

**P R O G R A M M E PROJECT REPORT (PPR)**

**POST GRADUATE DIPLOMA IN DIETETICS AND THERAPEUTIC  
NUTRITION  
(OPEN AND DISTANCE LEARNING MODE)**



**School of Open And Distance Learning**

**JAMIA HAMDARD**

(Deemed University)

Hamdard Nagar, New Delhi-110062

## **Jamia Hamdard (Deemed University)**

The Ministry of Human Resource Development, Government of India, granted to Jamia Hamdard, the status of a 'Deemed to be a University', in 1989 under section 3 of University Grant Commission Act, 1956. Since its establishment, Jamia Hamdard has made commendable progress with regard to expansion of facilities for higher learning and diversification of teaching and research programmes in frontier areas of biological Sciences, Unani Tibb, Pharmaceutical Sciences, IT and Management. The University has a strong base of infrastructure for quality teaching and research. On the basis of the overall assessment of its performance in realizing the university mandate and contributions made by various departments and faculties to the growth of knowledge, National Assessment and Accreditation Council of UGC has accredited the University under category 'A' the Indian Universities.

Jamia Hamdard is one of the universities selected by the UGC for promoting education abroad. The university attracts over 10 percent of the total students from over 30 countries. The international corporations and Foreign Governments employ a large number of the University graduates in various capacities, which is the testimony of international recognition of degrees/diplomas awarded by the University.

As a Muslim minority institution under Article 30 (1) of the Constitution of India, the University is committed *inter alia* to improve access and quality of education so as to enable the adult learners to effectively function in the knowledge based economy. In this context, a number of initiatives have been taken to provide high quality of professional education at Undergraduate and Post Graduate levels.

In order to provide opportunities to students for participating in ongoing educational revolution to upgrade the knowledge and skills of working population, entrepreneur and other aspirants of new knowledge, the university has taken initiative to utilize information and communication technologies to extend the reach of education and to enhance quality of education through the use of multi-media methods of teaching and learning. The Directorate of Open and Distance Learning has therefore been established to promote education through open and distance learning systems, which adopt flexible and innovative methods of education to ensure 'independent learning' to anyone, anytime and anywhere. The programmes of the study will be customized to meet the learning requirements of knowledge seekers as well as to ensure that they learn at their own pace and convenience. Towards this end in view, the university has recognized reputed institutes to act as Study Centres for conduct of various job-oriented and professional courses, which effectively meet the requirements of the world of work.

## Jamia Hamdard

Late Janab Hakeem Abdul Hameed sb, the founder of Jamia Hamdard, had a vision to develop Jamia Hamdard into an institution of excellence imparting modern professional education with special emphasis on Unani medicine and Islamic studies. Today, it has evolved into an excellent centre of higher learning, fulfilling the objective of the *wakf*, which has been funding the University ever since its inception.

As a mark of tribute and thanks to the Almighty Allah for bestowing his guiding spirit to its founder and his associates, Jamia Hamdard adopted a seal inscribed with the following

*“He (The Prophet may peace be upon him)  
Instructs them in the Book and Wisdom”*

Ever since the inception of Jamia Hamdard, this holy verse (*ayat*) has been a source of inspiration and guidance for all those associated with its management and administration. As an Islamic charity, *wakf* has played the vital financial role in the making of Jamia Hamdard. He (PBUH) preached his followers that

*“Wisdom is (like) the lost animal of a believer  
wherever he finds it, catches hold of it”*

Inspired by the Holy Qur’an and exhorted by the Prophet (PBHU), Muslims became the torch-bearers of knowledge and civilization in the medieval period, but are lagging behind in present times. Late Hakeem Abdul Hameed Sahib wisely chose education and pursuit of knowledge as his prime objective when he decided to convert *Hamdard Dawakhana* into a *wakf*, a charity dedicated to fulfilling educational and health care needs of Indian Muslims. Hamdard (*wakf*) continues to provide generous grant to the university for building, equipments and salaries of staff and other development activities.

Jamia Hamdard was inaugurated by late Shri Rajiv Gandhi, the then Prime Minister of India, on August 01, 1989. In his impressive speech, the Prime Minister applauded the efforts of Hakeem Abdul Hameed Sahib in setting up institutions of higher learning, which were emerging in the form of a “Deemed to be University.” He said, “This will enable (the Muslim) minority to go forward and thus help India to march forward.”

The University offers professional courses, which equip the students to get placements in the highly competitive job market. On the basis of the record of performance of the University and quality of infrastructure including staff, the university has been accredited by NAAC in category ‘A’ of Indian Universities.

## **Mission & Objective**

The Study programme aims to provide contemporary education and training to meet the challenges of the evolving global scenario and changing environment in business administration. The objective of the project is to help the students develop ability to apply multi-disciplinary concepts, tools and technique to solve organizational problem.

## **Jamia Hamdard Mission and Goal in relevance of the programme**

Jamia Hamdard's study programmes under ODL are selective and customized to meet the learning requirements of knowledge seekers as well as to ensure that they learn at their own pace and convenience. Within the financial means of University, due care has been taken to keep the cost of education low, so that educationally backward sections can take advantage of University's programmes through ODL mode. This goal in view, the DODL of Jamia Hamdard has made concerted efforts to offer professional and job oriented courses with regular updates of curricula and study material and introduction of tools of Information Technology.

## **Targeted Group**

The distance education has potential to reach to unreached and even marginalized and excluded group of the society such as tribal populations and Muslims women. Jamia Hamdard, SODL programme provides an opportunity to students for acquiring new knowledge and skills that are needed for their development. Jamia Hamdard being in education for a long time has taken initiatives to offer an opportunity to those students who are unable to get on campus education and those who have limited access to educational resources. ODL programme of Jamia Hamdard also envisage to provide an opportunity to girls from Muslim community, who by and large have been left out by the national education endeavors.

## **Post Graduate Diploma in Dietetics & Therapeutic Nutrition:**

### **1. Introduction:**

The Post Graduate Diploma programme is a holistic package giving the learner an opportunity to gain knowledge about Dietetics & Therapeutic Nutrition. The programme gives an in depth theoretical as well as practical knowledge related to dietary management of healthy and sick individuals & dietary planning. It also equips learners with communication skills that are essential to impart dietary counseling.

### **2. Programme Objectives**

The programme aims to help learners achieve following objectives:

- To impart comprehensive knowledge on principles & planning of therapeutic diet.
- To develop skills involved in assessment of nutritional problems & effective management of nutritional needs of clients.
- To promote awareness about concepts & principles in effective communication.
- To develop & apply communication skills effectively during dietary counseling.

- To develop professionals for dietary management of healthy & sick persons.
- To promote use of information technology in dietary management.

### 3. Scope of the Programme

The programme equips learners to plan & conduct nutrition & health education campaigns & programmes in community settings as well as in hospitals. It will provide an additional qualification to learners helping them to improve their professional competence & promotion chances.

On completion of this programme, following job opportunities are available for the learners:

- Clinical dietitian in government or non- governmental health organizations.
- Dietitian in multi specialty hospitals.
- Consulting dietitian in residential schools, old age homes, hotels & catering services, sports divisions of state, fashion & beauty industry, health clubs, etc.
- Educator in an institution, which conduct the nutritional programme.
- Nutritionist with various nutritional and child development project to government & non-government organization of Women & Child Development Department.
- There is also great potential for self-employment.

### 4. Programme Structure

The programme is based on theory and practical courses. Total 5 theory courses are offered and practical of these courses are integrated. However, the students have to appear for two practical examinations at the end of the session.

#### The Course

Highlights of the course are described in the following table:

a.	Name of the course	<b>Post Graduate Diploma in Dietetics &amp; Therapeutic Nutrition</b>
b.	Nature	Open and Distance Mode
c.	Duration	Minimum: 1 year (2 Semesters of Six months each) Maximum: 2 years
d.	Medium of Instruction and Examinations	English
e.	Eligibility Criteria Educational Requirements	The course is open to candidates who have: Bachelor's degree in Home Science or Biological Science from recognized

		university
f.	Commencement of the course	January / July. Twice in a year
h.	Mode of Admission	As per the norms prescribed by Jamia Hamdard from time to time.
i.	Period of Completion (Span Period)	Not more than 02 years
j.	Fees	Rs. 12,000/- per year)

### How to Proceed for Study

Each course has been divided in 3 to 4 Blocks. Each Block has 4-6 units. These units of each block are arranged in systematic and logical sequence to maintain continuity of learning of a particular subject.

The course material will be provided in the form of printed books. Each book is a block containing units. The first page of each block indicates the number and titles of the units. Each block starts with the course introduction followed by brief introduction of the block.

Each unit has an outline of contents with the list of objectives for the learners. This is followed by the test of the unit that is divided into various sections and subsections. This is followed by summary of the content to help learners to recall the main points.

In each unit, there are self-assessment exercises, which are meant to assess the understanding of the subject by the learners.

### 8. Course Structure

S. No.	Course Code	Name of the Paper	No. of Assignments
1	PTND 101	Applied Health Science and Nutrition	2
2	PTND 102	Diet Therapy and Applied Nutrition	2
3	PTND 103	Community Nutrition	2
4	PTND 104	Institutional Management in Dietetics	2
5	PTND 105	Basic of Computer Science	1
6	Practical	- Diet Therapy & Applied Nutrition - Community Nutrition	-

All courses are compulsory for the students.

The details of all the theory & practical courses are given below:

**PTND – 101 (APPLIED HEALTH SCIENCE & NUTRITION)**

<u>Units</u>	<u>Topics</u>	<u>Units</u>	<u>Topics</u>
<b>I</b>	<u><b>Human Physiology Part (1)</b></u> <ul style="list-style-type: none"> <li>○ Musculo Skeletal System</li> <li>○ Respiratory System</li> <li>○ Cardio Vascular System</li> <li>○ Nervous System</li> <li>○ Physiology of Blood</li> </ul>	<b>II</b>	<u><b>Human Physiology Part (2)</b></u> <ul style="list-style-type: none"> <li>○ Digestive System</li> <li>○ Excretory System</li> <li>○ Endocrine System</li> <li>○ Reproductive System</li> <li>○ Physiology of Special Senses</li> </ul>
<b>III</b>	<u><b>Food Microbiology</b></u> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Micro Organism &amp; Food Poisoning</li> <li>○ Common water &amp; food borne diseases</li> <li>○ Anti-microbial Agents</li> </ul>	<b>IV</b>	<u><b>Institutional Food Hygiene</b></u> <ul style="list-style-type: none"> <li>○ Institutional Sanitation &amp; Health</li> <li>○ Principal of Food hygiene</li> <li>○ Food Preservation &amp; Control of Infection</li> </ul>

**PTND – 102 (DIET THERAPY AND APPLIED NUTRITION)**

<u>Units</u>	<u>Topics</u>	<u>Units</u>	<u>Topics</u>
<b>I</b>	<u><b>Nutrients &amp; Physiology of Nutrition</b></u> <ul style="list-style-type: none"> <li>○ Introduction to Nutrients</li> <li>○ Nutrient Classification</li> <li>○ Role of Nutrients: <ul style="list-style-type: none"> <li>- Carbohydrates, proteins, lipids, vitamins, minerals, fibres &amp; water</li> </ul> </li> <li>○ Major Food Groups <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Categories</li> </ul> </li> <li>○ Physiology of Nutrition <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Physiological Process: Digestion, Absorption &amp; Metabolism</li> </ul> </li> </ul>	<b>II</b>	<u><b>Diet &amp; Metabolic Disorder</b></u> <ul style="list-style-type: none"> <li>○ Gastrointestinal Diseases</li> <li>○ Hepatic Diseases</li> <li>○ Renal Diseases</li> <li>○ Cardio-Vascular Diseases</li> <li>○ Deficiency Diseases</li> <li>○ Febrile Conditions</li> <li>○ Allergy</li> <li>○ Chronic Diseases</li> <li>○ Diabetes Mellitus</li> </ul>
<b>III</b>	<u><b>Diet Therapy</b></u> <ul style="list-style-type: none"> <li>○ Role of Diet in Health</li> <li>○ Introduction to Diet Therapy</li> <li>○ Classification of Diets</li> </ul>	<b>IV</b>	<u><b>Special Diet</b></u> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Diet for Infants &amp; Children</li> </ul>

	<ul style="list-style-type: none"> <li>○ Nutritional Disorders</li> </ul>		<ul style="list-style-type: none"> <li>○ Diet for Adolescents</li> <li>○ Diet During Pregnancy</li> <li>○ Old Age Diet</li> <li>○ Sports Diet</li> </ul>
<b>V</b>	<u><b>Practical</b></u> <ul style="list-style-type: none"> <li>○ Blood pressure Measurement</li> <li>○ Survey of Nutritional Status</li> <li>○ Classification of Diets</li> <li>○ Nutritional Requirement Assessment for special groups</li> <li>○ Diet Therapy</li> </ul>		

### PTND-103 (COMMUNITY NUTRITION)

<u><b>Units</b></u>	<u><b>Topics</b></u>	<u><b>Units</b></u>	<u><b>Topics</b></u>
<b>I</b>	<u><b>Economics &amp; Nutrition</b></u> <ul style="list-style-type: none"> <li>○ Effect of Economic status on Nutrition</li> <li>○ Cost-effective Nutrition</li> </ul>	<b>II</b>	<u><b>Assessment of Nutritional Problems</b></u>
<b>III</b>	<b>Nutritional Problem in India</b>	<b>IV</b>	<b>Nutritional Programmes</b>
			<ul style="list-style-type: none"> <li>○ Monitoring of Nutritional programmes</li> <li>○ Nutrition Programmes in India</li> </ul>
<b>V</b>	<u><b>Awareness &amp; Education in Nutrition</b></u> <ul style="list-style-type: none"> <li>○ Developing Communication Skills</li> <li>○ Promotion of Nutrition Education</li> </ul>		

### PTND – 104 (INSTITUTIONAL MANAGEMENT IN DIETETICS)

<u><b>Units</b></u>	<u><b>Topics</b></u>	<u><b>Units</b></u>	<u><b>Topics</b></u>
<b>I</b>	Classification of Organization with special reference to hospital	<b>II</b>	Planning of Meals
<b>III</b>	Food services	<b>IV</b>	Leadership & Personnel Management
<b>V</b>	Financial Management		

## PTND – 105 (BASICS OF COMPUTER SCIENCE)

<u>Units</u>	<u>Topics</u>	<u>Units</u>	<u>Topics</u>
<b>I</b>	Introduction to Computers	<b>II</b>	Basic Computer Organization
<b>III</b>	<u>Secondary Storage Devices</u>	<b>IV</b>	Input Output Devices
<b>V</b>	Application Software Packages	<b>VI</b>	Microsoft Office 2000

### 9. Contact Sessions

The Study Centre will organize contact sessions on Saturdays & Sundays during the one year programme. The contact/Counselling sessions will comprise of theory & practical sessions, which will be guided by the counselors. The counselors will also organize sessions with use of audio/ video programmes on various aspects of textual material. The practical sessions will comprise of both laboratory practical and field experience. Participation in contact /counseling sessions is compulsory. A minimum of 60 % attendance in practical sessions is mandatory for the students. This session will help learners to interact with fellow students & form self-help group. Exact dates/schedule of counseling sessions will be announced after admission. Students who fail to attend contact programmes in one year shall be permitted to attend the programme in subsequent year, provided they have paid the full fee as per schedule.

- Supervised Activities: Organized in Study Centre under supervision of counselors.
- Self- Activities: Will be done by students themselves.

During the contact/counseling sessions, specific activities are assigned to the students as per practical manual, which need to be carried out by them in their own place.

#### 9.1 Assignments

An assignment is a part of continuous evaluation of a course. As mentioned in section 8, the learners are required to do two assignments in each course of study. This will carry 30% weightage while 70% weightage is given to theory paper at term end evaluation. The assignment marks are counted in the final result and so are essential component of the course to be eligible for term-end examination. The learners should follow the schedule for submission of these assignments strictly. The assignments are aimed at testing the comprehension of learners about learning material and help to give their feedback to the university. These assignments are designed in such a way as to help learners concentrate mainly on the printed course material & make use of their personal experience. However, use of reference books is also recommended. The learner needs to do good amount of self- learning. The learners are advised to retain a copy of all the assignments that they submit to the coordinator of the study centre for their own record. The assignments after due evaluation, will be returned back to the learners within a month after submission. If not received, learners must contact their respective teacher or co-coordinator personally. All assignments should be written in own handwriting. Do not type or print the assignments. If copying is noticed, assignments will be rejected. The front page of the assignment should contain following information:

Name of learner:..... Date:.....

Address:.....

Programme Title: Name & Address of Study Centre:.....

Course Title: .....

Assignment Code/Topic: .....

## **9.2 Internship**

There will be two months internship, out of which 1½ months (45 days) of hospital internship under the supervision of experts is compulsory. Remaining 15 days, the learners will have experience in community nutrition. No one will be awarded diploma unless he/she completes internship. Internship will be organized before the term end examination. Learners are advised to explore the hospitals having Dietary Department for experience during internship.

## **10. Evaluation**

Evaluation will be made both continuous and term-end examination. Theory & practical component will be evaluated separately.

### **10.1 Theory**

For theory course, the evaluation consists of two aspects:

- i) Continuous evaluation through assignment
- ii) Term end examination (TEE).

In final result, all the assignments carry 30% weightage while 70% weightage is given for TEE in each course.

The learners are required to score 50% marks separately in assignments and TEE. The integrated marks of both also should be 50% to declare the learner as pass.

### **10.2 Practical**

In practical course, self-activities and supervised activities will be evaluated as continuous evaluation. There will be 50% weightage given to these activities, 25% for self and 25% for supervised activities. TEE for practical will be viva-voce & practical examination, which will have 50% marks. Learners are required to score 50% marks separately for both self and supervised activities & 50% in TEE of practical. The integrated marks of both also should be 50% for the learner to be declared as pass.

### **10.3 Basics of Computer Sciences**

There will be no theory examination for Basics of Computer Sciences. Marks will be given only on supervised activities and minimum passing score will be 40%.

### **Distribution of Marks**

Course Code	Theory					Practical							Grand Total
	Assignment		TEE		Total	Self Activity		Supervised Activity		Final Practical		Total	
	Max.	Min.	Max.	Min.		Max.	Min.	Max.	Min.	Max	Min.		
101	30	15	70	35	100	-	-	-	-	-	-	-	100
102	30	15	70	35	100	25	12.5	25	12.5	50	25	100	200
103	30	15	70	35	100	25	12.5	25	12.5	50	25	100	200
104	30	15	70	35	100	-	-	-	-	-	-	-	100
105	--	--	--	--	--	--	--	50	20	--	--	50	50
	120		780		400	<b>50</b>		<b>100</b>		<b>100</b>		<b>250</b>	<b>650</b>

#### **10.4 Provision for Unsuccessful Candidates.**

Candidates who fail in one subject will have to appear for Supplementary examination which will be conducted alongwith the TEE of the subsequent batch. They will have to resubmit assignments & will re-appear in practical examination of the same subject.

A student will have to clear all courses in a maximum period of 2 years after admission. After the expiry of this period the learners will have to seek fresh admission & no credit/marks will be carried over.

#### **10.5 Award of Division to successful candidate:**

The candidate for being declared successful shall be placed in the division in accordance with the following categories on the basis of aggregate marks obtained in all the subjects:

Less than 50%	Fail
50% or above but less than 60% marks	2 <sup>nd</sup> Division
60% or above marks	1 <sup>st</sup> Division
75% or more marks	Distinction

#### **10.6 Examination**

After the completion of the programme requirements, the university will declare the dates/schedule for term end examination & issue admit card.

#### **10.7 Term End Examination**

To be eligible to appear for TEE, learner is required to fulfill the following conditions:

- Payment of all installments of the course fee.
- 60% attendance in practical sessions.
- Completion of internship.
- Submission of all assignments.

## 10. Uniform

Students are required to wear white lab coat (Apron) with short sleeves during the practical work and internship. They are also required to pin up a badge, which has black background with white letters. The sample is given below:

**Name of Student**  
**P.G. Diploma in Dietetics & Therapeutic Nutrition**  
**DDE, Jamia Hamdard**

## COST SHEET OF POST Graduate Diploma in Dietetics & Therapeutic Nutrition (PGDDTN)

### SEMESTER - WISE COST / BENEFIT STRUCTURE

<b>Recurring Expenses (A)</b>	
Number of Courses	5
Number of Counseling Sessions	10
Cost Per Counselling Session	Rs.1000.00/hour/Session
Cost Per Course – Counselling Charges	10,000 - 12,000
Total cost of Counselling Sessions for 5 courses	49,000
Administrative Expenditure per Semester	20,000/month
Total Administrative Expenditure / Semester	1,20,000
<b>Total Recurring Expenses (A)</b>	<b>2,16,000</b>
<b>Fixed Cost (B) Study Material Development</b>	
Course Development /Course	65,000
Course Development for 06 courses (Writing/editing/vetting Cost )	3,90,000
Total Courses writing for 3year	1,30,000
<b>Total Cost for SLM per student (including course writing and printing)</b>	<b>3,000</b>

**TOTAL COST PGDDTN DISTANCE (PROGRAM)**

All Sessions Counselling (A*2 Semester)	3,20,000 - 3,84,000
Office Expenditure	2,40,000
Total Recurring Expenses (A)	<b>456,000</b>
Total cost of counselling class per student	8,640
Cost of one semester Per Student	11,640

**PROPOSED FEE STRUCTURE**

Expected Admissions per semester	100
Fees per semester / per student	12,000
Total Revenue in one Semester	<b>12,00,000</b>

**MODE OF PROGRAM**

Admission in a year	Two Batches
First Admission	Jan- June
Second Admission	July-Dec

Total Admission in a Year	200
<b>Total Revenue</b>	<b>24,00,000</b>

**FEEDBACK OF THE ODL LEARNERS  
TO MONITOR QUALITY OF STUDENT SUPPORT SERVICES PROVIDED TO THE  
LEARNERS**

We are obtaining a feedback from you for improving quality of the academic programmes we offer and also to improve the quality of student support services provided to you at Jamia Hamdard. We request you to please provide the following information related to your studies at Jamia Hamdard in the ODL Programme. The feedback given by you would help us in improving quality of academic programmes on offer and the student support services.

The filled – in feedback form may be submitted to the undersigned by post / in – person at the School of Open and Distance Learning, First Floor, Hamdard Convention Centre, Jamia Hamdard, New Delhi – 110 062. Scanned copy of the filled – in feedback form can also be sent to me at [sodl@jamiahamdard.ac.in](mailto:sodl@jamiahamdard.ac.in).

**ACADEMIC SESSION: \_\_\_\_\_**

<b>S No</b>	<b>Feedback Questions</b>	<b>Answers &amp; Remarks</b>
1	Your Name	
2	Your Programme	

3	Your Enrollment Number	
4	Year of Study: Mention – I, II, III, IV, V, VI Semester / 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year	
5	Your Mobile Number:	
6	Your Email ID	
7	Are you in service / employed? Mention – Yes / No	
8	Have you received your Identity Card in time? Mention - Yes / No	
8	Have you received your study material? Mention - Yes / No	
10	Have you received your study material in time? Mention - Yes / No	
11	Have you gone through your study material thoroughly? Mention - Yes / No:	
12	How do you rate quality of the study material? Mention - Excellent / Good / Poor:	
13	Did you attend the Induction Meeting? Mention – yes / No	
14	Have you attended the counselling session? Mention - Yes / No:	
15	If yes, how many counselling sessions you have attended? Mention the number:	
16	Are the counselling sessions conducted as per the schedule? Mention - Yes / No	
17	How do you rate quality of the counselling sessions conducted? Mention - Excellent / Good / Poor:	

18	Have you attended the practical sessions? Mention - Yes / No, if applicable:	
19	How many practical sessions you have attended? Mention number, if applicable:	
20	Are the practical sessions conducted as per the schedule? Mention - Yes / No	
21	How do you rate quality of the practical sessions conducted? Mention - Excellent / Good / Poor	
22	How do you rate ambiance and physical upkeep of the class rooms / laboratories where your counselling / practical sessions were held? Mention - Excellent / Good / Poor	
23	Have you submitted Assignments / Projects? Mention - Yes / No	
24	Are you satisfied with the evaluation of your Assignments / Projects? Mention - Yes / No	
25	Are you receiving feedback from your academic counsellors on your assignment responses? Mention – Yes / No	
26	Have you availed Library Services of Jamia Hamdard? Mention - Yes / No	
27	If No, then why? (You may add additional sheet, if required)	
28	If Yes, how do you rate the quality of library services at Jamia Hamdard? Mention - Excellent / Good / Poor	
29	Have you appeared in the examinations conducted by SODL, Jamia Hamdard? Mention - Yes / No	
30	If Yes, mention the quality of conduct of the examinations. Mention - Excellent / Good / Poor	

31	Are you satisfied with evaluation of your examination papers? Mention - Yes / No	
32	If No, mention reason thereof! Attach additional sheet if required.	
33	Are you getting result in time? Mention - Yes / No	
34	Are you receiving your mark sheets in time? Mention - Yes / No	
35	Are your grievances redressed satisfactorily at SODL? Mention Yes / No	
36	Are your emails responded at SODL in a reasonable time? Mention - Yes / No	
37	How do you rate the quality of responses given to your emails / grievances at SODL? Mention - Excellent / Good / Poor	
38	Have you visited SODL for queries / redress of your grievances? Mention - Yes / No	
39	Are you satisfied with the responses given to you at SODL? Mention - Yes / No	
40	How do you rate the quality of responses given to you at SODL? Mention - Excellent / Good / Poor	
41	How frequently do you visit website of Jamia Hamdard <a href="http://www.jamiahamdard.edu">www.jamiahamdard.edu</a> to check for updated information about your studies? Mention – Regularly / Frequently / Never	
42	How do you rate the information given on the website about your studies at Jamia Hamdard? Mention - Excellent / Good / Poor	
43	How frequently do you receive emails alerts from SODL / Programme Coordinators about your studies at Jamia Hamdard? Mention – Regularly / Frequently / Never	
44	How do you rate behavior of teachers of Jamia Hamdard?	

	Mention – Excellent / Good / Poor	
45	How do you rate behavior of staff of Jamia Hamdard? Mention – Excellent / Good / Poor	
46	Are you satisfied studying at Jamia Hamdard? Mention – Yes / No	
47	Will you recommend your friends and relatives to get enrolled for ODL Programmes of Jamia Hamdard? Mention – Yes / No	
48	Would you like to continue your studies at Jamia Hamdard? Mention Yes / No	
49	In which Programme / Course you would like to get enrolled?	
50	Mention the market need – based Programmes / Courses Jamia Hamdard should offer through distance mode	1.
		2.
		3.
		4.
		5.

GENERAL REMARKS AND SUGGESTIONS FOR IMPROVEMENT: (Attach additional sheet, if required)

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Date: \_\_\_\_\_

SIGNATURE OF THE LEARNER

**FEEDBACK OF ACADEMIC COUNSELLORS  
FOR IMPROVING QUALITY OF THE ODL PROGRAMMES AND THE  
STUDENT SUPPORT SERVICES**

We are obtaining feedback from you to improving the quality of ODL Programmes on offer and also to improve the quality of support services provided to the learners. May I requesting you to kindly provide the following information as your feedback on the academic programme you are associated with at the School of Open and Distance learning, Jamia Hamdard. This feedback would help us for improving quality of the academic programmes and quality of the academic support services provided to learners of your programme.

The filled – in feedback form may please be submitted to the undersigned at the School of Open and Distance Learning, First Floor, Hamdard Convention Centre, Jamia Hamdard, New Delhi – 110 062. Scanned copy of the feedback form can also be sent to me at [sodl@jamiahamdard.ac.in](mailto:sodl@jamiahamdard.ac.in).

**ACADEMIC SESSION: .....**

<b>S No</b>	<b>Feedback Questions</b>	<b>Answers</b>
1	Your Name	
2	Your Programme	
	Courses approved for conducting the academic counselling	1.
		2.
		3.
		4.
		5.
3	Have you received a set of study material? Mention – Yes / No	
4	How many sessions you have conducted in the current academic session. Mention the number	
5	Have you conducted the counselling sessions as per the schedule notified on the website / Notice Board? Mention – Yes / No	
6	How do you rate quality of the study material? Mention – Excellent / Good / Poor	
7	Do you feel syllabus / study material of your Programme needs revision / updating? Mention – Yes / No	
8	Would you like to be a course writer for updating the study material? Mention – Yes / No	

9	Mention the courses / subjects of your choice for writing the study material.	1.
10	Are learners of your course attending the counselling sessions regularly? Mention – Yes / No	
11	How many learners attend your counselling sessions? Mention an average number.	
12	Do they come prepared for attending the counselling sessions? Mention – Yes / No	
13	Do the learners seek clarifications and participate in discussions during the counselling sessions? Mention – Yes / No	
14	How do you rate participation of the learners during the counselling sessions? Mention – Excellent / Good / Poor	
15	Do the learners approach you on non – counselling days for clarification of their doubts / queries? Mention - Yes / No	
16	Do you evaluate assignments / projects of the learners? Mention – Yes / No	
17	How do you rate quality of the assignments / projects submitted by the learners? Mention – Excellent / Good / Poor	
18	Do you evaluate examination answer books of the learners? Mention – Yes / No	
19	How do you rate quality of response of the learners in their examination papers? Mention – Excellent / Good / Poor	
20	Are you satisfied with the amount of remuneration being paid for conducting the counselling sessions? Mention - Yes / No	
21	Mention the expected amount of remuneration for conducting the counselling sessions	
22	Please suggest new market need – based programmes to offer through distance mode.	1..
		2
		3.
		4.

	5.

23. GENERAL REMARKS AND SUGGESTIONS FOR IMPROVEMENT (Attach additional sheet if required)

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Date: \_\_\_\_\_

SIGNATURE OF THE ACADEMIC COUNSELLOR