



**Central University of Himachal Pradesh**

(ESTABLISHED UNDER CENTRAL UNIVERSITIES ACT 2009)

Dharamshala, Himachal Pradesh-176215



# **NAAC Criterion-I**

## **Key Indicator –1.4.2**

### **Stakeholder Feedback Analysis and Action Taken report.**

### **1.4.2 Evidences**



**Department of History**

**Central University of Himachal Pradesh, Dharamshala,**

**Kangra**



# Central University of Himachal Pradesh

(ESTABLISHED UNDER CENTRAL UNIVERSITIES ACT 2009)

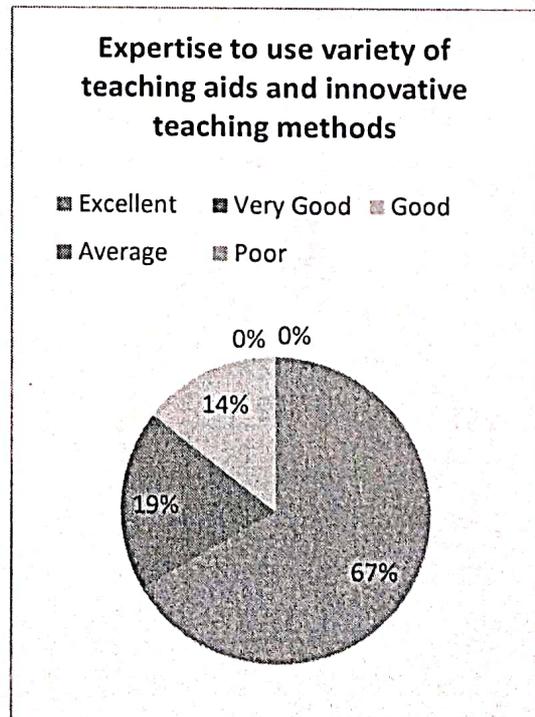
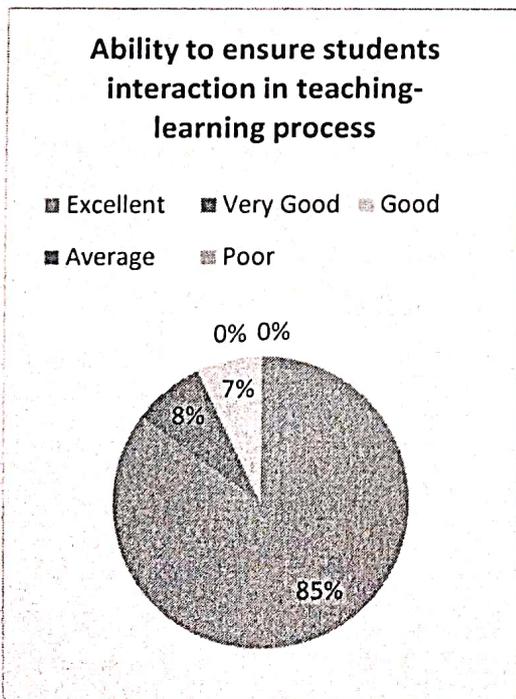
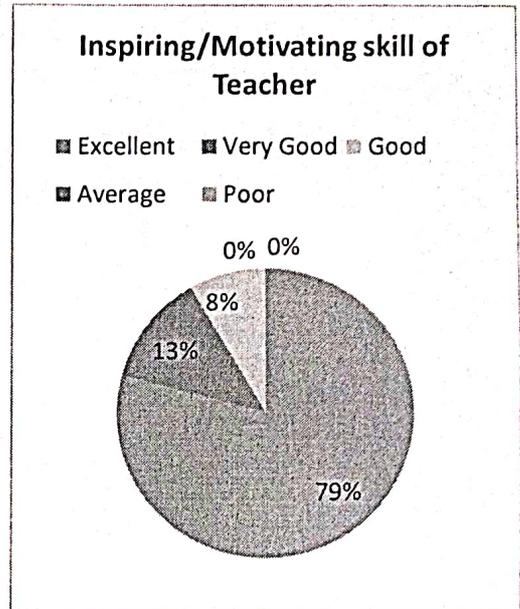
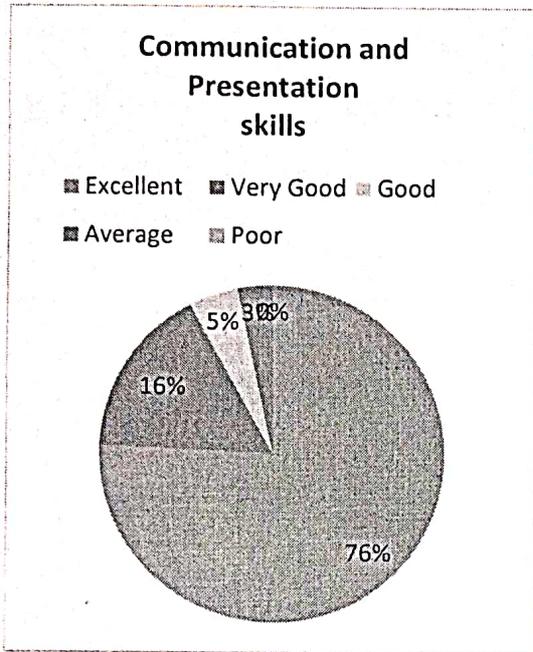
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## INDEX Department of History

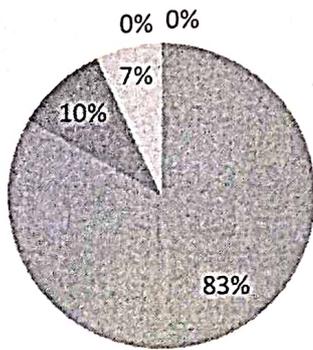
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# Analysis of Student's feedback



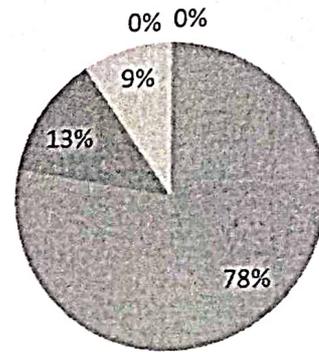
### Regularity and Punctuality/ Time Management

Excellent
  Very Good
  Good
   
 Average
  Poor



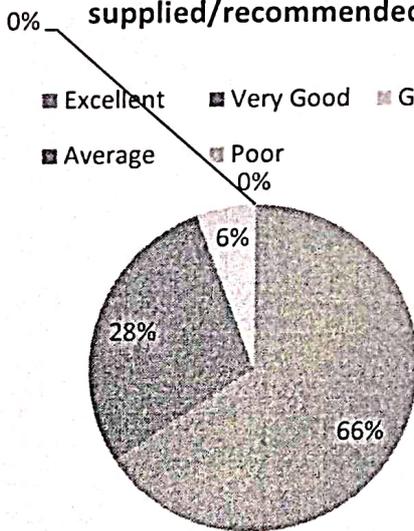
### Proficiency to use IT in teaching-learning process

Excellent
  Very Good
  Good
   
 Average
  Poor



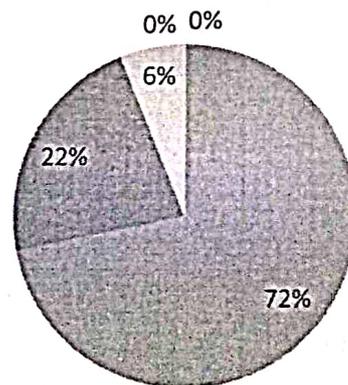
### Quality reading material supplied/recommended

Excellent
  Very Good
  Good
   
 Average
  Poor



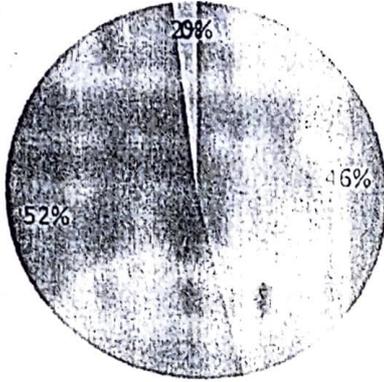
### Relevance and adequacy of the course content

Excellent
  Very good
  Good
   
 Average
  Poor



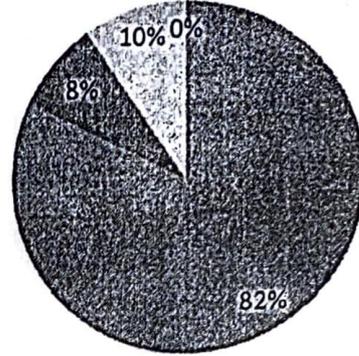
### Conduct and Fairness

■ Excellent ■ Very Good ■ Good  
■ Average ■ Poor



### Empathy/ Interpersonal skill of the teacher

■ Excellent ■ Very Good ■ Good  
■ Average ■ Poor



  
हिमाचल प्रदेश केन्द्रीय विश्वविद्यालय  
धर्मशाला जिला कौण्डा (हि.प्र.)-176215

## STUDENTS' FEEDBACK AND ACTION TAKEN REPORT (2016-17)

This particular year the department of history has not started.

## STUDENTS' FEEDBACK AND ACTION TAKEN REPORT (2017-18)

In a meeting, the Department has comprehensively analyzed and discussed the data received from the IQAC regarding the feedback from various stakeholders. The 'self-assessment Performa' has been used to reflect on the various processes of the Department. We are cognizant of our strengths and shall work to address the challenges that lie ahead.

The following gives a detailed report of the issue as received by the students and the action taken for those issues by the department during 2017 – 2018. Based on the feedback and the action taken are illustrated in the following table:

Sl. No	Points to Ponder	Action Taken
1.	Exposure to develop entrepreneurial skills which will help them identify their potential was suggested.	Entrepreneurship training and development by the faculty members was introduced for postgraduate students. The entrepreneurship-focused programs teach students crucial life skills that will help them navigate this uncertain future. These skills include problem-solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.
2.	Training for how to effectively prepare for personal interview and group discussions during recruitment was suggested.	Trainings were arranged by the placement cell and communication skill and soft skill were strengthened. Activities that will enhance the communication skills of the students were encouraged.
3.	Indulges in curriculum enrichment. Special mock tests covering the entire syllabus to enable the students to perform well in placement interview was suggested. Teaching methods and teaching aids must be improved	To a great extent covered the curriculum. This was arranged and the tests were conducted depending on the nature of the job and domain of the recruiting organisation.

4.	Takes interest in promoting opportunities for experimental learning for students. Also remedial classes. Keeps track of student progression. Counseling and the need for career guidance was insisted. Foreign Languages should be added in course.	The department helped the students to have access to counseling both career and personal. Students took self-assessment assignments. In future department will collaborate with language department for foreign language course.
5.	The slow learners and advanced learners were identified and conducted different activities for the department. Guest Lecturers of eminent persons were organized by various departments.	Mentor-mentee program was chalked out effectively. Remedial coaching classes were conducted after college hours and the time table for the same was provided by the remedial coaching committee. University established Wi-Fi system for students and faculty members. Cricket coaching program was arranged for selected students.

#### **Action Taken Report-Alumni Feedback**

The Post Graduate programme is satisfactory as per industry standards. The department has to invited professional teachers to deliver a lecture on various historical aspects and other areas. Also department offer teaching assistanceship to mediocre PG students. The syllabus is enhanced by including more electives. The question papers of internal assessment and end term examination is prepared on empirical development. Department gave opportunity to PG students to give mock lectures. Also best project practice initiated in the department. To increase participation tutorial classes, surprise tests are introduced. A tutorial class was more interactive and participative. This course is great for thinking about the conceptual issues surrounding history it takes the work you have done at department and really elevates it to the next level. It's quite challenging at times but definitely rewarding.

#### **Action Taken Report- Teachers Feedback**

The department all faculty members indulge in curriculum enrichment takes feedback from students each semester and caters to student diversity. Takes interest in promoting opportunities for experiential learning for students. Also facilitates the students' cognitive, social and emotional growth through teacher student mentoring process. Identifies strengths of students and encourages them with appropriate level of challenges. Also makes efforts to large scale engage students in review and continuous quality improvement of teaching learning process. Encourages student to participation in co-curricular activities, puts specific efforts to inculcate soft skills, life

skills and employability and financial independence. In addition systematically encourages reflective practices in the pedagogy and assignments.

### **Action taken Report-Parents Feedback**

To get an overall idea on the syllabi of various courses offered by the university maintains an departmental level feedback report. Every year feedback on curriculum is collected mostly from final year students as they have an overall idea of the curriculum. The feedback received from 2017-18 are basically on the same material as the syllabi provided were the same. Feedbacks were collected from different stakeholders like students, teachers, parents, and alumni.

Feedback were collected from parents during PTA meetings, from alumni on annual alumni day and departmental alumni meet, from the outgoing students on the completion of their course, and from the teachers, on the effectiveness of the course and the curriculum and the matters related to that. The course content and its depth, coverage, applicability, learning value, clarity and relevance are all thus evaluated.

## STUDENTS' FEEDBACK AND ACTION TAKEN REPORT (2018-19)

In a meeting, the Department has comprehensively analyzed and discussed the data received from the IQAC regarding the feedback from various stakeholders. The 'self-assessment Performa' has been used to reflect on the various processes of the Department. We are cognizant of our strengths and shall work to address the challenges that lie ahead.

The following gives a detailed report of the issue as received by the students and the action taken for those issues by the department during 2018 – 2019. Based on the feedback and the action taken are illustrated in the following table

Sl. No	Points to Ponder	Action Taken
1.	Exposure to develop entrepreneurial skills which will help them identify their potential was suggested.	Entrepreneurship training and development by the faculty members was introduced for postgraduate students. The entrepreneurship-focused programs teach students crucial life skills that will help them navigate this uncertain future. These skills include problem-solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.
2.	Training for how to effectively prepare for personal interview and group discussions during recruitment was suggested.	Trainings were arranged by the placement cell and communication skill and soft skill were strengthened. Activities that will enhance the communication skills of the students were encouraged.
3.	Indulges in curriculum enrichment. Special mock tests covering the entire syllabus to enable the students to perform well in placement interview was suggested. Teaching methods and teaching aids must be improved	To a great extent covered the curriculum. This was arranged and the tests were conducted depending on the nature of the job and domain of the recruiting organisation.

4.	Takes interest in promoting opportunities for experimental learning for students. Also remedial classes. Keeps track of student progression. Counseling and the need for career guidance was insisted. Foreign Languages should be added in course.	The department helped the students to have access to counseling both career and personal. Students took self-assessment assignments. In future department will collaborate with language department for foreign language course.
5.	The slow learners and advanced learners were identified and conducted different activities for the department. Guest Lecturers of eminent persons were organized by various departments.	Mentor-mentee program was chalked out effectively. Remedial coaching classes were conducted after college hours and the time table for the same was provided by the remedial coaching committee. University established Wi-Fi system for students and faculty members. Cricket coaching program was arranged for selected students.

### **Action Taken Report-Alumni Feedback**

In the mid semester feedback apprehensions in the teaching learning process during the academic year 2018-19 was expressed as online teaching mode continued due to pandemic. The online study material available with students was limit. Virtual learning environment became more stable and primarily Google Meet was used to conduct online classes as per the timetable. It was complemented with communication via Whatsapp, Email, Google Classroom and other resource sharing platforms like Piazza/Moodle to resolve any doubts and enhance the degree of conceptual clarity. The feedback at the semester showed a high level of satisfaction with the entire process.

### **Action Taken Report- Teachers Feedback**

Analysis of the faculty feedback observed some improvement compared to previous year. The remedial steps taken by the department made some impact on the teaching and learning process. In the midst of improvement some criteria like testing students knowledge, evaluate internal assessment and assignments, using modern technology, help and guidance need some more attention. Department Council meeting was conducted and discussed this matters and each faculty member agreed to take necessary steps to resolve these remaining issues. The council also decided to conduct special classes and remedial classes for the students. The students are happy with the way the teachers build up their confidence in regard to the theoretical knowledge and employment skills in students. Our students have a competitive edge and in possession of

commendable mental make-up. The suggestions received through the feedback are promptly communicated to the members of various Boards of Studies and committees. It has to follow the syllabus formulated by the university. But since many of our teachers are actively participating in the syllabus restructuring process which is useful for their further academic pursuit,

#### **Action taken Report-Parents Feedback**

To get an overall idea on the syllabi of various courses offered by the university maintains an departmental level feedback report. Every year feedback on curriculum is collected mostly from final year students as they have an overall idea of the curriculum. The feedback received from 2018-19 are basically on the same material as the syllabi provided were the same. Feedbacks were gathered from different stakeholders like students, teachers, parents, and alumni.

Feedback were collected from parents during mentor-mentee meetings, from alumni on annual alumni day and departmental alumni meet, from the outgoing students on the completion of their course, and from the teachers, on the effectiveness of the course and the curriculum and the matters related to that. The course content and its depth, coverage, applicability, learning value, clarity and relevance are all thus evaluated.

## STUDENTS' FEEDBACK AND ACTION TAKEN REPORT (2019-20)

In a meeting, the Department has comprehensively analyzed and discussed the data received from the IQAC regarding the feedback from various stakeholders. The 'self-assessment proforma' has been used to reflect on the various processes of the Department. We are cognizant of our strengths and shall work to address the challenges that lie ahead.

The following gives a detailed report of the issue as received by the students and the action taken for those issues by the department during 2019 – 2020. Based on the feedback and the action taken are illustrated in the following table:

Sl. No	Points to Ponder	Action Taken
1.	Exposure to develop entrepreneurial skills which will help them identify their potential was suggested.	Entrepreneurship training and development by the faculty members was introduced for postgraduate students. The entrepreneurship-focused programs teach students crucial life skills that will help them navigate this uncertain future. These skills include problem-solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.
2.	Training for how to effectively prepare for personal interview and group discussions during recruitment was suggested.	Trainings were arranged by the placement cell and communication skill and soft skill were strengthened. Activities that will enhance the communication skills of the students were encouraged.
3.	Indulges in curriculum enrichment. Special mock tests covering the entire syllabus to enable the students to perform well in placement interview was suggested. Teaching methods and teaching aids must be improved	To a great extent covered the curriculum. This was arranged and the tests were conducted depending on the nature of the job and domain of the recruiting organisation.

4.	Takes interest in promoting opportunities for experimental learning for students. Also remedial classes. Keeps track of student progression. Counseling and the need for career guidance was insisted. Foreign Languages should be added in course.	The department helped the students to have access to counseling both career and personal. Students took self-assessment assignments. In future department will collaborate with language department for foreign language course.
5.	The slow learners and advanced learners were identified and conducted different activities for the department. Guest Lecturers of eminent persons were organized by various departments.	Mentor-mentee program was chalked out effectively. Remedial coaching classes were conducted after college hours and the time table for the same was provided by the remedial coaching committee. University established Wi-Fi system for students and faculty members. Cricket coaching program was arranged for selected students.

#### **Action Taken Report-Alumni Feedback**

In the mid semester feedback apprehensions in the teaching learning process during the academic year 2019-20 was expressed as online teaching mode continued due to pandemic. The online study material available with students was limit. Virtual learning environment became more stable and primarily Google Meet was used to conduct online classes as per the timetable. It was complemented with communication via Whatsapp, Email, Google Classroom and other resource sharing platforms like Piazza/Moodle to resolve any doubts and enhance the degree of conceptual clarity. The feedback at the semester showed a high level of satisfaction with the entire process.

#### **Action Taken Report- Teachers Feedback**

All the students got trained to attend the class in Google meet. They got the Google class room code from the faculty and follow up the classes. Faculties are continuously uploading the material and conduct the quiz and assignment through iCampuz and google class room. Faculties have participated FDP and online Courses to learn about teaching through online and they conduct classes in Google Meet. In the pandemic the faculties are to utilize off-campus activity for their online classes and conduct quiz, assignment etc.

### **Action taken Report-Parents Feedback**

To get an overall idea on the syllabi of various courses offered by the university maintains an departmental level feedback report. Every year feedback on curriculum is collected mostly from final year students as they have an overall idea of the curriculum. The feedback received from 2019-20 are on the whole the same material as the syllabi provided were the same. Feedback were collected from different stakeholders like students, teachers, parents, and alumni.

Feedback were collected from parents during faculty meetings, from alumni on annual alumni day and departmental alumni meet, from the outgoing students on the completion of their course, and from the teachers, on the effectiveness of the course and the curriculum and the matters related to that. The course content and its depth, coverage, applicability, learning value, clarity and relevance are all thus evaluated.

## STUDENTS' FEEDBACK AND ACTION TAKEN REPORT (2020-21)

In a meeting, the Department has comprehensively analyzed and discussed the data received from the IQAC regarding the feedback from various stakeholders. The 'self-assessment proforma' has been used to reflect on the various processes of the Department. We are cognizant of our strengths and shall work to address the challenges that lie ahead.

The following gives a detailed report of the issue as received by the students and the action taken for those issues by the department during 2020 – 2021. Based on the feedback and the action taken are illustrated in the following table

Sl. No	Points to Ponder	Action Taken
1.	Exposure to develop entrepreneurial skills which will help them identify their potential was suggested.	Entrepreneurship training and development by the faculty members was introduced for postgraduate students. The entrepreneurship-focused programs teach students crucial life skills that will help them navigate this uncertain future. These skills include problem-solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.
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#### Action Taken Report-Alumni Feedback

In the mid semester feedback apprehensions in the teaching learning process during the academic year 2020-21 was expressed as online teaching mode continued due to pandemic. The online study material available with students was limit. Virtual learning environment became more stable and primarily Google Meet was used to conduct online classes as per the timetable. It was complemented with communication via Whatsapp, Email, Google Classroom and other resource sharing platforms like Piazza/Moodle to resolve any doubts and enhance the degree of conceptual clarity. The feedback at the semester showed a high level of satisfaction with the entire process.

#### Action Taken Report- Teachers Feedback

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विभागाध्यक्ष,  
इतिहास विभाग  
हिमाचल प्रदेश केन्द्रीय विश्वविद्यालय  
सप्त सिंधु परिसर देहरा  
जिला कांगड़ा (हि.प्र.) 177101