

ACTION TAKEN REPORT (2025–26)

Based on Curriculum Feedback Received in 2024–25

Introduction

In response to the feedback received from key stakeholders—students, teachers, alumni, employers, and parents—during the academic year 2024–25, the institution undertook significant measures to strengthen academic quality, curriculum design, skill development, and institutional governance.

The academic year 2025–26 marked a **transformational phase** with the **implementation of autonomous status**, granted in April 2025 by UGC and the University of Mumbai. The institution leveraged this autonomy to design a **flexible, multidisciplinary, and outcome-based curriculum** in alignment with NEP 2020, focusing on academic excellence, employability, and holistic student development.

1. Action Taken Report on Students' Feedback

| Sr. No | Key Points | Action Taken |
|--------|---|--|
| 1 | Need for more flexibility and choice in curriculum | <ul style="list-style-type: none">• Full implementation of autonomous curriculum with multiple entry-exit options.• Introduction of Major-Minor combinations and open electives across disciplines.• Credit transfer facility strengthened through Academic Bank of Credits (ABC). |
| 2 | Demand for skill-based and career-oriented learning | <ul style="list-style-type: none">• Launch of new skill-based courses in AI, Data Science, Cybersecurity, Financial Literacy, and Entrepreneurship.• Increased integration of experiential learning through internships, field projects, and lab-based courses. |
| 3 | Improved digital learning experience | <ul style="list-style-type: none">• LMS upgraded with advanced features such as personalized dashboards, online assessments, and progress tracking.• Blended learning and flipped classroom methodologies widely adopted. |

2. Action Taken Report on Teachers' Feedback

| Sr. No | Key Points | Action Taken |
|--------|--|--|
| 1 | Training for autonomous curriculum design and assessment | <ul style="list-style-type: none">• Faculty trained in syllabus framing, outcome-based education (OBE), and credit structuring under autonomy.• Workshops conducted on innovative pedagogies, rubric-based assessment, and continuous evaluation methods. |
| 2 | Academic innovation and research encouragement | <ul style="list-style-type: none">• Faculty encouraged to design new courses and interdisciplinary modules.• Research incentives, seed funding, and publication support initiatives introduced.• Collaboration with industry and academic bodies strengthened. |

3. Action Taken Report on Alumni Feedback

| Sr. No | Key Points | Action Taken |
|--------|---------------------------------------|---|
| 1 | Need for industry-relevant curriculum | <ul style="list-style-type: none">• Alumni actively involved in Boards of Studies for curriculum design.• Inclusion of industry certifications and case-based learning modules.• Regular alumni-led workshops on emerging technologies and career trends. |
| 2 | Stronger alumni engagement | <ul style="list-style-type: none">• Formation of structured alumni chapters and mentorship programs.• Alumni participation increased in curricular and co-curricular activities |

4. Action Taken Report on Employer Feedback

| Sr. No | Key Points | Action Taken |
|---------------|--|--|
| 1 | Requirement of job-ready and skilled graduates | <ul style="list-style-type: none"> • Curriculum redesigned with focus on employability skills, communication, and problem-solving. • Mandatory internships, apprenticeships, and live projects embedded in all programs. |
| 2 | Emphasis on practical and project-based learning | <ul style="list-style-type: none"> • Introduction of capstone projects across all years. • Industry-sponsored projects and real-time case studies integrated into evaluation. |

5. Action Taken Report on Parents' Feedback

| Sr. No | Key Points | Action Taken |
|---------------|--|--|
| 1 | Need for regular academic updates and student monitoring | <ul style="list-style-type: none"> • Parent portal for attendance check continued with Teach us app, performance tracking, and communication. • Regular parent-teacher meetings conducted. |
| 2 | Focus on student well-being and career guidance | <ul style="list-style-type: none"> • Strengthening of counselling services and wellness programs. • Career guidance sessions and awareness programs organized. |

6. Action Taken Report on Institutional Functioning under Autonomy

| Sr. No | Area | Action Taken |
|---------------|------------------------------------|--|
| 1 | Curriculum design and governance | <ul style="list-style-type: none"> • Boards of Studies, Academic Council, and Finance Committee fully operational. • Autonomous syllabus implemented across all years. |
| 2 | Examination and evaluation reforms | <ul style="list-style-type: none"> • Continuous Internal Evaluation (CIE) system implemented. • Digital examination system and result processing introduced. • Transparent and timely assessment practices ensured. |
| 3 | Quality assurance and monitoring | <ul style="list-style-type: none"> • IQAC strengthened quality benchmarks and conducted regular academic audits. • Feedback mechanisms digitized and analyzed systematically. |

7. General Academic and Administrative Improvements

| Sr. No | Key Points | Action Taken |
|---------------|---|---|
| 1 | ICT-enabled teaching-learning | <ul style="list-style-type: none"> • Updated ICT classrooms enhanced with advanced digital tools. • Increased use of e-content, virtual labs, and simulation software to enhance Teaching and Learning. |
| 2 | Student support and mentoring | <ul style="list-style-type: none"> • Mentor–Mentee system further strengthened with structured tracking. • Skill mapping, bridge courses, and remedial sessions conducted. |
| 3 | Infrastructure and learning resources | <ul style="list-style-type: none"> • Expansion of library resources (e-books, journals, databases). |
| 4 | Industry and institutional collaborations | <ul style="list-style-type: none"> • MoUs signed with industry partners and academic institutions. • Increased opportunities for internships, certifications, and training programs. |

Conclusion

The Action Taken Report for the academic year 2025–26 reflects the institution’s proactive approach in utilizing stakeholder feedback to drive **continuous improvement and academic excellence**. With the successful implementation of autonomy and NEP 2020, the institution has established a **dynamic, flexible, and industry-aligned academic ecosystem**, ensuring holistic student development and enhanced employability