

# **NAAC Criterion-II**

## **Teaching-Learning and Evaluation**

**Key Indicator - 2.6 Student Performance and  
Learning Outcomes**

**Metric No. 2.6.2 Evidences**



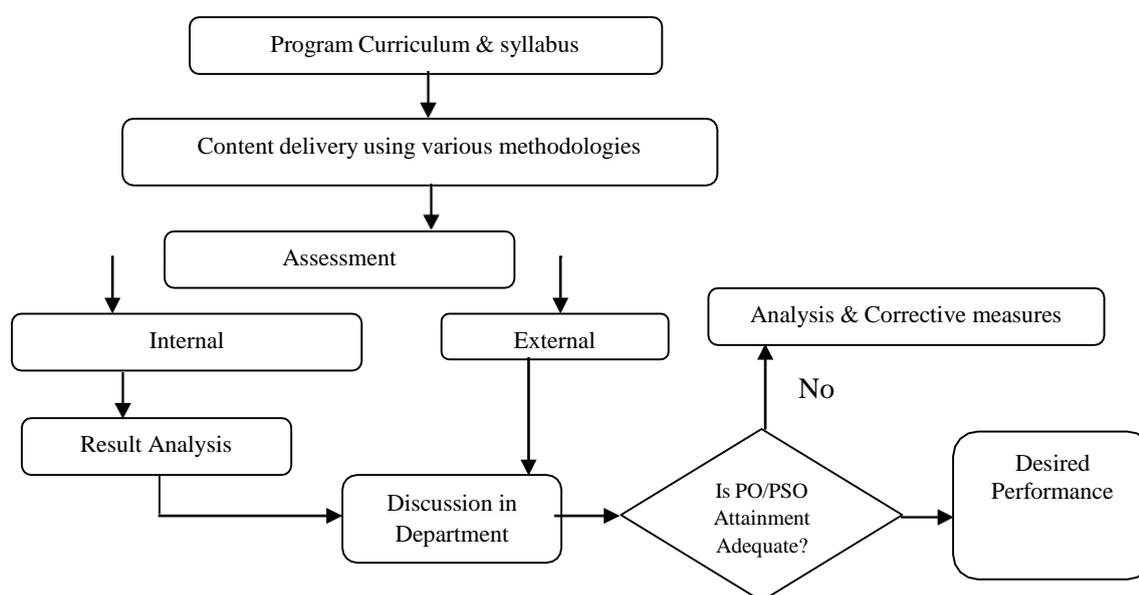
**Central University of Himachal Pradesh**

NAAC 'B++' Grade accredited State University

Dharamshala, Kangra -176206 (H.P)

## CO/ PO ATTAINMENT PROCESS

In Central University of Himachal Pradesh, there is a well-defined and documented process in place to quantify the attainment of POs and PSOs through the curriculum. To ensure the attainment of the Program Outcomes and Program Specific Outcomes, various direct and indirect assessment methods are followed. The Program Outcomes are achieved through curriculum that offers a number of mandatory courses as well as elective courses. Each course has defined Course Outcomes that are mapped to the Program Outcomes based on their mutual correlation.



**Figure 1: Process of identifying extent of compliance of the curriculum**

There are many direct and indirect assessment tools through which the evaluation of course outcomes of individual subjects have been done. The various course outcomes contribute to the program outcomes.

1. **Direct Assessment Tools:** The various Direct Assessment tools followed by the department are Continuous Internal Assessment, Internal Mid-Term Examination and External End Examination. Each of them is described below:

- i. **Continuous Internal Assessment:** Performance of students in each courses they are enrolled in a semester has been continuously evaluated internally by the faculty teaching the course by using different tools viz. quiz, assignments, presentations etc. Presently, the weightage of Continuous Internal Assessment is 20% in the total evaluation process.
- ii. **Internal Mid-term Examination:** Internal midterm examination is conducted in

the mid of each semester. The weightage of internal midterm examination is 20% presently.

There is the concept of *assignments* in all courses, which are being given to all students during the semester by the concerned faculty member. The assignments are also set by considering the subject specific course outcomes. The students submit these assignments in stipulated time and same are evaluated by the faculty members. The scores obtained by students are also considered in internal assessment.

In order to ensure quality research work of the post graduate students, total marks of Dissertation in semesters IV has been divided among the mentor cum supervisor and the External examiner. Due weightage of attendance is also included in total sessional marks of these subjects also.

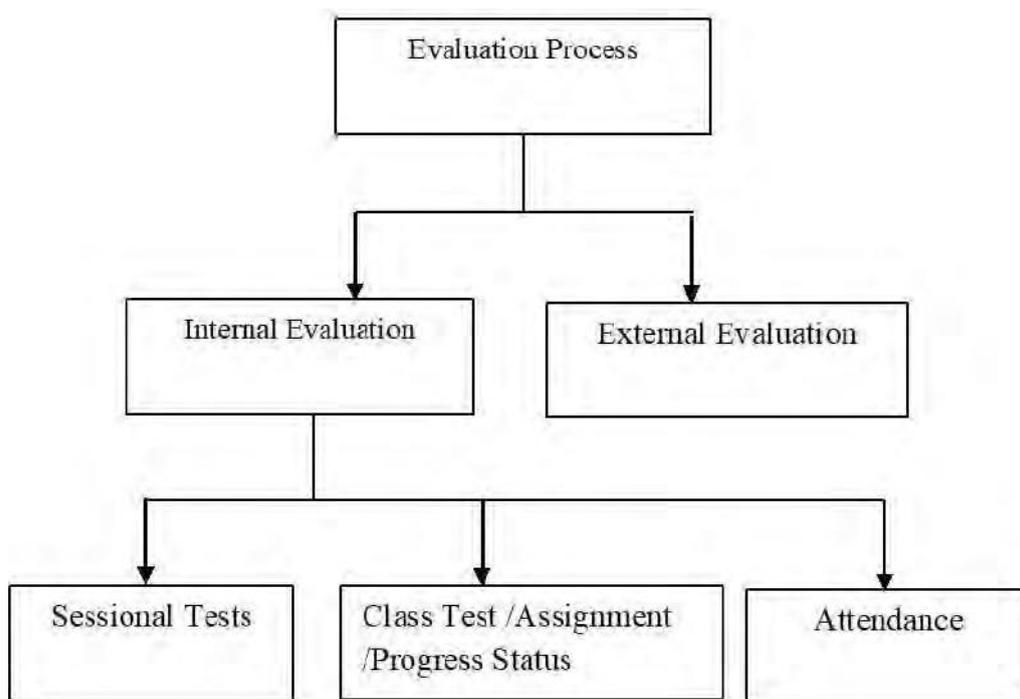
- iii. External Examination:** External examination is conducted at the end of the semester having a weightage of 60%. Each student is evaluated externally on the basis of either 60 or 120 marks per course or 2 credits or 4 credits respectively.

**The direct assessment tools are shown below:**

In addition to the various tools described above, following direct assessment process is adopted by the department to obtain attainment level of course outcome:

- a) Student's performance in internal assessments/ end semester examination with respect to the Course Outcomes is tabulated.
- b) Assignment score of every student is also recorded with above mentioned performance.
- c) External examiner is assigned to conduct practical examination at end of the semester.
- d) End semester examination paper is set by different examiners (external/internal examiners) and it is ensured that at least 80% papers are from outside.
- e) After evaluation, result is displayed on notice board and answer sheet of each examination is shown to students.

f) Academic audit of all faculty members is carried out at the end of every semester through different parameters (i.e. Syllabus coverage, test conducted, assignments given etc.) which are related to course outcomes directly or indirectly. A committee is constituted having dean and chairperson of the concerned department and experts both from other departments and other university to carry out this Audit.



**Figure 2: Evaluation Process**

**Process to define course outcome attainment levels**

- a) Define CO's for a course and check their quality
- b) Do mapping of CO with PO's (On a scale of 1,2 & 3)
- c) Align CO's with questions of class tests, assignments and end semester exam
- d) Prepare CO alignment sheet and decide Grade scale as follows:

Grade scale	
Marks	Score
≤ 40%	1
> 40% and ≤ 60%	2
> 60%	3

**Table 1: Example of Result Evaluation Process.****Result Evaluation of M.Sc. Environmental Sciences Students for the batch 2020-2022**

First Semester 2020-2022	ENV 401		ENV 402A		ENV 501		ENV 403		ENV 560	
	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext
CUHP20ENV02	3	3	3	3	3	3	3	3	3	2
CUHP20ENV03	3	3	3	3	3	3	3	3	3	2
CUHP20ENV04	3	3	3	3	3	3	3	3	3	2
CUHP20ENV05	3	3	3	3	3	3	3	3	3	2
CUHP20ENV06	3	3	3	2	3	3	3	3	3	2
CUHP20ENV07	3	3	3	2	3	3	3	3	2	2
CUHP20ENV08	3	3	3	3	3	3	3	3	2	2
CUHP20ENV10	3	3	3	3	3	3	3	3	3	2
CUHP20ENV11	3	3	3	3	3	3	3	3	3	2
CUHP20ENV12	3	3	3	3	3	3	3	3	3	2
CUHP20ENV13	3	3	3	2	3	3	3	3	3	2
CUHP20ENV14	3	3	3	3	3	3	3	3	3	2
CUHP20ENV16	3	3	3	3	3	3	3	3	3	3
CUHP20ENV17	3	3	3	3	3	2	3	3	3	3
CUHP20ENV18	3	3	3	2	3	3	3	3	3	2
CUHP20ENV20	3	2	3	2	3	3	3	3	2	3
CUHP20ENV21	3	3	3	3	3	3	3	3	3	3
CUHP20ENV22	3	3	3	3	3	2	3	3	3	3
CUHP20ENV23	3	3	3	3	3	3	3	3	3	3
CUHP20ENV24	2	3	3	3	3	3	3	3	2	2
CUHP20ENV25	3	3	3	3	3	3	3	3	3	3
CUHP20ENV26	3	3	3	3	3	3	3	3	3	3
CUHP20ENV27	3	3	3	3	3	3	3	3	3	3
CUHP20ENV28	3	3	3	3	3	3	3	3	3	3
CUHP20ENV29	3	3	3	2	3	3	3	3	3	3
CUHP20ENV30	3	3	3	2	3	2	3	3	2	3
CUHP20ENV32	3	3	3	2	3	3	3	3	3	2



Third Semester 2020-2022	ENV 404		ENV 412		ENV 503		ENV 509		ENV 547		ENV 557		ENV 564		ENV 571		ENV 582		ENV 586	
Roll Number	Int	Ext																		
CUHP20ENV02	3	2	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3
CUHP20ENV03	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV04	3	3	3	3	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	NaN	NaN
CUHP20ENV05	3	2	3	3	3	3	3	3	3	3	NaN	NaN	NaN	NaN	3	3	3	2	NaN	NaN
CUHP20ENV06	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV07	3	2	2	2	3	3	NaN	NaN	3	3	3	1	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV08	3	2	3	3	3	3	NaN	NaN	3	3	NaN	NaN	NaN	NaN	3	3	3	3	3	3
CUHP20ENV10	3	2	3	3	3	3	NaN	NaN	3	3	3	2	NaN	NaN	3	3	3	3	NaN	NaN
CUHP20ENV11	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV12	3	3	3	3	3	3	NaN	NaN	3	3	3	2	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV13	3	2	3	2	3	3	NaN	NaN	3	3	NaN	NaN	NaN	NaN	3	3	3	3	3	3
CUHP20ENV14	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV16	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV17	3	2	3	2	3	3	3	2	3	3	NaN	NaN	NaN	NaN	3	3	3	3	NaN	NaN
CUHP20ENV18	3	2	2	2	3	3	NaN	NaN	3	3	NaN	NaN	NaN	NaN	3	3	3	3	3	3
CUHP20ENV20	3	2	3	2	3	3	NaN	NaN	3	3	NaN	NaN	NaN	NaN	3	3	3	3	3	3
CUHP20ENV21	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN
CUHP20ENV22	3	2	3	2	3	3	3	2	3	3	3	2	NaN	NaN	3	3	NaN	NaN	NaN	NaN
CUHP20ENV23	3	3	3	2	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV24	3	2	3	2	3	3	NaN	NaN	3	3	3	2	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV25	3	2	3	3	3	3	3	3	3	3	NaN	NaN	3	3	3	3	NaN	NaN	NaN	NaN
CUHP20ENV26	3	2	3	3	3	3	NaN	NaN	3	3	3	2	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV27	3	3	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3	3	3	3	3	NaN	NaN
CUHP20ENV28	3	3	3	3	3	3	NaN	NaN	3	3	NaN	NaN	3	3	3	3	NaN	NaN	3	3
CUHP20ENV29	3	2	3	3	3	3	NaN	NaN	3	3	2	2	NaN	NaN	3	3	NaN	NaN	3	3
CUHP20ENV30	3	2	3	2	3	3	NaN	NaN	3	3	3	1	3	3	3	3	NaN	NaN	NaN	NaN
CUHP20ENV32	3	2	2	3	3	3	NaN	NaN	3	3	NaN	NaN	2	3	3	3	NaN	NaN	3	3

Fourth Semester 2020-2022	ENV 536		ENV 568		ENV 573		ENV 575a		ENV 588	
Roll Number	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext
CUHP20ENV02	3	3	3	3	3	2	3	3	3	3
CUHP20ENV03	3	3	3	3	3	3	3	3	3	3
CUHP20ENV04	3	3	3	3	3	3	3	3	3	2
CUHP20ENV05	3	3	3	3	3	3	3	3	3	2
CUHP20ENV06	3	3	3	3	3	3	3	3	3	2
CUHP20ENV07	3	3	3	3	3	3	3	3	3	2
CUHP20ENV08	3	3	3	3	3	3	3	3	3	2
CUHP20ENV10	3	3	3	2	3	2	3	3	3	2
CUHP20ENV11	3	3	3	3	3	3	3	3	3	3
CUHP20ENV12	3	3	3	3	3	3	3	3	3	3
CUHP20ENV13	3	3	3	3	3	3	3	3	3	2
CUHP20ENV14	3	3	3	3	3	2	3	3	3	3
CUHP20ENV16	3	3	3	3	3	3	3	3	3	3
CUHP20ENV17	3	3	3	3	3	3	3	3	3	2
CUHP20ENV18	3	3	3	3	3	2	3	3	3	2
CUHP20ENV20	3	3	3	3	3	3	3	3	3	3
CUHP20ENV21	3	3	3	3	3	3	3	3	3	3
CUHP20ENV22	3	3	3	2	3	2	3	3	3	3
CUHP20ENV23	3	3	3	3	3	2	3	3	3	3
CUHP20ENV24	3	3	3	2	3	2	3	3	3	3
CUHP20ENV25	3	3	3	3	3	3	3	3	3	3
CUHP20ENV26	3	3	3	2	3	2	3	3	3	3
CUHP20ENV27	3	3	3	3	3	3	3	3	3	2
CUHP20ENV28	3	3	3	3	3	3	3	3	3	3
CUHP20ENV29	3	3	3	3	3	2	3	3	3	3
CUHP20ENV30	3	3	3	2	3	2	3	3	3	2
CUHP20ENV32	3	3	3	2	3	2	3	3	3	2

**Result Evaluation of M.Sc. Environmental Sciences Students for the batch 2021-2023**

<b>First Semester 2021-2023</b>	<b>ENV 401</b>		<b>ENV 402a</b>		<b>ENV 403</b>		<b>ENV 411</b>		<b>ENV 445</b>		<b>ENV 501</b>		<b>ENV 516</b>	
<b>Roll Number</b>	<b>Int</b>	<b>Ext</b>	<b>Int</b>	<b>Ext</b>	<b>Int</b>	<b>Ext</b>	<b>Int</b>	<b>Ext</b>	<b>Int</b>	<b>Ext</b>	<b>Int</b>	<b>Ext</b>	<b>Int</b>	<b>Ext</b>
CUHP21ENV01	3	3	3	2	3	2	3	3	3	3	3	3	3	3
CUHP21ENV03	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CUHP21ENV04	2	2	2	2	3	1	3	3	3	3	3	2	3	2
CUHP21ENV05	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CUHP21ENV06	3	3	2	2	3	2	3	3	3	3	2	3	3	2
CUHP21ENV07	2	3	3	3	3	3	3	3	3	3	3	3	3	2
CUHP21ENV08	2	3	3	2	3	3	3	3	3	3	3	3	3	3
CUHP21ENV09	3	3	3	3	3	2	3	3	3	3	3	3	3	3
CUHP21ENV10	3	3	3	2	3	2	3	3	3	3	3	3	3	2
CUHP21ENV11	3	2	3	2	3	2	3	2	3	3	3	3	3	2
CUHP21ENV12	3	3	3	2	3	2	3	3	3	3	3	3	3	2
CUHP21ENV13	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CUHP21ENV14	3	3	3	2	3	2	3	3	3	3	3	3	3	2
CUHP21ENV15	2	3	3	2	3	2	3	3	3	3	3	2	3	2
CUHP21ENV16	2	3	2	2	3	2	3	3	3	3	3	3	3	3
CUHP21ENV17	2	3	2	2	3	2	3	3	3	3	2	3	3	3
CUHP21ENV18	3	3	3	2	3	2	3	3	3	3	3	3	3	3
CUHP21ENV19	3	3	3	3	3	2	3	3	3	3	3	3	3	3
CUHP21ENV20	3	3	3	2	3	3	3	3	3	3	3	3	3	3
CUHP21ENV21	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CUHP21ENV22	3	3	3	2	3	2	3	2	3	3	2	3	3	1
CUHP21ENV23	3	3	3	2	3	1	2	3	3	3	3	3	3	2
CUHP21ENV24	3	3	3	3	3	2	3	3	3	3	3	3	3	3
CUHP21ENV25	3	3	2	3	3	2	3	3	3	3	3	3	3	3
CUHP21ENV26	2	3	2	2	3	2	2	3	3	3	3	3	3	3
CUHP21ENV27	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CUHP21ENV29	2	2	2	2	3	1	2	2	3	3	2	2	3	2
CUHP21ENV30	3	3	3	2	3	2	3	3	3	3	3	3	3	3
CUHP21ENV31	3	3	3	2	3	3	2	3	3	3	3	3	3	3
CUHP21ENV32	2	3	2	2	3	2	2	3	3	3	2	3	3	2
CUHP21ENV33	2	3	2	2	3	2	3	3	3	3	3	3	3	2
CUHP21ENV34	2	3	3	3	3	2	2	3	3	3	3	3	3	3

Mapping of COs Attainment for the batch 2020-2022

First Semester 2020-2022										
Students Scored above 60%	ENV 401		ENV 402A		ENV 501		ENV 403		ENV 560	
	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext
> 60%	96.3	96.3	100.0	70.4	100.0	88.9	100.0	100.0	81.5	44.4
40 - 60%	3.7	3.7	0.0	29.6	0.0	11.1	0.0	0.0	18.5	55.6
<40 %	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No

Second Semester 2020-2022																			
Students Scored above 60%	ENV 411		ENV 422		ENV 424		ENV 428		ENV 432		ENV 535		ENV 445		ENV 443		ENV 553		
	Int	Ext																	
> 60%	100	89	100	100	100	93	100	100	100	100	100	96	100	100	100	100	100	100	100
40 - 60%	0	11	0	0	0	7	0	0	0	0	0	4	0	0	0	0	0	0	0
<40 %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yes	Yes	Yes																

Students Scored above 60%	Third Semester 2020-2022																			
	ENV 404		ENV 412		ENV 503		ENV 509		ENV 547		ENV 557		ENV 564		ENV 571		ENV 582		ENV 586	
	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext
> 60%	100	41	89	67	100	100	100	60	100	100	93	47	86	100	100	100	100	89	100	100
40 - 60%	0	59	11	33	0	0	0	40	0	0	7	40	14	0	0	0	0	11	0	0
<40 %	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0	0
	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Fourth Semester 2020-2022										
Students Scored above 60%	ENV 536		ENV 568		ENV 573		ENV 575a		ENV 588	
	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext
> 60%	100	100	100	78	100	59	100	100	100	56
40 - 60%	0	0	0	22	0	41	0	0	0	44
<40 %	0	0	0	0	0	0	0	0	0	0
	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No

## Mapping of COs Attainment for the batch 2021-2023

First Semester 2021-2023														
Students Scored above 60%	ENV 401		ENV 402a		ENV 403		ENV 411		ENV 445		ENV 501		ENV 516	
	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext	Int	Ext
> 60%	66	91	72	34	100	28	81	91	100	100	84	91	100	59
40 - 60%	34	9	28	66	0	63	19	9	0	0	16	9	0	38
<40 %	0	0	0	0	0	9	0	0	0	0	0	0	0	3
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

### The steps involved in PO assessment process are as follows:

**Step 1:** Course outcomes are assessed through internal examinations and University Examination. The analysis is interpreted to find the level of attainment of COs and compared with predefined targets.

**Step 2:** The average of results of CO attainment of all the courses in a semester mapping to a particular PO and PSO gives direct attainment of PO and PSO and is compared with pre-defined target of PO and PSO.

**Step 3:** For indirect assessments, various survey questionnaires are circulated among students, alumni, and employers. The surveys are assessed and evaluated to determine the strength of attainment level of POs/PSOs

**Step 4:** Over all PO attainment is calculated as 80% of direct assessment +20% of indirect assessment.

2. **Indirect Assessment Tools and Processes:** Indirect methods such as surveys i.e. student exit survey, Alumni survey, and interviews are used to take the opinion of all the stakeholders to reflect on students learning.

i. **Student's Exit Survey:** Final year students of the department are required to fill a questionnaire which is well designed in accordance with the PO and PSO of the program. This survey gives input for indirect assessment of PO/PSO.

ii. **Alumni & Employer Feedback:** The University has an Alumni Association with the name 'MOB' (Meet Old Buddies). Most of these Alumni are having their own industry or working at very high positions in the industry. These Alumni are helping the University in training and placement of the students and they are in continuous touch with our students. They are also providing an overview assessment of the students which involves the identification of the grey areas. The alumni are requested to fill a questionnaire which further provides indirect assessment of PO/PSO.

**ANNUAL REPORT ON STAKEHOLDER FEEDBACK INCLUDING  
EXAMINATION/ CURRICULUM REVISION**

**Feedback Analysis**

**a) Student Feedback:**

The Central University of Himachal Pradesh collected feedback of from the students in 2020-21, a total of 623 students responded back and none of the questions was unanswered. The feedback was taken from students on different aspects of teaching-learning and curriculum aspects including course objectives, course outcomes, study material, teachers' behaviour and skills etc. Analysis of the student's feedback is depicted with the help of Table 1 & 2 and Figure 1.

Table 1: Students' Feedback Analysis for Academic Session (2020-21)

SI No	Parameters	Students/Respondents (Total 623 Responses)	
		Average	Rating
1	संप्रेषण एवं प्रस्तुतीकरण गुण / Communication & presentation skills of the teacher	0.811	Excellent/उत्कृष्ट
2	शिक्षक द्वारा प्रेरित / प्रोत्साहित किए जाने संबंधी गुण / Inspiring / motivating skill of the teacher	0.801	Excellent/उत्कृष्ट
3	विभिन्न शिक्षण साधनों और उन्नत शिक्षण पद्धतियों का उपयोग करने में विशेषज्ञता / Expertise to use variety of teaching aids & innovative teaching methods	0.778	Very Good/ बहुत अच्छा
4	पठन-पाठन प्रक्रिया में विद्यार्थियों की प्रतिभागिता सुनिश्चित करने की योग्यता / Ability to ensure students' interaction in teaching learning process	0.842	Excellent/उत्कृष्ट
5	नियमितता और समयनिष्ठा / समय-प्रबंधन / Regularity & punctuality/time management	0.765	Very Good/ बहुत अच्छा
6	पठन-पाठन में आईटी के प्रयोग करने में योग्यता / Proficiency to use IT in teaching-learning process	0.812	Excellent/उत्कृष्ट
7	दी गई / बतायी गई पठन सामग्री की गुणवत्ता / Quality of reading material supplied/recommended	0.782	Very Good/ बहुत अच्छा

8	कोर्स की विषयवस्तु की प्रासंगिकता और उपयुक्तता / Relevance and adequacy of the course contents	0.902	Excellent/उत्कृष्ट
9	आचरण और निष्पक्षता / Conduct and fairness	0.817	Excellent/उत्कृष्ट
10	शिक्षक के समानुभूति / अंतर्वैक्तिक गुण / Empathy/Interpersonal skills of the teacher	0.800	Excellent/उत्कृष्ट

Table2: Distribution of Students' Feedback for Academic Session (2020-21)

SI No	Parameters (Total Responses: 623)	Excellent	Very Good	Good	Average	Below Average
1	संप्रेषण एवं प्रस्तुतीकरण गुण / Communication & presentation skills of the teacher	504	30	43	27	19
2	शिक्षक द्वारा प्रेरित / प्रोत्साहित किए जाने संबंधी गुण / Inspiring / motivating skill of the teacher	498	28	17	55	25
3	विभिन्न शिक्षण साधनों और उन्नत शिक्षण पद्धतियों का उपयोग करने में विशेषज्ञता / Expertise to use variety of teaching aids & innovative teaching methods	43	480	45	25	30
4	पठन-पाठन प्रक्रिया में विद्यार्थियों की प्रतिभागिता सुनिश्चित करने की योग्यता / Ability to ensure students' interaction in teaching learning process	524	29	42	16	12
5	नियमितता और समयनिष्ठा / समय-प्रबंधन / Regularity & punctuality/time management	17	476	55	45	30
6	पठन-पाठन में आईटी के प्रयोग करने में योग्यता / Proficiency to use IT in teaching-learning process	506	17	5	67	28
7	दी गई / बतायी गई पठन सामग्री की गुणवत्ता / Quality of reading material supplied/recommended	17	486	20	54	46

8	कोर्स की विषयवस्तु की प्रासंगिकता और उपयुक्तता / Relevance and adequacy of the course contents	561	12	17	23	10
9	आचरण और निष्पक्षता / Conduct and fairness	502	21	28	44	28
10	शिक्षक के समानुभूति / अंतर्वैक्तिक गुण / Empathy/Interpersonal skills of the teacher	496	27	28	47	25

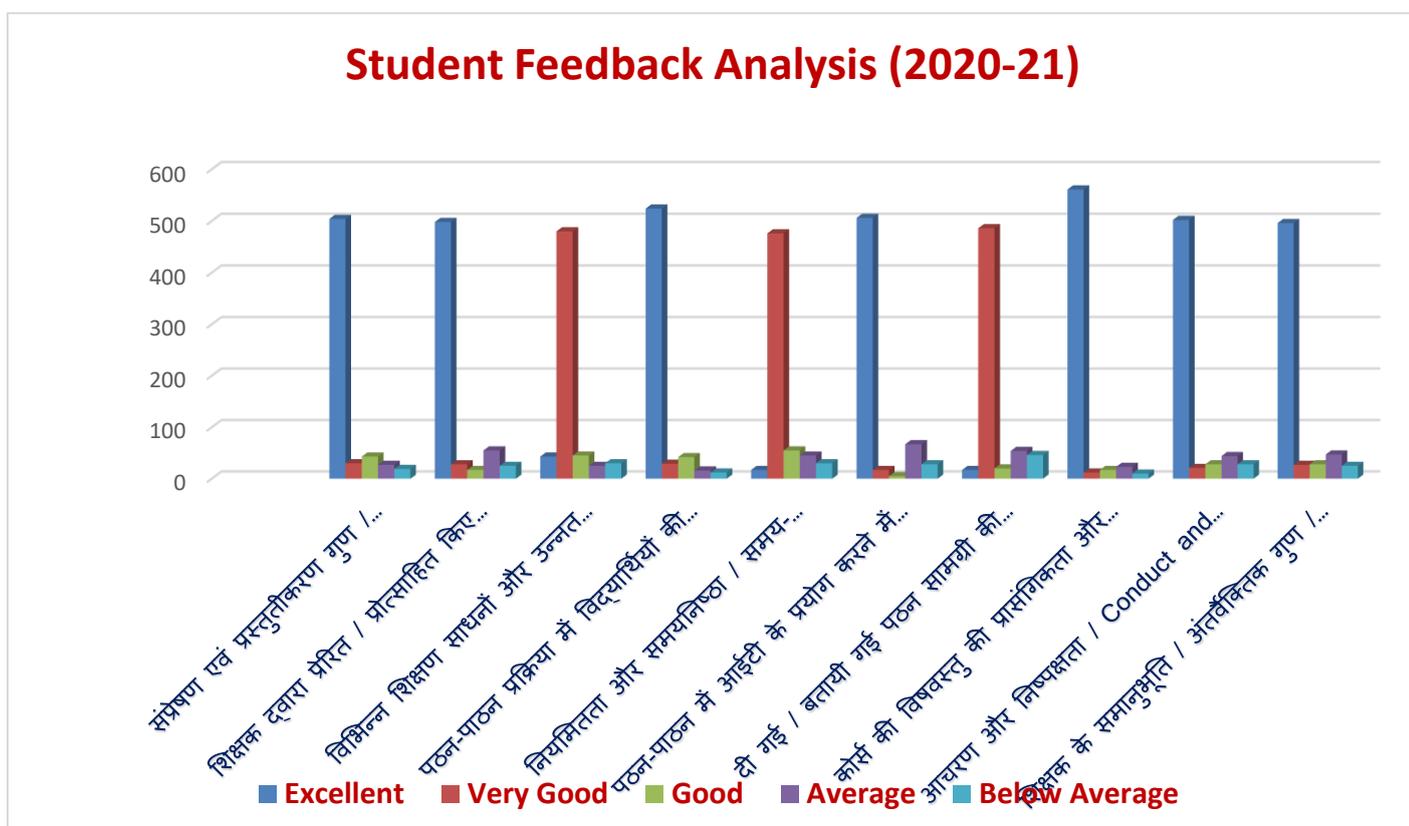


Figure1: Representation of responses received from students for academic Session (2020-21)

Analysis of Responses: A total of 623 respondents has given their feedback. For communication and presentation skills of the teacher, overall rating for this parameter was excellent with average score of .811, 504 responded as an excellent, 30 very good, 43 good 27 average, and 19 below average. For second parameter the average score was .801 (excellent) and majority of the students (498) marked as excellent and only 25 responded as below average. Out of the ten parameters of evaluation, three parameters namely; expertise to use variety of teaching aids and innovative teaching methods, regularity and punctuality/ time management, and quality of reading material supplied/ recommended obtained an average rating of very good and all others were excellent. None of the parameter was evaluated below very good.

**b) Teacher' s Feedback:**

The feedback which is received from the teachers revealed the validity and adequacy of the University efforts towards enhancing quality education and meeting the teaching-learning objectives. In 2020-2021, a total of 87 teachers participated in the feedback process on various aspects of University management, curriculum, teaching environment. The analysis of the teachers' feedback is depicted in Table3 and Figure 2:

Table2: Teachers Feedback analysis for Academic Session (2020-21)

Sl. No.	Parameters (Total Responses:87)	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Clarity about the Vision, Philosophy & Objectives of the University	48	39	0	0
2	Aims and Objectives of the syllabi are well defined and Clear	53	34	0	0
3	The Course/Programme of Studies Carries sufficient Options	37	29	17	4
4	POs of the Syllabi is Well Defined	44	36	4	3
5	Curriculum having Good Flexibility	39	41	7	0
6	The Course Content Fulfils the Need of Students	64	23	0	0
7	Need to Fully Review the Syllabus	0	0	54	33
8	Students are Disciplined and Respect the Teachers	40	29	14	4
9	The University Provides Opportunities for Continuous Development of Staff	20	49	13	5
10	Equal Opportunities for All Staff is Provided	34	33	15	5
11	The University has Adequate Medical Facilities	4	28	38	17
12	Rest Rooms,Toilets, Laboratory, Playground, Classrooms are Clean and Well Maintained	21	48	17	1
13	Clean Drinking Water is Available	65	17	5	0
14	Laboratory Requirements are Regularly Provided	44	42	1	0
15	Computer Facilities are Available for ICT BasedTeaching to Students	31	49	5	2
16	Good Facility and Encouragement to the Teachers for Their Research	23	63	1	0
17	University Pays Attention to Conservation of Environment	68	16	3	0
18	Authorities are Approachable and Accessible	64	18	4	1
19	There is a mechanism for Feedback, Review and Performance Enhancement for the Staff	18	58	11	0
20	The University Recognised the Individual Work	11	54	18	4

**Analysis of Responses:** A total of 87 teacher's has given their feedback. For clarity about the understanding of philosophy of the university to promote high quality higher education 48 teachers strongly agree and 39 agree that they have full clarity towards the vision of the university. On aims and objectives clarity of the syllabi 53 were strongly agree, 34 were agree. For choices of the courses to the students 37 were strongly agree, 29 were agree, 17 disagree and 4 were strongly disagree. For Pos of the syllabi well defined 44 were strongly agreed, 36 agree, 4 were disagreed and 3 were strongly disagree. About the courses contents and its objectivity 64 were strongly agreed, 23 were agreed. For requirement of course revision 54 and 33 were disagreed, strongly disagreed respectively. For the parameters like faculty development, equal opportunity for staff, medical facilities, computer facilities, research support, review and performance enhancement of the faculty more than 90 percent teachers were of the opinion that the university meets the needs of the faculty members.

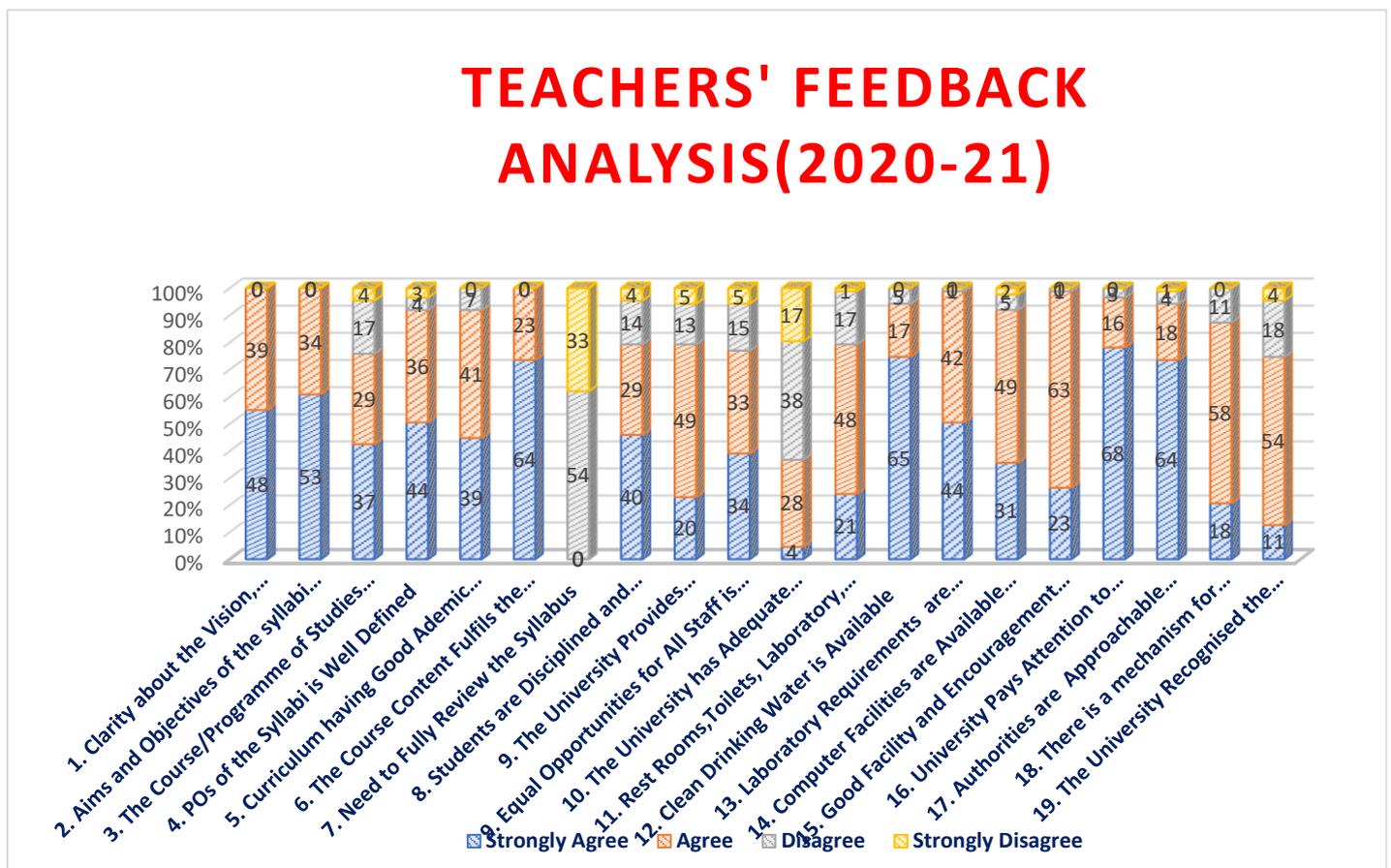


Figure 2: Teachers Feedback for Academic Session (2020-21)

**c). Alumni's Feedback:**

For the development of the University and to improve the quality of the teaching-learning process, alumni feedback is utmost important. The CUHP continuously involves its alumni in various developmental activities of the University keeping objectivity with its vision, mission, and objectives. In this process, alumni were asked to provide fair feedback about the various parameters to improve the learning environment. During the academic session 2020-21, 176 alumni provided the feedback and the same is depicted at table 4 and figure 3.

Table 4: Alumni Feedback Analysis for the Academic Session (2020-21)

<b>Parameters (Total Responses:176)</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
1. Admission Procedure	67	89	11	7	2
2. Alumni Association/Network	47	78	32	15	4
3. Canteen Facilities	56	59	48	8	5
4. University Ambience	49	68	44	9	6
5. Environment	89	48	25	9	5
6. Faculty	118	39	17	2	0
7. Fee structure	104	28	37	3	4
8. Hostel Facilities	57	46	38	19	16
9. Courses which are Skills Oriented	87	54	23	7	5
10. Courses that You Have Studied for Masters	109	49	13	4	1
11. Learning Experience in Terms of Teaching and Learning	98	49	19	9	1
12. Infrastructure & Lab Facilities	68	58	45	3	2
13. Content Learnt in Relation to Your Current Job.	119	44	9	4	0
14. Library Resources	94	52	28	2	0
15. Course of Study and its Relevance to the Real Life Application	123	33	10	6	4
16. Overall Rating of the University	99	53	21	3	0
17. Overall Rating of Academic Programs	134	25	12	4	1
18. Project Guidance	105	39	27	4	1
19. Quality of Support Material	94	64	11	5	2
20. Industry Visits	56	45	34	23	18
21. Training & Placement	76	57	32	7	4
22. Overall Capability of Students Passing Out of this University	89	64	13	6	4

## Alumni Feedback Analysis (2020-21)

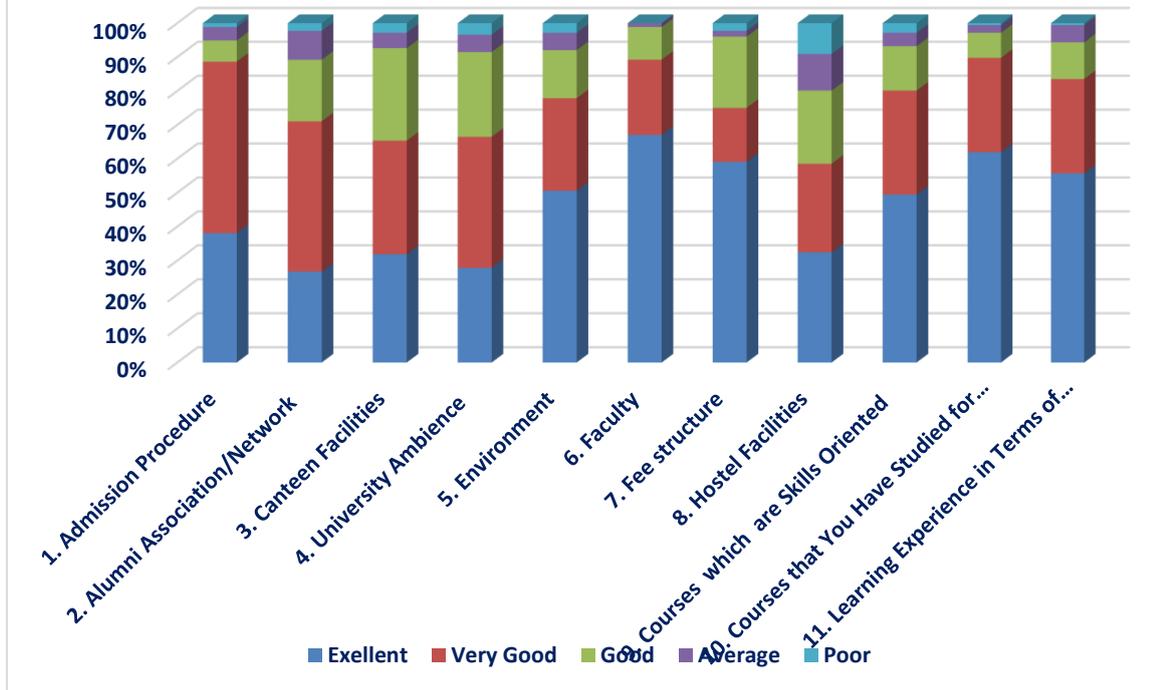


Figure 3: Alumni Feedback Analysis (2020-21)

**Analysis of Responses:** A total of 176 alumni has given their feedback. For admission procedure 67, 89, 11, 7, 2 responded as excellent, very good, good, average and poor respectively. For alumni association network 47,78,32,15,4 responded as excellent, very good, good, average and poor respectively. For canteen facilities 56, 59, 48, 8, and 5 responded as excellent,very good, good, average and poor respectively. For the university ambience 49,68, 44, 9, 6 responded as excellent, very good, good, average and poor respectively. For the environment 89,48,25,9,5 responded as excellent, very good, good, average and poor respectively. For faculty 118, 39,17,2 responded as excellent, very good, good, average respectively. For fee structure 104,28,37,3, and 4 responded as excellent, very good, good, average and poor respectively. For hostel facilities 57,46,38,19,16 responded as excellent, very good, good, average and poor respectively. For rating the skill-oriented courses 87,54,23,7,5 responded as excellent, very good, good, average and poor respectively. For rating courses studied in masters 109, 49,13,4,1 responded as excellent, very good, good, average and poor respectively. For rating the learning experience in terms of teaching and learning 98,49,19,9,1 responded as excellent, very good, good, average and poor respectively. For infrastructure and lab 68,58,45,3,2 responded as excellent, very good, good, average and poor respectively. For content learnt in relation to your current job 119,44,9,4 responded as excellent, very good, good, and average respectively. For library resources 94,52,28,2 responded as excellent, very good, good, and average respectively. For courses of study in its real-life application 123,33,10,6,4 responded as excellent, very good, good, average and poor respectively. For overall rating of the university 99,53,21,3 responded as excellent, very good, good, and

average respectively.

For overall rating of the academic programmes 134, 25, 12, 4,1 responded as excellent, very good, good, average and poor respectively. For project guidance 105,39,27,4,1 responded as excellent, very good, good, average and poor respectively. For quality of support material 94,64,11,5,2 responded as excellent, very good, good, average and poor respectively. For industrial visits 56,45,34,23,18 responded as excellent, very good, good, average and poor respectively. For training and placement 76,57,32,7,4 responded as excellent, very good, good, average and poor respectively. For overall capability of students passing out of this university 89, 64, 13, 6, 4 responded as excellent, very good, good, average and poor respectively.

#### **d). Employer's Feedback:**

Employer Feedback is one of the key indicators in determining the success of any institution. So as the Central University of Himachal Pradesh is also committed for better academia-industry interface. The CUHP has made every efforts to involve the employers' of its students from across the disciplines. In this process, continuous feedback is taken from the employers to evaluate its programme, courses, and teaching methodology. It received total number of 57 responses from different employers. Analysis of the employer's feedback is depicted with the help of Table 5 and Figure 4.

Table 5: Employers' Feedback Analysis for the Academic Session (2021-21)

<b>Evaluation Criteria (Total Employers- 57)</b>	<b>Far From Satisfied</b>	<b>Not Satisfied</b>	<b>Satisfied</b>	<b>Happy</b>	<b>Very Happy</b>
1. Communication Skills of the student	0	5	7	19	26
2. Solution to Work Problem	1	4	5	29	18
3. Team Member	2	6	9	21	19
4. Creativity to Workplace Challenges	0	8	14	19	16
5. Self-Motivated and Responsible	0	0	12	17	28
6. Open to New Idea and Learning Attitude	0	4	18	19	16
7. Using Technology and Equipment	2	11	18	13	13
8. Contribution to Organisational Goal	0	6	12	13	26
9. Technical Knowledge/ Skills	2	3	14	15	23
10. Management/ Leadership Qualities	0	0	17	21	19
11. Innovativeness and Creativity	0	0	16	19	22
12. Relationship with Superiors/ Peers/ Subordinates	0	0	15	16	26
13. Involvement in Social Activities	0	0	20	17	20
14. Ability to Take-up Extra Responsibility	0	0	7	17	33
15. Obligation to Work Beyond Schedule	0	0	11	22	24

## Employers' Feedback Analysis (2020-21)

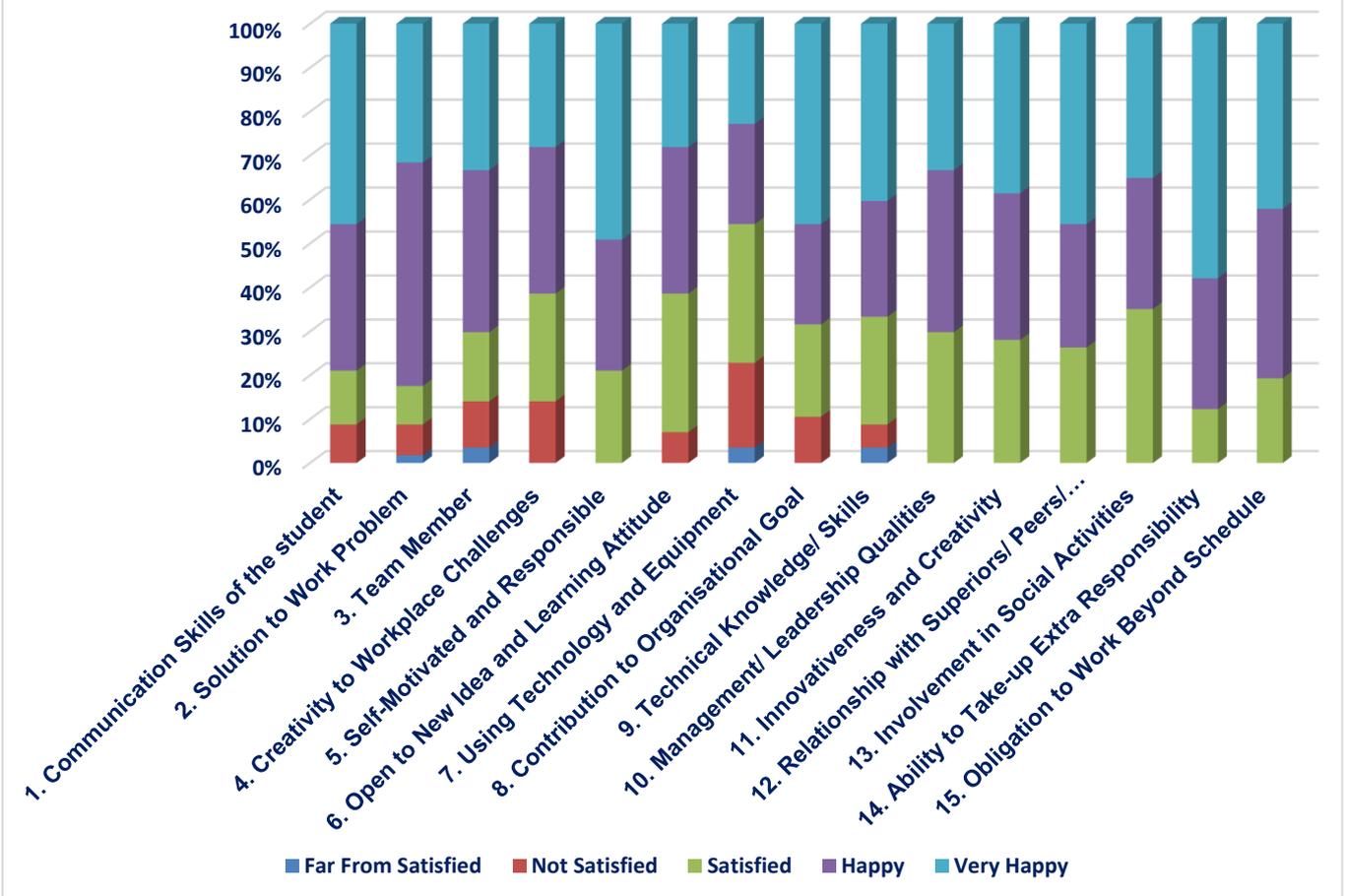


Figure 4: Employers' Feedback (Session 2020-21)

**Analysis of Responses:** A total of 57 employers filled the feedback form. For the question that are they satisfied with work performance of students with general communication skills 26,19,17,5 responded very happy, happy, satisfied, and not satisfied respectively. For developing practical solutions to workplace problems 18, 29, 5,4,1 responded very happy, happy, satisfied, not satisfied, and far from satisfied respectively. For working as part of a team 19,21,9,6,2 responded very happy, happy, satisfied, not satisfied, and far from satisfied respectively. For creative in response to workplace challenges 16,19,14,8 responded very happy, happy, satisfied, not satisfied respectively. For self-motivated and taking on appropriate level of responsibility 28,17,12 responded very happy, happy, satisfied, satisfied, respectively. For the question open to new ideas and learning new techniques 16,19,18,4 responded very happy, happy, satisfied, not satisfied respectively. For using technology and workplace equipment 13,13,18,11,2 responded very happy, happy, satisfied, not satisfied, and far from satisfied respectively. For the ability to contribute to the goal of the organization 26,13,12,6

responded very happy, happy, satisfied, not satisfied respectively. For the technical knowledge 23,15,14,3,2 responded very happy, happy, satisfied, not satisfied, and far from satisfied respectively. For ability of leadership qualities 19,21,17 responded very happy, happy, satisfied respectively. For creativeness 22,19,16 responded very happy, happy, satisfied respectively.

For relationship with seniors 26,16,15 responded very happy, happy, satisfied respectively. For the involvement in social activities 20,17,20 responded very happy, happy, satisfied respectively. For the ability to take up extra responsibility 33,17,7 responded very happy, happy, satisfied respectively. For the obligation to work beyond schedule if required 24,22,11 responded very happy, happy, satisfied respectively.

### **Feedback and Action Taken Report**

The feedback from all the stakeholders (Student, Teacher, Alumni, Employer) are scrutinized and major areas of concerns were identified along with the suggestions for which the desired action has been deliberated and action taken report is presented below:

#### **Student Feedback**

<b>S. No.</b>	<b>Feedback</b>	<b>Action Taken</b>
1.	Regarding sufficient elective courses/ options	In all programs CBCS system has been already implemented with the option of electives courses in curriculum. All programs are revised according to CBCS as per guidelines of NEP.
2.	Weightage and Usefulness of Curriculum towards Research and Innovation	To Promote research and innovation, the University has granted start-up grants to its faculty. Special recognition is being given for outstanding research to both teachers and research students.
3.	The program provides focus on skill Development/ Employability/ Entrepreneurship	With the focus on skill development of the students the university is running different programs having focus on skill Development/ Employability/Entrepreneurship. New programs are also introduced as per requirement in different disciplines and different programs has been revised to

		meet the requirement. To meet this objective, University IPR Cell, Udbhava Kendra and Entrepreneurship Cells in all programmes are continuously working for this.
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### Teachers Feedback

1.	The University provides adequate funding and support to faculty members for upgrading their skills and qualification	<p>The University organises various workshops, seminars and other orientation programs.</p> <p>University also provides research grant / seed money for promoting research.</p> <p>University has also reserved seats in PhD. Program for in-service Teachers for enhancement of their qualification.</p>
2.	Sufficient number of prescribed books are available in the library	<p>It has been noticed that due to infrastructural constraints the availability of books are slightly less. To provide learning resources to the teachers, the University has digitalized its library and access to various e-resources is available to the teachers.</p>

### Alumni Feedback

1.	Hostel Facilities	<p>The renovation of guest room, wash room, common room is done post Covid-19. Wi-fi facilities is improved more. Indoor sports facilities, gym and better transportation facilities are also included in the hostel facilities.</p>
2.	Industrial visits	<p>Due to COVID-19, industrial visits for the students could not organized, otherwise industrial visits are the regular features of the University to provide real life exposure to the students. Post COVID-19, these visits are resumed and few of the departments have already arranged these visits for the students.</p>

## Employer Feedback

1.	Developing Team Spirit	New Courses like leadership development, Leadership Development Camp, Collaborative Projects and assignments are introduced in various programmes of the study.
2.	Infuse creativity and innovativeness	Special programmes are being organized to develop the creativity among students. Management games, LDCs, Mentorship programmes are few in this direction.

### Conclusion:

The feedbacks obtained from various stakeholders' students, teachers, employer and alumni in 2020-21, using prescribed Performa were analyzed. A meeting of IQAC was organized to assess the compiled feedbacks received from various stakeholders.