

STAKEHOLDER'S FEEDBACK ANALYSIS REPORT

2019-20

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:

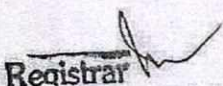
The Internal Quality Assurance Cell (IQAC) is committed to improve academic quality and offers directions for efforts and measures in the direction of academic perfection. The input in terms of feedback has been collected from various stakeholders including alumni, students, parents, employers and teachers.


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 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.


Registrar
Guru Kashi University
Talwandi Sabo (Distt)


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Guru Kashi University
Talwandi Sabo

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

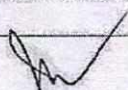
Name College

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

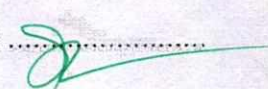
Instructions: Kindly put tick (✓) against the statements to give your opinion as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

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

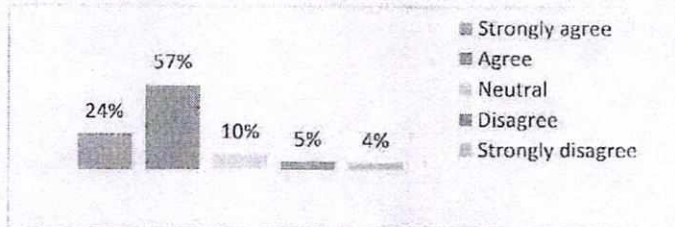

 Registrar
 Guru Kashi University
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Dated:

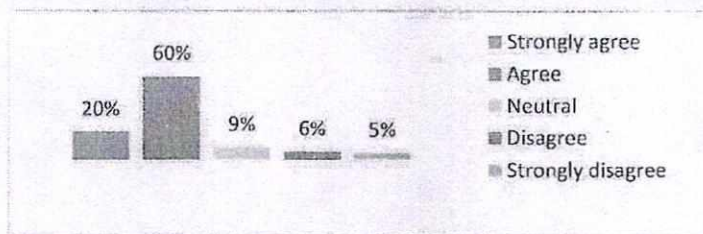

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 Talwandi Sabo

Faculty Feedback Data Analysis

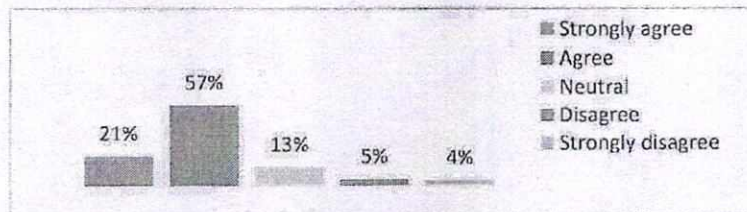
1. The syllabus designed to bridge the gap between academics and industry



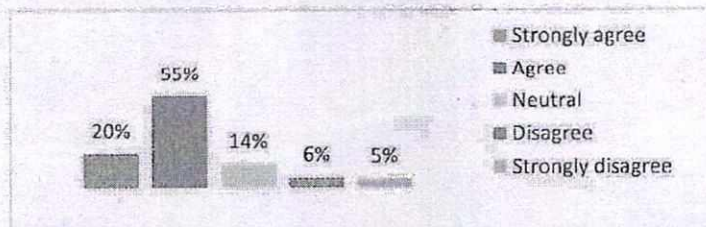
2. The syllabus designed to bridge the gap between Theory and Practical



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



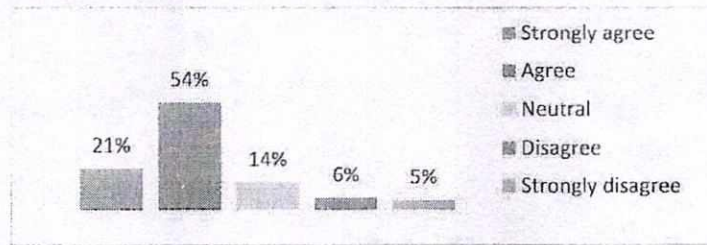
4. The Curriculum has good academic flexibility



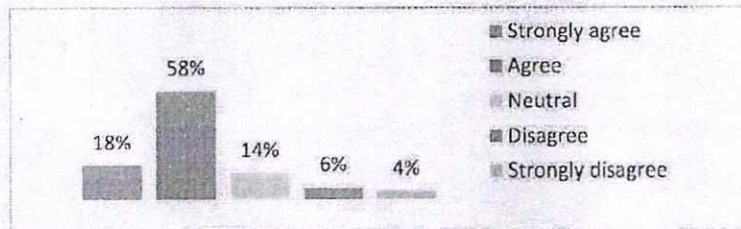

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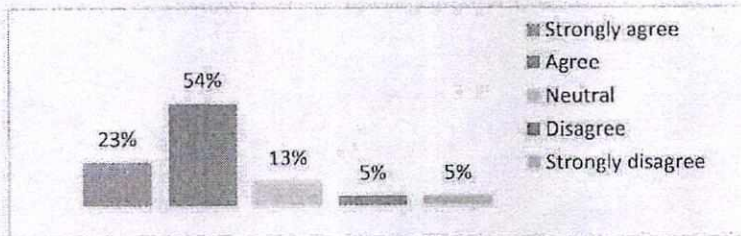
5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.



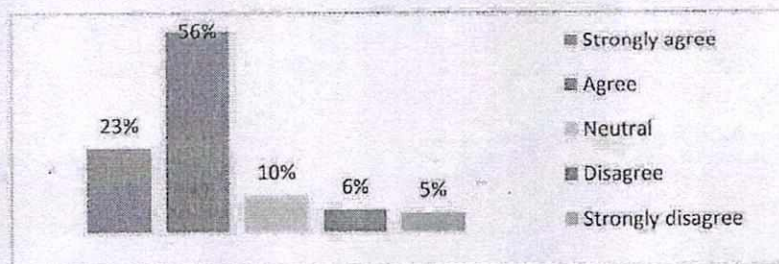
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.

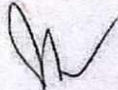


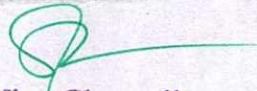
7. The content of the syllabus of the program is updated regularly.



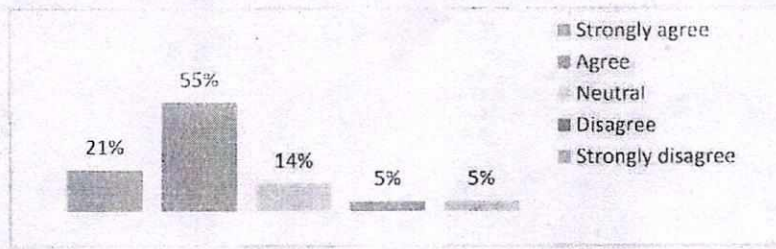
8. The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.



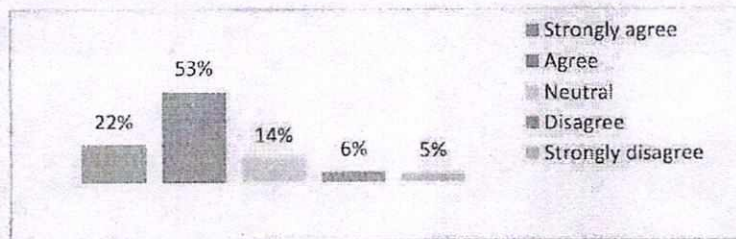

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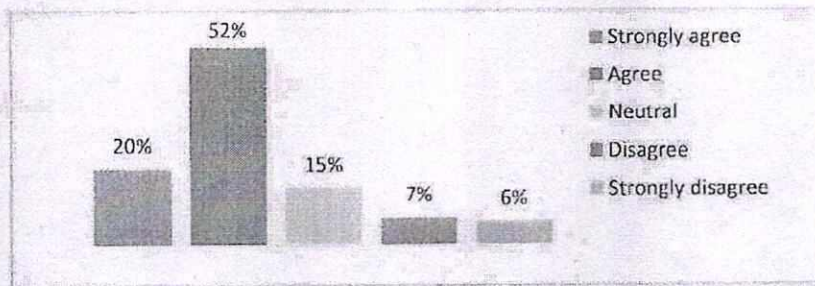
9. Does the syllabus cover modern and advanced topics




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-					

(Signature)
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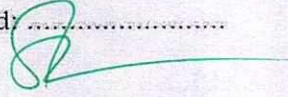
(Signature)
Vice-Chancellor
Guru Kashi University
Talwandi Sabo

	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

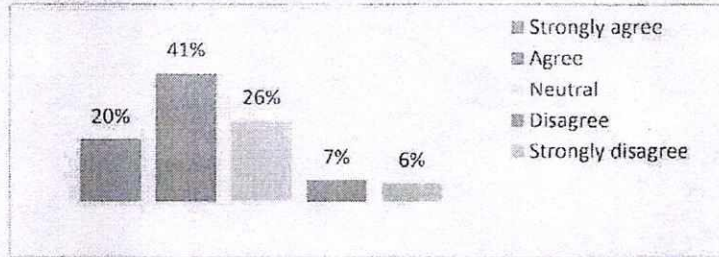

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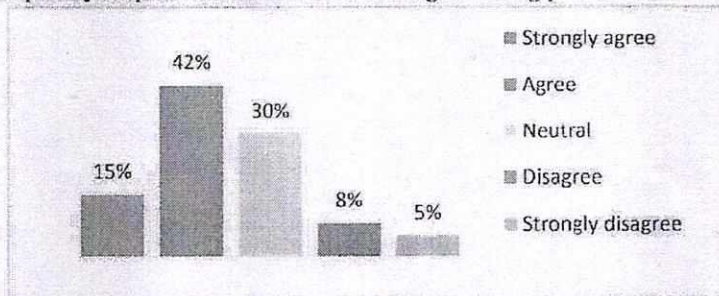

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Student Feedback Data Analysis

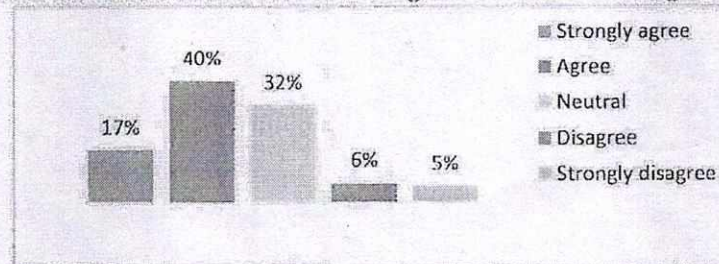
1. Teachers inform you about your expected competencies, course outcomes and programme outcomes and these are well defined.



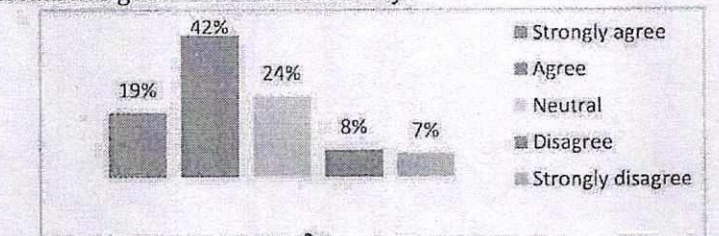
2. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.





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



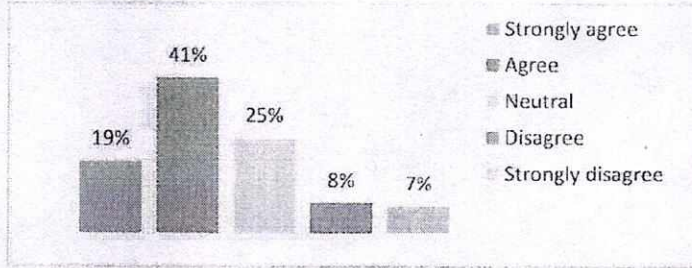
4. The Curriculum has good academic flexibility.



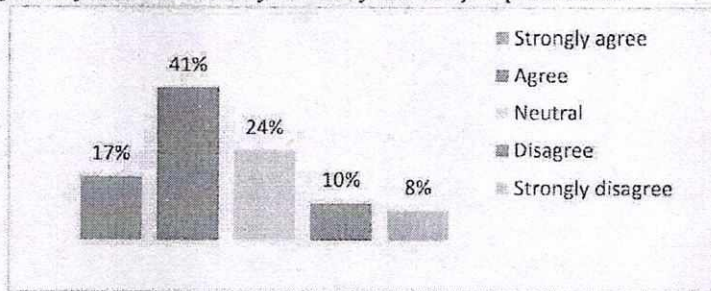

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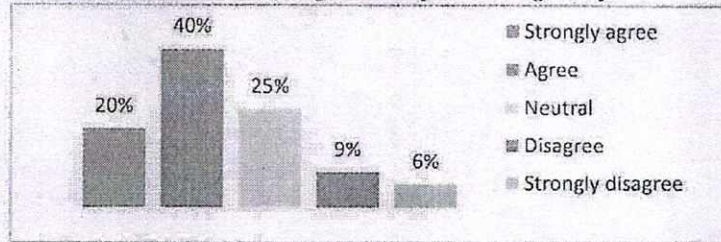
5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.



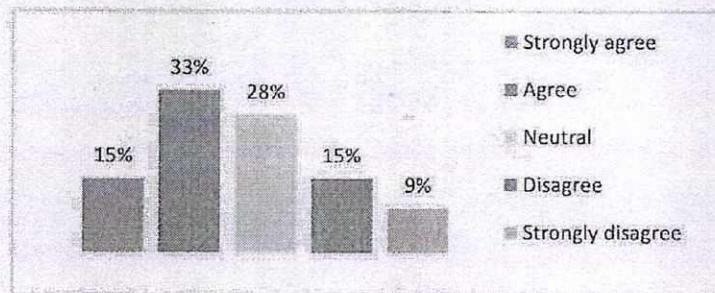
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.

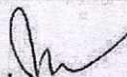


7. The content of the syllabus of the program is updated regularly.



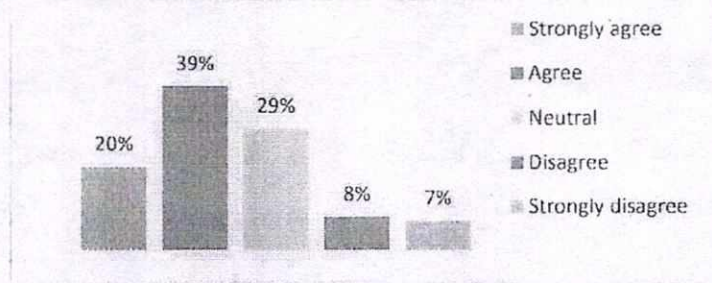
8. The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.



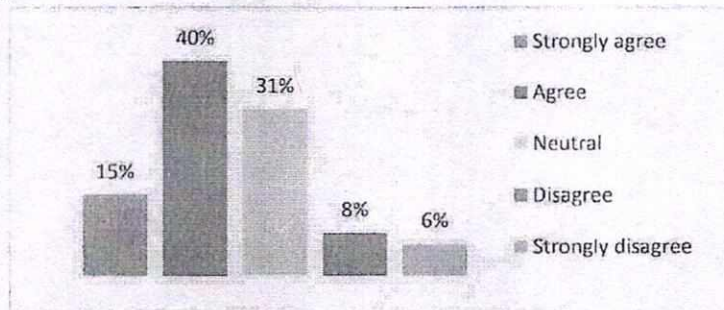

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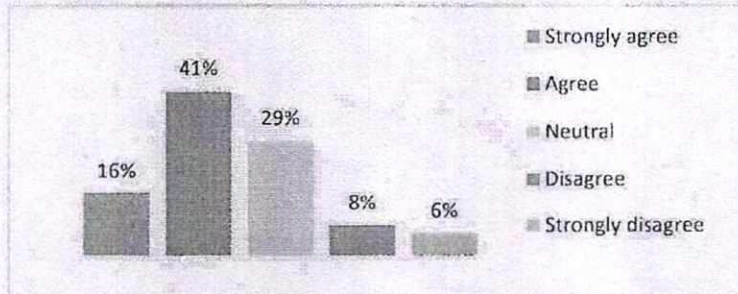
9. The teaching and mentoring process in the University facilitates you in cognitive, social and emotional growth.



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

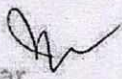
Name College

Programme Academic year

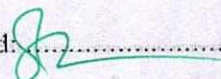
Instructions: Kindly put tick (✓) against the statements to give your opinion as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree

	Feedback Criteria	Feedback Rating				
		Strongly Agree	Agree	Do not know	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

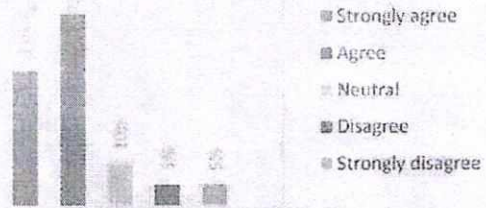

 Registrar
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Dated:

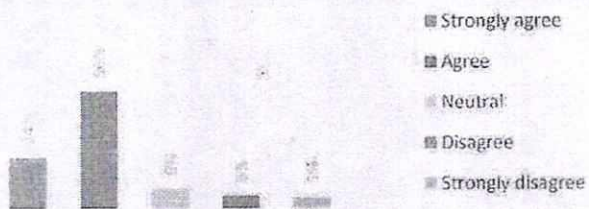

 Vice-Chancellor
 Guru Kashi University
 Talwandi Sabo

Alumni Feedback Data Analysis

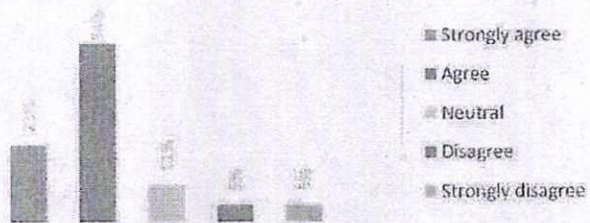
1. The Syllabus studied by me has been relevant to my professional life.



2. The contents of the Syllabus were updated regularly.

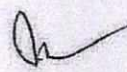



3. The syllabus helped in inculcating value based learning in terms of skills, concepts, knowledge and critical thinking in students



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



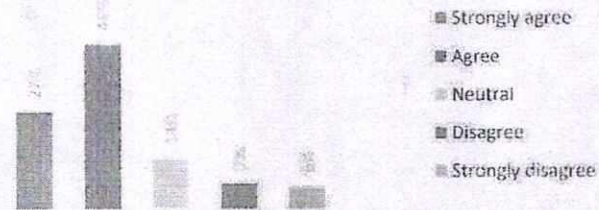

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 Vice-Chancellor
 Guru Kashi University
 Talwandi Sabo

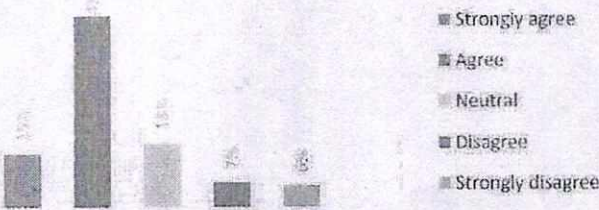
5. The courses and its syllabi helped in gaining knowledge and understanding of the courses studied.



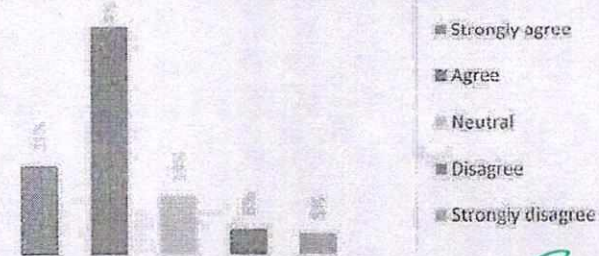
6. The suggested reading material was relevant, updated and appropriate.

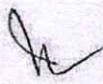



7. The syllabi were directly related to enhancing practical competencies.



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.

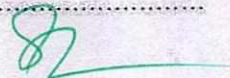
S. No.	Feedback Criteria	Feedback Rating				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The subject matter/knowledge of students meets the Industry Standard.					
2.	The syllabus of the programmes is job-oriented, skill-based, and value-oriented.					
3.	The curriculum is effective 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					
					
					

Dated :



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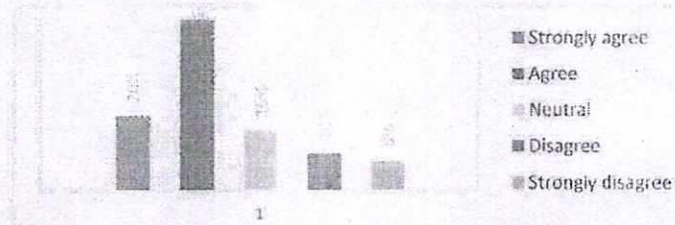
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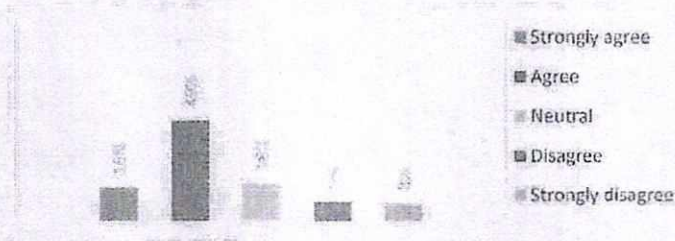
Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Employer Feedback Data Analysis

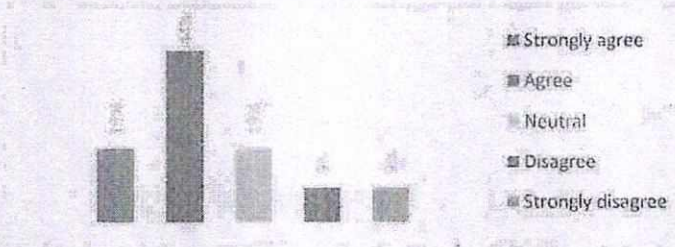
1. The subject matter/knowledge of students meets the Industry Standard.



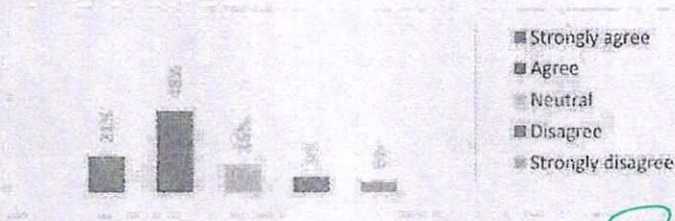
2. The syllabus of the programmes is job-oriented, skill-based, and value-oriented.




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



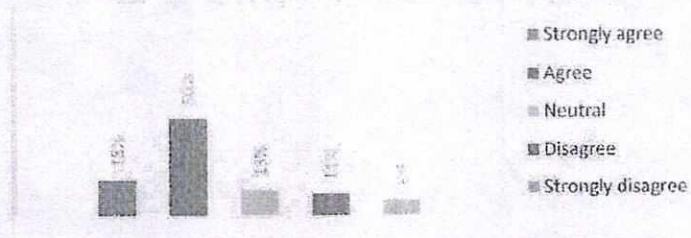
4. The curriculum of the programs of the University has flexibility of choice as per Choice Based Credit System (CBCS)



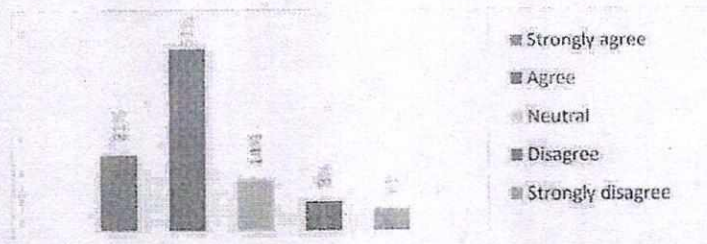

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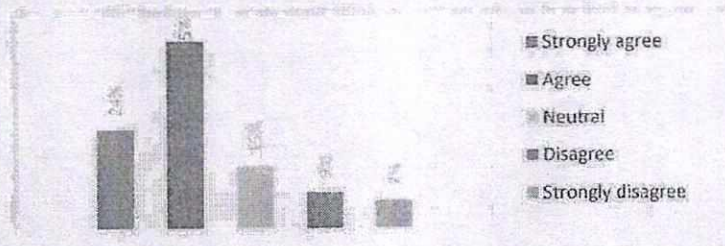
5. The curriculum focuses on developing employability and technical skills.



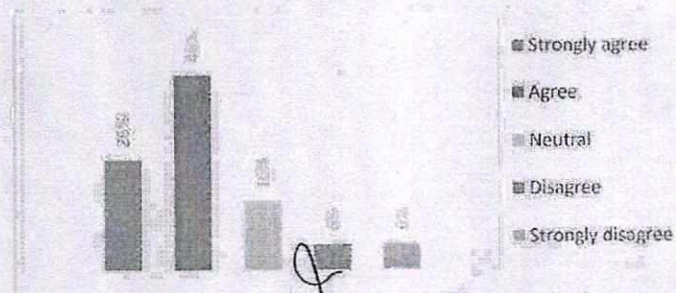
6. The curriculum is based on global, national and regional needs.



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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Registrar
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Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Guru Kashi University

Actions Taken Report for Feedback of 2019-20 Session

Stakeholder	Suggestion provided by Stakeholders	Actions Taken
Alumni	For MBA Students facility of self development through live projects, IIR and marketing practices need to be created.	The Students of MBA are encouraged to participate in entrepreneurship/startup projects. They are provided exposure to marketing practices and IIR routines. For this a course on Project Management & Entrepreneurship (202402), Marketing Management (202202) and Human Resource Management (202203) have been started. The students are provided opportunities to have exposure of live projects in Industry Sector.
	In view of the need for robust and multiple functional domains subjects such as Python programming language must be introduced in the curriculum.	Course on Python programming namely, Programming using Python (301509) was introduced into MCA Programme schemes.
	Guest lectures, educational visits, workshops in relevant courses should be provided for a better learning experience of students.	Students are provided exposure by organizing events, guest lectures by experts, arranging educational visits of students to places of academic interest and need based workshops in relevant domains from time to time which provide students a desirable learning experience.
	The research-oriented courses should be incorporated into the Master's program to provide knowledge about research planning, experimentation and data analysis.	Dissertation has been made mandatory for students of Masters and Ph.D. (M.Tech., Masters in Agriculture, Masters in Education, Masters in Physical Education, Masters in Yoga Therapy). Students are to study courses on Research Methodology (180101).
	Skill-oriented courses can be added for value addition in graduate programs.	To promote skill development among students courses like Workshop on PHP (300408) for BCA; Workshop on Multimedia (306502) for B.Sc. IT; Workshop on Java Programming




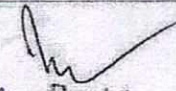
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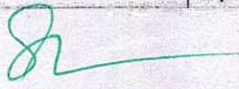
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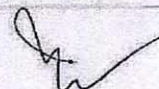
		(303309) for M.Sc. IT have been started.
	More numbers Specimens should be made available for students of Paramedical & Pharmacy.	Charts for the organ systems are already made available in the laboratory. Projection Slides of the histological tissues have been made available for practicals of students in the Anatomy Lab.
Alumni	The industrial visits of students should be included in each semester in the curriculum to provide industrial exposure to students.	Industrial visits have already been planned as a part of the curriculum as per courses distributed in each semester. In College of Agriculture the students are made to visit industry relevant to seed production, farm machinery manufacturing, fertilizer companies, farms of progressive farmers, bee keepers, mushroom growers, nursery producers, net house producers, etc.
	Emphasis should be given on improving communication skills, soft skills, basic computer skills and personality development of UG students.	Courses like Fundamentals of Computers, Communication skills, Human Values & Ethics, are made compulsory for the beginner UG students. The University has CCDE Cell that organizes talks on Personality Development from time to time.
	It is proposed that interdisciplinary input should be given to students to cater to the future industry demands.	Engineering minor baskets on various core areas like Industry 4.0, Robotics, Materials & Manufacturing are introduced in the scheme.
	Students need to be provided exposure on Structural and Highway Designing.	In view of demands of the construction industry Master of Technology (Structural Engineering) has been started. Master of Technology (Transportation Engineering) will be started during the upcoming sessions.
Employer	The content of the courses and curriculum activities should be upgraded from time-to-time according to the emerging industrial need.	To prepare the students for future challenges, the course contents and academic activities are upgraded from time to time. For students of B.Tech. (ME) the Course Industrial Automation and Robotics (105603) and Machine Design Practice (105509) have been introduced.
	Inputs on soft skills should be more to enhance the scope of employability of graduating	A course on Business Communication (206209) for BBA, BBA Aviation


Vice-Chancellor
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Guru Kashi University
Talwandi Sabo (Bti.)

	business students.	Management Students has been started. Students are provided know how on soft skills, effective communication and interpersonal skills under these courses. From time to time special lectures by experts are arranged for the benefit of the students.
Employer	To push employability and professional skill development of students, the need based courses must be started.	Courses on Self Development Skills-I (404106) and Self Development Skills-II (404209) were added into the scheme of the Master of Education program. These courses push employability and professional skill development of students.
	Candidates need to go through their role in practical sessions to cope-up with the current scenario of the hotel industry.	A number of courses such as Foundation Food Preparation (1401107), Foundation Food and Beverages Services (1401108) and Front Office (1401109) have been started in B.Sc. IHIM. These courses provide the students with the need based knowledge <i>vis a vis</i> current scenario of the hotel industry.
	For making students of Law aware about the recent legal concepts and moot court competitions, the need based courses should be started.	A course 'Moot Court Exercises & Internship' (1201604) for LL.B. students has been started. A moot court has been created in the University School of Law where students learn about the legal processes and procedures from the outside experts and faculty.
	Research orientation is generally expected by employers, so insight regarding research should be provided to the students.	From time to time the PG students are involved in the student – expert interfaces on topics relevant to research such as laying out experiments, experimental designs, data collection and interpretation and publication of research findings. The Ph.D scholars study a course on Research Methodology (180101).
	It is desired to have a simulation lab to teach students about the simulation part of Engineering.	A lab Modeling and Simulation (105911) has been introduced for students of B.Tech. Mechanical Engineering, where they learn the techniques of simulation.
Student	Latest construction software's and techniques must be taught as per the current scenario of the market and demand of construction.	Focus is laid on working drawings and software that have BIM and the latest construction techniques in steel construction as a part of their curriculum.


Vice-Chancellor
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Registrar
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Talwandi Sabo (Bti.)

Student	For the implementation of theoretical knowledge more industrial exposure is required	In the domains of engineering, agriculture, fashion designing, fine arts, computer applications, hotel management, industrial visit are regularly held. Additionally, guest lectures and workshops are organized from time to time to encourage interaction with Industry experts.
	Mock interviews and group discussion should be organized to build effective interpersonal skills and to boost self-confidence.	Various mock sessions for UG and PG programs have been organized by Training and Placement Cell for the benefits of students.
	Courses in the baskets of the Master of Technology program should be refined and made field-specific.	Courses in the baskets of the Master of Technology program have been refined and made field-specific. New courses in Civil Engineering (Building Planning & Design (145104), and Rural Construction Technology (145206) have been introduced in the basket.
Faculty	Summer training must be integrated with the curriculum of Engineering domain so that students can get industrial exposure before studying advanced courses in final years	Summer /internship training has been started in all UG Engineering domains. The students are sent to industries relevant to their domain where they learn from various angles.
	The students graduating with a professional degree are generally industry-ready and require honing. The concept of minor project in the scheme should be introduced to meet the industrial requirements.	In M.Tech. the concept of Minor project has already been introduced wherein the students are guided to work on the chosen Minor project as part of their Dissertation
	More emphasis needs to be given to problem-solving using programming.	Object-Oriented Programming Laboratory (A102301) L-T-P changed from 0-0-2 to 0-0-6, to enhance the programming skills for UG students.
	The framework should be introduced targeting different approaches to give inputs regarding other engineering disciplines.	Two Engineering minors in the areas: Structural Engineering and Civil Engineering are incorporated. Emphasis is being given on inter-disciplinary approaches.
	Awareness about non-conventional energy resources and environmental studies for students needs to be created.	Students are provided the need based knowledge and information about various aspects of renewable and non-conventional energy in the courses 'Non-conventional energy resources' (103809) and 'Environmental studies' (A100302)

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