

# Academic Session 2021-22

## 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 2021-22



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# 1. Feedback process

At HNB Garhwal University, we firmly believe that feedback is the lifeblood of progress and a cornerstone of our commitment to delivering an exceptional educational journey. Recognizing its transformative power, we have curated a robust and dynamic feedback system that actively engages a diverse range of stakeholders, including esteemed educators, bright students, accomplished alumni, and visionary employers. Feedback from employers after a gap of few academic sessions due to certain issues was again incorporated in the 2021-22 session. Through thoughtfully designed surveys and meaningful interactions, we actively seek regular feedback from our esteemed stakeholders. We encourage open and constructive sharing of experiences, observations, and suggestions to foster an inclusive environment of continuous improvement. Our faculty members, students, and even employers are valued contributors, each playing an instrumental role in shaping the trajectory of our university's growth.

We treat each piece of feedback with utmost care, meticulously analyzing it to uncover valuable insights, key patterns, and recurring themes. This keen attention to detail allows us to identify specific areas that require attention or have potential for enhancement. Armed with these valuable insights, we prepare comprehensive reports and actionable suggestions, which are shared with the respective departments and schools.

Yet, what truly sets HNB Garhwal University apart is our proactive approach to follow up on the actions taken by each department based on the provided feedback. We understand that feedback is not merely a collection of opinions but a catalyst for meaningful change. Regular audits and progress assessments are diligently conducted to gauge the impact of the suggestions and improvements made in response to the feedback received. This continuous follow-up fosters a culture of accountability, responsiveness, and adaptability within our vibrant university community. It empowers every department to take ownership of their progress, aligning their efforts with our shared vision of excellence in education and holistic student success.

Incorporating feedback from multiple stakeholders, we embark on a journey of constant evolution and transformation. We value the voices of our stakeholders, and their feedback guides us in creating an ever-improving educational experience. At HNB Garhwal University, we are committed to elevating the quality of education and the overall university experience, shaping a brighter future for our students and the communities they will serve. Together, we stride confidently toward academic excellence, always staying attuned to the evolving needs of our valued stakeholders.

## 2 Parameters of feedback

### A. For students' feedback on curriculum

At HNB Garhwal University, we firmly acknowledge the pivotal role that student feedback plays in shaping the excellence of our education and driving continuous improvement in our

academic offerings. To ensure a comprehensive assessment of the learning experience, we employ eight key parameters that help us gather valuable insights from our students.

Firstly, we assess the emphasis on fundamentals to gauge how well our courses establish a strong knowledge foundation for our students. Keeping our curriculum updated and in line with the latest advancements is our second parameter, ensuring that our students benefit from exposure to recent and advanced topics in their respective fields. We also scrutinize the availability of textbooks and study materials, recognizing the importance of accessible resources in facilitating effective learning for our students. The organization of our course curriculum is meticulously evaluated to ensure coherence, logical progression, and a structured approach to learning.

Furthermore, we consider the relevance of each unit within the curriculum to the overall course, ensuring that every aspect contributes meaningfully to our students' skill development and academic growth. Our focus on employability is another significant parameter, as we aim to equip our students with practical skills and knowledge that are highly sought after in the job market, enabling them to thrive in their chosen careers. Moreover, we value the importance of practical exposure, offering hands-on learning experiences, internships, and real-world applications to enhance our students' understanding and readiness for professional challenges. Through a holistic consideration of 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 paths.

In addition to these eight parameters, we actively seek our students' valuable suggestions and inputs for the further development of our academic offerings. We firmly believe that our students, as the primary beneficiaries of our educational programs, possess unique perspectives and insights that can significantly contribute to the continual enhancement of our curriculum. At HNB Garhwal University, we are committed to fostering an educational journey that values student feedback, embraces innovation, and propels our institution towards excellence. Together with our students, we aspire to create an ever-evolving, dynamic learning ecosystem that empowers individuals to reach their full potential and make a positive impact on the world.

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

HNB Garhwal University places a strong emphasis on the quality of teaching and learning experiences to provide its students with an enriching educational journey. To ensure the effectiveness of our educators, we employ a comprehensive set of ten parameters for gathering feedback directly from our students. First and foremost, we assess the regularity of class attendance, valuing consistent engagement with students throughout the academic term. Communication skills are given due consideration, acknowledging the importance of clear and effective delivery of complex concepts and interactions with students. Keeping a well-paced academic calendar is of utmost importance to us, and we closely monitor the timely completion of the syllabus. We also scrutinize content delivery to ensure that teaching materials and methodologies are clear and impactful.

Creating interest in the subject matter is a skill we highly value, as it fosters enthusiasm and active participation among our students. Innovation in teaching is equally important to us, and we encourage the use of creative and effective teaching methods to enhance the overall learning experience. We believe in the significance of accessibility outside the classroom, with our teachers being approachable for academic guidance and support. Recognizing the diverse learning needs within our student body, we appreciate teachers who cater to varied academic interests. Encouraging student participation in class discussions and activities is integral to effective teaching at HNB Garhwal University. Finally, we holistically evaluate the overall performance of our educators, taking into account all aspects of their teaching style and their impact on students' academic growth.

Through a diligent consideration of these ten parameters, HNB Garhwal University is committed to fostering a culture of excellence in teaching and continuous improvement in the overall educational experience for our students. By nurturing our educators' growth and empowering them with valuable feedback, we aim to create a vibrant and engaging learning environment that inspires academic excellence and empowers our students to excel in their chosen paths.

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

At HNB Garhwal University, we hold the feedback of our esteemed teachers on the curriculum they undertake in high regard, and our evaluation process encompasses a comprehensive set of ten key parameters. Our primary focus is on ensuring that the curriculum aligns seamlessly with the course's objectives and intended learning outcomes. This vital alignment guarantees that our students receive a well-structured and purposeful educational journey. Maintaining a delicate balance between theory and application is crucial to us. We recognize the significance of nurturing students' theoretical understanding while simultaneously fostering their practical skills to prepare them for real-world challenges.

Our commitment to providing a diversified learning experience is reflected in our consideration of a sufficient number of optional papers. This approach empowers our students to explore their interests and passions, further enriching their educational journey. To ensure that our students have access to up-to-date and relevant resources, we carefully evaluate the currency and relevance of prescribed reference materials. We understand the importance of keeping our learning resources current to match the dynamic nature of knowledge in today's world. In line with our vision of equipping our students for success in their future careers, we place significant importance on employability in curriculum design. We strive to integrate skills that are in high demand by employers, preparing our students to excel in their chosen professions.

As we prepare our students for further academic pursuits and competitive exams, we pay close attention to the curriculum's alignment with national-level examinations such as UGC/CSIR-NET/GATE/GPAT. This ensures that our students are well-prepared and competitive on broader academic platforms. Encouraging self-learning and fostering independent thinking are paramount to our educational philosophy. We believe in instilling in our students a passion for lifelong learning, empowering them to adapt and thrive in an ever-changing world. Recognizing the dynamic nature of knowledge and the evolving demands of

the world, we continuously seek teachers' feedback on the curriculum's relevance to the current times. This invaluable input enables us to adapt and refine our educational offerings to meet the ever-changing needs of our students.

Lastly, we believe in the collaborative and inclusive spirit of academic planning. We actively seek teachers' ideas and input to shape and develop the curriculum. This collaborative approach ensures that our curriculum is enriched by the diverse perspectives of our esteemed educators.

By diligently considering these ten parameters, HNB Garhwal University is committed to creating a curriculum that not only meets but exceeds the evolving needs of our students. Our goal is to empower them with the knowledge, skills, and adaptability required for a successful and fulfilling future in their chosen fields.

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

HNB Garhwal University highly values the perspectives of its esteemed alumni, recognizing their feedback as a vital source for continuous improvement and refinement of academic and campus offerings. The university employs a thoughtfully curated set of feedback questions, encompassing various essential aspects to shape the overall educational experience. Alumni feedback is sought on the Admission Procedure, with a focus on ensuring a smooth and hassle-free process for aspiring students. The engagement and support of the Alumni Association are closely assessed, fostering a strong bond between the university and its graduates.

The well-being of students is of utmost importance, and the quality and hygiene of Canteen Facilities are examined to ensure a healthy and comfortable environment. The Campus Ambience, recognized for its role in providing a conducive learning environment, is evaluated to enhance the overall student experience. The competence and dedication of Faculty members are carefully considered, as effective teaching and mentorship are paramount to academic excellence. Transparency and affordability of the Fee Structure are taken into account, reflecting the university's commitment to accessibility and inclusivity in education.

Reviewing Hostel Facilities ensures comfortable and secure accommodation for students, supporting their academic journey. The university prioritizes Skill-oriented Courses to equip students with relevant expertise for success in the job market. The quality and relevance of Undergraduate and Master's Courses are diligently evaluated to ensure high standards of education. Teaching and Learning methodologies are closely examined to foster a dynamic and interactive learning experience. The availability of state-of-the-art Infrastructure and Lab Facilities is essential in promoting hands-on learning and research opportunities for students. Aligning the curriculum with current job requirements is evaluated through the Relevance of Content to Current Job parameter. Ample Library Resources are provided to support academic endeavors, while Real-life Application of Course of Study is emphasized to ensure practical knowledge application. The university values the Overall Rating of the University and Academic Programs, considering it as a reflection of its performance and commitment to

quality education. Project/Dissertation/Field Work Guidance is offered to students, facilitating their academic growth and experiential learning. The university seeks feedback on the quality and effectiveness of support material, whether online or offline, to ensure optimal learning resources for students. Industry Visits provide students with exposure to real-world scenarios, nurturing a holistic understanding of their fields. Training and Placement services are tailored to provide career opportunities, ensuring graduates are well-equipped for their professional journeys. Value Adding and Ethical Education are instilled in students, shaping their character and ethical values.

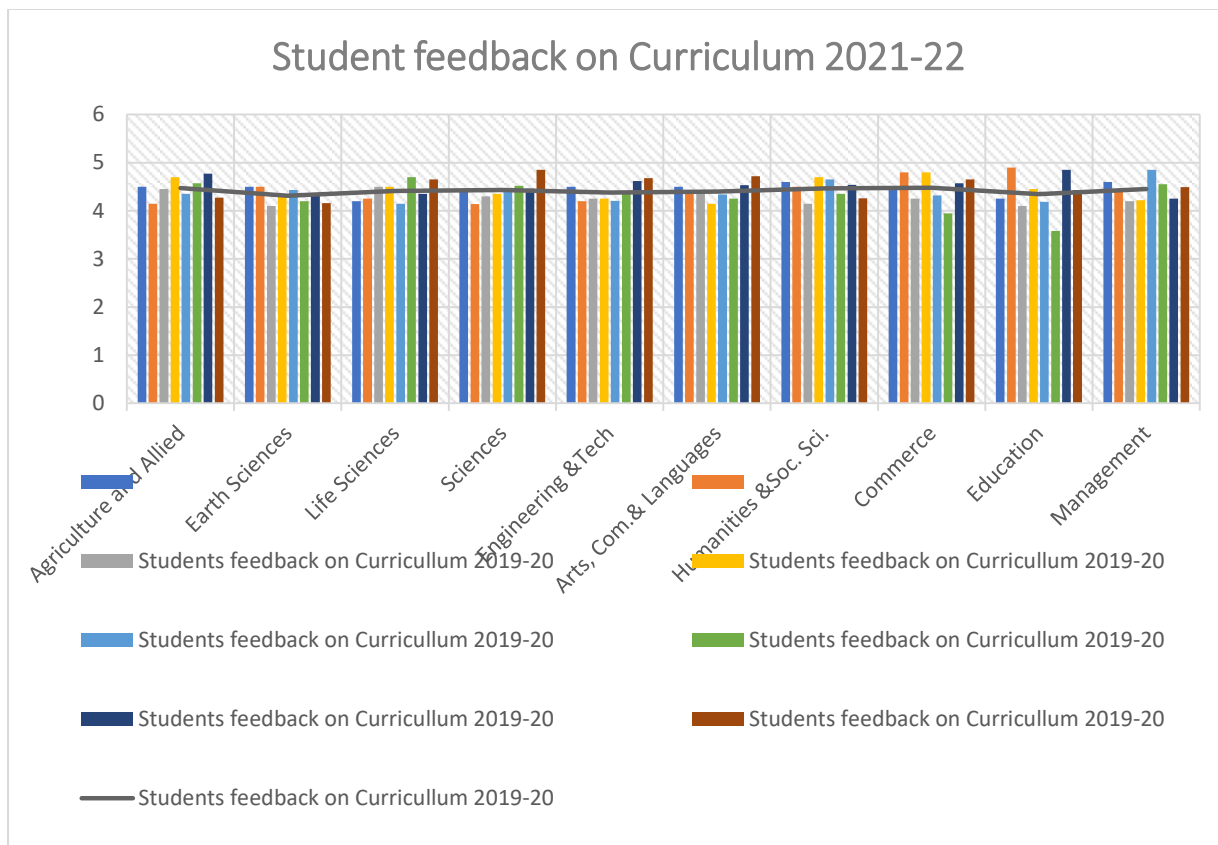
The Overall Capability of students passing out of the institution is assessed to gauge their readiness and competence for future endeavors. Through this comprehensive feedback mechanism, HNB Garhwal University is committed to continuous evolution and excellence as a premier academic institution, providing a fulfilling and rewarding academic journey for its current students and valued alumni. Alumni satisfaction and feedback play an integral role in shaping the university's commitment to nurturing holistic and well-rounded individuals prepared to make a positive impact on society.

#### **E. Employers feedback**

HNB Garhwal University values the insights provided by its esteemed alumni through feedback on 12 key parameters, which highlight how the university is contributing to the development of its students. General Communication Skills are carefully evaluated, shedding light on how effectively the university's teachings enable graduates to articulate and express their ideas. The assessment of Working as Part of a Team gauges the university's emphasis on fostering collaboration and interpersonal skills. Alumni feedback also reveals the university's success in cultivating an environment that encourages being Open to New Ideas and Learning New Techniques, ensuring graduates are adaptable and receptive to advancements in their fields. The university's focus on equipping students with technological proficiency and their ability to utilize Workplace Equipment is assessed to keep them competitive in modern workplaces. The extent to which students are prepared to Contribute to the Goal of the Organization showcases the university's commitment to practical skill development. Technical Knowledge/Skill is evaluated to determine how well the university's programs align with industry requirements. The nurturing of Management and Leadership Qualities reflects the university's dedication to producing capable leaders. Innovativeness and Creativity are valued, as they indicate the university's efforts in fostering critical thinking and originality. Feedback on Relationship with Seniors, Peers, and Subordinates provides insights into the development of interpersonal and professional conduct skills. The level of Involvement in Social Activities reveals the university's encouragement of community engagement and social responsibility. The university's success in fostering the Ability to Take up Extra Responsibility showcases its efforts to instill a sense of initiative and proactiveness. Finally, the willingness to Oblige to Work Beyond Schedule if Required speaks to the university's emphasis on dedication and commitment. By analyzing feedback on these 12 parameters, HNB Garhwal University continuously enhances its educational programs, preparing graduates who are well-rounded, skilled, and adaptable to the demands of the ever-evolving professional landscape.



### 3. A Students Feedback (On curriculum) Report



The data represents student feedback on the curriculum for the academic year 2019-20 across multiple schools. The feedback provides valuable insights into the strengths and areas of improvement in each school's curriculum. The School of Agriculture and Allied Sciences received positive feedback, with emphasis on "Practical exposure" (4.77) and "Relevance of the units in curriculum to the course" (4.57). However, there is room for improvement in "Coverage of recent/advanced topics" (4.15) and "Availability of textbooks/study materials" (4.45).

The School of Earth Sciences excelled in "Coverage of recent/advanced topics" (4.5) but indicated the need for improvement in "Availability of textbooks/study materials" (4.1) and "Organisation of the course curriculum" (4.3). The School of Life Sciences performed well in "Relevance of the units in curriculum to the course" (4.7) and "Practical exposure" (4.7). However, students expressed a desire for more emphasis on "Emphasis on fundamentals" (4.2) and "Coverage of recent/advanced topics" (4.25).

In the School of Sciences, students highly rated the "Overall rating of the course" (4.85) but suggested enhancing "Coverage of recent/advanced topics" (4.14) for further improvement.

The School of Engineering and Technology received positive feedback in most criteria. Students appreciated "Relevance of the units in curriculum to the course" (4.68) but suggested focusing on "Coverage of recent/advanced topics" (4.2) for better curriculum enrichment.

The School of Arts, Communication, and Languages excelled in "Overall rating of the course" (4.72) but expressed the need for better "Organisation of the course curriculum" (4.15). In the School of Humanities and Social Sciences, students rated the "Relevance of the units in curriculum to the course" (4.65) highly but suggested improvements in "Availability of textbooks/study materials" (4.15). The School of Commerce received praise for "Coverage of recent/advanced topics" (4.8) but suggested focusing on "Employability of the course curriculum" (3.95) for enhancing students' career prospects. The School of Education received positive feedback for "Coverage of recent/advanced topics" (4.9). However, there was a call for increasing emphasis on "Employability of the course curriculum" (3.58). The School of Management performed well in "Relevance of the units in curriculum to the course" (4.85). However, students suggested improvements in "Organisation of the course curriculum" (4.22) for a more streamlined learning experience.

### **Major Suggestions:**

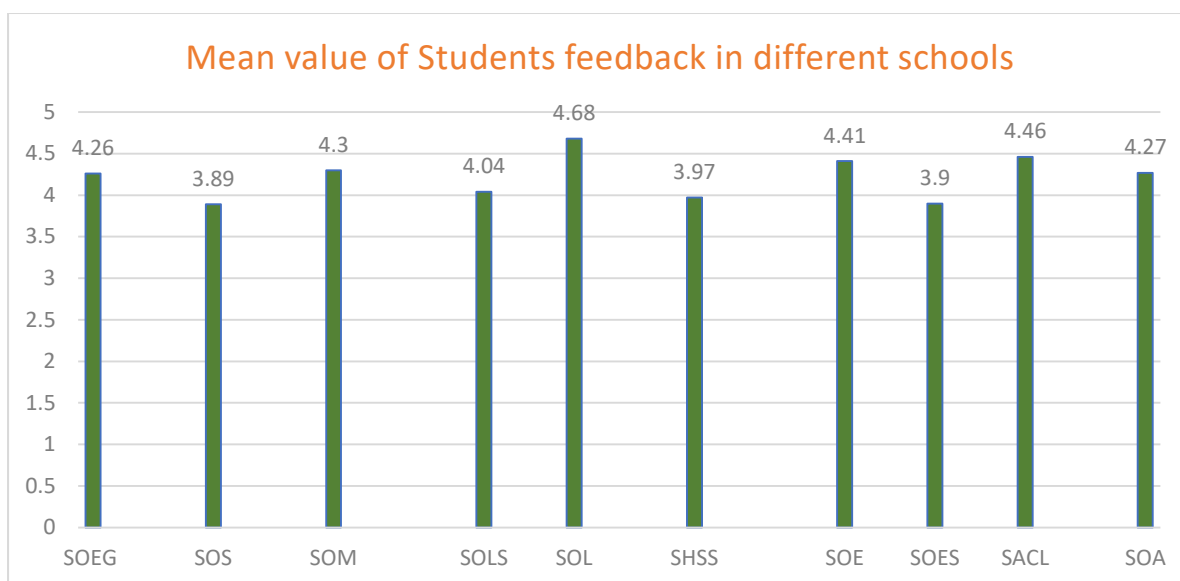
In conclusion, the student's feedback on the curriculum across all schools is generally positive, with each school excelling in specific aspects. Areas for improvement include increasing emphasis on fundamentals, covering recent/advanced topics, enhancing the organization of the course curriculum, and ensuring easy availability of study materials. By addressing these suggestions, the institutions can further strengthen their curricula and provide students with a well-rounded and enriching learning experience. Continuous feedback and improvement efforts will ensure that the curricula remain relevant, challenging, and conducive to students' academic and professional growth.

### **Action Taken:**

- Continuous efforts were made to strengthen the Central library of the University and a total of 2117 new books were procured in the reporting year. As such the library has over 5 lakh books, 12673 e-books, 411 e-journals, and a repository of 3199 Ph.D. theses along with many other databases. University facilitation of INFLIBNET/IUC facilities was improved.
- Books and journals amounting to about Rs. 127.48 Lakhs were procured for the libraries of the University in academic session 2020-21.
- Department of Zoology Department in the session has been running two skill based courses at UG level on Apiculture and Pisciculture while Department of Biotechnology initiated a skill vigyan program sponsored by DBT, Govt of India and UCOST for imparting training youths for 3 years under QP of Quality Control Chemist- Microbiology program.
- During the year a total of 98 trainings/ workshops/ seminars were organized by the faculty members. Besides, the faculty members also participated in 711 meets/ conferences/ seminars/ workshops/ training programme/webinars.

- The University started a language Lab since April 2020 and equipped it with computers (40), audio-visual tools and basic software.
- University SWAYAM Cell was instrumental in dissemination online learning initiatives of UGC and MHRD, adoption of SWAYM MOOCs for credit transfer (2 MOOCs), and maintaining and enriching Institutional OER repository (2000 e-contents).

## 5. Students Feedback (On teachers) Report



The students in the School of Earth Sciences have given positive feedback with an average score of 4.26. This indicates that the teachers in this school are well-regarded by the students, and they are satisfied with the teaching and learning experience. The student feedback score for the School of Sciences is 3.89. While this score is above average, it suggests that there might be areas where improvements can be made to enhance the teaching and learning experience for the students. The School of Management has received positive feedback from students, with an average score of 4.3. This indicates that the teachers in this school are effective in their teaching methods and are well-received by the students. Students in the School of Life Sciences have given a feedback score of 4.04. This score suggests that the teachers are generally doing a good job, but there may be some areas where further improvements can be made to meet the students' expectations. The School of Law has received high praise from students, with an average feedback score of 4.68. This indicates that the teachers in this school are highly regarded and have a positive impact on the students' academic experience. The student feedback score for the School of Humanities and Social Sciences is 3.97. While this score is above average, there may be some room for improvement to enhance the teaching and learning experience in this school. The School of Engineering has received positive feedback from students, with an average score of 4.41.

This suggests that the teachers in this school are effective in delivering quality education to the students. The student feedback score for the School of Education is 3.9. This score is above average, but there may be areas where improvements can be made to further enhance the teaching and learning experience for the students. The School of Agriculture and Allied Sciences has received positive feedback from students, with an average score of 4.46. This indicates that the teachers in this school are well-regarded and have a positive impact on the students' learning experience. The student feedback score for the School of Arts is 4.27. This score suggests that the teachers in this school are doing a good job, and students are generally satisfied with the teaching and learning experience.

Overall, the feedback scores indicate that most of the schools have received positive reviews from students regarding their teachers and the quality of education. However, there may be areas where further improvements and enhancements can be made to ensure an even more rewarding and enriching academic experience for the students. Continuous efforts to address any shortcomings and build on the strengths can contribute to the overall growth and excellence of HNB Garhwal University's teaching practices.

The department-wise analysis of student feedback on teachers reveals some departments with relatively lower scores in the feedback value, warranting attention to address the issues. Among the School of Sciences, the departments of Statistics, Physics, and Mathematics need to focus on improving student satisfaction by enhancing the skill of creating interest in the subject and incorporating more innovative teaching methods. Similarly, in the School of Life Sciences, the Department of Microbiology received a relatively lower feedback score, indicating room for improvement to achieve the highest level of student satisfaction within the department. In the School of Humanities and Social Sciences, there is scope for improvement in the Department of Anthropology, where innovative teaching methods and increased student engagement in class need to be emphasized. Likewise, the School of Earth Sciences needs to pay attention to the Department of Geography based on the feedback value attained by them. Furthermore, in the School of Agriculture, the Department of Horticulture has relatively obtained a lower score and requires improvement to enhance student satisfaction with teaching and learning facilities in the department.

### **Suggestions:**

Overall, there is a strong requirement to increase faculty strength, thereby improving the teaching and student ratio in various departments that may be experiencing performance challenges. To address these concerns effectively, the university administration should initiate focused measures, such as faculty development programs, training in innovative pedagogical techniques, and providing necessary resources to support teaching excellence. Regular monitoring and evaluation of student feedback should be encouraged to ensure continuous improvement in the academic experience across all departments.

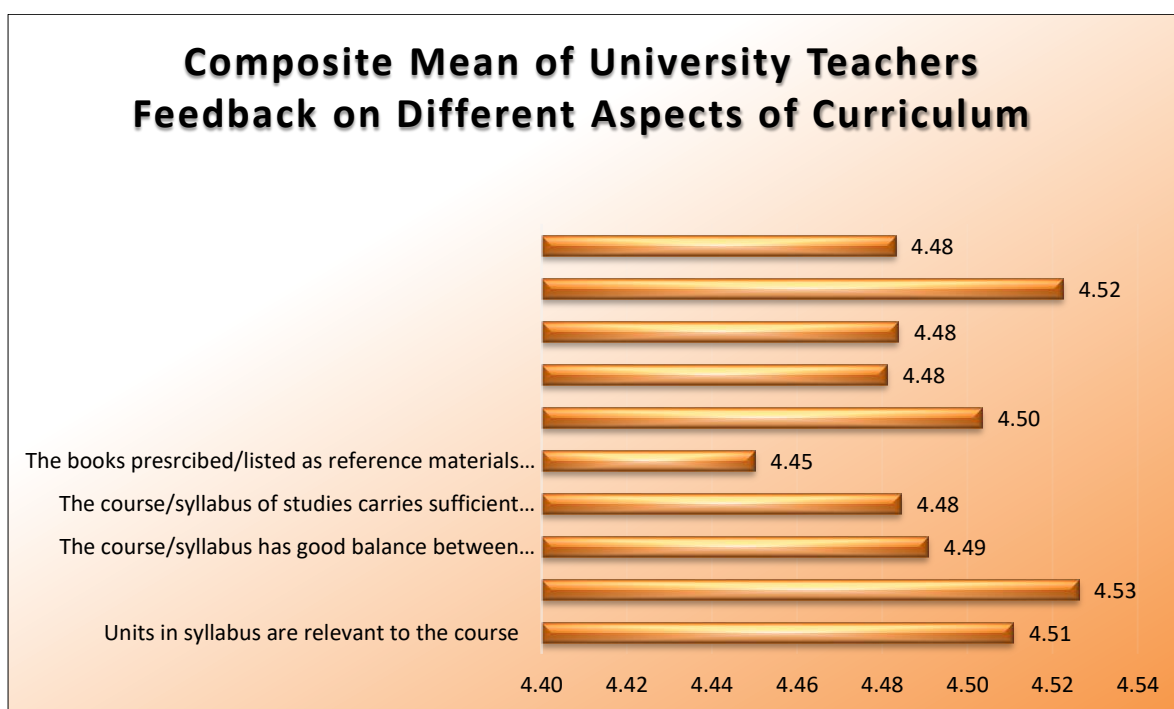
### **Action taken:**

- In view of prevalence of COVID-19 the academic activities were performed in online mode. Considering that the University is located in remote part, it required significantly efforts to take online classes and conduct exams in time. However, despite of diverse challenges the university was able to accomplish its major academic pursuits as per the envisaged calendar.

- HNB Garhwal University is one of the few CUs hosting two SWAYAM MOOCs (Academic Writing and Industrial Pharmacy I). University SWAYAM Cell was instrumental in dissemination online learning initiatives of UGC and MHRD, adoption of SWAYM MOOCs for credit transfer (2 MOOCs), and maintaining and enriching Institutional OER repository (2000 e-contents).
- Department of Chemistry implemented UGC DRS SAP –II (2019-2024) in the area of Natural Products Chemistry.
- The university has been coordinating Indian Himalayan Central Universities' Consortium (IHCUC) that comprised 13 central Universities and 1 CSIR institute across Indian Himalayan region (IHR). It started a collective R&D study on five thematic areas across IHR states. The project was supported by Niti Aayog, Ministry of Education and UGC.
- During 2020-21 the faculty members published 421 research papers in peer reviewed journals, 125 articles as book chapters, and 18 books/edited volume. Besides, the university also publishes four peer reviewed journals and 1 newsletter.
- During the reporting year a total of 98 trainings/ workshops/ seminars were organized by the faculty members. Besides, the faculty members also participated in 711 meets/ conferences/ seminars/ workshops/ training programme/webinars

## 7. Faculty feedback report

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



The teachers feedback data represent the average rating that teachers gave each aspect of the curriculum. A rating of 5 indicates that teachers were very satisfied with the aspect, while a rating of 1 indicates that they were very dissatisfied. The data indicates that teachers are

generally satisfied with the curriculum at HNB Garhwal University. The highest-rated aspects of the curriculum are:

- The teachers feel that they have a voice in the curriculum development process.
- The curriculum has been updated to reflect emerging trends and technologies.
- The curriculum has the potential to develop critical thinking, problem-solving, and communication skills in students.
- The contents of the curriculum are in line with national and international standards.
- The curriculum is designed to prepare students for the workforce.

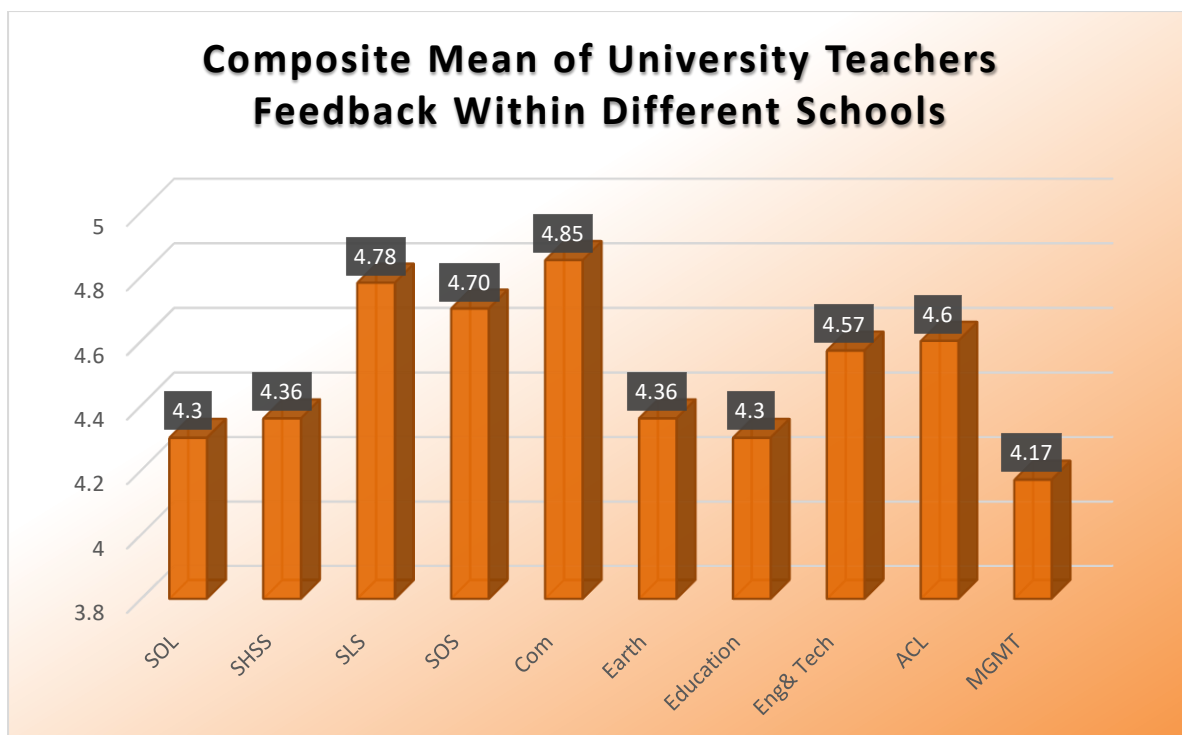
The lowest-rated aspects of the curriculum are:

- The books prescribed/listed as reference materials are not always relevant and up-to-date.
- The course/syllabus of studies does not always have a good balance between theoretical and practical knowledge.
- The contents of the course are not always in conformity with the learning outcomes of the course.
- Units in syllabus are not always relevant to the course.

Overall, the results of the survey suggest that teachers are generally satisfied with the curriculum at HNB Garhwal University. However, there are some areas where the curriculum could be improved, such as updating the reference materials and ensuring that the course/syllabus has a good balance between theoretical and practical knowledge.

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

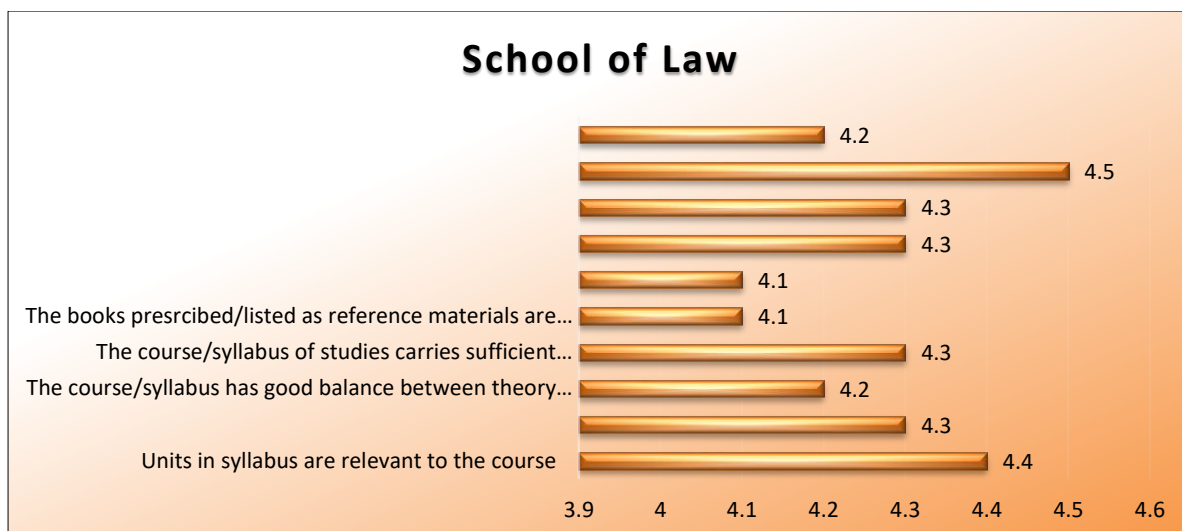
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The composite mean of the HNB Garhwal University teacher feedback within different schools shows that teachers are highly satisfied with curriculum design and development in the School of Commerce, School of Life Sciences, and School of Sciences. However, the satisfaction level is relatively lower in the School of Law, School of Earth Sciences, School of Management, and School of Humanities and Social Sciences. To further enhance the satisfaction levels in these schools, it is essential to focus on improving the curriculum design and development processes. This could include incorporating more innovative and relevant content, aligning the curriculum with current industry trends, and promoting interdisciplinary approaches to learning. Additionally, conducting regular workshops and training sessions for faculty members on curriculum development best practices can help improve their skills and ensure they meet the diverse needs of students effectively. Furthermore, encouraging open communication channels between students and teachers can provide valuable insights and suggestions for curriculum improvements. Collaborative efforts from all stakeholders can lead to a more enriched and satisfying academic experience for both teachers and students across all schools in HNB Garhwal University.

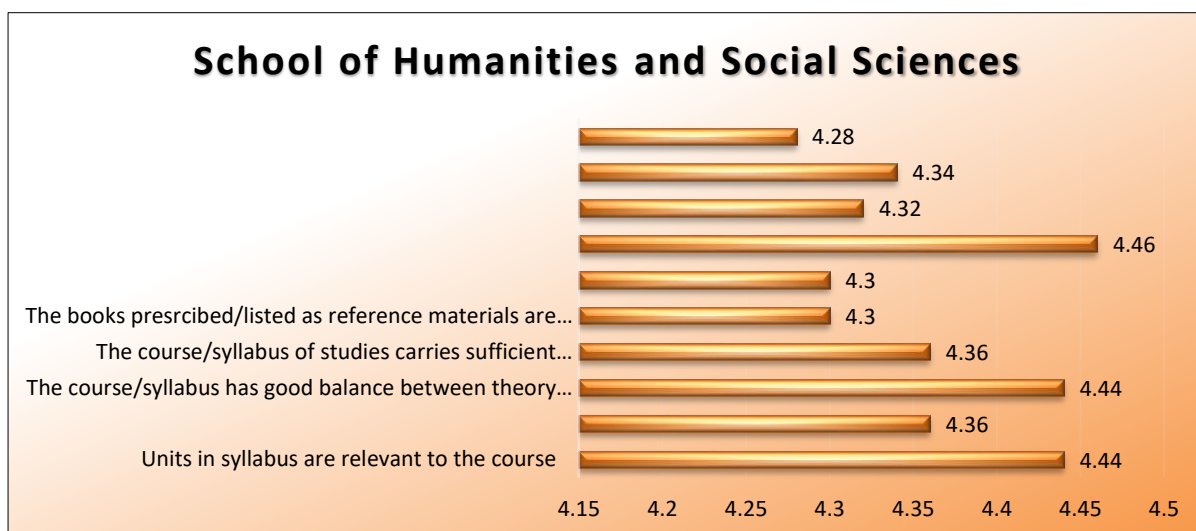
### **Department wise distribution of the teachers' feedback score on curriculum design and development**

#### **School of Law**



The feedback analysis of the teachers from the School of Law highlights the need for the Department of Law to focus on making the curriculum more oriented towards generating employment opportunities. Additionally, the department should consider incorporating more relevant and updated books into the curriculum. Moreover, it is essential to grant the teachers in the department greater freedom to implement their ideas in the curriculum designing and development process.

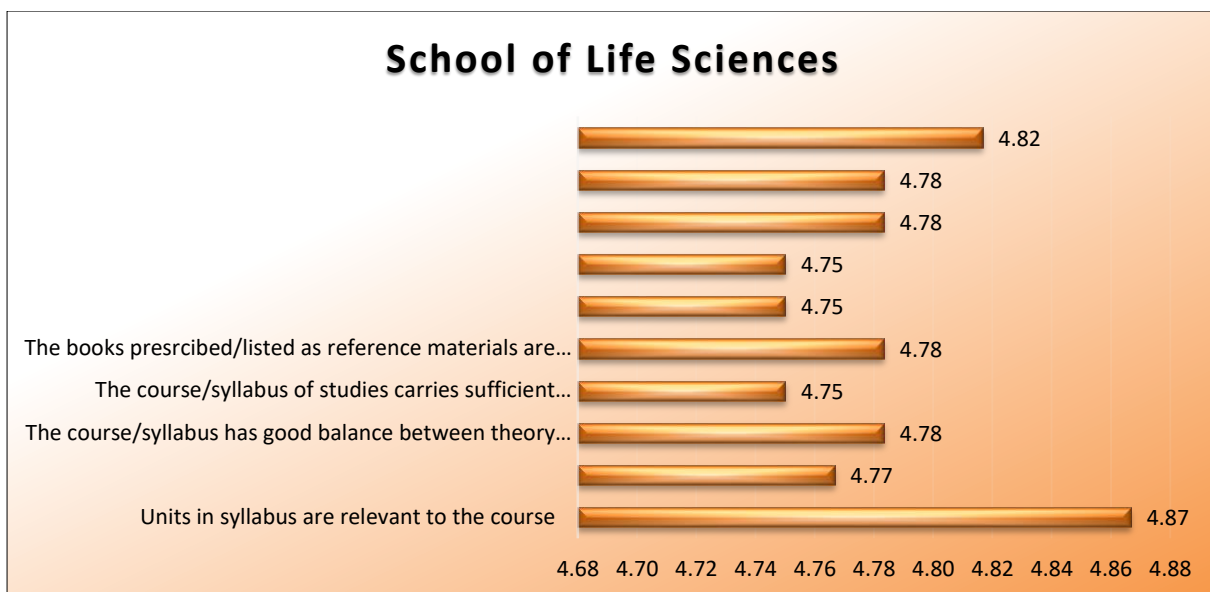
### School of Humanities and Social Sciences



The feedback from the HNB Garhwal University teachers of schools of humanities and social sciences on curriculum design and development indicates that the faculty members in the school should be granted greater freedom in implementing their ideas while designing and developing the curriculum for their students. Allowing teachers to have more autonomy in shaping the curriculum will enhance their ability to create engaging and effective learning experiences for the students. This, in turn, will contribute to the overall improvement of the educational quality at the university.

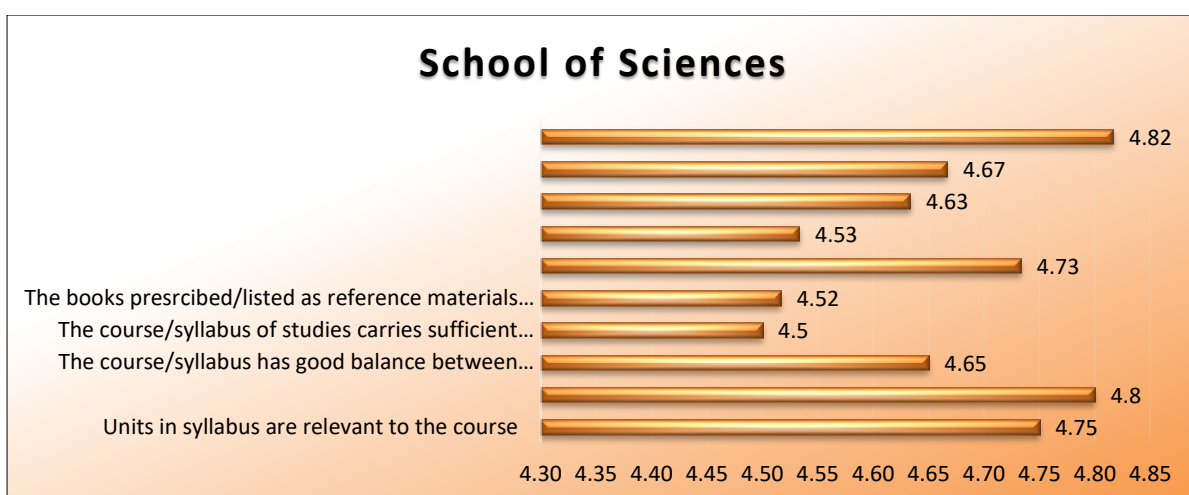
### School of Life Sciences





The feedback from the School of Life Sciences teachers on curriculum design and development reveals a generally positive picture. The curriculum designing and development process aligns well with the expectations of the faculty of the school. However, there is still room for improvement in certain areas to further enhance the overall educational experience. To ensure continued progress and excellence, it is crucial for the faculty and curriculum developers to work collaboratively. This will enable them to identify potential areas of enhancement and incorporate new, innovative approaches to teaching and learning. By fostering open communication and encouraging constructive feedback, the school can strive for continuous growth and provide the best possible education to its students. In conclusion, while the current state of the curriculum design and development is promising, it is essential to maintain a proactive approach towards improvement and adaptation to meet the evolving needs of the students and the field of Life Sciences.

### School of Sciences

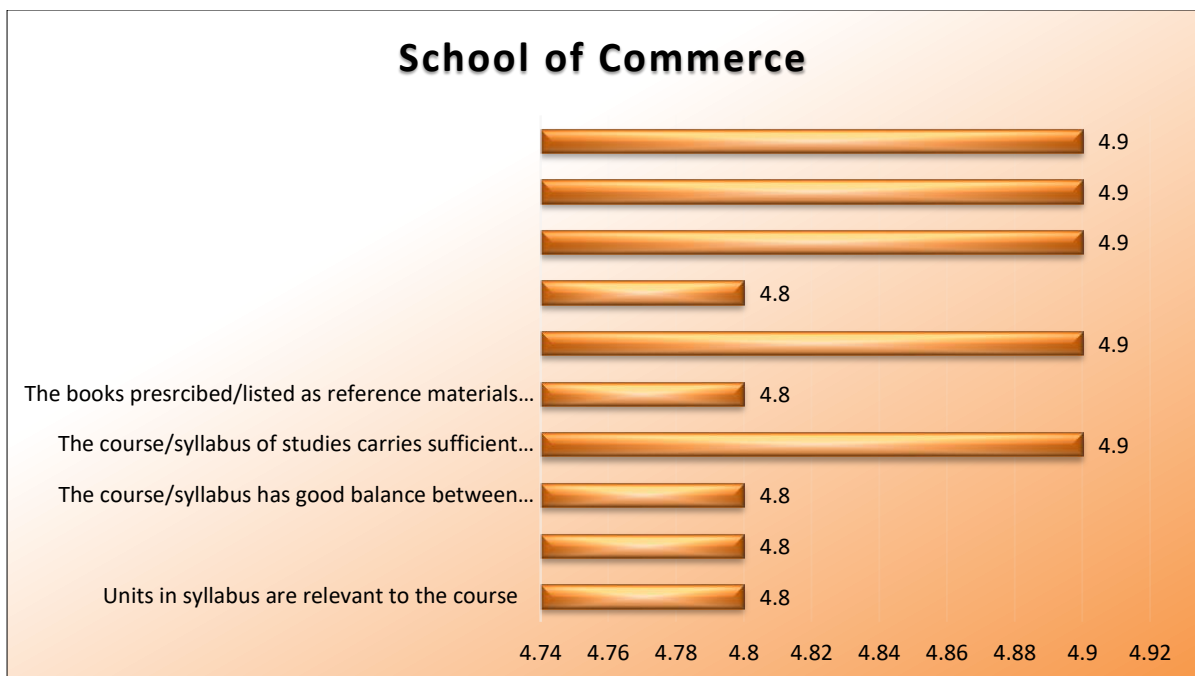


The teachers' feedback analysis of the School of Sciences indicates a positive outlook. However, there are a few aspects that require improvement to enhance the effectiveness of the curriculum design and development process, aligning it better with the expectations of the faculty. To ensure the continuous growth and development of the curriculum, it is important

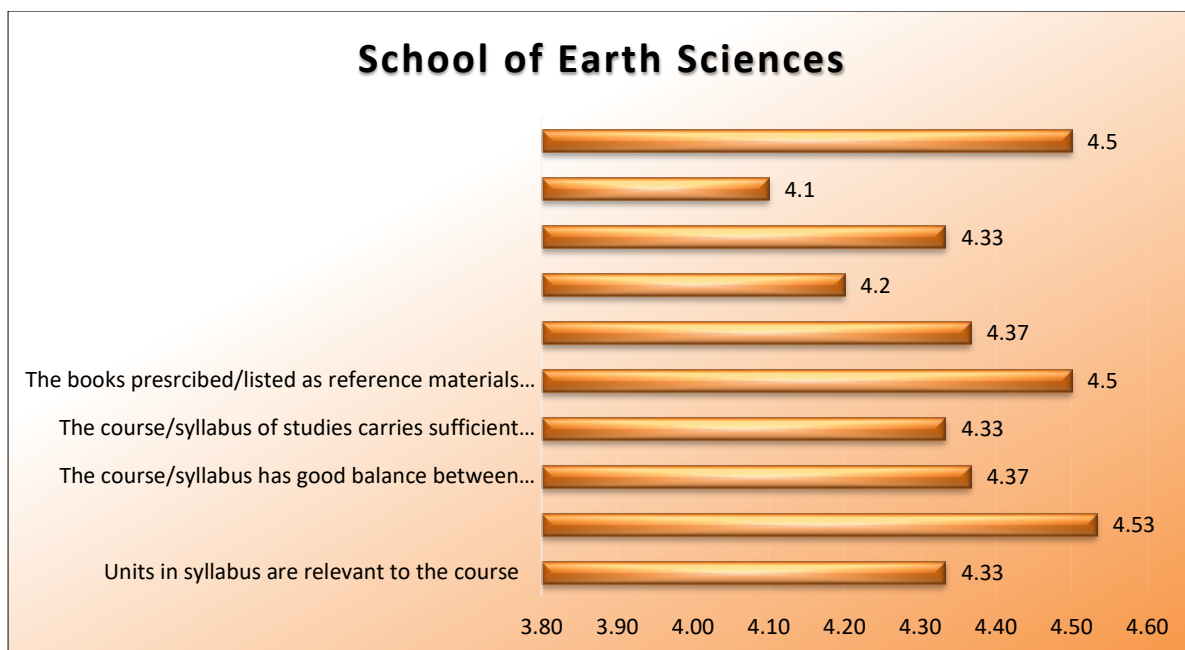
to focus on improving the content of the courses. This can be achieved by aligning the course contents more closely with the intended learning outcomes and making them more relevant to enhance employability prospects. Collaborative efforts between the faculty members and curriculum developers are essential in identifying areas that need enhancement. By fostering open dialogue and constructive feedback, the school can strive for continuous improvement in the curriculum.

Furthermore, it would be beneficial to regularly assess the curriculum's effectiveness in meeting the students' needs and addressing the latest developments in the field of Sciences. By incorporating these suggestions, the School of Sciences can further enhance the quality of its curriculum and better prepare its students for their future endeavours. Continuous improvement and adaptability will ensure that the school remains at the forefront of education and meets the expectations of both students and faculty members.

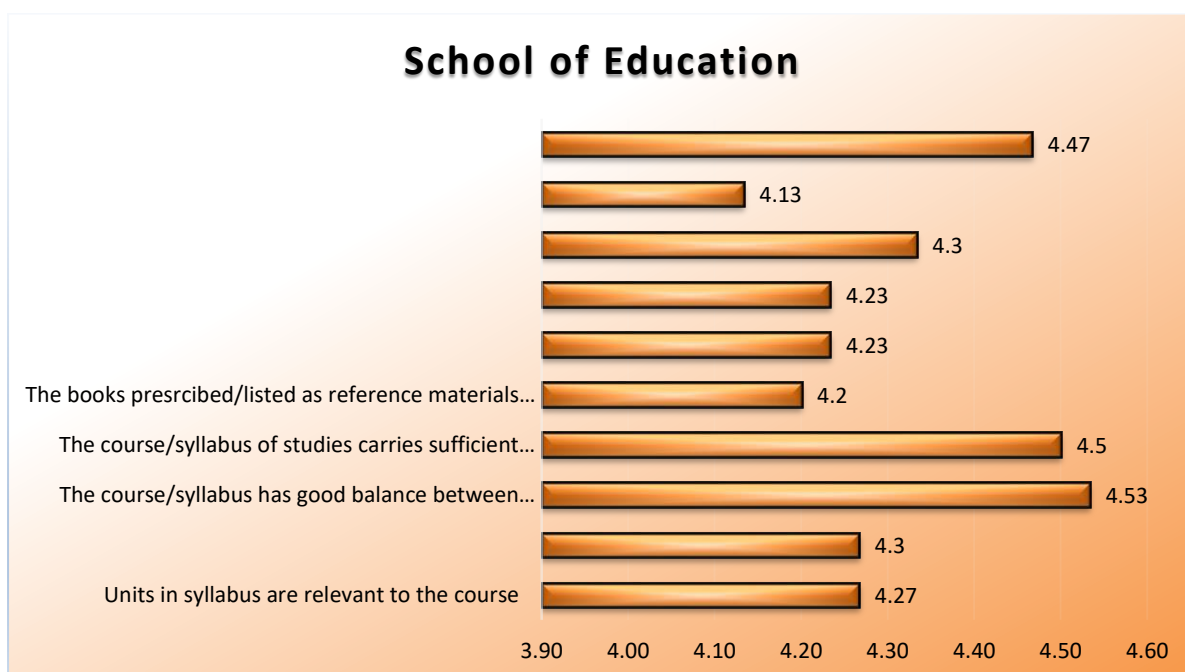
### School of Commerce



### School of Earth Sciences



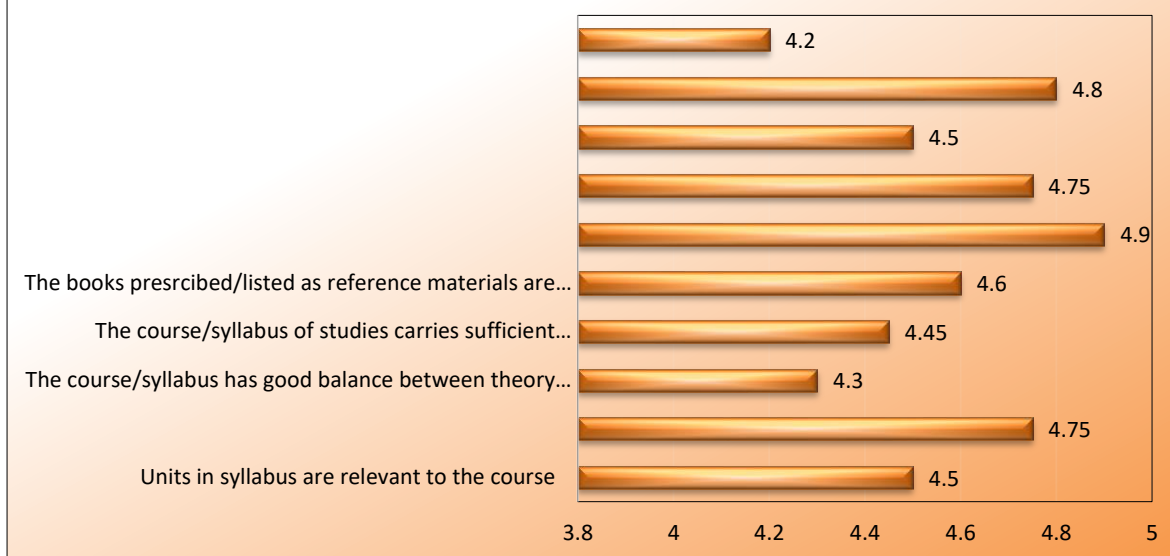
### School of Education



The feedback analysis from the faculty of the School of Education indicates areas for improvement in the curriculum design and development process. The curriculum should be updated to meet the current demands and needs of the time. The books prescribed or listed as reference materials should be more relevant and updated. Additionally, employability should be given priority and be included in the curriculum.

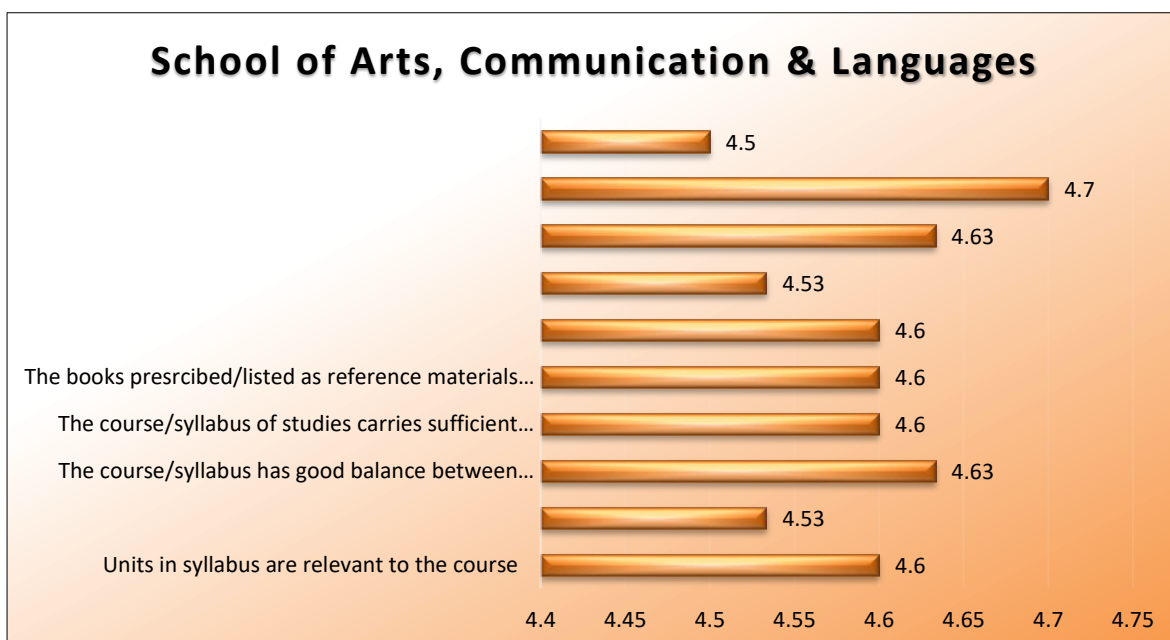
### School of Engineering and Technology

## School of Engineering and Technology



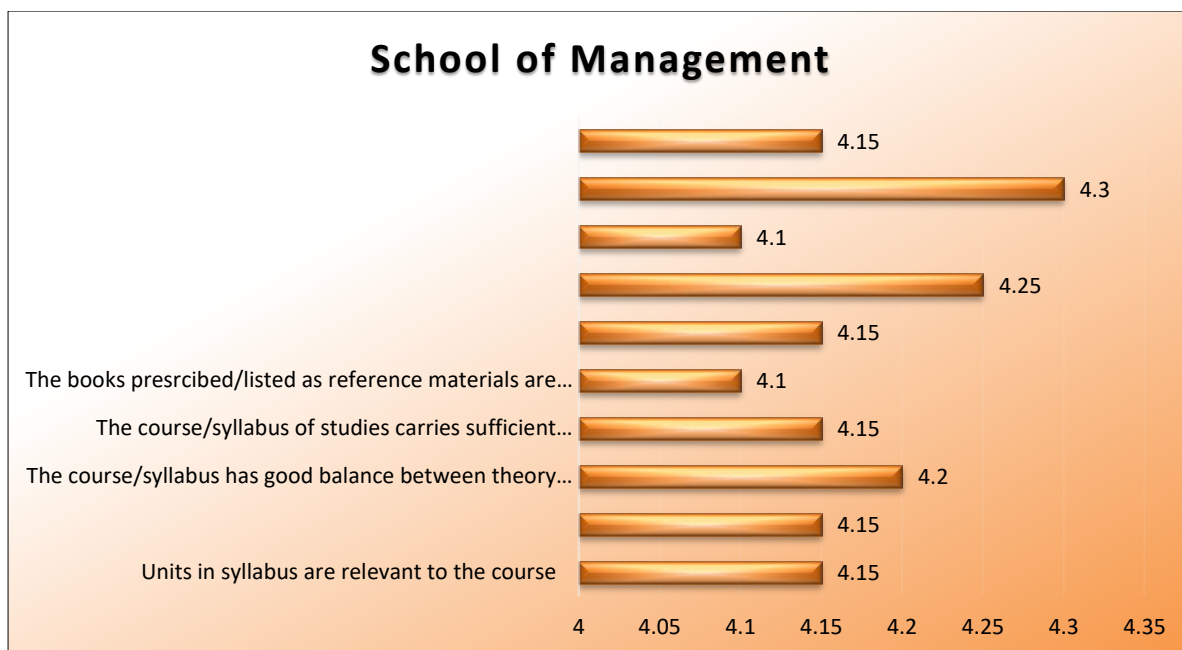
The feedback from the teachers of the School of Engineering and Technology on curriculum design and development shows a positive outlook. However, there is a need to provide more freedom and participation to the faculty of the school to contribute their ideas and actively implement them in the curriculum design and development process. Empowering the faculty with greater autonomy will foster a more innovative and effective learning experience for the students and further enhance the overall quality of education in the school.

## School of Arts, Communication & Languages



The feedback from the teachers of the School of Arts, Communication, and Languages indicates a positive picture with potential for improvement in all aspects evaluated during the faculty feedback process on curriculum design and development.

## School of Management



The feedback from the teachers of the School of Management regarding curriculum design and development highlights several areas with potential for improvement. To enhance the overall effectiveness and relevance of the curriculum, the following upgrades are recommended: The contents of the course should be carefully reviewed and adjusted to align better with the intended learning outcomes. This will ensure that students gain the necessary knowledge and skills required in their future careers. In curriculum design and development, there should be a stronger emphasis on enhancing students' employability. This can be achieved by integrating practical, real-world applications, internships, and industry-oriented projects. The books prescribed or listed as reference materials should be regularly updated to incorporate the latest developments in the field of management. Access to current and relevant resources will enrich the learning experience for students. The course/syllabus should offer a diverse range of optional papers to cater to the individual interests and career goals of students. This will enable them to tailor their education and explore areas of specialization. Striking a good balance between theoretical knowledge and practical application is essential. Practical case studies, simulations, and hands-on projects should be integrated into the curriculum to reinforce theoretical concepts with real-world scenarios.

By implementing these improvements, the School of Management can offer a comprehensive and dynamic curriculum that better prepares students for the challenges and opportunities in the ever-changing business world. Students will benefit from a well-rounded education, and the school's reputation for producing competent and industry-ready graduates will be further strengthened.

### Overall analysis of the teacher's feedback

The overall composite mean rating for all disciplines is 4.36, indicating a high level of satisfaction among teachers with the curriculum design and development process. This suggests that the efforts put into creating and refining the curriculum have been successful in meeting the needs and expectations of the teachers.

Looking at specific disciplines, teachers in the law discipline expressed an overall satisfaction rating with a mean of 4.51. They were particularly pleased with the relevance of the units in the syllabus (4.4), the conformity of contents with learning outcomes (4.36), and the balance between theory and application (4.26667).

Similarly, teachers in the social sciences discipline reported an overall satisfaction rating with a mean of 4.53. They highlighted the relevance of the units in the syllabus (4.44), the conformity of contents with learning outcomes (4.36), and the potential for developing the habit of self-learning among students (4.48) as key positive aspects.

In the life sciences discipline, teachers expressed an overall satisfaction rating with a mean of 4.49. They were particularly satisfied with the relevance of the units in the syllabus (4.87), the conformity of contents with learning outcomes (4.77), and the balance between theory and application (4.78).

Similarly, teachers in the sciences discipline reported an overall satisfaction rating of 4.49. They highlighted the relevance of the units in the syllabus (4.75), the conformity of contents with learning outcomes (4.8), and the balance between theory and application (4.65) as significant factors contributing to their satisfaction.

Teachers in the commerce discipline expressed an overall satisfaction rating with a mean of 4.36. They were particularly pleased with the relevance of the units in the syllabus (4.8), the conformity of contents with learning outcomes (4.8), and the potential for developing the habit of self-learning among students (4.5).

For the earth sciences discipline, teachers reported an overall satisfaction rating of 4.48. They emphasized the relevance of the units in the syllabus (4.78), the conformity of contents with learning outcomes (4.73), and the balance between theory and application (4.53) as noteworthy aspects.

Teachers in the education discipline expressed an overall satisfaction rating of 4.48. They highlighted the relevance of the units in the syllabus (4.26), the conformity of contents with learning outcomes (4.3), and the potential for developing the habit of self-learning among students (4.3) as significant factors contributing to their satisfaction.

In the engineering and technology discipline, teachers reported an overall satisfaction rating of 4.57. They expressed particular satisfaction with the relevance of the units in the syllabus (4.75), the conformity of contents with learning outcomes (4.75), and the balance between theory and application (4.3).

Teachers in the arts, languages, and communication discipline had an overall satisfaction rating of 4.45. They emphasized the relevance of the units in the syllabus (4.78), the conformity of contents with learning outcomes (4.78), and the potential for developing the habit of self-learning among students (4.48).

Teachers in the agriculture discipline expressed an overall satisfaction rating of 4.17. They highlighted the relevance of the units in the syllabus (4.52), the conformity of contents with learning outcomes (4.73), and the potential for developing the habit of self-learning among students (4.3).

Finally, teachers in the management discipline reported an overall satisfaction rating of 4.52. They were particularly satisfied with the relevance of the units in the syllabus (4.78), the conformity of contents with learning outcomes (4.9), and the balance between theory and application (4.67).

In conclusion, the results indicate that teachers across various disciplines are generally satisfied with the curriculum design and development process. The high mean ratings demonstrate their contentment with the relevance of the units in the syllabus, the conformity of contents with learning outcomes, and the balance between theory and application. These findings reflect the successful efforts made in creating a curriculum that meets the

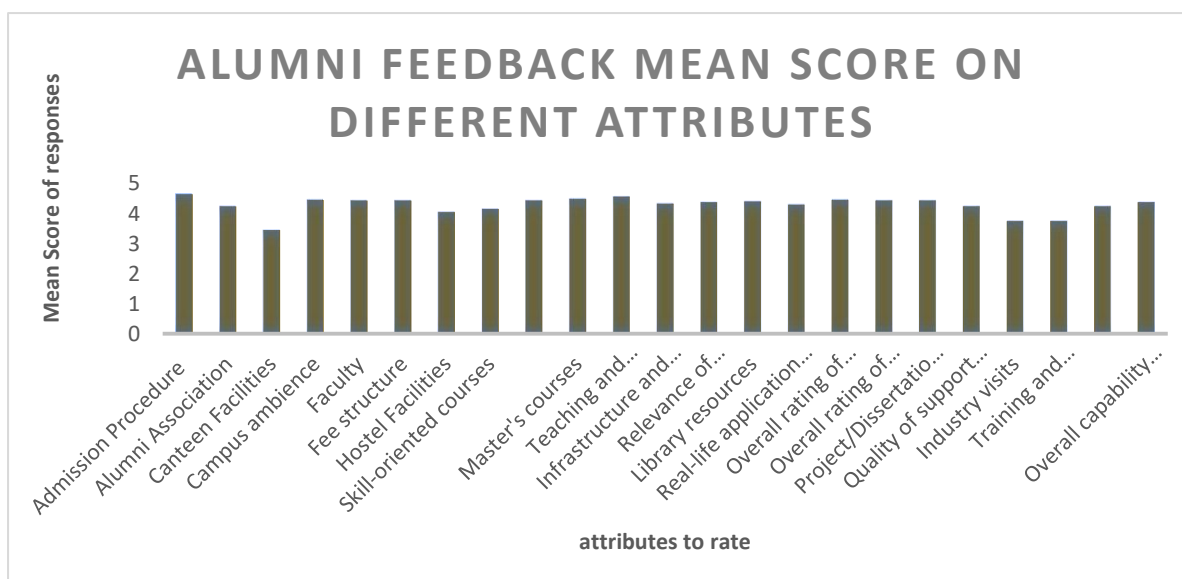
expectations and needs of the teachers, thereby contributing to a positive teaching and learning experience in all disciplines.

## **Action Taken:**

- HNB Garhwal University is one of the few CUs hosting two SWAYAM MOOCs (Academic Writing and Industrial Pharmacy I). University SWAYAM Cell was instrumental in dissemination online learning initiatives of UGC and MHRD, adoption of SWAYM MOOCs for credit transfer (2 MOOCs), and maintaining and enriching Institutional OER repository (2000 e-contents). MOOCs ranked #1 in exam registration and figured in global top 30 MOOCs.
- A total of 4 patents filed by the university faculty members on formulation of anti-epileptic herbal composition, ultra low power 16-bit arithmetic logic unit, internet of things based agriculture water purification, and a method for fabricating natural fiber reinforced epoxy composites.
- During the reporting year a total of 98 trainings/ workshops/ seminars were organized by the faculty members. Besides, the faculty members also participated in 711 meets/ conferences/ seminars/ workshops/ training programme/webinars that were related to COVID-19 awareness, IPR, environmental issues, SWAYAM, health, yoga & meditation, and various other miscellaneous aspects related to their self-development and academic progression.
- Department of Seed Science & Technology registered two French bean accessions resistant to anthracnose with NBPGR, New Delhi on 29 Sept 2020. Accessions no. are INGR20026 and INGR20027
- Department of Chemistry implemented UGC DRS SAP –II (2019-2024) in the area of Natural Products Chemistry.
- The University started a language Lab since April 2020 and equipped it with computers (40), audio-visual tools and basic software.
- Continuous efforts were made to strengthen the Central library of the University and a total of 2117 new books were procured in the reporting year.
- During 2020-21, HNB Garhwal University through its departments signed MoU with institutions of higher learning, namely University of Applied Forest Sciences Rottenburg, Germany; Swiss Federal Research Institute WSL, Switzerland; Indian Council of Forestry Research and Education (ICFRE), Dehradun; Dabur India Limited, New Delhi; Cultivator Natural Products Private Limited. (CNPPL), Jodhpur
- To develop document in mother tongue / regional language, Department of Pharmaceutical Science did Hindi translation of ‘Industrial Pharmacy SWAYAM MOOC’ (40 e-modules),
- The faculty members have been disseminating mass awareness on select topics through film making. Department of History has brought out 10 volumes of Traditional cuisine of Uttarakhand along with a film on Traditional Architecture of Uttarakhand.

## **9. Alumni feedback report**

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



- The highest-rated aspect of the university is the **faculty**, with a mean score of 4.43 out of 5. This suggests that alumni are generally satisfied with the quality of teaching at the university.
- The second highest-rated aspect of the university is the **teaching and learning**, with a mean score of 4.57 out of 5. This suggests that alumni are generally satisfied with the way teaching is delivered at the university.
- The third highest-rated aspect of the university is the **infrastructure and lab facilities**, with a mean score of 4.32 out of 5. This suggests that alumni are generally satisfied with the facilities available to them at the university.
- The fourth highest-rated aspect of the university is the **overall rating of academic programs**, with a mean score of 4.43 out of 5. This suggests that alumni are generally satisfied with the academic programs offered at the university.
- The fifth highest-rated aspect of the university is the **overall rating of the University**, with a mean score of 4.46 out of 5. This suggests that alumni are generally satisfied with the university as a whole.

Some of the aspects that are rated lower include:

- **Canteen facilities**, with a mean score of 3.46 out of 5. This suggests that alumni are somewhat less satisfied with the canteen facilities at the university.
- **Hostel facilities**, with a mean score of 4.05 out of 5. This suggests that alumni are somewhat less satisfied with the hostel facilities at the university.
- **Industry visits**, with a mean score of 3.76 out of 5. This suggests that alumni are somewhat less satisfied with the industry visits that are organized by the university.
- **Training and placement**, with a mean score of 3.76 out of 5. This suggests that alumni are somewhat less satisfied with the training and placement services offered by the university.

### Description of different attributes rated by the Alumni

Rating Scale	5- Excellent, 4- Very Good, 3- Good, 2- Average, 1- Poor



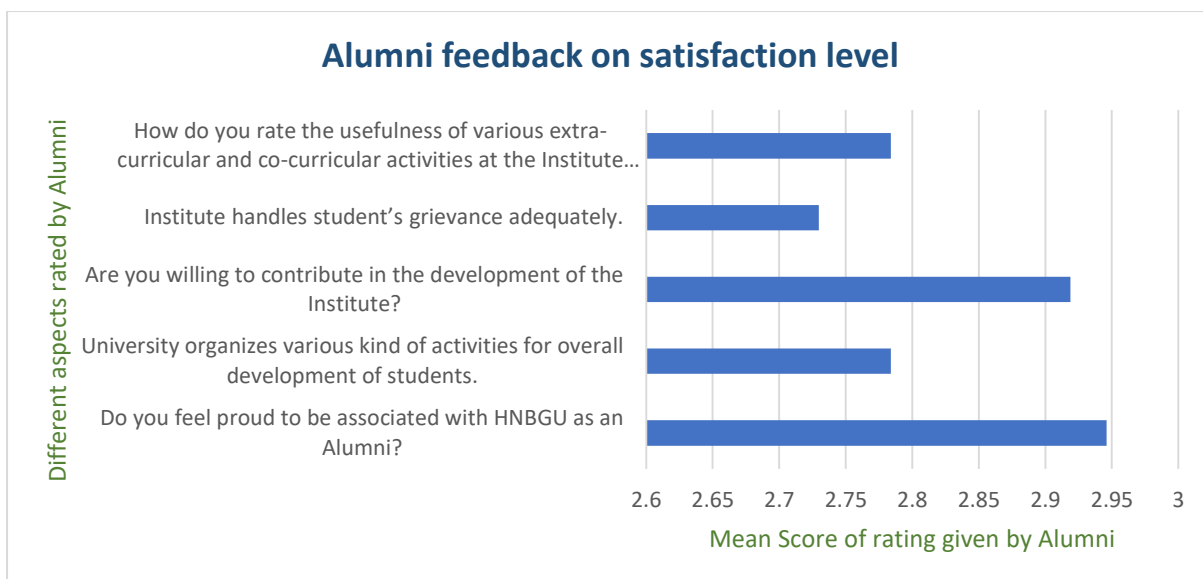
1	Admission Procedure
2	Alumni Association
3	Canteen Facilities
4	Campus ambience
5	Faculty
6	Fee structure
7	Hostel Facilities
8	Skill-oriented courses
9	Under graduate Courses
10	Master's courses
11	Teaching and learning
12	Infrastructure and lab facilities
13	Relevance of content to current job
14	Library resources
15	Real-life application of course of study
16	Overall rating of the University
17	Overall rating of academic programs
18	Project/Dissertation/Field work guidance
19	Quality of support material/learning material-online/offline
20	Industry visits
21	Training and placement
22	Value adding and ethical education
23	Overall capability of students passing out of this University

### Alumni Feedback Analysis 2021-22

Overall mean score of alumni feedback on different attributes = 4.28 (Very Good)

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



- **Do you feel proud to be associated with HNBGU as an Alumni?** The mean score is 2.95, which is a **positive** response. This suggests that alumni are generally proud to be associated with the university.
- **University organizes various kind of activities for overall development of students.** The mean score is 2.78, which is a **neutral** response. This suggests that alumni are somewhat satisfied with the variety of activities that are organized by the university.
- **Are you willing to contribute in the development of the Institute?** The mean score is 2.92, which is a **positive** response. This suggests that alumni are generally willing to contribute to the development of the university.
- **Institute handles student's grievance adequately.** The mean score is 2.73, which is a **neutral** response. This suggests that alumni are somewhat satisfied with the way the university handles student grievances.
- **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 score is 2.78, which is a **neutral** response. This suggests that alumni are somewhat satisfied with the usefulness of the extra-curricular and co-curricular activities offered by the university.

Overall, the alumni feedback data suggests that alumni are generally satisfied with their experience at the university. However, there are a few areas where the university could improve, such as the variety of activities that are organized, the way student grievances are handled, and the usefulness of the extra-curricular and co-curricular activities.

**Overall mean score of alumni feedback on satisfaction level on different aspects related to the University = 2.83 (Satisfied)**

### Suggestions:

- **The alumni have suggested to improve the Canteen facilities for the students.** Dean students' welfare should formulate a committee in consultation with university administration to look after the existing canteen facilities.

- **Chief hostel warden should review the existing Hostel facilities** with feedback from the present hostelers and hostel wardens.
- **Departments of the University should include courses which include Industry visits for the students.**
- **Carrer and counselling cell along with FDC and IQAC should work together to should improve the Training and placement facility for students of the University.**

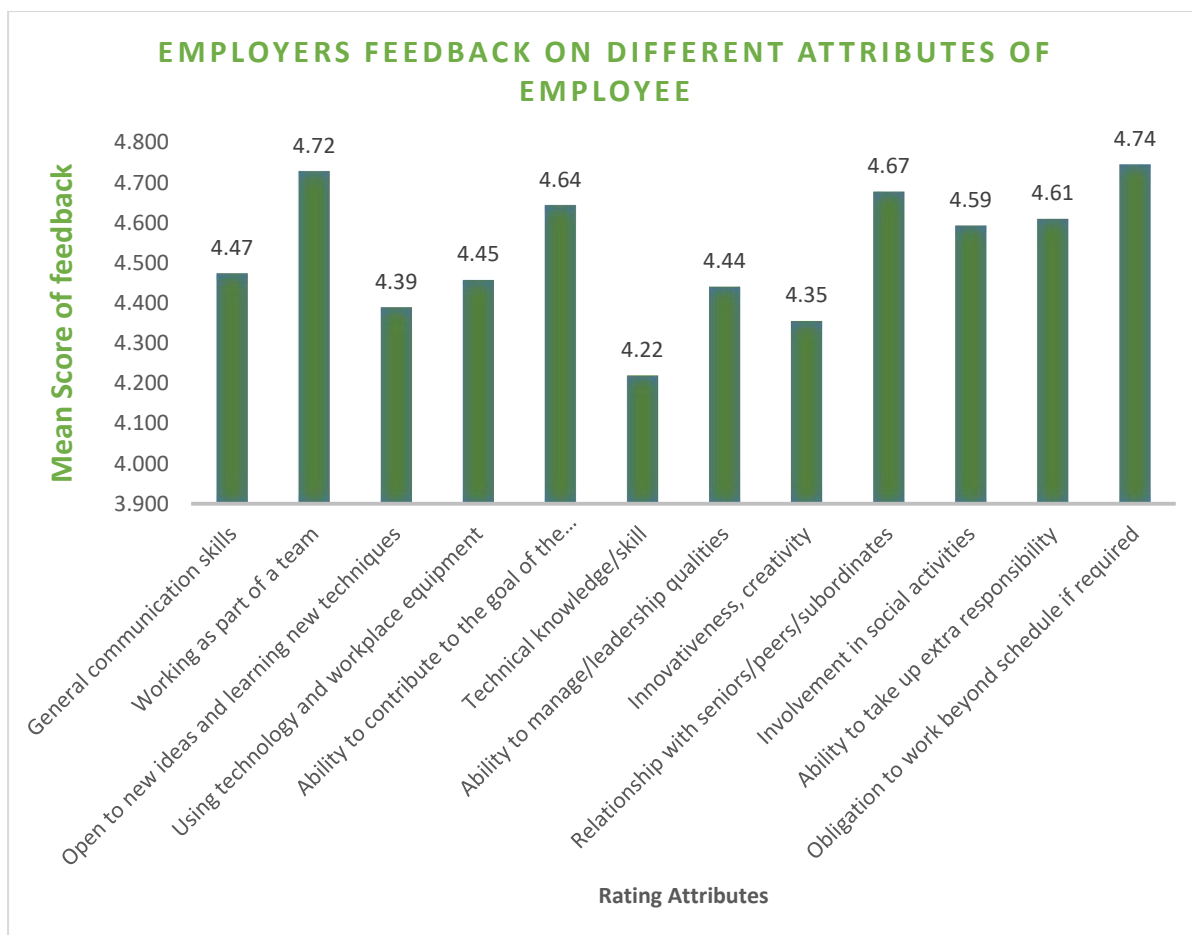
## Action Taken

- Alumni association has conducted the process of taking Alumni feedback the report of which has been forwarded to the concerned officials of the University for further action
- A comprehensive questionnaire was utilised by the Alumni association to take the feedback from the Alumni of the University through online and offline mode
- A department academic and research activities performance measuring index was formulated and various departments were ranked on different values they attained based on their respective performance in different parameters. The review meeting was conducted by Vice Chancellor of the University to put forth the plan for different departments based on their performance in those indices.

## 6. Employers feedback report

### A. Employers feedback on different attributes of employee (2020-22)

Rating Scale: 1 - far from satisfied, 2 - not satisfied, 3 - satisfied, 4 - happy, 5 - very happy.	
S.No	Employers' satisfaction level with the student/s work performance and the academic system which educated these candidates.
1	General communication skills
2	Working as part of a team
3	Open to new ideas and learning new techniques
4	Using technology and workplace equipment
5	Ability to contribute to the goal of the organization
6	Technical knowledge/skill
7	Ability to manage/leadership qualities
8	Innovativeness, creativity
9	Relationship with seniors/peers/subordinates
10	Involvement in social activities
11	Ability to take up extra responsibility
12	Obligation to work beyond schedule if required



**Compositie Mean of all attributes among all employees= 4.52**

## **B. Employers' overall satisfaction level (1 to 10 Scale)**

**Following rating scale was utilised for taking feedback**

On a scale of 1 to 10 (where 1 signifies least satisfaction while 10 denotes highest satisfaction) how do you rate your overall satisfaction with HNB Garhwal University students?									
1	2	3	4	5	6	7	8	9	10

**Overall satisfaction level= 8.83**

The table you provided shows the results of employers on their feedback on the work performance of employees who were students of Hemvati Nandan Bahuguna Garhwal University (HNBGU) between 2020 and 2022.

The overall composite mean rating for all attributes is 4.52, which indicates that employers are generally satisfied with the work performance of HNBGU graduates.

Here is a more detailed analysis of the results:

- **General communication skills:** Employers are generally satisfied with the general communication skills of HNBSGU graduates, with a mean rating of 4.47.
- **Working as part of a team:** Employers are very satisfied with the ability of HNBSGU graduates to work as part of a team, with a mean rating of 4.72.
- **Open to new ideas and learning new techniques:** Employers are satisfied with the openness of HNBSGU graduates to new ideas and learning new techniques, with a mean rating of 4.3.
- **Using technology and workplace equipment:** Employers are satisfied with the ability of HNBSGU graduates to use technology and workplace equipment, with a mean rating of 4.45.
- **Ability to contribute to the goal of the organization:** Employers are satisfied with the ability of HNBSGU graduates to contribute to the goal of the organization, with a mean rating of 4.64.
- **Technical knowledge/skill:** Employers are somewhat less satisfied with the technical knowledge and skills of HNBSGU graduates, with a mean rating of 4.2.
- **Ability to manage/leadership qualities:** Employers are satisfied with the ability of HNBSGU graduates to manage and lead others, with a mean rating of 4.4.
- **Innovativeness, creativity:** Employers are satisfied with the innovativeness and creativity of HNBSGU graduates, with a mean rating of 4.3.
- **Relationship with seniors/peers/subordinates:** Employers are satisfied with the relationships that HNBSGU graduates have with their seniors, peers, and subordinates, with a mean rating of 4.6.
- **Involvement in social activities:** Employers are satisfied with the involvement of HNBSGU graduates in social activities, with a mean rating of 4.5.
- **Ability to take up extra responsibility:** Employers are satisfied with the ability of HNBSGU graduates to take up extra responsibility, with a mean rating of 4.6.
- **Obligation to work beyond schedule if required:** Employers are very satisfied with the obligation of HNBSGU graduates to work beyond schedule if required, with a mean rating of 4.7.

Overall, the results of the survey indicate that employers are generally satisfied with the work performance of HNBSGU graduates. However, there are some areas where employers believe that improvements could be made, such as technical knowledge and skills.

### **Suggestions and Action Taken Report**

- Feedback from employers was taken by the University with the help of a comprehensive feedback form
- University should work on developing the soft skills i.e., the communication skills of the students and this aspect should be an important part of each curriculum
- The students should be trained to develop technical knowledge which could be incorporated with the help of training workshops for the students. The technical knowledge may vary from program to program but the basic technical knowledge including the use of latest computer skills, statistical software for quantitative analysis etc should be mandatorily incorporated in different program offered by the University.

