



ACTION TAKEN REPORT OF FEEDBACKS (2023-2024)

ATR OF FACULTY FEEDBACK

1. Curricular and Pedagogic Components, ICT Facilities

In response to faculty feedback regarding the relevance and responsiveness of the curriculum to emerging academic and professional needs, the Institute has initiated a review process to ensure periodic curriculum updates aligned with evolving disciplinary trends. As over 80 percent of the faculty members found that the curriculum is relevant and effective in addressing contemporary research and practical application needs, efforts have been made to further reinforce interdisciplinary perspectives and practical components in course design. Concerning ICT infrastructure, the administration acknowledges the need for technological upgrades and has commenced the phased improvement of internet connectivity, installation of essential software tools, and provision of digital teaching aids. To better equip faculty in utilizing ICT, training sessions and hands-on workshops are being planned. Additionally, both physical and online academic resources in the library are being augmented to ensure broader accessibility and support effective teaching and learning.

2. Academic and Research Environment

Feedback on the academic and research environment emphasized the need to enhance institutional support for research and professional development. While a majority of faculty expressed satisfaction with the academic culture and job environment, several emphasized the need for improved research infrastructure and opportunities for academic advancement. In response, the Institute is actively pursuing funding avenues for procuring updated research equipment and facilitating faculty participation in national and international conferences. Institutional support for organizing and attending Faculty Development Programs (FDPs) has been strengthened. Efforts are being made to enhance faculty autonomy in pedagogical and evaluative processes through the promotion of participatory decision-making in academic matters like the optional and elective courses offered, assignments and projects given. Furthermore, to encourage wider academic engagement, the institute is exploring avenues for collaborations, knowledge-sharing events, and interdisciplinary platforms with inputs and guidance from the faculty.

3. Infrastructural Dimensions/Factors

Faculty responses pointed to several critical areas for infrastructural improvement, including classroom and laboratory facilities, hygiene standards, and safety measures. In the light of these insights, the Institute has taken proactive steps to improve sanitation, particularly in student's washrooms, and to initiate maintenance and cleanliness drives across academic spaces. Efforts are underway to upgrade classroom facilities on the ground floor, improve ventilation and seating in the canteen, and expand digital and physical infrastructure to support pedagogical and administrative needs. Safety mechanisms, including fire security and accessibility, are being routinely audited to ensure compliance and efficiency.

4. Institutional Governance

The faculty's feedback on governance reflected general satisfaction with committee responsibilities, communication with the administration, and democratic processes. However, suggestions for improved grievance redressal, better inclusion of diverse perspectives, and support for professional goals were noted. Measures are being taken to streamline communication channels and to strengthen the redressal mechanisms through dedicated grievance cells. Leadership has also committed to fostering a collegial atmosphere by recognizing faculty contributions and encouraging inclusive and consultative governance structures. These efforts are aimed at fostering a collaborative work culture, nurturing institutional accountability, and promoting academic excellence.



ATR OF STUDENTS FEEDBACK

In response to the feedback provided by students, the Institute of Home Economics has undertaken several measures to strengthen the academic environment and student support systems. The positive responses regarding the commitment of faculty to regular teaching, timely completion of syllabi, interactive classroom environments, and the use of student-centric methodologies have been noted with appreciation. Faculty have been further encouraged to incorporate updated academic developments and employ participatory teaching methods, such as experiential learning and practical demonstrations, to foster deeper understanding. Recognizing the demand for enhanced career guidance and mentoring, the Institute is working to institutionalize regular career counselling sessions, skill-based workshops, and alumni interaction programs. Also, remedial classes are planned to provide extra help to the students to overcome their knowledge gaps in specific subjects to keep pace with regular classes and to meet the academic standards.

In terms of academic support, greater emphasis is being placed on assignments that challenge students intellectually, and improvements have been made to the feedback mechanism on internal assessments. Teachers are also being sensitized to improve communication about course outcomes and individual competencies. Furthermore, to address student suggestions regarding increased internship and field visit opportunities, the college is strengthening its partnerships with relevant organizations and industries to provide experiential exposure.

On infrastructural and facility-related concerns, steps have been initiated to enhance the cleanliness and maintenance of classrooms and washrooms, expand the availability and quality of food options in the canteen, and improve hygiene and drinking water facilities. The institution is working toward improving ICT infrastructure to support academic delivery and increase accessibility to digital learning resources. Given the feedback on limited sports and medical amenities, discussions are underway to further develop sports infrastructure and ensure better medical assistance on campus.

To support student wellness and grievance redressal, the grievance cell is being reinforced for more transparent and timely resolution of issues. Proposals have been submitted to expand co-curricular and mental health support services, such as counselling and well-being programs. The institution is also actively working towards skill development platforms to ensure holistic student development. Overall, the institution remains committed to responding constructively to students feedback and creating an inclusive, dynamic, and academically enriching environment.

ATR OF ALUMNI FEEDBACK

The Institute of Home Economics acknowledges the valuable insights provided by its alumni and has taken concrete steps to address their suggestions for institutional development. Alumni feedback emphasized the positive role that the institute played in fostering academic excellence, personality development, and professional preparedness. While appreciating the student-centric and application-based teaching approaches, alumni recommended more integration of interactive pedagogies such as group discussions, gamification, and real-world learning through projects and industry linkages. In response, the institution has initiated the incorporation of blended learning strategies and use of technology-enabled platforms including virtual simulations to enhance student engagement and learning outcomes. Popularization of alumni association, addition of more members, wall of eminence so that present students know about their eminent alumni.

To bridge the gap between academic knowledge and industry expectations, alumni proposed stronger industry-academia linkages. The college has responded by inviting alumni to participate in curriculum enrichment, guest lectures, and career mentorship programs. A formal structure for alumni engagement is being established. Plans are underway to launch alumni-led internship and placement initiatives in coordination with academic departments and career guidance cells.

Furthermore, alumni expressed a desire to contribute through knowledge partnerships, fundraising support, and institutional events. The institute is facilitating these collaborations through structured



outreach, annual alumni meets, and recognition of alumni achievements to foster a lasting connection. The Institute remains committed to leveraging alumni expertise for continuous quality improvement, career support, and the advancement of its academic mission.

ATR OF EMPLOYERS FEEDBACK

These insights underscore the growing importance of aligning academic curricula with industry standards, enhancing students' practical competencies, and fostering employability through real-world applications. In response, the Institute of Home Economics has begun the process of strengthening its curriculum by integrating more skill-based modules, case-study-based learning, and hands-on training. Courses are being re-evaluated to ensure that they incorporate current industry practices and equip students with relevant technological and interpersonal skills.

In line with employer expectations for graduates who are adaptable, team-oriented, and innovative, the institution is promoting co-curricular activities, problem-solving challenges, and entrepreneurship awareness sessions. The Career Guidance and Placement Cell has also been strengthened to actively liaise with potential employers and streamline placement activities. Through these strategic measures, the institute reaffirms its commitment to producing professionally competent graduates equipped to meet the expectations of contemporary employers.

ATR OF FEEDBACK FROM NON-TEACHING STAFF

The Institute of Home Economics values the vital role played by its non-teaching staff in institutional functioning and acknowledges the feedback provided during the review process for the academic year 2023–24. Efforts are being made to streamline job allocations and provide clearly defined roles through orientation programs and improved documentation of responsibilities. Recognizing the need for professional development, the institute organizes time to time periodic training programs, workshops, and capacity-building sessions tailored to the needs of administrative and technical staff. Workshops/ seminars/ training sessions were organized for non-teaching staff for technical support.

The feedback regarding the inclusivity of decision-making and transparency in governance has been taken seriously, with steps being implemented to ensure better communication between staff and administrative leadership. Regular meetings, inclusive discussions, and feedback forums are being institutionalized to foster a more participatory environment. Regarding infrastructural and workplace improvements, suggestions related to hygiene, pest control, and medical support have been addressed by enhancing sanitation routines and proposing the inclusion of an on-site medical attendant.

The institute also acknowledges the feedback related to administrative behaviour and work ethics, which received largely positive responses. To sustain and further improve this, internal review mechanisms are being strengthened. Suggestions for organizing extracurricular activities for staff, ensuring timely filling of vacancies, and providing equitable growth opportunities are under consideration, with the goal of creating a motivating and inclusive workplace. The administration remains committed to promoting job satisfaction, professional advancement, and a collegial atmosphere among the non-teaching staff, thereby contributing to the overall institutional development.

ATR OF PARENTS FEEDBACK

The Institute of Home Economics expresses sincere appreciation for the constructive feedback received from parents and guardians, which highlights their contentment with the institution's academic excellence, disciplinary environment, and its efforts towards the comprehensive development of students. The positive remarks acknowledging the college's contribution in cultivating intellectual



curiosity, instilling ethical values, and enhancing the overall personality of their wards are deeply valued. Simultaneously, the suggestions for improvement have been carefully considered, and appropriate measures have been undertaken to address them effectively. In response to concerns about infrastructural hygiene and the need for better washroom maintenance, the administration has initiated enhanced sanitation measures and frequent monitoring of cleanliness, particularly in high-use areas.

To strengthen practical exposure and career readiness, the college has expanded efforts to connect students with internship opportunities through its Career Guidance and Placement Cell. Initiatives are also being developed to integrate more co-curricular and skill-building events aimed at fostering confidence and innovation among students. Additionally, recognizing the importance of mental and physical well-being, proposals for health and wellness programs, including fitness and counselling services, are being implemented in a phased manner.

The overwhelmingly positive response concerning the teacher-student relationship and the safety and discipline maintained on campus affirms the institution's commitment to a nurturing and secure learning environment. Continued efforts are being made to engage parents through improved communication channels and greater transparency regarding student performance and institutional developments. These collective actions reaffirm the Institute's dedication to inclusive, student-centric education and responsive governance.

