



SINCE 1881

## **THE AMERICAN COLLEGE**

(An Autonomous Institution Affiliated to Madurai Kamaraj University)  
Re-accredited (3<sup>rd</sup> Cycle) by NAAC with Grade “A” CGPA-3.47 on a 4 point scale

**MADURAI – 625002**

**AQAR 2023-24**

**Criterion I – Curricular Aspects**

### **1.4 Feedback**

- **Student’s Feedback Report**
- **Faculty Feedback Report**
- **Employer Feedback Report**
- **Alumni Feedback Report**
- **Action Taken Report**



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## THE AMERICAN COLLEGE

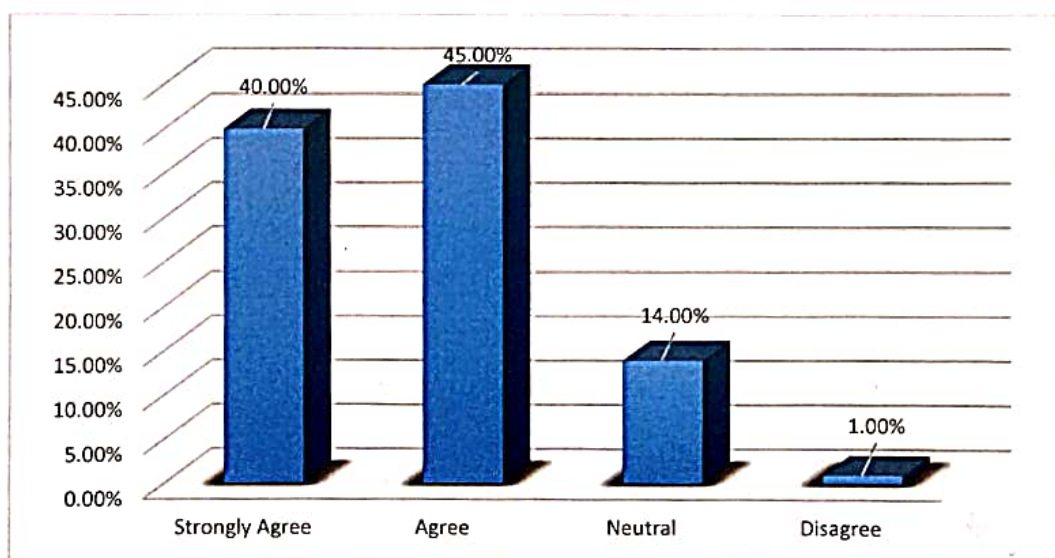
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### 1.4 Feedback

#### STUDENTS' FEEDBACK ON THE CURRICULUM

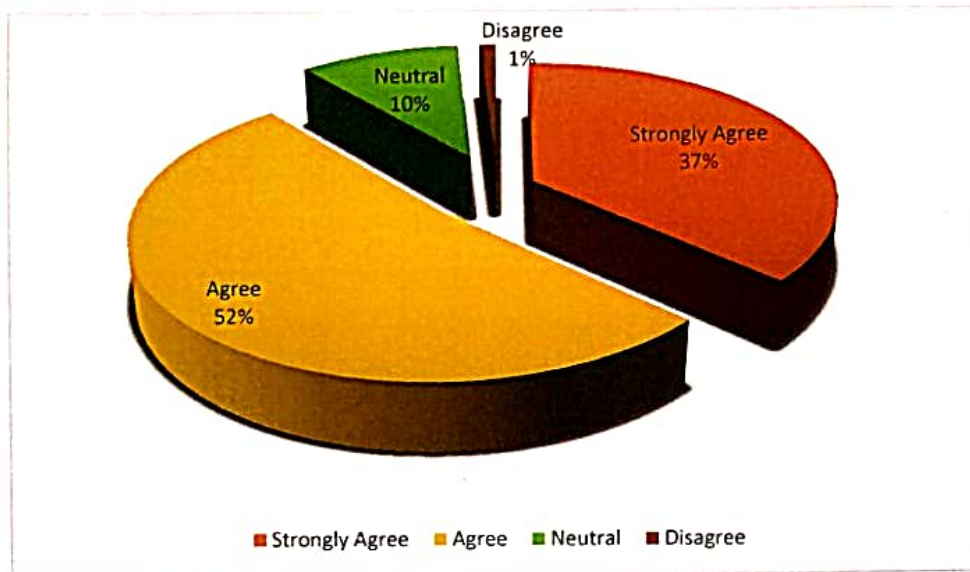
The Feedback on the curriculum was collected from the students of both the undergraduate and postgraduate programmes. The summary of their opinions is presented below.

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



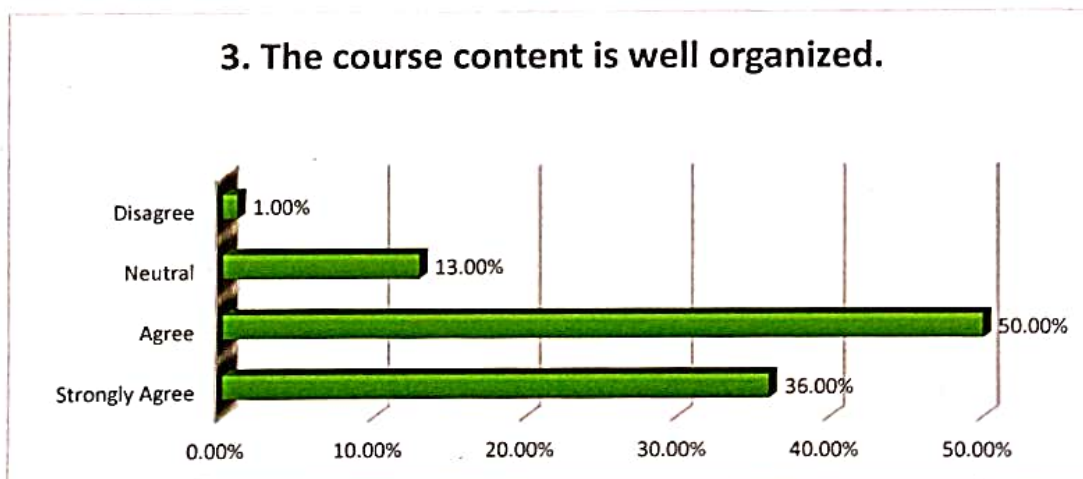
The students demonstrate considerable agreement regarding the relevance of the curriculum to the program level, with 40% strongly agreeing and 45% agreeing. A notable 14% of respondents remained neutral, which reflects a significant recognition of the issue. These findings indicate overall student satisfaction with the alignment of the curriculum to their academic level. However, the presence of neutral responses suggests opportunities for improvement, potentially highlighting areas where adjustments could be made to further enhance the curriculum's effectiveness in addressing students' needs more comprehensively.

## 2. The curriculum includes all the core courses.



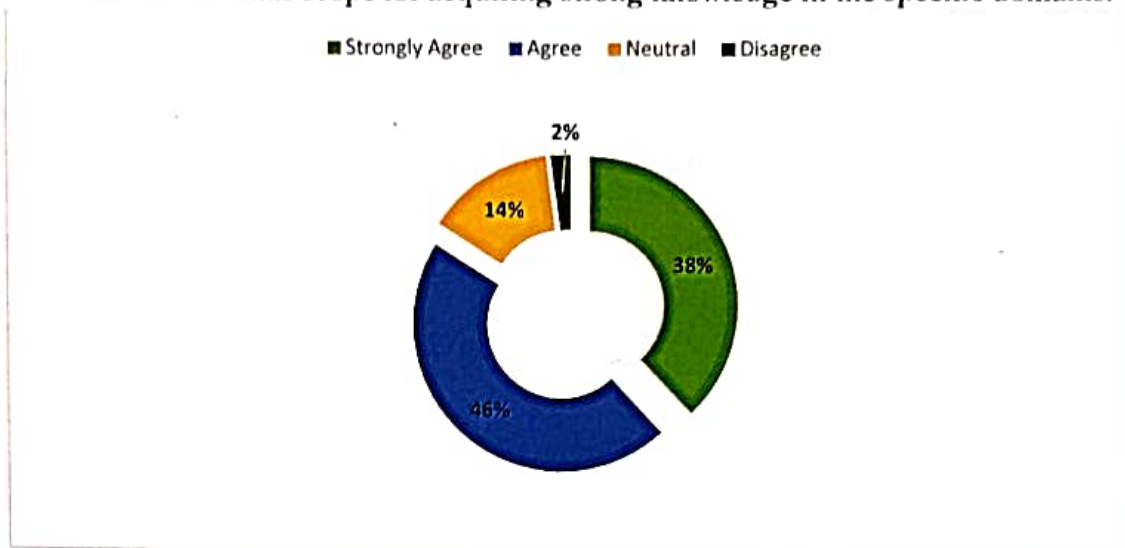
The students have expressed considerable support for the inclusion of core courses in the curriculum, with 37% strongly agreeing and 52% agreeing. A notable 10% remained neutral, suggesting some uncertainty or indifference, while only 1% disagreed. The high levels of agreement underscore the students' recognition of the value of core courses in providing a comprehensive education. However, the neutral and dissenting responses indicate potential areas for improvement in addressing concerns or enhancing engagement with the curriculum.'

## 3. The course content is well organized.



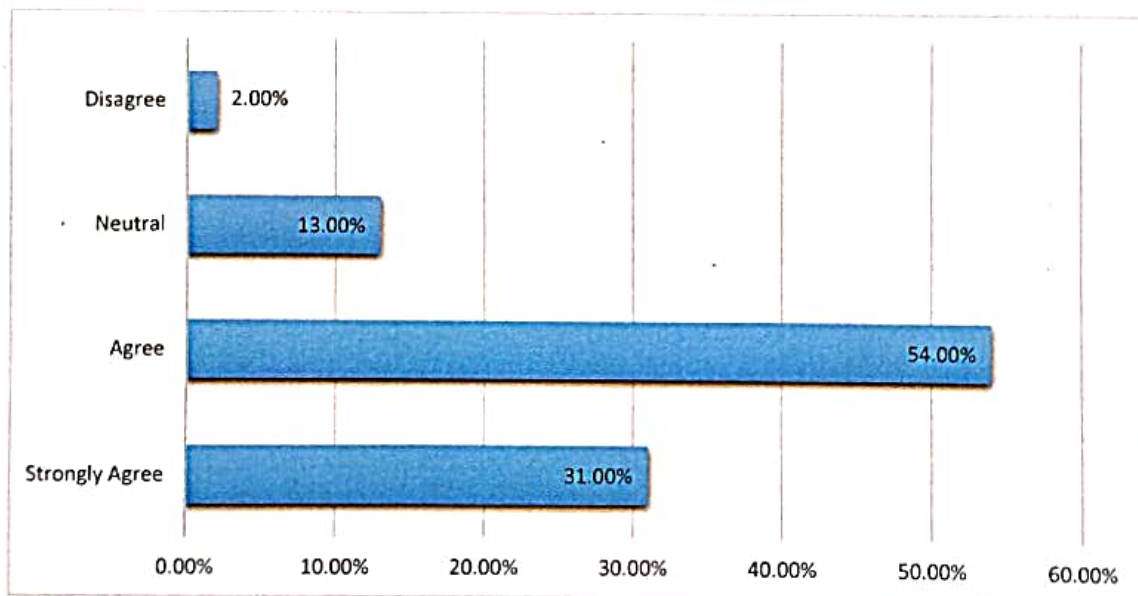
The students generally perceive the course content as well-organized, with 36% strongly agreeing and 50% agreeing. A noteworthy 13% expressed neutrality, which suggests a recognition of the organization, but also indicates areas for potential enhancement. The low level of dissent, at 1%, reflects overall satisfaction. While the positive response highlights the effectiveness of the curriculum's structure, the neutral feedback suggests that there may be opportunities for increased clarity or additional support to further improve the organization.

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



The students generally perceive the curriculum as providing significant opportunities for the acquisition of in-depth knowledge in specific domains, with 38% strongly agreeing and 46% agreeing. A notable 14% expressed neutrality, indicating some uncertainty. However, only 2% disagreed, reflecting a broad recognition of the curriculum's strengths. While the high rates of agreement are commendable, the neutrality expressed suggests an area for potential enhancement, highlighting the need for clearer communication or additional support to better engage students in their learning process.

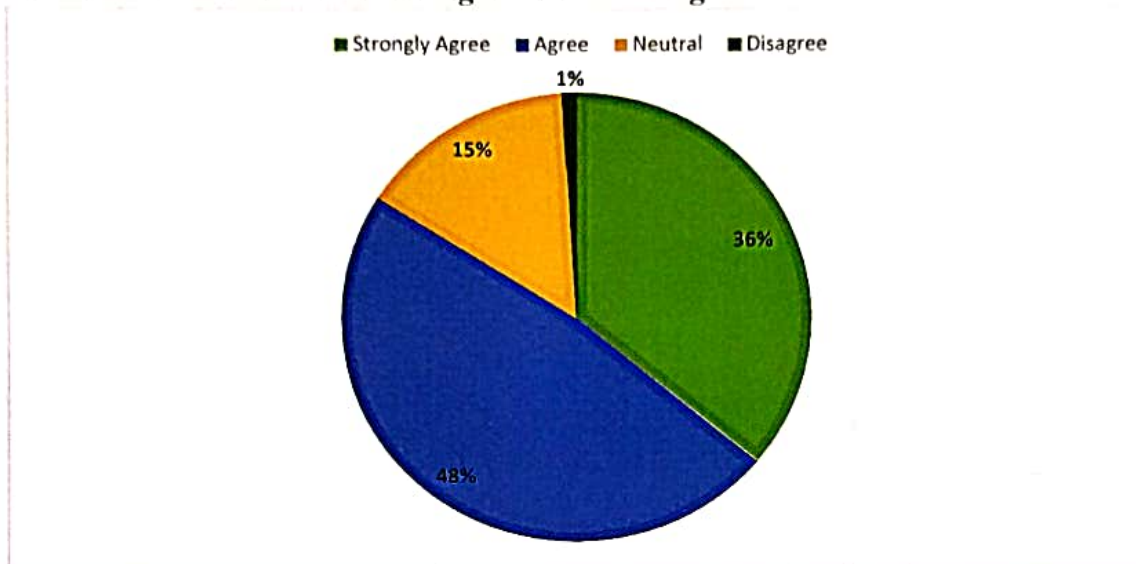
#### 5. The curriculum provides opportunities for Interdisciplinary/multidisciplinary learning



Students demonstrate strong support for the curriculum's provision of interdisciplinary and multidisciplinary learning opportunities, with 31% strongly agreeing and 54% agreeing. A notable 13% of students remain neutral, indicating an understanding of the importance of such

opportunities. Furthermore, only 2% disagree, reflecting a high level of overall satisfaction. This considerable agreement and recognition underscore students' enthusiasm for diverse learning approaches. However, the neutral response indicates potential areas for improvement in clarifying or enhancing the structures of interdisciplinary learning, ensuring that all students are fully able to engage with these valuable opportunities.

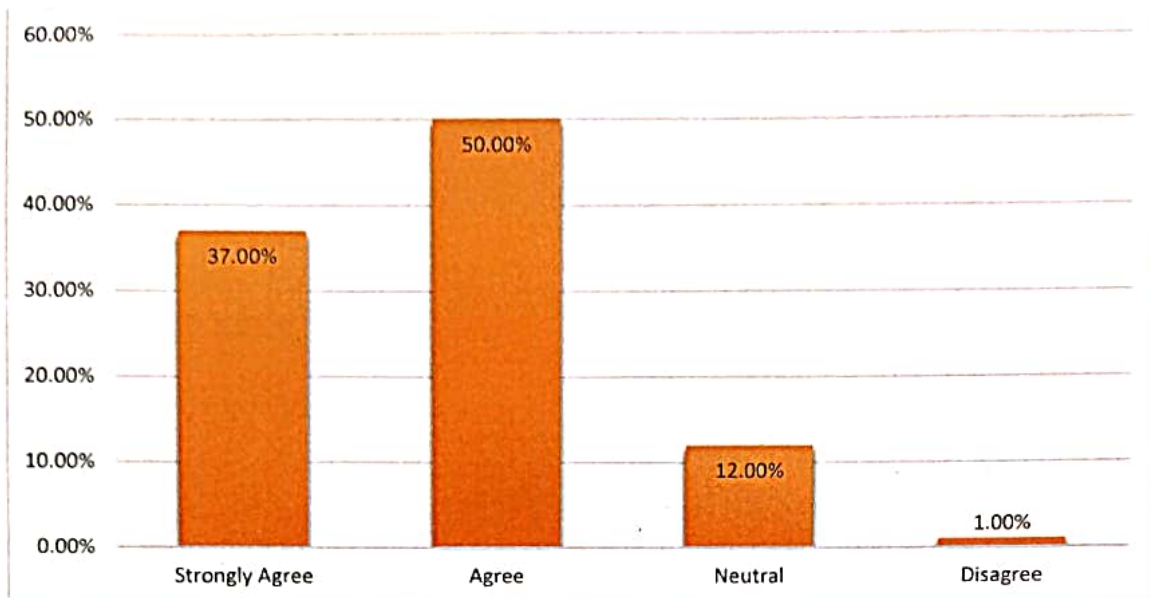
**6. The curriculum includes learning of new technologies.**



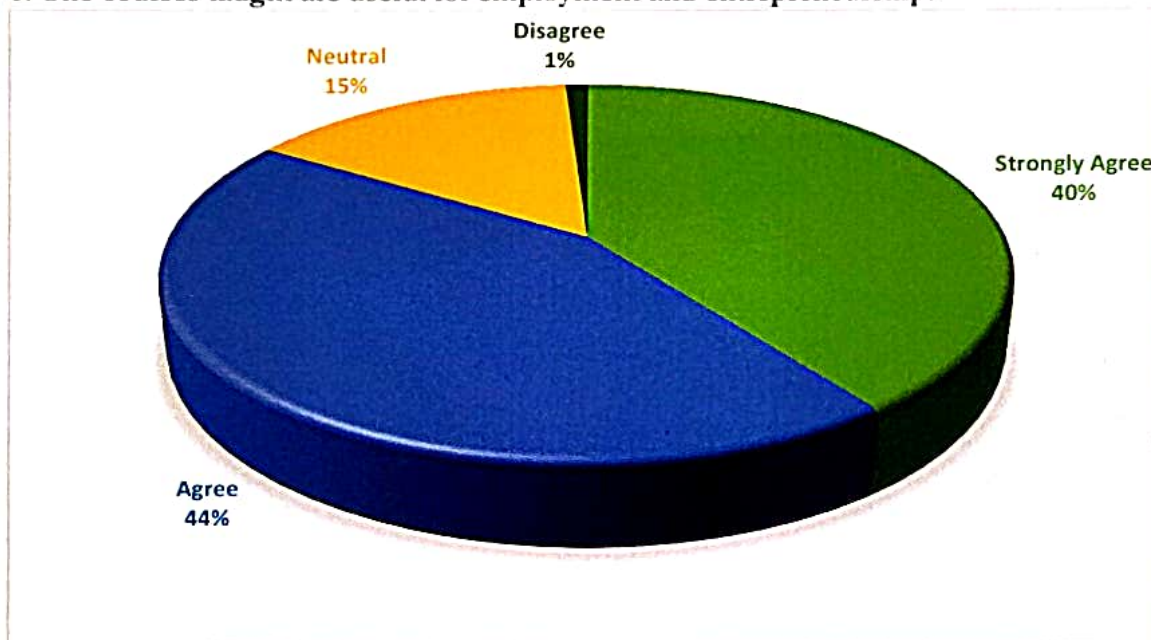
Students generally endorse the inclusion of new technologies in the curriculum, with 36% strongly agreeing and 48% agreeing. A notable 15% remain neutral, suggesting a recognition of the importance but perhaps uncertainty about its implementation. However, only 1% disagree, indicating overall support. 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 37% strongly agreeing and 50% agreeing. A notable 12% remain neutral, indicating a significant acknowledgement of usefulness. While dissent is minimal at 1%, 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.

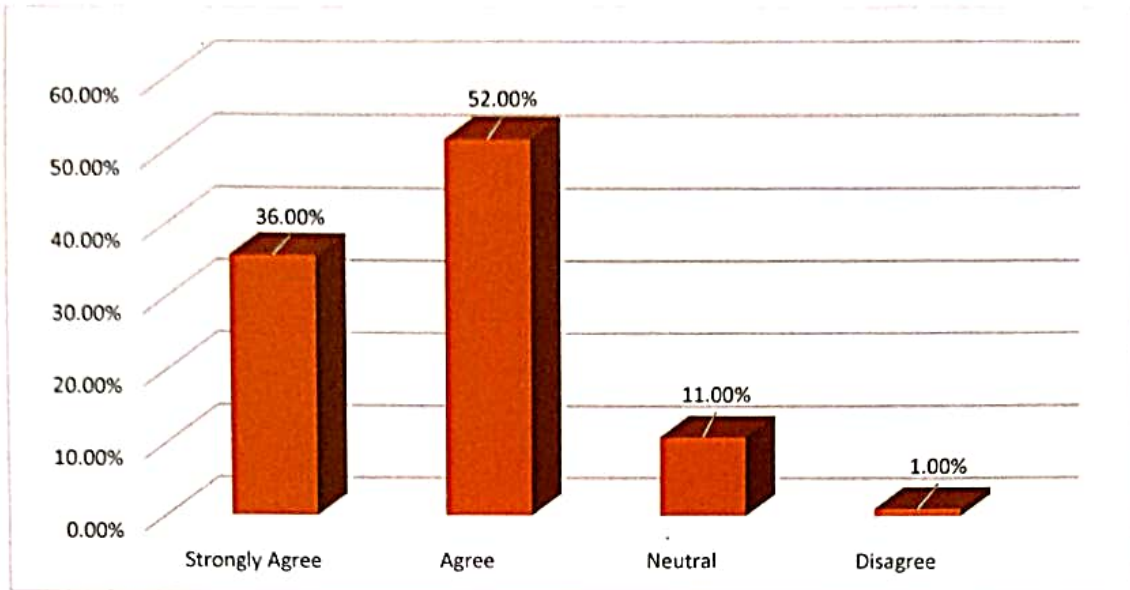


**8. The courses taught are useful for employment and entrepreneurship.**



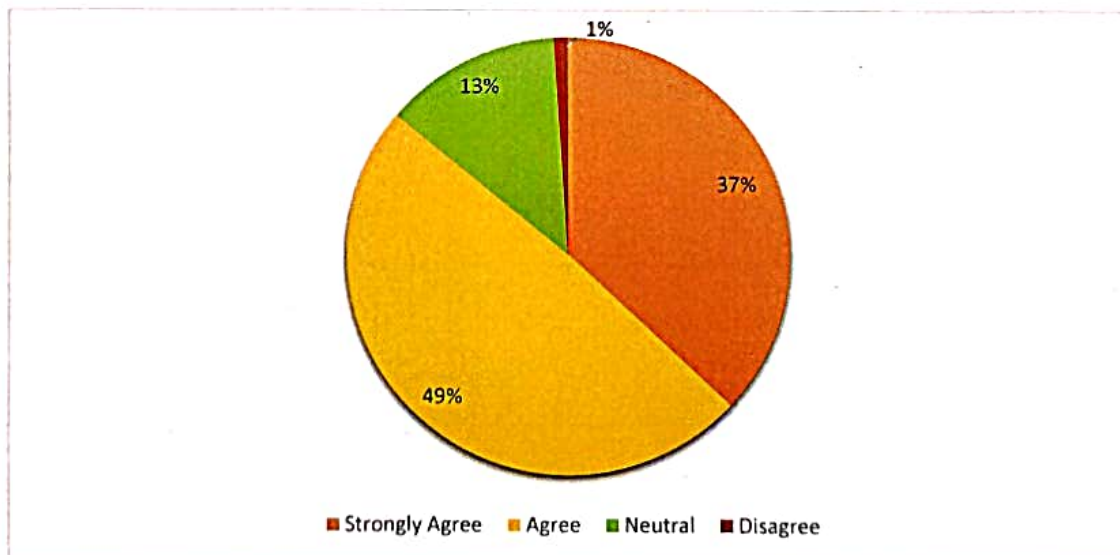
Students generally find the curriculum beneficial for employment and entrepreneurship, with 40% strongly agreeing and 44% agreeing. Notably, 15% remained neutral, suggesting a significant portion acknowledging the utility but perhaps lacking strong conviction. Moreover, a mere 1% disagreed, indicating 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 37% strongly agreeing and 49% agreeing. A notable 13% remain neutral, reflecting a substantial acknowledgement of the concept. However, a minority 1% 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.

  
**Dr. M. DAVAMANI CHRISTOBER**  
Principal & Secretary  
The American College  
Madurai-625 002





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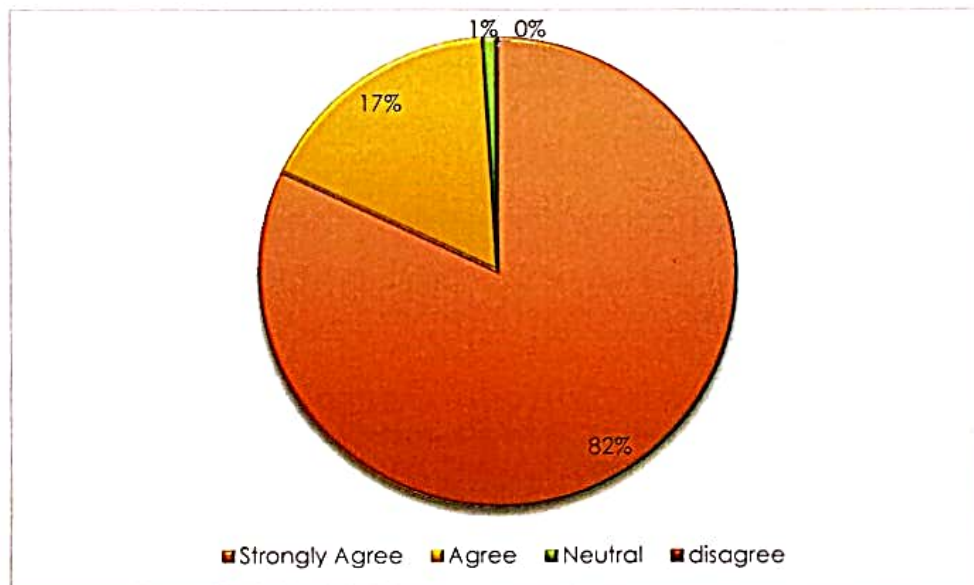
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### 1.4 Feedback

#### FACULTY FEEDBACK ON THE CURRICULUM (2023-24)

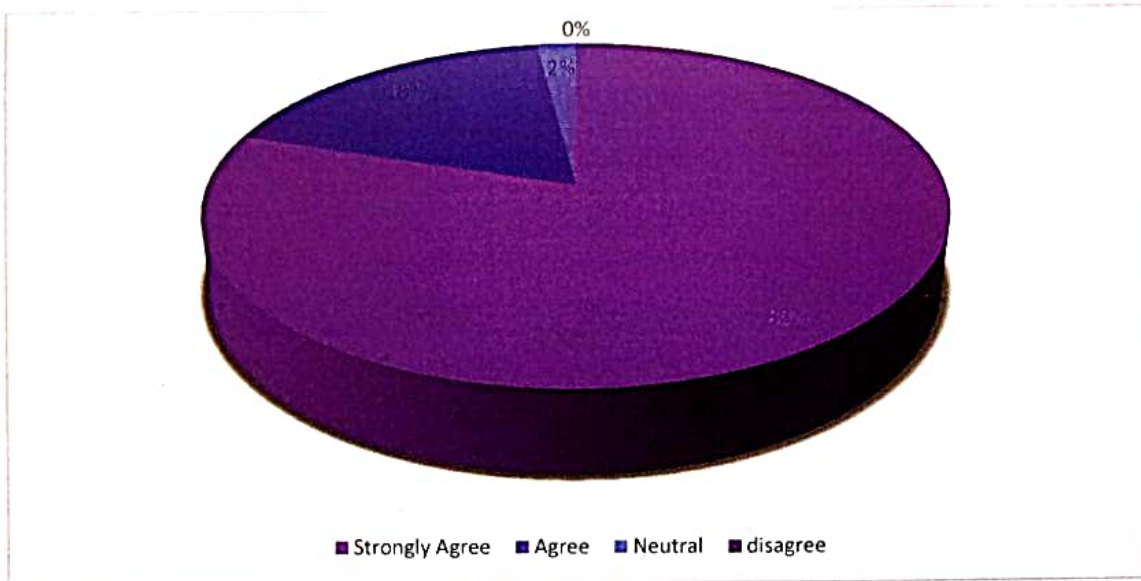
The Feedback on the curriculum was collected from Faculty members of both Arts and Science streams using a set of questions. Faculty from both Aided and Self-Financed streams responded to the questions.

##### 1. Curriculum has good academic flexibility



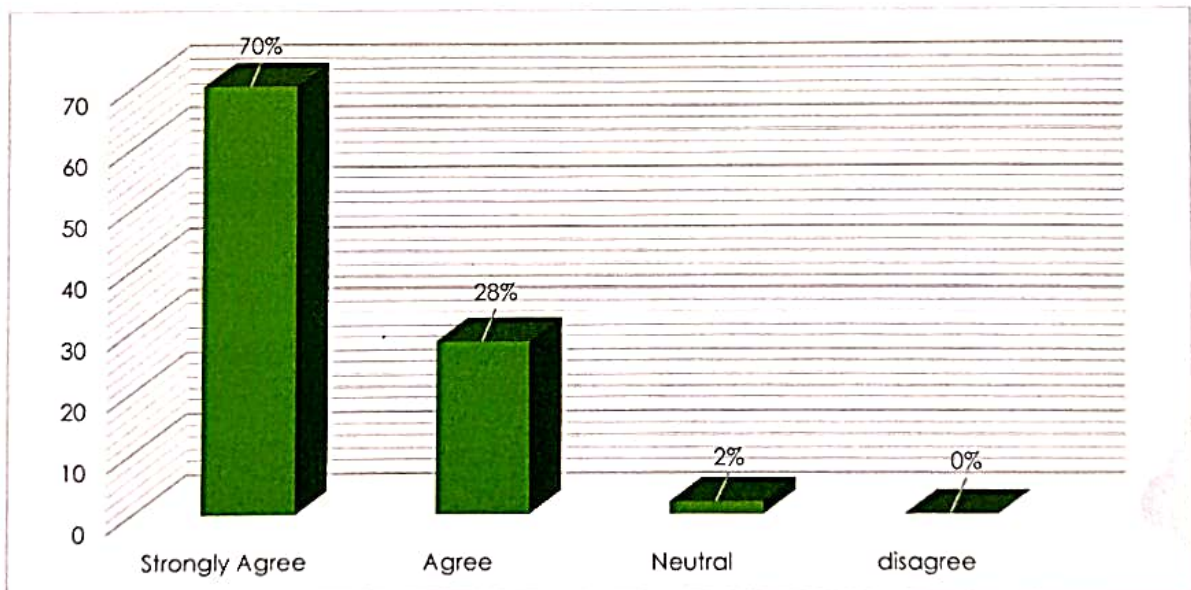
The curriculum's academic flexibility has garnered overwhelming support from faculty members, with 82% expressing strong agreement and 17% agreeing. The minimal 1% neutrality indicates broad recognition of this positive feature. This substantial consensus underscores the curriculum's adaptability to diverse learning styles and educational needs. Furthermore, the complete absence of disagreement reflects a unified endorsement of the curriculum's effectiveness in addressing students' academic requirements, thereby emphasizing its capacity to create a supportive and dynamic learning environment.

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



The faculty members overwhelmingly endorse the notion that they are afforded ample freedom to contribute to curriculum design and development, with 80% expressing strong agreement and 18% indicating agreement. Notably, there were no dissenting opinions. This significant level of consensus reflects a strong sense of empowerment and active engagement among faculty in shaping the curriculum. The absence of disagreement underscores a positive institutional environment where faculty feel valued and included in the academic process, thereby fostering collaboration and innovation in curriculum development.

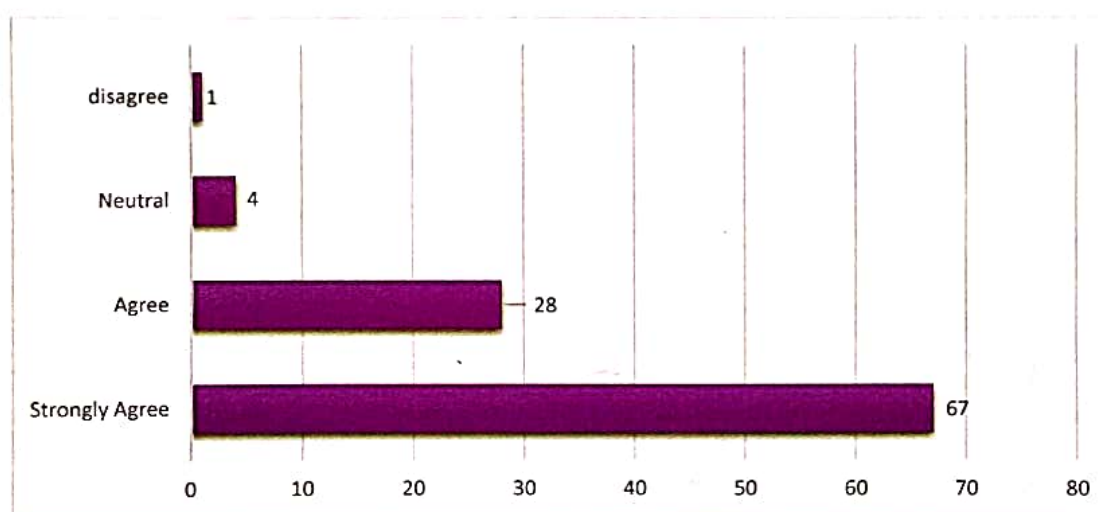
## 3. Learning outcomes are clearly defined and achievable



The faculty strongly endorse the clarity and attainability of the learning outcomes, with 70% expressing strong agreement and 28% indicating agreement. Notably, there was no recorded disagreement, reflecting high confidence in the curriculum's effectiveness. A neutral response was observed from only 2% of respondents, suggesting minimal reservations. These findings underscore the faculty's conviction in the curriculum's capacity to guide students toward well-defined learning objectives. The overwhelming consensus further highlights the positive perception of the curriculum's clarity and feasibility among the faculty.

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

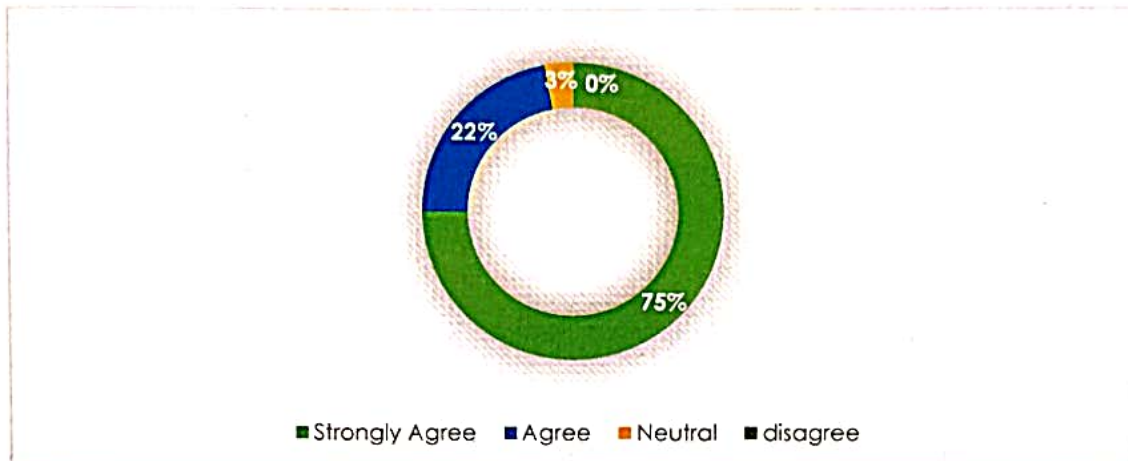
The majority of faculty members affirm the adequacy of the course duration for effectively covering the syllabus, with 67% expressing strong agreement and 28% indicating agreement. Only 4% remained neutral, while a mere 1% registered disagreement. This overwhelming consensus demonstrates a high level of confidence among faculty in the course structure and time allocation, suggesting well-planned instructional strategies and efficient content delivery. The minimal levels of disagreement and neutrality further highlight a broadly shared belief in the sufficiency of the course duration, reflecting positively on both curriculum design and its implementation.



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

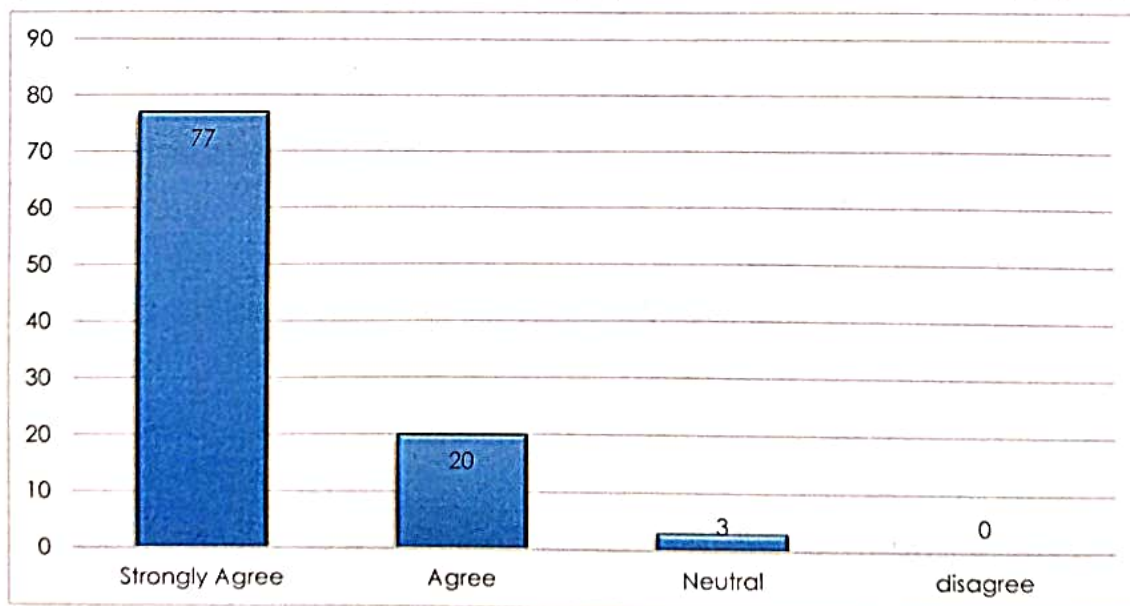
The curriculum's effectiveness in fostering analytical, logical, and creative skills is strongly affirmed by faculty members, with 75% expressing strong agreement and 22% indicating agreement. Notably, no respondents disagreed, while only 3% remained neutral. This data highlights a clear consensus among the faculty regarding the curriculum's ability to develop key cognitive competencies. The absence of dissenting opinions, combined with the

high levels of agreement, underscores the perceived strengths of the curriculum in cultivating critical thinking and creativity—attributes essential for both academic achievement and professional success.

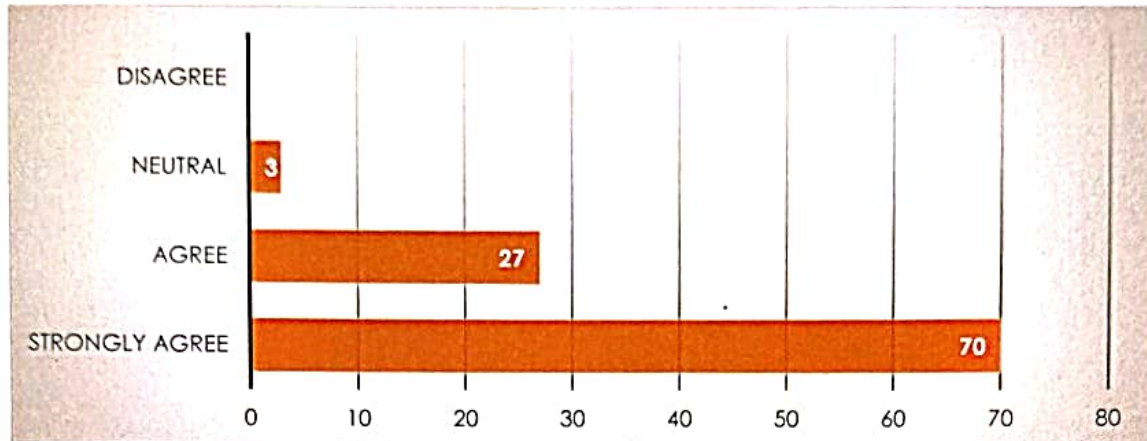


#### 6. The Courses motivate students to use various resources for their effective learning

The faculty affirm the curriculum's effectiveness in motivating students to leverage diverse resources for effective learning, with 77% strongly agreeing and 20% agreeing with the statement. Notably, 3% of respondents remain neutral, indicating a level of acknowledgment without opposition. This data demonstrates a strong consensus among faculty regarding the curriculum's capacity to promote active learning. The complete absence of dissent, coupled with the substantial agreement, underscores the curriculum's success in cultivating resourceful learning environments and highlights its positive influence on student engagement and academic performance.

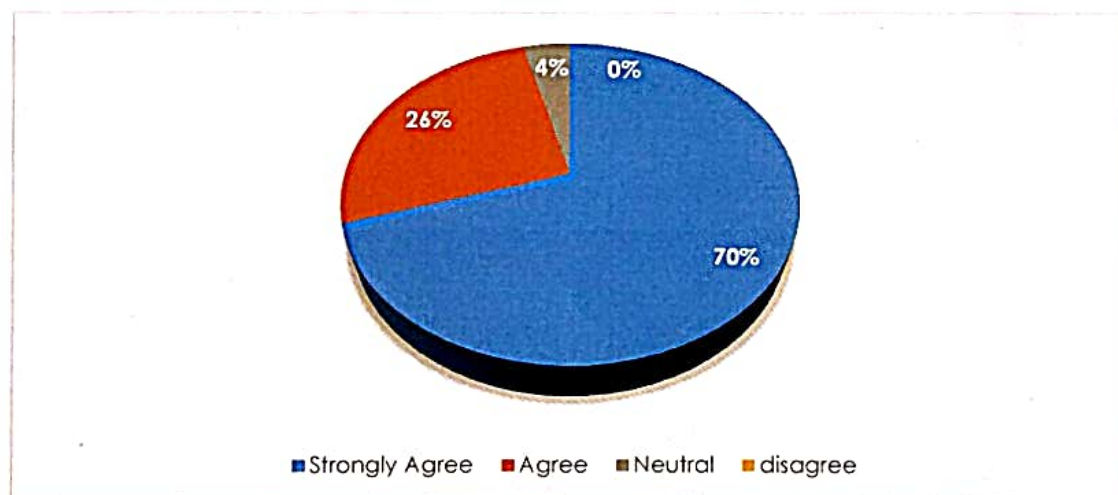


**7. The choice-based credit system offered is highly relevant to the current trends of the industry**



Faculty members support the relevance of the choice-based credit system to current industry trends, with 70% strongly agreeing and 27% agreeing. A mere 3% remain neutral. 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**

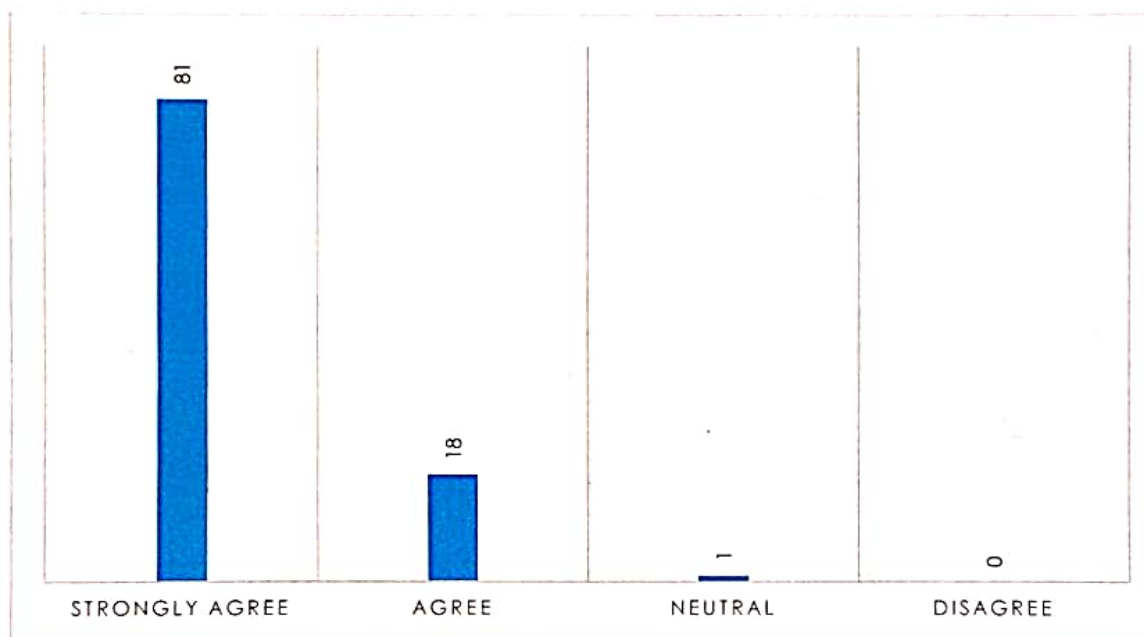


The data reveals strong faculty support for the curriculum's focus on employability skills, with 70% expressing strong agreement and 26% indicating agreement. The minimal neutral response of 4% reflects a clear consensus among faculty on the significance of integrating

employability skills into the curriculum. This response highlights a proactive commitment by the faculty to equipping students with essential competencies for the job market. Moreover, the absence of dissenting views underscores the broad recognition of the positive influence this emphasis has on enhancing students' career prospects.

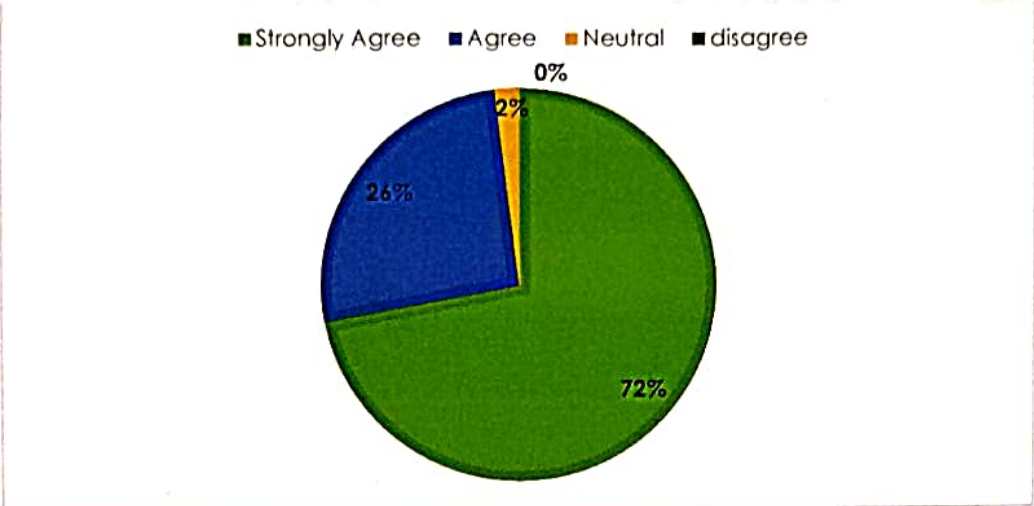
### **9. The curriculum prepares the students for good academic growth**

The data reveals strong faculty support for the curriculum's effectiveness in promoting academic growth, with 81% of respondents strongly agreeing and 18% agreeing. Notably, only 1% indicated a neutral stance, and no respondents expressed disagreement. This high level of agreement underscores the faculty's confidence in the curriculum's capacity to prepare students effectively. The overwhelming consensus highlights the curriculum's positive impact on academic development and affirms its role in facilitating student learning and success.



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

Faculty members overwhelmingly support the curriculum's emphasis on values and social responsibility, with 72% expressing strong agreement and 26% indicating agreement. Notably, there were no dissenting opinions, and only 2% reported a neutral stance. These findings reflect a robust commitment among faculty to fostering ethical principles and social consciousness in students. The absence of disagreement and minimal neutrality demonstrate a broad consensus on the positive impact of value-based education, highlighting a shared dedication to cultivating socially responsible individuals.



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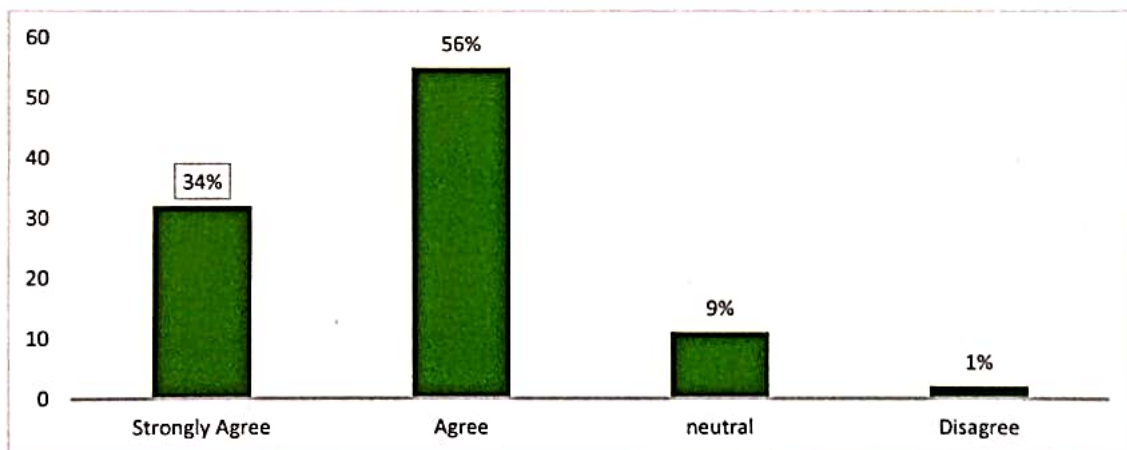
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### 1.4 Feedback

#### ALUMNI FEEDBACK ON CURRICULUM (2023-24)

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

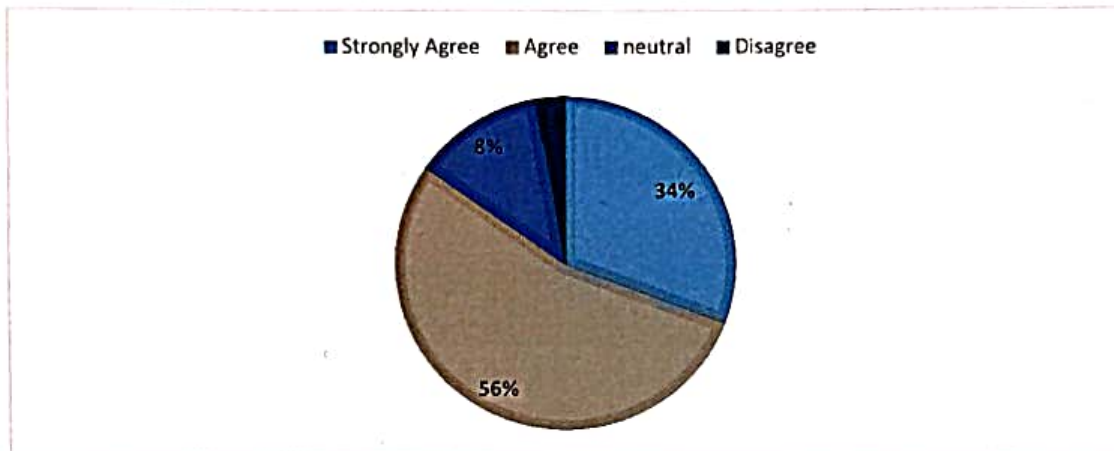
##### 1. The curriculum is relevant to the level of the programme (UG/PG).



Alumni largely find the curriculum aligned with the program level, with 34% strongly agreeing and 56% agreeing. However, 9% remain neutral, indicating some uncertainty or indifference. Only 1% 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.

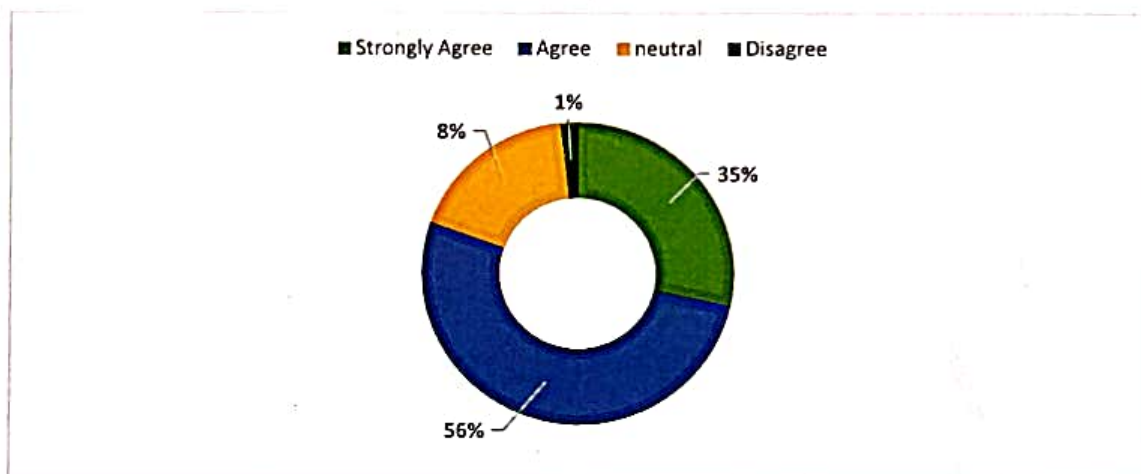


## 2. The curriculum is effective in enhancing constructive learning.



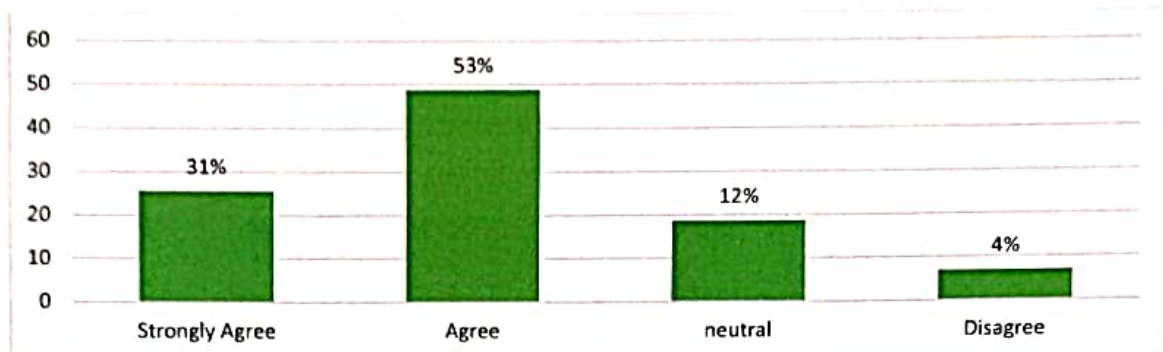
Alumni responses reflect a generally positive sentiment towards the curriculum's effectiveness in fostering constructive learning. A majority 56% agree with its efficacy, while 34% strongly agree. However, a noteworthy proportion of 8 % remains neutral, indicating some uncertainty or ambivalence. Despite this, a mere 2% 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 35% strongly agree and 56% agree with its flexibility, a significant 8% remain neutral. However, only a marginal 1% 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.

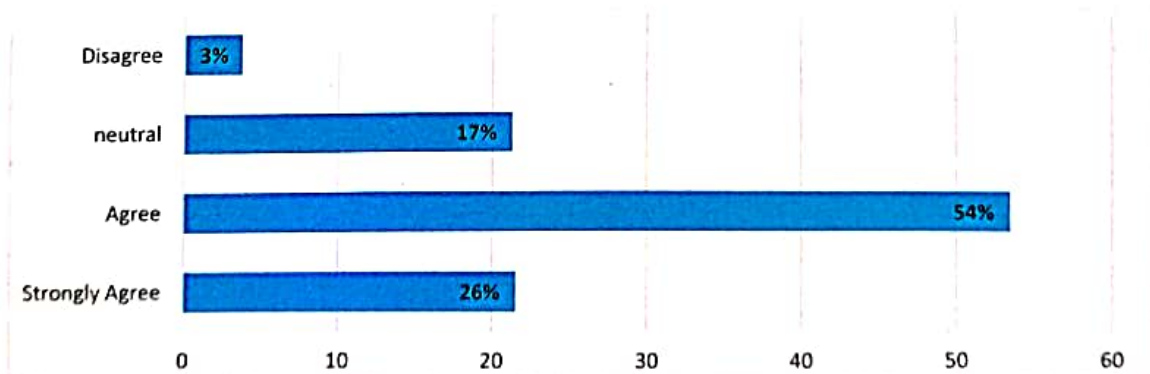
**4. The curriculum and syllabus content are appropriate for placement / higher education**



Alumni responses indicate a generally positive perception of the curriculum's suitability for placement and higher education, with 31% strongly agreeing and 53% agreeing. However, a substantial 12% express neutrality, suggesting a significant portion withhold judgment. Moreover, 4% 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.

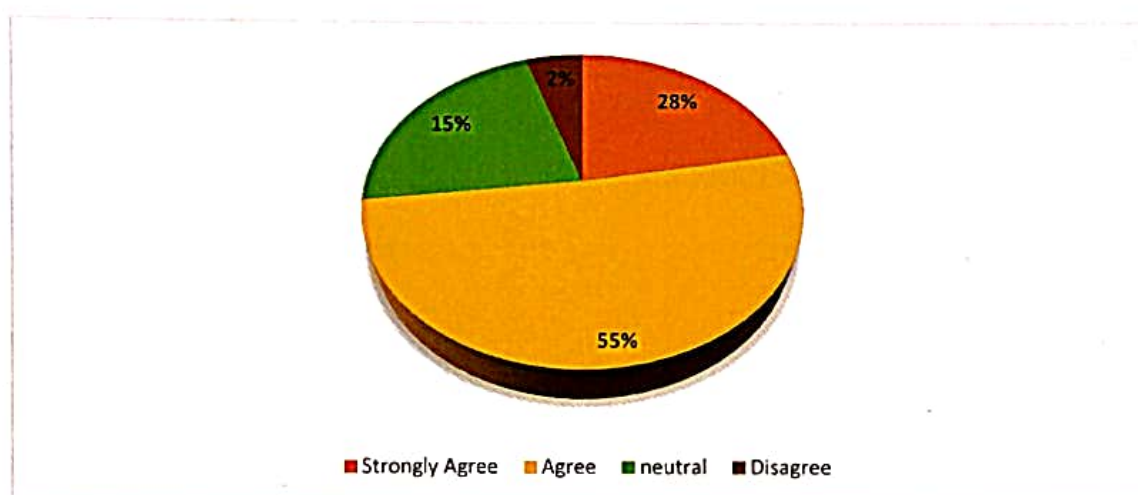
**5. The choice-based credit system/electives offered are highly relevant to the current trends of the industry.**

Alumni have expressed a mixed sentiment regarding the relevance of choice-based credit system/electives to industry trends. While 26% strongly agree and 54% agree, a substantial 17% remain neutral. This suggests a significant portion of alumni are undecided or indifferent. Moreover, 3% 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.

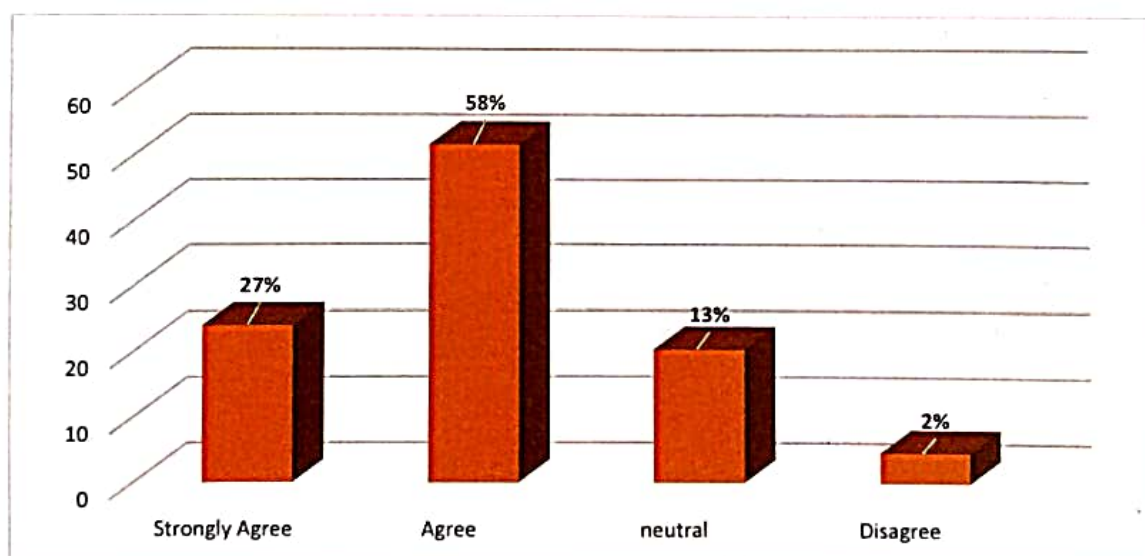


### 6. The syllabus helps in developing skills to face competitive examinations.

Alumni express a predominantly positive stance on the curriculum's efficacy in preparing them for competitive examinations, with 83% either strongly agreeing or agreeing. Notably, 15% remain neutral, indicating a significant portion withholding judgment. However, the majority agreement suggests the syllabus effectively equips alumni with relevant skills. The 15% 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.

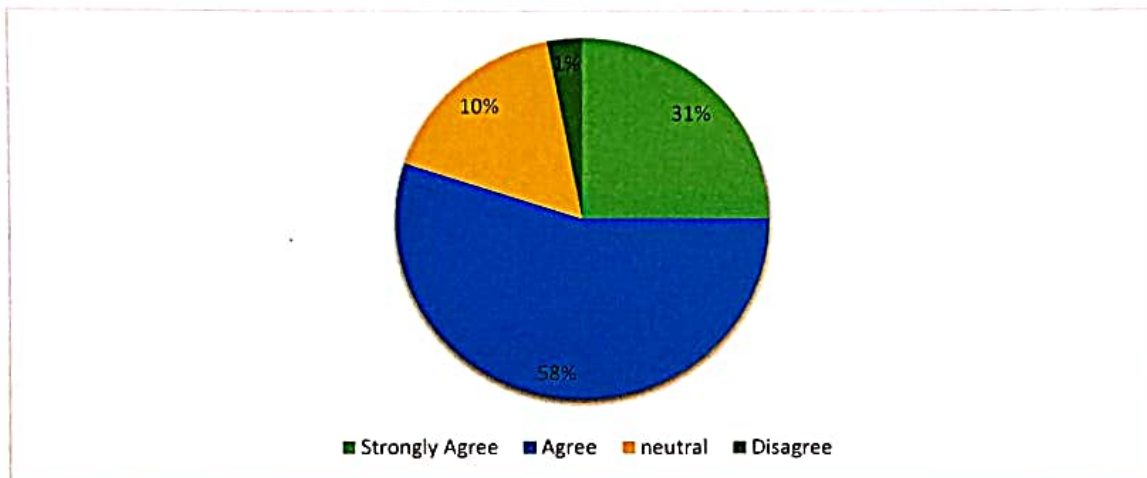


### 7. The curriculum facilitates the enhancement of practical competencies as needed by the industry



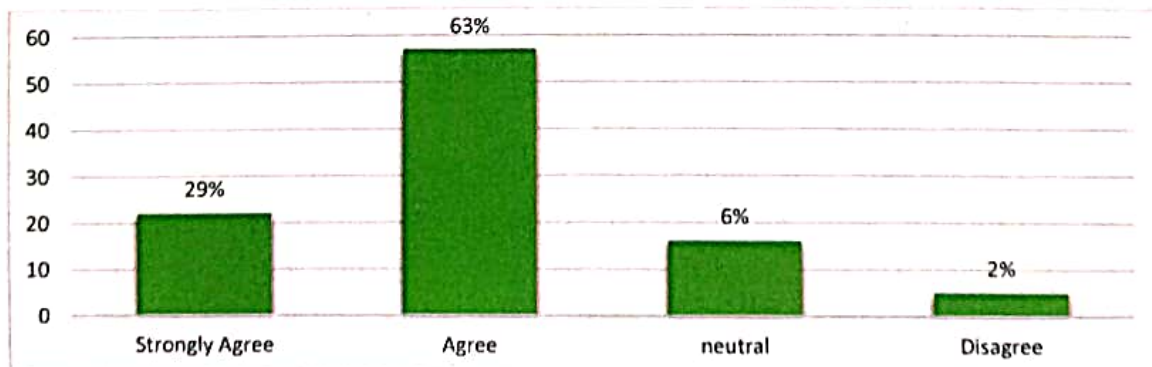
Alumni mainly support the curriculum's effectiveness in enhancing practical competencies desired by the industry, with 27% strongly agreeing and 58% agreeing. Additionally, 13% remaining neutral suggests openness to the possibility of alignment with industry needs. The substantial agreement underscores 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



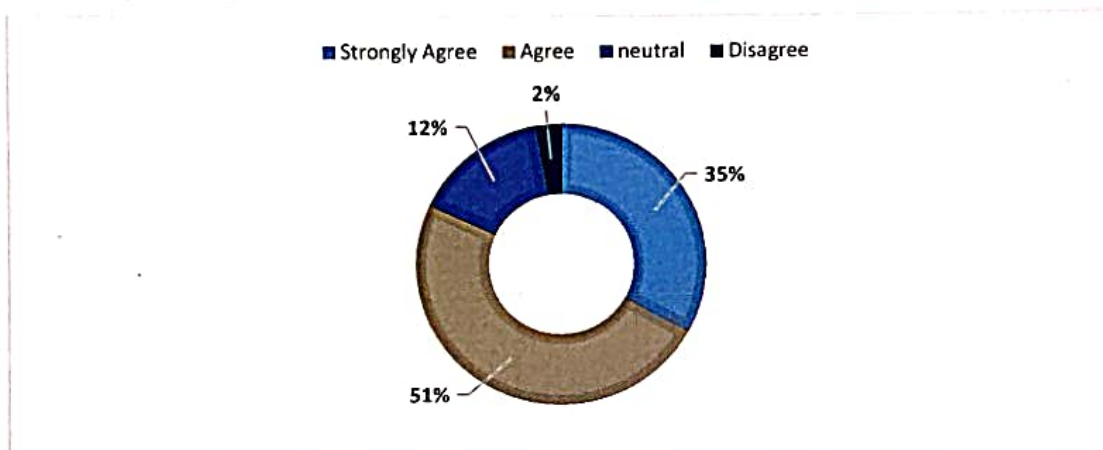
Alumni show significant support for the curriculum's value-based approach, with 31% strongly agreeing and 58% agreeing. Noteworthy is the significant proportion of neutral responses at 10%, possibly indicating a spectrum of perspectives. However, the positive aspect lies in the majority agreement, emphasizing 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 mostly affirm the curriculum's global relevance, with 29% strongly agreeing and 63% agreeing. Notably, 6% remain neutral, suggesting a significant portion withhold judgment. However, only 2% 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 35% strongly agreeing and 51% agreeing. Notably, 12% 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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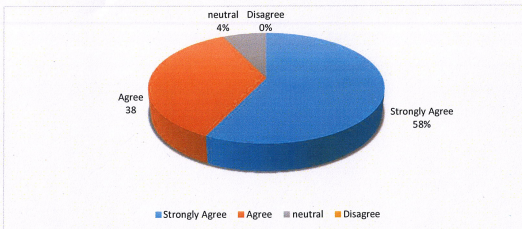
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### 1.4 Feedback

#### EMPLOYERS FEEDBACK ON CURRICULUM (2023-24)

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.

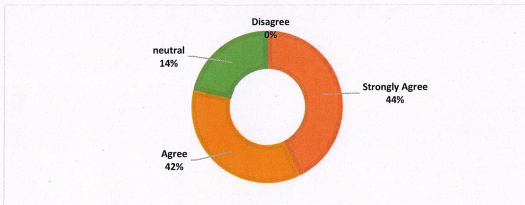
##### 1. The Curriculum is effective in developing analytical and problem-solving skills.



Employers overwhelmingly support the effectiveness of the curriculum in developing analytical and problem-solving skills, with 58% strongly agreeing and 38% 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 (4%). The absence of dissenting opinions further strengthens the endorsement of the curriculum's efficacy.

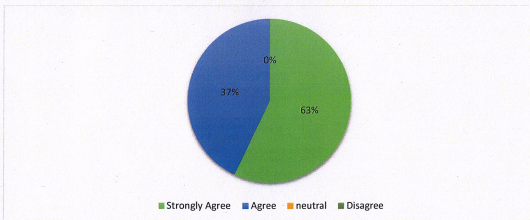
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## 2. The courses meet the industry requirements.



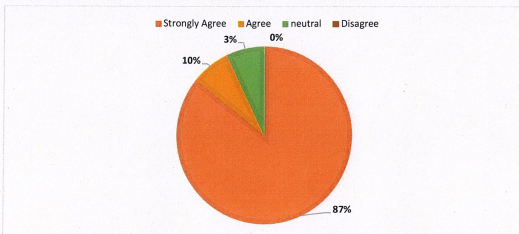
Employers overwhelmingly support the curriculum's alignment with industry needs. Employers' opinions on whether courses meet industry requirements are as follows: Strongly Agree: 43%, Agree: 36%, Neutral: 21%, Disagree: 0%. This indicates a majority (79%) either strongly agree or agree, suggesting high 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.



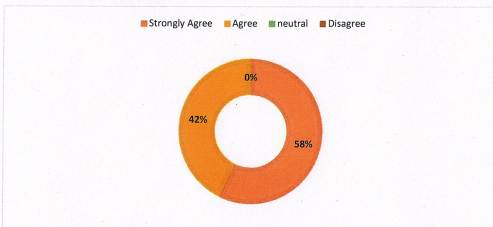
Employers' opinions on the curriculum's alignment with current trends and practices are overwhelmingly positive. A significant 57% strongly agree, while 43% agree. There are no neutral or disagreeing responses. This indicates a strong consensus among employers regarding the curriculum's effectiveness 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 87% strongly agreeing and 10% agreeing. Notably, no employers disagreed with this statement. However, a small portion (3%) 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 58% strongly agreeing and 42% 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.



## ACTION TAKEN REPORT ON THE STAKEHOLDERS' FEEDBACK ON CURRICULUM

In alignment with our unwavering commitment to continuous improvement and excellence in education, we have systematically gathered feedback on the curriculum from a diverse range of stakeholders, including students, faculty, alumni, and employers. This Action Taken Report provides a comprehensive account of the initiatives implemented in response to the valuable insights and recommendations shared by these groups, emphasizing our proactive measures to address their perspectives and elevate the quality of our educational offerings.

### ACTION TAKEN REPORT – FEEDBACK ON CURRICULUM BY STUDENTS

The perspectives and opinions of our students are integral to shaping the educational experience we endeavor to provide. Their feedback serves as a strategic compass, guiding us in identifying areas of excellence and highlighting components of the curriculum that warrant enhancement. This report outlines the measures implemented in response to student feedback, with a central focus on promoting student engagement, optimizing learning outcomes, and enhancing overall satisfaction.

In this context, the Principal has issued directives to all departments, mandating proactive steps to address the insights gathered from students. The following initiatives have been undertaken:

1. **Board of Studies Composition:** Student representatives, alumni, and industry experts have been incorporated into the Boards of Studies of all departments to ensure diverse viewpoints are considered in academic planning and decision-making.
2. **Curriculum Enhancements:** Course materials have been revised where necessary. Additionally, supplementary learning resources—including online tutorials, case studies, and relevant research articles—are being made available to enrich the learning experience.
3. **Faculty Development Programs:** Specialized development programs for faculty have been launched to equip educators with innovative teaching methodologies. Workshops on active learning strategies have also been organized to enhance instructional effectiveness.
4. **Support for MOOCs:** A strategic initiative has been introduced to encourage and support student enrollment in selected Massive Open Online Courses (MOOCs) to broaden knowledge and diversify skill sets.
5. **Internship Programs:** The inclusion of internships within the curriculum has been prioritized to enhance employability skills and provide practical industry competencies.
6. **Guest Lectures:** A series of guest lectures by industry experts from various disciplines have been conducted throughout the academic year to foster multidisciplinary learning.
7. **Field Trips and Industrial Visits:** To provide experiential learning and real-world exposure, field trips and industrial visits were organized, enabling students to stay abreast of the latest technological advancements and industry practices.



8. **Curriculum Updates:** Course syllabi are undergoing periodic revisions to reflect contemporary developments. Updated curricula will be presented to the Boards of Studies for review and approval.
9. **Workshops and Career Awareness Programs:** A range of workshops and awareness sessions have been conducted to enhance students' job readiness, expand their understanding of career opportunities, and equip them with strategies for competitive examinations.

Furthermore, the Principal has underscored the importance of experiential learning by directing departments to organize field studies and study tours to supplement classroom instruction. Concurrently, efforts to strengthen the Placement Cell have been intensified, including increasing the frequency of campus recruitment drives, integrating department-level internship programs to broaden students' industry exposure, and utilizing notice boards and social media platforms to disseminate placement-related information effectively.

These comprehensive initiatives reflect the institution's steadfast commitment to continuous improvement and its dedication to delivering a well-rounded, future-ready education that empowers students to thrive in an ever-evolving professional landscape.

#### **ACTION TAKEN REPORT - FEEDBACK ON CURRICULUM BY FACULTY**

The expertise and dedication of our faculty members play a pivotal role in the development and delivery of the curriculum. Their insights into its effectiveness are invaluable in ensuring that it remains relevant and aligned with academic standards. This report highlights the initiatives undertaken to empower faculty, refine learning outcomes, and foster innovation in curriculum design and development.

The feedback gathered from faculty members regarding the curriculum has yielded significant insights into its various dimensions. Overall, there is strong support for the curriculum's academic flexibility, autonomy in design, clarity of learning outcomes, adequacy of course duration, and its contributions to the development of analytical, logical, and creative skills. Additionally, faculty members recognize its encouragement of resource utilization, relevance to industry trends, focus on employability skills, preparation for academic growth, and emphasis on values and social responsibility. These positive responses reflect a robust foundation and alignment with the educational goals and aspirations of both faculty and students.

#### **Action Taken**

1. Efforts will be intensified to strengthen opportunities for interdisciplinary and multidisciplinary curriculum frameworks wherever appropriate.
2. To address minor concerns related to learning outcomes, a comprehensive review has been scheduled to ensure they are clearly defined and aligned with evolving academic and industry requirements. Feedback has been shared with the Heads of Departments for necessary enhancements.

3. Measures have been initiated to prioritize the integration of experiential learning opportunities, including internships, research projects, and industry collaborations, into the curriculum.
4. Continuous awareness initiatives are planned to promote the effective use of educational resources, such as online platforms, libraries, and academic journals, encouraging faculty to incorporate these resources into their teaching methodologies.
5. Greater emphasis will be placed on integrating skill-building components into course modules across disciplines. This will be achieved through workshops, seminars, and practical assignments designed to develop key competencies such as communication, teamwork, and problem-solving.
6. To sustain and enhance the curriculum's positive impact on academic growth, monitoring and evaluation mechanisms will be strengthened. These efforts will focus on tracking student progress and identifying areas for improvement, with faculty advisors providing personalized support and guidance to students.

#### **ACTION TAKEN REPORT – FEEDBACK ON CURRICULUM BY ALUMNI**

The perspectives of our alumni provide critical insights into the practical relevance and overall effectiveness of our curriculum. Their post-graduation experiences offer valuable feedback that highlights both the strengths of our educational programs and areas requiring enhancement. This report outlines the specific actions implemented in response to alumni feedback, ensuring that the curriculum remains dynamic and attuned to the evolving demands of the professional landscape.

Overall, alumni feedback reflects a positive perception of the curriculum's relevance, its effectiveness in fostering constructive learning, and its alignment with industry requirements. However, a notable proportion of respondents expressed neutrality on certain aspects, signalling opportunities for further refinement and continuous improvement.

The following actions have been taken based on the feedback received:

1. **Inclusion of Alumni in the Board of Studies**

Alumni representation on the Board of Studies has been formalized to ensure that proposed curricular changes are aligned with both academic rigor and contemporary industry standards.

2. **Strengthening Industry Partnerships and Career Guidance**

We have reinforced our collaboration with industry partners to regularly update elective courses, integrating current industry practices and emerging trends. In addition, career counselling and guidance services have been expanded to better assist students in making informed decisions about elective courses, considering their professional aspirations and market demands.

3. **Enhanced Transparency and Alumni Engagement**

In response to the significant proportion of neutral responses regarding various aspects of the curriculum, we have prioritized transparency and strengthened engagement initiatives. Alumni networking events have been revitalized to foster meaningful dialogue and collaboration among alumni, faculty, and current students,



thereby enhancing the connection between academic learning and its real-world applications.

#### **ACTION TAKEN REPORT – FEEDBACK ON CURRICULUM BY EMPLOYERS**

Employer feedback provides valuable insights into the market relevance and employability of our graduates. Their perspectives guide our continuous efforts to equip students with the essential skills and knowledge required to excel in their chosen careers. This report outlines the initiatives undertaken to align academic programs with industry expectations, enhance employability skills, and foster stronger partnerships with employers.

While the majority of employers affirm that the courses meet industry standards, a proportion of neutral responses indicates the need for improved transparency and communication regarding the direct alignment of course offerings with industry requirements. In response to this feedback, the following measures have been implemented:

1. **Industry Representation in the Board of Studies:** Representatives from various industries have been included in the Board of Studies across all departments to ensure continuous collaboration and alignment with evolving industry standards and practices.
2. **Faculty Development Programs:** Initiatives to expand and enhance faculty development programs have been planned to keep instructors updated on the latest industry advancements. Additionally, partnerships with industry leaders are being strengthened to facilitate guest lectures and workshops focusing on emerging trends and best practices.
3. **Communication and Interpersonal Skills Development:** Efforts to fortify communication and interpersonal skills training have been intensified through the organization of additional workshops, seminars, and peer-mentoring opportunities. These initiatives aim to better prepare students to communicate effectively and collaborate efficiently in professional environments.

These actions represent our commitment to bridging the gap between academic training and industry expectations, ensuring that graduates are well-prepared for dynamic, competitive job markets.

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