GURUKULA KANGRI

(Deemed to be University)

Haridwar, Uttarakhand

INTERNAL QUALITY ASSURANCE CELL (IQAC)

TEACHERS FEEDBACK SURVEY ON CURRICULUM

Comprehensive Analysis Report

Academic Year: 2024-25 | Total Respondents: 178

Programmes Covered: 50 | Departments: 21

Overall Mean Score: 4.35 / 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 **2024-25** to gauge teacher perceptions of curriculum relevance, effectiveness, and alignment across departments. A total of **178** teacher respondents were recorded across **50** programmes spanning **21** 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: **4.35 / 5.00** (Very Good range)
- Highest-rated programme(s): BTech (Electrical Engineering) (5.00/5); BTech (Electronics & Communication Engineering) (5.00/5); PhD (Hindi) (5.00/5)
- Needs attention: MBA (Business Economics) (3.54/5); MA (Ancient Indian History Culture & Archeology) (3.52/5); BA (3.00/5)
- 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 2024-25.

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
BA	5	4.60	4.60	4.60	4.20	4.20	4.20	4.30	4.39
MA (Ancient Indian History Culture & Archeology)	6	4.00	3.50	3.83	3.33	3.33	3.33	3.33	3.52
PhD (Ancient Indian History Culture & Archeology)	1	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.71
BTech (Computer Science & Engineering)	4	5.00	4.50	4.75	4.62	5.00	5.00	4.88	4.82
BSc (Bio)	4	4.00	4.00	4.00	4.00	4.00	3.50	4.00	3.93
MSc (Microbiology)	6	4.00	4.17	4.00	4.00	4.33	3.83	4.08	4.06
PhD (Botany)	1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
PhD (Microbiology)	2	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
MSc (Chemistry)	6	4.50	4.67	4.33	4.25	4.50	4.00	4.00	4.32
BSc (Maths)	3	4.33	4.00	4.33	4.17	4.33	4.67	4.33	4.31
MCA	11	4.36	4.45	4.09	4.05	4.36	4.18	4.18	4.24
PhD (Computer Science)	1	4.00	5.00	4.00	4.00	4.00	3.00	4.00	4.00
BTech (Computer Science & Engineering)	12	4.67	4.67	4.67	4.58	4.58	4.42	4.54	4.59
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)	9	4.78	4.67	4.89	4.44	4.78	4.67	4.50	4.67
BTech (Electronics & Communication Engineering)	8	4.75	4.62	4.62	4.50	4.50	4.38	4.62	4.57
BA	5	4.60	4.40	4.60	4.30	4.00	4.80	4.90	4.51
MA (English)	4	4.75	4.00	4.75	4.62	4.25	4.75	4.75	4.55
BA	3	4.67	4.67	4.33	4.33	4.00	4.33	4.33	4.38
MA (Hindi)	3	4.00	4.00	4.00	4.33	3.67	4.33	4.17	4.07
PhD (Hindi)	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
BBA	7	4.14	4.14	4.43	4.14	4.29	4.00	4.21	4.19
MBA	4	4.00	3.50	3.75	3.62	3.75	3.50	4.00	3.73
MBA (Business Economics)	2	3.50	3.00	3.50	3.75	3.50	4.00	3.50	3.54
BSc (Maths)	4	3.75	4.00	4.00	3.88	4.25	4.00	3.88	3.96
MSc (Maths)	3	4.00	4.33	4.33	3.83	4.33	4.00	4.33	4.17
PhD (Maths)	1	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.57
BTech (Mechanical Engineering)	4	4.00	4.00	4.25	4.25	4.50	4.25	4.25	4.21
BA	4	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
MA (Music)	6	4.33	4.33	4.17	4.00	4.00	4.00	4.00	4.12
BPharm	6	5.00	5.00	4.83	4.75	4.83	4.67	4.83	4.85

DPharm	1	5.00	4.00	4.00	4.00	4.00	5.00	4.00	**4.29**
PhD (Pharmaceutics)	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
BA	2	4.50	4.00	4.00	4.50	4.50	4.50	4.50	**4.36**
BA (H) Philosophy	2	4.50	4.50	4.50	4.25	4.50	4.00	4.50	**4.39**
MA (Philosophy)	2	4.50	4.50	4.50	4.50	4.50	4.50	4.00	**4.43**
PhD (Philosoply)	1	4.00	4.00	3.00	3.50	4.00	4.00	4.00	**3.79**
BPES	2	4.00	4.00	4.00	4.00	4.00	3.50	4.00	**3.93**
BPEd	6	4.67	4.83	4.67	4.67	4.67	4.67	4.58	**4.68**
MPEd	6	4.67	4.83	4.67	4.75	4.67	4.50	4.58	**4.67**
MSc (Physics)	1	4.00	4.00	4.00	3.50	4.00	4.00	4.00	**3.93**
BA	1	3.00	3.00	3.00	3.00	3.00	3.00	3.00	**3.00**
MA (Psychology)	3	4.33	4.33	4.33	4.33	4.33	5.00	4.50	**4.45**
BA	1	5.00	4.00	5.00	4.50	4.00	5.00	5.00	**4.64**
BA (H) Sanskrit	1	5.00	4.00	5.00	4.00	5.00	5.00	5.00	**4.71**
MA (Sanskrit)	1	5.00	4.00	5.00	4.00	5.00	5.00	4.50	**4.64**
PhD (Sanskrit)	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
BSc (Bio)	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00	**5.00**
MSc (Environmental Science)	2	4.50	4.50	5.00	4.50	4.50	4.00	4.25	**4.46**

__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 Ancient Indian History, Culture and Archaeology

4.1.1 BA (n = 5)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.60	Excellent
Job-oriented, skill-based & value-oriented	4.60	Excellent
Relevance for employability & job placement	4.60	Excellent
Bridging the industry-academic gap	4.20	Very Good
Electives & technological advancements	4.20	Very Good
Analytical abilities & broadening perspectives	4.20	Very Good
Adequateness of courses offered	4.30	Very Good
OVERALL AVERAGE	**4.39**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.60); Job-oriented, skill-based & value-oriented (4.60); Relevance for employability & job placement (4.60)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	conceptual clarity, Historical and cultural awareness,; The sections on regional history and the Indian knowledge system are beneficial for grasping the fundamentals of history. In addition, the field-based technical aspects of archaeological studies offer advanced knowledge and create valuable career opportunities within the history discipline.
Improvement Suggestions	Updated and relevant content; A 2-credit paper, such as "Understanding India," should be limited to two or three units due to the two weekdays allocated for the course; covering the entire 5-unit syllabus is not feasible. Additionally, the syllabus for the B.A. and B.Sc. programs for this paper should be similar.

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.

4.1.2 MA (Ancient Indian History Culture & Archeology) (n = 6)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	3.50	Very Good
Relevance for employability & job placement	3.83	Very Good
Bridging the industry-academic gap	3.33	Good
Electives & technological advancements	3.33	Good
Analytical abilities & broadening perspectives	3.33	Good
Adequateness of courses offered	3.33	Good
OVERALL AVERAGE	**3.52**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Knowledge of ancient history; Research Orientation, Academic Writing Skills, Theoretical Frameworks.; The ideological and technical understanding part is most useful.; Most Valuable; Conceptual clarity, analytical ability, and real-world understanding of the past.
Improvement Suggestions	Skill-Based Evaluation should be added e.g. viva-voce etc.; There should be a balance among ideological, socio-economic, religious, artistic, and archaeological studies to ensure a comprehensive understanding and collaboration across these fields. Currently, archaeology is the dominant focus. The paper on archaeology and applied science requires a thorough review because it encompasses multiple disciplines and is rooted in fieldwork. Limited resources make it challenging to give this field the attention it deserves.; Time to time improvement incorporate; Include more case studies to connect theory with real historical examples, research projects, fieldwork, and use of digital tools to make the M.A. History syllabus more practical and engaging.

Recommended Corrective Actions:

3. Maintain current curriculum quality in MA (Ancient Indian History Culture & Archeology) and pursue periodic feedback cycles.
4. Expand respondent base in future survey cycles for statistical significance.

4.1.3 PhD (Ancient Indian History Culture & Archeology) (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	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	5.00	Excellent
OVERALL AVERAGE	**4.71**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Relevance for employability & job placement (5.00); Bridging the industry-academic gap (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

5. Maintain current curriculum quality in PhD (Ancient Indian History Culture & Archeology) and pursue periodic feedback cycles.
6. Expand respondent base in future survey cycles for statistical significance.

4.2 Department of Applied Science

4.2.1 BTech (Computer Science & Engineering) (n = 4)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	5.00	Excellent
Job-oriented, skill-based & value-oriented	4.50	Excellent
Relevance for employability & job placement	4.75	Excellent
Bridging the industry-academic gap	4.62	Excellent
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.88	Excellent
OVERALL AVERAGE	**4.82**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Electives & technological advancements (5.00); Analytical abilities & broadening perspectives (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	It Enhance skill of students; The most valuable aspects were the transform methods and complex analysis for modeling continuous physical systems, alongside discrete mathematics for logical reasoning and algorithmic problem-solving in digital engineering.; The most useful aspect of the syllabus is its clear, well-structured design that builds strong fundamentals through a balance of theory, examples and practice.
Improvement Suggestions	No. The syllabus is already well-structured.

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.

4.3 Department of Botany & Microbiology

4.3.1 BSc (Bio) (n = 4)

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	Introduction to the topics on Indian Traditional Knowledge in the syllabus
Improvement Suggestions	Addition of more practical approach like excursion for Botany students

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.

4.3.2 MSc (Microbiology) (n = 6)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.17	Very Good
Relevance for employability & job placement	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.33	Very Good
Analytical abilities & broadening perspectives	3.83	Very Good
Adequateness of courses offered	4.08	Very Good
OVERALL AVERAGE	**4.06**	**Very Good**

Strengths	Strong in: Electives & technological advancements (4.33); Job-oriented, skill-based & value-oriented (4.17); Adequateness of courses offered (4.08)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Employability; Laboratory-based components, including techniques like microbial culturing, staining methods, molecular techniques (PCR, electrophoresis), and biochemical assays, greatly enhanced hands-on skills and experimental understanding. Additionally, the emphasis on research methodology, dissertation work, and data analysis helped in developing scientific thinking, problem-solving ability, and research aptitude.; It covers each field of microbiology; Placement in industry; Industrial training
Improvement Suggestions	The syllabus could be improved by including more emerging topics like bioinformatics and omics approaches, along with increased hands-on training in advanced techniques. Greater focus on industry exposure, internships, and skill-based learning (data analysis, scientific writing) would also enhance its relevance and employability.; There is no need of any improvement

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.

4.3.3 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	Choice based selection of the PhD topic

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.

4.3.4 PhD (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	Techniques, instrumentation and Research Methodology; Choice based selection of PhD topic

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.

4.4 Department of Chemistry

4.4.1 MSc (Chemistry) (n = 6)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.50	Excellent
Job-oriented, skill-based & value-oriented	4.67	Excellent
Relevance for employability & job placement	4.33	Very Good
Bridging the industry-academic gap	4.25	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	**4.32**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.67); Curriculum relevance to industrial needs (4.50); Electives & technological advancements (4.50)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	All aspects of the syllabus are useful and necessary.; Practical course for industrial requirements and alignment to Vedic chemistry to make students understand roots of rich Indian knowledge system; Deep Practical Knowledge for Industrial Requirements; Analytical methods of analysis; Analysis of different samples like water analysis, Drug analysis etc.
Improvement Suggestions	Lab Instrumentation as per changing technology should be upgraded/purchased.; Some Advanced instruments included in Practical Lab courses.; International Protocols based analysis

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.

4.5 Department of Computer Science

4.5.1 BSc (Maths) (n = 3)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.33	Very Good
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.33	Very Good
Bridging the industry-academic gap	4.17	Very Good
Electives & technological advancements	4.33	Very Good
Analytical abilities & broadening perspectives	4.67	Excellent
Adequateness of courses offered	4.33	Very Good
OVERALL AVERAGE	**4.31**	**Very Good**

Strengths	Strong in: Analytical abilities & broadening perspectives (4.67); Curriculum relevance to industrial needs (4.33); Relevance for employability & job placement (4.33)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Overall syllabus is good.; The topics covered are good and appropriate.; Well balanced between core papers, elective and skill oriented papers
Improvement Suggestions	Not needed; Internship could be the compulsary part of syllabus.

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.

4.5.2 MCA (n = 11)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.36	Very Good
Job-oriented, skill-based & value-oriented	4.45	Very Good
Relevance for employability & job placement	4.09	Very Good
Bridging the industry-academic gap	4.05	Very Good
Electives & technological advancements	4.36	Very Good
Analytical abilities & broadening perspectives	4.18	Very Good
Adequateness of courses offered	4.18	Very Good
OVERALL AVERAGE	**4.24**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.45); Curriculum relevance to industrial needs (4.36); Electives & technological advancements (4.36)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Almost all fundamental concepts and industry-related theory and lab work are covered in the first two semesters.; Last units related with the java collections etc.; All units are relevant and useful.; Practical; exposure to emerging technologies and electives provided insight into current industry trends, making the syllabus relevant and career-oriented.
Improvement Suggestions	Some advanced subjects related to data science should be included in the final semester, and the credits allocated to the project/dissertation should be reduced.; MVC can also be added in Java syllabus; Not needed; Selection of courses can be reviewed and more job oriented courses/topics can be included in accordance of industry requirements

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.

4.5.3 PhD (Computer Science) (n = 1)

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	4.00	Very Good
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	3.00	Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.00**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (5.00); Curriculum relevance to industrial needs (4.00); Relevance for employability & job placement (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	The comprehensive curriculum is sophisticated and meets the essential criteria for technology and knowledge necessary to earn a PhD degree.
Improvement Suggestions	Certain journals, such as those published by IEEE, Springer, and Scopus, may also be incorporated as references.

Recommended Corrective Actions:

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

4.6 Department of Computer Science and Engineering

4.6.1 BTech (Computer Science & Engineering) (n = 12)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.67	Excellent
Job-oriented, skill-based & value-oriented	4.67	Excellent
Relevance for employability & job placement	4.67	Excellent
Bridging the industry-academic gap	4.58	Excellent
Electives & technological advancements	4.58	Excellent
Analytical abilities & broadening perspectives	4.42	Very Good
Adequateness of courses offered	4.54	Excellent
OVERALL AVERAGE	**4.59**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (4.67); Job-oriented, skill-based & value-oriented (4.67); Relevance for employability & job placement (4.67)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Practical application; Practical hands on with IBM AI

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.

4.6.2 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.

4.6.3 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.

4.7 Department of Electrical Engineering

4.7.1 BTech (Electrical Engineering) (n = 9)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.78	Excellent
Job-oriented, skill-based & value-oriented	4.67	Excellent
Relevance for employability & job placement	4.89	Excellent
Bridging the industry-academic gap	4.44	Very Good
Electives & technological advancements	4.78	Excellent
Analytical abilities & broadening perspectives	4.67	Excellent
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.67**	**Excellent**

Strengths	Strong in: Relevance for employability & job placement (4.89); Curriculum relevance to industrial needs (4.78); Electives & technological advancements (4.78)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Skill and industry based curriculum; The most useful aspects of a syllabus are its structural and motivational components, which act as a roadmap for success. Key elements include detailed assignment deadlines, grading criteria, clear learning objectives, and practical application opportunities (like case studies), which help students organize their time, manage expectations, and connect theory to real-world scenarios.; The syllabus is well-structured with a logical sequence of subjects, clear course objectives, and a strong foundation in core electrical engineering concepts. The inclusion of practical sessions and numerical problem-solving enhances students' understanding and application skills.; Simplicity
Improvement Suggestions	It could be more practical based.; Contract Teacher salary is too low which makes them mentally unstable .; Regular updating of syllabus content and textbooks as per industry trends is also recommended; Inclusion of AI in practical Application of Electrical Engineering

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.

4.8 Department of Electronics and Communication Engineering

4.8.1 BTech (Electronics & Communication Engineering) (n = 8)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.75	Excellent
Job-oriented, skill-based & value-oriented	4.62	Excellent
Relevance for employability & job placement	4.62	Excellent
Bridging the industry-academic gap	4.50	Excellent
Electives & technological advancements	4.50	Excellent
Analytical abilities & broadening perspectives	4.38	Very Good
Adequateness of courses offered	4.62	Excellent
OVERALL AVERAGE	**4.57**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (4.75); Job-oriented, skill-based & value-oriented (4.62); Relevance for employability & job placement (4.62)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Practical knowledge; fulfill all course objectives; valuable
Improvement Suggestions	Focus on quality of education; Antenna Research Laboratory

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.

4.9 Department of English

4.9.1 BA (n = 5)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.60	Excellent
Job-oriented, skill-based & value-oriented	4.40	Very Good
Relevance for employability & job placement	4.60	Excellent
Bridging the industry-academic gap	4.30	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.80	Excellent
Adequateness of courses offered	4.90	Excellent
OVERALL AVERAGE	**4.51**	**Excellent**

Strengths	Strong in: Adequateness of courses offered (4.90); Analytical abilities & broadening perspectives (4.80); Curriculum relevance to industrial needs (4.60)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Language and linguistics, Skill enhancement , IKS, Aesthetics and literature; Language and Literature; Introduction of literary movement in the beginning of every paper. It helps a lot to enhance the understanding of literary movement and the context of a work of literature.; NEP 2020, IWA, IKS, multidisciplinary
Improvement Suggestions	All the courses have appropriate syllabus.; No need; The syllabus is up to the mark. Every content is useful for the students.

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.

4.9.2 MA (English) (n = 4)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.75	Excellent
Job-oriented, skill-based & value-oriented	4.00	Very Good
Relevance for employability & job placement	4.75	Excellent
Bridging the industry-academic gap	4.62	Excellent
Electives & technological advancements	4.25	Very Good
Analytical abilities & broadening perspectives	4.75	Excellent
Adequateness of courses offered	4.75	Excellent
OVERALL AVERAGE	**4.55**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (4.75); Relevance for employability & job placement (4.75); Analytical abilities & broadening perspectives (4.75)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	The syllabus covers all the new trends in English Literature. The introduction to Literary Theory gives students the chance to analyse Literary texts and attain deep understanding of Literature.; Language, Linguistics and different literary forms; Interdisciplinary Approaches / Elective courses which give students a choice to study their desired subject; Elective courses and IKS inclusion in terms of creating and developing the aesthetic sense among students, the core demand of the literature.
Improvement Suggestions	No comments.; All the courses have appropriate syllabus.

Recommended Corrective Actions:

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

4.10 Department of Hindi

4.10.1 BA (n = 3)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.67	Excellent
Job-oriented, skill-based & value-oriented	4.67	Excellent
Relevance for employability & job placement	4.33	Very Good
Bridging the industry-academic gap	4.33	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	4.33	Very Good
Adequateness of courses offered	4.33	Very Good
OVERALL AVERAGE	**4.38**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.67); Job-oriented, skill-based & value-oriented (4.67); Relevance for employability & job placement (4.33)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Research and community engagement based curriculam; Valuable; An important aspect of the curriculum from a literary perspective is that it develops family, social, and moral values students. The curriculum is also designed with an employment-oriented approach.
Improvement Suggestions	Creative Writing skill can be added

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.

4.10.2 MA (Hindi) (n = 3)

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	4.33	Very Good
Electives & technological advancements	3.67	Very Good
Analytical abilities & broadening perspectives	4.33	Very Good
Adequateness of courses offered	4.17	Very Good
OVERALL AVERAGE	**4.07**	**Very Good**

Strengths	Strong in: Bridging the industry-academic gap (4.33); Analytical abilities & broadening perspectives (4.33); Adequateness of courses offered (4.17)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	theoretical and chronological l perspective; 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	Cinema Studies, Women studies can be include; ----------

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.

4.10.3 PhD (Hindi) (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.
Most Valued Aspects	Research Methodology
Improvement Suggestions	academic writing skill

Recommended Corrective Actions:

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

4.11 Department of Management Studies

4.11.1 BBA (n = 7)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.14	Very Good
Job-oriented, skill-based & value-oriented	4.14	Very Good
Relevance for employability & job placement	4.43	Very Good
Bridging the industry-academic gap	4.14	Very Good
Electives & technological advancements	4.29	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.21	Very Good
OVERALL AVERAGE	**4.19**	**Very Good**

Strengths	Strong in: Relevance for employability & job placement (4.43); Electives & technological advancements (4.29); Adequateness of courses offered (4.21)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	more practical coverage comafledging; Career oriented; Syllabus is career oriented and cover every aspect of curriculum. It is the best in the region.; Cases; Holistic Student Development through Integrated Learning under NEP 2020
Improvement Suggestions	2 credit course must be converted into 3 or 4. It is difficult to cover all couse in two days; There must be 3 or 4 credit subjects as it is different to teach a subject with 2 credits. Some subjects are too lengthy need to shorten to some extent; AI as a content to be added in all subjects; Implementation of Smart Boards in Every Classroom with Emphasis on Flipped Classroom and Business Simulation Pedagogy.

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.

4.11.2 MBA (n = 4)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	3.50	Very Good
Relevance for employability & job placement	3.75	Very Good
Bridging the industry-academic gap	3.62	Very Good
Electives & technological advancements	3.75	Very Good
Analytical abilities & broadening perspectives	3.50	Very Good
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**3.73**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.00); Adequateness of courses offered (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Career Oriented; Career oriented; Developing Theoretical Clarity and Conceptual Understanding of the Syllabus.; The clear learning objectives of syllabus and relevant case studies have been helpful in planning my lessons and make them more engaging for students.
Improvement Suggestions	Syllabus must be of 3 or 4 credit. It is difficult to cover Syllabus in two lecture per week.; Should be more industry focused; Implementation of Smart Boards in Every Classroom with a Focus on Flipped Classroom, Business Simulation Pedagogy, Experiential Learning, and Industry MoUs for Student Skill Development; Increase the number of classrooms and faculty rooms in DMS.

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.

4.11.3 MBA (Business Economics) (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	3.50	Very Good
Job-oriented, skill-based & value-oriented	3.00	Good
Relevance for employability & job placement	3.50	Very Good
Bridging the industry-academic gap	3.75	Very Good
Electives & technological advancements	3.50	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	3.50	Very Good
OVERALL AVERAGE	**3.54**	**Very Good**

Strengths	Strong in: Analytical abilities & broadening perspectives (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Industry focused; Career oriented
Improvement Suggestions	Can be more industry and practical approach; 3 or 4 credit program must be implemented only.

Recommended Corrective Actions:

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

4.12 Department of Mathematics & Statistics

4.12.1 BSc (Maths) (n = 4)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	3.75	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	3.88	Very Good
Electives & technological advancements	4.25	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	3.88	Very Good
OVERALL AVERAGE	**3.96**	**Very Good**

Strengths	Strong in: Electives & technological advancements (4.25); 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	Strong conceptual clarity, well-structured content, and inclusion of practical and application-based topics that support problem-solving and understanding.; Most useful or valuable assets of the syllabus were critical thinking, logic al reasoning, and practical problem-solving skills based course like Algera, Calculus, Analysis,, etc.; Builds problem-solving and analytical thinking as well as essential for physics and Computer learning.; The B.Sc. Mathematics syllabus proved highly valuable in building strong conceptual clarity in core areas such as algebra, analysis, and applied mathematics, while also emphasizing practical problem-solving and real-world applications.The revised NEP-based structure introduced contemporary and interdisciplinary topics, enhancing both academic relevance and employability. It effectively fostered analytical thinking, logical reasoning, and research aptitude through advanced coursework and project work
Improvement Suggestions	Include more practical and application-based learning components to strengthen conceptual understanding and employability.; It should meet current industry and research demands involves bridging the gap between theoretical foundations and practical applications. Based on emerging trends for 2025, key improvements should focus on computational mathematics, data science integration, and skill-based learning based courses.; More steps would be taken to strengthen core concepts.; Some further improvements that could enhance the B.Sc. Mathematics syllabus are the inclusion of more computational and software-based components (such as MATLAB, Python, or R) to strengthen practical and industry-relevant skills

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.

4.12.2 MSc (Maths) (n = 3)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.00	Very Good
Job-oriented, skill-based & value-oriented	4.33	Very Good
Relevance for employability & job placement	4.33	Very Good
Bridging the industry-academic gap	3.83	Very Good
Electives & technological advancements	4.33	Very Good
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.33	Very Good
OVERALL AVERAGE	**4.17**	**Very Good**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.33); Relevance for employability & job placement (4.33); Electives & technological advancements (4.33)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	1.Strong Theoretical Foundation: Advanced topics such as Real Analysis, Abstract Algebra, and Functional Analysis developed rigorous logical reasoning and proof-writing skills. 2. Problem-Solving Orientation: Emphasis on analytical and quantitative problem-solving enhanced mathematical thinking and research aptitude. 3. Application-Based Learning: Courses in Numerical Methods, Differential Equations, and Mathematical Modelling linked theory with real-world applications. 4.Skill Development: Focus on computational tools strengthened technical and employability skills. Continuous Assessment: Internal assessments, assignments, and presentations supported consistent learning and performance evaluation.; The Most useful or valuable assets of the syllabus were critical thinking, logic al reasoning, and practical problem-solving skills based course like Algera, Number Theory, Optimization Techniques, etc.; NET/GATE examinations oriented syllabus
Improvement Suggestions	Strengthen industry–academia collaboration, introduce internships and project-based learning, enhance use of ICT tools and software, and focus on skill development, research exposure, and career-oriented training.; It should meet current industry and research demands involves bridging the gap between theoretical foundations and practical applications. Based on emerging trends for 2025 key improvements should focus on computational mathematics, data science integration, and skill-based learning based courses.

Recommended Corrective Actions:

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

4.12.3 PhD (Maths) (n = 1)

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	5.00	Excellent
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.57**	**Excellent**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (5.00); Electives & technological advancements (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	It should Most useful or valuable assets of the syllabus were critical thinking, logic al reasoning, and practical problem-solving skills based and research job oriented course like Research Ethics, Research Methodology, Advanced Mathematics, etc.
Improvement Suggestions	It should meet current industry and research demands involves bridging the gap between theoretical foundations and practical applications. Based on emerging trends for 2025, key improvements should focus on computational mathematics, data science integration, and skill-based and research oriented learning outcomes based courses.

Recommended Corrective Actions:

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

4.13 Department of Mechanical Engineering

4.13.1 BTech (Mechanical Engineering) (n = 4)

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	4.25	Very Good
Bridging the industry-academic gap	4.25	Very Good
Electives & technological advancements	4.50	Excellent
Analytical abilities & broadening perspectives	4.25	Very Good
Adequateness of courses offered	4.25	Very Good
OVERALL AVERAGE	**4.21**	**Very Good**

Strengths	Strong in: Electives & technological advancements (4.50); Relevance for employability & job placement (4.25); Bridging the industry-academic gap (4.25)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	JOB ORIENTED SYALLABUS; machining process
Improvement Suggestions	MORE SKILL BASED AND JOB ORIENTED COURSES AND TOPIC SHALL BE INCLUDED; no need

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.

4.14 Department of Music

4.14.1 BA (n = 4)

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	all aspects; Skill based and practical papers; Practical learning and understanding of basic concepts were the most useful parts of the syllabus; The balance between theory and practical work was very helpful
Improvement Suggestions	Music courses can be improved by integrating practical training with modern technology like digital recording, online platforms, and interactive learning tools. There should also be greater emphasis on research, interdisciplinary learning, and exposure to diverse musical traditions through workshops and live performances; More practical activities, inclusion of modern techniques, and organization of workshops should be added; More performance opportunities practical training and workshops should be included

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.

4.14.2 MA (Music) (n = 6)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.33	Very Good
Job-oriented, skill-based & value-oriented	4.33	Very Good
Relevance for employability & job placement	4.17	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	**4.12**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.33); Job-oriented, skill-based & value-oriented (4.33); Relevance for employability & job placement (4.17)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	All Aspects; All aspects; The practical training understanding of ragas and performance based learning were the most useful and valuable aspects of the syllabus; Regular practice and performance-based learning were very beneficial.; Regular practice and performance-based learning were very beneficial.
Improvement Suggestions	Music courses can be improved by integrating practical training with modern technology like digital recording, online platforms, and interactive learning tools. There should also be greater emphasis on research, interdisciplinary learning, and exposure to diverse musical traditions through workshops and live performances; Music courses can be improved by integrating practical training with modern technology like digital recording, online platforms, and interactive learning tools there should also be greater emphasis on research interdisciplinary learning traditions through workshops and live performance; More practical classes and workshops should be organized; More practical classes and workshops should be organized

Recommended Corrective Actions:

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

4.15 Department of Pharmaceutical Sciences

4.15.1 BPharm (n = 6)

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	4.83	Excellent
Bridging the industry-academic gap	4.75	Excellent
Electives & technological advancements	4.83	Excellent
Analytical abilities & broadening perspectives	4.67	Excellent
Adequateness of courses offered	4.83	Excellent
OVERALL AVERAGE	**4.85**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Job-oriented, skill-based & value-oriented (5.00); Relevance for employability & job placement (4.83)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Overall, the pharmacy syllabus provides a well-rounded education that equips students with the knowledge and skills needed to navigate the complex world of healthcare and pharmacy practice. It combines theoretical learning with practical application to prepare students for the challenges they will face as practicing pharmacists.; Practical aspects; Project based learning; Practical based subject; Among the essential elements of syllabus are learning objectives, reading lists, and assessment methods
Improvement Suggestions	Project based learning; Industrial visits and internship of students; Add Six months of 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.

4.15.2 DPharm (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	4.00	Very Good
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.00	Very Good
OVERALL AVERAGE	**4.29**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Analytical abilities & broadening perspectives (5.00); Job-oriented, skill-based & value-oriented (4.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Practical aspects of the syllabus were most useful
Improvement Suggestions	Project based learning

Recommended Corrective Actions:

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

4.15.3 PhD (Pharmaceutics) (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.
Most Valued Aspects	Advanced instrumentation techniques of the syllabus was most useful
Improvement Suggestions	Filed visits regarding data collection and instrumentation facilities should be added

Recommended Corrective Actions:

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

4.16 Department of Philosophy

4.16.1 BA (n = 2)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.50	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	4.50	Excellent
Analytical abilities & broadening perspectives	4.50	Excellent
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.36**	**Very Good**

Strengths	Strong in: Curriculum relevance to industrial needs (4.50); Bridging the industry-academic gap (4.50); Electives & technological advancements (4.50)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	As per modern needs
Improvement Suggestions	A course on philosophical counseling may be added

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.

4.16.2 BA (H) Philosophy (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	4.25	Very Good
Electives & technological advancements	4.50	Excellent
Analytical abilities & broadening perspectives	4.00	Very Good
Adequateness of courses offered	4.50	Excellent
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	As per modern needs
Improvement Suggestions	Some new topics as per modern trends should be added.

Recommended Corrective Actions:

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

4.16.3 MA (Philosophy) (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	4.00	Very Good
OVERALL AVERAGE	**4.43**	**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	As per modern needs
Improvement Suggestions	A course on philosophical counseling may be added

Recommended Corrective Actions:

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

4.16.4 PhD (Philosoply) (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	4.00	Very Good
OVERALL AVERAGE	**3.79**	**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	As per modern needs
Improvement Suggestions	A course on philosophy of mind should be added

Recommended Corrective Actions:

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

4.17 Department of Physical Education & Sports

4.17.1 BPES (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	Most valuable aspect of the syllabus is the strengthening of the fundamentals of physical education; The most valuable aspects of a syllabus are the detailed course calendar, grading rubrics, and clearly defined learning objectives.
Improvement Suggestions	To monitor training skills on a regular basis

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.

4.17.2 BPEd (n = 6)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.67	Excellent
Job-oriented, skill-based & value-oriented	4.83	Excellent
Relevance for employability & job placement	4.67	Excellent
Bridging the industry-academic gap	4.67	Excellent
Electives & technological advancements	4.67	Excellent
Analytical abilities & broadening perspectives	4.67	Excellent
Adequateness of courses offered	4.58	Excellent
OVERALL AVERAGE	**4.68**	**Excellent**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.83); Curriculum relevance to industrial needs (4.67); Relevance for employability & job placement (4.67)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	The most valuable aspects of the syllabus were the core concepts, practical applications, and skill-building components that supported real-world understanding.; Anatomy & Physiology, Educational Technology and Teaching Methods in Physical Education, Kinesiology & Biomechanics; Practical; The most valuable aspects of a syllabus are the detailed course calendar, grading rubrics, and clearly defined learning objectives.
Improvement Suggestions	Appointment of Faculty Members; Professional aspects must be given first priority

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.

4.17.3 MPEd (n = 6)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.67	Excellent
Job-oriented, skill-based & value-oriented	4.83	Excellent
Relevance for employability & job placement	4.67	Excellent
Bridging the industry-academic gap	4.75	Excellent
Electives & technological advancements	4.67	Excellent
Analytical abilities & broadening perspectives	4.50	Excellent
Adequateness of courses offered	4.58	Excellent
OVERALL AVERAGE	**4.67**	**Excellent**

Strengths	Strong in: Job-oriented, skill-based & value-oriented (4.83); Bridging the industry-academic gap (4.75); Curriculum relevance to industrial needs (4.67)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	The most valuable aspects of the syllabus were the core concepts, practical applications, and skill-building components that supported real-world understanding.; Sports Medicine, Research Methodology, Yogic Science; The most useful parts of the syllabus were those that were practical, easy to apply in real life, and helped build clear understanding and skills.; The most valuable aspects of a syllabus are the detailed course calendar, grading rubrics, and clearly defined learning objectives.; Officiating and Coaching
Improvement Suggestions	Appointmentment of Faculty member; There must be expert talks, atleast one in a month.

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.

4.18 Department of Physics

4.18.1 MSc (Physics) (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.
Most Valued Aspects	Quantum Mechanics, Solid State Physics, Nuclear Physics, Electronics, Digital Electronics & Communication Electronics were the most useful or valuable papers of the syllabus.
Improvement Suggestions	Syllabus are need to be redesign for job oriented and Research oriented courses.

Recommended Corrective Actions:

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

4.19 Department of Psychology

4.19.1 BA (n = 1)

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

Strengths	Overall performance is adequate.
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	Syllabus has systematic roadmap.

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.

4.19.2 MA (Psychology) (n = 3)

Survey Parameter	Score (/5)	Rating
Curriculum relevance to industrial needs	4.33	Very Good
Job-oriented, skill-based & value-oriented	4.33	Very Good
Relevance for employability & job placement	4.33	Very Good
Bridging the industry-academic gap	4.33	Very Good
Electives & technological advancements	4.33	Very Good
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.45**	**Very Good**

Strengths	Strong in: Analytical abilities & broadening perspectives (5.00); Adequateness of courses offered (4.50); Curriculum relevance to industrial needs (4.33)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.
Most Valued Aspects	The syllabus is a blend of theoretical, research and applied significance to the students.; All syllabus has its own value for subject understanding
Improvement Suggestions	Specialization

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.

4.20 Department of Sanskrit

4.20.1 BA (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	5.00	Excellent
Bridging the industry-academic gap	4.50	Excellent
Electives & technological advancements	4.00	Very Good
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**4.64**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Relevance for employability & job placement (5.00); Analytical abilities & broadening perspectives (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

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.

4.20.2 BA (H) Sanskrit (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	5.00	Excellent
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	5.00	Excellent
OVERALL AVERAGE	**4.71**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Relevance for employability & job placement (5.00); Electives & technological advancements (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

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

4.20.3 MA (Sanskrit) (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	5.00	Excellent
Bridging the industry-academic gap	4.00	Very Good
Electives & technological advancements	5.00	Excellent
Analytical abilities & broadening perspectives	5.00	Excellent
Adequateness of courses offered	4.50	Excellent
OVERALL AVERAGE	**4.64**	**Excellent**

Strengths	Strong in: Curriculum relevance to industrial needs (5.00); Relevance for employability & job placement (5.00); Electives & technological advancements (5.00)
Areas Needing Attention	No parameter is critically low; continued improvement recommended.

Recommended Corrective Actions:

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

4.20.4 PhD (Sanskrit) (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:

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

4.21 Department of Zoology & Environmental Science

4.21.1 BSc (Bio) (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.
Most Valued Aspects	Recent scientific information and New curricula as per NEP 2020
Improvement Suggestions	Industrial Linked activities should be promoted

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.

4.21.2 MSc (Environmental Science) (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	5.00	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	**4.46**	**Very Good**

Strengths	Strong in: Relevance for employability & job placement (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	Sustainable development and environmental pollution; It covers all the essential topics both in theory and practical.
Improvement Suggestions	More field studies should be incorporated

Recommended Corrective Actions:

3. Maintain current curriculum quality in MSc (Environmental Science) and pursue periodic feedback cycles.
4. 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: **Curriculum relevance to industrial needs** (4.43/5).

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** (4.26/5).

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 **2024-25** 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 **4.35/5** 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: 2024-25

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