STAKEHOLDER'S FEEDBACK ANALYSIS REPORT

2017-18

PROLOGUE:

The Guru Kashi University caters to the educational needs of the South-Western Region of Punjab in particular and the country in general. It has students from across the states and even from foreign countries. It provides its students with a unique combination of professional and academic excellence. It designs a distinctive, innovative approach that is supported by indigenously created facilities, collaborations with industry and academia and research pursuits. It committed to the need-based teaching and learning showcased by globally acceptable curriculum, a scientific, transparent and objective evaluation system, student centered policies, learning conducive environment and a socially vibrant campus life.
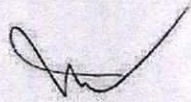
THE FEEDBACK SYSTEM:

The Internal Quality Assurance Cell (IQAC) is committed to improve academic quality and offers directions for efforts and measures in the direction of academic perfection. The input in terms of feedback has been collected from various stakeholders including alumni, students, parents, employers and teachers.

A feedback proforma for different stakeholders namely, Alumni, Faculty, Employer, Student designed to gather feedback.

FEEDBACK PROCESS:

The feedback process comprises of the following steps:

1. **Collection of feedback**: A feedback Performa (sample Performa is attached) for different stakeholders mentioned above has been designed together feedback. The feedback is collected in online mode.
2. **Analysis of feedback**: A detailed analysis of the gathered feedback is undertaken; the report is prepared and depicted graphically. The action taken report is also prepared.
3. **Action Taken on feedback**: The feedback from various stakeholders was considered, put up to BoS, discussed in Academic Council and the approved suggestions were implemented. The Action Taken Report on the feedback of stakeholders is given. The plan of action taken is decided on the basis of action taken report and necessary corrective measures are recommended for the further improvements.

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Guru Kashi University, Talwandi Sabo
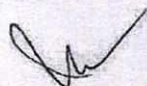## Internal Quality Assurance Cell
Feedback Questionnaire by the Faculty

Name...College ....

Emp ID............................ Contact No........................E-mail ID ....

Instructions: Kindly put tick (✓) against the statements to give your opinion as Strongly Agree, Agree, Neutral and Strongly Disagree.

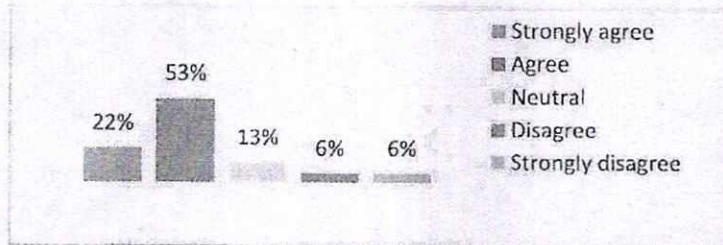| S. No.	Feedback Criteria	Feedback Rating				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The syllabus designed to bridge the gap between academics and industry					
2.	The syllabus designed to bridge the gap between Theory and Practical					
3.	The syllabus provide freedom to adopt new techniques/strategies of testing and assessment of students					
4.	The Curriculum has good academic flexibility					
5.	The curriculum is effectiveness of curriculum for the development of entrepreneurship.					
6.	Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.					
7.	The content of the syllabus of the program is updated regularly.					
8.	The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.					
9.	Does the syllabus cover modern and advanced topics					
10.	The faculty is extensively involved in the designing and development of the syllabi					
11.	The faculty is given freedom to use innovative pedagogy					
12.	Any other remark or opinion					
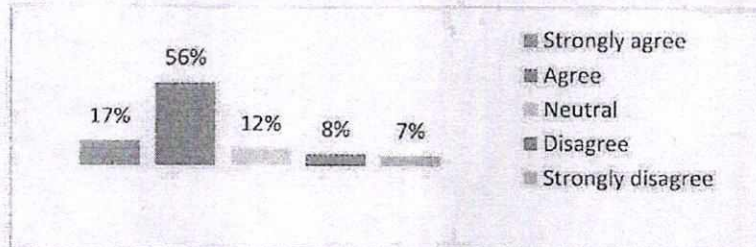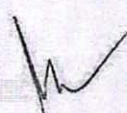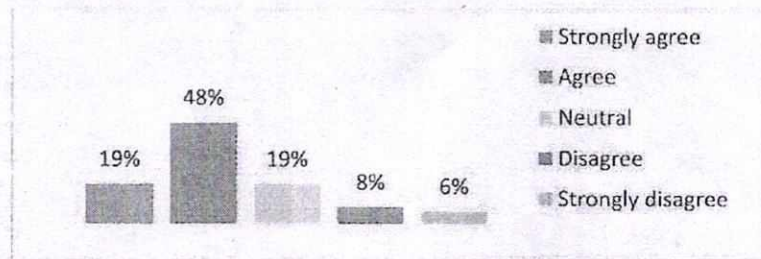
Signature

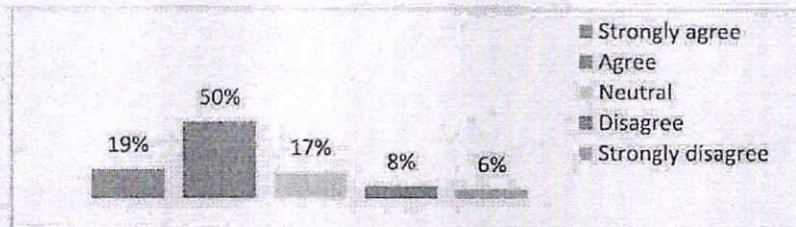Dated: ....

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Faculty Feedback Data Analysis

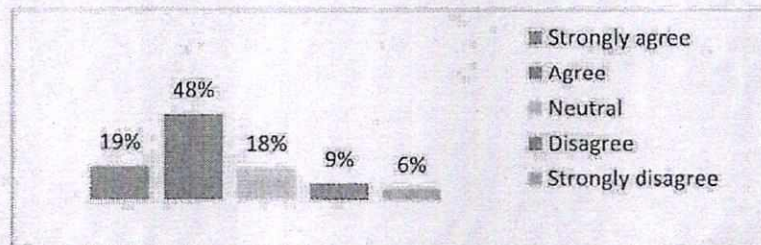1. The syllabus designed to bridge the gap between academics and industry

- Strongly agree: 22%
- Agree: 53%
- Neutral: 13%
- Disagree: 6%
- Strongly disagree: 6%

2. The syllabus designed to bridge the gap between Theory and Practical

- Strongly agree: 17%
- Agree: 56%
- Neutral: 12%
- Disagree: 8%
- Strongly disagree: 7%

3. The syllabus provide freedom to adopt new techniques/strategies of testing and assessment of students

- Strongly agree: 19%
- Agree: 50%
- Neutral: 17%
- Disagree: 8%
- Strongly disagree: 6%

4. The Curriculum has good academic flexibility

- Strongly agree: 19%
- Agree: 48%
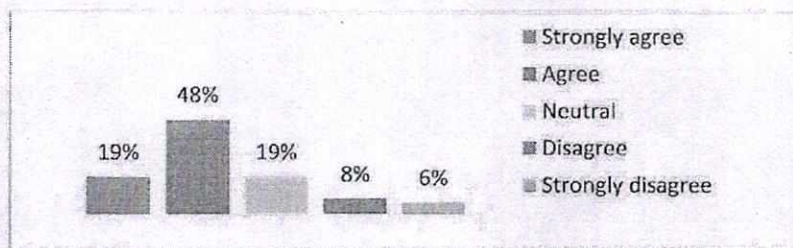- Neutral: 18%
- Disagree: 9%
- Strongly disagree: 6%

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5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.

48%
19%   19%
8%   6%

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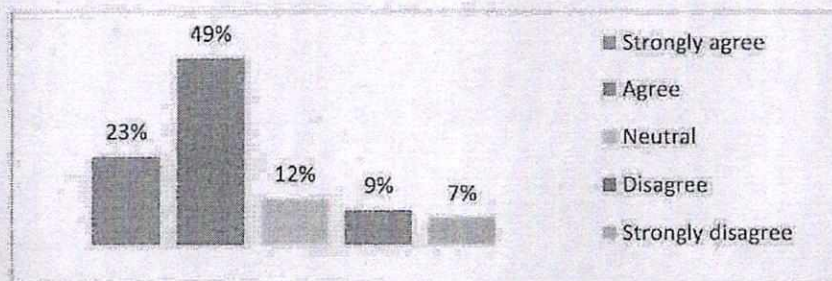- Agree
- Neutral
- Disagree
- Strongly disagree

6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.
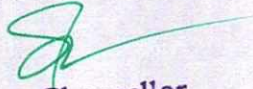
48%
19%   19%
8%   6%

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

7. The content of the syllabus of the program is updated regularly.

50%
21%   17%
6%   6%

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

8. The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.

49%
23%
12%   9%   7%

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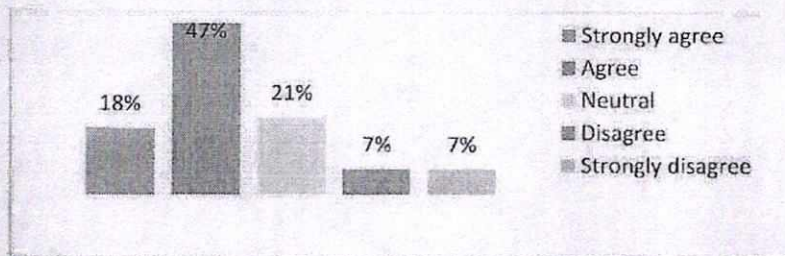- Agree
- Neutral
- Disagree
- Strongly disagree

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9. Does the syllabus cover modern and advanced topics
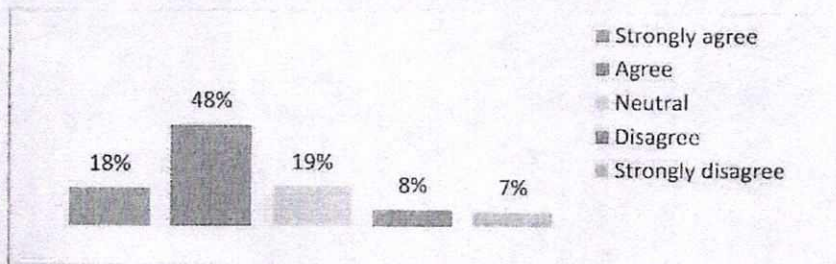
48%

18% 19%

8% 7%

■ Strongly agree
■ Agree
 Neutral
■ Disagree
■ Strongly disagree

10. The faculty is extensively involved in the designing and development of the syllabi

47%

18% 21%

7% 7%

■ Strongly agree
■ Agree
 Neutral
■ Disagree
■ Strongly disagree

11. The faculty is given freedom to use innovative pedagogy

45%

19% 19%

9% 8%

■ Strongly agree
■ Agree
 Neutral
■ Disagree
■ Strongly disagree

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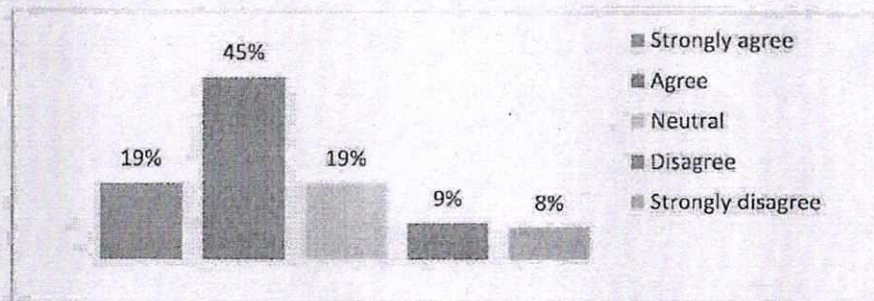
Internal Quality Assurance Cell

Feedback Questionnaire for Students

Name .... College ....

Programme .... Academic year ....

Instructions: Kindly put tick (✓) against the statements to give your opinion as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1)

S. No.	Feedback Criteria	Feedback Rating				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Teachers inform you about your expected competencies, course outcomes and programme outcomes and these are well defined.					
2.	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.					
3.	The curriculum is relevant for the solution of global, national and regional problems.					
4.	The Curriculum has good academic flexibility.					
5.	The curriculum is effectiveness of curriculum for the development of entrepreneurship.					
6.	Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.					
7.	The content of the syllabus of the program is updated regularly.					

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8.	The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.					
9.	The teaching and mentoring process in the University facilitates you in cognitive, social and emotional growth.					
10.	How do you rate the treatment of the students by the faculty irrespective of the background of the student (Gender, cast, community, creed etc.) in teaching and evaluation?					
11.	The syllabus of the program helps in bridging the gap between industry and academic institutions.					
12.	Any other remark or opinion					

Signature

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Guru Kashi University
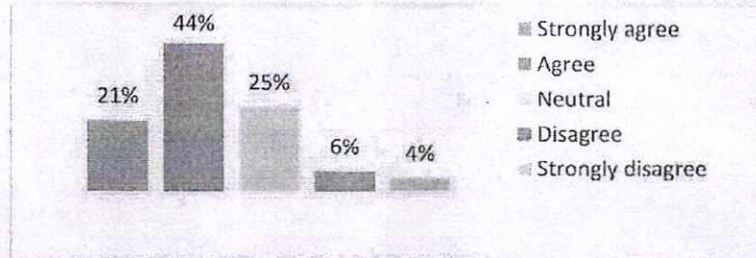Talwandi Sabo (Bti.)
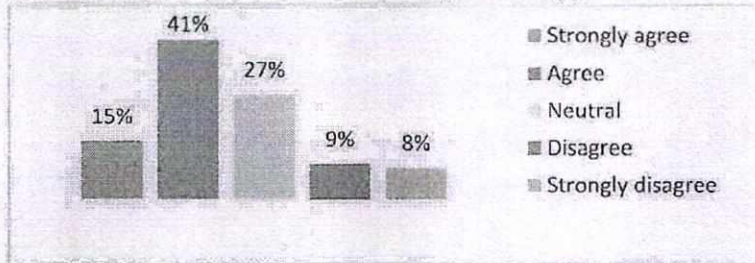
Dated: ....

Vice-Chancellor
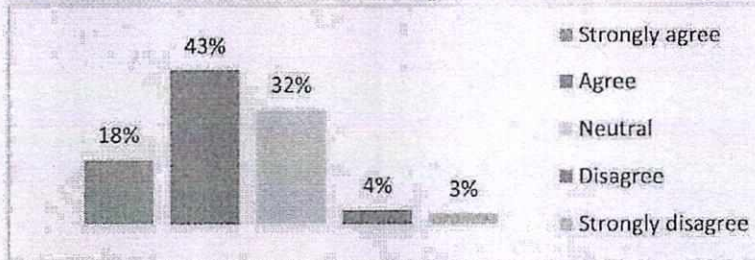Guru Kashi University
Talwandi Sabo

Student Feedback Data Analysis

1. Teachers inform you about your expected competencies, course outcomes and programme outcomes and these are well defined.
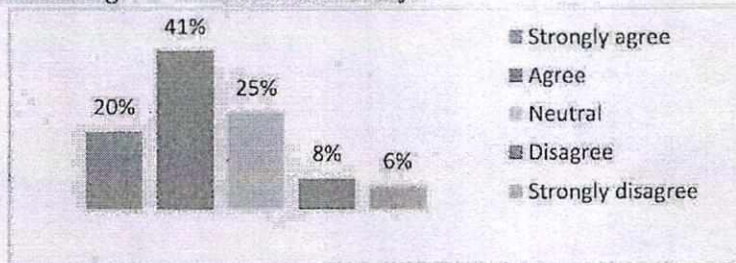

Legend: Strongly agree, Agree, Neutral, Disagree, Strongly disagree
Values: 21%, 44%, 25%, 6%, 4%

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

Legend: Strongly agree, Agree, Neutral, Disagree, Strongly disagree
Values: 15%, 41%, 27%, 9%, 8%

3. The curriculum is relevant for the solution of global, national and regional problems.

Legend: Strongly agree, Agree, Neutral, Disagree, Strongly disagree
Values: 18%, 43%, 32%, 4%, 3%

4. The Curriculum has good academic flexibility.

Legend: Strongly agree, Agree, Neutral, Disagree, Strongly disagree
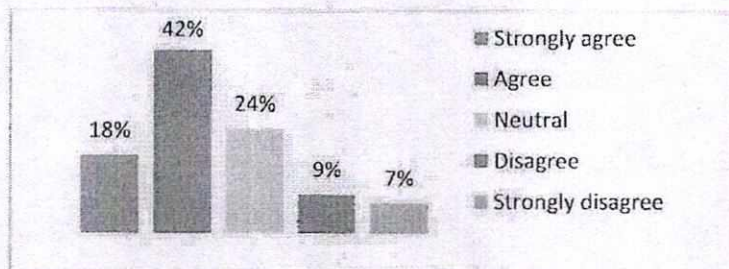Values: 20%, 41%, 25%, 8%, 6%

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5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.

Chart data:
- 20%
- 45%
- 25%
- 6%
- 4%

Legend: Strongly agree, Agree, Neutral, Disagree, Strongly disagree

6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.

Chart data:
- 18%
- 42%
- 24%
- 9%
- 7%

Legend: Strongly agree, Agree, Neutral, Disagree, Strongly disagree

7. The content of the syllabus of the program is updated regularly.

Chart data:
- 21%
- 42%
- 26%
- 7%
- 4%

Legend: Strongly agree, Agree, Neutral, Disagree, Strongly disagree

8. The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.

Chart data:
- 15%
- 35%
- 27%
- 15%
- 8%

Legend: Strongly agree, Agree, Neutral, Disagree

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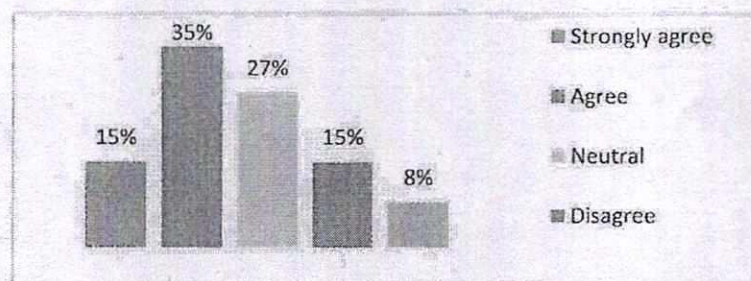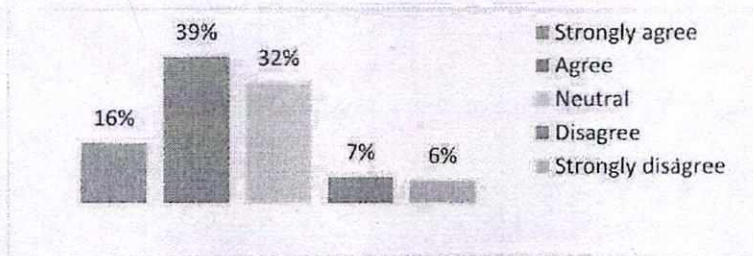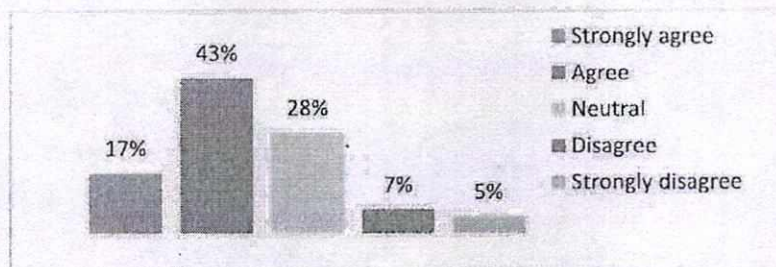9. The teaching and mentoring process in the University facilitates you in cognitive, social and emotional growth.

40%
27%
21%
7%
5%

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

10. How do you rate the treatment of the students by the faculty irrespective of the background of the student (Gender, cast, community, creed etc.) in teaching and evaluation?

39%
32%
16%
7%
6%

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

11. The syllabus of the program helps in bridging the gap between industry and academic institutions.

43%
28%
17%
7%
5%

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

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Internal Quality Assurance Cell
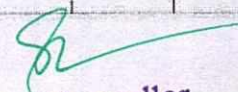## Curriculum Feedback Proforma for Alumni

Name .... College ....
Programme .... Academic year ....

Instructions: Kindly put tick (✓) against the statements to give your opinion as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree

	Feedback Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The Syllabus studied by me has been relevant to my professional life.					
2.	The contents of the Syllabus were updated regularly.					
3.	The syllabus helped in inculcating value based learning in terms of skills, concepts, knowledge and critical thinking in students.					
4.	The objectives and outcomes of the syllabus were well defined and clear to the faculty as well as the students					
5.	The courses and its syllabi helped in gaining knowledge and understanding of the courses studied.					
6.	The suggested reading material was relevant, updated and appropriate.					
7.	The syllabi was directly related to enhancing practical competencies.					
8.	The syllabus was need based as per the requirement of the job/industry.					

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9.	Any other remark or opinion
	....
	....

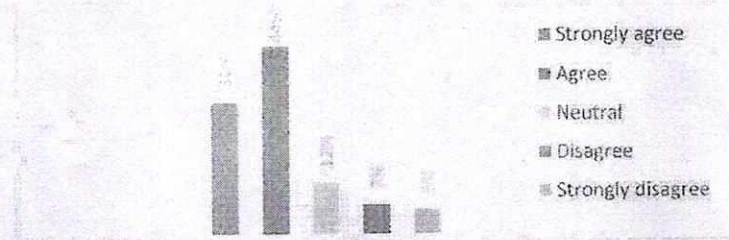Signature   Dated: ....

Registrar
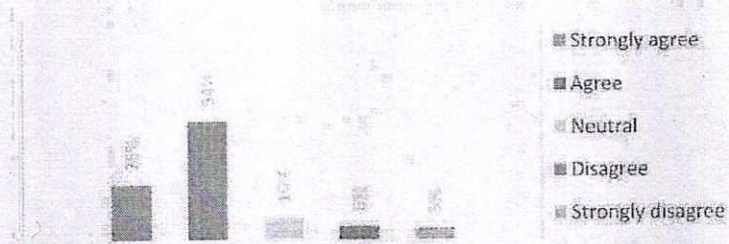Guru Kashi University
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Alumni Feedback Data Analysis

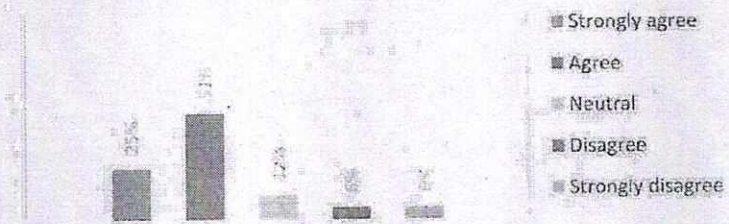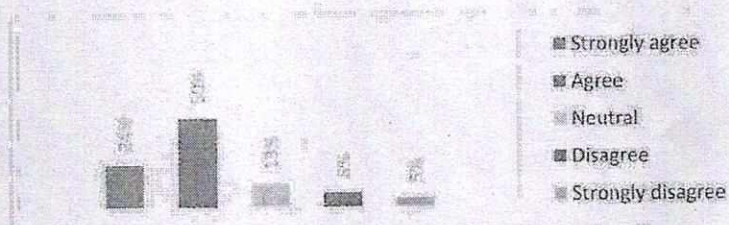1. The Syllabus studied by me has been relevant to my professional life.

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

2. The contents of the Syllabus were updated regularly.

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

3. The syllabus helped in inculcating value based learning in terms of skills, concepts, knowledge and critical thinking in students
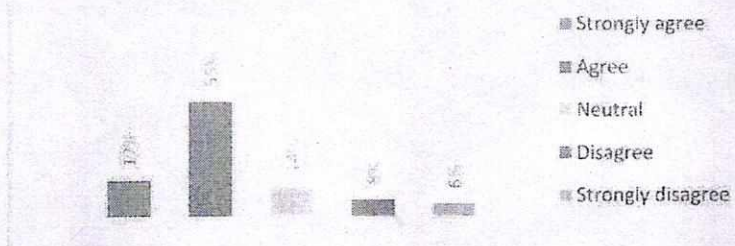

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. The objectives and outcomes of the syllabus were well defined and clear to the faculty as well as the students

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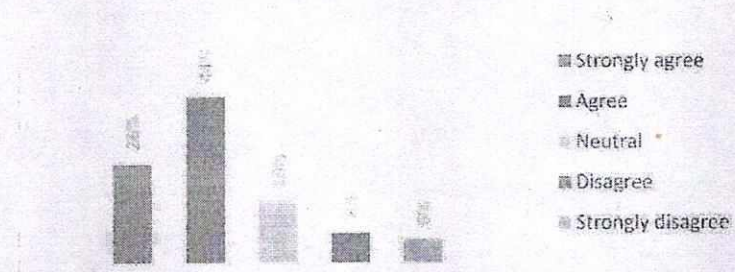- Agree
- Neutral
- Disagree
- Strongly disagree

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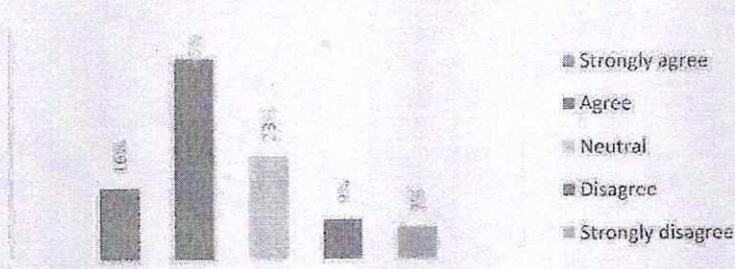
5. The courses and its syllabi helped in gaining knowledge and understanding of the courses studied.

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

6. The suggested reading material was relevant, updated and appropriate.

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

7. The syllabi were directly related to enhancing practical competencies.

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

8. The syllabus was need based as per the requirement of the job/industry.

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

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Guru Kashi University
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Guru Kashi University, Talwandi Sabo
Internal Quality Assurance Cell
Curriculum Feedback Proforma for Employer

Name of the Respondent .... Designation ....
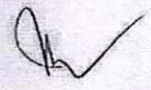Organization Name ....Contact No. ....E-Mail ....

Note: Kindly put tick (✓) against the statements to give your opinion as Strongly Agree , Agree, Neutral, Disagree and Strongly Disagree

S. No.	Feedback Criteria	Feedback Rating				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The subject matter/knowledge of students meets the Industry Standard.					
2.	The syllabus of the programmes is job-oriented, skill-based, and value-oriented.					
3.	The curriculum is effective for the development of entrepreneurship skills.					
4.	The curriculum of the programs of the University has flexibility of choice as per Choice Based Credit System (CBCS)					
5.	The curriculum focuses on developing employability and technical skills.					
6.	The curriculum is based on global, national and regional needs.					
7.	The curriculum integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the courses.					
8.	Soft skills, life skills and employability skills are developed through curriculum.					
9.	Any other remark or opinion					
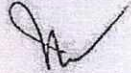
Dated : ....

Signature ....
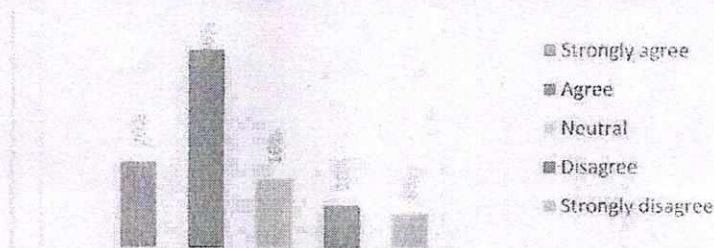
Registrar
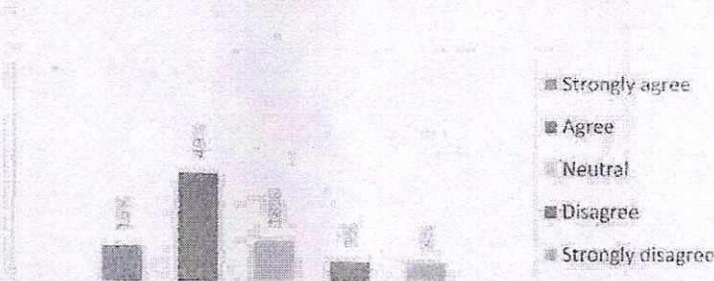Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
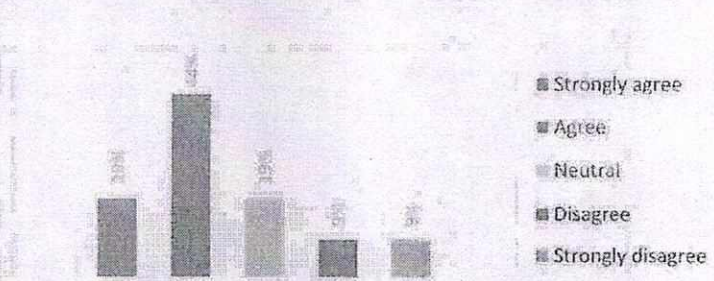**Talwandi Sabo**

Employer Feedback Data Analysis

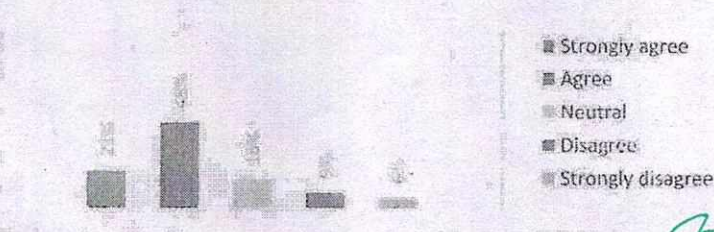1. The subject matter/knowledge of students meets the Industry Standard.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

2. The syllabus of the programmes is job-oriented, skill-based, and value-oriented.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

3. The curriculum is effective for the development of entrepreneurship skills.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

4. The curriculum of the programs of the University has flexibility of choice as per Choice Based Credit System (CBCS)

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Registrar
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Vice-Chancellor
Guru Kashi University
Talwandi Sabo

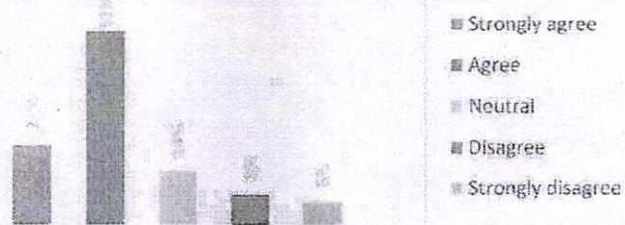5. The curriculum focuses on developing employability and technical skills.

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

6. The curriculum is based on global, national and regional needs.

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

7. The curriculum integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the courses.

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

8. Soft skills, life skills and employability skills are developed through curriculum

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

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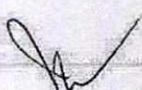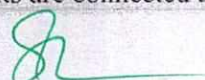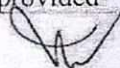Talwandi Sabo

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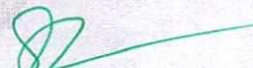
Actions Taken Report for Feedback of 2017-18 Session

Stakeholder	Suggestion or remark received from Stakeholders	Actions Taken
	Students need to be provided a knowhow about software-oriented designing in Fashion Technology courses where most of the designing work in industry is done using designing software.	To make students ready for the Fashion Technology industry, the use the software-oriented teaching methods in relevant courses is encouraged. A course "Computer-Aided Fashion Design: Theory and Practicals" (903403) involves Coral Draw and Adobe Photoshop softwares for designing.
	To motivate students for Entrepreneurial Skills in relation to making them job creators rather than job seekers, due focus should be laid to courses on entrepreneurships.	Students are taught courses that provide them insight about entrepreneurship. Courses such as 'Entrepreneurial Development' (203403) for students of B Com (Hons); 'Entrepreneurship' (201602) for students of BBA; and; entrepreneurship' (142219) for students of M Tech (ME) have been started.
Alumni	As per emerging demand of market, business analytics must be taught to the students of Computer Science and Engineering.	A separate course on 'Human Resource Management' (102602) for B.Tech. (CSE) students has been introduced into the scheme of the programme which would lead them towards employability and entrepreneurship.
	Research related courses should be included in the Programme schemes to enable students and research scholars to follow proper research layout of experiments, conduct scientifically sound testing/research trials and undertake data analysis for proper interpretation.	Research related courses such as 'Operational Research' (105804) for students of B.Tech. (ME); 'Research Methodology' (604804) for students of MA (Political Science); 'Research Methods and Statistical Techniques' (616101) for students of M Lib; and 'Research Methodology' (180101) for all PhD Scholars have been started. These courses provide the students an insight into Research experimentation and data analysis for proper interpretation.
	More activities or courses should be in the curriculum related to nature or the environment for overall exposure.	A course 'Environmental Studies' (A100302) common for all UG Programmes has been running.
	There is need to facilitate connections between current students and alumni of the University.	This suggestion has already been acted upon. The Alumni Society has been set up. The interfaces with alumni of GKU who have made a mark in different profiles of Society are being held from time to time wherein the Current students are connected as audience.

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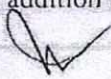Guru Kashi University
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	Basic principles of the instrumental methods will help students improve their practical skills. Therefore, more emphasis in on this will lead to a better understanding of students of pharmacy college.	Courses like "Instrumental Methods of Analysis' (BP701T) has already been made part of the program scheme of B. Pharmacy program.
	Biostatistical methods may be incorporated in the course to enhance the analytical ability of students of para medical stream	Relevant course 'Research Methodology and Biostatistics' (807504) for the students of B.Sc. (RIT) and 'Biostatistics' (805302) for students of MMLT has been introduced
	A course to improve skills in data presentation and analysis is important. This can enable the students to present the completed data-based work more effectively and precisely.	Students are prepared to face interviews, deliver seminars, and make presentations using PPTS by imparting them the skills of communication. The Communication skills-oriented courses such as 'Communication Skills' (A300104) for students of BCA, BCA(IT), the course 'Communication Skills' (A301104) for students of MCA and M.Sc. (IT) are offered. The Course content is planned with a focus on enhancing professional communication skills.
Alumni	Viva voce of PG Students should be held by external expert.	The Viva Voce (205306) of PG courses such as M Com has been started. The Viva Voce (Oral examination) of Thesis/Dissertation in Masters and PhD Programmes are also held.
	The project/dissertation evaluation needs to be improvised where students should be evaluated by the external experts	The viva of students submitting major projects in all technical domains and the thesis/dissertation are held by the External Experts.
	Organizing conferences or technical events to enhance technology-oriented research and workshops with participation of students need to be encouraged.	GKU organizes International/ National Conferences, Panel Discussions, Seminars and Workshops from time to time for the benefit of faculty and students. Students are made to participate therein as it provides them a good learning experience. The University organized an International Conference on "Research Innovations in Science, Agriculture, Engineering and Management" on November 20, 2017 wherein students of the respective domains participated.
Employer	Technical inputs for students of Automobile Designs and Robotics need to be provided to apprise them about the ongoing trends in this important field.	The courses "Automotive Design" (142212) and "Industrial Automation and Robotics" (142214) are being taught to the students of M.Tech. (ME).
	Students should be provided latest	A course "Accommodation Operations" is

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	technical knowhow about Wine Technology and Accommodation Management Services which are vital segments of Hotel Industry.	taught to students of Hotel Management in their Fifth and Sixth Semesters. The subject of "Foods and Beverages Services" with significant content dealing with Wine Technology is taught to students of Hotel Management in their Fourth and Sixth Semesters.
Employer	For the training of students of Law, an exposure in the Moot Court needs to be provided to them where the experts of Law and Judiciary should be called to interact with students.	With an objective of giving the widest possible exposure to students the facility on Moot Court has been created in the University where Law Experts from Courts are interacting with students. Mock exercise of court functioning helps the students to know how cases are discussed in the court.
	Modern techniques and software used in companies should be taught to the students, as industries want to hire those employees who possess up to date knowledge.	Various live demonstration sessions are held to discuss working of modern equipment wherein industry professionals are invited as expert resource persons.
	Artificial intelligence is a trending topic, so relevant inputs are much needed in this competitive world.	Artificial Intelligence including digitization, machine learning, etc., through adding relevant courses into the syllabus of UG Programmes in the College of Computer Applications and Department of Computer Science & Engineering are already running in GKU.
	Visits to various National level exhibitions should be more frequent to build creativity about various products and technologies being used by modern industries.	The students of Fashion Technology and Fine Arts were made to visit the exhibitions held on the occasion of District Level Yuvak Mela at Bathinda, Regional Kisan Mela of Punjab Agricultural University, Dabwali Road, Bathinda, and at other places.
Student	Courses related to English communication and Technical Writing should be in the curriculum for having better placement options.	Efforts are being made to improve the language skills; communication ability of students studying various programmes at GKU. In the First Semester a basic course on communication skill (Communicative English for Engineering Students; Communication Skills for students of BSc HHM., BSc (FT)., BCA., BSc (IT), MCA., BMLT., BSc Agri (Hons)., Technical Writing and Communication Skills for students of MSc (all streams of Agriculture) are offered.
	A course on an industrial internship needs to be offered to students in addition to their projects.	GKU is laying due emphasis on industrial internships of students of the College of Computer Applications, GGSCET, College of

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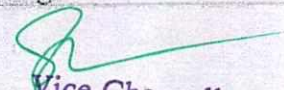Guru Kashi University
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			Paramedical Sciences, College of Fashion Technology, and Agriculture to give them exposure in relevant industry in addition to their main Project.
Student		There should be an option to pursue the industrial internship for students in the program scheme. To apprise the students about industry standards their industrial visits should be arranged from time to time. The lectures by industry experts should also be organized for the benefit of students.	Activities such as Group Discussions, Brain-Storming, Presentations, Mock Interviews are carried out for enabling the students to face interviews and ready to secure job through campus placement. Six-month internship is organized for Final Year Students of B Tech; B.Ed., M.Ed., B.Sc. Agri (Hons) Programmes. To apprise the students about industry standards their industrial visits are held from time to time. The lectures by industry experts are also held for the benefit of students.
		Students should be apprised about the developments in protected cultivation of vegetables and in the field of post-harvest handling and value addition.	A course "Protected Cultivation and Post-Harvest Technology" (A501411) is offered for the students of B.Sc. (Agri.) Hons. wherein they are apprised about protected cultivation of vegetables and post-harvest handling and value addition of agricultural produce. The students also learn about the net-house, poly net-house and greenhouse technology as well as processing and value addition technologies.
		Students need to be taught courses on designing and Systems Analysis/ Development which are required by the ones desirous of getting jobs in R&D in Corporate Sector.	The students of M. Tech. (ME) are taught courses such as 'Product Design and Development' (142206); 'Design of Experiments' (142208); and 'Systems Design' (142213) wherein they are getting the knowledge and information about designing and System Development.
		Course with a focus on research needs to be started for students of Physical Education.	Course on "Research Process in Physical Education and Sports' (710101) for students of M.P.Ed. has been started. The courses give focus on research.
Faculty		For practical exposure, hands-on training, as well as workshops on concepts and their implementation, is required in the C programming course.	To make pedagogy more effective for teaching C programming has been made more industry oriented. Courses such as "Programming using C" (A300102) for students of BCA and B.Sc. (IT);"Programming using C"(A304101) for students of PGDCA and M.Sc.(IT) have been started.

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Faculty	The course content of courses needs to be revised as per the ongoing trends in the market.	The course content of the programme "Petroleum Engineering" has been revised after approval from the BoS Meetings. The inputs of members of BoS are considered for revising the contents and to make them need based and as per demands of the prevailing and emerging trends.
	In today's era, businesses are flourishing through E-Commerce. Thus, the e-commerce courses need to be taught to students to educate them the nuances of modern businesses and their applicability.	A Course "E-Commerce" (A300403) is offered for the students of BCA. The course "E-Commerce" (203404) is taught to the students of B.Com. Another course "E-Commerce and IT enabled Services" (202414) is taught to students of MBA
	Motivate students to participate in national or international conferences, workshops to enhance their confidence, presentation skills, and ultimately good publications.	Emphasis is being given on providing students an exposure to various Events /Conferences/Seminars/Panel Discussions, etc. organized at the GKU Campus and outside. This enhances their confidence, presentation skills, and eventually good scientific temperament.
	Practical input in Basic computer and Information Sciences should be supported by a theory component to update students about the basics of computing.	A course "Fundamentals of Computer" (300101) for students of B.A. B.Ed and B.Ed.; "Computer Application" (A703203) for students of BPES; and "Computer Application in Physical Applications" (704302) for students of B.P.Ed have been started with this objective.
	Focus needs to be given on language courses with emphasis on grammar and literary content.	Courses on 'English Literature', 'Punjabi Literature' and 'Hindi Literature' have been started for students of BA, BA B.Ed. Wherein due emphasis on grammar and literary content is given.
	Courses that inculcate knowledgeable skills apart from technical skills should be there so that students learn about good citizenship, integrity, and ethics.	A Course on "Human Values and Professional Ethics" is taught to students of BCA, BMLT and B Tech. Its content inculcates good ethics and citizenship among students.
	PG students need to be equipped with skills of Technical Writing.	An expert presentation on "Writing for Newspapers, Research Journals and Magazines" was delivered by Dr. J.S. Dhiman, Registrar at the University Level wherein PG students and Ph.D Scholars from various Colleges of GKU participated. The deliberation shared useful tips to the participants, for effective scientific and technical writing.

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Faculty	Include practical course for the student to improve their hands-on experience, creativity, and professional development of design skills.	A course "Elements of Designs: Theory and Practicals" (903101) for the students of B.Sc. (Fashion Technology) was offered which lays focus on enhancing their hands-on experience, creativity, and professional development of design skills.
	Some project courses should be introduced for the B. Ed. program along with courses related to skill development.	A subject "Learning and Teaching" (402201) has been introduced for the students of Bed wherein emphasis is laid on skill development.
	A course on Accommodation Operations in the Hospitality sector needs to be introduced for the knowledge of students as per the needs of Hospitality Sector.	A Course titled "Accommodation Operations" (1401104) for the students of B.Sc. (HHM) has been introduced.
	Knowledge of more practical skills for allied fields will open up a way for students to improve the scope for unconventional job areas in this cut-throat competition.	The need-based courses on "Herbal Drug Technology" (BP603T); "Quality Assurance" (BP606T) have been introduced for the students of B Pharmacy. These courses will open up a way for students to improve the scope for unconventional job areas in this cut-throat competition.
	More options and discipline-specific knowledge, department Electives should be offered to the students.	In B.Tech. (ME) a basket of courses on Professional Electives and Open Electives have been introduced from where the students may select their courses of choice.
	Programmes on the modern techniques in the construction industry should be started.	GKU runs two programmes concerned with construction industry viz., B Tech (Civil Engg.) and M Tech (CTM). Ph.D programme in Civil Engg is also there.
	Soft computing is important for postgraduate students, so a subject on soft computing should be offered to PG students.	A course "Computer Fundamentals and Programming C" is offered for students of M.Sc. (Physics); M.Sc. (Chemistry) and M.Sc. (Maths) wherein the subject of soft computing is part of the syllabus.

Director IQAC

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