



CRITERIA 1
Supporting Documents 1.1.1

IN THIS FILE

- **Feedback Addressing Local, Regional, National & Global Development Needs (All schools)**
 - **Its reflection in the action taken report**
-



School of Business

B.COM 2019-20 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Action Taken
Students	Students shared constructive feedback, particularly highlighting the need for enhanced placement training and career services.		Indian student expectations align toward career readiness, soft skills, and increased campus placement drives	Global feedback trends show a rising demand for international internships, global business education.	Placement training and career services were enhanced by increasing workshop sessions, mock interviews, and expanding industry connections. Inter-college collaborations and regional industry internships were encouraged, and efforts to provide global internship opportunities and cross-border finance exposure were integrated into the curriculum.
Faculty			Nationwide, faculty stress blended learning, industry-aligned electives, and inclusion of professional certifications.	Global faculty discussions highlight the importance of competency-based learning and digital economy education in commerce programs.	The curriculum was revised to emphasize employability and career orientation, with a focus on job market relevance. Employer expectations were incorporated into the curriculum, and blended learning, along with industry-aligned electives, was introduced.
Industry			Indian corporates across sectors appreciated the program's foundational robustness, yet called for stronger data analysis and start up components.		The curriculum was updated to align with feedback with inclusion of subject related to data analysis and startup modules.
Alumni			BCom curriculum to offer specializations like Finance & Marketing.		More placement support was introduced, particularly for final-year students, through specialized career fairs, resume workshops, and alumni mentoring. The curriculum was updated to include more domain specific subjects in Finance & Marketing.



B.COM 2020-21 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Action Taken
Students	Regular feedback sessions with highlighted the pressing need for enhanced placement training, employability workshops, and industry-linked programs.	Students echoed similar demands for career-oriented skill-building, suggesting more interaction with regional industries and professionals.			Placement training and employability workshops were introduced, alongside more industry-linked programs. Regional industry interaction was enhanced by offering internships and guest lectures from professionals.
Faculty			Nationally, faculty across commerce and business programs stress the inclusion of new-age courses like Environmental Sustainability, Corporate governance		Feedback from local and regional faculty led to curriculum updates that emphasize employability, sector-specific modules, and internship opportunities. Environmental Science, sustainability focused topics were incorporated.
Industry	Local organizations expressed satisfaction with soft skills development but recommended adding more hands-on and project-based elements to the curriculum.				Based on industry feedback, more hands-on and project-based learning opportunities were integrated into the curriculum, focusing on case studies and domain-specific subject and soft skill courses.
Alumni		Alumni supported increased alumni involvement in career counseling, seminars, and success stories.			To address alumni feedback, placement-focused programs were introduced, with more mentorship and alumni-led sessions on career progression.



B.COM 2021-22 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Action Taken
Students	Students majority voiced a need for enhanced placement programs and more training and skill-enhancement activities.		Students indicated a demand for hands-on learning, internships, and employability-focused skills integrated into the curriculum.		In response to student feedback, enhanced placement programs were developed, with a focus on skill-building workshops, industry-aligned training, and placement preparation activities. Career services were expanded to offer personalized guidance and industry exposure.
Faculty		Faculty emphasized the importance of incorporating regional industry trends, with special focus on emerging sectors like technology, sustainability, and finance.			To address faculty feedback, the curriculum was updated to focus on employability and career orientation. Curriculum was adjusted to include industry-centric courses in MOOC.
Industry	Industry representatives provided valuable feedback, noting the importance of soft skills development while suggesting the inclusion of practical, project-based learning.				In response to industry feedback, project-based learning was incorporated into the curriculum, emphasizing practical skills alongside soft skills development. Sector-specific training modules were added to address the needs of industries such as retail, and finance. The curriculum was updated to reflect new business models and finance.
Alumni				Alumni suggested more global networking opportunities and career workshops, preparing students for post-graduation challenges i	Based on alumni feedback, more placement support was implemented, including mentorship programs, career fairs, and pre-placement preparation modules. Industry interaction was increased through alumni-led workshops, seminars, and networking opportunities.



B.COM 2022-23 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Action Taken
Students			There's a growing trend among students calling for internships, industry-aligned training programs, and greater career support systems across universities.		In response to student feedback, enhanced internship programs were introduced at the local and regional levels, with a focus on industry exposure. Training sessions aimed at employability and industry-specific skills were integrated.
Faculty		Faculty emphasized the importance of sector-specific curriculum and incorporating local industry standards into the programs, especially in areas like technology, management, and finance.			The curriculum was revised to ensure a stronger alignment with industry needs, with a focus on career-oriented courses. MOOC courses and Value added courses were introduced.
Industry	Local industry representatives recommended that the curriculum should better integrate real-world projects and soft skills training to enhance employability. There was also a push for greater collaboration with local businesses on curriculum design.				In response to industry feedback, real-world projects and soft skills training were integrated into the curriculum. The curriculum was updated to reflect advances in Taxation, finance, and supply chain management.
Alumni			Alumni advocated for more career preparedness programs, including pre-placement drives, resume-building workshops, and interview preparation sessions.		More placement support was introduced, particularly for final-year students, through specialized career fairs, resume workshops, and alumni mentoring. The curriculum was revised to include MOOC, VAC courses, Soft skill programmes for preparing students for competitive.



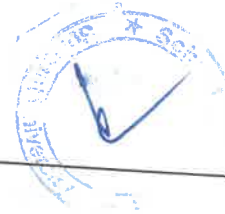
B.COM 2023-24 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Action Taken
Students		Students shared feedback, emphasizing the necessity of industry-related training, hands-on projects, and internships to enhance their future career prospects.			Based on feedback, a comprehensive internship program was developed with industry collaboration to increase practical exposure. Global Imersion Program were introduced..
Faculty			Faculty expressed a broader need for curriculam that cater to emerging industry need.		Faculty suggestions were implemented by adapting the curriculum to focus on employability, industry alignment, and skill development.faculty helped shape curriculum changes and Integrated Finance and Tax specilization subjects
Industry				Need for a globalized curriculum, focusing on international trade regulations, multinational business strategy, and corporate sustainability to prepare students for global work environments.	To address industry needs, academic institutions formed stronger partnerships with local businesses to develop real-world case studies, and internships.Global Imerssion programme and Valuse added cources were introduced.
Alumni	Alumni Meet and surveys reflect local institutional engagement and student support enhancement initiatives.			Feedback regarding student development is likely influenced by their exposure and expectations, aiming to align programs with international benchmarks.	Alumni feedback led to increased institutional engagement through mentorship programs, career counseling, and networking opportunities.MOOC courses were introduced where students got oppourunity to learn from international platforms
Academic Peer		Emphasis on aligning academics with regional industry needs.		Preparing students for global work environments through exposure, mentorship, and experiential learning.	Peer feedback led to improvements in student-teacher interaction, along with the introduction of practical exposure opportunities like internships, projects, and industry collaborations. Global imerssion platforms opportunities for studetns were incorporated.
Parents	Parents praised the learning environment and behavioral improvements in students				Based on parental feedback, programs focused on soft skills developmen. A focus on behavioral and overall student development was incorporated into academic and extracurricular programs.



BBA 2019-20 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiative Taken
Students	Regular meetings with BBA programme directors ensure direct feedback on course content, pace, and relevance.		Course feedback mechanisms support NEP 2020's focus on continuous curriculum feedback and industry alignment.		Introduced structured feedback review cycles; incorporated feedback outcomes into syllabus design and delivery; enhanced internship and project-based learning opportunities.
Faculty			Use of technology and evolving pedagogy mirrors national efforts for digitally enabled learning.	Tech-integration in teaching and curriculum upgrades are steps towards global academic standards.	Conducted faculty development programs on digital pedagogy; upgraded classrooms with smart tech; regular review of teaching strategies with academic leadership.
Industry		BOS (Board of Studies) meetings often include regional industry professionals who assess and validate curriculum relevance to regional workforce trends.			Modified syllabi to include industry-aligned, activity-based modules; initiated domain-specific guest lectures.
Alumni	Alumni Meet and surveys reflect local institutional engagement and student support enhancement initiatives.			Feedback regarding student development is likely influenced by their global exposure and expectations, aiming to align local programs with international benchmarks.	Established an alumni advisory board to strengthen alumni engagement; aligned student support services to global academic and professional standards.



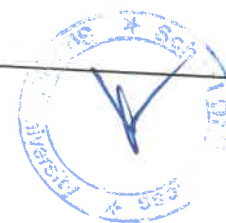
BBA 2020-21 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiative Taken
Students	Monthly sessions ensure routine feedback specific to syllabus delivery and effectiveness.		Proposed ICT integration and pedagogy enhancements align with India's NEP 2020 and broader higher education reforms.		Monthly feedback sessions with students were initiated to ensure effective syllabus delivery. ICT tools and new teaching methods were integrated into the curriculum to align with the NEP 2020 reforms, improving teaching practices and student engagement.
Faculty	Area Chairs coordinate collective curriculum suggestions from faculty aimed at improving pedagogy.	Curriculum adaptations reflect the alignment with trending professional requirements.			Falicitated regular curriculum reviews through Faculty collaborations ensuring alignment with professional trends. Digital tools and updated teaching methods were introduced to enhance pedagogy.
Industry		Feedback from industry experts via BOS meetings confirms employability relevance of the curriculum.			Industry experts were consulted during BOS meetings, providing valuable feedback to strengthen industry-academia collaboration through BOS inputs to continually update curriculum for employability enhancement.
Alumni				Post-Alumni Meet surveys capture globalized expectations and recommend enhanced student development efforts, including employability skills and entrepreneurship.	Post-Alumni Meet surveys were conducted to understand the global expectations, leading to recommendations for improving employability skills and fostering entrepreneurship among students.



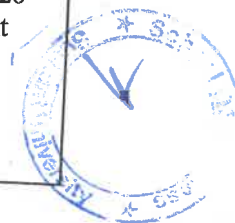
BBA 2021-22 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiative Taken
Students	Regular feedback sessions focus on syllabus quality, content depth, and practical industry relevance.				Introduced structured review cycles with students to evaluate the quality of the syllabus. These reviews focused on enhancing the practical aspects of the syllabus to better align with industry needs.
Faculty	Area Chairs review faculty feedback targeting instructional methodology and use of ICT.		Emphasis on modernized pedagogy and curriculum evolution aligns with Indian higher education's push for digital integration.		Faculty were guided to attend workshops on innovative teaching methods and ICT tools to modernize pedagogy, supporting digital transformation in line with national higher education initiatives.
Industry		Feedback from professionals through BOS meetings reinforces the curriculum's relevance to current regional industry trends.			Industry professionals provided crucial feedback during BOS meetings to update curriculum, ensuring alignment with evolving regional industry needs and expectations.
Alumni				Survey responses post-Alumni Meet advocate broader student development, including employability, soft skills, and academic program enhancements.	Post-Alumni Meet surveys were conducted, gathering alumni feedback on necessary improvements. This led to a stronger focus on enhancing employability, developing soft skills, and evolving the academic program to meet broader student development goals.



BBA 2022-23 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiative Taken
Students	Feedback from regular sessions with BBA course directors reflects strong engagement with course relevance, quality, and industry match.				Regular feedback sessions were conducted with students and course directors to ensure the syllabus remains relevant, high-quality, and aligned with industry demands.
Faculty	Focus remains on enhancing instruction and ICT integration through feedback relayed to Area Chairs.			Persistent recommendations to evolve the curriculum using global teaching methodologies and ICT usage hint at growing international academic benchmarking.	Feedback from faculty focused on improving instructional methods and the integration of ICT. Faculty input was used to adapt global teaching methodologies and increase the use of digital tools in the curriculum.
Industry		BOS meeting participation by industry members affirms the practical relevance of the curriculum to regional employment demands.			Enhance collaboration with industry members during BOS meetings to continuously refine curriculum aligned with regional job market requirements.
Alumni			Post-Alumni Meet surveys indicate support for continued improvements in student development initiatives and academic quality — aligning with India's NEP 2020 goals for holistic development.		Post-Alumni Meet surveys were conducted to gather alumni feedback for continued emphasis on student development and academic quality, aligning with NEP 2020 goals to promote holistic student growth.



BBA 2023-24 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiative Taken
Students	Students at the campus level (Delhi-NCR) provided direct feedback to course directors on curriculum delivery, relevance, and workload.		Comparative analysis of curriculum against top Indian business schools showed gaps in digital tools and entrepreneurship training.	Global benchmarking revealed a need to enhance global business modules, cultural diversity content, and case-based pedagogy.	Feedback from students acted as a base to revise curriculum to integrate digital tools, entrepreneurship modules, global business practices, and case-based pedagogy, ensuring alignment with student feedback and top business school standards.
Faculty	Faculty recommended integration of ICT tools and suggested pedagogical improvements tailored to the student base in Sonipat.	Faculty from across NCR institutions contributed to discussions on instructional innovations and interdisciplinary modules.		Faculty proposed adopting globally recognized teaching frameworks like AACSB or EQUIS pedagogical standards.	Faculty recommendations were implemented, focusing on ICT integration and pedagogical improvements specific to the student base in Sonipat. Discussions with NCR faculty led to the incorporation of interdisciplinary modules and instructional innovations. The curriculum also shifted to embrace outcome-based education (OBE) and blended learning models. Efforts are underway to align the curriculum with global teaching standards like AACSB and EQUIS.
Industry	Local industry reps (e.g., nearby industrial clusters) emphasized need for more internship and field exposure in curriculum.		National companies highlighted gaps in soft skills, analytics, and digital literacy among BBA graduates.	Global firms (via MNC HR feedback) suggested curriculum alignment with international business practices and cross-cultural management.	Local industry feedback was addressed by increasing internship and field exposure within the curriculum. Regional business case studies were integrated, and skill development was aligned with local employment trends. National industry representatives' concerns about soft skills, analytics, and digital literacy were incorporated into the curriculum, and global business practices were integrated, emphasizing cross-cultural management.
Alumni	Alumni provided feedback on academic rigor and co-curricular activities post their meet.	Pointed out employability skills and real-world project exposure as crucial for curriculum enhancement.	Alumni working across Indian metros shared input on leadership training and entrepreneurial skill-building.		Based on feedback the curriculum was adjusted to include more real-world project exposure, leadership training, and entrepreneurial skill-building to prepare students for global work environments.
	Conduct pre-placement training and financial literacy workshops. Social Internship Programs with local NGOs to promote responsibility.	Encourage exchange programs for exposure to diverse working environments within the region.		Develop globally viable skills through soft skill workshops, industry exposure, and exchange programs.	Pre-placement training and financial literacy workshops were introduced, alongside social internship programs with local NGOs to foster responsibility. Exchange programs were encouraged for regional exposure, and globally viable skills were developed through soft skill workshops, industry exposure, and exchange programs.
Academic Peer Parents	Develop soft skills and student-teacher bonding.	Organize internships and workshops tailored to local industry standards.	Emphasis on practical learning, soft skills, and career readiness.		Efforts were made to develop soft skills and improve student-teacher bonding. Internship opportunities and workshops aligned with local industry standards were organized, and practical learning, soft skills, and career readiness were prioritized in the curriculum.



MBA 2019-20 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiatives Taken
Students	Emphasis on updating curriculum with practical skill-based activities.			Desire for curriculum that reflect global trends.	Incorporated project-based learning, skill-oriented programs & National & International certifications
Faculty	Deploy Guest lectures from industry experts		Organize co curricular activities for experiential learning		Mandated all faculty members to invite one industry speaker for a session on their respective subject
Industry	Suggested enhancements in the teaching/learning process with a focus on practical applications and updated tools.	Emphasis on aligning with organizational procedures relevant to the local/regional job market.			Modified the syllabus as per the industry requirements, internships and live projects aligned with local/regional employment trends.
Alumni	Recommended more interaction through professional societies and internal academic improvements.	Need for more industrial visits and regionally contextual skill development programs.		Expectation for global opportunities in specific domain	Revived alumni-industry interface sessions, increased industrial visit frequency, and encouraged student participation in open-source communities and global competitions.



MBA 2020-21 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiatives Taken
Students	Regular feedback sessions with programme coordinators on syllabi			Curriculum alignment with global trends, holistic education.	Feedback incorporated into course revisions; practical components enhanced; introduced global case studies and project-based assessments.
Faculty	Continuous internal assessment of curriculum delivery			Suggestion to involve experts from foreign universities for curriculum enrichment.	Faculty development programs on outcome-based education; partnerships initiated with foreign universities for expert lectures
Industry	Request for more application-oriented learning methods.	Demand for tool-driven training reflecting regional practices.			Included skill-based certifications and industry-used tools in syllabi; launched workshops and short-term trainings with regional industry experts.
Alumni	Internal improvements via alumni insights; encouraging professional society memberships.	Suggested industrial visits and skills-based programs		Focus on open-source contributions and global exposure.	Organized alumni talks and networking events; arranged more industrial visits; promoted participation in international conferences




MBA 2021-22 Feedback Addressing


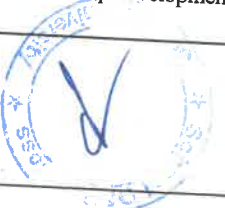
Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiatives Taken
Students	Internal feedback mechanisms through regular sessions; use of Google Forms			Emphasis on curricula that follow current world trends, suggesting global relevance.	Curriculum revised based on student feedback; integrated global case studies and emerging topics
Faculty	Internal curriculum monitoring (CO, PO, PSO)		Emphasis on national-level academic standards (e.g., CO, PO, PSO, PEO).		Faculty orientation sessions; national and international collaboration initiated for meeting the benchmarks.
Industry	Recommendation to shift the teaching/learning process toward more application-based approaches.	Feedback aligns with region-specific organizational practices			Industry-led workshops and tech talks were introduced.; project-based learning strengthened
Alumni	Student involvement in professional societies and enhancements to academic programs.	Plan capacity-building efforts often involve local or regional companies and partners.			Alumni invited as mentors and guest speakers; organized more industrial tours; promoted innovation challenges for student participation.



MBA 2022-23 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiatives Taken
Students.		Demand for tool-driven training reflecting regional practices.		Emphasis on aligning curriculum and training with global standards and trends.	Introduced continuous feedback mechanisms via digital surveys; revised syllabi with new courses like Digital Marketing and Fintech
Faculty	Internal monitoring of course quality and effectiveness; structured implementation of CO, PO, PSO, and PEO.		National-level academic processes like credit transfers and outcome-based education reflect standards from UGC/AICTE frameworks.	Suggestion to involve experts from prestigious foreign universities for curriculum enrichment.	Conducted regular academic audits; initiated collaborations with foreign universities for curriculum benchmarking and visiting lectures.
Industry	Request to improve soft skills and promote more practical, application-oriented teaching methods.	Suggestions reflect needs of local/regional companies—training in organizational practices and soft skills.			Integrated soft skills training modules; organized industrial expert-led workshops and certification programs in practical tools and applications.
Alumni	Encouraging student participation in professional bodies; enhancing academic programs through internal initiatives.	More industrial visits and capacity building that often involve regional collaborations.			Expanded domain-specific clubs; facilitated regional industrial visits and encouraged participation in innovation expos and tech challenges.

MBA 2023-24 Feedback Addressing

Stakeholders	Local Perspective	Regional Perspective	National Perspective	Global Perspective	Initiatives Taken
Students	Emphasis on better internships and local continuing education initiatives			More skill based and value added courses	Strengthened internship support; Introduced VAC and MOOC Courses
Faculty	Input about improving programs to enhance employability and work-readiness		Strong emphasis on employability and work orientation reflects a key priority in India's higher education goals under NEP 2020.		Faculty training conducted on NEP-aligned curriculum development; benchmarking of course modules against NEP 2020
Industry	Satisfaction with soft skills and facilities indicates alignment with local organizational expectations.	Regional companies confirm satisfaction with current curriculum but suggest more activity-based content.			Introduced industry-specific certifications; increased use of real-world case studies; organized industry-academia interaction panels and curriculum feedback workshops.
Alumni	Feedback collected during reunions; suggestions for college-level student support and skill development.	Recommendations to add career-focused and entrepreneurial initiatives suggest responsiveness to regional job market needs.	Suggestions for entrepreneurship training connect with national start-up and innovation missions.		Launched entrepreneurship cell; added innovation-based electives; expanded alumni mentoring networks and connect with local entrepreneurs/startups
Academic Peer	Greater practical exposure through case studies and real-world projects.		Emphasis on career counseling and leadership development.		Incorporated experiential learning models; introduced leadership development workshops
Parents	Organization of parents' meeting sessions and networking events with local industry professionals.				Collaborated with industry experts for career talks; enhanced curriculum with their suggestions



School of Engineering & Technology

School of Engineering & Technology
Feedback Analysis Addressing Local, Regional and Global Issues.
Academic Session: 2020-21

Stakeholder	Structured Feedback Received	Actions Taken	Addressing Local Issues	Addressing Regional Issues	Addressing Global Issues
Students	<ul style="list-style-type: none"> More industry-oriented courses can be included 	<ul style="list-style-type: none"> Certification courses has been included in the curriculum 	<ul style="list-style-type: none"> Bridges the gap between local academia and industries 	<ul style="list-style-type: none"> Promotes collaboration with regional enterprises and SMEs 	<ul style="list-style-type: none"> Aligns curriculum with global industry trends and technological advancements
Teachers	<ul style="list-style-type: none"> Need to add more practical subject. Include skill development courses 	<ul style="list-style-type: none"> Personality development and technical communication courses are included 	<ul style="list-style-type: none"> Builds confidence and soft skills for local job markets 	<ul style="list-style-type: none"> Enhances interpersonal effectiveness in regional industries and service sectors 	<ul style="list-style-type: none"> Equips students for global collaboration and multicultural work environments
Employers	<ul style="list-style-type: none"> More industry-oriented courses are required. Few management courses can be added 	<ul style="list-style-type: none"> Professional ethics course based on industries has been included 	<ul style="list-style-type: none"> Bridges the gap between local academia and industries Promotes responsible behavior in local workplaces 	<ul style="list-style-type: none"> Promotes collaboration with regional enterprises and SMEs Reinforces ethical awareness in regional businesses 	<ul style="list-style-type: none"> Aligns curriculum with global industry trends and technological advancements Encourages globally responsible and sustainable professional practices.
Alumni	<ul style="list-style-type: none"> More practical learning 	<ul style="list-style-type: none"> Practical based courses have been included in the course curriculum 	<ul style="list-style-type: none"> Fulfills local industries' need for job-ready graduates 	<ul style="list-style-type: none"> Improves regional institutions' academic standards and technical training 	<ul style="list-style-type: none"> Aligns with global educational focus on experiential learning



School of Engineering & Technology

Feedback Analysis Addressing Local, Regional and Global Issues

Academic Session: 2019-20

Stakeholder	Structured Feedback Received	Actions Taken	Addressing Local Issues	Addressing Regional Issues	Addressing Global Issues
Students	<ul style="list-style-type: none"> More projects can be included 	<ul style="list-style-type: none"> Project based courses like Python programming, web development etc. has been included 	<ul style="list-style-type: none"> Enhances hands-on skills and employability for local students 	<ul style="list-style-type: none"> Strengthens regional innovation and startup culture through practical skills 	<ul style="list-style-type: none"> Prepares students for global freelancing and tech-based remote jobs
Teachers	<ul style="list-style-type: none"> Need to add more practical subject. Include skill development courses 	<ul style="list-style-type: none"> Personality development and technical communication courses are included 	<ul style="list-style-type: none"> Builds confidence and soft skills for local job markets 	<ul style="list-style-type: none"> Enhances interpersonal effectiveness in regional industries and service sectors 	<ul style="list-style-type: none"> Equips students for global collaboration and multicultural work environments
Employers	<ul style="list-style-type: none"> More industry-oriented courses are required. Add more recent designing software. Few management courses can be added 	<ul style="list-style-type: none"> Professional ethics course based on industries has been included 	<ul style="list-style-type: none"> Bridges the gap between local academia and industries Promotes responsible behavior in local workplaces 	<ul style="list-style-type: none"> Promotes collaboration with regional enterprises and SMEs Reinforces ethical awareness in regional businesses 	<ul style="list-style-type: none"> Aligns curriculum with global industry trends and technological advancements Encourages globally responsible and sustainable professional practices
Alumni	<ul style="list-style-type: none"> More practical learning 	<ul style="list-style-type: none"> Practical based courses have been included in the course curriculum 	<ul style="list-style-type: none"> Fulfills local industries' need for job-ready graduates 	<ul style="list-style-type: none"> Improves regional institutions' academic standards and technical training 	<ul style="list-style-type: none"> Aligns with global educational focus on experiential learning

School of Engineering & Technology

Feedback Analysis Addressing Local, Regional and Global Issues

Academic Session: 2021-22

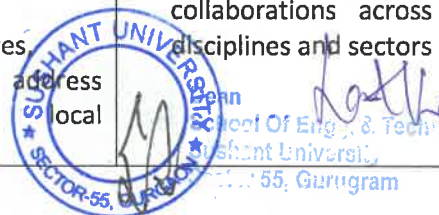
Stakeholder	Structured Feedback Received	Actions Taken	Addressing Local Issues	Addressing Regional Issues	Addressing Global Issues
Students	<ul style="list-style-type: none"> More industry-oriented courses can be included 	<ul style="list-style-type: none"> Certification courses has been included in the curriculum 	<ul style="list-style-type: none"> Bridges the gap between local academia and industries 	<ul style="list-style-type: none"> Promotes collaboration with regional enterprises and SMEs 	<ul style="list-style-type: none"> Aligns curriculum with global industry trends and technological advancements.
Teachers	<ul style="list-style-type: none"> Need to add more practical subject. Include skill development courses 	<ul style="list-style-type: none"> Personality development and technical communication courses are included 	<ul style="list-style-type: none"> Builds confidence and soft skills for local job markets 	<ul style="list-style-type: none"> Enhances interpersonal effectiveness in regional industries and service sectors 	<ul style="list-style-type: none"> Equips students for global collaboration and multicultural work environments
Employers	<ul style="list-style-type: none"> More industry-oriented courses are required. Few management courses can be added 	<ul style="list-style-type: none"> Professional ethics course based on industries has been included 	<ul style="list-style-type: none"> Bridges the gap between local academia and industries Promotes responsible behavior in local workplaces 	<ul style="list-style-type: none"> Promotes collaboration with regional enterprises and SMEs Reinforces ethical awareness in regional businesses 	<ul style="list-style-type: none"> Aligns curriculum with global industry trends and technological advancements Encourages globally responsible and sustainable professional practices
Alumni	<ul style="list-style-type: none"> More practical learning 	<ul style="list-style-type: none"> Practical based courses have been included in the course curriculum 	<ul style="list-style-type: none"> Fulfills local industries' need for job-ready graduates 	<ul style="list-style-type: none"> Improves regional institutions' academic standards and technical training 	<ul style="list-style-type: none"> Aligns with global educational focus on experiential learning



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Feedback Analysis Addressing Local, Regional and Global Issues
Academic Session: 2022-23

Stakeholder	Structured Feedback Received	Actions Taken	Addressing Local Issues	Addressing Regional Issues	Addressing Global Issues
Students	<ul style="list-style-type: none"> More flexible curriculum to provide better opportunities for the career. More courses to be included focusing on skill development 	<ul style="list-style-type: none"> Curriculum has been designed according to the NEP 2020 guidelines, thus providing more flexibility Skill enhancement courses has been added in the curriculum 	<ul style="list-style-type: none"> Encourages student choice and interest-based learning, improving local career opportunities Increases employability of local youth by building job-specific skills 	<ul style="list-style-type: none"> Supports regional academic reforms and creates a dynamic academic ecosystem Builds a skilled regional workforce aligned with economic needs 	<ul style="list-style-type: none"> Aligns with global education models emphasizing flexibility and holistic development Equips students with 21st-century skills to compete globally
Teachers	<ul style="list-style-type: none"> Curriculum should be updated according to industry needs More focus on research work 	<ul style="list-style-type: none"> Skill development oriented courses have been included in the curriculum focusing on employability 	<ul style="list-style-type: none"> Matches academic output with local industry requirements 	<ul style="list-style-type: none"> Enhances industry-academia collaboration at the regional level 	<ul style="list-style-type: none"> Prepares graduates for evolving global job markets and industrial demands
Employers	<ul style="list-style-type: none"> More industry-oriented courses and skill enhancement courses must be included 	<ul style="list-style-type: none"> Skill enhancement, employability and entrepreneurship focused courses has been included in the curriculum 	<ul style="list-style-type: none"> Promotes local research culture and encourages problem-solving 	<ul style="list-style-type: none"> Supports regional R&D initiatives and startups 	<ul style="list-style-type: none"> Contributes to global research contributions and innovation networks
Alumni	<ul style="list-style-type: none"> More multi disciplinary courses must be included 	<ul style="list-style-type: none"> Multi/Interdisciplinary courses has been included in the course curriculum 	<ul style="list-style-type: none"> Broadens students' perspectives helping address local issues 	<ul style="list-style-type: none"> Fosters regional collaborations across disciplines and sectors 	<ul style="list-style-type: none"> Aligns with global educational trends and SDG-aligned problem-solving approaches



School of Engineering & Technology

Feedback Analysis Addressing Local, Regional and Global Issues

Academic Session: 2023-24

Stakeholder	Structured Feedback Received	Actions Taken	Addressing Local Issues	Addressing Regional Issues	Addressing Global Issues
Students	<ul style="list-style-type: none"> More flexible curriculum to provide better opportunities for the career. More courses to be included focusing on skill development 	<ul style="list-style-type: none"> Curriculum has been designed according to the NEP 2020 guidelines, thus providing more flexibility Skill enhancement courses has been added in the curriculum 	<ul style="list-style-type: none"> Encourages student choice and interest-based learning, improving local career opportunities Increases employability of local youth by building job-specific skills 	<ul style="list-style-type: none"> Supports regional academic reforms and creates a dynamic academic ecosystem Builds a skilled regional workforce aligned with economic needs 	<ul style="list-style-type: none"> Aligns with global education models emphasizing flexibility and holistic development Equips students with 21st-century skills to compete globally
Teachers	<ul style="list-style-type: none"> Curriculum should be updated according to industry needs More focus on research work 	<ul style="list-style-type: none"> Skill development oriented courses have been included in the curriculum focusing on employability 	<ul style="list-style-type: none"> Matches academic output with local industry requirements 	<ul style="list-style-type: none"> Enhances industry-academia collaboration at the regional level 	<ul style="list-style-type: none"> Prepares graduates for evolving global job markets and industrial demands
Employers	<ul style="list-style-type: none"> More industry-oriented courses and skill enhancement courses must be included 	<ul style="list-style-type: none"> Skill enhancement, employability and entrepreneurship focused courses has been included in the curriculum 	<ul style="list-style-type: none"> Promotes local research culture and encourages problem-solving 	<ul style="list-style-type: none"> Supports regional R&D initiatives and startups 	<ul style="list-style-type: none"> Contributes to global research contributions and innovation networks
Alumni	<ul style="list-style-type: none"> More multi disciplinary courses must be included 	<ul style="list-style-type: none"> Multi/Interdisciplinary courses has been included in the course curriculum 	<ul style="list-style-type: none"> Broadens students' perspectives helping address complex local issues 	<ul style="list-style-type: none"> Fosters regional collaborations across disciplines and sectors 	<ul style="list-style-type: none"> Aligns with global educational trends and SDG-aligned problem-solving approaches





School of Design

Academic Peers	<ul style="list-style-type: none"> Cloud Computing course to be included 	<ul style="list-style-type: none"> The mentioned course has been included in the curriculum as specialized elective 	<ul style="list-style-type: none"> Builds local student capacity in emerging technologies, increasing employability 	<ul style="list-style-type: none"> Supports regional IT and cloud service industries by creating skilled graduates 	<ul style="list-style-type: none"> Aligns curriculum with global trends in cloud infrastructure, SaaS, and remote services
Parents	<ul style="list-style-type: none"> More skill-based courses must be included 	<ul style="list-style-type: none"> AI and Data Analytics based courses has been included in the curriculum 	<ul style="list-style-type: none"> Empowers students with high-demand tech skills, supporting local job markets and startups 	<ul style="list-style-type: none"> Enhances regional competitiveness in digital transformation and smart industries 	<ul style="list-style-type: none"> Meets global demand for AI/Data professionals and supports participation in international tech ecosystems



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School Of Engg. & Technology
Sushant University
Sector-55, Gurugram

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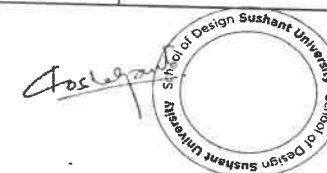
Ansal University, Gurugram

School of Design

Feedback - 2019-2020 - suggestions/ recommendations received



Stakeholder	Feedback Recived from Stakeholders	Feedback concerning to Local needs	Feedback concerning to Regional needs	Feedback concerning to National needs	Feedback concerning to Global needs
Student	Participated in a local craft fair. Learned how design impacts communities. Helped understand real world applications.	students Participated in a local craft fair. Learned how design impacts communities. Helped understand real world applications.	Students' perspectives were widened by field trips to local design schools. The exposure was quite good.	Showcased projects at national design conclave. Gained feedback from top experts.	Online seminar with Dutch university broadened our view. Stimulated global perspective.
Parent	College collaborated with neighborhood NGOs. Felt reassured about the social awareness aspect	Design College worked with local non-governmental organizations. Felt reassured about the social awareness aspect.	Parents from across the region came together for scholarly discussion. Appreciated efforts to unify communication.	Parents admired national rankings improvement. Sense of pride and confidence grew.	We loved the exposure to global projects through Zoom. Kids were really inspired.
Alumni	Faculties are Experienced and skilled	Students gained practical experience at a local boutique studio. helped them become ready for the workforce.		Alumni won national awards for design innovation. Helped raise college visibility.	International design experts came and gave guest lecture to the students and give then a glims of international learnings.
Employer	Students were prepared for regional office needs. They adapted well across different states.	Our hires have a thorough awareness of the demographics in the area. They consider cultural context when designing.	Students were ready for the demands of the regional office. They did successfully in a variety of states.	Students met national internship expectations. They're job-ready upon graduation.	
Academic Peer	Presented curriculum updates at a UGC seminar. Well aligned with national standards	Local conservation education campaigns were organized in partnership with the design school. Students demonstrated a great deal of initiative and dedication.	collaborated on case studies with peers in nearby states. exchanged useful teaching methods.	Presented curriculum updates at a UGC seminar. Well aligned with national standards.	



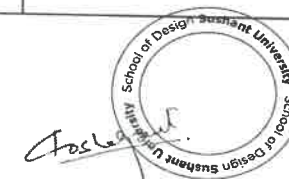
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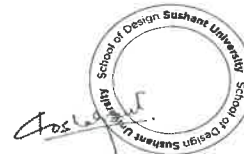
Feedback - 2020-2021 - suggestions/ recommendations received



Stakeholder	Feedback Recived from Stakeholders	Feedback concerning to Local needs	Feedback concerning to Regional needs	Feedback concerning to National needs	Feedback concerning to Global needs
Student	Working on the local mural taught us to work together and feel proud	A local mural project emphasized procedure and teamwork. felt responsible for the results.	joined peers at a virtual regional festival. acquired exposure across institutions.	took part in a national online design competition. acquired presentation abilities.	The design discussion with Canada opened my eyes. acquired a wider perspective on design.
Parent	We appreciated the community project that gave students something to do during lockdown.	Students have a purpose during lockdown thanks to community service programs. Great initiative.	Regional online gatherings were open to everybody. Feedback could be sent between parents from various states.	attended a board-hosted national seminar. Very educational about the latest trends.	students enjoyed the participation of international specialists in Zoom classes. felt interconnected on a global scale.
Alumni	Setting up a mentoring group at regional meet-ups was a good way to help new students.	led a junior local webinar. It's good to be able to support the city community.	Mentoring groups were established through regional alumni meetings. have to provide regional guidance to new hires.	The School of Design established a network of alumni internships at the national level. It aids students in developing their professions.	Worked on global COVID response project with peers across continents. Very collaborative.
Employer	The intern was culturally aware and helpful in local projects.	Our intern assisted with local market signs. they demonstrated cultural awareness and sensitivity.	Interns quickly adjusted to the characteristics of the local workplace. strong ability to solve problems.	Design students effectively fulfilled the deadlines for national projects. demonstrates excellent internship training.	
Academic Peer	Sharing grading ideas with teachers nearby was a helpful partnership.	used regional concerns as inspiration for classroom design. saw a high level of student participation.	discussed assessment concepts with the consortium of area instructors. Excellent teamwork.	Design school participated in a webinar about national education. talked about the creative methods used by our organization.	presented at a conference for foreign educators. got insightful worldwide feedback.



Sushant University, Gurugram School of Design Feedback - 2021-2022 - suggestions/ recommendations received					
Stakeholder	Feedback Recived from Stakeholders	Feedback concerning to Local needs	Feedback concerning to Regional needs	Feedback concerning to National needs	Feedback concerning to Global needs
Student	The trip to the material show in our region was really helpful and hands-on.	Students visit local craft fair and learned about how vendors made craft they also get knowledge about different craft type.	Learned from a field visit to a regional materials center. Hands-on exposure was valuable.	Our final project was part of a national showcase. Gained huge motivation.	Participated in a European virtual studio. Opened up global conversations.
Parent	It was great to see students using their learning to solve a real problem in our community.	Loved that students designed solutions for local waste management. Learning became meaningful.	Attended parent session with regional coordinators. Better understanding of curriculum alignment.	Happy about students being featured in national design blogs. Validation beyond the classroom.	Students visited Delhi hatt INA and get knowledge about national as well as international material which used in daily use & solve a real problem in our community.
Alumni	It was rewarding to host a workshop and connect with students in my local area.	Hosted a skill-sharing workshop in my University for students. Great to engage locally.	Participated in a South Indian design symposium. Built good professional rapport.	Alumni are invited to mentor nationally. It's an honor to return to our roots with experience.	
Employer	The portfolios from this college's students were impressive compared to others nationwide.	Students helped redesign a local retail space. They showed empathy and user focus.	Our regional branch hired two interns. They adapted quickly to working with our diverse clientele.	Reviewed portfolios from a national recruitment pool. Candidates from this college stood out.	Assigned global market research tasks to a graduate. Very professional execution.
Academic Peer	Focusing the curriculum on local issues really got the students involved.	Worked on curriculum around local ecosystem. Students really engaged with community challenges.	Peer-reviewed work with a regional university. Led to insightful feedback and course changes.	Participated in a UGC panel on interior design education. This college is well-aligned with the trends.	Our team presented in a global academic roundtable. Good reception from international professors.

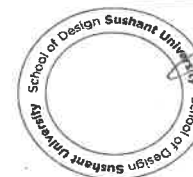


Sushant University, Gurugram
School of Design

Feedback - 2022-2023 - suggestions/ recommendations received

Sushant
University

Stakeholder	Feedback Recived from Stakeholders	Feedback concerning to Local needs	Feedback concerning to Regional needs	Feedback concerning to National needs	Feedback concerning to Global needs
Student	gained skills and hand on to materials in workshop	Design students Designed wayfinding Signages for sushant university campus and did a successfull interact with users.	Joined a design thinking workshop with a regional college. Gained team skills.	Guest lecture was organised by the school to understand the design skilled which used in the national platforms.	
Parent	Faculties are experienced and skillfull	Liked that the curriculum included work on local cultural sites. Helps in heritage awareness.	Attended regional parent sessions in Hyderabad. Good platform for discussion.	National guest speaker series helped clarify career paths.	Appreciated the foreign elective structure. Makes our Students competitive.
Alumni	overall a good from to provide good educational knowledge	Reconnected with juniors during a local sustainability seminar. Very fulfilling experience.	Helped organize a regional portfolio review session. Glad to contribute.	Started a national mentorship forum with peers. Gained a sense of community.	Featured in a global online design expo. Shared insights with juniors through a webinar.
Employer	Good Practicla Knowledge & hard working	Students helped digitize local business identities. They were detail-oriented and patient.	Students developed Practicla Knowledge during their internship	We hired based on final-year national showcase. Students stood out for their creativity.	
Academic Peer	Working on the design teaching paper with people from another country gave me new ideas	Researched with peers on vernacular architecture methods. Students gained practical insight.	Led a cross-college studio on regional materials. Resulted in strong student output.	Contributed to a national paper on curriculum models. Received good feedback.	Part of a cross-country paper on design pedagogy. Inspired new directions.



<p style="text-align: center;">Sushant University, Gurugram School of Design Feedback - 2023-2024 - suggestions/ recommendations received</p> <p style="text-align: right;">Sushant University</p>					
Stakeholder	Feedback Recived from Stakeholders	Feedback concerning to Local needs	Feedback concerning to Regional needs	Feedback concerning to National needs	Feedback concerning to Global needs
Student	The design challenge about sustainability in our region really made us think hard.	Students designed navjyoti india foundation office area with sustainable material	Participated in regional sustainability design sprint. Really pushed our thinking.	Guest lecture was organised by the school to understand the sustainability aspect.	
Parent	It was great to see the Students learning by working on a real project for our local Community.	M. Des Design Students create various design ideation for hotel management school lobby area renovation and the project successfully completed.	Students Work with navjyoti india foundation and developed rural shop re design concept with sustainable material for community development	National institute's internship portal helped us plan future paths.	An exchange program with KMUTT thailand university was organised by design school to understand their local craft and design techniques.
Alumni	The alumni gathering in our region helped us connect with others and felt refreshing	Came back to speak at a city-based design fair. Felt nostalgic and proud.	Regional alumni summit built strong bonds across batches. Rejuvenating experience.	Contributed to a national design curriculum draft. Glad to be part of evolution.	
Employer	Our local intern for community work was both caring and professional	Recruited locally for community projects. Intern showed care and professionalism.	Our regional head was impressed with the spatial design interns. Strong research and layout sense.	National recruiters noted the readiness of this college's graduates. Very impressed.	Graduate hired in Dubai studio excels in cross-cultural collaboration.
Academic Peer	Using local examples in teaching really helped students understand the material.	Teaching with references to local context yielded better results. Students really connected.	Presented at a regional faculty exchange event. Shared effective critiques.	Invited to consult for a national curriculum review panel. Contribution was well appreciated.	





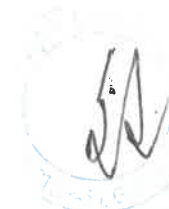
Sushant School of Art & Architecture

ANSAL UNIVERSITY, GURUGRAM
SUSHANT SCHOOL OF ART AND ARCHITECTURE



FEEDBACK-2019- Suggestions/recommendations received

S.NO.	STAKEHOLDER	Adressing LOCAL issues	Adressing REGIONAL issues	Adressing NATIONAL issues	Adressing GLOBAL issues	Discussion agenda in CDC/BOS
1	STUDENT	Suggested inclusion of local building techniques, regional history, and neighborhood-specific design issues into the curriculum—making students capable of responding to local urban and rural challenges.	Suggested an inclusion of climate-sensitive design, disaster-resilient structures, and regional policy frameworks, ensuring the curriculum is geographically and environmentally responsive.			Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved
2	TEACHER	Faculty recommended to allow students to opt for electives addressing local contexts, like regional building materials, vernacular design, and urban issues.	Faculty recommended to encourage region-specific electives and thematic studios (e.g., housing for hilly areas, coastal zone regulations).	Faculty recommended to reflect COA's national-level educational reforms to standardize quality and promote flexibility across architecture schools in India.	Faculty recommended to bring Indian education in line with global academic trends where elective-based and choice-driven curricula are common.	Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved
3	EMPLOYER	It is suggested to address real-world problems in their immediate environment—be it informal settlements, heritage structures, or environmental degradation.	It is suggested to address regional challenges such as resource management, regional tourism, or climate-sensitive architecture in particular geographies (e.g., deserts, coasts, hills).	It is suggested to build policy literacy and technical depth, enabling B.Arch graduates to directly support or pursue roles in public and private sector development initiatives.	It is suggested to have Electives forming specializations (like sustainable design, computational design, resilience planning) echo global accreditation standards and career trajectories.	Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved
		It is recommended that the electives should be tailored to local architectural challenges (like low-cost housing, vernacular design, or participatory design), students can contribute more meaningfully to their cities and towns.	It is recommended to have region-specific electives also creates better alignment with employment opportunities in state-level bodies or consultancy roles.			Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved
4	ALUMNI			Alumni suggested to update skillsets of young professionals.	It is suggested to use contemporary tools, theories, and practices that align with international academic institutions and professional expectations, promoting mobility, collaboration, and global competitiveness in fields like sustainability, urbanism, and digital design.	Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved



ANSAL UNIVERSITY, GURUGRAM
SUSHANT SCHOOL OF ART AND ARCHITECTURE
FEEDBACK-2020- Suggestions/recommendations received



S.NO.	STAKEHOLDER	Adressing LOCAL issues	Adressing REGIONAL issues	Adressing NATIONAL issues	Adressing GLOBAL issues	Discussion agenda in CDC/BOS
1	STUDENT	Students suggested to have more workshops, industry exposure and software training	Suggested to have a continuity in materials and physical conservation		suggested to add more software training	Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved
2	TEACHER	It is recommended to introduce course on Project management and entrepreneurship	It is suggested to have building construction theme to be more relevant to current needs			Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved
3	EMPLOYER			Employed recommended to have more industry oriented focus in studio exercises	Skills like profession practice and entrepreneurship to be added to become globally successful	Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved
4	ALUMNI		Suggested to introduce interior courses and entrepreneurship	Alumni suggested to have elective baskets to be diverse and allied fields also should be taken in to consideration		Discussed and approved for B.Arch, M.Arch and M.Plan course and relevant changes approved



**SUSHANT UNIVERSITY, GURUGRAM
SCHOOL OF ART AND ARCHITECTURE**



FEEDBACK-2021- Suggestions/recommendations received (B.Arch.)

S.NO.	STAKEHOLDER	Adressing LOCAL issues	Adressing REGIONAL issues	Adressing NATIONAL issues	Adressing GLOBAL issues.	Discussion agenda in CDC/BOS
1	STUDENT	Students suggested to have more workshops, industry exposure.	Suggested to have a continuity in building materials		suggested to add more software training	Discussed and approved for B.Arch/M.Arch course and relevant changes approved
2	TEACHER	It is recommended to rename Building construction and material 04 Concrete framed Structures and syllabus content to be completely specific to Concrete. Few topics in History of Architecture sem 03 to be shifted to sem 04.	It is suggested to have building construction theme to be more relevant to current needs			Discussed and approved for B.Arch/M.Arch course and relevant changes approved
3	EMPLOYER	The topic of basements requires a more thorough and comprehensive explanation.			More focus to be laid on improving the skill set of the students as per the industry needs.	Discussed and approved for B.Arch/M.Arch course and relevant changes approved
			To better align with state-level employment and consultancy roles, it's advisable to include region-specific electives..			Discussed and approved for B.Arch/M.Arch course and relevant changes approved
4	ALUMNI			It was suggested to allow students to opt for electives addressing vernacular design, and urban issues.		Discussed and approved for B.Arch/M.Arch course and relevant changes approved

1	STUDENT	Suggested inclusion of courses that instill knowledge about entrepreneurship and business management.		Suggested introducing standardized courses on entrepreneurship and business management across educational systems to foster innovation and economic growth at national level		Discussed and approved for M.Plan. course and relevant changes approved
2	TEACHER	Faculty recommended guest lectures by industry professionals to provide practical insights and enhance understanding of the local business context.			Faculty recommended guest lectures by industry professionals to provide practical insights and enhance understanding of the international business context.	Discussed and approved for M.Plan. course and relevant changes approved
3	EMPLOYER			Industry experts recommended integrating relevant software tools into the curriculum to equip students for both national and global industry demands.		Discussed and approved for M.Plan. course and relevant changes approved



SUSHANT UNIVERSITY, GURUGRAM
SCHOOL OF ART AND ARCHITECTURE
FEEDBACK-2022- Suggestions/recommendations received

S.NO.	STAKEHOLDER	Addressing LOCAL issues	Addressing REGIONAL issues	Addressing NATIONAL issues	Addressing GLOBAL issues	Discussion agenda in CDC/BOS
1	STUDENT	Students suggested to have more interactive seminars and industry exposure			suggested to add more software training	Discussed and approved for B.Arch/M.Arch course and relevant changes approved
2	TEACHER	Scale of the typologies taught in History to reviewd	It is suggested to have building construction theme to be more relevant to current needs			Discussed and approved for B.Arch/M.Arch course and relevant changes approved
3	EMPLOYER	It was suggested to deal topic of Timber in more detail.		Employed recommended to have more industry oriented focus in studio exercises	More focus to be laid on improving the skill set of the students as per the industry needs.	Discussed and approved for B.Arch/M.Arch course and relevant changes approved
				More involvement of Industry experts in the studios		Discussed and approved for B.Arch/M.Arch course and relevant changes approved

1	STUDENT			Students recommended integrating relevant software tools into the curriculum to equip students for both national and global industry demands.		Discussed and approved for M.Plan. course and relevant changes approved
2	TEACHER	Faculty recommended integrating relevant software tools into the curriculum to equip students for understanding local and regional context.				Discussed and approved for M.Plan. course and relevant changes approved
3	EMPLOYER			It is recommended that the thesis topics should be tailored to local and national challenges (like urban flooding, waste management, etc), students can contribute more meaningfully to their cities and towns.		Discussed and approved for M.Plan. course and relevant changes approved
4	ALUMNI				Alumni recommended introducing courses focused on enhancing industry readiness and bridging the gap between academic learning and professional requirements.	Discussed and approved for M.Plan. course and relevant changes approved



**SUSHANT UNIVERSITY, GURUGRAM
SCHOOL OF ART AND ARCHITECTURE**

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FEEDBACK-2023-Suggestions/recommendations received

S.NO.	STAKEHOLDER	Adressing LOCAL issues	Adressing REGIONAL issues	Adressing NATIONAL issues	Adressing GLOBAL issues	Discussion agenda in CDC/BOS
1	STUDENT	Students suggested to have more industry led seminars	Suggested to have a continuity in materials and physical conservation		focus to be laid on software based training	Discussed and approved for B.Arch/M.Arch course and relevant changes approved
2	TEACHER	Few topics in History of Architecture sem 03 to be shifted to sem 04.	It is suggested to have building construction theme to be more relevant to current needs			Discussed and approved for B.Arch/M.Arch course and relevant changes approved
3	EMPLOYER	It was recommended that the topic of timber be covered in greater depth.		Employees recommended a greater industry focus in studio exercises.	Skills to become globally successful to be focussed upon	Discussed and approved for B.Arch/M.Arch course and relevant changes approved
4	ALUMNI	It was suggested that MOOC Courses to be added		It was suggested to allow students to opt for MOOC addressing vernacular design, and urban issues.	Students to opt for MOOC Courses addressing global Issues and concerns	Discussed and approved for B.Arch/M.Arch course and relevant changes approved

1	STUDENT	1. There are sufficient guest lectures, site visits, study trips, workshops and events. 2. MOOC course to optional Instead of compulsory 3. University level elective courses are not that relevant & should be reduced.	Utilisation of Regional Resources and experiences which is helpful in establishing regional Interactivity.	Exposure and Opportunities for National level art events were explored and utilised.	NA	University level Electives TDL/TDCC to be discussed in the upcoming BOS.
2	TEACHER	Allows students to opt for electives addressing local contexts, like regional building materials, vernacular design, and urban issues.	It is suggested to encourage regional field trips, especially to the places of cultural and industrial significance.	It is also suggested to encourage field trips, especially to the places of cultural and historical significance.	It was suggested to introduce international design practices in the curriculum.	Suggestions will be incorporated in the coming academic session of BFA.
3	EMPLOYER	It was observed that the curriculum helps in the creative development in the region.	It was stated that the curriculum is well aligned with the industry.	It was observed that the Effectiveness of the curriculum suits the ongoing entrepreneurship sentiments of the nation.	More emphasis should be laid on International opportunities or exposure.	Suggestions will be incorporated in the coming academic session of BFA.



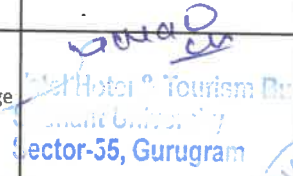


Vatel Hotel & Tourism Business School

SUSHANT UNIVERSITY, GURUGRAM

Vatel Hotel & Tourism Business School

Feedback received for design and review of Syllabus in relevance with Local,Regional,National and Global development
(2020-2021)

S.NO	STAKEHOLDER	LOCAL	REGIONAL	NATIONAL	GLOBAL	DiscussionAgenda in
1	STUDENT					
2	TEACHER		Noted the need to boost practical exposure to regional kitchen, banquet setups, and décor to promote Regional community and kitchen			Enhanced practical sessions, partnered with local event firms
3	EMPLOYER	Suggested starting more certification courses for local industry professionals to empower local talented professionals	Introducing PG diploma courses	Suggested courses oriented towards Entrepreneurship to encourage students to contribute towards the national economy of the country	More managerial courses on negotiation skill & Human resources to inculcate the students with skills to perform better in global platforms	Discussion on introducing Post graduate diploms and certificate courses. Case studies related to negotiation and HRM to be introduced
4	ALUMNI		Suggested training in hospitality practices suitable for small-town and tier-2 hotel markets to promote regional hospitality and tourism			Added simulations for local guest handling and service adaptability
5	Parent			Curriculum to address new age requirements		Sessions with industry experts on Latest trends in hotel industry.

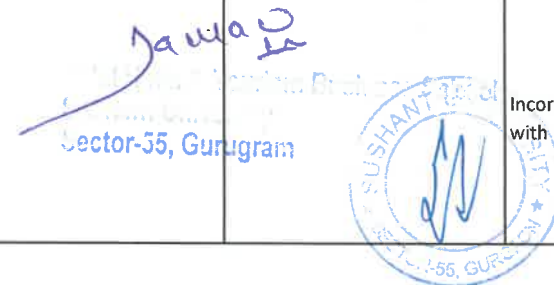


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Vatel Hotel & Tourism Business School

Feedback received for design and review of Syllabus in relevance with Local,Regional,National and Global development
(2019-2020)

S.NO	STAKEHOLDER	LOCAL	REGIONAL	NATIONAL	GLOBAL	DiscussionAgenda in
1	STUDENT				Marco polo program(linternational student Exchange program) to meet Global exposure for studentsto be shifted to 3rd year from 2nd year	Discussion & approval on shifting Marco polo program to 3rd year from 2nd year
2	TEACHER			Food Styling & Presentation to be incorporated in Curriculum to help our students to shine as famous national chefs		An outline of the course in food presentation
3	EMPLOYER				Suggested emphasis on sustainable practices and use of tech in hospitality to understand the global sustainable and tech needs in hospitality industry	Added sessions on sustainability, smart hospitality tools
4	ALUMNI			Post Graduate program in Hospitality to encourage higher studies in hospitality field for better national oppurtunities		Discussion on MBA in hospitality management with specialization on room division and catering management
5	Parent	Parents suggested the placement and internship opportunities in local hotels, resorts, and tourism hubs to promote the importance of local culture and community				Incorporated partnerships with local employers



SUSHANT UNIVERSITY, GURUGRAM

Vatel Hotel & Tourism Business School

Feedback received for design and review of Syllabus in relevance with Local, Regional, National and Global development
(2021-2022)

S.NO	STAKEHOLDER	LOCAL	REGIONAL	NATIONAL	GLOBAL	Discussion Agenda in CDC/BOS
1	STUDENT	Wanted more site visits and projects related to local tourism and culture to strengthen the connection of students with the local destinations in tourism and hospitality	Students requested more hands-on exposure to regional cuisines and traditional cooking to promote Regional ingredients & cooking methods			Integrated regional cuisine modules and workshops with local chefs Introduced heritage site study tours and local tourism projects
2	TEACHER			Brain storming required to initiate Short durations courses to offer significant benefits to a country by enhancing individual skills and knowledge, boosting economic growth, and fostering innovation.		To be discussed in BOS
3	EMPLOYER			Introduction of PG diploma course for 18 months will students benefit by enhancing national competitiveness, promoting specialized skills, and contributing to a skilled workforce		New PG diploma revised from 1 to 1.5 yrs
4	ALUMNI	More alumni meets to be organised to engage with all alumni working locally.				School level alumni event to be organised 1 online and offline each
5	Parent				More emphasis on french language to inculcate the students to speak and write french comfortably in international grounds	To be a part of all 4 years with emphasis on written and spoken language

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Feedback received for design and review of Syllabus in relevance with Local,Regional,National and Global development
(2022-2023)

S.NO	STAKEHOLDER	LOCAL	REGIONAL	NATIONAL	GLOBAL	DiscussionAgenda in
1	STUDENT	Interest in learning about starting local food businesses or travel services for better growth opportunities in local vicinity.				Added entrepreneurship-focused training and mentoring
2	TEACHER			Value added course to be introduced wherein students will be given insights on CV building and how to face interviews		Minimum of 4 value added courses will be floated per academic year
3	EMPLOYER	Initiation of short duration programs in order to attract students from lower income group to empower the local community				Discussion on certificate courses and weekend courses.
4	ALUMNI				Some topics on negotiation an offer could be added in the existing curriculum to enhance negotiation skills in students to perform better in international platforms.	A module has been prepared and will be presented in the upcoming BoS for its incorporation the syllabus.
5	Parent				Parents valued foreign language training and soft skills development which is beneficial for students to keep them updated as per international standards	Strengthened soft skills curriculum; introduced global grooming Sessions

Jan 2023
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SUSHANT UNIVERSITY, GURUGRAM

Vatel Hotel & Tourism Business School

Feedback received for design and review of Syllabus in relevance with Local,Regional,National and Global development
(2023-2024)

S.NO	STAKEHOLDER	LOCAL	REGIONAL	NATIONAL	GLOBAL	DiscussionAgenda in CDC/BOS
1	STUDENT				Suggested internships and placement assistance with international brands to give students international exposure to the global hospitality standards.	Assistance to students with consultants for international internships
2	TEACHER			Real life case studies, More field visit and research based training will benefit students by cultivating practical skills, enhance problem-solving abilities, and encourage innovation, ultimately boosting a country's economic competitiveness and societal progress.		
3	EMPLOYER	Upgrade practical labs & Equipments		Emphasis on digital tools, PMS software, contactless service systems will allow for better resource management, streamlined processes, and a more inclusive learning environment for students		Session with Praxis company on PMS
4	ALUMNI				Highlighted need for soft skills and etiquette for global clientele will promote cross-cultural communication and global etiquette training	Discussion with center of soft skills for organising such sessions

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5	Parent	Suggested curriculum enabling entrepreneurship (e.g., running homestays, food businesses) to boost local economic growth, creating jobs			Encouraged guest lectures by global industry professionals to help students get an international perspective of global leaders.	Added modules on small business management Organized webinars and talks by international chefs and hotel managers
6	Academic Peer	Specialization to be offered in final year				

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 Sector-55, Gurugram





School of Health Sciences

School of Health Sciences

(Academic Year 2019)

Feedback Received with relevance to Local Development

Suggestions:

- Students requested **longer lab hours and additional practical sessions**, especially in core subjects of **BMLT, BMRIT, Optometry and Pharmacy**.
- Pharmacy students asked for **practical exposure in prescription reading, dispensing, and compounding of basic formulations**.
- Psychology students recommended including **mock counselling sessions** and case-based learning.

Actions Implemented:

- **Extended laboratory hours** were introduced across all programs for key practical subjects.
- The Pharmacy department arranged **in-house demonstrations** of drug dispensing and prescription interpretation.
- Weekly **simulated counseling sessions** were included for the Psychology students to enhance communication and clinical interaction skills.

Feedback Received with relevance to Regional Development

Suggestions:

- Optometry students requested **guided visits to regional eye hospitals and vision centers** for better understanding of patient handling and instrument usage.
- Pharmacy students recommended **visits to local pharmaceutical companies and medical stores** to observe drug distribution processes.
- All departments wanted exposure to **diagnostic labs, rural health setups, and regional patient care systems**.

Actions Implemented:

- Optometry students were taken for **field visits to nearby ophthalmology clinics and eye hospitals**.
- Pharmacy students visited a **local pharmaceutical manufacturing unit and community pharmacy setup**.



- BMLT and BMRIT students attended regional diagnostic centers for **observational learning**.
- Community visits were arranged for students to participate in **health education and screening programs**.

Feedback Received with relevance to National Development

Suggestions:

- Optometry and Pharmacy students asked for **lectures from national experts** on recent developments in drug discovery and eye care technologies.
- All students requested **career counseling sessions focused on national-level exams and internships**.
- Desire to **present academic posters and attend national-level medical conferences**.

Actions Implemented:

- **Guest talks** were arranged by professionals from leading Indian institutions like **AIIMS, RP Centre, and national pharma colleges**.
- A **career guidance series** was organized, covering entrance exams, PG opportunities, and job-readiness skills.
- Selected students from all departments were encouraged and supported to attend **national symposiums and inter-college academic events**.

Feedback Received with relevance to Global Development

Suggestions:

- Optometry students expressed interest in learning about **international refraction techniques, standards for lens fitting, and low vision aids**.
- Pharmacy students wanted exposure to **global practices in pharmaceutical care, drug regulations, and clinical trials**.
- Students requested **introductory sessions on research methodology and international academic writing**.

Actions Implemented:

- Content on **global eye care standards and WHO protocols** was integrated into Optometry sessions.
- Pharmacy faculty included discussions on **international drug approval systems and basic clinical trial design**.



- Cross-departmental sessions on **research methodology, plagiarism, and referencing styles** were conducted for interested students.



School of Health Sciences

(Academic Year 2020)

Feedback Received with relevance to Local Development

Suggestions:

- Students from all departments requested **support for practical learning** during the lockdown period.
- Pharmacy and BMLT students faced difficulties in **lab-based topics and clinical interpretation**, seeking additional virtual help.
- Optometry students suggested **virtual eye screening demonstrations** in the absence of on-field training.
- Psychology students expressed interest in **online clinical case studies and role-play practice** for maintaining interaction and empathy-based learning.

Actions Implemented:

- **Virtual lab demonstrations, clinical simulations, and recorded practicals** were developed and shared via the LMS and online platforms.
- Faculty arranged **online doubt sessions and structured assignments** to maintain conceptual clarity in lab-based subjects.
- **Weekly simulated patient handling and tele-counseling activities** were organized for Psychology students.
- Optometry faculty conducted **video-based training on eye care basics, retinoscopy, and frame selection** using models and case videos.

Feedback Received with relevance to Regional Development

Suggestions:

- Students were concerned about the **lack of hospital and diagnostic center exposure** during the pandemic.
- Optometry students wanted to understand how **regional vision centers operated during COVID-19**, especially safety protocols.
- Pharmacy students requested **industry insights and awareness about pharmaceutical logistics** in their region during the crisis.

Actions Implemented:

- Faculty arranged **virtual tours of local labs, pharmacies, and diagnostic centers** through recorded walkthroughs and narrated videos.



- Sessions with **local healthcare professionals** were organized to explain regional pandemic handling.
- Optometry students attended **guest lectures from local optometrists** working in vision centers during COVID-19.
- Pharmacy students were briefed on **emergency drug supply chains, storage, and pharmaceutical practices** during lockdowns in their locality.

Feedback Received with relevance to National Development

Suggestions:

- Students wanted exposure to **national-level discussions and knowledge on COVID-19 diagnostics and treatment.**
- BMLT and BMRIT students were keen to learn about **testing technologies like RT-PCR and antigen testing.**
- Pharmacy students wanted to understand **COVID drug protocols and vaccine logistics.**
- All students showed interest in **webinars by national experts on public health and pandemic preparedness.**

Actions Implemented:

- **National webinars and e-conferences** were organized featuring doctors, researchers, and diagnostic experts from institutions like **AIIMS and ICMR.**
- Special sessions were held on **COVID-19 testing, lab safety, and hospital triage systems.**
- Pharmacy faculty conducted lectures on **pandemic pharmacology, emergency kits, and oxygen management protocols.**
- Students participated in **virtual panel discussions and Q&A sessions** with national-level experts.

Feedback Received with relevance to Their Global Development

Suggestions:

- Students requested information on **international handling of the pandemic, safety protocols, and healthcare models.**
- Interest in learning about **telemedicine, tele-optometry, and virtual diagnostics.**
- Students wanted to understand how **global research and trials were being conducted** for COVID-related health interventions.

Actions Implemented:



- **International guest talks and webinars** were arranged with global healthcare professionals and WHO-aligned speakers.
- Sessions were organized on **telehealth practices, online patient consultations, and international healthcare ethics.**
- Faculty arranged virtual workshops on **research methodology, academic writing, and international case comparisons.**
- Optometry students attended sessions with **international vision care professionals** on how eye care services adapted globally during COVID.



School of Health Sciences

(Academic Year 2021)

Feedback Received with relevance to Local Development

Suggestions:

- **Increase in online practical exposure** and virtual labs for students, especially in **CVT, BMLT, Pharmacy, and Optometry** departments, as in-person sessions were limited due to COVID-19 restrictions.
- **Utilization of online learning platforms** such as **Coursera, edX, and LinkedIn Learning** for skill development in specialized fields.
- **Need for integration of more soft skills and communication training**, especially for **patient interaction, ethical practices, and patient counseling**.
- **Increased use of virtual patient interaction simulations** to improve **clinical decision-making and diagnostic skills**.
- **Online guest lectures and expert webinars** to connect students with professionals globally.

Actions Implemented:

- **Virtual online labs** and simulations were introduced in collaboration with platforms like **Coursera** and **edX**, offering students access to high-quality, practical content in **CVT, BMLT, Pharmacy, and Optometry**.
- **Soft skills training modules** were incorporated into the online curriculum, focusing on **communication, patient handling, and professionalism**, delivered through **workshops and webinars**.
- **Virtual patient interaction sessions** and **telemedicine platforms** were introduced, allowing students to practice diagnostic skills remotely.
- A series of **online guest lectures** and **global webinars** were conducted by industry professionals and experts, enabling students to stay up-to-date with global trends in healthcare and diagnostics.

Feedback Received with relevance to Regional Development

Suggestions:

- **Regional e-conferences, workshops, and collaborative virtual events** with local healthcare institutions, hospitals, and clinics to bridge the gap in hands-on experience.
- **More exposure to regional pharmaceutical units** and diagnostic labs via virtual tours and online sessions, as in-person visits were limited.
- **Interest in regional public health initiatives and community service projects** that could be facilitated through virtual platforms.

Actions Implemented:



- **Collaborations with regional healthcare institutions** led to **virtual site visits**, where students could observe and interact with experts in **diagnostic centers, pharmaceutical companies, and eye hospitals**.
- Regional **e-conferences** were held, providing **remote exposure** to students on the latest developments in healthcare, diagnostics, and pharmacy.
- Students actively participated in **virtual health awareness campaigns** and **online public health initiatives**, focusing on **COVID-19 prevention** and **mental health care**.

Feedback Received with relevance to National Development

Suggestions:

- **Demand for more national-level webinars, guest lectures, and sessions on post-pandemic healthcare, emergency response systems, and telemedicine.**
- **Interdisciplinary learning across departments**, especially involving **CVT, Pharmacy, and Psychology**, for a better understanding of the healthcare landscape.
- **Encouragement for more student participation in national research projects** related to **COVID-19 response, mental health, and health technology**.

Actions Implemented:

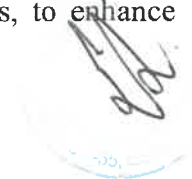
- The university hosted several **national webinars and online conferences**, focusing on topics such as **telemedicine, mental health during COVID-19, and emergency response protocols** in healthcare.
- **Interdisciplinary programs** were introduced, including joint seminars and research projects between **CVT, Pharmacy, and Psychology** departments, allowing students to work together on emerging national health issues.
- The university launched a **national research initiative** that encouraged students to participate in **COVID-19 research**, as well as initiatives related to **health innovation and mental health recovery**.

Feedback Received with relevance to Global Development

Suggestions:

- **Students expressed interest in global virtual internships and international e-learning modules** for gaining international exposure to **healthcare systems, pharmaceutical practices, and diagnostics**.
- **Desire to engage in global online research collaborations** and to present research at **international conferences**.
- **Request for access to international certification programs**, such as those offered by **Coursera, Harvard Medical School, and other global institutions**, to enhance credentials.

Actions Implemented:



- **Global virtual internships** were offered through partnerships with international hospitals, healthcare companies, and pharmaceutical firms, giving students the opportunity to learn in a global setting.
- The university supported **research collaborations** with international institutions, guiding students to write and submit papers to **global journals** and to present at **international conferences**.
- The institution provided **access to global certification programs** on platforms like **Coursera** and **edX**, particularly in areas such as **healthcare technology**, **pharmaceutical sciences**, and **mental health**.



School of Health Sciences

(Academic Year 2022)

Feedback Received with relevance to Local Development

Suggestions:

- Reopening of the **Sushant Vision Eye Care** for **optometry students** to improve hands-on clinical training for **Optometry** students.
- Increased need for **practical exposure and laboratory sessions** across departments including **CVT, BMLT, BMRIT, Pharmacy and Psychology**.
- Demand for the inclusion of **communication skills, personality development, and patient handling** in regular training sessions.
- Implementation of soft skills training through **value-added courses and certified workshops**.

Actions Implemented:

- **Sushant Vision Eye Care** has been **reopened from January onwards**, now offering regular practical sessions in vision testing and diagnostics for students.
- **Improved practical training modules** are now a part of the internal timetable across CVT, BMLT, Pharmacy and BMRIT departments.
- A new series of **value-added programs** is being introduced to enhance communication, behavior, and soft skills among students.

Feedback Received with relevance to Regional Development

Suggestions:

- Students across departments expressed the need for **field visits to regional diagnostic centers, eye hospitals, and labs** for better real-time exposure.
- **Optometry** students emphasized their interest in participating in **community-level vision screening camps** and eye care awareness drives.
- Recommendation to attend more **regional conferences and health workshops** relevant to their fields.
- Pharmacy students highlighted the need for practical exposure in drug manufacturing facilities, distribution chains, and community pharmacies.

Actions Implemented:



- Collaborations are underway with **regional healthcare institutions** to provide clinical exposure and site visits.
- Students are being included in **local outreach programs and camps**, especially under the supervision of the Eye Care and Optometry team.
- Regional seminars and **hands-on workshops** have been added to the academic activity calendar for greater professional learning.
- Pharmacy students were included in field visits to pharmaceutical production units, community pharmacies, and drug distribution centers for better understanding of pharmaceutical practices.

Feedback Received with relevance to National Development

Suggestions:

- Request for more **webinars, guest lectures, and sessions by national experts** in healthcare and diagnostics.
- Emphasis on encouraging **interdisciplinary learning** across departments like Radiology, Psychology, and Allied Health Sciences.
- Interest in contributing to **nationwide health-related projects and research initiatives**.

Actions Implemented:

- Several **national-level online conferences and guest talks** have already been conducted by the university across all departments.
- The **Board of Studies (BoS)** has taken these suggestions into account, and **interdisciplinary modules** have been added to the curriculum updates.
- Research mentorship and participation in national conferences have been initiated to support academic growth and contribution at the national level.

Feedback Received with relevance to Global Development

Suggestions:

- Students showed interest in learning about **global trends, recent innovations, and research advancements** in fields like Optometry, BMRIT, and Psychology.
- Desire to participate in **collaborative research, and global forums**.
- Recommendation to integrate **evidence-based practices** into coursework.

Actions Implemented:

- The institution has hosted several **guest lectures and interactive sessions with international faculty and professionals**.



- Faculty members are guiding students in **writing and presenting papers** for international-level conferences and journals.
- Global best practices are now being included in classroom discussions and practical sessions to widen students' exposure.



School of Health Sciences

(Academic Year 2023)

Feedback Received with relevance to Local Development

Suggestions:

- CVT (Cardiovascular Technology) students expressed the need for **well-equipped labs** with updated simulators and diagnostic tools to support hands-on training.
- Students across all paramedical departments requested **increased opportunities for practical exposure within the campus**.
- Psychology students appreciated the NEP-based curriculum but suggested more **interactive tools and group activities** to enhance learning.

Actions Implemented:

- The CVT department upgraded its **laboratory infrastructure**, including new ECG machines, defibrillators, and simulation mannequins for practice.
- All departments increased **lab-based sessions and demonstrations**, including the use of **clinical scenarios** for skill development.
- Psychology department fully aligned with NEP and introduced **activity-based learning, project-based assessments, and student-led seminars** to ensure practical understanding.

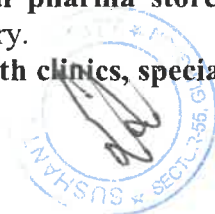
Feedback Received with relevance to Regional Development

Suggestions:

- CVT and BMRIT students asked for **hospital exposure and diagnostic unit visits** at the regional level.
- Pharmacy students requested collaboration with **regional medical stores and pharmaceutical units** for real-time understanding.
- Psychology students showed interest in visiting **regional mental health centers or NGOs** working in psychology-related fields.

Actions Implemented:

- CVT and BMRIT students were taken to **regional cardiology units and imaging centers** for clinical observation.
- Pharmacy department established **visiting modules with regional pharma stores and medicine depots** to give insight into drug handling and inventory.
- Psychology students participated in **field visits to local mental health clinics, special schools, and rehabilitation centers** under faculty supervision.



Feedback Received with relevance to National Development

Suggestions:

- Students recommended **participation in national-level seminars, workshops, and webinars** to stay updated with the latest healthcare advancements.
- CVT and BMLT students suggested including topics related to **national health programs, diagnostic protocols, and emergency procedures**.
- Psychology students requested inclusion of **national case studies, mental health surveys, and NEP-aligned academic planning**.

Actions Implemented:

- Students from CVT, BMLT, and other departments were **encouraged and supported to attend national CME programs, AIIMS-hosted webinars, and professional development sessions**.
- Curriculum was updated to include **national guidelines on diagnostics, healthcare safety, and disease management**.
- Psychology department integrated **national mental health program modules and NEP-recommended course restructuring**, along with student participation in national conferences.

Feedback Received with relevance to Global Development

Suggestions:

- CVT and Optometry students asked for **international updates on cardiac care technologies and vision rehabilitation practices**.
- Students across departments wanted exposure to **global diagnostic protocols, research presentations, and virtual internships**.
- Psychology students requested sessions related to **international psychological practices, therapy models, and global mental health trends**.

Actions Implemented:

- Guest lectures and webinars were conducted with **global experts in cardiology, diagnostics, and therapeutic technologies**.
- Students attended **virtual international conferences and online certificate programs** hosted by institutions abroad.
- Psychology students were offered **modules aligned with international mental health models (like DSM-V and ICD-11)** and involved in **online collaborations with global psychology peers**.



Feedback Mechanism

School of Engineering & Technology, Sushant University

Introduction

The School of Engineering & Technology (SET) at Sushant University follows a structured and inclusive process for curriculum development, revision, and enhancement to ensure that the academic programs remain relevant, contemporary, and aligned with industry standards and global academic benchmarks. The process is participatory and outcome-driven, involving multiple stakeholders including alumni, faculty members (both internal and external), students, industry experts, and parents. This robust mechanism ensures that the curriculum caters to the holistic development of students and prepares them for real-world challenges.

Formation of Course Development Committee (CDC)

At the core of the curriculum development process is the **Course Development Committee (CDC)**, constituted with faculty experts from respective departments. The CDC plays a pivotal role in initiating discussions on curriculum design, revision of existing syllabus, and incorporation of emerging technologies and skill-based modules.

Key responsibilities of the CDC include:

- Reviewing existing course structures and syllabus.
- Studying current academic and industry trends.
- Incorporating interdisciplinary and skill-based elements.
- Aligning program outcomes with graduate attributes and national frameworks such as NEP, AICTE Model Curriculum, and industry standards.

Stakeholder Consultation and Feedback Mechanism

To make the curriculum inclusive and dynamic, the CDC ensures active engagement with various stakeholders. Feedback is collected through structured forms and surveys sent to the following groups:

- **Alumni:** To understand the applicability of the curriculum in the job market and identify gaps in employability skills.
- **Faculty of Different Institutions:** For benchmarking with peer universities and incorporating academic excellence.
- **In-house Faculty:** For practical implementation challenges and improvement suggestions.
- **Students:** To gain insights on teaching-learning outcomes and relevance of course content.
- **Parents:** For holistic development and understanding the student's perspective outside academia.

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All feedback forms are systematically collected, documented, and analyzed for common trends and actionable suggestions.

Board of Studies (BOS) Deliberation

The School organizes **Board of Studies (BOS) meetings twice a year** to deliberate upon the curriculum structure and stakeholder feedback. The BOS comprises:

- Senior academicians from reputed institutions.
- Internal senior faculty members and HODs.
- Industry experts and corporate professionals.
- Representatives from the Course Development Committee (CDC).

During the BOS meetings:

- Feedback summaries are presented and discussed in detail.
- Suggestions for addition, deletion, or modification of courses/modules are proposed.
- New courses in emerging areas (e.g., AI, Data Science, Blockchain, Sustainable Engineering) are suggested.
- The curriculum is reviewed for compliance with NEP and regulatory guidelines from UGC/AICTE.

Finalization and Approval

Post discussions and recommendations by the BOS, the final course structure is drafted by the CDC and presented to the Academic Council for approval. Upon approval, the curriculum is officially adopted and implemented in the respective academic year.

Continuous Improvement and Review

Curriculum development is viewed as a continuous process. The School maintains a dynamic approach where:

- Inputs from ongoing academic delivery are regularly reviewed.
- Course outcomes and student performance metrics are analyzed.
- Emerging trends in technology and industry demands are continuously monitored.

Conclusion

The curriculum development process at the School of Engineering & Technology, Sushant University, is a well-defined, inclusive, and academically rigorous system. Through active stakeholder engagement, regular BOS meetings, and continuous feedback incorporation, the School ensures that the curriculum remains contemporary, industry-relevant, and aligned with national and international standards, ultimately fostering academic excellence and professional readiness among students.



PHARMACY COUNCIL OF INDIA

E-mail : registrar@pci.nic.in

NBCC Centre, 3rd Floor Plot No.2, Community Centre

Website : www.pci.nic.in

Maa Anandamai Marg Okhla Phase I

Contact : 011-61299900/01/02/03

NEW DELHI - 110020

DECISION LETTER

Institute Name / Inst ID : Department Of Pharmacy Sushant School Of Health Sciences Ansal University Gurugram/PCI-4132

State : HARYANA

District : GURUGRAM

Sub-District : Gurgaon

Village/Town/City :

Pin Code : 122003



Sir / Madam

With reference to the subject cited above i am directed to convey the approval of PCI as per Following Details

Course	Name of Affiliation	Decision	Approval Status
B.Pharm	Controller of Examination Ansal University, Sector 55, Golf Course Road	Annexure-1 of Item No.1 (1-1345) 112th CC Meeting (10.6.2021) Granted approval for 2021-2022 academic session for conduct of 3rd year for B.Pharm course. Allowed 100 admissions in 2021-2022 in 1st year (B.Pharm) Permit raise in admission from 60 to 100 from 2021-2022 academic session	Approved

Date : 16th Aug 2021

For Archana Mudgal
Registrar-cum-Secretary
PCI

Copy to:

- Registrar of the University
- Principal of the college

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School of Law

School of Law

Feedback	Relevant to Local Needs	Relevant to National Needs	Relevant to Regional Needs	Relevant to Global Needs
Student	Outreaching activity should be presence Practical Based learning should be encouraged There should be a Social media Page for University	opportunity to experience high court visit, tribunal visits and parliament visits There should be more guest lectures	Exchange Programs with regional universities Participation in regional academic and cultural fests	Access to global webinars and virtual internships Collaboration with international universities for courses Promote global cultural awareness through student exchange
Parents	Regular parent-teacher meetings Orientation programs for parents Feedback system for parental concerns	National parent engagement forums and surveys National-level seminars/webinars on parenting in higher education	Regional parent-university forums for feedback and development Joint regional education fairs and exhibitions	Global best practices in student support and parental involvement Access to international university parenting resources and workshops
Allumni	Internship Should be made Compulsory Alumni interaction sessions with students Local mentorship programs	Nationwide alumni mentoring initiatives Alumni-led startup support or talks	Regional alumni networking meets Regional skill development camps with alumni contribution	Global alumni ambassador programs Alumni chapters in different countries Collaborative international alumni projects
Teacher	Regular workshops for teaching skills Faculty involvement in student clubs and activities	More Activity are required for students National research grant opportunities for teachers	Regional faculty development programs Curriculum standardization across regional institutes	Global research collaboration and publication opportunities Participation in global academic conferences and seminars
Employers	More focus on practical training Regular industry visits and company guest talks	More Moot Courts are required Industry-specific training modules by national companies	Regional industry-academia partnerships Internship tie-ups with regional companies	International internships and job fairs Global professional certification opportunities Soft skills and global business etiquette training



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Action Taken Report on Stakeholder Feedback (2019-20)

◆ Local Level

Students: Community outreach activities like legal camps and cleanliness drives were introduced. Social media platforms were launched to enhance engagement and visibility.

Parents: Regular parent-teacher meetings were initiated for academic tracking. Orientation programs helped build trust and familiarize parents with institutional processes.

Alumni: Alumni were engaged through guest lectures and mentoring. Institutional internships began to be shaped by alumni input.

Teachers: Faculty development began through in-house workshops. The focus was on pedagogy improvement and engagement strategies.

Employers: Initial employer collaboration included skill-based sessions. Local businesses were brought in to support practical training.

◆ Regional Level

Students: Participation in regional fests and competitions began to build student confidence. Peer learning through inter-university exchanges was encouraged.

Parents: Regional parent meetings were conducted to gather feedback. Parents were involved in forums relevant to district-level educational needs.

Alumni: The first regional alumni meetups were organized. These gatherings focused on reconnecting and initiating contribution plans.

Teachers: Collaborative training began with other institutions. Faculty shared resources and best teaching practices regionally.

Employers: MoUs were signed with nearby industries. These agreements helped formalize internship and project opportunities.

◆ National Level

Students: Study visits to the Supreme Court and Parliament were launched. This helped enhance real-world legal exposure.

Parents: National webinars were used to gather feedback on education trends. Broader parent insights helped shape strategic planning.

Alumni: National mentorship programs started taking shape. Alumni from across the country connected with students virtually.

Teachers: Faculty were encouraged to apply for national grants. Workshops guided teachers in proposal writing and research alignment.


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Employers: Moot court competitions were held in collaboration with firms. These engagements strengthened curriculum relevance to legal practice.

♦ **Global Level**

Students: MOOC platforms like Coursera and edX were promoted. International webinars expanded global academic exposure.

Parents: Sessions highlighted global education trends and rankings. Parents gained insight into international standards.

Alumni: Formation of global alumni chapters was initiated. These groups aimed at networking and international collaboration.

Teachers: Faculty attended international conferences and joined research projects. Cross-border collaboration became a key goal.

Employers: Partnerships for global internships were explored. Early steps were taken to invite international recruiters.



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Action Taken Report on Stakeholder Feedback (2020-21)

♦ Local Level

Students: Workshops and community programs moved online. Efforts focused on maintaining continuity and engagement.

Parents: Virtual meetings provided academic updates and gathered concerns. Orientation sessions helped parents adjust to digital learning.

Alumni: Online talks and remote mentoring supported students. Internship pathways adapted to virtual settings.

Teachers: Online skill-enhancement workshops helped adapt teaching to virtual modes. Faculty upskilling became a priority.

Employers: Webinars and remote training replaced on-site activities. Local businesses collaborated on digital platforms.

♦ Regional Level

Students: Regional fests, debates, and competitions went digital. Students showcased talents and ideas through virtual platforms.

Parents: Virtual forums enabled regional-level feedback. Education expos and sessions were conducted remotely.

Alumni: Bootcamps focused on skill-building via video conferencing. Alumni mentored students on resume building and remote work.

Teachers: Joint benchmarking of teaching strategies happened online. Peer-to-peer learning continued through webinars.

Employers: Remote projects and internships were facilitated. Industry collaboration focused on digital learning outcomes.

♦ National Level


Students: Virtual legal institution tours were organized. These included digital interactions with courts and tribunals.

Parents: National surveys helped understand pandemic-era education concerns. Feedback shaped online teaching models.

Alumni: National mentoring expanded through platforms like Zoom. Alumni helped students navigate academic disruptions.

Teachers: Online FDPs supported academic research and pedagogy. Faculty improved grant writing and digital delivery.




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Employers: National moot courts and panels were held virtually. Employers contributed case studies and virtual internships.

♦ **Global Level**

Students: International virtual internships have gained popularity. Students participated in global projects from home.

Parents: Newsletters shared global education updates regularly. Parents stayed informed about international academic trends.

Alumni: Global alumni met online for the first virtual reunion. Their input supported institutional growth and global networking.

Teachers: MOUs were signed with foreign universities for digital training. Faculty attended global webinars and conferences.

Employers: Global placements moved online through virtual career fairs. Students gained access to foreign recruiters remotely.



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Action Taken Report on Stakeholder Feedback (2021-22)

♦ Local Level

Students: Physical workshops resumed under safety protocols. Legal aid and skills sessions enhanced practical exposure.

Parents: In-person orientations and meetings restarted. Institutions re-established trust and engagement with families.

Alumni: Internships became mandatory for students. Alumni were key contributors in mentorship and internship facilitation.

Teachers: Hybrid training workshops improved faculty effectiveness. Focus shifted to blended learning pedagogy.

Employers: On-campus employer engagement resumed. Employers led interactive workshops and recruitment sessions.

♦ Regional Level

Students: Exchange programs restarted across regional universities. Students gained exposure to peer learning environments.

Parents: Hybrid parent forums facilitated two-way communication. Education expos also resumed in person.

Alumni: Bootcamps led by regional alumni were conducted. These focused on communication, technology, and domain skills.

Teachers: Joint faculty training increased in scope and scale. Regional teaching communities became more collaborative.

Employers: Industry-academia committees were re-activated. These promoted region-specific skill development efforts.

♦ National Level


Students: Study tours now included tribunals and state legal bodies. National exposure continued expanding across institutions.

Parents: Webinars improved in content and outreach. Parents gave actionable feedback to help refine national education policy alignment.

Alumni: Alumni startup founders led mentoring programs. These helped foster student entrepreneurship.

Teachers: Faculty received more institutional support for grants. National-level coaching boosted research success.




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Employers: Employers contributed to national-level curriculum updates. Employability surveys were integrated into feedback.

♦ **Global Level**

Students: Joint certification programs launched with foreign universities. These focused on areas like law, AI, and sustainability.

Parents: Global webinars helped parents understand emerging academic trends. They also learned about foreign opportunities.

Alumni: Mentoring programs became cross-border. Alumni across countries collaborated with students virtually.

Teachers: Faculty joined global research and publications. Many began publishing in international journals.

Employers: Training on international compliance and soft skills was formalized. Employers guided global work preparation.




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Action Taken Report on Stakeholder Feedback (2022-23)

♦ Local Level

Students: Legal aid and career guidance sessions scaled up. Skill labs enriched hands-on learning experiences.

Parents: Orientation processes were standardized across departments. Communication protocols improved transparency.

Alumni: Alumni mentorship sessions became frequent and structured. More alumni contributed to academic events.

Teachers: Workshops centered on active learning strategies. Faculty focused on student engagement techniques.

Employers: Practical sessions with industry professionals increased. Real-world scenarios enhanced student readiness.

♦ Regional Level

Students: Exchange programs expanded to three universities. Cultural exposure and academic variety enhanced learning.

Parents: Participation in regional expos and forums increased. Parent feedback shaped region-specific improvements.

Alumni: Annual bootcamps became tradition. Alumni taught real-world skills aligned with job markets.

Teachers: Regional curriculum benchmarking became routine. Teachers shared resources and course design ideas.

Employers: MoUs with mid-sized industries were expanded. These boosted opportunities for regional internships.

♦ National Level

Students: Legal clinics added experiential depth to study tours. Students applied theory in real legal settings.

Parents: Multilingual platforms collected inclusive feedback. Outreach reached a broader parent base.

Alumni: Startup mentoring sessions became regular. National alumni guided student entrepreneurs.

Teachers: Faculty coaching improved grant application success. Workshops focused on quality proposals and outcomes.



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Employers: National-level curriculum panels were formed. Industry experts advised on academic updates.

♦ **Global Level**

Students: International case studies became part of the learning. Students gained insight into global scenarios.

Parents: Dashboards provided real-time updates on student progress. Communication became transparent and efficient.

Alumni: Alumni abroad mentored students on capstone projects. They shared research tips and networking strategies.

Teachers: Collaborative publications with foreign peers increased. Global academic contribution became a goal.

Employers: International pre-placement training expanded. Modules on foreign job markets and etiquette were introduced.



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Action Taken Report on Stakeholder Feedback (2023-24)

♦ Local Level

Students: The Curriculum included more practical-based content. Students engaged in skill labs and community outreach.

Parents: Annual reports shared detailed student progress. Parents were better informed and involved.

Alumni: Networking lounges for alumni were launched on campus. These enhance interaction and collaboration.

Teachers: Budget allocation for innovation in teaching increased. Faculty explored new tools and strategies.

Employers: An employer advisory board was established locally. Feedback loops with industry became more structured.

♦ Regional Level

Students: Debating and quiz leagues were held regionally. These activities built critical thinking and presentation skills.

Parents: Parent advisory groups formed across institutions. Collaboration led to unified academic support.

Alumni: Regional alumni chapters are adopted by law and structure. These groups boosted institutional development.

Teachers: Joint academic conferences focused on innovation. Teachers discussed trends and curriculum strategies.

Employers: Regional industry cells funded skill-building projects. Practical learning aligned with employer needs.

♦ National Level


Students: Legal-tech firms included in national tours. Students learned about emerging legal technologies.

Parents: A digital platform allowed parents to voice concerns. Institutional leaders responded through structured channels.

Alumni: Biannual panels discussed startup ecosystems. Alumni shared business experiences with students.

Teachers: National Education Policy (NEP)-aligned training expanded. Teachers upgraded content and pedagogical approaches.




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Employers: Skills index surveys were conducted collaboratively. Industry insights shaped curriculum evaluation.

♦ **Global Level**

Students: Pilot trips to global universities were conducted. Students explored international campuses and opportunities.

Parents: Weekly newsletters highlighted top global institutions. Parents learned about rankings, scholarships, and admissions.

Alumni: Entrepreneurship hubs formed by international alumni. They supported cross-border projects and startups.

Teachers: Erasmus-style exchanges provided new perspectives. Teachers gained insight into global teaching practices.

Employers: Global companies participated in recruitment weeks. Students were exposed to international job opportunities.



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