



Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)

Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

2025-2026

Action Taken Report - Students, Teachers and Alumni

Prepared by: Internal Quality Assurance Cell (IQAC)

Stakeholder feedback constitutes an important component of the University's continuous quality assurance and improvement mechanism. During the academic year **2025–2026**, 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 the findings were used as inputs for academic review and curriculum enhancement. The feedback analysis included responses from approximately **6,104 students, 386 faculty members and 444 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 Academic Council minutes for 2025–2026 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 elective courses, incorporation of Artificial Intelligence components, strengthening of internship/project components, and alignment with UGC, AICTE, NCTE, RCI and other applicable curricular frameworks.

Accordingly, the present **Action Taken Report** documents the major academic responses corresponding to the broad themes emerging from 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

Stakeholder Feedback / Key Observation	Action Taken / Response
Students – Course content and relevance of units	
Student feedback reflected a generally favourable perception of course content and unit relevance, while indicating scope for continued enrichment and updating.	In response to the student feedback on course content and unit relevance, Curriculum and syllabi were reviewed through the Boards of Studies. Revised Schemes of Instruction and Examination and revised syllabi, with Course Outcomes and CO–PO mapping, were approved for several programmes under the Learning Outcomes-based Curriculum Framework. Status – Implemented/Ongoing
Students – Electives and technological advancement	
Feedback highlighted the need to keep elective offerings responsive to emerging technologies.	In response to student feedback highlighting the importance of electives aligned with technological advancements, New and revised Generic Electives, Discipline-Specific Electives, Value-Based Electives and Skill-Based Electives were introduced across disciplines. Courses addressing areas such as AI, data science, cyber security, digital marketing, extended reality, cloud computing, machine learning, prompt engineering and other emerging areas were approved. Status – Implemented

Stakeholder Feedback / Key Observation	Action Taken / Response
Students–Applicability and relevance to real-life situations	
The feedback indicated a favourable perception of the practical applicability of the curriculum, with scope for strengthening experiential learning.	In response to student feedback on the applicability of the curriculum to real-life situations, application-oriented components were strengthened through courses incorporating internships, projects, practical courses, skill-based electives and discipline-specific electives. In several programmes, internship/project components were repositioned within the core curriculum to strengthen experiential learning. Status – Implemented / Ongoing
Students – Syllabus size and academic workload	
Feedback indicated that students generally considered the syllabus workload appropriate, while periodic review was considered desirable.	In view of student feedback on syllabus size and academic workload, schemes of Instruction and Examination were reviewed and revised across programmes in accordance with applicable regulatory and curricular frameworks. Changes in instructional hours, credits, course structure and curriculum components were considered and approved where required. Status – Implemented / Ongoing

Stakeholder Feedback / Key Observation

Stakeholder Feedback / Key Observation	Action Taken / Response
Students–Knowledge, conceptual understanding, vocational skills and analytical abilities	
Feedback indicated favourable perceptions of the contribution of courses to knowledge and skill development.	In response to student feedback on the contribution of courses to knowledge, skills and analytical abilities, skill-oriented and competency-focused courses were expanded. Examples include courses in research, computer applications, leadership, entrepreneurship, communication, data analysis, statistical software, digital technologies, professional skills and discipline-specific practical applications. Status – Implemented / Ongoing
Students – Need for emerging technology orientation	
Feedback highlighted the importance of curriculum responsiveness to technological developments.	In response to the emphasis placed by students on technological relevance, integration of Artificial Intelligence components into existing courses was approved across multiple disciplines. AI-related courses and components were introduced in areas including Human Development, Computer Science, Economics, Visual Communication, English, Chemistry, Zoology, Tourism, Engineering and other disciplines. Status – Implemented / Ongoing

Stakeholder Feedback / Key Observation

Stakeholder Feedback / Key Observation	Action Taken / Response
Teachers – Syllabus suitability and need-based curriculum	
Faculty feedback showed 89% agreement that the syllabus was suitable and need-based.	In response to faculty feedback on the suitability and need-based nature of the syllabus, the University continued systematic curriculum review through the Boards of Studies, including revision of schemes, syllabi, Course Outcomes and CO–PO mapping based on LOCF, AICTE, NBA and other applicable frameworks. Status – Implemented
Teachers – Balance between theory and application	
82% of faculty members agreed/strongly agreed that the curriculum maintained a good balance between theory and application.	In response to faculty feedback on the theory–application balance, practical courses, internships, projects and skill-based electives were strengthened; in several programmes, internship/project components were positioned within the core curriculum to reinforce experiential learning. Status – Implemented / Ongoing

Stakeholder Feedback / Key Observation

Stakeholder Feedback / Key Observation	Action Taken / Response
Teachers – Employability in curriculum design	
91% of faculty members agreed/strongly agreed that employability was given due weightage in curriculum design and development.	In response to faculty feedback on the importance of employability in curriculum design, employability-oriented courses and components were strengthened through professional, skill-based and generic electives, internships, project-based learning and industry-oriented curricular content. The University also continued industry-linked academic initiatives and partnerships. Status – Implemented / Ongoing
Teachers – Industry representation in Board of Studies	
88% of faculty members agreed/strongly agreed that business and industry representation in the Board of Studies was helpful in curriculum design and improvement.	The favourable faculty feedback on industry representation in the Board of Studies reaffirmed the value of the existing participatory curriculum-development mechanism. Industry and professional perspectives continued to be incorporated through the participation of an industry expert in the Board of Studies and through industry-linked academic discussions. Status – Implemented / Ongoing

Stakeholder Feedback / Key Observation	Action Taken / Response
Alumni - Effectiveness of career counselling and guidance	
95% of alumni agreed/strongly agreed that career counselling and guidance were effective.	The favourable alumni feedback on the effectiveness of career counselling and guidance reaffirmed the relevance of the University's existing career-support mechanisms. Career guidance and placement initiatives continued to be strengthened through professional linkages, career-oriented activities and placement support. Status – Ongoing
Alumni – Curriculum design met expectations	
92% of alumni agreed/strongly agreed that the curriculum design fulfilled their expectations.	The favourable alumni feedback on curriculum design and its alignment with expectations supported the University's continued curriculum review process. Curriculum structures, syllabi and elective offerings continued to be reviewed and revised through the Boards of Studies and Academic Council in response to disciplinary, technological and professional developments.. Status – Implemented / Ongoing

Stakeholder Feedback / Key Observation

Stakeholder Feedback / Key Observation	Action Taken / Response
Alumni: Curriculum encouraged higher education / research	
84% of alumni agreed/strongly agreed that the syllabus created interest in postgraduate studies and research.	The positive alumni feedback regarding the curriculum's contribution to interest in higher education and research supported the continued strengthening of research-oriented curricular opportunities. Research methodology courses, advanced subject specialisations, research-oriented electives and specialised certificate programmes were continued/introduced to support progression towards higher education and research. Status – Implemented / Ongoing
Alumni – Academic initiatives enhanced knowledge	
95% of alumni agreed/strongly agreed that academic initiatives enhanced students' knowledge.	The favourable alumni feedback on the contribution of academic initiatives to knowledge enhancement reinforced the importance of academic enrichment beyond the formal curriculum. Lectures, workshops, training programmes, research-oriented activities and specialised certificate courses continued to supplement classroom learning. Status – Ongoing

Stakeholder Feedback / Key Observation	Action Taken / Response
Need for curriculum responsiveness	
Feedback across stakeholder groups highlighted the importance of keeping curriculum responsive to emerging academic, technological and societal developments.	The need for curriculum responsiveness identified across stakeholder feedback was addressed through continued curriculum review and alignment with emerging academic, technological and regulatory developments. The University adopted/updated curricular frameworks in alignment with UGC, NHEQF, AICTE, NCTE, RCI and other applicable frameworks. Status – Implemented
Need for interdisciplinary and flexible learning	
Feedback supported continued diversification of elective and interdisciplinary learning opportunities.	Generic, multidisciplinary, value-based and skill-based electives were expanded across programmes. Examples include Entrepreneurship, Leadership, Methods in Social Science Research, AI Tools, Cyber Security, Digital Marketing, Sustainability, Human Rights, Life Skills and other interdisciplinary offerings. Status – Implemented / Ongoing

Cross-cutting stakeholder observation

Stakeholder Feedback / Key Observation	Action Taken / Response
Need for stronger AI and digital orientation	
Stakeholder feedback emphasised responsiveness to technological advancement	In response to stakeholder emphasis on technological advancement and curriculum relevance, AI components were systematically introduced into courses across several disciplines, while dedicated AI-related electives and courses were also approved. The University further expanded AI-oriented curricular offerings through the Centre for Artificial Intelligence & Machine Learning. Status – Implemented / Ongoing
Need for stronger experiential and professional learning	
Stakeholder responses supported continued emphasis on practical and career-oriented learning.	In response to stakeholder feedback supporting stronger practical and career-oriented learning, internship, project-based and work-integrated learning components were strengthened across programmes. The Academic Council also initiated discussions with industries regarding apprenticeship-embedded degree programmes. Status – Initiated / Ongoing

The Action Taken Report demonstrates that stakeholder feedback has been incorporated into the University's established academic quality-assurance and decision-making processes. The responses received during 2025–2026 were considered within the University's academic governance framework through the **concerned Departments, Boards of Studies with academic experts and an industry expert, the Academic Registrar's Office and Dean (Academics), and the Academic Council**, as applicable.

The major institutional responses included **curriculum review and revision, introduction and revision of elective courses, strengthening of skill- and application-oriented learning, integration of Artificial Intelligence components, enhancement of internship and project-based learning, alignment with applicable regulatory and curricular frameworks, and incorporation of industry and professional perspectives in curriculum development**. These measures reflect the University's commitment to responding to stakeholder inputs through its established academic processes.

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**. The IQAC will continue to facilitate the documentation and review of these measures as part of the University's continuous quality improvement process. Where actions are identified as ongoing or requiring further consideration, their progress will be reviewed through the appropriate academic and administrative mechanisms.

Thus, the stakeholder feedback mechanism contributes to a sustained **feedback–review–action–monitoring–improvement cycle**, enabling the University to periodically assess the effectiveness of its academic initiatives and undertake further measures wherever required.