Your responses below are for purpose of evaluation 4 - Very Good 3 -Good 2 - Average Please respond to items below by writing 5/4/3/2/1 1 - Poor

| Sr. No | Particular Particular                                                                                              | Excellent |      | Good | Average | Poor |
|--------|--------------------------------------------------------------------------------------------------------------------|-----------|------|------|---------|------|
| 1,     | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           | Good |      |         |      |
| 2.     | How do you rate the relevance of the units in syllabus significant to the course?                                  |           | 1    |      |         |      |
| 3.     | How do you rate the electives offered in relation to the Social Work advancements?                                 |           | 1    |      |         |      |
| 4.     | Rate the courses in terms of extra learning or self learning considering the design of the courses?                | •         | 1    |      |         |      |
| 5.     | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           | 1    |      |         |      |
| 6.     | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           | 1    |      |         |      |
| 7.     | How do you rate the evaluation scheme designed for each of the course?                                             |           |      |      |         | -    |
|        | How do you rate the sequence of the courses in the curriculum?                                                     |           | 1    |      |         | -    |
| 9.     | Rate the satisfaction level of curriculum design as per the requirement of employability / higher earning?         | 1         |      |      |         |      |
| 10.    | How do you rate the books listed as reference naterials are relevant, updated and appropriate?                     |           |      |      |         |      |

Suggestions (if any):

Sti Sti Colege of Ayuredie Science and Research Hospital Being and resease of Children



Date:

### Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Sullar Kumar Gukhura

Class: I't B.A.M.S

Academic Year:

|               | Your respons  | es below are fo | r purpose of evaluation | n        |
|---------------|---------------|-----------------|-------------------------|----------|
| 5 - Excellent | 4 - Very Good | 3 -Good         | 2 – Average             | 1 – Poor |

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
| 1,      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? | ~         |              |      |         |      |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  |           |              |      |         |      |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 |           |              | ~    |         |      |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the courses?                | ~         |              |      |         |      |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           | /            |      |         |      |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           | /            |      |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           |              | ~    |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     |           | <u> </u>     |      |         |      |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        | <u> </u>  |              |      |         |      |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           | ~            |      |         |      |

Suggestions (if any):

Sri Sri College of Ayunvedic Curack
Science and Research Curack
Science Sri Sri University, Curack



Date: 22/9/23

# Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Shreyash Soni

Class: 1st prot BAMJ.

Branch: BAMS

Academic Year: 11 prof.

|               | Your respons  | on      |             |          |
|---------------|---------------|---------|-------------|----------|
| 5 - Excellent | 4 - Very Good | 3 -Good | 2 – Average | 1 – Poor |

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
| 1.      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           | V            |      |         |      |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  |           |              | ~    |         |      |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 |           |              | ~    |         |      |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the courses?                |           |              | V    | Tab.    |      |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           |              | ~    |         |      |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           | ~            |      |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           | \<br>\       |      |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     |           |              |      |         |      |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        |           |              | 1    |         |      |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           |              | 1    |         |      |

Suggestions (if any):

Sri Sri College of Ayurvedic Science and Research 1. Spital Sul Sul Aniversed Church Maryan Cui



Date: 22/24/2023

### Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Ashirmala Parigrahi

Branch: BAMS

Academic Year: 2021-26

Class: 14 Prof BANS

|               | Your respons  | es below are fo | r purpose of evaluation | on       |
|---------------|---------------|-----------------|-------------------------|----------|
| 5 - Excellent | 4 - Very Good | 3 -Good         | 2 – Average             | 1 – Poor |

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
| 1.      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           |              | _    |         |      |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  |           |              | -    |         |      |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 |           | /            |      |         |      |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the courses?                |           |              | -    |         |      |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           |              |      |         |      |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           |              | _    |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           |              | _    |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     |           | ~            |      |         |      |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        |           |              |      |         |      |
| 2000    | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           | _            |      |         |      |

Suggestions (if any):

Sri Sri College of Ayurvedic Science and Research Hospital The Local Traines is A. Contrack Ashimala Pongrahi Signature of Student



Date:

### Student's Feedback on the Syllabus and its Transaction at the Institution

| Name of the Student:<br>Class: 1 pro 3 AM | Sonel | Tripattu' |
|-------------------------------------------|-------|-----------|
| . hills iline                             |       |           |

Branch: PAMS

Academic Year: 2021-26

|               | Your respons  | es below are fo | r purpose of evaluation | n        |
|---------------|---------------|-----------------|-------------------------|----------|
| 5 - Excellent | 4 - Very Good | 3 -Good         | 2 – Average             | 1 - Poor |

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
| 1.      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           |              |      |         |      |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  |           | /            |      |         |      |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 |           |              | V    |         |      |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the courses?                | _         |              |      |         |      |
| 5.      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           | ~            |      |         |      |
| 6.      | Rate the contents included in the syllabus with<br>reference to professional and higher level learning<br>skills?  | _         |              |      |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           | _            |      |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     |           | _            |      |         |      |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        |           | 7            |      |         |      |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     |           | <u> </u>     |      |         |      |

Suggestions (if any):

Sti Sti College of Amin's floophal Sel 21. Aniherleh, Contack fonet Tripale.



Date: 22/9/23.

#### Student's Feedback on the Syllabus and its Transaction at the Institution

Name of the Student: Prayath wund

Branch: BAMS

Class: jet prof BAMI.

Academic Year: 2021-26

|               | Your respons  | es below are fo | r purpose of evaluatio | n        |
|---------------|---------------|-----------------|------------------------|----------|
| 5 - Excellent | 4 - Very Good | 3 -Good         | 2 – Average            | 1 - Poor |

| Sr. No. | Particular                                                                                                         | Excellent | Very<br>Good | Good | Average | Poor |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------|--------------|------|---------|------|
| 1,      | Rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course? |           |              |      |         |      |
| 2.      | How do you rate the relevance of the units in syllabus significant to the course?                                  | 1         |              |      |         |      |
| 3.      | How do you rate the electives offered in relation to the Social Work advancements?                                 | /         |              |      |         |      |
| 4.      | Rate the courses in terms of extra learning or self learning considering the design of the courses?                | -         |              |      | ,       |      |
| 5,      | Rate the theoretical concepts of syllabus supported by Practical/Experiments?                                      |           |              |      |         |      |
| 6.      | Rate the contents included in the syllabus with reference to professional and higher level learning skills?        |           |              |      |         |      |
| 7.      | How do you rate the evaluation scheme designed for each of the course?                                             |           |              |      |         |      |
| 8.      | How do you rate the sequence of the courses in the curriculum?                                                     | -         |              |      |         |      |
| 9.      | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?        |           |              |      |         |      |
| 10.     | How do you rate the books listed as reference materials are relevant, updated and appropriate?                     | _         |              |      |         |      |

Suggestions (if any):

Sri Sri Univeristy Program Signature of Student



Ref:

Date:

#### PARENT FEEDBACK ANALYSIS REPORT 2021-22

| Sr.<br>No. | Questions                                                                                                                                                               | Number of response | Number of<br>Positive<br>Response | % of Response |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------|---------------|
| 1.         | Are you happy with the progress of your ward in academics?                                                                                                              | 10                 | 9                                 | 90            |
| _          | How do you rate the infrastructural facilities provided by the institute?                                                                                               | 10                 | 9                                 | 90            |
| 3.         | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-curricular (Sports/Cultural/Extension) Activities organized by the institute? | 10                 | 8                                 | 80            |
| 4.         | Are you satisfied with the Administration of Institute?                                                                                                                 | 10                 | 10                                | 90            |
| 5.         | Are you satisfied with the students' discipline of the Institute?                                                                                                       | 10                 | 9                                 | 90            |
| 6.         | Do your ward/ Institute regularly inform you about her/his performance?                                                                                                 | 10                 | 10                                | 100           |
| 7.         | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                  | 10                 | 9                                 | 90            |
| 8.         | Do you feel the course has inculcated social and ethical values in your ward?                                                                                           | 10                 | 10                                | 90            |
| 9.         | Rate the quality of education your ward has gained from Institute?                                                                                                      | 10                 | 10                                | 100           |
| 10.        | How do you rate the overall development of your ward?                                                                                                                   | 10                 | 9                                 | 90            |

Dean, Sri College of Ayurredic Artack
SSCASRH, ce and Research Curtack
Sci Sri Sri University, Curtack





Date:

#### FACULTY/ TEACHERS' FEEDBACK ANALYSIS REPORT 2021-22

| Sr.<br>No. | Questions                                                                                                                                                                       | Number<br>of<br>response | Number of<br>Positive<br>Response | % of<br>Response |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------|------------------|
| 1          | The course objectives and outcomes of the current syllabi                                                                                                                       | 41                       | 40                                | 97.6             |
| 2          | are well defined and clear for delivery of course.  The current content of syllabus is fulfilling the need of aspects, sufficient to bridge the gap between Social Work         | 41                       | 40                                | 97.6             |
| 3          | and academics.  The course is well organized (e.g. teaching hours, the                                                                                                          | 41                       | 40                                | 97.6             |
| 4          | sequence of the courses in the curriculum).  Emphasis on fundamentals, coverage of modern/advanced                                                                              | 41                       | 41                                | 100              |
|            | topics, good balance between theory and application.  Evaluation schemes designed for each of the course are                                                                    | 41                       | 41                                | 100              |
| 5          | sufficient for providing proper assessment.  The course/ syllabus has good balance between theoretical                                                                          | 41                       | 40                                | 97.6             |
| 6          | and Practical/Experiments.                                                                                                                                                      | 41                       | 40                                |                  |
| 7          | The syllabus is covering inculcation of the aspects of the skills, transferable skills, cross cutting issues, gender equality, environment and sustainability, human rights and | 41                       |                                   | 97.6             |
| 8          | Social security.  Current syllabus tries to build the opportunities in terms of employability and entrepreneurial attitude amongst the                                          | 41                       | 40                                | 97.6             |
| 7/2        | students.  The books/ reference materials prescribed are relevant,                                                                                                              | 41                       | 40                                | 97.6             |
| 9          | updated and appropriate.  The course/syllabus has enabled to update knowledge and                                                                                               | 41                       | 40                                | 97.6             |
| 10         | The course/syllabus has enabled to update knowledge and perspective in the subject area.                                                                                        |                          |                                   | 97.0             |

Ch/

Dean, College of Ayrurvedic
SSCASRH and Research, Cuttack
Stri Stri University, Cuttack



Ref:

Date:

17

#### STUDENT FEEDBACK ANALYSIS REPORT 2021-222

| Sr. | Questions                                                                                                      | Number of response | Number of<br>Positive<br>Response | % of<br>Response |
|-----|----------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------|------------------|
| No. | Rate the syllabus of the courses that you have studied in relation                                             | 41                 | 40                                | 97.6             |
| 1.  | to the competencies expected out of the course?                                                                |                    | 39                                | 95               |
| 2.  | How do you rate the relevance of the units in                                                                  | 41                 | 39                                |                  |
| Z.  | Syllabus significant to the course?  How do you rate the electives offered in relation to the Social           | Work1              | 38                                | 92.7             |
| 3.  | advancements?                                                                                                  | 41                 | 40                                | 97.6             |
| 4.  | Rate the courses in terms of extra learning or self learning considering the design of the courses?            |                    | 40                                | 97.6             |
| 5.  | Rate the theoretical concepts of syllabus supported by                                                         | 41                 |                                   | 05               |
| 6.  | Practical/Experiments?  Rate the contents included in the syllabus with reference to                           | 41                 | 39                                | 95               |
|     | professional and higher level learning skills?  How do you rate the evaluation scheme designed for each of the |                    | 38                                | 92.7             |
| 7.  | course?                                                                                                        | 41                 | 40                                | 97.6             |
| 8.  | How do you rate the sequence of the courses in the curriculum?                                                 | Ne Sil             | 40                                | 97.6             |
| 9.  | Rate the satisfaction level of curriculum design as per the requirement of employability / higher learning?    | 41                 | 40                                | 97.0             |
| 10. | How do you rate the books listed as reference materials are relevant, updated and appropriate?                 | 41                 | 39                                | 95               |

Dean, DEAN Ayurvedic
SSCASRH, College of Ayurvedic
Science and Research Hospital
Science and Research Curtack
Scri Sri Sri University, Curtack

Con



Date: 30/10/2022

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | SURESHCHANDRA BEHERA. |                             |  |
|--------------|-----------------------|-----------------------------|--|
| Address      | 288-104,2.0           | - 2, Unit-9, Bhubaneswar-22 |  |
| Mobile No.   | 8280066               |                             |  |
| Email        | Suresnbenera          | 1968@gmast.com.             |  |
| Occupation   | CONT Ser              |                             |  |
| Ward Name    | ANURAG BEHERA         | Mob. No 7381945988          |  |
| lass         | BAMS                  | Div                         |  |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent: 4 Good: 3 Satisfactory: 2 Poor: 1

| r. No. | Questions                                                                                                                                                                   | Rating |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| l      | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 2.     | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 200    |
| 3.     | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 3      |
| 4      | Are you satisfied with the Administration of Institute?                                                                                                                     | 2      |
| 5.     | Are you satisfied with the students' discipline of the Institute?                                                                                                           |        |
| 6.     | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 4      |
| 7.     | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 3      |
| 8.     | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 4      |
| 9.     | Rate the quality of education your ward has gained from Institute?                                                                                                          | 4      |
| 10.    | How do you rate the overall development of your ward?                                                                                                                       | 3      |

Any other Suggestions:

Suredy CHABenera.
Signature of Pareut

Signature of Pareut

Order of Pareu



Date: 1 09 22

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | D. Madhava                |                    |  |
|--------------|---------------------------|--------------------|--|
| Address      | Mahanadi vehar, P         | cuttack odisha-    |  |
| Mobile No.   | 9861303173, 9040          | 0142889            |  |
| Email        | madhavaadasani@gmail: com |                    |  |
| Occupation   | Business                  | J.: W. J.          |  |
| Ward Name    | D. Lakshmi Bhangavi       | Mob. No 7064859999 |  |
| ass          | BAMS 1st Roof.            | Div                |  |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent:4 Good:3 Satisfactory: 2 Poor:1

| Sr. No. | Questions                                                                                                                                                                   | Rating |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 2.      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 3      |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? |        |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 4      |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 4      |
| 6.      | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 4      |
| 7.      | Do you feel that Syllabus Contents adequate to make your ward capable of analyzing/solving the real me problems?                                                            |        |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 4      |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | 3      |

Any other Suggestions:

Signature of Parent

Set Set College of Antonie Hospital



#### Date:

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | Sabeta pescual                             |
|--------------|--------------------------------------------|
| Address      | nt/po-Berboi, black-Delang Rist-Puri       |
| Mobile No.   | 9040484114                                 |
| Email        | Sabètass1972@gmail. Com                    |
| Occupation   | A.W CUDIKON                                |
| Ward Name    | Binayak chandra pradhan Mob. No 9348656137 |
| ass          | B.F.M.S 2021-26/patch 1st year Div         |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent:4 Good:3 Satisfactory: 2 Poor:1

| Sr. No. | Questions                                                                                                                                                                   | Rating |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.      | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 2,      | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 3      |
| 3.      | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 3      |
| 4.      | Are you satisfied with the Administration of Institute?                                                                                                                     | 2      |
| 5.      | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 4      |
| 6.      | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 3      |
| 7.      | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 2      |
| 8.      | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 2      |
| 9.      | Rate the quality of education your ward has gained from Institute?                                                                                                          | 3      |
| 10.     | How do you rate the overall development of your ward?                                                                                                                       | 3      |

Any other Suggestions:

Signature of Parent

Signature of Parent

Signature of Parent

District of Parent

Signature of Parent

District of Parent

Di



Date:

#### PARENT FEEDBACK FOR CURRICULUM AND INSTITUTION

| Parents Name | Anjan kumar kasta                         |
|--------------|-------------------------------------------|
| Address      | V: Kamarsole, Po! Baradiha, Dist! Balason |
| Mobile No.   | 9178122991                                |
| Email        | ansankumankasta@gmal.com.                 |
| Occupation   | Pharemasicts                              |
| Ward Name    | Abinash Kasta Mob. No 7605960014          |
| ass          | B.A.M.S 1st year. Dir 1st year.           |

Rate the Institute on Scale 1 to 4 on the basis of following aspects: Excellent:4 Good:3 Satisfactory: 2 Poor:1

| Sr. No.    | Questions                                                                                                                                                                   | Rating |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1.         | Are you happy with the progress of your ward in academics?                                                                                                                  | 3      |
| 2.         | How do you rate the infrastructural facilities provided by the institute?                                                                                                   | 3      |
| 3,         | Are you happy with the curricular (Add-on Courses / Seminar / Guest lecture etc.) & extra-<br>curricular (Sports/Cultural/Extension) Activities organized by the institute? | 3      |
| 4.         | Are you satisfied with the Administration of Institute?                                                                                                                     | 5      |
| 5.         | Are you satisfied with the students' discipline of the Institute?                                                                                                           | 4      |
| 6.         | Does your ward/ Institute regularly inform you about her/his performance?                                                                                                   | 3      |
| 7.         | Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/solving the real life problems?                                                      | 3      |
| <b>8</b> . | Do you feel the course has inculcated social and ethical values in your ward?                                                                                               | 3      |
| 9.         | Rate the quality of education your ward has gained from Institute?                                                                                                          | 3      |
| 10.        | How do you rate the overall development of your ward?                                                                                                                       | 3      |

Any other Suggestions:

Ahjan ku. Kasta Signature con

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