

CHRIST (Deemed to be) UNIVERSITY

School of Business and Management

Department of Hotel Management

Feedback Analysis & Action Taken Report

Feedback Analysis 2025-26

Summary of Feedback of Students, Parents, Teachers, Alumni and Industry

1. Introduction

Feedback is an essential element of the learning process. The Department of Hotel Management, School of Business and Management, CHRIST (Deemed to be University), collects feedback on various curriculum aspects and courses from different stakeholders such as Students, Alumni, Faculty, Employers and Parents through online and offline modes. The feedback collected from the individuals has been analysed and taken into consideration for the development of the curriculum, the teaching-learning process and the learning environment.

For the academic year 2025-26, structured feedback was obtained from five stakeholder groups on a five-point scale ranging from Need to Improve (1) to Excellent (5). A total of 759 individual responses were received across 25 curriculum attributes. The consolidated analysis was placed before the Departmental Expert Committee and subsequently before the Curriculum Development Cell and Board of Studies convened on 20 January 2026, where it was translated into specific, minuted curricular decisions for the academic year 2026-27.

1.1 Stakeholder Matrix and Data Sources

To maintain a 360-degree perspective on curricular efficacy, data was harvested from five primary pillars:

Stakeholder Group	Primary Focus Area	Respondents	Responses
Students	Learning experience, clarity of objectives, adequacy of learning resources	30	145
Parents	Higher education orientation, employability, value-based and societal relevance	19	95
Alumni	Long-term utility of the curriculum in professional growth	36	180
Industry / Employers	Skill-gap analysis, industry readiness, relevance of electives	48	234
Teachers	Content relevance, transactional ease, pedagogical gaps	21	105
Total	Consolidated 360-degree curricular review	154	759

1.2 Process Overview: The Feedback Loop



The Department follows a Cyclical Quality Enhancement Model based on the Plan-Do-Check-Act principle. A closed-loop system ensures that data collected from the field directly informs boardroom decisions and classroom delivery. The transition from raw data to structural change follows a four-stage pipeline:

- **Stage 01 - Feedback Generation:** deployment of standardised digital and physical instruments to collect quantitative and qualitative metrics from students, parents, alumni, industry partners and faculty.
- **Stage 02 - Review and Analysis:** consolidation of responses into weighted mean scores and stakeholder-wise distributions, followed by qualitative synthesis at the weekly faculty meeting.
- **Stage 03 - Identification of Quality Gaps:** isolation of attributes returning below-threshold means and of skill gaps flagged by industry and academic experts.
- **Stage 04 - Action Taken and Implementation:** presentation of the analysis to the Curriculum Development Cell and Board of Studies, approval of syllabus revision, and integration of approved changes into the Academic Calendar of the following academic year, supported by faculty capacity building.

All feedback instruments, analysis reports and Action Taken Reports are archived in accordance with regulatory requirements to provide a transparent audit trail for accreditation bodies.



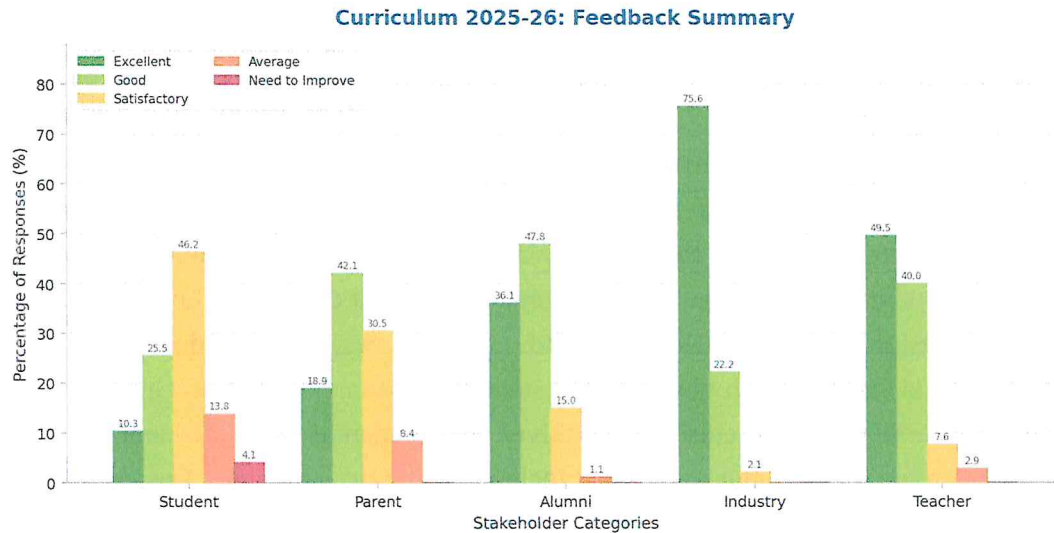
2. Major Suggestions

Some of the salient suggestions projected by the stakeholders were as follows. The committee emphasised the need to integrate Food Hygiene and Safety across the entire curriculum, to maintain a strong focus on fundamentals throughout all four years, and to ensure that students receive exposure to all four core departments during practical training in every semester. Industry experts recommended the introduction of Hotel Engineering and the strengthening of Revenue Management, Material Management and Stewarding Management, with Revenue Management to be treated as a critical core competency, and stressed the importance of industry-relevant software training, particularly in Point of Sale and billing systems. Academic experts recommended that the curriculum be student-centric and industry-ready with a strong emphasis on hospitality resilience and employability, and that Artificial Intelligence components be introduced from the first year and progressively strengthened in the second. Further recommendations included the incorporation of recent changes in International Labour Law, the inclusion of Human Resource and Labour Laws, the introduction of Disaster Management and Cyber Security in later semesters, and a stronger focus on Green Studies and Sustainability initiatives to cultivate positive environmental attitudes among students. Suggestions on the foreign language basket included German, Italian and Russian as optional language courses. Attention was drawn to the National Education Policy requirement of a minimum of 20 credits per semester, the completion of SWAYAM courses in or before the fifth semester, the recognition of online courses offered by other universities, and the increasing use of cloud-based software solutions in food and beverage operations. Industry members recommended a stronger focus on Inventory Management and Purchase Systems, the reinforcement of a Back-to-Basics approach, and that the internship component carry eight academic credits, while the credit structure of the internship component be reworked. The Student Representative supported the Back-to-Basics approach and suggested the inclusion of Artificial Intelligence related courses.

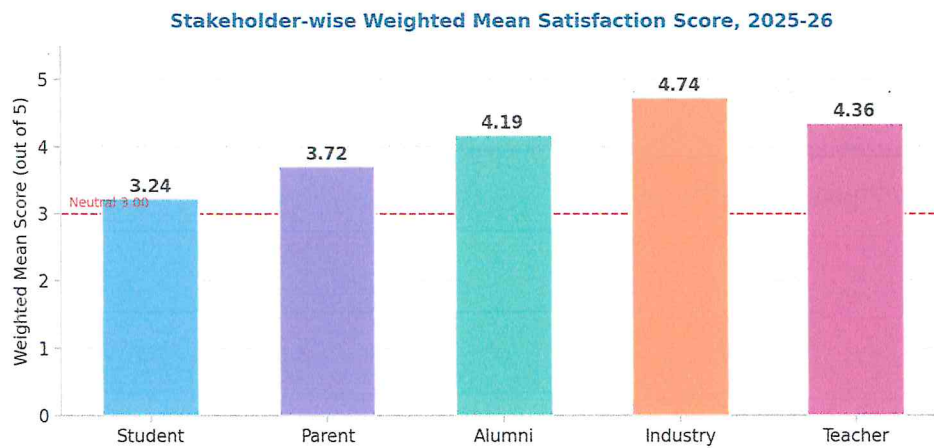


3. Detailed Analysis

The consolidated stakeholder-wise distribution of responses for the academic year 2025-26 is presented below. Percentages are computed on the total responses received from each stakeholder group across all five attributes, permitting direct comparison between groups of differing size.



The weighted mean score for each stakeholder group, computed on a five-point scale, is presented below. All five groups returned means above the neutral threshold of 3.00.



The consolidated numerical position is tabulated below.

Stakeholder	Excellent	Good	Satisfactory	Average	Need to Improve	Mean	Satisfactory and above
Student	10.3%	25.5%	46.2%	13.8%	4.1%	3.24	82.0%
Parents	18.9%	42.1%	30.5%	8.4%	0%	3.72	91.5%
Alumni	36.1%	47.8%	15%	1.1%	0%	4.19	98.9%
Industry	75.6%	22.2%	2.1%	0%	0%	4.74	99.9%

Stakeholder	Excellent	Good	Satisfactory	Average	Need to Improve	Mean	Satisfactory and above
Teachers	49.5%	40%	7.6%	2.9%	0%	4.36	97.1%

The pattern across the five groups is internally consistent and interpretively useful. Industry (4.74), Teachers (4.36) and Alumni (4.19) - the three groups best positioned to judge the curriculum against external professional benchmarks - rate the programme strongly. Parents (3.72) and Students (3.24) rate it more moderately. The Department reads the student position not as dissatisfaction but as an expectation gap on contemporaneity of content and adequacy of prescribed learning resources, and it is precisely this gap that the Board of Studies addressed through comprehensive unit-level content revision and the introduction of Artificial Intelligence in the first semester.

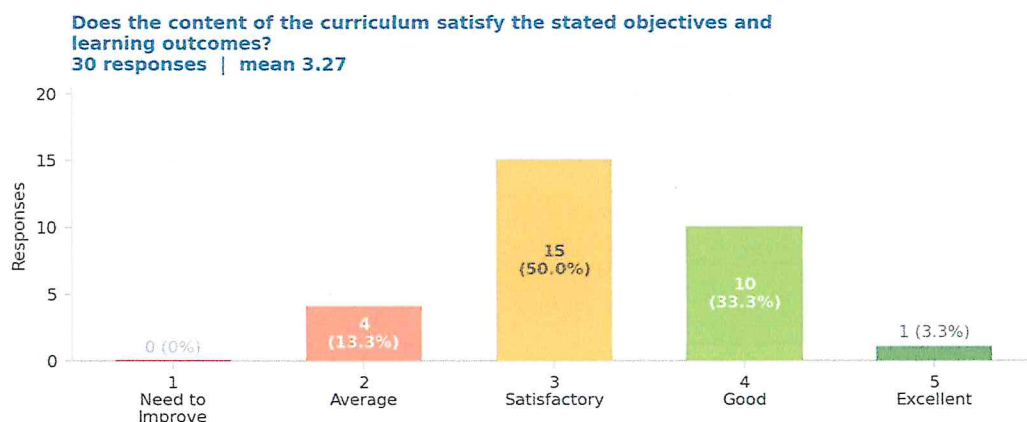


3.1 Feedback from Students

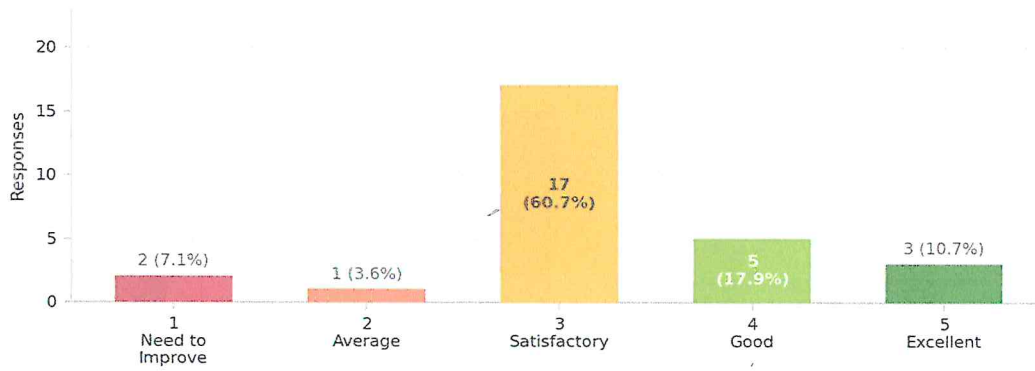
The student cohort of the Bachelor of Hotel Management programme was surveyed on curriculum alignment, coverage of advanced topics, skill enhancement, development of analytical ability and adequacy of prescribed learning resources. The cohort returned a weighted mean of 3.24 on a five-point scale, with 82.0 per cent of all responses at Satisfactory or above. The distribution, however, is concentrated in the Satisfactory band (46.2 per cent), which the Department reads as a clear mandate for content modernisation rather than as an endorsement of the status quo. Two areas registered the lowest means - relevance of prescribed text books and reference materials (3.10) and coverage of advanced and contemporary topics (3.21). These two findings were tabled verbatim before the Board of Studies and are the direct origin of the unit-level content revision carried out across all eight semesters and of the introduction of Artificial Intelligence in Hospitality in the first semester.

Attribute	n	Mean	Good & Excellent
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	30	3.27	36.6%
Does the curriculum cover advanced topics?	28	3.21	28.6%
Whether the curriculum enhances your knowledge and skills in the relevant domain?	29	3.31	41.3%
Is the curriculum effective in developing critical / analytical thinking?	29	3.31	37.9%
Are the text books and reference materials relevant to the content of the curriculum?	29	3.10	34.4%

The question-wise distribution of responses is presented below.



Does the curriculum cover advanced topics?
28 responses | mean 3.21



Whether the curriculum enhances your knowledge and skills in the relevant domain?
29 responses | mean 3.31



Is the curriculum effective in developing critical / analytical thinking?
29 responses | mean 3.31



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Are the text books and reference materials relevant to the content of the curriculum?
29 responses | mean 3.10



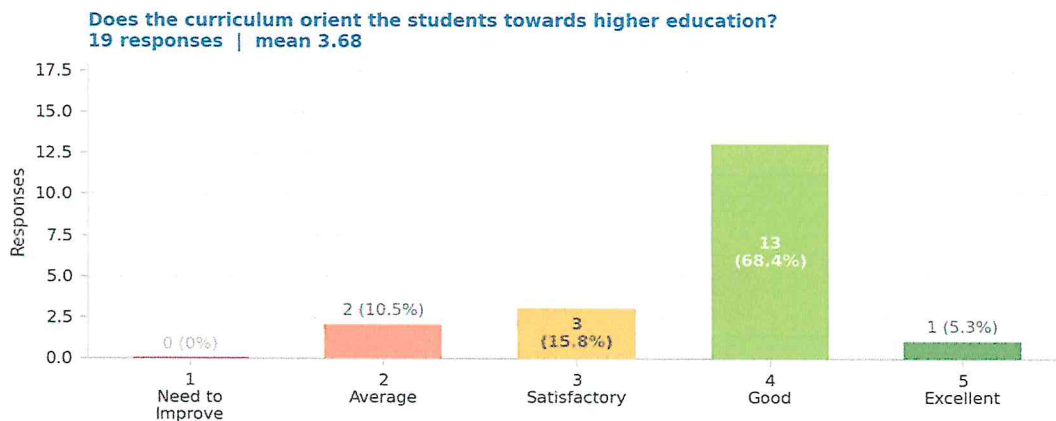
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3.2 Feedback from Parents

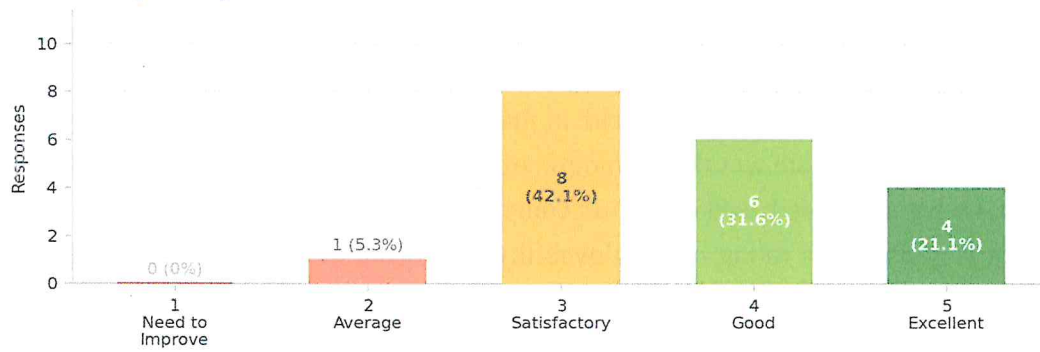
Parents were surveyed on the orientation of the curriculum towards higher education, the weightage given to employability, the presence of a value-based education component, societal relevance and the promotion of self-study and a research attitude. The cohort returned a weighted mean of 3.72, with no response in the Need to Improve band across any question. The highest-rated attribute was the promotion of self-study and a research attitude (4.05), and the lowest were the value-based education component and societal relevance (3.58 each). The comparatively moderate rating on employability weightage (3.68) was considered alongside industry inputs and informed the decision to strengthen the internship structure and to introduce departmental research mentoring from the second semester.

Attribute	n	Mean	Good & Excellent
Does the curriculum orient the students towards higher education?	19	3.68	73.7%
Is employability given weightage in the design and development of the curriculum?	19	3.68	52.7%
Is the curriculum designed to have a component on value based education?	19	3.58	52.6%
Does the curriculum have components to serve the needs of the society?	19	3.58	63.1%
Does the curriculum promote self - study and attitude of research?	19	4.05	63.2%

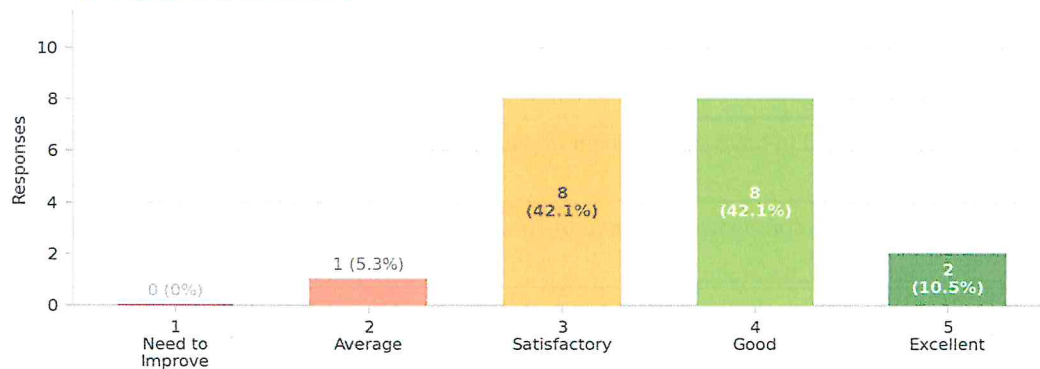
The question-wise distribution of responses is presented below.



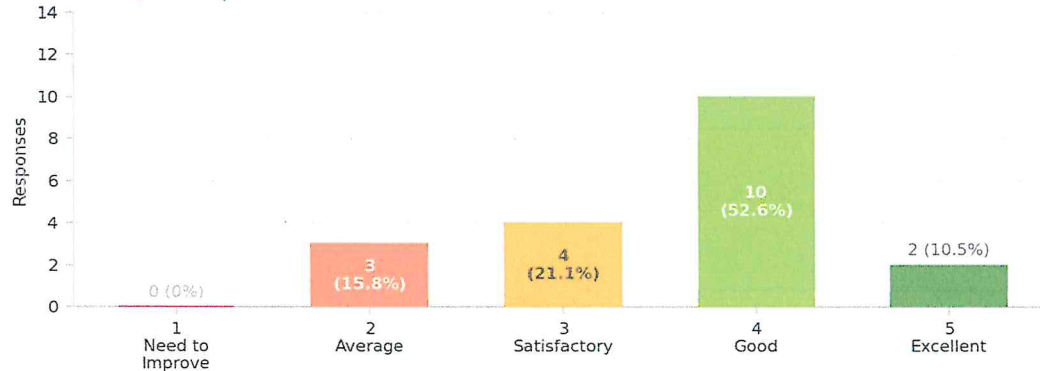
Is employability given weightage in the design and development of the curriculum?
19 responses | mean 3.68



Is the curriculum designed to have a component on value based education?
19 responses | mean 3.58

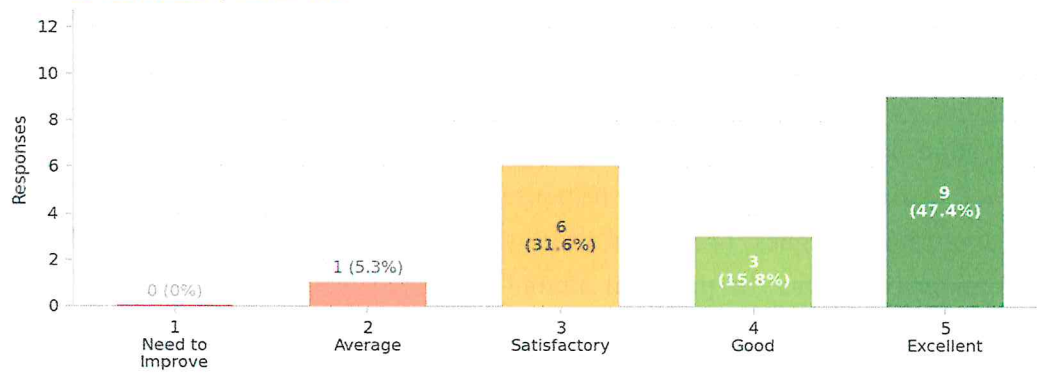


Does the curriculum have components to serve the needs of the society?
19 responses | mean 3.58



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Does the curriculum promote self - study and attitude of research?
19 responses | mean 4.05

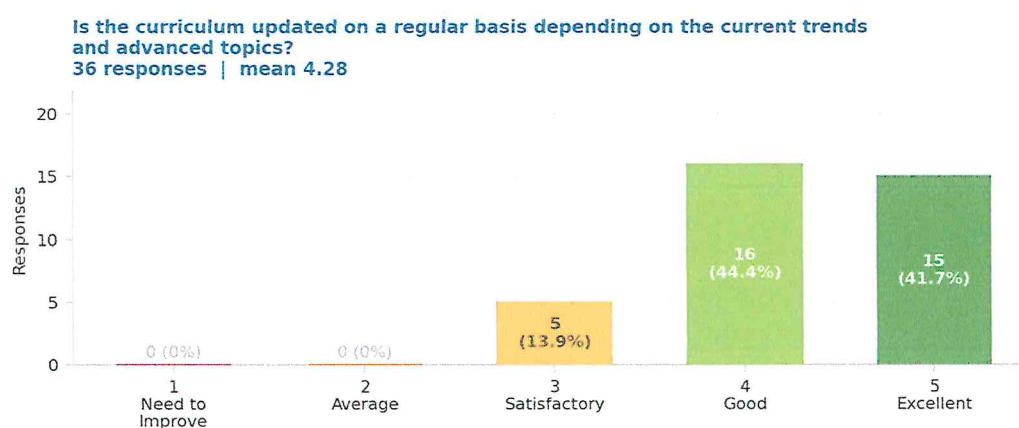


3.3 Feedback from Alumni

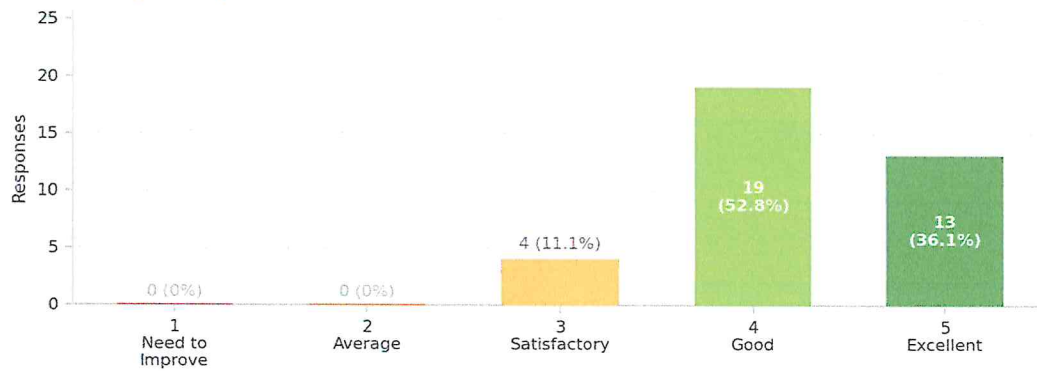
Alumni working across hotel operations, food and beverage, aviation, and allied hospitality sectors evaluated the currency of the curriculum, its orientation towards higher education, employability weightage, congruence with industry expectations and its transferability to real-life application. The cohort returned a weighted mean of 4.19, with 83.9 per cent of responses in the Good or Excellent bands and no response in the Need to Improve band. Alumni rated real-life applicability highest (4.31) and employability weightage lowest (4.03). The relative dip on employability was the principal alumni-side input behind the revision of the fifth-semester internship from a five-month to a six-month engagement and the reinforcement of industry-standard systems training.

Attribute	n	Mean	Good & Excellent
Is the curriculum updated on a regular basis depending on the current trends and advanced topics?	36	4.28	86.1%
Does the curriculum orient the students towards higher education?	36	4.25	88.9%
Does the curriculum provide employability weightage?	36	4.03	77.8%
Does the curriculum meet the expectations of the industry?	36	4.08	77.7%
Does the curriculum enable the student to connect the knowledge to real life application?	36	4.31	88.9%

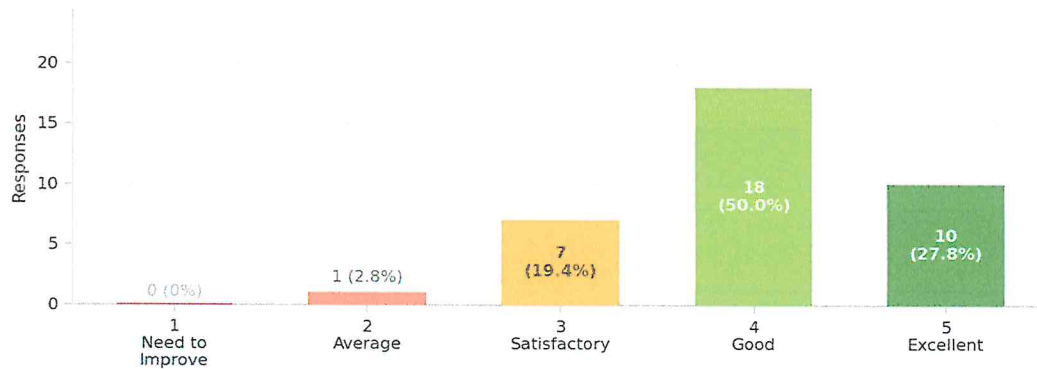
The question-wise distribution of responses is presented below.



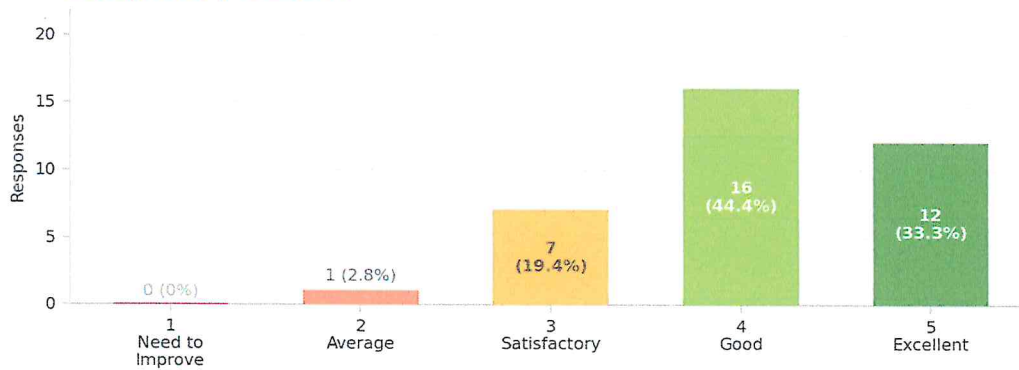
Does the curriculum orient the students towards higher education?
36 responses | mean 4.25



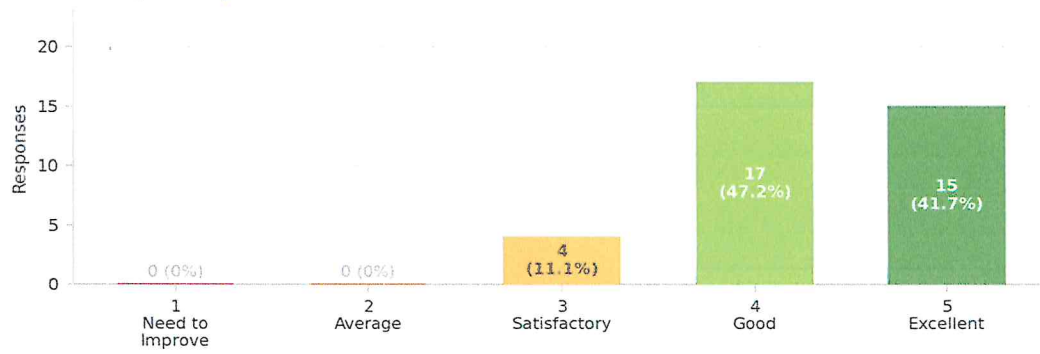
Does the curriculum provide employability weightage?
36 responses | mean 4.03



Does the curriculum meet the expectations of the industry?
36 responses | mean 4.08



Does the curriculum enable the student to connect the knowledge to real life application?
36 responses | mean 4.31

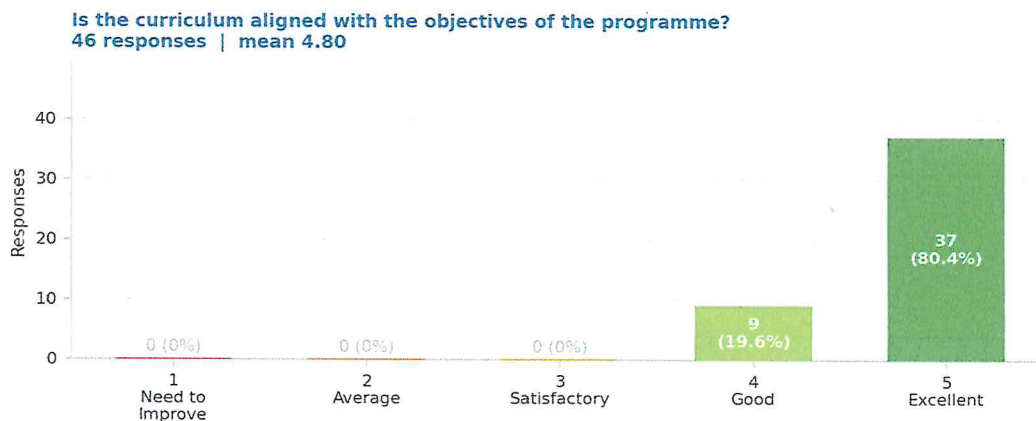


3.4 Feedback from Industry / Employers

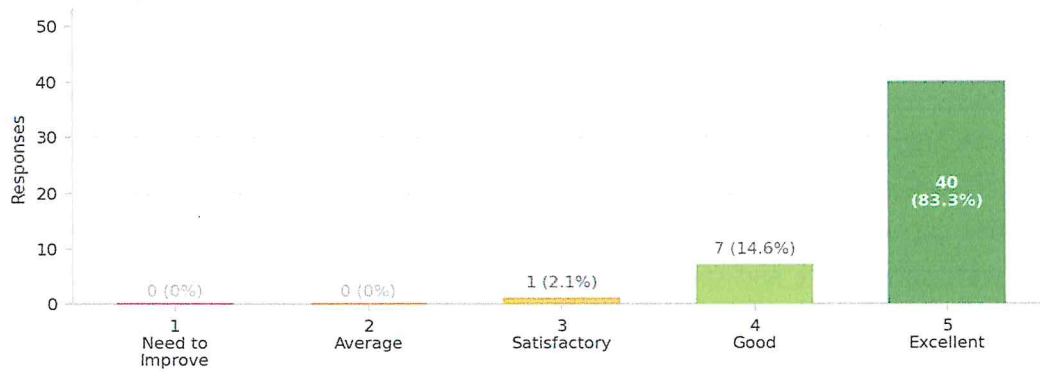
Industry partners and recruiting employers evaluated the programme on alignment with stated objectives, coverage of advanced topics and current trends, relevance of the elective basket, employability weightage and congruence with industry expectations. This cohort returned the highest weighted mean of all stakeholder groups at 4.74, with 97.8 per cent of responses in the Good or Excellent bands and no response below Satisfactory on any question. While the quantitative picture is strongly affirmative, the qualitative inputs recorded at the Board of Studies were substantive and specific, and it is these that carried the greatest weight in the action taken - notably the treatment of Revenue Management as a critical core competency, the demand for hands-on exposure to Point of Sale and billing software, and the strengthening of inventory, purchase and hotel engineering fundamentals.

Attribute	n	Mean	Good & Excellent
Is the curriculum aligned with the objectives of the programme?	46	4.80	100.0%
Does the curriculum cover advanced topics and current trends?	48	4.81	97.9%
How would you rate the relevance of the electives offered in the curriculum?	47	4.70	97.8%
Is employability given weightage in the design and development of curriculum?	48	4.71	100.0%
Does the curriculum meet the expectations of the industry?	45	4.64	93.3%

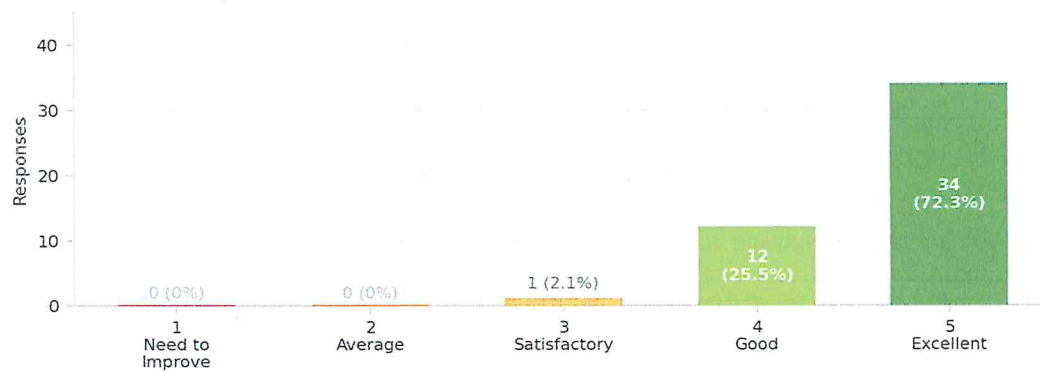
The question-wise distribution of responses is presented below.



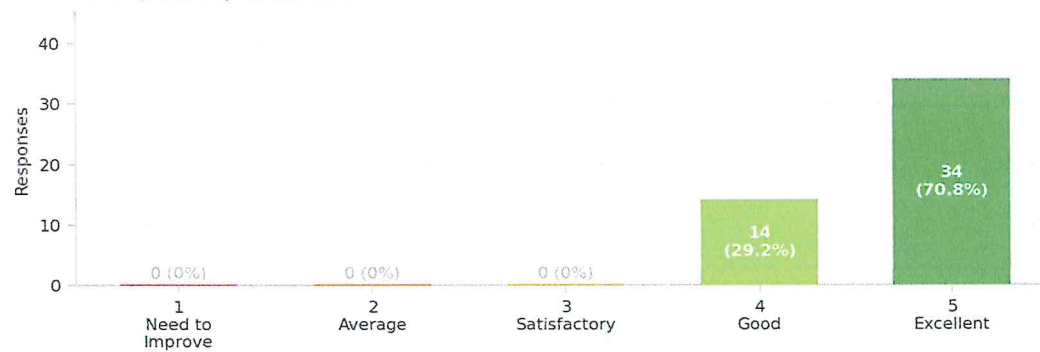
Does the curriculum cover advanced topics and current trends?
48 responses | mean 4.81



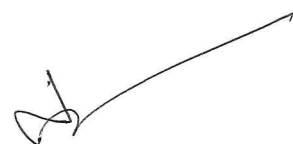
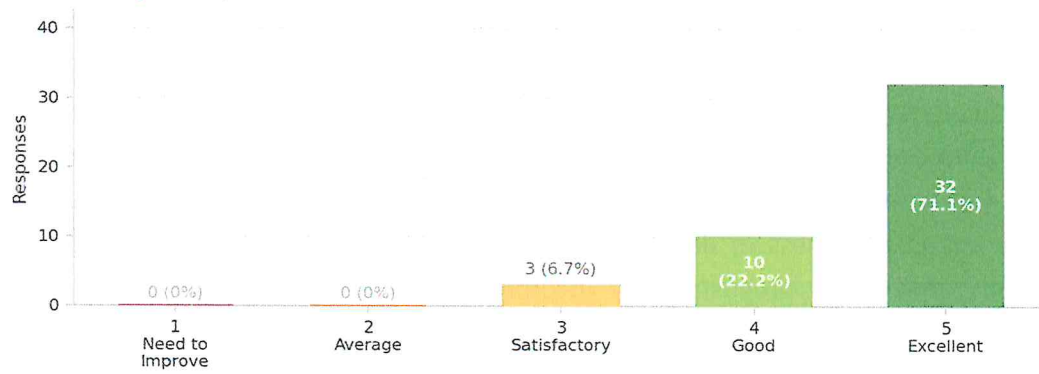
How would you rate the relevance of the electives offered in the curriculum?
47 responses | mean 4.70



Is employability given weightage in the design and development of curriculum?
48 responses | mean 4.71



Does the curriculum meet the expectations of the industry?
45 responses | mean 4.64

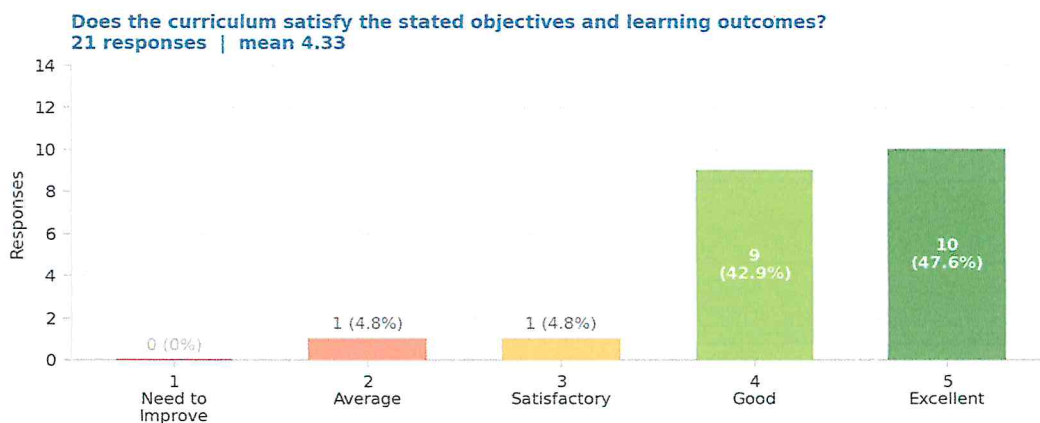


3.5 Feedback from Teachers

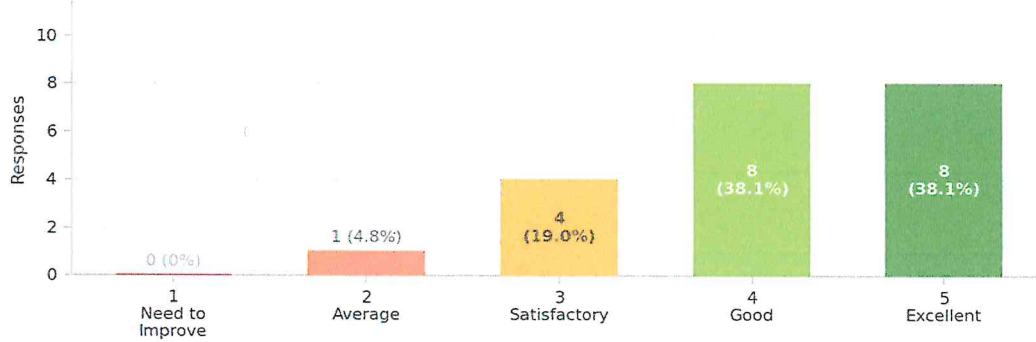
The faculty of the Department evaluated the curriculum on satisfaction of stated objectives and learning outcomes, the availability of a continuous mechanism to propose and incorporate new topics, effectiveness in developing independent thinking, the functioning of the departmental expert committee and enhancement of subject knowledge. The cohort returned a weighted mean of 4.36 with 89.5 per cent of responses in the Good or Excellent bands. The highest-rated attribute was effectiveness in developing independent thinking (4.52); the lowest was the continuous process for proposing and incorporating new topics (4.10). In response, the Department has formalised a scheduled internal review cycle with defined timelines for identifying and retiring redundant content, and has authorised co-teaching for technology-intensive courses.

Attribute	n	Mean	Good & Excellent
Does the curriculum satisfy the stated objectives and learning outcomes?	21	4.33	90.5%
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	21	4.10	76.2%
Is the curriculum effective in developing independent thinking?	21	4.52	95.2%
Does the departmental level expert committee meet to review the curriculum?	21	4.43	90.4%
Does the curriculum enhance your knowledge in the subject area?	21	4.43	95.2%

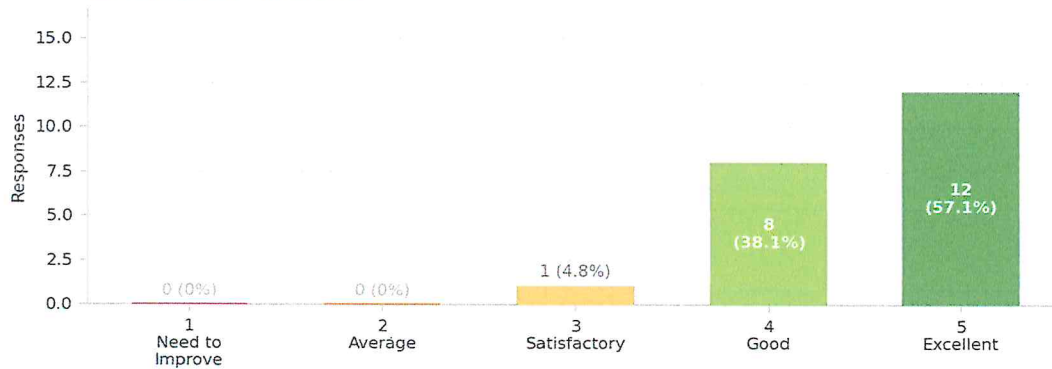
The question-wise distribution of responses is presented below.



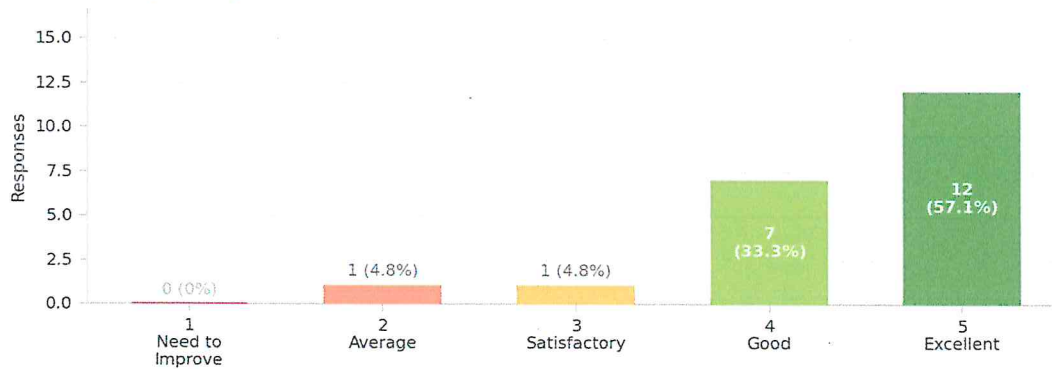
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?
21 responses | mean 4.10



Is the curriculum effective in developing independent thinking?
21 responses | mean 4.52

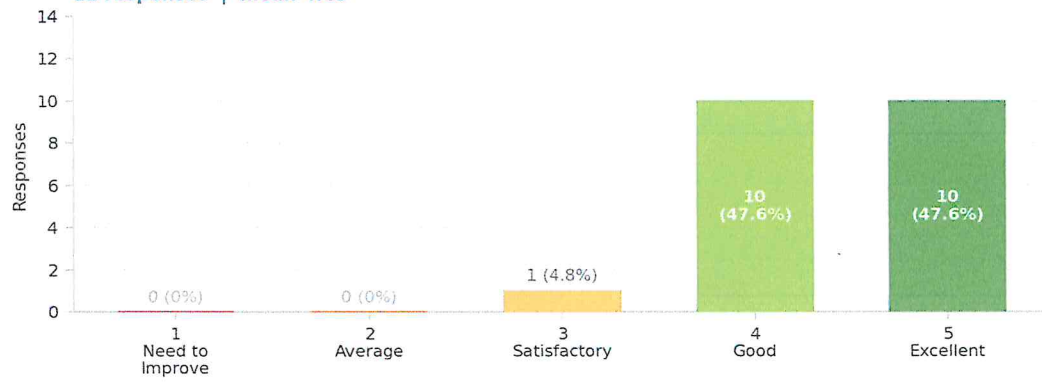


Does the departmental level expert committee meet to review the curriculum?
21 responses | mean 4.43



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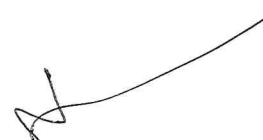
Does the curriculum enhance your knowledge in the subject area?
21 responses | mean 4.43



4. Identification of Quality Gaps

The synthesis of quantitative distributions and qualitative stakeholder inputs isolated the following quality gaps, each of which was tabled before the Board of Studies:

- **Contemporaneity of content:** the student cohort returned its second-lowest mean on coverage of advanced topics (3.21), corroborated by expert recommendations to introduce Artificial Intelligence from the first year and to recognise cloud-based software solutions in food and beverage operations.
- **Adequacy of learning resources:** the lowest single attribute across all groups was the relevance of prescribed text books and reference materials (3.10), with 10.3 per cent of student responses in the Need to Improve band.
- **Digital and systems competency:** industry members identified an absence of hands-on exposure to Point of Sale and billing software, and to inventory and purchase systems used in live operations.
- **Revenue Management as a core competency:** industry feedback indicated that Revenue Management was being transacted as a peripheral subject rather than as a critical core competency.
- **Engineering and technical fundamentals:** a gap was identified in Hotel Engineering, Material Management and Stewarding Management.
- **Depth of fundamentals across the four-year cycle:** the need for a sustained Back-to-Basics emphasis and for exposure to all four core operational departments in every semester of practical training.
- **Food Hygiene and Safety integration:** hygiene and safety were found to be addressed course-wise rather than integrated across the whole curriculum.
- **Sustainability and environmental attitude:** a stronger focus on Green Studies and Sustainability initiatives was found necessary to cultivate positive environmental attitudes.
- **Legal, regulatory and risk literacy:** gaps were identified in Human Resource and Labour Laws, recent changes in International Labour Law, Disaster Management and Cyber Security.
- **Internship structure and credit weighting:** both industry and academic experts held that the internship credit structure required reworking and that the engagement duration was insufficient for meaningful operational immersion.
- **Credit architecture and NEP compliance:** the requirement of a minimum of 20 credits per semester was noted against the flexibility currently present in the fifth-semester eight-credit structure.
- **Foreign language basket viability:** low uptake and staffing viability of the Chinese language offering was set against demand for German, Italian and Russian.



- **Assessment appropriateness:** certain courses, notably Digital Marketing, were found to be poorly served by a centralised theory examination pattern.
- **Continuous curriculum revision mechanism:** faculty returned the lowest departmental mean (4.10) on the availability of a continuous process to propose, modify and incorporate new topics.

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5. Action Taken Based on the Feedback Collected from the Stakeholders

Based on the suggestions given by the stakeholders, faculty members in the Department deliberated on the need for the following changes and the same were proposed, approved and minuted in the Curriculum Development Cell and Board of Studies meeting held on 20 January 2026, for incorporation into the curriculum of the academic year 2026-27. The actions are presented thematically below; the complete semester-wise and course-code-wise schedule of approved changes is placed at **Annexure I**.

5.1 Integration of Artificial Intelligence and Digital Competency

- AI in Hospitality: Challenges and Business Opportunities has been incorporated as a Theory Skill Enhancement Course in the First Semester of the 2026-2030 batch, giving effect to the recommendation of the Dean and the Student Representative that Artificial Intelligence be introduced from the first year.
- Artificial Intelligence components are to be progressively strengthened in the second year of the programme.
- Industry-relevant software training, including Point of Sale and billing systems, has been embedded within the revised unit-level content of BHM134 Fundamentals of Front Office I, BHM433 Front Office Management and BHM832 Revenue Management.
- Cloud-based software solutions in food and beverage operations have been recognised in the revised content of BHM651B Food and Beverage Management.

5.2 Food Hygiene, Safety and the Back-to-Basics Emphasis

- Food Hygiene and Safety is to be integrated across the entire curriculum rather than treated as a discrete course, and is reflected in the revised unit-level content of the culinary and food and beverage course sequence in every year of the programme.
- A strong focus on fundamentals is to be maintained throughout all four years, and students are to receive exposure to all four core departments during practical training in every semester.
- Back to Basics classes are to be initiated for the seventh-semester BHM cohort prior to the date of resumption of classes, operationalising the Back-to-Basics approach endorsed by industry members and the Student Representative.

5.3 Restructuring of the Internship and Employability Architecture

- The duration of BHM581 Internship and Project has been revised to six months from the earlier five-month model for the Fifth Semester of the 2024-2028 batch, in response to alumni feedback on employability weightage and industry recommendations on the internship credit structure.
- Students who fail to successfully complete the mandatory two-month internship within the prescribed period shall complete the same during the vacation period following the Sixth Semester.



- Students who do not successfully complete the mandatory six-month internship within the stipulated time frame shall be permitted to undertake and complete the internship only after the conclusion of Eighth Semester classes, with the consequent delay in graduation and convocation in accordance with university regulations.
- The unit-level content and course objectives of BHM381 Internship Project have been revised for the Third Semester of the 2025-2029 batch.
- Practical exposure and learning hours may be compensated through participation in approved Out Door Catering part-time internships, On Job Training weekend internships, or other institutional academic and co-curricular events, as deemed appropriate by the Department.

5.4 Strengthening of Industry-Critical Operational Competencies

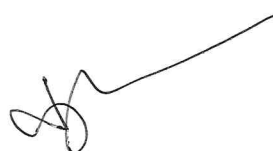
- Revenue Management is affirmed as a critical core competency, and the unit-level content and course objectives of BHM832 Revenue Management have been revised for the Eighth Semester of the 2023-2027 batch. The course is additionally retained in the Assurance of Learning measurement basket.
- The recommendations on Hotel Engineering, Material Management, Stewarding Management, Inventory Management and Purchase Systems have been accepted for strengthening within the fundamentals and facility management course sequence.
- Practical understanding of Front Office Management processes is to be ensured through modular exposure, reflected in the revised content of BHM433 Front Office Management, which is also designated a Learner Centred Andragogy course.

5.5 Sustainability, Green Studies and Legal-Regulatory Competency

- A stronger focus on Green Studies and Sustainability initiatives has been accepted, reflected in the revised unit-level content and course objectives of BHM833 Business Ethics and Sustainability in the Eighth Semester.
- The recommendation to incorporate recent changes in International Labour Law, and to include Human Resource and Labour Laws, has been accepted and is reflected in the revised content of BHM732 Business Law and BHM741B Managing Employment Relations.
- The proposal to introduce Disaster Management and Cyber Security as courses in later semesters has been recorded for incorporation into the revised curriculum framework.

5.6 Rationalisation of the Foreign Language Basket

- CHN181-3 Chinese I has been removed from the Third Semester and CHN181-4 Chinese I has been removed from the Fourth Semester of the 2025-2029 batch; students are now offered a basket of two foreign languages.
- The suggestions to offer German, Italian and Russian as optional language courses have been recorded for examination subject to feasibility and faculty availability.



5.7 Nomenclature Rationalisation and Curricular Progression

- BHM451 Asian Cuisine has been renamed BHM451 Global Cuisine I in the Fourth Semester, and BHM651A European Cuisine has been renamed Global Cuisine II in the Sixth Semester, establishing an explicit two-stage global cuisine progression in place of two unconnected regional courses.
- BHM652A Advanced Baking and Pastry Arts has been renamed Baking and Pastry Arts.

5.8 Pedagogical and Assessment Reform

- BHM844A Digital Marketing has been revised from a regular theory course to a Submission paper on the advice of industry experts. The assessment pattern of this course will not be centralised and will be conducted at the departmental level on the basis of activities and submissions set by the course anchor.
- In the event of a student failing a Core Practical course, the student is not required to attend compensatory practical classes and may directly apply for and appear in the re-examination, in accordance with the policies of the University and the Office of Examinations.
- Ten courses have been identified for Assurance of Learning measurement and eight courses have been designated for delivery through Learner Centred Andragogy, as listed at Annexure II.

5.9 Credit Architecture, SWAYAM and the Academic Bank of Credits

- The National Education Policy requirement of a minimum of 20 credits per semester has been noted against the flexibility currently present in the fifth-semester structure, and the internship credit structure has been reworked accordingly.
- SWAYAM courses may be completed during the fifth or earlier semesters, and online courses offered by other universities may also be considered for credit recognition.
- Nine credits are recognised through the Academic Bank of Credits, and five value-added courses delivered through experiential learning have been approved, as listed at Annexure III.

5.10 Faculty Capacity Building and Research Mentoring

- A Faculty Development Programme, in the nature of a Train the Trainer engagement within the industry, is to be initiated for the academic year 2026-27 for a minimum duration of two weeks, in direct response to faculty feedback on the continuous curriculum revision mechanism.
- Allotment of a Research Mentor and Mentee for students in the Second Semester has been approved, giving effect to parental feedback on the promotion of self-study and a research attitude.
- Clear internal timelines have been established for faculty to identify and remove redundant topics, and co-teaching has been authorised for technology-intensive courses.



5.11 Internationalisation

- The Student Exchange Programme with Breda University of Applied Sciences, Netherlands, continues for the academic year 2025-26.
- A collaboration with Shannon College of Hotel Management, University of Galway, has been approved as a 3+1 programme: three years at CHRIST (Deemed to be University) leading to the BSc in Hospitality Management, followed by one year at Shannon College leading to an integrated Master of Science programme.

5.12 Academic Calendar

- Classes for the final year will commence from 20 May 2026.

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6. Points Discussed at the Board of Studies

- Confirmation of the minutes of the previous Curriculum Development Cell meeting, with no matters arising.
- Assurance of Learning and a learner-centric approach to course delivery.
- Integration of Food Hygiene and Safety across the entire curriculum and sustained focus on fundamentals across all four years.
- Exposure of students to all four core operational departments during practical training in every semester.
- Introduction of Hotel Engineering and strengthening of Revenue Management, Material Management and Stewarding Management.
- Student-centric and industry-ready curriculum design with emphasis on hospitality resilience and employability.
- Introduction of Artificial Intelligence components from the first year, progressively strengthened in the second year.
- Incorporation of recent changes in International Labour Law and inclusion of Human Resource and Labour Laws.
- National Education Policy requirement of a minimum of 20 credits per semester, and the flexibility of the fifth-semester eight-credit structure.
- Completion of SWAYAM courses in the fifth or earlier semesters and recognition of online courses offered by other universities.
- Introduction of Disaster Management and Cyber Security in later semesters, and stronger focus on Green Studies and Sustainability initiatives.
- Industry-relevant software training in Point of Sale and billing systems, and modular exposure to Front Office Management processes.
- Focus on Inventory Management and Purchase Systems, and reinforcement of the Back-to-Basics approach.
- Reworking of the internship credit structure and the proposal that the internship component carry eight academic credits.
- Expansion of the foreign language basket to include German, Italian and Russian, subject to feasibility.
- Use of cloud-based software solutions in food and beverage operations.
- Revision of Digital Marketing to a Submission paper and decentralisation of its assessment.
- Regulations governing failure to complete the two-month and six-month internships, and failure in Core Practical courses.



- Faculty Development Programme and Train the Trainer engagement for the academic year 2026-27.
- Allotment of Research Mentor and Mentee for Second Semester students.
- Back to Basics classes for the seventh-semester cohort and commencement of final year classes on 20 May 2026.
- Student exchange with Breda University of Applied Sciences and the 3+1 programme with Shannon College of Hotel Management, University of Galway.
- Value added courses through experiential learning, certificate courses for external candidates, and Academic Bank of Credits.

7. Conclusion

The Department of Hotel Management follows a Cyclical Quality Enhancement Model to ensure that the curriculum remains industry-aligned and pedagogically robust. For the 2025-26 cycle, feedback was harvested from a 360-degree stakeholder matrix comprising students, parents, alumni, industry partners and faculty, and was analysed using both quantitative metrics and qualitative gap identification. The analysis revealed a high level of satisfaction with curriculum alignment among industry, faculty and alumni, alongside a clear student-side expectation on the contemporaneity of content and the adequacy of prescribed learning resources. Key areas identified for modernisation included the integration of Artificial Intelligence from the first year, the treatment of Revenue Management as a critical core competency, hands-on exposure to industry software systems, the integration of Food Hygiene and Safety across the curriculum, the strengthening of Green Studies and Sustainability, and the restructuring of the internship into a six-month operational immersion. The findings and summarisation of this feedback were discussed at the weekly internal faculty meeting, and the Head of Department and subject facilitators shared the findings in their respective course cohort meetings. The insights gained from the feedback analysis were translated into structural changes through the Curriculum Development Cell and Board of Studies meeting held on 20 January 2026 and are documented in the Board of Studies Curriculum Change Formats for the academic year 2026-27. These actions demonstrate proactive alignment with the National Education Policy 2020 and with industry expectations, ensuring that the Department's Action Taken Report is not merely administrative but a strategic driver of student employability and academic excellence.

