

Supporting Documents

1.4.2

**Stakeholder Feedback Analysis
Report**



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

REF. NO. IKGPTU/CHEM/268

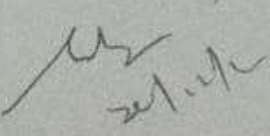
DATED: 26/12/24

Report and Action Taken on Students Feedback for Teaching Learning Process

1. Report on Students Feedback

Feedback towards the curriculum, teaching, learning, and evaluation was collected from 25 students of MSc, BSc (Hons) and PhD Programs of the department through a structured questionnaire. The analysis of the feedback obtained is presented in Tabular form as follows.

Sr No.	Parameters	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of Content	7	10	7	1	0
2	Coverage and delivery of syllabus	2	14	1	8	0
3	Appropriateness of programme outcomes and learning outcomes	2	12	9	2	0
4	The curriculum enhances learning	4	10	9	1	1
5	Curriculum is relevant for employability	4	8	8	5	0
6	Impact of curriculum on developing analytical skills	5	5	11	4	0
7	Impact of curriculum on developing industrial oriented skills	4	9	7	5	0
8	Impact of curriculum on developing entrepreneurial skills	0	14	4	1	6
9	Impact of curriculum on holistic development of students	4	10	8	2	1

Head. 
Department of Chemistry
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 10 students of the department. Analysis of the feedback is presented in Table 1.

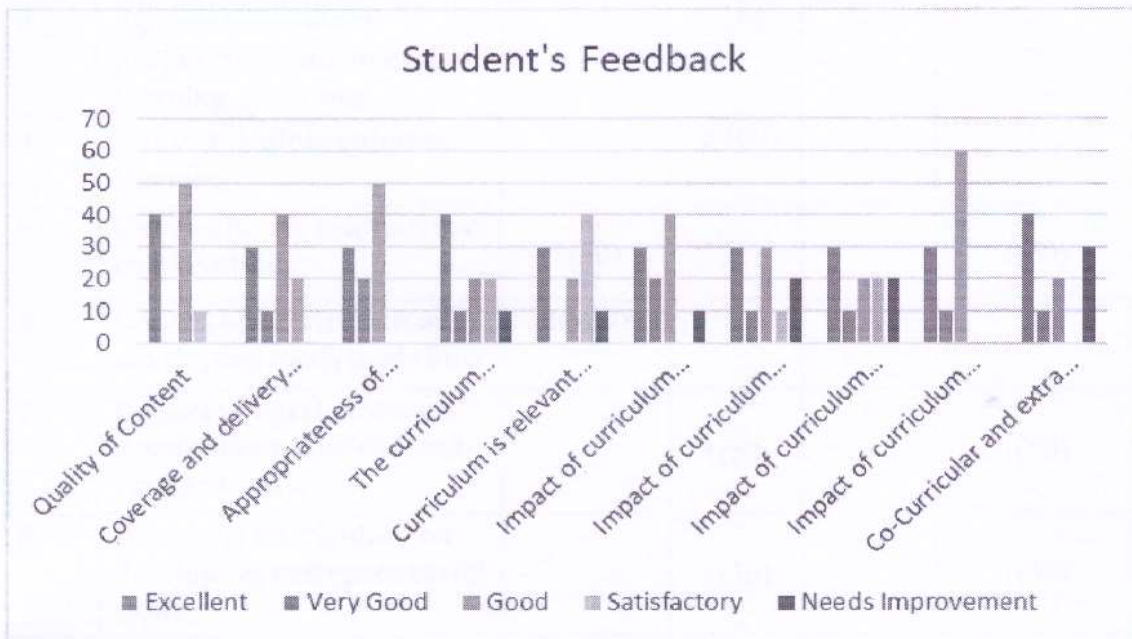
Table 1: Students Feedback on Design and Review of Syllabus

Sr No.		Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of Content	4(40)	-	5(50)	1(10)	-
2	Coverage and delivery of syllabus	3(30)	1(10)	4(40)	2(20)	-
3	Appropriateness of programme outcomes and learning outcomes	3(30)	2(20)	5(50)	-	-
4	The curriculum enhances learning	4(40)	1(10)	2(20)	2(20)	1(10)
5	Curriculum is relevant for employability	3(30)	-	2(20)	4(40)	1(10)
6	Impact of curriculum on developing analytical skills	3(30)	2(20)	4(40)	-	1(10)
7	Impact of curriculum on developing industrial oriented skills	3(30)	1(10)	3(30)	1(10)	2(20)
8	Impact of curriculum on developing entrepreneurial skills	3(30)	1(10)	2(20)	2(20)	2(20)

9	Impact of curriculum on holistic development of students	3(30)	1(10)	6(60)	-	-
10	Co-Curricular and extra curricular activities	4(40)	1(10)	2(20)	-	03(30)

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 good, mostly excellent and very 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
 - Curriculum is relevant for employability
 - Impact of Curriculum on developing entrepreneurial abilities
 - Co-Curricular and extra curricular activities

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

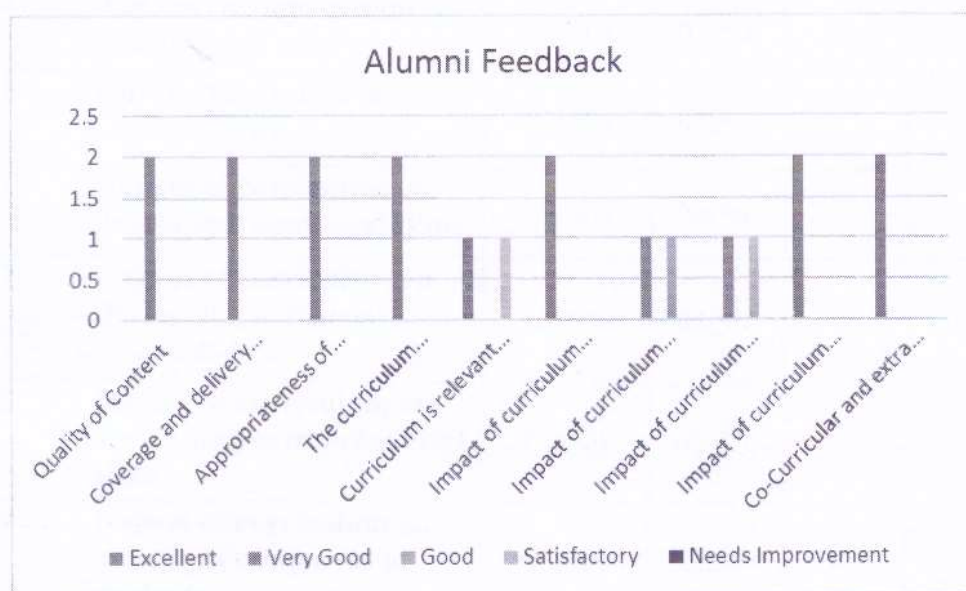
Feedback on design and review of syllabus was collected from 2 pass out students, out of which one is from Ph.D Program and 01 from Master's program of the department. Analysis of the feedback is presented in Table 2.

Table 2: Alumni's Feedback on Design and Review of Syllabus

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

Note: Percetange is given in paranthesis

Table 2 (Alumni Feedback)



Overall Analysis of Alumni's Feedback

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

- 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
 - Curriculum is relevant for employability
 - Co-Curricular and extra curricular activities

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	02(50)	02(50)	-	-	-
2	Coverage and delivery of syllabus	02(50)	02(50)	-	-	-
3	Appropriateness of programme outcomes and learning outcomes	02(50)	02(50)	-	-	-
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	02(50)	02(50)	-	-	-
7	Impact of curriculum on developing industrial oriented skills	02(50)	02(50)	-	-	-
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)	-	-
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Note: Percetange is given in paranthesis

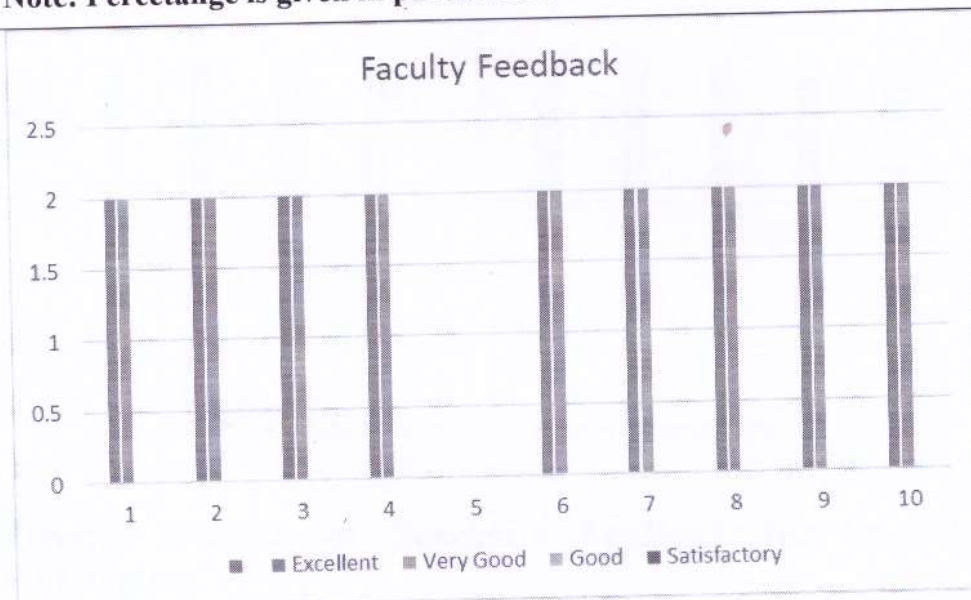
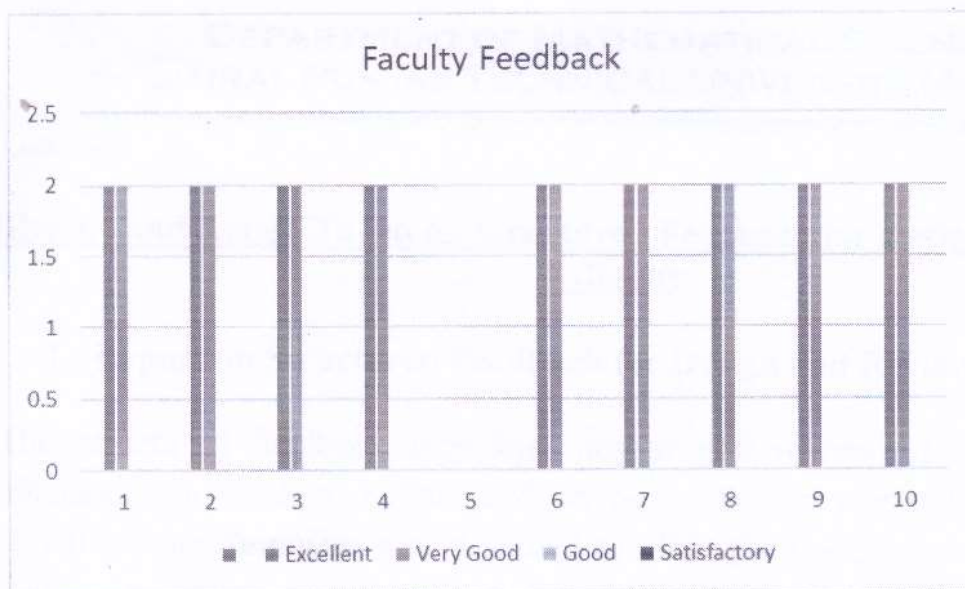


Table 3.2: Faculty's Feedback on Design and Review of B.Sc (Hons) Syllabus

Sr No.		Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of Content	02(50)	02(50)	-	-	-
2	Coverage and delivery of syllabus	02(50)	02(50)	-	-	-
3	Appropriateness of programme outcomes and learning outcomes	02(50)	02(50)	-	-	-
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	02(50)	02(50)	-	-	-
7	Impact of curriculum on developing industrial oriented skills	02(50)	02(50)	-	-	-
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



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 M Sc 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
- Curriculum is relevant for employability

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

[Handwritten Signature]

Department of Mathematical Sciences,
I.K. Guj
Kapurnhala-144003 Po. (India)

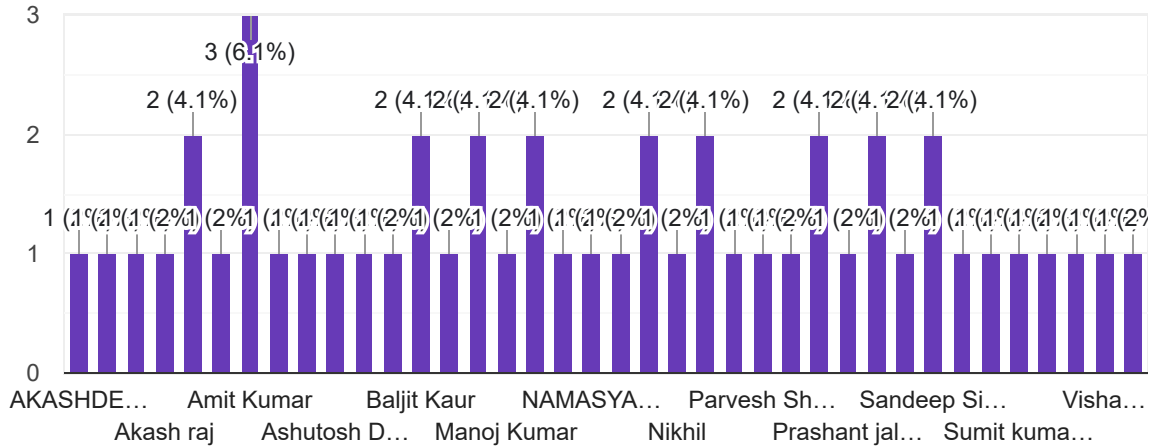
Alumni Feedback Form

49 responses

Name of Student and Signature



49 responses

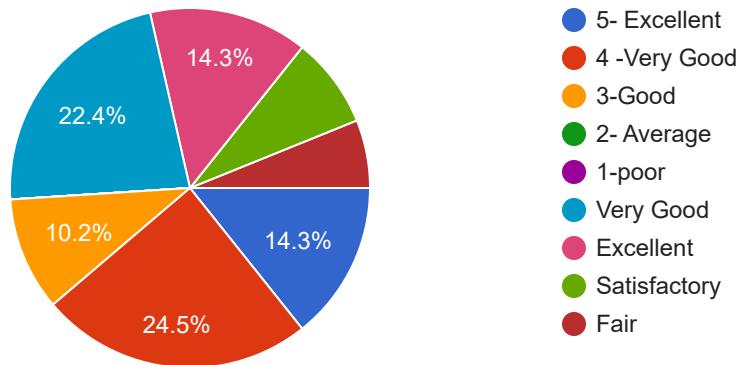


Parameters

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



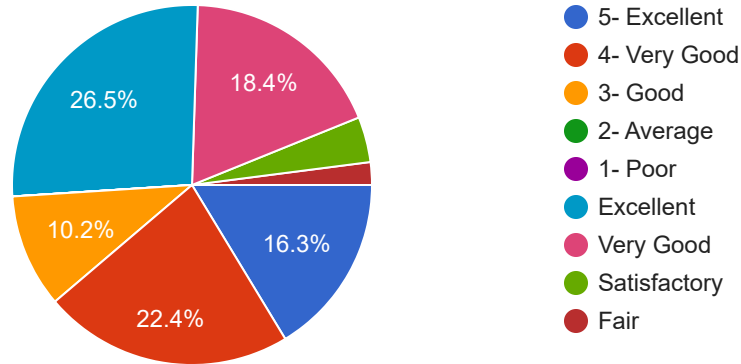
49 responses





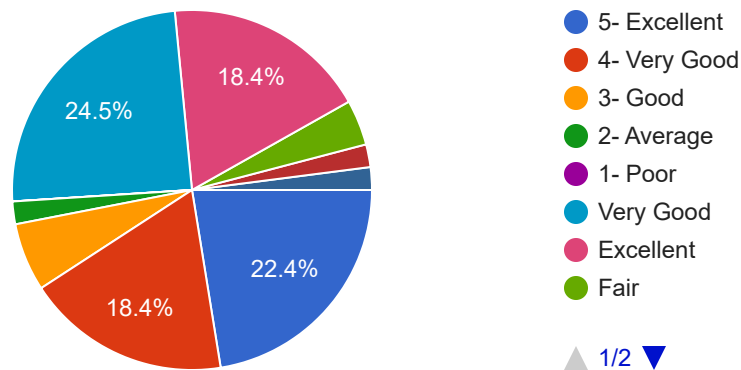
Does the curriculum have reasonable practical and laboratory skills with project work for building prerequisites of industry?

49 responses



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

49 responses



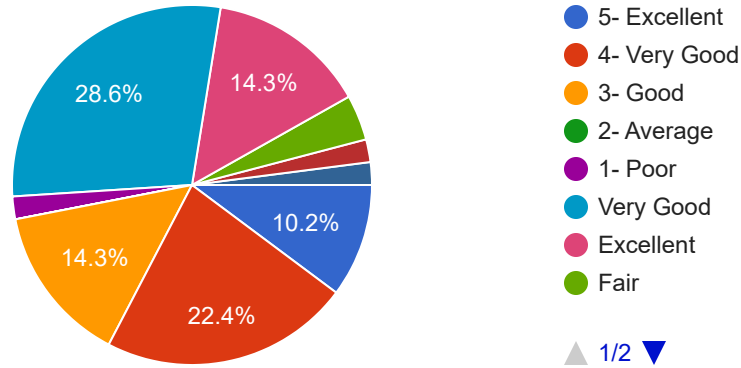
▲ 1/2 ▼





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

49 responses

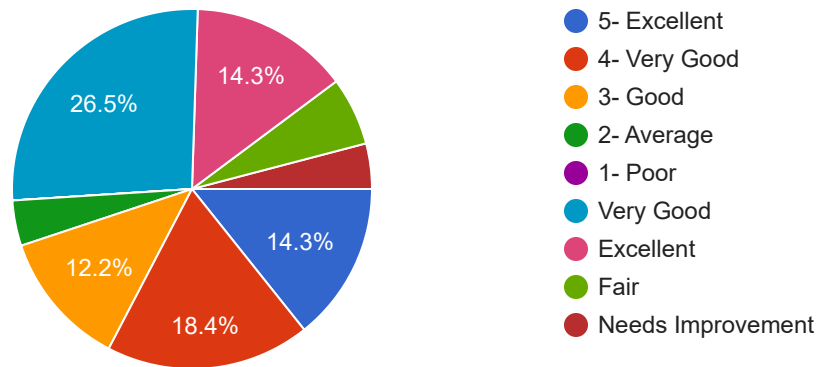


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How do you rate the career guidance imparted for your future?

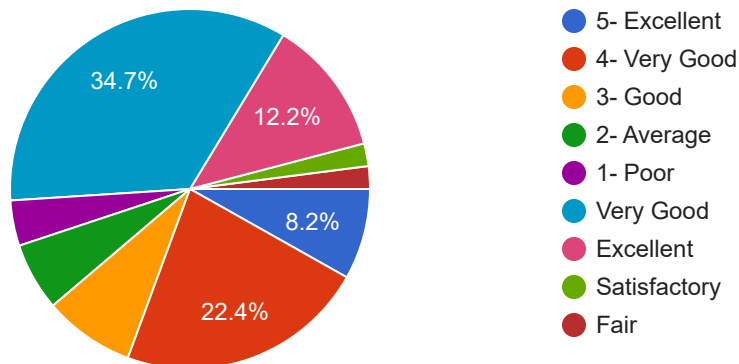
49 responses





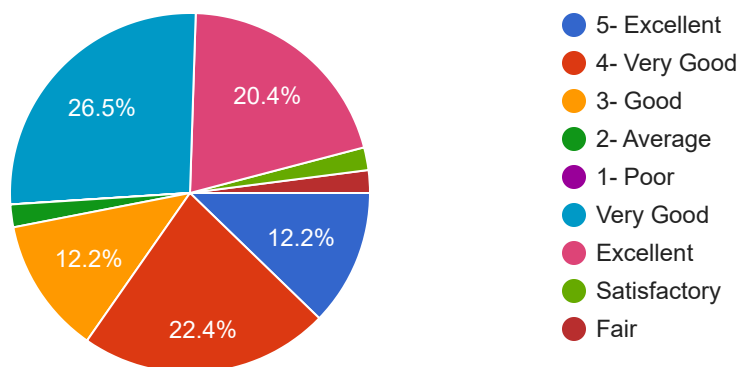
Does the Placement Cell communicate opportunities and assist you in recruitment procedures?

49 responses



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

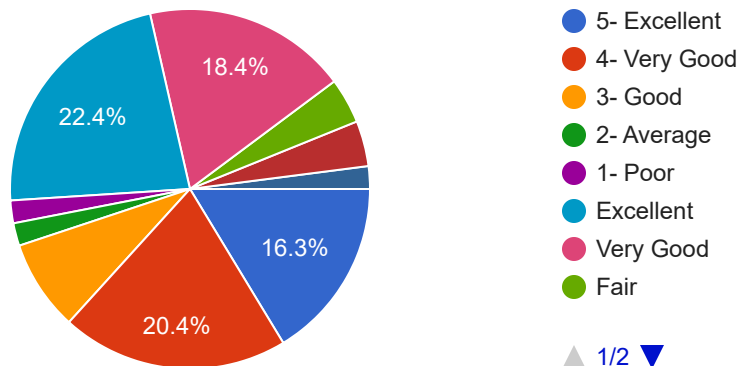
49 responses





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

49 responses

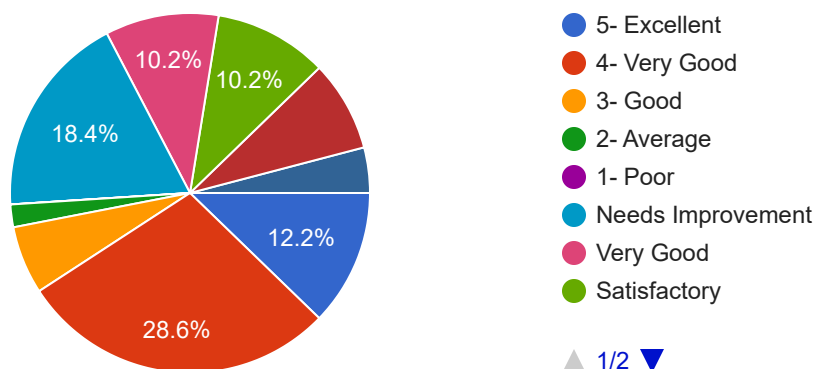


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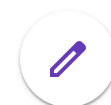


How do you rate scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, workshops etc.?

49 responses



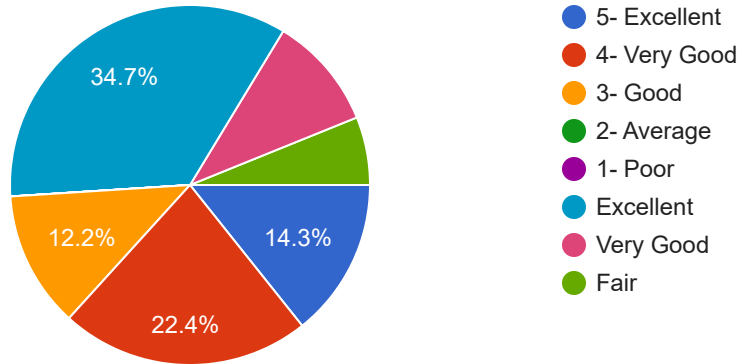
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How do you rate the availability of study material from class instructors and library resources?

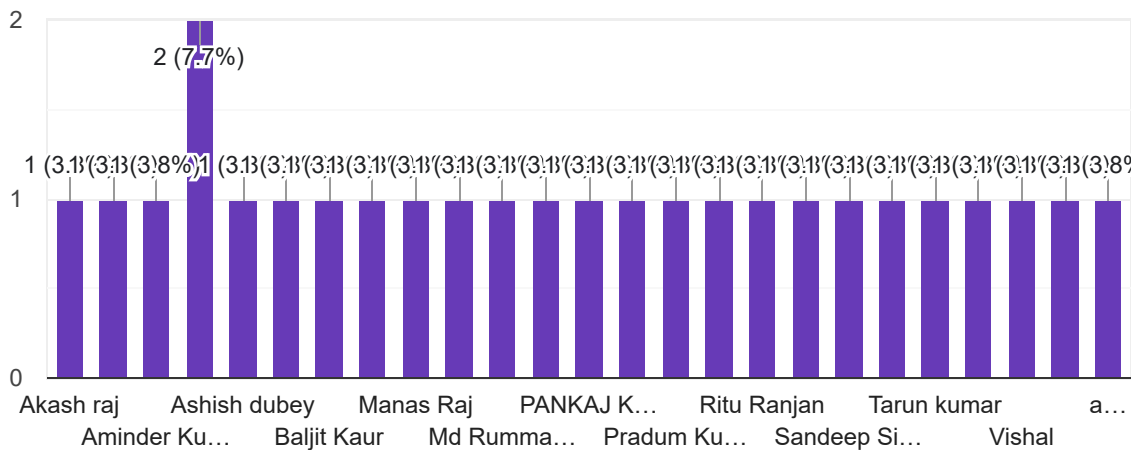
49 responses



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

Name of Student and Signature

26 responses



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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

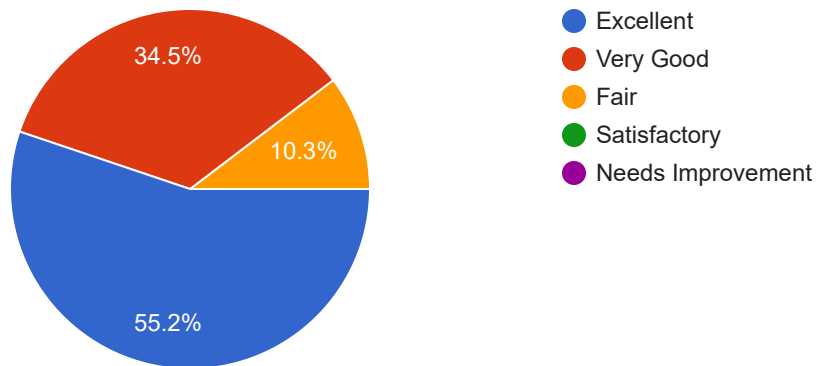
Karan Singh (2224676)

Parameters

Quality of the content

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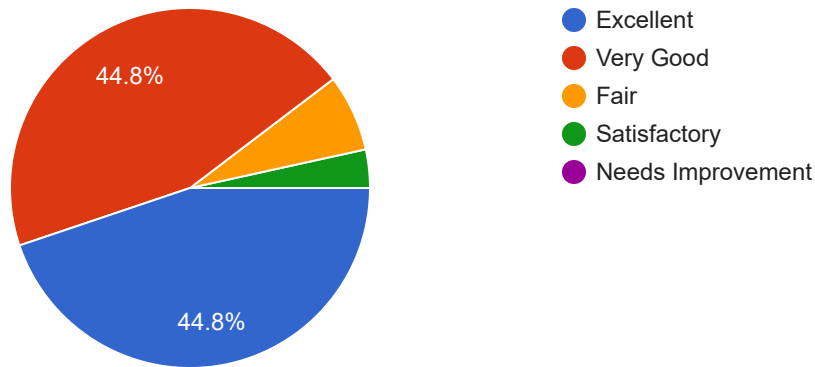
29 responses



Coverage and Delivery of the syllabus

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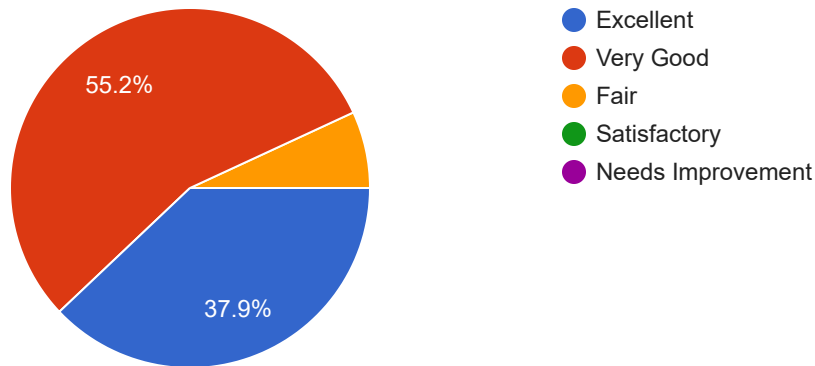
29 responses



Appropriateness of Program outcomes and learning outcomes

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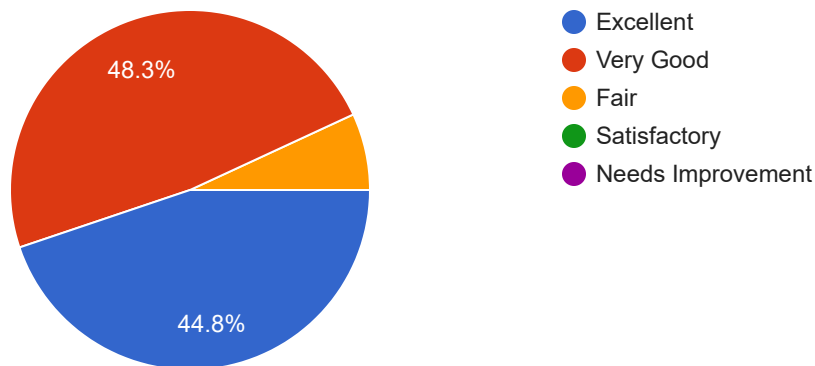
29 responses



The curriculum enhances learning

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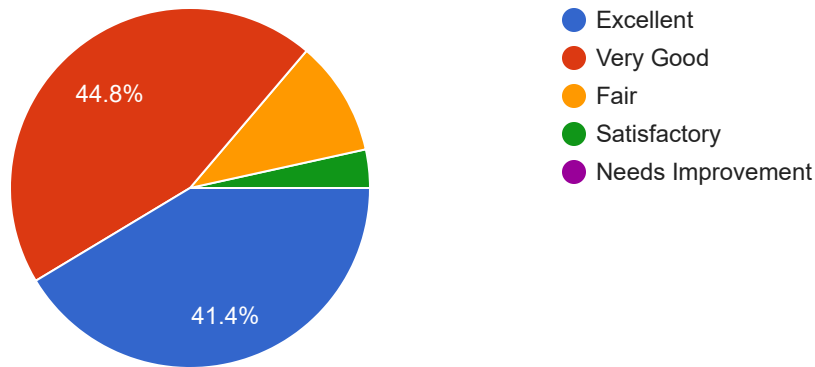
29 responses



The curriculum is relevant for employability

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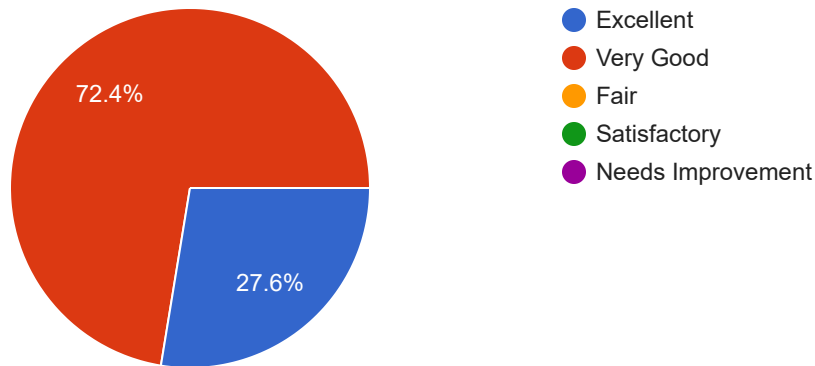
29 responses



Impact of curriculum on developing analytical skills

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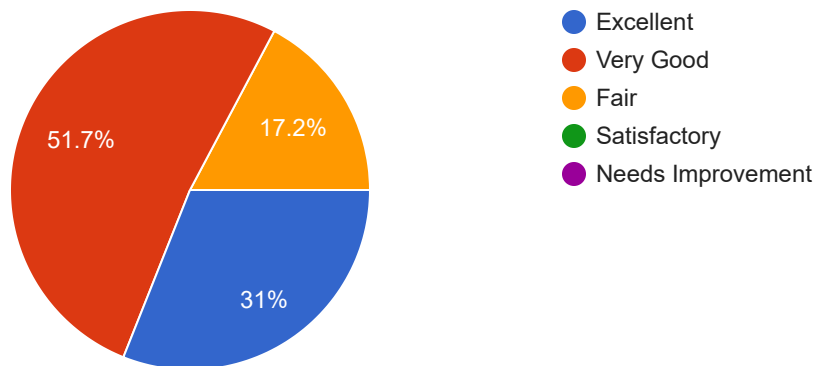
29 responses



Impact of curriculum on developing industrial oriented skills

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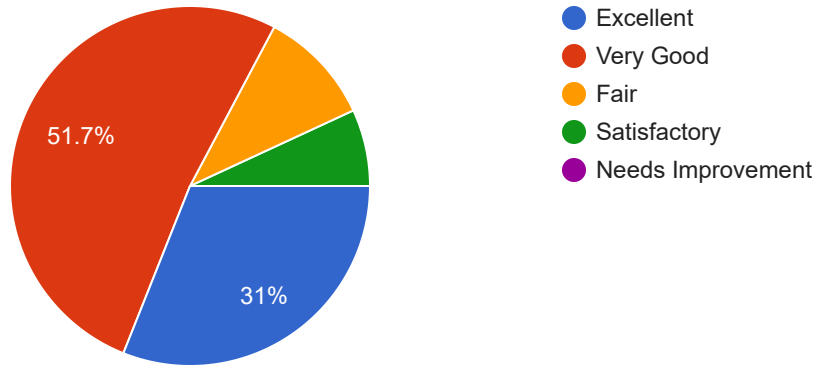
29 responses



Impact of curriculum on developing entrepreneurial abilities

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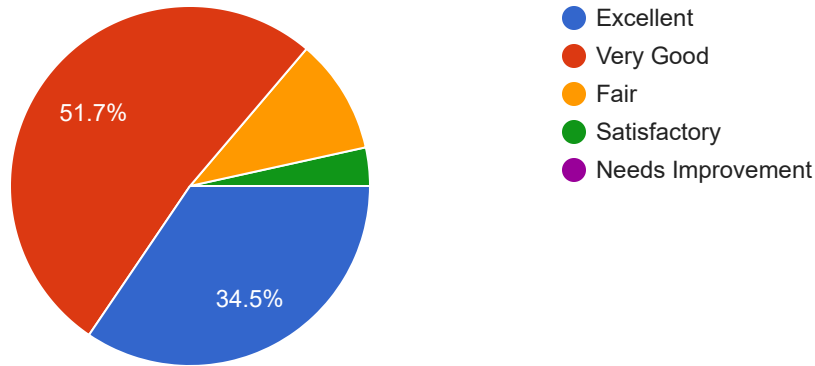
29 responses



Impact of curriculum on holistic development of the student

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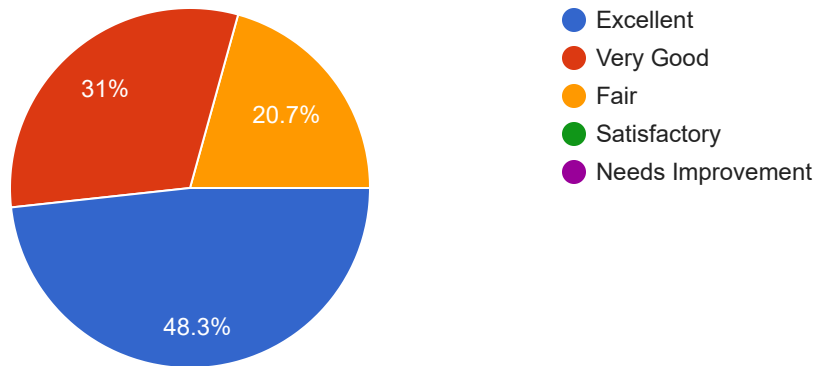
29 responses



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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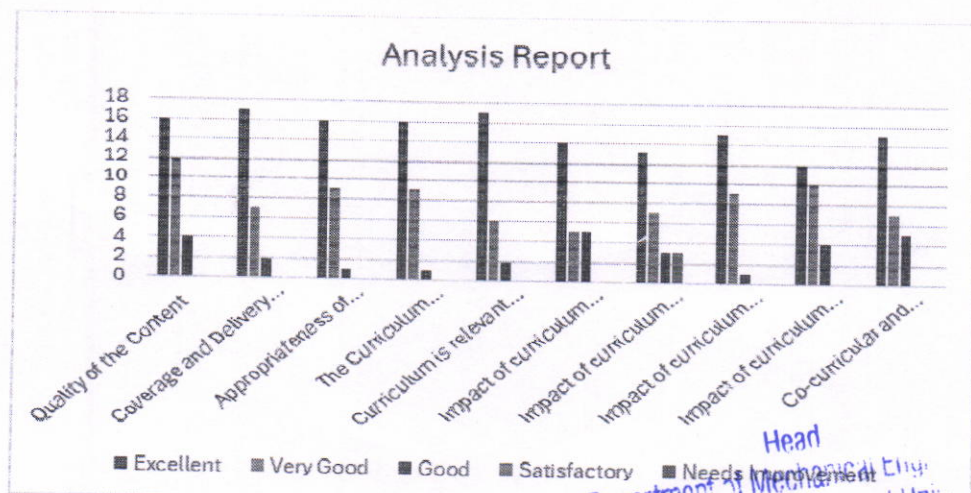
Google Forms





Department of Mechanical Engineering
Analysis Report Student Batch 2020-24 Feedback on curriculum
(Session 2023-24)

Sr.No	Parameters	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of the Content	16	12	4	0	0
2	Coverage and Delivery of the Syllabus	17	7	2	0	0
3	Appropriateness of Program outcomes and Learning outcomes	16	9	1	0	0
4	The Curriculum enhances learning	16	9	1	0	0
5	Curriculum is relevant for employability	17	6	2	0	0
6	Impact of curriculum on developing analytical skills	14	5	5	0	0
7	Impact of curriculum on developing industry oriented skills	13	7	3	3	0
8	Impact of curriculum on developing entrepreneurial ability	15	9	1	0	0
9	Impact of curriculum on Wholistic development of student	12	10	4	0	0
10	Co-curricular and extra-curricular activities	15	7	5	0	0

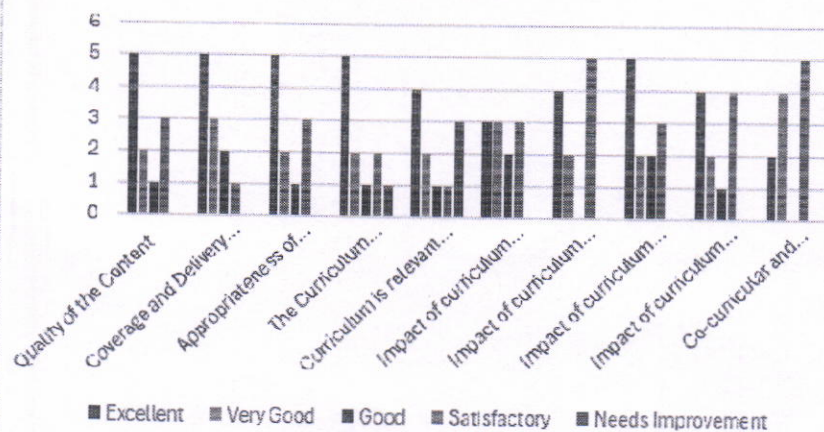


Head
 Department of Mechanical Engg.
 I.K. Gujral Punjab Technical Univ.
 (Main Campus) Kapurthala

Department of Mechanical Engineering
Analysis Report Student 2021-25 Feedback on curriculum
(Session 2023-24)

Sr.No	Parameters	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of the Content	5	2	1	3	0
2	Coverage and Delivery of the Syllabus	5	3	2	1	0
3	Appropriateness of Program outcomes and Learning outcomes	5	2	1	3	0
4	The Curriculum enhances learning	5	2	1	2	1
5	Curriculum is relevant for employability	4	2	1	1	3
6	Impact of curriculum on developing analytical skills	3	3	2	3	0
7	Impact of curriculum on developing industry oriented skills	4	2	0	5	0
8	Impact of curriculum on developing entrepreneurial ability	5	2	2	3	0
9	Impact of curriculum on Wholistic development of student	4	2	1	4	0
10	Co-curricular and extra-curricular activities	2	4	0	5	0

Analysis Report



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

Department of Mechanical Engineering
Analysis Report Student Batch 2023-27 Feedback on curriculum
(Session 2023-24)

Sr.No	Parameters	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Quality of the Content	0	0	0	4	0
2	Coverage and Delivery of the Syllabus	0	0	0	0	4
3	Appropriateness of Program outcomes and Learning outcomes	0	0	0	0	4
4	The Curriculum enhances learning	0	0	0	2	2
5	Curriculum is relevant for employability	0	0	0	1	3
6	Impact of curriculum on developing analytical skills	0	0	0	1	3
7	Impact of curriculum on developing industry oriented skills	0	0	0	1	3
8	Impact of curriculum on developing entrepreneurial ability	0	0	0	0	4
9	Impact of curriculum on Wholistic development of student	0	0	0	0	4
10	Co-curricular and extra-curricular activities	0	0	2	0	2

Analysis Report



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

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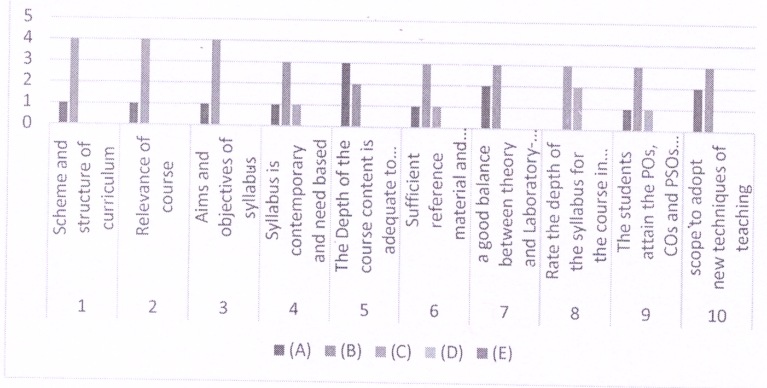
Department of Mechanical Engineering
Analysis Report Faculty Feedback on curriculum
(Session 2023-24)

Sr. No	Parameters	(A)	(B)	(C)	(D)	(E)
		Excellent	Very good	Good	Average	Poor
1	Scheme and structure of curriculum	1	4	0	0	0
2	Relevance of course	1	4	0	0	0
		Fully	Reasonably	Partially	Slightly	Not at all
3	Aims and objectives of syllabus	1	4	0	0	0
		Significant	Very well	Moderate	Marginally	Not at all
4	Syllabus is contemporary and need based	1	3	1	0	0
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	The Depth of the course content is adequate to have significant learning outcomes	3	2	0	0	0
		Fully	Reasonably	Partially	Slightly	Not at all
6	Sufficient reference material and related books and other resources	01	3	1	0	0
7	a good balance between theory and Laboratory-work.	02	3	0	0	0
		Excellent	Very good	Good	Average	Poor
8	Rate the depth of the syllabus for the course in relation to the competencies expected by industry / Current global scenario:	0	03	2	0	0
		Fully	Reasonably	Partially	Slightly	Not at all
9	The students attain the POs, COs and PSOs satisfactorily.	1	3	1	0	0
		Significant	Very well	Moderate	Marginally	Not at all
10	scope to adopt new techniques of teaching	2	3	0	0	0

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



**Analysis Report Faculty Feedback on curriculum
(Session 2023-24)**

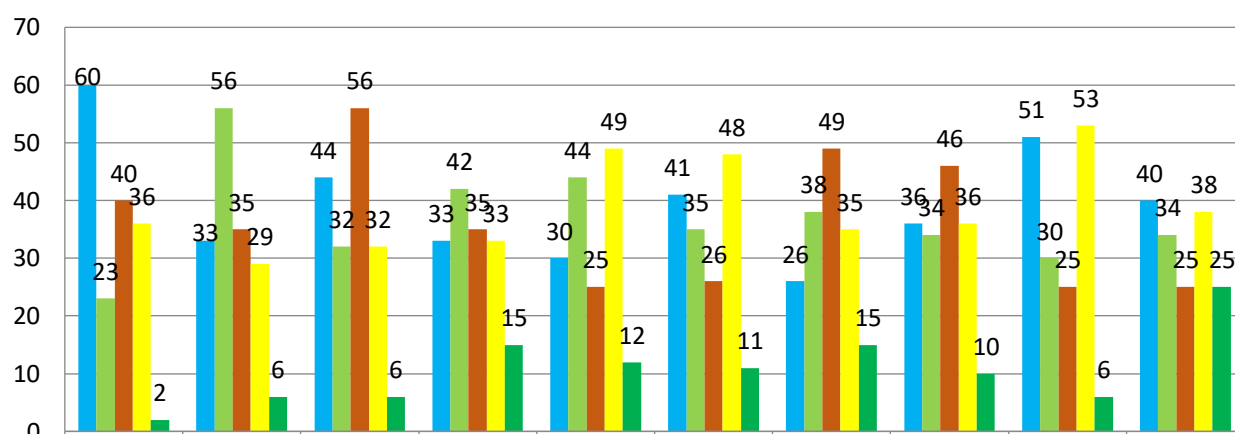



 Head of Mechanical Engineering
 Department of Mechanical Engineering
 I.K. Gujral Punjab Technical University
 (Main Campus) Kapurthala


Curriculum feedback data for AY 2023-24

Sr. No	Parameters	Excellent	Very Good	Good	Satisfactory	Average
1	Quality of the Content	60	23	40	36	2
2	Coverage and Delivery of the Syllabus	33	56	35	29	6
3	Appropriateness of Program outcomes and Learning outcomes	44	32	56	32	6
4	The curriculum enhances learning	33	42	35	33	15
5	Curriculum is relevant for employability	30	44	25	49	12
6	Impact of curriculum on developing analytical skills	41	35	26	48	11
7	Impact of curriculum on developing industry oriented skills	26	38	49	35	15
8	Impact of curriculum on developing entrepreneurial ability	36	34	46	36	10
9	Impact of curriculum on wholistic developing of student	51	30	25	53	6
10	Co-curricular and extracurricular activities	40	34	25	38	25

Curriculum feedback data for AY 2023-24



	Quality of the Content	Coverage and Delivery of the Syllabus	Appropriateness of Program outcomes and Learning outcomes	The curriculum enhances learning	Curriculum is relevant for employability	Impact of curriculum on developing analytical skills	Impact of curriculum on developing industry oriented skills	Impact of curriculum on developing entrepreneurial ability	Impact of curriculum on wholistic developing of student	Co-curricular and extracurricular activities
Excellent	60	33	44	33	30	41	26	36	51	40
Very Good	23	56	32	42	44	35	38	34	30	34
Good	40	35	56	35	25	26	49	46	25	25
Satisfactory	36	29	32	33	49	48	35	36	53	38
Average	2	6	6	15	12	11	15	10	6	25


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Ref.No.

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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 employer and Section 04 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 20 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	15(75)	05(25)	0	0	0
2	Preparation of Teachers for the class	10(50)	10(50)	0	0	0
3	Way of Communication of teachers	05(25)	10(50)	05(25)	0	0
4	Fairness of internal evaluation	08(40)	10(50)	02(10)	0	0
5	Discussion about performance in assignments	08(40)	05(25)	07(35)	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	15(75)	05(25)	0	0
8	Teachers inform about expected competencies, course outcomes and programme outcomes	05(25)	15(75)	0	0	0
9	Mentor does a necessary follow up with as assigned task to student	05(25)	15(75)	0	0	0
10	Teacher illustrates concepts through examples and applications	05(25)	15(75)	0	0	0
11	Teacher identifies strength and encourages students	05(25)	05(25)	10(50)	0	0
12	Teacher identifies weaknesses and help students to overcome	0	10(50)	10(50)	0	0
13	Institution makes effort to engage students in the monitoring, review and continuous quality	0	10(50)	03(15)	07(35)	0

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	improvement of the teaching learning process.					
14	Teachers use student centric methods	0	11(55)	05(25)	04(20)	0
15	Teachers encourage to participate in extra curricular activities	10(50)	10(50)	0	0	0
16	Institute makes efforts to inculcate soft skills, life skills and employability skills	05(25)	11(55)	04(20)	0	0
17	Percentage of teachers using ICT tools	09(45)	11(55)	0	0	0
18	Overall quality of teaching learning process	04(20)	16(80)	0	0	0

Figure in parentheses is percentage

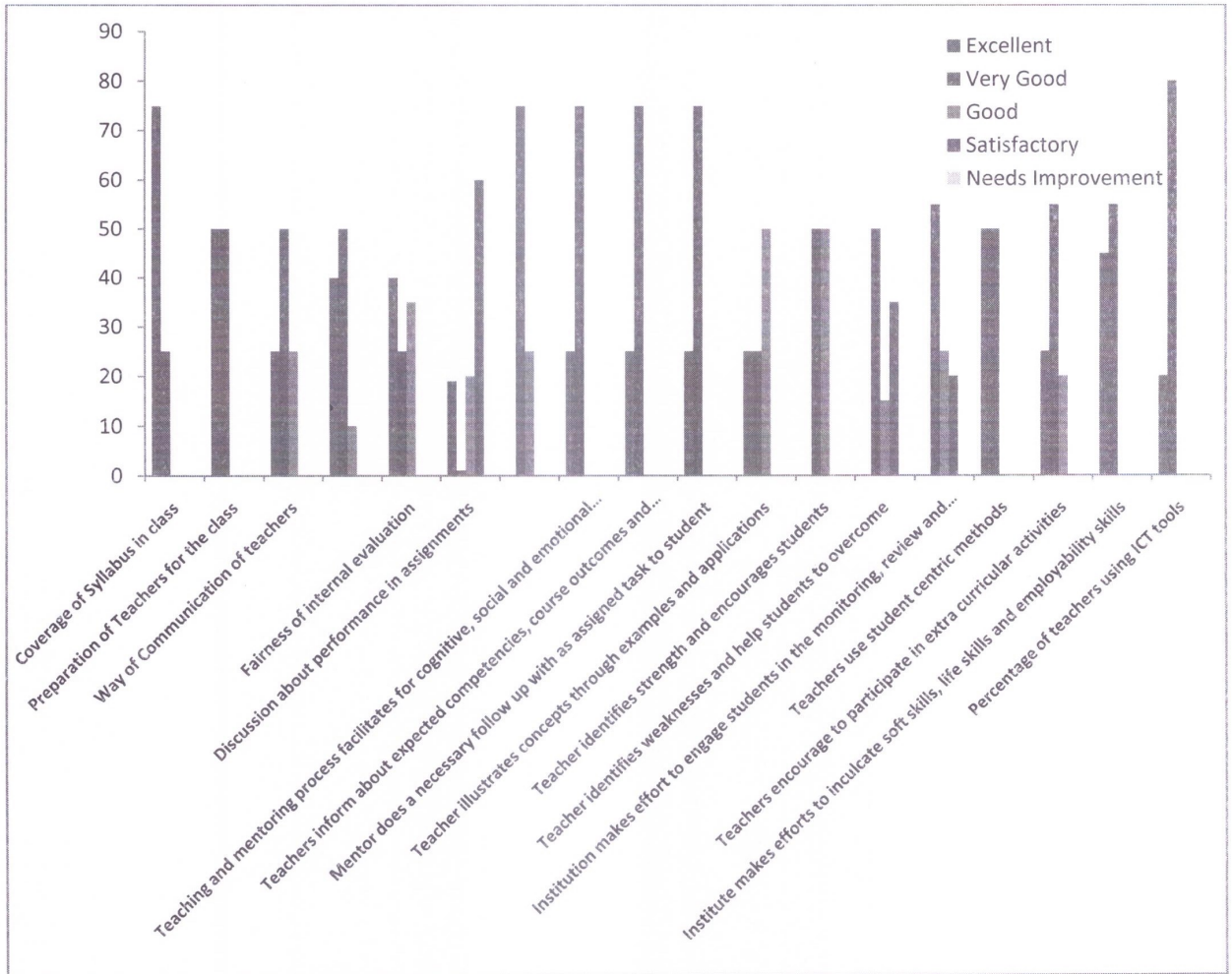
- **Coverage of Syllabus in class:** 75Percent of students stated that the quality of content is excellent& and another 25 percent were of the view that quality of content is very good.
- **Preparation of Teachers for the class:** In the context of coverage and delivery of the syllabus, it is found that 50 percent responded as excellent and very good each.
- **Way of Communication of teachers:** 25 percent and 50 percent of students described programme outcomes and learning outcomes as excellent and very good respectively and 25 percent stated as good.
- **Fairness of internal evaluation:** 40 percent stated as Excellent, while 50 percent as Very good with 10 percent of the students were of the opinion that the curriculum enhanced their learning.
- **Discussion about performance in assignments:** 40 percent of students stated that curriculum is excellent for gaining the employability. 25 and 35 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 1percent 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:** 75 percent of the students described the curriculum as very good for developing industry-oriented skills among the students and 25 percent said good.
- **Teachers inform about expected competencies, course outcomes and programme outcomes:** 25 percent of students descried the curriculum as very good for development entrepreneurial skills among the students and 75 percent described it as good.
- **Mentor does a necessary follow up with as assigned task to student:**The students marked25 percent marked curriculum for the holistic development of students as excellent and 75 percent claimed it as very good.
- **Teacher illustrates concepts through examples and applications:** 25 percent and 75 percent of students rated that co-curricular and extracurricular activates as very good and good.
- **Teacher identifies strength and encourages students:** 70 percent of students rated that co-curricular and extracurricular activates as very good.
- **Teacher identifies weaknesses and help students to overcome:** 50 percent of students with marked curriculum for the holistic development of students as very good and 50 percent claimed it as good.




- **Way of Communication of teachers:** 40 percent and 40 percent of students described programme outcomes and learning outcomes as excellent and very good respectively and 20 percent stated as good.
- **Fairness of internal evaluation:** 60 percent stated as Excellent, while 30 percent as Very good with 10 percent of the students were of the opinion that the curriculum enhanced their learning.
- **Discussion about performance in assignments:** 10 percent of students stated that curriculum is excellent for gaining the employability. 40 and 40 percent students were very good and good with the curriculum, 10 percent for fair.
- **Institute's interest in promoting internship, student exchange, field visit opportunities for students:** 30 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 30 and 40 for good and satisfactory.
- **Teaching and mentoring process facilitates for cognitive, social and emotional growth of students:** Out of all the students 20 percent described the curriculum as excellent while 40 for very good for developing industry-oriented skills among the students.
- **Teachers inform about expected competencies, course outcomes and programme outcomes:** 40 percent of students described the curriculum as very good for development entrepreneurial skills among the students and 50 percent described it as good. Whereas 30 percent students recommended that there is as need for improvement in the curriculum.
- **Mentor does a necessary follow up with as assigned task to student:** Majority of students with 50 percent marked curriculum for the holistic development of students as excellent and 40 percent claimed it as very good and 10 percent opted for fair.
- **Teacher illustrates concepts through examples and applications:** 30 percent of students rated that co-curricular and extracurricular activities as very good, 30 for good, 20 for fair.
- **Teacher identifies strength and encourages students:** 40 percent of students rated that co-curricular and extracurricular activities as Excellent while 40 for very good and 20 for good.
- **Teacher identifies weaknesses and help students to overcome:** Majority of students with 40 percent marked curriculum for the holistic development of students as very good and 30 percent claimed it as good, 30 for fair.
- **Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process:** 30 percent of students rated that co-curricular and extracurricular activities as excellent & very good each, 20 for fair, 20 for satisfactory.
- **Institute makes efforts to inculcate soft skills, life skills and employability skills:** 40 percent students regarded that the curriculum is excellent for students for developing analytical skills, 30 percent for very good, 30 for good.
- **Percentage of teachers using ICT tools:** Majority of students with 60 percent marked curriculum for the holistic development of students as very good and 20 percent claimed it very good and good.

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- **Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process:** 25 percent of students rated that co-curricular and extracurricular activities as very good, while 55 as fair.
- **Institute makes efforts to inculcate soft skills, life skills and employability skills:** 50 percent students regarded that the curriculum is excellent for students for developing analytical skills.
- **Percentage of teachers using ICT tools:** Majority of students with 70 percent marked curriculum for the holistic development of students as very good and 30 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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Feedback on design and review of syllabus was collected from 10 students of B.Tech Artificial Intelligence & Machine Learning (AI & ML) programme of the department. Analysis of the feedback is presented in table 1.

Table 1

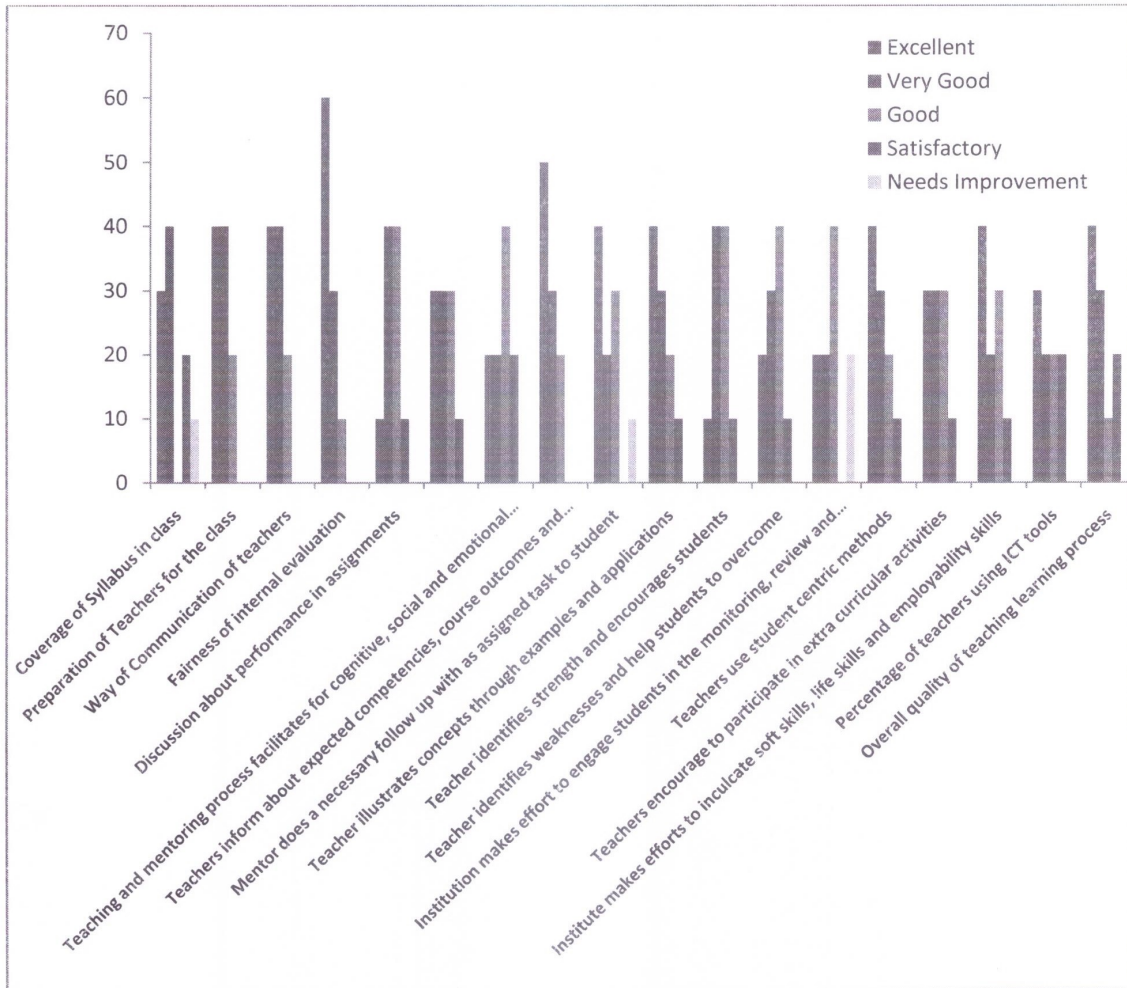
Sr. No	Parameters	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1	Coverage of Syllabus in class	03(30)	04(40)	0	02(20)	01(10)
2	Preparation of Teachers for the class	04(40)	04(40)	02(20)	0	0
3	Way of Communication of teachers	04(40)	04(40)	02(20)	0	0
4	Fairness of internal evaluation	06(60)	03(30)	01(10)	0	0
5	Discussion about performance in assignments	01(10)	04(40)	04(40)	01(10)	0
6	Institute's interest in promoting internship, student exchange, field visit opportunities for students	03(30)	03(30)	03(30)	01(10)	0
7	Teaching and mentoring process facilitates for cognitive, social and emotional growth of students	02(20)	02(20)	04(40)	02(20)	0
8	Teachers inform about expected competencies, course outcomes and programme outcomes	05(50)	03(30)	02(20)	0	0
9	Mentor does a necessary follow up with as assigned task to student	04(40)	02(20)	03(30)	0	01(10)
10	Teacher illustrates concepts through examples and applications	04(40)	03(30)	02(20)	01(10)	0
11	Teacher identifies strength and encourages students	01(10)	04(40)	04(40)	01(10)	0
12	Teacher identifies weaknesses and help students to overcome	02(20)	03(30)	04(40)	01(10)	0
13	Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	02(20)	02(20)	04(40)	0	02(20)
14	Teachers use student centric methods	04(40)	03(30)	02(20)	01(10)	0
15	Teachers encourage to participate in extra curricular activities	03(30)	03(30)	03(30)	01(10)	0
16	Institute makes efforts to inculcate soft skills, life skills and employability skills	04(40)	02(20)	03(30)	01(10)	0
17	Percentage of teachers using ICT tools	03(30)	02(20)	02(20)	02(20)	01(10)
18	Overall quality of teaching learning process	04(40)	03(30)	01(10)	02(20)	0

Figure in parentheses is percentage

- **Coverage of Syllabus in class:** 30Percent of students stated that the quality of content is excellent& and another 40 percent were of the view that quality of content is very good, 20 for good and 10 suggested improvement.
- **Preparation of Teachers for the class:** In the context of coverage and delivery of the syllabus, it is found that 40 percent responded as excellent, 40 as Very good and 20 for good.

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- **Overall quality of teaching learning process:** 50 percent students regarded that the curriculum is very good for students for developing analytical skills, 30 percent for good, 20 percent fair.



2. Alumni Feedback on Design and Review of Syllabus

Feedback on design and review of syllabus was collected from 6alumni 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.

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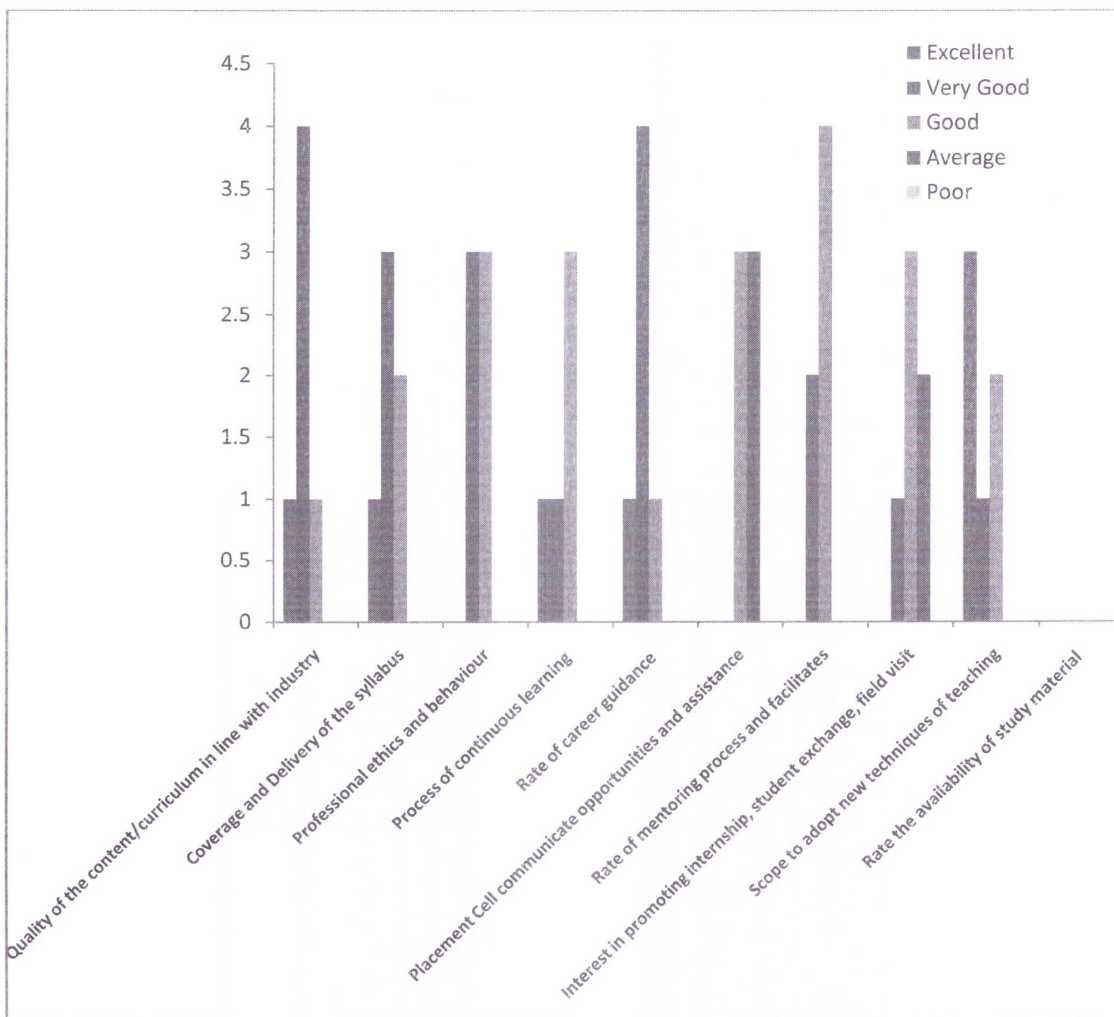
Table 2

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:** 20Percent 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.

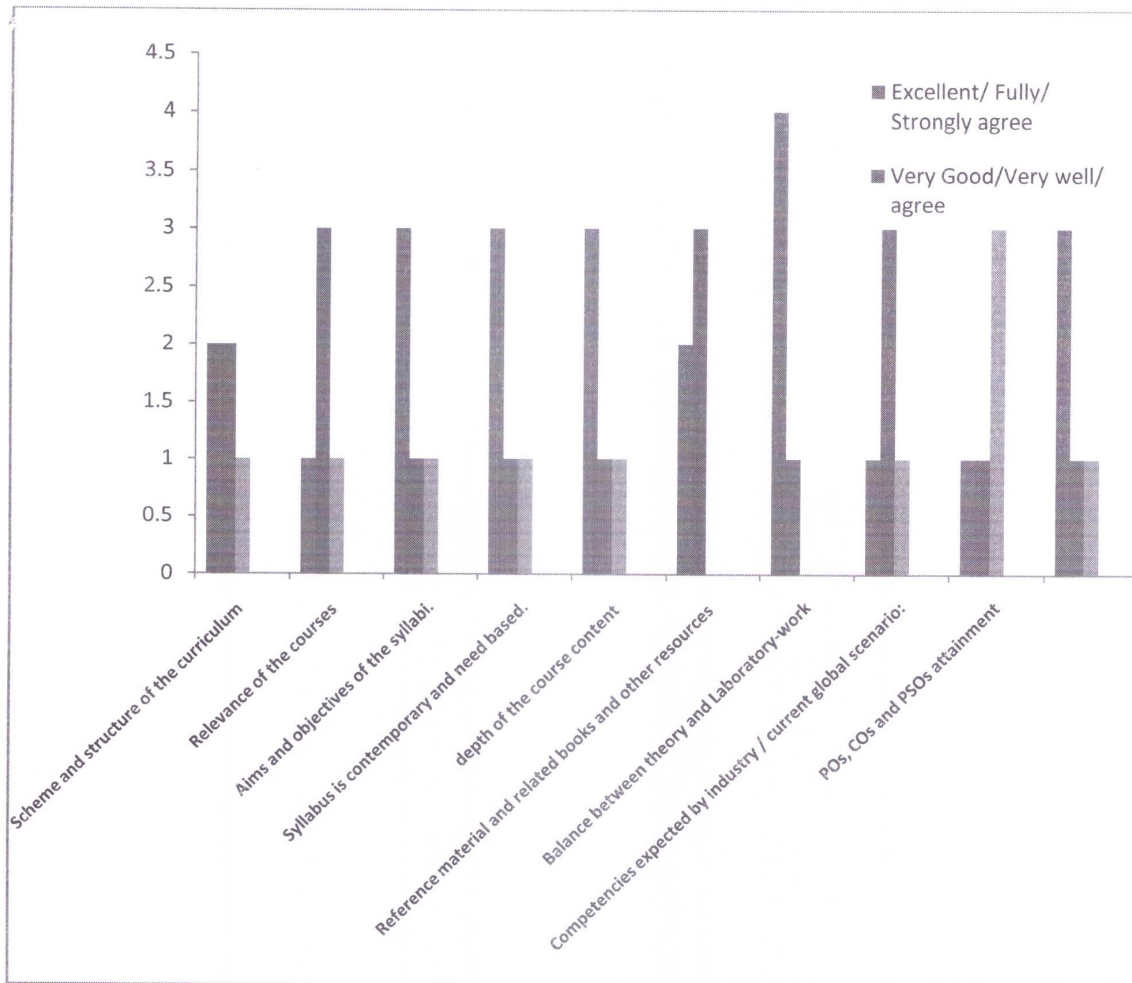
Table 3

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 stated 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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Report on Structured Feedback for Design and Review of Syllabus

The structured feedback regarding curriculum was obtained from students & teachers. 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 teachers.

I. Students Feedback on Curriculum:

Feedback on curriculum was collected from students of M.Sc. Food Technology and B.Sc. (Hons) Food Technology programme of the department. Analysis of the feedback is presented in table 1 and 2 respectively.

Table 1: Students Feedback M.Sc. Food Technology (No. of Students=24)

Parameters	Options				
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of the Content					
Response	4 (16.66)	7 (29.16)	9 (37.5)	4 (16.66)	-
Coverage and Delivery of the Syllabus					
Response	1 (4.16)	2 (8.33)	4 (16.66)	1 (4.16)	16 (66.66)
Appropriateness of Program outcomes and Learning outcomes					
Response	2 (8.33)	2 (8.33)	7 (29.16)	11 (45.83)	2 (8.33)
The curriculum enhances learning					
Response	3 (12.5)	2 (8.33)	14 (58.33)	3 (12.5)	2 (8.33)
Curriculum is relevant for employability					
Response	2 (8.33)	10 (41.66)	4 (16.66)	6 (25)	2 (8.33)
Impact of curriculum on developing analytical skills					
Response	2 (8.33)	6 (25)	8 (33.33)	4 (16.66)	4 (16.66)
Impact of curriculum on developing industry oriented skills					
Response	2 (8.33)	1 (4.16)	8 (33.33)	8 (33.33)	5 (20.83)
Impact of curriculum on developing entrepreneurial ability					
Response	2 (8.33)	1 (4.16)	3 (12.5)	5 (20.83)	13 (54.16)
Impact of curriculum on Wholistic development of student					
Response	2 (8.33)	2 (8.33)	5 (20.83)	9 (37.5)	6 (25)
Co-curricular and extra-curricular activities					
Response	3 (12.5)		2 (8.33)	1 (4.16)	18 (75)

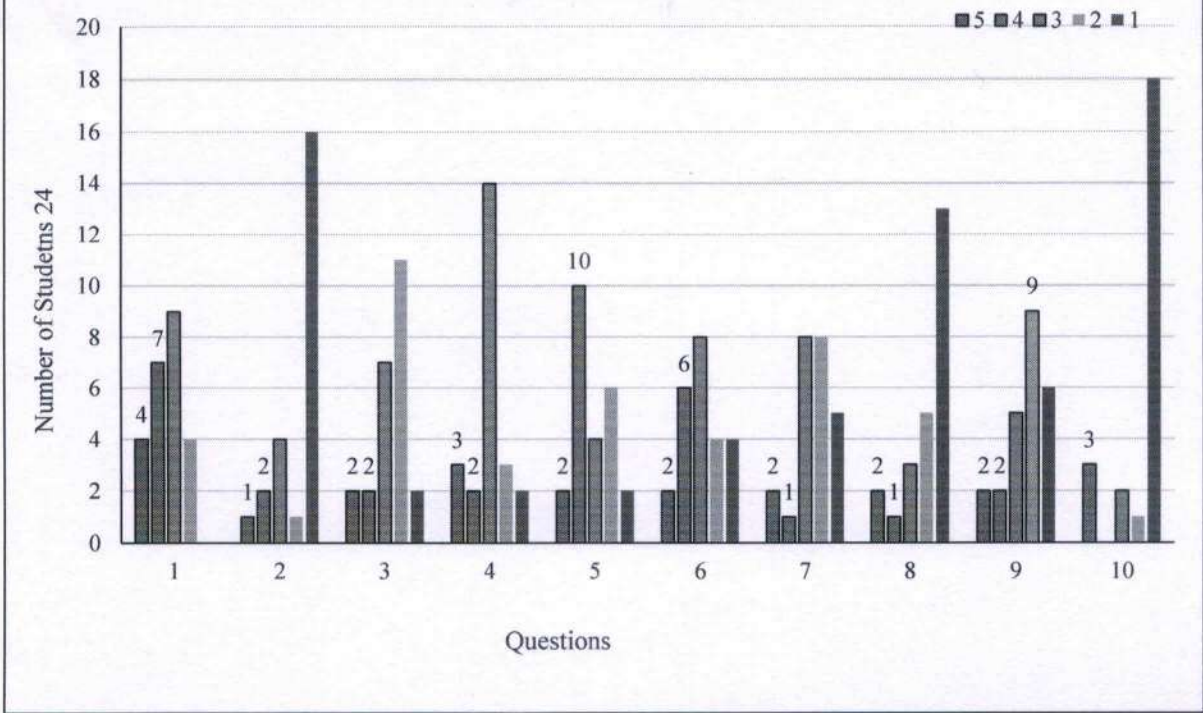
Note: Data presented as Percentage

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Students Feedback of M.Sc. Food Technology



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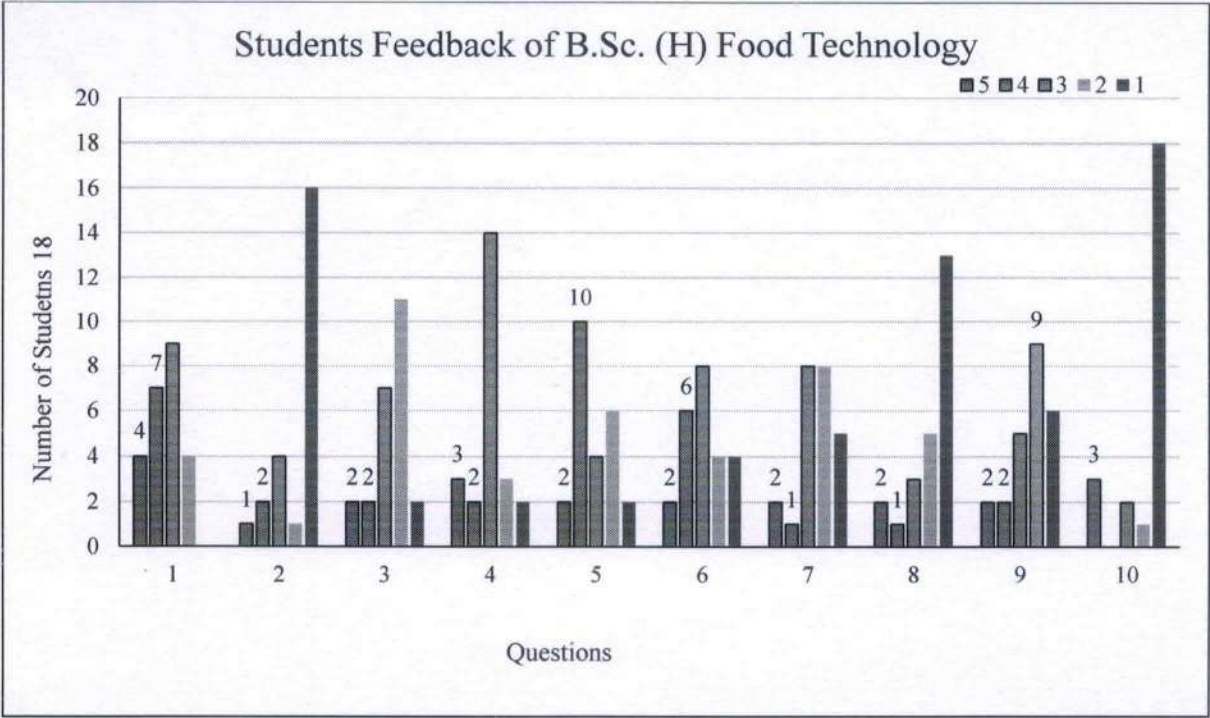
Table 2: Students Feedback B.Sc. (Hons) Food Technology (No. of Students=18)

Parameters	Options				
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of the Content					
Response	8 (44.44)	5 (27.77)	5 (27.77)		
Coverage and Delivery of the Syllabus					
Response	1 (5.55)	13 (72.22)	4 (22.22)		
Appropriateness of Program outcomes and Learning outcomes					
Response	2 (11.11)	10 (55.55)	5 (27.77)	1 (5.55)	
The curriculum enhances learning					
Response	11 (61.11)	4 (22.22)	2 (11.11)	1 (5.55)	
Curriculum is relevant for employability					
Response	10 (55.55)	4 (22.22)	2 (11.11)	2 (11.11)	
Impact of curriculum on developing analytical skills					
Response	8 (44.44)	4 (22.22)	5 (27.77)	1 (5.55)	
Impact of curriculum on developing industry oriented skills					
Response	6 (33.33)	6 (33.33)	5 (27.77)	1 (5.55)	
Impact of curriculum on developing entrepreneurial ability					
Response	1 (5.55)	8 (44.44)	6 (33.33)	3 (16.66)	
Impact of curriculum on Wholistic development of student					
Response	7 (38.88)	7 (38.88)	3 (16.66)	1 (5.55)	
Co-curricular and extra-curricular activities					
Response	5 (27.77)	3 (16.66)	6 (33.33)	1 (5.55)	3 (16.66)
Note: Data presented as Percentage					

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2. Teachers Feedback on Curriculum:

Feedback on curriculum was collected from Teachers of M.Sc. Food Technology and B.Sc. (Hons) Food Technology programme of the department. Analysis of the feedback is presented in table 1,2,3,4 & 5 respectively.

Table 1: Teachers Feedback M.Sc. Food Technology 1st and 2nd Semester (No. of Teachers=05)

Parameters	Options				
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of the Content					
Response	2 (40)	1 (20)	1 (20)	1 (20)	
Coverage and Delivery of the Syllabus					
Response	2 (40)	2 (40)	1 (20)		
Appropriateness of Program outcomes and Learning outcomes					
Response	1 (20)	2 (40)	2 (40)		
The curriculum enhances learning					
Response	2 (40)	3 (60)			
Curriculum is relevant for employability					
Response	2 (40)	2 (40)	1 (20)		
Impact of curriculum on developing analytical skills					
Response	1 (20)	2 (40)	2 (40)		
Impact of curriculum on developing industry oriented skills					
Response	2 (40)	1 (20)	2 (40)		
Impact of curriculum on developing entrepreneurial ability					
Response	1 (20)	1 (20)	2 (40)	1 (20)	
Impact of curriculum on Wholistic development of student					
Response	1 (20)	2 (40)	2 (40)		
Co-curricular and extra-curricular activities					
Response		1 (20)		2 (40)	2 (40)

Note: Data presented as Percentage

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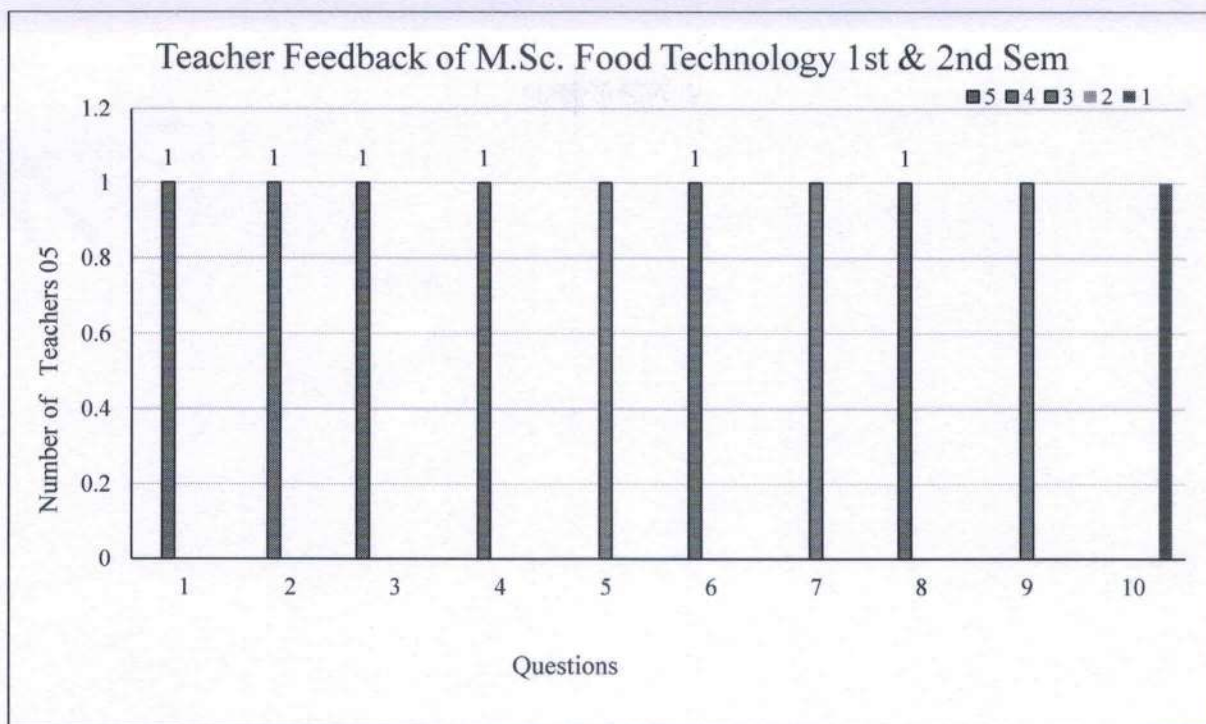
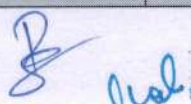


Table 2: Teachers Feedback M.Sc. Food Technology 3rd and 4th Semester (No. of Teachers=03)

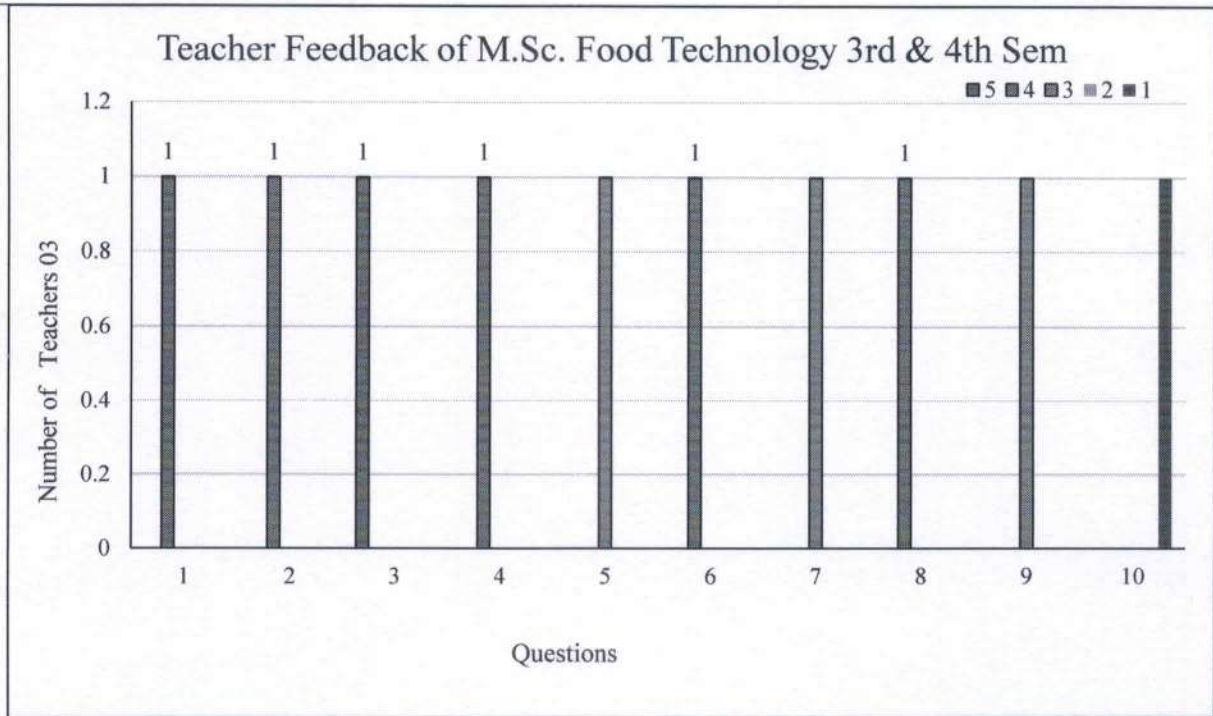
Parameters	Options				
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of the Content					
Response	1 (33.33)	2 (66.66)			
Coverage and Delivery of the Syllabus					
Response	1 (33.33)	2 (66.66)			
Appropriateness of Program outcomes and Learning outcomes					
Response	2 (66.66)	1 (33.33)			
The curriculum enhances learning					
Response	1 (33.33)	2 (66.66)			
Curriculum is relevant for employability					
Response	2 (66.66)		1 (33.33)		
Impact of curriculum on developing analytical skills					
Response	2 (66.66)		1 (33.33)		
Impact of curriculum on developing industry oriented skills					
Response	1 (33.33)		2 (66.66)		
Impact of curriculum on developing entrepreneurial ability					
Response	1 (33.33)	1 (33.33)	1 (33.33)		



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Impact of curriculum on Wholistic development of student				
Response		2 (66.66)	1 (33.33)	
Co-curricular and extra-curricular activities				
Response		1 (33.33)		2 (66.66)

Note: Data presented as Percentage









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Table 3: Teachers Feedback B.Sc. (Hons) Food Technology Semester 1st & 2nd (No. of Teachers=05)

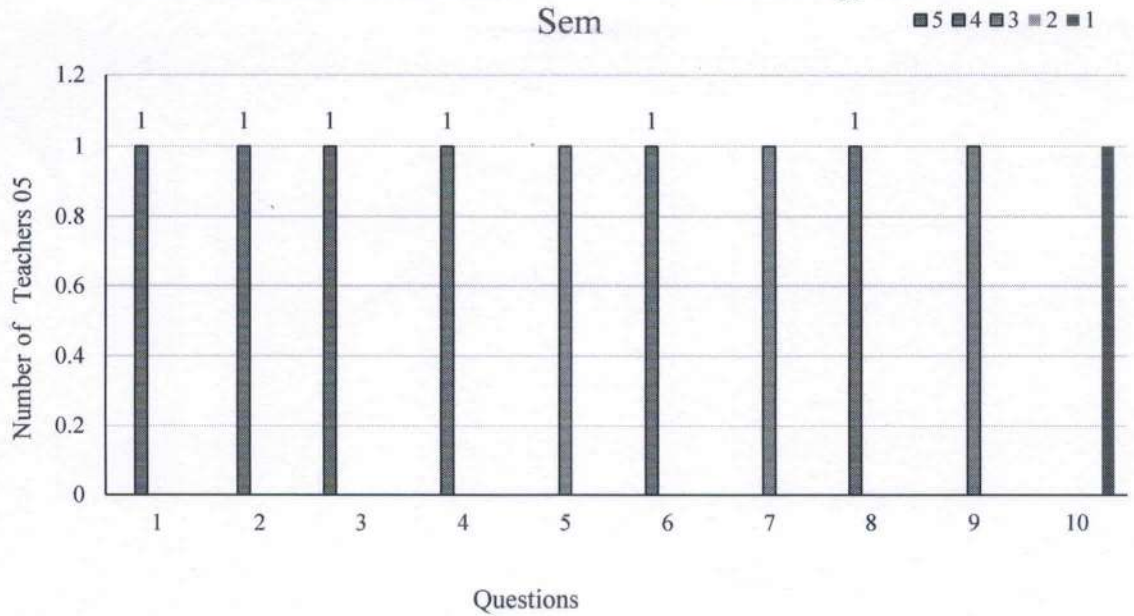
Parameters	Options				
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of the Content					
Response	1 (20)	4 (80)			
Coverage and Delivery of the Syllabus					
Response	1 (20)	2 (40)	2 (40)		
Appropriateness of Program outcomes and Learning outcomes					
Response	1 (20)	2 (40)	1 (20)	1 (20)	
The curriculum enhances learning					
Response	2 (40)	2 (40)	1 (20)		
Curriculum is relevant for employability					
Response	1 (20)	2 (40)	1 (20)		1 (20)
Impact of curriculum on developing analytical skills					
Response	1 (20)	2 (40)	2 (40)		
Impact of curriculum on developing industry oriented skills					
Response	1 (20)	1 (20)	1 (20)	2 (40)	
Impact of curriculum on developing entrepreneurial ability					
Response		1 (20)	1 (20)	3 (60)	
Impact of curriculum on Wholistic development of student					
Response	1 (20)	1 (20)	3 (60)		
Co-curricular and extra-curricular activities					
Response		1 (20)		1 (20)	3 (60)
Note: Data presented as Percentage					

B

Arora

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Teacher Feedback of B.Sc. Hons Food Technology 1st & 2nd
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Table 4: Teachers Feedback B.Sc. (Hons) Food Technology Semester 3rd & 4th (No. of Teachers=02)

Parameters	Options				
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of the Content					
Response	2 (100)				
Coverage and Delivery of the Syllabus					
Response	1 (50)	1 (50)			
Appropriateness of Program outcomes and Learning outcomes					
Response		2 (100)			
The curriculum enhances learning					
Response	1 (50)	1 (50)			
Curriculum is relevant for employability					
Response		2 (100)			
Impact of curriculum on developing analytical skills					
Response	1 (50)	1 (50)			
Impact of curriculum on developing industry oriented skills					
Response		1 (50)	1 (50)		
Impact of curriculum on developing entrepreneurial ability					
Response		2 (100)			
Impact of curriculum on Wholistic development of student					
Response	1 (50)	1 (50)			
Co-curricular and extra-curricular activities					
Response					2 (100)

Note: Data presented as Percentage

B
Shah

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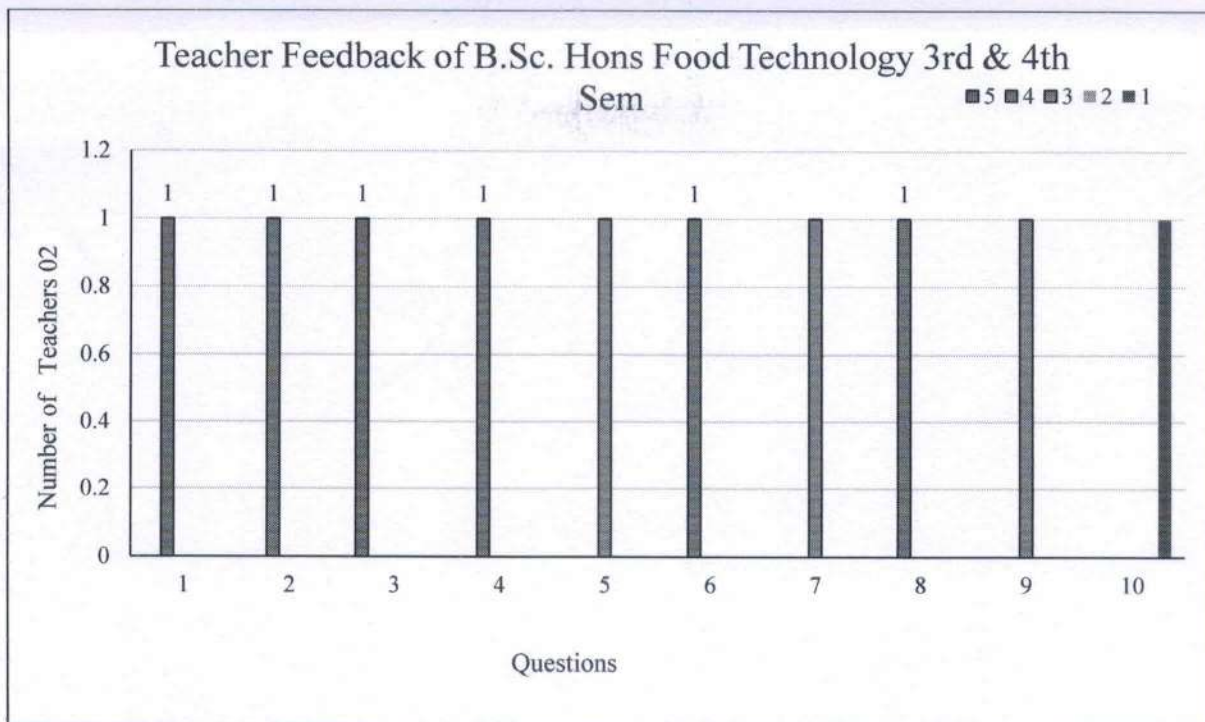


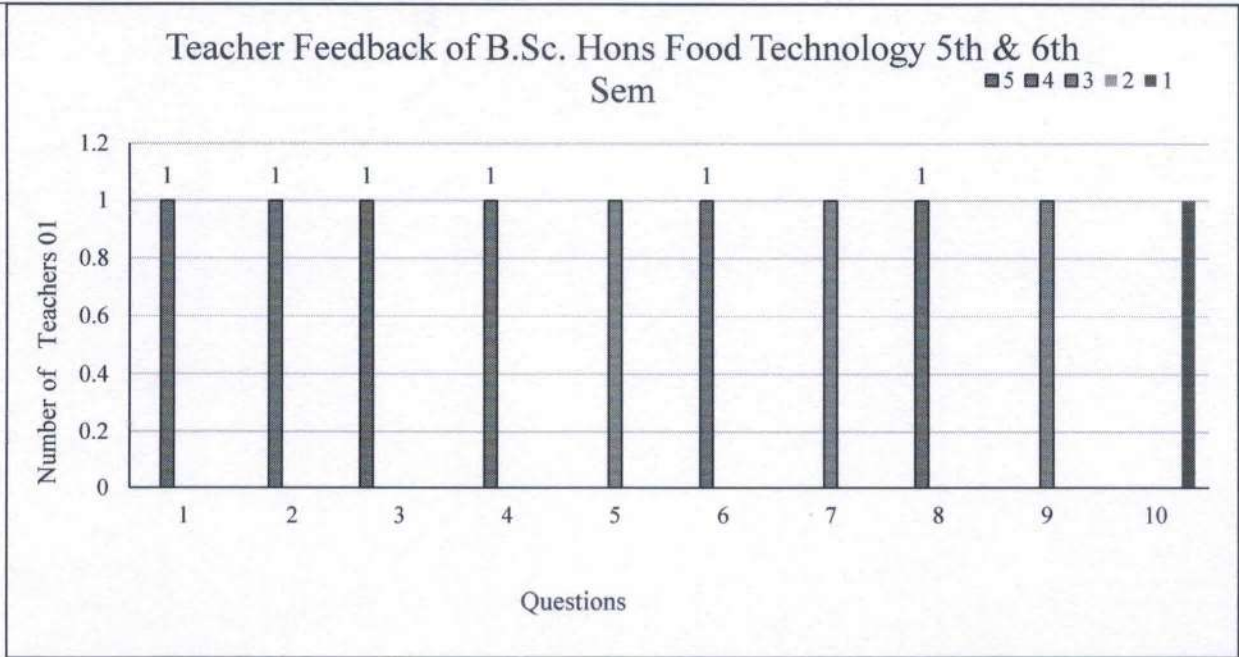
Table 5: Teachers Feedback B.Sc. (Hons) Food Technology Semester 5th & 6th (No. of Teachers=01)

Parameters	Options				
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of the Content					
Response		1 (100)			
Coverage and Delivery of the Syllabus					
Response		1 (100)			
Appropriateness of Program outcomes and Learning outcomes					
Response	1 (100)				
The curriculum enhances learning					
Response		1 (100)			
Curriculum is relevant for employability					
Response			1 (100)		
Impact of curriculum on developing analytical skills					
Response		1 (100)			
Impact of curriculum on developing industry oriented skills					
Response			1 (100)		
Impact of curriculum on developing entrepreneurial ability					
Response		1 (100)			
Impact of curriculum on Wholistic development of student					

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Response			1 (100)		
Co-curricular and extra-curricular activities					
Response					1 (100)
Note: Data presented as Percentage					



B

Head

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DEPARTMENT OF HOTEL MANAGEMENT
I. K. GUJRAL PUNJAB TECHNICAL UNIVERSITY MAIN CAMPUS

D. No. IKGPTU/DOM&H/ 7563 /A

DATED: 21/11/2023

Report on Structured Feedback for Design and Review of Syllabus for
Academic year 2023-24

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 three sections. Section I includes analysis of feedback obtained from students. Section II covers the analysis of feedback obtained from Faculty/teachers. Section III explains the analysis of feedback obtained from alumni.

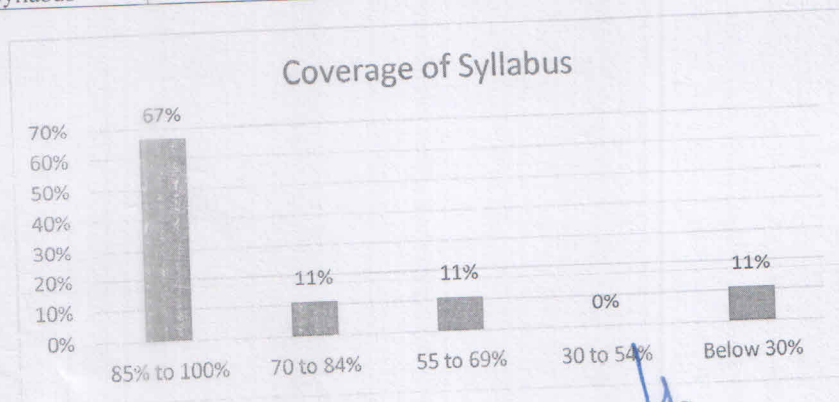
Section I

Student Feedback on Syllabus of BHMCT

Feedback on design and review of syllabus was collected from Students for the syllabus of BHMCT programs of the Department of Hotel Management. Total 18 questions were asked through a feedback proforma and the analysis of the feedback is presented below:

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

Question 1	85% to 100%	70 to 84%	55 to 69%	30 to 54%	Below 30%
Coverage of Syllabus	33 (58)	13 (23)	6 (11)	3 (5)	2 (4)



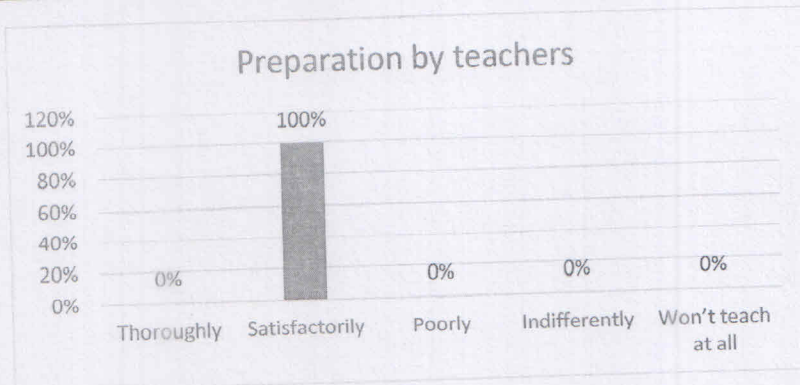
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More than half of the students believe that 85% - 100% of the syllabus was covered in the class. While 23% believe that the proportion of covered syllabus ranges between 70-84%. 11% considers 55-69% of syllabus was covered in class. Remaining 9% believe that less than 54% syllabus was covered.

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

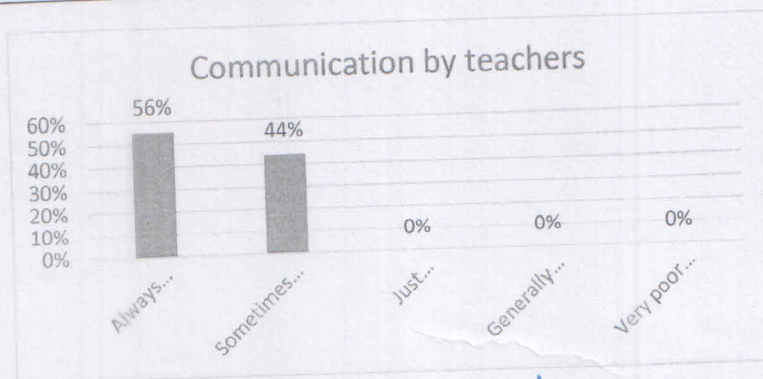
Question 2	Thoroughly	Satisfactorily	Poorly	Indifferently	Won't teach at all
Preparation by teachers	22 (39)	34 (60)	0 (0)	1 (2)	0 (0)



39% students are of the opinion that teachers prepared thoroughly for the class, while 34 percent believe that they prepared satisfactorily for the class. Only 2% students are neutral on this statement.

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

Question 3	Always Effective	Sometimes Effective	Just Satisfactorily	Generally Ineffective	Very poor communication
Communication by teachers	42 (74)	9 (16)	6 (11)	0 (0)	0 (0)

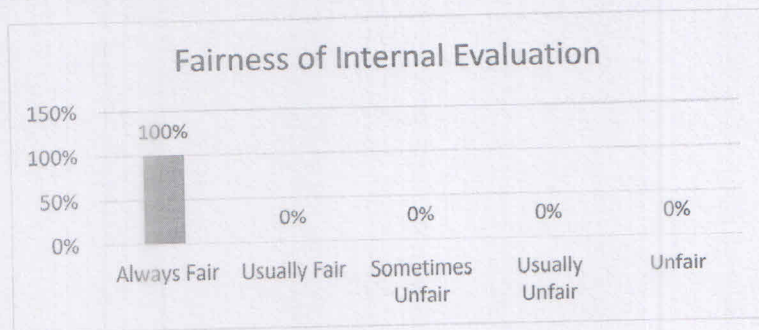


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Seventy four percent of the students believe that teachers always communicated effectively. While 16% believe that they communicated sometimes effectively. Only 11% believe that teachers communicated just satisfactorily.

Question 4: Fairness of Internal Evaluation process by the teachers

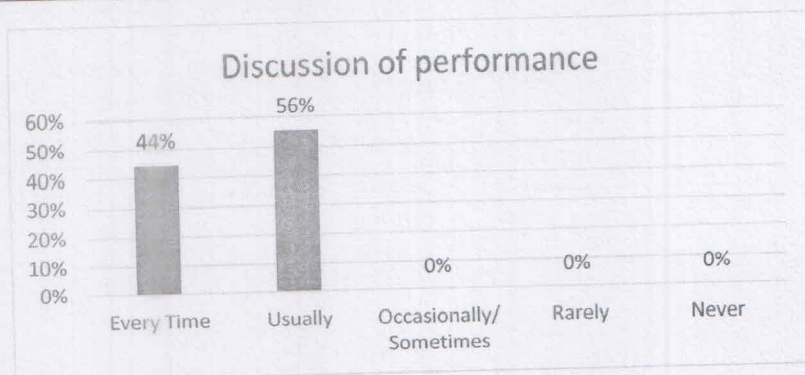
Question 4	Always Fair	Usually Fair	Sometimes Unfair	Usually Unfair	Unfair
Fairness of Internal Evaluation	37 (65)	17 (30)	1 (2)	2 (4)	0 (0)



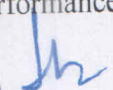

Most of the students (i.e. 65%) are of the opinion that teachers always treated them fairly while evaluating internals, while 30% believe that they were usually fair. 6 % students believe that they were either sometimes unfair or usually unfair.

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

Question 5	Every Time	Usually	Occasionally/ Sometimes	Rarely	Never
Discussion of performance	29 (51)	18 (32)	9 (16)	1 (2)	0 (0)

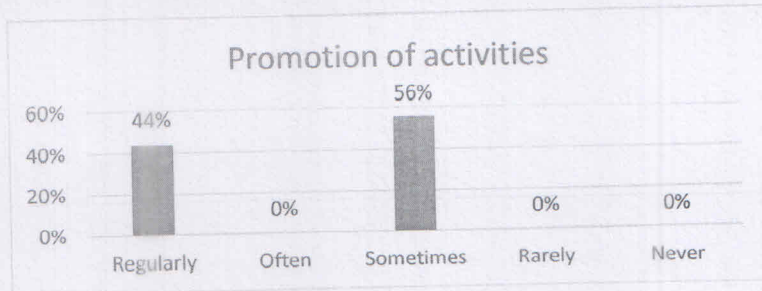


Almost half of the students (i.e. 51%) are of the opinion that their performance was every time discussed with them. 32% also believe that their performance was usually discussed with them. While 16% are of the opinion that their performance was occasionally / sometimes discussed with them. Only 2% believe that their performance was rarely discussed with them.

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

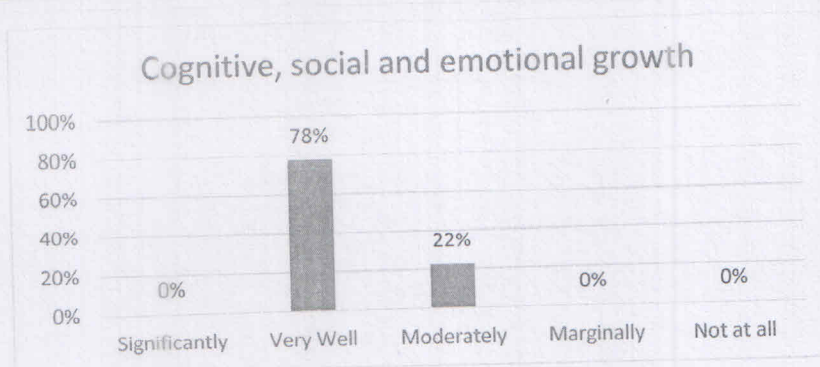
Question 6	Regularly	Often	Sometimes	Rarely	Never
Promotion of activities	8 (14)	21 (37)	17 (30)	6 (11)	5 (9)



14% of students believe that the institute regularly promotes internship, student exchange, field visit opportunities for students. 37% believe that institute often promotes internship, student exchange, field visit opportunities for students. 9 percent also believe that they never show interest in promoting activities like internship, student exchange, field visit opportunities for students

Question 7: The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

Question 7	Significantly	Very Well	Moderately	Marginally	Not at all
Cognitive, social and emotional growth	13 (23)	26 (46)	16 (28)	2 (4)	0 (0)

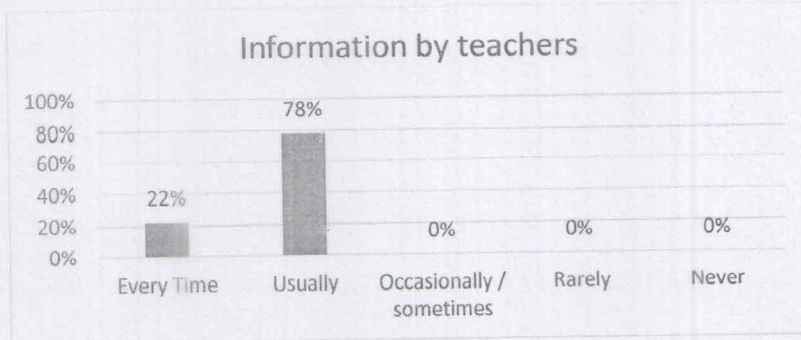


46 percent of students believe that the teaching and mentoring process in this institution very well facilitates in their cognitive, social and emotional growth, whereas 23 percent believe it to be significantly well. In addition, 28 percent also believe that the institute facilitates in their cognitive, social and emotional growth moderately well.

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

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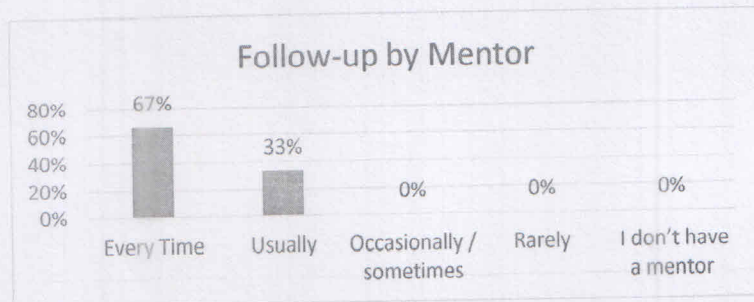
Question 8	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Information by teachers	23 (40)	18 (32)	13 (23)	2 (4)	1 (2)



40 percent of students are of the opinion that their teachers inform about their expected competencies, course outcomes and programme outcomes every time, 32 percent believe that they inform them usually. Another 23 percent believe that they sometimes inform them about expected competencies, course outcomes and program outcomes.

Question 9: Your Mentor does a necessary follow up with assigned task to you.

Question 9	Every Time	Usually	Occasionally / sometimes	Rarely	I don't have a mentor
Follow-up by Mentor	18 (32)	25 (44)	12 (21)	2 (4)	0 (0)



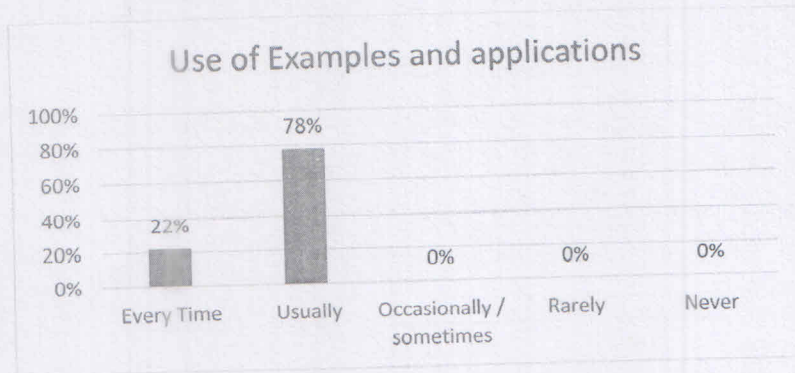
32 percent students believe that their mentor does a follow up every time with the assigned task, while 44 percent are of the opinion that they usually do a follow-up. 21 percent believe that they sometimes do the follow up.

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

Question 10	Every Time	Usually	Occasionally / sometimes	Rarely	Never

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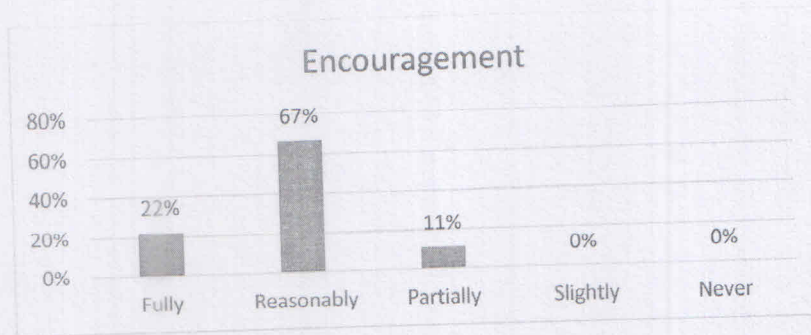

Use of Examples and applications	35 (61)	21 (37)	1 (2)	0 (0)	0 (0)
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61% of students are of the opinion that teachers every time illustrate the concepts through examples and applications, while 37% of students are of the opinion that they usually use examples and applications to illustrate concepts. Only 2% believe that they sometimes use examples and applications to illustrate concepts.

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

Question 11	Fully	Reasonably	Partially	Slightly	Never
Encouragement	22 (39)	26 (46)	7 (12)	1 (2)	1 (2)

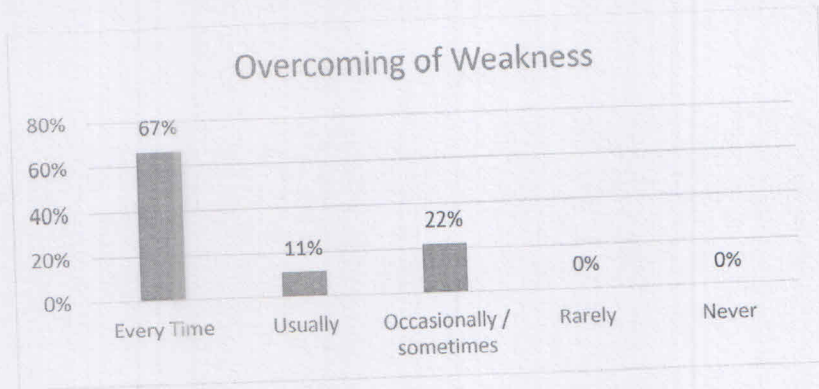


39 percent of students believe that their teachers fully identify their strengths and encourage them with providing right level of challenges. 46 per cent reasonably believe in the statement. Only 2 percent students are of the opinion that they never identify their strengths and encourage them with providing right level of challenges.

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

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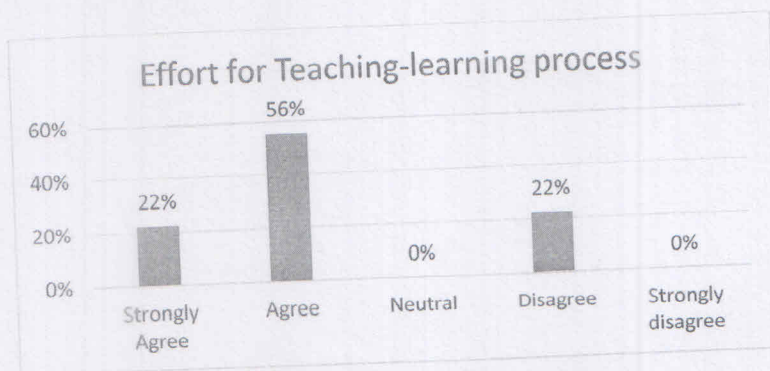
Question 12	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Overcoming of Weakness	25 (44)	20 (35)	7 (12)	5 (9)	0 (0)




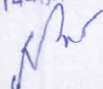
44 percent students believe that their teachers are able to identify their weaknesses and help them to overcome them. Thirty five percent are of the opinion that they usually identify weakness and help them to overcome.

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

Question 13	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Effort for Teaching-learning process	18 (32)	22 (39)	15 (26)	2 (4)	0 (0)

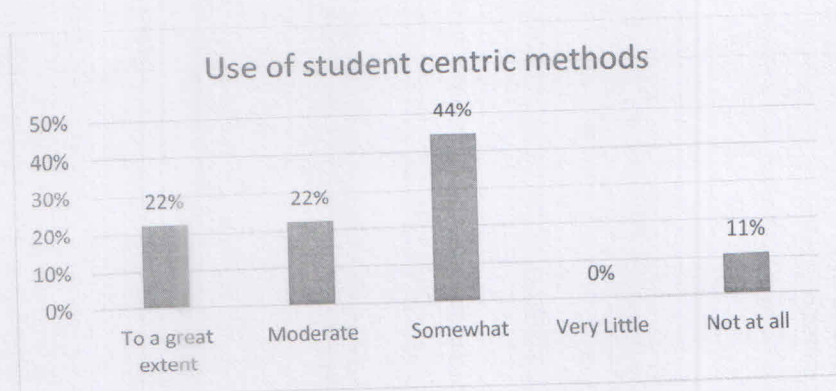


Thirty two percent and thirty nine percent students strongly agree and agree, respectively on the statement that the institution makes effort to engage them in the monitoring, review and continuous quality improvement of the teaching learning process. 26 percent are also neutral on this statement.


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

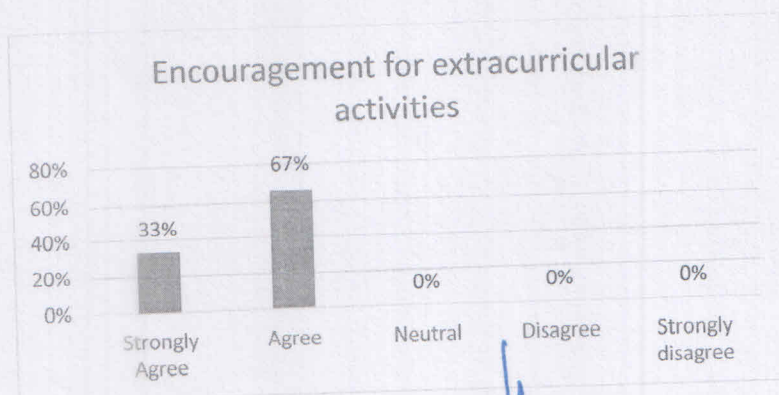
Question 14	To a great extent	Moderate	Somewhat	Very Little	Not at all
Use of student centric methods	17 (30)	28 (49)	9 (16)	3 (5)	0 (0)



30 percent students are of the opinion that the institute / teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences, to a great extent. While 49 percent gave a moderate rating to it.

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

Question 15	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Encouragement for extracurricular activities	17 (30)	28 (49)	9 (16)	3 (5)	0 (0)

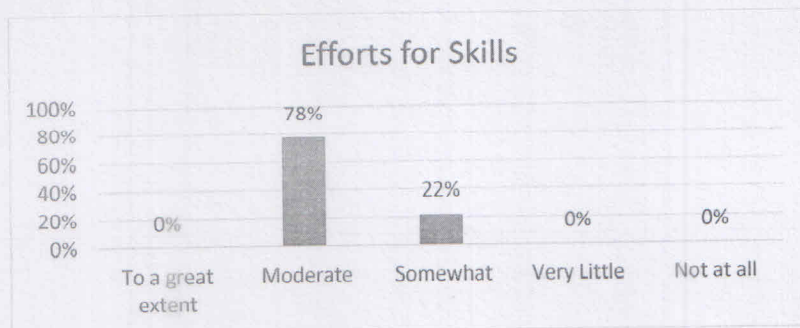


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30 percent students strongly agree and 49 percent students agree on the statement that teachers encourage them to participate in extracurricular activities. 10 percent students are neutral on this statement. Only 5 percent students disagree with the statement.

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.

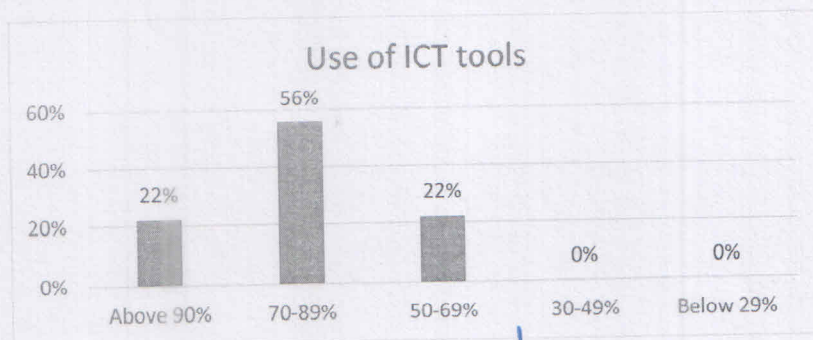
Question 16	To a great extent	Moderate	Somewhat	Very Little	Not at all
Efforts for Skills	17 (30)	26 (46)	13 (23)	1 (2)	0 (0)



Thirty percent students opine that efforts are made to a great extent by the institute / teachers to inculcate soft skills, life skills and employability skills to make them ready for the world of work. Another 46 percent students also believe that they put moderate efforts for inculcating skills in them. None of them believe that institute / teachers do not put efforts at all.

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

Question 17	Above 90%	70-89%	50-69%	30-49%	Below 29%
Use of ICT tools	20 (35)	27 (47)	8 (14)	1 (2)	1 (2)

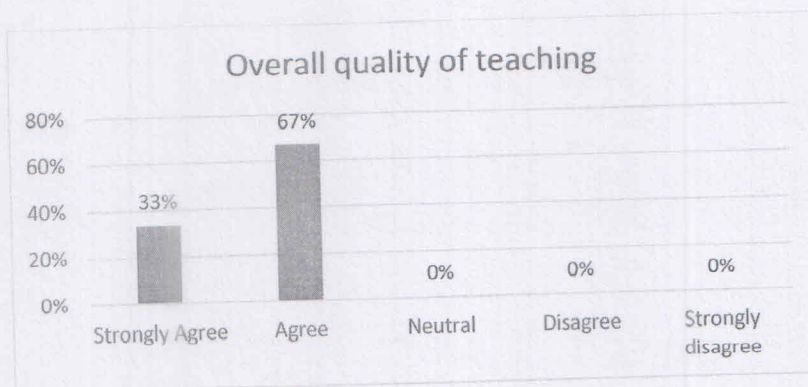


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35% of the students believe that more than ninety percent of faculty use ICT tools in the teaching process. 47% students believe that seventy to ninety percent teachers use ICT tools while teaching.

Question 18: The overall quality of teaching learning process in your institute is very good.

Question 18	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Overall quality of teaching	22 (39)	31 (54)	3 (5)	0 (0)	1 (2)



Most of the students either agree (54%) or strongly agree (39%) with the statement that overall quality of teaching process is very good. Only 2% strongly disagree with this statement.


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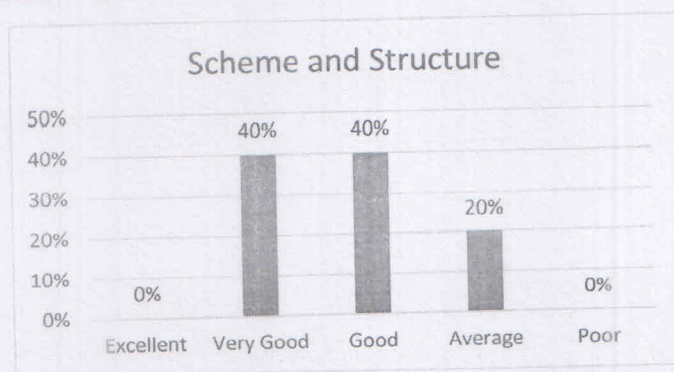
Section II

Faculty Feedback on Syllabus of BHMCT

Feedback on design and review of syllabus was collected from Faculty for the syllabus of BHMCT programs of the Department of Hotel Management. Total 10 questions were asked through a feedback proforma, and the analysis of the feedback is presented below:

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

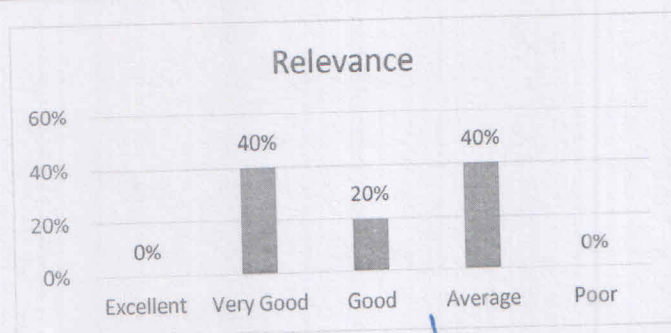
Question 1	Excellent	Very Good	Good	Average	Poor
Scheme and Structure	0 (0)	2 (40)	2 (40)	1 (20)	0 (0)



The faculty assessment of the scheme and structure of the curriculum revealed mixed outcomes. 40 percent rated the scheme and structure of the curriculum as very good and 20 percent as good, 20 percent deemed it average. Notably no faculty member rated the curriculum as either excellent or poor.

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

Question 2	Excellent	Very Good	Good	Average	Poor
Relevance	0 (0)	2 (40)	1 (20)	2 (40)	0 (0)

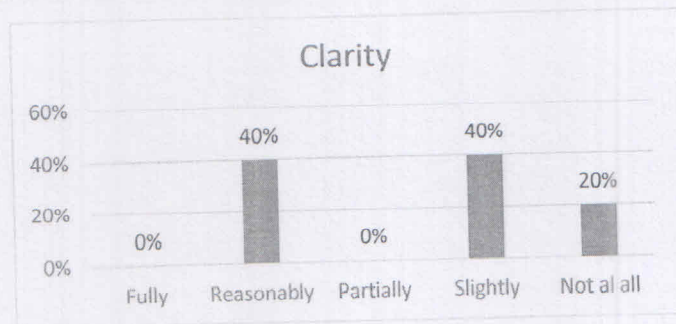


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The faculty evaluation of the course curriculum relevance revealed insufficient excellence, with no faculty rating it excellent. Conversely 40 percent rated it very good while 20 percent and 40 percent deemed it good and average respectively. No faculty members evaluated the curriculum relevance as poor.

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

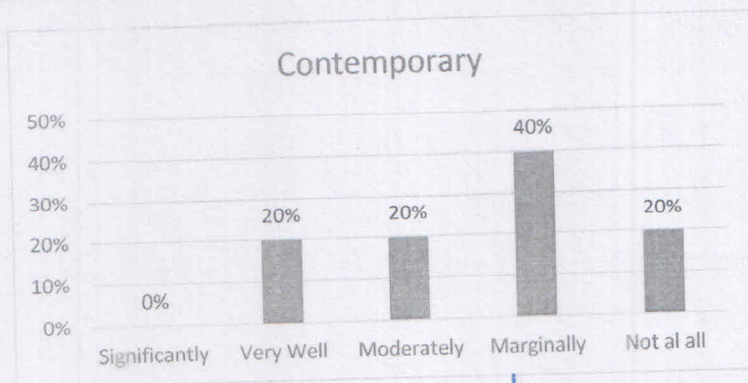
Question 3	Fully	Reasonably	Partially	Slightly	Not at all
Clarity	0 (0)	2 (40)	0 (0)	2 (40)	1 (20)



No faculty members are fully agree with the statement while 40 percent of faculty members are of the view that aims and objectives of the syllabi are reasonably clear to teachers and students. 40 percent are of the view that it is slightly clear and 20 percent faculty demonstrated that aims and objectives of syllabi are not clear to teachers and students.

Question 4: Syllabus is contemporary and need based.

Question 4	Significantly	Very Well	Moderately	Marginally	Not at all
Contemporary	0 (0)	1 (20)	1 (20)	2 (40)	1 (20)

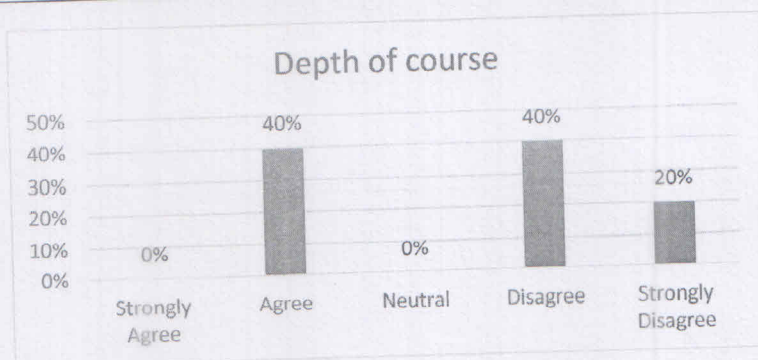


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20 percent of the faculty considered the syllabus contemporary to be very good, but no one rated it significantly contemporary . Only 20 percent are of the view that syllabus is moderately contemporary and need based while 40 percent belived the syllabus marginally contemporary and 20 percent are not agree at all.

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 of course	0 (0)	2 (40)	0 (0)	2 (40)	1 (20)

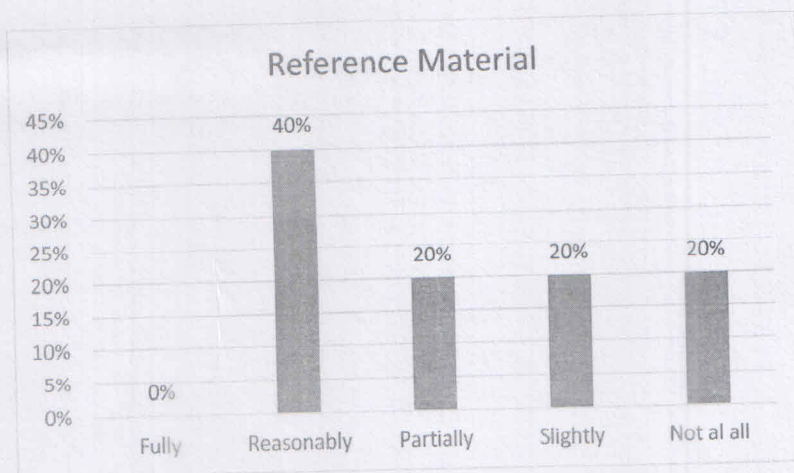


40 percent teachers are agree with the statement that the depth of the course content is adequate to have significant learning outcomes, whereas 40 percent and 20 percent are disagree and stongly disagree with the given statement. No faculty member are strongly agree with the statement.

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	0 (0)	2 (40)	1 (20)	1 (20)	1 (20)

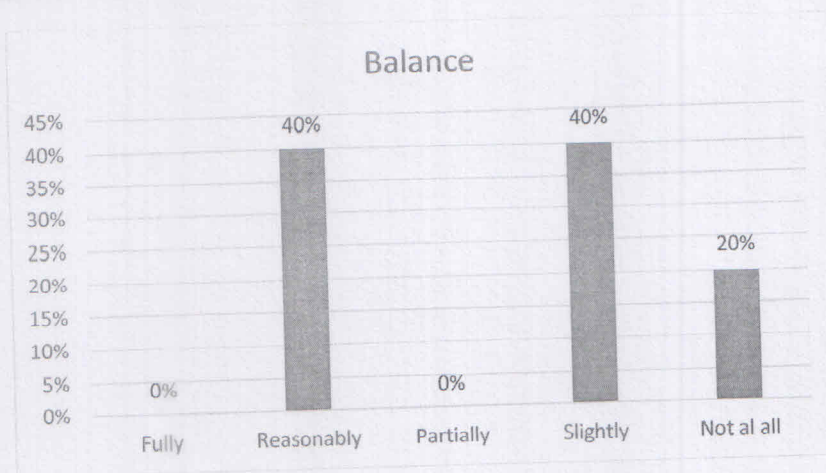

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40 percent of teachers are reasonably agree with the statement that Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus in the library. 20 percent of the faculty member partially agree, 20 percent slightly agree and remaining 20 percent do not agree with the sytatement.

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

Question 7	Fully	Reasonably	Partially	Slightly	Not at all
Balance	0 (0)	2 (40)	0 (0)	2 (40)	1 (20)

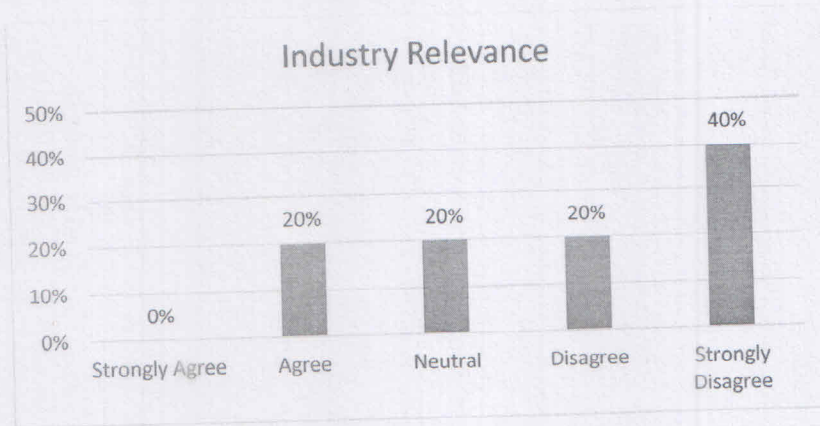


Forty percent teachers reasonably agree that the course/syllabus has a good balance between theory and Laboratory-work, whereas 40 percent slightly agree with the given statement. Remaining 20 percent faculty are not agree with this statement.

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

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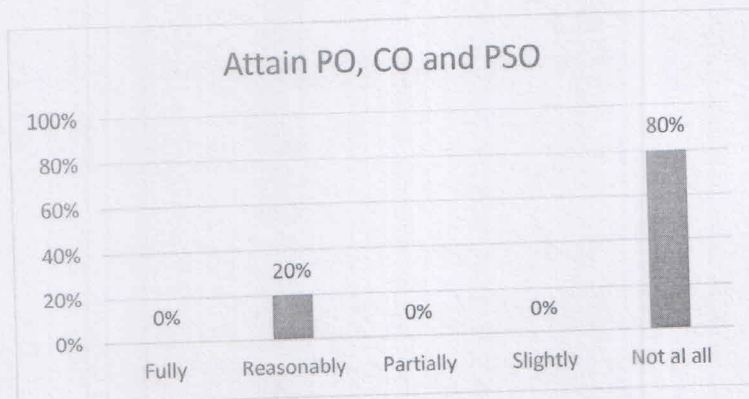
Question 8	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Industry Relevance	0 (0)	1 (20)	1 (20)	1 (20)	2 (40)



20 percent teachers have given rating as agree and neutral respectively, with the statement that depth of the syllabus is related to competencies expected by the industry / current global scenario. In addition, 20 percent and 40 percent are agree and disagree with the statement.

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	0 (0)	1 (20)	0 (0)	0 (0)	4 (80)

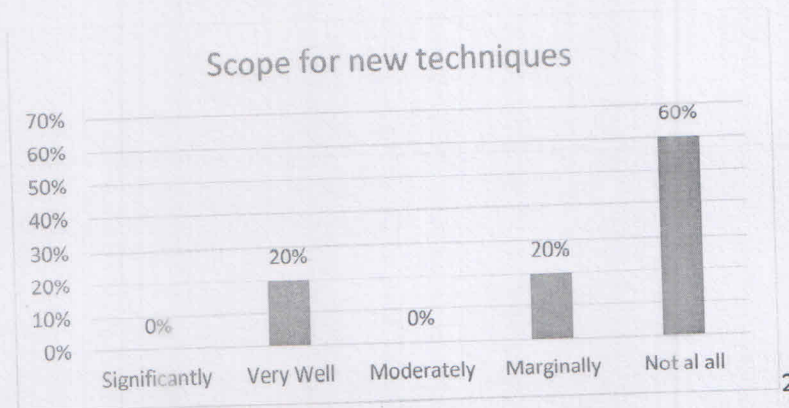


In the context of the fact if syllabus help in attaining PO, CO and PSO satisfactorily, 20 percent faculty reasonably believe in the statement, whereas remaining 80 percent faculty are not agree with the statement.

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

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Question 10	Significantly	Very Well	Moderately	Marginally	Not at all
Scope for new techniques	0 (0)	1 (20)	0 (0)	1 (20)	3 (60)



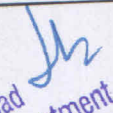
No respondents significantly believe that there is an ample scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, etc., whereas 20 percent are very well agree to this statement. Only 20 percent moderately believe in the given statement. Remaining 60 percent are not agree with the statement.

Section III

Alumni Feedback on Syllabus

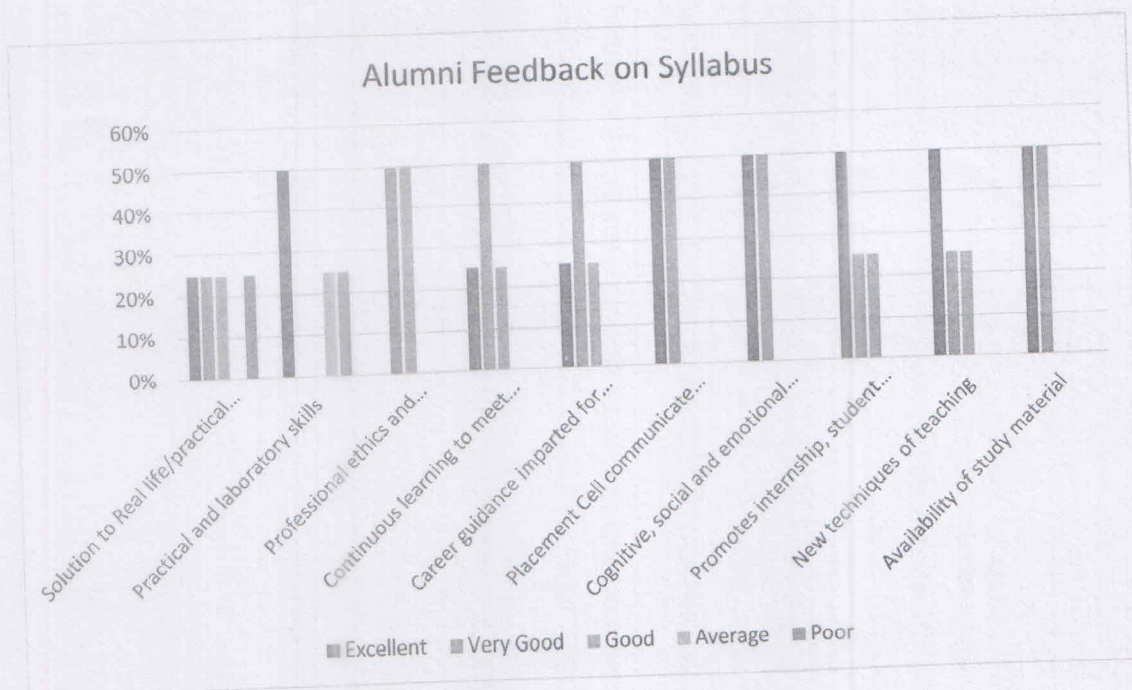
Feedback on design and review of syllabus was collected from alumni students of BHMCT of the department. Analysis of the feedback is presented in Table and Graph below:

Alumni Feedback on Syllabus						
S. no	Parameters	Excellent	Very Good	Good	Average	Poor
1	Solution to Real life/practical problem	1 (25)	1 (25)	1 (25)	0 (0)	1 (25)
2	Practical and laboratory skills	2 (50)	0 (0)	0 (0)	1 (25)	1 (25)
3	Professional ethics and behaviour	0 (0)	2 (50)	2 (50)	0 (0)	0 (0)
4	Continuous learning to meet the current job requirements	1 (25)	2 (50)	1 (25)	0 (0)	0 (0)
5	Career guidance imparted for future	1 (25)	2 (50)	1 (25)	0 (0)	0 (0)
6	Placement Cell communicate recruitment opportunities	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)
7	Cognitive, social and emotional	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)




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	growth					
8	Promotes internship, student exchange, field visit opportunities	2 (50)	1 (25)	1 (25)	0 (0)	0 (0)
9	New techniques of teaching	2 (50)	1 (25)	1 (25)	0 (0)	0 (0)
10	Availability of study material	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)

Figures in parenthesis () represent percentage



- **Solution to Real life/practical Problems:** 25 percent of students stated that ability of syllabus to provide solution to practical and real-life problems is excellent, very good and good respectively. Where, remaining 25 percent describe it is poor. 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 50 percent respond to it as excellent and 25 percent each it as average and poor respectively. Overall students were satisfied with the balance between practical and laboratory skills of the syllabus.
- **Professional Ethics and Behavior:** 50 percent of students described program as very good with respect to professional ethics and behavior. Remaining 50 percent rated it as good. None of the respondents have rated as average or poor.
- **Continuous learning to meet the current job requirements:** 25 percent of students stated that curriculum has excellent ability to engage in the process of continuous learning to meet the current job requirements. Whereas, 50 percent and 25 percent described this

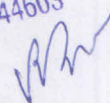
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ability as very good and good respectively. Overall students were satisfied with the ability of curriculum to meet current job requirements.

- **Career guidance imparted for future:** 25 percent students stated that the curriculum imparts excellent career guidance and, 50 percent and 25 percent of students stated it is very good and good respectively. None of them described this ability as average or poor.
- **Placement Cell communicate recruitment opportunities:** 50 percent students described the communication by placement cell regarding recruitment opportunities as excellent and remaining 50 percent students described the curriculum as very good. None of them have rated it as average and poor respectively.
- **Cognitive, social and emotional growth:** 50 percent students have rated the ability of curriculum to facilitate in cognitive, social and emotional growth as excellent and remaining 50 percent have rated very good. None of them have given poor or average rating.
- **Promotes internship, student exchange, field visit opportunities:** 50 percent of students have given excellent rating to the ability of curriculum to take active interest in promoting internship, student exchange, field visit opportunities excellent. Remaining 25 percent, each have rated it as very good and good, respectively.
- **New techniques of teaching:** 50 percent students rated the scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, workshops etc. as excellent. Remaining 25 percent, each rated it as very good and good respectively.
- **Availability of study material:** 50 percent describes the availability of study material from library and teachers is excellent, whereas remaining 50 percent marked it as very good. Overall, students were satisfied with the availability of study material from library and teachers.



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DEPARTMENT OF MANAGEMENT STUDIES
I. K. GUJRAL PUNJAB TECHNICAL UNIVERSITY MAIN CAMPUS

D. No. IKGPTU/DOME *871/7563*

DATED: *21/11/2023*

**Report on Structured Feedback for Design and Review of Syllabus for
Academic year 2023-24**

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 three 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.

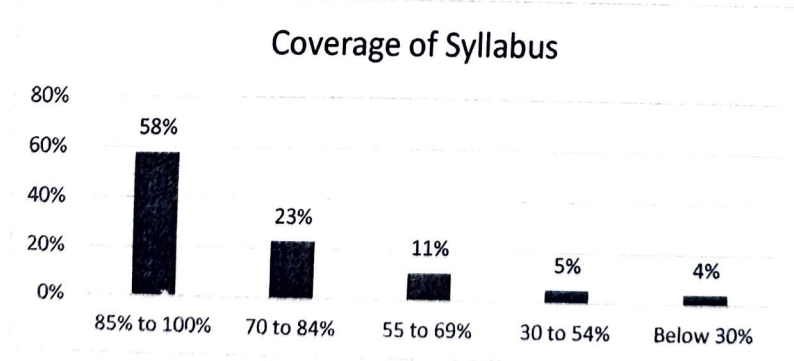
Section I- Students Feedback on Design and Review of Syllabus

Student Feedback on Syllabus of BBA

Feedback on design and review of syllabus was collected from Students for the syllabus of BBA programs of the Department of Management Studies. Total 18 questions were asked through a feedback proforma and the analysis of the feedback is presented below:

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

Question 1	85% to 100%	70 to 84%	55 to 69%	30 to 54%	Below 30%
Coverage of Syllabus	33 (58)	13 (23)	6 (11)	3 (5)	2 (4)

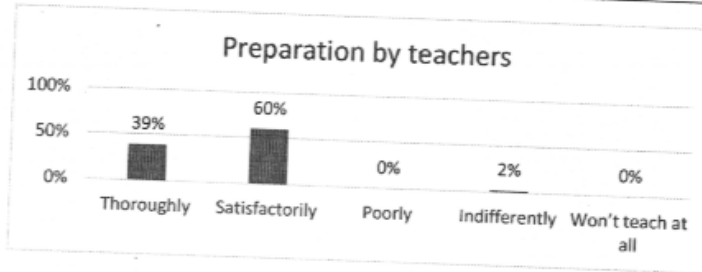


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More than half of the students believe that 85% - 100% of the syllabus was covered in the class. While 23% believe that the proportion of covered syllabus ranges between 70-84%. 11% considers 55-69% of syllabus was covered in class. Remaining 9% believe that less than 54% syllabus was covered.

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

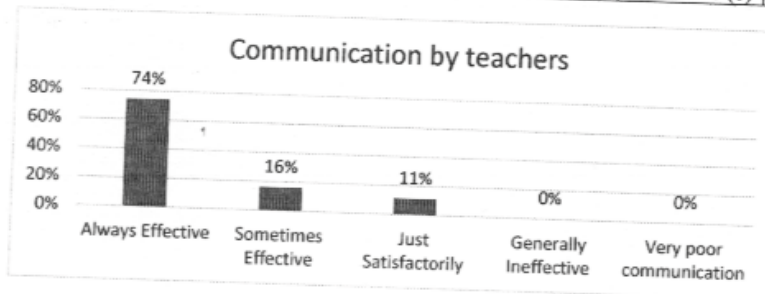
Question 2	Thoroughly	Satisfactorily	Poorly	Indifferently	Won't teach at all
Preparation by teachers	22 (39)	34 (60)	0 (0)	1 (2)	0 (0)



39% students are of the opinion that teachers prepared thoroughly for the class, while 34 percent believe that they prepared satisfactorily for the class. Only 2% students are neutral on this statement.

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

Question 3	Always Effective	Sometimes Effective	Just Satisfactorily	Generally Ineffective	Very poor communication
Communication by teachers	42 (74)	9 (16)	6 (11)	0 (0)	0 (0)

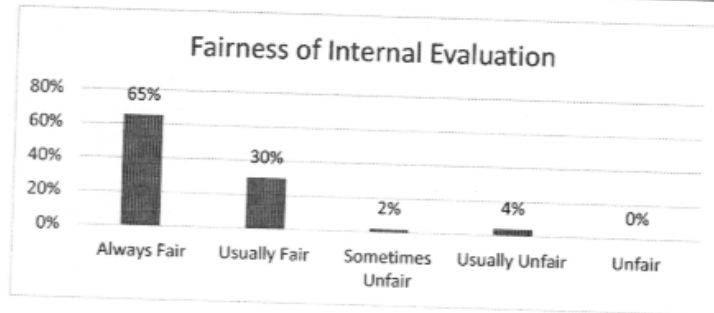


Seventy four percent of the students believe that teachers always communicated effectively. While 16% believe that they communicated sometimes effectively. Only 11% believe that teachers communicated just satisfactorily.

Question 4: Fairness of Internal Evaluation process by the teachers

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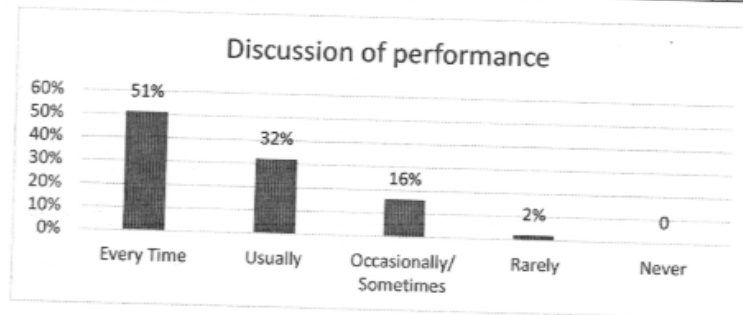
Question 4	Always Fair	Usually Fair	Sometimes Unfair	Usually Unfair	Unfair
Fairness of Internal Evaluation	37 (65)	17 (30)	1 (2)	2 (4)	0 (0)



Most of the students (i.e. 65%) are of the opinion that teachers always treated them fairly while evaluating internals, while 30% believe that they were usually fair. 6 % students believe that they were either sometimes unfair or usually unfair.

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

Question 5	Every Time	Usually	Occasionally/ Sometimes	Rarely	Never
Discussion of performance	29 (51)	18 (32)	9 (16)	1 (2)	0 (0)



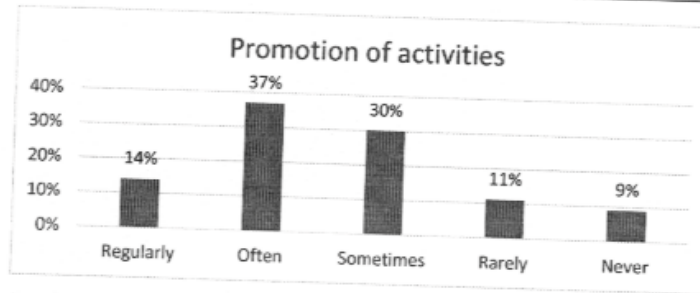
Almost half of the students (i.e. 51%) are of the opinion that their performance was every time discussed with them. 32% also believe that their performance was usually discussed with them. While 16% are of the opinion that their performance was occasionally / sometimes discussed with them. Only 2% believe that their performance was rarely discussed with them.

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

Question 6	Regularly	Often	Sometimes	Rarely	Never
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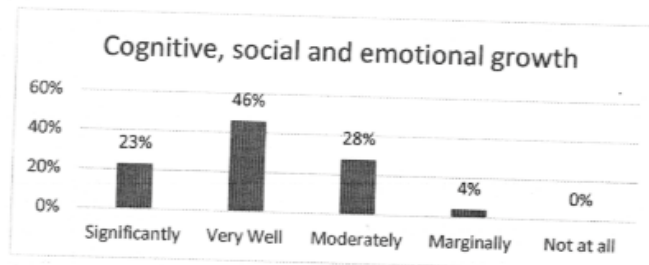
Promotion of activities	8 (14)	21 (37)	17 (30)	6 (11)	5 (9)
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14% of students believe that the institute regularly promotes internship, student exchange, field visit opportunities for students. 37% believe that institute often promotes internship, student exchange, field visit opportunities for students. 9 percent also believe that they never show interest in promoting activities like internship, student exchange, field visit opportunities for students

Question 7: The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

Question 7	Significantly	Very Well	Moderately	Marginally	Not at all
Cognitive, social and emotional growth	13 (23)	26 (46)	16 (28)	2 (4)	0 (0)

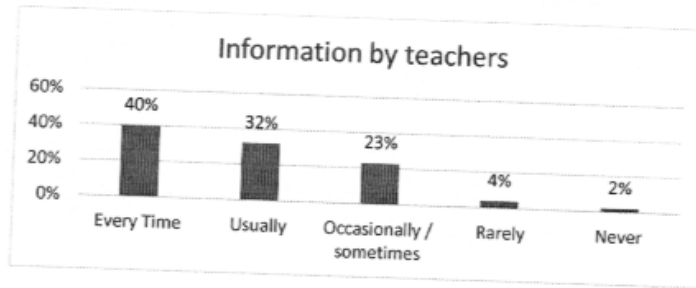


46 percent of students believe that the teaching and mentoring process in this institution very well facilitates in their cognitive, social and emotional growth, whereas 23 percent believe it to be significantly well. In addition, 28 percent also believe that the institute facilitates in their cognitive, social and emotional growth moderately well.

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

Question 8	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Information by teachers	23 (40)	18 (32)	13 (23)	2 (4)	1 (2)

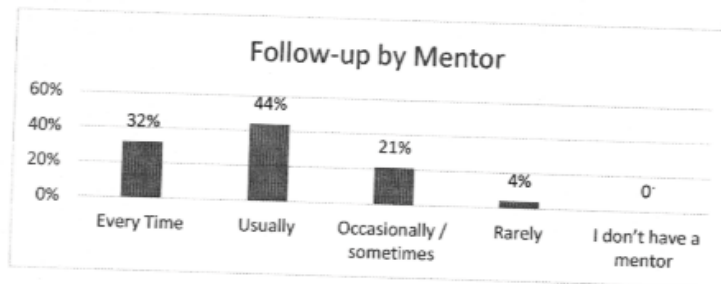
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40 percent of students are of the opinion that their teachers inform about their expected competencies, course outcomes and programme outcomes every time, 32 percent believe that they inform them usually. Another 23 percent believe that they sometimes inform them about expected competencies, course outcomes and program outcomes.

Question 9: Your Mentor does a necessary follow up with assigned task to you.

Question 9	Every Time	Usually	Occasionally / sometimes	Rarely	I don't have a mentor
Follow-up by Mentor	18 (32)	25 (44)	12 (21)	2 (4)	0 (0)

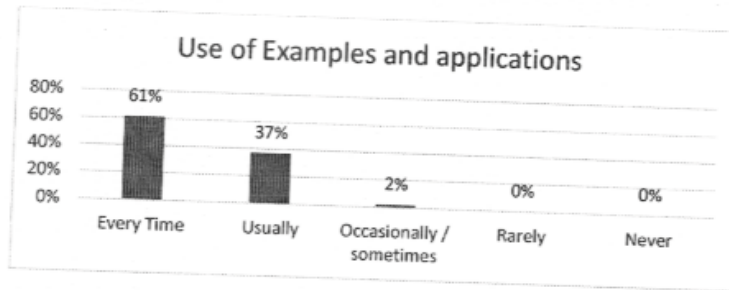


32 percent students believe that their mentor does a follow up every time with the assigned task, while 44 percent are of the opinion that they usually do a follow-up. 21 percent believe that they sometimes do the follow up.

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

Question 10	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Use of Examples and applications	35 (61)	21 (37)	1 (2)	0 (0)	0 (0)

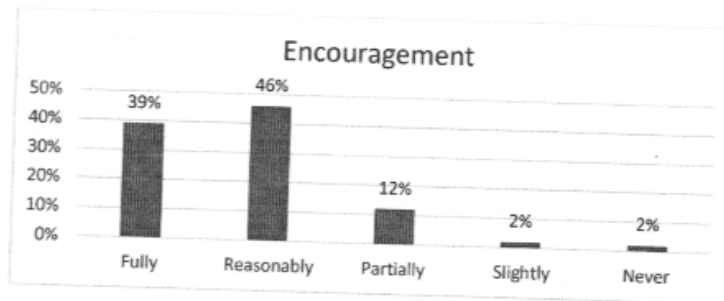
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61% of students are of the opinion that teachers every time illustrate the concepts through examples and applications, while 37% of students are of the opinion that they usually use examples and applications to illustrate concepts. Only 2% believe that they sometimes use examples and applications to illustrate concepts.

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

Question 11	Fully	Reasonably	Partially	Slightly	Never
Encouragement	22 (39)	26 (46)	7 (12)	1 (2)	1 (2)

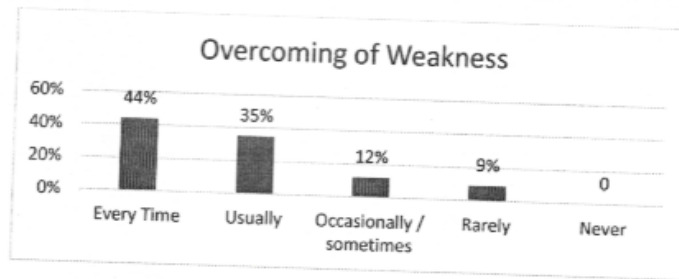


39 percent of students believe that their teachers fully identify their strengths and encourage them with providing right level of challenges. 46 per cent reasonably believe in the statement. Only 2 percent students are of the opinion that they never identify their strengths and encourage them with providing right level of challenges.

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

Question 12	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Overcoming of Weakness	25 (44)	20 (35)	7 (12)	5 (9)	0 (0)

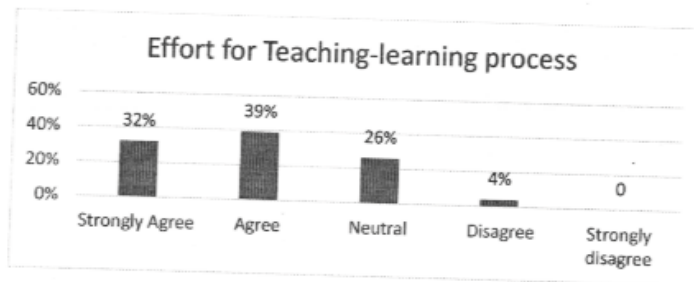
Jh
WNR



44 percent students believe that their teachers are able to identify their weaknesses and help them to overcome them. Thirty five percent are of the opinion that they usually identify weakness and help them to overcome.

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

Question 13	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Effort for Teaching-learning process	18 (32)	22 (39)	15 (26)	2 (4)	0 (0)

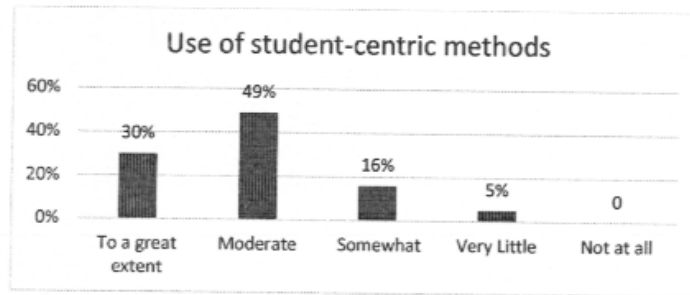


Thirty two percent and thirty nine percent students strongly agree and agree, respectively on the statement that the institution makes effort to engage them in the monitoring, review and continuous quality improvement of the teaching learning process. 26 percent are also neutral on this statement.

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

Question 14	To a great extent	Moderate	Somewhat	Very Little	Not at all
Use of student centric methods	17 (30)	28 (49)	9 (16)	3 (5)	0 (0)

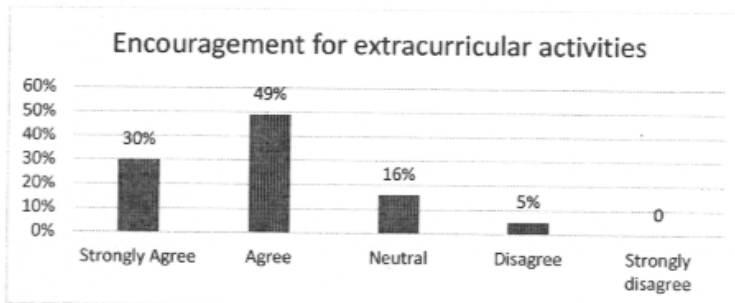
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30 percent students are of the opinion that the institute / teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences, to a great extent. While 49 percent gave a moderate rating to it.

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

Question 15	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Encouragement for extracurricular activities	17 (30)	28 (49)	9 (16)	3 (5)	0 (0)



30 percent students strongly agree and 49 percent students agree on the statement that teachers encourage them to participate in extracurricular activities. 10 percent students are neutral on this statement. Only 5 percent students disagree with the statement.

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.

Question 16	To a great extent	Moderate	Somewhat	Very Little	Not at all
Efforts for Skills	17 (30)	26 (46)	13 (23)	1 (2)	0 (0)

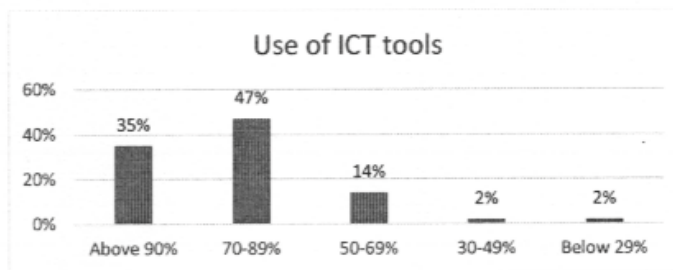
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Thirty percent students opine that efforts are made to a great extent by the institute / teachers to inculcate soft skills, life skills and employability skills to make them ready for the world of work. Another 46 percent students also believe that they put moderate efforts for inculcating skills in them. None of them believe that institute / teachers do not put efforts at all.

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

Question 17	Above 90%	70-89%	50-69%	30-49%	Below 29%
Use of ICT tools	20 (35)	27 (47)	8 (14)	1 (2)	1 (2)

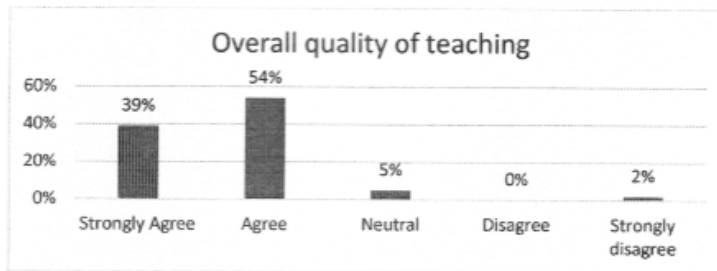


35% of the students believe that more than ninety percent of faculty use ICT tools in the teaching process. 47% students believe that seventy to ninety percent teachers use ICT tools while teaching.

Question 18: The overall quality of teaching learning process in your institute is very good.

Question 18	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Overall quality of teaching	22 (39)	31 (54)	3 (5)	0 (0)	1 (2)

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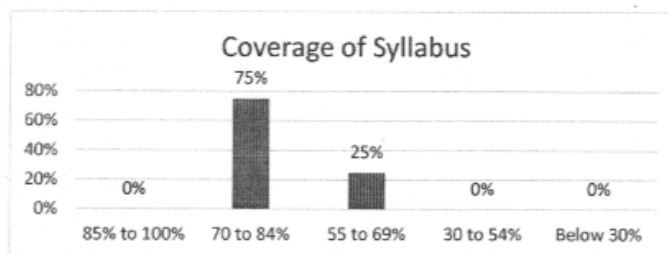
Most of the students either agree (54%) or strongly agree (39%) with the statement that overall quality of teaching process is very good. Only 2% strongly disagree with this statement.

Student Feedback on Syllabus of MBA

Feedback on design and review of syllabus was collected from Students for the syllabus of MBA programs of the Department of Management Studies. Total 18 questions were asked through a feedback proforma and the analysis of the feedback is presented below:

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

Question 1	85% to 100%	70 to 84%	55 to 69%	30 to 54%	Below 30%
Coverage of Syllabus	0 (0)	3 (75)	1 (25)	0 (0)	0 (0)

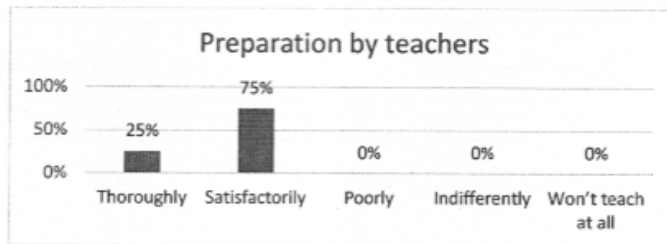


Seventy five percent of the students believe that 70-84% of the syllabus was covered in the class. While remaining 25% believe that the proportion of covered syllabus ranges between 55-69%.

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

Question 2	Thoroughly	Satisfactorily	Poorly	Indifferently	Won't teach at all
Preparation by teachers	1 (25)	3 (75)	0 (0)	0 (0)	0 (0)

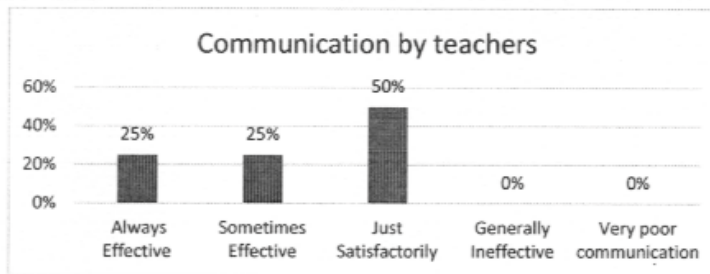
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25% students are of the opinion that teachers prepared thoroughly for the class, while remaining 75 percent believe that they prepared satisfactorily for the class.

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

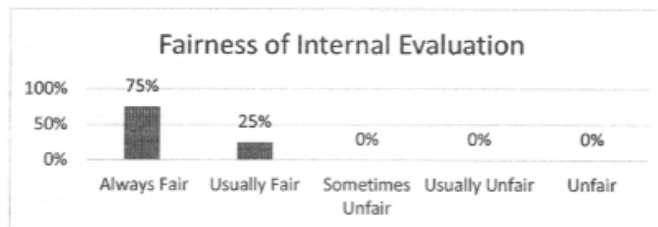
Question 3	Always Effective	Sometimes Effective	Just Satisfactorily	Generally Ineffective	Very poor communication
Communication by teachers	1 (25)	1 (25)	2 (50)	0 (0)	0 (0)



Twenty five percent of the students believe that teachers always communicated effectively. Another twenty five percent believe that their communication was sometimes effective. While remaining 50% believe that they communicated just satisfactorily.

Question 4: Fairness of Internal Evaluation process by the teachers

Question 4	Always Fair	Usually Fair	Sometimes Unfair	Usually Unfair	Unfair
Fairness of Internal Evaluation	3 (75)	1 (25)	0 (0)	0 (0)	0 (0)

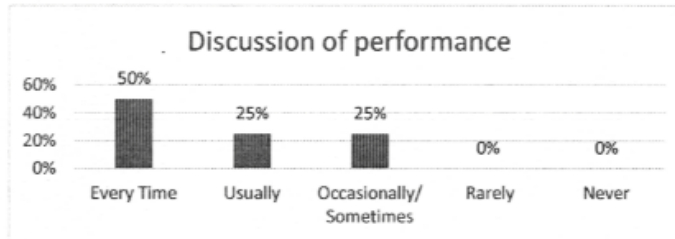


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Most of the students (i.e. 75%) are of the opinion that teachers always treated them fairly while evaluating internals, while 25% believe that they were usually fair. Overall, the students are satisfied with the internal evaluation being fair.

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

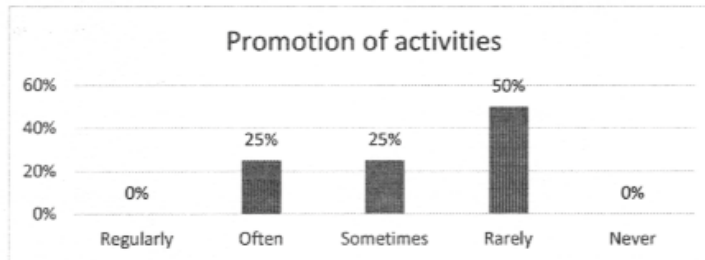
Question 5	Every Time	Usually	Occasionally/ Sometimes	Rarely	Never
Discussion of performance	2 (50)	1 (25)	1 (25)	0 (0)	0 (0)



Almost half of the students (i.e. 50%) are of the opinion that their performance was every time discussed with them. 25% also believe that their performance was usually discussed with them. While another 25% are of the opinion that their performance was occasionally / sometimes discussed with them.

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

Question 6	Regularly	Often	Sometimes	Rarely	Never
Promotion of activities	0 (0)	1 (25)	1 (25)	2 (50)	0 (0)

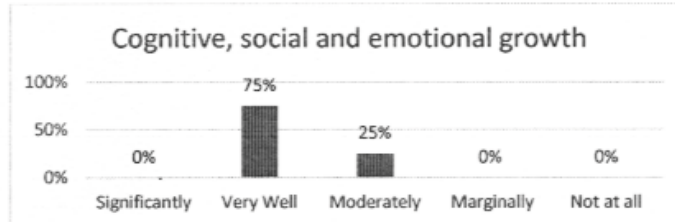


50% of students believe that the institute rarely promotes internship, student exchange, field visit opportunities for students. 25% believe that institute often promotes internship, student exchange, field visit opportunities for students. Another 25% believe that they sometimes show interest in promoting activities like internship, student exchange, field visit opportunities for students.

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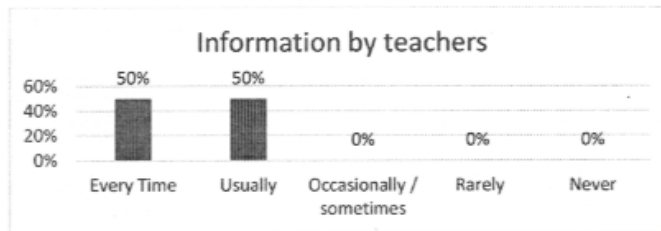
Question 7: The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

Question 7	Significantly	Very Well	Moderately	Marginally	Not at all
Cognitive, social and emotional growth	0 (0)	3 (75)	1 (25)	0 (0)	0 (0)



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

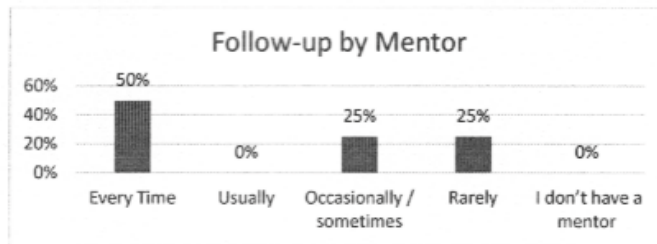
Question 8	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Information by teachers	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)



Question 9: Your Mentor does a necessary follow up with as assigned task to you.

Question 9	Every Time	Usually	Occasionally / sometimes	Rarely	I don't have a mentor
Follow-up by Mentor	2 (50)	0 (0)	1 (25)	1 (25)	0 (0)

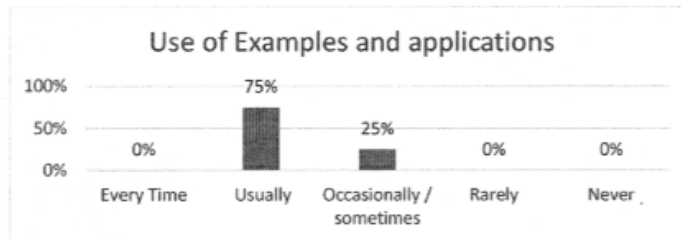
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50 percent students believe that their mentor does a follow up every time with the assigned task, while 25 percent are of the opinion that they sometimes do a follow-up. 25 percent also believe that they rarely do the follow up.

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

Question 10	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Use of Examples and applications	0 (0)	3 (75)	1 (25)	0 (0)	0 (0)

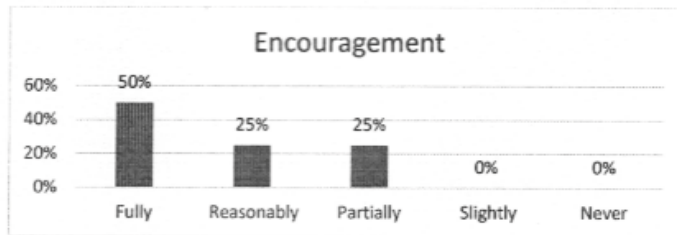


61% of students are of the opinion that teachers every time illustrate the concepts through examples and applications, while 37% of students are of the opinion that they usually use examples and applications to illustrate concepts. Only 2% believe that they sometimes use examples and applications to illustrate concepts.

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

Question 11	Fully	Reasonably	Partially	Slightly	Never
Encouragement	2 (50)	1 (25)	1 (25)	0 (0)	0 (0)

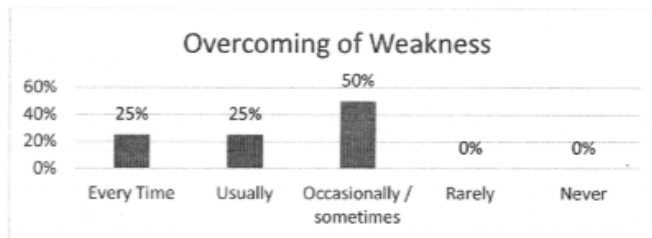
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50 percent of students believe that their teachers fully identify their strengths and encourage them with providing right level of challenges. 25 per cent reasonably believe in the statement. And another 25 percent students are of the opinion that they partially identify their strengths and encourage them with providing right level of challenges.

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

Question 12	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Overcoming of Weakness	1 (25)	1 (25)	2 (50)	0 (0)	0 (0)

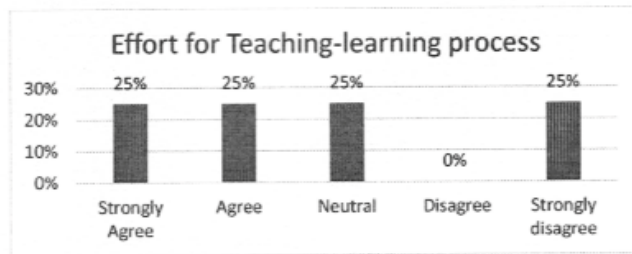


25 percent students believe that every time their teachers are able to identify their weaknesses and help them to overcome them. twenty five percent are of the opinion that they usually identify weakness and help them to overcome. Remaining 50 percent believe that they sometimes to identify their weaknesses and help them to overcome them.

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

Question 13	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Effort for Teaching-learning process	1 (25)	1 (25)	1 (25)	0 (0)	1 (25)

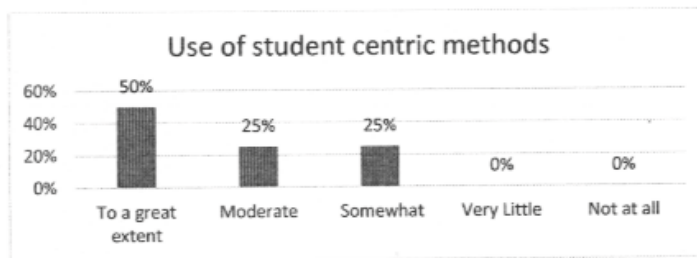
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25 percent students strongly agree and agree, respectively on the statement that the institution makes effort to engage them in the monitoring, review and continuous quality improvement of the teaching learning process. 25 percent are also neutral on this statement. Another 25 percent disagree with this statement. .

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

Question 14	To a great extent	Moderate	Somewhat	Very Little	Not at all
Use of student centric methods	2 (50)	1 (25)	1 (25)	0 (0)	0 (0)

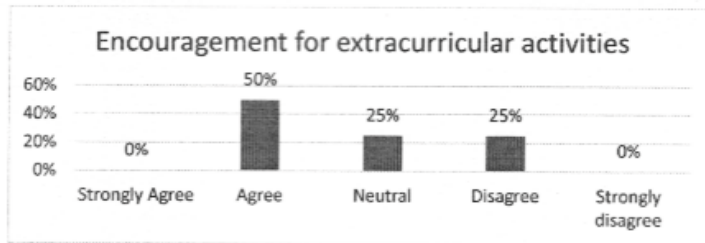


50 percent students are of the opinion that the institute / teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences, to a great extent. While 25 percent gave a moderate rating to it.

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

Question 15	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Encouragement for extracurricular activities	0 (0)	2 (50)	1 (25)	1 (25)	0 (0)

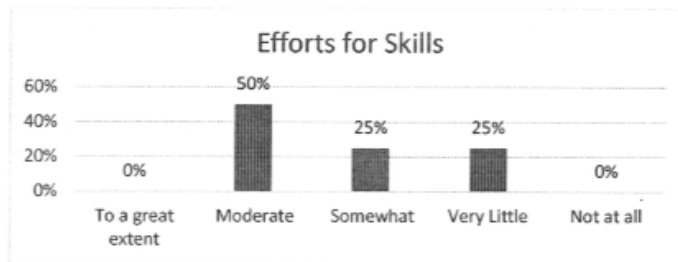
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50 percent students agree on the statement that teachers encourage them to participate in extracurricular activities. 25 percent students are neutral on this statement. Remaining 25 percent students disagree with the statement.

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.

Question 16	To a great extent	Moderate	Somewhat	Very Little	Not at all
Efforts for Skills	0 (0)	2 (50)	1 (25)	1 (25)	0 (0)

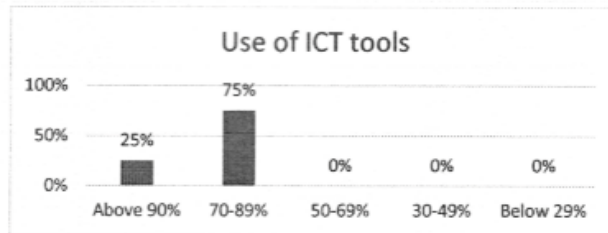


50 percent students opine that efforts are made to a moderate extent by the institute / teachers to inculcate soft skills, life skills and employability skills to make them ready for the world of work. Another 25 percent students also believe that they put somewhat or little efforts for inculcating skills in them. None of them believe that institute / teachers do not put efforts at all.

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

Question 17	Above 90%	70-89%	50-69%	30-49%	Below 29%
Use of ICT tools	1 (25)	3 (75)	0 (0)	0 (0)	0 (0)

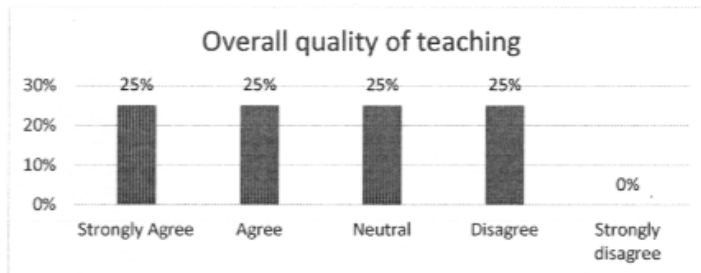
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35% of the students believe that more than ninety percent of faculty use ICT tools in the teaching process. 47% students believe that seventy to ninety percent teachers use ICT tools while teaching.

Question 18: The overall quality of teaching learning process in your institute is very good.

Question 18	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Overall quality of teaching	1 (25)	1 (25)	1 (25)	1 (25)	0 (0)



Most of the students either agree (54%) or strongly agree (39%) with the statement that overall quality of teaching process is very good. Only 2% strongly disagree with this statement.

Student Feedback on Syllabus of PhD Coursework

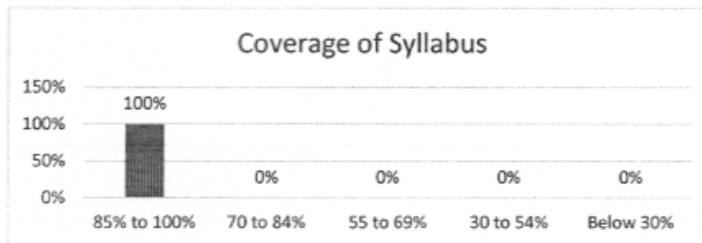
Feedback on design and review of syllabus was collected from Students for the syllabus of PhD Coursework programs of the department of Management Studies. Total 18 questions were asked through a feedback proforma and the analysis of the feedback is presented below:

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

Question 1	85% to 100%	70 to 84%	55 to 69%	30 to 54%	Below 30%

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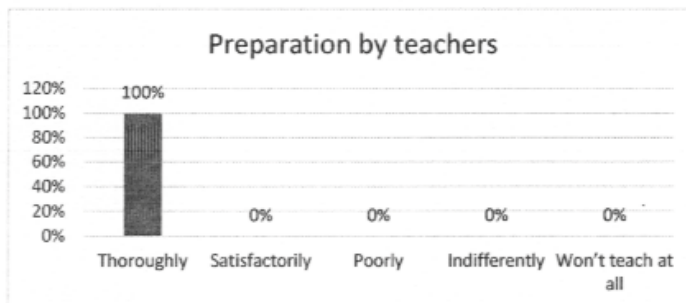
Coverage of Syllabus	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)
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All the students (100%) of the students believe that 85-10% of the syllabus was covered in the class.

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

Question 2	Thoroughly	Satisfactorily	Poorly	Indifferently	Won't teach at all
Preparation by teachers	1 (33)	2 (67)	0 (0)	0 (0)	0 (0)

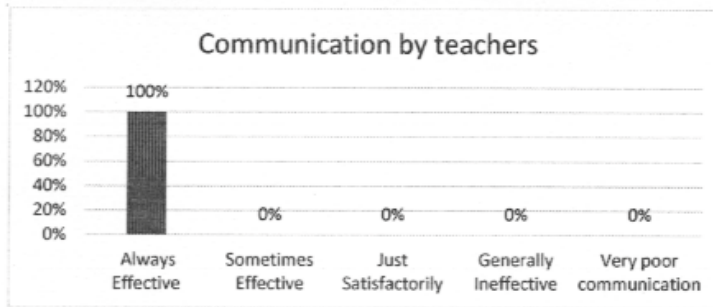


All students are of the opinion that teachers prepared thoroughly for the class, without any exception.

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

Question 3	Always Effective	Sometimes Effective	Just Satisfactorily	Generally Ineffective	Very poor communication
Communication by teachers	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

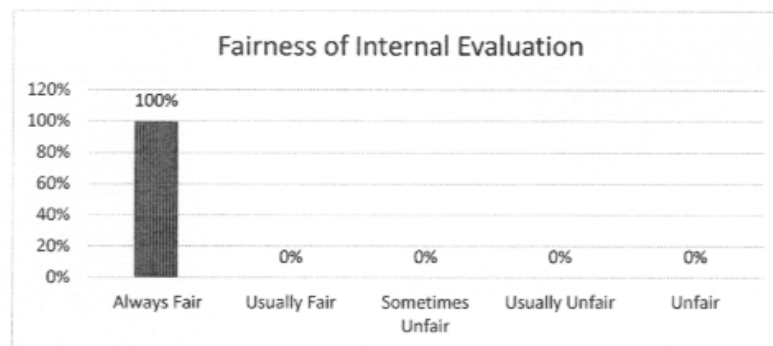
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All students believe that teachers always communicated effectively in the classrooms.

Question 4: Fairness of Internal Evaluation process by the teachers

Question 4	Always Fair	Usually Fair	Sometimes Unfair	Usually Unfair	Unfair
Fairness of Internal Evaluation	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

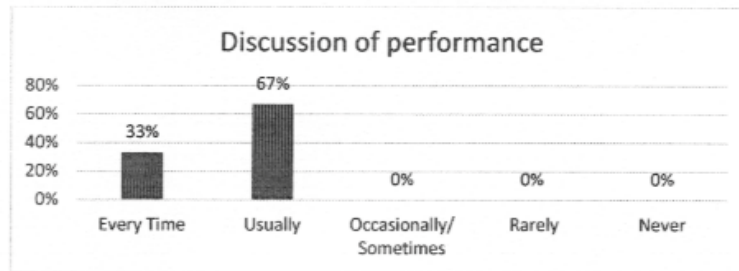


All students (i.e. 100%) are of the opinion that teachers always treated them fairly while evaluating internals.

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

Question 5	Every Time	Usually	Occasionally/ Sometimes	Rarely	Never
Discussion of performance	1 (33)	2 (67)	0 (0)	0 (0)	0 (0)

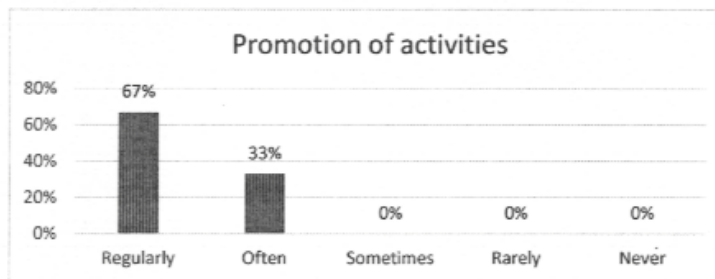
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33% students are of the opinion that their performance was every time discussed with them. Remaining 67% believe that their performance was usually discussed with them.

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

Question 6	Regularly	Often	Sometimes	Rarely	Never
Promotion of activities	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)

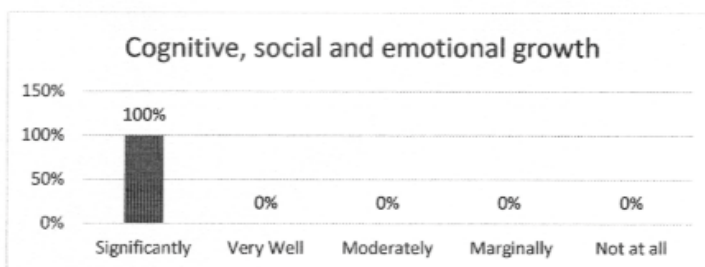


67% of students believe that the institute regularly promotes internship, student exchange, field visit opportunities for students. 33% believe that institute often promotes internship, student exchange, field visit opportunities for students.

Question 7: The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

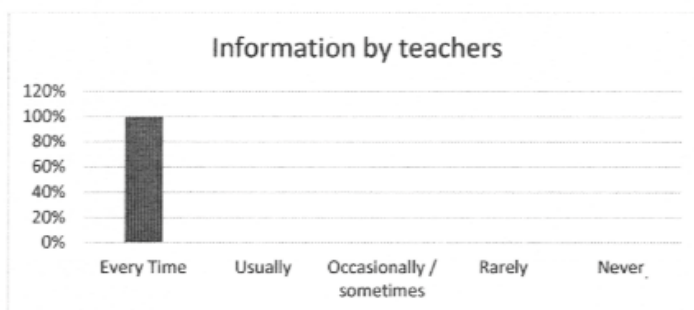
Question 7	Significantly	Very Well	Moderately	Marginally	Not at all
Cognitive, social and emotional growth	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

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

Question 8	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Information by teachers	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

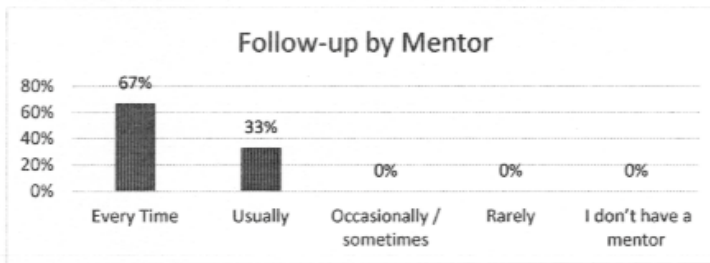


100% students believe that their teachers inform them about their expected competencies, course outcomes and programme outcomes.

Question 9: Your Mentor does a necessary follow up with as assigned task to you.

Question 9	Every Time	Usually	Occasionally / sometimes	Rarely	I don't have a mentor
Follow-up by Mentor	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)

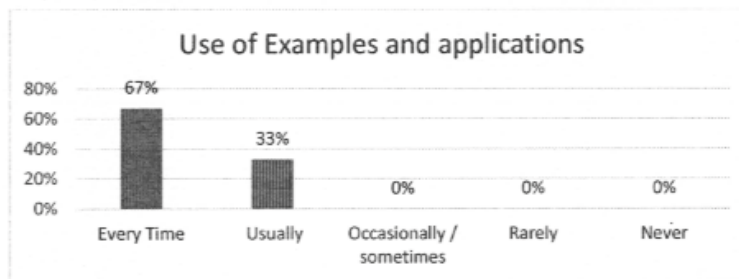
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67 percent students believe that their mentor does a follow up every time with the assigned task, while 33 percent are of the opinion that they usually do a follow-up.

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

Question 10	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Use of Examples and applications	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)

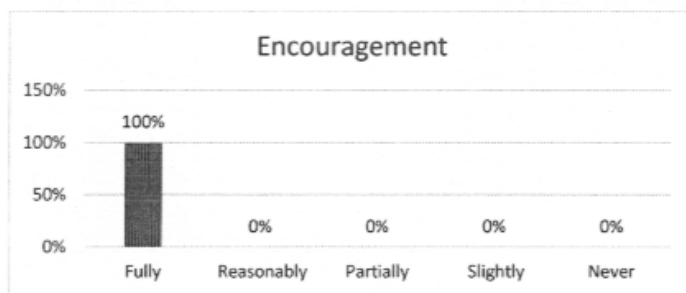


67% of students are of the opinion that teachers every time illustrate the concepts through examples and applications, while 33% of students are of the opinion that they usually use examples and applications to illustrate concepts.

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

Question 11	Fully	Reasonably	Partially	Slightly	Never
Encouragement	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

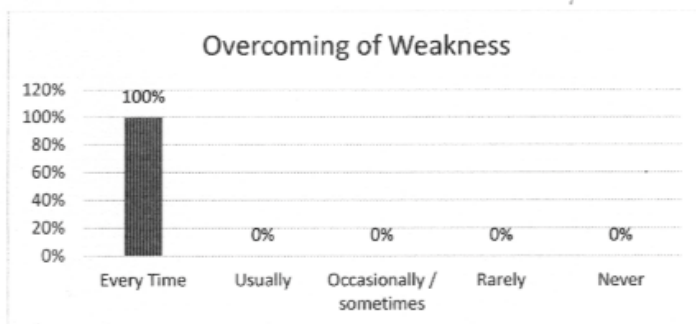
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100 percent of students believe that their teachers fully identify their strengths and encourage them with providing right level of challenges.

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

Question 12	Every Time	Usually	Occasionally / sometimes	Rarely	Never
Overcoming of Weakness	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

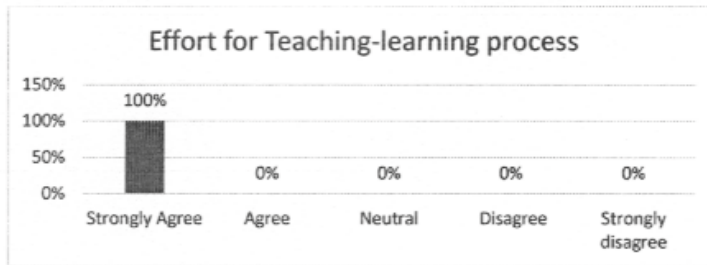


All students believe that every time their teachers are able to identify their weaknesses and help them to overcome them.

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

Question 13	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Effort for Teaching-learning process	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

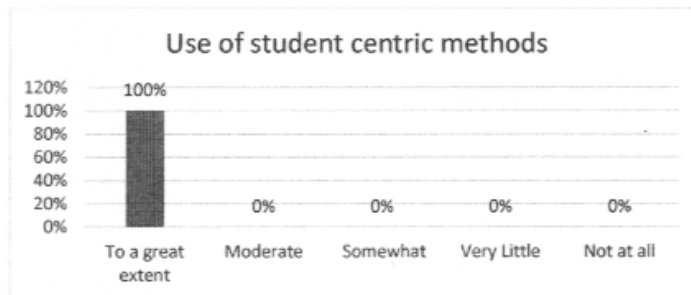
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100 percent students strongly agree on the statement that the institution makes effort to engage them in the monitoring, review and continuous quality improvement of the teaching learning process.

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

Question 14	To a great extent	Moderate	Somewhat	Very Little	Not at all
Use of student centric methods	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

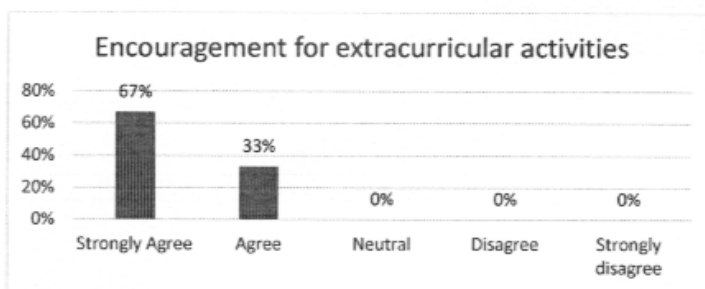


100 percent students are of the opinion that the institute / teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences, to a great extent.

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

Question 15	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Encouragement for extracurricular activities	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)

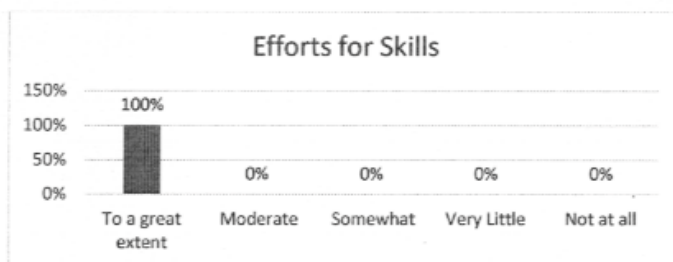
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67 percent students strongly agree on the statement that teachers encourage them to participate in extracurricular activities. 33 percent students agree on this statement.

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.

Question 16	To a great extent	Moderate	Somewhat	Very Little	Not at all
Efforts for Skills	3 (100)	0 (0)	0 (0)	0 (0)	0 (0)

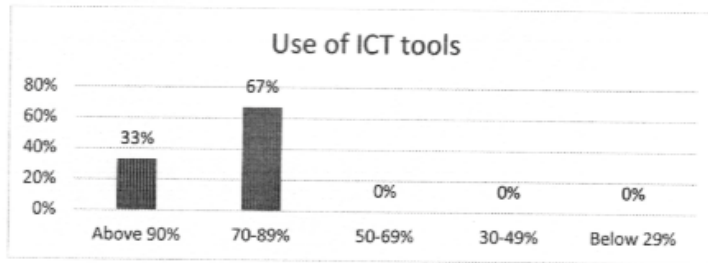


100 percent students opine that efforts are made to a great extent by the institute / teachers to inculcate soft skills, life skills and employability skills to make them ready for the world of work.

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

Question 17	Above 90%	70-89%	50-69%	30-49%	Below 29%
Use of ICT tools	1 (33)	2 (67)	0 (0)	0 (0)	0 (0)

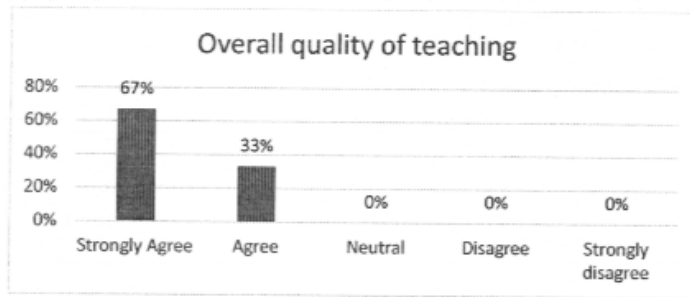
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33% of the students believe that more than ninety percent of faculty use ICT tools in the teaching process. 67% students believe that seventy to ninety percent teachers use ICT tools while teaching.

Question 18: The overall quality of teaching learning process in your institute is very good.

Question 18	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Overall quality of teaching	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)



All the students either strongly agree (67%) or agree (33%) with the statement that overall quality of teaching process is very good. None of them disagrees.

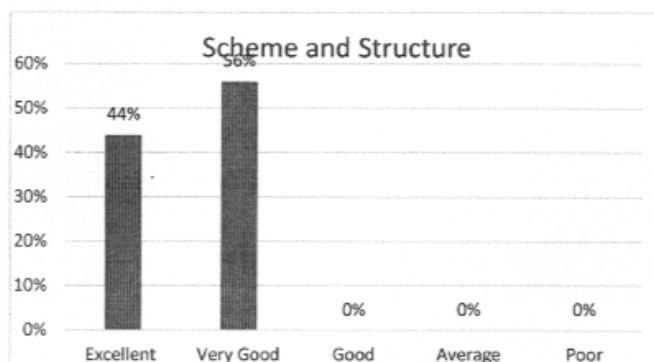
Section II- Faculty Feedback on Design and Review of Syllabus

Faculty Feedback on Syllabus of MBA

Feedback on design and review of syllabus was collected from Faculty for the syllabus of MBA programs of the department of Management and Hospitality. Total 10 questions were asked through a feedback proforma and the 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	4 (44)	5 (56)	0 (0)	0 (0)	0 (0)



44 per cent faculty rated the scheme and structure of curriculum as excellent, whereas 56 percent rated it as very good. 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	4 (44)	4 (44)	1 (11)	0 (0)	0 (0)



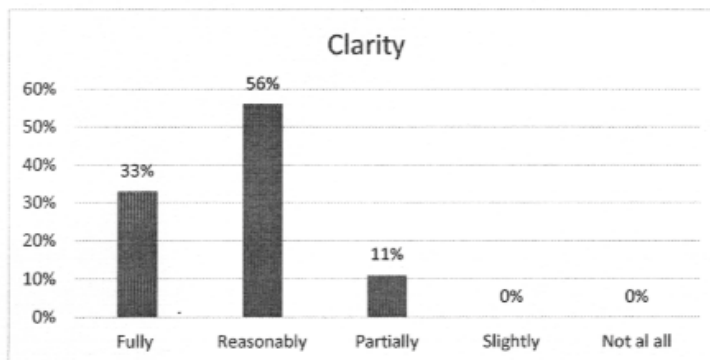
The relevance of the courses that are included in the curriculum are rated excellent by 44 percent faculty members, where as it is rated very good and good by 44 percent and 11 percent faculty members respectively.

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

Question 3	Fully	Reasonably	Partially	Slightly	Not at all
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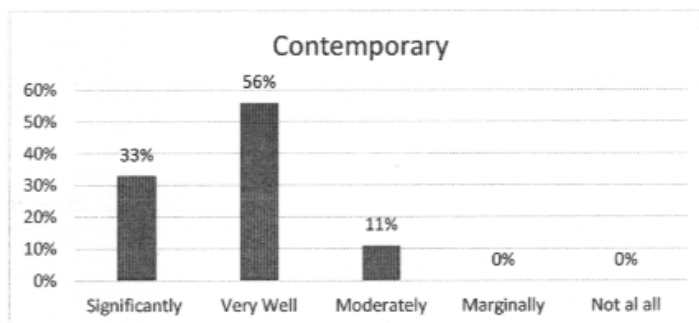
Clarity	3 (33)	5 (56)	1 (11)	0 (0)	0 (0)
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Thirty three percent of faculty members are of the view that aims and objectives of the syllabi are well defined and fully clear to teachers and students. 56 percent are of the view that they are reasonably clear to the teachers and students, whereas 11% believe that it is partially clear to teachers and students.

Question 4: Syllabus is contemporary and need based.

Question 4	Significantly	Very Well	Moderately	Marginally	Not at all
Contemporary	3 (33)	5 (56)	1 (11)	0 (0)	0 (0)



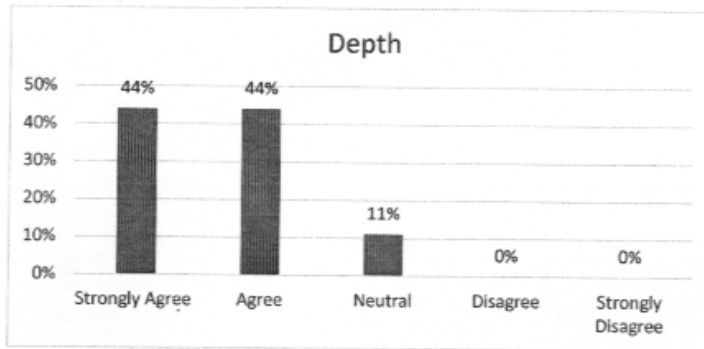
Thirty three percent faculty believes that the syllabus is significantly contemporary, whereas fifty six percent faculty members have rated it as very well, but not significantly. Only 11 percent are of the view that syllabus is moderately contemporary and need based.

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

Question 5	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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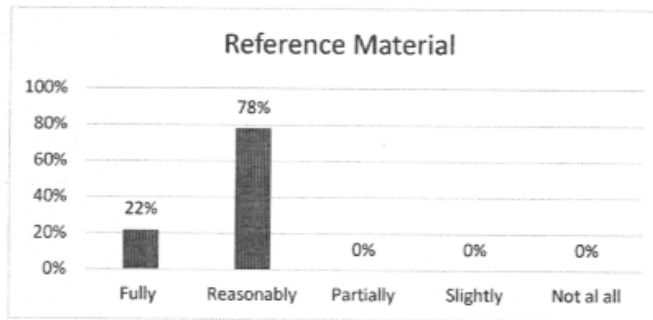
Depth	4 (44)	4 (44)	1 (11)	0 (0)	0 (0)
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Forty four percent teachers strongly agree with the statement that the depth of the course content is adequate to have significant learning outcomes, whereas remaining 44 percent simply agree with the given statement. Remaining 11 percent believe that it is neutral. 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	2 (22)	7 (78)	0 (0)	0 (0)	0 (0)

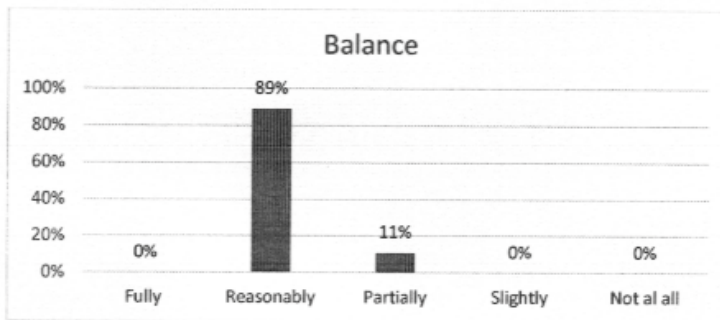


22 percent of teachers fully agree with the statement that Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus in the library, whereas, remaining 78 percent believe that they reasonably agree with the statement.

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

Question 7	Fully	Reasonably	Partially	Slightly	Not at all
Balance	0 (0)	8 (89)	1 (11)	0 (0)	0 (0)

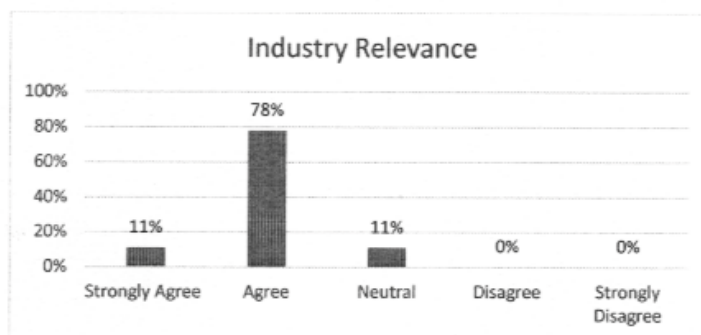
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89 percent teachers reasonably agree that the course/syllabus has a good balance between theory and Laboratory-work, whereas remaining 11 percent partially agree with the given statement.

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	1 (11)	7 (78)	1 (11)	0 (0)	0 (0)

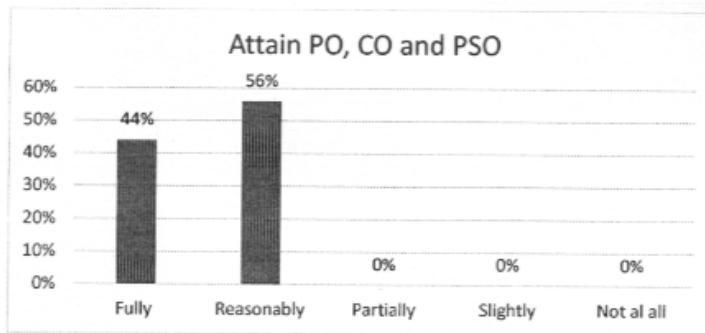


11 percent and 78 percent faculty / teachers have given rating as strongly agree and simply agree with the statement that depth of the syllabus is related to competencies expected by the industry / current global scenario.

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	4 (44)	5 (56)	0 (0)	0 (0)	0 (0)

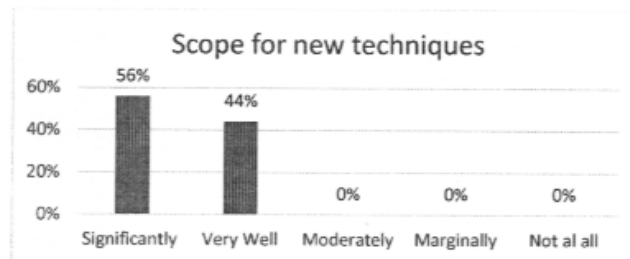
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In the context of the fact if syllabus help in attaining PO, CO and PSO satisfactorily, 44 percent faculty fully believe in the statement, whereas remaining 56 percent reasonably believe in the given statement.

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	5 (56)	4 (44)	0 (0)	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 44 percent very well agree to this statement.

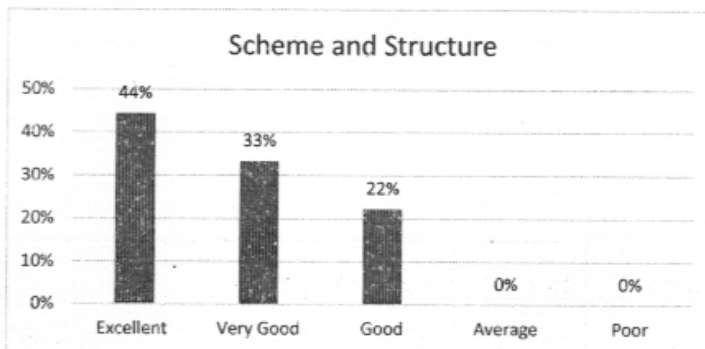
Faculty Feedback on Syllabus of BBA

Feedback on design and review of syllabus was collected from Faculty for the syllabus of BBA programs of the department of Management. Total 10 questions were asked through a feedback proforma and the analysis of the feedback is presented below:

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

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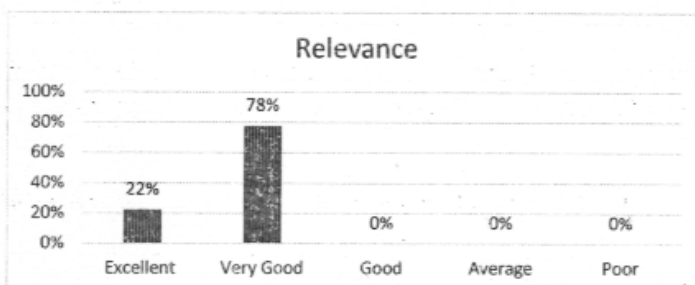
Question 1	Excellent	Very Good	Good	Average	Poor
Scheme and Structure	4 (44)	3 (33)	2 (22)	0 (0)	0 (0)



44 per cent faculty rated the scheme and structure of curriculum as excellent, whereas 33 percent and 22 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	2 (22)	7 (78)	0 (0)	0 (0)	0 (0)



The relevance of the courses that are included in the curriculum are rated excellent by 22 percent faculty members, where as it is rated very good by remaining 78 percent of faculty.

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

Question 3	Fully	Reasonably	Partially	Slightly	Not at all
Clarity	4 (44)	9 (56)	0 (0)	0 (0)	0 (0)

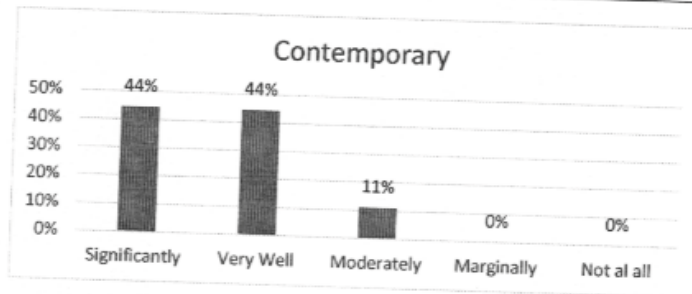
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Forty four percent of faculty members are of the view that aims and objectives of the syllabi are well defined and fully clear to teachers and students and remaining 56 percent are of the view that that are reasonably clear to the teachers and students.

Question 4: Syllabus is contemporary and need based.

Question 4	Significantly	Very Well	Moderately	Marginally	Not at all
Contemporary	4 (44)	4 (44)	1 (11)	0 (0)	0 (0)

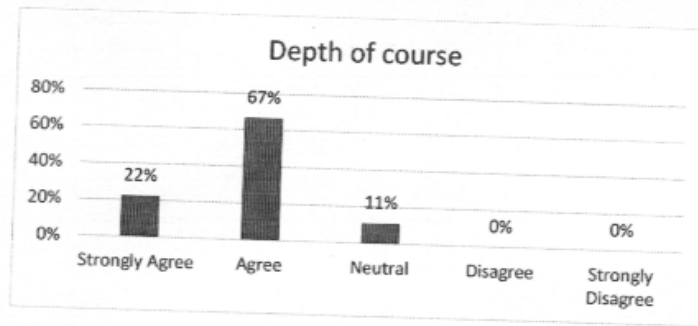


Forty four percent faculty believes that the syllabus is significantly contemporary, whereas remaining forty four percent and eleven percent faculty members have rated it as very well and moderately well, respectively.

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	2 (22)	6 (67)	1 (11)	0 (0)	0 (0)

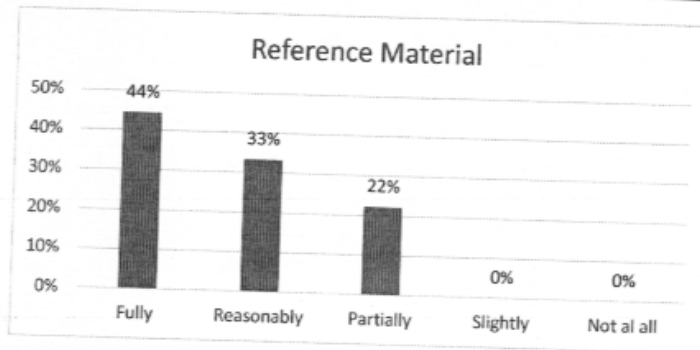
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22 percent teachers strongly agree with the statement that the depth of the course content is adequate to have significant learning outcomes, whereas 67 percent simply agree with the given statement. Remaining 11 percent rated it as neutral. None of 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	4 (44)	3 (33)	2 (22)	0 (0)	0 (0)

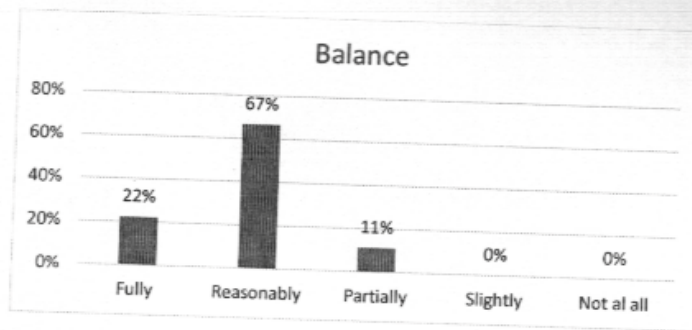


44 percent of teachers fully agree with the statement that Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus in the library, whereas, 33 percent believe that they reasonably agree with the statement. On the other hand, 22 percent each partially agree 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	2 (22)	6 (67)	1 (11)	0 (0)	0 (0)

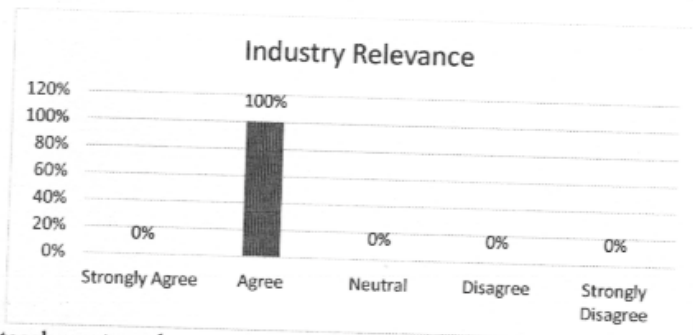
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22 percent teachers fully agree that the course/syllabus has a good balance between theory and Laboratory-work, whereas 67 percent reasonably agree with the given statement. Remaining 11 percent partially agree with the statement.

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	0 (0)	9 (100)	0 (0)	0 (0)	0 (0)

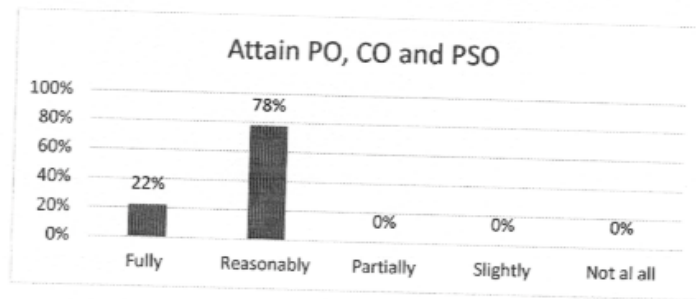


All faculty / teachers strongly agree with the statement that depth of the syllabus is related to competencies expected by the industry / current global scenario.

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	2 (22)	7 (78)	0 (0)	0 (0)	0 (0)

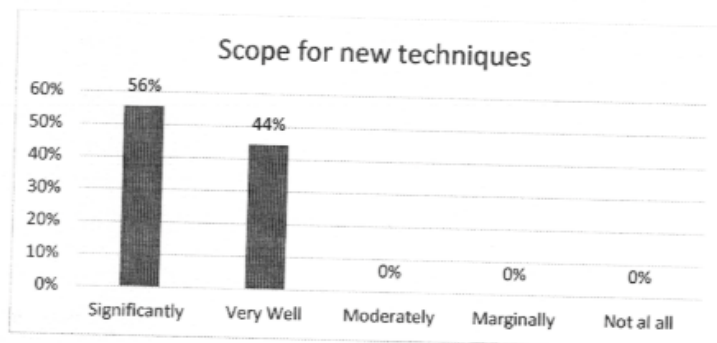
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In the context of the fact if syllabus help in attaining PO, CO and PSO satisfactorily, 22 percent faculty fully believe in the statement, whereas remaining 78 percent reasonably believe in the given statement. None of the

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	5 (56)	4 (44)	0 (0)	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 remaining 44 percent very well agree to this statement.

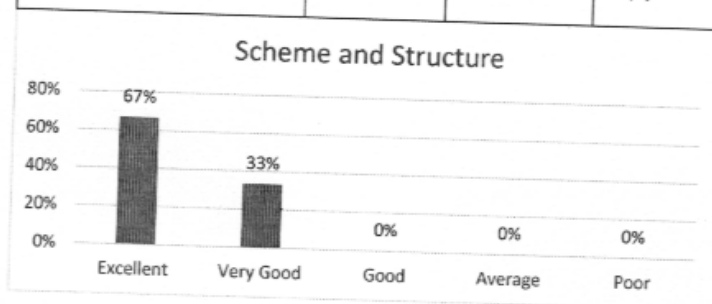
Faculty Feedback on Syllabus of PhD Coursework

Feedback on design and review of syllabus was collected from Faculty for the syllabus of PhD Coursework programs of the department of Management and Hospitality. Total 10 questions were asked through a feedback proforma and the analysis of the feedback is presented below:

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

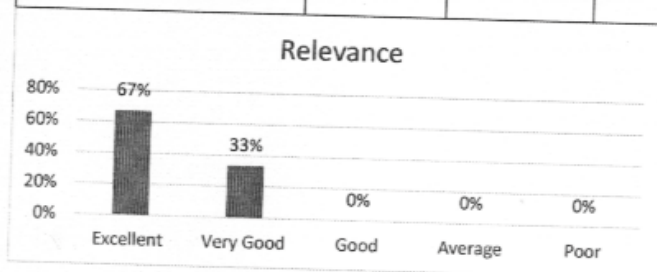
Question 1	Excellent	Very Good	Good	Average	Poor
Scheme and Structure	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)



67 per cent faculty rated the scheme and structure of curriculum as excellent, whereas remaining 33 percent rated it very good. None of the faculty members rated it good, average or poor. Overall, the scheme and structure of syllabus can be considered as one of the best.

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

Question 2	Excellent	Very Good	Good	Average	Poor
Relevance	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)

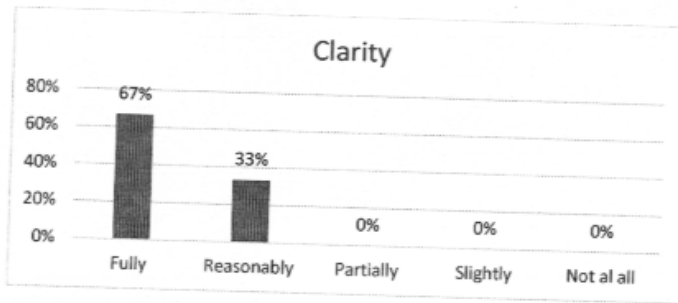


The relevance of the courses that are included in the curriculum are rated excellent by 67 percent faculty members, where as it is rated very good by remaining 33 percent faculty members respectively.

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

Question 3	Fully	Reasonably	Partially	Slightly	Not at all
Clarity	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)

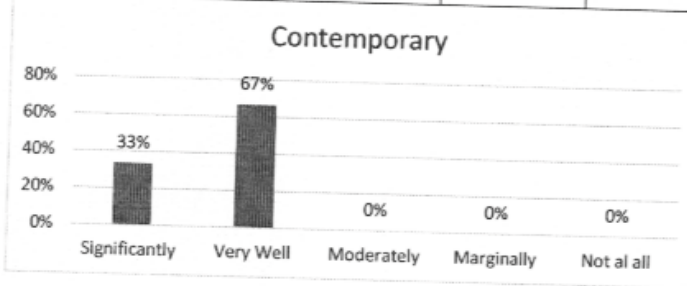
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67 percent of faculty members are of the view that aims and objectives of the syllabi are reasonably clear to teachers and students and remaining 33 percent are of the view that the syllabi is fully clear to the teachers and students.

Question 4: Syllabus is contemporary and need based.

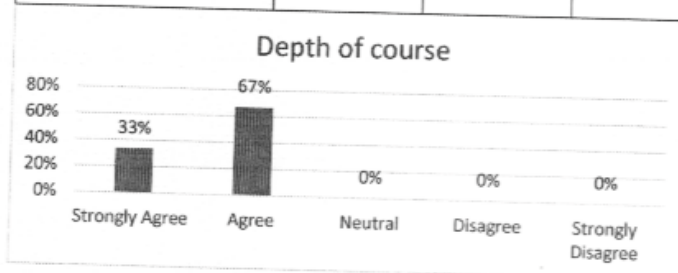
Question 4	Significantly	Very Well	Moderately	Marginally	Not at all
Contemporary	1 (33)	2 (67)	0 (0)	0 (0)	0 (0)



33 percent faculty believes that the syllabus is significantly contemporary, whereas remaining 67 percent faculty members have rated it as very well.

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	1 (33)	2 (67)	0 (0)	0 (0)	0 (0)

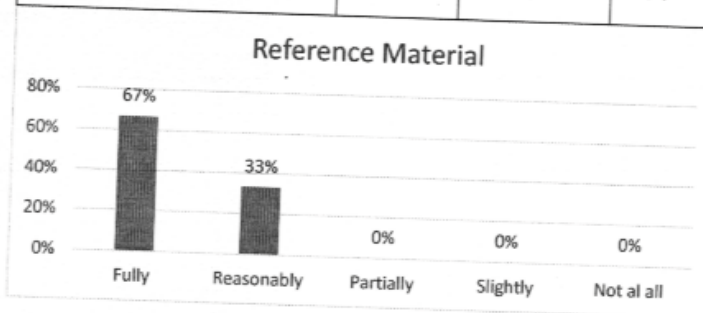


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33 percent teachers strongly agree with the statement that the depth of the course content is adequate to have significant learning outcomes, whereas remaining 67 percent simply agree with the given statement.

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

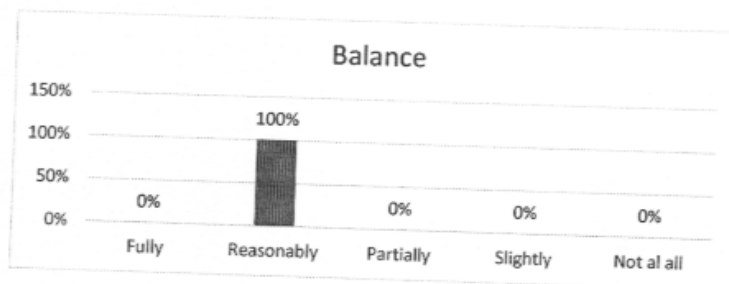
Question 6	Fully	Reasonably	Partially	Slightly	Not at all
Reference Material	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)



67 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, 33 percent believe that they reasonably agree with the 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	0 (0)	3 (100)	0 (0)	0 (0)	0 (0)



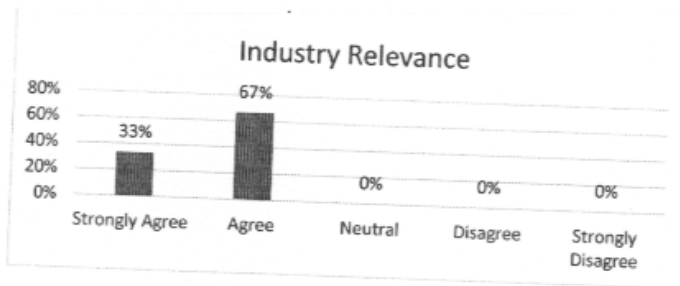
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100 percent teachers reasonably agree that the course/syllabus has a good balance between theory and Laboratory-work.

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	1 (33)	2 (67)	0 (0)	0 (0)	0 (0)



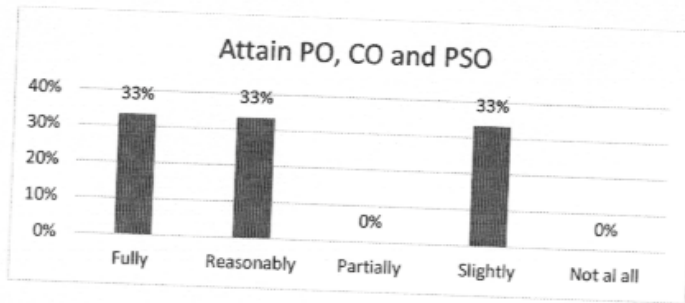
33 percent faculty / teachers have given rating as strongly agree with the statement that depth of the syllabus is related to competencies expected by the industry / current global scenario. Remaining 67 percent agree with the statement. None of the faculty disagree or strongly disagree with the given statement.

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	1 (33)	1 (33)	0 (0)	1 (33)	0 (0)

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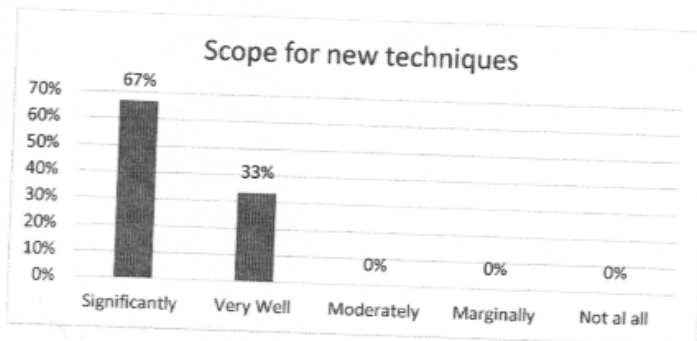
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In the context of the fact if syllabus help in attaining PO, CO and PSO satisfactorily, 33 percent faculty fully believe in the statement. Also 33 percent each believe it reasonably and slightly respectively.

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	2 (67)	1 (33)	0 (0)	0 (0)	0 (0)



67 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 remaining 33 percent very well agree to this statement.

Section III- 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:

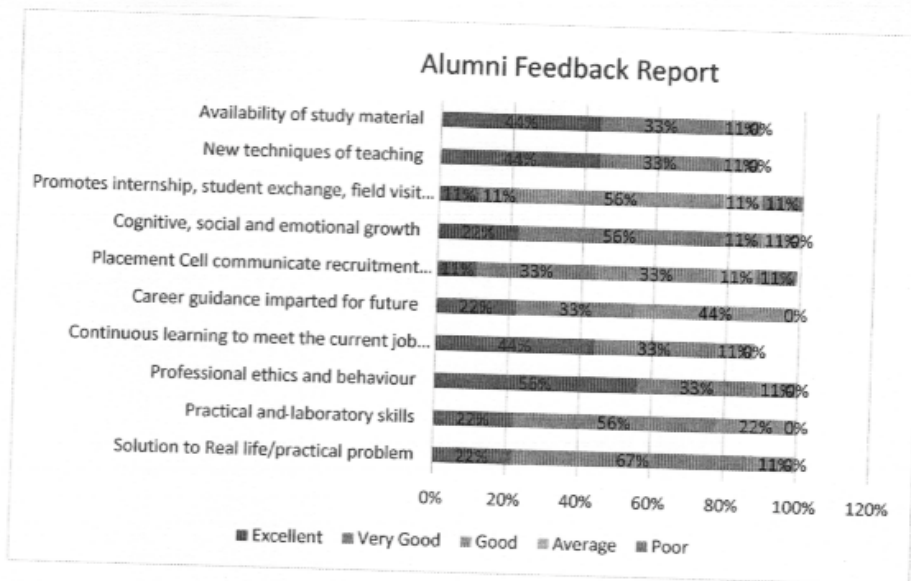
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S. no	Parameters	Excellent	Very Good	Good	Average	Poor
1	Solution to Real life/practical problem	2 (22)	6 (67)	1 (11)	0 (0)	0 (0)
2	Practical and laboratory skills	2 (22)	5 (56)	1 (22)	0 (0)	0 (0)
3	Professional ethics and behaviour	5 (56)	3 (33)	1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

Figures in parenthesis () represent percentage





- Solution to Real life/practical Problems:** 22 percent and 67 percent of students stated that ability of syllabus to provide solution to practical and real life problems is excellent and very good respectively. Also 11 percent describe it as 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, 22 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:** 44 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 11 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:** 22 percent students stated that the curriculum imparts excellent career guidance and, 33 percent and 44 percent of students stated it is very good and good respectively. Whereas 11 percent described this ability as average.
- Placement Cell communicate recruitment opportunities:** 11 percent students described the communication by placement cell regarding recruitment opportunities as excellent, whereas and 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:** 44 percent, 33 percent and 11 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 (44 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 good 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/ 420A

Date:- 08/2/2024

Report on structured Feedback for Design and Review of Syllabus

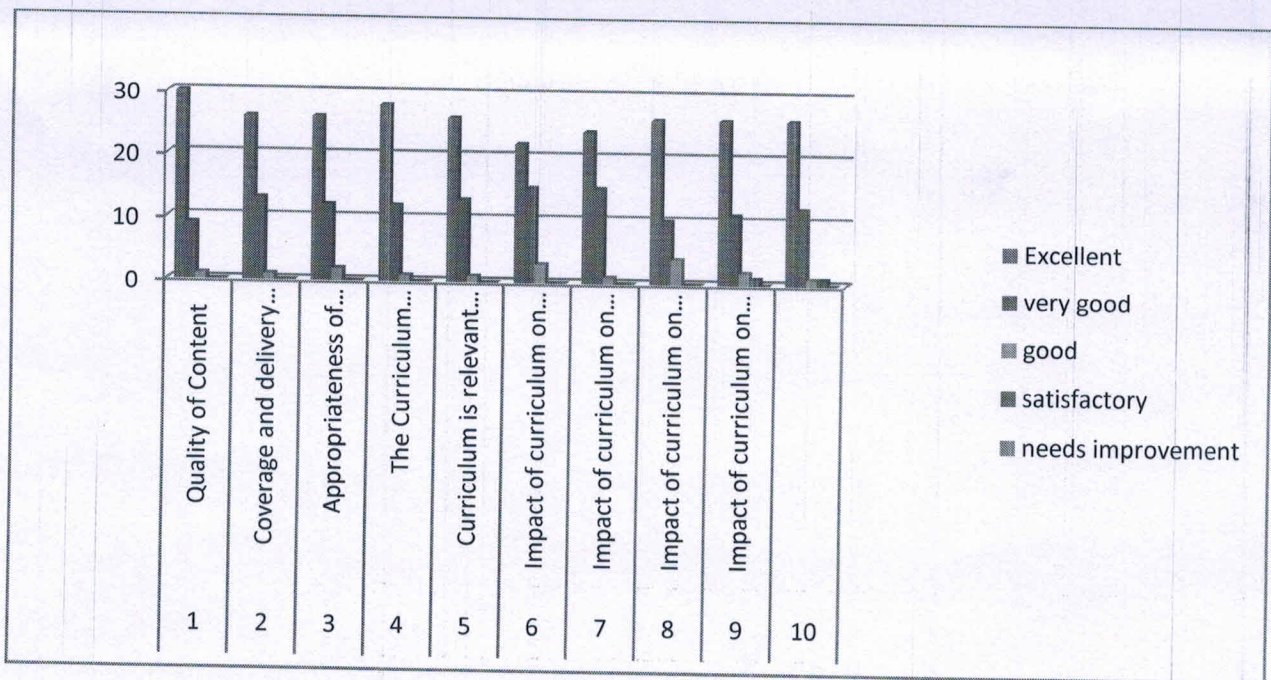
The structured feedback regarding the design and review of the syllabus was obtained from students, parents, alumni, and teachers. In order to obtain the feedback, a structured questionnaire was designed to elicit responses regarding relevant issues concerning the review and delivery of the syllabus.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

Table 1: Students' Feedback					
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	(30) 75%	(9) 23%	(1) 3%	(00%)	(00%)
Coverage and delivery of syllabus	(26) 65%	(13) 32%	(1) 3%	(00%)	(00%)
Appropriateness of programme outcomes and learning outcomes	(26) 65%	(12) 30%	(2) 5%	(00%)	(00%)
The Curriculum enhances learning	(28) 70%	(12) 30%	(1) 3%	(00%)	(00%)
Curriculum is relevant for employability	(26) 65%	(13) 32%	(1) 3%	(00%)	(00%)
Impact of curriculum on developing analytical skills	(22) 55%	(15) 38%	(3) 8%	(00%)	(00%)
Impact of curriculum on developing industrial oriented skills	(24) 60%	(15) 38%	(1) 3%	(00%)	(00%)
Impact of curriculum on developing entrepreneurial skills	(26) 65%	(10) 25%	(4) 10%	(00%)	(00%)
Impact of curriculum on holistic development of students	(26) 65%	(11) 28%	(2) 5%	(1) 3%	(00%)
Co-Curricular and extracurricular activities	(26) 65%	(12) 30%	(1) 3%	(1) 3%	(00%)
Note: Percentage is given in parenthesis					


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- 1. Quality of content:** 75% percent of students stated that the quality of content is excellent and 23% percent very good respectively. Where 3% percent describe it as good, Overall students were satisfied with the quality of content.
- 2. Coverage and delivery of the syllabus:** In the context of coverage and delivery of the syllabus, it is found that 65% percent is excellent and it as very good is 23% or 3% 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.
- 3. Appropriateness of programme outcomes and learning outcomes and learning outcomes:** 65 % students response is Excellent percent and 32% percent of students described programme outcomes and learning outcomes as very good and 03% percent good respectively.
- 4. 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.
- 5. 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.
- 6. Impact of curriculum on developing analytical skills:** More than 55% percent students described the curriculum is Excellent and 38% percent students is describe very good for developing analytical skills and 8% percent of students found it good, . Overall students were satisfied
- 7. Impact of curriculum on developing industrial oriented skills:** 60% percent of students claimed the curriculum is Excellent and 38% percent very good for developing entrepreneurial skills among the students or 3% percent of students found it good, . Overall students were satisfied
- 8. Impact of curriculum on developing entrepreneurial skills:** 65% percent of students claim the curriculum is excellent and it is described 25% percent as very good, and 10% percent as good. Overall students were satisfied.
- 9. Impact of curriculum on the holistic development of students:** The majority of parents 65% percent marked the curriculum for the holistic development of students as excellent whereas, 28% percent claimed it a very good or 5% percent is good. The 3% or Overall students were satisfied.

10. Co-curriculum and extracurricular activities: 65% percent of students marked co-curricular and extracurricular activities are excellent. 30% percent of students claimed is very good. Or 3% percent of students described good. overall students were satisfied.

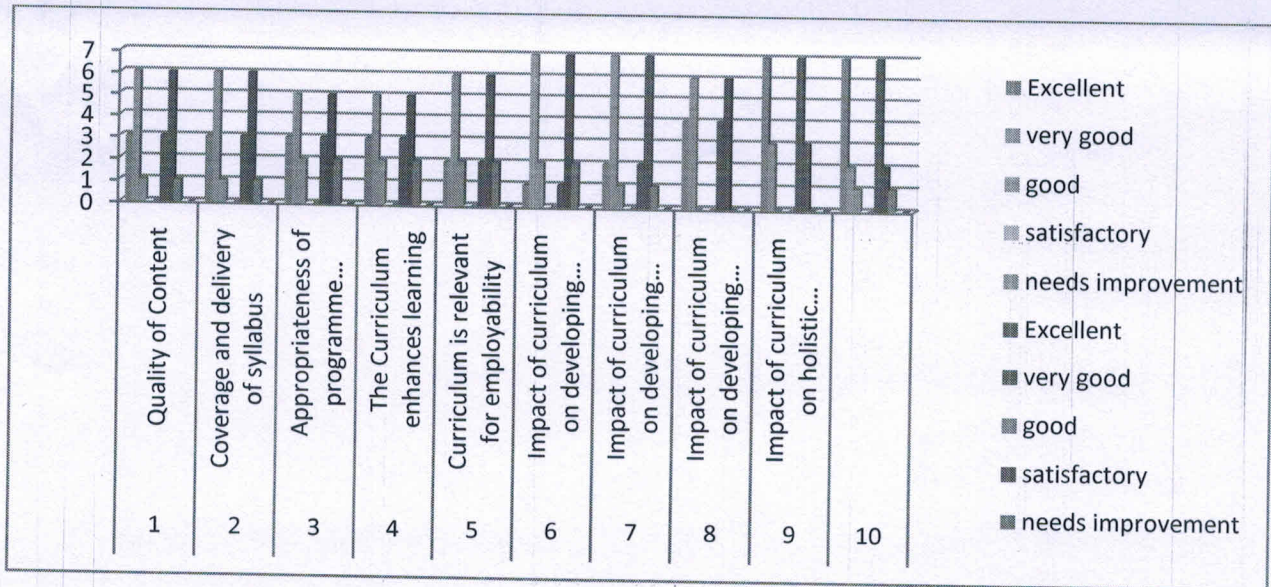
2. Parent's Feedback on the Design and Review of Syllabus

Feedback on the design and review of the syllabus was collected from 10 parents of the department. The analysis of feedback is presented in Table 2.

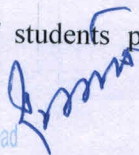
Table:2 Parents' Feedback					
	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	4 (40%)	6 (60%)	1 (10%)	00%	00%
Coverage and delivery of syllabus	4 (40%)	6 (60%)	1 (10%)	00%	00%
Appropriateness of programme outcomes and learning outcomes	4 (40%)	5 (50%)	2 (20%)	00%	00%
The Curriculum enhances learning	4 (40%)	5 (50%)	2 (20%)	00%	00%
Curriculum is relevant for employability	2 (20%)	6 (60%)	2 (20%)	00%	00%
Impact of curriculum on developing analytical skills	1 (10%)	7 (70%)	2 (20%)	00%	00%
Impact of curriculum on developing industrial oriented skills	2 (20%)	7 (70%)	1 (10%)	00%	00%
Impact of curriculum on the holistic development of the students	4 (40%)	6 (60%)	00%	00%	00%
Impact of curriculum on developing entrepreneurial skills	7 (70%)	3 (30%)	00%	00%	00%
Co-Curricular and extracurricular activities	7 (70%)	2 (20%)	1 (10%)	00%	00%
Note: Percentage is given in parenthesis					



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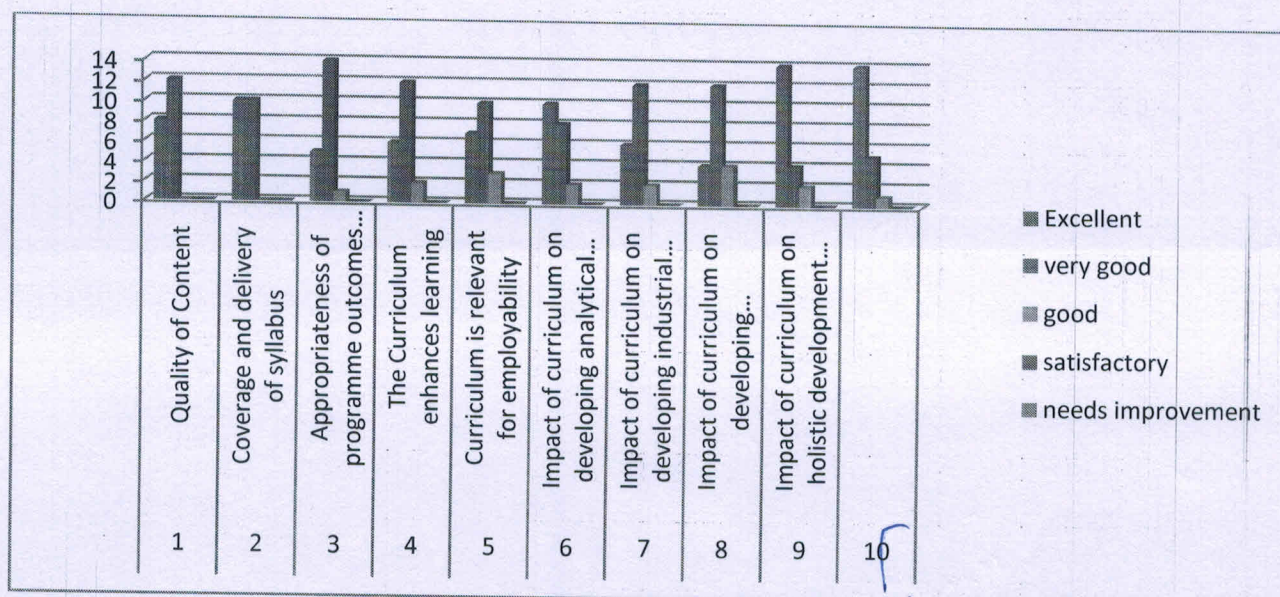
1. **Quality of content:** 40% percent of the parents stated that the quality of content is excellent and 60% percent very good respectively. Whereas 10% percent it was good overall the parents were satisfied with the quality of the content.
2. **Coverage and delivery of the syllabus:** The coverage and delivery of the syllabus are found as 40% percent excellent respectively. 60% percent of parents described it very well. 10% percent and overall parents were satisfied,
3. **Appropriateness of programme outcomes and learning outcomes and learning outcomes:** 40% percent parents described programme outcomes and learning outcomes were excellent and 50% percent of parents described programme outcomes and learning outcomes as very good and 20% percent good respectively,
4. **The curriculum enhances learning:** Overall parents were satisfied with the curriculum for enhancing the learning abilities of students. The parents described 40% percent as excellent. As 50% percent stated it as very good, whereas 20% percent described it as good overall, parents are pleased with this.
5. **The curriculum is relevant for employability:** 20% percent parents described the curriculum as excellent for developing analytical skills and 60% percent of parents found it very good or 20%percent is good.
6. **Impact of curriculum on developing analytical skills:** 10% percent parents described the curriculum as excellent for developing analytical skills and 70% percent of parents found it very good or 20% percent is good.
7. **Impact of curriculum on developing industrial oriented skills:** More than 20% percent of parents described the curriculum as excellent. 70% percent is described very good and 10% percent is good.
8. **Impact of curriculum on the holistic development of students:** 40% percent claimed it is excellent, 60% percent very good and 10% percent good respectively. Overall, parents stated the curriculum as satisfactory concerning to develop holistic skills among students.
9. **Impact of curriculum on developing entrepreneurial skills:** 70% percent of parents claimed the curriculum is excellent, 30% percent very good for developing entrepreneurial skills among the students and all the parents were fully satisfied with the curriculum.
10. **Co-curriculum and extracurricular activities:** 70% percent of students parents described is excellent and 20 percent as very good, 10% percent is good.


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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 41 pass-out students. Analysis of the 10 students feedback is collected from MAJMC-2022-23 batch Programs and 10 students feedback is collected from BAJMC-2021-23 batch Programs of the department. students' feedback is presented in Table 3.

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	8 (40%)	12 (60%)	(00%)	(00%)	(00%)
Coverage and delivery of syllabus	10 (50%)	10 (50%)	(00%)	(00%)	(00%)
Appropriateness of programme outcomes and learning outcomes	05 (25%)	14 (70%)	1 (5%)	(00%)	(00%)
The Curriculum enhances learning	06 (30%)	12 (60%)	2 (10%)	(00%)	(00%)
Curriculum is relevant for employability	07 (35%)	10 (50%)	3 (15%)	(00%)	(00%)
Impact of curriculum on developing analytical skills	10 (50%)	8 (40%)	2 (10%)	(00%)	(00%)
Impact of curriculum on developing industrial oriented skills	06 (30%)	12 (60%)	2 (10%)	(00%)	(00%)
Impact of curriculum on the holistic development of the students	04 (20%)	12 (60%)	04 (20%)	(00%)	(00%)
Impact of curriculum on developing entrepreneurial skills	14 (70%)	4 (20%)	2 (10%)	(00%)	(00%)
Co-Curricular and extracurricular activities	14 (70%)	05 (25%)	1 (5%)	(00%)	(00%)

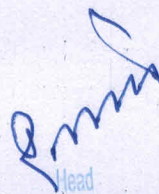


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- 1. Quality of content:** 40% of Students stated that the quality of content is excellent and 60% is very good respectively. Overall the aluminiise were satisfied with the quality of the content.
- 2. Coverage and delivery of the syllabus:** The coverage and delivery of the syllabus are found as 50% percent excellent respectively. 50 percent of aluminiise was described as very good. Overall aluminiise were satisfied, but a few improvements were needed.
- 3. Appropriateness of programme outcomes and learning outcomes and learning outcomes:** 25% percent and 70% percent of aluminiise described programme outcomes and learning outcomes as very good respectively and 5% students describe good. Overall aluminiise were satisfied, but a few improvements were needed
- 4. The curriculum enhances learning:** Overall aluminiise were satisfied with the curriculum for enhancing the learning abilities of students. The aluminiise described 30% percent excellent. As 60% percent stated it as very good and 10% is describe good overall, aluminiise are pleased with this.
- 5. The curriculum is relevant for employability:** 35% percent of aluminiise described the curriculum as excellent for developing analytical skills and 50% percent of aluminiise found it very good or 15% percent is good.
- 6. Impact of curriculum on developing analytical skills:** 50% percent of aluminiise described the curriculum as excellent for developing analytical skills and 40% percent of aluminiise found it very good or 10% percent is good.
- 7. Impact of curriculum on developing industrial-oriented skills:** More than 30% percent of aluminiise described the curriculum as excellent. 60% percent is described as very good and 10% percent is good.
- 8. Impact of curriculum on the holistic development of students:** 20% percent claimed it is excellent, 60% percent very good and 20% percent good respectively. Overall, aluminiise stated the curriculum as satisfactory concerning developing holistic skills among students.
- 9. Impact of curriculum on developing entrepreneurial skills:** 70% percent of aluminiise claimed the curriculum is excellent, 20% percent very good for developing entrepreneurial skills among the students and 10% percent described it as fully satisfied with the curriculum.
- 10. Co-curriculum and extracurricular activities:** 70% percent of aluminiise described as excellent and 25% percent as very good, 05% percent described it as fully satisfied with the curriculum

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

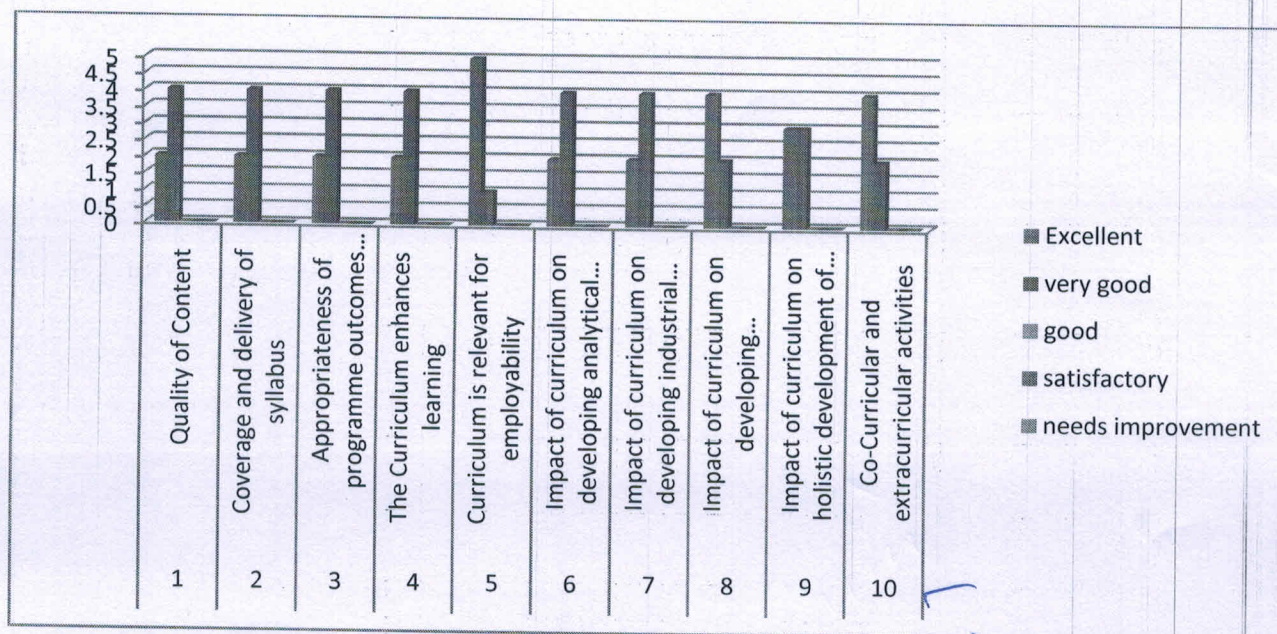
Feedback from Faculty members of the Department has been obtained regarding the design and review of the syllabus of the three programs offered by the department, Namely PhD, MAJMC, and BAJMC, Feedback was collected from 2 regular faculty members. Course-wise analysis of the feedback is presented in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

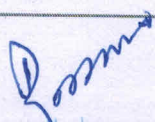


Head
Department of Journalism & Mass Communication
IKG Punjab Technical University
Kapurthala-144603 (Pb.)

Table 4.1: Teachers Feedback for BAJMC/MAJMC/PhD

	Excellent	Very Good	Good	Satisfactory	Needs Improvement
Quality of Content	2 (33%)	4 (67%)	00	00	00
Coverage and delivery of the syllabus	2 (33%)	4 (67%)	00	00	00
Appropriateness of programme outcomes and learning outcomes	2 (33%)	4 (67%)	00	00	00
The Curriculum enhances learning	2 (33%)	4 (67%)	00	00	00
The curriculum is relevant for employability	5 (83%)	1 (17%)	00	00	00
Impact of curriculum on developing analytical skills	5 (83%)	1 (17%)	00	00	00
Impact of curriculum on developing industrial oriented skills	5 (83%)	1 (17%)	00	00	00
Impact of curriculum on the holistic development of the students	4 (67%)	2 (33%)	00	00	00
Impact of curriculum on developing entrepreneurial skills	3 (50%)	3 (50%)	00	00	00
Co-Curricular and extracurricular activities	4 (67%)	2 (33%)	00	00	00




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

- 1. Quality of content:** 33% percent of teachers stated that the quality of content is excellent and 67% percent is describing very good overall the Teachers were satisfied with the quality of content.
- 2. Coverage and delivery of the syllabus:** 33% of percent teachers stated that the quality of content is excellent and 67% percent is describing very good , overall the Teachers were satisfied with the quality of content.
- 3. Appropriateness of programme outcomes and learning outcomes and learning outcomes:** 33% percent teachers is describe the outcomes content is excellent and 67% percent of teachers are very good respectively, overall the Teachers were satisfied with the quality of content.
- 4. The curriculum enhances learning:**

Overall teachers are satisfied with the curriculum for enhancing the learning abilities of students. It is described 33% percent excellent. As 67% percent stated it was very good.
- 5. The curriculum is relevant for employability:** 83% percent of teachers described the curriculum as excellent for developing analytical skills and 17% percent of teachers found it very good.
- 6. Impact of curriculum on developing analytical skills:** 83% percent of teachers described the curriculum as excellent for developing analytical skills and 17% percent of teachers found it very good.
- 7. Impact of curriculum on developing industrial-oriented skills:** 83% percent of teachers stated that the described is excellent and 17% percent is very good.
- 8. Impact of curriculum on the holistic development of students** 100 percent of teachers stated that the described is very good.
- 9. Impact of curriculum on developing entrepreneurial skills:** 50% percent of teachers stated that the described is excellent and 50% percent is very good.
- 10. Co-curriculum and extracurricular activities:** 67% percent of teachers stated that they described an excellent and 33% percent is very good. overall the Teachers were satisfied.



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

Sr. No.	Branch	Email	Quality of Content	Coverage and Delivery of Syllabus	Appropriateness of programme outcome and learning outcomes	The Curriculum Enhance Learning	Curriculum is relevant for employability	Impact of Curriculum on developing analytical skills	Impact of Curriculum on developing industrial oriented skills	Impact of Curriculum on developing entrepreneurial Skills	Impact of Curriculum on holistic development of the students	Co-Curricular and Extra Curricular activities
1	ME	Kumaripoorja543215431@gmail.com	Excellent	Very Good	Very Good	Good	Very Good	Satisfactory	Satisfactory	Satisfactory	Very Good	Very Good
2	ME	navjot_sallan16@gmail.com	Very Good, Good	Good	Very Good	Very Good	Good	Good	Very Good	Very Good	Very Good	Very Good
3	ME	suraj158912@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent, Very Good	Excellent	Excellent	Excellent	Excellent
4	ME	harshsharma8389@gmail.com	Very Good	Very Good	Very Good	Very Good	Excellent	Excellent, Very Good	Excellent	Very Good	Excellent	Very Good
5	ME	ispabla2233@gmail.com	Very Good	Satisfactory	Good	Satisfactory	Satisfactory	Good	Good	Satisfactory	Good	Good
6	ME	manishchahal7676@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
7	ME	sukhvirdi286@gmail.com	Very Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
8	ME	vbhathi172@gmail.com	Good	Satisfactory	Satisfactory	Satisfactory	Good	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Good
9	ME	inderleer@gmail.com	Excellent	Very Good	Very Good	Good	Good	Excellent	Good	Very Good	Good	Good
10	ME	officialgurinder07@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
11	ME	gs0363692@gmail.com	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
12	ME	nilinsaroya14@gmail.com	Excellent	Excellent	Very Good	Excellent	Very Good	Excellent	Excellent	Excellent	Excellent	Very Good
13	ME	sauravskh07@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
14	ME	namankumar89@gmail.com	Excellent	Very Good	Excellent	Excellent	Very Good	Excellent	Very Good	Excellent	Very Good	Excellent
15	ME	chaudharyhanana3@gmail.com	Excellent	Very Good	Good	Very Good	Good	Very Good	Excellent	Excellent	Very Good	Very Good
16	ME	princebhattihoshiarpur2003@gmail.com	Good	Good	Satisfactory	Satisfactory	Satisfactory	Good	Good	Good	Satisfactory	Satisfactory
17	ME	nitishmyself40@gmail.com	Satisfactory	Very Good	Good	Good	Satisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Good	Good
18	ME	guishanram9700@gmail.com	Very Good	Very Good	Good	Satisfactory	Good	Satisfactory	Good	Satisfactory	Very Good	Very Good
19	ME	jeetswaran33@gmail.com	Very Good	Good	Good	Good	Very Good	Excellent, Satisfactory	Excellent	Excellent	Excellent	Excellent
20	ME	amar261716@gmail.com	Excellent	Excellent	Excellent	Excellent	Very Good	Excellent	Excellent	Excellent	Excellent	Excellent
21	ME	arpitrawal393@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
22	ME	ankitrawal0393@gmail.com	Excellent	Excellent	Excellent	Excellent	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
23	ME	itsunikumarask@gmail.com	Very Good	Excellent	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
24	ME	kuntarijashan873@gmail.com	Needs Improvement	Needs Improvement	Very Good	Very Good	Good	Good	Needs Improvement	Very Good	Excellent	Good
25	ME	gashmirani1907@gmail.com	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
26	ME	hemadip1415@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good

Sr. No.	Branch	Email	Quality of Content	Coverage and Delivery of Syllabus	Appropriateness of programme outcome and learning outcomes	The Curriculum Enhance Learning	Curriculum is relevant for employability	Impact of Curriculum on developing analytical skills	Impact of Curriculum on developing industrial oriented skills	Impact of Curriculum on developing entrepreneurial Skills	Impact of Curriculum on holistic development of the students	Co-Curricular and Extra Curricular activities
1	BCA	Kp6158571@gmail.com	Satisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
2	BCA	ad822650@gmail.com	Good	Satisfactory	Good	Satisfactory	Good	Satisfactory	Satisfactory	Needs Improvement	Satisfactory	Needs Improvement
3	BCA	kanuassi01@gmail.com	Needs Improvement	Needs Improvement	Satisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Satisfactory	Needs Improvement	Satisfactory
4	BCA	kaurrajneet338@gmail.com	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
5	BCA	gurpreetkaur73637272@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
6	BCA	manpreetkaurm843@gmail.com	Very Good	Good	Good	Good	Good	Good	Good	Good	Satisfactory	Satisfactory Needs Improvement
7	BCA	nha5583@gmail.com	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
8	BCA	monikaram98781@gmail.com	Good	Excellent	Good	Excellent	Very Good	Good	Excellent	Very Good	Very Good	Excellent
9	BCA	mannuabhi90@gmail.com	Good	Good	Satisfactory	Good	Good	Good	Satisfactory	Satisfactory	Good	Good
10	BCA	seehra89simran@gmail.com	Excellent	Needs Improvement	Good	Very Good	Satisfactory	Very Good	Very Good	Satisfactory	Very Good	Very Good
11	BCA	Kirandeepsondhi@gmail.com	Very Good	Good	Good	Very Good	Very Good	Very Good	Very Good	Good	Good	Very Good
12	BCA	Ks5449123@gmail.com	Excellent	Excellent	Very Good	Excellent, Very Good	Very Good, Good	Excellent	Excellent	Excellent, Very Good	Excellent, Very Good	Excellent, Very Good
13	BCA	Sulhwindersinh33@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
14	BCA	hunnysanger92@gmail.com	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Good	Satisfactory
15	BCA	r305P701@gmail.com	Good	Good	Good	Good	Good	Good	Excellent Needs Improvement	Good	Good	Good

1.4.1 Structured feedback for design and review of syllabus – semester wise / year wise is received from

(10)

1) Students

Sr. No.	Branch	Email	Quality of Content	Coverage and Delivery of Syllabus	Appropriateness of programme outcome and learning outcomes	The Curriculum Enhance Learning	Curriculum is relevant for employability	Impact of Curriculum on developing analytical skills	Impact of Curriculum on developing industrial oriented skills	Impact of Curriculum on developing entrepreneurial Skills	Impact of Curriculum on holistic development of the students	Co-Curricular and Extra Curricular activities
1	CSE	heerneha785@gmail.com	Very Good	Good	Very Good	Very Good	Good	Very Good	Very Good	Good	Very Good	Very Good
2	CSE	ankitjha1106@gmail.com	Excellent	Good	Very Good	Very Good	Good	Good	Very Good	Satisfactory	Good	Excellent
3	CSE	ishir.sagoo@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent, Very Good	Very Good	Excellent	Very Good	Excellent	Very Good
4	CSE	chahalmnpreet218@gmail.com	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Good	Very Good	Very Good	Very Good
5	CSE	kumardanesh503@gmail.com	Very Good	Good	Good	Good	Very Good	Good	Satisfactory	Satisfactory	Very Good	Excellent
6	CSE	Karanaeny3378@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Needs Improvement
7	CSE	simranjitkaur77507@gamil.com	Very Good	Good	Good	Very Good	Good	Very Good	Good	Very Good	Very Good	Very Good
8	CSE	Souravmishra5116@gmail.com	Excellent	Excellent	Very Good	Very Good	Excellent	Very Good	Very Good	Good	Very Good	Excellent
9	CSE	tanial7707979412@gmail.com	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
10	CSE	gudevck123@gmail.com	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
11	CSE	lovepreetsingh06022000@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent, Very Good, Good, Satisfactory	Excellent, Very Good, Good, Satisfactory	Excellent, Very Good, Good, Satisfactory
12	CSE	kaurmanpreet55386@gmail.com	Very Good	Very Good	Very Good	Good	Satisfactory	Good	Good	Good	Good	Excellent
13	CSE	maninder7202@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
14	CSE	navjotj803@gmail.com	Excellent	Very Good	Very Good	Excellent	Excellent, Very Good	Very Good	Very Good	Very Good	Very Good	Good
15	CSE	rahnumamisha8523@gmail.com	Good	Good	Good	Good	Good	Satisfactory	Satisfactory	Good	Good	Good, Satisfactory
16	CSE	Jassicagill45@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good

1.4.1 Structured feedback for design and review of syllabus – semester wise / year wise is received from

(10)

1) Students

Sr. No.	Branch	Email	Quality of Content	Coverage and Delivery of Syllabus	Appropriateness of programme outcome and learning outcomes	The Curriculum Enhance Learning	Curriculum is relevant for employability	Impact of Curriculum on developing analytical skills	Impact of Curriculum on developing industrial oriented skills	Impact of Curriculum on developing entrepreneurial skills	Impact of Curriculum on holistic development of the students	Co-Curricular and Extra Curricular activities
17	CSE	ar8543084@gmail.com	Needs Improvement	Good, Needs Improvement	Good, Needs Improvement	Good, Needs Improvement	Good, Needs Improvement	Good, Needs Improvement	Good, Needs Improvement	Good, Needs Improvement	Good, Needs Improvement	Needs Improvement
18	CSE	gurpreetheer488@gmail.com	Good	Very Good	Very Good	Very Good	Good	Good	Very Good	Good	Good	Good
19	CSE	rohitaroya30@gmail.com	Very Good	Satisfactory	Good	Very Good	Very Good	Very Good	Needs Improvement	Satisfactory	Very Good	Needs Improvement
20	CSE	manhasaryan77@gmail.com	Excellent	Excellent	Excellent	Excellent, Very	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
21	CSE	amandeep7710349428@gmail.com	Needs Improvement	Good	Good	Good	Good	Needs Improvement	Needs Improvement	Needs Improvement	Good	Good
22	CSE	badhangaurav13@gmail.com	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
23	CSE	syuvijh@gmail.com	Very Good	Good	Good	Good	Good	Good	Good	Good	Good	Very Good
24	CSE	Rajamolak2155@gmail.com	Very Good	Good	Very Good	Very Good	Very Good	Good	Good	Very Good	Very Good, Good	Excellent
25	CSE	kaurmanpreet0829@gmail.com	Good	Very Good	Very Good	Excellent	Excellent	Very Good	Very Good	Very Good	Very Good	Very Good
26	CSE	2802manish@gmail.com	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Satisfactory, Needs Improvement	Very Good
27	CSE	somindersingh927@gmail.com	Very Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
28	CSE	darsh seehra@gmail.com	Good	Very Good	Good	Good	Good	Good	Good, Satisfactory	Good	Good, Satisfactory	Needs Improvement
29	CSE	rohitrapi007696@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
30	CSE	prasoongautamju76863@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
31	CSE	deepakmamma07@gmail.com	Very Good	Excellent	Very Good	Very Good	Very Good	Good	Good	Good	Good	Very Good
32	CSE	nehankasharma106@gmail.com	Excellent	Very Good	Excellent	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good

Academic Co-ordinator
 IKGPTU Hoshiarpur Campus

1.4.1 Structured feedback for design and review of syllabus – semester wise / year wise is received from

(10)

1) Students


Sr. No.	Branch	Email	Quality of Content	Coverage and Delivery of Syllabus	Appropriateness of programme outcome and learning outcomes	The Curriculum Enhance Learning	Curriculum is relevant for employability	Impact of Curriculum on developing analytical skills	Impact of Curriculum on developing industrial oriented skills	Impact of Curriculum on developing entrepreneurial skills	Impact of Curriculum on holistic development of the students	Co-Curricular and Extra Curricular activities
33	CSE	parvej273155@gmail.com	Needs Improvement	Good, Satisfactory	Very Good	Satisfactory	Excellent	Satisfactory	Very Good	Needs Improvement	Satisfactory	Satisfactory
34	CSE	sachinku24032003@gmail.com	Needs Improvement	Needs Improvement	Satisfactory	Satisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
35	CSE	navneet65443@gmail.com	Good	Good	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
36	CSE	parminderkaur612002@gmail.com	Good	Good	Needs Improvement	Good	Needs Improvement	Good	Needs Improvement	Needs Improvement	Good	Good
37	CSE	singharmanpreet21@gmail.com	Good	Good	Good	Good	Needs Improvement	Good	Needs Improvement	Good	Good	Good
38	CSE	Sahil78761@gmail.com	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
39	CSE	akashviridi135@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
40	CSE	simranjitsimma2000@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
41	CSE	prakashshahi30476@gmail.com	Very Good	Good	Very Good	Good	Good	Satisfactory	Good	Good	Good	Good
42	CSE	harpreet798677@gmail.com	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Satisfactory	Needs Improvement	Needs Improvement	Satisfactory	Good
43	CSE	sukhvirsingh9752@gmail.com	Very Good	Very Good	Excellent	Very Good	Very Good	Excellent	Excellent	Excellent	Excellent	Very Good
44	CSE	puneethair325@gmail.com	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
45	CSE	rishabh1103003@gmail.com	Needs Improvement	Satisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
46	CSE	rajupankaj20@gmail.com	Excellent	Very Good	Very Good	Good	Very Good	Good	Satisfactory	Satisfactory	Satisfactory	Satisfactory
47	CSE	mandeepnaku6599@gmail.com	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
48	CSE	simrandadianak@gmail.com	Satisfactory	Very Good	Good	Very Good	Good	Good	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Academic Coordinator
 JKGPTU Hoshiarpur Campus

(10)

1.4.1 Structured feedback for design and review of syllabus – semester wise / year wise is received from 1) Students

Sr. No.	Branch	Email	Quality of Content	Coverage and Delivery of Syllabus	Appropriateness of programme outcome and learning outcomes	The Curriculum Enhance Learning	Curriculum is relevant for employability	Impact of Curriculum on developing analytical skills	Impact of Curriculum on developing industrial oriented skills	Impact of Curriculum on developing entrepreneurial Skills	Impact of Curriculum on holistic development of the students	Co-Curricular and Extra Curricular activities
49	CSE	officialkarandeepsingh100@gmail.com	Good Satisfactory	Satisfactory	Satisfactory	Satisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
50	CSE	PK4346332@gmail.com	Very Good	Good	Good	Good	Good	Good	Good	Good	Good	Good


 Academic Co-ordinator
 KGPTU, Hoshangpur Campus

(10)

1.4.1 Structured feedback for design and review of syllabus – semester wise / year wise is received from 1) Students

Sr. No.	Branch	Email	Quality of Content	Coverage and Delivery of Syllabus	Appropriateness of programme outcome and learning outcomes	The Curriculum Enhance Learning	Curriculum is relevant for employability	Impact of Curriculum on developing analytical skills	Impact of Curriculum on developing industrial oriented skills	Impact of Curriculum on developing entrepreneurial Skills	Impact of Curriculum on holistic development of the students	Co-Curricular and Extra Curricular activities
1	CE	sehja123456@gmail.com	Excellent Needs Improvement	Excellent Needs Improvement	Excellent Satisfactory	Excellent Needs Improvement	Very Good Needs Improvement	Excellent Needs Improvement	Excellent Needs Improvement	Very Good Needs Improvement	Very Good Needs Improvement	Excellent Needs Improvement
2	CE	sunilsahri8@gmail.com	Very Good. Good	Good	Satisfactory	Satisfactory	Needs Improvement	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Needs Improvement
3	CE	ashishaggarwal120@gmail.com	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Excellent	Needs Improvement
4	CE	psmehton97@gmail.com	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Excellent	Excellent



I K GUJRAL PUNJAB TECHNICAL UNIVERSITY (MOHALI CAMPUS - 1)

8 responses

ALUMNI FEEDBACK ON CURRICULUM - 2023-24

Publish analytics

Date

8 responses

Dec 2024

18 8

Name of the Alumni

8 responses

Tushar Sharma

Sonu

Simranjeet singh

Gautam Gandhi

Jaspreet Kaur Chahal

Jatin Saini

Aadil Nazir Malla

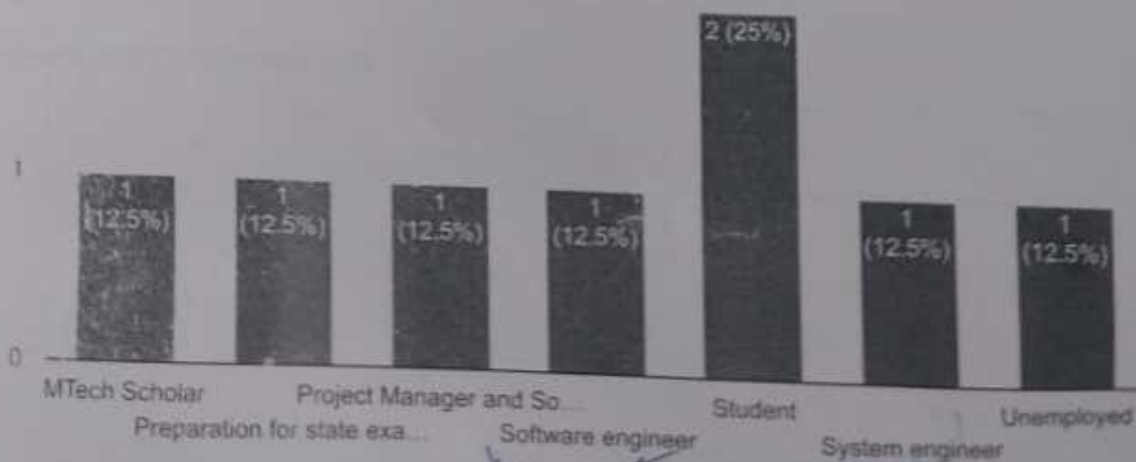
Sawarn Singh

Designation

8 responses

Copy

2



1/7

I.K.Gujral Punjab Technical University Mohali Campus-1

2

Contact Number

8 responses

9306352737

7986331463

81467 83451

6284473946

7018004829

9660000146

9682588167

7654582373

e-mail id

8 responses

tusharsharma2309@gmail.com

sonugautam9699@gmail.com

SS3246572@gmail.com

gautamgandhi002@gmail.com

jaspreetchahal2002@gmai.com

jatinsaini641@gmail.com

www.aeyennmalla123@gmail.com

sawarnsingh312001@gmail.com

Status (Service / self-employment/Higher studies)

Copy

8 responses



- Service
- Self Employment
- Higher Studies
- Preparation for state exams
- Currently unemployed and not getting any job

Name of the Course completed

8 responses

- Btech cse
- B Tech
- Btech cse
- BTech (CSE)
- None
- BTech - CSE
- BTech CSE
- Java full stack

Year of Passing out

Copy

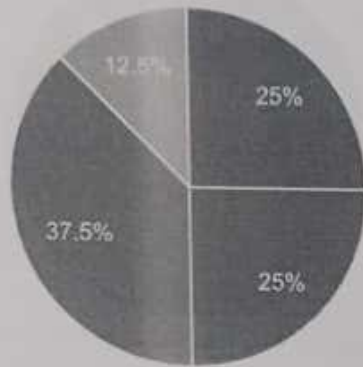
8 responses



Handwritten notes and scribbles at the bottom of the page.

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.

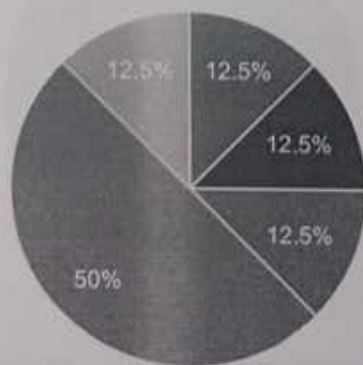
8 responses



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

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

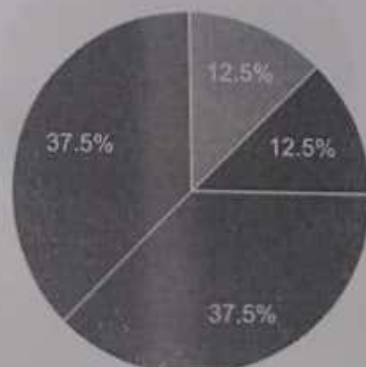
8 responses



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

How do you rate the curriculum with respect to professional ethics and behavior.

8 responses

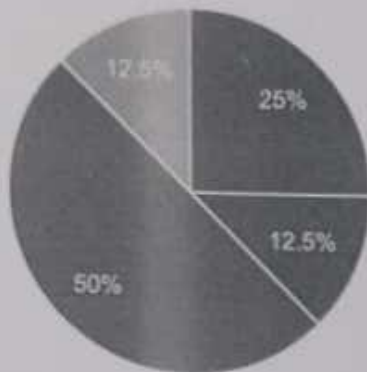


- 5- Excellent
- 4 - Very Good
- 3 - Good
- 2 - Average
- 1 - Poor

K. J. Somaiya Institute of Technical Education
Mumbai - 400 088

Does the curriculum have ability and will to engage in process of continuous learning to meet the current job requirement.

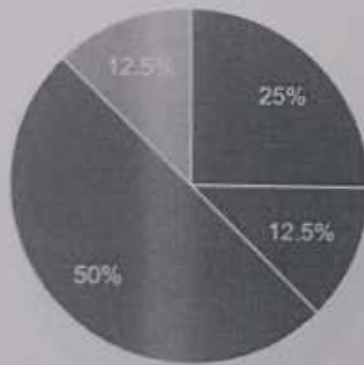
8 responses



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

1. How do you rate the career guidance imparted for your future.

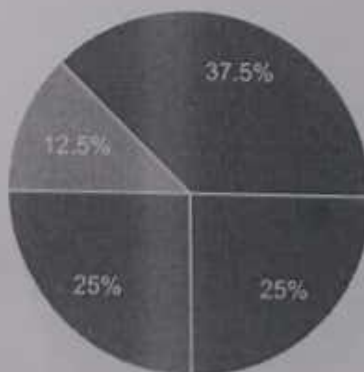
8 responses



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

Does the placement cell communicate opportunities and assist you in recruitment procedure.

8 responses

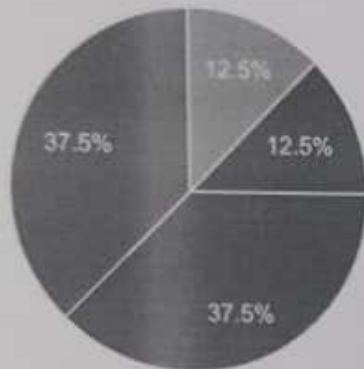


- 5- Excellent
- 4 - Very Good
- 3 - Good
- 2 - Average
- 1 - Poor

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

Copy

8 responses

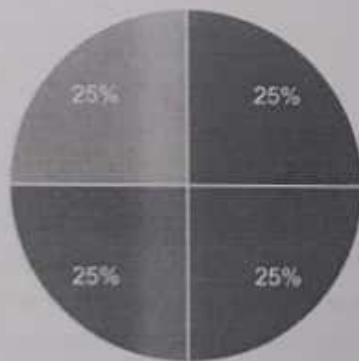


- 5- Excellent
- 4 - Very Good
- 3 - Good
- 2 - Average
- 1 - Poor

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

Copy

8 responses

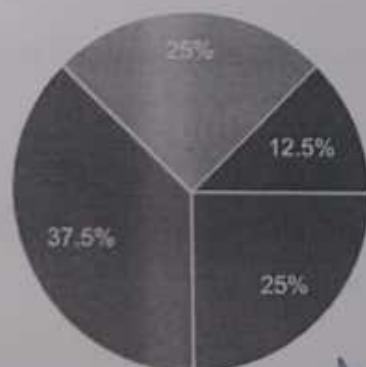


- 5- Excellent
- 4 - Very Good
- 3 - Good
- 2 - Average
- 1 - Poor

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


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8 responses

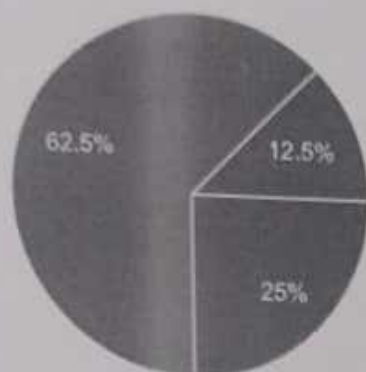


- 5- Excellent
- 4 - Very Good
- 3 - Good
- 2 - Average
- 1 - Poor

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

 Copy

8 responses



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

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

8 responses

Improve placement cell

Na

No

The curriculum has been instrumental in providing a strong foundation of technical knowledge and practical skills. However, incorporating more hands-on training, industry-based case studies, and exposure to emerging technologies like AI, IoT, and blockchain could enhance its relevance to current industry demands. Improved collaboration with top industry leaders for internships and placements would also be beneficial. The availability of more online resources and interactive sessions could further support the learning experience. Overall, the efforts towards continuous improvement are commendable.

Changing with time

Had a great experience at Mohali Campus 1, spending four golden years filled with learning and creating cherished memories.

Please take a look on pass-out students who didn't get placed.


NA

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