



Declared as Deemed to be University under Section 3 of UGC Act 1956

# **CURRICULUM FEEDBACK ANALYSIS REPORT 2023-24**

**DEPARTMENT OF LIFE SCIENCES  
CHRIST UNIVERSITY, BANGALORE**

## **ABOUT THE DEPARTMENT**

The Department of Life Sciences is a unique department in the University where multidisciplinary and interdisciplinary teaching and research in life sciences have established permanent roots. It is a diverse discipline that covers all branches of Zoology, Botany, Biotechnology and Forensic Sciences in a dominant manner. This is one of the oldest departments of CHRIST (Deemed to be University) (formerly Christ College) started from the inception of the Institution in 1969. This serves as a valuable foundation to many students for understanding cellular and molecular level organization in living beings. The uniqueness of the department essentially lies in the fact that within its faculty there are experts and active researchers representing almost all areas of modern biology. It strives to promote all round development of students by inculcating a spirit of inquest, discipline and adventure through various academic and co-curricular activities. Since the syllabus is on par with those of reputed Indian and International Universities, students and research scholars get a highly competitive edge and would be competent for jobs in industries in the domains of pharmaceuticals, dairy, clinical research etc. The Department has state of the art infrastructural facilities, including modern sophisticated instruments, access to online journals, aquaculture facility, applied and industrial biotechnology laboratory, pharmaceutical chemistry laboratory, green house and computational facilities for carrying out multidisciplinary research in frontier areas of Life science. The core biology subjects like Cytology, Biochemistry, Microbiology, Molecular biology, Genetics and specialized courses like Disease biology, Plant biotechnology, Animal Biotechnology, Genetic Engineering, Analytical Techniques, Plant Tissue Culture and Phytochemistry would make students acquire skills in doing research in Universities, R&D Centers.

## **DEPARTMENT POLICY FOR FEEDBACKS**

Following are the policies as framed by the Department of Life Sciences for feedback mechanism:

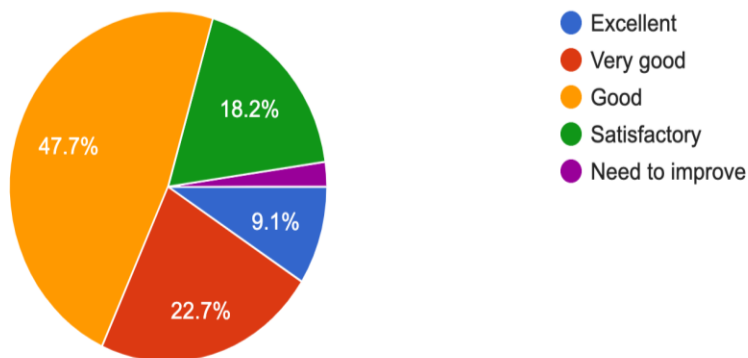
1. Feedbacks of the curriculum shall be collected once in an academic year from different stakeholders such as students, parents, alumni and faculty members of the department through offline and online modes (as applicable).
2. Upon receiving the feedbacks, Board of Studies under the chairmanship of the Department Head, shall discuss, evaluate the suggestions given and accordingly shall document the action plan.
3. After successful completion of BOS, Department shall implement the action plan against the feedbacks received as approved by BOS for that academic year.

## ANALYSIS REPORT

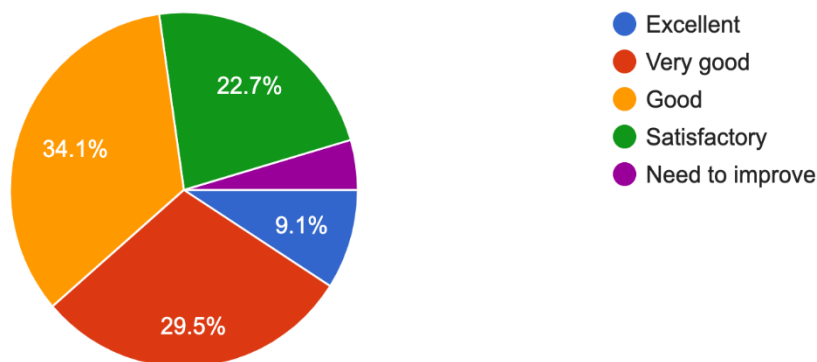
### Students feedback analysis from Under Graduate Programs

#### II BSc Biotechnology, Botany (BtB)

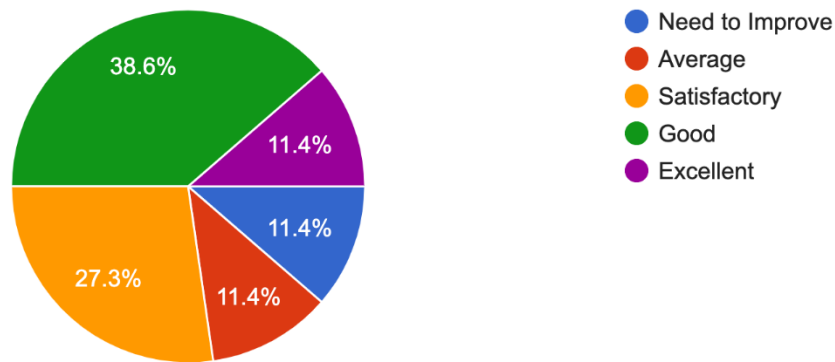
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 9.1% of the student group marked it as 'Excellent' followed by 'Very Good' (22.7%). 47.7% suggested that the courses were 'Good' and 18.2% of the students graded it as 'Satisfactory'. Feedback analysis revealed that 2.3% of the student group marked that there is as 'Need to improve' the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



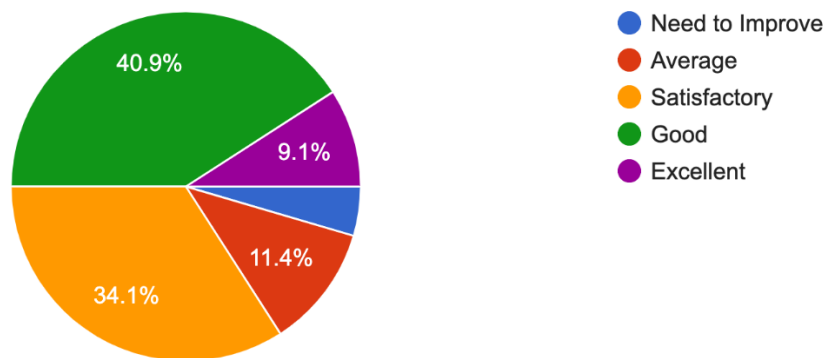
Analysis of the student **feedback on Botany courses** showed that 9.1% of the student group marked it as 'Excellent' followed by 'Very Good' (29.5%). 34.1% suggested that the courses were 'Good' and 22.7% of the students graded it as 'Satisfactory'. Feedback analysis revealed that 4.5% of the student group marked that there is as 'Need to improve' the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



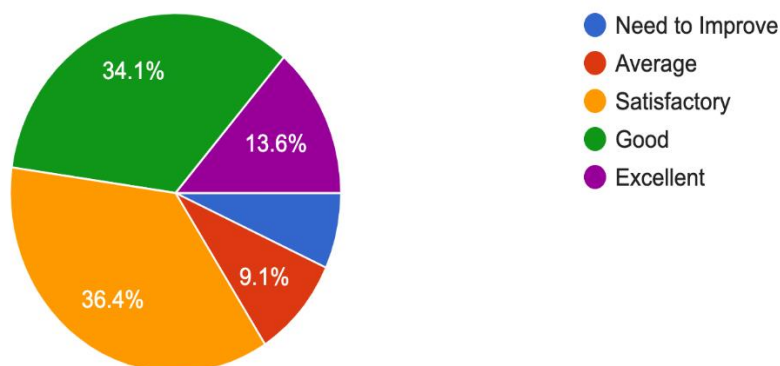
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 11.4% of the student group marked it as ‘Excellent’ followed by ‘Good’ (38.6%). 11.4% suggested that the courses were ‘Average’ and 27.3% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 11.4% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 9.1% of the student group marked it as ‘Excellent’ followed by ‘Good’ (40.9%). 34.1% suggested that the courses were ‘Average’ and 11.4% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 4.5 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

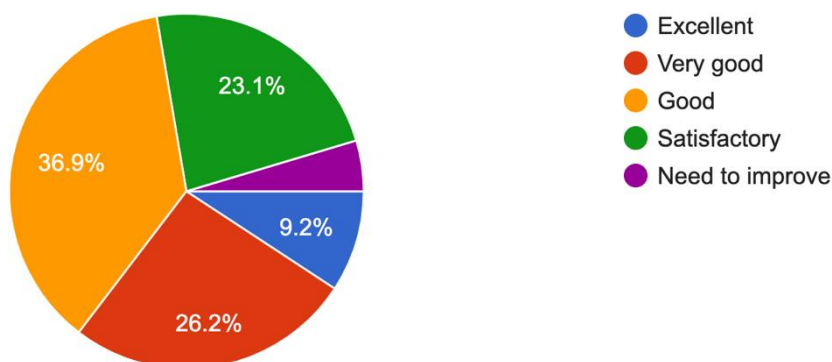


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 13.6% of the student group marked it as ‘Excellent’ followed by ‘Good’ (34.1%). 36.4% suggested that the courses were ‘Average’ and 9.1% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 6.8 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

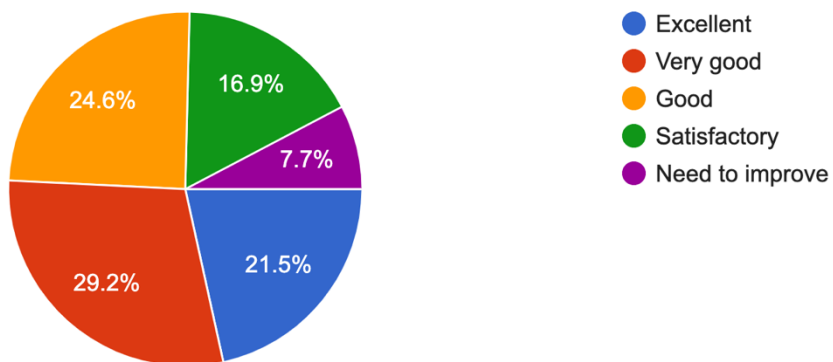


## II BSc Biotechnology, Zoology (BtZ)

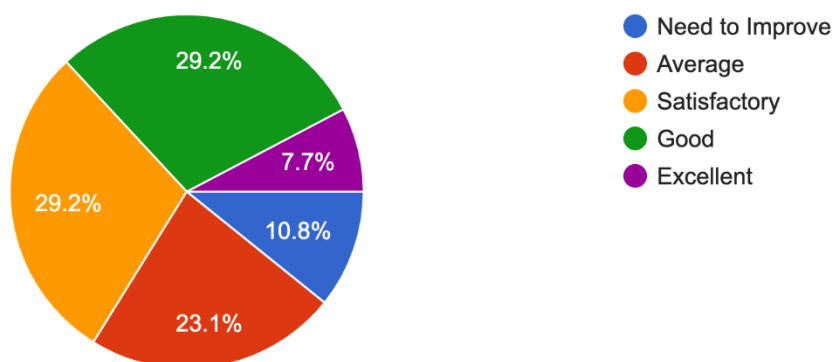
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 9.2% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (26.2%). 36.9% suggested that the courses were ‘Good’ and 23.1% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 4.6% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



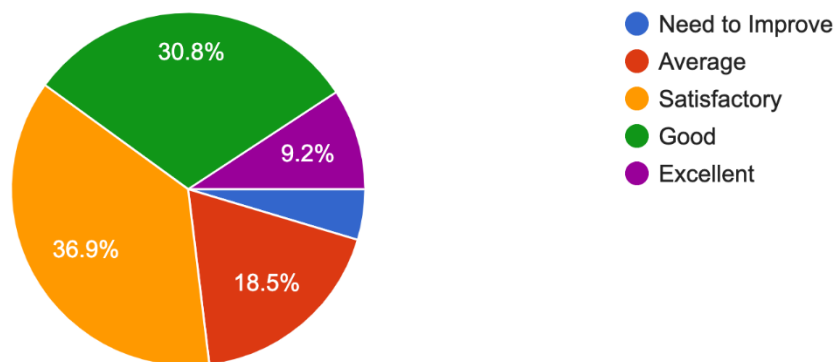
Analysis of the student **feedback on Zoology courses** showed that 21.5% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (29.2%). 24.6% suggested that the courses were ‘Good’ and 16.9% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 7.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



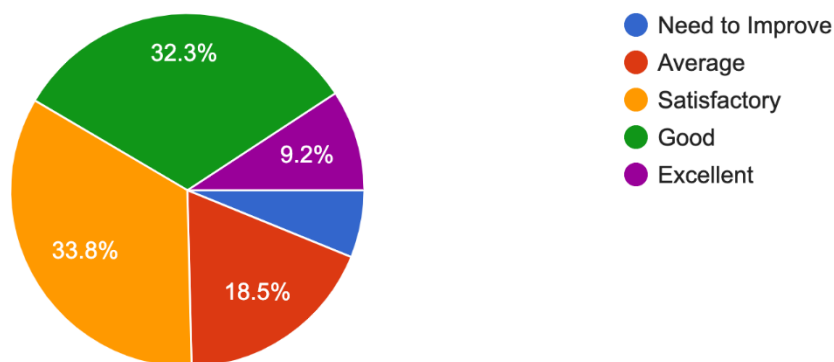
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 7.7% of the student group marked it as ‘Excellent’ followed by ‘Good’ and ‘Satisfactory’ (29.2% each). 23.1% of the students graded it as ‘Average’. Feedback analysis revealed that 10.8% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 9.2% of the student group marked it as ‘Excellent’ followed by ‘Good’ (30.8%). 36.9% suggested that the courses were ‘Satisfactory’ and 18.5% of the students graded it as ‘Average’. Feedback analysis revealed that 4.6 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 9.2% of the student group marked it as ‘Excellent’ followed by ‘Good’ (32.3%). 33.8% suggested that the courses were ‘Satisfactory’ and 18.5% of the students graded it as ‘Average’. Feedback analysis revealed that 6.2 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

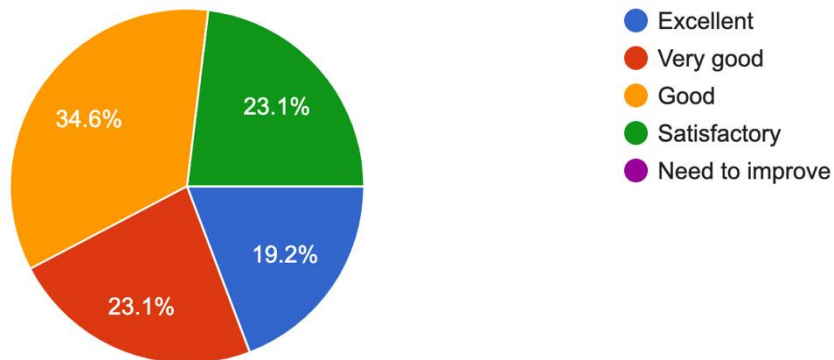


## II BSc Biotechnology, Forensic (BtF)

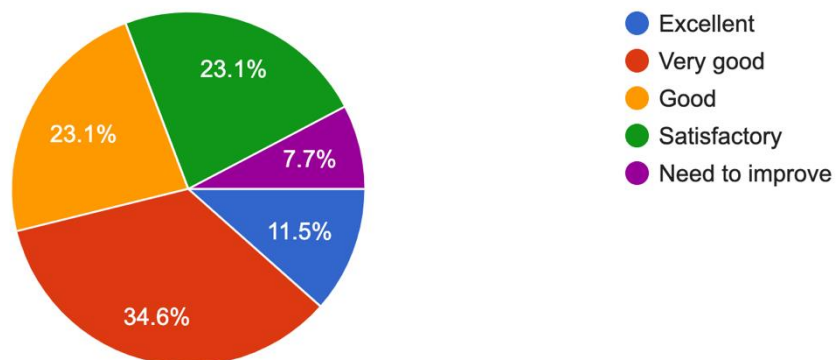
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 19.2%



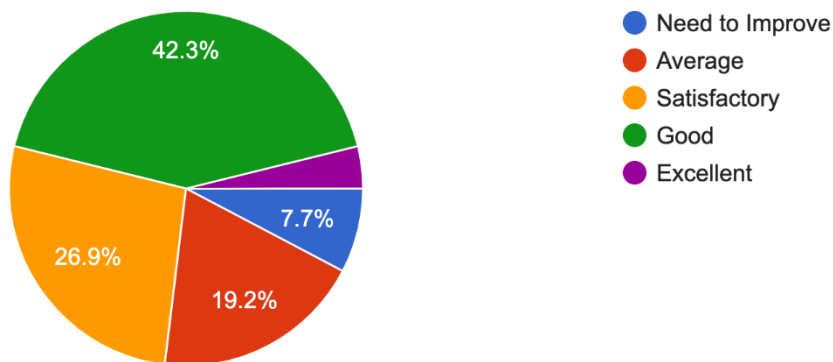
of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (23.1%). 34.6% suggested that the courses were ‘Good’ and 23.1% of the students graded it as ‘Satisfactory’. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.



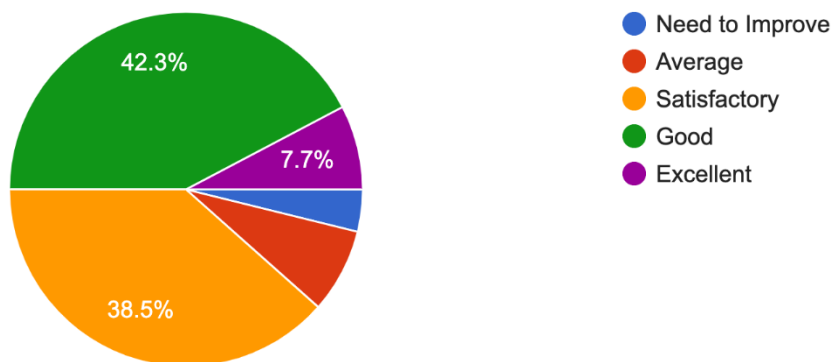
Analysis of the student **feedback on Forensic courses** showed that 11.5% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (34.6%). 23.1% suggested that the courses were ‘Good’ and 23.1% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 7.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



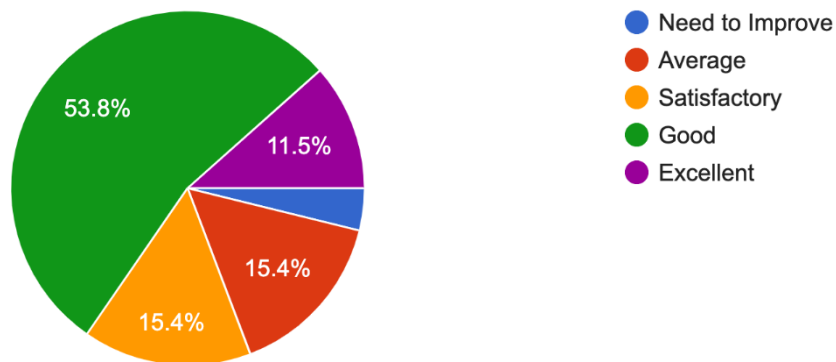
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 3.8% of the student group marked it as ‘Excellent’ followed by ‘Good’ (42.3%). 26.9% suggested that the courses were ‘Satisfactory’ and 19.2% of the students graded it as ‘Average. Feedback analysis revealed that 7.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 7.7% of the student group marked it as ‘Excellent’ followed by ‘Good’ (42.3%). 38.5% suggested that the courses were ‘Satisfactory’ and 7.7% of the students graded it as ‘Average’. Feedback analysis revealed that 3.8 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

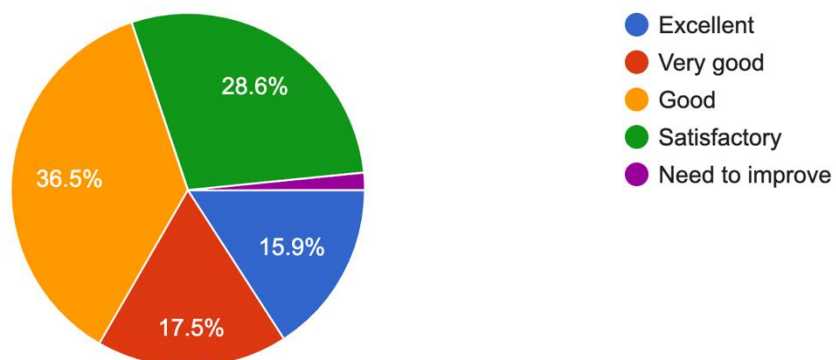


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 11.5% of the student group marked it as ‘Excellent’ followed by ‘Good’ (53.8%). 15.4% suggested that the courses were ‘Satisfactory’ and 15.4% of the students graded it as ‘Average’. Feedback analysis revealed that 3.8 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

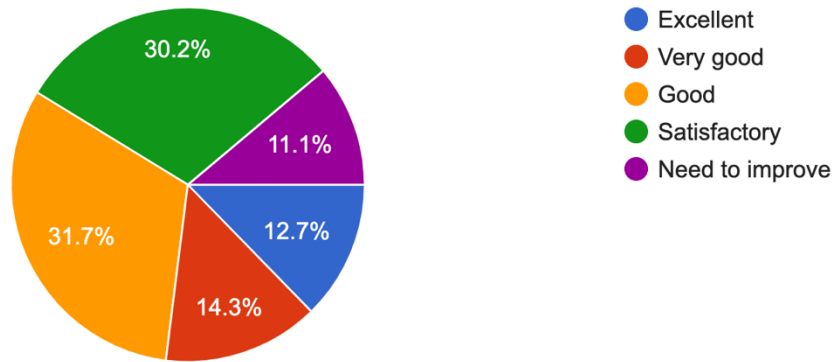


## II BSc Biotechnology, Chemistry (BtC)

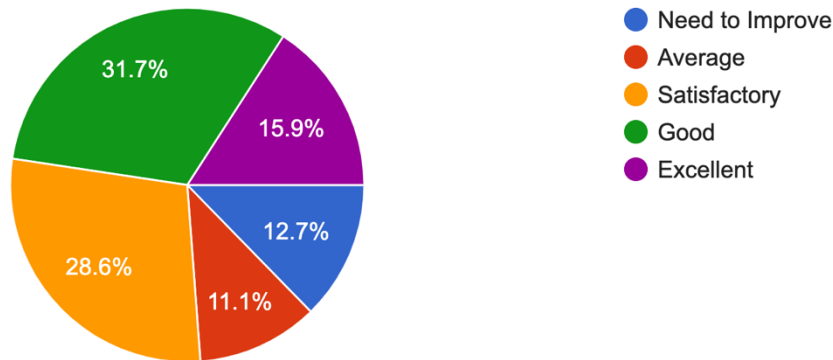
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 15.9% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (17.5%). 36.5% suggested that the courses were ‘Good’ and 28.6% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 1.6 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



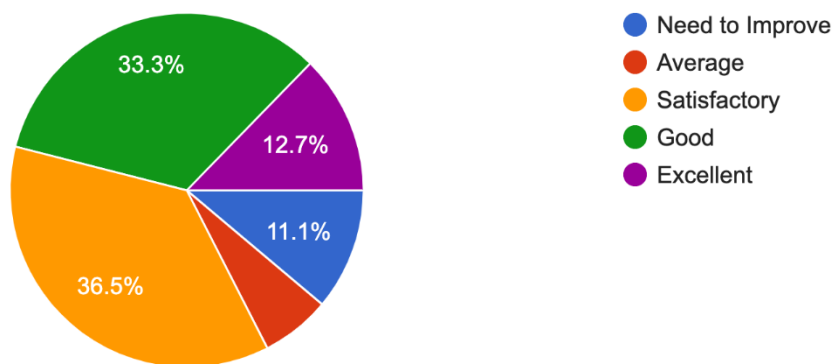
Analysis of the student **feedback on Chemistry courses** showed that 12.7% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (14.3%). 31.7% suggested that the courses were ‘Good’ and 30.2% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 11.1% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



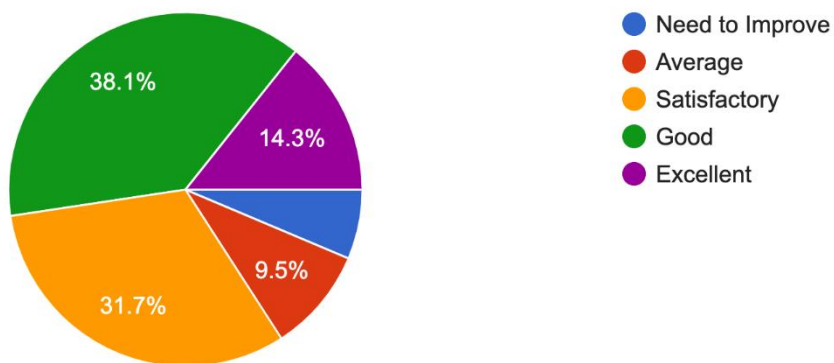
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 15.9% of the student group marked it as ‘Excellent’ followed by ‘Good’ (31.7%). 28.6% suggested that the courses were ‘Satisfactory’ and 11.1% of the students graded it as ‘Average’. Feedback analysis revealed that 12.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 12.7% of the student group marked it as ‘Excellent’ followed by ‘Good’ (33.3%). 36.5% suggested that the courses were ‘Satisfactory’ and 6.3% of the students graded it as ‘Average’. Feedback analysis revealed that 11.1 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

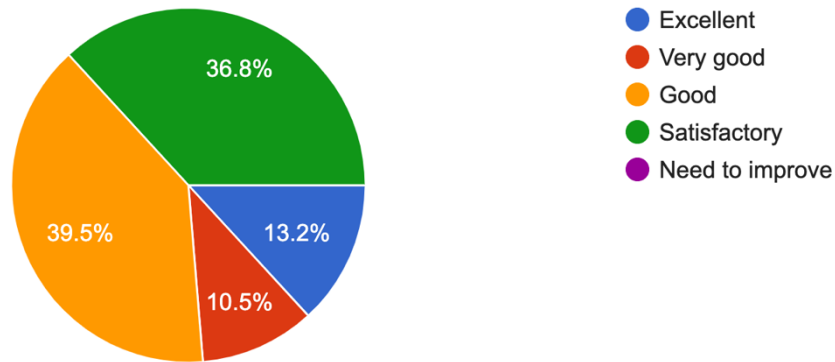


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 14.3% of the student group marked it as ‘Excellent’ followed by ‘Good’ (38.1%). 31.7% suggested that the courses were ‘Satisfactory’ and 9.5% of the students graded it as ‘Average’. Feedback analysis revealed that 6.3 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

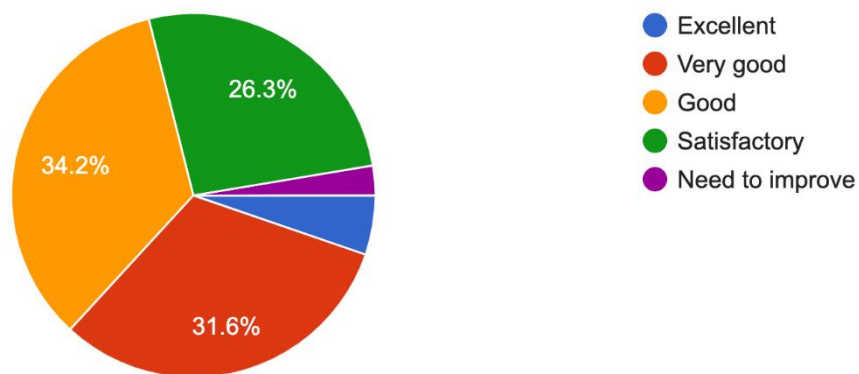


## II BSc Life Sciences (BLIF)

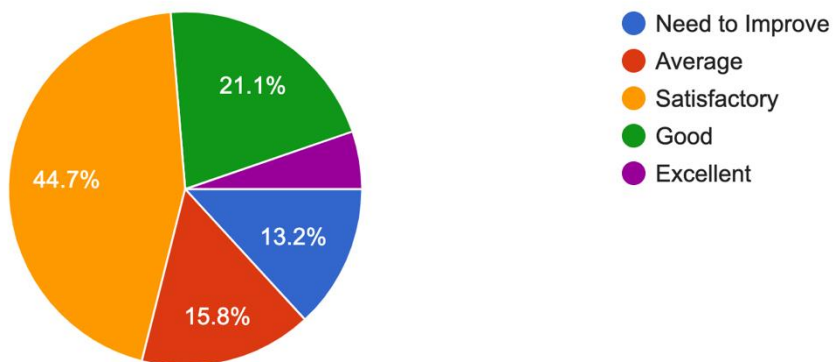
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Botany courses** showed that 13.2% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (10.5%). 39.5% suggested that the courses were ‘Good’ and 36.8% of the students graded it as ‘Satisfactory’. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.



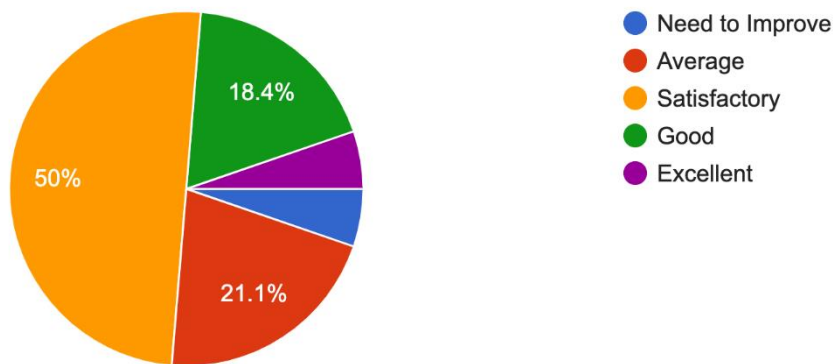
Analysis of the student **feedback on Zoology courses** showed that 5.3% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (31.6%). 34.2% suggested that the courses were ‘Good’ and 26.3% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 2.6% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



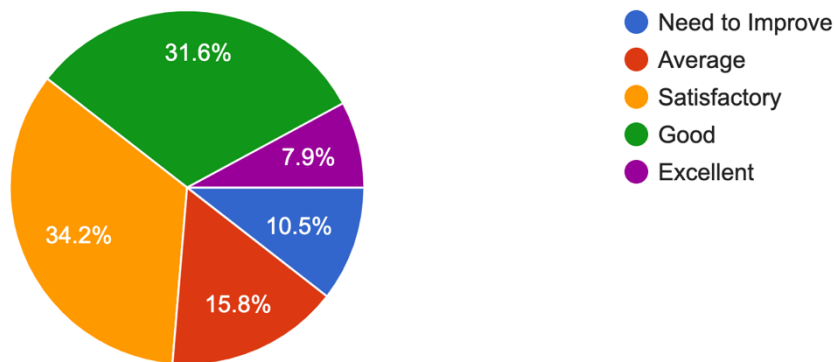
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 5.3% of the student group marked it as ‘Excellent’ followed by ‘Good’ (21.1%). 44.7% suggested that the courses were ‘Satisfactory’ and 15.8% of the students graded it as ‘Average. Feedback analysis revealed that 13.2% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 5.3% of the student group marked it as ‘Excellent’ followed by ‘Good’ (18.4%). 50% suggested that the courses were ‘Satisfactory’ and 21.1% of the students graded it as ‘Average’. Feedback analysis revealed that 5.3 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

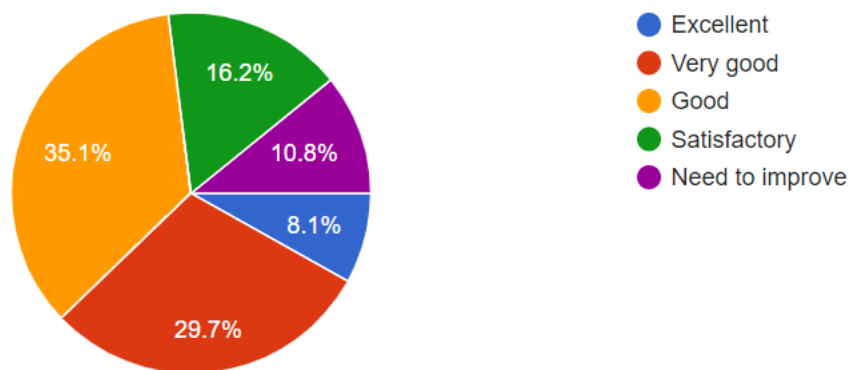


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 7.9% of the student group marked it as ‘Excellent’ followed by ‘Good’ (31.6%). 34.2% suggested that the courses were ‘Satisfactory’ and 15.8% of the students graded it as ‘Average’. Feedback analysis revealed that 10.5 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



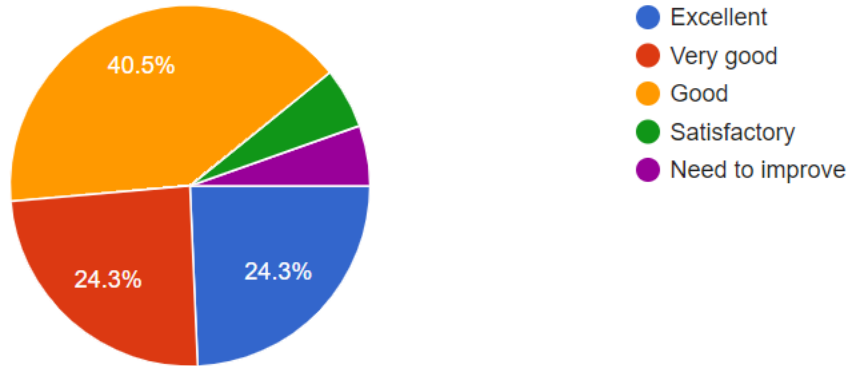
#### IV BSc Biotechnology, Chemistry, Botany (BCB)

Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 8.1% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (29.7%). 35.1% suggested that the courses were ‘Good’ and 16.2% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 10.8 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

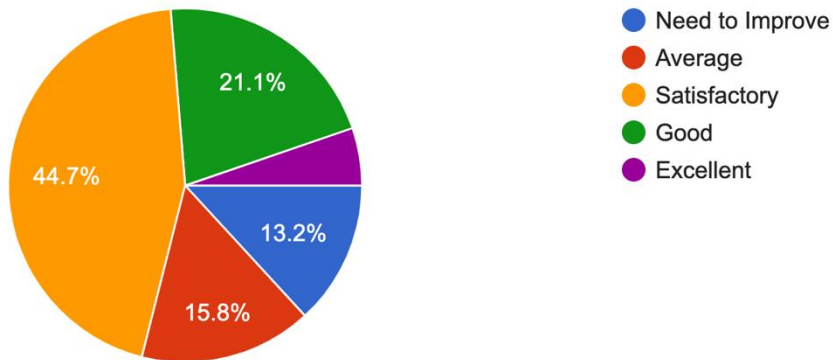


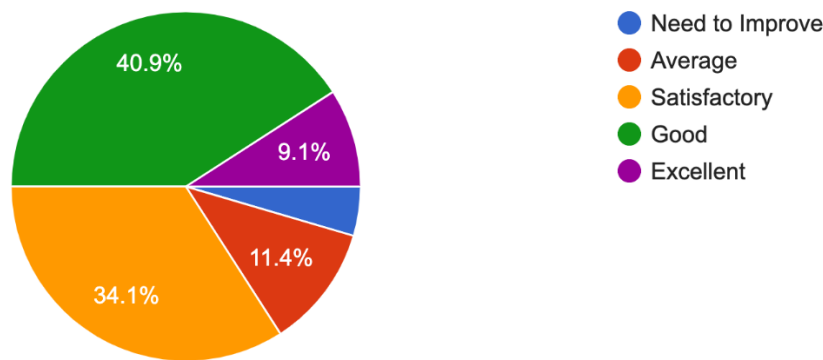
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Botany courses** showed that 24.3% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (24.3%). 40.5% suggested that the courses were ‘Good’ and 5.4% of the students graded it as ‘Satisfactory’ and ‘Need to improve’ respectively. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.





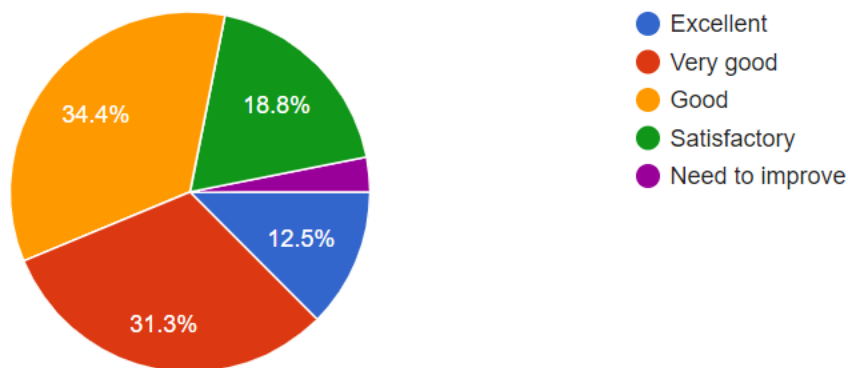
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 5.3% of the student group marked it as ‘Excellent’ followed by ‘Good’ (21.1%). 44.7% suggested that the courses were ‘Satisfactory’ and 15.8% of the students graded it as ‘Average. Feedback analysis revealed that 13.2% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



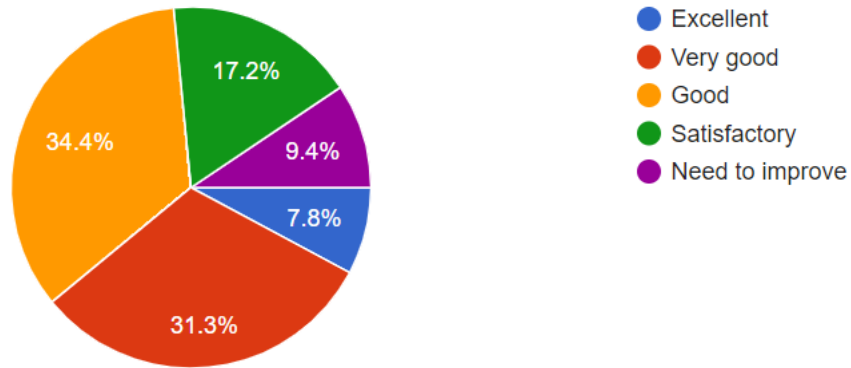


#### IV BSc Biotechnology, Chemistry, Zoology (BCZ)

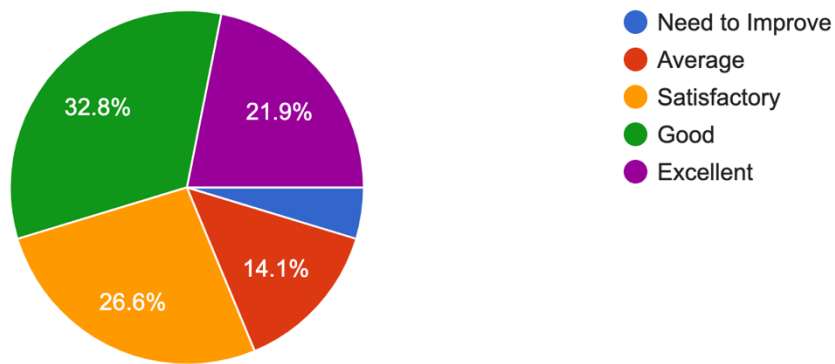
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 12.5% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (31.3%). 34.4% suggested that the courses were ‘Good’ and 18.8% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 3.1 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



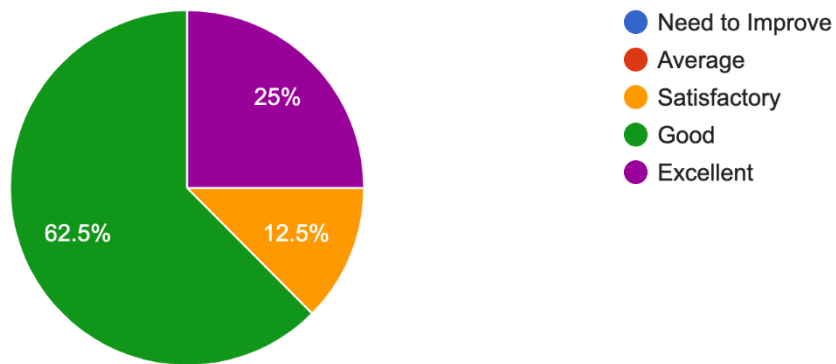
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Zoology courses** showed that 7.8% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (31.3%). 34.4% suggested that the courses were ‘Good’ and 17.2% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 9.4 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



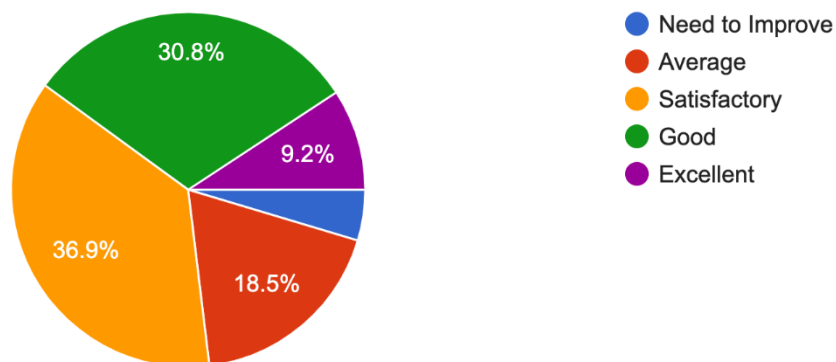
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 21.9% of the student group marked it as ‘Excellent’ followed by ‘Good’ (32.8%). 26.6% suggested that the courses were ‘Satisfactory’ and 14.1% of the students graded it as ‘Average’. Feedback analysis revealed that 4.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 25% of the student group marked it as ‘Excellent’ followed by ‘Good’ (62.5%). 12.5% suggested that the courses were ‘Satisfactory’. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.

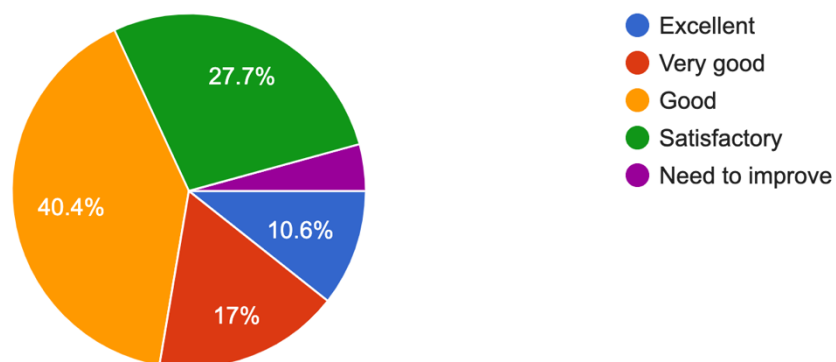


Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 9.2% of the student group marked it as ‘Excellent’ followed by ‘Good’ (30.8%). 36.9% suggested that the courses were ‘Satisfactory’ and 18.5% of the students graded it as ‘Average’. Feedback analysis revealed that 4.6 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

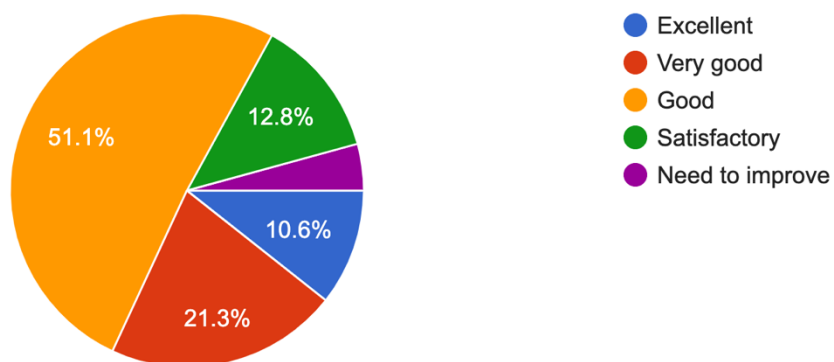


#### **VI BSc Biotechnology, Chemistry, Botany (BCB)**

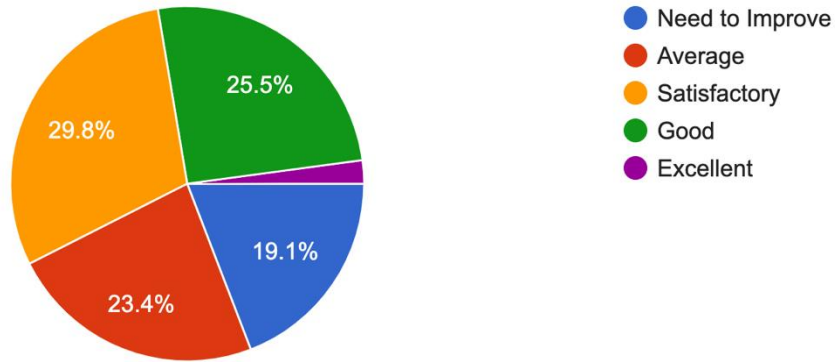
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 10.6% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (17%). 40.4% suggested that the courses were ‘Good’ and 27.7% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 4.3 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



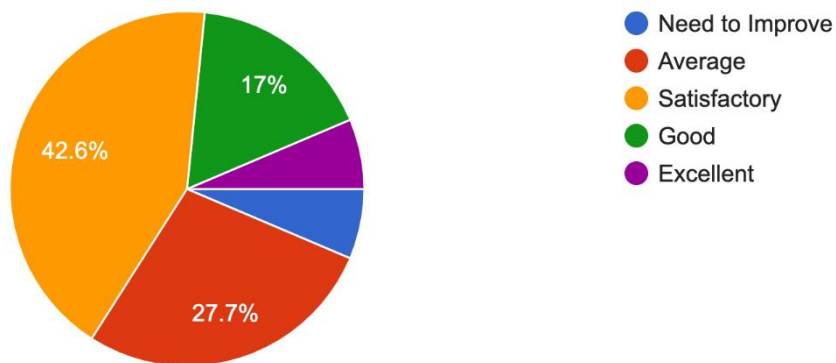
Analysis of the student **feedback on Botany courses** showed that 10.6% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (21.3%). 51.1% suggested that the courses were ‘Good’ and 12.8% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 4.3% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 2.1% of the student group marked it as ‘Excellent’ followed by ‘Good’ (25.5%). 29.8% suggested that the courses were ‘Satisfactory’ and 23.4% of the students graded it as ‘Average’. Feedback analysis revealed that 19.1% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

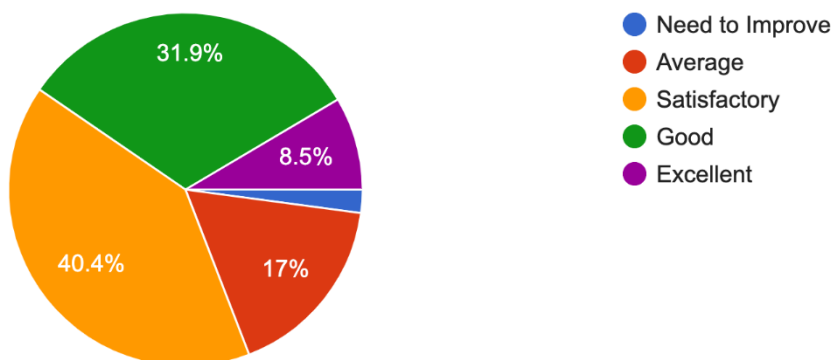


Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 6.4% of the student group marked it as ‘Excellent’ followed by ‘Good’ (17%). 42.6% suggested that the courses were ‘Satisfactory’ and 27.7% of the students graded it as ‘Average’. Feedback analysis revealed that 6.4 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



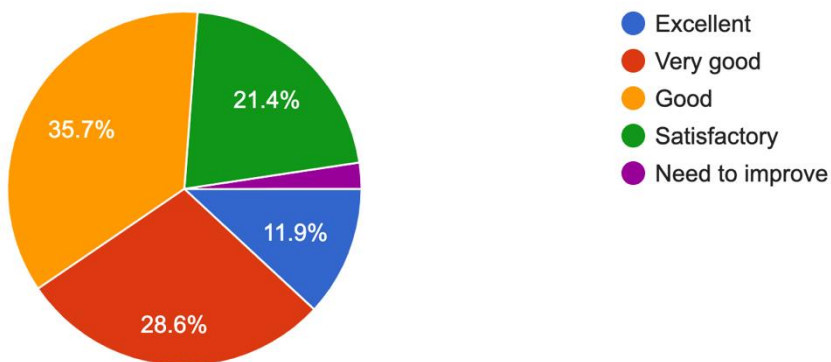
Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 8.5% of the student group marked it as ‘Excellent’ followed by ‘Good’ (31.9%). 40.4% suggested that the courses were ‘Satisfactory’ and 17% of the students graded it as ‘Average’. Feedback analysis revealed that 2.1 % of the student group marked that there is as ‘Need to improve’

the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

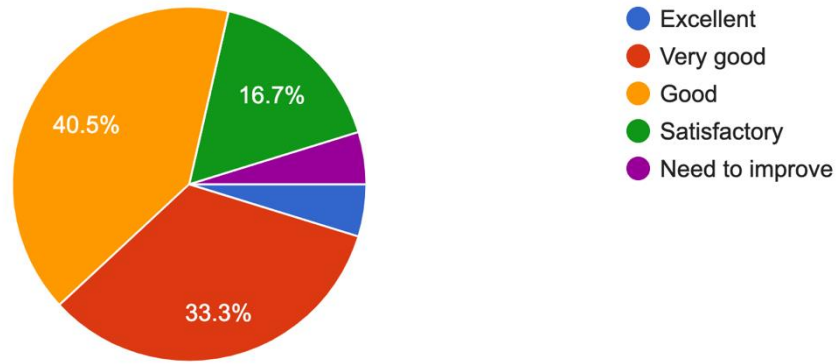


### VI BSc Biotechnology, Chemistry, Zoology (BCZ)

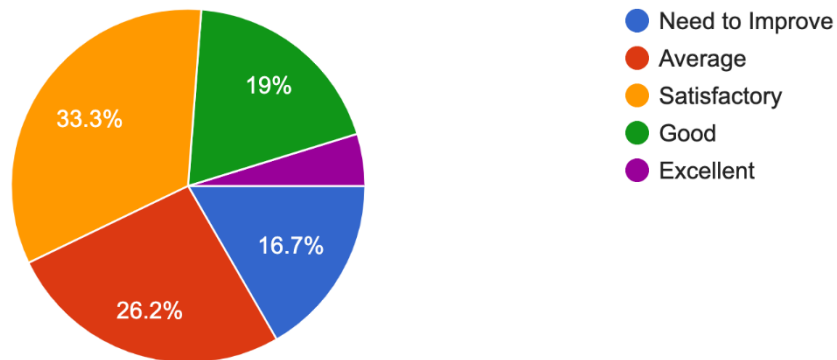
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 11.9% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (28.6%). 35.7% suggested that the courses were ‘Good’ and 21.4% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 2.4 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student **feedback on Zoology courses** showed that 4.8% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (33.3%). 40.5% suggested that the courses were ‘Good’ and 16.7% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 4.8% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



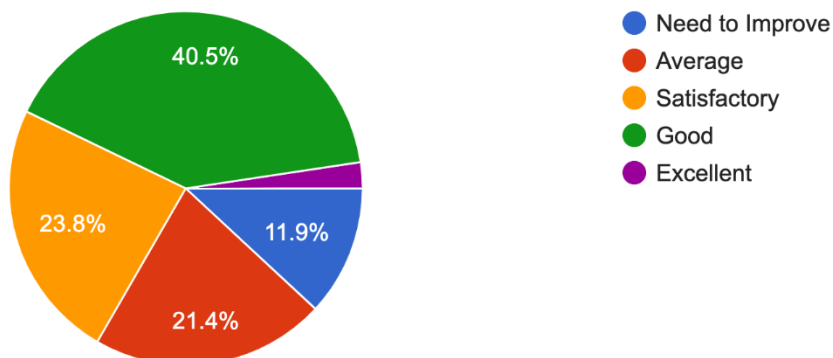
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 4.8% of the student group marked it as ‘Excellent’ followed by ‘Good’ (19%). 33.3% suggested that the courses were ‘Satisfactory’ and 26.2% of the students graded it as ‘Average’. Feedback analysis revealed that 16.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



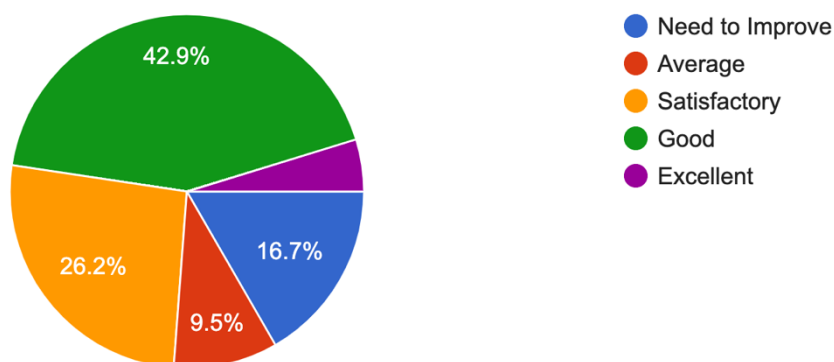
Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 2.4% of the student group marked it as ‘Excellent’ followed by ‘Good’ (40.5%). 23.8% suggested that the courses were ‘Satisfactory’ and 21.4% of the students graded it as ‘Average’. Feedback analysis



revealed that 11.9 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 4.8% of the student group marked it as ‘Excellent’ followed by ‘Good’ (42.9%). 26.2% suggested that the courses were ‘Satisfactory’ and 9.5% of the students graded it as ‘Average’. Feedback analysis revealed that 16.7 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

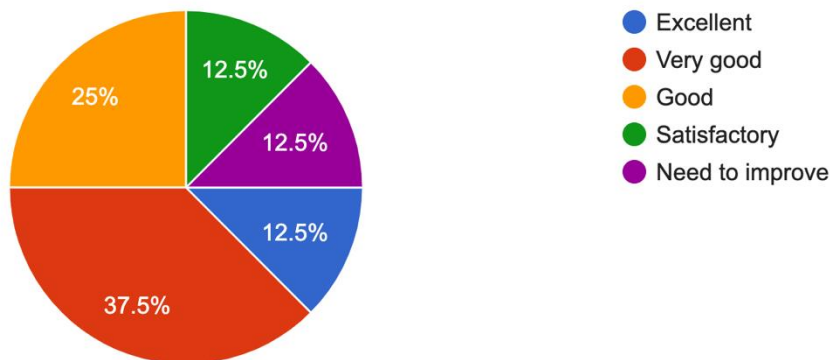


### Students feedback analysis from Post Graduate Programs

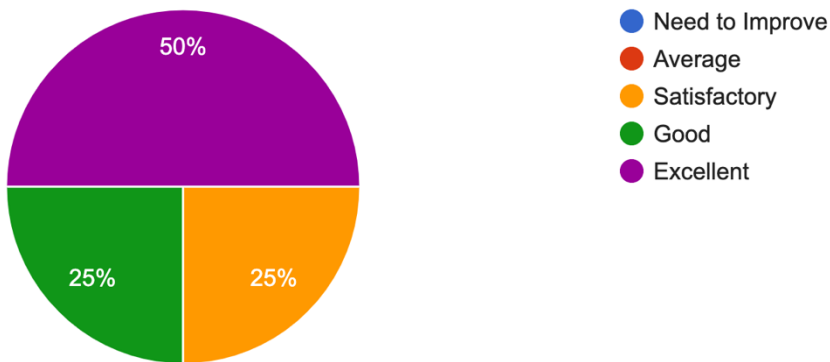
#### II MSc Botany (MBOT)

Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Botany courses** showed that 12.5% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (37.5%). 25% suggested that the courses were ‘Good’ and 12.5% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 12.5 % of the student

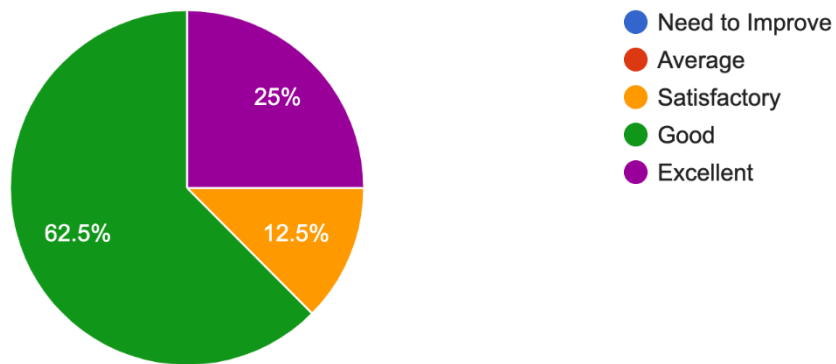
group marked that there is as 'Need to improve' the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



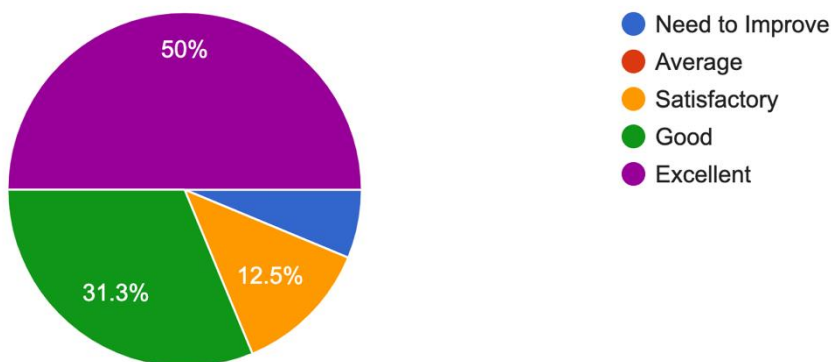
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 50% of the student group marked it as 'Excellent' followed by 'Good' (25%). 25% suggested that the courses were 'Satisfactory'. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 25% of the student group marked it as 'Excellent' followed by 'Good' (62.5%). 12.5% suggested that the courses were 'Satisfactory'. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.

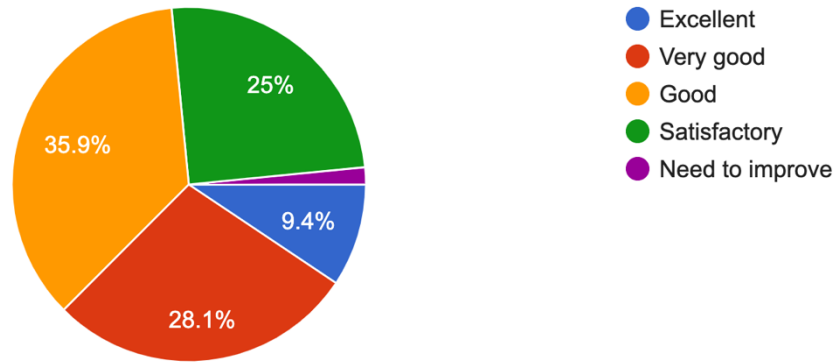


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 50% of the student group marked it as ‘Excellent’ followed by ‘Good’ (31.3%). 12.5% suggested that the courses were ‘Satisfactory’. Feedback analysis revealed that 6.3 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

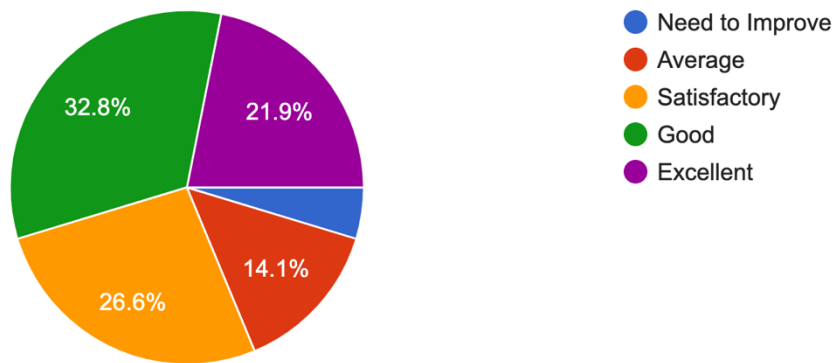


## II MSc Biotechnology (MBTY)

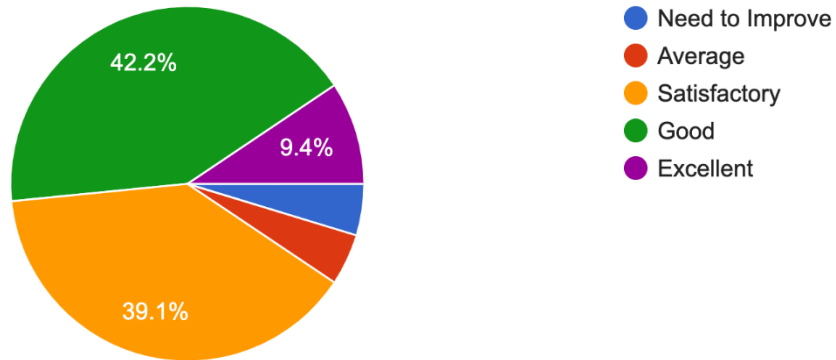
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 9.4% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (28.1%). 35.9% suggested that the courses were ‘Good’ and 25% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 1.6 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



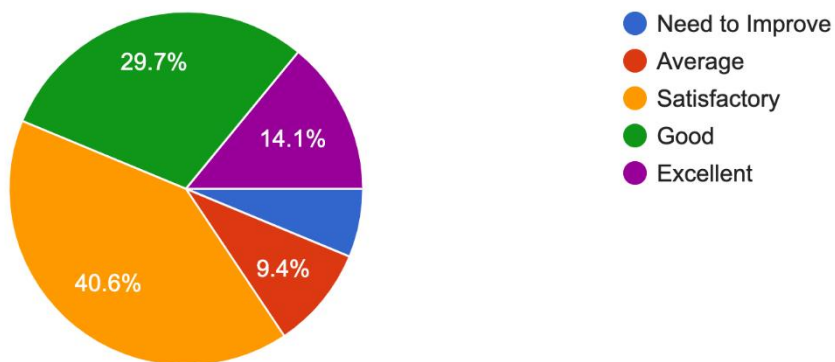
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 21.9% of the student group marked it as ‘Excellent’ followed by ‘Good’ (32.8%). 26.6% suggested that the courses were ‘Satisfactory’ and 14.1% of the students graded it as ‘Average’. Feedback analysis revealed that 4.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 9.4% of the student group marked it as ‘Excellent’ followed by ‘Good’ (42.2%). 39.1% suggested that the courses were ‘Satisfactory’ and 4.7% of the students graded it as ‘Average’. Feedback analysis revealed that 4.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



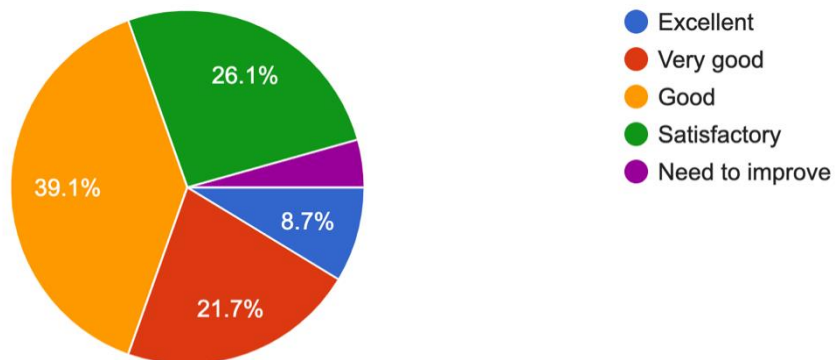
Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 14.1% of the student group marked it as ‘Excellent’ followed by ‘Good’ (29.7%). 40.6% suggested that the courses were ‘Satisfactory’ and 9.4% of the students graded it as ‘Average’. Feedback analysis revealed that 6.3 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



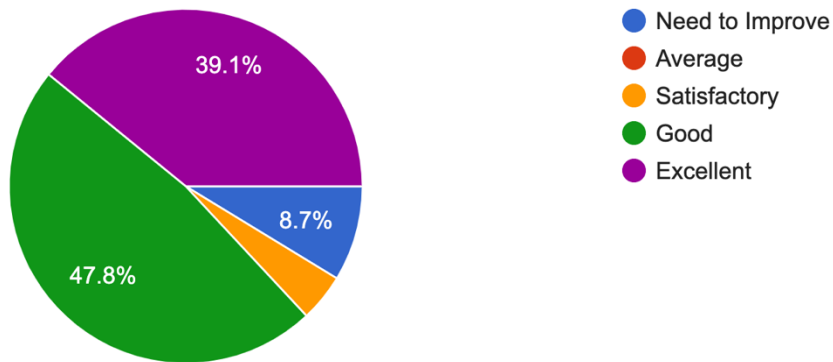
## II MSc Zoology (MZOO)

Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Zoology courses** showed that 8.7% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (21.7%). 39.1% suggested that the courses were ‘Good’ and 26.1% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 4.3 % of the student

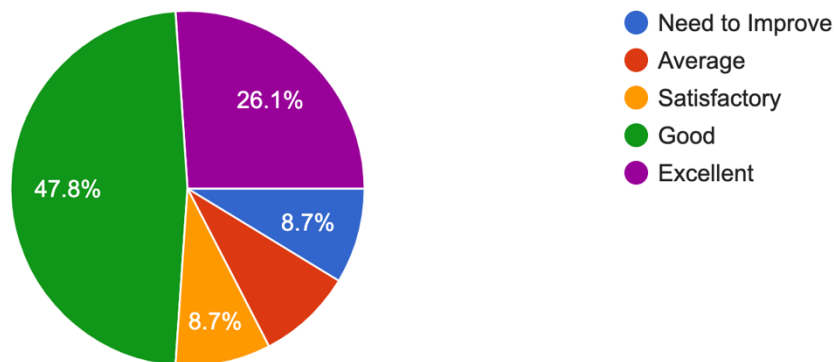
group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



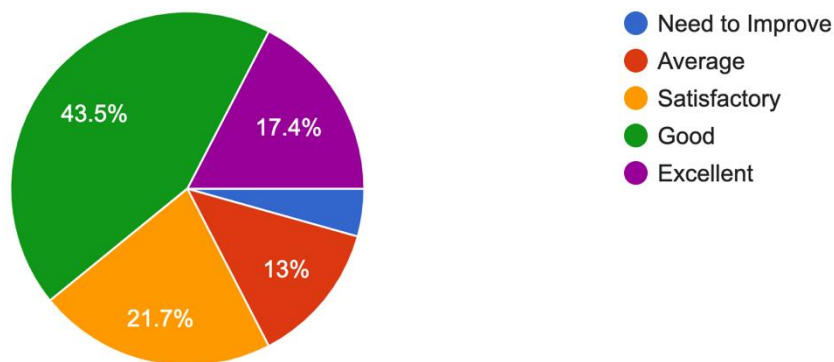
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 39.1% of the student group marked it as ‘Excellent’ followed by ‘Good’ (47.8%). 4.3% suggested that the courses were ‘Satisfactory’. Feedback analysis revealed that 8.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 26.1% of the student group marked it as ‘Excellent’ followed by ‘Good’ (47.8%). 8.7% each suggested that the courses were ‘Satisfactory’ and as ‘Average’. Feedback analysis revealed that 8.7% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

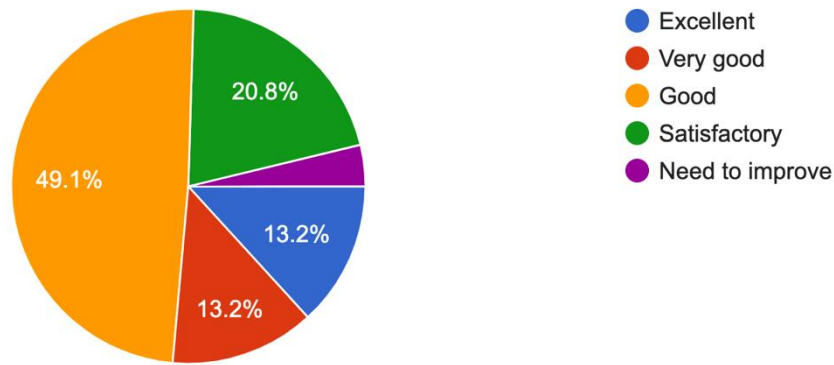


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 17.4% of the student group marked it as ‘Excellent’ followed by ‘Good’ (43.5%). 21.7% suggested that the courses were ‘Satisfactory’ and 13% of the students graded it as ‘Average’. Feedback analysis revealed that 4.3 % of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

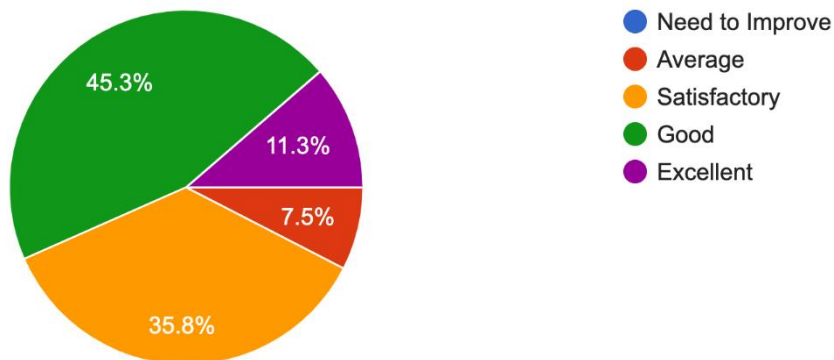


## II MSc Forensic Science (MFS)

Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Forensic Science courses** showed that 13.2% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (13.2%). 49.1% suggested that the courses were ‘Good’ and 20.8% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 3.8% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

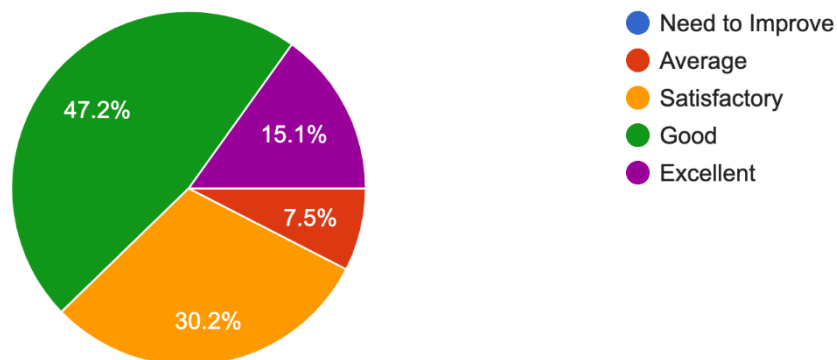


Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 11.3% of the student group marked it as ‘Excellent’ followed by ‘Good’ (45.3%). 35.8% suggested that the courses were ‘Satisfactory’ and 7.5% of the students graded it as ‘Average’. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.

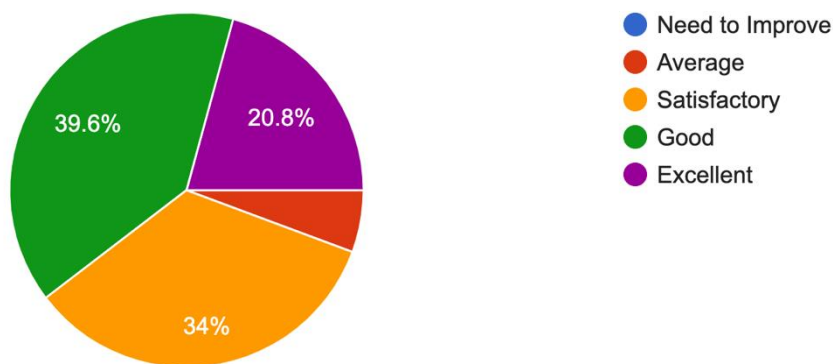


Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 15.1% of the student group marked it as ‘Excellent’ followed by ‘Good’ (47.2%). 30.2% suggested that the courses were ‘Satisfactory’ and 7.5% of the students graded it as ‘Average’. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.



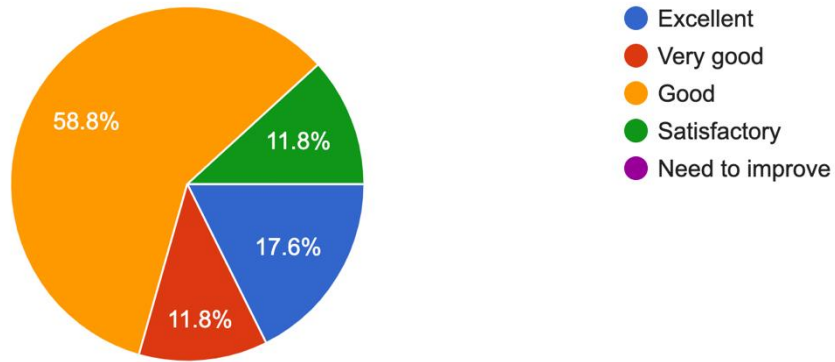


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 20.8% of the student group marked it as ‘Excellent’ followed by ‘Good’ (39.6%). 34% suggested that the courses were ‘Satisfactory’ and 5.7% of the students graded it as ‘Average’. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.

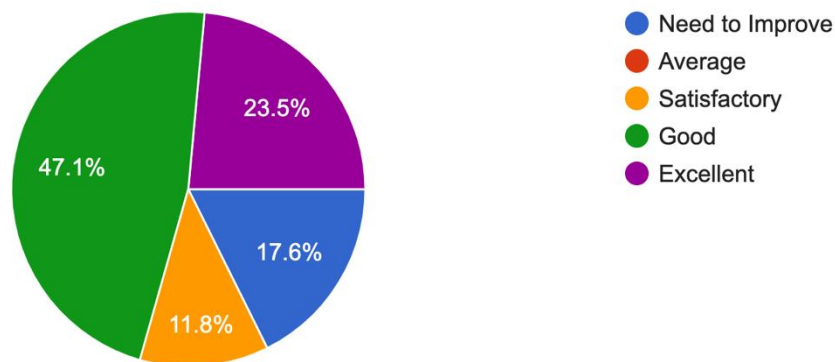


#### IV MSc Botany (MBOT)

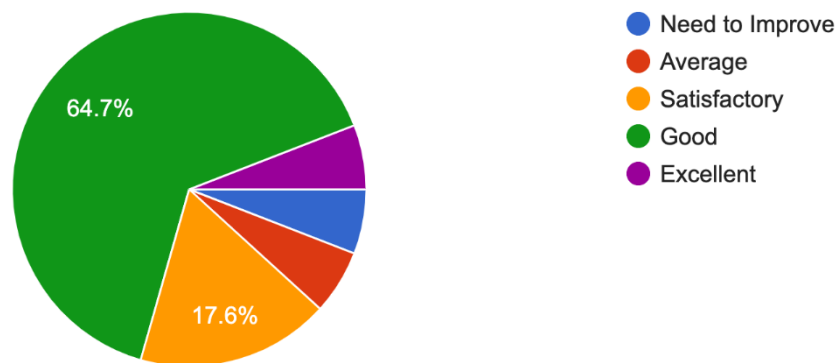
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Botany courses** showed that 17.6% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (11.8%). 58.8% suggested that the courses were ‘Good’ and 11.8% of the students graded it as ‘Satisfactory’. Feedback analysis will be critically analyzed and appropriate action will be taken for the next academic year.



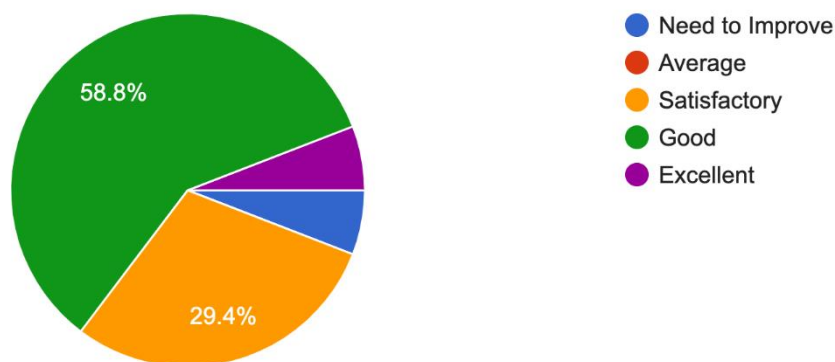
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 23.5% of the student group marked it as ‘Excellent’ followed by ‘Good’ (47.1%). 11.8% suggested that the courses were ‘Satisfactory’. Feedback analysis revealed that 17.6% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 5.9% of the student group marked it as ‘Excellent’ followed by ‘Good’ (64.7%). 17.6% suggested that the courses were ‘Satisfactory’ and 5.9% of the students graded it as ‘Average’. Feedback analysis revealed that 5.9% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

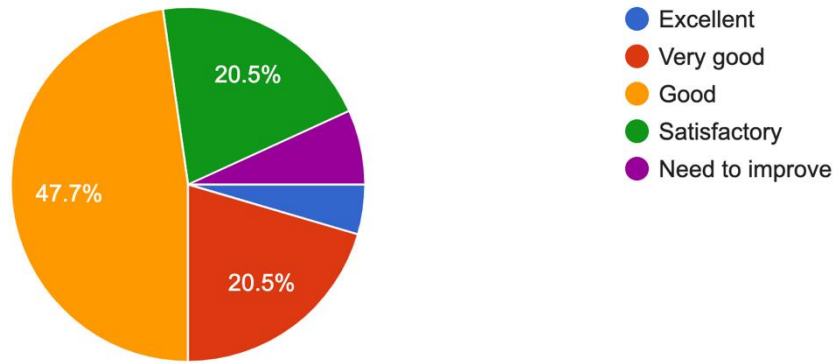


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 5.9% of the student group marked it as ‘Excellent’ followed by ‘Good’ (58.8%). 29.4% suggested that the courses were ‘Satisfactory’. Feedback analysis revealed that 5.9% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

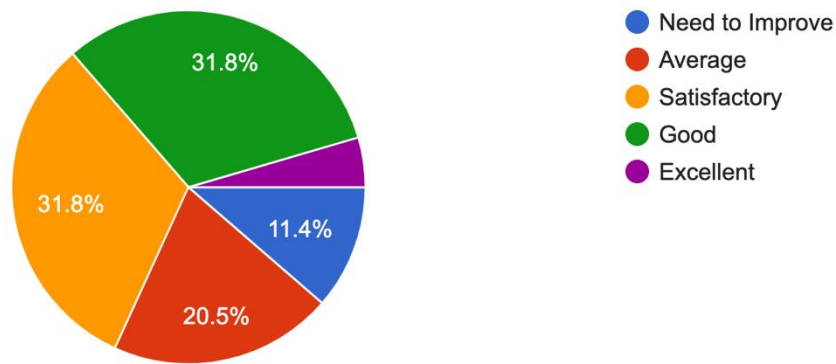


#### IV MSc Biotechnology (MBTY)

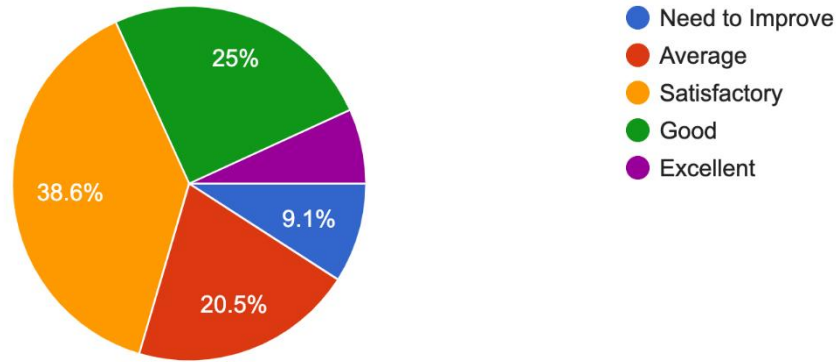
Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Biotechnology courses** showed that 4.5% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (20.5%). 47.7% suggested that the courses were ‘Good’ and 20.5% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 6.8% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



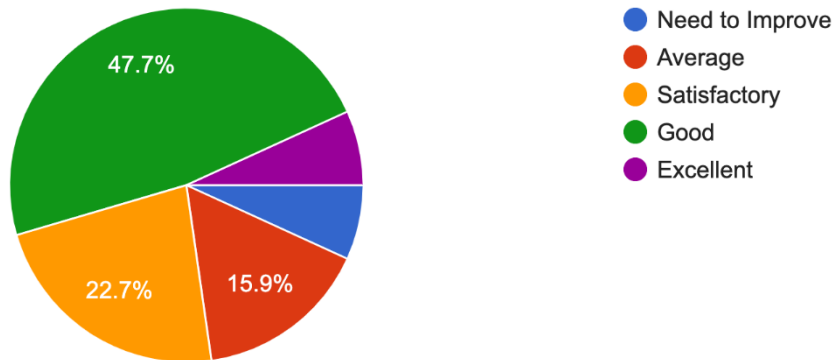
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 4.5% of the student group marked it as ‘Excellent’ followed by ‘Good’ (31.8%). 31.8% suggested that the courses were ‘Satisfactory’ and 20.5% of the students graded it as ‘Average’. Feedback analysis revealed that 11.4% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 6.8% of the student group marked it as ‘Excellent’ followed by ‘Good’ (25%). 38.6% suggested that the courses were ‘Satisfactory’ and 20.5% of the students graded it as ‘Average’. Feedback analysis revealed that 9.1% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



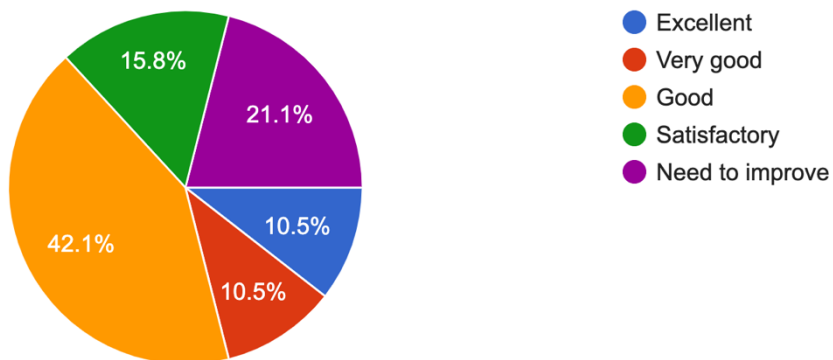
Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 6.8% of the student group marked it as ‘Excellent’ followed by ‘Good’ (47.7%). 22.7% suggested that the courses were ‘Satisfactory’ and 15.9% of the students graded it as ‘Average’. Feedback analysis revealed that 6.8% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



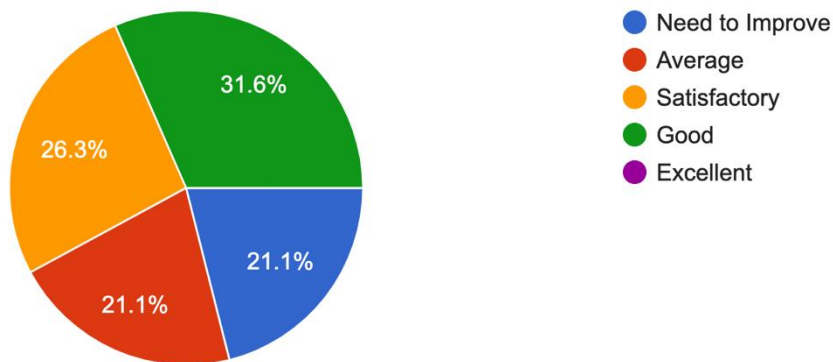
#### IV MSc Zoology (MZOO)

Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Zoology courses** showed that 10.5% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (10.5%). 42.1% suggested that the courses were ‘Good’ and 15.8% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 21.1% of the student

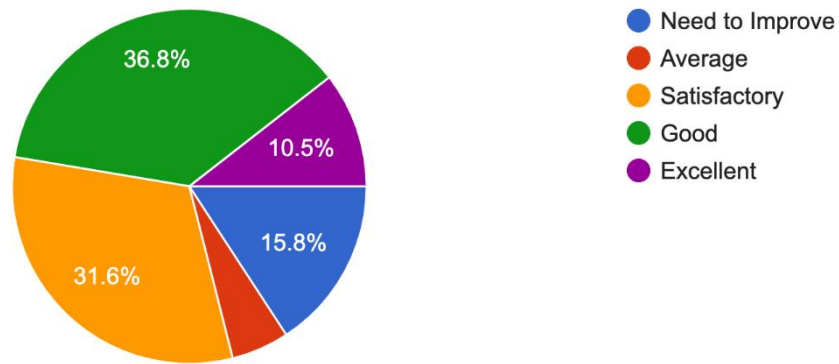
group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



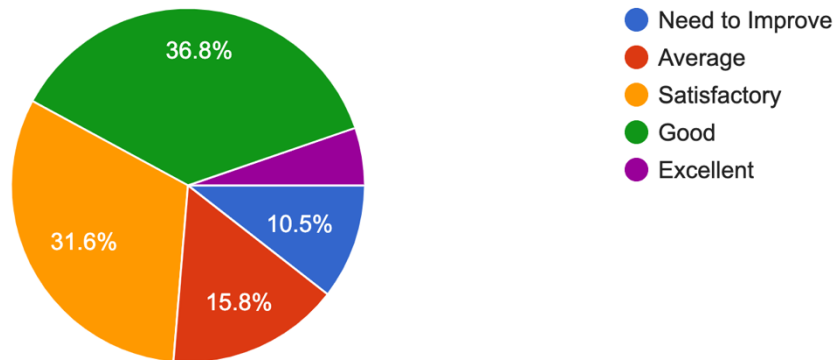
Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 31.6% of the student group marked it as ‘Good’. 26.3% suggested that the courses were ‘Satisfactory’ and 21.1% of the students graded it as ‘Average’. Feedback analysis revealed that 21.1% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 10.5% of the student group marked it as ‘Excellent’ followed by ‘Good’ (36.8%). 31.6% suggested that the courses were ‘Satisfactory’ and 5.3% of the students graded it as ‘Average’. Feedback analysis revealed that 15.8% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

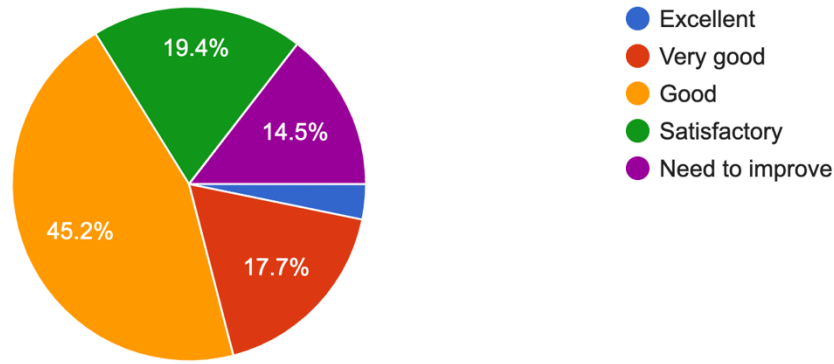


Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 5.3% of the student group marked it as ‘Excellent’ followed by ‘Good’ (36.8%). 31.6% suggested that the courses were ‘Satisfactory’ and 15.8% of the students graded it as ‘Average’. Feedback analysis revealed that 10.5% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

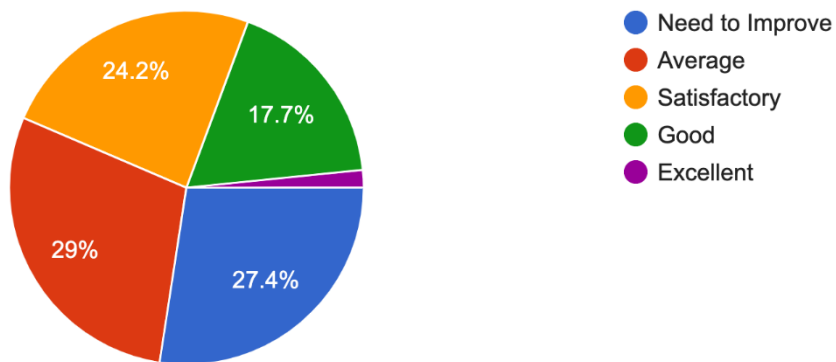


#### IV MSc Forensic Science (MFS)

Analysis of student feedback on curriculum reflect the student satisfaction on the curriculum as they are the primary user of the curriculum. Analysis of the student **feedback on Forensic Science courses** showed that 3.2% of the student group marked it as ‘Excellent’ followed by ‘Very Good’ (17.7%). 45.2% suggested that the courses were ‘Good’ and 19.4% of the students graded it as ‘Satisfactory’. Feedback analysis revealed that 14.5% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

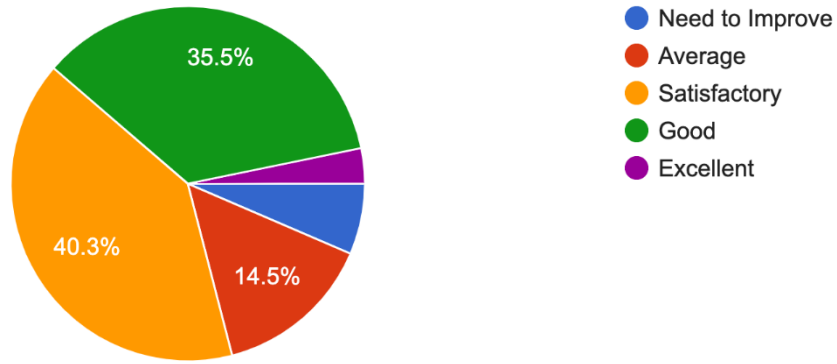


Analysis of the student feedback on the **focus of the program towards Employability/ Entrepreneurship/ Skill development** showed that 1.6% of the student group marked it as ‘Excellent’ followed by ‘Good’ (17.7%). 24.2% suggested that the courses were ‘Satisfactory’ and 29% of the students graded it as ‘Average’. Feedback analysis revealed that 27.4% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.

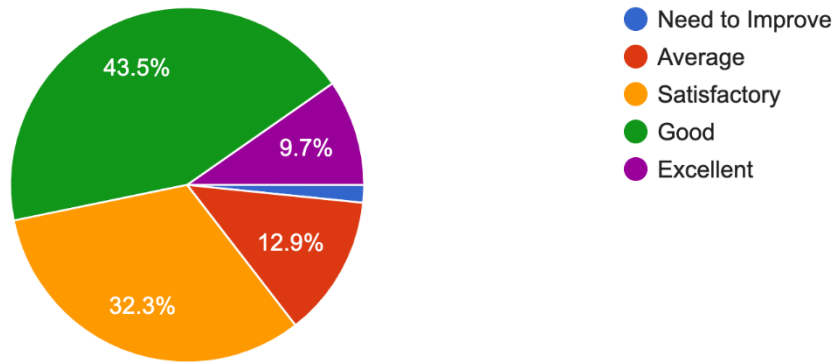


Analysis of the student feedback on the **focus of the program towards addressing Local/ Regional/ National/ Global needs** showed that 3.2% of the student group marked it as ‘Excellent’ followed by ‘Good’ (35.5%). 40.3% suggested that the courses were ‘Satisfactory’ and 14.5% of the students graded it as ‘Average’. Feedback analysis revealed that 6.5% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.





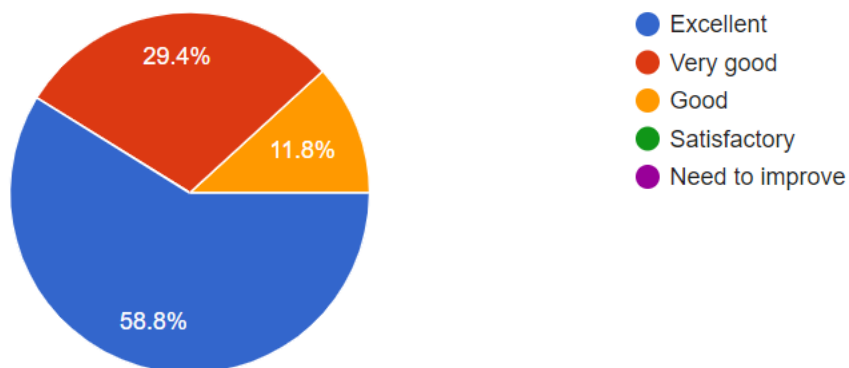
Analysis of the student feedback on the **focus of the program towards Professional ethics/Gender and human values/Environment and sustainability** showed that 9.7% of the student group marked it as ‘Excellent’ followed by ‘Good’ (43.5%). 32.3% suggested that the courses were ‘Satisfactory’ and 12.9% of the students graded it as ‘Average’. Feedback analysis revealed that 1.6% of the student group marked that there is as ‘Need to improve’ the syllabus in certain domains which will be critically analyzed and appropriate action will be taken for the next academic year.



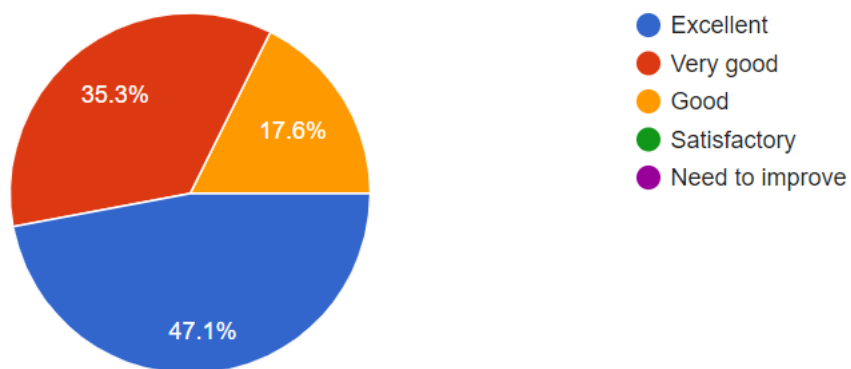
## Teacher's Feedback

The Teachers are the managers of the curriculum so they have the keen observation on the content of the syllabus. From the feedback analysis, it is confirmed that the teachers were satisfied with the curriculum, and it covers different aspects and area of the subjects.

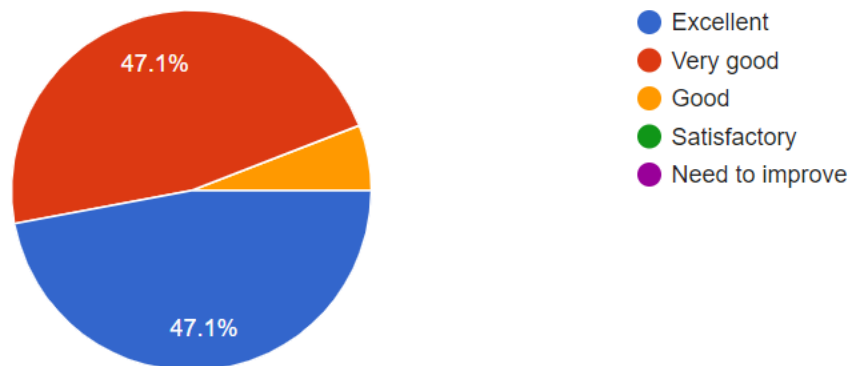
Analysis of the student **feedback on UG Botany courses** showed that 58.8% of the teachers group marked it as 'Excellent' followed by 'Very Good' (29.4%). 11.8% suggested that the courses were 'Good'.



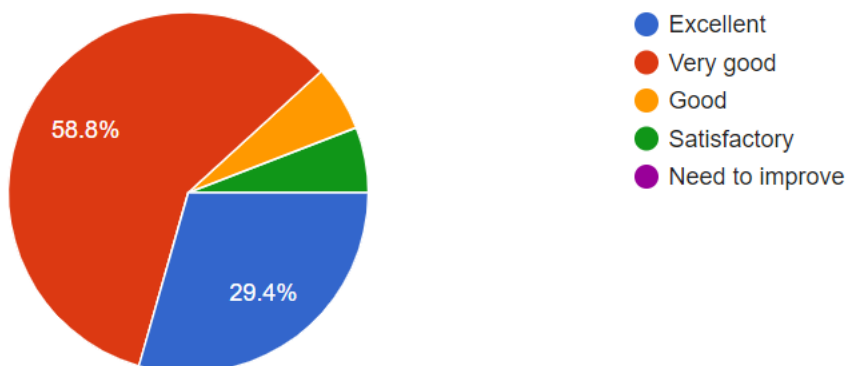
Analysis of the student **feedback on UG Zoology courses** showed that 10.5% of the teachers group marked it as 'Excellent' followed by 'Very Good' (10.5%). 42.1% suggested that the courses were 'Good'.



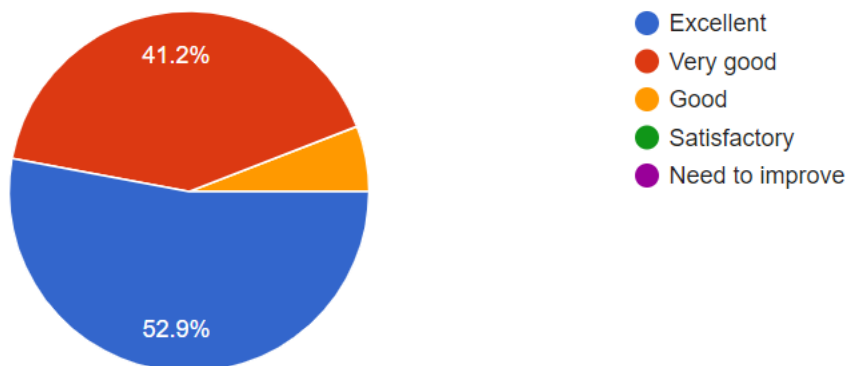
Analysis of the student **feedback on UG Biotechnology courses** showed that 47.1% of the teachers group marked it as 'Excellent' followed by 'Very Good' (47.1%). 5.9% suggested that the courses were 'Good'.



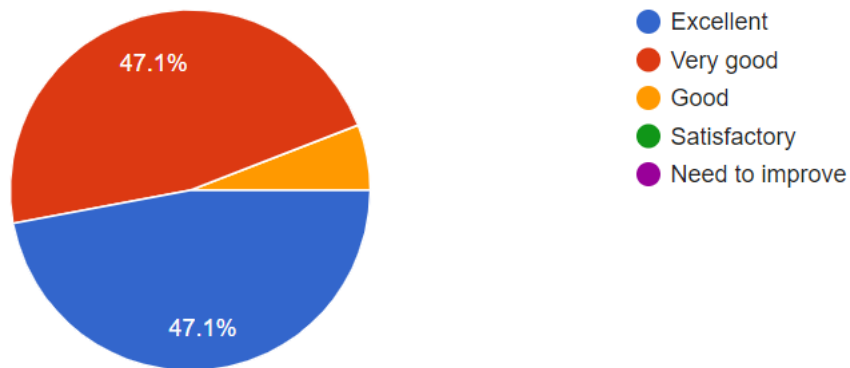
Analysis of the student **feedback on UG Forensic Science courses** showed that 10.5% of the teachers group marked it as ‘Excellent’ followed by ‘Very Good’ (47.1%). 42.1% suggested that the courses were ‘Good’.



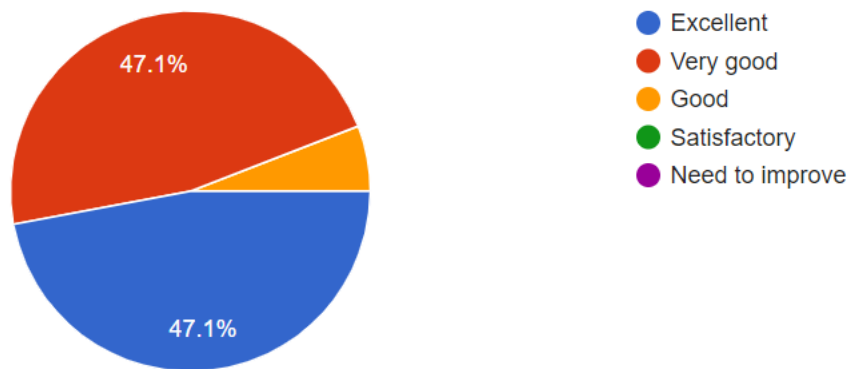
Analysis of the student **feedback on PG Botany courses** showed that 52.9% of the teachers group marked it as ‘Excellent’ followed by ‘Very Good’ (41.2%). 5.9% suggested that the courses were ‘Good’.



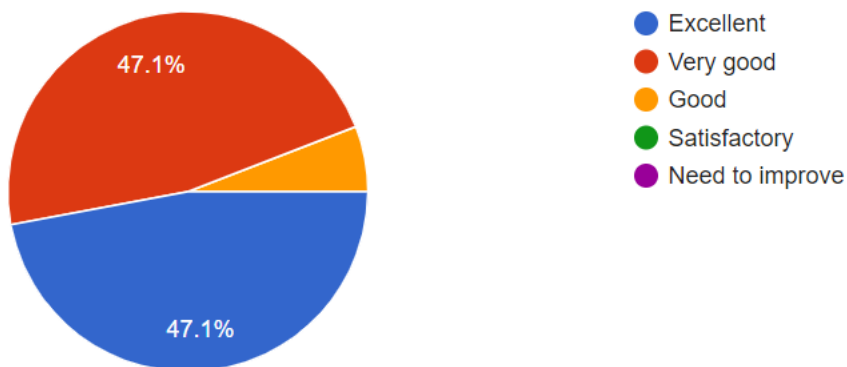
Analysis of the student **feedback on PG Biotechnology courses** showed that 47.1% of the teachers group marked it as ‘Excellent’ followed by ‘Very Good’ (47.1%). 5.9% suggested that the courses were ‘Good’.



Analysis of the student **feedback on PG Zoology courses** showed that 47.1% of the teachers group marked it as ‘Excellent’ followed by ‘Very Good’ (47.1%). 5.9% suggested that the courses were ‘Good’.

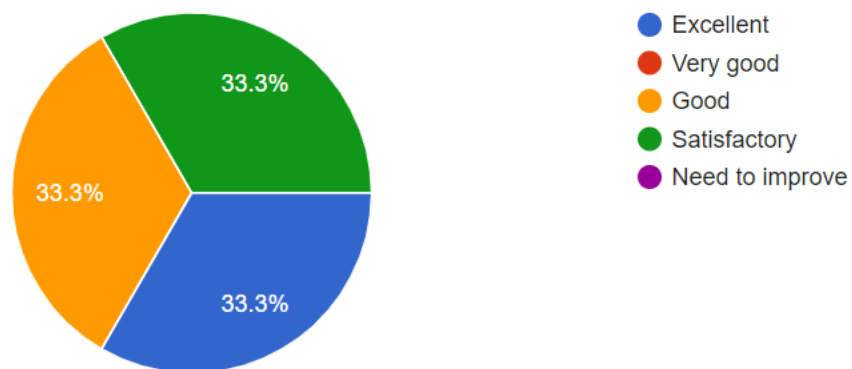


Analysis of the student **feedback on PG Forensic Sciences courses** showed that 47.1% of the teachers group marked it as ‘Excellent’ followed by ‘Very Good’ (47.1%). 5.9% suggested that the courses were ‘Good’.

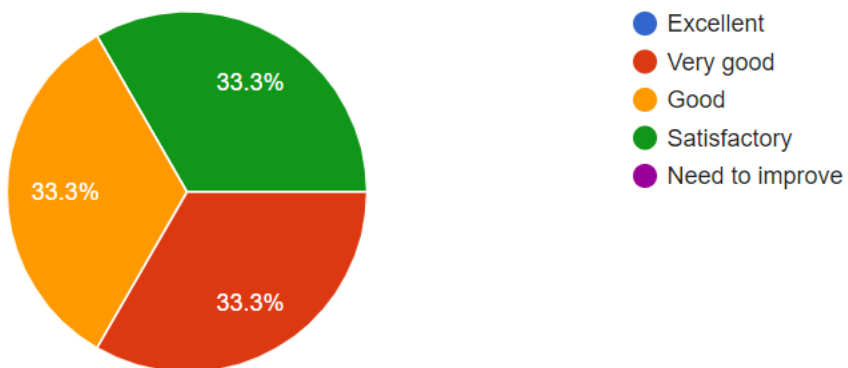


## Industry Feedback

Analysis of the student **feedback on UG Botany/Biotechnology/Zoology/Forensic Science courses** showed that 33.3% of the industrialist group marked it as 'Excellent' followed by 'Good' (33.3%). 33.3% suggested that the courses were 'Satisfactory'.



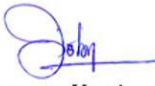
Analysis of the student **feedback on PG Botany/Zoology/Biotechnology/Forensic Sciences courses** showed that 33.3% of the industrialist group marked it as 'Very good' followed by 'Good' (33.3%). 33.3% suggested that the courses were 'Satisfactory'.



## **ACTON TAKEN REPORT BASED ON FEEDBACK (2023- 2024)**

The Department of Life Sciences follows the routine policy of improving and modifying the curriculum every year based on the valuable feedback received from important stakeholders including students, parents, alumni, teachers and industrialist to cater to the demands of the global society with international standards in our teaching, learning, assessment and evaluation system. Based on the feedback analysis for the academic year 2023-2024, the following actions will be taken / are made in the syllabus of the next academic year (2024-2025).

- Incorporation of student centric learning modules in curriculum.
- Incorporation of more research-oriented concepts in the PG curriculum.
- Incorporation of Mini projects in PG curriculum.
- Fourth semester of all PG programmes are completely dedicated to research projects/industrial internships in reputed institutions as per the feedback from alumni and students.
- More emphasize on skill development, entrepreneurship and employability-based topics in both UG and PG programmes.



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**Signature of the Head of the Department**