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**Guru Ghasidas Vishwavidyalaya**  
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# **Action Taken Report**

on

## **Faculty Feedback**

for the of

## **Session 2019-20**



## **Report on Action Taken by IQAC Based on Teachers' Feedback 2019–20**

The Internal Quality Assurance Cell (IQAC), Guru Ghasidas Vishwavidyalaya, demonstrates its commitment to elevate the university's educational standards and ensure continuous and holistic improvement. Through a comprehensive survey, the IQAC sought valuable feedback from the teaching community on crucial aspects such as teaching-learning, infrastructure, and research. Armed with this valuable input, the IQAC has formulated a detailed report outlining the strategic actions it has initiated. These actions are geared towards driving further enhancements in the university's overall quality and academic excellence, reflecting the institution's dedication to fostering a thriving and dynamic learning environment.

### **1. Curriculum Development:**

The feedback from faculty members highlighted the significance of regularly updating the curriculum to keep it relevant and in line with the ever-changing needs of society, the public, industries, and the advancements in technology, especially in the realm of information technology. As the world evolves and new challenges and opportunities arise, it is essential for educational institutions like Guru Ghasidas Vishwavidyalaya to ensure that their curriculum reflects the latest developments and prepares students for the demands of the modern world. By incorporating feedback from faculty members, who are at the forefront of teaching and research, the university can maintain a dynamic and responsive curriculum that meets the expectations of various stakeholders and equips students with the necessary skills and knowledge to thrive in their chosen fields.

- The Internal Quality Assurance Cell (IQAC) at Guru Ghasidas Vishwavidyalaya took a proactive approach to enhance the university's curriculum by organizing curriculum revision workshops. These workshops were aimed at bringing together experts from nationalized institutions and industry to collaborate with faculty members in framing a curriculum that aligns with the evolving needs of society, the public, industry, and technological advancements. By involving external experts, the IQAC ensured that the curriculum would be designed to meet industry standards and prepare students for the challenges of the real world.
- As part of the curriculum revision process, the university introduced new courses and subjects that focus on emerging technologies, interdisciplinary topics, and skill

development. Faculty members and subject experts played a crucial role in providing valuable suggestions and insights to incorporate relevant and contemporary content into the curriculum. This step aimed to equip students with cutting-edge knowledge and skills that are in demand in today's dynamic job market.

- To ensure a comprehensive and well-rounded curriculum, the IQAC collaborated closely with faculty members, subject experts, and industry representatives. This collaborative effort aimed to gather diverse perspectives and recommendations for curriculum improvement. The involvement of industry representatives also helped in aligning the curriculum with the practical needs of the job market, ensuring that students are better prepared for future career opportunities.
- Recognizing the uniqueness of each department's requirements and specialization areas, the IQAC granted complete freedom to design the course curriculum as per the specific demands of each subject. This approach empowered faculty members to tailor the curriculum to cater to the distinct needs of their students and subject matter, fostering a more engaging and relevant learning experience.
- As part of the curriculum evaluation process, the strengths and weaknesses of the existing curriculum were critically analyzed. Special emphasis was placed on identifying opportunities to incorporate interdisciplinary approaches, promoting holistic learning across different fields of study. Additionally, the evaluation focused on ensuring that the curriculum embraced competency-based learning and integrated essential professional skills, making students well-rounded and capable of meeting real-world challenges.
- The IQAC conducted workshops in the form of open house discussions to involve stakeholders in providing inputs for the National Education Policy (NEP) draft. These discussions provided a platform for faculty members, students, and other stakeholders to share their perspectives, ideas, and suggestions, ensuring that the university's educational practices align with the broader national vision for transformative education.
- With the goal of promoting a multidisciplinary approach to learning, the IQAC actively facilitated the development of interdisciplinary courses and projects. This approach encouraged students and faculty members to collaborate across different disciplines, fostering a culture of creativity and innovation within the university.
- To offer students more flexibility in their academic journey, the IQAC organized a dedicated workshop to introduce and implement the Choice-Based Credit System (CBCS) across all courses. The CBCS allowed students to select elective courses and specialization areas based on their individual interests and future career aspirations, empowering them to pursue a personalized educational path.

- Recognizing the importance of faculty members' readiness to implement the CBCS effectively, the IQAC provided them with training on designing and implementing the choice-based credit system. This training aimed to equip faculty members with the necessary skills and knowledge to guide students effectively through the new curriculum structure.
- To ensure the successful implementation of the CBCS and maintain high academic standards, the IQAC implemented effective monitoring and evaluation mechanisms. This comprehensive evaluation process helped uphold academic rigor and quality across various courses, ensuring that students receive a well-structured and impactful learning experience.

## **2. Teaching Methodologies:**

Teaching staff at Guru Ghasidas Vishwavidyalaya highlighted the significance of embracing innovative teaching methods and techniques to foster active student participation and improve learning outcomes.

- To address this, the IQAC organized faculty development programs focused on enhancing pedagogical techniques. Collaborating with the UGC-Human Resource Development (HRD) Centre of the university, these programs provided faculty members with valuable insights into integrating technology effectively in their teaching practices. This initiative aimed to equip educators with the necessary skills to leverage technology in their classrooms and online teaching environments, promoting a more engaging and interactive learning experience for students.
- In line with the digital age, the IQAC encouraged the use of online platforms and learning management systems like MOODLE. These platforms offered a versatile approach to learning, facilitating blended learning experiences that combine in-person and online elements. By leveraging MOODLE and other online tools, faculty members were able to provide students with accessible resources, interactive materials, and engaging multimedia content to enrich their learning journey.
- As part of its commitment to promoting learner-centered teaching, the IQAC provided faculty members with resources, guidelines, and best practices for designing effective learning experiences. This approach emphasized the importance of clearly defining learning outcomes for each subject, enabling educators to align their teaching methods with specific learning objectives. Additionally, the IQAC supported faculty in implementing formative and summative assessments to gauge students' progress and tailor their instructional strategies accordingly.

- Recognizing the importance of seamless technology integration, the IQAC ensured that technical support and resources were readily available for faculty members. This support aimed to address any technological challenges and foster a more efficient and effective use of digital tools in both physical and virtual classrooms. By facilitating technology integration, the IQAC sought to create a conducive learning environment that maximizes student engagement and achievement.

### **3. Research Support for Teaching Learning:**

Teachers highlighted the significance of consistent research support, encompassing accessible funding opportunities, research collaborations, and the availability of relevant databases.

- To address the teachers' need for continuous research support, the IQAC established a dedicated research support cell. This cell assists faculty members in applying for various research projects announced by organizations like ICSSR, AICTE, NCERT, DST, and others.
- The IQAC enhanced access to a wide range of international online journals, including SCOPUS, ELSIEVER, SAGE, Taylor & Francis, and various online databases, providing valuable resources for research activities.
- A significant number of books were procured by the central library to support research and academic endeavours for all faculty members and research scholars.
- Informed and facilitated the availability of research grants and funding opportunities for faculty members to undertake research projects related to teaching and learning.
- Collaborated with CGCOST (Chhattisgarh Council of Science & Technology) for research funding and the organization of seminars and conferences.
- Promoted awareness of research funding opportunities through regular communication channels and information dissemination to all faculty members.
- Initiated the process through the university store section to purchase scientific instruments to support research activities within the university.
- Encouraged faculty members to engage in research collaborations, fostering interdisciplinary research on teaching and learning both within the university and with external partners.

### **4. Evaluation System:**

Teachers' feedback emphasized the need for diverse and comprehensive assessment practices that evaluate students' overall performance and critical thinking abilities. To address this, the IQAC implemented the following initiatives:

- Conducted workshops on creating effective assessment rubrics and implementing formative and summative assessments, equipping faculty members with the necessary skills to design fair and balanced evaluation methods.
- Explored the scope of introducing alternative assessment methods to encourage holistic evaluation, enabling a comprehensive understanding of students' progress and capabilities.
- Developed a comprehensive evaluation policy and guidelines to ensure consistency, fairness, and transparency in the assessment of student performance, both in internal tests and end-semester examinations.
- Encouraged the use of diverse assessment methods to capture different aspects of student learning and promote a well-rounded evaluation approach.
- Reviewed and analyzed assessment data to identify trends, patterns, and areas for improvement, benefiting both learners and faculty members in enhancing the teaching-learning process.
- Ensured the timely declaration of end-semester results in collaboration with the university examination section, providing students with prompt feedback on their performance.

## **5. Infrastructure Requirements:**

Faculty members emphasized the significance of adequate faculty strength, well-equipped laboratories, libraries, and research facilities. Additionally, they stressed the need for separate buildings for different departments and sufficient classrooms, including smart classrooms. They also emphasized the importance of providing facilities like safe drinking water and well-maintained toilets for both faculty members and students, as well as ensuring the cleanliness of the campus and restroom facilities. To address the highlighted issues, the following steps were taken by the university:

- Construction projects were initiated to build new buildings for various departments, including social sciences, law, commerce, and CSIT, along with new hostels for both boys and girls. The Education department also moved to its new building after completion.
- To meet the demands for faculty members, the university recruited new Assistant Professors, Associate Professors, and Professors.
- The IQAC collaborated with the university administration to upgrade existing infrastructure and procure necessary equipment and resources to enhance the learning environment.
- Renovation works were carried out for old buildings to create a conducive learning atmosphere on the campus.

- The campus was equipped with uninterrupted Wi-Fi facility and proper internet bandwidth.
- New water purifiers were installed in all department buildings and hostels, and regular monitoring of water quality was ensured to provide safe drinking water to faculty and students.
- A comprehensive assessment of existing toilet facilities was conducted, and based on the findings, recommendations were submitted to the university administration to increase the number of toilets in academic buildings, libraries, and student hostels. Regular maintenance and cleanliness of the toilets were prioritized to maintain a hygienic environment.
- New scientific instruments were installed in various science departments to support research activities.
- Efforts were made to ensure a safe and secure environment on the campus, especially for girls, through the proctorial board of the university.
- A new canteen building was constructed, and sanitary pad vending machines were installed in library and canteen washrooms for the convenience of girl students. Incinerating machines were also installed in girls' hostels.
- Resources were allocated by the university administration to improve sports infrastructure, including upgrading existing facilities and introducing new sports amenities.

## **6. Scope for strengthening governance–**

Addressing the challenges of accessibility of administration by the teaching community, the Internal Quality Assurance Cell (IQAC) took the following steps to improve communication and collaboration:

- IQAC facilitated the establishment of dedicated communication channels between the university administration and faculty members. This included organizing regular meetings, disseminating information through newsletters, and utilizing online platforms for effective communication.
- The administration proactively kept faculty members informed about various decisions taken in committees by circulating official orders, memorandums, and minutes of meetings, ensuring transparency in the decision-making process.
- IQAC advocated for and ensured increased faculty involvement in decision-making bodies and committees of the university, allowing faculty members to actively participate in shaping policies and procedures.

- IQAC played a pivotal role in initiating the process of Career Advancement Scheme (CAS) promotion, resulting in many faculty members receiving their due promotions, thereby recognizing and rewarding their contributions to the university.

The role and function of IQAC are of utmost importance, presenting both challenges and opportunities for enhancing the university's overall quality. The initiatives taken have been centered around the learners, incorporating feedback and best practices to elevate the educational experience for students, faculty, and all university stakeholders. Continuous monitoring, evaluation, and refinement of these efforts will be carried out by the IQAC to ensure they remain relevant and responsive to the dynamic needs and aspirations of the university community.




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