Action Taken Report

on

Faculty Feedback

for the of

Session 2018-19

आंतरिकगुणवत्ताआश्वासनप्रकोष्ठ
गुरू घासीदासविश्वविद्यालय
बिलासपुर (छ0ग0)
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Report on Action Taken by IQAC Based on Teachers' Feedback 2018-19

At Guru Ghasidas Vishwavidyalaya (GGV), the Internal Quality Assurance Cell (IQAC) is resolute in its commitment to elevate the quality of teaching-learning and drive continuous improvement within the institution. To bolster these efforts, IQAC conducted a comprehensive survey, seeking feedback from the esteemed teaching staff. The survey aimed to capture valuable insights encompassing various aspects of the university's functioning, including curriculum development, pedagogy, research, evaluation, and infrastructure. Through the comprehensive survey and subsequent actions, IQAC is actively shaping a better learning and research environment for the university, supporting the growth and development of both faculty members and students alike. As we continue to progress on this journey, we remain open to further feedback and collaboration to achieve our collective vision of an exceptional educational institution. This report outlines the actions taken by the IQAC cell based on the feedback received, highlighting the advancements made to achieve the collective vision of an exceptional educational institution.

1. **Enhancing Curriculum Development in Response to Societal and Industrial Demands:**

Faculty members emphasized the importance of keeping the curriculum updated in alignment with the ever-evolving societal, industrial, and technological landscape.

- **Real-World Input Workshops:** To address this concern, IQAC organized a series of workshops, inviting experts from relevant industries to provide valuable insights. These inputs were used to revamp the curriculum, ensuring that graduates become highly skilled and industry-ready professionals.
- **Integrating Skill Development:** In response to faculty suggestions, skill development components were incorporated into the existing curriculum, tailored to meet the specific requirements of the industry sectors.
- **Expert Consultations:** In pursuit of excellence, IQAC facilitated interactions with eminent subject experts from nationalized institutes and various professional fields. Their valuable suggestions guided the improvement of the curriculum, ensuring learners are equipped with knowledge and skills aligned with current market demands.
- **Evaluating Curriculum Strengths and Weaknesses:** IQAC conducted a thorough evaluation of the current curriculum, analyzing its strengths and weaknesses concerning interdisciplinary approaches, competency-based learning, and the integration of industry-relevant skills.

- **Faculty Collaboration for Interdisciplinary Integration:** IQAC collaborated closely with faculty members, providing them with the autonomy to identify opportunities for interdisciplinary integration within the curriculum.
- **Promoting Interdisciplinary Courses and Projects:** Encouraging academic innovation, IQAC supported different departments and disciplines in developing interdisciplinary courses and projects, fostering a holistic and multidimensional learning experience.
- **Choice-Based Credit System (CBCS) Implementation:** To cater to students' diverse interests and future needs, IQAC advocated for and facilitated the implementation of the Choice-Based Credit System (CBCS). This enabled students to select elective courses and specialize in subjects aligning with their abilities and aspirations.
- **Faculty Training and Guidance:** Recognizing the significance of a seamless transition to CBCS, IQAC provided comprehensive training and guidance to faculty members on designing and effectively implementing the choice-based credit system in the existing curriculum.

2. Teaching Methodologies:

The significance of adopting innovative and student-friendly pedagogical approaches to enhance students' learning was strongly emphasized by all faculty members of the university.

- **Faculty Development Programs (FDPs):** Addressing the faculty's collective concern, IQAC took decisive action by organizing Faculty Development Programs (FDPs) in collaboration with the UGC-HRD Centre of GGV. These programs focused on introducing new and effective pedagogical approaches and integrating technology into teaching-learning practices.
- **Teaching-Learning Resources and Guidelines:** To support faculty members in their endeavour to adopt innovative approaches, IQAC provided comprehensive teaching-learning resources and guidelines. These resources aimed to enhance the learning experience for students and optimize the implementation of new pedagogical methods.
- **Workshop on Group Teaching-Learning and Project-Based Learning:** Recognizing the potential of collaborative learning, IQAC conducted a one-day workshop dedicated to exploring group teaching-learning strategies and project-based learning techniques. This workshop aimed to equip faculty members with tools to foster active student engagement and collaborative problem-solving.
- **Training on SMART and Semi-Smart Boards:** In line with the university's commitment to leveraging technology, IQAC facilitated training programs for faculty members on effectively using SMART Boards and Semi-Smart Boards in the classroom. This training empowered educators to create interactive and dynamic learning environments, further enhancing student participation and understanding.

Through these initiatives, IQAC has actively encouraged faculty members to embrace innovative and student-centric pedagogical approaches, ensuring a transformative and enriching learning experience for the students of GGV

3. Research Support for Teaching Learning –

University faculty members suggested an increase in research support, encompassing enhanced funding opportunities, strengthened research collaborations, and improved access to relevant databases.

• To support and encourage faculty members in their research endeavours, IQAC took the initiative to establish a dedicated research support cell within the university. This cell assists faculty members in applying for project grants, offers guidance on research project management, and facilitates networking with various external agencies to foster collaborative research opportunities.

• IQAC identified a need for improved computer systems in various departments and recommended the university administration to purchase upgraded computer infrastructure to bolster research capabilities.

• To expand the resources available to researchers, IQAC worked with the University Central Library to increase access to online international journals and databases, providing faculty members with a wider range of scholarly materials to aid their research activities.

• Recognizing the importance of up-to-date literature, IQAC ensured that the Central Library was enriched with more books, including new titles suggested by university faculty members, thereby promoting a conducive research environment.

• In pursuit of securing additional resources for research projects, IQAC collaborated with funding agencies, industry partners, and government bodies to secure grants and sponsorships, enabling faculty members to undertake impactful research.

• To empower faculty members in identifying suitable research funding opportunities, IQAC organized workshops to raise awareness about various available grants and support schemes.

• In line with promoting a multidisciplinary approach, IQAC encouraged faculty members to engage in interdisciplinary research, particularly in areas related to teaching and learning and emerging fields, fostering innovation and knowledge exchange.

4. Evaluation System:

University faculty members expressed and emphasized the need of diverse and comprehensive assessment system that evaluates students' performance in their concerned subject area.

• Workshops on Effective Assessment: IQAC organized workshops that focused on equipping faculty members with the knowledge and skills to create effective assessment rubrics and implement both formative and summative assessments. These workshops provided valuable

insights into designing fair and reliable evaluation methods to accurately gauge students' progress.

- Introduction of Alternative Assessment Methods: IQAC introduced a range of alternative assessment methods, including assignments, projects, case studies, small group presentations, peer evaluation, and peer feedback. These diverse approaches aimed to provide a comprehensive evaluation of students' learning, going beyond traditional examinations and encouraging creativity and critical thinking.

- Comprehensive Evaluation Policy: IQAC developed a comprehensive evaluation policy and guidelines, which emphasized transparency, fairness, and consistency in the assessment process. Measures such as showing answer scripts to students were implemented to help them understand their strengths and weaknesses, promoting a more constructive learning experience.

- Encouraging Diverse Assessment Methods: IQAC actively encouraged faculty members to use a variety of assessment methods to capture different dimensions of student learning. This approach aimed to assess students' knowledge, skills, and abilities comprehensively, providing a more holistic view of their academic progress.

- Collaborative Approach: IQAC worked collaboratively with faculty members and the university's examination section to address any issues related to the evaluation system. By fostering open communication and cooperation, the evaluation process became more student-centric and conducive to growth.

- Faculty Sensitization: IQAC sensitized faculty members on effectively addressing evaluation-related concerns with students. Faculty were encouraged to provide constructive feedback to students, identifying areas for improvement and supporting their academic growth.

- Proactive Examination Section: IQAC worked to enhance the efficiency of the examination section, ensuring that results were declared promptly before the start of the new academic session. This proactive approach facilitated a smooth transition for students and allowed them to plan their further studies accordingly.

5. Infrastructure Requirements:

A significant number of university faculty members stressed the utmost importance of having well-equipped and sufficient infrastructure, encompassing laboratories, libraries, ample classrooms, advanced research facilities, separate departmental buildings, smart classrooms, and essential amenities such as safe drinking water, teacher and student toilets, and overall campus cleanliness.

The university demonstrated a proactive approach in responding to the infrastructure needs highlighted by both the faculty members and IQAC. Recognizing the importance of well-equipped facilities for the overall development and academic excellence of the institution, the university promptly prioritized proposals for new buildings. These proposals were sent to the UGC with a sense of urgency, especially concerning the engineering department and

the establishment of the Pt. Madan Mohan Malaviya National Mission on Teachers and Teaching.

Collaborating with the university administration, IQAC played a crucial role in upgrading existing infrastructure and ensuring the procurement of necessary equipment and resources. The emphasis was on enhancing the quality of laboratories, libraries, classrooms, and research facilities to provide a conducive learning environment for students and faculty alike.

To address the accommodation needs of students, proposals for the construction of one boys' hostel and two girls' hostels were sent to HEFA (Higher Education Financing Agency). This step aimed to address the housing requirements of students and promote a safe and inclusive campus.

Furthermore, efforts were made to ensure the smooth functioning of various departments. The education department was shifted to its new building, providing a more suitable and dedicated space for academic activities.

To bolster the academic infrastructure, necessary equipment and lab materials were purchased through the university store section, while additional books were acquired for the libraries to support the diverse research and study needs of students and faculty.

The university administration, through its maintenance department, took prompt action in repairing existing water purification systems and procuring new ones to ensure access to safe drinking water for all members of the academic community.

IQAC played a significant role in the regular monitoring of safe drinking water availability and the maintenance of staff quarters to ensure a comfortable and hygienic environment for faculty and students.

Addressing the issue of cleanliness and hygiene, IQAC conducted a comprehensive assessment of the campus, which led to the formulation of recommendations for the university administration. As a result, the university administration implemented measures to increase the number of toilets, addressing a critical aspect of campus infrastructure.

Moreover, IQAC collaborated with the maintenance department to develop a systematic cleaning and maintenance schedule for washrooms, emphasizing regular monitoring and supervision of cleaning staff to ensure proper upkeep.

Recognizing the importance of promoting a holistic learning environment, the university focused on sports infrastructure. Efforts were made to upgrade and enhance sports facilities, providing students with ample opportunities to engage in physical activities and promoting overall well-being.

In summary, the university's dedication to improving infrastructure based on the feedback received from faculty members and IQAC has resulted in tangible improvements in various areas. These initiatives have contributed to creating a more conducive and enriched learning environment for all members of the academic community, fostering academic excellence and overall development within the institution.

6. Scope for strengthening governance:

The Internal Quality Assurance Cell (IQAC) recognizes the importance of fostering effective accessibility and communication channels between the governance and faculty members. Open and transparent communication is essential for collaboration, decision-making, and overall organizational effectiveness.

• IQAC played a key role in facilitating transparent communication between the university administration and faculty members by organizing regular meetings and effectively conveying the needs and concerns of the faculty.

• To promote a participatory approach in decision-making, IQAC actively advocated and ensured increased faculty involvement by forming various committees, providing faculty members with opportunities to contribute to important decisions and initiatives.

• As a representative of the administration, IQAC facilitated the prompt processing of medical promotions under the Career Advancement Scheme (CAS) for both faculty members and non-teaching staff, streamlining the promotion process and ensuring timely outcomes.

• Taking initiative to facilitate career growth, IQAC invited applications for CAS promotions and diligently conducted the scrutiny process for many departments. This resulted in successful promotions for deserving faculty members under the CAS framework.

The Internal Quality Assurance Cell (IQAC) of GGV has played a pivotal role in the university's journey towards quality teaching and learning. With sincere dedication, the IQAC has spearheaded efforts to create an environment conducive to learning and research, fostering continuous improvement across the institution. The focus on a learner-centric approach is evident in the integration of feedback and best practices, resulting in an enriched educational experience for students, faculty, and other stakeholders. These actions have been instrumental in advancing the university's commitment to excellence. Moving forward, the IQAC remains committed to monitoring, evaluating, and refining these

initiatives to ensure they align with the ever-evolving needs and aspirations of the university community, perpetuating a culture of growth and progress.

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