



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

FEEDBACK ANALYSIS 2025-2026

A handwritten signature in blue ink, appearing to read 'S. S. Sankar', is written over the stamp.



Department of Sociology
CHRIST (Deemed to be University), Bangalore

Feedback for the curriculum and its transactions

Introduction

The Department of Sociology, CHRIST (Deemed to be University), Bangalore, undertakes a systematic feedback collection process each academic year to assess and enhance the quality of its curriculum and its transaction in the classroom. For the academic year 2025-2026, feedback was gathered from four key stakeholder groups — Students, Parents/Guardians, Alumni, and Academic Peers — through structured questionnaires covering curriculum relevance, teaching effectiveness, skill development, mentorship, and overall preparedness for future academic and professional pursuits. This exercise is designed to capture a 360-degree view of the department's academic offerings: students provide insight into their lived classroom and research experience; parents offer a perspective on their wards' holistic development; alumni reflect on the long-term relevance of the programme to their careers; and academic peers contribute an external, discipline-informed evaluation of the curriculum's contemporary and industry relevance. The consolidated findings from this feedback exercise are presented below, followed by the specific actions the department proposes to take in response.

Feedback is collected from the following:

1. Students
2. Parents/ Entrepreneurs
3. Alumni
4. Academic Peers

Feedback analysis:

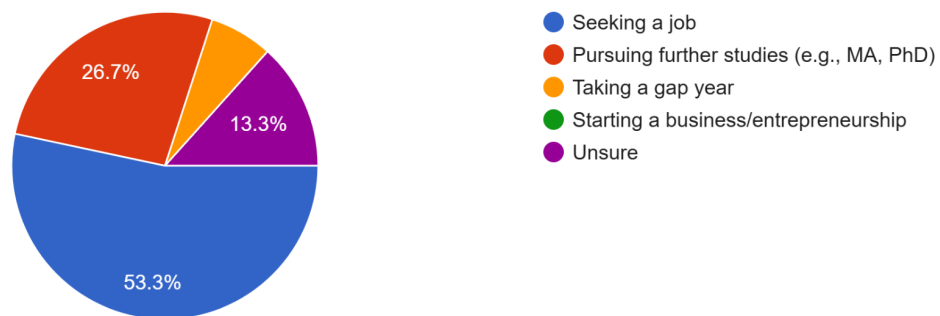
1. Students
 - a. General feedback:
 - i. Specialised Coursework and Research: The Research Methodology papers and the Research dissertation were highly valued for helping students refine and improve their research, analytical skills, and develop systematic, evidence-based understanding and critical thinking. Specific courses like Gender Studies (for queer theory), Media Studies (for surveillance studies), and Sociology of Gender and Social Demography were also cited as enriching and informative.
 - ii. Application and Engagement: Students found great value in the class discussions and the use of sociological theories to bring contemporary relevance to real-world issues, which helped bridge the gap between theoretical understanding and practical application. Service Learning was valuable for community engagement, a needed skill in sociology.

- iii. Active Learning Formats (LCA): LCA courses were cited as effective for fostering active participation and encouraging creative thinking; however, one respondent cautioned against them, noting that the format can inadvertently lead students to invest less in academic inquiry.
- iv. Teaching and Intellectual Environment: Subjects taught by Suparna, Gloria, Maya, and Sudha were particularly valuable for inculcating the 'sociological imagination' and offering an interesting and intellectually enriching classroom experience that made academics a viable career choice.
- b. Rewarding aspect:
 - i. Academic Growth and Skill Development: Many students highlighted the development of critical thinking skills, practical learning, and the benefit of classroom dialogues and debates, which broadened their perspectives and taught effective academic dialogue.
 - ii. Dissertation and Research: The completion of the dissertation was frequently cited as a highly rewarding achievement.
 - iii. Faculty and Peer Relationships: Building connections with peers and professors, along with receiving professors' guidance and encouragement, were significant positive aspects.
 - iv. Event Organisation and Teamwork: Successfully organizing and being part of the organising committee for flagship events (like Feathers and Footprints, BSSS, and the North Indian Fest) and other seminars was rewarding, often due to the demonstration of teamwork and collaboration.
 - v. Personal and Professional Confidence: Other rewarding aspects included the opportunity to present before an audience, leading to increased comfort in high-pressure professional settings.
- c. General suggestions:
 - i. Course Load and Academic Balance: Multiple students noted that the coursework and paper distribution across semesters were "extremely hectic" or "quite heavy," leading to exhaustion, difficulty fully absorbing lessons, and a lack of time to engage with readings outside of the classroom. One respondent suggested that this burden encourages shortcuts like AI, and that a more balanced schedule would allow for deeper engagement and improved work quality.
 - ii. Curriculum and Pedagogy: There was a suggestion that the curriculum could be "a bit more student-friendly." Additionally, one student proposed replacing some written Continuous Internal Assessments (CIAs) with interactive classroom CIAs to promote active learning, better time management for off-campus work, and more creative engagement.

- iii. **Suggestions for New Courses/Workshops:** A respondent requested that the department provide add-on courses in specific sociological fields, including Sociology of Religion, Kinship, Quantitative Research Methods and research tools, Sociology of Science & Technology, and Urban Studies. They also suggested sessions or workshops on creative writing and drafting research articles for publication, noting the relevance of sociology to journalism.
- iv. **Positive Feedback:** One student shared that the experience was "amazing" overall, highlighting the value of meeting people from diverse backgrounds and learning in an engaging environment.

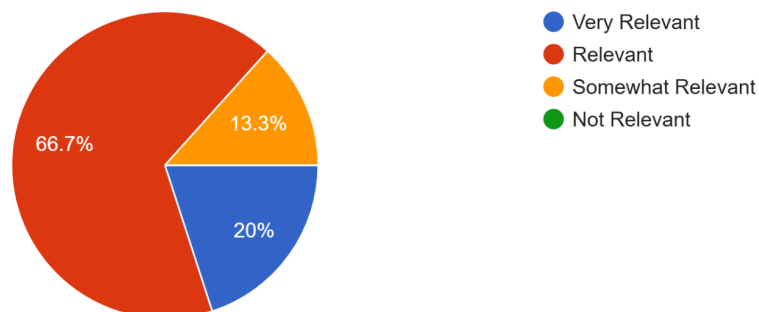
What are your immediate plans after graduation?

15 responses

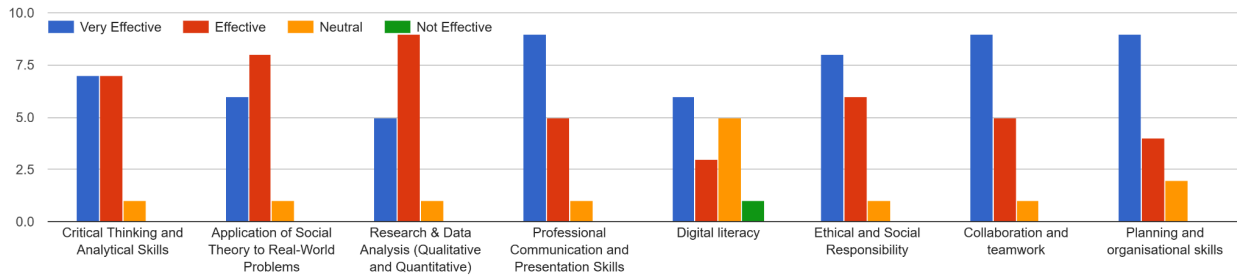


How relevant was the curriculum to your personal interests, career goals, or further academic plans?

15 responses

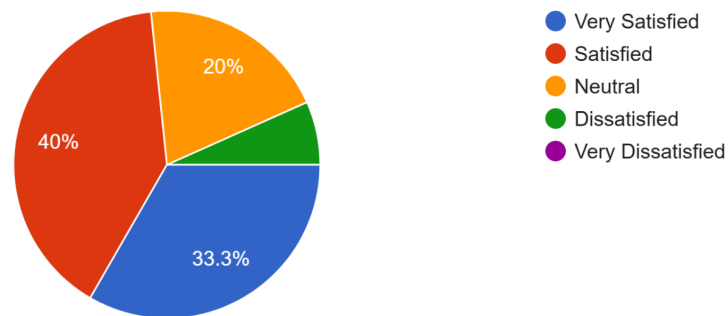


Please rate the department's effectiveness in helping you develop the following skills:



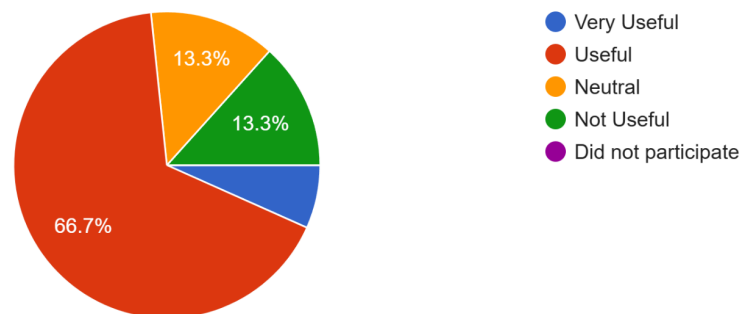
How satisfied were you with the guidance and mentorship provided by faculty?

15 responses



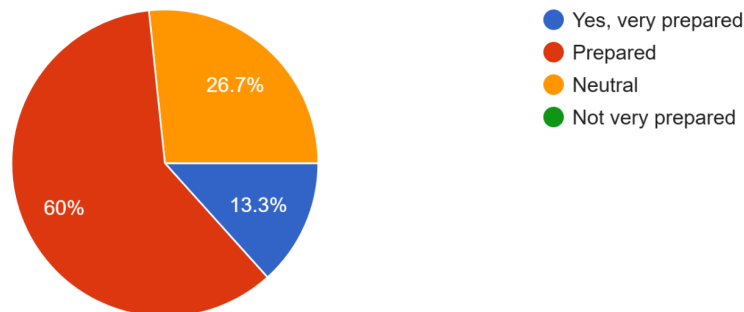
How would you rate the usefulness of the department's co-curricular and extra-curricular activities (e.g., seminars, field trips)?

15 responses



Overall, do you feel the program has prepared you for life after graduation?

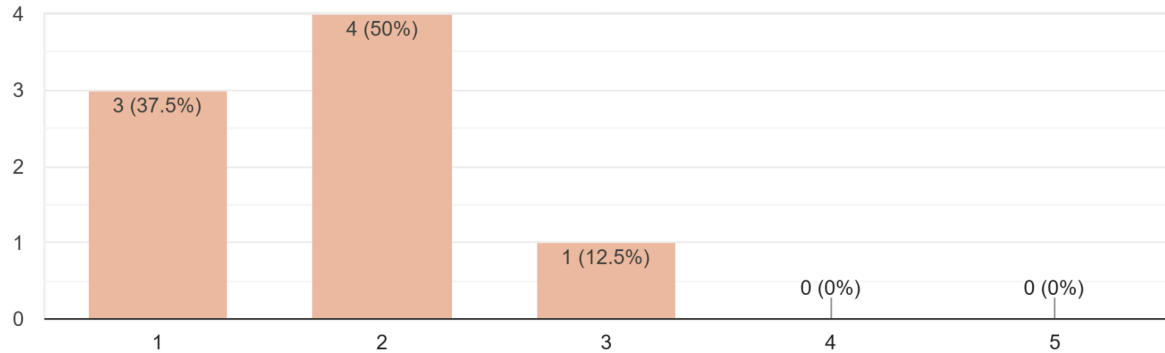
15 responses



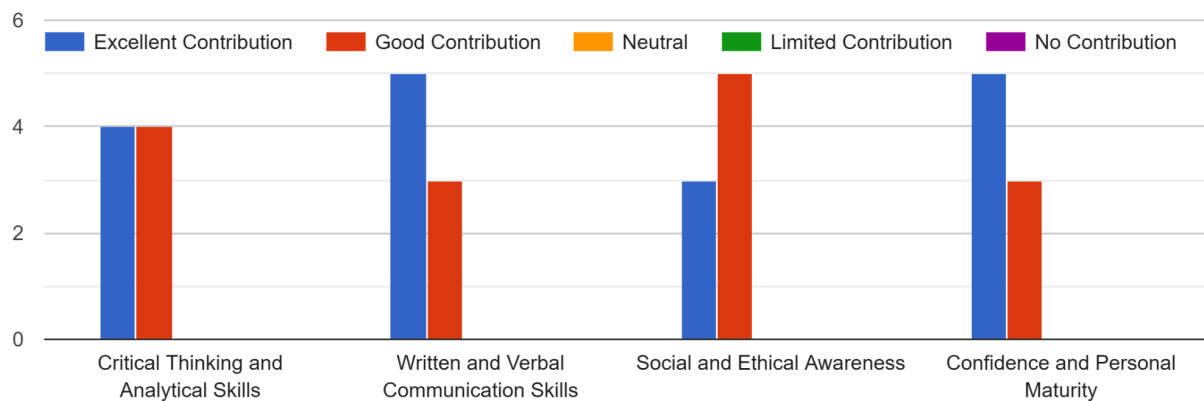
2. Parent/guardian feedback:

- a. Positive Feedback and Appreciation: Parents expressed sincere appreciation for the supportive and challenging environment, noting that it was instrumental in their student's personality development and academic progress, fostering critical thinking, intellectual curiosity, and professional mentorship.
- b. Academic Contribution: The course was credited with contributing positively to students' academic growth.
- c. Workload/Stress Concerns: One suggestion was to reduce the workload to alleviate heavy stress.
- d. Scheduling Suggestions: One parent suggested granting two Saturdays per month as holidays.

How satisfied are you with your child's academic progress and the quality of teaching in the Department of Sociology? 1.Very Satisfied 2.Satisfied 3.Neutral 4.Dissatisfied 5.Very Dissatisfied
8 responses

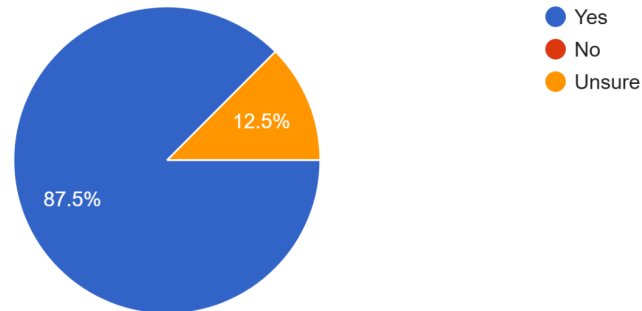


Please rate the department's contribution to your child's development in the following areas:



Do you feel the program is adequately preparing your child for their future (e.g., career, graduate studies)?

8 responses



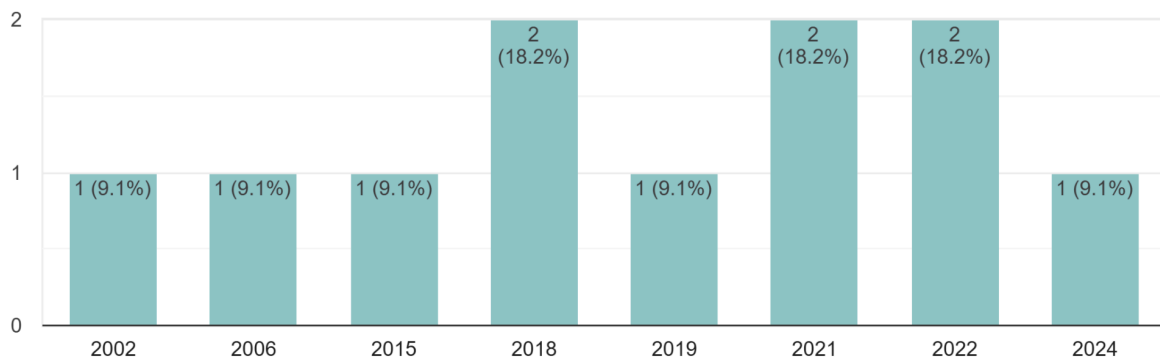
3. Alumni

- a. Diverse Professional Fields Alumni are employed across a range of sectors, including technology (AI-Analyst, Digital Representative), academia (Associate Professor, Predoctoral fellow), logistics (Logistics coordinator), and consulting (Manager, Microsave Consulting). Policy and Research Roles Several respondents work in public service, research, and policy, specifically as a Public policy researcher and Deputy superintendent. Human Resources and Management A significant number of roles are concentrated in Human Resources and management, including HR, Human Resource Process Lead, and Client Executive.
- b. Valuable aspect of the programme
 - i. Critical Thinking and Analytical Skills: Multiple alumni highlighted that training in critical thinking, evaluation of issues, and problem-solving through classroom activities like group discussions (GDs) and the curriculum was highly valuable.
 - ii. Faculty and Peer Engagement: The quality of the teachers, engagement with professors, and positive interactions with classmates were cited as significant benefits.
 - iii. Curriculum Content and Application: Theoretical perspectives and the study of theories applicable to real-life situations, along with learning about a wide range of areas, were frequently mentioned as valuable aspects.
 - iv. Independence and Professional Development: One respondent valued the autonomy given in the course, which fostered independence and was useful in their career, along with opportunities for leadership experience through student forums.

- c. Areas to strengthen the programme:
- i. Career and Networking Support: Multiple respondents emphasized the need for earlier conversations about career avenues, creating a department alumni association for networking, and providing support for higher education opportunities, such as doctoral applications and funding options.
 - ii. Practical Experience and Field Study: Several alumni suggested incorporating more real-life excursions and field visits to locations relevant to future jobs (e.g., prisons, courts, policy makers) to enhance learning, especially noting that COVID-19 had prevented such opportunities previously.
 - iii. Research and Methodologies: Improvements are needed in engaging students with quantitative and mixed research methods, encouraging students to publish papers from their dissertations, and exposing students to diverse research literature like reports and working papers.
 - iv. Skill Development and Recruitment: The department should focus on improving digital literacy and data analysis skills and strengthening networking efforts with better companies in different fields for campus recruitment.
 - v. Overall Satisfaction: Two responses indicated that the department is "pretty good" or that "Everything is so good."

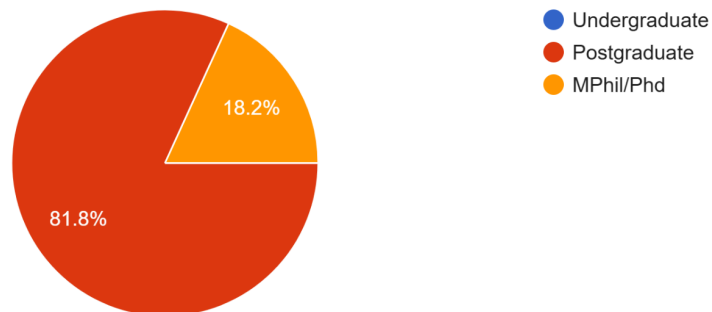
Year of Graduation

11 responses



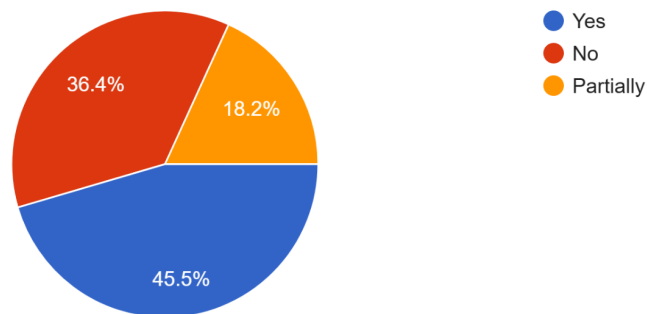
Programme:

11 responses



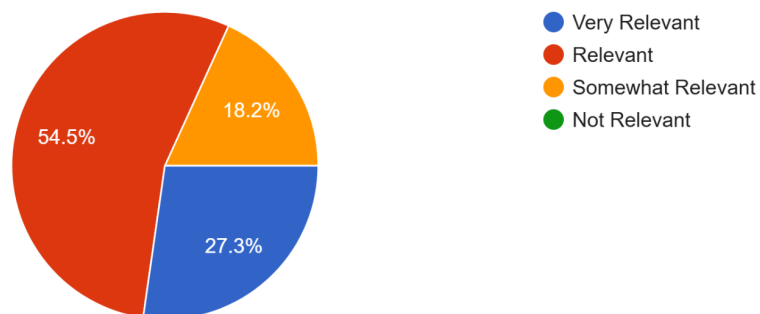
Are you working in an area associated with your discipline (ex, teaching, PR, HR, Research, CSR, etc)?

11 responses



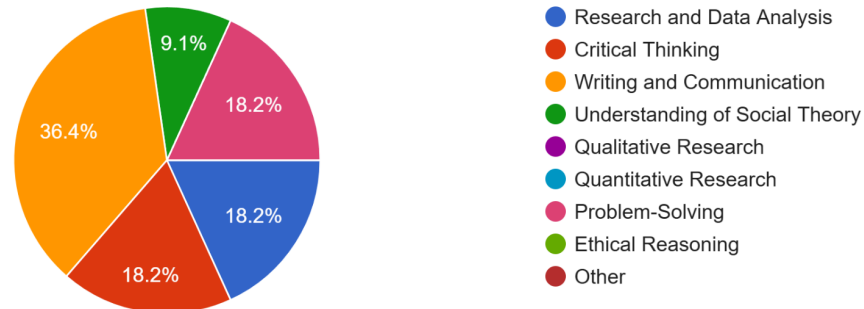
How relevant were the courses in your Sociology program to your career or further studies?

11 responses



Which skills developed during your time in the department have been most valuable to you professionally?

11 responses

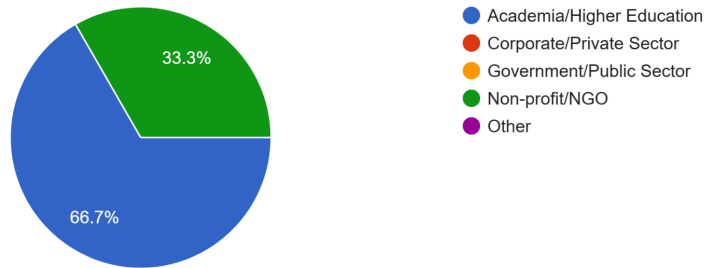


4. Academic Peers

- a. Curriculum Strengthening and Interdisciplinarity: Strengthen critical thinking skills through dedicated modules, seminars, and problem-based learning focusing on real-life issues, progressive culture, and constitutional values. Incorporate interdisciplinary electives linking sociology with fields such as environmental sustainability, AI ethics, or public health, including twinning with public policy and digital humanities.
- b. Practical Skills and Policy Focus: Enhance practical policy and advocacy training via case studies and simulations on real-world policy formulation, social impact assessment, and advocacy strategies. Introduce or strengthen technical and soft skills, specifically mentioning Big Data analytics, communication, and medical sociology/more health-related topics.
- c. Experiential Learning and Engagement: Formalize and strengthen industry internships and shadowing programs with NGOs, think tanks, or corporate CSR teams, coordinated by dedicated staff, to ensure practical exposure and networking. Organize regular skill-building workshops (e.g., leadership, digital literacy) and sociology-themed hackathons, and launch global exchange or community engagement initiatives focused on applied sociology themes.
- d. Resource Integration: Identify resource people to organize regular discussions coinciding with the curriculum every trimester.

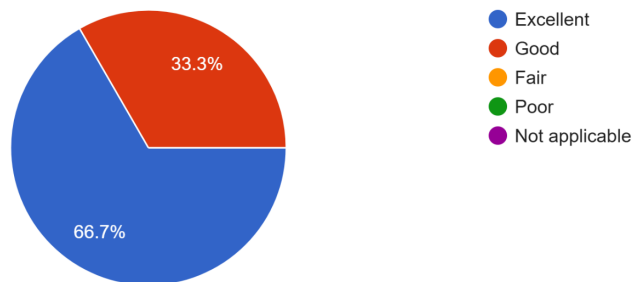
Please indicate your primary area of expertise/affiliation.

3 responses

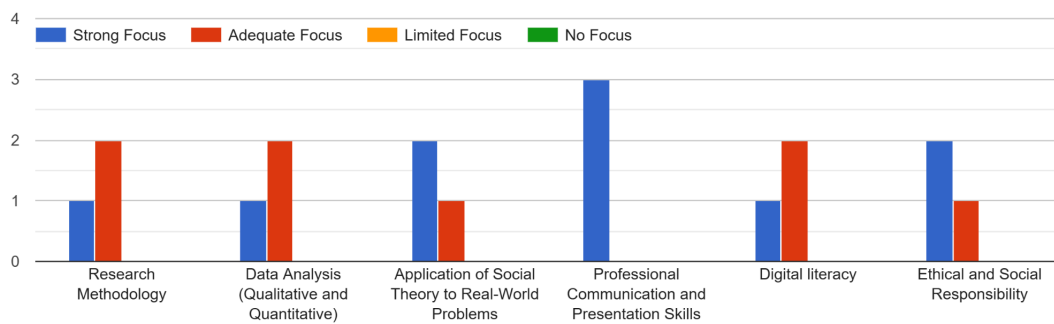


How would you rate the overall relevance of our programme structure in meeting contemporary academic and industry needs?

3 responses



Please rate our program's focus on developing the following skills in students:



Actions Taken Based on Feedback

In response to the feedback received, the Department of Sociology proposes to rationalize the coursework and CIA load through more interactive assessment formats, introduce add-on courses and workshops in emerging areas such as quantitative research and digital literacy, and strengthen mentorship and career-counselling support. The department will formalize an alumni network for sustained engagement, expand field visits and industry internships with NGOs and policy institutions, and enhance placement linkages with a wider range of recruiters. Additionally, interdisciplinary electives connecting sociology with public policy, AI ethics, and public health will be developed, alongside regular trimester-based resource-person sessions to enrich curriculum delivery.

Conclusion

The feedback received from students, parents, alumni, and academic peers reflects an overall positive perception of the Department of Sociology's curriculum, pedagogy, and mentorship, with the majority of respondents across all groups rating the programme as relevant, effective, and adequately preparing students for their academic and professional futures. At the same time, the feedback has surfaced clear and actionable areas for improvement — namely, workload management, strengthening of quantitative and digital research skills, deeper industry and alumni engagement, and greater interdisciplinary and practical exposure. The department views this feedback not merely as an evaluative exercise but as a continuous improvement mechanism, and is committed to incorporating the suggestions received into curriculum planning, pedagogical practice, and student support systems in the forthcoming academic year, thereby ensuring sustained academic excellence and stronger alignment with evolving student, parent, alumni, and industry expectations.

