DIT UNIVERSITY

IMAGINE ASPIRE ACHIEVE

TEACHER'S FEEDBACK REPORT

Academic Year 2020-2021

DIT UNIVERSITY

Mussoorie Diversion Road Dehradun, Uttarakhand-248009

Feedback Analysis Report on Curriculum

(2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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Head of Department

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Feedback Analysis Report on Curriculum

(2020-2021)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Tech Computer Science & Engineering have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2019-2020 and Odd Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2019-2020.

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CS105	PROGRAMMING FOR PROBLEM SOLVING	5	3.6	4.0	4.0	3.7	4.2	4.2	4.4	4.6
2	CS213	THEORY OF COMPUTATION	5	4.2	3.5	3.5	3.6	4.6	3.9	4.7	4.3
3	CS214	OPERATING SYSTEM	5	4.1	3.6	3.5	4.1	3.6	4.1	4.7	4.0
4	CS203	COMPUTER NETWORK	5	4.0	4.0	3.7	4.2	4.3	4.3	4.2	3.8
5	CS205	DOT NET TECHNOLOGIES	5	4.1	2.3	4.0	3.6	2.9	4.3	4.4	4.2
6	CS221	INTRODUCTION TO PYTHON	5	4.5	2.2	4.1	2.6	4.0	4.3	4.2	4.4
7	CS304	COMPILER DESIGN	5	4.1	3.7	4.0	4.6	3.6	4.7	4.5	4.1
8	CS323	DESIGN/LAB PROJECT-1	5	3.7	4.6	3.7	3.7	3.9	3.5	4.6	3.9
9	CS324	INDUSTRIAL TOUR	5	3.8	3.7	3.6	3.7	3.8	3.6	3.8	3.7
10	CS345	WEB TECHNOLOGIES	3	2.5	2.8	4.6	3.9	3.8	4.0	4.0	3.7
11	CS348	ADVANCED COMPUTER NETWORKS	3	3.7	2.8	4.3	3.7	2.4	3.7	4.4	4.6
12	CS351	SOFTWARE ENGINEERING	3	3.6	3.8	4.0	4.6	3.6	3.6	4.2	4.4
13	DA8010	BUSINESS INTELLIGENCE	5	4.4	4.6	3.8	4.4	4.0	3.7	3.9	4.4
14	DA8040	REAL TIME SYSTEM	5	3.6	4.8	3.7	3.6	4.7	4.7	4.3	4.3
15	DA8050	CYBER LAW AND IPR	3	4.6	3.9	4.8	4.1	3.8	3.9	4.5	4.4
16	DA8630	COMPUTER VISION	3	3.8	3.7	3.6	4.0	3.6	4.5	4.3	3.9
17	DA8120	PROJECT PHASE-III	5	4.3	4.4	4.1	4.2	4.6	4.7	4.4	4.4

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Feedback Analysis Report on Curriculum

(2020-2021)

Table 4: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CSF101	PROGRAMMING FOR PROBLEM SOLVING	5	3.9	4.0	3.8	4.4	4.0	4.2	4.4	4.7
2	CS211	DISCRETE MATHEMATICS	5	4.2	4.3	4.4	4.1	4.3	4.2	4.5	4.8
3	CS212	COMPUTER ORGANIZATION	5	3.9	4.6	4.0	4.2	4.1	4.6	4.2	3.5
4	CS201	DATA STRUCTURES	5	3.9	4.7	3.6	3.7	3.6	3.8	4.0	4.7
5	CS202	JAVA PROGRAMMING CONCEPTS	5	3.7	4.6	4.6	3.6	4.0	4.6	4.6	4.3
6	CS204	DATABASE MANAGEMENT SYSTEMS	5	4.6	3.8	3.7	4.6	4.6	4.4	3.7	4.5
7	CS301	ALGORITHM ANALYSIS AND SESIGN	5	4.7	4.1	4.0	4.0	3.5	4.4	4.6	4.7
8	CS302	ARTIFICIAL INTELLIGENCE	5	3.8	4.4	4.6	3.9	4.8	4.4	4.5	4.2
9	CS303	COMPUTER GRAPHICS	5	3.7	4.6	4.7	4.5	3.7	4.0	3.5	4.4
10	CS321	STUDY PROJECT	5	3.9	4.3	3.6	3.5	3.7	3.6	4.0	4.7
11	CS341	COMPUTER BASED NEUMERICAL AND STATISTICAL TECHNIQUES	3	3.9	3.6	4.2	3.6	3.5	4.8	4.1	3.5
12	CS342	LINUX ADMINISTRATION AND SHELL PROGRAMMING	3	3.9	4.5	4.6	4.5	4.0	4.3	4.3	3.6
13	CS441	ADVANCED DBMS	5	3.8	4.1	3.6	4.0	3.7	4.1	4.7	4.3
14	CS452	INFORMATION STORAGE AND MANGEMENT	2	4.0	3.5	4.6	4.3	4.3	4.7	4.4	4.6
15	CS451	ADVANCED COMPUTER ARCHITECTURE	2	4.6	4.1	4.3	4.3	3.7	4.7	3.8	3.8
16	CS421	DESIGN/LAB PROJECT-2	5	4.1	3.9	4.7	3.6	3.7	4.8	4.2	4.7
17	CS453	PARALLEL COMPUTING	2	4.7	3.5	4.3	4.7	3.5	4.5	4.0	4.3
18	CS442	CRYPTOGRAPHY AND NETWORK SECURITY	2	4.8	4.0	3.6	4.3	4.2	4.4	3.9	3.6

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Feedback Analysis Report on Curriculum

(2020-2021)

2.3. Teacher Suggestions

- The course on Java Programming Concepts, Computer Organization needs to be revised to ensure that it is as per current industry demand.
- Upgradation required in the syllabus of Advance computer networks.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

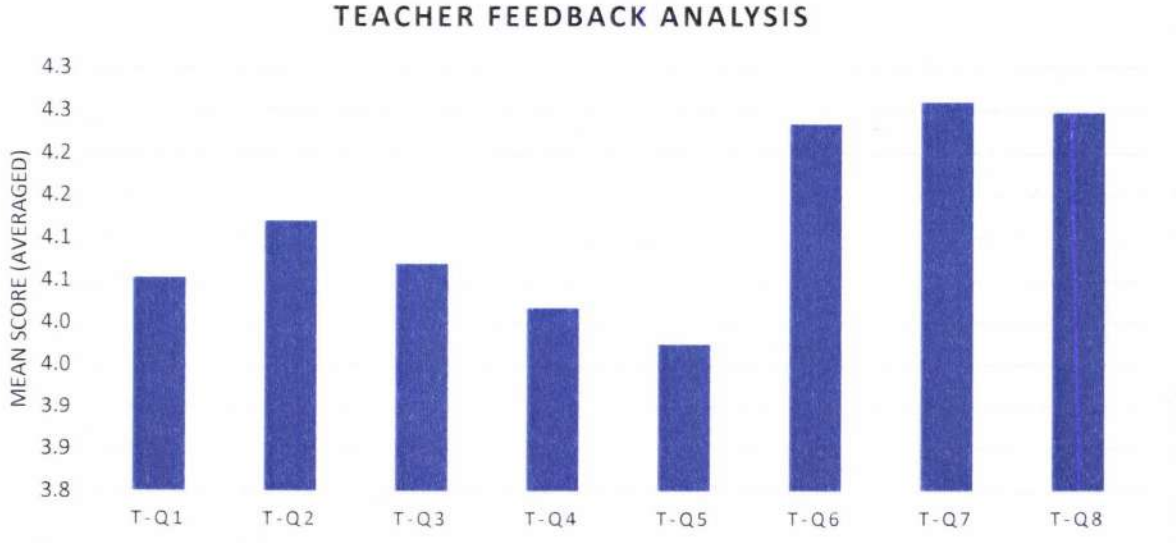

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.5. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to assess the suitability of the course content of some of the courses, especially, Java Programming Concepts, and Computer Organization.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

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Feedback Analysis Report on Curriculum

(2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
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T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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Feedback Analysis Report on Curriculum

(2020-2021)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of BCA have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2019-2020 and Odd Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2019-2020.

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CA111	Software Engineering	3	4.5	3.5	4.5	4.2	3.7	4.5	3.9	4.4
2	CA112	Data Structures in C	3	4.7	4.8	4.4	4.5	4.3	3.7	4.5	4.1
3	CA113	Theory of computation	3	4.7	4.8	4.0	4.3	4.4	4.3	4.7	4.7
4	CA118	Computer Organization	3	4.3	3.8	3.6	4.8	4.2	4.0	4.3	3.9
5	CA115	Computer Based Numerical Techniques	3	3.5	3.7	4.7	3.8	3.7	4.3	3.6	4.1
6	CA116	Accounting and Financial Management	3	4.8	3.7	4.7	4.6	3.6	4.3	4.0	3.6
7	CA117	Soft Skills:	3	4.7	3.9	3.6	3.7	4.4	3.7	3.7	4.4
8	CA211	Management Information System	3	4.5	3.6	4.6	4.1	4.5	4.6	4.8	3.6
9	CA212	Visual Programming	3	4.6	4.3	4.5	4.4	3.7	4.3	4.4	4.2

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Feedback Analysis Report on Curriculum

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Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
10	CA213	Microprocessor	3	4.1	3.7	4.5	4.0	3.8	4.0	4.6	4.2
11	CA214	Advanced Web Technologies	3	3.8	4.5	4.7	4.6	4.3	3.7	4.2	4.7
12	CA215	Computer Graphics	3	4.5	3.8	4.8	4.2	4.5	4.1	3.9	4.3
13	CA216	Unified Modeling Language	3	4.2	3.6	4.5	4.5	4.3	4.4	4.7	4.1
14	CA217	Project-I	3	4.3	3.5	3.9	3.8	4.2	4.4	3.8	4.0
15	CA218	Industrial Tour:	3	4.1	3.5	4.3	3.8	3.8	4.4	3.5	4.6
16	CA311	Software Project Management	3	3.8	4.1	4.1	4.1	3.8	3.5	4.6	4.6
17	CA312	Artificial Intelligence	3	3.7	4.5	4.0	3.6	4.8	4.7	3.9	4.0
18	CA313	Python Programming	3	3.7	4.7	4.1	4.6	3.5	4.2	3.9	3.6
19	CA314	E-commerce	3	4.1	3.7	4.5	4.0	3.9	3.7	3.9	3.9
20	CA315	Mobile Application Development using Android	3	3.5	3.9	3.7	3.8	4.1	3.8	3.8	3.9
21	CA316	Project –II	3	4.2	4.3	4.5	4.0	3.6	3.7	4.4	3.5
22	CA361	Ethical hacking & Cyber law	3	3.8	3.7	3.6	4.1	4.5	4.2	3.6	3.9
23	CA362	Cloud computing	3	4.4	3.6	3.9	3.6	4.8	4.1	3.6	4.2
24	CA363	Enterprise Resource Planning	3	3.8	3.6	3.8	3.7	3.6	3.7	4.7	3.8

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Feedback Analysis Report on Curriculum

(2020-2021)

Table 4: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CAF101	Fundamentals of Computer	3	4.0	4.2	4.4	4.1	4.4	4.2	3.5	3.6
2	CAF102	Programming for Problem Solving	3	4.5	4.7	3.7	3.9	3.8	3.6	3.8	4.6
3	CAF103	Discrete Mathematics	3	3.5	4.0	4.5	4.7	3.6	3.5	3.8	3.5
4	CAF104	Digital Logic & Computer Design	3	3.6	3.9	4.4	3.8	3.8	3.8	4.2	4.4
5	CA201	Data Base Management Systems	3	4.7	4.6	4.1	3.8	3.7	3.8	3.9	3.7
6	CA02	Design and Analysis of Algorithm	3	4.3	3.5	4.2	4.4	3.6	4.6	3.7	3.7
7	CA203	Object Oriented Programming with C++	3	4.5	4.8	3.6	4.1	4.8	4.3	3.5	4.3
8	CA204	Web Technologies	3	4.3	3.8	4.7	4.8	4.6	4.5	3.9	3.8
9	CA205	Computer Networks	3	4.1	4.4	4.3	4.7	4.5	3.9	3.5	4.2
10	CA206	Organization Behavior	3	3.7	4.0	4.4	3.9	4.2	4.2	3.8	4.4
11	CA207	Pre Project Seminar:	3	4.5	4.2	3.8	4.6	4.3	3.9	4.3	4.2
12	CA301	Multimedia and Animation	3	3.6	4.1	4.7	3.9	3.8	4.1	4.0	3.9
13	CA302	Probability and Statistics	3	3.6	4.6	4.3	3.6	4.1	3.9	3.6	4.0
14	CA303	Data Warehouse and Data Mining	3	4.1	3.7	4.6	4.7	3.7	4.2	4.0	4.7
15	CA304	Linux and System Administration	3	4.4	3.6	4.2	4.4	3.9	4.6	4.7	4.6
16	CA305	Java Programming	3	4.1	4.4	4.0	4.7	4.2	3.6	4.8	3.8

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Feedback Analysis Report on Curriculum

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Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
17	CA307	Industrial Training Presentation	3	3.6	4.6	4.1	4.5	4.6	3.6	4.7	4.5
18	CA351	Cryptography & Network Security	3	4.4	3.5	4.7	4.5	3.6	3.7	4.5	4.8
19	CA352	Mobile Computing	3	3.8	4.8	3.6	3.6	3.6	4.6	3.9	3.8
20	CA353	Software Testing	3	4.3	4.2	3.9	3.5	4.6	4.4	3.6	4.6

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Feedback Analysis Report on Curriculum

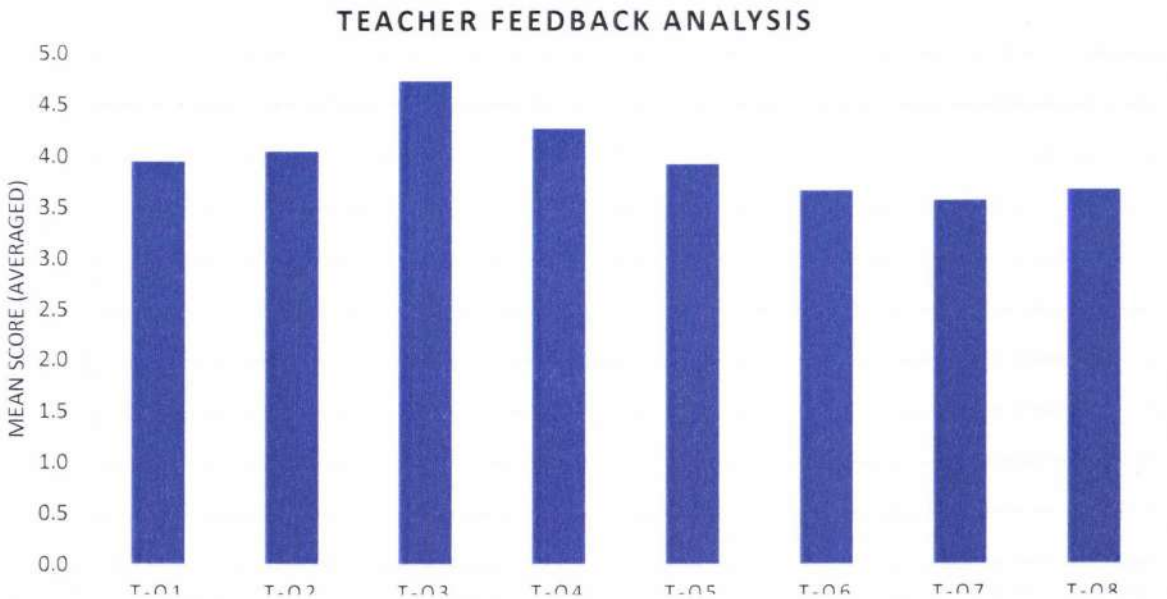
(2020-2021)

2.3. Teacher Suggestions

- The course on Java Programming Concepts needs to be revisited to ensure that it is as per current industry demand.
- The course on Computer Organization requires revisiting the syllabus to ensure the load and any relevant content related modifications.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.



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Actions:

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Feedback Analysis Report on Curriculum

(2020-2021)

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Feedback Analysis Report on Curriculum

(2020-2021)

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1	CS105	Programming for Problem Solving	3	4.3	4.2	3.9	3.5	4.3	4.2	3.6	3.8
2	CS213	Theory of computation	3	4.6	4.6	4.2	4.2	4.0	4.5	3.6	4.3
3	CS214	Operating System	3	4.1	4.5	3.9	4.4	4.7	4.2	4.7	4.5
4	CS203	Computer Network	3	3.8	3.8	4.6	4.2	4.0	4.2	4.1	4.5
5	CS205	Dot Net Technologies	3	3.9	3.6	4.4	4.5	4.2	4.8	3.6	4.0
6	CS221	Introduction to Python (VAT)	3	3.7	4.0	3.9	4.2	3.9	3.5	3.9	4.0
7	IT324	Cloud Computing	3	4.1	3.6	4.3	4.1	4.6	3.7	3.9	4.3
8	IT345	R Programming	3	4.6	4.0	4.8	4.4	4.2	3.8	4.2	4.2
9	IT346	Advanced Web Technology	3	3.7	3.8	4.6	4.8	4.5	3.8	3.8	3.7
10	CS348	Advanced Computer Network	3	4.1	3.6	3.6	4.5	4.0	3.7	3.7	3.6
11	CS368	Machine Learning Using R,	3	4.4	4.8	4.2	4.4	4.2	3.9	4.2	4.0
12	IT357	IOT	3	3.8	4.2	3.6	4.1	4.2	3.8	4.0	3.8
13	DA8020	Soft Computing	3	4.0	4.6	3.7	4.0	4.8	4.7	4.3	4.3
14	IA8620	Service Oriented Computing	3	4.7	3.7	4.4	3.8	3.9	4.6	4.0	3.9
15	IA8640	Ethical Hacking	3	4.7	4.8	4.1	4.1	4.3	4.1	4.1	4.3

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Sr. No.	Course Code	Course Name	No. of faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
16	IA8651	Cyber Crime and Computer Forensics	3	4.4	3.7	3.8	4.7	3.6	4.4	3.7	4.4
17	IA8670	Knowledge Management	3	3.8	4.5	4.0	4.7	3.5	4.0	4.4	4.3
18	IA8680	Software Project Management	3	4.8	3.8	4.5	4.1	3.5	4.1	4.7	4.5
19	IA8721	IT In Business	3	3.8	4.7	3.5	3.6	4.5	3.5	4.2	4.5
20	IA8120	Project Phase III	3	3.8	3.7	4.8	4.0	4.7	4.0	3.8	4.0
21	IA8130	Seminar	3	4.3	3.7	3.9	4.2	4.7	4.4	4.5	3.7

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(2020-2021)

Table 4: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

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22	CSF101	Programming for Problem Solving*	3	3.7	3.6	4.2	4.2	4.1	4.8	4.5	3.8
23	CS204	Data base Management System	3	4.5	3.8	3.6	3.9	3.9	3.9	3.8	3.9
24	CS211	Discrete Mathematics	3	4.2	4.7	3.6	3.9	4.1	3.6	4.8	4.6
25	CS212	Computer organization	3	3.9	4.5	4.1	3.6	4.6	3.6	4.4	4.5
26	CS201	Data structure	3	3.5	4.6	3.5	4.2	3.5	4.0	4.6	3.9
27	CS202	Java Programming Concepts	3	3.9	4.7	3.8	4.0	4.7	3.6	3.5	3.5
28	CS301	Algorithms: Analysis & Design	3	4.0	4.2	4.7	3.9	3.9	3.7	3.7	4.5
29	IT311	Software Engineering	3	3.7	3.6	4.3	4.5	4.2	4.2	4.8	3.7
30	CS345	Web Technology	3	4.7	4.4	4.0	4.0	3.7	3.8	3.5	3.7
31	CS341	Computer Based Numerical and Statistical Techniques	3	3.8	3.6	3.6	4.6	3.7	3.9	4.0	3.6
32	CS342	Linux Administration & Shell Programming	3	3.9	4.6	3.6	3.6	4.4	3.7	4.6	3.7
33	IT352	Service Oriented Computing	3	4.4	3.8	4.3	3.8	4.0	3.6	4.3	3.6
34	IT356	Multimedia	3	4.0	4.6	3.6	4.3	4.2	3.8	3.9	4.0
35	IT301	Study Project	3	4.6	4.7	4.5	4.5	4.0	3.9	3.6	3.9
36	IT302	Summer Training Evaluation	3	4.0	4.4	4.7	4.6	4.7	4.3	4.1	4.1
37	CS442	Cryptography and Network Security	3	4.4	4.0	3.8	3.6	3.6	3.8	4.6	4.5
38	IT452	Building Enterprise Application	3	3.5	3.8	4.6	4.2	3.5	3.7	4.0	3.6
39	IT411	Big Data Analytics	3	4.5	4.3	4.2	4.1	3.7	4.6	4.1	4.8
40	IT401	LAB/Design Project-II	3	4.6	4.4	3.5	4.4	4.0	4.3	4.5	3.7

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Feedback Analysis Report on Curriculum

(2020-2021)

2.3. Teacher Suggestions

- The syllabus of the Computer Organization is very vast and shall be taught merging with computer architecture.
- The programming for problem solving may be taught along with the Data Structures in the course.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

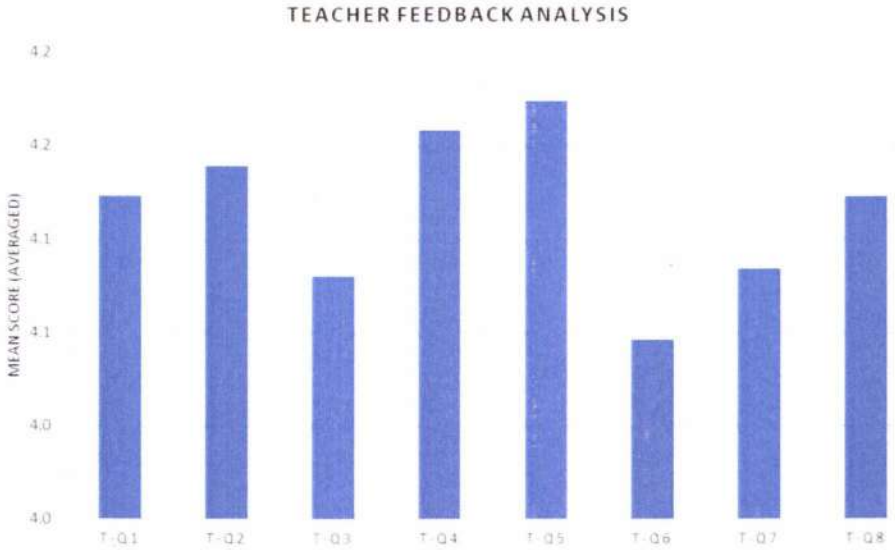

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to assess the suitability of the course content of some of the courses, especially Introduction to Python, Service Oriented Computing & Dot Net technology.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

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Feedback Analysis Report on Curriculum
(2020-2021)
MCA

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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Feedback Analysis Report on Curriculum
(2020-2021)
MCA

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of MCA have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2019-2020 and Odd Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2019-2020.

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CA711	Advance Java	2	4.7	2.9	4.1	2.6	2.4	4.5	4.7	3.6
2	CA712	Computer Graphics & Animation	2	4.6	3.6	4.0	4.5	3.7	4.0	4.4	4.5
3	CA713	Microprocessor and System Design	2	4.2	3.7	3.6	3.5	4.6	4.6	4.0	4.7
4	CA714	Theory of Computation	2	4.0	4.6	3.9	4.5	4.3	3.7	3.9	3.7
5	CA715	Aptitude Building-II	2	4.4	4.2	4.3	3.5	4.0	4.1	4.7	4.7
6	CA716	Value Added Training	2	3.9	3.8	3.7	4.3	3.6	4.4	4.4	4.1
7	CA717	Industrial Tour	2	3.6	4.4	4.6	4.1	4.6	4.2	3.7	4.7
8	CA742	Data Compression & encryption	2	4.2	4.4	3.8	4.2	4.6	3.9	4.8	3.5
9	CA744	Distributed Database Systems	2	4.4	4.2	4.3	3.6	3.8	4.1	4.4	3.6
10	CA811	Industrial Project (Project Report & Comprehensive Viva-voce)	2	4.0	4.2	4.2	4.3	4.4	4.0	4.7	4.6

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Feedback Analysis Report on Curriculum
(2020-2021)
MCA

Table 4: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CAF601	Computer Organization and Architecture	2	3.6	2.8	3.9	3.7	2.9	4.5	4.0	4.5
2	CAF602	Software Engineering	2	3.6	4.4	4.1	4.5	3.7	4.3	4.0	4.1
3	CAF603	Introduction to Java Programming	2	4.0	4.7	4.3	4.7	3.8	4.4	3.9	4.5
4	CA701	Unix & Shell Programming	2	4.3	3.8	4.0	4.3	3.6	3.8	4.6	4.6
5	CA702	Database Management Systems	2	4.1	4.8	4.0	4.5	3.7	3.7	3.6	4.5
6	CA703	Object Oriented Concepts with Java	2	4.4	3.8	4.5	4.0	3.6	4.0	3.6	4.2
7	CA704	Design and Analysis of Algorithms	2	3.9	3.6	4.1	4.0	4.3	3.8	4.4	3.6
8	CA705	Computer Organization and Architecture	2	3.5	2.8	4.1	3.9	2.0	3.7	3.9	4.6
9	CA706	Combinatorics and Graph Theory	2	4.0	4.0	3.9	3.6	3.6	4.0	4.0	4.5
10	CA801	.Net Framework and C# Programming	2	3.5	4.5	4.5	4.5	3.9	3.9	3.6	4.7
11	CA802	Mobile and Adhoc Computing	2	4.6	4.3	4.0	4.2	4.8	4.2	4.7	4.7
12	CA803	Cloud Computing	2	4.7	3.9	4.3	4.3	3.6	4.7	4.6	4.5
13	CA804	Project	2	3.8	3.9	3.8	3.9	4.6	3.8	3.5	4.6
14	CA805	MATLAB	2	4.1	4.6	4.8	3.6	4.6	4.4	3.6	4.4

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MCA

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
15	CA806	Industrial Training Presentation*	2	4.5	4.7	4.0	3.7	4.2	4.2	3.8	4.0
16	CA807	Employment Enhancement Program	2	3.8	4.7	3.8	3.9	4.8	4.6	4.3	4.3
17	CA851	Principles of Compiler Design	2	3.9	4.2	4.0	4.7	4.3	4.4	3.5	4.8
18	CA852	Real Time and Embedded Systems	2	3.9	4.6	3.7	4.0	4.5	4.2	4.5	4.4
19	CA854	Modeling & Simulation	2	3.7	3.5	4.8	4.4	4.5	4.0	4.7	4.1

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Feedback Analysis Report on Curriculum
(2020-2021)
MCA

2.3. Teacher Suggestions

- The course on Advanced Java needs to be revisited.
- The course on Computer Organization requires revisiting the syllabus to ensure the load and any relevant content related modifications.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

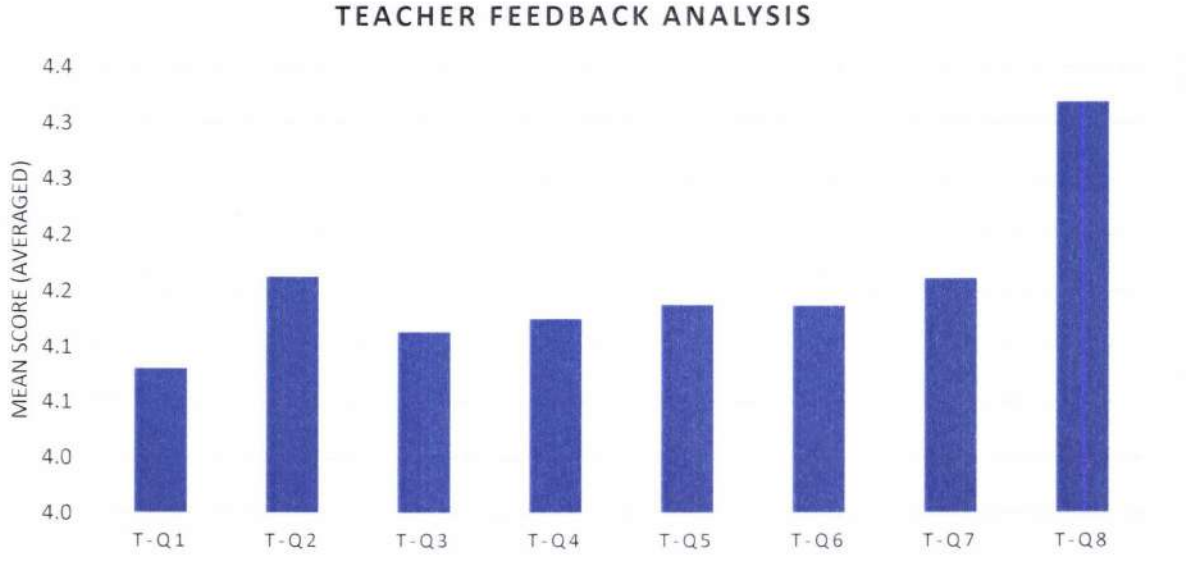

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to assess the suitability of the course content of some of the courses, especially, Java Programming Concepts, and Computer Organization.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

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Feedback Analysis Report on Curriculum

(2020-2021)

M.Tech (CSE)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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Feedback Analysis Report on Curriculum
(2020-2021)
M.Tech (CSE)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of M. Tech. (Computer Science & Engineering) have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2019-2020 and Odd Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2019-2020.

Sr. No.	Course Code	Course Name	No. of Faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CS604	Advanced DBMS	2	4.4	4.3	3.9	3.7	4.2	3.8	3.8	4.7
2	CS605	Big Data Analytics	2	4.2	4.4	4.1	4.4	4.1	4.4	3.7	4.5
3	CS606	Dissertation phase-I	2	4.2	3.9	4.6	4.1	4.3	4.7	4.2	4.0
4	CS651	Digital Image Processing	2	4.0	4.3	4.3	4.2	4.4	4.4	4.5	4.6
5	CS652	Cryptography	2	4.6	3.5	3.6	4.7	4.3	3.8	4.5	3.8
6	CS653	Advanced Computer Networks	2	4.8	4.5	4.0	4.7	3.7	4.5	4.1	4.2
7	CS654	Neural Networks&Neuro Fuzzy Systems (even)	2	4.5	4.4	3.5	4.6	4.4	4.1	4.8	4.7

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M.Tech (CSE)

Sr. No.	Course Code	Course Name	No. of Faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	CS702	Dissertation Phase–III	2	4.3	3.7	4.6	4.0	3.9	4.7	3.9	3.5

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M.Tech (CSE)

Table 4: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021

Sr. No.	Course Code	Course Name	No. of Faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CS601	Agile Programming	2	4.6	4.2	4.0	4.5	4.6	3.6	4.3	4.2
2	CS602	Modeling and Simulation	2	4.2	4.2	4.4	3.7	4.4	4.3	4.8	3.8
3	CS603	Cloud Technologies	2	4.5	4.6	4.7	4.1	4.1	4.3	3.6	4.7
4	CS611	Data Structures and Algorithms	2	3.5	4.2	4.1	4.2	4.8	3.6	3.5	4.5
5	CS612	Fuzzy Logic & Genetic Algorithms	2	4.6	3.7	4.5	4.4	3.9	4.0	3.6	3.8
6	CS711	Information & Coding Theory	2	3.9	3.9	4.8	3.9	4.8	4.5	4.3	3.6
7	CS701	Dissertation Phase–II	2	4.7	4.0	4.0	3.5	4.6	3.6	4.6	4.3
8	CS751	Mobile and Ad-Hoc Networks	2	3.9	4.2	3.9	4.2	4.5	4.3	3.5	3.6
9	CS753	Distributed Systems	2	3.7	4.4	3.8	4.5	4.5	3.7	4.6	4.0
10	CS752	Advanced Data Warehousing and Mining	2	4.7	4.0	4.3	4.4	4.5	4.2	4.1	3.8

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Feedback Analysis Report on Curriculum
(2020-2021)
M.Tech (CSE)

2.3. Teacher Suggestions

- Some courses such as Modeling and Simulation, Cloud Technologies, Data Structures and Algorithms etc. need to be updates as per current industrial needs.
- More new advanced level subjects should be added in the postgraduate course like Robotics, Advanced Data Science.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

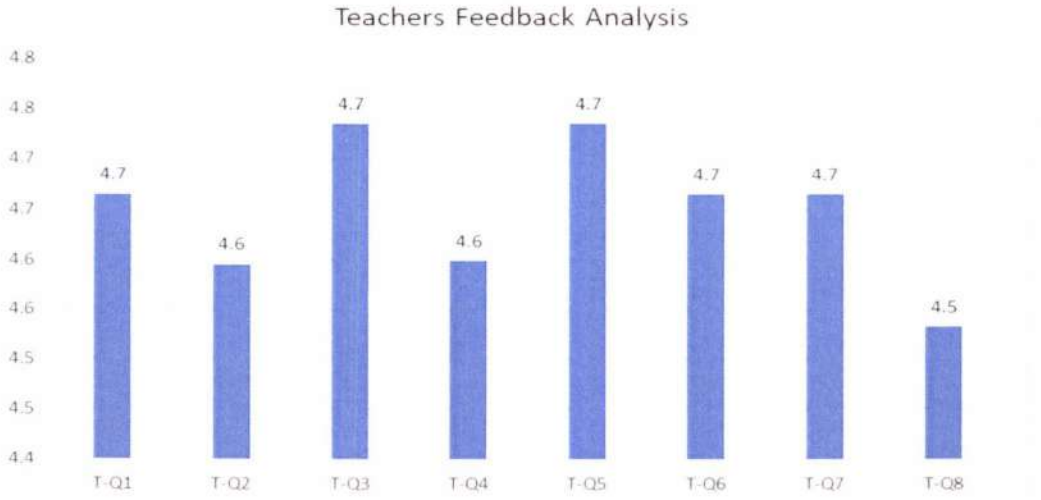

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.5 indicating that the obtained feedback scores are satisfactory. Some courses may be removed from M.Tech courses like Advanced Data Warehousing and Mining & Digital Image Processing.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

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Curriculum Feedback Analysis

Teacher Feedback Analysis (2020-21)

The Internal Quality Assurance Cell (IQAC) of the institution designs and collects feedback from its stakeholders to assess and evaluate the performance quality with regard to the curriculum and curriculum related issues. This report is the analysis of the feedback which were collected from faculty members on several aspects of curriculum and its learning related issues in terms of quality, competence, skills and professionalism.

The feedback of the teachers who taught the courses of B.Tech has been collected for the year 2020-21. After the completion of each semester, the feedback form is given to each faculty member for each course to fill. The scale from strongly disagree (1) to strongly agree (5) has been used to analyse the opinions of teachers on the curriculum of the program. Thereafter, mean has calculated of all the responses for the particular statement related to each course. After calculating the mean scores of each course, further the mean has been calculated of all the courses under each statement. Below figure 1 shows the statement-wise mean scores of all the courses:

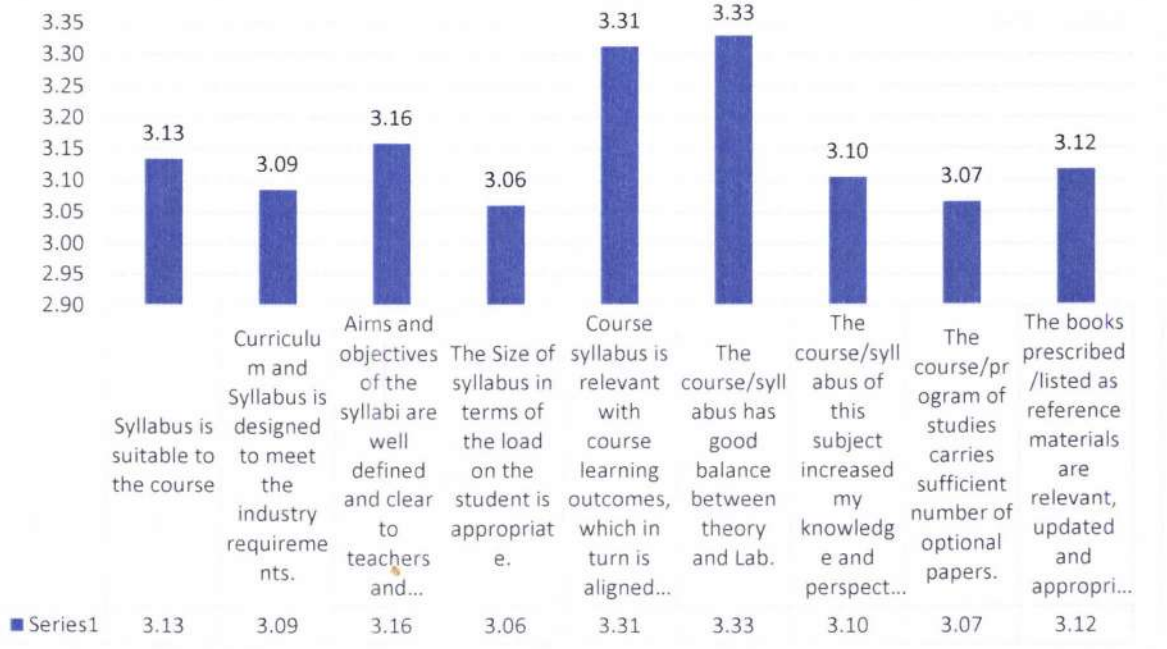

Figure 1

To analyse the opinions of faculties on the curriculum of the courses of B.Tech Program, the scale from strongly disagree (1) to strongly agree (5) has been used. Most of the faculty members have disagreed that the syllabus is suitable to the courses. The mean score of all the courses for this statement is only 3.13. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is only 3.09 which shows that most of the faculties are neutral on this. Most of the faculties are neutral on the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 3.16). The analysis depicted that the size of syllabus in terms of the load on the student is not appropriate

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(mean score 3.06). They have disagreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.31).

There is a good balance between theory and Lab of the courses/syllabuses according to the faculties' feedback. The mean score for the same is 3.33 which shows most of the participants are agreed on this. The mean score for the 'The course/syllabus of this subject increased my knowledge and perspective in the subject area.' is 3.10 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.07). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 3.13).

Suggestion: As per the suggestions of faculty members, it was concluded that some of the elective courses of mechanical engineering like composite, product design and development, total quality management can be offered for the students of other programs.

Submission: The feedback of faculty members was collected and the feedback analysis report is forwarded to the University's Internal Quality Assurance Cell (IQAC).

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Curriculum Feedback

Teacher Feedback Analysis (2020-21)

This document is the analysis of the remarks which were accrued from faculty members on numerous aspects of curriculum and its gaining knowledge of associated troubles in phrases of high-quality, competence, competencies and professionalism as per guidelines of IQAC.

The feedback of the teachers who taught the courses in EECE department has been accumulated for the year 2020-21.

- The dimensions from strongly disagree (1) to strongly agree (5) has been used to examine the opinions of teachers at the curriculum of the program.
- Thereafter, mean has calculated of all of the responses for the precise statement associated with each course.
- After calculating the suggest scores of each course, in addition the mean has been calculated of all of the courses for each question.
  Figure 1 represnts the average scores of all of the courses:

Figure 1

T-Q1	Syllabus is suitable to the course
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated and appropriate.

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Observations:.

- Most of the faculty members have agreed that the syllabus is suitable to the courses. The mean score of all the courses for this statement is 3.73.
- The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is only 3.85. Most of the faculty members are agreed on the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 3.7).
- There is a good balance between theory and Lab of the courses/syllabuses according to the faculty members' feedback. The mean score for the same is 3.91 which shows most of the participants are agreed on this.
- The mean score for the 'The course/syllabus of this subject increased my knowledge and perspective in the subject area.' is 3.6 which shows their agreement on this.
- Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.73).
- The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 3.90).

Suggestion: On the basis of suggestions of faculty members, it is concluded that revisions are required in the syllabus of Principles of Antenna & Wave Propagation, Analog and Digital Electronics .It is also suggested that there was a requirement of Lab inclusion in Soft Computing(M.Tech Courses)

Submission: The feedback of faculty members was collected and the feedback analysis report is forwarded to the University's Internal Quality Assurance Cell (IQAC).

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Feedback Analysis Report on Curriculum

(2020-2021)

Teacher Feedback

The institution's Internal Quality Assurance Cell (IQAC) designs and collects feedback from its stakeholders to assess and evaluate the performance quality regarding the curriculum and curriculum-related issues.

1. Teacher Feedback Analysis

1.1. Parameters for teacher feedback:

Below mentioned is the questionnaire for the teacher feedback survey:

Q. No.	Statements
T-Q1	The Syllabus is suitable for the course.
T-Q2	The curriculum and Syllabus are designed to meet the industry requirements.
T-Q3	The aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	The course syllabus is relevant to course learning outcomes, which aligns with program outcomes.
T-Q5	The course/syllabus has a good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries enough optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

1.2.Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each Semester per the DIT University policy. Therefore, the feedback of the teachers who taught the courses of B. Tech, M. Tech, and Ph.D. has been collected for 2020-21. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as a response and helps to analyze teachers' opinions on the program's curriculum. Table 1 represents the course-wise mean score of the teacher feedback for the available questionnaire for the Odd Semester, 2019-20, and Even Semester, 2020-21.

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Feedback Analysis Report on Curriculum

(2020-2021)

Table 1: Course-wise mean teacher feedback score for Odd and Even Semester, 2020-2021.

Sr. No.	Code	Subject Name	No. Of faculty	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CE201	Fluid Mechanics	4	2.3	2.5	2.6	1.5	4.7	3	3.5	3
2	CE202	Solid Mechanics	4	3.5	3	2.9	3	2	4	4.5	4.5
3	CE203	Basic Surveying	4	3.6	3.6	3.6	2	4.1	3.5	4	2.5
4	CE204	Water Supply Engineering	4	3.6	3.5	3.9	3	4.6	4	4	3
5	CE205	Building Materials and Construction	4	2.3	3.9	3.2	2	3.6	3.5	3.5	2.5
6	CE206	Structural Analysis	4	3	2.1	1.9	3.5	3.5	4	4	3.5
7	CE207	Concrete Technology	4	3	3.5	3.4	4	4.1	3.5	4	3
8	CE208	Engineering Geology	4	3.6	3.5	4	3.5	4.3	4	4.5	3
9	CE209	Transportation Engineering -I	4	3.2	3.5	4.1	3.5	4.3	4	4	3.5
10	CE211	Soil Mechanics	4	3.7	3.4	3.9	2.5	4.2	4	4	3
11	CE301	Waste Water Engineering	4	3.5	4.5	4.2	4	2.8	4.5	4.5	4
12	CE302	Transportation Engineering II	4	3.2	3.6	4.3	1	3.6	3.5	4	3.5
13	CE303	Design of Reinforced Concrete Elements	4	2.1	2.5	2.5	1	3.8	4	4	4
14	CE304	Foundation Engineering	4	2.9	3.1	3.5	1	2.6	4	3.5	3.5
15	CE305	Structural Analysis Lab	4	1	1.6	1.2	1	2.1	1.5	3	2.5
16	CE306	Study Project	4	5	4.5	4	3.5	3.2	4	4	3.5
17	CE307	Summer Training Evaluation	4	3.2	3.9	3.9	1	2.6	4	3.5	4
18	CE308	Value-Added Training	4	3.6	4.1	3.6	1	3.5	4.5	2.5	2
19	CE342	Environmental Risk Assessment and Disaster Management	4	3.6	3.2	3.5	2	2.6	4	3.5	3.5
20	CE343	Advanced Surveying	4	3.7	4	3.8	4	3.4	5	4.5	4.5
21	CE344	Building Planning & Drawing	4	2.9	3.5	3.5	4	2.1	4.5	4	4.5
22	CE345	Photogrammetry & Remote Sensing	4	3.9	4.5	4.3	4	3.2	5	4	4.5
23	CE309	Design of Steel Structure	4	2.1	3.2	3.2	1.5	2.1	2	3	2.5
24	CE311	Hydraulics and Hydraulic Machines	4	2.9	2.9	3.5	4.5	2.4	4	4	4
25	CE312	Design of Reinforced Concrete Structures	4	2.8	2.4	2.9	4	2.1	4.5	4	4
26	CE313	Design/LAB Project - I	4	5	4.5	3.5	3.5	2.3	4	3	3
27	CE314	Industrial Tour	4	5	4	4	1	2.3	2	2	2.5
28	CE346	Traffic Engineering and Management	4	3	3.5	4.1	4	2.1	3.5	2.5	3.5
29	CE348	Water and Land management	4	3.6	2.9	3.5	3.2	2.4	4	3.5	3.5
30	CE349	Water Resource Engineering	4	3.8	2.6	2	2.6	2.3	1.5	2	2.5
31	CE351	Ground Improvement Technique	4	3.4	3.2	2.5	2.8	3.2	1.5	2.5	2.5
32	CE352	Air and Water Pollution	4	3.2	3.6	4	4.5	2.5	4.5	4.5	4
33	CE401	Estimation and Costing	4	3.9	3.6	4.5	3.5	2.6	1.5	2.5	3
34	CE402	Bridge Engineering	4	2.5	3.2	4	3.2	2.9	4	3.5	3
35	CE403	Design/LAB Project - II	4	5	4	2	3.9	3.2	1.5	3	2
36	CE444	Construction Planning and Management	4	3.6	3.8	4.5	3.4	2.4	3.5	3.8	3.9
37	CE407	Industrial Project/Thesis	4	4.5	4	5	4	2.6	3.9	4.3	4.5
38	CE405	Earthquake Engineering	4	3.2	3.5	4	3.2	3.2	3.7	3.8	3.8
39	CE406	Hydrology	4	3.6	4.1	2.1	3.5	2.9	3.8	3.9	4
40	CE448	Pre-stressed Concrete	4	3.5	3.6	3.6	3.7	2.3	4.1	3.9	3.6
41	CE449	Environmental Management & Sustainable Development	4	2.9	3.8	3.9	3.9	3.1	4.3	3.7	3.9
42	CE452	Hydro Power Engineering	4	2.9	3.5	3.7	3.8	3.2	3.5	3.7	2.8
43	CE601	Advanced Concrete Technology	4	3.2	3.6	4.5	4	3	3.4	4.2	3.1
44	CE602	Pre Stressed Concrete	4	3.3	3.2	4.5	4.1	3	3.3	4.1	2.5
45	CE603	Matrix Method of Structural Analysis	4	2.9	4	3.5	4.2	2.9	3.7	2.9	2.6

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Sr. No.	Code	Subject Name	No. Of faculty	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
46	CE604	Advanced Concrete Laboratory	4	3.6	3.2	4	4.2	3.8	2.8	4.5	3.9
47	CE605	Finite Element Analysis	4	2.5	3.6	4	3.9	2.4	2.9	2.7	1.3
48	CE606	Advanced Reinforced Concrete Design	4	3	2.9	4	3.8	2.6	3.1	2.3	2.7
49	CE607	Dissertation Phase-I	4	4	4.5	4	4.1	3	3.4	4.8	4
50	CE643	Soil-Structure Interaction	4	2.5	3	3.5	3.3	2.9	3.6	3.9	3.2
51	CE645	Seismic Design of Structures	4	2.5	3	3.5	3.7	2.4	3.8	3.7	3.1
52	CE701	Seminar	4	3	4	5	4.5	2.8	3.8	4.1	3
53	CE702	Dissertation Phase-II	4	4.5	4.5	5	4.5	2.5	3.7	4.6	4.3
54	CE741	Construction Techniques and Management	4	3.5	4	5	4.2	2	3.8	4.3	3.8
55	CE743	Design of Tall Buildings		3.2		3.4	3.9	3	4.1	3.9	3.9
56	CE703	Dissertation Phase-III	4	4	3.5	5	5	3.9	3.9	4.8	5
57	CE941	Solid Waste Management	4	4	3.2	5	4.6	3.1	3.8	4.1	3.8
58	CE942	Advanced theory of Disasters and Mitigation Strategies	4	4	3.1	5	4.8	3.5	3.9	4.1	4.3

1.3.Teacher Suggestions

- The Syllabus of the Structural Analysis course is vast and shall be taught in two semesters.
- We need to increase elective baskets in the following proposed FFCBCS system.

1.4. Observations and actions

Figure 1 represents the question-wise mean average values of the teacher's feedback.

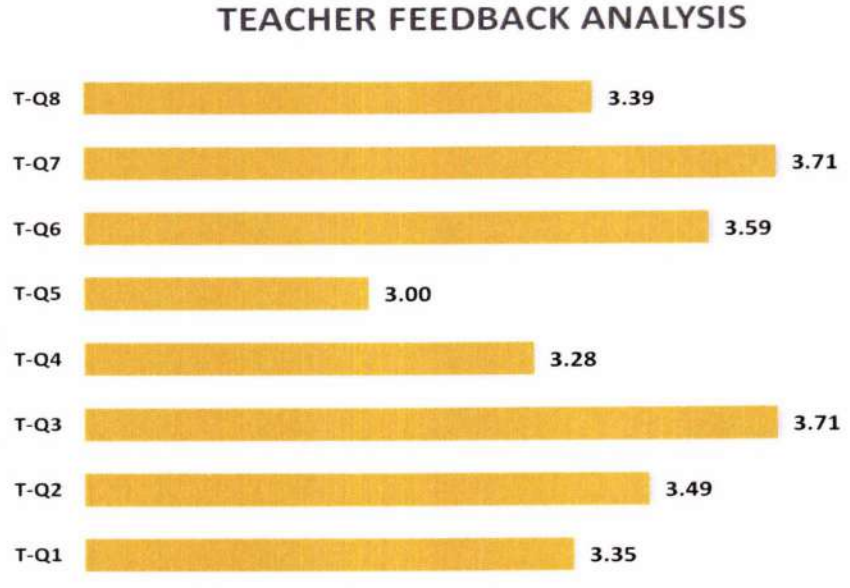

Figure 1: Average mean values of the student feedback

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(2020-2021)

Observations:

The average mean scores of the teacher feedback are satisfactory. Although, teachers put their remarks in terms of feedback to focus more on lab-oriented courses and industry-oriented skills.

Actions:

The observations and suggestions are welcome to the DAAC committee and raised in the upcoming Board of Studies meeting.

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Feedback Analysis Report on Curriculum

(2019-2020)

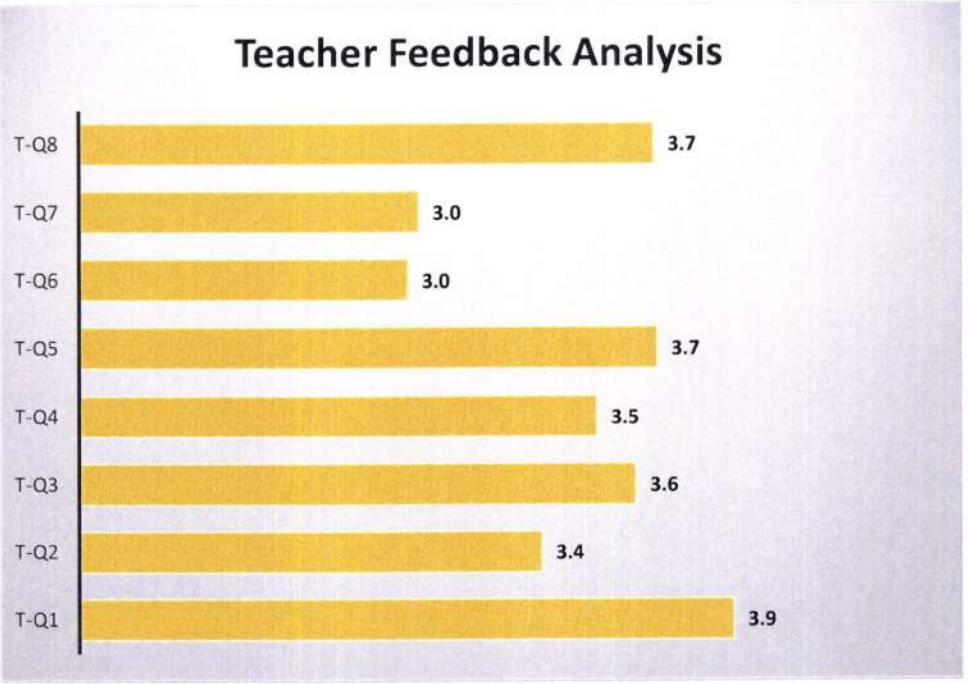

Figure 1: Average mean values of the student feedback

Observations:

The average mean scores of the teacher feedback are satisfactory. Although, teachers put their remarks in terms of feedback to focus more on lab-oriented courses and industry-oriented skills.

Actions:

The observations and suggestions are in front of the DAAC committee and will be raised in the upcoming Board of Studies meeting.

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2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of Department of Petroleum and Energy Studies have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2019-2020 and Odd Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	PE211	Unit Operations	3	3.6	4.0	3.6	4.2	3.9	3.6	4.3	3.7
2	PE212	Formation Evaluation	3	3.5	4.7	4.5	4.0	3.5	4.0	3.7	3.9
3	PE213	Drilling Fluids and Cements	3	3.9	3.5	3.8	3.5	3.8	4.5	3.9	3.7
4	PE214	Petroleum Production Operations - I	3	2.9	3.8	3.4	4.6	3.9	3.9	4.1	4.8
5	PE215	Elements of Reservoir Engineering	3	4.7	4.6	4.6	4.1	3.6	4.8	4.5	4.1
6	PE351	Petroleum Refining & Petrochemicals	3	4.0	4.1	4.2	4.1	4.6	4.4	3.8	3.8
7	PE352	Oil and Gas Well Testing	3	4.3	3.9	4.8	4.2	4.4	3.8	4.1	3.7

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	PE353	Petroleum Engineering System Design	3	3.9	4.7	4.2	3.9	3.6	4.1	4.0	4.8
9	PE354	Petroleum Field Instrumentation and Control	3	3.7	4.0	3.9	4.6	4.5	4.1	4.0	4.6
10	PE 355	Health Safety and Environment in Petroleum Industry	3	3.5	3.9	3.6	3.4	4.0	4.6	3.6	3.6
11	PE 356	Offshore Oil and Gas Drilling	3	3.9	4.1	4.6	3.4	4.5	4.8	4.7	4.1
12	PE 357	Unconventional Hydrocarbon Resources	3	3.8	4.4	4.2	3.7	3.7	3.7	3.6	4.5
13	MA8010	Natural Gas Engineering	3	4.1	4.5	4.3	3.8	3.9	3.5	4.5	4.0
14	MA8020	Oil and Gas Transportation System	3	4.7	3.5	3.8	4.3	4.7	4.5	4.3	3.6
15	MA8030	Enhanced Oil Recovery	3	4.5	4.2	4.7	4.6	4.0	3.5	4.6	3.6
16	MA8610	Health Safety and Environment in Industry	3	4.6	3.7	4.6	3.9	3.8	4.0	4.6	3.8
17	MA8630	Fuel Technology	3	4.4	4.6	3.7	4.0	4.2	4.5	4.5	4.7

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Table 4: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	PE 201	Applied Geology	3	4.0	3.5	4.5	3.5	4.4	4.3	4.8	4.1
2	PE 202	Fluid Mechanics and Machinery	3	4.2	4.4	4.1	4.5	4.6	3.7	3.8	4.5
3	PE 203	Chemical Thermodynamics	3	4.2	3.6	4.1	4.7	3.5	4.3	3.5	3.6
4	PE 204	Oil and Gas Well Drilling and Well Completion	3	3.9	3.8	3.5	3.9	3.5	3.5	4.0	3.6
5	PE 301	Petroleum Exploration Methods	3	4.0	4.2	3.8	4.6	4.3	3.6	4.4	4.6
6	PE 302	Petroleum Production Operations - II	3	2.8	4.2	3.6	4.4	3.6	4.6	3.8	3.9
7	PE 303	Oil and Gas Pipeline Engineering	3	3.6	4.0	4.7	4.0	4.2	3.9	4.1	4.2
8	PE 304	Enhanced Oil Recovery	3	4.5	4.2	4.4	4.2	4.4	4.3	3.7	4.4
9	PE 306	Heat Transfer Process	3	3.6	3.6	3.9	4.7	4.0	4.4	3.4	4.1
10	PE 313	Value Addition Training	3	4.1	3.6	3.8	4.6	4.8	4.2	4.7	4.3

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
11	PE 401	Reservoir Simulation	3	4.1	3.4	3.9	3.8	4.5	3.7	3.8	4.8
12	PE 402	Fluid Flow Through Porous Media	3	4.1	3.5	3.9	4.7	4.1	4.0	4.7	3.8
13	PE 403	Computer Based Numerical Techniques	3	3.4	4.0	4.8	4.1	4.4	4.7	4.8	3.6
14	PE 404	Petroleum Equipment Design	3	3.5	4.7	4.7	4.2	4.6	4.7	4.4	3.8
15	PE 405	Polymer Science	3	4.6	4.4	3.9	4.3	4.0	4.1	4.5	4.4
16	PE 481	Fuel Technology	3	3.6	3.8	3.5	4.2	4.8	4.2	3.5	4.1
17	PE 482	Health, Safety and Environment in Industry	3	4.3	4.7	4.7	4.8	4.0	4.4	4.2	3.8
18	ME 381	Entrepreneurship and Start - ups	3	3.4	3.8	4.6	4.7	4.4	4.2	3.6	3.8

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2.3. Teacher Suggestions

- The syllabus of the Drilling Fluid and Cements course is very small and shall be taught with Drilling Engineering.
- The separation system shall be taught along with the production operations in the course PPO-I. The study of well stimulation operations shall be taught with the well intervention operations given in PPO-II.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

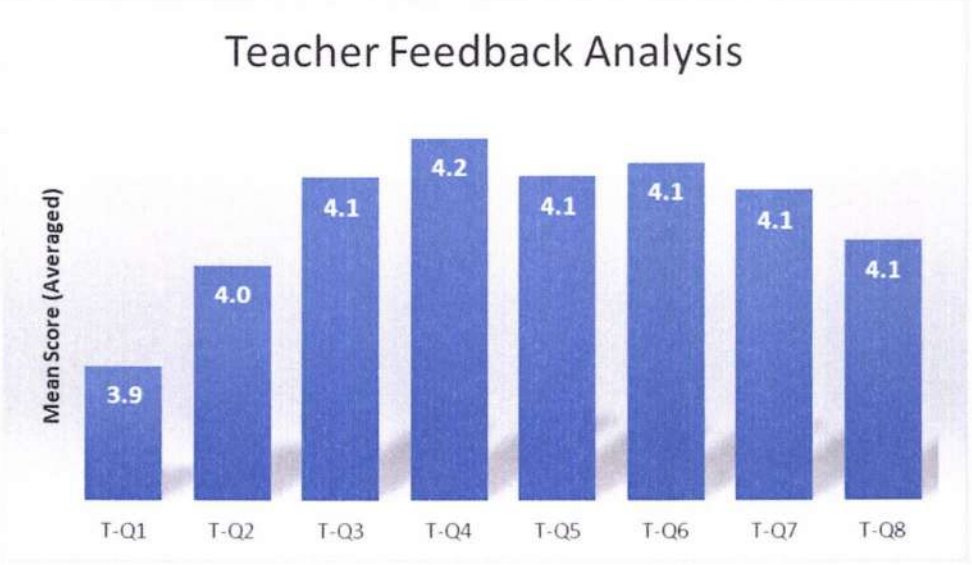

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 except for T-Q1 which is 3.9. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to assess the suitability of the course content of some of the courses, especially, petroleum production operations-I, petroleum production operations-II, drilling fluid & cements, and oil & gas well drilling and well completion.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

Head
Department of Petroleum Engineering
DIT University, Dehradun-248009

Head of Department

IQAC Coordinator

Feedback Analysis Report on Curriculum

Even Sem (2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

Head of Department

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Feedback Analysis Report on Curriculum

Even Sem (2020-2021)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Pharm have been collected for the Even Sem 2020-2021 using questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 2 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2020-2021.

Table 2: Course-wise mean score of teacher feedbacks for Even Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	BP201T	Human Anatomy and Physiology II – Theory	19	4.7	3.7	4.8	4.0	4.3	3.5	3.6	4.0
2	BP202T	Pharmaceutical Organic Chemistry I – Theory	13	4.7	4.2	3.7	4.6	3.7	3.9	3.9	3.8
3	BP203T	Biochemistry – Theory	14	3.5	4.8	4.4	4.0	3.5	3.8	4.0	4.0
4	BP204T	Pathophysiology – Theory	17	3.8	4.1	4.1	3.5	4.2	4.1	3.6	4.0
5	BP205T	Computer Applications in Pharmacy – Theory *	17	3.5	3.7	4.0	3.8	4.6	3.4	4.0	3.8
6	BP206T	Environmental sciences – Theory *	18	4.6	4.8	3.9	3.6	4.7	3.8	4.8	4.8
7	BP207P	Human Anatomy and Physiology II – Practical	12	3.6	3.7	3.4	4.4	4.1	3.8	4.7	3.8
8	BP208P	Pharmaceutical Organic Chemistry I– Practical	13	4.5	4.8	4.4	3.6	3.5	4.7	4.1	4.2
9	BP209P	Biochemistry – Practical	12	3.7	3.9	3.8	4.4	4.8	4.3	4.1	3.7

Head of Department

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Feedback Analysis Report on Curriculum

Even Sem (2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
10	BP210P	Computer Applications in Pharmacy – Practical*	11	3.9	4.7	4.5	3.6	3.9	3.7	3.5	3.8
11	BP401T	Pharmaceutical Organic Chemistry III– Theory	14	4.7	4.4	3.8	3.9	3.8	4.3	4.7	4.1
12	BP402T	Medicinal Chemistry I – Theory	21	4.4	4.0	3.9	3.4	3.7	4.4	3.5	4.7
13	BP403T	Physical Pharmaceutics II – Theory	18	4.7	3.7	3.6	3.7	4.6	3.9	3.6	3.8
14	BP404T	Pharmacology I – Theory	11	3.8	4.6	3.6	4.5	3.4	3.8	4.0	4.3
15	BP405T	Pharmacognosy and Phytochemistry I– Theory	12	4.2	4.8	4.1	4.4	4.5	3.7	4.3	4.3
16	BP406P	Medicinal Chemistry I – Practical	20	4.1	4.6	4.5	4.4	3.5	3.7	3.6	3.5
17	BP407P	Physical Pharmaceutics II – Practical	18	4.0	3.6	4.5	3.8	4.1	4.3	3.6	4.0
18	BP408P	Pharmacology I – Practical	16	3.5	4.7	3.9	3.9	4.4	4.0	4.2	3.5
19	BP409P	Pharmacognosy and Phytochemistry I – Practical	20	3.4	4.4	3.4	4.6	3.5	4.1	3.5	4.4
20	BP601T	Medicinal Chemistry III – Theory	18	4.6	3.7	3.5	3.8	3.4	4.1	3.8	3.7
21	BP602T	Pharmacology III – Theory	17	4.5	4.8	3.4	4.0	4.6	4.3	3.5	3.9
22	BP603T	Herbal Drug Technology – Theory	20	4.6	4.5	3.6	4.1	3.4	3.4	4.0	3.8
23	BP604T	Biopharmaceutics and Pharmacokinetics – Theory	18	3.5	3.6	4.7	3.7	4.4	3.8	4.3	4.5
24	BP605T	Pharmaceutical Biotechnology – Theory	19	3.8	4.7	3.4	4.3	3.6	4.5	4.1	3.7
25	BP606T	Quality Assurance –Theory	15	4.4	4.2	4.3	3.7	4.3	4.8	3.6	4.6
26	BP607P	Medicinal chemistry III – Practical	16	4.2	4.2	3.8	3.9	3.5	4.5	3.8	4.5
27	BP608P	Pharmacology III – Practical	19	3.8	4.1	3.8	4.2	4.2	3.7	4.3	4.0

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Feedback Analysis Report on Curriculum

Even Sem (2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
28	BP609P	Herbal Drug Technology – Practical	19	4.2	4.2	4.7	4.0	4.7	4.0	3.8	4.0
29	BP801T	Biostatistics and Research Methodology	11	4.6	4.6	3.7	3.8	4.5	4.1	3.9	4.3
30	BP802T	Social and Preventive Pharmacy	17	4.0	4.2	4.5	4.7	4.1	4.7	4.1	4.4
31	BP803ET	Pharma Marketing Management	14	4.6	3.6	3.7	3.8	4.4	3.8	4.2	4.4
32	BP804ET	Pharmaceutical Regulatory Science	17	4.1	4.2	3.7	4.5	4.6	4.6	3.4	4.4
33	BP805ET	Pharmacovigilance	17	3.5	4.1	3.8	4.8	4.1	3.9	4.5	4.7
34	BP806ET	Quality Control and Standardization of Herbals	16	4.1	3.8	3.5	3.7	4.2	4.8	3.8	4.6
35	BP807ET	Computer Aided Drug Design	16	4.4	4.7	4.6	4.7	4.3	4.8	4.7	3.9
36	BP808ET	Cell and Molecular Biology	20	4.2	4.3	3.8	4.8	4.5	3.5	3.8	3.6
37	BP809ET	Cosmetic Science	18	3.6	3.6	4.1	3.7	3.7	3.8	4.2	3.4
38	BP810ET	Experimental Pharmacology	17	3.5	3.7	4.6	4.7	3.7	3.7	4.0	4.5
39	BP811ET	Advanced Instrumentation Techniques	17	3.4	4.6	4.2	4.3	3.4	3.5	4.8	
40	BP812ET	Dietary Supplements and Nutraceuticals	21	4.7	3.5	3.7	3.4	4.4	4.1	4.7	3.6
41	BP813PW	Project Work	16	3.9	4.1	3.4	3.7	4.3	4.7	4.5	3.9
42		Value added courses	15	3.8	3.7	4.2	3.4	4.6	4.1	4.3	4.0
43		Soft Skill courses	18	4.3	4.3	3.5	4.5	3.8	4.2	4.3	4.2
		Average of all the courses		**4.1**	**4.2**	**4.0**	**4.1**	**4.1**	**4.1**	**4.0**	**4.1**

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Head of Department

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Feedback Analysis Report on Curriculum

Even Sem (2020-2021)

2.3. Teacher Suggestions

- The syllabus of B. Pharm and M. Pharm published in the gazette is satisfactory and does not require any changes.
- Considering the circular from PCI to offer LSSSDS courses such as Medical Sales Representative, Production or Manufacturing Chemist, Quality Control Chemist may be offered as value added courses.
- A circular from UGC on incorporating communication skills, professional skills, leadership & management skills, and universal human values may be introduced in B. Pharm program as value added courses.
- As a step towards implementation of NEP there is a need to introduce inter, multi and transdisciplinary courses such as AI, ML, Bioinformatics, and Nanotechnology for learning and research of both B. Pharm and M. Pharm students.

2.4.Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

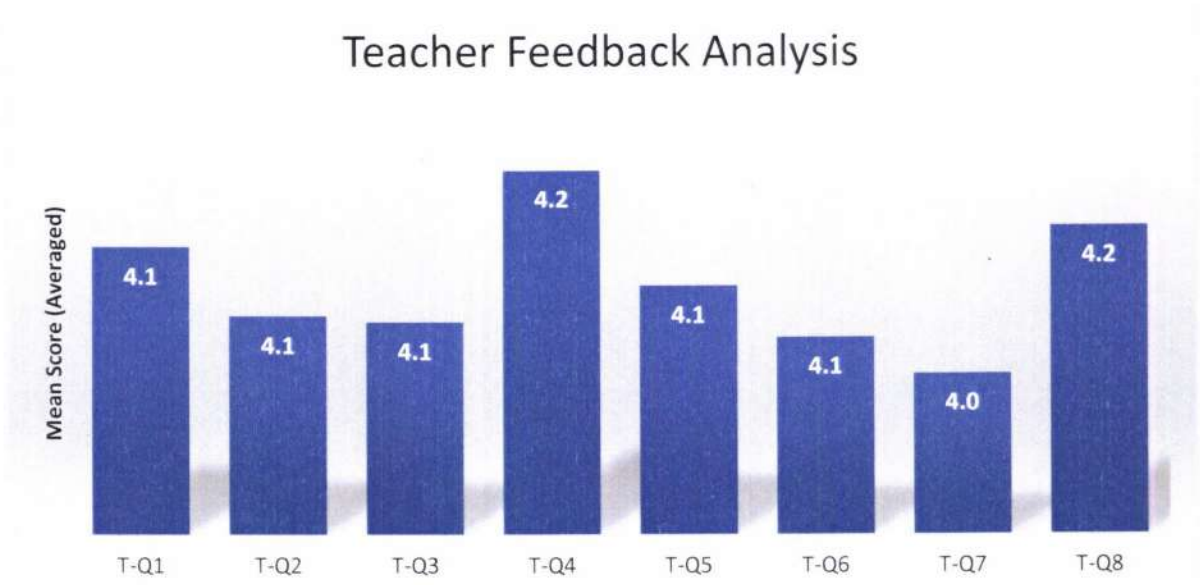

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

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Feedback Analysis Report on Curriculum

Even Sem (2020-2021)

The averaged mean scores of the teacher feedback are above 4.0. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to introduce few new value added courses especially UGC and LSSSDS recommended course along with AI and ML courses in the curriculum.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

Head of Department

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Feedback Analysis Report on Curriculum

Odd Sem (2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

Head of Department

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Feedback Analysis Report on Curriculum

Odd Sem (2020-2021)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Pharm have been collected for the Odd Sem 2020-2021 based on the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 2 represent the course-wise mean score the teacher feedbacks for the available questionnaire.

Table 2: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	BP101T	Human Anatomy and Physiology I–Theory	18	3.7	4.6	4.4	4.8	4.2	4.6	4.4	3.5
2	BP102T	Pharmaceutical Analysis I – Theory	16	4.7	3.7	3.5	4.7	4.4	3.6	3.8	4.6
3	BP103T	Pharmaceutics I – Theory	17	4.7	4.7	4.1	3.4	3.5	4.2	4.7	3.7
4	BP104T	Pharmaceutical Inorganic Chemistry – Theory	15	4.4	3.8	3.7	3.8	4.1	4.5	4.6	3.6
5	BP105T	Communication skills – Theory *	17	3.9	4.4	4.0	4.0	3.5	3.9	4.6	3.6
6	BP106RBT	Remedial Biology/	18	4.7	3.7	3.9	3.8	4.7	4.6	3.5	3.6
7	BP106RMT	Remedial Mathematics – Theory*	16	3.6	3.5	4.0	4.6	4.4	3.7	3.8	3.9
8	BP107P	Human Anatomy and Physiology – Practical	19	4.3	4.4	4.7	3.7	4.7	4.2	3.7	3.9
9	BP108P	Pharmaceutical Analysis I – Practical	15	3.8	3.6	4.8	3.8	4.1	4.6	3.4	3.9

Head of Department

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Feedback Analysis Report on Curriculum

Odd Sem (2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
10	BP109P	Pharmaceutics I – Practical	20	4.4	3.8	3.8	4.0	4.2	3.7	3.5	4.4
11	BP110P	Pharmaceutical Inorganic Chemistry – Practical	19	3.8	3.8	4.5	4.1	4.4	4.3	3.8	3.6
12	BP111P	Communication skills – Practical*	18	4.2	4.0	3.9	4.5	4.3	3.4	4.1	3.8
13	BP112RBP	Remedial Biology – Practical*	16	3.8	3.8	4.6	4.5	4.1	3.4	3.4	4.7
14	BP301T	Pharmaceutical Organic Chemistry II – Theory	18	4.4	4.4	4.2	4.8	4.3	4.2	4.5	4.1
15	BP302T	Physical Pharmaceutics I – Theory	17	3.8	4.3	4.3	4.5	4.4	4.4	4.3	4.3
16	BP303T	Pharmaceutical Microbiology – Theory	17	4.4	3.5	4.8	4.3	4.3	3.9	4.3	3.9
17	BP304T	Pharmaceutical Engineering – Theory	18	4.0	3.7	3.5	4.5	3.9	3.9	3.7	4.5
18	BP305P	Pharmaceutical Organic Chemistry II – Practical	16	4.3	4.2	4.7	4.1	3.5	4.3	3.8	4.4
19	BP306P	Physical Pharmaceutics I – Practical	19	4.1	4.6	3.9	3.7	4.1	4.2	3.8	3.7
20	BP307P	Pharmaceutical Microbiology – Practical	16	4.0	4.4	3.5	4.0	4.0	4.2	3.9	3.7
21	BP 308P	Pharmaceutical Engineering – Practical	17	4.0	4.7	4.7	4.4	4.3	3.9	4.0	4.4
22	BP501T	Medicinal Chemistry II – Theory	16	3.6	4.7	4.7	3.7	3.9	3.8	4.3	4.1
23	BP502T	Industrial Pharmacy I– Theory	17	3.6	4.7	3.9	4.8	3.7	4.6	4.7	4.1

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Feedback Analysis Report on Curriculum

Odd Sem (2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
24	BP503T	Pharmacology II – Theory	18	3.7	4.3	3.5	3.8	4.7	4.4	3.5	4.3
25	BP504T	Pharmacognosy and Phytochemistry II– Theory	16	3.4	4.5	4.4	4.3	3.6	3.4	3.6	3.8
26	BP505T	Pharmaceutical Jurisprudence – Theory	17	3.8	4.5	4.6	4.4	4.3	3.7	4.2	4.0
27	BP506P	Industrial Pharmacy I – Practical	18	4.4	3.4	4.3	4.6	3.8	4.7	4.3	3.5
28	BP507P	Pharmacology II – Practical	17	4.5	4.1	4.3	3.6	3.9	4.4	4.8	4.1
29	BP508P	Pharmacognosy and Phytochemistry II – Practical	16	4.7	4.0	4.5	4.2	4.2	3.7	3.5	4.4
30	BP701T	Instrumental Methods of Analysis – Theory	16	4.1	3.6	4.6	3.6	4.1	3.7	3.5	3.8
31	BP702T	Industrial Pharmacy II – Theory	17	3.8	3.9	4.7	4.4	3.6	3.6	3.8	3.5
32	BP703T	Pharmacy Practice – Theory	18	4.1	3.9	4.1	3.7	3.6	3.5	4.4	4.3
33	BP704T	Novel Drug Delivery System – Theory	15	4.1	4.7	4.5	4.6	3.8	4.5	4.3	4.8
34	BP705P	Instrumental Methods of Analysis – Practical	18	4.0	3.7	4.1	4.8	3.7	4.0	3.5	4.7
35	BP706PS	Practice School*	17	3.4	4.6	4.7	4.5	3.7	4.5	4.0	4.7
		Average of all the courses		**4.1**	**4.1**	**4.2**	**4.2**	**4.1**	**4.1**	**4.0**	**4.1**

Head of Department

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Feedback Analysis Report on Curriculum

Odd Sem (2020-2021)

2.3. Teacher Suggestions

- Satisfied with the PCI syllabus for both B. Pharm and M. Pharm.
- Need to have M. Pharm in Pharmacology program to support ongoing M. Pharm in Pharmaceutics program for better publication and patenting the work.
- B. Pharm graduates may need another PG program in the department as an option to continue their study at DITU.
- Recommended to have more flexible research projects for both UG and PG to promote research amongst students.
- The department should also take an initiative to offer short term certificate courses for faculty members and students community.
- Faculty members and student members should associate with each other for better research outcomes.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

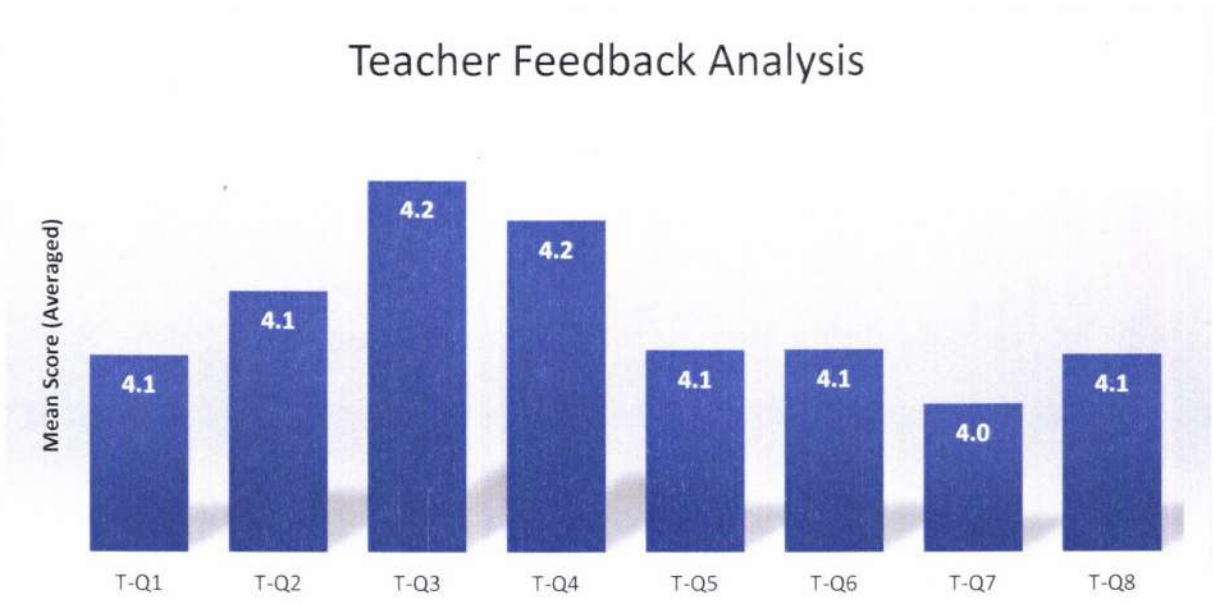

Figure 2: Average values of the teacher feedback mean scores of the courses.

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Feedback Analysis Report on Curriculum

Odd Sem (2020-2021)

Observations:

The averaged mean scores of the teacher feedback are above 4.0. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to introduce new program M. Pharm in Pharmacology along with new courses to promote research such as flexible research project. It is also recommended to offer short term certificate courses on special topics of interest for professionals.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

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Feedback Analysis Report on Curriculum
2020 – 2021

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of Department of Physics have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses.

Table 2: Course-wise mean score of Teacher feedbacks for Even Semester 2019-2020 and Odd Semester 2020-2021

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	PY216	Mathematical Physics -III	7	4.2	4.6	4.5	3.2	NA	4.7	4.6	3.6
2	PY217	Elements of modern physics	5	3.1	3.7	4.4	3.1	3.6	4.0	4.6	4.3
3	PY218	Analog Systems and applications	6	4.1	3.1	3.8	3.7	3.1	3.2	3.8	3.7
4	PY219	Basic Instrumentation skills	7	3.5	4.2	3.2	4.2	NA	3.6	4.0	4.1
5	PY306	Quantum mechanics and applications	6	4.0	3.2	4.7	4.6	NA	4.0	4.5	4.2
6	PY307	Solid state Physics	5	4.3	4.6	3.5	3.1	3.4	3.9	3.5	3.3
7	PY308	Minor Project	5	3.8	3.4	4.0	4.5	NA	4.3	3.7	4.0
8	PY309	Seminar	5	3.9	3.0	3.5	4.0	NA	4.0	3.2	4.0

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Feedback Analysis Report on Curriculum

2020 – 2021

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
9	PY346	Nuclear and Particle Physics	6	3.3	3.8	3.8	4.1	NA	4.3	4.3	4.5
10	PY348	Physics of devices and instrumentation	7	4.1	3.3	3.1	3.7	NA	3.4	3.3	3.5
11	PY356	Advanced mathematical physics	7	4.6	3.3	3.4	4.2	NA	3.6	3.3	3.4
12	PY116	Electricity and magnetism	6	3.3	4.3	4.4	3.0	3.1	3.7	3.7	4.1
13	PY117	Waves and Optics	6	3.9	3.7	4.6	4.3	4.4	3.6	4.2	3.1
14	PY206	Mathematical Physics –II	5	3.7	3.8	4.3	4.2	NA	3.7	3.8	4.2
15	PY207	Thermal Physics	5	3.5	3.1	4.0	3.6	3.7	3.6	3.8	3.8
16	PY208	Digital Systems and applications	7	4.5	4.7	3.8	4.7	3.1	3.7	4.4	3.9
17	PY106	Mathematical Physics –I	5	4.3	4.4	4.6	3.8	NA	3.4	4.6	3.2
18	PY107	Mechanics	6	3.5	3.2	3.2	3.6	4.2	3.3	3.3	3.9
19	PY108	Renewable energy and energy harvesting	7	3.9	3.9	3.7	4.4	NA	3.7	3.1	3.2

Head of Department
Department of Physics
DIT University, Dehradun
Head of Department

IQAC Coordinator

Feedback Analysis Report on Curriculum
2020 – 2021

2.3. Teacher Suggestions

Teacher suggestions were satisfactory.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

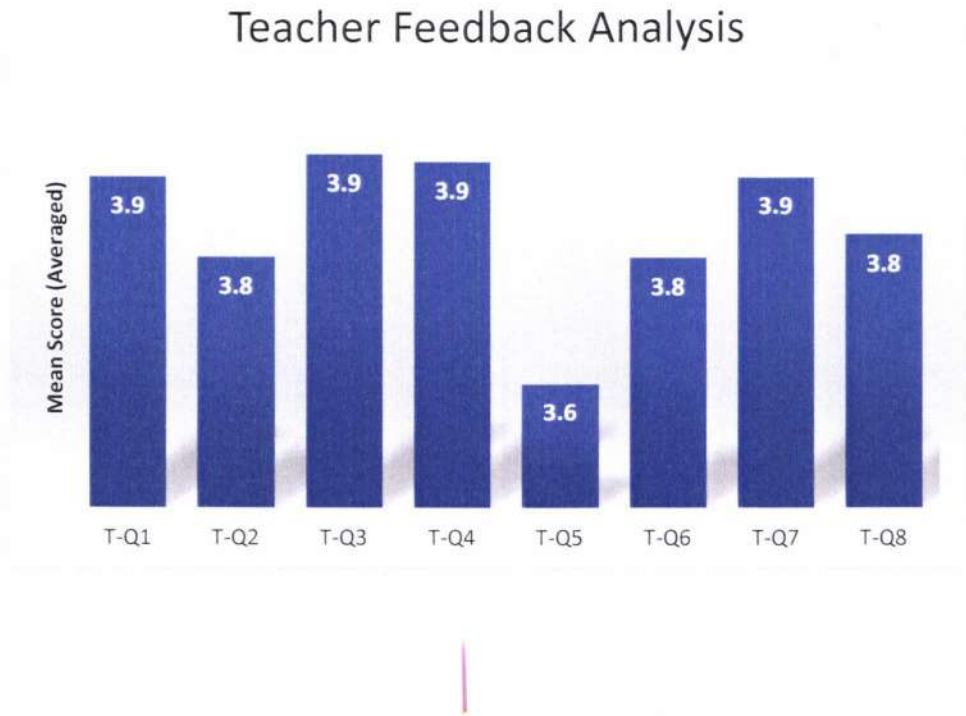

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.8 .The obtained feedback scores were satisfactory.

Actions:

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Head of Department

IQAC Coordinator

Feedback Analysis Report on Curriculum
2020- 2021

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

Head of Department
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Head of Department

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Department of Chemistry
DIT University, Dehradun-248009

Feedback Analysis Report on Curriculum
2020- 2021

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted as per the DIT University policy. The feedbacks of the teachers of Department of chemistry have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 2 represent the course-wise mean score the teacher feedbacks for the available questionnaire for 2020-2021.

Table 2: Course-wise mean score of teacher feedbacks for 2020-2021.

Sr. No.	Course Code	Course Name	No of teachers	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CH101	Engineering Chemistry	5	4.7	3.6	4.2	3.6	4.0	3.8	4.1	4.7
2	CH201	Environmental Science	2	4.7	3.7	4.4	3.7	4.8	3.8	4.7	3.7
3	CH106	Inorganic Chemistry - I	2	4.2	4.6	4.5	4.1	4.4	4.7	3.6	3.9
4	CH107	Physical Chemistry- I	2	2.9	3.5	3.6	3.6	3.5	3.5	3.5	3.6
5	CH108	Basic Analytical Chemistry	3	2.8	3.5	3.6	3.4	3.7	3.5	3.5	3.7
6	CH116	Organic Chemistry- I	4	4.4	3.8	4.3	3.8	4.8	4.4	3.8	4.2
7	CH117	Physical Chemistry-II	2	3.5	3.5	3.6	2.7	3.7	2.8	3.5	3.7
8	CH118	Analytical Methods in Chemistry	2	3.6	3.6	3.5	2.8	3.8	3.7	3.4	3.5
9	CH206	Inorganic Chemistry II	3	4.5	4.2	3.9	4.2	3.7	3.7	3.5	4.2
10	CH207	Organic Chemistry II	4	4.7	3.8	4.6	3.8	4.1	4.4	4.4	4.7
11	CH208	Physical Chemistry III	2	3.4	3.4	3.6	2.8	3.7	3.6	3.8	3.6
12	CH216	Inorganic Chemistry III	3	4.2	4.5	4.3	4.5	3.8	4.0	4.1	4.6
13	CH217	Organic Chemistry III	4	3.4	3.5	3.1	3.6	3.3	3.3	3.4	3.4
14	CH218	Physical Chemistry IV	3	3.5	2.7	3.4	3.5	3.5	3.5	3.6	3.4

Head of Department
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Feedback Analysis Report on Curriculum
2020- 2021

Sr. No.	Course Code	Course Name	No of teachers	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
15	CH201	Environmental Science	2	3.5	3.4	4.6	3.8	3.7	3.5	4.6	4.4
16	CH306	Organic Chemistry - IV	4	3.6	4.5	4.3	4.7	4.4	4.7	4.2	4.7
17	CH307	Physical Chemistry - V	2	3.0	2.5	3.0	3.1	3.8	2.6	3.0	4.4
18	CH308	Inorganic Chemistry - IV	2	3.9	3.5	3.6	3.9	4.5	4.0	3.9	4.4
19	CH309	Minor Project & Seminar									
20	CH326	Organic Chemistry - V	4	4.3	4.6	4.3	4.2	4.1	4.0	4.5	4.2
21	CH327	Inorganic Chemistry -V	3	4.7	4.2	3.8	3.4	3.9	3.9	3.8	3.7
22	CH329	Major Project &Seminar									
23	CH348	Fuel Chemistry	1	4.2	3.4	3.8	4.0	3.7	3.8	4.4	3.7
24	CH349	Analytical Clinical Biochemistry	2	2.8	3.7	4.0	3.6	3.7	3.5	3.9	3.8
25	CH356	Business skills for Chemist and IPR	1	4.4	4.8	3.7	4.6	4.7	4.5	4.5	4.1
26	CH357	Pesticide Chemistry	2	4.7	4.6	4.2	4.2	3.6	4.2	4.6	4.5
27	CH358	Medicinal Pharmaceutical Chemistry	2	3.6	3.9	4.3	3.9	4.2	4.2	3.4	3.5
28	CH359	Chemistry of Cosmetics and Perfumes	2	3.6	4.2	3.7	3.4	4.6	3.5	4.8	4.4
29	CH366	Green Chemistry	2	3.5	4.3	3.6	4.3	3.7	4.0	3.7	3.5
30	CH367	Forensic Chemistry	1	4.0	4.3	4.3	4.7	3.9	3.7	3.6	4.0
31	CH606	Advanced Chromatographic Techniques	2	4.0	4.1	4.5	4.1	4.2	3.4	4.2	3.8

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Sr. No.	Course Code	Course Name	No of teachers	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
32	CH607	Advanced Spectroscopic Analytical Techniques	2	3.6	4.3	4.7	3.9	3.9	4.6	4.5	3.8
33	CH608	Advanced Organic Synthetic Methodology	4	4.6	4.4	4.3	3.8	4.2	3.8	4.6	3.7

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Feedback Analysis Report on Curriculum

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2.3. Teacher Suggestions

- Physical chemistry I, III, IV, and V syllabus was vast and needs necessary modifications for its improvement.
- The syllabus of Basic analytical chemistry, Analytical methods in chemistry, and Analytical clinical biochemistry does not meet the industrial needs.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

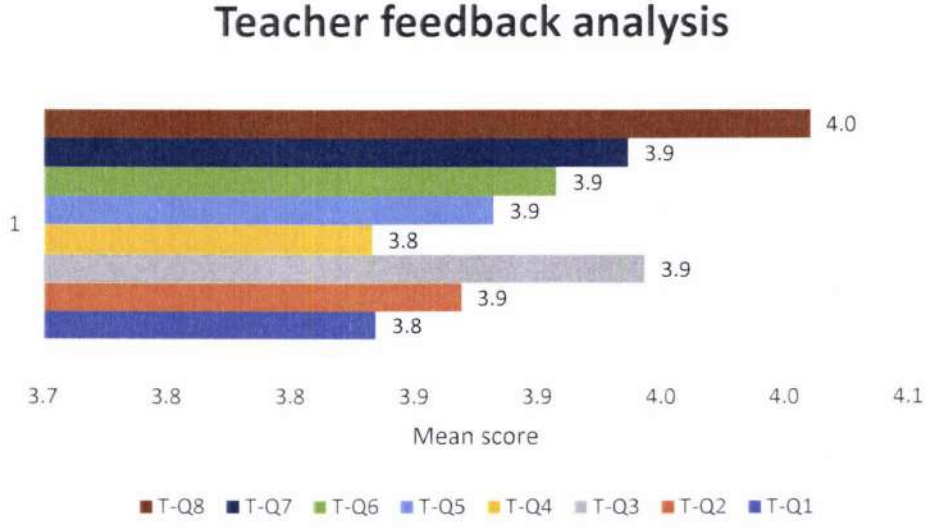

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.5. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to assess the suitability of the course content of some of the courses, especially, Physical chemistry II and V.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

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Feedback Analysis Report on Curriculum
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2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Sc.(Hons.) Maths have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	MAT107	Linear Algebra	3	4.6	4.4	4.0	3.8	3.9	4.7	4.7	4.2
2	MAT106	Algebra	3	4.5	3.6	4.3	4.4	4.3	4.0	4.2	4.6
3	MAT108	Calculus – I	3	3.5	3.5	4.5	4.4	4.5	3.4	3.5	4.2
4	MA206	Computer Based Numerical Techniques (CBNT)	3	3.7	4.4	4.2	4.7	3.8	3.5	4.7	3.7
5	MA207	Real Analysis	3	3.6	3.5	4.7	3.7	3.4	3.9	4.5	4.3
6	MA208	Partial Differential Equations	3	4.7	3.6	4.1	3.4	4.1	3.6	4.2	3.8
7	MA219	Linear Programing	3	3.6	3.4	4.7	4.0	3.5	4.5	3.7	4.0
8	MA209	Introduction to Statistical Methods	3	3.5	4.6	4.8	3.7	3.8	4.6	3.9	3.5
9	MA306	Mathematical Modelling	3	3.9	3.8	4.1	4.6	4.7	3.9	3.5	3.5
10	MA311	Project-I	3	4.6	4.8	4.2	4.8	4.7	4.8	3.6	4.1
11	MAT106	Algebra	3	4.5	4.8	4.7	4.0	3.4	4.2	4.7	3.6
12	MA307	Differential Geometry	3	3.5	4.1	4.4	3.8	4.0	4.5	4.3	4.1
13	MAT109	Lab based on MS Office	3	3.7	4.3	4.4	4.8	4.7	4.4	4.0	4.2
14	MA309	Discrete Mathematics	3	4.5	4.1	4.7	4.5	3.7	4.2	4.7	3.6
15	MA308	Mathematical methods	3	4.2	3.9	4.5	4.2	3.6	4.2	3.8	3.7

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Feedback Analysis Report on Curriculum

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Table 4: Course-wise mean score of teacher feedbacks for Even Semester, 2019-2020.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	MAT119	Programming in C	3	4.3	4.3	3.5	4.9	4.6	4.2	4.7	4.3
2	MAT116	Calculus –II	3	3.7	3.7	3.8	4.6	4.4	4.3	4.1	4.0
3	MAT118	Solid Geometry	3	4.1	4.3	3.5	4.5	4.1	4.2	4.7	4.3
4	MAT117	Ordinary Differential Equations	3	4.5	3.6	4.3	4.4	4.3	4.0	4.2	4.6
5	MA216	Probability Distribution & Regression Analysis	3	4.7	4.2	3.5	4.2	4.1	4.0	3.5	3.8
6	MA217	Introduction to Abstract Algebra & Number Theory	3	4.8	4.7	4.5	4.2	3.9	4.8	3.9	3.9
7	MA218	Complex Analysis	3	4.7	4.2	4.2	4.2	4.7	4.0	3.5	3.8
8	MA316	Integral Equations	3	4.2	4.0	4.3	4.3	3.4	3.8	3.7	3.6
9	MA317	Graph Theory	3	3.5	4.7	3.5	4.4	3.8	3.4	4.2	4.4
10	MA312	Major Project	3	3.8	3.5	3.4	4.8	4.1	4.4	3.7	3.7
11	MA346	Metric Spaces	3	4.1	4.8	4.4	4.4	3.6	4.4	3.5	4.0

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Feedback Analysis Report on Curriculum
2020- 2021

2.3. Teacher Suggestions

- Some of the reference books prescribed/listed as reference are not the latest edition.
- Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
- It is suggested that some advanced courses of mathematics, software based and skill enhancement courses should be included in the curriculum.

Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

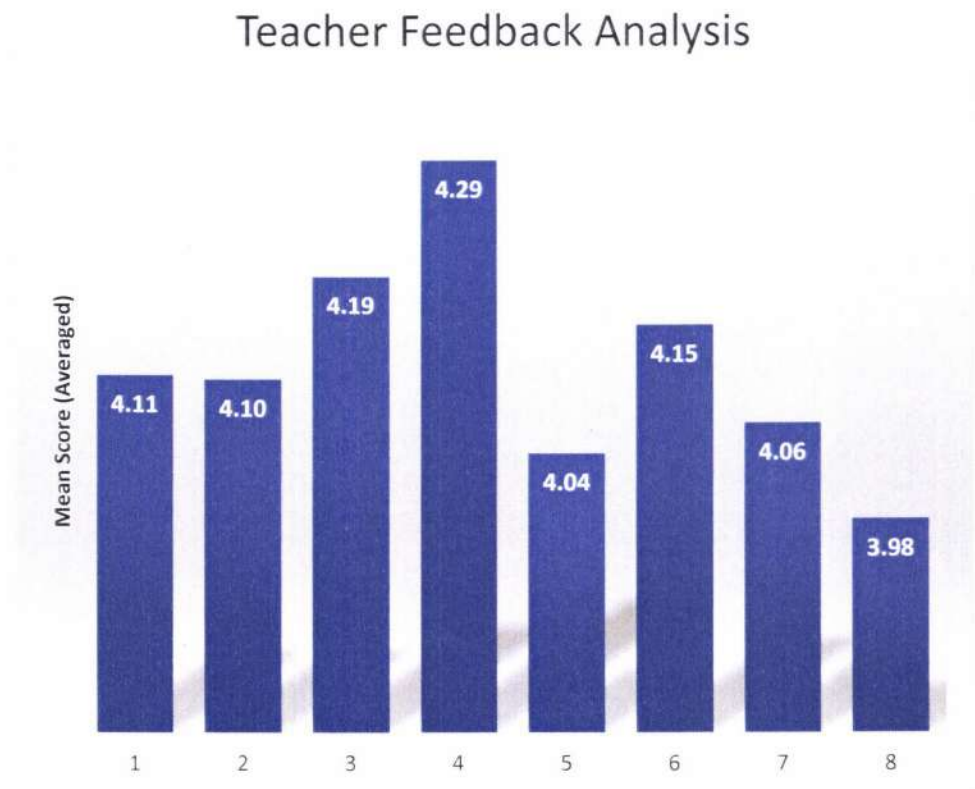

Figure 2: Average values of the teacher feedback mean scores of the courses.

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Department of Mathematics
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Feedback Analysis Report on Curriculum
2020- 2021

Observations:

The averaged mean scores of the teacher feedback are above 4.0 except for T-Q8 which is 3.98. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to update the accessibility of the updated edition of some reference books.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

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Department of Humanities & Liberal Arts
DIT University, Dehradun-248009

Feedback Analysis Report on Curriculum
B.A. (Hons.) English
(2020-2021)

Teacher Feedback

The Internal Quality Assurance Cell (IQAC) of the institution designs and collects feedback from its stakeholders to assess and evaluate the performance quality with regard to the curriculum and curriculum related issues. This report is the analysis of the feedback which were collected from faculty members on several aspects of curriculum and its learning related issues in terms of quality, competence, skills and professionalism.

The feedback of the teachers who taught the courses of B.A. (Hons.) English has been collected for the year 2020-21. After the completion of each semester, the feedback form is given to each faculty member for each course to fill. The scale from strongly disagree (1) to strongly agree (5) has been used to analyse the opinions of teachers on the curriculum of the program. Thereafter, mean has calculated of all the responses for the particular statement related to each course. After calculating the mean scores of each course, further the mean has been calculated of all the courses under each statement. Below figure 1 shows the statement-wise mean scores of all the courses:

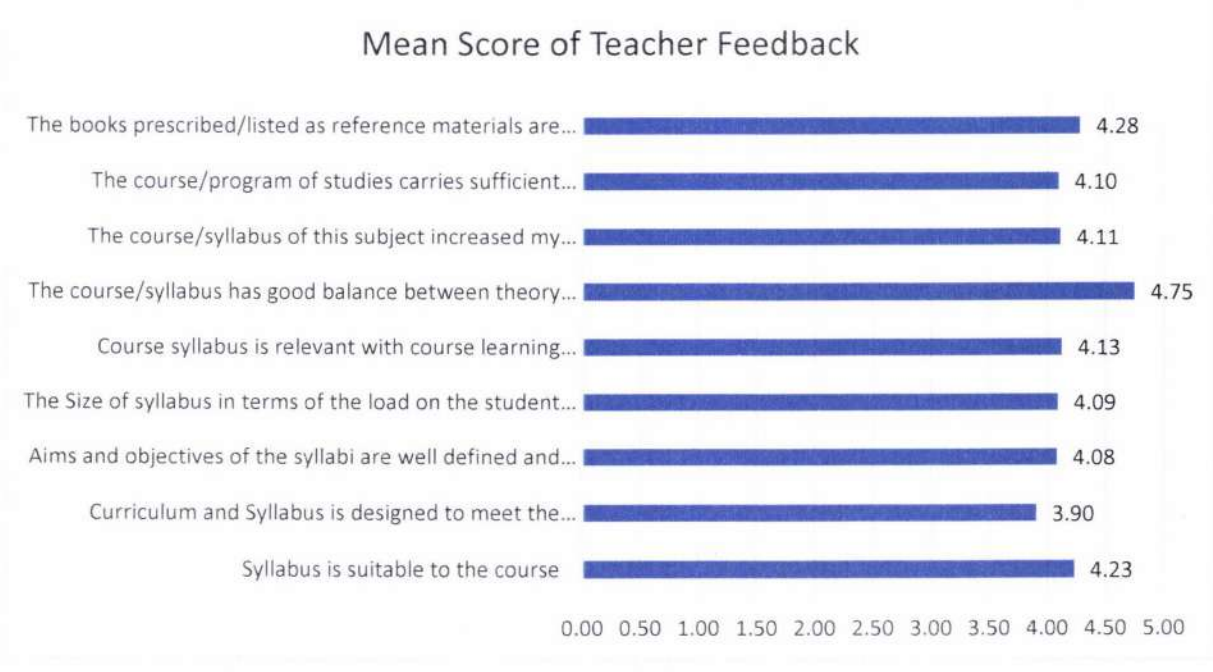

Figure 1

To analyse the opinions of faculties on the curriculum of the courses of B.A. (Hons.) English Program, the scale from strongly disagree (1) to strongly agree (5) has been used. Most of the faculty members have agreed that the syllabus is suitable to the courses. The mean score of all the courses for this statement is 4.23. However, five courses, namely, Poetry I (ENG 107), Poetry II (ENG 216), Popular Literature (ENG 247), Post-Colonial Literature (ENG 308) and Partition Literature (ENG 358) registered some scope for improvement. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.90

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which shows that most of the faculty members agree on this. Five courses, namely, Poetry I (ENG 107), Poetry II (ENG 216), Popular Literature (ENG 247), Post-Colonial Literature (ENG 308) and Partition Literature (ENG 358) registered scope for improvement. Most of the faculty members agree on the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 4.08). The analysis depicted that the size of syllabus in terms of the load on the student is appropriate (mean score 4.09). They have agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 4.13).

There is a good balance between theory and Lab of the courses/syllabuses according to the faculties' feedback. The mean score for the same is 4.75 which shows most of the participants agree on this. The mean score for the 'The course/syllabus of this subject increased my knowledge and perspective in the subject area.' is 4.11 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 4.10). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.28).

Suggestion:

On the basis of suggestions of faculty members, it is concluded that revisions are required in the syllabus of some of the courses such as Poetry I (ENG 107), Poetry II (ENG 216), Popular Literature (ENG 247), Post-Colonial Literature (ENG 308) and Partition Literature (ENG 358). The Faculty Members also suggested introduction of a Skill Enhancement Course which aims towards enhancing the student's interpersonal work skills directly augmenting their efficiency.

Submission: The feedback of faculty members was collected and the feedback analysis report is forwarded to the University's Internal Quality Assurance Cell (IQAC).

Head of Department

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Department of Humanities & Liberal Arts
DIT University, Dehradun-248009

Feedback Analysis Report on Curriculum
B.A. (Hons.) Economics
(2020-2021)

Teacher Feedback

The Internal Quality Assurance Cell (IQAC) of the institution designs and collects feedback from its stakeholders to assess and evaluate the performance quality with regard to the curriculum and curriculum related issues. This report is the analysis of the feedback which were collected from faculty members on several aspects of curriculum and its learning related issues in terms of quality, competence, skills and professionalism.

The feedback of the teachers who taught the courses of B.A. (Hons.) Economics in I, II and III year has been collected for the year 2020-21. After the completion of each semester, the feedback form is given to each faculty member for each course to fill. The scale from strongly disagree (1) to strongly agree (5) has been used to analyse the opinions of teachers on the curriculum of the program. Thereafter, mean has calculated of all the responses for the particular statement related to each course. After calculating the mean scores of each course, further the mean has been calculated of all the courses under each statement. Below figure 1 shows the statement-wise mean scores of all the courses:

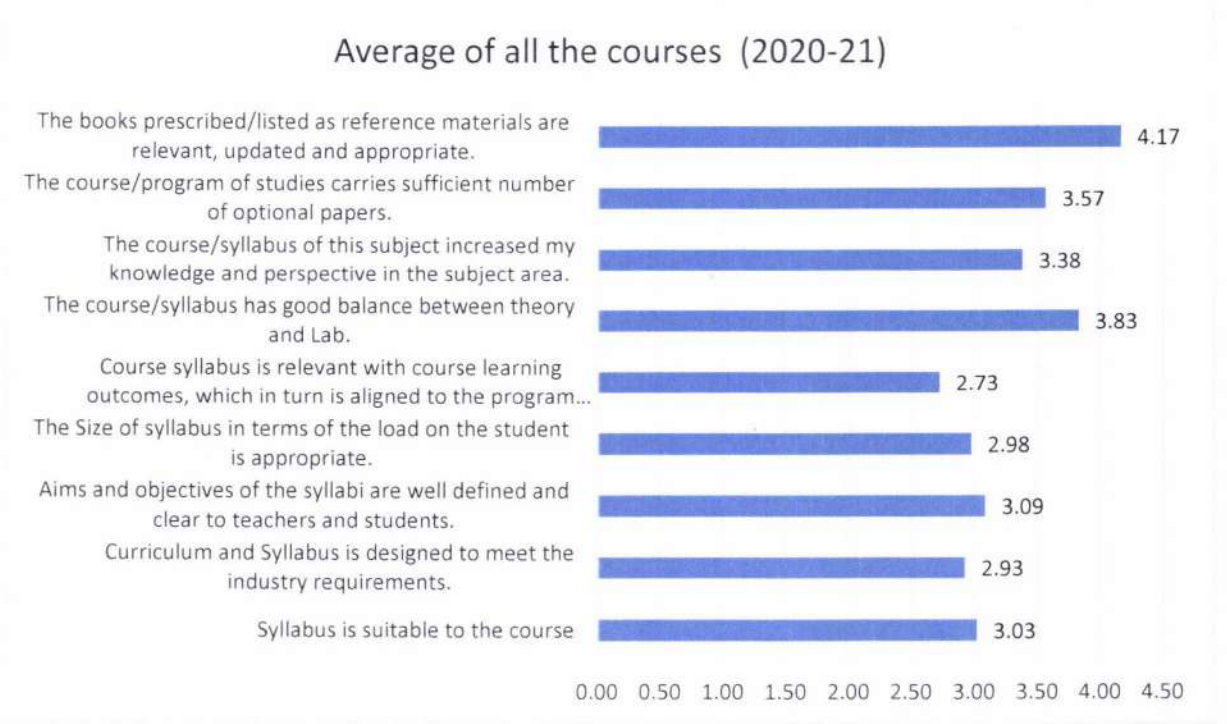

Figure 1

To analyse the opinions of faculties on the curriculum of the courses of B.A. (Hons.) Economics Program, the scale from strongly disagree (1) to strongly agree (5) has been used. Most of the faculty members were neutral that the syllabus is suitable to the courses. The mean score of all the courses for this statement is only 3.03. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is only 2.93 which shows that most of the faculty members disagree on this. Most of the faculty members were neutral on the 'Aims and objectives of the syllabi are well defined and clear to teachers and

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students' (mean score 3.09). The analysis depicted that on the question of size of syllabus in terms of the load on the student is appropriate the faculty is neutral (mean score 2.98). They have disagreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 2.73).

There is a good balance between theory and Lab of the courses/syllabuses according to the faculties' feedback. The mean score for the same is 3.83 which shows most of the participants are agreed on this. The mean score for the 'The course/syllabus of this subject increased my knowledge and perspective in the subject area.' is 3.38 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.57). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.17).

Suggestion:

On the basis of suggestions of faculty members, it is concluded that major revisions are required in the syllabus of most of the courses such as Microeconomics II, Macroeconomics II, Indian Economy I & II, Energy Economics, Development Economics I & II and Econometrics among others.

Submission: The feedback of faculty members was collected and the feedback analysis report is forwarded to the University's Internal Quality Assurance Cell (IQAC).

Head of Department

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Department of Humanities & Liberal Arts
DIT University, Dehradun-248009

Feedback Analysis Report on Curriculum
B.A. (Hons.) Psychology
(2020-2021)

Teacher Feedback

The Internal Quality Assurance Cell (IQAC) of the institution designs and collects feedback from its stakeholders to assess and evaluate the performance quality with regard to the curriculum and curriculum related issues. This report is the analysis of the feedback which were collected from faculty members on several aspects of curriculum and its learning related issues in terms of quality, competence, skills and professionalism.

The feedback of the teachers who taught the courses of B.A. (Hons.) Psychology I, II and III year has been collected for the year 2020-21. After the completion of each semester, the feedback form is given to each faculty member for each course to fill. The scale from strongly disagree (1) to strongly agree (5) has been used to analyse the opinions of teachers on the curriculum of the program. Thereafter, mean has calculated of all the responses for the particular statement related to each course. After calculating the mean scores of each course, further the mean has been calculated of all the courses under each statement. Below figure 1 shows the statement-wise mean scores of all the courses:

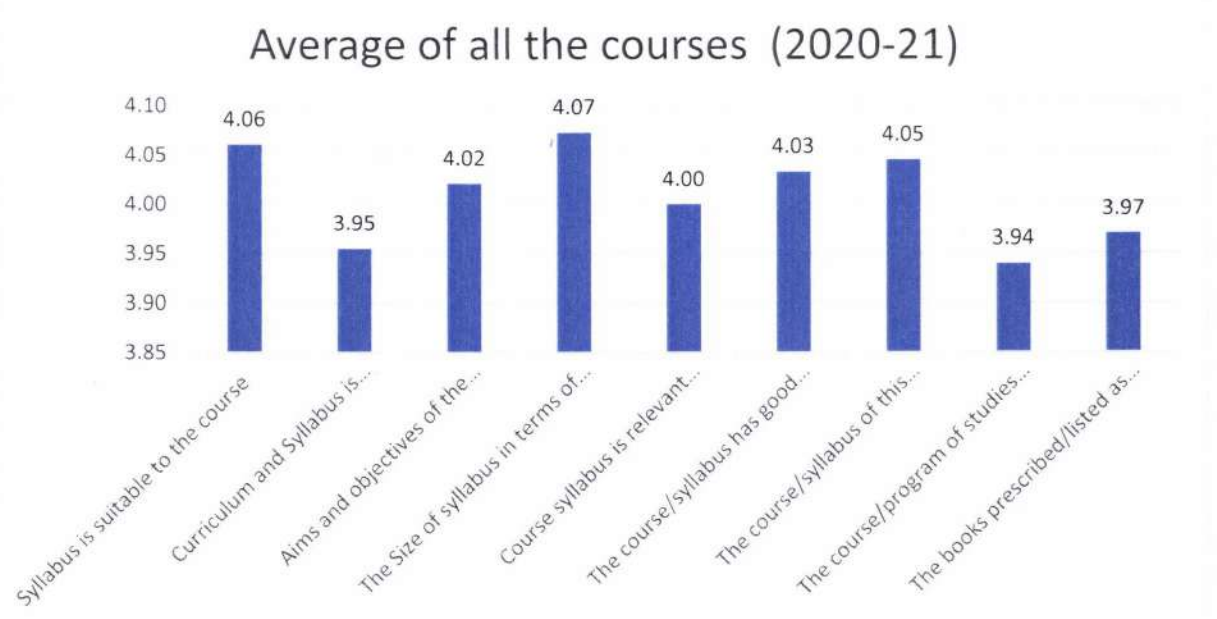

Figure 1

To analyse the opinions of faculties on the curriculum of the courses of B.A. (Hons.) Psychology Program, the scale from strongly disagree (1) to strongly agree (5) has been used. Most of the faculty members have agreed that the syllabus is suitable to the courses. The mean score of all the courses for this statement is 4.06. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.95 which shows that most of the faculty members nearly agree on this. Most of the faculty members agree that the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 4.02). The analysis depicted that the size of syllabus in terms of the load on the student is

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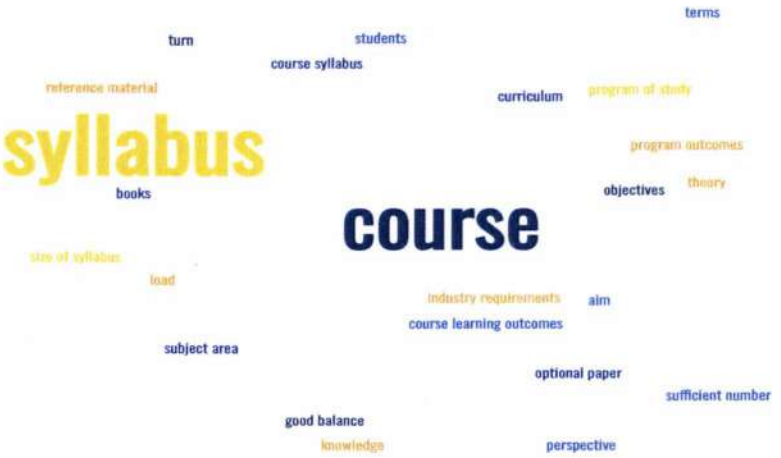
appropriate (mean score 4.07). They have agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 4.00).

There is a good balance between theory and Lab of the courses/syllabuses according to the faculties' feedback. The mean score for the same is 4.03 which shows most of the participants agree on this. The mean score for the 'The course/syllabus of this subject increased my knowledge and perspective in the subject area.' is 4.05 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.94). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 3.97).

Suggestion:



On the basis of suggestions of faculty members, it is concluded that no revisions are required in the syllabus. However, it was suggested that the course curriculum should incorporate life skills in a more detailed and comprehensive manner.

Submission: The feedback of faculty members was collected and the feedback analysis report is forwarded to the University's Internal Quality Assurance Cell (IQAC).

Head of Department

IQAC Coordinator

Department of Management Studies
DIT University, Dehradun- 248009

Feedback Analysis Report on Curriculum

(2020-2021)

Teachers' Feedback

Faculty members from the Management Department were asked for their opinions on several curriculum-related aspects with the help of a structured feedback questionnaire designed by the IQAC of the University. The aspects such as suitability of syllabus, designing of syllabus as per the industrial requirement, size of the syllabus, relevancy of syllabus with course learning outcomes, which in turn is aligned to the programme outcomes etc. As the course instructor plays an important role in designing and implementing the curriculum, the inputs and suggestions received from them was taken for further required action wherever applicable. The present report is the teachers' feedback analysis on curriculum for the year 2020-21. The Internal Quality Assurance Cell (IQAC) of the University has designed the Teachers' Feedback questionnaire.

Feedback is taken from the teaching staff for every course taught in the first and last years of the MBA programme for the academic year 2020-21. Faculty members were requested to complete a feedback form at the end of each trimester for each course they taught. Both scale-based and open-ended questions were there in the form. Following nine question statements were the part of scale-based questions (strongly disagree (1) to strongly agree (2)):

Sr. No.	Question Statements
Q1	Syllabus is suitable to the course.
Q2	Curriculum and Syllabus is designed to meet the industry requirements.
Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
Q4	The Size of syllabus in terms of the load on the student is appropriate.
Q5	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
Q6	The course/syllabus has good balance between theory and Lab.
Q7	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
Q8	The course/program of studies carries sufficient number of optional papers.
Q9	The books prescribed/listed as reference materials are relevant, updated and appropriate

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Feedback Analysis Report on Curriculum

(2020-2021)

The responses were collected and thereafter, the mean for each course is calculated. After getting the mean values for each course, further the mean is calculated of the mean scores of all the courses for each question statement (Figure 1)

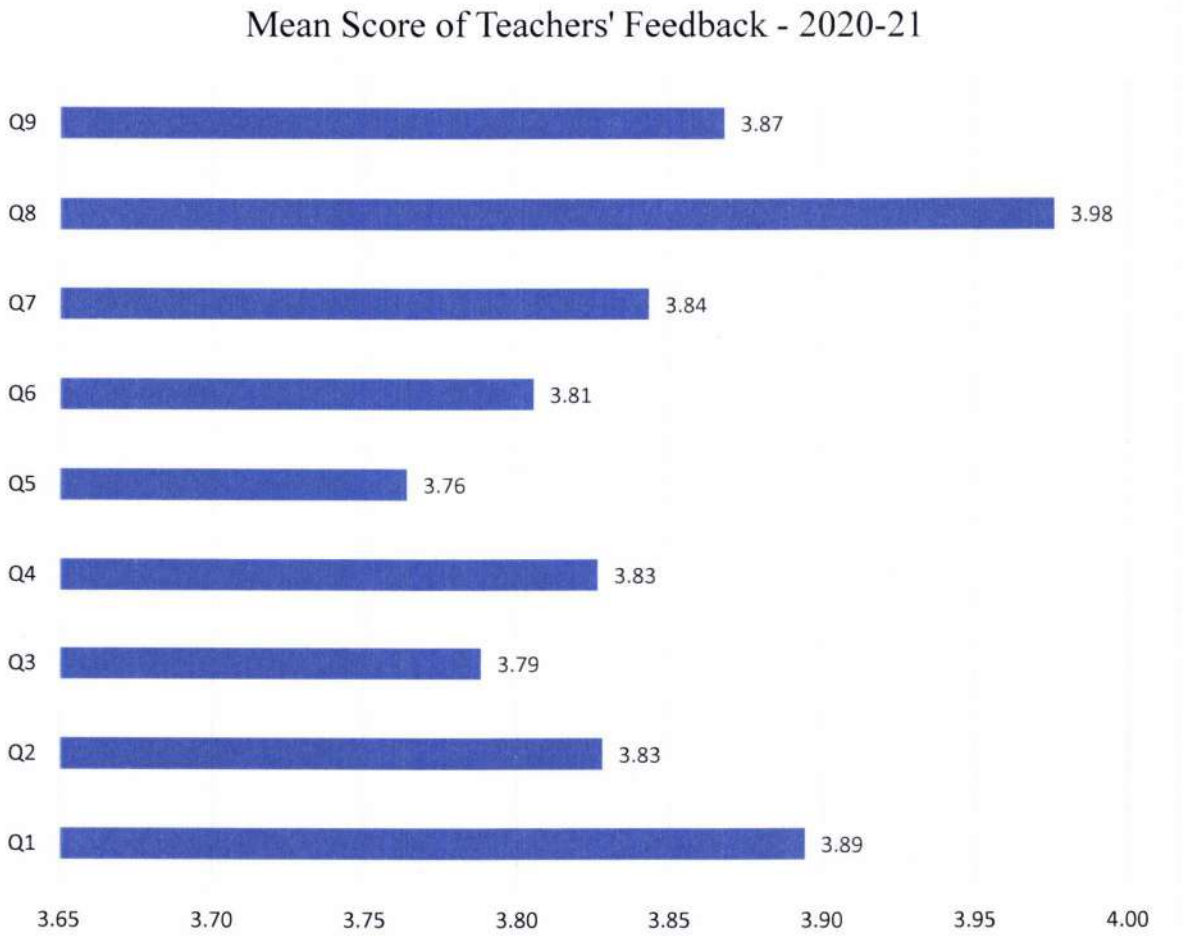

Figure 1

Figure 1 shows the mean score of teachers' feedback for all the courses for the year 2020-21. Faculty members have responded each statement on the scale from strongly disagree (1) to strongly agree (5). 'Syllabus is suitable to the course' is the first question statement which attained average score 3.89 which falls somewhere between neutral to agree. The mean score of second statement "Curriculum and Syllabus is designed to meet the industry requirements" is 3.83 which is showing that faculty participants have also neutral to agree with the designing of course which is meeting industrial requirements. The third statement "Aims and objectives of the syllabi are well defined and clear to

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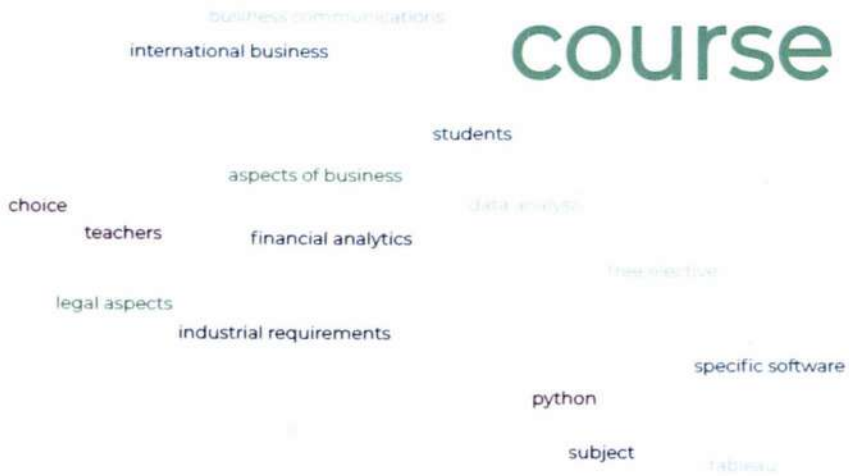
IQAC Coordinator

Feedback Analysis Report on Curriculum

(2020-2021)

teachers and students" has attained an average score 3.79 which is also somewhere between neutral to agree. The average score of fourth statement "The size of syllabus in terms of the load on the student is appropriate" is 3.83 which shows most of the teachers also have neutral to agree on this. Teachers have somewhere responded neutral to agree on the fifth question statement "Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes". The average score of the same is 3.76. The average score of sixth statement "The course/syllabus has good balance between theory and Lab" is 3.81, hence teachers have agreed on the same. The seventh statement "The course/syllabus of this subject increased my knowledge and perspective in the subject area" has the average score 3.84 which shows teachers have neutral to agree on the same. The average score of next question statement "The course/program of studies carries sufficient number of optional papers" is 3.98. It shows participants have agreed on the sufficient number of optional papers. The average score of last statement "The books prescribed/listed as reference materials are relevant, updated and appropriate" is 3.87 which is somewhere between neutral to agree. On an average, most of the faculty members responded between neutral to agree for every question statement.

Suggestion:



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DIT University, Dehradun- 248009

Feedback Analysis Report on Curriculum

(2020-2021)

The teachers suggested that most of the courses are updated but few courses such as business communication, legal aspect of business, financial analytics and international business should be updated as per the industrial requirement. However, the courses such as data analysis I and II should be updated with more specific software. They also suggested some courses such as python, R, Tableau should be introduced. Free electives should be there so that students will be free to choose any subject of his/her choice.

Submission: This report of Teachers' Feedback Analysis is submitted to the University's Internal Quality Assurance Cell (IQAC) for further process.

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School of Architecture, Planning & Design
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Feedback Analysis Report on Curriculum

(2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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Feedback Analysis Report on Curriculum

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2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Des(ID) have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Odd Semester, 2020-2021 and Even Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	BDI111	History, Culture and Society-I	5	3.2	3.5	4.5	4.6	NA	4.1	3.0	4.6
2	BDI112	Aesthetics and Explorations -I	5	4.7	3.8	4.0	4.4	4.6	4.2	4.0	4.7
3	BDI113	Design Methods-1	5	4.1	4.5	4.5	4.6	4.4	3.5	3.7	3.4
4	BDI114	Arch /Interiors Drawing & Repre Skills-I	5	3.0	4.2	4.6	4.3	3.9	4.2	3.8	4.3
5	BDI115	Design Studio-I	5	4.6	4.3	4.6	3.9	4.4	3.6	3.7	4.7
6	BDI141	Interior Photography	5	3.5	3.6	3.7	3.8	3.7	4.0	4.0	4.2
7	BDI201	Interior Design Elements-I	5	4.3	4.0	4.2	3.7	3.8	3.5	4.5	4.4

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	BDI202	Materials & Construction for Interiors-I	5	4.8	3.8	3.5	3.9	4.3	3.8	3.5	3.6
9	BDI203	Interior Design Services-I	3	3.8	3.0	4.7	4.1	NA	3.0	4.5	4.8
10	BDI204	Professional Communication	2	3.7	4.1	4.3	4.6	NA	4.6	4.1	4.6
11	BDI205	Design Studio-III	5	4.3	4.2	4.5	3.9	4.6	4.2	4.7	3.5
12	BDI243	Signage & Graphics	5	3.8	4.1	3.6	4.3	4.0	3.7	4.8	4.6
13	AR241	Theory of Design	5	4.0	4.2	3.5	4.0	4.2	3.7	4.5	4.0
14	BDI301	Global Design Thoughts in Interior	5	4.2	4.4	3.5	4.3	NA	4.5	4.0	4.7
15	BDI302	Materials & Constr for Interiors-III	5	4.2	4.1	3.5	3.8	3.5	4.0	3.6	4.6
16	BDI303	Working Drawing & Furniture Detailing	5	3.9	4.2	4.4	3.9	4.4	4.1	4.4	4.7
17	BDI304	Estimation & Costing	5	3.9	4.0	3.9	4.4	NA	4.5	4.5	3.9
18	BDI305	Design Studio-V	5	3.6	3.7	4.1	4.4	4.7	3.6	4.4	3.6

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
19	BDI341	Design Management	5	3.9	3.8	4.2	4.1	4.1	4.6	3.8	4.4
20	AR381	Architectural Photography	5	3.6	3.8	4.5	3.6	4.4	3.7	3.7	3.7
21	BDI401	Codes & Standards in Interior Design	5	3.7	4.7	4.8	3.7	NA	3.9	3.8	4.8
22	BDI402	Materials &Construction for Interiors-IV	5	4.6	3.8	4.8	3.6	4.7	4.6	4.1	3.9
23	BDI403	Research Skills & Seminars	5	3.6	3.9	3.9	4.1	4.6	4.1	3.6	4.2
24	BDI404	Project Management	5	4.4	3.6	3.9	4.7	NA	4.1	4.4	3.6
25	BDI405	Design Studio-VI	5	3.8	3.5	4.6	4.5	3.5	4.6	4.1	3.5
26	BDI441	Acoustics	5	3.0	3.3	3.6	3.8	3.8	3.4	4.6	4.0
27	AR481	Graphics & Product Design	2	4.5	4.5	4.5	3.6	4.7	4.4	3.5	3.7

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Table 4: Course-wise mean score of teacher feedbacks for Even Semester, 2020-2021

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	BDI116	History, Culture and Society-II	5	4.7	4.1	3.9	4.1	NA	4.1	4.4	3.9
2	BDI117	Aesthetics & Explorations-II	5	4.1	3.6	4.5	4.7	3.5	4.0	3.8	3.6
3	BDI118	Design Methods-II (Anthro & Ergono)	5	4.5	4.5	4.5	4.3	4.7	4.7	4.5	4.4
4	BDI119	Arch/Interior Drawings & Repre Skill	5	4.7	4.4	4.5	4.3	3.4	4.3	4.3	3.9
5	BDI146	Market Research and Spotting Trends	5	4.3	3.5	4.7	3.4	4.0	4.4	3.9	4.2
6	BDI121	Design Studio II	5	3.0	3.5	4.2	4.3	3.9	4.5	4.6	3.8
7	BDI206	Interior Design Elements-II	5	4.5	4.4	4.0	3.5	3.8	4.1	3.4	4.4
8	BDI207	Material & Construction for Interiors-II	5	3.8	3.4	4.6	4.3	4.5	4.4	4.0	4.0
9	BDI208	Interior Design Services-II	3	4.2	3.5	4.5	4.7	NA	3.4	3.8	3.6
10	BDI209	Furniture Design	5	4.4	4.1	3.8	4.4	3.4	3.9	3.4	4.5

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
11	BDI211	Design Studio-IV	5	4.0	4.6	4.3	4.7	3.9	3.4	3.6	3.4
12	BDI244	Interior Landscape	5	3.7	4.4	4.1	3.7	4.3	4.1	4.2	3.8
13	BDI406	Interior Project	5	3.0	3.8	3.9	3.8	3.0	3.7	4.7	4.2
14	BDI407	Materials & Construction for Interiors-V	5	4.3	4.5	3.6	3.7	4.3	3.9	4.6	4.1

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Feedback Analysis Report on Curriculum

(2020-2021)

2.3. Teacher Suggestions

- Course baskets of other schools are to be included in curriculum.
- Software skill of students should be improved.
- Value added and technical training should be conducted.
- MOOC courses should be offered.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

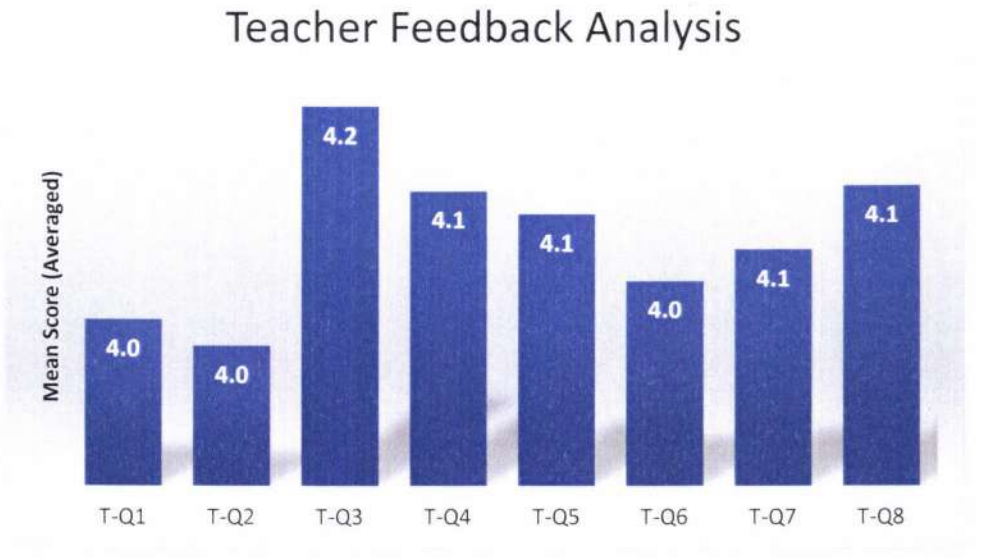

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are around 4.0. The obtained feedback scores are satisfactory. The teachers have emphasized the requirement of software skills, interdisciplinary courses, mooc courses etc.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

Head of Department

IQAC Coordinator

Feedback Analysis Report on Curriculum

(2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

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Feedback Analysis Report on Curriculum

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2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Arch have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Odd Semester, 2020-2021 and Even Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR111	Architectural Design-I	16	3.0	3.5	4.3	4.4	4.8	3.9	3.0	4.2
2	AR112	Building Construction & Materials-I	16	4.1	3.7	4.7	4.0	3.8	4.5	3.5	3.6
3	AR113	Structural Design & Systems-I	3	3.6	4.4	3.4	4.7	NA	4.3	4.0	4.6
4	AR114	Architectural Graphics Skills-I	16	3.0	4.5	4.8	3.5	3.7	4.6	4.3	3.5
5	AR116	Basic Design & Visual Art	16	4.3	4.1	3.7	3.7	3.8	4.7	4.5	4.6
6	AR117	Computer Application-I	16	3.6	3.8	4.1	3.7	3.7	4.7	4.6	3.9
7	AR115	History of Architecture & Culture-I	16	3.6	3.5	4.5	3.6	NA	4.6	4.0	4.2

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(2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	CH 201	Environment Science	2	3.6	4.7	3.5	3.6	NA	4.6	3.7	3.7
9	AR201	Architectural Design-III	16	3.7	3.6	4.1	3.9	4.6	3.0	4.6	4.1
10	AR202	Building Construction & Materials-III	16	4.7	4.7	3.7	4.5	3.6	4.5	3.8	3.6
11	AR203	Structural Design & Systems-III	16	4.2	3.7	4.5	4.4	NA	4.6	3.7	3.4
12	AR204	Architectural Graphics Skills-III	16	4.4	4.7	4.0	4.6	4.6	4.7	3.9	4.0
13	AR206	Climatology	16	4.6	3.7	3.8	4.6	NA	4.0	4.6	4.7
14	AR241	Theory of Design	4	3.7	3.4	4.3	4.2	3.5	4.5	4.1	3.5
15	AR205	History of Architecture & Culture-III	3	4.6	4.6	3.4	4.4	NA	3.6	4.5	4.4
16	AR 301	Architectural Design-V	16	4.4	3.5	4.4	4.5	3.9	4.2	3.8	3.6
17	AR 302	Building Construction & Materials-V	16	4.8	4.6	3.8	3.8	4.3	3.7	4.7	3.9
18	AR 303	Structural Design & Systems-V	2	4.5	3.6	3.8	4.5	NA	4.1	4.3	3.6

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
19	AR 304	Building Services-I(WS)	5	3.6	3.4	4.4	4.4	NA	4.4	4.7	3.6
20	AR 305	Working Drawing-I	16	4.2	3.6	4.0	3.9	3.9	4.4	4.4	4.6
21	AR 306	Landscape Design	16	4.7	4.5	3.9	3.5	NA	4.2	4.6	4.4
22	BDI341	Design Management (Open Elective)	2	4.2	3.4	4.1	4.3	3.5	3.6	4.0	4.2
23	HS302	Personality Development Program 1	2	4.8	4.2	3.7	3.5	4.2	4.3	4.2	4.6
24	AR341	Architectural Documentation	3	4.1	4.5	4.5	3.9	3.6	4.4	3.5	4.7
25	AR344	Architectural Journalism	2	3.9	4.4	3.8	3.7	3.7	4.0	4.7	4.0
26	AR401	Architectural Design-VII	16	3.0	3.3	3.0	4.2	3.5	3.4	3.8	3.5
27	AR402	Building Construction & Materials-VII	16	3.9	4.4	3.9	3.6	4.0	3.9	4.1	4.7
28	AR403	Structural Design & Systems-VII	3	4.5	4.3	4.2	4.3	NA	4.0	3.5	4.3
29	AR404	Urban Design	16	3.9	3.4	3.6	4.4	NA	3.9	4.1	4.5
30	AR405	Sustainable Buildings	5	3.7	3.5	4.6	4.5	NA	4.2	4.4	4.7
31	ME445	Total Quality Management	2	3.9	3.6	4.0	3.7	NA	3.4	4.5	3.5

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
32	AA9S10	Architectural Design-IX	16	4.6	4.3	4.3	3.5	4.4	3.9	3.9	4.7
33	AA9S20	Advanced Construction	16	3.0	3.7	4.0	3.9	4.6	4.7	4.1	4.2
34	AA9010	Professional Practice- I	16	3.8	3.8	4.2	4.7	NA	4.5	4.4	3.4
35	AA9020	Research Skills & Project Introduction	7	3.5	4.2	3.4	4.3	4.7	4.5	4.6	3.9
36	AA9030	Construction & Resource Management	16	4.3	4.0	4.5	4.1	NA	4.0	3.6	4.7
37	AA9210	Seminars	16	4.7	3.6	3.5	4.3	4.7	4.0	3.7	4.2
38	AA9610	Visual Arts & Communication	3	4.1	3.6	4.8	3.9	4.1	4.6	4.3	3.4
39	AA9620	Waste Management	5	4.6	4.1	3.6	4.2	3.4	3.6	3.8	4.6
40	AA9310	Value Added Programme	16	3.0	3.3	3.5	4.0	3.0	4.0	4.3	4.2

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Table 4: Course-wise mean score of teacher feedbacks for Even Semester, 2020-2021

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR 118	Architectural Design-II	16	4.3	3.2	4.3	4.8	3.9	3.4	4.7	4.7
2	AR 119	Building Construction & Materials-II	16	4.1	4.3	3.7	4.5	4.4	4.2	3.8	4.5
3	AR 125	Structural Design & Systems-II	3	3.5	3.0	4.5	3.6	NA	4.5	4.4	4.4
4	AR 121	Architectural Graphics Skills-II (Manual)	16	3.7	3.6	3.4	3.6	3.6	4.7	4.5	4.1
5	AR 122	History of Architecture & Culture-II	4	4.8	4.0	4.2	4.4	NA	3.7	4.7	4.6
6	AR 123	Surveying & Levelling	2	4.5	4.8	3.7	4.2	4.1	3.6	4.6	4.6
7	AR 124	Computer Application-II	16	3.9	3.7	4.2	4.7	4.4	3.9	4.4	4.6
8	HS 103	Professional Communication	2	3.9	4.7	4.3	4.2	NA	4.0	3.8	4.2
9	AR 207	Architectural Design-IV	16	3.7	3.0	3.2	3.9	3.0	4.0	4.3	3.7
10	AR 208	Building Construction & Materials-IV	16	4.2	4.4	3.9	3.6	3.6	4.1	4.2	4.7

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
11	AR 209	Structural Design & Systems-IV	3	4.0	4.2	3.9	3.8	NA	4.3	4.7	3.7
12	AR 213	Architectural Graphics Skills-IV	16	4.5	4.5	4.3	4.4	4.7	4.8	4.7	4.5
13	AR 211	Contemporary Architecture	16	4.5	4.3	3.8	3.8	NA	4.3	3.6	3.9
14	AR 212	Building Bye Laws & Code of Practice	16	4.5	3.6	4.2	3.5	NA	4.6	3.7	4.4
15	AR246	Interior Design	16	4.0	3.7	3.9	3.7	4.1	4.6	4.6	4.7
16	AR 307	Architectural Design-VI	16	3.9	4.0	3.8	3.9	3.6	4.5	4.6	4.7
17	AR 308	Building Construction & Materials-VI	16	3.7	4.6	4.2	3.8	3.9	3.5	4.0	4.7
18	AR 309	Structural Design & Systems-VI	3	4.3	3.4	3.5	4.1	NA	4.1	3.5	3.7
19	AR 313	Working Drawing-II	16	4.6	3.8	3.8	4.1	3.5	4.5	3.6	4.3
20	AR 314	Specification and Estimation	16	3.5	4.2	4.6	4.5	NA	3.7	4.5	4.1
21	AR 311	Town Planning	8	4.6	3.5	3.8	3.9	NA	3.6	3.9	4.0
22	AR 312	Building Services-II(EMS)	16	3.9	4.0	3.5	4.2	NA	3.9	4.0	4.6

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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
23	CE381	Disaster Preparedness, Planning & Management	2	4.2	4.3	4.3	4.3	NA	3.6	3.4	4.1
24	HS305NC	Personality Development Program 2	2	4.1	3.4	4.0	4.1	4.6	4.7	3.7	4.2
25	AR 406	Architectural Design-VIII	16	4.1	3.9	3.6	3.6	3.1	4.8	3.5	4.0
26	AR 407	Advance Construction & New Building Materials	16	3.6	4.4	3.6	4.3	4.0	4.0	3.5	4.6
27	AR 408	Professional Practice-I	16	3.8	4.0	3.4	4.6	NA	3.6	3.6	4.6
28	AR 409	Research Skills	16	3.9	4.5	4.7	3.6	3.6	4.6	3.8	3.8
29	AR441	Vernacular Architecture	16	4.0	4.6	4.3	4.8	3.0	3.6	4.0	3.9
30	AR449	Mega Structures	16	4.7	4.2	4.6	4.3	3.0	4.0	3.7	3.6
31	AA0S10	Architectural Thesis	16	4.0	4.7	4.2	3.9	3.0	4.4	4.0	4.0
32	AA0010	Professional Practice- II	16	3.6	4.2	4.7	3.8	NA	3.7	4.5	3.9
33	AA0620	Urban Design	16	4.0	3.9	4.6	4.1	3.5	3.7	4.2	4.2
34	AA0640	Alternate Construction Technology	16	4.8	3.5	4.5	4.0	3.0	4.1	3.6	4.5

Head of Department

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Feedback Analysis Report on Curriculum

(2020-2021)

2.3. Teacher Suggestions

- Students faced difficulty in planning a large site. Site planning part should be improved.
- Courses from other departments should be offered to B.Arch students.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

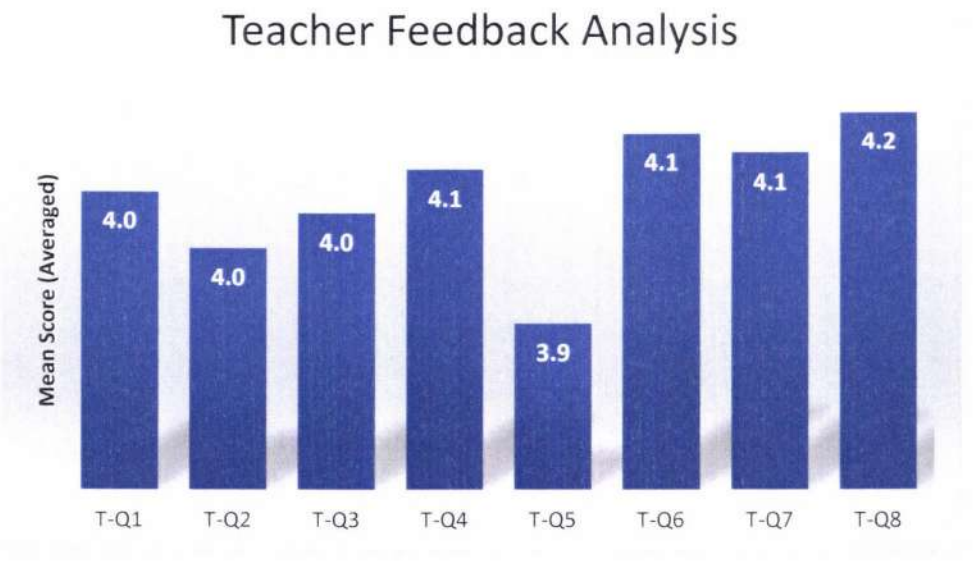

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 except for T-Q5 which is 3.9. The obtained feedback scores are satisfactory. The teachers have emphasized the requirement of site planning skill and interdisciplinary courses.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

Head of Department

IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009

Feedback Analysis Report on Curriculum

B.Des (UX)

(2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
T-Q4	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

Head of Department

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School of Architecture, Planning & Design
DIT University, Dehradun-248009

Feedback Analysis Report on Curriculum

M.Des (UX)

(2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

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T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
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Head of Department

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Feedback Analysis Report on Curriculum
M.Des (UX)
(2020-2021)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of M. Des(UX) have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Odd Semester, 2020-2021 and Even Semester, 2020-2021, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	MDX 101	Fundamentals of Design	3	3.1	3.9	4.2	4.4	4.1	4.6	3.0	3.7
2	MDX 102	HCI and User Experience	3	3.6	4.5	4.0	4.2	3.6	4.8	4.1	3.4
3	MDX 103	Cognitive Design and Ethnography	3	3.2	3.9	3.7	4.1	4.2	3.7	4.8	4.6
4	MDX 104	UX Design	3	3.0	3.9	3.0	3.0	3.9	4.4	4.6	3.7
5	MDX 105	User Interface Design	3	3.8	4.5	3.7	3.9	4.6	4.4	4.4	4.4
6	MDX 106	Design Thinking and Innovation	3	3.7	4.3	4.5	4.1	4.6	3.9	4.7	3.5
7	MDX 107	Introduction to Design Research	3	3.4	4.0	3.3	4.5	4.7	3.9	4.7	4.5

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M.Des (UX)

(2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	MDX 108	Presentation and Communication Skills	3	4.7	4.6	3.8	4.2	4.5	4.1	3.8	4.3
9	MDX 201	Design Project - 1 (Complex problem)	3	3.1	3.5	4.1	4.1	4.0	3.0	4.5	4.5
10	MDX 202	Internship Project	3	4.5	3.4	4.2	4.4	3.9	4.7	3.5	4.4
11	MDX 203	Dissertation Project	3	4.6	3.5	4.6	4.3	4.1	4.0	4.0	3.9
12	MDX241	UX for IOT	3	4.3	3.7	3.5	3.7	4.4	4.1	4.8	4.1
13	MDX245	G2C in Healthcare	3	3.9	4.0	3.8	4.7	4.4	4.4	4.5	4.6

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M.Des (UX)

(2020-2021)

Table 4: Course-wise mean score of teacher feedbacks for Even Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	MDX 109	Omnipresence Design	3	4.3	3.8	4.4	4.6	4.0	3.5	3.8	3.8
2	MDX 110	Digital Experience Strategy	3	4.8	3.4	3.5	3.5	4.5	4.3	3.8	3.8
3	MDX 111	Service Design and Enterprise UX	3	3.9	4.6	4.6	3.8	3.9	3.6	4.8	4.3
4	MDX 112	Customer Experience in Fintech	3	4.1	4.4	3.8	4.3	3.9	4.5	4.0	3.6
5	MDX 113	Human Factors in Healthcare	3	4.1	4.7	3.7	3.6	4.3	4.3	4.3	4.7
6	MDX 114	UX Design for Emerging technology	3	4.1	4.0	3.8	4.6	4.7	4.7	4.0	3.7
7	MDX 115	Seminar 1	3	3.5	4.7	4.8	3.4	4.4	3.6	3.7	3.5
8	MDX 204	Seminar 2	3	4.6	4.6	3.6	3.8	NA	4.7	4.2	4.4
9	MDX 205	Thesis Project	3	3.4	4.0	4.5	4.8	4.6	4.1	4.0	4.4

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Feedback Analysis Report on Curriculum

B.Des (UX)

(2020-2021)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Des(UX) have been collected for the year 2020-21 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Odd Semester, 2020-21 and Even Semester, 2020-21, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	BDX 101	Sketching & Drawing	2	3.1	3.9	3.8	4.8	3.6	4.0	3.0	3.9
2	BDX 102	Introduction to Visual Design	3	3.8	4.3	4.3	4.5	3.5	4.3	4.6	3.5
3	BDX 103	Fundamentals of Design	3	3.2	4.3	3.7	4.1	4.4	4.4	4.8	4.3
4	BDX 104	History of Art & Evolution of Design	3	3.0	3.9	3.0	3.0	NA	4.6	4.6	4.5
5	BDX 105	Empathy and Understanding Problems	3	3.5	4.2	3.5	3.6	3.5	4.0	3.9	4.5
6	IX 101	Introduction to UX Design	4	4.0	4.1	4.2	4.3	3.5	4.1	3.9	4.0
7	IX 102	Design Communication & Visualizing Ideas	4	4.5	4.0	3.3	3.4	4.0	4.7	4.7	4.3
8	BDX 201	Service Design & Task Flows	3	3.7	4.6	3.5	4.8	3.6	3.6	4.8	4.1

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Feedback Analysis Report on Curriculum
B.Des (UX)
(2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
9	BDX 202	Introduction to UI Design	3	3.1	3.5	4.8	4.1	3.7	3.0	3.7	4.2
10	BDX 203	Information & Data Study	3	4.3	4.5	4.2	3.7	3.9	4.7	4.2	3.4
11	BDX 204	Introduction to User Research	3	4.0	3.8	4.8	4.6	4.0	3.9	4.4	4.5
12	BDX 205	Design Thinking	3	3.8	4.4	4.3	4.1	4.5	3.4	3.9	4.4
13	IX 201	Ethnography & People Design	4	4.2	3.6	3.8	4.3	3.8	4.4	4.5	4.0
14	IX 202	Information Architecture	4	3.5	4.8	3.5	4.4	3.6	3.7	3.6	4.0
15	BDX 301	Wireframing and Prototyping	3	4.7	4.1	4.1	3.9	3.8	4.6	3.8	4.1
16	BDX 302	Visual Design Tools Advance	3	4.4	4.5	3.8	4.2	3.6	4.7	4.0	3.8
17	BDX 303	Usability Testing	3	4.6	4.3	3.7	3.5	3.9	4.5	4.4	4.2
18	BDX 304	Technology in Experience Design Advance	3	4.7	3.6	3.5	3.5	4.8	3.8	4.6	4.4
19	IX 301	UX and Digitilization	4	4.6	3.6	4.4	4.2	3.5	3.8	4.6	4.2
20	IX 302	Innovation Management	4	3.9	4.7	4.6	4.5	4.7	4.0	4.7	4.4
21	IX 303	Omnichannel Experience Design	4	3.9	3.4	4.0	3.9	4.0	4.2	4.1	4.8
22	BDX344	Applied Ergonomics	3	3.7	4.5	4.1	4.4	3.6	4.7	4.1	3.6

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Feedback Analysis Report on Curriculum

B.Des (UX)

(2020-2021)

Table 4: Course-wise mean score of teacher feedbacks for Even Semester, 2020-2021.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	BDX 106	Sketching & Drawing Advance	3	4.1	4.7	3.5	3.6	4.2	4.0	3.8	4.2
2	BDX 107	Visual Design Tools	3	4.6	4.0	3.6	4.3	4.4	4.6	3.6	3.7
3	BDX 108	Basics of UI Development	1	3.6	4.0	4.2	3.7	3.8	3.9	4.3	3.9
4	BDX 109	Technology in Experience Design	3	3.0	3.3	3.0	3.8	3.4	3.4	4.0	4.4
5	IX 103	UX Design Advance	4	3.4	3.4	4.3	3.5	3.7	3.6	4.4	4.3
6	IX 104	Integrated Studio for UX	4	3.4	4.3	4.7	3.8	4.2	3.8	4.0	4.2
7	BDX 206	User Research Application	3	4.7	4.1	3.6	4.4	4.2	3.5	3.6	3.7
8	BDX 207	Introduction to Interaction Design	3	3.5	3.8	3.8	4.6	4.7	4.5	4.7	4.3
9	BDX 208	Data Analytics	3	3.7	4.6	3.8	4.2	4.5	4.2	3.5	4.6
10	BDX 209	UI Design Advance	3	3.5	3.6	3.8	4.1	4.1	3.5	4.3	4.0
11	IX 203	Service Design & Task Flows Advance	4	4.6	3.4	3.4	4.1	4.3	3.7	4.1	4.6

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Feedback Analysis Report on Curriculum

B.Des (UX)

(2020-2021)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
12	IX 204	Design Thinking Application	4	3.7	4.6	3.7	3.6	4.8	4.4	3.9	3.4
13	IX 205	Introduction to 6D	4	4.5	4.7	4.1	4.7	3.5	4.1	3.9	3.7
14	BDX 305	UI Development Advance	3	4.0	4.2	4.1	4.6	4.2	4.1	4.6	4.4
15	BDX 306	UX Design for Futuristic Technologies	3	4.1	4.6	4.5	4.0	3.6	4.3	4.4	4.7
16	IX 304	Interaction Design Advance	4	3.6	3.5	3.5	4.2	4.5	4.4	3.6	3.9
17	IX 305	UX Design for Rural India	4	3.7	4.6	4.6	4.8	3.6	4.3	4.2	4.2
18	IX 306	Industry Specific UX Design	4	3.5	4.4	4.4	4.7	3.9	4.6	4.3	3.6
19	IX 307	Integrated Studio for UX Advance	4	4.1	3.6	4.4	4.2	4.2	3.6	4.4	4.2
20	BDX346	UX DESIGN FOR WEB	4	3.9	4.6	4.5	3.6	3.6	4.6	4.7	4.6
21	AR384	Green Building	2	4.0	4.7	3.8	4.3	3.7	4.2	3.7	4.6

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Feedback Analysis Report on Curriculum

B.Des (UX)

(2020-2021)

2.3. Teacher Suggestions

- Interdisciplinary workshops are to be conducted.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

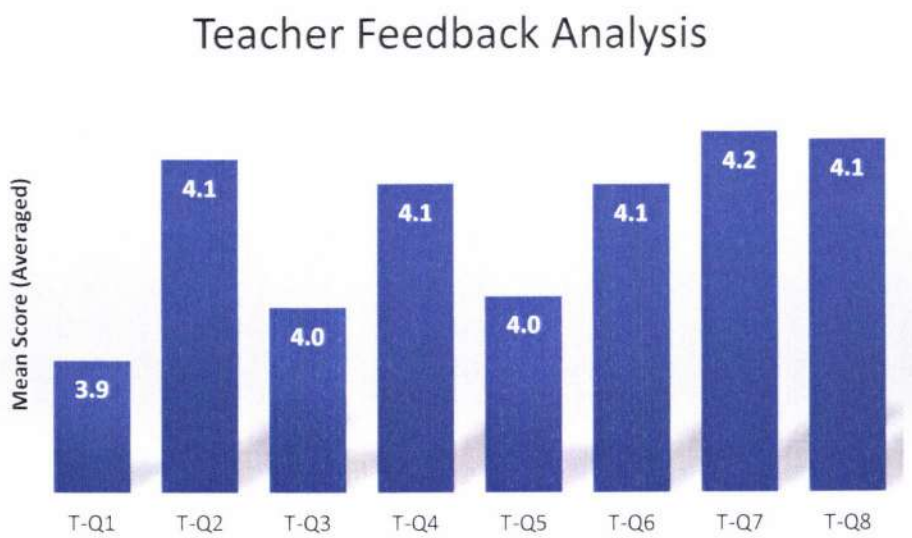

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are around 3.5. The obtained feedback scores are satisfactory. The teachers have emphasized on conducting interdisciplinary workshops.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

Head of Department

IQAC Coordinator

School of Architecture, Planning & Design
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Feedback Analysis Report on Curriculum

M.Tech

(2020-2021)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

Q. No.	Statements
T-Q1	Syllabus is suitable to the course.
T-Q2	Curriculum and Syllabus is designed to meet the industry requirements.
T-Q3	Aims and objectives of the syllabi are well defined and clear to teachers and students.
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T-Q5	The course/syllabus has good balance between theory and Lab.
T-Q6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.
T-Q7	The course/program of studies carries sufficient number of optional papers.
T-Q8	The books prescribed/listed as reference materials are relevant, updated, and appropriate.

The remarks section is provided in the survey for additional suggestions.

Head of Department

IQAC Coordinator

School of Architecture, Planning & Design
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Feedback Analysis Report on Curriculum
M.Tech
(2020-2021)

2.2. Course-wise teacher feedback

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Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2020-2021

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR612	Principles of Management 2018	2	3.4	3.6	3.7	4.4	NA	4.0	3.0	4.7
2	AR613	Project Planning & Scheduling 2018	2	2.7	2.5	3.0	3.8	NA	3.0	3.4	2.9
3	AR615	Construction Equipment & Manag. 2018	2	4.3	4.5	4.5	4.7	NA	4.6	4.5	3.7
4	AR616	Enviro. Manag. & Impact Assemt. 2018	2	2.5	2.9	3.6	2.8	NA	4.0	3.0	4.4
5	AR641	Inventory Management	2	3.7	4.8	4.4	4.6	4.3	3.7	3.6	3.6
6	AR617	Computer Application - I 2018	2	4.1	4.7	4.5	4.5	3.0	4.5	3.7	4.3

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Feedback Analysis Report on Curriculum

M.Tech

(2020-2021)

Table 4: Course-wise mean score of teacher feedbacks for Even Semester, 2020-2021

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR618	Project Formulation & Appraisal	2	4.0	3.8	4.2	3.9	NA	4.3	4.0	4.0
2	AR619	New Building Materials & Technology	2	3.7	4.2	3.8	4.7	3.7	4.1	4.6	4.0
3	AR621	Resource Management in Construction	2	2.6	2.8	4.8	3.9	NA	2.9	4.2	3.9
4	AR644	Building Energy Efficiency Codes	2	4.4	4.7	3.7	3.6	4.2	4.1	3.6	4.4
5	AR625	Research Methodology	2	3.7	3.6	4.0	3.4	NA	4.0	4.4	4.8
6	AR622	Construction Contracts & Administration	2	3.6	4.1	3.5	4.6	NA	4.6	4.3	4.2

Head of Department

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Feedback Analysis Report on Curriculum

M.Tech

(2020-2021)

2.3. Teacher Suggestions

- Lean Construction should also be taught.
- Live case studies are to be included.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

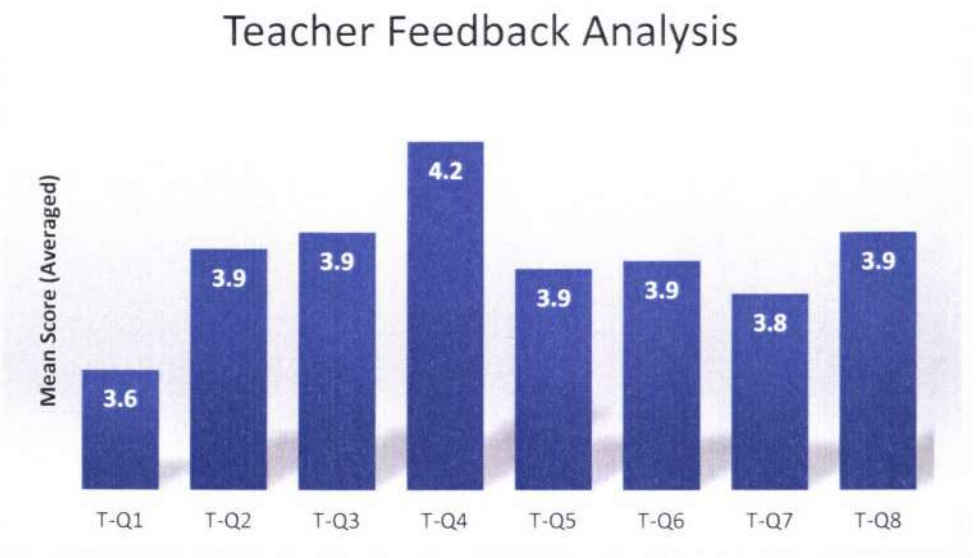

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.5. The obtained feedback scores are satisfactory. The teachers have emphasized the requirement of introducing live case studies.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

Head of Department

IQAC Coordinator

2.3. Teacher Suggestions

- Some more courses are to be taught before the internship.

2.4. Observations and actions

Figure 2 represents the question-wise average values of the teacher feedback mean scores of the courses.

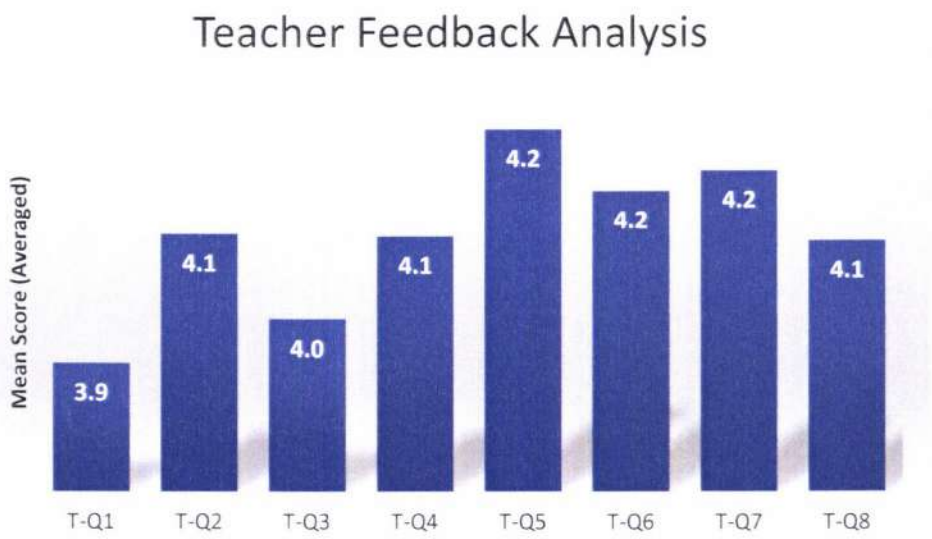

Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are around 3.5. The obtained feedback scores are satisfactory. The teachers have emphasized on addition of courses.

Actions:

The observations and suggestions shall be raised in the upcoming Board of Studies meeting.

Head of Department

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