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THE AMERICAN COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University)
Re-accredited (3rd Cycle) by NAAC with Grade "A+" CGPA – 3.47 on a 4 - point scale
MADURAI – 625002

AQAR – 2022 - 2023

Criterion I – Curricular Aspects

1.4 Feedback

- Student's Feedback Report
- Faculty Feedback Report
- Employer Feedback Report
- Alumni Feedback Report



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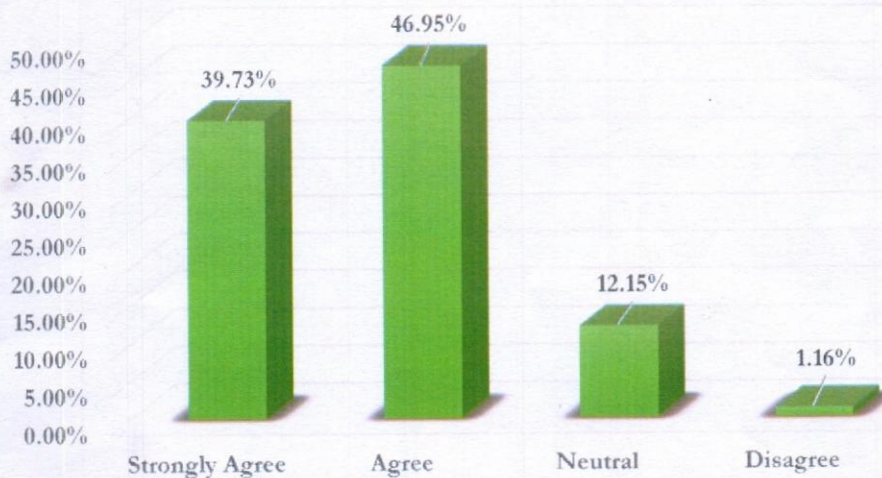
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1.4 Feedback

STUDENTS' FEEDBACK ON THE CURRICULUM

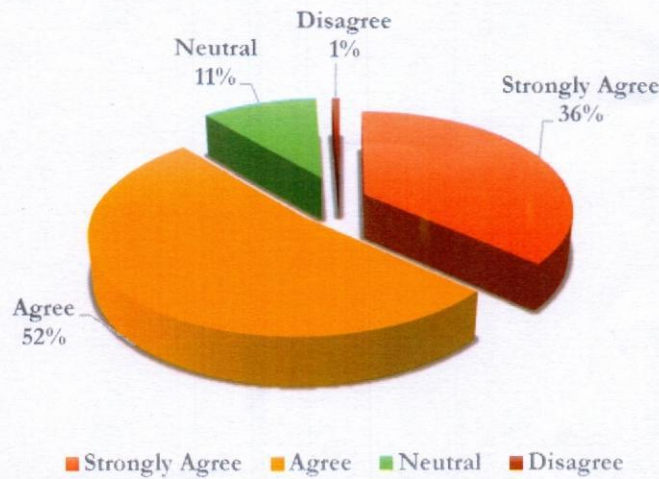
The Feedback on the curriculum was collected from the students of both the undergraduate and postgraduate programmes. The summary of their opinions is presented below.

1. The curriculum is relevant to the level of the programme (UG/PG).



Students express significant agreement regarding the curriculum's relevance to the program level, with 39.73% strongly agreeing and 46.95% agreeing. Notably, 12.15% remain neutral, indicating a substantial acknowledgement of the issue. This data suggests a general satisfaction among students with the alignment of the curriculum to their academic level. However, the presence of neutral responses suggests room for improvement, perhaps indicating potential areas where adjustments could enhance the curriculum's effectiveness in meeting students' needs more comprehensively.

2. The curriculum includes all the core courses.



Students express strong support for the inclusion of core courses in the curriculum, with 36.49% strongly agreeing and 52.19% agreeing. Notably, 10.61% remained neutral, indicating some uncertainty or indifference. However, disagreement was minimal, at -0.70%. The high agreement percentages highlight students' recognition of the importance of core courses for a well-rounded education. However, the neutral and dissenting responses suggest room for improvement in addressing potential concerns or enhancing engagement with the curriculum.

3. The course content is well organized.

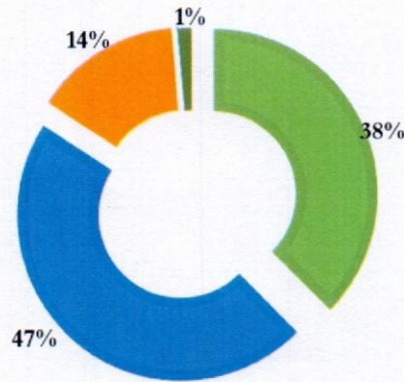


Students generally perceive the course content as well-organized, with 36.56% strongly agreeing and 50.29% agreeing. Notably, a significant portion, 12.26%, remained neutral, suggesting a notable recognition of the organization but with room for improvement. The low dissenting opinion of -0.88% indicates overall satisfaction. The positive response emphasizes

effective curriculum structuring, yet the neutrality hints at areas where clarity or additional support may enhance the organization further, indicating potential avenues for improvement.

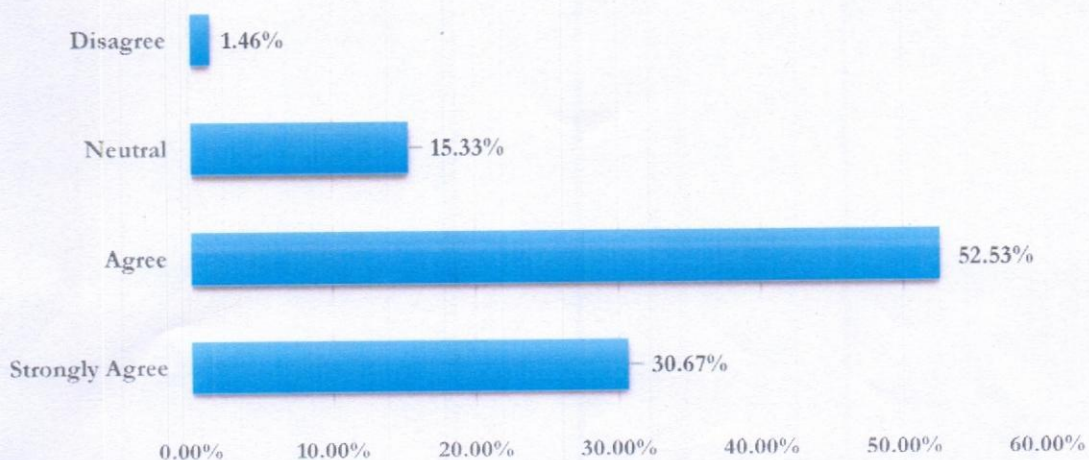
4. The curriculum has scope for acquiring strong knowledge in the specific domains.

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree



Students generally perceive the curriculum as offering ample opportunities for acquiring strong knowledge in specific domains, with 37.52% strongly agreeing and 46.68% agreeing. A notable 14.44% expressed neutrality, indicating some uncertainty. However, a mere 1.33% disagreed, suggesting a widespread acknowledgement of the curriculum's strengths. While the high agreement rates are positive, neutrality signifies a potential area for improvement, suggesting a need for clearer communication or additional support to fully engage students in their learning journey.

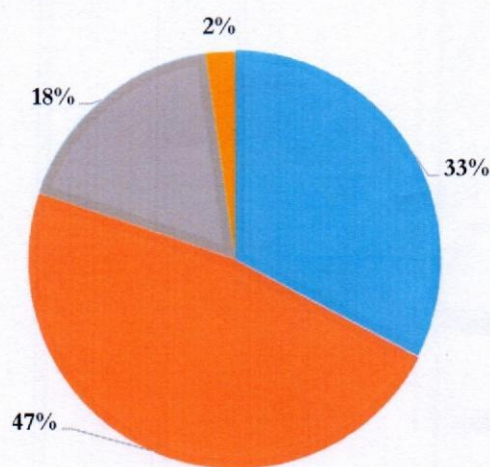
5. The curriculum provides opportunities for Interdisciplinary/multidisciplinary learning



Students express substantial support for the curriculum's provision of interdisciplinary/multidisciplinary learning opportunities, with 30.67% strongly agreeing and 52.53% agreeing. A notable 15.33% remain neutral, indicating recognition of the concept's importance. Moreover, a mere 1.46% disagree, suggesting widespread satisfaction. The significant agreement and acknowledgement highlight students' enthusiasm for diverse learning approaches. However, the neutral response suggests room for improvement in clarifying or enhancing interdisciplinary learning structures, ensuring all students fully engage with these valuable opportunities.

6. The curriculum includes learning of new technologies.

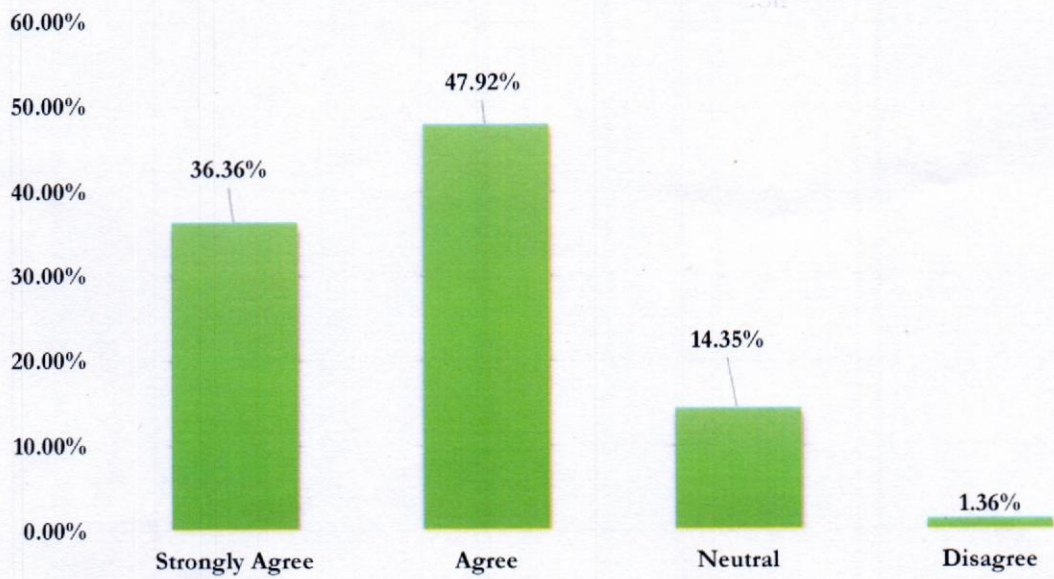
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree



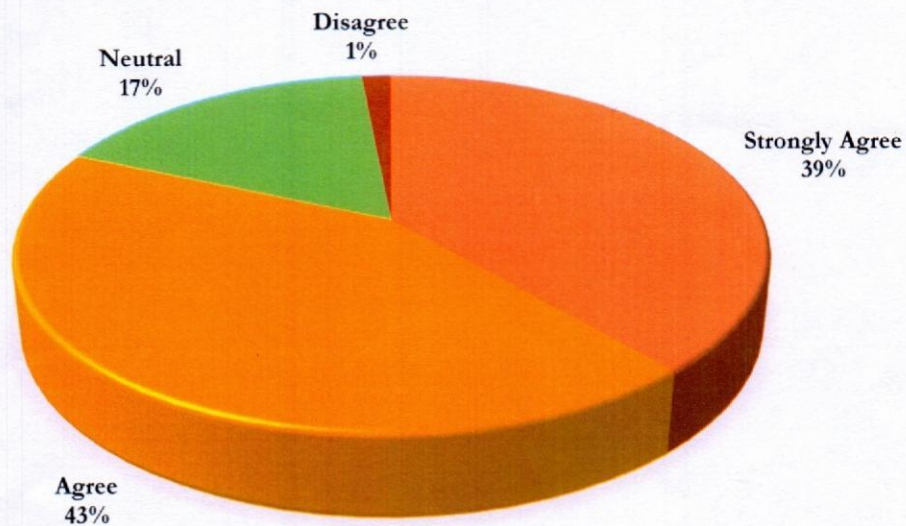
Students generally endorse the inclusion of new technologies in the curriculum, with 32.69% strongly agreeing and 47.45% agreeing. A notable 17.61% remain neutral, suggesting a recognition of the importance but perhaps uncertainty about its implementation. However, only 2.25% disagree, indicating overall support. This data underscores students' openness to technological advancement in education. While the majority approves, the neutral stance signals room for improvement, possibly through clearer integration strategies or hands-on experiences.

7. The courses taught are useful for higher studies.

Students largely perceive the courses taught as beneficial for higher studies, with 36.36% strongly agreeing and 47.92% agreeing. A notable 14.35% remain neutral, indicating a significant acknowledgement of usefulness. While dissent is minimal at 1.36%, room for improvement lies in reducing neutrality. Nonetheless, the predominant agreement underscores students' recognition of the curriculum's relevance in preparing them for advanced academic pursuits, reflecting positively on its alignment with their educational aspirations.

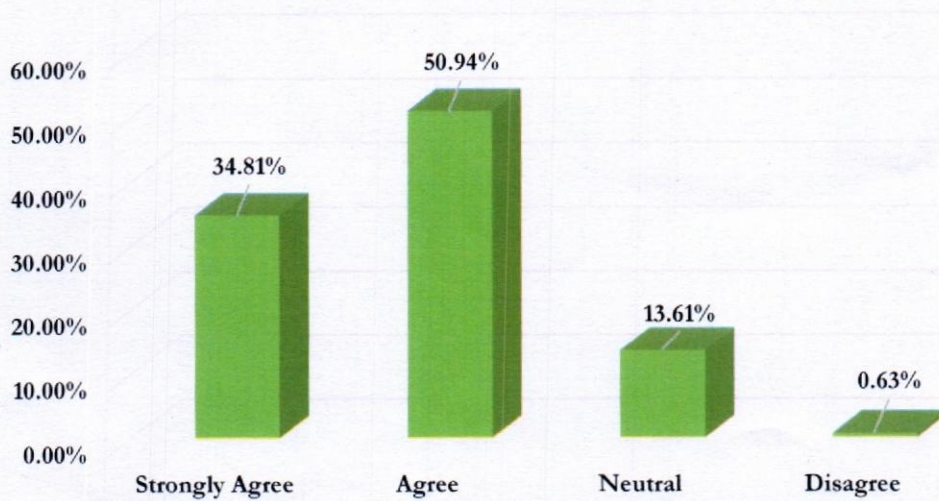


8. The courses taught are useful for employment and entrepreneurship.



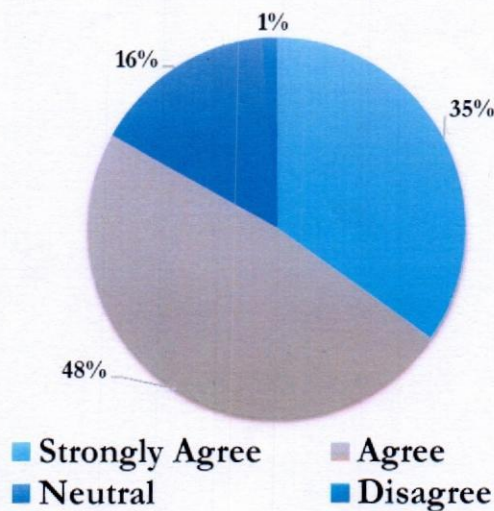
Students generally find the curriculum beneficial for employment and entrepreneurship, with 38.69% strongly agreeing and 43.04% agreeing. Notably, 16.81% remained neutral, suggesting a significant portion acknowledging the utility but perhaps lacking strong conviction. Moreover, a mere 1.47% disagreed, indicating rare dissent. This data highlights a widespread perception among students of the curriculum's relevance to real-world applications, fostering optimism for future endeavours. However, the notable neutral response suggests room for improvement in enhancing students' confidence in the curriculum's practical value.

9. The curriculum design enables the achievement of the learning outcomes.



Students express strong support for the curriculum's efficacy in achieving learning outcomes, with 34.81% strongly agreeing and 50.94% agreeing. A notable 13.61% remained neutral, suggesting some uncertainty. However, dissenting opinions were minimal, at 0.63%. The substantial agreement highlights students' confidence in the curriculum's effectiveness. However, the presence of neutrality indicates potential areas for improvement in clarifying learning objectives or enhancing teaching methods to address varying student perspectives and ensure universal understanding and engagement.

10. The syllabus promotes life-long learning.



Students largely endorse the curriculum's focus on lifelong learning, with 34.89% strongly agreeing and 48.19% agreeing. A notable 15.71% remain neutral, reflecting a substantial acknowledgement of the concept. However, a minority (1.21%) disagrees, suggesting room for improvement in communicating the value of lifelong learning. Nevertheless, the significant

agreement and the considerable neutral response highlight a prevailing belief among students in the importance of continuous education, emphasizing its positive impact on personal and professional growth..



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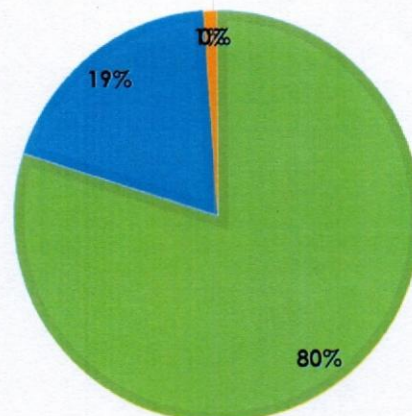
1.4 Feedback

FACULTY FEEDBACK ON THE CURRICULUM (2022-23)

The Feedback on the curriculum was collected from Faculty members of both Arts and Science streams using a set of questions. Faculty from both Aided and Self-Financed streams responded to the questions.

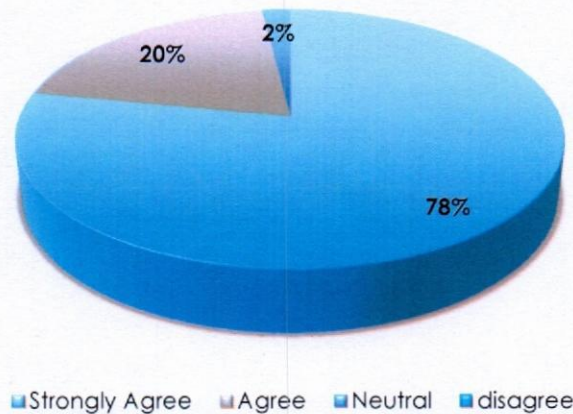
1. Curriculum has good academic flexibility

■ Strongly Agree ■ Agree ■ Neutral ■ disagree



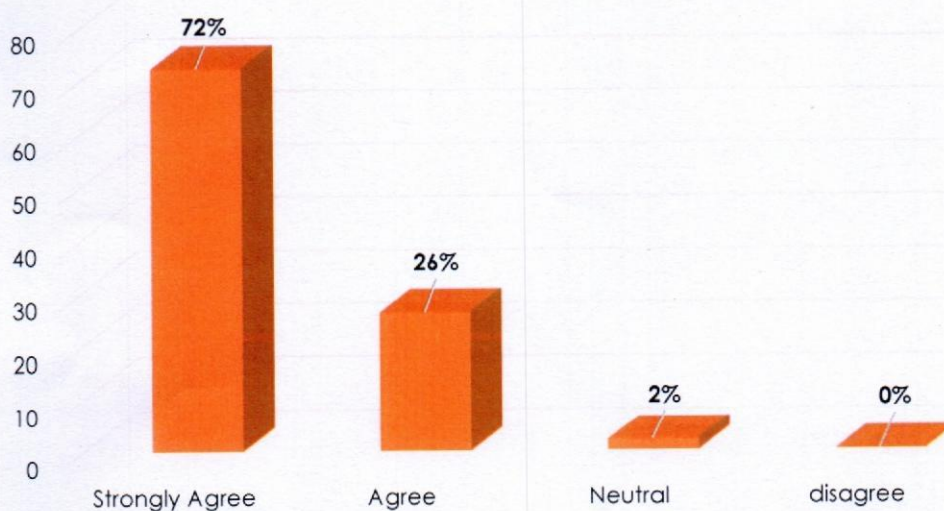
Faculty members overwhelmingly support the curriculum's academic flexibility, with 80% strongly agreeing and 19% agreeing. The mere 1% neutrality suggests widespread acknowledgement of this positive attribute. Such resounding agreement underscores the curriculum's adaptability to diverse learning styles and needs. The absence of disagreement signifies a consensus among faculty members regarding the curriculum's efficacy in catering to the academic requirements of students, highlighting its ability to foster a conducive learning environment.

2. There is enough liberty to contribute to the curriculum design and development



Faculty members strikingly support the notion that there is sufficient liberty to contribute to curriculum design and development, with 78% strongly agreeing and 20% agreeing. Remarkably, there were no dissenting opinions. This high level of agreement indicates a strong sense of empowerment and involvement among faculty in shaping the curriculum. The absence of disagreement emphasizes a positive environment where faculty feel valued and included in the educational process, fostering collaboration and innovation in curriculum design.

3. Learning outcomes are clearly defined and achievable

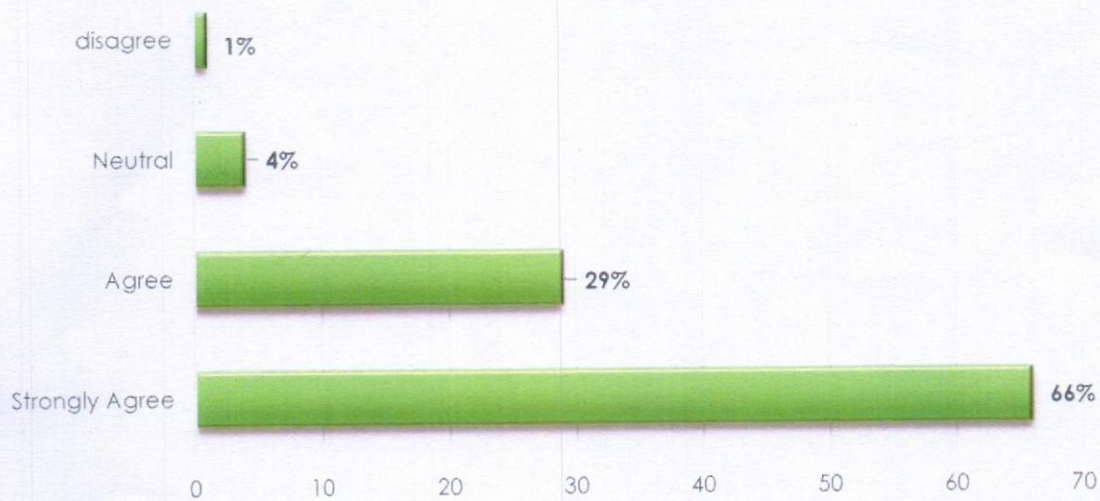


Faculty enormously support the clarity and achievability of learning outcomes, with 72% strongly agreeing and 26% agreeing. The absence of disagreement indicates a high level

of confidence in the curriculum's effectiveness. Only 2% remained neutral, suggesting a minor reservation. This data underscores the faculty's belief in the curriculum's ability to guide students toward tangible learning objectives. The overwhelming agreement highlights the positive perception of the curriculum's clarity and feasibility among faculty members.

4. The duration of the course is sufficient to complete the syllabus

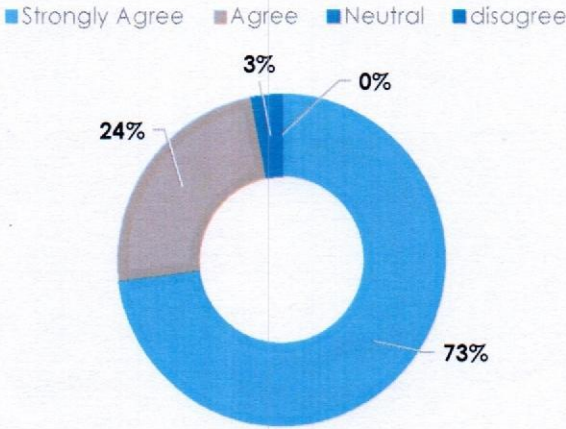
Faculty members immensely support the adequacy of the course duration to cover the syllabus, with 66% strongly agreeing and 29% agreeing. A mere 4% remained neutral, and only 1% disagreed. Such strong agreement indicates confidence among faculty in the course's structure and time allocation. This suggests efficient planning and delivery, enhancing student comprehension and engagement. The minimal disagreement and neutral responses underscore a widespread belief in the sufficiency of the course duration, reflecting positively on curriculum design and execution.



5. The curriculum helps in developing analytical, logical and creative skills

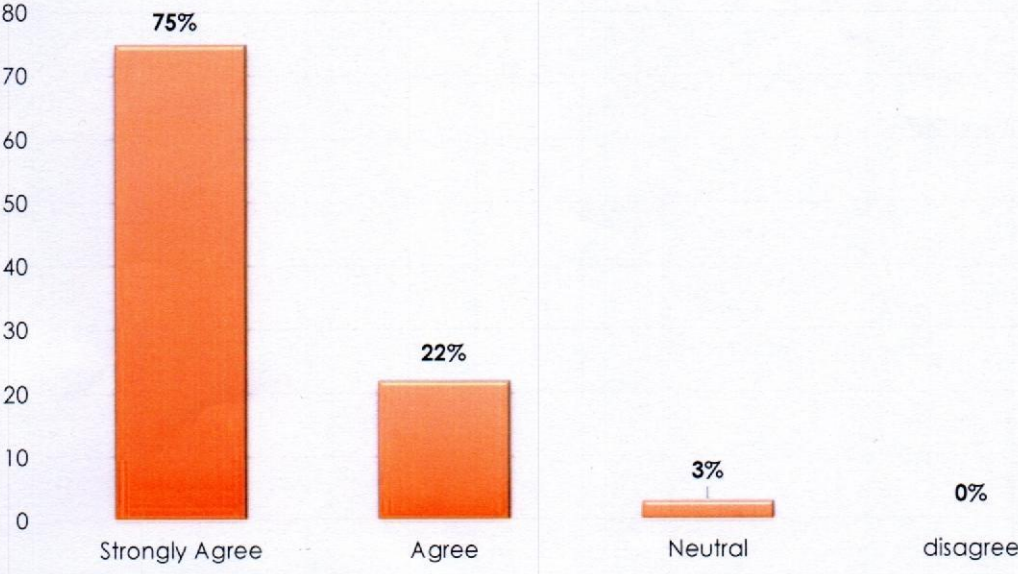
Faculty members greatly endorse the curriculum's efficacy in fostering analytical, logical, and creative skills, with 73% strongly agreeing and 24% agreeing. Remarkably, there were no disagreeing responses, while a mere 3% remained neutral. This data underscores the consensus among faculty regarding the curriculum's effectiveness in nurturing essential cognitive abilities. The absence of disagreement coupled

with the high agreement rates highlights the perceived strengths of the curriculum in promoting critical thinking and creativity, essential for academic and professional success.

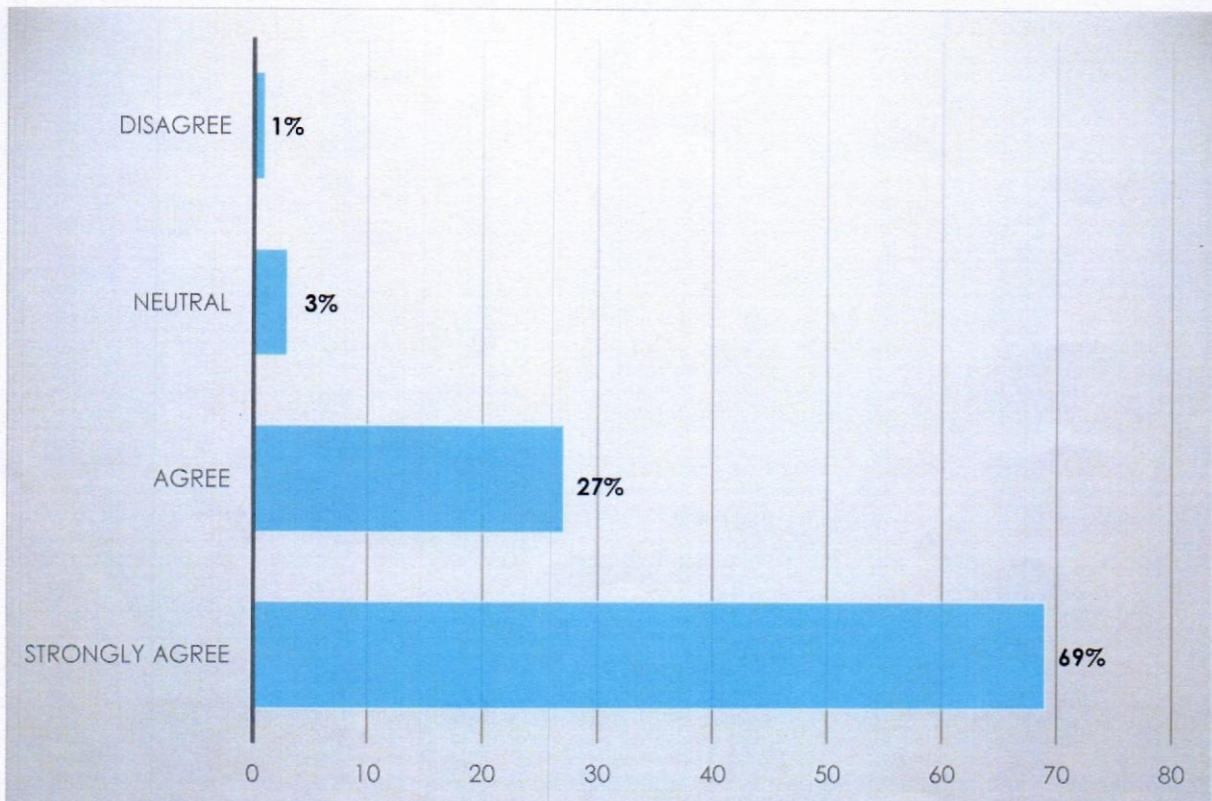


6. The Courses motivate students to use various resources for their effective learning

Faculty endorse the curriculum's efficacy in motivating students to utilize diverse resources for effective learning, with 75% strongly agreeing and 22% agreeing. Notably, 3% express neutrality, implying acknowledgement of the statement. This data reflects a resounding confidence among faculty in the curriculum's ability to engage students in active learning practices. The absence of disagreement and the significant agreement underlines the curriculum's success in fostering resourceful learning environments, emphasizing its positive impact on student engagement and academic outcomes.



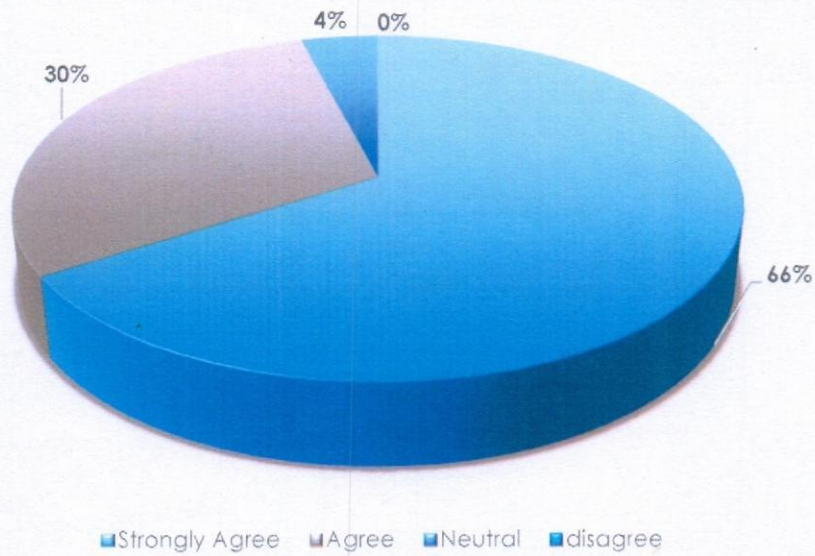
7. The choice-based credit system offered is highly relevant to the current trends of the industry



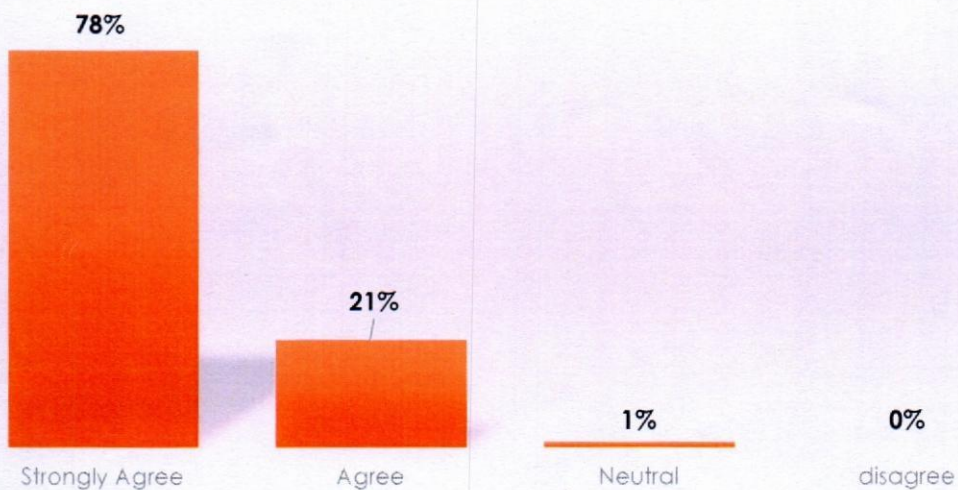
Faculty members support the relevance of the choice-based credit system to current industry trends, with 69% strongly agreeing and 27% agreeing. A mere 3% remain neutral, while only 1% disagree. This strong endorsement emphasizes the alignment of the curriculum with industry needs, ensuring students' readiness for the workforce. The overwhelming agreement reflects the faculty's confidence in the system's efficacy in preparing students for the dynamic demands of modern industries, highlighting its positive impact on educational outcomes.

8. The curriculum design and development gives weightage to Employability skills

Faculty members support the curriculum's emphasis on employability skills, with 66% strongly agreeing and 30% agreeing. The negligible 4% neutral response indicates a clear consensus among faculty regarding the importance of integrating employability skills into the curriculum. This data reflects a proactive approach by the faculty towards preparing students for the job market, ensuring they possess the necessary skills for success. The lack of disagreement underscores the widespread recognition of the positive impact of such emphasis on students' prospects.

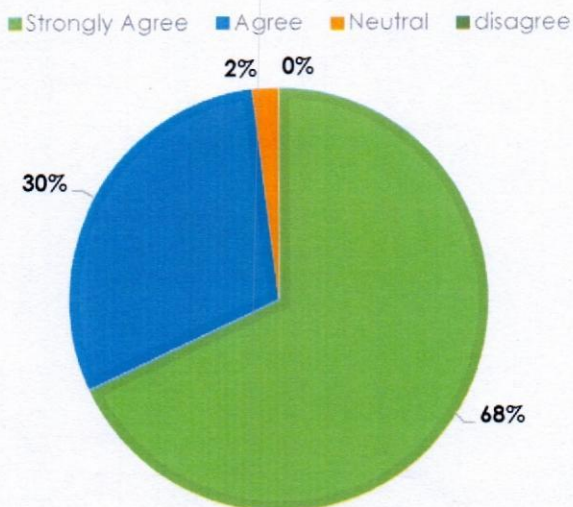


9. The curriculum prepares the students for good academic growth



Faculty members tremendously support the curriculum's efficacy in fostering good academic growth, with 78% strongly agreeing and 28% agreeing. Notably, only 1% expressed neutrality, and there were no disagreeing responses. This data underscores the faculty's confidence in the curriculum's ability to prepare students effectively. The high agreement rate suggests a consensus among faculty members regarding the curriculum's positive impact on academic development, highlighting its effectiveness in facilitating student learning and success.

10. The syllabus is value-based and instils social responsibility



Faculty members inordinately support the curriculum's emphasis on values and social responsibility, with 68% strongly agreeing and 30% agreeing. Remarkably, there were no dissenting opinions, while only 2% remained neutral. This data underscores a strong commitment among faculty to instil ethical principles and social consciousness in students. The absence of disagreement and minimal neutrality highlight a widespread consensus among faculty regarding the positive impact of value-based education, indicating a collective dedication to nurturing socially responsible individuals.

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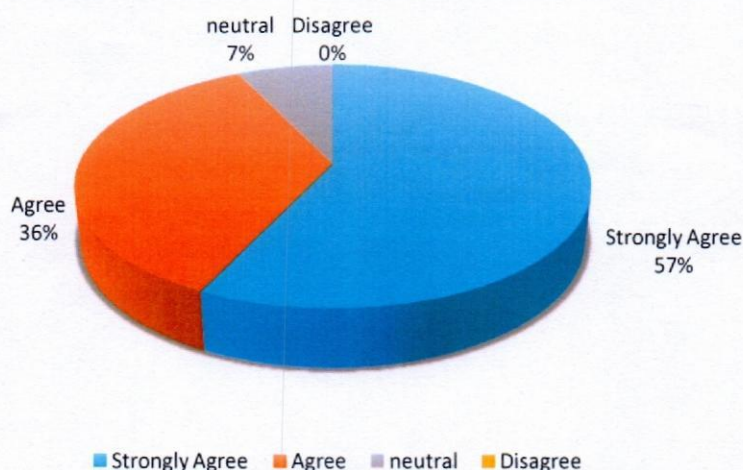
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1.4 Feedback

EMPLOYERS FEEDBACK ON CURRICULUM (2022-23)

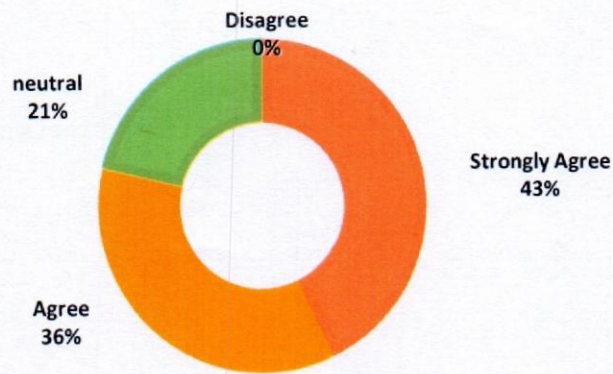
The feedback on the curriculum was collected from the employers who visited the institution for campus placements, external experts in the Board of Studies of each department, and those who provided internships and training to students.

1. The Curriculum is effective in developing analytical and problem-solving skills.



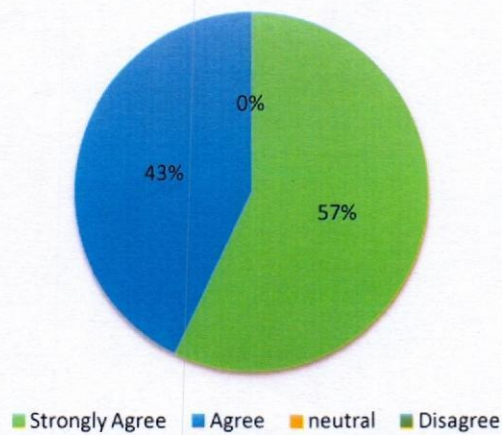
Employers overwhelmingly support the effectiveness of the curriculum in developing analytical and problem-solving skills, with 57% strongly agreeing and 36% agreeing. This consensus reflects a high level of confidence in the educational system's ability to equip students with crucial skills for the workforce. Notably, no employers disagreed. However, a minority remained neutral (7%). The absence of dissenting opinions further strengthens the endorsement of the curriculum's efficacy.

2. The courses meet the industry requirements.



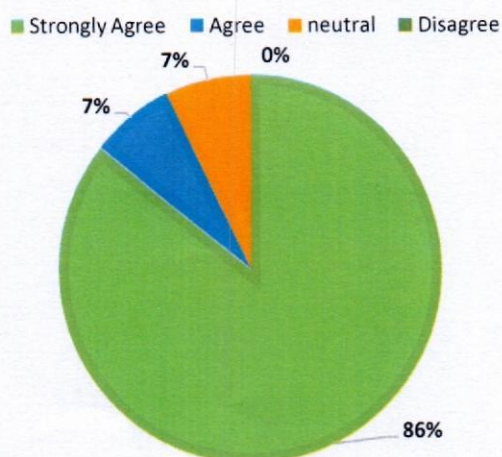
Employers overwhelmingly support the curriculum's alignment with industry needs. Employers' opinions on whether courses meet industry requirements are as follows: Strongly Agree: 43%, Agree: 36%, Neutral: 21%, Disagree: 0%. This indicates a majority (79%) either strongly agree or agree, suggesting high satisfaction and confidence in the curriculum's ability to prepare students for the workforce. However, the presence of neutral responses highlights room for potential improvement or clarification in course offerings.

3. Curriculum reflects current trends and practices.



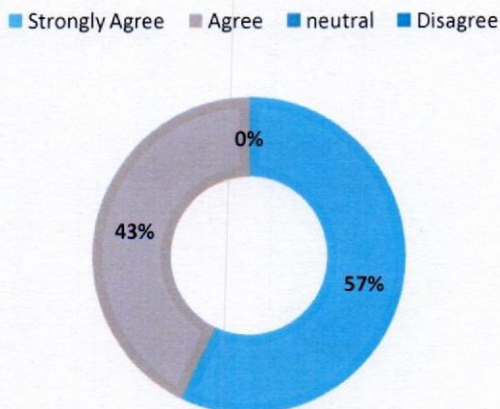
Employers' opinions on the curriculum's alignment with current trends and practices are overwhelmingly positive. A significant 57% strongly agree, while 43% agree. There are no neutral or disagreeing responses. This indicates a strong consensus among employers regarding the curriculum's effectiveness in keeping pace with evolving industry standards and practices.

4. Curriculum enhances human/ethical values among students.



Employers immensely support the notion that curriculum enhances human/ethical values among students, with 86% strongly agreeing and 7% agreeing. Notably, no employers disagreed with this statement. However, a small portion (7%) remained neutral. This data suggests a high level of consensus among employers regarding the positive impact of curriculum on fostering human and ethical values in students.

5. The curriculum focuses on developing professional skills including communication and interpersonal skills.



Employers strongly support the curriculum's emphasis on professional skill development, with 57% strongly agreeing and 43% agreeing. Notably, there were no neutral or disagreeing responses. This overwhelming support suggests a consensus among employers that communication and interpersonal skills are crucial for success in the workforce. The absence of disagreement or neutrality underscores the unanimity of this viewpoint among employers.



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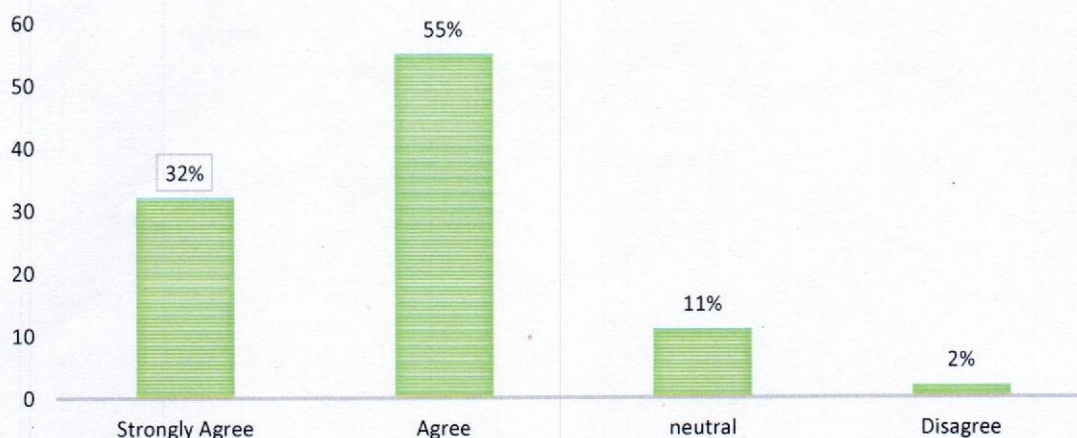
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1.4 Feedback

ALUMNI FEEDBACK ON CURRICULUM (2022-23)

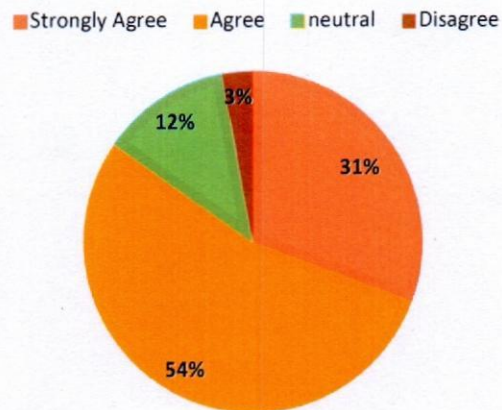
Feedback on the curriculum was collected from the Alumni focussing on ten questions covering various curricular aspects.

1. The curriculum is relevant to the level of the programme (UG/PG).



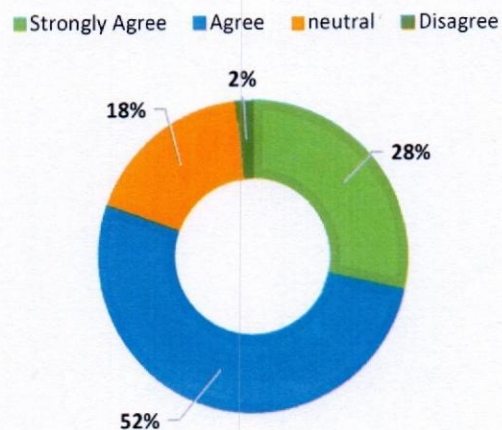
Alumni largely find the curriculum aligned with the program level, with 32% strongly agreeing and 55% agreeing. However, 11% remain neutral, indicating some uncertainty or indifference. Only 2% disagree, suggesting a minor dissenting opinion. The majority's agreement underscores the perceived relevance of the curriculum to the undergraduate or postgraduate level. Despite some neutrality, the overall sentiment leans towards satisfaction with the curriculum's appropriateness for the program level.

2. The curriculum is effective in enhancing constructive learning.



Alumni responses reflect a generally positive sentiment towards the curriculum's effectiveness in fostering constructive learning. A majority (54%) agree with its efficacy, while 31% strongly agree. However, a noteworthy proportion (12%) remains neutral, indicating some uncertainty or ambivalence. Despite this, a mere 3% express disagreement, suggesting a predominantly favourable outlook among alumni. The data implies that the curriculum largely succeeds in cultivating a conducive learning environment, albeit with some room for improvement to address neutral sentiments.

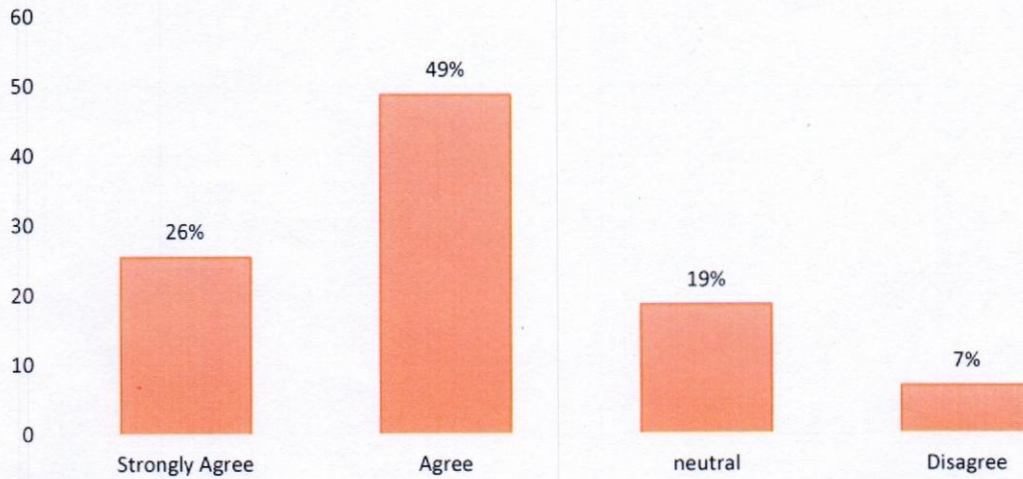
3. The curriculum offers Academic flexibility.



Alumni have expressed varied opinions on the curriculum's academic flexibility. While 28% strongly agree and 52% agree with its flexibility, a significant 18% remain neutral. However, only a marginal 2% disagree with the curriculum's adaptability. The relatively high percentage of neutral responses suggests a lack of strong conviction among alumni regarding

the extent of academic flexibility offered. Overall, the majority agreement indicates a generally positive sentiment towards the curriculum's adaptability.

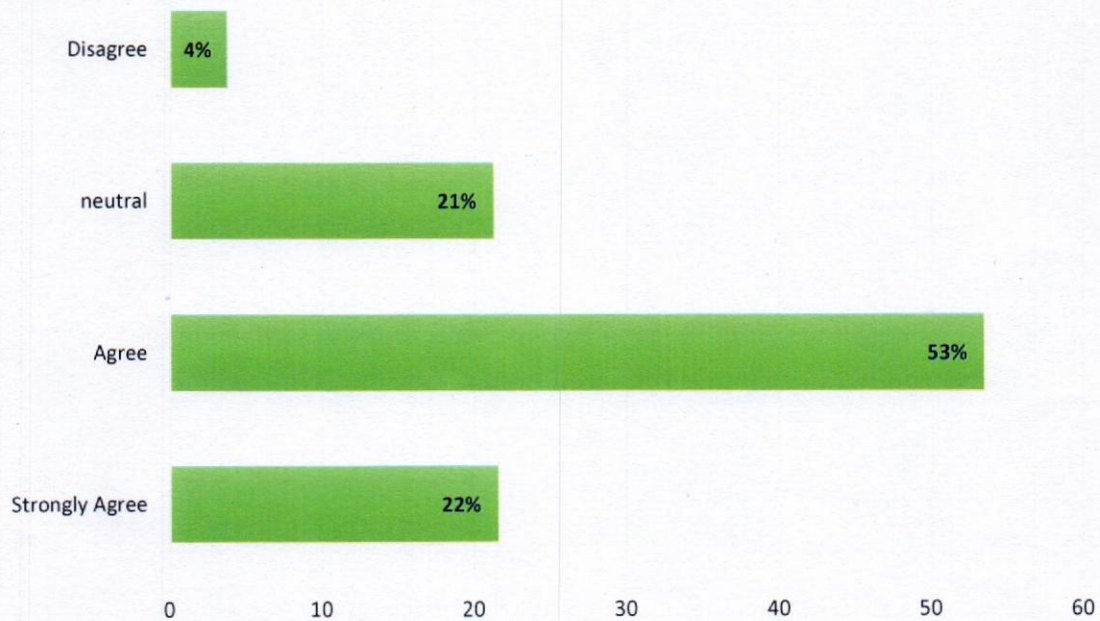
4. The curriculum and syllabus content are appropriate for placement / higher education



Alumni responses indicate a generally positive perception of the curriculum's suitability for placement and higher education, with 26% strongly agreeing and 49% agreeing. However, a substantial 19% express neutrality, suggesting a significant portion withhold judgment. Moreover, 7% disagree, indicating some dissatisfaction. While a majority view the content as appropriate, the notable proportion of neutral responses suggests room for improvement or ambiguity in certain aspects of the curriculum's alignment with placement and higher education goals.

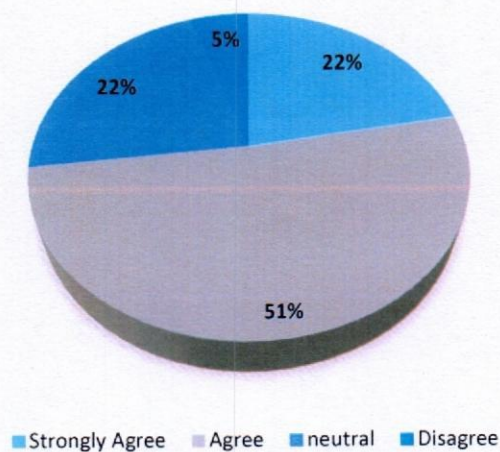
5. The choice-based credit system/electives offered are highly relevant to the current trends of the industry.

Alumni have expressed a mixed sentiment regarding the relevance of choice-based credit system/electives to industry trends. While 22% strongly agree and 53% agree, a substantial 21% remain neutral. This suggests a significant portion of alumni are undecided or indifferent. Moreover, 4% disagree, indicating a minority perspective against the curriculum's alignment with industry trends. The high agreement percentages imply general satisfaction with the curriculum's alignment with industry demands. The notable neutral response highlights a potential need for further evaluation or improvement in addressing alumni perspectives on curriculum relevance.

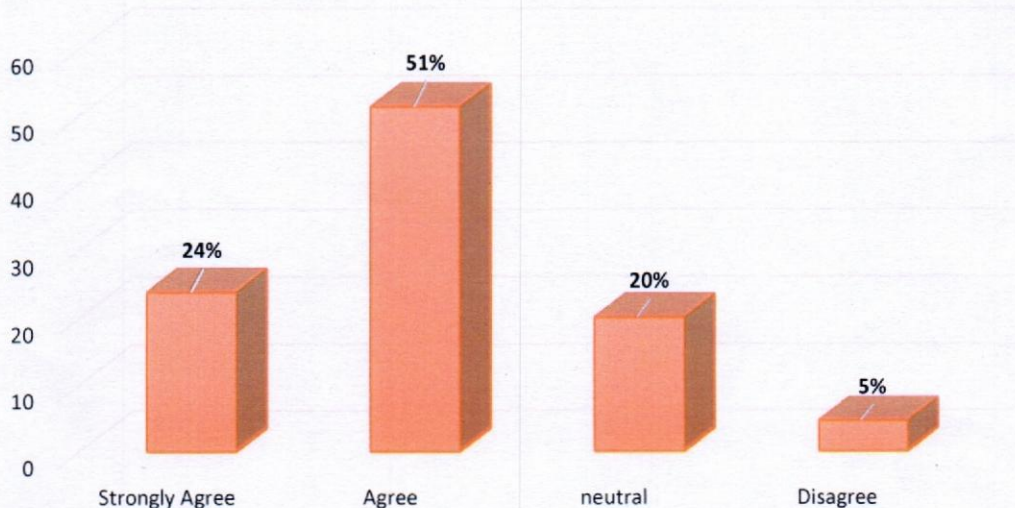


6. The syllabus helps in developing skills to face competitive examinations.

Alumni express a predominantly positive stance on the curriculum's efficacy in preparing them for competitive examinations, with 73% either strongly agreeing or agreeing. Notably, 22% remain neutral, indicating a significant portion withholding judgment. However, the majority agreement suggests the syllabus effectively equips alumni with relevant skills. The 22% neutral response also indicates openness to the possibility of its effectiveness. Overall, the data underscores the curriculum's perceived value in addressing the demands of competitive examinations.

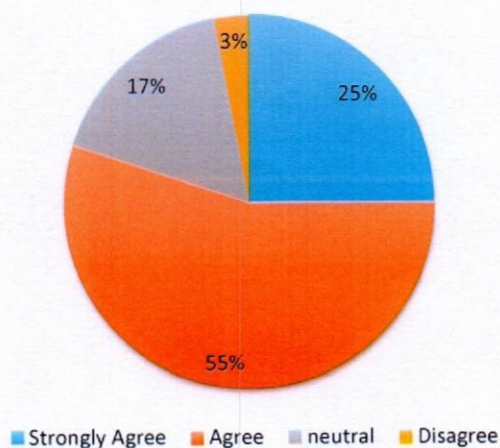


7. The curriculum facilitates the enhancement of practical competencies as needed by the industry



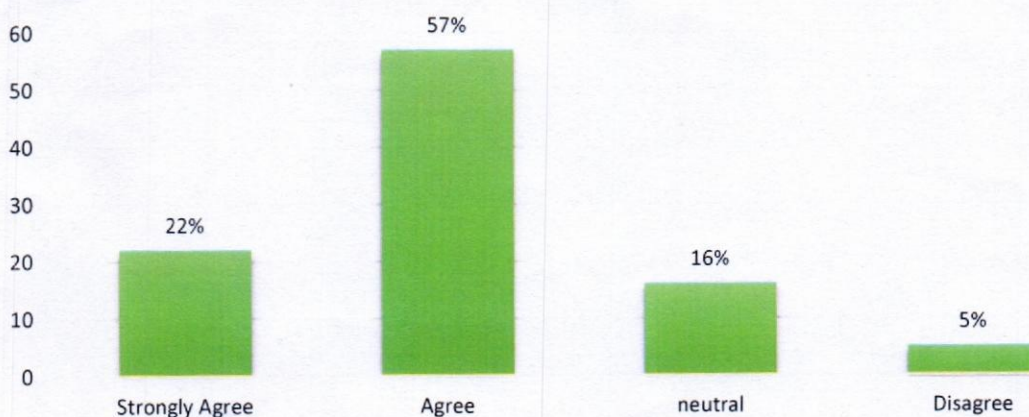
Alumni predominantly support the curriculum's effectiveness in enhancing practical competencies desired by the industry, with 24% strongly agreeing and 51% agreeing. Additionally, 20% remaining neutral suggests openness to the possibility of alignment with industry needs. The substantial agreement underscores the perceived value of practical skill development. The high percentage of agreement highlights a positive perception among alumni regarding the curriculum's ability to prepare them for real-world demands, indicating a strong connection between academic learning and industry requirements.

8. The syllabus is value-based and instils social responsibility



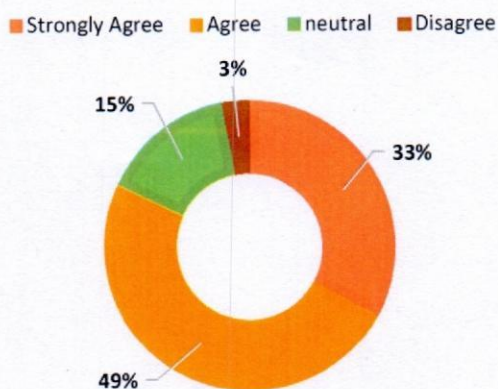
Alumni show substantial support for the curriculum's value-based approach, with 25% strongly agreeing and 55% agreeing. Noteworthy is the significant proportion of neutral responses at 17%, possibly indicating a spectrum of perspectives. However, the positive aspect lies in the majority agreement, emphasizing the importance of instilling social responsibility. The endorsement from alumni suggests that the curriculum effectively cultivates values that extend beyond academic knowledge, preparing individuals to contribute meaningfully to society.

9. The syllabus is globally relevant



Alumni largely affirm the curriculum's global relevance, with 22% strongly agreeing and 57% agreeing. Notably, 16% remain neutral, suggesting a significant portion withhold judgment. However, only 5% disagree, indicating overall satisfaction. The high agreement percentages underscore alumni's recognition of the curriculum's global applicability, fostering a diverse and adaptable skill set. Despite some neutrality, the prevailing positive sentiment among alumni highlights the effectiveness of the curriculum in preparing graduates for an interconnected world.

10. The syllabus promotes life-long learning



Alumni express considerable support for the curriculum's promotion of lifelong learning, with 33% strongly agreeing and 49% agreeing. Notably, 15% remained neutral, indicating a substantial acknowledgement of the concept. This data suggests a recognition among alumni of the importance of continuous education beyond formal schooling. The significant agreement and the notable neutral response highlight a prevailing belief in the value of lifelong learning, emphasizing its positive impact on personal and professional development.



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CRITERION I - Curricular Aspects

1.4 Feedback System

Stakeholders Action Taken Report

- 1. Student Feedback**
- 2. Faculty Feedback**
- 3. Employer Feedback**
- 4. Alumni Feedback**



ACTION TAKEN REPORT ON THE STAKEHOLDERS' FEEDBACK ON CURRICULUM

On our ongoing commitment to continuous improvement and excellence in education, we have diligently collected feedback on the curriculum from various stakeholders, including students, faculty, alumni, and employers. This Action Taken Report serves as a comprehensive response to the invaluable insights provided by each of these groups, highlighting the measures undertaken to address their perspectives and enhance the quality of our educational contributions.

ACTION TAKEN REPORT – FEEDBACK ON CURRICULUM BY STUDENTS

The opinions of our students are vital in shaping the educational experience we offer. Their feedback serves as a guiding light in identifying areas of strength and areas needing improvement within the curriculum. Through this report, we detail the actions taken in response to student feedback, with a focus on promoting student engagement, learning outcomes, and overall satisfaction.

The Principal has issued directives to all departments to address the feedback received by implementing various measures. The following initiatives have been undertaken:

1. We have included Student representatives, members of Alumni and Industry experts in the Board of Studies of each department.
2. Revision of course materials where necessary and exploration of avenues to provide supplementary resources such as online tutorials, case studies, and pertinent research articles to enhance the learning experience.
3. Initiation of faculty development programs aimed at equipping instructors with innovative teaching methodologies. Additionally, workshops focusing on active learning strategies are being organized to enhance pedagogical practices.
4. Decision to endorse and support student enrolment and completion of select Massive Open Online Courses (MOOCs) to augment their knowledge base and skill set.

Furthermore, the Principal has directed departments to strategically organize field studies and study tours to enrich students' learning experiences. In addition, efforts have been made to reinforce the placement cell, with measures initiated to increase the frequency of campus interviews. Departmental-level internships have been planned and executed to provide practical exposure to students. Furthermore, communication channels such as notice boards and social media platforms are being utilized to disseminate placement details effectively.

These concerted efforts reflect the institution's commitment to continuous improvement and ensuring that students receive a comprehensive and relevant education that prepares them for the demands of the professional world.

ACTION TAKEN REPORT - FEEDBACK ON CURRICULUM BY FACULTY

Our faculty members, with their expertise and dedication, play a pivotal role in curriculum development and delivery. Their insights into the effectiveness of the curriculum are invaluable in ensuring its relevance and alignment with academic standards. This report outlines the steps taken to empower faculty, refine learning outcomes, and enhance innovation in curriculum design and development.

The feedback collected from faculty members regarding the curriculum has provided valuable insights into its various aspects. Overall, there is overwhelming support for the curriculum's academic flexibility, liberty in curriculum design, clarity of learning outcomes, adequacy of course duration, development of analytical, logical, and creative skills, motivation for resource utilization, relevance to industry trends, emphasis on employability skills, preparation for academic growth, and emphasis on values and social responsibility. These positive responses indicate a strong foundation and alignment with the educational goals and needs of both faculty and students.

Action Taken:

1. It has been decided to strengthen the ongoing opportunities for interdisciplinary and multidisciplinary curriculum frameworks wherever necessary.
2. To address the minor reservations regarding learning outcomes, reviews have been planned to ensure that they are not only clearly defined but also aligned with the evolving needs of the industry and academia. The feedback have been shared with the Heads of the departments to make necessary improvements.
3. Steps have been taken to prioritize the integration of experiential learning opportunities such as internships, research projects, and industry collaborations.
4. It has been planned to raise awareness on an ongoing basis about the availability and benefits of various educational resources, including online platforms, libraries, and academic journals for faculty members to incorporate these resources into their teaching practices.
5. It has been planned to give emphasis to enhance efforts for integrating skill-building components into course modules across disciplines through workshops, seminars, and practical assignments aimed at developing communication, teamwork, and problem-solving skills.
6. To sustain the positive impact of the curriculum on academic growth, it has been planned to strengthen the monitoring and evaluation mechanisms to track students' progress and identify areas for improvement. Faculty advisors shall play a key role in providing personalized support and guidance to students.

ACTION TAKEN REPORT – FEEDBACK ON CURRICULUM BY ALUMNI

The perspectives of our alumni offer invaluable insights into the real-world applicability and effectiveness of the curriculum. Their experiences post-graduation provide valuable feedback on the strengths and areas for improvement within our educational programs. This report

elaborates on the actions taken to incorporate alumni feedback, ensuring that our curriculum remains responsive to the evolving needs of the professional landscape.

Overall, there is a positive sentiment towards the curriculum's relevance, effectiveness in constructive learning, and alignment with industry demands. However, notable proportions of alumni remain neutral on certain aspects, indicating opportunities for improvement and further refinement.

The following are the specific actions taken based on the feedback.

1. We have included members of alumni in the Board of Studies to ensure that proposed changes align with academic and industry requirements.
2. We have established stronger partnerships with industry stakeholders to ensure that elective courses are updated regularly to reflect current industry practices and emerging trends. Moreover, we have enhanced career counselling and guidance services to help students make informed choices regarding elective courses based on their career aspirations and industry demands.
3. To address the substantial proportion of neutral responses regarding various aspects of the curriculum underscores the need for increased transparency and engagement with alumni. We have strengthened alumni networking events to enhance dialogue and collaboration between alumni, faculty, and current students, thereby strengthening the connection between academic learning and real-world applications.

ACTION TAKEN REPORT – FEEDBACK ON CURRICULUM BY EMPLOYERS

The input from employers provides critical insights into the market relevance and employability of our graduates. Their feedback informs our efforts to equip students with the necessary skills and knowledge to thrive in their chosen careers. This report highlights the initiatives undertaken to align the curriculum with industry demands, enhance employability skills, and strengthen partnerships with employers.

While the majority of employers agree that the courses meet industry requirements, the presence of neutral responses suggests a need for greater transparency and communication regarding how course offerings directly align with industry needs. To address this,

1. We have included members from the Industry in the Board of Studies of all the departments to ensure ongoing collaboration and alignment with evolving industry standards.
2. We have planned to enhance faculty development programs to ensure instructors stay abreast of the latest industry developments. Additionally, steps have been taken to strengthen partnerships with industry leaders to provide guest lectures and workshops on emerging trends and best practices.
3. We have planned to strengthen the ongoing communication and interpersonal skills development programmes by organising more workshops, seminars, and peer-to-peer mentoring opportunities to enhance students' abilities to effectively communicate and collaborate in professional settings.


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