

FEEDBACK ANALYSIS AND  
ACTION TAKEN REPORT (ATR)

## ***Feedback Analysis and Action Taken Report***



**ST. ALOYSIUS' COLLEGE**

**(AUTONOMOUS), JABALPUR(M.P.)**

Reaccredited 'A+' Grade by NAAC (CGPA 3.68/4.00)

College with Potential for Excellence (CPE) by UGC

DST-FIST Supported & Star College Scheme by DBT.

## **Action Taken Report 2023-24**

## ***Feedback Analysis and Action Taken Report***



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### **Action Taken Report On**

#### **Science**

Based on the Feedback received from the different Stakeholders several key actions have been taken to enhance the curriculum:

**Integration of Interdisciplinary Concepts:** In response to feedback emphasizing the importance of crosscutting issues, topics such as water quality assessment, contributions of women scientists, insulin production, solid waste management, and chemical oxygen demand estimation have been incorporated. These additions aim to provide students with a comprehensive understanding of diverse fields and their practical applications.

**Addressing Local and National Needs:** Recognizing the significance of addressing regional and national challenges, topics such as quantum technologies, solar cell technology, and specific regional studies like thermal power generation in Jabalpur have been included. Additionally, attention has been given to studying the plankton of local water bodies, ensuring relevance to the immediate environment and fostering a sense of civic responsibility.

**Customized Groupings:** To cater to the diverse interests and career aspirations of students, the third-year curriculum has been organized into groups based on major papers. This approach allows students the flexibility to select a group aligned with their interests, thereby promoting deeper engagement and Motivation in students

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**Emphasis on Skill Development:** In addition to imparting knowledge, significant focus has been placed on skill development. The curriculum incorporates practical skills such as critical thinking, problem-solving, laboratory techniques, and data analysis, ensuring that students are equipped with the competencies required for success in their future endeavors.

These actions aim to align the curriculum with the evolving needs of the education landscape and ensure that students are equipped with the knowledge and skills necessary to thrive in a rapidly changing world.

Sign Principal

Sign Chairman BOS

Dr. Priyanka Sinha

Dr. Pramod Chaitanaya



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### **Arts**

Following the feedback received from the stakeholders actions have been implemented in response to feedback and in alignment with the National Education Policy (NEP) 2020:

**Customized Groupings:** In consideration of student preferences and interests, groups have been created based on major papers and discipline-specific electives for the third year. This approach aims to enhance student engagement and tailor the curriculum to individual needs.

**Integration of Feedback:** Feedback gathered from students and stakeholders has been incorporated into the syllabus revision process. As a result, additional topics such as Sumangalam Development, Pandit Deendayal Upadhyaya Economic Thoughts, Vedic Approaches to Sustainable Development, and Charvaka Philosophy of Materialism have been included. These additions aim to diversify perspectives and foster critical thinking among students.

These actions reflect a commitment to continuously improve the curriculum to better serve the educational needs of students and align with contemporary educational objectives outlined in the NEP 2020.

Sign Principal

Sign Chairman BOS

Dr. Reeta Chouhan

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### **Commerce**

In response to feedback gathered from stakeholders such as students, alumni, peer group academicians, employers, and parents, significant actions have been implemented to enrich the curriculum:

**Enhancements in First and Second Semesters:** A 20% increase in content has been incorporated into first and second-semester papers, with a focus on augmenting students' skills and practical understanding. This includes the addition of topics such as case studies on cooperative organizations in Jabalpur, modern banking practices in India, auto sweep accounts, mobile banking DAGMAR model, and microfinance. These updates aim to provide students with tangible, real-world examples pertinent to their chosen fields.

**Practical Orientation in Syllabus:** The syllabus for the third and fourth semesters has been revamped to emphasize practical aspects, enabling students to apply their knowledge in real-life scenarios. This approach ensures that students are better prepared to navigate professional challenges and contribute meaningfully in their chosen fields.

**Promoting Specialisation:** The third-year curriculum was structured into specialized groups focusing on areas such as taxation, marketing, and finance to encourage students to pursue

## ***Feedback Analysis and Action Taken Report***

Specialisation in chosen fields.

**Employability Enhancement Initiatives:** To bolster students' employability, new topics such as CV preparation, mock interviews, and business correspondence letters have been integrated into the curriculum.

These additions are designed to equip students with essential skills required for success in the job market and effective communication with prospective employers.



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### **Management**

Feedback from stakeholders, alumni and students are collected regularly and are taken into consideration while restructuring the syllabus

**Grouping of Syllabus:** The syllabi for the third and fourth semesters have been organized into groups based on major and minor papers to facilitate better comprehension among students.

**Skill Enhancement:** In order to equip students with the knowledge and skills necessary for real-world applications, various topics have been added, such as talent management and acquisition, introduction of the code of wages, modern trends in marketing, research schedule, and data collection. These additions not only address local, regional, national, and international needs but also provide practical insights.

**Specialization:** For the Bachelor of Business Administration (BBA) third year, three groups have been designed, each offering discipline elective papers. This structure aims to enhance diversity and specialization within students' chosen fields.

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## **Action Taken Report 2022-23**

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### **Action Taken Report**

#### **Commerce**

- Feedback is received from the students, Teachers, alumni, Employers, and Parents through online mode on curriculum design and syllabus under each Programme.
- The committee recommended that in keeping with the objectives of NEP all courses include components of skill development and practical training and to ensure the development of skills required for industries various MOUs are signed with industries and institutions for internships and practical training which will also help in developing employability skills.
- The following additions were made for curriculum enrichment which is delivered by industry people and internal faculty members based on industry-aligned courses.
  - a. Business Ethics and Business combinations.
  - b. Non-verbal communication and the Delphi method.

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## **Action Taken Report**

### **Management**

- The Department encourages the various stakeholders to provide feedback so that the required modifications can be made in response to their requests.
- The main areas of concern are course design, course curriculum, industry skill requirements, and teaching and learning system. Regular student feedback on the teaching and learning process is gathered during the session and shared with the teachers so that any necessary adjustments to the teaching methodology may be made.
- The feedback system makes it possible to adapt the teaching method to the aptitude of the students. The department organizes training programs, guest lectures, and skill-enhancement workshops in response to feedback from alumni and employers regarding skill requirements and industry requirements.

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### **Action Taken Report**

#### **Arts**

- The committee proposed that all courses contain elements of skill development and practical training in keeping with the goal of the NEP. The curriculum of 1<sup>st</sup> year should consider teaching the material with the goal of instilling the skills required for the subject that the student is studying in their first year. The learners' employability will improve as a result.

- The following additions were made for curriculum enrichment of PG courses.

MA III SEM in the paper of American Literature topics of The Family Reunion by T. S. Eliot and The Assistant by Bernard Malamud were added and BA Final year paper II in the paper Public Administration Emerging trends in public administration topic was added.

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Dr. Tuhina Johri

Dr. Reeta Chouhan



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## **Action Taken Report**

### **Science**

- Feedback is received from stakeholders from the 2022-23 passing out students which were collected during April - May 2023, Online feedback received in a structured format on the Institution's website.
- Online feedback analysis revealed that more than 70% of the students were satisfied with the attainment of program outcomes, course outcomes, quality of the teaching-learning process, laboratory facilities, industrial visits/field trips, students support mechanism, etc. offered by the Institution.
- Few Alumni suggested Soft skill computer-based courses should be Added to curricula, Suggestions taken from different stakeholders were discussed in the departmental meeting as well as in the Board of Studies meeting, and decided to add one certificate course on computer-based Skills in their curricula.

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Dr. Priyanka Sinha

Dr. Pramod Chaitanaya.

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## **Action Taken Report 2021-22**

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### **Commerce**

- Feedback is received from the students, Teachers, Alumnae, Employers and Parents through online mode on curriculum design and syllabus under each Programme.
- The committee recommended that in keeping with the objective of NEP all course to include components of skill development and practical training. Since NEP is focused upon giving certification after 1 year, diploma after 2 year and degree after final year, therefore skill enhancement should be the focus of curriculum. This will enhance the employability of the learners.
- The following additions were made for curriculum enrichment of PG courses.

Paper-I Central, Provincial and Local Tax

Paper-II Corporate Tax Planning

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### **Arts**

- The committee proposed that all courses contain elements of skill development and practical training in keeping with the goal of the NEP. The curriculum of 1<sup>st</sup> year should consider teaching the material with the goal of instilling the skills required for the subject that the student is studying in their first year. The learners' employability will improve as a result.
- The following additions were made for curriculum enrichment of PG courses.  
In M.A. II Semester Paper- IV Research Methodology Style of Referencing, Plagiarism, in M.A. III Semester Paper- III Local Government topics of Education, Slum Improvement and in MA III SEM in the paper of American Literature topics of The Family Reunion by T. S. Eliot, The Assistant by Bernard Malamud were added.

Sign Dean Faculty

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## ***Feedback Analysis and Action Taken Report***



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### **Science**

- Feedback from stakeholders, alumni and students are collected regularly and are taken into consideration while restructuring the syllabus.
- The committee suggested that all courses contain elements of skill development and practical training in keeping with the goal of the NEP. The curriculum of the first year should focus on teaching the material with the intention of giving students the skills they need to succeed in their chosen field of study. The learners' employability will improve as a result.

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## **Action Taken Report 2020-21**

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### **Action Taken Report**

#### **Commerce**

- Feedback is received from the students, Teachers, Alumnae, Employers and Parents through online mode on curriculum design and syllabus under each programme.
- Based on the feedback Add on courses on GST return filing, Income tax return filing and computerized accounting with GST Tally were conducted in online mode for both students within the college and for outside participants via OOC Open Online Certificate Course Method. This was done with the objective of skill enhancement and employability of the students.
- The following additions were made for curriculum enrichment.

Paper-I Taxation Principles of Direct Taxes

Paper-II Taxation Principles of Goods and Service Taxes

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### **Arts**

- The Feedback was taken to include topics of National significance. Recent Laws and Economic issues were also suggested by the feedback obtained from various stakeholders
- The syllabus of Macro Economics was updated by study of Priority Sector Lending in India. Public Finance and International Economics were incorporated in BA course. Fiscal and Budget Management Act 2020 was incorporated considering its relevance.
- The syllabus of PG that is M.A III Paper III Agricultural Economics was made as Core
- Elective and M.A III Paper – III Labour Economics was also made a Core Elective
- The problem of Migrant Labour in India: Problems and Remedies was made a part of the syllabi to help students be aware of national issues and challenges.

  
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### **Science**

- Feedback from stakeholders, alumni and students are collected regularly and are taken into consideration while restructuring the syllabus.
- The PG syllabus of Inorganic chemistry and physical chemistry was updated with various topics related to skill enhancement as suggested by the stakeholders in the feedback.
- In MSc Sem I Paper V the two units on computer were reframed and C++ programming was included.
- For Skill enhancement and developing entrepreneurship skills certificate course on
- The application of chemistry in everyday life was introduced.

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### **Management**

The feedback on the BBA curriculum is encouraging, highlighting its strong emphasis on relevance to the market. The incorporation of new business dimensions like e-business, managerial economics, and practical elements such as the Indian accounting system significantly boosts employability. Moreover, advancements in HRM like HR audit and HR accounting demonstrate a forward-looking approach. The curriculum's integration of theory with practical applications ensures a comprehensive education that meets current industry requirements. Its adaptability and focus on holistic learning distinguish it, effectively preparing students for the challenges of today's dynamic business landscape.

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## **Action Taken Report 2019-20**

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### **Action Taken Report**

#### **Science**

- The Feedback was received from all the stakeholders via online software on the curriculum of design and syllabus.
- The feedback revealed the need for practical training of students for their better understanding and increasing employability, keeping the suggestions in mind The syllabus underwent a 20% expansion, introducing a Job Training course in Plant Tissue Culture. Paper I in Cell Structure and Biology incorporated topics like Cellular Interaction and Extracellular Matrix. Microbiology in Cell Biology included applications of Status. Botany I year featured Hydroponics, and BSc I added Microbial Analysis of Food Produce. The first-year curriculum introduced Relativity with a 4D Momentum Vector. Stakeholder suggestions led to amendments in the MSC syllabus, including the addition of Microbodies like Peroxisomes. Developmental biology saw the inclusion of Gastrulation and Formation of Germinal Layers. Comparative studies in the second year now include Fish. Suggestions for new practical topics were also considered

Sign Principal

Dr. Priyanka Sinha

Dr. Pramod Chaitanaya.



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### **ARTS**

- The curriculum feedback Received from Parents, industrial experts, industrialists, students, and alumni reflects a comprehensive requirement for revision of some topics.
- Based on the feedback received topics were revised and revised, aligning topics like Voter ID Cards, PAN Card, NGOs, Self Help Groups, and MGREGA with local, regional, national, and international needs. Stakeholders propose an inclusion of SECRETARIAT in BA Ist year Paper II. Industrial experts emphasize skill development and suggest reports on Gram Panchayats, High Court hearings, and annual newspaper clippings for evaluation. Responding to alumni and student demands, Cybersecurity is introduced as an elective in MSC Paper III, aiming to enhance entrepreneurship skills. Additionally, focus on technological trends is emphasized to bolster employability skills. Overall, the feedback underscores a dynamic curriculum catering to diverse perspectives.

Sign Principal

Dr. Tuhina Johri

Dr. Reeta Chouhan

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### **Commerce**

- Feedback from stakeholders, alumni, and students is collected regularly and is taken into consideration while restructuring the syllabus.
- The committee suggested that all courses contain elements of skill development and practical training in keeping with the current skill requirements modifications done to Business Maths, aligning Commission, Discount, and Brokerage with stakeholder suggestions. To enhance employability, the curriculum now encompasses the Prevention of Corruption Act 1988 and Information Technology Act 2000, reflecting professional insights. Addressing student demands, the inclusion of the PAN process adds practical relevance. An analytical assessment of all suggestions underscores a dynamic approach, ensuring the curriculum remains current and impactful, fostering a well-rounded educational experience.

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### **Management**

- The BBA curriculum feedback is positive, with a commendable focus on market relevance. New dimensions of business, e-business, managerial economics, and practical aspects like the Indian accounting system enhance employability. The inclusion of HRM advancements such as HR audit and HR accounting reflects a forward-thinking approach. The integration of theories and practical applications ensures a well-rounded education, aligning students with current industry needs. The curriculum stands out for its adaptability and emphasis on holistic learning, preparing students for a dynamic and competitive business environment.

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