

Analysis and Action Taken Report

Feedback on Curriculum from Teachers Session 2024-25

PROLOGUE

Guru Kashi University is committed to fostering academic excellence and providing high-quality education. The University is dedicated to meeting the educational needs of the Southwestern Punjab region and the nation as a whole. With a diverse student body that includes individuals from various states within India and overseas, the University offers a blend of academic and professional education, ensuring students acquire theoretical knowledge and practical skills for their careers.

The University adopts an individual and innovative approach to education, with state-of-the-art facilities, collaborations with industry and academia, and strong research initiatives. This focus on contemporary educational practices creates a dynamic learning environment that ensures relevance in today's fast-changing academic landscape.

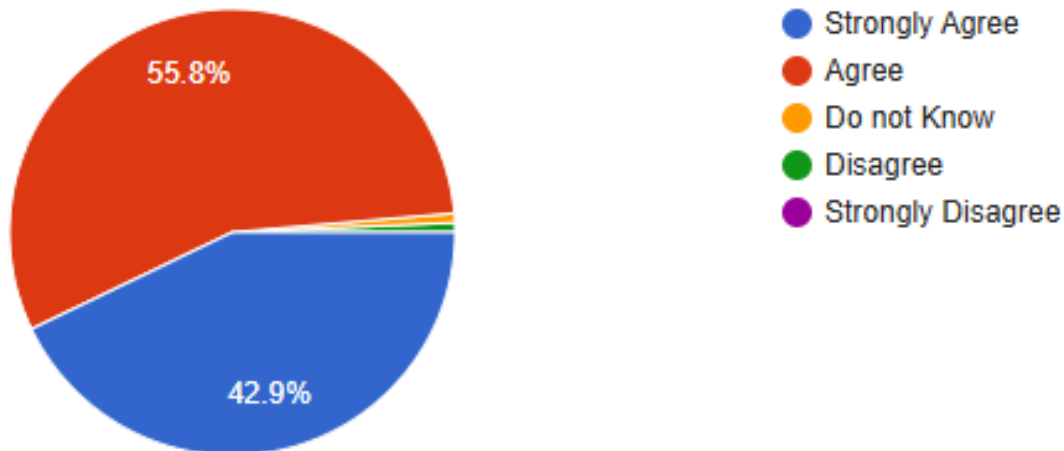
Feedback Process from Teachers

The feedback process from teachers followed these steps:

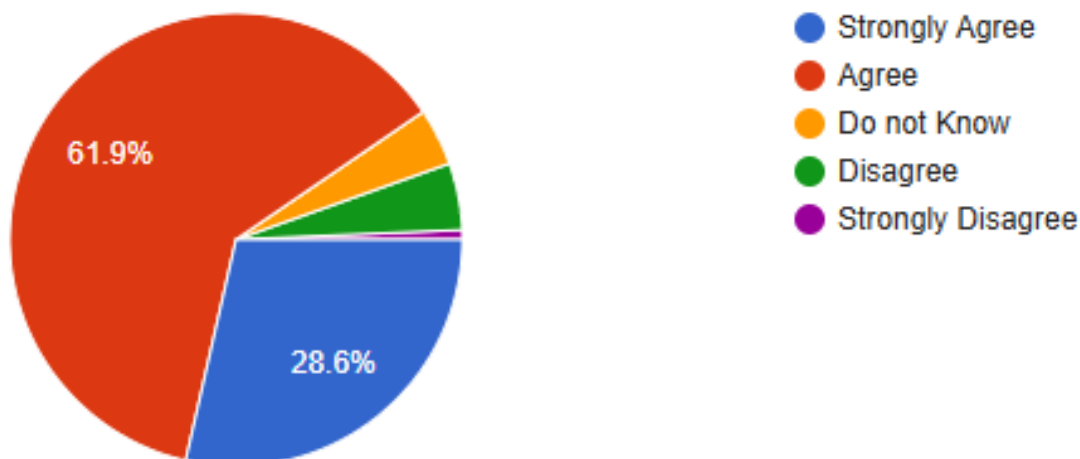
1. **Collection of Feedback:** A Performa of 'Curriculum Feedback from Teachers' was designed to gather insights and suggestions on the current curriculum. Feedback was collected via an online platform, ensuring broad participation and ease of submission.
2. **Analysis of Feedback:** The collected data was thoroughly analyzed, with the findings depicted graphically to facilitate a comprehensive understanding of teachers' perspectives. An action taken report was also prepared based on the feedback received.
3. **Action Taken on Feedback:** The feedback collected was forwarded to the relevant faculty and academic departments for consideration. The insights gained were used to initiate improvements in the curriculum, ensuring that it remains relevant, updated, and aligned with the evolving needs of students and the job market. Faculty members were encouraged to reflect on the feedback and implement changes to enhance the overall quality of education.

The graphical Report is presented as below:

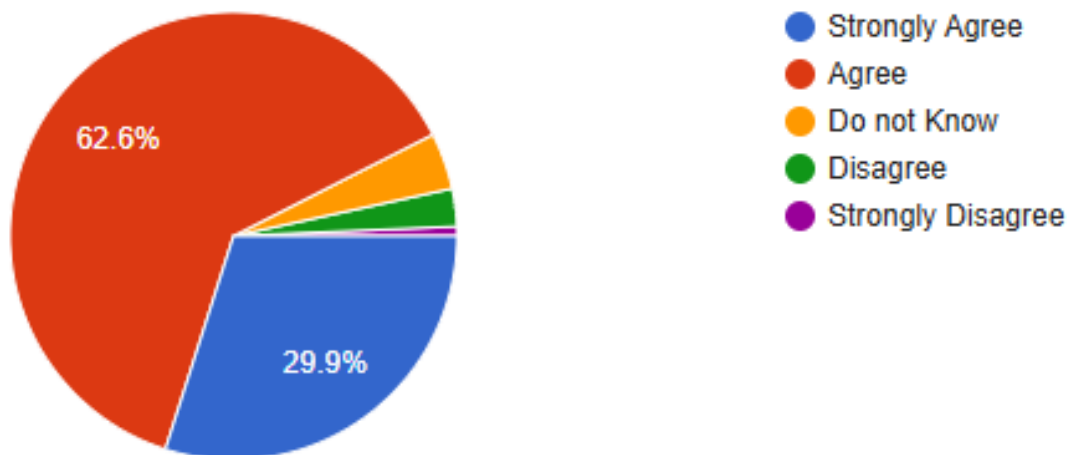
1. The curriculum is as per the needs of the students.



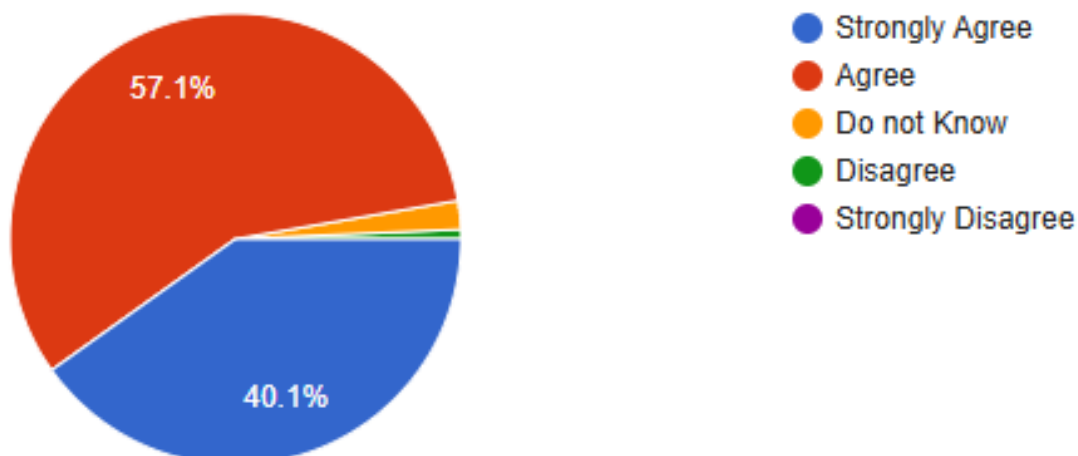
2. The contents of the course have been presented from simple to complex form.



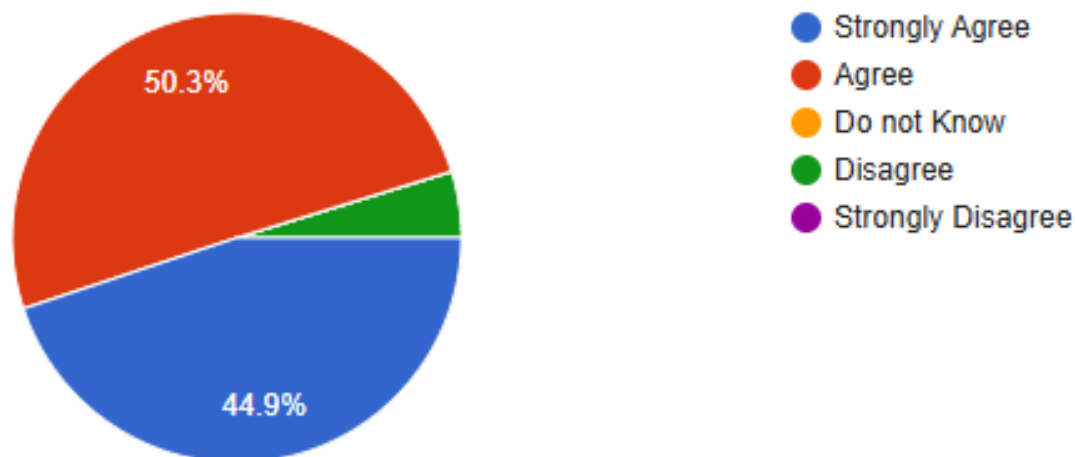
3. The curriculum provides opportunities for conducting research and project-related activities.



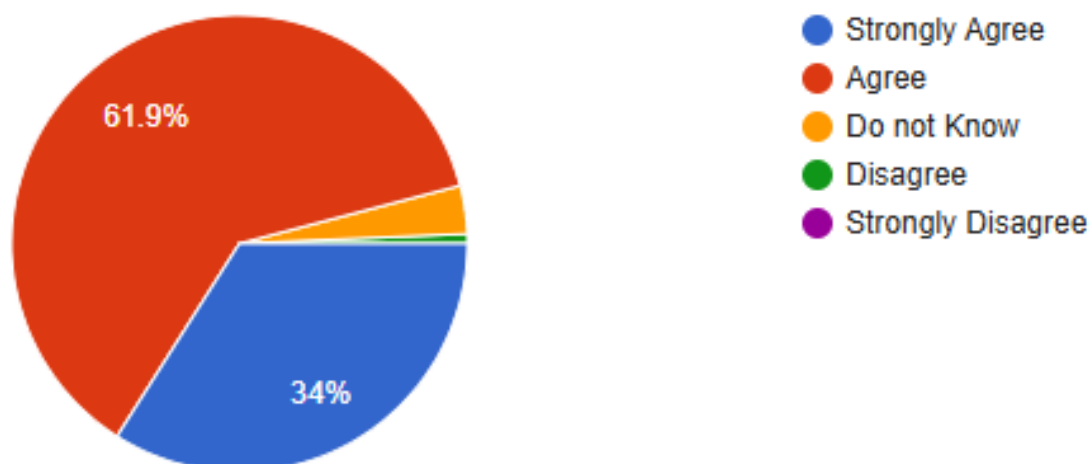
4. The contents of the course are in conformity with the learning outcomes.



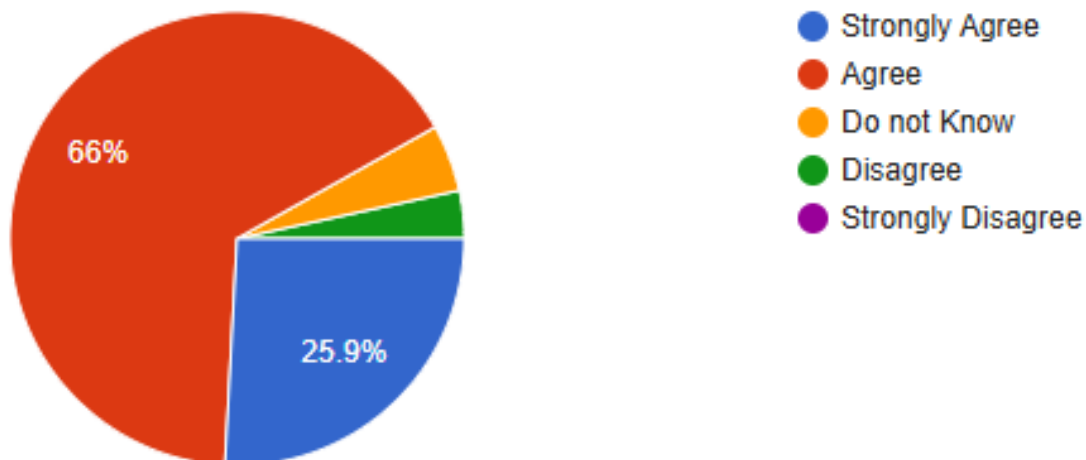
5. The curriculum is balanced with theoretical and practical knowledge.



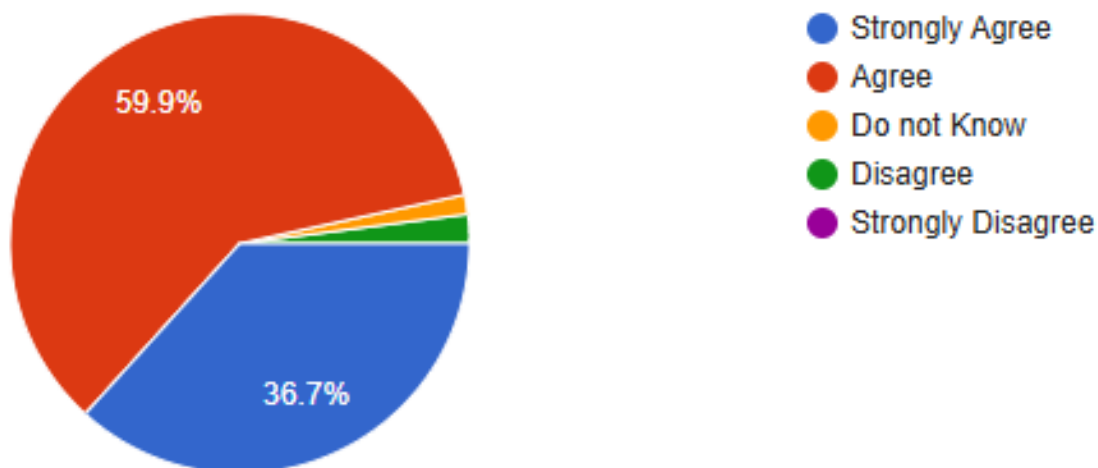
6. Pedagogy proposed in the curriculum matches the contents.



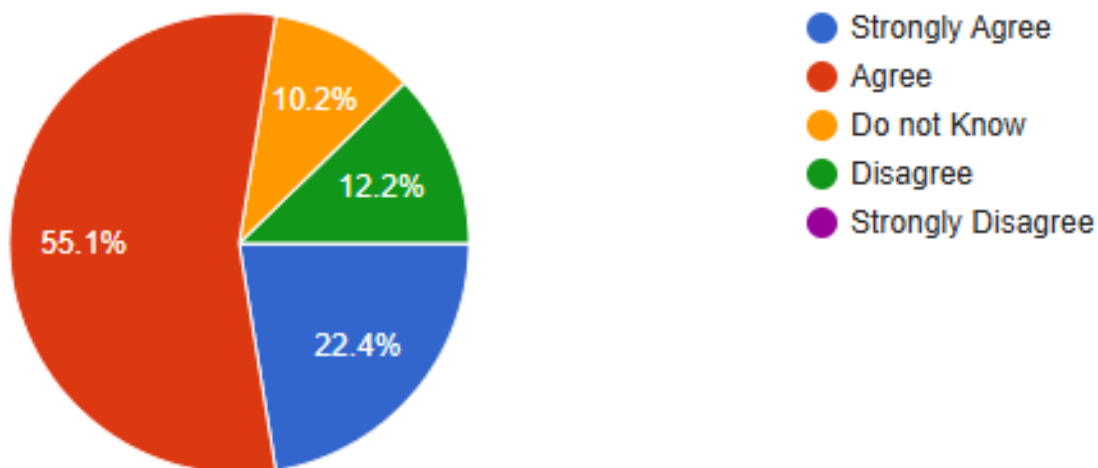
7. The contents of the curriculum are in tune with the UGC-NET/CSIR examinations.



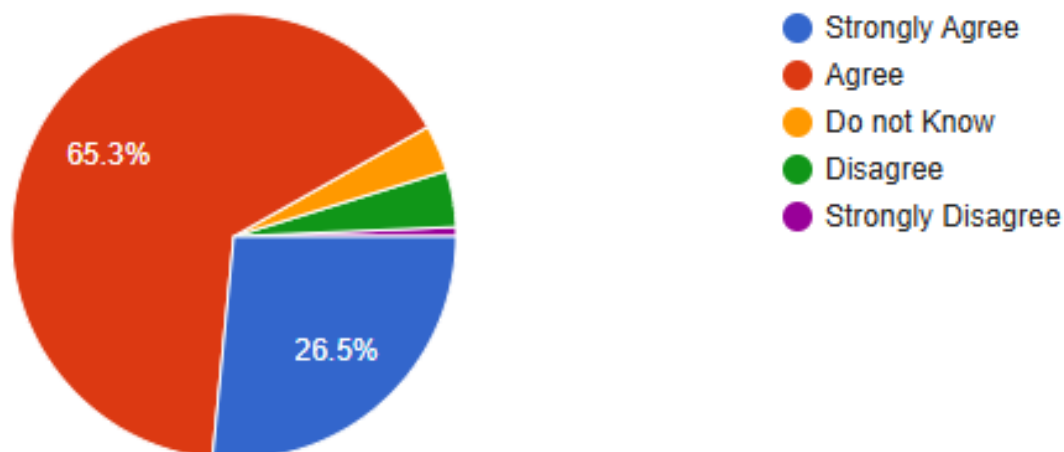
8. The curriculum has the potential to develop the habit of self-learning among the students.



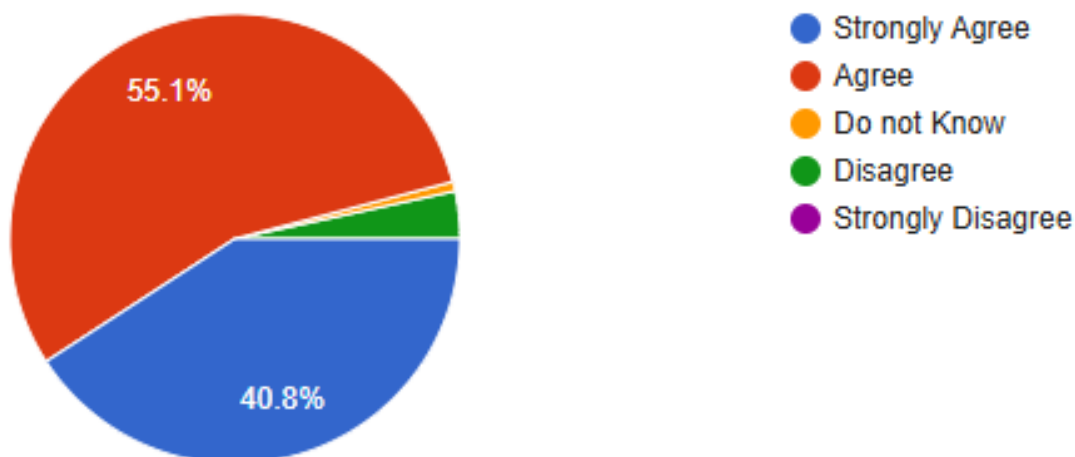
9. The curriculum development procedure needs improvement.



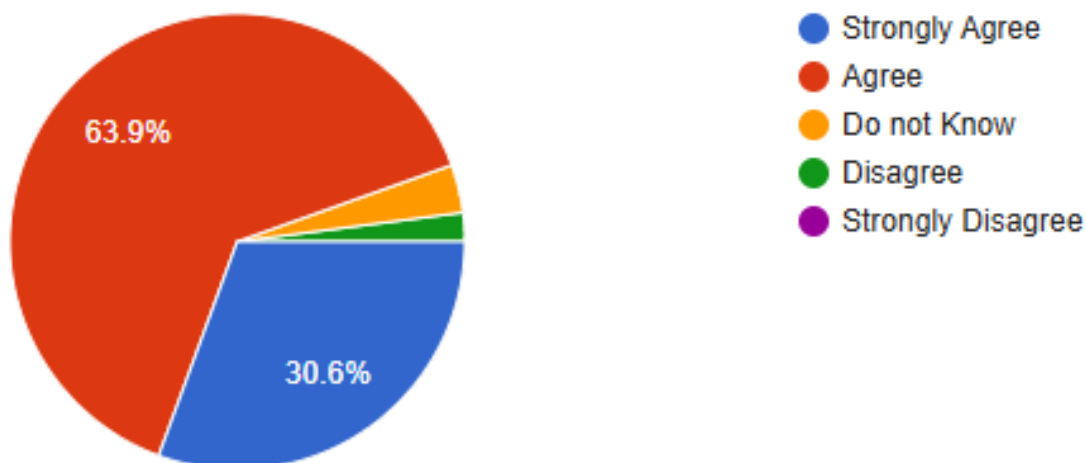
10. The learning outcomes of the curriculum are of global standard.



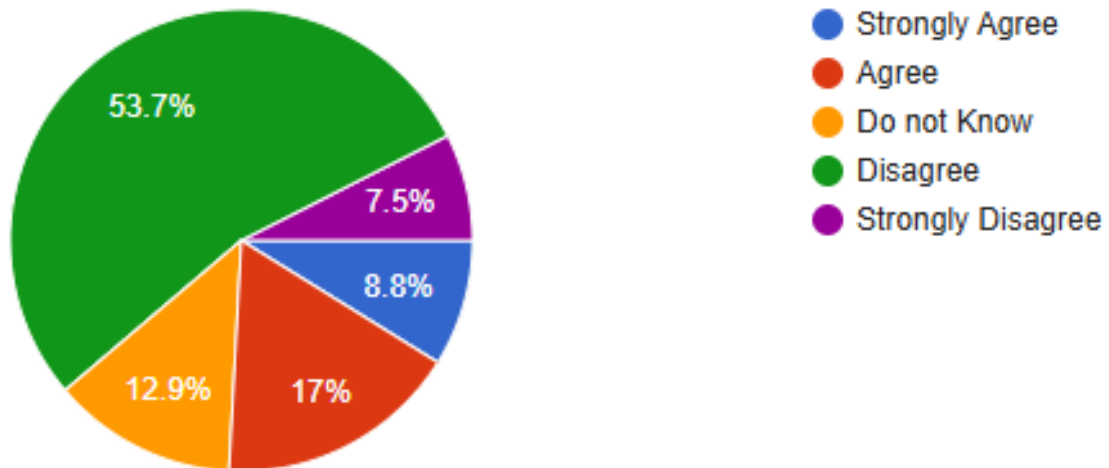
11. The curriculum has a focus on skill development.



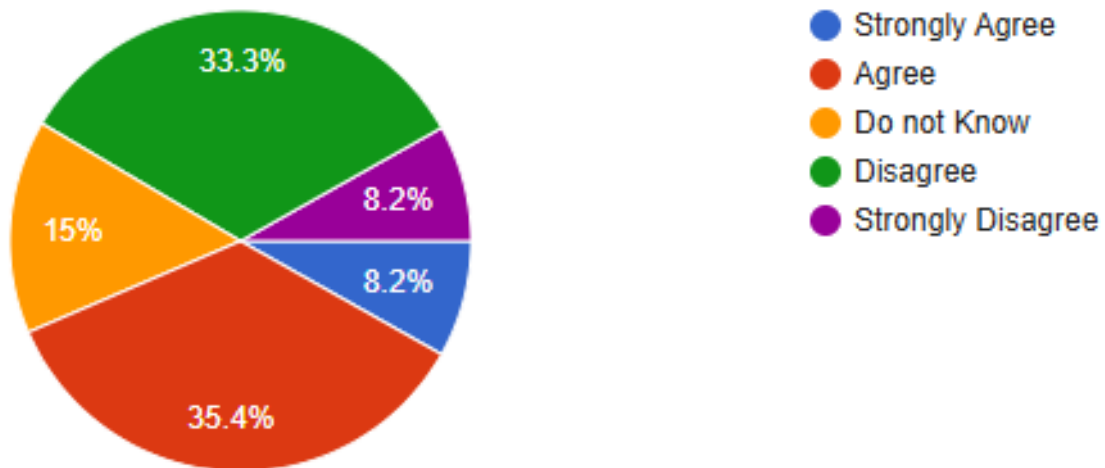
12. The opinions of the faculty members are taken into account during curriculum development.



13. The presence of student representatives in the curriculum has no value.



14. Evaluation of the course is appropriate to discriminate the students.



Analysis of Curriculum Alumni Feedback Form Student

Audit Points	Analysis of Statement
1. The curriculum is as per the needs of the students.	98.6% of respondents agreed that the curriculum aligns with the needs of the students. Meanwhile, only 1.4% disagreed.
2. The contents of the course have been presented from simple to complex form.	94.5% of teachers cited the contents of the course as represented from simple to complex forms. Additionally, 5.5% were disagreed with the same.
3. The curriculum provides opportunities for conducting research and project-related activities.	The survey indicated that 96.6% of teachers agreed that the curriculum provided opportunities for conducting research and project-related activities, while 3.4% disagreed.
4. The contents of the course are in conformity with the learning outcomes.	97.3% of respondents agreed that the contents of the course conformed with the learning outcomes. Additionally, 2.7% of teachers were disagreed.
5. The curriculum is balanced with theoretical and practical knowledge.	A survey revealed that 95.2% of teachers agreed that the curriculum is balanced with theoretical and practical knowledge, while, 4.8% disagreed.
6. Pedagogy proposed in the curriculum matches the contents.	95.9% of respondents revealed that the pedagogy proposed in the curriculum matches the contents. Whereas 4.1% disagreed.
7. The contents of the curriculum are in tune with the UGC-NET/CSIR examinations.	96.6% of teachers cited that the contents of the curriculum were in tune with the UGC-NET/CSIR examinations. Additionally, 3.4% were disagreed with the statement.
8. The curriculum has the potential to develop the habit of self-learning among the students.	A survey indicated that 98% of teachers agreed that the curriculum had the potential to develop the habit of self-learning among the students. Meanwhile, only 2% disagreed.
9. The curriculum development procedure needs improvement.	87.8% of respondents refers to the curriculum development procedure needs to improvements, whereas, 12.2% of teachers stated that no needs to improvements.

<p>10. The learning outcomes of the curriculum are of global standard.</p>	<p>95.2% of teachers mentioned the curriculum had global learning outcomes. While 4.8% disagreed with the statement.</p>
<p>11. The curriculum has a focus on skill development.</p>	<p>A survey revealed that 96.6% of teachers cited that the curriculum had a focus on skill development. Whereas, 3.4% disagreed with the statement.</p>
<p>12. The opinions of the faculty members are taken into account during curriculum development.</p>	<p>98% of teachers declared that their opinions were countable in the curriculum development, while 2% of teachers disagreed with the statement.</p>
<p>13. The presence of student representatives in the curriculum has no value.</p>	<p>The survey discovered that 74.2% of teachers agreed that the presence of student representatives has value in the curriculum. Whereas, 25.8% of teachers disagreed.</p>
<p>14. Evaluation of the course is appropriate to discriminate the students.</p>	<p>58.5% of teachers mentioned the evaluation of the course is appropriate to discriminate the students, while 41.5% disagreed with the statement.</p>

Action Taken on Audit Points:

The above reports send the BoS of the respective Departments for further updation & necessary action and incorporation in the curriculum of the session 2025-26

Analysis and Action Taken Report

Feedback on Curriculum from Students Session 2024-25

PROLOGUE

The Guru Kashi University is committed to providing high-quality education and fostering academic excellence. The University is dedicated to meeting the educational requirements of both the South-western region of Punjab and the nation as a whole. Its diverse student body comprises individuals from various states within India and even from overseas. The University offers a blend of professional and academic education, aiming to equip students with both theoretical knowledge and practical skills necessary for their future careers. The Guru Kashi University adopts a distinctive and innovative approach to education, backed by state-of-the-art facilities, collaborations with industry and academia, and research endeavors. This indicates a focus on staying updated with contemporary educational practices and fostering a dynamic learning environment.

The University is dedicated to providing need-based education, as evidenced by its globally acceptable curriculum, transparent evaluation system, student-centered policies, conducive learning environment, and socially vibrant campus life. This suggests a student-centric approach aimed at meeting the diverse needs and aspirations of its student body.

The IQAC plays a crucial role in enhancing academic quality by collecting feedback from various stakeholders, including students, alumni, teachers, parents, and employers. This feedback mechanism allows the university to continuously assess its performance, identify areas for improvement, and take appropriate measures to enhance academic standards.

The feedback process comprised of the following steps:

1. Collection of feedback: A Performa of 'Curriculum Feedback from Students' was designed to gather the feedback. The feedback was collected in online mode.

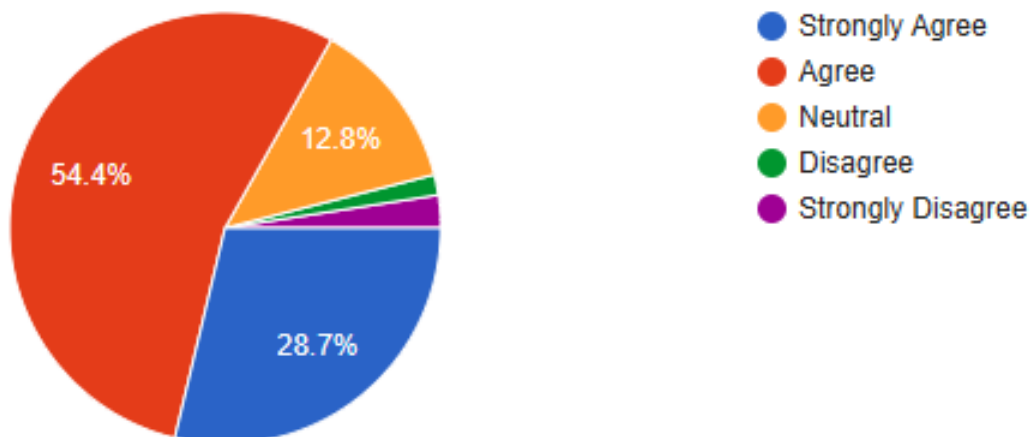
2. Analysis of feedback: The data collected related to feedback was analysed the report was prepared and depicted graphically. The action taken report was also prepared.

3. Action Taken on feedback: The feedback collected from students was analysed and the report was forwarded to all the faculty for further improvement & necessary action for enhancing the quality of education.

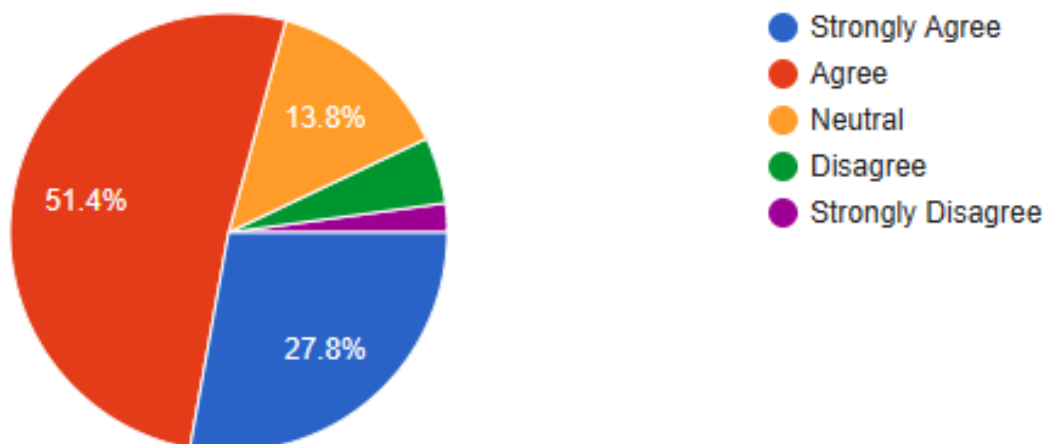
This systematic feedback process enables Guru Kashi University to stay attuned to the evolving needs of its students and alumni, fostering a culture of continuous improvement and excellence in education.

The graphical Report is presented as below:

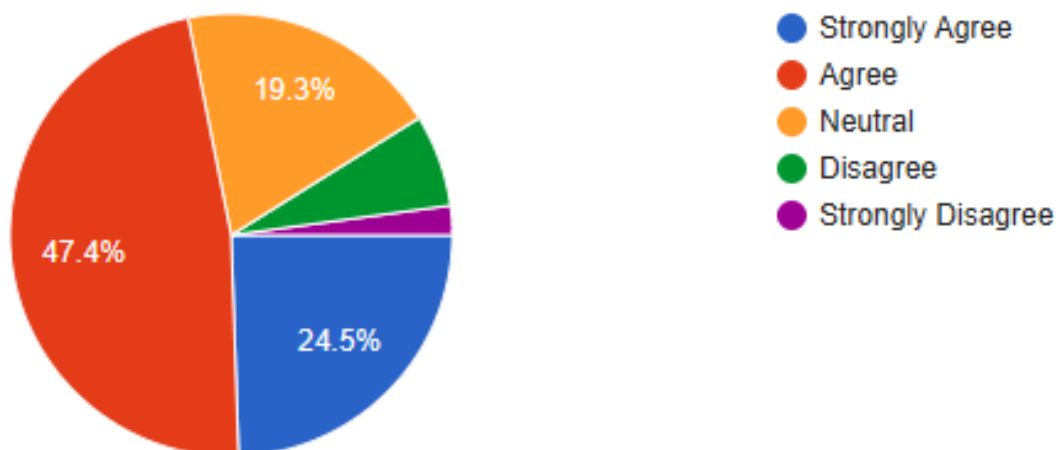
1. The contents of the curriculum are in conformity with the learning outcomes.



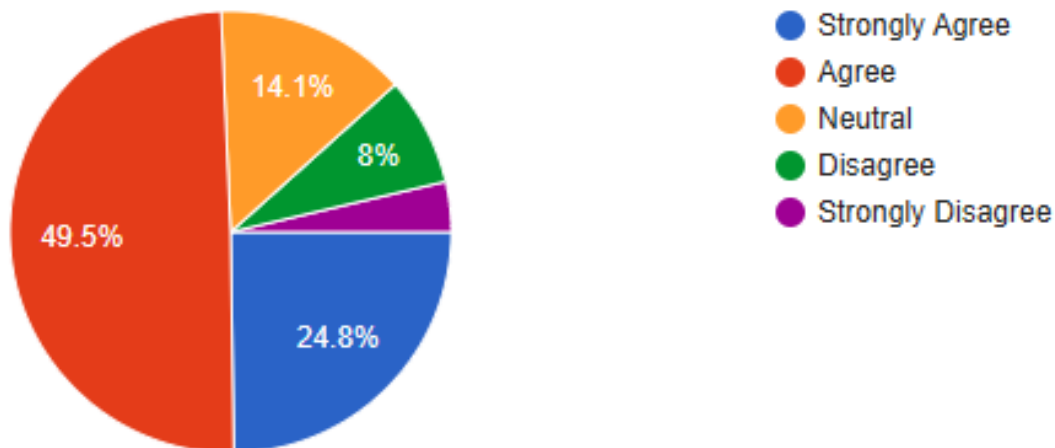
2. The curriculum is as per the needs of the students.



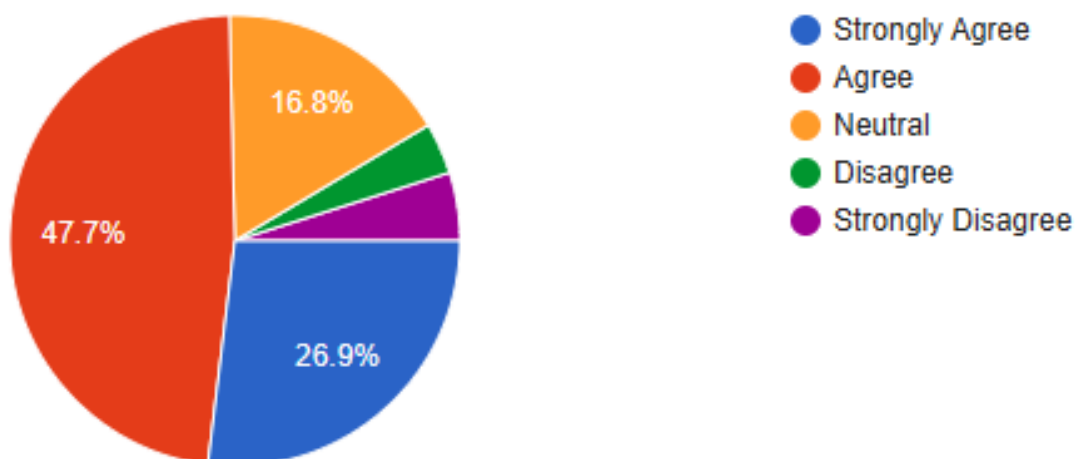
3. The contents of the courses have been presented from simple to complex form.



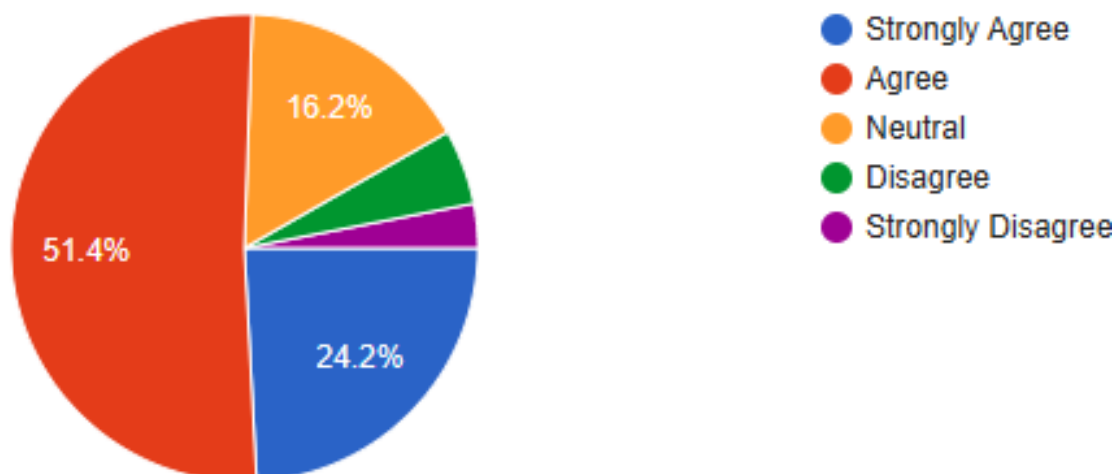
4. The curriculum provides opportunity for conducting research and project related activities.



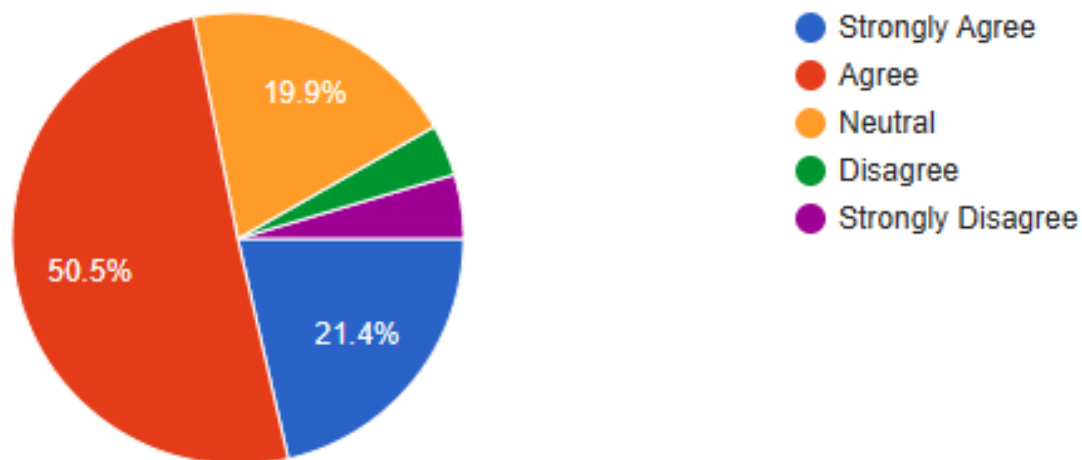
5. The curriculum is balanced with theoretical and practical knowledge.



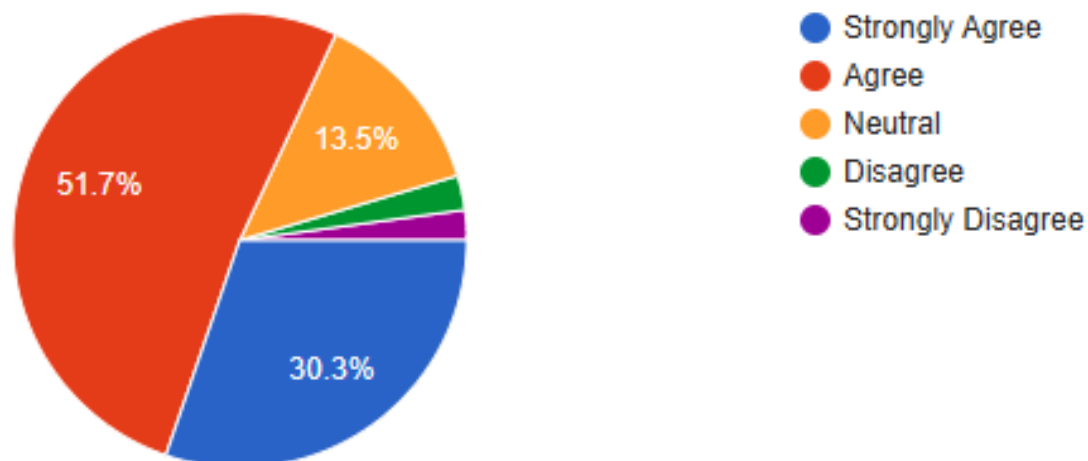
6. The curriculum is taught with appropriate teaching techniques.



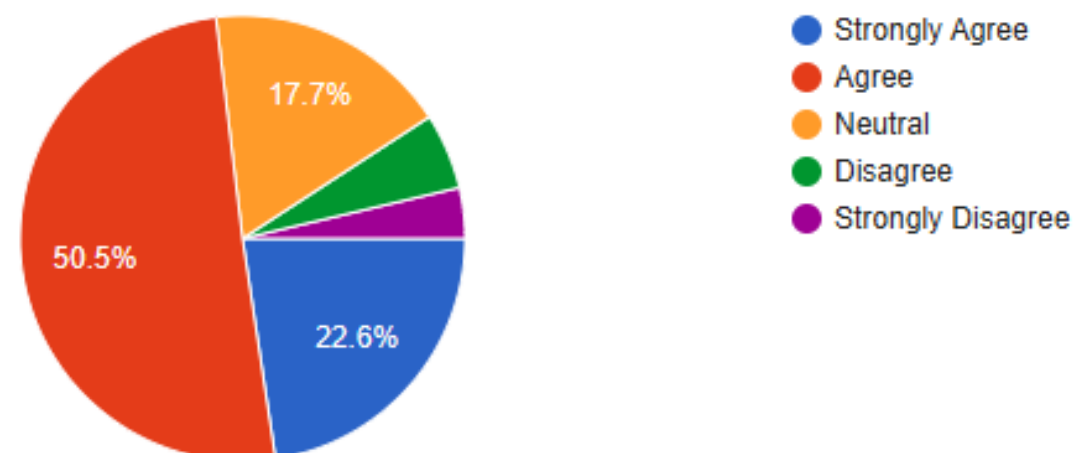
7. The contents of the curriculum are in tune with the UGC-NET/CSIR examinations.



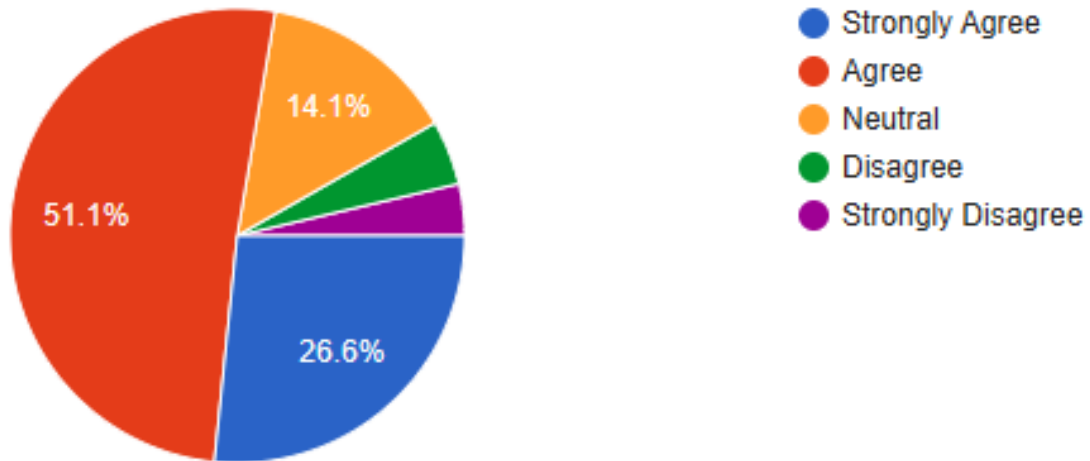
8. The curriculum has the potential in developing the habit of self-learning.



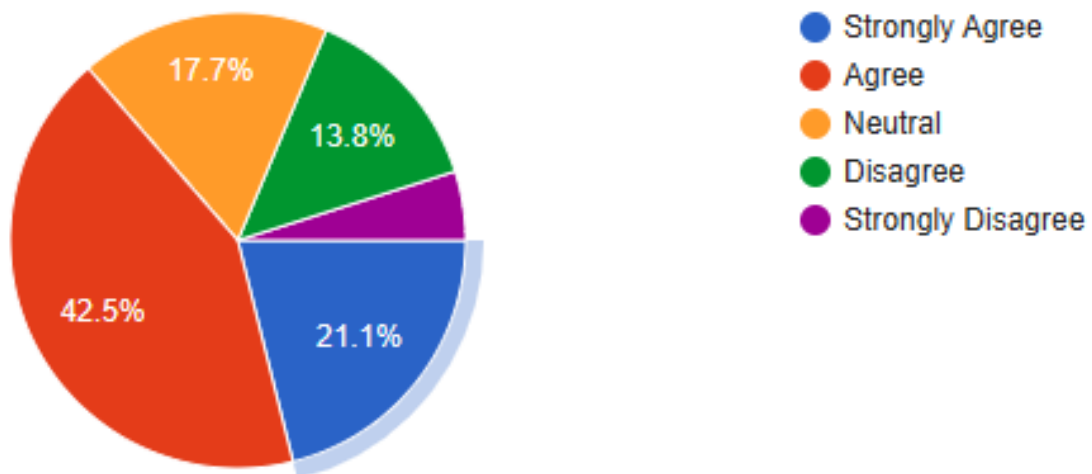
9. The learning outcomes of the curriculum are of global standards.



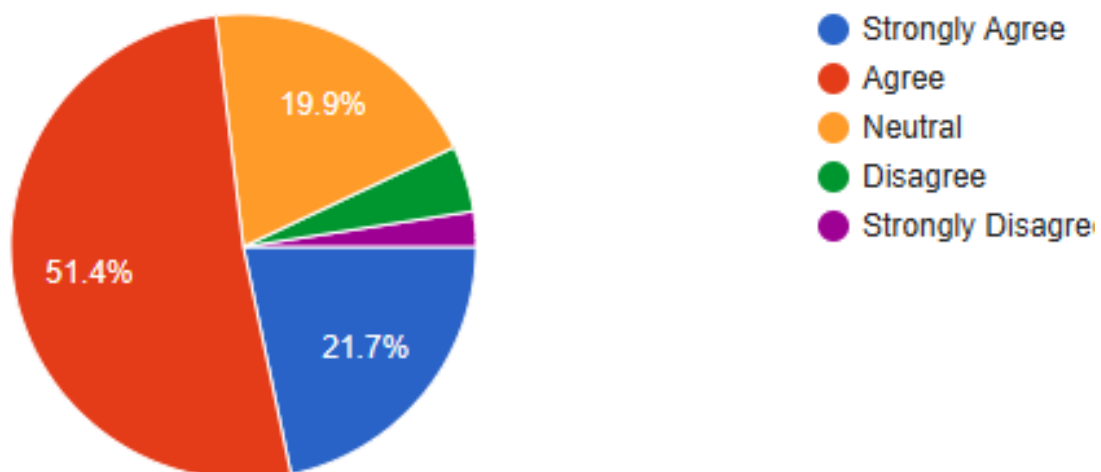
10. The curriculum has focus on skill development.



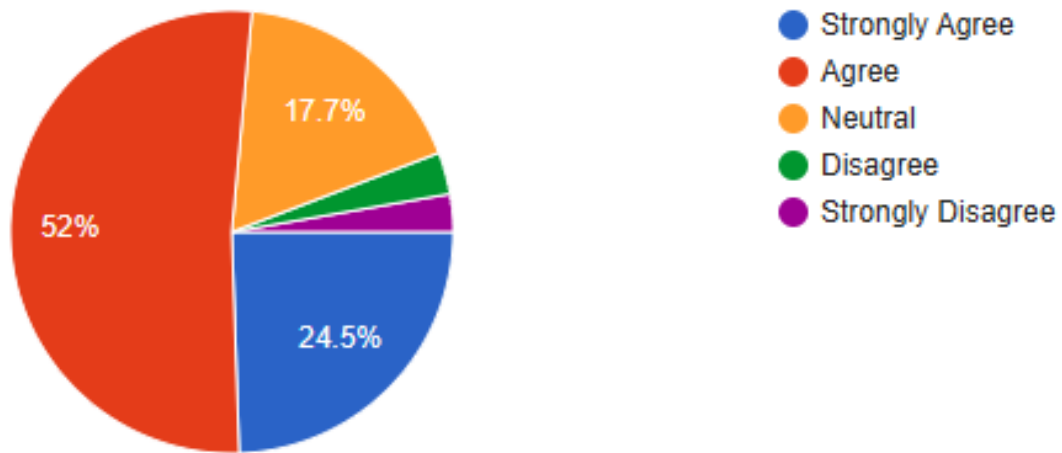
11. The Evaluation System of the course is appropriate to discriminate the students.



12. The curriculum has the flexibility to opt courses from other disciplines.



13. Value added courses have enhanced the value of the programme.



Analysis of Curriculum Alumni Feedback Form Student

Audit Points	Analysis of Statement
1. The contents of the curriculum are in conformity with the learning outcomes.	A survey revealed that 96.1% of students agreed that the curriculum aligns with the learning outcomes. Meanwhile, only 3.9% of students were disagreed with the statement.
2. The curriculum is as per the needs of the students.	The 93% of students were cited the curriculum was as per the needs of them. Additionally, 7% of students were disagreed with the same.
3. The contents of the courses have been presented from simple to complex form.	A survey indicated that 91.2% of students agreed that the contents of the courses had been presented from simple to complex form. Meanwhile, 8.8% of students were disagreed.
4. The curriculum provides an opportunity for conducting research and project-related activities.	88.3% of students were agreed with this statement. Additionally, 11.7% of students disagreed.
5. The curriculum is balanced with theoretical and practical knowledge.	A survey revealed that 94.4% of students agreed with this statement. Meanwhile, 5.6% of students disagreed.
6. The curriculum is taught with appropriate teaching techniques.	91.7% of students were agreed with this statement. Additionally, 8.3% of students disagreed.
7. The contents of the curriculum are in tune with the UGC-NET/CSIR examinations.	91.7% of students cited that the contents of the curriculum were in tune with the UGC-NET/CSIR examinations. Additionally, 8.3% of students were disagreed with the statement.
8. The curriculum has the potential to develop the habit of self-learning.	A survey indicated that 95.5% of students agreed with this statement. Meanwhile, only 4.5% of students disagreed.
9. The learning outcomes of the curriculum are of global standards.	90.8% of students refers to the learning outcomes of the curriculum are of global standards, whereas, 9.2% of students were disagreed.

<p>10. The curriculum has focus on skill development.</p>	<p>91.7% of students mentioned the curriculum had focus on skill development. While, 8.3% of students were disagreed with the statement.</p>
<p>11. The Evaluation System of the course is appropriate to discriminate the students.</p>	<p>A survey revealed that 81.3% of students agreed with this statement. As well, 18.7% of students disagreed.</p>
<p>12. The curriculum has the flexibility to opt courses from other disciplines.</p>	<p>93% of students declared that the curriculum had the flexibility to opt. Courses from other disciplines. Additionally, 7% of students were disagreed.</p>
<p>13. Value added courses have enhanced the value of the programme.</p>	<p>A survey discovered that 94.1% of students were agreed with this statement. Additionally, 5.9% of students disagreed.</p>

Action Taken on Audit Points:

The above reports send the BoS of the respective Departments for further updation & necessary action and incorporation in the curriculum of the session 2025-26

Analysis and Action Taken Report

Feedback on Curriculum from Parents

Session 2024-25

PROLOGUE

The Feedback of Curriculum from Parents is a vital initiative undertaken by Guru Kashi University to involve parents in the academic development process. Parents provide a unique perspective on the curriculum's effectiveness and its impact on their children's education and future career prospects. Engaging parents in this feedback process helps the university align its academic programs with the expectations and aspirations of students and their families. The feedback process comprises several systematic steps to ensure comprehensive analysis and actionable outcomes.

FEEDBACK ON CURRICULUM FROM PARENTS

The feedback process comprised of the following steps:

1. Collection of Feedback:

- The Feedback of Curriculum from Parents form was distributed through various channels, including emails, parent-teacher meetings, and the university's online portal.
- Parents were invited to provide detailed feedback on the curriculum's relevance, the academic performance of their children, and their overall satisfaction with the educational experience.
- The form was designed to be user-friendly and accessible, ensuring maximum participation from parents.

2. Analysis of Feedback:

- Collected feedback was compiled and organized using data management tools.
- Both quantitative and qualitative data were analyzed to identify common trends, strengths, and areas for improvement in the curriculum.
- Statistical methods were employed to quantify responses, while thematic analysis was used to interpret open-ended comments.

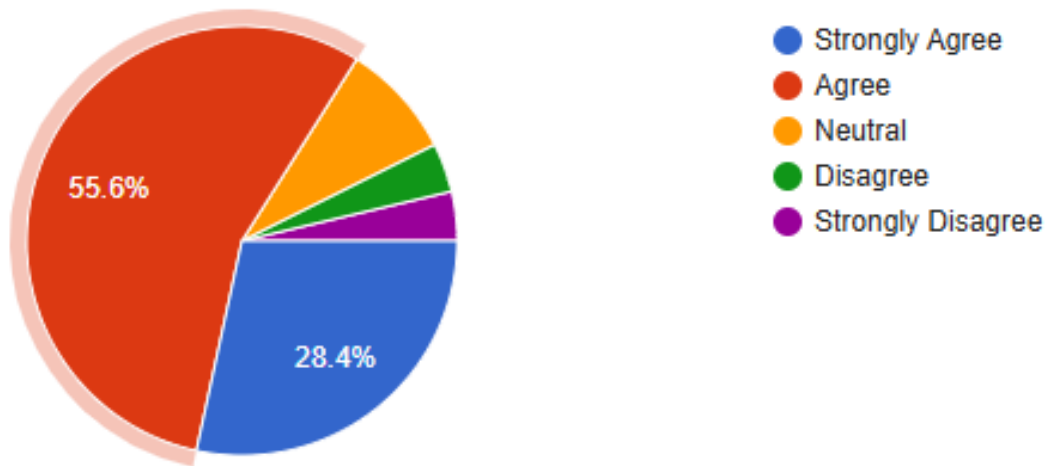
3. Action Taken on Feedback:

- Based on the analysis, a detailed report was prepared, highlighting key findings and recommendations for curriculum enhancement.
- Specific action plans were developed to address identified gaps, such as updating course content, improving teaching methodologies, and enhancing student support services.
- The implementation of these action plans was monitored, with regular reviews to ensure that necessary improvements were effectively made and sustained.

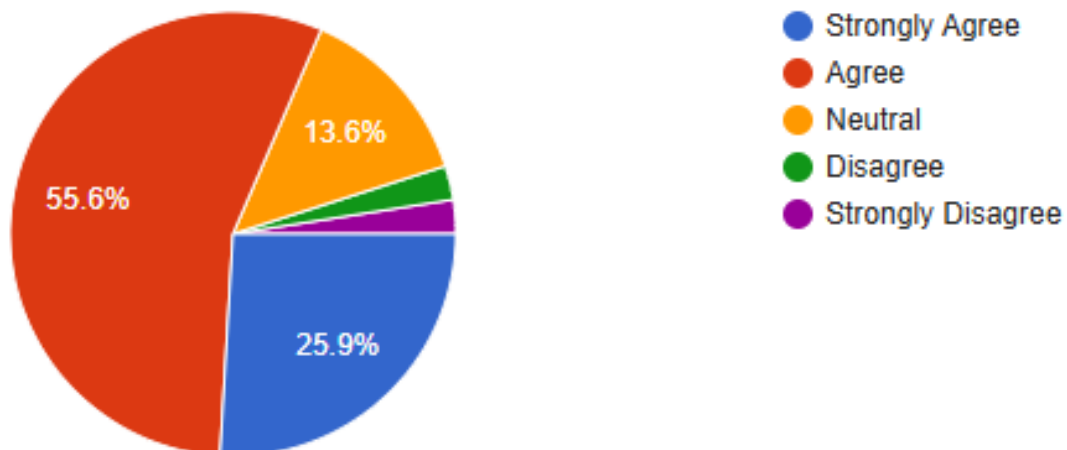
By systematically collecting and analyzing feedback from parents, Guru Kashi University demonstrates its commitment to creating an academic environment that meets the needs and expectations of students and their families, fostering continuous improvement and educational excellence.

The graphical Report is presented as below:

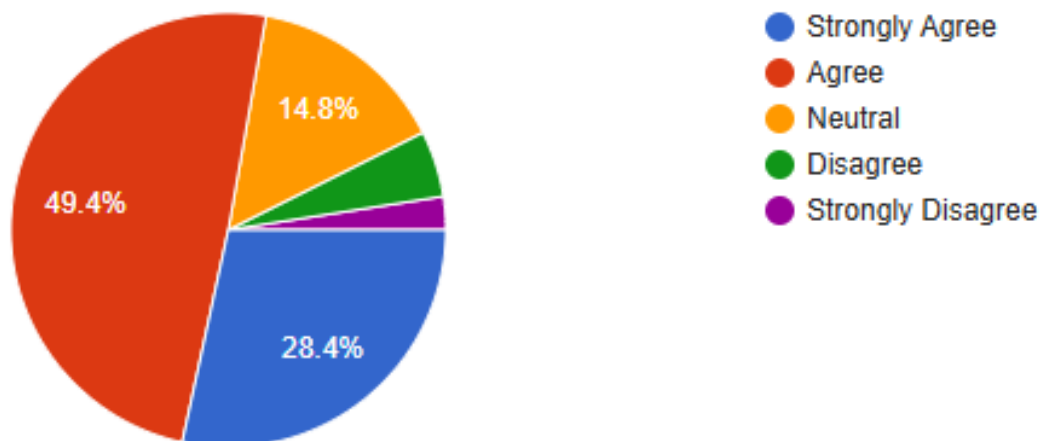
1. The contents of the curriculum are appropriate for securing the job.



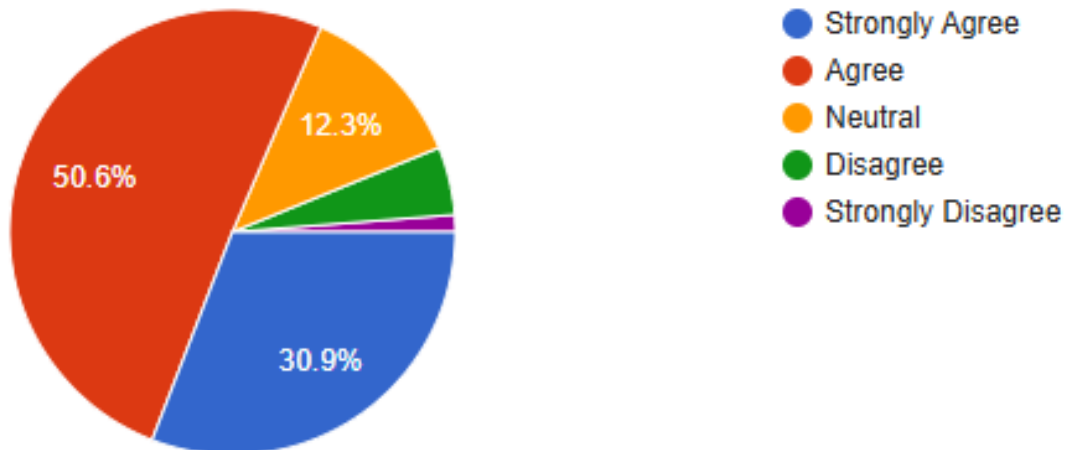
2. The Curriculum helps to make the concepts clear.



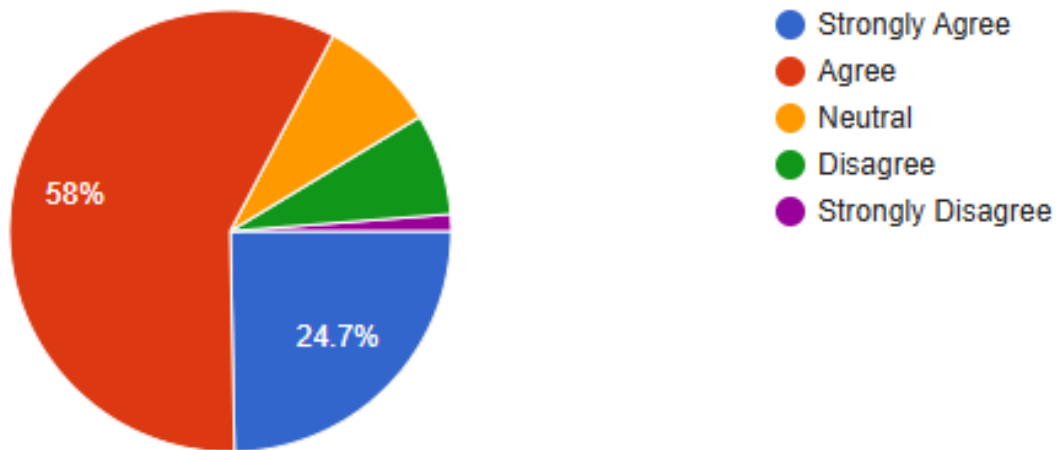
3. Technical skills are developed with this curriculum.



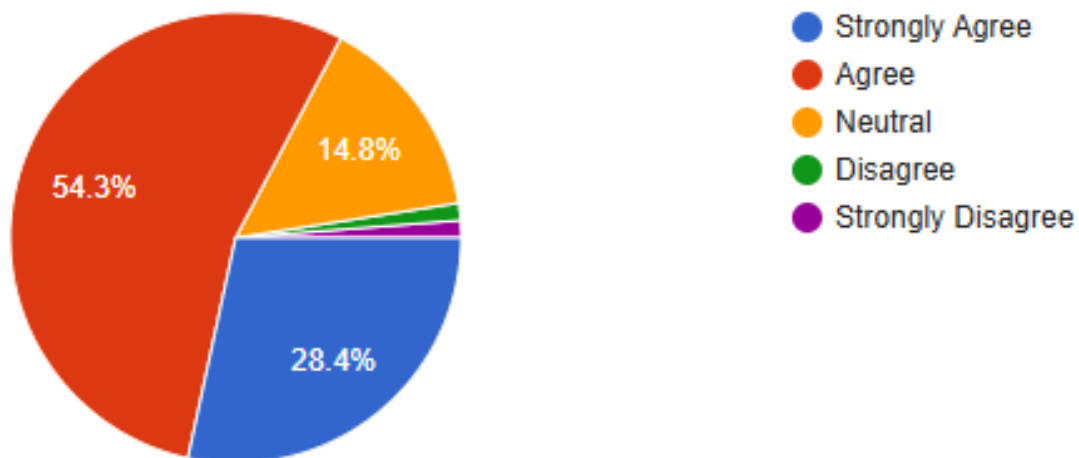
4. The contents of the curriculum are according to the need of industry.



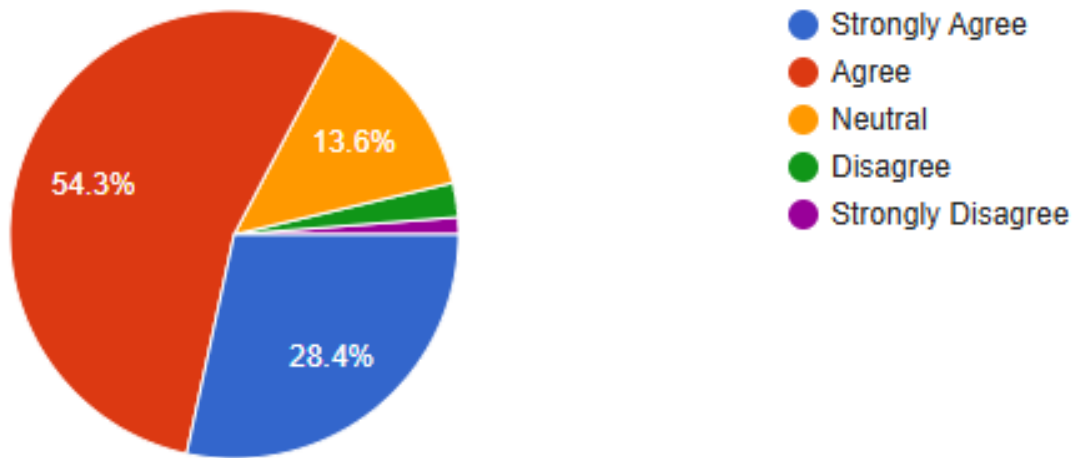
5. The curriculum supports to develop entrepreneurial skills.



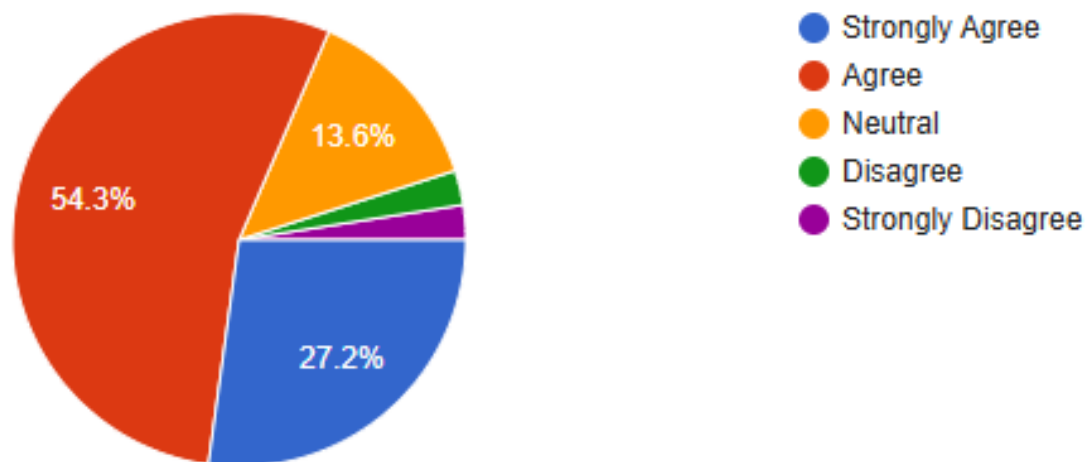
6. It focuses on local, national and global exposure.



7. The curriculum helps to develop holistic personality of students.



8. It is upgraded and provides exposure to latest developments in the discipline.



Analysis of Curriculum Alumni Feedback Form Parents

Audit Points	Analysis of Statement
1. The contents of the curriculum are appropriate for securing job.	92.6% of parents agreed that the curriculum's content was appropriate for a secure job. However, 7.4% have disagreed.
2. The Curriculum helps to make the concepts clear.	The majority of parents (95%) agreed that the curriculum helped to make the concepts clear. While a minority of parents (5%) were disagreed.
3. Technical skills are developed with this curriculum.	92.6% of parents cited that technical skills were developed through the curriculum. Whereas, a minority (7.4%) disagreed.
4. The contents of the curriculum are according to the needs of the industry.	Most of the parents (93.9%) agreed that the curriculum's contents were according to the needs of the industry. However, 6.1% of the parents were disagreed.
5. The curriculum supports to develop the entrepreneurial skills.	91.4% of the parents mentioned that the curriculum supported the development of entrepreneurial skills. However, a minority (8.6%) disagreed.
6. It focuses on local, national and global exposure.	The majority of parents (97.6%) agreed that the curriculum focused on local, national, and global exposure. However, 2.4% were disagreed with the statement.
7. The curriculum helps to develop holistic personality of students.	96.3% of the parents were agreed that the curriculum helped to develop holistic personality of students. However, a minority (3.7%) of parents were disagreed.
8. It is upgraded and provides exposure to latest developments in the discipline.	The majority of parents (95%) were agreed that the curriculum was upgraded and provided exposure to the latest developments in the discipline. Whereas, a minority (5%) of parents were disagreed with the statement.

Action Taken on Audit Points:

The above reports send the BoS of the respective Departments for further updation & necessary action and incorporation in the curriculum of the session 2025-26

Analysis and Action Taken Report

Feedback on Curriculum from Alumni

Session 2024-25

PROLOGUE

The Alumni Feedback Form is an essential tool used by Guru Kashi University to gather valuable insights from its former students. This feedback is crucial in helping the university understand the effectiveness of its academic programs, facilities, and overall student experience. By leveraging the opinions and experiences of our alumni, we aim to continuously improve our educational environment and services. The feedback process comprises several steps, ensuring a comprehensive analysis and actionable outcomes.

The IQAC plays a crucial role in enhancing academic quality by collecting feedback from various stakeholders, including students, alumni, teachers, parents, and employers. This feedback mechanism allows the university to continuously assess its performance, identify areas for improvement, and take appropriate measures to enhance academic standards.

The feedback process comprised of the following steps:

1. Collection of Feedback:

- The Alumni Feedback Form was distributed to graduates through multiple channels, including email, and the university website.
- Alumni were encouraged to provide honest and detailed responses to various questions related to their academic experience, campus life, faculty support, and career progression.
- The feedback form was designed to be user-friendly, ensuring maximum participation from the alumni.
- The feedback was collected online mode by the Google Form link <https://forms.gle/Eaz3Vu5XpwnYeZSz5>

2. Analysis of Feedback:

- Collected feedback was compiled and the data collected related to feedback was analysed the report was prepared and depicted graphically. The action taken report was also prepared.

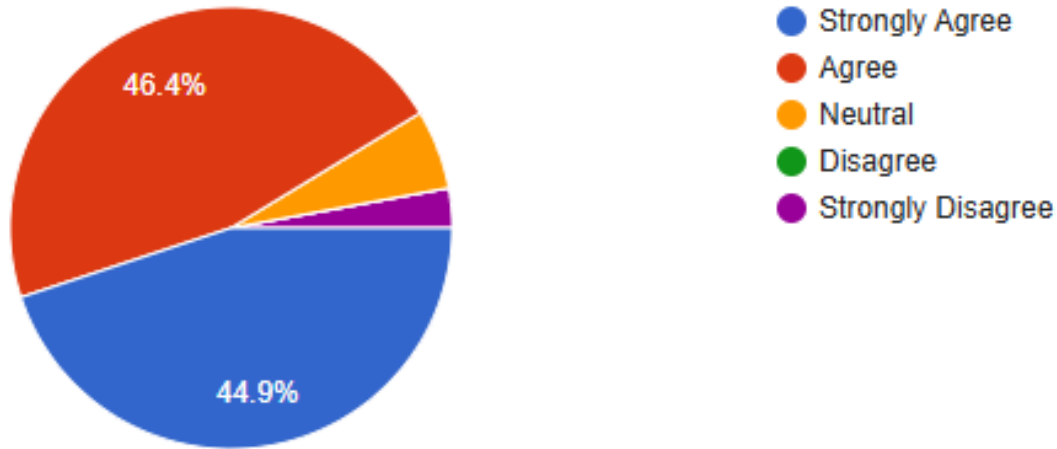
3. Action Taken on Feedback:

- The feedback collected from alumni was forwarded to the BOS of the respective depts. for further updation & necessary action and incorporation in the curriculum of the 2024-25 Session.
- Implementation of these action plans was monitored, and progress was regularly reviewed to ensure that the necessary changes were effectively made.

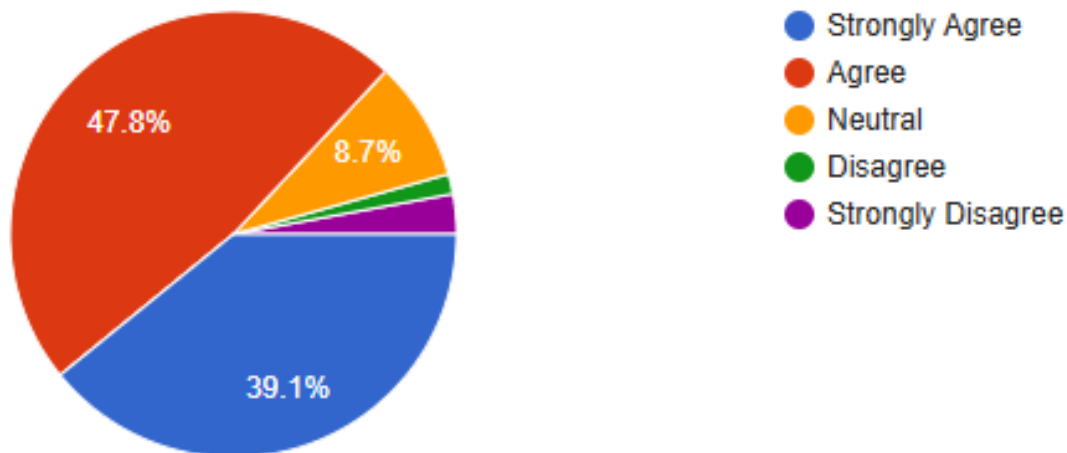
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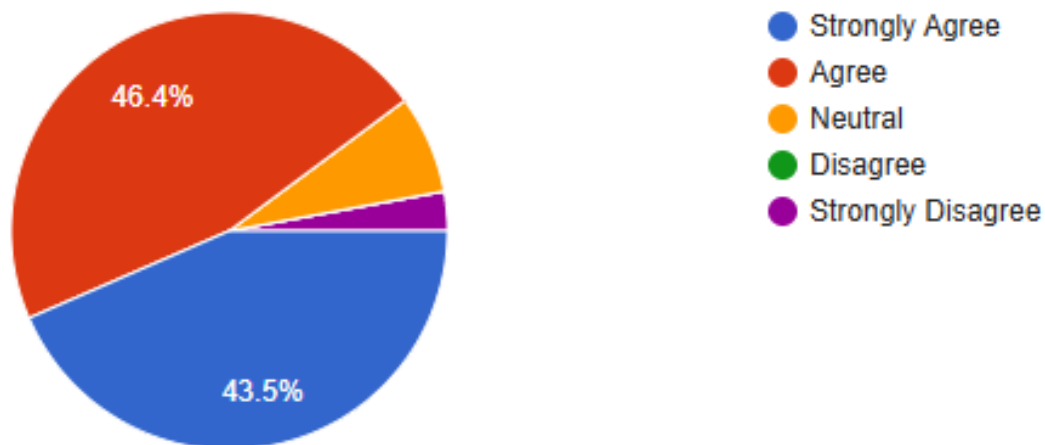
1. The Curriculum is relevant for my professional life.



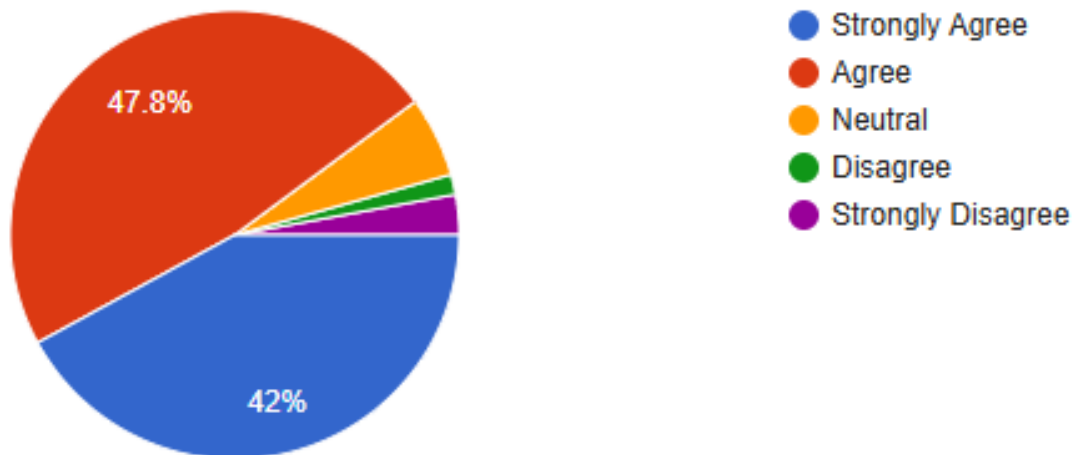
2. The contents of the Curriculum are updated.



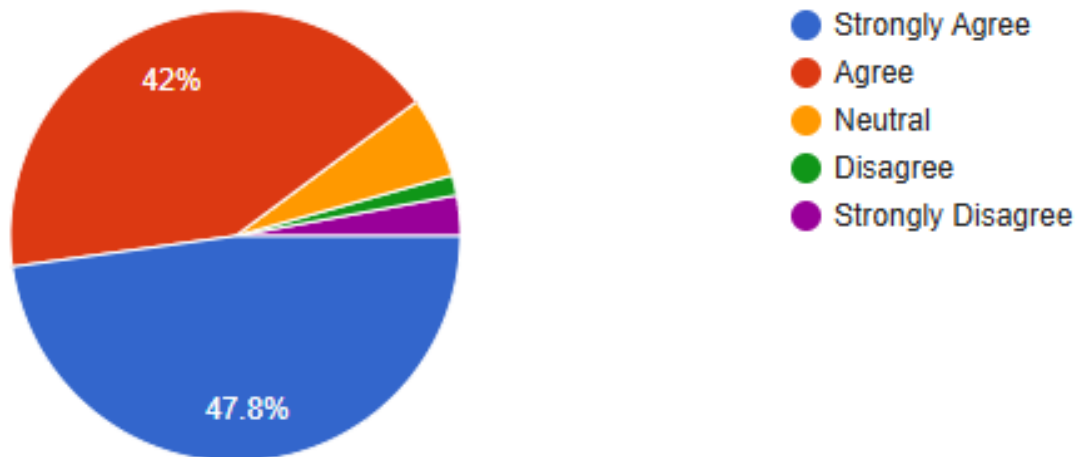
3. The curriculum helps in inculcating value based learning in terms of skills, concepts, knowledge and critical thinking.



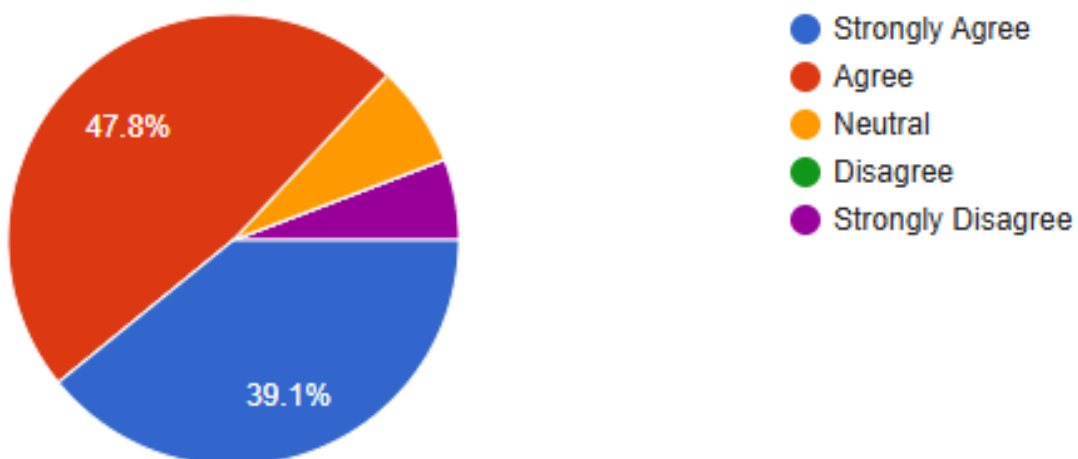
4. The objectives and outcomes of the curriculum are being achieved.



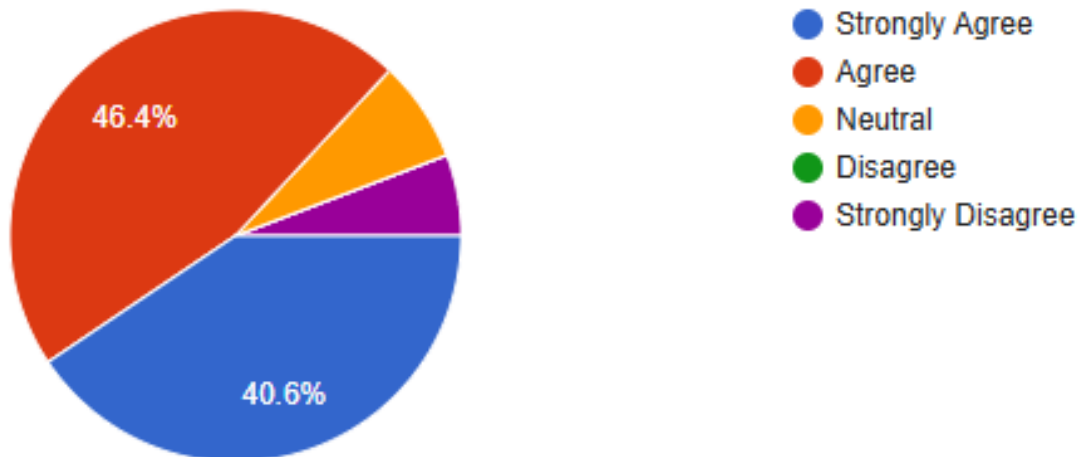
5. The curriculum helps in gaining knowledge and understanding of the content.



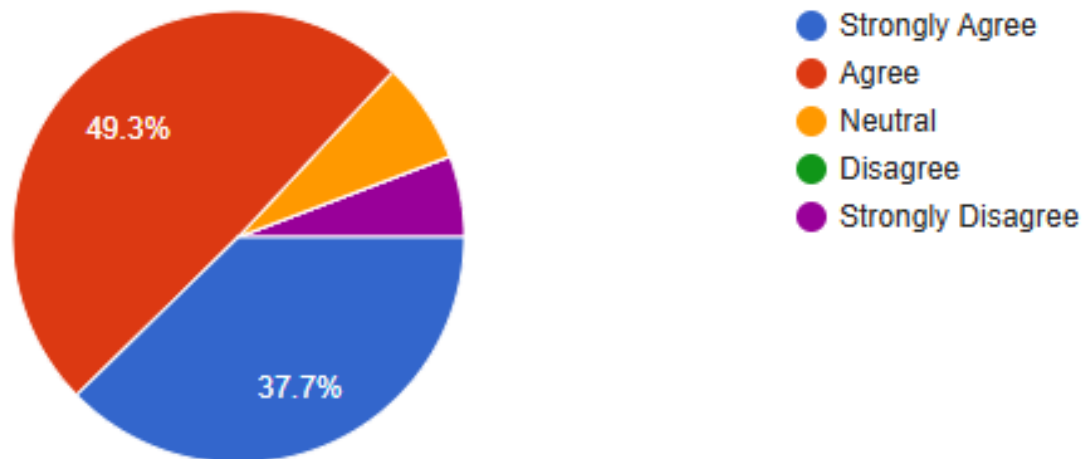
6. The suggested reading material is relevant, updated and appropriate.



7. The curriculum supports to enhance practical competencies.



8. The curriculum is need based as per the requirement of the job/ industry.



Analysis of Curriculum Alumni Feedback Form

Audit Points	Analysis of Statement
1. The Curriculum is relevant for my professional life.	A significant majority (97.1%) believe the curriculum is relevant to their professional life. Only 2.9% disagree.
2. The contents of the Curriculum are updated.	The curriculum's contents are widely seen as updated, with 95.7% of respondents agreeing. A small portion 4.3% disagreed.
3. The curriculum helps in inculcating value-based learning in terms of skills, concepts, knowledge, and critical thinking.	97.1% of alumni feel the curriculum fosters value-based learning, although 2.9% expressed disagreement.
4. The objectives and outcomes of the curriculum are being achieved.	95.7% of respondents agree that the curriculum's objectives and outcomes are being achieved, with 4.3% showing disagreement.
5. The curriculum helps in gaining knowledge and understanding of the content.	95.7% of respondents agree that the curriculum enhances knowledge and understanding of the content, while 4.3% disagree.
6. The suggested reading material is relevant, updated, and appropriate.	94.2% of respondents believe the suggested reading material is relevant and up-to-date, though 5.8% disagree.
7. The curriculum supports to enhance practical competencies.	94.2% agree that the curriculum supports the development of practical competencies, while 5.8% remaining respondents disagree.
8. The curriculum is need-based as per the requirement of the job/industry.	94.2% agree that the curriculum meets industry and job requirements, but 5.8% disagree.

Action Taken on Audit Points:

The above reports send the BoS of the respective Departments for further updating & necessary action and incorporation in the curriculum of the session 2025-26

Analysis and Action Taken Report

Feedback on Curriculum from Employers

Session 2024-25

PROLOGUE

The Employer Feedback Form is a critical tool employed by Guru Kashi University to gather insights from employers regarding the effectiveness and relevance of our academic curriculum. This feedback is vital for ensuring our graduates are equipped with the skills and knowledge required to succeed professionally. By engaging with employers, we aim to bridge the gap between academia and industry, fostering an environment of continuous improvement and alignment with market needs. The feedback process involves several systematic steps to ensure thorough analysis and actionable outcomes.

FEEDBACK ON CURRICULUM PROFORMA FOR EMPLOYER

The feedback process comprised of the following steps:

1. Collection of Feedback:

- The Employer Feedback Form was distributed to various employers who have hired our graduates through direct emails, industry associations, and professional networks.
- Employers were encouraged to provide detailed feedback on the curriculum's relevance, the practical skills and competencies of the graduates, and their overall job readiness.
- The form was designed to be concise and user-friendly, encouraging maximum participation from employers.

2. Analysis of Feedback:

- Collected feedback was systematically compiled and categorized using data management tools.
- Both quantitative and qualitative data were analyzed to identify common themes, strengths, and areas needing improvement in the curriculum.
- Statistical methods were used to quantify the feedback, while thematic analysis was applied to interpret open-ended responses.

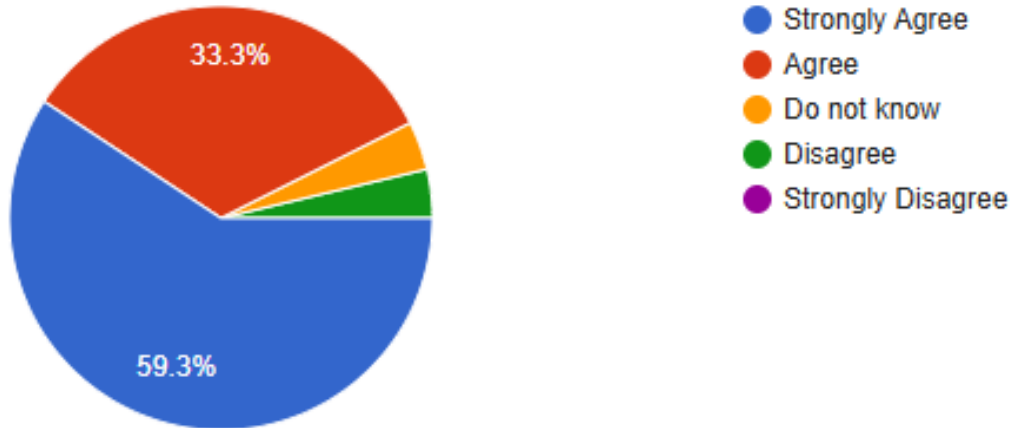
3. Action Taken on Feedback:

- Based on the analysis, a comprehensive report was prepared, outlining key findings and recommendations for curriculum enhancement.
- Specific action plans were developed to address identified gaps, such as updating course content, incorporating new skill sets, and enhancing practical training components.
- The implementation of these action plans was monitored, with regular reviews to ensure that the necessary improvements were effectively made and sustained.

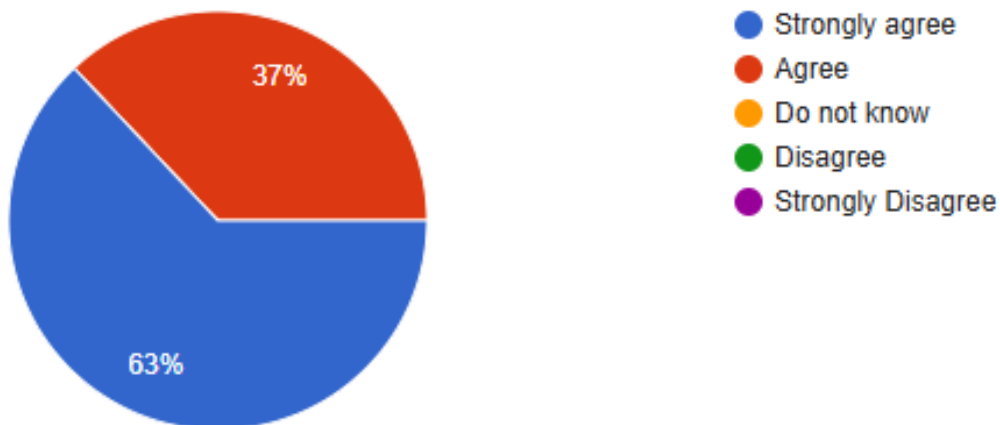
By systematically collecting and analyzing employer feedback, Guru Kashi University is committed to continuously improving its curriculum to meet the evolving needs of the industry, thereby ensuring the success and employability of its graduates.

The graphical Report is presented as below:

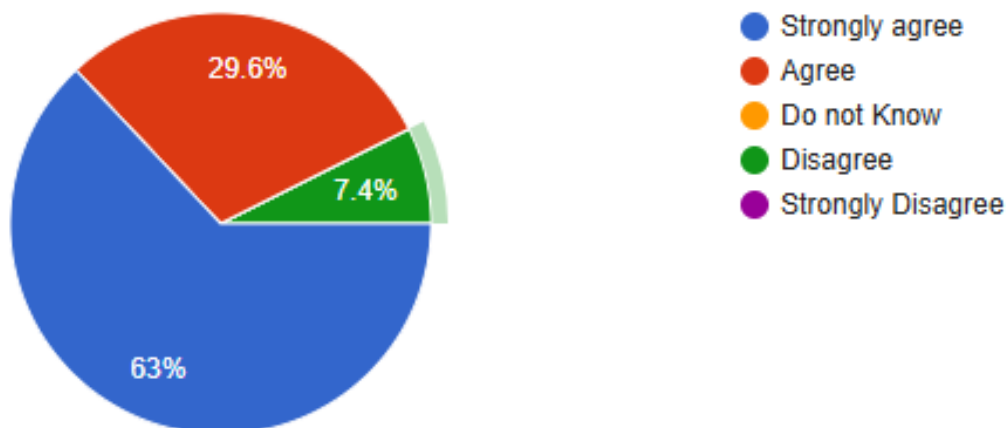
1. The subject matter/ knowledge of the students meets the Industry Standard.



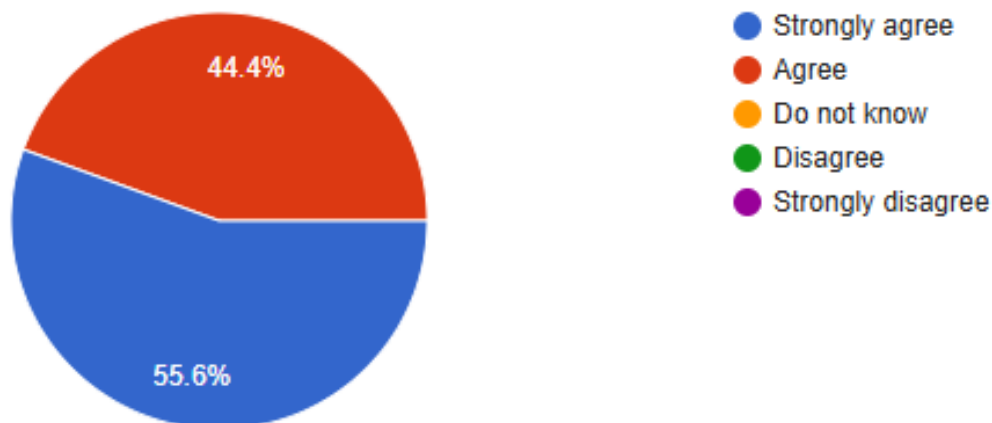
2. The syllabus of the programmes are job-oriented, skill-based, and value-oriented.



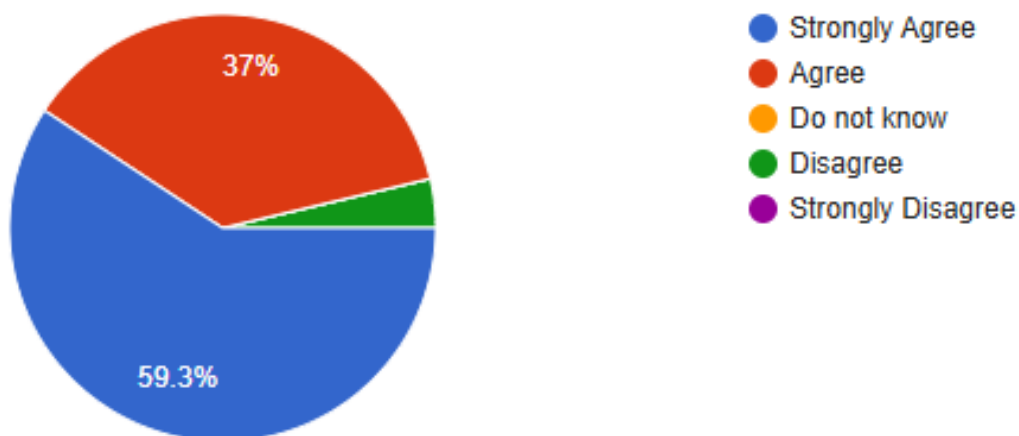
3. The curriculum is effective for the development of entrepreneurship skills.



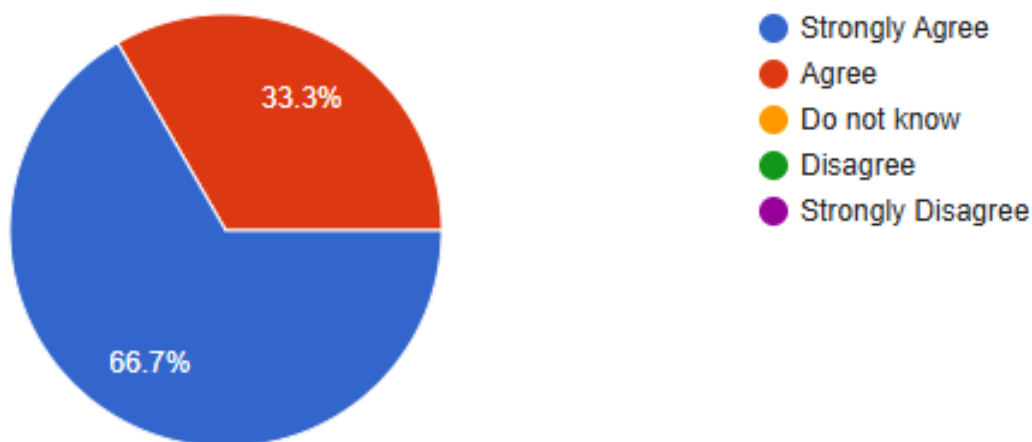
4. The curriculum focuses on developing employability and technical skills.



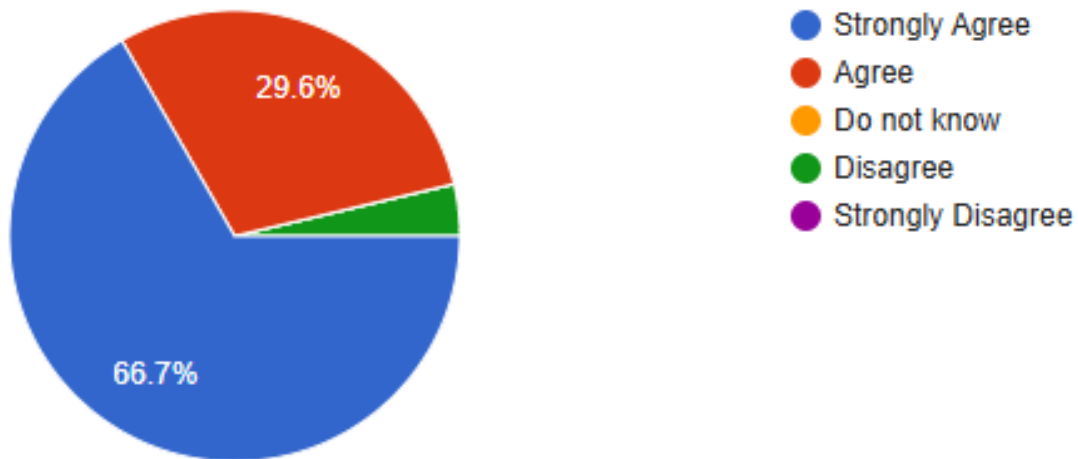
5. The curriculum is based on global, national, and regional needs.



6. The curriculum integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the course.



7. Soft skills, life skills, and employability skills are developed through curriculum.



Analysis of Curriculum Feedback Performa for Employer

Audit Points	Analysis of Statement
1. The subject matter/ knowledge of the students meets the Industry Standard.	96.3% of employers agreed that the subject matter knowledge of students meets industry standards, though 3.7% were unsure or disagreed.
2. The syllabus of the programmes are job-oriented, skill-based, and value-oriented.	100% of respondents agreed that the syllabus is job-oriented, skill-based, and value-oriented.
3. The curriculum is effective for the development of entrepreneurship skills.	92.6% agreed that the curriculum is effective in developing entrepreneurship skills, while 7.4% were unsure or disagreed.
4. The curriculum focuses on developing employability and technical skills.	100% of employers agreed that the curriculum focuses on developing employability and technical skills.
5. The curriculum is based on global, national, and regional needs.	96.3% of respondents agreed that the curriculum addresses global, national, and regional needs, while 3.7% were unsure or disagreed.
6. The curriculum integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the course.	100% of employers agreed that the curriculum integrates crosscutting issues related to Professional Ethics, Gender, Human Values, Environment, and Sustainability.
7. Soft skills, life skills, and employability skills are developed through curriculum.	96.3% of respondents agreed that the curriculum promotes the development of soft skills, life skills, and employability skills, with 3.7% expressing disagreement.

Action Taken on Audit Points:

The above reports send the BoS of the respective Departments for further updation & necessary action and incorporation in the curriculum of the session 2025-26.