

# Academic Session 2020-21

## Action Taken Report on Feedback



Submitted by:

**Internal Quality Assessment Cell (IQAC)**

**HNB Garhwal University,  
Srinagar Uttarakhand**

Action Taken Report  
on  
Feedback Received for Academic Session 2020-21



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## Table of contents

<b>S.No</b>	<b>Content</b>	<b>Page No</b>
1	Feedback process	1
2	Parameters of feedback	1-4
3	Student feedback Report	4-13
	Action Taken	13-14
4	Faculty feedback report	14-22
	Action Taken	22
5	Alumni Feedback report	23-27
	Action Taken	28

## **Feedback process**

Feedback plays a pivotal role in the ongoing development and improvement process of HNB Garhwal University, recognizing its significance in enhancing the overall educational experience. The university has established a robust feedback system that actively involves various stakeholders, including teachers, students, alumni, and employers, to garner diverse perspectives and valuable insights. Regular feedback is sought from these stakeholders through well-structured surveys and interactions, allowing them to share their experiences, observations, and suggestions constructively. Faculty members, students, and even employers are encouraged to provide their inputs, thus fostering an inclusive approach to continuous improvement. Once collected, the university diligently analyzes the feedback, paying close attention to key patterns and recurring themes. The feedback is meticulously reviewed, and specific areas of concern or potential enhancements are identified. Subsequently, the university delivers comprehensive reports and pertinent suggestions to the respective departments and schools, enabling them to understand and address the highlighted issues effectively.

What sets HNB Garhwal University apart is its proactive approach to follow up on the actions taken by each department based on the provided feedback. The university acknowledges that the success of the feedback system lies not only in collecting opinions but also in ensuring the implementation of meaningful changes. Regular audits and progress assessments are conducted to track the impact of the suggestions and improvements made in response to the feedback. This consistent follow-up reinforces accountability among the departments and fosters a culture of responsiveness and adaptability within the university community.

By incorporating feedback from multiple stakeholders, analyzing it meticulously, and prioritizing follow-up actions, HNB Garhwal University demonstrates a steadfast commitment to enhancing the quality of education and the overall university experience. This iterative feedback process enables the university to stay attuned to the needs of its stakeholders and continuously evolve as an institution dedicated to academic excellence and student success.

## **Parameters of feedback**

### **A. For students' feedback on curriculum**

HNB Garhwal University recognizes the importance of student feedback in shaping the quality of education and continuously improving its academic offerings. To comprehensively assess the learning experience, the university employs eight key parameters to gather feedback from students. Firstly, the emphasis on fundamentals is evaluated to gauge the foundation-building aspect of the courses, ensuring a strong knowledge base for students. Secondly, the coverage of recent and advanced topics is examined, aiming to keep the curriculum updated and aligned with the latest developments in the respective fields. The availability of textbooks and study materials is assessed to ascertain that students have access to essential resources for effective learning. The organization of the course curriculum is scrutinized to ensure coherence, logical progression, and a structured approach to learning. Moreover, the relevance of individual units within the curriculum to the overall course is

considered, ensuring that every aspect contributes meaningfully to students' skill development and academic growth. The employability of the course curriculum is a significant parameter, focusing on equipping students with practical skills and knowledge that are in demand in the job market. Additionally, the university values the importance of practical exposure, and this parameter evaluates the availability and effectiveness of hands-on learning experiences, internships, and real-world applications in enhancing students' understanding and readiness for professional challenges. By holistically considering these eight parameters, HNB Garhwal University endeavors to create a student-centric learning environment that nurtures well-rounded and competent graduates prepared to excel in their chosen careers. In addition to the eight parameters used for gathering student feedback on various aspects of the curriculum, HNB Garhwal University seek students' suggestions and inputs for the further development of the academic offerings. The university believes that students, as the primary beneficiaries of the educational programs, possess valuable insights and perspectives that can contribute to the continual enhancement of the curriculum.

### **B. For students' feedback on teachers**

HNB Garhwal University places great emphasis on ensuring the quality of teaching and learning experiences for its students. To effectively evaluate the performance of teachers, the university employs a comprehensive set of ten parameters for gathering feedback from students. Firstly, the regularity in taking classes is assessed to ensure consistent engagement with students throughout the academic term. Secondly, communication skills are evaluated, considering how well the teachers convey complex concepts and interact with students. The completion of the syllabus within the stipulated time is closely monitored to maintain a well-paced academic calendar. Content delivery is scrutinized to gauge the clarity and effectiveness of teaching materials and methodologies. Additionally, the skill of creating interest in the subject matter is considered, as it fosters enthusiasm and engagement among students. HNB Garhwal University also values innovation in teaching, and the use of innovative teaching methods is assessed to enhance the learning experience. Accessibility outside the class for student interaction is an essential parameter, ensuring that teachers are approachable for academic guidance and support. Furthermore, the university values teachers who cater to the varied academic interests of students, acknowledging the diverse learning needs within the student body. Encouraging students' participation in class discussions and activities is another crucial aspect of effective teaching. Finally, the overall performance of teachers is holistically evaluated, encompassing all aspects of their teaching style and impact on students' academic growth. By diligently considering these ten parameters, HNB Garhwal University strives to foster a culture of excellence in teaching and continuous improvement in the overall educational experience for its students.

### **C. Teachers feedback on Curriculum**

HNB Garhwal University takes the feedback of teachers on the curriculum they are undertaking seriously, and the process involves a comprehensive evaluation based on ten key parameters. Firstly, teachers provide input on whether the units in the syllabus are relevant to the course's objectives, ensuring alignment with the intended learning outcomes. Secondly, the conformity of course contents with the learning outcomes is assessed to ascertain that the curriculum effectively addresses the intended educational goals. A critical aspect is maintaining a good balance between theory and application, allowing students to grasp

theoretical concepts while also developing practical skills. The presence of a sufficient number of optional papers is considered to provide students with a diversified learning experience. Additionally, teachers evaluate the relevance and currency of prescribed reference materials, ensuring students have access to updated and pertinent resources. The university places significant importance on employability in curriculum design, acknowledging the need to equip students with skills sought after by employers. The curriculum's alignment with national-level examinations, such as UGC/CSIR-NET/GATE/GPAT, is evaluated, ensuring students are well-prepared for further academic pursuits and competitive exams. Encouraging self-learning is another parameter, fostering independent thinking and lifelong learning habits among students.

The dynamic nature of the world demands that the curriculum remains updated and relevant, and teachers' feedback on whether the curriculum is in tune with the demands of the time is taken into account. Lastly, teachers' input is sought regarding their freedom to contribute ideas to the curriculum design and development, fostering a collaborative and inclusive approach to academic planning. By considering these ten parameters, HNB Garhwal University strives to create a curriculum that meets the evolving needs of students and prepares them for a successful future in their chosen fields.

#### **D. Alumni feedback**

HNB Garhwal University places immense value on gathering feedback from its esteemed alumni to continually enhance and refine its academic and campus offerings. The university carefully considers feedback on 23 crucial parameters, which are instrumental in shaping the overall educational experience. These parameters encompass various aspects such as the Admission Procedure, ensuring a smooth and hassle-free process for aspiring students. The Alumni Association's engagement and support are also assessed, fostering a strong bond between the university and its graduates. The quality and hygiene of Canteen Facilities are examined to ensure the well-being of students. The Campus Ambience plays a vital role in providing a conducive learning environment, while the competence and dedication of Faculty members are assessed for effective teaching and mentorship. The transparency and affordability of the Fee Structure are taken into account, ensuring access to education for all. Hostel Facilities are reviewed to ensure comfortable and safe accommodation for students. The university emphasizes Skill-oriented Courses to equip students with relevant expertise for the job market. The Undergraduate and Master's Courses are evaluated for their quality and relevance. Teaching and Learning methodologies are closely examined to foster a dynamic and interactive learning experience. The Infrastructure and Lab Facilities are crucial in promoting hands-on learning and research. The university's commitment to aligning the content with current job requirements is evaluated through the Relevance of Content to Current Job parameter. Ample Library Resources are provided to support academic endeavors. Real-life Application of Course of Study is emphasized to ensure practical knowledge application. The Overall Rating of the University and Academic Programs gauges the overall performance and quality of education. Project/Dissertation/Field Work Guidance is offered to students, facilitating their academic growth. Quality of support material, whether online or offline, is reviewed for effectiveness. Industry Visits enable students to gain exposure to real-world scenarios. Training and Placement services are tailored to provide career opportunities. Value Adding and Ethical Education are instilled in students, shaping their character and ethical values. Finally, the university assesses the Overall Capability of

students passing out of this institution to gauge their readiness and competence for future endeavors. Through this comprehensive feedback mechanism, HNB Garhwal University continues to evolve and excel as a premier academic institution.

HNB Garhwal University places a strong emphasis on alumni satisfaction and overall satisfaction levels through a carefully curated set of feedback questions. The university seeks to gauge the pride of its alumni in being associated with HNBGU by asking if they feel a sense of pride as alumni of the institution. It also inquires about the various activities organized by the university for the overall development of students, recognizing the significance of extracurricular and co-curricular activities in shaping their personalities. The university values alumni's willingness to contribute to the institute's development, understanding the importance of alumni engagement in fostering institutional growth. Furthermore, HNBGU takes into account how effectively the institute handles student grievances, ensuring a supportive and conducive environment for its students. Feedback is also gathered on the usefulness of the diverse extracurricular and co-curricular activities offered, reflecting the university's commitment to providing a holistic educational experience that fosters the overall development of its students' personalities. By soliciting feedback on these key aspects, HNB Garhwal University continuously endeavors to enhance its offerings and create a fulfilling and rewarding academic journey for both its current students and valued alumni.

### **3. Students Feedback Report**

#### **3.A Student feedback on curriculum**

This data is related to Student feedback on curriculum in Hemvati Nandan Bahuguna Garhwal University Srinagar. In general, student feedback on the curriculum is positive, with an average rating of 3.7 out of 5. The School of Law has the highest rating, averaging at 4.4, followed closely by the School of Arts, Communication and Languages with 4.3, and the School of Agriculture and Allied Sciences with 4.2. However, the School of Engineering and Technology received the lowest rating, with an average of 3.6.

The ratings show significant variation between departments within the same school, indicating the need for improvement in some areas. For instance, while the Department of Computer Science and Engineering received a rating of 4.6, the Department of Instrumentation Engineering received a considerably lower rating of 2.1.

The School of Engineering and Technology's lower average rating can be attributed to the wide range of engineering disciplines it offers, which may not adequately align with the needs of all students. Furthermore, some departments within the school, such as the Department of Instrumentation Engineering, received lower ratings than others, emphasizing the need for improvement in those areas.

The School of Sciences received an average rating of 3.9, indicating overall student satisfaction. However, there is some variation in ratings between departments. For instance, the Department of Chemistry received a rating of 3.4, while the Department of

Pharmaceutical Chemistry received a much higher rating of 4.6. This suggests that certain departments may need to make curriculum changes to enhance student satisfaction.

The School of Management garnered an average rating of 3.6, indicating general satisfaction. However, there is room for improvement. For example, the Department of Management could enhance its curriculum by incorporating more case studies and projects that are relevant to workforce needs.

The School of Life Sciences received an average rating of 3.9, signifying overall student satisfaction. However, similar to other schools, there are variations in ratings between departments. The Department of Zoology received a rating of 2.6, whereas the Department of Biotechnology received a higher rating of 4.3. This suggests the need for curriculum adjustments in certain departments to improve student satisfaction.

The School of Law received the highest average rating of 4.4, indicating great satisfaction among students. The school's comprehensive curriculum prepares students for various legal careers effectively.

The School of Humanities and Social Sciences received an average rating of 3.7, indicating general satisfaction. Nevertheless, there is variation in ratings between departments. For instance, the Department of Anthropology received a rating of 3, while the Department of Political Science received a rating of 4.45. This suggests the need for curriculum modifications in certain departments to enhance student satisfaction.

The School of Education received an average rating of 3.5, suggesting satisfaction overall. However, there is room for improvement. For example, the Department of Education could make its curriculum more relevant to workforce needs by incorporating additional field experiences. The School of Earth Science received an average rating of 3.3, indicating satisfaction, yet with room for improvement. For instance, the Department of Geology could enhance its curriculum's accessibility by incorporating more hands-on learning experiences to accommodate students with different levels of mathematical ability.

The School of Arts, Communication, and Languages received an average rating of 4.3, indicating high satisfaction among students. The school offers diverse courses that enable students to explore their creativity and develop communication skills.

The School of Agriculture and Allied Sciences received an average rating of 4.2, reflecting high student satisfaction. The school provides a comprehensive curriculum that prepares students for various careers in agriculture and allied fields.

Overall, the student feedback suggests that while there is generally positive sentiment regarding the curriculum, there is room for improvement in certain departments and schools. By addressing the specific areas highlighted, educational institutions can enhance student satisfaction and better align their programs with the needs of the students and the workforce.

### **Broad suggestions**

- Central library should be enriched with latest study material, e-books, e-journals further the facility of INFLIBNET/IUC should be made better for the students and faculty members.



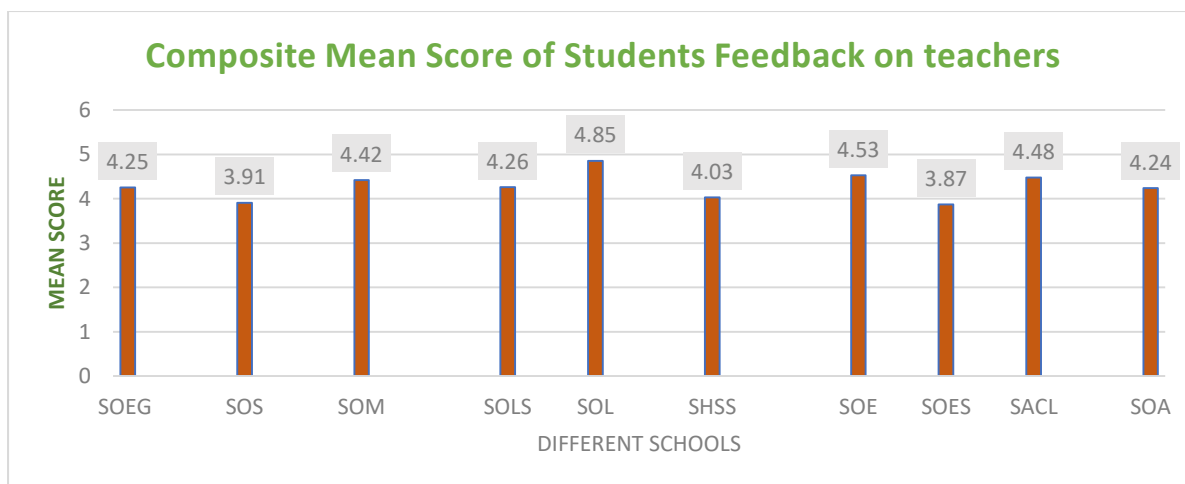
- Departments should introduce new courses focusing on skill generation for employment generation. Further there is a strong need to impart value education towards which University should strive further to introduce value added courses for the students.
- University departments should continuously conduct seminar, workshops and training programs with equal participation of students this would help the students to get enrich with updated information related to their subject area.
- University should focus on developing soft skills of the students along with working towards creation of language lab for the students.
- University should further focus towards popularising and increasing the access of students to the online courses.

### **Action Taken**

- During 2019-20, HNB Garhwal University through its departments signed MoU with institutions of higher learning namely University of Haifa, Haifa (Israel); South Asian Institute (SAI) Ruprecht-Karis Universit te, Heidelberg (Germany); University of Copenhagen (Denmark); ICAR-National Bureau of Fish and Genetic Resources, Lucknow (U.P.); ICAR-NBAIM, Mau (U.P.); ISF College of Pharmacy, Moga (Punjab). Department of Forestry & Natural Resources renewed the MoU with University of Applied Forest Sciences Rottenburg, Germany.
- 25 new faculty members in various departments were appointed in the University to improve the student teacher ratio
- Several National and International conferences were organised in the different departments of the University
- following skill based/ value-added courses have been introduced in the curriculum: M.Sc. Seed Science & Technology (Tree Seed Technology; Advances in Seed Science Research); B.A. Home Science (First Aid, Clothing Construction, Textiles Design & Craft); B.A. Sanskrit IV, V & VI Semester; B.Sc. Chemistry(Cosmetics and Perfumes)
- A book exhibition was organized in Central Library of the University. A total of 52 publishers that included International publishers like Pearson, Brill, Taylor and Francis books, World Scientific, Cambridge University Press, Oxford University Press, Wiley, SAGE along with national publishers viz. S. Chand, CBS Publishers, Sports Publication, Kitabghar publication, Winsar participated in the event with their latest editions. Around 25,000 (Twenty-five thousand) books were exhibited in the book fair.
- Books and journals amounting to about Rs. 169 lakhs were procured for the libraries of the University.

### **3. B Student feedback on faculty**

#### **A. School wise distribution of Composite Mean Score of Students Feedback on teachers based on different attributes**



The analysis of student feedback at Hemvati Nandan Bahuguna Garhwal University Srinagar indicates that students are generally satisfied with the teaching at the university, with an overall mean score of 4.25 out of 5. This suggests that the teaching standards are satisfactory across various subjects. However, the data also reveals variations in satisfaction levels among different subjects.

The subject with the highest mean score is Law, earning a remarkable 4.85 out of 5. This implies that students in this field are highly satisfied with the teaching they receive. Conversely, Sciences received the lowest mean score of 3.91 out of 5, indicating that students are comparatively less satisfied with the teaching in this subject.

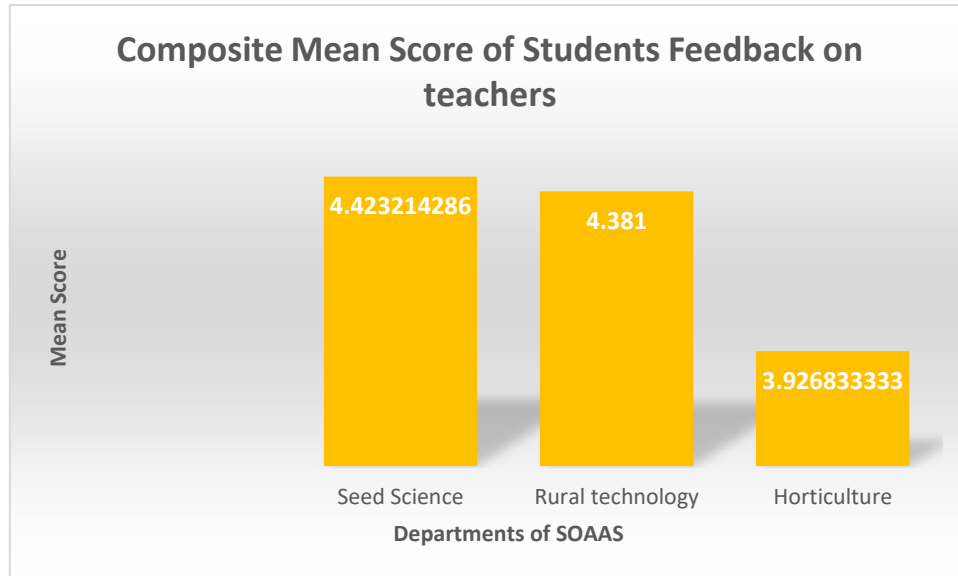
Further examination of the data reveals several subjects with relatively high mean scores, including Management (4.42), Life Sciences (4.26), Education (4.53), Arts Communication and Languages (4.48), and Agriculture (4.24). These findings suggest that students generally find the teaching in these subjects satisfactory. On the other hand, Sciences (3.91), Earth Sciences (3.87), and Social Sciences (4.03) received relatively low mean scores, indicating a comparatively lower level of student satisfaction.

While the overall student feedback suggests a positive teaching environment, the university should pay attention to the subjects where students are somewhat less satisfied, such as Sciences and Earth Sciences. To address this, the university could consider implementing various strategies to enhance the teaching experience for these subjects. Suggestions include providing additional training and development opportunities for teachers, inviting guest lecturers from other universities or organizations to conduct talks or workshops, creating more research or project-based opportunities for students, and developing interactive and engaging teaching materials.

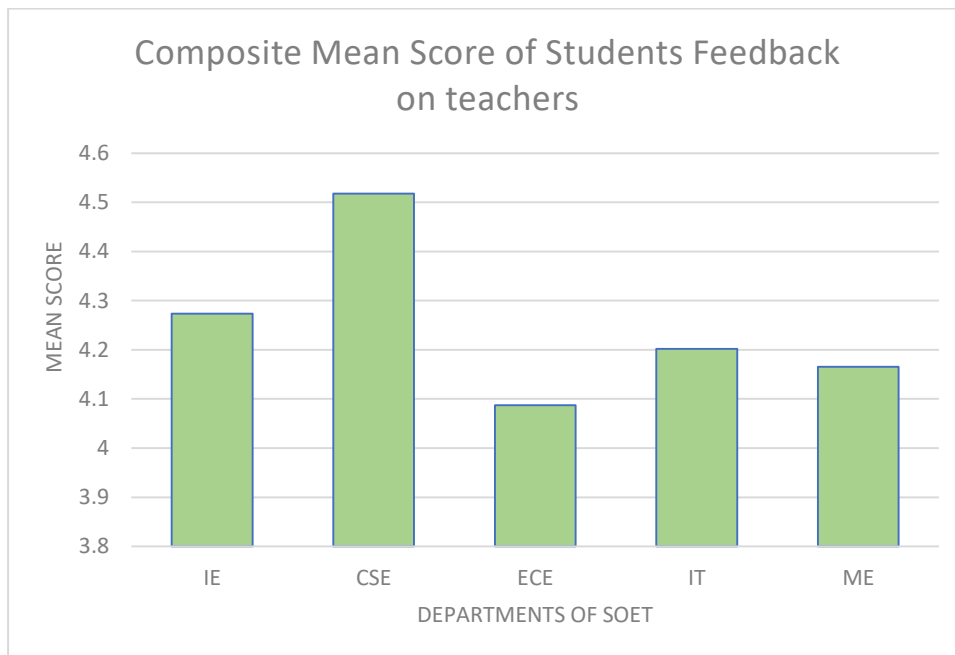
By implementing these recommendations, the university can strive to ensure a positive learning experience for all students, regardless of the subject they are studying. Continuous efforts to improve teaching quality in these subjects will further enhance student satisfaction and contribute to the overall success of Hemvati Nandan Bahuguna Garhwal University Srinagar.

## B. Department wise distribution of Composite Mean Score of Students Feedback on teachers based on different attributes

### B.1 School of Agriculture Sciences and Allied Sciences



### B.2 School of Engineering and Technology

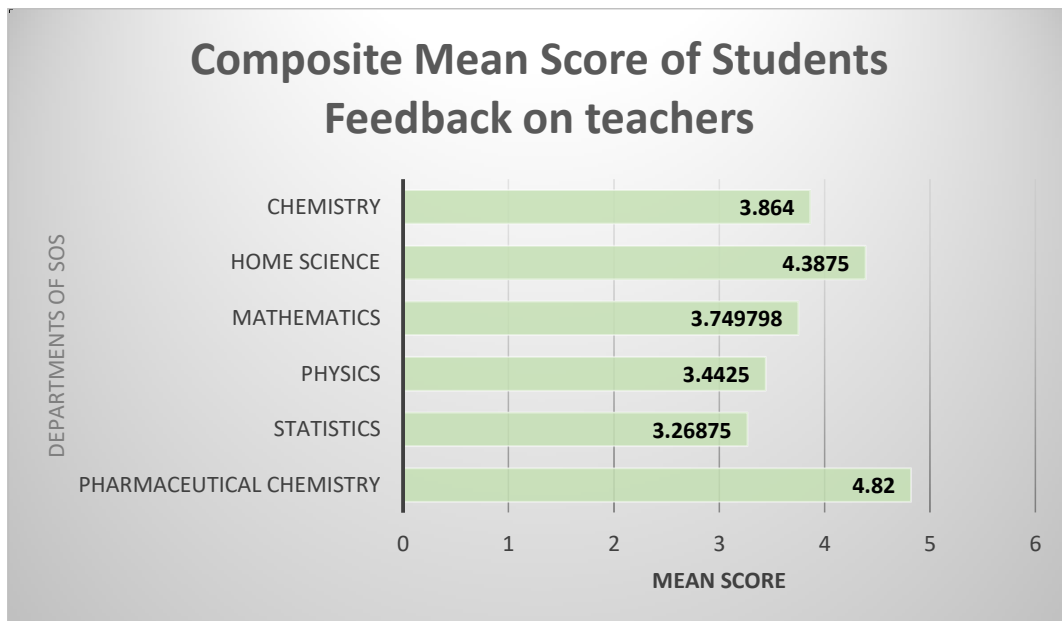


- The Department of Instrumentation Engineering has the highest mean score of 4.27 out of 5. This suggests that students are generally satisfied with the teaching in this department.
- The Department of Computer Science and Engineering has the second highest mean score of 4.52 out of 5. This suggests that students are also generally satisfied with the teaching in this department.

- The Department of Electronics and Communication Engineering has the third highest mean score of 4.09 out of 5. This suggests that students are somewhat less satisfied with the teaching in this department.
- The Department of Information Technology has the fourth highest mean score of 4.20 out of 5. This suggests that students are generally satisfied with the teaching in this department.
- The Department of Mechanical Engineering has the lowest mean score of 4.17 out of 5. This suggests that students are somewhat less satisfied with the teaching in this department.

Overall, the student feedback data suggests that students are generally satisfied with the teaching in the five departments. However, there are a few departments where students are somewhat less satisfied, such as the Department of Electronics and Communication Engineering and the Department of Mechanical Engineering.

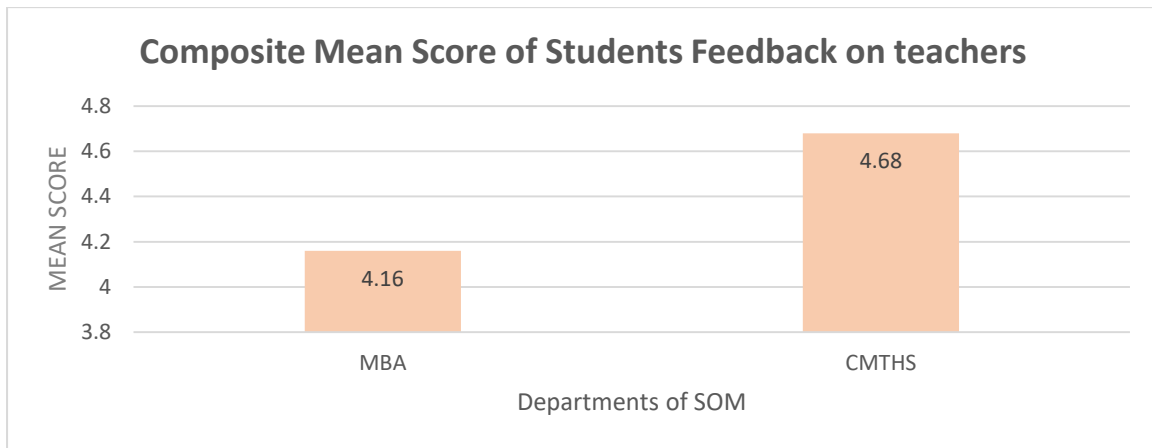
### B.3 School of Sciences



- Pharmaceutical Chemistry has the highest mean score of 4.82 out of 5. This suggests that students are very satisfied with the teaching in this subject.
- Statistics has the lowest mean score of 3.27 out of 5. This suggests that students are somewhat less satisfied with the teaching in this subject.
- There are a few subjects with relatively high mean scores, including Pharmaceutical Chemistry (4.82), Mathematics (3.75), and Home Science (4.39). This suggests that students are generally satisfied with the teaching in these subjects.
- There are a few subjects with relatively low mean scores, including Statistics (3.27), Physics (3.44), and Chemistry (3.86). This suggests that students are somewhat less satisfied with the teaching in these subjects.

Overall, the student feedback data suggests that students are generally satisfied with the teaching in the six subjects. However, there are a few subjects where students are somewhat less satisfied, such as Statistics, Physics, and Chemistry.

## B.4 School of Management

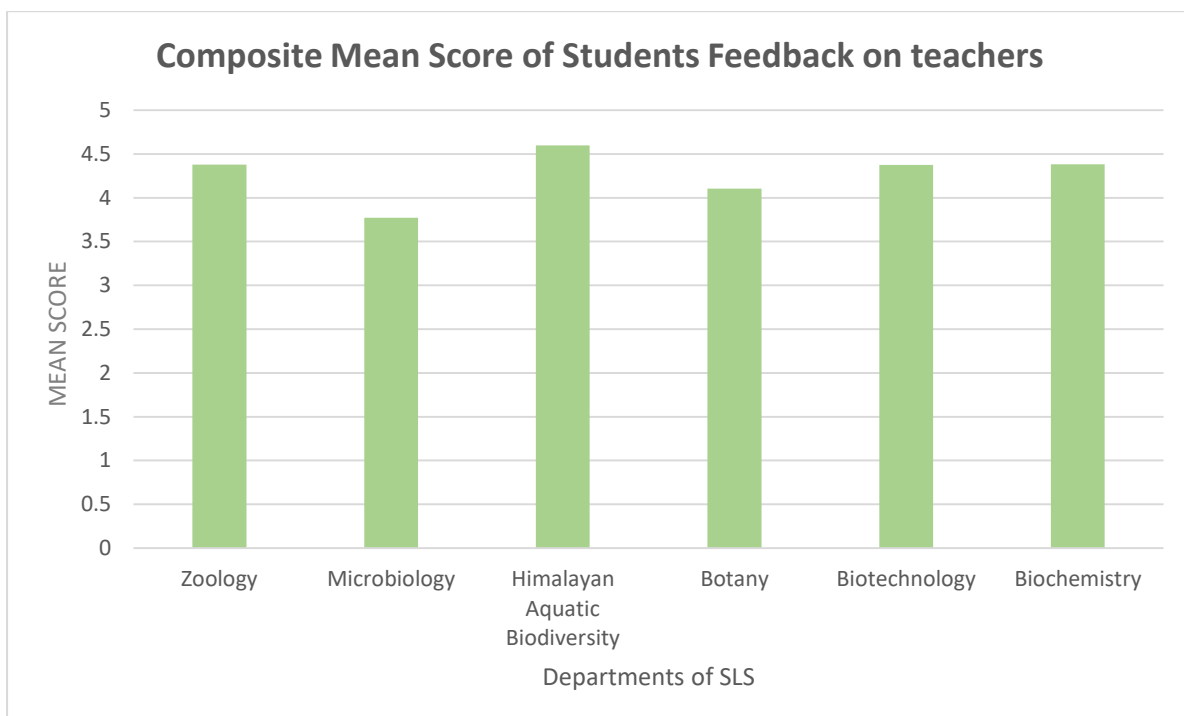


Sure, here is the suggestive analysis of the student feedback data for the two programs:

- MBA has a mean score of 4.16 out of 5. This suggests that students are generally satisfied with the teaching in this program.
- CMTHS has a mean score of 4.68 out of 5. This suggests that students are very satisfied with the teaching in this program.

Overall, the student feedback data suggests that students are more satisfied with the teaching in the CMTHS program than in the MBA program. This could be due to a number of factors, such as the quality of the faculty, the curriculum, or the student-to-faculty ratio.

## B.5 School of Life Sciences

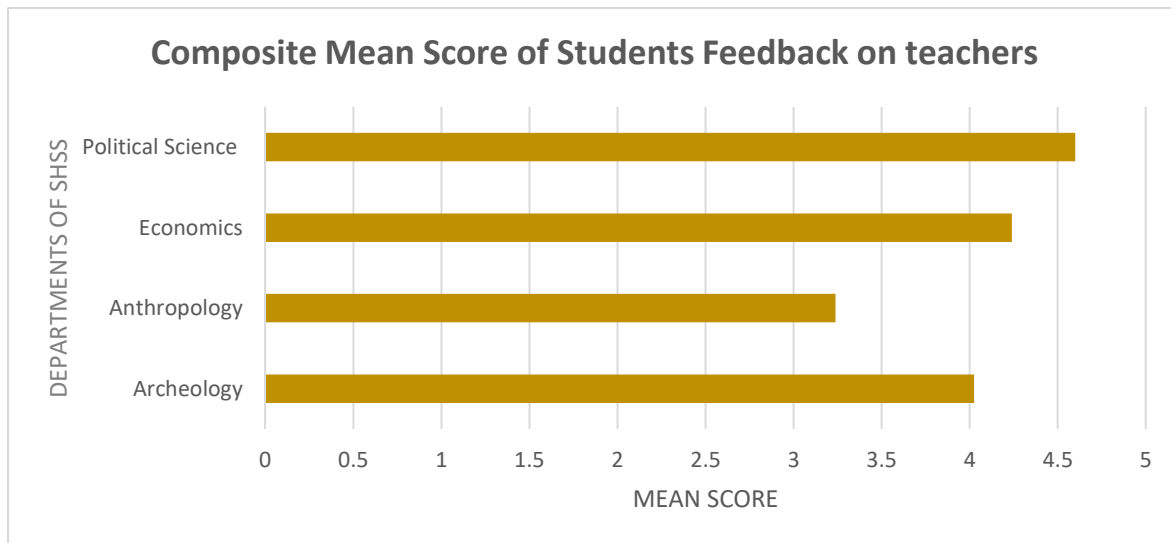


- Himalayan Aquatic Biodiversity has the highest mean score of 4.6 out of 5. This suggests that students are very satisfied with the teaching in this subject.

- Biochemistry has the lowest mean score of 4.38 out of 5. This suggests that students are somewhat less satisfied with the teaching in this subject.
- There are a few subjects with relatively high mean scores, including Himalayan Aquatic Biodiversity (4.6), Zoology (4.38), and Microbiology (4.38). This suggests that students are generally satisfied with the teaching in these subjects.
- There are a few subjects with relatively low mean scores, including Biotechnology (4.4), Botany (4.10), and Biochemistry (4.38).

Overall, the student feedback data suggests that students are generally satisfied with the teaching in the six subjects. However, there are a few subjects where students are somewhat less satisfied, such as Biotechnology, Botany, and Biochemistry.

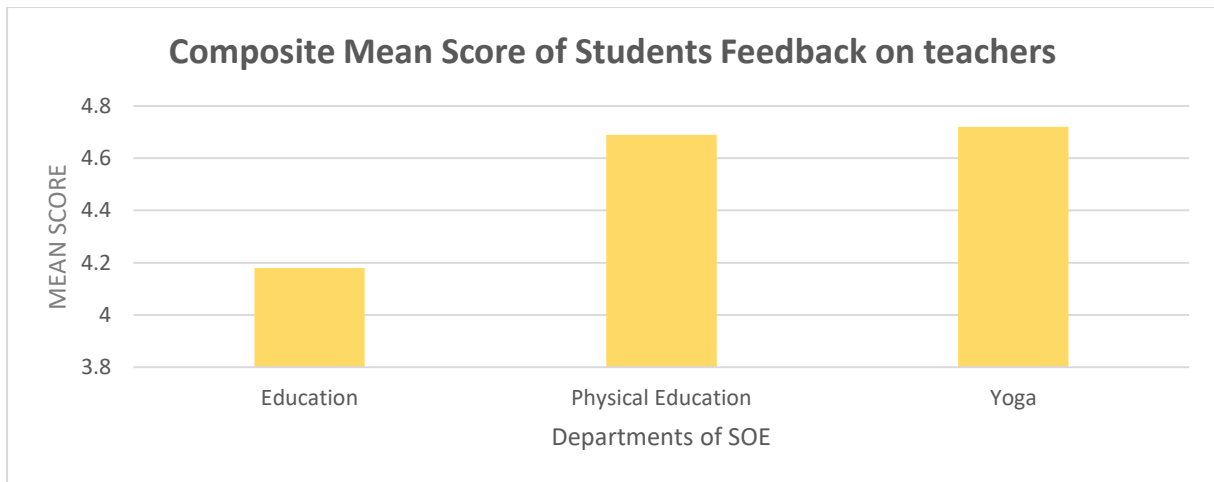
### B.6 School of Humanities and Social Sciences



- Political Science has the highest mean score of 4.6 out of 5. This suggests that students are very satisfied with the teaching in this subject.
- Archaeology has the lowest mean score of 4.03 out of 5. This suggests that students are somewhat less satisfied with the teaching in this subject.
- There are a few subjects with relatively high mean scores, including Political Science (4.6), Economics (4.24), and Anthropology (3.24). This suggests that students are generally satisfied with the teaching in these subjects.
- There are a few subjects with relatively low mean scores, including Archaeology (4.03). This suggests that students are somewhat less satisfied with the teaching in this subject.

Overall, the student feedback data suggests that students are generally satisfied with the teaching in the four subjects. However, there is one subject where students are somewhat less satisfied, which is Archaeology.

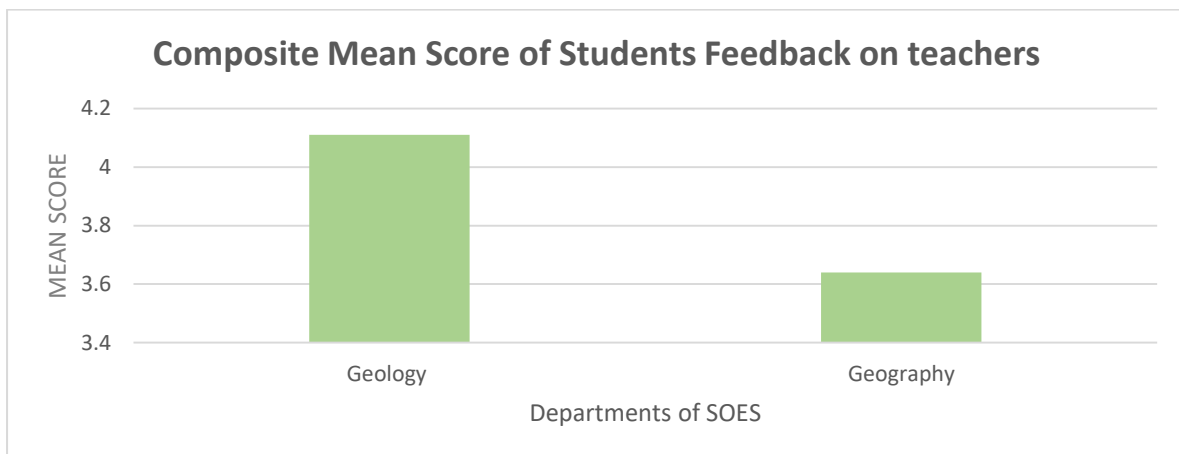
### B.7 School of Education



- Yoga has the highest mean score of 4.72 out of 5. This suggests that students are very satisfied with the teaching in this subject.
- Physical Education has the second highest mean score of 4.69 out of 5. This suggests that students are also generally satisfied with the teaching in this subject.
- Education has the lowest mean score of 4.18 out of 5. This suggests that students are somewhat less satisfied with the teaching in this subject.

Overall, the student feedback data suggests that students are generally satisfied with the teaching in the three subjects. However, there is one subject where students are somewhat less satisfied, which is Education.

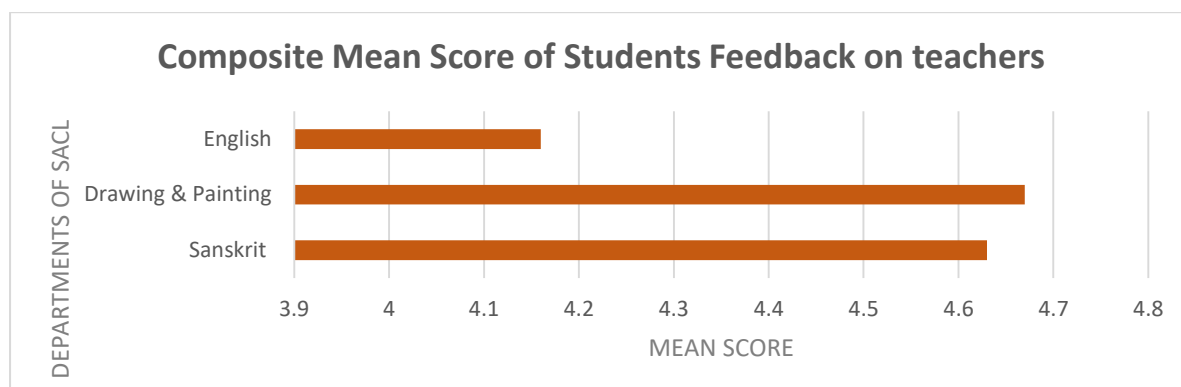
### B.8 School of Earth Sciences



- Geology has a mean score of 4.11 out of 5. This suggests that students are generally satisfied with the teaching in this subject.
- Geography has a mean score of 3.64 out of 5. This suggests that students are somewhat less satisfied with the teaching in this subject.

Overall, the student feedback data suggests that students are generally satisfied with the teaching in both Geology and Geography. However, there is a slight difference in satisfaction, with students being more satisfied with the teaching in Geology than in Geography.

## B.9 School of Arts, Communication and Languages



- Sanskrit has the highest mean score of 4.63 out of 5. This suggests that students are very satisfied with the teaching in this subject.
- Drawing & Painting has the second highest mean score of 4.67 out of 5. This suggests that students are also generally satisfied with the teaching in this subject.
- English has the lowest mean score of 4.16 out of 5. This suggests that students are somewhat less satisfied with the teaching in this subject.

Overall, the student feedback data suggests that students are generally satisfied with the teaching in the three subjects. However, there is one subject where students are somewhat less satisfied, which is English.

### Broad suggestions

- Keeping in consideration the covid issue and the remote locations University should strive hard to cover the student's education through online mode
- University should take appropriate measures to timely conduct University mid term and end term examinations.
- Students should be encouraged towards online course delivered through MOOCs
- Faculty members should be encouraged towards research activities the positive impact of which could be realised by the students and researchers of the University
- Faculty participation in training workshops, seminars and conferences should be enhanced and monitored so that teachers could regularly update themselves towards the recent development in learning and research
- Departments of the University should be motivated and supported to conduct seminars, conferences and workshops

### Action Taken

- Faculty members of different departments attended faculty development programs, short term training courses. Many faculty members completed online refresher and orientation courses provided by NPTEL and ARPIT.
- University organised various STC- Short Term Training Program on 'Computational Techniques in Research Methodology for Sciences and Social Sciences'; Short Term

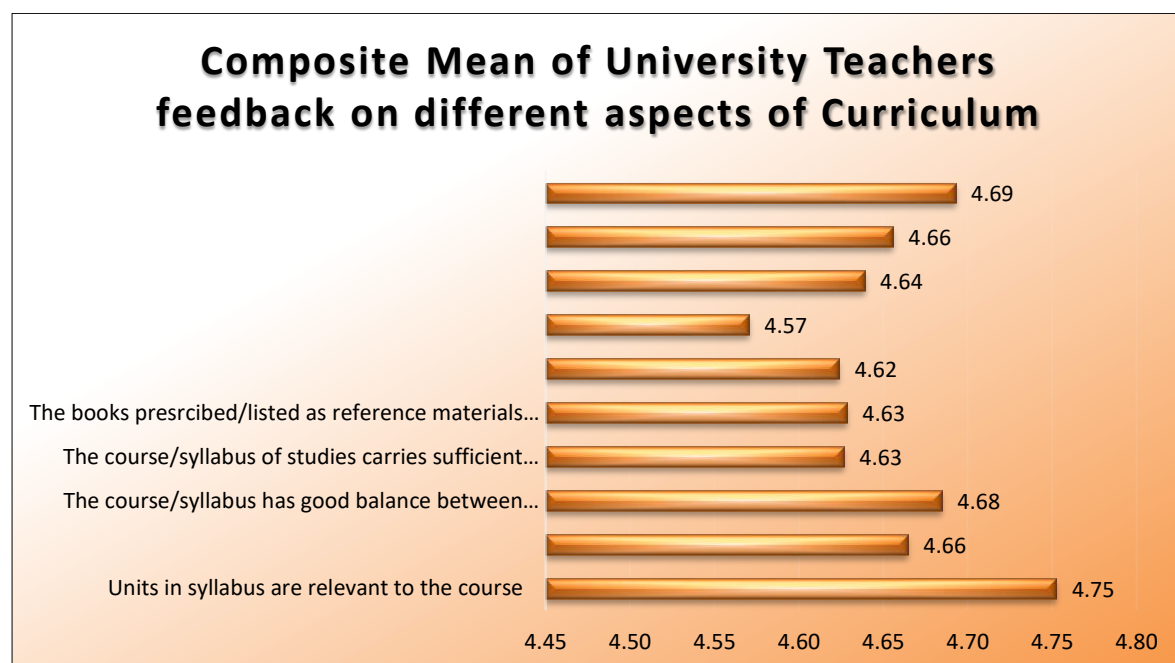


Training Program on ‘Dimensions of Qualitative Research’; ‘Multidisciplinary approaches to address Environmental issues: Emerging Trends in Physical, Biological and Social Sciences’; Open Educational Resources in Higher Education: Prospects and Challenges

- Faculty Development Centre (FDC) established under the Ministry of Human Resource and Development scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) conducted 01 Induction Training Programme, 01 Refresher Course and 04 Short-Term Training Programme
- The IQAC organized NAAC sponsored awareness workshop on “NAAC Revised Accreditation Framework (RAF)”.
- Several National and International conferences along with workshops including research methodology workshops were organised by different departments of the University
- The HNB Garhwal University in its endeavour to focus its research on the developmental issues and challenges being faced by the society has been identified as coordinator of the Indian Central Himalayan Universities Consortium (ICHUC) of 13 Central Himalayan Universities of the country. Hon’ble Minister of Human Resource Development Shri Ramesh Pokhriyal ‘Nishank’ and Hon’ble NSA Shri Ajit Doval, KC laid the foundation of the consortium in the first interface meeting
- Several MoUs were signed to increase research activities and student exchange program in the University

#### 4. Faculty feedback report on curriculum design and development

##### Composite Mean of Teachers Feedback score within Different Schools



The feedback from teachers regarding the curriculum design and development at HNB Garhwal University reflects a generally positive sentiment. The average rating of 4.65 out of 5 indicates a high level of satisfaction with the curriculum. Let's delve deeper into the specific attributes and their ratings:

Units in syllabus are relevant to the course: This attribute garnered the highest rating of 4.75 out of 5. It signifies that teachers perceive the units included in the syllabus as highly relevant to the course content and aligned with the desired learning outcomes. The contents of the course are in conformity with the learning outcomes: With an average rating of 4.66 out of 5, this attribute highlights teachers' belief that the course content effectively aligns with the intended learning outcomes established for the students.

The course/syllabus has a good balance between theory and application: This attribute received a rating of 4.68 out of 5, indicating that teachers appreciate the curriculum's ability to strike a harmonious balance between theoretical concepts and practical applications. The course/syllabus of studies carries a sufficient number of optional papers: Teachers rated this attribute at 4.63 out of 5, suggesting that they perceive the curriculum as offering an adequate range of optional papers for students to choose from. The books prescribed/listed as reference materials are relevant and updated: With a rating of 4.63 out of 5, this attribute signifies that teachers find the books recommended as reference materials to be both pertinent to the course content and up-to-date.

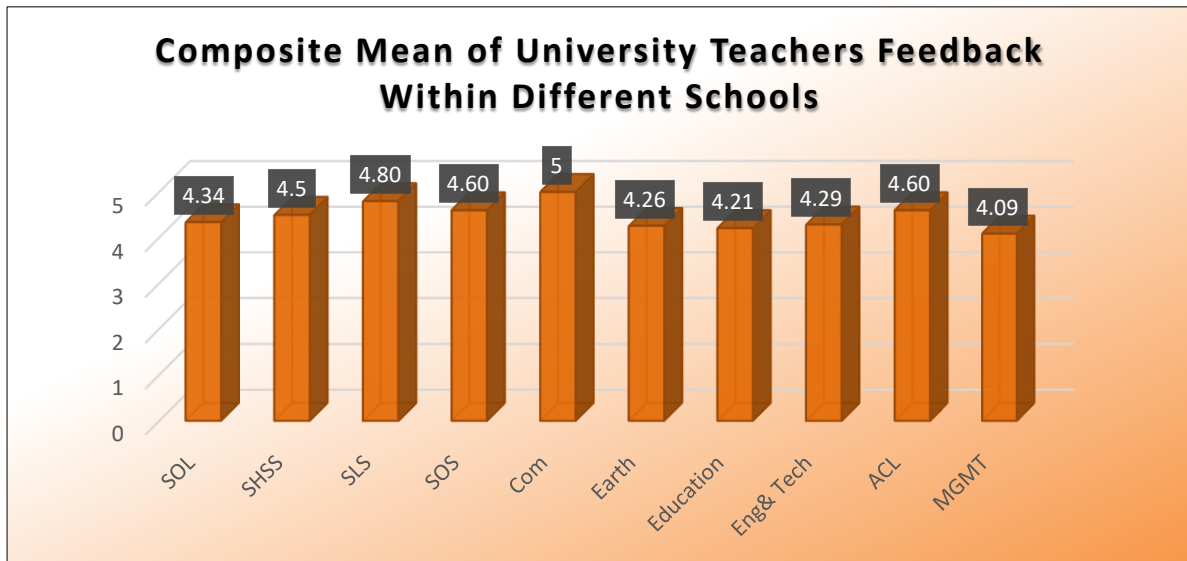
Employability is given weightage in curriculum design and development: This attribute received a rating of 4.62 out of 5, indicating that teachers acknowledge the consideration given to enhancing students' employability skills during the curriculum design and development process. The contents of the curriculum are in tune with the UGC/CSIR-NET/GATE/GPAT examinations: Teachers rated this attribute at 4.57 out of 5, signifying that they believe the curriculum aligns well with the requirements of prestigious examinations such as UGC/CSIR-NET/GATE/GPAT.

The curriculum has the potential to develop the habit of self-learning among the students: With an average rating of 4.64 out of 5, this attribute highlights teachers' belief in the curriculum's ability to foster self-learning habits among students. The curriculum has been updated in terms of demand/need of the time: This attribute received a rating of 4.66 out of 5, indicating that teachers recognize the efforts made to update the curriculum to address the evolving demands and needs of the current era.

I am given enough freedom to contribute my ideas on curriculum design and development: Teachers rated this attribute at 4.69 out of 5, expressing satisfaction with the degree of freedom provided to contribute their ideas to the curriculum design and development process.

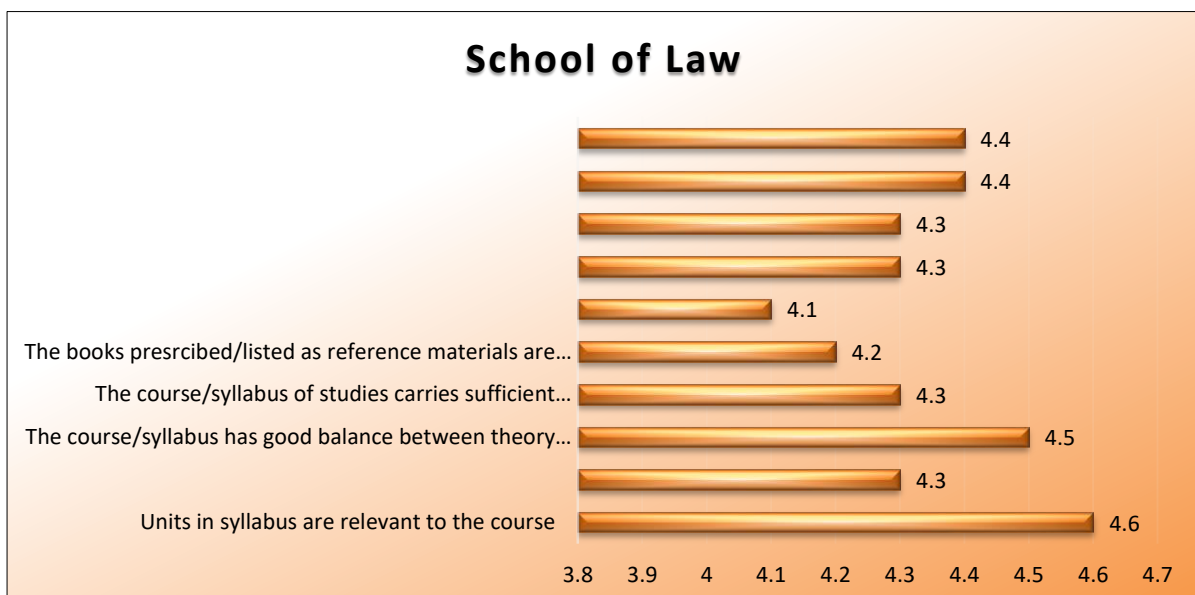
Overall, the teachers' feedback on curriculum design and development at HNB Garhwal University is largely positive. While there is room for improvement, particularly in updating the curriculum to meet contemporary demands and allowing more freedom for teachers' contributions, the teachers express overall satisfaction with the curriculum's effectiveness in preparing students for their future careers. The university can build upon these positive aspects while addressing the areas for enhancement to further strengthen the curriculum and ensure its continued relevance and impact.

## Composite Mean of Teachers Feedback score within Different Schools



The feedback results reveal significant differences in the composite mean scores among the various schools. Notably, the School of Commerce and School of Life Sciences received the highest scores, while the School of Management and School of Education obtained the lowest scores. These findings underscore the importance of addressing curriculum improvements in the latter two schools. Taking these results into consideration, it is evident that enhancing the educational content and methodologies within the School of Management and School of Education would be beneficial for the overall educational experience and outcomes of the students in those departments.

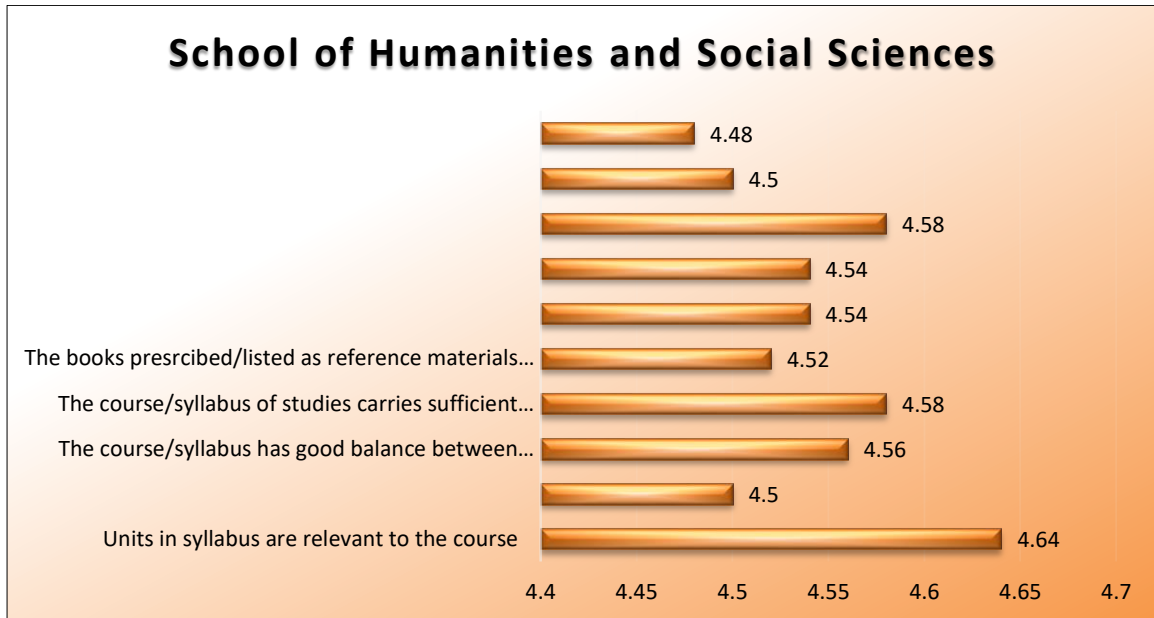
### School of Law



The teachers express overall contentment with the law curriculum, affirming its relevance to their students' requirements. However, the faculty members believe that there should be a stronger emphasis on enhancing employability aspects within the curriculum. Additionally,

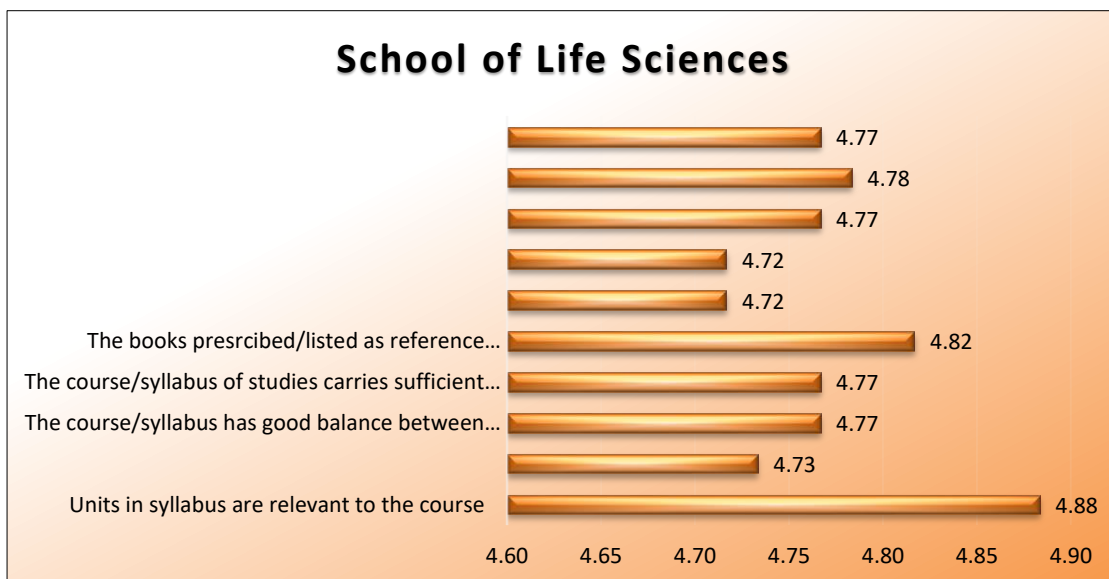
they emphasize the necessity of regularly updating the books and reading materials available to the students. These suggestions aim to ensure that the curriculum remains dynamic, meeting the evolving demands of the legal profession and providing students with the best possible resources for their academic growth and future careers.

### School of Humanities and Social Sciences



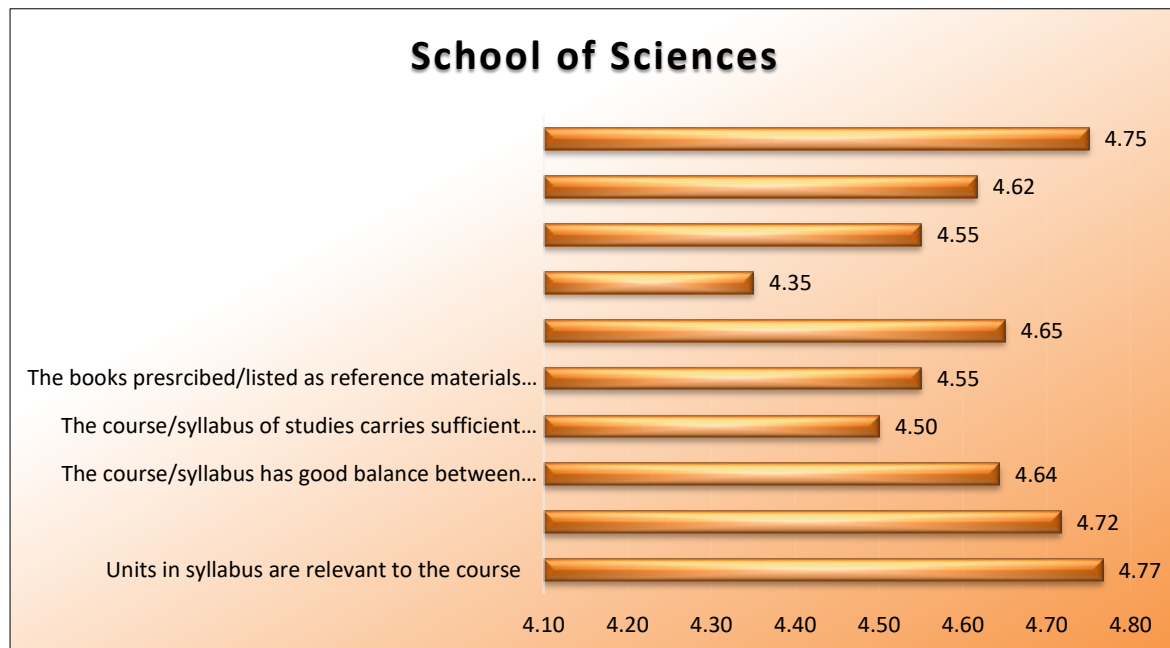
The teachers are generally satisfied with the contents of the humanities and social sciences curriculum, and they believe that it is relevant to the needs of their students. There are a few areas where the teachers would like to see some improvement. For example, the teachers would like to have more freedom to contribute their ideas on the curriculum, and they would like to see the curriculum updated more frequently to reflect current legal issues.

### School of Life Sciences



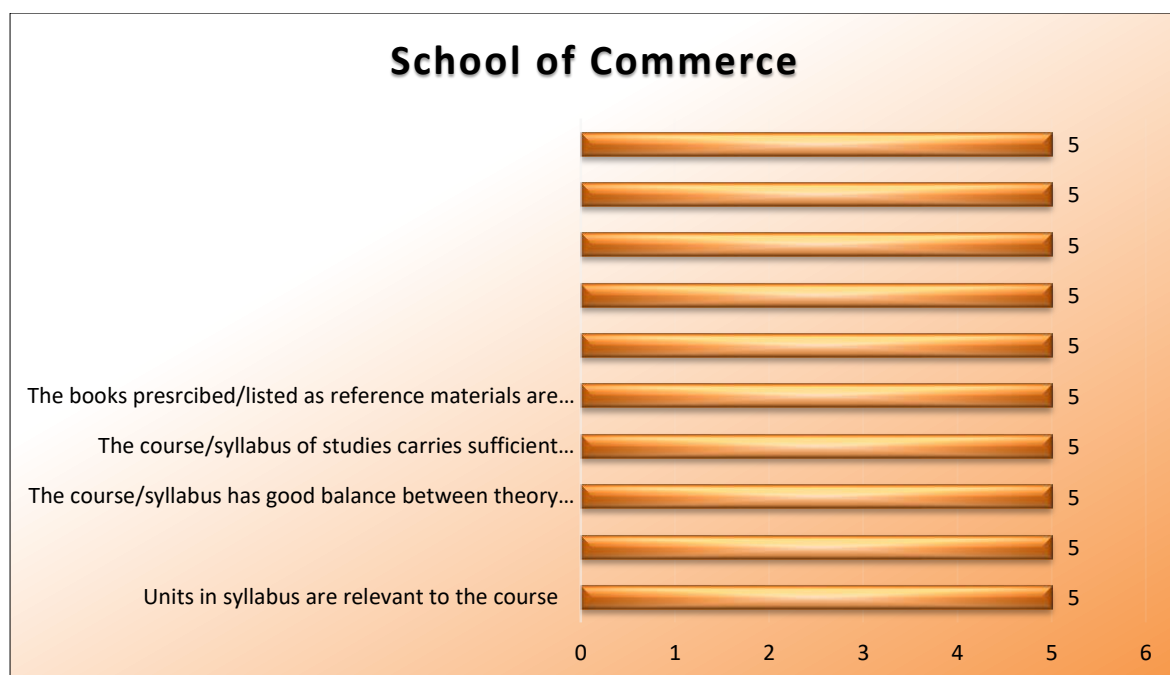
Overall, the results of the feedback suggests that the life sciences curriculum at HNB Garhwal University is well-designed and meets the needs of the teachers and students.

### School of Sciences



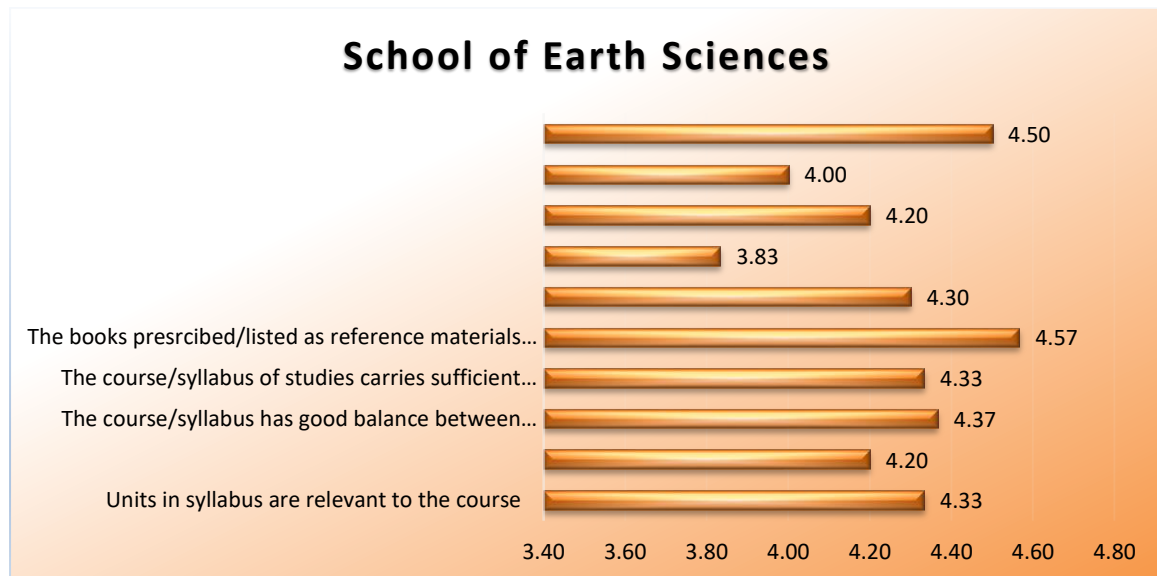
The teachers are generally satisfied with the contents of the science curriculum, and they believe that it is relevant to the needs of their students. There are a few areas where the teachers would like to see some improvement. For example, the teachers would like to have more freedom to contribute their ideas on the curriculum, and they would like to see the curriculum updated more frequently to reflect current legal issues.

### School of Commerce



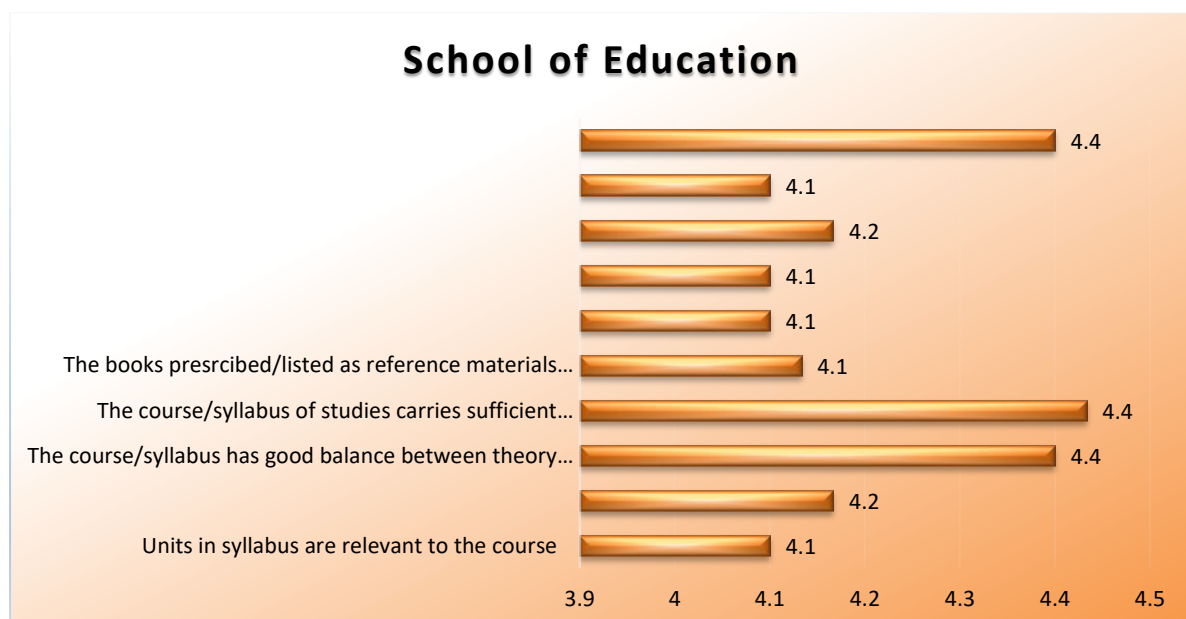
The teachers are generally satisfied with the contents of the commerce curriculum, and they believe that it is relevant to the needs of their students

### School of Earth Science



According to the feedback results, teachers express the need for updating the curriculum to align with current trends and the demands of both students and the subject matter. They emphasize the importance of integrating self-learning components into the curriculum to empower students in their educational journey. Additionally, the teachers suggest that the curriculum should be designed to assist students in preparing for important examinations such as UGC/CSIR-NET/GATE/GPAT. Furthermore, the feedback highlights the desire for a curriculum that places a stronger emphasis on enhancing students' employability. This would involve incorporating practical skills and real-world applications to better equip students for their future careers.

### School of Education

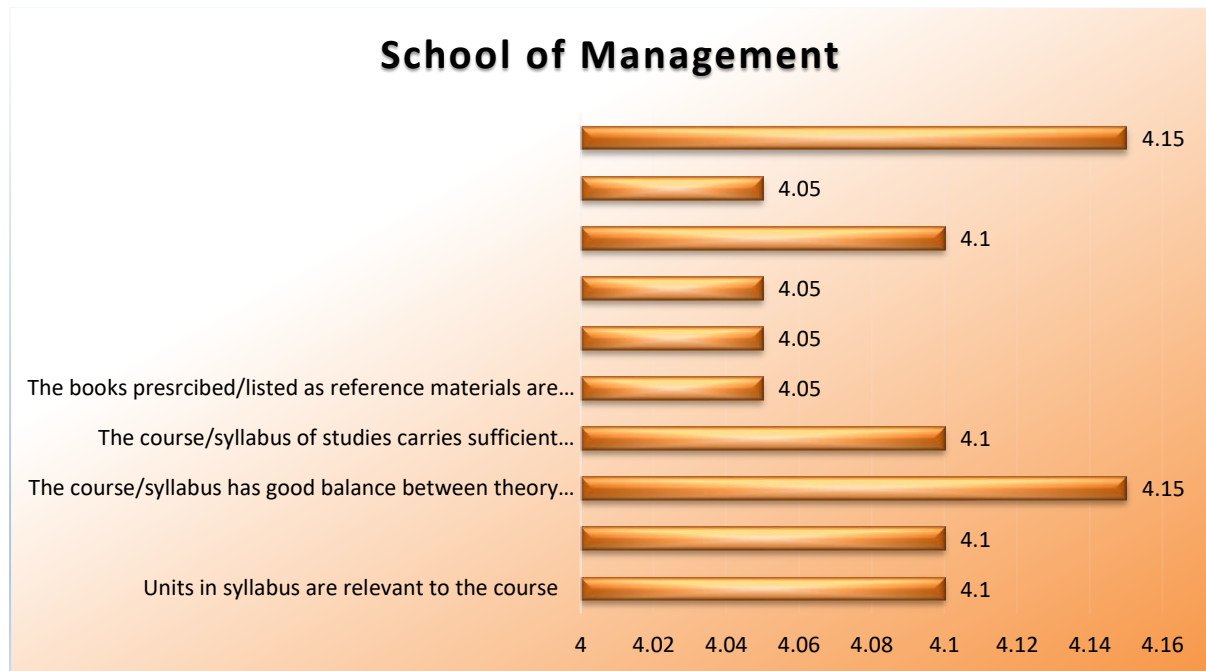






In summary, the feedback highlights the overall positive perception of the current curriculum while acknowledging the potential for improvement by empowering faculty members to play a more significant role in its ongoing development and refinement. This collaborative approach can lead to a curriculum that better meets the aspirations and goals of both teachers and students alike.

### School of Management



The results shows that the overall feedback from teachers of school of management is positive. The teachers are generally satisfied with the curriculum design and development process, and they believe that it is effective in meeting the needs of their students.

### Summary of teachers’ feedback on curriculum design and development

The average composite mean and rating for the attribute "Curriculum design and development" is 4.43. This suggests that teachers are generally satisfied with the curriculum design and development process at the university. However, there is some variation in the ratings across schools. The schools with the highest ratings are the Life Sciences school (4.80), the Sciences school (4.60), and the Commerce school (5). These schools have a well-defined curriculum design and development process that is transparent and inclusive. Teachers feel that their feedback is valued and that they have a significant impact on the curriculum.

The schools with the lowest ratings are the Law school (4.34), the Earth Science school (4.26), and the Management school (4.09). These schools have a less well-defined curriculum design and development process. Overall, the teachers feedback suggests that the university has a good curriculum design and development process. However, there is some room for improvement, particularly in the schools with the lower ratings.



## **Broad Suggestions (Teacher's feedback on curriculum)**

- New books, journals and e-study material should be regularly bought in the Central and departmental libraries of the University
- Faculty members of the University should encourage to promote MOOC and other online courses offering platforms among the students
- Departments of the University should regularly organise workshops, seminars and conferences
- Language lab should be set up in the University for the students with well-equipped facilities
- Faculty members of different departments should work towards facilitating study materials to students in the Hindi language. This is an essential component in which department should work as majority of the students enrolled in the University are from Hindi background.
- Memorandum of understanding should be signed by the University departments with other Universities.

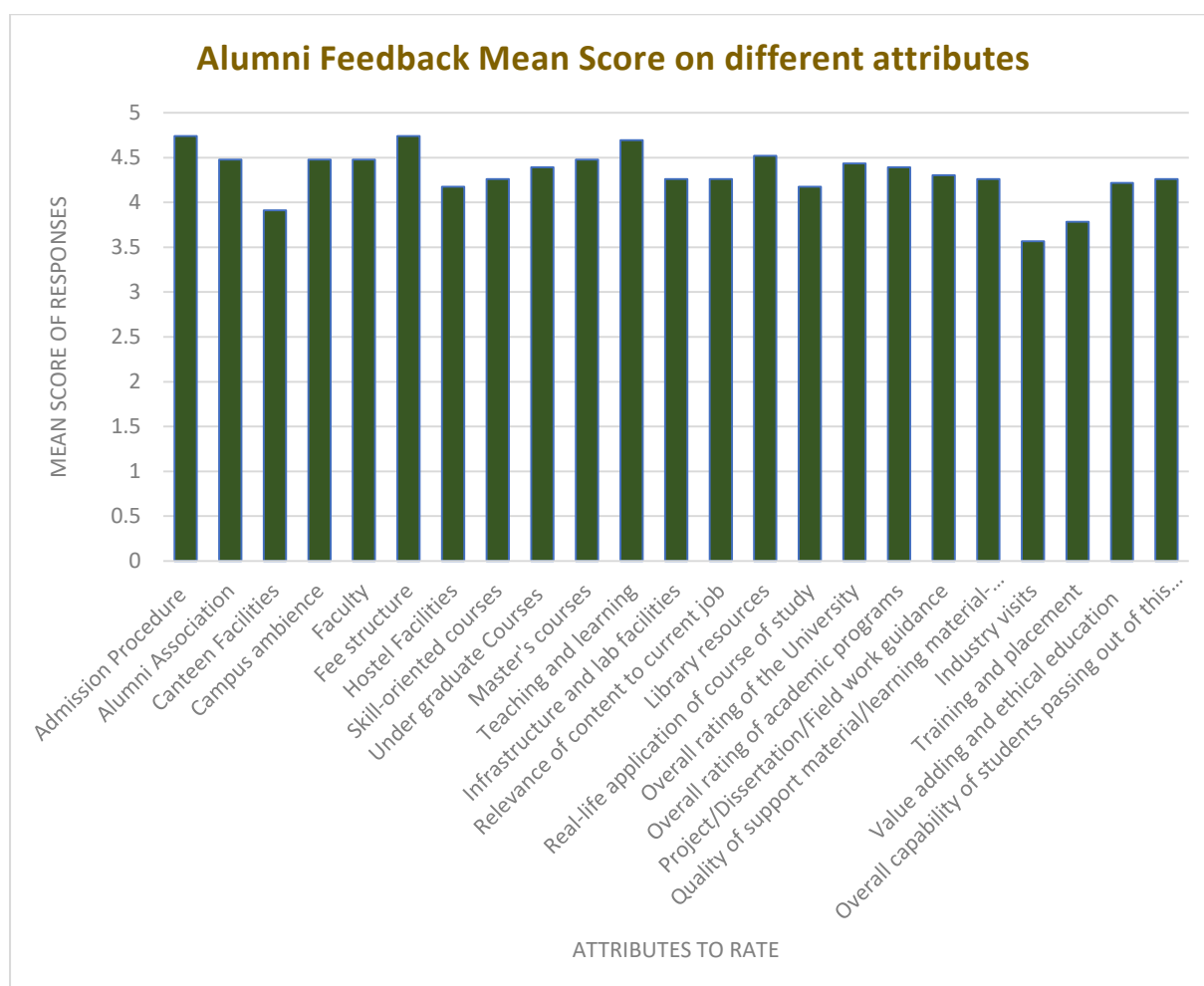
## **Action taken**

- A book exhibition was organized in Central Library of the University from 3 to 4 February 2020. A total of 52 publishers that included International publishers like Pearson, Brill, Taylor and Francis books, World Scientific, Cambridge University Press, Oxford University Press, Wiley, SAGE along with national publishers viz. S. Chand, CBS Publishers, Sports Publication, Kitabghar publication, Winsar participated in the event with their latest editions. Around 25,000 (Twenty five thousand) books were exhibited in the book fair. Books under 'Ek Bharat Shrestha Bharat' programme of MHRD to promote better relations between states were also exhibited in the fair, which were specially appreciated by the visitors. Books were procured on the recommendations of the teaching faculty, and research scholars, in addition many books were also purchased by the individuals.
- Among several workshops and faculty development events Workshop on "Reorienting Education towards Sustainability for Higher Education Teachers", Workshop cum Training Programme on "Developing Scientific Temperament in Physical Education Teaching through Innovative Learning" were organised by School of Education
- During 2019-20, following skill based/ value-added courses were introduced in the curriculum: M.Sc. Seed Science & Technology (Tree Seed Technology; Advances in Seed Science Research); B.A. Home Science (First Aid, Clothing Construction, Textiles Design & Craft); B.A. Sanskrit IV, V & VI Semester; B.Sc. Chemistry (Cosmetics and Perfumes)
- Many other departments have updated their existing syllabus as per the present requirements and recent development in their subject area. Further in the existing curriculum students are given more exposure through field studies
- Departments are continuously taking the feedback, analysing them and sending the reports to IQAC in timely manner. The timely processing of feedback is helping the faculty members and University administration to taken adequate required actions for the development of academic and research activities

## Alumni feedback report

The feedback received from HNB Garhwal University alumni for the academic session 2020-21 underwent a comprehensive evaluation process involving three distinct categories. The first category encompassed the alumni's ratings on 23 different attributes, each assessed on a five-point rating scale ranging from "Excellent" to "Poor." This allowed the alumni to provide feedback and evaluate various aspects of their experience at the university in a structured manner. The second category involved gathering the alumni's perceptions and level of satisfaction on five specific aspects closely associated with the university. These aspects were carefully chosen to gauge the alumni's opinions on key areas of interest. Lastly, the third evaluation method incorporated open-ended questions, enabling the alumni to provide suggestions, insights, and recommendations for the overall development of the university. By utilizing this multifaceted evaluation approach, the university aimed to collect comprehensive and valuable feedback from its alumni, facilitating improvements in all relevant areas.

### Alumni Feedback mean score based on different attributes rated by the Alumni



The results of the alumni feedback for HNB Garhwal University (HNBGU) provide insights into various aspects of their experience. Here is a detailed explanation of each result:

**Teaching and learning:** This attribute received the highest rating of 4.69, indicating that alumni are highly satisfied with the quality of teaching at HNBGU. They appreciate the knowledge and expertise of the faculty members and recognize the opportunities they had to learn and grow during their time at the university.

**Infrastructure and lab facilities:** With a rating of 4.26, alumni express satisfaction with the physical facilities at HNBGU. They value the availability of modern labs and classrooms, as well as the overall cleanliness and upkeep of the campus. This suggests that the university has provided a conducive environment for learning and practical experiences.

**Library resources:** This attribute received a rating of 4.52, indicating alumni satisfaction with the library resources. They appreciate the wide range of books, journals, and other resources available to them. Additionally, the helpfulness of the librarians contributes to their positive perception of the library services provided by the university.

**Real-life application of the course of study:** With a rating of 4.17, alumni believe that the coursework at HNBGU has practical relevance to their current jobs. They value the opportunity to acquire practical skills that they can apply in their professional lives, indicating that the university has effectively bridged the gap between academia and real-world applications.

**Overall rating of the university:** This attribute received a rating of 4.43, suggesting that alumni are generally satisfied with their overall experience at HNBGU. They appreciate the overall atmosphere and culture of the university and acknowledge the opportunities they had to grow and develop during their time there.

**Industry visits:** This attribute received the lowest rating of 3.56. Alumni feel that there were not enough industry visits or opportunities to network with professionals during their time at HNBGU. They express a desire for more real-world exposure and practical experiences to better prepare them for their careers.

**Training and placement:** With a rating of 3.78, alumni believe that the university could do more to assist students in finding jobs after graduation. They express a desire for additional career counseling and job placement services to enhance their prospects in the job market.

**Value adding and ethical education:** This attribute received a rating of 4.21. Alumni feel that the university could place more emphasis on value adding and ethical education. They seek more opportunities for students to learn about social responsibility and ethical decision-making, suggesting a desire for a well-rounded education.

**Overall capability of students passing out of this university:** Alumni rated this attribute at 4.26, indicating that they believe the university could do more to ensure that students are adequately prepared for the workforce. They express a desire for more opportunities to develop soft skills, such as communication and teamwork, which are highly valued by employers.

**Willingness to contribute to the development of the institute:** This attribute received a rating of

Overall Score: The overall mean score obtained from the evaluation of 23 different attributes was 4.31, indicating a rating of "Very Good." This score reflects the positive sentiments expressed by the alumni regarding their experiences at the university across various aspects. It signifies that the alumni hold the university in high regard and are generally satisfied with their education and overall engagement during their time at HNB Garhwal University. This positive feedback underscores the university's commitment to delivering quality education, fostering a conducive learning environment, and providing valuable resources and support to its students. The high mean score reflects the collective opinion of the alumni and serves as an affirmation of the university's efforts to meet the expectations and needs of its graduates.

### **Suggestion for future Actions based on the Alumni feedback on the 23 criteria's:**

Based on the results of the alumni feedback, there are several suggestions that HNB Garhwal University can consider to further enhance the overall experience for alumni and address areas of improvement:

**Industry Visits:** The university should prioritize organizing more industry visits and facilitating opportunities for students to network with professionals. This will provide them with practical exposure and a chance to understand real-world applications of their studies.

**Training and Placement:** HNBGU should strengthen its career counseling and job placement services. By providing additional support and guidance in finding employment after graduation, the university can better equip students for success in the job market.

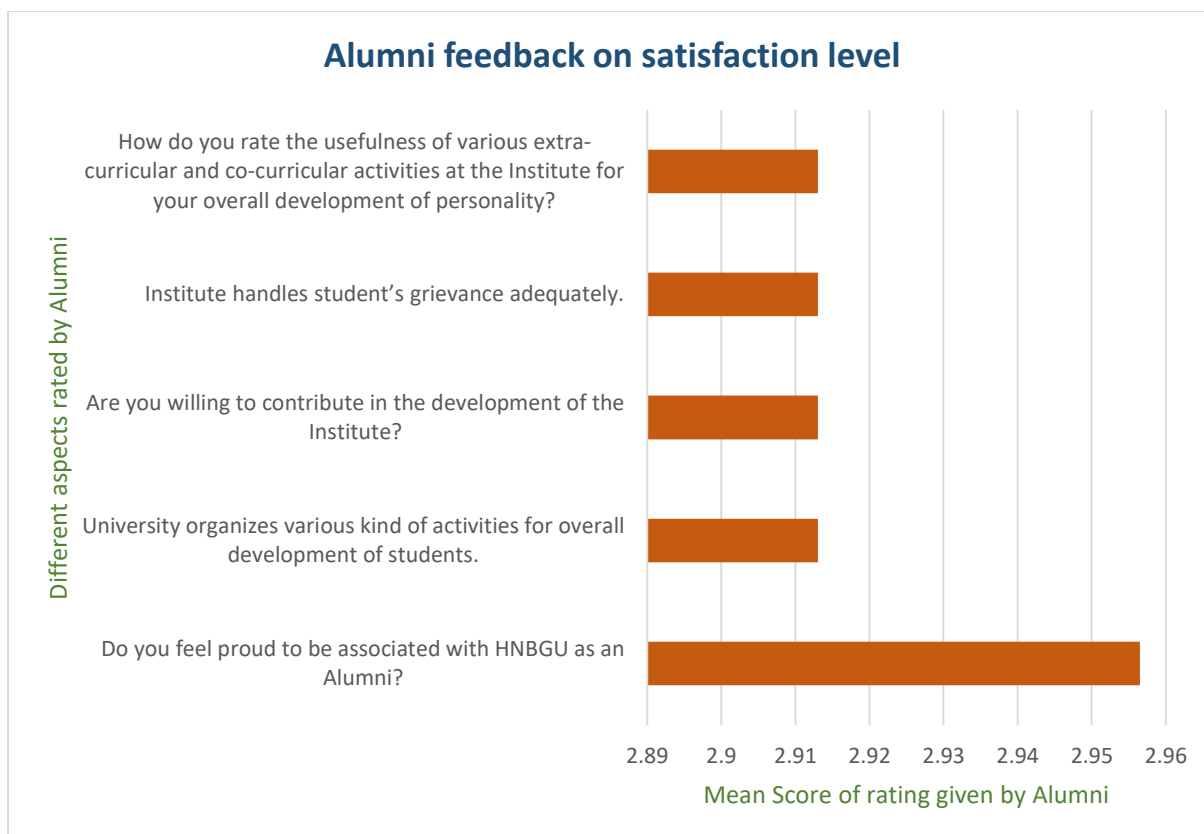
**Value Adding and Ethical Education:** The university can focus on incorporating more value adding and ethical education into the curriculum. By emphasizing social responsibility and ethical decision-making, students will develop a stronger understanding of the importance of ethical practices in their professional and personal lives.

**Overall Capability of Students:** HNBGU should create more opportunities for students to develop essential soft skills such as communication, teamwork, and problem-solving. Integrating these skills into the curriculum and offering extracurricular activities that promote their development will better prepare students for their future careers.

By implementing these suggestions, HNB Garhwal University can address the areas of concern highlighted by alumni feedback and further improve the overall quality of education and alumni satisfaction. Continuous efforts to enhance industry exposure, career support, ethical education, soft skills development, alumni engagement, student support, and emotional connection will contribute to the overall growth and success of the institution.

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### **Alumni feedback on satisfaction level on different aspects related to the University**



The results indicate that alumni have expressed their opinions on several aspects related to their association with HNB Garhwal University (HNBGU) using a rating scale of 1 to 3, where 1 represents "Disagree," 2 represents "Sometimes," and 3 represents "Always."

Do you feel proud to be associated with HNBGU as an Alumni? - The mean rating for this statement is 2.96, suggesting that alumni largely feel proud to be associated with HNB Garhwal University, the score indicates the scope for improvement for the University in this criterion.

University organizes various kinds of activities for the overall development of students. - The mean rating for this statement is 2.91, indicating that alumni perceive that the university frequently organizes activities for the overall development of students but that rate should be enhanced in future.

Are you willing to contribute to the development of the Institute? - The mean rating for this statement is 2.91, suggesting that alumni are generally willing to contribute to the development of the institute.

Institute handles students' grievances adequately. - The mean rating for this statement is 2.91, implying that alumni believe the institute in large cases handles students' grievances adequately.

How do you rate the usefulness of various extra-curricular and co-curricular activities at the Institute for your overall development of personality? - The mean rating for this statement is 2.91, indicating that alumni perceive the usefulness of various extra-curricular and co-curricular activities at the institute to be moderate. The composite mean for all of these

statements is 2.92, which indicates that alumni are generally satisfied with these aspects of the university. A mean of 2.92 means that alumni "sometimes" agree with the statements.

### **Followings are some specific suggestions in which University should work in the near future**

**Alumni engagement:** The university should encourage all the departments of the University to constitute their own Alumni and motivate and facilitate them to connect with the Alumni on a regular basis with each other and with the university. The university could also host events and activities for alumni, such as reunions, career fairs, and networking events.

**Student development:** The university could organize more activities for students' overall development, such as clubs, societies, and sports teams. These activities would help students to develop their skills and talents, and to make friends and connections.

**Student grievances:** The university could set up a more formal system for handling student grievances. This system should be fair and impartial, and it should be easy for students to access.

**Supportive environment:** The university could create a more supportive environment for students, where they feel comfortable expressing their concerns and getting help when they need it. This could be done by providing more resources for students, such as counseling services and tutoring.

### **Alumni feedback on Vision and suggestions**

The alumni of HNB Garhwal University have provided valuable suggestions and visions for the university based on their feedback. These suggestions aim to improve various aspects and enhance the overall experience for students. Here is an improved version of the suggestions and visions:

#### **Broad Suggestions:**

**One Centre for PG courses:** It is recommended to run postgraduate (PG) courses in a single campus of the university to streamline resources, promote collaboration, and create a focused learning environment.

**Expand vocational programs:** Increasing the number of vocational programs and courses will provide students with practical skills and enhance their employability in specific industries.

**Strengthen Alumni association:** To foster a strong bond between the university and its alumni, efforts should be made to strengthen the Alumni association. This can include organizing regular alumni events, creating networking opportunities, and maintaining effective communication channels.

**Enhance teaching process with technology:** The integration of modern technology should be encouraged to make the teaching process more effective and engaging. This can involve incorporating digital learning resources, interactive platforms, and online collaboration tools.

**Promote participatory teaching and practical components:** There should be a greater emphasis on participatory teaching methods that involve active student engagement. Increasing

practical and field study components within the curriculum will provide students with real-world experiences and enhance their skills.

Facilitate village excursions and adventure sports: Organizing excursions to villages and facilitating adventure sports expeditions will enable students to develop confidence, resilience, and adaptability in challenging situations.

Enhance focus on student placements: To improve career prospects for students, it is important to prioritize and strengthen the placement process. This can include expanding industry connections, providing career counseling, and offering internships and job placement services.

**A department assessment performance index should be formulated by the IQAC which could help assessing the performance of various departments in different academic and research activities.**

### **Visions:**

Research excellence and high citations: The vision is to establish HNB Garhwal University as a hub for high-quality research with a significant number of citations, positioning it among the leading research institutions in the country.

Holistic development and values: The university aims to not only deliver skills and employment opportunities but also instill good values, nurturing students to become responsible and ethical individuals.

State's major development center: The vision is for the university to play a vital role in the development of students in the Uttarakhand state, contributing to their growth, empowerment, and overall progress.

Top-tier university status: The aspiration is to elevate HNB Garhwal University to be recognized among the top universities in the country, known for its academic excellence, research contributions, and innovative practices.

Transformative impact on society: Through continuous innovation in education, research, and creativity, the university seeks to have a transformative impact on society, addressing societal challenges, and promoting positive change.

By considering and implementing these suggestions and visions, HNB Garhwal University can enhance its academic programs, student experiences, research capabilities, and societal contributions, thereby furthering its reputation and impact.

### **Action taken:**

- University after the registration of Alumni has initiated the process of taking Alumni feedback
- Alumni association has developed a comprehensive feedback questionnaire to extract the feedback from its Alumni through online and offline mode
- Feedback from employers should also be introduced in the University feedback taking system.

