

# Action Taken Report on Feedback of Stakeholders

Session (2021-22)

**Program Name: B.Sc. (Hons) Agriculture**



Department of Agricultural Studies  
Faculty of Agricultural Studies  
**Quantum University, Roorkee**

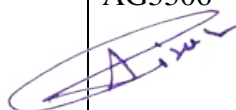


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## Action Taken Report of the Department

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


| <b>Action Taken Report</b>                                 |  |   |
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| <b>Department Name: Department of Agricultural Studies</b> |  |   |
| <b>Feedback Session: 2021-2022</b>                         |  |   |
| <b>Curriculum Design</b>                                   |  |   |
| <b>Code</b>  | <b>Recommendation by Sub Specialty Groups of the Department</b>  | <b>Action taken in the curriculum design of 2022-2026</b>   |
| AG3102,  | <b>R-2:</b> Needs addressing the regional issues of the agriculture with respect to the Uttarakhand  | Content related to regional issues of Uttarakhand were introduced   |
| AG3104   | <b>R-2:</b> Require more emphasis on forests of Uttarakhand to make student more aware about flora and fauna of Uttarakhand  | Content related to forests of Uttarakhand was introduced in the Unit-I  |
| AG 3106  | <b>R-2:</b> This course requires more focus on experiential learning program covers tillage, Ploughing sowing, irrigation, weeding and harvesting  | More focus will be given to field work by increasing no. of practical hours   |
| AG3110   | <b>R-2:</b> Special emphasis will be given to important horticultural crops of Uttarakhand and their cultivation practices to develop more agricultural skills and entrepreneur skills in the students | Content related to Cultivation practices of important Horticultural crops of Uttarakhand is introduced in the course and specially in the practical hours |
| AG3204   | <b>R-2:</b> Require at least one visit to the different locations of Uttarakhand to get knowledge about the diseases and their symptoms of the crops grown particularly in Uttarakhand                 | Implemented   |
| AG 3304  | <b>R-2:</b> Needs adaptation of experiential learning method for this course in the form of Mini Project to develop agricultural and entrepreneur skills among the students                            | Implemented, The Assignment-2 of the students is replaced with mini projects  |
| CY3305   | <b>R-2:</b> The syllabus needs revision as per ICAR -5 <sup>th</sup> Dean committee report to meet with the requirement of ICAR  | Unit-5: Disaster management: is introduced as per ICAR-5 <sup>th</sup> Dean committee report  |
| AG3301   | <b>R-2:</b> Syllabus is not upto date and needs revision to meet with the requirement of ICAR  | Syllabus is revised as per ICAR-5 <sup>th</sup> Dean Committee report   |
| AG3306   | <b>R-2:</b> Require atleast one visit to the Animal Husbandry to get more exposure on problems of Animal Husbandry and develop entrepreneur skills in the students                                     | The Assidgnment-2 of the students replaced with Visit to animal husbandry and its report.   |

  
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| AG3403 | <b>R-2:</b> Needs implementation of mini project in this course to develop entrepreneur skills in the students   | Implemented in place of Assignment-2 of this course  |
| AG3404 | <b>R-2:</b> Require visit to the Herbal Garden or any National level Medicinal plants research institutes to identify the medicinal plants and learn their cultivation practices   | Implemented  |
| AG3405 | <b>R-2:</b> Require visit to Horticulture research station to get field exposure to the students   | Implemented  |
| AG3505 | <b>R-2:</b> Inter-disciplinary project will be initiated in this course to develop entrepreneur skill in the students  | Implemented for advance learner  |
| AG3508 | <b>R-2:</b> Require visits to identify the diseases of field and Horticultural crops and Inter-disciplinary project on “Diseases of field and horticultural crops” can also be initiated in collaboration with CSE dept. to establish their own startup            | Implemented and A-2 assignment of this course is replaced with miniproject.                              |
| AG3603 | <b>R-2:</b> This course require visit to identify the diseases of field and Horticultural crops and Inter-disciplinary project on “Diseases of field and horticultural crops” can also be initiated in collaboration with CSE dept. to establish their own startup | Implemented and A-2 assignment of this course is replaced with interdisciplinary project.                |
| AG3604 | <b>R-2:</b> There is the need of introducing the mini project on Post Harvest Management to develop entrepreneur skills in the students  | Implemented  |
| AG3609 | <b>R-2:</b> Students will be encouraged to organize awareness camp on organic farming to develop extension practices among the students  | Implemented in the form of mini projects for advance learner   |
| MA3303 | <b>R-2:</b> Syllabus is not as per ICAR-5 <sup>th</sup> Dean committee report, needs revision  | Syllabus is revised as per ICAR-5 <sup>th</sup> Dean Committee report. Unit-I, IV and V has been revised |
| MA3350 | <b>R-2:</b> Syllabus is not as per ICAR-5 <sup>th</sup> Dean committee report, needs revision to meet with the requirement of ICAR   | Syllabus is revised as per ICAR-5 <sup>th</sup> Dean Committee report                                    |
| AG3209 | <b>R-2:</b> Syllabus is too old cannot fulfill the requirement of ICAR   | Syllabus is revised as per ICAR-5 <sup>th</sup> Dean Committee report. Unit-I and III has been revised   |

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| AG3340 & AG3441                           | <b>R-4</b> :Towards enhancing employability and entrepreneurial ability of the graduates the practical content in the courses should be increases   | Syllabus is revised as per ICAR-5 <sup>th</sup> Dean Committee report   |
| Rural Agriculture Work Experience (RAWE)  | <b>R-2:</b> Needs the introduction of RAWE to helps the students primarily to understand the rural situations, status of agricultural technologies adopted by the farmers to prioritize the farmers’ problems and to develop skills & attitude of working with farm families for overall development in rural area.   | RAWE is implemented during the 7 <sup>th</sup> semester of their course curriculum. Syllabus is revised as per ICAR-5 <sup>th</sup> Dean Committee report |
| Experiential Learning Programme           | <b>R-3:</b> Require introduction of Experiential learning Programme (ELP) Experiential learning is a business curriculum-related endeavor which is interactive.<br>EL is for building (or reinforcing) skills in project development and execution, decision making, individual and team coordination, approach to problem solving, accounting, marketing and resolving conflicts, etc. Both activities and facilitation play a critical role in enhancing the student performance. | ELP is implemented during the 8 <sup>th</sup> semester of their course curriculum. Syllabus is revised as per ICAR-5 <sup>th</sup> Dean Committee report  |
| AG3302, AG3502, AG3541, AG3607 AND AG3646 | <b>R-4:</b> Towards enhancing employability and entrepreneurial ability of the graduates following courses needs to be introduced in the course curriculum of B.Sc. (Hons) Agriculture<br>Agriculture Finance & Cooperation<br>Crop Improvement – I ( <i>Kharif</i> )<br>Crop Improvement – I ( <i>kharif</i> crops) Lab<br>Crop Improvement – II ( <i>Rabi</i> crop)<br>Crop Improvement – II ( <i>Rabi</i> crops) Lab   | Introduced as per ICAR-5 <sup>th</sup> Dean Committee recommendations.  |
| <b>Other Teaching Learning Aspects</b>    |   |   |

  
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| <b>Overall Teaching Learning Process</b> | <b>R-5:</b> The Committee felt the need to broaden the base of agricultural education, while sustaining the core excellence in the scientific component. In this context, the following considerations were kept in mind: (i) deprivation of rural people, especially poor farmers, has increased and their problems are much more complex, (ii) a holistic approach underpinning multi- and interdisciplinary aspects is needed, (iii) in the globalized world, effective National/International collaboration will enhance capacities of universities (IV) The Massive Open Online Courses (MOOC) are the recent disruptive innovations that can enable a small group of teachers/mentors to offer learning services to many people in the duration of a single course. | Implemented  |
| <b>Peer Group Learning</b>               | <b>R-3:</b> In delivering the curricula, the concerned courses may discuss major initiatives of the Government of India, such as the National Food Security Mission, Rashtriya Krishi Vikas Yojana, MGNREGA, Jan Dhan Yojana, Make-in-India, Krishi Sinchai Yojana, Digital India, Skill India, Start-up India, etc.  | Implemented in the form of mini-Projects and replaced with Assignment-2 in the courses where applicable  |
| <b>Extension Activities</b>              | <b>AR-1:</b> The SSG has further recommended that each college should have a <b>Demonstration cum Production Centre</b> for training students, field workers of Government Departments, and NGOs community leaders in income generation skills.   | We have signed the MOUs with various <b>Demonstration cum Production Centre</b> for training students and students are motivated to take part in various extension activities.   |
| <b>Training for Placements</b>           | <b>R-4:</b> Adequate coverage has been provided in respect of new technologies such as biotechnology, information technology, bioinformatics, GIS, remote sensing, precision agriculture, hi-tech cultivation, secondary agriculture, conservation agriculture, organic farming, international agriculture, processing and value addition, agribusiness management, and communication skills.   | The course curricula have been restructured and reoriented to develop much needed skills and entrepreneurial mind-set among the graduates to take up self-employment, to sustainably enhance rural livelihood security, and to propel agricultural transformation through science informed |



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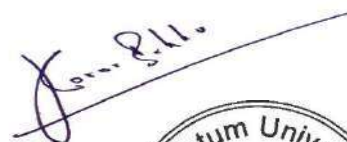
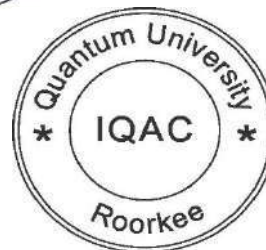
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| <b>Orientation Program</b> | <b>R-1:</b> Detailed and Informed orientation program for students should be undertaken for successful implementation of semester planning | Incorporated |
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