



**ACTION TAKEN REPORT ON
FEEDBACK OF
STAKEHOLDERS
2023-2024**

**IQAC
GOVT. V.Y.T. PG AUTONOMOUS COLLEGE,
DURG (C.G.)**



Govt. V.Y.T. PG Autonomous College, Durg (C.G.)

Action Taken Report on Feedback of Stakeholders on Curricular Aspects

(2023-24)

To assess the feasibility of upgrading the curriculum, an online feedback survey was conducted among key stakeholders, including students, teachers, alumni, and employers, using Google Forms. The feedback collected was thoroughly analyzed by the Internal Quality Assurance Cell (IQAC), and based on this analysis, necessary recommendations and actions were formulated.

The majority of students indicated that the undergraduate and postgraduate curricula are relevant and regularly updated to align with contemporary needs. They appreciated the inclusion of essential topics that foster professionalism, contribute to nation-building, and enhance entrepreneurial skills and global competencies. The implementation of the National Education Policy (NEP) at the undergraduate level has expanded the range of available courses, offering greater flexibility through Ability Enhancing Courses, Generic Electives, Skill Enhancing Electives, and Value-Added Courses alongside core subjects.

Teachers feedbacks primarily focused on the quality and relevance of the subject content. They emphasized that the curriculum is regularly revised to meet professional standards at local, national, and global levels, ensuring its appropriateness for contemporary needs.

Alumni expressed satisfaction with the institution's growing academic standards, highlighting that the syllabus has not only provided value-based education but also fostered critical thinking and conceptual clarity. They acknowledged the curriculum's role in reinforcing their knowledge base.

Employers unanimously affirmed that the curriculum of all programs is skill-oriented and equips students with the competencies required for the workforce. They also noted that it promotes leadership, teamwork, and employability, essential attributes for success in today's competitive job market.

Table 1: Based on the Students' feedback the following changes were made:

S. No.	Feedback Suggestions	Action Taken
1	Need for advance learning modules.	The NEP was introduced for the UG program, and new certificate and value-added courses were launched. Regular skill-based activities were organized.
2	Need for job-oriented courses, training for facing interviews and career guidance by experts.	The Placement Cell conducted interview skills training and mock interview sessions, offering personalized career guidance to students.
3	Understanding of Open Educational Resources for advance learning.	Departments organized lectures on Open Educational Resources, covering copyrights and free access materials. Membership to N-LIST was provided to PG and Ph.D. students.

4	Support for article publishing and checking manuscript quality.	Workshops on Intellectual Property Rights (IPR), UGC Care List, and Scopus/Elsevier publishing were conducted. Information on free plagiarism-checking software and h-index calculation was shared through workshops.
5	Advanced laboratory facilities and hands on practice.	Science departments upgraded laboratory equipment and collaborated with reputed organizations to offer hands-on training sessions.
6	Participative learning suiting the current trends.	Regular industrial visits, study tours, and extension activities were organized to foster experiential learning.

Table 2: Based on the feedback received from Teachers, the following actions were taken:

S. No.	Feedback Suggestions	Action Taken
1	Curriculum may be made more flexible, value oriented and employable.	The implementation of the NEP and the semester system at the UG level has opened new avenues for curriculum development. The introduction of Generic Elective Courses (GEC), Value-Added Courses (VAC), Skill Enhancement Courses (SEC), and Ability Enhancement Courses (AEC), alongside core courses, enhances flexibility and employability. Faculty feedback throughout the year has been incorporated into recommendations presented at the Board of Studies (BoS) meetings for further program improvements. Additionally, more value-added, certificate, and skill-oriented courses have been introduced to enrich the curriculum. Further integration of industry-specific certification programs and internships into the curriculum. Strengthen collaboration with employers to ensure that the skill sets taught align with industry needs.
2	Evaluation of departmental activities may be done.	A more comprehensive Academic Audit was conducted by the Internal Quality Assurance Cell (IQAC), and the audit report was shared with the departments for review and action. Regular feedback loops from students and external reviewers were introduced to continuously assess the effectiveness of departmental activities. A peer review mechanism also set up for ongoing evaluation.
3	Interdisciplinary and collaborative approach must be encouraged among faculties.	Interdisciplinary and transdisciplinary initiatives have been actively promoted by the IQAC. Collaboration has been enhanced through MOUs for research and knowledge transfer between departments and external institutions. Interdisciplinary research clusters or task forces may be introduced that focus on solving real-world

		problems, which would further incentivize faculty collaboration. Joint teaching programs can be facilitated across departments to foster interdisciplinary learning.
4	Research quality may be supported by conducting more conferences, seminars and workshops.	A range of international, national, and state-level conferences, seminars, and workshops have been consistently organized as part of the faculty development program to enhance research quality and engagement. Annual research symposiums may be established with a focus on student participation, to promote early-stage research and idea sharing. More collaborations with international institutions were fostered for exposure to global research standards.
5	Social responsibility of faculties and students should be encouraged.	Policies for social responsibility and community service have been framed. Outreach programs have been initiated to enable students and faculty to contribute their knowledge, skills, and technical expertise to the community. Extension activities and case-study assignments have raised awareness of technological advancements and research developments. UG students are also assigned projects focused on environmental issues in nearby areas. A formal "social responsibility credit" system may be developed where students and faculty earn academic credits for their participation in community service activities. Partnerships with NGOs was expanded for structured social impact projects.
6	Innovative teaching methodologies may be popularized.	Innovation in content delivery methods has been encouraged. Faculties have been trained on various ICT tools and teaching apps to enhance instructional effectiveness. The mapping of Bloom's Taxonomy with course outcomes and program outcomes has been implemented to ensure that teaching methods align with learning goals. Flipped classrooms, gamification, and project-based learning models were encouraged. Workshops for faculty to share best practices in teaching innovation. Peer-to-peer teaching and learning strategies were introduced where senior students mentor juniors in complex subjects.
7	Moral, Ethical and Legal educations to be incorporated in both UG and PG programs.	The UG and PG syllabi address several cross-cutting issues, including ethics, law, and morality. An ethical committee monitors and addresses any violations or illegal issues that arise, suggesting corrective measures. Frequent awareness lectures on self-defense and constitutional rights are organized to promote moral and legal awareness.

Table 3: Based on the Alumni feedback, the following actions were taken:

S. No.	Feedback Suggestions	Action Taken
1	More emphasis on interdisciplinary activities.	Inter-departmental lab exercises and project work were encouraged to foster interdisciplinary collaboration. Interdisciplinary research clusters were created to allow faculty from different departments to collaborate on real-world issues. Joint interdisciplinary conferences and workshops were organized to promote cross-departmental knowledge exchange.
2	Practical aspects to be more focused along with more weightage on project work and industrial visits.	Lab courses in both UG and PG programs were revised to emphasize practical applications. External and in-house project work is now mandatory for most PG programs. Industrial visits are compulsory in specific UG/PG programs to provide firsthand exposure to industry practices. Industry-academia collaborations were increased to offer students live industry project work and internships. Guest lectures and workshops were introduced that allow students to engage with professionals.
3	Alumni members may be involved in curriculum development.	Alumni members are appointed to the Board of Studies (BoS) for a term of two years to provide input on curriculum revisions. Prestigious alumni were also invited to deliver motivational endowment lectures to inspire students and strengthen alumni relations. Networking events and mentorship programs were organized where alumni can directly contribute to guiding students and shaping curriculum development.
4	Gender awareness programs to be encouraged for both boys and girls.	Gender sensitization programs were supported through initiatives by the Women's Cell, focusing on general and mental health, personality development, self-defense, and entrepreneurship. NSS and YRC actively promoted gender equality through various awareness campaigns and activities. Regular workshops, webinars, and seminars on gender rights, workplace equality, and anti-discrimination laws. Partnerships with external organizations to create gender-inclusive leadership training and career advancement programs for both male and female students was established.
5	Employability and Entrepreneurship skills may be improved.	A structured Entrepreneurship Incubator Program were introduced where students can develop their business ideas with mentoring from faculty and industry experts. Partner with local business incubators or government agencies to offer students the opportunity to access funding, legal, and operational support for their start-ups.

6	Placement opportunities may be enhanced.	Alumni engagement was strengthened in placement activities to provide mentorship and career guidance for students. Campus recruitment drives were organized with more industry-specific employers to diversify placement opportunities. A dedicated Entrepreneurship Cell was established to guide students interested in starting their own ventures post-graduation.
7	Agreement of students to share knowledge and skills to improve systems for the benefit of other similar institution/organization	Workshops, hands-on training sessions, and exhibitions were organized by various departments to share extra knowledge and skills. These events allowed students to showcase their work and gain valuable feedback, benefiting both their own learning and the broader academic community.

Table 4: Based on the Employer's feedback, the following action was taken:

S. No.	Feedback Suggestions	Action Taken
1	Communication skill and presentation of concepts need to be improved.	Programs were organized by IQAC and the Placement Cell to provide aptitude training for students. Poster presentations were encouraged during commemorative days, and PowerPoint presentations became mandatory for internal assessments across all departments. Pre-placement training was given to students who qualified the PSC examination for Assistant Professor. Peer review sessions were organized for student presentations to enhance critical thinking and presentation skills. Communication workshops focused on public speaking, visual storytelling, and effective presentation techniques were also organized.
2	The students ought to be more participative.	Participatory games, online quizzes, and team-building activities were organized by various departments to encourage student involvement. Inter-departmental competitions and activities were introduced that require student participation across diverse fields (e.g., debates, hackathons, or social impact challenges). A student feedback loop was implemented to regularly assess participation levels and student engagement in different programs.
3	More understanding of culture and ethics needed to meet local to global demands	Several new Certificate and Value-Added Courses were introduced to help students develop a deeper understanding of cultural and ethical issues. An online workshop on Intellectual Property Rights (IPR) and ethics was conducted. Students were encouraged to participate in various cultural and community service activities. Case studies related to ethical dilemmas in

		global business, technology, and social impact, and encourage student-led discussions on these topics were incorporated.
4	There should be more industrial exposure to enhance technical skills.	Industrial visits and study tours were a part of the curriculum in various programs. However, due to the pandemic, these activities were paused. The number of virtual industry tours and online internships were increased that offer students exposure to real-world challenges and innovations. Foster partnerships with industries to offer short-term virtual internships or collaborative projects that align with academic learning goals.
5	Think locally and act globally in all aspects to be practiced	International conferences and invited lectures were organized to provide global perspectives. The inclusion of blended learning modes allowed students to engage with content both offline and online. Cross-cultural collaborations with universities abroad, facilitating student exchange programs and joint research initiatives were created.
6	Incorporation of internship and apprenticeship in all disciplines	More departments were encouraged to initiate internship activities to enhance hands-on learning. Internship programs across all departments was formalized by integrating them as mandatory components of the curriculum. Partner with industries to offer virtual apprenticeships, ensuring that students gain practical experience, even in the absence of physical placements was encouraged.
7	Inclusion of entrepreneur skill and international exposure through alumni and experts	Interaction with alumni working abroad was facilitated through endowment lectures, providing students with insights into international career opportunities and entrepreneurship. A mentorship program was developed where alumni and industry experts provide one-on-one guidance to students interested in entrepreneurship or international careers.
8	Development and initiation of collaborations with stakeholders for strategic developments in the community in the areas of health, education, community development and environment	Extension activities were promoted at the departmental level, as well as through NCC, NSS, and YRC wings, to communicate health awareness, combat social evils, and promote environmental protection. Collaborations with local NGOs, government bodies, and international organizations were strengthened to launch community service projects in health, education, and environmental sustainability. Joint research and community development programs were initiated with stakeholders to address pressing social issues

Program and Courses started from Session 2023-24

