



**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**

**Year 2021-22**

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	<b>Students' (Curriculum)</b>	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 adequate examples (14.02% students says "NO")	IQAC has asked teachers to take more examples and illustrations.
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	<b>Teachers (Curriculum)</b>	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.
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All teachers should attend class constantly, be on time, and complete their syllabus. Teachers shall be more 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 they submit them. The teachers will maintain the record of mentorship and restorative classes, which will be discussed frequently.

**Table 3: Employers feedback and Action taken Report:**

Sr. No.	Stake holder	Questions	Action Taken Report
1	<b>Employers (Curriculum)</b>	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.

*Asstt. Registrar (Meeting)  
Rani Durgavati Vishwavidyalaya,  
Jabalpur (M.P.)*

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	<b>Alumni (Curriculum)</b>	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.

*Asst. Registrar (Meeting)  
Rani Durgavati Vishwavidyalaya,  
Jabalpur (M.P.)*

*कुलसचिव  
रानी दुर्गावती विश्वविद्यालय  
जबलपुर*





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

**Year 2020-21**

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 84% Students, 84% Teachers, 85% Employers and 91% 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	Feedback Received	Action Taken in IQAC Meeting
1.	Students (Curriculum)	Rating the outcome of the Course , Transparency of the evaluation system , About Jobs And Placement (11% students given "NO")	IQAC has taken decision to send letter to concerned BOS of University.
		Fee Structure, Environment, Infrastructure and Lab Facility) (1% student given "No")	IQAC has asked teachers of different department to use ICT teaching and conduct related activities and develop friendly atmosphere in the department for students.
		Project Guidance, Quality of Support Material (23% students given "Average")	IQAC has asked teachers to take more examples and illustrations. Conduct of Seminars and workshops in departments.
		Contents were well taught online during Covid -19 pandemic with adequate examples (14.02% student given "No")	Teachers take more examples and illustrations. To increase and facilitate the number of students enrolling for online courses
		Availability of reading Material (Library/Internet /Google classroom/ Others) ( 11.21% students given "No")	Teachers provide notes other e-content through Google classroom and What'sApp.

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:**

2.	Teacher's (curriculum)	Role in designing the curriculum (25% Teachers given "No")	IQAC has taken decision to send letter to concerned BOS of University for the involvement of teachers in curriculum designing.
		Work required for the course Syllabus accurately describes the course (9.56 % Teachers given No)	IQAC has taken decision to send letter to concerned BOS of University to add sufficient lectures for particular topic.
		Tasks in curriculum enable analysis and solving of problems (15.31% Teachers given "No")	IQAC held discussions with teachers
		Syllabus offers research possibilities (29.15% Teachers given "No")	IQAC asked teachers to cultivate research interest among students.
		Syllabus entails reference work (15.53% Teachers' given "No")	IQAC has taken decision to increase reference books library and asked teachers to recommend the use reference books.
		Possibility of community projects related to the course (21.63 % Teachers' given "No")	IQAC asked teachers to cultivate research interest among students.
		Difficulty of level course material is appropriate (18.24 % Teachers' given "No")	IQAC has taken decision to send letter to concerned BOS of University to add sufficient lectures for particular topic.

All teachers should attend class constantly, be on time, and complete their syllabus. Teachers shall be more 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 they submit them. The teachers will maintain the record of mentorship and restorative classes, which will be discussed frequently.

  
**Asstt. Registrar (Meeting)**  
**Rani Durgavati Vishwavidyalaya**  
**Jabalpur (M.P.)**



**Table 3: Alumni feedback and Action taken Report:**

3.	Alumni (Curriculum)	Syllabus fulfilled your needs(11.43% Alumini given NO)	IQAC does not take any decision on this issue.
		14.9%	IQAC asked teachers to conduct lecture using ICT and increase the participation of students in Teaching Learning process
		Fulfilment of objectives after completion of course15.49%	IQAC asked teachers to conduct lecture using ICT and increase the participation of student in Teaching Learning Process
		Contents of the syllabus have developed a sustained interest 8.45%	IQAC has asked teachers provide notes and other e-content through Google classroom and What'sApp.
		Optimum curriculum load without any pressure15.49%	IQAC held discussions with teachers and asked to organize extension activities
		Assessment strategies are explicit in the curriculum 8.45%	IQAC decided to take initiatives in this matter.
		Curriculum proved useful at workplace 11.27%	IQAC decided to take initiatives in this matter.
		Syllabus was pleasantly Challenging 18.31%	IQAC does not take any decision on this issue.
		Syllabus was fairly completed online during Covid-19 pandemic 5.63%	IQAC held descision to increase and facilitate the number of students enrolling for online courses
		Easy access to prescribed/reference books (Library/Internet/Google classroom/Others) 16.90%	IQAC does not take any decision on this issue.
		TheExaminations/Assignments were graded fairly? 7.04%	IQAC does not take any decision on this issue.

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.

  
Asstt. Registrar (Meeting)  
Rani Durgavati Vishwavidyalaya,  
Jabalpur (M.P.)

**Table 3: Employers feedback and Action taken Report:**

4.	Employers (Curriculum)	Whether curriculum includes human values and ethics? (12.5% employers "Disagree")	IQAC held discussions with teachers and asked to organize extension activities
		Would you like help in short term training/ academic /innovative activities in our University Students? (12.5% employers "Disagree")	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.

  
**Asstt. Registrar (Meeting)**  
**Rani Durgavati Vishwavidyalaya**  
**Jabalpur (M. P.)**

  
**कुलसचिव**  
**रानी दुर्गावती विश्वविद्यालय**  
**जबलपुर**



# **IQAC Action Taken Report on Stakeholders Feedback Analysis**

## **Pandemic Year 2019-20**

### **Students' Feedback and Action Taken Report**

The following gives a detailed report of the issues raised by the students and the subsequent action taken by the institution during Pandemic year 2019– 2020

<b>S.No</b>	<b>FEEDBACK</b>	<b>ACTION TAKEN</b>
1.	In the mid semester feedback apprehensions in the teaching learning process during the academic year 2020-21 was expressed as online teaching mode continued due to pandemic.	1. Virtual learning environment became more stable and primarily Google Meet was used to conduct online classes as per the timetable. 2. It was complemented with communication via Whatsapp, Email, Google Classroom to resolve any doubts and enhance the degree of conceptual clarity. 3. The feedback at the semester showed a high level of satisfaction with the entire process.
2.	The online study material available with students was limited.	1. Web based syllabus, questions papers, open access resources were made available to students. 2. A vast amount of e-resources were created by teachers. These were made available on Google Drive/Classroom, and through online library facility. 3. Faculty recorded and shared lectures.
3.	Difficulty in internal assessments was faced by students during pandemic time.	1. A judicious mix of online quizzes, handwritten and online assignments, viva-voce and project work was used to assess the level of understanding of students. Timely dissemination of information regarding internal assessment and evaluation was ensured.
4.	Mental agony was faced during Covid-19	1. Teachers also ensured to reach out to the students and helped them to deal with the stress. Mentor-mentee platform was strengthened. 2. Online meetings with CRs and student council provided the platform for addressing student concerns. 3. Point of contact document was created. 4. Active monitoring of student attendance by faculty for timely identification and support

### **Teachers' Feedback and Action Taken Report**

The following gives a detailed report of the feedback received from teachers and the subsequent action taken by the institution during 2019– 2020

<b>S. No.</b>	<b>FEEDBACK</b>	<b>ACTION TAKEN</b>
1.	Availability of online resources required in teaching and research activities was requested	A wide range of national and international e-books and e-journals were made available. Access URKUND software for checking the plagiarism of research papers/project reports was given.
2.	Awareness about latest developments among teachers was suggested	Administrative support was provided to teachers for pursuing online faculty development programs/short term courses.

3.	Issues regarding students and teaching/learning/evaluation in a completely online environment	Regular online faculty meetings to discuss and learn. Procurement and adoption of softwares to ease the documentation work It was decided to include the E-learning methods adopted during the pandemic under the head "Teaching and Learning" of the annual report so as to highlight how the University adapted to Online Teaching Methods and the Innovative practices being used for Online Teaching.
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### Employers Feedback and Action Taken Report

The following gives a detailed report of the feedback received from recruiters and the subsequent action taken by the institution during 2019 – 2020

S. No.	FEEDBACK	ACTION TAKEN
1.	The companies suggested the students to go through the Job Description and Research more about the role.	Faculty of different department organise placements for students to help them prepare for the process and make them understand the job profile better.
3.	Personality Development workshops were suggested.	The university conducted a course for students to enhance their Communication Skills.

### Alumni Feedback and Action Taken Report

The following gives a detailed report of the feedback received from alumni and the subsequent action taken by the institution during 2019 – 2020

S. No.	FEEDBACK	ACTION TAKEN
1.	It was suggested for the university to connect with more industry experts.	In order to utilize the expertise of the notable alumni of our university, the placement cell constantly engages into contacting them for various campus recruitment opportunities.
2.	More interactive sessions and seminars, special lectures and mentoring was suggested.	A series of online lectures are organized by the University to enable the alumni/industry and student interaction.

  
 Registrar  
 Rani Durgavati Vishwavidyalaya  
 Jabalpur



## **Action taken report of the University on feedback report Year 2018-19**

Rani Durgawati University, Madhya Pradesh, being unique from its very inception and foundation, has emerged as a benchmark of excellence and innovation for the world of education. With quality sustenance as its focus, the IQAC of the university has developed the feedback mechanism commencing with obtaining feedback from the various stakeholders through a structured rating based feedback form. The university draws feedback from students, teachers, alumni and employers for continuous improvement in curriculum development and enrichment. For the session 2018-19, the analysis of stakeholders' feedback is presented as under:

### **IQAC Analysis of Student's Feedback:**

92.02% students are satisfied with the Governance including proper assistance/ guidance provided in the Departments. 7.98% students are expecting improvement in handling grievances and resolving it timely. 92.34% students found curriculum to be very effective in enhancing team work, developing analytical skills and constructive learning. 91.87% students are satisfied with Teaching and Learning system of the University. 8.13% of students are of the opinion that more diverse teaching-learning methods should be adopted. 91.76% students are satisfied with the Placements being organized by the University. 92.03% students are satisfied with the Library services being offered by the University. 7.97% students are still expecting better services.

### **IQAC Analysis of Teachers' Feedback:**

While a majority of the faculty members (97.87%) are satisfied with steps taken by the university towards curriculum design and development, a section of the faculty community feels that departmental level expert committee meetings could be held with more regularity.

### **IQAC Analysis of Employer's Feedback:**

86.67% Employers are Satisfied with the process of Curriculum design and development. Maximum (93.33%) Employers opined that Curriculum is effective in developing ICT & communication skills and Curriculum has relevance to real life situations; reflects current trends and practices in the respective disciplines.

### **IQAC Analysis of Alumni Feedback:**

74.13% Alumni are Satisfied with the process of Curriculum design and development

## **Action Taken Report**

Structured feedback received from 1- Students, 2- Teachers, 3- Employers and 4- Alumni for Design and Review of syllabus were analysed and it was observed that 92.34% Students, 97.87% Teachers, 86.67% Employers and 74.13% 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 Industry ready.



Registrar  
Rani Durgavati Vishwavidyalaya  
Jabalpur



## IQAC Action Taken Report on Stakeholders Feedback Analysis

Year 2017-18

### ACTION TAKEN REPORT

#### FEEDBACK AND ACTION TAKEN REPORT

The university draws feedback from students, teachers, alumnae and employers for continuous improvement in curriculum development and enrichment. For the session 2017-18, the analysis of stakeholders' feedback response to various aspects with regard to relevance, content of the curriculum student placement and employability were analysed and based on their feedback, action were carried out which in presented in the following table.

S. No	FEEDBACK	ACTION TAKEN
1.	<b>Student:</b> Inputs on updating and revision of syllabus was given by the teachers.	The Board of Studies for each department conducted meeting annually wherein the feedback given by the stakeholders were put forward to the committee for consideration. Based on the expert comments of the BOS members, the committee took a final decision for the required revision of syllabus.
2.	More assignments and presentations to be encouraged to improve the cognitive and communication skills of the students.	Students were motivated to do more assignments and presentations, as part of their curriculum. Greater component of continuous assessment marks were allotted for assignments and presentations
3.	To organise various cocurricular ,extention and outreach programmes for the overall development of the students	Following programmes wer successfully organised by the Departments:1.Blood donation camp,2.Tree plantation Drive, 3.Health awereness programme, 4.Self defence Training Programme,5.Talent show competition.
1.	<b>Teacher:</b> The need for more practical sessions was stressed by the teachers to enhance the employability of students. Students can be industry ready only if they are exposed to reallife situations in their class rooms and laboratories	More practical courses were included inthe curriculum based on the feedback .The quality of the existing practical courses were updated by introducing latest versions in the syllabi
2.	Teachers felt they needed exposure to broaden their research perspectives in newer and industrially vital focus areas by acquiring knowledge on new techniques and concepts. They suggested the management	Hands on training sessions and workshops were organised to train the staff and research scholars to handle and operate high end sophisticated equipments. Signed new Memorandum of Understanding with industries and foreign institutions, to improve contributions to cutting edge research. Organised refresher courses, orientation courses, faculty

	to provide hands on training to familiarize themselves with new instruments and concepts.	improvement programmes, workshops, etc to enable the faculty to update their knowledge. Staff members were also encouraged to participate in training sessions conducted by other universities, institutions
3.	Organise training sessions on new teaching methods and upcoming subject areas	Organised faculty development programmes

  
 Registrar  
 Rani Durgavati Vishwavidyalaya  
 Jabalpur