

# **FEEDBACK REPORT (2020-2021)**

**Internal Quality Assurance Cell**

## Contents

<b>Introduction</b> .....	1
<b>Introduction to feedback</b> .....	1
<b>Objective of feedbacks</b> .....	3
<b>FEEDBACK STRUCTURE</b> .....	4
<b>Feedback Process:</b> .....	4
<b>Sample Feedback Form</b> .....	5
Feedback on curriculum from Academic Experts .....	5
1. Feedback on curriculum from Students/Alumni.....	5
2. Feedback on curriculum from Faculty .....	7
3. Feedback on curriculum from Industry Expert .....	8
4. Feedback on curriculum from Parents.....	9
5. Feedback on curriculum from Academic Experts .....	10
<b>IMPORTANT FEEDBACKS FROM THE STAKE HOLDERS AND ACTIONS TAKE</b> .....	11
<b>FEEDBACK ANALYSIS OF VARIOUS INSTITUTES</b> .....	12
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF TEACHERS TRAINING &amp; RESEARCH (UITTR)</b> 13	
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF SCIENCES (UIS)</b> .....	14
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF PHARMA SCIENCES (UIPS)</b> .....	15
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF MEDIA STUDIES (UIMS)</b> .....	16
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF LIBERAL ARTS AND HUMANITIES (UILAH)</b> ... 17	
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF LEGAL STUDIES (UILS)</b> .....	18
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF ENGINEERING (UIE)</b> .....	19
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF DESIGN (UID)</b> .....	20
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF COMPUTING (UIC)</b> .....	21
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF BIOTECHNOLOGY (UIBT)</b> .....	22
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF ARCHITECTURE (UIA)</b> .....	23
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF AGRICULTURAL SCIENCES (UIAS)</b> .....	24
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF APPLIED HEALTH SCIENCES (UIAHS)</b> .....	25
<b>FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF TOURISM &amp; HOSPITALITY MANAGEMENT (UITHM)</b> .....	26
<b>FEEDBACK ANALYSIS OF UNIVERSITY SCHOOL OF BUSINESS (USB)</b> .....	27
<b>FEEDBACK ACTION TAKEN OF VARIOUS INSTITUTES</b> .....	28
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF TEACHERS TRAINING &amp; RESEARCH (UITTR)</b> .....	29

<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF SCIENCES (UIS)</b> .....	30
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF PHARMA SCIENCES (UIPS)</b> .....	31
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF MEDIA STUDIES (UIMS)</b> .....	32
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF LIBERAL ARTS AND HUMANITIES (UILAH)</b> .....	33
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF LEGAL STUDIES (UILS)</b> .....	34
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF ENGINEERING (UIE)</b> .....	35
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF DESIGN (UID)</b> .....	36
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF COMPUTING (UIC)</b> .....	37
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF BIOTECHNOLOGY (UIBT)</b> .....	38
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF ARCHITECTURE (UIA)</b> .....	39
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF AGRICULTURAL SCIENCES (UIAS)</b> .....	40
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF APPLIED HEALTH SCIENCES (UIAHS)</b> .....	41
<b>ACTION TAKEN OF UNIVERSITY INSTITUTE OF TOURISM &amp; HOSPITALITY MANAGEMENT (UITHM)</b> .....	42
<b>ACTION TAKEN OF UNIVERSITY SCHOOL OF BUSINESS (USB)</b> .....	43
<b>Figure 1 Parts of Feedback Collected</b> .....	2
<b>Figure 2 15 Institutes across Chandigarh University</b> .....	2
<b>Figure 3 Objective of Feedbacks</b> .....	3
<b>Figure 4 Collection of Feedback</b> .....	4
<b>Figure 5 Feedback on Curriculum: Process</b> .....	5
<b>Figure 6 Feedback and Action Taken Process</b> .....	11
<b>Table 1 Link for feedback from various stakeholders</b> .....	5

## Introduction

Chandigarh University is a prestigious institution that provides its students with a unique blend of professional and academic brilliance. CU has combined the knowledge of top industry executives and famous academicians, creating a global approach. It is ranked among Asia's best and fastest rising institutions. We are always striving towards our purpose of providing quality education and creating future managers for the industry, which is underpinned by ethical principles and a professional governance structure.

Chandigarh University has the prestige of entering into a new epoch in higher education by designing a distinctive, innovative academic model that is supported by great facilities and significant international collaborations, as well as unmatched industry backing for experiential learning.

Chandigarh University's academic style gives amazing possibilities to study from the top instructors, love every minute, and advance their profession. Combining academic and research innovation, flexibility, multidisciplinary exposure, placement training, and real-time projects, our academic approach guarantees that you are groomed to be industry ready.

The University has developed an unrivalled relationship with top-tier multinational corporations, resulting in collaborative programmes, the establishment of industry-sponsored R&D labs, and the provision of real-world practical experience to students through research centres of excellence established by international IT giants such as Microsoft and IBM.

The University's commitment to excellence in teaching and learning is demonstrated by a globally acceptable curriculum, a scientific, transparent, and objective evaluation/examination system, project-based learning, student-centred policies, a pleasant environment, and a socially active campus life.

## Introduction to feedback

Internal Quality Assurance Cell (IQAC) provides a key and significant commitment to improve educational quality and directs the University's efforts and measures toward academic perfection.

Between July 2020 and June 2021, input was collected from students, teachers, parents, corporate partners, and alumni (Figure 1) from 15 institutions (Figure 2) around the university (Figure 2).

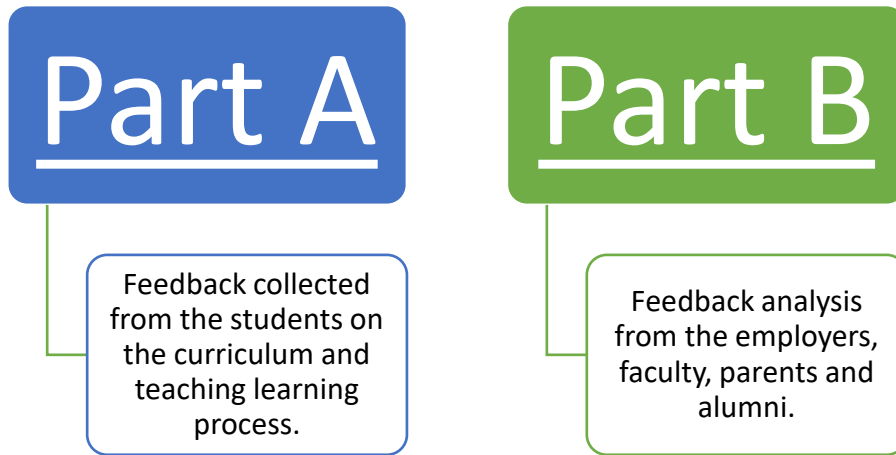


Figure 1 Parts of Feedback Collected

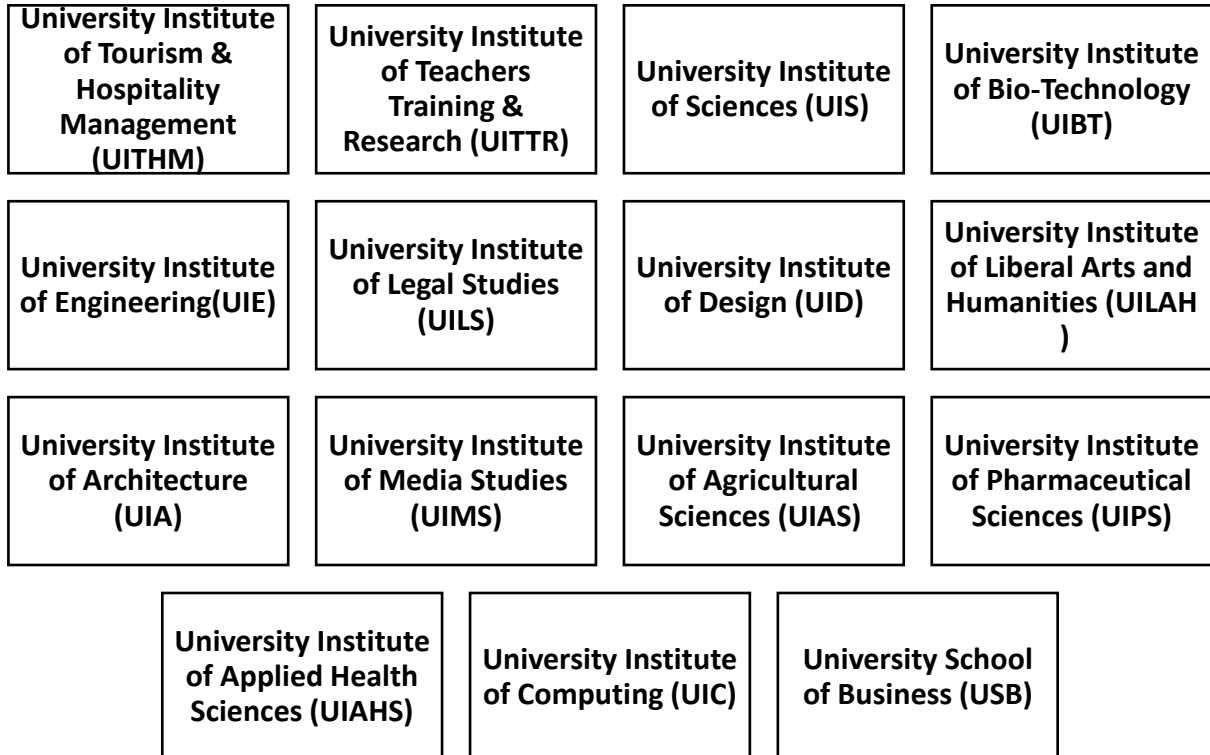


Figure 2 15 Institutes across Chandigarh University

The quantitative technique was used for this input, and it was combined to ensure both the depth and breadth of the discoveries. The quantitative step included an online survey conducted by Chandigarh University's ERP department.

The Curriculum Analysis Feedback Report was done for the odd and even semesters from November 09, 2020, to March 31, 2021. Curriculum research includes information on syllabus development, overall programme experience, and appropriate topic sessions, as well as material provided to undergraduate and postgraduate students.

This Curriculum critique includes various questions for stakeholders to respond to, with options such as strongly disagree, disagree, somewhat agree, agree, and highly agree. We may investigate what yield they are seeing by examining their perspective.

### Objective of feedbacks

To form a Working Group to examine issues relating to student input.

To give students the chance to remark on the quality of their learning experience, as part of the preparation for and evaluation process.

To evaluate the success of academic offering in respect to students' expectations.

To offer feedback in order to enhance the student unit's delivery or content.

*Figure 3 Objective of Feedbacks*

## FEEDBACK STRUCTURE

Chandigarh University provides liberty to every department to revise the curriculum or to add new courses after every year to meet the needs of the present industry demands and recent technological developments. To revise the curriculum, feedback is taken from various stakeholders like Students, Alumni, Faculty, Industry Experts, Academic Experts, and Parents at the end of the semester.

### Feedback Process:

The Feedback Process comprises of 3 stages

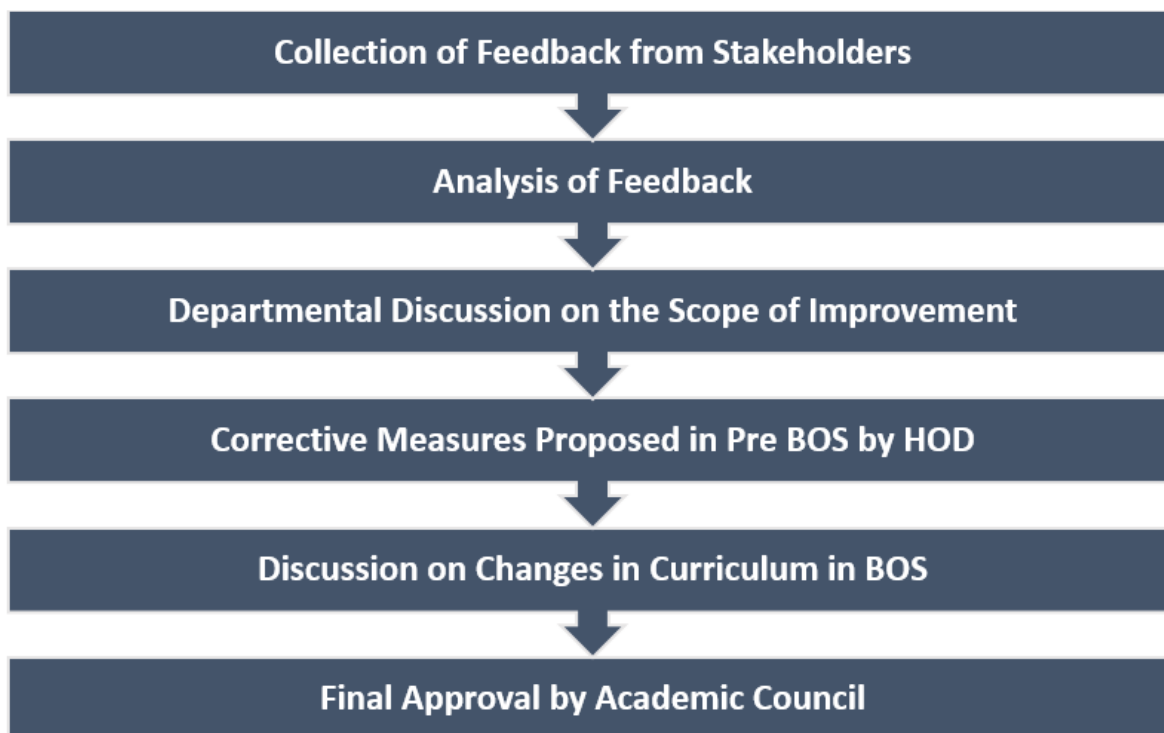
**Stage I (Collection of Feedback):** The feedback process is collected online through Chandigarh University Information Management System (CUIMS).

**Stage II (Analysis of feedback):** The detailed analysis of feedback is carried out afterward and the action taken report is prepared.

**Stage III (Action Taken):** The plan of action taken is decided on the basis of action taken report and necessary corrective measures are recommended for the further improvements.



Figure 4 Collection of Feedback



*Figure 5 Feedback on Curriculum: Process*

**Sample Feedback Form**

The feedback is collected in form of online survey via google forms. Links to the respective feedback is shared with concerned stakeholder(s) (Table 1)

Stakeholder	Google Link
Feedback on curriculum from Students/Alumni	<a href="https://forms.gle/NDxbcK5nEGib4WBY8">https://forms.gle/NDxbcK5nEGib4WBY8</a>
Feedback on curriculum from Faculty	<a href="https://forms.gle/MvqAR7SVSVKuRXKY8">https://forms.gle/MvqAR7SVSVKuRXKY8</a>
Feedback on curriculum from Industry Expert	<a href="https://forms.gle/R3aqERJhqAGiSu9W7">https://forms.gle/R3aqERJhqAGiSu9W7</a>
Feedback on curriculum from Academic Experts	<a href="https://forms.gle/ribUqjpE2Dzvg4ZT8">https://forms.gle/ribUqjpE2Dzvg4ZT8</a>
Feedback on curriculum from Parents	<a href="https://forms.gle/1dews7c2NHDn4ryy9">https://forms.gle/1dews7c2NHDn4ryy9</a>

*Table 1 Link for feedback from various stakeholders*

1. Feedback on curriculum from Students/Alumni



<b>Name of Student:</b>	<b>Program Name and Batch:</b>
<b>UID of Student:</b>	<b>Academic Year:</b>
<b>Department:</b>	<b>Semester:</b>

S. No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The sequence of the courses provided in the curriculum are accurate					
2	The credits and contact hours of courses offered are balanced					
3	The curriculum encourages research-based learning					
4	The curriculum provides opportunity for holistic education					
5	The course outcomes are well defined and clear					
6	The value-added courses are offered in the curriculum scheme.					
7	The design of courses contributes to extra-learning or self-learning also.					
8	A flexible scheme provides the choice-based learning to the students.					
9	The course syllabi have rational between theory and practical.					
10	The courses in curriculum emphasize on inculcating management & entrepreneurship skills.					
11	The courses in curriculum emphasize on personal and career development.					

The course with Course code and semester where revision is required (If any):

Suggest any other additional course that can be included in curriculum:

Any other suggestions:

Date:

Signature:

2. Feedback on curriculum from Faculty

<b>Name &amp; E-Code:</b>	
<b>Department:</b>	
<b>Designation:</b>	
<b>Academic Year:</b>	
<b>Semester:</b>	
<b>Program Name:</b>	

S. No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The structure of the scheme for the entire program is well balanced.					
2	The sequence of the courses provided in the curriculum were appropriate.					
3	The depth of the syllabus of the courses are in relation to the competencies expected by the industry/current global scenarios.					
4	The design of courses offers extra-learning or self-learning also.					
5	A flexible scheme provides the choice-based learning to the students.					
6	The scheme has well balance between theory and practical.					
7	The composition of courses in terms of Program Core, Program Electives, Open Electives, Project, Internship etc. are well balanced.					
8	The courses in curriculum are balanced to inculcate leadership skills/ team management/ entrepreneurship skills along with personal and career development.					
9	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum.					
Any other suggestions:						

Date:

Signature:

### 3. Feedback on curriculum from Industry Expert

<b>Name of Expert:</b>	
<b>Name of the organization:</b>	
<b>Designation:</b>	
<b>Contact Number:</b>	
<b>Email:</b>	

S. No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum will help the students to attain the required competency level as required by the industry.					
2	The courses offered through the curriculum inculcate satisfactory technical skills as required by the industry.					
3	The courses in the curriculum provide the students with the required managerial /leadership qualities and encourage work as part of the team.					
4	The curriculum provides scope for ample hands-on experiential learning through practical courses and projects and enables students to learn industrial practices fast and mould themselves into the stream					
5	The offering of electives in relation to the Technological advancements are relevant to the industry needs.					

Suggest any other additional course that can be included in curriculum:
Any other suggestions:

Date:

Signature:

#### 4. Feedback on curriculum from Parents

<b>Name of Parent/Guardian:</b>	
<b>Name &amp; UID of Student:</b>	
<b>Program:</b>	
<b>Batch:</b>	
<b>Contact No.:</b>	
<b>Email-Id:</b>	

S. No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The quality and relevance of the courses offered in the curriculum is satisfactory.					
2	I am satisfied with my ward's academic performance (Grades) at present.					
3	Sufficient industrial exposures are provided through summer trainings/ industrial visits/ seminars etc.					
4	There are sufficient numbers of personal and professional development courses in the curriculum and are also offered as value added courses.					
5	I am satisfied with the outcomes that my ward has achieved from the courses					
6	I am satisfied with the trainings, facilities, and opportunities provided to my ward by the University for placement drives.					
7	The workload of the program that my ward is undergoing is evenly distributed and helps the student in leading a balanced social life.					
Any other suggestions:						

Date:

Signature:

## 5. Feedback on curriculum from Academic Experts

<b>Name of Academic Expert:</b>	
<b>Name of the Institute/University:</b>	
<b>Designation:</b>	
<b>Email-ID:</b>	
<b>Contact No.:</b>	

S. No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum comprises balanced blend of both theory and practical courses for holistic development of student.					
2	The sequence of the courses distributed among semesters are appropriate.					
3	Course objectives and outcomes are well defined and clear in the syllabi.					
4	The distribution of credits to the courses are appropriate.					
5	The courses like Projects, Summer/Institutional trainings to provide hands on experiential learning and industrial exposure are sufficient in the curriculum.					
6	The structure of the curriculum frame for the entire program is designed to enhance employability.					
7	The depth of the syllabus of the courses are in relation to the competencies expected by the industry/current global scenarios.					
8	The syllabus has enough innovativeness and opportunities for creative thinking and future research?					
9	The courses in curriculum also emphasize on inculcating management, entrepreneurship skills along with personal and career development of the students.					
10	A flexible scheme provides the choice-based learning to the students.					

The course with Course code and semester where revision is required (If any):

Suggest any other additional course that can be included in curriculum:

Any other suggestions:

Date:

Signature:

**IMPORTANT FEEDBACKS FROM THE STAKE HOLDERS AND ACTIONS TAKE**

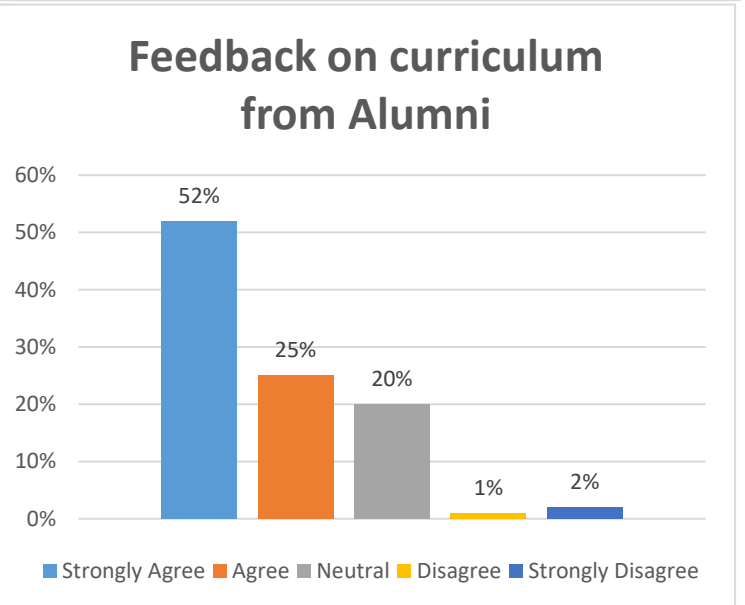
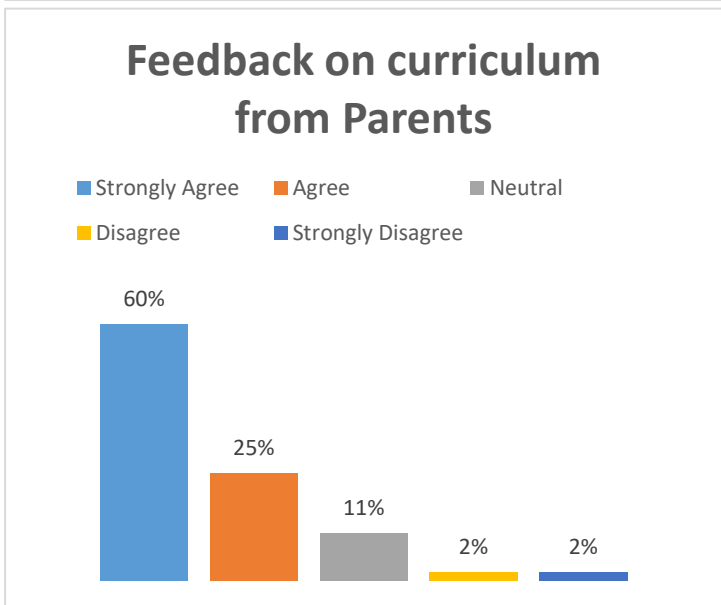
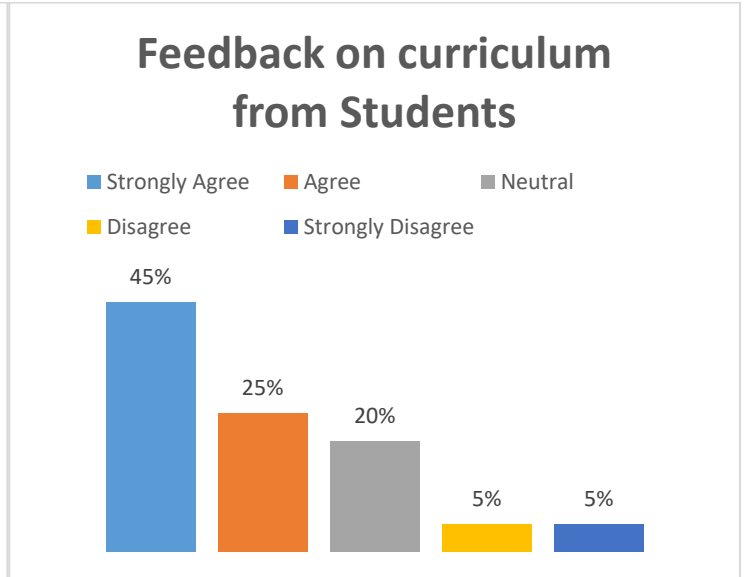
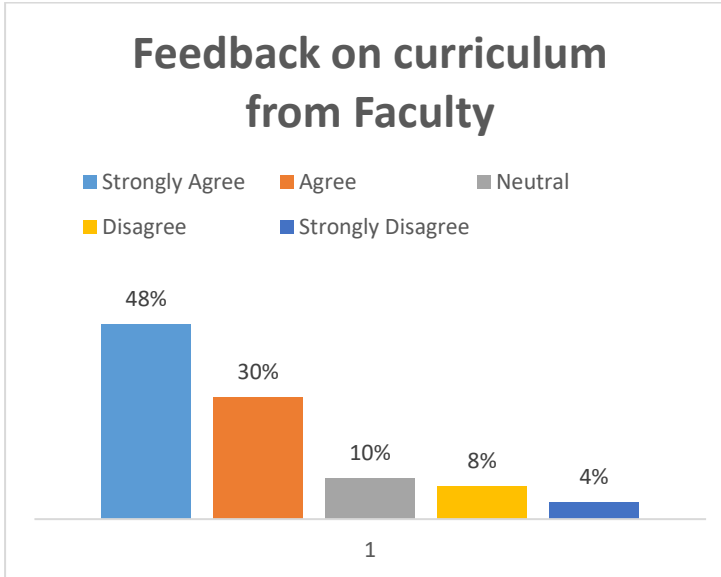
Feedback	<b>Students</b>	Feedback 1	Action Taken 1
		Feedback 2	Action Taken 2
		Feedback 3	Action Taken 3
		Feedback 4	Action Taken 4
		Feedback 5	Action Taken 5
	<b>Alumni</b>	Feedback 1	Action Taken 1
		Feedback 2	Action Taken 2
		Feedback 3	Action Taken 3
		Feedback 4	Action Taken 4
		Feedback 5	Action Taken 5
	<b>Faculty Member</b>	Feedback 1	Action Taken 1
		Feedback 2	Action Taken 2
		Feedback 3	Action Taken 3
		Feedback 4	Action Taken 4
		Feedback 5	Action Taken 5
	<b>Parents</b>	Feedback 1	Action Taken 1
		Feedback 2	Action Taken 2
		Feedback 3	Action Taken 3
		Feedback 4	Action Taken 4
		Feedback 5	Action Taken 5
	<b>Academic Expert</b>	Feedback 1	Action Taken 1
		Feedback 2	Action Taken 2
		Feedback 3	Action Taken 3
		Feedback 4	Action Taken 4
		Feedback 5	Action Taken 5
<b>Industry Expert</b>	Feedback 1	Action Taken 1	
	Feedback 2	Action Taken 2	
	Feedback 3	Action Taken 3	
	Feedback 4	Action Taken 4	
	Feedback 5	Action Taken 5	

*Figure 6 Feedback and Action Taken Process*



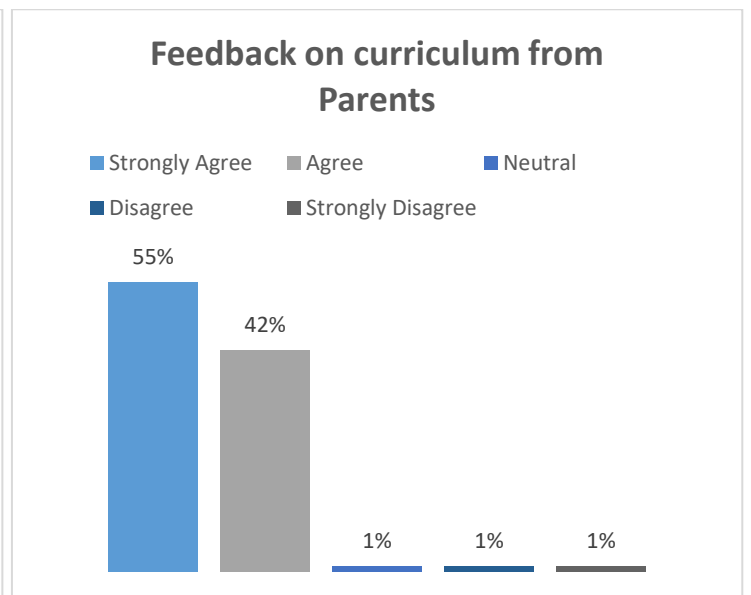
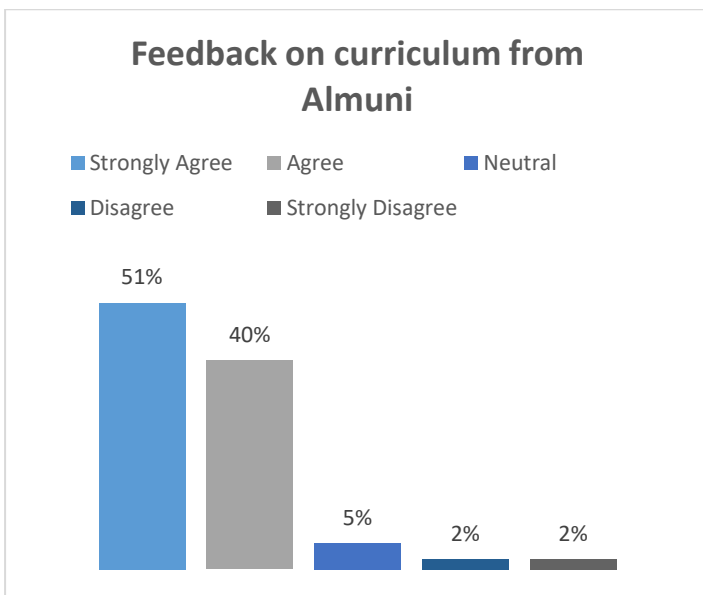
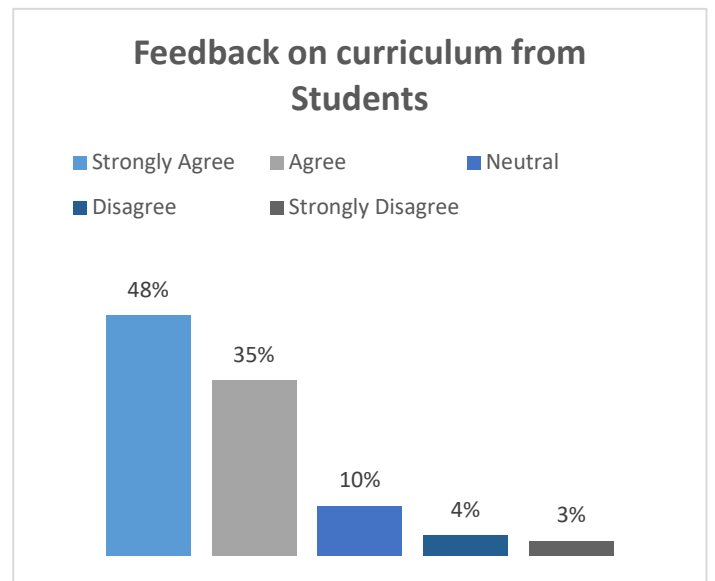
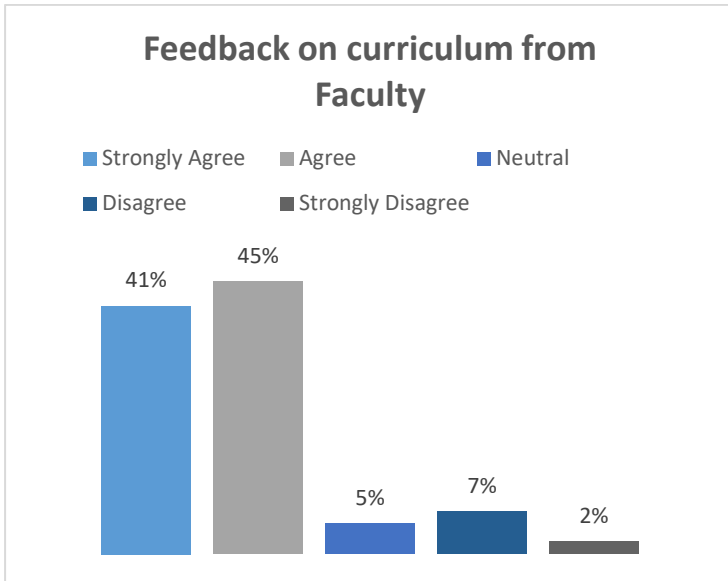
## FEEDBACK ANALYSIS OF VARIOUS INSTITUTES

## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF TEACHERS TRAINING & RESEARCH (UITTR)

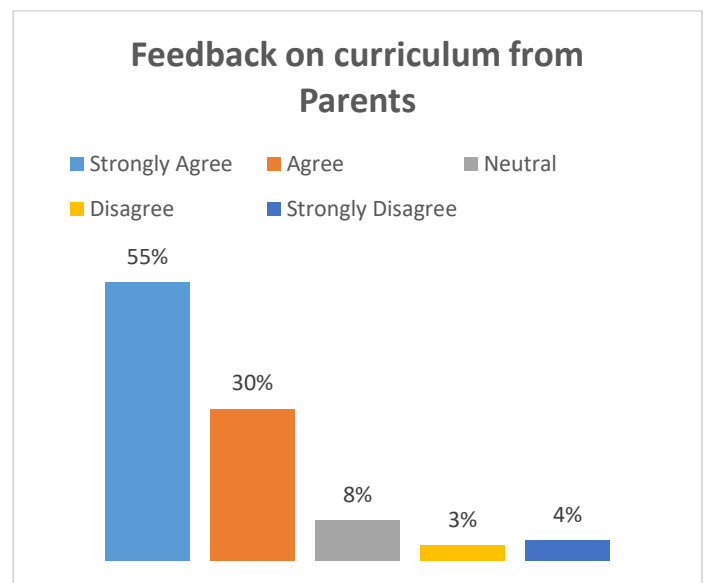
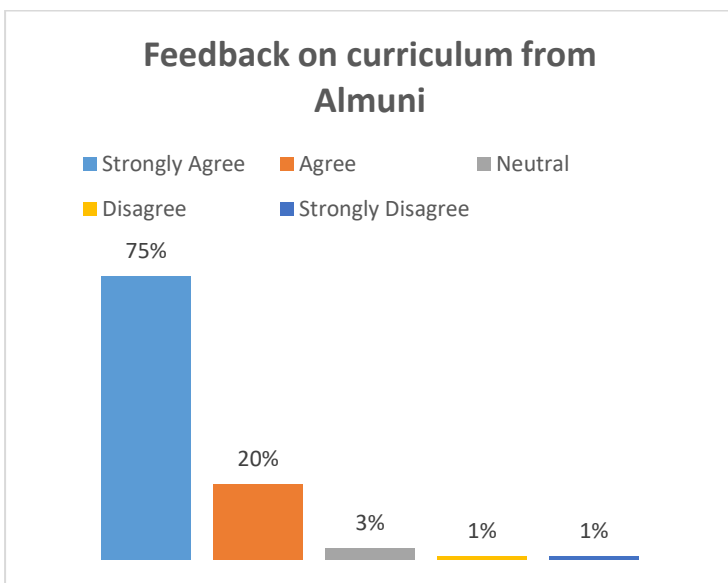
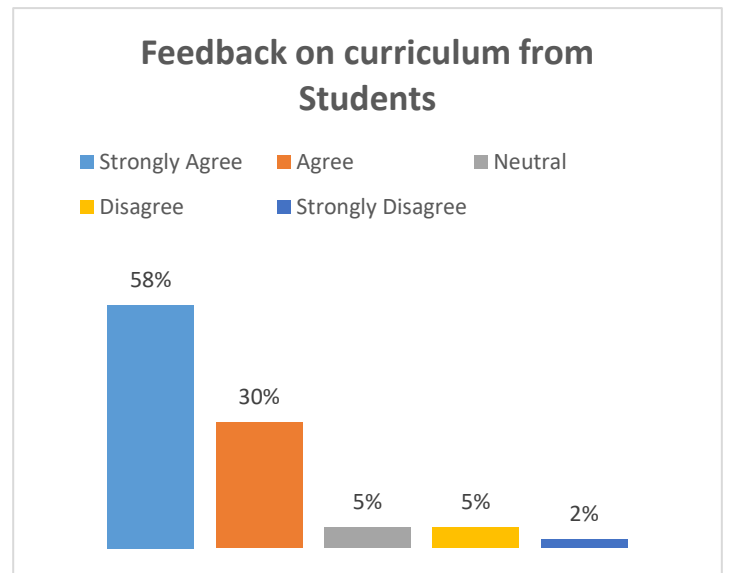
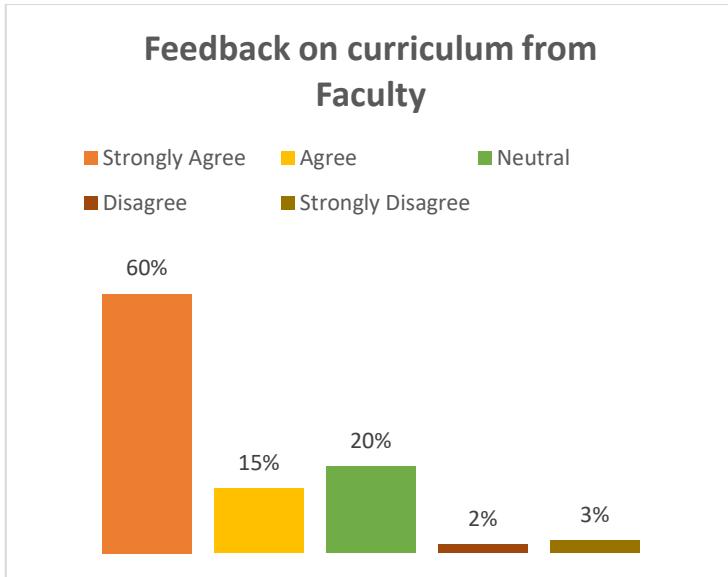




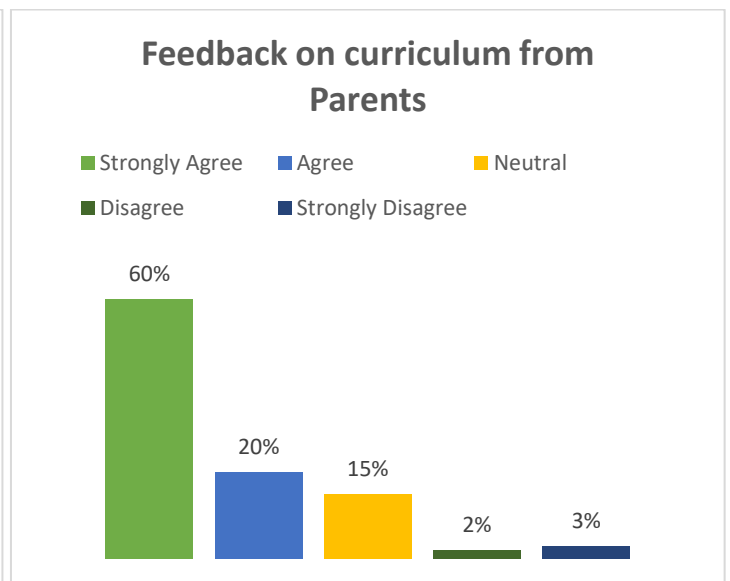
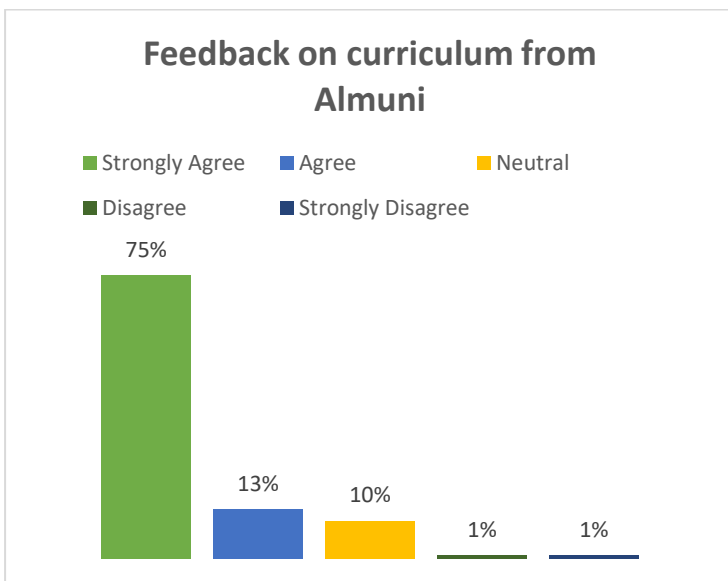
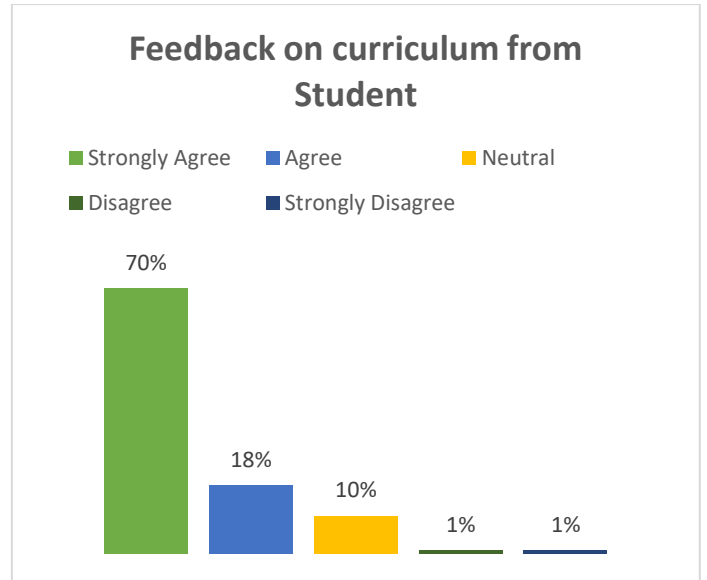
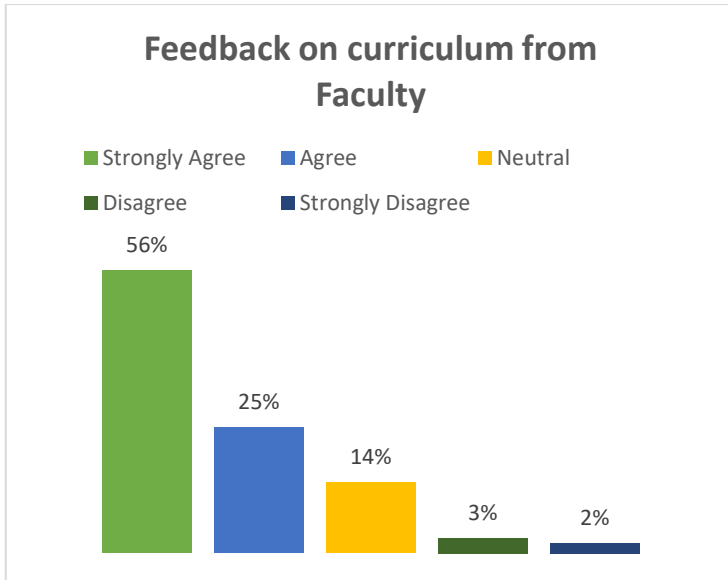
## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF SCIENCES (UIS)



## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF PHARMA SCIENCES (UIPS)

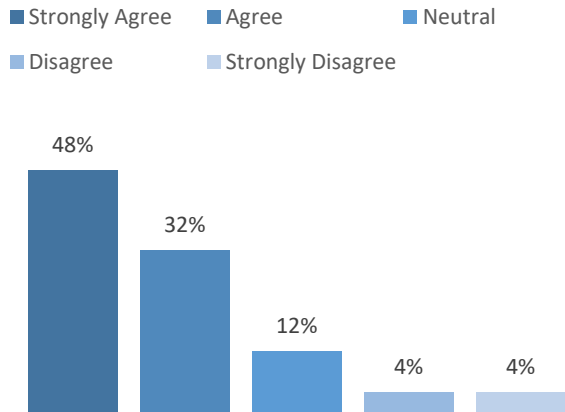


## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF MEDIA STUDIES (UIMS)

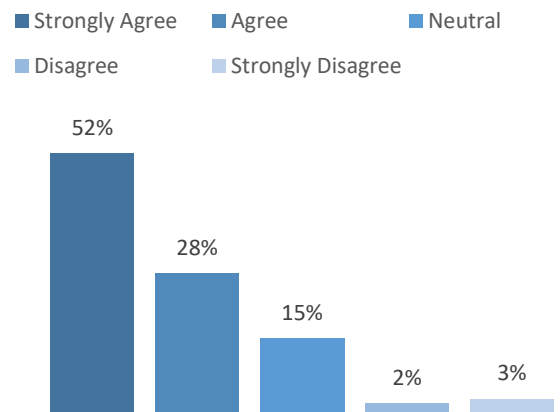


## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF LIBERAL ARTS AND HUMANITIES (UILAH)

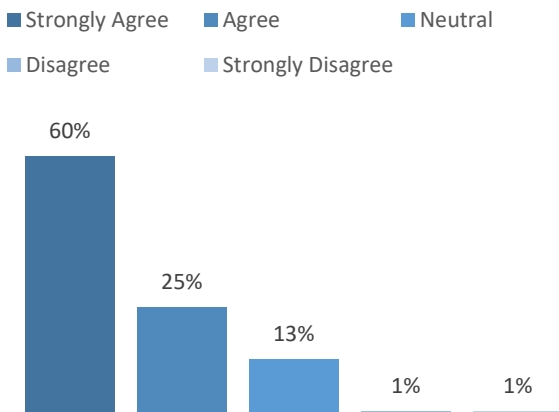
**Feedback on curriculum from Faculty**



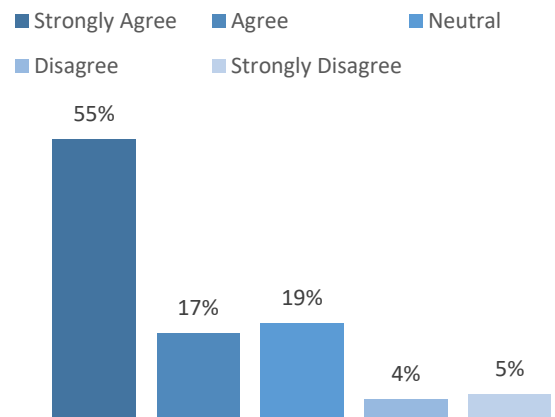
**Feedback on curriculum from Student**



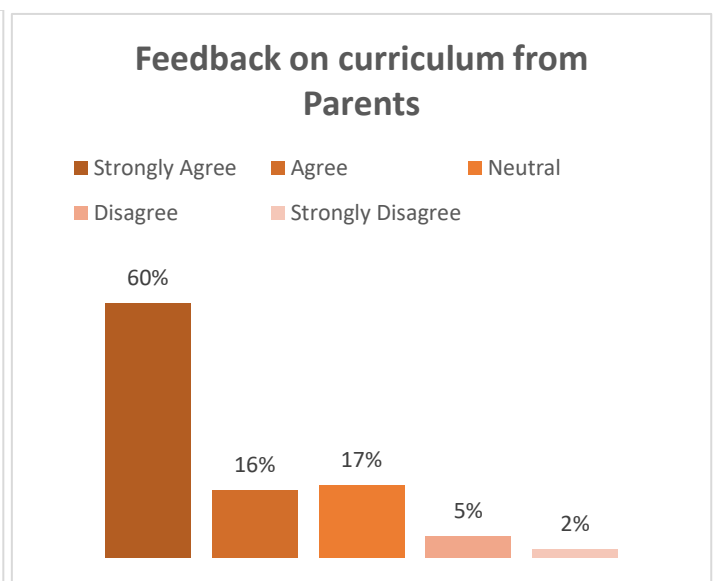
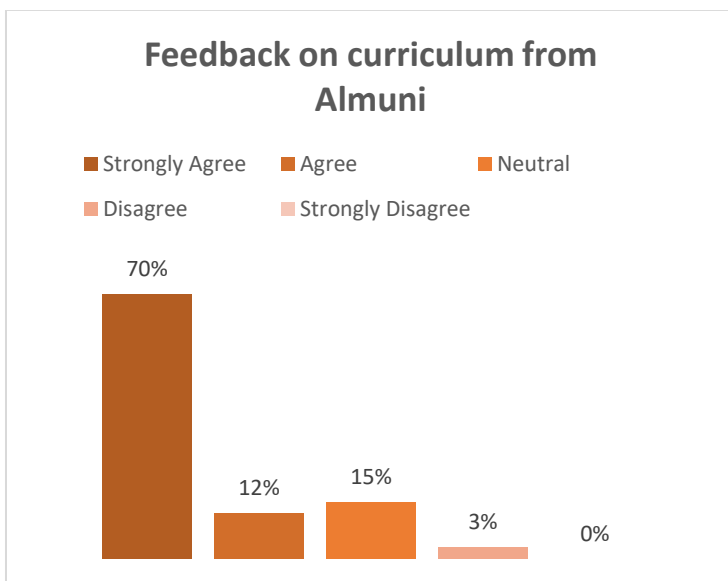
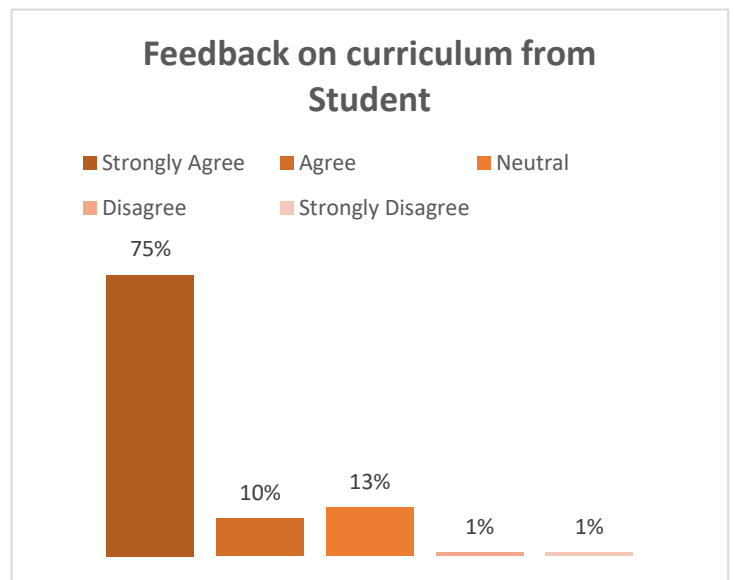
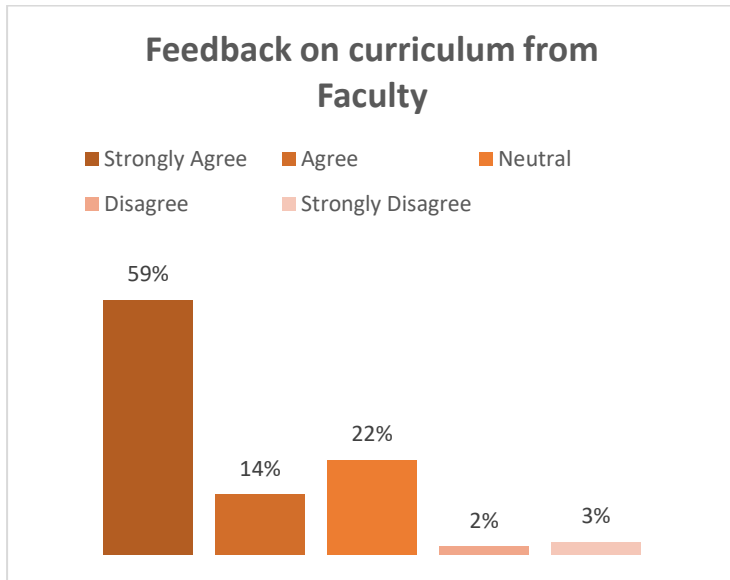
**Feedback on curriculum from Alumni**



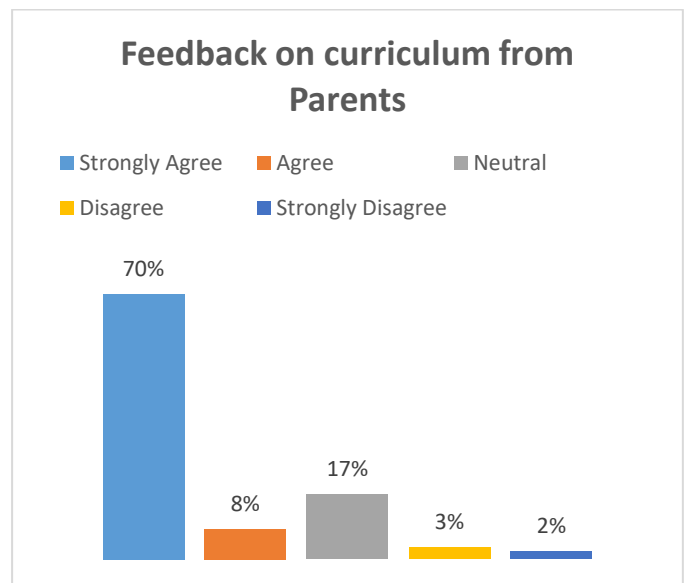
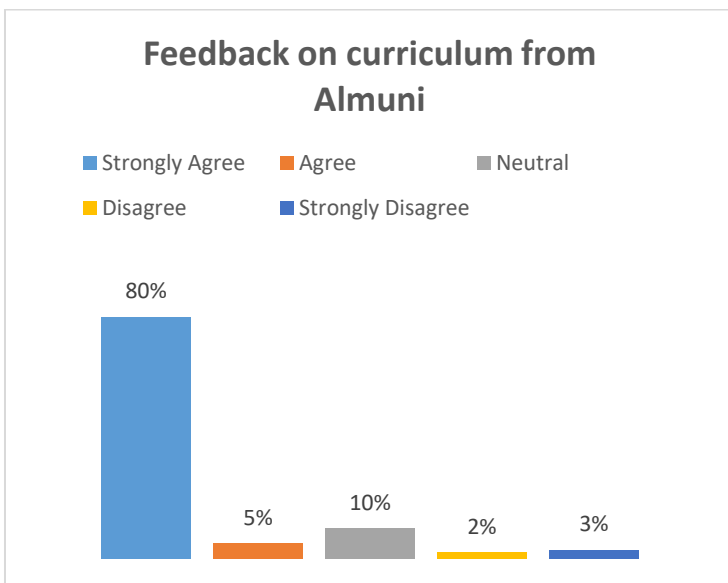
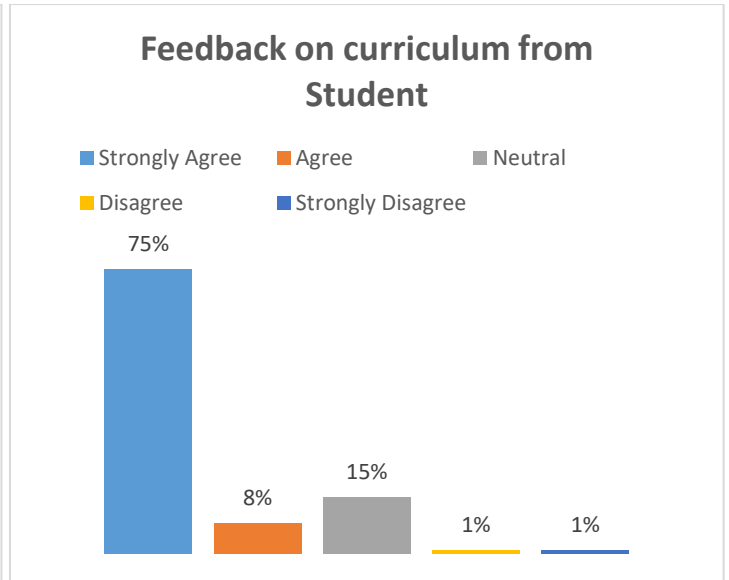
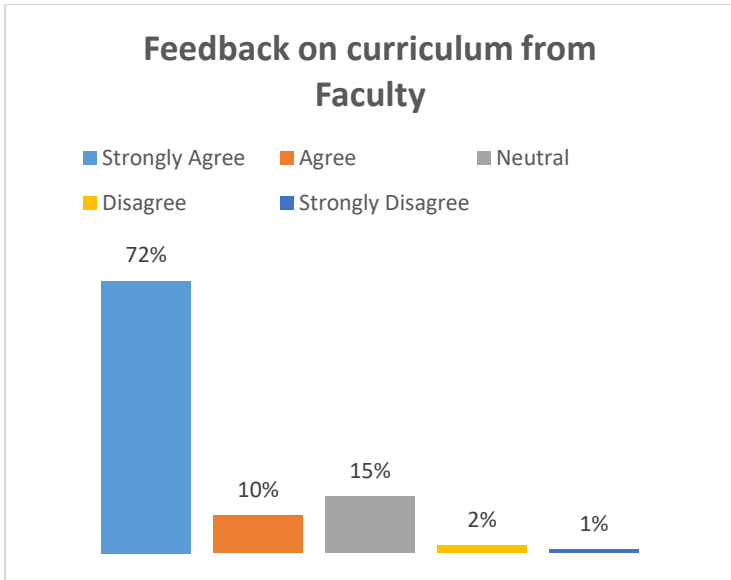
**Feedback on curriculum from Parents**



## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF LEGAL STUDIES (UILS)

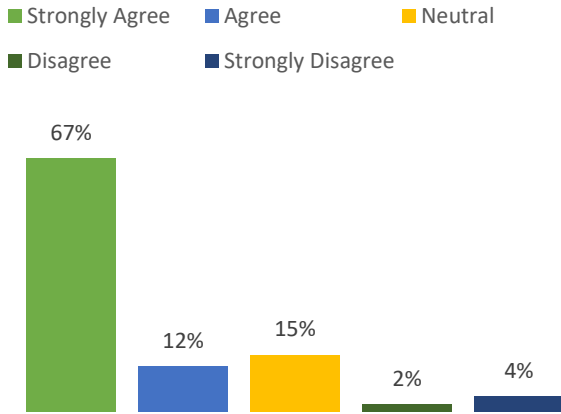


## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF ENGINEERING (UIE)

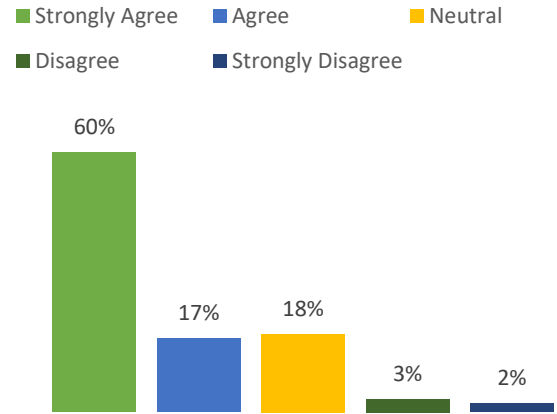


## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF DESIGN (UID)

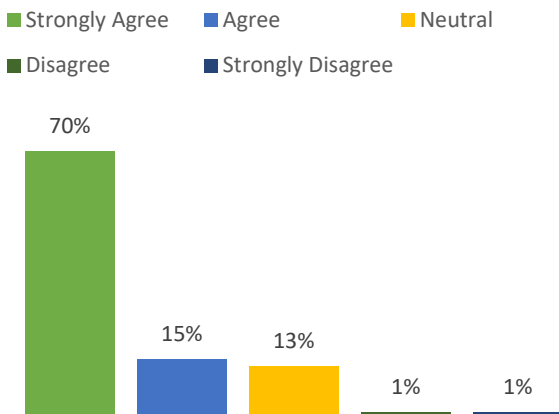
### Feedback on curriculum from Faculty



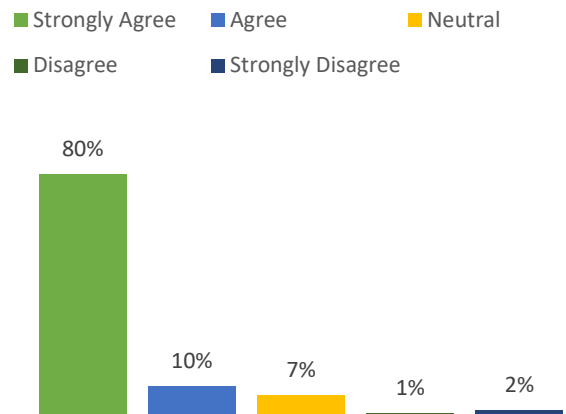
### Feedback on curriculum from Student



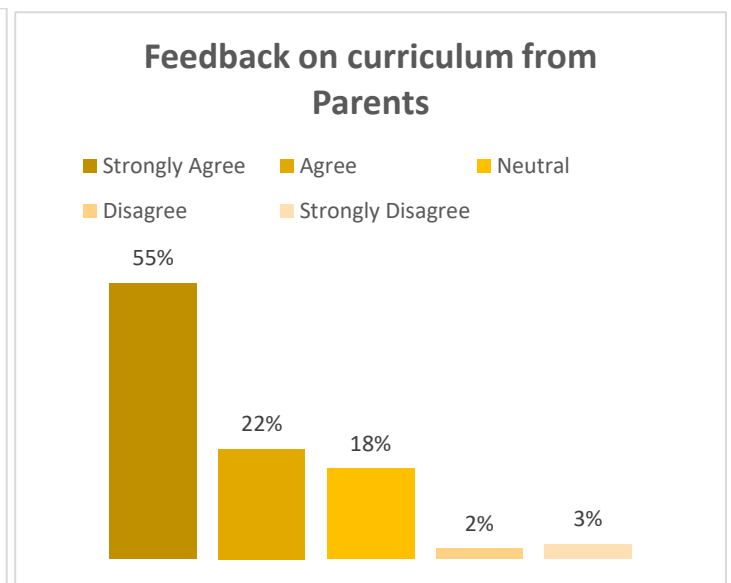
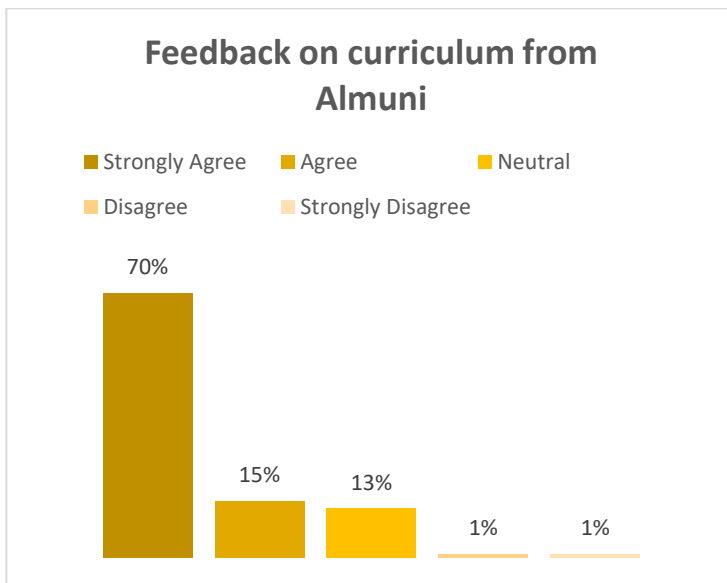
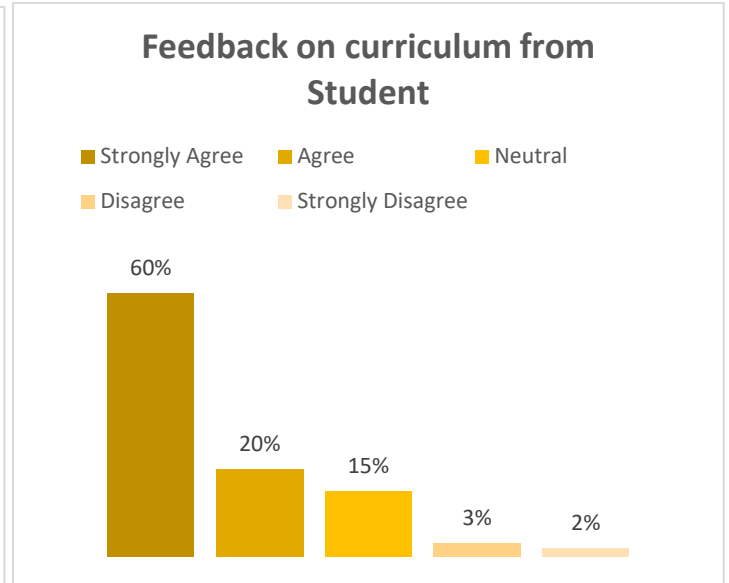
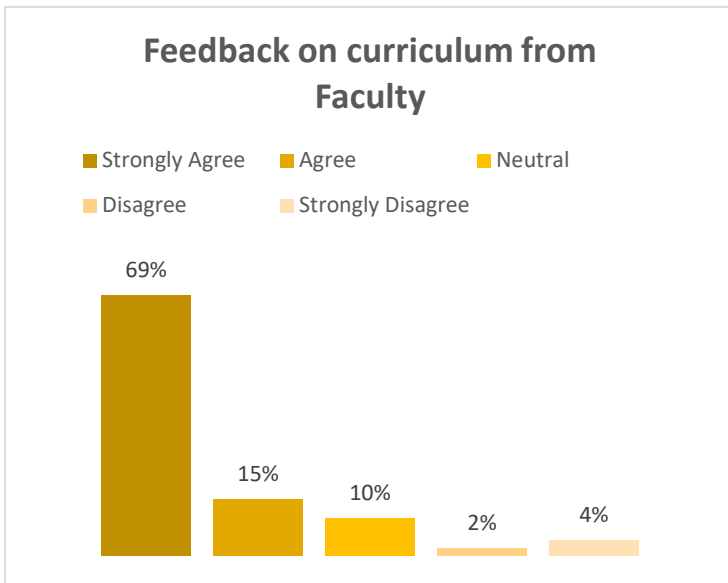
### Feedback on curriculum from Alumni



### Feedback on curriculum from Parents

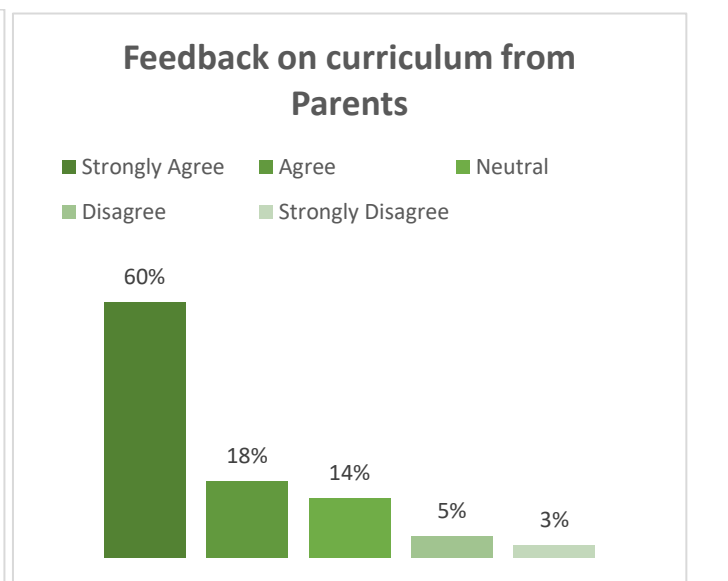
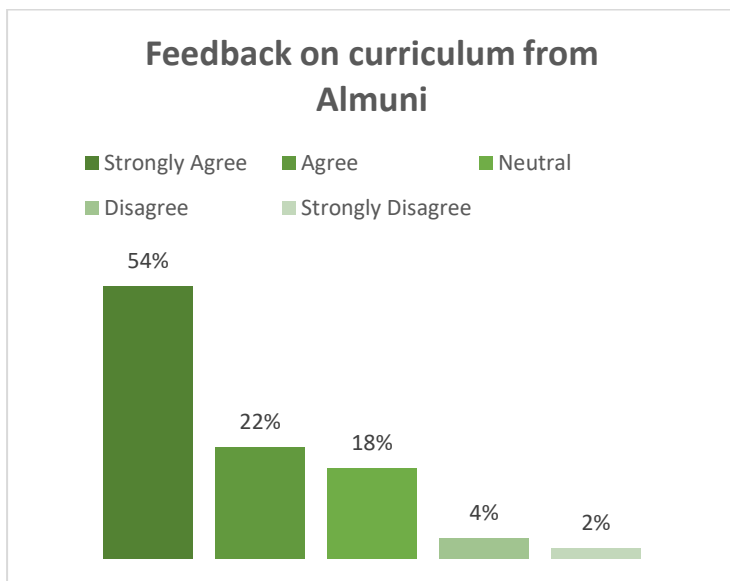
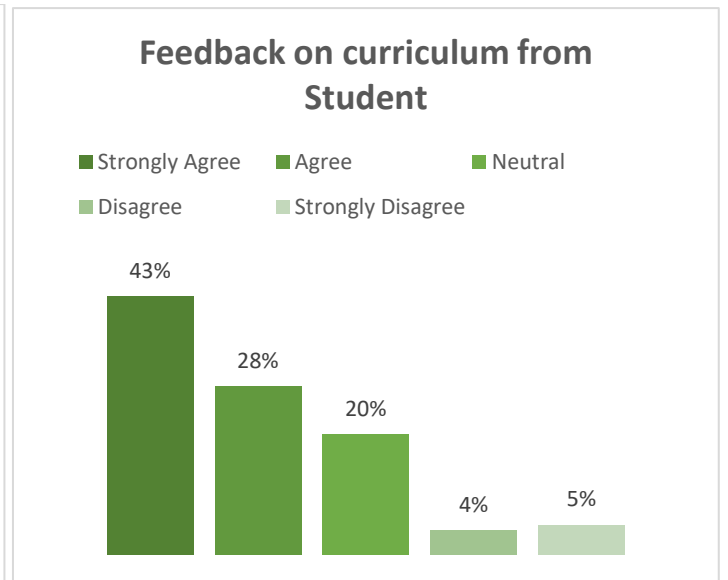
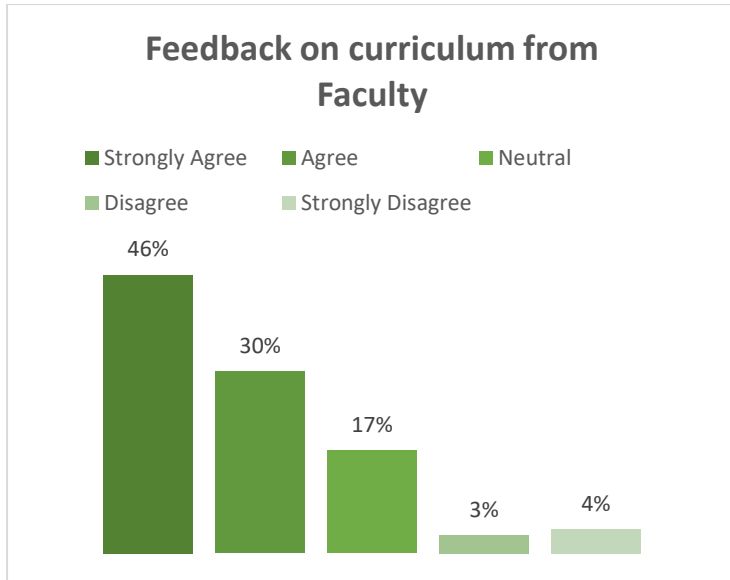


## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF COMPUTING (UIC)

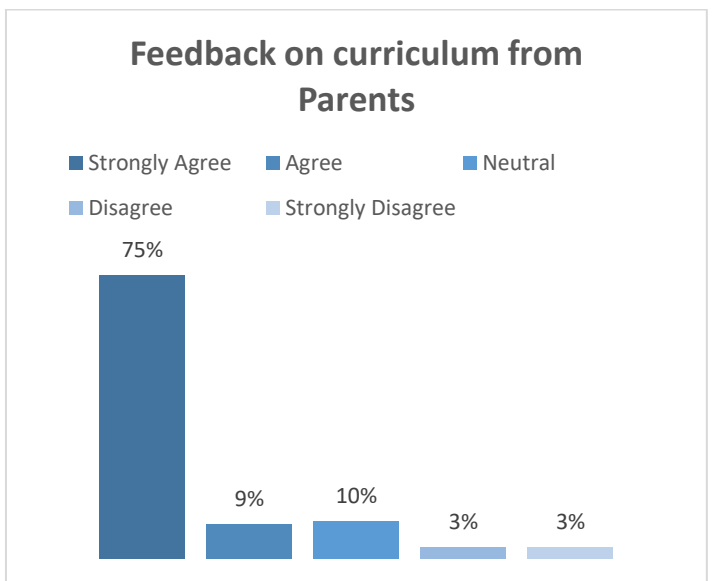
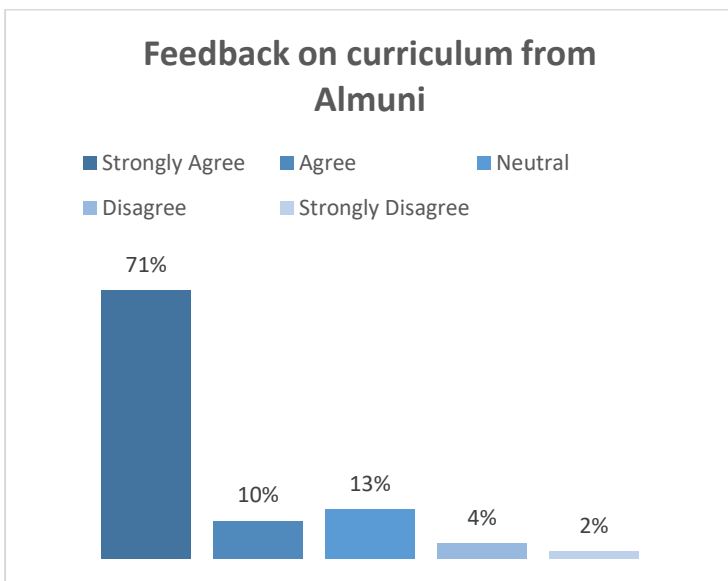
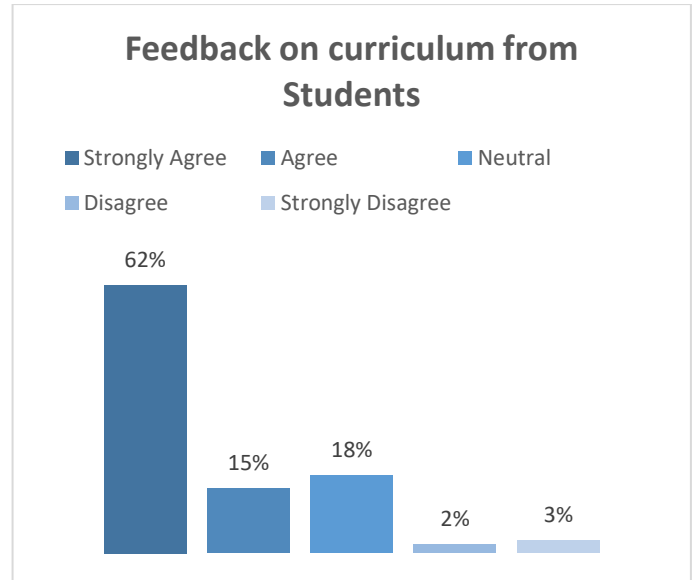
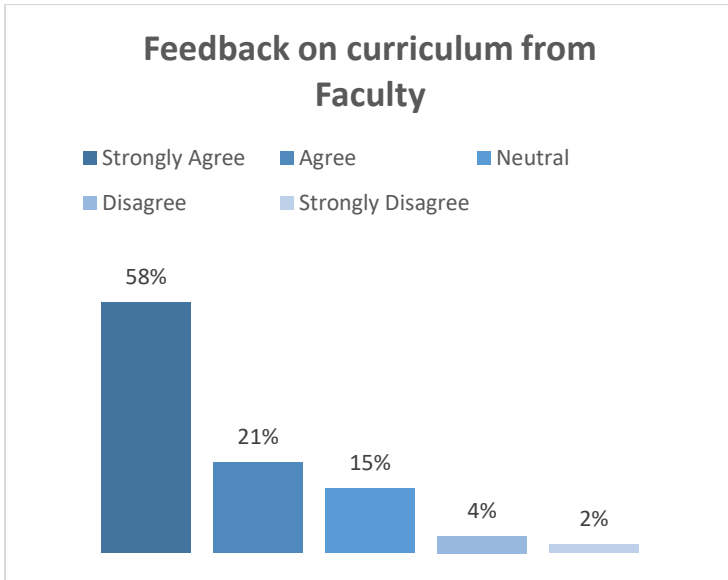




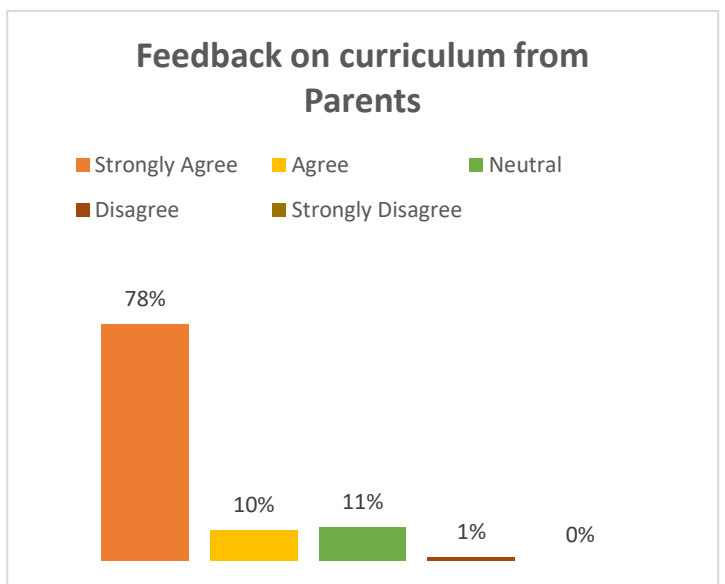
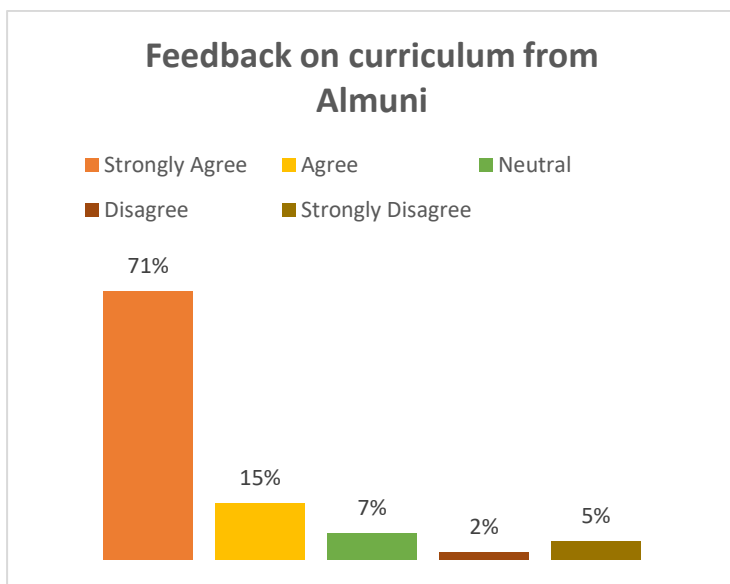
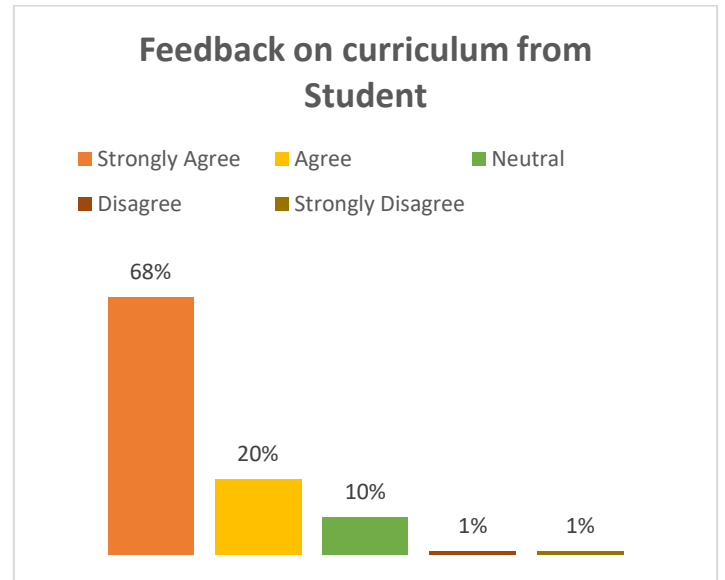
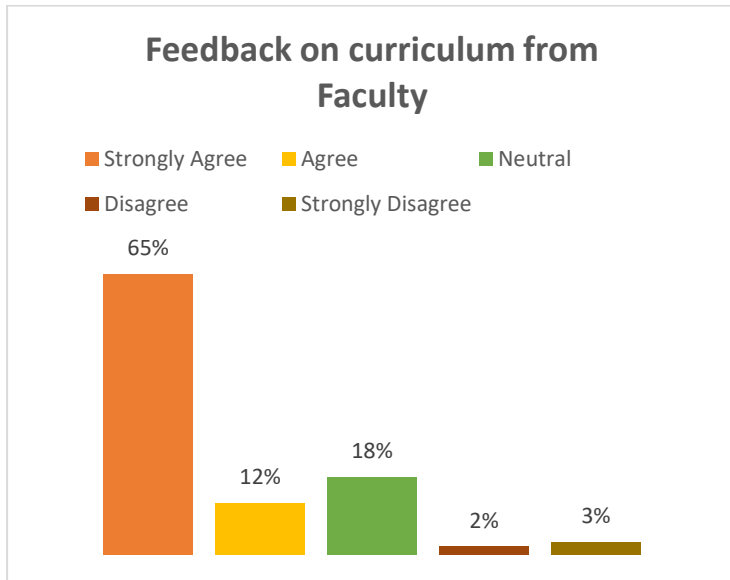
## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF BIOTECHNOLOGY (UIBT)



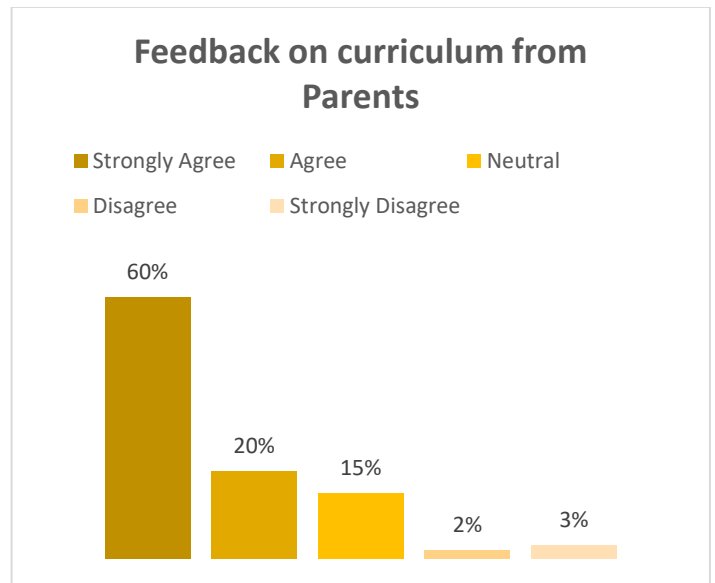
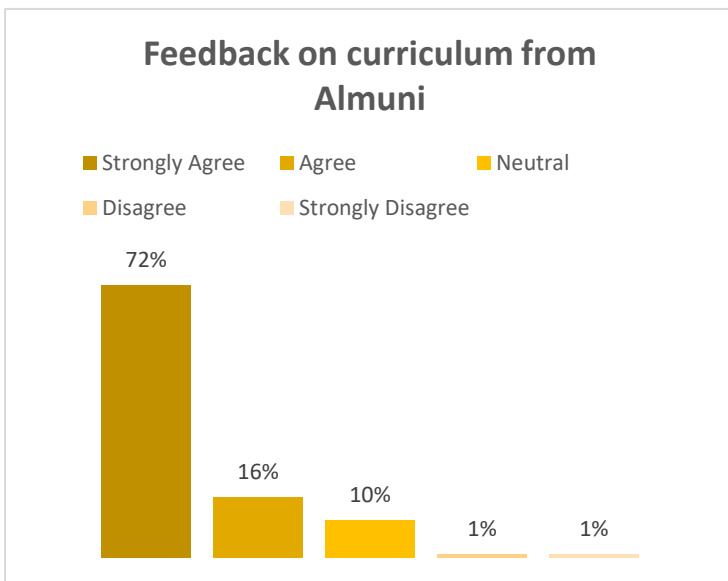
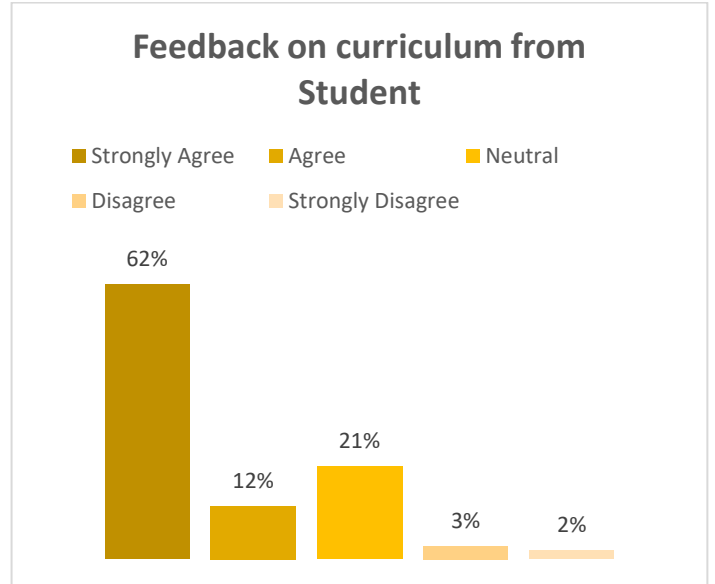
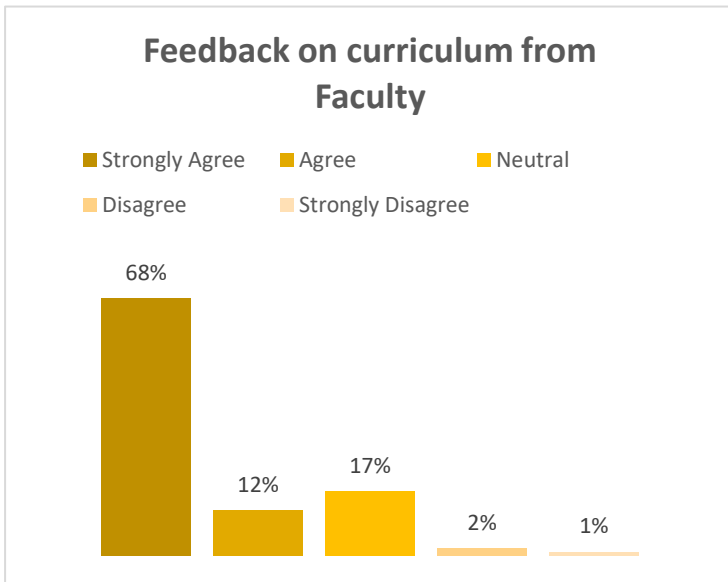
## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF ARCHITECTURE (UIA)



## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF AGRICULTURAL SCIENCES (UIAS)

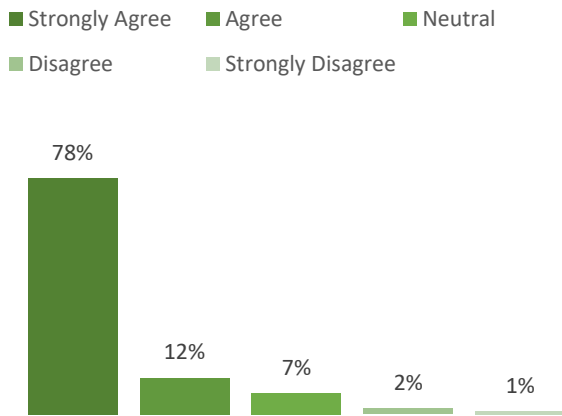


## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF APPLIED HEALTH SCIENCES (UIAHS)

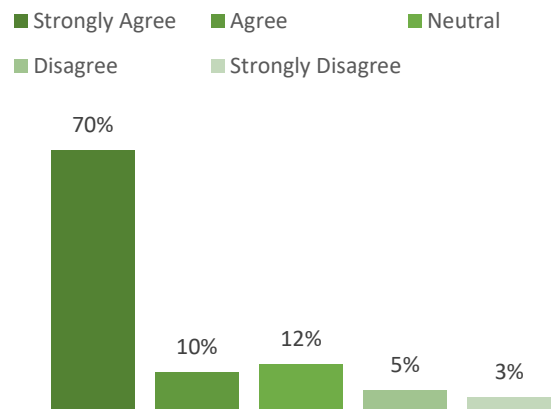


## FEEDBACK ANALYSIS OF UNIVERSITY INSTITUTE OF TOURISM & HOSPITALITY MANAGEMENT (UITHM)

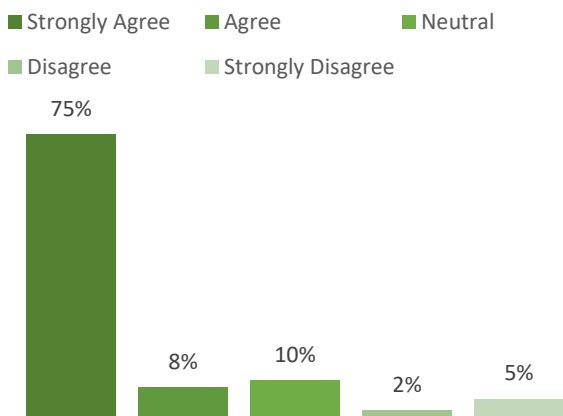
### Feedback on curriculum from Faculty



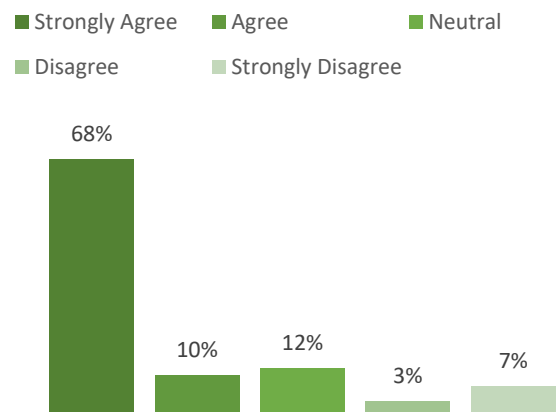
### Feedback on curriculum from Student



### Feedback on curriculum from Alumni

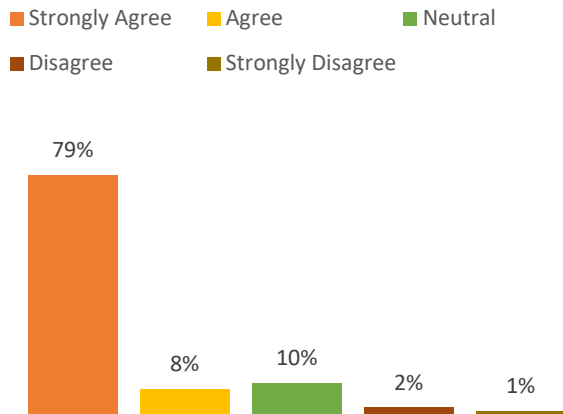


### Feedback on curriculum from Parents

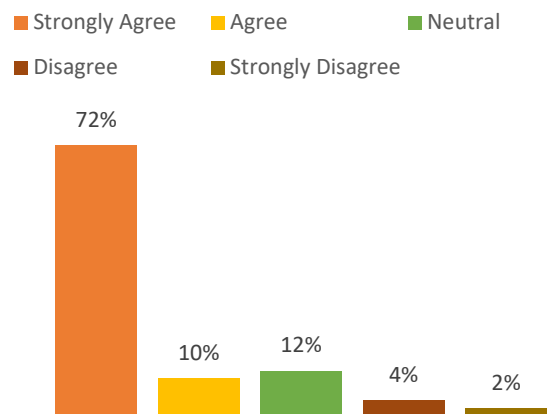


## FEEDBACK ANALYSIS OF UNIVERSITY SCHOOL OF BUSINESS (USB)

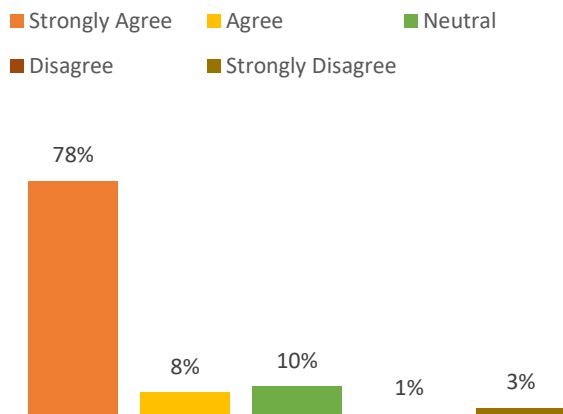
### Feedback on curriculum from Faculty



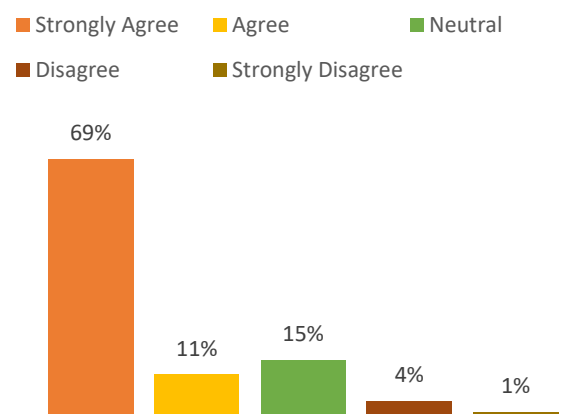
### Feedback on curriculum from Student



### Feedback on curriculum from Alumni



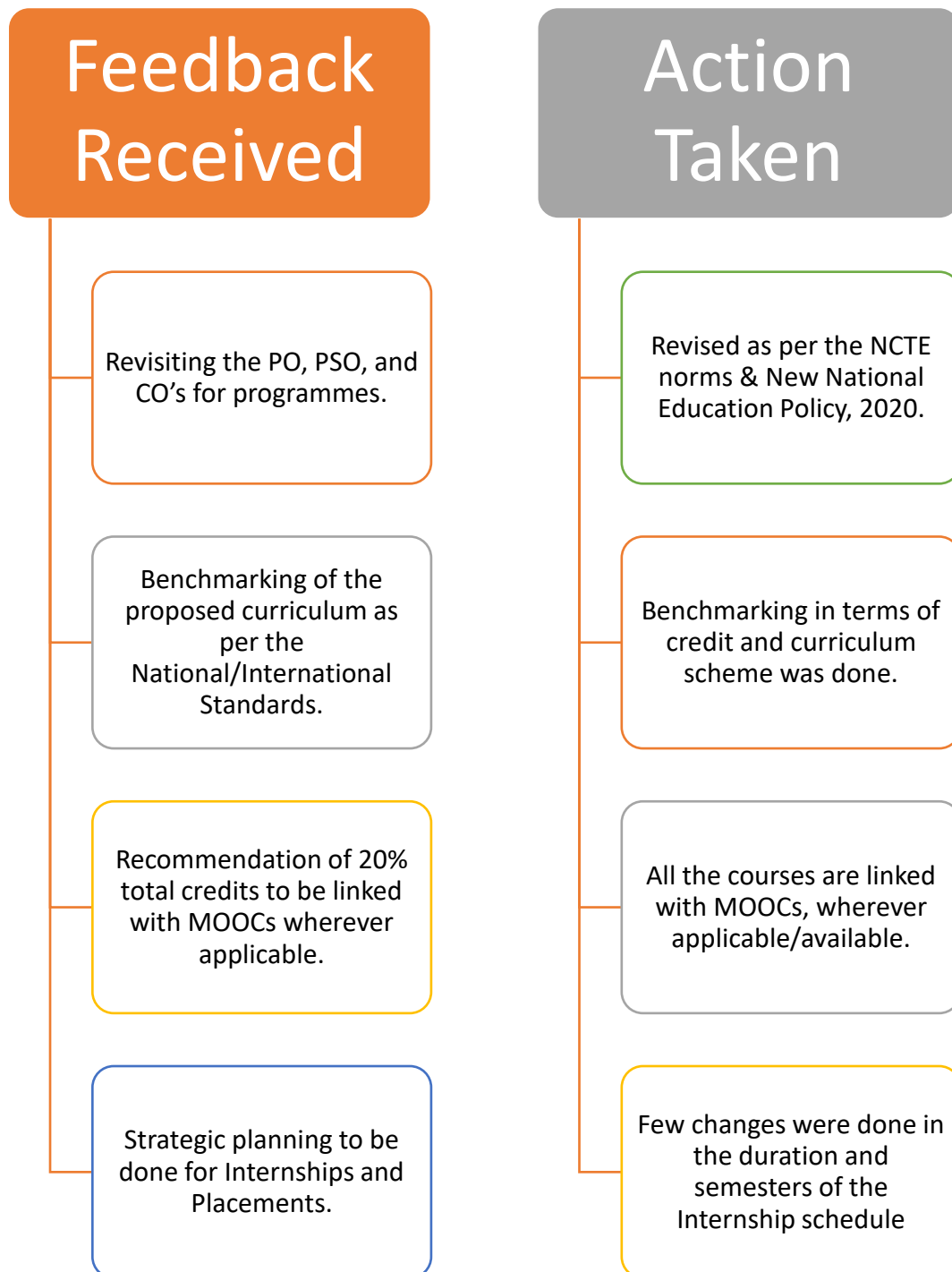
### Feedback on curriculum from Parents





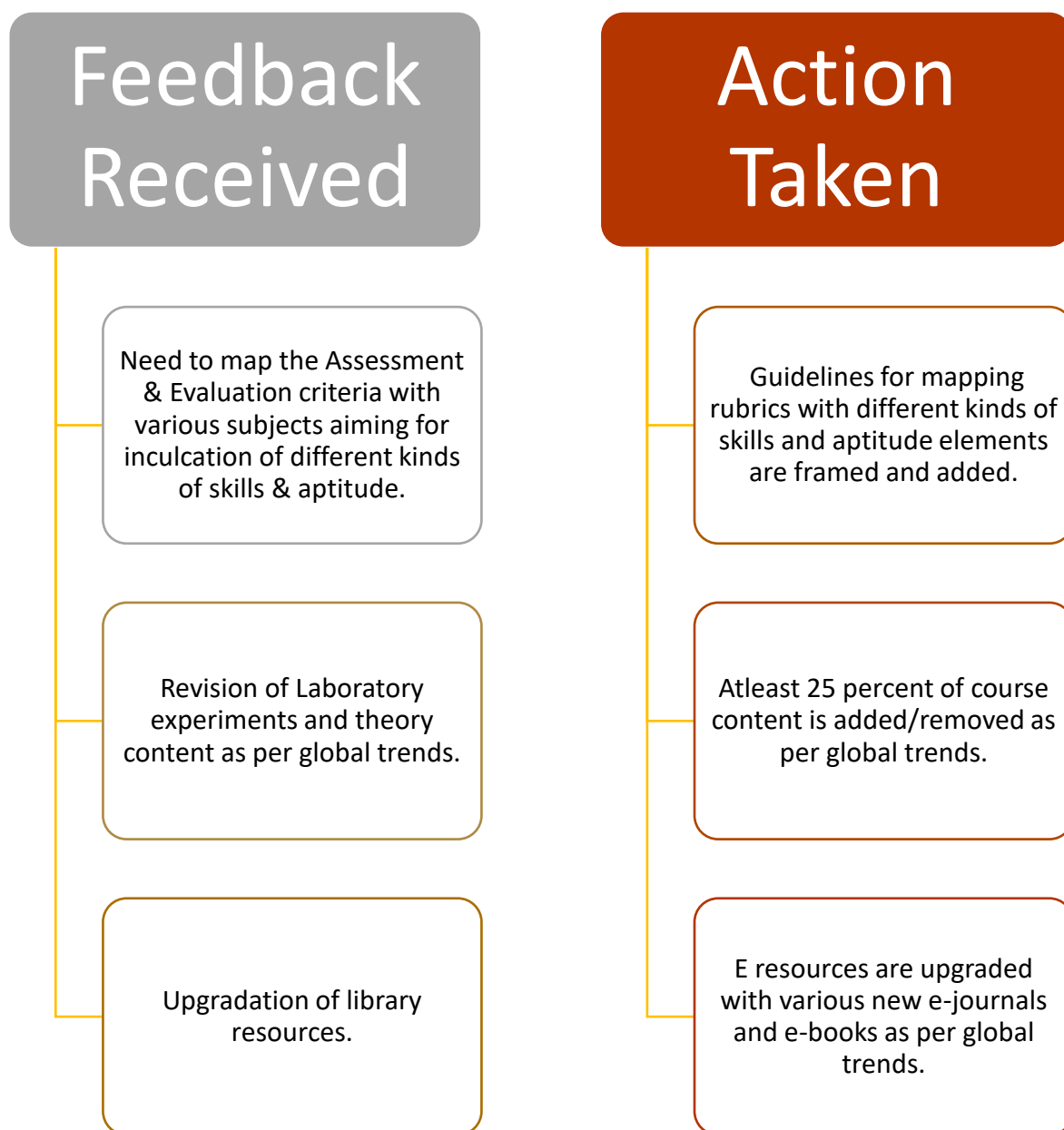
## FEEDBACK ACTION TAKEN OF VARIOUS INSTITUTES

## ACTION TAKEN OF UNIVERSITY INSTITUTE OF TEACHERS TRAINING & RESEARCH (UITTR)

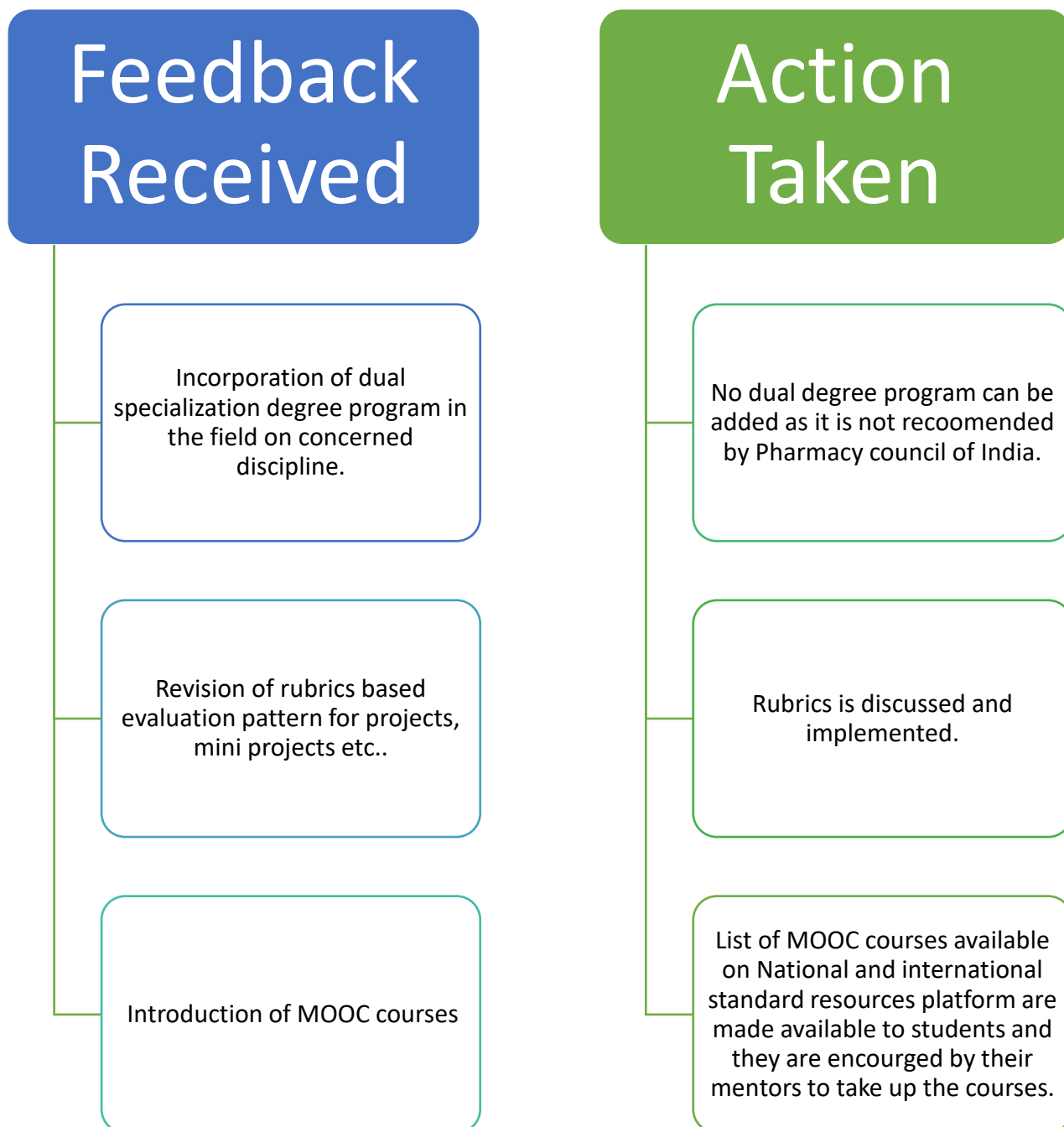




## ACTION TAKEN OF UNIVERSITY INSTITUTE OF SCIENCES (UIS)



## ACTION TAKEN OF UNIVERSITY INSTITUTE OF PHARMA SCIENCES (UIPS)



## ACTION TAKEN OF UNIVERSITY INSTITUTE OF MEDIA STUDIES (UIMS)

### Feedback Received

Recommendaion to introduce departmental open elective.

More course wise enterpenourship activitiees should be added.

Course content should be regularly updated as per industry need

### Action Taken

Open elective courses 'cretive writing' is introduced.

Courses wise enterpenourship activities are planned for upcoming academic year.

Atleast an average of 25 percent of courses content is added or removed from the syllabus.

## ACTION TAKEN OF UNIVERSITY INSTITUTE OF LIBERAL ARTS AND HUMANITIES (UILAH)

### Feedback Received

Students asked to be taught forensic psychology and health psychology as most students do not opt for these specializations. New courses such as criminal psychology, buddhist psychology are also proposed by the students and experts.

Clinical counselling set up is proposed by the experts and backed by the parents.

Regular updation of library resources.

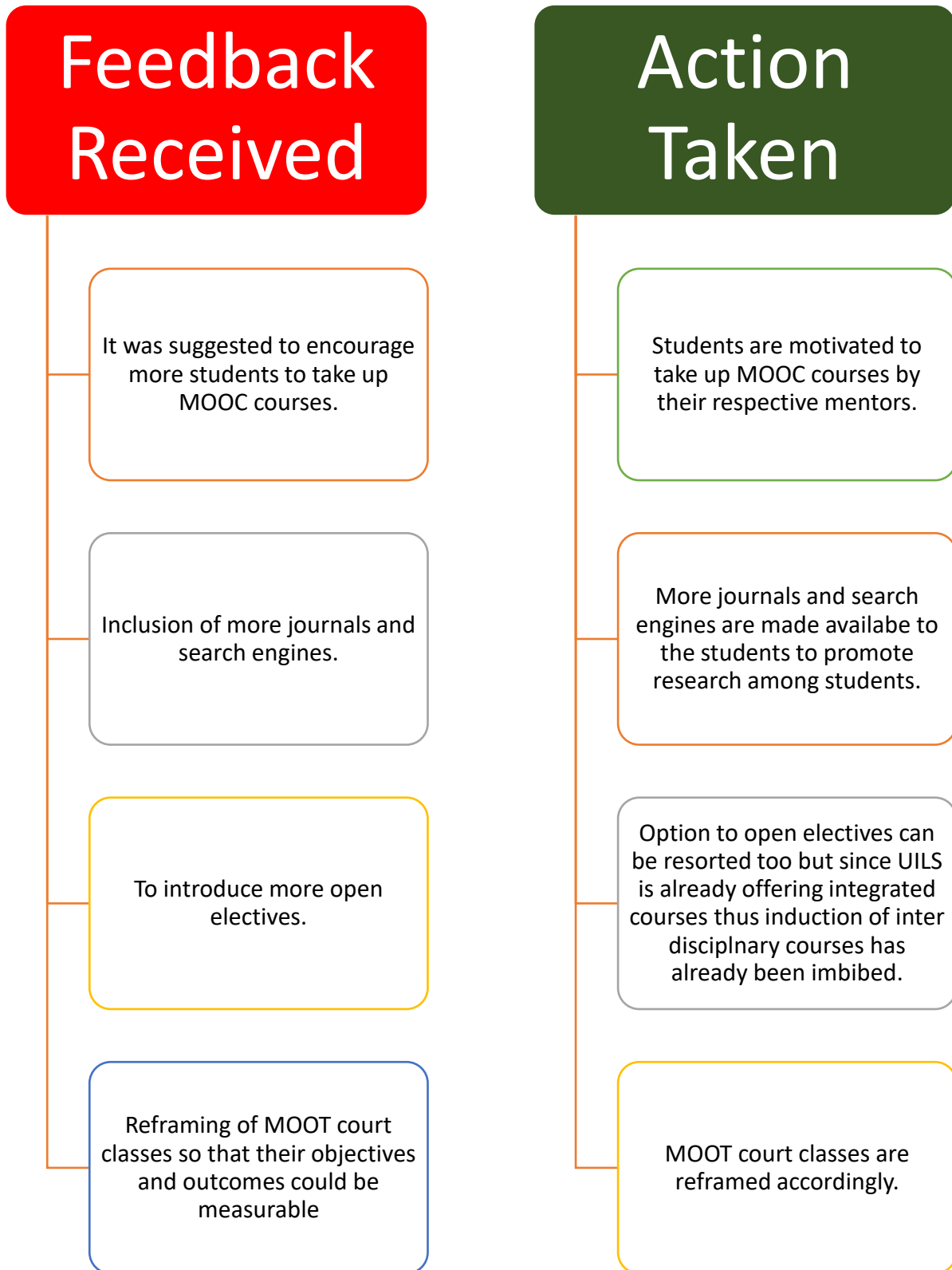
### Action Taken

All the proposed courses are being taught as core subjects from next academic session and specializations are being reduced to two.

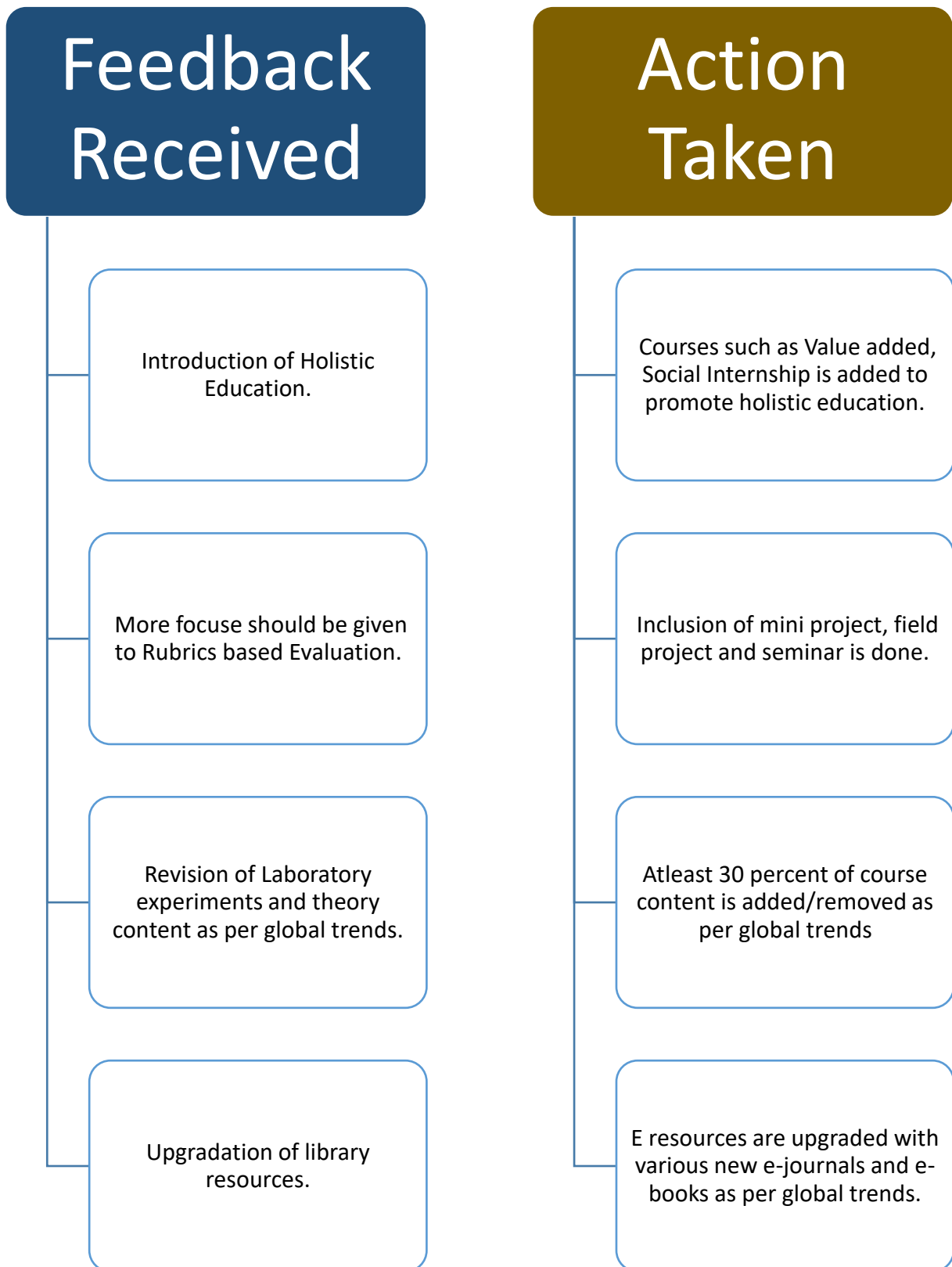
Proposed plan to set up clinical counselling centre is submitted and is under review.

Library resources are regularly updated at the end of each semester.

## ACTION TAKEN OF UNIVERSITY INSTITUTE OF LEGAL STUDIES (UILS)



## ACTION TAKEN OF UNIVERSITY INSTITUTE OF ENGINEERING (UIE)



## ACTION TAKEN OF UNIVERSITY INSTITUTE OF DESIGN (UID)

### Feedback Received

More activities at university level for promoting skill, employment and entrepreneurship among peers.

Teaching model and new teaching methods looked into for enhancing creative thinking of the students.

New courses need to be added under Employment Enhancement window.

### Action Taken

Number of Tie-ups with local, national and international companies is done.

Measures to enhance creative thinking by understanding teaching pedagogy of other design schools is taken into consideration and implemented.

Courses such as Entrepreneurship Management and Design and Story Telling has been added.

## ACTION TAKEN OF UNIVERSITY INSTITUTE OF COMPUTING (UIC)

### Feedback Received

Benchmarking of proposed curriculum and Syllabi as per national and international standards.

Incorporation of dual specialization degree program in the field of concerned discipline.

Mapping the assessment and evaluation criteria with various subjects aiming for inculcation of different kinds of skills and aptitude.

### Action Taken

Critical comparative analysis with various benchmarked national and international universities, the restructured curriculum and syllabus, was done for students of batch 2020.

New Specialization of 'Networking' has been incorporated in UG program by considering global trends.

As per the need of different skills oriented courses, varied assessment and evaluation criteria was incorporated as guided by the experts.



## ACTION TAKEN OF UNIVERSITY INSTITUTE OF BIOTECHNOLOGY (UIBT)

### Feedback Received

Revising and confirming the PEOs, PSOs, Pos, and Cos in such a way so that they should be restricted to certain specific domains where UIBT can train the students in the better way with specific domains specialization in terms of facilities and the faculty specializations.

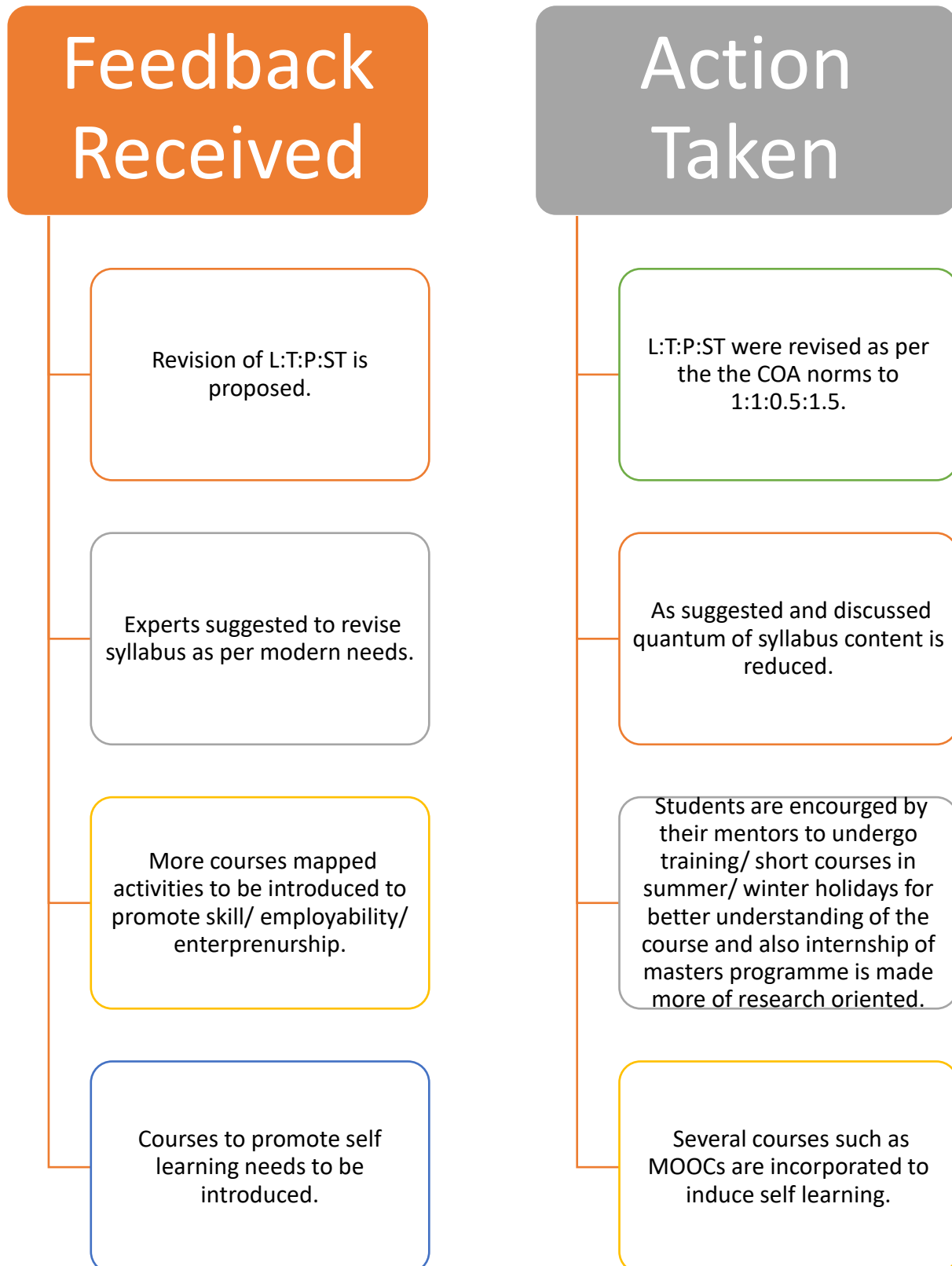
Stakeholders suggested minor revision of theory subjects, by adding few advanced topic and revision of syllabus of practical subjects.

### Action Taken

The changes suggested were discussed and PEOs, PSOs, Pos, and Cos are redesigned and finalized followed by changes in syllabus such as increasing credits, transferring a courses from one semester to other, raising the course credits, is done to achieve new PEOs, PSOs, Pos, and Cos.

Atleast an average of 27 percent courses content is added/removed throughout the programme

## ACTION TAKEN OF UNIVERSITY INSTITUTE OF ARCHITECTURE (UIA)



## ACTION TAKEN OF UNIVERSITY INSTITUTE OF AGRICULTURAL SCIENCES (UIAS)

### Feedback Received

Introduction of a departmental open elective is recommended.

More course-specific entrepreneurial activities should be included.

The material of the courses should be updated on a regular basis to meet the needs of the industry.

### Action Taken

The concept of open elective courses is introduced.

For the forthcoming academic year, courses-based entrepreneurial activities are being organised.

At least 25% of the material of each course is added or deleted from the curriculum.

## ACTION TAKEN OF UNIVERSITY INSTITUTE OF APPLIED HEALTH SCIENCES (UIAHS)

### Feedback Received

More of the clinical exposure should be given to the students.

A minimum of 10% new experiments every year to the laboratory curriculum and syllabi and replace the old ones.

Organization of Symposiums and conferences for the better exposure of students towards recent developments.

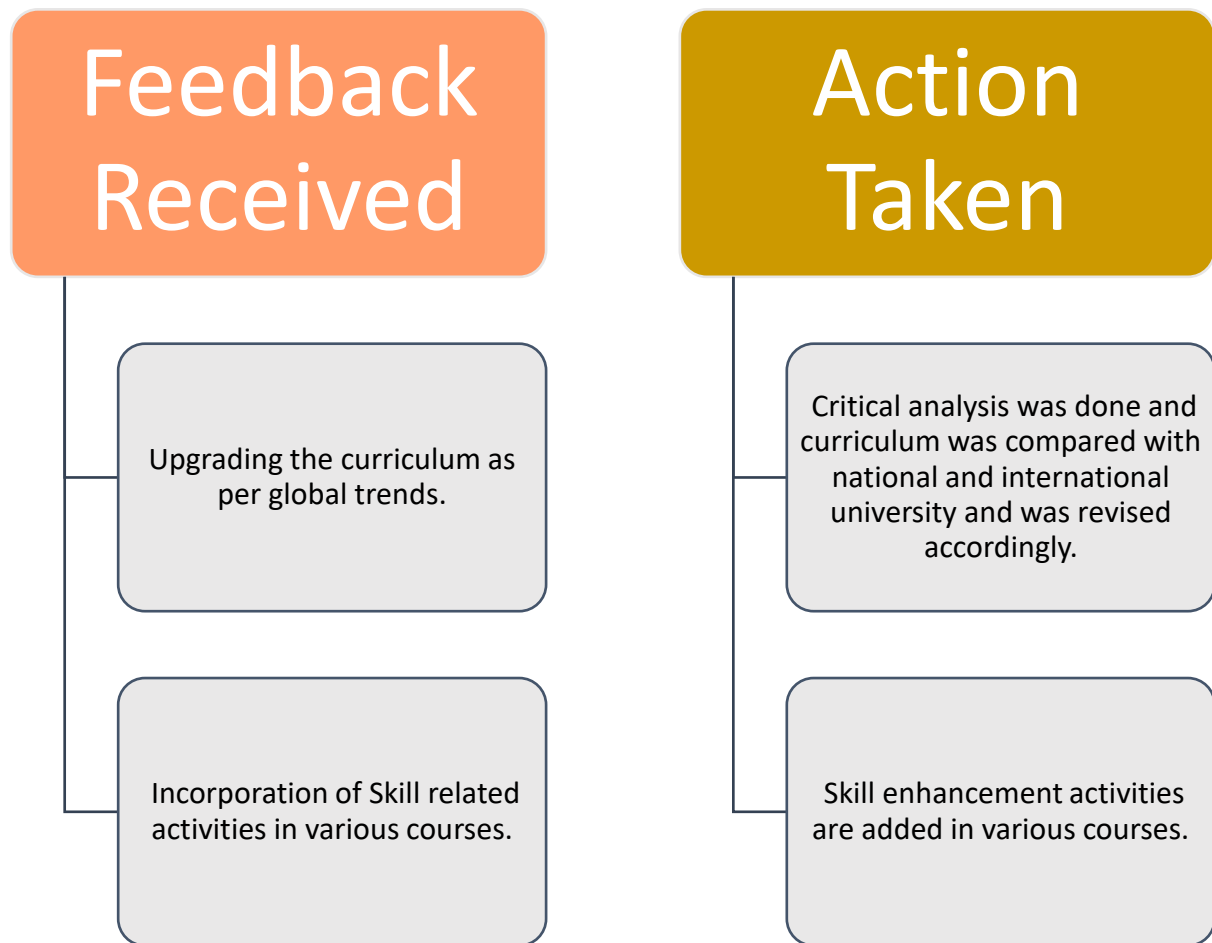
### Action Taken

OPD based practicals are introduced in various courses.

Atleast an average of 30 percent of courses content is added or removed from the syllabus.

Frequency of Online webinars, organization of expert lectures, workshops and Industrial visits will be increased for upcoming semester.

## ACTION TAKEN OF UNIVERSITY INSTITUTE OF TOURISM & HOSPITALITY MANAGEMENT (UIITHM)



## ACTION TAKEN OF UNIVERSITY SCHOOL OF BUSINESS (USB)

### Feedback Received

Prefacing holistic education in the curriculum.

Rubric-based evaluation should be given more attention.

Laboratory experiments and theoretical informationshould be updated to reflect current world trends.

### Action Taken

To encourage holistic education, courses such as Value Offered and Social Internship have been added.

Mini project, field project, and seminar are all included.

According to worldwide trends, at least 28% of course content is added or withdrawn.