CHRIST (Deemed to be University), Delhi NCR Campus

School of Sciences

CURRICULUM FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Year 2025–26

Feedback Mechanism at a Glance:

The School of Sciences follows a well-defined, systematic, and transparent feedback mechanism to ensure continuous improvement of its curriculum. The primary objective of this mechanism is to keep the curriculum academically robust, industry-relevant, and aligned with current societal and technological needs.

Feedback is collected at regular intervals from all key stakeholders using structured Google Forms. The feedback process is designed to evaluate curriculum relevance, effectiveness of content delivery, attainment of learning outcomes, skill development, research orientation, and employability readiness. The inputs received are critically analyzed and used as a basis for curriculum enrichment and academic planning. The continuous feedback loop ensures that teaching–learning practices remain learner-centric, outcome-oriented, and responsive to emerging academic and professional trends.

Stakeholder Feedback Collection and Review Process:

The School of Sciences adopts a participative and inclusive approach by seeking feedback from a diverse group of stakeholders, ensuring a holistic evaluation of the curriculum. Separate Google Forms were designed for each stakeholder group to capture targeted and meaningful feedback related to curriculum design, content relevance, assessment strategies, skill development, research integration, and industry alignment.

The collected feedback data is systematically compiled and analyzed by the respective departments and the Internal Quality Assurance mechanisms. Key observations, strengths, and areas for improvement are identified and proposed to the Curriculum Development Committee (CDC) for approval in the next BOS.

Objectives of the Feedback Mechanism:

The curriculum feedback mechanism aims to:

- To assess the relevance of curriculum content with stated objectives and learning outcomes
- To ensure alignment with industry requirements and higher education pathways
- To promote research-oriented and application-based learning
- To enhance employability, entrepreneurship, and life skills
- To facilitate continuous curriculum review and up-gradation

Stakeholders Involved:

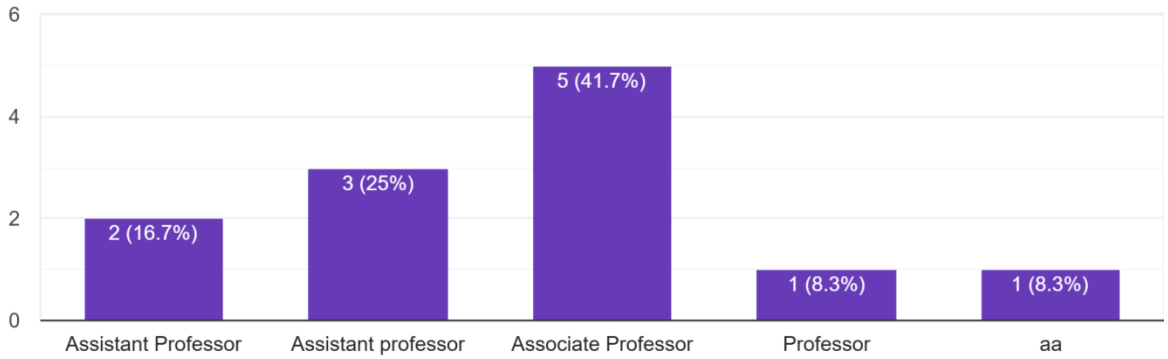
The following stakeholders actively participated in the curriculum feedback process for AY 2025–26:

- Faculties
- Students
- Parents
- Employers
- Alumni
- Academic Peers

CHRIST (Deemed to be University)
School of Sciences
Faculty Feedback on Curriculum

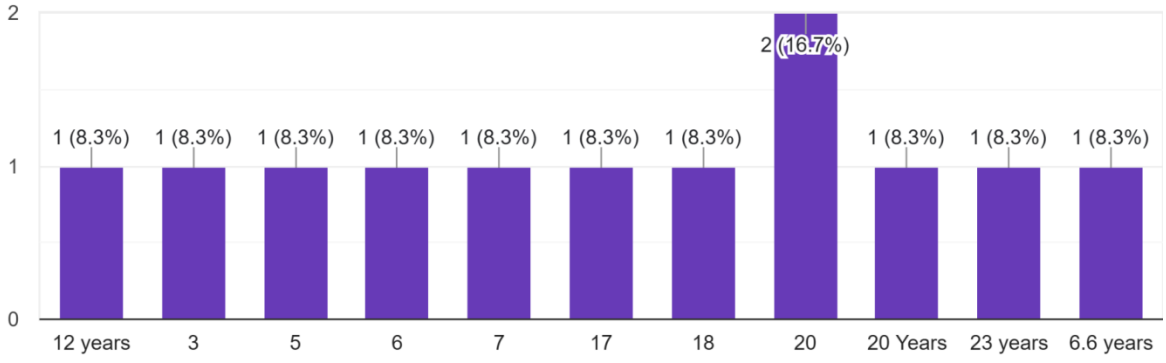
Designation

12 responses



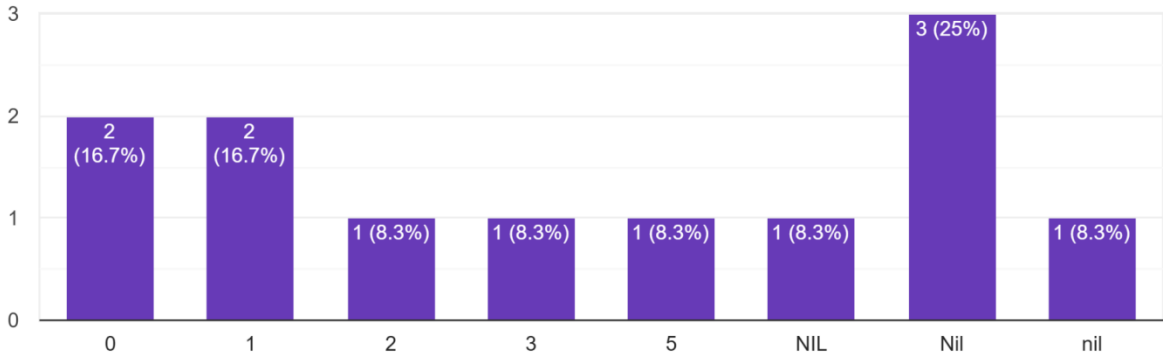
Experience in Teaching (Number of years)

12 responses



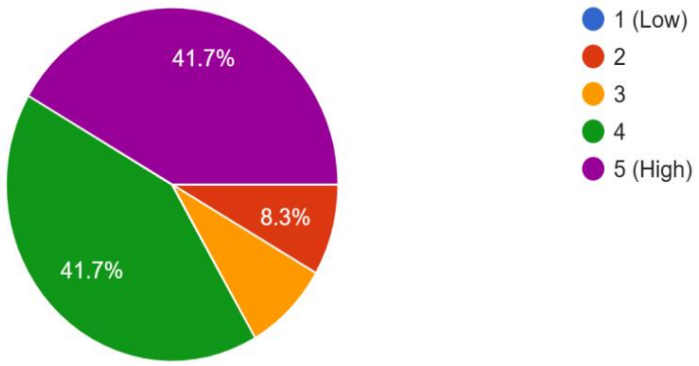
Experience in industry/R&D (Number of Years)

12 responses



Does the curriculum satisfy the stated objectives and learning outcomes?

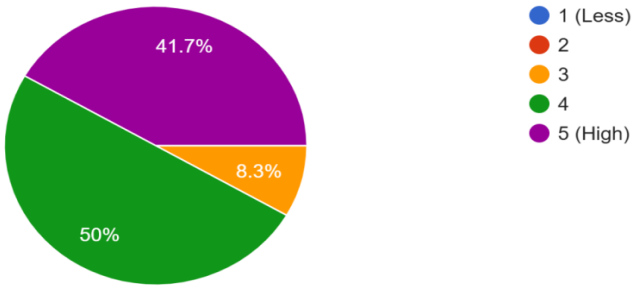
12 responses



The faculty feedback indicates an alignment between the curriculum and the stated objectives and learning outcomes. 41.7% of respondents rated this aspect high, reflecting a high level of satisfaction. A small percentage (8.3% each) rated it as moderate and satisfactory, suggesting that while the curriculum effectively meets its intended outcomes, there is minor scope for refinement to further strengthen outcome attainment.

Do you have continuous processes to propose, modify, suggest, and incorporate new topics in the curriculum?

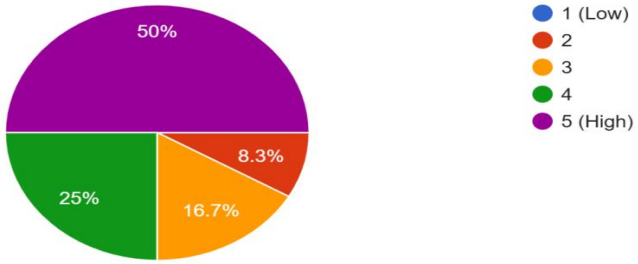
12 responses



The feedback suggests that a significant majority of faculty members are satisfied with the continuous process for proposing, modifying, and incorporating new topics in the curriculum. About 50% of respondents rated it high, while only a small percentage (8.3%) rated it as moderate. This reflects that the curriculum revision mechanism is well-structured and responsive, with scope for minor improvements.

Is the curriculum effective in developing independent thinking?

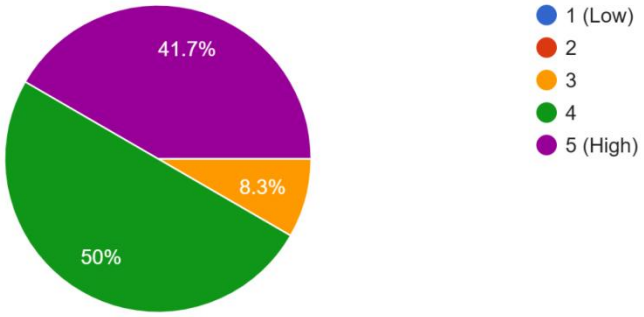
12 responses



The feedback indicates that a significant majority of faculty members are satisfied with the continuous process for proposing, modifying, and incorporating new topics in the curriculum. About 50% of respondents rated it high, while only a small percentage (8.3%) rated it as moderate. This reflects that the curriculum revision mechanism is well-structured and responsive, with scope for minor improvements.

Does the departmental level expert committee meet to review the curriculum?

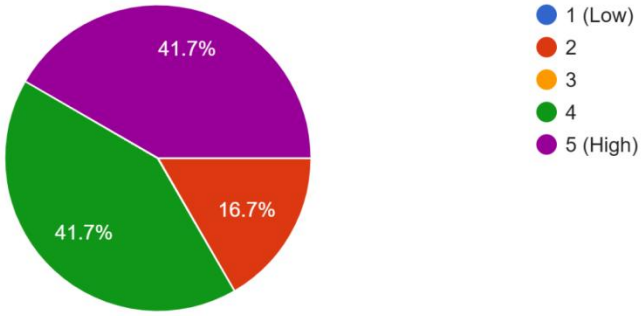
12 responses



The responses show that departmental-level expert committee meetings are regularly conducted to review the curriculum. 50% of faculty rated this aspect high, while only 8.3% provided a moderate rating. This demonstrates a robust internal review mechanism that supports continuous curriculum improvement.

Does the curriculum enhance your knowledge in the subject area?

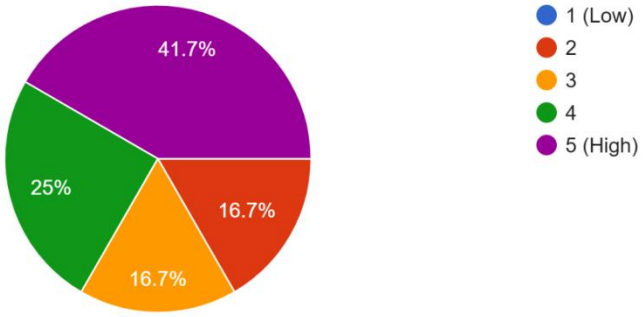
12 responses



Faculty members largely agree that the curriculum enhances students' knowledge in the subject area. 41.7% of respondents rated it high, indicating strong satisfaction. A smaller percentage (16.7%) rated it as satisfactory, suggesting that while subject depth is strong, enrichment through advanced topics may further strengthen learning outcomes.

Does the curriculum enable the students to apply their knowledge in real life?

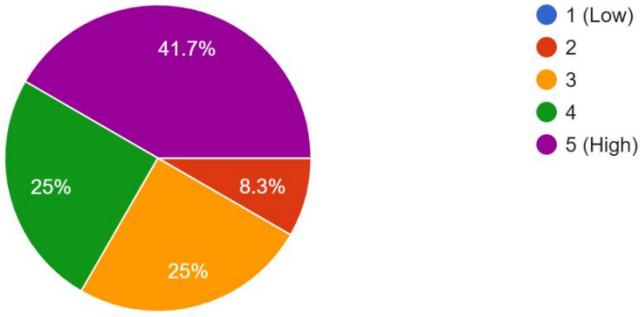
12 responses



The feedback reflects a positive perception of the curriculum's ability to enable students to apply their knowledge in real-life situations. 41.7% rated this aspect very high and 25% rated it high, while 16.7% each rated it moderate and satisfactory. This indicates that the curriculum supports experiential learning, with scope for increased industry exposure and practical applications.

Does the curriculum demand the teachers for research inclusive teaching?

12 responses



Faculty responses indicate that the curriculum moderately to strongly encourages research-inclusive teaching. While 41.7% rated it very high and 25% rated it high, a noticeable 25% rated

it moderate and 8.3% satisfactory, highlighting the need for stronger integration of research components such as mini-projects, research assignments, and interdisciplinary studies.

Action Taken Report – Faculty Feedback (AY 2025–26)

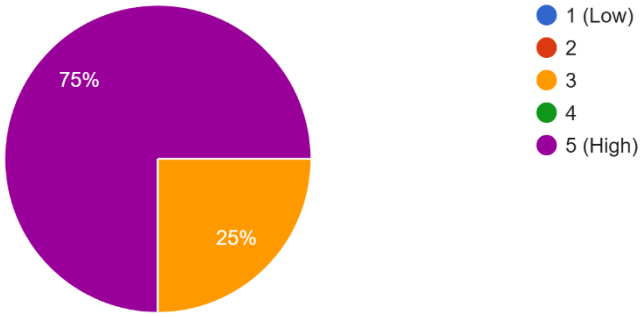
Based on the analysis of faculty feedback on curriculum for the academic year 2025–26, the following actions have been proposed and initiated through the Curriculum Development Committee (CDC):

- The curriculum should continue to be aligned with clearly defined program objectives and learning outcomes, ensuring outcome-based education across all courses.
- The existing continuous curriculum revision mechanism should be strengthened by encouraging faculty to propose emerging topics, interdisciplinary modules, and technology-driven content during periodic reviews.
- To further enhance independent thinking and analytical skills, greater emphasis should be placed on problem-based learning, case studies, seminars, and student-led discussions.
- Departmental-level expert committee meetings should be conducted regularly to review curriculum relevance, academic depth, and industry alignment.
- Additional application-oriented and experiential learning components such as internships, mini-projects, and real-life case analyses should be integrated to strengthen practical knowledge application.
- To address feedback on research-inclusive teaching, faculty should be encouraged to incorporate research-based assignments, literature reviews, and project work aligned with current research trends.

CHRIST (Deemed to be University)
School of Sciences
Parents Feedback on Curriculum

Is the Curriculum updated on regular basis depending on the current trends and advanced topics?

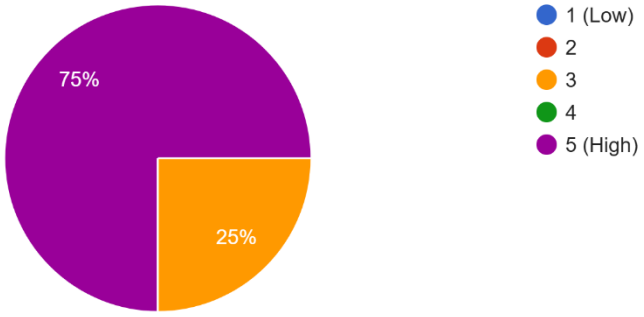
4 responses



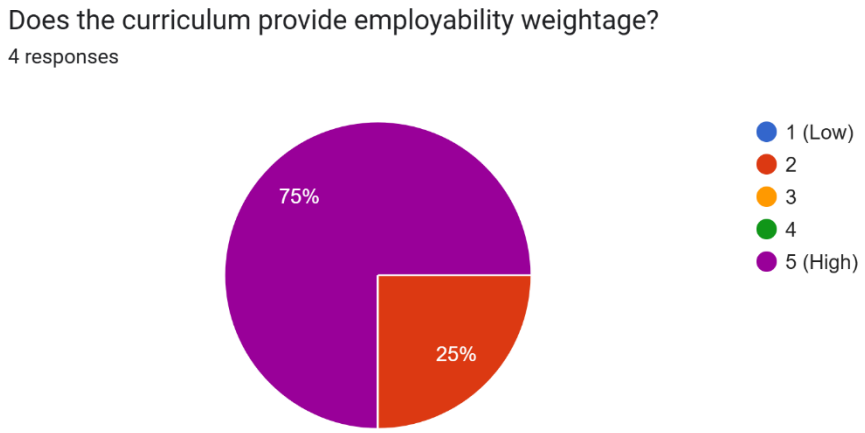
The feedback from parents indicates that the curriculum is regularly updated in line with current trends and advancements. 75% of the respondents rated this aspect high, while the remaining 25% rated it very high, reflecting strong confidence among parents that the curriculum remains contemporary and relevant.

Does the curriculum orient the students towards higher education?

4 responses

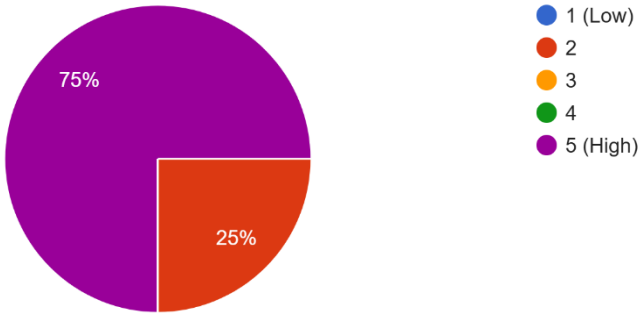


Parents expressed a positive perception regarding the curriculum's orientation towards higher education. 75% of respondents rated this aspect high and 25% rated it very high, suggesting that the curriculum adequately prepares students for pursuing higher studies and academic growth.



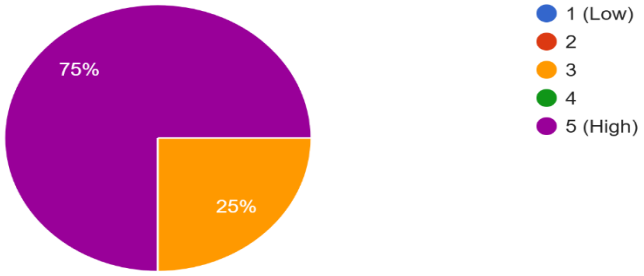
The feedback shows that parents perceive the curriculum as supportive of employability development. While 75% rated this aspect very high, the remaining 25% rated it satisfactory, indicating overall approval with scope for further enhancement of industry-oriented skills and career readiness.

Does the curriculum enable the student to connect the knowledge to real life applications?
4 responses

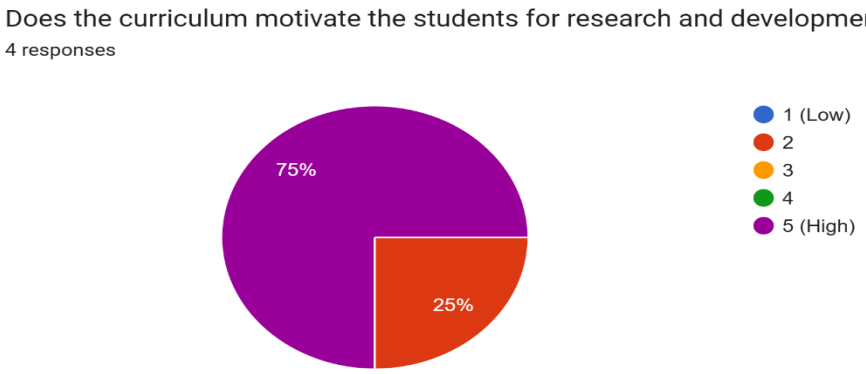


Parents believe that the curriculum enables students to connect theoretical knowledge with real-life applications. 75% of respondents rated this aspect very high, while 25% rated it satisfactory, suggesting that experiential learning components are present, with potential for further strengthening.

Does the curriculum encourage entrepreneurship?
4 responses



The feedback reflects a favorable view of the curriculum's role in encouraging entrepreneurial thinking. 75% of parents rated this aspect high and 25% rated it very high, indicating that the curriculum supports innovation, initiative, and entrepreneurial awareness among students.



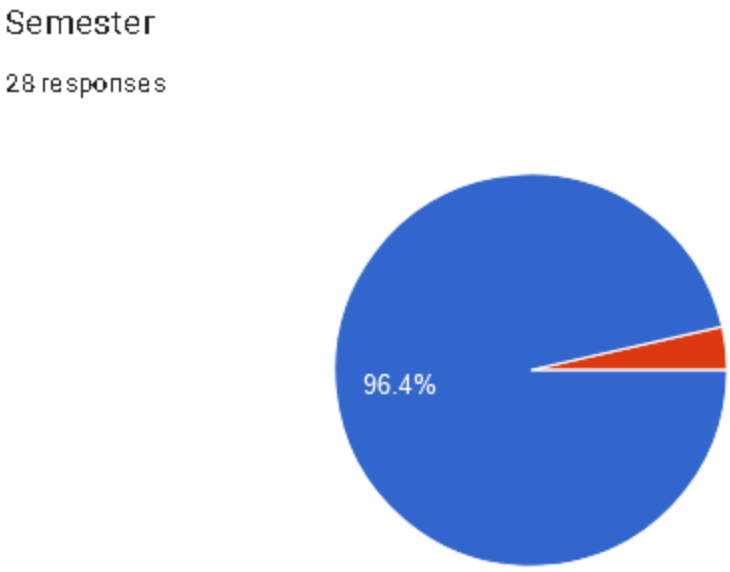
Parents acknowledged the curriculum's role in motivating students towards research and development. 75% of respondents rated this aspect very high, while 25% rated it satisfactory, highlighting a positive impact with scope to further promote research-oriented activities and innovation-driven learning.

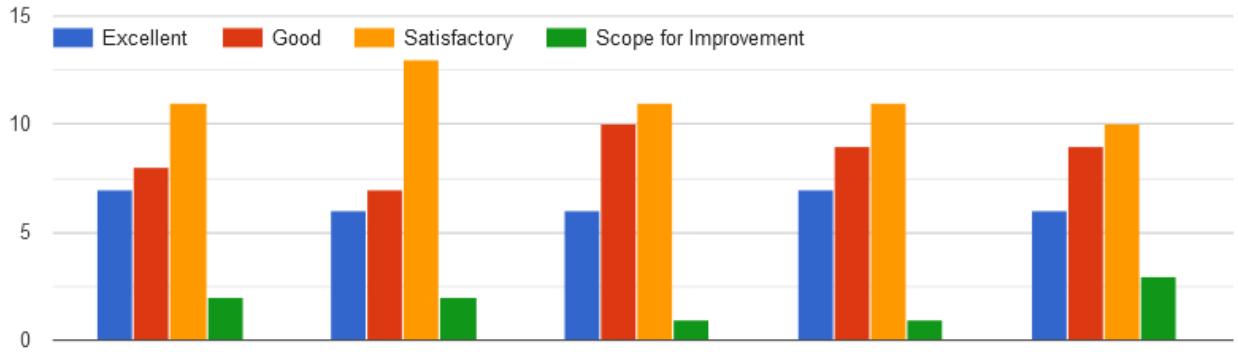
Action Taken Report – Parents Feedback (AY 2025–26)

Based on the analysis of parents' feedback on the curriculum for the academic year 2025–26, the following actions have been proposed and initiated through the Curriculum Development Committee (CDC):

- The curriculum should continue to be periodically updated to incorporate current trends, emerging technologies, and contemporary academic developments.
- To further strengthen orientation towards higher education, advanced topics, research exposure, and guidance on academic pathways should be integrated into the curriculum.
- Additional emphasis should be given to employability and career readiness through skill-based courses, industry-relevant content, and practical learning components.
- The curriculum should be enriched with more application-based and experiential learning activities to help students effectively connect theoretical concepts with real-life applications.
- Entrepreneurship-oriented components, such as innovation-based assignments and exposure to start-up ecosystems, should be encouraged within the curriculum.
- To enhance research and development orientation, students should be motivated through research-based projects, seminars, and exposure to emerging research areas.

CHRIST (Deemed to be University)
School of Sciences
Students Feedback on Curriculum (2025-26 MCA)





Satisfaction of Objectives and Learning Outcomes

The feedback indicates that students largely perceive the curriculum as aligned with the stated objectives and learning outcomes. A majority of respondents rated this aspect as *excellent* or *good*, reflecting overall satisfaction with the curriculum structure and outcome orientation.

Coverage of Advanced Topics

Students' responses show that the curriculum includes advanced topics relevant to the program. Most respondents rated this aspect as *good* or *excellent*, while a small proportion indicated scope for improvement, suggesting the need for continuous updating of emerging and advanced concepts.

Enhancement of Knowledge and Skills

The feedback reflects that the curriculum effectively enhances students' knowledge and skills in the relevant domain. The majority of respondents rated this aspect positively, indicating that the curriculum supports academic growth and domain competence.

Development of Critical and Analytical Thinking

Students expressed a positive perception of the curriculum's role in developing critical and analytical thinking skills. Most responses fall under *good* and *excellent*, highlighting the effectiveness of problem-solving activities, assignments, and analytical components within the curriculum.

Relevance of Textbooks and Reference Materials

The responses suggest that the prescribed textbooks and reference materials are relevant and supportive of the curriculum content. Most students rated this aspect as *good* or *excellent*, indicating adequacy in learning resources.

Orientation Towards Higher Education

Student feedback indicates that the curriculum provides appropriate orientation towards higher education. A majority rated this aspect positively, suggesting that the curriculum supports academic progression and preparation for higher studies.

Application of Knowledge in Real-Life Situations

The feedback shows that students believe the curriculum enables them to apply theoretical knowledge to real-life situations. Most respondents rated this aspect as *good* or *excellent*, reflecting the presence of practical and application-based learning components.

Employability Weightage in Curriculum

Students acknowledged that employability is given due importance in curriculum design. Most responses indicate *good* to *excellent* ratings, while a few suggest scope for improvement through increased industry exposure and skill-based training.

Promotion of Self-Study and Research Attitude

The curriculum is perceived to encourage self-study and a research-oriented mindset among students. The majority of responses reflect positive ratings, indicating that assignments, projects, and independent learning components support research inclination.

Overall Satisfaction with the Curriculum

Students expressed satisfaction with the MCA curriculum. Most respondents rated it as *good* or *excellent*, reflecting a positive learning experience, while minor suggestions indicate scope for further enhancement.

Action Taken – Students Feedback on Curriculum (MCA) AY 2025–26

Based on the feedback received from MCA students, the following actions have been initiated:

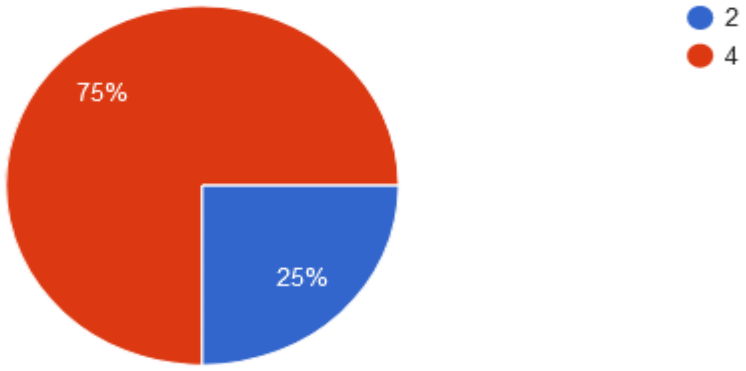
- The curriculum is periodically reviewed to ensure alignment with program objectives and learning outcomes.
- Advanced and emerging topics are incorporated to keep the curriculum updated with current technological trends.
- Greater emphasis is being given to hands-on learning, laboratory work, and project-based activities to enhance knowledge and skills.
- Textbooks and reference materials are being reviewed regularly to explain relevance and updated learning resources.
- Industry exposure, internships, and employability-focused modules are being strengthened to improve career readiness.
- Self-learning and research attitude are encouraged through mini-projects, independent assignments, and guided research activities.

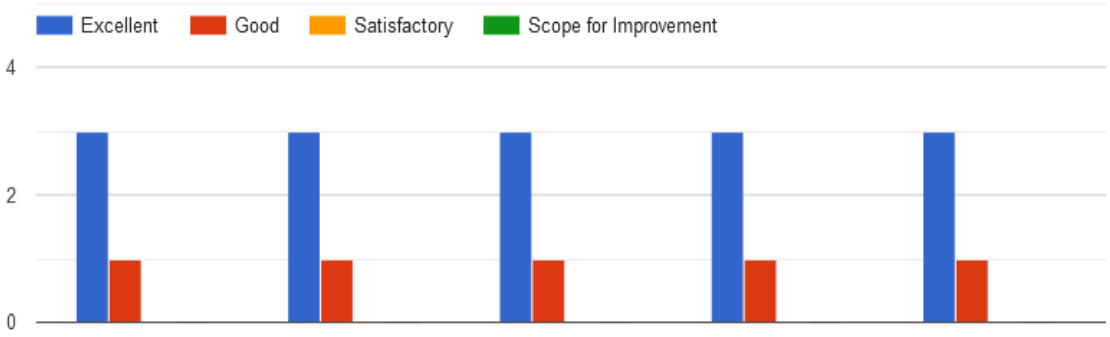
The actions taken aim to further enhance academic quality, employability, and holistic development of students.

CHRIST (Deemed to be University)
School of Sciences
Students Feedback on Curriculum (2025-26 MAC)

Semester

4 responses





The feedback collected from students of the Master of Sciences in Artificial Intelligence and Cyber Security (MAC) program indicates a positive perception of the curriculum across various aspects. The majority of students rated the different components of the curriculum as Excellent and Good, reflecting satisfaction with the overall structure and delivery of the program. The responses suggest that the curriculum effectively satisfies the stated objectives and learning

outcomes and covers advanced topics related to artificial intelligence, cyber security, and network security.

Students also acknowledged that the curriculum enhances their technical knowledge and analytical skills in the relevant domain while promoting critical and analytical thinking abilities. The prescribed textbooks and reference materials were found to be relevant and supportive of the course content. Furthermore, the feedback indicates that the curriculum provides orientation towards higher education and research, enables students to apply theoretical knowledge in real-world technological and security contexts, and gives due importance to employability and industry-oriented skills. Overall, the responses indicate that the curriculum largely meets students' expectations and contributes to their academic and professional development.

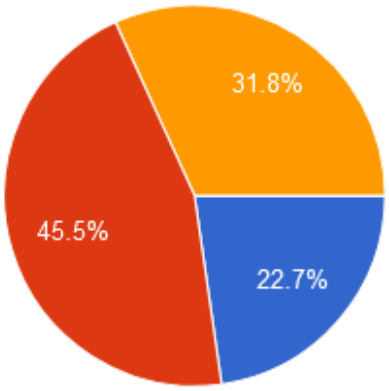
Action Taken – Students Feedback on MAC Curriculum (AY 2025–26)

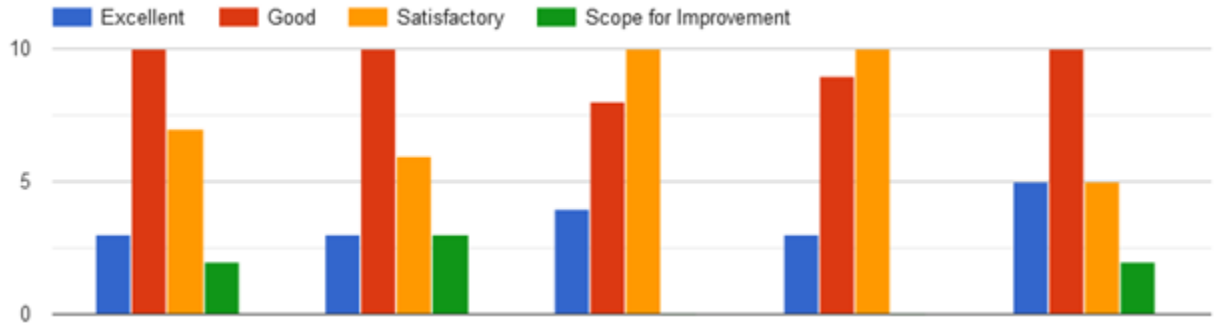
Based on the feedback received from students, the curriculum for the M.Sc. Artificial Intelligence and Cyber Security (MAC) program should continue to be periodically reviewed to ensure alignment with program objectives and learning outcomes. Efforts should be made to incorporate emerging technologies, advanced tools, and recent developments in artificial intelligence, cyber security, and network security. Greater emphasis should be placed on hands-on learning, coding practices, lab work, and security-based case studies to strengthen analytical and problem-solving skills. The prescribed textbooks and reference materials should be periodically reviewed and updated to ensure relevance with current technological advancements. Additionally, initiatives such as industry interactions, internships, workshops, and research-oriented assignments should be encouraged to enhance employability, promote self-learning, and foster a strong research mindset among students.

CHRIST (Deemed to be University)
School of Sciences
Students Feedback on Curriculum (2025-26 EM)

Semester

22 responses





The feedback collected from students of the Economics and Mathematics (EM) program indicates a positive perception of the curriculum across various aspects. Students rated the curriculum largely as Excellent and Good, reflecting satisfaction with the design and implementation of the program. The responses indicate that the curriculum effectively satisfies

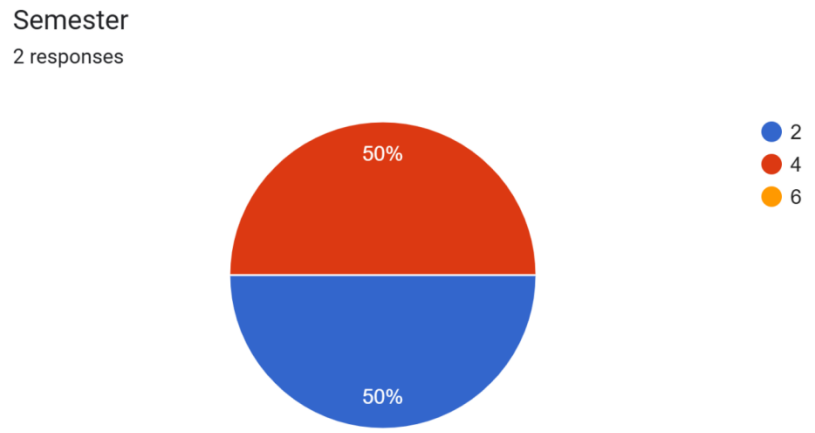
the stated objectives and learning outcomes, covers relevant and advanced topics, and enhances domain knowledge and analytical skills in the areas of economics, mathematics, and statistics. Students also acknowledged that the curriculum contributes to the development of critical and analytical thinking and is supported by relevant textbooks and reference materials.

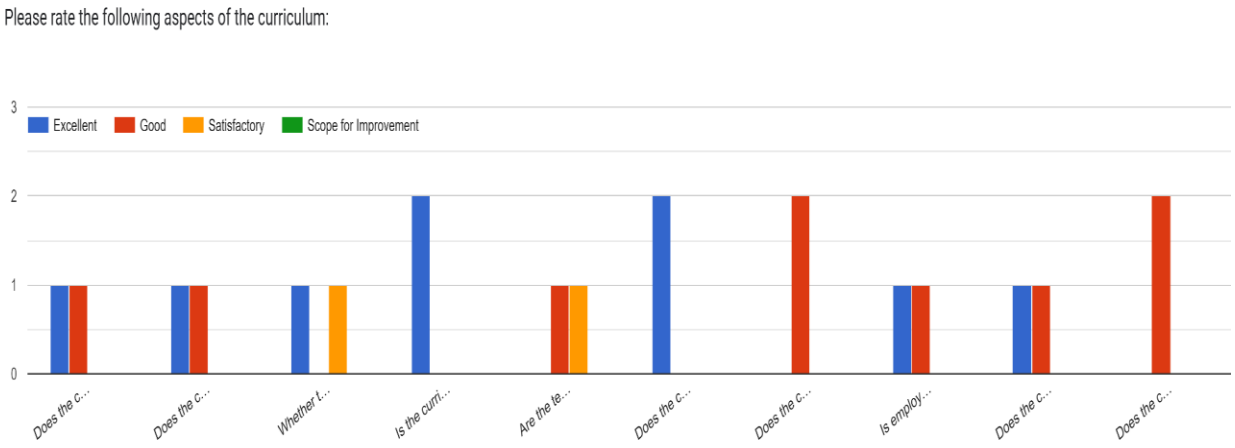
The feedback suggests that the curriculum provides adequate orientation towards higher education, enables students to apply theoretical knowledge in real-life situations, and gives due importance to employability in curriculum design. Students also recognized that the curriculum encourages self-study and a research-oriented attitude. Overall, the responses indicate that the curriculum largely meets students' expectations and supports both academic growth and analytical skill development.

Action Taken – Students Feedback on EM (Economics and Mathematics) Curriculum AY 2025–26

Based on the feedback received from students regarding the EM curriculum, the department should continue to review and update the course content to ensure alignment with the program objectives and learning outcomes. Efforts should be made to incorporate advanced and contemporary topics in Economics, Mathematics, and Statistics to enhance conceptual understanding and analytical skills. Greater emphasis should be given to application-based learning, problem-solving exercises, and practical examples to help students connect theoretical concepts with real-life situations. The prescribed textbooks and reference materials should be periodically reviewed and updated to maintain relevance. Additionally, initiatives such as research-based assignments, seminars, and project work should be encouraged to promote self-study, analytical thinking, and a research-oriented approach among students.

CHRIST (Deemed to be University)
School of Sciences
Students Feedback on Curriculum (2025-26 EDA)





The feedback collected from students of the Economics Data Analytics (EDA) course indicates a positive perception of the curriculum across various aspects. Students rated the curriculum largely as Excellent and Good, reflecting overall satisfaction with the structure and delivery of the course. The responses suggest that the curriculum effectively meets the stated objectives and

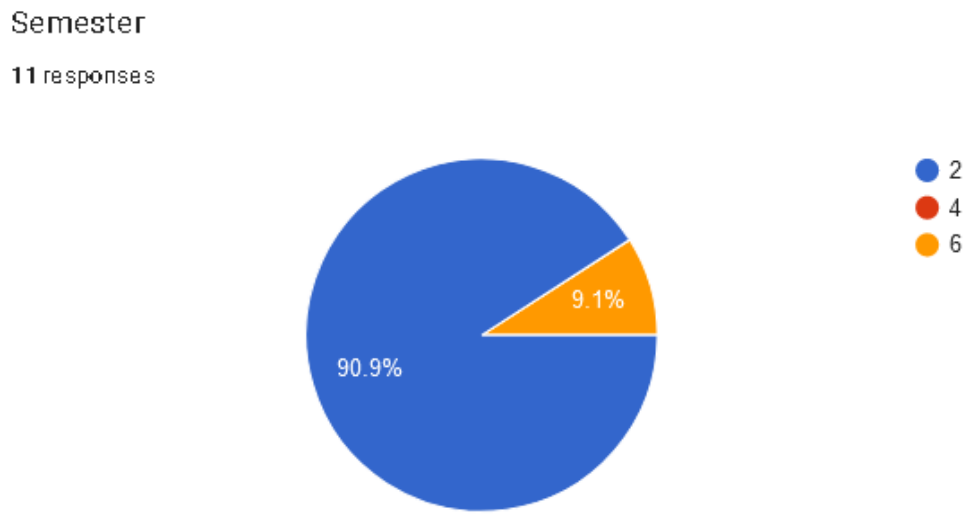
learning outcomes, covers relevant and advanced topics, and enhances students' knowledge and analytical skills in economics and data analytics.

Students also acknowledged that the curriculum contributes to the development of critical and analytical thinking, supported by appropriate textbooks and reference materials. Furthermore, the feedback indicates that the curriculum provides orientation towards higher education and research opportunities, while enabling students to apply theoretical concepts to real-life economic and data-driven situations. Overall, the responses indicate that the curriculum largely meets students' expectations and contributes to their academic and analytical skill development.

Action Taken – Students Feedback on EDA Curriculum (AY 2025–26)

Based on the feedback received from students, the curriculum for the Economics Data Analytics (EDA) course should continue to be periodically reviewed to ensure alignment with course objectives and learning outcomes. Efforts should be made to incorporate emerging tools, advanced analytical techniques, and recent developments in data analytics and applied economics. Greater emphasis should be placed on practical data analysis, case studies, and project-based learning to strengthen analytical and problem-solving skills. The prescribed textbooks and reference materials should be reviewed regularly to ensure relevance with the course content. Additionally, activities encouraging research orientation, self-learning, and application of data-driven decision making should be promoted to further enhance the effectiveness of the course.

CHRIST (Deemed to be University)
School of Sciences
Students Feedback on Curriculum (2025-26 BDA)



The feedback collected from students of the B.Sc. Data Science and Artificial Intelligence (BDA) program indicates an overall positive perception of the curriculum. A majority of students rated different aspects of the curriculum as Good and Excellent, reflecting satisfaction with the structure and content of the program. The responses suggest that the curriculum adequately satisfies the stated objectives and learning outcomes and includes advanced topics relevant to data science and artificial intelligence.

Students also acknowledged that the curriculum enhances their knowledge and technical skills in data science, analytics, and artificial intelligence, while contributing to the development of critical and analytical thinking abilities. The prescribed textbooks and reference materials were found to be relevant and supportive of the curriculum content. Furthermore, the feedback indicates that the curriculum provides orientation towards higher education, encourages self-study and research attitude, and enables students to apply theoretical concepts to real-life and data-driven problem-solving situations. Overall, the responses indicate that the curriculum largely meets students' expectations and supports their academic and professional development.

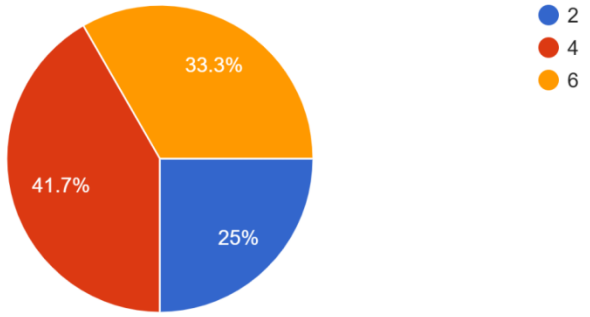
Action Taken – Students Feedback on BDA Curriculum (AY 2025–26)

Based on the feedback received from students, the curriculum for the B.Sc. Data Science and Artificial Intelligence (BDA) program should continue to be periodically reviewed to ensure alignment with program objectives and learning outcomes. Efforts should be made to incorporate emerging technologies, advanced tools, and recent developments in data science and artificial intelligence. Greater emphasis should be placed on practical learning, coding exercises, data analysis projects, and case studies to strengthen analytical and problem-solving skills. The prescribed textbooks and reference materials should be periodically reviewed and updated to ensure relevance with current industry trends. Additionally, initiatives such as industry interactions, workshops, internships, and research-oriented assignments should be encouraged to enhance employability, promote self-learning, and foster a research mindset among students.

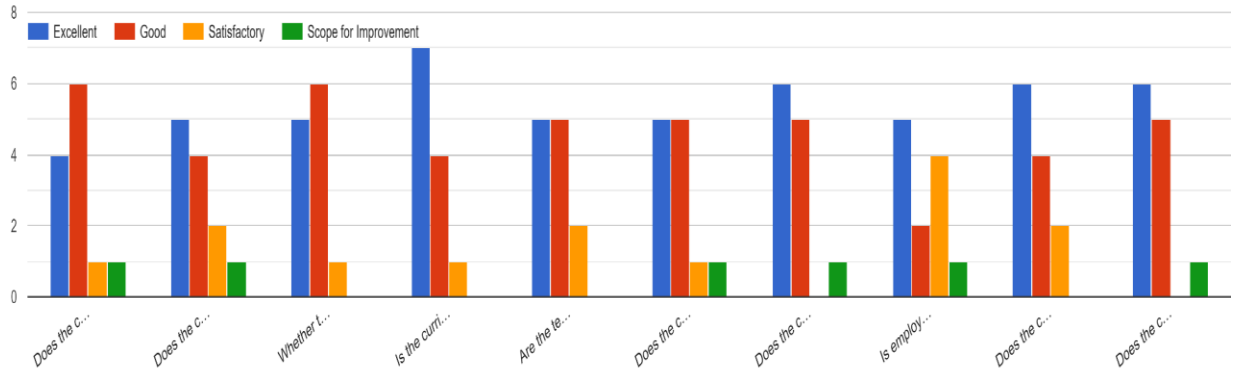
CHRIST (Deemed to be University)
School of Sciences
Students Feedback on Curriculum (2025-26 BCA)

Semester

12 responses



Please rate the following aspects of the curriculum:



The feedback collected from students of the BCA (Bachelor of Computer Applications) program indicates a positive perception of the curriculum across various aspects. A majority of the respondents rated the different parameters of the curriculum as Good and Excellent, reflecting overall satisfaction with the design and structure of the program.

The responses suggest that the curriculum effectively satisfies the stated objectives and learning outcomes and includes advanced topics relevant to computer applications and information technology. Students indicated that the curriculum enhances their technical knowledge and domain-specific skills, while also contributing to the development of critical and analytical thinking abilities.

Students further acknowledged that the textbooks and reference materials prescribed are relevant and supportive of the course content. The feedback also reflects that the curriculum provides adequate orientation towards higher education, enables students to apply theoretical knowledge in real-life situations, and gives due importance to employability in curriculum design.

The curriculum was found to encourage self-study and a research-oriented attitude among students. Overall, the feedback indicates that the BCA curriculum largely meets students' expectations and supports their academic and professional development.

Action Taken – Students Feedback on BCA Curriculum (AY 2025–26)

Based on the feedback received from BCA students, the curriculum should continue to be periodically reviewed to ensure alignment with program objectives and learning outcomes. Efforts should be made to further incorporate emerging technologies and advanced topics in computer applications, including practical exposure to modern tools and programming practices.

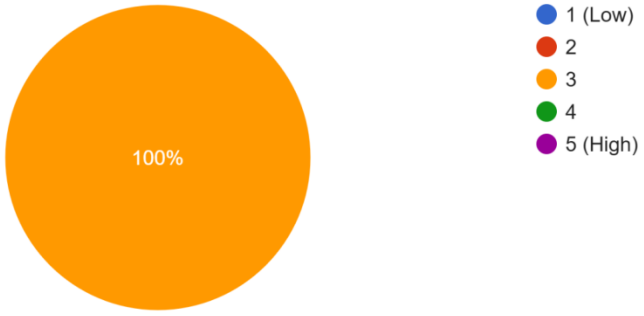
Greater emphasis should be placed on hands-on learning, lab-based exercises, case studies, and project-based assignments to strengthen students' analytical and problem-solving abilities. The prescribed textbooks and reference materials should be reviewed periodically to ensure their relevance and alignment with current technological developments.

Initiatives such as industry interactions, workshops, internships, and skill-based training programs should be encouraged to enhance employability and career readiness. Activities promoting self-learning, innovation, and research orientation should also be strengthened to further improve the overall effectiveness of the BCA curriculum.

CHRIST (Deemed to be University)
School of Sciences
Employer Feedback on Curriculum

As per your interaction with our students, did you find that in general, our curriculum is aligned with the objectives of the profile / recruitment/ offer?

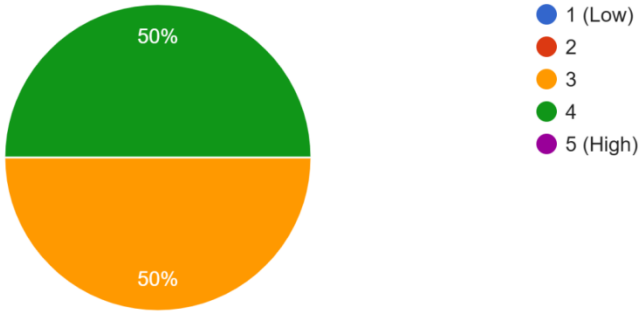
2 responses



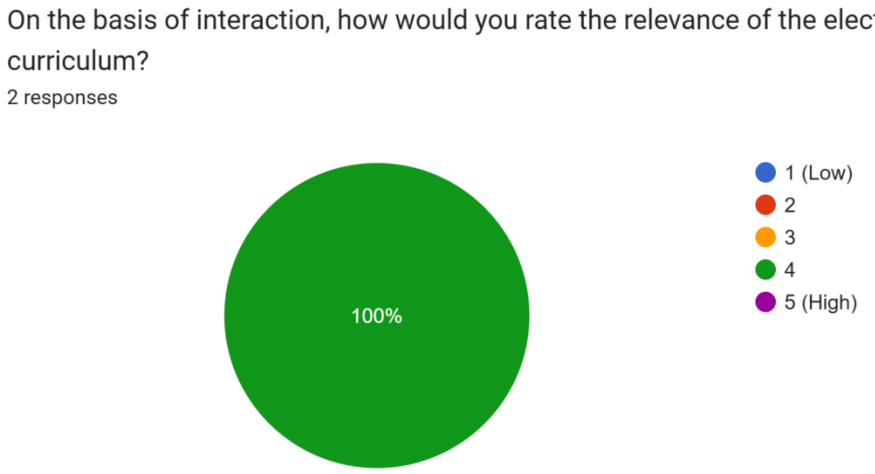
The employer feedback indicates that the curriculum is well aligned with the objectives of recruitment and job profiles. 100% of the respondents rated this parameter as moderate (3), suggesting that the curriculum broadly meets industry expectations, while indicating scope for further strengthening industry-specific components.

As per your interaction with our students, did you find that in general, our curriculum covers advanced topics and current trends?

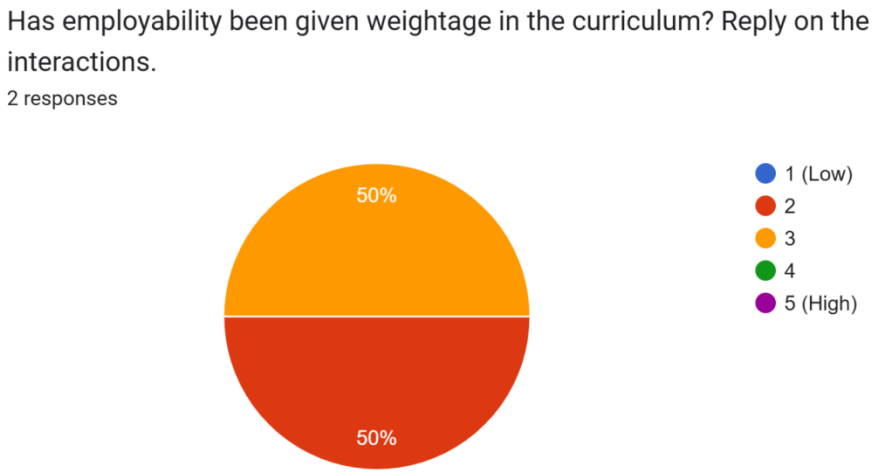
2 responses



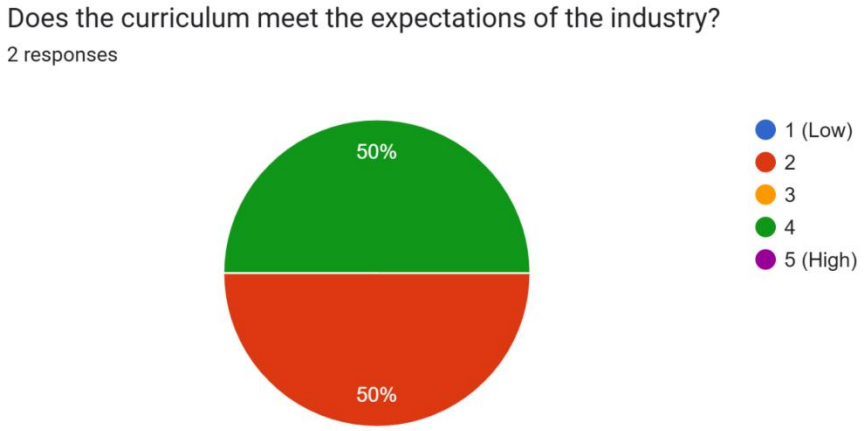
The responses show a balanced perception regarding the inclusion of advanced topics and current industry trends in the curriculum. 50% of the respondents rated it as moderate (3) while 50% rated it high (4), indicating that the curriculum incorporates relevant and emerging topics but may benefit from continuous updates aligned with technological advancements.



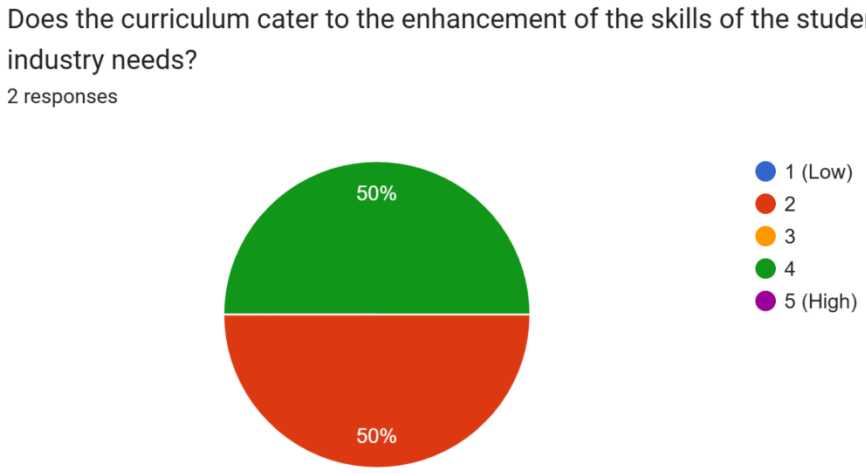
Employers expressed positive feedback regarding the electives offered in the curriculum. 100% of the respondents rated this aspect as high (4), reflecting that the electives provided are relevant and helpful in building specialized knowledge required in the industry.



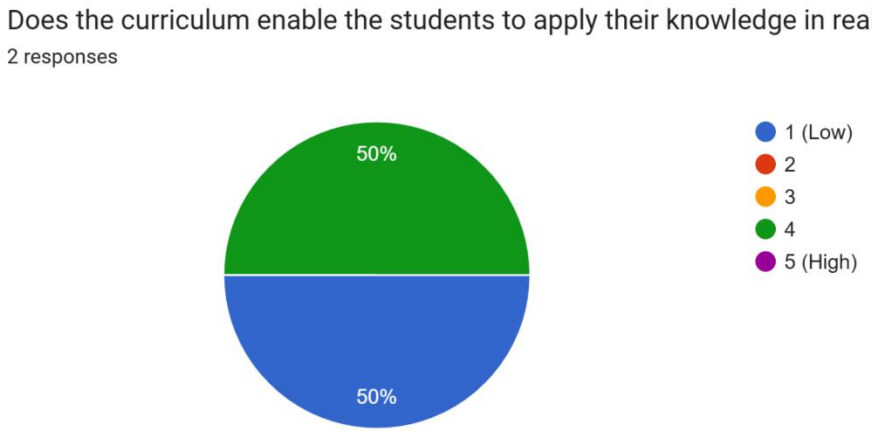
The feedback suggests that employability aspects in the curriculum are perceived as moderate to satisfactory. 50% of the respondents rated this parameter as moderate (3) while 50% rated it as satisfactory (2), indicating that while employability is addressed, there is scope to further strengthen skill-oriented and industry-focused components.



Employers indicated mixed feedback regarding how well the curriculum meets overall industry expectations. 50% of respondents rated it high (4) while 50% rated it satisfactory (2). This suggests that the curriculum is relevant but can be further enhanced to better align with evolving industry requirements.



The feedback reflects a balanced perception regarding the curriculum's role in enhancing students' skills in line with industry needs. 50% of respondents rated it high (4) while 50% rated it satisfactory (2), indicating that while the curriculum contributes to skill development, further emphasis on practical and industry-based training may be beneficial.



Employer responses show that the curriculum moderately supports students in applying theoretical knowledge to real-life situations. 50% of respondents rated it moderate (3) while 50% rated it low (1), suggesting that additional focus on practical exposure, internships, and real-world projects could strengthen application-based learning.

Action Taken Based on Employer Feedback (2025–26)

Based on the feedback received from employers regarding the curriculum, the department has taken several initiatives to further strengthen the academic framework and enhance industry relevance. Efforts have been made to review and update the curriculum periodically to incorporate emerging technologies, advanced topics, and current industry trends.

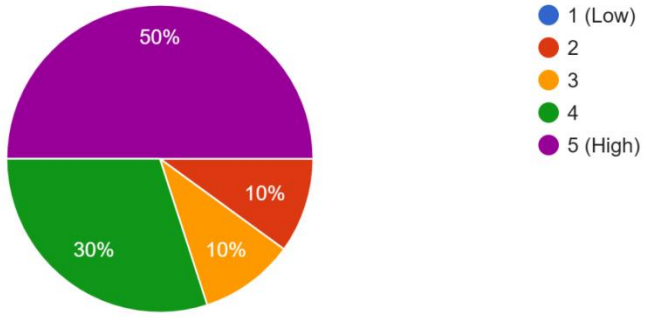
To improve employability and skill development, the department has increased focus on skill-based learning, practical sessions, industry-oriented projects, and internships. Guest lectures, workshops, and industry interaction sessions are also being encouraged to provide students with exposure to real-world practices.

Additionally, the relevance of elective courses has been reviewed to ensure that students gain specialized knowledge aligned with industry requirements. More emphasis is being placed on experiential learning, case studies, and real-life problem-solving activities to help students effectively apply their knowledge in professional environments.

These measures aim to continuously enhance the quality of the curriculum and ensure that students are well-prepared to meet the expectations of the industry.

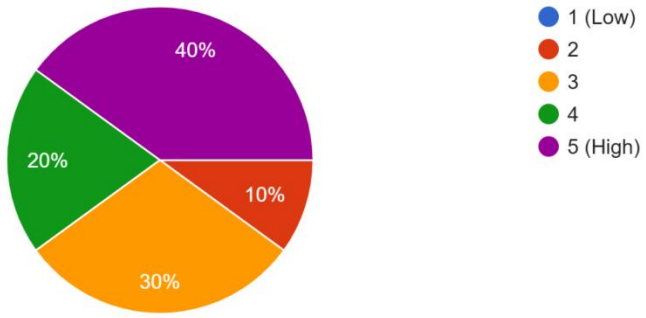
CHRIST (Deemed to be University)
School of Sciences
Academic Peers feedback on Curriculum

Does the curriculum satisfy the stated objectives and learning outcomes?
10 responses



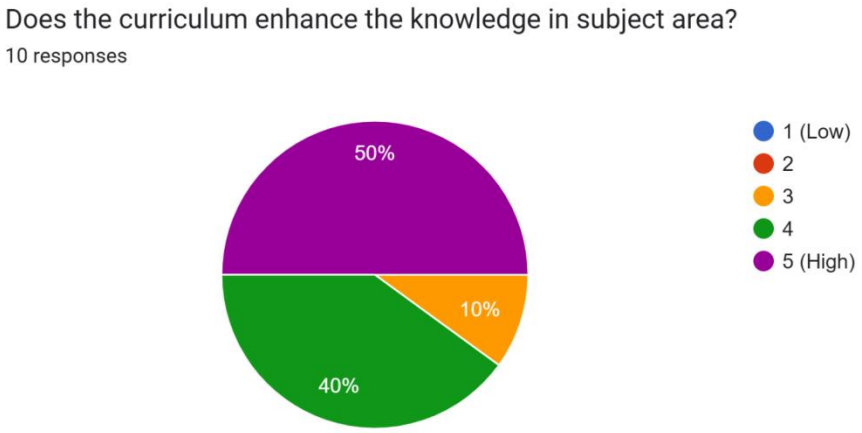
The feedback from academic peers indicates that the curriculum largely satisfies the stated objectives and learning outcomes. 50% of respondents rated it as excellent (5), while 30% rated it high (4). A smaller proportion rated it moderate (3) and satisfactory (2) with 10% each, suggesting that the curriculum effectively aligns with the intended academic outcomes while still offering scope for minor improvements.

Is the curriculum effective in developing independent thinking?
10 responses

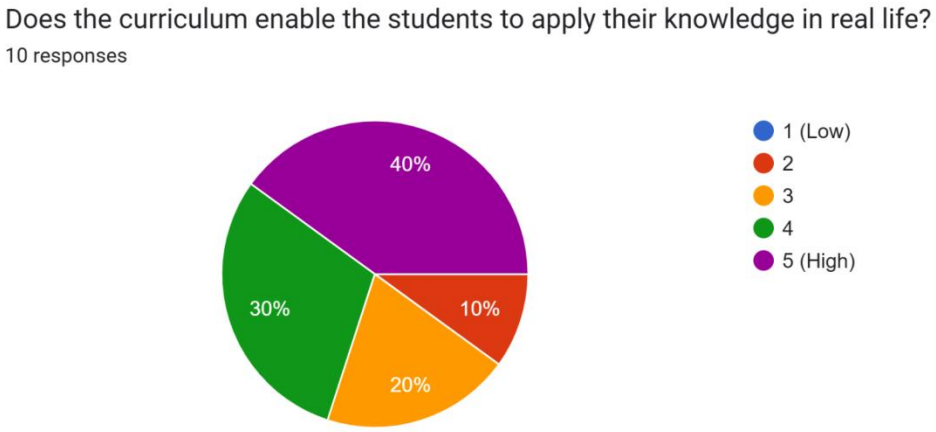


The responses reflect a positive perception regarding the curriculum's role in developing independent thinking among students. 40% of respondents rated it excellent (5) and 20% rated it

high (4). Additionally, 30% rated it moderate (3) and 10% satisfactory (2), indicating that the curriculum supports analytical and independent thinking while encouraging further enhancement through innovative teaching methods.



Academic peers strongly acknowledged the curriculum's effectiveness in enhancing subject knowledge. 50% of respondents rated it excellent (5) and 40% rated it high (4), while 10% rated it moderate (3). This indicates that the curriculum significantly contributes to strengthening students' understanding and expertise in the subject domain.

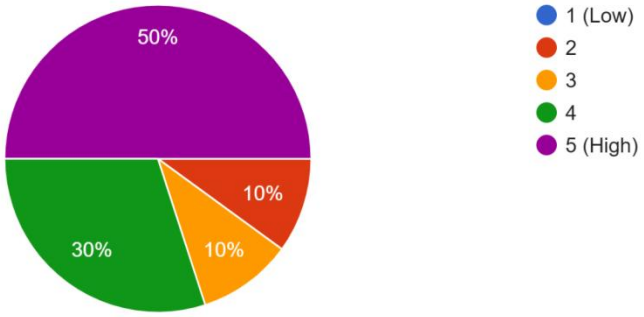


The feedback indicates that the curriculum supports the practical application of knowledge. 40% of respondents rated this parameter as excellent (5) and 30% as high (4). Meanwhile, 20% rated

it moderate (3) and 10% satisfactory (2), suggesting that while the curriculum facilitates real-life application, further emphasis on practical exposure and experiential learning could enhance this aspect.

Does the curriculum demand the teachers for research inclusive teaching?

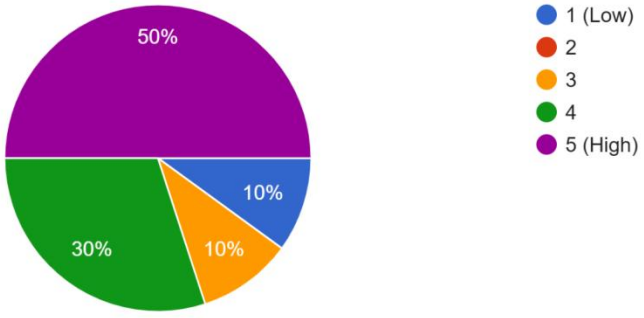
10 responses



Academic peers acknowledged that the curriculum encourages research-inclusive teaching. 50% of respondents rated this parameter as excellent (5) and 30% rated it high (4). Additionally, 10% rated it moderate (3) and 10% satisfactory (2), indicating that the curriculum promotes research-oriented learning and academic inquiry.

Does the curriculum meet the benchmark of the academic standards for the mentioned program?

10 responses



The responses show that the curriculum meets the academic standards expected for the program. 50% of respondents rated it excellent (5) and 30% rated it high (4), while 10% each rated it

moderate (3) and satisfactory (2). This reflects a strong perception among academic peers that the curriculum maintains appropriate academic rigor and quality standards.

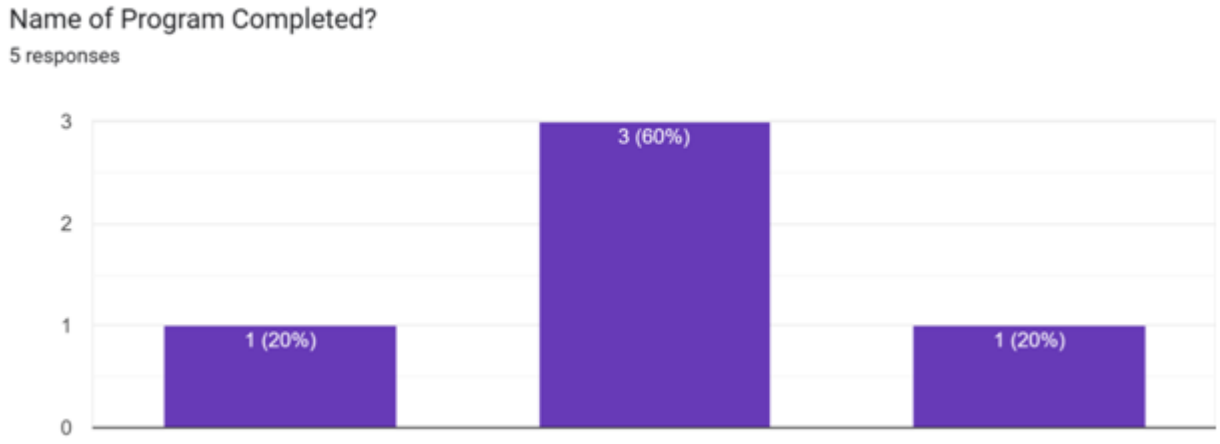
Action Taken Based on Academic Peers Feedback (2025–26)

Based on the feedback received from academic peers, the department has reviewed the curriculum to further enhance its effectiveness in achieving the stated learning outcomes and academic standards. Suggestions provided by peers have been considered to strengthen analytical thinking, subject depth, and research-oriented learning within the curriculum.

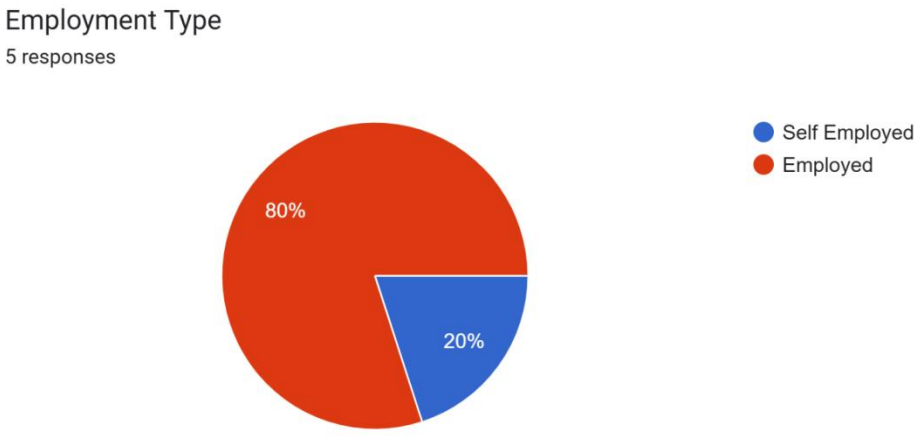
Efforts are being made to incorporate innovative teaching methods, interdisciplinary approaches, and research-based assignments to promote independent thinking among students. Additionally, greater emphasis is being placed on practical applications, case studies, and project-based learning to enable students to effectively apply theoretical knowledge in real-life situations.

The department also encourages faculty members to adopt research-inclusive teaching practices, integrate current developments in the subject area, and continuously update course content in line with academic and industry advancements. These measures aim to ensure that the curriculum maintains high academic standards while supporting students' intellectual and professional development.

CHRIST (Deemed to be University)
School of Sciences
Alumni feedback on Curriculum



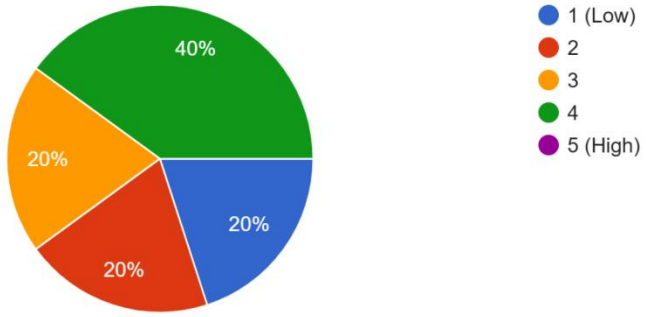
The responses indicate that the feedback collected reflects the experiences and perspectives of graduates from this program.



The employment status of alumni shows that 80% of respondents are employed, while 20% are self-employed. This indicates that the program has contributed positively to the employability of graduates and their ability to secure professional opportunities.

Is the curriculum updated on regular basis depending on the current trends and advanced topics?

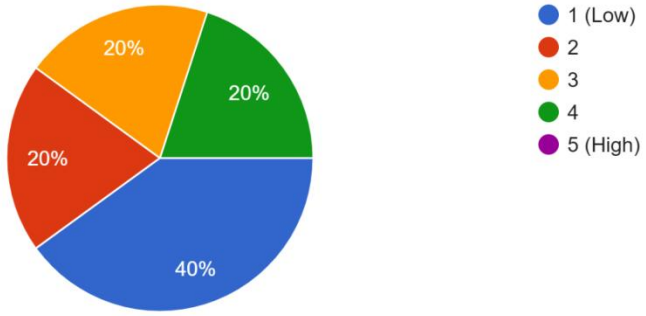
5 responses



The feedback suggests a positive perception regarding the regular updating of the curriculum. 40% of respondents rated it high (4), while 20% each rated it moderate (3), satisfactory (2), and low (1). This indicates that while many alumni recognize the efforts to update the curriculum with current trends, further continuous updates can strengthen this aspect.

Does the curriculum orient the student towards higher education?

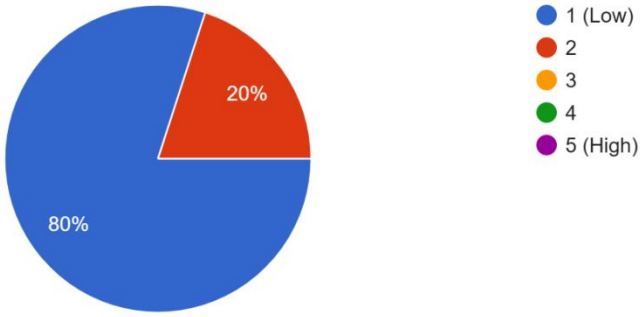
5 responses



The responses indicate mixed opinions regarding the curriculum's orientation towards higher education. 40% of respondents rated it low (1), while 30% rated it satisfactory (2), 20% moderate (3), and 10% high (4). This suggests that while some alumni feel the curriculum supports higher studies, additional focus on research and advanced academic preparation could improve this aspect.

Does the curriculum provide employability weightage?

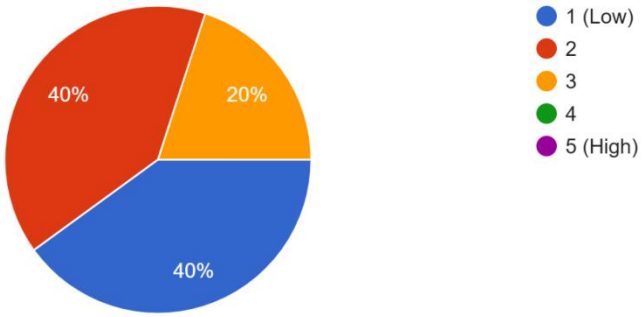
5 responses



The feedback reflects that alumni perceive employability as an important component of the curriculum. 80% of respondents rated this parameter low (1) while 20% rated it satisfactory (2), indicating that alumni expect greater emphasis on industry-oriented skills, training, and practical exposure to improve employability.

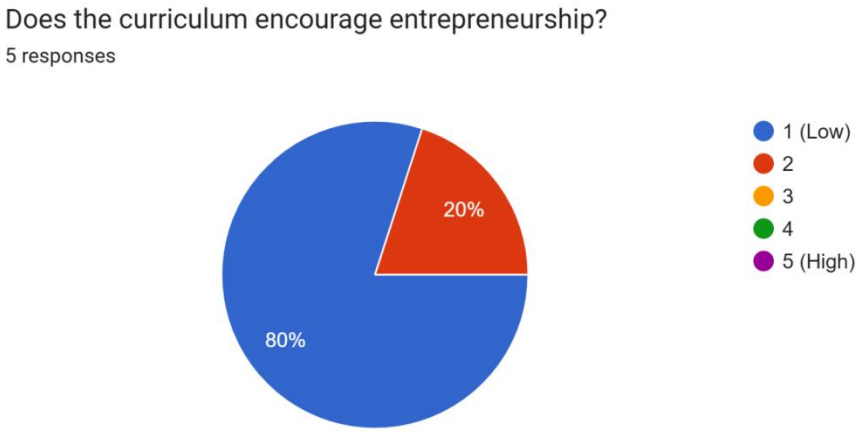
Does the curriculum enable the students to connect the knowledge to real life applications?

5 responses

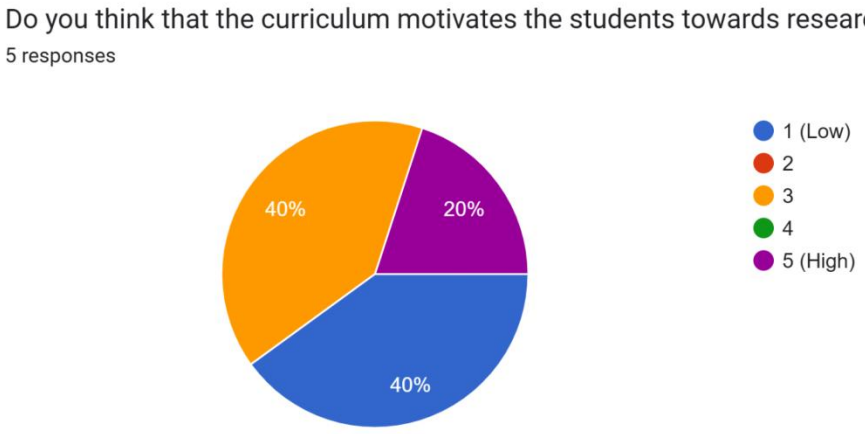


The responses suggest that the curriculum moderately supports the application of knowledge to real-life situations. 40% of respondents rated it satisfactory (2), 20% rated it moderate (3), and the remaining responses reflect varied perceptions. This indicates the need for more practical

learning opportunities, case studies, internships, and project-based learning to strengthen real-world application of knowledge.



The responses reveal that 80% of alumni rated this aspect as low, while 20% provided a slightly higher rating. This indicates that the current curriculum does not strongly emphasize entrepreneurial skills and innovation. Alumni feedback suggests the need to incorporate entrepreneurship development programs, startup-oriented courses, industry interactions, and innovation-based projects to encourage students to explore entrepreneurial opportunities.



The alumni responses show a balanced distribution of opinions. About 40% rated it low, 40% rated it moderate, and 20% rated it high. This suggests that while the curriculum includes certain elements that support research orientation, there is still potential to enhance research exposure through advanced projects, research methodology courses, seminars, and collaboration with research institutions.

Action Taken Based on Alumni Feedback (2025–26)

The alumni feedback collected for the academic year 2025–26 provided valuable insights regarding the effectiveness and relevance of the curriculum. The responses indicated that while the curriculum has been effective in providing fundamental knowledge and supporting academic development, certain areas require improvement to better align with current industry needs, practical exposure, entrepreneurship, and research orientation. Based on the analysis of the responses, the following actions have been initiated by the department.

Firstly, to ensure that the curriculum remains relevant to industry requirements, the department has strengthened its interaction with industry professionals. Guest lectures, workshops, and expert talks are regularly organized to expose students to current technologies, industry practices, and professional expectations. Students are also encouraged to enroll in value-added and certification courses to enhance their technical and professional competencies.

Secondly, alumni responses suggested the need to strengthen practical and real-life application of knowledge. In response, the department has increased the focus on project-based learning, case studies, internships, and practical assignments. Students are encouraged to undertake mini projects and real-world problem-solving activities, which help bridge the gap between theoretical learning and practical implementation.

Thirdly, feedback indicated that the curriculum could further encourage entrepreneurship among students. To address this, the institution has started promoting entrepreneurship awareness programs, startup orientation sessions, and innovation-based activities. Students are motivated to participate in entrepreneurship development programs and incubation initiatives to develop innovative ideas and business skills.

Finally, to enhance research and development orientation, the department has begun encouraging students to participate in seminars, workshops, research projects, and academic conferences.

Faculty members also guide students in undertaking research-based assignments and projects, which help cultivate analytical thinking and a research-oriented mindset.

Overall, the alumni feedback has been instrumental in identifying areas of improvement, and the department remains committed to continuous curriculum enrichment, skill development, and strengthening industry and research exposure for students.