

ACTION TAKEN REPORT ON STAKEHOLDER FEEDBACK

Academic Year 2024–2025

Prelude

Stakeholder feedback constitutes an important component of the University's continuous quality assurance and improvement mechanism. During the academic year **2024–2025**, structured feedback was obtained from students, teachers, alumni and other relevant stakeholders to assess perceptions relating to curriculum relevance, academic applicability, employability orientation, practical learning, career preparedness and the overall effectiveness of the teaching–learning process. The feedback was systematically analysed by the **Internal Quality Assurance Cell (IQAC)** and used as an input for academic review and curriculum enhancement. The feedback analysis included responses from approximately **6,990 students, 390 faculty members and 431 alumni**.

The observations emerging from the feedback were considered through the University's established academic governance process, wherein recommendations are initiated by the **concerned Departments**, deliberated and recommended by the **Board of Studies comprising academic experts and an industry expert**, and processed through the **Academic Registrar's Office and Dean (Academics)** for consideration and approval by the **Academic Council**, as applicable. The 48th Academic Council minutes provide evidence of extensive curriculum review and revision across disciplines, including revision of schemes of instruction and examination, updating of syllabi and Course Outcomes/CO–PO mapping, introduction and revision of interdisciplinary, multidisciplinary and professional certification courses, strengthening of internship/project components, and alignment with applicable regulatory and curricular frameworks.

Accordingly, the present **Action Taken Report** documents the major academic responses corresponding to the broad themes emerging from the 2024–2025 stakeholder feedback. The actions are presented under four heads—**Stakeholder Feedback / Key Observation, Action Taken / Response, Academic Body / Responsibility, and Status**—to provide a transparent linkage between stakeholder inputs, institutional response and academic decision-making.

Stakeholder Feedback / Key Observation	Action Taken / Response	Status
Students – Course content and relevance of units: 57.1% of students rated course content and unit relevance as Excellent/Very Good, indicating a generally favourable perception while providing scope for continued enrichment.	In response to student feedback on course content and unit relevance, curriculum and syllabi were reviewed through the Boards of Studies. Revised Schemes of Instruction and Examination, syllabi, Programme Outcomes/Programme Specific Outcomes, Course Outcomes and CO–PO mapping were approved across programmes for the subsequent academic cycle.	Implemented / Ongoing
Students – Electives and technological advancement: 57.7% rated elective offerings as Excellent/Very Good, while the responses indicated scope for further updating in line with technological developments.	In response to the need identified through student feedback for contemporary and technology-responsive electives, new and revised interdisciplinary, multidisciplinary, generic and professional certification courses were introduced/revised. Examples included Data Analytics, Digital Empowerment, Cyber Security, Cyber Forensics, ICT Tools and technology-oriented professional courses.	Implemented
Students – Applicability/relevance to real-life situations: 58% rated the curriculum as Excellent/Very Good in terms of applicability to real-life situations.	In response to the positive feedback on practical applicability and the need for continued experiential learning, project and internship components were strengthened in programme structures. In BBA and BBA Tourism, for example, project/internship components were restructured under Skill Enhancement Compulsory Courses to strengthen practical and experiential learning.	Implemented / Ongoing
Students – Syllabus size and academic workload: 59.1% rated syllabus size as Excellent/Very Good,	In view of student feedback on syllabus workload, Schemes of Instruction and Examination were periodically reviewed,	Ongoing

Stakeholder Feedback / Key Observation	Action Taken / Response	Status
indicating general satisfaction with workload.	including instructional hours, credits, course structures and distribution of curriculum components, with revisions undertaken where academically and regulatorily required.	
Students – Knowledge, concepts, vocational skills and analytical abilities: 59.8% rated the usefulness of courses as Excellent/Very Good.	In response to student feedback on knowledge and skill development, competency-oriented, skill-based, multidisciplinary and professional learning opportunities were strengthened through revised course structures, skill enhancement components, professional certification courses and interdisciplinary offerings.	Implemented / Ongoing
Teachers – Syllabus suitability and need-based nature: 90% of faculty strongly agreed/agreed that the syllabus was suitable and need-based.	The strong faculty feedback on syllabus relevance reaffirmed the University's systematic curriculum review mechanism. Accordingly, revised Programme Outcomes, Programme Specific Outcomes, Schemes of Instruction and Examination, syllabi and CO–PO mapping were approved across programmes based on applicable curricular and regulatory frameworks.	Implemented
Teachers – Balance between theory and application: 85% of faculty strongly agreed/agreed that the curriculum maintained a good balance between theory and application.	In response to faculty feedback supporting an appropriate theory–application balance, practical, project, internship, skill-based and application-oriented components were strengthened in programme structures. The restructuring of project/internship components in BBA and BBA Tourism provides evidence of this academic response.	Implemented / Ongoing

Stakeholder Feedback / Key Observation	Action Taken / Response	Status
Teachers – Employability in curriculum design: 88% of faculty strongly agreed/agreed that employability received due weightage in curriculum design and development.	The favourable faculty feedback on employability orientation was reinforced through the introduction/revision of professional certification courses, skill-based components, internships and project-based learning. Examples include Employability Development Programme, Entrepreneurship Training and Development, Data Science for Business Intelligence and other professionally oriented courses.	Implemented / Ongoing
Teachers – Industry representation in Board of Studies: 88% of faculty strongly agreed/agreed that business and industry representation in the BoS was helpful in designing and improving syllabi.	The favourable feedback reaffirmed the value of the University's existing participatory curriculum-development mechanism. The established Board of Studies process continued to incorporate academic expertise along with industry/professional perspectives in curriculum review and recommendation.	Ongoing
Alumni – Career counselling and guidance: 94% of alumni strongly agreed/agreed that career counselling and guidance were effective.	The favourable alumni feedback reaffirmed the relevance of the University's existing career-support mechanisms. Career-oriented curricular components, professional certification courses, internships and employability-focused learning opportunities were continued and strengthened to support students' career preparedness.	Ongoing
Alumni – Curriculum design fulfilled expectations: 92% of alumni strongly agreed/agreed that the curriculum design fulfilled	The positive alumni feedback supported the University's continued curriculum review and enrichment process. Programme structures, syllabi, course outcomes and elective offerings were reviewed and revised through the Boards of	Implemented / Ongoing

Stakeholder Feedback / Key Observation	Action Taken / Response	Status
their expectations.	Studies and Academic Council.	
Alumni - Syllabus encouraged higher education/research: 84% of alumni strongly agreed/agreed that the syllabus created interest in postgraduate studies/research.	The positive feedback on higher education and research orientation reinforced the University's emphasis on research-oriented academic opportunities. Specialisation papers, advanced courses and research-oriented curricular components were continued/introduced across disciplines.	Ongoing
Alumni - Academic initiatives enhanced knowledge: 95% of alumni strongly agreed/agreed that academic initiatives such as projects, seminars and workshops enhanced students' knowledge.	The strong alumni response reaffirmed the value of academic enrichment initiatives. Specialised courses, professional certification courses, projects, seminars, workshops and expert-led academic activities continued to supplement formal classroom learning.	Ongoing
Cross-cutting - Curriculum relevance and regulatory alignment: Stakeholder feedback broadly supported curriculum relevance while indicating the need for periodic updating.	In response to the need for systematic curriculum renewal, the University continued alignment of programmes with applicable regulatory and curricular frameworks, including AICTE and UGC frameworks, while revising Programme Outcomes, Programme Specific Outcomes, Schemes of Instruction and Examination, syllabi and CO-PO mapping.	Implemented / Ongoing
Cross-cutting - Multidisciplinary and flexible learning opportunities: Feedback supported continued diversification of learning opportunities.	In response to the need for broader and flexible learning opportunities, interdisciplinary and multidisciplinary courses were introduced/revised, including Data Analytics, Digital Empowerment, Environmental Education, ICT Tools, Social Media Marketing, Creativity in Advertising, Social	Implemented

Stakeholder Feedback / Key Observation	Action Taken / Response	Status
	Entrepreneurship and other cross-disciplinary offerings.	
Cross-cutting – Emerging technology orientation: Student feedback specifically addressed electives in relation to technological advancement.	In response to the identified need for technology-responsive curriculum enrichment, technology-oriented courses and electives were introduced/revised across programmes, including Data Analytics, Cyber Security, Cyber Forensics, Digital Empowerment, Cloud Computing-related learning and specialised AI/Data Science programmes.	Implemented / Ongoing
Cross-cutting – Professional and industry orientation: Faculty and alumni feedback supported stronger employability and professional relevance.	In response to stakeholder emphasis on employability and professional preparedness, professional certification courses were incorporated in collaboration with external organisations, including courses in Employability Development, Entrepreneurship Training, Data Science for Business Intelligence, Emotional Intelligence, School Psychology and tourism-related professional certifications.	Implemented / Ongoing

Conclusion

The Action Taken Report for **2024–2025** demonstrates that stakeholder feedback was not treated merely as an information-gathering exercise but was incorporated into the University's academic review and quality-enhancement processes. The feedback received from students, teachers and alumni provided useful evidence regarding **curriculum relevance, technological responsiveness, practical applicability, workload, employability orientation, industry participation, career preparedness and academic progression.**

In response to these broad stakeholder inputs, the University undertook extensive academic review through its established governance mechanism. The **48th Academic Council** records the approval of revised programme outcomes, schemes of instruction and examination, syllabi, Course Outcomes and CO–PO mapping across programmes, along with new and revised interdisciplinary, multidisciplinary and professional certification courses. The strengthening of project and internship components and the introduction of professionally oriented courses further demonstrate the University's emphasis on application-oriented and employability-focused learning.

The implementation and continuation of these measures will be **monitored through subsequent academic reviews, Board of Studies proceedings, Academic Council decisions, departmental review mechanisms and periodic stakeholder feedback.** IQAC will continue to facilitate the documentation and review of these measures as part of the University's quality assurance and continuous improvement mechanism. Where actions are ongoing or require further consideration, their progress will be reviewed through the appropriate academic and administrative mechanisms.

Thus, the stakeholder feedback process contributes to a sustained **feedback–review–action–monitoring–improvement cycle**, enabling the University to use stakeholder perspectives as an evidence base for periodic curriculum renewal, enhancement of employability and experiential learning, technological responsiveness, and continued academic quality enhancement.

Internal Quality Assurance Cell (IQAC)
Avinashilingam Institute for Home Science and Higher Education for Women
Academic Year 2024–2025