STAKEHOLDER'S FEEDBACK ANALYSIS REPORT

2016-17

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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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					

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10.	The faculty is extensively involved in the designing and development of the syllabi					
11.	The faculty is given freedom to use innovative paedagogy					
12.	Any other remark or opinion					

Signature

Dated: .....

Vice-Chancellor
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Talwandi Sabo

Registrar
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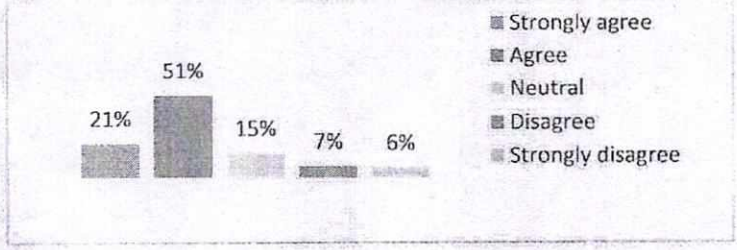
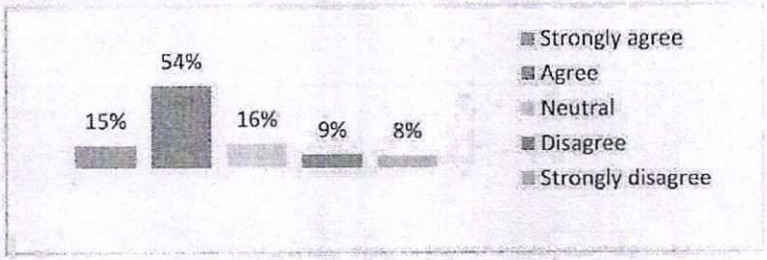
Faculty Feedback Data Analysis

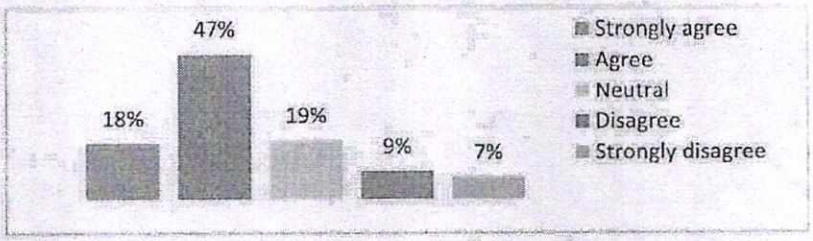
1. The syllabus designed to bridge the gap between academics and industry



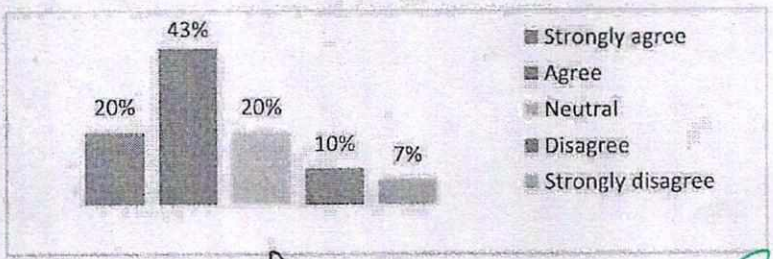
2. The syllabus designed to bridge the gap between Theory and Practical



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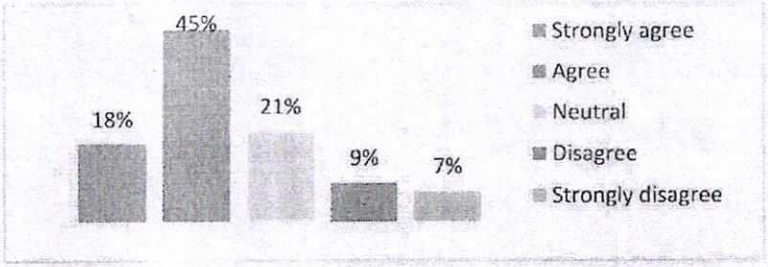
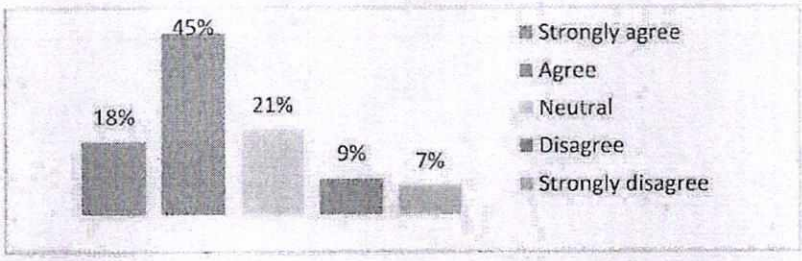
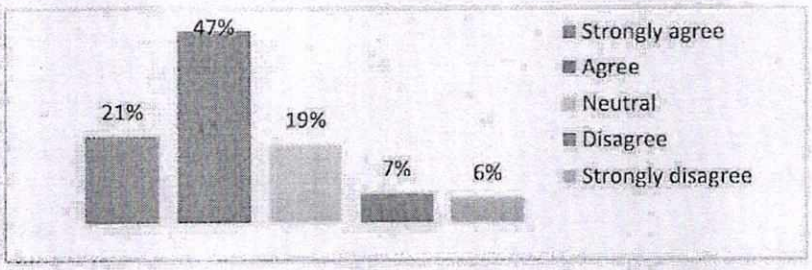
5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.



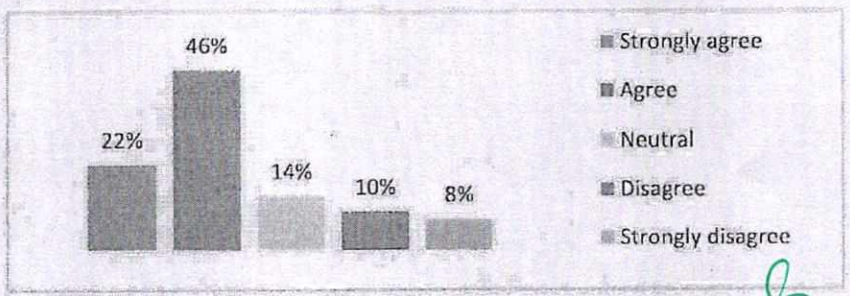
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.



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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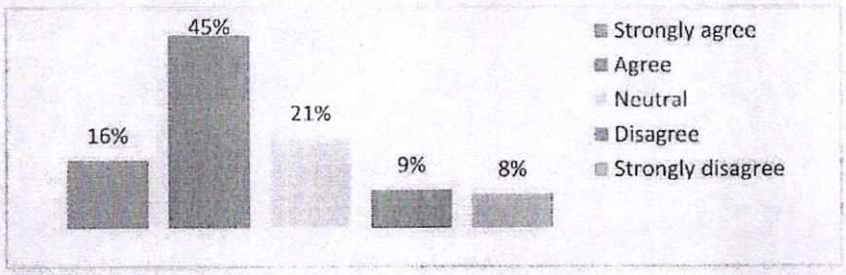
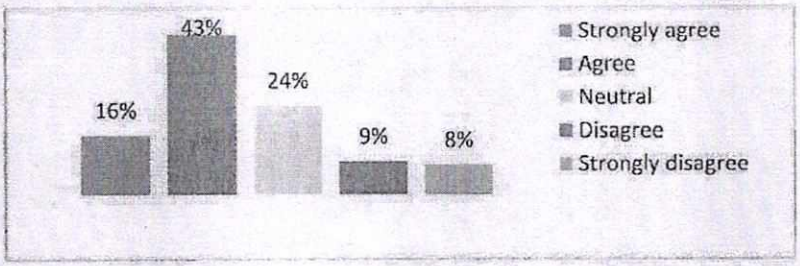
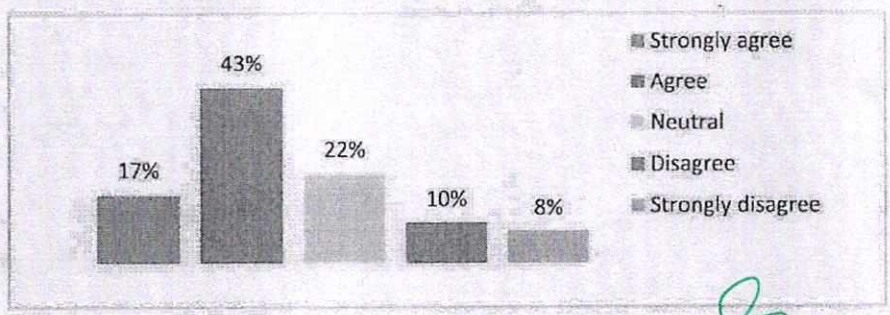
9. Does the syllabus cover modern and advanced topics



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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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.					

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

Signature

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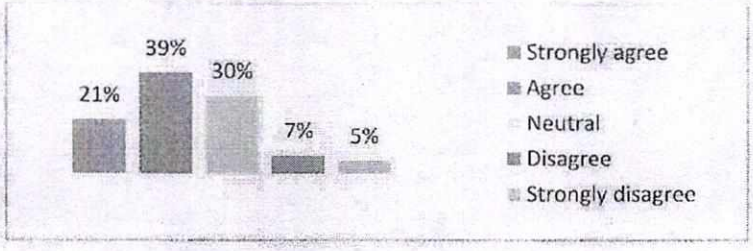
Guru Kashi University
Talwandi Sabo (Bti.)

Dated: .....

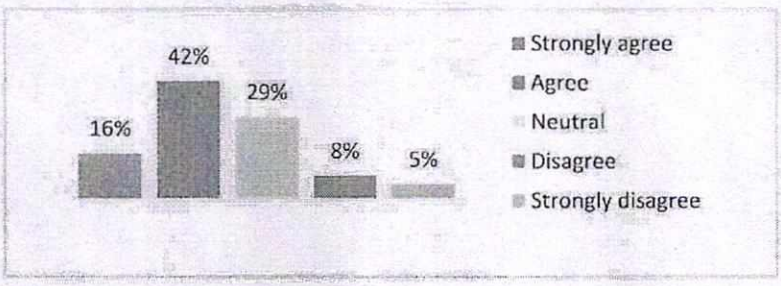
Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Student Feedback Data Analysis

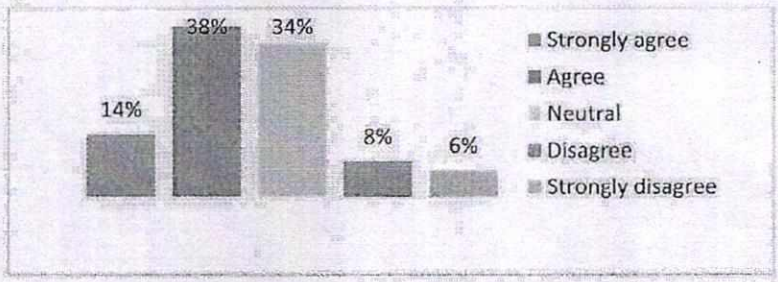
1. Teachers inform you about your expected competencies, course outcomes and programme outcomes and these are well defined.



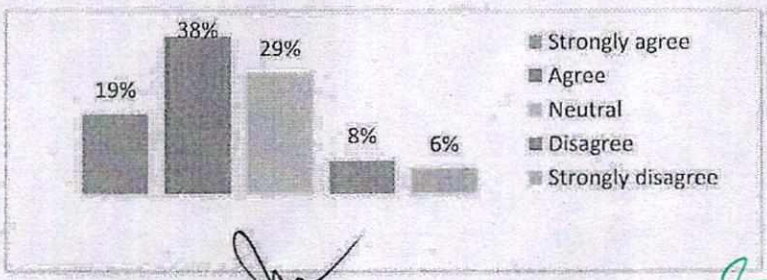
2. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.



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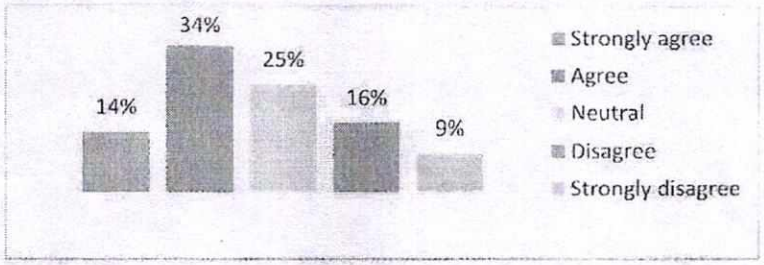
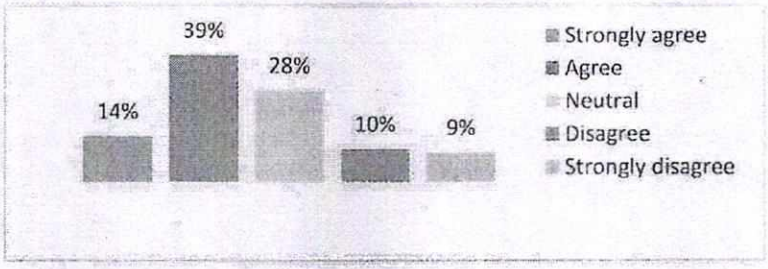
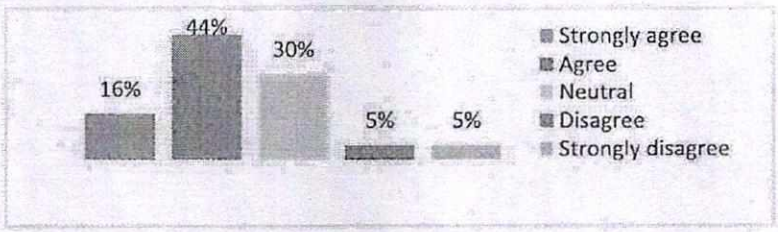
5. The curriculum is effectiveness of curriculum for the development of entrepreneurship.



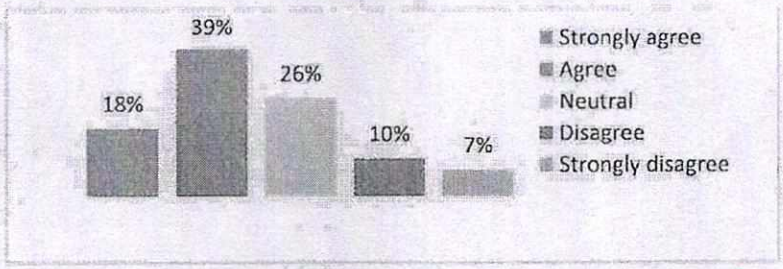
6. Efforts are made by the University and its faculty to inculcate soft skills, life skills and employability skills to make you ready for the job placement.



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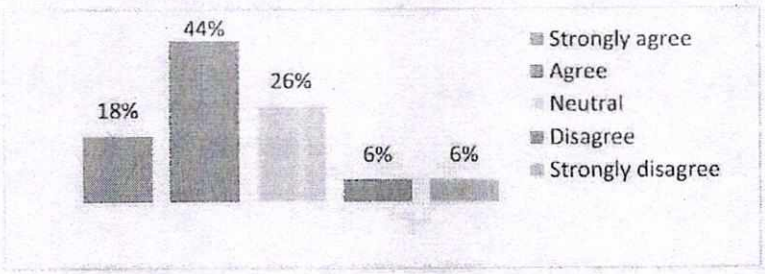
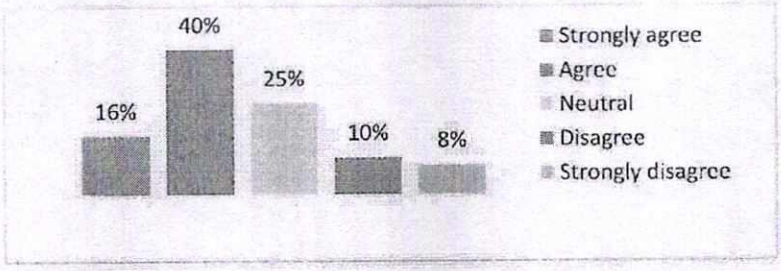
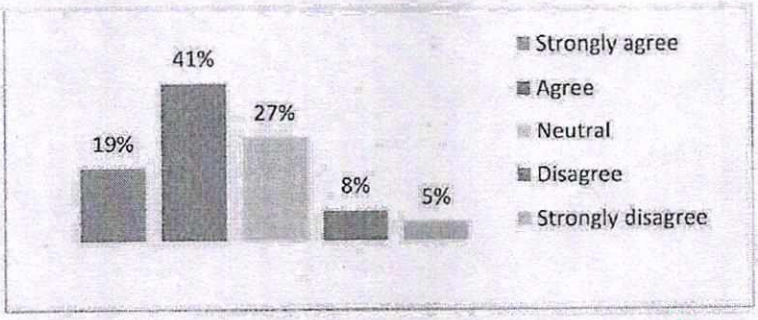
9. The teaching and mentoring process in the University facilitates you in cognitive, social and emotional growth.



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

Sr. No.	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

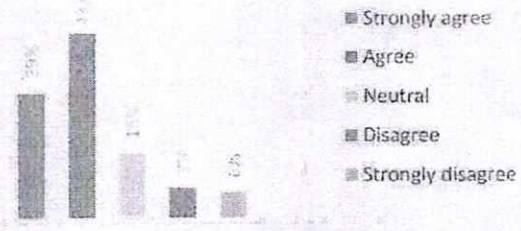
Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Dated: .....

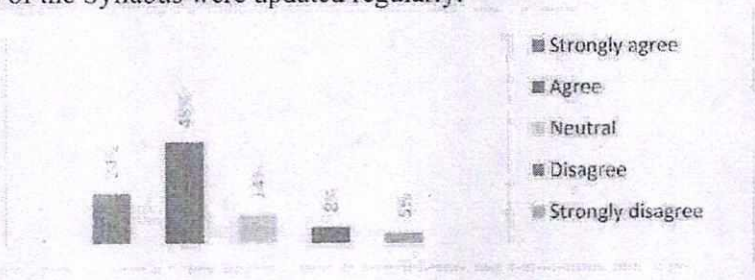
Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Alumni Feedback Data Analysis

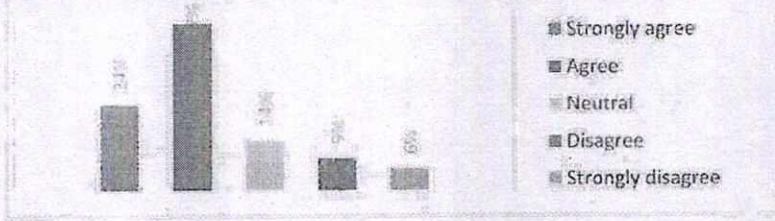
1. The Syllabus studied by me has been relevant to my professional life.



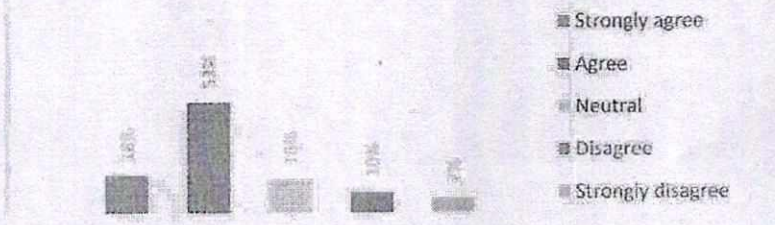
2. The contents of the Syllabus were updated regularly.



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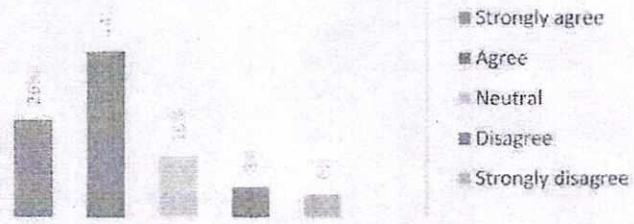
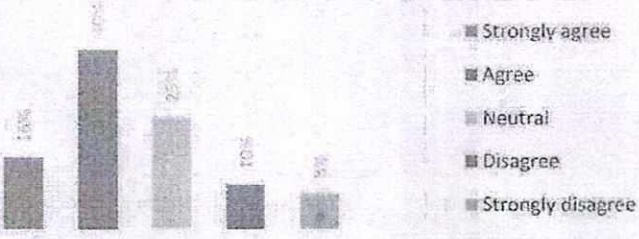
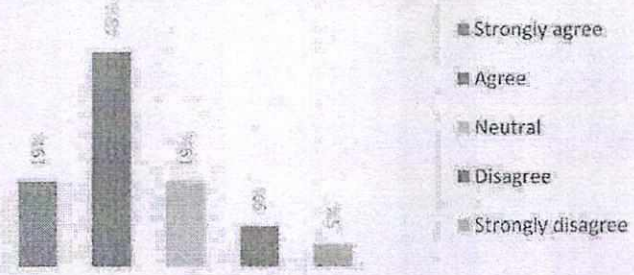
5. The courses and its syllabi helped in gaining knowledge and understanding of the courses studied.



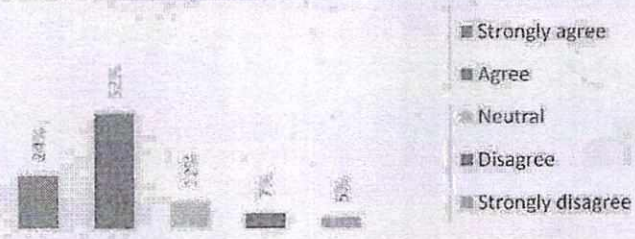
6. The suggested reading material was relevant, updated and appropriate.



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					

Dated : .....

Signature .....

Registrar
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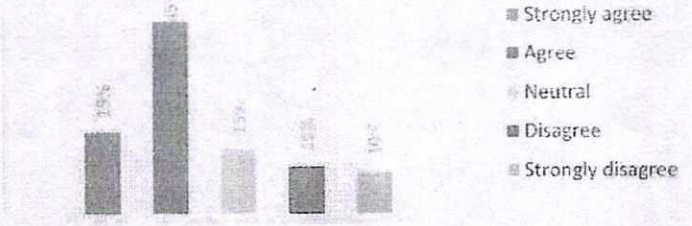
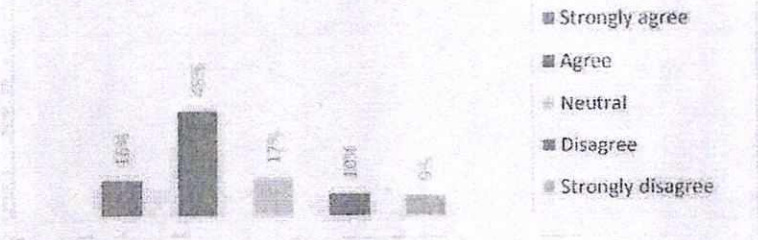
Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Employer Feedback Data Analysis

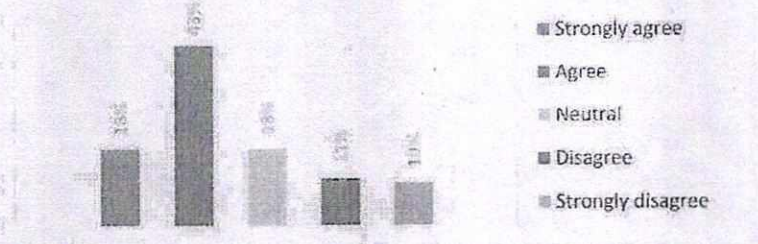
1. The subject matter/knowledge of students meets the Industry Standard.



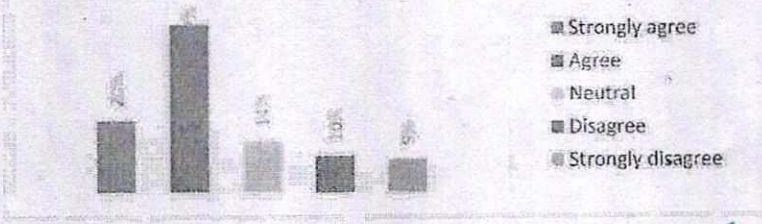
2. The syllabus of the programmes is job-oriented, skill-based, and value-oriented.



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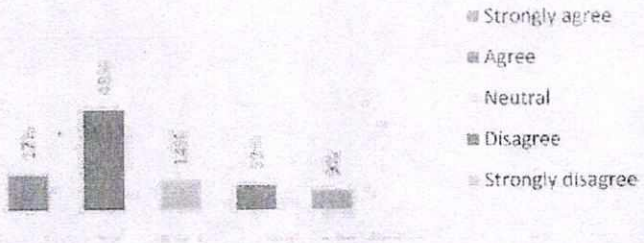
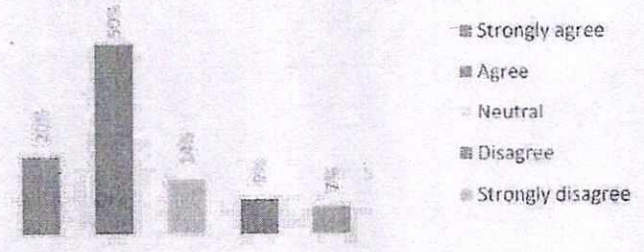
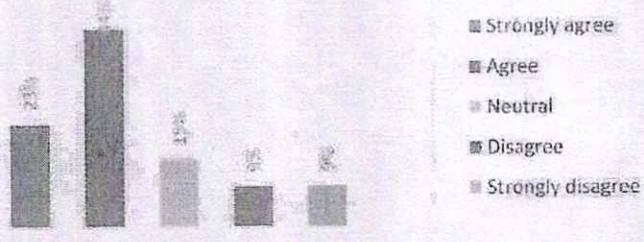
5. The curriculum focuses on developing employability and technical skills.



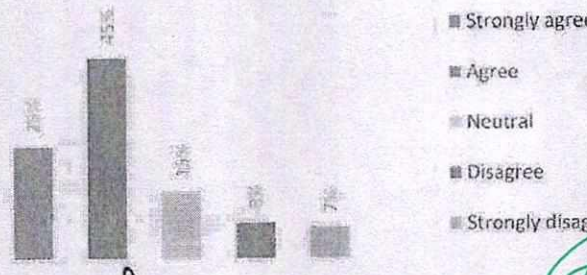
6. The curriculum is based on global, national and regional needs.



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



Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

GURU KASHI UNIVERSITY

Actions Taken Report for Feedback of 2016-17 Session

Stakeholders	Suggestion/Remark received from Stakeholders	Actions Taken
Alumni	A course relevant to learning cost/estimation must be started to make students learn to work out cost: benefit ratio (CBR) in projects handled by them	For providing better understanding of planning and management of projects and to work out CBR in projects being handled by students, the courses such as "Building Cost and Quality" (145204) for students of Civil Engineering; "Cost Accounting" (203402) for students of B.Com (Hons); "Cost and Management Accounting" (201301) for students of BBA; are already running.
	Students may be encouraged to earn professional certifications which could help them to enhance their employability prospects.	GKU has always encouraged its students to stay abreast with the latest developments. It has introduced the programme B.Sc (IT) wherein students learn the concepts of parallel processing, network security and cryptography, data mining techniques, cloud computing, computer graphics and multimedia, etc. This enhances their employability prospects. The specialization is being considered in MBA programmes for making students employable with the needed expertise.
	Modern emerging tools and technologies in the field of computer science and engineering like Programming Mobile Devices, Parallel Computing, Open Source Softwares, etc. which is in demand should be taught to CSE students.	Theoretical knowledge and hands-on-exposure are provided to students with regard to new concepts of Programming Mobile Devices, Parallel Computing, Cloud-computing, Open Source Softwares, Artificial Intelligence including digitization, machine learning, etc., through adding relevant courses into the syllabus of UG Programmes in the College of Computer Applications and Department of Computer Science & Engineering.
	New courses/ Programmes should be added to the curriculum of Design to make learning more effective and need-based.	To equip the students with the desired knowledge about designing, the new programmes such as BSc (Fashion Technology), PG Diploma in Fashion Technology have been introduced. New courses viz., Fashion Designing (for students of

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

		BA), Teaching of Home Science (for students of B.Ed.), Teaching of Fine Arts (for students of B.Ed), have been added in the curriculum.
Alumni	Course on Life Skills and Service learning must be Introduced to enhance employability and/or skill development.	The courses such as "Self-Development Skills: Yoga (404406) for students of M.Ed.; "Skill and Prowess-I&II Practical (703101) for students of BPES; "Health and Physical Education " (402409) for students of BEd; "Health Education "(703402) for students of BPES have been included in the schemes These courses focus on life skills and/or service learning for students.
	Students should know about new concepts of catering, continental cuisines, hotel courtesy guest handling, working out costs of foods and beverages, making them entrepreneurs and employable in Hotel Management which is one of the fastest-growing industries these days.	The courses such as Food and Beverages Services (206102), Basic Food Preparation (206101), Catering Science (206105), Travel and Tourism (206204), Accommodation Services (206403), Specialized Food Preparation (206601) have been started to provide students information about the new concepts of catering, continental cuisines, hotel courtesy guest handling, working out costs of foods and beverages, making them entrepreneurs and employable in Hotel Management. An activity called Friday Food Funda has been started wherein the students are provided imprest money to prepare and sell food items. They learn the art of working out cost of food and beverages.
	More practical exposure be given to students to enable them to relate the existing law and social scenario.	For relating their theoretical know how with the existing law and social scenario, the students are provided the practical exposure in Moot Court on the Campus (course Moot and Practical Training I & II) as well as training in the Local/District Courts.
	To make students ready for the industry from day one, their analytical skills and technical skills should be improved.	For providing an exposure to students about analytical and technical skills their industrial visits are arranged in different colleges/departments such as GGSET, UCCA, UCoA and UCCM. In UCCA courses like "Workshop on Visual Basics" (A300406), "Workshop on PHP" (A301407) and "Workshop

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

		on Multimedia Applications" (300606) are running wherein students are learning analytical skills and technical skills.
	There should be some courses relevant to the basics of research, research methodology and statistical analysis of data in different areas of science.	Special courses such as Masters Research (for Masters in all agricultural domains), Research Methodology (for PhD in all domains) and Research Methodology and Statistical Techniques (for M.Com) are running.
	The students of Paramedical Sciences must be taught about the practical techniques bacteriology, pathology and haematology which are vital segments of medical science.	Special courses such as Bacteriology (804301). Pathology (804302) and Applied Haematology (804303) are taught to Paramedical students wherein they learn about practical techniques and laboratory procedures. Special courses such as Bacteriology (804301). Pathology (804302) and Applied Haematology (804303) are taught to Paramedical students wherein they learn about practical techniques and laboratory procedures.
	More Guest lectures and interactive sessions with industrial experts be organized for the betterment and practical exposure of students.	Guest lectures are organized from time to time where industrial experts from reputed industry and corporate are invited. These events are a regular feature in UCoA, UCCM, GGSET,UCCA,UCPMS, CoFT&C.
Alumni	More inputs related to diseases in crops need to be incorporated for enhancing students training and employability scope.	The UCoA has developed Labs wherein preserved samples (dry and wet) of diseases of field and fruit crops; vegetable crops; medicinal and aromatic crops, etc. are showcased. For the benefit of students, plant protection equipments; fungicides, bactericides and nematicides used in plant disease management are displayed. The Charts explaining the concepts of IPM, Decision support system and Symptoms and Life cycles of important pathogens are also displayed. These are used for class room teaching as well.
	Some inputs related to Energy could be provided for the basic understanding of engineering students.	Specialized courses such as "Non-Conventional Energy Resource" (105902); "Energy Conservation and Management" (105903) ; "Solar Energy Engineering and Design" (105904) for students of B.Tech (Mechanical Engineering); "Electromechanical Energy Conversion and DC Machine" (103401) for students of B.Tech (Electrical Engineering) ; "

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

		Material and Energy Balance" (A106305) for students of B.Tech (Petroleum Engineering) and "Renewable Energy" (A501605) for students of B.Sc Agri (4 years Hons) are running.
Alumni	It would be appreciated if the university can teach students about Legal, Ethical and Industry standard in their under-graduation.	A course on "Legal and Ethical Issues for Hospitals" (202419) and "Legal Framework for Real Estate" (202422) for MBA and "Socio-Legal Research in Era of Information Technology" (1202102) for BALLB students have been started wherein students are learning in the suggested areas.
	Emphasis should be given on Research Outcome or Research orientation from the UG level.	The updated "Research Methodology" (201401) course was framed for BBA students (inclined towards research, and a conductive environment) to give focus on their employability and entrepreneurship skills.
	Corporate people should be called to the Campus for interactions and guidance.	This suggestion has already been acted on. Guest lectures and interactive meets with industry experts are arranged for students from time to time, in almost all colleges.
Employer	A practical course focusing on rural area development may be incorporated to provide ground-level planning practices.	A course on "Agricultural Engineering Structures and Rural Engineering "(107503) for stude3nts of B.Tech (Agri Engg) and "Rural Construction Technology" (145206) for students of MTech (CTM) have been started in GGSCET. A course on "Fundamentals of Rural Sociology and Educational Psychology" (A501513) for students of B.Sc. Agri (Hons) has been started in UCoA. A course on "Rural Marketing" (202407) for MBA students has been started.
	Kindly work on the confidence of the students and on their communication skills.	For improving the communication and presentation skills of the students of different colleges, frequent mock interviews, Group discussions, moot court sessions, and practice sessions are held from time to time to prepare students for the interviews and other interactive sessions.

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Employer	Include few courses related to sketching; this could enhance the employability of students.	"Sketching and Illustration" (904106) course has been included In the curriculum of PG Diploma in Fashion Technology. Focus is being given on enhancing the employability and entrepreneurship of students.
	More opportunities should be provided to students to acquaint them with industry standards.	Activities like group discussions, brain - storming, presentations, mock interviews are carried out for making the students able to face interviews and ready to secure a job through campus placement. Six-month internship is held for final year students of BTech; 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.
	Course having the focus on oratory and analytical skills to be made part of the curriculum.	To fulfil the employer and industry requirement Seminars through ppt presentation have been incorporated in the Programme scheme of all PhD programmes and M.Tech. (Mech. Engg., ECE., IT., CSE.,) and MBA, M Com and MSc (Agrl – all streams) programmes. Oral Viva Voce are also held on compulsory basis for these programmes.
	Provide more support to improve the communication skills of the students as this is the key to secure a handsome salaried job.	To improve the communication skills, verbal ability input has been increased in various programmes. In the first semester a basic course on communication skill (Communicative English for Engineering Students; Communication Skills for students of BSc IIIM., BSc (FT)., BCA., BSc (IT), MCA., BMLT., BSc Agri (Hons)., Technical Writing and Communication Skills for students of MSc (all streams of Agriculture) are offered.
	Since there is a Refinery and Thermal Power Plants near Bathinda, need based courses on petroleum engineering and electrical engineering should be started/upgraded.	Students are made aware of the technologies regarding petroleum engineering and electrical engineering covering the conceptual details and practical learning through visits to Refinery and Thermal Power Plants near Bathinda and also arranging guest lecturers from relevant experts.

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Employer	For employability and enhancement of technical skills, an innovative course which can ignite the budding students to improve basic technical skills.	Students' practicals in workshops reflect the creativity, innovative thinking and provides hands-on experience to the students for the execution of projects in the lab. GKU has state of the art workshop facility for students of different domains. These include: "Workshop on Visual Basics" (A300406), "Workshop on PHP" (A301407) and "Workshop on Multimedia Applications" (300606) wherein students are learning analytical skills and technical skills.
	Inputs of ICT should be introduced to make students ready for computational skills along with technical skills.	To enhance computational skills among students the course "Enriching learning through ICT" (402205) has been started for students of B.A. B.Ed and B.Ed.
Student	Real like exposure related to Legislature, Legislative Competence of Local Self Government, State and Central Legislature, IT and RTI Acts, Law of Taxation, etc. should be provided to Law Students in the Moot Court.	The courses on 'Information Technology Act and RTI Act' (1201304); 'Local Self Government including Panchayat Administration'(1201305) and 'Law of Taxation' (1201405) have been started for the students of BALLB and LLB. The student studying these courses is provided an exposure to the suggested topics in a state-of-the art Moot Court in the University. Based upon the inputs in BoS Meetings, the syllabus of different courses has been updated.
	In Agriculture the students must be provided the needed know-how about the new ventures for subsidiary occupations leading to income enhancement of farmers.	The University College of Agriculture has been providing the technical knowhow to students with regard to the auxiliary occupations such as mushroom growing, bee-keeping, nursery production, hybrid seed production, etc. for which necessary facilities have been created in the College. In addition to it a new venture of Sericulture has been started for the benefit of students. The larvae of silk worm obtained from J&K are reared on mulberry leaves in the Entomology Lab of the University.
	Artificial Intelligence (AI) and Knowledge Based System are much needed in the prevailing time of technology advancement especially for students of Computer Science	The courses on 'Artificial Intelligence' (102707) for B.Tech. (CSE) and on 'Knowledge Based System' (300602) for BCA

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

	and Computer Application. Due focus should be given on it.	have been started to provide knowledge to students in these new areas.
	Need to get acquainted with the basic and applied computer skills for better job prospects in future.	The computer courses on 'Fundamentals of Computer Applications' (A501112) for students of BSc Agri (Hons); 'Fundamentals of Computer Applications' (504024) for MSc Agri. (All streams) and 'Fundamentals of Computer' (300101) for students of BABEd., BA, BSc (IT) and BCA were incorporated to make students learn basic and applied computer skills.
	Awareness must be provided regarding the job opportunities available to students in industry. Job Camps/Fairs be arranged on campus.	Guest lectures on career opportunities in various industries/corporate/MNCs were conducted by the Corporate Resource Cell. The state Job Fair was organized on the Campus wherein HRs of various recruiting companies were available for placements.
Student	Practical components for courses Commercial Vegetable Production and Processing and Value Addition of Fruits and of Vegetables are required to be taught. Courses on Vegetable Breeding, Seed Production and Marketing are also needed.	The courses such as 'Commercial Vegetable Production' (501732), 'Processing and Value Addition of Fruits and of Vegetables' (501730) and 'Vegetable Breeding and Seed Production' (501734) for BSc Agri (Hons) students have been started. Practical components were included in the curriculum related to the courses as per ICAR guidelines.
	Teachers are very cooperative, some theory classes are boring, please make classes more interactive.	Innovative/ pedagogical tools such as power point presentations, video lectures, and demo kits, etc. are already used by teachers in the classrooms.
	To cover the dissertation work, some courses should be eliminated so that focus would be more on the thesis.	The courses have been balanced and shifted to the starting semesters in all Master of Technology specializations so that students devote ample time to literature collection and thesis writing. The Masters Research in Agriculture streams, being flexible study schemes, provides ample time to students for their thesis work.
	The course content of the code Workshops on Web Designing and Internet Concepts need to be introduced as per the current trends.	The content of the course 'Workshop on PHP' (306301) have been revised in BSc (IT) after a detailed discussion with experts in the Board of Studies.

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

Student	The content of the syllabus of some courses like 'Parallel Processing' and 'Network Security & Cryptography' should be made as per demand of the current time.	Changed the contents of the courses Parallel Processing' (A301404) and 'Network Security & Cryptography' (A303304) which are taught to students of M.Sc. (IT) and MCA
	The students of the Integrated program should also get internship opportunities for better exposure and placements.	In the programmes B.A. B.Ed./B.Sc. B.Ed. (Integrated), the course School Internship (16 weeks) (402301) is running already.
	Analytical skills courses may be Increased for students if they have not enough loads of core courses on them.	Additional efforts in the form of Total Quality Management (TQM) (206609) and Basic Principles of Accounting (206409) are added in the BSc HHM scheme to give better focus on analytical skills.
Faculty	Topics/ courses on Organic synthesis techniques will be helpful for students desirous to work as synthetic chemists.	A course on Organic Synthesis (614403) is offered in the 4th Semester of M.Sc. Chemistry program
	To apprise the students about the new concepts and approaches in diagnostics, advanced techniques in haematology need to be offered.	Two subjects namely, 'Applied Haematology-I' (804303) and 'Applied Haematology-II' (804403) have been introduced in which students are provided knowhow about the new concepts and approaches in diagnostics and new techniques in haematology.
	A course on an industrial internship can be provided in addition to the project courses.	GKU is giving due emphasis on industrial internships of students of its college of Computer Applications, GGSCET, College of Paramedical Sciences, College of Fashion Technology, and Agriculture to provide them exposure in relevant industry in addition to their main Project.
	The recommendations of the Deans' Committee of ICAR need to be implemented in letter and spirit for revising curriculum.	The curriculum and academic programmes in Agricultural are being made strictly according to the recommendations of the Dean's Committee of ICAR.
	Contents of theory and practical courses should be synchronized and should be offered in the same term.	Syllabi of all theory courses are synchronized with laboratory courses in all UG and PG Programmes.
	The core courses need to be reinforced with more specialized courses to enhance the basic technical knowledge of the students.	The Professional Electives and Open Electives have been introduced into the Programme Scheme of B. Tech. Mechanical Engineering,
	The offering of courses should be progressive from basic to advance in all programmes, especially technical streams.	In all programmes, care has been taken to schedule the offering of courses progressively from basic to advance. For example, in B Tech

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

		(CSE) the students are offered Introductory Courses on Computer Basics in First year; then on Programming in Second Year; Analytical Courses in Third Year and Internship Training in Final Year.
Faculty	More Department Groups/Combinations Slots should be introduced in the Programme Scheme of BA and B.A. BEd.	This has already been taken care of. There are five combinations of courses in B.A.B.Ed. Programme and six combinations in BA.
	Students of Hotel Management should also know about Tourist Destinations and tourist attraction sites there.	The students of B.Sc. HHM are taught the course Travel and Tourism (206204) in the Sixth Semester wherein they are provided information on tourist destinations and places of interest/attraction.
	Evaluation of the projects and dissertation courses to be done by external experts.	The Dissertations / Project Reports submitted by students for MEd, MSc Agriculture (all Streams) and PhD (all domains) are evaluated by the external experts.
	It would be beneficial to increase the duration of the course of Immunology and Mycology to emphasize on recent concepts.	In BMLT programme the course of 'Immunology and Mycology' (804401) is already being offered in the Fourth Semester wherein focus is given in recent concepts.
	Courses on Rural Development Programmes. Intellectual Property Rights, Disaster Management, Library and Information Services, and Technical Writing need to be taught in postgraduate Programmes.	The courses 'Rural Development Programmes', 'Intellectual Property Rights', 'Disaster Management', 'Library and Information Services', and 'Technical Writing & Communication Skills' are taught in MSc Programmes.
	Some inputs related to Physics should be provided in M.Sc. Mathematics.	A Physics course 'Vector Analysis & Mechanics' (611203) is taught to MSc (Math) students.
	In the courses related to environment science, awareness about recycling, waste management and related aspects need to be created among students.	A subject 'Environmental Studies '(A100302) is taught to all students of UG programmes. A course on 'Hospital waste management' (202417) is taught to MBA students. The students of Agriculture are provided the relevant knowledge 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

Registrar
Guru Kashi University
Talwandi Sabo (Bti.)

Vice-Chancellor
Guru Kashi University
Talwandi Sabo

		awareness about the relevant environmental concerns by sending them to the five adopted villages nearby GKU.
Faculty	Object-Oriented Programming Course should not only lab-based; its theory lectures could be included.	In B.Tech., M.Tech. and MSc (IT) and MCA programmes theory classes and practicals exercises are carried out as per the approved Study Schemes.

Director IQAC

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Talwandi Sabo

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Guru Kashi University
Talwandi Sabo (Bti.)