



स्वामी राम हिमालयन विश्वविद्यालय Swami Rama Himalayan University

Criterion I-Curricular Aspects

1.4 Feedback System

1.4.2 Feedback process of the institution

Action Taken Report of the University

2021-22

Stakeholders Feedback Analysis (2021-22)

1. Preface:

Swami Rama Himalayan University strives for excellence by fostering intellectual development and practical skills. With the evolving trends of education and the everchanging global demands, the University has initiated a feedback process involving all units, across various schools and colleges so that a feedback can be obtained for its teaching -learning- assessment and delivery of the curriculum. The curriculum is revised, innovated and improvised, based on the needs and demands of the stakeholders.

The purpose is to gather inputs from various stakeholders such as the students, academicians, alumni, employers, and other professionals from different fields. The aim of obtaining feedback on curriculum is to gain an understanding of the strengths of our curriculum and to identify gaps. Through the feedback received from the extensive network of students and professionals, we aim to implement the curriculum in a manner that it complies to the highest achievable standards.

The feedback process is designed to be inclusive and meticulous. It not only considers the students and faculty perspective, but also taps into the experiences and insights of our esteemed alumni, who have ventured into diverse fields and industries. Furthermore, the valuable input from recruiters (employers) and professionals helps bridge the gap between academia and industry, ensuring that our graduates are not only academically proficient but also well-prepared for the demands of the contemporary workplace.

After the compilation of responses, the resultant report is presented before the Academic Council, for further action.

At Swami Rama Himalayan University, we view this feedback process not just as a routine evaluation but as a dynamic and responsive mechanism for continuous improvement. By embracing the collective intelligence of our stakeholders, we aim to sculpt a curriculum that not only meets but exceeds the expectations of the ever-evolving educational landscape.

2. Objectives of Curriculum Feedback

The objectives of curriculum feedback are to:

- Gather information on the effectiveness of the existing curriculum so that it meets the academic requirements and is in line with the institution's goals and objectives.
- Ensure that the curriculum is aligned with current industry needs and prepares students



for the demands of the job market.

- Identify areas where the curriculum needs to be more flexible or adaptable, so as to accommodate changes in technology, industry trends, or educational methodologies.
- Assess how well the curriculum addresses issues of inclusivity, diversity, ethics and professionalism.
- Facilitate the development and implementation of a dynamic educational curriculum that places a strategic emphasis on enhancing students' employability, fostering entrepreneurial mindset, and cultivating a comprehensive skill set.

3. Summary of Curriculum Feedback Concept

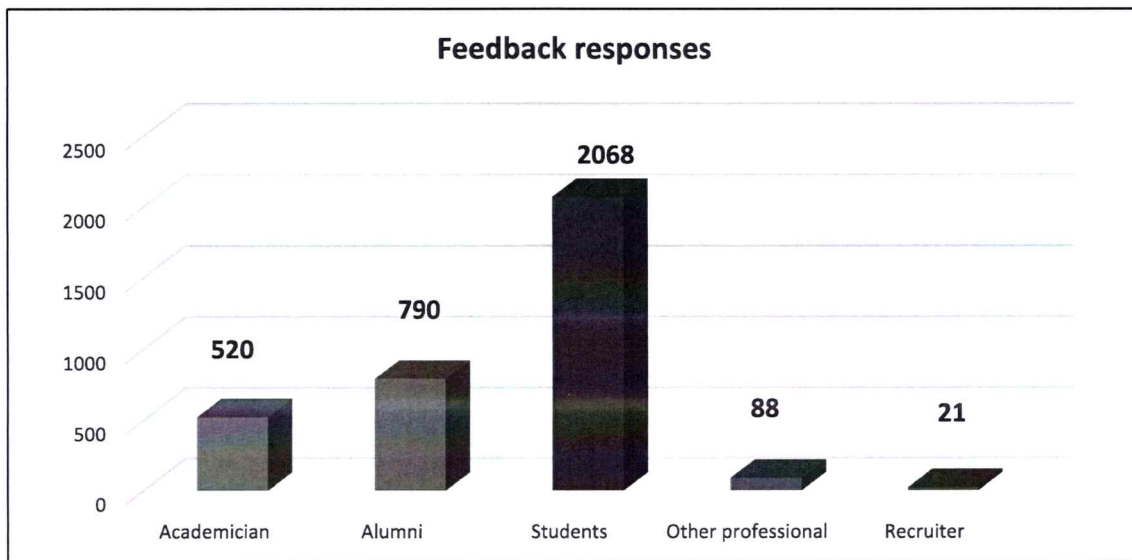
SRHU is a multidisciplinary university, with six Academic Units, fifty-nine programs and various courses under each of the programs. The numerous programs and courses at the University are designed for delivering the best of education which aims to provide a comprehensive and holistic approach towards education along with integration of knowledge and skills from various disciplines. Through the regular curriculum feedback processes at SRHU, we ensure that the curriculum is revised through collaborative efforts, across all its academic Units. For revision, we take regular inputs from the key stakeholders, including, students, alumni, teachers, professionals, and employers.

We ensure that we take into consideration the demands of field work and industry that are relevant to the ever-changing needs of our students and community at large. Considering the academic, experiential and professional dimensions, the curriculum revision gives us flexibility to adapt to recent advances and changing needs of industry and health care. The feedback processes include collecting feedback from its key stakeholders, its continuous analysis and subsequently taking appropriate action through a well-established process. The closed loop system thus ensures that the curriculum remains dynamic and responsive and caters to the issues revealed during analysis. The analysis helps us resolve the issues that arise through appropriate action Academic Council which further directs the programs to make relevant changes in the next cycle of curriculum revision. The solutions are discussed and incorporated through the directives of Academic Council. This Curriculum feedback mechanism ensures that the education system is well aligned to the needs of stakeholders and that it continues to evolve with the demands of both academia and the professional world.



Curriculum Feedback responses for the year 2021-22

Particulars	Number of responses
Teachers	520
Alumni	790
Students	2068
Professionals	88
Employers	21



Feedback Analysis

A) Students' Feedback:

Student Feedback is an effective tool for curriculum improvement of any program. It also strengthens teacher student communication and relationship in classroom and assists in achieving excellence in teaching learning process. In 2021-2022, a total of 2068 feedbacks were obtained from the students on various aspects of programme curriculum such as programme and course objectives, course content, course study materials etc. The analysis of the student's feedback is as follows:

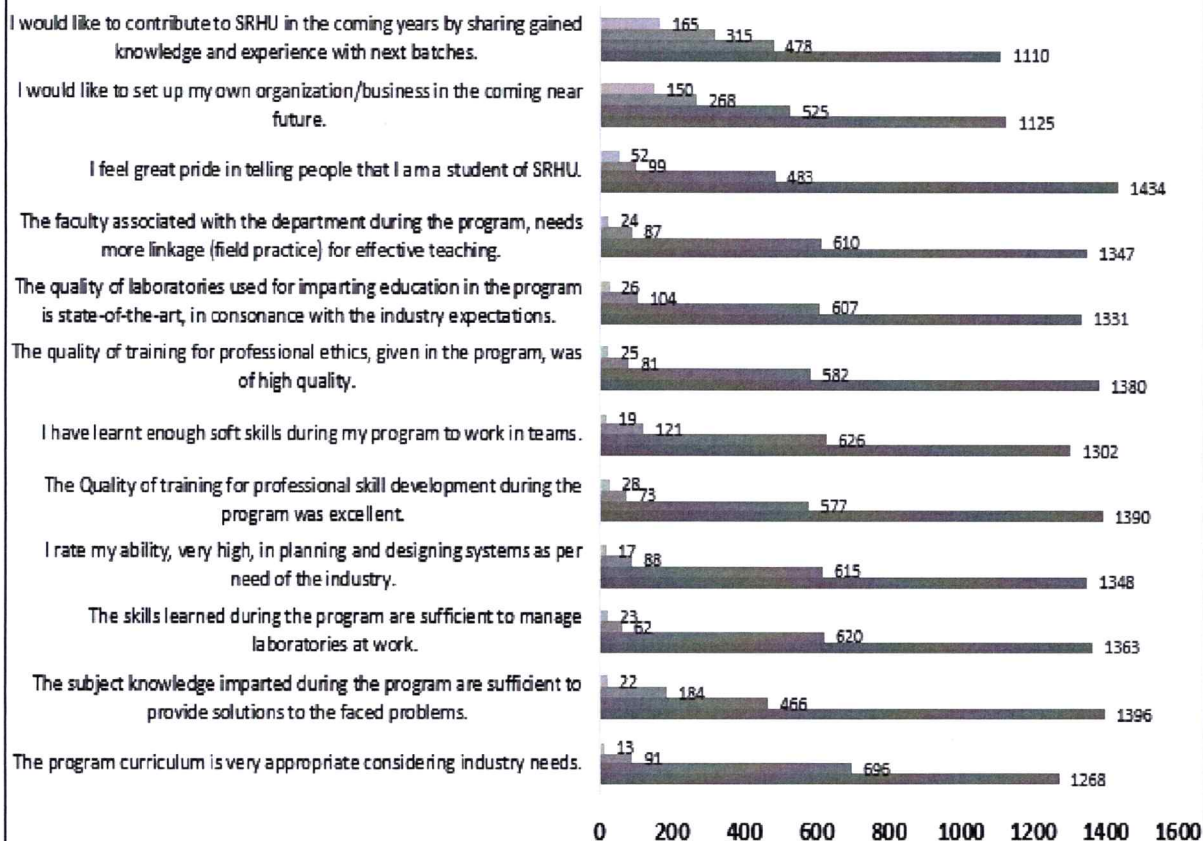
Students' Responses: 2068				
Particulars	Agree (%)	Strongly agree (%)	Disagree (%)	Strongly disagree (%)
The program curriculum is very appropriate considering industry needs.	1268 (61.26)	696 (33.65)	91 (4.4)	13 (0.62)
The subject knowledge imparted during the program are sufficient to provide solutions to the faced problems.	1396 (67.5)	466 (22.53)	184 (8.89)	22 (1.06)
The skills learned during the program are sufficient to manage laboratories at work.	1363 (65.86)	620 (29.98)	62 (2.99)	23 (1.11)
I rate my ability, very high, in planning and designing systems as per need of the industry.	1348 (65.08)	615 (29.78)	88 (4.25)	17 (0.9)
The quality of training for professional skill development during the program was excellent.	1390 (67.23)	577 (27.90)	73 (3.52)	28 (1.3)
I have learnt enough soft skills during my program to work in teams.	1302(62.99)	626 (30.2)	121 (5.85)	19 (0.9)
The quality of training for professional ethics, given in the program, was of high quality.	1380 (66.7)	582 (28.1)	81 (3.91)	25 (1.2)
The quality of laboratories used for imparting education in the program is state-of-the-art, in consonance with the industry expectations.	1331 (64.3)	607 (29.3)	104 (5.0)	26 (1.2)



The faculty associated with the department during the program, needs more linkage (field practice) for effective teaching.	1347 (65.13)	610 (29.35)	87 (4.2)	24 (1.1)
I feel great pride in telling people that I am a student of SRHU.	1434 (69.3)	483 (23.3)	99 (4.7)	52 (2.5)
I would like to set up my own organization/business in the coming near future.	1125 (54.4)	525 (25.3)	268 (12.9)	150 (7.2)
I would like to contribute to SRHU in the coming years by sharing gained knowledge and experience with next batches.	1110 (53.67)	478 (23.11)	315 (15.23)	165 (7.9)

Feedback from Students Year 2021-22

Strongly disagree Disagree Strongly agree Agree



Analysis of Responses:

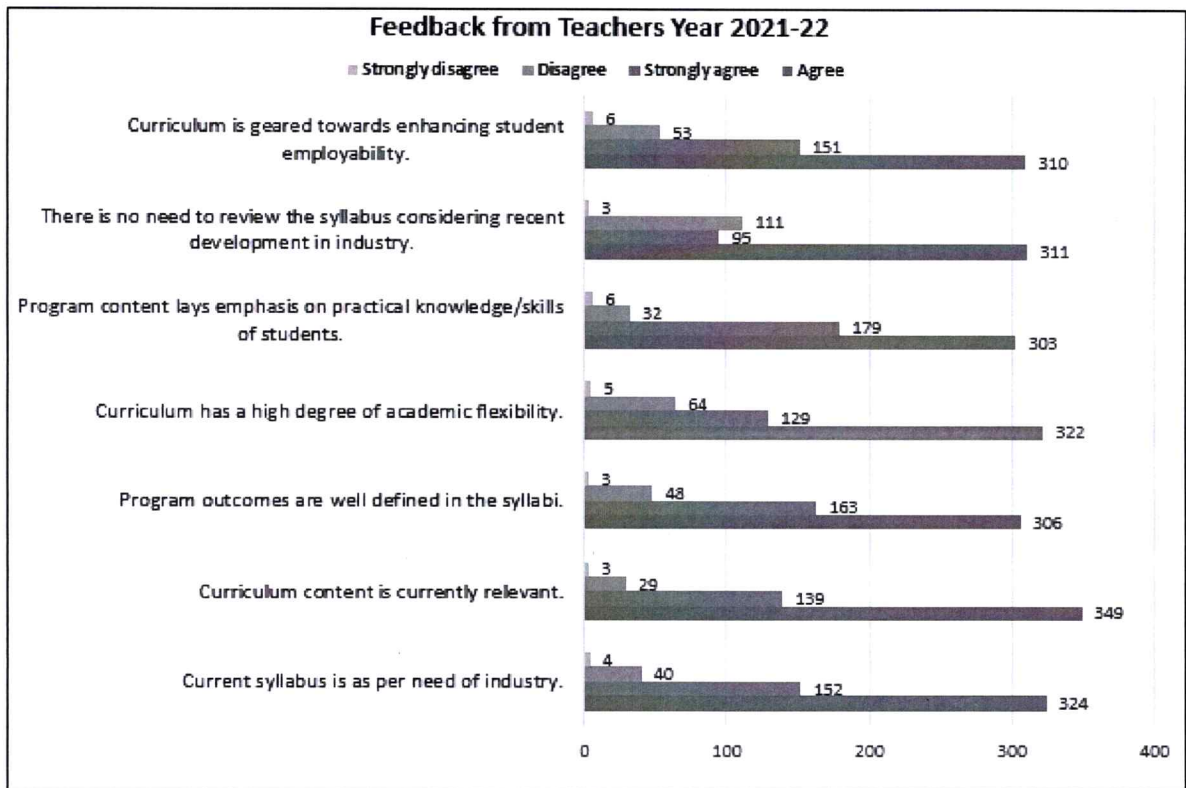
A total of 2068 students at the University participated in the survey. A majority of students agree that the curriculum and knowledge/skills imparted during programme are in accordance with the industry needs. According to 90% of students, the subject knowledge imparted during the program is sufficient to provide solutions to the faced problems. 80% of students are interested in setting their own business highlighting an entrepreneurial spirit. More than 76% of students show a keen interest in contributing to the university by the knowledge and experience gained in the coming years.

B) Teachers' Feedback:

Feedback from teachers is an effective tool for improvement of curriculum of any educational institution in terms of quality and excellence. It enhances the teaching and learning process by providing a vital platform for teachers and students to communicate with one another in the classroom. In 2021-2022, a total of 520 teachers provided their feedback on various aspects of programme curriculum such as programme and course objectives, course contents, course study materials, outcome of curriculums etc. The analysis of the teacher's feedback is as follows:

Teachers' Responses: 520				
Particulars	Agree (%)	Strongly agree (%)	Disagree (%)	Strongly disagree (%)
Current syllabus is as per need of industry.	324 (62.3)	152 (29.23)	40 (7.69)	4 (0.76)
Curriculum content is currently relevant.	349 (67.11)	139 (26.73)	29 (5.57)	3 (0.57)
Program outcomes are well defined in the syllabi.	306 (58.84)	163 (31.34)	48 (9.23)	3 (0.57)
Curriculum has a high degree of academic flexibility.	322 (61.92)	129 (24.8)	64 (12.3)	5 (0.96)
Program content lays emphasis on practical knowledge/skills of students.	303 (58.26)	179 (34.42)	32 (6.15)	6 (1.15)
There is no need to review the syllabus considering recent development in industry.	311 (59.8)	95 (18.26)	111 (21.34)	3 (0.57)
Curriculum is geared towards enhancing student employability.	310 (59.61)	151 (29.03)	53 (10.19)	6 (1.15)





Analysis of Responses:

The feedback analysis is based on responses from 520 teachers, and majority of the respondents (62.3%) agree that current syllabus is as per needs of industry and healthcare requirements. This suggests that curriculum is perceived as beneficial in preparing students for employment in the related industry. In addition, majority of respondents agree that curriculum content is relevant (67.11%) and lays emphasis on practical knowledge and skills of students (58.26%). However, 79% of teachers feel that revisions can be made in curriculum to meet the everchanging developments of the industry.



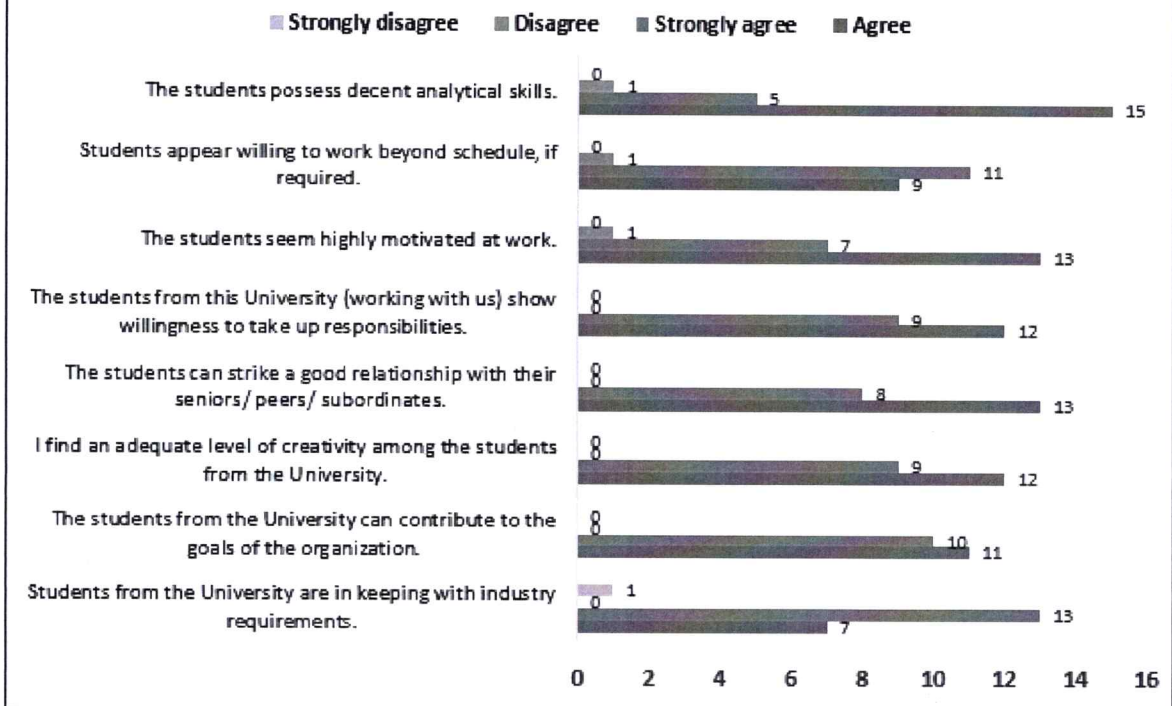
C) Employers' Feedback:

Employers' feedback on a curriculum can be invaluable, as it helps educational institutions stay relevant, meet industry needs, and prepare students for the workforce. Employers can provide insights into the practical aspects of job roles and industry trends. In the year 2021-22, feedback was obtained from a total of 21 employers as follows:

Employers' Responses: 21				
Particulars	Agree (%)	Strongly agree (%)	Disagree (%)	Strongly disagree (%)
Students from the University are in keeping with industry requirements.	7 (33.33)	13 (61.90)	0 (0)	1 (4.8)
The students from the University can contribute to the goals of the organization.	11(52.38)	10 (47.61)	0 (0)	0 (0)
I find an adequate level of creativity among the students from the University.	12 (57.14)	9(42.85)	0 (0)	0 (0.0)
The students can strike a good relationship with their seniors/ peers/ subordinates.	13 (61.90)	8 (38.1)	0 (0)	0 (0)
The students from this University (working with us) show willingness to take up responsibilities.	12 (57.1)	9 (42.9)	0 (0)	0 (0.0)
The students seem highly motivated at work.	13 (61.9)	7 (33.3)	1 (4.8)	0 (0.0)
Students appear willing to work beyond schedule, if required.	9 (42.9)	11 (52.4)	1 (4.8)	0(0.0)
The students possess decent analytical skills.	15 (71.4)	5 (23.8)	1 (4.8)	0 (0)



Feedback from Employers Year 2021-22



Analysis of Responses:

A total of 21 responses on the curriculum were received from employers. Employers feel that the curriculum is relevant to the latest developments in the health care and industrial setups. 94% of employers strongly agree/ agree that students at the university possess adequate analytical skills. All of the employers strongly agree/ agree that students from this University can strike a good relationship with their seniors/ peers/ subordinates and show a willingness to take up responsibilities. Also, 95% of students seem to be highly motivated at work.



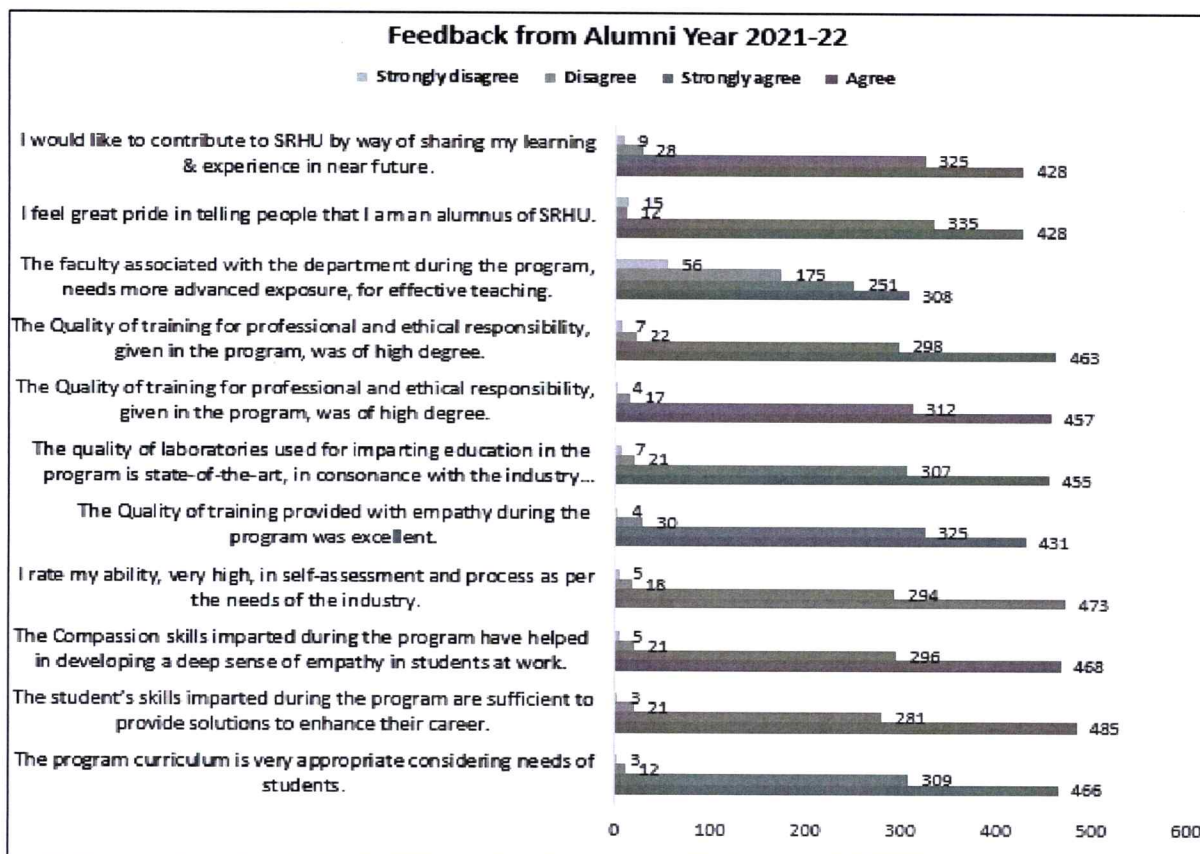
D) Alumni Feedback:

The University believes that the contribution of alumni is essential particularly in the development of curriculum related activities. Alumni can provide invaluable insights on the curriculum, its relevance, and its applicability in real life situations. In 2021-2022, a total of 790 responses were received from the Alumni on various aspects of programme curriculum and the analysis of the Alumni's feedback is as follows:

Alumni Responses: 790				
Particulars	Agree (%)	Strongly agree (%)	Disagree (%)	Strongly disagree (%)
The program curriculum is very appropriate considering needs of students.	466 (58.98)	309 (39.11)	12 (1.5)	3 (0.37)
The skills imparted during the program are sufficient to provide solutions to enhance their career.	485 (61.39)	281 (35.56)	21 (2.65)	3 (0.37)
The compassion skills imparted during the program have helped in developing a deep sense of empathy in students at work.	468 (59.24)	296 (37.46)	21 (2.65)	5 (0.63)
I rate my ability, very high, in self-assessment and process as per the needs of the industry.	473 (59.87)	294 (37.21)	18 (2.27)	5 (0.63)
The quality of training provided during the program was excellent.	431 (54.55)	325 (41.13)	30 (3.79)	4 (0.5)
The quality of laboratories used for imparting education in the program is state-of-the-art, in consonance with the industry expectations.	455 (57.59)	307 (38.86)	21 (2.65)	7 (0.88)
The quality of training for professional skill development, during the program, was of high degree.	457 (57.84)	312 (39.49)	17 (2.15)	4 (0.5)
The quality of training for professional ethics, during the program, was of high degree.	463 (58.6)	298 (37.72)	22 (2.78)	7 (0.88)
The faculty associated with the department during the program, needs more advanced exposure, for effective teaching.	308 (38.98)	251 (31.77)	175 (22.15)	56 (7.08)
I feel great pride in telling people that I am an alumnus of SRHU.	428 (54.17)	335 (42.4)	12 (1.51)	15 (1.89)



I would like to contribute to SRHU by way of sharing my learning and experience in near future.	428 (54.05)	325 (41.13)	28 (3.54)	9 (1.13)
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Analysis of Responses:

Feedback from total of 790 alumni were obtained for various programs in the university. 98% alumni stated that the program curriculum is very appropriate considering needs of students and 97% responded that students are imparted sufficient skills during their programs. The alumni feel that high quality of training on professional ethics (58.6%) and professional skill development (57.84%) is provided at the University. More than 95% of respondents feel pride in saying that they are the alumni of Swami Rama Himalayan University.

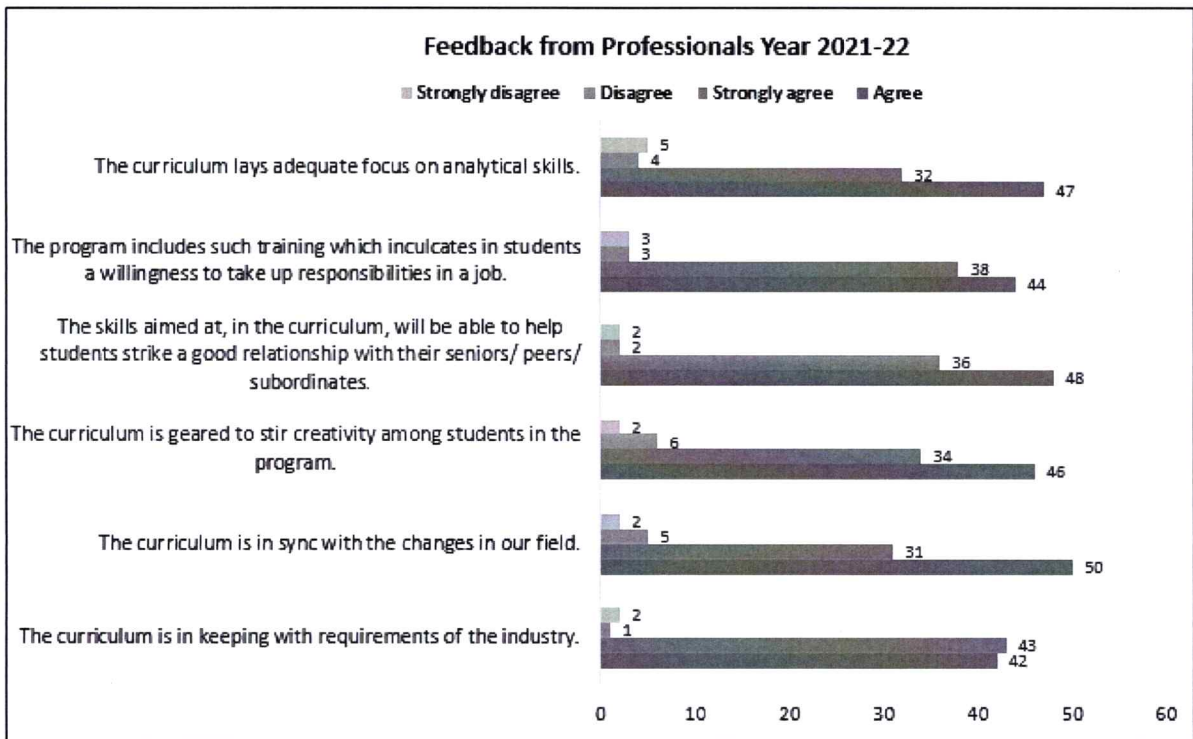


E) Professionals' Feedback:

Professionals from the industry play an essential role in enhancing the professional capabilities of our students. Most of the professionals are satisfied with the curriculum of the respective programs. A total number of 88 feedbacks were received from the various Professionals on aspects of program curriculum and the analysis of the Professionals feedback is as follows:

Professionals' Responses: 88				
Particulars	Agree (%)	Strongly agree (%)	Disagree (%)	Strongly disagree (%)
The curriculum is in keeping with requirements of the industry.	42 (47.72)	43 (48.86)	1 (1.13)	2 (2.27)
The curriculum is in sync with the changes in our field.	50 (56.81)	31 (35.22)	5 (5.68)	2 (2.27)
The curriculum is geared to stir creativity among students in the program.	46 (52.27)	34 (38.63)	6 (6.81)	2 ((2.27)
The skills aimed at, in the curriculum, will be able to help students strike a good relationship with their seniors/ peers/ subordinates.	48 (54.54)	36 (40.90)	2 (2.27)	2 (2.27)
The program includes such training which inculcates in students a willingness to take up responsibilities in a job.	44 (50)	38 (43.18)	3 (3.40)	3 (3.40)
The curriculum lays adequate focus on analytical skills.	47 (53.40)	32 (36.36)	4 (4.54)	5 (5.688)





Analysis of Responses:

Responses obtained from 88 professionals show that the curriculum is appropriate and in sync with the changes in the industry. 90% respondents feel that the curriculum lays adequate focus on analytical skill enhancement. Approximately 95% respondents strongly agreed/agreed that the skills imparted will be able to help students strike a good relationship with their seniors/ peers/ subordinates.



Feedback and Action Taken Report 2021-22

S. No.	Feedback	Action Taken
Students		
1.	Academic units should organize more no. of seminars and workshops/hands on training to improve the knowledge & skills of students	Seminars and Workshops/ hands on training are now a part of regular process. Students are encouraged to attend more and more workshops and seminars for better networking, recent updates, employment and research opportunities in medical, nursing, management, engineering and other academic units.
2.	Program curriculum should focus on enhancing the competencies of employability or entrepreneurship.	VAC course on topics of recent advancements, essential skills, artificial intelligence, cyber security, yoga and personality development, IPR, good mental wellbeing is implemented.
3.	Program curriculum should focus on enhancing skill-based knowledge using simulation models for hands on training like CPR/BLS/ACLS/basic and advanced clinical procedures.	Skill lab has been developed for UG/PG skill Training and hands on experience for medical, nursing, paramedical and other students. Bioinformatics and Omics lab has been constructed and functionalized for enhancing UG/PG skill levels of biosciences students.
4.	Program should focus on preparing for nursing competitive exams with inclusion of MCQs	MCQs included in the curriculum and assessment of B.Sc. Nursing program.
5.	E-resources for PGs and UGs must be available in the library (national and international journals)	Enrichment of E-library and access to all students and faculty members through Integrated Library Management System (I-LMS). Subscription to many journals have been initiated for the same.
6.	During the course program students should be trained for paper presentation and poster presentation.	PG students are given training for case presentations, journal club, paper and poster presentations and they are encouraged to attend conferences, seminars and workshops and present papers.
Teachers		
1.	Curriculum should be revised periodically to be updated as per recent advances	Regular revision of curriculum as per NMC guidelines is been conducted in UG and PG medical programs. The curriculum was revised for several academic Units, keeping in mind Global, national, regional and local needs. Regular training of faculty through Curriculum Implementation Support Program (CISP), Revised basic course workshop (RBCW) is a part of institutional culture .It helps faculty stay abreast with recent advances in teaching and learning methods.



		State of Art Medical Education & Training Centre at HIMMS helps in the conduct of these training programs Workshops organized to teach academic units on how to prepare Program and Course Outcomes
2.	Curriculum should be LOCF based to address current industry needs	Adoption of Learning Outcomes-based Curriculum Framework (LOCF) in B. Tech (CSE), BCA, MCA, MSc. Microbiology, Biotechnology, Biochemistry.
3.	More field exposure to help them becoming family physicians	Family adoption program with periodic health camps has been implemented. Students are actively involved in school health services. Regular visits are conducted in public health institutions
4.	Drug designing and bioinformatics should be included in syllabus	Topics on drug designing has been included in Pharmaceutical Biotechnology, Medical Biotechnology, Transcriptomics, proteomics & metabolomics (M.Sc. Biotechnology), also Bioinformatics lab has been constructed for enhancing UG/PG skill levels
5.	More AI And Python Classes conduct by experts. It will help to students' career in jobs and good placement opportunities.	Such courses are offered through Value added courses to enhance the skills of the students. Later these courses will be integrated in the Board of Studies.
6.	Well defined syllabus and evidence-based curriculum Teaching must be conducted with well-defined outcomes	Syllabus has been framed keeping in mind evidence-based curriculum, Program outcome and course outcome has been added in curriculum of post graduate programs (MD/MS)
7.	Competencies for PG should be more specific.	Competency based curriculum for Medical postgraduates has been implemented based on NMC guidelines
8.	More exposure for communication, ethics and imparting soft skills in teaching schedule	Personality development program has been introduced in UG programs of biosciences and engineering

Alumni

1.	More emphasis must be given to the job-oriented courses	Curriculum has been revised keeping in view employability and entrepreneurship opportunities for our Postgraduates (PGs) and Undergraduates (UGs). Courses were reviewed with inclusion of more industry-oriented courses, industry visits and tours. New Board of Studies has recommended more industry-oriented courses and PG Board of Studies puts more emphasis on industry. More industry visits are planned to be incorporated in curriculum like in India Glycol, Selaqui and Natural Herbs and formulations Pvt.Ltd , Bhagwanpur, Roorkee
2.	Number of Educational tours must be increased in management courses.	More importance is being given to Academic tie ups for frequent educational visits in industrial areas, Haridwar, Selaqui, Lal Tappar and in surroundings.
3.	More basic training should be added in curriculum such as CPR, practical etc.	Skill lab has been started for basic skill development of paramedical students.



4.	Activity based learning should be inculcated for better performance of students as well as exposure of students to different techniques.	Various health days are observed, and students are involved in various activities like role play, skit etc. to ignite the mind of students and for spreading awareness about common diseases like tuberculosis, diabetes, rheumatoid arthritis etc.
Professionals		
1.	The curriculum must include a learning module on COVID 19 pandemic	Teaching of COVID 19 pandemic Module has been included in the nursing and MBBS curriculum to prepare the students for future pandemic rapid response and prevention and control of epidemics and outbreaks.
2.	Awareness program to be conducted during community posting to help the families residing in rural areas for prevention of diseases	UG and PG nursing students conducted awareness program on School health, Cancer, Anganwadi, Prevention of Tuberculosis, during their community posting. Community people vaccinated for Covid 19 by the nursing faculty.
3.	Exposure to basics of entrepreneurship through practical approach	Visits to industry, summer internship in industry like Patanjali, CA firms and project training in industry/ institute teaches entrepreneurship have been organized.
4.	In addition to the speciality teaching and learning, some time may be allotted for interior rural field visit with direct interaction with villagers. That will develop better empathy in delivering services in clinical setup.	District residency program, Family adoption program, postings in rural health centres, camps etc. are organised for UG/PG students of health departments.
Employer		
1.	Modules for workplace sensitivity keeping in mind ethics and diversity in professional carrier.	Human values and professional ethics have been added to the curriculum in the management course curricula of management programs. More of similar activities to sensitize students are in process.
2.	Regular surveys for obtaining curriculum feedback so that it can be improvised	We are conducting feedbacks at regular intervals. from stakeholders like students and alumni. The feedback helps us make our curriculum better and need-based for all programs of the university
3.	More flexibility in curriculum. Inclusion of Job/industry-oriented subjects	CBCS pattern has been introduced in the paramedical programs. Electives have been introduced in UG and PG paramedical programs, nursing, yoga sciences.

