

Supporting Documents

1.4.2

**Stakeholder Feedback Analysis
Report**



DEPARTMENT OF CHEMICAL SCIENCES
I. K. GUJRAL PUNJAB TECHNICAL UNIVERSITY MAIN CAMPUS

REF. No.

DATED:

Report and Action Taken on Students Feedback for Teaching Learning Process

1. Report on Students Feedback

The structured feedback regarding teaching learning process was obtained from 11 final year students of MSc and BSc (Hons) through a structured questionnaire. The analysis of the feedback obtained is presented in Tabular form as follows.

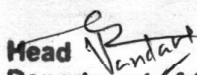
Sr No.		Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Coverage of Syllabus in class	10	01	-	-	-
2	Preparation of Teachers for the class	07	04	-	-	-
3	Way of Communication of teachers	11	-	-	-	-
4	Fairness of internal evaluation	06	05	-	-	-
5	Discussion about performance in assignments	05	06	-	-	-
6	Institute's interest in promoting internship, student exchange, field visit opportunities for students	03	04	02	02	-
7	Teaching and mentoring process facilitates for cognitive, social and emotional growth of students	01	07	03	-	-
8	Teachers inform about expected competencies, course outcomes and programme outcomes	07	03	01	-	-

Handwritten signature
Head
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9	Mentor does a necessary follow up with as assigned task to student	02	07	02	-	-
10	Teacher illustrates concepts through examples and applications	08	03	-	-	-
11	Teacher identifies strength and encourages students	05	06	-	-	-
12	Teacher identifies weaknesses and help students to overcome	07	02	02	-	-
13	Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	02	06	03	-	-
14	Teachers use student centric methods	06	05	-	-	-
15	Teachers encourage to participate in extra curricular activities	06	04	01	-	-
16	Institute makes efforts to inculcate soft skills, life skills and employability skills	04	02	05	-	-
17	Percentage of teachers using ICT tools	03	07	01	-	-
18	Overall quality of teaching learning process	08	03	-	-	-

Overall Analysis of Students Feedback

- The response of the students with regard to teaching learning process has been found to be generally excellent and mostly very good for most of the points being asked in the feedback.
- The response of the students shows that the teaching learning process is good and satisfactory for a few points as
 - Teaching and mentoring process facilitates for cognitive, social and emotional growth of students (27% good)
 - Mentor does a necessary follow up with as assigned task to student (18% good)
 - Teacher identifies weaknesses and help students to overcome (18% good)
 - Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. (27% good)

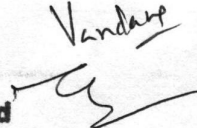

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- Institute makes efforts to inculcate soft skills, life skills and employability skills (45.4% good)
- Institute's interest in promoting internship, student exchange, field visit opportunities for students (18% good and 18% satisfactory).

2. Action Taken Report on Students Feedback for Teaching-learning process

Keeping in view the analysis of feedback obtained from students of BSc (Hons) and M Sc programs of the Chemical sciences department, the department has initiated few steps which are as follows:

- More Educational visits of students to chemical industries to provide hands-on training.
- Organisation of lectures/workshops by experts to inculcate soft skills, life skills and employability skills at both departmental and university level..
- Signing up of MoU's with various chemical and pharmaceutical industries
- More of the Mentor-mentee meetings to better analyse the strength and weaknesses of students.

Vandana

Head
Department of Applied Sciences
IKG Punjab Technical University
Kapurthala-144603 Punjab (India)

REF. NO.

DATED:

Report and Action Taken on Structured Feedback for Design and Review of Syllabus

1. Report on Structured Feedback for Design and Review of Syllabus

The structured feedback regarding design and review of the syllabus was obtained from students, alumni and teachers. In order to obtain the feedback, a structured questionnaire was designed to elicit the responses regarding relevant issues concerning design, review and delivery of syllabus. The analysis of the feedback obtained is presented in three sections. Section I includes analysis of feedback obtained from the students, Section II contains the analysis of feedback obtained from the alumni and Section III contains the analysis of feedback obtained from the teachers.

Section I: Students Feedback on Design and Review of Syllabus

Feedback on design and review of syllabus was collected from 06 students of B.Sc (Hons) of the department. Analysis of the feedback is presented in Table 1.

Table 1: Students Feedback on Design and Review of Syllabus

Sr No.		Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of Content	05 (83)	1(17)	-	-	-
2	Coverage and delivery of syllabus	6(100)				-
3	Appropriateness of programme outcomes and learning outcomes	-	06 (100)		-	-
4	The curriculum enhances learning		4(67)	02(33)	-	-
5	Curriculum is relevant for employability	04(67)	-	02 (33)		-
6	Impact of curriculum on developing analytical skills	04(67)	-	02 (33)	-	-
7	Impact of curriculum on developing industrial oriented skills	-	2(33.3)	2 (33.3)	02(33.3)	-
8	Impact of curriculum on developing entrepreneurial skills	-	2(33.3)	2 (33.3)	02(33.3)	-

9	Impact of curriculum on holistic development of students	-	2(33)	4(67)	-	-
10	Co-Curricular and extra curricular activities	-	4 (67)	-	2(33)	-

Note: Percetange is given in paranthesis

Table 1 (Student Feedback)



Overall Analysis of Students Feedback

- The response of the students with regard to design and review of syllabus has been found to be generally excellent, mostly very good and good for most of the points being asked in the feedback.
- The response of the students shows that the curriculum needs improvement mostly with regard to following points
 - Impact of curriculum on developing industrial oriented skills (33%)
 - Impact of curriculum on developing entrepreneurial skills (33%)
 - Co-Curricular and extra curricular activities (33%)

Section-II Alumni's Feedback on Design and Review of Syllabus

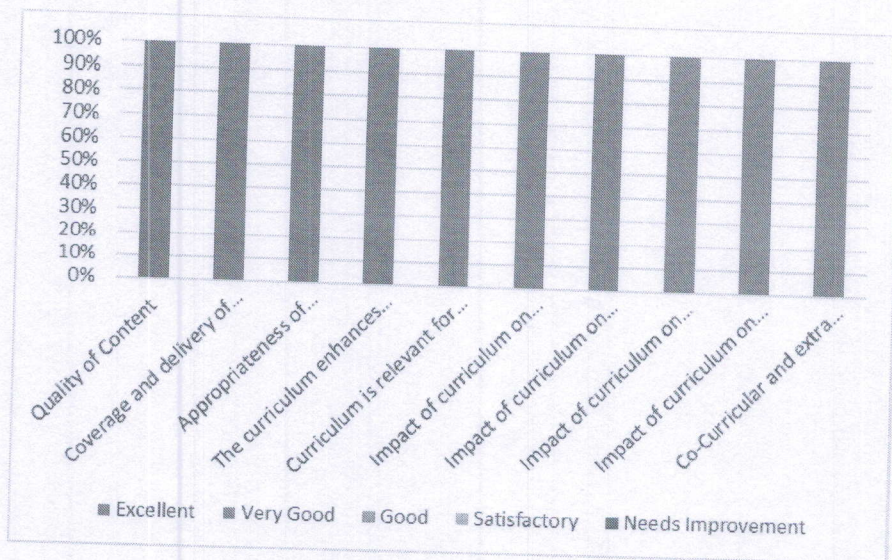
Feedback on design and review of syllabus was collected from 1 pass out students of Ph.D Program of the department. Analysis of the feedback is presented in Table 2.

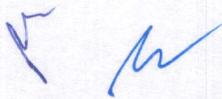
Sr No.	Excellent	Very Good	Good	Satisfactory	Needs Improvement

1	Quality of Content	1	-	-	-	-
2	Coverage and delivery of syllabus	1	-	-	-	-
3	Appropriateness of programme outcomes and learning outcomes	1	-	-	-	-
4	The curriculum enhances learning	1	-	-	-	-
5	Curriculum is relevant for employability	1	-	-	-	-
6	Impact of curriculum on developing analytical skills	1	-	-	-	-
7	Impact of curriculum on developing industrial and oriented skills	1	-	-	-	-
8	Impact of curriculum on developing entrepreneurial skills	-	1	-	-	-
9	Impact of curriculum on holistic development of students	-	1	-	-	-
10	Co-Curricular and extra curricular activities	-	1	-	-	-

Note: Percetange is given in paranthesis

Table 2 (Alumni Feedback)




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Overall Analysis of Alumni's Feedback

The response of the alumini with regard to design and review of syllabus has been found to be excellent and very good in most of the cases.

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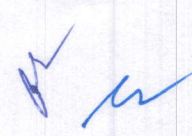
Section -III Faculty's Feedback on Design and Review of Syllabus

Feedback from faculty members of the Department has been obtained regarding design and review of syllabus of the three programs offered by the department, namely MSc and BSc(Hons) . Feedback was collected from 4 regular faculty members. Programwise analysis of the feedback is presented in Tables 3.1 and 3.2 respectively.

Table 3.1: Faculty's Feedback on Design and Review of M.Sc (Hons) Syllabus

Sr No.		Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of Content	04(100)		-	-	-
2	Coverage and delivery of syllabus	04(100)		-	-	-
3	Appropriateness of programme outcomes and learning outcomes	03(75)	01(25)	-	-	-
4	The curriculum enhances learning	02(50)	02(50)	-	-	-
5	Curriculum is relevant for employability	02(50)	02(50)	-	-	-
6	Impact of curriculum on developing analytical skills	01(25)	03(75)	-	-	-
7	Impact of curriculum on developing industrial oriented skills	03(75)	01(25)	-	-	-
8	Impact of curriculum on developing entrepreneurial skills	02(50)	02(50)	-	-	-
9	Impact of curriculum on holistic development of students	02(50)	02(50)	--	-	-
10	Co-Curricular and extra curricular activities	02(50)	02(50)		-	-

Note: Percetange is given in paranthesis


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Kapurthala-144603 Punjab (India)

41

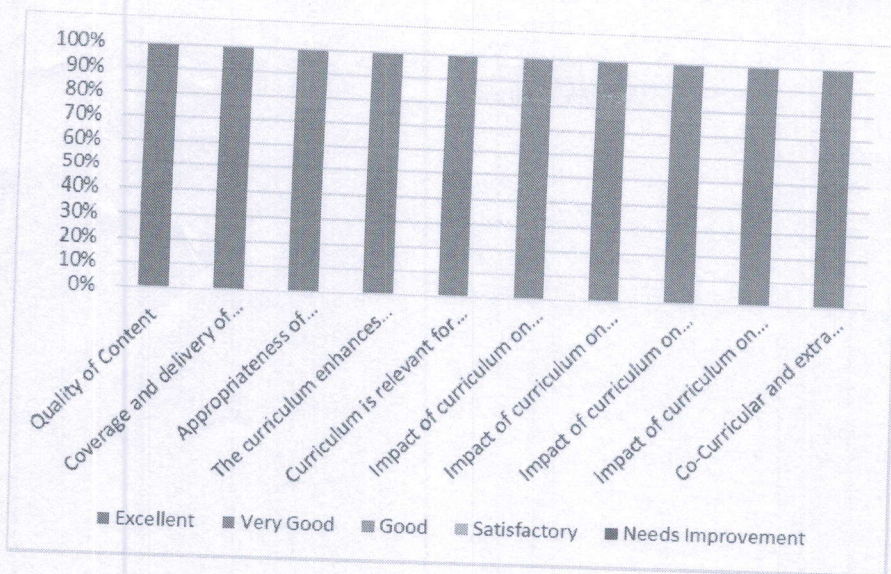


Table 3.2: Faculty's Feedback on Design and Review of B.Sc (Hons) Syllabus

Sr No.		Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of Content	04(100)	-	-	-	-
2	Coverage and delivery of syllabus	04(100)	-	-	-	-
3	Appropriateness of programme outcomes and learning outcomes	03(75)	01(25)	-	-	-
4	The curriculum enhances learning	02(50)	02(50)	-	-	-
5	Curriculum is relevant for employability	02(50)	02(50)	-	-	-
6	Impact of curriculum on developing analytical skills	01(25)	03(75)	-	-	-
7	Impact of curriculum on developing industrial oriented skills	03(75)	01(25)	-	-	-
8	Impact of curriculum on developing entrepreneurial skills	02(50)	02(50)	-	-	-
9	Impact of curriculum on holistic development of students	02(50)	02(50)	--	-	-
10	Co-Curricular and extra curricular activities	02(50)	02(50)		-	-

Note: Percetange is given in paranthesis

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Overall Analysis of Teacher's Feedback for BSc (Hons) and MSc Curriculum

The Faculty members have found design of syllabus to be excellent and very good with regard to most of the points asked in the review

2. Action Taken Report on Structured Feedback for Design and Review of Syllabus

Keeping in view the analysis of feedback obtained from students, alumni and Faculty with regard to the design and review of Syllabus for BSc (Hons) and MSc programs of the Mathematical sciences department, it has been noticed that the action needs to be taken for the following points

- Impact of curriculum on developing entrepreneurial skills.
- Impact of curriculum on developing industrial oriented skills
- Co-Curricular and extra curricular activities

In view of the above, the department has initiated few steps which are as follows:

- Organisation of workshops.
- Expert lecture by Academician/industry related persons/future employers.
- Revision of Syllabus

Head
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Student Feedback Form

29 responses



Name of Student and roll no.

29 responses

Karan Singh 2224676

2224678

2124324

yuvraj gora(2124345)

2124326

NISHANT MARWAHA, 2124334

Manas Raj 1916456

Name:Rohit Bhart, Roll no. :2224686

1916461

Sachin Kumar Prajapati & 1916468

Ritu Ranjan

1916451

2022564_Vicky kumar

Neelanjan Paul (2224683)

Akhil Sharma (2124323)

2224674

Rahul Prashar 2124335

Vikas choudhary and 2124343

Sahildeep Singh 2124338

2224679



Navneet 202255

Pawan Kumar (1916462)

Pradum Kumar (1916464)

Sandeep Singh 1916469

1916450

Narender Pal (1818625)

Hardik Bajaj 2124330

Navjot kaur 2124529

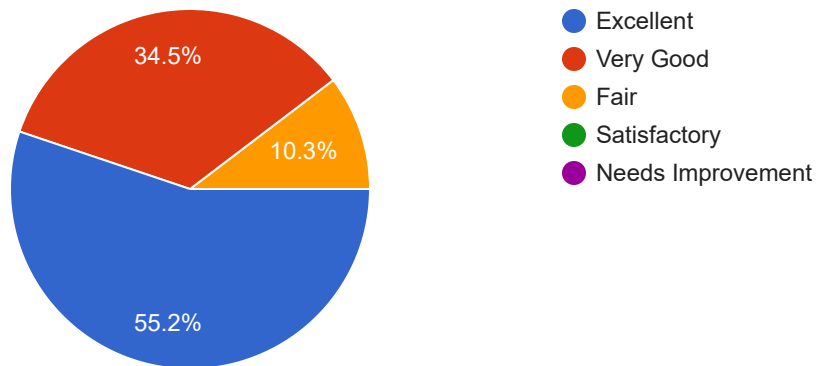
Karan Singh (2224676)

Parameters

Quality of the content

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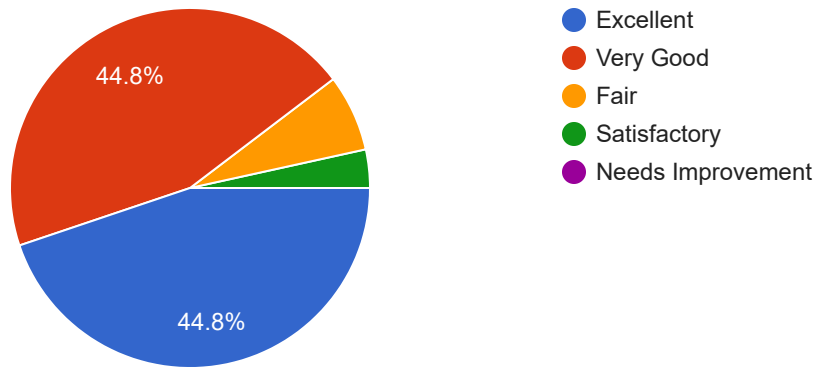
29 responses



Coverage and Delivery of the syllabus

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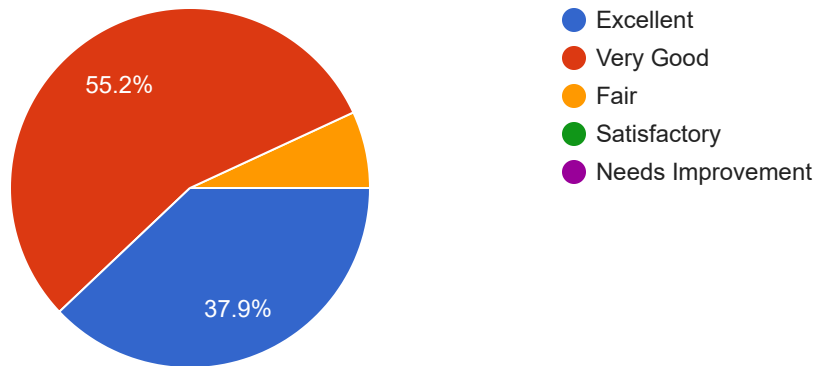
29 responses



Appropriateness of Program outcomes and learning outcomes

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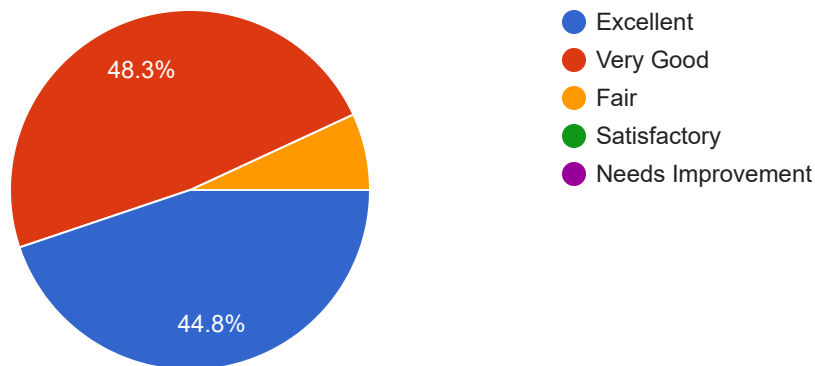
29 responses



The curriculum enhances learning

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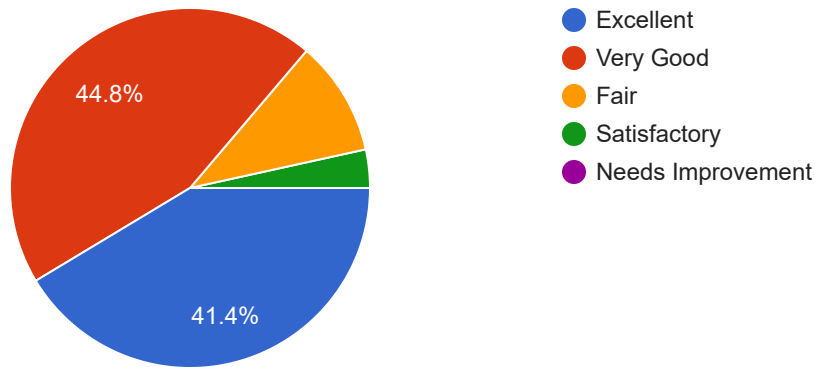
29 responses



The curriculum is relevant for employability

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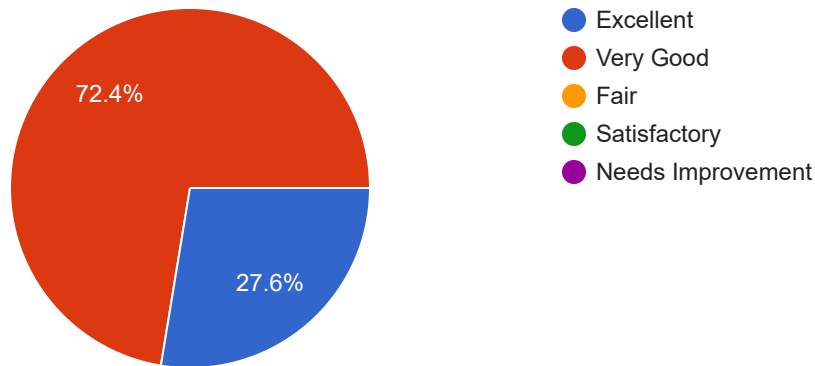
29 responses



Impact of curriculum on developing analytical skills

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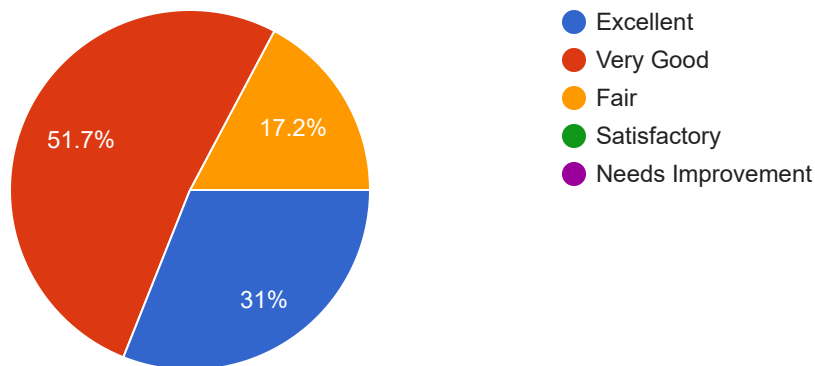
29 responses



Impact of curriculum on developing industrial oriented skills

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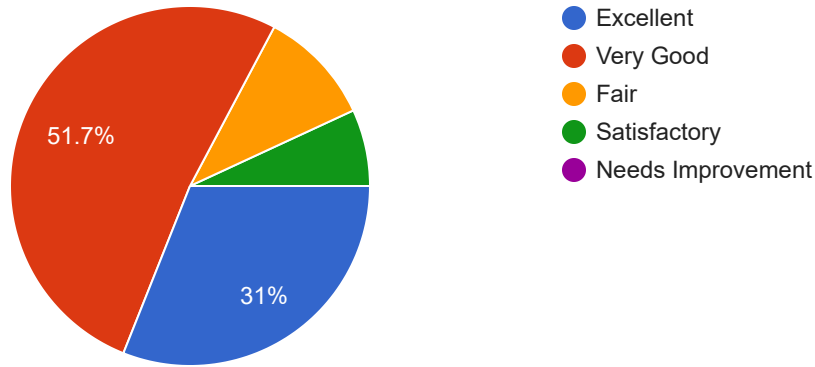
29 responses



Impact of curriculum on developing entrepreneurial abilities

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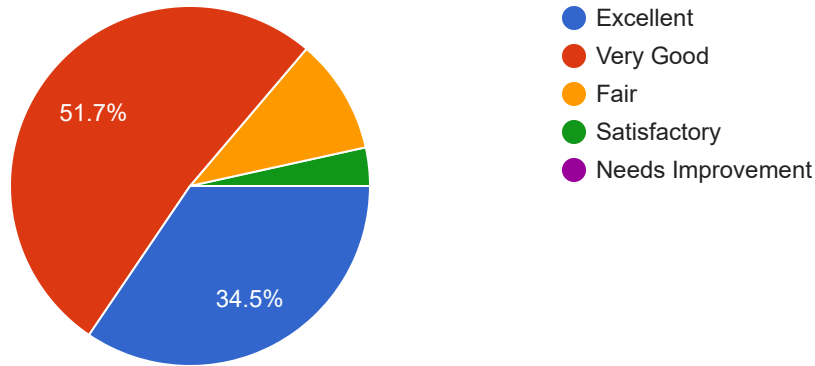
29 responses



Impact of curriculum on holistic development of the student

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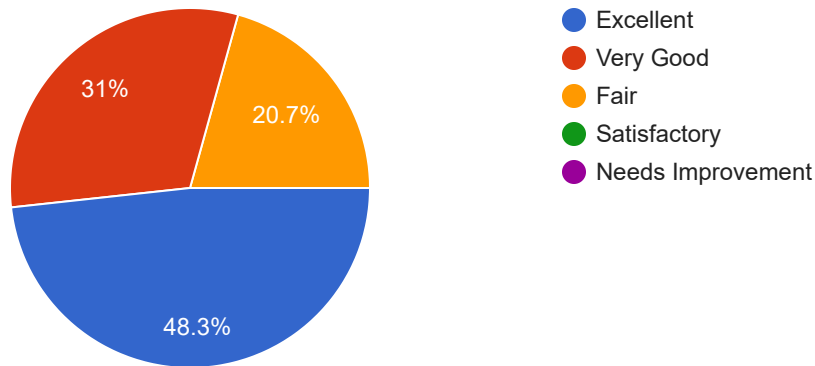
29 responses



Co-curricular and extra-curricular activities

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29 responses



Any other suggestions

4 responses

Overall good

N. A.

NO

No

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Google Forms





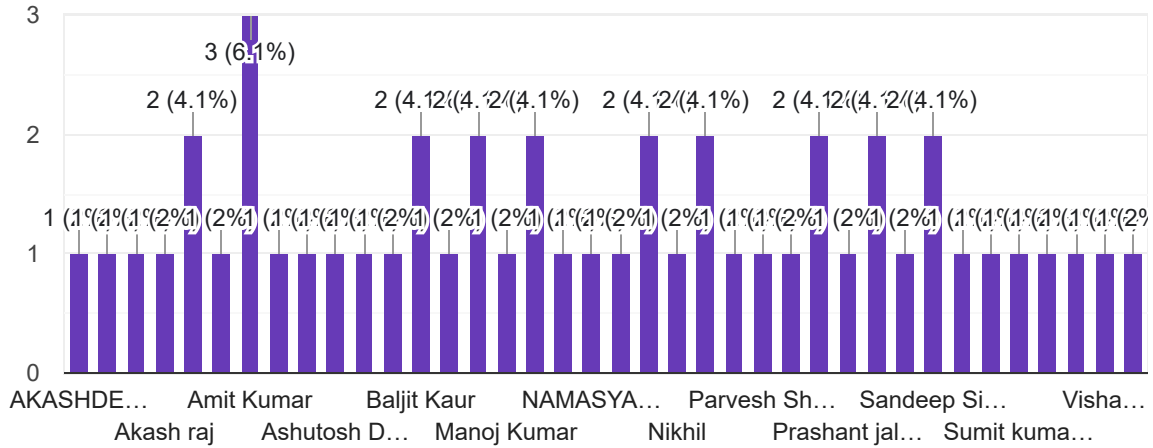
Alumni Feedback Form

49 responses

Name of Student and Signature



49 responses

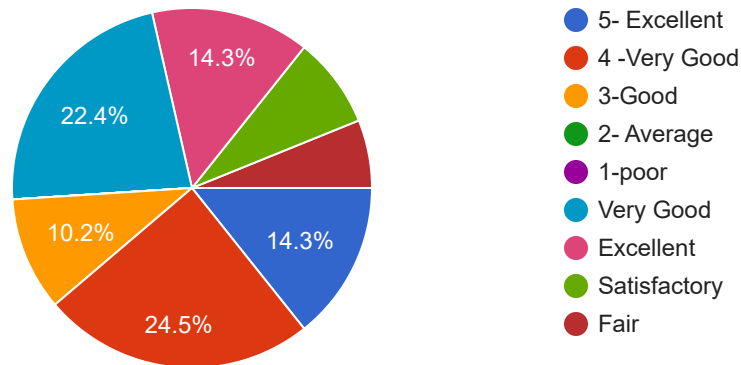


Parameters

Does the curriculum have the ability to enable you to find solutions to real life/practical problems in industry through the use of technical knowledge



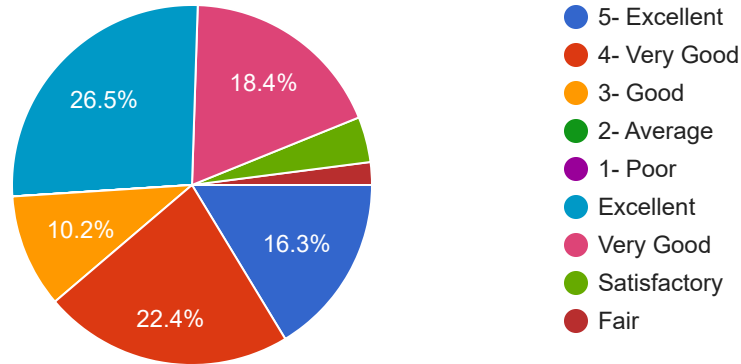
49 responses





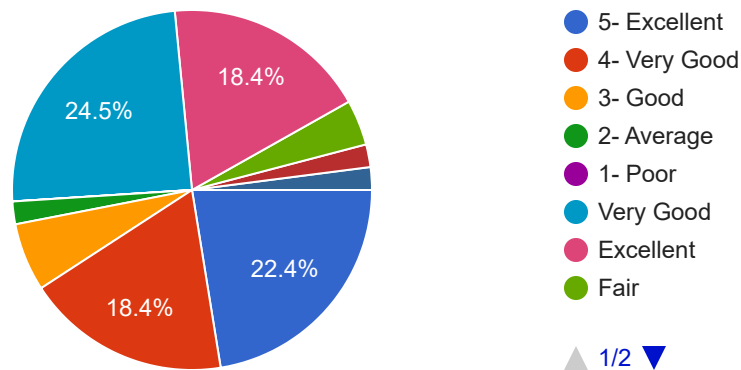
Does the curriculum have reasonable practical and laboratory skills with project work for building prerequisites of industry?

49 responses



How do you rate the curriculum with respect to professional ethics and behaviour?

49 responses



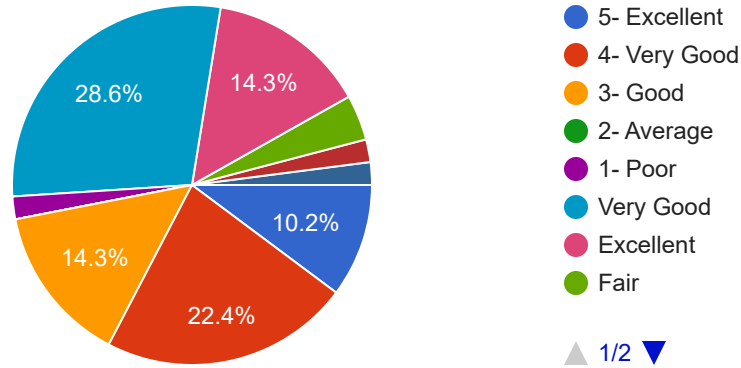
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Does the curriculum have ability and will to engage in a process of continuous learning to meet the current job requirements?

49 responses

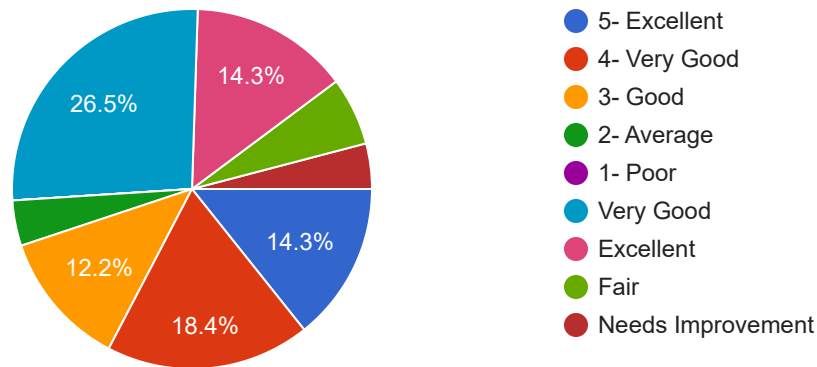


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How do you rate the career guidance imparted for your future?

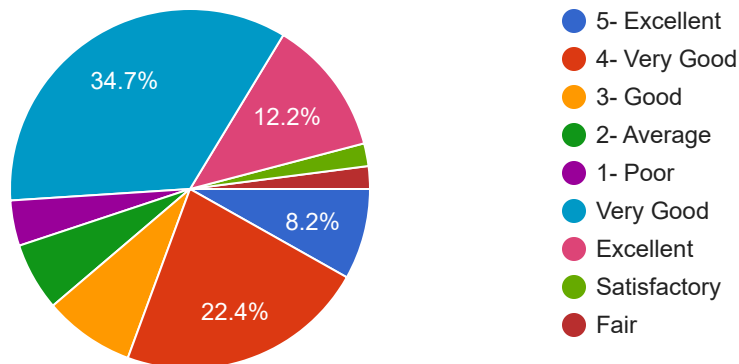
49 responses





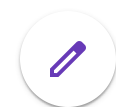
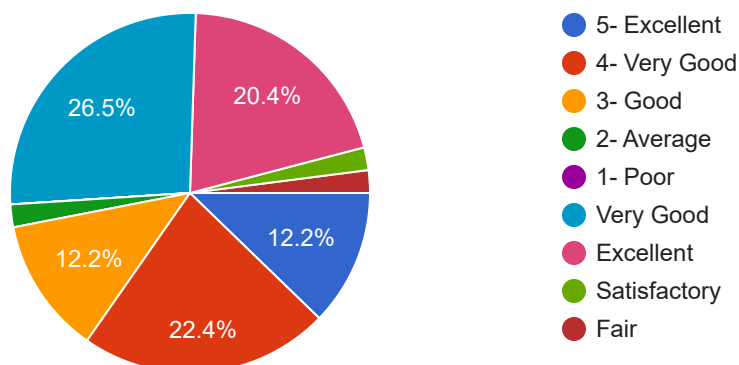
Does the Placement Cell communicate opportunities and assist you in recruitment procedures?

49 responses



How do you rate the curriculum with respect to mentoring process and facilitates you in cognitive, social and emotional growth?

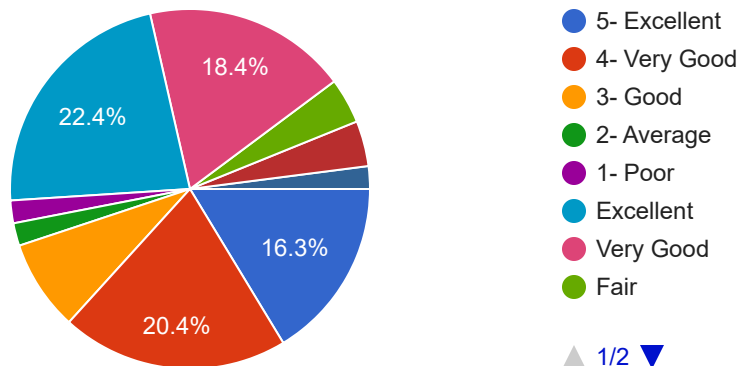
49 responses





Does the curriculum take active interest in promoting internship, student exchange, field visit opportunities?

49 responses

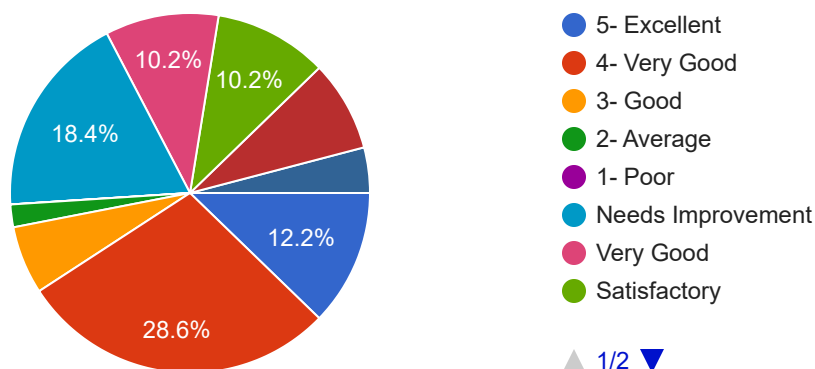


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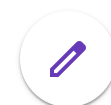


How do you rate scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, workshops etc.?

49 responses



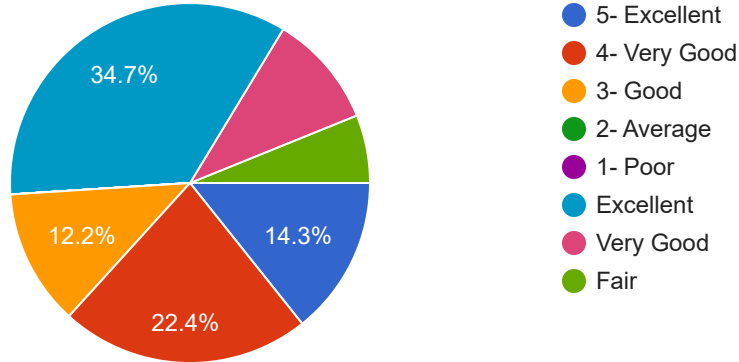
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How do you rate the availability of study material from class instructors and library resources?

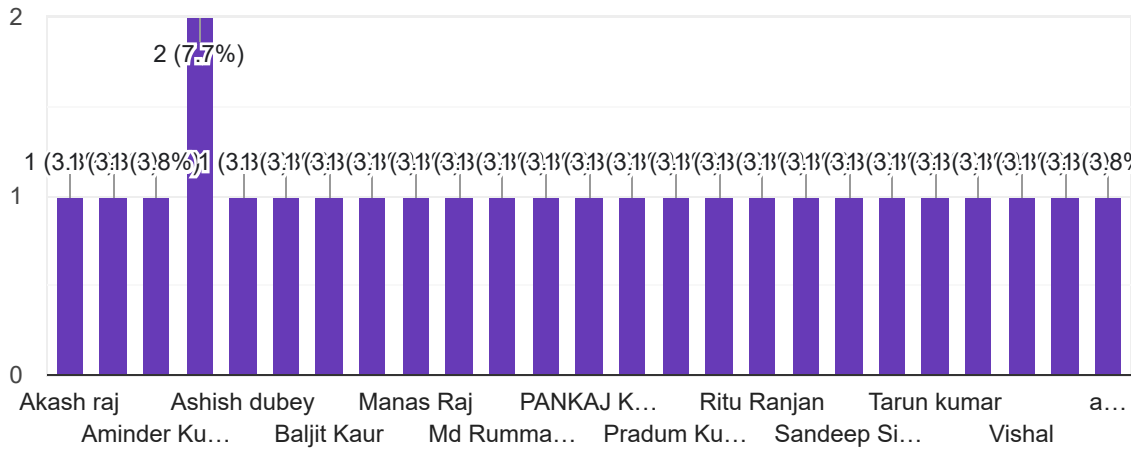
49 responses



Suggestions/Comments, if any, may please be written below:

Name of Student and Signature

26 responses



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I.K. Gujral Punjab Technical University

Department of Mechanical Engineering

Analysis Report of Students Feedback on Curriculum Session 2021-22

Course (tick relevant): B.Tech./M.Tech. B.Tech. M.Tech.

Batch:..2020..

Analysis of Feedback after completion of (tick relevant): 1st / 2nd / 3rd / 4th Year 1st 2nd 3rd 4th

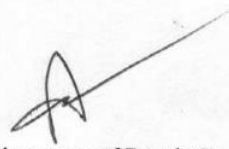
Total no. of feedback form received:..20..


Received responses against each rating:

Sr. No.	Particulars	High	Moderate	Poor
1	Appropriateness of the sequence of the courses (subjects) in the consecutive semesters	$\frac{20}{20}$	—	—
2	Rate the syllabus in terms of the competencies expected out	$\frac{19}{20}$	$\frac{1}{20}$	—
3	Rate the relevance of the modules specified in the courses	$\frac{20}{20}$	—	—
4	Appropriateness of module sequence defined in the courses	$\frac{19}{20}$	$\frac{1}{20}$	—
5	Rate the allocation of the credits to the courses	$\frac{19}{20}$	$\frac{1}{20}$	—
6	Rate the distribution of contact hours among the course components (L-T-P)	$\frac{20}{20}$	—	—
7	The offering of the electives in terms of their relevance to the specialized streams	$\frac{20}{20}$	—	—
8	Rate the electives offered in relation to the technological advancements	$\frac{20}{20}$	—	—
9	Content of the courses encourages extra learning / self learning	$\frac{20}{20}$	—	—

Important suggestions from students that needs further necessary action:

-
-
-


Signature of Batch Coordinator


Head
Department of Mechanical Engineering
I.K. Gujral Punjab Technical University
(Main Campus) Kapurthala

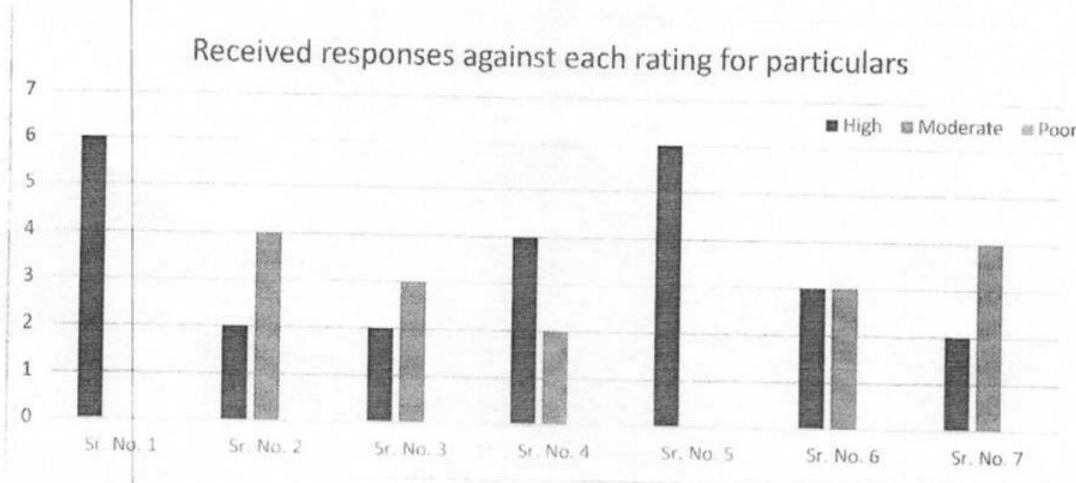
I.K. Gujral Punjab Technical University

Department of Mechanical Engineering Analysis Report of Teacher's Feedback on Curriculum Session 2021-22

Total no. of feedback form received: 06

Received responses against each rating:

Sr. No.	Particulars	High	Moderate	Poor
1	Adequacy of the syllabus to satisfy the optimum outcome based learning	6	0	
2	The extent of syllabus to bridge gap between industry and academics	2	4	
3	Possibility for coverage of syllabus within the stipulated hours	2	3	1
4	Appropriateness of the sequence of the courses (subjects) in the consecutive semesters	4	2	
5	Provision for reference material and books for the coverage of syllabus	6	0	
6	The offering of the electives in terms of their relevance and specialization	3	3	
7	Rate the electives offered in relation to the technological advancements	2	4	



Important suggestions from students that needs further necessary action:

- Nil

Compiled by:

Amoljit S. Gill
(Dr. Amoljit S. Gill)



Copy to be sent to BoS (Coordinator)
for necessary action please.
Original report to be kept in
dept's office please.

Deepak
(Incharge, M.E.D)

S.A. (M.E.) *noted*
Amoljit

I.K. Gujral Punjab Technical University
Main Campus
Department of Electronics and Communication Engineering

Report on Structured Feedback for Design and Review of Syllabus

The Structured feedback regarding design and review of the syllabus was obtained from students, alumni, employer and faculty. In order to obtain the feedback a structured questionnaire was designed to elicit the response regarding relevant issues concerning design, review and delivery of syllabus. The analysis of the feedback obtained is presented in four sections. Section 01 includes analysis of feedback obtained from the students, Section 02 covers the analysis of feedback obtained from alumni, while Section 03 explains the analysis of feedback obtained from faculty.

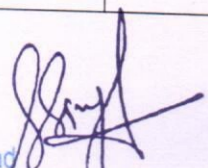
1. Students Feedback on Design and Review of Syllabus

Feedback on design and review of syllabus was collected from 16 students of B.Tech Electronics and Communication Engineering programme of the department. Analysis of the feedback is presented in table 1.

Table 1

Sr. No	Parameters	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Coverage of Syllabus in class	07(44)	09(56)	0	0	0
2	Preparation of Teachers for the class	0	16(100)	0	0	0
3	Way of Communication of teachers	03(19)	08(50)	05(31)	0	0
4	Fairness of internal evaluation	01(1)	15(98)	01(1)	0	0
5	Discussion about performance in assignments	08(50)	01(1)	07(49)	0	0
6	Institute's interest in promoting internship, student exchange, field visit opportunities for students	03(19)	01(1)	05(20)	07(60)	0
7	Teaching and mentoring process facilitates for cognitive, social and emotional growth of students	0	0	16(100)	0	0
8	Teachers inform about expected competencies, course outcomes and programme outcomes	0	16(100)	0	0	0
9	Mentor does a necessary follow up with as assigned task to student	01(1)	15(99)	0	0	0
10	Teacher illustrates concepts through examples and applications	01(1)	15(99)	0	0	0
11	Teacher identifies strength and encourages students	0	01(1)	15(99)	0	0
12	Teacher identifies weaknesses and help students to overcome	0	0	16(100)	0	0
13	Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	0	16(100)	0	0	0

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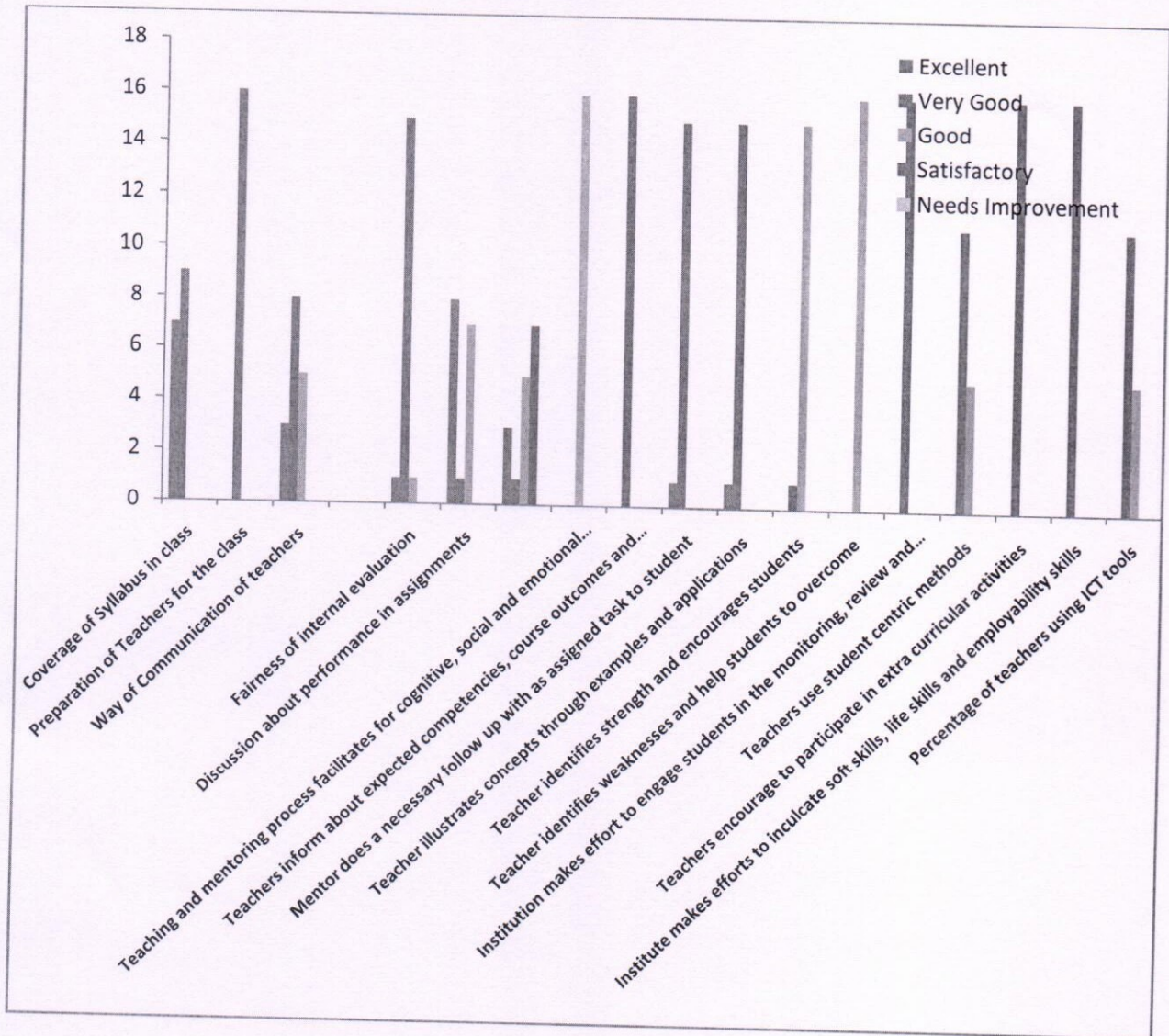
14	Teachers use student centric methods	0	11(69)	05(31)	0	0
15	Teachers encourage to participate in extra curricular activities	0	16(100)	0	0	0
16	Institute makes efforts to inculcate soft skills, life skills and employability skills	0	16(100)	0	0	0
17	Percentage of teachers using ICT tools	0	11(69)	05(31)	0	0
18	Overall quality of teaching learning process	0	16(100)	0	0	0

Figure in parentheses is percentage

- **Coverage of Syllabus in class:** 44 Percent of students stated that the quality of content is excellent & and another 56 percent were of the view that quality of content is very good.
- **Preparation of Teachers for the class:** In the context of coverage and delivery of the syllabus, it is found that 100 percent responded as very good.
- **Way of Communication of teachers:** 19 percent and 50 percent of students described programme outcomes and learning outcomes as excellent and very good respectively and 31 percent stated as good.
- **Fairness of internal evaluation:** 1 percent stated as Excellent, while 98 percent as Very good with 1 percent of the students were of the opinion that the curriculum enhanced their learning.
- **Discussion about performance in assignments:** 50 percent of students stated that curriculum is excellent for gaining the employability. 1 and 49 percent students were very good and good with the curriculum.
- **Institute's interest in promoting internship, student exchange, field visit opportunities for students:** 19 percent students regarded that the curriculum is excellent for students for developing analytical skills and 1 percent of students found it as very good, with 20 and 16 for good and satisfactory.
- **Teaching and mentoring process facilitates for cognitive, social and emotional growth of students:** All the students described the curriculum as very good for developing industry-oriented skills among the students.
- **Teachers inform about expected competencies, course outcomes and programme outcomes:** 25 percent of students described the curriculum as very good for development entrepreneurial skills among the students and 50 percent described it as good. Whereas 25 percent students recommended that there is a need for improvement in the curriculum.
- **Mentor does a necessary follow up with as assigned task to student:** Majority of students with 99 percent marked curriculum for the holistic development of students as excellent and 1 percent claimed it as very good.
- **Teacher illustrates concepts through examples and applications:** 100 percent of students rated that co-curricular and extracurricular activities as good.
- **Teacher identifies strength and encourages students:** 100 percent of students rated that co-curricular and extracurricular activities as very good.
- **Teacher identifies weaknesses and help students to overcome:** Majority of students with 69 percent marked curriculum for the holistic development of students as very good and 31 percent claimed it as good.

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- **Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process:** 100 percent of students rated that co-curricular and extracurricular activates as very good.
- **Institute makes efforts to inculcate soft skills, life skills and employability skills:** 100 percent students regarded that the curriculum is excellent for students for developing analytical skills.
- **Percentage of teachers using ICT tools:** Majority of students with 69 percent marked curriculum for the holistic development of students as very good and 31 percent claimed it as good.
- **Overall quality of teaching learning process:** 100 percent students regarded that the curriculum is very good for students for developing analytical skills.



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2. Alumni Feedback on Design and Review of Syllabus

Feedback on design and review of syllabus was collected from 6 alumni of B.Tech Electronics and Communication Engineering & M.Tech ECE Wireless Communication programmes of the department. Analysis of the feedback is presented in table 2.

Table 2

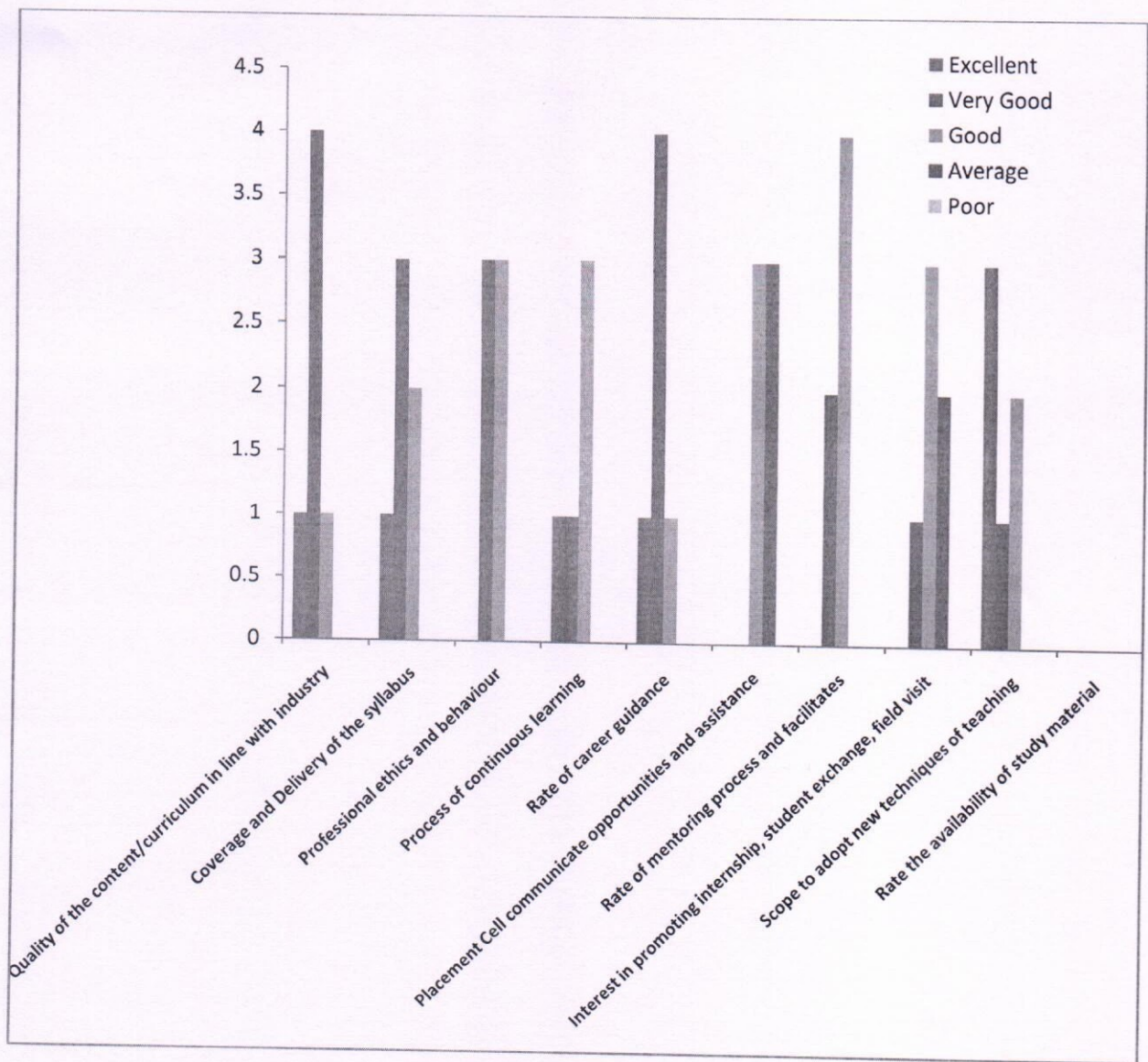
Sr. No	Parameters	Excellent	Very Good	Good	Average	Poor
1	Quality of the content/curriculum in line with industry	1(20)	4(60)	1(20)	0	0
2	Coverage and Delivery of the syllabus	1(15)	3(60)	2(25)	0	0
3	Adoption of Professional ethics and behaviour	0	3(50)	3(50)	0	0
4	Process of continuous learning	1(20)	1(20)	3(60)	0	0
5	Rate of career guidance	1(10)	4(80)	1(10)	0	0
6	Placement Cell communicate opportunities and assistance	0	0	3(50)	3(50)	0
7	Rate of mentoring process and facilitates	0	2(40)	4(60)	0	0
8	Interest in promoting internship, student exchange, field visit	0	1(10)	3(60)	2(30)	0
9	Scope to adopt new techniques of teaching	3(70)	1(10)	2(20)	0	0
10	Rate the availability of study material	1(10)	4(80)	1(10)	0	0

Figure in parentheses is percentage

- **Quality of Content/curriculum in line with the industry:** 20 Percent of students stated that the quality of content is excellent, 60 percent stated it very good and 20 percent marked it good.
- **Coverage and delivery of the syllabus:** In the context of coverage and delivery of the syllabus, it is found that 15 percent responded as excellent and 60 percent rated it as very good while 25 percent recommended improvement in the coverage and delivery of the syllabus.
- **Adoption of Professional ethics and behaviour:** 50 percent and 50 percent of students described programme outcomes and learning outcomes as very good and good respectively.
- **Process of continuous learning:** 20 percent students of the stated that the curriculum was excellent for enhancing learning and 20 percent student rated as very good with 60 as good.
- **Rate of career guidance:** 10 percent of students stated that curriculum is relevant for gaining the employability. 80 percent stated it as good. Overall students were satisfied with the curriculum.


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- Placement Cell communicate opportunities and assistance:** 83 percent students regarded that the curriculum is very good for students for developing analytical skills and 17percent of students found it as good. Overall students were fulfilled.
- Rate of mentoring process and facilitates:** All the students described the curriculum as very good for developing industry-oriented skills among the students.
- Interest in promoting internship, student exchange, field visit:** 17 percent of students descried the curriculum as excellent for development entrepreneurial skills among the students and 83 percent described it as very good.
- Scope to adopt new techniques of teaching:** Majority of students with 83 percent marked curriculum for the holistic development of students as very good and 17 percent claimed it as good.
- Rate the availability of study material:** 67 percent of students rated that co-curricular and extracurricular activates as very good and other 33 percent rated as good.

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3. Teachers Feedback on Design and Review of Syllabus

Feedback on design and review of syllabus was collected from 5 teachers/faculty members of Department of Electronics and Communication Engineering. Analysis of the feedback is presented in table 3.

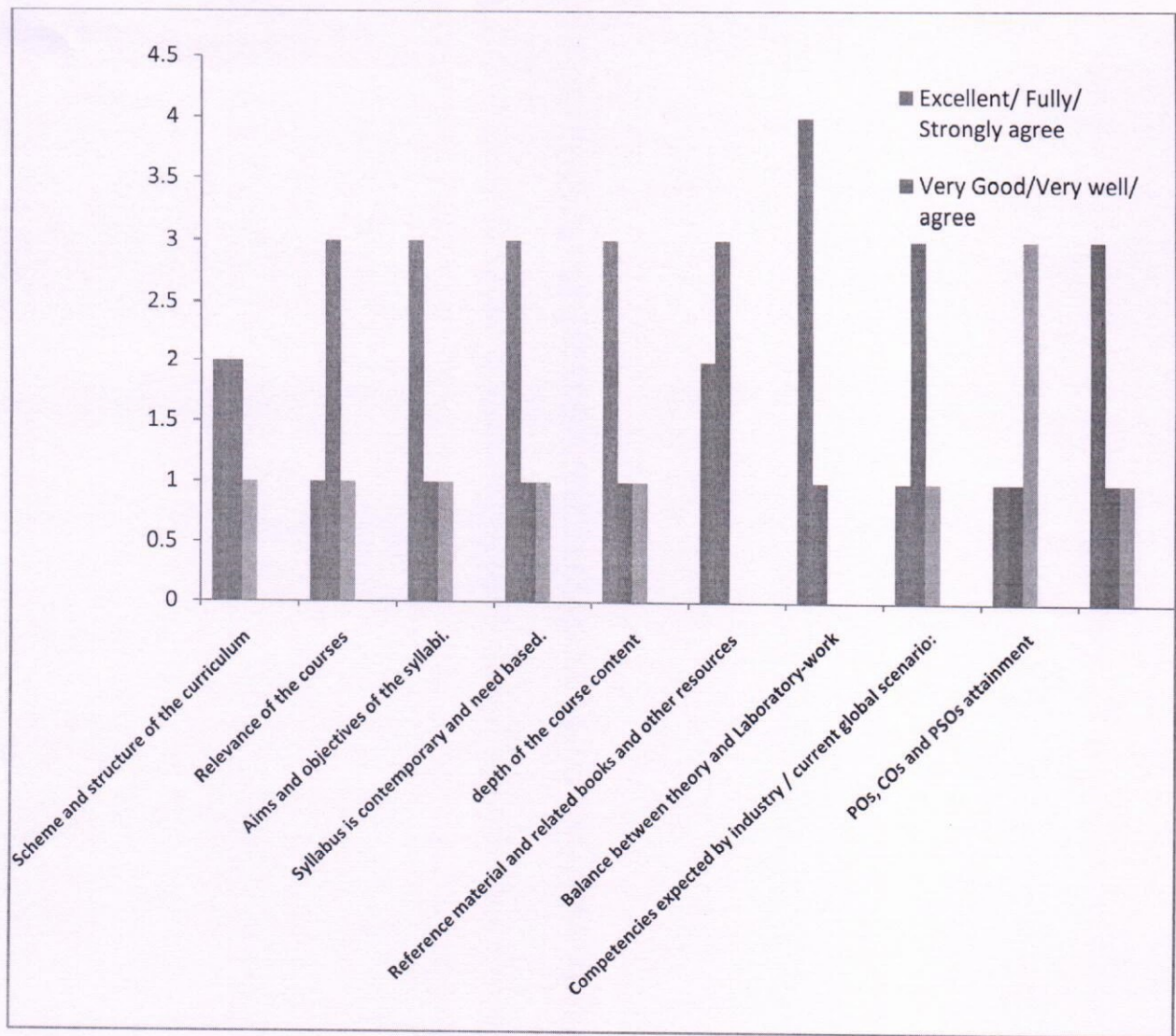
Table 3

Sr. No	Parameters	Excellent/ Fully/ Strongly agree	Very Good/Ve ry well/ agree	Good/Par tially/ Moderate ly	Satisfact ory/Mar ginally/ Disagree	Needs Improveme nt/Poor/ Strongly Disagree
1	Scheme and structure of the curriculum	2 (40)	2(40)	1(20)	0	0
2	Relevance of the courses	1(20)	3(60)	1(20)	0	0
3	Aims and objectives of the syllabi.	3(60)	1(20)	1(20)	0	0
4	Syllabus is contemporary and need based.	3(60)	1(20)	1(20)	0	0
5	Depth of the course content	3(60)	1(20)	1(20)	0	0
6	Reference material and related books and other resources	2(40)	3(60)	0	0	0
7	Balance between theory and Laboratory-work	4(80)	1(20)	0	0	0
8	Competencies expected by industry / current global scenario	1(20)	3(60)	1(20)	0	0
9	POs, COs and PSOs attainment	1(20)	1(20)	3(60)	0	0
10	Adoption of new teaching techniques	3(60)	1(20)	1(20)	0	0

Figure in parentheses is percentage

- **Scheme and structure of the curriculum:** 40Percent of teacher stated that the quality of content is excellent and another 40 percent rated it as very good. The remaining 20 percent rated it as good.
- **Relevance of the courses:** In the context of coverage and delivery of the syllabus, it is found that percent respond to be as20 percent excellent, 60 percent rated it as very good and 20 percent as good.
- **Aims and objectives of the syllabi:** 60 percent teachers described programme outcomes and learning outcomes as excellent and 20 percent as very good and good, resp.
- **Syllabus is contemporary and need based:** 60 percent teachers stated that the curriculum was excellent for enhancing learning and 20 percent each rated as very good and good.
- **Depth of the course content:** 60 percent of teachers stated that curriculum is relevant for gaining the employability is excellent. 20 percent each rated it as very good and good.

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- **Reference material and related books and other resources:** 40 percent teachers rated that the curriculum is excellent and 60 percent rated it as very good.
- **Balance between theory and Laboratory-work:** 80 percent were of the view that curriculum is excellent and 20 percent each rated it as very good
- **Competencies expected by industry / current global scenario:** 20 percent of teachers described the curriculum as excellent and 60 percent each rated it as very good and 20 percent as good.
- **Development entrepreneurial skills among the students.** Whereas 20 percent rated it as satisfactory and 20 percent were of the view that it needs improvement.
- **POs, COs and PSOs attainment:** 60 percent each rated it as excellent and very good. 20 percent rated it as good.
- **Adoption of new teaching techniques:** 60 percent of teachers rated that co-curricular and extracurricular activities as very good and 20 percent each rated it as excellent, satisfactory, needs improvement.

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Department of Food Science & Technology

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Dated

Report on Structured Feedback for Design and Review of Syllabus

The structured feedback regarding design and review of the syllabus was obtained from students, parents and alumni. In order to obtain the feedback a structured questionnaire was designed to elicit the response regarding relevant issues concerning design, review and delivery of syllabus. The analysis of the feedback obtained is presented in three sections. Section 01 includes analysis of feedback obtained from students. Section 02 covers the analysis of feedback obtained from parents. Section 3 explains the analysis of feedback obtained from alumni.


1. Students Feedback on Design and Review of Syllabus

Feedback on design and review of syllabus was collected from 04 students of M.Sc. Clinical Research programme of the department. Analysis of the feedback is presented in table 1.

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	2 (50)	2 (50)			
Coverage and delivery	3 (75)	1 (25)			
Appropriateness of programme outcomes and learning outcomes	3 (75)	1 (25)			
The curriculum enhance learning		4 (100)			
Curriculum is relevant for employability	2 (50)	2 (50)			
Impact of curriculum on development analytical	1 (25)	3 (75)			
Impact of curriculum on developing industrial oriented skills		4 (100)			
Impact of curriculum on developing entrepreneurial skills		1 (25)	2 (50)		1 (25)
Impact of curriculum on holistic development of students	3 (75)		1 (25)		
Co-curriculum and extracurricular activities		2 (50)	2 (50)		

Note: Percentage is given in parenthesis

- **Quality of Content:** 50 Percent of students stated that the quality of content is excellent & and another 50 percent were of the view that quality of content is very good.
- **Coverage and delivery:** In the context of coverage and delivery of the syllabus, it is found that 75 percent responded as excellent and 25 percent rated it as very good. While not even a single student recommended improvement in the coverage and delivery of the syllabus.
- **Appropriateness of programme outcomes and learning outcomes:** 75 percent and 25 percent of students described programme outcomes and learning outcomes as excellent and very good respectively.
- **The curriculum enhances learning:** All of the students were of the opinion that the curriculum enhanced their learning.


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- **The Curriculum is relevant for employability:** The majority (100 percent) of students stated that curriculum is relevant for gaining the employability. Overall students were satisfied with the curriculum.
- **Impact of curriculum on development analytical skills:** 25 percent students regarded that the curriculum is excellent for students for developing analytical skills and 75 percent of students found it as very good. Overall students were fulfilled.
- **Impact of curriculum on developing industrial oriented skills:** All the students described the curriculum as very good for developing industry-oriented skills among the students.
- **Impact of curriculum on developing entrepreneurial skills:** 25 percent of students described the curriculum as very good for development entrepreneurial skills among the students and 50 percent described it as good. Whereas 25 percent students recommended that there is as need for improvement in the curriculum.
- **Impact of curriculum on the holistic development of students:** Majority of students with 75 percent marked curriculum for the holistic development of students as excellent and 25 percent claimed it as very good.
- **Co-curriculum and extracurricular activities:** 50 percent of students rated that co-curricular and extracurricular activities as very good and other 50 percent rated as good.

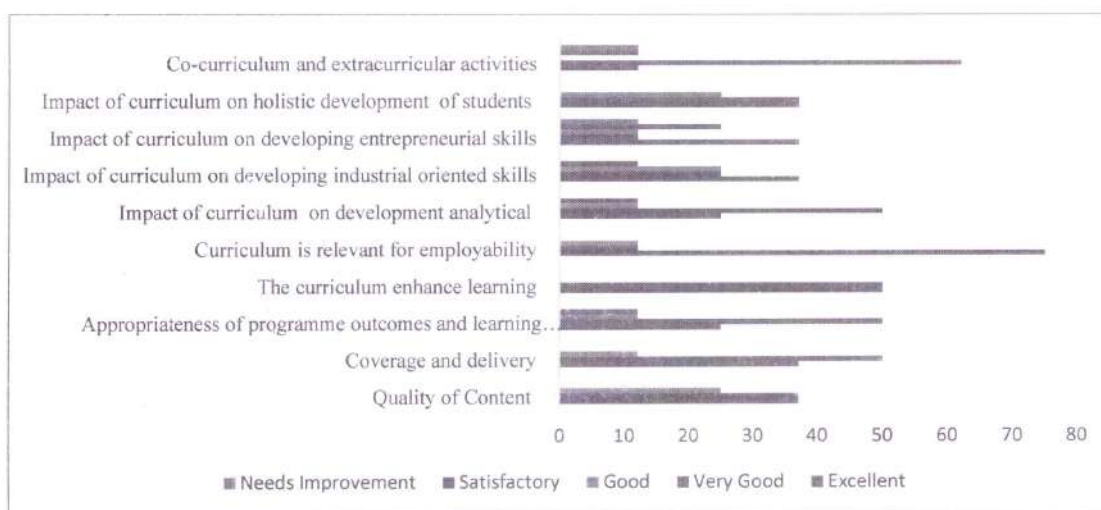



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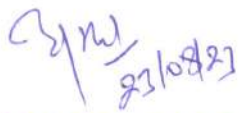
Feedback on design and review of syllabus was collected from 06 students of M.Sc. Food Technology programme of the department. Analysis of the feedback is presented in table 2.

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content		6 (100)			
Coverage and delivery	2 (33)	4 (67)			
Appropriateness of programme outcomes and learning outcomes		5 (83)	1 (17)		
The curriculum enhance learning		5 (83)	1 (17)		
Curriculum is relevant for employability		5 (83)	1 (17)		
Impact of curriculum on development analytical		5 (83)	1 (17)		
Impact of curriculum on developing industrial oriented skills		5 (83)		1 (17)	
Impact of curriculum on developing entrepreneurial skills	1 (17)	5 (83)			
Impact of curriculum on holistic development of students		5 (83)	1 (17)		
Co-curriculum and extracurricular activities		4 (67)	2 (33)		

Note: Percentage is given in parenthesis



- **Quality of Content:** 100 Percent of students stated that the quality of content is excellent.
- **Coverage and delivery:** In the context of coverage and delivery of the syllabus, it is found that 33 percent responded as excellent and 67 percent rated it as very good. While not even a single student recommended improvement in the coverage and delivery of the syllabus.
- **Appropriateness of programme outcomes and learning outcomes:** 83 percent and 17 percent of students described programme outcomes and learning outcomes as very good and good respectively.


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- **The curriculum enhances learning:** 83 percent students of the stated that the curriculum was very good for enhancing learning and 17 percent student rated as good.
- **The Curriculum is relevant for employability:** The majority (83 percent) of students stated that curriculum is relevant for gaining the employability. 17 percent stated it as good. Overall students were satisfied with the curriculum.
- **Impact of curriculum on development analytical skills:** 83 percent students regarded that the curriculum is very good for students for developing analytical skills and 17 percent of students found it as good. Overall students were fulfilled.
- **Impact of curriculum on developing industrial oriented skills:** All the students described the curriculum as very good for developing industry-oriented skills among the students.
- **Impact of curriculum on developing entrepreneurial skills:** 17 percent of students described the curriculum as excellent for development entrepreneurial skills among the students and 83 percent described it as very good.
- **Impact of curriculum on the holistic development of students:** Majority of students with 83 percent marked curriculum for the holistic development of students as very good and 17 percent claimed it as good.
- **Co-curriculum and extracurricular activities:** 67 percent of students rated that co-curricular and extracurricular activities as very good and other 33 percent rated as good.

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Feedback on design and review of syllabus was collected from 06 students of B.Sc. (Hons) Food Technology programme of the department. Analysis of the feedback is presented in table 3.

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content		6 (100)			
Coverage and delivery	1 (17)		5 (83)		
Appropriateness of programme outcomes and learning outcomes		6 (100)			
The curriculum enhance learning		5 (83)	1 (17)		
Curriculum is relevant for employability		1 (17)	5 (83)		
Impact of curriculum on development analytical		5 (83)		1 (17)	
Impact of curriculum on developing industrial oriented skills		1 (17)			5 (83)
Impact of curriculum on developing entrepreneurial skills		6 (100)			
Impact of curriculum on holistic development of students	5 (83)		1 (17)		
Co-curriculum and extracurricular activities	1 (17)	5 (83)			

Note: Percentage is given in parenthesis



- **Quality of Content:** 100 Percent of students stated that the quality of content is very good. Overall student were satisfied with quality of content.
- **Coverage and delivery:** In the context of coverage and delivery of the syllabus, it is found that percent respond to be as 17 percent excellent and 83 percent is very good.
- **Appropriateness of programme outcomes and learning outcomes:** 100 percent students described programme outcomes and learning outcomes as very good.
- **The curriculum enhances learning:** 83 percent students of the stated that the curriculum was very good for enhancing learning and 17 percent student rated as good.


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- **The Curriculum is relevant for employability:** 17 percent of students stated that curriculum is relevant for gaining the employability is very good. 83 percent stated it as good. Overall students were satisfied with the curriculum.
- **Impact of curriculum on development analytical skills:** 83 percent students regarded that the curriculum is very good for students for developing analytical skills and 17 percent of students found it as satisfactory. Overall students were fulfilled.
- **Impact of curriculum on developing industrial oriented skills:** 83 percent were of the view that curriculum needs improvement on this aspect. Whereas 17 percent of the student said it is very good.
- **Impact of curriculum on developing entrepreneurial skills:** 100 percent of students described the curriculum as very good for development entrepreneurial skills among the students.
- **Impact of curriculum on the holistic development of students:** Majority of students with 83 percent marked curriculum for the holistic development of students as excellent and 17 percent claimed it as very good.
- **Co-curriculum and extracurricular activities:** 17 percent of students rated that co-curricular and extracurricular activities as excellent and other 83 percent rated as very good.

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Feedback on design and review of syllabus was collected from 08 teachers of Department of Food Science and Technology. Analysis of the feedback is presented in table 4.

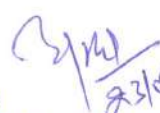
Table 4: Teacher Feedback Department of Food Science and Technology 08 Teachers

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	3 (37)	3 (37)	2 (25)		
Coverage and delivery	3 (37)	4 (50)	1 (12)		
Appropriateness of programme outcomes and learning outcomes	2 (25)	4 (50)	1 (12)	1 (12)	
The curriculum enhance learning	4 (50)	4 (50)			
Curriculum is relevant for employability	6 (75)	1 (12)	1 (12)		
Impact of curriculum on development analytical	2 (25)	4 (50)	1 (12)	1 (12)	
Impact of curriculum on developing industrial oriented skills	3 (37)	2 (25)	2 (25)	1 (12)	
Impact of curriculum on developing entrepreneurial skills	3 (37)	1 (12)	1 (12)	2 (25)	1 (12)
Impact of curriculum on holistic development of students	3 (37)	3 (37)	2 (25)		
Co-curriculum and extracurricular activities	1 (12)	5 (62)		1 (12)	1 (12)

Note: Percentage is given in parenthesis



- **Quality of Content:** 37 Percent of teacher stated that the quality of content is excellent and another 37 percent rated it as very good. The remaining 25 percent rated it as good.
- **Coverage and delivery:** In the context of coverage and delivery of the syllabus, it is found that percent respond to be as 37 percent excellent, 50 percent rated it as very good and 12 percent as good. 12 percent rated is as satisfactory.
- **Appropriateness of programme outcomes and learning outcomes:** 50 percent teachers described programme outcomes and learning outcomes as excellent and 50 percent as very good.
- **The curriculum enhances learning:** 75 percent teachers stated that the curriculum was excellent for enhancing learning and 12 percent each rated as very good and good.


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- **The Curriculum is relevant for employability:** 75 percent of teachers stated that curriculum is relevant for gaining the employability is excellent. 12 percent each rated it as very good and good.
- **Impact of curriculum on development analytical skills:** 25 percent teachers rated that the curriculum is excellent and 50 percent rated it as very good. 12 percent each rated it as good and satisfactory.
- **Impact of curriculum on developing industrial oriented skills:** 37 percent were of the view that curriculum is excellent and 25 percent each rated it as very good and good. 12 percent it as satisfactory.
- **Impact of curriculum on developing entrepreneurial skills:** 37 percent of teachers described the curriculum as excellent and 12 percent each rated it as very good and good . development entrepreneurial skills among the students. Whereas 25 percent rated it as satisfactory and 12 percent were of the view that it needs improvement.
- **Impact of curriculum on the holistic development of students:** 37 percent each rated it as excellent and very good. 25 percent rated it as good.
- **Co-curriculum and extracurricular activities:** 62 percent of teachers rated that co-curricular and extracurricular activities as very good and 12 percent each rated it as excellent, satisfactory, needs improvement.


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D. No. IKGPTU/DOM&H/5923/A

Dated: 08/11/2021

Report on Structured Feedback for Design and Review of Syllabus for Academic year 2021-22

The structured feedback regarding design and review of the syllabus was obtained from students, faculty, alumni. In order to obtain the feedback, a structured questionnaire was designed to elicit the responses regarding relevant issues concerning design, review and delivery of syllabus. The analysis of the feedback obtained is presented in five sections. Section I includes analysis of feedback obtained from students. Section 2 covers the analysis of feedback obtained from Faculty/teachers. Section 3 explains the analysis of feedback obtained from alumni.

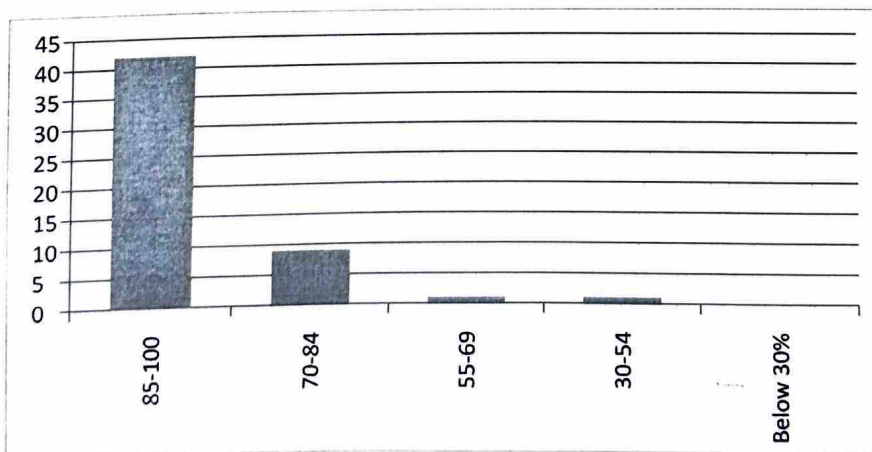
1. Students Feedback on Design and Review of Syllabus

Students feedback on curriculum was collected from 53 students of MBA, BBA and BHMCT Programs of the department. Analysis of the feedback for each question is presented in tabular form as follows:

Question 1- How much of the syllabus was covered in the class?

Table 1:

Question 1	1 85%-100%	2 70-84%	3 55-69%	4 30-54%	5 Below 30%
Syllabus covered in Class	42 (79)	9 (17)	1 (2)	1 (2)	0 (0)



Syllabus covered in class: 79 percent of students stated that 85-100% syllabus was covered in class, while 17 percent students stated that percentage of syllabus coverage in class ranges

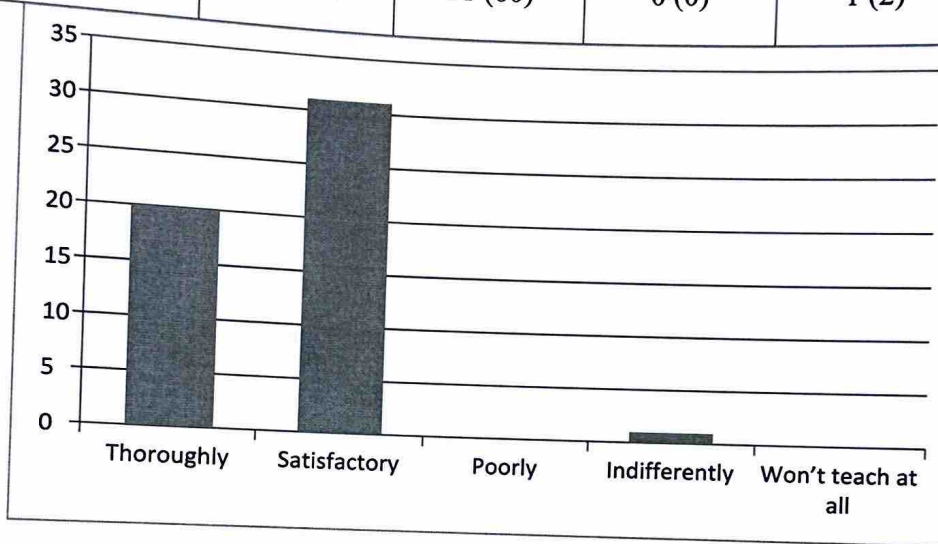
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between 70-84%. Only 2% students stated the syllabus coverage percentage between 55-69% and 30-54%.

Question 2- How well did the teachers prepare for the classes?

Table 2:

Question 2	1	2	3	4	5
	Thoroughly	Satisfactory	Poorly	Indifferently	Won't teach at all
Teacher's preparation for class	20 (38)	31 (60)	0 (0)	1 (2)	0 (0)



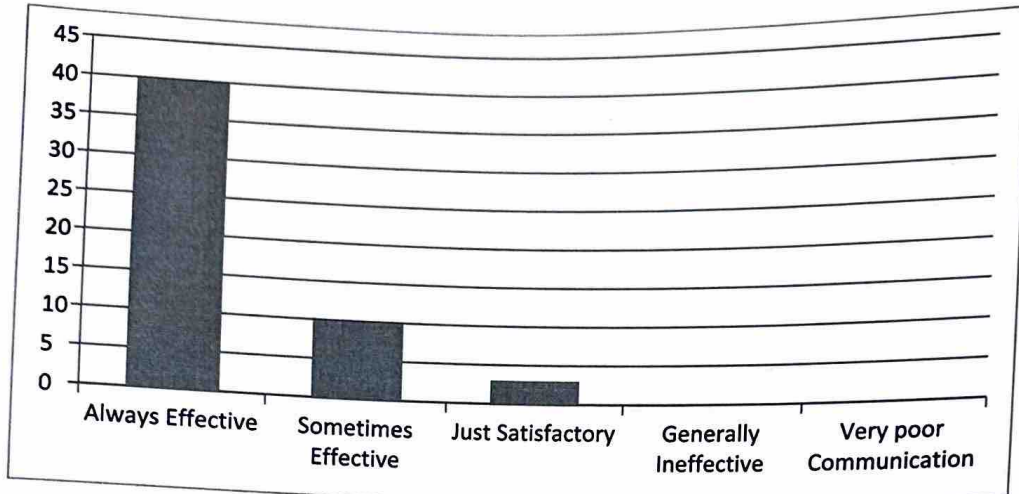
Teacher's preparation for class: 38 percent of students stated that the teachers have prepared their lectures thoroughly before coming in to class whereas 60 percent of total students found that teacher's preparation satisfactory. Only 2 percent students have marked it as indifferently.

Question 3- How well were the teachers able to communicate?

Table 3

Question 3	1	2	3	4	5
	Always Effective	Sometimes Effective	Just Satisfactory	Generally Ineffective	Very poor Communication
How well were the teachers able to communicate?	40 (75)	10 (19)	3 (6)	0 (0)	0 (0)

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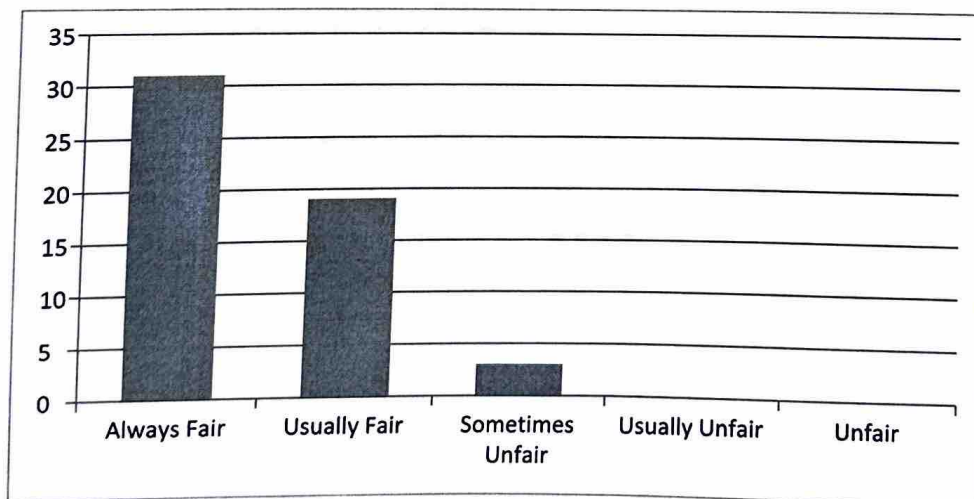


75 percent of the total students stated that communication of teacher in classroom is always effective, while 19% of students found it effective only sometimes. Similarly, 6 percent of the total students rank the teacher's communication satisfactory.

Question 4- Fairness of Internal Evaluation process by teachers.

Table 4:

Question 4	1	2	3	4	5
	Always Fair	Usually Fair	Sometimes Unfair	Usually Unfair	Unfair
Fairness of Internal Evaluation process by the teachers.	31 (58)	19 (36)	3 (6)	0 (0)	0 (0)



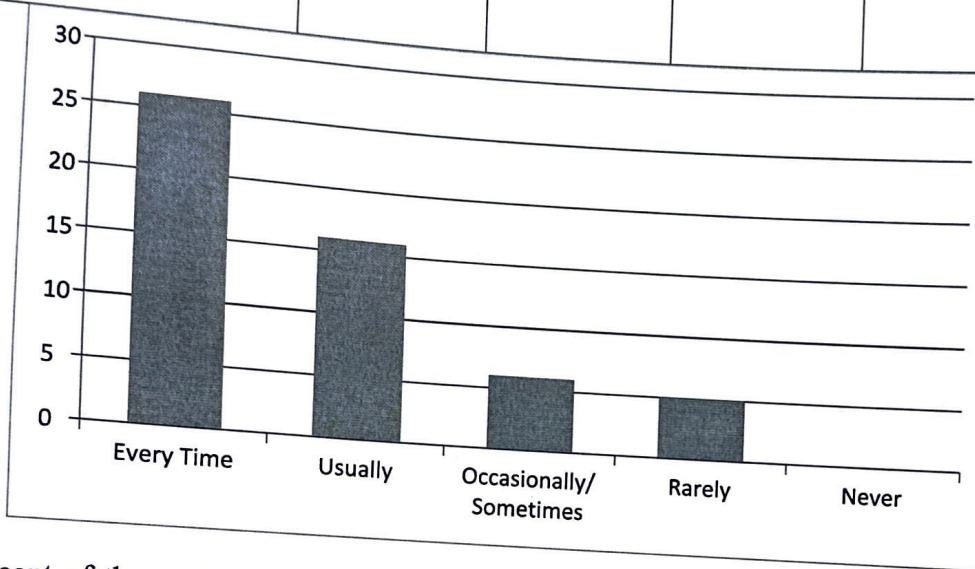
Regarding fairness of teachers in internal evaluation process 58 percent of total students found it always fair and 36 percent students rank it as usually fair. While, 6 percent of students stated that the internal evaluation process is fair sometimes.

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Question 5- Was your performance in assignments discussed with you?

Table 5

Question 5	1	2	3	4	5
	Every Time	Usually	Occasionally / Sometimes	Rarely	Never
Was your performance in assignments discussed with you?	26 (49)	16 (30)	6 (11)	5 (9)	0 (0)



49 percent of the total students are agreeing that their performance in assignments is being discussed with them and another 30 percent students have stated that their performance in assignments is usually discussed with them. On the other hand, 11 percent of students have stated that their performance in assignments was discussed with them occasionally. Similarly, 9 percent of students have marked it as rarely.

Question 6- The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

Table 6

Question 6	1	2	3	4	5
	Regularly	Often	Sometimes	Rarely	Never
The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	24 (45)	7 (13)	8 (15)	9 (17)	5 (9)

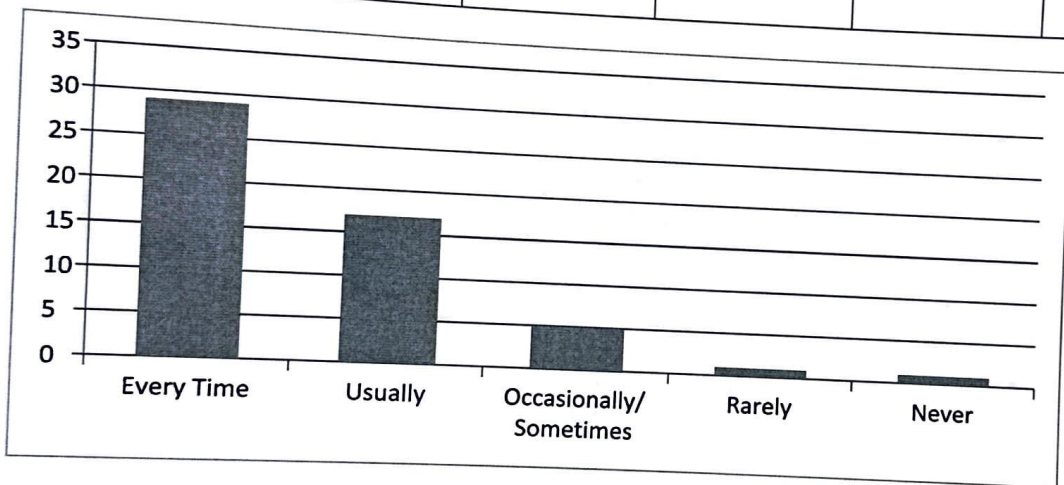
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23 percent of students have stated that the teaching and mentoring process in the institution significantly facilitates them in cognitive, social and emotional growth. While, 60 percent of students have stated that institution caters to these needs very well. On the contrary, 11 percent students found it moderately, 2 percent students stated that teaching and mentoring process facilitated their growth marginally. Lastly, 4 percent students found that teaching and mentoring process in institution are not at all helpful in their cognitive, social and emotional growth.

Question 8- Teachers inform you about your expected competencies, course outcomes and programme outcomes:

Table 8:

Question 8	1	2	3	4	5
	Every Time	Usually	Occasionally / Sometimes	Rarely	Never
Teachers inform you about your expected competencies, course outcomes and programme outcomes.	29 (55)	17 (32)	5 (9)	1 (2)	1 (2)



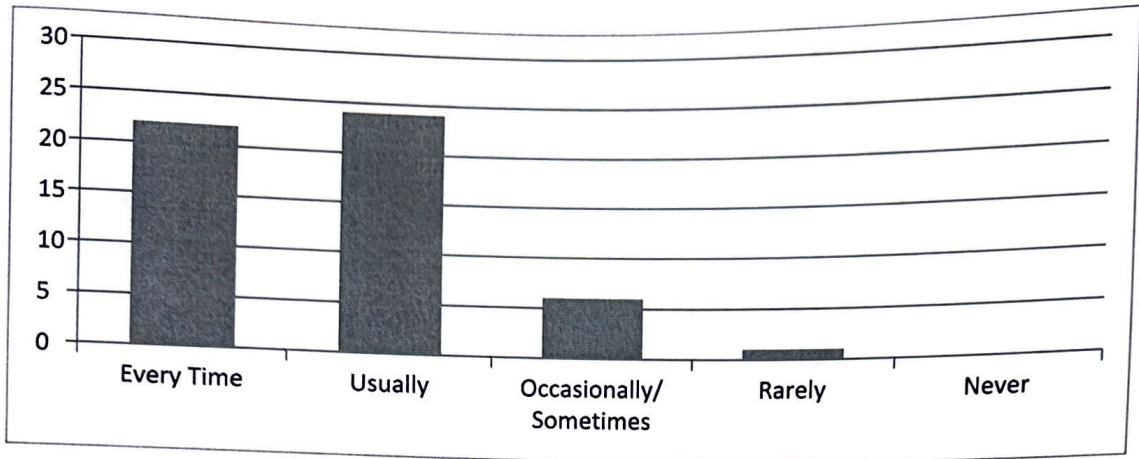
55 percent of total students have stated that they are being informed about their expected competencies, course outcomes and programme outcomes by their teachers every time. Similarly, 32 percent of students are agreeing that they are usually being informed about these by their teachers. On the other hand, 9 percent of students have stated that they are informed but occasionally. Lastly, 2 percent of students are of the view that they are informed rarely and 2 percent students thought that they are never being informed about these.

Question 9- Your mentor does a necessary follow up with as assigned task to you.

Table 9

Question 9	1	2	3	4	5
	Every Time	Usually	Occasionally / Sometimes	Rarely	Never
Your mentor does a necessary follow up with as assigned task to you.	22 (42)	24 (45)	6 (11)	1 (2)	0 (0)

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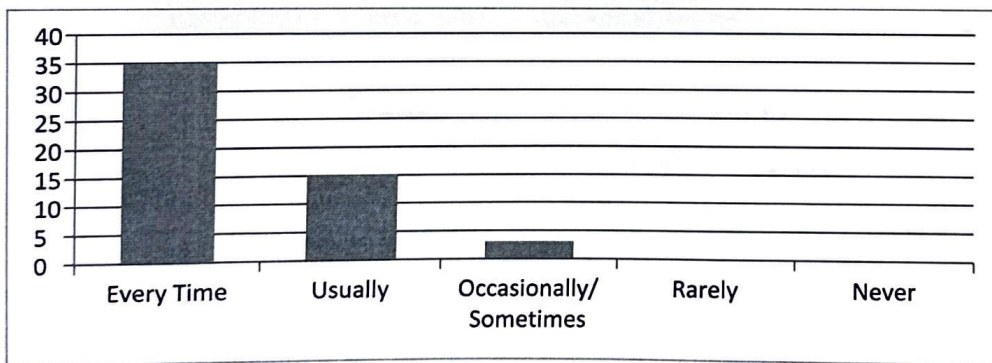


42 percent of students have stated that their mentor does a necessary follow up with as assigned task to them. Another 45 percent of total students have found that mentors usually follow up the assigned tasks to them. 11 percent students thought that this follow up is occasional only and 2 percent of students considered it as rarely.

Question 10- The teachers illustrate the concepts through examples and applications.

Table 10

Question 10	1	2	3	4	5
	Every Time	Usually	Occasionally / Sometimes	Rarely	Never
The teachers illustrate the concepts through examples and applications.	22 (42)	24 (45)	6 (11)	1 (2)	0 (0)



42 percent students are agreeing that teachers illustrate the concepts to students with the help of examples and applications every time. Another 45 percent of students have found that teachers usually introduced the concepts with the help of examples and applications. While, 11 percent of students have found that teachers did this practice in the class rarely.

Question 11- The teachers identify your strengths and encourage you with providing right level of challenges.

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Table 11

Question 11	1	2	3	4	5
	Fully	Reasonably	Partially	Slightly	Never
The teachers identify your strengths and encourage you with providing right level of challenges	25 (47)	22 (42)	4 (8)	1 (2)	1 (2)



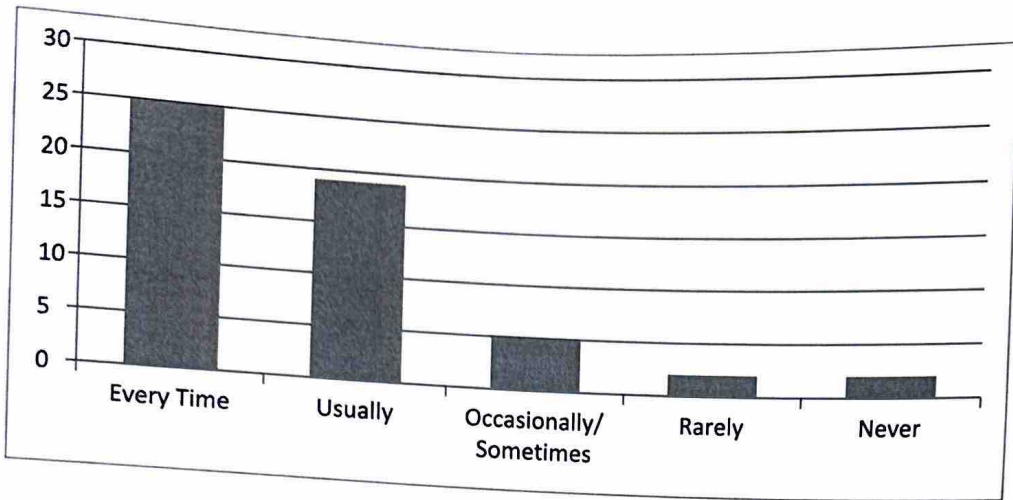
47 percent students have agreed that teachers are fully able to identify their strength and encourage them with providing right level of challenges. 42 percent of total students considered this ability of teachers reasonable. 8 percent students are of the view that teachers are partially able to identify their strengths and assigning them right level of challenges. Lastly, 2 percent of students thought that teachers are slightly able and another 2 percent students stated that teachers never identify these.

Question 12- Teachers are able to identify your weaknesses and help you to overcome them.

Table 12

Question 12	1	2	3	4	5
	Every Time	Usually	Occasionally / Sometimes	Rarely	Never
Teachers are able to identify your weaknesses and help you to overcome them.	25 (47)	19 (36)	5 (9)	2 (4)	2 (4)

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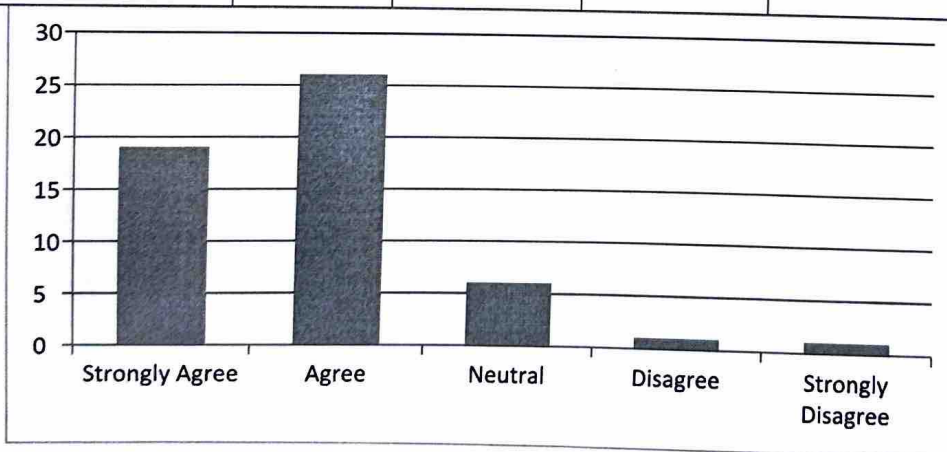


47 percent students have stated that teachers are able to identify their weaknesses and helped them in overcoming those weaknesses. Another 36 percent students have stated that teachers usually identify their weaknesses and helped them to overcome them. 9 percent of the students are of the view that this practice was occasional and 4 percent students found it rarely and last 4 percent students never found this practice.

Question 13- The institution makes efforts to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

Table 13

Question 13	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The institution makes efforts to engage students in the monitoring, review and continuous quality improvement of the teaching learning process	19 (36)	26 (49)	6 (11)	1 (2)	1 (2)



36 percent of total students are strongly agree that the institution makes efforts to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. Furthermore, 49 percent students are also agreeing that they are being

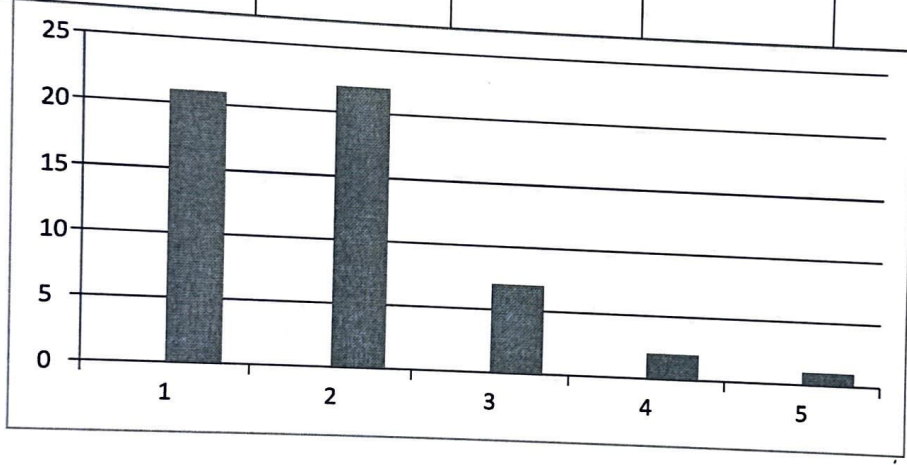
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engaged in the monitoring, review and continuous quality improvement of the teaching learning process by the institution. 11 percent students are neutral in this regard. On the other hand, only 2 percent students are disagreeing with this statement and lastly, 2 percent students are lastly disagreeing with the statement.

Question 14- The institute / teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

Table 14:

Question 14	1	2	3	4	5
	To a great extent	Moderate	Somewhat	Very Little	Not at all
The institute / teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	21 (40)	22 (42)	7 (13)	2 (4)	1 (2)



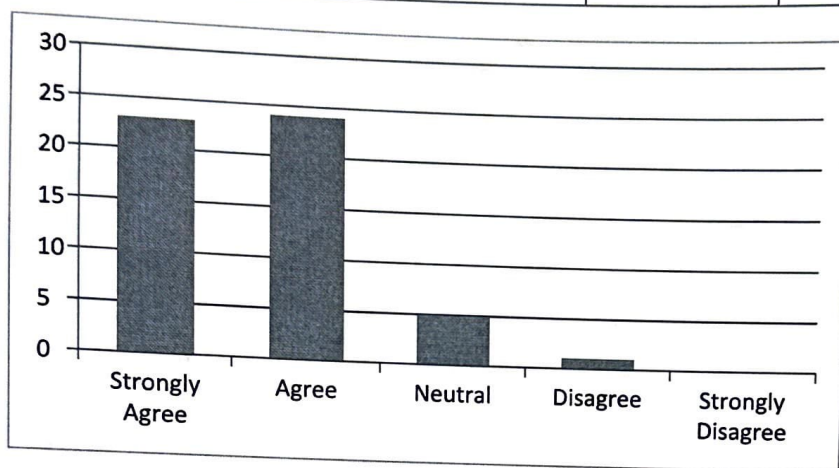
40 percent of the total students have agreed to a great extent that the institute / teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. 42 percent of students have agreed that the institute / teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences moderately. 13 percent of students have agreed to the given statement to a little extent. 4 percent of students have stated that there is very little use of such methods by the institute and teachers.

Question 15- Teachers encourage you to participate in extracurricular activities.

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Table 15

Question 15	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers encourage you to participate in extracurricular activities.	23 (43)	24 (45)	5 (9)	1 (2)	0 (0)



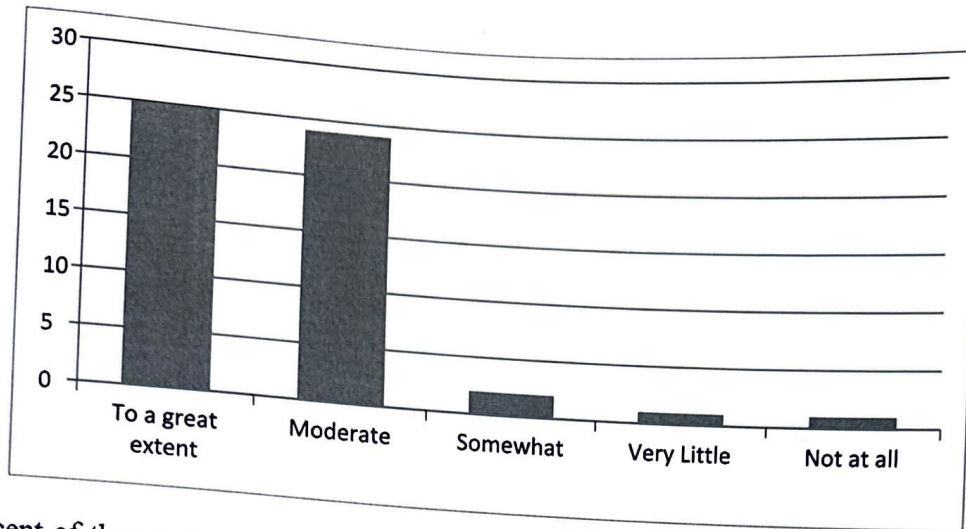
43 percent students are strongly agree that teachers encourage them to participate in extracurricular activities. Similarly, 45 percent students are also agree with this statement. 9percent students are neutral on this and only 2 percent students are disagree with the statement that teachers encourage them to participate in extracurricular activities.

Question 16- Efforts are made by the institute / teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Table 16

Question 16	1	2	3	4	5
	To a great extent	Moderate	Somewhat	Very Little	Not at all
Efforts are made by the institute / teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.	25 (47)	24 (45)	2 (4)	1 (2)	1 (2)

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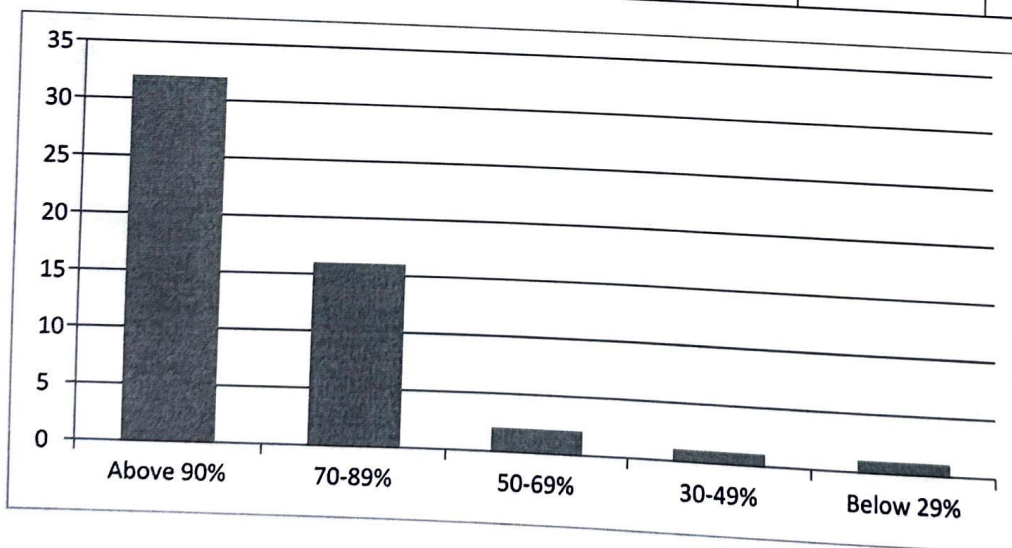


47 percent of the total students have agreed to a great extent that efforts are being made by the institute / teachers to inculcate soft skills, life skills and employability skills to make students ready for the world of work. 45 percent of students have agreed with this statement moderately. 4 percent of total students have stated that there are little such efforts by the Institution and teachers. 2 percent of students have found very little efforts in this regard and another 2 percent of students have stated that such efforts are missing.

Question 17- What percentage of teachers use ICT tools such as LCD projector, Multimedia etc.

Table 17:

Question 17	1	2	3	4	5
	Above 90%	70-89%	50-69%	30-49%	Below 29%
What percentage of teachers use ICT tools such as LCD projector, Multimedia etc.	32 (62)	16 (31)	2 (4)	1 (2)	1 (2)



62 percent students have stated that above 90 percent of teachers uses ICT tools such as LCD projector, Multimedia etc. 31 percent of total students have stated that the percentage of teachers who are using tools such as LCD, projector, Multimedia etc. is 70-89%. Other 4

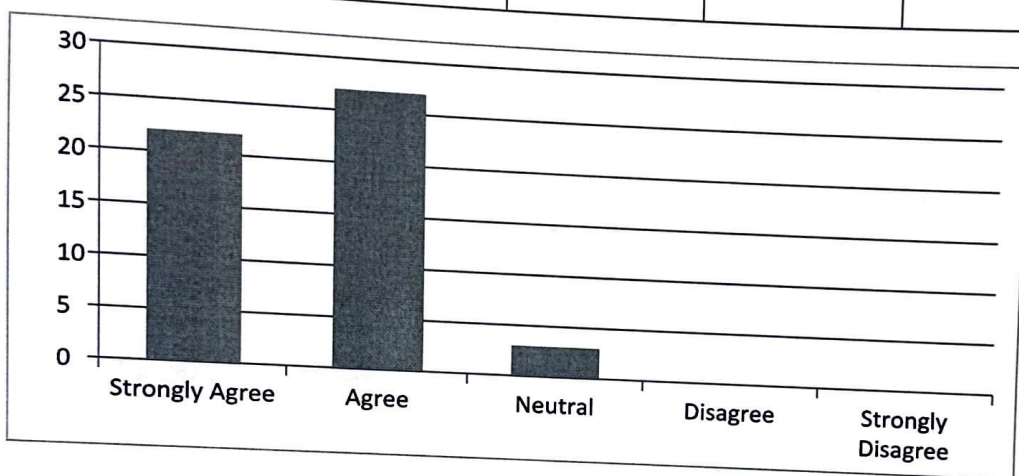
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percent of students have marked this percentage between 50-69% while 2 percent students considered this percentage as 30-49%. Lastly, 2 percent of students have stated that below 29 percent teachers are using tools such as LCD, projector, multimedia etc.

Question 18- The Overall Quality of teaching learning process in your institute is very good.

Table 18

Question 18	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Overall Quality of teaching learning process in your institute is very good.	22 (42)	27 (52)	3 (6)	0 (0)	0 (0)



42 percent of students are strongly agree that the overall quality of teaching learning process in the institute is very good. While, 52 percent of total students are also agree with this statement. Only 6 percent students are neutral regarding the overall quality of teaching and learning process in the institute.

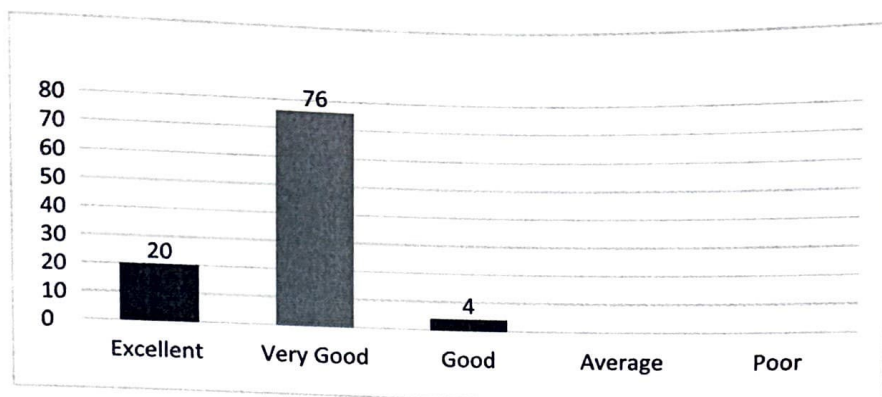
2. Faculty Feedback on Design and Review of Syllabus

Feedback on design and review of syllabus was collected from 25 Faculty members of the Department for the syllabus of BBA, MBA and PhD programs of the department. Analysis of the feedback is presented below:

Question 1: Rate the scheme and structure of the curriculum framed for the entire program.

Question 1	Excellent	Very Good	Good	Average	Poor
Scheme and Structure	5 (20)	19 (76)	1 (4)	0 (0)	0 (0)

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20 per cent faculty rated the scheme and structure of curriculum as excellent, whereas 76 percent and 4 percent rated very good and good respectively. None of the faculty members rated it average or poor.

Question 2: Rate the relevance of the courses included in the curriculum:

Question 2	Excellent	Very Good	Good	Average	Poor
Relevance	11 (44)	13 (52)	1 (4)	0 (0)	0 (0)

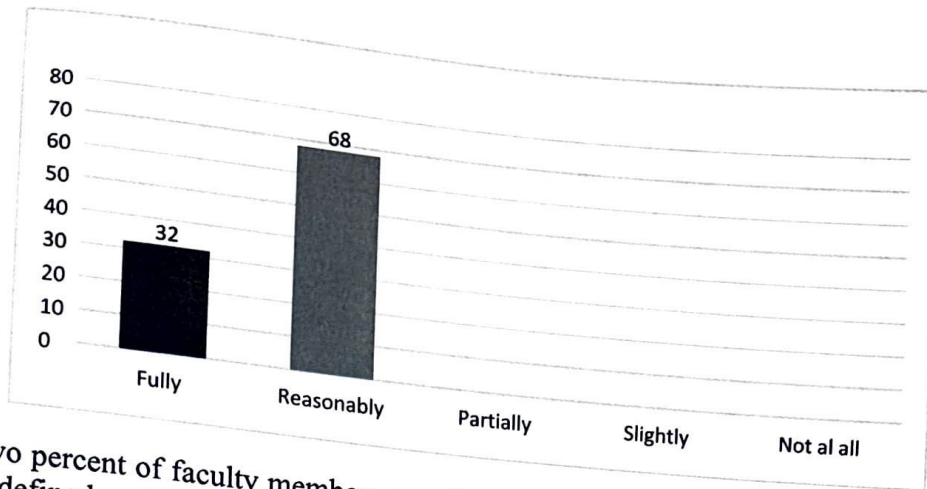


The relevance of the courses that are included in the curriculum are rated excellent by 44 percent faculty members, where as it is rated very good and good by 52 percent and 4 percent faculty members respectively.

Question 3: Aims and objectives of the syllabi are well defined and clear to teachers and students.

Question 3	Fully	Reasonably	Partially	Slightly	Not al all
Clarity	8 (32)	17 (68)	0 (0)	0 (0)	0 (0)

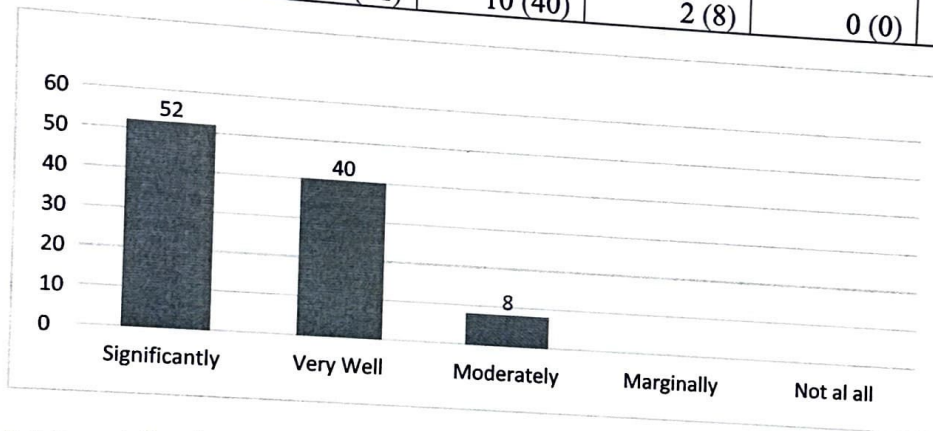
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Thirty two percent of faculty members are of the view that aims and objectives of the syllabi are well defined and fully clear to teachers and students and remaining 68 percent are of the view that that are reasonably clear to the teachers and students.

Question 4: Syllabus is contemporary and need based.

Question 4	Significantly	Very Well	Moderately	Marginally	Not at all
Contemporary	13 (52)	10 (40)	2 (8)	0 (0)	0 (0)

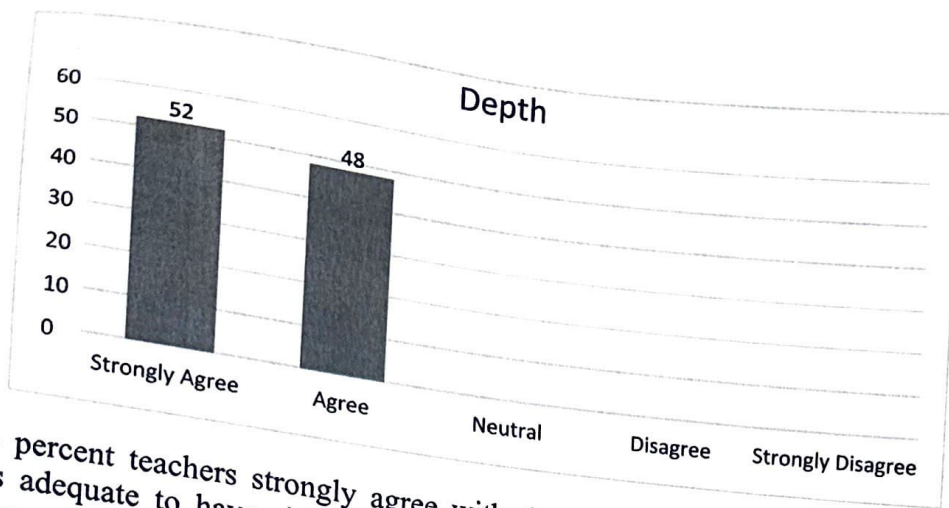


Fifty two percent faculty believes that the syllabus is significantly contemporary, whereas forty percent faculty members have rated it as very well, but not significantly. Only 2 percent are of the view that syllabus is moderately contemporary and need based.

Question 5: The depth of the course content is adequate to have significant learning outcomes.

Question 5	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Depth	13 (52)	12 (48)	0 (0)	0 (0)	0 (0)

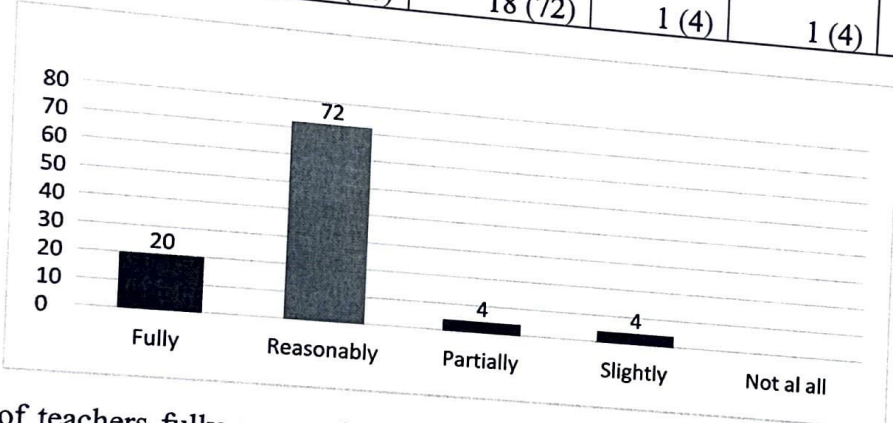
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Fifty two percent teachers strongly agree with the statement that the depth of the course content is adequate to have significant learning outcomes, whereas remaining 48 percent simply agree with the given statement. None of the teachers disagree with the given statement.

Question 6: Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus in the library

Question 6	Fully	Reasonably	Partially	Slightly	Not at all
Reference Material	5 (20)	18 (72)	1 (4)	1 (4)	0 (0)

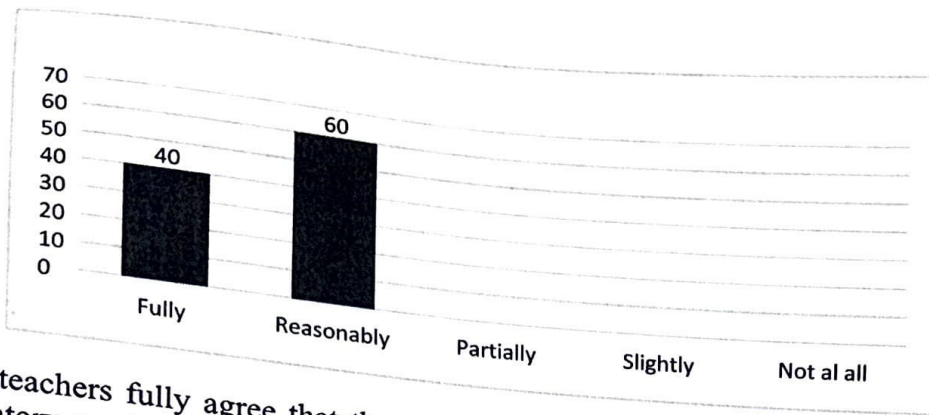


20 percent of teachers fully agree with the statement that Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus in the library, whereas, 72 percent believe that they reasonably agree with the statement. On the other hand, 4 percent each partially and slightly agree respectively with the given statement.

Question 7: The course/syllabus has a good balance between theory and Laboratory-work

Question 7	Fully	Reasonably	Partially	Slightly	Not at all
Balance	10 (40)	15 (60)	0 (0)	0 (0)	0 (0)

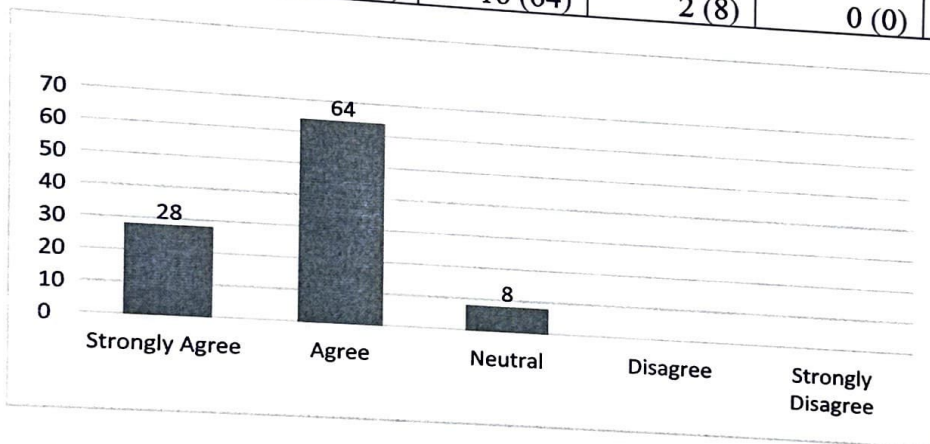
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40 percent teachers fully agree that the course/syllabus has a good balance between theory and Laboratory-work, whereas remaining 60 percent reasonably agree with the given statement.

Question 8: Rate the depth of the syllabus for the course in relation to the competencies expected by industry / current global scenario.

Question 8	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Industry Relevance	7 (28)	16 (64)	2 (8)	0 (0)	0 (0)

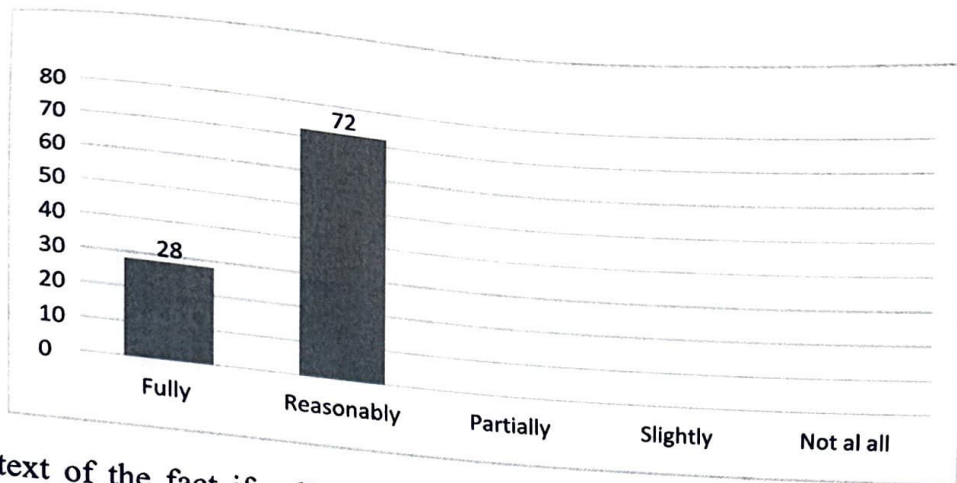


28 percent and 64 percent faculty / teachers have given rating as strongly agree with the statement that depth of the syllabus is related to competencies expected by the industry / current global scenario. In addition, remaining 8 percent also rated it neutral.

Question 9: The students attain the POs, COs and PSOs satisfactorily

Question 9	Fully	Reasonably	Partially	Slightly	Not at all
Attain PO, CO and PSO	7 (28)	18 (72)	0 (0)	0 (0)	0 (0)

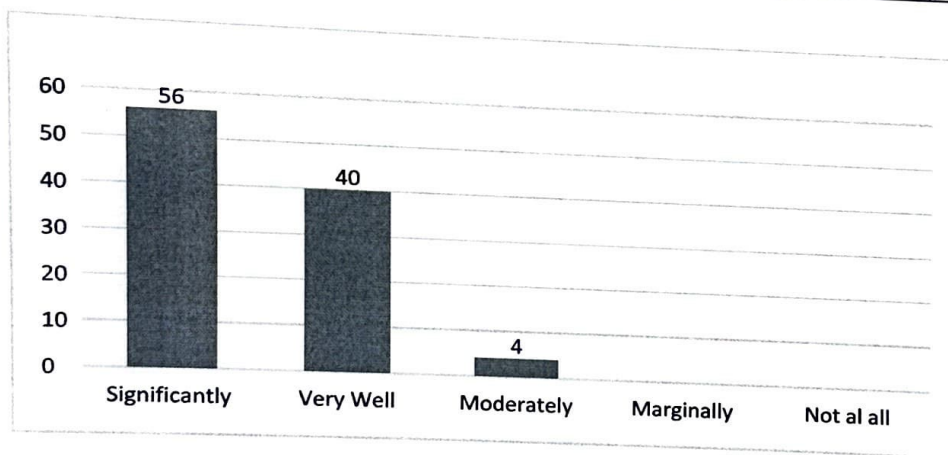
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In the context of the fact if syllabus help in attaining PO, CO and PSO satisfactorily, 28 percent faculty fully believe in the statement, whereas remaining 72 percent reasonably believe in the given statement. None of the

Question 10: There is an ample scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, etc

Question 10	Significantly	Very Well	Moderately	Marginally	Not at all
Scope for new techniques	14 (56)	10 (40)	1 (4)	0 (0)	0 (0)



56 percent respondents significantly believe that there is an ample scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, etc., whereas 40 percent very well agree to this statement. Only 4 percent moderately believe in the given statement.

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1. Alumni Feedback on Design and Review of Syllabus

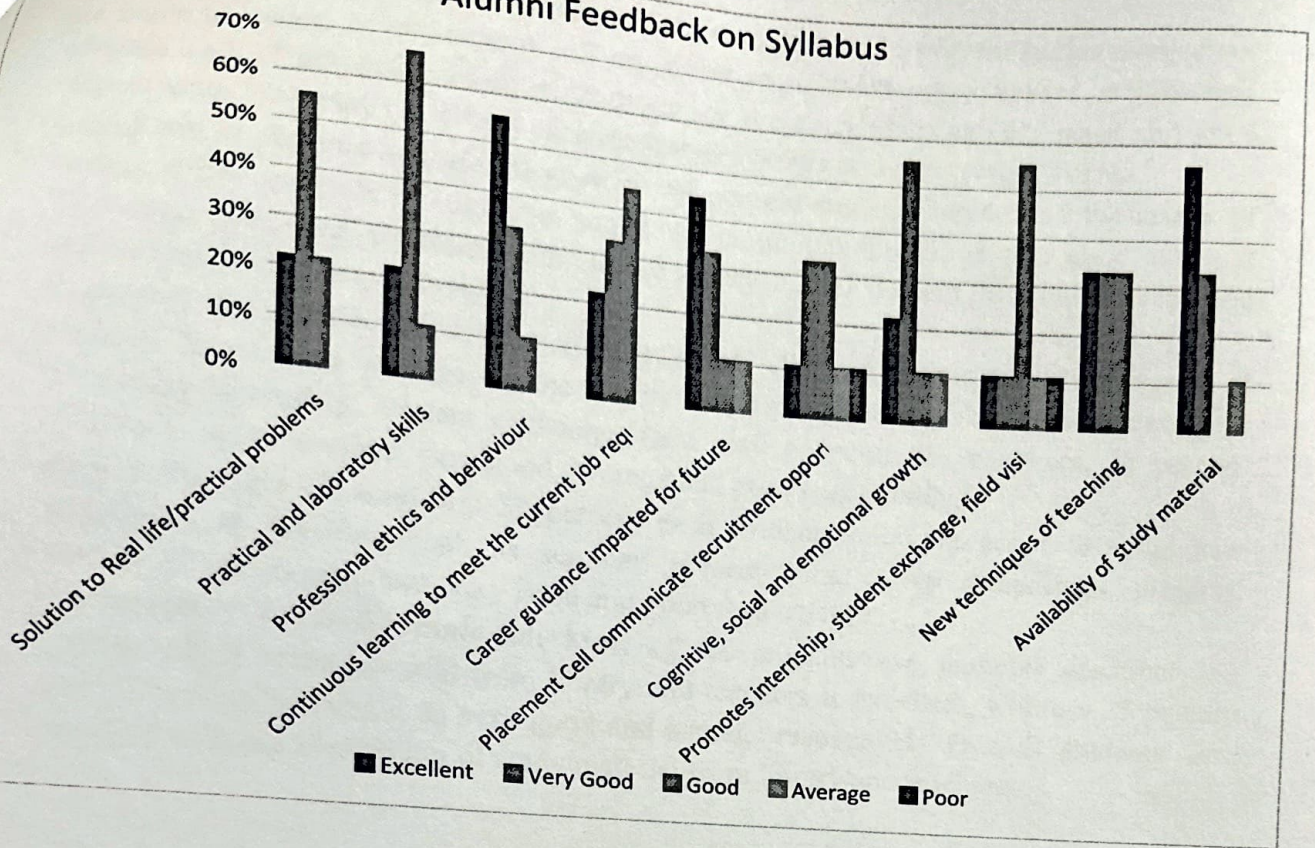
Feedback on design and review of syllabus was collected from alumni students of BBA, MBA and PhD programs of the department. Analysis of the feedback is presented in Table and Graph below:

Alumni Feedback on Syllabus						
S. no	Parameters	Excellent	Very Good	Good	Average	Poor
1	Solution to Real life/practical problem					
2	Practical and laboratory skills	2 (22)	5 (56)	2 (22)	0 (0)	0 (0)
3	Professional ethics and behaviour	2 (22)	6 (67)	1 (11)	0 (0)	0 (0)
4	Continuous learning to meet the current job requirements	5 (56)	3 (33)	1 (11)	0 (0)	0 (0)
5	Career guidance imparted for future	2 (22)	3 (33)	4 (44)	0 (0)	0 (0)
6	Placement Cell communicate recruitment opportunities	4 (44)	3 (33)	1 (11)	1 (11)	0 (0)
7	Cognitive, social and emotional growth	1 (11)	3 (33)	3 (33)	1 (11)	1 (11)
8	Promotes internship, student exchange, field visit opportunities	2 (22)	5 (56)	1 (11)	1 (11)	0 (0)
9	New techniques of teaching	1 (11)	1 (11)	5 (56)	1 (11)	1 (11)
10	Availability of study material	3 (33)	3 (33)	3 (33)	0 (0)	0 (0)
		5 (56)	3 (33)	0 (0)	1 (11)	0 (0)

Figures in parenthesis () represent percentage

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Alumni Feedback on Syllabus



- Solution to Real life/practical Problems:** 22 percent and 56 percent of students stated that ability of syllabus to provide solution to practical and real life problems is excellent and very good respectively. Where, 22 percent describe it is good. Overall students were satisfied with the quality of content to provide solution to practical problems.
- Practical and Laboratory Skills:** In the context on balance between practical and laboratory skills of syllabus, it is found that 22 percent respond to it as excellent and 56 percent very good respectively. In addition, 11 percent also responded good. While not even a single student rated it as average or poor. Overall students were satisfied with the balance between practical and laboratory skills of the syllabus.
- Professional Ethics and Behavior:** 56 percent, 33 percent and 11 percent of students described program as excellent, very good and good respectively with respect to professional ethics and behavior. None of the teachers have rated as average or poor.
- Continuous learning to meet the current job requirements:** 22 percent of students stated that curriculum has excellent ability to engage in the process of continuous learning to meet the current job requirements. Whereas, 33 percent and 44 percent described this ability as very good and good respectively. Overall students were satisfied with the ability of curriculum to meet current job requirements.
- Career guidance imparted for future:** 44 percent students stated that the curriculum imparts excellent career guidance and, 33 percent and 11 percent of students stated it is very good and good respectively. Whereas, 11 percent described this ability as average.

In view

- **Placement Cell communicate recruitment opportunities:** 11 percent students described the communication by placement cell regarding recruitment opportunities as excellent, whereas 33 percent students each described the curriculum as very good and good respectively. Whereas, 11 percent each rated it as average and poor respectively.
- **Cognitive, social and emotional growth:** 56 percent students have rated the ability of curriculum to facilitate in cognitive, social and emotional growth as very good, whereas 22 percent have given excellent rating to this ability, and 11 percent each have given good and average rating respectively.
- **Promotes internship, student exchange, field visit opportunities:** 56 percent of students have rated average to the ability of curriculum to take active interest in promoting internship, student exchange, field visit opportunities excellent. 11 percent each have rated excellent, very good, average and poor respectively.
- **New techniques of teaching:** 33 percent each students rated the scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, workshops etc. as excellent, very good and good respectively.
- **Availability of study material:** Most of the students (56 percent) describes the availability of study material from library and teachers is excellent, whereas 33 percent and 11 percent marked it as very good and average respectively. Overall, students were satisfied with the availability of study material from library and teachers.

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Department of Journalism and Mass Communication
IK Gujral Punjab Technical University (Main Campus, Kapurthala)

IKGPTU/JMC/04A

Date:- 10-2-23

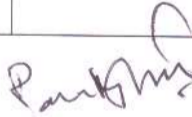
Report on structured Feedback for Design and Review of Syllabus

The structured feedback regarding the design and review of the syllabus was obtained from students, parents, alumni, and teachers. In order to obtain the feedback, a structured questionnaire was designed to elicit responses regarding relevant issues concerning the review and delivery of the syllabus. The analysis of feedback obtained from students. Section 2 covers the analysis of feedback obtained from parents. Section 3 explains the analysis of feedback obtained from alumni. Section 4 covers the analysis of feedback obtained from teachers.

1. Students' Feedback on Design and Review of Syllabus

Feedback on the design and review of the syllabus was collected from 40 students of PhD, and MA, and BA Programs of the department. Analysis of the feedback is presented in Table 1.

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	14(35%)	12(30%)	6(15%)	02(05%)	00
Coverage and delivery of syllabus	12(30%)	15(37%)	6(15%)	01(02%)	00
Appropriateness of programme outcomes and learning outcomes	14(35%)	12(30%)	7(17%)	01(02%)	00
The Curriculum enhances learning	14(35%)	10(25%)	8(20%)	02(05%)	00
Curriculum is relevant for employability	15(37%)	6(15%)	9(22%)	02(05%)	00

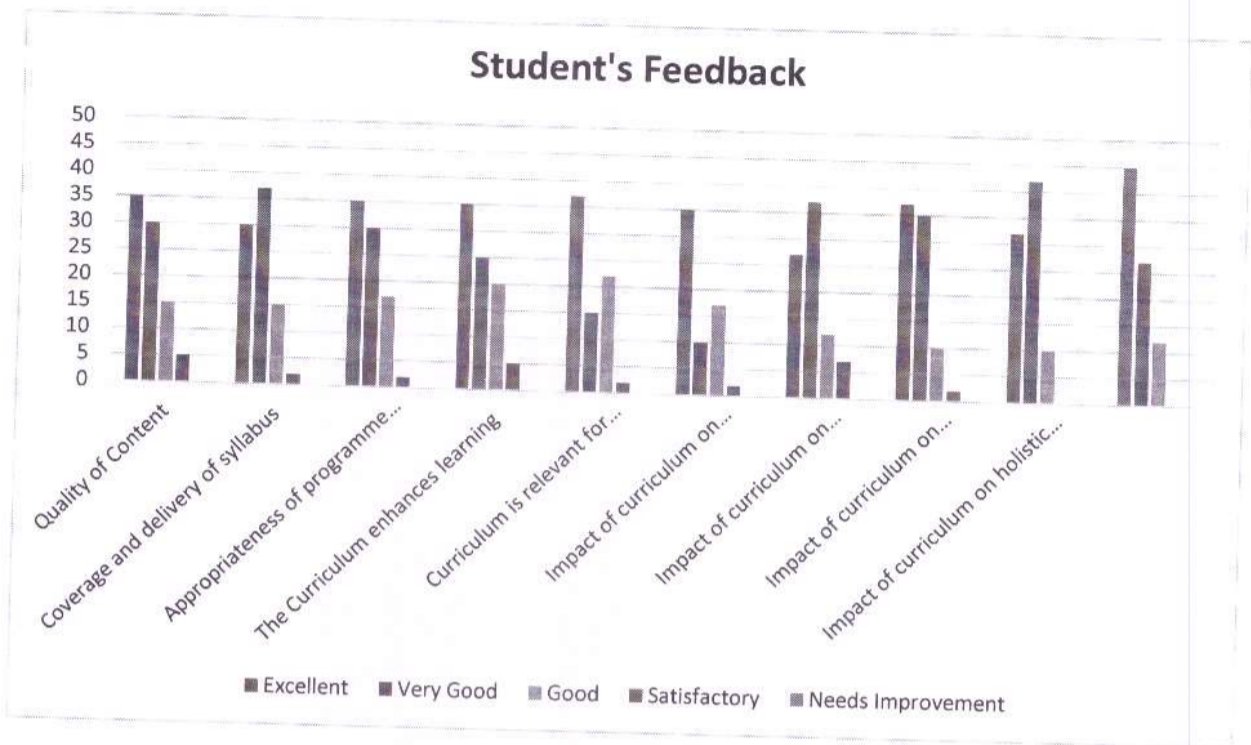


Head
Department of Journalism & Mass Communication
IKG Punjab Technical University
Kapurthala-144603 (Pb.)

Impact of curriculum on developing analytical skills	14(35%)	04(10%)	07(17%)	01(02%)	00
Impact of curriculum on developing industrial oriented skills	11(27%)	15(37%)	05(12%)	03(07%)	00
Impact of curriculum on developing entrepreneurial skills	15(37%)	14(35%)	04(10%)	01(02%)	00
Impact of curriculum on holistic development of students	13(32%)	17(42%)	04(10%)	00	00
Co-Curricular and extracurricular activities	18(45%)	11(27%)	05(12%)	00	00
Note: Percentage is given in parenthesis					

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Head
Department of Journalism & Mass Communication
IKG Punjab Technical University
Kapurthala-144603 (Pb.)



Quality of content: 35 percent of students stated that the quality of content is excellent and 30 percent very good respectively. Where 15 percent describe it as good and, 5 percent described it as satisfactory. Overall students were satisfied with the quality of content.

Coverage and delivery of the syllabus: In the context of coverage and delivery of the syllabus, it is found that 30 percent respond to it as very good and 37 percent and 15 percent as good respectively. While not even a single recommended improvement in the coverage and delivery of the syllabus. Overall students were satisfied with the coverage and delivery of the syllabus.

Appropriateness of programme outcomes and learning outcomes and learning outcomes: 35 percent and 30 percent of students described programme outcomes and learning outcomes as very good and 17 percent good respectively.

The curriculum enhances learning: The majority of 35 percent students stated that curriculum is relevant for gaining employability. 25 percent students respond very good where 20 percent describe it is good. Overall students were satisfied with the curriculum.

The curriculum is relevant for employability: 37 percent regarded that the curriculum is excellent for students for developing analytical skills and 15 percent of students found it as very good and 22 percent of students stated it as good. Overall students were satisfied.

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Head
 Department of Journalism & Mass Communication
 IKG Punjab Technical University
 Kapurthala-144603 (Pb.)

Impact of curriculum on developing analytical skills: More than 35 percent students described the curriculum is very good for developing analytical skills and percent of parents found it very good and the majority of parents stated it as good.

Impact of curriculum on developing industrial oriented skills: 47 percent of students claimed the curriculum is very good for developing entrepreneurial skills among the students and 13 percent described it as good.

Impact of curriculum on developing entrepreneurial skills: 37 percent of students claim the curriculum is excellent and it is described 35 percent as very good, and 10 percent as good. Overall students were satisfied.

Impact of curriculum on the holistic development of students: The majority of parents 32 percent marked the curriculum for the holistic development of students as excellent whereas, 42 percent claimed it a very good or 10 percent is good. Overall students were satisfied.

Co-curriculum and extracurricular activities: 45 percent of students marked co-curricular and extracurricular activities are excellent. 27 percent of students claimed is very good. Or 12 percent of students described good. Overall students were satisfied.



Head

Department of Journalism & Mass Communication
IKG Punjab Technical University
Kapurthala-144603 (Pb.)

2. Parent's Feedback on the Design and Review of Syllabus

Feedback on the design and review of the syllabus was collected from 54 parents of the department. The analysis of feedback is presented in Table 2.

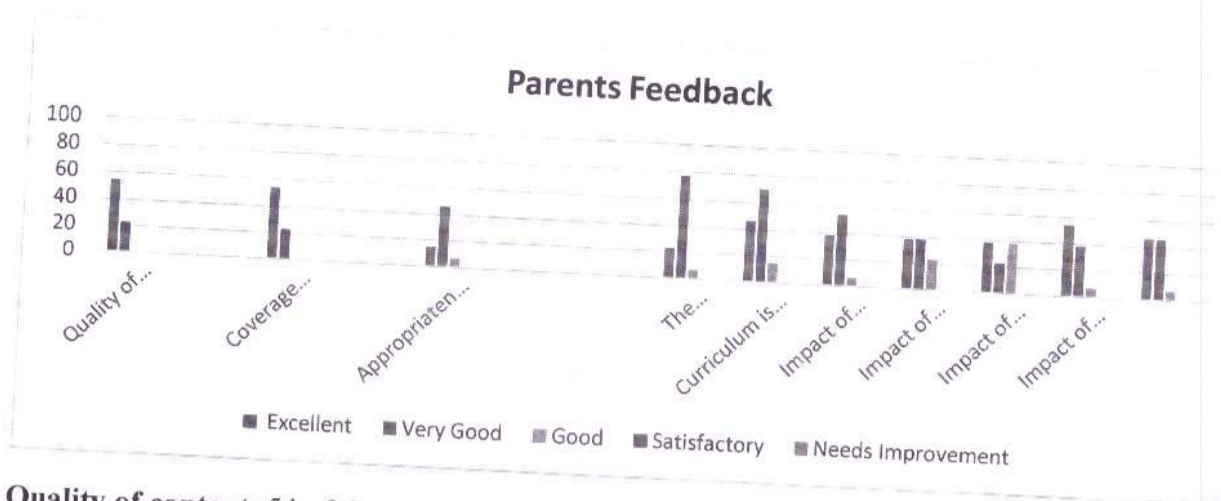
Table:2 Parents' Feedback

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	7(54%)	3(23%)	00	00	00
Coverage and delivery of syllabus	7(54%)	3(23%)	00	00	00
Appropriateness of programme and learning outcomes	2(15%)	6(46%)	1(7%)	00	00
The Curriculum enhances learning	3(23%)	10(77%)	1(7%)	00	00
Curriculum is relevant for employability	6(46%)	9(70%)	2(15%)	00	00
Impact of curriculum on developing analytical skills	5(38%)	7(54%)	1(7%)	00	00
Impact of curriculum on developing industrial oriented skills	5(38%)	5(38%)	3(23%)	00	00
Impact of curriculum on the holistic development of the students	5(38%)	3(23%)	5(38%)	00	00
Impact of curriculum on developing entrepreneurial skills	7(54%)	5(38%)	1(7%)	00	00
Co-Curricular and extracurricular activities	6(46%)	6(46%)	1(7%)	00	00

Note: Percentage is given in parenthesis

[Signature]

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Quality of content: 54 of the parents stated that the quality of content is excellent and very good respectively. Whereas 23 percent stated it was very good. Overall the parents were satisfied with the quality of the content.

Coverage and delivery of the syllabus: The coverage and delivery of the syllabus are found as 54 percent excellent respectively. 23 percent of parents described it very well. overall parents were satisfied, but a few improvements were needed.

Appropriateness of programme outcomes and learning outcomes: 15 percent and 46 percent of parents described programme outcomes and learning outcomes as very good and good respectively, whereas only 7 percent of parents suggested further improvements in this area.

The curriculum enhances learning: Overall parents were satisfied with the curriculum for enhancing the learning abilities of students. The parents described 23 percent as excellent. As 77 percent stated it as very good, whereas 7 percent described it as good overall, parents are pleased with this.

The curriculum is relevant for employability: 38 percent parents described the curriculum as excellent for developing analytical skills and 54 percent of parents found it very good or 7 percent is good.

Impact of curriculum on developing analytical skills: 38 percent parents described the curriculum as excellent for developing analytical skills and 38 percent of parents found it very good or 23 percent is good.

Impact of curriculum on developing industrial oriented skills: More than 38 percent of parents described the curriculum as excellent. 23 percent is described very good and 38 percent is good.

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IKG Punjab Technical University
Kapurthala-144603 (Pb.)

Impact of curriculum on the holistic development of students: 38 percent claimed it is excellent, 23 percent very good and 38 percent good respectively. Overall, parents stated the curriculum as satisfactory concerning to develop holistic skills among students.

Impact of curriculum on developing entrepreneurial skills: 54 percent of parents claimed the curriculum is excellent, 38 percent very good for developing entrepreneurial skills among the students and 7 percent described it as good. All in all the parents were fully satisfied with the curriculum.

Co-curriculum and extracurricular activities: 46 percent of students parents described is excellent and 46 percent as very good, 7 percent is good.



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Department of Journalism & Mass Communication
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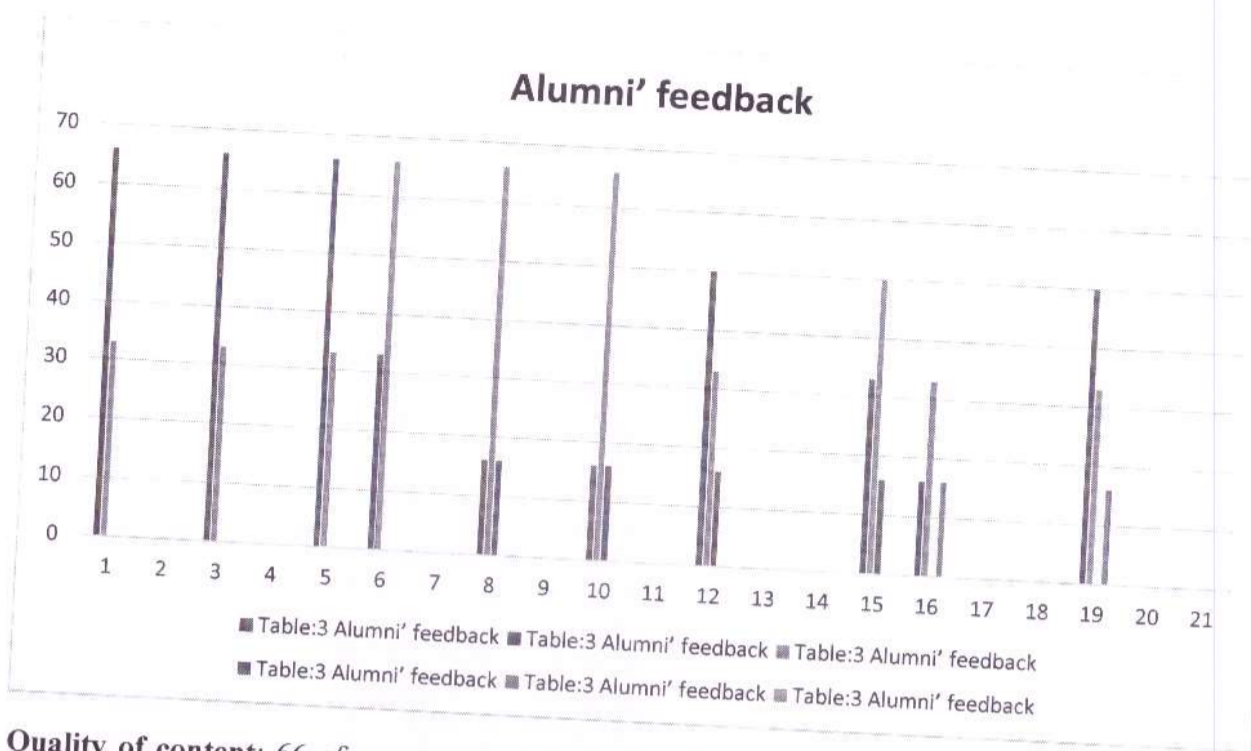
3 Alumni's Feedback on University

Feedback on the design and review of the syllabus and various other facilities was collected from 12 pass-out students of the MAJMC-2020 batch Programs of the department. Analysis of the 6 students' feedback is presented in Table 3.

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	4(66%)	2(33%)	00	00	00
Coverage and delivery of syllabus	4(66%)	2(33%)	00	00	00
Appropriateness of programme outcomes and learning outcomes	4(66%)	2(33%)	00	00	00
The Curriculum enhances learning	2(33%)	4(66%)	00	00	00
Curriculum is relevant for employability	1(16%)	4(66%)	1(16%)	00	00
Impact of curriculum on developing analytical skills	1(16%)	4(66%)	1(16%)	00	00
Impact of curriculum on developing industrial oriented skills	3(50%)	2(33%)	1(16%)	00	00
Impact of curriculum on the holistic development of the students	2(33%)	3(50%)	1(16%)	00	00
Impact of curriculum on developing entrepreneurial skills	1(16%)	2(33%)	00	1(16%)	00
Co-Curricular and extracurricular activities	3(50%)	2(33%)	00	1(16%)	00



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Quality of content: 66 of parents stated that the quality of content is excellent and very good respectively. Whereas 33 percent stated it was very good. Overall the aluminise were satisfied with the quality of the content.

Coverage and delivery of the syllabus: The coverage and delivery of the syllabus are found as 66 percent excellent respectively. 33 percent of aluminise was described as very good. Overall aluminise were satisfied, but a few improvements were needed.

Appropriateness of programme outcomes and learning outcomes and learning outcomes: 66 percent and 23 percent of aluminise described programme outcomes and learning outcomes as very good respectively,

The curriculum enhances learning: Overall aluminise were satisfied with the curriculum for enhancing the learning abilities of students. The aluminise described 33 percent excellent. As 66 percent stated it as very good, overall, aluminise are pleased with this.

The curriculum is relevant for employability: 16 percent of aluminise described the curriculum as excellent for developing analytical skills and 66 percent of aluminise found it very good or 16 percent is good.

Impact of curriculum on developing analytical skills: 50 percent of aluminise described the curriculum as excellent for developing analytical skills and 23 percent of aluminise found it very good or 16 percent is good.

Sapna
Head

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Impact of curriculum on developing industrial-oriented skills: More than 50 percent of aluminate described the curriculum as excellent. 33 percent is described as very good and 16 percent is good.

Impact of curriculum on the holistic development of students: 33 percent claimed it is excellent, 50 percent very good and 16 percent good respectively. Overall, aluminate stated the curriculum as satisfactory concerning developing holistic skills among students.

Impact of curriculum on developing entrepreneurial skills: 16 percent of aluminate claimed the curriculum is excellent, 33 percent very good for developing entrepreneurial skills among the students and 16 percent described it as fully satisfied with the curriculum.

Co-curriculum and extracurricular activities: 50 percent of aluminate described as excellent and 33 percent as very good, 16 percent described it as fully satisfied with the curriculum.



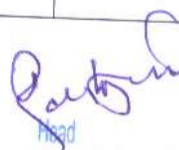
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4. Teacher's Feedback on Design and Review of Syllabus

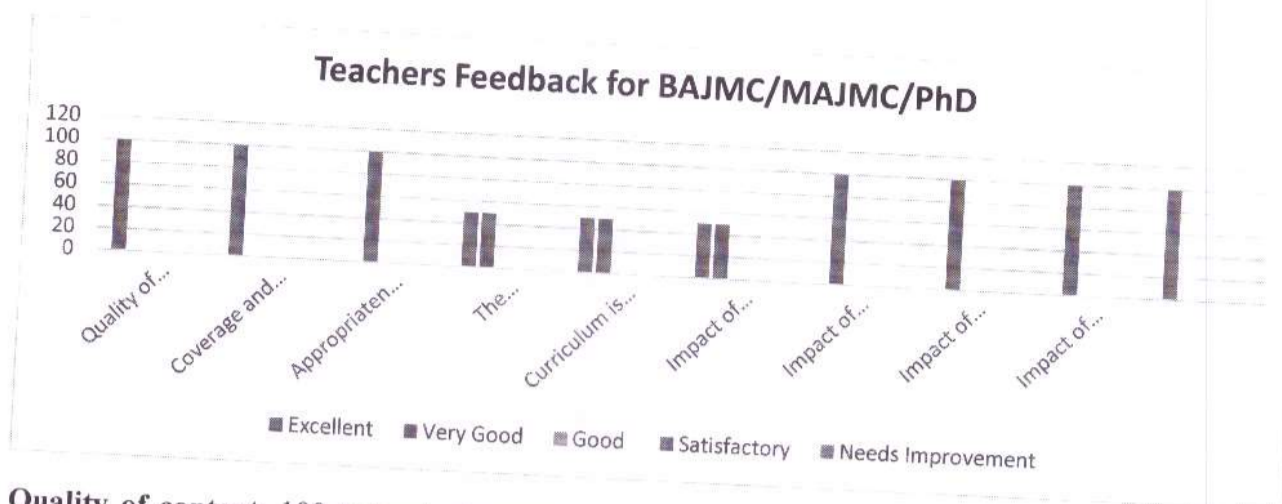
Feedback from Faculty members of the Department has been obtained regarding the design and review of the syllabus of the three programs offered by the department, Namely PhD, MAJMC, and BAJMC, Feedback was collected from 2 regular faculty members. Course-wise analysis of the feedback is presented in tables 4.1, 4.2 to 4.3.

Table 4.1: Teachers Feedback for BAJMC/MAJMC/PhD

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	2(100%)	00	00	00	00
Coverage and delivery of the syllabus	2(100%)	00	00	00	00
Appropriateness of programme outcomes and learning outcomes	00	2(100%)	00	00	00
The Curriculum enhances learning	1(50%)	1(50%)	00	00	00
The curriculum is relevant for employability	1(50%)	1(50%)	00	00	00
Impact of curriculum on developing analytical skills	1(50%)	1(50%)	00	00	00
Impact of curriculum on developing industrial oriented skills	00	2(100%)	00	00	00
Impact of curriculum on the holistic development of the students	00	2(100%)	00	00	00
Impact of curriculum on developing entrepreneurial skills	00	2(100%)	00	00	00
Co-Curricular and extracurricular activities	2(100%)	00	00	00	00



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Quality of content: 100 percent of teachers stated that the quality of content is excellent and overall the Teachers were satisfied with the quality of content.

Coverage and delivery of the syllabus: 100 of percent teachers stated that the quality of content is excellent and overall the Teachers were satisfied with the quality of content.

Appropriateness of programme outcomes and learning outcomes and learning outcomes: 100 percent of teachers are very good respectively,

The curriculum enhances learning: Overall teachers are satisfied with the curriculum for enhancing the learning abilities of students. It is described 50 percent excellent. As 50 percent stated it was very good.

The curriculum is relevant for employability: 50 percent of teachers described the curriculum as excellent for developing analytical skills and 50 percent of teachers found it very good.


Impact of curriculum on developing analytical skills: 50 percent of teachers described the curriculum as excellent for developing analytical skills and 50 percent of teachers found it very good.

Impact of curriculum on developing industrial-oriented skills: 100 percent of teachers stated that the described is very good.

Impact of curriculum on the holistic development of students 100 percent of teachers stated that the described is very good.

Impact of curriculum on developing entrepreneurial skills: 100 percent of teachers stated that the described is very good.

Co-curriculum and extracurricular activities: 100 percent of teachers stated that they described an excellent.


 Head
 Department of Journalism & Mass Communication
 IKG Punjab Technical University
 Kapurthala-144603 (Pb.)

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Report on Feedback received from Alumni, Students and Teachers for Design and Review of Syllabus (2021-2022)

The feedback regarding design and review of syllabus was obtained from alumni, students and teachers. In order to obtain the feedback from different stakeholders a structured questionnaire was designed to get the responses. Next section presents the analysis of feedback elicited from different stakeholders.

1. Student Feedback on Design and Review of Syllabus

The student feedback on the Design and Review of the Syllabus is largely positive as seen in Table 1. The analysis of the feedback indicates that the majority of the students have rated various aspects of the curriculum as Excellent, Very Good or Good.

1. **Quality of Content:** The majority of the students have rated the quality of content as either Excellent or Very Good. This indicates that the curriculum has been designed to provide high-quality content to the students.
2. **Coverage and Delivery of Syllabus:** A large proportion of the students have rated the Coverage and Delivery of Syllabus as either Excellent or Very Good. This indicates that the syllabus has been delivered effectively and the students have been able to understand and comprehend it well.
3. **Appropriateness of Programme outcomes and learning outcomes:** A significant proportion of the students have rated the Appropriateness of Programme outcomes and learning outcomes as either Very Good or Good. This indicates that the programme outcomes and learning outcomes are aligned with the requirements of the industry.
4. **The curriculum enhances learning:** A majority of the students have rated the curriculum as enhancing learning either Excellent or Very Good. This indicates that the curriculum has been designed to promote active learning among the students.
5. **Curriculum is relevant for employability:** A large proportion of the students have rated the curriculum as relevant for employability either Very Good or Good. This indicates that the curriculum has been designed to provide students with the necessary skills and knowledge to become employable in the industry.
6. **Impact of Curriculum on developing analytical skills:** A majority of the students have rated the Impact of Curriculum on developing analytical skills either Excellent or Very Good. This indicates that the curriculum has been designed to promote analytical thinking and problem-solving skills among the students.
7. **Impact of Curriculum on developing industrial-oriented skills:** A significant proportion of the students have rated the Impact of Curriculum on developing industrial-oriented skills as Very Good or Good. This indicates that the curriculum has been designed to provide students with the necessary skills and knowledge to become industry-ready.
8. **Impact of Curriculum on developing entrepreneurial skills:** A majority of the students have rated the Impact of Curriculum on developing entrepreneurial skills either Excellent or Very Good. This indicates that the curriculum has been designed to promote entrepreneurship skills among the students.

9. **Impact of Curriculum on developing holistic development of students:** A majority of the students have rated the Impact of Curriculum on developing holistic development of students either Excellent or Very Good. This indicates that the curriculum has been designed to promote the overall development of the students.

10. **Co-curricular and extra-curricular activities:** The majority of the students have rated Co-curricular and extra-curricular activities as either Excellent or Very Good. This indicates that the institution has provided students with a wide range of opportunities to engage in co-curricular and extra-curricular activities, which can enhance their overall learning experience.

The positive feedback from the students indicates that the syllabus is well-designed, relevant and effective in enhancing the students' skills and knowledge. The feedback also suggests that the institution has provided a conducive learning environment for the students, which can lead to their overall development.

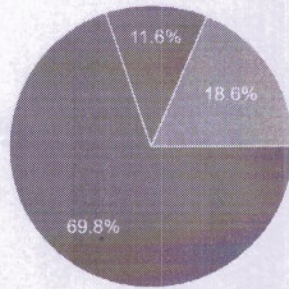
Table 1: Student Feedback on Design and Review of Syllabus

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	65	29	12	6	17
Coverage and Delivery of Syllabus	60	28	16	7	18
Appropriateness of Programme outcomes and learning outcomes	55	30	20	6	18
The curriculum Enhances learning	57	29	20	7	16
Curriculum is relevant for employability	54	28	23	7	17
Impact of Curriculum on developing analytical skills	59	24	17	7	22
Impact of Curriculum on developing industrial oriented skills	53	27	26	3	20
Impact of Curriculum on developing entrepreneurial skills	57	25	21	6	20
Impact of Curriculum on developing on holistic development of students	58	22	19	9	21
Co-curricular and extra-curricular activities	65	16	19	7	22

I.K. Gujral Punjab Technical University
 Amritsar Campus
 College, Polytechnic Road,
 Amritsar-Punjab-143105
 160034
 campus.amritsar@ptu.ac.in

Select Course

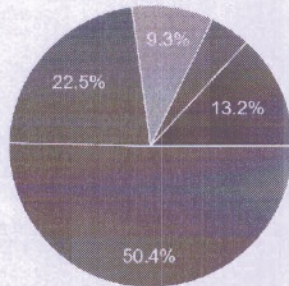
129 responses



- B.Tech. Computer Science & Engineering
- B.Tech. Mechanical Engineering
- Bachelor of Computer Applications (BCA)
- M.Tech. Computer Science & Engineering

Quality of Content

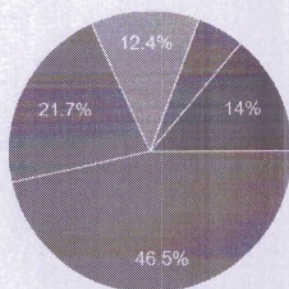
129 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Coverage and Delivery of Syllabus

129 responses



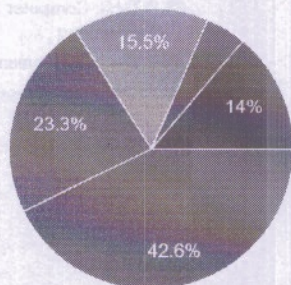
- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

I.K. Goyal Punjab Technical University
Amritsar Campus
Near Cipet College, Polytechnic Road,
Chheharta, Amritsar-Punjab-143105
Ph. 0183-2450034
E-mail: campus.amritsar@ptu.ac.in

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Appropriateness of Programme outcomes and learning outcomes

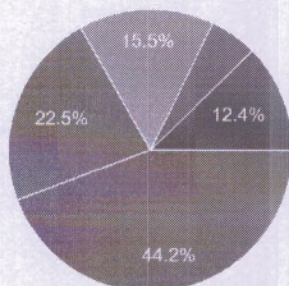
129 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

The curriculum Enhances learning

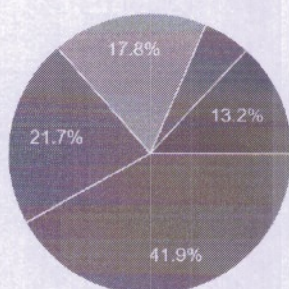
129 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Curriculum is relevant for employability

129 responses

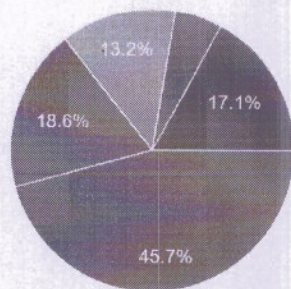


- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

I.K. Gujral Punjab Technical University
Amritsar Campus
Near Cipet College, Polytechnic Road,
Chhoharta, Amritsar-Punjab-143105
Ph. 0183-2450034
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Impact of Curriculum on developing analytical skills

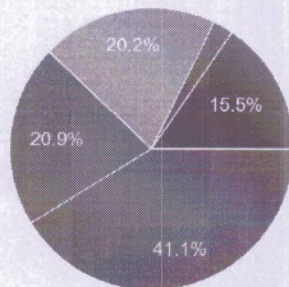
129 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Impact of Curriculum on developing industrial oriented skills

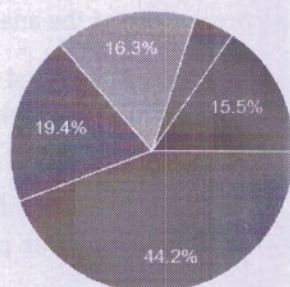
129 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Impact of Curriculum on developing entrepreneurial skills

129 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement


J.C. Gujral Punjab Technical University
Amritsar Campus
Near Cipet College, Polytechnic Road,
Chheherta, Amritsar-Punjab-143105
Ph. 0183-2450034
E-mail:- campus.amritsar@ptu.ac.in


Impact of Curriculum on developing on holistic development of students

129 responses



Co-curricular and extra curricular activities

129 responses



2. Alumni Feedback from Students

The alumni feedback analysis given in Table 2 indicates that the majority of the respondents have rated various aspects of the university positively. Here is a breakdown of the analysis:

- Fee Structure:** Only a small percentage of the respondents have rated the fee structure as Excellent or Very Good. However, the majority have rated it as Satisfactory, indicating that the fee structure is reasonable.
- Infrastructure Facilities:** A majority of the respondents have rated the Infrastructure Facilities as either Very Good or Good. This suggests that the university has provided satisfactory infrastructure facilities.
- Lab facilities in department:** A significant proportion of the respondents have rated the Lab facilities in department as either Very Good or Good. This indicates that the lab facilities are satisfactory.
- Faculty Competence:** A majority of the respondents have rated the Faculty Competence as either Very Good or Good. This suggests that the faculty members are competent and knowledgeable.

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Polytechnic Road,
Amritsar-Punjab-143105
Ph: 2450034
Email: campus.amritsar@ptu.ac.in

5. **Cooperation and Support received by Office members:** A significant proportion of the respondents have rated the Cooperation and Support received by Office members as either Excellent or Very Good. This indicates that the office members are cooperative and supportive towards the alumni.
6. **Updated Curriculum:** A majority of the respondents have rated the Updated Curriculum as either Excellent or Very Good. This indicates that the university has updated the curriculum according to the latest trends and requirements.
7. **Academic Ambience at IKGPTU:** A significant proportion of the respondents have rated the Academic Ambience at IKGPTU as either Very Good or Good. This indicates that the university provides a good academic environment for the students.
8. **Project Guidance:** A significant proportion of the respondents have rated the Project Guidance as either Excellent or Very Good. This indicates that the university provides good guidance and support for projects.
9. **Training and Placement Support:** A majority of the respondents have rated the Training and Placement Support as either Very Good or Good. This indicates that the university provides good support for training and placement.
10. **Library Facilities:** A significant proportion of the respondents have rated the Library Facilities as either Excellent or Very Good. This indicates that the university provides good library facilities for the students.
11. **Computer Facilities:** A majority of the respondents have rated the Computer Facilities as either Very Good or Good. This indicates that the university provides satisfactory computer facilities for the students.
12. **Internet:** A significant proportion of the respondents have rated the Internet facilities as either Excellent or Good. This indicates that the university provides good internet facilities for the students.
13. **Sports Facilities:** A significant proportion of the respondents have rated the Sports Facilities as either Very Good or Good. This indicates that the university provides satisfactory sports facilities for the students.
14. **Cultural Activities:** A majority of the respondents have rated the Cultural Activities as either Very Good or Good. This indicates that the university provides good cultural activities for the students.
15. **Medical Facilities:** A significant proportion of the respondents have rated the Medical Facilities as either Excellent or Very Good. This indicates that the university provides good medical facilities for the students.
16. **Grievances redressal mechanism:** A significant proportion of the respondents have rated the Grievances redressal mechanism as either Very Good or Good. This indicates that the university provides satisfactory mechanisms for redressing grievances.
17. **Alumni Association/Network of old friends:** A significant proportion of the respondents have rated the Alumni Association/Network of old friends as either Very Good or Good. This indicates that the university has a good alumni network.

I.K. Gujral Punjab Technical University
Amritsar Campus
Near Cipet College, Polytechnic Road,
Chaharta, Amritsar-Punjab-143105
Ph. 0183-2450034
E-mail:- campus.amritsar@ptu.ac.in

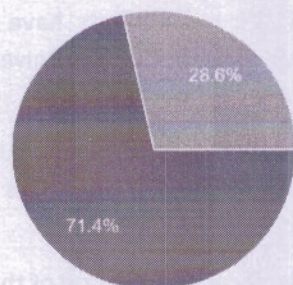
18. **Overall rating of university:** A majority of the respondents have rated the Overall rating of university as either Excellent or Very Good. This indicates that the university has a good reputation among the alumni.

Overall, the alumni feedback analysis indicates that the university has provided satisfactory facilities and support to the alumni. The majority of the respondents have rated various aspects of the university positively.

Table 2: Alumni Feedback

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Fee Structure	2	2	0	1	2
Infrastructure Facilities	0	5	0	0	2
Lab facilities in department	0	3	2	0	2
Faculty Competence	1	4	0	0	2
Cooperation and Support received by Office members	2	1	2	0	2
Updated Curriculum	2	3	0	0	2
Academic Ambience at IKGPTU	1	3	0	1	2
Project Guidance	2	3	0	0	2
Training and Placement Support	1	2	1	1	2
Library Facilities	2	2	1	1	1
Computer Facilities	2	2	2	1	0
Internet	2	0	2	0	3
Sports Facilities	0	3	1	0	3
Cultural Activities	2	1	1	1	2
Medical Facilities	2	1	2	0	2
Grievances redressal mechanism	0	3	2	0	2
Alumni Association/Network of old friends	1	3	0	1	2
Overall rating of university	2	3	0	0	2

Select Course
7 responses

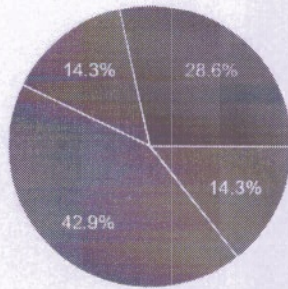


- B.Tech. Computer Science & Engineering
- B.Tech. Mechanical Engineering
- BCA


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 Amritsar Campus
 Main Campus, Polytechnic Road,
 Chharsarta, Amritsar-Punjab-143105
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Academic ambience at IKGPTU

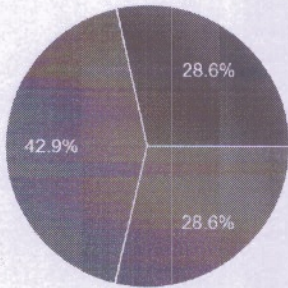
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Project Guidance

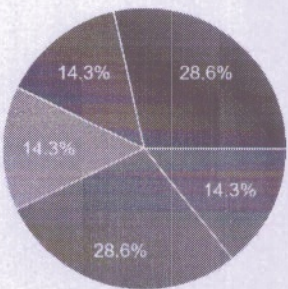
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Traning and Placement support

7 responses



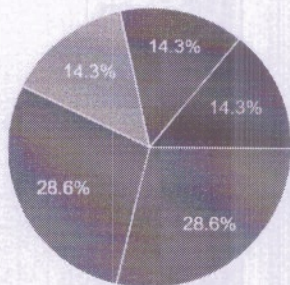
- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement



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Amritsar Campus
Near Cipet College, Polytechnic Road,
Chheharta, Amritsar-Punjab-143105
Ph. 0183-2450034
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Library Facilities

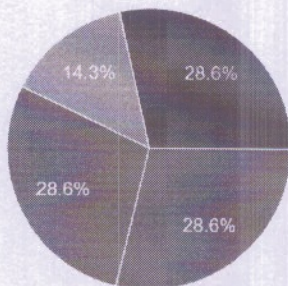
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Computer Facilities

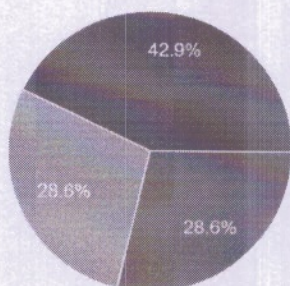
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Internet Facilities

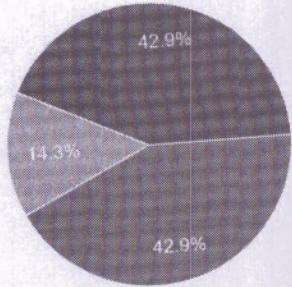
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

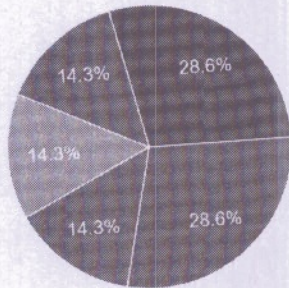
I.K. Gauraj Prasad
Amritsar Campus
Near CIPET, Gola
Chheharta, Amritsar - 143101
Ph. 0183-2450034
E-mail:- campus.amritsar@ptu.ac.in

Sports Facilities
7 responses



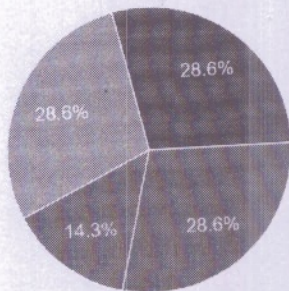
- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Cultural Activities
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Medical Facilities
7 responses

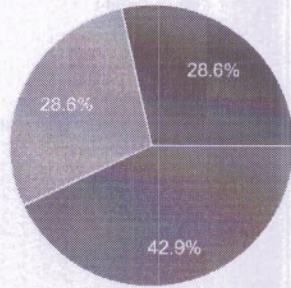


- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

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Sujal Punjab Technical University
Amritsar Campus
Near Gipet College, Polytechnic
Chheharta, Amritsar-Punjab
Ph. 0183-2450054
E-mail: campus.amritsar@jpu.ac.in

Grievances Redressal Mechanism

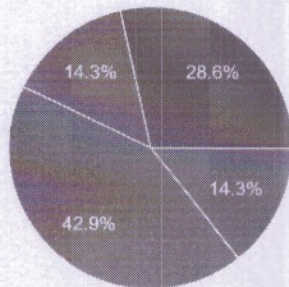
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Alumni Association/Network of old friends

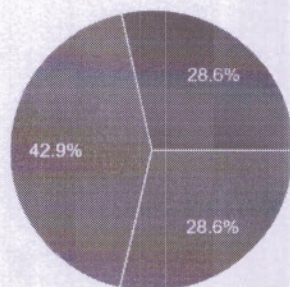
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Overall rating of university

7 responses



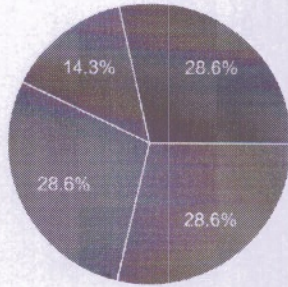
- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

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Fee structure

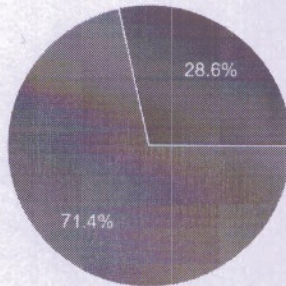
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Infrastructure Facilities

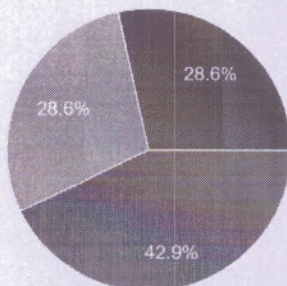
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Lab facilities in the department

7 responses



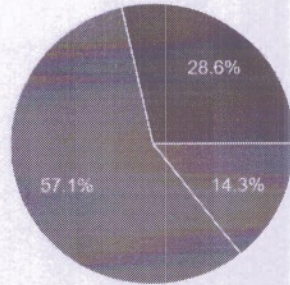
- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

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Faculty Competence

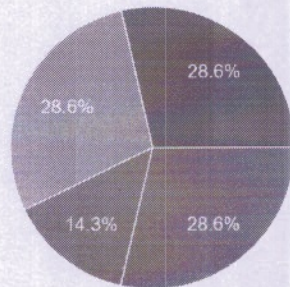
7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Cooperation aSupport received by office members

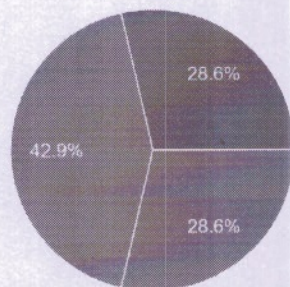
7 responses





- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Updated curriculum

7 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement



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Amritsar Campus
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Ph. 0183-2450034
E-mail: campus.amritsar@ptu.ac.in

3. Teachers feedback on Design and Review of Syllabus

The teacher feedback on the Design and Review of the Syllabus is overwhelmingly positive as given in table 3. Most of the feedback has been rated as either Excellent or Very Good, indicating that the syllabus has been designed and reviewed effectively. Here is an analysis of the feedback:

1. **Quality of Content:** All the teachers have rated the Quality of Content as either Excellent, Very Good, or Good, indicating that the content provided in the syllabus is of high quality.
2. **Coverage and Delivery of Syllabus:** All the teachers have rated the Coverage and Delivery of Syllabus as either Excellent, Very Good, or Good, indicating that the syllabus has been delivered effectively and comprehensively.
3. **Appropriateness of Programme outcomes and learning outcomes:** A majority of the teachers have rated the Appropriateness of Programme outcomes and learning outcomes as either Excellent or Very Good, indicating that the program outcomes and learning outcomes are well-aligned with the needs of the industry.
4. **The curriculum enhances learning:** Most of the teachers have rated the curriculum as Enhancing learning either Excellent or Very Good, indicating that the syllabus has been designed in a way that promotes active learning among students.
5. **Curriculum is relevant for employability:** A majority of the teachers have rated the Curriculum as relevant for employability either Excellent, Very Good, or Good, indicating that the syllabus has been designed to provide students with the necessary skills and knowledge to become employable in the industry.
6. **Impact of Curriculum on developing analytical skills:** Most of the teachers have rated the Impact of Curriculum on developing analytical skills either Excellent or Very Good, indicating that the syllabus has been designed in a way that promotes analytical thinking and problem-solving skills among the students.
7. **Impact of Curriculum on developing industrial-oriented skills:** Most of the teachers have rated the Impact of Curriculum on developing industrial-oriented skills as either Excellent or Very Good, indicating that the syllabus has been designed in a way that provides students with the necessary skills and knowledge to become industry-ready.
8. **Impact of Curriculum on developing entrepreneurial skills:** A majority of the teachers have rated the Impact of Curriculum on developing entrepreneurial skills as either Very Good or Excellent, indicating that the syllabus has been designed in a way that promotes entrepreneurship skills among the students.
9. **Impact of Curriculum on developing holistic development of students:** Most of the teachers have rated the Impact of Curriculum on developing holistic development of students as either Excellent or Very Good, indicating that the syllabus has been designed in a way that promotes the overall development of the students.
10. **Co-curricular and extra-curricular activities:** All the teachers have rated Co-curricular and extra-curricular activities as either Excellent, Very Good, or Good, indicating that the institution has provided students with ample opportunities to engage in co-curricular and extra-curricular activities.

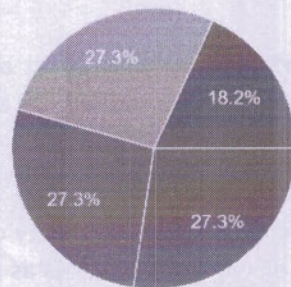
The positive feedback from the teachers indicates that the syllabus has been designed and reviewed effectively, aligning with industry requirements, and promoting active learning among students. The feedback suggests that the institution has provided a conducive learning environment for the students, which can lead to their overall development.

Table 3: Teacher's Feedback on Design and Review of Syllabus

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	6	4	1	0	0
Coverage and Delivery of Syllabus	6	4	1	0	0
Appropriateness of Programme outcomes and learning outcomes	6	4	0	1	0
The curriculum Enhances learning	7	3	0	1	0
Curriculum is relevant for employability	8	2	1	0	0
Impact of Curriculum on developing analytical skills	8	2	1	0	0
Impact of Curriculum on developing industrial oriented skills	7	3	1	0	0
Impact of Curriculum on developing entrepreneurial skills	2	8	1	0	0
Impact of Curriculum on developing on holistic development of students	7	3	0	1	0
Co-curricular and extra-curricular activities	6	4	1	0	0

Select Course

11 responses

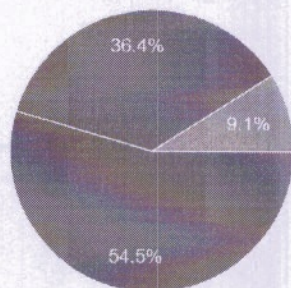


- B.Tech. Computer Science & Engineering
- B.Tech. Mechanical Engineering
- BCA
- M.Tech. Computer Science & Engineering

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Quality of Content

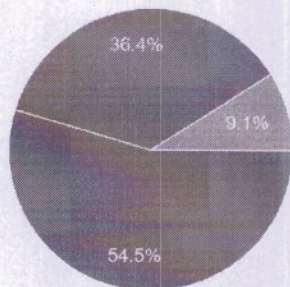
11 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Coverage and Delivery of Syllabus

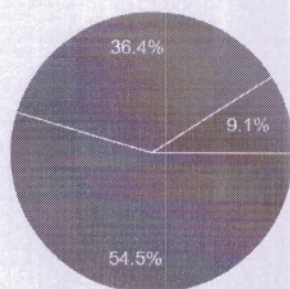
11 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Appropriateness of programme outcome and learning outcomes

11 responses



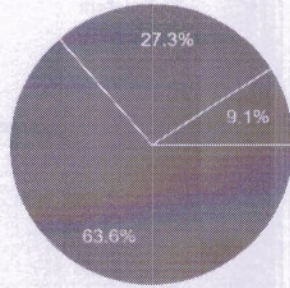
- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

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Amritsar Campus
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Curriculum Enhance Learning

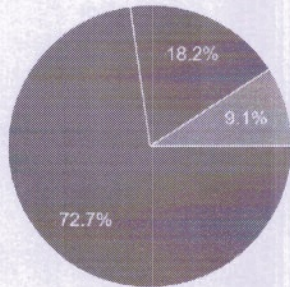
11 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Curriculum is relevant for employability

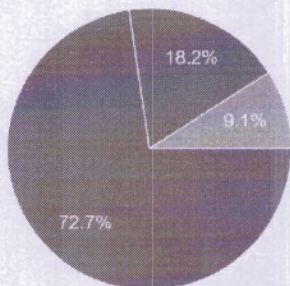
11 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Impact of curriculum on developing analytical skills

11 responses

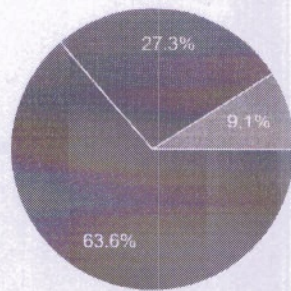


- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement


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Ph. 0183-2450034
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Impact of curriculum on developing industrial skills

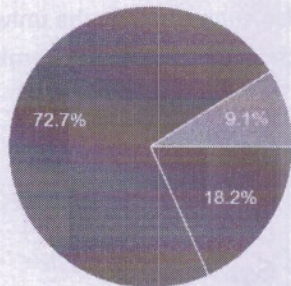
11 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Impact of curriculum on developing entrepreneurial skills

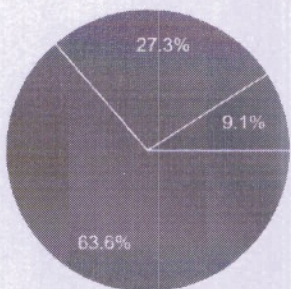
11 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Impact of curriculum on holistic development of students

11 responses

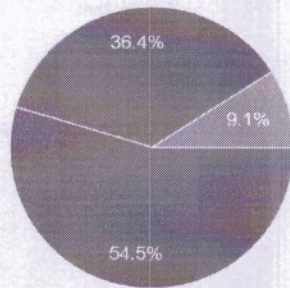


- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

I.K. Gujral Punjab Technical University
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Ph. 0183-2450034
E-mail: campus.amritsar@ptu.ac.in

Co-Curricular and Extra Curricular activities

11 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Needs Improvement

Overall, the feedback received from alumni, students, and teachers indicates that the university has a well-designed syllabus that is relevant, effective, and provides students with the necessary skills and knowledge to become industry-ready. The feedback also suggests that the university has provided a conducive learning environment for the students, which can lead to their overall development.

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1.4.1 (Self-reporting doc)
11.4.2

Trimester	Name of the Semester	Department	How much of how well did you well were the fairness of in Was your part/The Institute /The teaching Teachers into You Mentor /The teachers	The teachers Teachers are the Institute /Teachers are Efforts are in/What accord The overall of Give three ob/Thanks
12/5/2023	12:58 Shaikhant 7h	CSE	Below 30%	Worst teach at Very poor communit/Little
12/5/2023	13:00 Aali 7h	CSE	Below 30%	Worst teach at Very poor communit/Little
12/5/2023	13:02 Harman Kt 5h	CSE	85% to 100%	Satisfactory
12/5/2023	13:08 Harman Singh 5h	CSE	85% to 100%	Satisfactory
12/5/2023	13:08 Jyotsna 5h	CSE	85% to 100%	Satisfactory
12/5/2023	13:28 Anshu 5h	CSE	70 to 84%	Satisfactory
12/5/2023	13:29 Aksh Kumar 5h	CSE	85% to 100%	Satisfactory
12/5/2023	13:44 Gaurav 5h	Computer science	55 to 69%	Satisfactory
12/5/2023	13:58 Bana Singh 5h	CSE	55 to 69%	Satisfactory
12/5/2023	14:00 Keenan Kumar 5h	CSE	30 to 54%	Indifferently
12/5/2023	14:15 Anonymous 4h	CSE	30 to 54%	Poorly
12/5/2023	16:30 Sarwan Kumar 7h	B.Itech/E.E.I	85% to 100%	Satisfactory
12/5/2023	17:02 Anshu 3rd	CSE	55 to 69%	Satisfactory
12/5/2023	17:50 Raman Kumar 3rd	CSE	85% to 100%	Satisfactory
12/5/2023	18:48 Avadh Kumar 7h	CSE	70 to 84%	Thoroughly
12/5/2023	19:05 Kishan Singh 5h	Computer Science	65% to 80%	Satisfactory
12/5/2023	20:25 Ravi Kumar 7h	CSE	55 to 69%	Poorly
12/6/2023	9:59 Arpan Kumar 7h	CSE	70 to 84%	Satisfactory
12/6/2023	10:02 Anshu Kumar 3rd	Computer science	70 to 84%	Satisfactory
12/6/2023	10:02 Arpan Kumar 3rd	Computer science	70 to 84%	Satisfactory
12/6/2023	10:10 Anshu Kumar 7h	CSE	85% to 100%	Satisfactory
12/6/2023	10:10 Anshu Kumar 7h	CSE	85% to 100%	Satisfactory
12/6/2023	10:29 Subhvir Singh 7h	CSE	70 to 84%	Satisfactory
12/6/2023	10:40 Gaurav 5h	CSE	85% to 100%	Satisfactory
12/6/2023	11:02 Sarath Kumar 7h	CSE	85% to 100%	Satisfactory
12/6/2023	11:03 Yash Singh 5h	CSE	70 to 84%	Satisfactory
12/6/2023	11:23 Jhanu Sarin 7h	CSE	55 to 69%	Poorly

Trimester	Name of the Semester	Department	How much of how well did you well were the fairness of in Was your part/The Institute /The teaching Teachers into You Mentor /The teachers	The teachers Teachers are the Institute /Teachers are Efforts are in/What accord The overall of Give three ob/Thanks
12/6/2023	11:24 Priyanshu Dhillon 5h	CSE	70 to 84%	Satisfactory
12/6/2023	11:47 Akshay Kumar 3rd	B.Itech	85% to 100%	Satisfactory
12/6/2023	11:53 Rohan Gauram 3rd	CSE	85% to 100%	Satisfactory
12/6/2023	16:37 Hardeep Singh 5h	Computer science	70 to 84%	Satisfactory
12/6/2023	20:41 Prashant Singh 5h	B.Itech	70 to 84%	Satisfactory

Director
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Mohali Campus-1

Feedback Mechanism and Continuous Improvement

Thanks for your hardwork everyone. Thanks to all the teachers in IKGPTU Mohali Campus 1.

Three Suggestions:
1. Hackathon Culture
2. Mentorship Programs
3. Mentoring Programs

Teacher should do the mapping in End sem paper, based on the performance in semester paper, not on the basis of classmate paper, because sometimes students don't prepare for MS's but prepare very well in End sem.

Overall is best.

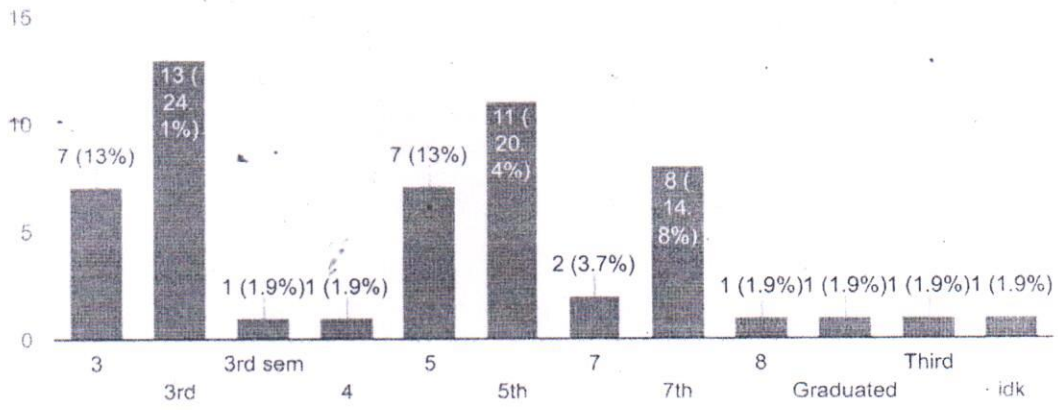
Teaching staff is good but they should give us a chance to participate in extra curricular activities.

Bring good teachers.

Teachers of all subjects should be provided.

No options visible.

Teacher: We indeed need better teachers than what we had in our this semester. We need more of the subjects, not others were either mostly or obnoxiously bad mannered. Secondly, We need opportunities for real life working as the work. We need more concentration should be on how and what to work. Thirdly, If anyone gets any sort of interests or work before the final term, 'writeup should be coordinated by the faculty for the same.



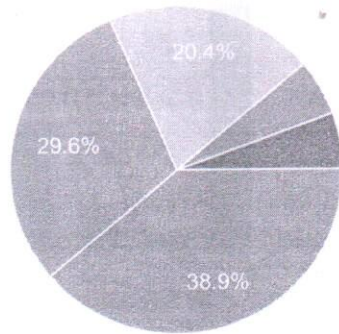

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1.4.2
MC-1

Copy

How well were the teachers able to communicate?

54 responses

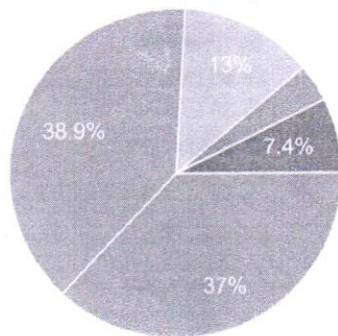


- Always Effective
- Sometimes Effective
- Just Satisfactorily
- Generally Ineffective
- Very poor communication

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Fairness of Internal Evaluation process by the teachers.

54 responses

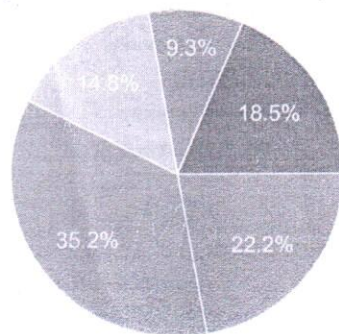


- Always Fair
- Usually Fair
- Sometimes Unfair
- Usually Unfair
- Unfair

Copy

Was your performance in assignments discussed with you?

54 responses



- Every Time
- Usually
- Occasionally/ Sometimes
- Rarely
- Never

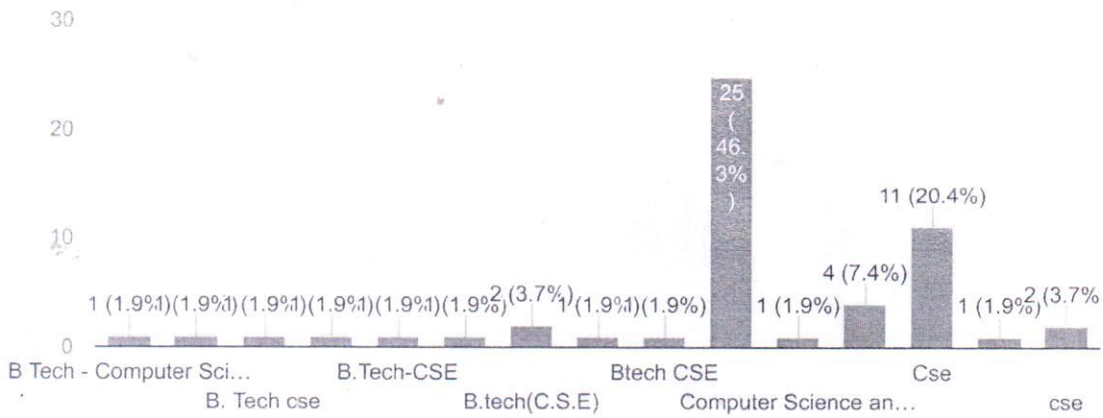
ew
Director
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1.4.2
MC-1

Department

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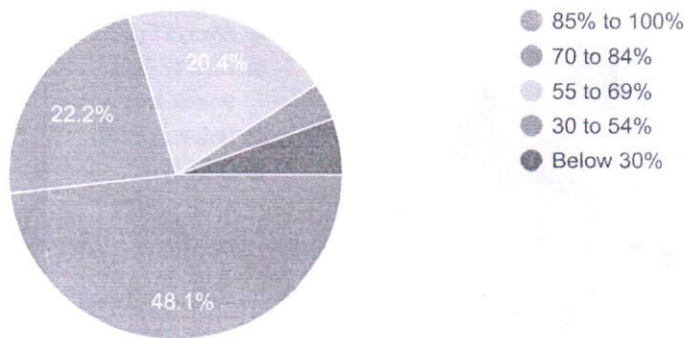
54 responses



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How much of the syllabus was covered in the class?

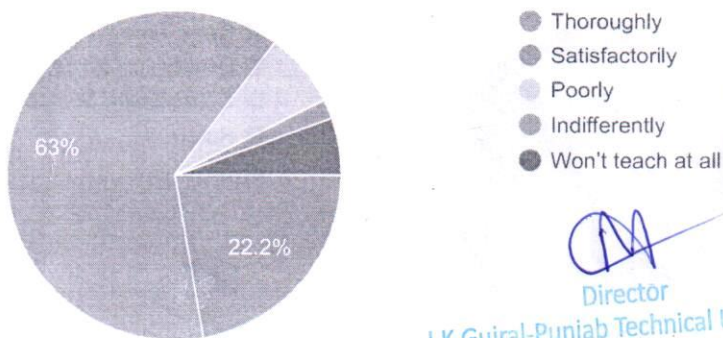
54 responses



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How well did the teachers prepare for the classes?

54 responses

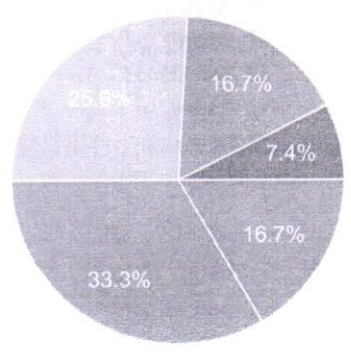


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Teachers inform you about your expected competencies, course outcomes and programme outcomes:

54 responses

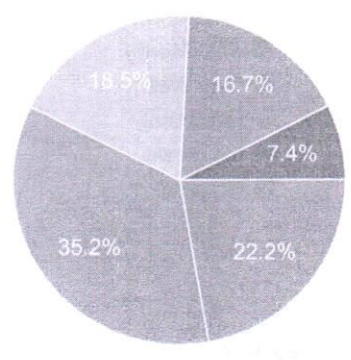


- Every Time
- Usually
- Occasionally / sometimes
- Rarely
- Never

Copy

Your Mentor does a necessary follow up with as assigned task to you.

54 responses



- Every Time
- Usually
- Occasionally / sometimes
- Rarely
- I don't have a mentor

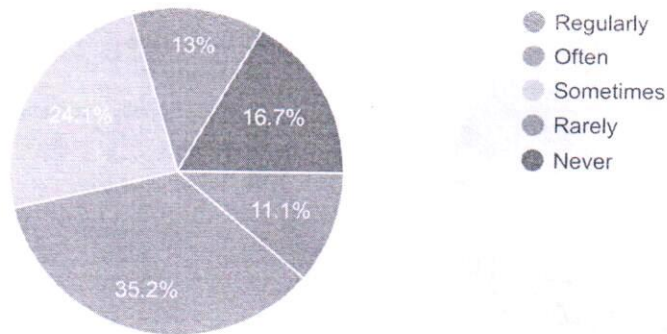

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HEGPTU/1.4.2
me-1

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The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

54 responses



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The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

54 responses

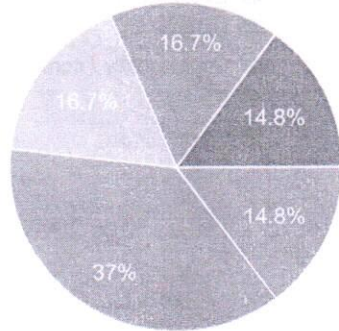



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Teachers are able to identify your weaknesses and help you to overcome them.

54 responses

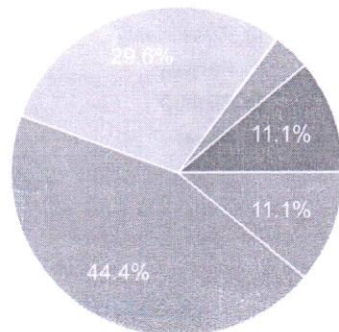


- Every Time
- Usually
- Occasionally / sometimes
- Rarely
- Never

 Copy

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

54 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

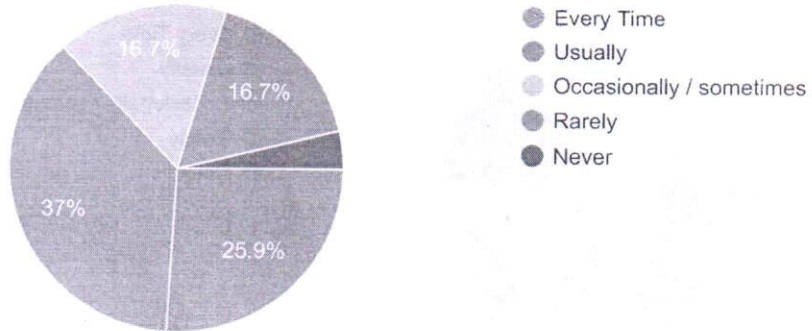


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The teachers illustrate the concepts through examples and applications.

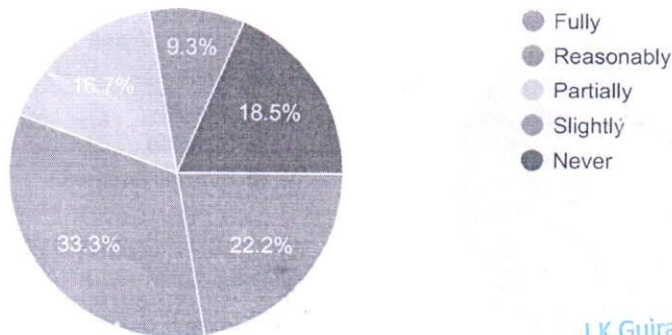
54 responses



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The teachers identify your strengths and encourage you with providing right level of challenges.

54 responses

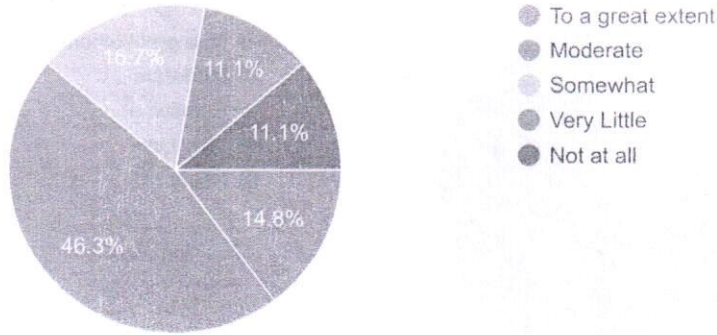



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Efforts are made by the institute / teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

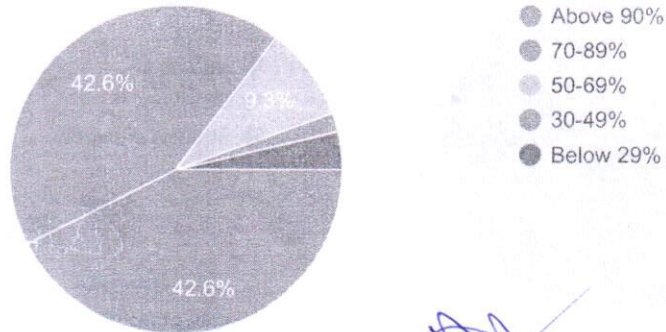
54 responses



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What percentage of teachers use ICT tools such as LCD projector, Multimedia etc. while teaching:

54 responses



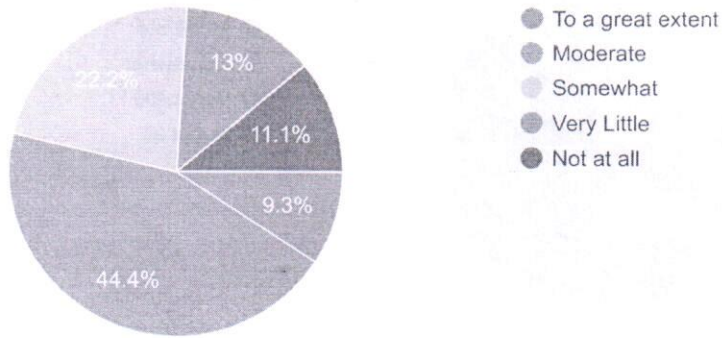
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1.4.2 / Me - y

The institute / teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

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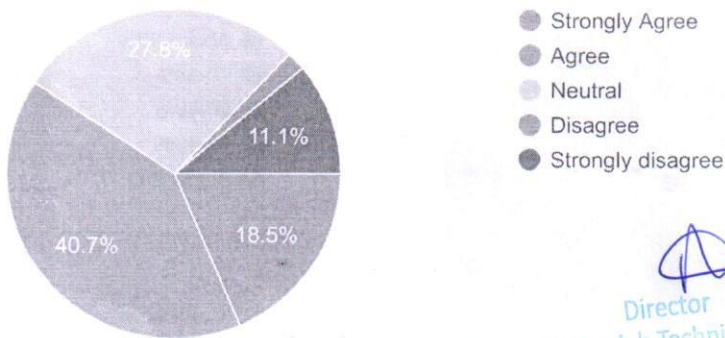
54 responses



Teachers encourage you to participate in extracurricular activities.

Copy

54 responses

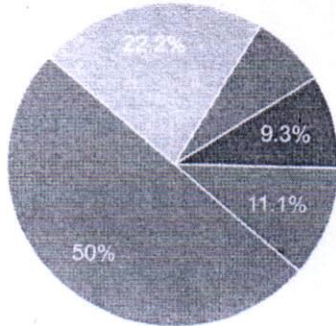



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The overall quality of teaching learning process in your institute is very good.

Copy

54 responses

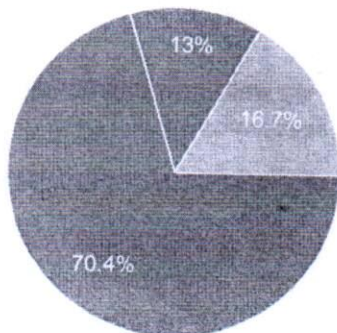


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree


Give three observation/ suggestion to improve the overall teaching-learning experience in your institution:

Copy

54 responses



- Option 1
- Option 2
- Option 3


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