

# STAKEHOLDER'S FEEDBACK ANALYSIS REPORT

2020-21

## 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  
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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, 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

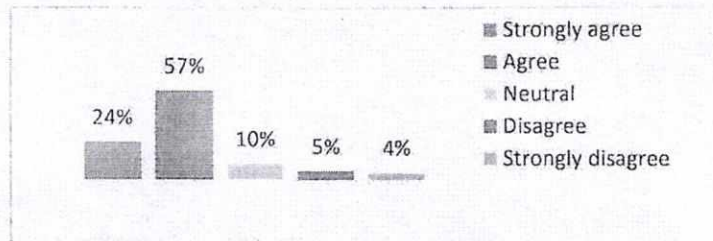
  
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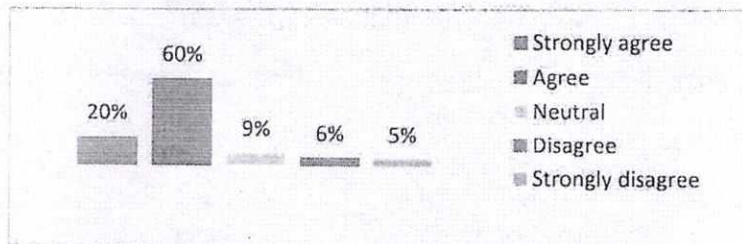
  
 Vice-Chancellor  
 Guru Kashi University  
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### Faculty Feedback Data Analysis

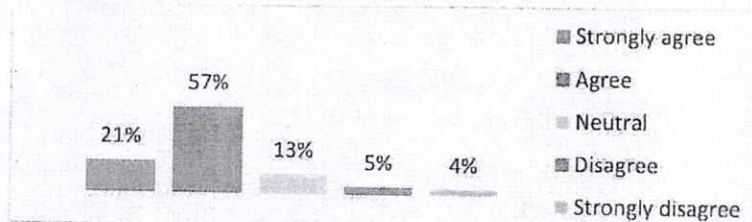
1. The syllabus designed to bridge the gap between academics and industry



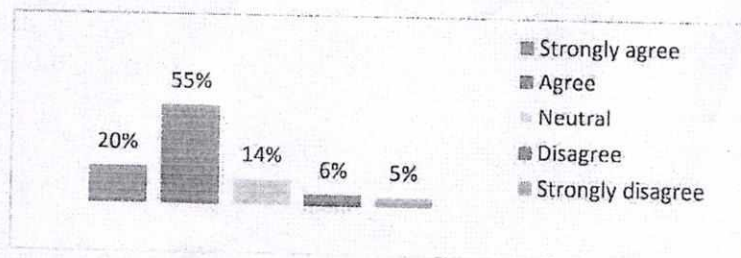
2. The syllabus designed to bridge the gap between Theory and Practical



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



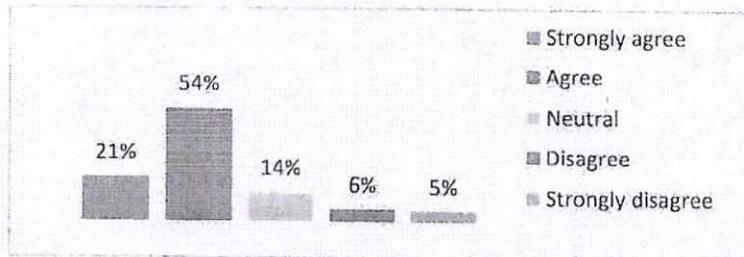
4. The Curriculum has good academic flexibility



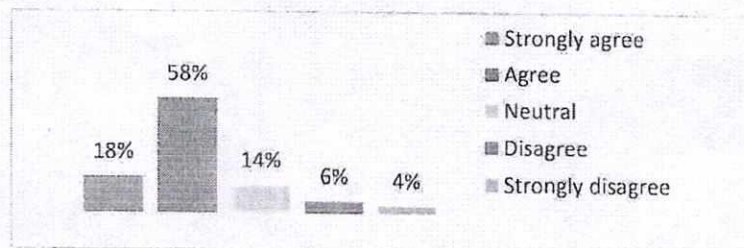
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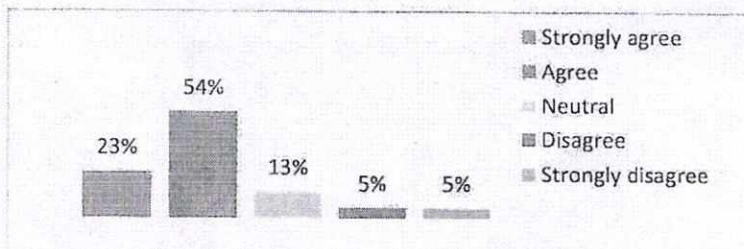
5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.



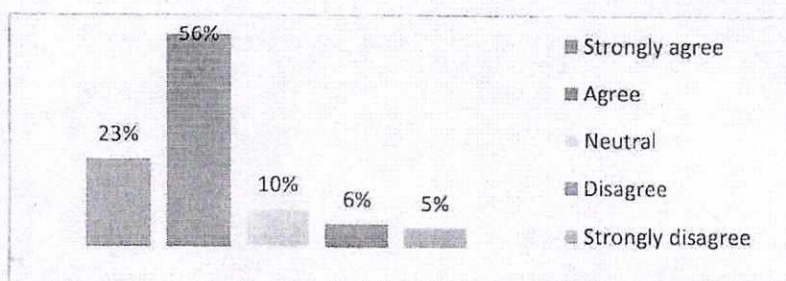
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.





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



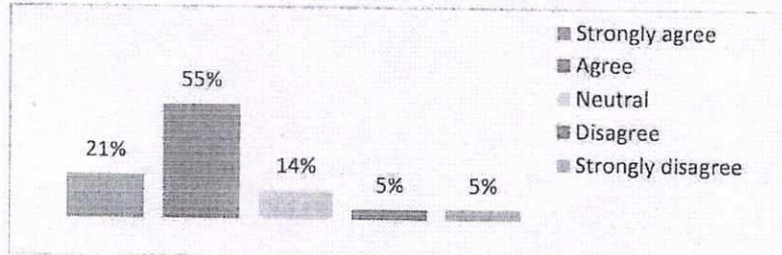
8. The current syllabus of the programmes is job-oriented, skill-based, and value-oriented.



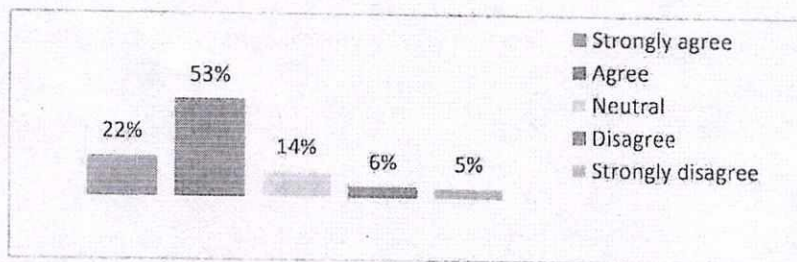
  
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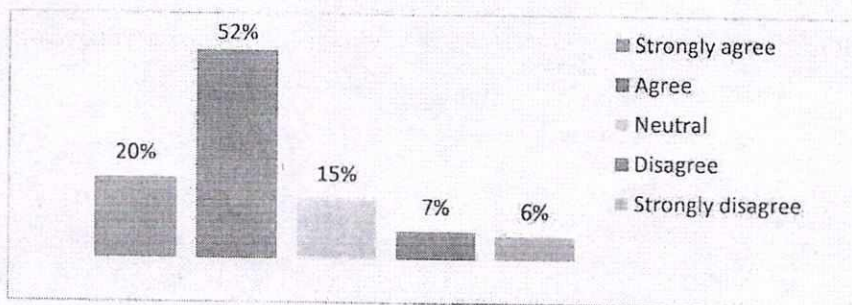
9. Does the syllabus cover modern and advanced topics

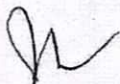


10. The faculty is extensively involved in the designing and development of the syllabi



11. The faculty is given freedom to use innovative pedagogy



  
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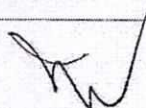
**Guru Kashi University, Talwandi Sabo**  
**Internal Quality Assurance Cell**  
**Feedback Questionnaire for Students**

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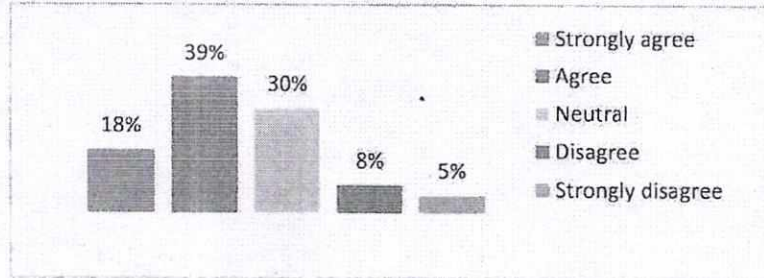
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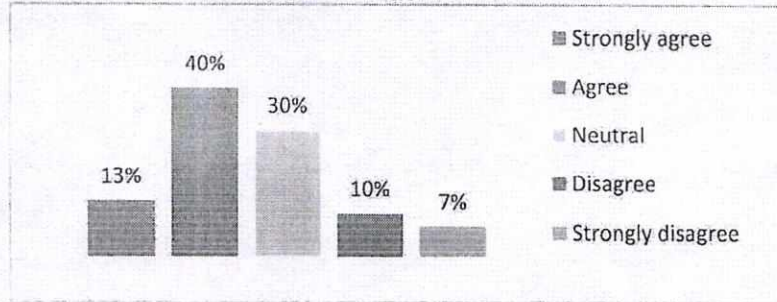
**Vice-Chancellor**  
**Guru Kashi University**  
**Talwandi Sabo**

### Student Feedback Data Analysis

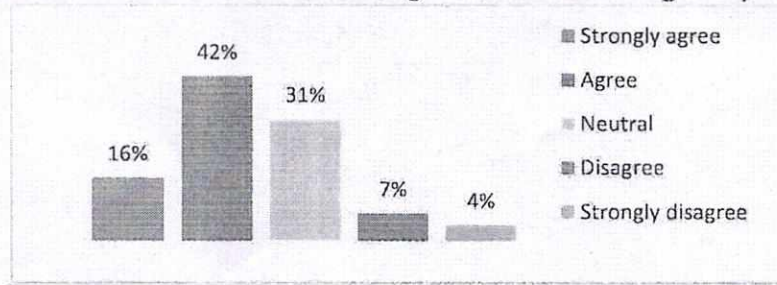
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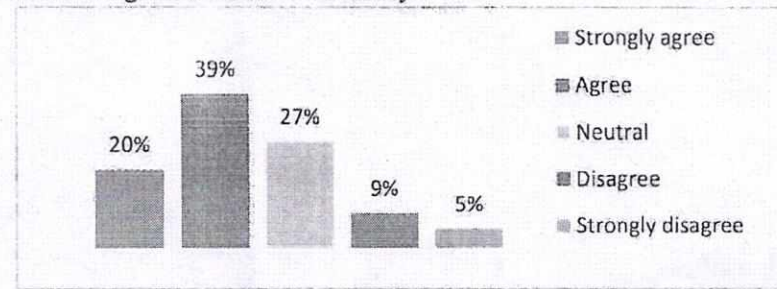
2. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.



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



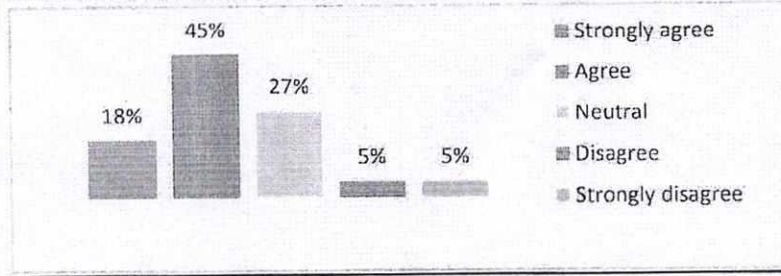
4. The Curriculum has good academic flexibility.



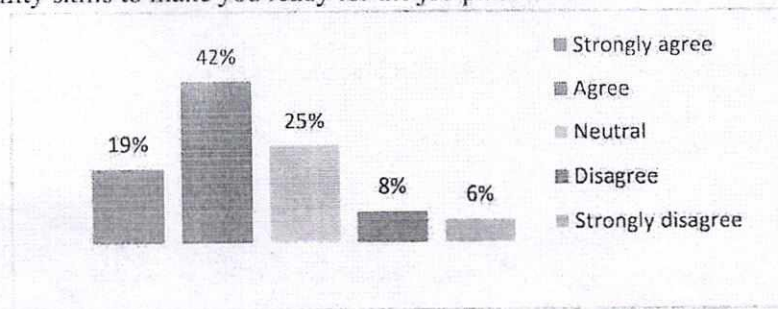
  
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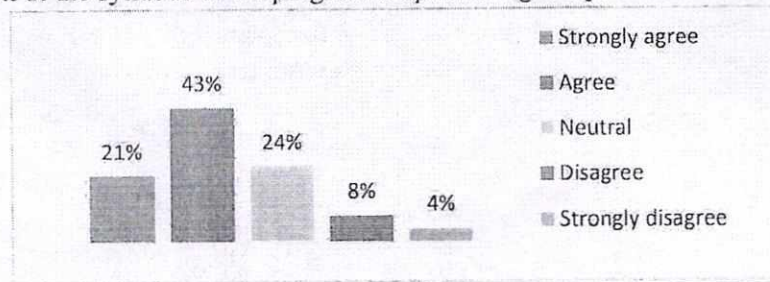
5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.



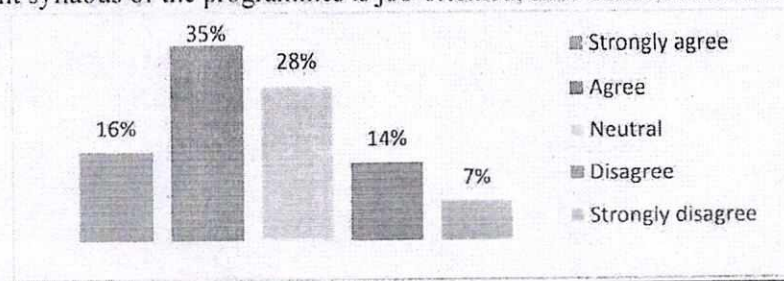
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.




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.

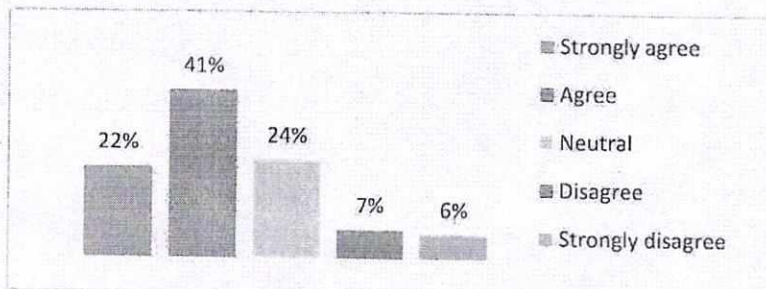


  
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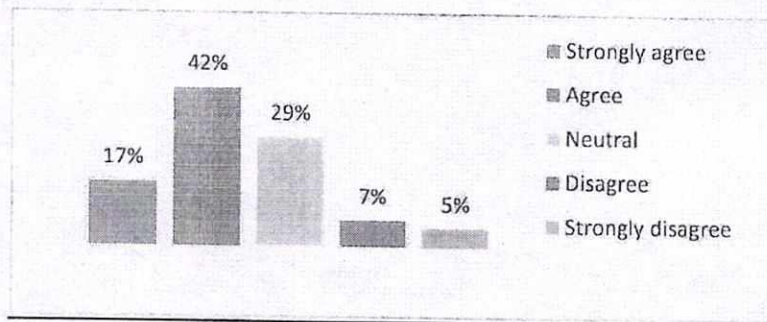
  
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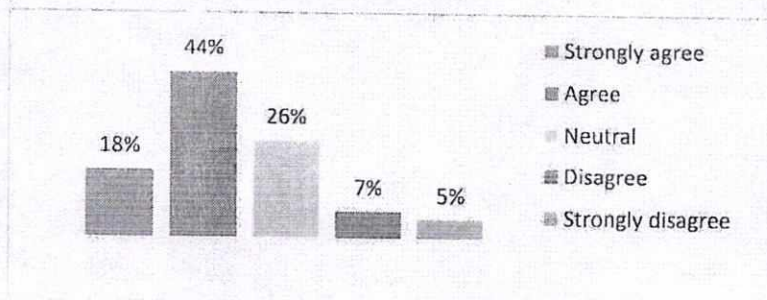
9. The teaching and mentoring process in the University facilitates you in cognitive, social and emotional growth.



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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**Internal Quality Assurance Cell**  
**Curriculum Feedback Proforma for Alumni**

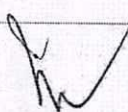
Name ..... College .....

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

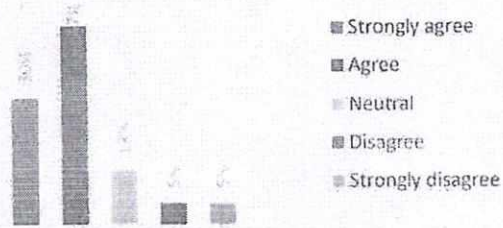
  
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Dated: .....

  
**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



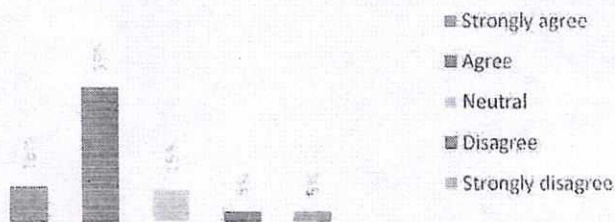
  
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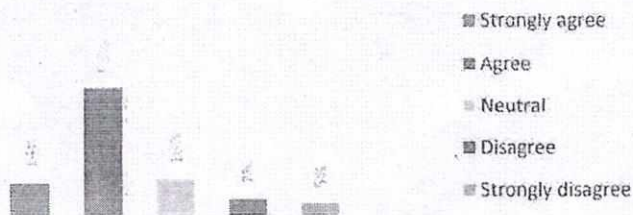
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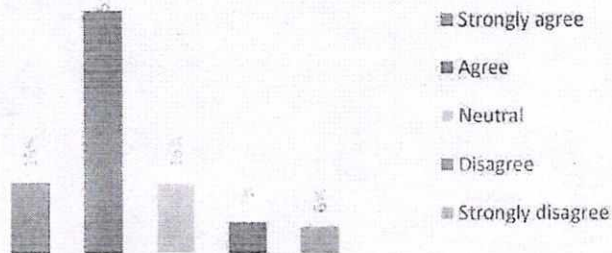
6. The suggested reading material was relevant, updated and appropriate.





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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**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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Signature .....



**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.



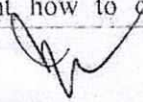
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 Vice-Chancellor  
 Guru Kashi University  
 Talwandi Sabo

# Guru Kashi University

## Actions Taken Report for Feedback of 2020-21 Session


Stakeholder	Suggestion or remarks received from Stakeholders	Actions Taken
<b>Alumni</b>	Students should be encouraged to pursue MOOCs courses to enhance their employability and resume strength.	Students have been encouraged to opt for MOOC courses relevant to their Programme have been given to students of UG students to voluntary register and earn certifications. This will help them to enhance employability and strength of their resume.
	In view of growing business of real estate, topics such as real estate development, their legal protection, etc. need to be covered in MBA.	Course on 'Legal Framework for Real Estate' (202422) and 'Environmental Issue in Real Estate' (202321) have been started for students of MBA, which educate the students on Legal and Environment issues in real estate business.
	To motivate students for entrepreneur skills required to become successful job creators rather than job seekers, efforts should be made to start courses on startups, enterprises, etc. Students should be prepared to face interviews and client handling.	Students are taught courses that provide them knowledge and exposure about entrepreneurship. For B.Com. Hons. the courses 'Entrepreneurial Development' (203403) and for M.Tech. (ME) students the courses 'Entrepreneurship' (142219) for BBA students and 'Entrepreneurship' (201602) for M.Tech. (ME) students have been started. The Training and Placement Cell prepares the students for organizing meetings and facing interviews.
	A practical exposure and learning experience through demonstration should be provided to students for practical education that can help them to develop skills.	Course like 'Elements of Design' (903101) has been offered to first year students of B.Sc. in Fashion Technology. The course focuses on practical learning of students and skill development.
	Student needs training in computer skills to be able to use ICT in classroom effectively.	A course on 'Enriching Learning through ICT' (A402205) has been introduced in the scheme of BA B.Ed. and B.Ed. Programmes.
	Students should be taught how to organize	For this purpose, courses such as 'Event


  
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	events, Meetings, Group discussions Conferences, Seminars, Demonstrations & Exhibitions.	Management' (1401512) and 'Front Office Management' (1401508) for B.Sc. IHIM have been introduced.
Alumni	For students of Pharmacy learning experiences about computer use should be provided.	For this, the courses Computer Applications in Pharmacy Theory and Computer Applications in Pharmacy Laboratory are incorporated in 2nd semester of the B. Pharmacy Programme.
	The program schemes should have courses related to research in order to train the students for carrying out research experiments properly.	To provide the students proper insight into research experimentation and data analysis and interpretation, 'Operational Research' (105804) for students of B.Tech. (MI); '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 Ph.D Scholars have been started.
	The students of B.Sc. IT and BCA should have options to choose interdisciplinary courses as there is great diversity in industrial requirements.	Various courses have been formulated with interdisciplinary content and are offered to students as elective courses. For example, Basics of Travel Tourism' (CB100325); 'Marketing Management' (CB100333); 'Introduction to Facility Planning' (CB100328).
Employer	Input on Research Methodology and Statistical Techniques need to be provided to enable students to conduct their research properly.	A course on 'Research Methodology and Statistical Techniques' (205104) has been started for M.Com. students.
	Students should be made aware of the latest techniques and software used by companies. This is important as industries want to higher skilled persons possessing upto date knowledge.	Various sessions are organized wherein experts from industries/companies working on latest equipment provide useful information to students on modern techniques and software.
	Incorporation of research and design related courses can generate and improve creativity among the students. Focus on these should be given.	Courses on 'Graphical Designs' (308103) and 'Adobe Photoshop' (308104) for B.Sc. Animation and Visual Effects students have been started.

  
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
  
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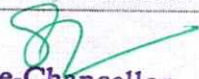
<b>Employer</b>	Artificial Intelligence and Industry 4.00 are the topics of current importance. Therefore relevant inputs are needed to be provided to students who are face the competent world.	Artificial Intelligence and Industry 4.00 including digitization, cloud computing, big data, data science, 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 the University.
	The syllabus and course assessment need revisions for different courses.	The Course Syllabi are revised and updated for different programmes in view of the inputs by members of Pre-semester BoS meetings.
	Need based skill sets must be provided to students for better employment prospects.	For increased industry-institute interactions and employment prospects of students a course 'Export-Import Procedures – Documentation' (202426) for students of MBA have been started.
	A specific course for hands-on practice for industrial drawings needs to be started for students of engineering domain.	A course 'Engineering Graphics & Design' (105105) has been started and offered for all students of engineering.
<b>Student</b>	The internship training must be towards the end of the programme.	The internship trainings are planned towards the end of the programme so that internees are able to maintain a good rapport with the industry.
	The options in department electives should be increased for Economics specialization.	The core courses such as 'Micro Economics' (201104) and 'Macro Economics' (201202) have been started for BBA students for this purpose.
	Courses on Multimedia, Photography and videography must be made available to students to enhance their creativity.	In B.Tech. CSI; a course on 'Multimedia and its Applications' (102607) is being offered to students that enhance their creativity.
	Students must be provided opportunity to attend National/ International conferences/seminars organized in the university as this will provide them opportunity to learn about	Students, specially of the Masters Programmes and Ph.D scholars are encouraged to attend National/International conferences/seminars organized in the university. The Ph.D scholars are also motivated to attend such events

  
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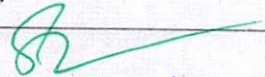
	presentation and replying to queries.	outside the university. They are encouraged to present their research papers in such events.
<b>Student</b>	Food tourism and Aviation Industry are in trend to day. More and more people are getting involved in this. Students of Hotel Management and Business Management must be made aware of this in their curriculum.	Courses on 'Travelling Tourism' (1401405) for B.SC. IHIM and 'Airline and Travel & Tourism Industry: Introduction' (206305) for the student of BBA Aviation Management have been introduced wherein the students are made aware about the new developments in the food tourism and aviation management.
	For thesis writing, guidance should be provided for improving the writing skills.	The students, M.Sc. and Ph.D. are guided on improving thesis writing as well as preparing graphics and illustrations for their thesis. A course 'Computer Applications in Research' (180102) is greatly helpful to them in this regard.
	Courses for developing hands-on training should be incorporated for the betterment of students acumen and to enhance skill development.	Project-related work has already been introduced in the curriculum for UG and PG domains of engineering students for their better practical exposure and skill development.
<b>Faculty</b>	Students need to be provided knowledge and information on the use of non-conventional energy sources, natural resource management and environment conservation.	Students are provided the need-based knowledge and information about different facets of renewable and non-conventional energy resources in the course 'Non-Conventional Energy Resource' (103809) and 'Environmental Studies'(A100302). The students of agriculture are taught the concepts of integrated Pest Management in the course 'Pests of Crops and Stored Grains and their Management' (501505), 'Weed Management' (5021001), 'Protected Cultivation' (501603).
	A system of major and minor areas of specialization in MBA should be followed by considering, IT, administration, business, economics, commerce, management, marketing, as subjects.	In MBA programme, the system of major and minor subjects has been followed. For this the students are free to choose major or minor subjects from the list that includes: IT, Hospital Administration, Estate and Infrastructure Management, Agricultural Business Management, Industrial Business,

  
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 Talwandi Sabo

		etc.
Faculty	More emphasis needs to be given to enhance the programming skills for UG students of B.Tech. CSE, BCA, B.Sc. IT, etc.	In the course 'Object-Oriented Programming Laboratory' (A102301) the pattern of L-T-P from 0-0-2 has been changed to 0-0-6, to enhance the programming skills of UG students of B.Tech. CSE, BCA, B.Sc. IT, etc.
	Students of Physical Education need to be prepared for being better sports persons. For them the courses on specialization should be started.	Courses on 'Games Specialization 1' (710207), 'Games Specialization 2' (710307) for M.P.Ed. students.
	The practical aspects of law and its implementation in the society must be brought into light for putting together students learning process.	GKU has facilities of Moot Court and Free Legal Aid Cell Clinic where students are learning practical aspects of law and their implementation. The students are also made to interact with district judiciary for their learning.
	Topics related to diverse operations conducted in pharmaceutical industry need to be covered as these are immensely useful for students.	A course 'Industrial Pharmacy Theory' (BP5021) and 'Industrial Pharmacy Laboratory' (BP506P) are incorporated in B. Pharmacy Programme where the topics relevant to Pharmaceutical Industry are covered.
	To technique-based skills should be taught to students prior to their hospital training.	A course on 'Hospital Practice and Patient Care' (807510) is being taught to students of B.Sc. RIT. It helps them to under go internships training more effectively.
	Introduce a course for students to get exposure to real-life applications of mathematics in routine life activities for better understanding.	Experiential Learning MTH170 is introduced in term 1 with LTP 002 for both B.Sc. (Hons.) Mathematics & B. Sc. (Non-Medical).
	A course Food Science and Nutrition is comprising all basics concepts, so my suggestion is that it could be shifted to 3rd term from 6th.	A course 'Nutrition' (1401205) has been started for students of B.Sc. HHIM. The course highlights basic and current concepts of Food Science and Nutrition.

  
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Faculty	For production of pesticide free vegetables courses on net house production needs to be introduced.	The university has already introduced a course 'Protected Cultivation and Secondary Agriculture' (B501603) for students of B.Sc. Agriculture 4 yrs (Hons.). The students are provided know-how of the net house production of quality vegetables such as cucumber, capsicum, tomato, brinjal, etc. free from pesticides.
	Basic introductory course of Electrical Engineering must be introduced to all first-year students.	A course on 'Basic Electrical Engineering' (A103101) has been introduced in the curriculum of B. Tech. students in the first semester.



  
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 Guru Kashi University  
 Talwandi Sabo (Bti.)

  
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 Talwandi Sabo