

# Action Taken Report 2024–25

Based on Curriculum Feedback Received in 2023–24

## Introduction

In response to the feedback received from various stakeholders—including students, teachers, alumni, employers, and parents—during the academic year 2023–24, the institution has taken several constructive steps to enhance curriculum delivery, skill development, academic quality, and administrative effectiveness.

The academic year 2024–25 marked a **significant academic transition** with the **implementation of the National Education Policy (NEP) 2020** in the **first-year undergraduate programs**. Additionally, the institution proactively worked toward achieving **autonomous status for the academic year 2025–26**, aligning its processes and academic reforms in accordance with UGC and University of Mumbai guidelines.

## 1. Action Taken Report on Students' Feedback

Sr. No	Key Points	Action taken
1	Integration of NEP 2020 into curriculum	NEP 2020 was implemented for all <b>first-year undergraduate and postgraduate programs</b> starting from 2024–25. <ul style="list-style-type: none"><li>• Multidisciplinary courses, skill enhancement components, and ABC (Academic Bank of Credits) framework were introduced.</li></ul>

		<ul style="list-style-type: none"> <li>• Orientation programs were conducted to familiarize students with the new structure.</li> </ul>
2	Need for flexibility and skill-based learning	<p>Generic and interdisciplinary electives were introduced.</p> <ul style="list-style-type: none"> <li>• Value-added and certificate courses in <b>AI/ML, Digital Finance, Business Communication, and Creative Writing</b> were offered under the NEP framework.</li> <li>• Students were encouraged to take MOOCs from SWAYAM and NPTEL</li> </ul>

## 2. Action Taken Report on Teachers' Feedback

Sr No	Key Points	Action Taken
1	Training on NEP 2020 and curriculum planning	<ul style="list-style-type: none"> <li>• Faculties were deputed for attending a series of <b>Faculty Development Programs (FDPs)</b> and workshops conducted on NEP 2020 curriculum design and pedagogy.</li> <li>• Resource persons from the University of Mumbai and UGC delivered training sessions on <b>outcome-based education, choice-based credit systems, and multidisciplinary teaching.</b></li> </ul>
2	Academic autonomy and innovation	Teachers were involved in <b>drafting curriculum</b> and <b>assessment frameworks</b> in preparation for autonomy.

		<ul style="list-style-type: none"> <li>• Internal workshops were conducted to train faculty on the <b>roles of Boards of Studies, Academic Council, and autonomous examination practices.</b></li> </ul>
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### 3. Action Taken Report on Alumni Feedback

Sr No	Key Points	Action Taken
1	Curriculum relevance to industry needs	<p>Alumni from diverse sectors were invited to participate in curriculum enrichment activities.</p> <ul style="list-style-type: none"> <li>• Guest lectures and hands-on workshops were conducted on current industry tools and trends (e.g., data analytics, fintech, UI/UX).</li> <li>• Alumni helped design case-based learning modules.</li> </ul>
2	Involvement in institutional growth	<ul style="list-style-type: none"> <li>• Alumni were engaged in the <b>Autonomy Planning Committee</b> to provide industry perspectives.</li> <li>• Alumni insights on popular AI tools supported the procurement of ICT tools and subscription-based content platforms for curriculum delivery.</li> </ul>

### 4. Action Taken Report on Employer Feedback

Sr No	Key Points	Action Taken
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1	Demand for job-ready graduates with multidisciplinary exposure	Under NEP 2020, students were given flexibility to pursue <b>minor specializations</b> and <b>vocational courses</b> . <ul style="list-style-type: none"> <li>• Workshops on resume writing, corporate ethics, and interview skills were organized in collaboration with recruiters</li> </ul>
2	Need for project-based learning	Capstone projects and internships were made mandatory in the NEP structure for FY and SY students respectively. <ul style="list-style-type: none"> <li>• Industry-based problem statements were included in assessments.</li> </ul>

## 5. Action Taken Report on Institutional Preparedness for Autonomy (2025–26)

Sr No	Area	Action Taken
1	Documentation and communication	Necessary documentation submitted to the University of Mumbai and UGC. <ul style="list-style-type: none"> <li>• Formal communication initiated and follow-up meetings attended.</li> <li>• IQAC and the Autonomy Steering Committee monitored compliance requirements.</li> </ul>
2	Committee formation	Draft compositions for <b>Academic Council</b> , <b>Boards of Studies</b> , <b>Examination Cell</b> , and <b>Finance Committee</b> prepared.

		<ul style="list-style-type: none"> <li>Working committees formed for curriculum development, infrastructure, and digital transformation.</li> </ul>
<b>3</b>	Stakeholder orientation	<p>Orientation sessions conducted for students, teachers, and administrative staff on <b>roles, responsibilities, and benefits of autonomy</b>.</p> <ul style="list-style-type: none"> <li>Workshops were held on <b>curriculum innovation, assessment reforms, and quality assurance in autonomous institutions</b>.</li> </ul>

## 6. General Academic and Administrative Improvements

<b>Sr No</b>	<b>Key Points</b>	<b>Action Taken</b>
<b>1</b>	Use of ICT in curriculum delivery	<p>ICT Upgraded classrooms and Learning Management System (LMS) made robust for NEP implementation.</p> <ul style="list-style-type: none"> <li>Flip classroom, e-content, and online quizzes integrated into pedagogy.</li> </ul>
<b>2</b>	Student mentoring and support	<p>Mentor–Mentee system was strengthened to assist students with academic and personal development.</p> <ul style="list-style-type: none"> <li>Counselling and skill mapping sessions introduced for FY students under NEP</li> </ul>

## ACTION TAKEN REPORT (2024–25)

### Based on Feedback from Teachers, Students, Alumni, and Parents on Institutional Amenities and Initiatives

Sr No	Key Points	Action Taken
1	Implementation of NEP 2020 and flexible academic structure	<b>NEP 2020 implemented</b> in all First-Year Undergraduate Programs. <ul style="list-style-type: none"><li>• Introduction of multidisciplinary electives, skill-based modules, and Academic Bank of Credits (ABC).</li><li>• Orientation sessions and handbooks provided to students and teachers</li></ul>
2	Achievement of Autonomous Status	Institution received <b>Autonomous Status</b> from UGC and University of Mumbai in April 2025. <ul style="list-style-type: none"><li>• Formal announcement and communication shared with stakeholders.</li><li>• Initial framework for autonomous governance and operations shared with faculty and staff.</li></ul>
3	Preparation for Autonomy Implementation (2025–26)	Working committees formed for the <b>Academic Council, Boards of Studies, Examination Cell, and Curriculum Development</b> . <ul style="list-style-type: none"><li>• Curriculum restructuring workshops conducted to align with autonomy guidelines.</li><li>• Staff training on autonomous examination and evaluation systems initiated.</li></ul>
4	Making academics more skill-based and industry-oriented	Introduction of industry-relevant certificate courses (AI, Digital Marketing, Fintech, Data Analytics). <ul style="list-style-type: none"><li>• Increased collaboration with alumni and professionals for real-world exposure.</li><li>• Capstone projects and internships encouraged across disciplines.</li></ul>

		<ul style="list-style-type: none"> <li>• MoUs signed with industry partners for skill training.</li> </ul>
<b>5</b>	Enhancement of career counselling and placement services	<p>Continued guidance through Placement Cell with support from industry mentors.</p> <ul style="list-style-type: none"> <li>• Conducted job fairs, soft-skill training, and interview preparation workshops.</li> <li>• New recruiter collaborations added to broaden placement outreach.</li> </ul>
<b>6</b>	Infrastructure and academic resource enhancement	<p>Expansion of e-resource subscriptions and access to open digital libraries.</p> <ul style="list-style-type: none"> <li>• Development of skill labs and collaborative learning</li> </ul>
<b>7</b>	Effective communication and administrative upgrades	<p>LMS updated with features tailored for NEP and autonomy (e.g., dynamic syllabus tracker, attendance reports, feedback loops).</p> <ul style="list-style-type: none"> <li>• Regular updates shared with parents on academic progress and attendance.</li> <li>• Administrative and academic audits conducted to assess readiness for autonomy.</li> </ul>

( IQAC Coordinator)

( I / C Principal)