

STAKEHOLDER FEEDBACK ANALYSIS REPORT

Academic Year 2024–2025

PREFACE

Learning and development are continuous processes that require systematic review to ensure the relevance, effectiveness and responsiveness of academic programmes. As part of the University's quality assurance mechanism, structured feedback is obtained from its key stakeholders to understand their perceptions of the curriculum and to identify areas for academic enrichment and continuous improvement.

During the academic year **2024–2025**, structured feedback was collected from **students, teachers, alumni and employers**. The feedback focused on key dimensions such as curriculum relevance, applicability to real-life situations, technological orientation, academic workload, employability, balance between theory and application, career preparedness and the contribution of academic initiatives to student development.

The feedback received was systematically analysed by the **Internal Quality Assurance Cell (IQAC)** and the findings provide evidence-based inputs for curriculum review and academic enhancement. The analysis is presented stakeholder-wise under four sections: **Students' Feedback Analysis, Teachers' Feedback Analysis, Alumni Feedback Analysis and Employers' Feedback Analysis**.

1. STUDENTS' FEEDBACK ANALYSIS

Prelude

Students are important stakeholders in the University's teaching–learning process, and their feedback provides direct insight into the relevance, applicability and effectiveness of the curriculum. Feedback on the curriculum was collected from students at the end of both semesters. During the academic year **2024–2025, approximately 6,990 students responded** to the curriculum feedback process.

The feedback covered five key dimensions: **course content and relevance of units, electives in relation to technological advancement, applicability of the curriculum to real-life situations, syllabus size in relation to student workload, and the contribution of courses to knowledge, concepts, vocational skills, analytical abilities and broader perspectives**.

Course Content and Relevance of Units

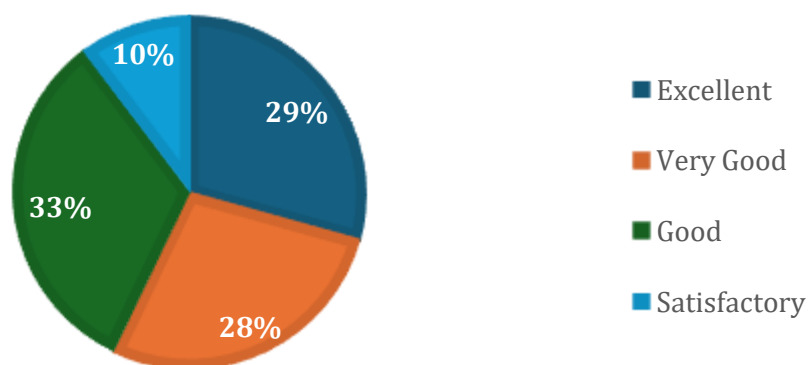


Figure 1: Course Content and Relevance of Units

The findings indicate that **29.3% of students rated the course content and relevance of the units as Excellent, while 27.8% rated them as Very Good.** A further **32.7% rated them as Good**, while 10.2% reported being Satisfied. Thus, **57.1% of students rated this dimension as Excellent or Very Good**, indicating a generally favourable perception of course content and unit relevance, with scope for continued review and enrichment.

Electives in Relation to Technological Advancement

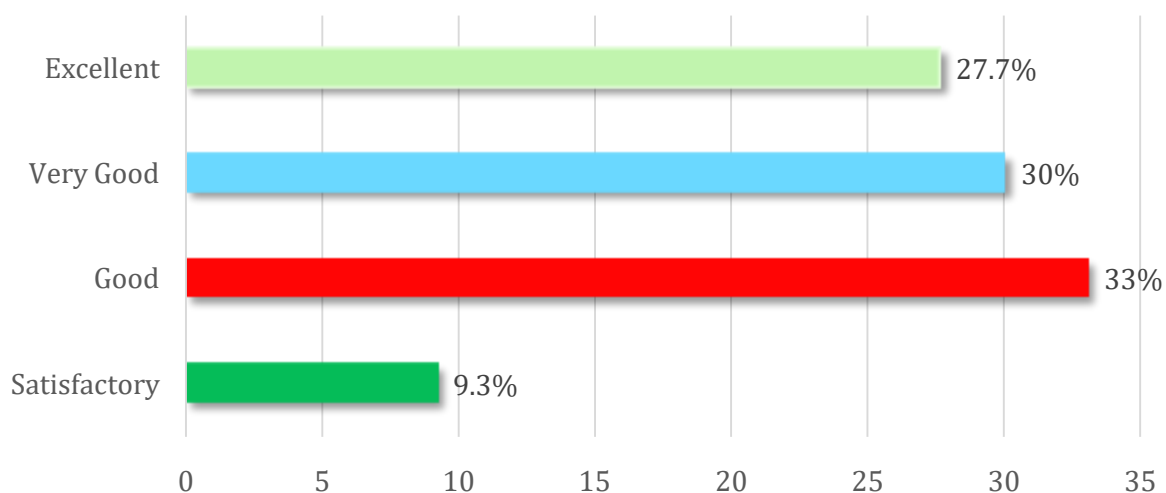


Figure 2: Electives in Relation to Technological Advancement

The findings show that **27.7% of students rated the electives offered in relation to technological advancement as Excellent and 30.0% as Very Good.** A further **33.0% rated them as Good**, while 9.3% reported being Satisfied. With **57.7% rating this dimension as Excellent or Very Good**, the feedback indicates a favourable perception of the elective offerings while highlighting the importance of their periodic updating in response to technological developments.

Applicability and Relevance of the Curriculum to Real-Life Situations

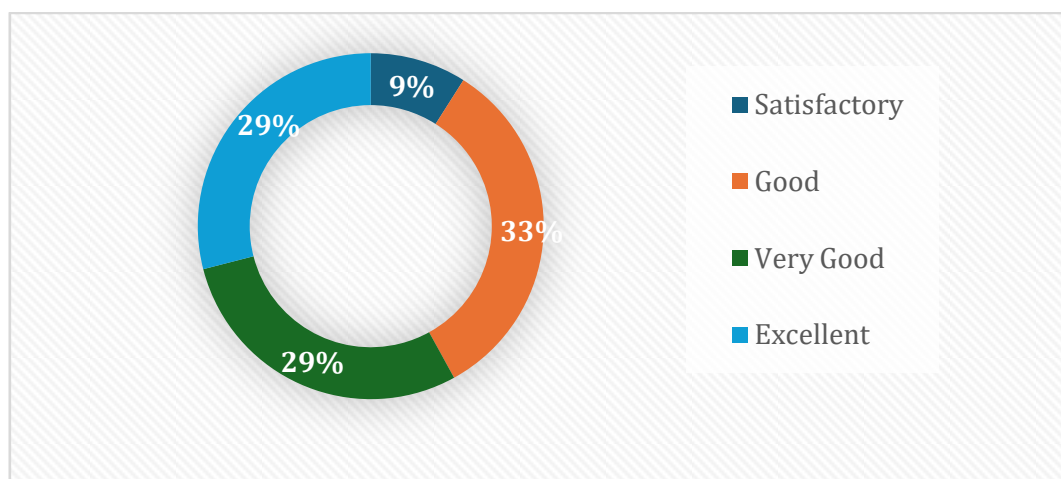


Figure 3: Applicability and Relevance of the Curriculum to Real-Life Situations

The findings indicate that **29% of students rated the applicability and relevance of the curriculum to real-life situations as Excellent and another 29% as Very Good.** A further **33% rated it as Good**, while **9% reported being Satisfied.** Thus, **58% of students rated this dimension as Excellent or Very Good**, reflecting a positive perception of the curriculum's practical relevance and applicability.

Appropriateness of Syllabus Size and Academic Workload

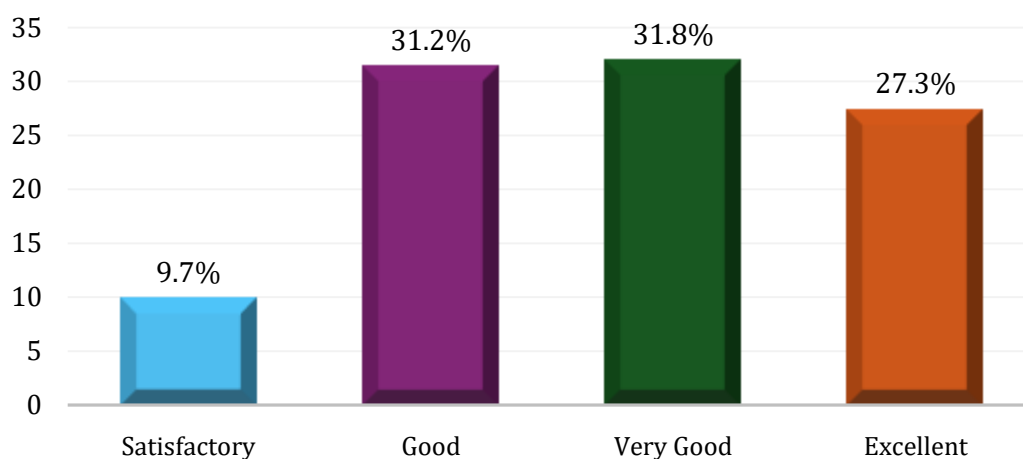


Figure 4: Appropriateness of Syllabus Size and Academic Workload

The findings reveal that **27.3% of students rated the syllabus size in terms of academic workload as Excellent**, while **31.8% rated it as Very Good.** Another **31.2% rated it as Good**, and **9.7% reported being Satisfied.** With **59.1% of students rating the workload as Excellent or Very Good**, the responses indicate that the syllabus size was generally perceived as appropriate.

Contribution of Courses to Knowledge, Skills and Broader Perspectives

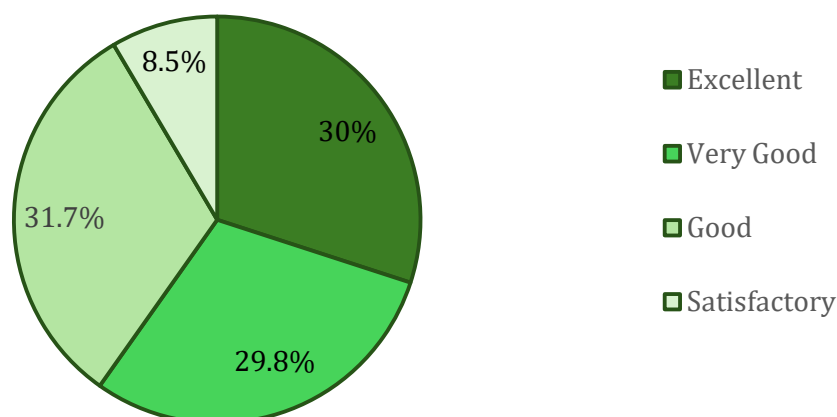


Figure 5: Contribution of Courses to Knowledge, Skills and Broader Perspectives

The findings indicate that **30.0% of students rated the usefulness of the courses as Excellent and 29.8% as Very Good**. A further **31.7% rated it as Good**, while **8.5%** reported being Satisfied. Thus, **59.8% rated this dimension as Excellent or Very Good**, indicating a favourable perception of the curriculum's contribution to knowledge, conceptual understanding, vocational skills, analytical abilities and broader perspectives.

Conclusion

The analysis of student feedback reflects a **generally favourable perception of the curriculum** across all five dimensions assessed. The proportion of students rating the various dimensions as Excellent or Very Good ranged from **57.1% to 59.8%**, with the highest response relating to the contribution of courses to knowledge, skills and broader perspectives.

The findings indicate that students perceive the curriculum as relevant, practically applicable and supportive of academic and skill development. At the same time, the responses provide useful inputs for continued curriculum enrichment, particularly in keeping elective offerings responsive to technological developments, strengthening application-oriented learning and periodically reviewing curriculum workload.

2. TEACHERS' FEEDBACK ANALYSIS

Prelude

Teachers are key stakeholders in curriculum design, implementation and evaluation and provide valuable academic perspectives on the relevance, applicability and employability orientation of programmes. During the academic year **2024-2025**, **feedback was received from 390 faculty members** on key dimensions of curriculum design and the teaching-learning process.

The feedback covered **syllabus suitability and need-based orientation, balance between theory and application, employability orientation in curriculum design and the usefulness of business and industry representation in the Board of Studies.**

Suitability and Need-Based Nature of the Syllabus

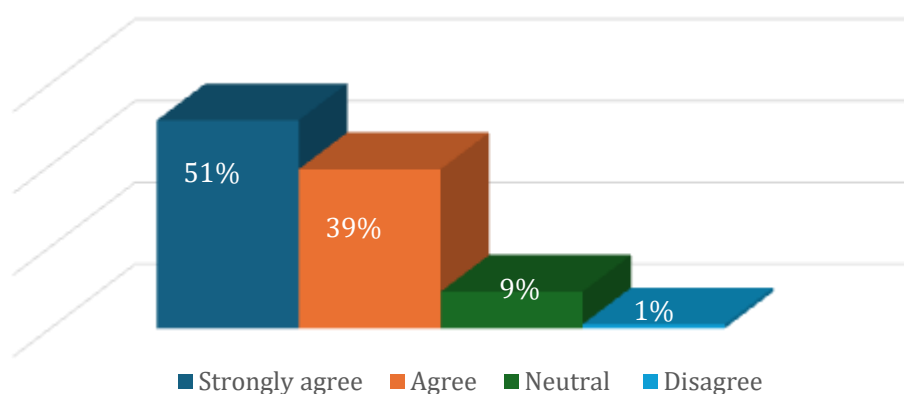


Figure 1: Suitability and Need-Based Nature of the Syllabus

The findings show that **51% of faculty members strongly agreed and 39% agreed** that the syllabus was suitable to the course and need-based. With **90% expressing agreement**, the response reflects a strong faculty perception of the relevance and appropriateness of the syllabus to course requirements.

Balance between Theory and Application

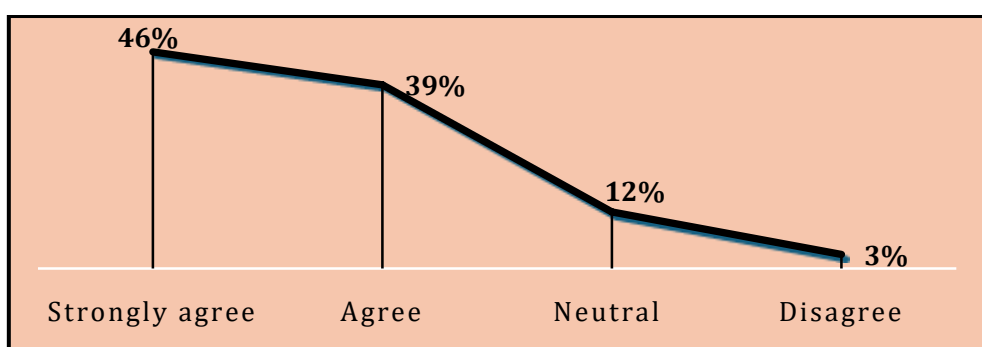


Figure 2: Balance between Theory and Application

The findings indicate that **46% of faculty members strongly agreed and 39% agreed** that the course/syllabus maintained a good balance between theory and application. Thus, **85% of faculty members expressed agreement**, reflecting a positive perception of the integration of theoretical foundations with practical and application-oriented learning.

Employability Orientation in Curriculum Design and Development

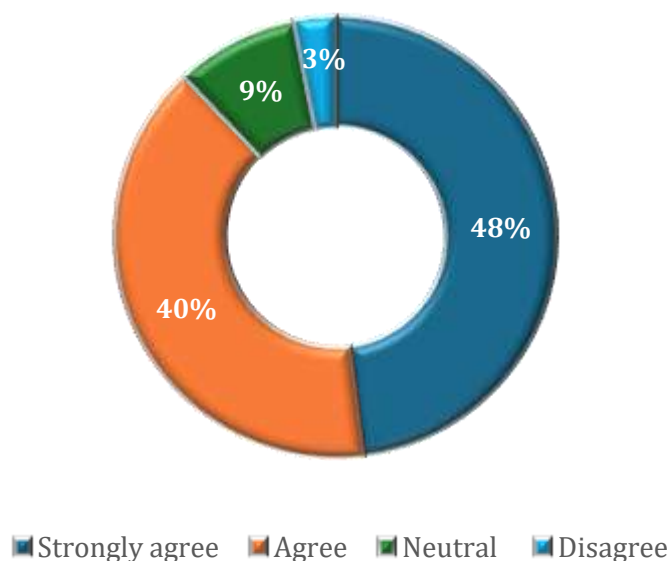


Figure 3: Employability Orientation in Curriculum Design and Development

The findings reveal that **48% of faculty members strongly agreed and 40% agreed** that due weightage was given to employability in curriculum design and development. With **88% expressing agreement**, the response indicates strong faculty recognition of the employability orientation embedded in the curriculum development process.

Contribution of Industry Representation in the Board of Studies

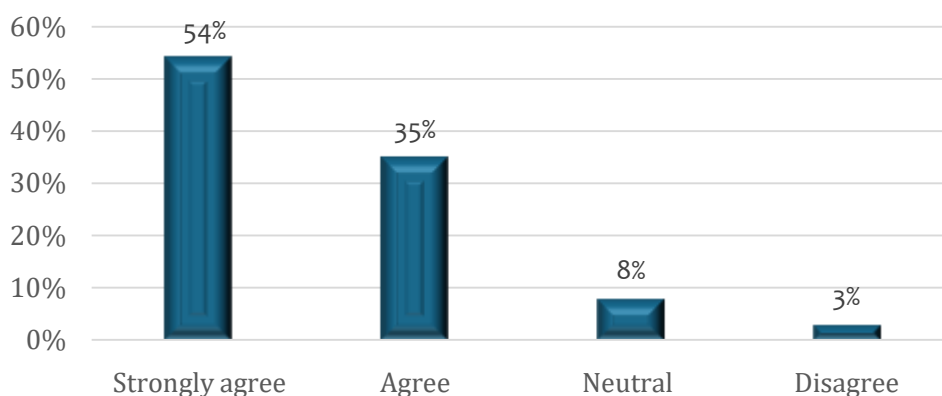


Figure 4: Contribution of Industry Representation in the Board of Studies

The findings show that **54% of faculty members strongly agreed and 35% agreed** that representation from business and industry in the Board of Studies was helpful in designing and improving course syllabi. With **89% expressing agreement**, the response indicates strong faculty support for incorporating industry perspectives into curriculum review and development.

Conclusion

The analysis of teachers' feedback indicates an **overall positive perception of the curriculum and curriculum-development process**. Faculty responses demonstrate strong agreement regarding syllabus suitability, the balance between theory and application, employability orientation and the contribution of industry representation to curriculum development. The findings reaffirm the importance of maintaining a participatory and responsive curriculum-development mechanism involving academic and industry perspectives.

3. ALUMNI FEEDBACK ANALYSIS

Prelude

Alumni constitute an important stakeholder group whose academic and professional experiences provide valuable perspectives on the relevance and effectiveness of the University's curriculum. Their feedback helps the University assess the extent to which academic programmes have supported career development, higher education, research orientation and broader learning outcomes. During **2024–2025**, **431 alumni respondents** participated in the curriculum feedback process.

The feedback covered **career counselling and guidance, curriculum design, interest generated in higher education and research, and the contribution of academic initiatives to knowledge enhancement.**

Effectiveness of Career Counselling and Guidance



Figure 1: Effectiveness of Career Counselling and Guidance

The findings indicate that **42% of alumni strongly agreed and 52% agreed** that career counselling and guidance were effective. With **94% expressing agreement**, the response reflects a highly favourable alumni perception of the University's career guidance and support mechanisms.

Alignment of Curriculum Design with Alumni Expectations

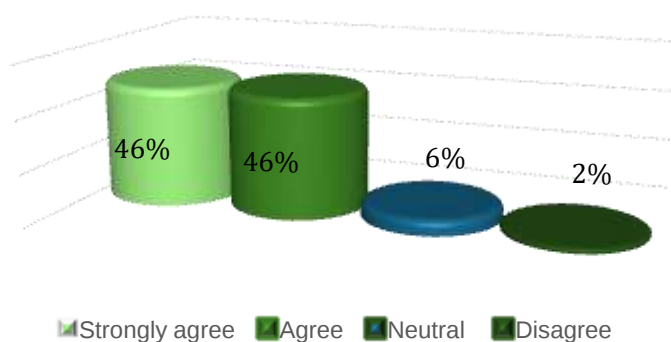


Figure 2: Alignment of Curriculum Design with Alumni Expectations

The findings show that **46% of alumni strongly agreed and 46% agreed** that the course curriculum design fulfilled their expectations. With **92% expressing agreement**, the response indicates a strong positive perception of the relevance and adequacy of the curriculum.

Curriculum-Induced Interest in Higher Education and Research

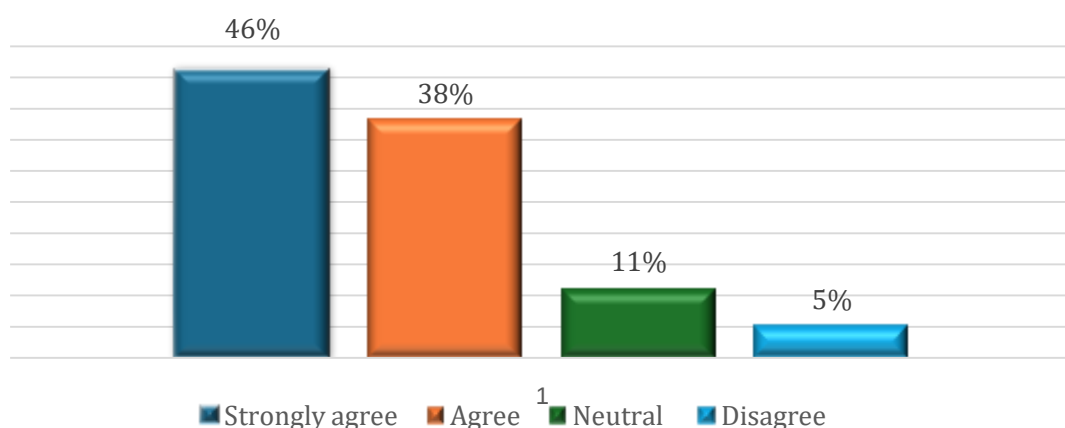


Figure 3: Curriculum-Induced Interest in Higher Education and Research

The findings reveal that **46% of alumni strongly agreed and 38% agreed** that the syllabus created interest in pursuing postgraduate studies and research in the particular field. With **84% expressing agreement**, the response indicates that the curriculum has contributed positively to academic progression and research orientation.

Contribution of Academic Initiatives to Knowledge Enhancement

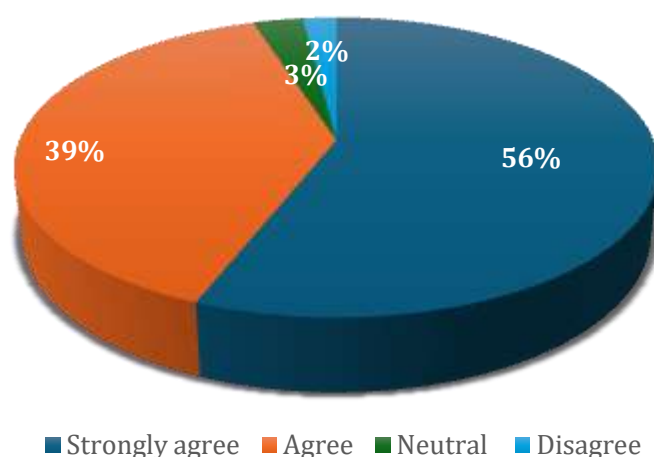


Figure 4: Contribution of Academic Initiatives to Knowledge Enhancement

The findings indicate that **56% of alumni strongly agreed and 39% agreed** that academic initiatives such as projects, seminars and workshops enhanced students' knowledge. With **95% expressing agreement**, the response demonstrates strong alumni appreciation of academic enrichment initiatives undertaken by the University.

Conclusion

The analysis of alumni feedback reflects a **highly favourable perception of the University's curriculum and academic support initiatives**. Alumni responses indicate strong appreciation of career counselling, curriculum design, research orientation and academic enrichment activities. The findings reaffirm the importance of maintaining strong career-support mechanisms, periodically reviewing curriculum relevance and continuing academic initiatives that extend learning beyond the formal classroom environment.

CONSOLIDATED FINDINGS

The stakeholder feedback analysis for **2024–2025** reflects a generally positive perception of the University's curriculum and academic processes across the stakeholder groups covered. Students expressed favourable perceptions of course content, technological relevance of electives, real-life applicability, syllabus workload and the contribution of courses to knowledge and skill development. Faculty members reported strong confidence in the suitability of the syllabus, balance between theory and application, employability orientation and the contribution of industry representation to curriculum development. Alumni feedback further reflected strong appreciation of career guidance, curriculum relevance, research orientation and academic enrichment initiatives.

The findings provide useful evidence for the University's **continuous quality assurance and academic improvement processes**. Areas identified through stakeholder feedback are considered as inputs for curriculum review, enrichment of elective and skill-oriented offerings, strengthening of application-based learning, employability enhancement, industry participation and academic support initiatives. The feedback findings are therefore intended to inform subsequent deliberations of the **Boards of Studies and Academic Council**, as appropriate, and to support a sustained **feedback–review–action–monitoring–improvement cycle**.