



Academic Session 2019-20

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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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.

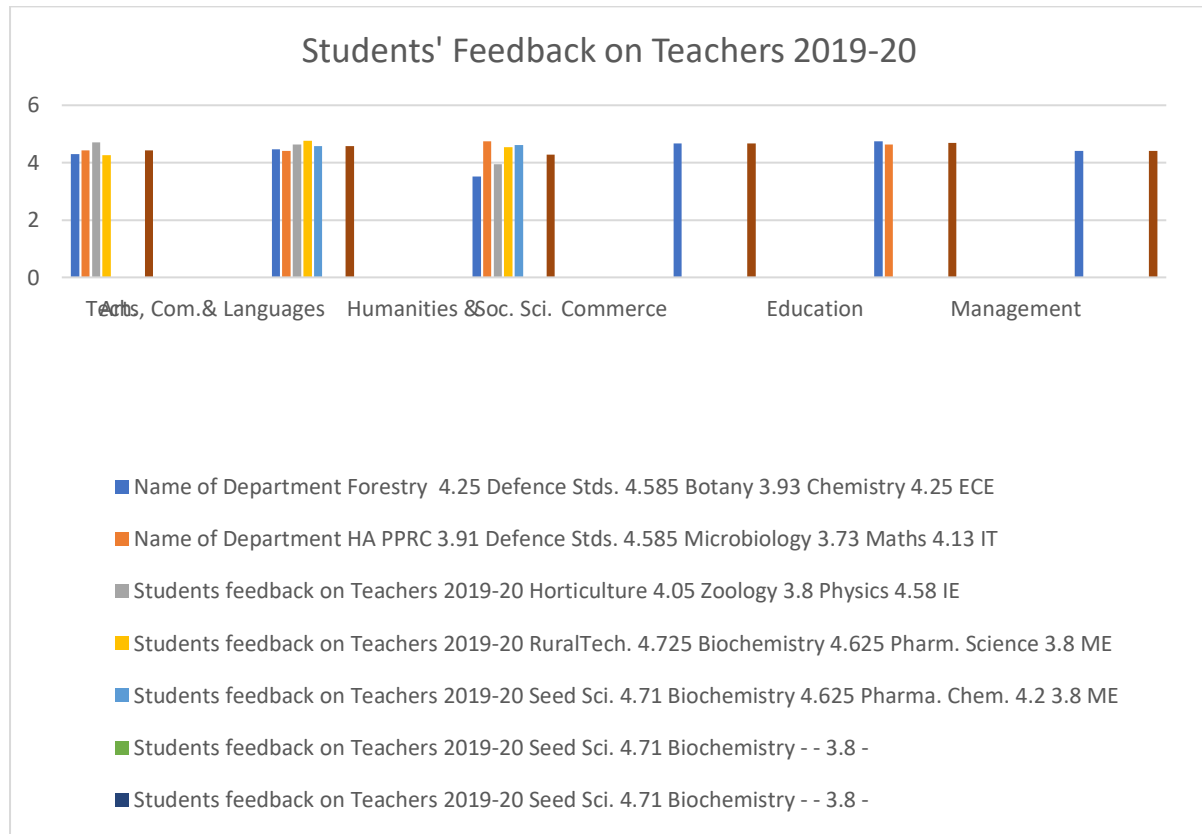
Keeping Curriculum Updated: Acknowledging the dynamic nature of the world, regular feedback is sought on whether the curriculum remains relevant and updated to meet the demands of the time.

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. Students' feedback on Teachers 2019-20



The data represents the student feedback on teachers from various departments across different schools within the university. The feedback is based on a 5-point scale, and the composite mean provides an overall rating for each department.

1. School of Agriculture and Allied Sciences:

- Forestry: 4.25
- HAPPRC: 3.91
- Horticulture: 4.05
- Rural Tech.: 4.725
- Seed Sci.: 4.71
- Composite Mean: 4.329

The School of Agriculture and Allied Sciences received generally positive feedback from students, with the departments of Rural Technology and Seed Science achieving notably high composite mean scores. These departments seem to excel in providing a satisfying learning experience to students, possibly due to a strong emphasis on practical exposure and up-to-date curriculum content. However, the HAPPRC department received a relatively lower composite mean score, suggesting the need for improvement in certain aspects of teaching or course organization.

2. School of Earth Sciences:

- Defence Studies: 4.585

The School of Earth Sciences received feedback from the Defense Studies department, and it is evident that the students in this department were highly satisfied with their teachers. The composite mean of 4.585 indicates that students appreciate the teaching methods and course content offered by the department.

3C. School of Life Sciences:

- Botany: 3.93
- Microbiology: 3.73
- Zoology: 3.8
- Biochemistry: 4.625
- Composite Mean: 4.02125

The School of Life Sciences has varying feedback across its departments. While Biochemistry received a relatively high composite mean score, suggesting positive feedback from students, other departments like Botany, Microbiology, and Zoology received lower scores, indicating the need for improvement in certain areas.

3 .School of Sciences:

- Chemistry: 4.25
- Maths: 4.13
- Physics: 4.58
- Pharm. Science: 3.8
- Pharma. Chem.: 4.19
- Composite Mean: 4.19

The School of Sciences shows a mix of feedback from different departments. Physics received the highest composite mean score, indicating high student satisfaction, while Pharm. Science received a relatively lower score, suggesting areas for improvement.

4 School of Engineering & Technology:

- ECE: 4.3
- IT: 4.43
- IE: 4.71
- ME: 4.26
- Composite Mean: 4.425

The School of Engineering & Technology received positive feedback from its departments, with all of them achieving above-average composite mean scores. This suggests that students appreciate the quality of teaching and the relevance of the course curriculum in these departments.

5 School of Arts, Communication & Languages:

- CJMC: 4.47
- Drawing: 4.405
- English: 4.635
- Hindi: 4.755
- Sanskrit: 4.57
- Composite Mean: 4.567

The School of Arts, Communication & Languages received positive feedback, with most departments achieving high composite mean scores. The English and Hindi departments stand out with particularly high ratings, indicating a high level of student satisfaction in these areas.

6. School of Humanities & Social Sciences:

- Anthropology: 3.51
- Economics: 4.75
- History: 3.95
- Pol. Science: 4.53
- Psychology: 4.62
- Sociology: 4.3
- Composite Mean: 4.272

The School of Humanities & Social Sciences received feedback from various departments, with Economics and Psychology departments scoring the highest. However, the Anthropology and History departments scored lower, suggesting the need for improvement to enhance student satisfaction.

7. School of Commerce:

- Commerce: 4.665
- Composite Mean: 4.665

The School of Commerce received positive feedback, with the Commerce department achieving a high composite mean score. This suggests that students are generally satisfied with the quality of teaching and the relevance of the course curriculum in the Commerce department.

8. School of Education:

- Yoga: 4.745
- Phy. Edu.: 4.635
- Composite Mean: 4.69

The School of Education received positive feedback, with both Yoga and Physical Education departments achieving high composite mean scores. This indicates that students appreciate the teaching approach and course content in these departments.

9. School of Management:

- Business Management: 4.4
- Composite Mean: 4.4

The School of Management received positive feedback, with the Business Management department achieving a satisfactory composite mean score. This suggests that students are generally satisfied with the quality of teaching and course curriculum in this department.

The student feedback on teachers at the university has provided valuable insights into the perception of students regarding their educators. Overall, the university has received a commendable average rating of 4.4 out of 5, indicating a high level of student satisfaction with their teachers. Notably, the departments that received the highest ratings were Engineering & Technology, Arts, Communication & Languages, and Humanities & Social Sciences, which suggests that departments with more technical or scientific subjects tend to receive higher ratings.

Upon closer analysis of the feedback, several factors have been identified that contribute to students' satisfaction with their teachers. Firstly, students highly appreciate the expertise and knowledge demonstrated by their teachers in their respective fields. Teachers who possess in-depth subject knowledge are better equipped to impart valuable insights and provide a comprehensive learning experience to their students.

Furthermore, effective teaching skills have been highlighted as a significant factor in students' satisfaction. Teachers who can present complex concepts in a clear and understandable manner tend to receive higher ratings. Students value teachers who can make the learning process engaging and exciting, fostering a positive and supportive learning environment.

Despite the overall positive feedback, certain areas have emerged where teachers could improve their ratings. Communication is one such aspect that some students feel could be enhanced. Providing clearer and more concise instructions, as well as being responsive to student queries, can contribute to a more effective learning experience.

Additionally, students have expressed the need for teachers to be more articulate in their explanations. Incorporating more examples and offering detailed explanations of complex concepts can help students better grasp the subject matter and enhance their learning outcomes. Another aspect that students have identified for improvement is the need for teachers to be more engaging in their teaching approach. Utilizing interactive activities and making the subject matter relevant to students' interests can make the learning process more enjoyable and impactful.

Suggestions:

To address these areas for improvement following suggestions are presented:

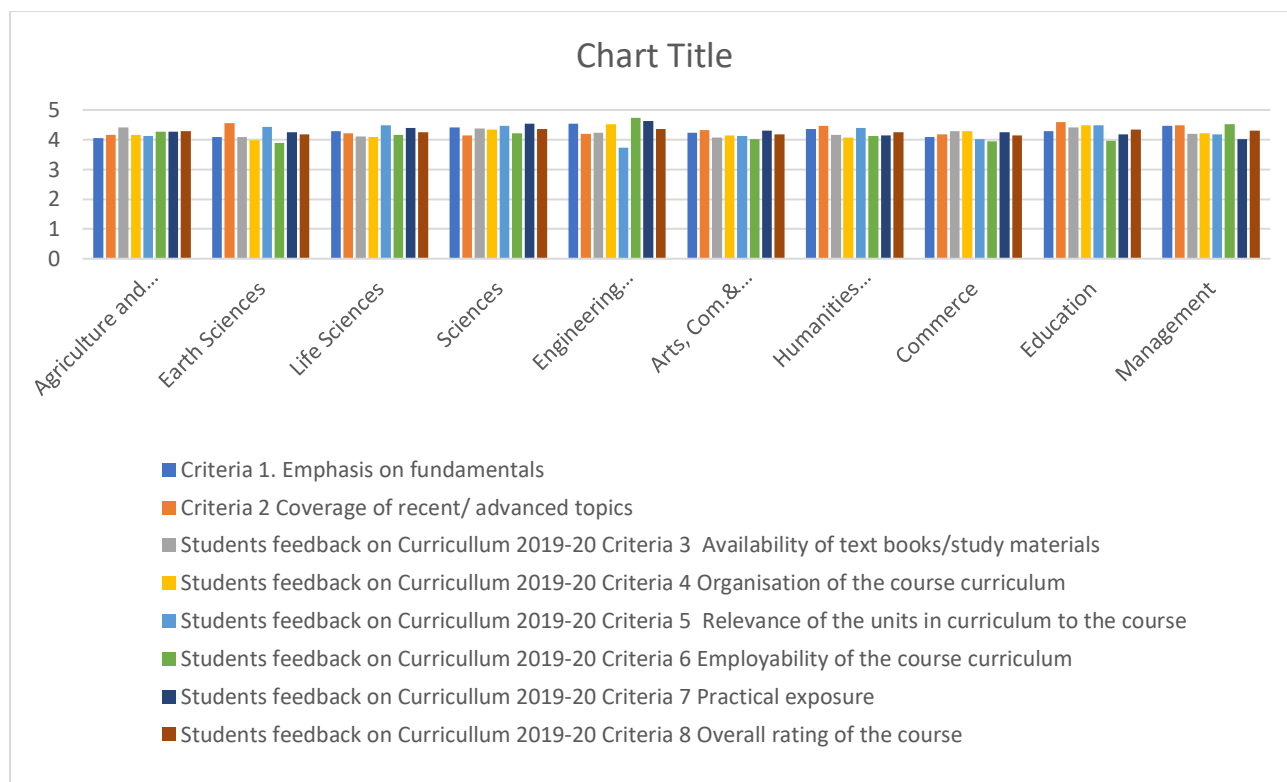
- It is crucial for teachers to actively seek feedback from their students.
- Creating an open and receptive environment for feedback allows teachers to better understand their students' perspectives and identify areas that require adjustments.
- By actively responding to feedback and making necessary changes, teachers can ensure that they provide the most rewarding and effective learning experience for their students.
- Updating of teachers' knowledge is necessary with regular refresher and training workshops

- Faculty Development Centre should organise more training and short-term courses for the faculty members aiming towards increasing their interest and expertise towards online education and recent development in education and research
- More interactions with other Universities, signing of MoUs and conducting invited lectures, workshops, seminars and conferences will assist the development of faculty members
- Student teacher ratio should be improved in the University with appointment of new faculty members

Action Taken

- Faculty Development Centre of the University organised various workshops on Use and Development of Open Educational Resources
- The SWAYAM Board was constituted vide office Order No. HNBGU/RO/2019/58 Dated: 20.02.2019 as an academic expert committee for advisory and executive role with respect to adoption of SWAYAM MOOCs and promoting blended, flipped and r-learning in the University.
- National Workshop on Communication Skill, Emotional Intelligence & Scientific Temperament for the teachers was organised in the University
- National Seminar on Professional Ethics in Higher Education was organised in the University
- MoU between HNB Garhwal University and National Bureau of Botanical Research (NBRI), Lucknow for enhancing research collaboration (23.04.2018).
- National Conference on *Recent Frontiers of Chemistry (NCRFC-2018)* at Chauras Campus, HNBGU (27-28 April, 2018).
- 1st Annual Conference of Society of Himalayan Action Research & Development on *Recent Advances in Chemical and Nano Sciences* organized by Dept of Chemistry, BGR Campus, Pauri (29-30 October, 2018)
- One Day Workshop on *Intellectual Property Rights (IPR)* jointly organised by Uttarakhand State Council of Science & Technology and Department of Chemistry, H.N.B. Garhwal University, BGR Campus Pauri (26.03.2019).

4. Student Feedback on the Curriculum 2019-20



Student feedback on the curriculum for the academic year 2019-20 indicates a highly positive overall rating, with an average score of 4.3 out of 5. Notably, the departments that received the highest ratings were Engineering & Technology, Arts, Communication & Languages, and Humanities & Social Sciences. Conversely, the lowest-rated departments were Agriculture & Allied, Life Sciences, and Commerce. A discernible trend emerges, as departments with more technical or scientific subjects tend to receive higher ratings.

The data suggests that students are generally satisfied with the curriculum, and this satisfaction can be attributed to several factors, including its relevance to students' future careers, the level of rigor it offers, and the academic challenge it presents.

Delving into specific areas for improvement, some students expressed that the curriculum could be made more relevant to their future careers. This could be achieved by introducing courses in specific fields or by offering more hands-on learning opportunities, allowing students to bridge the gap between theoretical knowledge and real-world applications.

Another area for potential enhancement is the rigor of the curriculum. Some students felt that it could be more challenging, and this can be addressed by incorporating more demanding courses or creating opportunities for students to demonstrate their mastery of the material through projects and practical assessments.

Furthermore, students indicated that they desire more challenging experiences within the curriculum. Providing opportunities for independent projects or fostering healthy competition among students can elevate the level of challenge and engagement, leading to a more enriching learning environment.

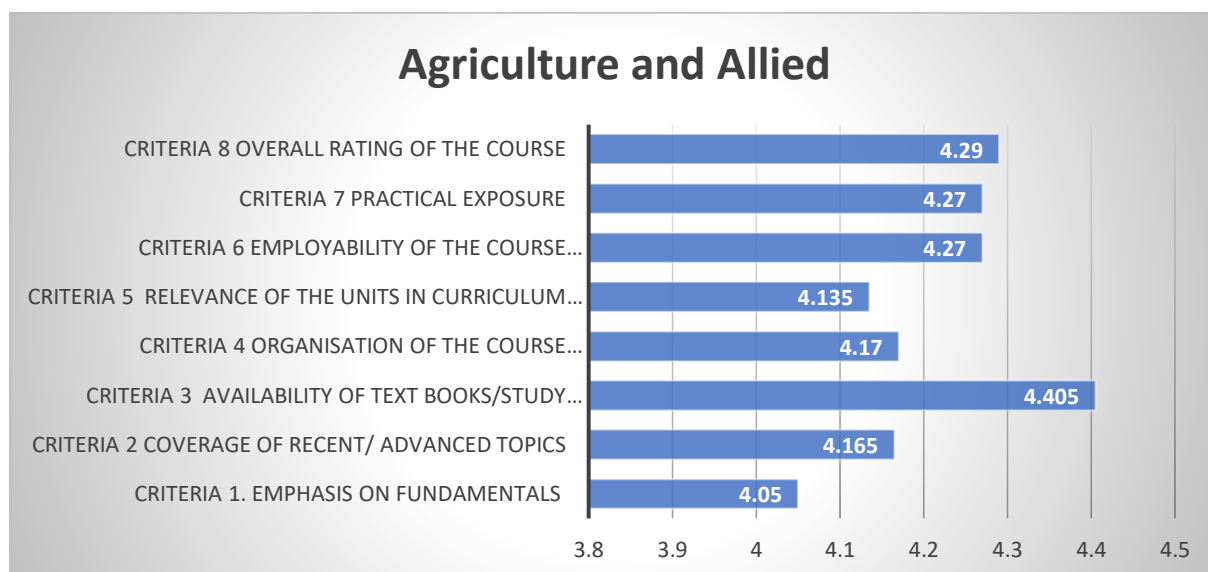
Considering the broader context of the data, the high ratings for technical and scientific departments imply that students are more likely to be satisfied with a curriculum that focuses on these areas. This is likely due to the students' ability to perceive a clear connection between these subjects and their future career paths, making the curriculum more purposeful and engaging.

Based on the student feedback scores across all departments, there are several overall suggestions that can be considered to enhance the overall learning experience and student satisfaction:

1. **Emphasize Fundamentals:** Departments should continue to prioritize the emphasis on fundamental principles in their courses. This ensures that students have a strong foundation and understanding of the core concepts, which is essential for advanced learning.
2. **Incorporate Recent and Advanced Topics:** To stay relevant in today's rapidly changing world, departments should regularly update their courses to include recent and advanced topics. This will keep students engaged and provide them with insights into the latest developments in their fields.
3. **Improve Availability of Study Materials:** Departments should ensure that students have easy access to relevant textbooks and study materials. This can be achieved through a well-organized library system, digital resources, and timely updates of course materials.
4. **Enhance Curriculum Organization:** A well-organized course curriculum is crucial for effective learning. Departments should focus on streamlining their curriculum to ensure a logical progression of topics and avoid unnecessary overlaps.
5. **Promote Practical Exposure:** Providing practical exposure to real-world scenarios and hands-on experiences can significantly enhance students' understanding and employability. Departments should collaborate with industry partners to offer internships, workshops, and projects that allow students to apply their knowledge.
6. **Foster Relevance of Course Units:** It is essential to ensure that course units align with the current needs of the industry and society. Departments should regularly review and update their curriculum to address emerging trends and challenges.
7. **Empower Employability:** Departments should actively work on making their curricula more employability-oriented. This can involve integrating industry-specific skills, soft skills, and professional development opportunities into the coursework.
8. **Encourage Student Feedback:** Implementing a structured feedback mechanism will enable continuous improvement. Departments should encourage students to provide feedback on their learning experiences, teaching methods, and overall satisfaction.
9. **Supportive Learning Environment:** Creating a supportive and inclusive learning environment can foster better engagement and motivation among students. Departments should prioritize creating a positive and respectful atmosphere that encourages active participation and collaboration.
10. **Faculty Development:** Invest in faculty development programs that keep educators updated with the latest teaching methodologies and technologies. Well-trained and motivated faculty members contribute significantly to the overall quality of education.

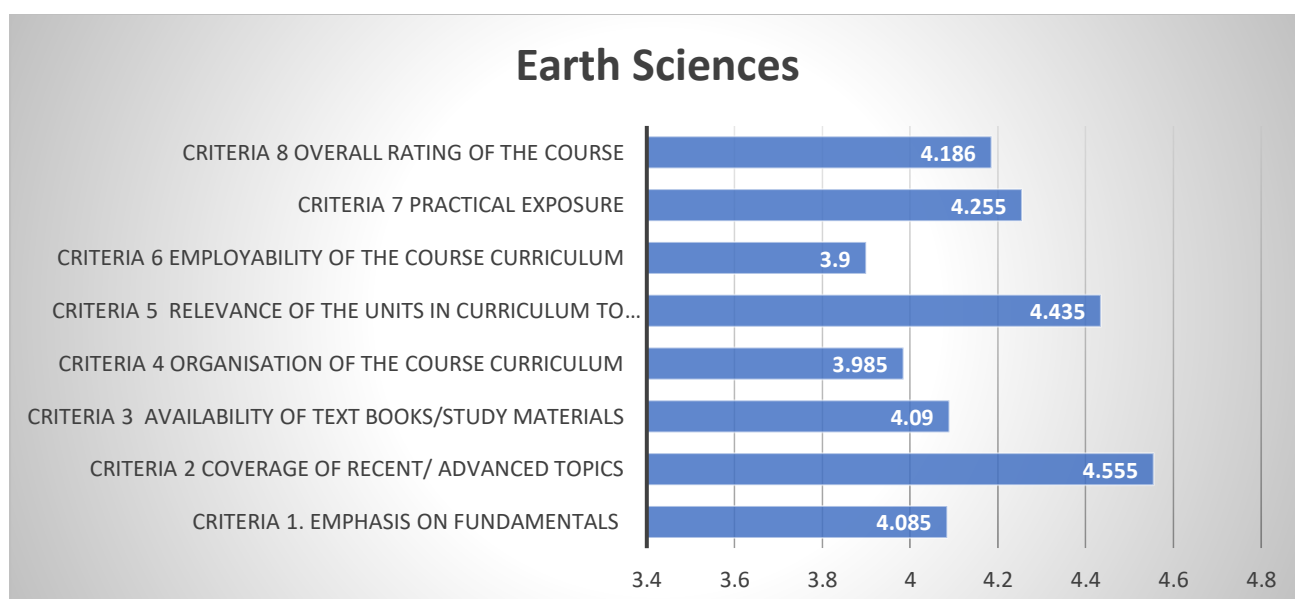
School Wise analysis

School of Agriculture and Allied:



In summary, the feedback from students indicates that the School of Agriculture and Allied Sciences is doing well in various aspects of its curriculum. The School excels in providing relevant and up-to-date course content, practical exposure, and employability opportunities. However, there are still areas for improvement, such as emphasizing fundamentals and further refining the organization of the course curriculum. Overall, the positive feedback suggests that the School is on the right track in providing a well-rounded and enriching learning experience for its students.

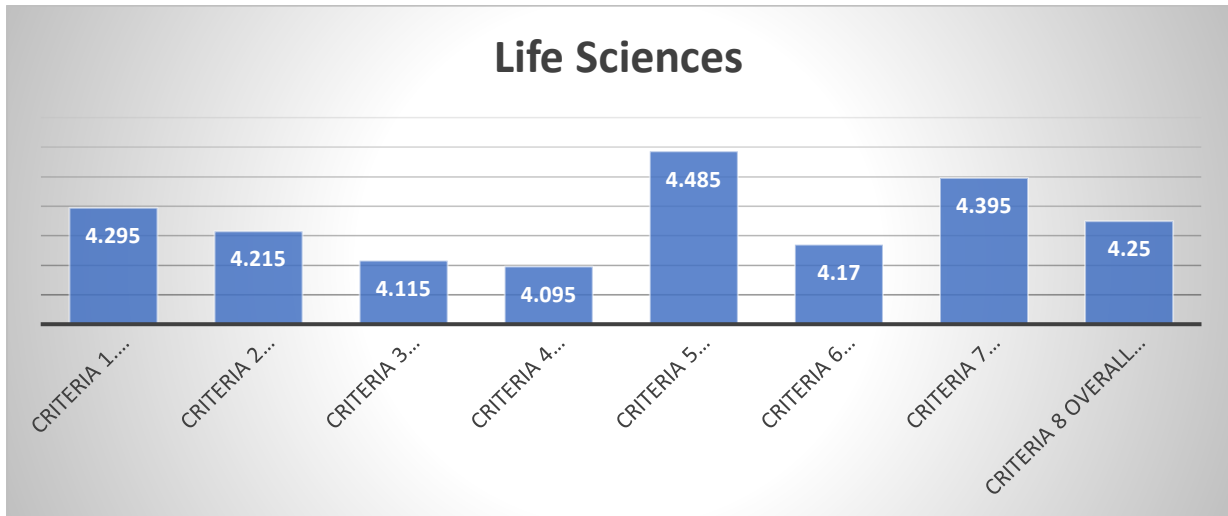
School of Earth Sciences



In summary, the student feedback for the School of Earth Sciences shows positive aspects such as the coverage of recent and advanced topics, relevant course content, and practical exposure.

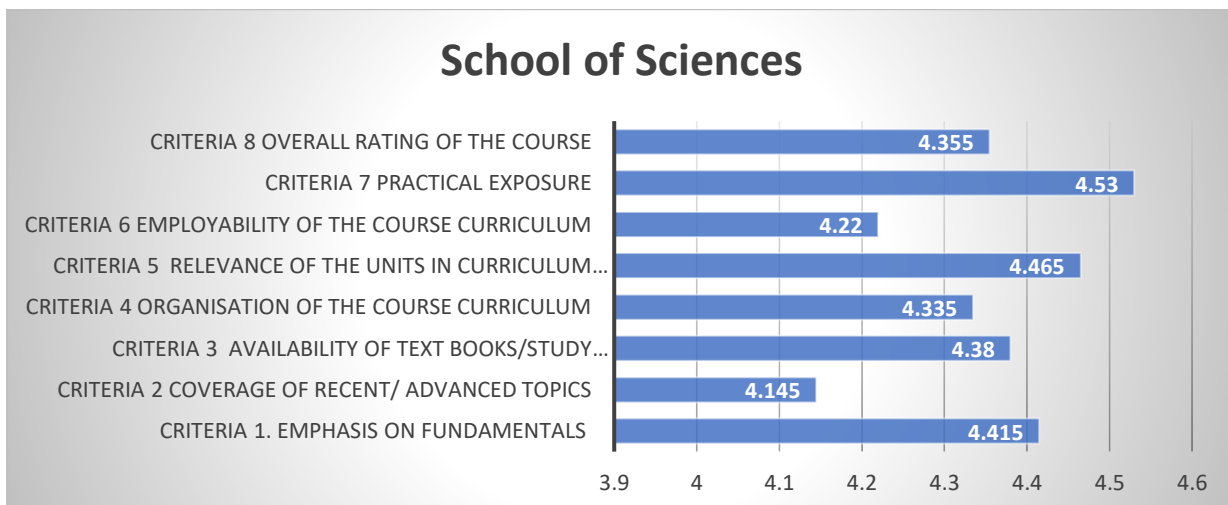
However, there are areas for improvement, such as enhancing the organization of the curriculum and focusing on employability prospects for students. By addressing these areas, the School can further enhance the learning experience and ensure that students receive a comprehensive education in Earth Sciences.

School of life sciences



In conclusion, the student feedback for the School of Life Sciences indicates that students are generally satisfied with the curriculum. Positive aspects include the emphasis on fundamentals, coverage of recent topics, and practical exposure. However, there is always room for improvement, and the School can continue to focus on providing relevant and up-to-date content, enhancing practical learning opportunities, and addressing any areas for improvement to further enhance the learning experience in Life Sciences.

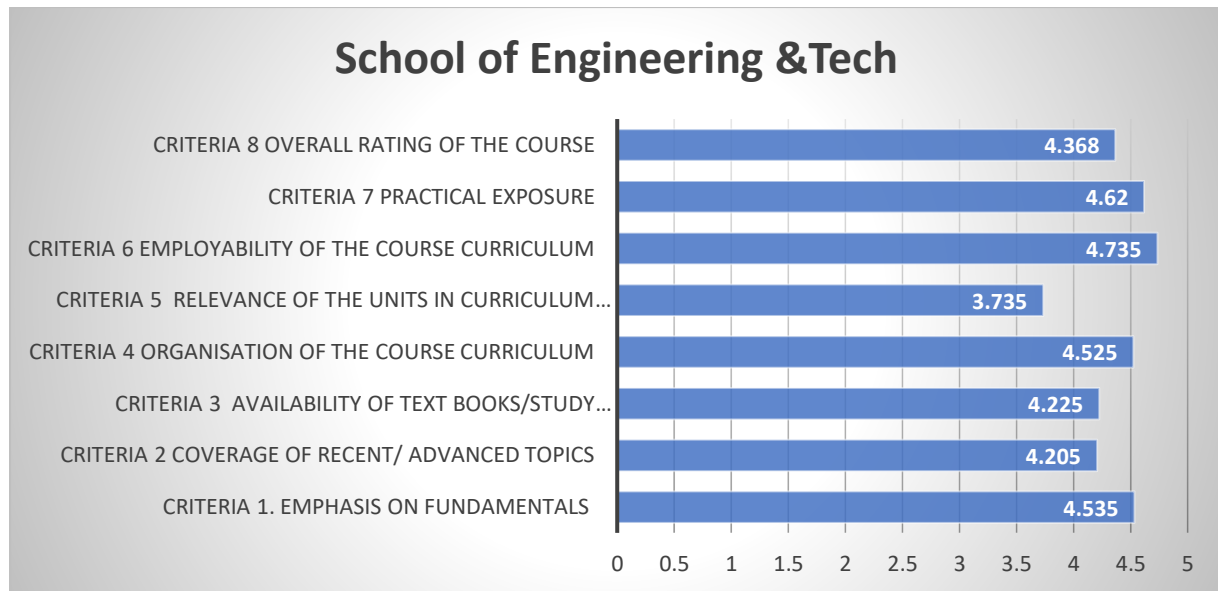
School of Sciences



The overall rating of the course is an impressive 4.35, reflecting the students' positive perception of the curriculum offered by the School of Sciences. This high level of satisfaction speaks volumes about the quality of education and the dedication of the faculty and administration in delivering an enriching learning experience.

In conclusion, the student feedback on the curriculum for the School of Sciences indicates a strong student satisfaction level. The School has succeeded in providing a curriculum that emphasizes fundamental knowledge, incorporates relevant and advanced topics, and offers practical exposure. To maintain this high level of satisfaction, the School can continue to focus on offering up-to-date and relevant content, providing practical learning opportunities, and further enhancing the organization of the curriculum to meet students' academic and career needs.

School of Engineering & Technology



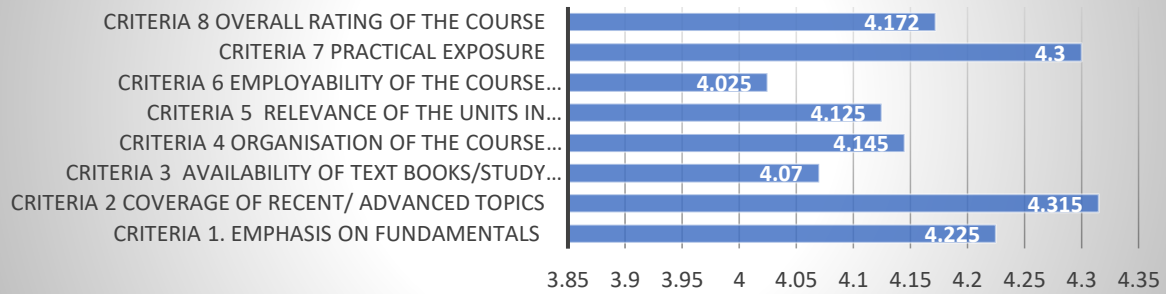
The overall rating of the course is a commendable 4.62, reflecting the students' positive perception of the curriculum offered by the Engineering & Technology department. This high level of satisfaction speaks to the department's commitment to providing quality engineering education and preparing students for successful careers in their chosen fields.

In conclusion, the student feedback on the curriculum for the Engineering & Technology department indicates a strong student satisfaction level overall. The department has succeeded in delivering a curriculum that emphasizes fundamental engineering knowledge, incorporates recent advancements, and provides ample practical exposure. To further enhance student satisfaction, the department can focus on improving the employability of the course curriculum by integrating more industry-oriented projects and internships. Additionally, the department can continue to foster practical learning opportunities and ensure the curriculum remains relevant and aligned with the evolving demands of the engineering industry.

School of Arts, Communication & Languages

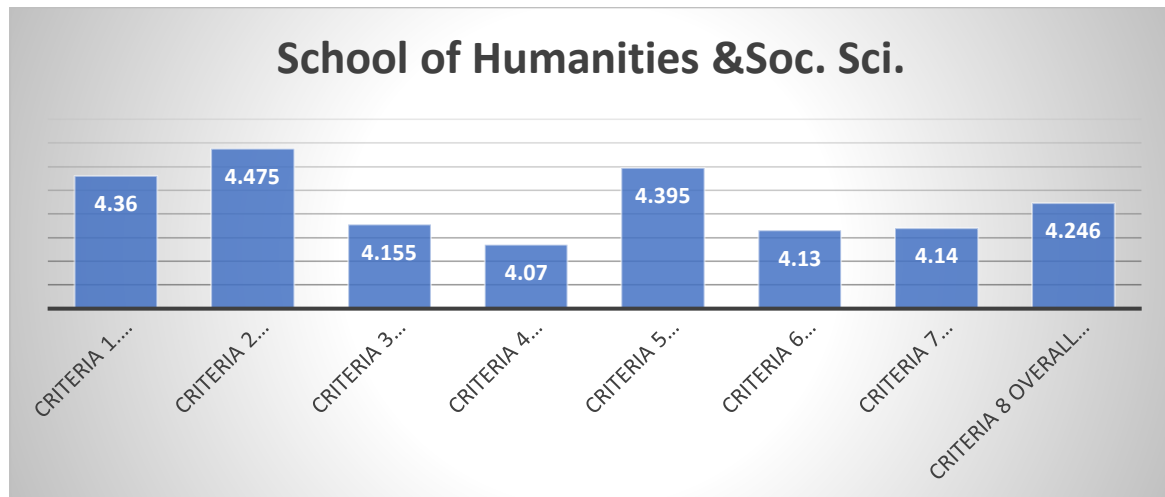
The overall rating of the course is a 4.17, reflecting the students' positive perception of the curriculum offered by the Arts, Communication & Languages department. However, there may be opportunities to further improve the curriculum's organization, ensure better availability of study materials, and strengthen the focus on employability skills to enhance overall student satisfaction.

Arts, Com.& Languages



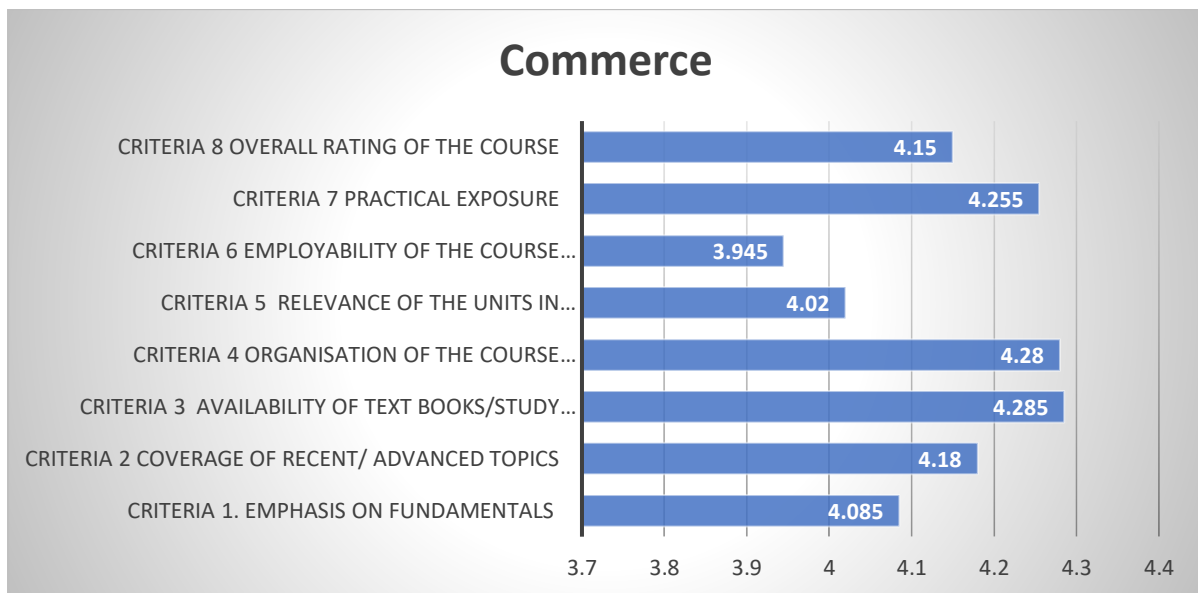
While the department receives praise for its practical exposure, allowing students to engage in hands-on experiences, there are areas that could use some improvement. For instance, the availability of textbooks and study materials might be an aspect that the department should focus on to enhance the learning experience for its students. Similarly, the organization of the course curriculum might benefit from fine-tuning to ensure a smoother and more coherent learning journey. Moreover, students desire a stronger emphasis on employability skills, aligning their academic pursuits with real-world applications and career prospects. Overall, the Arts, Communication & Languages department has succeeded in earning positive feedback from its students. However, by attentively considering their suggestions and actively seeking ways to improve the curriculum, the department can continue to elevate the learning experience for its students, preparing them for successful careers in their respective fields.

School of Humanities & Social Sciences



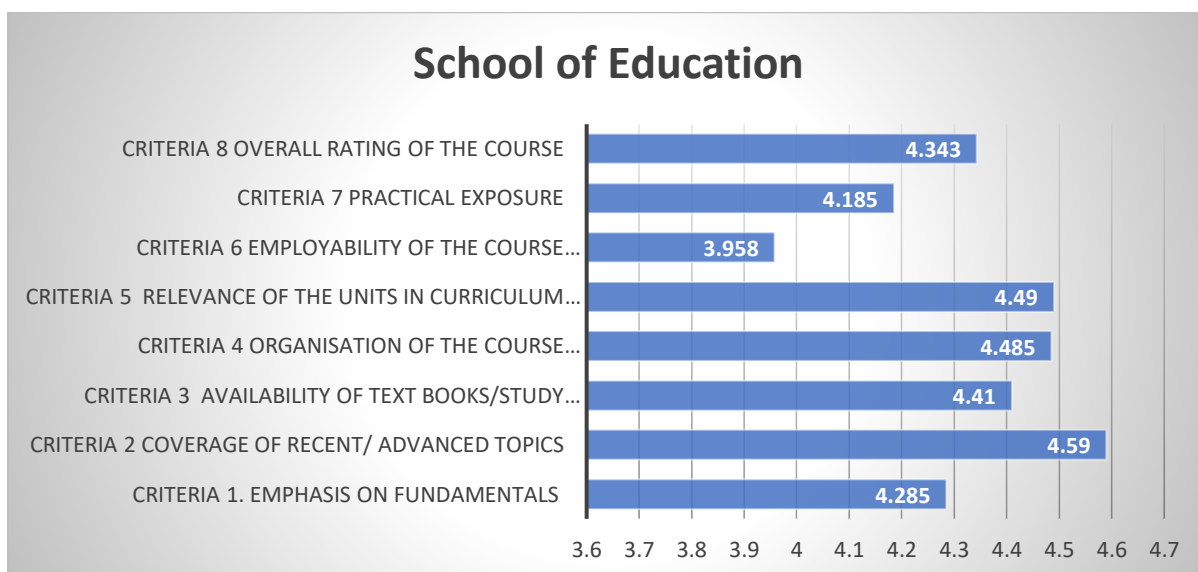
In summary, the Humanities & Social Sciences department has received positive feedback from its students, with notable strengths in emphasizing fundamentals, covering recent/advanced topics, and providing practical exposure. While the department has earned high ratings overall, there are specific areas where it can focus on improvement, such as increasing the availability of study materials and further enhancing employability-focused elements in the curriculum. By addressing these areas constructively, the department can continue to excel in delivering a well-rounded and enriching educational experience to its students.

School of Commerce



In conclusion, the School of Commerce has received positive feedback in several areas, such as the coverage of advanced topics, availability of study materials, and curriculum organization. However, there are opportunities for improvement, particularly in enhancing the relevance of course units to current industry needs and further strengthening employability-focused elements in the curriculum. By continuously seeking feedback from students and implementing constructive changes, the department can ensure that it delivers a comprehensive and relevant commerce education that prepares students for successful careers in the business world

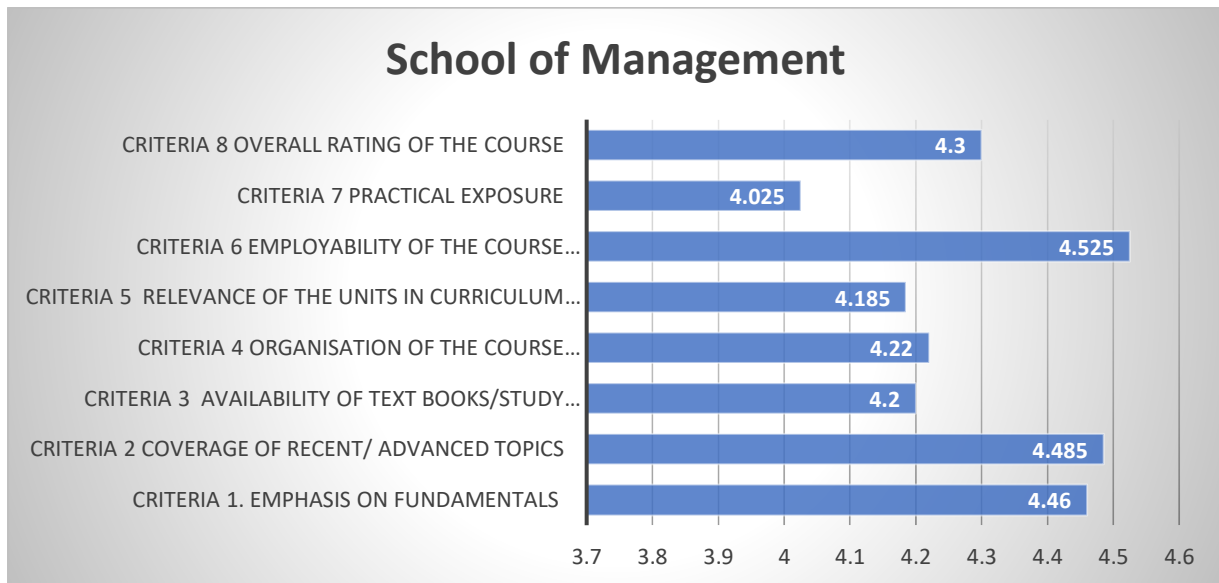
School of Education



The Education department has achieved notable success in various aspects, such as coverage of advanced topics, organization of the curriculum, and relevance of course units to the teaching profession. However, there is potential for further improvement in integrating

employability-focused elements and providing additional practical exposure opportunities. By actively seeking and incorporating feedback from students, the department can continue to enhance its educational offerings, producing competent and dedicated educators who can positively impact the future of education.

School of Management



Management department has demonstrated strengths in various areas, such as its focus on fundamentals, coverage of contemporary topics, and employability-oriented curriculum. The feedback also provides valuable pointers for improvement, including increasing practical exposure and ensuring the availability of study materials. There are opportunities to further enhance practical exposure and access to study materials. By actively incorporating student feedback, the department can continue to evolve and provide a comprehensive management education that prepares students for successful careers in the business world.

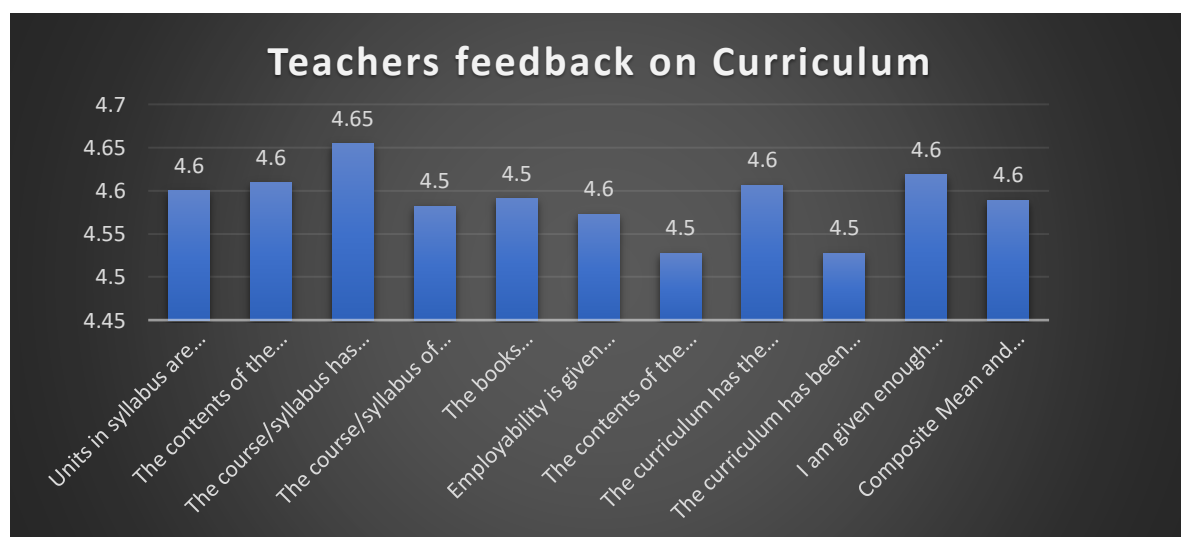
Broad Suggestions:

- Departments should focus on introducing new courses with larger focus on employability and skill development
- Courses should be updated with increasing exposure of students in field work and practical exposure to various learning aspects
- Student should be given more exposure to online courses such as provided under the umbrella of MOOCs
- Department faculties should also focus more on assisting the students in collecting relevant study material.
- Student feedback should be effectively and timely conveyed to the relevant academic bodies so that timely action could be taken on them.
- Department should conduct regular seminars and workshops to facilitate and update the student with current and relevant topics

Action Taken:

- The SWAYAM Board was constituted vide office Order No. HNBGU/RO/2019/58 Dated: 20.02.2019 as an academic expert committee for advisory and executive role with respect to adoption of SWAYAM MOOCs and promoting blended, flipped and r-learning in the University.
The board is making efforts to create awareness among the students about the course available on SWAYAM portal. Also, the board has established the SWAYAM-NPTEL Local chapter of university. The University is hosting two SWAYAM MOOCs "Academic Writing" and Industrial Pharmacy" developed by faculties of Department of Pharmaceutical Sciences.
- The CMTHS was awarded the 'National Resource Centre (NRC) on Tourism' by MHRD, Govt. of India in May 2018. The centre successfully designed and developed online SWAYAM programme on *Tourism and Hospitality Services Management* for Tourism and Hospitality for faculty members of Universities and Colleges in March 2019 and uploaded 40 videos on the subject along with manuscripts in MHRD SWAYAM portal. Its online examination was conducted by National Testing Agency (NTA), Govt. of India on 30th March 2019 across the country.
- Several courses were updated by different departments incorporating the updated aspects concerned to their subjects.
- In the Central Library, a collection of more than one lakh books has been classified, catalogued and made inventory available in machine readable form.
- The Department of Commerce signed MoU/ Agreement for the ICSI Signature Award with the Institute of Company Secretaries of India, New Delhi.
- DST sponsored *5 days Field Training Workshop for the Ph.D. Students* was organised under the supervision of faculty members of Geology department.

5. Teachers Feedback on Curriculum Design and Development 2019-20



The overall teachers' feedback on the curriculum at Garhwal University is highly positive. The units included in the syllabus are highly relevant to the courses, earning a rating of 4.6. This suggests that the curriculum is thoughtfully designed to cover essential and up-to-date topics, ensuring that students receive a comprehensive and specialized education in their respective fields. The contents of the courses align well with the intended learning outcomes, with a rating of 4.6. This demonstrates that the curriculum is carefully structured to help students achieve the specific knowledge and skills outlined in the learning objectives.

The curriculum maintains a good balance between theory and application, receiving a rating of 4.6. This balanced approach allows students to not only grasp theoretical concepts but also apply their knowledge practically, preparing them for real-world challenges in their chosen professions. The availability of a sufficient number of optional papers, rated at 4.5, offers students the opportunity to explore diverse areas of interest within their fields of study, fostering their individual growth and specialization.

The prescribed reference materials and books are deemed relevant and updated, earning a rating of 4.5. This indicates that the university is dedicated to providing students with access to the latest research and developments in their respective disciplines, enriching their learning experiences. Employability is given significant consideration in the curriculum's design and development, with a rating of 4.5. This underscores the university's commitment to equipping students with the skills and knowledge needed for successful careers in their chosen fields.

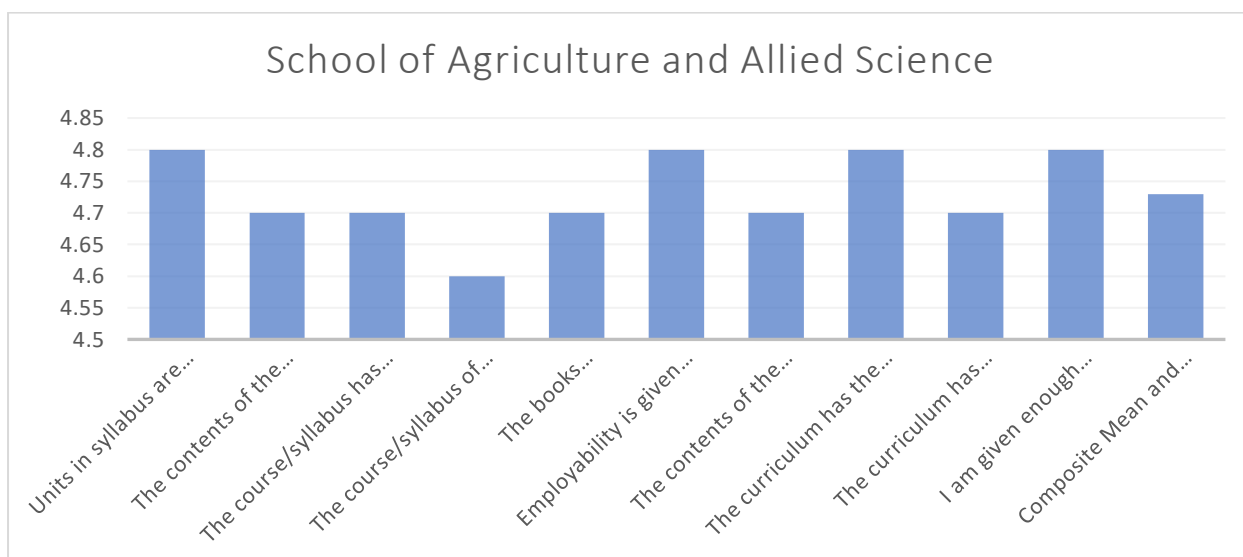
The curriculum aligns well with prestigious examinations like UGC/CSIR-NET/GATE/GPAT, receiving a rating of 4.5. This suggests that students are adequately prepared for these competitive exams, enhancing their academic and career prospects. Moreover, the curriculum has a strong potential to develop the habit of self-learning among students, earning a rating of 4.6. This attribute is invaluable as it encourages students to become proactive learners, taking ownership of their education and nurturing lifelong learning habits.

The curriculum is consistently updated in response to the demands and needs of the time, receiving a rating of 4.5. This adaptability ensures that students are equipped with relevant and contemporary knowledge and skills, staying abreast of the latest advancements in their fields.

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 4.6. This participatory approach fosters a collaborative and innovative learning environment, benefiting both faculty and students.

In conclusion, the overall teachers' feedback on the curriculum at Garhwal University is highly positive. The curriculum exhibits several commendable attributes, such as relevance, balance, employability focus, and potential for self-learning, which contribute to its effectiveness in providing students with a comprehensive and future-oriented education.

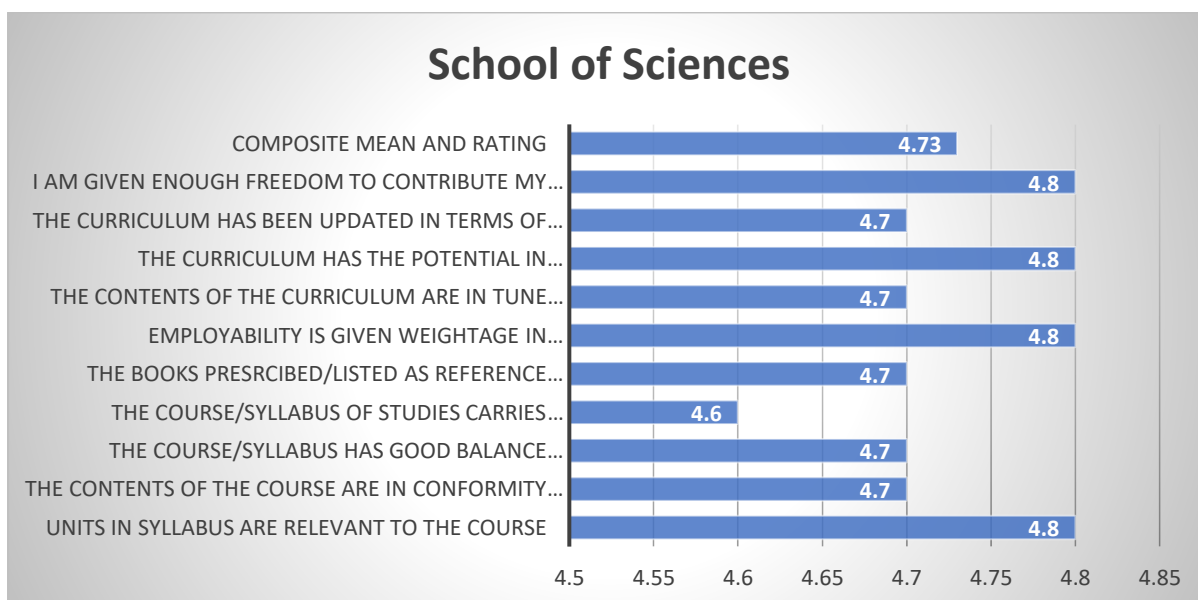
School wise analysis



The feedback on the curriculum at Hemvati Nandan Bahuguna Garhwal University's School of Agriculture and Allied Science is highly positive, with an impressive composite mean rating of 4.73. Units in syllabus are relevant to the course (Rating: 4.8)

Overall, the feedback indicates that Hemvati Nandan Bahuguna Garhwal University's School of Agriculture and Allied Science has a well-structured and relevant curriculum. The positive ratings across various aspects suggest that the university is committed to providing a comprehensive education that prepares students for both academic excellence and future employability. However, there is still some scope for improvement, particularly in offering more optional papers. Nevertheless, the curriculum's strengths, including its emphasis on practical application, alignment with competitive examinations, and promotion of self-learning, contribute to its high composite mean rating of 4.73.

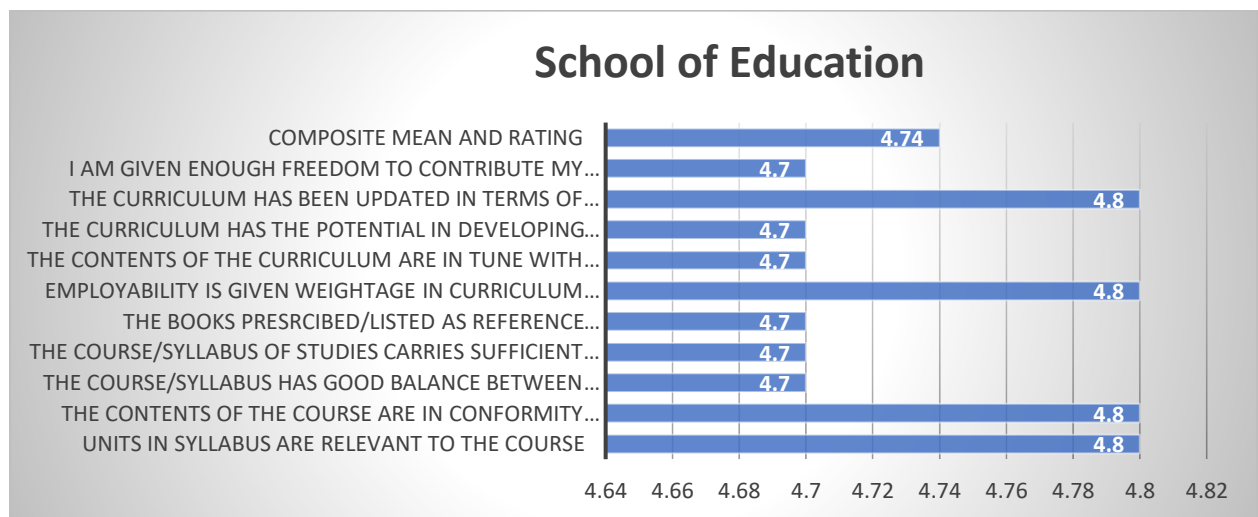
School of Sciences:



The curriculum is well-designed, with units that are highly relevant to the course, receiving a rating of 4.8. This indicates that the topics covered align well with the intended learning outcomes, which also received a commendable rating of 4.7. The course strikes an effective balance between theoretical knowledge and practical application, as evidenced by a rating of 4.7, indicating that students are exposed to both theoretical concepts and opportunities to apply them in real-world scenarios.

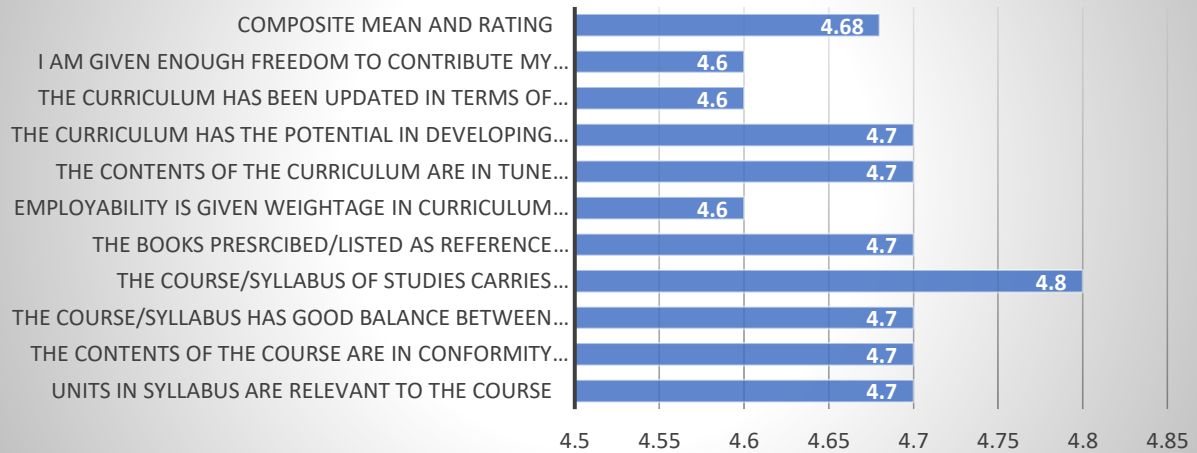
Overall, the composite mean rating of 4.74 reflects the high level of satisfaction among teachers with the curriculum at the institution. The feedback highlights various strengths, including relevance, practicality, employability focus, and encouragement of self-learning. The identified area for improvement lies in offering more optional papers to enhance student choice and flexibility.

School of Education:



The teachers' feedback on the curriculum at the School of Education is overwhelmingly positive, reflecting a high level of satisfaction with various aspects of the curriculum design and development. Overall, the composite mean rating of 4.74 reflects the collective satisfaction of teachers with the curriculum at the School of Education. The positive feedback highlights the curriculum's relevance, practicality, employability focus, and encouragement of self-learning. While some aspects, such as optional papers, could be further enhanced, the feedback indicates that the School of Education has succeeded in designing a curriculum that effectively meets the needs of students and faculty alike.

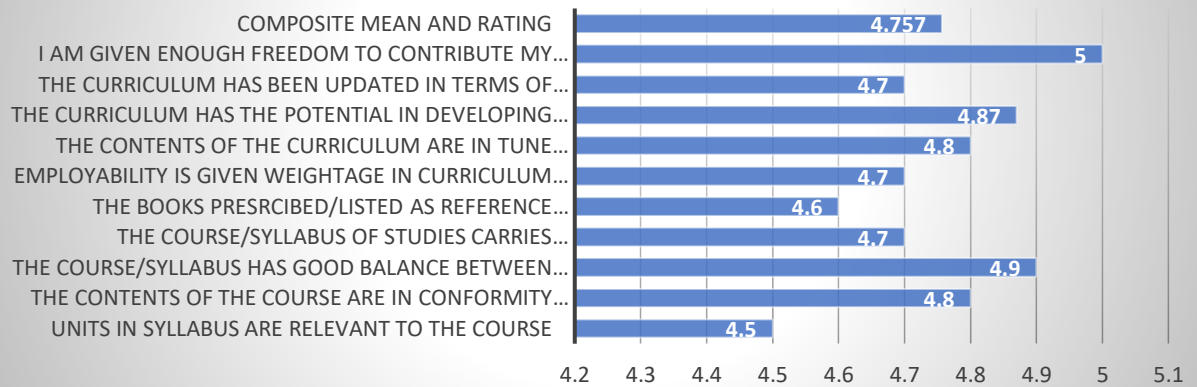
School of Arts, Communication and Languages



School of Arts, Communication, and Languages:

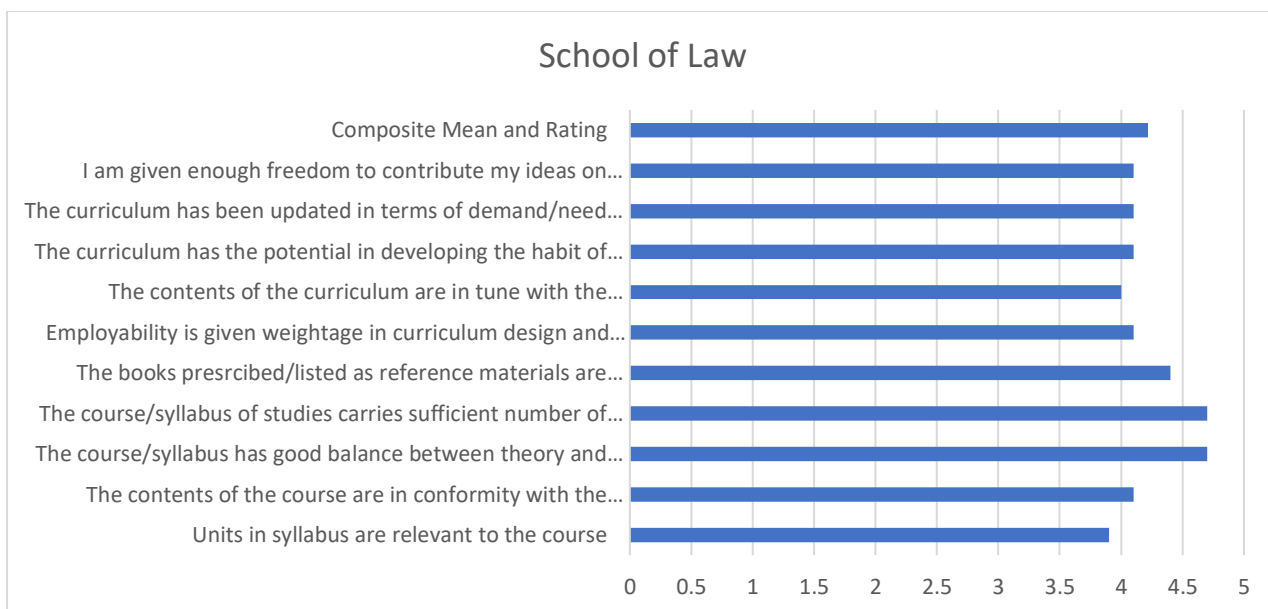
The composite mean rating of 4.68 suggests an overall positive perception of the curriculum among the teachers, but it also serves as a valuable indicator of areas that could be improved to further enhance the quality and effectiveness of the curriculum at the School of Arts, Communication, and Languages.

School of Humanities and Social Sciences



The School of Humanities and Social Sciences

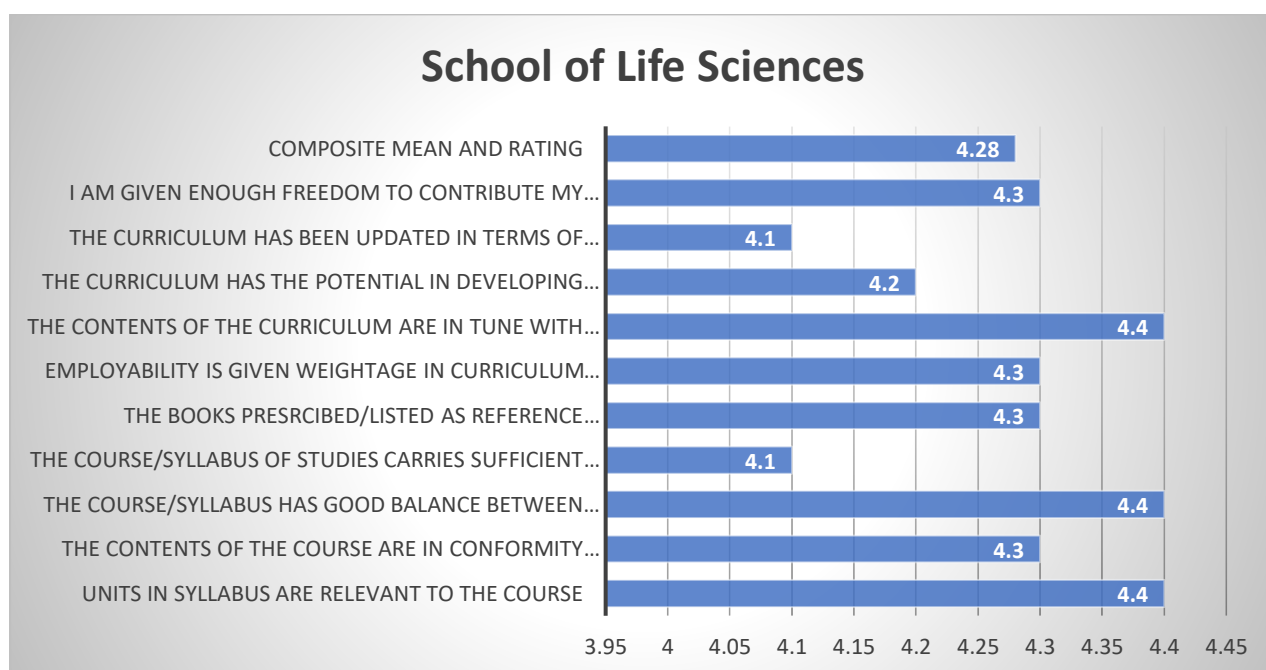
The composite mean rating of 4.7 reflects the overall positive sentiment among teachers regarding the curriculum at the School of Humanities and Social Sciences. The feedback highlights several strengths, including relevance, balanced approach, employability focus, and encouragement of self-learning. The high level of teacher satisfaction is indicative of a well-designed and student-centered curriculum in the field of humanities and social sciences.



The School of Law

Teachers' feedback on the curriculum at the School of Law highlights both commendable aspects and areas for improvement. While the curriculum showcases strengths such as a balance between theory and application, optional paper offerings, and student involvement, there is room for enhancing relevance, employability focus, alignment with competitive examinations, and opportunities for self-learning. By actively incorporating teachers' perspectives, engaging in regular curriculum reviews, and adapting to the evolving legal landscape, the School of Law can continue to provide an enriched and effective legal education for its students.

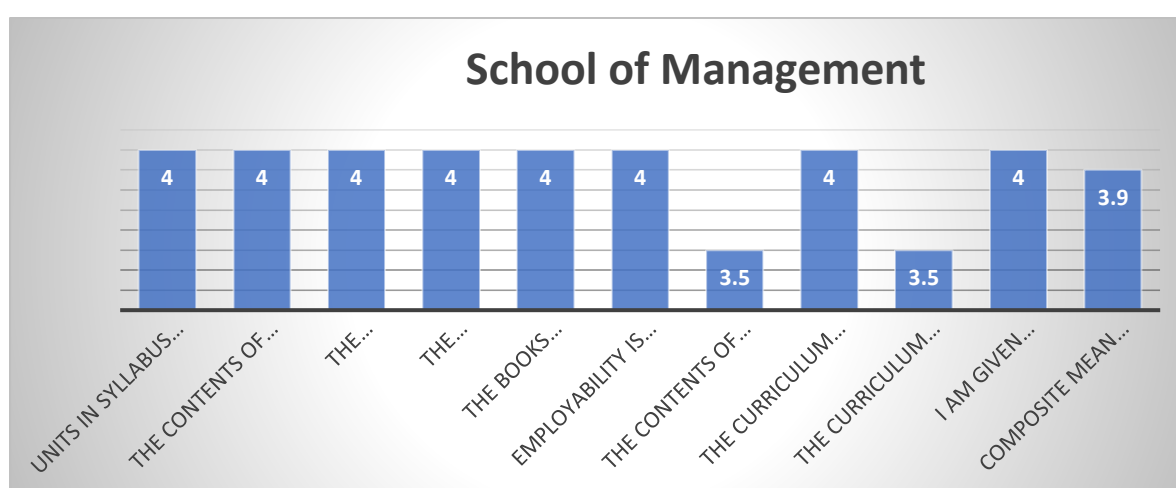
School of Life Sciences



School of Life Sciences indicates a generally positive but slightly lower composite mean rating of 4.28.

In conclusion, the School of Life Sciences at Hemvati Nandan Bahuguna Garhwal University has a generally positive curriculum, with several notable strengths, such as relevance of units, balance between theory and application, and consideration of employability. However, there are areas that could benefit from further improvement, such as expanding the optional course offerings, enhancing alignment with specific learning outcomes, and strengthening the focus on self-learning and responsiveness to the latest trends. Overall, with a composite mean rating of 4.28, the curriculum shows promise but may require some fine-tuning to reach its full potential.

The School of Management

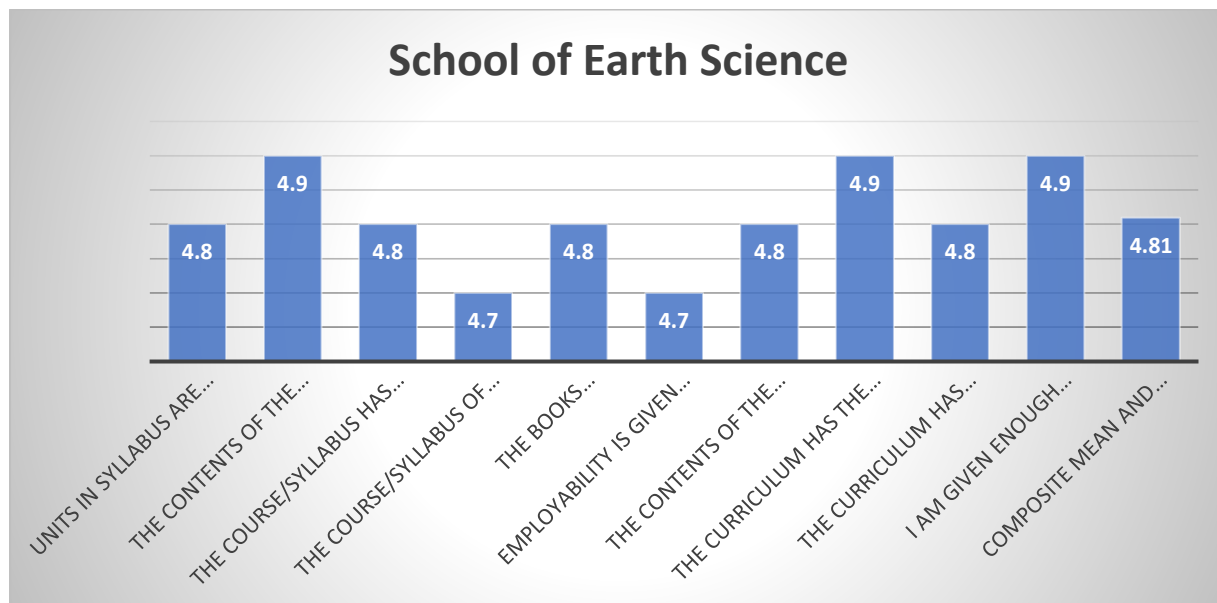


The School of Management has received generally positive feedback on its curriculum, with an overall composite mean rating of 3.9.

Employability is given due importance in the curriculum's design and development, emphasizing the university's commitment to preparing students for successful careers in management. However, there is room for improvement in following aspect- The alignment of curriculum contents with competitive examinations like UGC/CSIR-NET/GATE/GPAT received a rating of 3.5. While positive, this score suggests that further fine-tuning may be needed to better align the curriculum with the requirements of these examinations.

In conclusion, the School of Management's curriculum demonstrates several strengths, including relevance, balance, and employability focus, resulting in an overall positive rating of 3.9. However, to further enhance the curriculum's effectiveness, attention can be directed towards better alignment with competitive examinations and nurturing a stronger culture of self-directed learning among students.

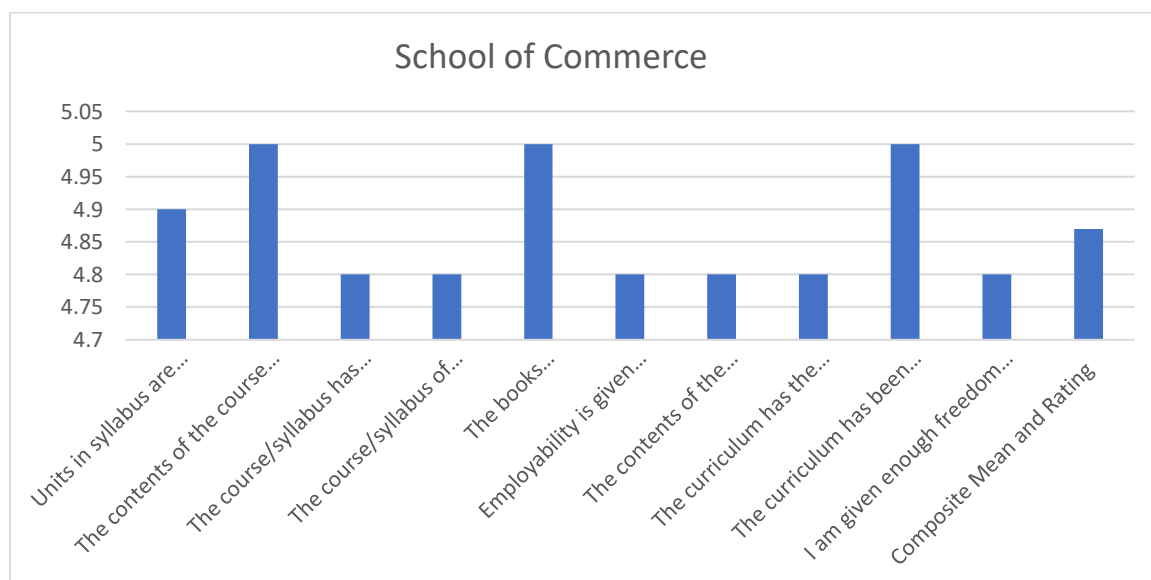
The School of Earth



The School of Earth has garnered exceptionally positive feedback on its curriculum, with an impressive composite mean rating of 4.81.

In conclusion, the School of Earth Science's curriculum at Hemvati Nandan Bahuguna Garhwal University excels in various aspects, including relevance, alignment with learning outcomes, balance, employability focus, and potential for self-learning. Its composite mean rating of 4.81 signifies its exceptional quality and effectiveness in providing students with a comprehensive and forward-looking education in Earth Science.

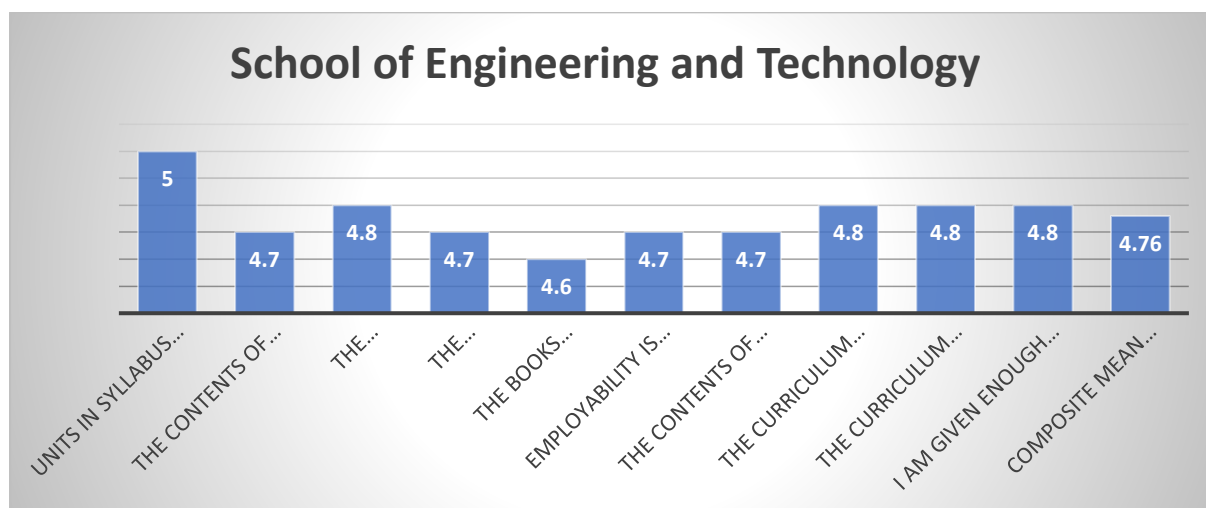
The School of Commerce



The School of Commerce has received highly positive feedback on its curriculum, earning an impressive composite mean rating of 4.87.

Faculty members feel valued and empowered, as they are given enough freedom to contribute their ideas to curriculum design and development, rated at 4.8. This participatory approach fosters a collaborative and innovative learning environment, benefiting both faculty and students.

School of Engineering and Technology



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

In conclusion, the School of Engineering and Technology's curriculum shows a good balance between theory and application, employability focus, and potential for self-learning. Its composite mean rating of 4.76 signifies its outstanding quality and effectiveness in providing students with a comprehensive and future-oriented education in engineering and technology.

Broad Suggestions

- Employers and Alumni feedback should be initiated and University should be given equal weightage to their suggestions while planning its development
- University library should be enriched with books suggested by teachers and students, library should procure books by inviting various publishing houses and arrange a book exhibition for teachers and students
- Departments should focus towards introducing more skill courses in their curriculum
- Departments should ensure to timely collect the feedback from students and teachers and immediately communicate and forward the same to IQAC
- Departments should regularly update their syllabus and focus more on incorporating field-based study courses

Action Taken Report on Feedback

- The SWAYAM board of the University is making efforts to create awareness among the students about the course available on SWAYAM portal. Also, the board has established the SWAYAM-NPTEL Local chapter of university.

- The University has hosted two SWAYAM MOOCs "Academic Writing" and "Industrial Pharmacy" developed by Dr Ajay and Dr Mona Semalty of Department of Pharmaceutical Sciences.
- Several departments have organised invited lectures in their departments while some schools have taken the initiative of conducting such invited and guest lecture series for all the students falling within their school.
- University expert committee has urged all the departments of the University to equally consider the suggestions of students and all faculty members while updating existing courses or while introducing new courses.
- Various departments have organised seminar and conferences with equal participation of the University students
- Some departments have updated their syllabus while focusing on imparting employment generating skills