

**GURU NANAK KHALSA COLLEGE FOR WOMEN
GUJARKHAN CAMPUS, MODEL TOWN, LUDHIANA**




Supporting Document

(2023-2024)

1.4.1 Feedback System

(Action Taken Report)


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Action Taken Report (2023-2024)

Feedback from stakeholders:

Students/ Teachers/ Parents / Employers/ Alumni

In our commitment to academic excellence and continuous quality improvement, we actively engaged with key stakeholders—**Students, Teachers, Parents, Employers, and Alumni**—to gather meaningful feedback on institutional practices. This collaborative process provides a robust foundation for identifying strengths, addressing areas for improvement, and ensuring our academic programs remain relevant, innovative, and aligned with the evolving educational and professional landscape. Through structured feedback mechanisms, we fostered an inclusive environment where stakeholder voices were heard, valued, and transformed into actionable insights. This engagement underscores our dedication to fostering a learner-centric and responsive academic ecosystem.

This **Action Taken Report** highlights:

1. **Feedback Received:** Key suggestions and insights provided by stakeholders.
2. **Actions Taken:** Specific measures implemented to address these recommendations.

By integrating stakeholder perspectives into our decision-making, we continue to enhance the quality, relevance, and impact of our academic offerings. This dynamic approach ensures that we meet the aspirations of our diverse community while preparing for future challenges in an ever-evolving global context.

| Stakeholders: Students | |
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| Suggestion Feedback | Action Taken |
| <ul style="list-style-type: none">• The number of books in the college library should be increased. | The budget for library resources was increased significantly, leading to the procurement of additional books. |
| <ul style="list-style-type: none">• Workshops must be organized to enhance the soft skills of students. | The Placement Cell organized various activities and workshops to build students' interpersonal and communication skills. |
| <ul style="list-style-type: none">• Students should be provided more information and opportunities for internships. The number of placement drives should be increased. | The Placement Cell organized various activities and workshops to build students' interpersonal and communication skills. |

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| <ul style="list-style-type: none"> Students should be provided more information and opportunities for internships. The number of placement drives should be increased. | The Placement Cell developed a comprehensive plan to collaborate with industries, resulting in more internship and placement opportunities. |
| <ul style="list-style-type: none"> More real-life practical exposure must be provided. | Several industrial visits were planned and conducted to provide students with hands-on experience. |
| <ul style="list-style-type: none"> Infrastructure augmentation suggestions: ICT facilities should be further improved. Classrooms should be whitewashed. Air Conditioners should be installed in classrooms. Sitting area for students should be increased. Sports facilities should be enhanced. Cleanliness in washrooms needs to be improved. | <ul style="list-style-type: none"> ICT facilities were upgraded with earmarked funds. Air Conditioners were installed in classrooms, and faulty units were repaired. Despite space constraints, efforts were made to maximize the utilization of the available sitting area. Washroom cleanliness was improved through regular monitoring. Classrooms are scheduled for whitewashing in the upcoming session. |
| <ul style="list-style-type: none"> Skill-based courses should be introduced. | Students were encouraged to enroll in online skill-based MOOCs through Swayam and NPTEL platforms, aligning with industry requirements. |

| Stakeholder: Teachers | |
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| Suggestion Feedback | Action Taken |
| <ul style="list-style-type: none"> Faculty Development Programs (FDPs) and training programs on the latest trends in education and technology should be organized regularly. | The Internal Quality Assurance Cell (IQAC) facilitated faculty participation in FDPs, Swayam-NPTEL MOOCs, and other certified training programs. Faculty members were also incentivized through financial aid for successful completion. |
| <ul style="list-style-type: none"> Institutional access to international journals and books must be provided to support research activities. | The subscription to NLIST (National Library and Information Services Infrastructure for Scholarly Content) was renewed, and faculty were invited to recommend books for the library. |

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| <ul style="list-style-type: none"> The parking lot for teachers needs to be renovated. | Budget was allocated for revamping the parking area, and a separate section was assigned for teachers' two-wheeler and car parking. |
| <ul style="list-style-type: none"> A separate eating space must be provided to teachers during lunch breaks. | The staff room was renovated and expanded to include designated spaces for lunch, study, and lecture preparation. |
| <ul style="list-style-type: none"> Healthy food options (e.g., fruits and salads) should be available in the college canteen. | The Canteen Committee expanded the menu to include healthier food options. |
| <ul style="list-style-type: none"> More computers and ICT facilities must be provided to teachers. | The ICT infrastructure was upgraded with an allocated budget. |
| <ul style="list-style-type: none"> Trips, excursions, and faculty exchange programs must be organized. | The Trips and Tours Committee planned educational trips for faculty, promoting experiential learning and upskilling opportunities. |

| Stakeholder: Parents | |
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| Suggestion Feedback | Action Taken |
| <ul style="list-style-type: none"> Infrastructure needs improvement: Comfortable benches and chairs should be placed. Classrooms should be equipped with Air Conditioners. Washrooms need to be renovated. | The budget was allocated for infrastructure development. Air Conditioners were installed, and washrooms underwent renovations. |
| <ul style="list-style-type: none"> More emphasis should be placed on practical, real-life training. | Increased frequency of industrial visits and student-industry interaction sessions. |
| <ul style="list-style-type: none"> Additional fiction/non-fiction books should be added to the college library. | Regular feedback was collected from students on their book preferences, which guided library acquisitions. |
| <ul style="list-style-type: none"> Trips and tours should be organized for students at nominal rates. | The Trips and Tours Committee arranged outings of varying durations to provide experiential learning opportunities for all students. |

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| <ul style="list-style-type: none"> Classes on physical and sports activities, including dance, should be organized. | Students were encouraged to utilize the gymnasium facilities during free periods, and additional physical activity sessions were planned. |
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| Stakeholder: Employers | |
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| Suggestion Feedback | Action Taken |
| <ul style="list-style-type: none"> Enhance students' communication and soft skills. | The Placement Cell organized dedicated training programs focusing on soft skill development. |
| <ul style="list-style-type: none"> Train students in skills aligned with industry requirements. | Collaborative initiatives with industry partners were launched to provide training tailored to market demands. |
| <ul style="list-style-type: none"> Make students proficient in the latest technologies. | Students were encouraged to pursue certifications in emerging technologies through online educational platforms. |

| Stakeholder : Alumni | |
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| Suggestion Feedback | Action Taken |
| <ul style="list-style-type: none"> Introduce more Post-Graduate courses. | A proposal for new Post-Graduate courses was submitted to the Governing Body. However, decisions were deferred due to the upcoming implementation of the New Education Policy. |
| <ul style="list-style-type: none"> Practical-based training programs should be expanded for better placements. | Plans were made to increase the number of technical training sessions for students. |
| <ul style="list-style-type: none"> Career guidance sessions should begin from the first year of degree programs. | The college's mentoring system was strengthened, encouraging students to discuss career aspirations with their mentors regularly. |