



SANT BABA BHAG SINGH UNIVERSITY

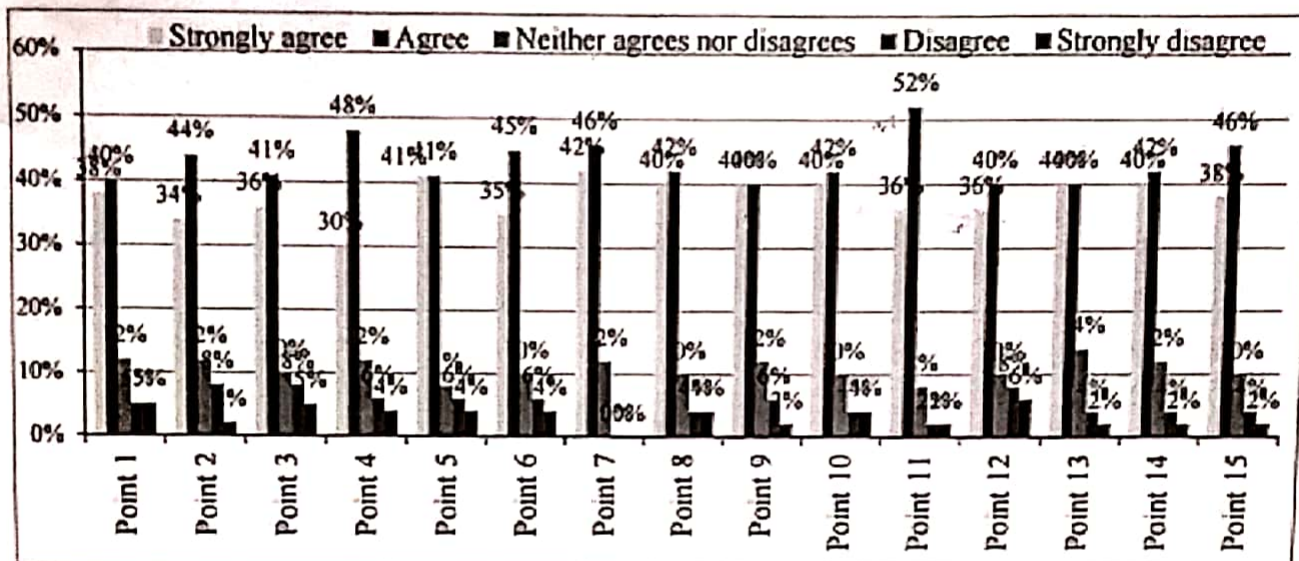
Vill. Khiala, P.O. Padhlana, Distt. Jalandhar -144030 (PB.)

Recognized by UGC under Section 2(f) of UGC Act, 1956.

Website: www.sbbsuniversity.ac.in / Email: info@sbbsuniversity.ac.in

Call: 0181-2711163 / Fax: 0181-2711611

Student's Feedback Analysis Academic Year 2024-2025



Point 1	Curriculum and the syllabus of the courses that you have studied in relation to the competencies expected.
Point 2	The course content as per the need of programme
Point 3	The offering of the electives in terms of their relevance to the specialization and need based.
Point 4	The electives offered in relation to the technological advancements.
Point 5	The course in term of critical thinking imparted through it.
Point 6	The courses as per the current needs of society
Point 7	The evaluation scheme designed for each of the course.
Point 8	The course Outcome for each of the course is defined properly.
Point 9	The courses as per the practicability and imparting employable skills.
Point 10	The coverage of topics for competitive exams.
Point 11	The teaching pedagogies adopted by the course instructor
Point 12	The course according to the entrepreneurship provided to the student.
Point 13	The course related to the awareness of legal and social issue provided to the student.
Point 14	The usage of ICT tools by the teachers to support and enhance the teaching.
Point 15	The courses in terms of extra learning or self-learning for considering the design of courses.

Director IOAC

Sant Baba Bhag Singh University

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Major Observation

The student feedback reflects an overall positive perception of the curriculum, course design, and teaching learning processes. Across all 15 parameters, a strong majority of students expressed satisfaction, with Strongly Agree and Agree responses consistently ranging between 74% and 88%, indicating that the curriculum largely meets learner expectations.

High levels of satisfaction are observed in evaluation schemes (Point 7), teaching pedagogies (Point 11), and course outcomes (Point 8), highlighting clarity in assessment, effective instructional methods, and well-defined learning outcomes. Similarly, students positively rated critical thinking (Point 5), employability and practicability (Point 9), and ICT-enabled teaching (Point 14), suggesting alignment with contemporary educational practices.

Moderately lower but still positive responses are noted for electives related to technological advancements (Point 4) and entrepreneurship orientation (Point 12), where relatively higher neutral and disagreement responses indicate scope for further strengthening. Coverage of competitive exam topics (Point 10) and societal relevance (Point 6) also received favourable feedback.

Overall, the feedback demonstrates that the curriculum is relevant, outcome-oriented, and learner-centric, while also indicating opportunities to further enhance technology integration, entrepreneurship exposure, and industry-aligned electives to improve academic and career readiness.

Recommendation

Based on the analysis of the student feedback, the following recommendations are proposed to enhance curriculum relevance, student satisfaction, and overall academic and career preparedness:

1. Update and expand electives aligned with emerging technologies such as AI, data analytics, and automation to ensure the curriculum remains current and industry-relevant.
2. Introduce dedicated entrepreneurship modules, startup incubation support, industry mentorship, and exposure to live projects and case studies to develop entrepreneurial skills among students.



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3. Align courses more closely with employability needs by increasing hands-on training, internships, industry- certified programs, and skill-based workshops.
4. Integrate competitive examination - oriented content, aptitude training, and structured preparatory sessions within relevant courses to support diverse career aspirations.
5. Encourage project-based learning, MOOCs, blended and self-learning components with academic credit, supported by regular curriculum reviews and strengthened ICT- enabled teaching practices.

Dr. J. L. Singh
Vice-Chancellor
Sant Baba Bhag Singh University
Jalandhar - 144030



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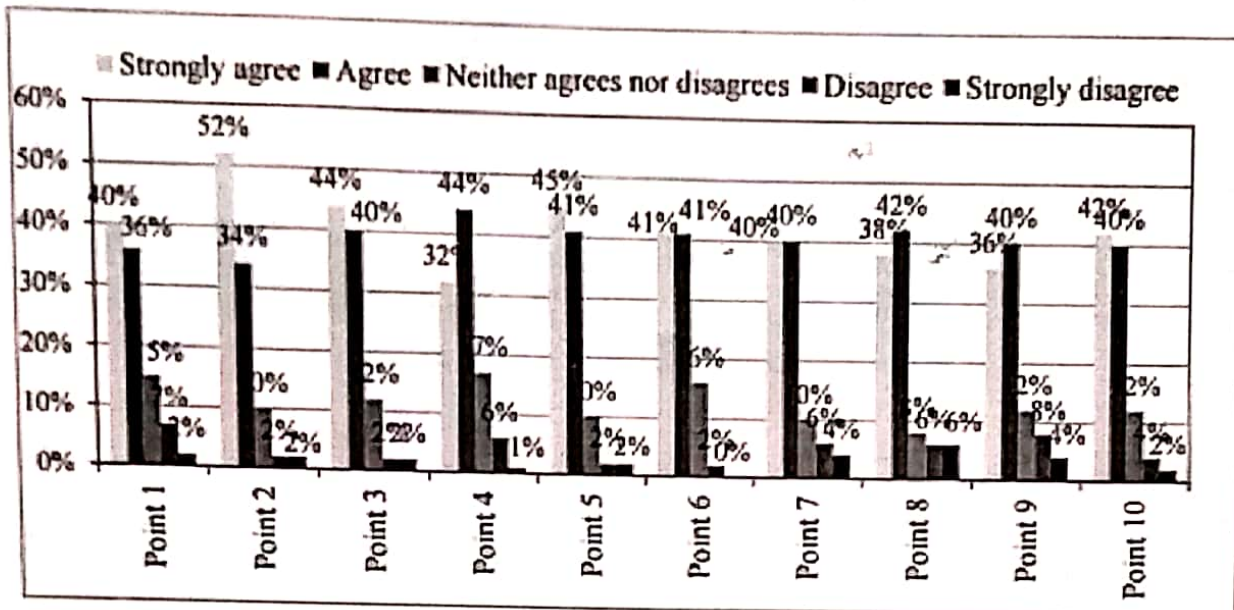
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Teacher's Feedback Analysis Academic Year 2024-2025



Point 1: Curriculum and Syllabus is suitable to the Programme.

Point 2: Curriculum and syllabus is designed according to the need based.

Point 3: Curriculum and syllabus has the flexibility

Point 4: Course Contents are well designed.

Point 5: The course/program of studies carries sufficient number of optional/elective papers.

Point 6: The books prescribed/listed as reference materials are relevant, updated and appropriate.

Point 7: The course outcomes are appropriate.

Point 8: The content of syllabus is according to the current trends of industry and academia to facilitate placements.

Point 9: The course is according to the entrepreneurship provided to the student.

Point 10: The coverage of course contents is as per the competitive exams.

Singh
Director
Sant Baba Bhag Singh University
Vill. Khiala, Jalandhar -144030



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Major Observation

The faculty feedback indicates strong overall satisfaction with the curriculum, syllabus design, and academic relevance. Most faculty members agree that the curriculum is suitable for the programme and is designed according to need-based requirements. High positive responses also reflect appreciation for the flexibility offered through core and elective courses. Course contents are generally viewed as well-designed, though some neutral responses suggest scope for refinement and regular updating. Faculty largely agree that the number of elective papers is sufficient and that the prescribed reference materials are relevant and up-to-date. Course outcomes are considered appropriate, demonstrating alignment with programme objectives. However, feedback shows relatively weaker satisfaction in areas related to industry relevance and entrepreneurship components, as 12-18% of respondents remained neutral or disagreed. The coverage of content for competitive examinations is perceived positively but still shows minor gaps. Overall, the feedback suggests a well-structured curriculum with opportunities to enhance industry alignment, practical exposure, and entrepreneurial skill orientation.

Key Recommendations

1. Strengthen curriculum relevance by increasing industry-aligned modules, case studies, professional tools, and expert guest lectures.
2. Enhance entrepreneurship and practical skills through workshops, project-based learning, and hands-on training.
3. Periodically review and update course content, references, and examples to address areas with higher neutral feedback and incorporate recent disciplinary developments.
4. Ensure regular faculty orientation on Outcome-Based Education (OBE) and CO-PO-PSO mapping to improve effective implementation, while strengthening employability through competitive exam-oriented components, problem-solving activities, and active faculty participation in curriculum review via BoS and industry-academia interactions



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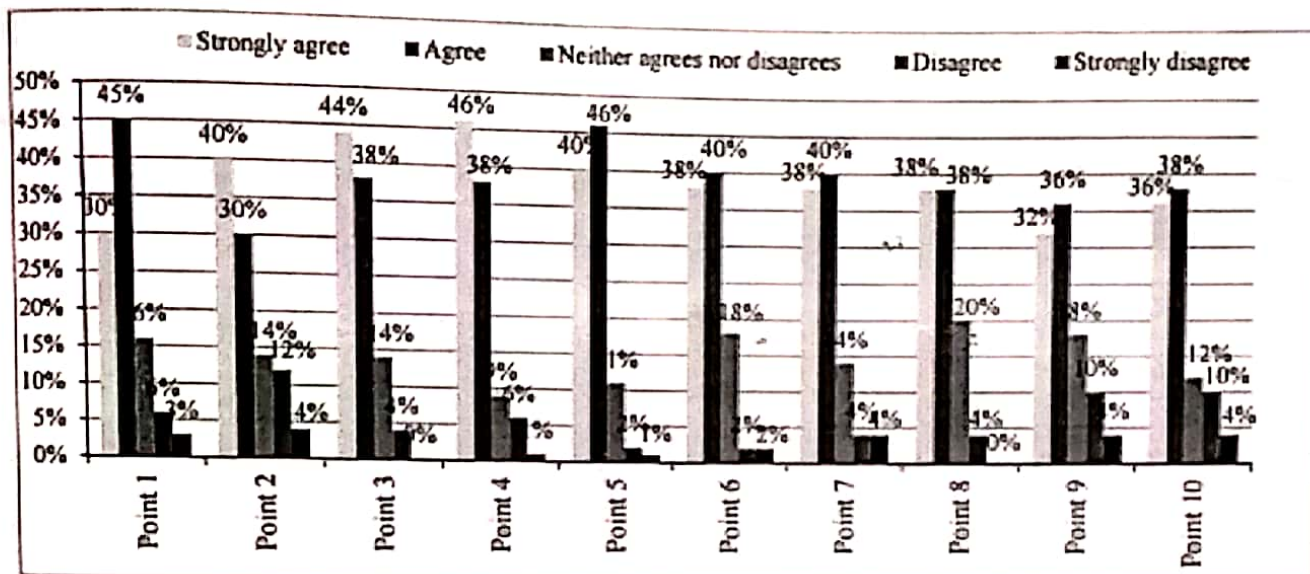
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Alumni's Feedback Analysis Academic Year 2024-2025



Point 1 The syllabus of the courses that have studied in relation to the competencies expected out of the course.

Point 2 The relevance course content as per the need of programme.

Point 3 The flexibility in term of Core/Elective/ Interdisciplinary courses is well maintained.

Point 4 The offering of the electives in terms of their relevance to the specialization and need based.

Point 5 The electives offered in relation to the technological-advancements.

Point 6 The course in term of critical thinking imparted through it.

Point 7 The courses in terms of design of the courses as per the current needs of society.

Point 8 The evaluation scheme designed for each of the course.

Point 9 The courses you have studied are beneficial for your current job.

Point 10: The courses as per the practicability and imparting employable skills.



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Major Observation

The alumni feedback indicates strong overall satisfaction with the curriculum, highlighting effective alignment with expected competencies and programme requirements. Respondents appreciated the flexibility of core, elective, and interdisciplinary courses, along with the relevance of electives to specialization and technological trends. Alumni affirmed the curriculum's support for critical thinking and societal relevance, though neutral responses suggest scope to enhance experiential and problem-based learning. While the evaluation scheme is seen as fair, clearer assessment criteria and diverse evaluation methods are recommended. Employability emerged as the main area needing improvement, particularly through stronger industry exposure and practical skill development.

Key Recommendations

1. Enhance collaboration with industry through guest lectures, internships, industrial visits, and live projects to better align course content with workplace expectations.
2. Periodically revise syllabi to incorporate recent technological advancements, sectoral developments, and contemporary societal needs.
3. Introduce more hands on modules, laboratory work, field-based activities, simulations, and certification oriented add-on courses to boost employability.
4. Incorporate more real-world case studies, design-thinking exercises, research assignments, and interdisciplinary problem-solving tasks.
5. Add career-readiness modules, soft skills training, mock interviews, and employer led workshops to support transition from academics to industry.
6. Conduct periodic need analysis to ensure that elective courses remain relevant, innovative, and aligned with current industry demands and student interests.
7. Create structured alumni engagement platforms to gather continuous feedback and include alumni in curriculum advisory processes.

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Director IQAC
Sant Baba Bhag Singh University
Vill-Khiala, Jalandhar-144030

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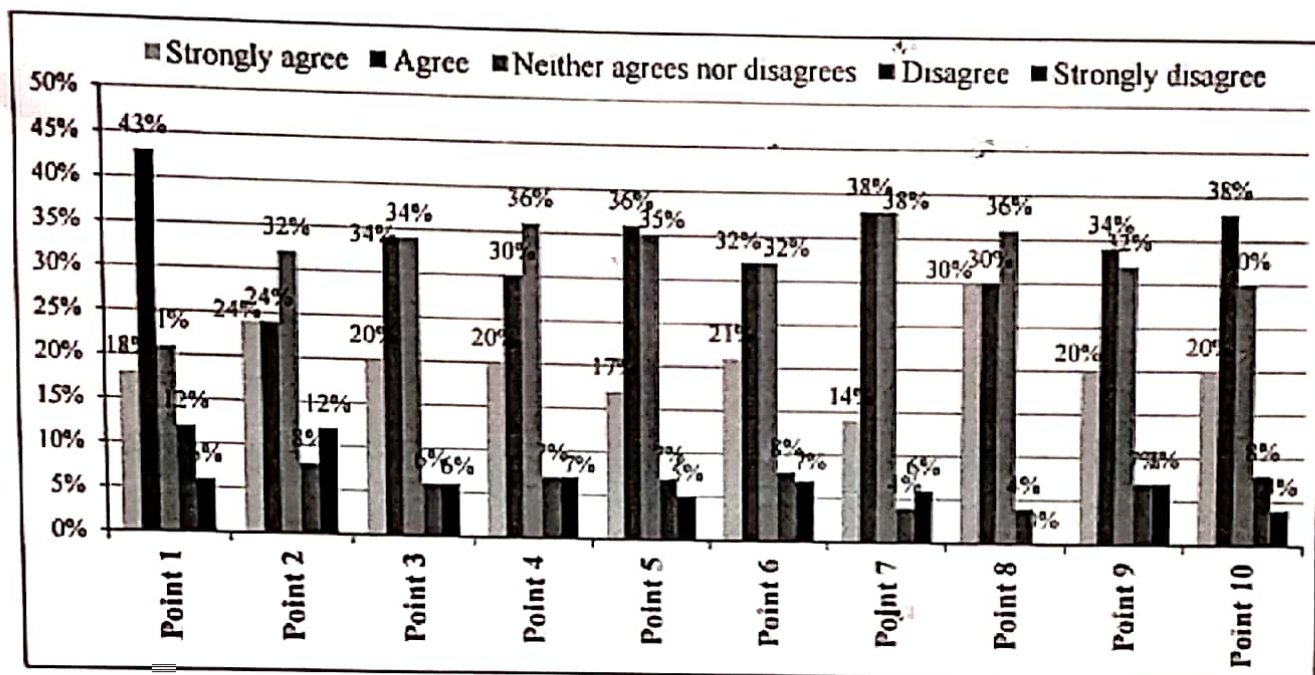
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Employer's Feedback Analysis Academic Year 2024-2025



Point 1 Syllabus is suitable to the programme and course

Point 2 The course is designed as per the current needs of industry

Point 3 The relevance course content as per the need of employment.

Point 4 The course content is in accordance with Programme Educational Objectives and is well defined.

Point 5 The course/syllabus has good balance of core syllabus content and applied contents.

Point 6 The courses are designed as per the current needs of society

Point 7 The curriculum and the syllabus reflects the inculcation of leadership and management skills.

Point 8 The course contents in term of core/ Elective/ Interdisciplinary courses are well maintained.

Point 9 The electives/courses offered in relation to the technological advancements.

Point 10 The course content is designed as per the needs of the learner and able to impart life learning skills.

Director IQA
Sant Baba Bhag Singh University
VIII-Khiala, Jalandhar-144030



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Major Observation

The employer feedback provides valuable insights into their perceptions of the curriculum, syllabus relevance, and course outcomes. Overall, the responses indicate a moderately positive level of satisfaction, however, there remains significant scope for strengthening industry alignment, enhancing employability components, and refining course design. In most parameters, the combined percentage of "Strongly Agree" and "Agree" ranges from 50% to 60%, reflecting general approval of the curriculum. At the same time, a sizeable proportion of respondents - around 30% to 38% - selected "Neither agree nor disagree," suggesting limited familiarity with the curriculum structure, a lack of visible impact of the syllabus on industry readiness, or uncertainty in evaluating the competencies demonstrated by graduates. Additionally, the presence of 4% to 12% "Disagree" or "Strongly Disagree" responses across several points indicates identifiable gaps in industry relevance and expectations, reinforcing the need for continuous curriculum review and closer engagement with employers.

Recommendation

Based on the analysis of the employer feedback, the following recommendations are proposed to enhance curriculum quality, improve industry alignment, and strengthen student learning outcomes:

1. The university may revise the syllabus with regular input from industry experts, enhance opportunities for industry-driven projects and internships, and establish an Industry Advisory Board to ensure continuous review and alignment of the curriculum with current industry standards.
2. It is recommended to incorporate modules on emerging technologies, professional communication, career readiness, and domain-specific software tools. Conducting employer-led workshops and skill enhancement sessions will further bridge the gap between academia and industry requirements.
3. The curriculum may be enriched through increased lab-based, field-based, and project-based learning opportunities. The institution may introduce leadership labs, teamwork-oriented assignments, role-play activities, management simulations, and short-term value-added courses to promote leadership, decision-making, and managerial skills among students.





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4. Programme Outcomes (POs) and Programme Educational Objectives (PEOs) may be shared proactively with employers. Providing a competency profile of students during placements and involving employers in curriculum orientation and review processes will improve transparency and relevance.
5. The curriculum may integrate the latest tools and technologies relevant to various disciplines. Offering electives related to AI, data analytics, digital transformation, and other emerging areas, along with collaborating with technology industries for certification-based training, is recommended.
6. The university may further encourage self-learning through MOOCs (SWAYAM, NPTEL) promote research and innovation activities, strengthen critical-thinking skills, and introduce independent learning credits to nurture continuous learning among students.


Director IOAC
Sant Baba Bhag Singh University
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