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CHRIST

(DEEMED TO BE UNIVERSITY)

B E N G A L U R U • I N D I A

DEPARTMENT OF LIBERAL ARTS

SCHOOL OF SOCIAL SCIENCES

BANNERGHATTA ROAD CAMPUS

A.Y 2025-26

1.4.1: Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Academic Peers, 6) Industry Experts etc.

**Feedback Analysis Report of Department of Liberal Arts on Curriculum for Academic
year 2025-2026**

Feedback plays a vital role in assessing the effectiveness of academic programs in achieving their intended goals. In the ongoing process of curriculum design, development, and revision, incorporating feedback is essential to ensure alignment with desired learning outcomes. A key aspect of outcome-based education is the active involvement of stakeholders in defining the expected results of a course or program.

At CHRIST (Deemed to be University), a comprehensive 360-degree feedback system has been implemented, engaging a diverse range of stakeholders. This system goes beyond mere data collection; it involves in-depth analysis to identify areas for enhancement, explore potential new programs, and evaluate the effectiveness of existing curriculum revisions. The insights gathered inform the development of strategic action plans aimed at continuous improvement in subsequent academic cycles.

To uphold the relevance and quality of academic offerings, the university mandates all departments to systematically collect and analyze curriculum feedback. This report focuses on the department of Liberal Arts, offering a detailed examination of the feedback collected, the nature of responses, areas identified for improvement, and the actions taken in response. The report initially provides an overview of the responses received for the Liberal Arts program and subsequently analyzes stakeholder perspective.

The questionnaire has been carefully designed taking into account all aspects necessary for regular curriculum revisions and the introduction of new courses and programs in the department.

Stakeholders	No of Responses
Students	27
Teachers	8
Employers	5
Alumni	10

Academic Peers	3
Entrepreneurs	5

Feedback from Students:

The student feedback process employs a 5-point rating scale, where 5 represents the highest level of satisfaction and 1 the lowest. The feedback questionnaire serves as a crucial tool in evaluating whether the curriculum aligns with the principles of outcome-based education. It assesses the extent to which the curriculum fosters a research-oriented mindset, nurtures curiosity, and promotes a lifelong learning approach among students. These elements play a significant role in fulfilling the department's mission and achieving its broader vision. The student feedback questionnaire, outlined below, is designed to gather insights on key aspects of the curriculum:

1. Clarity of Learning Outcomes:

- Are the learning objectives of the courses clearly defined and effectively communicated?

2. Integration of Theory and Practice:

- How effectively do the courses combine theoretical concepts with practical applications?

3. Career Alignment and Skill Development:

- How well do the courses align with your career goals and provide relevant skill development?

4. Relevance to Industry Standards:

- How relevant is the curriculum in relation to current industry trends and demands?

5. Course Variety and Offerings:

- How satisfied are you with the range and diversity of courses available?

6. Additional Feedback:

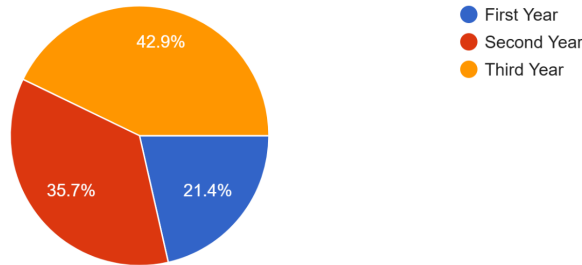
- Do you have any other suggestions or feedback for curriculum improvement?

This structured approach ensures that student perspectives are systematically gathered and analyzed, contributing to continuous curriculum enhancement and overall academic excellence.

Student Feedback on Syllabus

The results of the survey are summarized as follows:

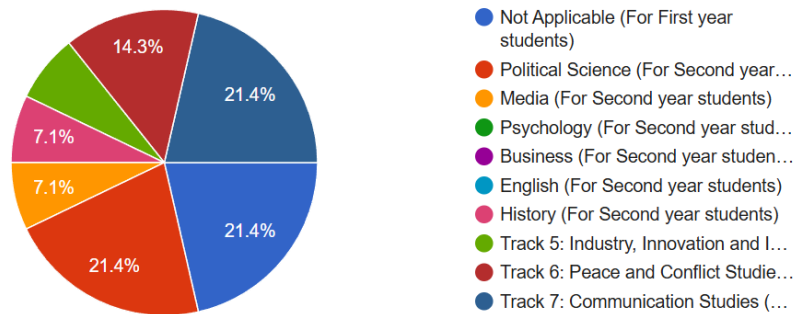
Please select your current academic year
14 responses



Please specify your selected Track/Specialization
14 responses

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Q1. Are the learning objectives of the courses clearly defined and effectively communicated?

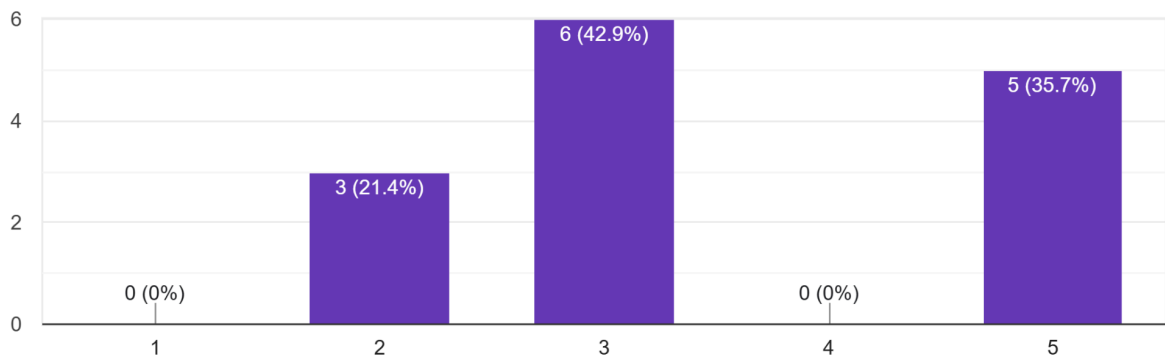
The analysis of the responses indicates a mixed perception regarding the clarity and communication of course learning objectives. Only a moderate portion of respondents, 35.7%, rated this aspect as above average to excellent (4 and 5), suggesting that the learning objectives are effectively conveyed to a subset of students. However, a significant 42.9% of respondents rated the clarity as average (3), indicating a strong baseline need for improvement in ensuring greater transparency and understanding of the course objectives.

Additionally, 21.4% of respondents rated the clarity below average (1 and 2), highlighting specific areas that may require immediate attention to enhance communication strategies and make learning objectives more accessible and comprehensible to all students.

Overall, while some respondents perceive the learning objectives as well-defined, the large proportion of average and lower ratings suggests that efforts to address these concerns could significantly strengthen clarity. Gathering targeted feedback to understand the disconnect could help identify specific challenges and refine communication strategies accordingly.

Are the learning objectives of the courses clearly defined and effectively communicated?

14 responses



Q2. How effectively do the courses combine theoretical concepts with practical applications?

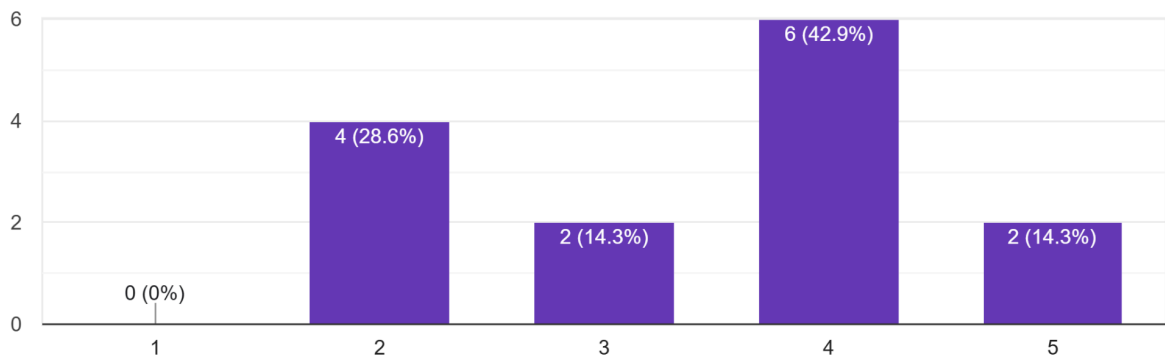
The analysis of the responses indicates a generally positive perception regarding the combination of theoretical concepts with practical applications in the courses. A majority of respondents, 57.2%, rated this aspect as above average to excellent (4 and 5), suggesting that the practical application of theory is effectively executed for most students. However, 14.3% of respondents rated this integration as average (3), indicating that there is still some room for improvement in bridging the gap between theory and practice consistently.

Additionally, a notable 28.6% of respondents rated the practical application below average (1 and 2), highlighting specific areas in the curriculum that may require attention to ensure theoretical concepts are more robustly tied to real-world, practical scenarios.

Overall, while the majority of respondents feel theoretical concepts and practical applications are effectively combined, targeted efforts to address the concerns of those who rated lower could further strengthen the curriculum. Reevaluating courses with a heavier theoretical focus to incorporate more hands-on activities could refine the learning experience.

How effectively do the courses combine theoretical concepts with practical applications?

14 responses



Q3. How well do the courses align with your career goals and provide relevant skill development?

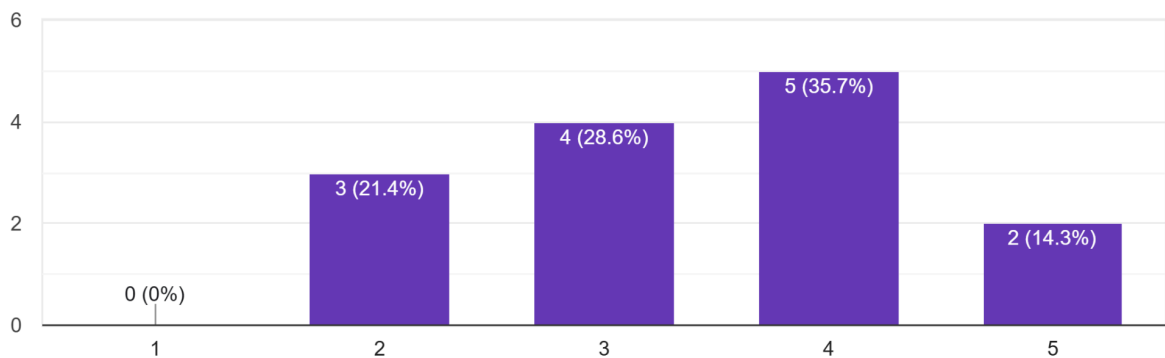
The analysis of the responses indicates a moderately positive perception regarding the alignment of courses with career goals and relevant skill development. Exactly half of the respondents, 50.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the courses are effectively meeting the professional development needs of a significant portion of the student body. However, 28.6% of respondents rated this alignment as average (3), indicating a need to further refine course offerings to better support diverse career trajectories.

Additionally, 21.4% of respondents rated the career alignment and skill development below average (1 and 2), highlighting a gap that requires attention to ensure the curriculum provides universally valuable and applicable skills for the modern workforce.

Overall, while a solid foundation exists in aligning courses with career goals, actively addressing the concerns of those who rated this aspect lower could significantly improve student outcomes. Integrating more targeted career-readiness workshops or skill-specific modules could help bridge this gap and provide more relevant development for all students.

How well do the courses align with your career goals and provide relevant skill development?

14 responses



Q4. How relevant is the curriculum in relation to current industry trends and demands?

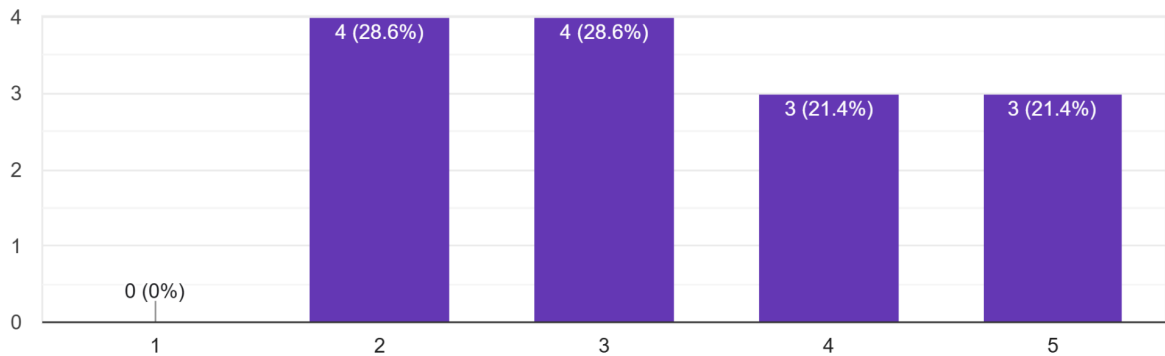
The analysis of the responses indicates a divided perception regarding the relevance of the curriculum in relation to current industry trends and demands. A moderate portion of respondents, 42.8%, rated this aspect as above average to excellent (4 and 5), suggesting that elements of the curriculum are successfully keeping pace with industry standards. However, 28.6% of respondents rated the relevance as average (3), indicating that regular curriculum updates are necessary to maintain a strong baseline of industry alignment.

Additionally, an equal 28.6% of respondents rated the industry relevance below average (1 and 2), highlighting a critical area that requires attention to ensure course content does not become outdated and disconnected from current market demands.

Overall, while some respondents perceive the curriculum as highly relevant, the combined average and lower ratings indicate a clear need for curriculum review. Establishing stronger feedback loops with industry professionals and updating syllabi to reflect contemporary trends could effectively address these concerns and elevate the program's relevance.

How relevant is the curriculum in relation to current industry trends and demands?

14 responses



Q5. How satisfied are you with the range and diversity of courses available?

The analysis of the responses indicates a largely critical perception regarding student satisfaction with the range and diversity of available courses. Only a minority of respondents, 35.7%, rated this aspect as above average to excellent (4 and 5), suggesting that the current course variety meets the expectations of a

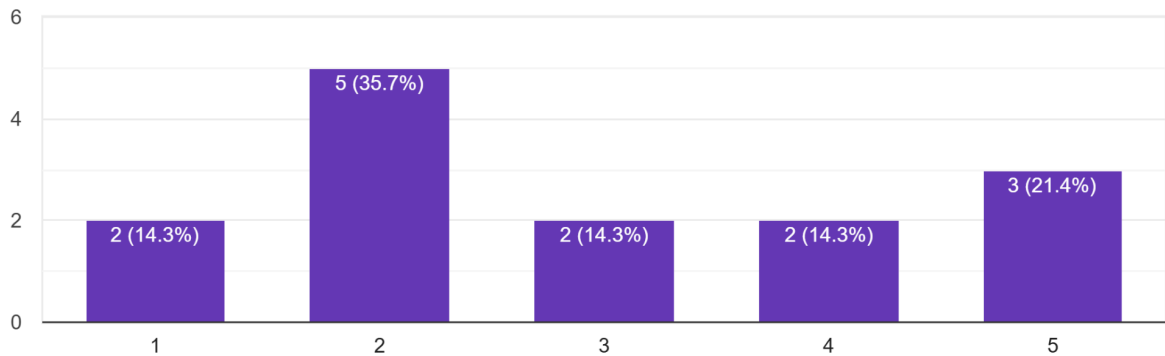
smaller segment of the student body. Furthermore, 14.3% of respondents rated their satisfaction as average (3), indicating a baseline desire for a broader selection of academic offerings.

Most notably, exactly half of the respondents, 50.0%, rated the range and diversity of courses below average (1 and 2), strongly highlighting a major area requiring immediate administrative attention to expand elective options and diverse subject matters.

Overall, the data reveals a clear mandate to improve the variety of the curriculum, as a significant portion of students feel the current offerings are too limited. Conducting a targeted survey to understand which specific courses or disciplines students feel are missing would be a highly effective next step in addressing this widespread concern.

How satisfied are you with the range and diversity of courses available?

14 responses



Feedback from Teachers

The Teacher Feedback Form follows a structured 5-point rating scale, where 5 represents the highest level of alignment, effectiveness, or satisfaction, while 1 indicates the lowest. This structured evaluation provides insights into how well the academic framework functions from an educator's perspective, ensuring that the pedagogical environment and institutional resources fully support effective teaching and student success.

The questionnaire is designed to assess critical aspects of the curriculum and institutional support across four key sections:

Section A: Curriculum & Course Design: How relevant, well-structured, and balanced is the syllabus in meeting current academic and industry needs?

Section B: Teaching–Learning Process: To what extent is academic freedom, inclusive education, and the use of innovative teaching practices encouraged?

Section C: Assessment & Evaluation: How transparent, fair, and effective is the evaluation system in measuring student learning outcomes and providing timely feedback?

Section D: Institutional Support & Infrastructure: How adequately equipped are the facilities, and how well does the institution support professional development and research?

By systematically analyzing this feedback, the institution can make strategic improvements to enhance the curriculum's design, elevate the teaching-learning experience, and ensure faculty are well-supported in their academic and professional endeavors.

Teachers' Feedback on Syllabus

Q1. Rate the following: The syllabus is relevant to current academic and industry needs.

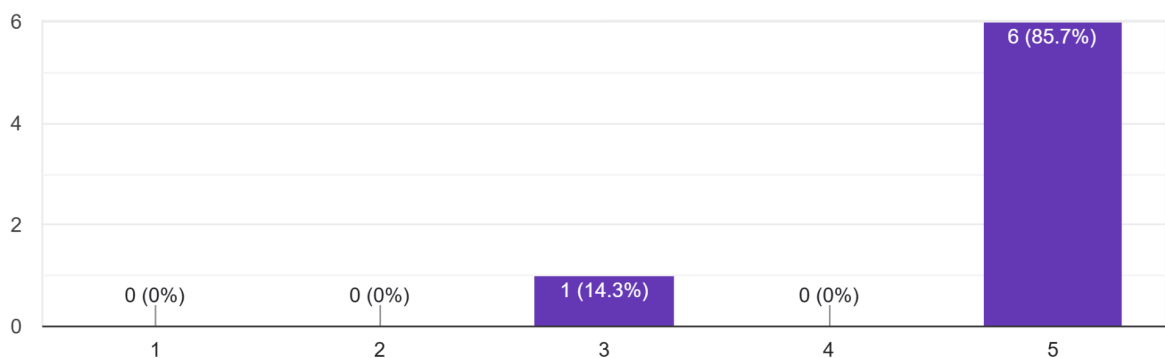
The analysis of the responses indicates a highly positive perception regarding the relevance of the syllabus to current academic and industry needs. A significant majority of respondents, 85.7%, rated this aspect as excellent (5), suggesting that the syllabus is highly applicable and up-to-date. However, 14.3% of respondents rated the relevance as average (3), indicating a minor need for ongoing review to ensure complete alignment.

Notably, 0.0% of respondents rated the relevance below average (1 and 2), highlighting a commendable lack of major deficiencies or obsolescence in the current syllabus design.

Overall, teachers view the syllabus relevance very favorably. Engaging in regular, minor curriculum updates based on the slight average feedback will ensure the department maintains this high standard of academic and professional alignment.

Rate the following: The syllabus is relevant to current academic and industry needs. (Linear scale: 1 = Poor, 5 = Excellent)

7 responses



Q2. The curriculum is well-structured and balanced.

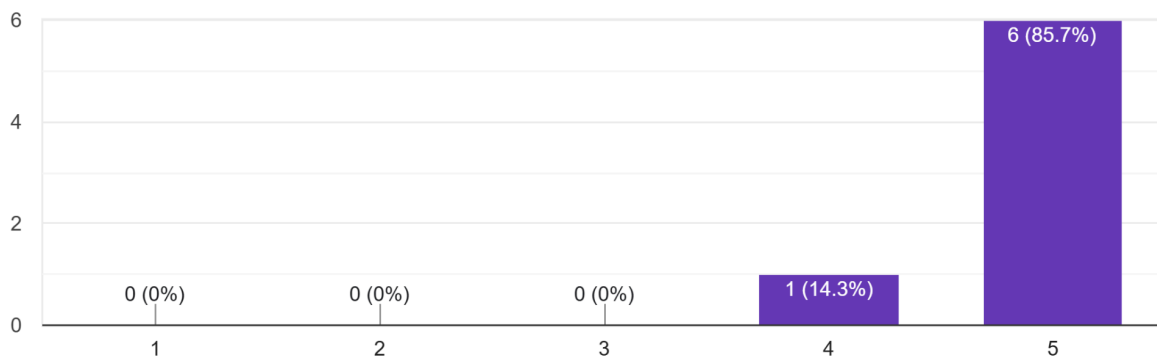
The analysis of the responses indicates an exceptionally positive perception regarding the structure and balance of the curriculum. A full 100.0% of respondents rated this aspect as above average to excellent (4 and 5), suggesting complete confidence in how the curriculum is organized and paced. Notably, 0.0% of respondents rated the structure as average (3), indicating strong universal agreement on its effectiveness.

Furthermore, 0.0% of respondents rated the curriculum structure below average (1 and 2), highlighting a total absence of critical concerns regarding its balance or course load distribution.

Overall, the data reveals a unanimous consensus among teachers that the curriculum is exceptionally well-structured. The department should continue its current curriculum design and review practices to maintain this outstanding level of structural satisfaction.

The curriculum is well-structured and balanced.

7 responses



Q3. Learning objectives and outcomes are clearly defined.

The analysis of the responses indicates an overwhelmingly positive perception regarding the clarity of learning objectives and outcomes. All respondents, 100.0%, rated this aspect as above average to

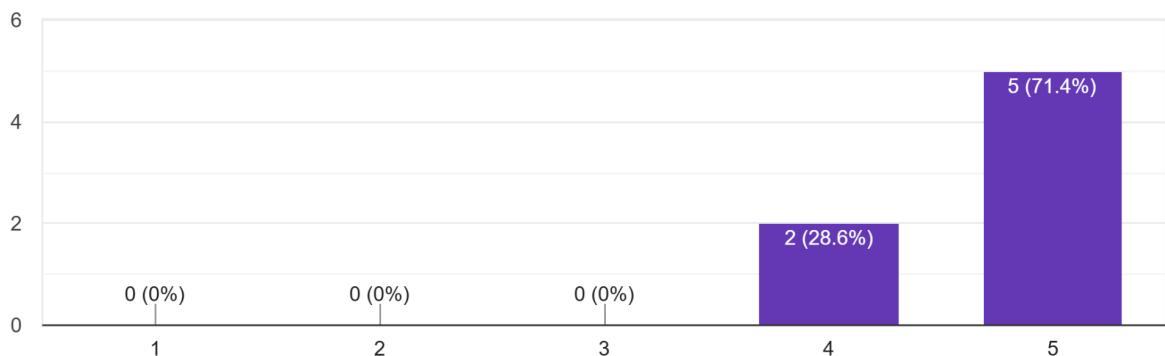
excellent (4 and 5), suggesting that educational goals are transparently and effectively defined across the board. Accordingly, 0.0% of respondents rated this clarity as average (3), indicating no baseline ambiguity among the teaching staff.

Additionally, 0.0% of respondents rated the clarity of learning objectives below average (1 and 2), underscoring a complete lack of confusion regarding expected course outcomes and deliverables.

Overall, teachers are highly satisfied with how learning objectives are documented and defined. Continuing to uphold these clear standards during syllabus creation will ensure ongoing pedagogical alignment across all courses.

Learning objectives and outcomes are clearly defined.

7 responses



Q4. Course content promotes critical thinking and analytical skills.

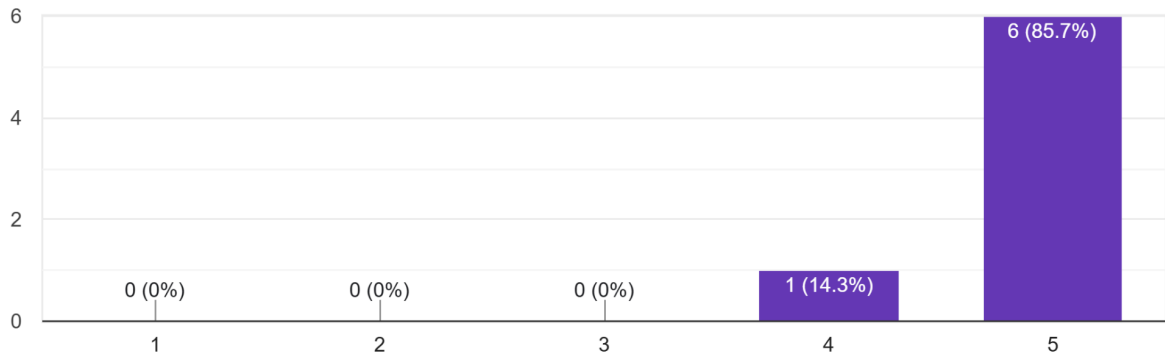
The analysis of the responses indicates a strongly positive perception regarding the course content's ability to promote critical thinking and analytical skills. A unanimous 100.0% of respondents rated this aspect as above average to excellent (4 and 5), suggesting the material effectively challenges students intellectually. Consequently, 0.0% of respondents rated this promotion of skills as average (3).

Furthermore, 0.0% of respondents rated this aspect below average (1 and 2), highlighting that the faculty sees no deficiencies in how the courses stimulate high-level cognitive engagement and analytical thought.

Overall, the course content is highly successful in developing essential analytical competencies among students. The department should maintain its current pedagogical frameworks to sustain this intellectual rigor.

Course content promotes critical thinking and analytical skills.

7 responses



Q5. The curriculum supports interdisciplinary learning.

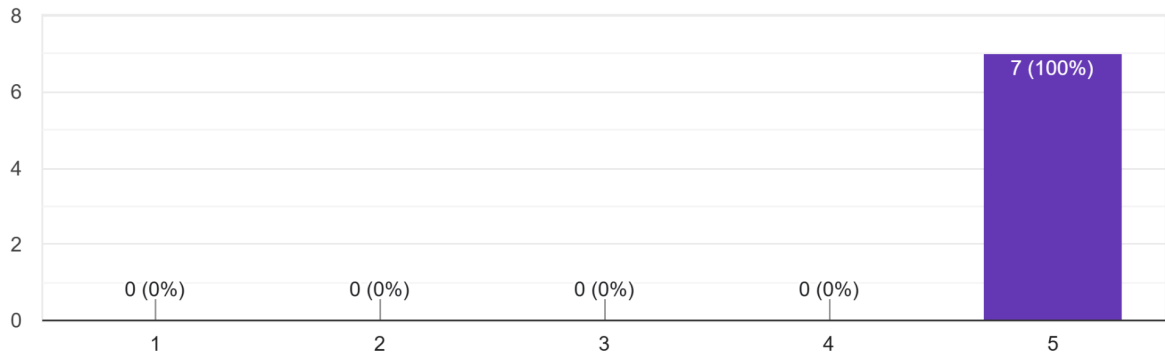
The analysis of the responses indicates a perfectly positive perception regarding the curriculum's support for interdisciplinary learning. A full 100.0% of respondents rated this aspect as excellent (5), suggesting absolute confidence in the successful integration of interdisciplinary elements. Naturally, 0.0% of respondents rated this support as average (3).

Additionally, 0.0% of respondents rated the interdisciplinary support below average (1 and 2), highlighting a total absence of siloing concerns within the academic structure.

Overall, the curriculum is viewed as exceptionally strong in fostering interdisciplinary connections. Encouraging continued cross-departmental collaboration and integrated project work will help preserve this unanimous success.

The curriculum supports interdisciplinary learning.

7 responses



Q6. I have adequate academic freedom in selecting teaching methods.

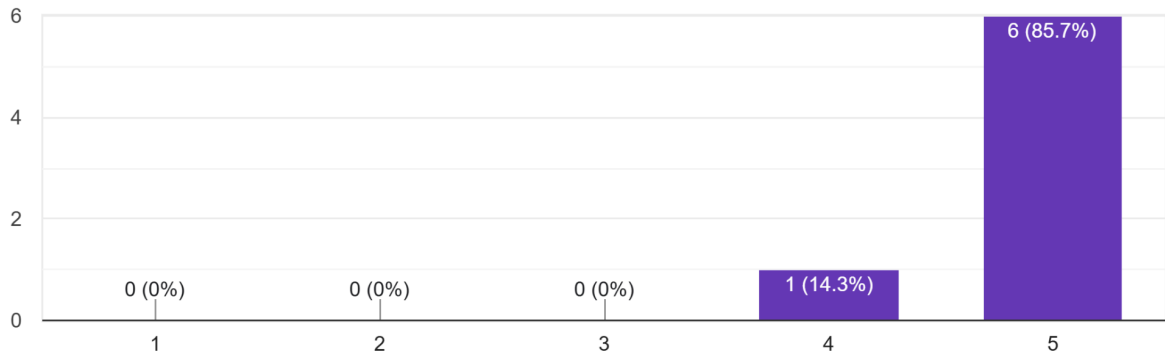
The analysis of the responses indicates a highly positive perception regarding academic freedom in selecting teaching methods. All respondents, 100.0%, rated this aspect as above average to excellent (4 and 5), suggesting that teachers feel fully empowered and trusted in their pedagogical choices. Consequently, 0.0% of respondents rated their academic freedom as average (3).

Furthermore, 0.0% of respondents rated this freedom below average (1 and 2), reflecting a complete lack of restriction or pedagogical micromanagement felt by the faculty.

Overall, the department provides an outstanding level of academic autonomy for its educators. Maintaining this trust-based environment will continue to empower faculty and foster innovative, highly effective teaching styles.

I have adequate academic freedom in selecting teaching methods.

7 responses



Q7. ICT tools and digital platforms are encouraged in teaching.

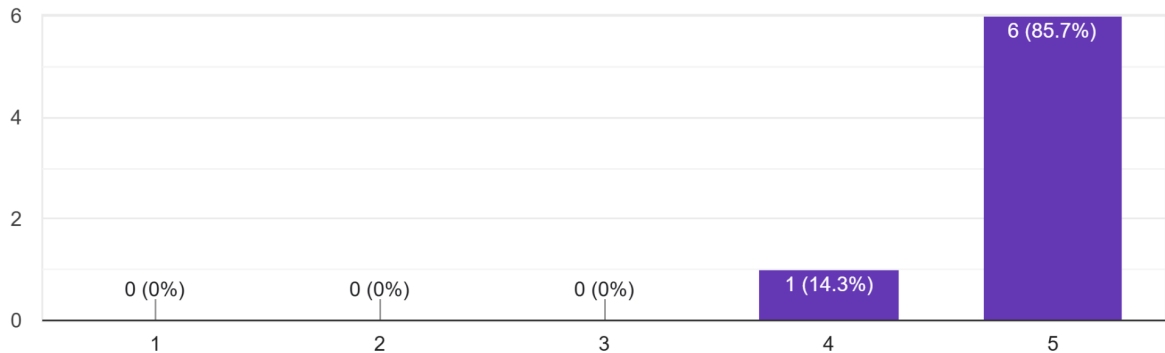
The analysis of the responses indicates a strongly positive perception regarding the encouragement of ICT tools and digital platforms in teaching. A unanimous 100.0% of respondents rated this aspect as above average to excellent (4 and 5), suggesting robust institutional support for technological integration in the classroom. Notably, 0.0% of respondents rated this encouragement as average (3).

Additionally, 0.0% of respondents rated the use of digital platforms below average (1 and 2), highlighting a complete absence of technological barriers or lack of administrative support for digital teaching aids.

Overall, the integration of ICT tools is a significant programmatic strength. Continuing to provide faculty with access to updated digital resources and training will ensure they maintain this high level of technological engagement.

ICT tools and digital platforms are encouraged in teaching.

7 responses



Q8. The classroom environment supports interactive learning.

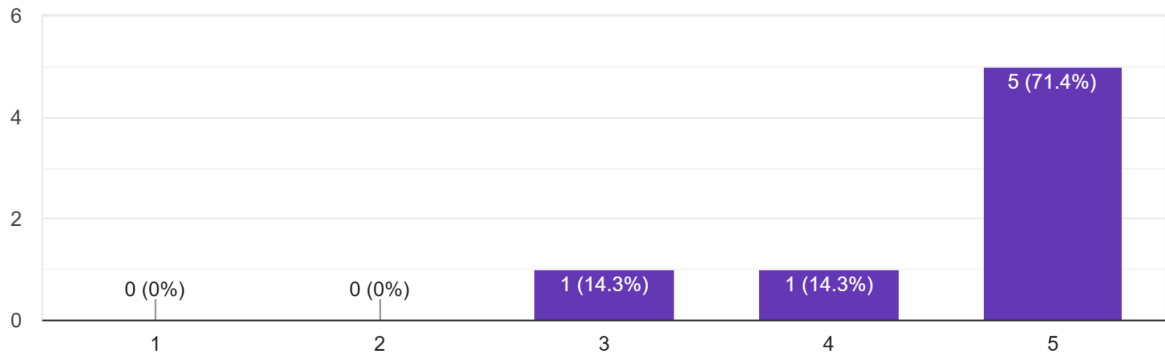
The analysis of the responses indicates a generally positive perception regarding the classroom environment's support for interactive learning. A significant majority of respondents, 85.7%, rated this aspect as above average to excellent (4 and 5), suggesting that the physical and academic spaces effectively facilitate student engagement. However, 14.3% of respondents rated this support as average (3), indicating a minor need to further optimize the environment for interaction.

Notably, 0.0% of respondents rated the classroom environment below average (1 and 2), highlighting a commendable lack of major physical, structural, or cultural impediments to interactive teaching.

Overall, teachers feel well-supported in fostering interactive classrooms. Soliciting specific feedback from the faculty on minor logistical or spatial tweaks could help elevate the learning environment further.

The classroom environment supports interactive learning.

7 responses



Q9. Diverse learning needs of students are addressed effectively.

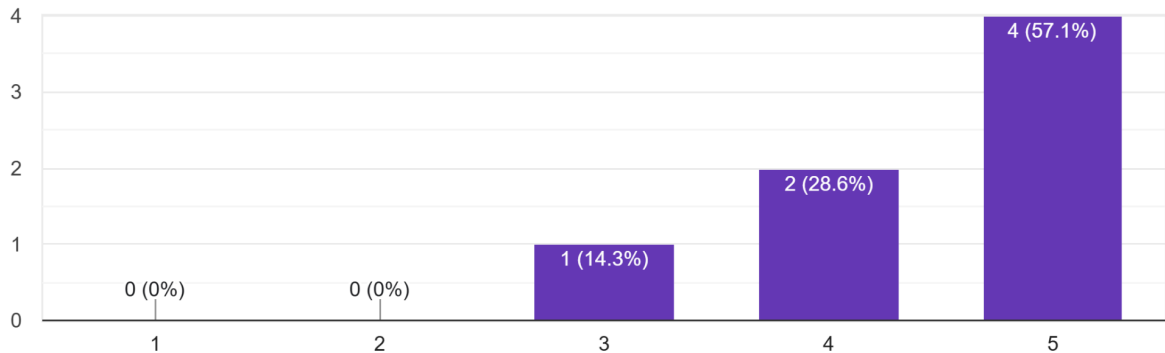
The analysis of the responses indicates a strongly positive perception regarding how effectively diverse learning needs are addressed. A large majority of respondents, 85.7%, rated this aspect as above average to excellent (4 and 5), suggesting that teachers feel well-equipped to handle varied student requirements and learning styles. However, 14.3% of respondents rated this effectiveness as average (3), indicating a slight need for additional resources or strategies for inclusive education.

Additionally, 0.0% of respondents rated the handling of diverse learning needs below average (1 and 2), highlighting a positive absence of critical failures in academic student support.

Overall, the faculty is highly effective at accommodating diverse learners. Providing occasional specialized workshops or resources on inclusive pedagogy could effectively address the minor average ratings and further empower educators.

Diverse learning needs of students are addressed effectively.

7 responses



Q10. Innovative and participative teaching practices are encouraged.

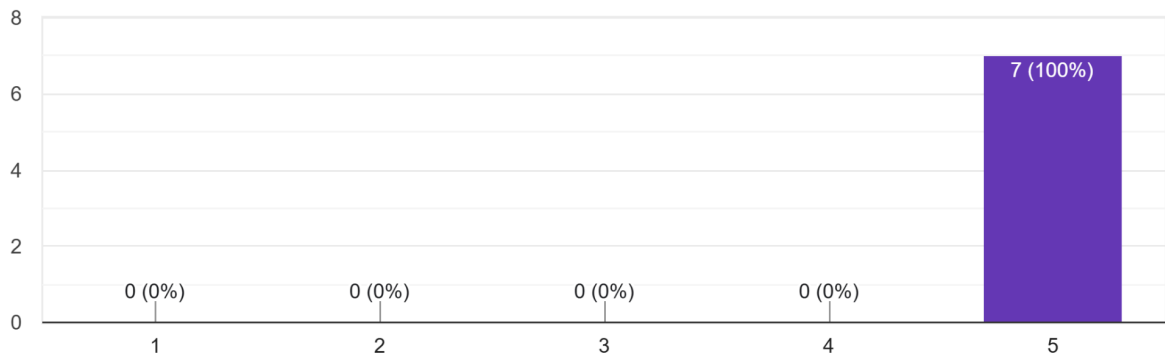
The analysis of the responses indicates a perfectly positive perception regarding the encouragement of innovative and participative teaching practices. A full 100.0% of respondents rated this aspect as excellent (5), suggesting universal agreement that progressive pedagogy is championed by the department. Naturally, 0.0% of respondents rated this encouragement as average (3).

Furthermore, 0.0% of respondents rated this aspect below average (1 and 2), reflecting a total absence of traditionalist stagnation or institutional resistance to new, participative methods.

Overall, the department is remarkably successful in fostering a culture of teaching innovation. Continuing to celebrate and share these participative practices among the faculty will sustain this exceptional, forward-thinking educational environment.

Innovative and participative teaching practices are encouraged.

7 responses



Q11. The evaluation system measures student learning outcomes effectively.

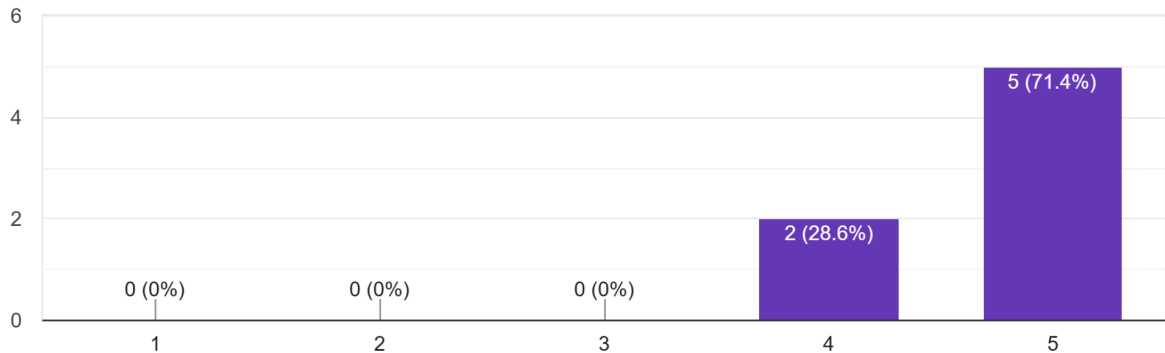
The analysis of the responses indicates a strongly positive perception regarding the effectiveness of the evaluation system in measuring student learning outcomes. A full 100.0% of respondents rated this aspect as above average to excellent (4 and 5), suggesting complete faculty confidence in the current assessment metrics. Consequently, 0.0% of respondents rated the system's effectiveness as average (3).

Furthermore, 0.0% of respondents rated the evaluation system below average (1 and 2), highlighting a total lack of concern regarding how accurately student competencies are being tracked and graded.

Overall, teachers view the evaluation system as highly robust and effective. The department should maintain its current grading rubrics and assessment criteria to sustain this excellent alignment with learning outcomes.

The evaluation system measures student learning outcomes effectively.

7 responses



Q12. Assessment methods are transparent and fair.

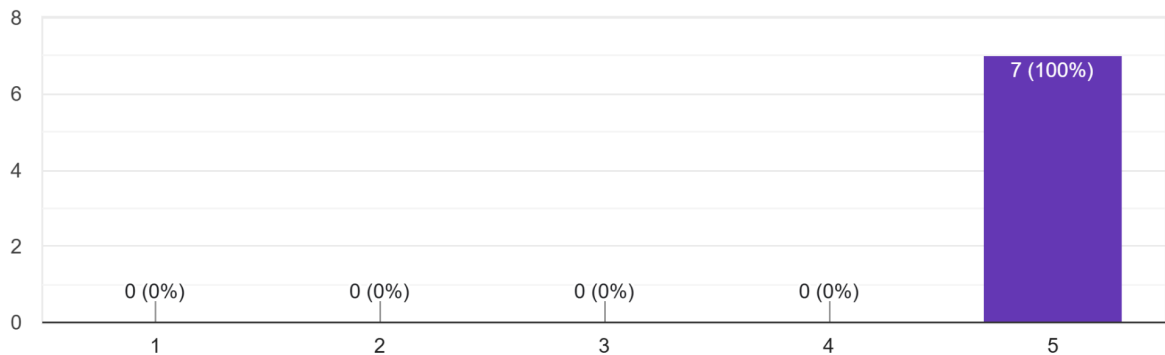
The analysis of the responses indicates an overwhelmingly positive perception regarding the transparency and fairness of assessment methods. An exceptional 100.0% of respondents rated this aspect as excellent (5), suggesting absolute universal agreement that the grading processes are just and clearly communicated. Naturally, 0.0% of respondents rated this transparency as average (3).

Additionally, 0.0% of respondents rated the fairness of assessments below average (1 and 2), underscoring a complete absence of faculty concern over grading bias or ambiguity.

Overall, the department has achieved a perfect consensus on the integrity of its assessment methods. Continuing current practices, such as standardized rubrics and clear moderation policies, will ensure this vital academic trust is preserved.

Assessment methods are transparent and fair.

7 responses



Q13. Continuous assessment contributes to student improvement.

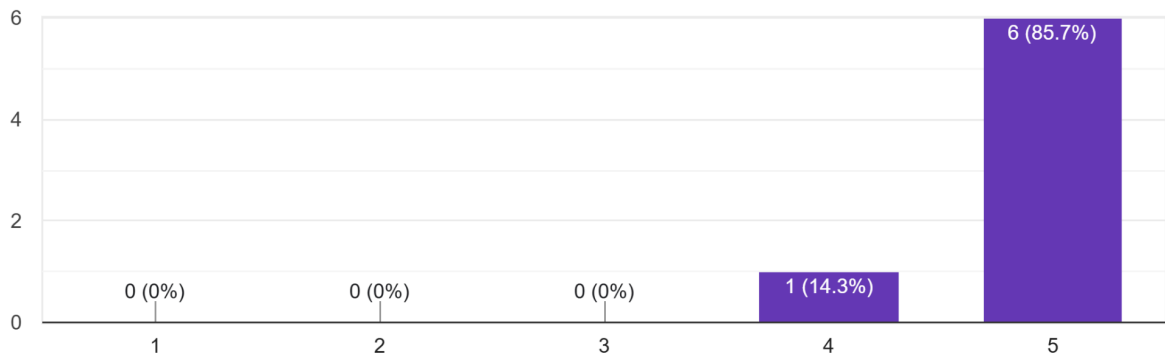
The analysis of the responses indicates a highly positive perception regarding the role of continuous assessment in student improvement. A unanimous 100.0% of respondents rated this aspect as above average to excellent (4 and 5), suggesting that periodic evaluations effectively drive ongoing student development. Consequently, 0.0% of respondents rated this contribution as average (3).

Furthermore, 0.0% of respondents rated the value of continuous assessment below average (1 and 2), reflecting a complete lack of skepticism regarding the utility of mid-term tests, assignments, and ongoing academic tracking.

Overall, the faculty firmly believes in the pedagogical value of continuous assessment. The institution should continue to support and structure these ongoing evaluations as a core component of the curriculum.

Continuous assessment contributes to student improvement.

7 responses



Q14. Timely feedback is provided to students.

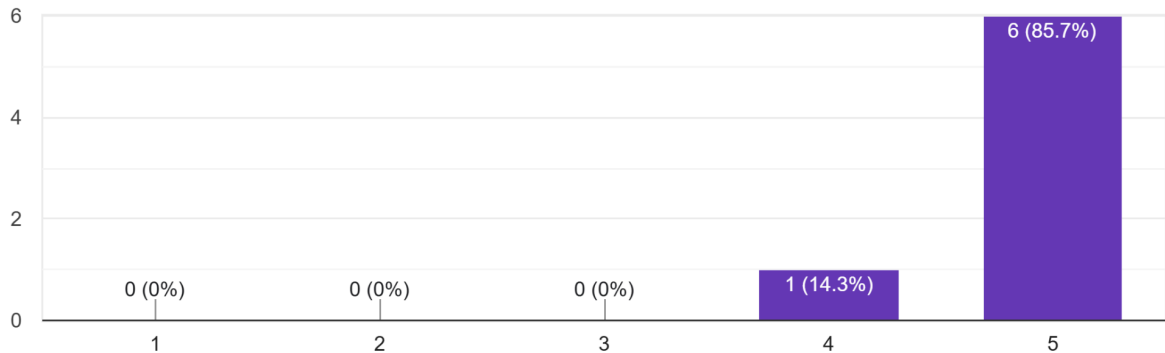
The analysis of the responses indicates a firmly positive perception regarding the timeliness of feedback provided to students. All respondents, 100.0%, rated this aspect as above average to excellent (4 and 5), suggesting that educators are consistently able to review and return student work promptly. Notably, 0.0% of respondents rated their feedback timeliness as average (3).

Additionally, 0.0% of respondents rated this aspect below average (1 and 2), highlighting an operational success where no faculty members feel critically bogged down or delayed in their grading responsibilities.

Overall, the turnaround time for academic feedback is excellent. Maintaining current workload balances for teachers will ensure they continue to have the capacity to provide this crucial, timely guidance.

Timely feedback is provided to students.

7 responses



Q15. Classrooms and laboratories are adequately equipped.

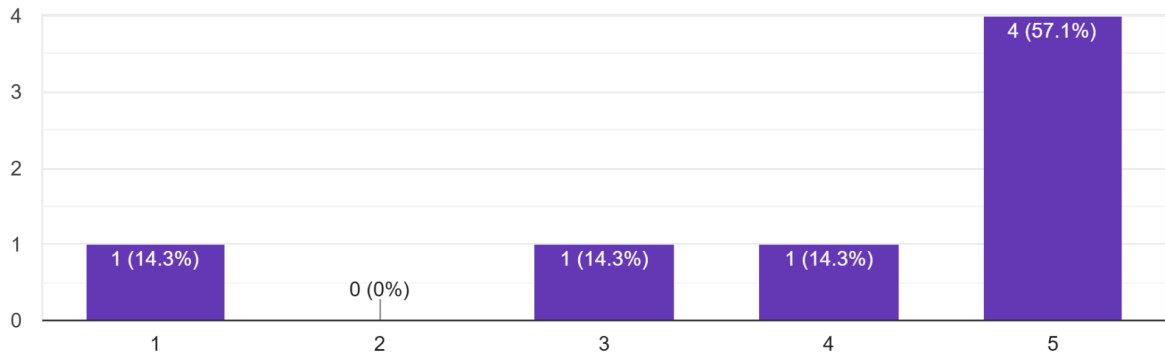
The analysis of the responses indicates a generally positive but somewhat polarized perception regarding the adequacy of classroom and laboratory equipment. A solid majority of respondents, 71.4%, rated this aspect as above average to excellent (4 and 5), suggesting that the physical infrastructure meets the needs of most courses. However, 14.3% of respondents rated the equipment as average (3), indicating a baseline need for upgrades or maintenance in certain areas.

Importantly, 14.3% of respondents rated the adequacy of facilities below average (1 and 2), highlighting a specific and critical pain point where current physical resources are actively hindering instructional capabilities.

Overall, while the majority of faculty are satisfied with the facilities, the lower ratings indicate a clear need for targeted infrastructure investment. Conducting a departmental audit to identify precisely which classrooms or labs require immediate upgrades would effectively address this issue.

Classrooms and laboratories are adequately equipped.

7 responses



Q16. Library resources support teaching and research needs.

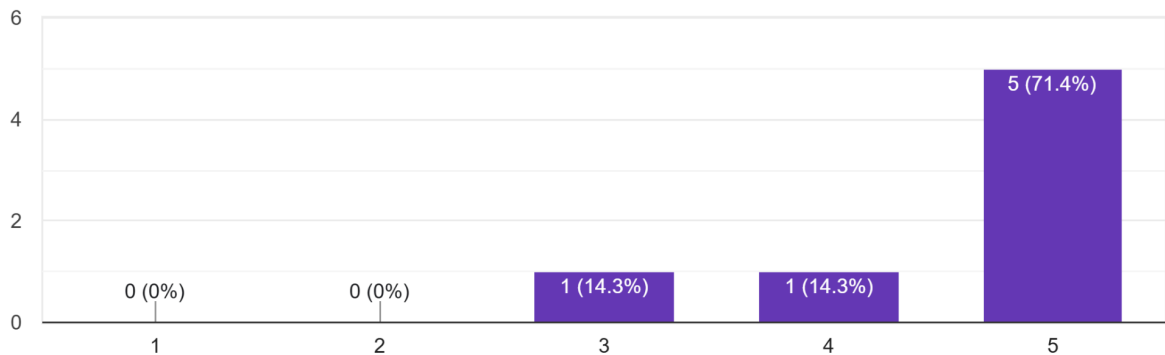
The analysis of the responses indicates a strongly positive perception regarding how well library resources support teaching and research needs. A significant majority of respondents, 85.7%, rated this aspect as above average to excellent (4 and 5), suggesting that the academic repositories and databases are robust and highly useful. However, 14.3% of respondents rated this support as average (3), indicating a minor need to expand specific resource collections.

Notably, 0.0% of respondents rated the library resources below average (1 and 2), highlighting a commendable lack of severe resource deprivation that would prevent effective teaching or research.

Overall, the institutional library resources are viewed as highly effective by the faculty. Consulting with the teachers who rated this as average could help librarians identify specific journals, texts, or digital subscriptions to add for an even more comprehensive collection.

Library resources support teaching and research needs.

7 responses



Q17. Administrative support is efficient and helpful.

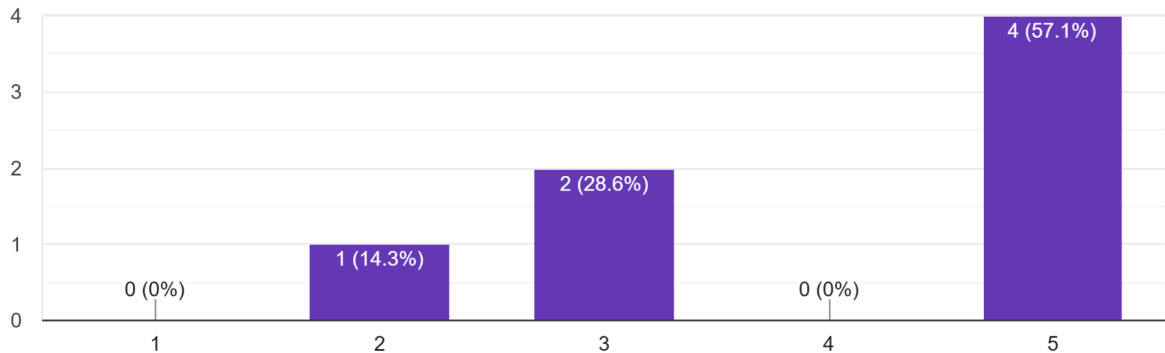
The analysis of the responses indicates a moderately positive perception regarding the efficiency and helpfulness of administrative support. A simple majority of respondents, 57.1%, rated this aspect as excellent (5), suggesting that administrative operations function smoothly for many faculty members. However, a notable 28.6% of respondents rated this support as average (3), indicating a clear need to streamline certain bureaucratic or logistical processes.

Additionally, 14.3% of respondents rated administrative efficiency below average (1 and 2), highlighting specific areas of friction where faculty feel undersupported or delayed by institutional procedures.

Overall, while administrative support works well for most, there is significant room for systemic optimization. Opening a dialogue between faculty and administrative staff to identify bottlenecks—such as in scheduling, procurement, or student handling—would help improve overall institutional efficiency.

Administrative support is efficient and helpful.

7 responses



Q18. The institution provides opportunities for professional development.

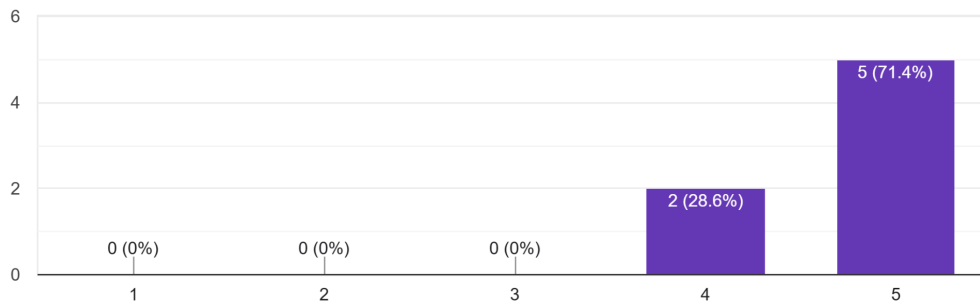
The analysis of the responses indicates a highly positive perception regarding the institution's provision of professional development opportunities. A unanimous 100.0% of respondents rated this aspect as above average to excellent (4 and 5), suggesting that teachers feel well-supported in their ongoing academic and professional growth. Consequently, 0.0% of respondents rated these opportunities as average (3).

Furthermore, 0.0% of respondents rated the availability of professional development below average (1 and 2), reflecting a complete absence of institutional neglect regarding faculty upskilling and career advancement.

Overall, the institution excels at providing avenues for professional growth. Continuing to fund and encourage attendance at conferences, workshops, and training sessions will sustain this highly motivated teaching environment.

The institution provides opportunities for professional development.

7 responses



Q19. The institution encourages research and innovation.

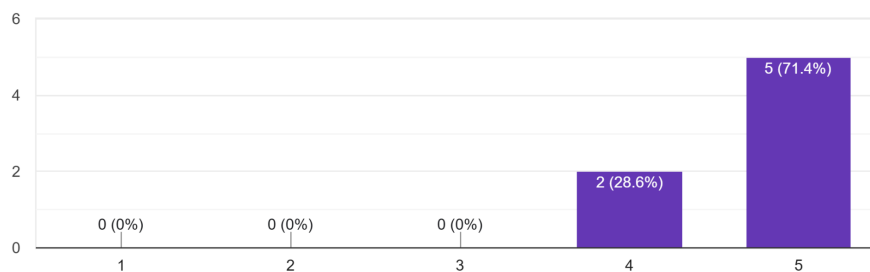
The analysis of the responses indicates a strongly positive perception regarding the institution's encouragement of research and innovation. A full 100.0% of respondents rated this aspect as above average to excellent (4 and 5), suggesting that the academic culture heavily champions scholastic exploration and new methodologies. Notably, 0.0% of respondents rated this encouragement as average (3).

Additionally, 0.0% of respondents rated institutional encouragement below average (1 and 2), highlighting a complete lack of resistance or apathy toward faculty research initiatives.

Overall, the institution has successfully cultivated a thriving research culture. Maintaining internal grants, research leaves, and platforming innovative faculty work will continue to solidify this institutional strength.

The institution encourages research and innovation.

7 responses



Feedback from Employers

The Employer Feedback Form follows a structured 5-point rating scale, where 5 represents the highest level of alignment, effectiveness, or performance, while 1 indicates the lowest. This structured evaluation values the employers' association with the institution for providing employment opportunities to graduates, providing crucial insights to evaluate academic effectiveness, enhance curriculum design, and strengthen industry–academia engagement.

The questionnaire is designed to assess critical aspects of graduate readiness and curriculum relevance across two key sections:

Section 1: Employment and Performance: How well do graduates demonstrate essential workplace skills, adapt to professional environments, and perform in their roles?

Section 2: Knowledge and Technical Skills: How effectively does the curriculum equip students with the required theoretical knowledge and relevant, industry-specific technical competencies?

By systematically analyzing this feedback, the institution can make strategic improvements to enhance the curriculum's practical relevance, ensuring graduates are exceptionally well-prepared for modern industry challenges and career opportunities.

Employer Feedback on Syllabus

The results of the survey are summarized as follows:

Q1. How would you rate the overall performance of our graduates?

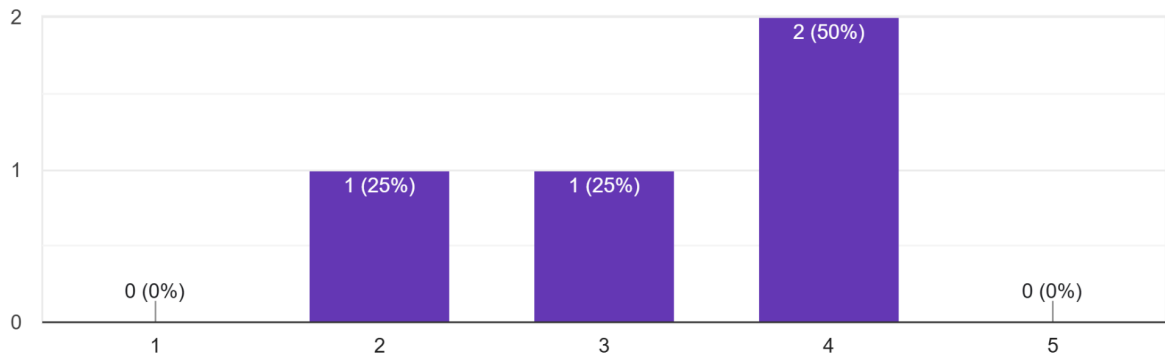
The analysis of the responses indicates a moderately positive perception regarding the overall performance of the graduates. Half of the respondents, 50.0%, rated this aspect as above average (4), suggesting that graduates generally meet employer expectations effectively. However, 25.0% of respondents rated the overall performance as average (3), indicating a baseline need for broader capability enhancements to elevate graduate quality from acceptable to exceptional.

Additionally, 25.0% of respondents rated the performance below average (2), highlighting a critical segment where graduates are currently underperforming in their professional roles and falling short of employer standards.

Overall, while the majority of employers are satisfied, the mixed feedback suggests that performance consistency is an issue. Engaging directly with these employers to identify the specific performance gaps that led to the lower ratings will be a crucial next step in refining the institutional output.

How would you rate the overall performance of our graduates?

4 responses



Q2. Graduates demonstrate professionalism and work ethics.

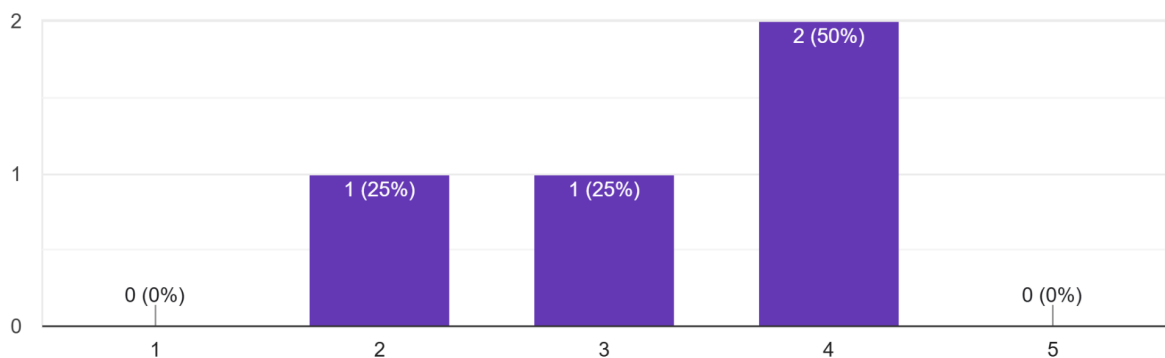
The analysis of the responses indicates a moderately positive perception regarding the professionalism and work ethics of the graduates. Exactly half of the respondents, 50.0%, rated this aspect as above average (4), suggesting that a solid portion of graduates conduct themselves well in a corporate environment. However, 25.0% of respondents rated their professionalism as average (3), indicating that soft skills and workplace etiquette could be further emphasized during their studies.

Furthermore, 25.0% of respondents rated this aspect below average (2), highlighting a specific concern regarding the professional maturity and ethical conduct of some graduates entering the workforce.

Overall, while baseline professionalism is present, the data reveals a need to better prepare students for corporate behavioral expectations. Introducing mandatory soft-skill workshops, corporate etiquette seminars, or mock professional environments could effectively bridge this gap.

Graduates demonstrate professionalism and work ethics.

4 responses



Q3. Graduates show responsibility and reliability at the workplace.

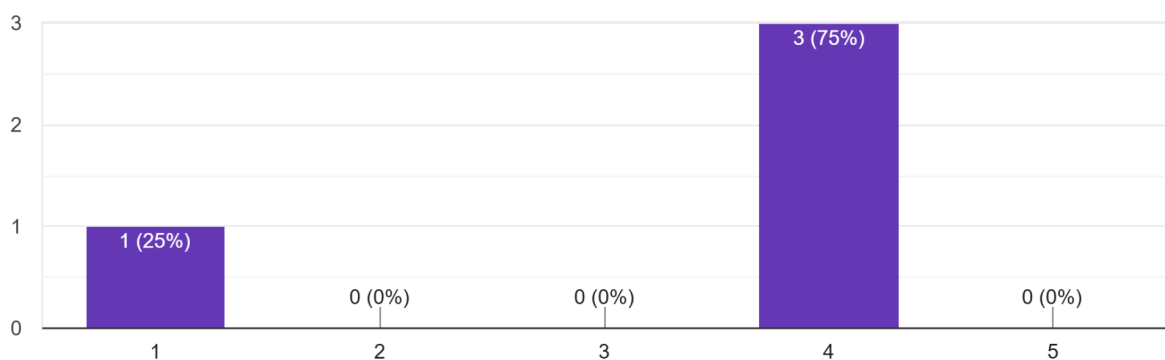
The analysis of the responses indicates a strongly positive, yet somewhat polarized, perception regarding graduate responsibility and reliability. A significant majority of respondents, 75.0%, rated this aspect as above average (4), suggesting that most graduates are highly dependable and take ownership of their workplace duties. Notably, 0.0% of respondents rated this as average (3).

Conversely, 25.0% of respondents rated this reliability significantly below average (1), highlighting a severe issue with a minority of graduates who are failing to meet basic professional accountability standards.

Overall, the institution is successfully producing highly reliable graduates in most cases, but the sharp negative outlier is cause for concern. Fostering a stronger sense of accountability through stricter deadlines and team-based responsibilities during coursework may help mitigate this outlier behavior.

Graduates show responsibility and reliability at the workplace.

4 responses



Q4. Graduates possess adequate subject knowledge.

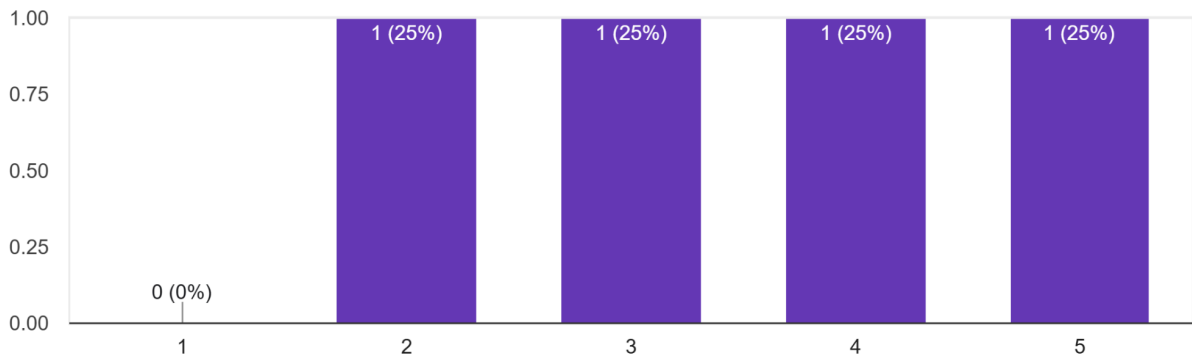
The analysis of the responses indicates a balanced, moderately positive perception regarding the subject knowledge possessed by graduates. Half of the respondents, 50.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the theoretical foundation provided by the institution is strong for many students. However, 25.0% of respondents rated this knowledge as average (3), indicating that core competencies may need reinforcement to ensure universally deep subject comprehension.

Additionally, 25.0% of respondents rated the subject knowledge below average (2), highlighting a critical gap where some graduates are entering the workforce lacking essential foundational information required for their roles.

Overall, while the baseline academic knowledge is acceptable, the variance in ratings suggests inconsistent knowledge retention among students. Strengthening core modules and perhaps introducing comprehensive exit exams could help ensure a more standardized level of subject mastery prior to graduation.

Graduates possess adequate subject knowledge.

4 responses



Q5. Graduates apply theoretical knowledge effectively in practical situations.

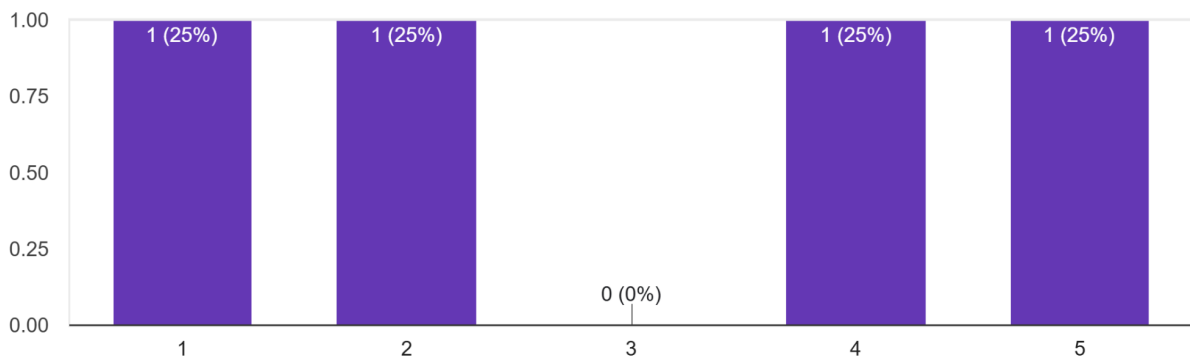
The analysis of the responses indicates a highly polarized perception regarding the graduates' ability to apply theoretical knowledge effectively in practical situations. Exactly half of the respondents, 50.0%, rated this aspect as above average to excellent (4 and 5), suggesting successful knowledge transfer for a portion of the alumni. Conversely, 0.0% of respondents rated this application as average (3).

Most critically, a massive 50.0% of respondents rated this practical application below average (1 and 2), highlighting a severe programmatic disconnect between what is taught in the classroom and what students can execute in the field.

Overall, the data reveals a major operational divide that urgently needs to be addressed. The department must heavily pivot toward applied learning by integrating more hands-on laboratories, mandatory internships, and industry-sponsored case studies into the curriculum.

Graduates apply theoretical knowledge effectively in practical situations

4 responses



Q6. Graduates demonstrate problem-solving and analytical skills.

The analysis of the responses indicates a distinctly mediocre perception regarding the problem-solving and analytical skills of the graduates. Only a minority of respondents, 25.0%, rated this aspect as above average (4), while a massive 75.0% rated these skills as merely

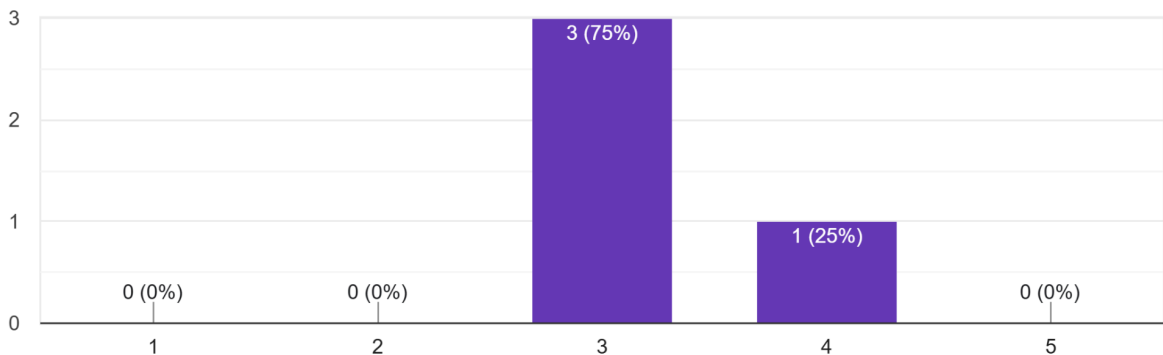
average (3). This heavy concentration suggests that while graduates possess basic functional capabilities, they lack the high-level, critical analytical prowess that employers actively seek.

Notably, 0.0% of respondents rated this aspect below average (1 and 2), which indicates an absence of critical cognitive failures, but reinforces the reality of widespread, baseline stagnation.

Overall, graduates are functionally competent but fail to stand out as dynamic problem solvers. To elevate these skills, the curriculum must introduce more complex, open-ended problem-solving tasks and capstone projects that force students to navigate ambiguity rather than just following prescribed steps.

Graduates demonstrate problem-solving and analytical skills.

4 responses



Q7. Graduates adapt to new technologies and tools easily.

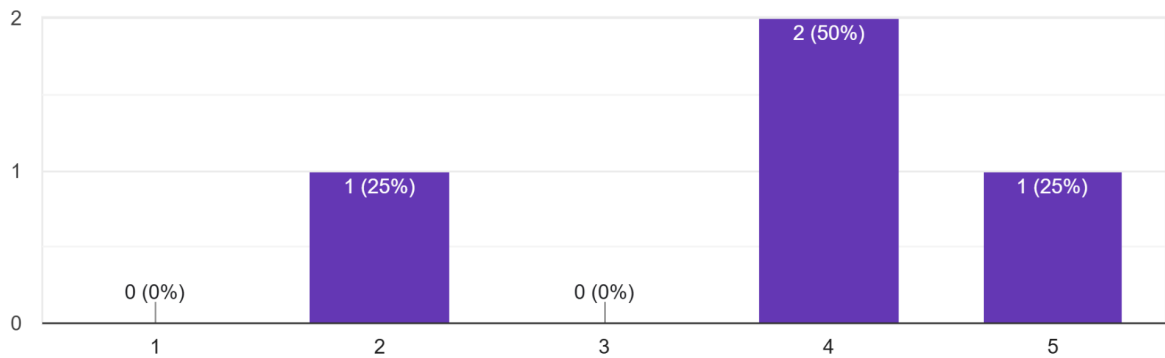
The analysis of the responses indicates a strongly positive perception regarding the graduates' ability to adapt to new technologies and tools. A significant majority of respondents, 75.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the institution is successfully cultivating digital agility and tech-readiness in its students. Consequently, 0.0% of respondents rated this adaptability as average (3).

However, 25.0% of respondents rated technological adaptability below average (2), highlighting that a minority of graduates still struggle with the rapid software and tool adoption required in modern workplaces.

Overall, technological adaptability is a distinct strength of the graduating cohorts. The institution should maintain its current exposure to emerging software while perhaps offering extra digital literacy support to the small segment of students who currently fall behind.

Graduates adapt to new technologies and tools easily.

4 responses



Feedback from Alumni

The alumni feedback process employs a structured 5-point rating scale, where 5 represents the highest level of effectiveness, satisfaction, or relevance, and 1 represents the lowest. This feedback mechanism serves as an essential tool in evaluating how well the curriculum prepares graduates for professional challenges and aligns with industry expectations. It provides valuable insights into the real-world applicability of the academic program, assessing its role in equipping students with industry-specific skills, balancing theoretical knowledge with practical exposure, and ensuring relevance to current job roles or further studies.

The alumni feedback questionnaire, outlined below, is designed to gather perspectives on key aspects of the curriculum:

- **Preparation for Professional Challenges:**

How effective was the curriculum in preparing you for real-world challenges in your professional journey?

- **Industry-Specific Skill Development:**

To what extent did the curriculum help in developing relevant industry-specific skills?

- **Balance Between Theory and Practice:**

How satisfied are you with the balance between theoretical knowledge and practical exposure provided in the program?

- **Relevance to Career and Higher Studies:**

How relevant do you find the subjects covered in the curriculum to your current job role or further studies?

- **Curriculum Updates and Industry Demands:**

Would you recommend any updates to the curriculum to better suit current industry

demands?

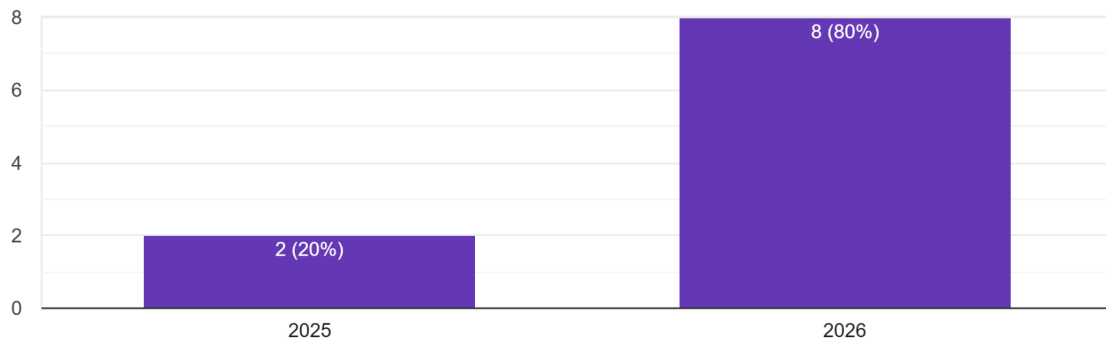
By systematically collecting alumni insights, the department aims to bridge the gap between academic learning and industry requirements, ensuring that the curriculum remains dynamic, industry-aligned, and effective in fostering career readiness.

Alumni Feedback on Syllabus

The results of the survey are summarized as follows:

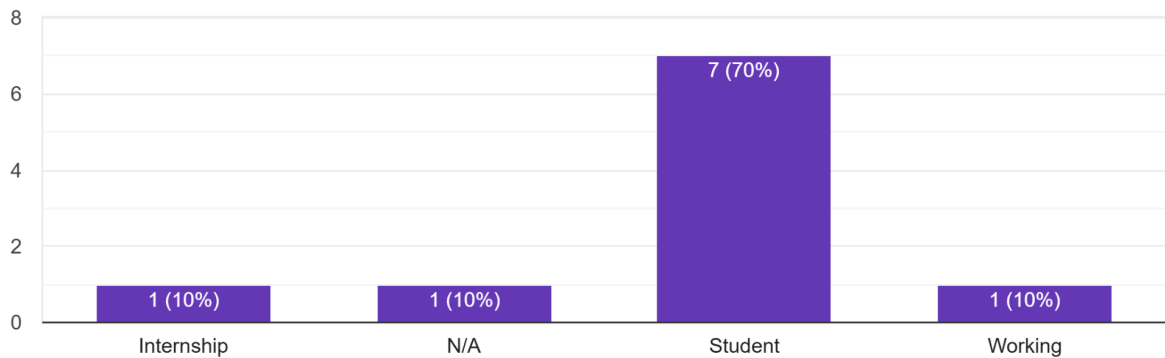
Year of Graduation

10 responses



Current Occupation

10 responses



Q1. How effective was the curriculum in preparing you for real-world challenges in your professional journey?

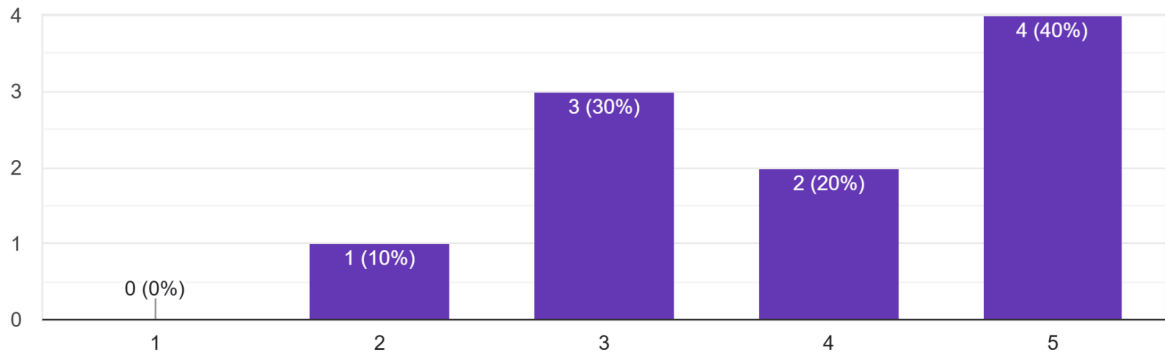
The analysis of the responses indicates a generally positive perception regarding the curriculum's effectiveness in preparing alumni for real-world professional challenges. A majority of respondents, 60.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the curriculum provides strong foundational preparation for most graduates. However, 30.0% of respondents rated the effectiveness as average (3), indicating that there is room for improvement in ensuring the transition from academia to the professional world is smoother for all students.

Additionally, 10.0% of respondents rated the preparation below average (1 and 2), highlighting specific areas that may require attention to better equip graduates with the practical tools needed in their careers.

Overall, while the majority of respondents feel adequately prepared for real-world challenges, efforts to address the concerns of those who rated lower could further strengthen the curriculum's practical impact. Engaging alumni in targeted feedback sessions could help identify specific workplace challenges and refine the program accordingly.

How effective was the curriculum in preparing you for real-world challenges in your professional journey?

10 responses



Q2. To what extent did the curriculum help in developing relevant industry-specific skills?

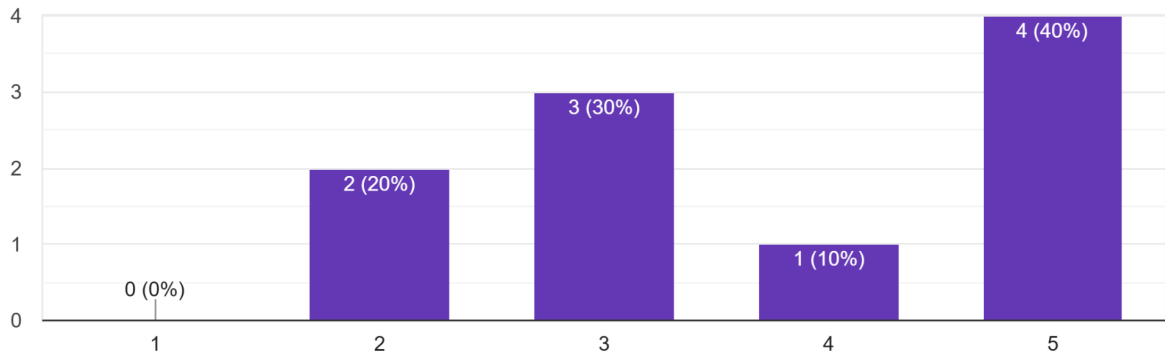
The analysis of the responses indicates a moderately positive perception regarding the curriculum's role in developing relevant industry-specific skills. Exactly half of the respondents, 50.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the skills taught are effectively meeting the professional needs of a significant portion of alumni. However, 30.0% of respondents rated this skill development as average (3), indicating a baseline need to further align coursework with the nuanced demands of various industries.

Additionally, 20.0% of respondents rated the development of industry-specific skills below average (1 and 2), highlighting a gap that requires attention to ensure the curriculum remains highly applicable and competitive in the job market.

Overall, while a solid foundation exists in teaching industry-relevant skills, actively addressing the concerns of those who rated this aspect lower could significantly improve graduate outcomes. Incorporating more specialized, up-to-date software or methodology training into the syllabus could help bridge this gap.

To what extent did the curriculum help in developing relevant industry-specific skills?

10 responses



Q3. How satisfied are you with the balance between theoretical knowledge and practical exposure provided in the program?

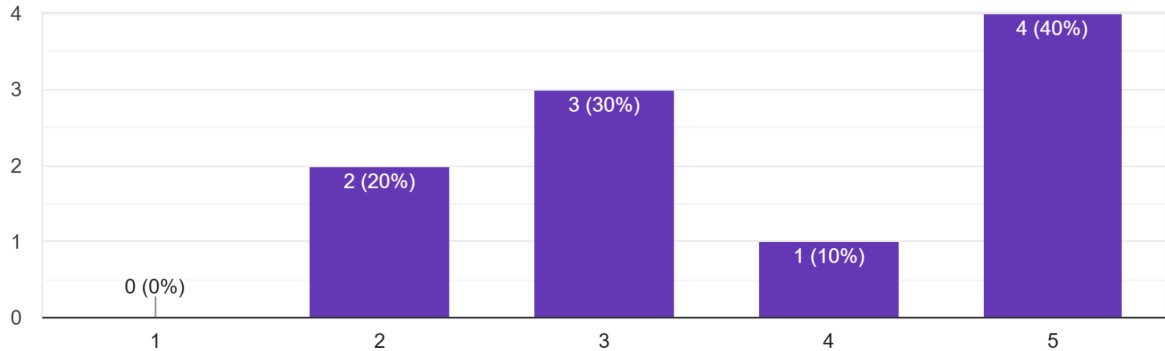
The analysis of the responses indicates a moderately positive perception regarding the balance between theoretical knowledge and practical exposure provided in the program. Half of the respondents, 50.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the integration of theory and practice was effectively executed for many alumni. However, 30.0% of respondents rated this balance as average (3), indicating that there is still room for improvement in consistently bridging theoretical concepts with hands-on applications.

Additionally, 20.0% of respondents rated the practical exposure below average (1 and 2), highlighting specific areas in the curriculum that may require attention to ensure theoretical learnings are more robustly tied to practical, real-world scenarios.

Overall, while many respondents are satisfied with the current balance, targeted efforts to address the concerns of those who rated lower could further strengthen the curriculum. Reevaluating modules with heavy theoretical emphasis to include more applied projects or internships could refine the learning experience.

How satisfied are you with the balance between theoretical knowledge and practical exposure provided in the program?

10 responses



Q4. How relevant do you find the subjects covered in the curriculum to your current job role or further studies?

The analysis of the responses indicates a generally positive but polarized perception regarding the relevance of the subjects covered in the curriculum to alumni's current job roles or further studies. A majority of respondents, 60.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the subject matter remains highly applicable and beneficial to their post-graduate endeavors. However, 10.0% of respondents rated the relevance as average (3), indicating a baseline need for periodic reviews to maintain this alignment.

Additionally, a significant 30.0% of respondents rated the subject relevance below average (1 and 2), highlighting a critical area that requires attention to ensure certain courses do not become disconnected from current professional or academic requirements.

Overall, while the majority of respondents perceive the curriculum's subjects as relevant, the notable proportion of lower ratings indicates a clear need for curriculum review. Establishing stronger feedback loops with alumni to understand which specific subjects feel obsolete could effectively address these concerns and elevate the program's long-term utility.

Q5. Would you recommend any updates to the curriculum to better suit current industry demands?

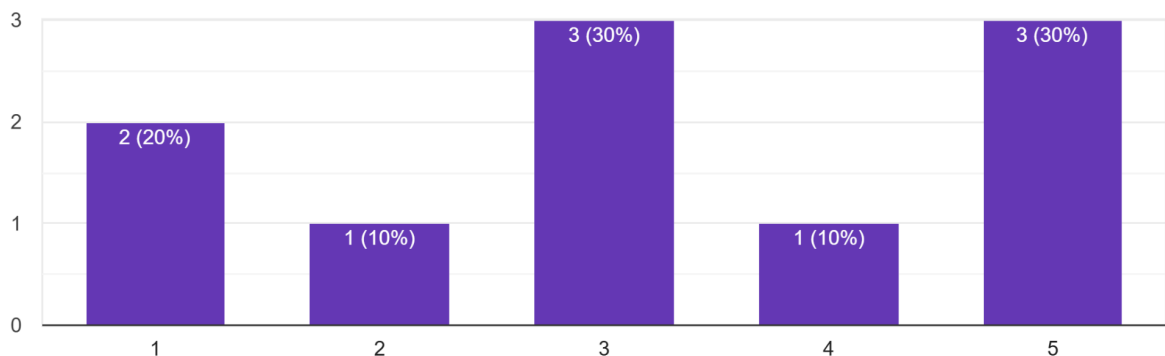
The analysis of the responses indicates a notable inclination among alumni to recommend updates to the curriculum to better suit current industry demands. A significant portion of respondents, 40.0%, rated this necessity as high (4 and 5), suggesting a strong desire from many graduates for the program to modernize or adapt its current offerings. Furthermore, 30.0% of respondents rated the need for updates as average (3), indicating a baseline consensus that the curriculum could benefit from at least some level of revision.

Conversely, 30.0% of respondents rated the need for updates as low (1 and 2), highlighting that a segment of the alumni body feels the current curriculum is already sufficiently aligned with industry demands and requires minimal changes.

Overall, the data reveals a mandate to review and potentially update the curriculum, as the majority of respondents lean toward an average or high necessity for change. Conducting a detailed consultation with these alumni to pinpoint the exact industry trends and tools they feel are missing would be a highly effective next step in the curriculum development process.

Would you recommend any updates to the curriculum to better suit current industry demands?

10 responses



Feedback from Industry Experts

The Industry Expert Feedback Form follows a structured 5-point rating scale, where 5 represents the highest level of alignment, effectiveness, or relevance, while 1 indicates the lowest. This structured evaluation provides insights into how well the curriculum meets industry expectations, ensuring that students graduate with the skills and competencies required in today's job market.

The questionnaire is designed to assess critical aspects of the curriculum's industry relevance:

- **Alignment with Industry Standards:**
How well does the curriculum align with current industry requirements?
- **Job-Readiness of Graduates:**
How effectively does the curriculum equip students with essential job-ready skills and competencies?
- **Integration of Emerging Trends:**
How well does the curriculum incorporate new technologies and industry advancements?
- **Fostering Critical Thinking:**
To what extent does the curriculum develop problem-solving and analytical skills relevant to industry challenges?
- **Hiring Potential of Graduates:**
Would you consider hiring graduates based on the current curriculum structure?

By systematically analyzing this feedback, the institution can make strategic improvements to enhance the curriculum's practical relevance, ensuring graduates are well-prepared for industry challenges and career opportunities.

Industry Experts Feedback on Syllabus

Q1. How well does the curriculum align with current industry standards and requirements?

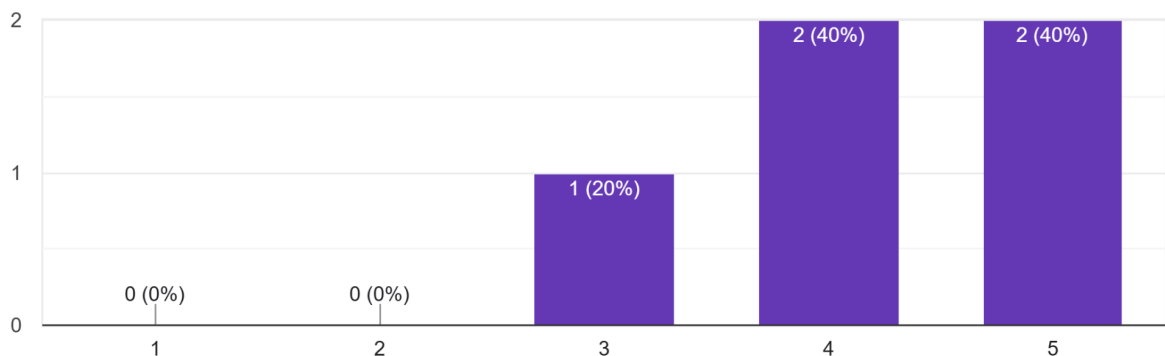
The analysis of the responses indicates a highly positive perception regarding the curriculum's alignment with current industry standards and requirements. A significant majority of respondents, 80.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the curriculum is largely up-to-date and highly relevant to modern industry needs. However, 20.0% of respondents rated the alignment as average (3), indicating a minor need for ongoing review to maintain this high standard of relevance.

Notably, 0.0% of respondents rated the alignment below average (1 and 2), which is a strong indicator that the curriculum does not suffer from any glaring obsolescence or critical disconnects from current professional requirements.

Overall, the data reveals that industry experts view the curriculum's alignment with current standards very favorably. Continuing to engage with these experts periodically will ensure the department maintains this positive trajectory and catches any emerging industry trends early.

How well does the curriculum align with current industry standards and requirements?

5 responses



Q2. How effectively does the curriculum equip students with job-ready skills and competencies?

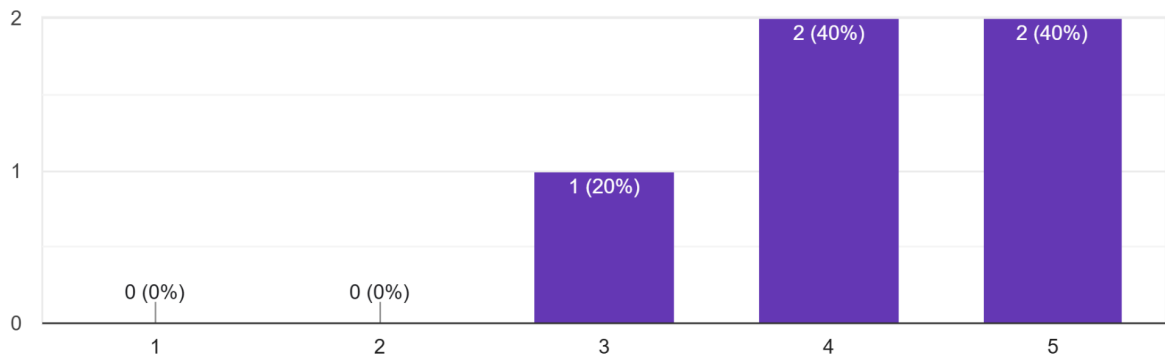
The analysis of the responses indicates a strong positive perception regarding how effectively the curriculum equips students with job-ready skills and competencies. A large majority of respondents, 80.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the program successfully prepares graduates for immediate entry into the workforce. However, 20.0% of respondents rated this effectiveness as average (3), indicating slight room for improvement in fine-tuning specific practical competencies.

Impressively, 0.0% of respondents rated the curriculum's ability to provide job-ready skills below average (1 and 2), highlighting a commendable lack of major deficiencies in the foundational training provided to students.

Overall, industry experts are highly confident in the job-readiness of the students based on the current curriculum. To address the minor average ratings, the department could consult with experts to pinpoint niche, specialized skills that might further elevate a graduate's immediate employability.

How effectively does the curriculum equip students with job-ready skills and competencies?

5 responses



Q3. How would you rate the inclusion of emerging trends and technologies in the curriculum?

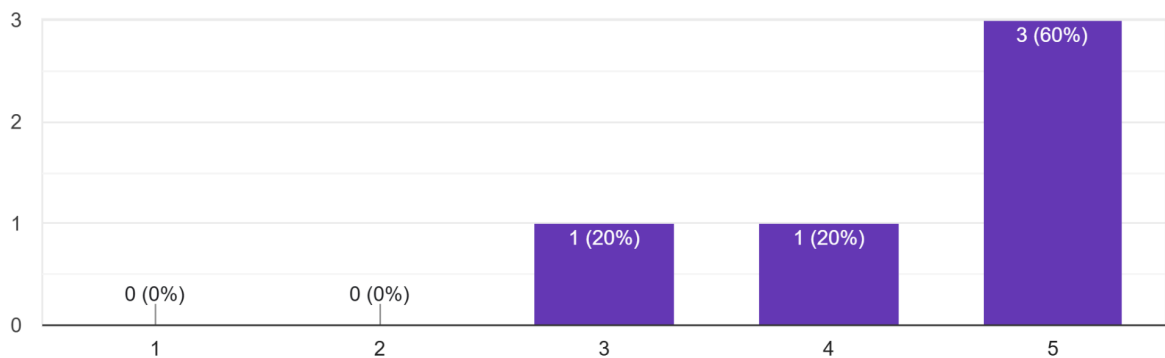
The analysis of the responses indicates a highly favorable perception regarding the inclusion of emerging trends and technologies in the curriculum. A significant majority of respondents, 80.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the academic offerings are successfully integrating cutting-edge tools and contemporary methodologies. However, 20.0% of respondents rated this inclusion as average (3), indicating that continuous, proactive scanning for new technological shifts remains necessary.

It is significant that 0.0% of respondents rated the inclusion of emerging trends below average (1 and 2), highlighting that the program is successfully avoiding stagnation and remaining technologically competitive in the eyes of industry professionals.

Overall, the integration of new technologies and trends is a clear strength of the current curriculum. Maintaining open channels of communication with industry partners will be key to sustaining this forward-looking approach and ensuring no upcoming innovations are missed.

How would you rate the inclusion of emerging trends and technologies in the curriculum?

5 responses



Q4. To what extent does the curriculum foster critical thinking and problem-solving skills relevant to industry challenges?

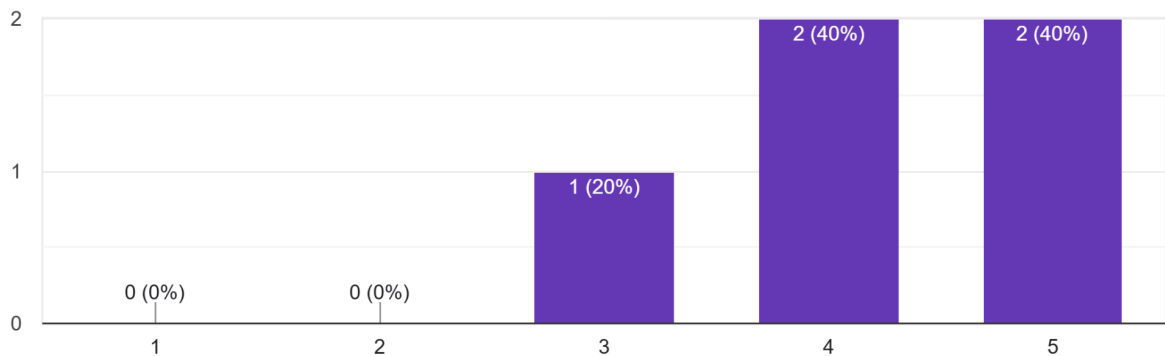
The analysis of the responses indicates a strongly positive perception regarding the curriculum's ability to foster critical thinking and problem-solving skills relevant to industry challenges. A vast majority of respondents, 80.0%, rated this aspect as above average to excellent (4 and 5), suggesting that the coursework effectively cultivates the analytical mindset highly sought after by employers. However, 20.0% of respondents rated this development as average (3), indicating that certain modules could perhaps be pushed further to challenge students with more complex scenarios.

Once again, 0.0% of respondents rated the fostering of these soft skills below average (1 and 2), which underscores the curriculum's success in moving beyond rote learning and effectively developing high-level cognitive abilities.

Overall, industry experts believe the curriculum excels at building essential problem-solving capabilities. To build on this success, integrating more open-ended, industry-sponsored capstone projects could provide an even deeper, real-world testing ground for these critical thinking skills.

To what extent does the curriculum foster critical thinking and problem-solving skills relevant to industry challenges?

5 responses



Q5. Would you consider hiring graduates based on the current curriculum structure?

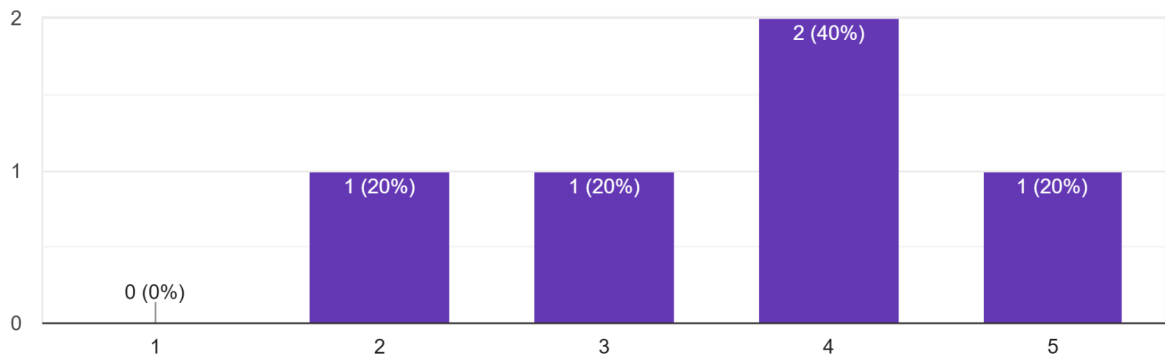
The analysis of the responses indicates a moderately positive perception regarding the employability of graduates based on the current curriculum structure. A majority of respondents, 60.0%, rated their willingness to hire as above average to high (4 and 5), suggesting strong confidence in the program's output from an employer's perspective. However, 20.0% of respondents rated their consideration as average (3), indicating that some industry experts may still have slight reservations or require additional vetting before hiring.

Additionally, 20.0% of respondents rated their likelihood of hiring these graduates below average (1 and 2), highlighting a critical blind spot that requires immediate attention to ensure the curriculum translates directly into guaranteed employability for all students.

Overall, while most industry experts are open to hiring graduates from this program, the presence of average and lower ratings suggests that the curriculum's structure does not universally guarantee hiring confidence. Reaching out directly to the experts who expressed hesitation could uncover specific structural gaps that, if addressed, would drastically improve graduate placement rates.

Would you consider hiring graduates based on the current curriculum structure?

5 responses



Feedback from Academic Peers

The Academic Peer Feedback Form evaluates the effectiveness and relevance of the syllabus through structured rating criteria. Respondents assess whether the syllabus meets its stated objectives, fosters independent thinking, enables practical application of knowledge, encourages research-based teaching, and integrates emerging trends in the field. The rating scale ranges from *Excellent* to *Needs Improvement*, offering a clear measure of the syllabus's strengths and areas for enhancement.

1. Does the syllabus satisfy the stated objectives and learning outcomes?

This question evaluates whether the syllabus is designed to meet its intended goals and deliver the expected educational outcomes. Feedback in this area reflects how well the curriculum aligns with academic and industry requirements, ensuring that students acquire the necessary skills and knowledge.

2. Is the syllabus effective in developing independent thinking?

Academic peers assess whether the syllabus encourages students to think critically, analyze problems, and formulate their own perspectives. A well-structured curriculum should foster intellectual curiosity and allow students to engage with concepts beyond rote learning.

3. Will the syllabus enable students to apply their knowledge in real life?

This aspect measures the syllabus's practical relevance, ensuring that students can bridge the gap between theoretical learning and real-world application. The responses help determine whether graduates will be equipped with skills that make them job-ready and adaptable to industry needs.

4. Will the syllabus demand teachers to adopt research-inclusive teaching?

This question focuses on whether the syllabus encourages faculty to incorporate research-based learning, making classroom discussions more dynamic and up-to-date. A research-inclusive curriculum allows for the integration of new findings and methodologies, benefiting both students and educators.

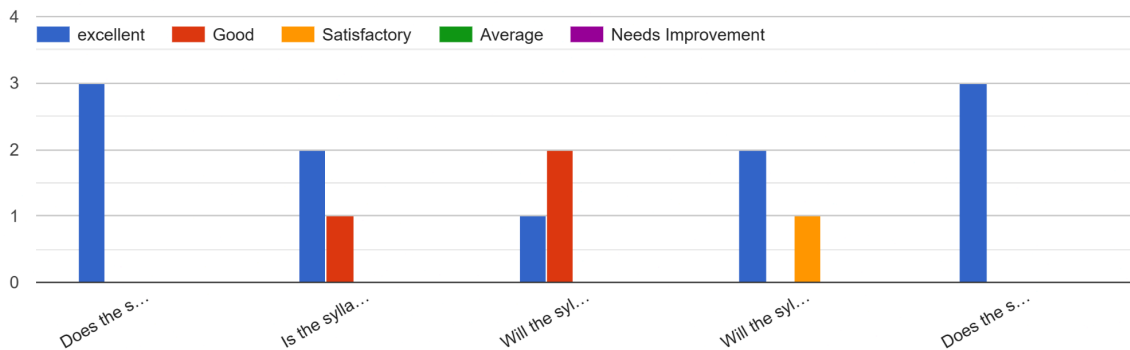
5. Does the syllabus cater to emerging trends in the field?

Academic peers assess whether the curriculum remains aligned with evolving industry and

academic trends. A well-structured syllabus should be flexible enough to incorporate new advancements, ensuring that students remain competitive in their respective fields.

Academic Peers Feedback on Syllabus

Feedback about the Syllabus.



Q1. Does the syllabus satisfy the stated objectives and learning outcomes?

All three respondents rated the syllabus as excellent in satisfying the stated objectives and learning outcomes, indicating a strong alignment between the curriculum and its intended goals. This unanimous positive feedback suggests that the syllabus is well-structured, ensuring that students acquire the essential knowledge and competencies outlined in the course objectives. The responses highlight that the academic framework is effectively designed to facilitate student learning and progression.

Such a high level of approval also suggests that the syllabus provides clarity in defining expected outcomes and successfully translates them into course content. When learning objectives are well-articulated and effectively integrated into the curriculum, students are more likely to grasp core concepts and apply them in their academic and professional journeys. This reinforces the syllabus's role in maintaining academic rigor while fostering a structured learning experience.

However, while the current feedback is overwhelmingly positive, continuous evaluation remains essential to ensure that the syllabus evolves with changing educational and industry demands. Regular engagement with academic peers, faculty, and industry professionals can help refine the curriculum further, ensuring that it remains relevant and continues to uphold high academic standards.

Q2. Is the syllabus effective in developing independent thinking?

The feedback for the effectiveness of the syllabus in developing independent thinking is largely positive, with two respondents rating it as excellent and one rating it as good. This indicates that the syllabus is structured in a way that encourages students to think critically, analyze information, and form their own perspectives rather than relying solely on rote learning. The emphasis on independent thinking suggests that students are given opportunities to engage in discussions, problem-solving activities, and research-based learning.

The presence of one “good” rating suggests that while the syllabus is effective in fostering independent thinking, there may still be room for improvement. This could mean incorporating more open-ended assignments, case studies, or real-world problem-solving exercises that push students to develop their analytical skills further. Encouraging self-directed learning and integrating more interdisciplinary approaches could enhance this aspect of the curriculum even more.

Overall, the responses indicate that the syllabus is performing well in nurturing independent thought, which is crucial for students’ academic and professional growth. However, refining teaching methodologies and assessment techniques to further promote critical engagement could help elevate the learning experience, ensuring that all students are consistently challenged to think independently and apply their knowledge creatively.

Q3. Will the syllabus enable students to apply their knowledge in real life?

The feedback on whether the syllabus enables students to apply their knowledge in real life is generally positive, with one respondent rating it as excellent and two rating it as good. This suggests that the syllabus provides practical and application-oriented learning experiences, allowing students to bridge theoretical concepts with real-world scenarios. The curriculum likely

incorporates case studies, projects, and experiential learning methods that help students develop practical skills relevant to their fields.

However, the presence of two “good” ratings indicates that there is potential for further improvement in ensuring students can seamlessly apply their academic learning in practical situations. Strengthening industry collaborations, increasing internship opportunities, and integrating more hands-on training within the syllabus could further enhance its effectiveness. Additionally, incorporating interdisciplinary approaches and exposure to real-world problem-solving could bridge any existing gaps between theory and practice.

Overall, the responses reflect a well-structured syllabus that facilitates real-life application of knowledge but also highlight an opportunity to further enhance its practical relevance. Ensuring that students are consistently exposed to dynamic, real-world challenges within their coursework can help solidify their ability to translate theoretical knowledge into professional competencies.

Q4. Will the syllabus demand teachers to adopt research-inclusive teaching?

The feedback on whether the syllabus encourages research-inclusive teaching is largely positive, with two respondents rating it as excellent and one rating it as satisfactory. This indicates that the syllabus is designed to integrate research elements, encouraging both faculty and students to engage in inquiry-based learning. The inclusion of contemporary research, academic projects, and critical analysis within the curriculum likely supports an environment where educators are motivated to incorporate research-driven teaching methodologies.

However, the presence of a satisfactory rating suggests that there may be areas where research integration could be further strengthened. While the syllabus may provide a foundational framework for research engagement, additional efforts such as faculty training in research-based pedagogy, inclusion of research components in assessments, and collaborative research projects with industry or academia could enhance its impact. Strengthening these aspects could ensure that research becomes an integral part of the teaching-learning process rather than a supplementary activity.

Overall, the responses indicate that the syllabus is on the right track in fostering a research-inclusive teaching approach. However, there is room for further development to ensure

that all educators find it compelling and effective in driving research engagement within the classroom. Encouraging faculty to participate in research initiatives and providing institutional support for research-driven teaching could further elevate the effectiveness of this approach.

Q5. Does the syllabus cater to emerging trends in the field?

The unanimous excellent rating from all three respondents highlights that the syllabus is highly aligned with emerging trends in the field. This suggests that the curriculum is dynamic, incorporating the latest advancements, industry requirements, and technological developments to ensure that students remain well-prepared for the evolving professional landscape. The integration of contemporary topics likely enables students to gain relevant knowledge and skills that match the demands of their respective industries.

Such a strong positive response indicates that the syllabus is regularly updated to keep pace with changing academic and professional standards. This could be achieved through faculty engagement with industry experts, periodic syllabus revisions, and the incorporation of new research findings into coursework. The presence of cutting-edge content within the curriculum ensures that students receive an education that is both modern and practically applicable, enhancing their competitiveness in the job market.

Maintaining this level of excellence requires a continued commitment to syllabus innovation. To sustain relevance, ongoing industry consultations, feedback from alumni, and academic peer reviews should remain an integral part of curriculum development. Encouraging interdisciplinary approaches and offering electives in emerging areas can further enrich the learning experience, ensuring that students are equipped with the knowledge and adaptability required for future advancements in their fields.

ACTION TAKEN ON THE FEEDBACK ANALYSIS

Process of Feedback Collection, Analysis, and Action Taken

1. Multi-Stakeholder Feedback Collection

Structured feedback is systematically collected through surveys, consultations, and focus group discussions from:

- Students – curriculum delivery, learning experience, assessment practices
- Faculty – pedagogical effectiveness and curriculum relevance
- Alumni – employability relevance and preparedness for higher education
- Employers/Industry Experts – skill gaps, professional competencies, emerging trends
- Academic Peers & External Experts – benchmarking and academic rigour
- Community/NGO Partners – local and regional relevance through field engagement

Additionally, inputs are gathered through:

- Internship and capstone performance reviews
- Industry and placement cell interactions
- SDG Cell and interdisciplinary academic discussions

2. Integrated Analytical Framework (LRNG + Skills + SDG/NEP)

Feedback is systematically analysed using a multi-dimensional framework, ensuring comprehensive curriculum responsiveness:

LRNG Mapping

- Local: Community engagement, fieldwork, and grassroots challenges
- Regional: State-level socio-economic and policy trends
- National: Alignment with NEP 2020 and national development priorities
- Global: SDGs, global competencies, and international academic benchmarks

Employability & Skill Lens

- Identification of gaps in:
 - Critical thinking, communication, teamwork
 - Digital literacy, data skills, interdisciplinary competencies

- Entrepreneurial thinking and innovation

Cross-Cutting Issues Integration

- Analysis of curriculum inclusion of:
 - Gender equality and inclusivity
 - Environmental sustainability/SDG
 - Human values and professional ethics
 - Digital literacy and responsible citizenship

3. Review by Curriculum Design Committee (CDC) and Academic Experts in BOS

- The consolidated feedback report is reviewed by the Curriculum Design Committee (CDC).
- The CDC evaluates:
 - Alignment with Programme Outcomes (POs), Course Outcomes (COs), and graduate attributes
 - Integration of LRNG priorities, employability skills, and cross-cutting issues
 - Feasibility and academic relevance of proposed changes
- Inputs from external experts, industry partners, and SDG Cell representatives are incorporated during deliberations.

4. Action Taken and Curriculum Enhancement

Based on stakeholder feedback and CDC recommendations, the following actions are undertaken:

A. Curriculum Enrichment

- Integration of interdisciplinary and contemporary themes addressing local to global challenges
- Inclusion of SDG-aligned and NEP-driven content, ensuring value-based and socially relevant learning

B. Employability, Skill Development & Entrepreneurship

- Strengthening of:
 - Project-based learning (C2C, capstones, internships)

- Use of digital tools and platforms (data analysis, research tools, AI-enabled resources)
- Skill-based assignments focusing on problem-solving, research application, and innovation
- Enhanced engagement with industry, placement cell, and professional networks

C. Pedagogical Innovations

- Adoption of experiential and student-centric learning approaches:
 - Fieldwork, community immersion, consultancy simulations
 - Interdisciplinary teaching-learning methods

D. Integration of Cross-Cutting Issues

- Embedding gender, sustainability, ethics, and digital literacy across courses through:
 - Case studies, readings, and assignments
 - Community-based and SDG-linked projects
- Strengthening co-curricular engagement through SDG Cell initiatives and outreach activities

E. Assessment Reforms

- Shift towards analytical, application-based, and research-oriented evaluation methods
- Alignment of assessments with learning outcomes and skill competencies

F. Immediate and Long-Term Implementation

- Short-term: Faculty incorporate actionable changes within course delivery
- Long-term: Structural revisions implemented through Pre-BoS and BoS approval processes

5. Continuous Monitoring and Quality Assurance

The department ensures sustained impact through:

- Defined KPIs, including:
 - Percentage of courses aligned with LRNG and cross-cutting issues
 - Student participation in internships, projects, and SDG activities
 - Industry interactions and skill-based initiatives
 - Integration of employability and digital competencies
- Monitoring mechanisms:

- Academic audits and CDC reviews
- Feedback loop analysis
- Documentation of outcomes (projects, internships, research outputs)
- Continuous refinement through iterative curriculum revision cycles

Conclusion

The Department of Liberal Arts adopts a comprehensive, stakeholder-driven, and outcome-oriented approach to curriculum development. By integrating feedback across LRNG dimensions, employability frameworks, and cross-cutting themes aligned with NEP 2020 and SDGs, the department ensures that its curriculum remains:

- Dynamic and future-ready
- Socially relevant and ethically grounded
- Aligned with academic excellence and professional competencies

This structured feedback and action mechanism reflects a strong commitment to continuous quality enhancement and institutional excellence, in alignment with NAAC standards.



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