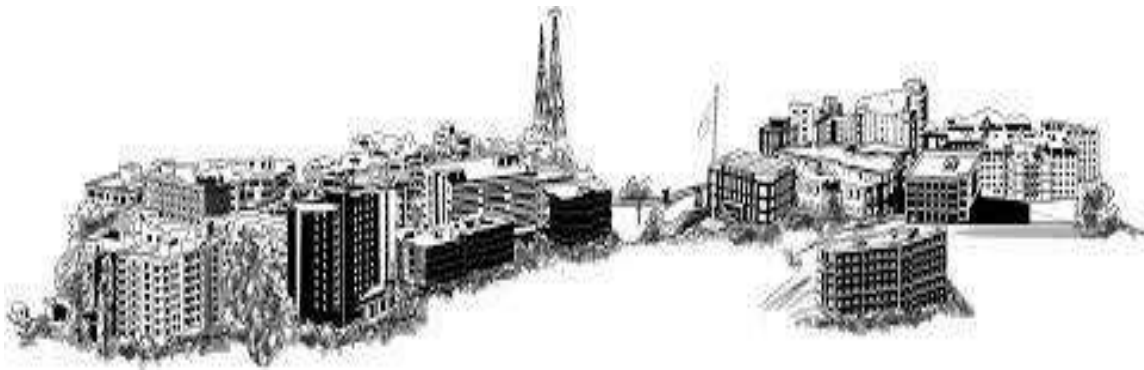




TEACHER'S FEEDBACK REPORT

Academic Year 2021-2022



DIT UNIVERSITY

Mussoorie Diversion Road Dehradun, Uttarakhand-248009

Feedback Analysis Report on Curriculum

(2021-2022)

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.
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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.

Dean
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DIT University, Dehradun

Head of Department



Feedback Analysis Report on Curriculum

(2021-2022)

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 CSE have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2020-2021 and Odd Semester, 2021-2022, respectively.

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

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CSF102	DATA STRUCTURE	5	4.4	4.4	3.6	4.0	4.6	4.3	4.7	3.9
2	CS213	THEORY OF COMPUTATION	4	4.4	4.5	4.3	4.1	4.7	3.8	4.7	3.5
3	CS214	OPERATING SYSTEMS	4	4.5	4.1	4.8	4.6	3.5	3.5	3.6	4.3
4	CS203	COMPUTER NETWORKS	4	4.6	3.9	4.8	4.8	4.6	4.1	3.6	4.4
5	CS205	DOT NET TECHNOLOGIES	4	4.4	4.4	3.8	4.1	4.4	4.3	3.7	4.5
6	CS221	INTRODUCTION TO PYTHON	4	4.0	4.4	3.9	3.7	4.4	4.5	3.9	4.7
7	CS304	COMPILER DESIGN	5	4.7	4.2	4.6	3.7	4.0	3.5	3.8	4.5
8	CS323	DESIGN/LAB PROJECT-1	5	3.8	4.6	4.2	4.2	4.6	4.4	3.8	4.0
9	CS345	WEB TECHNOLOGIES	3	4.5	4.6	3.8	4.5	3.6	4.1	4.4	4.1
10	CS368	MACHINE LEARNING USING R	3	4.1	4.2	3.6	4.5	4.4	3.7	4.6	4.5
11	CS346	INTRODUCTION TO BIG DATA ANALYTICS	3	3.9	4.3	4.8	4.0	4.5	3.6	3.8	4.2
12	CS347	DIGITAL IMAGE PROCESSING	3	4.0	4.3	4.3	4.2	4.1	4.1	3.6	4.6
13	CS348	ADVANCED COMPUTER NETWORKS	3	4.2	4.1	3.9	4.2	4.8	4.7	4.7	4.0

Feedback Analysis Report on Curriculum

(2021-2022)

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
14	CS351	SOFTWARE ENGINEERING	3	4.6	4.7	4.0	4.5	3.8	4.5	3.8	4.1
15	CS352	DATA MINING AND DATA WAREHOUSING	3	4.7	3.7	4.5	3.5	3.8	4.5	4.0	4.5
16	CS353	GRID COMPUTING	3	3.6	4.3	3.7	3.9	3.7	3.9	4.2	4.4
17	CS422	INDUSTRIAL PROJECT/THESIS	4	4.2	3.7	3.9	4.3	4.1	3.9	4.5	3.5
18	CS457	SOFT COMPUTING	2	4.6	4.5	3.5	4.2	4.6	4.2	4.6	4.7
19	CS472	INFORMATION SECURITY	2	3.6	4.0	4.5	4.2	3.8	3.7	4.6	4.5
20	CS473	COMPUTER VISION	2	4.5	4.4	4.4	4.6	3.8	4.6	3.7	4.1
21	CS471	DATABASE ADMINISTRATION	4	4.0	4.1	4.0	4.2	4.4	4.4	3.6	4.7
22	CS456	BUSINESS INTELLIGENCE	2	3.6	4.1	3.8	3.7	4.5	3.8	3.8	4.6
23	CS458	MOBILE COMPUTING	2	3.5	4.5	4.3	3.7	3.9	4.5	3.8	4.6
24	CS459	IoT CONCEPTS	2	4.3	4.7	3.6	3.7	4.2	4.6	3.9	4.6
25	CS455	DISTRIBUTED COMPUTING	4	3.8	4.4	4.1	4.5	3.8	4.1	4.5	4.6

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Feedback Analysis Report on Curriculum

(2021-2022)

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

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CSF101	PROGRAMMING FOR PROBLEM SOLVING	4	4.0	4.2	4.2	3.9	4.3	4.6	4.7	4.8
2	CSF201	COMPUTER ORGANIZATION AND ARCHITECTURE	5	4.1	4.0	3.7	3.7	4.5	3.8	3.6	3.6
3	CSF202	DISCRETE MATHEMATICS	5	3.7	3.9	4.0	3.6	4.1	4.3	3.8	3.7
4	CSF203	INTRODUCTION TO JAVA PROGRAMMING	5	3.9	4.8	4.8	4.2	3.6	3.9	4.6	3.9
5	CS301	ALGORITHM ANALYSIS AND DESIGN	4	4.3	4.3	3.6	3.9	3.9	4.6	3.9	4.0
6	CS302	ARTIFICIAL INTELLIGENCE	4	3.8	4.1	4.5	4.3	3.7	3.8	4.4	4.5
7	CS303	COMPUTER GRAPHICS	4	4.0	4.6	4.4	3.8	3.9	3.8	4.7	3.7
8	CS321	STUDY PROJECT	4	4.7	3.6	4.3	3.7	3.8	4.1	4.6	3.9
9	CS341	COMPUTER BASED NUMERICAL AND STATISTICAL TECHNIQUES	3	4.3	3.8	4.2	3.7	3.6	4.0	4.7	3.8
10	CS342	LINUX ADMINISTRATION AND SHELL PROGRAMMING	3	3.7	4.4	4.7	4.5	4.2	3.8	4.5	4.1
11	CS344	INTRODUCTION TO CLOUD TECHNOLOGIES	2	4.6	4.6	4.7	4.5	3.8	3.6	3.9	4.4
12	CS343	ADVANCED CONCEPTS IN OOPS	2	4.1	3.9	4.4	4.2	3.7	4.2	4.5	4.5
13	CS441	ADVANCED DBMS	2	4.8	4.5	4.5	3.7	3.9	3.6	4.2	4.3
14	CS452	INFORMATION STORAGE AND MANAGEMENT	2	4.2	3.7	3.5	4.2	3.9	4.7	4.6	3.7
15	CS451	ADVANCED COMPUTER ARCHITECTURE	2	3.9	4.0	4.3	4.4	3.6	4.1	4.6	3.8
16	CS421	DESIGN/LAB PROJECT-2	4	4.5	4.6	3.9	4.7	3.7	4.2	4.0	4.1
17	CS453	PARALLEL COMPUTING	1	3.7	4.7	4.7	3.6	4.4	3.8	4.5	3.8
18	CS442	CRYPTOGRAPHY AND NETWORK SECURITY	2	3.9	3.7	3.6	4.1	3.6	3.9	4.0	4.5

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Feedback Analysis Report on Curriculum

(2021-2022)

2.3. Teacher Suggestions

- The syllabus of the Computer Network and Advanced Computer network shall be taught consecutively.
- Syllabus of Computer vision and information security is not as per industrial requirement.

2.4. Observations and actions

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

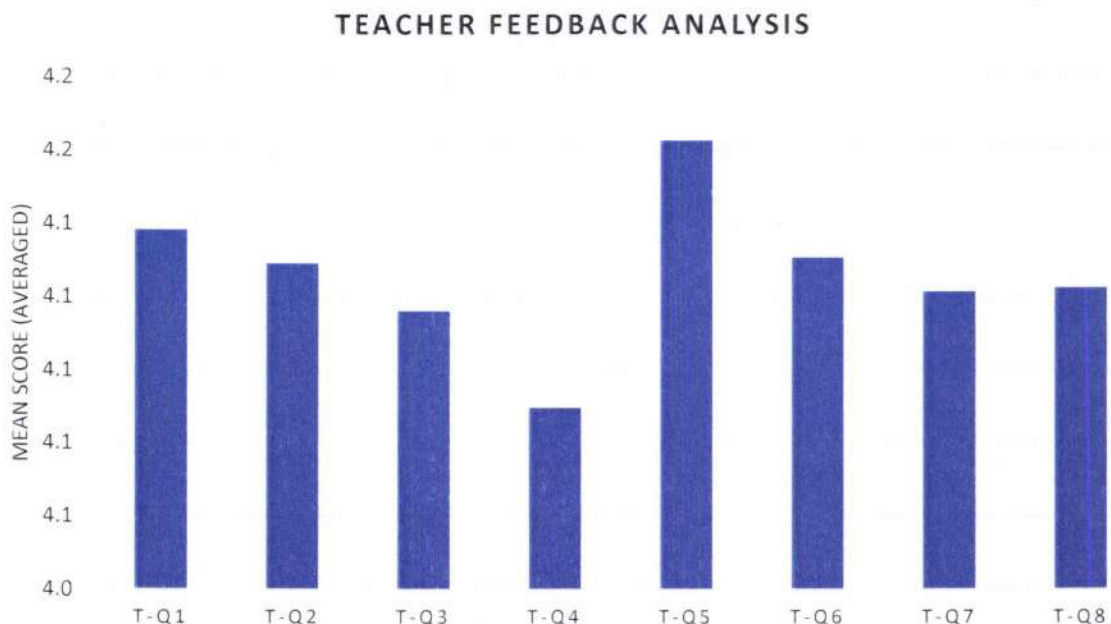


Figure 2: Average values of the teacher feedback mean scores of the courses.

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, like Introduction to Big Data Analytics

Actions:

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

Feedback Analysis Report on Curriculum

(2021-2022)

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

(2021-2022)

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of BCA have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2020-2021 and Odd Semester, 2021-2022, respectively.

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

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CAF105	Computer Based Numerical Techniques	3	3.7	4.5	4.8	4.7	4.5	4.2	4.0	4.7
2	CAF106	Data Base Management System	3	4.4	3.6	4.3	3.5	4.6	4.1	4.4	3.5
3	CAF107	Computer Organization	3	4.4	4.2	4.0	3.9	3.9	4.6	4.0	3.6
4	CAF108	Data Structures in C	3	4.1	4.1	4.6	3.9	3.6	4.4	3.8	4.6
5	CAF109	Technical Training -1	3	4.0	3.5	4.3	3.7	4.7	4.3	4.4	4.0
6	CA211	Management Information System	3	4.8	3.9	3.8	4.6	3.7	4.6	4.5	4.4
7	CA219	.Net Technologies	3	4.3	4.3	4.4	4.5	3.9	3.6	3.5	4.6
8	CA213	Microprocessor	3	3.6	3.6	4.4	4.1	3.8	3.9	3.8	4.3
9	CA214	Advanced Web Technologies	3	4.5	3.6	3.8	4.4	4.5	4.3	4.3	4.4
10	CA215	Computer Graphics	3	4.1	3.6	4.1	3.8	4.1	4.0	4.4	4.5
11	CA216	Unified Modeling Language	3	3.7	3.6	3.7	4.0	3.6	4.4	3.8	4.2
12	CA217	Project-I	3	3.8	3.6	4.2	3.9	3.5	3.9	4.4	4.6
13	CA218	Industrial Tour	3	3.6	3.6	4.2	4.3	4.3	3.8	4.1	4.6

Feedback Analysis Report on Curriculum

(2021-2022)

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
14	CA311	Software Project Management	3	4.0	4.1	4.3	4.2	3.6	3.9	4.4	3.9
15	CA312	Artificial Intelligence	3	4.4	3.9	3.6	4.0	4.0	4.1	3.8	4.1
16	CA313	Python Programming	3	4.0	3.8	3.6	3.7	4.4	4.1	3.8	3.9
17	CA361	Ethical hacking & Cyber law	3	3.7	4.7	3.6	4.3	4.7	4.0	4.7	3.5
18	CA362	Cloud computing	3	4.8	4.2	3.5	4.6	3.6	4.0	3.9	3.9
19	CA363	Enterprise Resource Planning	3	4.6	4.0	3.7	4.4	4.6	4.4	3.6	4.7
20	CA314	E-commerce	3	4.3	3.8	3.5	4.4	3.6	4.5	4.3	4.8
21	CA315	Mobile Application Development using Android	3	3.8	4.5	3.6	4.0	4.6	4.6	4.2	4.3
22	CA316	Project –II	3	3.7	4.8	3.9	4.4	4.5	4.5	4.7	4.4

Feedback Analysis Report on Curriculum

(2021-2022)

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

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CAF101	Fundamentals of Computer	3	3.9	3.9	4.3	3.6	4.5	4.0	4.1	4.3
2	CAF102	Programming for Problem Solving	3	4.5	4.3	4.2	3.6	3.9	3.7	4.0	4.5
3	CAF103	Discrete Mathematics	3	4.4	4.7	4.2	4.5	3.7	3.8	4.1	4.1
4	CAF104	Digital Logic & Computer Design	3	4.6	4.6	4.3	4.3	3.8	3.7	4.7	4.6
5	CAF201	Operating Systems	3	3.6	4.7	4.6	3.7	3.9	4.5	4.3	4.0
6	CAF202	Introduction to Java Programming	3	4.7	3.8	4.2	4.2	3.7	3.6	4.4	3.9
7	CAF203	Web Technologies	3	4.6	3.7	4.4	4.0	3.9	4.4	3.5	4.4
8	CAF204	Design and Analysis of Algorithms	3	4.7	4.2	4.6	4.1	4.5	3.7	4.3	4.6
9	CA301	Multimedia and Animation	3	3.7	4.4	4.6	4.2	4.5	3.8	4.0	3.9
10	CA302	Probability and Statistics	3	3.7	4.1	3.6	4.5	4.7	4.3	4.2	3.9
11	CA303	Data Warehouse and Data Mining	3	4.7	4.3	4.8	3.8	3.6	4.4	4.2	4.6
12	CA351	Cryptography & Network Security	3	4.7	4.2	3.6	3.6	4.5	3.9	4.5	3.8
13	CA352	Mobile Computing	3	4.3	3.9	4.7	4.1	3.7	4.4	4.3	3.6
14	CA353	Software Testing	3	4.6	4.5	4.3	3.6	4.2	4.5	3.8	3.6
15	CA304	Linux and System Administration	3	3.8	4.6	4.3	3.6	3.7	4.2	3.6	4.8
16	CA305	Java Programming	3	4.0	4.1	3.9	4.5	4.5	3.7	4.1	4.3
17	CA307	Industrial Training Presentation	3	4.0	4.6	4.8	4.6	4.5	4.8	4.4	4.6

Feedback Analysis Report on Curriculum

(2021-2022)

2.3. Teacher Suggestions

- Modification required in the syllabus of java programming and Design and analysis of algorithms.

2.4. Observations and actions

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

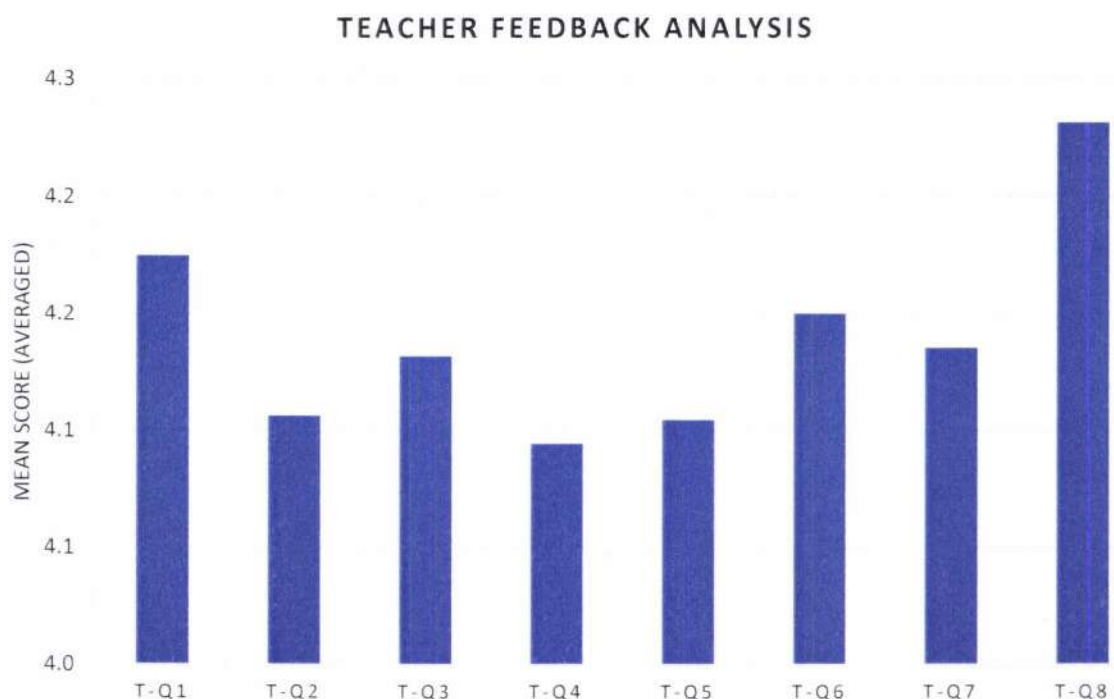


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Feedback Analysis Report on Curriculum

(2021-2022)

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Feedback Analysis Report on Curriculum

(2021-2022)

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

Sr. No.	Course Code	Course Name	No. of faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CSF102	Data Structures*	3	3.7	4.0	4.3	4.3	3.9	3.6	4.7	3.9
2	IT201	Introduction to Python	3	4.8	4.3	4.6	4.2	3.7	3.9	3.8	3.9
3	CS213	Theory of computation	3	4.7	3.6	3.7	3.7	3.8	4.5	4.4	3.7
4	CS214	Operating System	3	4.3	4.4	4.1	3.7	3.5	3.6	3.5	3.6
5	CS203	Computer Network	3	3.9	4.8	4.1	4.5	3.6	3.6	4.5	4.2
6	CS205	Dot Net Technologies	3	4.0	3.9	4.1	3.6	3.9	3.6	3.9	3.7
7	IT324	Cloud Computing	3	3.5	4.3	3.9	3.7	4.0	3.8	4.4	4.3

Feedback Analysis Report on Curriculum

(2021-2022)

Sr. No.	Course Code	Course Name	No. of faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	IT345	R Programming	3	3.7	4.4	4.4	4.5	4.5	4.4	3.5	4.8
9	IT346	Advanced Web Technology	3	4.7	4.3	4.8	4.0	4.6	4.7	4.0	3.6
10	CS348	Advanced Computer Network	3	4.2	4.0	3.9	4.0	3.7	4.2	4.1	4.0
11	CS368	Machine Learning Using R	3	4.8	4.6	4.7	4.0	3.9	4.0	4.6	4.2
12	IT357	IOT	3	4.6	4.2	3.7	4.5	4.8	4.2	4.8	4.3
13	IT402	Industrial Project/Thesis	3	4.4	4.3	3.5	4.7	4.0	4.0	4.4	4.4
14	IT461	Distributed System	3	4.1	4.5	4.2	4.0	4.0	4.8	3.8	3.9
15	IT471	Knowledge Management	3	4.2	4.8	4.1	4.0	4.1	4.5	4.6	4.3

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Head of Department




 IQAC Coordinator

Feedback Analysis Report on Curriculum

(2021-2022)

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

Sr. No.	Course Code	Course Name	No. of faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
16	CSF101	Programming for Problem Solving*	3	3.5	4.7	4.3	4.1	3.8	4.7	4.2	3.7
17	CSF201	Computer Organization and Architecture	3	4.5	3.5	4.8	4.0	3.8	4.1	3.6	4.7
18	CSF202	Discrete Mathematics	3	3.6	4.5	4.6	4.3	3.8	4.1	4.5	4.7
19	CSF203	Introduction to Java Programming	3	3.7	4.7	4.6	3.7	4.4	4.7	4.5	4.6
20	CS301	Algorithms: Analysis & Design	3	4.3	4.2	4.6	3.8	4.8	4.7	4.3	3.7
21	IT311	Software Engineering	3	3.7	3.8	4.5	4.0	3.9	4.4	4.5	4.0
22	CS345	Web Technology	3	4.6	3.6	4.2	4.7	3.6	4.7	3.7	4.7
23	IT342	Expert System	3	4.0	4.5	3.7	4.2	4.8	3.5	3.9	4.7
24	IT353	Basic of Data Science	3	3.8	3.6	3.9	3.6	4.3	3.7	3.7	3.8
25	IT301	Study Project	3	4.3	4.7	4.0	4.0	4.0	4.3	4.1	3.8

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Feedback Analysis Report on Curriculum

(2021-2022)

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
26	IT302	Summer Training Evaluation	3	4.7	3.6	4.7	4.6	4.1	4.0	3.9	4.0
27	IT441	Deep Learning	3	3.9	4.4	3.6	3.8	4.2	4.4	4.5	4.7
28	CS453	Parallel Computing	3	4.6	4.1	4.7	4.4	4.6	4.3	4.7	4.3
29	IT411	Big Data Analytics	3	4.1	3.8	3.9	3.9	4.2	3.9	4.4	4.6
30	IT401	LAB/Design Project-II	3	4.2	4.3	4.1	4.2	3.8	3.6	3.9	4.6

Feedback Analysis Report on Curriculum

(2021-2022)

2.3. Teacher Suggestions

- The syllabus of the Computer Organization & architecture should be modified.
- Basic of data Science & web technology contents should be revisited.

2.4. Observations and actions

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

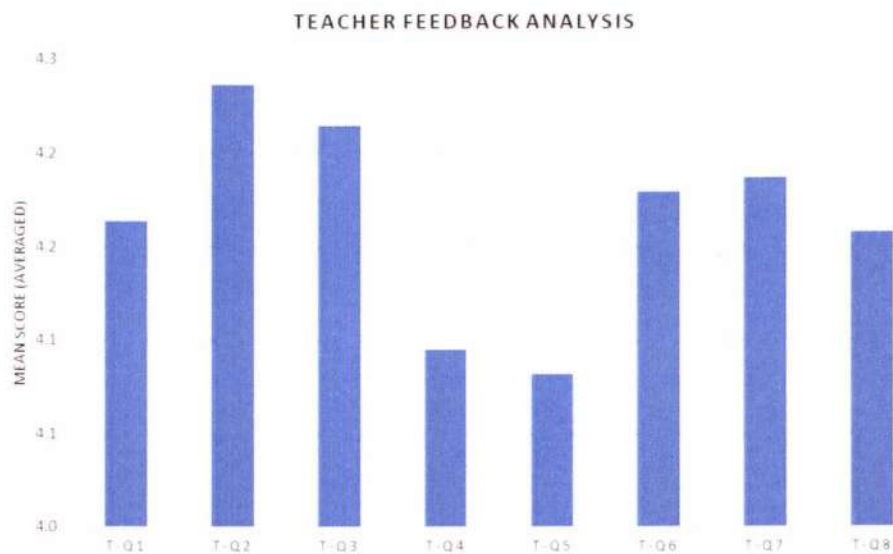


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.1. 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.

Feedback Analysis Report on Curriculum

(2021-2022)

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

(2021-2022)

MCA

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of MCA have been collected for the year 2020-2021 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 and Table 4 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Even Semester, 2020-2021 and Odd Semester, 2021-2022, respectively.

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

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CAF611	Database Management Systems	2	3.7	3.8	4.6	3.9	4.1	4.6	4.4	4.7
2	CAF612	Advanced Java Programming	2	3.8	4.1	3.6	4.2	3.8	4.7	3.7	3.7
3	CAF613	Data Structures and Algorithm*	2	4.3	3.7	4.5	4.4	4.6	4.4	4.1	3.5
4	CAF614	Operating System	2	4.2	4.4	4.1	4.5	3.5	4.7	3.5	3.9
5	CA711	Advance Java	2	4.0	4.7	4.7	4.4	4.4	4.2	4.0	4.8
6	CA712	Computer Graphics & Animation	2	3.9	3.6	3.7	4.4	3.6	4.7	4.6	4.7

Feedback Analysis Report on Curriculum

(2021-2022)

MCA

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
7	CA718	Artificial Intelligence	2	4.0	3.6	4.6	4.5	3.7	4.1	4.5	4.7
8	CA714	Theory of Computation	2	3.9	3.8	4.4	4.6	4.5	3.7	3.6	4.5
9	CA716	Value Added Training	2	4.5	3.6	3.7	4.1	3.8	4.3	3.7	4.2
10	CA717	Industrial Tour	2	4.7	3.6	4.3	3.6	4.3	3.7	3.9	4.4
11	CA7441	Advance Database Management Systems	2	3.7	4.5	4.4	4.7	3.9	3.5	4.4	3.5
12	CA749	Operations Research	2	3.8	3.5	4.7	4.4	4.6	4.8	4.4	3.9
13	CA811	Industrial Project (Project Report & Comprehensive Viva-voce)	2	3.6	4.0	3.8	3.6	3.6	3.6	4.1	3.6

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DIT University, Dehradun



Head of Department



IQAC Coordinator

Feedback Analysis Report on Curriculum

(2021-2022)

MCA

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

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CAF601	Computer Organization and Architecture	2	3.8	3.8	4.6	4.7	4.8	4.1	4.7	4.7
2	CAF602	Software Engineering	2	4.0	4.1	4.0	4.6	4.2	4.5	4.1	4.8
3	CAF603	Introduction to Java Programming	2	4.2	4.1	3.7	4.3	4.7	3.6	3.7	4.7
4	CAF701	Computer Networks	2	3.8	4.4	4.5	4.3	4.8	3.6	4.0	3.6
5	CAF702	Artificial Intelligence	2	3.8	4.1	4.3	4.2	4.2	3.6	4.1	4.5
6	CAF703	Minor Project	2	4.6	3.5	4.0	3.6	3.6	4.5	4.7	4.0
7	CA801	.Net Framework and C# Programming	2	3.6	3.7	4.5	4.0	3.8	4.0	4.8	4.1
8	CA802	Mobile and Adhoc Computing	2	4.0	4.6	4.1	4.4	4.6	4.7	4.0	4.6
9	CA803	Cloud Computing	2	4.7	4.3	4.5	4.1	4.5	4.6	3.6	3.5
10	CA804	Project	2	4.3	4.0	4.6	3.6	4.1	4.4	3.5	4.1
11	CA805	MATLAB	2	4.2	4.2	4.8	4.7	4.2	3.6	4.5	4.7
12	CA806	Industrial Training Presentation*		3.6	3.6	4.2	3.9	4.0	4.4	4.2	4.5
13	CA807	Employment Enhancement Program	2	4.1	4.7	4.4	3.5	4.4	4.1	3.9	3.6
14	CA865	Internet of Things	2	4.4	4.3	3.8	4.5	3.6	4.8	4.8	4.2
15	CA866	Machine Learning	2	4.5	4.6	3.8	4.5	4.0	3.9	4.5	4.5

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Feedback Analysis Report on Curriculum

(2021-2022)

MCA

Sr. No	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
16	CA751	Advanced Software Engineering	2	3.7	3.7	4.1	4.0	3.9	4.0	4.4	4.6
17	CA746	Advance Computer Networks	2	4.0	4.0	4.8	4.4	4.1	4.2	3.8	4.1
18	CA747	Cryptography and Network Security	2	3.9	3.8	3.9	4.2	4.0	3.9	4.0	4.0
19	CA748	Parallel Computing	2	3.8	3.9	4.1	4.8	4.2	3.8	4.5	3.5
20	CA854	Modeling & Simulation	2	3.5	4.3	3.5	4.6	3.8	4.4	4.8	4.4

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Feedback Analysis Report on Curriculum

(2021-2022)

MCA

2.3. Teacher Suggestions

- No suggestion.

2.4. Observations and actions

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

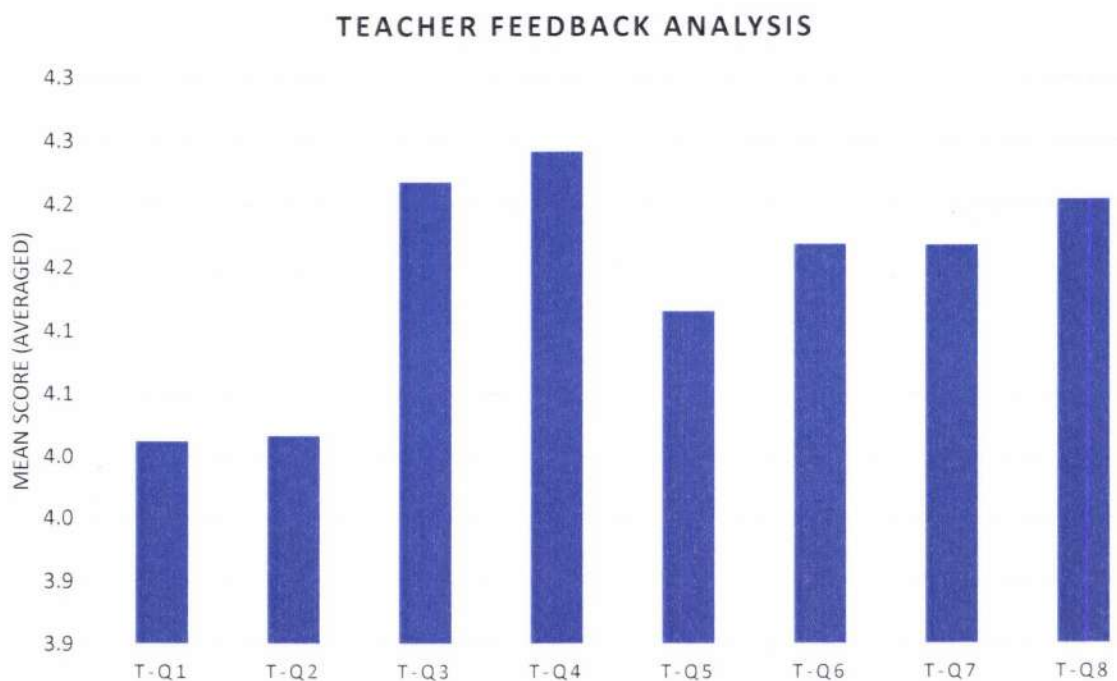


Figure 2: Average values of the teacher feedback mean scores of the courses.

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.

Dean
School of Computing
DIT University, Dehradun

Head of Department



IQAC Coordinator

Feedback Analysis Report on Curriculum

(2021-2022)

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

(2021-2022)

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 2021-2022 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, 2020-2021 and Odd Semester, 2021-2022, respectively.

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

Sr. No.	Course Code	Course Name	No. of Faculties Participated	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CS604	Advanced DBMS	2	4.2	4.6	3.8	3.6	3.7	3.5	4.6	4.1
2	CS605	Big Data Analytics	2	4.1	3.9	4.7	4.1	4.4	4.3	4.6	3.6
3	CS606	Dissertation phase-I	2	4.3	3.9	3.6	4.5	4.4	4.5	4.6	4.3
4	CS651	Digital Image Processing	2	3.9	3.9	4.3	3.9	4.7	3.6	4.3	4.3
5	CS652	Cryptography	2	4.3	1.9	4.0	4.6	1.9	4.6	4.3	3.8
6	CS653	Advanced Computer Networks	2	3.8	4.1	4.4	4.7	3.9	4.6	4.7	3.7

Feedback Analysis Report on Curriculum

(2021-2022)

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 (even)	2	3.8	2.1	3.6	4.7	2.1	4.2	3.5	3.7
8	CS702	Dissertation Phase-III	2	4.5	4.1	3.8	4.4	4.4	3.7	3.6	4.3

Feedback Analysis Report on Curriculum

(2021-2022)

M.Tech (CSE)

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

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	CSF601	Data Structures and Algorithm Design	2	4.7	3.9	4.7	4.8	4.7	4.3	3.9	3.8
2	CSF602	Modeling and Simulation	2	4.8	4.3	4.1	4.2	4.4	4.4	4.7	3.7
3	CSF611	Artificial Intelligence & Knowledge Representation	2	4.4	4.6	4.1	4.1	4.5	3.9	4.3	4.0
4	CSF612	Robotics Systems	2	4.4	3.8	3.6	4.2	4.7	3.8	4.0	3.6
5	CS711	Information & Coding Theory	2	4.2	4.5	4.2	3.7	4.1	4.4	3.9	4.6
6	CS752	Advanced Data Warehouse	2	4.7	3.8	3.5	3.8	4.0	4.4	4.3	4.7

Feedback Analysis Report on Curriculum

(2021-2022)

M.Tech (CSE)

2.3. Teacher Suggestions

- Some new course may be introduced for the sake of research interest. Like Programming for Data Science, Research Ethics and Methods etc.

2.4. Observations and actions

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

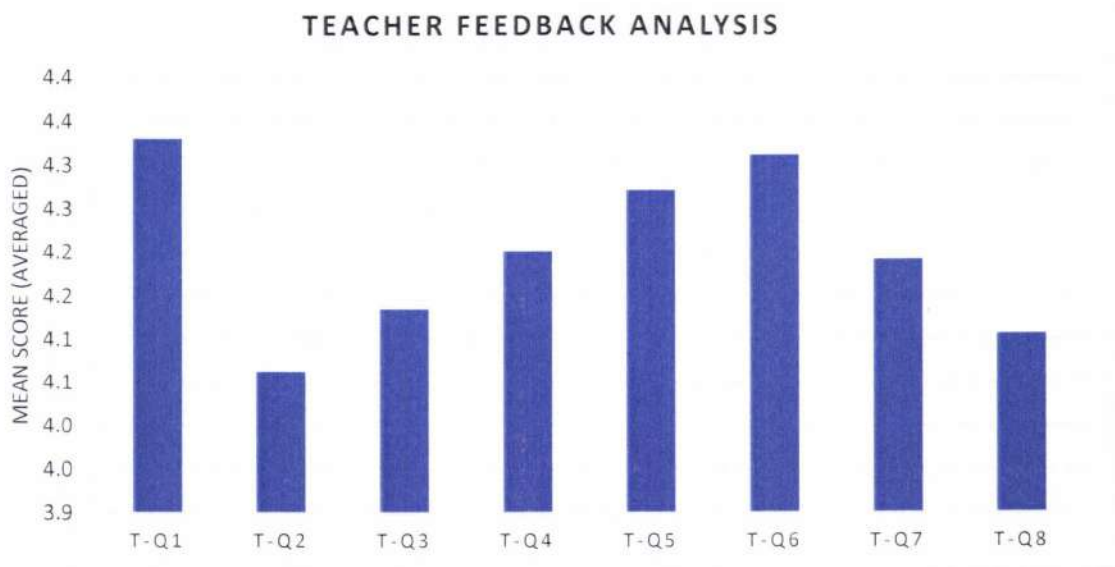


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 which shows 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



Curriculum Feedback Analysis

Teacher Feedback Analysis (2021-22)

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 2021-22. 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:

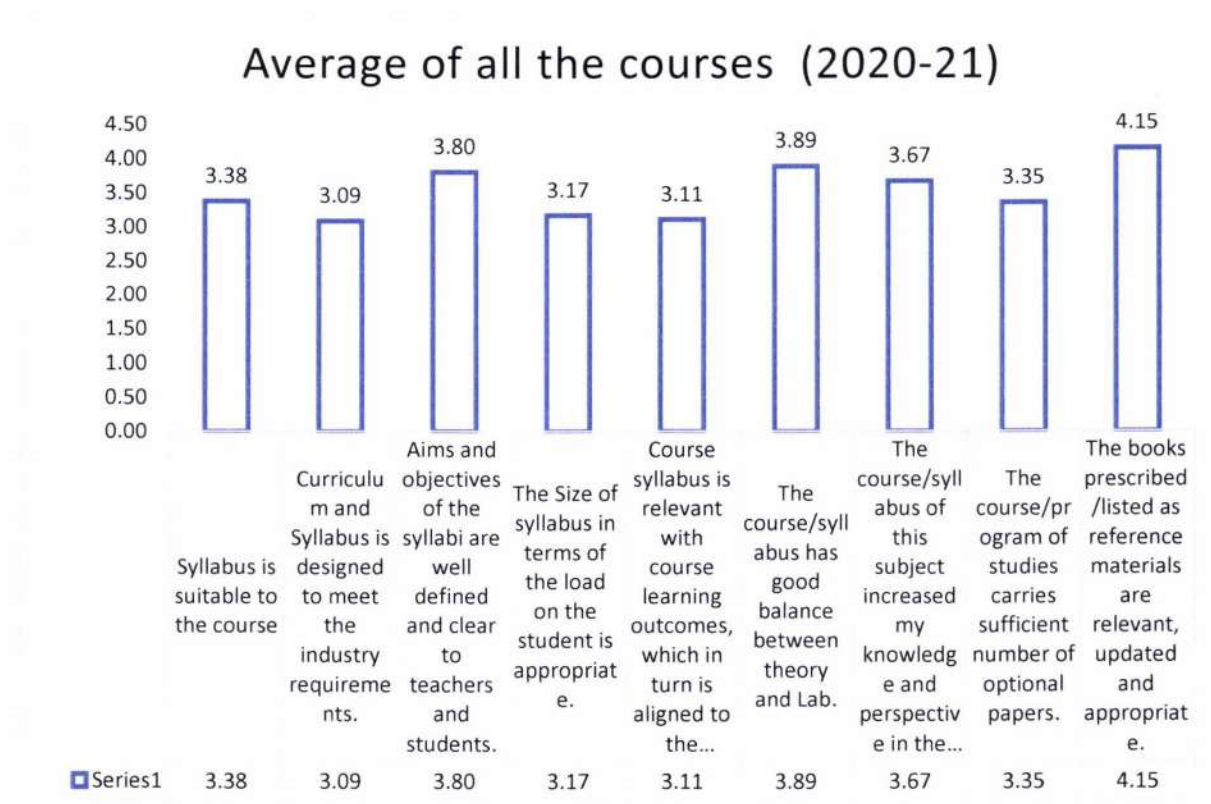


Figure 1 Average of all the courses

To analyse the feedback 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. Some of the faculty members have disagreed that the syllabus is suitable to the courses. The mean score of all the courses for this statement is 3.38. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.09 which shows that most of the faculties

are neutral on this. Most of the faculties are neutral on the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 3.80). The analysis depicted that the size of syllabus in terms of the load on the student is not appropriate (mean score 3.17). They have disagreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.11).

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 3.89 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 3.67 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.35). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.15).

Suggestion: It was proposed to shift the entrepreneurship development course from 4th year to 2nd year to give the better understanding and exposure of the subject.

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
Uttarakhand -248009




Curriculum Feedback
Student Feedback Analysis (2021-22)

Students are one of major stakeholders of Academic system. The curriculum, evaluation structure and syllabus are key parameters of any course and hence of Teaching Learning process. Students' input play very important role for continuous improvement in this process. Here is the feedback report from students regarding the course they studied.

Parameters for Curriculum Feedback

Q. Sr. No.	Statements
Q1	The syllabus of the courses studied matches with the competencies expected out of the course.
Q2	The curriculum of the course has been designed as per the industry requirements.
Q3	The allocation of the credits (Weight) assigned to the courses in the course structure is appropriate.
Q4	The Size of syllabus in terms of the load on the student is appropriate.
Q5	The design of the course provides scope for extra-learning or self-learning.
Q6	The evaluation scheme (End Term, Mid Term, Quizzes, Assignments etc.) has been appropriately designed for the course.
Q7	The syllabus of the courses have equipped me with technical, analytical and creative skills
Q8	Practical examples used for explaining theoretical concepts taught in courses have been good.
Q9	ICT tools (such as LCD projector, multimedia, etc.) used while teaching the course made class room learning more interesting and effective.
Q10	The experiments performed in lab part of this course enhanced the understanding of technical concepts and analytical capability.
Q11	The doubts and problems related to the course were resolved properly.
Q12	The elective course is relevant to the specialization stream. (Applicable to electives only)
Q13	The elective course relates to the technological advancements in the specialization stream. (Applicable to electives only)

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


IQAC Coordinator

Curriculum Feedback

Teacher Feedback Analysis (2021-22)

This document is the analysis feedback received from faculty members on various aspects of curriculum such as syllabus suitability, matching industrial requirements etc. as per guidelines of IQAC.

The feedback of the teachers who taught the courses in EECE department has been accumulated for the year 2021-22.

- 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 Electronics &
Communication Engineering
DIT University, Dehradun

IQAC
IQAC Coordinator

Observations:.

- Most of the faculty members have agreed that the syllabus is suitable to the courses. The mean score of all the courses for this statement is 3.69.
- The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is only 3.85. Most of the faculty members are agreed on the 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 3.74).
- There is a fair balance between theory and Lab of the courses/syllabuses according to the faculty members' feedback. The mean score for the same is 3.71 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 3.68 which shows their agreement on this.
- Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.71).
- The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 3.72).

Suggestion: On the basis of suggestions of faculty members, it is concluded that revisions are required in the syllabus Basic Electrical Engineering, EEEP, EDC, DSD, FoSE and Digital Signal Processing

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

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


IQAC Coordinator

Feedback Analysis Report on Curriculum
(2021-2022)

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.

Teacher Feedback Analysis

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.

Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each Semester per the DIT University policy. Therefore, the feedback of the teachers who taught the courses of B. Tech, M. Tech, and Ph.D. has been collected for 2021-22. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as a response and helps to analyse 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 Even Semester, 2020-21, and Odd Semester, 2021-22.


Head of the Department
Department of Civil Engineering
Head of Department


IQAC Coordinator

Feedback Analysis Report on Curriculum

(2021-2022)

Table 1: Course-wise mean teacher feedback score for Even 2020-21 and Odd Semester, 2021-2022.

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	CEF201	Fluid Mechanics	4	2.3	2.5	2.6	1.5	4.7	3	3.5	3
2	CEF202	strength of materials	4	3.5	3	2.9	3	2	4	4.5	4.5
3	CEF203	Geomatics Engineering	4	3.6	3.6	3.6	2	4.1	3.5	4	2.5
4	CEF204	Water Supply Engineering	4	3.6	3.5	3.9	3	4.6	4	4	3
5	CEF205	Sewage and Solid Waste Engineering	4	2.3	3.9	3.2	2	3.6	3.5	3.5	2.5
6	CE206	Structural Analysis	4	3	2.1	1.9	3.5	3.5	4	4	3.5
7	CE207	Concrete Technology	4	3	3.5	3.4	4	4.1	3.5	4	3
8	CE208	Engineering Geology	4	3.6	3.5	4	3.5	4.3	4	4.5	3
9	CE209	Transportation Engineering -I	4	3.2	3.5	4.1	3.5	4.3	4	4	3.5
10	CE211	Soil Mechanics	4	3.7	3.4	3.9	2.5	4.2	4	4	3
11	CE301	Waste Water Engineering	4	3.5	4.5	4.2	4	2.8	4.5	4.5	4
12	CE302	Transportation Engineering II	4	3.2	3.6	4.3	1	3.6	3.5	4	3.5
13	CE303	Design of Reinforced Concrete Elements	4	2.1	2.5	2.5	1	3.8	4	4	4
14	CE304	Foundation Engineering	4	2.9	3.1	3.5	1	2.6	4	3.5	3.5
15	CE305	Structural Analysis Lab	4	1	1.6	1.2	1	2.1	1.5	3	2.5
16	CE342	Environmental Risk Assessment and Disaster Management	4	5	4.5	4	3.5	3.2	4	4	3.5
17	CE343	Advanced Surveying	4	3.2	3.9	3.9	1	2.6	4	3.5	4
18	CE344	Building Planning & Drawing	4	3.6	4.1	3.6	1	3.5	4.5	2.5	2
19	CE345	Photogrammetry & Remote Sensing	4	3.6	3.2	3.5	2	2.6	4	3.5	3.5
20	CE309	Design of Steel Structure	4	3.7	4	3.8	4	3.4	5	4.5	4.5
21	CE311	Hydraulics and Hydraulic Machines	4	2.9	3.5	3.5	4	2.1	4.5	4	4.5
22	CE312	Design of Reinforced Concrete Structures	4	3.9	4.5	4.3	4	3.2	5	4	4.5
23	CE346	Traffic Engineering and Management	4	2.1	3.2	3.2	1.5	2.1	2	3	2.5
24	CE348	Water and Land management	4	2.9	2.9	3.5	4.5	2.4	4	4	4
25	CE349	Water Resource Engineering	4	2.8	2.4	2.9	4	2.1	4.5	4	4
26	CE351	Ground Improvement Technique	4	5	4.5	3.5	3.5	2.3	4	3	3
27	CE352	Air and Water Pollution	4	5	4	4	1	2.3	2	2	2.5
28	CE401	Estimation and Costing	4	3	3.5	4.1	4	2.1	3.5	2.5	3.5
29	CE402	Bridge Engineering	4	3.6	2.9	3.5	3.2	2.4	4	3.5	3.5
30	CE444	Construction Planning and Management	4	3.8	2.6	2	2.6	2.3	1.5	2	2.5
31	CE405	Earthquake Engineering	4	3.4	3.2	2.5	2.8	3.2	1.5	2.5	2.5
32	CE406	Hydrology	4	3.2	3.6	4	4.5	2.5	4.5	4.5	4
33	CE448	Pre-stressed Concrete	4	3.9	3.6	4.5	3.5	2.6	1.5	2.5	3
34	CE449	Environmental Management & Sustainable Development	4	2.5	3.2	4	3.2	2.9	4	3.5	3
35	CE452	Hydro Power Engineering	4	5	4	2	3.9	3.2	1.5	3	2
36	CE601	Advanced Concrete Technology	4	3.6	3.8	4.5	3.4	2.4	3.5	3.8	3.9
37	CE602	Pre Stressed Concrete	4	4.5	4	5	4	2.6	3.9	4.3	4.5
38	CE603	Matrix Method of Structural Analysis	4	3.2	3.5	4	3.2	3.2	3.7	3.8	3.8
39	CE604	Advanced Concrete Laboratory	4	3.6	4.1	2.1	3.5	2.9	3.8	3.9	4
40	CE605	Finite Element Analysis	4	3.5	3.6	3.6	3.7	2.3	4.1	3.9	3.6
41	CE606	Advanced Reinforced Concrete Design	4	2.9	3.8	3.9	3.9	3.1	4.3	3.7	3.9
42	CE643	Soil Structure Interaction	4	2.9	3.5	3.7	3.8	3.2	3.5	3.7	2.8
43	CE645	Seismic Design of Structures	4	3.2	3.6	4.5	4	3	3.4	4.2	3.1
44	CE741	Construction Techniques and Management	4	3.3	3.2	4.5	4.1	3	3.3	4.1	2.5

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

IQAC Coordinator

Feedback Analysis Report on Curriculum

(2021-2022)

Sr. No.	Code	Subject Name	No. Of faculty	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
45	CE743	Design of Tall Buildings	4	2.9	4	3.5	4.2	2.9	3.7	2.9	2.6
46	CE941	Solid Waste Management	4	3.6	3.2	4	4.2	3.8	2.8	4.5	3.9
47	CE942	Advanced theory of Disasters and Mitigation Strategies	4	2.5	3.6	4	3.9	2.4	2.9	2.7	1.3

Teacher Suggestions

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

Observations and actions

TEACHER FEEDBACK ANALYSIS

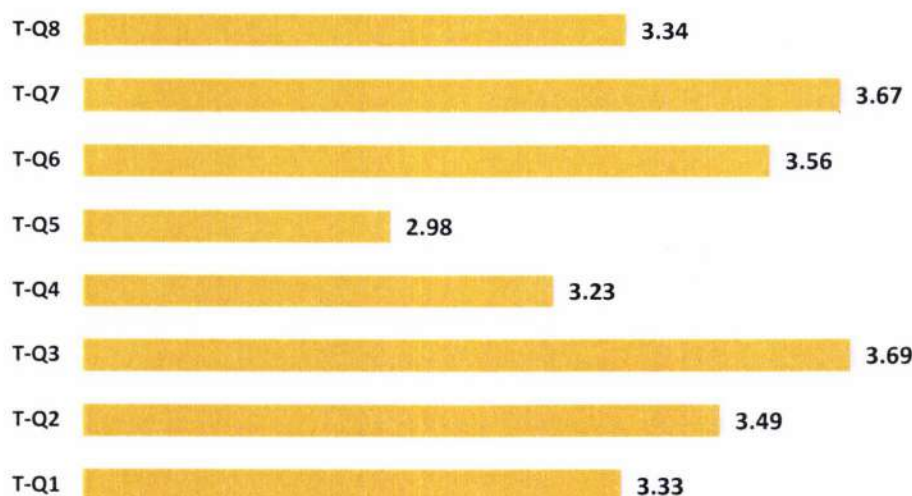


Figure 1 represents the question-wise mean average values of the teacher's feedback.

Observations:

The average mean scores of the teacher feedback are satisfactory. In T-Q5 the value below 3 represents that some courses have a vast syllabus with theory and practical. Although, teachers put their remarks in terms of feedback to focus more on lab-oriented courses and industry-oriented skills.

Actions:

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


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


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2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

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

Head
Department of Petroleum Engineering
DIT University, Dehradun-248009

Head of Department



IQAC Coordinator

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 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 available questionnaire for the Even Semester, 2020-2021 and Odd Semester, 2021-2022.

Table 2

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	PE211	Unit Operations	3	4.0	3.6	4.0	4.1	4.5	3.6	3.7	3.6
2	PE212	Formation Evaluation	3	3.5	3.6	3.7	4.8	3.7	4.6	3.9	4.5
3	PE213	Drilling Fluids and Cements	3	4.0	4.7	4.6	3.5	4.3	4.7	4.0	3.6
4	PE214	Petroleum Production Operations - I	3	4.4	4.8	4.1	3.5	4.6	3.7	3.7	4.1
5	PE215	Elements of Reservoir Engineering	3	4.2	4.0	3.7	4.0	3.7	4.3	4.1	3.7
6	PE351	Petroleum Refining & Petrochemicals	3	4.1	4.1	3.6	3.8	4.5	3.9	3.5	4.5
7	PE352	Oil and Gas Well Testing	3	4.4	4.3	4.8	4.4	4.3	3.9	3.7	3.8
8	PE353	Petroleum Engineering System Design	3	4.8	4.4	3.7	4.5	3.6	4.8	4.0	4.8
9	PE354	Petroleum Field Instrumentation and Control	3	4.2	3.7	4.2	4.4	3.6	4.5	3.9	3.9

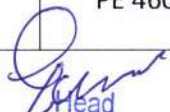
[Signature]
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Head of Department

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DIT University, Dehradun-248009

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	PE 355	Health Safety and Environment in Petroleum Industry	3	4.7	4.6	3.8	3.9	4.6	4.3	3.6	3.9
11	PE 356	Offshore Oil and Gas Drilling	3	4.3	4.7	3.8	4.0	4.4	4.6	4.2	3.6
12	PE 357	Unconventional Hydrocarbon Resources	3	3.7	4.7	3.8	4.7	3.5	4.4	4.7	3.8
13	PE 451	Applied Petroleum Reservoir Engineering	3	3.7	3.9	3.7	4.2	4.5	4.3	4.5	3.7
14	PE 454	CBM and Gas Hydrates	3	4.8	3.7	4.8	4.8	4.6	4.1	4.6	4.6
15	PE 452	Oil and Gas Marketing and Resource Management	3	4.4	4.0	4.8	4.6	4.6	4.7	3.8	4.7
16	PE 453	Oil and Gas Field Development	3	4.0	4.0	4.7	4.0	4.6	4.8	3.8	3.9
17	PE 456	Well Control	3	3.9	4.6	4.1	3.7	3.5	4.2	4.0	4.6
18	PE 457	Directional Drilling	3	4.3	4.1	3.5	4.5	4.7	3.9	3.8	4.5
19	PE 458	Petroleum Law and Policies	3	4.8	4.5	3.9	4.8	3.7	3.6	4.0	3.9
20	PE 460	Well Integrity and Abandonment	3	4.5	3.6	4.7	4.0	3.6	4.6	4.8	4.3


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Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
21	PE 491	Carbon Capture and Sequestration Technology	3	4.0	4.1	3.5	4.1	4.0	4.0	4.5	3.7
22	PEF201	Applied Geology	3	4.5	4.5	4.2	3.9	3.9	3.7	3.6	3.8
23	PEF202	Chemical Thermodynamics	3	4.5	3.6	3.9	3.8	4.1	3.8	4.7	3.8
24	PEF203	Drilling and Completion Technology	3	4.2	4.4	3.8	4.5	3.8	3.6	3.9	4.2
25	PEF204	Fluid Mechanics	3	3.9	4.7	3.9	4.1	3.9	3.9	4.7	3.7
26	PE 301	Petroleum Exploration Methods	3	4.8	4.7	4.1	4.1	3.9	3.5	4.8	4.1
27	PE 302	Petroleum Production Operations - II	3	3.8	4.7	4.6	4.6	3.9	4.2	4.7	3.8
28	PE 303	Oil and Gas Pipeline Engineering	3	4.8	3.6	4.7	4.6	4.7	3.7	3.6	4.0
29	PE 304	Enhanced Oil Recovery	3	3.7	3.9	4.2	4.1	3.8	4.2	4.0	4.4
30	PE 306	Heat Transfer Process	3	3.8	3.9	4.4	3.7	4.0	3.9	4.2	3.8
31	PE 313	Value Addition Training	3	4.5	4.6	4.3	3.9	4.5	3.6	4.4	4.7
32	PE 401	Reservoir Simulation	3	4.2	4.3	3.9	4.3	4.6	4.6	4.4	4.6

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

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
33	PE 402	Fluid Flow Through Porous Media	3	4.8	4.1	4.5	4.0	4.0	3.7	4.3	3.9
34	PE 403	Computer Based Numerical Techniques	3	3.9	4.6	3.9	4.0	3.9	3.8	3.8	4.4
35	PE 404	Petroleum Equipment Design	3	3.9	4.7	4.2	4.0	4.3	3.7	4.7	4.7
36	PE 405	Polymer Science	3	3.8	4.3	4.6	4.7	4.2	3.8	3.9	4.4
37	PE 481	Fuel Technology	3	4.6	3.8	4.3	4.4	4.1	4.3	3.8	4.1
38	PE 482	Health, Safety and Environment in Industry	3	4.1	3.8	3.7	3.8	3.8	3.6	3.8	4.7
39	ME 381	Entrepreneurship and Start - ups	3	3.7	3.9	4.0	3.9	4.4	4.0	4.5	4.5


Head
Department of Petroleum Engineering
DIT University, Dehradun-248009

Head of Department

 
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2.3. Observations and actions

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

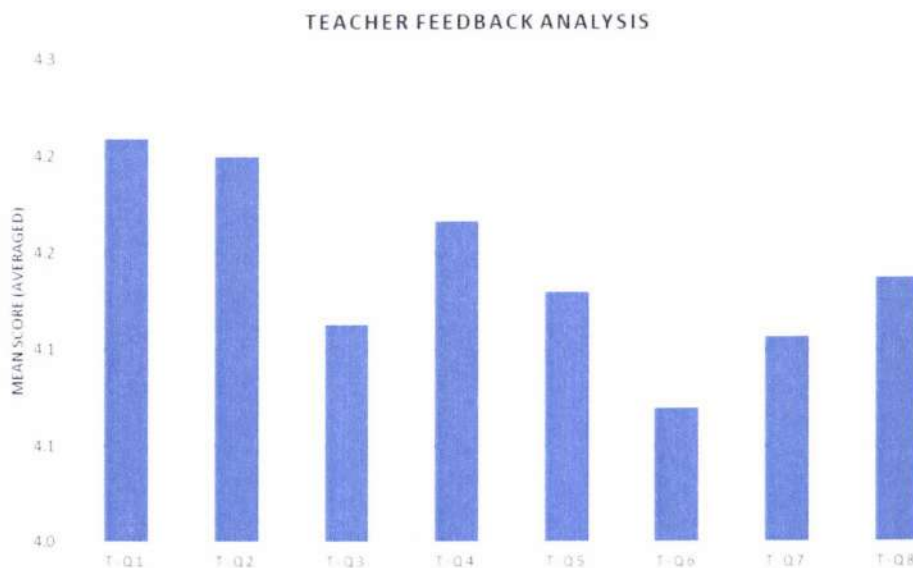


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

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

Actions:

The observations shall be put up in the upcoming Board of Studies meeting.


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


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IQAC Coordinator

Feedback Analysis Report on Curriculum
2021 – 2022 (March)

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
Department of Physics
DIT University, Dehradun
Head of Department


IQAC Coordinator

Department of Physics
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
2021 – 2022 (March)

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 scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses. Table 3 represent the course-wise mean score the teacher feedbacks for the available questionnaire for the Odd Semester, 2021- 2022

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	PY306	Quantum Mechanics and Applications	5	3.6	3.7	4.6	4.3	NA	4.7	3.7	3.5
2	PY307	Solid State Physics	6	4.3	3.1	4.2	4.3	3.3	4.1	3.2	3.8
3	PY308	Minor Project	7	4.8	4.4	3.3	3.9	NA	3.8	3.2	3.9
4	PY309	Seminar	7	3.4	4.3	4.8	3.7	NA	3.8	4.0	4.8
5	PY346	Nuclear and Particle Physics	5	4.2	3.5	4.2	4.3	NA	3.7	3.9	3.8
6	PY348	Physics of Devices and Instrumentation	6	3.8	3.6	3.8	4.4	NA	3.0	3.1	4.7


Head of Department
Department of Physics
DIT University, Dehradun


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DIT University, Dehradun-248009

Feedback Analysis Report on Curriculum
2021 – 2022 (March)

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	PY356	Advanced Mathematical Physics	8	3.7	3.0	4.6	4.7	NA	4.7	3.3	3.9
8	PY206	Mathematica Physics II	6	3.6	3.1	3.2	3.5	NA	4.3	4.3	3.5
9	PY207	Thermal Physics	7	4.9	3.7	4.2	3.6	3.7	4.7	3.8	4.3
10	PY218	Analog Systems and Applications	8	4.1	3.2	3.6	4.0	3.5	3.0	4.7	3.2
11	PYF106	Mathematical Physics I	5	4.8	4.3	4.4	3.1	NA	4.8	3.6	3.2
12	PYF107	Mechanics	6	3.6	3.4	4.1	4.4	4.3	3.1	4.2	3.7
13	PYF116	Electricity and Magnetism	5	4.3	4.8	3.1	3.4	4.8	4.2	4.7	4.5

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



IQAC Coordinator

Feedback Analysis Report on Curriculum
2021 – 2022 (March)

2.3. Teacher Suggestions

- The syllabus of the course is satisfactory.

2.4. Observations and actions

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

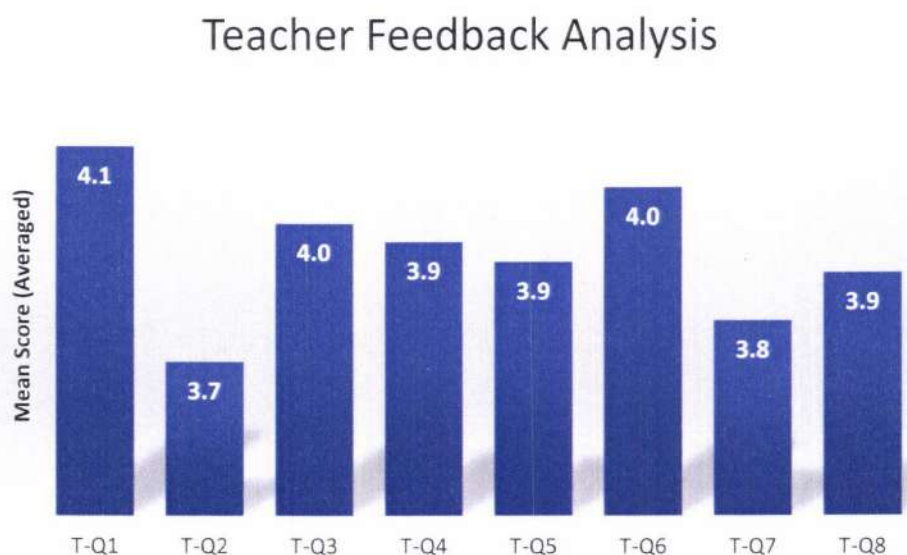


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.5. The obtained feedback scores are satisfactory.

Actions:

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

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

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Department of Chemistry
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
2021- 2022

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
Department of Chemistry
DIT University, Dehradun
Head of Department


IQAC Coordinator

Department of Chemistry
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
2021- 2022

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 2021-2022 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 2021-2022.

Table 2: Course-wise mean score of teacher feedbacks for 2021-2022.

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	CHF106	Inorganic Chemistry -1	11	4.1	3.6	4.4	4.1	3.1	3.8	3.9	4.0
2	CHF107	Physical Chemistry-1	10	2.4	4.5	4.0	3.3	3.7	3.4	4.2	3.4
3	CHF108	Analytical methods in Chemistry	9	3.1	4.2	2.4	4.0	3.2	4.4	3.7	4.4
4	CHF116	Organic Chemistry-1	7	3.6	3.2	3.5	3.3	4.3	4.1	4.4	4.1
5	CHF117	Physical Chemistry-II	5	2.1	4.7	3.6	3.3	4.4	4.3	3.9	3.6

Head of Department

Head of Department
Department of Chemistry
DIT University, Dehradun

Harisha Duseja



IQAC Coordinator

Department of Chemistry
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
6	CHF118	Inorganic Chemistry II	4	4.7	4.2	2.7	3.8	4.0	4.3	4.3	3.9
7	CHF206	Inorganic Chemistry III	9	3.9	4.5	4.4	3.1	4.5	3.8	3.4	3.3
8	CHF207	Organic Chemistry II	10	3.8	4.4	4.0	4.0	3.9	3.7	3.3	4.6
9	CHF208	Physical Chemistry III	11	2.2	4.4	4.2	3.7	4.4	3.3	4.4	3.4
10	CHF216	Inorganic Chemistry - IV	6	4.6	3.3	4.4	3.4	4.5	4.3	4.7	3.5
11	CHF217	Organic Chemistry III	8	4.4	3.5	3.7	4.4	4.5	4.4	4.0	3.2
12	CHF218	Physical Chemistry IV	10	2.6	3.8	4.7	3.5	4.4	4.0	3.7	4.1
13	ESF116	Environmental chemistry: water and soil	12	3.7	3.5	3.9	4.2	4.5	3.5	4.6	4.5
14	CHF201	Environmental Science	4	4.2	3.9	4.1	3.6	4.1	3.8	3.7	3.6
15	CHF306	Organic Chemistry - IV	9	2.0	3.9	3.5	2.5	3.8	3.5	4.5	3.1
16	CHF307	Physical Chemistry-V	4	2.2	3.2	3.9	2.1	2.6	4.5	3.0	3.5

Head of Department

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 DIT University, Dehradun



Department of Chemistry
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
17	CHF309	Minor Project & Seminar	8	3.4	4.5	3.9	2.3	2.2	3.7	4.0	3.8
18	CH346	Green Methods in Chemistry	10	3.5	2.1	3.0	1.7	3.6	4.1	3.1	4.5
19	CH347	Polymer Chemistry	2	2.0	3.8	3.9	2.0	4.7	3.5	4.4	3.5
20	CH348	Fuel Chemistry	8	3.9	2.3	3.9	2.7	4.1	3.0	3.9	3.9
21	CH349	Analytical Clinical Biochemistry	6	3.2	4.2	3.7	2.2	2.4	4.0	3.9	4.4
22	CHF326	Organic Chemistry - V	9	4.4	3.8	3.7	2.5	2.6	3.7	3.7	3.1
23	CHF327	Inorganic Chemistry -V	10	4.2	2.6	3.3	2.4	3.8	4.0	3.1	4.5
24	CHF329	Major Project & Seminar	5	2.2	3.1	4.1	2.6	4.0	3.7	4.7	3.6
25	CHF356	Business skills for Chemist and IPR	4	2.6	4.1	3.0	2.6	3.5	4.6	4.1	4.0
26	CHF357	Pesticide Chemistry	6	3.5	4.0	3.4	2.4	2.7	4.5	4.6	4.0

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Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
27	CHF358	Medicinal Pharmaceutical Chemistry	5	4.3	2.3	3.1	2.1	3.7	4.6	3.2	4.0
28	CHF359	Chemistry of Cosmetics and Perfumes	4	2.7	4.2	3.4	1.9	4.0	3.1	3.5	4.4
29	CHF366	Green Chemistry	9	3.8	2.5	3.2	2.5	3.4	3.3	4.3	3.5
30	CHF367	Forensic Chemistry	10	3.2	4.4	4.2	2.4	2.5	4.2	3.1	4.4
31	CH606	Inorganic Chemistry - I	4	4.1	4.0	3.3	4.1	3.0	3.5	3.4	3.3
32	CH607	Organic Chemistry - I	2	4.5	3.8	3.6	3.8	4.6	4.1	3.4	3.1
33	CH608	Physical Chemistry - I	1	3.7	3.7	4.2	4.2	3.9	4.2	3.9	
34	CH606L	Inorganic Chemistry - I Lab	3	3.6	4.4	4.3	4.3	4.6	4.4	4.6	4.0
35	CH607L	Organic Chemistry - I Lab	2	3.6	3.8	4.4	3.3	4.4	3.3	4.6	

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Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
36	CH608L	Physical Chemistry - I Lab	4	4.4	3.1	4.4	4.2	3.9	4.5	4.3	4.6
37	CH609	Analytical chemistry-I	5	4.3	3.7	3.8	3.7	4.7	3.5	4.1	3.4
38	CH646	Biology for Chemist (for Mathematics student)	4	4.2	3.8	3.3	4.5	3.6	3.4	4.2	4.2
39	CH647	Mathematics for Chemist (for Biology student)	4	3.5	4.6	3.5	4.3	3.6	3.9	4.1	4.4
40	CH616	Inorganic Chemistry -II	2	4.0	3.5	4.2	3.3	3.5	4.0	4.4	4.7
41	CH617	Organic Chemistry - II	1	3.6	4.4	3.8	3.9	4.6	3.1	3.7	3.7
42	CH618	Physical Chemistry - II	3	4.5	4.4	3.9	3.2	4.0	4.3	3.9	3.3
43	CH616L	Inorganic Chemistry -II Lab	2	4.3	4.5	4.2	3.9	3.0	3.9	4.1	3.8

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Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
44	CH617L	Organic Chemistry – II Lab	4	4.5	3.4	4.3	4.6	3.4	4.4	4.4	3.8
45	CH618L	Physical Chemistry – II Lab	5	3.4	3.2	3.6	3.5	4.6	3.4	4.7	3.4
46	CH619	Analytical Chemistry-II	4	3.6	4.3	3.6	4.1	3.2	3.4	3.6	3.6
47	CH648	Research methodology and Ethics	4	3.4	3.2	3.5	4.3	3.1	3.3	3.7	3.3
48	CH706	Molecular Spectroscopy	2	4.7	3.6	4.4	4.2	3.9	3.8	4.2	3.6
49	CH707	Group Theory and Instrumentation Chemistry	1	4.5	4.1	3.6	3.5	4.6	3.8	3.3	

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Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
50	CH708	Organic chemistry-III (Organic spectroscopy)	3	2.0	3.1	3.9	3.3	2.2	3.1	4.3	3.2
51	CH709	Analytical chemistry-III (Microanalytical techniques)	2	1.7	2.2	4.1	3.6	2.6	4.1	4.4	3.2
52	CH716	Organic chemistry-IV (Heterocyclic compounds)	4	1.4	2.0	4.4	4.1	3.5	3.6	3.8	3.5
53	CH717	Analytical chemistry-IV (Separation techniques)	5	1.9	3.2	4.1	3.6	2.1	3.2	4.5	4.2
54	CH746	Computer applications in Chemistry	4	4.7	4.5	4.6	4.3	4.5	3.9	3.9	4.3
55	CH718	Project - I	4	3.7	3.4	3.9	4.4	4.2	4.0	4.6	4.3

Head of Department

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Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
56	CH726	Organic chemistry-V(Natural product and Medicinal chemistry)	2	1.9	2.2	3.4	3.7	2.5	4.6	4.7	3.8
57	CH727	Analytical chemistry-V (Advanced spectroscopy and diffraction methods)	1	1.7	3.2	3.8	3.4	2.3	4.1	3.2	3.0
58	CH728	Organic chemistry-VI (Synthetic strategies)	3	1.7	1.9	3.3	3.7	3.2	3.4	3.3	3.8
59	CH729	Analytical chemistry-VI (Electroanalytical methods)	2	1.4	2.4	4.6	3.3	2.2	4.5	3.4	3.4
60	CH737	Project	4	3.6	4.6	3.3	3.3	4.2	3.1	3.9	3.2
61	CH738	Seminar	5	4.6	3.8	3.3	4.0	4.1	3.0	3.0	

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Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Course Code	Course Name	No. of Faculties Participated	Syllabus is suitable to the course.	Curriculum and Syllabus is designed to meet the industry requirements.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.	The course/syllabus has good balance between theory and Lab.	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	The course/program of studies carries sufficient number of optional papers.	The books prescribed/listed as reference materials are relevant, updated and appropriate.
				T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
62	CH906	Advanced Chromatographic Techniques	4	3.2	3.0	2.0	3.2	3.8	4.0	3.3	3.2
63	CH907	Advanced Spectroscopic Analytical Techniques	2	3.1	4.5	2.4	3.4	3.6	3.8	3.1	4.2
64	CH908	Advanced Organic Synthetic Methodology	2	4.5	3.8	2.2	4.5	3.3	3.8	4.6	4.5
65	CH909	Seminar	3	4.6	4.0	2.7	4.5	4.1	3.2	3.3	4.0

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Feedback Analysis Report on Curriculum
2021- 2022

2.3. Teacher Suggestions

1. The syllabus of the Organic Chemistry – IV, Physical Chemistry- V, Green methods in Chemistry, Polymer Chemistry, Fuel Chemistry, Analytical Clinical Biochemistry is vast and dispersive so needs to be empressed for students.
2. The curriculum of Organic Chemistry – V, Inorganic Chemistry – V, Green Chemistry and Forensic Chemistry, Pesticides Chemistry needs to be modified as per industry standards.
3. Syllabus of Physical Chemistry should be modified to impart laboratory skills as per industrial requirements.
4. M.Sc. 2nd year Chemistry curriculum should be more focussed on practical laboratory and project works.
5. In Ph.D.

a. Observations and actions

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

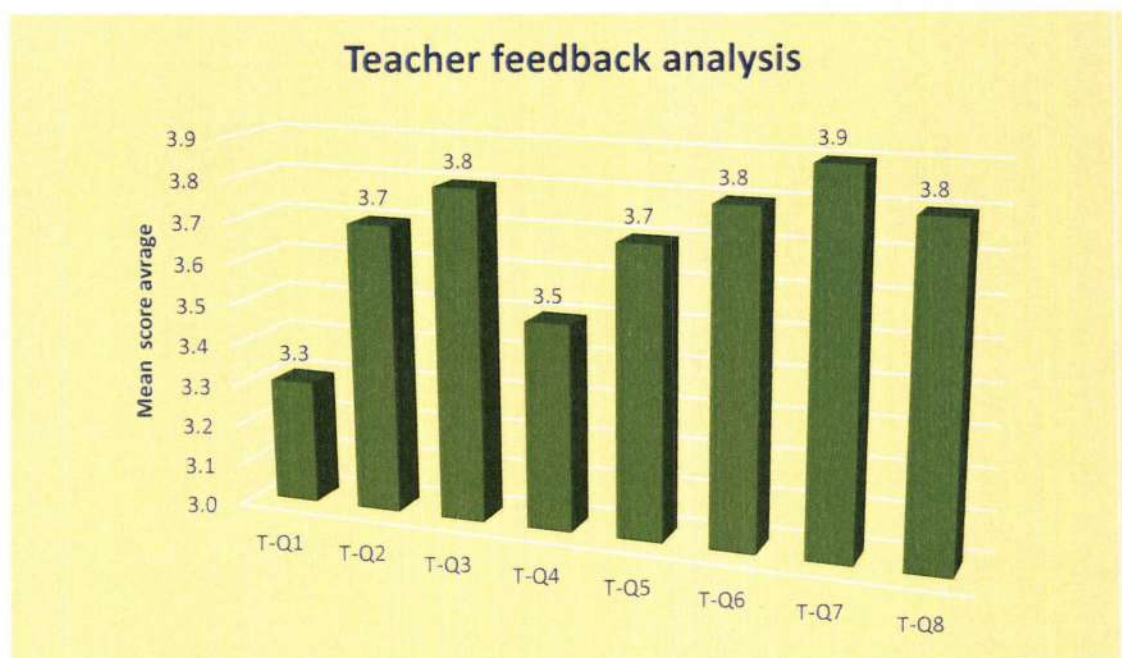


Figure 2: Average values of the teacher feedback mean scores of the courses.

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Feedback Analysis Report on Curriculum
2021- 2022

Observations:

The averaged mean scores of the teacher feedback are above 3.3. 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 I to V.

Actions:

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


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Feedback Analysis Report on Curriculum
2021- 2022

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
2021- 2022

2.2. Course-wise teacher feedback

The teacher feedback survey is conducted at the end of each semester as per the DIT University policy. The feedbacks of the teachers of B. Sc.(Hons.) Maths have been collected for the year 2021-2022 for the questionnaire. The scale from **strongly disagree (1)** to **strongly agree (5)** has been used as responses.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	MAT106	Algebra	3	4.3	4.9	3.9	4.2	3.8	3.9	4.6	4.2
2	MAT107	Linear Algebra	3	4.2	4.4	4.7	3.7	4.1	4.2	4.7	4.1
3	MAT108	Calculus - I	3	4.8	3.6	3.8	4.2	3.7	4.3	3.9	3.8
4	MAT109	Lab based on MS Office	3	4.4	3.9	4.0	4.6	4.5	3.9	3.7	3.6
5	MA -206	Computer Based Numerical and Statistical Techniques	3	4.0	4.8	4.0	3.9	4.1	4.8	4.1	3.8
6	MA -207	Real Analysis	3	4.0	3.9	4.2	3.7	4.4	4.2	4.7	4.9
7	MA-208	Partial Differential Equations	3	4.9	4.9	4.6	4.4	4.5	3.9	4.7	3.9

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Feedback Analysis Report on Curriculum
2021- 2022

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	MA-209	Introduction to Statistical Methods	3	4.8	4.4	3.9	4.0	3.8	4.6	4.7	3.9
9	MA-219	Linear Programing	3	4.8	4.4	4.2	4.8	4.4	4.1	4.6	4.0
10	MA-306	Mathematical Modeling	3	4.7	3.9	4.7	4.7	4.8	5.0	3.7	4.8
11	MA-307	Differential Geometry	3	3.9	4.9	4.5	4.3	4.5	4.6	4.0	4.2
12	MA-308	Mathematical Methods	3	3.8	4.0	4.8	3.6	3.9	4.6	4.5	4.0
13	MA-309	Discrete Mathematics	3	4.8	4.7	4.6	4.1	4.5	5.0	4.5	3.8
14	MA311	Project-I	3	3.9	5.0	4.5	4.4	4.0	4.2	4.8	4.2

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Feedback Analysis Report on Curriculum

2021- 2022

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

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	MAT116	Calculus -II	3	4.9	4.8	4.3	3.7	4.5	3.9	4.2	4.6
2	MAT117	Ordinary Differential Equations	3	3.7	3.7	4.2	4.9	4.1	3.8	4.4	4.2
3	MAT118	Solid Geometry	3	3.6	3.9	4.6	4.9	4.1	4.2	4.0	4.2
4	MAT119	Programming in C	3	4.7	4.5	4.6	4.6	4.5	4.8	4.8	4.9
5	MA-216	Probability Distributions & Regression Analysis	3	4.0	3.8	4.3	4.0	4.3	4.3	3.9	4.2
6	MA-217	Introduction to Abstract Algebra & Number Theory	3	3.7	4.7	3.8	4.7	3.9	4.0	4.7	4.3
7	MA-218	Complex Analysis	3	4.3	4.8	4.6	4.2	4.5	5.0	4.7	3.7
8	MA-316	Integral Equations	3	4.6	4.2	4.8	4.7	3.7	4.1	5.0	3.8
9	MA-317	Graph Theory	3	4.9	3.8	3.7	4.0	4.8	4.8	3.9	4.9
10	MA-346	Metric Spaces	3	3.9	3.8	3.9	3.8	4.1	3.7	4.0	3.8
11	MA-312	Major Project	3	5.0	4.1	4.8	3.8	4.2	4.8	3.6	4.9

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Feedback Analysis Report on Curriculum
2021- 2022

2.3. Teacher Suggestions

- Some of the reference books prescribed/listed as reference are not the latest edition.
- Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes.
- It is suggested that some advanced courses of mathematics, software based and skill enhancement courses should be included in the curriculum.
- It is suggested that baskets pertaining to minors should be offered in the program.
- It is also suggested that some of open electives for other branches should be offered by the department.

Observations and actions

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

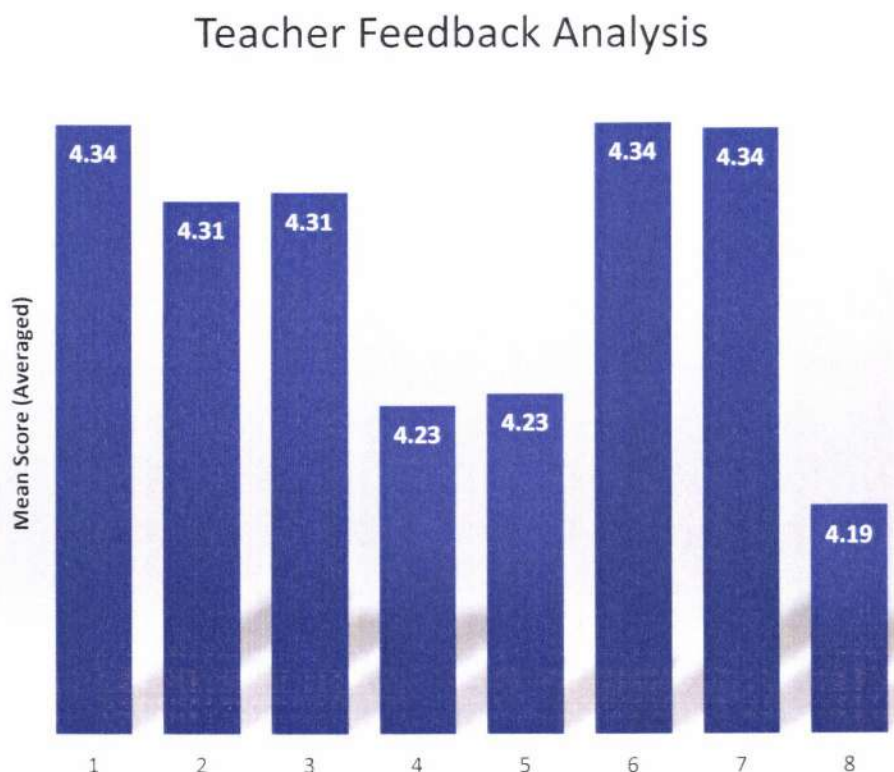


Figure 2: Average values of the teacher feedback mean scores of the courses.

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Feedback Analysis Report on Curriculum
2021- 2022

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 update the accessibility of the updated edition of some reference books.

Actions:

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

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Feedback Analysis Report on Curriculum
B.A. (Hons.) English
(2021-2022)

Teacher Feedback

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

The feedback of the teachers who taught the courses of B.A. (Hons.) English has been collected for the year 2021-22. 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:

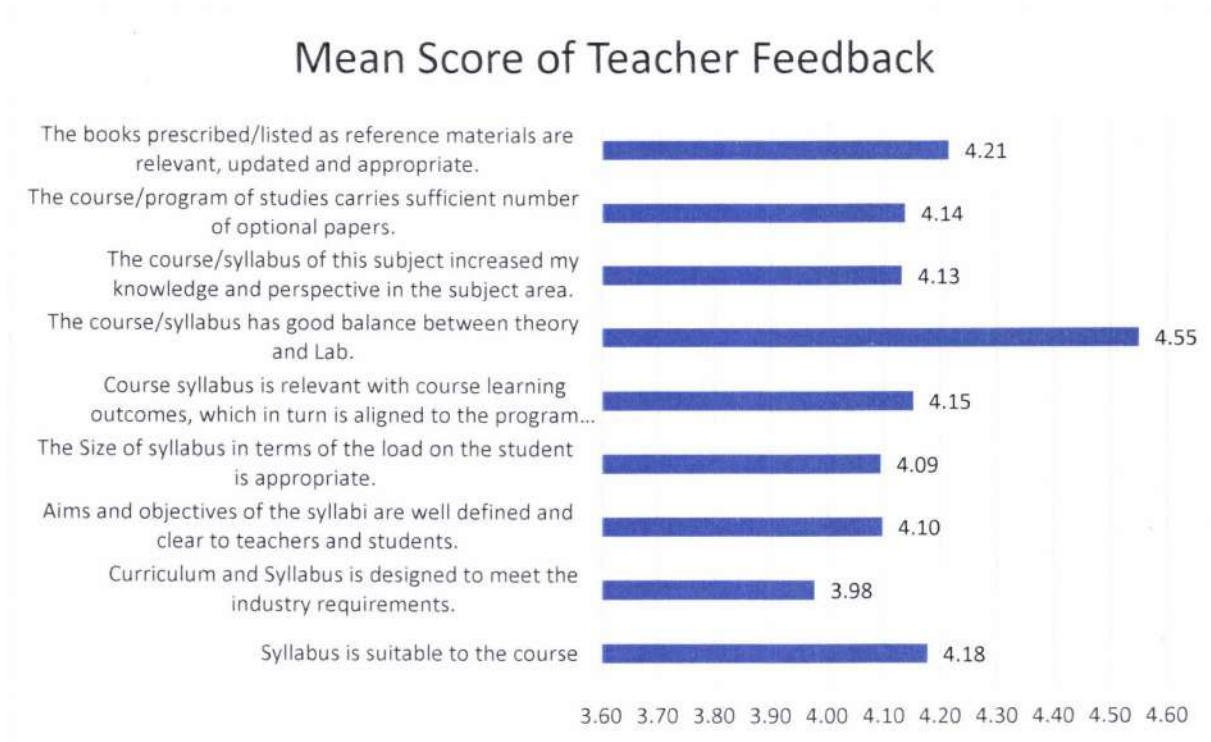


Figure 1

To analyse the opinions of faculties on the curriculum of the courses of BA Program, the scale from strongly disagree (1) to strongly agree (5) has been used. Most of the faculty members have disagreed that the syllabus is suitable to the courses. The mean score of all the courses for this statement is only 4.18. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.98 which shows that most of the faculty

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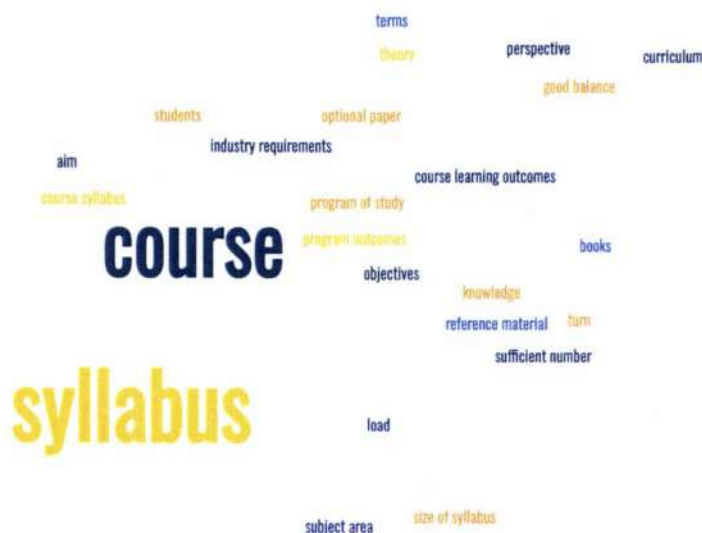
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Feedback Analysis Report on Curriculum
B.A. (Hons.) English
(2021-2022)

members agree on this. Most of the faculty members agree that 'Aims and objectives of the syllabi are well defined and clear to teachers and students' (mean score 4.10). The analysis depicted that the size of syllabus in terms of the load on the student is appropriate (mean score 4.09). They have agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 4.15).

There is a good balance between theory and Lab of the courses/syllabuses according to the faculty feedback. The mean score for the same is 4.55. The mean score for the 'The course/syllabus of this subject increased my knowledge and perspective in the subject area.' is 4.13 which shows their agreement on this. Most of the participants found that the course/program of studies carries sufficient number of optional papers (mean score 4.14). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.21).

Suggestion:



On the basis of suggestions of faculty members, it is concluded that there is no requirement of revision in the syllabus of the courses offered.

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


Head of Department


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Department of Humanities & Liberal Arts
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Feedback Analysis Report on Curriculum
B.A. (Hons.) Economics
(2021-2022)

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 2021-22. 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:

Average of all the courses (2021-22)

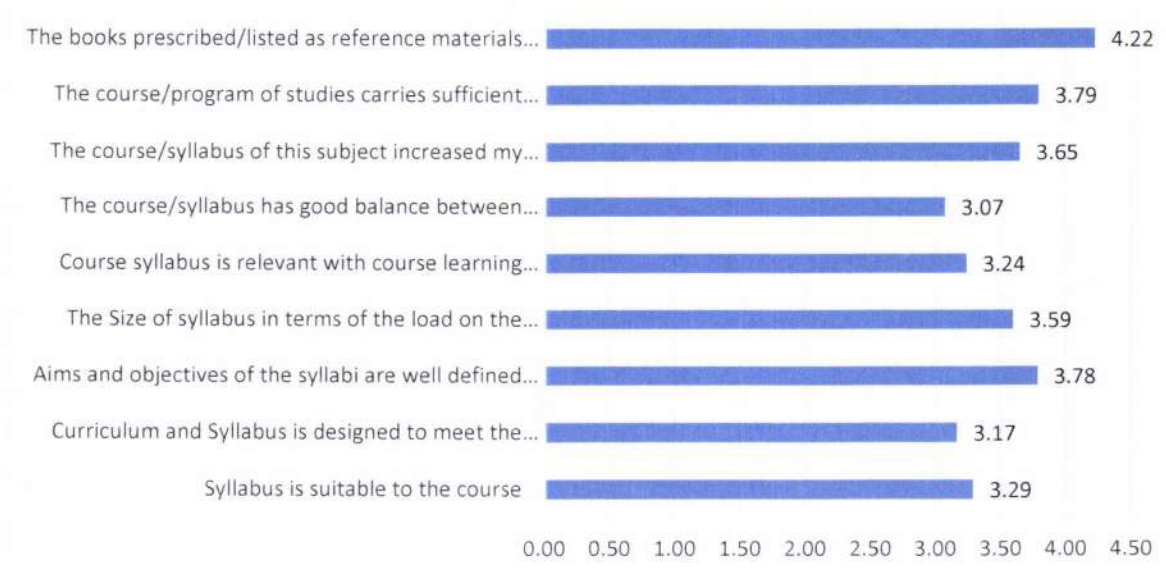


Figure 1

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 3.29. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is only 3.17 which shows that most of the faculty members were neutral to agree on this. Most of the faculties agree on the Aims and objectives of the syllabi are well defined and clear to teachers and

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Feedback Analysis Report on Curriculum
B.A. (Hons.) Economics
(2021-2022)

students' (mean score 3.78). The analysis depicted that on the question of size of syllabus in terms of the load on the student is appropriate the faculty is neutral (mean score 3.59). They were neutral to agree on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.24).

There is balance between theory and Lab of the courses/syllabuses according to the faculty member's feedback. The mean score for the same is 3.07 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 3.65 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.79). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate. (mean score 4.22).

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, Industrial Economics, Regional Economics , Development Economics I&II, Agricultural Economics and Econometrics among others . It was suggested that the probability of starting new courses related to upcoming areas should be worked upon.

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
B.A. (Hons.) Psychology
(2021-2022)

Teacher Feedback

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

The feedback of the teachers who taught the courses of B.A. (Hons.) Psychology I, II and III year has been collected for the year 2021-22. After the completion of each semester, the feedback form is given to each faculty member for each course to fill. The scale from strongly disagree (1) to strongly agree (5) has been used to analyse the opinions of teachers on the curriculum of the program. Thereafter, mean has calculated of all the responses for the particular statement related to each course. After calculating the mean scores of each course, further the mean has been calculated of all the courses under each statement. Below figure 1 shows the statement-wise mean scores of all the courses:



Figure 1

To analyse the opinions of faculties on the curriculum of the courses of B.A. (Hons.) Psychology Program, the scale from strongly disagree (1) to strongly agree (5) has been used. Most of the faculty members have agree that the syllabus is suitable to the courses. The mean score of all the courses for this statement is 4.03. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 3.96 which shows that most of the faculty members agree on this. Most of the faculty members agree on the 'Aims and


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IQAC Coordinator

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DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
B.A. (Hons.) Psychology
(2021-2022)

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 4.05). They have agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.97).

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 4.04 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 4.06 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 4.00). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate (mean score 4.00).

Suggestion:



On the basis of suggestions of faculty members, it is concluded that no revisions are required in the syllabus. However, it was suggested that the probability of starting new courses related to upcoming areas should be worked upon.

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

(2021-2022)

FACULTY FEEDBACK

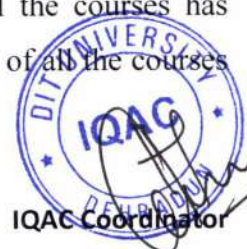
Internal Quality Assurance Cell (IQAC) of the University has designed a feedback form to get the opinions of various stakeholders. The feedback from various stakeholders has put great emphasis on the need of their involvement in quality assurance of education. Faculty members were requested to provide their valuable feedback for every course of MBA first and last years of the MBA programme for the academic year 2021-22. At the end of every trimester, they filled the form, their responses have collected and analysed. The feedback form is divided into two parts: Scale questions and open-ended questions. First nine question statements were the part of scale-based questions (strongly disagree (1) to strongly agree (2)). The statements are given below:

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

After the collection of the responses of faculty members, average of all the courses has calculated. Thereafter, statement-wise mean scores of all average responses of all the courses is calculated.



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Feedback Analysis Report on Curriculum

(2021-2022)

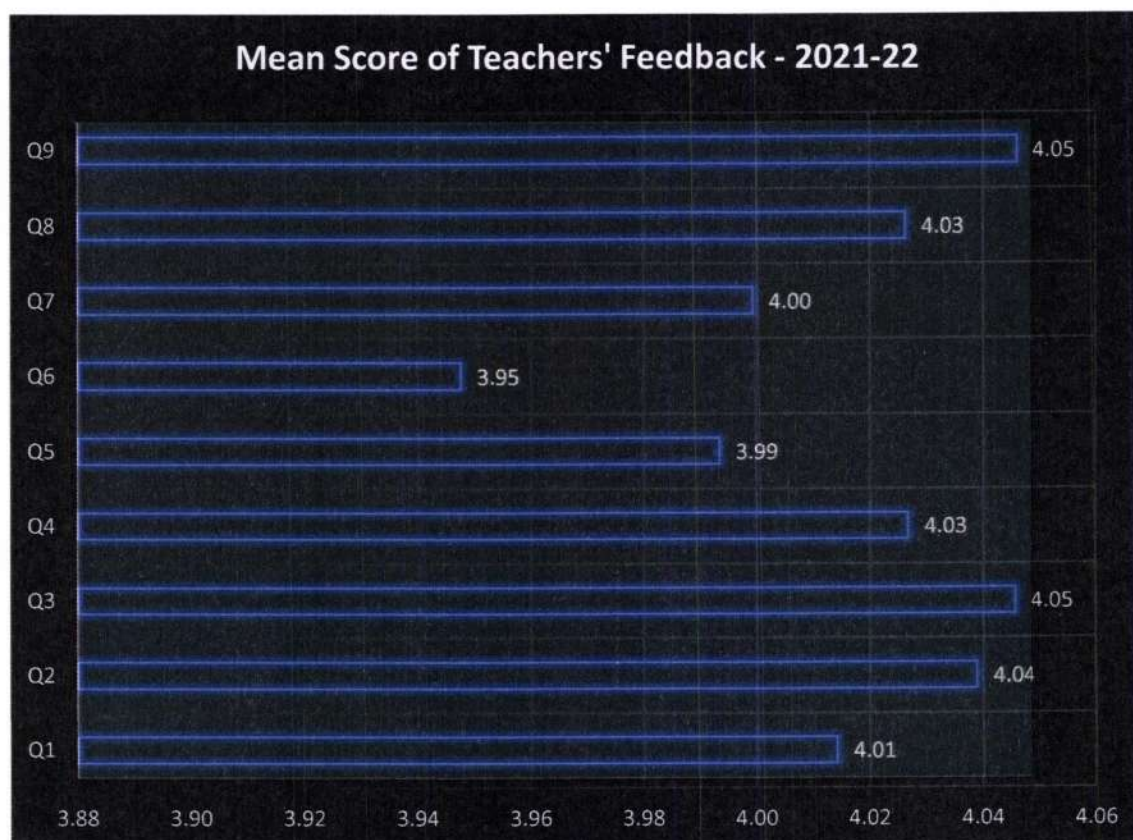


Figure 1

Figure 1 shows the mean score of faculty members' feedback for all the courses for the year 2021-22. Most of faculty members have agree on the first statement 'Syllabus is suitable to the course' with mean score 4.01 which falls somewhere between agree to strongly agree. On the basis of the feedback of faculty members, it can be concluded that the curriculum and syllabus of MBA program is designed to meet the industry requirements. The mean score for the same is 4.04. The third question statement "Aims and objectives of the syllabi are well defined and clear to teachers and students" has attained an average score 4.05 which is also somewhere between agree to strongly agree. The average score of fourth question statement "The size of syllabus in terms of the load on the student is appropriate" is 4.03 which shows most of the teachers also have agreed on this. Teachers have somewhere responded neutral to agree on the fifth question statement "Course syllabus is relevant with course learning outcomes, which in turn is aligned to the program outcomes". The mean score of the same is 3.99. The average score of sixth statement "The course/syllabus has good balance between theory and Lab" is 3.95, hence most of the faculty members 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 mean score 4 which shows teachers have agreed on the same. The mean score of next question statement "The course/program of studies carries sufficient number of optional papers" is 4.03 which shows faculty members have agreed on the sufficient number of optional papers. The mean score of last statement "The books prescribed/listed as reference materials

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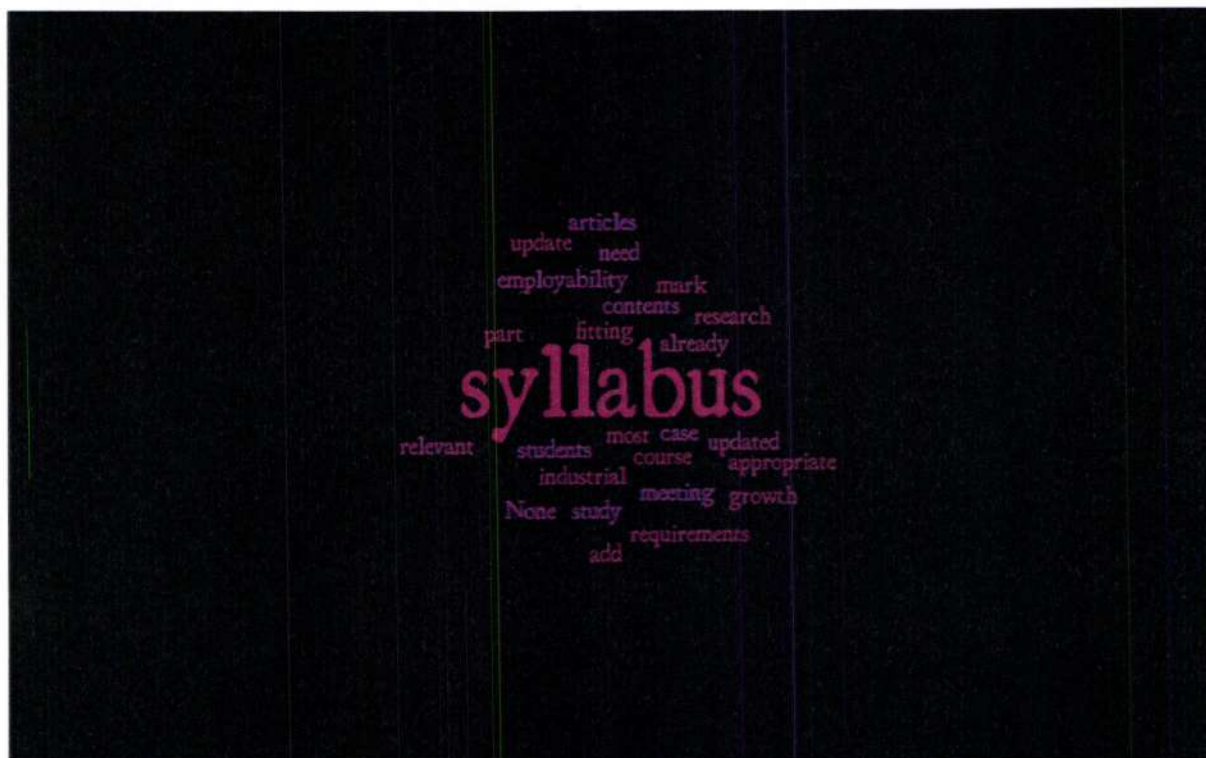
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IQAC Coordinator
DIT University, Dehradun

Feedback Analysis Report on Curriculum

(2021-2022)

are relevant, updated and appropriate” is 4.05 which is somewhere between agree to strongly agree.

Suggestion:



The analysis of the suggestions of the faculty members shows that the syllabus of the MBA courses is updated and also meeting with the industrial requirements. Moreover, the syllabus of the courses is relevant for the employability and growth of the students. The case study/ research papers can be the part of the syllabus of some specific courses like business analytics, marketing analytics and retail analytics.

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



Head of Department



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Department of Humanities & Liberal Arts
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
M.A. Clinical Psychology
(2021-2022)

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 M.A. (Clinical Psychology) has been collected for the year 2021-22. 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:

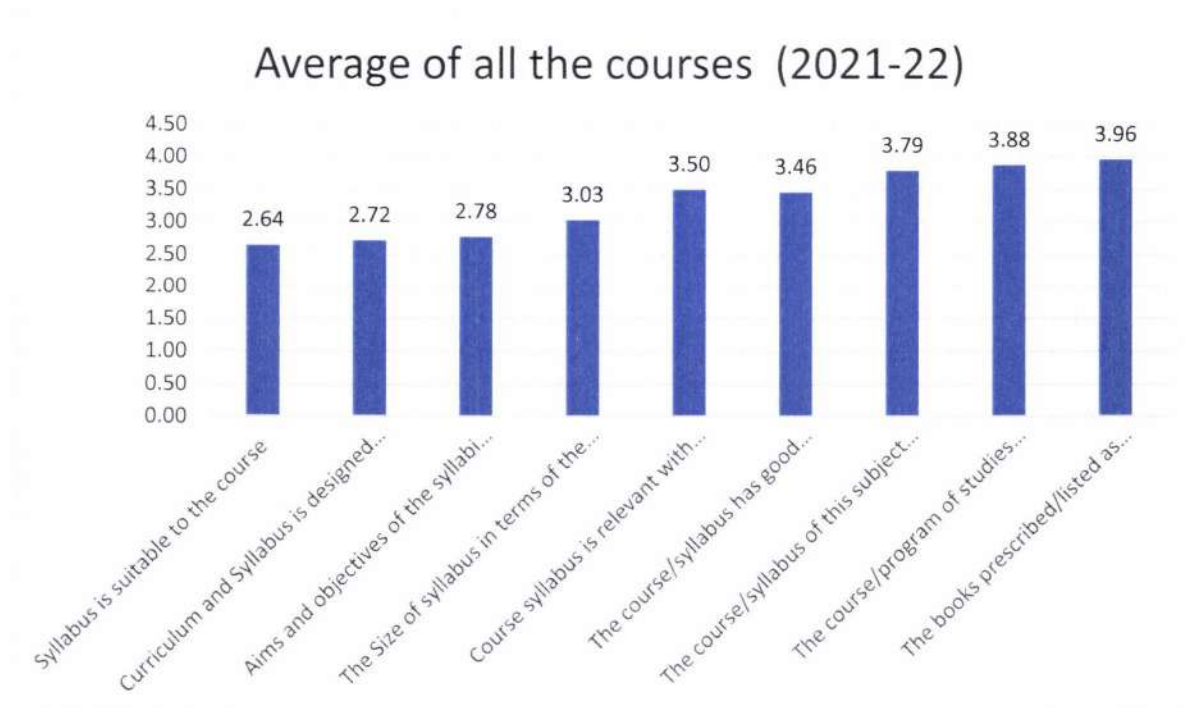


Figure 1

To analyse the opinions of faculties on the curriculum of the courses of M.A. Clinical Psychology 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 2.64. The mean score of the statement 'Curriculum and Syllabus is designed to meet the industry requirements' is 2.72 which shows that most of the faculty members were neutral to agree on this. Most of the faculty members were neutral to agree on the 'Aims and objectives of the syllabi are well defined and clear to

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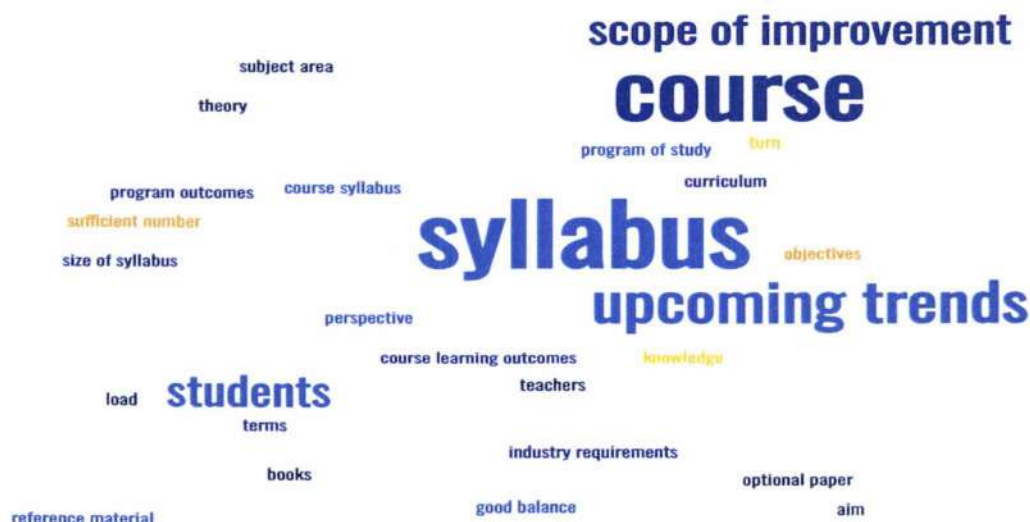
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Feedback Analysis Report on Curriculum
M.A. Clinical Psychology
(2021-2022)

teachers and students' (mean score 2.78). The analysis depicted that the size of syllabus in terms of the load on the student is appropriate (mean score 3.03). They have agreed on the course syllabus relevancy with course learning outcomes, which in turn is aligned to the program outcomes. (mean score 3.50).

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 3.46 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 3.79 which shows their agreement on this. Most of the participants found the course/program of studies carries sufficient number of optional papers (mean score 3.88). The faculty members agreed that the books prescribed/listed as reference materials are relevant, updated and appropriate (mean score 3.96).

Suggestion:



On the basis of suggestions of faculty members, it is concluded that there is scope of revision in few courses and the curriculum needs to be re-structured.

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


Head of Department


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Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

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 the Department


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Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

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 2021-2022 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, 2021-2022 and Even Semester, 2021-2022, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	ARF101	Architectural Design-I	17	3.0	3.5	4.3	3.8	3.5	4.1	3.0	4.0
2	ARF102	Building Construction & Materials-I	17	3.9	4.1	4.8	3.6	3.6	4.7	3.6	4.3
3	ARF103	Structural Design & Systems-I	3	3.4	4.6	3.6	4.6	NA	4.3	4.0	3.9
4	ARF104	Architectural Graphics Skills-I	17	3.0	4.6	3.5	4.7	4.2	4.6	3.4	4.1
5	ARF105	History of Architecture-I	17	4.1	3.4	4.5	3.9	NA	4.0	4.5	3.4
6	ARF106	Basic Design & Visual Art	17	3.5	3.9	4.8	4.2	4.2	3.9	4.7	4.0
7	ARF107	Computer Application-I	17	4.5	4.2	4.3	4.0	NA	3.6	3.9	3.5
8	LAF181	Professional Communication	2	4.5	4.7	4.2	4.1	NA	4.5	3.6	4.6

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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
9	AR201	Architectural Design-III	17	3.7	3.6	3.7	4.6	3.9	3.0	4.8	3.6
10	AR202	Building Construction & Materials-III	17	3.9	4.4	3.8	4.4	4.5	4.0	3.8	4.4
11	AR203	Structural Design & Systems-III	3	4.6	4.0	4.2	4.5	NA	3.7	3.7	4.5
12	AR204	Architectural Graphics Skills-III	17	4.5	3.8	4.2	4.2	3.7	3.6	3.6	4.2
13	AR206	Climatology	17	4.5	3.9	4.6	3.8	NA	4.5	4.5	4.4
14	AR241	Theory of Design	17	3.5	4.0	3.7	4.2	3.5	4.7	4.3	3.9
15	AR205	History of Architecture & Culture-III	17	4.7	4.1	4.6	3.8	NA	4.4	3.9	4.4
16	AR301	Architectural Design-V	17	4.1	3.6	4.4	4.3	4.4	3.5	4.7	3.5
17	AR302	Building Construction & Materials-V	17	3.5	3.7	4.7	4.1	4.7	4.6	4.6	4.7
18	AR303	Structural Design & System-V	17	3.6	4.7	4.8	4.7	NA	4.0	3.5	3.6
19	AR304	Building Services-I (WS)	17	3.4	4.5	3.6	4.3	NA	3.7	4.3	4.2
20	AR305	Working Drawing-I	17	4.3	4.2	4.4	4.7	4.2	3.6	4.2	3.7

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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
21	AR306	Landscape Design	17	4.8	4.0	3.5	3.7	NA	3.8	4.8	4.4
22	HS302NC	Personality Development Program 1	2	4.4	4.5	3.6	4.1	4.4	4.3	4.6	4.3
23	AR341	Architectural Documentation	3	3.4	4.1	4.5	4.1	4.7	4.2	3.7	4.0
24	AR344	Architectural Journalism	3	4.3	4.5	3.5	4.1	3.5	3.9	4.2	3.5
25	CE342	Environmental Risk Assessment & D.Mgmt	2	4.6	3.8	4.2	3.8	4.3	3.7	3.7	3.8
26	AR401	Architectural Design-VII	17	3.0	3.3	3.0	4.6	3.5	3.4	4.8	3.9
27	AR402	Building Construction & Materials-VII	17	3.8	4.1	4.6	4.7	4.5	4.1	4.8	3.7
28	AR403	Structural Design & Systems-VII	3	3.6	4.8	4.2	4.2	NA	3.7	4.7	3.8
29	AR404	Urban Design	17	4.3	4.6	3.6	3.8	NA	3.9	4.8	4.1
30	AR405	Sustainable Buildings	7	3.5	3.9	3.5	4.3	NA	3.5	3.6	4.5
31	EE481	New and Renewable Energy Sources	2	4.4	4.7	4.1	4.5	NA	4.0	4.6	3.6
32	AR502	Architectural Thesis	57	4.4	4.1	4.4	3.4	3.7	4.6	3.9	4.5

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IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
33	AR503	Professional Practice-II	57	3.0	4.2	4.0	4.2	4.0	3.8	4.8	4.2
34	AR541	Sustainable Cities & Communities	32	4.4	4.2	4.6	4.4	4.0	3.6	4.0	3.5
35	AR542	Development Legislation	25	4.5	4.0	3.9	3.6	4.4	4.7	3.6	4.6
36	AR546	Alternate Construction Technologies	28	4.3	4.5	3.7	3.5	4.0	3.8	4.2	4.0
37	AR548	Architectural Conservation	29	4.0	4.5	4.0	3.8	3.9	4.2	3.9	3.9


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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

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

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	ARF108	Architectural Design-II	17	3.9	4.5	3.5	4.4	4.3	3.9	3.9	4.6
2	ARF109	Building Construction & Materials-II	17	3.7	4.2	4.0	4.0	4.5	3.5	4.1	4.6
3	ARF111	Structural Design & Systems-II	3	3.0	3.3	3.5	3.9	NA	4.3	3.8	3.7
4	ARF112	Architectural Graphics Skills-II	17	4.1	3.2	3.6	3.8	3.7	4.0	3.7	3.4
5	ARF113	History of Architecture-II	17	4.4	3.9	3.7	3.6	NA	3.9	3.8	4.7
6	ARF114	Surveying & Levelling	2	3.6	3.0	4.5	3.7	3.7	4.3	3.5	4.2
7	ARF115	Computer Application-II	17	4.3	4.2	4.3	3.7	4.4	4.4	4.2	3.6
8	AR207	Architectural Design-IV	17	3.8	3.8	3.5	4.4	NA	4.4	4.2	4.5
9	AR208	Building Construction & Materials-IV	17	4.3	4.6	4.2	4.8	4.5	3.6	3.8	4.7
10	AR209	Structural Design & Systems-IV	3	4.1	4.4	4.6	3.9	NA	4.8	4.1	4.7
11	AR211	Contemporary Architecture	17	3.6	3.8	3.6	4.4	NA	4.2	4.1	3.5

Head of the Department



IQAC Coordinator



School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
12	AR212	Building Bye Laws & Code of Practice	17	3.9	3.0	3.2	3.9	NA	4.0	4.3	4.3
13	AR213	Architectural Graphics Skills-IV	17	4.6	4.0	4.6	4.5	4.3	4.0	4.0	4.6
14	AR246	Interior Design	4	4.0	4.6	4.4	3.8	3.8	4.4	4.6	4.4
15	AR307	Architectural Design-VI	17	4.4	3.5	4.3	4.6	4.7	4.5	4.3	4.8
16	AR311	Town Planning	5	4.5	4.3	3.6	4.4	NA	3.6	4.1	4.4
17	AR313	Working Drawing-II	17	3.7	4.2	4.7	3.5	4.0	4.4	4.7	4.0
18	AR308	Building Construction & Materials-VI	17	4.4	4.5	3.9	3.6	3.9	4.4	3.8	4.4
19	AR309	Structural Design & Systems-VI	3	4.3	4.3	4.7	4.0	NA	3.8	4.5	4.7
20	AR312	Building Services-II(EMS)	17	4.1	4.1	3.5	3.9	NA	4.1	3.8	4.6
21	AR314	Specification and Estimation	17	4.8	3.6	3.8	4.0	NA	3.9	3.7	3.5
22	CE381	Disaster Preparedness, Planning & Management	3	4.4	3.4	4.2	3.5	NA	4.7	4.2	4.6
23	HS305NC	Personality Development Program 2	2	4.1	4.6	3.9	3.8	NA	4.1	3.8	3.6

Head of the Department



IQAC Coordinator



Feedback Analysis Report on Curriculum
Feedback Analysis Report on Curriculum

B.Arch
(2021-2022)

2.3. Teacher Suggestions

- Credit hours and contact hours may be reduced to provide more time to students for design competitions and societal activities.
- Other departmental courses should be relooked.

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

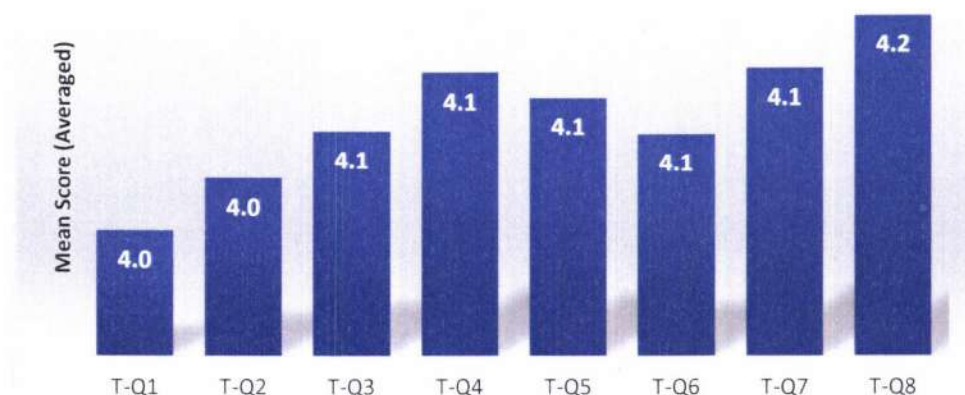


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 4.0 except for T-Q5 which is 3.9. The obtained feedback scores are satisfactory. The teachers have emphasized the requirement of providing slots to the students for other activities.

Actions:

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

Head of the Department



IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
B.Des(D)
(2021-2022)

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

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Des(D)
(2021-2022)

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 2021-2022 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, 2021-2022 and Even Semester, 2021-2022, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	IDF101	History, Culture and Society	5	3.2	3.5	4.4	4.5	NA	4.5	3.0	4.5
2	IDF102	Model Making Workshop	5	4.8	4.2	4.5	4.2	4.5	3.5	4.4	4.3
3	IDF103	Design Methods-I	5	4.4	4.6	4.3	3.5	3.6	3.9	4.6	4.1
4	IDF104	Architectural /Interiors Drawing	5	3.0	3.7	4.6	3.6	4.4	3.8	4.1	4.2
5	IDF105	Design Studio-I	5	4.6	3.5	3.5	3.9	4.1	4.4	3.7	4.6
6	IDF143	Marketing Research & Spotting Trends	5	3.8	3.9	3.8	3.8	3.7	4.4	4.6	3.6
7	BDI201	Interior Design Elements-I	5	4.4	4.4	3.4	4.3	3.9	4.4	3.4	4.7



Head of Department



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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Des(D)
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	BDI202	Materials & Construction for Interiors-I	5	3.8	3.9	3.9	4.3	3.4	4.1	4.1	4.4
9	BDI203	Interior Design Services-I	5	3.8	3.0	3.9	4.0	NA	3.0	4.1	3.6
10	BDI205	Design Studio-III	5	4.0	4.5	4.7	4.6	4.0	4.2	4.1	3.8
11	BDI241	ART, DESIGN & SOCIETY	5	4.7	3.6	4.7	4.7	3.5	4.7	3.6	3.5
12	BDI213	Communication Skills	5	4.1	4.7	4.4	4.8	NA	3.9	3.8	4.6
13	AR241	Theory of Design	5	4.8	4.8	4.2	4.3	4.7	4.4	3.6	4.5
14	BDI 301	Global Design Thoughts in Interior	5	4.8	3.7	4.4	4.0	NA	4.5	4.7	4.1
15	BDI 302	Materials & Construction for Interiors-III	5	3.7	4.3	4.1	4.0	4.3	4.7	4.0	4.0
16	BDI 303	Working Drawing & Furniture Detailing	5	4.0	3.6	4.5	4.8	3.5	3.7	4.3	3.6
17	BDI 304	Estimation & Costing	5	4.7	4.1	4.4	4.3	NA	4.1	4.1	4.4
18	BDI 305	Design Studio-V	5	4.8	4.5	3.5	3.6	3.7	4.1	3.8	4.7


Head of Department


IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Des(D)
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
19	BDI341	Design Management	5	3.7	3.7	4.2	4.3	4.7	4.5	4.8	3.6
20	BDI 401	Codes & Standards in Interior Design	5	4.7	3.4	4.8	4.6	NA	4.3	4.3	4.4
21	BDI 402	Materials & Construction for Interiors-IV	5	3.9	4.4	4.2	4.8	NA	4.0	4.0	4.7
22	BDI 403	Research Skills & Seminars	5	4.0	3.5	4.7	4.8	4.1	3.6	4.5	3.5
23	BDI 404	Project Management	5	3.8	4.2	3.8	3.9	NA	3.5	4.7	3.5
24	BDI 405	Design Studio-VI	5	3.6	3.7	3.5	3.9	NA	4.6	4.0	4.6
25	BDI441	Acoustics	5	3.4	3.5	3.5	3.5	3.8	4.0	4.5	4.4
26	AR481	Graphics & Product Design	5	3.0	3.3	3.6	3.8	3.8	3.4	4.3	3.6



Head of Department



IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Des(D)
(2021-2022)

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

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	IDF106	Architectural /Interiors Drawing & Representation Skills-II	5	4.5	4.3	3.8	4.6	4.0	3.7	4.2	4.2
2	IDF108	Computer Application-I	5	3.0	2.7	3.1	2.5	NA	3.6	4.2	4.6
3	IDF109	Design Methods-II	5	3.7	4.7	4.2	3.9	4.2	3.8	4.8	4.3
4	IDF107	Design Studio-II	5	4.0	4.1	4.3	4.2	4.1	4.6	4.3	4.3
5	IDF142	Introduction to Graphics	5	3.0	2.9	2.5	4.8	2.8	4.4	4.4	3.9
6	LAF183	English Language Teaching	5	4.7	4.6	3.9	4.4	NA	4.7	3.9	4.3
7	BDI207	Material & Construction for Interiors-II	5	3.0	4.7	3.7	4.7	4.3	4.7	4.4	3.5
8	BDI209	Furniture Design	5	3.6	3.5	3.6	4.2	4.3	3.7	3.6	3.8
9	BDI208	Interior Design Services-II	5	4.7	3.8	3.6	4.4	NA	4.8	3.4	3.8
10	BDI211	Design Studio-IV	5	3.7	4.0	4.2	4.6	NA	4.3	4.0	4.2



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IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

B.Des(D)
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
11	BDI212	Computer Applications	5	4.5	3.9	3.8	3.6	3.5	4.2	4.6	3.8
12	BDI245	Lighting & Colour in Interiors	5	4.4	3.6	3.6	4.8	3.5	3.6	3.5	4.7
13	CE381	Disaster Preparedness, Planning and Management	5	4.6	4.6	4.4	4.0	NA	4.5	3.9	4.4
14	BDI 406	Interior Project	5	3.0	3.8	3.9	4.4	3.0	4.5	4.2	3.8
15	BDI 407	Materials & Construction for Interiors-V	5	3.5	3.5	4.8	4.4	4.7	3.8	3.8	4.8



Head of Department



IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
B.Des(D)
(2021-2022)

2.3. Teacher Suggestions

- AutoCAD and Sketchup to be completed by the end of second year
- Some new electives to be introduced and some of the electives are to be shifted to later semesters.

2.4. Observations and actions

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

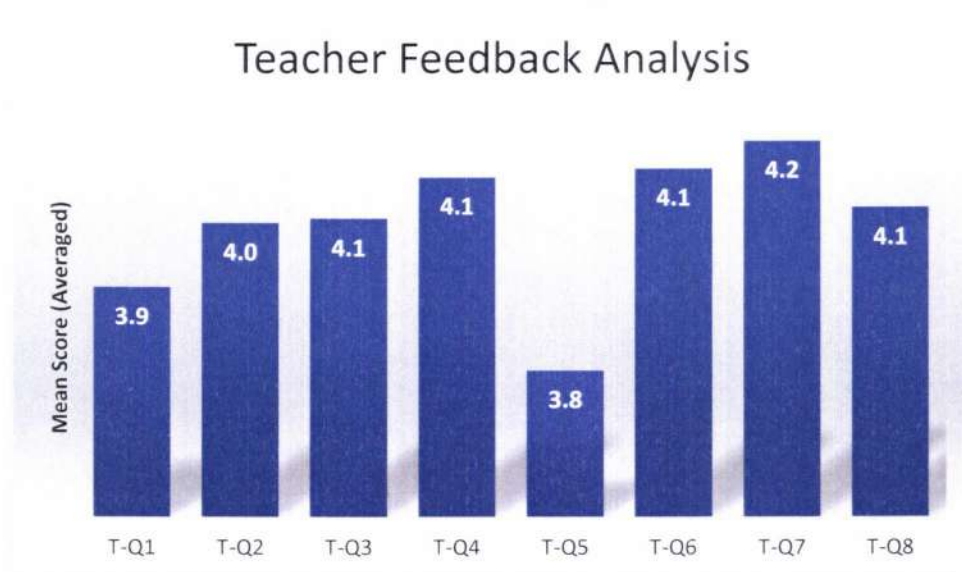


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are around 3.0. The obtained feedback scores are satisfactory.

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

B.Des (UX)

(2021-2022)

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

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

Feedback Analysis Report on Curriculum

**B.Des (UX)
(2021-2022)**

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 2021-22 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, 2021-22 and Even Semester, 2021-22, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	IXF101	Sketching & Drawing	3	3.1	3.9	4.4	3.5	3.6	4.3	3.0	4.7
2	IXF102	Introduction to Visual Design	3	3.5	3.9	4.8	4.1	3.7	4.0	4.0	3.7
3	IXF103	Fundamentals of Design	3	3.2	3.7	3.9	4.1	4.2	4.7	3.9	4.8
4	IXF104	History of Art & Evolution of Design	2	3.0	3.9	3.0	3.0	NA	4.0	4.4	4.4
5	IXF105	Empathy and Understanding Problems	3	3.8	4.1	3.4	4.2	3.6	4.0	3.5	4.2
6	IXF106	Introduction to UX Design	4	4.7	3.5	3.8	4.0	3.7	3.6	4.6	3.6



Head of Department



IQAC Coordinator

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

Feedback Analysis Report on Curriculum

B.Des (UX)
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
7	IXF107	Design Communication & Visualizing Ideas	4	3.9	4.0	3.3	4.1	4.6	4.3	4.4	3.6
8	LAF181	Professional Communication	2	4.7	4.4	3.9	3.9	4.8	4.4	4.3	4.5
9	BDX 201	Service Design & Task Flows	3	3.1	3.5	3.9	4.1	3.7	3.0	3.5	4.6
10	BDX 202	Introduction to UI Design	3	4.7	4.5	4.7	3.7	3.9	3.9	4.2	4.3
11	BDX 203	Information & Data Study	3	4.7	4.3	4.0	4.7	4.1	4.6	4.5	4.4
12	BDX 204	Introduction to User Research	3	4.8	4.7	3.8	3.6	3.5	4.5	4.4	3.6
13	BDX 205	Design Thinking	2	4.1	3.9	4.4	4.2	4.4	4.1	3.9	4.7
14	IX 201	Ethnography & People Design	4	4.8	4.5	4.1	4.2	3.6	4.5	3.9	3.9
15	IX 202	Information Architecture	4	3.6	3.4	4.2	4.4	3.7	3.5	3.6	3.4
16	BDX 301	Wireframing and Prototyping	3	3.9	3.6	4.0	4.5	4.4	3.9	3.9	3.5
17	BDX 302	Visual Design Tools Advance	3	3.6	4.2	3.7	4.1	3.9	3.8	3.7	4.1
18	BDX 303	Usability Testing	3	3.4	3.6	4.7	3.7	3.7	4.7	4.5	4.4



Head of Department



IQAC Coordinator

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

Feedback Analysis Report on Curriculum

B.Des (UX)

(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
19	BDX 304	Technology in Experience Design Advance	3	3.6	4.6	4.4	3.6	4.0	3.5	4.0	3.8
20	IX 301	UX and Digitilization	4	4.7	3.8	4.5	4.3	3.6	4.5	4.3	4.8
21	IX 302	Innovation Management	4	3.5	3.7	3.9	3.8	4.0	3.7	4.2	3.8
22	IX 303	Omnichannel Experience Design	4	4.7	3.5	4.7	4.1	4.4	4.6	4.6	4.6
23	BDX344	Applied Ergonomics	1	4.2	4.2	3.9	4.4	4.5	4.4	4.2	4.7
24	BDX 401	Business, UX & Design Management	3	3.6	3.7	3.5	3.7	3.8	4.8	4.2	3.6
25	BDX 402	Product Design & Life Cycle Management	3	4.5	3.9	4.3	3.6	3.6	3.4	3.5	4.1
26	IX 401	Gamification and UX	3	3.0	3.3	3.0	4.7	3.4	3.4	3.6	3.7
27	IX 402	HMI	3	3.9	4.5	3.8	3.7	4.4	4.2	4.4	4.5
28	IX 403	Live Project (Studio)	2	3.8	4.5	3.9	3.8	4.4	4.3	4.1	4.2
29	BDX441	Designing for IoT	3	4.7	3.9	4.0	4.5	4.1	4.6	4.6	3.8



Head of Department



IQAC Coordinator

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

Feedback Analysis Report on Curriculum

B.Des (UX)

(2021-2022)

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

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	IXF108	Sketching & Drawing Advance	3	4.7	3.6	4.3	4.6	4.5	4.6	4.6	4.1
2	IXF109	Visual Design Tools	3	4.4	4.2	3.7	4.6	3.8	4.5	4.8	4.5
3	IXF111	Basics of UI Development	3	3.8	4.1	4.2	4.5	4.2	3.7	4.5	4.5
4	IXF112	Technology in Experience Design	3	3.9	4.3	4.0	3.8	4.3	4.1	3.7	3.4
5	IXF113	UX Design Advance	3	4.4	4.5	3.7	3.5	4.6	4.1	3.5	4.6
6	IXF114	Integrated Studio for UX	3	3.7	4.6	4.3	4.6	3.4	4.7	4.7	4.8
7	LAF183	English Language Teaching	3	4.1	3.8	3.8	4.0	4.5	3.9	3.5	3.9
8	BDX 206	User Research Application	3	3.5	3.6	3.8	4.4	3.8	3.7	3.4	3.9
9	BDX 207	Introduction to Interaction Design	3	3.9	3.9	4.4	3.8	3.7	4.3	4.2	3.8
10	BDX 208	Data Analytics	3	3.6	3.7	3.7	3.6	3.6	4.0	3.9	4.5
11	BDX 209	UI Design Advance	3	4.4	4.7	4.1	3.6	4.5	4.6	3.5	4.6
12	IX 203	Service Design & Task Flows Advance	3	3.5	3.6	3.4	3.5	3.5	4.0	4.8	4.6

Head of Department

IQAC Coordinator

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

Feedback Analysis Report on Curriculum

B.Des (UX)

(2021-2022)

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



Head of Department



IQAC Coordinator

Feedback Analysis Report on Curriculum

B.Des (UX)

(2021-2022)

2.3. Teacher Suggestions

- Some of the subjects should be merged and some should be shifted to previous or later semesters.

2.4. Observations and actions

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

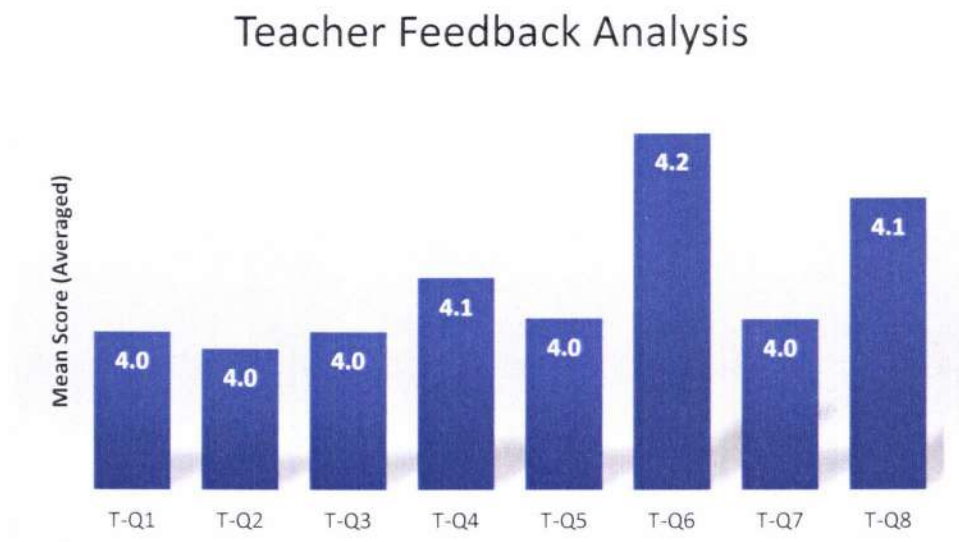


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are around 4. The obtained feedback scores are satisfactory. The teachers have emphasized on merging and shifting of some subjects.

Actions:

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


Head of Department


IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
M.Tech
(2021-2022)

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.

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

M.Tech
(2021-2022)

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 2021-2022 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, 2021-2022 and Even Semester, 2021-2022, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR701	Construction Finance Management 2018	2	3.4	3.6	3.9	4.2	NA	3.7	3.0	3.7
2	AR742	Laws Governing Infrastructure Project 18	2	3.8	3.0	3.0	4.0	3.9	3.0	4.2	3.0
3	AR745	Site Management 2018	2	3.3	3.7	4.0	4.0	4.0	4.7	3.6	4.7
4	AR711	Dissertation	2	4.2	3.4	4.5	3.4	3.4	4.6	4.6	4.5
5	AR708	BOT and Turnkey Projects	2	3.4	3.5	4.1	3.5	NA	4.0	4.3	3.7
6	AR709	Project Quality, Safety & Risk	2	4.1	4.7	3.6	4.3	NA	4.4	3.6	3.9


Head of Department


IQAC Coordinator

School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

M.Tech
(2021-2022)

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

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR713	Thesis Project	2	4.2	3.9	4.3	4.0	4.8	3.7	4.7	3.6
2	AR749	Real Estate Management	2	3.0	4.0	4.4	4.0	4.0	2.9	4.7	4.6



Head of Department



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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum
M.Tech
(2021-2022)

2.3. Teacher Suggestions

- Teachers are more concerned about the practical aspects of the curriculum.

2.4. Observations and actions

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

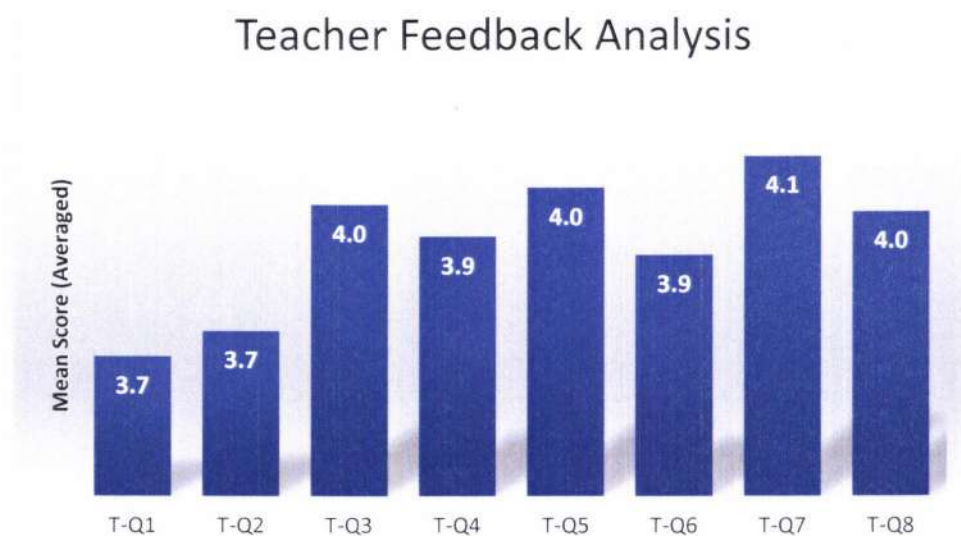


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are above 3.5. The obtained feedback scores are satisfactory. The teachers have emphasized the requirement practical aspects of construction projects.

Actions:

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


Head of Department


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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

M. Plan
(2021-2022)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

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

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


Head of Department


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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

M. Plan
(2021-2022)

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. Plan have been collected for the year 2021-2022 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, 2021-2022 and Even Semester, 2021-2022, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022.

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR626	Planning Studio-I	5	3.1	3.9	3.8	4.6	4.1	4.3	3.0	3.8
2	AR627	Planning History & Theory	5	4.3	3.6	3.5	3.8	NA	4.7	4.6	3.8
3	AR628	Housing and Environment	5	3.2	4.2	4.4	4.1	NA	4.1	4.4	4.7
4	AR629	GIS & Remote Sensing	5	3.0	3.9	3.0	3.0	3.7	3.9	4.6	4.1
5	AR631	Infrastructure & Transportation Planning	5	3.7	4.6	4.6	4.5	NA	3.8	4.6	3.7
6	AR632	Planning Techniques	5	3.4	3.6	3.6	4.8	NA	4.2	3.6	4.4
7	AR633	Urban Management & Governance	5	4.3	4.0	3.3	4.5	NA	4.0	4.7	3.9


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School of Architecture, Planning & Design
DIT University, Dehradun-248009
Feedback Analysis Report on Curriculum

M. Plan
(2021-2022)

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

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
1	AR634	Planning Studio-II	5	3.9	3.6	4.3	4.1	4.5	3.5	3.6	3.7
2	AR635	Regional Planning and Rural development	5	3.1	3.5	4.4	4.1	NA	3.0	3.6	4.3
3	AR636	Planning Legislation & professional practice	5	3.8	3.5	3.8	4.6	NA	4.0	3.4	4.5
4	AR637	Management of Urban Risks and Disasters	5	4.3	4.6	3.7	4.0	NA	4.5	3.8	3.6
5	AR638	Resettlement & Rehabilitation	5	4.5	3.7	4.6	3.5	NA	4.7	4.7	4.7
6	AR639	Socio-Economic base for planning	5	4.4	4.0	4.8	4.3	NA	3.6	3.6	3.9


Head of Department


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Feedback Analysis Report on Curriculum
M. Plan
(2021-2022)

2.3. Teacher Suggestions

- Metropolitan planning and rural theory should also be included.

2.4. Observations and actions

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

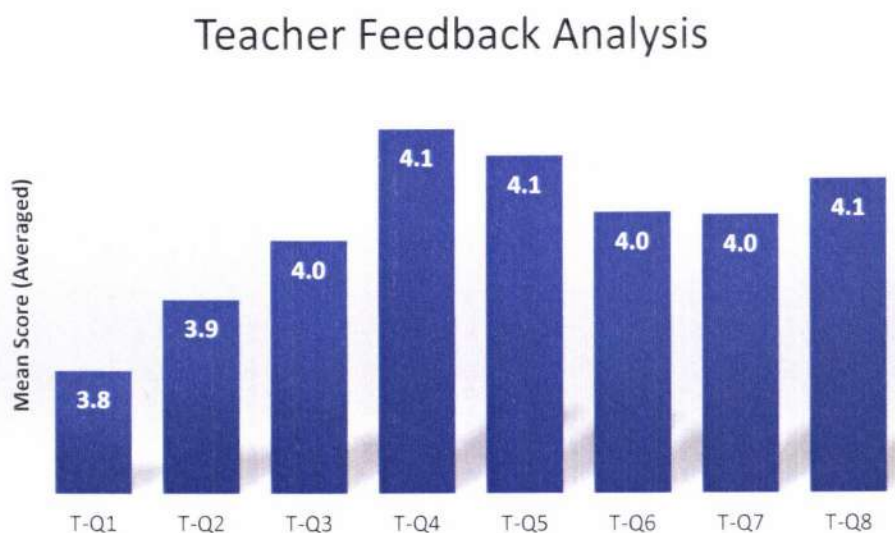


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are around 3.0. The obtained feedback scores are satisfactory. Following are the suggestions-

Metropolitan planning and rural theory should also be included.

Actions:

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


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Feedback Analysis Report on Curriculum
M.Des (UX)
(2021-2022)

2. Teacher Feedback Analysis

2.1. Parameters for teacher feedback:

Below mentioned are the questionnaire for teacher feedback survey:

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

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


Head of Department


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Feedback Analysis Report on Curriculum

M.Des (UX)
(2021-2022)

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 2021-2022 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, 2021-2022 and Even Semester, 2021-2022, respectively.

Table 3: Course-wise mean score of teacher feedbacks for Odd Semester, 2021-2022.

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



Head of Department



IQAC Coordinator

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Feedback Analysis Report on Curriculum

M.Des (UX)
(2021-2022)

Sr. No.	Subject Code	Subject Name	No. of Participants	T-Q1	T-Q2	T-Q3	T-Q4	T-Q5	T-Q6	T-Q7	T-Q8
8	MDX 108	Presentation and Communication Skills	3	3.8	4.1	4.8	4.5	4.5	3.9	3.8	3.6
9	MDX 201	Design Project - 1 (Complex problem)	3	3.1	3.5	4.7	4.1	4.0	3.0	3.8	4.3
10	MDX 202	Internship Project	3	4.3	4.7	4.3	4.1	3.9	4.1	4.0	4.2
11	MDX 203	Dissertation Project	3	3.9	4.4	4.6	4.2	3.7	4.8	4.3	4.7
12	MDX244	UX for Logistics	3	4.8	3.6	4.4	4.6	3.9	4.1	4.7	3.4
13	MDX247	G2C in Citizen Services	3	4.3	4.5	3.7	4.1	4.2	4.6	4.7	3.4



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Feedback Analysis Report on Curriculum

M.Des (UX)
(2021-2022)

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

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



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Feedback Analysis Report on Curriculum
M.Des (UX)
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2.3. Teacher Suggestions

- Some more courses are to be taught in campus during 3rd semester.

2.4. Observations and actions

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

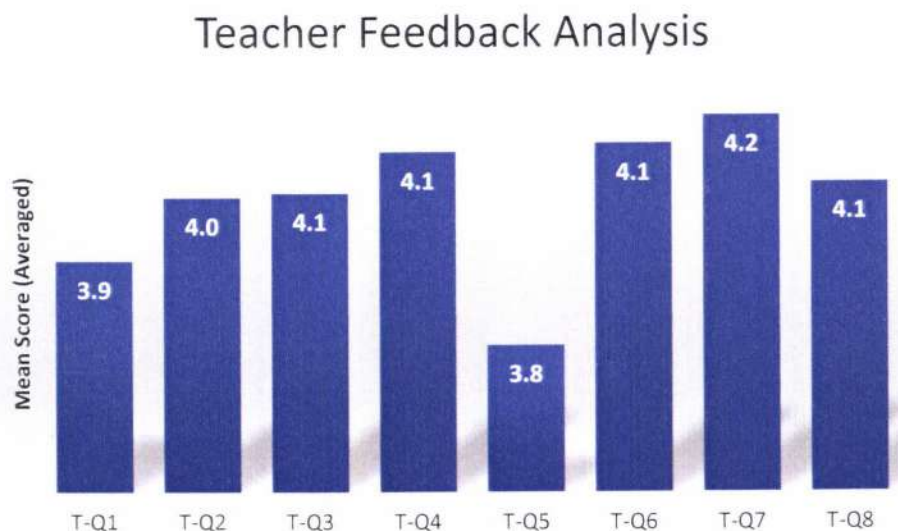


Figure 2: Average values of the teacher feedback mean scores of the courses.

Observations:

The averaged mean scores of the teacher feedback are around 3.0. The obtained feedback scores are satisfactory. Following are the suggestions-

More courses to be taught in sem-III in campus.

Actions:

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


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