

STAKEHOLDER'S FEEDBACK ANALYSIS REPORT

2018-19

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 is 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 Proforma (sample Proforma 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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Talwandi Sabo (Bti.)


Vice-Chancellor
Guru Kashi University
Talwandi Sabo

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


Name.....College

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

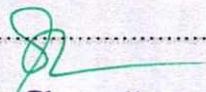
Instructions: Kindly put tick (✓) against the statements to give your opinion as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

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

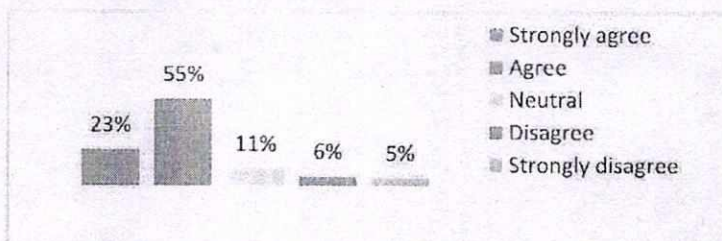

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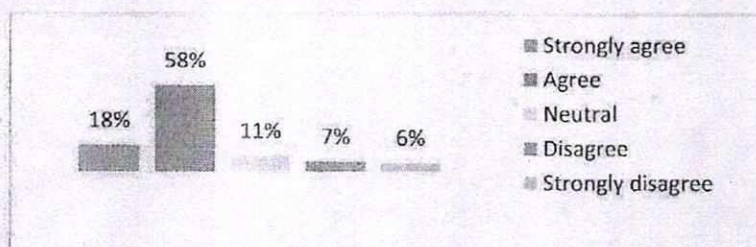

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Guru Kashi University
Talwandi Sabo

Faculty Feedback Data Analysis

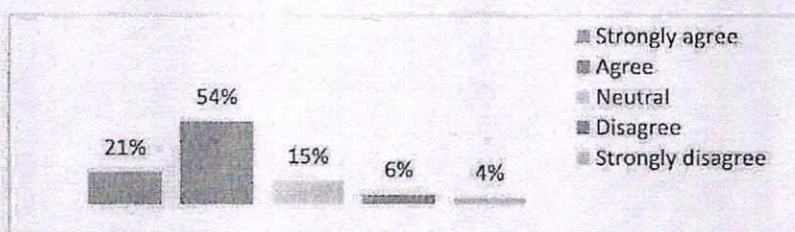
1. The syllabus designed to bridge the gap between academics and industry



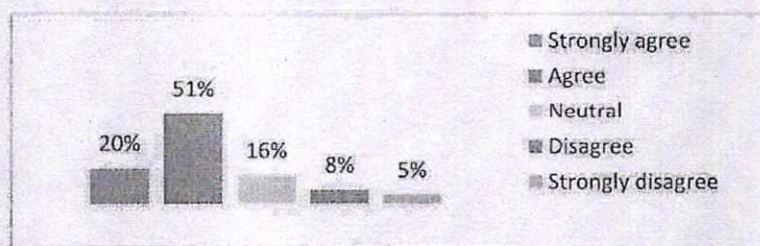
2. The syllabus designed to bridge the gap between Theory and Practical




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



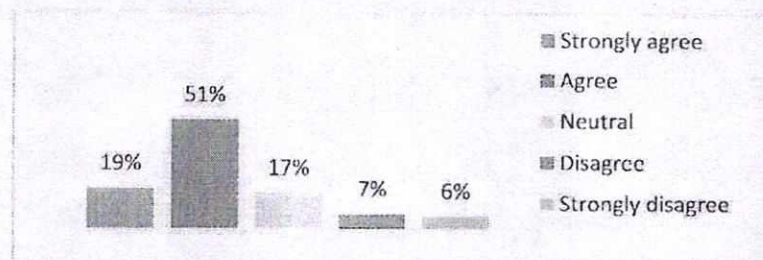
4. The Curriculum has good academic flexibility



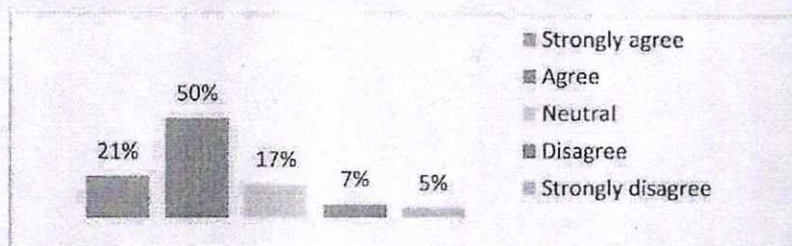

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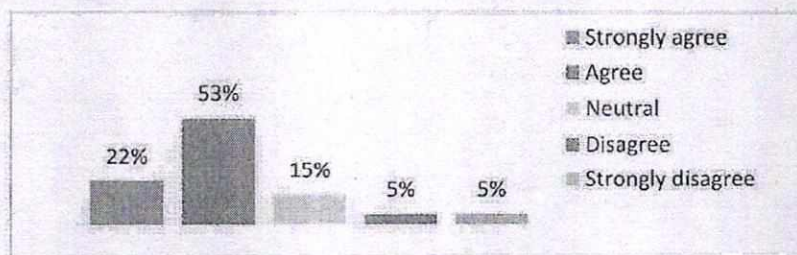
5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.



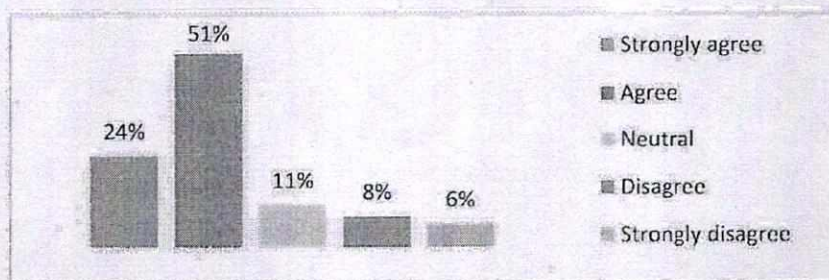
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.

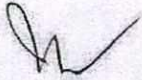



7. The content of the syllabus of the program is updated regularly.



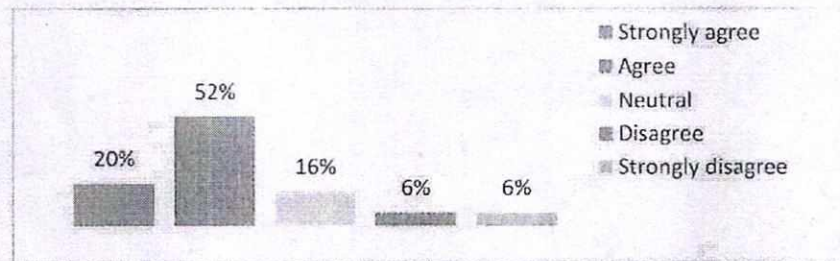
8. The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.



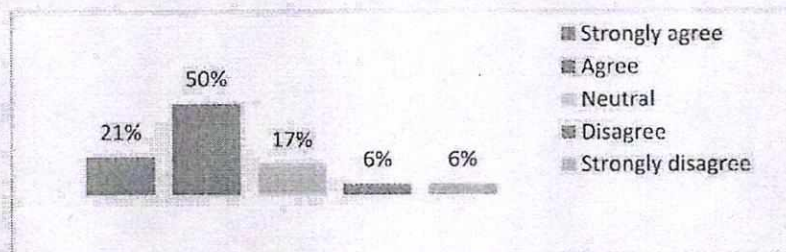

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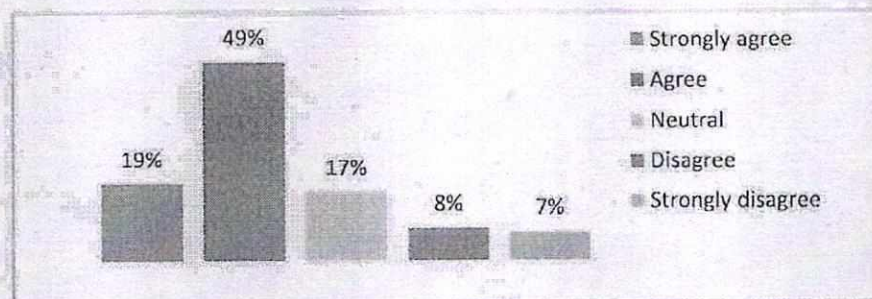
9. Does the syllabus cover modern and advanced topics



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



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Internal Quality Assurance Cell

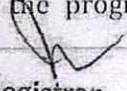
Feedback Questionnaire for Students

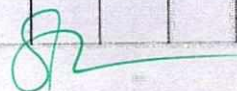
Name College

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.					
8.	The current syllabus of the programmes is job-					


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	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

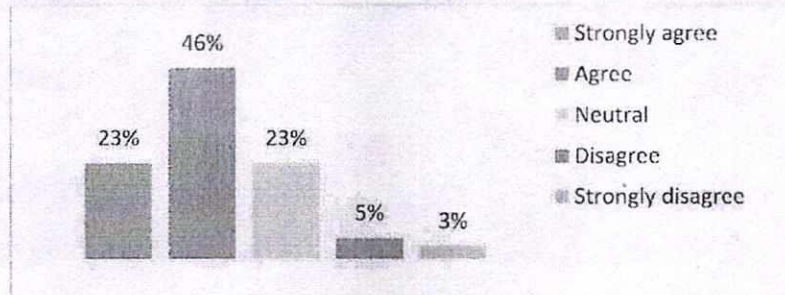

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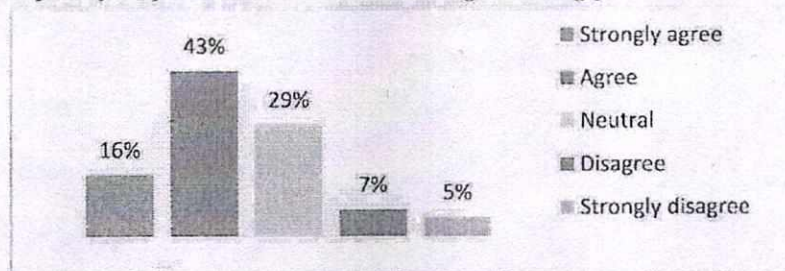


Student Feedback Data Analysis

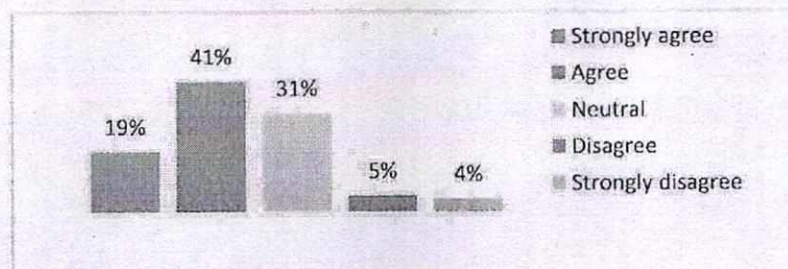
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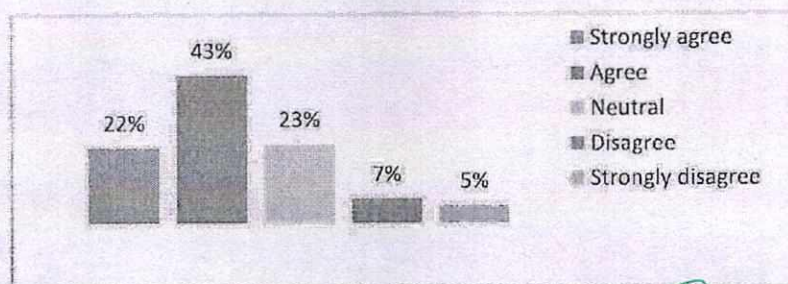
2. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

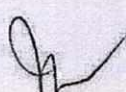


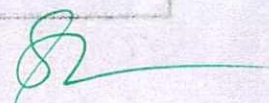
3. The curriculum is relevant for the solution of global, national and regional problems.



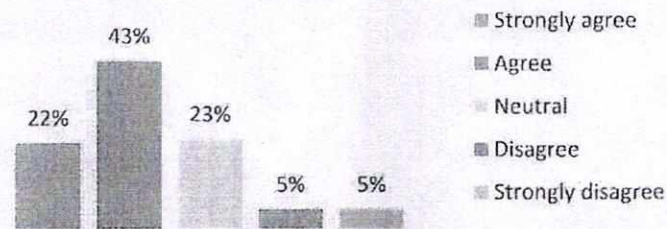
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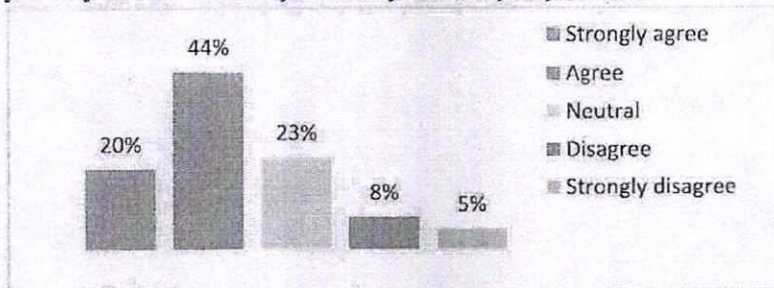

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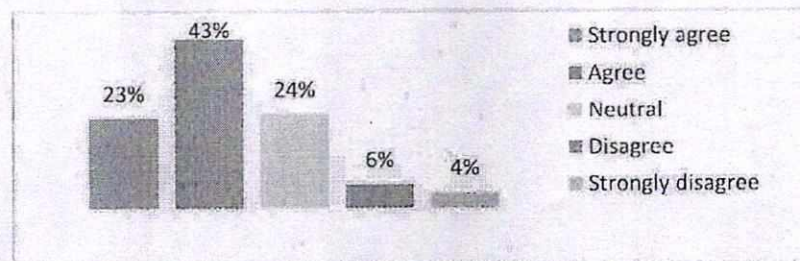
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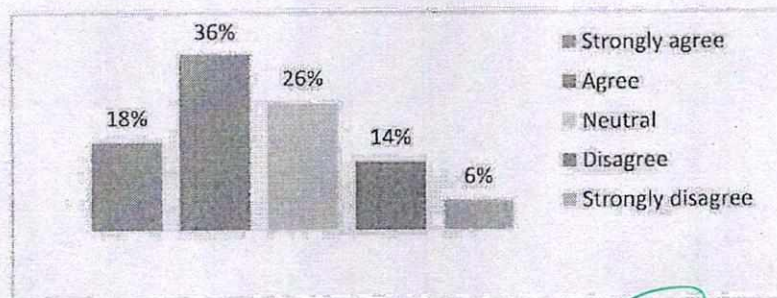
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.



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



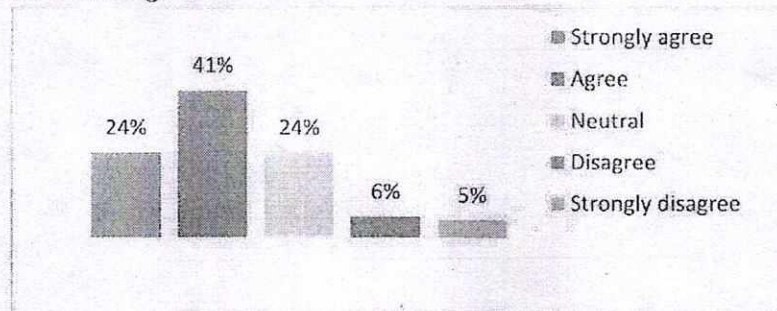
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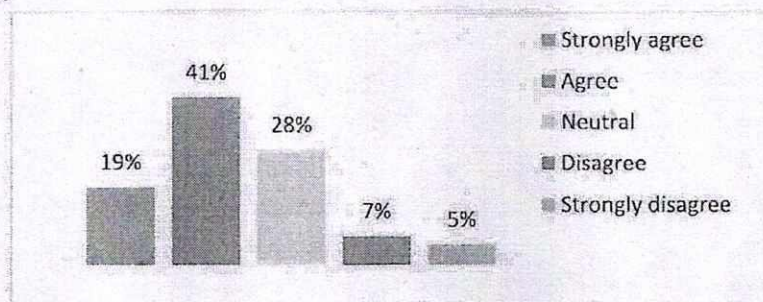
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Talwandi Sabo

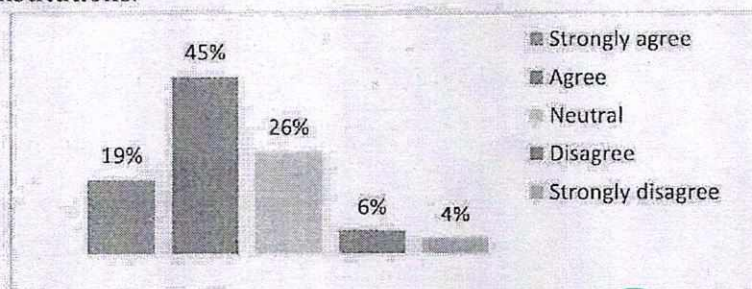
9. The teaching and mentoring process in the University facilitates you in cognitive, social and emotional growth.



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.




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


Name College

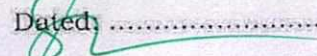
Programme Academic year

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

	Feedback Criteria	Feedback Rating				
		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.					
9.	Any other remark or opinion					

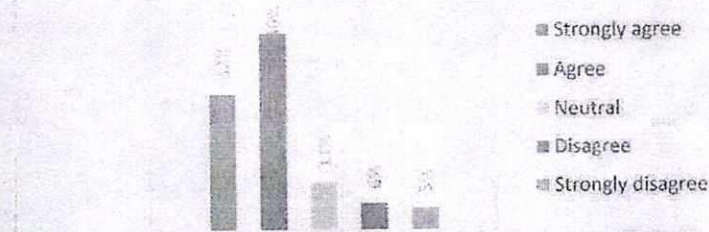
Signature


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Dated: 
 Vice-Chancellor
 Guru Kashi University
 Talwandi Sabo

Alumni Feedback Data Analysis

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



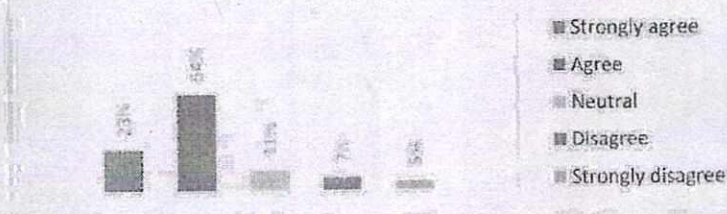
2. The contents of the Syllabus were updated regularly.

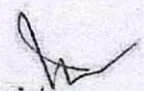



3. The syllabus helped in inculcating value based learning in terms of skills, concepts, knowledge and critical thinking in students



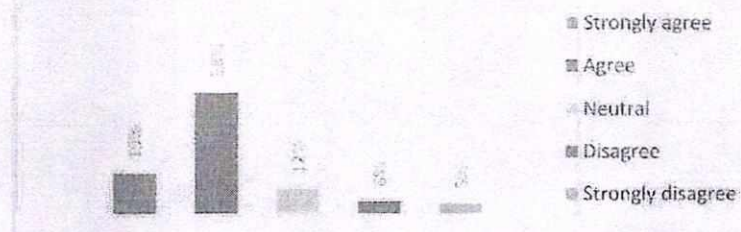
4. The objectives and outcomes of the syllabus were well defined and clear to the faculty as well as the students



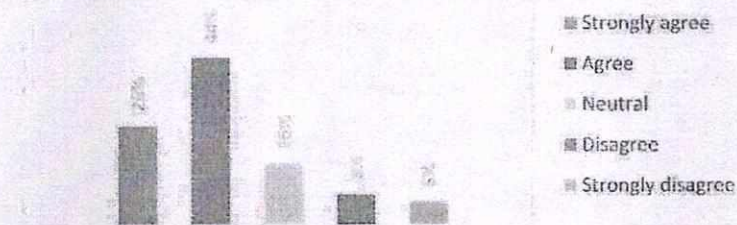

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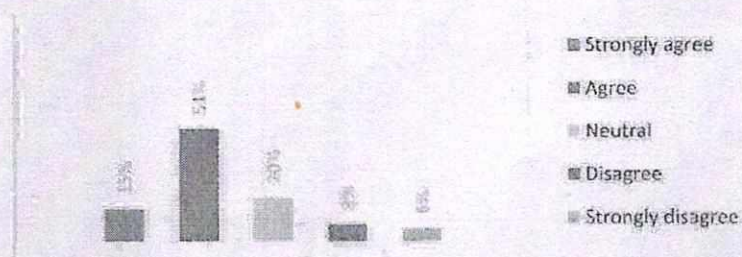
5. The courses and its syllabi helped in gaining knowledge and understanding of the courses studied.



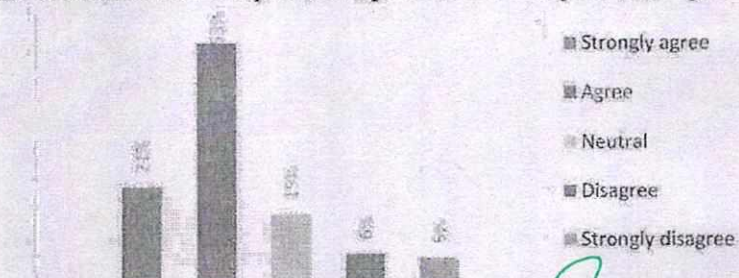
6. The suggested reading material was relevant, updated and appropriate.



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



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



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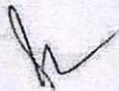
Guru Kashi University, Talwandi Sabo
Internal Quality Assurance Cell
Curriculum Feedback Proforma for Employer

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					

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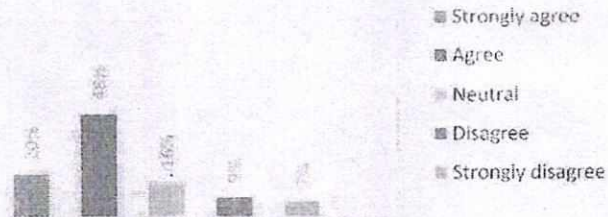

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Signature

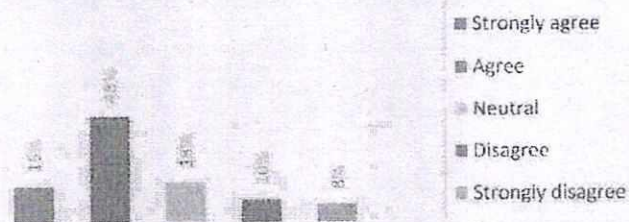

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Employer Feedback Data Analysis

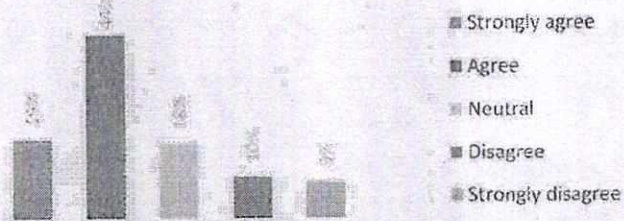
1. The subject matter/knowledge of students meets the Industry Standard



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



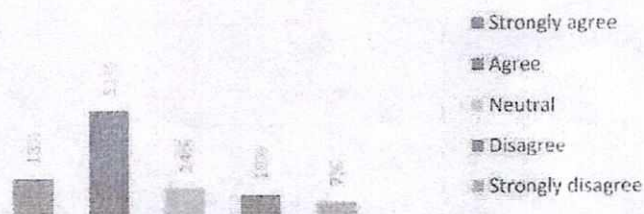
4. The curriculum of the programs of the University has flexibility of choice as per Choice Based Credit System (CBCS)



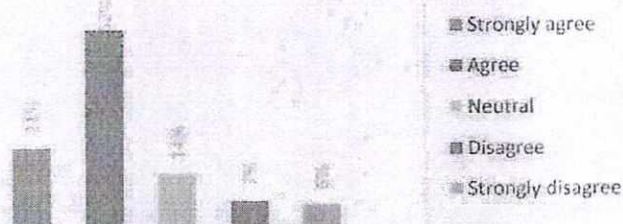

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5. The curriculum focuses on developing employability and technical skills.



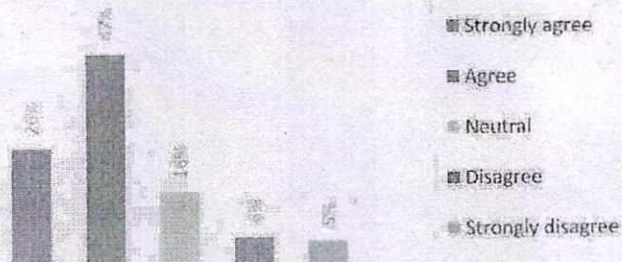
6. The curriculum is based on global, national and regional needs.



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




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GURU KASHI UNIVERSITY


Actions Taken Report for Feedback of 2018-19 Session

Stakeholder	Suggestion/ Remark received from Stakeholders	Actions Taken
Alumni	Courses need to have more practical exposure with inputs from real-life examples from the farmers' fields.	Students are made to visit farmers' fields in the nearby villages under the extension activities in Rural Agricultural Work Experience (RAWEX), a programme for imparting quality, practical and production oriented education for agriculture degree
	Entrepreneurial Skills of the students to be further improved.	Courses promoting Entrepreneurial Skills are provided to students in different domains. The course 'Entrepreneurship' (201602) for BBA students; 'Entrepreneurship Skills' (A203403) for students of B.Com. (Hons); 'Entrepreneurship' (142219) for students of MTech (ME); and 'Entrepreneurship development & communication skills' (A501609) for students of BSc (Agri) are being offered.
	There should be a celebration of special days in the university campus. It would inculcate values like good citizenship, gender sensitization and environmental consciousness into students.	Special days such as Earth Day, Engineering Day, Science Day, Independence Day, Republic Day, 'Pic Day' are celebrated in letter and spirit by the students and faculty alike to inculcate good moral, ethical and values of patriotism among students.
	There should be teaching of subject specializations especially in the University College of Basic Sciences & Humanity	Suggestions have already incorporated in the UG and PG schemes of College of Basic Sciences & Humanities.
	More events should be organized at the College / university level to bridge the gap between industry and academia.	Several such events were organized by the Institute of Hotel Management to make students realize the basic requirements of industry. Efforts are being made to send students in different hotels for having practical exposure. This helps in bridging the gap between their knowledge/ideas and real-life situation.
	Options for interdisciplinary courses should be given to students of BCA and B.Sc. (IT).	Different courses involving interdisciplinary content are offered to students as Elective Courses. These are 'Basics of Travel Tourism' (CB100325); 'Marketing Management' (CB 100333); 'Introduction to Facility Planning' (CB 100328).
	Curricular Programmes in Engineering should be as per guidelines of AICTE	All academic Programmes in Engineering are carried out as per guidelines of AICTE.

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Alumni	Conduct activities like seminars and training programs related to social concerns and issues with the involvement of students.	Various Programmes/Events and Camps on social issues relevant to the contemporary society, and creating awareness among the rural masses about drug abuse, staying away from social vices, and motivating to lead righteous lives, etc., are conducted with the involvement of students.
	Soft skills related courses may be prepared, as it would provide students enough time to be ready with their resume and portfolios for internships.	Activities like GDs, brainstorming, ppt presentations, mock interviews, etc., are carried out for enabling the students to face interviews for a job through campus placement. Six-month internship is held 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.
	Students should be given special attention during their first year to make them more focused on their careers.	The system of Mentor-Mentee has been introduced in the University. Special mentorship sessions are carried out for the first-year students for this purpose. The student's problems are attended to. The mentors motivate them for their careers. Guidance for the career opportunities is given to the students.
	To enable students, understand the concerns and problems faced by the contemporary society, a course on Sociology must be offered to UG students.	A course 'Fundamental of Rural Sociology and Education Psychology' (A501513) has been offered to students of B.Sc. Agri (Hons) wherein they are apprised about the sociological concerns and issues in the face of contemporary society in general and rural areas in particular.
	Can train students on web app development and latest UI module Technologies like ionic, angular, etc.	Students are already exposed and trained on these aspects through courses like 'Web designing and Development' (102702) for students of B.Tech. (CSE) and 'Mobile Application Development' (303408) for students of MSc (IT) wherein students learn about the latest application tools and techniques.
	Courses that are related to the Control Systems Practice could be introduced to make the students more practical oriented.	The course on 'Control System Lab including MATLAB/SIMULINK Simulation' (104406) has been offered for students of Bachelor of Technology (Electrical Engineering) in 4th Semester.
	Efforts are required to get the students placed in the industry.	Efforts were made by the Training & Placement Officer for the grooming of students in all Practical and GD sessions, Mock Interview Sessions, Interaction with Experts, etc. for encouraging their Placement in industry and other sectors.


 Registrar
 Guru Kashi University
 Talwandi Sabo (Bti.)


 Vice-Chancellor
 Guru Kashi University
 Talwandi Sabo

Alumni	For skill development, the undergraduate curriculum incorporates courses on software learning.	B.Tech. curriculum has Software computing laboratories (CAD Lab, CAM Lab) (105805) for structural analysis and design of RCC and Steel Structures. In addition, an elective software computing lab is introduced in the 8th Semester for Soft Computing Skill Development of students.
	The awareness about emerging trends in the hospital/ physiotherapy fields would be useful for students to learn about ongoing scenario in the healthcare sector.	Workshops/Guest lectures by healthcare experts have been planned from time to time. A Guest Lecture on 'Stress Management' by Dr Satish Thapar (Max Hospital, Bathinda) was organized in the College of Pharmacy on September 27, 2018.
Employer	Focus may be given on Personality Development and Soft Skills of students.	Different Colleges of GGU use their free period for this purpose. From time-to-time interactive sessions are held wherein students have interfaces with experts in the area of personality development and imparting soft skills of communication and oration.
	Students should be given the training to use office automation/data analysis tools, digital media and other gadgets in the classroom. They should learn how to maintain digitalized files and get acquainted with the use of ICT tools and enhance their employability.	The deliberations by the students as part of the seminar and project presentation provide them the opportunity for the use of ICT tools. They are imparted the training to use open office automation and data analysis tools and an exposure to digital media use in the classroom.
	The syllabus and course assessment need revisions for pathway courses.	Course Syllabi are revised/updated for different programmes in light of the suggestions by members of Pre-Semester BoS meetings.
Student	Addition of some programming courses can help us avail highly paid placement opportunities in IT companies.	A basket of three courses on programming is already available in the scheme in graduation scheme of CSI. These courses are 'Programming in C++' (102304), 'Programming using 'C# Net' (102502) and 'Web Designing and Development' (102702).
	Continuous assessment should be designed as such to provide more practical exposure.	Practical based assignments are provided to students as per recommendations of Dean's Committee of ICAR.
	More guidance is required on analytical and communication skills.	For the guidance of students in analytical thinking and communication skills, an 'English Lab' (100109) course for the students of Engineering has been started.
	More job opportunities should be provided.	Courses specific guidelines for fetching jobs in various areas of corporate jobs, government jobs, competitive exams, etc. are provided to students from

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Student	More lab equipment and field facilities need to be arranged for getting hands-on training in the Agricultural Labs.	time to time. State of the art labs (crop production, crop protection, horticulture, sericulture, mushroom growing, etc.) with all the needed equipment and apparatus are set up in the University College of Agriculture. Excellent field facilities for crops, vegetables and fruits are available for the practical exposure to students of Agriculture.
	More of Guest Lectures, Educational Visits, Workshops, etc, should be held in different courses.	Educational Visits, Workshops, Field projects, etc. in relevant courses are being from time to time to enhance the exposure of the students to the emerging trends and prevailing challenges of agriculture.
	More activities should be organized for enhancing skill development related to getting placement in various governmental organizations.	For final year students of all programme's efforts are being made to prepare them for their future careers. They are provided the vital training and awareness through group discussions, mock interviews and interactive sessions with experts from the industry and corporate. The prospects of their getting different government jobs are explained to students along with areas where they can find jobs.
	A comprehensive course on Computer Application with regard to Research needs to be introduced.	A new course 'Computer Application in Research' (180102) for PhD Scholars of all streams has been introduced which lays emphasis on analytical research tools, research paper writing, etc.
	Course on Organizational Behaviour may be taught to students	A course on Organizational Behaviour (A201203) has been updated and is being offered for students of BBA in the Second Semester.
Faculty	Courses like Environmental Studies should be incorporated in the curriculum to inculcate environmental consciousness to provide the students the opportunity to avail themselves of the benefits of the same.	A subject 'Environmental Studies' (A100302) is taught to all students of UG programmes. The students of Agriculture are provided the related awareness in their courses on Soils, Plant Pathology, Entomology and Agronomy. Awareness is created among them by providing exposure about environmental issues such as rational use of natural resources, judicious employ of agrochemicals, etc., and creating awareness about the relevant environmental concerns by sending them to the five adopted villages nearby GKU.
	Explore online platforms and tools for effective visual representations of the information/content.	Students are provided with know-how about various tools and techniques that could be used for their project assignment and other courses

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

	A course on Property Law needs to be started for students of L.L.B.	The course 'Property Law' (1201302) has been started for students of L.L.B.
Faculty	For an in-depth discussion courses on Bio techniques and Molecular Biology should be started for PG students of Paramedical science.	The courses 'Bio-techniques' (805203) and 'Molecular Biology and Genetics' (805201) have been started for the students of MMI/T.
	The syllabus of some courses should be revised following the syllabus of UGC-NET so that it will help them in preparing for national-level tests and qualifying them in the future.	All courses are regularly updated/revised in light of the BoS Meetings and the guidelines of UGC and other Statutory Bodies are duly considered for this.
	The virtual labs flipped classrooms and web resources should be made available for teaching.	These methods are already being used in teaching of UG and PG students.
	The research-oriented courses must be taught in the pre-final or final years of the course	In M Tech (CSI) the course on Research Methodology' (141108) is taught in the First Semester while the 'Dissertation' (140400) is submitted in the Final Semester.
	For lateral entry students in B Pharmacy the Remedial Subject may be started	For lateral entry students in B Pharmacy the Remedial Subject 'Communication Skills-Theory & Practical' (BP105T) has been introduced in the 3rd Semester and the course 'Computer Application in Pharmacy-Theory & Practical' (BP205T) in the 4th Semester.
	A course on Auditing should be started in Commerce domain.	The course of 'Auditing' (203503) for students of B.Com. has been started. Another course 'Financial Auditing and Taxation' (A205404) has been started for students of M.Com.
	In the Electrical Engineering courses new Systems, should be added for the education of students.	The new courses namely, 'Neuro fuzzy control' (144306) and 'Advanced electrical motor drives' (144304) have been started for students of M.Tech. (EE).
	Minor courses for the Master's scheme need to be synchronized with the parent domain.	In Masters courses of Agriculture such as M.Sc. (Vegetables) the minor can be Fruit Science and vice versa.

Director IQAC

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