GURUKULA KANGRI

(Deemed to be University)

Haridwar, Uttarakhand

INTERNAL QUALITY ASSURANCE CELL (IQAC)

TEACHERS FEEDBACK SURVEY ON CURRICULUM

Comprehensive Analysis Report

Academic Year: 2021-22 | Total Respondents: 43

Programmes Covered: 27 | Departments: 16

Overall Mean Score: 4.30 / 5.00 (Very Good)

Survey Mode: Google Forms

Prepared by: IQAC, Gurukula Kangri (Deemed to be University)

In accordance with NAAC Accreditation Guidelines

1. Executive Summary

This report presents the findings of the Teachers Feedback Survey on Curriculum conducted by the Internal Quality Assurance Cell (IQAC) of Gurukula Kangri (Deemed to be University), Haridwar, as per NAAC accreditation guidelines. The survey was undertaken during Academic Year **2021-22** to gauge teacher perceptions of curriculum relevance, effectiveness, and alignment across departments. A total of **43** teacher respondents were recorded across **27** programmes spanning **16** departments. Seven key parameters were assessed on a five-point scale (Poor = 1 to Excellent = 5), and qualitative feedback was collected on useful aspects, suggested new courses, and improvement recommendations.

Key Findings at a Glance:

- Overall university-wide mean score: **4.30 / 5.00** (Very Good range)
- Highest-rated programme(s): BTech (Electrical Engineering) (5.00/5); BTech (Electronics & Communication Engineering) (5.00/5); BPharm (5.00/5)
- Needs attention: PhD (Microbiology) (3.86/5); BSc (Maths) (3.71/5); MSc (Physics) (3.50/5)
- Critical parameters: Electives & Technological Advancements and Industry-Academia Gap Bridging
- Most valued aspects: Practical/lab work, analytical training, employability-oriented content

Rating Scale:

Score	4.5-5.0	3.5-4.5	3.0-3.5	2.5-3.0	Below 2.5
Rating	Excellent	Very Good	Good	Satisfactory	Needs Improvement

2. Survey Methodology

2.1 Objective

To assess teacher perception of the curriculum across all programmes and to identify gaps, strengths, and areas requiring corrective action in alignment with NAAC criteria for Curricular Aspects.

2.2 Parameters Assessed

S.No.	Parameter	Description
1	Curriculum relevance to industrial needs	Whether the curriculum meets real-world industry requirements
2	Job-oriented, skill-based & value-oriented	Skill development and value orientation of the syllabus
3	Relevance for employability & job placement	Direct impact of curriculum on graduate employment
4	Bridging the industry-academic gap	How well the programme bridges academic and industry divides
5	Electives & technological advancements	Currency of elective offerings with technology trends
6	Analytical abilities & broadening perspectives	Development of critical/analytical thinking skills
7	Adequateness of courses offered	Completeness and sufficiency of the programme course offerings

2.3 Respondent Profile

Responses were received from teaching faculty members across all departments of the university. The survey was administered via Google Forms for Academic Year 2021-22.

3. University-Wide Scores Summary

Mean scores (out of 5) for each programme across all seven survey parameters:

Programme	n	P1	P2	P3	P4	P5	P6	P7	Avg
BTech (Computer Science & Engineering)	1	5.00	5.00	5.00	4.50	5.00	5.00	4.50	**4.86**
BSc (Bio)	2	4.00	4.00	4.00	4.00	4.00	3.50	4.00	**3.93**
MSc (Microbiology)	2	4.00	4.00	4.00	4.00	4.00	4.00	4.00	**4.00**
PhD (Botany)	1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	**4.00**
PhD (Microbiology)	1	4.00	4.00	4.00	4.00	3.00	4.00	4.00	**3.86**
MSc (Chemistry)	1	5.00	5.00	5.00	5.00	4.00	5.00	4.50	**4.79**
BSc (Maths)	1	4.00	4.00	3.00	3.50	4.00	4.00	3.50	**3.71**
MCA	5	3.60	4.40	3.80	3.60	4.00	4.00	4.20	**3.94**
BTech (Computer Science & Engineering)	2	4.00	4.50	4.00	3.75	4.50	4.00	4.00	**4.11**
BTech (Electrical Engineering)	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
BTech (Electronics & Communication Engineering)	2	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
BTech (Electrical Engineering)	2	4.50	4.50	4.00	4.25	4.00	5.00	4.25	**4.36**
BTech (Electronics & Communication Engineering)	2	4.50	4.50	4.50	4.50	4.50	4.50	4.50	**4.50**
BA	2	4.00	4.00	4.00	4.00	3.50	4.00	3.75	**3.89**
MA (Hindi)	1	4.00	4.00	4.00	4.00	4.00	4.00	3.50	**3.93**
BBA	1	4.00	4.00	4.00	3.50	4.00	4.00	4.00	**3.93**
MBA	1	5.00	5.00	5.00	3.50	5.00	4.00	4.00	**4.50**
BTech (Mechanical Engineering)	2	4.00	5.00	3.50	4.25	4.50	4.50	4.25	**4.29**
BA	1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	**4.00**
BPharm	3	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
BPES	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
BPEd	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
MPEd	2	4.50	4.50	4.50	4.50	4.50	4.00	4.25	**4.39**
MSc (Physics)	1	2.00	4.00	4.00	3.50	3.00	4.00	4.00	**3.50**
BA	1	4.00	4.00	5.00	4.50	4.00	4.00	4.50	**4.29**
MA (Psychology)	1	5.00	4.00	4.00	4.50	5.00	4.00	5.00	**4.50**
MSc (Environmental Science)	1	4.00	4.00	4.00	4.00	4.00	4.00	3.50	**3.93**

P1=Industrial Relevance P2=Job/Skill Orientation P3=Employability P4=Industry-Academia Gap P5=Electives/Tech P6=Analytical Abilities P7=Course Adequacy

4. Department-wise Detailed Analysis

4.1 Department of Applied Science

4.1.1 BTech (Computer Science & Engineering) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	4.50	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.86**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

1. Maintain current curriculum quality in BTech (Computer Science & Engineering) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.2 Department of Botany & Microbiology

4.2.1 BSc (Bio) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	3.50	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**3.93**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Additional of chapters on Indian Traditional Knowledge
Improvement Suggestions	Excursion for in situ studies of the plants; Need to incorporate as some new unit's

Recommended Corrective Actions:

1. Maintain current curriculum quality in BSc (Bio) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.2.2 MSc (Microbiology) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.00**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Industrial training of one semester; Students Placement
Improvement Suggestions	Invited lectures of successful industrial persons can motivate the students.

Recommended Corrective Actions:

3. Maintain current curriculum quality in MSc (Microbiology) and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.2.3 PhD (Botany) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.00**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Knowledge about the plagiarism
Improvement Suggestions	Training of the students for paper publication

Recommended Corrective Actions:

5. Maintain current curriculum quality in PhD (Botany) and pursue periodic feedback cycles.
6. Expand respondent base in future survey cycles for statistical significance.

4.2.4 PhD (Microbiology) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	3.00	Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**3.86**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Student based selection of the problems
Improvement Suggestions	Improvement in laboratory equipments

Recommended Corrective Actions:

7. Maintain current curriculum quality in PhD (Microbiology) and pursue periodic feedback cycles.
8. Expand respondent base in future survey cycles for statistical significance.

4.3 Department of Chemistry

4.3.1 MSc (Chemistry) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	5.00	Excellent
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.79**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Analytical Techniques
Improvement Suggestions	Industry applicable instrumentation

Recommended Corrective Actions:

1. Maintain current curriculum quality in MSc (Chemistry) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.4 Department of Computer Science

4.4.1 BSc (Maths) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	3.00	Good
Bridging the industry-academic gap	3.50	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	3.50	Very Good
OVERALL AVERAGE	**3.71**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Electives & technological advancements (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	All units were relevant.

Recommended Corrective Actions:

1. Maintain current curriculum quality in BSc (Maths) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.4.2 MCA (n = 5)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	3.60	Very Good
Job-oriented, skill-based & value-oriented	4.40	Very Good
Relevance for employability & job placement	3.80	Very Good
Bridging the industry-academic gap	3.60	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.20	Very Good
OVERALL AVERAGE	**3.94**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.40); Adequateness of courses offered (4.20); Electives & technological advancements (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Coverage of Content; The syllabus covered the minimum requirements of the subject so that students could get the jobs as per the industry needs.; The most useful aspects of the syllabus were the topics that focused on practical understanding and real-life applications.; THE STRONG FUNDAMENTALS COMBINED WITH PRACTICAL.
Improvement Suggestions	Yes, I would suggest adding project-based learning and topics like AI tools and digital skills.; SOME STUDENTS DO NOT FULLY BENEFIT FROM INTERNSHIPS DUE TO LACK OF PROPER GUIDANCE AND REAL-TIME PROJECT INVOLVEMENT.

Recommended Corrective Actions:

3. Maintain current curriculum quality in MCA and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.5 Department of Computer Science and Engineering

4.5.1 BTech (Computer Science & Engineering) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.50	Excellent
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	3.75	Very Good
Electives & technological advancements	4.50	Excellent
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.11**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.50); Electives & technological advancements (4.50); Curriculum relevance to industrial needs (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

1. Maintain current curriculum quality in BTech (Computer Science & Engineering) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.5.2 BTech (Electrical Engineering) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	5.00	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**5.00**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

3. Maintain current curriculum quality in BTech (Electrical Engineering) and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.5.3 BTech (Electronics & Communication Engineering) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	5.00	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**5.00**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

5. Maintain current curriculum quality in BTech (Electronics & Communication Engineering) and pursue periodic feedback cycles.
6. Expand respondent base in future survey cycles for statistical significance.

4.6 Department of Electrical Engineering

4.6.1 BTech (Electrical Engineering) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.50	Excellent
Job-oriented, skill-based & value-oriented	4.50	Excellent
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.25	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.25	Very Good
OVERALL AVERAGE	**4.36**	**Very Good**

Strengths	Strong in: Analytical abilities & broadening perspectives (5.00); Curriculum relevance to industrial needs (4.50); Job-oriented, skill-based & value-oriented (4.50)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Related content
Improvement Suggestions	Include industrial exposure to the students

Recommended Corrective Actions:

1. Maintain current curriculum quality in BTech (Electrical Engineering) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.7 Department of Electronics and Communication Engineering

4.7.1 BTech (Electronics & Communication Engineering) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.50	Excellent
Job-oriented, skill-based & value-oriented	4.50	Excellent
Relevance for employability & job placement	4.50	Excellent
Bridging the industry-academic gap	4.50	Excellent
Electives & technological advancements	4.50	Excellent
Analytical abilities & broadening perspectives	4.50	Excellent
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.50**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (4.50); Job-oriented, skill-based & value-oriented (4.50); Relevance for employability & job placement (4.50)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

1. Maintain current curriculum quality in BTech (Electronics & Communication Engineering) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.8 Department of Hindi

4.8.1 BA (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	3.50	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	3.75	Very Good
OVERALL AVERAGE	**3.89**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Useful; The course is important keeping in mind the students of Hindi literature, its relevance to current contexts and employment opportunities in Hindi language, computer and journalism.
Improvement Suggestions	------

Recommended Corrective Actions:

1. Maintain current curriculum quality in BA and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.8.2 MA (Hindi) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	3.50	Very Good
OVERALL AVERAGE	**3.93**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Useful

Recommended Corrective Actions:

3. Maintain current curriculum quality in MA (Hindi) and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.9 Department of Management Studies

4.9.1 BBA (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	3.50	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**3.93**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

1. Maintain current curriculum quality in BBA and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.9.2 MBA (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	3.50	Very Good
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.50**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Industrial oriented

Recommended Corrective Actions:

3. Maintain current curriculum quality in MBA and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.10 Department of Mechanical Engineering

4.10.1 BTech (Mechanical Engineering) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	3.50	Very Good
Bridging the industry-academic gap	4.25	Very Good
Electives & technological advancements	4.50	Excellent
Analytical abilities & broadening perspectives	4.50	Excellent
Adequateness of courses offered	4.25	Very Good
OVERALL AVERAGE	**4.29**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (5.00); Electives & technological advancements (4.50); Analytical abilities & broadening perspectives (4.50)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

1. Maintain current curriculum quality in BTech (Mechanical Engineering) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.11 Department of Music

4.11.1 BA (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.00**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	The balance between theory and practical work was very helpful
Improvement Suggestions	More practical sessions and workshops should be organized

Recommended Corrective Actions:

1. Maintain current curriculum quality in BA and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.12 Department of Pharmaceutical Sciences

4.12.1 BPharm (n = 3)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	5.00	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**5.00**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Among the essential elements of syllabus are learning objectives, reading lists, and assessment methods,; Among the essential elements of syllabus are learning objectives, reading lists, and assessment methods.; Syllabus meet all the industry and academic requirements.
Improvement Suggestions	Add Six months hospital tranning; Add Six months hospital tranning

Recommended Corrective Actions:

1. Maintain current curriculum quality in BPharm and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.13 Department of Physical Education & Sports

4.13.1 BPES (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	5.00	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**5.00**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

1. Maintain current curriculum quality in BPES and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.13.2 BPEd (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	5.00	Excellent
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	5.00	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**5.00**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

3. Maintain current curriculum quality in BPEd and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.13.3 MPEd (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.50	Excellent
Job-oriented, skill-based & value-oriented	4.50	Excellent
Relevance for employability & job placement	4.50	Excellent
Bridging the industry-academic gap	4.50	Excellent
Electives & technological advancements	4.50	Excellent
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.25	Very Good
OVERALL AVERAGE	**4.39**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.50); Job-oriented, skill-based & value-oriented (4.50); Relevance for employability & job placement (4.50)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Sports Nutrition, Health Education
Improvement Suggestions	Here must be an internship for the period of 2 months.

Recommended Corrective Actions:

5. Maintain current curriculum quality in MPEd and pursue periodic feedback cycles.
6. Expand respondent base in future survey cycles for statistical significance.

4.14 Department of Physics

4.14.1 MSc (Physics) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	2.00	Needs Improvement
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	3.50	Very Good
Electives & technological advancements	3.00	Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**3.50**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00); Analytical abilities & broadening perspectives (4.00)
Areas Needing Attention	Attention needed in: Curriculum relevance to industrial needs (2.00)
Most Valued Aspects	There are elective papers with different specialisations

Recommended Corrective Actions:

1. Conduct an industry-aligned curriculum review involving external domain experts.

4.15 Department of Psychology

4.15.1 BA (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	5.00	Excellent
Bridging the industry-academic gap	4.50	Excellent
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.29**	**Very Good**

Strengths	Strong in: Relevance for employability & job placement (5.00); Bridging the industry-academic gap (4.50); Adequateness of courses offered (4.50)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Whole
Improvement Suggestions	Not any

Recommended Corrective Actions:

1. Maintain current curriculum quality in BA and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

4.15.2 MA (Psychology) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.50	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**4.50**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Electives & technological advancements (5.00); Adequateness of courses offered (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Overall
Improvement Suggestions	Thanks

Recommended Corrective Actions:

3. Maintain current curriculum quality in MA (Psychology) and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.16 Department of Zoology & Environmental Science

4.16.1 MSc (Environmental Science) (n = 1)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	3.50	Very Good
OVERALL AVERAGE	**3.93**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Job-oriented, skill-based & value-oriented (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	It is up to date

Recommended Corrective Actions:

1. Maintain current curriculum quality in MSc (Environmental Science) and pursue periodic feedback cycles.
2. Expand respondent base in future survey cycles for statistical significance.

5. Cross-Cutting Findings & University-Level Recommendations

5.1 Common Strengths Across Programmes

- Analytical and critical thinking training is consistently rated well across most programmes.
- Skill-based and job-oriented components of the syllabus receive positive feedback.
- Employability-related content is generally adequate across science and humanities programmes.
- Highest-rated parameter university-wide: **Job-oriented, skill-based & value-oriented** (4.42/5).

5.2 Recurring Weaknesses

- Technology and elective offerings lag behind industry expectations in several programmes.
- Industry-academia gap bridging requires improvement across multiple departments.
- Some programmes have low respondent counts — broader participation is needed.
- Lowest-rated parameter university-wide: **Bridging the industry-academic gap** (4.24/5).

5.3 University-Level Corrective Action Plan

Action Area	Recommendation
Curriculum Review Cycle	Establish a biennial, structured curriculum review process involving external industry experts and IQAC.
Technology Integration	Mandate at least one technology/computing-oriented elective in every programme.
Industry-Academia MoUs	Increase MoUs with industry partners to facilitate guest lectures, internships, and joint projects.
Laboratory Upgradation	Allocate dedicated annual budget for laboratory instrument procurement and maintenance.
Skill Enhancement Courses	Introduce skill enhancement courses (communication, programming, digital literacy) under NEP 2020.
Faculty Development	Invest in faculty training on industry-aligned teaching; fill vacant permanent faculty positions.
Internship & Field Work	Make internship/field work/industry visits a mandatory graduation requirement across all programmes.
Survey Coverage	Increase teacher survey response rates for smaller programmes in future cycles.

6. Conclusion

The teacher feedback survey conducted in Academic Year **2021-22** provides valuable evidence-based insights into the quality, relevance, and effectiveness of curricula across departments of Gurukula Kangri (Deemed to be University). The overall university mean of **4.30/5** indicates a "**Very Good**" level of teacher satisfaction.

The IQAC recommends that the corrective actions outlined in this report be reviewed and prioritised by respective Heads of Departments, and that implementation be tracked through the annual IQAC Action Plan. The next survey cycle should aim for broader participation and include structured interview-based feedback for a richer qualitative picture.

This report shall be placed before the Academic Council and Board of Studies for formal adoption and follow-up action.

Prepared by: Internal Quality Assurance Cell (IQAC)

Gurukula Kangri (Deemed to be University), Haridwar

Academic Year: 2021-22

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