

**Annual Report on
Stakeholder's Feedback on Curriculum
2024-2025**



**Swami Vivekanand Subharti University
Meerut**

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Stakeholders' Feedback Report on Curriculum Including Analysis & Action Plan Academic Year: 2024–2025

Preface

Swami Vivekanand Subharti University is committed to fostering academic excellence through a culture of continuous quality enhancement. Guided by an inclusive and participatory approach, the University actively engages stakeholders in the process of curriculum design, review, and delivery. Recognizing that diverse perspectives enrich academic standards, a structured feedback mechanism is conducted every academic year to capture insights from all key stakeholder groups.

This compiled report for the Academic Session 2024–2025 brings together the collective inputs of students, teachers, alumni, employers, and professionals, obtained through a systematic online survey process. The feedback has been meticulously analyzed to identify strengths, gaps, and improvement areas, leading to the formulation of a targeted Action Plan and the preparation of an Action Taken Report (ATR).

The document reaffirms the University's commitment to keeping its curricula relevant, industry-aligned, and socially responsive, while promoting competence, values, and the holistic development of learners.

Introduction

At Swami Vivekanand Subharti University, structured stakeholder feedback forms an essential pillar of the institution's continuous quality improvement framework. This process ensures that academic programmes remain dynamic, outcome-oriented, and responsive to emerging industry, societal and global trends.

For the Academic Year 2024–2025, comprehensive feedback was collected online from the following stakeholder groups:

1. Students
2. Teachers
3. Alumni
4. Employers
5. Professionals

The responses were compiled and presented to the Academic Council for review. Based on the insights received, actionable strategies were formulated to address the identified needs and integrate constructive suggestions into curriculum development.

This report provides a detailed account of the feedback analysis, the proposed action plan, and the corresponding Action Taken Report (ATR), highlighting the University's unwavering dedication to continuous curriculum improvement, stakeholder engagement, and academic excellence.

Objectives of the Feedback Process

The feedback process at **Swami Vivekanand Subharti University** is designed to achieve the following objectives:

- **Ensure Curriculum Relevance:** Keep the curriculum dynamic, updated, and aligned with emerging industry trends and societal needs.
- **Optimize Academic Resources:** Promote efficient utilization of resources while ensuring the financial sustainability of academic programs.
- **Maintain Academic Excellence:** Uphold high standards of teaching, learning, and research within a socially responsible and ethically sound framework.
- **Innovate in Teaching–Learning:** Develop and implement effective pedagogical methods that prepare students for present and future challenges.
- **Enhance Employability & Entrepreneurship:** Equip students with comprehensive skills to boost career readiness and entrepreneurial capabilities.
- **Promote Continuous Improvement:** Support focused and remedial evaluations that foster ongoing academic enhancement.
- **Encourage Self-Learning & Interdisciplinary Approach:** Motivate students to adopt self-directed learning and engage in interdisciplinary approaches for holistic growth.
- **Foster a Student-Centric Environment:** Maintain an inclusive and supportive academic atmosphere that nurtures both ambition and balanced personal development.

All stakeholder feedback forms related to the curriculum are accessible at:

<https://subharti.org/feedback-forms.php>

Flow of Curriculum Feedback and Action Taken Process:

Step -1 : Collection of Online Feedback from Stakeholders

Structured feedback is collected through online forms from key stakeholder including:

- Students
- Alumni
- Professionals.
- Teachers
- Employers

Step -2 : Faculty-Level Analysis of Feedback

Each faculty-level feedback committee reviews the responses, categorize suggestions and identifies actionable points.

Step- 3: Discussion and Finalization of Action Plan in Faculty Board Meeting

The analyzed feedback is presented in Faculty Board meeting where feasible suggestions are discussed, Action plans are finalized and approved by the Faculty Board.

Step-4 : Submission of Feedback Report, Action Plan and ATR to IQAC

- Annual Feedback Report
- Action Plan
- Action Taken Report

Step-5 : Compilation and Presentation by IQAC to the Academic Council

IQAC compiles all faculty reports and presents the comprehensive feedback analysis and ATR to the Academic Council for final review.

Faculties and Associated Colleges/Departments Involved in Curriculum Feedback Process

Faculty of Medicine

**Faculty of Dental
Sciences**

Faculty of Nursing

**Faculty of
Physiotherapy & Allied
Health Sciences**

Faculty of Ayush

Faculty of Pharmacy

**Faculty of Engineering
& Technology**

**Faculty of Management
& Commerce**

**Faculty of Management
& Commerce, College
of Hotel Management**

Faculty of Law

Faculty of Science

Faculty of Education

**Faculty of Education,
Department of Physical
Education**

Faculty of Fine Arts

**Faculty of Arts & Social
Science, Department of
Journalism & Mass
Communication**

**Faculty of Arts & Social
Science, Department of
Home Science**

**Faculty of Arts & Social
Science, Department of
Library & Information
Science**

**Faculty of Arts and
Social Science,
Department of Liberal
Arts and Humanities**

**Faculty of Arts & Social
Science, Department of
Languages**

**Faculty of Arts & Social
Science, School of
Buddhist Studies**

Sample Stakeholder Feedback Forms Links

To ensure inclusivity and transparency in the curriculum review process, structured online feedback was collected systematically from key stakeholders-Students, Teachers, Alumni, Employers, and Professionals. Dedicated Google Forms were designed for each group, focusing on curriculum relevance, delivery, and outcomes. These forms were disseminated through the University's official communication channels to encourage active participation. The specific links for the group of each stakeholder are as follows:

Stakeholders	Google Link
Students	https://subharti.org/site/feedback_forms/student-feedback-on-curriculum.php
Teachers	https://subharti.org/site/feedback_forms/teacher-feedback-on-curriculum.php
Alumni	https://subharti.org/site/feedback_forms/alumni-feedback-on-curriculum.php
Employers	https://subharti.org/site/feedback_forms/employers-feedback-on-curriculum.php
Professionals	https://subharti.org/site/feedback_forms/professional-feedback-on-curriculum.php

Feedback Analysis of the Stakeholders Responses

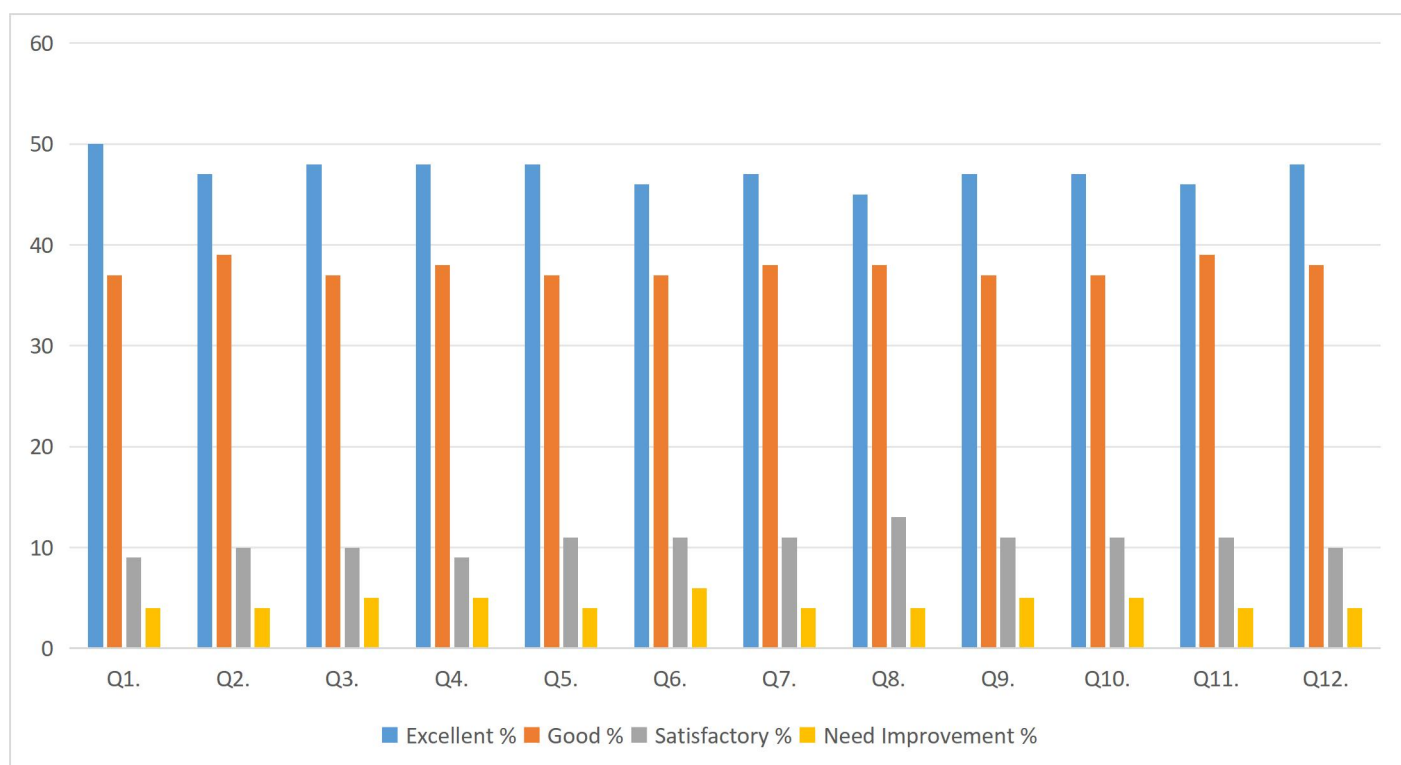
1. Student Feedback on Curriculum

Structured online feedback was collected from students across all faculties and departments to evaluate the curriculum on multiple academic, practical, and professional aspects. The consolidated analysis of responses (in %) is presented below.

Table-1: Responses received from students for Academic Session 2024-2025.

Total number of responses = 5090					
S. No	Particulars	Excellent %	Good %	Satisfactory %	Need Improvement %
Q1.	Rate the curriculum of the programme in synchronization with the employability.	50	37	9	4
Q2.	Rate the programme in the context of programme/course objectives & outcomes.	47	39	10	4
Q3.	Rate the ratio of theory and practical courses in the curriculum balanced with each other.	48	37	10	5
Q4.	Rate the adequacy of curriculum-specific study material in the Departmental/ Central Library along with other self-learning resources.	48	38	9	5
Q5.	Rate the coverage of all course units in the examination.	48	37	11	4
Q6.	Rate the capability of the programme Curriculum to enhance the skill, competence, employability, and entrepreneurship opportunities.	46	37	11	6
Q7.	Rate the methods to assess the outcome of the programme through assignments/class tests/seminars/ field projects etc.	47	38	11	4
Q8.	Rate the existence of a mechanism for Slow performers and Advanced learners and mentoring systems to improve your overall performance.	45	38	13	4
Q9.	Rate the usage of ICT tools i.e. LMS, demonstration, PowerPoint etc. including online resources by teachers to cover the curriculum effectively and make the subject very interesting	47	37	11	5
Q10.	Rate the inclusion of value-added courses as additional courses to acquire extra knowledge & skills useful for facing challenges.	47	37	11	5
Q11.	Rate the opportunity given to express your opinion about the subject content/delivery method/outcome.	46	39	11	4
Q12.	Overall Rating of the Programme Curriculum	48	38	10	4

Graphic Representation of Student's Feedback



Analysis of Students Feedback on Curriculum (Academic Session 2024–2025)

A total of **5090** student responses were received for curriculum evaluation. The analysis reveals an overall positive perception of the programme curriculum across various parameters.

- **High Satisfaction:**
For most questions, over **85%** of students rated the curriculum as **Excellent** or **Good**, indicating strong alignment of the curriculum with employability, course objectives, and balanced theory–practical ratio.
- **Skill Development & Relevance:**
Around **84–87%** of students appreciated the curriculum's capability to enhance **skills, competencies, employability, and entrepreneurship opportunities**.
The inclusion of **value-added courses** and industry-relevant components was also rated positively by a majority.
- **Learning Resources & Teaching Methods:**
Adequacy of study material, effective use of **ICT tools**, and opportunities for feedback were rated **Excellent/Good** by more than four-fifths of respondents.
- **Improvement Areas:**
A small percentage (4–6%) suggested the need for improvement in aspects like mentoring mechanisms for slow/advanced learners, assessment methods, and availability of value-added courses.

Overall, the findings reflect that the programme curriculum is well-structured, relevant to industry needs, and effective in fostering holistic student development, while also highlighting minor areas for further enhancement.

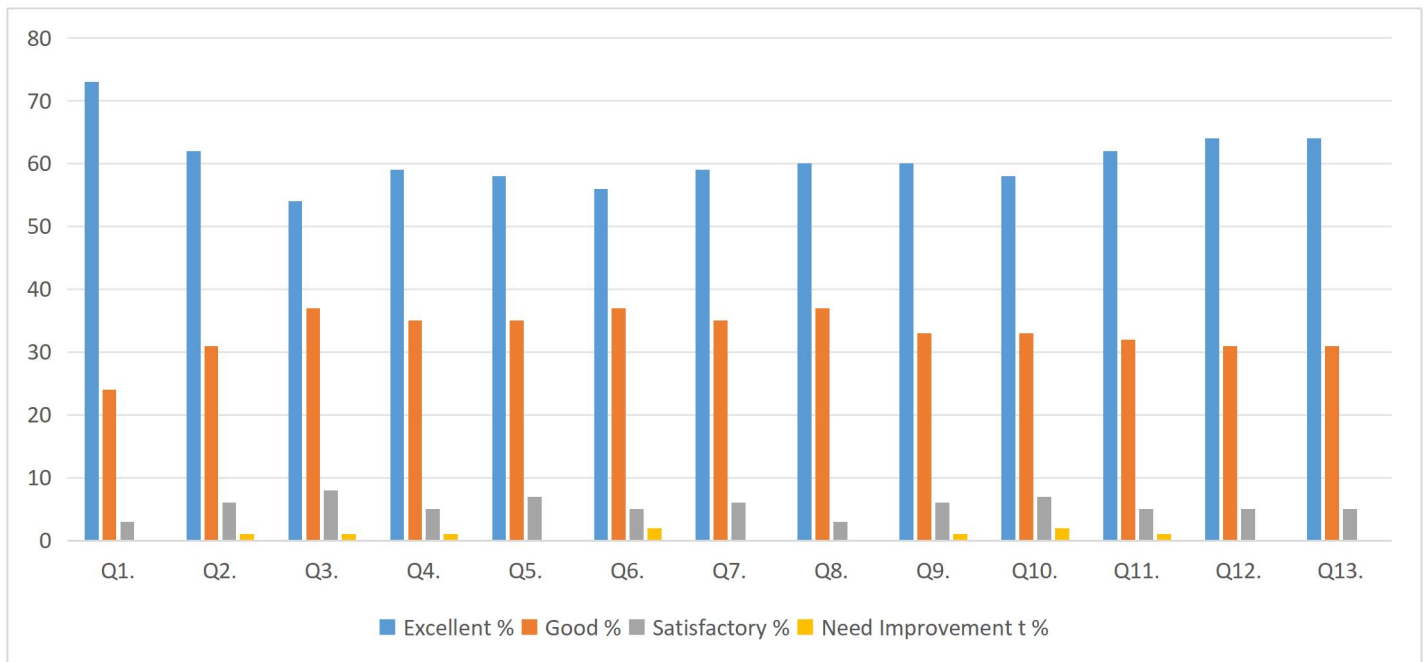
2. Teachers Feedback on Curriculum:

Structured feedback was collected online from teaching faculty members across all faculties and departments of Swami Vivekanand Subharti University. The feedback covered multiple aspects of the curriculum, such as clarity of programme objectives and outcomes, curriculum flexibility and relevance, inclusion of values and skills, library resources, and faculty involvement in curriculum design and revision. The responses were analyzed to identify common strengths and suggestions for improvement. The consolidated feedback analysis in percentage is presented below.

Table-2: Responses received from Teachers for Academic Session 2024-2025.

Total number of responses =656					
S.No.	Particulars	Excellent %	Good %	Satisfactory %	Need Improvement %
Q1.	Rate the clarity in stating the programme objectives & outcomes	73	24	3	0
Q2.	Rate the relevance of curriculum updation for career & social needs	62	31	6	1
Q3.	Rate the flexibility of the curriculum for further improvement & updation.	54	37	8	1
Q4.	Rate the proportion of courses in terms of core courses, skill, ability enhancement, dissertation etc.	59	35	5	1
Q5.	The curriculum gives equal importance to theoretical and practical training.	58	35	7	0
Q6.	The curriculum undergoes periodic revision based on feedback and outcome assessment.	56	37	5	2
Q7.	Your engagement in curriculum design, revision and development methods	59	35	6	0
Q8.	Rate the inclusion of teaching & learning resources as reference, and assessment methods in the curriculum	60	37	3	0
Q9.	Rate the depth of the curriculum to fulfil the expectations of regional/national/global agencies	60	33	6	1
Q10.	Rate the adequacy of prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum.	58	33	7	2
Q11.	Rate the courses in the curriculum to inculcate leadership skills/ team management/ entrepreneurship skills along with personal and career development.	62	32	5	1
Q12.	Rate the values & ethics in the curriculum to build a good citizen.	64	31	5	0
Q13.	Mechanisms of course exit survey and classroom teaching feedback to achieve the expected outcomes of the curriculum.	64	31	5	0

Graphic Representation of Teacher's Feedback



Analysis of Teachers' Feedback on Curriculum (Academic Session 2024–2025)

The structured feedback collected from **656 faculty members** across various faculties and departments highlights a **very high level of satisfaction** with the curriculum design, delivery, and relevance.

High Clarity & Relevance:

An overwhelming majority (73% Excellent, 24% Good) appreciated the **clarity in programme objectives and outcomes**, while 93% rated the curriculum as highly relevant to career and societal needs.

Curriculum Design & Flexibility:

More than 90% rated the curriculum as flexible and periodically updated to match industry and academic developments. Faculty engagement in curriculum design and revision received **94% positive ratings**.

Balance & Depth:

93% respondents agreed that there is an appropriate balance between theoretical and practical components, with adequate inclusion of core courses, skill enhancement, and value-added components.

Resource Adequacy:

Around 91% rated the availability of library resources, reference materials, and teaching-learning aids as Excellent or Good.

Skill & Value Integration:

Over 94% agreed that the curriculum effectively incorporates **leadership, entrepreneurship, values, and ethics**, fostering both professional and personal growth.

Overall Insight:

The feedback reflects **strong endorsement** of the curriculum's relevance, clarity, and alignment with educational and societal goals. Suggestions for improvement were minimal, primarily focusing on **further enhancing resource accessibility and increasing frequency of curriculum review cycles**.

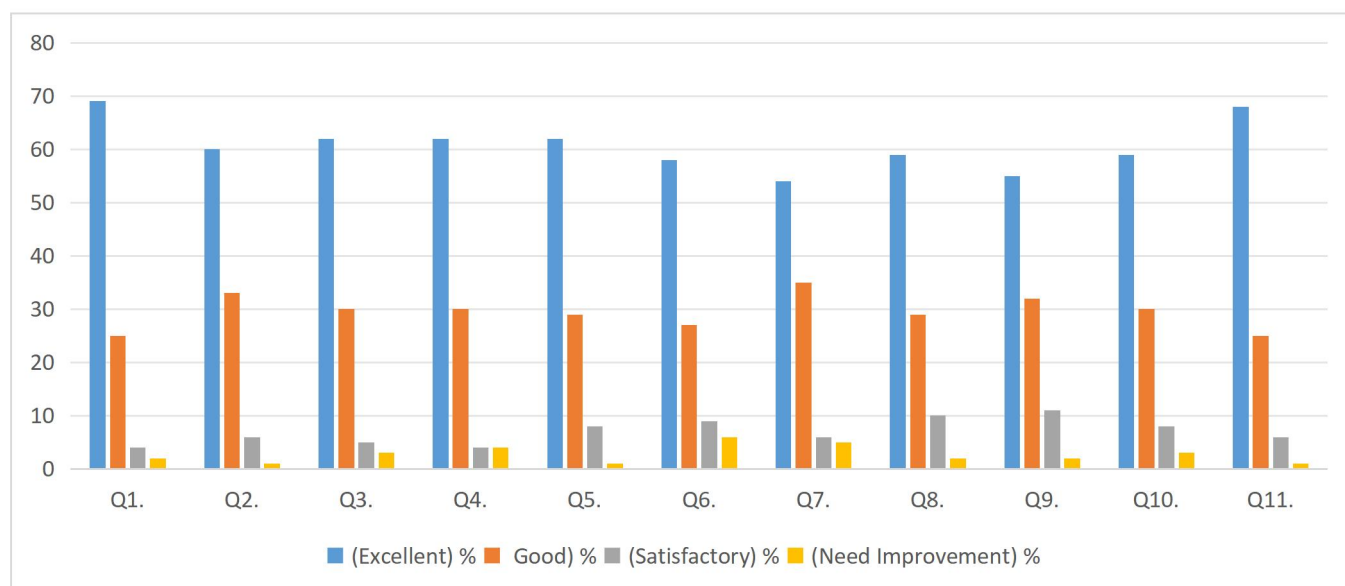
3. Alumni Feedback on Curriculum:

Swami Vivekanand Subharti University collected structured online feedback from alumni across various faculties and departments to assess the effectiveness of the curriculum in preparing them for professional success. The feedback focused on areas such as course sequencing, clarity of outcomes, quality of lectures and assessments, availability of library resources, training in recent trends, interdisciplinary learning, and use of ICT tools. Alumni also shared their views on how the curriculum contributed to their overall development and career readiness. The percentage-wise analysis of the responses is presented below.

Table-3: Responses received from Alumni for Academic Session 2024-2025.

Total number of responses = 819					
S.No.	Questions	(Excellent) %	Good %	(Satisfactory) %	(Need Improvement) %
Q1.	How the syllabus and sequence of courses in different semesters/years of the programme was delivered?	69	25	4	2
Q2.	How were the programme and course outcomes defined in the Curriculum?	60	33	6	1
Q3.	How do the lectures/Practical/Assignments help to understand the course contents?	62	30	5	3
Q4.	Rate the facilities and resources provided in the Departmental/ Central Library to make learning more comfortable and to increase multidisciplinary knowledge	62	30	4	4
Q5.	Rate the conduction of Sessional and End Semester exams in time with proper coverage of all units in the curriculum.	62	29	8	1
Q6.	Rate the training given to you in the recent trends and concepts for career development.	58	27	9	6
Q7.	How the student-centric methods i.e. seminars/ workshops/field visits/ group discussions/ competence etc. make you a compassionate professional with the right values & attitudes?	54	35	6	5
Q8.	Rate the follow-ups of curriculum delivery outcomes.	59	29	10	2
Q9.	Rate the interdisciplinary and holistic education provided by the curriculum to impart life-long learning for continued professional development.	55	32	11	2
Q10.	Rate how the ICT tools and online resource materials were used for effective delivery of the curriculum.	59	30	8	3
Q11.	Overall Rating of the Programme Curriculum	68	25	6	1

Graphic Representation of Alumni's Feedback



Analysis of Alumni Feedback on Curriculum (Academic Session 2024–2025)

The analysis of the alumni feedback reveals that the majority of respondents rated the curriculum and its delivery as *Excellent* or *Good* across most parameters. High satisfaction was observed in the sequence and delivery of courses (94%), clarity of programme and course outcomes (93%), quality of lectures/practicals/assignments in enhancing understanding (92%), adequacy of library resources (92%), and timely conduct of examinations (91%).

Positive responses were also recorded for training in recent trends for career development (85%), use of student-centric methods such as seminars, workshops, and field visits for developing professional values and attitudes (89%), follow-ups of curriculum delivery outcomes (88%), interdisciplinary and holistic education for lifelong learning (87%), and effective use of ICT tools (89%).

Overall, **93% of alumni expressed satisfaction with the programme curriculum**, indicating that it is relevant, comprehensive, and supports professional growth, with some scope for improvement in training on emerging trends and interdisciplinary exposure.

4. Employers Feedback on Curriculum

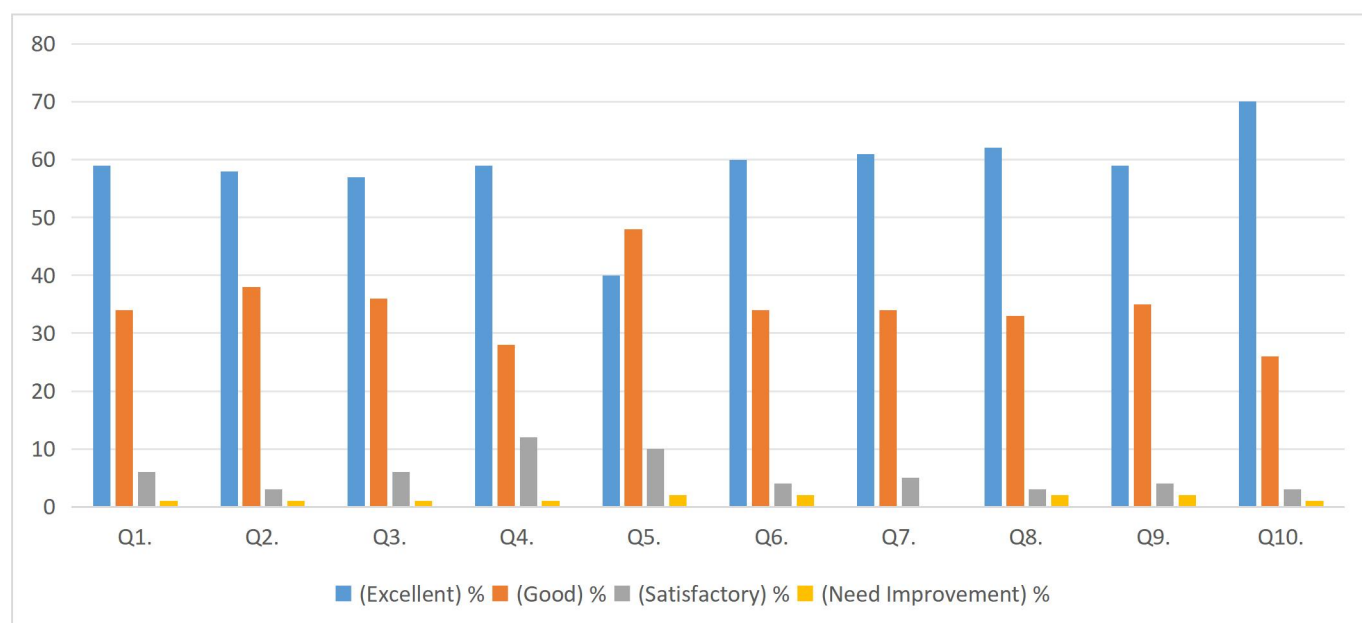
Swami Vivekanand Subharti University has collected structured feedback from employers to evaluate the effectiveness of its curriculum in nurturing employability skills and professional competencies among graduates. Employers were asked to assess the extent to which the curriculum has helped employees (former students) acquire core competencies, subject knowledge, technical proficiency, communication skills, research aptitude, innovation, leadership qualities, and professional ethics. Additionally, they rated the overall performance of Subharti alumni and the curriculum's relevance to industry expectations. The percentage-wise response analysis is presented below.

Table-4: Responses received from Employers for Academic Session 2024-2025

Total number of responses =189

S.No.	Questions	(Excellent) %	(Good) %	(Satisfactory) %	(Need Improvement) %
Q1.	How do you think an employee has acquired the following attributes through the programme: - a. Core-Competency	59	34	6	1
Q2.	How do you think an employee has acquired the following attributes through the programme: - b. Vast and in-depth knowledge of the subject	58	38	3	1
Q3.	How do you think an employee has acquired the following attributes through the programme: - c. Proficiency in technical aspects	57	36	6	1
Q4.	How do you think an employee has acquired the following attributes through the programme: - d. Communication skill	59	28	12	1
Q5.	How do you think an employee has acquired the following attributes through the programme: - e. Research aptitude	40	48	10	2
Q6.	How do you think an employee has acquired the following attributes through the programme: - f. Innovative thinking& self-directed learning for continuous professional development	60	34	4	2
Q7.	How do you think an employee has acquired the following attributes through the programme: - g. Managerial & leadership qualities	61	34	5	0
Q8.	How do you think an employee has acquired the following attributes through the programme: - h. Values & Ethics towards professionalism	62	33	3	2
Q9.	How do you rate the overall performance of our students	59	35	4	2
Q10.	How do you rate the Overall Curriculum offered by the University?	70	26	3	1

Graphic Representation of Employer's Feedback



Analysis of Employers' Feedback on Curriculum (Academic Session 2024–2025)

The analysis of the employers' feedback indicates that the majority of respondents rated the employability skills and professional competencies of Subharti University graduates as *Excellent* or *Good* across all evaluated parameters. High satisfaction was recorded for values and ethics towards professionalism (95%), managerial and leadership qualities (95%), innovative thinking and self-directed learning (94%), core competency (93%), and communication skills (87%).

Employers also expressed strong approval for vast and in-depth subject knowledge (96%), proficiency in technical aspects (93%), and research aptitude (88%). The overall performance of Subharti alumni was rated as *Excellent* or *Good* by 94% of the employers, while the overall curriculum offered by the University received an approval rating of 96%.

Overall, the findings suggest that **employers find the University's curriculum highly effective in producing industry-ready graduates with strong ethical grounding, leadership abilities, and relevant technical and professional skills**, with minor scope for further enhancement in research aptitude and advanced communication skills.

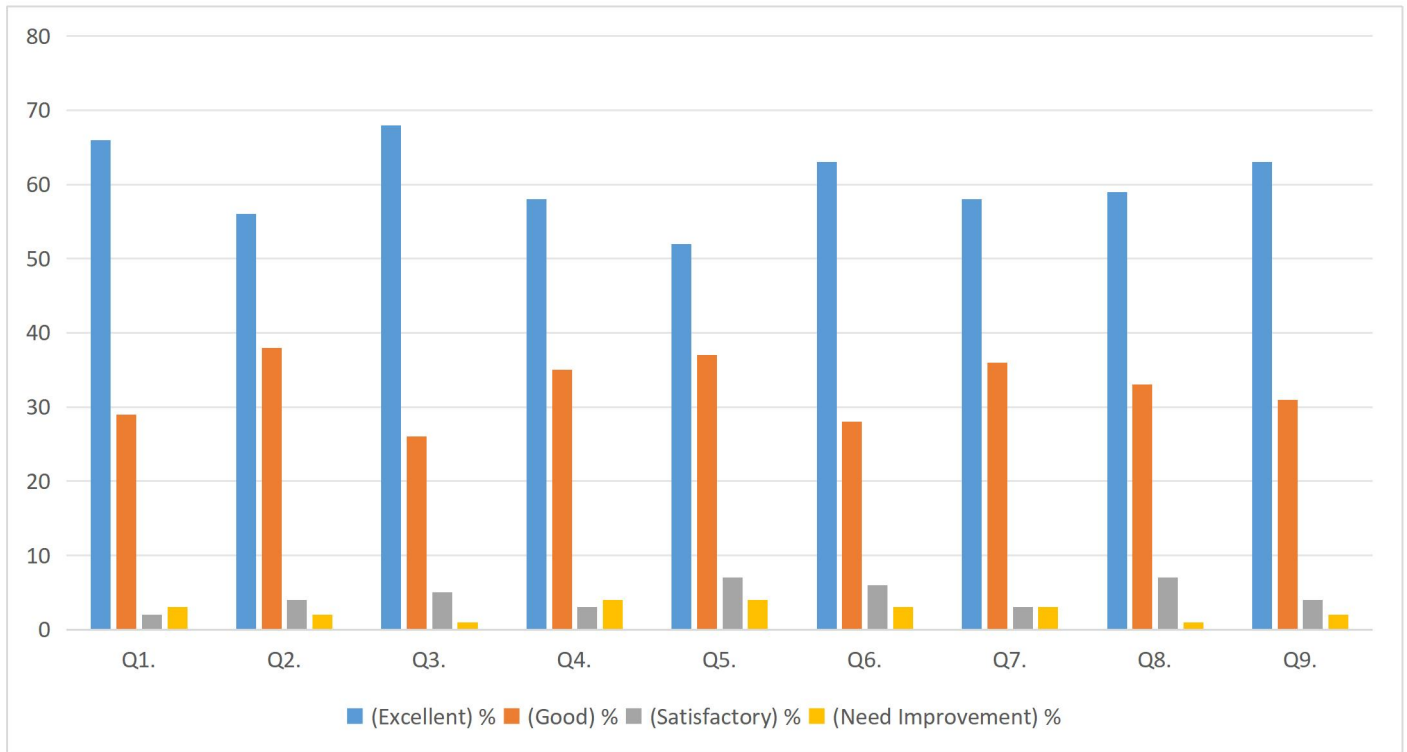
5. Professionals

Swami Vivekanand Subharti University gathered structured feedback from industry professionals and domain experts to assess the relevance, depth, and industry alignment of its programme curricula. The feedback focused on key aspects such as curriculum structure, competency development, industry applicability, employability, entrepreneurship readiness, leadership skill integration, and overall holistic student development. Professionals also rated the inclusion of current trends, practical tools, and skill-specific content within the programmes. The percentage-wise analysis of the responses is presented below.

Table-5: Responses received from Professionals for Academic Session 2024-2025.**Total number of responses = 320**

S.No.	Questions	(Excellent) %	(Good) %	(Satisfactory) %	(Need Improvement) %
Q1.	The programme curriculum is well-structured & dynamic in nature.	66	29	2	3
Q2.	The curriculum develops the competencies/outcomes.	56	38	4	2
Q3.	The objectives of the Programme are well-defined.	68	26	5	1
Q4.	The programme curriculum consists of a sufficient number of skill-specific courses.	58	35	3	4
Q5.	How do you rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the industry	52	37	7	4
Q6.	The curriculum covers the current trends and practices with respect to the emerging needs of stakeholders.	63	28	6	3
Q7.	The curriculum consists of the contents useful to provide employability, entrepreneurship, and competency skills to the students.	58	36	3	3
Q8.	The courses in the curriculum provide the students with the required managerial/ leadership qualities and encourage work as part of the team.	59	33	7	1
Q9.	The curriculum facilitates an overall holistic development of the student	63	31	4	2

Graphic Representation of Professional Feedback



Analysis of Professionals' Feedback on Curriculum (Academic Session 2024–2025)

The majority of professionals positively rated the curriculum across all parameters, reflecting strong industry relevance and alignment with professional expectations. Around **66%** rated the curriculum structure as *Excellent* and **29%** as *Good*. Similarly, **68%** rated the programme objectives as *Excellent*. Competency development, skill-specific courses, industry applicability, and current trends were also highly rated, with *Excellent* responses ranging between **52%–63%**.

Employability, entrepreneurship readiness, leadership skills, and holistic development also received strong ratings, with over **58%** marking them as *Excellent*. Suggestions for improvement were minimal, mainly focused on enhancing experiment design applicability and increasing skill-specific content.

Action Plan Based on Stakeholders' Feedback

Faculty of Medicine

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> Shift from PPT-heavy lectures to interactive teaching using blackboards, demonstrations, and discussions. Encourage concept-based, engaging instruction over rote memorization. 	<ul style="list-style-type: none"> Transition towards interactive teaching methods by integrating blackboard use, clinical cases, and concept-based learning alongside reduced reliance on PowerPoint slides
	<ul style="list-style-type: none"> Emphasize hands-on training, bedside teaching, surgery observation, and simulations using modern tools like VR/AR and 3D models. 	<ul style="list-style-type: none"> Enhance hands-on clinical training by increasing bedside teaching, surgical demonstrations, and using VR/AR tools.
	<ul style="list-style-type: none"> Slow down the syllabus progression, ensure timely coverage of topics, and promote integrated teaching across departments 	<ul style="list-style-type: none"> Restructure syllabus delivery to promote integrated and evenly spaced teaching across departments.
	<ul style="list-style-type: none"> Conduct more frequent evaluations including MCQs, theory, and viva. Provide feedback, revision sessions, and highlight important Questions. 	<ul style="list-style-type: none"> Implement more frequent formative assessments including MCQs, theory tests, and viva with timely feedback.
	<ul style="list-style-type: none"> Include dedicated revision classes, tutorials, doubt clearing sessions, and encourage self-directed learning practices. 	<ul style="list-style-type: none"> Schedule regular revision classes and tutorials while promoting self-directed learning strategies.
	<ul style="list-style-type: none"> Promote approachable, supportive, and interactive teachers. Special attention to be given to slow learners and mentorship programs. 	<ul style="list-style-type: none"> Strengthen student-faculty rapport through mentorship programs and faculty development in interactive pedagogy.
	<ul style="list-style-type: none"> Introduce biometric or digital attendance. Provide regular updates, ensure transparency, and avoid punitive measures for minor lapses. 	<ul style="list-style-type: none"> Introduce biometric or digital attendance tracking with transparent and timely updates.
	<ul style="list-style-type: none"> Utilize e-learning platforms, recorded lectures, video explanations, and provide access to devices like iPads/ laptops for study 	<ul style="list-style-type: none"> Expand use of digital platforms and provide access to recorded lectures and academic devices.
	<ul style="list-style-type: none"> Extend library hours (preferably 24/7), improve access to resources including journals and study materials, and ensure quiet, comfortable study spaces. 	<ul style="list-style-type: none"> Extend library hours and improve access to study materials, digital journals, and quiet study spaces.

<ul style="list-style-type: none"> • Improve lecture halls (ACs, screens, fans), demo rooms, labs, and hostels (clean washrooms, hygiene, food, internet access) 	<ul style="list-style-type: none"> • Improve facilities in lecture halls, hostels, labs, and common areas with attention to ACs, hygiene, and equipment
<ul style="list-style-type: none"> • Offer yoga, meditation, counseling, and breaks to address academic stress and promote well-being 	<ul style="list-style-type: none"> • Incorporate yoga, counseling, and wellness programs to address student stress and mental health
<ul style="list-style-type: none"> • Organize more cultural events, sports, fests, workshops, and value-added courses to ensure holistic student development. 	<ul style="list-style-type: none"> • Increase opportunities for student participation in sports, cultural events, and co-curricular clubs.
<ul style="list-style-type: none"> • Increase patient interaction, introduce real-world diagnostic training, and enhance hospital equipment and facilities. 	<ul style="list-style-type: none"> • Facilitate greater clinical exposure through early postings and real world patient interaction.
<ul style="list-style-type: none"> • Enable anonymous feedback for teaching and administration. Regular mentor-mentee and town hall sessions recommended 	<ul style="list-style-type: none"> • Establish regular anonymous feedback systems and mentor-mentee interactions for ongoing improvement
<ul style="list-style-type: none"> • Ensure English as the medium of instruction, especially for international students. Create a respectful, inclusive environment. 	<ul style="list-style-type: none"> • Ensure English-medium instruction and foster a respectful, inclusive learning environment.
<ul style="list-style-type: none"> • Create a consistent timetable, reduce last-minute changes, and avoid overlapping departmental tests and lectures. 	<ul style="list-style-type: none"> • Standardize class and exam schedules to minimize overlaps and last-minute changes.
<ul style="list-style-type: none"> • Address issues like favoritisms, cheating, and ensure fairness in evaluations and exam settings. 	<ul style="list-style-type: none"> • Promote fairness and transparency in academic evaluations and disciplinary procedures.
<ul style="list-style-type: none"> • Promote soft skills, communication, leadership, and time management training alongside core medical education. 	<ul style="list-style-type: none"> • Offer workshops on soft skills such as communication, leadership, and time management.
<ul style="list-style-type: none"> • Ensure timely and fair stipend distribution, reduce clerical hurdles, and improve responsiveness of support staff 	<ul style="list-style-type: none"> • Ensure timely stipend payments and reduce bureaucratic delays for student support.
<ul style="list-style-type: none"> • Facilitate student-led research, provide guidance and funding, and emphasize academic contributions like thesis and presentations. 	<ul style="list-style-type: none"> • Provide research mentorship, funding, and training to encourage student-led academic projects.

Teachers	<ul style="list-style-type: none"> Strong emphasis on increasing practical orientation, bedside teaching, clinical exposure, use of skill labs, and balancing theory with hands-on training. 	<ul style="list-style-type: none"> Increase frequency of skill lab sessions, bedside teaching, and practical demonstrations across all departments.
	<ul style="list-style-type: none"> Requests to increase the duration of Phase 2 and reduce elective/neurology postings; better integration of clinical and theoretical sessions suggested. 	<ul style="list-style-type: none"> Propose the extension of Phase 2 and restructuring of elective postings to enhance academic effectiveness.
	<ul style="list-style-type: none"> Promote PBL (Problem-Based Learning), CBL (Case-Based Learning), self-directed learning, student-led presentations, and small group discussions (SGDs). 	<ul style="list-style-type: none"> Implement structured PBL, CBL, small group discussions, and student-led sessions to improve engagement.
	<ul style="list-style-type: none"> Regular curriculum review needed; some topics are rushed or omitted, affecting understanding of pathogenesis and clinical relevance. 	<ul style="list-style-type: none"> Conduct biannual curriculum reviews to ensure comprehensive topic coverage and clinical relevance.
	<ul style="list-style-type: none"> Calls for recruitment of more faculty, administrative burden reduction, encouragement for higher studies, and training for tutors in CBME. 	<ul style="list-style-type: none"> Recruit additional faculty and organize CBME-based training workshops to support quality teaching.
	<ul style="list-style-type: none"> Inclusion of English language support and training on patient communication skills for better clinical interactions. 	<ul style="list-style-type: none"> Launch English language support and communication skills training for better clinical interactions.
	<ul style="list-style-type: none"> Integration of wellness programs, normalization of seeking help, and mental health support systems are encouraged. 	<ul style="list-style-type: none"> Initiate structured wellness programs and counseling support to address student mental health and burnout.
	<ul style="list-style-type: none"> Regular (preferably monthly) student feedback should be institutionalized and used to make responsive curriculum changes 	<ul style="list-style-type: none"> Institutionalize monthly student feedback via digital platforms for timely action and continuous improvement.
	<ul style="list-style-type: none"> Emphasis on improving vertical and horizontal integration, interdisciplinary sessions, and aligning clinical theory with practical applications. 	<ul style="list-style-type: none"> Strengthen vertical and horizontal integration through joint sessions and interdisciplinary teaching models
Alumni	<ul style="list-style-type: none"> Introduce case-based and digital learning approaches to enhance practical understanding and promote critical thinking in clinical education. 	<ul style="list-style-type: none"> Case-based learning and digital tools will be introduced in teaching to strengthen clinical reasoning and practical application
	<ul style="list-style-type: none"> Implement biometric attendance systems to improve accuracy in student monitoring and discipline. 	<ul style="list-style-type: none"> Biometric systems will be implemented across departments to ensure accurate and disciplined student attendance tracking
	<ul style="list-style-type: none"> Organize seminars and workshops, especially in pharmacology, through the Dental College to balance 	<ul style="list-style-type: none"> Seminars and workshops in pharmacology will be organized by the Dental College to distribute workload and foster research

	<p>departmental workload and promote research aptitude.</p> <ul style="list-style-type: none"> • Incorporate mental health programs, career-oriented activities, and interdepartmental collaborations for the overall development of students. • Expand the use of online and audio-visual teaching aids, especially for postgraduate training, and promote small group teaching 	<p>orientation.</p> <ul style="list-style-type: none"> • Programs focused on mental health, career guidance, and interdepartmental collaboration will be included in the annual academic calendar. • Audio-visual aids and online resources will be expanded, particularly for postgraduate students, along with increased small group teaching sessions.
	<ul style="list-style-type: none"> • Enhance infrastructure access, including extended library hours, better lab management training, and improved campus security 	<ul style="list-style-type: none"> • Library hours will be extended, lab management will be included in training, and campus security measures will be improved
	<ul style="list-style-type: none"> • Promote regular academic evaluations, including early announcement of exam schedules, more frequent clinic pathological meets, and support for student-led research through allocated funds. 	<ul style="list-style-type: none"> • Regular academic audits will be introduced with timely exam schedules, increased clinic pathological meets, and funding support for student research.
Professionals	<ul style="list-style-type: none"> • More skill oriented classes using skill Lab 	<ul style="list-style-type: none"> • The committee is in the opinion to ensure the integration of more skill based classes utilizing the Skill Lab to enhance hands-on clinical competencies among students.
	<ul style="list-style-type: none"> • More advanced tools need to be included in the syllabus. 	<ul style="list-style-type: none"> • The syllabus should be revised to include more advanced tools and technologies to keep pace with evolving medical practices and standards.
	<ul style="list-style-type: none"> • External faculty may be allotted as mentors in addition for the skills 	<ul style="list-style-type: none"> • Qualified external faculty members should be invited to serve as additional mentors, especially for skill development and practical training
Employer	<p>No suggestions were received in the feedback form and the responses were found to be in satisfactory range. Therefore, no suggestions were advised by the committee.</p>	

Faculty of Dental Sciences

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stake holders	Suggestions	Action Plan
Teacher's Feedback	<ul style="list-style-type: none"> A feedback was collected from teachers based on curriculum and maximum teachers agreed that the objectives & outcomes of the curriculum are well defined. 	<ul style="list-style-type: none"> The Feedback Committee members noted most teachers found the curriculum to be very good in adequacy. No modifications were suggested by the members.
Student's Feedback	<ul style="list-style-type: none"> A feedback was collected from the students and most students agreed that the Course content covers all the aspects of the programme and they were satisfied with the Course content of internal and external examinations. 	<ul style="list-style-type: none"> The Feedback Committee uniformly agreed that the students were very satisfied with the programme curriculum. Additionally, regular guest lectures, CDEs and workshops should be held every year for academic progress of students [Road Map, SDC & H, Ref No. SDC/Misc/2024/2593]
Alumni's Feedback	<ul style="list-style-type: none"> A feedback was collected from alumni and 97% of the Alumni were of the opinion that Lectures/Practical/Assignments helped to understand the course contents while the curriculum provided interdisciplinary and holistic education according to 93% of the alumni. 	<ul style="list-style-type: none"> Alumni are very satisfied with the curriculum. Alumni meets should be held every year. In 2024-25, alumni meet was organized on 20th and 21st December 2024. The meet was highly successful and fruitful discussions were held regarding the academic progress of students and College. SALS (Subharti alumni Lecture Series) is held every month by SDC & H.
Professional's Feedback	<ul style="list-style-type: none"> A feedback was collected from professionals most of the professionals agreed that the Lectures/ Practical/ Assignments helped to understand the course contents while the curriculum provided overall holistic development of the student. Most of them were of the opinion that the courses in the curriculum provide the students with the required managerial/ leadership qualities and encourage work as part of team. 	<ul style="list-style-type: none"> Professionals are very satisfied with the curriculum. No modifications are required.
Employer's Feedback	<ul style="list-style-type: none"> A feedback was collected from employers who found the curriculum to be adequate in core-competency, developing communication skills and research aptitude. 	<ul style="list-style-type: none"> Employers are very satisfied with the curriculum. No modifications were required.

Faculty of Nursing

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> Regarding the existence of a mechanism for Slow performers and Advanced learners and mentoring system to improve your overall performance. 	<ul style="list-style-type: none"> Faculties were systematically observed student engagement, participation, and performance in class. Based on initial evaluation and faculty observations, classify students as slow, average, or advanced learners. For slow performers, create detailed profiles noting identified learning styles, specific cognitive readiness gaps, and areas requiring targeted intervention. Percentage of "Advanced Learners" achieving top-tier external certifications or honors. Each faculty member is assigned a cohort of mixed-ability students.
Teachers	<ul style="list-style-type: none"> Regarding the flexibility of curriculum for further improvement & Updating. 	<ul style="list-style-type: none"> Design surveys and questionnaires specifically aligned with key curriculum aspects. Integrate approved changes into syllabi, course materials, and teaching methodologies. Ensure necessary resources are allocated. Clearly communicate all curriculum changes to both students and faculty. Explain the rationale behind the revised learning paths, updated content and pedagogical shifts. Utilize multiple channels: official announcements, departmental meetings, student orientations, updated course.
Alumni	<ul style="list-style-type: none"> Regarding the syllabus and sequence of courses in different semesters/years of the programme was delivered 	<ul style="list-style-type: none"> All courses now operate with standardized, comprehensive syllabi that clearly communicate expectations, learning objectives, and the weekly progression of content. This has significantly improved transparency for students. Students now have centralized, easy access to all course syllabi and schedules online, facilitating better planning and organization. The system balances necessary flexibility for instructors with the stability required for student academic planning.

Employer	<ul style="list-style-type: none"> Regarding Proficiency in technical aspects 	<ul style="list-style-type: none"> Provided structured learning opportunities to address identified skill gaps. Integrate technical projects, real-world case studies, or simulated tasks into the curriculum/work assignments that require the application of learned skills.
Professionals	<ul style="list-style-type: none"> Regarding the programme curriculum is well structured & dynamic in nature. 	<ul style="list-style-type: none"> Assessments are now more directly aligned with programme outcomes, and teaching methodologies are continually being refined to enhance student achievement of the defined competencies. Several areas of concern were identified, including minor overlaps in introductory concepts across certain courses and specific gaps in practical exposure to emerging technologies within programmes

Faculty of Physiotherapy and Allied Health Sciences

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stake holders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> • Upgrade and modernize equipment and modalities in skill laboratories and outpatient departments (OPD). • Emphasize therapeutic skills and hands-on practical knowledge during training. • Increase postings and clinical exposure in inpatient departments (IPD), outpatient departments (OPD), and intensive care units (ICU). • Promote evidence-based learning through research and case study projects. 	<p>All suggestion was discussed and the following actions were suggested to be taken up:</p> <ul style="list-style-type: none"> • Up-gradation of Skill Labs & OPD: Proposals will be submitted for the procurement of updated equipment and modalities in alignment with NCAHP (National Commission for Allied and Healthcare Professions) guidelines to enhance clinical training infrastructure. • Increased Clinical Exposure: The clinical posting schedule for UG, PG, and BPT interns will be revised to include more rotations across IPD, OPD, and ICU to strengthen clinical competencies. • Focus on Practical & Therapeutic Skills: Additional therapeutic training sessions, hands-on practical demonstrations, and lab-based activities will be incorporated into the academic timetable. • Promotion of Evidence-Based Practice: UG, PG, and BPT intern students will be assigned projects involving clinical case studies and evidence-based research to encourage scientific learning and critical thinking.
Teachers	<ul style="list-style-type: none"> • Increase in practical exposure and hands-on training for students. • Reduction in the number of theoretical subjects and revision of the UG & PG curriculum to align with current professional standards and guidelines. 	<p>It was discussed and the following actions were suggested to be taken up:</p> <ul style="list-style-type: none"> • Enhancing Practical Training: The academic timetable will be revised to include more practical lab sessions and clinical demonstrations, ensuring students gain adequate hands-on experience. • Curriculum Restructuring: Starting from the academic session 2024–2025, the undergraduate and postgraduate curricula will be revised and streamlined in accordance with the NCAHP (National Commission for Allied and Healthcare Professions) guidelines. This includes rationalization of subject load and alignment with national standards to enhance teaching efficiency and student understanding

<p>Employer</p>	<ul style="list-style-type: none"> • Need for enhanced practical exposure and job-ready clinical skills among students. • Greater emphasis on research and analytical thinking, particularly at the postgraduate level. 	<p>It was discussed and the following actions were suggested to be taken up:</p> <ul style="list-style-type: none"> • Increased Practical Exposure: The academic schedule will be updated to include additional practical lab sessions and structured student training programs aimed at improving hands-on clinical competencies and workplace readiness. • Strengthening Research Orientation: Dedicated research discussion sessions will be introduced for postgraduate students to promote a research-focused learning environment, encourage critical thinking, and improve engagement with evidence-based practice
<p>Alumni</p>	<ul style="list-style-type: none"> • Increase practical exposure and hands-on learning opportunities for current students. • Upgrade existing modalities and equipment in the laboratories and OPD to meet current clinical standards. 	<p>It was discussed and the following actions were suggested to be taken up:</p> <ul style="list-style-type: none"> • Enhancement of Practical Training: Additional practical lab sessions will be incorporated into the academic timetable to provide students with improved hands-on learning and clinical experience. • Up-gradation of Equipment and Modalities: Requests will be submitted for the procurement of new equipment and the modernization of existing facilities in the skill labs and OPD, in accordance with current clinical and educational requirements.
<p>Professional</p>	<ul style="list-style-type: none"> • Inclusion of soft skills training such as communication, ethics, and professionalism. • Alignment of academic content with current industry trends and clinical protocols. 	<ul style="list-style-type: none"> • Soft Skills Development: Sessions on professional ethics, patient communication, time management, and other soft skills will be added to the academic calendar to enhance students' overall competence and workplace readiness. • Industry-Aligned Curriculum Updates: Periodic reviews of the curriculum will be conducted to incorporate updates aligned with current clinical practices, treatment protocols, and healthcare technologies.

Faculty of AYUSH

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Sl No.	Stakeholder	Feedback Area	Suggestion By the Board of Studies/ Action Taken
1.	Student	<ul style="list-style-type: none"> Classroom infrastructure and ventilation 	<ul style="list-style-type: none"> Students suggested the installation of air conditioning in classrooms for improved comfort. BOS agreed, and the management has approved the phased installation of ACs in all major lecture halls.
		<ul style="list-style-type: none"> Availability of academic and research resources in the library 	<ul style="list-style-type: none"> BOS members recommended updating the library with the latest textbooks, reference books, and research journals. The librarian has begun procurement of essential titles and subscribed to additional national/international journals.
2.	Teachers	<ul style="list-style-type: none"> To follow the semester system from BNYS 2025-26 session onwards 	<ul style="list-style-type: none"> All BOS members agreed to the semester system from Session 2025-26.
		<ul style="list-style-type: none"> Encouraging student research and publications. 	<ul style="list-style-type: none"> BOS recommended formal mentoring for student research, paper presentations and publications. A student research committee has been formed and faculty mentors have been assigned to guide ongoing projects.
3.	Alumni	<ul style="list-style-type: none"> Enhancement of clinical exposure through multidisciplinary case discussions 	<ul style="list-style-type: none"> BOS members suggested organizing inter-departmental clinical case discussion forums monthly.
4.	Employer	<ul style="list-style-type: none"> To revise the faculty sanction as per the semester system. 	<ul style="list-style-type: none"> All BOS members agreed with the agenda.

Faculty of Pharmacy

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

S. No.	Stakeholders	Suggestions	Action plan
1	Students, Employers, Professionals	Moderate satisfaction with job-readiness and skill courses	<ul style="list-style-type: none"> • Introduction of value-added programs • Partner with industry professionals to co-design and co-deliver skill development lectures and talks • Conduct a skill gap analysis through student feedback and employer inputs • Organize regular mock interviews, group discussions, and aptitude tests • Invite alumni from different sectors to conduct career talks and mentor current students. • Regular feedback collection from students on job-readiness training • Collaboration with companies to provide internships and live project opportunities as part of the curriculum
2	Teachers, Students, Alumni	11% noted sub-optimal use of ICT tools	<ul style="list-style-type: none"> • Conduction of FDPs on LMS, simulations, and AI tools • Up gradation of e-learning resources • Promotion of blended learning models in every course • Practice of recognition and incentives for “Best ICT Innovator Faculty” award • Conduction of orientation programs on digital platforms and tools • Practice of feedback and continuous improvement
3	Students, Teachers	Need for better support for slow and advanced learners	<p>A. For Slow Learners:</p> <ul style="list-style-type: none"> • Remedial Classes on weekends or after regular hours • Peer Tutoring Program: High-performing students’ mentor slow learners • Bridge Courses to strengthen foundational knowledge • Individual Counseling Sessions for learning difficulties and stress • Use of Multisensory Teaching Aids (videos, models, simulations) <p>B. For Advanced Learners:</p> <ul style="list-style-type: none"> • Research Opportunities: Encourage participation in minor projects. • Add-on Certificate Courses in advanced or emerging topics. • Student Seminars & Paper Presentations.

			<ul style="list-style-type: none"> • Internships, Industrial Visits, and Online MOOC Courses (e.g., NPTEL, SWAYAM). • Opportunities for Teaching Assistance or Class Leadership Roles.
4	Employers, Alumni	Lower rating for research aptitude development	<ul style="list-style-type: none"> • Conduction of research methodology workshops, scientific writing seminars, and statistical analysis training • Partner with reputed institutions for faculty development programs (FDPs) and student research skill enhancement • Make project-based learning mandatory in curriculum • Organizing intra-college research competitions • Strengthening of laboratories and digital library resources • Assign faculty mentors for research guidance to students • Develop a Mentorship Matrix that tracks guidance to PG/PhD scholars • Involve external experts as adjunct mentors • Integrate research-based assignments, literature reviews, and proposal writing in UG/PG courses • To start regularly review research output: papers, projects, patents, participation • Orient students and parents about research career paths and fellowships (GPAT, UGC- NET, CSIR, etc.) • Display research achievements through newsletters, college website, and social media • Conduct Annual Research Review Meetings at college level • Signing of MoUs with research institutions and industries • Initiate to collaborative projects, joint publications, and consultancy
5	Professionals, Employers	Curriculum is strong but needs alignment with emerging trends	<ul style="list-style-type: none"> • Curriculum Enrichment through the meeting of Board of Studies and Faculty Board with academic experts, industry professionals, and alumni. • Organize workshops with industry leaders to identify emerging technologies, tools, and practices • Align with National Education Policy (NEP) and SDGs for interdisciplinary and vocational skill development • Organize FDPs and training programs on emerging trends (e.g., Industry 5.0, Digital Health, Personalized Medicine) • Encourage faculty to attend seminars/conferences

			related to new areas
6	Students, Alumni	Demand for cross-domain knowledge and certifications	<ul style="list-style-type: none"> • Industry consultation to align with job market demands and future skills • Promote project-based learning involving cross-functional domains • Training of faculty in emerging interdisciplinary fields through FDPs and MOOCs • Organizing Tech-Fests, Hackathons, Ideathons around interdisciplinary themes • Encourage students to take cross-domain internships (e.g., pharma students interning in data analytics firms) • MoUs with industries offering multi-domain exposure • Institutionalize awards for "Best Interdisciplinary Project", "Cross-domain Innovator" • Highlighting student achievements in certifications and cross-domain activities in newsletters and social media

Faculty of Engineering & Technology

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> Integrate Emerging Technologies into Core Curriculum: The curriculum needs to move beyond traditional foundational subjects to incorporate rapidly evolving technologies. Recommended to organize more extra skill-based and value added Programmes to enrich the employability skills and to focus on specific industry requirements time to time. Emphasize Hands-on Learning and Project-Based Education Strengthen Industry-Academia Linkages by arranging extra workshops and industrial visits that concentrate on emerging technologies. 	<ul style="list-style-type: none"> It was discussed and the following actions were suggested to be taken up: The curriculum can be enhanced by integrating new elective subjects related to emerging technologies to improve course outcomes. Additionally, students should be regularly exposed to the latest technology through workshops, seminars and guest lecturers conducted by industry professionals or alumni. More number of skill-based and VAC may be programmed and executed to meet industry expectation. Recommendations encompass integrating cutting-edge technologies into lab courses and prioritizing skill-based certification programs. Need to schedule more industrial visits, expert lectures and introduce hands-on workshops centered around new technologies in the future.
Teachers	<ul style="list-style-type: none"> It is recommended that training programs should be conducted for the students in emerging areas. Need to incorporate recent industry advances into recommended subjects 	<ul style="list-style-type: none"> More number of hands on training for different software's must be included. Regular workshops/seminars on emerging technologies could be organized with the help of industry professionals.
Employer	<ul style="list-style-type: none"> Invite more companies for placements, upgrade labs with latest technology, and organize inter-branch activities to boost interaction, arrange regular industrial visits, and update library books to meet current industry standards. Encourage and support student participation in technical events, hackathons, workshops, and competitions at inter-college and national levels to enhance practical skills, innovation, and exposure to current industry trends. Encourage collaboration with experienced mentors and cross-functional teams to help students and employees gain broader perspectives, 	<ul style="list-style-type: none"> We appreciate the suggestions. Steps are being taken to invite more companies, upgrade labs, enhance student activities, arrange regular industrial visits, and update library resources as per current industry needs. Thank you for the suggestion. The institute actively encourages participation in technical events and will continue to provide support through mentorship, resources, and funding to help students gain valuable exposure and enhance their skills. We appreciate the suggestion. Collaborative opportunities with experienced mentors and diverse teams are being promoted to enhance learning, improve skill development, and prepare individuals for dynamic professional environments.

	enhance knowledge sharing, and develop critical skills such as decision-making, communication, and analytical thinking	
Alumni	<ul style="list-style-type: none"> • Modernize the curriculum with a focus on practical skills and real-world applications by incorporating project-based learning and making it more research-oriented. • Organize pre-placement counseling, mock interviews, and group discussion sessions that can help to students to improve their careers. • Focus on Practical Knowledge. Encourage increased emphasis on hands-on learning by integrating more lab-based sessions, live projects, and practical case studies alongside theoretical content. 	<ul style="list-style-type: none"> • Curriculum has been modified to emphasize practical skills and real-world applications by integrating project-based learning and research-oriented approaches, ensuring students are better prepared for industry and innovation-driven careers. • Arranging sessions for students such as pre-placement counseling, mock interviews, and group discussions, so that it will help in enhancing their communication skills, confidence, and overall placement readiness. • Emphasizing hands-on learning through labs, projects, and case studies helps students apply concepts, build technical skills, and become industry-ready.
Professionals	<ul style="list-style-type: none"> • It is suggested to introduce Smart Manufacturing and Industrial AI as a part of the curriculum. This subject will empower young engineers with the knowledge and skills required to thrive in the era of Industry 4.0 and ensure a smooth transition into Industry 5.0, aligning academic learning with future industrial demands. • Opportunities should be provided by experienced professionals to guide and mentor students or team members toward the next level of growth. Such encouragement not only enhances skill development but also boosts morale and motivation for continuous improvement. 	<ul style="list-style-type: none"> • The proposed subject aligns well with our vision to equip students with future-ready skills. We will forward this recommendation to the Board of Studies for consideration in upcoming academic revisions. • We agree that support and mentorship from experienced professionals play a vital role in personal and professional growth. The institute is committed to creating such opportunities through expert talks, mentoring sessions, and leadership development programs to help students and staff advances to the next level and maintain high morale.

Faculty of Management & Commerce

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> Students identified a need for improvement in the balance between theoretical and practical training. Additionally, they noted that support for slow and advanced learners could be improved. 	<ul style="list-style-type: none"> To address these concerns, actions will be taken to increase field projects, internships, and lab sessions. A robust mentoring system will also be developed to provide personalized academic coaching for both slow and advanced learners.
Alumni	<ul style="list-style-type: none"> Alumni felt there was room for improvement in "training given in recent trends and concepts for career development". They also noted that student-centric methods like seminars, workshops, and field visits could be more effective. 	<ul style="list-style-type: none"> The curriculum will be reviewed and updated to incorporate recent trends and concepts relevant to career development. The implementation of seminars, workshops, and field visits will also be refined to ensure they actively contribute to professional development.
Teachers	<ul style="list-style-type: none"> While generally positive, some teachers rated the balance between theoretical and practical training as "Satisfactory" and noted room for improvement in the periodic revision of the curriculum. 	<ul style="list-style-type: none"> Actions will be taken to increase practical learning through field projects, internships, and lab sessions to achieve a better theory-practical balance. A more agile curriculum review process will also be established to address concerns about periodic revision.
Employers	<ul style="list-style-type: none"> The employers felt the students employed with them had the skills. 	<ul style="list-style-type: none"> Action will be taken to enhance practical learning and industry integration, the college will collaborate more closely with industry professionals through guest lectures, joint projects, and curriculum review committees.
Professionals	<ul style="list-style-type: none"> Professionals expressed significant concern about the "applicability of domains and tools used for designing experiments in terms of existing practices in the Industry". They also noted a need for more skill-specific courses and a focus on employability, entrepreneurship, and competency skills. 	<ul style="list-style-type: none"> The curriculum will be evaluated to introduce more skill-specific courses to address the need for employability, entrepreneurship, and competency skills

Faculty of Management & Commerce
Subharti College of Hotel Management
Action Plan on Stakeholders' Suggestions
Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> • More Industrial Visits • Inclusion of AI in Syllabus • Computers with good configurations in Computer Lab. • More and More practical Sessions • Short term crash courses for skill development 	<p>Suggestion was discussed and the following actions were suggested to be taken up:</p> <ol style="list-style-type: none"> 1. Industrial visits to be planned in the months of Sept/Oct. & Mar/Apr. At least 1 visit per Academic Year. 2. Computers in computer lab to checked and reconfigured if required. 3. At least two practical activities to be planned in each semester. 4. Planned for AI workshops for the students through AI experts
Teachers	<ul style="list-style-type: none"> • Hospitality related Research Journals required in Departmental Library. • FDP/Workshop on IPR/Research • More Sports & Cultural Activities. 	<p>Suggestion was discussed and the following actions were suggested to be taken up:</p> <ol style="list-style-type: none"> 1. More hospitality related research journals to be ordered. 2. Minimum 1 FDP/Workshop to be organized each semester. 3. At least One Sports & Cultural Activities to be organized in each semester.
Employers	<ul style="list-style-type: none"> • Industry-Academia activities to be Organized to bridge the gap. 	<p>Suggestion was discussed and the following action was suggested to be taken up:</p> <ol style="list-style-type: none"> 1. Organize more co-curricular activities such as workshops, seminars, and guest lectures, with a minimum of two events conducted each academic year.
Alumni	<ul style="list-style-type: none"> • Alumni suggested that more industrial visits may be organized. • Develop stronger ties with industries through MoUs with foreign universities • PDP classes for all the students. 	<p>Suggestions were discussed and the following actions were suggested to be taken up:</p> <ol style="list-style-type: none"> 1. Industrial visits to be planned in the months of Sept/Oct. 2. English classes with PDP classes for all the students to be conducted.
Professionals	<ul style="list-style-type: none"> • To organize more guest lecturers & workshops 	<p>Suggestion was discussed and the following action was suggested to be taken up:</p> <p>More activities like workshops/IT/seminars/Guest Lectures to be organized. At least 2 activities per Academic Year.</p>

Faculty of Law

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan Action plan for A.Y. 2024-2025 based on suggestions and action taken would be discussed.
Students	<ul style="list-style-type: none"> • Court Visit shall be made regularly for practical aspect. • Mandatory internships for every semester can include more practical aspect in the learning. • There should be video lectures available in case any student is not able to attend classes • Hold separate sessions for teaching students how to make memorials and case comments 	<ul style="list-style-type: none"> • It was discussed and resolved that to enhance students' practical understanding of legal proceedings through structured, regular court visits, integrating real-world exposure more court visits and interactive sessions will be organized, although Subharti Law College is a nodal office of the DLSA and already arranged the court visit, of Supreme court and District Court time to time and this practice will be enhanced in future. • It was discussed and resolved that mandatory internship is already the part of curriculum as per BCI norms and in future summer internship can be made compulsory for the students as per requirement and policy. • It is discussed and resolved that although video lectures are available on university website on some topics but in future more topics of subjects taught by teacher's can be covered by faculties through video lecture and web coordinators should be take initiate on this. • It is discussed and resolved that College is already working toward this point as it is the regular practice. There is a Moot Court Association in the college, which works for every moot court events and assistance. Even at the time of orientation also a separate session holds by MCA on how to make memorials and case comments.
Teachers	<ul style="list-style-type: none"> • More Academic Trips may be considered for holistic development. 	<ul style="list-style-type: none"> • It was discussed and resolved that in Future more academic trips can be organized.
Professionals	<ul style="list-style-type: none"> • Initiate internal moot court for each law subject. 	<ul style="list-style-type: none"> • It was discussed and resolved that MCA of Law College is organizing Internal Moot Court events for students regularly on different Law Subject Problem. (No further action is required).
Employers	<ul style="list-style-type: none"> • Working on students exposure should be made 	<ul style="list-style-type: none"> • It was discussed and resolved that Law College always work for students centric approach and give end number of opportunities to students to groom and showcase their talent in academic as well as co-curricular activities and not only to participate but to organized the events

		independently. This practice will continue in future also.
Alumni	<ul style="list-style-type: none"> • Course on contemporary subjects like AI should be introduced. • Interview preparation to help students transition smoothly into their professional careers and also organize Guest lectures by professional from legal field (not limited to judges or advocates but also other areas of legal professions like corporate) • Spreading awareness to students regarding certificate courses that can help in learning different skills (for eg., drafting courses, corporate law courses etc) 	<ul style="list-style-type: none"> • It was discussed and resolved that Law College is already working to introduce the contemporary subject like AI and may organize value added course on any contemporary subject in future. (Action will be taken by the concerned members as per requirement) • It was discussed and resolved that Law College is in practice of organizing Guest lectures and workshops as per requirement of recent development in Law and for the personality development and for holistic development of the students also and will be conducted in future also. (Action will be taken by the concerned members as per requirement) • It was discussed and resolved that Law College already working on the same course of action and always share information regarding internship, competitions, conferences, certificate courses with their students and keep continue in future also. Law College keeps informing their students regarding latest developments in Law and transforming students as per global market scenario.

Faculty of Science

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Feedback	Action Plan
Students	<ul style="list-style-type: none"> • Skill-oriented lab activities Should be conducted 	<ul style="list-style-type: none"> • After having a thorough discussion with all Head of the Department, the Dean of the college of science instructed to all HOD's that more skill oriented lab activities should be organized in the session 2025-26.
	<ul style="list-style-type: none"> • Updated book should be present in the Library 	<ul style="list-style-type: none"> • The Dean of the college of science has instructed to all HOD's that prepare the list of update books as per the NEP 2020 for the library by which budget proposal could be submitted to Dr. Sudhir Tyagi, Library and information Sciences and Secretary, University Library Committee for new purchase.
	<ul style="list-style-type: none"> • Departments should organize more no. of Industrial and Academic Visits to improve the knowledge level of students. 	<ul style="list-style-type: none"> • College has been emphasizing Industry-academia relationship since very long but it has been observed that faculty members treat completion of programme curriculum and Industrial and Academic Visits as separate exercise. Dean of the college of science has instructed to all HOD's to conduct at least one Industrial and Academic Visits in very semester to improve the knowledge level of students.
	<ul style="list-style-type: none"> • Laboratory requirements including equipment and chemicals 	<ul style="list-style-type: none"> • Dean of the college of science has instructed to all HOD's to look into this matter & take necessary action so that the faculty/students will not suffer because of unavailability of the Laboratory requirements including equipment and chemicals.
	<ul style="list-style-type: none"> • The Syllabus should have a good balance between theory and practical applications. 	<ul style="list-style-type: none"> • The departments were requested to look into the observations made by the students over balance between theory and practical applications. If needed syllabus revision can be done.
Teachers	<ul style="list-style-type: none"> • Course curriculum should be updated, it should be based on skill-based, technology-driven, and industry-relevant. 	<ul style="list-style-type: none"> • The Dean of the college of science has instructed to all HOD's to update the skill-based, technology-driven, and industry-relevant course curriculum and it should be align with NEP 2020.
	<ul style="list-style-type: none"> • Sufficient reading material in Library is not available 	<ul style="list-style-type: none"> • The Dean of the college of science has instructed to all HOD's to prepare the list of update books as per the NEP 2020 for the library by which budget proposal could be submitted to Dr. Sudhir Tyagi, Library and information Sciences and Secretary, University Library Committee for new purchase.
Alumni	<ul style="list-style-type: none"> • Carrier counseling session should be organized regularly. 	<ul style="list-style-type: none"> • Dean of the college of science suggested that Career Counseling helps them understand the career options as it enhances their strengths and weaknesses with regard

		to their present course or profession. So, he instructed to all HOD's that plan the career counseling session for the students.
	<ul style="list-style-type: none"> • Educational and Industrial visit for students should be organized 	<ul style="list-style-type: none"> • Dean of the college of science has instructed to all HOD's to conduct at least one workshop/seminar/Industrial and Academic Visits in very semester to improve the knowledge level of students.
Employer	<ul style="list-style-type: none"> • Skill oriented lab activities Should be organized by the department 	<ul style="list-style-type: none"> • After having a thorough discussion with all Head of the Department, the Dean of the college of science has instructed to all HOD's that more skill oriented lab activities should be organized in the session 2025-2026.
	<ul style="list-style-type: none"> • English communication class should be organized 	<ul style="list-style-type: none"> • Strong English communication skills can boost students' confidence in various settings, from classroom discussions to public speaking. This, in turn, contributes to overall personal development and academic success. So, Dean college of science suggested to all HOD's to look into this matter & take necessary action.
Professional	<ul style="list-style-type: none"> • Career counseling programs for the rural and economically weak students 	<ul style="list-style-type: none"> • Dean of the college of science instructed to all HOD's to plan the career counseling session for the students.
	<ul style="list-style-type: none"> • Educational and industrial trips should be arranged 	<ul style="list-style-type: none"> • Dean of the college of science has instructed to all HOD's to conduct at least one Industrial and Academic Visits in very semester to improve the knowledge level of students.
	<ul style="list-style-type: none"> • Research labs with basic facilities are required 	<ul style="list-style-type: none"> • One research lab is needed for UG, PG and Ph.D scholars with minimum facilities for promotion of research in college.

Faculty of Education

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> Rate the curriculum of the programme in synchronize with the employability. 	<ul style="list-style-type: none"> More competitive examination books & magazines need to be procured for the Departmental Library in the session 2024-25. (Action Taken by Library Committee and Faculty Members)
	<ul style="list-style-type: none"> Rate the adequacy of curriculum-specific study material in the Departmental/ Central Library along with other self-learning resources. 	<ul style="list-style-type: none"> Registration and library hours with other self-learning resources for the utilization of online resources available, will be increased from 2024-2025. (Action taken by Departmental Library in the session 2024-25)
	<ul style="list-style-type: none"> Rate the usage of ICT tools i.e. LMS, demonstration, PowerPoint etc. including online resources by teachers to cover the curriculum effectively & make the subject very interesting. 	<ul style="list-style-type: none"> The usage of ICT tools i.e. LMS, demonstration, Power Point etc. including utilization of online resources by teachers to cover the curriculum effectively and easily understandable, will be increased, thus it will make the subject very interesting, from session 2024-2025.
	<ul style="list-style-type: none"> Rating for Hostel facilities. 	<ul style="list-style-type: none"> The Hostellers (boys and girls) will be called for a meeting once during the odd and even semesters 2024 2025 onwards to know their grievances. (Action Taken by University Management)
	<ul style="list-style-type: none"> Rating the curriculum enriched with VACs & Outside exposure. 	<ul style="list-style-type: none"> The new value-added courses will be introduced in the session 2024-25 and as per University and NEP guidelines for enhancement of knowledge in the context of Indian ethos and value for lifetime exposure. (Action taken by Head of Department)
	<ul style="list-style-type: none"> The criteria to appear in the examination? 	<ul style="list-style-type: none"> The criterion to appear in the examination is a matter of University policy and can be changed whenever required (2024-2025).
	<ul style="list-style-type: none"> Is internal Examination well explained and fair? 	<ul style="list-style-type: none"> Yes, there are the rules and regulations passed by the Academic Council, and both the Departments strictly follow them as per university guidelines.
	<ul style="list-style-type: none"> How do you rate the healthcare facilities in the university? 	<ul style="list-style-type: none"> Though the university is providing excellent facilities in all the fields for more improvement the (Medical Superintendents' will be informed)
Teachers	<ul style="list-style-type: none"> Rate the relevance of the curriculum for career and social needs. 	<ul style="list-style-type: none"> More activities under the Entrepreneurship Development Cell and Career Counseling Cell need to be organized.

	<ul style="list-style-type: none"> Rate the flexibility of the curriculum for further improvement and update. Rate the proportion of courses in terms of core courses, skill, ability enhancement, dissertation etc. 	<ul style="list-style-type: none"> All students have the opportunity to complete the courses from the SWAYAM Portal Duration of Internship and number of schools for Internship program will be increased and software training for data analysis for PG students will be conducted. (The action will be taken by the research coordinators and Internship Charge of both the Departments of the faculty of education for 2024-2025).
	<ul style="list-style-type: none"> The curriculum gives equal importance to theoretical and practical training. 	<ul style="list-style-type: none"> Need to give more rigorous training for microteaching skills will be given to UG and PG students at the individual level (All the faculty members who are teaching Pedagogical subjects).
	<ul style="list-style-type: none"> Rate the inclusion of teaching & learning resources as reference, and assessment methods in the curriculum. 	<ul style="list-style-type: none"> Need to prepare more teaching-learning resources as a reference as well as assessment methods for their teaching-learning process. (All the faculty members).
	<ul style="list-style-type: none"> Rate the depth of the curriculum to fulfil the expectations of regional/national/ global agencies. 	<ul style="list-style-type: none"> Need to organize more visits to local and nationally important heritage centres along with organizing more guest lectures by external experts (Departmental Library in the session 2024-25)
	<ul style="list-style-type: none"> Rate the adequacy of prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum. 	<ul style="list-style-type: none"> Library Assignments will be given to the students for utilization of library resources. (Action taken by the Library In Charge of Both the Departments and the reading club in charge)
	<ul style="list-style-type: none"> The curriculum undergoes periodic revision based on feedback and outcome assessment. 	<ul style="list-style-type: none"> Modification in the curriculum has been proposed by the BoS of both the Departments for the session 2024-2025. (Action taken by Academic coordinators of both the Departments)
	<ul style="list-style-type: none"> Rate the courses in the curriculum to inculcate leadership skills/ team management/ entrepreneurship skills along with personal and career development. 	<ul style="list-style-type: none"> Practical & theoretical portions of the curriculum need to be enhanced by conducting more classroom seminars, presentations and rigorous internship programmes and organizing more Alumni Discussions/Lectures during 2024- 2025. (Action Taken by all faculty members of the Faculty of Education) Need to organize more academic-related activities from 2024-2025. (Action Taken by all faculty members of Faculty of Education)
Employer	<ul style="list-style-type: none"> Encourages participatory and Experiential Learning? 	<ul style="list-style-type: none"> More classroom seminars, assignments, projects, presentations and rigorous internship programmes, discussions and need to organize

		<p>more Extension activities (Action Taken by all faculty members of the Faculty of Education)</p>
	<ul style="list-style-type: none"> • Research Aptitude 	<ul style="list-style-type: none"> • Seminars/Conferences & Workshops will be organized at the national/international level by renowned research experts of the reputed universities in online/offline mode to improve the research aptitude of UG/PG/research scholars during the session 2024-2025.
	<ul style="list-style-type: none"> • How do you rate the overall performance of our students? 	<ul style="list-style-type: none"> • More practical lessons need to be taught to the simulation lab from 2024-2025 onwards. • Development of presentation skills among the students by using language laboratories (Action taken by Language Lab In-Charge)
Alumni	<ul style="list-style-type: none"> • The availability of the study material in the Departmental/Central Library helped to increase multidisciplinary knowledge and was adequate. 	<ul style="list-style-type: none"> • Online/offline Lectures of Alumni will be conducted and donation camps of learning materials. • A webinar on Better Placement Opportunities will be conducted for Alumni. • The Department has the facility of a Departmental / Central Library and an Intellectual Reading club, with enough study material. The interested students find out their multidisciplinary course books to modify & update their knowledge from the session 2024-2025 onwards.
	<ul style="list-style-type: none"> • How the lectures/ Practical/ Assignments helped to understand the course contents? 	<ul style="list-style-type: none"> • The Lectures/practical's/assignments will be organized in the way that the students will enable. How to prepare project-based assignment and how to make it more perfect for assessment and evaluation.
	<ul style="list-style-type: none"> • Rate the training given to you in the recent trends and concepts for career development 	<ul style="list-style-type: none"> • More career Opportunities will be provided to all UG & PG Student's after a formal meeting with local school Principals during 2024-2025.
Professional	<ul style="list-style-type: none"> • Curriculum covers the current trends and practices with respect to the emerging need of stakeholders? 	<ul style="list-style-type: none"> • Needed syllabus modification as per NEP-2020 for all the programs at UG & PG level during the session 2024-2025. (Action taken by each faculty member of both the departments). • Need to invite more professionals as experts to organize the conference / seminar on the recent trends in education sector. (Action taken by each faculty member of both the departments).

Faculty of Fine Arts

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stake holders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> ● Students suggested that curriculum should be more closely aligned with the needs of the job. There should be a better balance between theory and practical courses, with more projects and hands-on experiences to bridge the gap. Availability of study materials in the library should be improved, and more emphasis should be placed on providing digital resources and online platforms for self-learning. 	<ul style="list-style-type: none"> ● Analyze the curriculum to ensure that it aligns with the needs of the job. ● Ensure a balanced approach that provides students with practical skills and hands-on experience. ● Assure the availability and adequacy of study materials in the departmental library.
Teachers	<ul style="list-style-type: none"> ● Enhance clarity in stating program objectives and outcomes, providing detailed explanations and examples. Strive for a balanced proportion of courses, give equal importance to theory and practical training, and incorporate regular revisions based on feedback and outcome assessments 	<ul style="list-style-type: none"> ● Regularly update the curriculum to align with industry needs and societal demands. ● Encourage interdisciplinary learning, experiential opportunities, and collaborations with industry partners.
Employer	<ul style="list-style-type: none"> ● Employer suggested that in corporate communication skills training and provide real-world practice opportunities. ● Strengthen the focus on developing core competencies aligned with industry needs. Offer courses or workshops to develop managerial and leadership skills. 	<ul style="list-style-type: none"> ● Plan a comprehensive communication skills training program and provide real-world practice opportunities. Offer specialized courses and workshops to develop managerial and leadership skills and provide faculty development opportunities to enhance teaching and assessment methods to faculty
Alumni	<ul style="list-style-type: none"> ● Maintain a balance between lectures, practical sessions, and assignments for better understanding of course content. ● Provide training on recent trends and concepts for career development. Incorporate student-centric methods such as seminars and workshops. 	<ul style="list-style-type: none"> ● Establish a curriculum review committee to regularly update the syllabus and course sequence, maintaining a balance between lectures, Practical sessions, and assignments. Professional development program and career counseling will be organize on recent trends and concepts for career development Student-centric approaches like seminars and workshops will be incorporate to enhance engagement and learning.
Professionals	<ul style="list-style-type: none"> ● Achieving academic success requires a combination of discipline, dedication, and effective study habits. To excel in one's academic pursuits, it is essential to develop a proactive approach to learning and to prioritize time management. Additionally, seeking out resources such as academic advisors and peer tutors can bolster one's chances of success. 	<ul style="list-style-type: none"> ● One of the primary purposes of our education is to help students to reach their full personal and professional potential. To achieve their vision for success, it's important and our responsibility to create clear, actionable objectives and develop good habits and skills to guide their learning and keep them on track in their studies.

Faculty of Arts & Social Science

Department of Journalism

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ol style="list-style-type: none"> 1. Enhancement of Practical-Based Work 2. Industrial Visits for Exposure 3. Incorporation of Technical Faculty Expertise 4. Students suggested that they should be sent for internships to enhance their practical knowledge and industry-relevant skills. 	<ol style="list-style-type: none"> 1. The department has increased practical sessions and incorporated more hands-on assignments to enhance skill development based on student feedback. 2. Department will organize more industrial and field visits to bridge the gap between theoretical knowledge and industry practices. 3. Students suggested adding more technically skilled faculty members, and the department has responded by inviting guest faculty/industry experts for technical sessions and workshops. 4. The department plans to facilitate internships for third-year students, collaborating with media houses, NGOs, and relevant organizations to enhance their skill development and employability.
Teachers	<ol style="list-style-type: none"> 1. More sessions on Research Methodology and Intellectual Property Rights (IPR) for students 2. Guest lectures and media industry interactions for student exposure 3. Training in Soft Skills and Communication for students 4. Access to Online Library and E-resources 	<ol style="list-style-type: none"> 1. The department has planned to conduct more workshops and expert sessions on Research and IPR in collaboration with the university's Research Cell and IPR Cell in the upcoming semester. 2. The department has initiated the process of inviting industry professionals, senior journalists, and media experts for guest lectures, panel discussions, and interaction sessions with students. 3. Soft skills and communication workshops are being scheduled in association with the Training & Placement Cell to improve students' employability and presentation skills. 4. A proposal has been submitted to the Central Library to extend remote access to digital resources (e-books, e-journals, databases) for students and faculty. Orientation sessions on using these resources will also be organized.
Employer	<ol style="list-style-type: none"> 1. Emphasis on practical training for students 2. Training for adaptability to emerging technologies (e.g., AI tools, digital media software) 3. Strengthen theoretical knowledge in politics, economics, and strategic communication 	<ol style="list-style-type: none"> 1. The department has revised its academic delivery plan to include more lab-based sessions, mock news reporting, video editing, and field assignments to ensure hands-on experience. 2. Workshops on new media tools, data journalism, and AI in media are being scheduled. Guest trainers and technical experts will be invited to familiarize students with current technologies. 3. The curriculum is being supplemented with add-on lectures and interdisciplinary modules. Subject

		experts will be invited for special lectures to bridge the theoretical knowledge gap in these areas.
Alumni	<ol style="list-style-type: none"> 1. Organize workshops on industry-relevant tools and skills 2. Provide networking opportunities through seminars, media fests, and alumni meets 3. Encourage freelancing and entrepreneurship among students 	<ol style="list-style-type: none"> 1. The department has scheduled hands-on workshops and training sessions on tools 2. The department is organizing media conclaves, alumni talks, and interactive sessions with industry leaders to help students build professional networks. 3. Orientation sessions on freelancing platforms, content monetization, and media startups are being conducted.
Professionals	<ol style="list-style-type: none"> 1. Focus on enhancing multimedia skills (video editing, anchoring, camera handling, content creation) 2. Improve typing speed and pronunciation for better communication 3. Encourage newspaper reading and regular news watching 	<ol style="list-style-type: none"> 1. Practical sessions in multimedia labs have been increased. Workshops on video editing tools 2. Daily lab practice sessions for Hindi and English typing have been initiated. Special sessions on diction, voice modulation, and pronunciation are being organized with language trainers and broadcast professionals. 3. A structured “News Analysis Hour” has been introduced, where students discuss current headlines and trends. Students are also encouraged to present news summaries to enhance their awareness and speaking skills.

Faculty of Arts & Social Science

Department of Home Science

Action Plan on Stakeholders' Suggestions

Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<p>Students suggested that the curriculum should be more closely aligned with the needs of the job. There should be a better balance between theory and practical courses, with more projects and hands-on experiences to bridge the gap.</p> <p>Availability of study materials in the library should be improved, and more emphasis should be placed on providing digital resources and online platforms for self-learning,</p>	<p>Analyze the curriculum to ensure it aligns with the needs of the job.</p> <p>Ensure a balanced approach that provides students with practical skills and hands-on experience.</p> <p>Assure the availability and adequacy of study materials in central/ departmental library.</p>
Teachers	<p>Enhance clarity in stating program objectives and outcomes, providing detailed explanations and examples. Strive for a balanced proportion of courses, give equal importance to theory and practical training, and incorporate regular revisions based on feedback and outcome assessments</p>	<p>Regularly update the curriculum to align with industry needs and societal demands. Encourage interdisciplinary learning, experiential opportunities, and collaboration with industry partners.</p>
Employer	<p>Employers suggest incorporating communication skills, training and providing real-world practice Opportunities.</p> <p>Strengthen the focus on developing core competencies aligned with industry needs, Offer courses or workshops to develop managerial and leadership skills.</p>	<p>Plan a comprehensive communication skills training program and provide real-world practice opportunities.</p> <p>Offer specialized courses and workshops to develop managerial and leadership skills among students.</p>
Alumni	<p>Maintain a balance between lectures, practical sessions, and assignments for better understanding of course content. Provide training on recent trends and concepts for career development. Incorporate student-centric methods such seminars and workshops.</p>	<p>Ensure a curriculum review to regularly update the syllabus and course sequence, maintaining a balance between lectures, Practical sessions, and assignments.</p> <p>Professional development programs and career counseling will be organized on recent trends and concepts for career development Student-centric approaches like seminars and workshops will be incorporated to enhance skills of students.</p>

Professional

Achieving academic success requires a combination of discipline, dedication, and effective study habits. To excel in one's academic pursuits, it is essential to develop a proactive approach to learning and to prioritize time management. Additionally, seeking out resources such as academic advisors and peer tutors can bolster one's chances of success.

One of the primary purposes of our education is to help students to reach their full personal and professional potential. To achieve their vision for success, it's important and our responsibility to create clear, actionable objectives and develop good habits and skills to guide their learning and keep them on track in their studies.

Faculty of Arts & Social Science
Department of Liberal Arts and Humanities
Action Plan on Stakeholders' Suggestions
Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan (Action plan for A.Y. 2024-2025 based on suggestions and action taken would be discussed for in the meeting of faculty board before the starting of new session i.e. A.Y. 2025-2026)
Students	<ul style="list-style-type: none"> ● Syllabus should be revised according to the current requirements. ● Recommended to organize more Value Added Programmes to enrich the employability skills and to focus on specific industry requirements time to time. ● Competitive Exam preparation and newspapers like The Hindu, Indian Express and magazines. ● Ensure regular engagement with industry experts, conduct more academic workshops, and plan educational field visits. 	<ul style="list-style-type: none"> ● It was discussed and the following actions were suggested to be taken up: ● Curriculum enhancement through the introduction of new electives focused on digital skills, emerging technologies, and interdisciplinary subjects relevant to humanities. ● More number of VACS may be programmed and executed to meet industry expectation. ● Classes will be more focused for competitive exams and there will be more newspapers and good magazines for competitive point of view. ● Organize at least 3 industrial visits and hands-on training sessions related to research think tanks and policy institutions.
Teachers	<ul style="list-style-type: none"> ● It is to improve learning infrastructure including library and procurement procedures. To organize sessions on emerging tools and methodologies by experts. 	<ul style="list-style-type: none"> ● More number of titles as well as volumes of books / e-books may be added to the Central Library. ● Regular sessions on new technologies could be organized for the current batch, facilitated by industry experts. ● Conduct a Faculty Development Workshop on integrating industry trends and digital tools (e.g., qualitative data analysis software, podcasting, blogging) into teaching practices.
Employer	<ul style="list-style-type: none"> ● Training activities to be offered to students to improve their skill development. ● Students should have more field based knowledge. 	<ul style="list-style-type: none"> ● Consider establishing more centres of excellence within the campus to offer specialized training to students. ● Arranging guest lectures by industry experts to share insights into recent

	<ul style="list-style-type: none"> The skill level of the students must be improved. 	<p>technology advancements and organizing additional field visits for students would be beneficial.</p> <ul style="list-style-type: none"> Value added courses with hands-on sessions can be conducted to improve the technical skills of the students.
Alumni	<ul style="list-style-type: none"> Offer students an expanded array of subject choices across diverse fields, empowering them with increased flexibility to tailor their academic journey to their interests and career goals. More focus to be given on communication and personal skills. More Industry exposure to be given to students by arranging industry visits and arranging the industry expert session and more debates and seminars. 	<ul style="list-style-type: none"> The Modifications have been made to the curriculum in the current academic year to expand the range of subjects offered. Arrange PDP (Personal Development Programme) sessions alongside expert lectures to enrich the overall personality development of the students. Consider Student-centric methods such as group discussions, field visits, and interactive workshops are being scheduled to build critical thinking, ethical orientation, and holistic development.
Professional	<ul style="list-style-type: none"> Enhance interdisciplinary exposure to widen academic understanding and critical thinking. Increase field-based learning for better community engagement and real-world understanding. Encourage publication and presentation of student research. It is recommended to include more PDP (Personal Development Program) sessions alongside mock interviews to significantly enrich the overall personality development of the students. 	<ul style="list-style-type: none"> Joint seminars and workshops with departments like Political Science, Psychology, Law, and Public Administration will be conducted under the umbrella of "Social Science Dialogue Series." Compulsory field visits, rural/urban surveys, NGO internships, and community-based projects will be introduced into the curriculum. A Fieldwork Diary system will be implemented for reflective learning. Students will be guided to present research papers in national seminars and publish in journals. It is recommended to include more PDP (Personal Development Program) sessions alongside mock interviews to significantly enrich the overall personality development of the students.

Faculty of Arts & Social Science
Department of Library & Information Science
Action Plan on Stakeholders' suggestions
Academic Year-2024-2025

Stake holders	Suggestions	Action Plan
Student	<ul style="list-style-type: none"> • Incorporating more innovative teaching methodologies would be beneficial. 	<ul style="list-style-type: none"> • Teachers initiative to encourage teachers to utilize ICT tools and provide regular training sessions to upgrade their skills is a commendable approach
Teacher	<ul style="list-style-type: none"> • To improve the library, more storage space for stacking reference books and additional seating capacity are required. 	<ul style="list-style-type: none"> • Department is undertaking a expansion of the library infrastructure.
Alumni	<ul style="list-style-type: none"> • More reference books, e-books, e-journals, and additional seating space need to be added to the library collection and facilities. 	<ul style="list-style-type: none"> • Department is working to purchase new reference books, e-books, e-journals and to Upgrade the library infrastructure.
Employer	<ul style="list-style-type: none"> • It was suggested that should be published research articles. 	<ul style="list-style-type: none"> • At present more number of research articles • have been published in reputed journals.
Professional	<ul style="list-style-type: none"> • More technical training is needed in Koha library software. 	<ul style="list-style-type: none"> • Technical training has been provided to improve skills.

Faculty of Arts & Social Science
Department of Languages
Action Plan on Stakeholders' Suggestions
Academic Year-2024-2025

Stakeholders	Suggestion	Action Plan
Student	<ul style="list-style-type: none"> • Need to increase courses to enhance understanding of English Language according to the student's level 	<ul style="list-style-type: none"> • Build a system that allows flexibility according to the student capability
Teachers	<ul style="list-style-type: none"> • Need to organize more extension activity& training program. 	<ul style="list-style-type: none"> • The data reflects a strong endorsement of the programme curriculum, particularly in areas such as delivery of syllabus, clarity of outcomes, and use of ICT tools. To maintain this high level of performance, current successful practices will be continued and kept updated.
Alumni	<ul style="list-style-type: none"> • Need organize more workshops, national and international conferences. 	<ul style="list-style-type: none"> • Ensure to organize more workshops, national and international conferences.
Employer	<ul style="list-style-type: none"> • Need to improve student's discipline. 	<ul style="list-style-type: none"> • The minimal "Need Improvement" feedback will be addressed immediately with corrective steps and follow-up mechanisms
Professional	<ul style="list-style-type: none"> • Need to increase Multidisciplinary based courses 	<ul style="list-style-type: none"> • Build more AEC and SEC courses

Faculty of Arts & Social Science
School of Buddhist Studies
Action Plan on Stakeholders' Suggestions
Academic Year-2024-2025

Stakeholders	Suggestions	Action Plan
Students	<ul style="list-style-type: none"> • Inclusion of contemporary Buddhist thought in syllabus • Access to updated Buddhist texts and research materials in the library • More practical sessions such as chanting, meditation, and Dhamma discussions • Short-term crash courses on Buddhist art, culture, and philosophy 	<p>Suggestion was discussed and the following actions were suggested to be taken up:</p> <ul style="list-style-type: none"> • Plan and conduct educational visits to prominent Buddhist heritage sites (e.g., Bodh Gaya, Sarnath, Sanchi,) in September/October and March/April at least 1 visit per academic year. • Incorporate recent research, contemporary debates, and modern interpretations of Buddhist philosophy into the syllabus. • Organize meditation retreats and chanting practice sessions in collaboration with Buddhist monastic centers every semester. • Introduce short-term certificate courses on Buddhist art, iconography, epigraphy, and manuscript studies to enhance student skills. Arrange guest lectures by eminent Buddhist scholars, monks, and practitioners on specialized topics.
Teachers	<ul style="list-style-type: none"> • Update curriculum to include latest developments and research in Buddhist Studies • Enhance practical exposure through field visits, seminars, and workshops • Introduce more skill-oriented and value-added courses • Improve availability of updated study materials in library • Encourage collaborative learning and student participation in curriculum design 	<p>Suggestion was discussed and the following actions were suggested to be taken up:</p> <ul style="list-style-type: none"> • Form a curriculum review committee to incorporate recent research, modern interpretations, and interdisciplinary approaches • Schedule annual field trips to Buddhist sites; organize guest lectures and national/international seminars. • Develop short-term certificate courses on Pali language, Buddhist art & culture, and mindfulness practices. • Purchase latest editions of relevant books and subscribe to leading journals on Buddhist Studies
Employers	<ul style="list-style-type: none"> • No Suggestion 	<ul style="list-style-type: none"> • No action plan was formulated.

Alumni	<ul style="list-style-type: none"> • Organize more field visits and practical exposure • Update curriculum to include emerging trends in Buddhist studies and related fields PDP classes for all the students. • Organize alumni networking and mentoring programs 	<p>Suggestions were discussed and the following actions were suggested to be taken up:</p> <ul style="list-style-type: none"> • Schedule at least two field visits/study tours per academic year to Buddhist heritage sites, research institutions, and relevant organizations. • Conduct periodic curriculum review meetings with academic and industry experts; integrate topics like Buddhist Art Preservation, and Applied Ethics. • Conduct annual alumni meet and online networking sessions; create a mentorship platform connecting alumni with current students.
Professionals	No Suggestion	No action plan was formulated.



Dr. Kapil Kumar
Director - IQAC

**Action Taken Report (ATR)
on Stakeholder Feedback on Curriculum
Academic Year 2024-2025**



SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT
(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

Ref. No.: SVSU/2025/IQAC/88

Date- 14-10-2025

Introduction

The feedback mechanism is an essential component of quality assurance in higher education institutions. In alignment with NAAC Sub-Criteria 1.4.2, this report consolidates the Action Taken Reports (ATR) from the constituent colleges of the University for the academic session 2024–2025.

This ATR presents the measures implemented by the University and its constituent colleges in response to feedback received from various stakeholders, including students, teachers, alumni, employers, and professionals. It highlights the concrete steps undertaken to address actionable points, focusing on enhancing academic quality, curriculum relevance, teaching–learning processes, skill development, employability, and holistic student growth.

Each constituent college carefully examined the feedback, prioritized areas requiring improvement, and initiated targeted actions. These include academic enhancements, enrichment of student support services, integration of digital tools in teaching, curriculum updates, and initiatives promoting co-curricular, extracurricular, and professional development.

Compiled through systematic inputs from all constituent colleges and reviewed by the IQAC, this ATR demonstrates the University’s commitment to continuous improvement, accountability, and the holistic development of students, ensuring that institutional practices remain responsive to the needs of all stakeholders.

Faculty of Medicine

Action Taken Report on Stakeholders' Feedback on Curriculum

Academic Year: 2024–2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> Shift from PPT-heavy lectures to interactive teaching using blackboards, demonstrations, and discussions. Encourage concept-based, engaging instruction over rote memorization. 	<ul style="list-style-type: none"> As per new CBME curriculum, more emphasis is being given on Small Group Teaching (SGT) and interactive teaching methodologies to make learning more interactive, clinical oriented and concept based resulting in reduced dependency on PPTs.
	<ul style="list-style-type: none"> Emphasize hands-on training, bedside teaching, surgery observation, and simulations using modern tools like VR/AR and 3D models. 	<ul style="list-style-type: none"> Skill lab in-charge shall be notified to monitor skill training sessions strictly and encourage students to actively participate in the session during their clinical postings.
	<ul style="list-style-type: none"> Slow down the syllabus progression, ensure timely coverage of topics, and promote integrated teaching across departments 	<ul style="list-style-type: none"> HODs shall be instructed to review vertical/horizontal integration and interdisciplinary teaching in their respective departments and ensure their effective implementation across the departments.
	<ul style="list-style-type: none"> Conduct more frequent evaluations including MCQs, theory, and viva. Provide feedback, revision sessions, and highlight important Questions. 	<ul style="list-style-type: none"> Part completion tests/Terminal examinations are regularly being conducted as per NMC guidelines for practice and revision of the students. Teachers are advised to include MCQs in their PPTs and discuss important questions during lectures for revision of the students.
	<ul style="list-style-type: none"> Include dedicated revision classes, tutorials, doubt clearing sessions, and encourage self-directed learning practices. 	<ul style="list-style-type: none"> Self directed Learning (SDL) practices have already been incorporated as per NMC guidelines. All faculty members are advised to briefly revise the previous topic in every class prior to starting new topic.
	<ul style="list-style-type: none"> Promote approachable, supportive, and interactive teachers. Special attention to be given to slow learners and mentorship programs. 	<ul style="list-style-type: none"> Identification of slow learners through performance tracking and faculty observation is already being done via mentor mentee system. Remedial classes, personalized academic support, and peer tutoring have been arranged in the ratio of 1:3 (Mentor: Mentee) to help them catch up with their academics and personal issues.
	<ul style="list-style-type: none"> Introduce biometric or digital attendance. Provide regular updates, ensure transparency, 	<ul style="list-style-type: none"> Biometric attendance for PGs has already been implemented in most departments to ensure

	<p>and avoid punitive measures for minor lapses.</p>	<p>real-time, accurate tracking. It is under process for UGs. Attendance data is maintained on a centralized digital platform accessible to PG students and faculty.</p> <ul style="list-style-type: none"> • Student section is advised to issue attendance after each terminal examination via email to both students and their parents.
	<ul style="list-style-type: none"> • Utilize e-learning platforms, recorded lectures, video explanations, and provide access to devices like iPads/laptops for study 	<ul style="list-style-type: none"> • Selected lectures are now being recorded and uploaded after each session for student review and revision.
	<ul style="list-style-type: none"> • Extend library hours (preferably 24/7), improve access to resources including journals and study materials, and ensure quiet, comfortable study spaces. 	<ul style="list-style-type: none"> • Request for extended library hours (after 11:00PM) could not be accepted due to safety reasons. Free Wi-Fi and charging ports are available throughout the library.
	<ul style="list-style-type: none"> • Improve lecture halls (ACs, screens, fans), demo rooms, labs, and hostels (clean washrooms, hygiene, food, internet access) 	<ul style="list-style-type: none"> • All major lecture halls have been equipped with functional air conditioners, ceiling fans, and high-resolution digital projection systems. Hygiene inspections are conducted weekly by Hygiene Committee constituted by the University
	<ul style="list-style-type: none"> • Offer yoga, meditation, counseling , and breaks to address academic stress and promote well-being 	<ul style="list-style-type: none"> • As per University’s notification for Yoga, Yoga classes are already running in the institution after college hours in Maharishi Aurobindo Subharti College & Hospital of Naturopathy & Yogic Sciences and avail its benefits. HODs can also direct their students to wellness center for resolution of their stress related problems
	<ul style="list-style-type: none"> • Organize more cultural events, sports, fests, workshops, and value-added courses to ensure holistic student development. 	<ul style="list-style-type: none"> • College and all departments already organize the various cultural and sports activity time to time to nourish the extracurricular activities of the students
	<ul style="list-style-type: none"> • Increase patient interaction, introduce real-world diagnostic training, and enhance hospital equipment and facilities. 	<ul style="list-style-type: none"> • Regular clinical postings for medical and Para medical students and a CRRI are already been undertaken in all departments as per NMC & UPSMF guidelines to facilitate clinical exposure. • The departments have already fulfilled their hospital equipments and related requirements as per NMC. A skill lab has also been introduced to facilitate simulation based learning for the students. Skill lab In-charge shall be notified to monitor the activities conducted regularly.

	<ul style="list-style-type: none"> • Enable anonymous feedback for teaching and administration. Regular mentor-mentee and town hall sessions recommended 	<ul style="list-style-type: none"> • A monthly classroom teaching feedback and other related feedbacks are being taken and ATR are being submitted to IQAC, regularly. • Mentor-Mentee system has been revised recently to 1:3 (Mentor : Mentee) as per NMC guidelines to address student grievances more efficiently. • A request shall be made to University to make all the feedback forms anonymous as name of the students is asked mandatorily in all the feedback forms available on the portal.
	<ul style="list-style-type: none"> • Ensure English as the medium of instruction, especially for international students. Create a respectful, inclusive environment. 	<ul style="list-style-type: none"> • The teachings, in all the departments, are already being conducted in English language as guided by apex body to groom the communication skills and to increase the subject understanding of all students.
	<ul style="list-style-type: none"> • Create a consistent timetable, reduce last-minute changes, and avoid overlapping departmental tests and lectures. 	<ul style="list-style-type: none"> • The annual timetable has already been prepared, circulated, and is available on the website. HODs shall be instructed to adhere to it. If any changes are necessary, students and the respective faculty members must be informed in a timely manner.
	<ul style="list-style-type: none"> • Address issues like favouritism , cheating, and ensure fairness in evaluations and exam settings. 	<ul style="list-style-type: none"> • The academic evaluation and disciplinary procedure system is very fair at university level where all the evaluation works are done by external evaluators and the disciplinary action system has faculty members of different colleges and they work very fair.
	<ul style="list-style-type: none"> • Promote soft skills, communication, leadership, and time management training alongside core medical education. 	<ul style="list-style-type: none"> • The AETCOM and Pandemic module introduced by NMC fosters necessary soft skills, communication, leadership, and ethics training. Both modules have been successfully incorporated in annual timetable alongside regular classes and clinical postings.
	<ul style="list-style-type: none"> • Ensure timely and fair stipend distribution, reduce clerical hurdles, and improve responsiveness of support staff 	<ul style="list-style-type: none"> • The university already pay the all the stipend to their students timely. • To address students grievances, Subhartian App has been introduced for timely resolution directly by the authorities.

	<ul style="list-style-type: none"> Facilitate student-led research, provide guidance and funding, and emphasize academic contributions like thesis and presentations. 	<ul style="list-style-type: none"> All PGs are already included in a mandatory thesis /research project conduction as per the apex body guidelines. For UGs HoDs shall be instructed to involve fast learners in faculty-led research projects to promote research aptitude amongst students. A provision of seed money for research issued by the university is already in place. Students shall be motivated to avail this benefit by applying their protocols to the University research Committee.
Teachers	<ul style="list-style-type: none"> Strong emphasis on increasing practical orientation, bedside teaching, clinical exposure, use of skill labs, and balancing theory with hands-on training. 	<ul style="list-style-type: none"> To strengthen practical orientation in medical education, the frequency of skill lab sessions, bedside teaching, and clinical demonstrations has been increased across all departments. Faculty has been trained to prepare structured checklists to standardize learning outcomes. Student feedback and regular reviews are being taken frequently.
	<ul style="list-style-type: none"> Requests to increase the duration of Phase 2 and reduce elective/neurology postings; better integration of clinical and theoretical sessions suggested. 	<ul style="list-style-type: none"> The proposed extension in phase 2 duration and reduction in elective/ neurology postings cannot be accepted as these are mandated by NMC. Faculty are advised to ensure effective teaching learning methodology in theory and clinical postings for better academic support to the students.
	<ul style="list-style-type: none"> Promote PBL (Problem-Based Learning), CBL (Case-Based Learning), self-directed learning, student-led presentations, and small group discussions (SGDs). 	<ul style="list-style-type: none"> HODs are advised to enhance student engagement via including structured PBL and CBL in their routine lectures and practicals. SDL and SGDs have already been incorporated by NMC CBME curriculum. HODs are advised to strictly follow these methodologies ensuring interactive & student-centered learning environments.
	<ul style="list-style-type: none"> Regular curriculum review needed; some topics are rushed or omitted, affecting understanding of pathogenesis and clinical relevance. 	<ul style="list-style-type: none"> The CBME curriculum as stipulated by NMC has successfully been implemented across all departments and further changes cannot be done without permission of the apex body. HODs are advised to identify rushed /omitted topics and try to redistribute their allotted hours as per their importance.
	<ul style="list-style-type: none"> Calls for recruitment of more faculty, administrative burden reduction, encouragement for higher studies, and training for tutors in CBME. 	<ul style="list-style-type: none"> Additional faculty recruitment has been initiated to reduce workload and enhance teaching quality across departments. CBME-focused training workshops have been organized for tutors/new faculty members to

		strengthen competency-based teaching methods
	<ul style="list-style-type: none"> • Inclusion of English language support and training on patient communication skills for better clinical interactions. 	<ul style="list-style-type: none"> • English language support programs and communication skills training sessions are being conducted during orientation classes for all the newly admitted students regularly to enhance students' clinical interaction abilities. These sessions focus on improving clarity, empathy, and professionalism in patient communication
	<ul style="list-style-type: none"> • Integration of wellness programs, normalization of seeking help, and mental health support systems are encouraged. 	<ul style="list-style-type: none"> • Structured wellness programs, regular mental health awareness sessions and Counseling services have been made more accessible at wellness center for all students and faculty members. Moreover, a well functioning mentor – mentee system is already in place to address students' well being and support mental health.
	<ul style="list-style-type: none"> • Regular (preferably monthly) student feedback should be institutionalized and used to make responsive curriculum changes 	<ul style="list-style-type: none"> • Monthly student feedback has been institutionalized through digital platforms to ensure consistent and accessible input from learners. The collected feedback is reviewed by Feedback Analysis committee to identify areas needing improvement and suggest remedial measures for the problems pointed out by the students. The responses/suggestion from feedback committee are analyzed by the QEWC and corrective actions are implemented
	<ul style="list-style-type: none"> • Emphasis on improving vertical and horizontal integration, interdisciplinary sessions, and aligning clinical theory with practical applications. 	<ul style="list-style-type: none"> • Vertical and horizontal integrations are already implemented as per NMC guidelines. HODs are advised to monitor its implementation efficiently and include interdisciplinary teaching session for both UGs and PGs for better academic advancement and a clinically meaningful learning experience
Alumni	<ul style="list-style-type: none"> • Introduce case-based and digital learning approaches to enhance practical understanding and promote critical thinking in clinical education. 	<ul style="list-style-type: none"> • HODs are instructed to include PBL, CBL, simulation-based learning and clinical reasoning in their routine lectures and practicals to enhance student's engagement, understanding and promote critical thinking and analytical skills.
	<ul style="list-style-type: none"> • Implement biometric attendance systems to improve accuracy in student monitoring and discipline. 	<ul style="list-style-type: none"> • AEBAS is already implemented for faculty's digital attendance as directed by NMC. S-Touch app also has inbuilt feature for marking

		<p>attendance used by PGs and other staff members.</p> <ul style="list-style-type: none"> For UG students' biometric attendance system is under development and shall be implemented soon.
<ul style="list-style-type: none"> Organize seminars and workshops, especially in pharmacology, through the Dental College to balance departmental workload and promote research aptitude. 		<ul style="list-style-type: none"> HODs are advised to plan students (UG & PG) seminars in lecture plans for academically important topics. They can seek guidance from the pharmacology department in this regard.
<ul style="list-style-type: none"> Incorporate mental health programs, career-oriented activities, and interdepartmental collaborations for the overall development of students. 		<ul style="list-style-type: none"> Yoga sessions and wellness centers are available to address mental health issues of the students and faculty. Career counseling sessions are being conducted to facilitate career guidance for students.
<ul style="list-style-type: none"> Expand the use of online and audio-visual teaching aids, especially for postgraduate training, and promote small group teaching 		<ul style="list-style-type: none"> Digital resources (KOHA & Wolter Kluwer) are already available with access to students and faculty. A dedicated ERP containing lectures PPTs is also available for online reference for students. Annual CBME based timetable already includes dedicated hours for SGDs to promote teaching in small groups. HODs are advised to motivate faculty members to upload their PPTs on ERP regularly and make available online resources for their UGs and PGs students.
<ul style="list-style-type: none"> Enhance infrastructure access, including extended library hours, better lab management training, and improved campus security 		<ul style="list-style-type: none"> All norms related to infrastructure, library, and laboratories have already been fulfilled as per NMC guidelines. However, a separate examination hall (250 seating capacity) shall be requested from the Management to conduct examination smoothly.
<ul style="list-style-type: none"> Promote regular academic evaluations, including early announcement of exam schedules, more frequent clinico-pathological meets, and support for student-led research through allocated funds. 		<ul style="list-style-type: none"> As per CBME guideline, the annual timetable already includes exams schedule and result declaration dates. HODs are advised to conduct frequent formative assessments like surprise test and PCTs to facilitate student's learning. They should also motivate students to apply for short term studentship (ICMR-STs) to promote research oriented students.

Professionals	<ul style="list-style-type: none"> • More skill oriented classes using skill Lab 	<ul style="list-style-type: none"> • Skill Lab In-charge shall be notified to check regular conduction of skill lab trainings, ensure availability of equipment /mannequins as per the norms and notify any requirements.
	<ul style="list-style-type: none"> • More advanced tools need to be included in the syllabus. 	<ul style="list-style-type: none"> • IT department shall be instructed to conduct training on Microsoft & Google teaching learning tools for staff and faculty to integrate and implement these technologies in their teaching and clinical learning.
	<ul style="list-style-type: none"> • External faculty may be allotted as mentors in addition for the skills 	<ul style="list-style-type: none"> • The MEU department conducts seminars from external resource faculty every Saturday for all faculty and PG students to keep up with the advancements and practices in medical field .
Employer	<ul style="list-style-type: none"> • No suggestions; feedback satisfactory. 	<ul style="list-style-type: none"> • No action required as no suggestions received.

Faculty of Dental Sciences

Action Taken Report on Stakeholders' Feedback on Curriculum Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Teachers	<ul style="list-style-type: none"> Maximum teachers agreed that the objectives & outcomes of the curriculum are well defined. 	<ul style="list-style-type: none"> The Feedback Committee members noted most teachers found the curriculum to be very good in adequacy. No modifications were suggested by the members.
Students	<ul style="list-style-type: none"> Most students agreed that the Course content covers all the aspects of the programme and they were satisfied with the Course content of internal and external examinations. 	<ul style="list-style-type: none"> The Feedback Committee uniformly agreed that the students were very satisfied with the program curriculum. Additionally, regular guest lectures, CDEs and workshops should be held every year for academic progress of students.
Alumni	<ul style="list-style-type: none"> 97% of the Alumni were of the opinion that Lectures/Practical/ Assignments helped to understand the course contents while the curriculum provided inter-disciplinary and holistic education according to 93% of the alumni. 	<ul style="list-style-type: none"> Alumni are very satisfied with the curriculum. Alumni meets should be held every year. In 2024-25, alumni meet was organized on 20th and 21st December 2024. The meet was highly successful and fruitful discussions were held regarding the academic progress of students and College. SALS (Subharti alumni Lecture Series) is held every month by SDC &H.
Professionals	<ul style="list-style-type: none"> Most of the professionals agreed that the Lectures/Practical/ Assignments helped to understand the course contents while the curriculum provided overall holistic development of the student. Most of them were of the opinion that the courses in the curriculum provide the students with the required managerial/ leadership qualities and encourage work as part of team. 	<ul style="list-style-type: none"> Professionals are very satisfied with the curriculum. No modifications are required.
Employers	<ul style="list-style-type: none"> The employers found the curriculum to be adequate in core-competency, developing communication skills and research aptitude. 	<ul style="list-style-type: none"> Employers are very satisfied with the curriculum. No modifications were required.

Faculty of Nursing

Action Taken Report on Stakeholders' Feedback on Curriculum

Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> Mechanism for identifying slow performers, advanced learners, and strengthening the mentoring system to enhance overall student performance. 	<ul style="list-style-type: none"> Faculties systematically observe students' engagement, participation, and academic performance in each class. Based on diagnostic tests, survey data, and faculty observations, students are categorized as slow, average, or advanced learners. For slow performers, detailed profiles are created highlighting learning styles, cognitive gaps, and areas requiring targeted academic support.
Teachers	<ul style="list-style-type: none"> Flexibility in the curriculum for continuous improvement and periodic updation.. 	<ul style="list-style-type: none"> Surveys and questionnaires focusing on key curriculum components have been designed and implemented. Approved curriculum modifications are integrated into syllabi, course materials, and teaching methodologies. Necessary academic and infrastructural resources are allocated to support curriculum changes. All curriculum revisions are communicated clearly to both students and faculty members. The rationale for revised content, learning paths, and pedagogical changes is explained through departmental meetings and academic notices. Multiple channels such as official circulars, departmental meetings, student orientations, and updated course documents are used for transparent communication.
Alumni	<ul style="list-style-type: none"> Delivery of the syllabus and sequencing of courses across semesters/years of the program. 	<ul style="list-style-type: none"> All courses now follow standardized, comprehensive syllabi outlining learning objectives, expected outcomes, and weekly content progression. Students have centralized online access to all course syllabi and academic schedules, ensuring better planning and preparedness. The system maintains a balance between instructional flexibility and academic stability to support effective learning.
Employer	<ul style="list-style-type: none"> Enhancement of students' proficiency in technical skills and practical application. 	<ul style="list-style-type: none"> Structured learning opportunities were provided to address identified technical skill gaps. Technical projects, real-world case studies, and simulated tasks have been integrated into coursework to promote practical application of learned skills.
Professionals	<ul style="list-style-type: none"> Ensuring that the program curriculum remains well-structured, dynamic, and aligned with industry expectations. 	<ul style="list-style-type: none"> Assessments have been aligned more closely with program outcomes, and teaching methodologies are continuously refined to strengthen competency-based learning. Areas requiring improvement were identified, including minor overlaps in introductory concepts and limited exposure to emerging technologies. These observations are being used to guide future curriculum enhancements.

Faculty of Physiotherapy and Allied Health Sciences

Action Taken Report on Stakeholders' Feedback on Curriculum

Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> ● Upgrade and modernize equipment and modalities in skill laboratories and outpatient departments (OPD). ● Emphasize therapeutic skills and hands-on practical knowledge during training. Increase postings and clinical exposure in inpatient departments (IPD), outpatient departments (OPD), and intensive care units (ICU). ● Promote evidence-based learning through research and case-study projects. 	<ul style="list-style-type: none"> ● Proposal for procurement and modernization of equipment has been submitted as per NCAHP guidelines to enhance infrastructure and training quality. ● Academic timetable revised to include more hands-on practical sessions, therapeutic training, and lab-based learning activities. ● Clinical rotation schedule updated for UG, PG and BPT interns to ensure enhanced exposure across all departments, including the ICU. ● Research-based clinical projects and case studies assigned to students; evidence-based practice integrated into academic assignments. ● Additional seminars and student training programs conducted focusing on soft skills, communication, and workplace readiness.
Teachers	<ul style="list-style-type: none"> ● Increase practical exposure and hands-on training for students. ● Reduce the number of purely theoretical subjects and revise the UG & PG curriculum to align with current professional standards and guidelines. 	<ul style="list-style-type: none"> ● Timetable revised to include additional lab-based sessions and clinical demonstrations for all students. ● Curriculum for UG and PG programs restructured from the academic year 2025–26 as per NCAHP guidelines to reduce theoretical load and improve practical focus..
Employer	<ul style="list-style-type: none"> ● Need for enhanced practical exposure and job-ready clinical skills among students. ● Greater emphasis on research and analytical thinking, particularly at the postgraduate level. 	<ul style="list-style-type: none"> ● Structured Clinical Training Programme (STP) and additional lab sessions incorporated to enhance clinical competencies. ● Postgraduate students provided dedicated research discussion sessions to strengthen critical thinking and evidence-based learning.
Alumni	<ul style="list-style-type: none"> ● Increase practical exposure and hands-on learning opportunities for current students. ● Upgrade existing modalities and equipment in laboratories and OPDs to meet current clinical standards. 	<ul style="list-style-type: none"> ● Number of practical lab sessions and clinical exposure opportunities increased in the revised academic calendar. ● Proposal for procurement and modernization submitted to align with current clinical standards and educational needs. ● Monthly seminars and guest lectures by alumni implemented for UG and PG students to share industry insights and professional experiences.

Professional	<ul style="list-style-type: none">● Inclusion of soft-skills training such as communication, ethics, and professionalism.● Alignment of academic content with current industry trends and clinical protocols.	<ul style="list-style-type: none">● Periodic curriculum reviews initiated to align academic content with the latest healthcare technologies, clinical standards, and industry requirements as per NCAHP guidelines.
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Faculty of AYUSH
Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholder	Suggestion	Suggestion By the Board of Studies/ Action Taken
Student	<ul style="list-style-type: none"> Students suggested installing air conditioning in classrooms to improve comfort. 	<ul style="list-style-type: none"> BOS agreed, and management approved the phased installation of ACs in all major lecture halls. As Phase 1 of the installation, air conditioning has been provided in the post-graduate students' rooms.
	<ul style="list-style-type: none"> Recommended updating the library with the latest textbooks, reference books, and research journals. 	<ul style="list-style-type: none"> The librarian has begun procurement of essential titles and subscribed to additional national/international journals.
	<ul style="list-style-type: none"> To follow the semester system from the BNYS 2025–26 session onwards. 	<ul style="list-style-type: none"> The BOS had earlier agreed to implement the semester system from the BNYS 2025–26 session. However, due to certain administrative and regulatory issues, the implementation has been deferred.
Teacher	<ul style="list-style-type: none"> Encouraging student engagement in research and publications. 	<ul style="list-style-type: none"> Student research committee formed; faculty mentors assigned to guide ongoing projects.
Alumni	<ul style="list-style-type: none"> Enhancement of clinical exposure through multidisciplinary case discussions 	<ul style="list-style-type: none"> Already going on at the PG level. A plan was initiated to conduct monthly case discussion forums for UG students.
Employer	<ul style="list-style-type: none"> To revise the faculty sanction. 	<ul style="list-style-type: none"> All BOS members agreed with the agenda and initiated the intake of new faculty

Faculty of Pharmacy

Action Taken Report on Stakeholders' Feedback on Curriculum Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students, Employers, Professionals	Suggested strengthening job-readiness and skill-oriented courses.	<ul style="list-style-type: none"> The Feedback Committee assigned HODs to introduce value-added courses. The Training & Placement Cell enhanced activities such as skill-development sessions, internships, mock interviews, group discussions, and aptitude tests. The NAAC Coordinator conducted a skill-gap analysis. The Alumni Committee organized alumni lectures/talks.
Teachers, Students, Alumni	Suggested improving the use of ICT tools in teaching and learning.	<ul style="list-style-type: none"> NAAC Criteria In-charges ensured ICT integration. The Dean and Principal framed ICT adoption policies. The IT Coordinator conducted FDPs and LMS training. The NAAC Coordinator organized faculty orientation sessions on ICT-enabled teaching.
Students, Teachers	Suggested better academic support for slow and advanced learners.	<ul style="list-style-type: none"> The Chief Mentor (Dr. Prabhat Singh), mentors, class coordinators, and program coordinators provided structured academic support. Wellness coordinators offered counseling. The SWAYAM Coordinator facilitated access to advanced learning resources.
Employers, Alumni	Suggested improving initiatives that build research aptitude among students.	<ul style="list-style-type: none"> The Dean, HoDs, and College Research Committee strengthened the research culture. QEWC members and Ph.D. supervisors guided research projects. Class coordinators and mentors assisted students. The MoU Committee facilitated external research collaborations.
Professionals, Employers	Suggested aligning the curriculum with emerging industry trends and advancements.	<ul style="list-style-type: none"> The Board of Studies, Faculty Board, QEWC, HoDs, and College Research Committee reviewed and updated curriculum components based on industry requirements and emerging trends.
Students, Alumni	Suggested providing more cross-domain learning opportunities and certification courses.	<ul style="list-style-type: none"> The Training & Placement Cell, SWAYAM Coordinator, MoU Committee, HoDs, mentors, and class coordinators promoted certification courses. The Thinking Lab and College Research Committee encouraged interdisciplinary projects. Pharma Connect Care Club organized industry-linked activities.

Faculty of Engineering & Technology

Action Taken Report on Stakeholders' Feedback on Curriculum

Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken Report
Students	<ul style="list-style-type: none"> ● Integrate Emerging Technologies into Core Curriculum: The curriculum needs to move beyond traditional foundational subjects to incorporate rapidly evolving technologies. ● Recommended to organize more extra skill-based and value added Programs to enrich the employability skills and to focus on specific industry requirements time to time. ● Emphasize Hands-on Learning and Project-Based Education ● Strengthen Industry-Academia Linkages by arranging extra workshops and industrial visits that concentrate on emerging technologies. 	<ul style="list-style-type: none"> ● The first-year curriculum has been revised in accordance with the NEP 2020 guidelines, and the syllabus for the third year across all departments has also been updated. ● Each engineering department is offering “at least” one VAC per semester having 2 credits with minimum 30 hours ● It is mandatory for all students to opt for at least one subject per semester from NPTEL. ● Industrial visits, expert lectures, and hands-on workshops on emerging technologies are scheduled for ongoing and upcoming semester
Teachers	<ul style="list-style-type: none"> ● It is recommended that training programs should be conducted for the students in emerging areas. ● Need to incorporate recent industry advances into recommended subjects 	<ul style="list-style-type: none"> ● Hands-on training sessions on various software tools are being scheduled. ● ATAL FDP is organized in collaboration with AICTE to enhance faculty development
Employer	<ul style="list-style-type: none"> ● Invite more companies for placements, upgrade labs with latest technology, and organize inter-branch activities to boost interaction, arrange regular industrial visits, and update library books to meet current industry standards. ● Encourage and support student participation in technical events, hackathons, workshops, and competitions at inter-college and national levels to enhance practical skills, innovation, and exposure to current industry trends. ● Encourage collaboration with experienced mentors and cross-functional teams to help students and employees gain broader perspectives, enhance knowledge sharing, and develop critical skills such as decision-making, communication, and analytical 	<ul style="list-style-type: none"> ● Internships have been made compulsory for all students. One industrial visit to Capgemini Noida has been successfully conducted, and more visits are scheduled ● Hackathon/Ideathon competition are organized every year and proposed for the upcoming session also. ● Alumni talks from various branches are scheduled to help students gain insights and guidance.

	thinking	
Alumni	<ul style="list-style-type: none"> ● Modernize the curriculum with a focus on practical skills and real-world applications by incorporating project-based learning and making it more research-oriented. ● Organize pre-placement counseling, mock interviews, and group discussion sessions that can help to students to improve their careers. ● Focus on Practical Knowledge. Encourage increased emphasis on hands-on learning by integrating more lab-based sessions, live projects, and practical case studies alongside theoretical content 	<ul style="list-style-type: none"> ● The third year syllabus of all branches has been updated to align with industry needs, recent technological advancements, and program outcomes. ● Personality development classes have been incorporated into the timetable for all years. ● Projects are assigned to every student to promote hands-on training and skill development
Professionals	<ul style="list-style-type: none"> ● It is suggested to introduce Smart Manufacturing and Industrial AI as a part of the curriculum. This subject will empower young engineers with the knowledge and skills required to thrive in the era of Industry 4.0 and ensure a smooth transition into Industry 5.0, aligning academic learning with future industrial demands. ● Opportunities should be provided by experienced professionals to guide and mentor students or team members toward the next level of growth. Such encouragement not only enhances skill development but also boosts morale and motivation for continuous improvement. 	<ul style="list-style-type: none"> ● First and third year syllabus has been revised to introduce more skill-based courses aligned with emerging industry trends ● Guest lectures by industry and academic experts have been conducted and scheduled for the current and upcoming semesters

Faculty of Management & Commerce
Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> ● Need to improve balance between theoretical and practical training. ● Require stronger support for slow and advanced learners. 	<ul style="list-style-type: none"> ● Introduced field projects and practical lab sessions in core BBA and MBA courses. ● Faculty mentoring groups created for personalized academic support.
Alumni	<ul style="list-style-type: none"> ● Scope for enhancing training in recent trends and career oriented concepts. ● Need to make student centric Methods more impactful 	<ul style="list-style-type: none"> ● Alumni engagement strengthened through expert talks, interactive sessions, and career discussions.
Teachers	<ul style="list-style-type: none"> ● Suggestions to improve the theory–practical balance. ● Need for periodic curriculum review. 	<ul style="list-style-type: none"> ● Mini-projects and practice-oriented modules introduced in key courses. ● Curriculum review meeting conducted in August 2025. ● Academic resource planning strengthened for efficient implementation.
Employers & Professionals	<ul style="list-style-type: none"> ● Employers reported students possess adequate basic skills. ● Need to enhance applicability of domain tools and industry-oriented competencies. ● Requirement for more skill-specific and employability-focused courses. 	<ul style="list-style-type: none"> ● Curriculum gap analysis initiated to integrate relevant skill-based modules. ● Collaboration started with industry professionals to seek inputs on curriculum enhancement.

Faculty of Management & Commerce
Subharti College of Hotel Management
Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken Report
Students	<ul style="list-style-type: none"> • More Industrial Visits • Upgrade computer lab configurations • Increase practical sessions • Short-term crash courses. 	<ul style="list-style-type: none"> • An industrial visit was done at MARS Resort in October 2024. • Computers in the lab will be reconfigured and updated in June 2025. • For More Practical exposure a 2 days' workshop on Bartending, Workshop on Towel Art and workshop on Carving was organized for the students on 10th & 11th April 2025. • Skill development workshops (e.g., communication, digital tools) organized bi-monthly.
Teachers	<ul style="list-style-type: none"> • FDP / Workshops on IPR / Research • Include dissertation / research projects • Need to organize more sports and cultural activities. 	<ul style="list-style-type: none"> • An international conference and One Faculty Development Program (FDP) on research methodologies held in December 2024. • Every year students go on Industrial training and prepare a Project report. • One inter-department sports event and one cultural fest scheduled per semester.
Employers	<ul style="list-style-type: none"> • Industry - academia collaboration. • Workshops/seminars 	<ul style="list-style-type: none"> • Two guest lectures by industry leaders conducted; MoUs with 3 hotels initiated. • Various workshops, Guest Lectures and seminars were organized for the students during the whole academic session.
Alumni	<ul style="list-style-type: none"> • PDP and English classes • Strengthen industry ties 	<ul style="list-style-type: none"> • Weekly PDP and English proficiency classes introduced for final-year students. • MoU with various organizations have been done during last few years and students are going on Industrial training/ placement on the basis of MoU's.
Professionals	<ul style="list-style-type: none"> • Guest lectures / workshops 	<ul style="list-style-type: none"> • Various workshops and Guest Lectures were organized for the students during the whole academic session.

Faculty of Law
Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> ● Maximum presentations must be held in Moot Court only. Where we can get more confidence & less hesitation. ● Improvement in career services by offering more internships, job fairs resume workshops, and networking events ● Court visit and other academic visit should be enhance for skill development and holistic development of the students 	<ul style="list-style-type: none"> ● Maximum presentations of clinical subjects and memorials were held in Moot Court and also various other activities were held in moot court like Moot Competition, Youth Parliament, Debates, Elocution and seminars to enhance more confidence & less hesitation among students for improving skill development through experiential learning. ● Career Counselling sessions were organized and various internship opportunities were circulated among students to grasp the opportunities. ● During the session Supreme Court visit and other academic visit of Amrit Udhyan and various legal awareness programs were organized for the students to enhance their skill development and holistic development.
Teachers	<ul style="list-style-type: none"> ● Faculty members have to proactive while class room discussion on latest case laws and leading case studies ● Syllabus for certain subjects is a little lengthy. 	<ul style="list-style-type: none"> ● Faculty members were seen proactive while class room discussion on latest case laws and leading case studies ● No action is required as time to time syllabus revision is made as per requirement through BOS.
Professionals	<ul style="list-style-type: none"> ● A month long internship with Law Dept of any Corporate House/ Mediation & Arbitration Centre will give requisite insight & exposure to students ● Some Practical base curriculum may be added 	<ul style="list-style-type: none"> ● A month long internship of final year students was organized & many students also doing internship in DLSA, Delhi secretariat and in various High courts and also done online internships with various reputed industries and acquire requisite insight & exposure. ● Some Practical base curriculum is already the part of syllabus but as per the current scenario two value added courses 1-Real Estate Regulatory Act, 2016; 2-Corporate Drafting Skills were organized to enhance the professional skill of the students.
Employers	<ul style="list-style-type: none"> ● Workshops on resume building, job search strategies, and interview preparation to help students transition smoothly into their professional careers will be organized. 	<ul style="list-style-type: none"> ● Various activities were organized to help students transition smoothly into their professional careers. 1. Career counselling Session was organized. 2. Debate on “To promote critical thinking to enhance the skill of public speaking. 3. Youth Parliament 4. National debate on “One Nation One Election”. 5. Seminar on New criminal Laws 6. Discussion and extempore.

Alumni

- Incorporate courses on legal technology, e-discovery, and cyber security to keep students abreast of the latest technological advancements in the legal field.
- Course curriculum are modified as per the need of present global competition and students are encouraged to take part in various activities of legal writing and communication skill and it will be continued in future also. Law college already transforming, students as per global market scenario.

Faculty of Science

Action Taken Report on Stakeholders' Feedback on Curriculum Academic Year-2024-2025

Stakeholders	Suggestions	ActionTaken
Students	<ul style="list-style-type: none"> • Skill-oriented labs activities/ Program should be organized by the department. 	<ul style="list-style-type: none"> • In the session 2024–2025, a total of 7 Value Added Courses were offered by the departments, focusing on skill enhancement and employability. Workshops were also conducted for skill enhancement
	<ul style="list-style-type: none"> • More updated books should be available in the library. 	<ul style="list-style-type: none"> • Demand list for the required books has been submitted to the University Library Committee for purchase as per NEP 2020 guidelines.
	<ul style="list-style-type: none"> • Departments should organize more industrial and academic visits to improve the knowledge level of students. 	<ul style="list-style-type: none"> • A total of 8 Industrial and Academic Visits were organized in the session 2024–2025, in which 475 students participated. • The Department of Chemistry successfully organized a One-Day National Conference on “Recent Advancements in the Field of Science and Technology” on 2nd June 2025.
Teachers	<ul style="list-style-type: none"> • All postgraduate courses should be more research-oriented. 	<ul style="list-style-type: none"> • All PG students completed their research projects under the supervision of faculty members; some have published research papers in peer-reviewed journals.
	<ul style="list-style-type: none"> • Sufficient reading material is not available in the library. 	<ul style="list-style-type: none"> • Demand list for new books has been submitted to the University Library Committee for purchase as per NEP 2020.
	<ul style="list-style-type: none"> • Need for a research lab at the college level for faculty members and research scholars. 	<ul style="list-style-type: none"> • One Computer Research Lab with 10 computers has been established in the Science College for faculty and Ph.D. scholars during the session 2024–2025.
	<ul style="list-style-type: none"> • Results should be displayed on the website. 	<ul style="list-style-type: none"> • Suggestion regarding result display has been forwarded to the concerned authority.
	<ul style="list-style-type: none"> • Regular PDP and training classes should be conducted for pre-final and final-year students. 	<ul style="list-style-type: none"> • PDP classes for 1st-year students were conducted during the session 2024–2025.
Alumni	<ul style="list-style-type: none"> • Career counselling sessions should be organized regularly. 	<ul style="list-style-type: none"> • Two Skill Development & Career Counselling Activities were organized in the session 2024–2025.
	<ul style="list-style-type: none"> • Educational and industrial visits should be organized for students. 	<ul style="list-style-type: none"> • A total of 8 Industrial and Academic Visits were organized in the session 2024–2025 with participation from 475 students.

Faculty of Education

Action Taken Report on Stakeholders' Feedback on Curriculum Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> More competitive examination books & magazines need to be procured for Departmental Library in the session 2025-26. 	<ul style="list-style-type: none"> Competitive examination books and magazines have been procured and made available in the Departmental Library for student reference during the 2025–2026 session.
	<ul style="list-style-type: none"> Registration and library hours with self-learning resources will be increased. 	<ul style="list-style-type: none"> Library hours have been extended and incorporated into the timetable, and registration for online resources such as MOOCs has been made available to all students from the 2025–2026 session.
	<ul style="list-style-type: none"> Increased ICT usage (LMS, PPT, online resources) to make teaching more interactive. 	<ul style="list-style-type: none"> ICT-enabled classrooms functional; faculty actively using LMS, PPTs, and online resources in 2025-2026.
	<ul style="list-style-type: none"> Hostellers' meeting once each semester for grievance redressal.. 	<ul style="list-style-type: none"> First round of hostel grievance meetings is scheduled for odd semester is scheduled in the month of October 2025; and feedback will be received form hosteller.
	<ul style="list-style-type: none"> New VACs will be introduced as per NEP guidelines. 	<ul style="list-style-type: none"> VACs are introduced in 2025-2026 session.
	<ul style="list-style-type: none"> University policy-subject to change. 	<ul style="list-style-type: none"> Criteria remained unchanged, communicated to students in the Departmental Orientation Program (2025-2026).
	<ul style="list-style-type: none"> Rules & regulations strictly followed. 	<ul style="list-style-type: none"> Internal assessments held transparently; answer sheet displayed timely (2025-2026).
	<ul style="list-style-type: none"> Medical Superintendent to be informed for further improvements. 	<ul style="list-style-type: none"> Health care facilities are available in the University along first-aid support (2025-2026).
Teachers	<ul style="list-style-type: none"> More activities under Entrepreneurship Development & Career Counseling Cell. 	<ul style="list-style-type: none"> Career counseling sessions and entrepreneurship workshops have been scheduled by Departmental Entrepreneurship Development & Career Counseling Cell for 2025-2026.
	<ul style="list-style-type: none"> Opportunities via SWAYAM/ NPTEL/ MOOC 	<ul style="list-style-type: none"> Students enrolled in SWAYAM/NPTEL; credits recognized in curriculum (2025-2026).
	<ul style="list-style-type: none"> Increase duration and schools, plus software training. 	<ul style="list-style-type: none"> Internship duration increased and data analysis workshops will be conducted by the research cell of the department for PG students.
	<ul style="list-style-type: none"> More rigorous microteaching training 	<ul style="list-style-type: none"> Microteaching practice enhanced for UG & PG students individually in pedagogy labs.

	<ul style="list-style-type: none"> • More resources aligned with SDG & NEP 2020. • More heritage visits & guest lectures. • Library assignments introduced. • Proposed by BOS. • More seminars, internships, alumni lectures. 	<ul style="list-style-type: none"> • Workshop for Preparation of TLMs (teaching-learning materials) has been proposed for all students (2025-26) • Heritage visits and expert lectures are proposed to organize in 2025-26 session. • Library assignment practice initiated in both departments; Reading Club functional. • Curriculum modifications have been review; BOS forwarded proposal to Academic Council through Faculty Board. • Alumni lectures conducted & rigorous internship programmes conducted during 2025-26.
Employer	<ul style="list-style-type: none"> • More seminars, assignments, projects & internships. • National/international seminars & workshops by experts. • More practical lessons in simulation lab. • Language lab training and more presentation 	<ul style="list-style-type: none"> • Extended internships and classroom project presentations implemented. • Research workshops will be conducted in online & offline mode with external experts. • Simulation lab will be used more extensively in 2025-2026 session. • Assignment presentations have been integrated into the teaching-learning process, and dedicated communication classes are proposed for the 2025-2026 session.
Alumni	<ul style="list-style-type: none"> • Alumni lectures & donation camps; Reading Club facility. • More project-based assignments.. • Career opportunities via local school principals. 	<ul style="list-style-type: none"> • Alumni lectures have been conducted, donation camps are proposed, and the Reading Club is functioning effectively during the 2025-2026 session. • Project-based assignments implemented across UG & PG courses. • A formal meeting with local school principals has been proposed to strengthen collaboration and enhance career opportunities for UG and PG students during the 2025-26 session
Professionals	<ul style="list-style-type: none"> • NEP-2020 syllabus modification at UG & PG levels. • More professional experts invited. 	<ul style="list-style-type: none"> • Curriculum revision aligned with NEP-2020 has been proposed and partially implemented. All syllabi are being adopted as per NCTE guidelines. • Greater involvement of external professionals has been proposed for academic, research, and extension events across the faculty during the 2025-26 session.

Faculty of Fine Arts

Action Taken Report on Stakeholders' Feedback on Curriculum Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students.	<ul style="list-style-type: none"> Students suggested that more employability-oriented activities, such as career counselling sessions; practical skill-development workshops; fashion shows; educational trips; and hands-on training programs, should be conducted to enhance industry readiness and support their career growth. 	<ul style="list-style-type: none"> A Career Counselling Session was conducted on 26/09/2024 for the session 2024–2025. A Fashion Show, “Design Castle,” was organized on 21/04/2025, with participation of 85 students showcasing their craftsmanship, quality, and design skills. A “Methods & Material” Workshop was conducted from 05/03/2025 to 08/03/2025. “Khadi Raag – An Exclusive Fashion Show” was organized on 10/04/2024. An educational trip to the Festival of Architecture & Interior Design (FOAID) was conducted on 23/11/2024. Several related activities were conducted during 2024–2025 for overall student growth and enhanced employability.
	<ul style="list-style-type: none"> Students suggested that the quantity of curriculum-related books, journals, and magazines in the departmental library should be increased to provide better academic support and improve access to updated learning resources. 	<ul style="list-style-type: none"> For the session 2024–2025, new books related to the curriculum were purchased, enriching and strengthening the departmental library. Books worth Rs. 43,19,657 were purchased, and journals worth Rs. 11,343.70 were added. Magazines worth Rs. 2,599 were purchased till 02/03/2025.
	<ul style="list-style-type: none"> Students suggested that more value-added courses should be introduced to enhance their skills, creativity, and professional readiness by providing specialized training in diverse areas such as art, design, performing arts, and digital innovation. 	<p>A Value Added Course was successfully conducted during the session 2024–2025. The Department of Fine Arts organized sessions on the following courses to strengthen students' creative and professional competencies:</p> <ol style="list-style-type: none"> 1. Restructuring Culture of Art (15/04/2025 – 23/04/2025) 2. Lifestyle & Accessories Design (05/09/2024 – 09/09/2024) 3. Major Aspects of Indian Classical and Folk Dances (26/08/2024 – 31/08/2024) 4. Major Aspects of Indian Classical and Folk Music (10/09/2024 – 14/09/2024) 5. Digital Innovation and Implementation (01/09/2024 – 05/09/2024) <p>These value-added courses provided students with practical exposure, multidisciplinary learning, and enhanced employability skills.</p>

- Students suggested that a structured mechanism should be created to identify slow and advanced learners. They also recommended providing additional academic support for slow learners, along with greater encouragement for student start-ups, innovation, and institutional assistance for research, design development, and patent/IPR activities..

1. Identification & Support System

- Slow and advanced learners were systematically identified during the session 2024–2025.
- Special academic support, mentoring, and monitoring were provided to slow learners.

2. Student Start-ups & Innovation (2024–2025)

- Start-up proposals of Fine Arts students Pawan and Sandeep were submitted to the Central Research and Incubation Center.

3. IPR, Design & Patent Work by Faculty Members (2024–2025)

Dr. Neha Singh	Pattern Projecting Device for Textile
Dr. Rashika	
Dr. Arpana Kamboj	Device for Extracting Fibres from Banana Tree
Dr. Neha Singh	
Dr. Arpana Kamboj	Tool for Printing
Dr. Ashish Kumar Mishra	
Mr. Dharm Raj Gupta	Tool for Painting
Dr. Arpana Kamboj	
Dr. Arpana Kamboj	Multi Design Portable Screen for Textile Printing
Dr. Ashish Kumar Mishra,	
Er. Monika Verma	
Dr. Ashish Kumar Mishra	Multi-functional Library Table with Integrated Circular Bookshelf
Dr. Arpana Kamboj	
Mr. Dharm Raj Gupta	
Dr. Pintu Mishra	

- Students suggested increasing the use of ICT tools in teaching. They also recommended guidance for students to use ICT tools for learning and assignments. Stakeholders further suggested that formal communication/training should be given to faculty to ensure effective ICT integration.

- All faculties are regularly using ICT tools in their teaching All faculty members used ICT tools regularly during teaching–learning activities in the 2024–2025 session.
- Students of specific subjects were guided to use ICT tools for learning and academic projects.
- An official notice was circulated to all faculty members to create awareness and promote the effective use of ICT in teaching.

	<ul style="list-style-type: none"> Students suggested providing regular opportunities to share feedback on subject content and teaching methods, along with strengthening the Mentor–Mentee interaction. 	<ul style="list-style-type: none"> Every department has scheduled Mentor–Mentee sessions in the timetable for personal guidance. Mentor–Mentee files are maintained properly.
Teachers	<ul style="list-style-type: none"> Teachers suggested that the curriculum should be updated regularly to maintain relevance with career requirements and societal needs. 	<ul style="list-style-type: none"> Eminent guest academicians were invited for workshops, guest lectures, demonstrations, and related academic activities during the session 2024–2025.
	<ul style="list-style-type: none"> Teachers suggested that the availability of prescribed reading material in the Department and Central Library should be further strengthened to support teaching–learning and curriculum delivery. 	<ul style="list-style-type: none"> For the session 2024–2025, new curriculum-related books were purchased, enriching the library resources. <ul style="list-style-type: none"> Books worth Rs. 43,19,657 were procured. Journals worth Rs. 11,343.70 were added. Magazines worth Rs. 2,599 were purchased.
	<ul style="list-style-type: none"> Teachers suggested continuing to strengthen the course exit survey and teaching feedback mechanism to better map programme outcomes and enhance the quality of teaching–learning.. 	<ul style="list-style-type: none"> Student responses were systematically compiled and analyzed using both quantitative (rating scale) and qualitative (open-ended) methods. Outcome attainment levels and feedback-based action points were documented and presented in IQAC and BoS meetings for transparency. Remedial sessions, tutorials, and additional reference materials were introduced to improve weak areas. Alignment between course delivery and expected programme outcomes was further strengthened.
	<ul style="list-style-type: none"> Teachers suggested that counselling sessions should be organised to help students understand Regional/ National/ Global expectations and future career opportunities. 	<ul style="list-style-type: none"> Counselling sessions were planned and conducted across Fine Arts, Fashion Design, Performing Arts, and Animation Departments during the session 2024–2025. <p><u>Counselling Schedule:</u></p> <ul style="list-style-type: none"> 80 students – 06/06/2025 28 students – 26/03/2025 50 students – 26/09/2024 83 students – 25/04/2025 23 students – 20/03/2025
	<ul style="list-style-type: none"> Teachers suggested that curriculum should maintain a proper balance between theoretical knowledge and practical training through demonstrations and hands-on activities. 	<ul style="list-style-type: none"> Use of materials, tools, and processes across various media–such as printmaking, painting, sculpture, ceramics, and photography–was demonstrated in subject-specific practical classes. Analysis, interpretation, and evaluation of the form and content of artworks were effectively clarified during practical sessions in the session 2024–2025.

	<ul style="list-style-type: none"> Teachers suggested that the curriculum should further strengthen leadership abilities, team management skills, entrepreneurship awareness, and overall personal and career development through various co-curricular and participatory activities. 	<ul style="list-style-type: none"> A Fresher's Party was organized on 04/12/2024 to promote team coordination, event management, and peer interaction. A seven-day Orientation Programme was conducted from 12–17 August 2024, supporting personal, academic, and career preparedness. Basantotsav was organized on 14/02/2025 by the Performing Arts Department with participation from students, teachers, and staff, fostering collaboration and leadership. A Farewell Programme was held on 06/05/2024, coordinated by students to develop interpersonal and organizational skills. An Animation Fest was organized on 22–23/10/2025 by the Department of Animation, enhancing teamwork, creativity, and management skills.
Employer	<ul style="list-style-type: none"> Employers suggested that career guidance and structured counselling should continue to strengthen students' knowledge, confidence, and industry readiness, as most employers rated the alumni's knowledge as excellent or good. Employers observed the technical proficiency of alumni as excellent/good and suggested continued strengthening of practical and hands-on demonstrations. Employers suggested that students' and faculty research aptitude should be strengthened through continuous research opportunities, publications, and support for academic work. Employers suggested promoting innovative thinking and self-directed learning among students and faculty to support continuous professional development. Employers suggested including diverse practical, extracurricular, and holistic development activities in the curriculum to ensure overall student growth and skill enhancement. 	<ul style="list-style-type: none"> Career Counselling sessions were effectively conducted across departments during the 2024–2025 session. <p><u>Details of Counselling Sessions:</u></p> <ul style="list-style-type: none"> 80 students – 06/06/2025 28 students – 26/03/2025 50 students – 26/09/2024 83 students – 25/04/2025 23 students – 20/03/2025 <ul style="list-style-type: none"> Syllabus is uploaded every session on ERP. Academic coordinators regularly check lectures. Demonstration of tools, materials, and practical processes is compulsory for all faculty members <ul style="list-style-type: none"> Research papers in books, journals, and seminars were published regularly, and academic leave was provided to faculty members for external research activities. <ul style="list-style-type: none"> Design and patent projects were regularly completed for the continuous professional development of students as well as faculty members in 2024–2025. <ul style="list-style-type: none"> Outdoor visits, industrial visits, garment creation for showcase, sports participation, cultural events, extracurricular activities, and Mentor–Mentee sessions were systematically incorporated. <p><u>Major Activities Conducted (2024–2025):</u></p>

Name of the Activities	Date of Activity (dd/Mm/Yyyy)	No. of Student Benefitted
13th Annual Art Exhibition	28/06/2025	140
Applied Art Exhibition	12/04/2025	50
Carrier Councelling	26/09/2024	134
World Tourism Day Art Exhibition	01/10/2024	61
World Earth Day 2025 Art Competetion	22/04/2025	22
Educational Trip To Nanital	15/11/2024	21
Guest Lecture	02/10/2024	64
Mandala Art Competetion	27/03/2025	22
Method And Material Workshop	05/03/2025 To 08/03/2025	80
Value Added Course " Handicraft Of India "	22/04/2025 To 26/04/2025	171
Workshop On Calligraphy	24/08/2024	79
Project Report	31/05/2025	15
Desertation & Synopsis	31/05/2025	15
Ad Campain Project	31/05/2025	8
Alumni Lecture: Merchandising Process In Garmentr Export House	04/09/2024	39
Guest Lecture On "Intelectual Property Rights In Internet Era"	07/09/2024	65
Khadi Raag - An Exclusive Fashion Show	04/10/2024	60
Khadi Exhibition	05/10/2024	50
Educational Trip To International Trade Fair	26/11/2024	49
Two-Day Hands-On Workshop On Sewing Machine	07/02/2025 to 08/02/2025	45
Body Language And Presentation Skills	10/04/2025	83
Modelling Workshop	15/04/2025 to 20/04/2025	80
Lecture On Financial Literacy	08/05/2025	20
Impact Of Human Values On Personal And Professional Success	19/05/2025	106
Design Castle 2025	21/04/2025	85
Educational Trip To Foaid	23/11/2024	23
Visit To Resindential Building At Sheel Kunj	25/10/2024	28
Exhibition On World Interior Design Day	02/06/2025	36
Creative Character Sketch Development Activity	07/10/2024	18
Workshop On Applied 3D Clay Design In Animation	31/10/2024	38

		Basantotsav	14/02/2025	35		
		Three Days National Workshop "Dhrupad Nartan In Rare Aprachalit Taal"	23 to 25/10/2024	40		
		Guest Lecture Demonstration " Ragadari Music On Samvadini"	18/11/ 2024	25		
		Three Days National Workshop " Gwalior Gharaneki Vividh Gayan Shaliyan"	05 to 07/12/2024	40		
Alumni	<ul style="list-style-type: none"> Alumni suggested reviewing and aligning the syllabus and course sequence across semesters for better academic clarity and career relevance. 	<ul style="list-style-type: none"> All faculties are using ICT Tools in their teaching schedule and some subjects students are also guided to use ICT Tools. Official notice has been circulated also to aware regarding this. Teachers are appointed who are having Doctorate /NET in particular field and with this skill are also observed on new teachers 				
	<ul style="list-style-type: none"> Alumni suggested enhancing the availability of study material in the departmental and central library to support learning effectively.. 	<ul style="list-style-type: none"> For the session of 2024-2025 new books on curriculum is purchased which makes our library more rich and influential. Total : <u>"Rs./- 4319657."</u> Books have been purchased and <u>Rs./- 11343.70</u> Journals have purchased , <u>Magazine have been purchased Rs./-2599 till the date 02/03/2025.</u> 				
	<ul style="list-style-type: none"> Alumni suggested increasing the use of ICT tools and online resources to improve curriculum delivery and learning outcomes. 	<ul style="list-style-type: none"> Well-qualified teachers were appointed, all using ICT tools, providing notes and easy-to-grasp lectures to enhance learning outcomes. 				
<ul style="list-style-type: none"> Alumni suggested enhancing the availability of study material and providing structured training and career development activities to support learning and professional growth. 	<ul style="list-style-type: none"> Training Program and career development is planned for upcoming session 2024-2025 in the form of various events:- 					
			Name of the Activities Organized under Method	Date of Activity (DD/MM/YYYY)		
			Educational Trip to Nanital	15/11/2024		
			Guest lecture	2/10/2024		
			Method and material workshop	05/03/2025 to 08/03/2025		
			Value added Course " Handicraft of India "	22/04/2025 to 26/04/2025		
			Workshop on Calligraphy	24/08/2024		
			Alumni Lecture: Merchandising Process in Garments Export House	04/09/2024		
			Guest Lecture on "Intellectual Property Rights in Internet Era"	07/09/2024		
			Khadi Raag - An Exclusive Fashion Show	04/10/2024		
			Khadi Exhibition	05/10/2024		
			Educational Trip to International Trade Fair	26/11/2024		
		Two-Day Hands-On Workshop on Sewing Machine	07/02/2025 to 08/02/2025			

		Body Language and Presentation Skills	10/04/2025	
		Modeling Workshop	15-04-2025 to 20/04/2025	
		Lecture on Financial Literacy	08/05/2025	
		Impact of Human Values on Personal and Professional Success	19/05/2025	
		Design Castle 2025	21/04/2025	
		Educational Trip to FOAID	23/11/2024	
		Visit to Residential Building at Sheel Kunj	25/10/2024	
		Creative character sketch development Activity	07/10/2024	
		Workshop on Applied 3D Clay Design in Animation	31/10/2024	
		Three days National Workshop "Dhrupad Nartan in Rare Aprachalit Taal"	23 to 25/10/2024	
		Guest Lecture Demonstration " Ragadari Music on Samvadini"	18/11/2024	
		Three days National Workshop " Gwalior Gharaneki Vividh Gayan Shaliyan"	05 to 07/11/2024	
Professionals	<ul style="list-style-type: none"> Professionals suggested enhancing the use of ICT in teaching for better learning outcomes. Curriculum should develop competencies and ensure logical progression of skill achievement. Programme objectives should be clearly defined and aligned with learning and research opportunities. Curriculum should include sufficient skill-specific courses for practical learning. Applicability of curriculum tools and domains should reflect industry practices. 	<ul style="list-style-type: none"> Teachers were provided with appropriate ICT facilities and encouraged to use ICT effectively in their teaching. Curriculum framework was organized with milestones; formative assessments were conducted, and competency attainment was monitored for student success. Program objectives were clarified, offering students opportunities to engage with professionals, gain research experience, and acquire foundational knowledge. Participative games, online quizzes, competitions, and team-building activities were organized by various departments to enhance skills. Many new Certificate and Value-Added Courses were introduced. Online workshop was organized on IPR and ethical issues for students. Students are encouraged to participate in cultural activities and community activities 		
	<ul style="list-style-type: none"> Curriculum should cover current trends and stakeholder needs. 	<ul style="list-style-type: none"> Various training programs were organized by Placement Cell such as TCS Career 2024 and campus recruitment drive, Mock Interview for selection of various job , Resume writing and Interview skill. Individual departments also organized mock interviews for selected candidates. 		

	<ul style="list-style-type: none"> • Curriculum should provide employability, entrepreneurship, and competency skills. 	<ul style="list-style-type: none"> • Certificate courses, new Value-added courses, and skill based activities were introduced . Regular industrial visits, study tours and Lab activities were conducted during the session
	<ul style="list-style-type: none"> • Courses should develop managerial and leadership skills and encourage teamwork. 	<ul style="list-style-type: none"> • Inter-departmental lab exercises and project work were encouraged. <ul style="list-style-type: none"> ◆ A collaborative hands-on workshop was organized for advanced learners of UG/PG program. ◆ Fresher Party conducted on 04/12/2024. ◆ Orientation program conducted from 12–17 August 2024. ◆ Basantotsav organized on 14/02/2025 by Performing Arts Department (students, teachers, non-teaching staff). ◆ Farewell conducted on 06/05/2024 by students. ◆ Animation Fest conducted by Department of Animation (students, teachers, non-teaching staff) on 22–23/10/2025.
	<ul style="list-style-type: none"> • The curriculum should facilitate the overall holistic development of students by including gender sensitization, personality development, health awareness, and social responsibility activities. 	<ul style="list-style-type: none"> • Gender sensitization programs were reinforced through activities of Women cell on general and mental health, personal care, personality development, self-defense and entrepreneurship for both Boys and Girls. NSS and YRC also inculcate such activities towards gender equality.

Faculty of Arts & Social Science
Department of Journalism

Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ol style="list-style-type: none"> 1. Media related books 2. Requirement of equipments 3. Less number of faculty members 4. More practical required inhouse TV/Radio/ Newspapers 	<ol style="list-style-type: none"> 1. The required books, journals, and magazines have been made available in the Central Library to support students' academic and research needs. 2. The department has procured new equipment to strengthen the practical training infrastructure and enhance hands-on learning for students. 3. A formal request has been submitted to the management for the recruitment of additional faculty members to maintain an optimal student–teacher ratio and ensure quality academic delivery. 4. The department has taken initial steps to enhance the practical training component. Further improvements are planned in the upcoming semester to provide more comprehensive hands-on exposure.
Teachers	<ol style="list-style-type: none"> 1. All the faculty members are overloaded due to less number of available faculties 2. Modification in curricula is required. 3. Equipments are outdated 	<ol style="list-style-type: none"> 1. A formal request has been submitted to the management for the recruitment of additional faculty members. 2. Department has modified the syllabus according to the need of hour. 3. Software has been updated.
Employer	<ol style="list-style-type: none"> 1. Excessive focus on theoretical concepts 2. Industrial visits 	<ol style="list-style-type: none"> 1. The department has implemented a dynamic timetable to optimize academic scheduling. However, due to faculty shortage, it has been challenging to fully meet the expected academic delivery standards. The matter has been brought to the notice of the management for necessary action. 2. The department is consistently organizing industrial and academic visits for students to enhance their practical understanding and exposure to real-world environments.
Alumni	<ol style="list-style-type: none"> 1. Industrial tie-ups 2. Students exchange program for higher studies 	<ol style="list-style-type: none"> 1. Department is working on it. 2. Department has signed a MoU with Maximum Learning Institute, Noida.
Professionals	<ol style="list-style-type: none"> 1. Focus on enhancing multimedia skills (video editing, anchoring, camera handling, content creation) 2. Improve typing speed and pronunciation for better communication 3. Encourage newspaper reading and regular news watching 	<ol style="list-style-type: none"> 1. Practical sessions in multimedia labs have been increased. Workshops on video editing tools 2. Daily lab practice sessions for Hindi and English typing have been initiated. Special sessions on diction, voice modulation, and pronunciation are being organized with language trainers and broadcast professionals. 3. A structured “News Analysis Hour” has been introduced, where students discuss current headlines and trends. Students are also encouraged to present news summaries to enhance their awareness and speaking skills.

Faculty of Arts & Social Science
Department of Home Science

Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> ● Students suggested that the curriculum should be more closely aligned with job requirements, with a better balance between theory and practical courses, including more projects and hands-on experiences. ● Availability of study materials in the library should be improved, with more emphasis on providing digital resources and online platforms for self-learning. 	<ul style="list-style-type: none"> ● Analyze the curriculum to ensure it aligns with job requirements. ● Ensure a balanced approach providing students with practical skills and hands-on experience. ● Assure availability and adequacy of study materials in central/departmental library.
Teachers	<ul style="list-style-type: none"> ● Enhance clarity in stating program objectives and outcomes, providing detailed explanations and examples. ● Strive for a balanced proportion of courses, giving equal importance to theory and practical training, and incorporate regular revisions based on feedback and outcome assessments. 	<ul style="list-style-type: none"> ● Updated the curriculum to align with industry needs and societal demands. ● Encourage interdisciplinary learning, experiential opportunities, and collaboration with industry partners.
Employer	<ul style="list-style-type: none"> ● Incorporate communication skills training and provide real-world practice opportunities. ● Strengthen focus on developing core competencies aligned with industry needs; offer courses or workshops to develop managerial and leadership skills. 	<ul style="list-style-type: none"> ● Plan a comprehensive communication skills training program and provide real-world practice opportunities. ● Offer specialized courses and workshops to develop managerial and leadership skills among students.
Alumni	<ul style="list-style-type: none"> ● Maintain a balance between lectures, practical sessions, and assignments for better understanding of course content. ● Provide training on recent trends and concepts for career development. ● Incorporate student-centric methods such as seminars and workshops. 	<ul style="list-style-type: none"> ● Ensure regular curriculum review to update syllabus and course sequence, maintaining balance between lectures, practical sessions, and assignments. ● Organize professional development programs and career counseling on recent trends and concepts. ● Incorporate student-centric approaches like seminars and workshops to enhance skills.

Professional	● Need to increase multidisciplinary-based courses	Multiple new AEC and SEC courses incorporated for the upcoming academic year.
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Faculty of Arts & Social Science
Department of Liberal Arts and Humanities
Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> ● The department is suggested to increased practical sessions and incorporated more hands-on assignments to enhance skill development based on student feedback. ● Department is suggested to organize more industrial and field visits to bridge the gap between theoretical knowledge and industry practices. ● To start competitive exam classes and also try to avail newspapers like The Hindu, Indian Express etc. ● To facilitate internships for third-year students, collaborating with media houses, NGOs, and relevant organizations to enhance their skill development and employability. 	<ul style="list-style-type: none"> ● To enhance practical exposure, the projects have been allotted to the students on the basis of SDG Goals. Students are motivated for participation in Debates and Seminars and also students are writing research papers and two MA students have edited books also. ● On 18th September 2025, visited Parliament for firsthand experience of Parliamentary procedures and on 3rd October students participated in Operation Sindoor Seminar of Indian Army in Meerut Cantonment. ● The department will start competitive exam classes soon.” ● The students have done and are doing internship to enhance their skill development and employability.
Teachers	<ul style="list-style-type: none"> ● To conduct more workshops and expert sessions on Research and IPR in collaboration with the university's Research Cell and IPR Cell in the upcoming semester. ● Soft skills and communication workshops are suggested to scheduled in association with the Training & Placement Cell to improve students' employability and presentation skills. ● To extend remote access to digital resources (e-books, e-journals, databases) for students and faculty. Orientation sessions on using these resources will also be organized. 	<ul style="list-style-type: none"> ● The department has planned to do the IPR workshop and Research Paper writing workshop in October and November respectively. ● The department has conducted Communication Skill Workshop on 3rd August, 2025. ● The department will do that in the last week of October. ● Orientation sessions on using e-resources will be planned in November, 2025.

Employer	<ul style="list-style-type: none"> • The department is suggested to revise its academic delivery plan to include more lab-based sessions and field assignments to ensure hands-on experience. • To familiarize students with current technologies. • The curriculum should be supplemented with add-on lectures and interdisciplinary modules. 	<ul style="list-style-type: none"> • The department has designed practical-based curriculum to enhance the skill of students. • Workshop on AI and new research tools planned in October 2025.” • The department has already initiated add-on and interdisciplinary lectures by inviting subject experts.
Alumni	<ul style="list-style-type: none"> • The department should scheduled hands-on workshops and training sessions on tools • The department should conduct media conclaves, alumni talks, and interactive sessions with industry leaders to help students build professional networks 	<ul style="list-style-type: none"> • Workshops will be organized in October 2025. • Students participated in Parliament visit (18th September 2025) and Operation Sindoor Seminar (3rd October 2025). Alumni interactions and guest lectures are scheduled for upcoming months.
Professional	<ul style="list-style-type: none"> • Enhance interdisciplinary exposure to widen academic understanding and critical thinking. • Increase field-based learning for better community engagement and real-world understanding. • Encourage publication and presentation of student research. • It is recommended to include more PDP (Personal Development Program) sessions alongside mock interviews to significantly enrich the overall personality development of the students. 	<ul style="list-style-type: none"> • The department has revised the syllabus for interdisciplinary exposure. • Students visited Parliament (18th September 2025) and participated in Operation Sindoor Seminar (3rd October 2025). • Projects allotted on the basis of SDG Goals; students motivated to participate in Debates, Seminars, research paper writing, and two MA students have edited books. • Communication Skills Workshop conducted on 3rd August 2025. • Timetable includes slots for newspaper reading and discussions on current topics.

Faculty of Arts & Social Science
Department of Library & Information Science
Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Student	<ul style="list-style-type: none"> ● Incorporating more innovative teaching methodologies would be beneficial. 	<ul style="list-style-type: none"> ● The department is providing resources and infrastructure to facilitate ICT adoption.
Teacher	<ul style="list-style-type: none"> ● To improve the library more storage for stacking reference books and additional seating space are required. 	<ul style="list-style-type: none"> ● The department has taken the initial step towards expanding the library by stacking reference books and enhancing seating space.
Alumni	<ul style="list-style-type: none"> ● More reference books, E-books, e-journals and seating space need to be added to the library collection and facilities. 	<ul style="list-style-type: none"> ● The required books, journals and magazines have been made available in the central library.
Employer	<ul style="list-style-type: none"> ● It was suggested that research articles should be published. 	<ul style="list-style-type: none"> ● The department has successfully conducted guest lecture and workshop to support research paper publication, enhancing faculty and student research capabilities.
Professional	<ul style="list-style-type: none"> ● More technical training is needed in Koha library software. 	<ul style="list-style-type: none"> ● The department is providing a one month technical training programme on KOHA software and modifying the syllabus according to industry needs.

Faculty of Arts & Social Science

Department of Languages

Action Taken Report on Stakeholders' Feedback on Curriculum

Academic Year-2024-2025

Stakeholders	Suggestion	Action Taken
Student	<ul style="list-style-type: none">• Need to increase courses to enhance understanding of English Language according to students' levels	<ul style="list-style-type: none">• LSRW-1 and LSRW-2 have been incorporated for the coming year allowing flexibility for students to build their capabilities in English Language according to their own levels
Teachers	<ul style="list-style-type: none">• Need to organize more extension activities and training programs	<ul style="list-style-type: none">• Targeted feedback, mentoring, and capacity-building efforts introduced to help improve skills and performance to an excellent level..
Alumni	<ul style="list-style-type: none">• Need to organize more workshops, national and international conferences	<ul style="list-style-type: none">• Ensuring the continuous quality enhancement of the program and strengthening its alignment with academic, professional, and societal expectations.
Employer	<ul style="list-style-type: none">• Need to improve students discipline	<ul style="list-style-type: none">• Improved attendance monitoring with a focus group to ensure attendance is regularly monitored and uploaded online.
Professional	<ul style="list-style-type: none">• Need to increase multidisciplinary-based courses	<ul style="list-style-type: none">• Multiple new AEC and SEC courses have been incorporated in the coming academic year

Faculty of Arts & Social Science
School of Buddhist Studies

Action Taken Report on Stakeholders' Feedback on Curriculum
Academic Year-2024-2025

Stakeholders	Suggestions	Action Taken
Students	<ul style="list-style-type: none"> ● Inclusion of contemporary Buddhist thought in the syllabus. ● Access to updated Buddhist texts and research materials in the library. ● More practical sessions such as chanting, meditation, and Dhamma discussions. ● Short-term crash courses on Buddhist art, culture, and philosophy. 	<ul style="list-style-type: none"> ● Plan and conduct educational visits to prominent Buddhist heritage sites. ● Integrate debates on modern interpretations of Buddhist philosophy into the syllabus. ● Organize meditation and chanting practice sessions in collaboration with Buddhist monastic centers every semester. ● Short-term certificate courses on Pali, Brahmi, and Vipassana studies have been started to enhance student skills.
Teachers	<ul style="list-style-type: none"> ● Update curriculum to include latest developments and research in Buddhist Studies. ● Enhance practical exposure through field visits, seminars, and workshops. ● Introduce more skill-oriented and value-added courses. 	<ul style="list-style-type: none"> ● Form a curriculum review committee to incorporate recent research, modern interpretations, and interdisciplinary approaches. ● An International Conference is planned for November. ● Short-term certificate courses on Pali, Brahmi, Vipassana, and mindfulness practices are being developed.
Employers	<ul style="list-style-type: none"> ● No Suggestion 	<ul style="list-style-type: none"> ● No action plan was formulated.
Alumni	<ul style="list-style-type: none"> ● Organize more field visits for practical exposure. ● Organize alumni networking and mentoring programs. 	<ul style="list-style-type: none"> ● Conduct periodic curriculum review meetings with academic and industry experts; integrate topics like Buddhist Art Preservation and Applied Ethics. ● A mentorship platform will be created connecting alumni with current students.
Professionals	<ul style="list-style-type: none"> ● No Suggestion 	<ul style="list-style-type: none"> ● No action plan was formulated.

Conclusion

The University has demonstrated a robust commitment to quality enhancement by systematically translating stakeholder feedback into actionable measures across its constituent colleges. The corrective and developmental actions implemented have strengthened teaching–learning processes, enriched curriculum delivery, enhanced student support services, and improved infrastructure and administrative efficiency.

Notable advancements were achieved in academic planning, faculty capacity-building initiatives, digital learning integration, and value-added programs, reflecting the institution’s proactive approach towards holistic student development. The IQAC played a pivotal role in monitoring these initiatives through structured documentation, periodic reviews, and outcome-based assessments, ensuring that the intended improvements were effectively realized.

This Action Taken Report underscores the University’s dedication to continuous quality enhancement and evidence-based decision-making. By sustaining and further refining its feedback mechanisms, the institution reaffirms its commitment to academic excellence, stakeholder satisfaction, and the overall development of its students, positioning itself as a responsive and progressive higher education institution.



Dr. Kapil Kumar
Director - IQAC