Action Taken Report - 2024-25

(A) Stakeholder: Student

Student Feedback Suggestions and Action Taken Report 2024 – 25

S.No	Suggestion	Action Taken
1	Need for specialization tracks within major programs.	Specialization tracks have been introduced within major programs, particularly in the CSE department, offering focused pathways such as Artificial Intelligence, Big Data, Machine Learning, and Deep Learning. These specializations enable students to pursue advanced domain-specific learning aligned with industry demands. Curriculum revisions have been approved through statutory bodies, and specialized elective courses and laboratory modules have been integrated accordingly.
2	Enhanced use of ICT-based and interactive teaching methods.	ICT-enabled teaching has been strengthened across departments. Smart classrooms equipped with projectors, digital boards, and audio-visual tools have been utilized more extensively. Faculty members were trained through FDPs on innovative, student-centric pedagogies such as blended learning, flipped classrooms, and interactive digital tools. Online learning materials, presentations, and video lectures were incorporated into regular teaching to enhance student engagement and improve learning outcomes.
3	Increased access to digital learning resources and academic support.	Additional e-books, online journals added; LMS updated with learning materials; library hours extended during exams.
4	MOOC courses should be credited and counted toward the academic program.	The University has initiated the formulation of clear guidelines for credit transfer related to MOOC courses taken through approved platforms such as SWAYAM/NPTEL, and other recognized agencies. These guidelines will allow students to opt for MOOCs as open Elective Courses, and the earned credits will be formally incorporated into their academic record once approved by statutory bodies
5	The departmental library should be strengthened with more books, reference materials, and improved access for students	The departmental library has been enriched with newly procured textbooks, reference books, and updated study materials based on student requirements. Library access hours have been extended, and a systematic cataloguing process has been introduced to ensure easy accessibility of resources. Additionally, provisions for reading space and digital resources have been improved to support academic needs.

(B) Stakeholder: Faculty

Faculty Feedback Suggestions and Action Taken Report 2024 – 25

S.No	Suggestion	Action Taken
1	Faculty expressed the need for regular FDPs on advanced pedagogies, curriculum design, and emerging research areas.	The institution has organized regular Faculty Development Programs (FDPs) focusing on advanced pedagogical practices, outcome-based education, curriculum design, and innovations in teaching–learning methodologies. Additionally, workshops and training sessions on emerging research areas, research methodology, and publication ethics have been conducted. Faculty members are also encouraged and supported to participate in external FDPs, national and international seminars, and online certification programs to enhance their academic proficiency.
2	Need for opportunities for interdisciplinary collaboration and participation in national/international conferences.	The institution has promoted interdisciplinary collaboration by encouraging joint research projects, cross-departmental teaching, and collaborative academic initiatives. Interdisciplinary seminars, workshops, and research forums have been introduced to facilitate knowledge exchange among departments. Additionally, faculty members are supported through duty leave, financial assistance (where applicable), and institutional recommendations to attend and present papers at national and international conferences. The university has also strengthened MoUs with external institutions and research bodies to provide more avenues for collaborative academic engagement.
3	Training sessions requested on outcome-based education (OBE), assessment methods, and use of LMS tools.	The institution organized targeted training sessions and workshops on Outcome-Based Education (OBE). Sessions on innovative and continuous assessment methods were conducted to strengthen evaluation practices. Additionally, hands-on training on effective use of Learning Management System (LMS) tools was provided to faculty to support digital teaching, online content delivery, and student progress tracking. Continuous support and refresher workshops are planned to ensure sustained competency in these areas.
4	Expansion of departmental and central library resources with updated reference books, e-resources, and journals.	The departmental and central libraries have been strengthened through the procurement of newly published textbooks, updated reference books, and subject-specific academic materials. Subscriptions to leading e-resources, databases, and online journals have been renewed and expanded to support research and advanced study. Digital access to e-books and online repositories has been enhanced through improved login systems and remote access facilities. Departmental libraries have also been reorganized with updated cataloguing and improved accessibility to ensure that faculty and students can efficiently utilize academic resources.

5	Suggestion to develop innovation hubs, incubation centres, and collaborative workspaces.	The institution has initiated the development of innovation hubs and incubation centres to foster research, creativity, and entrepreneurship among students and faculty. Collaborative workspaces have been created to support interdisciplinary projects, team-based learning, and start-up initiatives. The incubation centre provides mentorship, access to industry experts, and resources to support prototype development and entrepreneurial ventures. Regular workshops, hackathons, and idea-pitching sessions are organized to encourage innovation and practical application of academic learning.

(C) Stakeholder: Alumni

Alumni Feedback Suggestions and Action Taken Report 2024 – 25

S.No	Suggestions	Action Taken
1	Need for more industry-integrated courses and certification programs.	Departments have collaborated with industries and professional bodies to introduce industry-integrated value-added courses and certification programs across disciplines.
2	Greater emphasis on soft skills, communication, and leadership training.	Soft skills development sessions, communication workshops, and leadership training programs have been incorporated into the academic calendar through the Training & Placement Cell.
3	Internship opportunities should be expanded for all students.	MoUs with industries have been increased, ensuring more internship opportunities and hands-on exposure for students across all departments.
4	Campus recruitment processes should be diversified with more companies from emerging sectors.	The Placement Cell has reached out to industries in emerging domains such as AI, Data Analytics, Design, Renewable Energy, and Health Tech to diversify campus recruitment drives.
5	Strengthening alumni–student interaction for mentoring and career guidance.	Alumni engagement initiatives have been enhanced through regular alumni talks, mentorship programs, and interactive career guidance sessions.
6	More opportunities for global exposure through student exchange programs.	Departments have initiated discussions with international universities to explore student exchange programs, collaborative online courses, and joint academic activities.
7	Support for student-led innovation, startups, and incubation activities.	The Institution's Innovation Cell has intensified activities, encouraging students to participate in hackathons, prototype-building exercises, and incubation programs to promote entrepreneurship.

(D) Stakeholder: Employer

Employer Feedback Suggestions and Action Taken Report 2024–25

S.No	Suggestion	Action taken
1	Employers highlighted the need for stronger foundational concepts to ensure students can adapt quickly to diverse job roles.	Core courses were strengthened through bridge classes, remedial sessions, and enhanced foundational modules to ensure conceptual clarity among students.
2	Graduates should demonstrate better technical writing skills, including report preparation, documentation, and formal communication.	Technical writing workshops, report-writing practice sessions, and communication skill modules were upgraded as part of the academic and training activities.
3	Students should be trained to handle workplace pressures, deadlines, and multitasking effectively.	Time-management, stress-management, and workplace behavior training sessions were organized through the Training & Placement Cell to prepare students for professional environments.
4	More emphasis is needed on quantitative aptitude, logical reasoning, and data interpretation skills during academic training.	Regular aptitude training classes, mock tests, and reasoning skill enhancement modules were conducted to improve analytical abilities among students.
5	Graduates should be encouraged to participate in national-level competitions, hackathons, and innovation events to enhance competitiveness.	Departments encouraged participation by providing mentoring support, sharing event notifications, and facilitating resources for students to join hackathons and innovation challenges.
6	Recruiters expressed a preference for students who demonstrate professionalism, punctuality, and readiness to take initiative.	Professional etiquette sessions, pre-placement grooming programs, and industry-readiness workshops were introduced to build desirable employability traits.

(E) Stakeholder: Parents

Parents' Feedback, Suggestions, and Action Taken Report 2024-25

S.No	Suggestion	Action Taken
1	Parents expressed the need for increased interaction between faculty and parents to monitor academic progress and the overall well-being of students.	Regular Parent–Teacher Meetings (PTMs) and interactive academic review sessions were organized to strengthen communication between faculty and parents.
2	Some parents suggested enhancing campus safety measures, including CCTV monitoring and improved lighting around hostels and academic blocks.	Additional CCTV cameras were installed, and campus lighting was upgraded to ensure enhanced safety and security in the hostel and academic areas.
3	Parents recommended more career guidance sessions to help students make informed decisions regarding higher studies and employment opportunities.	Career counselling sessions, expert talks, and higher education awareness programs were conducted through the Training & Placement and Career Guidance Cells.
4	Parents requested timely communication regarding academic schedules, examinations, and university events through digital platforms.	The university strengthened its digital communication system by sending timely notifications through the Learning Management System (LMS), emails, and official WhatsApp groups.
5	There was a suggestion to strengthen counselling and mental–health support services to help students cope with academic and personal challenges.	The university enhanced its counselling services by appointing trained counsellors and organizing mental health awareness sessions and wellness programs.
6	A few parents recommended developing stronger alumni–student interactions to inspire and guide students regarding career prospects.	Alumni engagement initiatives were expanded by conducting alumni talks, mentorship programs, and interactive sessions to guide students on career development.