



Academic Session 2018-19

Feedback and Action Taken



Submitted by:

Internal Quality Assessment Cell (IQAC)

**HNB Garhwal University,
Srinagar Uttarakhand**

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For
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Internal Quality Assessment Cell (IQAC),
HNB Garhwal University

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Feedback process

HNB Garhwal University places great emphasis on the value of feedback in its continuous development and improvement journey. To ensure a robust feedback system, the university actively engages teachers, students, alumni, and employers, encouraging them to share their invaluable experiences, observations, and suggestions. Well-structured surveys and interactive sessions facilitate this open exchange of ideas, fostering an inclusive and collaborative approach to constant enhancement. The feedback collected is meticulously analyzed, allowing the university to identify significant patterns and areas that require attention. Through comprehensive reports and recommendations, respective departments and schools receive valuable insights to effectively address highlighted concerns.

However, what truly sets HNB Garhwal University apart is its proactive follow-up on the actions taken in response to the feedback received. Regular audits and assessments are conducted to gauge the impact of the implemented suggestions, fostering a culture of accountability and responsiveness within the university. By embracing feedback from diverse stakeholders and prioritizing follow-up actions, HNB Garhwal University remains steadfast in its commitment to elevate the quality of education and enrich the overall university experience. This iterative feedback process keeps the university closely attuned to the needs of its stakeholders, nurturing a culture of academic excellence and dedicated support for student success.

Parameters of feedback

A. For students' feedback on curriculum

HNB Garhwal University places immense significance on student feedback as a driving force to shape the quality of education and continuously enhance its academic offerings. To ensure a comprehensive evaluation of the learning experience, the university employs eight pivotal parameters to gather input from students.

Fundamental Emphasis: The focus on laying strong foundations for courses is meticulously evaluated to ensure students acquire a robust knowledge base.

Recent & Advanced Topics: The examination of course content encompasses up-to-date and cutting-edge subjects, keeping the curriculum aligned with current developments in respective fields.

Accessible Resources: Assessment of the availability and adequacy of textbooks and study materials guarantees that students have essential resources for effective learning.

Curriculum Organization: Scrutiny is applied to the organization of course structures, ensuring coherence, logical progression, and a well-structured approach to learning.

Relevance of Units: The pertinence of individual course components to the overall curriculum is considered to ensure meaningful contributions to students' skill development and academic growth.

Employability Focus: A significant parameter is the emphasis on equipping students with practical skills and knowledge in demand within the job market.

Practical Exposure: The availability and effectiveness of hands-on learning experiences, internships, and real-world applications are evaluated to enhance students' understanding and readiness for professional challenges.

Holistic Assessment: The university takes a comprehensive approach by considering these eight parameters to create a student-centric learning environment, nurturing well-rounded and competent graduates for success in their chosen careers.

Beyond these eight parameters, HNB Garhwal University actively seeks students' suggestions and insights to further develop its academic offerings. The university values students as the primary beneficiaries of educational programs and believes that their perspectives contribute significantly to the continuous improvement of the curriculum.

B. For students' feedback on teachers

HNB Garhwal University is deeply committed to ensuring the utmost quality in teaching and learning experiences provided to its students. To achieve this, the university employs a comprehensive set of ten parameters to gather valuable feedback from students, effectively evaluating the performance of their teachers.

Class Regularity: The consistency in conducting classes is closely assessed to ensure continuous engagement with students throughout the academic term.

Communication Proficiency: Teachers' communication skills are carefully evaluated, considering their ability to convey complex concepts effectively and interact with students in an engaging manner.

Timely Syllabus Completion: The university closely monitors the timely completion of the syllabus to maintain a well-paced academic calendar.

Effective Content Delivery: The clarity and efficacy of teaching materials and methodologies are scrutinized to enhance the learning experience.

Fostering Interest: The skill of creating interest in the subject matter is valued, as it promotes enthusiasm and active engagement among students.

Innovative Teaching Approaches: HNB Garhwal University recognizes the significance of innovation in teaching and assesses the use of inventive teaching methods to enrich the learning process.

Accessibility and Support: Teachers' availability outside of class for student interaction is considered crucial, ensuring they are approachable for academic guidance and support.

Catering to Diverse Interests: The university acknowledges the diverse academic interests of students, and teachers are valued for their ability to cater to these individual learning needs.

Encouraging Participation: The degree to which teachers encourage active student participation in class discussions and activities is regarded as an essential aspect of effective teaching.

Holistic Performance Evaluation: The overall performance of teachers is meticulously assessed, encompassing all aspects of their teaching style and their impact on students' academic growth.

By diligently considering these ten parameters, HNB Garhwal University endeavors to cultivate a culture of excellence in teaching and continuous improvement in the overall educational experience, ensuring its students receive the highest standard of education.

C. Teachers feedback on Curriculum

At HNB Garhwal University, teachers' feedback on the curriculum is given utmost importance, and the evaluation process is conducted through a comprehensive assessment based on ten key parameters. Let's explore these parameters in detail:

Relevance to Course Objectives: Teachers provide valuable input on the relevance of individual syllabus units, ensuring alignment with the course's intended learning outcomes.

Alignment with Learning Goals: The conformity of course contents with the defined learning outcomes is carefully assessed to ensure the curriculum effectively addresses the educational goals.

Balancing Theory and Application: Striking a good balance between theoretical concepts and practical application is considered crucial, enabling students to grasp knowledge while developing essential skills.

Diversified Learning Experience: The presence of an adequate number of optional papers is evaluated to offer students a diverse and enriching learning experience.

Relevance and Currency of Reference Materials: Teachers review and assess the relevance and currency of prescribed reference materials, ensuring students have access to updated and pertinent resources.

Focus on Employability: The university places significant emphasis on designing a curriculum that enhances students' employability, equipping them with skills that are sought after by employers.

Alignment with National-Level Examinations: The curriculum's alignment with prestigious national-level examinations like UGC/CSIR-NET/GATE/GPAT is evaluated to prepare students for further academic pursuits and competitive exams.

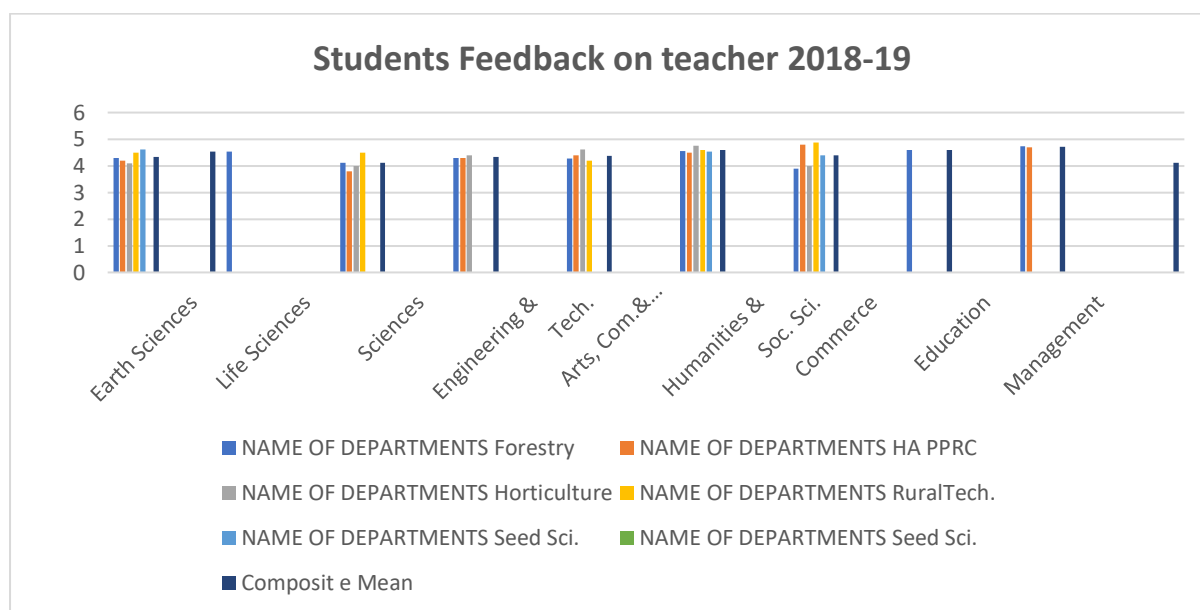
Encouraging Self-Learning: Fostering a parameter of self-learning, teachers aim to encourage independent thinking and cultivate lifelong learning habits among students.

Keeping Curriculum Updated: Acknowledging the dynamic nature of the world, regular feedback is sought on whether the curriculum remains relevant and updated to meet the demands of the time.

Inclusive Curriculum Development: Teachers' input is actively sought regarding their freedom to contribute ideas to the curriculum design and development, fostering a collaborative and inclusive approach to academic planning.

By carefully considering these ten parameters, HNB Garhwal University strives to create a curriculum that adapts to the evolving needs of students and prepares them for a successful future in their chosen fields. The university's commitment to incorporating teacher feedback ensures the curriculum's continuous improvement and relevance in the ever-changing educational landscape.

3. Students Feedback on teacher 2018-19



This report presents the analysis of student feedback on teacher evaluations from various departments within the university. The data includes mean scores for each department based on specific criteria, such as emphasis on fundamentals, coverage of recent/advanced topics, availability of study materials, organization of the course curriculum, relevance of curriculum units to the course, employability of the curriculum, practical exposure, and overall composite mean. The aim of this analysis is to gain insights into student satisfaction with their teachers, identify strengths and areas for improvement in teaching practices, and provide recommendations to enhance the overall teaching-learning experience.

The data reveals that several departments have garnered positive student responses. In the School of Agriculture and Allied Sciences, the departments of Forestry, HAPPRC, and Horticulture received favourable mean scores, indicating high levels of student satisfaction. Similarly, the Earth Sciences department's Defence Studies program stands out with a significantly high mean score, reflecting excellent student satisfaction.

However, there are also departments that have areas for improvement. In the School of Life Sciences, while Botany and Biochemistry departments received satisfactory mean scores, Microbiology and Zoology departments obtained scores below 4, suggesting a need for enhancement in teaching practices.

The School of Sciences shows a generally positive response, with departments like Chemistry, Mathematics, Physics, and Pharmaceutical Sciences receiving mean scores between 3.8 and 4.4. The School of Engineering and Technology boasts positive student feedback, with ECE, IT, IE, and ME departments earning favorable mean scores, indicating a high level of student satisfaction. The School of Arts, Communication, and Languages witnessed encouraging responses in English, Hindi, and Sanskrit departments, which received mean scores above 4.5, and the Drawing and CJMC departments also earned positive scores.

The School of Humanities and Social Sciences showcases departments like Economics, History, Political Science, and Psychology with mean scores above 4.4, indicating high student satisfaction. However, departments like Anthropology and Sociology obtained scores below 4, suggesting room for improvement. The School of Commerce received a positive response, with the Commerce department earning a mean score of 4.6, indicating overall student satisfaction. The School of Education demonstrated successful responses in the Yoga and Physical Education departments, earning mean scores of 4.74 and 4.69, respectively. Lastly, the School of Management received a mean score of 4.12, signalling areas for improvement in the Business Management department.

Broad Suggestions and recommendations

To enhance the teaching-learning experience and improve student satisfaction, the following recommendations are suggested:

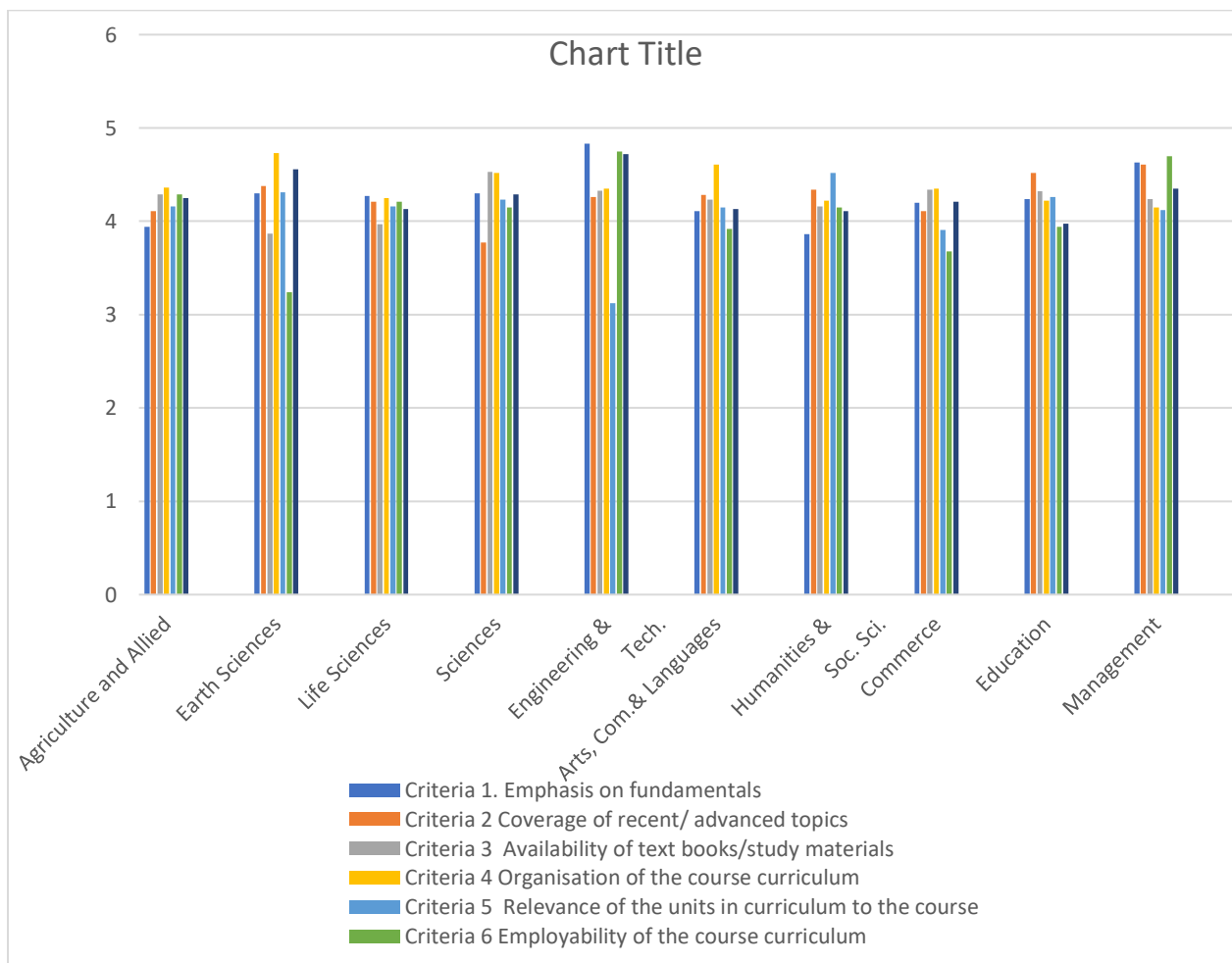
1. Offer professional development opportunities for faculty members, such as workshops, seminars, and training sessions, to equip them with the latest teaching methodologies and technology and enhance the overall quality of education.
2. Regularly review and update the curriculum to ensure its alignment with the latest advancements in the field and industry requirements. This will enhance the relevance and employability of the course curriculum.
3. Enhance practical exposure by incorporating hands-on experiences, field trips, and industry internships. Practical learning opportunities bridge the gap between theory and application, providing students with real-world insights.
4. Foster a supportive and respectful environment that values and appreciates teachers. Recognize and reward outstanding teaching efforts and encourage collaboration among faculty members to boost motivation and commitment.
5. Encourage faculty members to pursue higher education and research, enhancing their expertise in respective fields and contributing to overall academic quality and students' learning experience.

Action Taken

- A One-week Short Term Course on Open Educational Resources in Higher Education organized by Faculty Development Centre, HNBGU.
- Several faculty members from different departments of the University have attended refresher and orientation programs
- MoU was signed between H.N.B Garhwal University, Srinagar (Garhwal) and IIT Delhi (National level coordinating institute of *Unnat Bharat Abhiyan*).
- Different field-based workshops involving students, faculty members were organised by school of agriculture and allied sciences

- *Two Days Training Programme on Ethics and Values in Public Governance* for faculty members at Academic Activity Centre, Chauras Campus.
- *Faculty members of bio technology* attended the Department of Health Research, GoI sponsored *Training Course on “Advances in Biology of Communicable Diseases”* at ICMR NIRRH, Mumbai.
- Faculty member of attended *National Workshop on Biodiversity Conservation Training*, sponsored by Department of Science & Technology under the DISHA Scheme for Women in Science Working in Government Sector conducted by Wildlife Institute of India, Dehradun.
- Three days *International Conference cum Workshop on Entrepreneurship Development in Tourism and Hospitality Sector in the Himalayan States*. Sponsored by Ministry of Tourism, Govt. of India
- Faculty members of many departments completed online courses for upscaling their knowledge and skills

4. Students feedback on Curriculum 2018-19



The data provided offers valuable insights into students' feedback on the curriculum, based on various criteria, across different schools. Let's delve into a detailed analysis of each criterion and its implications for the overall curriculum evaluation:

1. **Relevance to Real-World Applications (Average Score: 4.2):** The average score for this criterion indicates that students generally find the curriculum to have a good level of relevance to real-world scenarios. However, there is room for improvement, as some schools scored lower in this aspect. Schools should aim to bridge the gap between theoretical knowledge and its practical application to enhance the students' understanding and preparedness for real-world challenges.
2. **Challenge and Stimulation (Average Score: 4.34):** This criterion received the highest average score, signifying that students perceive the curriculum as challenging and stimulating. This positive aspect suggests that the curriculum is effective in fostering critical thinking skills and keeping students engaged in their studies.
3. **Overall Satisfaction (Average Score: 4.16):** The average score for Overall Satisfaction suggests that students, on the whole, are content with the curriculum and believe it meets their needs. However, it's essential to continue seeking student feedback to identify specific areas of improvement to enhance overall satisfaction levels.
4. **Clarity of Instruction (Average Score: 4.22):** The average score for Clarity of Instruction is relatively high, indicating that students find the instructional material to be clear and understandable. This positive aspect contributes to the students' learning experience and supports their academic progress.
5. **Availability of Resources (Average Score: 4.52):** The high average score for Availability of Resources suggests that students generally have access to sufficient resources to support their learning. Schools should continue to invest in providing adequate and updated resources to enhance the overall learning environment.
6. **Opportunities for Interaction (Average Score: 3.98):** The average score for Opportunities for Interaction is slightly below the overall average, indicating that students may desire more opportunities to interact with their peers and faculty. Increasing interactive sessions, group discussions, and collaborative activities can foster a more engaging and enriching learning experience.
7. **Assessment Methods (Average Score: 4.11):** The lowest average score is attributed to Assessment Methods, suggesting that students are not entirely satisfied with the current evaluation approaches. Schools should explore incorporating a diverse range of assessment methods, providing timely feedback, and offering opportunities for revision to enhance students' learning and academic performance.
8. **Overall Quality (Average Score: 4.2):** The average score for Overall Quality aligns with the average for Relevance to real-world applications. This suggests that students perceive the overall quality of the curriculum to be satisfactory. Schools should strive to maintain and improve this quality by addressing specific areas identified for enhancement.

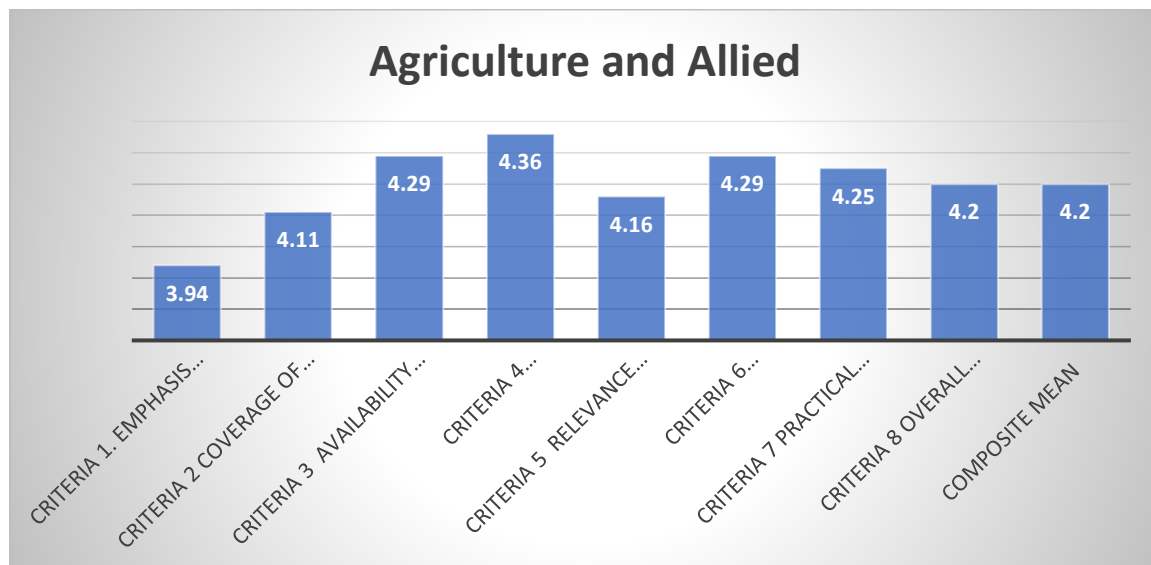
Recommendations:

To further enhance the curriculum and address any areas of improvement, the following recommendations are proposed:

1. **Industry Integration:** Foster stronger ties with industry partners to offer students more opportunities for internships, industry projects, and guest lectures by industry professionals.

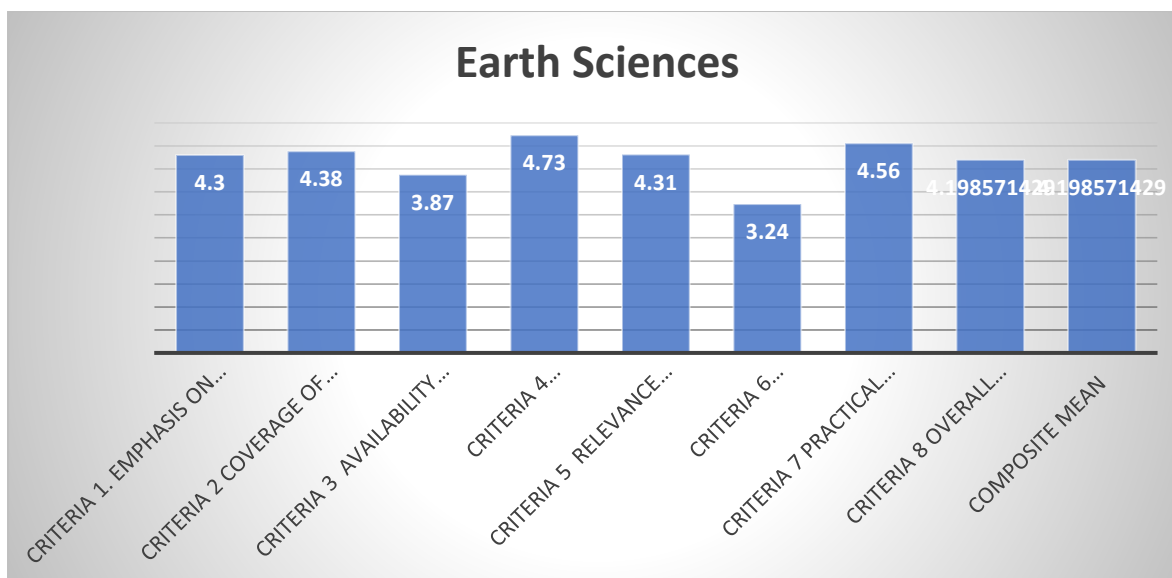
2. **Experiential Learning:** Introduce more experiential learning opportunities, such as case studies, simulations, and team-based projects, to enhance students' problem-solving and decision-making skills.
3. **Soft Skills Training:** Offer workshops and training to enhance students' soft skills, such as communication, teamwork, and emotional intelligence, to complement their technical knowledge.
4. **Continuous Curriculum Review:** Implement a continuous curriculum review process, gathering feedback from students and industry partners to ensure the curriculum remains relevant and up-to-date.
5. **Development of resources:** Resources to facilitate students such as internet facility, updated books in library and laboratory facility should be made more effective.

Overall, the university's focus on emphasizing fundamentals, covering advanced topics, and providing practical exposure has contributed to positive student feedback and satisfaction. To maintain and improve these positive results, the university should continue to prioritize student-centered approaches, encourage open communication, and actively seek input from both students and faculty members to further enhance the learning experience and academic quality.



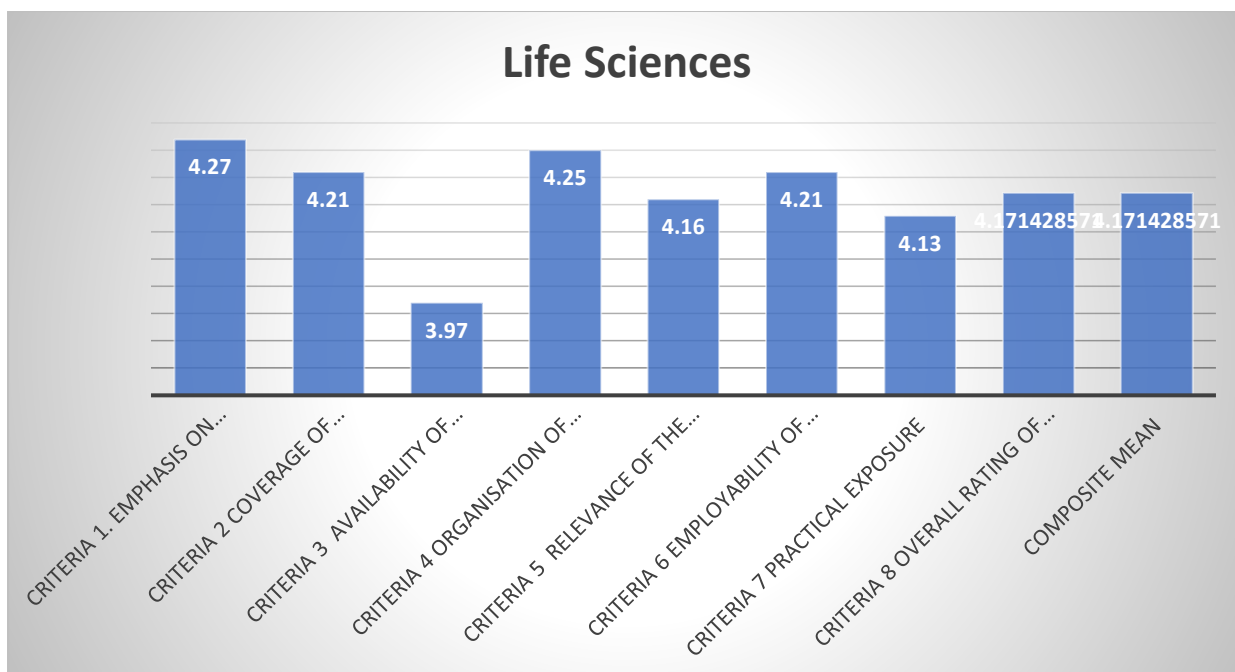
Student Feedback on Curriculum Evaluation: School of Agriculture and Allied Science

The data reveals a mixed response from students regarding different aspects of the curriculum. The criteria with relatively higher mean scores include Coverage of recent/advanced topics (4.11), Availability of textbooks/study materials (4.29), Organisation of the course curriculum (4.36), and Employability of the course curriculum (4.29). These scores indicate that students appreciate the inclusion of recent and advanced topics in their courses, as well as the availability and organization of study materials. The emphasis on employability in the curriculum design is also valued by the students. However, some criteria received slightly lower mean scores. Emphasis on fundamentals obtained a score of 3.94, indicating that students may desire more focus on foundational concepts in their courses. Additionally, the criteria for Practical Exposure obtained a score of 4.25, suggesting that students desire more hands-on experiences and practical learning opportunities in their chosen fields.



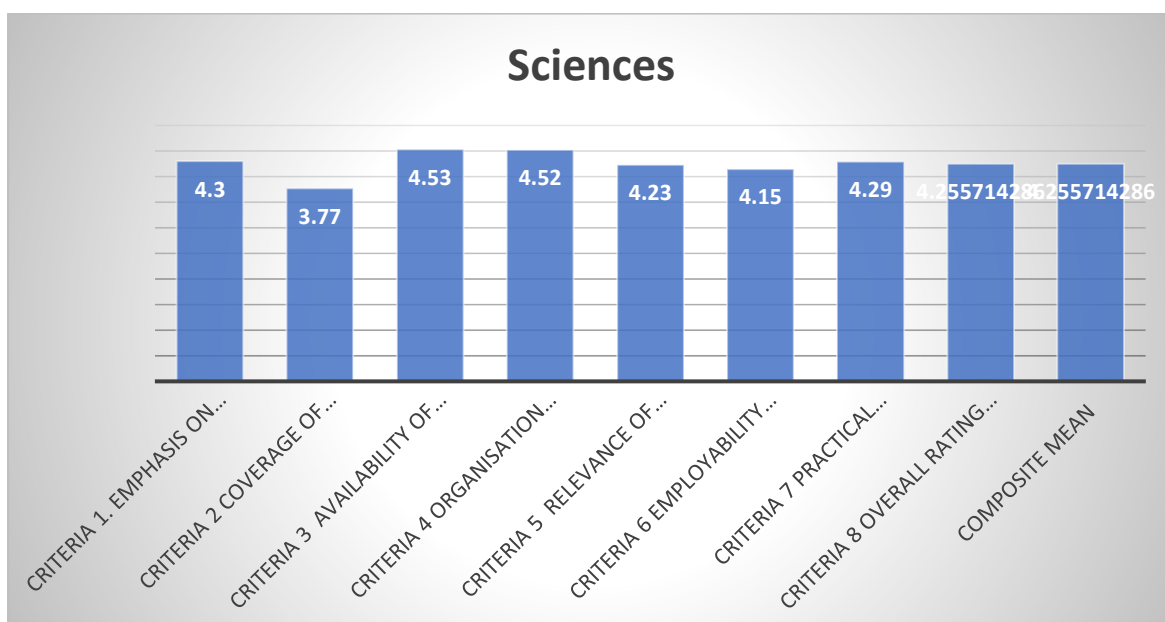
The data reveals that students have varying opinions on different aspects of the curriculum in Earth Sciences. The criteria with relatively higher mean scores include Coverage of recent/advanced topics (4.38), Organization of the course curriculum (4.73), Practical exposure (4.56), and Emphasis on fundamentals (4.3). These scores indicate that students appreciate the inclusion of recent and advanced topics in their courses, find the curriculum well-organized, value practical exposure opportunities, and acknowledge the emphasis on fundamental concepts.

However, some criteria received slightly lower mean scores. Availability of textbooks/study materials obtained a score of 3.87, suggesting that students may desire more comprehensive and accessible study materials to support their learning. Additionally, the Relevance of the units in the curriculum to the course received a mean score of 4.31, indicating that while students find the curriculum units relevant, there may still be scope for improvement to better align them with the specific needs and interests of the students. The Employability of the course curriculum obtained a mean score of 3.24, indicating that students may desire more focus on developing skills and knowledge that are directly applicable in the professional world. The Overall Rating of the course received a mean score of 4.19, indicating that students, on average, are moderately satisfied with the overall curriculum.

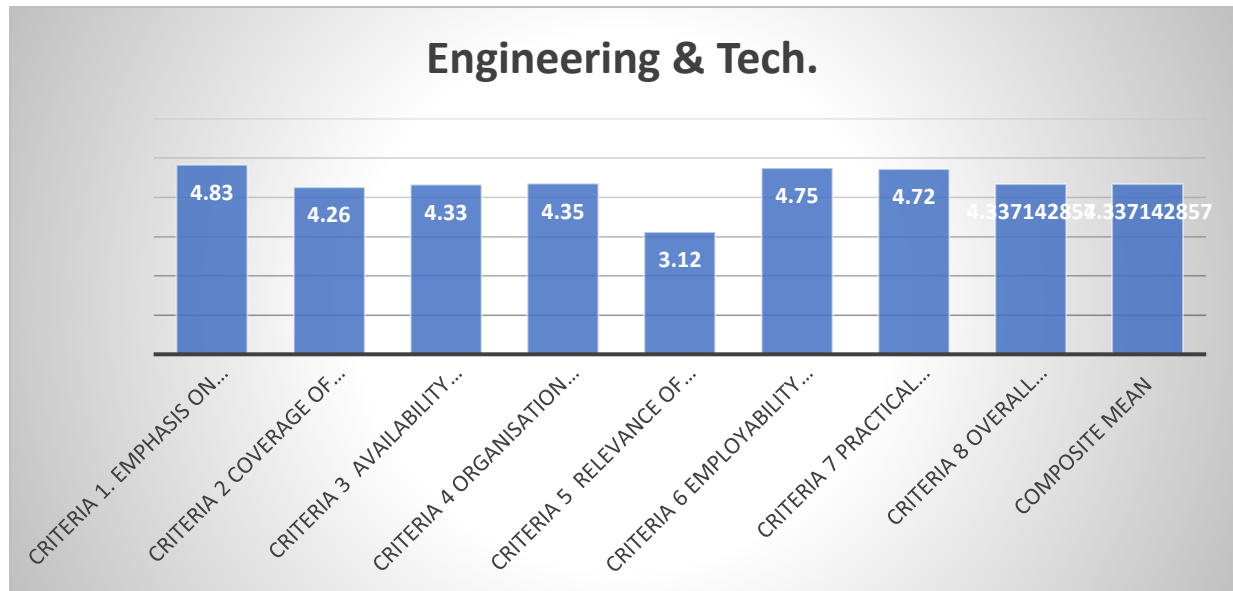


The data reveals that students have varying opinions on different aspects of the curriculum in Life Sciences. The criteria with relatively higher mean scores include Emphasis on fundamentals (4.27), Coverage of recent/advanced topics (4.21), Organization of the course curriculum (4.25), and Practical exposure (4.21). These scores indicate that students appreciate the emphasis on foundational knowledge, the inclusion of recent and advanced topics in their courses, find the curriculum well-organized, and value practical exposure opportunities in the field of Life Sciences.

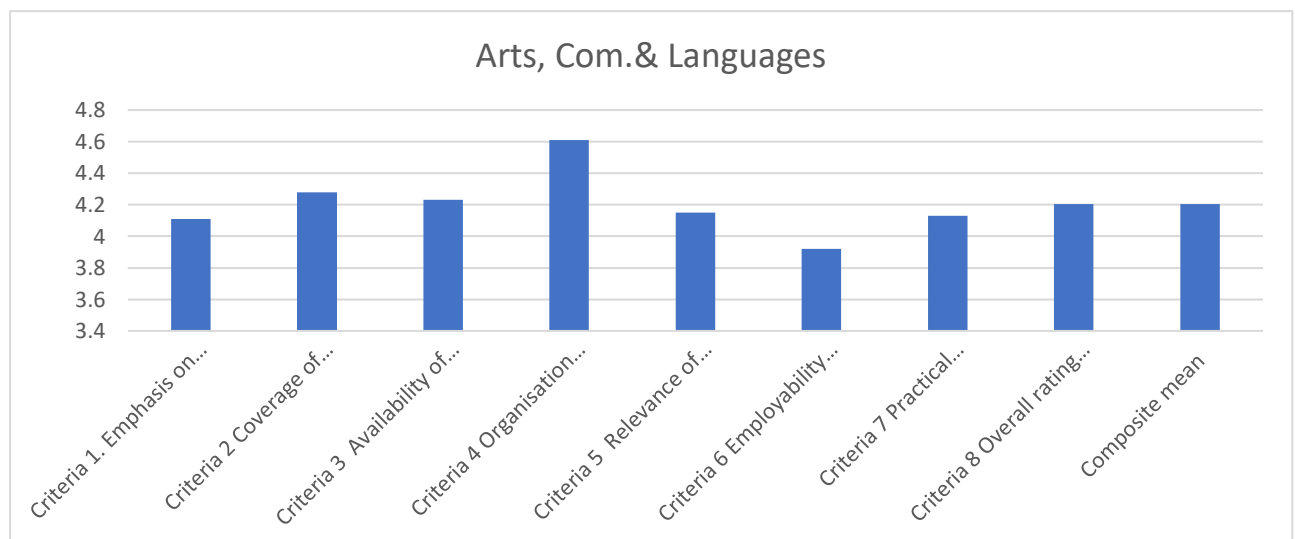
However, some criteria received slightly lower mean scores. Availability of textbooks/study materials obtained a score of 3.97, suggesting that students may desire more comprehensive and readily available study materials to support their learning. Additionally, the Employability of the course curriculum received a mean score of 4.16, indicating that students may desire more focus on developing skills and knowledge that are directly applicable in the job market.



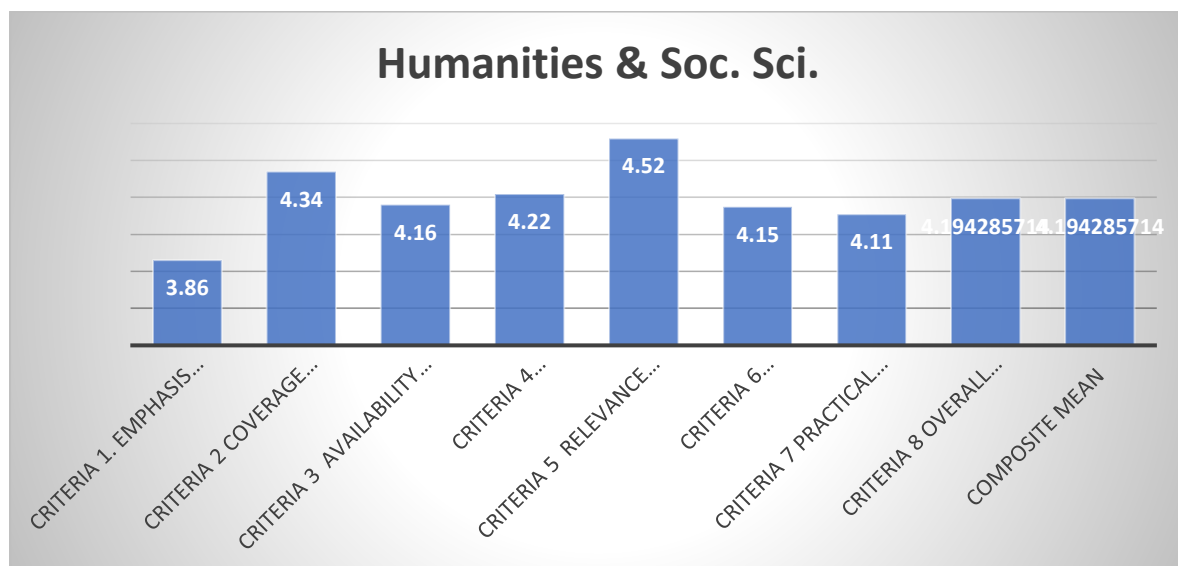
The data reveals that students have varying opinions on different aspects of the curriculum in the School of Sciences. The criteria with relatively higher mean scores include Emphasis on fundamentals (4.3), Coverage of recent/advanced topics (4.53), Organization of the course curriculum (4.52), and Practical exposure (4.29). These scores indicate that students appreciate the strong emphasis on foundational knowledge, the inclusion of cutting-edge and advanced topics, find the curriculum well-organized, and value practical exposure opportunities in the field of Sciences.



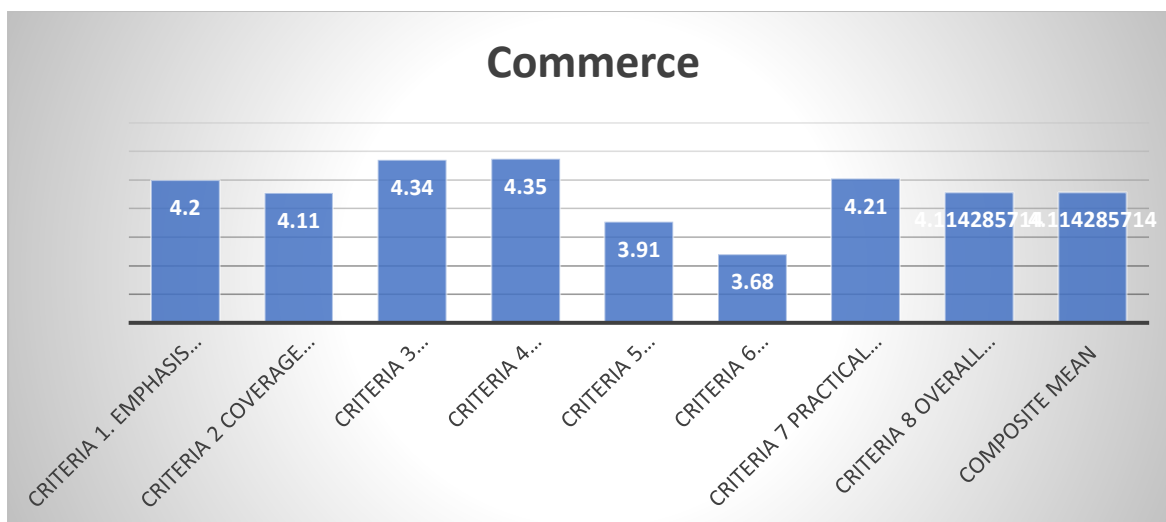
The data reveals that students have provided mixed feedback across different aspects of the curriculum in the School of Engineering and Technology. The criteria with higher mean scores include Emphasis on fundamentals (4.83), Coverage of recent/advanced topics (4.75), Organization of the course curriculum (4.72), and Practical exposure (4.33). These scores indicate that students appreciate the strong emphasis on core concepts, the inclusion of cutting-edge and advanced topics, find the curriculum well-organized, and value practical exposure opportunities, which are essential aspects of engineering and technology education.



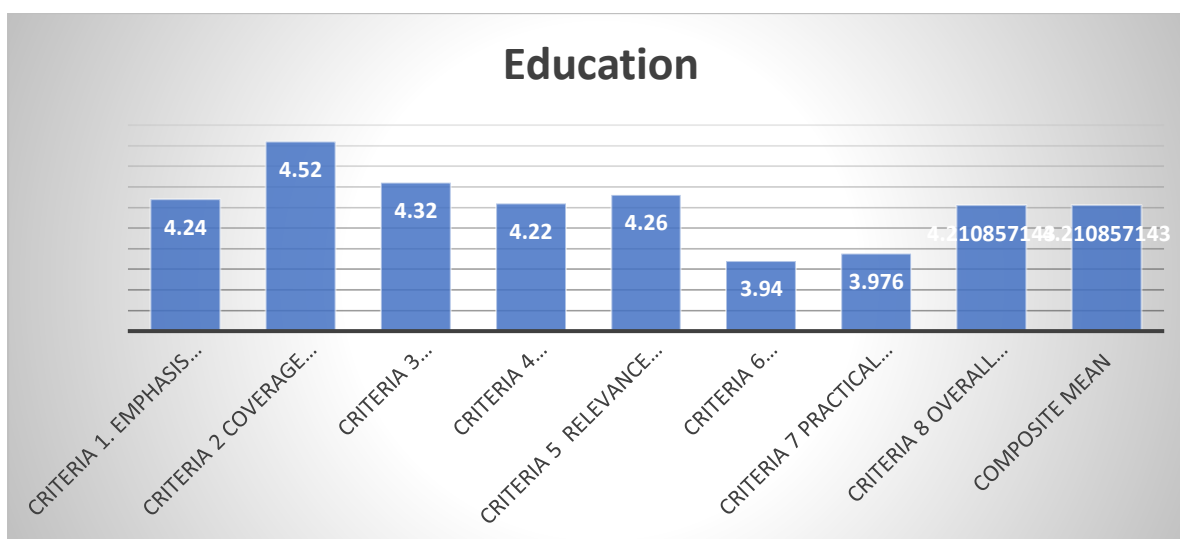
The data reveals that students generally have positive feedback regarding the curriculum in the School of Arts, Communication, and Languages. Several criteria received high mean scores, including Emphasis on fundamentals (4.61), Coverage of recent/advanced topics (4.28), Organization of the course curriculum (4.23), and Practical exposure (4.20). These scores indicate that students appreciate the strong foundational focus, exposure to contemporary topics, the well-structured course organization, and the practical learning experiences provided in the curriculum. Additionally, the Relevance of the units in the curriculum to the course obtained a mean score of 4.15, suggesting that students find the course content aligns well with the intended learning outcomes and career aspirations. However, the Availability of textbooks/study materials received a mean score of 4.11, indicating that students may desire more accessible and comprehensive study materials to support their learning and research activities. The Employability of the course curriculum obtained a mean score of 3.92, suggesting that students may seek additional opportunities for skill development and career-oriented training to enhance their employability prospects.



The data reveals that students generally have positive feedback regarding the curriculum in the School of Humanities and Social Sciences. Several criteria received high mean scores, including Coverage of recent/advanced topics (4.34), Employability of the course curriculum (4.52), and Practical exposure (4.22). These scores indicate that students appreciate the exposure to current and advanced topics, the emphasis on developing employability skills, and the practical learning opportunities provided by the curriculum.

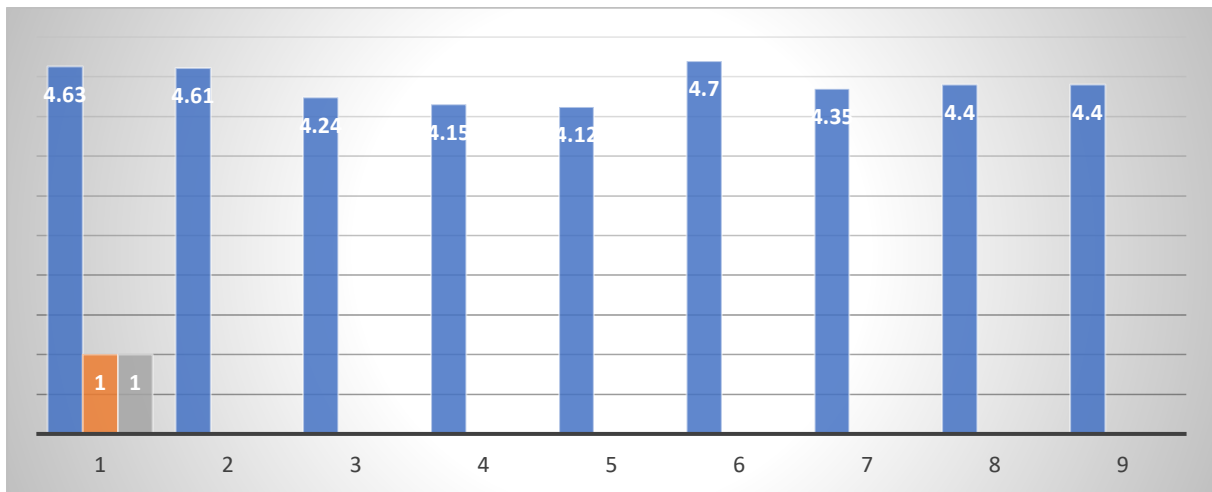


The data reveals that students have generally positive feedback regarding the curriculum in the School of Commerce. Several criteria received high mean scores, including Coverage of recent/advanced topics (4.35), Relevance of the units in the curriculum to the course (4.34), and Employability of the course curriculum (4.21). These scores indicate that students appreciate the exposure to current and advanced topics, find the course content relevant to their academic and career interests, and recognize the emphasis on employability skills in the curriculum. However, some criteria received relatively lower mean scores. The Emphasis on fundamentals obtained a mean score of 3.91, suggesting that students may desire more focus on building strong foundational knowledge in the fundamental concepts of commerce. The Availability of textbooks/study materials received a mean score of 3.68, indicating that students may seek improved access to comprehensive study materials and resources to support their learning.



The data indicates that students have expressed positive feedback regarding the curriculum in the School of Education. Notably, several criteria received high mean scores, including Coverage of recent/advanced topics (4.52), Relevance of the units in the curriculum to the course (4.32), and Practical exposure (4.26). These scores suggest that students appreciate the exposure to current and advanced topics, find the course content relevant to their career aspirations, and recognize the practical experiences integrated into their academic journey.

Moreover, the Emphasis on fundamentals received a mean score of 4.24, indicating that students recognize the importance of strong foundational knowledge in education principles and theories. The Availability of textbooks/study materials obtained a mean score of 4.22, suggesting that students have access to adequate learning resources to support their studies. The Organization of the course curriculum received a mean score of 3.94, indicating that students generally find the structure and sequencing of courses satisfactory. The Overall Rating of the course obtained a mean score of 4.21, signifying that students express a high level of satisfaction with the curriculum in the School of Education.



The data indicates that students have provided positive feedback regarding the curriculum in the School of Management. Notably, several criteria received high mean scores, including Coverage of recent/advanced topics (4.61), Emphasis on fundamentals (4.63), and Practical exposure (4.7). These scores suggest that students appreciate the inclusion of contemporary and advanced topics, recognize the importance of strong foundational knowledge in management principles, and value the opportunities for hands-on learning experiences. Moreover, the Employability of the course curriculum received a mean score of 4.35, indicating that students recognize the relevance of the curriculum in preparing them for future career opportunities. The Availability of textbooks/study materials obtained a mean score of 4.15, suggesting that students find the learning resources adequate to support their studies. The Organization of the course curriculum received a mean score of 4.24, indicating that students generally find the structure and sequencing of courses satisfactory. The Overall Rating of the course obtained a mean score of 4.4, signifying that students express a high level of satisfaction with the curriculum in the School of Management.

Broad Suggestions:

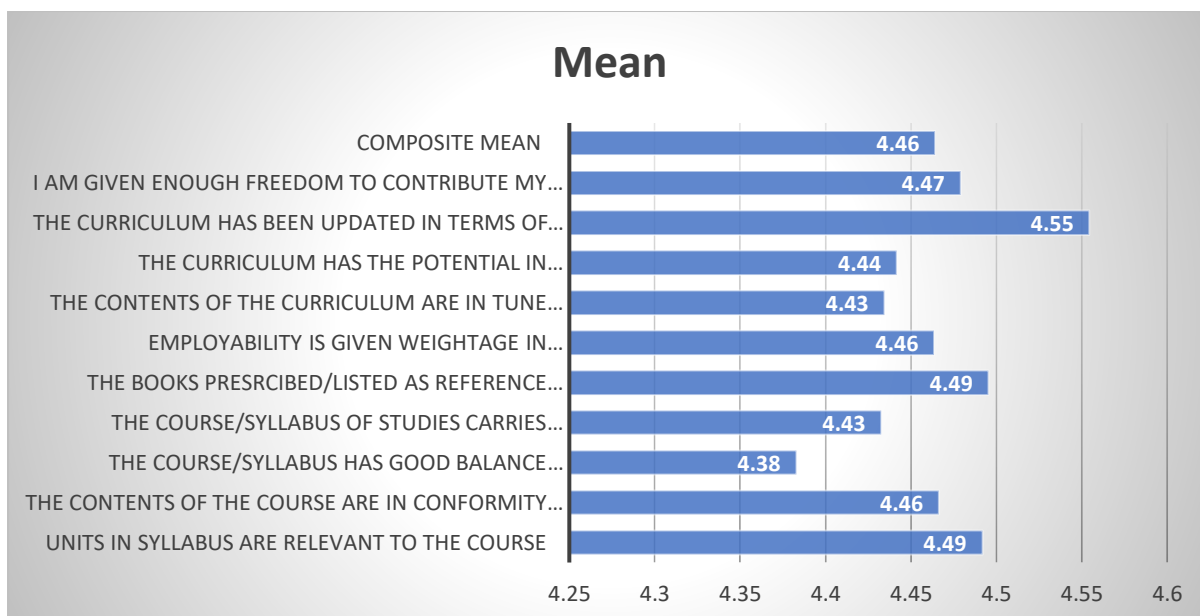
- Students should be given more opportunities and encouragement to pursue online courses such as provided under the MOOCs
- Departments should regularly analyse the curriculum in their Board of studies and should work towards making it more focused towards generating employment and skill generation.
- University should focus on introducing courses which should help in developing the soft skills of the students
- Syllabus of different courses under different programs offered by the departments of the University should be regularly updated

- Memorandum of Understandings should be signed by the departments of other Universities and academic and research institutions the benefits of which could get spilled over to the students of the University.
- Availability of textbooks/study materials should be made more accessible for the students

Action Taken:

- Setting up of Wi-Fi Campus with free access to internet by the students is under progress and work marked to be completed in different phases has already attained many set targets.
- In the Central Library, a collection of more than one lakh books has been classified, catalogued and made inventory available in machine readable form. A total of Rupees 409.21 lakhs expenditure was done to procure books and journals for the libraries of the University in academic session 2017-18.
- Several departments have updated their syllabus while few employment-oriented courses were also introduced by different schools of the University.
- DST sponsored *5 days Field Training Workshop for the Ph.D. Students* was organised under the supervision of faculty members of Geology department.
- Curriculum was updated, as per the feedback received, by many departments of different schools.
- H.N.B. Garhwal University has started online procurement of Goods through GeM from July 2017 and adopted and implemented “The General Financial Rules 2017”.
- The Fourth Industry Academia Linkages event *AAROHAN* was organized by the Industry Academia Linkages cell and Department of Business Management on March 16, 2018.
- The Department of Commerce signed MoU/ Agreement for the ICSI Signature Award with the Institute of Company Secretaries of India, New Delhi.

5. Teachers Feedback on Curriculum (2018-19)



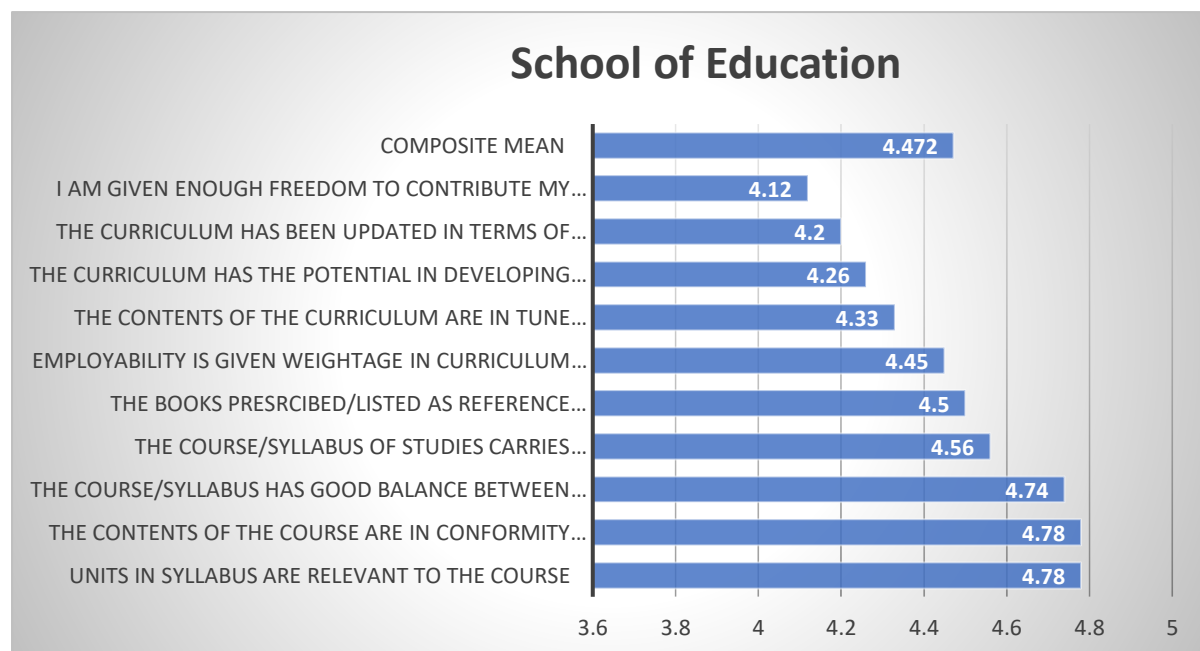
The teachers at Hemvati Nandan Bahuguna Garhwal University have provided feedback on the curriculum, with an overall composite mean rating of 4.46. The feedback reflects their perspectives on various aspects of the curriculum and highlights its strengths as well as areas for potential improvement. The units included in the syllabus are rated at 4.49 for relevance to the course. This indicates that the curriculum is well-designed to cover essential and up-to-date topics in the respective fields of study, ensuring that students receive a comprehensive and specialized education. Furthermore, the contents of the course are rated at 4.46 in terms of conformity with the learning outcomes. This suggests that the curriculum aligns effectively with the intended learning objectives, facilitating students in achieving the specific knowledge and skills outlined in the curriculum. The course/syllabus is evaluated at 4.38 for its balance between theory and application. While positive, there may be potential for enhancing the practical application aspect of the curriculum, allowing students to apply theoretical knowledge to real-world scenarios and promoting their problem-solving and critical thinking abilities.

The course/syllabus offering a sufficient number of optional papers receives a rating of 4.43. This provides students with opportunities to explore diverse areas of interest and specialize within their chosen fields, supporting their individual growth and expertise. The books prescribed/listed as reference materials are considered highly relevant and updated, receiving a rating of 4.49. This signifies that the university is committed to providing students with access to the latest research and developments, enriching their learning experience.

Employability is given significant consideration in the curriculum's design and development, earning a rating of 4.46. This underscores the university's commitment to equipping students with the skills and knowledge needed for successful careers in their respective fields. The contents of the curriculum being in tune with prestigious examinations like UGC/CSIR-NET/GATE/GPAT received a rating of 4.43. This suggests that students are adequately prepared for these competitive exams, enhancing their academic and career prospects. Moreover, the curriculum has the potential to develop the habit of self-learning among students, earning a rating of 4.44. This attribute is valuable as it encourages students to become proactive learners, taking ownership of their education and fostering lifelong learning habits. The curriculum is consistently updated in response to the demands and needs of the time, also receiving a high rating of 4.55. This adaptability ensures that students are equipped with

relevant and contemporary knowledge and skills, staying at the forefront of advancements in their fields of study. Faculty members feel valued and empowered, as they are given enough freedom to contribute their ideas to curriculum design and development, earning a rating of 4.47. This participatory approach fosters a collaborative and innovative learning environment, benefiting both faculty and students. In conclusion, the teachers' feedback on the curriculum at Hemvati Nandan Bahuguna Garhwal University reflects its overall effectiveness and strengths. The composite mean rating of 4.46 underscores the curriculum's quality and impact, while also providing insights into areas that could be further improved to enhance the students' learning experience and career prospects.

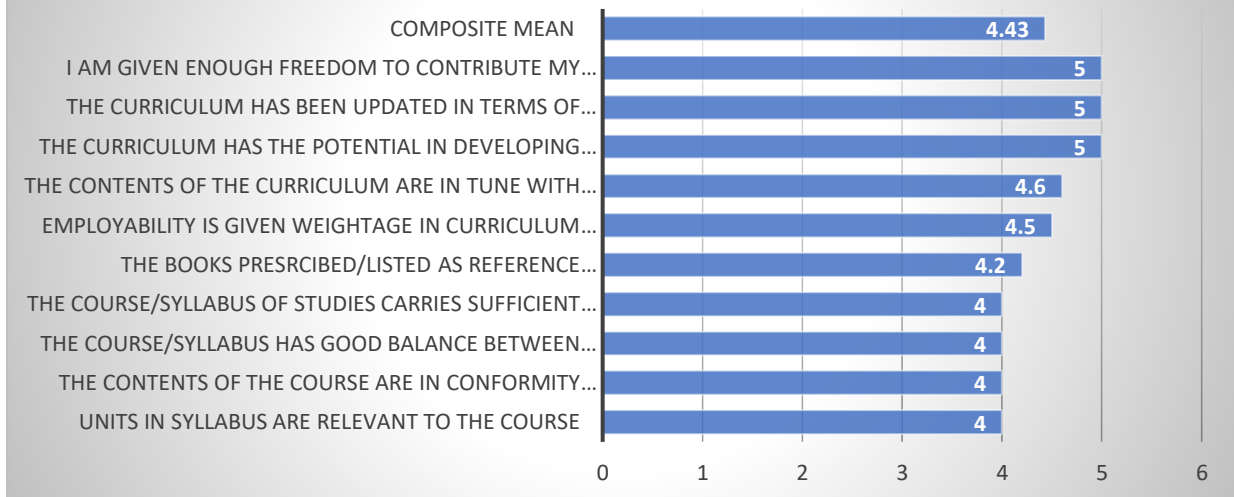
School wise Analysis of Teacher feedback on Curriculum



School of Education

School of Education indicates a generally positive response, with a composite mean rating of 4.47. In conclusion, the teachers' feedback on the curriculum for the year 2018-19 at the School of Education is generally positive, with several commendable attributes such as relevance, balance, employability focus, and potential for self-learning. The composite mean rating of 4.472 reflects the overall effectiveness of the curriculum in providing students with a comprehensive and future-oriented education in the field of education.

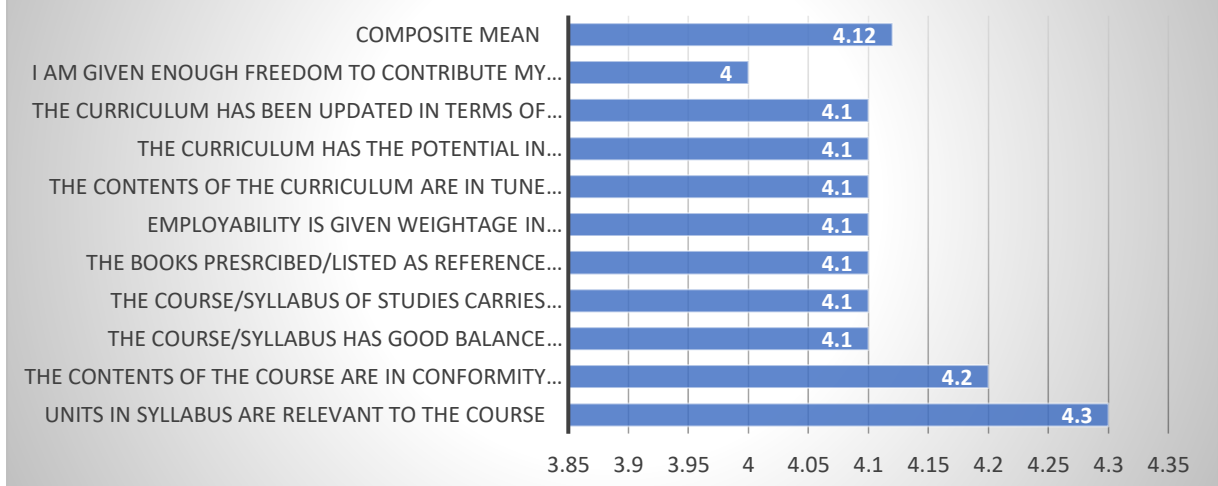
School of Management



School of Management

The School of Management at the university has received positive feedback on its curriculum, with a composite mean rating of 4.43. The curriculum exhibits several commendable attributes, contributing to its effectiveness in providing a comprehensive and relevant education in the field of management. In conclusion, the School of Management's curriculum at the university is commendable, with attributes such as relevance, balance, employability focus, and potential for self-learning. The composite mean rating of 4.43 reflects the overall effectiveness of the curriculum in providing students with a comprehensive and future-oriented education in management.

School of Agriculture and Allied Science

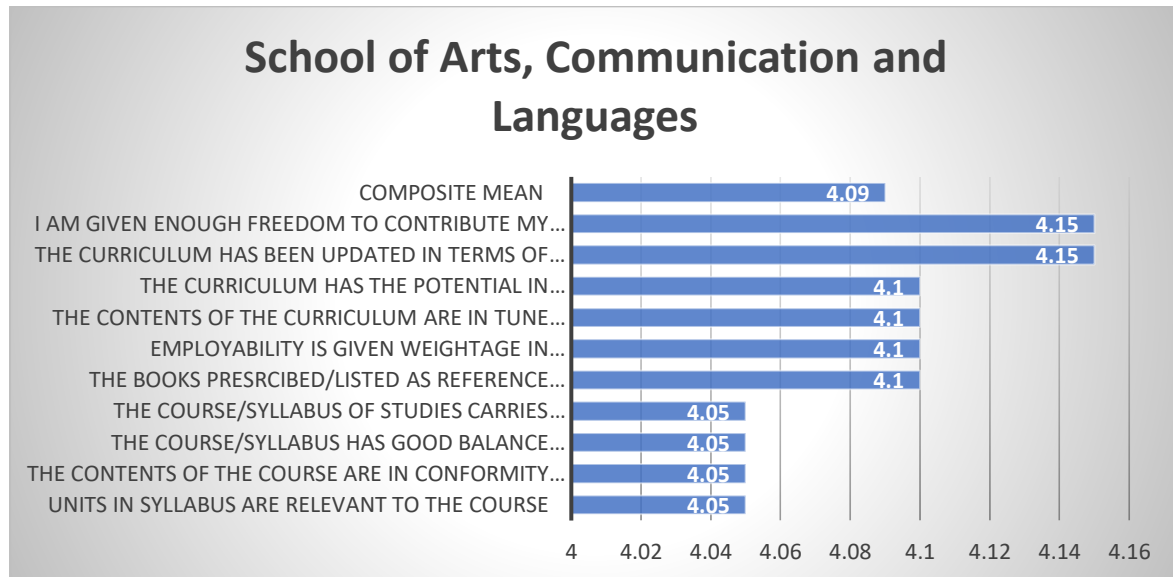


School of Agriculture and Allied Science

The School of Agriculture and Allied Science at the university has received feedback on its curriculum, with a composite mean rating of 4.12.

In conclusion, the School of Agriculture and Allied Science's curriculum at the university exhibits positive aspects such as relevance, employability focus, and potential for self-learning.

However, there are opportunities for improvement in areas such as aligning course content with learning outcomes, providing more practical application opportunities, and diversifying optional papers. The composite mean rating of 4.12 reflects the overall effectiveness of the curriculum, and further enhancements can make it even more impactful in providing students with a comprehensive and future-oriented education in agriculture and allied sciences

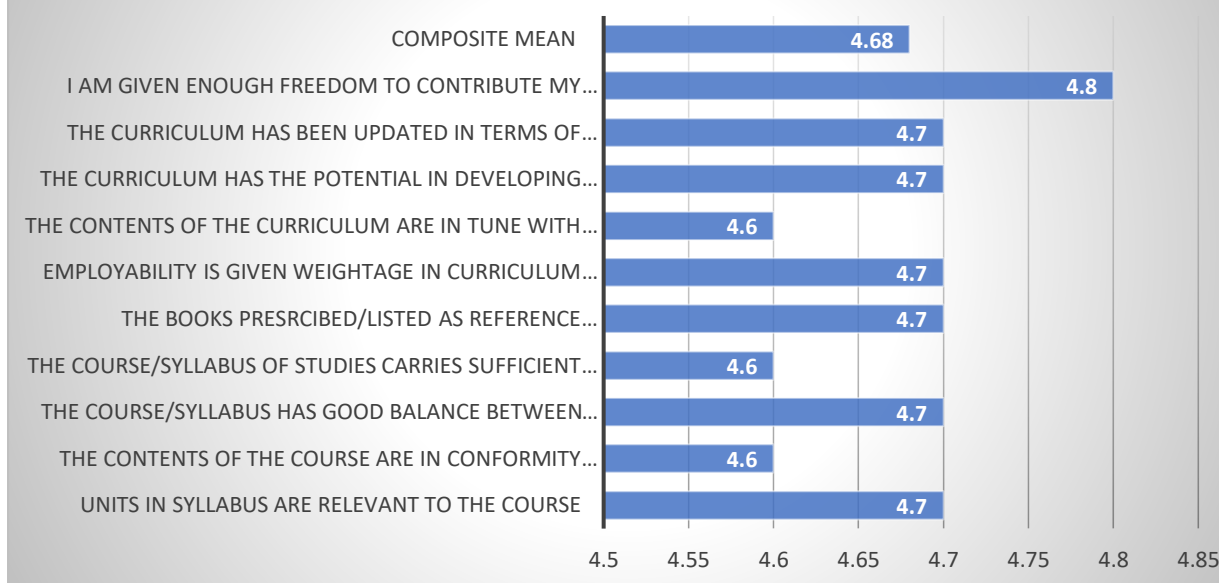


School of Arts, Communication and Languages

The feedback indicates that the curriculum possesses several positive attributes but also provides opportunities for improvement to further enhance the effectiveness of the education provided in arts, communication, and languages.

In conclusion, the School of Arts, Communication, and Languages' curriculum at the university exhibits several positive attributes such as relevance, employability focus, and potential for self-learning. However, there are opportunities for improvement in areas such as providing more practical application opportunities and diversifying optional papers. The composite mean rating of 4.09 reflects the overall effectiveness of the curriculum, and further enhancements can make it even more impactful in providing students with a comprehensive and future-oriented education in arts, communication, and languages.

School of Commerce

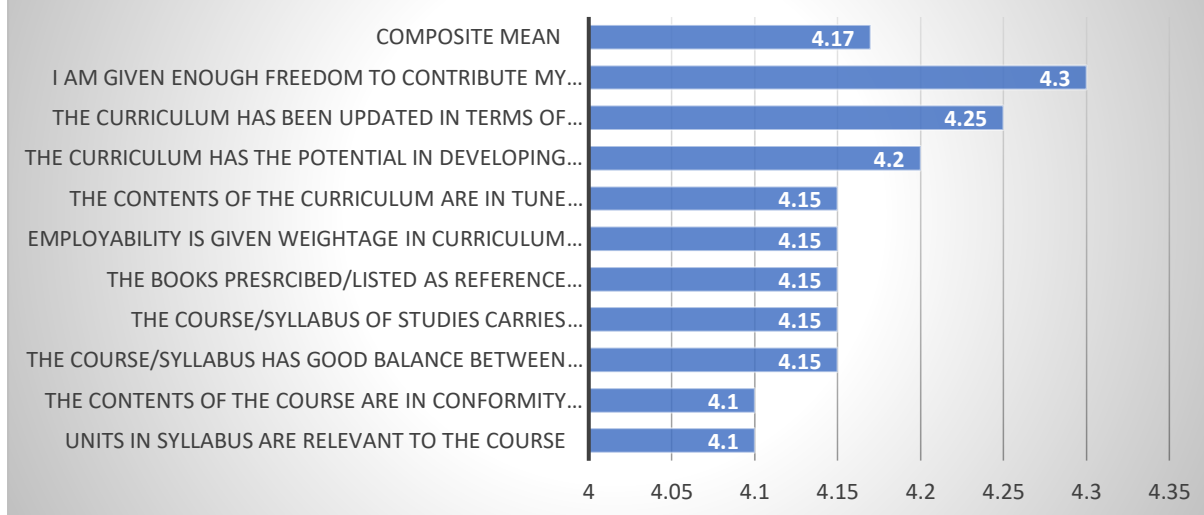


School of Commerce

The School of Commerce at the university has received highly positive feedback on its curriculum, with a commendable composite mean rating of 4.68. The curriculum exhibits several outstanding attributes, contributing to its effectiveness in providing a comprehensive and relevant education in commerce.

In conclusion, the School of Commerce's curriculum at the university is exemplary, with attributes such as relevance, balance, employability focus, and potential for self-learning. Its composite mean rating of 4.68 signifies its outstanding quality and effectiveness in providing students with a comprehensive and future-oriented education in commerce.

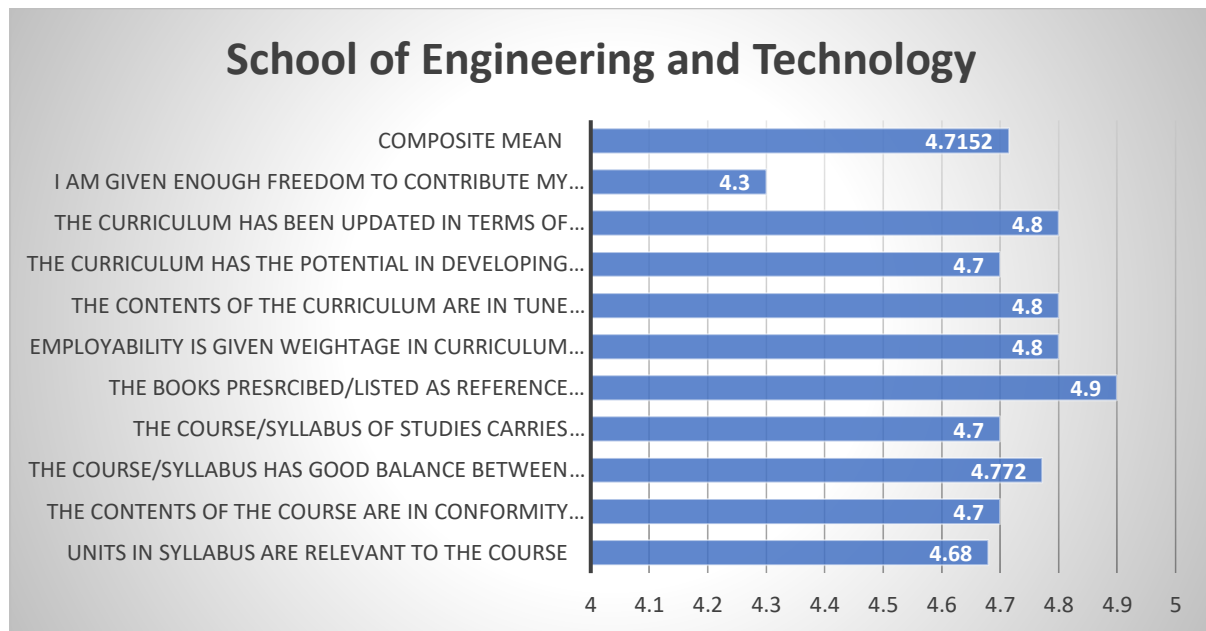
School of Earth Science



School of Earth Science

The School of Earth Science at the university has received positive feedback on its curriculum, with a composite mean rating of 4.17.

In conclusion, the School of Earth Science's curriculum at the university exhibits several positive attributes such as relevance, balance, employability focus, and potential for self-learning. The composite mean rating of 4.17 reflects the overall effectiveness of the curriculum, and it further establishes its quality and impact in providing students with a comprehensive and future-oriented education in earth sciences.

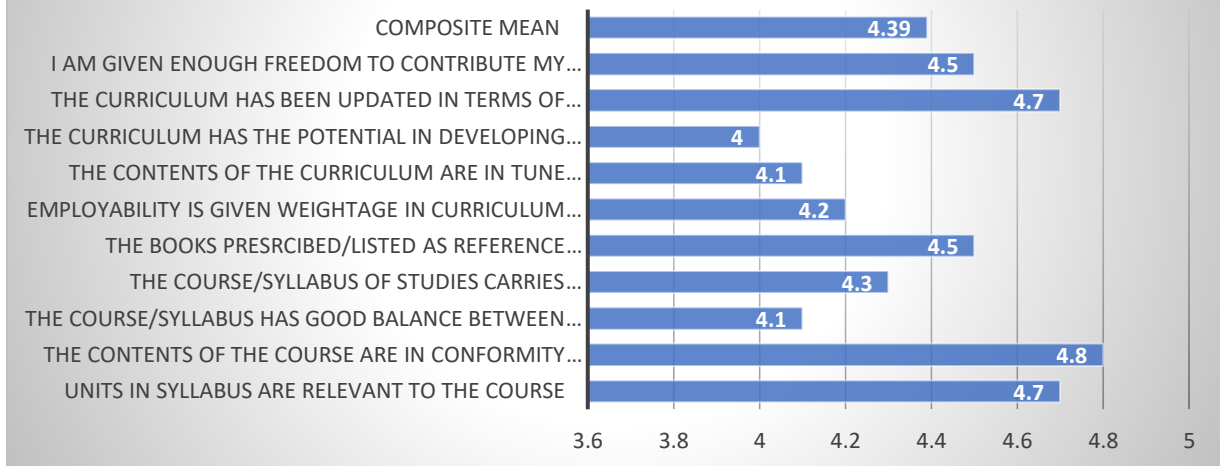


School of Engineering and Technology

The School of Engineering and Technology has received highly positive feedback on its curriculum from the teachers, with a remarkable composite mean rating of 4.71.

In conclusion, the School of Engineering and Technology's curriculum at the university exhibits numerous outstanding attributes such as relevance, balance, employability focus, and potential for self-learning. The composite mean rating of 4.7152 reflects the curriculum's overall excellence, reaffirming its quality and impact in providing students with a comprehensive and future-oriented education in engineering and technology.

School of Humanities and Social Sciences

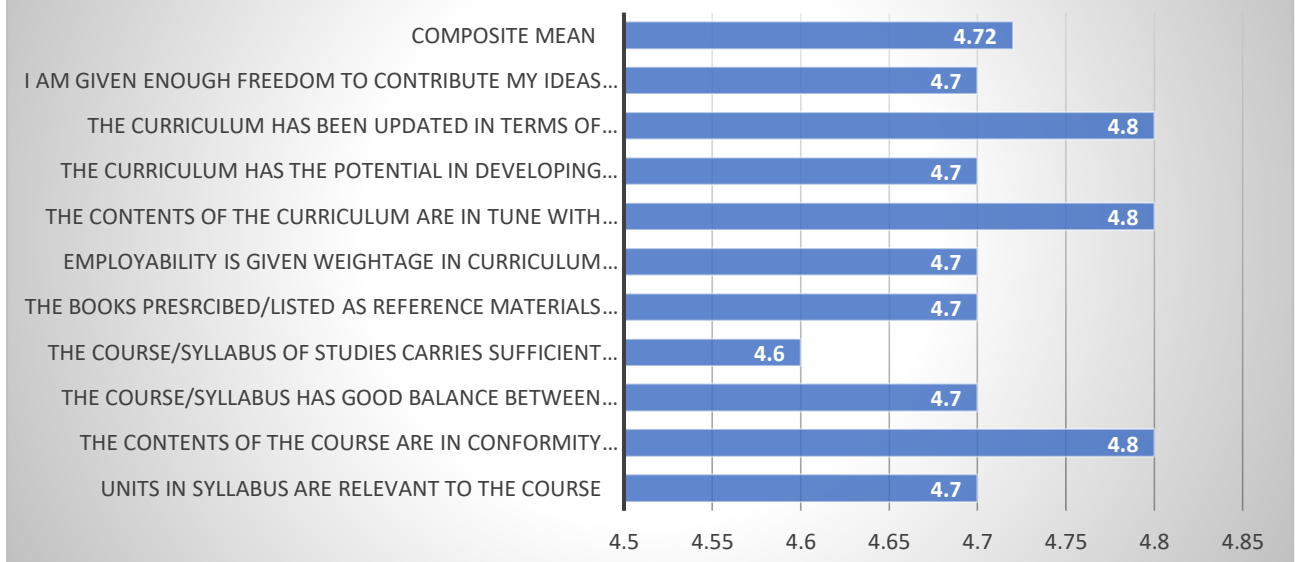


School of Humanities and Social Sciences

The School of Humanities and Social Sciences at the university has received feedback on its curriculum, with a composite mean rating of 4.39.

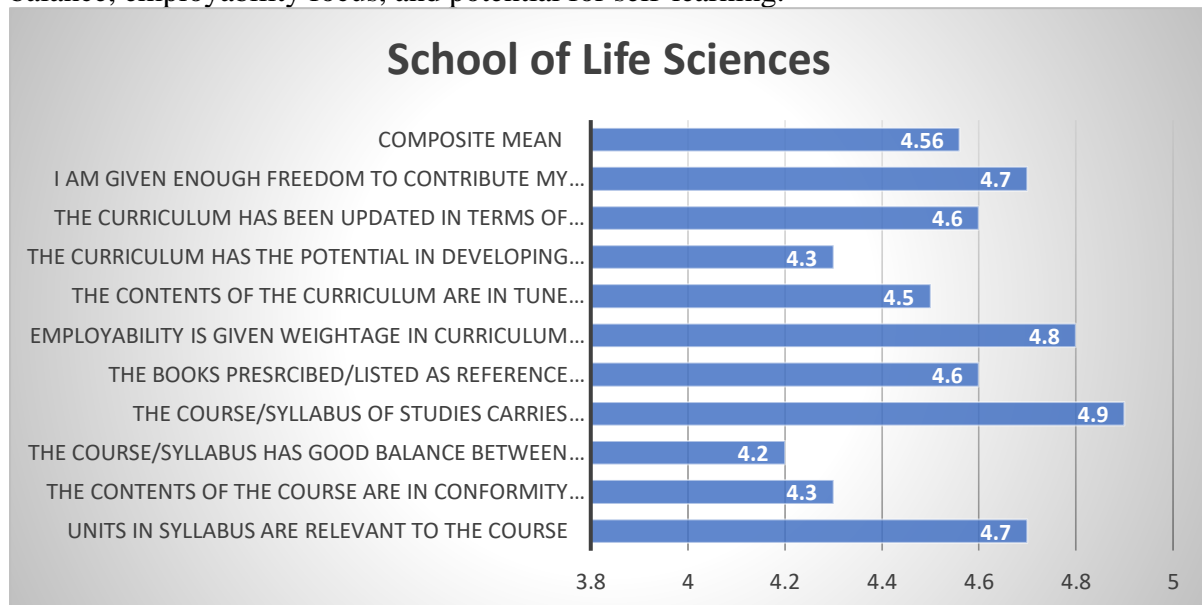
In conclusion, the School of Humanities and Social Sciences' curriculum at the university exhibits several positive attributes such as relevance, alignment with learning outcomes, and responsiveness to the demands of the time. The composite mean rating of 4.39 reflects the overall effectiveness of the curriculum, and further enhancements can make it even more impactful in providing students with a comprehensive and future-oriented education in humanities and social sciences.

School of law



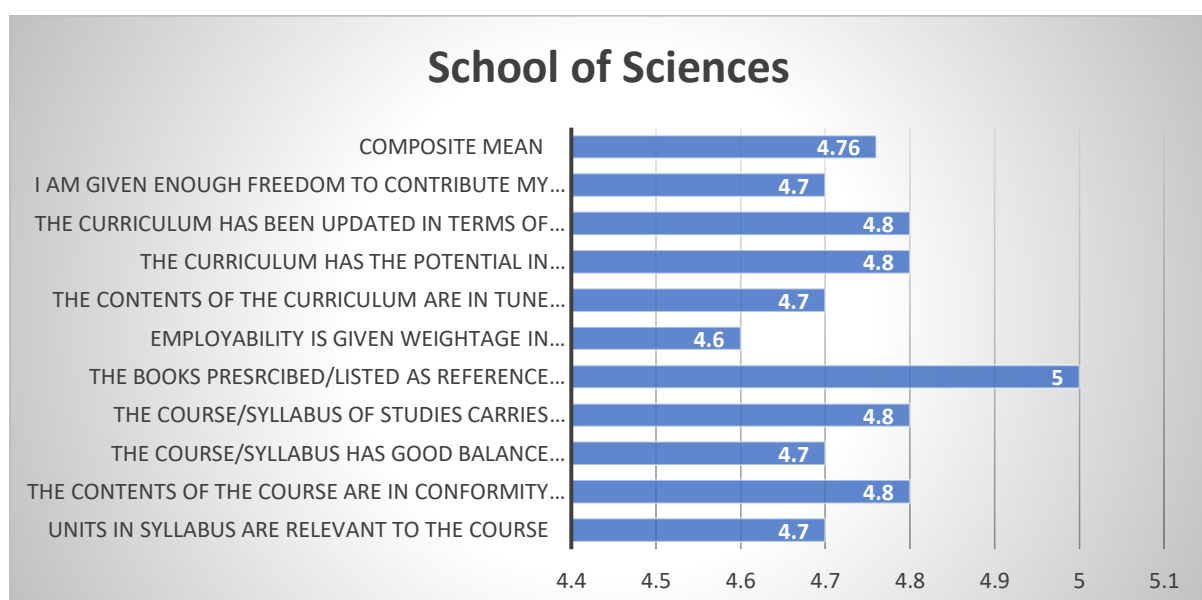
School of law

The School of Law at the university has received highly positive feedback on its curriculum, with an impressive composite mean rating of 4.72. In conclusion, the School of Law's curriculum at the university exhibits numerous outstanding attributes such as relevance, balance, employability focus, and potential for self-learning.



The School of Life Sciences

The School of Life Sciences at the university has received feedback on its curriculum, with a composite mean rating of 4.56. In conclusion, the School of Life Sciences' curriculum at the university exhibits numerous positive attributes such as relevance, employability focus, and adaptability. The composite mean rating of 4.56 reflects the curriculum's overall effectiveness, and further improvements in areas such as learning outcomes alignment and balance between theory and application can enhance its impact in providing students with a comprehensive and future-oriented education in life sciences.



School of Sciences

The School of Sciences at the university has received highly positive feedback on its curriculum, with an impressive composite mean rating of 4.76.

In conclusion, the School of Sciences' curriculum at the university exhibits numerous outstanding attributes such as relevance, balance, employability focus, and adaptability. The composite mean rating of 4.76 reflects the curriculum's overall excellence, reaffirming its quality and impact in providing students with a comprehensive and future-oriented education in the diverse scientific disciplines.

Broad suggestions:

- Department should make the curriculum more employment oriented with focus on introducing new courses which enhance employment skills further existing courses should be updated as per the present requirements in the study area.
- More participatory approach which engages all faculty members including students should be followed in the departments while framing and developing curriculum.
- Invited lectures by the eminent personalities in the concerned study areas and by the renowned subject experts should be regularly conducted in the department for the students
- Curriculum should also include more exposure to the students in seminars, workshops, trainings and conferences organised by the departments of the Universities
- University departments should also popularise MOOC courses among the students and aim to increase the student enrolment in them

Action Taken

- **School of Humanities & Social Sciences** organized ICSSR sponsored *Ten days Workshop on 'Research Methodology and SPSS usage in Data Analysis in Social Sciences'* at Academic Activity Centre, Chauras Campus, HNBGU
- Within the School of Agriculture & Allied Sciences, Department of Forestry & Natural Resources organized several workshops and programs. They jointly conducted an online National Workshop on 'Popularization of Remote Sensing based Maps and Geospatial Information' with ISRS and ISRO.
- The High-Altitude Plant Physiology Research Centre held various Awareness Workshops and Plants distribution programs, focused on Himalayan studies and medicinal plants. These workshops engaged students, teachers, villagers, farmers, and leaders, promoting awareness and sustainable practices in different districts of Uttarakhand.
- *Invited lecture* for PG students on "Various Psychological Skills affecting the Sports Performance" with support of IGIPSS, Delhi University, Delhi
- **Center for Folk, Performing Arts & Culture** organized **Baal Ulaar Natya Mahotsav**, March, 2018. In all, 07 Plays were enacted with participation of about 150

students from different schools. This activity is part of the curriculum of MA Theatre programme wherein the students of Final Semester conduct plays with school children as actors.

- *Foundation Program on Data Science using TIBCO STATISTICA* in Departments of Statistics, HNBGU
- Various courses of different departments of the University were updated to introduce field study components
- Several departments have updated their existing courses to enhance the inclusion of employability aspect
- The University was placed in the **Rank Band 151-200** of Overall University Category (NIRF 2017).