University of Technology

Department wise Action Taken Report on Feedback Analysis on Curriculum
(Academic Session-2023-24)

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Department of Science

Action Taken Report on Feedback Analysis on Curriculum

1. Introduction

The Departments of Physics, Chemistry, Mathematics, Botany, and Zoology, under the guidance of the Internal Quality Assurance Cell (IQAC), conducted a structured analysis of feedback received from students, teachers, alumni, and employers regarding the curriculum. The aim was to assess the effectiveness, relevance, and practical orientation of the syllabi and to identify areas for improvement.

2. Feedback Analysis Summary

The common key findings from the feedback across all science departments were as follows:

- Need for more practical exposure through field visits, lab experiments, and industrial interaction.
- Inclusion of emerging topics such as biotechnology, environmental science, computational applications, and data analysis.
- Curriculum upgradation required to meet competitive exam standards (CSIR-NET, GATE, SET).
- Demand for skill-based and interdisciplinary elective courses.
- Enhancement of research orientation and scientific communication skills.
- Integration of ICT tools and use of virtual labs/e-content in teaching-learning processes.

3. Action Taken Based on Feedback

A. Curriculum Development and Syllabus Enhancement

- Suggestions were communicated to Board of Studies (BoS) members during curriculum revision workshops organized by University.
- Faculty members from respective departments actively participated in BoS and syllabus framing committees.
- Recommended inclusion of advanced topics such as:
    - Physics: Quantum mechanics, nanoscience, and electronics.
    - Chemistry: Green chemistry, pharmaceutical chemistry, and spectroscopy.
    - Mathematics: Mathematical modeling, numerical methods, and Python programming.
    - Botany: Plant biotechnology, ecology, and environmental conservation.
    - Zoology: Wildlife biology, molecular biology, and animal physiology.

B. Research and Skill Development

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- Mini research projects introduced at UG level to promote scientific inquiry and research aptitude.
- Workshops and seminars were organized on:
    - Research methodology and scientific writing.
    - Career opportunities in sciences and preparation for national-level exams.
- Departments encouraged student participation in science exhibitions, quiz competitions, and conferences.

C. Practical and Field-Based Learning

- Enhanced laboratory infrastructure with updated equipment and safety protocols.
- Organized field visits to:
    - Botanical gardens and biodiversity hotspots (Botany).
    - Wildlife sanctuaries and fish hatcheries (Zoology).
    - Industries and research labs (Physics and Chemistry).
- Used virtual lab simulations for experiments during hybrid learning modes.

D. ICT Integration and E-Resources

- Faculty adopted Google Classroom, YouTube tutorials, and LMS platforms for blended teaching.
- Students were provided access to e-books, journal databases, and N-LIST resources.
- Developed department-level question banks and learning modules for key subjects.

E. Soft Skills and Career Readiness

- Soft skill development programs were conducted in collaboration with the placement cell.
- Career guidance sessions were organized focusing on higher education, research careers, and competitive exams.
- Regular remedial and bridge courses for academically weaker students.

4. Outcomes

- Improved student academic performance and examination results.
- Enhanced interest in scientific research and innovation among students.
- Increased participation in external academic and co-curricular activities.
- Better alignment of curriculum with market and research demands**.**

5.. Curriculum Revision and Enhancement

- All departments notified their faculties about the need for syllabus revision and enhancement, aligning curriculum with **Program Specific Outcomes (PSOs)** and **Course Outcomes (COs)**.
- Undergraduate (UG) and Postgraduate (PG) programs across departments have undergone syllabus and lab course revisions.
- New **elective courses** and **interdisciplinary modules** have been introduced for academic flexibility and innovation.

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6.. Value-Added and Certificate Courses

- Departments introduced a variety of value-added and certificate courses such as:
  - **Physics**: Hands-on Basic Electronic Circuits, Electrical Instrumentation, Nano Science, Arduino, and ExpEYES software.
    Chemistry: Lab Techniques in Chemical Analysis, Chemistry of Food Nutrition and Preservation.
    Mathematics: Writing Research Papers using LaTeX.
  - **Botany**: Environmental Science, Methodology of Plant Sciences.
  - **Zoology**: Vermicomposting, Beekeeping and Honey Processing.

7. Innovative Pedagogical Practices

- Faculty were encouraged to use modern and interactive teaching methodologies, including:
  - Seminar presentations with internal assessment weightage.
  - Adoption of **blended learning** modes (online + offline).
  - Project-based and research-oriented learning approaches.

8. Outcome-Based Education (OBE) Implementation

- Mapping of **Bloom's Taxonomy** with COs and PSOs was incorporated.
- Regular monitoring of CO attainment and improvements were institutionalized.

9. Skill Development and Practical Exposure

- Skill-based activities were strengthened through:
  - Internships and industrial visits (particularly in Chemistry and Zoology).
  - Hands-on training sessions in collaboration with industry partners.
  - Study tours and extension activities across departments.

10. Student Support and Capacity Building

- Special classes for **NET/SET** exam aspirants and **mock interviews** for PSC candidates were conducted.
- N-LIST membership was extended to PG students for enhanced access to academic resources.

11. Collaborative and Research Initiatives

- Research collaborations were enhanced through **MOUs** and interdisciplinary projects.
- **Interdepartmental research** was initiated, especially between Chemistry, Botany, and Microbiology.
- Workshops and training programs on **IPR, ethical issues**, were conducted.

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12. Environmental and Community Engagement

- UG students were assigned **EVS projects** related to local environmental issues.
- Outreach programs, extension activities, and school-based engagements (Mathematics) were organized.

13. Infrastructure and Facilities

- Establishment of **smart classrooms** in Botany and Zoology departments.
- Laboratory facilities were upgraded to support revised practical courses.

14. Academic and Cultural Events

- Departments consistently organized **International, National, and State level conferences**, seminars, and workshops.
- **Commemorative days** were observed to promote cultural and extracurricular engagement among students.

Conclusion:

The departments under the **Faculty of Science** have demonstrated a proactive and systematic approach toward academic improvement, aligning educational practices with stakeholder expectations and national academic quality benchmarks. These measures have significantly contributed to curriculum enrichment, enhanced student learning experiences, and overall institutional development.

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Department of Special Education and Rehabilitation Sciences

Action Taken Report on Feedback Analysis on Curriculum

1. Introduction

The Department of Special Education and Rehabilitation Sciences, under the supervision of the **Internal Quality Assurance Cell (IQAC)**, carried out a systematic analysis of curriculum-related feedback collected from **students, faculty, alumni, and employers**. The purpose was to evaluate the curriculum's effectiveness, its alignment with professional and societal needs, and to initiate necessary reforms.

2. Summary of Feedback Received

Based on the analysis of feedback received through structured forms and stakeholder consultations, the following key points emerged:

- The curriculum is **professionally relevant** and caters well to the training needs of rehabilitation educators.
- Suggestions were made to **increase practical exposure** through fieldwork and hands-on experiences.
- Need for **integration of latest assistive technologies** and inclusive education strategies.
- Inclusion of **value-based education**, communication skills, and **parental counseling modules**.
- Suggestions to offer **capacity-building and career-oriented workshops**.
- Demand for **more interdisciplinary and elective options** in curriculum.

3. Action Taken Based on Feedback

A. Curriculum Enrichment and Revision

- Faculty were advised to map curriculum with **Course Outcomes (COs)** and **Program Outcomes (POs)** using **Bloom's Taxonomy**.
- Curriculum feedback and suggestions were communicated to **BOS members** and discussed in relevant academic forums.
- Enhanced focus on:
    - **Inclusive education policies**
    - **Disability rights and laws**
    - **Recent advances in assistive and augmentative communication (AAC) technologies**

B. Practical and Experiential Learning

- Increased the frequency and quality of **field visits**, **internships**, and **hands-on training** at rehabilitation centers, special schools, and community clinics.
- Introduced **simulation-based training** to improve classroom and therapy management skills.

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C. Capacity Building and Skill Enhancement

- Organized workshops on:
  - **Behavioral modification techniques**
  - **Early childhood intervention**
  - **Parental guidance and counseling**

- Conducted **Mock Interview sessions**, **career counseling**, and **NET/SET preparation sessions** for students.

D. Technology Integration and Accessibility

- Emphasis laid on the **use of ICT tools in special education**, including:
  - Use of screen readers, speech-to-text software, and audio books.
  - Training students to use **Learning Management Systems (LMS)** effectively.
- Developed **video and digital modules** for accessible teaching and learning.

E. Interdepartmental Collaboration

- Initiated collaborative projects with departments such as **Psychology, Social Work, and Education** for interdisciplinary exposure.
- Facilitated **MoUs** with NGOs and Rehabilitation Centers for training and placement.

4. Outcomes and Impact

- Improvement in **students' professional skills and employability**.
- Greater awareness among students about **inclusive practices and legal frameworks**.
- Increased engagement in **community-based rehabilitation** and **advocacy**.
- Positive feedback from employers regarding **practical preparedness of graduates**.

5. Curriculum Revision and Alignment

- The curriculum for both Undergraduate and Postgraduate programs was reviewed and revised to better align with Program Specific Outcomes (PSOs), Course Outcomes (COs), and national professional standards.
- New courses and electives have been introduced to provide academic flexibility and address emerging trends in the field of special education and rehabilitation.

6. Value-Added and Skill-Oriented Courses

- Value-added courses were introduced in areas such as Assistive Technology, Inclusive Education Strategies, Sign Language, and Early Intervention Techniques.
- Certificate courses focusing on Autism Spectrum Disorders, Learning Disabilities, and Behavioral Therapy were initiated to enhance student skill sets and employability.

7. Innovative Teaching-Learning Practices

- Faculty adopted innovative teaching methodologies, including:
  - Simulation-based teaching and role plays.

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- Case study analysis and collaborative projects.
- Use of blended learning through LMS platforms and digital tools.

- Seminar presentations were included in internal assessments to encourage active learning and communication skills.

8. Outcome-Based Education (OBE) Practices

- Course Outcomes were mapped to Program Outcomes using Bloom's Taxonomy, with a structured mechanism in place to measure and document attainment levels.

9. Practical Exposure and Hands-On Training

- Hands-on sessions and practicum were emphasized in collaboration with rehabilitation centers and inclusive schools.
- Students were engaged in field visits, community-based rehabilitation (CBR) projects, and school readiness programs.

10. Student Support and Career Preparation

- Regular guidance sessions, mock interviews, and preparatory classes for **NET/SET** and **RCI licensing examinations** were conducted.
- Special workshops and panel discussions on career opportunities in special education, therapy, and inclusive education were organized.

11. Research, Extension, and Community Outreach

- Students and faculty actively participated in interdisciplinary research related to disability studies, inclusive pedagogies, and assistive technologies.
- Collaborative projects were undertaken with NGOs, special schools, and government bodies under MoUs for training and research.
- Community awareness programs and sensitization workshops were conducted to promote inclusivity and disability rights.

12. Infrastructure Enhancement

- Smart classrooms and dedicated therapy labs (e.g., occupational therapy, speech therapy) were upgraded or established.
- Resources for inclusive teaching and assistive technology were procured to support effective learning and rehabilitation practices.

13. Cultural, Ethical, and Inclusive Initiatives

- Observance of **International Day of Persons with Disabilities** and other relevant commemorative days were held to foster awareness and inclusiveness.
- Ethical guidelines and professional conduct were emphasized through regular orientation sessions and workshops.

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Department of History / Political Science / Geography
University of Technology

Action Taken Report on Feedback Analysis on Curriculum

1. Introduction

The Departments of History, Political Science, and Geography, in collaboration with the **Internal Quality Assurance Cell (IQAC)**, conducted a comprehensive analysis of feedback collected from students, faculty, alumni, and employers. This feedback process was integral in identifying the strengths and gaps in the curriculum, followed by appropriate actions for enhancement.

2. Feedback Collection Process

- Feedback was collected **annually** through structured forms and online surveys.
- Stakeholders included **students, faculty members, alumni, and employers**.
- The feedback was compiled, analyzed, and interpreted by the **Feedback Committee**.
- Outcomes were discussed in meetings involving the IQAC **Coordinator, and Heads of Departments**.

3. Major Points from Feedback Analysis

Common Observations Across Departments

1. The course content is **adequate** and relevant to expected learning outcomes.
2. Syllabus is **career-oriented** and structured in a **well-sequenced** manner.
3. There is a **need for practical exposure**, such as fieldwork, case studies, and project work.
4. Integration of **soft skills** and **student development programs** was recommended.
5. Feedback emphasized **curriculum alignment with competitive exams** (especially for Political Science).
6. Suggestions were made for inclusion of **contemporary issues and local relevance** in teaching.
7. The depth of course content across departments is adequate in relation to expected course outcomes.
8. The syllabi are largely career-oriented and systematically structured.
9. Suggestions were received to incorporate **Student Development Programs**, **Fieldwork**, and **Soft Skills Training**.
10. There is a growing demand for more **practical and project-based components** across all subjects.
11. Stakeholders emphasized the need for curriculum alignment with **competitive examinations** (especially in Political Science).
12. More opportunities for **experiential learning** through **field visits**, **surveys**, **case studies**, and **practical exposure** to real-world issues were requested.

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13. Interdisciplinary and skill-based learning opportunities were encouraged for better market alignment.

4. Department-Wise Action Taken

A. Department of History

- Initiated **historical site visits** and **heritage walk programs** for experiential learning.
- Organized seminars on **regional and global historical events**.
- Suggested inclusion of **local history and historiography** topics to the university curriculum review board.
- Implemented **student-led presentations and group discussions** for critical engagement.

B. Department of Political Science

- Introduced **Mock Youth Parliament (Abhirup Yuva Sansad)** as a regular departmental activity.
- Organized **competitive exam guidance sessions** focused on UPSC, MPSC, etc.
- Emphasized **value education and citizenship training** in lectures.
- Conducted **field visits, surveys, and case studies** related to political processes and institutions.

C. Department of Geography

- Enhanced curriculum delivery with **fieldwork**, visits to **agricultural exhibitions, banks, and NGOs**.
- Organized **seminars and workshops** on emerging topics like **online marketing and social media in geography**.
- Conducted **environmental awareness projects** and **research mini-projects** for students.
- Adopted **ICT tools** and **interactive teaching methods** for better engagement.

5. Curriculum Restructuring Communication

- Feedback analysis outcomes and action points were shared with the **Board of Studies (BoS)** members during syllabus revision workshops.
- Faculty members and others actively participated in curriculum development forums organized by the University.

6. Outcomes and Impact

- Improved **student engagement and practical understanding** of subjects.
- Positive response from students regarding **experiential and skill-based learning**.
- Better alignment of curriculum with **competitive exam preparation** and **employability needs**.
- Increased participation of students in **academic and extracurricular activities**.

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Conclusion:

The Departments of History, Political Science, and Geography have responded constructively to the academic audit and stakeholder feedback. Through a well-established feedback-action mechanism, these departments continue to evolve their pedagogical approaches and enrichment activities to meet the dynamic needs of students and the job market, all while upholding academic integrity and social responsibility.

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Department of Languages

Action Taken Report on Feedback Analysis on Curriculum

1. Introduction

The Departments of History, Political Science, and Geography, in collaboration with the **Internal Quality Assurance Cell (IQAC)**, conducted a comprehensive analysis of feedback collected from students, faculty, alumni, and employers. This feedback process was integral in identifying the strengths and gaps in the curriculum, followed by appropriate actions for enhancement.

1. Analysis of Feedback

The Feedback Committee conducted systematic feedback collection at the end of the academic year from key stakeholders. This included feedback on curriculum design, relevance, delivery, and learning outcomes. The following were major findings:

- The curriculum is **employability-oriented** and is seen as fostering **analytical and communication skills**.
  Advanced and updated topics have been successfully integrated into the syllabus and are well-received by both students and faculty.
- The syllabus promotes the **development of critical thinking and innovative problem-solving frameworks**.
  There is a strong demand for **practical, skill-based, and flexible course offerings** such as electives and value-added modules.

2. Action Taken on Feedback

The Department has taken several proactive steps in response to feedback, despite being bound by the curriculum framework of **University** :

Curriculum and Academic Enrichment:

- **Courses in the PG program have been revised** to align with contemporary academic and industry needs.
- A **value-added course has** been introduced.
- **Elective courses** were incorporated to enhance academic flexibility.
- **Course outcomes and program outcomes** were mapped using **Bloom's Taxonomy**, and regular assessments were conducted to track attainment.

Pedagogical Improvements:

- Faculty were encouraged to adopt **innovative teaching methods**, including **seminar presentations with internal assessment weightage**, and **blended learning modes**.
- Use of **advanced educational technologies** was promoted to improve the learning experience.

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- Membership to **N-LIST** was provided to postgraduate students for enhanced academic resources.

Student Skill Development & Career Support:

- **Soft skill development programs** and **spoken English courses** were organized to improve student communication and employability.
- **Special coaching for NET/SET aspirants** and **mock interviews** for Public Service Commission (PSC) candidates were conducted.
- **Pre-placement training sessions** were offered for students qualifying for Assistant Professor roles.
- UG students undertook **Environmental Studies (EVS) field projects** in local areas to understand environmental concerns.

Research, Extension, and Co-Curricular Activities:

- Collaborative initiatives through **MoUs for research and knowledge transfer** were expanded.
- **Workshops on literary activities** were organized regularly to stimulate creative and critical thinking.
- The department observed and celebrated **commemorative and cultural days** as part of its extra-curricular engagement strategy.

Syllabus Development Participation:

- Feedback and suggestions were communicated to the **Board of Studies (BOS)** and **syllabus framing committee**.
- Faculty members **actively** contributed during syllabus restructuring workshops to ensure relevance and quality improvement.

Conclusion

The Department of Languages has responded diligently to the findings of the Academic Audit and stakeholder feedback. Through continuous curriculum refinement, pedagogical innovation, and student-centric initiatives, the department is committed to fostering academic excellence, employability, and holistic development in alignment with the university's vision and national education standards.

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Department of Civil, Electrical, and Mechanical Engineering

Action Taken Report on Feedback Analysis on Curriculum

Following the structured collection and analysis of curriculum-related feedback from **students, faculty, alumni, and employers**, the Departments of **Civil Engineering (CE)**, **Electrical Engineering (EE)**, and **Mechanical Engineering (ME)** have jointly undertaken various initiatives to enhance academic quality, industry relevance, and practical exposure in the curriculum. The feedback was analyzed by the departmental committees and discussed with the IQAC Coordinator, **HoDs** for further action.

1. Key Feedback Highlights

The following recurring points were observed across departments:

- Need for **greater industry alignment** of course content.
- Demand for **increased practical exposure**, including industrial visits and hands-on sessions.
- Requests to include **emerging technologies and interdisciplinary subjects**.
- Suggestions to conduct **career and skill development programs** such as CAD training, software simulations, or renewable energy workshops.
- More emphasis on **internships, live projects, and collaborative learning**.

2. Common Actions Taken Across Departments

To address the feedback and enhance curriculum delivery, the following collective actions were implemented:

- **Curriculum Enrichment:**
  - Industry experts were invited for **guest lectures and curriculum review sessions**.
  - **Add-on and certificate courses** on AutoCAD, MATLAB, SolidWorks, PLC-SCADA, and renewable energy were introduced.
  - Interdisciplinary topics such as **IoT applications in engineering, Sustainable Construction, and Electric Vehicle Technology** were incorporated into workshops and seminar series.
- **Practical Exposure & Experiential Learning:**
  - **Industrial visits and site exposure programs** were organized (e.g., power plants, construction sites, manufacturing units).
  - Departmental labs were upgraded with modern instruments and simulation software to promote **hands-on learning**.
  - **Mini-projects and final-year capstone projects** were encouraged in collaboration with industries.
- **Skill Development & Career Readiness:**
  - Conducted **soft skill development sessions**, mock interviews, and personality development workshops in coordination with the Training & Placement Cell.

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- Introduced **GATE/Competitive Exam Coaching** sessions for interested students.
- Organized webinars on **emerging trends** such as Smart Grids, 3D Printing, and Advanced Manufacturing Systems.

- **Assessment & Quality Assurance:**
  - Introduced **outcome-based assessment mechanisms** in line with **Bloom's Taxonomy** to track Course Outcome (CO) and Program Outcome (PO) attainment.
  - Internal assessments included **practical tasks, technical presentations, and case studies** for enhanced evaluation.

3. Department-Specific Initiatives

Civil Engineering (CE):

- Conducted workshops on **Building Information Modeling (BIM)** and **Green Building Practices**.
- Field surveys and **environmental impact analysis projects** were included as part of student assessments.

Electrical Engineering (EE):

- Added simulation-based lab sessions using **MATLAB/Simulink**, and introduced training on **renewable energy systems**.
- Organized industry-academic interface sessions on **Smart Grid and Energy Management**.

Mechanical Engineering (ME):

- Incorporated topics on **Industry 4.0, Automation, and Robotics** in seminars.
- Established tie-ups with industries for **internships and summer training** in manufacturing and design.

4. Outcome and Impact

- Improved **student satisfaction and engagement** with curriculum relevance.
- Enhanced **industry readiness and employability** of graduates.
- Higher participation in **internships, technical events, and innovation projects**.
- Stronger alignment of **academic delivery with professional and societal needs**.

Conclusion

The Departments of Civil, Electrical, and Mechanical Engineering continue to adapt and evolve their academic strategies based on stakeholder feedback. Through the integration of modern technologies, industry collaboration, and experiential learning, the departments aim to produce competent professionals equipped for global engineering challenges.

Department of Commerce

Action Taken Report on Feedback Analysis on Curriculum

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1. Introduction

The Department of Commerce, in association with the IQAC, conducted a comprehensive feedback process to assess the effectiveness and relevance of the curriculum. Feedback was collected from key stakeholders including **students, faculty members, alumni, and employers**. After analysis, the outcomes were discussed with the IQAC Coordinator, and HoD, and appropriate actions were taken to bridge curriculum gaps and align academic practices with industry and societal needs.

2. Feedback Analysis Summary

The following major points emerged from the analysis:

- Need for more **practical components** in the curriculum.
- Inclusion of **entrepreneurship and business communication skills**.
- Demand for courses on **digital marketing, e-commerce, and Tally/ERP**.
- Emphasis on **soft skills, financial literacy**, and **competitive exam readiness**.
- Incorporation of **real-life case studies and industry-based projects**.

3. Actions Taken Based on Feedback

A. Curriculum Enrichment

- **Certificate Courses** introduced on:
    - *Tally ERP & GST*
    - *Digital Marketing and E-Commerce*
    - *Financial Planning and Investment Awareness*
- **Value-Added Modules** on topics like *Start-Up Culture*, *Consumer Rights*, and *Cyber Security in Commerce*.

B. Skill Development Initiatives

- Regularly organized **soft skill development workshops** in collaboration with the Training & Placement Cell.
- **Mock interviews, resume writing, and group discussion sessions** were conducted to enhance employability.
- Organized **guest lectures and seminars** on *Entrepreneurship Development*, *Banking Practices*, and *Capital Markets*.

C. Industry Interface & Practical Exposure

- **Industrial visits** and **study tours** to banking institutions, stock exchanges, and local industries were arranged.
- Introduced **internship opportunities** with local businesses, CA firms, and NGOs for hands-on exposure.
- **Case study analysis and project work** were included in internal assessment and seminar presentations.

D. Academic Reforms & Innovations

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- Implemented **blended learning approaches** by integrating online tools such as Google Classroom, YouTube lectures, and SWAYAM.
- Encouraged faculty to include **real-time data analysis, budgeting exercises, and financial statement interpretation** in classroom teaching.
- Promoted **interdisciplinary learning** by collaborating with Economics and Management departments.

E. Competitive Exam Guidance

- Conducted **coaching sessions for NET/SET/M.Com entrance** and guidance for banking and commerce-related government exams.
- Resource persons were invited for orientation on **career options in Commerce and Accountancy**.

4. Outcome and Impact

- Students demonstrated **improved academic engagement** and practical understanding.
- Enhanced **industry readiness and job placement opportunities**.
- Higher participation in **co-curricular commerce activities**, research projects, and student entrepreneurship.
- Strengthened collaboration with **industry partners and academic bodies**.

5. Conclusion

The Department of Commerce remains committed to continuously improving the curriculum and teaching-learning process by integrating stakeholder feedback. These actions reflect the department's goal of producing commerce graduates with both academic excellence and practical competence, ready for higher education, competitive exams, or direct entry into the workforce.

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Department of CSE and Computer Applications

Action Taken Report on Feedback Analysis on Curriculum

1. Introduction

As part of the academic quality enhancement initiatives, the **Department of CSE and Computer Applications**, in collaboration with the **Internal Quality Assurance Cell (IQAC)**, collected structured feedback from various stakeholders — **students, faculty, alumni, and employers** — regarding the effectiveness and relevance of the curriculum. The collected feedback was analyzed and discussed at departmental meetings with the IQAC Coordinator, and respective faculty members. Based on the insights gathered, the department implemented several corrective and enrichment measures.

2. Feedback Analysis Summary

Key points derived from stakeholder feedback:

- The need to include the latest **technologies** such as Artificial Intelligence (AI), Data Science, Cybersecurity, and Cloud Computing.
- Demand for more **hands-on training, internships, and live projects**.
- Inclusion of **soft skills and aptitude training** to enhance employability.
- Emphasis on **industry-oriented elective subjects** and **certification-based learning**.
- Requirement for **more real-time coding sessions and practical assessments**.

3. Actions Taken Based on Feedback

A. Curriculum Enrichment

- Proposed curriculum revision suggestions to **Board of Studies (BoS)** for inclusion of trending subjects:
    - Artificial Intelligence & Machine Learning
    - Data Analytics using Python/R
    - Cyber Security & Ethical Hacking
    - Cloud Computing and DevOps
- Introduced **Value-Added Courses** and **Certificate Programs** in:
    - Python Programming
    - Web Development (Full Stack)
    - Android App Development
    - Networking and Ethical Hacking

B. Skill Development Initiatives

- Conducted **coding competitions, hackathons, and coding bootcamps** to improve programming skills.
- Organized **mock placement drives** with training in group discussions, aptitude, and technical interviews.
- Provided **special sessions on soft skills, resume writing, and LinkedIn profile building**.

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C. Practical & Industry Exposure

- Strengthened **industry-institute interface** through:
  - Internships in collaboration with IT firms and startups
  - Industrial visits and guest lectures from software professionals
- Encouraged **final-year projects** in collaboration with companies and industry mentors.

D. Academic Innovations

- Adopted **blended learning techniques** including use of Google Classroom, Zoom, Moodle, and GitHub.
- Promoted **project-based learning (PBL)** and peer coding reviews.
- Implemented **flipped classroom model** and use of simulation tools (MATLAB, NS2, Packet Tracer, etc.)

E. Research and Higher Studies Preparation

- Initiated **mini-research projects** for interested students under faculty mentorship.
- Organized workshops on **technical paper writing, publishing, and patent filing**.
- Conducted preparatory classes for **GATE, NET, and other postgraduate entrance exams**.

4. Outcomes and Impact

- Improved **student engagement and employability**.
- Increased **student participation in competitive programming and research activities**.
- Higher number of **certifications completed** through MOOCs (NPTEL/SWAYAM/edX/Coursera).
- Enhanced readiness for **placement and postgraduate admissions**.

5. Conclusion

The Department of CSE and Computer Applications is committed to fostering a future-ready learning environment by regularly updating and aligning the curriculum with technological advancements and industry demands. Feedback-driven academic reforms remain central to the department's mission of delivering quality technical education.

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Department of Law

Action Taken Report on Feedback Analysis on Curriculum

1. Introduction

As part of the quality assurance process and academic development initiatives, the **Department of Law**, in association with the **Internal Quality Assurance Cell (IQAC)**, collected structured feedback from **students, teachers, alumni, and employers** on the curriculum. The objective was to assess the effectiveness, relevance, and impact of the curriculum on legal education and career preparedness.

The feedback was analyzed and discussed among the **IQAC Coordinator**, and **Head of the Department**. Based on the findings, the department initiated several actions to bridge the gap between curriculum design and industry/academic expectations.

2. Feedback Analysis Summary

Key observations from feedback:

- The need for **greater emphasis on practical legal training** including internships, moot courts, and case analysis.
- Suggestion to include **recent legal developments and landmark judgments** in the syllabus.
- Request for incorporation of **emerging areas of law** like Cyber Law, Environmental Law, Intellectual Property Rights (IPR), and Human Rights.
- Demand for **skill-based training** in legal drafting, advocacy, and legal research.
- More exposure through **court visits, legal aid camps, and expert lectures** was recommended.
- Emphasis on preparing students for **judicial services and other legal competitive exams**.

3. Actions Taken Based on Feedback

A. Curriculum Enhancement

- Submitted proposals to the **Board of Studies (BoS)** for inclusion of:
    - **Cyber Law**, **IPR**, and **Media Law** as elective subjects.
    - Modules on **Legal Drafting** and **Pleadings**.
    - Contemporary legal topics and amendments.

B. Skill and Professional Development

- Conducted **Legal Drafting and Legal Writing Workshops**.
- Organized **Moot Court Competitions**, **Debates**, and **Mock Trials** for practical exposure.

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- Offered **special coaching** for judicial service and law entrance exams (CLAT, NET, SET).

C. Practical Training and Industry Exposure

- Arranged **visits to District Courts, High Courts, and Consumer Forums**.
- Collaborated with NGOs and legal practitioners for **internships and legal aid activities**.
- Conducted **Legal Literacy and Legal Aid Camps** in nearby rural and urban areas.

D. Research and Academic Enrichment

- Promoted **student-led research projects** under faculty mentorship.
- Encouraged publication of **student articles in law journals** and participation in legal seminars/conferences.
- Conducted **guest lectures by advocates, judges, and academicians** on current legal issues.

E. Technological Integration

- Introduced **ICT-based teaching methods** including online case law databases, legal software tools, and learning platforms.
- Provided access to **e-resources** such as **Manupatra**, **SCC Online**, and **N-LIST** for legal research.

4. Outcomes and Impact

- Improved **student engagement** in both theoretical and practical aspects of legal education.
- Enhanced **readiness for legal practice, judicial exams, and higher studies**.
- Strengthened the department's **industry-academia linkage** and social responsibility initiatives.
- Increased participation in **national-level moot courts and paper presentations**.

5. Conclusion

The **Department of Law** remains committed to continuous improvement of its curriculum by incorporating stakeholder feedback, aligning with industry needs, and promoting experiential learning. These measures ensure holistic development of students as competent legal professionals.

Department of Pharmacy

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1. Introduction

The **Department of Pharmacy**, in collaboration with the **Internal Quality Assurance Cell (IQAC)**, conducted a comprehensive curriculum feedback exercise to assess the effectiveness, applicability, and industry relevance of the existing syllabus. Structured feedback was collected from **students, faculty, alumni, and industry professionals**.

After thorough analysis and discussions with the **IQAC Coordinator**, and **Head of Department**, strategic actions were undertaken to bridge curriculum gaps and improve academic and professional outcomes for pharmacy students.

2. Feedback Analysis Summary

The feedback analysis highlighted the following key suggestions:

- Need for **greater practical exposure** in pharmaceutical sciences.
- Inclusion of **recent developments** such as pharmacovigilance, clinical trials, and regulatory affairs.
- Demand for **industry-aligned content** and **hands-on training**.
- Integration of **soft skills, communication training**, and **entrepreneurship development**.
- Expansion of **internship opportunities** and **industry collaboration**.
- Inclusion of **value-added courses** such as computer applications in pharmacy, GMP, and drug regulatory systems.

3. Actions Taken Based on Feedback

A. Curriculum Enrichment

- Recommendations were submitted to the **Board of Studies (BoS)** to:
    - Introduce elective courses on **Pharmacovigilance**, **Regulatory Affairs**, and **Clinical Pharmacy**.
    - Include **recent advances** and case studies in pharmacology and pharmaceutics.
    - Align curriculum content with **Pharmacy Council of India (PCI)** guidelines and **emerging industry trends**.

B. Skill Development and Professional Training

- Organized **workshops and seminars** on:
    - Good Manufacturing Practices (GMP)
    - Clinical Trials & Drug Development
    - Medical Coding and Data Analytics
- Conducted **soft skill and communication development sessions** for final-year students.
- Initiated **entrepreneurship awareness programs** and sessions on pharmacy business management.

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C. Practical Exposure and Industry Connect

- Strengthened **industry-institute interaction** by:
  - Inviting **industry experts** for guest lectures and webinars.
  - Arranging **industrial visits** to pharmaceutical manufacturing units and research labs.
- Facilitated **summer internships** and on-site training through MoUs with pharmaceutical companies and hospitals.

D. Research and Academic Development

- Encouraged **mini-research projects** at UG and PG levels under faculty guidance.
- Promoted **publication of student research papers** and participation in pharmacy conferences.
- Conducted **training on scientific writing and patent filing**.

E. Technological Integration and Resources

- Adopted **e-learning platforms** and **virtual laboratories** for enhanced teaching.
- Provided access to **online databases and journals** via **N-LIST** and other platforms.
- Implemented use of **simulation software** for drug design and analysis in practical labs.

4. Outcomes and Impact

- Increased **student engagement and academic performance**.
- Enhanced **industry readiness** and **employment opportunities**.
- Greater participation in **research**, leading to increased publications and presentations.
- Stronger **collaboration with pharmaceutical industries** for training and placement.

5. Conclusion

The **Department of Pharmacy** remains committed to quality enhancement and continuous improvement of the academic curriculum. All feedback from stakeholders has been critically evaluated and incorporated wherever feasible, ensuring the development of competent, ethical, and skilled pharmacy professionals.

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