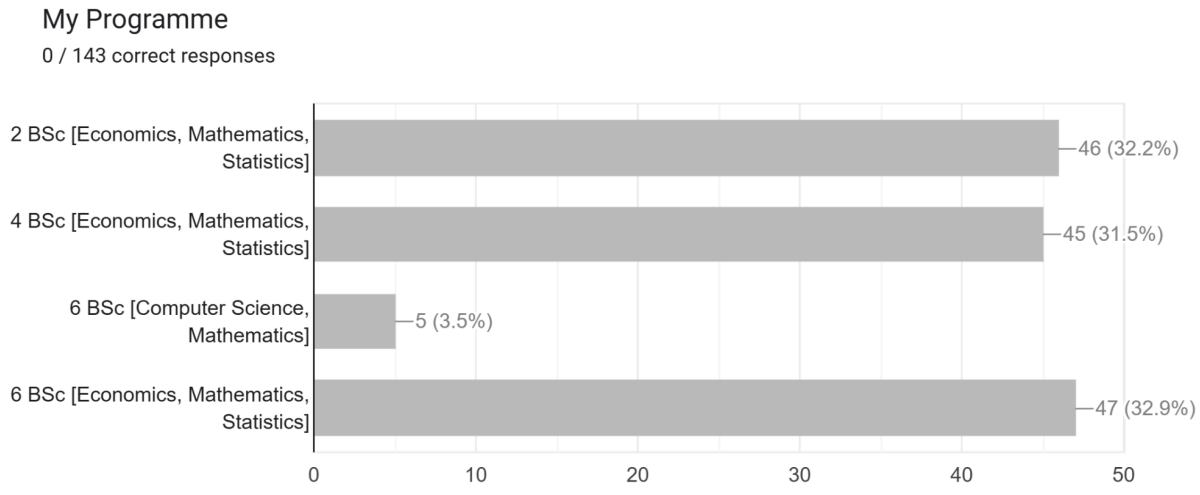
Department of Mathematics, Bangalore Yeshwanthpur Campus
Feedback on Curriculum from Students

Overall, the feedback indicates a positive perception of the curriculum, with a majority of students agreeing that the syllabus aligns with stated learning objectives, enhances subject knowledge, and contributes to skill development. Most respondents expressed satisfaction with the coverage of advanced topics, adequacy of course content, and the role of the curriculum in fostering analytical thinking and independent learning. The availability of learning resources and alignment of assessment methods with course objectives were also rated favorably by a significant proportion of students.

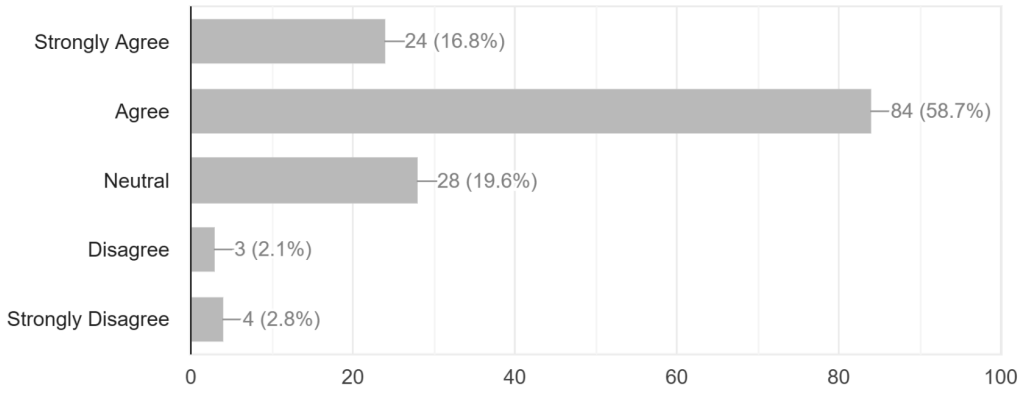
At the same time, the presence of a noticeable neutral response segment across several parameters suggests scope for further refinement. While students acknowledge the academic rigor and conceptual strength of the curriculum, their responses indicate a growing expectation for greater practical orientation, application-based learning, and industry relevance.

Overall, the student feedback reflects a well-structured and academically sound curriculum, with clear strengths in conceptual depth and analytical development, while also highlighting opportunities to enhance experiential learning, skill integration, and real-world applicability.



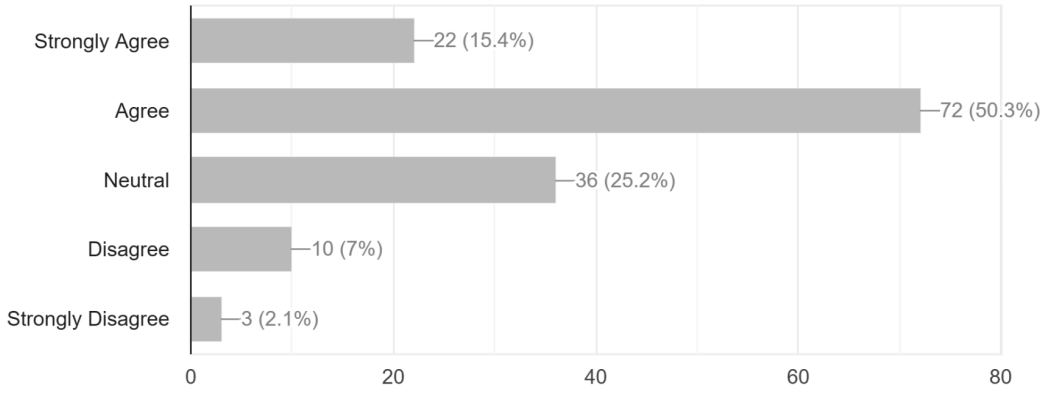
The content of the curriculum satisfy the stated objectives and learning outcomes.

0 / 143 correct responses



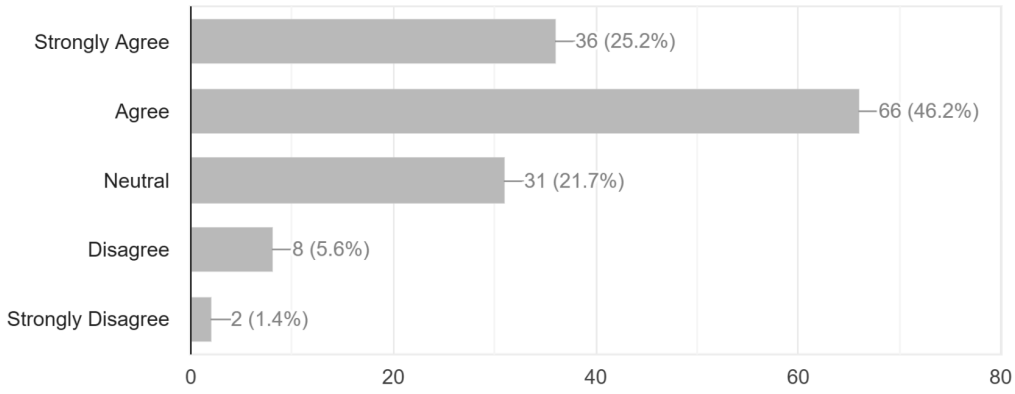
The course objectives meet my expectations.

0 / 143 correct responses



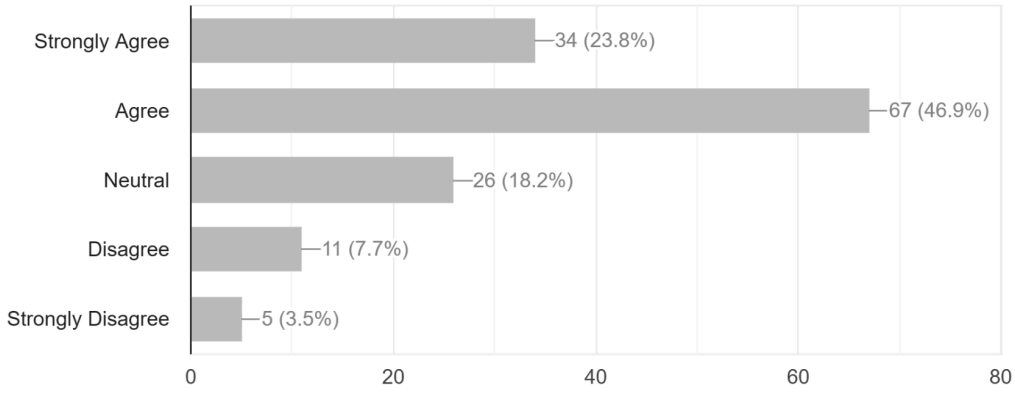
The curriculum covers advanced topics.

0 / 143 correct responses



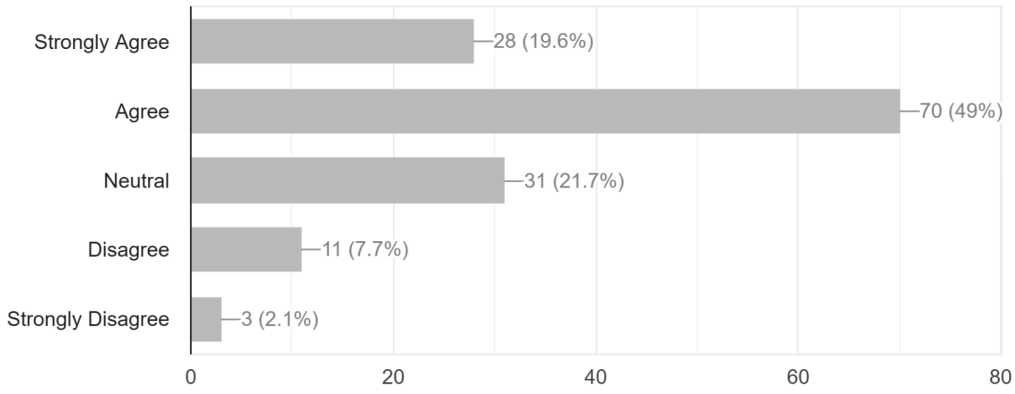
The number of hours allocated for each unit of the course is sufficient.

0 / 143 correct responses



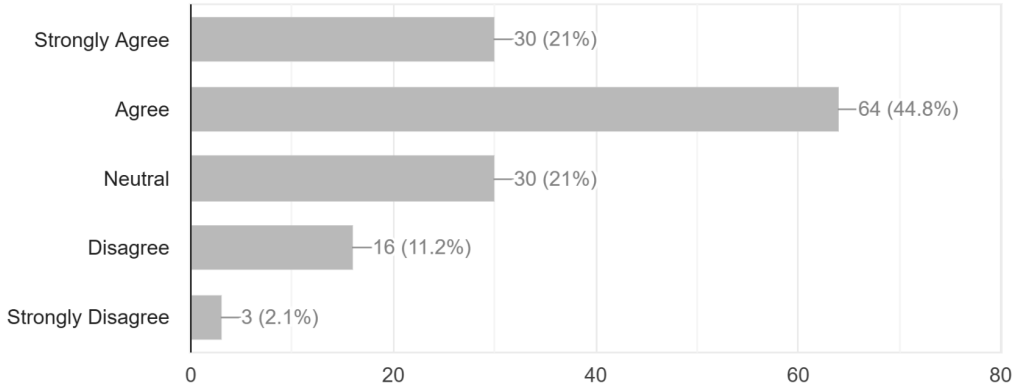
The curriculum enhances my knowledge and skills in the relevant domain.

0 / 143 correct responses



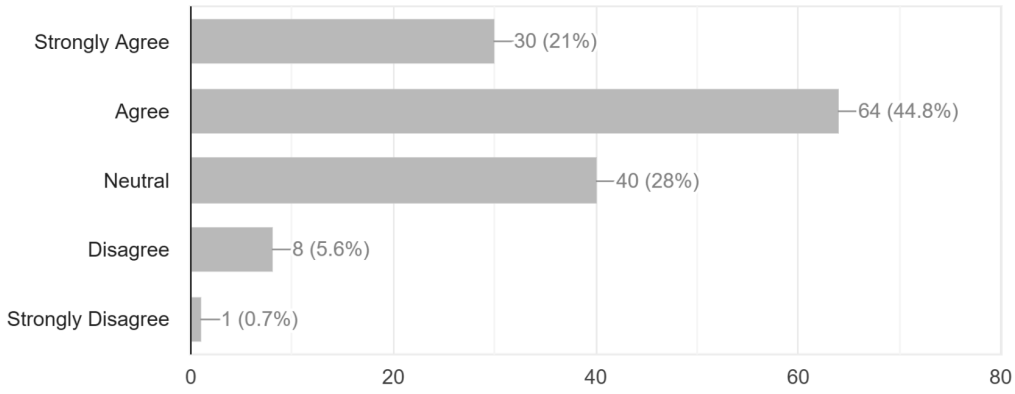
The learning resources provided / references and the textbooks cover all the topics specified in the course.

0 / 143 correct responses



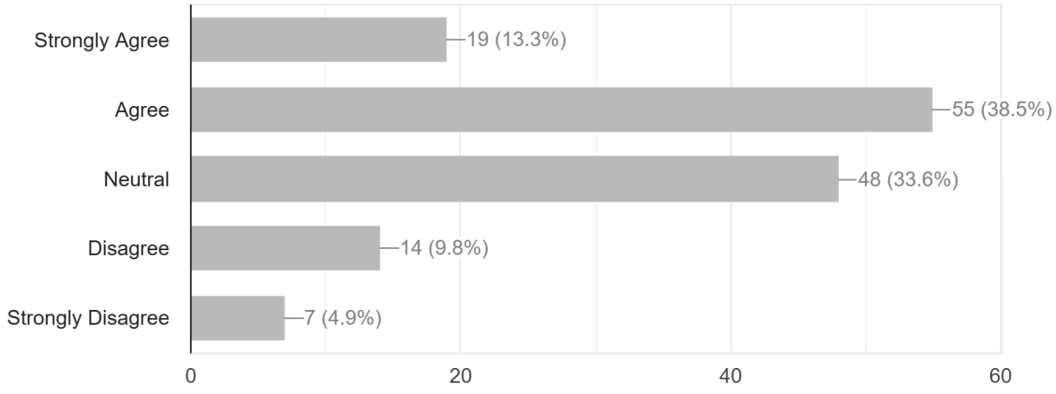
The assessment criteria meet the learning objectives of the courses.

0 / 143 correct responses



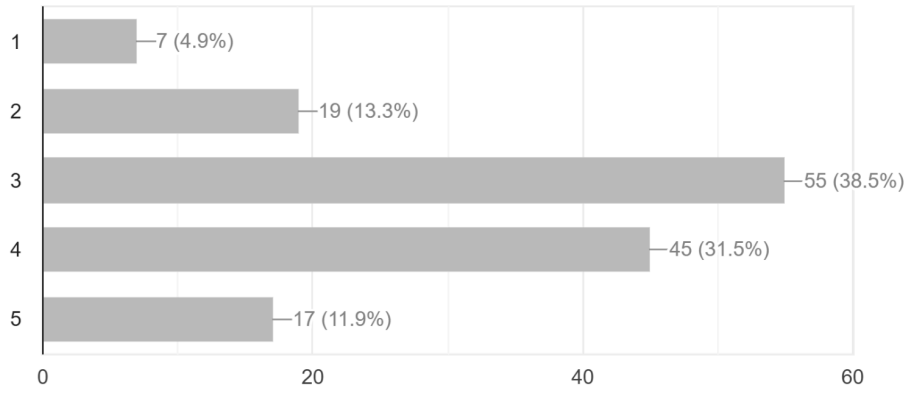
The assessment criteria perfectly measure my learning.

0 / 143 correct responses



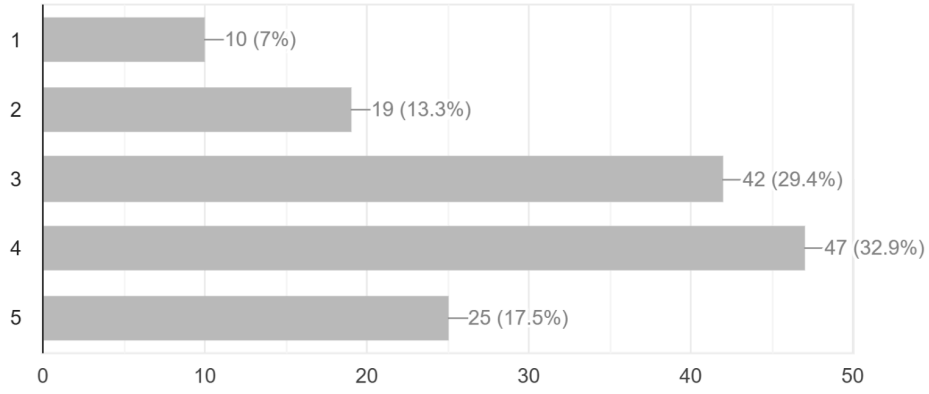
The syllabi / curricula is capable of adding value to the students in terms of: (Least 1; Most 5)

0 / 143 correct responses



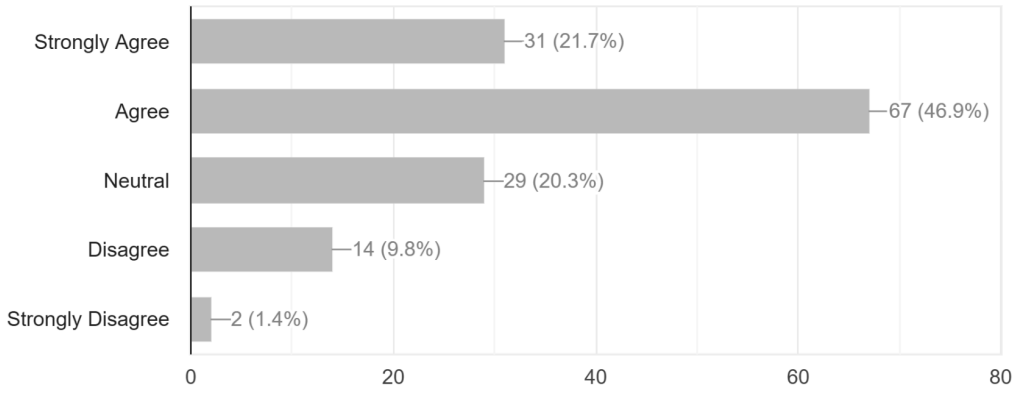
The Syllabus takes care of the following requirements(1- Strongly Disagree; 5- Strongly Agree)*

0 / 143 correct responses



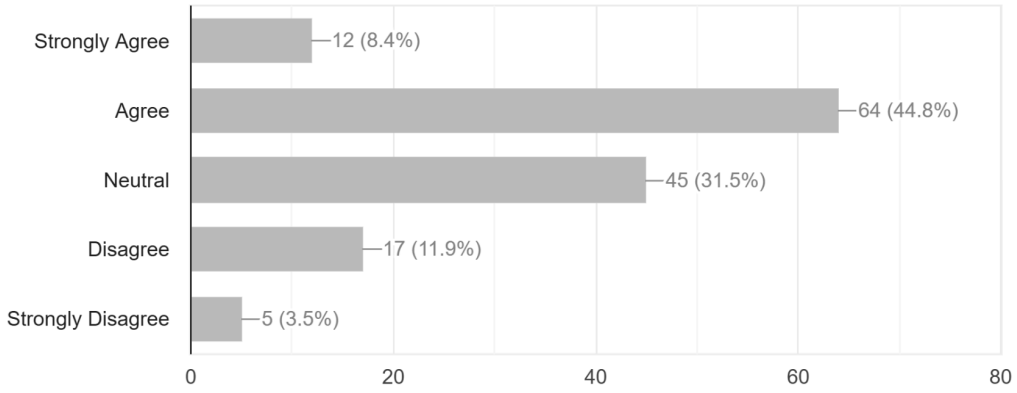
The curriculum promote self-study and attitude of research

0 / 143 correct responses



Employability is given weightage in the design and development of the curriculum

0 / 143 correct responses



Based on your experience, identify area/s which can be added/removed to strengthen the current curriculum.

The responses indicate a strong need to enhance the practical and industry relevance of the curriculum. A majority of respondents highlighted that while the theoretical foundation is robust, there is limited emphasis on real-world application. Students suggested incorporating more application-based learning through projects, case studies, internships, and simulation-based activities. A recurring recommendation is the inclusion of technical and industry-oriented courses such as Python, SQL, Excel, Power BI, data science, artificial intelligence, financial mathematics, and advanced econometrics tools. Several respondents also emphasized the

importance of introducing certification-based courses and research methodology to improve employability and readiness for higher studies.

There were also suggestions to improve the depth and sequencing of subjects, including introducing advanced topics, reducing repetition across semesters, and restructuring courses for better conceptual flow. Many respondents recommended increasing flexibility through elective options, especially in later semesters, to cater to diverse career goals. Additionally, concerns were raised regarding the overemphasis on abstract theoretical courses, with suggestions to make some of these elective and to include more applied and interdisciplinary content. Overall, the feedback reflects a clear demand for a more balanced curriculum that integrates theory with application, industry exposure, and skill development.

General comments and suggestions; if any

The general feedback reinforces the need to shift from a predominantly theory-driven approach to a more practical, skill-oriented learning experience. A significant number of respondents pointed out the repetitive nature and limited effectiveness of CPCG, HED, and similar sessions, suggesting that these could be reduced or redesigned to focus more on meaningful skill development such as career guidance, internships, research exposure, and industry readiness. Many students expressed the need for greater emphasis on hard skills, real-world problem solving, and analytical applications rather than repeated focus on soft skills.

Students also highlighted concerns regarding academic workload and scheduling, particularly the high number of subjects in the final semester and limited time for self-study, internships, or skill development. Suggestions included redistributing course load, providing more free or flexible hours, and improving access to study materials. Additionally, there was a strong call for more research-oriented learning, including project-based assessments, thesis work, and opportunities to work with real datasets.

Overall, while respondents acknowledged that the curriculum is comprehensive and academically strong, they emphasized the need for greater alignment with industry expectations, reduced redundancy in non-core components, and increased focus on practical skills, research, and student-centric learning approaches.

CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE | DELHI NCR | PUNE

Department of Mathematics, Bangalore Yeshwanthpur Campus
Feedback on Curriculum from Academic Peers

The feedback collected from academic peers indicates a strong positive perception of the curriculum in terms of its design, relevance, and effectiveness. A significant majority of respondents either *strongly agreed* or *agreed* that the curriculum aligns well with the stated objectives and learning outcomes, reflecting its clarity and coherence. Peer responses also highlight that the syllabus is regularly reviewed and updated, demonstrating a dynamic and responsive curriculum development process.

The curriculum is perceived as effective in fostering independent thinking, with most respondents acknowledging its role in developing analytical and critical reasoning skills among students. Additionally, there is strong agreement that the syllabus enhances subject knowledge and facilitates real-world application of concepts, indicating its practical orientation. The emphasis on research-inclusive teaching and self-directed learning further reflects the curriculum's focus on higher-order learning outcomes.

Suggestions from peers point towards further strengthening the curriculum by incorporating emerging areas such as Artificial Intelligence, Financial Mathematics, and interdisciplinary applications, along with increased focus on practical and hands-on components.

Overall, the feedback suggests that the curriculum is well-structured, relevant, and effective, with scope for enhancement through inclusion of contemporary topics and experiential learning components.

Name of the Employee

11 responses

Dr. D. Vignesh

Dr.M. Sathish Kumar

Dr Joby Mackolil

Thriveni K

Toby B Antony

Dr. Rohith Raja M

ELLUMKALAYIL MERLIN THOMAS

Dr. Navin Tomy

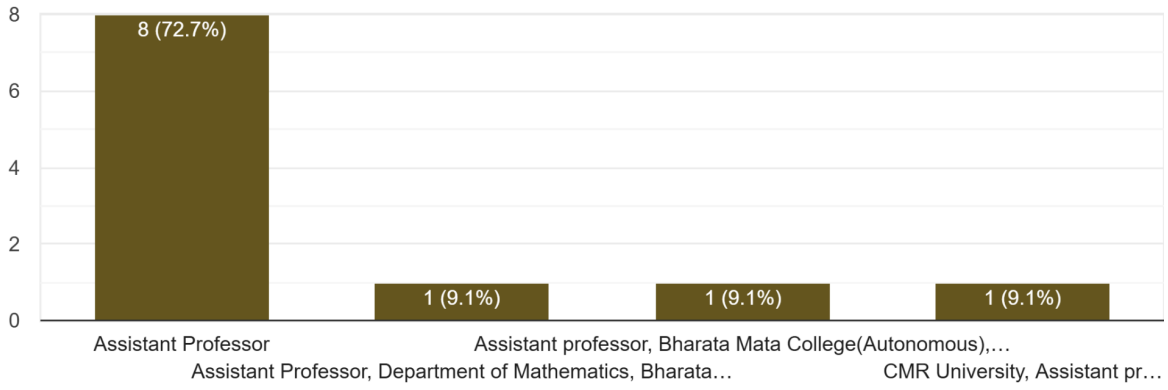
Babitha

Subramani R

Arulpandy P

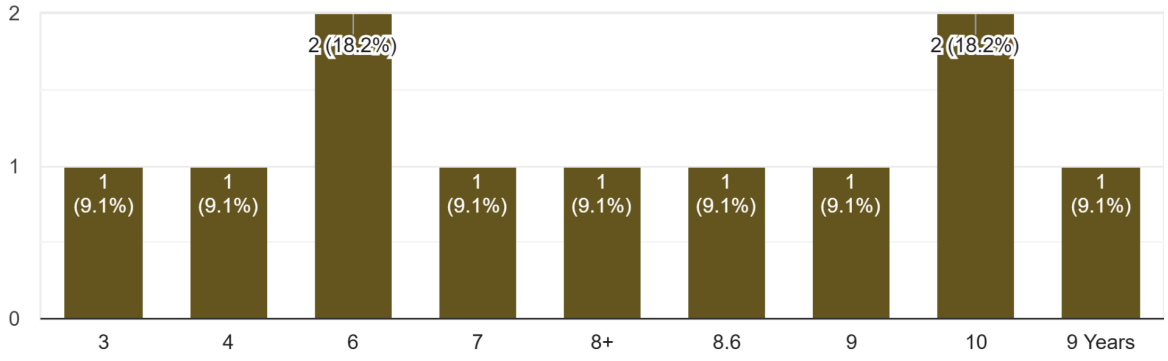
Designation

11 responses



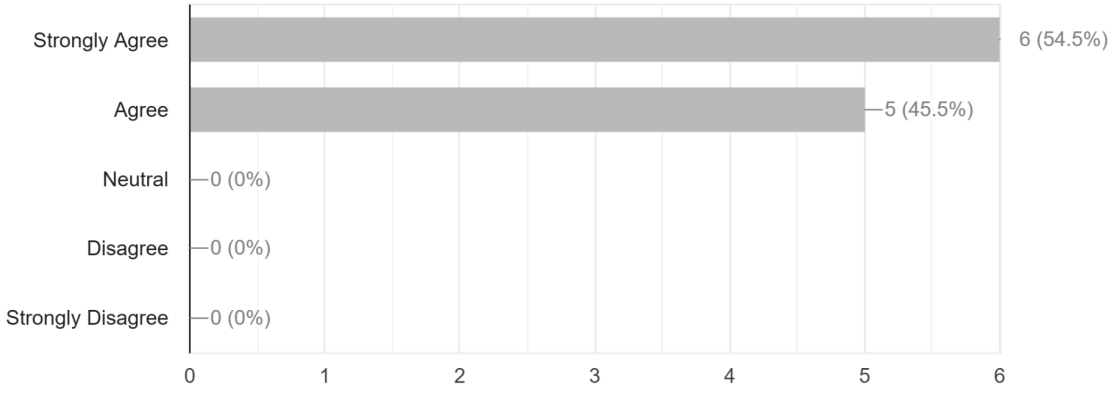
Experience in Academics / Research (Number of years)

11 responses



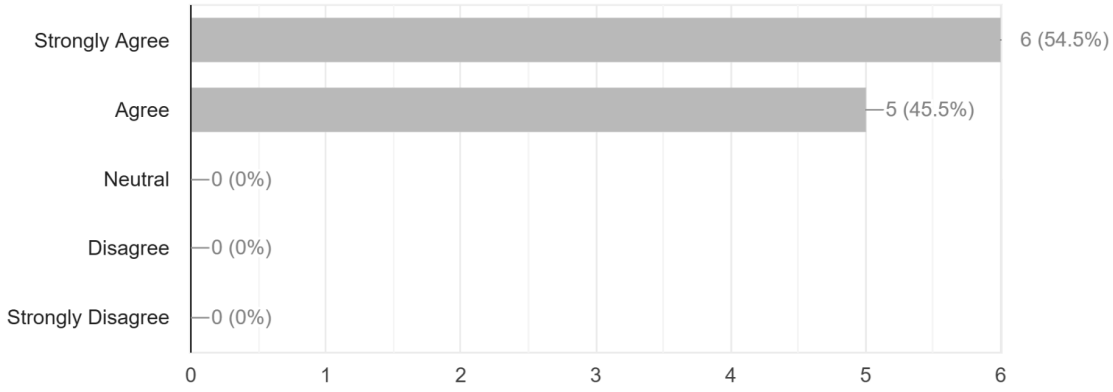
The content of the curriculum satisfy the stated objectives and learning outcomes.

0 / 11 correct responses



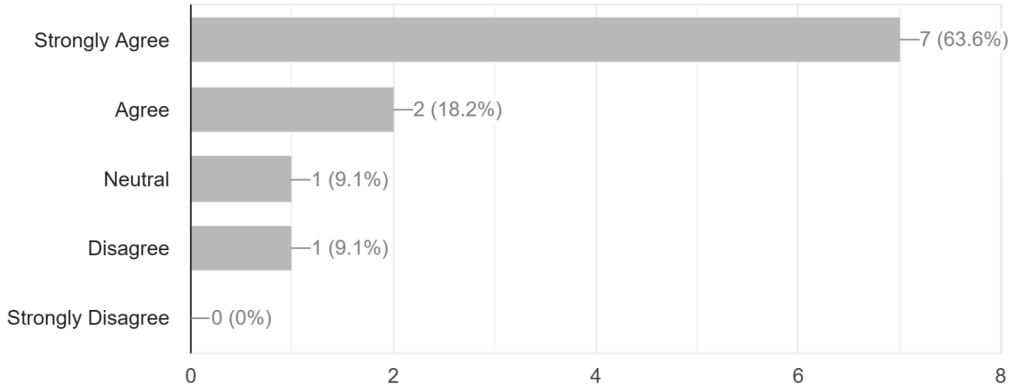
Teachers have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus.

0 / 11 correct responses



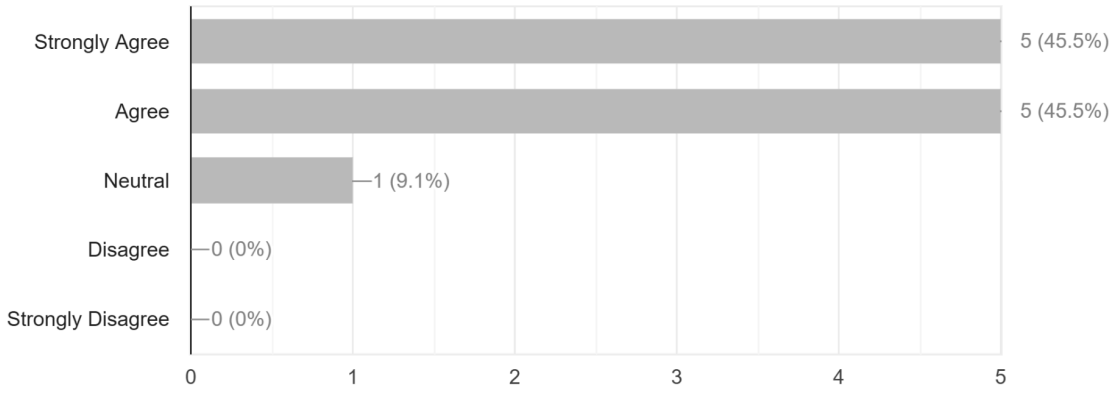
The curriculum /syllabus effective in developing independent thinking.

0 / 11 correct responses



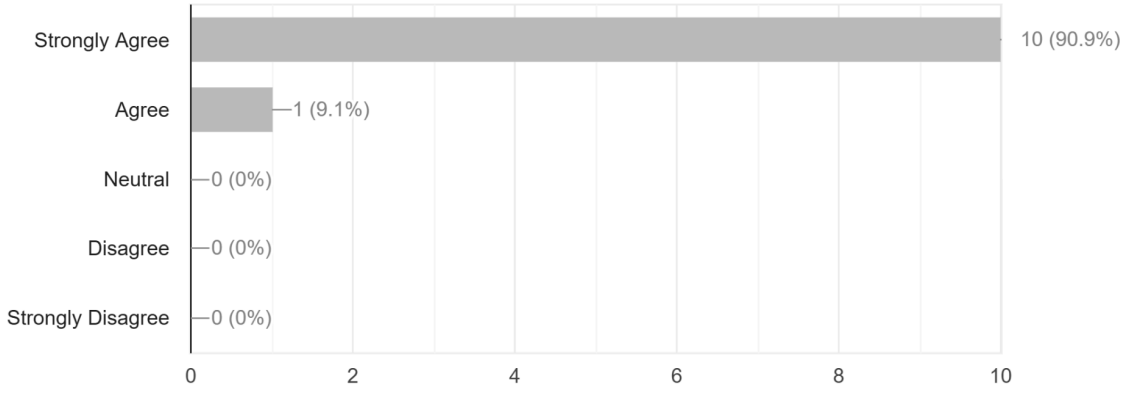
The department level expert committee meet to review the syllabus every board of studies (BoS).

0 / 11 correct responses



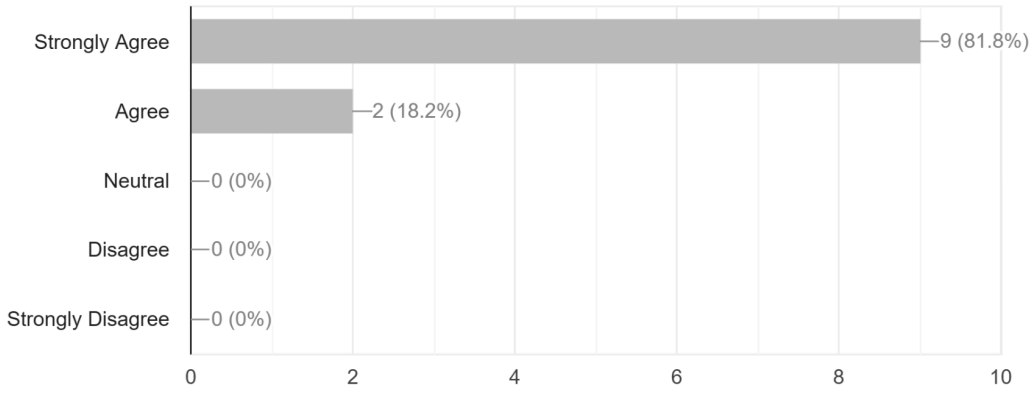
The syllabus enhance my knowledge in the subject area.

0 / 11 correct responses



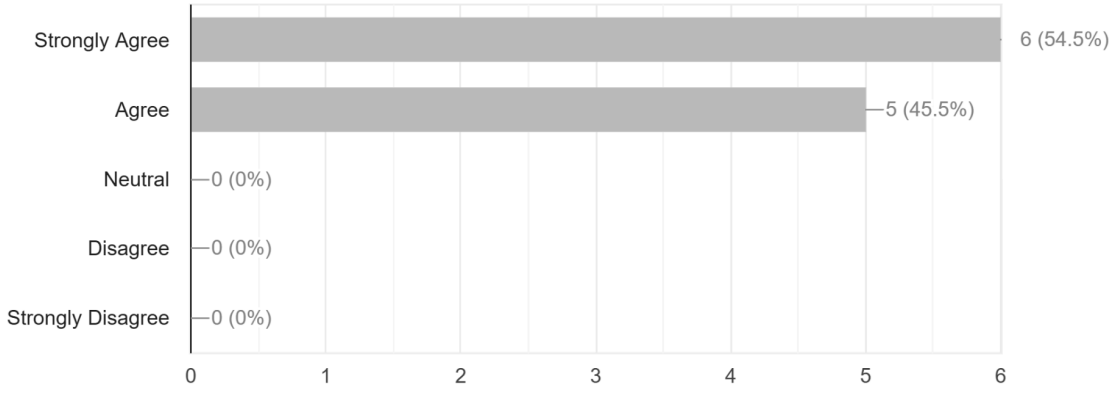
The Syllabus enable the students to apply their knowledge in real life.

0 / 11 correct responses



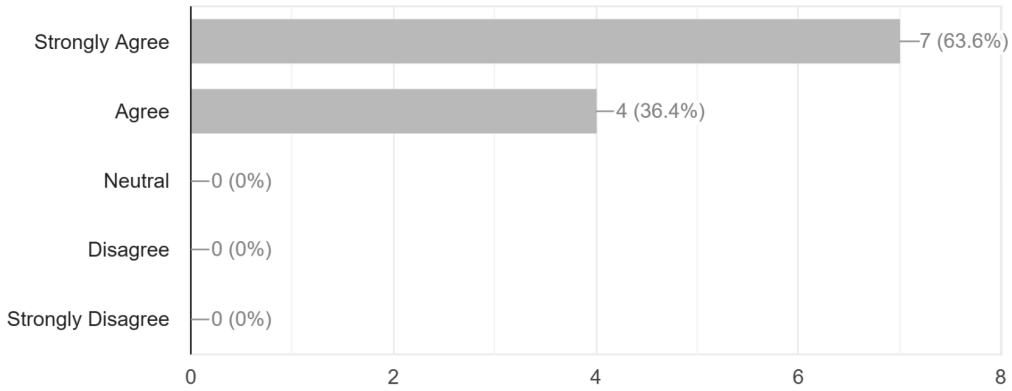
The syllabus demand the teachers for research inclusive teaching.

0 / 11 correct responses



The curriculum promote self-study and attitude of research

0 / 11 correct responses



General comments and suggestions; if any:

11 responses

.

Not as such

Nothing more

Financial Mathematics to be introduced in EMS curriculum

The syllabus is well-designed, comprehensive, and relevant to the objectives of the programme.

The curriculum is relevant and well-organized. Periodic updates and increased emphasis on practical applications and interdisciplinary learning would further improve its effectiveness.

It would be beneficial to introduce separate courses dedicated to practical components, as this would allow for deeper hands-on learning and more effective application of theoretical concepts.

AI and current technologies can be incorporated.

Nil

Curriculum looks very good and effective

Overall it is good

Department of Mathematics, Bangalore Yeshwanthpur Campus
Feedback on Curriculum from Alumni

The feedback collected from alumni reflects a positive evaluation of the curriculum in terms of its relevance, structure, and applicability. A majority of alumni have rated the curriculum highly, indicating that it has contributed effectively to the development of conceptual understanding, analytical ability, and subject knowledge. The curriculum is perceived to add significant value in terms of skill development and overall academic preparedness.

Alumni outcomes indicate successful transition into diverse domains, with a significant proportion employed across sectors such as finance, insurance, and industry, while others are pursuing higher education. This demonstrates the curriculum's ability to support multiple career pathways and its relevance to both industry and academia. Additionally, alumni have expressed strong satisfaction with the counselling and guidance provided by the department, highlighting effective academic support systems.

Constructive suggestions from alumni emphasize the need for increased practical orientation, including more industry-focused workshops and application-based learning. Recommendations also include the introduction of courses in areas such as financial mathematics, Python, and Excel, along with deeper conceptual coverage for students preparing for competitive examinations. Further, alumni suggested restructuring certain topics for better conceptual flow and incorporating flexible elective options to cater to diverse career goals.

Overall, the feedback indicates that the curriculum is well-designed and impactful, with scope for enhancement through greater integration of practical, technological, and interdisciplinary components.

Name

7 responses

Sarthak Tharaney

Mridul Khandelwal

Ananya Gupta

Andre Dsouza

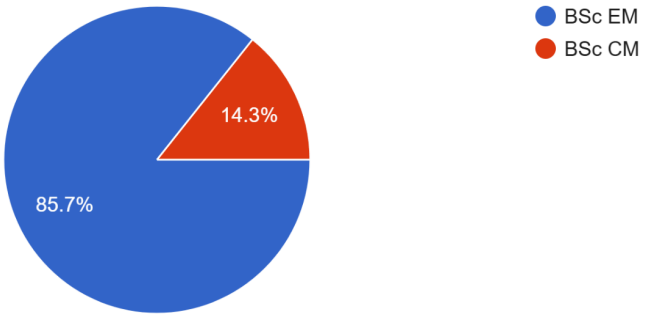
Chris Harry Wilson

Hrishita Bulchandani

Priyanka Pasari

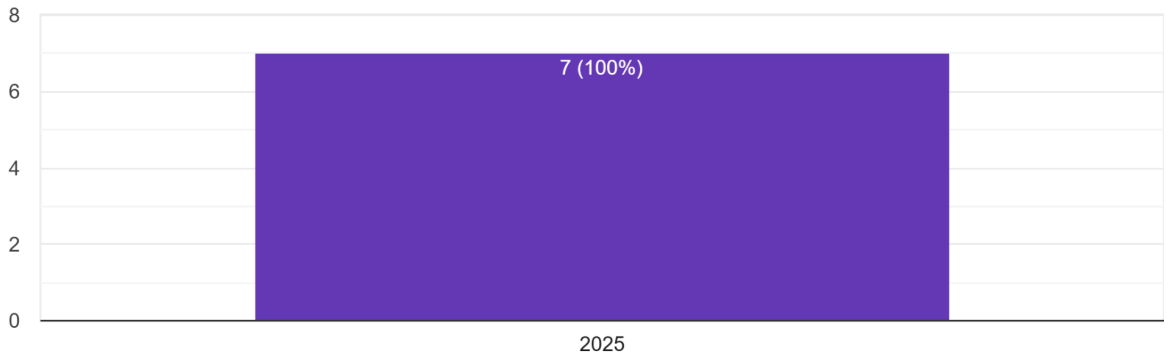
Programme Completed

7 responses



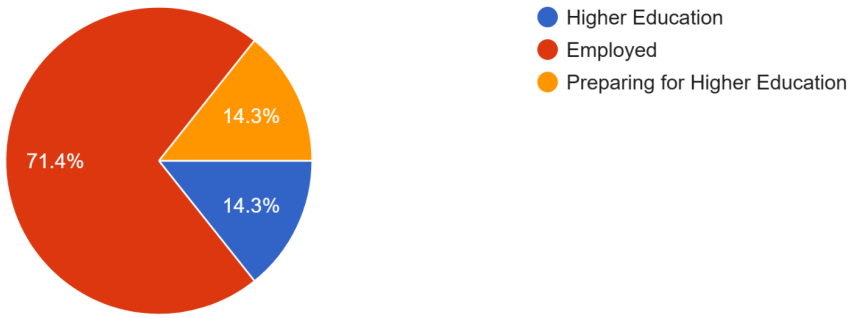
Pass out year

7 responses



Current role

7 responses



Designation

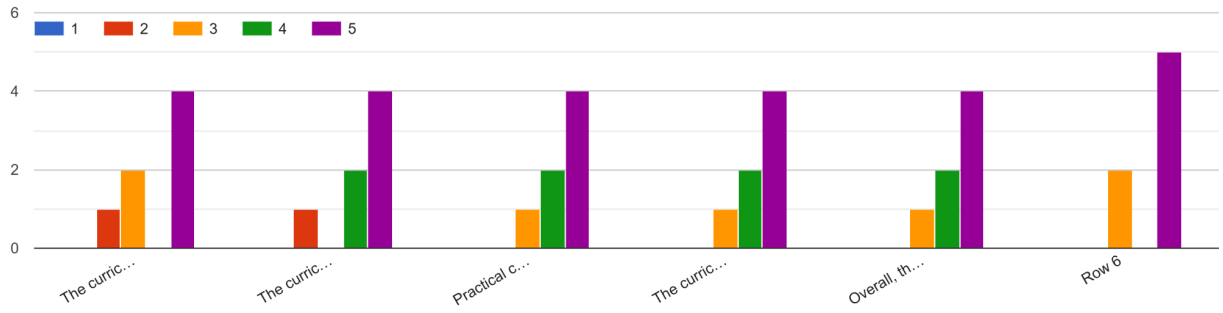
7 responses

Student
Associate
General manager
Investment Advisor
Insurance advisor
Analyst
Students

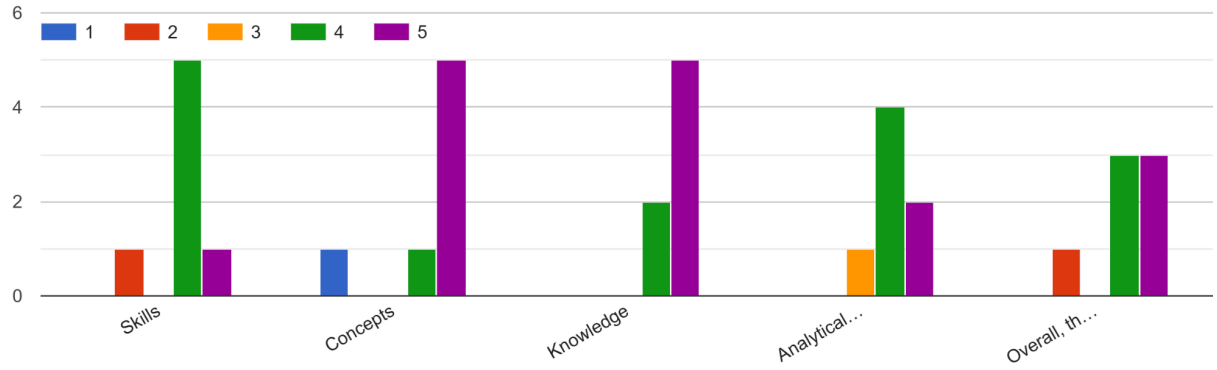
Organisation

- Employment Sectors: Alumni are currently employed at organizations across various fields, including insurance (Ditto Insurance), financial services (MoneyWorks4Me, UMI Capital Services), heavy industry (Parbhat heavy forge pvt ltd), and Gain (unspecified sector).
- Academia: One respondent is associated with Ashoka University.
- No Response: One respondent did not specify an organization.

Select the appropriate option. 1- Needs to improve, 2 - Average, 3 - Satisfactory 4 - Good, 5 - Excellent

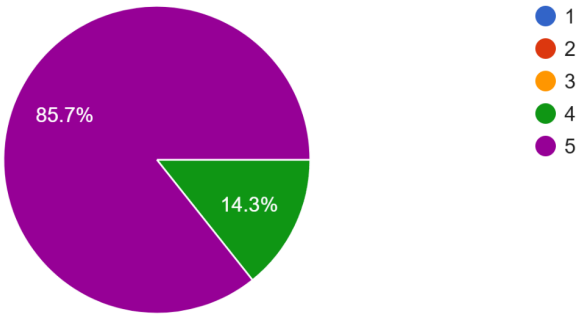


The syllabus is capable of adding value to the students in terms of: 1- Needs to improve, 2 - Average, 3 - Satisfactory 4 - Good, 5 - Excellent



The counselling and guidance provided by the department the students (Least 1 ; Most 5)

7 responses



Please suggest any changes or additions to the curriculum that would have helped you after graduation.

- **Practical Skills and Industry Orientation:** Alumni recommend incorporating more practical knowledge, focusing on the application of concepts, and integrating more industry-oriented workshops and sessions to better prepare students for corporate and industry standards.
- **Specific Coursework Additions:** Suggestions include adding more subjects focused on finance and inducting more lessons related to Python and Excel.
- **Curriculum Depth for Higher Studies:** For students pursuing higher education, the curriculum needs to cover subjects in more depth, especially for competitive exams. Specific recommendations include:

    - Including more focus on proofs (especially for math exams like ISI and CMI).
    - Employing more visual and intuitive approaches to complex topics (e.g., limits, series).
    - Re-ordering subjects to ensure prerequisite material is covered first (e.g., teaching number theory before group theory).
- **Elective Structure:** The curriculum should incorporate a more elective-oriented structure to allow students seeking employment or higher studies to better equip themselves for their chosen path.

Department of Mathematics, Bangalore Yeshwanthpur Campus
Feedback on Curriculum from Employers

Introduction

The Department of Mathematics collected feedback from parents to understand their perception of the curriculum and its role in supporting the academic, personal, and professional development of students. A total of 40 parent responses were received, offering valuable insights into the strengths of the programme as well as areas for further enhancement. The feedback serves as an important external perspective on the effectiveness and relevance of the curriculum.

Overall Observations

The overall feedback from parents is positive and indicates a high level of satisfaction with the curriculum. Across all key parameters, the majority of parents selected either "Agree" or "Strongly Agree," showing confidence in the academic structure and developmental value of the programme. The responses suggest that parents perceive the curriculum as meaningful, academically sound, and supportive of students' future progression.

Orientation Towards Higher Education

A strong majority of parents felt that the curriculum orients students towards higher education. Out of 40 responses, 25 parents agreed and 11 strongly agreed, while only 4 remained neutral. This indicates that the curriculum is widely perceived as providing a solid academic foundation for advanced studies and future specialization.

Employability and Career Readiness

Parents responded positively to the question of whether employability is given weightage in the design and development of the curriculum. Twenty-eight respondents agreed and 6 strongly agreed, while 6 remained neutral. This reflects a generally favourable view of the curriculum's role in preparing students for professional opportunities, though the neutral responses also suggest scope for stronger visible alignment with industry needs and career-oriented learning.

Value-Based Education

The curriculum's emphasis on value-based education was also appreciated. Twenty-three parents agreed and 9 strongly agreed that the programme includes such components, while 8 were

neutral. This indicates that the curriculum is seen as contributing not only to academic growth but also to the ethical and value-oriented development of students.

Social Relevance of the Curriculum

On the question of whether the curriculum serves the needs of society, 26 parents agreed and 8 strongly agreed, with 6 neutral responses. This suggests that parents generally recognize the social relevance of the programme and its potential to build socially responsible and aware learners.

Promotion of Self-Study and Research Attitude

Parent responses were particularly encouraging in relation to self-study and research orientation. Twenty parents agreed and 14 strongly agreed that the curriculum promotes self-study and an attitude of research. Only 5 were neutral and 1 disagreed. This highlights a strong perception that the programme encourages independent learning and inquiry-based academic engagement.

Personality Development

The curriculum was also viewed positively in terms of its contribution to personality development. Twenty parents agreed and 14 strongly agreed that the curriculum helps students enhance their personality. While 4 responses were neutral and 2 disagreed, the overall trend remains favourable and indicates that the programme is perceived as supporting holistic student development.

Parent Suggestions and Key Concerns

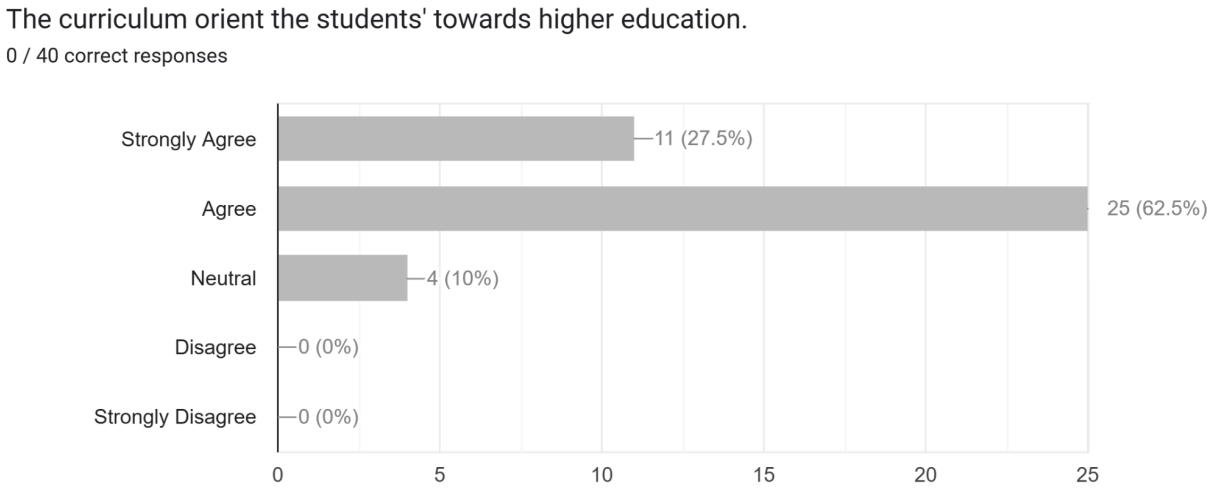
The written comments provided by parents complement the quantitative feedback and reveal a few recurring themes. Several parents appreciated the curriculum for being well-structured, intellectually challenging, and supportive of deep thinking and analysis. At the same time, some parents suggested greater emphasis on skill development, technical competencies, research opportunities, internships, and practical or hands-on learning. A few comments also pointed to the need for stronger industry linkage, better spacing during examinations, more support for students experiencing academic stress, and increased attention to real-life problem solving. These suggestions indicate that while parents value the strength of the programme, they also expect a more application-oriented and student-supportive learning environment.

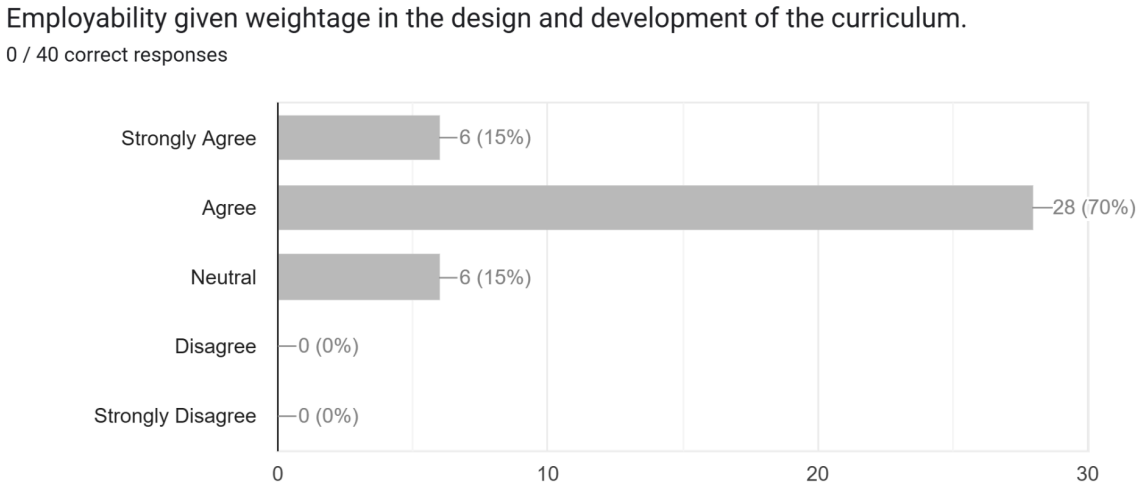
Conclusion

The parent feedback indicates that the curriculum is positively perceived in terms of academic quality, higher education orientation, research encouragement, value-based learning, and personality development. At the same time, parents have highlighted the need for greater practical exposure, stronger career linkage, enhanced skill development, and more student

support mechanisms. Overall, the feedback reflects confidence in the programme while also offering constructive suggestions for its continued improvement.

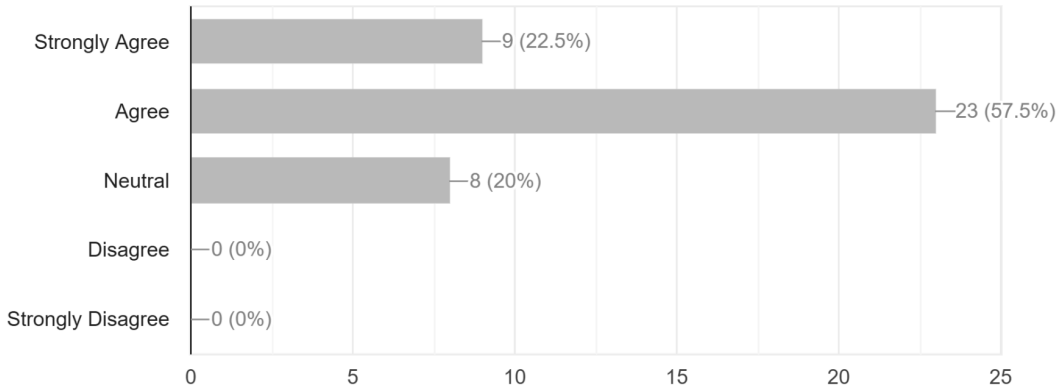
Annexure: Responses from Employers- Graphical Representation





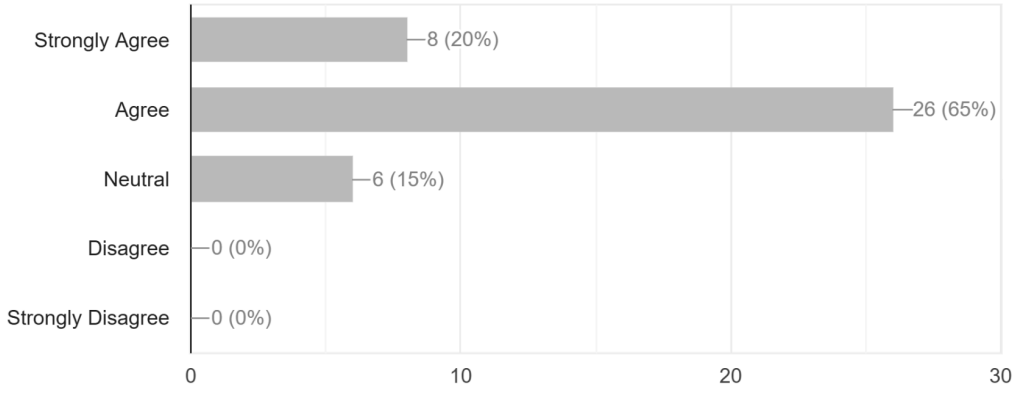
Curriculum designed to have a component on value based education.

0 / 40 correct responses



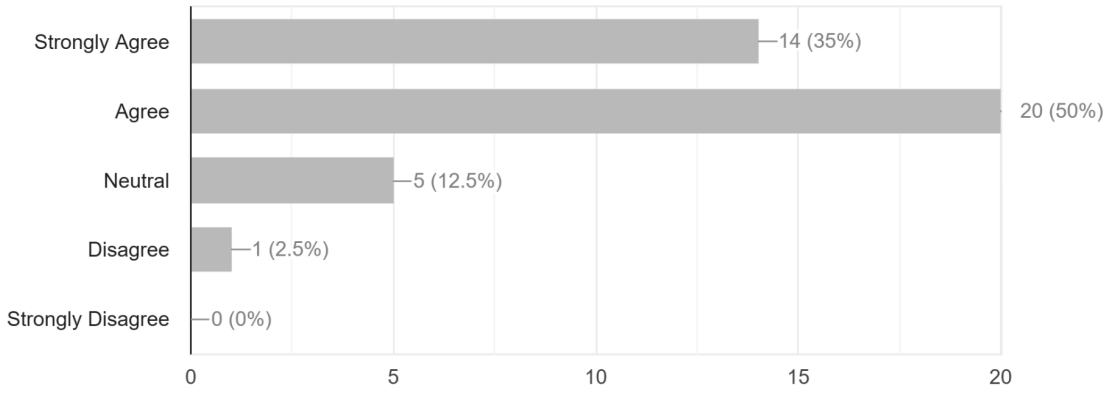
The curriculum have a component to serve the needs of the society.

0 / 40 correct responses



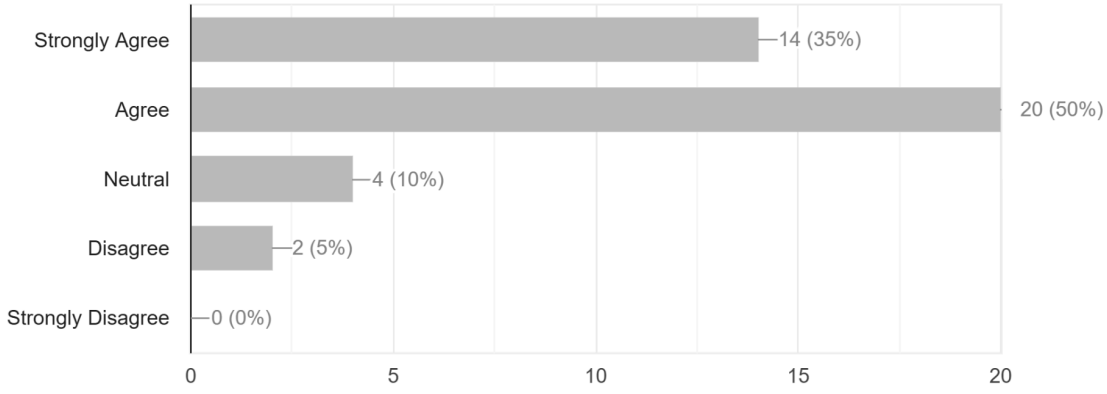
The curriculum promote self-study and attitude of research.

0 / 40 correct responses



The curriculum help the students' to enhance their personality.

0 / 40 correct responses



Department of Mathematics, Bangalore Yeshwanthpur Campus
Feedback Analysis

Introduction

The Department of Mathematics collected structured feedback from key stakeholders, including students, alumni, and academic peers, to evaluate the effectiveness, relevance, and outcomes of the existing curriculum. The process aimed to assess alignment with learning objectives, industry expectations, and emerging academic trends, while identifying areas for improvement.

Stakeholders Involved

Feedback was obtained from students across all semesters of the EMS programme, alumni pursuing careers in industry and higher education, and academic peers with subject expertise. This ensured a comprehensive and multi-dimensional evaluation of the curriculum.

Overall Observations

The feedback indicates that the curriculum is academically strong, well-structured, and conceptually rigorous. Stakeholders appreciated the emphasis on analytical thinking, logical reasoning, and interdisciplinary learning through the integration of Mathematics, Statistics, and Economics. The curriculum is perceived to effectively support higher education and diverse career pathways. At the same time, there is a clear expectation for enhanced practical exposure, industry relevance, technical skill integration, and research orientation.

Analysis of Student Feedback

Student responses reflect a high level of satisfaction with the conceptual depth and structure of the curriculum. A majority of students agreed that the syllabus aligns with learning objectives and contributes to the development of analytical and problem-solving skills. However, students emphasized the need for greater inclusion of real-world applications and case-based learning, increased focus on technical skills such as programming, data analysis, and visualization tools, and more project-based and experiential learning opportunities. Concerns were also raised regarding repetition in non-core components and the distribution of academic load. Overall, students acknowledged the strength of the theoretical foundation while expressing a preference for more practical and skill-oriented learning.

Analysis of Alumni Feedback

Alumni feedback highlights that the curriculum has been effective in building strong analytical and conceptual skills, supporting transitions into industry and higher education. Alumni recognized the value of the interdisciplinary structure in preparing them for diverse career pathways. At the same time, they suggested greater emphasis on industry-relevant skills such as financial analytics, data tools, and programming, inclusion of certification-based and application-oriented courses, and increased focus on research methodology and practical problem solving. The feedback reflects a need to strengthen the connection between academic learning and professional application.

Analysis of Academic Peer Feedback

Academic peers provided a positive evaluation of the curriculum in terms of structure, coherence, and alignment with programme objectives. The curriculum is perceived to effectively promote analytical thinking, independent learning, and conceptual clarity. Peers suggested the inclusion of emerging and interdisciplinary areas such as Artificial Intelligence, Financial Mathematics, and Data Science, along with greater emphasis on application-based learning and continuous updating of the syllabus to reflect current academic and industry trends.

Key Feedback Themes

The consolidated analysis across stakeholders highlights the need for enhanced practical and application-based learning, inclusion of technical and industry-relevant skills, strengthening of research orientation and project-based learning, improved industry alignment and employability focus, greater emphasis on data analytics and interdisciplinary integration, better balance between theoretical and applied components, reduction of repetition in non-core components, and improved curriculum structuring and workload distribution.

Conclusion

The feedback analysis indicates that the curriculum is strong in conceptual depth and analytical rigor, with a well-defined interdisciplinary structure. However, stakeholders increasingly expect a more application-oriented, skill-driven, and industry-aligned learning experience. The insights derived from the feedback provide a clear direction for curriculum enhancement and academic interventions, enabling the department to evolve towards a more balanced, relevant, and future-ready programme.

Annexure: Summary of Feedback Themes and Key Concerns

Sl No	Feedback Theme	Key Concerns Identified
1	Practical and Application-Based Learning	Excessive focus on theory; limited real-world application; lack of case-based and experiential learning
2	Technical and Industry Skills	Need for programming, data analysis, visualization tools, and industry-relevant technical competencies
3	Research Orientation	Limited exposure to research methodology, academic writing, and project-based learning
4	Industry Exposure and Employability	Need for internships, industry interaction, and career-oriented learning
5	Data Analytics and Interdisciplinary Learning	Demand for data-driven skills and integration across Mathematics, Statistics, and Economics
6	Balance between Theory and Application	Strong theoretical focus with insufficient applied learning components
7	Repetition in Non-Core Components	Overlap and repetition in CPCG, HED, and related sessions
8	Curriculum Structure and Academic Load	Heavy workload in certain semesters; need for better distribution and flexibility
9	Skill-Based and Career-Oriented Learning	Need for certification courses, employability skills, and practical exposure

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Action Taken Report

Introduction

The Department of Mathematics systematically collected feedback from students, alumni, and academic peers to evaluate the effectiveness and relevance of the existing curriculum and academic practices. The feedback highlighted strong conceptual and analytical foundations while identifying the need for enhanced practical exposure, industry alignment, technical skill development, and research orientation. In response, the department has undertaken a combination of curriculum enhancements, structured academic initiatives, and experiential learning interventions to address these concerns.

Enhancing Practical and Application-Based Learning

Feedback from stakeholders emphasized the need to move beyond theoretical instruction and incorporate real-world applications. In response, the curriculum has been strengthened with application-oriented components across courses such as Calculus, Differential Equations, and Operations Research, where real-world problems and modelling have been explicitly included. Additionally, the department has reinforced experiential learning through initiatives such as ARC, which provides simulation-based learning experiences involving decision-making, strategy building, and real-world problem solving.

Inclusion of Technical and Industry-Relevant Skills

A strong demand was expressed for technical and industry-relevant skills such as programming, data analysis, and visualization tools. The revised curriculum addresses this by introducing courses such as Python Programming, Statistical Programming using R, and Data Visualization using Power BI. These courses equip students with practical computational and analytical skills aligned with current industry requirements. Further, departmental initiatives and sessions under ARC support the development of professional and technical competencies.

Strengthening Research Orientation

Stakeholders highlighted the need for greater exposure to research and higher-order learning. The curriculum now incorporates a structured research pathway through the inclusion of dissertation components in the Honours with Research track. In addition, project-based assignments, case studies, and analytical tasks are integrated within courses to promote inquiry-based learning.

Students are also encouraged to engage in research activities, presentations, and guided projects under faculty mentorship.

Improving Industry Alignment and Employability

Feedback indicated the importance of industry exposure and career readiness. To address this, a mandatory internship component has been included in the programme, enabling students to gain practical experience in industry, research institutions, and professional environments. ARC further strengthens employability by conducting sessions on negotiation, case studies, analytics, and professional communication, thereby preparing students for diverse career pathways including industry, higher education, and entrepreneurship.

Integration of Data Analytics and Interdisciplinary Learning

The curriculum reflects a strong integration of data analytics and interdisciplinary approaches, combining Mathematics, Statistics, and Economics. Courses such as Regression Models, Time Series Analysis, and Data Visualization enable students to engage with real data and analytical tools. This aligns with stakeholder feedback seeking exposure to data-driven decision-making and analytical problem solving.

Balancing Theoretical Depth with Application

While the curriculum retains its strong theoretical foundation through courses such as Abstract Algebra and Real Analysis, efforts have been made to balance this with applied and skill-based courses such as Financial Mathematics and Operations Research. This ensures that students develop both conceptual rigor and practical competence.

Enhancing Student-Centric Learning and Flexibility

Feedback regarding academic load and learning flexibility has been addressed through improved course structuring and the inclusion of varied learning components such as electives, internships, and research options. Pedagogical approaches now include projects, discussions, and case-based learning, promoting active student engagement and self-directed learning.

Addressing Repetition and Skill-Based Training Needs

Concerns regarding repetition in non-core components have been acknowledged, and recommendations have been made to streamline such sessions and align them more closely with skill development and career readiness. Greater emphasis is being placed on meaningful engagement through structured initiatives such as ARC, which complement formal curriculum delivery.

Conclusion

The department has responded proactively to stakeholder feedback by integrating curricular improvements with experiential and skill-based learning initiatives. The revised curriculum, supported by structured departmental activities, reflects a shift towards a balanced, application-oriented, and industry-relevant academic framework. Continuous feedback and periodic review will ensure that the programme remains dynamic, relevant, and aligned with evolving academic and professional demands.

Note: The Summary of Feedback Themes, Key Concerns, and Action Taken is attached in the annexure

Annexure: Summary of Feedback Themes, Key Concerns, and Action Taken

Sl No	Feedback Theme	Key Concerns Identified	Action Taken / Addressed Through
1	Practical and Application-Based Learning	Overemphasis on theory; lack of real-world applications and case-based learning	Inclusion of application-oriented content in courses such as Calculus, Differential Equations, and Operations Research; experiential learning through ARC simulations and case-based activities
2	Technical and Industry Skills	Need for programming, data analysis, and visualization tools (Python, SQL, Power BI, etc.)	Introduction of Python Programming, Statistical Programming using R, and Data Visualization (Power BI); additional skill development through ARC sessions
3	Research Orientation	Lack of exposure to research methodology, academic writing, and project-based learning	Introduction of dissertation component in Honours with Research track; inclusion of projects, case studies, and analytical assignments in courses
4	Industry Exposure and Employability	Limited practical exposure and industry readiness	Mandatory internship integrated into curriculum; career-oriented sessions and simulations through ARC
5	Data Analytics and Interdisciplinary Learning	Need for data-driven skills and integration across domains	Courses such as Regression Models, Time Series Analysis, and Data Visualization; interdisciplinary EMS structure (Economics, Mathematics, Statistics)
6	Balance between Theory and Application	Excessive focus on abstract/theoretical subjects	Balanced curriculum with inclusion of applied courses such as Financial Mathematics and Operations Research alongside core theory

7	Repetition in Non-Core Components	Overlap and repetition in CPCG, HED, and related sessions	Recommendation for streamlining and aligning such components towards meaningful skill-based learning; strengthened ARC as a focused platform
8	Curriculum Structure and Academic Load	Heavy workload in certain semesters; lack of flexibility	Improved structuring of curriculum; inclusion of internships, research pathways, and diversified learning components
9	Skill-Based and Career-Oriented Learning	Need for certification courses, employability skills, and career guidance	Integration of skill-based courses in curriculum and structured ARC activities focusing on industry readiness and professional skills