

# Action Taken Report on Feedback of Stakeholders

Session (2018-19)

**Program Name: Bachelor of Computer Applications (B.C.A)**



Department of Computer Application  
Faculty of Technology  
**Quantum University, Roorkee**

A handwritten signature in blue ink, appearing to read 'A. K. L.', is written over a blue oval stamp.

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## Action Taken Report of the Department

(On the basis of the suggestions made by the IQAC and Super Specialty Groups of the  
Departments on the Feedback of all stakeholder)

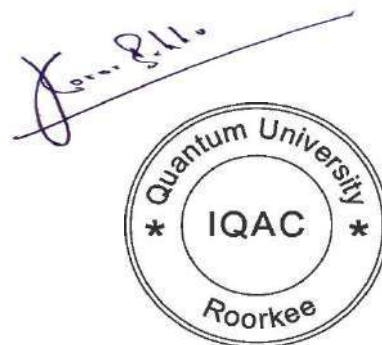
| <b>Action Taken Report</b>                                 |   |   |
|--|---|---|
| <b>Department Name: Department of Computer Application</b> |   |   |
| <b>Feedback Session: 2018-19</b>                           |   |   |
| <b>Curriculum Design</b>                                   |   |   |
| <b>Code</b>  | <b>Recommendation by Super Specialty Groups of the Department</b>   | <b>Action taken during designing the syllabus of 2019-22</b>  |
| <b>CA3101</b>  | <b>R-1</b> More topics like number system may be added to unit 1 for detailed knowledge of fundamentals of computer.    | Added extra topics like conversions among number systems, complements etc in unit 1.                                  |
| <b>CA3102</b>  | <b>R-1</b> The unit 3 contains many topics that are not necessary in terms of the subject.                              | Updated the unit 3 and replaced the less irrelevant topics with more relevant ones.                                   |
| <b>CA3103</b>  | <b>R-4</b> Some topics in last two units may be more relevant to be taught in labs.                                     | Removed such topics from unit 4 and 5 and added into the syllabus of lab.   |
| <b>CA3141</b>  | <b>R-1</b> First two or three programs must be of beginner level.   | Incorporated some very basic C-Programs to be practiced in the initial labs.  |
| <b>CA3142</b>  | <b>R-5</b> The list of practicals is very lengthy. Programs on similar concepts can be practiced as a single practical. | Revised the list of practicals. Merged the programs on similar concepts reducing the count of practicals in the list. |
| <b>CA3201</b>  | <b>R-5</b> Some topics in unit 4 and 5 are very advanced for BCA level.   | Removed the complex topics from the last two units.   |
| <b>CA3202</b>  | <b>R-3</b> The content in unit 2 is very lengthy.   | Updated the syllabus and distributed the extra topics of unit 2 among other units.                                    |
| <b>CA3240</b>  | <b>R-4</b> Some more complex programs can be added to the list of practicals.   | Updated the list of programs by replacing two basic programs with programs of advanced levels.                        |
| <b>CA3241</b>  | <b>R-1</b> There are many programs on trees increasing the count of practicals.   | Grouped the programs of trees into lesser number of practicals.   |

  
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| <b>Other Teaching Learning Aspects</b>   |   |  |
|--|---|--|
| <b>Overall Teaching Learning Process</b> | <b>R-7</b> Some online courses can be given to students in order to let them fetch benefits from the relevant and related content on web. Some learning material including notes or video lectures can be provided.             | Mooc courses have been designed that the students will complete through online learning. Also, learning material including hand written notes, lecture videos, links of relatable content on web etc. are uploaded in QLRC.  |
| <b>Peer Group Learning</b>               | <b>R-5</b> Groups of students can be formed. Bright students can be considered as advanced learners while weaker students can be considered as slow learners. The students, then, can be dealt as per their levels of learning. | Implemented the suggestion. Based on percentage of marks students will be grouped into categories of fast and slow learners. Fast learners will be assigned research-oriented activities. For slow learners, extra classes have been scheduled where hand written notes and revision lectures will be delivered. |
| <b>IT Enabled Literacy</b>               | <b>R-6</b> More and more industry experience must be served to students where they can get ample exposure to corporate IT environment.  | Students have to complete the Internships/ trainings physically from related companies in terms of any novice technology. Internships have been made mandatory across various semesters.   |
| <b>Communication Skills</b>              | <b>R-2</b> To get up-skilled in communication, some presentation modules can be added where the students can be made to deliver more and more presentations.  | To be able to deliver more and more presentations, the flip-classes, internship presentations, seminars etc are made part of the curriculum.   |
| <b>Training for Placements</b>           | <b>R-8</b> There can be activities for the students where they can be groomed in terms of personality development and skill-enhancement, helping them in placement drives.  | VACs are introduced where technical, analytical and behavioural expertise is cultivated into the students. It ensures the holistic development in their personality that further helps them fetch maximum benefit during placement drives.   |

Deepak Singhal  
Faculty Incharge,  
University Feedback System

Registrar  
Quantum University



Karan Babbar  
Coordinator, IQAC