



SANT BABA BHAG SINGH UNIVERSITY

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Recognized by UGC under Section 2(f) of UGC Act, 1956.

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Action Taken Report for the Session 2024- 2025

Action Taken on Feedback Received from Students (2024-2025)

Attributes	Action taken
Curriculum and the syllabus of the courses that you have studied in relation to the competencies expected.	Based on student feedback, SBBS University reviewed and updated the curriculum through the Board of Studies to strengthen alignment with expected competencies. Industry inputs, experiential learning, and outcome-based education practices were enhanced.
The course content as per the need of programme.	SBBS University has undertaken curriculum review through the Board of Studies to strengthen alignment with program objectives and outcomes. Skill-based modules, practical components, and industry-relevant content have been enhanced, and regular stakeholder feedback is used for continuous improvement.
The offering of the electives in terms of their relevance to the specialization and need based.	Based on student feedback new and emerging electives have been introduced, industry inputs have been incorporated, and flexibility in elective choices has been enhanced to meet student interests and career needs.
The electives offered in relation to the technological advancements.	Most of the programmes are offering technical courses in their curriculum. For non-technical programmes, technical courses are offered to them as Interdisciplinary or Multidisciplinary courses.
The course in term of critical thinking imparted through it.	In response to students' feedback, teaching-learning strategies were strengthened by adopting problem-based learning, case studies, and project work to promote active and experiential learning. Greater emphasis was also placed on analytical assignments, presentations, and research-oriented tasks to enhance students' critical thinking, communication abilities, and inquiry-based learning skills.

The courses as per the current needs of society.	The university has further strengthened the social relevance of its curriculum by updating and incorporating emerging societal issues such as sustainability, environmental protection, digital literacy, gender equity, ethics, public health, and community development. Interdisciplinary courses, community engagement programmes, fieldwork, and extension activities have been considered to link academic learning with real-world societal challenges.
The evaluation scheme designed for each of the course.	Based on student feedback on the evaluation scheme designed for each course, where an overwhelming majority (88%) agreed or strongly agreed, the institution has continued to strengthen transparent and fair assessment practices. Evaluation schemes for all courses have been clearly defined and communicated to students at the beginning of the semester through the syllabus and Learning Management System.
The course Outcome for each of the course is defined properly.	In response to student feedback on clearly defined Course Outcomes (COs), where a significant majority (80%) agreed or strongly agreed, the institution has reinforced outcome-based education practices across all programs. CO-PO/PSO mapping and periodic review of outcomes have been strengthened to ensure alignment with program objectives and employability skills.
The courses as per the practicability and imparting employable skills.	Based on student feedback the university has further strengthened skill-oriented and practice-based learning. Curricula have been revised to enhance practical components, hands-on training, laboratory work, fieldwork, internships, and industry-linked projects. Industry interactions, workshops, and training sessions have been increased to provide real-world exposure.
The coverage of topics for competitive exams.	In response to student feedback on the coverage of topics relevant to competitive examinations, where a strong majority (86%) agreed or strongly agreed, the university has further strengthened exam-oriented academic support. Additional support mechanisms such as remedial classes, special coaching sessions, expert lectures, problem-solving workshops, mock tests, and access to study materials have been enhanced. Faculty members have been encouraged to integrate competitive exam-oriented questions and discussions into regular

	teaching
The teaching pedagogies adopted by the course instructor	Based on student feedback on teaching pedagogies adopted by course instructors, the University has reinforced the use of effective and student-centric teaching-learning practices. Faculty members have been encouraged to adopt diverse pedagogical approaches such as experiential learning, project-based learning, case studies, group discussions, problem-solving activities, and blended learning methods.
The course according to the entrepreneurship provided to the student.	In response to student feedback on entrepreneurship-related courses, where a majority (72%) agreed or strongly agreed, the university has further strengthened entrepreneurship education across programs. The university has promoted experiential learning through boot camps, industry interactions, mentoring by entrepreneurs, and exposure to startup ecosystems. Support mechanisms such as incubation facilities, innovation cells, and guidance for startups have been further strengthened.
The course related to the awareness of legal and social issue provided to the student.	Dedicated modules on legal literacy, social justice, gender equity, environmental laws, ethics, human rights, and constitutional values have been integrated into the curriculum. Guest lectures, expert talks by legal professionals, social activists, and NGOs, along with seminars, awareness campaigns, and community outreach activities, have been planned to enhance practical understanding.
The usage of ICT tools by the teachers to support and enhance the teaching.	Faculty members have been encouraged to expand the use of smart classrooms, Learning Management Systems (LMS), online lecture materials, multimedia presentations, virtual labs, and digital assessment tools. Faculty development programs and hands-on training workshops on emerging educational technologies have been planned to enhance effective ICT usage.
The courses in terms of extra learning or self-learning for considering the design of courses.	Courses have been reviewed to incorporate value-added components such as online learning resources, MOOCs, case studies, project-based assignments, seminars, workshops, and independent study modules. Faculty members have been encouraged to adopt blended learning approaches and provide curated reading materials and digital content to promote self-directed learning.

Action Taken on Feedback Received from Teachers (2024-2025)

Attributes	Action taken
Curriculum and Syllabus is suitable to the Programme.	The curriculum is periodically reviewed through meetings of the Board of Studies (BoS) to ensure its continued alignment with programme objectives and academic standards. Based on deliberations and faculty feedback, minor revisions are incorporated from time to time to enhance coherence, relevance, and overall effectiveness of the curriculum.
Curriculum and syllabus is designed according to the need based.	Industry experts and alumni inputs are incorporated during syllabus revision to ensure that the curriculum addresses need-based and industry-relevant skills. Additionally, greater emphasis is placed on practical components, fieldwork, and application-oriented topics to strengthen experiential learning and improve students professional readiness.
Curriculum and syllabus has the flexibility.	The Choice Based Credit System (CBCS) has been further strengthened through the introduction of interdisciplinary and open elective courses, allowing students to select subjects across disciplines in line with their interests and career aspirations. The implementation of NEP 2020 in both UG and PG programmes has enhanced academic flexibility while value-added courses, MOOCs, and skill-based certificate programmes promote continuous learning, skill development, and improved employability.
Course Contents are well designed.	The course contents were systematically reviewed and refined to ensure logical sequencing and clear articulation of learning outcomes. Efforts were also made to minimize redundancies across courses while incorporating emerging and relevant topics wherever required, thereby enhancing the overall coherence and relevance of the curriculum.
The course/program of studies carries sufficient number of optional/elective papers.	The existing elective courses were reviewed, and new electives were proposed based on feedback and demand from faculty and students. Departments were also encouraged to introduce interdisciplinary and career-oriented electives to broaden academic choices and align programmes with emerging trends and employability requirements.
The books prescribed/listed	Faculty members were advised to regularly update reading lists by

as reference materials are relevant, updated and appropriate.	Incorporating the latest textbooks, journals, and e-resources to ensure academic relevance. In addition, enhanced access to e-books, databases, and online learning platforms was provided through the library to support teaching, learning, and research activities
The course outcomes are appropriate.	In response to the feedback, orientation sessions have been planned for faculty members to strengthen understanding and effective implementation of outcome-based teaching, learning, and assessment practices.
The content of syllabus is according to the current trends of industry and academia to facilitate placements.	The curriculum was enriched through the inclusion of contemporary topics, relevant case studies, internships, and project-based learning to enhance practical exposure and real-world understanding. Industry-academia interaction was been planned to further strengthened by organizing guest lectures and expert talks, providing students with insights into current industry practices and expectations
The course is according to the entrepreneurship provided to the student	Entrepreneurship, innovation, and startup-related modules were integrated into relevant courses to nurture an entrepreneurial mindset among students. In addition, workshops on entrepreneurship skills has been planned to provide practical exposure and guidance for aspiring entrepreneurs.
The coverage of course contents is as per the competitive exams.	Faculty members were encouraged to integrate competitive-examination-oriented topics and problem-solving sessions into their teaching practices. In addition, special lectures, remedial classes, and structured guidance programmes were planned to support and prepare students for various competitive examinations.

Action Taken on Feedback Received from Alumni (2024-2025)

Attributes	Action taken
The syllabus of the courses that have studied in relation to the competencies expected out of the course.	In response to feedback, learning outcomes were revised were ever applicable to place greater emphasis on the development of knowledge, skills, and professional competencies among students.
The relevance course content as per the need of programme.	In response to feedback, suggestion incorporated during syllabus revision to enhance industry relevance and graduate preparedness.

The flexibility in term of Core/Elective/ Interdisciplinary courses is well maintained.	Interdisciplinary and open elective options were expanded across departments to provide students with broader academic choices. Flexibility was further enhanced through provisions for MOOCs, and skill-based add-on courses, supporting personalized learning pathways and improved employability.
The offering of the electives in terms of their relevance to the specialization and need based.	Elective courses were reviewed to ensure alignment with specialization requirements and emerging domains. Based on inputs from alumni, new need-based and career-oriented electives were proposed to strengthen relevance, employability, and industry alignment.
The electives offered in relation to the technological advancements.	Technologically advanced and emerging topics were introduced in elective courses to keep pace with recent developments. Syllabi were revised considering the latest tools, software, and prevailing industry practices, ensuring contemporary relevance and practical orientation.
The course in term of critical thinking imparted through it.	Teaching-learning strategies were enriched through the adoption of problem-based learning, case studies, and project work to promote active and experiential learning. Greater emphasis was placed on analytical assignments, presentations, and research-oriented tasks to enhance critical thinking, communication, and inquiry skills among students.
The courses in terms of design of the courses as per the current needs of society.	Social relevance, sustainability, ethics, and community engagement are systematically integrated into the course design to promote responsible citizenship and holistic development of learners. The courses are also aligned with national priorities and contemporary societal challenges, ensuring that students are equipped to contribute meaningfully to society and national development.
The evaluation scheme designed for each of the course.	Evaluation methods have been reviewed to ensure transparency, fairness, and alignment with outcome-based assessment, while continuous internal assessment mechanisms, including projects and practical evaluations, have been further strengthened.
The courses you have studied are beneficial for your current job.	Employability skills such as communication, teamwork, and digital competencies are systematically embedded in the curriculum, while industry exposure is strengthened through internships, guest lectures by industry experts, and engagement in live projects.

The courses as per the practicability and imparting employable skills.	There is an increased focus on hands-on training through enhanced laboratory work, field visits, and the introduction of skill-oriented modules to strengthen practical learning outcomes.
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Action Taken on Feedback Received from Employers (2024-2025)

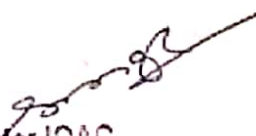
Attributes	Action taken
Syllabus is suitable to the programme and course.	The syllabus is regularly reviewed through the Board of Studies with active participation from employers and industry representatives, ensuring that the course structure remains aligned with programme objectives and relevant job roles.
The course is designed as per the current needs of industry.	Industry inputs are systematically incorporated during curriculum revisions to address emerging skill requirements, with the inclusion of industry-oriented modules, internships, and certification-based courses to enhance employability.
The relevance course content as per the need of employment.	The course content has been reoriented to emphasize employability, practical exposure, and application-based learning, supported by systematic skill mapping to align the curriculum with relevant employment opportunities.
The course content is in accordance with Programme Educational Objectives and is well defined.	Programme Educational Objectives (PEOs) have been revisited and clearly mapped with course outcomes and curriculum content, and curriculum documentation has been strengthened to ensure clarity, consistency, and effective implementation.
The course/syllabus has good balance of core syllabus content and applied contents.	An improved balance has been achieved by integrating practical sessions, projects, and case studies with core theoretical concepts, thereby enhancing hands-on components and overall experiential learning.
The courses are designed as per the current needs of society.	In response to feedback social relevance, ethical values, sustainability, and community engagement have been meaningfully integrated into the curriculum to foster responsible and socially conscious graduates. The courses are aligned with national priorities and contemporary societal challenges, ensuring that students develop both academic competence

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	and a strong sense of civic responsibility.
The curriculum and the syllabus reflects the inculcation of leadership and management skills.	Leadership, teamwork, and managerial skills are embedded in the curriculum through group projects, seminars, and presentations, complemented by workshops and training programs focused on leadership and management development.
The course contents in term of core/ Elective/ Interdisciplinary courses are well maintained.	Interdisciplinary and elective offerings are periodically reviewed to ensure academic coherence and greater flexibility for learners. Departments are encouraged to introduce cross-disciplinary and industry-relevant electives, enabling students to gain broader perspectives and skills aligned with current industry and societal needs.
The electives/courses offered in relation to the technological advancements.	New electives have been introduced in emerging and advanced technologies to keep the curriculum contemporary and relevant. The syllabus is regularly updated to incorporate the latest tools, techniques, and industry practices, ensuring that students gain current knowledge and practical exposure aligned with evolving professional requirements.
The course content is designed as per the needs of the learner and able to impart life learning skills.	Learner-centric pedagogy has been strengthened through the effective implementation of outcome-based education and a robust system of continuous assessment. Greater emphasis has been placed on nurturing critical thinking, problem-solving abilities, adaptability, and life long learning skills, ensuring that students are well-equipped to meet academic, professional, and societal challenges.


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