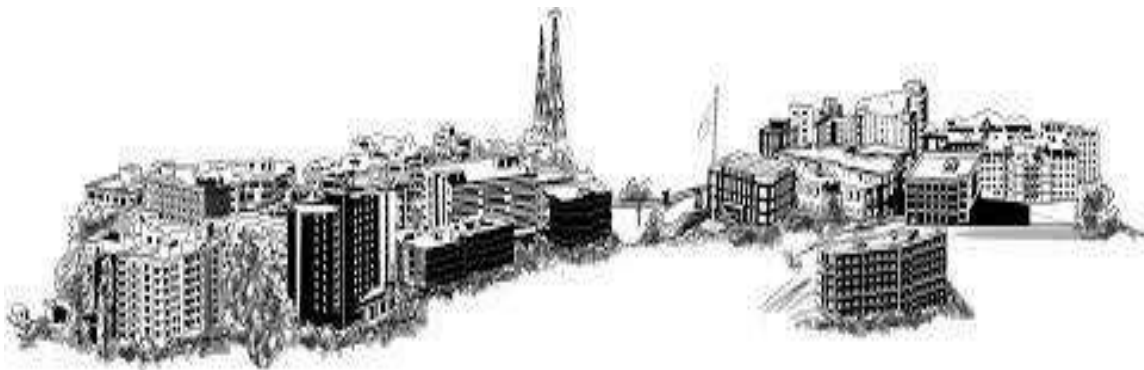




TEACHER'S FEEDBACK REPORT

Academic Year 2019-2020



DIT UNIVERSITY

Mussoorie Diversion Road Dehradun, Uttarakhand-248009

Feedback Analysis Report on Curriculum

(2019-2020)

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.

Feedback Analysis Report on Curriculum

(2019-2020)

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 2019-2020 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, 2018-2019 and Odd Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2018-2019.

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 PROBLEMSOLVING	5	4.1	4.1	4.0	4.0	3.8	4.8	4.5	3.7
2	CS213	THEORY OF COMPUTATION	4	4.2	4.7	4.7	4.0	4.6	4.7	3.9	3.8
3	CS214	OPERATING SYSTEM	4	3.7	3.6	4.4	4.2	4.6	4.4	3.8	4.4
4	CS203	COMPUTER NETWORK	4	4.4	3.8	4.0	4.6	4.5	4.2	3.8	4.7
5	CS205	DOT NET TECHNOLOGIES	4	4.3	3.8	3.9	4.0	3.6	3.8	3.7	4.1
6	CS221	INTRODUCTION TO PYTHON	4	3.7	3.8	4.1	4.0	4.5	3.6	4.2	4.1
7	DA6210	COMPUTER GRAPHICS	5	4.0	4.7	4.8	3.9	3.9	3.5	4.0	3.8
8	DA6220	DOT NET TECHNOLOGIES	5	3.5	3.7	4.6	3.8	3.8	4.2	4.4	4.0
9	DA6230	COMILER DESIGN	5	4.6	3.5	4.3	4.6	3.8	4.0	4.4	4.7

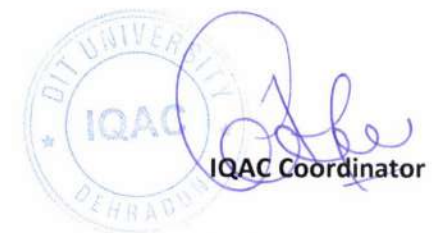
Feedback Analysis Report on Curriculum

(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
10	DA6010	SOFTWARE ENGINEERING	5	3.9	4.2	4.5	4.3	4.5	4.8	4.6	4.5
11	DA6110	PROJECT PHASE-I	5	3.5	3.8	3.9	4.0	3.6	3.5	4.0	4.6
12	DA6640	MOBILE COMPUTING	3	4.0	4.3	4.0	3.7	3.8	3.8	3.5	3.6
13	DA6650	DATABASE ADMINISTRATION	3	4.3	3.6	4.0	3.5	4.3	4.5	4.7	4.4
14	DA8010	BUSINESS INTELLIGENCE	3	4.5	4.1	4.4	4.0	3.6	3.5	3.9	4.4
15	DA8040	REAL TIME SYSTEM	3	3.9	4.3	4.6	4.5	4.0	4.6	3.5	4.7
16	DA8050	CYBER LAW AND IPR	3	4.7	3.8	4.1	3.5	4.4	4.5	4.2	3.7
17	DA8630	COMPUTER VISION	2	3.9	3.8	4.6	3.5	3.8	4.3	4.3	3.7
18	DA8650	SOFTWARE TESTING	2	4.7	4.0	4.7	4.4	4.3	4.2	3.5	4.5
19	DA8120	PROJECT PHASE-III	3	4.0	3.9	4.2	4.1	4.7	4.1	3.8	4.6

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(2019-2020)

Table 4: Course-wise mean score of teacher feedbacks for Odd 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
20	CS211	DISCRETE MATHEMATICS	3	4.3	3.6	3.7	4.8	4.5	3.8	4.8	4.4
21	CS212	COMPUTER ORGANIZATION	3	4.1	4.0	3.9	3.7	4.5	3.7	4.4	4.8
22	CS201	DATA STRUCTURE	3	3.5	4.1	4.4	3.6	3.7	4.3	3.6	4.6
23	CS202	JAVA PROGRAMMING COMCEPTS	3	3.9	3.8	4.7	3.9	3.8	4.6	4.3	4.0
24	CS204	DATABASE MANAGEMENT SYSTEMS	3	4.0	3.6	4.7	4.1	4.3	4.6	4.3	4.2
25	CS301	ALGORITHM ANALYSIS AND SESIGN	3	4.5	3.8	3.6	3.9	4.0	4.7	3.7	3.9
26	CS302	ARTIFICIAL INTELLIGENCE	3	4.1	3.8	3.8	4.2	3.9	4.2	3.7	4.5
27	CS303	COMPUTER GRAPHICS	3	4.4	3.6	3.6	4.2	3.8	3.9	4.3	3.9
28	CS321	STUDY PROJECT	3	4.3	3.8	4.2	4.0	3.9	4.5	4.5	4.4

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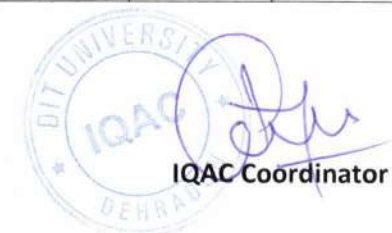
Feedback Analysis Report on Curriculum

(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
29	CS341	COMPUTER BASED NEUMERICAL AND STATISTICAL TECHNIQUES	2	4.4	3.6	3.6	4.5	3.6	4.6	4.1	4.8
30	CS344	INTRODUCTION TO CLOUD TECHNOLOGY	2	3.6	4.4	4.3	4.4	4.8	3.7	4.5	3.7
31	CS342	LINUX ADMINISTRATION AND SHELL PROGRAMMING	2	4.6	4.0	4.4	4.3	4.4	3.7	4.8	4.4
32	CS343	ADVANCED CONCEPT IN OOPS	2	4.7	4.0	4.1	3.7	4.6	4.8	4.1	4.2
33	DA7010	DISTRIBUTED COMPUTING	5	4.6	4.3	4.6	3.6	3.8	4.4	4.1	4.4
34	DA7020	ADVANCED COMPUTER ARCHITECTURE	5	4.8	4.1	3.8	3.8	4.6	4.0	3.8	3.6
35	DA7210	CRYPTOGRAPHY AND NETWORK SECURITY	5	4.3	4.0	3.5	4.6	4.8	3.7	3.7	4.1

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(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
36	DA7030	DATAWAREHOUSING AND MINING	5	3.5	4.2	3.9	4.5	3.8	4.7	3.9	3.7
37	DA7510	INDUSTRIAL TRAINING AND PRESENTATION	5	4.8	4.4	4.3	4.2	3.6	4.6	4.0	3.8
38	DA7640	DIGITAL IMAGE PROCESSING	3	4.3	3.7	4.8	3.9	3.9	4.1	4.5	4.0
39	DA7650	ADVANCED COMPUTER NETWORKS	2	4.6	3.9	4.0	4.2	4.3	4.4	4.3	4.0
40	DA7110	PROJECT PHASE-III	5	4.7	4.4	4.4	3.9	3.7	4.4	3.6	4.3

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Feedback Analysis Report on Curriculum

(2019-2020)

2.3. Teacher Suggestions

- More advance languages should be introduced in curriculum.

2.4. Observations and actions

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

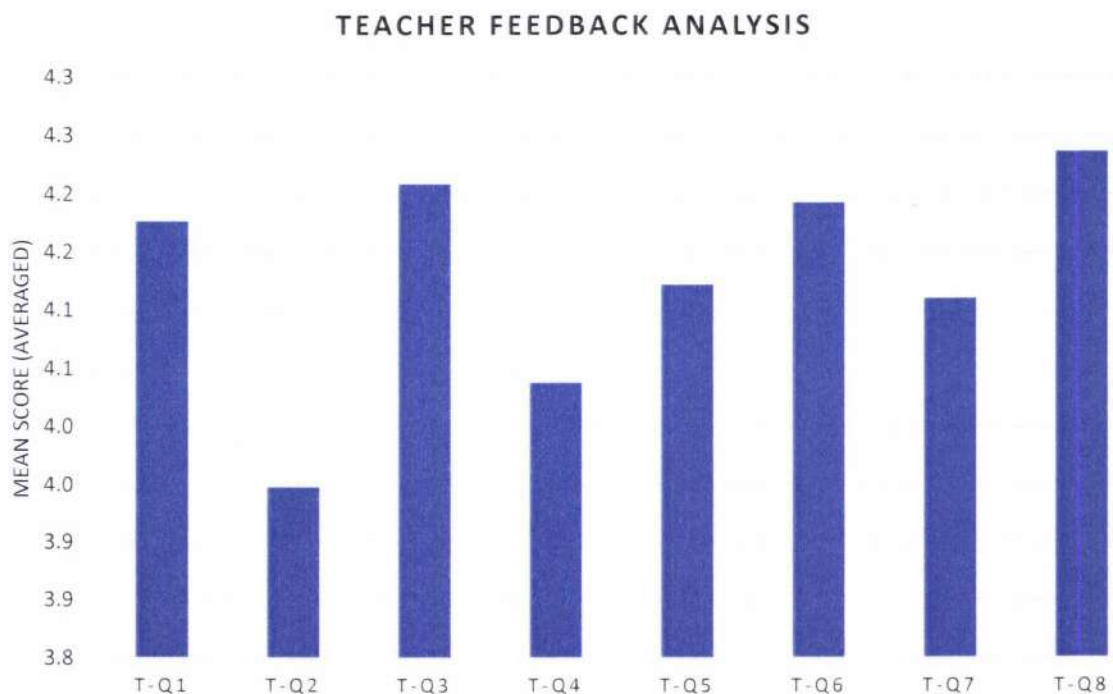


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.8, indicating that the obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the courses should reflect more fundamentals knowledge about the subjects.

Actions:

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

Feedback Analysis Report on Curriculum

(2019-2020)

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.

Feedback Analysis Report on Curriculum

(2019-2020)

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 2019-2020 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, 2018-2019 and Odd Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2018-2019.

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	3.7	3.8	4.0	4.8	3.6	3.7	3.7	4.6
2	CA112	Data Structures in C	3	4.2	4.3	4.8	4.1	4.2	4.5	3.9	4.3
3	CA113	Theory of computation	3	4.1	4.5	4.4	4.4	4.2	4.5	4.7	4.2
4	CA118	Computer Organization	3	4.6	3.9	4.0	4.3	4.7	4.3	4.2	3.9
5	CA115	Computer Based Numerical Techniques	3	4.2	3.9	4.7	3.6	4.5	4.0	4.2	3.7
6	CA116	Accounting and Financial Management	3	3.5	4.8	4.5	3.6	4.3	4.5	3.6	4.1

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(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
7	CA117	Soft Skills	3	4.2	4.2	4.0	3.9	3.7	4.7	4.7	4.7
8	CA211	Management Information System	3	3.6	3.8	4.6	3.6	4.5	4.7	4.3	3.6
9	CA212	Visual Programming with VB .Net	3	4.2	4.3	4.3	3.7	3.5	4.6	4.3	4.2
10	CA213	Microprocessor	3	4.6	3.6	3.5	4.0	3.8	4.4	3.6	4.3
11	CA214	Advanced Web Technologies	3	4.7	3.8	4.3	3.9	4.7	4.0	4.2	4.1
12	CA215	Computer Graphics	3	4.0	3.7	3.7	4.2	4.3	4.1	3.6	4.5
13	CA216	Unified Modeling Language	3	3.7	3.5	4.6	4.4	3.8	4.4	4.4	4.5
14	CA217	Project-I	3	4.0	4.0	4.0	4.4	3.5	4.1	4.0	4.2
15	CA218	Industrial Tour	3	3.9	3.5	3.6	3.9	3.7	4.6	4.3	3.9

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(2019-2020)

Table 4: Course-wise mean score of teacher feedbacks for Odd 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	CA101	Fundamentals of Computer	3	4.2	3.9	4.8	3.6	3.6	4.2	4.5	4.2
2	CA102	Programming in C	3	4.7	4.3	4.0	3.8	4.4	3.5	4.2	4.7
3	CA103	Discrete Mathematics	3	4.7	4.7	3.8	3.7	4.1	4.1	3.9	3.6
4	CA104	Operating Systems	3	4.5	3.7	4.1	4.5	3.7	4.1	4.1	4.7
5	CA105	Digital Electronics	3	3.6	4.6	4.7	4.7	4.1	4.5	4.6	3.7
6	CA106	Colloquium	3	4.6	3.9	3.7	4.5	4.1	4.0	3.8	4.1
7	CA201	Data Base Management Systems	3	4.6	4.8	4.8	4.6	4.3	4.0	4.6	4.3
8	CA202	Design and Analysis of Algorithm	3	4.0	4.8	4.0	4.3	3.9	4.6	4.2	4.5
9	CA203	Object Oriented Programming with C++	3	4.7	4.7	4.5	4.0	4.6	4.0	3.9	4.3
10	CA204	Web Technologies	3	4.6	3.9	4.0	4.3	4.3	4.4	4.0	3.7
11	CA205	Computer Networks	3	4.1	4.3	4.5	4.7	4.6	4.4	3.6	4.1

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Feedback Analysis Report on Curriculum

(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
12	CA206	Organization Behavior	3	3.9	3.6	3.9	3.6	4.7	3.8	3.7	4.1
13	CA207	Pre Project Seminar	3	4.5	4.4	4.7	4.3	3.9	3.6	4.4	4.4
14	CA301	Multimedia and Animation	3	4.2	3.8	3.5	3.7	3.9	4.3	4.0	4.5
15	CA302	Probability and Statistics	3	4.8	4.4	4.5	4.6	4.0	4.5	4.2	4.7
16	CA303	Data Warehouse and Data Mining	3	3.8	4.6	4.2	3.6	4.0	3.5	4.0	4.5
17	CA351	Cryptography & Network Security	3	4.2	4.6	4.1	3.9	4.5	4.1	4.6	3.6
18	CA352	Mobile Computing	3	4.1	3.6	3.7	3.8	4.0	4.8	3.7	4.3
19	CA353	Software Testing	3	4.4	4.6	4.8	4.3	4.8	4.4	3.8	4.2
20	CA304	Linux and System Administration	3	4.6	4.2	4.5	3.7	4.2	4.1	4.3	4.6
21	CA305	Java Programming	3	4.5	4.0	4.5	3.8	4.0	3.9	4.4	4.7
22	CA306	Aptitude Building	3	4.2	3.5	4.2	4.6	3.6	3.5	4.5	4.0
23	CA307	Industrial Training Presentation	3	4.7	4.5	4.4	4.1	4.0	4.2	4.5	4.3

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Feedback Analysis Report on Curriculum

(2019-2020)

2.3. Teacher Suggestions

- Improvement related to practical work is required in the syllabus of visual programming.

2.4. Observations and actions

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

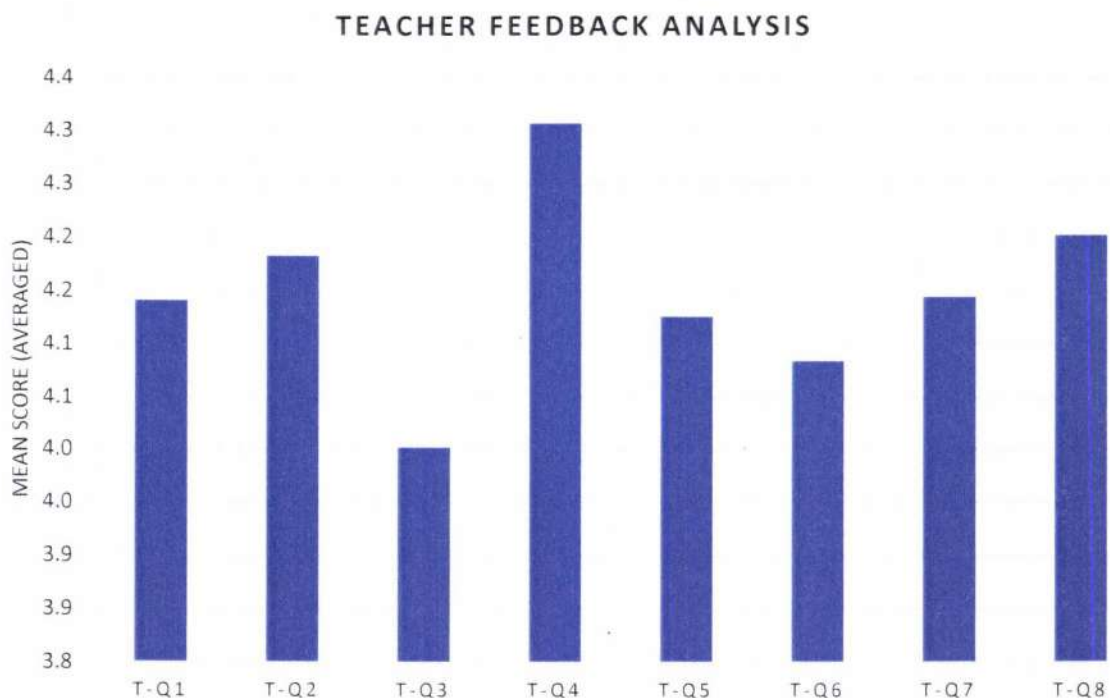


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 showing that the obtained feedback scores are satisfactory.

Actions:

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

Feedback Analysis Report on Curriculum

(2019-2020)

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-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.

Feedback Analysis Report on Curriculum
(2019-2020)

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 Information Technology have been collected for the year 2019-2020 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, 2018-2019 and Odd Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2018-2019.

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	CS105	Programming for Problem Solving	3	4.6	4.8	4.4	4.6	4.1	4.0	3.7	3.5
2	CS213	Theory of computation	3	4.4	4.1	4.5	4.7	4.2	3.6	4.7	3.7
3	CS214	Operating System	3	4.3	4.3	3.5	4.6	4.0	4.4	4.4	4.0
4	CS203	Computer Network	3	3.7	4.4	4.0	3.8	3.9	4.7	4.4	3.8
5	CS205	Dot Net Technologies	3	4.0	3.6	4.2	3.6	4.7	4.1	4.2	4.4
6	IT201	Introduction to Python (VAT)	3	4.7	4.2	3.9	4.4	4.4	4.7	4.4	4.8
7	DA6010	Software Engineering	3	3.6	4.3	4.6	4.5	4.6	3.8	4.2	4.2
8	DA6020	Data Warehousing & Data Mining	3	3.9	4.6	4.4	3.9	4.7	3.6	3.8	3.9
9	IA6020	Introduction to System Software	3	4.4	4.3	3.6	4.4	4.6	4.1	4.6	4.1
10	DA6210	Computer Graphics	3	4.8	4.7	3.7	4.2	3.9	4.7	3.7	4.2
11	DA6220	Dot Net Technologies	3	3.7	3.5	4.5	4.2	3.5	3.7	3.9	3.7
12	IA6110	Project Phase -I	3	3.6	4.8	4.5	4.0	4.2	3.9	3.7	4.1
13	IA8610	Soft Computing	3	4.3	3.7	3.8	4.1	4.3	4.0	3.8	3.7

Feedback Analysis Report on Curriculum

(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
14	IA8620	Service Oriented Computing	3	4.6	4.1	4.2	4.2	4.3	3.5	3.7	3.8
15	IA8640	Ethical Hacking	3	4.7	4.2	4.4	4.6	4.3	3.8	3.5	3.7
16	IA8651	Cyber Crime and Computer Forensics	3	4.1	3.8	3.5	4.0	4.2	3.7	3.8	4.7
17	IA8670	Knowledge Management	3	3.9	4.0	4.8	3.9	4.2	4.4	4.0	4.3
18	IA8680	Software Project Management	3	4.6	4.2	4.6	4.4	4.1	4.4	4.6	3.5
19	IA8720	IT In Business	3	3.8	3.7	3.7	3.7	3.6	3.7	4.7	4.2
20	IA8120	Project Phase III	3	4.7	4.2	3.8	3.8	4.5	4.3	4.7	4.7
21	IA8130	Seminar	3	4.6	4.2	4.7	4.3	4.3	3.8	4.8	3.5

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Feedback Analysis Report on Curriculum

(2019-2020)

Table 4: Course-wise mean score of teacher feedbacks for Odd 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
22	CS204	Data base Management System	3	4.3	4.6	3.8	3.9	3.6	4.2	4.0	3.7
23	CS211	Discrete Mathematics	3	4.5	4.5	3.7	4.7	3.6	4.4	4.2	3.8
24	CS212	Computer organization	3	3.7	3.9	4.2	4.2	3.6	4.0	4.4	3.6
25	CS201	Data structure	3	3.8	4.4	3.7	4.7	4.1	3.9	3.9	3.7
26	CS202	Java Programming Concepts	3	4.5	4.3	3.8	4.4	4.2	4.3	4.6	4.3
27	CS301	Algorithms: Analysis & Design	3	4.7	3.7	4.5	4.1	3.8	4.4	4.6	4.7
28	IT311	Software Engineering	3	4.0	4.1	3.5	4.1	4.4	3.6	3.7	4.7
29	CS 345	Web Technology	3	4.7	3.9	3.9	3.9	4.3	4.2	4.7	3.9
30	CS341	Computer Based Numerical and Statistical Techniques	3	3.8	4.5	4.5	4.7	3.6	3.8	3.9	4.1
31	CS342	Linux Administration & Shell Programming	3	3.5	4.7	4.0	4.3	4.7	4.3	4.6	4.0
32	IT352	Service Oriented Computing	3	3.6	4.3	3.6	3.9	4.5	3.9	4.5	3.9
33	IT356	Multimedia	3	4.8	3.9	4.3	4.0	4.2	4.5	3.6	4.5
34	IT301	Study Project	3	3.5	4.4	3.5	3.6	3.9	4.7	4.6	4.2
35	IT302	Summer Training Evaluation	3	4.3	4.0	3.9	4.4	4.6	4.2	4.2	4.2
36	IA7211	Cloud Computing	3	3.8	3.7	3.6	4.5	3.6	4.4	3.6	3.8
37	IA7220	Advance Web Technology	3	4.4	4.2	4.8	3.9	3.7	3.6	4.7	4.2
38	DA8010	Business Intelligence	3	3.6	4.1	4.1	3.5	4.1	3.7	4.6	3.5
39	DA6640	Mobile Computing	3	4.5	4.4	4.3	4.7	4.1	4.5	3.5	3.5
40	IA7630	E-Business Application	3	3.8	4.1	4.6	4.3	4.1	4.6	3.7	3.6
41	DA7210	Cryptography & Network Security	3	4.2	4.2	4.1	3.9	4.3	3.8	4.6	4.3
42	IA7510	Industrial Training Presentation	3	4.1	3.8	4.3	3.5	4.7	3.8	3.8	3.5
43	IA7110	Project Phase II	3	4.4	4.7	4.7	4.6	3.6	3.8	3.6	3.7

Feedback Analysis Report on Curriculum

(2019-2020)

2.3. Teacher Suggestions

- Dot Net Technologies & Multimedia requires to be reviewed.
- Digital electronics subject should be taught before computer organization subject.

2.4. Observations and actions

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

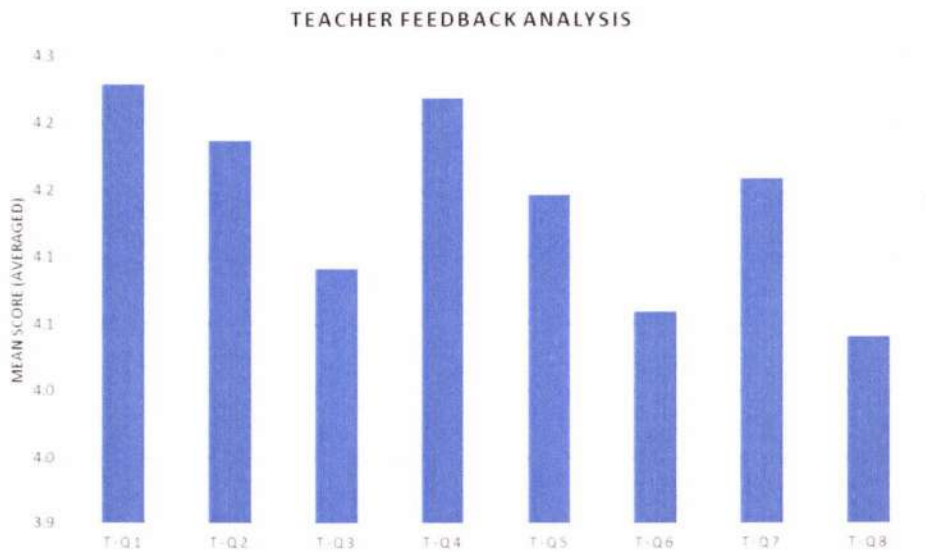


Figure 2: Average values of the teacher feedback mean scores of the courses.

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.

Actions:

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

Dean
School of Computing
DIT University, Dehradun
Head of Department


IQAC Coordinator

Feedback Analysis Report on Curriculum

(2019-2020)

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.

Feedback Analysis Report on Curriculum

(2019-2020)

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 2019-2020 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, 2018-2019 and Odd Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2018-2019.

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	2.6	3.9	2.3	3.5	4.1	4.5	4.7	4.6
2	CA712	Computer Graphics & Animation	2	2.9	3.7	2.6	2.1	2.7	4.2	4.5	4.2
3	CA713	Microprocessor and System Design	2	4.3	2.8	4.6	3.6	2.3	4.5	3.8	3.7
4	CA714	Theory of Computation	2	3.6	2.1	3.9	4.1	2.5	3.6	3.7	4.7
5	CA715	Aptitude Building-II	2	4.0	4.5	4.6	4.1	3.7	3.7	4.5	4.7
6	CA716	Value Added Training	2	3.6	3.7	4.0	4.7	4.6	3.7	4.7	3.6
7	CA717	Industrial Tour	2	4.4	3.5	3.8	4.2	3.6	4.1	4.2	4.5
8	CA741	Advance Database Management Systems	2	4.5	4.3	3.9	3.9	4.1	4.6	4.4	4.6
9	CA743	Data Warehouse & Data Mining	2	4.2	3.9	4.6	4.1	4.7	3.6	3.9	4.0
10	KAF810	Industrial Project (Project Report & Comprehensive Viva-voce)	2	3.9	3.7	4.0	4.5	3.7	4.2	4.1	4.1

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Head of Department



IQAC Coordinator

Feedback Analysis Report on Curriculum

(2019-2020)

MCA

Table 4: Course-wise mean score of teacher feedbacks for Odd 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	CA701	Unix & Shell Programming	2	3.9	3.8	3.6	3.8	3.8	3.7	4.4	4.1
2	CA702	Database Management Systems	2	3.7	3.6	4.5	4.3	4.7	4.7	4.3	4.2
3	CA703	Object Oriented Concepts with Java	2	4.5	4.1	4.2	3.9	3.6	4.1	4.1	3.9
4	CA704	Design and Analysis of Algorithms	2	4.5	4.3	3.6	4.3	4.2	4.2	4.6	4.0
5	CA705	Computer Organization and Architecture	2	3.9	2.6	3.5	2.6	3.6	4.1	4.4	3.8
6	CA706	Combinatorics and Graph Theory	2	2.6	2.9	2.0	2.7	3.9	4.4	4.7	4.6
7	CA801	.Net Framework and C# Programming	2	3.9	4.2	4.1	3.6	4.4	4.6	4.5	3.8
8	CA802	Mobile and Adhoc Computing	2	4.2	3.7	4.5	3.8	3.8	4.3	4.8	3.6
9	CA803	Cloud Computing	2	4.5	4.5	3.8	4.6	4.4	3.7	4.3	3.6
10	CA804	Project	2	4.1	4.5	3.6	3.5	3.6	3.9	3.7	4.0
11	CA805	MATLAB	2	3.9	4.0	4.0	3.9	4.0	4.4	4.4	3.8
12	CA806	Industrial Training Presentation*	2	4.5	3.6	4.3	4.8	3.9	3.7	4.6	3.6
13	CA807	Employment Enhancement Program	2	4.7	4.4	4.0	3.7	4.2	3.8	4.3	4.6
14	CA851	Principles of Compiler Design	2	3.8	4.6	3.6	4.1	4.7	4.3	4.3	3.6
15	CA852	Real Time and Embedded Systems	2	3.9	4.1	4.2	4.5	3.9	3.5	3.7	4.7
16	CA853	Operations Research	2	3.5	4.6	3.7	4.2	4.4	4.5	4.1	4.0

Feedback Analysis Report on Curriculum

(2019-2020)

MCA

2.3. Teacher Suggestions

- Modification required in the different techniques in the syllabus of design and analysis of algorithm.
- Modification required in the syllabus of Advance Java as per the requirement of industry.

2.4. Observations and actions

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

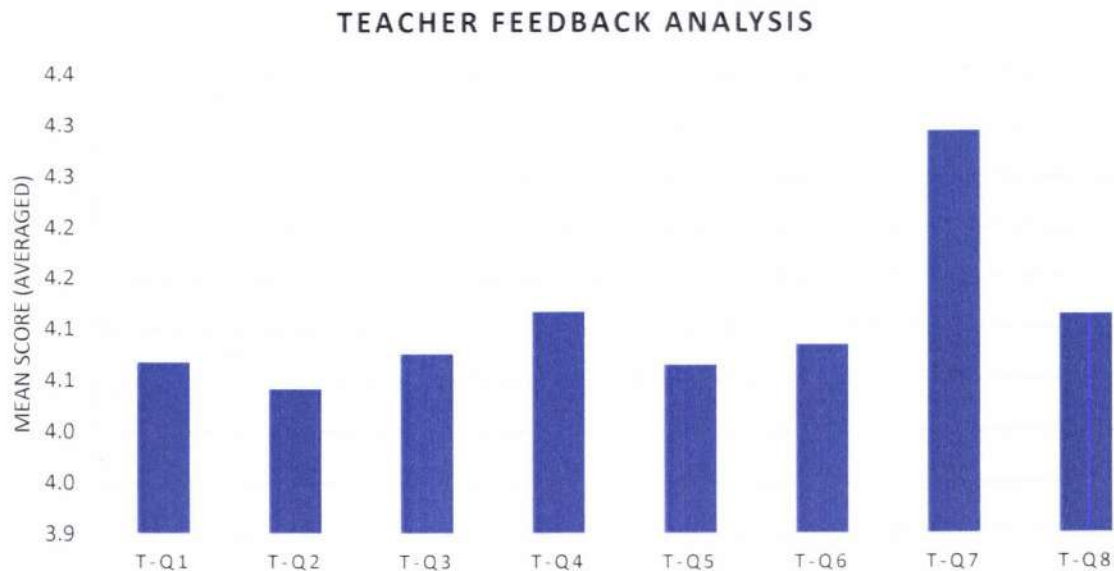


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 this ensures that the obtained feedback scores are satisfactory.

Actions:

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

Feedback Analysis Report on Curriculum

(2019-2020)

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.

Feedback Analysis Report on Curriculum

(2019-2020)

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 2019-2020 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, 2018-2019 and Odd Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester, 2018-2019.

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	4.5	4.0	3.9	3.5	4.4	4.7	4.6	4.4
2	CS605	Big Data Analytics	2	3.6	3.9	3.6	3.5	3.8	4.7	4.3	4.0
3	CS606	Dissertation phase-I	2	3.8	3.8	3.5	4.7	3.8	3.7	4.7	3.8
4	CS651	Digital Image Processing	2	4.6	4.8	4.0	4.6	4.5	4.2	3.8	3.6
5	CS652	Cryptography	2	4.7	4.6	4.6	3.9	4.2	4.2	4.3	4.2
6	CS653	Advanced Computer Networks	2	4.1	4.3	4.4	4.7	4.6	4.5	3.7	4.3

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Head of Department


 IQAC Coordinator

Feedback Analysis Report on Curriculum

(2019-2020)

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
7	CS654	Neural Networks&Neuro Fuzzy Systems	2	4.1	4.2	3.7	4.0	4.4	4.3	4.8	4.4
8	CS702	Dissertation Phase–III	2	4.5	4.7	4.5	4.7	4.5	4.1	3.7	4.3

Table 4: Course-wise mean score of teacher feedbacks for Odd 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	CS601	Agile Programming	2	4.4	4.8	3.7	4.8	4.4	3.7	4.7	4.0
2	CS602	Modeling and Simulation	2	4.1	4.7	4.7	4.5	4.7	4.4	3.9	4.6
3	CS603	Cloud Technologies	2	3.9	4.5	4.2	4.7	4.1	4.7	3.9	4.2
4	CS611	Data Structures and Algorithms	2	3.7	3.5	4.5	4.5	4.7	4.2	3.9	4.0
5	CS612	Fuzzy Logic & Genetic Algorithms	2	4.7	4.7	3.8	3.6	4.1	3.9	3.9	4.5

Feedback Analysis Report on Curriculum

(2019-2020)

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
6	CS711	Information & Coding Theory	2	3.5	4.6	4.7	3.6	4.6	4.0	4.2	3.7
7	CS701	Dissertation Phase-II	2	4.2	4.8	4.6	4.6	3.8	3.7	4.5	3.9
8	CS751	Mobile and Ad-Hoc Networks	2	4.0	4.6	3.6	3.9	4.6	3.8	4.0	4.2
9	CS752	Advanced Data Warehousing and Mining	2	3.5	3.9	4.6	4.0	3.7	3.6	4.4	3.7
10	CS753	Distributed Systems	2	4.8	4.5	4.8	3.9	4.3	4.6	4.5	4.7

Dean
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DIT University, Dehradun



Head of Department



IQAC Coordinator

Feedback Analysis Report on Curriculum

(2019-2020)

M.Tech (CSE)

2.3. Teacher Suggestions

- Some advanced level course in course structure has been suggested by teachers like Evolutionary Computing Techniques, Natural Language Processing etc.

2.4. Observations and actions

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

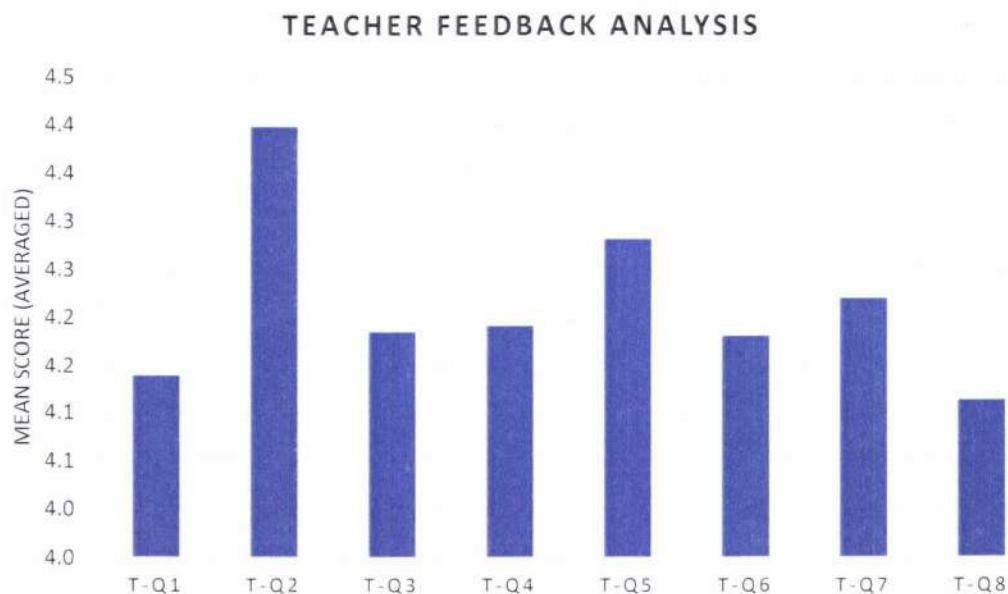


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 this ensures that the obtained feedback scores are satisfactory.

Actions:

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

Dean
School of Computing
DIT University, Dehradun

Head of Department



IQAC Coordinator

Curriculum Feedback Analysis
Teacher Feedback Analysis (2019-20)

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 2019-20. 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:

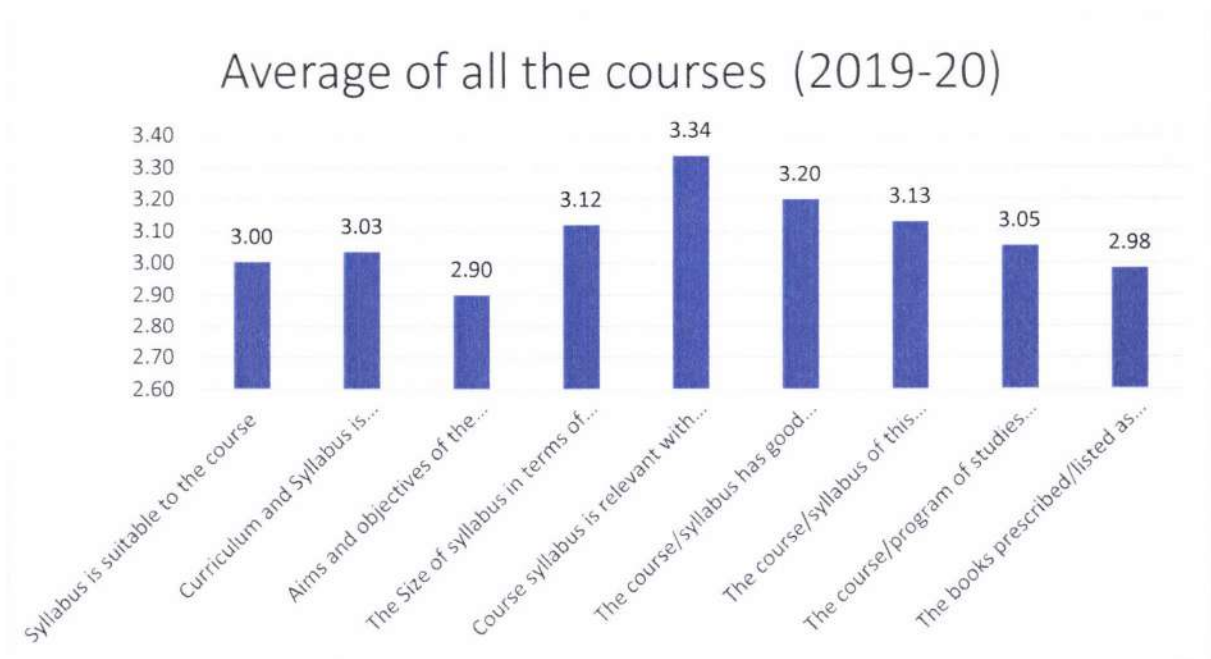


Figure 1

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 had a fair view regarding the syllabi suitability. The mean score of all the courses for this statement is 3. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is only 3.03 which shows that most of the faculties are neutral on this. Most of the faculties raised concern on the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 2.9). The analysis depicted that the size of syllabus in terms of the load on the student is fair (mean score 3.12). They have agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.34).

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 3.20 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 3.13 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.05). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 2.98).

Suggestion:

1- It was suggested from the faculty that the students study projects should be staggered in three semesters, 5th to 7th semester of the program to give better student, better exposure and practical experience.

2- It was also observed that the course manufacturing technology should be shifted to 4th semester. And design of machine element to 5th semester.

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
Mechanical Engineering Department
DIT University Dehradun
Head of Department
Dehradun-248009



Curriculum Feedback
Teacher Feedback Analysis (2019-20)

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 2019-20.

- 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 represents the average scores of all of the courses:

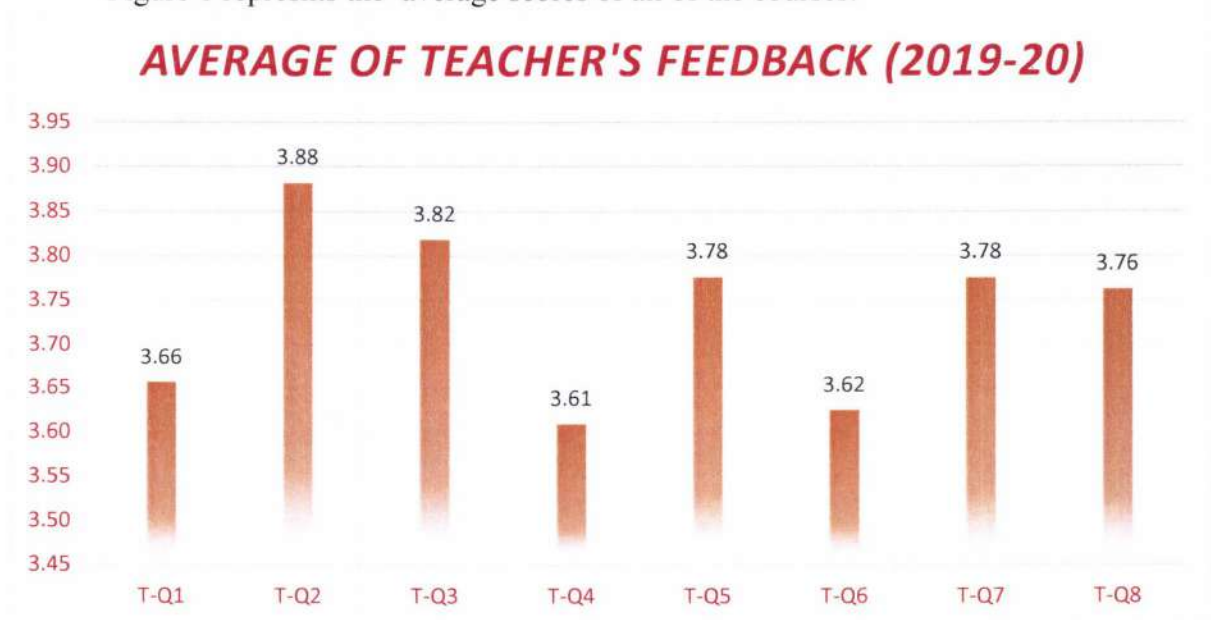


Figure 1

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.

Head of Department
Electrical and
Communication Engineering
DIT University, Dehradun

IQAC Coordinator

Observations:.

- The faculty members have agreed that the syllabus is suitable to the courses in a fair manner. The mean score of all the courses for this statement is only 3.66 and Course syllabus is relevant with course learning outcomes (mean score 3.61).
- The mean score for the 'The course/syllabus of this subject increased my knowledge and perspective in the subject area.' is 3.62 which shows their strong agreement.
- 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 3.78 which shows most of the participants are agreed on this.
- The average score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is only 3.88 which shows that most of the teachers were agree regarding industry requirements and curriculum mapping
- Most of the participants found the course/program of studies carries enough optional papers (mean score 3.78). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated, and appropriate. (Mean score 3.76).
- Most of the teachers are agreed on the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 3.82).

Suggestion: On the basis of suggestions of faculty members, it is concluded that revisions are required in the syllabus of Selected Topics in Communication and its renaming as Latest Trends in communication.

Submission: The feedback of faculty members was collected and suggestions were put in BoS for further improvement and the feedback analysis report is forwarded to the University's Internal Quality Assurance Cell (IQAC).

Head of Department
Electrical and Electronics &
Communication Engineering
DIT University, Dehradun

IQAC Coordinator

Feedback Analysis Report on Curriculum

(2019-2020)

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. The feedback of the teachers who taught the courses of B. Tech, M. Tech, and Ph.D. has been collected for 2019-20. 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, 2018-19, and Even Semester, 2019-20.


Head of the Department
Department of Civil Engineering
DIT University, Dehradun
Uttarakhand


IQAC Coordinator
DIT UNIVERSITY
DEHRADUN

Feedback Analysis Report on Curriculum

(2019-2020)

Table 1: Course-wise mean teacher feedback score for Odd and Even Semester, 2019-2020

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	7	2.4	2.5	3.1	3.5	3.6	3.2	3	3.7
2	CE202	Solid Mechanics	7	2.5	3	2.7	3	3.1	3	2.9	3.2
3	CE203	Basic Surveying	7	2.9	3.2	4	3.9	3.9	3.3	3.5	3.5
4	CE204	Water Supply Engineering	7	3.1	3.4	3.2	3	3.5	3.4	3	3.4
5	CE205	Building Materials and Construction	7	3.1	3.2	3.5	2.9	4.2	3.4	3.5	4.2
6	CE206	Structural Analysis	7	3.6	4	4.2	3.5	3.6	2.1	2.1	3.6
7	CE207	Concrete Technology	7	4.2	3.2	3.5	2.6	3.3	3.2	4.2	3.3
8	CE208	Engineering Geology	7	3.7	3.9	4.1	3.6	4.3	3.9	3.7	4.3
9	CE209	Transportation Engineering -I	7	3.8	3.6	4	4	4.1	3.3	3.2	4.1
10	CE211	Soil Mechanics	7	3.6	3	4	3.8	3.9	3.4	3.7	3.9
11	CE301	Waste Water Engineering	7	3.3	4.5	4.3	5	4	3.6	2.5	4
12	CE302	Transportation Engineering II	7	3.3	2.3	3.9	3.5	3.8	3.3	2.1	3.8
13	CE303	Design of Reinforced Concrete Elements	7	2.9	4.2	4.2	3.3	4.1	2.3	3.7	4.1
14	CE304	Foundation Engineering	7	2.9	2.1	4.1	3.7	3.9	3.1	2.1	3.9
15	CE305	Structural Analysis Lab	7	2.7	1.1	1.5	2.5	2.1	1.5	3.2	2.1
16	CE306	Study Project	7	3.4	4.2	4	4.1	3.9	2.1	2.4	3.9
17	CE307	Summer Training Evaluation	7	3.9	3.9	4	3.1	3.8	2.6	1.8	3.8
18	CE308	Value-Added Training	7	3.5	3.9	3.4	3.2	3.7	3.4	3.9	3.8
19	CE342	Environmental Risk Assessment and Disaster Management	7	3.1	4.7	4.8	4.3	4.1	3.1	2.4	4.1
20	CE343	Advanced Surveying	7	3	4.8	4.7	4.2	4.1	3.2	1.6	4.1
21	CE344	Building Planning & Drawing	7	3	3.3	3.4	3.7	3	2.8	4.1	3.2
22	CE345	Photogrammetry & Remote Sensing	7	4.5	4.3	3.8	4.2	4.6	4.1	3.9	3.9
23	CE309	Design of Steel Structure	7	3.1	3.7	4.1	3.2	3.9	2.5	2.7	3.9
24	CE311	Hydraulics and Hydraulic Machines	7	3	4.7	4.8	4.9	4.3	3.3	2	4.3
25	CE312	Design of Reinforced Concrete Structures	7	2.7	2.5	2.2	1.8	3.4	1.8	2.5	3.4
26	CE313	Design/LAB Project - I	7	4	2.7	2.7	2.1	3.9	2.7	4	3.9
27	CE314	Industrial Tour	7	3.5	2	4.4	2.2	4.1	2.3	2.7	4.1
28	CE346	Traffic Engineering and Management	7	3.2	2.9	3.2	3.7	4.2	3.2	2.1	4.2
29	CE348	Water and Land management	7	3.1	3.6	3.5	3.4	3.9	2.9	3.4	3.9
30	CE349	Water Resource Engineering	7	2.9	4.8	4.7	4.2	4.1	3.1	2.9	4.1
31	CE352	Air and Water Pollution	7	3	4.7	4.8	4.9	4.3	2.6	2.1	4.3
32	CA7010	Bridge Engineering	7	2.3	4.5	4.3	4.8	4.2	3.7	2.2	4.2
33	CA7020	Estimation and Costing	7	3.0	4.5	4.2	4.3	4.6	2.9	2.4	4.6
34	CA7030	Water Resources Engineering	7	3.1	3.6	3.5	3.4	3.9	2.6	3	3.9
35	CA7040	Construction Management	7	3.4	3.6	3.4	3.2	3.4	2.7	2.8	3.2
36	CA7110	Project Phase - II	7	3.2	3.2	4.3	2.8	3.2	3.2	2.4	2.9
37	CA7510	Industrial Training and Presentation	7	4.4	2.5	4.2	2.5	3.7	3.1	3.7	3.4
38	CA7610	Pre-stressed Concrete	7	3.4	2.9	3.5	3.8	3.9	3.8	4	3.7
39	CA7620	Ground Water Engineering	7	3.2	3	3.2	3.1	3.5	2.2	3.6	3.4
40	CA7630	Environmental Risk Assessment and Disaster Management	7	3.1	3.2	3.6	3.1	3.4	1.9	3.4	3.4
41	CA8610	Hydraulic Structures	7	3.5	3.9	3.1	3.2	3.9	2.1	3.4	4.1
42	CA8620	Hydro Power Engineering	7	4	2.3	3.9	4.3	4.5	1.8	5	4.5

Head of the Department
Department of Civil Engineering
DIT University, Dehradun

IQAC Coordinator

Feedback Analysis Report on Curriculum

(2019-2020)

Sr. No.	Code	Subject Name	No. Of faculty	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
43	CA8640	Water & Land Management	7	3.2	3.6	3.7	3.8	3.8	2.8	3.7	3.8
44	CA8650	Air & Water Pollution	7	3.5	3.5	3.8	3.9	4	2.9	2.6	4
45	CA8660	Environmental Management & Sustainable Development	7	3.7	3.8	4.1	3.9	3.6	2.4	2.8	3.6
46	CA8670	Seismology & Earthquake Engineering	7	3.9	3.7	4.3	3.7	3.9	3.1	2.8	3.9
47	CA8680	Advanced Structural Design	7	3.6	3.2	2.8	3.6	3.4	2.4	3	3.8
48	CA8600	Traffic Engineering & Management	7	3.8	3.6	3.5	3.7	2.8	3.1	2.8	3.9
49	CA86A0	Advanced Highway Engineering	7	3.1	3.5	3.1	3.2	3.8	2.7	2.1	3.4
50	CE601	Advanced Concrete Technology	7	2.6	3.2	3.5	3.6	3.7	2.6	2.6	3.5
51	CE602	Pre Stressed Concrete	7	2.9	3.4	3.6	3.4	3.7	2.7	2.7	3
52	CE603	Matrix Method of Structural Analysis	7	3.1	3	3.2	3.1	3.6	2.8	2.5	4.1
53	CE604	Advanced Concrete Laboratory	7	4	2.8	3.6	2.9	3.7	3.8	2.9	4.1
54	CE605	Finite Element Analysis	7	4	2.1	3.4	4.2	3.1	2.6	3.5	3.1
55	CE606	Advanced Reinforced Concrete Design	7	4.1	1.7	3.3	4.1	2.5	3.4	2.3	2.5
56	CE607	Dissertation Phase-I	7	4.2	2.1	3.7	2.9	2.6	2.5	3.1	2.6
57	CE642	Foundation Engineering	7	3.9	3.1	2.9	2.7	1.3	1.9	2.8	1.3
58	CE645	Seismic Design of Structures	7	2.7	2.9	3.1	2.8	3.6	3.5	2.3	3.2
59	CE701	Seminar	7	3.7	2.6	3.8	3.7	3.1	3.9	2.1	3.6
60	CE702	Dissertation Phase-II	7	3.9	3.7	3.7	3.8	3.4	3.4	3.1	4.1
61	CE741	Construction Techniques and Management	7	3.4	3.6	2.9	3.6	3.7	3.9	3.7	3.5
62	CE743	Design of Tall Buildings	7	2.1	3.1	3.1	3.1	3.6	4	3.6	3.4
63	CE703	Dissertation Phase-III	7	3.9	3.4	1.8	3.6	3.8	4.1	2.8	3.3
64	CE946	Dynamics of Structures	7	4.8	4.1	3.9	4.1	4.3	3.1	3.9	4.3
65	CE954	Earthquake Resistant Design	7	3.6	3	2.9	3.4	3.9	3.1	4	3.9

1.3. Teacher Suggestions

- In Foundation Engineering, different slope stability methods, the factor of safety, and time-dependent settlement analysis should be incorporated.
- An intelligent transportation system should be added to Transportation Engineering.

1.4. Observations and actions

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


Head of the Department
Department of Civil Engineering
Head of Department


IQAC Coordinator

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
Department of Petroleum Engineering
DIT University, Dehradun-248009
Head of Department



IQAC Coordinator

Department of Petroleum and Energy Studies
DIT University, Dehradun-248009

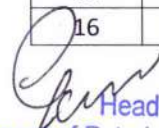


2.2. Course-wise teacher feedback

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. The scale from strongly disagree (1) to strongly agree (5) has been used as responses. Table 2 represents the course-wise mean score the teacher feedbacks for the ODD Semester, 2018-2019.

Table 2.

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	PE 201	Applied Geology	5	4.6	4.0	4.3	4.5	4.0	4.7	4.1	4.6
2	PE 202	Fluid Mechanics and Machinery	5	4.3	4.1	3.7	4.1	4.3	4.7	4.2	3.7
3	PE 203	Chemical Thermodynamics	5	4.3	4.8	4.7	3.6	4.1	4.7	3.7	3.5
4	PE 204	Oil and Gas Well Drilling and Well Completion	5	3.6	4.2	4.3	4.7	4.6	4.3	4.4	4.4
5	MA5210	Elements of Reservoir Engineering	5	4.0	3.4	4.4	3.7	4.4	4.5	4.1	4.0
6	MA5220	Unit Operation	5	3.8	4.2	4.4	3.6	3.4	3.8	3.5	3.6
7	MA5010	Petroleum Production Operations - I	5	3.4	3.9	4.4	4.3	4.3	3.5	3.4	3.5
8	MA5020	Petroleum Exploration Methods	5	3.7	3.5	4.5	3.5	3.8	4.6	4.2	4.2
9	MA7010	Petroleum Engineering System Design	5	4.7	4.2	3.4	4.0	4.3	3.7	4.8	4.7
10	MA7020	Reservoir Simulation	5	3.4	3.9	4.4	4.5	4.5	4.4	3.4	3.4
11	MA7030	Offshore Drilling and Production Practices	5	3.9	3.8	4.7	4.3	3.7	3.5	4.7	3.4
12	MA7040	Well Stimulation	5	4.0	4.6	4.5	4.8	4.8	3.5	4.4	3.5
13	MA7610	Non-conventional Petroleum Resources	5	3.9	4.2	3.8	3.4	4.8	3.9	4.4	4.1
14	MA7620	Material Technology	5	4.2	4.6	4.3	4.6	4.5	4.4	4.2	4.0
15	MA7630	Polymer Technology	5	3.8	3.6	3.8	3.5	3.9	4.8	3.6	4.8
16	MA7640	Directional Drilling	5	4.8	3.6	4.6	4.3	3.9	3.7	4.7	4.3


Head
Department of Petroleum Engineering
DIT University, Dehradun-248009
Head of Department


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2.3. Teacher Suggestions

- No suggestions.

2.4. Observations and actions

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

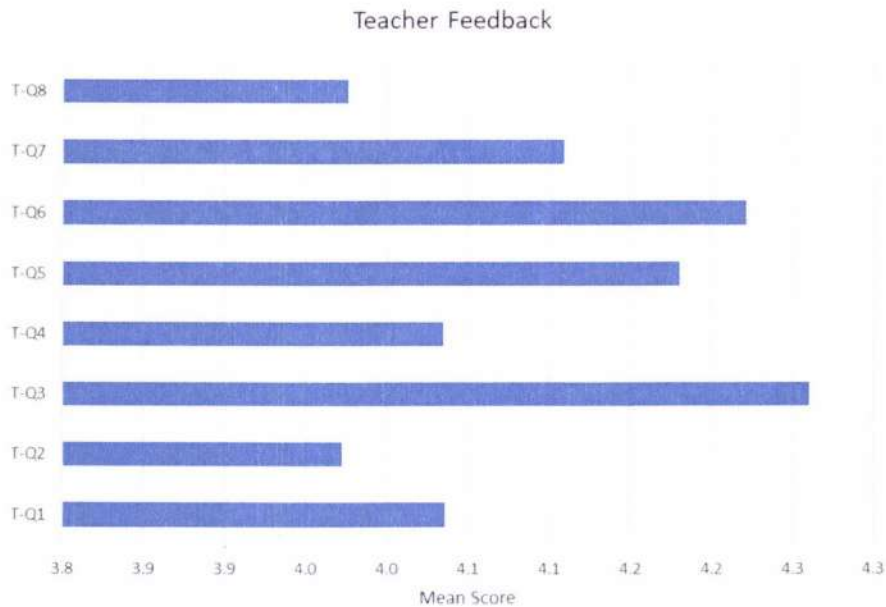


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0. The obtained feedback scores are satisfactory.

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

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
Department of Petroleum Engineering
DIT University, Dehradun-248009
Head of Department


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IQAC Coordinator

Department of Petroleum and Energy Studies
DIT University, Dehradun-248009



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 2019-2020. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 2 represents the course-wise mean score the teacher feedbacks for the Even Semester, 2018-2019 and Odd Semester, 2019-2020.

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

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	PE211	Unit Operations	3	4.1	4.3	4.1	4.3	3.5	3.7	3.9	4.0
2	PE212	Formation Evaluation	3	4.4	4.1	3.9	4.8	4.2	4.6	3.5	4.2
3	PE213	Drilling Fluids and Cements	3	3.9	4.0	4.2	4.5	4.4	3.8	4.4	3.9
4	PE214	Petroleum Production Operations - I	3	3.8	4.1	4.5	3.6	4.4	4.1	4.8	3.4
5	PE215	Elements of Reservoir Engineering	3	3.5	4.7	3.9	4.1	3.6	4.3	4.5	3.8
6	MA6010	Petroleum Production Operations - II	3	4.6	4.1	4.0	4.4	3.8	3.9	4.2	4.5
7	MA6020	Fomation Evaluation	3	4.5	3.4	3.7	4.2	4.0	4.5	4.3	4.4
8	MA6030	Applied Petroleum Reservoir Engineering	3	3.6	4.6	4.0	3.7	4.7	4.2	4.6	4.2
9	MA6040	Petroleum Refining & Petrochemicals	3	4.5	4.1	4.4	4.0	4.5	4.6	4.6	3.8
10	MA6050	Oil and Gas Well Testing	3	3.7	3.7	4.1	4.0	4.7	3.7	4.1	3.6
11	MA8010	Natural Gas Engineering	3	4.0	3.8	3.6	4.3	4.7	4.0	3.6	4.0
12	MA8020	Oil and Gas Transportation System	3	3.9	4.4	4.7	3.7	3.7	4.5	3.6	4.7
13	MA8030	Enhanced Oil Recovery	3	3.4	4.4	3.4	3.9	3.9	3.4	4.3	3.7
14	MA8610	Health Safety and Environment in Industry	3	3.9	3.7	4.7	4.6	3.6	3.5	4.4	4.7
15	MA8630	Fuel Technology	3	3.9	4.7	3.4	3.8	4.4	3.6	4.8	3.5
16	MA8640	Carbon Capture & Sequestration	3	4.5	3.8	4.6	4.0	4.4	3.9	3.5	4.6

Department of Petroleum Engineering
Head of Department
DIT University, Dehradun-248009



Department of Petroleum and Energy Studies
DIT University, Dehradun-248009



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
17	PE 201	Applied Geology	3	4.5	3.5	4.7	4.7	3.5	3.6	4.8	3.5
18	PE 202	Fluid Mechanics and Machinery	3	4.7	3.7	4.5	4.4	3.6	4.2	4.2	3.9
19	PE 203	Chemical Thermodynamics	3	2.8	2.8	3.6	2.8	3.6	4.0	3.8	3.9
20	PE 204	Oil and Gas Well Drilling and Well Completion	3	4.2	4.2	3.8	4.7	3.7	3.5	4.6	4.5
21	PE 301	Petroleum Exploration Methods	3	4.5	4.3	3.7	4.0	4.6	3.8	3.8	4.3
22	PE 302	Petroleum Production Operations - II	3	4.0	3.9	3.8	4.2	3.7	3.6	3.5	4.6
23	PE 303	Oil and Gas Pipeline Engineering	3	3.7	4.6	4.7	3.5	4.4	4.0	3.8	4.4
24	PE 304	Enhanced Oil Recovery	3	3.6	4.2	3.8	3.5	3.5	4.2	4.1	3.6
25	PE 306	Heat Transfer Process	3	4.5	4.0	4.2	4.1	4.5	4.2	4.6	4.0
26	PE 313	Value Addition Training (MatLab)	3	4.1	4.7	3.9	4.5	4.8	3.8	4.0	3.6
27	MA7010	Petroleum Engineering System Design	3	2.9	4.2	4.0	4.6	4.6	4.0	3.6	4.4
28	MA7020	Reservoir Simulation	3	4.0	3.8	4.0	3.6	4.0	4.4	4.4	3.9
29	MA7030	Offshore Drilling and Production Practices	3	4.2	2.7	3.5	3.9	4.2	3.9	4.0	4.5
30	MA7040	Well Stimulation	3	4.5	4.5	3.7	3.8	4.2	4.3	3.8	3.5
31	MA7610	Non-conventional Petroleum Resources	3	2.6	2.6	4.1	4.0	3.7	3.6	3.7	3.5
32	MA7620	Material Technology	3	4.6	4.1	4.3	4.4	3.4	4.6	3.9	4.1
33	MA7630	Polymer Technology	3	3.9	4.4	4.3	4.2	4.3	4.5	3.8	3.8
34	MA7640	Directional Drilling	3	3.4	4.3	4.7	4.2	4.4	4.1	4.3	4.5
35	PE942	Advanced Petroleum Reservoir Engineering	2	4.5	3.5	4.2	3.5	3.5	3.8	4.1	4.8
36	PE943	Enhanced Oil Recovery Techniques	2	4.2	4.6	3.4	4.7	4.6	4.3	3.9	3.9

Department of Petroleum Engineering
DIT University, Dehradun-248009

Head of Department



2.3. Teacher Suggestions

- None.

2.4. Observations and actions

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

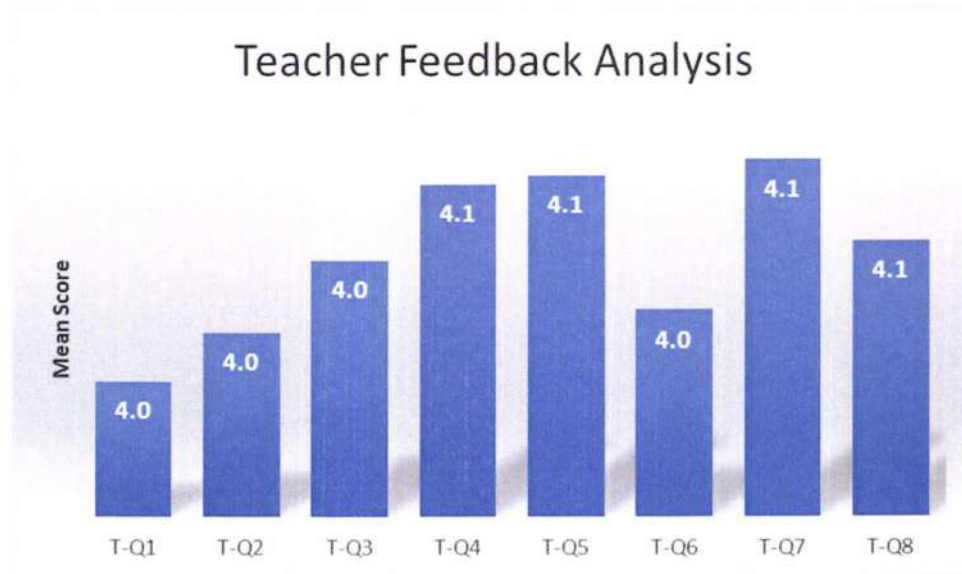


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0. The obtained feedback scores are highly satisfactory. Although, the feedback received from teacher indicates the need to assess the suitability of the course content of some of the courses including chemical thermodynamics, offshore drilling and production practices, petroleum engineering system design, and non-conventional petroleum resources.

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

(Odd 2019-2020 and Even 2019-2020)

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

Dr. Havagiray Chitme
Head
Faculty of Pharmacy
DIT University, Dehradun



Feedback Analysis Report on Curriculum

(Odd 2019-2020 and Even 2019-2020)

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 2019-2020 and Even Sem 2019-2020 using 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, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Even Semester

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	18	3.6	3.9	5.0	3.5	4.2	4.2	4.0	3.7
2	BP202T	Pharmaceutical Organic Chemistry I – Theory	12	4.2	3.6	4.8	3.8	4.9	4.2	4.5	4.1
3	BP203T	Biochemistry – Theory	15	3.7	3.2	4.3	4.5	4.7	4.3	4.1	3.5
4	BP204T	Pathophysiology – Theory	17	4.5	4.5	4.0	4.2	4.0	3.9	3.8	3.8
5	BP205T	Computer Applications in Pharmacy – Theory *	16	3.2	4.1	5.1	3.8	4.4	3.2	4.7	4.7
6	BP206T	Environmental sciences – Theory *	12	4.0	3.8	5.0	4.8	4.6	4.2	3.4	3.4
7	BP207P	Human Anatomy and Physiology II – Practical	16	3.3	3.8	4.5	3.9	4.2	3.7	3.7	3.6
8	BP208P	Pharmaceutical Organic Chemistry I – Practical	18	3.5	3.8	4.8	4.2	5.1	4.0	4.2	4.6

Dr. Havagiray Chitme
Head
Faculty of Pharmacy
DIT University, Dehradun


 IQAC Coordinator

Feedback Analysis Report on Curriculum

(Odd 2019-2020 and Even 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
9	BP209P	Biochemistry – Practical	12	3.2	4.1	4.6	4.6	4.7	3.6	4.3	4.0
10	BP210P	Computer Applications in Pharmacy – Practical*	18	4.5	4.0	4.7	4.1	4.5	3.5	4.7	4.1
11	BP401T	Pharmaceutical Organic Chemistry III– Theory	13	3.5	3.7	3.7	4.8	4.9	3.3	3.5	4.1
12	BP402T	Medicinal Chemistry I – Theory	21	4.1	3.9	4.7	3.9	3.7	4.1	4.4	3.8
13	BP403T	Physical Pharmaceutics II – Theory	18	4.6	4.3	4.6	3.5	4.3	3.7	4.3	3.6
14	BP404T	Pharmacology I – Theory	12	3.5	3.5	3.7	4.7	4.8	3.7	3.8	4.1
15	BP405T	Pharmacognosy and Phytochemistry I– Theory	11	4.1	3.9	4.0	3.5	4.1	3.6	3.5	4.5
16	BP406P	Medicinal Chemistry I – Practical	20	3.4	4.1	4.6	4.5	4.7	3.5	3.8	4.2
17	BP407P	Physical Pharmaceutics II – Practical	16	4.0	3.1	4.1	3.8	3.9	4.0	4.7	4.7
18	BP408P	Pharmacology I – Practical	18	3.9	3.6	5.1	4.6	4.3	3.4	4.6	4.7
19	BP409P	Pharmacognosy and Phytochemistry I – Practical	19	3.5	3.6	4.3	4.3	4.1	4.0	3.4	3.7
20	BP601T	Medicinal Chemistry III – Theory	19	4.4	4.3	4.9	3.7	4.4	3.6	3.6	4.6
21	BP602T	Pharmacology III – Theory	16	4.3	3.3	4.5	3.5	4.5	3.6	4.3	3.9
22	BP603T	Herbal Drug Technology – Theory	21	3.9	3.5	4.9	4.4	5.1	4.0	4.5	4.6
23	BP604T	Biopharmaceutics and Pharmacokinetics – Theory	14	3.6	3.3	4.2	3.7	4.8	3.5	3.6	3.8


Head of Department


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Feedback Analysis Report on Curriculum

(Odd 2019-2020 and Even 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
24	BP605T	Pharmaceutical Biotechnology – Theory	13	3.4	4.4	4.2	3.8	4.1	3.8	4.3	3.7
25	BP606T	Quality Assurance –Theory	19	3.5	3.3	4.3	4.1	4.7	3.3	4.2	3.9
26	BP607P	Medicinal chemistry III – Practical	20	4.5	3.5	4.1	3.4	4.3	4.2	4.7	4.4
27	BP608P	Pharmacology III – Practical	20	4.4	4.0	4.5	3.5	4.8	3.5	4.2	3.8
28	BP609P	Herbal Drug Technology – Practical	18	3.8	4.4	5.1	4.1	3.9	3.5	3.7	4.6
29	BP801T	Biostatistics and Research Methodology	20	3.3	3.1	4.4	4.2	4.7	3.6	3.6	4.4
30	BP802T	Social and Preventive Pharmacy	16	3.5	4.3	4.8	4.6	4.5	4.3	4.7	3.5
31	BP803ET	Pharma Marketing Management	17	4.0	3.7	4.3	4.8	4.5	4.3	4.0	4.1
32	BP804ET	Pharmaceutical Regulatory Science	19	3.3	4.5	4.6	3.4	4.5	3.7	4.1	4.5
33	BP805ET	Pharmacovigilance	15	3.5	3.1	4.8	4.6	3.7	4.2	4.8	4.0
34	BP806ET	Quality Control and Standardization of Herbals	18	3.9	3.9	3.7	3.8	4.8	3.4	3.5	4.3
35	BP807ET	Computer Aided Drug Design	15	3.5	3.3	4.2	4.4	4.6	4.3	4.2	4.5
36	BP808ET	Cell and Molecular Biology	16	3.2	3.6	4.5	4.6	3.9	3.4	4.6	4.8
37	BP809ET	Cosmetic Science	13	3.9	3.7	4.6	4.1	4.4	3.2	4.8	3.8
38	BP810ET	Experimental Pharmacology	19	3.5	4.2	3.9	3.6	4.6	4.3	4.6	4.7
39	BP811ET	Advanced Instrumentation Techniques	14	3.5	4.4	4.2	3.8	4.1	3.4	3.6	
40	BP812ET	Dietary Supplements and Nutraceuticals	13	3.9	3.3	4.8	3.6	4.0	3.8	4.5	4.2
41	BP813PW	Project Work	20	4.1	3.7	4.4	3.4	4.8	4.3	4.7	4.5


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Feedback Analysis Report on Curriculum

(Odd 2019-2020 and Even 2019-2020)

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

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	20	4.1	3.6	3.7	4.7	4.3	3.7	4.3	3.7
2	BP102T	Pharmaceutical Analysis I – Theory	17	4.5	4.4	5.0	3.7	3.8	3.4	4.0	4.6
3	BP103T	Pharmaceutics I – Theory	11	3.8	3.5	4.3	3.6	5.0	3.5	3.6	4.0
4	BP104T	Pharmaceutical Inorganic Chemistry – Theory	16	3.5	4.1	4.7	4.1	3.7	3.6	3.4	4.8
5	BP105T	Communication skills – Theory *	18	4.4	3.4	4.5	4.6	4.2	3.3	3.9	3.8
6	BP106RBT	Remedial Biology/	13	3.9	4.2	4.6	3.4	4.4	3.3	4.4	4.6
7	BP106RMT	Remedial Mathematics – Theory*	21	3.6	4.0	4.2	4.4	4.7	3.4	3.5	4.6
8	BP107P	Human Anatomy and Physiology – Practical	14	4.3	3.2	5.0	4.5	4.0	3.1	4.1	4.5
9	BP108P	Pharmaceutical Analysis I – Practical	12	3.3	3.3	3.9	3.7	3.9	4.4	3.4	3.4
10	BP109P	Pharmaceutics I – Practical	16	4.3	3.2	4.9	4.3	4.4	3.2	4.7	3.5
11	BP110P	Pharmaceutical Inorganic Chemistry – Practical	19	3.4	3.4	5.0	4.3	4.5	3.4	4.1	4.2
12	BP111P	Communication skills – Practical*	15	3.6	3.5	5.0	4.2	4.7	4.2	3.7	4.7

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Feedback Analysis Report on Curriculum

(Odd 2019-2020 and Even 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
13	BP112RBP	Remedial Biology – Practical*	20	3.3	4.4	4.1	4.7	4.9	3.4	4.7	4.3
14	BP301T	Pharmaceutical Organic Chemistry II – Theory	21	4.3	4.5	4.8	4.2	4.9	3.4	3.6	3.8
15	BP302T	Physical Pharmaceutics I – Theory	16	3.8	3.1	4.9	4.6	5.0	4.2	4.5	4.2
16	BP303T	Pharmaceutical Microbiology – Theory	17	4.1	4.0	4.2	4.2	4.8	3.9	3.8	4.6
17	BP304T	Pharmaceutical Engineering – Theory	12	3.9	3.5	4.2	4.2	5.0	3.5	4.7	3.9
18	BP305P	Pharmaceutical Organic Chemistry II – Practical	18	4.3	3.4	4.4	4.6	4.8	3.5	4.7	3.5
19	BP306P	Physical Pharmaceutics I – Practical	14	3.8	3.2	4.8	4.3	4.0	3.1	3.9	4.1
20	BP307P	Pharmaceutical Microbiology – Practical	16	4.0	3.8	4.7	4.3	4.7	3.8	4.3	3.5
21	BP 308P	Pharmaceutical Engineering –Practical	20	3.3	3.6	4.8	3.9	4.5	3.6	4.2	3.7
22	BP501T	Medicinal Chemistry II – Theory	12	3.6	3.6	3.9	4.3	4.3	3.4	3.8	4.3
23	BP502T	Industrial Pharmacy I– Theory	12	3.5	4.5	4.2	4.1	3.9	4.1	3.8	4.4
24	BP503T	Pharmacology II – Theory	19	3.6	3.1	4.6	3.9	4.6	3.2	3.9	4.8
25	BP504T	Pharmacognosy and Phytochemistry II– Theory	21	4.3	3.9	4.8	4.5	4.0	3.2	3.5	4.1


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Feedback Analysis Report on Curriculum

(Odd 2019-2020 and Even 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
26	BP505T	Pharmaceutical Jurisprudence – Theory	14	3.3	4.4	4.5	3.8	4.3	3.7	4.2	4.4
27	BP506P	Industrial Pharmacy I – Practical	14	3.8	3.3	5.1	3.7	3.7	4.0	4.3	4.4
28	BP507P	Pharmacology II – Practical	20	4.0	3.5	3.8	4.6	3.7	4.4	4.2	4.4
29	BP508P	Pharmacognosy and Phytochemistry II – Practical	21	4.2	3.6	4.8	3.7	4.4	4.2	3.9	4.4
30	BP701T	Instrumental Methods of Analysis – Theory	15	3.7	3.4	4.2	3.5	4.1	3.2	4.2	3.6
31	BP702T	Industrial Pharmacy II – Theory	18	3.9	4.2	4.4	4.7	4.1	3.1	3.8	3.9
32	BP703T	Pharmacy Practice – Theory	18	3.2	3.9	4.6	4.3	4.5	4.0	3.5	4.1
33	BP704T	Novel Drug Delivery System – Theory	15	4.3	4.0	3.8	4.0	5.0	4.1	4.3	3.7
34	BP705P	Instrumental Methods of Analysis – Practical	20	3.9	4.1	4.9	3.9	4.3	3.8	4.0	4.3
35	BP706PS	Practice School*	11	3.6	4.3	4.0	3.5	5.0	3.4	4.6	4.3


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Feedback Analysis Report on Curriculum

(Odd 2019-2020 and Even 2019-2020)

2.3. Teacher Suggestions

- The PCI recommended syllabus is satisfactory as it helps in improving job opportunities, skill, and knowledge.
- No comments, as everything is fine

2.4. Observations and actions

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

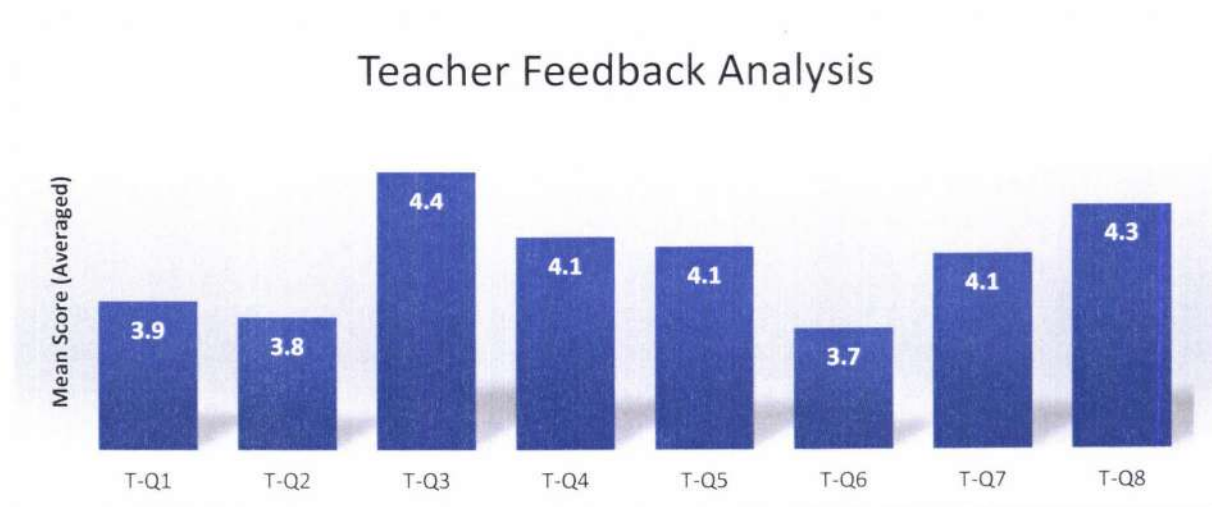


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.7. The obtained feedback scores are satisfactory. No suggestions are made by teachers for further improvement.

Actions:

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


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Feedback Analysis Report on Curriculum

Even Sem. (2019-2020)

1. Teacher Feedback Analysis

1.1. Teacher Suggestions

- Currently, there is an emerging demand for healthcare professionals especially expertise in public health.
- Suggested to start multidisciplinary research oriented Population Health Informatics with top down approach i.e. start with Ph. D. and if demands than to have Masters in Public Health.
- There are many scholars and working professionals interested to pursue their Ph. D. in Pharmaceutical Chemistry. To accommodate them in our Ph. D. in Pharmacy programs we need to have Advanced Drug Delivery and Advanced synthetic chemistry.
- As per the recommendation of UGC it is mandatory to have Research Publication Ethics (RPE) a 2 credit course in the course work of regular and part time Ph. D. programs.

1.2. Observations and actions

Observations:

As a part of regulatory requirement RPE is to be included in PhD course work; Electives Advanced Drug Delivery and Advanced synthetic chemistry to be included in PhD course work; PhD in Population Health Informatics may be offered by the department.

Actions:

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


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Feedback Analysis Report on Curriculum

Even Sem. (2019-2020)

1. Teacher Feedback Analysis

1.1. Teacher Suggestions

- There is a need for horizontal growth of the department
- In consideration of rise in demand for healthcare professionals for clinical research recommended to have PG and PhD programs in Clinical Research.
- In context with lack of expertise in the department and school need to develop MoU with industrial leaders.

1.2. Observations and actions

Observations:

Based on the suggestions made by the teachers in an open column it is recommended to develop MoU with leaders recognised in Clinical Research and offer M. Sc and Ph. D. in clinical research.

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
2019 – 2020

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
2019 – 2020

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 2018-2019 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 and Even 2018-2019 and Odd 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	PY216	Mathematical Physics - III	3	4.1	3.2	4.4	4.3	NA	3.8	3.4	3.4
2	PY217	Elements of modern physics	5	3.2	3.6	4.4	4.5	3.6	3.7	3.3	3.6
3	PY218	Analog Systems and applications	5	3.1	4.5	3.5	3.5	3.6	3.0	4.6	3.7
4	PY219	Basic Instrumentation skills	7	3.8	3.2	3.2	4.4	NA	4.1	4.4	4.2
5	PY306	Quantum mechanics and applications	6	4.2	3.1	4.1	4.0	NA	3.4	4.2	4.1
6	PY307	Solid state Physics	5	4.6	4.7	3.5	4.4	4.7	4.6	3.9	4.3
7	PY308	Minor Project	5	3.6	3.5	4.4	3.4	NA	3.8	3.2	4.2

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Feedback Analysis Report on Curriculum
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
8	PY309	Seminar	5	3.8	3.4	3.2	3.4	NA	4.3	4.7	3.5
9	PY346	Nuclear and Particle Physics	6	3.5	3.6	4.2	3.5	NA	3.3	4.2	4.5
10	PY348	Physics of devices and instrumentation	7	3.0	4.1	4.7	4.1	NA	3.6	3.1	4.1
11	PY356	Advanced mathematical physics	7	3.1	3.9	3.8	3.4	NA	4.6	4.5	4.4
12	PY116	Electricity and magnetism	6	3.0	4.2	3.8	4.1	3.0	4.5	4.4	4.4
13	PY117	Waves and Optics	4	3.6	3.3	3.6	4.4	3.9	4.2	3.0	4.2
14	PY206	Mathematical Physics – II	5	4.0	3.2	4.0	4.3	NA	4.6	3.1	4.2
15	PY207	Thermal Physics	5	4.2	4.4	4.4	4.5	3.0	3.2	4.3	3.4
16	PY208	Digital Systems and applications	7	4.1	3.3	3.8	4.2	3.0	3.3	4.1	
17	PY106	Mathematical Physics –I	5	3.0	4.2	4.6	3.0	NA	4.6	3.0	3.5
18	PY107	Mechanics	6	3.2	4.2	3.4	4.1	3.0	4.4	3.2	4.4
19	PY108	Renewable energy and energy harvesting	7	4.2	3.4	4.1	4.0	NA	4.3	3.4	3.6

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Feedback Analysis Report on Curriculum
2019 – 2020

2.3. Teacher Suggestions

- Syllabus needs to be revised for the course of PY348 Physics of devices and instrumentation
- In the course of PY116 Electricity and Magnetism, the list of experiments need to be revised in order to balance between theory and lab.
- List of experiments needs to be revised in the course PY207 Thermal Physics
- List of experiments needs to be revised in the course PY208 Digital System and Applications
- Syllabus needs to be revised PY106 Mathematical Physics I.
- List of experiments needs to be revised in the course PY107 Mechanics.
- Following electives needs to be added in the basket for the students to enhance their knowledge in another various fields of advanced physics.
 5. Introduction to Astronomy and Astrophysics
 6. Computational Physics –I
 7. Computational Physics –II
 8. Introduction to Quantum Computation
 9. Physics of Semiconductor Devices

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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A circular blue seal for the IQAC (Internal Quality Assurance Cell) at DIT University, Dehradun. The seal contains the text "DIT UNIVERSITY", "IQAC", and "DEHRADUN" around the perimeter. In the center, there is a stylized logo and the text "IQAC COORDINATOR". A signature is written across the seal.

Feedback Analysis Report on Curriculum
2019 – 2020

Teacher Feedback Analysis

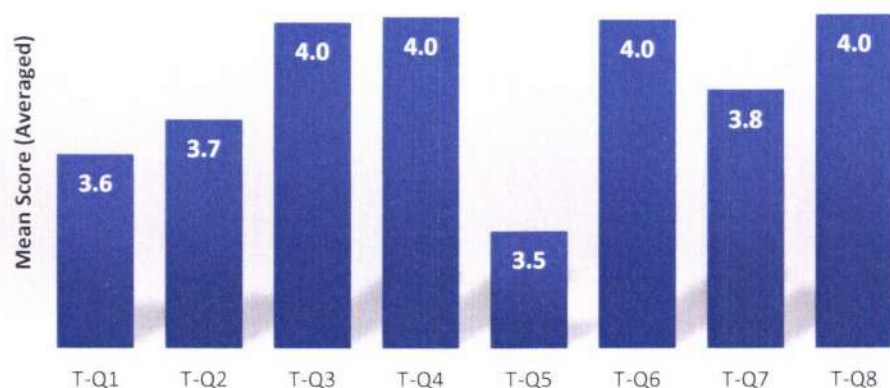


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.7 except for T-Q5 which is 3.5. The obtained feedback scores are satisfactory. Although, the feedback received from teacher indicates the need to revise the content of the course.

- There were some repeated topics in the course PY348 Physics of devices and instrumentation. Some of them needs to be removed as the students have already studied them for the course Analog system and Applications
- In order to enhance the understanding of technical concepts and analytical capability list of experiments must be revised and one topic on capacitance is added in PY116 Electricity and Magnetism.
- In order to meet the understanding of technical concepts and analytical capability, list of experiments needs to be revised in the course PY207 Thermal Physics
- In order to meet the understanding of technical concepts and analytical capability, list of experiments needs to be revised in the course PY208 Digital System and Applications

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Feedback Analysis Report on Curriculum

2019 – 2020

- In order to meet the understanding of technical concepts and analytical capability, list of experiments must be revised in the course PY107 Mechanics.
- Some repeated and unwanted topics needs to be removed from PY106 Mathematical Physics-I.
- Following electives needs to be added in the basket for the students to enhance their knowledge in another various fields of advanced physics.

1. Introduction to Astronomy and Astrophysics
2. Computational Physics –I
3. Computational Physics –II
4. Introduction to Quantum Computation
5. Physics of Semiconductor Devices

Actions:

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

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Feedback Analysis Report on Curriculum
2019- 2020

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
2019- 2020

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 2019-2020 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 2019-2020.

Table 2: Course-wise mean score of teacher feedbacks for 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	CH101	Engineering Chemistry	4	4.0	3.5	3.4	4.1	3.4	4.0	3.4	3.5
2	CH201	Environmental Science	2	3.5	3.7	4.8	4.6	3.7	4.1	4.7	4.1
3	CH106	Inorganic Chemistry - I	2	3.6	4.1	4.6	3.8	3.6	4.1	3.6	3.8
4	CH107	Physical Chemistry- I	2	2.7	3.6	3.5	3.5	3.5	3.5	3.5	3.5
5	CH108	Basic Analytical Chemistry	2	3.6	3.6	3.6	3.4	3.6	3.5	3.6	3.4
8	CH116	Organic Chemistry- I	4	4.2	4.5	4.0	3.8	3.6	3.8	3.6	4.7
9	CH117	Physical Chemistry-II	2	3.8	3.7	3.4	2.8	3.8	2.7	3.7	3.5
10	CH118	Analytical Methods in Chemistry	2	3.8	3.7	3.6	2.8	3.8	3.4	3.6	3.6
13	CH206	Inorganic Chemistry II	3	4.1	3.7	3.8	4.0	4.7	3.9	4.5	4.5
14	CH207	Organic Chemistry II	4	4.0	4.4	3.4	3.4	4.0	3.5	3.5	4.5
15	CH208	Physical Chemistry III	2	3.4	3.4	3.5	2.5	3.5	3.4	3.6	3.8
18	CH216	Inorganic Chemistry III	3	3.9	4.5	4.8	4.7	3.8	3.4	3.8	3.9
19	CH217	Organic Chemistry III	4	3.0	3.1	3.4	3.5	3.2	3.6	3.4	3.1

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Feedback Analysis Report on Curriculum
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
20	CH218	Physical Chemistry IV	3	3.1	2.8	3.6	3.5	3.6	3.5	3.6	3.5
22	CH201	Environmental Science	2	4.7	4.0	4.7	3.5	4.4	3.8	4.1	4.4
23	CH306	Organic Chemistry - IV	4	4.0	4.4	3.6	3.8	4.0	4.1	4.6	4.7
24	CH307	Physical Chemistry - V	2	3.0	2.4	3.5	3.5	4.0	2.8	4.2	3.6
25	CH308	Inorganic Chemistry - IV	2	4.4	3.5	4.2	4.0	4.1	4.0	4.4	4.3
26	CH309	Minor Project & Seminar									
27	CH326	Organic Chemistry - V	4	3.7	3.8	3.5	4.0	3.5	3.8	4.7	3.8
28	CH327	Inorganic Chemistry -V	3	3.8	3.6	4.0	3.7	4.3	4.6	4.0	4.6
29	CH329	Major Project &Seminar									
30	CH346	Green Methods in Chemistry	1								
31	CH347	Polymer Chemistry	2								
32	CH348	Fuel Chemistry	1	4.7	3.9	3.7	4.8	4.6	3.9	4.3	3.6
33	CH349	Analytical Clinical Biochemistry	2	3.2	3.8	3.9	3.8	3.6	3.7	3.7	4.0
34	CH356	Business skills for Chemist and IPR	1	4.1	3.6	4.1	4.8	3.4	3.7	4.4	4.2
35	CH357	Pesticide Chemistry	2	3.5	4.6	4.5	3.6	4.8	3.8	4.0	4.2

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Feedback Analysis Report on Curriculum
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
36	CH358	Medicinal Pharmaceutical Chemistry	2	4.8	3.6	4.4	4.5	3.6	3.6	4.3	4.2
37	CH359	Chemistry of Cosmetics and Perfumes	2	3.9	4.3	4.3	3.9	4.4	4.6	3.6	4.3
38	CH366	Green Chemistry	2	4.4	4.2	4.1	3.9	4.4	4.1	4.5	3.7
39	CH367	Forensic Chemistry	1	3.9	3.7	4.7	4.3	4.6	3.7	4.2	4.7
42	CH606	Advanced Chromatographic Techniques	2	3.9	4.7	4.3	4.3	3.4	3.7	4.3	4.6
43	CH607	Advanced Spectroscopic Analytical Techniques	2	3.5	4.3	3.6	3.5	4.4	3.6	3.9	4.5
44	CH608	Advanced Organic Synthetic Methodology	4	4.4	4.6	4.4	4.6	4.7	4.7	4.0	4.1


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Feedback Analysis Report on Curriculum
2019- 2020

2.3. Teacher Suggestions

All Physical chemistry syllabus should organise as per JAM syllabus and meet industrial requirements.

2.4. Observations and actions

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

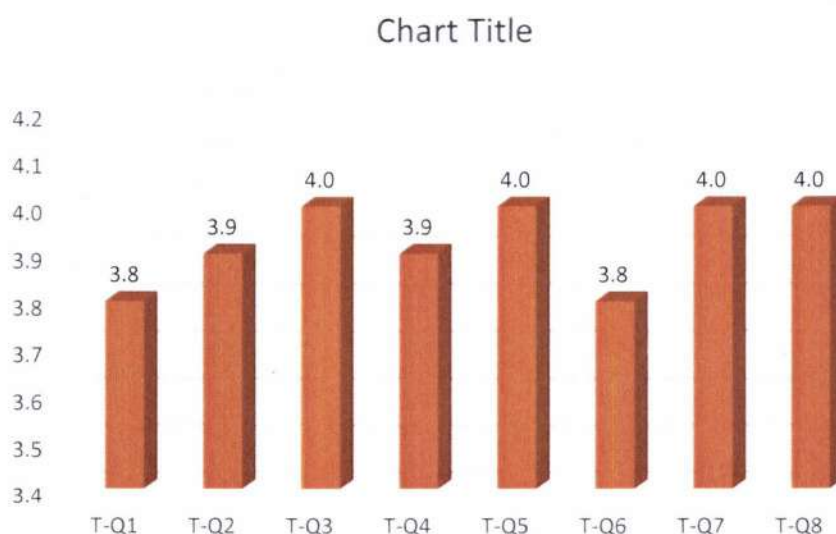


Figure 2: Average values of the teacher feedback mean scores of the courses.

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.

Actions:

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

Employer feedback and Alumni Feedback: Not Applicable as the no batch of B.Sc. Chemistry pass out yet.

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Feedback Analysis Report on Curriculum
2019- 2020

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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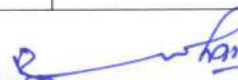
Feedback Analysis Report on Curriculum
2019- 2020


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 Mathematics have been collected for the year 2019-2020 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 Even Semester, 2018-2019.

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	MA108	Calculus II	3	3.6	4.2	3.8	4.7	4.1	3.5	4.4	4.3
2	MA109	Solid Geometry	3	3.8	4.2	3.7	3.6	4.7	4.1	3.7	3.5
3	MA116	Ordinary Differential Equations and Laplace Transforms	3	3.7	4.4	4.3	3.5	4.5	4.4	4.6	4.4
4	MA216	Probability Distributions & Regression Analysis	3	4.5	3.8	3.7	3.6	3.6	3.5	4.3	4.8
5	MA217	Introduction to Abstract Algebra & Number Theory	3	3.5	3.9	3.7	3.9	3.8	4.3	4.2	4.2
6	MA218	Complex Analysis	3	4.6	4.6	3.6	4.0	3.8	3.6	3.9	3.9
7	MA-316	Integral Equations	3	4.2	4.1	4.5	3.6	4.7	4.1	3.8	4.2
8	MA-317	Graph Theory	3	4.5	4.4	4.0	4.3	4.5	3.8	4.5	4.7
9	MA-312	Major Project	3	3.8	3.6	4.7	3.9	4.2	4.4	3.7	4.2
10	MA346	Metric Spaces	3	4.7	3.6	3.6	4.2	4.7	3.4	3.5	3.9



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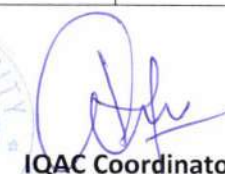
 
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Feedback Analysis Report on Curriculum
2019- 2020

Table 4: Course-wise mean score of teacher feedbacks for Odd 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	MA106	Matrices & Linear Algebra	3	4.1	3.8	3.5	4.8	4.0	4.2	3.8	4.1
2	MA107	Calculus I	3	3.8	4.2	3.4	4.0	3.4	4.3	4.1	4.5
3	MA206	Computer Based Numerical and Statistical Techniques (CBNST)	3	3.6	4.2	4.5	4.1	3.7	3.8	4.1	3.7
4	MA207	Real Analysis	3	4.4	4.7	4.5	3.4	4.1	4.2	3.6	3.7
5	MA208	Partial Differential Equations	3	4.1	4.2	4.7	3.7	4.6	4.4	4.5	4.3
6	MA209	Introduction to Statistical Methods	3	4.6	4.3	4.1	4.3	3.7	3.7	3.5	3.8
7	MA219	Linear Programming	3	3.5	4.1	3.5	4.2	3.9	4.7	3.4	4.2
8	MA306	Mathematical Modeling	3	3.4	3.6	4.5	4.7	4.7	3.4	3.4	4.3
9	MA307	Differential Geometry	3	4.8	4.7	4.2	4.7	3.8	4.1	4.5	4.7
10	MA308	Mathematical Methods	3	3.7	4.5	3.5	3.8	4.1	3.4	3.8	4.5
11	MA309	Discrete Mathematics	3	4.2	3.4	4.1	3.5	3.6	3.6	3.7	4.5
12	MA-311	Project-I	3	4.2	4.6	4.8	4.8	3.9	4.1	3.5	3.5


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Feedback Analysis Report on Curriculum

2019- 2020

2.3. Teacher Suggestions

- The course Graph theory should be included as a core course in place of Discrete mathematics.
- The syllabus of the courses Complex analysis and solid geometry should be modified. Further Some application part should be included in the course Ordinary differential equations and Laplace transform.

2.4. Observations and actions

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

Teacher Feedback Analysis

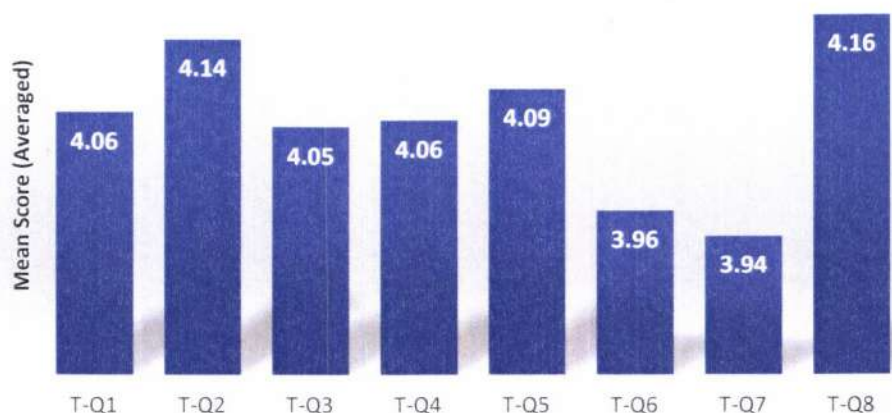


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 except for T-Q6 and T-Q7 which are 3.96 and 3.94, respectively. The obtained feedback scores are satisfactory. The feedback indicates changes in the courses complex analysis and solid geometry. Further, it is also highlights the requirement of graph theory as core course in place of discrete mathematics.

Actions:

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

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Feedback Analysis Report on Curriculum
B.A. (Hons.) English
(2019-2020)

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 I and II Year has been collected for the year 2019-20. 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:

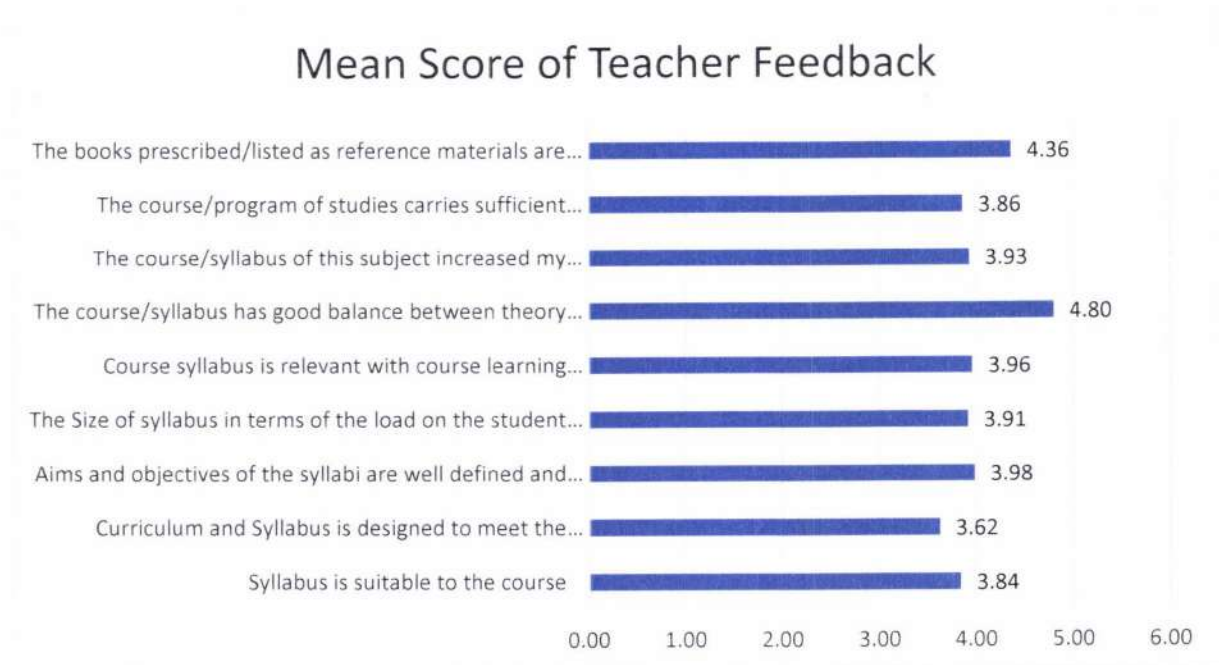


Figure 1

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 3.84. However, four courses, namely History of English Literature (ENG 106), Poetry I (ENG 107), Introduction to Linguistics (ENG 146) and Drama I (ENG 108) registered some scope for improvement. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.62 which shows

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Feedback Analysis Report on Curriculum
B.A. (Hons.) English
(2019-2020)

that most of the faculty members agree on this. Four courses, namely History of English Literature (ENG 106), Poetry I (ENG 107), Introduction to Linguistics (ENG 146) and Drama I (ENG 108) 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 3.98). The analysis depicted that the size of syllabus in terms of the load on the student is appropriate (mean score 3.91). They have agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.96).

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 4.80 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 3.93 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.86). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.36).

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 History of English Literature (ENG 106), Poetry I (ENG 107), Introduction to Linguistics (ENG 146) and Drama I (ENG 108).

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

(2019-2020)

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 2019-20. 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:

Mean Score of Teacher Feedback (2019-20)

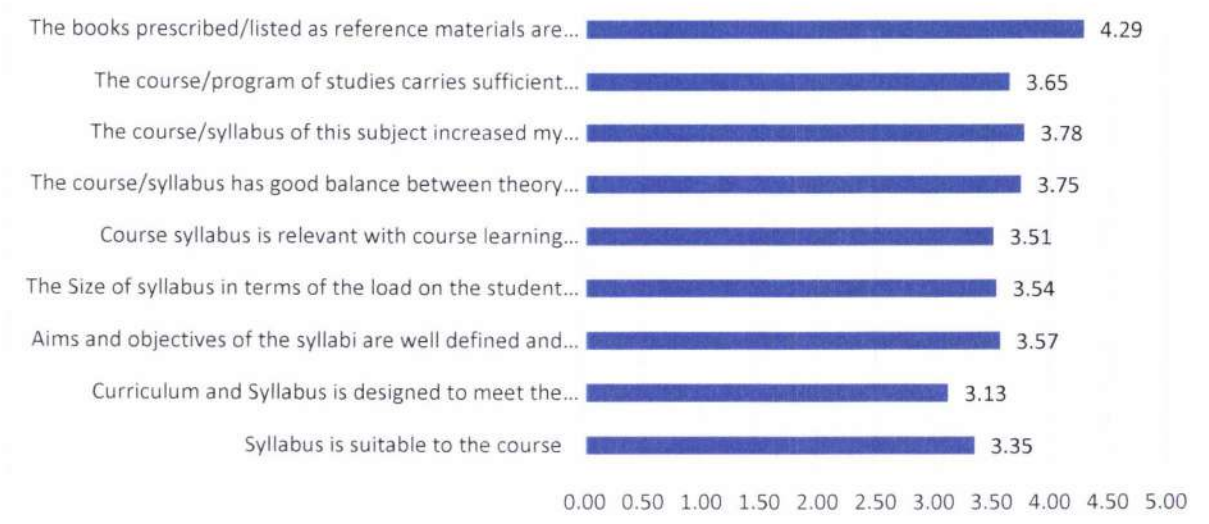


Figure 1

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 to agree that the syllabus is suitable to the courses. The mean score of all the courses for this statement is only 3.35. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.13 which shows that most of the faculty members rated neutral to agree 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 3.57). The analysis depicted that on the question of size of

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Feedback Analysis Report on Curriculum

(2019-2020)

syllabus in terms of the load on the student is appropriate the faculty is neutral to agree (mean score 3.54). They are neutral to agree on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.51).

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 3.75 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 3.78 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.65). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.29).

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 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).


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Department of Humanities & Liberal Arts
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Feedback Analysis Report on Curriculum
B.A. (Hons.) Psychology
(2019-2020)

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 1st & 2nd year has been collected for the year 2019-20. 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:

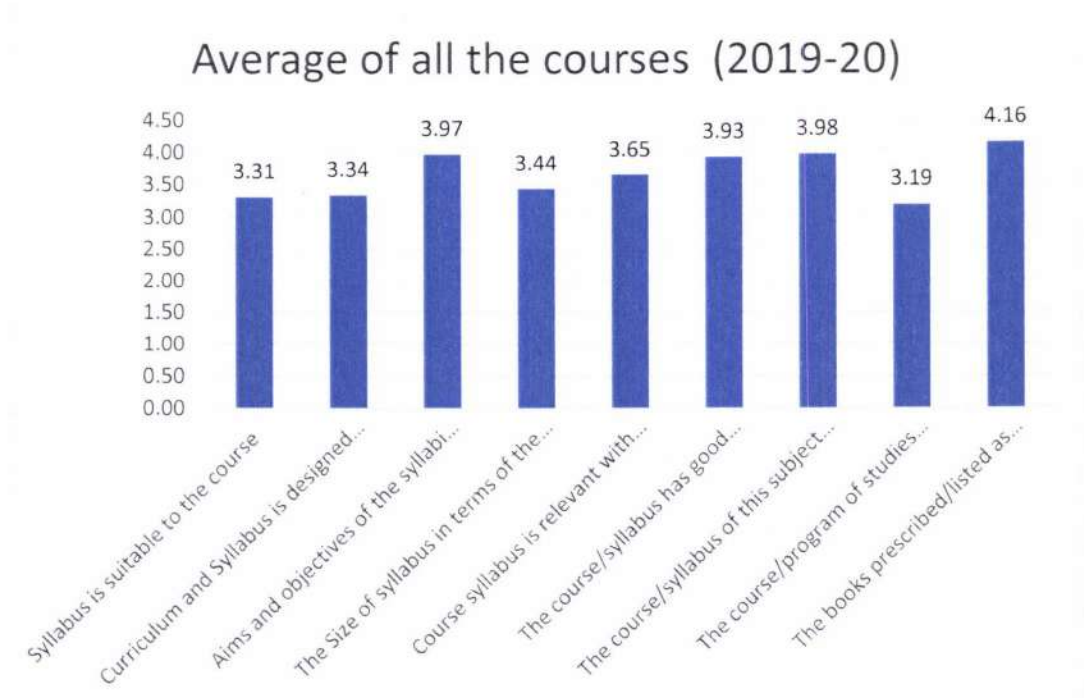


Figure 1

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 neutral to agreed opinion that the syllabus is suitable to the courses. The mean score of all the courses for this statement is 3.31. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.34 which shows that most of the faculty members are neutral to agreed on this. Most of the faculty members agree on the 'Aims and objectives of the syllabi are well defined and clear to teachers


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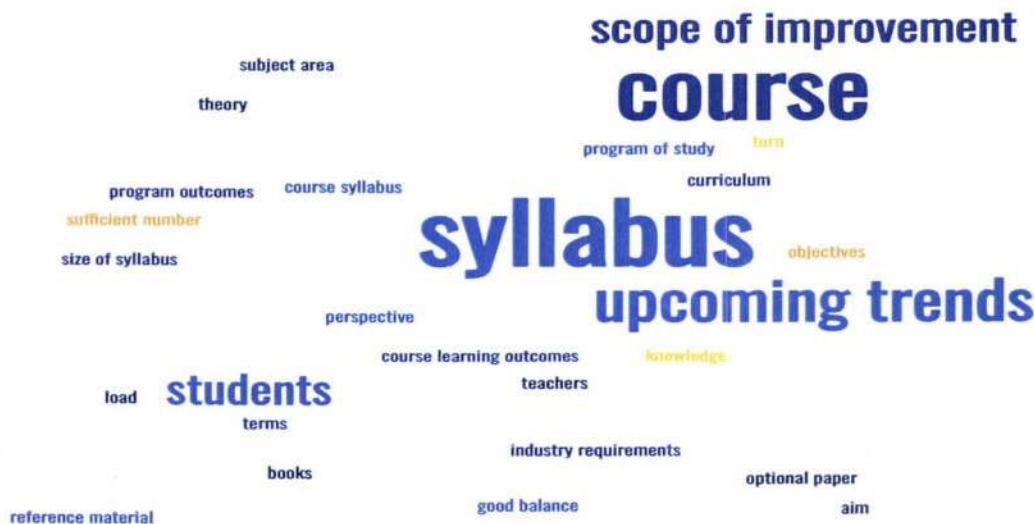

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Department of Humanities & Liberal Arts
 DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
B.A. (Hons.) Psychology
(2019-2020)

and students' (mean score 3.97). The analysis depicted that the size of syllabus in terms of the load on the student has scope of improvement (mean score 3.44). They have approximately agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.65).

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 3.93 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 3.98 which shows their agreement on this. Most of the participants were neutral to agree that the course/program of studies carries sufficient number of optional papers (mean score 3.19). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.16).

Suggestion:



On the basis of suggestions of faculty members, it is concluded that revisions are required in the syllabus of some of the courses of the first year and second year such as Psychology of Individual Differences (PSY108), Statistical Methods for Psychological Research I (PSY109), Development of Psychological Thought (PSY217), Developmental Psychology (PSY227), and the like. The Faculty Members suggested reviewing the syllabus of all the courses in the 3rd Year for need of revision.

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

Feedback Analysis Report on Curriculum

(2019-2020)

Teachers' Feedback

One of the most important roles in the growth of any institution is that of the faculty in the design and development of the curriculum. In order to determine the significance of an educational institution in society, feedback from the faculty regarding their satisfaction with the modelling of a curriculum is crucial. The present report is the teachers' feedback analysis on curriculum for the year 2019-20. The feedback form for the teachers is designed by the Internal Quality Assurance Cell (IQAC) of the University.

For every course taught in the first and last years of the MBA programme, feedback is gathered from the teaching staff. In the academic year 2019-20, faculties were requested to complete a feedback form at the end of each trimester. The feedback form was divided into two sections: statement on scale and open-ended questions. The statements on which the faculties responded, on a scale of strongly disagree (1) to strongly agree (5) are as follows:

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.

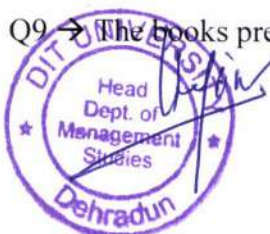
Q5 → Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.

Q6 → The course/syllabus has good balance between theory and Lab.

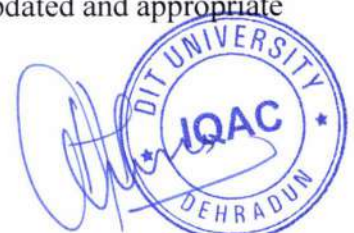
Q7 → The course/syllabus of this subject increased my knowledge and perspective in the subject area.

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
(2019-2020)

After getting the responses from teachers, the average scores for each statement have been calculated. The average score of the averages of each course is calculated and is shown in the graph in Figure 1.

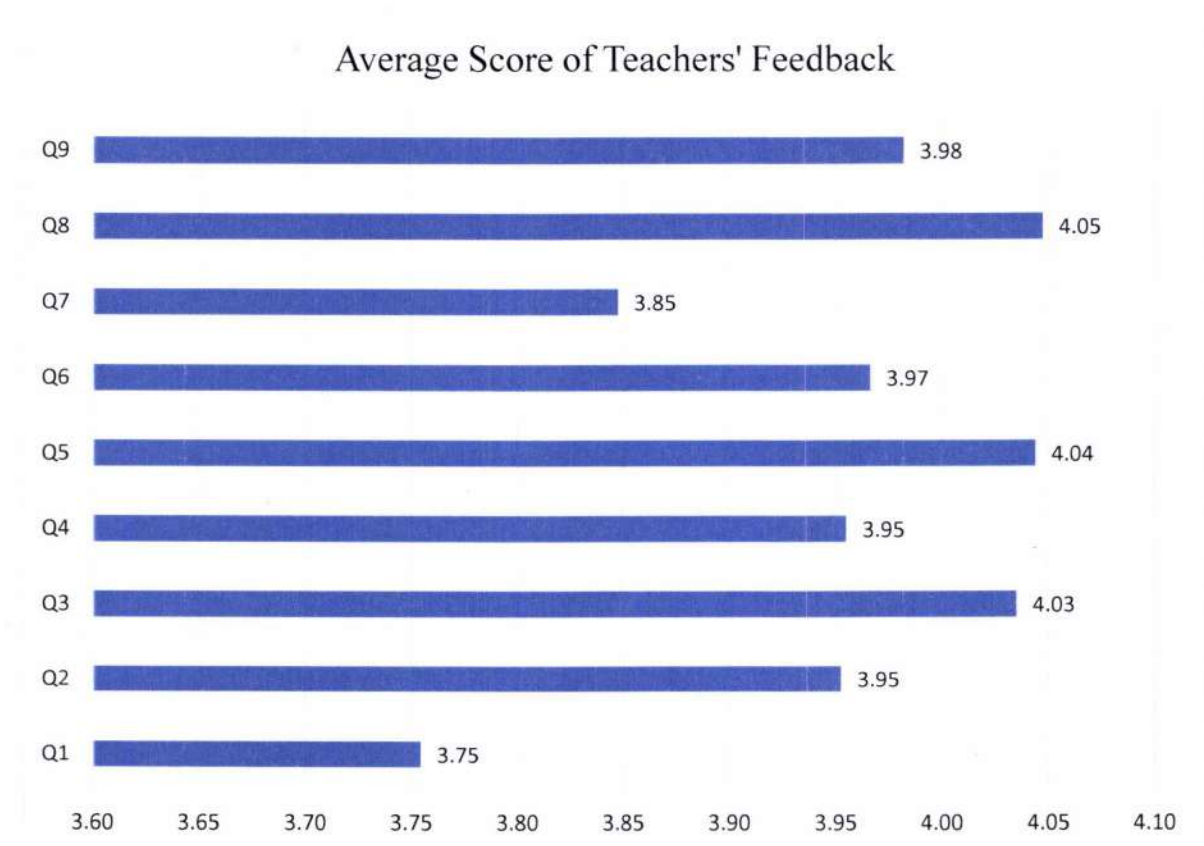
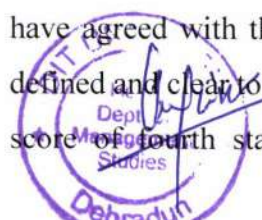
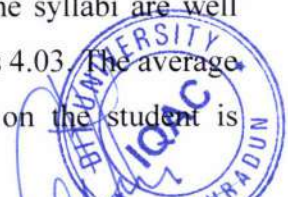


Figure 1

Figure 1 depicts the average score of teachers' feedback for all the courses. The responses were collected on the scale from strongly disagree (1) to strongly agree (5). The first statement 'Syllabus is suitable to the course' attained average score 3.75 which falls somewhere between neutral to agree. The average score of second statement "Curriculum and Syllabus is designed to meet the industry requirements" is 3.95 which is showing that faculty participants have also agreed with the designing of course which is meeting industrial requirements. Teachers also have agreed with the third question statement "Aims and objectives of the syllabi are well defined and clear to teachers and students". The average score of the same is 4.03. The average score of fourth statement "The size of syllabus in terms of the load on the student is


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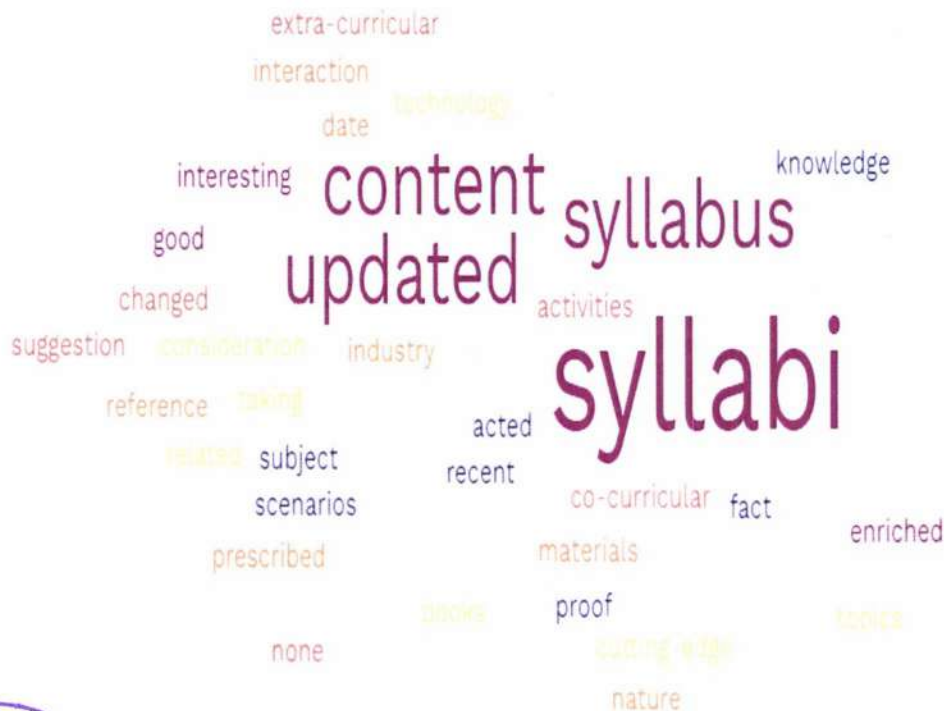

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Feedback Analysis Report on Curriculum

(2019-2020)

appropriate” is 3.95 which shows teachers also have agreed on this. Teachers have somewhere responded agree to strongly 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 4.04. The average score of sixth statement “The course/syllabus has good balance between theory and Lab” is 3.97, 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 3.85 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 4.05. 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 3.98 which is somewhere between neutral to agree.

Suggestion:



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Feedback Analysis Report on Curriculum

(2019-2020)

The teachers suggested that the content of the syllabus of most of the courses is already updated and interesting. The students can be involved in more co-curricular and extra co-curricular activities. Some content of the courses i.e., financial accounting and analysis, organization behavior, corporate finance and cost and management accounting needs to be updated as per the industrial requirement. They also suggested that the courses also increasing their knowledge.

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



Head of Department



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Feedback Analysis Report on Curriculum

(2019-2020)

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

(2019-2020)

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 (CEM) have been collected for the year 2019-2020 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, 2019-2020 and Even Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd 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	AR701	Construction Finance Management	6	3.4	3.6	4.5	3.9	NA	4.1	3.0	4.8
2	AR702	Risk Management in Const. Business & Projects	6	2.7	2.5	3.0	4.5	NA	3.0	4.8	2.9
3	AR703	BOT, Turnkey Projects & FIDIC	6	4.4	4.3	3.6	4.3	NA	3.7	4.3	4.0
4	AR704	Project Quality & Safety	6	2.5	2.9	3.7	2.8	NA	3.7	3.0	4.2
5	AR742	Laws Governing Infrastructure Project	6	4.8	3.8	4.7	4.5	4.0	4.4	4.4	3.8
6	AR745	Site Management	6	3.6	3.5	4.2	4.5	3.9	4.4	3.7	4.1
7	AR705	Construction Projects Case Study	6	4.0	3.6	4.2	3.8	4.8	4.7	4.1	4.8

Head of Department



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Feedback Analysis Report on Curriculum

(2019-2020)

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	AR706	Thesis Project	6	4.4	3.7	3.5	4.7	4.0	4.3	4.7	4.1
2	AR707	Real Estate Management	6	2.6	2.8	3.9	3.8	NA	2.9	4.2	4.2
3	AR748	Infrastructure Develop Through PPP Mode	6	4.3	3.9	4.6	4.3	4.4	3.6	3.8	3.5



Head of Department



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Feedback Analysis Report on Curriculum

(2019-2020)

2.3. Teacher Suggestions

- Fire safety has not been covered under Project safety some part of this subject is common with Risk Management.
- Dissertation of specified topics will help the students to finalize their thesis topics well in advance.

2.4. Observations and actions

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

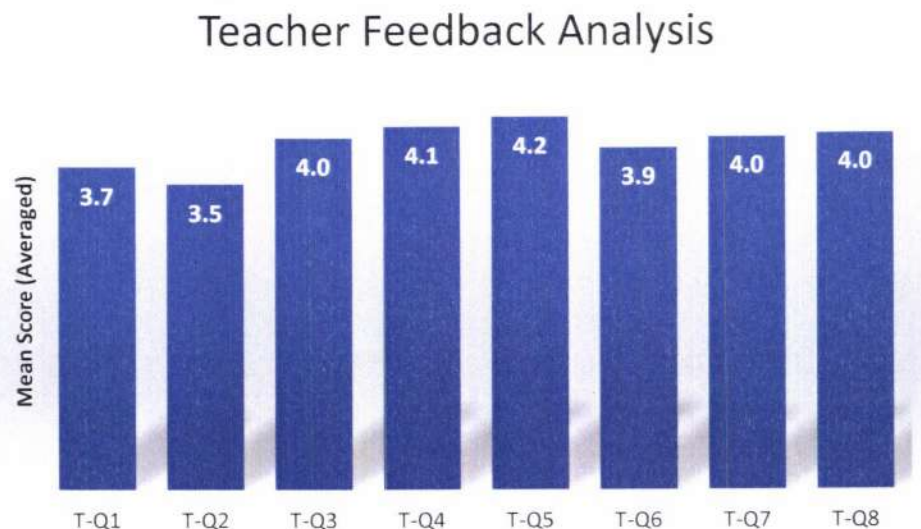


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.7 except for T-Q2 which is 3.5. The obtained feedback scores are satisfactory. The teachers have emphasized the requirement of introducing fire safety and dissertation.

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

(2019-2020)

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



IQAC Coordinator

Feedback Analysis Report on Curriculum
(2019-2020)

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 2019-2020 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, 2019-2020 and Even Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd 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	BDI111	History, Culture and Society-I	5	3.1	3.9	4.4	4.1	NA	4.6	3.0	3.7
2	BDI112	Aesthetics and Explorations -I	5	4.3	4.0	4.3	4.6	4.3	3.6	3.6	4.5
3	BDI113	Design Methods-1	5	2.9	4.6	4.3	2.5	4.1	3.9	4.2	4.0
4	BDI114	Arch /Interiors Drawing & Repr Skills-I	5	3.0	2.9	2.2	3.0	4.5	3.5	3.7	3.5
5	BDI115	Design Studio-I	5	4.6	4.2	4.5	4.3	3.7	4.3	4.1	4.8
6	BDI141	Interior Photography	5	3.5	4.2	4.4	4.4	3.8	4.5	4.6	4.2
7	BDI201	Interior Design Elements-I	5	4.3	2.5	2.9	4.1	4.6	4.6	3.7	4.4

Feedback Analysis Report on Curriculum

(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
8	BDI202	Materials & Construction for Interiors-I	5	3.5	4.4	4.8	4.8	4.3	4.8	3.4	4.6
9	BDI203	Interior Design Services-I	3	2.7	3.5	3.4	2.9	NA	2.9	4.7	4.4
10	BDI204	Professional Communication	2	4.8	3.9	4.0	4.0	NA	3.7	4.1	4.8
11	BDI205	Design Studio-III	5	3.8	3.4	4.4	3.4	4.2	4.0	4.7	4.3
12	BDI243	Signage & Graphics	5	4.0	4.3	4.5	4.8	4.2	3.6	4.0	4.7
13	AR241	Theory of Design	5	3.5	4.4	3.6	4.0	3.4	4.7	3.9	3.8
14	BDI301	Global Design Thoughts in Interior	4	4.7	3.9	3.8	4.2	NA	3.8	4.6	3.8
15	BDI302	Materials & Constr for Interiors-III	5	3.6	4.1	3.7	4.5	3.5	4.5	4.2	4.5
16	BDI303	Working Drawing & Furniture Detailing	5	4.0	3.5	3.7	4.4	4.2	4.8	4.1	4.5
17	BDI304	Estimation & Costing	5	4.0	3.7	4.5	4.7	NA	4.6	3.6	4.8



Head of Department



IQAC Coordinator

Feedback Analysis Report on Curriculum

(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
18	BDI305	Design Studio-V	5	4.1	3.7	4.1	4.0	4.0	4.0	3.8	4.8
19	BDI342	Interior For Retail Sector	5	3.9	4.5	3.7	4.6	3.8	3.8	4.8	4.1
20	AR381	Architectural Photography	5	4.5	3.7	4.6	3.7	3.5	4.6	3.8	3.6

Head of Department



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Feedback Analysis Report on Curriculum

(2019-2020)

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	BDI116	History, Culture and Society-II - 2018	5	3.7	3.9	3.5	3.9	NA	4.0	4.4	4.8
2	BDI117	Aesthetics & Explorations-II - 2018	5	4.6	3.9	4.5	4.7	4.6	4.8	3.8	4.1
3	BDI118	Design Methods-II (Anthro & Ergono)-2018	5	3.7	4.5	4.4	4.0	3.8	4.0	4.5	4.2
4	BDI119	Arch/Interior Drawings & Repr Skil-2018	5	4.4	4.6	4.4	3.9	4.7	4.3	3.4	3.7
5	BDI146	Market Research and Spotting Trends	3	4.8	4.1	4.8	3.8	3.5	3.7	4.3	4.1
6	BDI121	Design Studio II	5	3.0	3.3	3.0	3.4	3.4	3.4	3.4	4.8
7	BDI206	Interior Design Elements-II	5	4.3	4.5	3.7	4.0	4.5	4.3	4.3	4.6


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Feedback Analysis Report on Curriculum

(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
8	BDI207	Material & Construction for Interiors-II	5	4.5	3.4	3.5	4.3	3.7	3.6	4.6	4.5
9	BDI208	Interior Design Services-II	3	3.6	3.5	4.7	4.6	NA	3.5	4.1	4.4
10	BDI209	Furniture Design	5	4.0	3.6	3.7	4.3	4.4	3.4	4.4	3.7
11	BDI211	Design Studio-IV	5	4.3	4.1	4.3	4.0	3.4	3.7	4.0	3.9
12	BDI244	Interior Landscape	5	4.6	3.8	4.5	4.3	4.6	4.7	3.7	4.5



Head of Department



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Feedback Analysis Report on Curriculum

(2019-2020)

2.3. Teacher Suggestions

- The students should be taught about AutoCAD and other relevant software.
- Elements of design should be a separate unit. Also, students should know about various movements in design. Practical aspects should be covered under services.
- Courses of other departments to be offered.

2.4. Observations and actions

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

Teacher Feedback Analysis

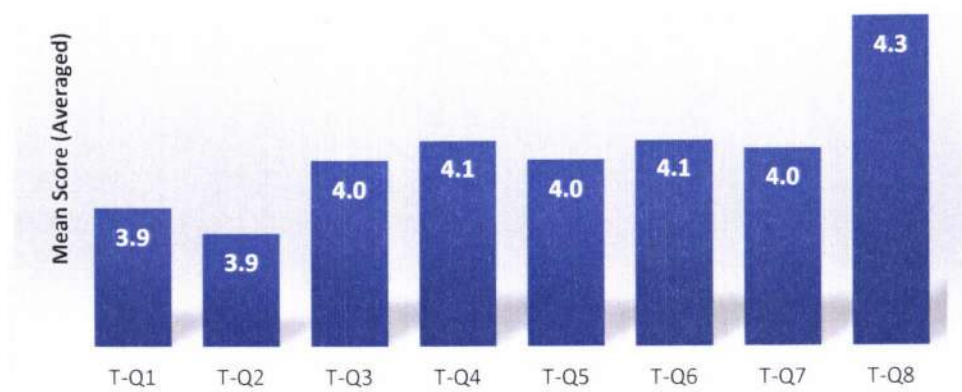


Figure 2: Average values of the teacher feedback mean scores of the courses.

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 training and minor changes in some units of history, services 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

(2019-2020)

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-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



IQAC Coordinator



Feedback Analysis Report on Curriculum

(2019-2020)

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 2019-2020 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, 2019-2020 and Even Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd 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	AR 111	Architectural Design-I	15	2.8	2.9	4.4	4.4	4	4.8	2.5	4.4
2	AR 112	Building Construction & Materials-I	15	3.4	4.7	4.7	4.5	4.6	4.5	3.4	4.5
3	AR 113	Structural Design & Systems-I	3	4.6	4	4	4.6	3.7	4.3	3.7	3.6
4	AR 114	Architectural Graphics Skills-I	15	3	4.7	3.9	3.5	4	4.1	4.7	4.3
5	AR 115	History of Architecture & Culture-I	5	3.6	3.7	4	3.5	3.7	3.6	3.8	4.6
6	AR 116	Basic Design & Visual Art	15	3.9	4.6	3.5	4.8	3.8	4.2	3.9	3.5
7	AR 117	Computer Application-I	15	3.7	4.4	3.8	4.6	4	4.6	3.5	3.7



Feedback Analysis Report on Curriculum

(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
8	CH 201	Environment Science	2	4.1	3.9	4.5	4.1	4.8	4.7	4	3.9
9	AR 201	Architectural Design-III	15	2.6	2.8	4.3	3.7	4	2.9	4.8	3.5
10	AR 202	Building Construction & Materials-III	15	4.3	4.3	4.8	4.3	4.7	4.4	3.7	3.6
11	AR 203	Structural Design & Systems-III	2	4.2	3.7	4.4	4	4.8	4.1	4.4	3.6
12	AR 205	History of Architecture & Culture-III	15	3.4	4.7	4.2	3.7	4	4.4	3.8	3.4
13	AR 204	Architectural Graphics Skills-III	15	4.7	3.6	4.7	4.4	4.1	4.1	3.4	4.7
14	AR 206	Climatology	15	4.4	4.7	4	3.6	4.2	3.8	4	4.2
15	AR241	Theory of Design	15	4.6	3.9	4.5	4.6	4.3	3.5	3.7	3.6
16	AR 301	Architectural Design-V	15	4.2	4.5	4.5	3.9	3.8	4.4	4.2	3.8
17	AR 302	Building Construction & Materials-V	15	3.8	4.4	4.6	4.1	3.9	3.8	3.8	3.9
18	AR 303	Structural Design & Systems-V	3	3.9	4.7	4.1	3.5	4.1	4.4	3.7	3.7
19	AR 304	Building Services-I(WS)	15	4	3.7	3.7	4.1	4.4	4	4.5	3.9

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Feedback Analysis Report on Curriculum

(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
20	AR 305	Working Drawing-I	15	3.5	4.6	3.7	4.5	4.1	3.7	4.2	3.7
21	AR 306	Landscape Design	15	4.4	4.7	4.3	3.6	3.8	4.2	4.6	4.6
22	BDI341	Design Management	15	4.2	4.5	4.7	3.6	4.1	4.7	4.7	4.2
23	HS302	Personality Development Program 1	2	4	4.6	3.4	3.8	4.6	3.8	4.2	4.1
24	AR341	Architectural Documentation	15	4.5	3.8	4.7	3.9	4.5	4.3	3.5	3.8
25	AR344	Architectural Journalism	15	3.9	3.8	3.8	3.5	3.5	4.5	4.7	4.5
26	AA9S10	Architectural Design-IX	15	3	3.3	2.5	4.5	2.3	3.4	4.7	4.5
27	AA9S20	Advanced Construction	15	3.8	4.5	4.5	3.7	3.5	3.4	3.9	4
28	AA9010	Professional Practice- I	15	3.9	3.8	4.6	3.6	4.4	4.1	4.6	4.1
29	AA9020	Research Skills & Project Introduction	15	4	3.4	4.8	4.4	4.5	3.9	4.2	3.8
30	AA9030	Construction & Resource Management	15	4.2	4.3	3.5	3.6	3.9	3.7	3.5	3.6
31	AA9210	Seminars	15	4.8	4.3	3.6	4.4	4.7	3.8	3.7	3.7
32	AA9610	Visual Arts & Communication	3	3.7	4.8	4.1	4.2	4.4	4	4.7	3.4
33	AA9620	Waste Management	2	2.8	3.4	4	4	4.6	4	3.8	3.9
34	AA9310	Value Added Program	15	4.3	4.7	4.1	4.4	3.6	3.7	4.1	3.4

Head of Department



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Feedback Analysis Report on Curriculum

(2019-2020)

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	AR 118	Architectural Design-II	15	4.5	3.8	4.2	3.5	4.6	3.9	3.9	3.7
2	AR 119	Building Construction & Materials-II	15	3.8	4.5	4.4	4.7	4.5	4.6	3.9	3.8
3	AR 125	Structural Design & Systems-II	3	4.5	3.5	4.1	4	4.2	4.4	3.4	4.8
4	AR 121	Architectural Graphics Skills-II	15	4.8	4.6	3.6	4.4	4.1	4.6	3.4	4.7
5	AR 122	History of Architecture & Culture-II	15	3.7	4.7	4	3.8	3.6	3.9	4	4.8
6	AR 123	Surveying & Levelling	2	3	2	2.4	4.7	3	4.1	4.1	4.7
7	AR 124	Computer Application-II	15	3.8	4.7	4.7	4.3	4.5	4.5	3.8	3.4
8	HS 103	Professional Communication	2	4.1	3.4	4.3	4.4	4.3	4	4.6	4.8
9	AR 207	Architectural Design-IV	15	3.6	2.7	4.1	4.7	2	4.3	4.4	4.3
10	AR 208	Building Construction & Materials-IV	15	4.1	3.7	4.5	4	3.4	4.4	3.8	4.5

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IQAC Coordinator



Feedback Analysis Report on Curriculum

(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
11	AR 209	Structural Design & Systems-IV	3	4.1	4.5	4.6	4.1	4.6	4.1	4.4	3.4
12	AR 213	Architectural Graphics Skills-IV	15	4.7	4.6	4.2	3.4	3.5	4.2	4.6	4.4
13	AR 211	Contemporary Architecture	15	3.9	4.8	4.5	3.5	3.8	4.1	4	3.8
14	AR 212	Building Bye Laws & Code of Practice	15	3.8	3.4	3.8	3.5	3.8	4.2	4.4	4
15	AR 307	Architectural Design-VI	15	4.1	2	2.5	2.2	2.9	4.6	4.6	4.5
16	AR 308	Building Construction & Materials-VI	15	4.7	4.1	4.6	3.9	4.2	4.6	3.6	4
17	AR 309	Structural Design & Systems-VI	3	4.1	4.4	4.8	4.7	4.3	4	3.9	4
18	AR 313	Working Drawing-II	15	4.5	3.9	4.1	4.2	3.6	4.7	4.7	4.2
19	AR 314	Specification and Estimation	15	4.4	3.9	3.8	4	4.2	4.7	4.1	3.7
20	AR 311	Town Planning	15	4.1	3.8	4.1	4.3	3.5	3.9	4.5	3.4
21	AR 312	Building Services-II(EMS)	15	3.9	3.7	4.1	4.2	3.7	4.4	4.1	4.7
22	CE381	Disaster Preparedness, Planning & Management	2	4	4	4	3.8	3.6	4	4.1	4.6

Head of Department



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Feedback Analysis Report on Curriculum

(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
23	HS305NC	Personality Development Program 2	2	4.2	4.1	3.8	3.4	4.4	4	4.2	3.8
24	AA8S10	Architectural Design-VIII	15	4.4	3.9	4.1	3.7	2.8	4.6	3.7	3.6
25	AA8S20	Construction & Materials-VIII	15	3.5	3.6	4.1	4.1	4.6	3.5	4.1	4.4
26	AA8010	Architectural Structures-VIII	2	3.6	4.3	4.1	4.4	3.4	4.1	3.6	3.8
27	AA8020	Building Economics	15	4.4	4.5	3.6	4.5	4.8	4.8	4.2	3.5
28	AA8030	Architecture Journalism	15	3.4	4.4	4.7	4.1	4.6	4.8	4.6	4.5
29	AA8S30	Town Planning	15	3.5	3.8	4.2	4.1	4.3	4.3	4.3	4.2
30	AA8210	Sustainable Buildings	15	4.1	3.9	3.6	4.7	4.7	3.7	3.9	4.7
31	AA8040	Environmental Studies	15	4.5	4.4	3.7	3.5	3.1	4.7	4.4	4.1
32	AA0S10	Architectural Thesis	15	4.1	3.7	3.7	4.5	3.6	4	4	4.3
33	AA0010	Professional Practice- II	15	4.8	3.5	4.4	4.8	3	3.9	3.5	3.7
34	AA0620	Urban Design	15	3.6	4.4	3.8	4.3	4.7	4.6	4.6	4.7
35	AA0640	Alternate Construction Technology	15	4.4	3.5	3.5	3.7	3	3.7	3.6	3.6


 Head of Department


 IQAC Coordinator

Feedback Analysis Report on Curriculum
(2019-2020)

2.3. Teacher Suggestions

- More courses from other departments.
- 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.

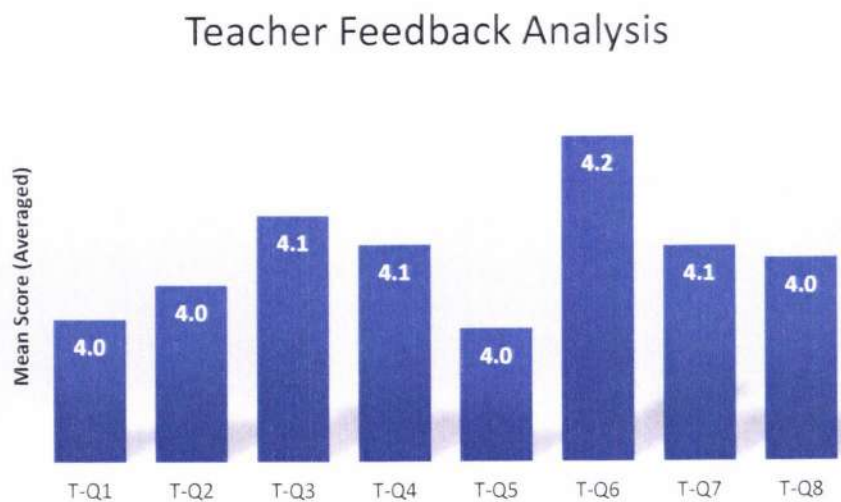


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0. The obtained feedback scores are satisfactory. The teachers have emphasized the requirement of updation in design studio and also recommend to offer new electives and mooc courses.

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

(2019-2020)

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


IQAC Coordinator

Feedback Analysis Report on Curriculum

(2019-2020)

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 2019-2020 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, 2019-2020 and Even Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd 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	BDX101	Sketching & Drawing	4	3.1	3.9	4.1	4.7	NA	3.8	3.0	3.5
2	BDX102	Introduction to Visual Design	4	3.6	3.4	3.5	4.6	4.5	4.0	4.5	4.3
3	BDX103	Fundamentals of Design	4	3.2	4.7	4.7	4.1	4.3	3.6	3.9	4.2
4	BDX104	History of Art & Evolution of Design	3	3.0	3.9	3.0	3.0	4.5	4.0	4.2	4.6
5	BDX105	Empathy and Understanding Problems	4	4.6	4.5	4.2	4.0	3.7	3.7	4.6	4.2
6	IX101	Introduction to UX Design	3	4.4	4.7	4.2	4.6	4.0	3.8	3.7	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
7	IX102	Design Communication & Visualizing Ideas	3	4.0	4.0	3.3	4.2	3.5	4.5	3.5	3.5
8	BDX201	Service Design & Task Flows	4	3.5	4.3	3.8	3.9	3.7	3.8	4.4	4.2
9	BDX202	Introduction to UI Design	4	3.1	3.5	4.7	4.1	NA	3.0	4.8	3.6
10	BDX203	Information & Data Study	4	3.9	3.5	3.5	4.7	NA	4.2	4.1	3.9
11	BDX204	Introduction to User Research	4	4.1	4.7	4.6	3.5	4.7	3.6	3.9	4.4
12	BDX205	Design Thinking	4	4.6	3.8	4.7	3.7	3.9	4.0	4.0	4.6
13	IX201	Ethnography & People Design	3	4.2	4.0	4.2	4.4	3.9	4.5	4.6	3.9
14	IX202	Information Architecture	3	3.8	4.1	3.5	3.5	NA	4.0	3.7	3.8



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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	BDX106	Sketching & Drawing Advance	4	3.9	4.3	3.8	4.1	4.6	4.0	4.5	3.6
2	BDX107	Visual Design Tools	4	3.9	3.8	3.8	4.8	4.2	3.4	3.6	4.8
3	BDX108	Basics of UI Development	4	4.1	4.3	4.7	4.3	NA	4.1	3.4	4.0
4	BDX109	Technology in Experience Design	4	4.6	3.7	3.9	4.0	4.5	3.8	4.5	4.1
5	IX103	UX Design Advance	4	4.0	3.5	3.6	4.2	4.2	3.9	4.0	4.3
6	IX104	Integrated Studio for UX	4	4.4	4.4	4.4	4.0	4.6	3.6	4.6	3.5
7	BDX206	User Research Application	4	4.8	4.2	3.6	4.1	NA	4.5	3.8	3.4
8	BDX207	Introduction to Interaction Design	4	4.5	3.6	4.0	4.0	4.0	4.0	4.6	4.2
9	BDX208	Data Analytics	4	4.3	4.8	4.6	4.0	4.7	4.6	3.9	3.9


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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	BDX209	UI Design Advance	4	4.1	3.6	3.4	3.9	4.0	4.0	3.9	4.0
11	IX203	Service Design & Task Flows Advance	3	4.2	3.5	3.6	4.3	4.5	4.2	4.2	3.9
12	IX204	Design Thinking Application	3	3.0	3.3	3.0	3.8	3.4	3.4	3.9	4.7
13	IX205	Introduction to 6D	3	3.4	3.7	4.7	4.8	3.8	4.7	4.7	4.2



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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.

Teacher Feedback Analysis

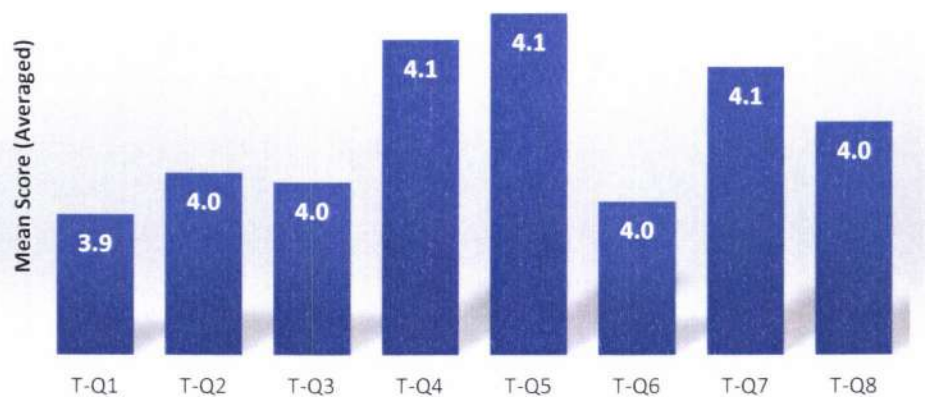


Figure 2: Average values of the teacher feedback mean scores of the courses.

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.


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M.Des (UX)
(2019-2020)

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 M. Des(UX) have been collected for the year 2019-2020 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, 2019-2020 and Even Semester, 2019-2020, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd 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	MDX 101	Fundamentals of Design	3	3.1	3.9	3.7	4.4	3.8	4.5	3.0	4.1
2	MDX 102	HCI and User Experience	3	3.5	3.4	4.2	3.5	4.7	3.8	4.7	4.1
3	MDX 103	Cognitive Design and Ethnography	3	3.2	4.2	3.9	4.1	3.9	4.2	3.9	3.8
4	MDX 104	UX Design	3	3.0	3.9	3.0	3.0	4.2	3.5	3.7	4.5
5	MDX 105	User Interface Design	3	4.3	3.5	4.0	4.4	4.5	3.9	3.8	3.9
6	MDX 106	Design Thinking and Innovation	3	3.8	4.1	4.5	3.7	4.3	4.1	3.7	3.6
7	MDX 107	Introduction to Design Research	3	4.3	4.0	3.3	3.4	4.0	4.3	4.2	4.1
8	MDX 108	Presentation and Communication Skills	3	4.5	3.6	4.5	4.1	4.8	4.2	4.0	3.8


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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	MDX 109	Omnipresence Design	3	3.1	3.5	4.4	4.1	4.0	3.0	4.2	3.7
2	MDX 110	Digital Experience Strategy	3	4.8	3.7	4.6	4.4	4.3	4.2	4.0	4.3
3	MDX 111	Service Design and Enterprise UX	3	4.4	3.9	4.3	3.7	4.0	4.2	4.7	4.7
4	MDX 112	Customer Experience in Fintech	3	3.7	4.1	3.5	3.6	4.6	4.8	4.5	4.4
5	MDX 113	Human Factors in Healthcare	3	4.6	4.2	4.8	4.5	3.9	4.5	4.3	3.7
6	MDX 114	UX Design for Emerging technology	3	3.5	4.6	3.8	4.8	4.6	4.2	3.5	3.9
7	MDX 115	Seminar 1	3	3.6	4.3	4.7	4.3	4.4	4.5	4.4	4.1



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2.3. Teacher Suggestions

- Communication skills of the students to be improved.

2.4. Observations and actions

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

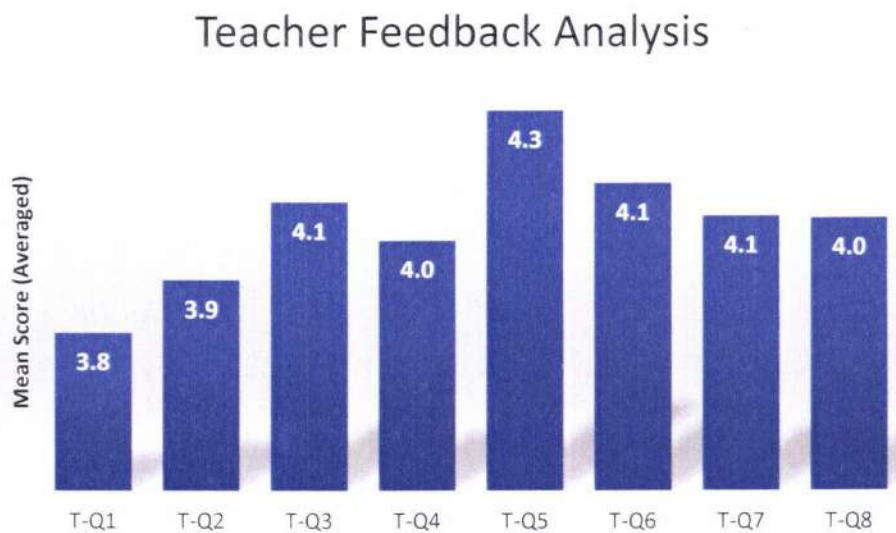


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

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Actions:

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Head of Department


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