



Department of Computer Science

Feedback Analysis for Academic Year 2025-2026

1.4.1 Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Academic Peers etc., and feedback processes of the institution.

1. Introduction

Feedback plays a very vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives.

The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome-based education also. CHRIST (Deemed to be University) has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts, parents etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc.

The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the University to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world.

CHRIST (Deemed to be University) has made it mandatory across the departments to collect feedbacks on the curriculum. This analysis report gives an insight about the responses collected, the nature of the responses, areas of improvement and action taken based on the analysis. This report first gives the number of responses collected across the programs, followed by the nature of the responses and how the stakeholders feel with respect to the curriculum in place. The final section discusses about the actions taken based on the feedback collected from the stakeholders in 2023-24 and how the plan has been initiated for the academic year of 2025-26.

Feedback process details are given in the following table

Data Collection	Feedback form for students Feedback form for parents Feedback form for alumni Feedback form for teachers Feedback form for industrialists
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	Feedback form for academician
Analysis	Feedback Analysis of Student Feedback on Curriculum Feedback Analysis of Alumni Feedback on Curriculum Feedback Analysis of Teacher Feedback on Curriculum Feedback Analysis of Parent Feedback on Curriculum Feedback Analysis of Industry Experts Feedback on Curriculum Feedback Analysis of Academician Feedback on Curriculum
Decision	Action taken

360 DEGREE STRUCTURED FEEDBACK

As has been a practice, the University Internal Quality Assurance Cell (IQAC) provides feedback forms from the following stakeholders

1. Students
2. Alumni
3. Parents
4. Teachers
5. Employers
6. Academicians

The questionnaire has been framed keeping in mind the diverse programs offered by the University. The University offers more than 100 programs spread across 6 campuses and more than 25 departments. With such a diverse environment, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, introduction of new courses and programs across the departments. The questionnaire floated for the different stakeholders has been given below.

2.1. FEEDBACK FORM FOR STUDENTS

All the feedback forms have been devised to be rated on a 5-point scale with 5 being highest and 1 being lowest. The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome-based education, whether the defined curriculum installs the research culture in students, whether the defined curriculum allows the students to be curious and develop them to be individuals with an attitude for life-long learning etc. thus enabling the University to attain its mission leading to the attainment of Vision. The questionnaire posed to students is as shown in table 1 below.

Does the content of the syllabus satisfy the stated objectives and learning outcomes?
Does the syllabus cover advanced topics?

Whether the syllabus enhances your knowledge and skills in the relevant domain?
Is the syllabus effective in developing critical/ analytical thinking?
Are the text books and reference materials relevant to the content of the syllabus?
Does the syllabus orient towards higher education?
Does the syllabus enable the students to apply their knowledge in real life situations?
Is employability given weightage in the design and development of syllabus?
Does the syllabus promote self-study and attitude of research?
Does the syllabus meet your overall expectations?

Table 1: Questionnaire to students on the Curriculum

2.2 FEEDBACK FORM FOR ALUMNI

Alumni play a very crucial role in making us understand whether the curriculum is developing them into individuals who are able to sustain in the dynamic environment, whether the curriculum is instilling the curiosity in them to pursue higher research and whether the curriculum is motivating

them to become successful entrepreneurs and contribute to the development of the country etc. With these aspects in mind, the questionnaire has been devised to alumni as shown in table 2 below.

Is the syllabus updated on a regular basis depending on the current trends and advanced topics?
Does the syllabus orient the students towards higher education?
Does the syllabus provide employability weightage?
Does the syllabus meet the expectations of the industry?
Does the syllabus enable the student to connect the knowledge to real life application?
Does the syllabus encourage entrepreneurship?
Do you think that the syllabus motivates the students for research and development?

Table 2: Questionnaire to Alumni on the Curriculum

2.3. FEEDBACK FORM FOR TEACHERS

Teachers are the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics in the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex

problems, and whether the syllabus is updated to make the students pursue higher studies and research. The Table 3 below lists the questions asked to teachers in the feedback survey process.

Does the syllabus satisfy the stated objectives and learning outcomes?
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?
Is the syllabus effective in developing independent thinking?

Does the departmental level expert committee meet to review the syllabus?
Does the syllabus enhance your knowledge in the subject area?
Does the syllabus enable the students to apply their knowledge in real life?
Does the syllabus demand the teachers for research inclusive teaching?

Table 3: Questionnaire to Teachers on the Curriculum

2.4. FEEDBACK FORM FOR PARENTS

Among the stakeholders, perspective of parents has a crucial role in making us understand and identify the areas for continuous improvement. The table below shows the questionnaire that has been posed to parents as part of the feedback collection process.

Does the syllabus orient the students towards higher education?
Is employability given weightage in the design and development of the syllabus?
Is the syllabus designed to have a component on value based education?
Does the syllabus have components to serve the needs of the society?
Does the syllabus promote self-study and attitude of research?
Does the syllabus help the students to enhance their personality?

Table 4: Questionnaire to Parents on the Curriculum

2.5. FEEDBACK FORM FOR INDUSTRY EXPERTS

A 360-degree feedback should involve all the involved stakeholders and in order to understand whether the defined curriculum is relevant to the industry and updated with the current trending areas in the respective domain, we need to collect the feedback from experts from the industry who are well versed in their respective domain and also from some employers who are having our students as their employees after their graduation. The questionnaire that has been included in the feedback form collected from the industry experts is as shown in table 5 below.

Is the syllabus aligned with the objectives of the programme?
Does the syllabus cover advanced topics and current trends?
How would you rate the relevance of the electives offered in the syllabus?
Is employability given weightage in the design and development of syllabus?
Does the syllabus meet the expectations of the industry?
Does the syllabus cater to the enhancement of skills of the students with respect to the industry needs?

Table 5: Questionnaire to Industry Experts on the Curriculum

With the above feedback forms devised for various stakeholders, the University through its various schools and departments have collected the above-mentioned feedback forms and for the academic year of 2024-25 the following number of feedback responses were collected from the various stakeholders mentioned above.

Category of Stakeholder	Number of Responses
Students	70

Alumni	6
Teachers	17
Parents	7
Industry Experts	5
Academicians	3
TOTAL NUMBER OF RESPONSES	108

Table 6: Number of Feedback Responses on Syllabus for 2025-26

The above-mentioned responses were analyzed based on the category of stakeholder and the below section gives a detailed report of the same.

3.1. FEEDBACK ANALYSIS OF STUDENT FEEDBACK ON CURRICULUM

For the academic year of 2024-25, the feedback collected from the students were analyzed and the following tables give us an overall understanding of how the students feel about the curriculum for their respective program of study.

	Excellent	Good	Satisfactory	Average	Need to Improve
Does the content of the syllabus satisfy the stated objectives and learning outcomes?	11	33	21	2	3
Does the syllabus cover advanced topics?	12	26	18	12	2
Whether the syllabus enhances your knowledge and skills in the relevant domain?	15	29	17	8	1
Is the syllabus effective in developing critical/ analytical thinking?	14	31	16	7	2
Are the text books and reference materials relevant to the content of the syllabus?	14	29	18	4	5
Does the syllabus orient towards higher education?	11	38	14	5	2
Does the syllabus enable the students to apply their knowledge in real life situations?	14	32	13	7	4
Is employability given weightage in the design and development of syllabus?	12	30	19	5	4
Does the syllabus promote self-study and attitude of research?	20	33	11	4	2

Does the syllabus meet your overall expectations?	10	27	23	5	5
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Table 7: Question wise Responses from Students on curriculum for academic year 2025-26

The graphical representation of table 7 is shown in figure 1. From the graph it can be easily made out that approximately the responses are satisfactory and above and hence there are no major concerns arising out of the feedback responses. Figure 2 shows the graphical representation of the curriculum meeting the overall expectation of the students.

STUDENT FEEDBACK

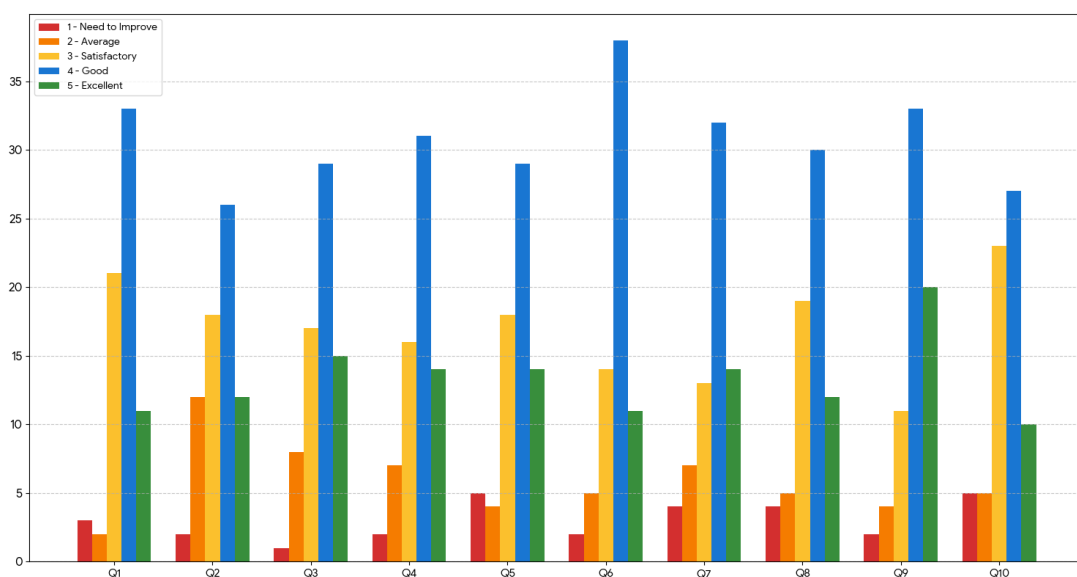


Figure 1: Graphical Representation of Student responses on Curriculum for the year 2025-26

3.2. FEEDBACK ANALYSIS OF ALUMNI FEEDBACK ON CURRICULUM

The below table and figure show the responses of alumni about the curriculum for the academic year of 2025- 26.

Question	Excellent	Good	Satisfactory	Average	Need to Improve
Is the syllabus updated on a regular basis depending on the current trends and advanced topics?	1	1	3	1	0
Does the syllabus orient the students towards higher education?	1	1	2	2	0
Does the syllabus provide employability weightage?	1	2	1	2	
Does the syllabus meet the	0	1	3	2	

expectations of the industry?					
Does the syllabus enable the student to connect the knowledge to real life application?	0	1	5	0	
Does the syllabus encourage entrepreneurship?	0	1	3	2	
Do you think that the syllabus motivates the students for research and development?	1	2	1	2	

Table 8: Question wise Responses from Alumni on curriculum for academic year 2025-26

ALUMNI FEEDBACK

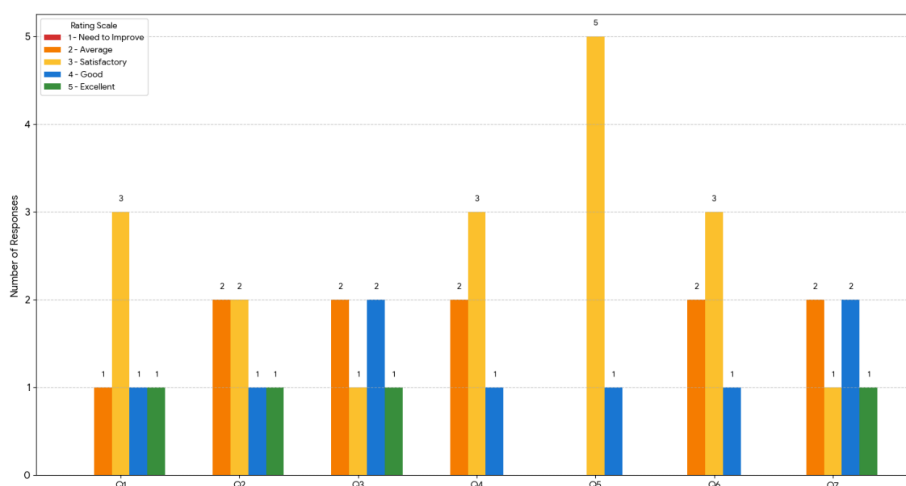


Figure 2: Graphical Representation of Alumni responses on Curriculum 2025-26

3.3. FEEDBACK ANALYSIS OF TEACHER FEEDBACK ON CURRICULUM

A detailed analysis of the teachers on the curriculum of their respective departments of the academic year 2025-26 is as depicted in the figure 4 and table 9 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus satisfy the stated objectives and learning outcomes?	8	7	2	0	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?	5	8	2	1	1
Is the syllabus effective in developing independent thinking?	6	7	3	1	0
Does the departmental level expert committee meet to review the syllabus?	7	6	4	0	0

Does the syllabus enhance your knowledge in the subject area?	9	6	2	0	0
Does the syllabus enable the students to apply their knowledge in real life?	7	9	1	0	0
Does the syllabus demand the teachers for research inclusive teaching?	5	10	2	0	0

Table 8: Question wise Responses from Teachers on curriculum for academic year 2025-26

The figure 4 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2025-26.

TEACHER FEEDBACK

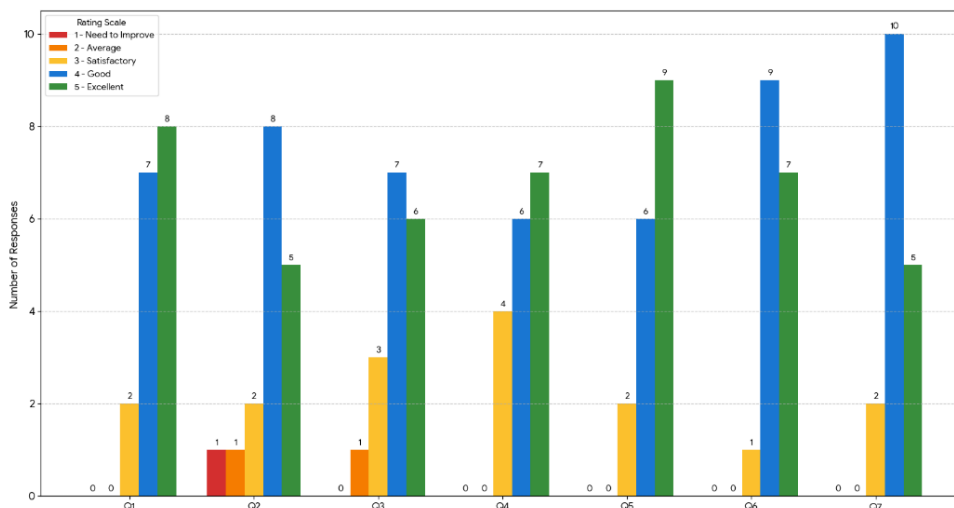


Figure 4: Graphical Representation of Teacher responses on Curriculum 2025-26

3.4. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2025-26 collected feedbacks from parents and the responses given by them were spread across the questions as shown in table 9 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	4	1	2	0	0
Is employability given weightage in the design and development of the syllabus?	3	3	0	1	0
Is the syllabus designed to have a component on value based education?	4	3	0	0	0
Does the syllabus have components to serve the needs of the society?	3	4	0	0	0

Does the syllabus promote self-study and attitude of research?	6	1	0	0	0
Does the syllabus help the students to enhance their personality?	4	3	0	0	0

PARENTS FEEDBACK

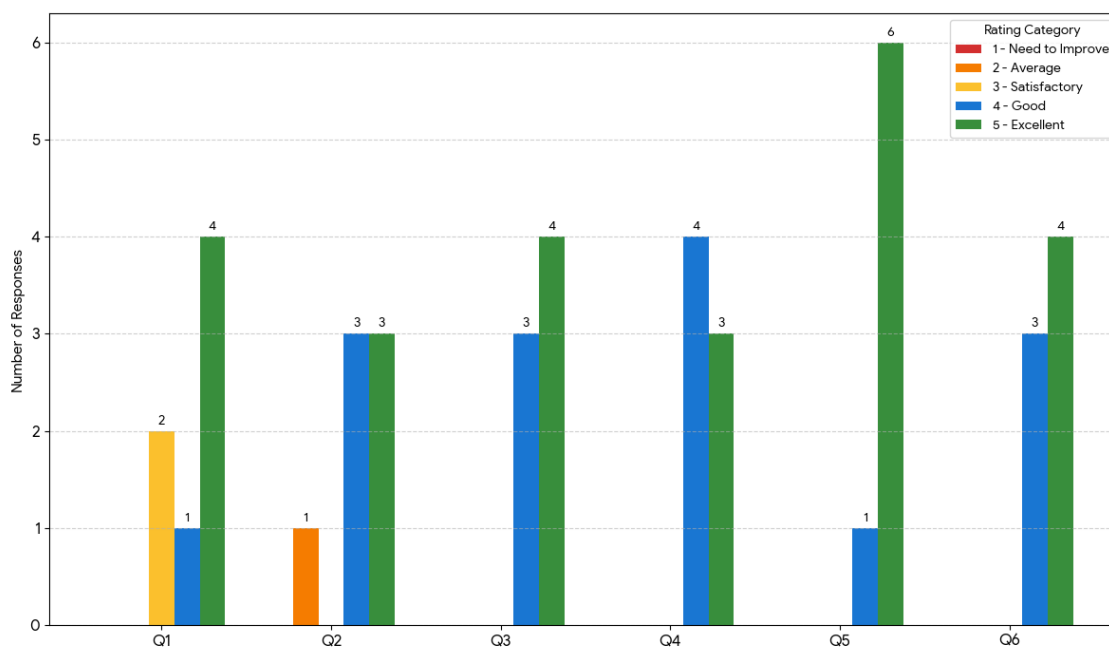


Figure 5: Graphical Representation of Parent responses on Curriculum 2025-26

3.5. FEEDBACK ANALYSIS OF INDUSTRY EXPERTS FEEDBACK ON CURRICULUM

Feedbacks of industry experts were collected in the academic year of 2025-26 across the departments and the responses provided by the them are analyzed as shown in the table below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the syllabus aligned with the objectives of the programme?	3	1	1	0	0
Does the syllabus cover advanced topics and current trends?	3	1	1	0	0
How would you rate the relevance of the electives offered in the syllabus?	3	2	0	0	0

Is employability given weightage in the design and development of syllabus?	3	1	1	0	0
Does the syllabus meet the expectations of the industry?	3	1	1	0	0
Does the syllabus cater to the enhancement of skills of the students with respect to the industry needs?	4	0	1	0	0

Table 10: Question wise Responses from Industry Experts on curriculum for academic year 2025-26

The feedback collected from the industry experts are also shown in the form of a graph. The same is as shown in figure 6. Overall analysis of all the feedbacks from all the stakeholders show that more than 80% of the stakeholders are satisfied with the curriculum offered by the various programs across the University.

INDUSTRY EXPERTS FEEDBACK

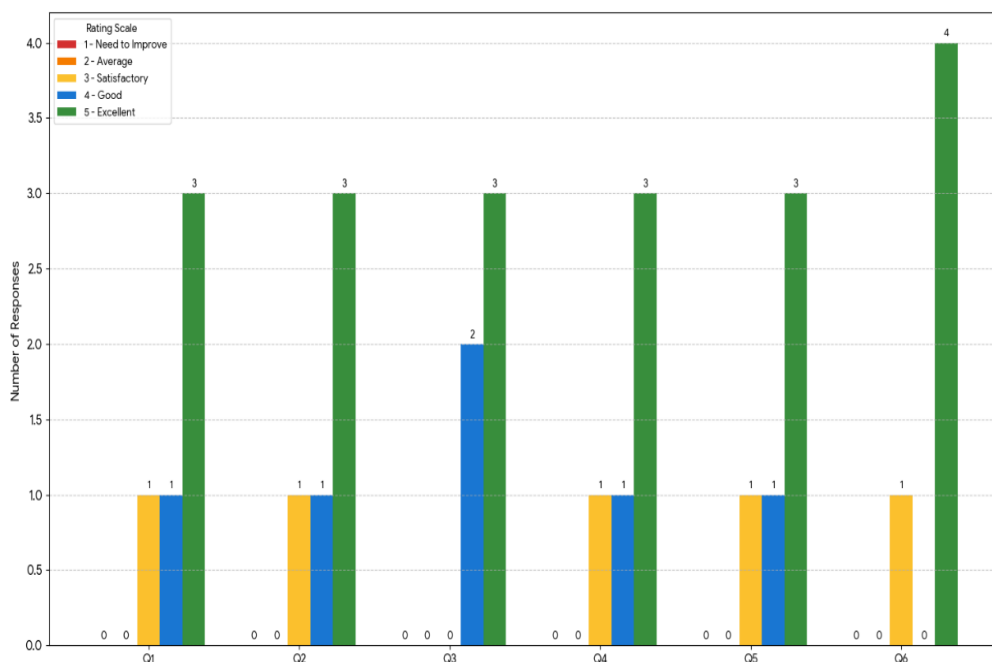


Figure 5: Graphical Representation of Industry Experts responses on Curriculum 2025-26

3.6. FEEDBACK ANALYSIS OF ACADEMICIAN FEEDBACK ON CURRICULUM

Feedbacks of academic experts were collected in the academic year of 2025-26 across the departments and the responses provided by the them are analyzed as shown in the table below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the curriculum updated on a regular basis depending on the current trends and advanced topics?	2	1	0	0	0
Does the curriculum orient the students towards higher education?	2	1	0	0	0
Does the curriculum provide employability weightage?	2	1	0	0	0
Does the curriculum meet the expectations of the industry?	1	2	0	0	0
Does the curriculum enable the student to connect the knowledge to real life application?	1	1	0	0	1
Does the curriculum encourage entrepreneurship?	0	3	0	0	0
Do you think that the curriculum motivates the students for research and development?	1	2	0	0	0

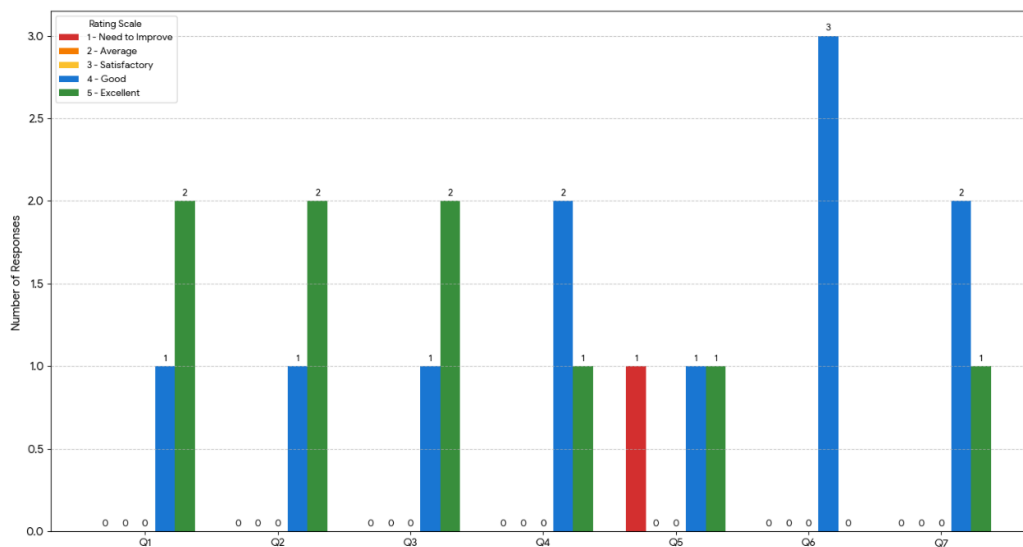


Figure 5: Graphical Representation of Academician responses on Curriculum 2025-26

4. ANALYSIS OF THE FEEDBACK FROM THE STAKEHOLDERS

Based on the feedback collected from all the stakeholders, the following were some observations made with respect to the programs offered irrespective of the disciplines


1. From the feedbacks collected it is found that a need for collaboration with relevant industries to ensure more practical exposure.
2. Students claimed that their college hours are fully packed, there is no time for self-study, self-realisation.
3. There was a need of revision of the curriculum in many programs offered.
4. Trending and relevant areas need to be given more concentration in the curriculum.

5. ACTION TAKEN BASED ON THE FEEDBACK

The major actions that were taken based on the feedback analysis on curriculum for the academic year of is given below

1. By considering all the feedbacks from different stakeholders, initiatives taken to collaborate with IT industries and leading R&D institutes.
2. Peer learning (one hour/week) is continued for PG programmes. It was decided that all programmes shall be aligned with Service Learning to solve complex problems pertaining to the society. This is in line with the Vision of the University, Excellence and Service.
3. It is further planned to revise their curriculum of all the programmes to ensure they are updated and include relevant areas of their domain.

This report contains the feedback analysis and the action taken based on the feedback for the academic year of 2025-26. This action taken is at the University level and is not limited to the above- mentioned points. Feedbacks are analyzed in a detailed level at the department and a more rigorous actions were taken in addition to the above mentioned points.



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