रानी दुर्गावती विश्वविद्यालय
Rani Durgavati Vishwavidyalaya
(Formerly, University of Jabalpur)
(NAAC Accredited Grade "B" University)

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1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management

Structured feedback received from 1- Students, 2- Teachers, 3- Employers and 4- Alumni for Design and Review of syllabus were analyzed and it was observed that average 94% Students, 88% Teachers, 85% Employers and 93% Alumni were satisfied with the Curriculum Review and Development process. Based on the feedback of Teachers and Students, nearly 20% to 80% syllabi of various courses have been updated to make our students ready. Library and internet facility was increased. Water cooler was installed in the required departments.

Table 1: Students feedback and Action taken Report:

Sr. No.	Stake holder	Questions	Action Taken Report
1	**Students' (Curriculum)**	The structure of the course syllabi is systematic (3.31% students says "NO")	CBCS w.e.f. session 2017-18 was implemented in maximum programmes for giving the choice in selecting the courses.
2		Course content (in terms of recent advancements, and clarity) (15.25% students says "NO")	IQAC has taken decision to send letter to concerned BOS of University.
3		Course objective were clear to me (7.09% students says "NO")	Students' suggestion regarding curriculum is taken care of by BOS
4		Scope for use of innovative teaching methods (Group discussion, field exercises, role plays, use of audio-visual aids, student seminar etc.) (14.21% students says "NO")	IQAC has asked teachers to use ICT teaching and conduct related activities.
5		Learning value (in terms of knowledge, concepts, skills building, analytical abilities and in broadening one's perspectives) (9.21% students says "NO")	All the department of slow learners has agreed that each teacher will attend one remedial class per week, and teachers will note this in their timetables when they submit them.
6		Topics included in course are of equal importance (7.2% students says "NO")	Introduction of outcome-based syllabus w.e.f. 2021-22.
7		Contents were illustrated with adequate examples (15.3% students says "NO")	IQAC has asked teachers to take more examples and illustrations.
8		Contents were well taught online during Covid-19 pandemic with	IQAC has asked teachers to take more examples and illustrations.

		adequate examples (14.02% students says "NO")	
9		Availability of reading Material (Library/Internet /Google classroom/Others) (11.21% students says "NO")	A vast number of e-resources were created by teachers. These were made available on Google Drive/Classroom, and through online library facility.

All the department of slow learners has agreed that each teacher will attend one remedial class per week, and teachers will note this in their timetables when they submit them. The teachers will maintain the record of mentorship and restorative classes, which will be discussed frequently. Library and internet facility was increased. Water cooler was installed in the required departments. Infrastructure related challenges should be sent to the office by the feedback committees.

Table 2: Teacher's feedback and Action taken Report:

Sr. No.	Stake holder	Questions	Action Taken Report
1	**Teachers (Curriculum)**	Role in designing the curriculum (50.52% students says "NO")	Students' suggestion regarding curriculum is taken care of by BOS
2		Objectives are appropriate & explained clearly (4.6% students says "NO")	IQAC has asked teachers to take more examples and illustrations.
3		Syllabus accurately describes the course (9.56% students says "NO")	CBCS w.e.f. session 2017-18 was implemented in maximum programmes for giving the choice in selecting the courses.
4		Work required for the course is sufficient (24.62% students says "NO")	Students' suggestion regarding curriculum is taken care of by BOS
5		Tasks in curriculum enable analysis and solving of problems (15.31% students says "NO")	All the department of slow learners has agreed that each teacher will attend one remedial class per week, and teachers will note this in their timetables when they submit them.
6		Syllabus offers research possibilities (29.15% students says "NO")	Introduced courses, which includes industry visit, Internship or Field Project in the new revised curriculum starting from 2017-18.
7		Syllabus entails reference work (15.3% students says "NO")	Introduction of outcome-based syllabus w.e.f. 2021-22.
8		Possibility of community projects related to the course (21.63% students says "NO")	Introduced courses, which includes industry visit, Internship or Field Project in the new revised curriculum starting from 2017-18.
9		Syllabus includes useful textbooks and reference books (5.69% students says "NO")	A vast number of e-resources were created by teachers. These were made available on Google Drive/Classroom, and through online library facility.
10		Allotted time to complete the syllabus is sufficient (27.9% students says "NO")	All departments strictly followed the academic calendar, which was approved by the Standing Committee of the Academic Council.
11		Difficulty of level course material is appropriate (18.24% students says "NO")	Each department implemented Academic Audit Report (CBCS Ordinance 222), after the completion of Semester Examination.

All teachers should attend class constantly, be on time, and complete their syllabus. Teachers

shall bemore interactive in the classes. In addition, teachers are responsible for mentoring, responding to, and assisting students in the academic arena to have a bright future. In addition, all the department of slow learners has agreed that each teacher will attend one remedial class per week, and teachers will note this in their timetables when theysubmit them. The teachers will maintain the record of mentorship and restorative classes, which will be discussedfrequently.

Table 3: Employers feedback and Action taken Report:

Sr. No.	Stake holder	Questions	Action Taken Report
1	**Employers (Curriculum)**	General Communication Skills (4.31% students says "NO")	The courses based on skill enhancement were aided in each semester of maximum programmes.
2		Creative in Response to Workplace Challenges (30.76% students says "NO")	University Teaching Departments are well equipped and using ICT teaching and conduct related activities.
3		Using Technology and Workplace Equipment's (18.7% students says "NO")	University Teaching Departments are well equipped and using ICT teaching and conduct related activities.
4		Ability to Contribute to the goal of the Organisation (15.3% students says "NO")	IQAC held discussions with teachers and asked to organize extension activities.
5		Technical Knowledge Skill (12.5% students says "NO")	Introduced courses, which includes industry visit, Internship or Field Project in the new revised curriculum starting from 2017-18.
6		Ability to Manage Leadership Qualities (30.77% students says "NO")	IQAC asked teachers to conduct lecture using ICT and increase the participation of student in Teaching Learning Process.
7		Innovativeness, Creativity (7.6% students says "NO")	University Centers (DIC, Women Study Center etc.) facilitate students to promote their skills. Skill Module (w.e.f. session 2017-18) are introduced in many departments.
8		Involvement in Social Activities (7.6% students says "NO")	University has NSS and other activity centers.
9		Obligation to work Beyond Schedule if required (7.6% students says "NO")	IQAC decided to take initiatives in this matter.

The feedback from Employers is an important measure for the University to understand the requirements of the industry/institutions where students have got their first employment, so as to assess the outcome of the entire teaching learning process. In order to understand the quality of students attending the interview, the domain knowledge of the students, employability skills and facilities provided by the University was found Satisfactory.

Table 3: Alumni feedback and Action taken Report:

Sr. No.	Stake holder	Questions	Action Taken Report
1	**Alumni (Curriculum)**	Syllabus fulfilled your needs (11.27% students says "NO")	The courses based on skill enhancement were aided in each semester of maximum programmes.
2		Clear idea about the purpose of the Course (14.09% students says "NO")	University Teaching Departments are well equipped and using ICT teaching and conduct related activities.

3		Fulfilment of objectives after completion of course (15.49% students says "NO")	IQAC does not take any decision on this issue.
4		Contents of the syllabus have developed a sustained interest (8.45% students says "NO")	IQAC held discussions with teachers and facilitates the facilities.
5		Assessment strategies are explicit in the curriculum (8.45% students says "NO")	Introduced courses, which includes industry visit, Internship or Field Project in the new revised curriculum starting from 2017-18.
6		Syllabus was pleasantly challenging (18.31% students says "NO")	IQAC asked teachers to conduct lecture using ICT and increase the participation of student in Teaching Learning Process.
7		Syllabus was fairly completed online during Covid-19 pandemic (5.63% students says "NO")	University Centers (DIC, Women Study Center etc.) facilitate students to promote their skills. Skill Module (w.e.f. session 2017-18) are introduced in many departments.
8		Easy access to prescribed/reference books (Library/Internet /Google classroom/Others) (16.9% students says "NO")	IQAC has asked teachers provide notes and other e-content through Google classroom and What's App.
9		The Examinations/Assignments were graded fairly? (7.04% students says "NO")	IQAC decided to take initiatives in this matter.

Alumni are a viable source of information for an institution and feedback from the alumni ascertains the progressive growth of the institution. Most of the alumni are achieving their goals in their career. Some of the alumni felt the need for improvement in career counselling and guidance.

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