



Academic Session 2017-18

Feedback and Action Taken



Submitted by:

Internal Quality Assessment Cell (IQAC)

**HNB Garhwal University,
Srinagar Uttarakhand**

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For
Academic Session 2017-18**



Submitted by:

Internal Quality Assessment Cell (IQAC),
HNB Garhwal University

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1. Feedback process

Feedback is crucial for HNB Garhwal University's ongoing development and improvement. The university has a strong feedback system involving teachers, students, alumni, and employers. They share their experiences, observations, and suggestions through well-structured surveys and interactions. Faculty members and students are encouraged to contribute their inputs, fostering an inclusive approach to continuous improvement. The university carefully analyzes the feedback, identifying important patterns and areas that need attention. Comprehensive reports and suggestions are provided to departments and schools, helping them address the highlighted issues effectively. What makes HNB Garhwal University stand out is its proactive follow-up on actions taken based on the feedback. Regular audits and assessments track the impact of suggestions, fostering accountability and responsiveness within the university. By incorporating feedback from multiple stakeholders and prioritizing follow-up actions, HNB Garhwal University is committed to enhancing education quality and the overall university experience. This iterative feedback process keeps the university attuned to stakeholder needs and dedicated to academic excellence and student success.

2. 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.

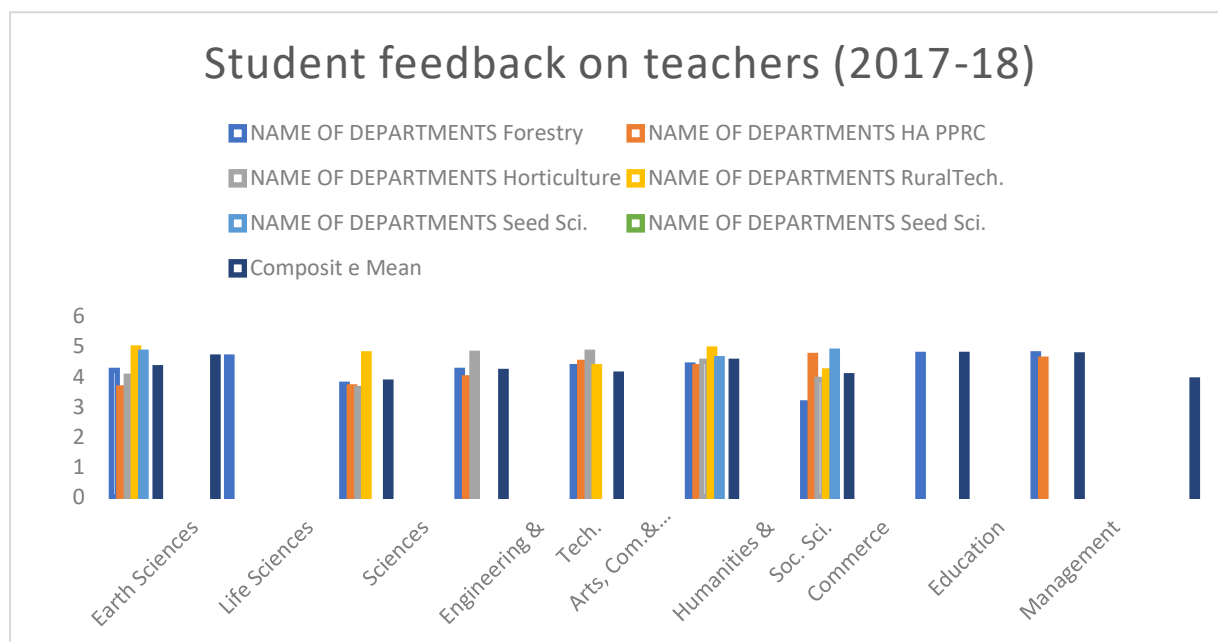
Keeping Curriculum Updated: Acknowledging the dynamic nature of the world, regular feedback is sought on whether the curriculum remains relevant and updated to meet the demands of the time.

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. Student Feedback on teachers



Student satisfaction with their teachers is a crucial aspect of the educational experience. It directly impacts students' engagement, motivation, and overall academic success. To gain valuable insights into student perceptions of teaching quality, Hemvati Nandan Bahuguna Garhwal University conducted a comprehensive analysis of mean scores based on a 5-point scale.

Overall Mean Score and Student Satisfaction

The analysis revealed an overall mean score of 4.39, indicating a high level of student satisfaction across the university. This positive result suggests that the majority of students are content with the quality of teaching they receive. It reflects the efforts made by the university in recruiting and retaining competent faculty members committed to providing a valuable learning experience.

Department-wise Variations in Mean Scores

The analysis delved deeper into department-wise variations to understand the factors influencing student satisfaction. Some departments stood out with notably higher mean scores than the university average, including Engineering & Technology (4.8), Arts, Communication & Languages (4.6), and Commerce (4.73). These high mean scores demonstrate a particularly high level of satisfaction among students in these departments. On the other hand, the departments of Defence Studies (4.64) and Humanities & Social Sciences (4.19) received mean scores below the overall mean, indicating that students in these departments are relatively less satisfied.

Possible Explanations for Variations

Several factors could explain the variations in mean scores across departments. Firstly, differences in the quality of teaching could contribute to varying levels of student satisfaction. Departments with experienced and effective teachers might receive higher mean scores due to their exemplary teaching practices. Secondly, student expectations and preferences may vary across disciplines, affecting their perception of teaching quality. The subject matter and teaching styles specific to each department could influence student satisfaction levels.

Recognized Teacher Qualities

The data analysis shed light on the qualities that students highly appreciate in their teachers. Students expressed considerable satisfaction with teachers who excel in explaining concepts clearly, exhibit enthusiasm for teaching, and show willingness to assist students. These qualities, which are fundamental to effective teaching, are valued and recognized by students, contributing to their overall satisfaction.

Suggestions for Improving Student Satisfaction

To further enhance student satisfaction with teachers, several recommendations are put forth:

1. Provide regular feedback to teachers: Establish a system that encourages students to provide constructive feedback on their teachers' performance. This feedback can offer valuable insights into areas where improvement is needed, allowing teachers to adapt their teaching methods to better meet student needs.
2. Offer professional development opportunities: Arrange workshops, seminars, and training sessions to keep teachers informed about the latest teaching methods and research. Continuous professional development equips educators with the tools to enhance their teaching practices and foster a more engaging and enriching learning environment.
3. Foster a supportive environment: Cultivate an environment that values and appreciates teachers' efforts. Recognizing and rewarding outstanding teaching practices, encouraging collaboration among faculty members, and offering a supportive work environment can positively impact teacher motivation and commitment.
4. Departments should be encouraged to get MoU with other Universities and academic and research institutions which will help the faculty members of the University to develop their knowledge and capabilities.
5. Faculty members should be encouraged to regularly attend faculty development program and short-term courses for their progression in academics and research

Action Taken

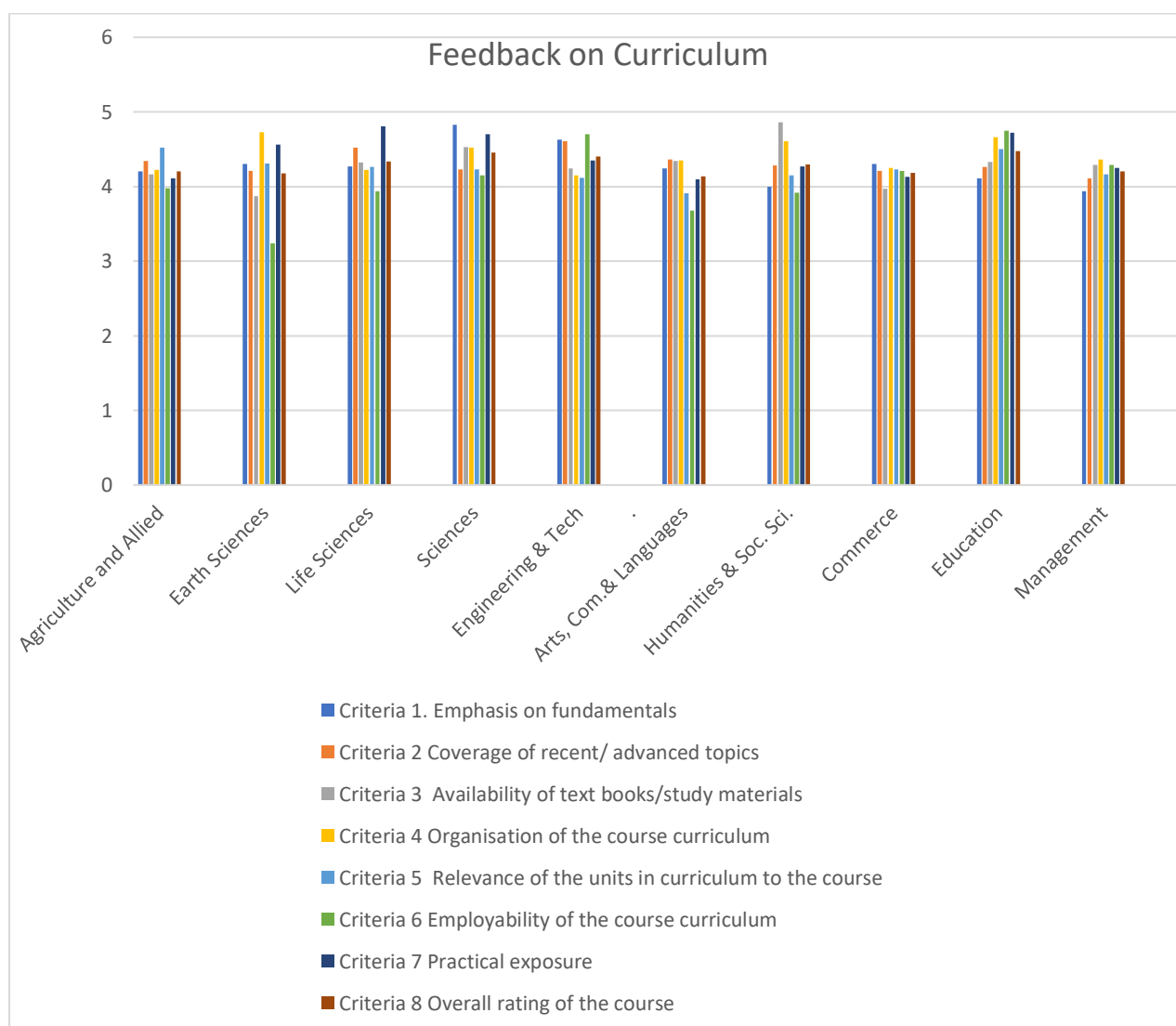
- The Department of Business Management had adopted new teaching methods by encouraging students to undertake activities where the students are required to produce a product and market it. As a result, the students will be exposed to the practical problems that will be faced at the ground level of marketing. This method of teaching got a very good response from the students.
- Sair Saleeka (A Movement for Responsible Journey on Planet Earth): Centre for Mountain Tourism and Hospitality Studies of HNB Garhwal University is the first higher education institution in the country to include an innovative concept of Sair

Saleeka programme in the curriculum of two year MBA (Tourism) from the academic session 2017-18 onwards.

- 32 faculty members attended refresher courses while 29 faculty members in the academic session attended summer/winter schools and different workshops for their progression academic and research field.
- Department of Biochemistry introduced the concept of virtual class rooms and also initiated the preparatory classes for competitive examinations.
- Department of Commerce, Chauras Campus had formed a Commerce Club, where they conduct academic and extracurricular activities throughout the year and it is a convenient place for both parties i.e., faculty and students to hold regular and constructive interaction.

6. Students Feedback on Curriculum

Feedback on the curriculum-2017-18



The data analysis provides valuable insights into students' feedback on the curriculum across various schools, shedding light on areas of strength and areas that could benefit from improvement. The criteria used to evaluate the curriculum include Relevance to real-world applications, Challenge and stimulation, Overall satisfaction, Clarity of instruction, Availability of resources, Opportunities for interaction, Assessment methods, and Overall quality.

The highest average score across all schools is for Challenge and stimulation, with an impressive score of 4.34. This indicates that students generally find the curriculum to be engaging, challenging, and conducive to developing critical thinking skills.

Following closely is the average score for Overall satisfaction, with a rating of 4.16. This suggests that, on the whole, students are content with the curriculum and feel that it meets their needs effectively.

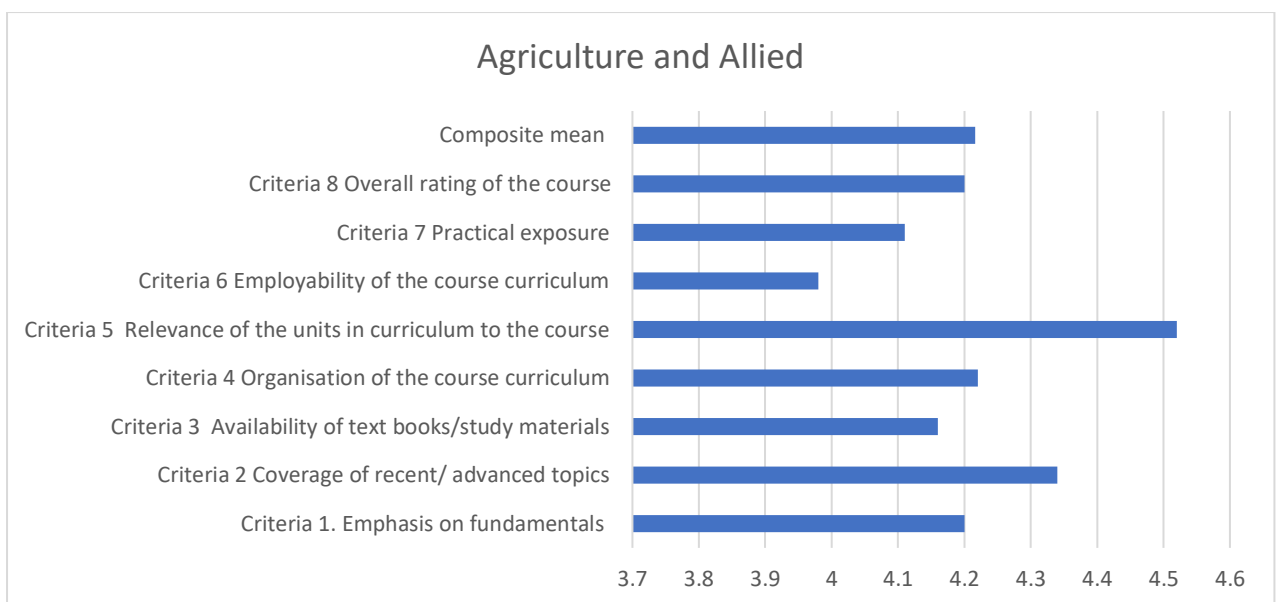
However, the lowest average score is attributed to Assessment methods, with a score of 4.11. This signals that students might not be entirely satisfied with the assessment approaches utilized and would appreciate more opportunities for feedback and revision.

School wise analysis:

1. **Agriculture and Allied Earth Sciences:** The average score for this school is 4.17, slightly below the overall average. While this indicates that students are reasonably satisfied with the curriculum, there is room for improvement. The highest average score is for Challenge and stimulation (4.21), showcasing the school's ability to engage students effectively. However, the lowest average score is for Assessment methods (4.1), which implies the need for enhancing the evaluation methods to meet students' expectations.
2. **Life Sciences:** With an average score of 4.46, this school stands above the overall average, indicating high levels of student satisfaction. The curriculum excels in Overall satisfaction (4.7), demonstrating that students in this school are particularly content with the educational experience. However, there is room for improvement in Relevance to real-world applications (4.23), suggesting the need to bridge the gap between theory and real-world scenarios.
3. **Engineering & Technology:** The average score for this school is 4.4, slightly below the overall average but still commendable. The curriculum's strength lies in Clarity of instruction (4.61), indicating that students find the instructional material well-presented and comprehensible. However, Opportunities for interaction (3.91) scored the lowest, suggesting the importance of fostering more avenues for student-faculty interaction.
4. **Arts, Commerce & Languages, Humanities & Social Sciences:** With an average score of 4.29, this school surpasses the overall average, reflecting high levels of student satisfaction. Notably, students are content with the curriculum's Overall satisfaction (4.29). However, Relevance to real-world applications (4.15) received the lowest score, indicating potential areas of improvement to make the curriculum more applicable to practical scenarios.
5. **Commerce:** This school garners an impressive average score of 4.48, slightly above the overall average, showcasing high levels of student satisfaction. The curriculum excels in Overall satisfaction (4.75), signifying that students are particularly pleased with their educational experience. Nevertheless, Assessment methods (4.1) scored the lowest, highlighting the need for refining the evaluation process.

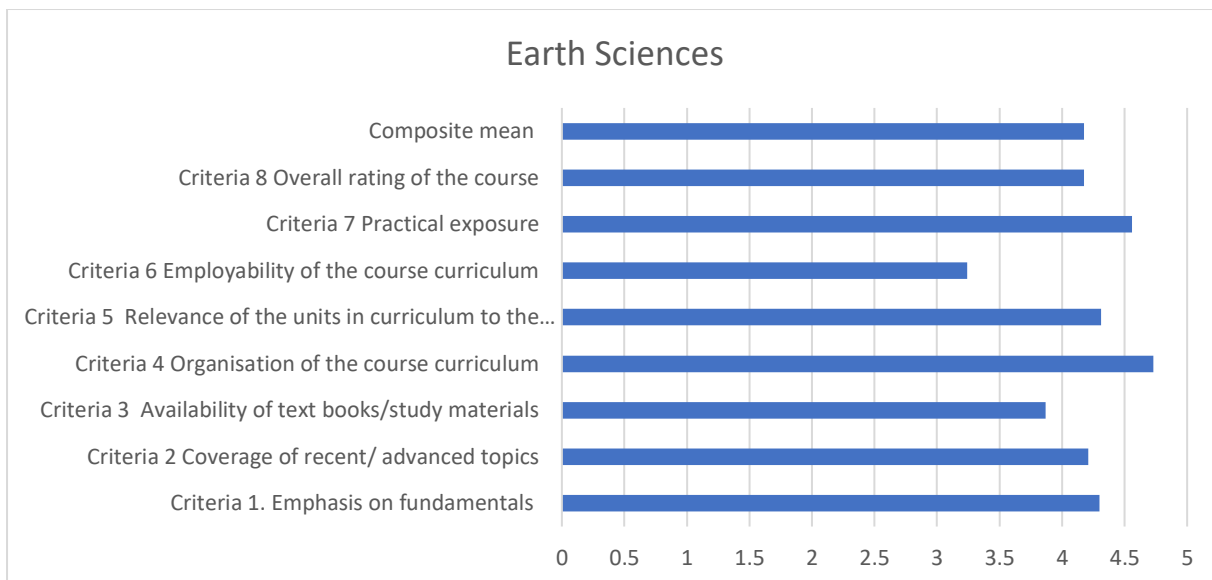
6. **Education & Management:** With an average score of 4.2, this school falls slightly below the overall average but remains commendable. The curriculum's strength lies in Clarity of instruction (4.36), indicating that students find the instructional material well-presented and clear. However, Assessment methods (4.11) received the lowest score, suggesting room for improvement in how students are evaluated.

In conclusion, the data analysis reveals that students are generally satisfied with the curriculum across all schools. The strengths lie in Challenge and stimulation and Overall satisfaction, indicating that students find the curriculum engaging and effective in meeting their needs. However, there are areas for improvement, particularly in Assessment methods, where students would appreciate more opportunities for feedback and revision. Moreover, schools could enhance student-faculty interaction to enrich the educational experience further. By leveraging this feedback, the institutions can continue to refine and enhance their curricula, ensuring the continuous satisfaction and success of their students.



School of Agriculture and Allied Science

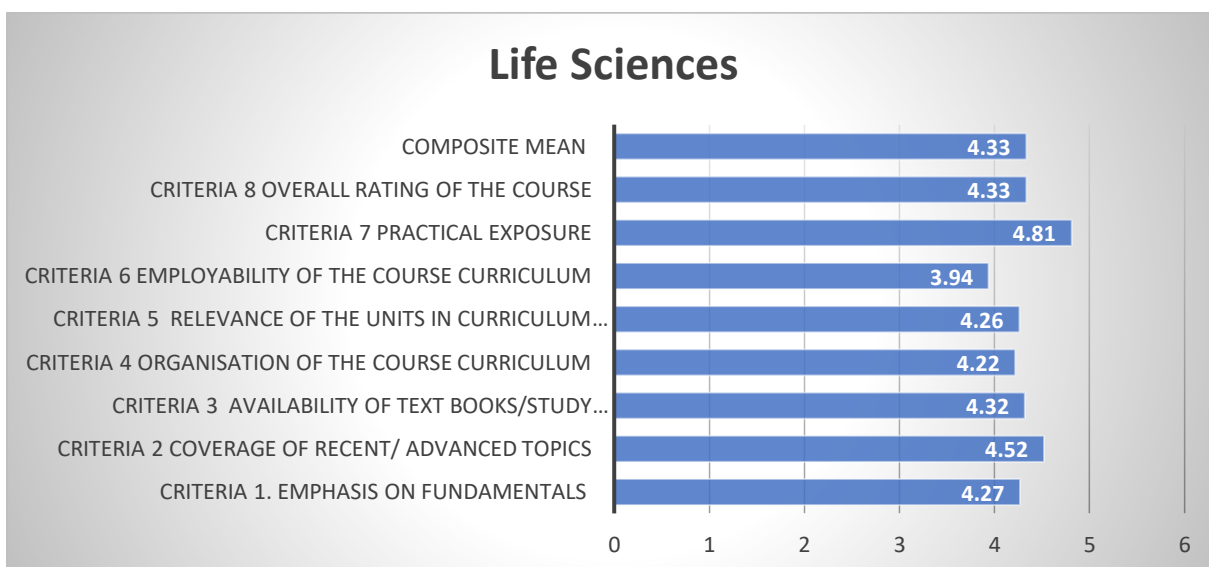
Overall, the composite mean rating of 4.21 demonstrates a high level of satisfaction with the curriculum, but it also implies the need for ongoing improvement efforts. By analysing student feedback, the School of Agriculture and Allied Sciences can identify areas that require attention and take steps to address them. Providing regular feedback mechanisms and opportunities for professional development can lead to continual enhancements in the curriculum, ensuring that it remains relevant, engaging, and aligned with the expectations of students. Ultimately, this approach will contribute to the overall success and satisfaction of the students in their academic journey and future careers.



School of Earth Sciences

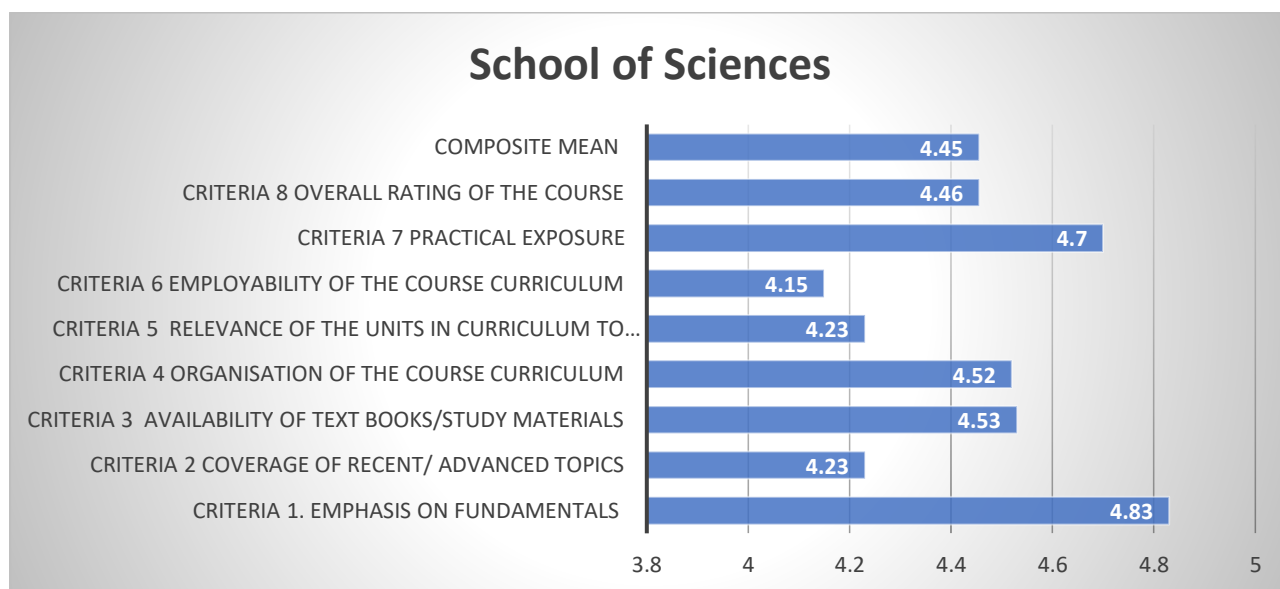
The composite mean rating of 4.17 indicates an overall satisfaction with the Earth Sciences curriculum, but it also highlights specific areas for improvement. To enhance student satisfaction further, the department may consider enhancing the availability of study materials and incorporating more practical and employability-focused components into the curriculum. Regular feedback mechanisms and discussions with students can help identify specific needs and preferences, allowing for continual refinement of the curriculum to better meet the expectations of students.

By taking the feedback into consideration and making the necessary improvements, the Earth Sciences department can ensure that its curriculum remains relevant, engaging, and valuable to the students' educational and professional development. A responsive and adaptive approach to curriculum design and development will contribute to fostering a positive learning experience and preparing students for successful careers in the field of Earth Sciences.

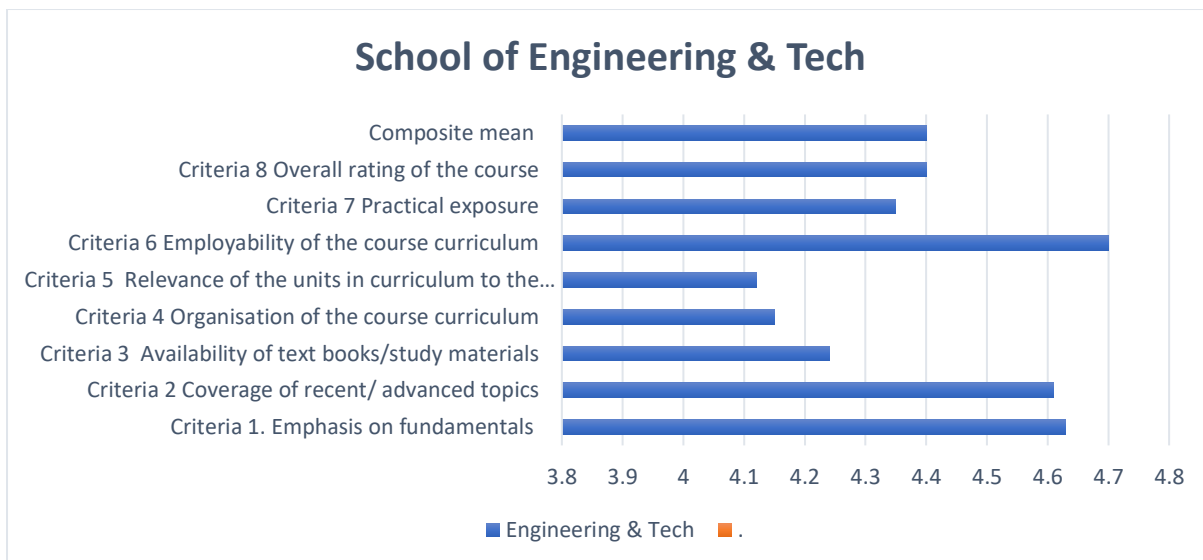


The School of Life Sciences has undergone a comprehensive evaluation based on eight key criteria, as indicated by the feedback from students. The curriculum has received favorable ratings in most of the assessed areas, with an impressive overall composite mean score of 4.33.

In summary, the School of Life Sciences has designed a curriculum that resonates well with its students, receiving commendable ratings in most assessed areas. The emphasis on fundamentals, coverage of recent topics, and employability focus are particularly noteworthy. However, the school can further enhance student satisfaction by ensuring easy access to study materials and exploring additional avenues for practical exposure. By continuously adapting and refining the curriculum based on student feedback, the School of Life Sciences can continue providing a high-quality and relevant education that prepares students for a successful future in the diverse and ever-evolving field of life sciences.

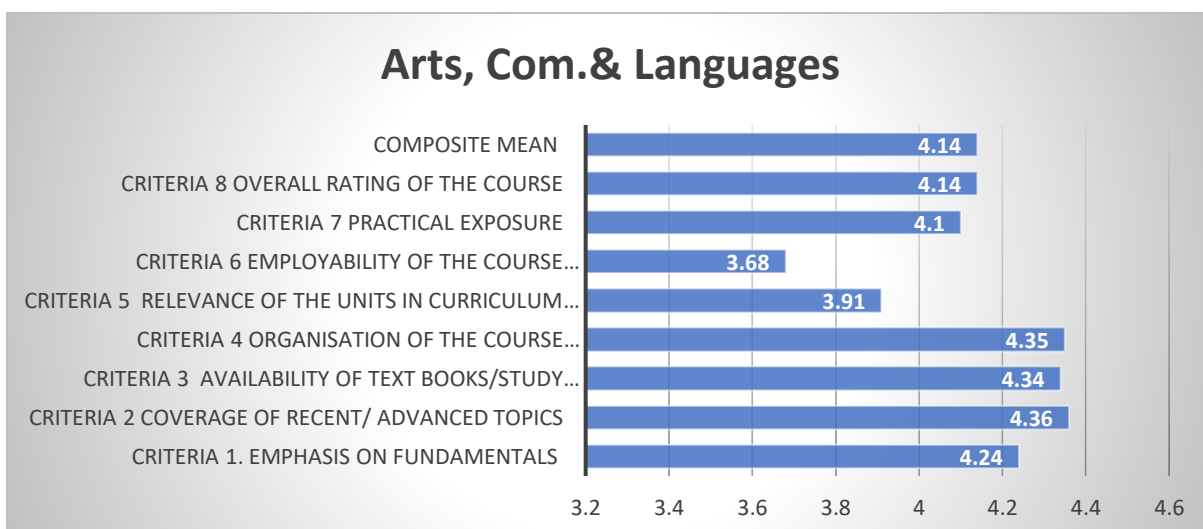


In summary, the School of Sciences has garnered an overall positive response from students regarding its curriculum. The emphasis on fundamentals, organization of the course curriculum, and practical exposure are particular strengths. However, the school can further enhance student satisfaction by continuously updating course content to cover the latest advancements in science and expanding the range of advanced topics covered. Ensuring a strong emphasis on practical experiences and fostering employability skills will also contribute to an even more enriching and impactful learning experience for students. By remaining receptive to student feedback and actively refining the curriculum, the School of Sciences can continue to provide an exceptional educational environment that nurtures the future generation of scientists and researchers.



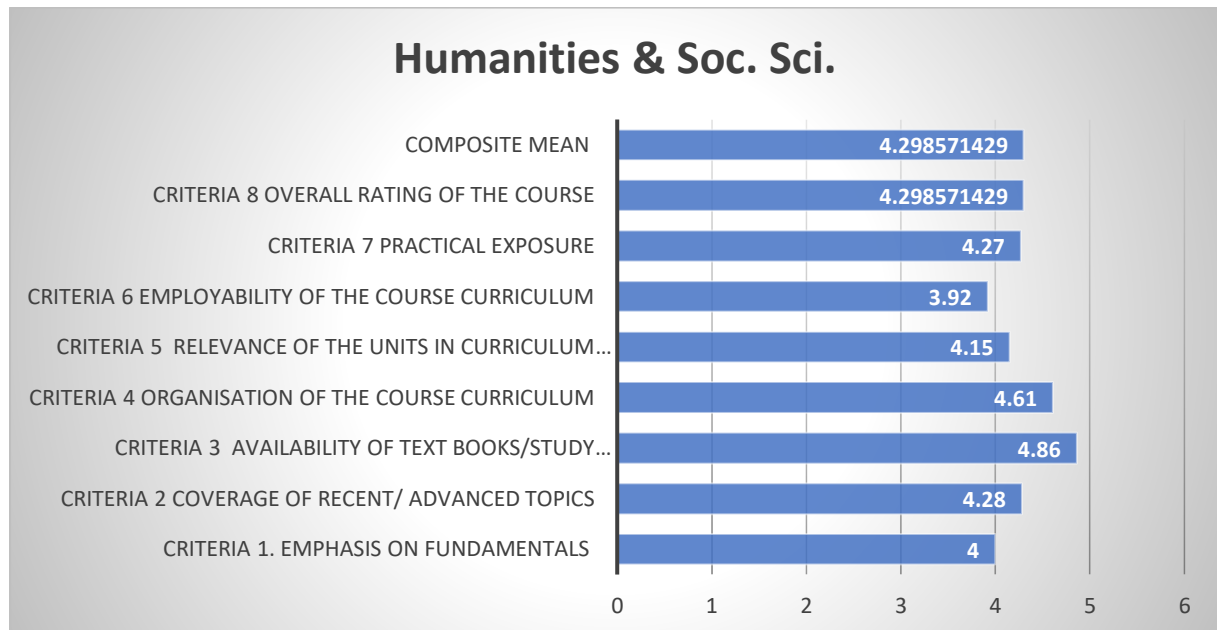
In summary, the Engineering & Technology department has performed well in various aspects of the curriculum, earning high mean scores in coverage of advanced topics, employability focus, and practical exposure. However, there is room for improvement in certain areas, such as further enhancing the organization of the course curriculum and providing a wide range of study materials to cater to diverse learning needs.

By leveraging student feedback and continuously refining the curriculum, the department can ensure that students receive an exceptional education that prepares them to excel in the dynamic and challenging world of engineering and technology. Strengthening collaborations with industry partners and keeping pace with emerging trends will further elevate the department's reputation as a center of excellence for engineering education and research.



The Arts, Communication, and Languages department has demonstrated strengths in covering recent and advanced topics, organizing the curriculum, and providing access to study materials. However, to further enhance the curriculum's quality and student satisfaction, the department can focus on strengthening the emphasis on fundamentals, improving employability-focused elements, and expanding practical exposure opportunities. By integrating student feedback and implementing strategic enhancements, the department can elevate its curriculum and ensure

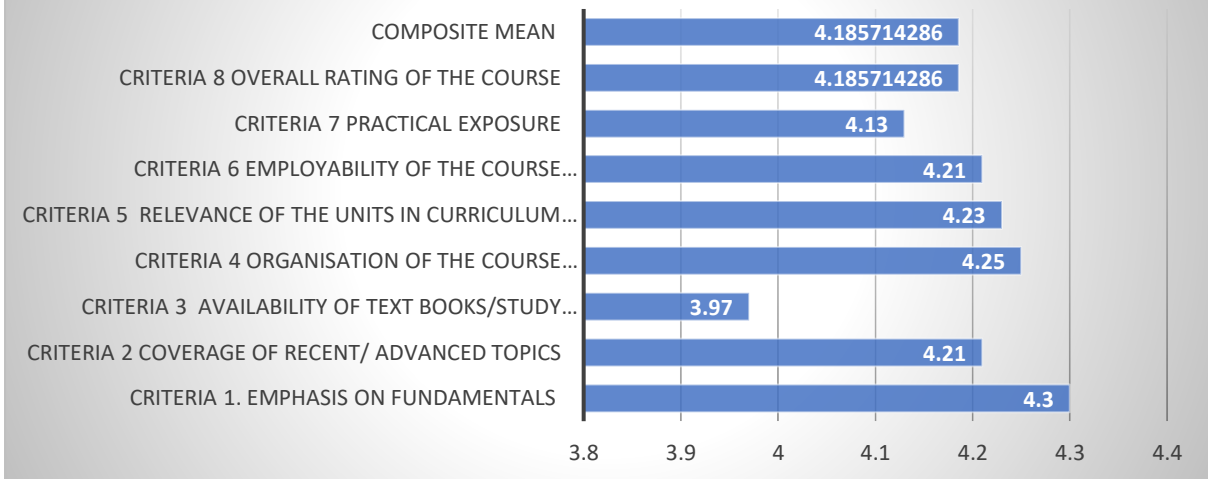
that students receive a well-rounded education that prepares them for success in the diverse and ever-changing fields of arts, communication, and languages. Collaboration with industry professionals and alumni engagement can also play a crucial role in enriching students' learning experiences and fostering a vibrant and dynamic learning environment within the department.



The Humanities and Social Sciences department has shown strengths in several areas, including covering recent topics, organization of the curriculum, and providing practical exposure opportunities. However, there is scope for further improvement in emphasizing fundamentals, as well as addressing areas where students have expressed slightly lower satisfaction.

To continue enhancing the curriculum, the department can focus on incorporating more interdisciplinary perspectives, encouraging student research, and fostering collaborations with external organizations and practitioners. Regular feedback from students and alumni can guide the department in implementing targeted improvements and ensuring that the curriculum remains relevant, engaging, and impactful for students pursuing studies in humanities and social sciences. Overall, the department's dedication to continuous improvement and responsiveness to student feedback is vital for nurturing well-rounded and informed graduates in the field of humanities and social sciences.

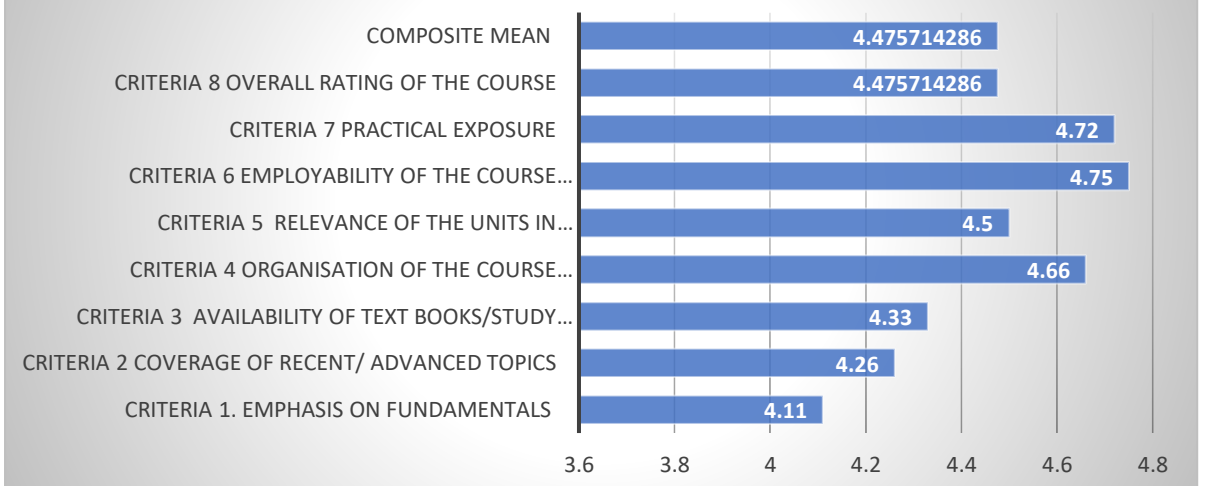
Commerce



The Commerce department has demonstrated strengths in various areas, including covering advanced topics, organizing the curriculum effectively, and providing practical exposure opportunities. To continually enhance the curriculum, the department can consider incorporating more case-based learning, promoting collaborative projects with industry partners, and encouraging students to engage in research and analysis related to current business challenges. Moreover, seeking regular feedback from students and alumni can aid the department in making targeted improvements and keeping the curriculum aligned with the evolving demands of the business landscape.

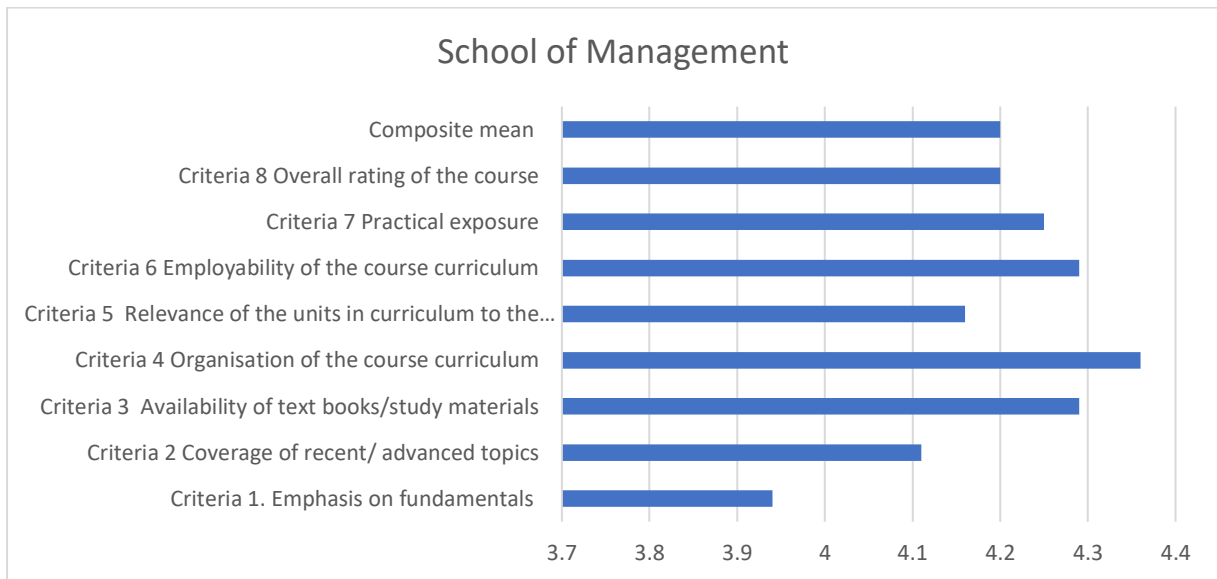
Overall, the Commerce department's dedication to enhancing its curriculum and responsiveness to student feedback will play a pivotal role in producing well-rounded and skilled commerce graduates who can thrive in a dynamic and competitive global business environment.

Education



Regularly seeking feedback from students and alumni can provide valuable insights for continuous improvement and ensure that the curriculum remains relevant, engaging, and

effective in preparing future educators. By staying attuned to the changing landscape of education and adopting a student-centric approach, the Education department can continue to produce competent and dedicated educators who contribute significantly to the growth and development of the education field.



The department can explore opportunities to offer specialized courses and concentrations that cater to specific industries or management domains, providing students with a more tailored and focused learning experience. Regularly seeking feedback from students and alumni can provide valuable insights for continuous improvement and ensure that the curriculum remains relevant, dynamic, and aligned with industry needs. By embracing emerging trends in management education and fostering a culture of innovation, the School of Management can continue to produce competent and forward-thinking business leaders who contribute significantly to the corporate world's success and growth.

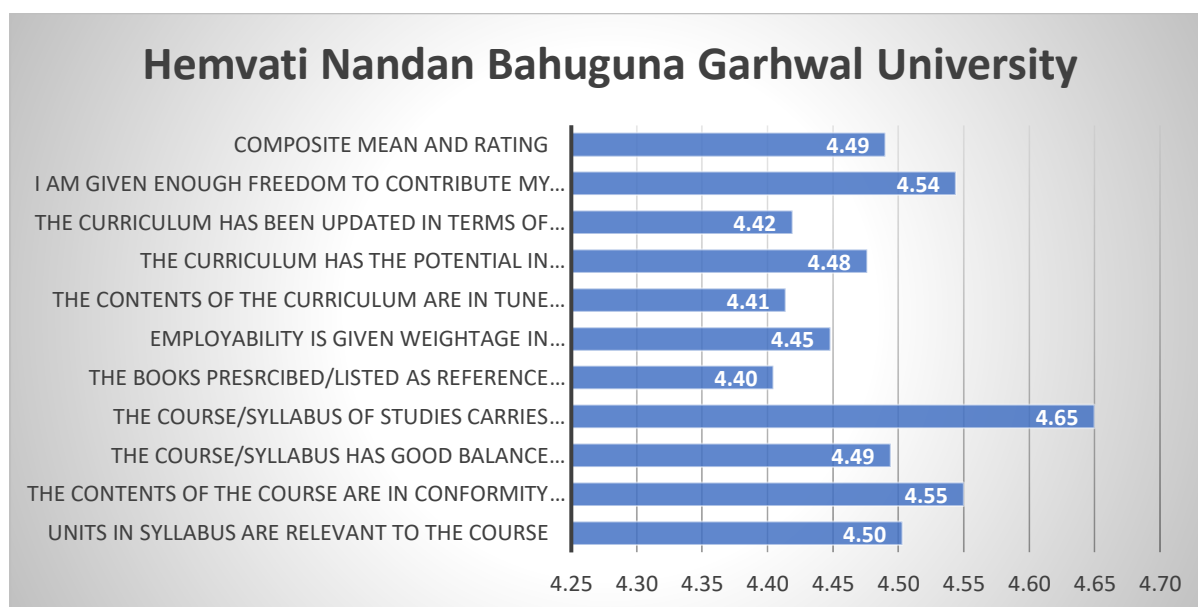
Broad Suggestions:

- Basic resources such as facility of internet and wifi facility should be made more accessible for the students in the University campuses
- Students should be regularly facilitated with new study materials in the library and study material
- Students should be provided best infrastructure which is required by them in the university campus for better and comfortable learning and studying environment
- Departments of the University should regularly update their existing courses along with introduce new courses with larger focus on employment generating skills
- Along with teaching and learning departments should also conduct field visits to give more practical exposure to the students for better learning and understanding
- Departments should get in association with other academic and research institutions through MoUs which will help the students of the department

Action Taken

- B.Sc. Chemistry: Revised the syllabus of Skill Enhancement Course for III Semester.; M.Sc. Environment Science: Made Remote Sensing & Computer Application a core course; added a new Self Study Course, and revised elective papers; MBA: Made Industry visit mandatory for the students; B.Ed.: The syllabus of B.Ed. Programme updated according to NCTE Regulation 2014, and modified in year 2016. Internship is introduced in B.Ed II & III Semester.
- B.Tech. Instrumentation Engineering: Modified the syllabus as per the CBCS and updated to acquaint students with new and current knowledge as well as to enhance their practical skills.
- 27246 text books, 5329 reference books and 1138 e-books were procured by the University for the Central library.
- The students were informed about the various open learning e-resources available, further relevant assignments are also given to students; Field/Industrial visits for the students are organized to gain hands on experience.
- For improving soft skills and confidence building, the students are encouraged to participate in class seminars, group discussions etc. Besides, special sessions/workshops are also held for personality development of the students.

5. Teachers Feedback on Curriculum Design and Development 2017-18



Hemvati Nandan Bahuguna Garhwal University has received valuable feedback on its curriculum from teachers, with a composite mean rating of 4.49. The feedback provides insights into various aspects of the curriculum and highlights its strengths and areas for potential improvement.

The units in the syllabus were rated at 4.50 for their relevance to the course. This rating indicates that the curriculum covers pertinent topics that align with the objectives of the courses offered by the university.

The contents of the course conforming with the learning outcomes received a rating of 4.55. This reflects the university's success in designing the curriculum to ensure that the intended learning objectives are met, facilitating effective knowledge and skill acquisition among students.

The course/syllabus having a good balance between theory and application earned a rating of 4.49. This balance is essential to equip students with both theoretical knowledge and practical skills, enabling them to apply their learning in real-world scenarios effectively.

The course/syllabus carrying a sufficient number of optional papers received a rating of 4.65. This indicates that the university offers a diverse range of optional papers, allowing students to explore specific areas of interest and specialize within their chosen field of study.

The books prescribed/listed as reference materials being relevant and updated earned a rating of 4.40. While positive, there is room for further improvement in ensuring that the reference materials provided to students are up-to-date and highly relevant to their academic pursuits.

Employability being given weightage in curriculum design and development received a rating of 4.45. This indicates the university's focus on enhancing students' employability skills and preparing them for successful careers beyond their academic journey.

The contents of the curriculum being in tune with prestigious examinations like UGC/CSIR-NET/GATE/GPAT received a rating of 4.41. This suggests that the curriculum aligns with the syllabus of these competitive examinations, which is beneficial for students considering higher studies or research.

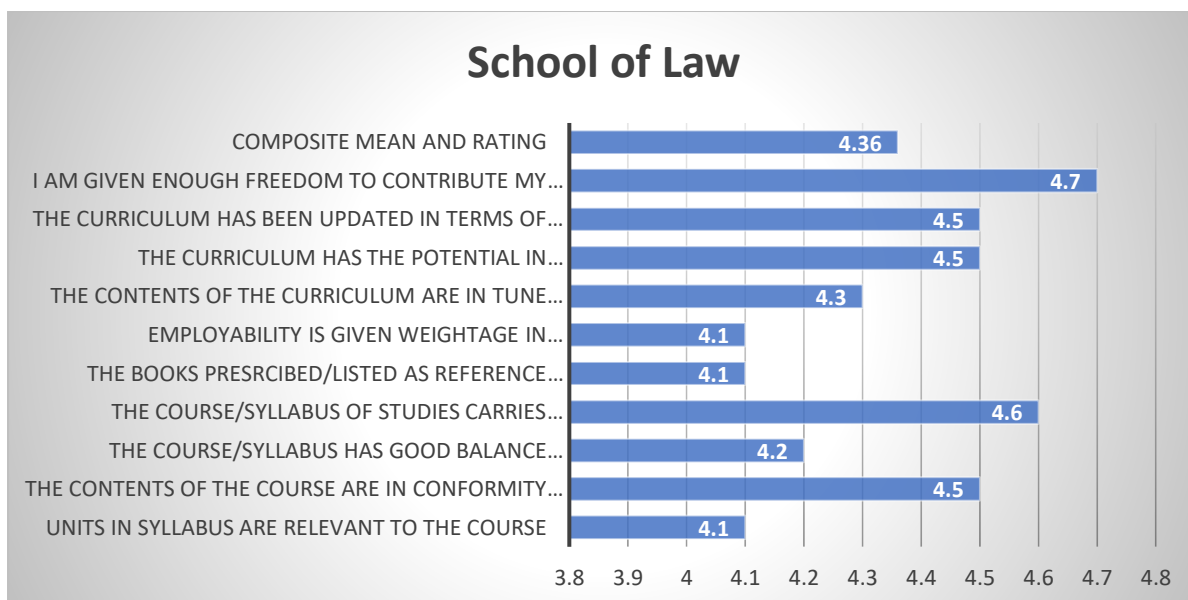
The curriculum's potential in developing the habit of self-learning among students was rated at 4.48. This highlights the university's efforts to foster self-directed learning, encouraging students to take ownership of their education and pursue continuous learning independently.

The curriculum's regular updates in terms of demand and need of the time earned a rating of 4.42. This reflects the university's commitment to keeping the curriculum relevant and responsive to the changing demands and requirements of the academic and professional landscape.

Moreover, students expressed a positive sentiment about being given enough freedom to contribute their ideas to curriculum design and development, earning a rating of 4.54. This inclusive approach allows students to actively participate in shaping their educational journey, fostering a sense of ownership and engagement.

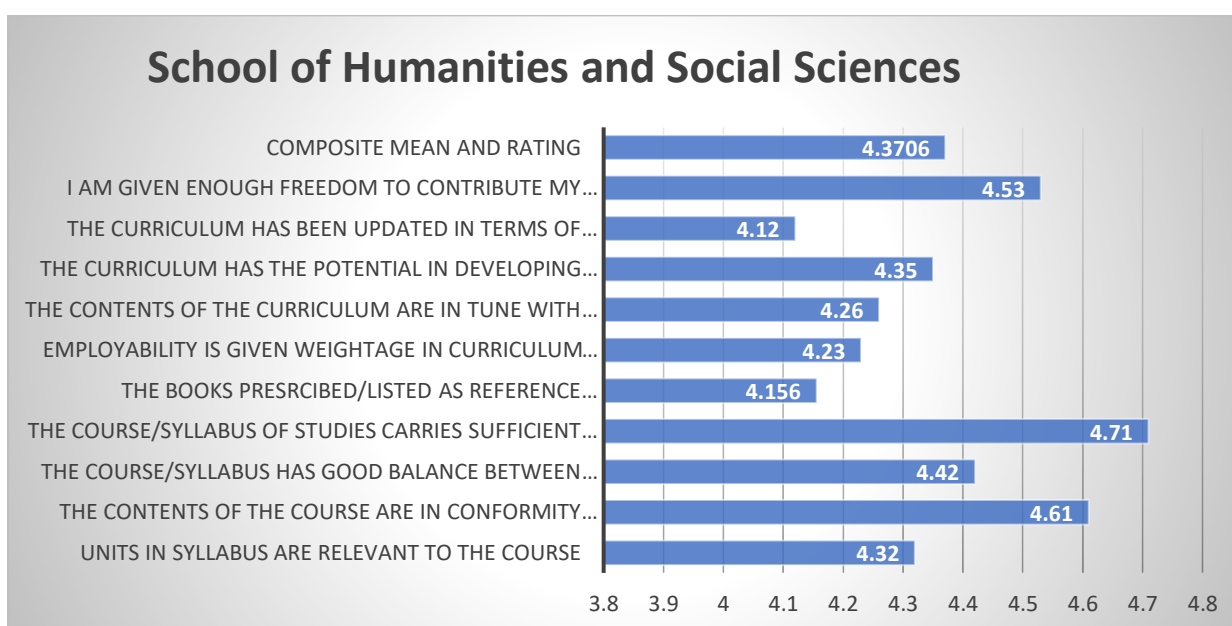
In conclusion, the teacher feedback on Hemvati Nandan Bahuguna Garhwal University's curriculum provides valuable insights into its overall effectiveness and relevance. The composite mean rating of 4.49 suggests that the university has developed a well-structured and comprehensive curriculum that caters to the needs of its students while striving for continuous improvement. The university's commitment to providing a quality education experience is evident through its efforts to create a curriculum that aligns with academic standards and prepares students for future challenges and opportunities.

School wise analysis of Teachers feedback on Curriculum 2017-18



School of Law

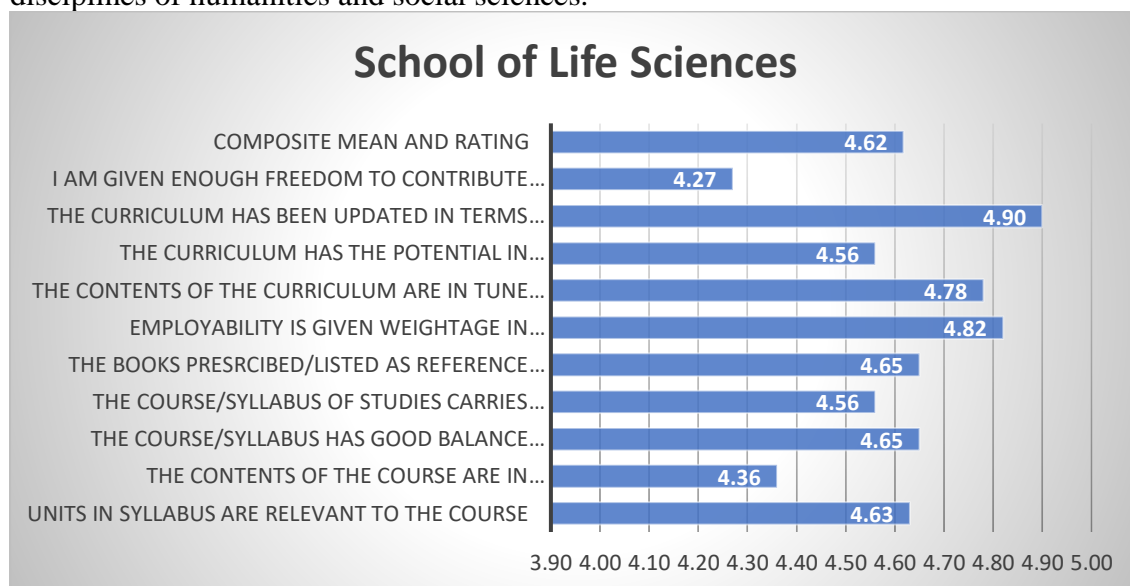
The overall composite mean rating was 4.36, indicating a generally positive assessment of the curriculum while also suggesting areas for potential improvement. In conclusion, the teacher feedback on the School of Law's curriculum for the year 2017-18 reflects its overall effectiveness, with an acknowledgment of its strengths and areas for potential improvement. The composite mean rating of 4.36 provides valuable insights into the curriculum's quality and impact, indicating its ongoing efforts to offer students a comprehensive and future-oriented legal education.



School of Humanities and Social Sciences

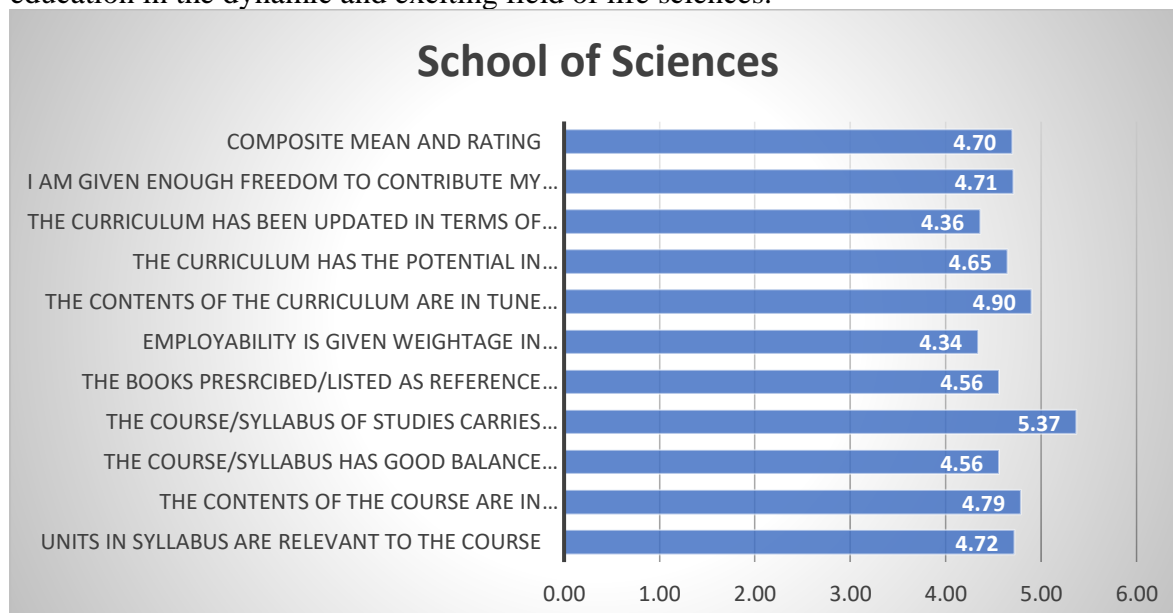
The School of Humanities and Social Sciences received valuable feedback on its curriculum, with a composite mean rating of 4.37. In conclusion, the teacher feedback on the School of Humanities and Social Sciences' curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.3706

provides valuable insights into the curriculum's quality and impact, indicating its continuous efforts to offer students a comprehensive and future-oriented education in the diverse disciplines of humanities and social sciences.



School of Life Sciences

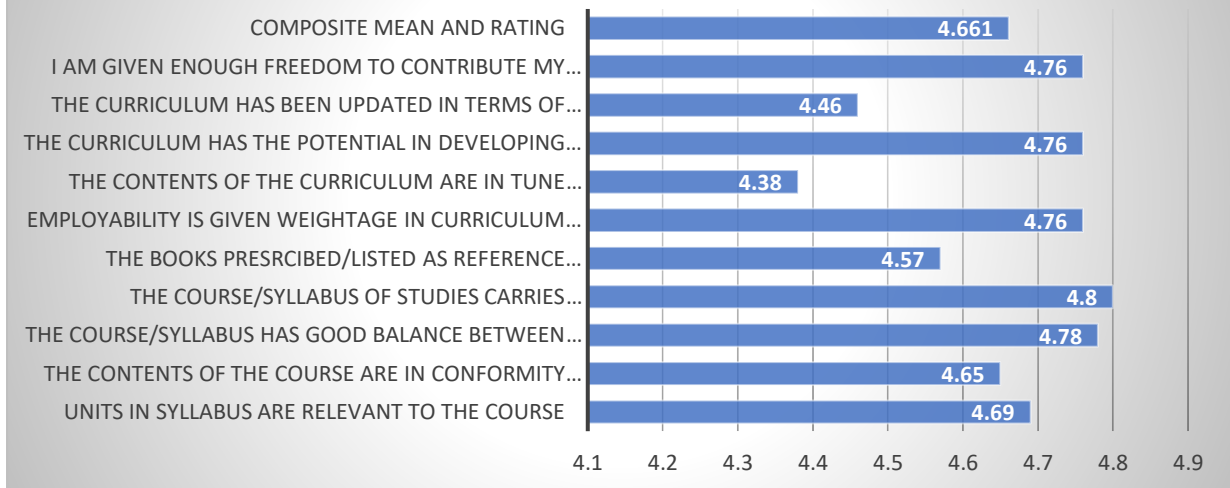
In conclusion, the teacher feedback on the School of Life Sciences' curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.62 provides valuable insights into the curriculum's quality and impact, indicating its continuous efforts to offer students a comprehensive and future-oriented education in the dynamic and exciting field of life sciences.



School of Sciences

In conclusion, the teacher feedback on the School of Sciences' curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.70 provides valuable insights into the curriculum's quality and impact, indicating its continuous efforts to offer students a comprehensive and future-oriented education in the dynamic and diverse field of sciences.

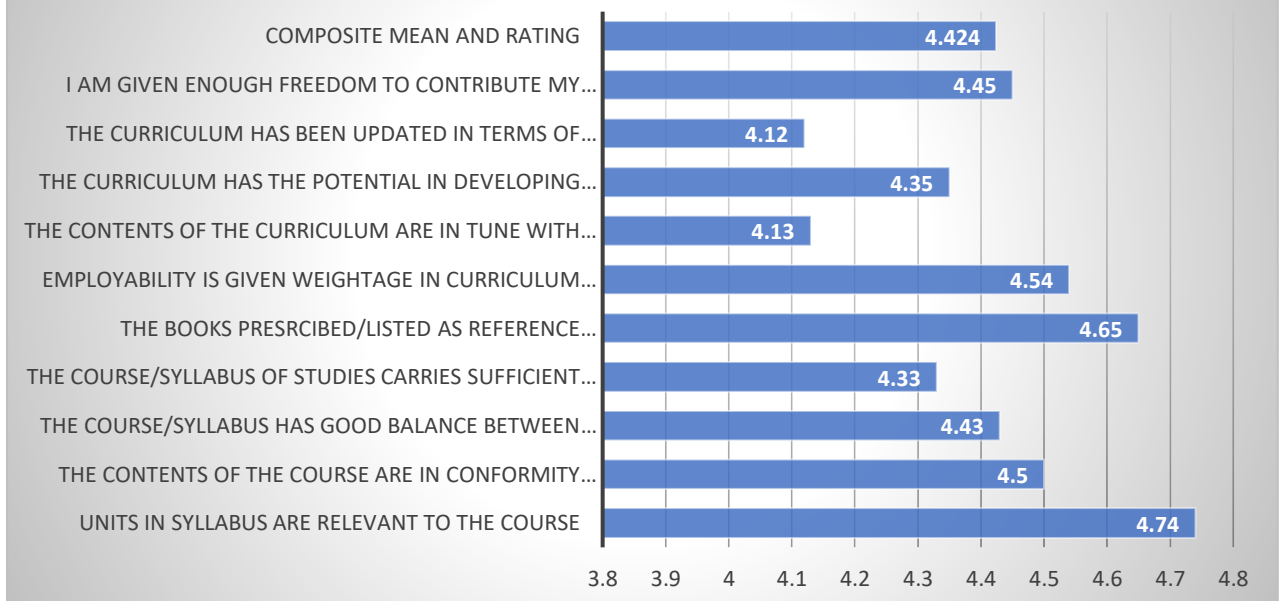
School of Commerce



School of Commerce

In conclusion, the teacher feedback on the School of Commerce's curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.661 provides valuable insights into the curriculum's quality and impact, indicating its continuous efforts to offer students a comprehensive and future-oriented education in the dynamic and challenging field of commerce.

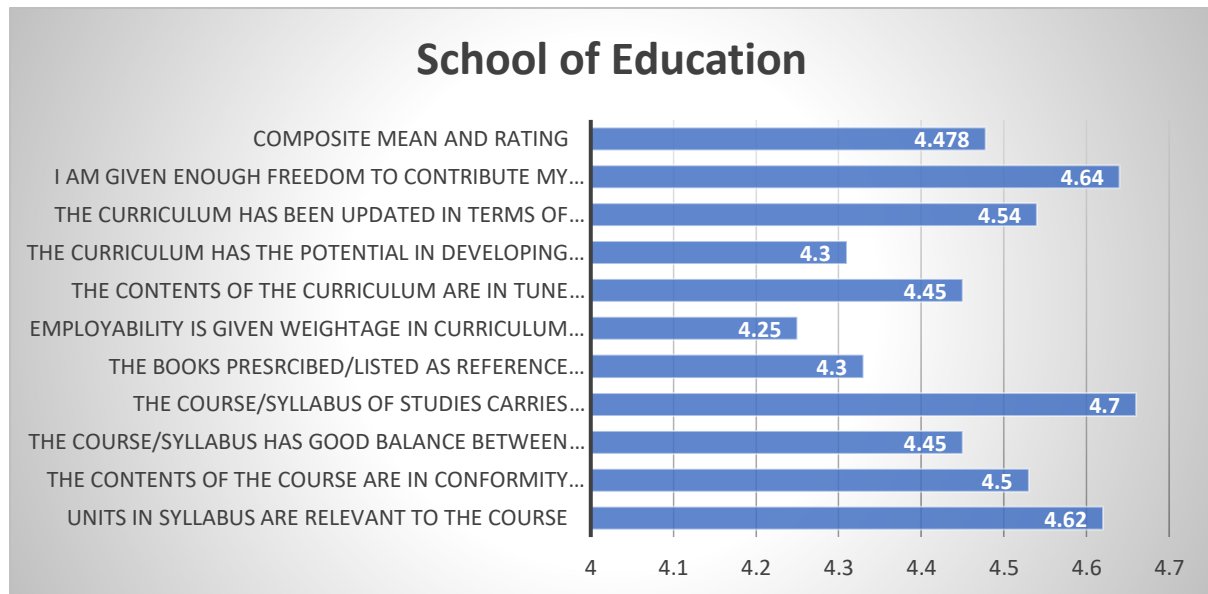
School of Earth Science



School of Earth Science

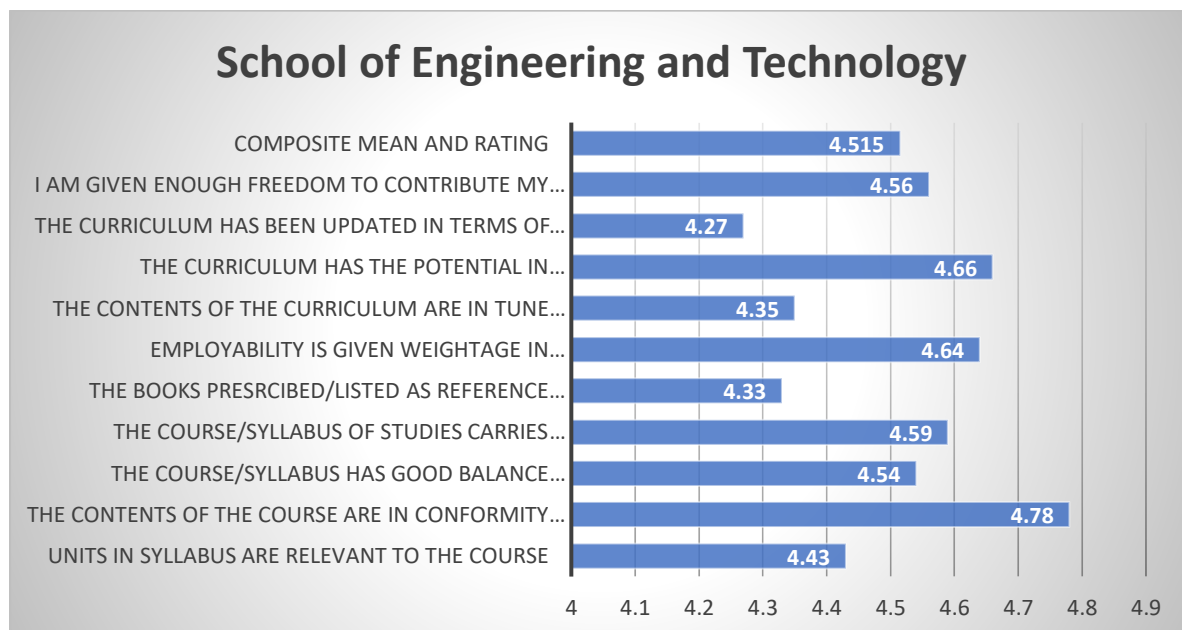
In conclusion, the teacher feedback on the School of Earth Science's curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.424 provides valuable insights into the curriculum's quality and

impact, indicating its continuous efforts to offer students a comprehensive and future-oriented education in the dynamic and critical field of Earth Science.



School of Education

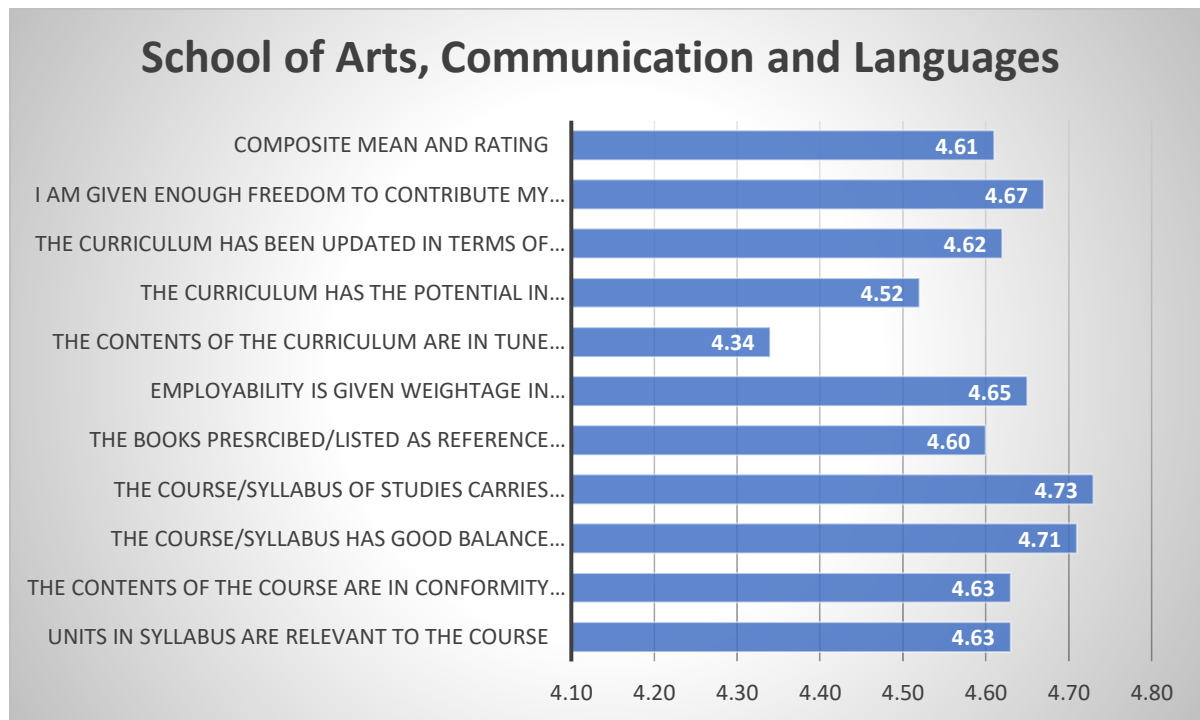
In conclusion, the teacher feedback on the School of Education's curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.478 provides valuable insights into the curriculum's quality and impact, showcasing the university's commitment to offering students a comprehensive and future-oriented education in the field of Education.



School of Engineering and Technology

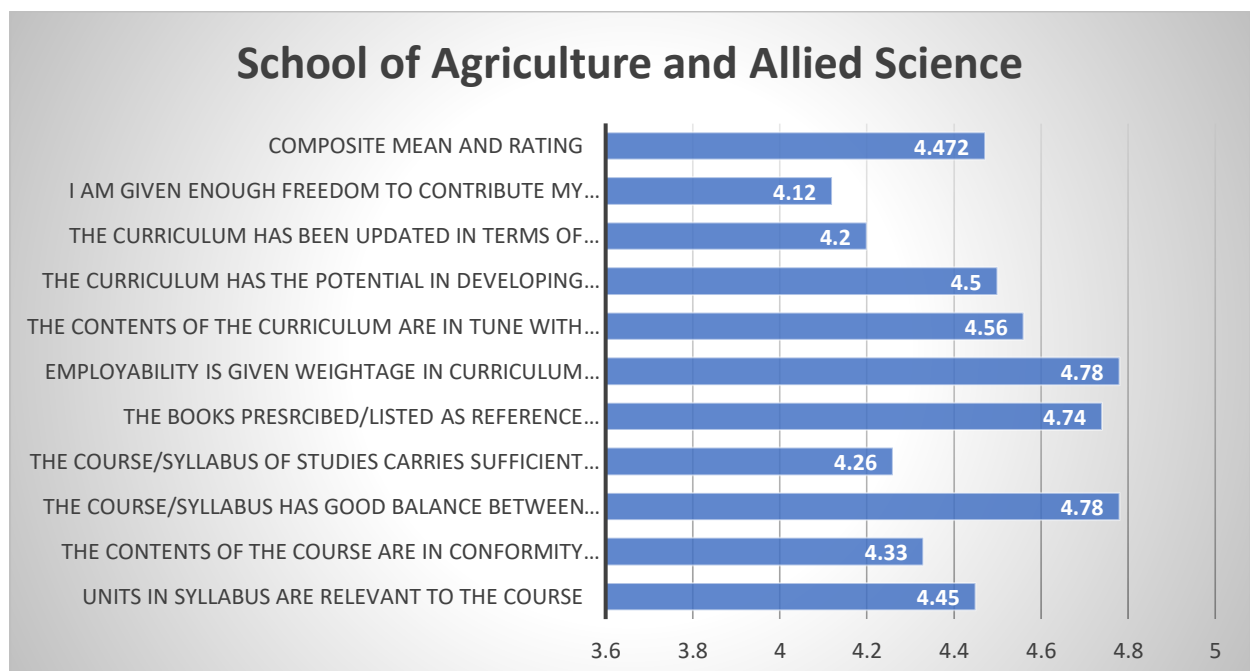
In conclusion, the teacher feedback on the School of Engineering and Technology's curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential

enhancement. The composite mean rating of 4.515 underscores the university's commitment to offering students a comprehensive and future-oriented education in the field of Engineering and Technology.



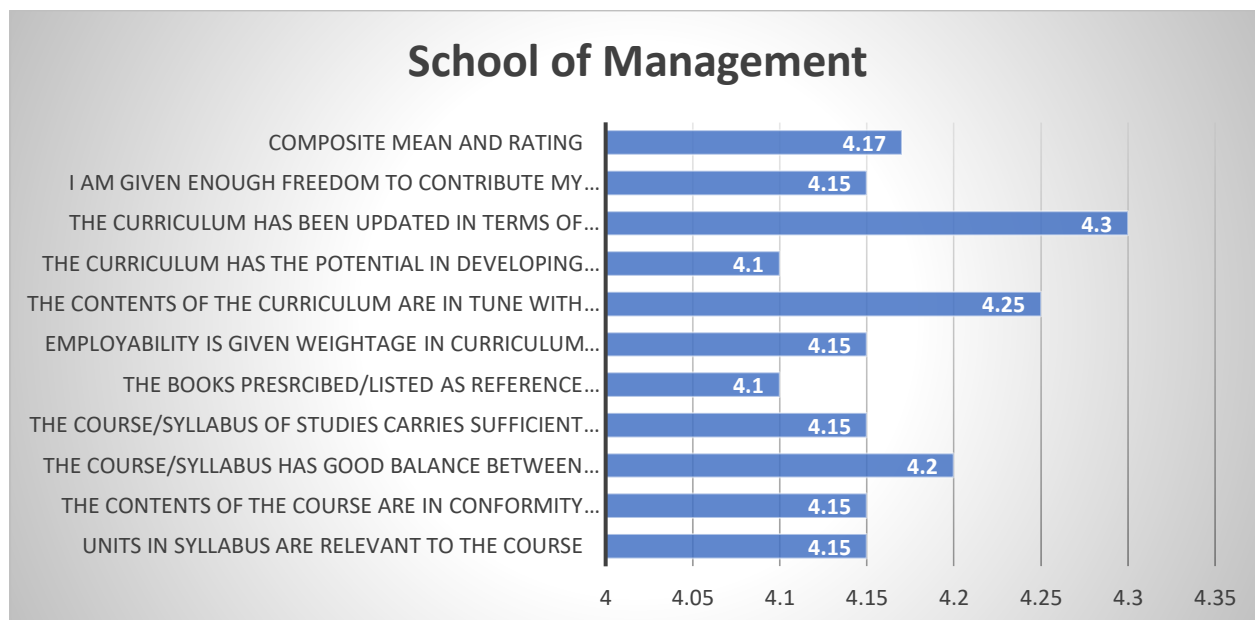
School of Arts, Communication and Languages

In conclusion, the teacher feedback on the School of Arts, Communication, and Languages' curriculum reflects its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.61 underscores the university's commitment to offering students a comprehensive and future-oriented education in arts, communication, and language-related disciplines.



School of Agriculture and Allied Science

In conclusion, the teacher feedback on the School of Agriculture and Allied Science's curriculum highlights its overall effectiveness, with recognition of its strengths and areas for potential enhancement. The composite mean rating of 4.472 reflects the university's commitment to providing students with a well-rounded and future-oriented education in agriculture and allied sciences.



School of Management

In conclusion, the teacher feedback on the School of Management's curriculum provides valuable insights into its overall effectiveness and relevance. The composite mean rating of 4.17 indicates that the curriculum is well-designed, with acknowledgment of its strengths and areas for potential enhancement. The School of Management continues to focus on delivering a comprehensive and future-oriented management education to its students.

6. Suggestions and actions/initiatives required to be taken up:

- Departments of the University should conduct regular workshops, seminars and conferences with participation of students and faculty members
- Invited lectures based on curricula of the departments should be regularly and compulsorily conducted in the University
- Training and development workshops should be conducted by the departments for their students and research scholars
- Departments should develop courses with more focus on employability and skill generation
- University should encourage the departments to develop courses which are more practical and field-based learning oriented

Action taken

- Industry-Academia Linkage Cell organized ‘AAROHAN’ – an industry-academia interface, bringing the prospective employers from the industry and the students face to face was established. Besides, interaction with the industry is sought through collaborative programmes like seminars, workshops, internships and research projects. University encouraged inviting experts/resource persons from industries to interact with students.
- An MoU was signed with SIDCUL, Haridwar.
- The Department of Business Management had adopted new teaching methods by encouraging students to undertake activities where the students are required to produce a product and market it. As a result the students will be exposed to the practical problems that will be faced at the ground level of marketing. This method of teaching got a very good response from the students.
- IQAC conducted workshop for the faculty members and research scholars of the university on How to add the additional journals to the UGC List of Journals and encouraged them to publish in those journals
- Department of Chemistry revised the syllabus of Skill Enhancement Course for B.Sc. Chemistry III Semester. M.Sc. Environment Science: Made Remote Sensing & Computer Application a core course; added a new Self Study Course, and revised elective papers
- The management department in (MBA) made Industry visit mandatory for the students.
- The syllabus of B.Ed. Programme updated according to NCTE Regulation 2014, and modified in year 2016. Internship was introduced in B.Ed II & III Semester.
- B.Tech. Instrumentation Engineering: Modified the syllabus as per the CBCS and updated to acquaint students with new and current knowledge as well as to enhance their practical skills.
- Deptt. of Botany & Microbiology: Addition and deletion of some genera in the syllabi was made on the basis of their availability locally and economic importance. Dissertation in M.Sc. IV Sem (Botany) was made optional. In M.Sc. IV Sem (Microbiology) only dissertation work will be carried out.
- Deptt. of Physical Education: Designed syllabus for Pre-PhD Course for PhD Programme in Physical Education; modified B.P.Ed. & M.P.Ed. syllabus according to the needs of the students and experience of the faculty.
- Centre for Mountain Tourism and Hospitality Studies: Revised the syllabus of one year PG Diploma in Tourism & Elementary Hoteliering in order to make the students to go for lateral entry in MBA (Tourism) III Semester.