

ACTION TAKEN REPORT ON FEEDBACK RECEIVED IN 2020



(JULY 2021)

**INDRAPRASTHA INTERNAL QUALITY
ASSURANCE CELL**

**GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
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1 BACKGROUND AND PURPOSE

The leadership at Guru Gobind Singh Indraprastha University believes that in order to grow in the right direction feedback from all its stakeholders is necessary. The stakeholders in this process are students, their parents, alumni, faculty of the university and the employers who are providing opportunity to the students of the university. The feedback received every year from its various stakeholders has enabled university to improve its systems, policies, infrastructure, programme curriculum since its inception. Most importantly the feedback received from students has helped university to take a review of the systems and implement required changes.

The responsibility of taking regular feedback from various stakeholders of the university is entrusted upon Indraprastha Internal Quality Assurance Cell (IIQAC) which conducts feedback bi-annually from students after each semester.

1.1 PROCEDURE

1.1.1 Student Feedback

The IIQAC takes online feedback from the students of each University School of Studies after each semester on parameters like '**Teaching Quality and Faculty Access**' where students are asked about whether quality of teaching encourages learning and understanding of basic concepts, teaching techniques adopted by teachers support all round development, and whether faculty is easily accessible and provides mentorship. The students are asked about '**School Activities**' like availability of project guidance facilitates hands-on-training, skill development, problem solving, analytical thinking and documentation, regular conduct of Workshops/Seminars/Guest Lectures, activities that promote personality development & soft skills are adequate and organized regularly, does academic environment supports cohesive learning and whether professional and ethical values are inculcated or not. The students' feedback is taken regarding '**Course Curriculum**' wherein the students are asked about the relevance of course curriculum in present context, regular updating of course curriculum and does it prepare students for industry/higher education? The students' feedback is also sought on '**University Processes**' which includes admission process, placement cell, adequate opportunity for sports and extra-curricular activities, fair and transparent examination and evaluation system and university's efforts to control ragging, smoking and other unwanted activities at campus. Students are asked about availability of relevant books in library, latest journals, periodicals and magazines. Also, students are inquired about ease of book issue/return process. Students are also asked to provide feedback regarding adequacy of computer labs and internet access under '**Library and Laboratory Facilities**' and finally students' feedback regarding '**University Infrastructure**' like hostel facilities, hygiene of classrooms, canteen, washrooms, adequacy of lifts, and disable-friendly, gender-friendly, green and eco-friendly campus is sought.

1.1.2 Faculty Feedback

The IIQAC takes online feedback from the faculty of each University School of Studies every year on '**Faculty Participation and Autonomy**' wherein the faculty is asked about their involvement in decision making at various levels, in the designing and developing the course curriculum and whether faculty has autonomy to choose their own teaching strategies and are

free to express their opinions, ideas and suggestions. Faculty is also asked about **‘Library and Laboratory Facilities’** which includes adequate learning resources like books, journals, e-resources, reasonable timings of library and ease of book issue/return process, adequate and satisfactory ICT facilities, adequately equipped labs for teaching practical subjects. Faculty is also asked about **‘University Practices’** like board of studies of school are adequately formed or not, examination and evaluation are robust to map students’ performance, university administration is approachable and university has effective grievance redressal system. Faculty feedback is gathered regarding **‘Initiatives for Research’** which focuses on university’s initiatives for research like whether university taken initiatives to encourage research, provide opportunities to participate in national and international conferences/seminars/symposia, and whether university provides adequate opportunities and support for academic growth. Faculty is also asked about **‘University Infrastructure’** which checks about adequate, clean and well-maintained classrooms and furniture, sufficient, clean and maintained washrooms and adequate medical facilities.

1.1.3 Alumni Feedback

The IIQAC takes online feedback from the alumni of each University School of Studies every year on **‘Academic facilities and Support’** which is focused upon understanding from alumni about quality of teaching, adequacy of pedagogy/teaching techniques, project guidance, academic environment of school, adequate course curriculum, adequate admission procedure and cost-effective fee structure. Alumni are asked about **‘University Infrastructure’** wherein questions related to availability of adequate library resources, general infrastructure and lab facilities, canteen facilities, and hostel facilities are included. The alumni’s feedback is also taken on **‘Skill and Personality Development’** whether workshops/seminars/ guest lectures are organized regularly or not, alumni meets and interaction takes place regularly or not, school focus on personality development and soft skills, provides opportunities for extra-curricular activities or not, whether school focus on imbibing professional and ethical values etc. Also, alumni feedback is gathered regarding **‘Industry Readiness’**. This parameter focuses of preparing students for industry by fulfilling skills required for industry, providing adequate training and placement support and learning in terms of its relevance to real life applications.

1.1.4 Parents Feedback

The IIQAC takes online feedback from the parents of each University School of Studies every year on **‘Academic Quality’** related to timely conduct of lectures, practical and other related activities and quality of teaching and training offered to their ward. Parents are asked about **‘Information Sharing and Interaction’** regarding interaction with faculty and staff of the school and availability and sharing relevant information to parents. Parents are asked about transparency of the examination and evaluation system and effectiveness of the continuous evaluation mechanisms under the criteria **‘Evaluation System’**. Parents’ feedback is taken regarding **‘Holistic Development of Student’** related to overall growth and personality development of their ward, balance between academics, co-curricular and sports activities, and development of soft skills, awareness about social, cultural and ethical issues. Also, parents are asked about relevance of curriculum for attaining next level goals (further education) and placement support provided by university under **‘Placement Support’**.

1.1.5 Employers Feedback

The IIQAC takes online feedback from the employers of each University School of Studies every year on parameters such as strong technical knowledge, planning and organization skills, communication skills, practical solutions to work place problems, students being team players, their creativity, ability to use technology. The employers are also asked if the students have strong moral values, ethical conduct, self-motivated and responsible, open to ideas and learning and maintain cordial relations at workplace.

The feedback on the above-mentioned parameters for various stakeholders is collected quantitatively and qualitatively through a feedback form. This feedback is then compiled programme wise for each school in case of students and school wise from parents, alumni, faculty and employers. The feedback is then shared with the dean of the school with a suggestive action plan and they are then requested to submit an action taken report to IIQAC on the suggested action plan. This action taken report is then compiled for the entire university.

The present report presents quantitative and qualitative feedback provided by students, parents, faculty, alumni and employers in the academic session 2017-18 for various programmes of university school-wise.

2 UNIVERSITY SCHOOL OF MANAGEMENT STUDIES

The overall feedback of students for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USMS and action taken feedback is received which is as under

- 2.1** Based on students' feedback school was requested to continue organizing value added programmes on various topics useful for students. School organized value-added course on 'Developing Employability Skills' in November 2020.
- 2.2** USMS was requested to continue workshops, events and lectures for the overall development of students. USMS organized many workshops/events/lectures like 'Mock Interviews' for placement readiness, 'Resume Building' session, 'Getting Ready for Internship' session, career counselling session with emphasis on higher education abroad, choosing specializations sessions, workshop on quality publications, workshop on job readiness in turbulent times, Budget Manthan 2021-2021, webinar on usage of Mendeley, workshop on quality, business performance and growth, workshop on behavioural finance insights for investment consultancy and many more.
- 2.3** Based on the feedback received from various stakeholders, the school revised the scheme and syllabus of MBA General and MBA Financial Analysis according to the National Education Policy 2020 with option of multiple entry and exit. The new scheme and syllabus were approved by the subcommittee of Academic Council and the new scheme and syllabus will be implemented from academic session 2021-22.

Also, based on feedback from PhD scholars and faculty's own experience it was suggested to drop the subject of 'Contemporary Issues in various functional areas' since scholars already study those topics at post-graduation level. Instead, scholars may take any MOOC course which they find more relevant to their area of research. Accordingly, the changes were incorporated in the syllabus of PhD and is duly approved by subcommittee of Academic Council. This will be implemented from the academic session 2021-2022.

- 2.4** Based on the feedback of Faculty of USMS regarding higher education perspective in international scenario the school organized an e-FDP on 'Beyond the Boundaries-Re-inventing Higher Education Paradigm' in March 2021.

3 UNIVERSITY SCHOOL OF LAW AND LEGAL STUDIES

The overall feedback of students, alumni, and faculty for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USLLS and action taken feedback is received which is as under

- 3.1** Based on the feedback received from various stakeholders, the school revised the scheme and syllabus of BALLB and BBALLB according to the National Education Policy 2020 with option of multiple entry and exit. The new scheme and syllabus were approved by the subcommittee of Academic Council and the new scheme and syllabus will be implemented from academic session 2021-22.
- 3.2** Students and Alumni of USLLS reported that more knowledge on intellectual property rights will be beneficial for students and accordingly school organized value-added course in form of 'IPR Lecture Series'.
- 3.3** Students of USLLS also remarked that they need some guidance on how to communicate with clients, how to interview them and counsel them. In response to this the school organized a value building workshop on 'Techniques of Communication, Client Interviewing and Counselling'.
- 3.4** Based on suggestions received from various stakeholders, the school organized special lectures on 'Land Acquisition', 'Legal issues in Real Estate', and 'Land Laws and Land Records'. The school organized multiple webinars on very relevant topics like 'Legal Start-ups and Entrepreneurial Skills', 'Contemporary Reflection of Trans-boundary Family Law Issues between India & Nepal', 'Transformative Constitutionalism', 'Relevance of Alternative Dispute Resolution in Contemporary Phase', 'Legal Entrepreneurship in India', and 'Road Safety and Effects of Drug Abuse.' The school also organized a two-day national e-conference on 'Life, Livelihood and Rights of Indigenous People and Traditional Knowledge.'

4 UNIVERSITY SCHOOL OF INFORMATION AND COMMUNICATION TECHNOLOGY

The overall feedback of students, parents, alumni, faculty and employers for the academic session 2019-20 was above average. Based on feedback received from various stakeholders; suggestions were sent to Dean, USICT and action taken feedback is received which is as under

- 4.1** Based on the feedback received from various stakeholders, the school revised the scheme and syllabus of BTech and MTech programmes in IT, CSE and ECE, and MTech in Robotics and Automation according to the National Education Policy 2020 with option of multiple entry and exit. The new scheme and syllabus were approved by the subcommittee of Academic Council and the new scheme and syllabus will be implemented from academic session 2021-22.
- 4.2** Based on feedback of Faculty the school organized AICTE Training and Learning (ATAL) academy Faculty Development Programme (FDP) on ‘Recent Trends and Challenges in Image Processing and Computer Vision’ and ATAL sponsored FDP on ‘Internet of Things’
- 4.3** Based on students’ satisfaction with the skill development workshops, USICT organized series of daily live sessions on Fundamentals of C/C++, and Algorithms, IEEE GGSIPU activities for generating Life Skills: Soft & Technical, Lecture on Roadmap to web development, Short training program on “Cyber Security and Forensics”, One-week online workshop on ‘React Native’, training program on ‘Block Chain and Allied Technology’, One-Week AICTE Sponsored Short Term Training Programme on Internet of Things (IoT): Challenges and Applications, AICTE Training and Learning (ATAL) Programme on Neural Network and Deep Learning, Short Term Course on ‘Cyber Security & Forensics’, ‘Architecture & System Level Design’, ‘Soft Computing’, ‘Sensor Network and Application’, ‘Image Processing Computer Vision and Remote sensing’, Two week AICTE recognized Short Term Course on “Cyber Threats and Computer Security Measures” conducted by MHRD

5 UNIVERSITY SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

The overall feedback of students, parents, alumni, and faculty for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USHHS and action taken feedback is received which is as under

- 5.1** Faculty of MA Economics requested to convert paper HSECO 752 titled ‘Dissertation & Viva’ from NUES to University Examination System. Also, faculty of MA English requested for conversion of paper HCS 651 titled ‘Theatre’ to University Examination System. Accordingly, these two papers were converted to UES after due approval from Academic Council in its 49th meeting held on November 9, 2020. This shall take effect from the academic session 2020-21.
- 5.2** Based on the feedback from the students of MA Economics, the school organized workshop on ‘Data Analysis using SPSS’, ‘Banking and Data Science’, ‘Impact of RECP Negotiations in India’, session on ‘Union Budget’, programme on ‘StockMind: A Virtual Stocks Platform’, debate on ‘Five Trillion Economy’ and a webinar on ‘How to prepare a Curriculum Vitae.’
- 5.3** Based on feedback from the students of MA English, the school organized extension lecture on ‘Indian Aesthetics’.
- 5.4** Based on feedback from the students of MPhil English, the school organized workshop on ‘Academic Writing and Research Methodology’, and ‘How to Write Research Papers.’

6 UNIVERSITY SCHOOL OF ENVIRONMENT MANAGEMENT

The overall feedback of students, parents, alumni, and faculty for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USEM and action taken feedback is received which is as under

- 6.1** Based on the requests from students and faculty the school organized value-added courses on ‘Value Addition & Marketing of Non-timber forest products (NTFPs) - (Plant Origin) – NTFP’ and ‘Certificate Course in Valuation of Ecosystem Services and Green GDP.’ The school also organized online workshop on ‘Hands on training on geo-spatial techniques and their applications.’
- 6.2** Faculty requested for some workshop on data analysis using SPSS and accordingly school organized five days online workshop on ‘Data Analysis using SPSS’ in November 2020 for faculty and the same was offered to students as value added course.
- 6.3** Based on satisfaction of students with career guidance sessions, the school organized regular career guidance session throughout the year.

7 UNIVERSITY SCHOOL OF EDUCATION

The overall feedback of students, parents, alumni, faculty and employers for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USE and action taken feedback is received which is as under

- 7.1** Based on the satisfaction of students the school organized value-added courses on ‘Academic Writing’, ‘Self-Development’ and ‘Communication Skills’ during the academic session 2020-2021.
- 7.2** Addressing to the changes due to pandemic and students’ requests the school organized online placement lecture on ‘Post Covid Scenario for Jobs’ and ‘Impactful Communication’, special Lecture on ‘Sources of Legal Rights’, ‘Sources of Laws in Indian context’, ‘Interpretation of Laws and Rights in Indian Context’, ‘Colonisation and its Impact on Indian Education’, workshop on Atmanirbhar Bharat through Experiential Learning, Vocational Education, Internship, Apprenticeship and Entrepreneurship.” The school also conducted an online workshop on ‘Mental Stress’ in collaboration with Wish a Smile NGO.

8 UNIVERSITY SCHOOL OF CHEMICAL TECHNOLOGY

The overall feedback of students, parents, alumni, and faculty for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USCT and action taken feedback is received which is as under

- 8.1** Faculty of USCT and students of MTech (Chemical Technology) reported that syllabus needs revision based on latest trends in the field. Accordingly, the syllabus of MTech (Chemical Technology) is revised which is approved by subcommittee of Academic Council. The new syllabus will be implemented from 2020-2021 session.
- 8.2** Students, Faculty and Alumni of USCT remarked some training on MATLAB software should be arranged as it is used in chemical technology industry the most. Accordingly, the school organized a value-added program on ‘Online Hands-on Training on MATLAB Software.’
- 8.3** Based on the satisfaction of students of chemical technology with sessions on latest trends in chemical industry, research, career guidance, communication skills and personality development, the school organized guest lecture series on ‘Opportunities Chemical Engineers in Industry’, session on ‘Artificial Intelligence’, placement talk ‘Chem-E-Essence’, and one special program on the innovative development in

chemical technology with the theme- 'Role of Chemical Technology: Aatmanirbhar Bharat Mission.'

9 UNIVERSITY SCHOOL OF BIOTECHNOLOGY

The overall feedback of students, parents, alumni, and faculty for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USBT and action taken feedback is received which is as under

- 9.1** Based on the feedback received from various stakeholders, the school organized a value-added course on 'Professional and Social Success.' The school also organized an interactive session on 'Gender Sensitivity and Motivation' by Ms. Shikha Goel, IPS, Additional Commissioner of Police, under Crimes & SIT, Hyderabad City.

10 UNIVERSITY SCHOOL OF ARCHITECTURE AND PLANNING

The overall feedback of students, parents, alumni, and faculty for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USAP and action taken feedback is received which is as under

- 10.1** Based on feedback from various stakeholders the school organized special lecture on 'Uncovering Landscape', 'Set Design After Architecture', 'Producer to Director: Managing Architecture', 'Invisible Architecture', 'Architecture and Life After College', 'Biomimicry in Architecture, and 'Emerging role of Architects in the Era of technology driven construction and management of built environment.' The school also organized one-week workshops on 'Transforming Design Education and Communication Using Immersive Technology' in February and March 2021.
- 10.2** The faculty of USAP requested for a workshop on MOOCs in line with NEP 2020 and accordingly the school organized a 'Workshop on Transforming Design Education & Communication using Immersive Technology: Introduction of MOOCs.'

11 UNIVERSITY SCHOOL OF BASIC AND APPLIED SCIENCES

The overall feedback of students, parents, alumni, faculty for the academic session 2019-20 was high. There were no specific suggestions from the various stakeholders of USBAS.

12 UNIVERSITY SCHOOL OF MASS COMMUNICATION

The overall feedback of students, parents, alumni, and faculty for the academic session 2019-20 was high. Based on feedback received from various stakeholders; suggestions were sent to Dean, USMC and action taken feedback is received which is as under

12.1 Based on feedback from students a value-added course on Professional and Life Skills was organized.

12.2 The faculty of USMC requested for workshop on Research Methodology and accordingly Ten days Research Methodology Course for Research Scholars in Social Sciences/Communication Studies was organized in February 2021.

Apart from that school also organized FDP on ‘Developing Future Academic Leaders-The Way Forward’ in April 2021.

13 CENTRE FOR DISASTER MANAGEMENT STUDIES

The overall feedback of students, alumni, and other stakeholders for the academic session 2019-20 was high. There were no specific suggestions from the various stakeholders of CDMS in 2019-20.

END OF THE REPORT