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# IFTM UNIVERSITY

## MORADABAD

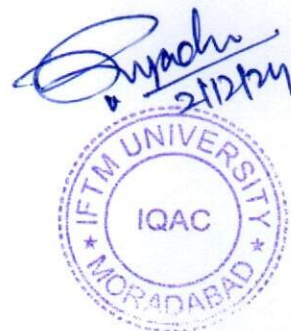
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## ACTION TAKEN REPORT

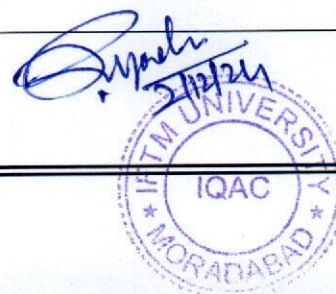
BASED ON  
(CURRICULUM FEEDBACK ANALYSIS)  
2023-24  
SCHOOL OF ENGINEERING &  
TECHNOLOGY

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Based on the Curriculum Survey conducted for the year 2023-24, sliding trends was observed (in regards to the preceding year's observations) in some of the vital parameters. Based on the observations made in the Curriculum Report, following actions were taken by the department.

S. NO.	OBSERVATIONS	CORRECTIVE MEASURES
<b>TEACHERS</b>		
1	The faculty members agreed that the syllabus was need-based and suitable to the course.	No action is required.
<b>STUDENTS</b>		
2	A few of the students felt that the curriculum does not provide added flexibility and diversity among the offered courses across the programmes.	More information and guidance regarding the variety of courses and their benefits have been provided. This included clearer communication through student orientation sessions, course catalogues, and faculty advisories.
3	Some students did not agree that the curriculum based on courses of the programme lead to employability, skill development and entrepreneurship.	Entrepreneurial events such as competitions, talks, and startup workshops were organised to address the concerns of the students. It has been ensured that the curriculum is regularly updated to align with evolving industry needs. The support systems related to employability were improved through stronger career counselling services, resume workshops, and job placement assistance.
4	A few students believed that the offered elective courses were not diverse and did not allow students to adapt their education to their interests.	The elective courses on offer were reviewed to ensure a broader variety of subjects, appealing to different student interests. More interdisciplinary electives were explored and were introduced that allowed students to blend multiple fields of study based on their interests.
5	Some students had dissent regarding the curriculum ensuring the development of communication skills.	Introducing and enhancing extracurricular programs such as communication workshops, peer-to-peer communication initiatives were considered to complement the curriculum and address any perceived gaps in communication skill development.
6	Some students felt that the curriculum did not bridge the gap between theory and practical exercises.	A committee was formed to review the curriculum's current integration of theory and practical components. It was then compared with industry standards and best practices to ensure that the curriculum was meeting educational and professional needs.



S. NO.	OBSERVATIONS	CORRECTIVE MEASURES
7	A few students showed dissent regarding the statement that the courses offered in the programme were relevant to their future job ambitions.	The possibility of offering specialized tracks or elective courses that cater to niche job roles or specific industries were explored for enhanced career alignment and periodic evaluations of course content and structure were implemented to ensure its relevance to current job trends and industries.
<b>ALUMNI</b>		
8	A few alumni could not clearly express consent regarding the statement that courses offered in the programme were found to be relevant to their job ambitions.	The possibility of offering specialized tracks or elective courses that cater to niche job roles or specific industries were explored for enhanced career alignment and periodic evaluations of course content and structure were implemented to ensure its relevance to current job trends and industries.
<b>EMPLOYERS</b>		
9	An employer felt that the programmes offered by IFTM university did not have applicability to real life situations and practical approach.	The current curriculum was evaluated to ensure real-life relevance and alignment with industry requirements. Areas where additional hands-on experience, internships, or case studies could be integrated were identified.
10	An employer showed dissent that the curriculum offered by the University is industry oriented.	To ensure real-life relevance and alignment with industry requirements, the existing curriculum was evaluated in consultation with industry professionals and alumni. Real-world case studies, practical applications, and recent trends were incorporated into the curriculum wherever found necessary.
11	Some employer felt that the curriculum was not apprised to keep it up to date with the industrial and societal needs.	The curriculum committee reviewed the curriculum in collaboration with industry professionals and academic experts to ensure its alignment with emerging industrial trends and societal needs.
12	A few employers did not feel that the University give weightage to employability, skill development and entrepreneurship in curriculum design and development.	It has been ensured that the curriculum is regularly updated to align with evolving industry needs. Entrepreneurial events such as competitions, talks, and startup workshops were organised to address the concerns of the students. The support systems related to employability were improved through stronger career counselling services, resume workshops, and job placement assistance.
13	Some employers showed dissent with the statement that the syllabus offered by the University was conducive for the students' readiness towards recruitment.	A review of the syllabus has been conducted to determine if any key areas are underdeveloped or unclear. Specific areas of the syllabus that may need to be improved, such as practical exposure, skill development, or industry alignment were explored.

