



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

Stakeholder Feedback Analysis Report – Students, Teachers and Alumni

Prepared by: Internal Quality Assurance Cell (IQAC)

Quality enhancement in higher education is a continuous and participatory process that requires systematic reflection on the effectiveness, relevance and responsiveness of academic programmes. Recognising the importance of stakeholder perspectives in this process, the University collects structured feedback on the curriculum and academic practices from its key stakeholders - **students, teachers, alumni and employers.**

During the academic year **2025–2026**, feedback received from these stakeholder groups was systematically analysed to understand their perceptions of curriculum relevance, academic effectiveness, employability orientation, practical applicability, career preparedness and other dimensions of the teaching–learning process. The findings provide evidence-based inputs on the strengths of the existing curriculum as well as areas that may require further enrichment, updating and improvement.

The **Internal Quality Assurance Cell (IQAC)** facilitates the collection, consolidation and analysis of stakeholder feedback as part of the University's quality assurance and continuous improvement mechanisms. The findings are placed before the **Board of Studies and other appropriate academic bodies** for consideration, review and necessary action, thereby ensuring that stakeholder feedback contributes meaningfully to curriculum development and academic enhancement.

This report presents the **Stakeholder Feedback Analysis for 2025–2026**, organised under four sections: **Students' Feedback Analysis, Teachers' Feedback Analysis, Alumni Feedback Analysis and Employers' Feedback Analysis.** It is intended to serve as a structured quality-assurance document and a reference for strengthening curriculum relevance, academic quality and the overall teaching–learning ecosystem.



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Students' Feedback

***Prepared by:* Internal Quality Assurance Cell (IQAC)**

Students are important stakeholders in the continuous review and enhancement of academic programmes. Their feedback provides direct evidence of their perceptions regarding the relevance, applicability, academic load and overall usefulness of the curriculum. As part of the University's structured feedback mechanism, students provide feedback on the curriculum at the end of both semesters. During the academic year **2025–2026, approximately 6,104 students participated in the curriculum feedback process**, providing inputs across key dimensions of curriculum effectiveness and learning outcomes.

The feedback was analysed to understand students' perceptions of **course content and unit relevance, electives in relation to technological advancement, applicability to real-life situations, syllabus workload, and the contribution of courses to knowledge, conceptual understanding, vocational skills, analytical abilities and broader perspectives**. The findings provide useful inputs for curriculum review and continuous academic quality enhancement.

1. Content of Course and Relevance of the units

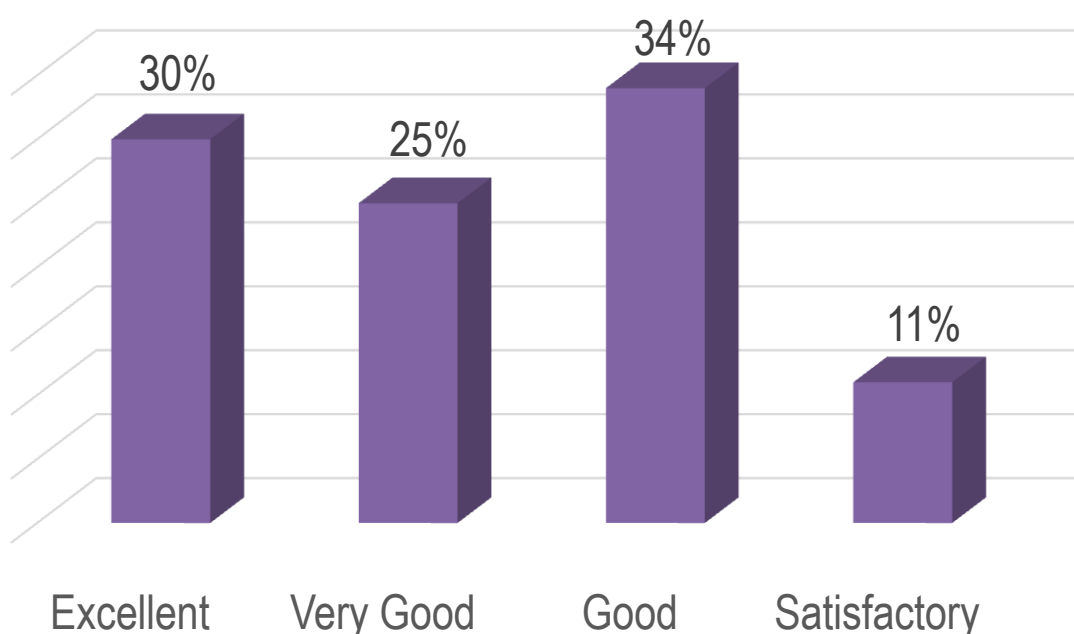


Figure 1: Course Content and Relevance of Units

The findings indicate that **30% of students** rated the **course content and relevance of the units** as **Excellent**, while **25% rated them as Very Good**. A further **34% rated them as Good**, while **11% reported the category as Satisfactory**. Thus, **55% of respondents rated the course content and unit relevance as Excellent or Very Good**, indicating a generally favourable perception, while the remaining responses point to scope for continued review and enrichment of course content and unit-level relevance.

2. Electives offered in relation to the Technological Advancement

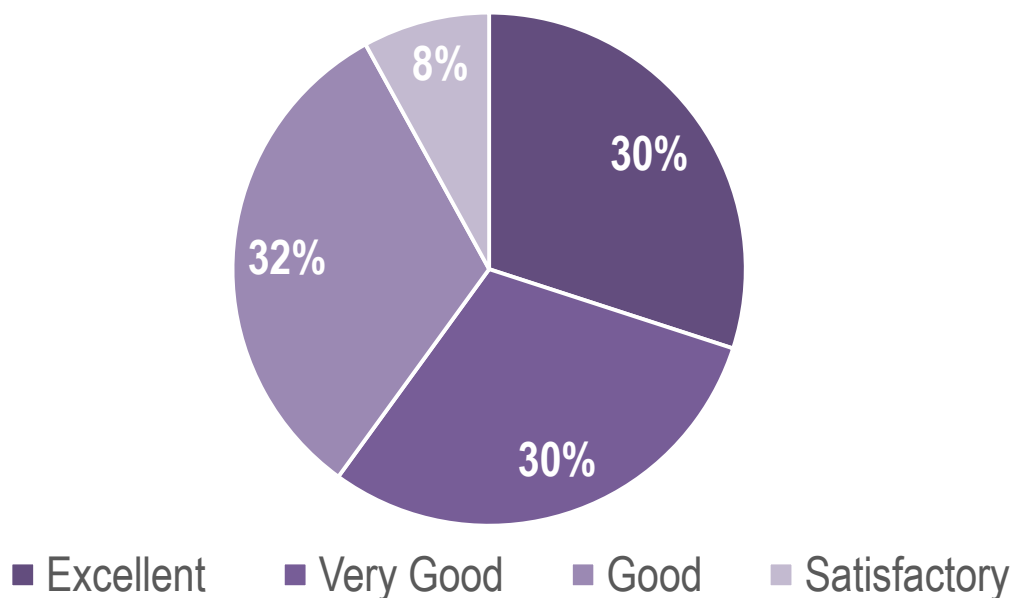


Figure 2: Electives and Alignment with Technological Advancements

The findings show that **30% of students** rated the **electives offered in relation to technological advancement** as **Excellent** and another **30% as Very Good**. A further **32% rated them as Good**, while **8% reported being Satisfied**. With **60% of students rating the electives as Excellent or Very Good**, the responses indicate a positive perception of the elective offerings, while also highlighting the importance of their **periodic updating in response to emerging technologies and evolving student and professional requirements**.

3. Applicability/ relevance to real life situations

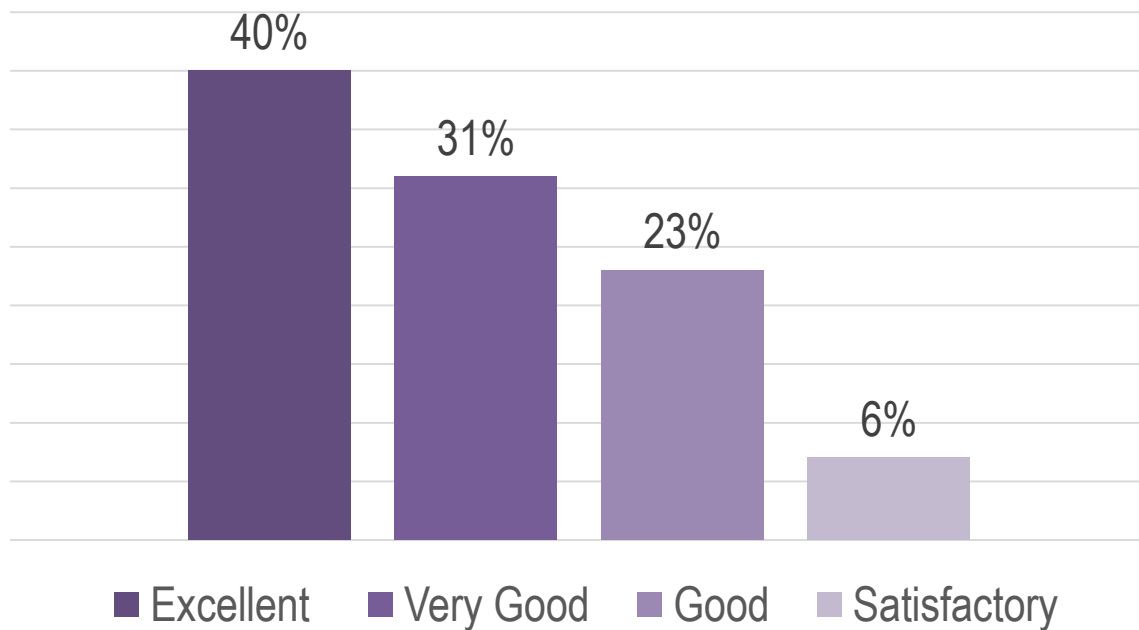


Figure 3: Applicability and Relevance of the Curriculum to Real-Life Situations

The feedback indicates that **40% of students rated the applicability and relevance of the curriculum to real-life situations as Excellent and 31% as Very Good**. Another **23% rated it as Good**, while 6% reported being Satisfied. Thus, **71% of students rated this dimension as Excellent or Very Good**, reflecting a favourable perception of the curriculum's real-life applicability and its connection with practical contexts. The findings also support continued emphasis on experiential, application-oriented and context-based learning.

4. Size of the syllabus in terms of the Academic load of the student

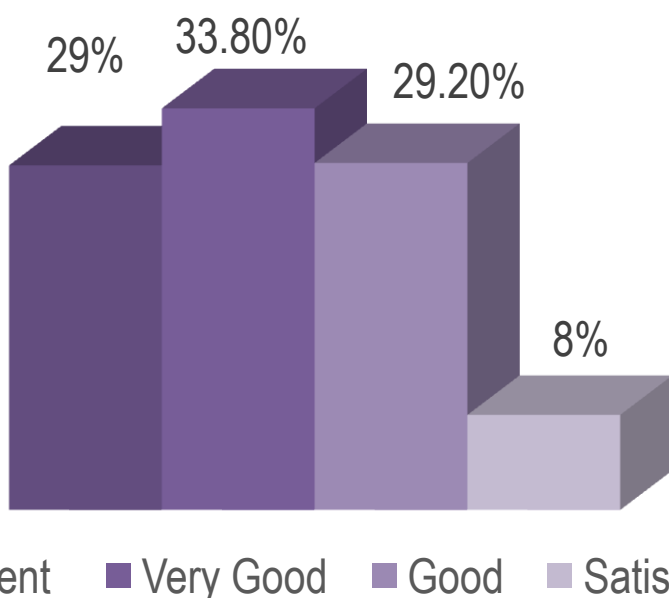


Figure 4: Appropriateness of Syllabus Size and Academic Workload

■ Excellent ■ Very Good ■ Good ■ Satisfactory

The findings reveal that **29% of students rated the syllabus size in terms of academic workload as Excellent**, while **33.8% rated it as Very Good**. A further **29.2% rated it as Good**, and 8% reported being Satisfied. With **62.8% of students rating the syllabus workload as Excellent or Very Good**, the feedback indicates that the academic load was generally perceived as appropriate. The findings nevertheless reinforce the need for periodic review of syllabus volume to maintain an appropriate balance between curriculum coverage, depth of learning and student workload.

5. Usefulness of the course in terms of knowledge, skills and broader perspectives

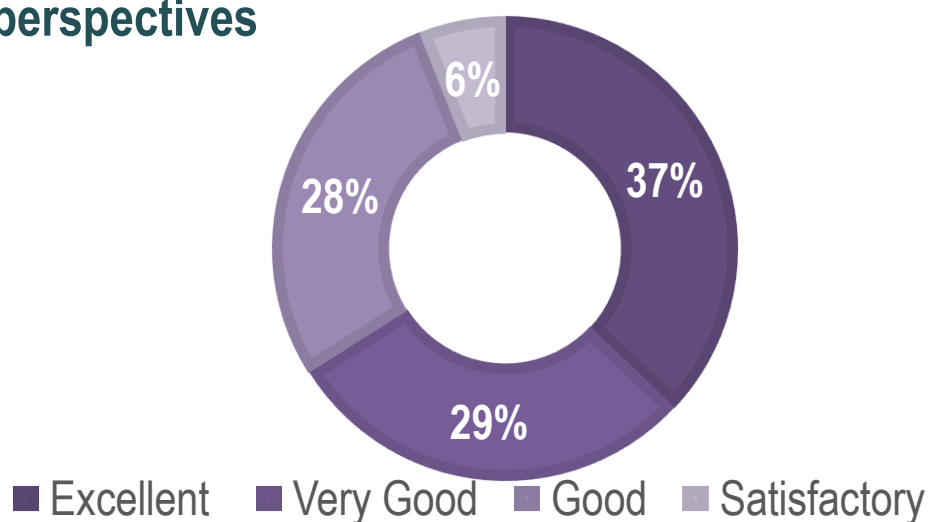


Figure 5: Contribution of Courses to Knowledge, Skills and Broader Perspectives

The findings indicate that **37% of students rated the usefulness of the course in developing knowledge, conceptual understanding, vocational skills, analytical abilities and broader perspectives as Excellent**, while **29% rated it as Very Good**. A further **28% rated it as Good**, and 6% reported being Satisfied. Thus, **66% of students rated this dimension as Excellent or Very Good**, indicating a favourable perception of the curriculum's contribution to academic and broader competency development. The responses also underline the importance of continued strengthening of skill-oriented, analytical and interdisciplinary learning opportunities.

Conclusion

The analysis of student feedback reflects a **generally favourable perception of the curriculum** across the five dimensions assessed. The strongest response was observed for the **applicability and relevance of the curriculum to real-life situations**, with 71% of students rating it as Excellent or Very Good. The contribution of courses to knowledge, skills and broader perspectives received 66% Excellent/Very Good ratings, while syllabus workload and elective offerings received 62.8% and 60%, respectively. Course content and relevance of units recorded 55% Excellent/Very Good responses.

Overall, the feedback provides evidence of **positive student perceptions of curriculum relevance, practical applicability and academic usefulness**, while also identifying scope for continuous enhancement. The findings may be considered by the **Board of Studies and other appropriate academic bodies** for periodic curriculum review, particularly in updating course content and electives in response to technological developments, strengthening application-oriented learning, and ensuring an appropriate balance between curriculum coverage and student workload. In this way, student feedback contributes to the University's ongoing **quality assurance and continuous improvement process**.



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Teachers' Feedback

Prepared by: Internal Quality Assurance Cell (IQAC)

Teachers are key stakeholders in curriculum development and the teaching–learning process, and their feedback provides important inputs for assessing curriculum relevance, academic applicability, employability orientation, and industry responsiveness. During the academic year **2025–2026, feedback was received from 386 faculty members** on key aspects of curriculum design and development. The responses were analysed to identify strengths and areas for continued academic enhancement.

1. Syllabus is suitable to the course and is need-based

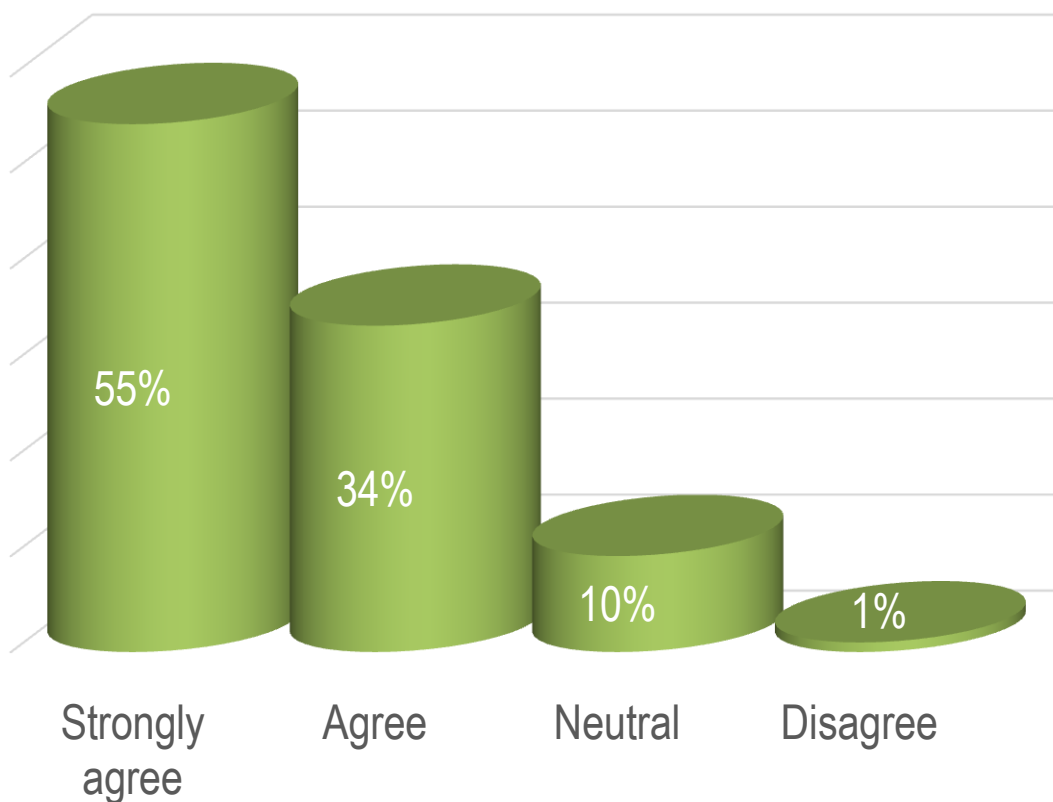


Figure 1: Relevance and Need-Based Nature of the Syllabus

The findings indicate that **55% of faculty members strongly agreed and 34% agreed** that the syllabus is suitable for the course and need-based. With **89% expressing agreement**, the response reflects a favourable faculty perception of the relevance and appropriateness of the syllabus to course requirements.

2.The Course /Syllabus has a good balance between theory and application

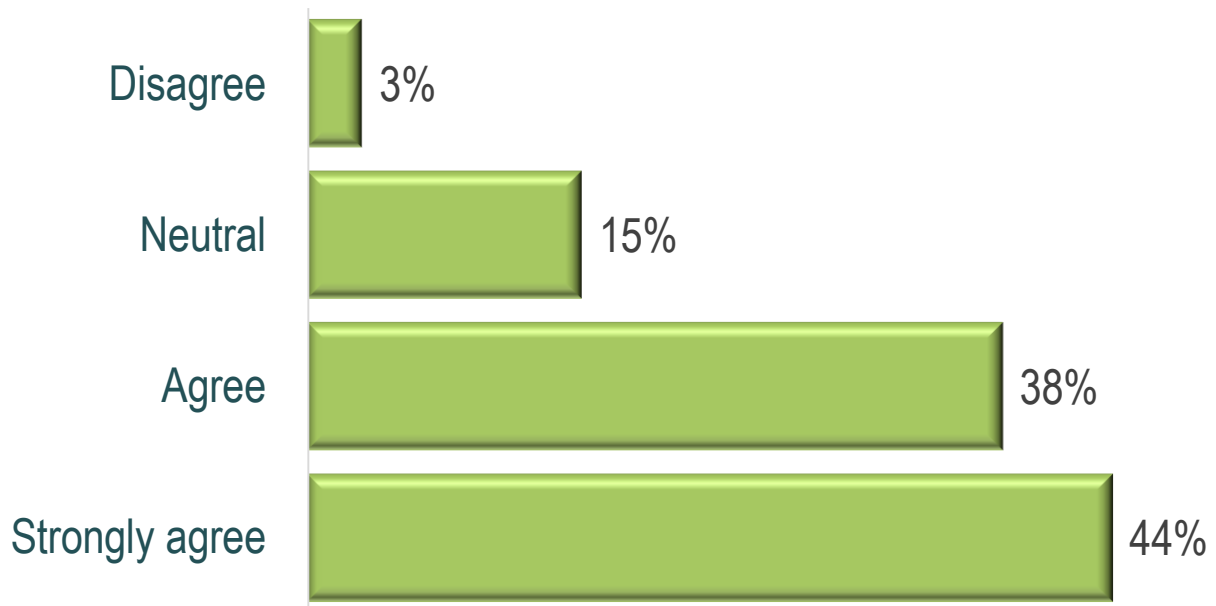


Figure 2: Balance between Theoretical and Practical Components

The findings show that **44% of faculty members strongly agreed and 38% agreed** that the course/syllabus maintains a good balance between theory and application. The combined **82% agreement** indicates a positive faculty perception of the integration of theoretical foundations with practical and application-oriented learning.

3. Employability is given weightage in curriculum design and development

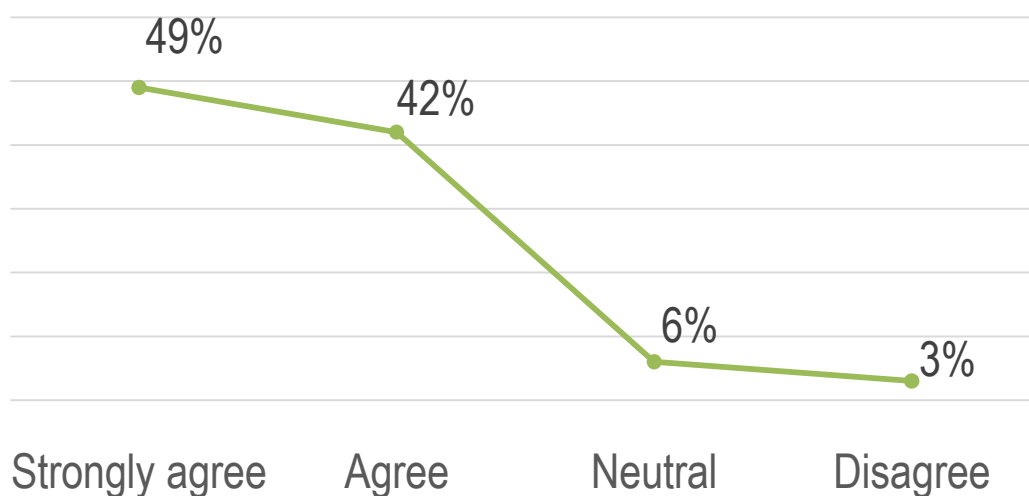


Figure 3: Integration of Employability in Curriculum Design and Development

The findings indicate that **49% of faculty members strongly agreed and 42% agreed** that due weightage is given to employability in curriculum design and development. With **91% expressing agreement**, the response indicates strong faculty recognition of the employability orientation embedded in the curriculum development process.

4. Industry Representation in the Board of Studies Supports Curriculum Design and Revision

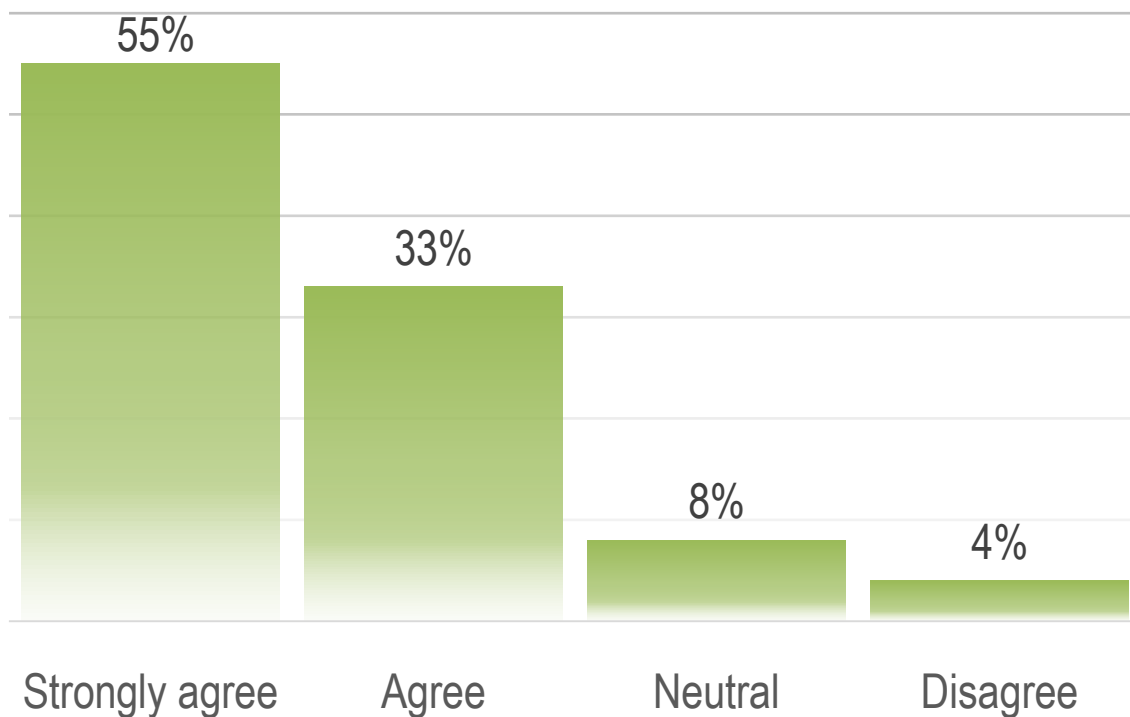


Figure 4: Industry Representation in Curriculum Design and Revision

The findings reveal that **55% of faculty members strongly agreed and 33% agreed** that representation from business and industry in the Board of Studies is helpful in designing and improving course syllabi. The **88% overall agreement** indicates positive faculty perception of industry participation as an important input for curriculum design and revision.

Conclusion

The analysis of teachers' feedback indicates an **overall positive perception of the University's curriculum**, particularly with regard to syllabus relevance, the balance between theoretical and practical components, employability orientation, and industry participation in curriculum design. The findings provide useful inputs for the University's **continuous quality improvement process**, while also supporting the need for periodic curriculum review and further strengthening of application-oriented, employability-focused, and industry-responsive learning components.



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Alumni Feedback

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Alumni feedback provides valuable evidence on the relevance and effectiveness of the University's academic programmes and their contribution to graduates' academic and professional development. It also serves as an important input for curriculum review and continuous quality improvement. During the academic year 2025–2026, a total of **444 alumni respondents** participated in the curriculum feedback process. Their responses were analysed across key dimensions relating to career guidance, curriculum relevance, higher education and research orientation, and academic enrichment.

1. Career Counselling and Guidance Were Effective

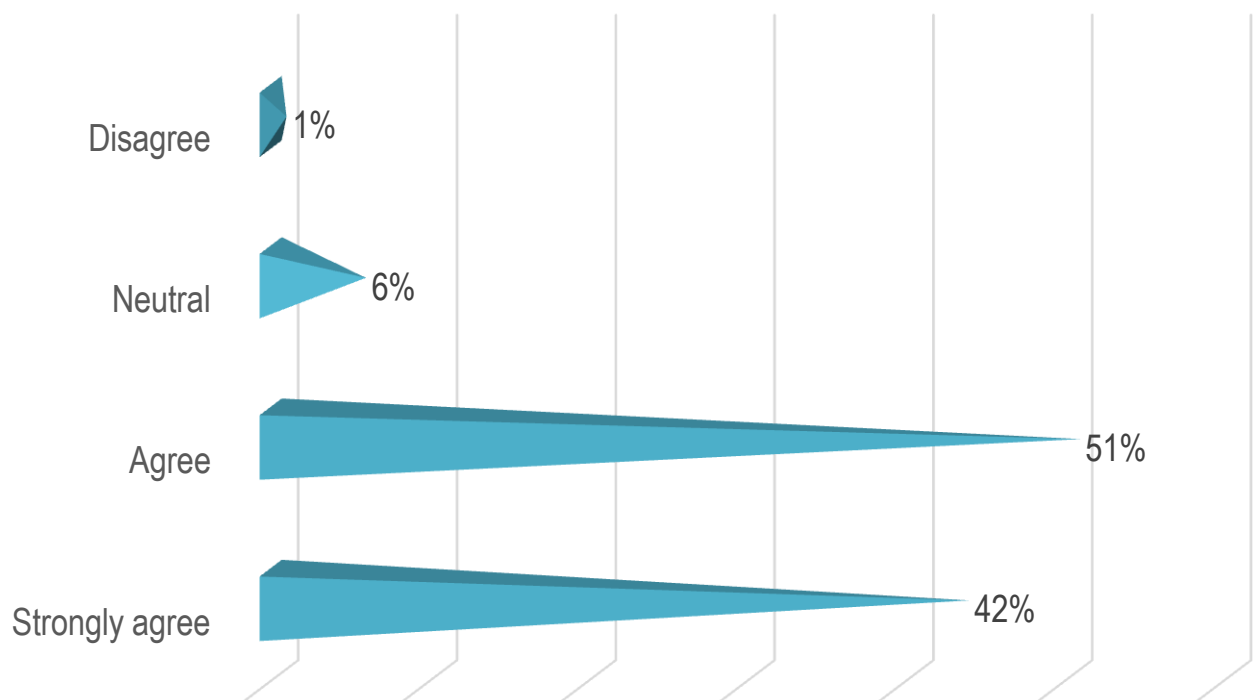


Figure 1: Effectiveness of Career Counselling and Guidance

Figure 1 indicates that **42% of alumni strongly agreed** and **51% agreed** that career counselling and guidance provided by the University were effective. With **93% expressing agreement**, the finding reflects a favourable perception of the University's career guidance initiatives and highlights their relevance to students' career planning and progression.

2. The Course Curriculum Design Fulfilled My Expectations

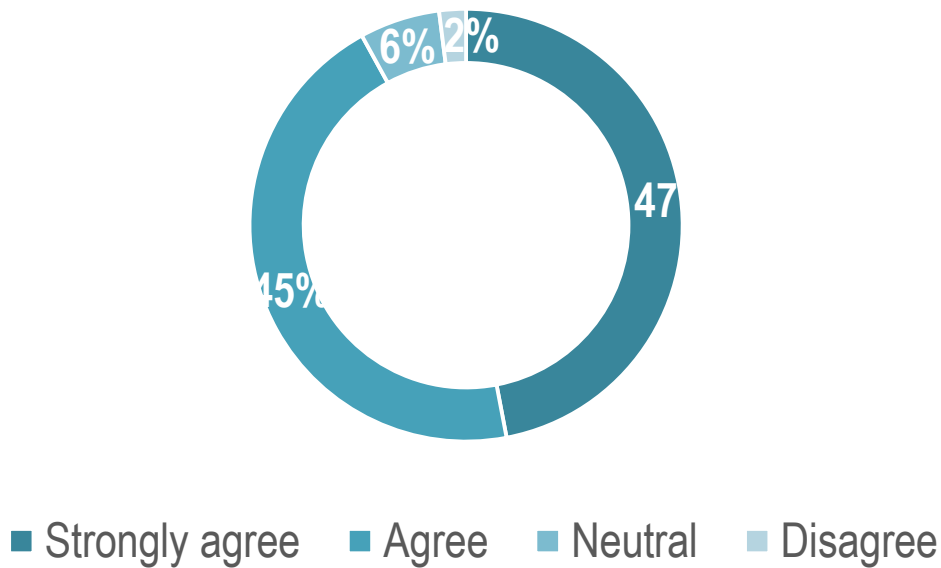


Figure 2: Alignment of Curriculum Design with Alumni Expectations

Figure 2 shows that **47% of alumni strongly agreed** and **45% agreed** that the course curriculum design fulfilled their expectations. The overall positive response indicates that the curriculum was perceived as relevant and aligned with the academic and professional expectations of the alumni, while providing scope for continued review and enrichment.

3. The Syllabus Created Interest to Pursue Postgraduate Studies/Research

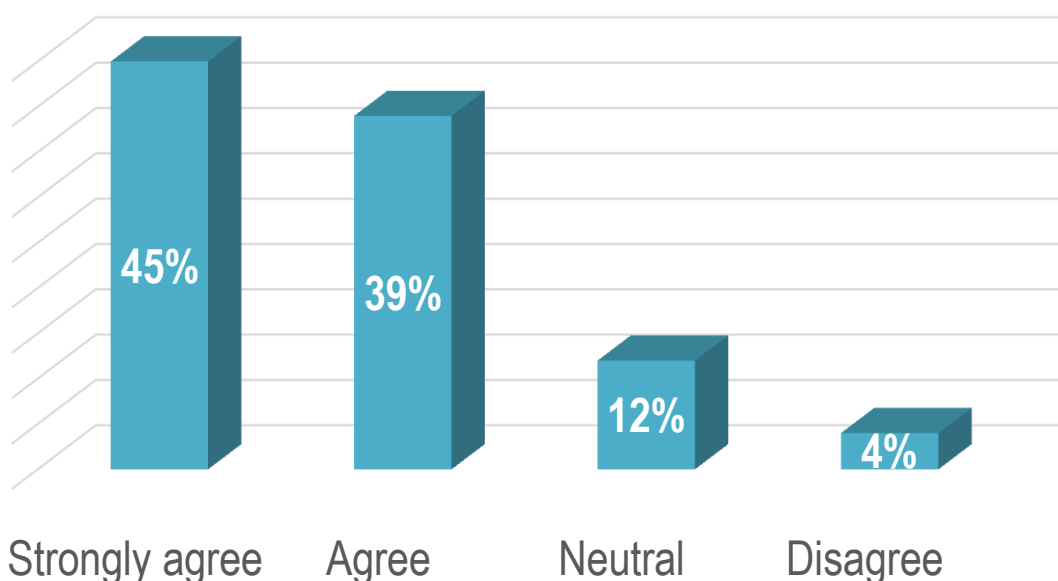


Figure 3: Curriculum-Induced Interest in Higher Education and Research

Figure 3 reveals that **45% of alumni strongly agreed and 39% agreed** that the syllabus created interest in pursuing postgraduate studies and research in their respective fields. The finding suggests that the curriculum contributes to developing academic interest and encouraging learners towards further education and research.

4. Academic Initiatives Enhanced Students' Knowledge

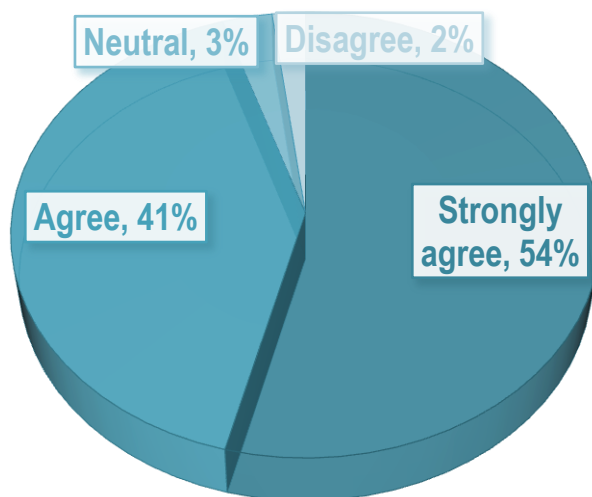


Figure 4: Contribution of Academic Initiatives to Knowledge Enhancement

Figure 4 indicates that **54% of alumni strongly agreed and 41% agreed** that the academic initiatives undertaken by the University enhanced students' knowledge. The **95% overall agreement** reflects a favourable alumni perception of the University's academic initiatives and their contribution to students' learning and intellectual development.

Conclusion

The analysis of alumni feedback indicates an **overall positive perception of the University's curriculum and academic initiatives**, particularly in relation to career guidance, curriculum relevance, academic enrichment, and encouragement towards higher education and research. The findings provide useful inputs for the University's **continuous quality improvement process** and support the need for sustained review and enhancement of curriculum content, career guidance initiatives, and academic opportunities in response to emerging learner and societal needs.

The stakeholder feedback collected during the academic year 2025–2026 reflects an overall positive perception of the Institute's curriculum, academic initiatives, and support systems. Students expressed favourable views on course relevance, applicability to real-life situations, academic workload, elective offerings, and the development of knowledge and skills. Faculty members also reported positive perceptions regarding curriculum design, employability orientation, technological advancement, and the scope for academic enrichment. Alumni feedback further indicated favourable perceptions of curriculum relevance, career guidance, academic initiatives, and the potential of the programmes to support higher education and research aspirations.

The findings provide valuable inputs for the University's **continuous quality improvement process**. While the overall responses are encouraging, the feedback also highlights scope for further strengthening curriculum relevance, updating content in response to emerging developments, enhancing experiential and application-oriented learning, and expanding opportunities that support employability and academic progression. The feedback will therefore serve as an important reference for the **Board of Studies and other appropriate academic bodies** in reviewing curriculum and academic practices and in planning appropriate measures for sustained academic quality enhancement.