

SHRI RAM COLLEGE, (AUTONOMOUS) MUZAFFARNAGAR, (UP)

Management Committee Review and Action Taken Report (ATR)

Academic Session: 2025-2026

The Management Committee reviewed the **Feedback Analysis Report** for the Academic Session **2025-2026**, encompassing feedback received from various stakeholders on the curriculum and the teaching-learning process. The Committee appreciated the institution's well-defined, transparent, and systematic feedback mechanism, recognizing it as an important component of the college's quality assurance and continuous improvement framework. During the review, the Committee acknowledged that the feedback collected from students and other stakeholders provides valuable insights for enhancing curriculum design, academic practices, and institutional effectiveness. It was resolved that the existing feedback system should be further strengthened through the periodic review and refinement of structured questionnaires and feedback formats to ensure greater relevance, reliability, and alignment with the objectives of Outcome-Based Education (OBE), the National Education Policy (NEP) 2020, and the quality benchmarks prescribed by the University Grants Commission (UGC) and NAAC.

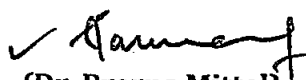
The Management Committee also emphasized the importance of ensuring timely analysis of feedback and effective implementation of stakeholder suggestions through appropriate academic and administrative actions. It recommended that the Feedback Committee, Internal Quality Assurance Cell (IQAC), Boards of Studies, and other statutory bodies continue to work collaboratively to monitor the effectiveness of the feedback mechanism and facilitate evidence-based quality enhancement.

Based on the recommendations and observations of the Management Committee, the following **Action Taken Report (ATR)** summarises the initiatives undertaken by the institution to improve the curriculum, teaching-learning process, and overall academic quality during the Academic Session **2025-2026**.

S.N.	Observations of Feedback	Action Taken
1.	Employers observed that students need further development in leadership abilities, innovation, creativity, and effective response to workplace challenges. They also indicated gaps in general communication skills required for professional environments.	1. The observations of employers were carefully reviewed. Some of these concerns had been highlighted in the previous year's feedback, and focused efforts resulted in measurable improvements. To address newly identified gaps in leadership and communication skills, Heads of Departments have been instructed to organise leadership

2.	Alumni feedback was largely positive; however, concerns were expressed regarding certain aspects of the syllabus offered by the affiliated university. Alumni acknowledged that opportunities for group discussions are available and agreed that the curriculum is socially relevant and adaptable.	development programmes, communication skills workshops, and employability enhancement activities.
3.	Faculty members expressed overall satisfaction with the academic framework but indicated a need for greater academic freedom, particularly in contributing ideas and suggestions for curriculum development.	2. To strengthen social adaptability and collaborative learning, faculty members have been encouraged to incorporate structured group discussions, presentations, and participative learning strategies within the existing curriculum framework. 3. Adequate academic freedom has been emphasised, and faculty members are encouraged to actively contribute ideas and recommendations for curriculum enrichment.
4.	Students reported gaps in the depth of course content and emphasised the need for stronger industry-oriented project work. They acknowledged that the curriculum supports learning of concepts, practical skills, analytical abilities, and helps in broadening	4. In response to student feedback, efforts are being made to enhance course depth, strengthen industry-aligned project work, and introduce value-added components aimed at improving conceptual understanding, practical knowledge, manual skills, analytical thinking, and overall intellectual development. 5. To bridge the gap between academic learning and evolving industry

	perspectives, but suggested further enhancement in these areas.	requirements, it is recommended that the college introduce selected Certificate and Diploma programmes aligned with current market demands. These skill-oriented courses will equip students with practical knowledge, industry-relevant competencies, and enhanced employability skills. Such programmes can serve as value-added qualifications, enabling students to meet professional expectations more effectively while supporting their career readiness and overall professional development. 6. The Coordinator, IQAC, has formally communicated the recommendation of the consolidated feedback report received from students, faculty, and alumni to the affiliated university, requesting due consideration of the stakeholders' suggestions during the curriculum review and revision processes.
--	--	---


(Dr. Prerna Mittal)
Principal, SRC


(Dr. Vinit Kumar Sharma)
IQAC Coordinator

CC to the following for information and necessary action-
1- Registrar, MS University SRE


(Dr. Vinit Kumar Sharma)
IQAC Coordinator

Recommendations of the Feedback Committee on Student Feedback on Curriculum

Academic Session: 2025–2026

The Feedback Committee of the Autonomous College conducted a comprehensive analysis of the Student Feedback on Curriculum for the Academic Session 2025–2026. The feedback was collected through a structured questionnaire covering various dimensions of curriculum design, content, delivery, relevance, and learning outcomes. The responses were analysed systematically to evaluate the effectiveness of the curriculum and identify areas for continuous improvement.

The overall analysis reveals a highly positive perception among students regarding the curriculum. Students expressed satisfaction with the quality, relevance, and outcome-oriented nature of the curriculum, indicating that it adequately supports academic excellence, employability, skill development, and holistic learning in accordance with the objectives of the National Education Policy (NEP) 2020.

Major Findings

1. Depth and Quality of the Curriculum

Students observed that the curriculum is comprehensive and provides adequate conceptual depth, enabling them to develop strong theoretical foundations, analytical abilities, and critical thinking skills.

2. Industry Relevance and Employability

The curriculum effectively integrates industry-oriented components, including project work, case studies, internships, practical exercises, and experiential learning opportunities. These components enhance employability and prepare students to meet contemporary professional requirements.

8. Skill Development and Practical Exposure

The curriculum provides adequate opportunities for practical learning, laboratory work, projects, field visits, internships, presentations, and skill-based activities, thereby enhancing students' professional competencies and confidence.

9. Overall Student Satisfaction

The majority of students expressed a high level of satisfaction with the curriculum, academic content, teaching-learning process, and their overall programme of study. The feedback indicates that the curriculum effectively meets students' academic aspirations and career expectations.

Recommendations of the Feedback Committee

Based on the analysis of student feedback, the Feedback Committee recommends the following:

1. The existing curriculum framework may be continued, as it effectively fulfils the academic requirements, learning outcomes, and stakeholder expectations.
2. The Board of Studies may undertake periodic revision of the curriculum to incorporate recent developments, emerging technologies, industry practices, research advancements, and multidisciplinary perspectives.
3. Additional value-added courses, skill enhancement courses, interdisciplinary electives, and experiential learning components may be introduced to further strengthen students' employability and entrepreneurial competencies.
4. Digital learning resources, e-content, MOOCs, case studies, simulation-based learning, and ICT-enabled teaching practices may be further integrated into the curriculum.
5. Industry-Institute collaboration may be strengthened through internships, expert lectures, live projects, field visits, and collaborative research activities.

3. Coverage of Course Content

Students reported that the syllabus is comprehensive, well-structured, and appropriately aligned with the prescribed Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs). The curriculum ensures balanced coverage of fundamental as well as emerging concepts.

4. Practical and Real-Life Applicability

The curriculum successfully bridges theoretical knowledge with practical applications by incorporating problem-solving activities, field-based learning, case analysis, and experiential learning, thereby improving students' ability to apply concepts in real-life situations.

5. Enhancement of Learning Experience

The curriculum significantly contributes to the development of disciplinary knowledge, practical competencies, communication skills, analytical thinking, problem-solving abilities, ethical values, and lifelong learning skills.

6. Quality and Relevance of Learning Resources

Students expressed satisfaction with the prescribed textbooks, reference books, digital learning resources, and supplementary study materials. The learning resources adequately support classroom teaching and independent learning.

7. Alignment with Learning Outcomes

The syllabus is well aligned with the stated Course Outcomes and Programme Outcomes. Students acknowledged that the curriculum facilitates the achievement of intended learning outcomes through appropriate teaching-learning and assessment practices.

6. The existing feedback mechanism should be continuously strengthened to obtain timely inputs from students, alumni, employers, teachers, and other stakeholders for evidence-based curriculum revision and quality enhancement.

The Committee appreciates the dedicated efforts of the Board of Studies, faculty members, Academic Council, and curriculum planners in maintaining a learner-centric, flexible, outcome-based, and industry-responsive curriculum that reflects the vision of the institution as an Autonomous College.

Conclusion

The Feedback Committee concludes that the curriculum implemented during the Academic Session 2025–2026 effectively meets the academic standards prescribed by the University Grants Commission (UGC), National Education Policy (NEP) 2020, and the quality benchmarks of NAAC. The curriculum demonstrates strong alignment with Outcome-Based Education (OBE), promotes holistic student development, and equips learners with the knowledge, skills, and competencies required for higher education, research, entrepreneurship, and professional careers.

The Committee recommends the continuation of the present curriculum with periodic revisions based on stakeholder feedback, industry expectations, technological advancements, and emerging educational trends to ensure sustained academic excellence and continuous quality improvement.



(Dr. Ashfaq Ali)

Convenor, Feedback Committee