



SCHOOL OF COMMERCE, FINANCE AND ACCOUNTANCY DEPARTMENT OF PROFESSIONAL STUDIES

The Department of Professional Studies is committed to designing and delivering academic programmes that offer students a transformative learning experience. The department aims to foster intellectual curiosity, support the pursuit of academic excellence, and create opportunities for students to become active co-creators of knowledge.

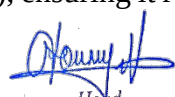
With a vision to set new benchmarks in Commerce and Management education, the department integrates curricula from leading international professional bodies into its undergraduate programmes. The curriculum design philosophy prioritizes holistic professional development, emphasizing the adoption of contemporary pedagogical strategies and innovative learning methodologies.

CURRICULUM ASSESSMENT AND REVIEW PROCESS

The Department of Professional Studies follows a robust and structured process for curriculum development across all its undergraduate and postgraduate programmes. The Curriculum Development Committee (CDC) ensures that each stage of the process is handled with diligence, incorporating inputs from all relevant stakeholders. This includes collecting feedback, evaluating diverse perspectives, and integrating them meaningfully into the curriculum.

One of the key academic reforms initiated by the department has been the integration of professional courses into the undergraduate programmes. This not only equips students with globally relevant qualifications but also ensures the comprehensive alignment of academic coverage with industry expectations. The development of any new academic programme begins with the identification of gaps or opportunities within the existing academic framework. Following this, a comparative study of similar programmes within and outside the university is conducted, serving as the foundation for programme design. During this phase, the unique value propositions and differentiating elements of the proposed programme are clearly articulated.

To maintain academic rigour and relevance, an annual review of all existing curricula is undertaken. The primary objective of this review is to identify and bridge any curricular gaps in alignment with the programme's intended learning outcomes. This process involves obtaining detailed feedback from a wide range of stakeholders, including adjunct and external faculty members, industry professionals, current students, and alumni. Based on the collective inputs and feedback from these stakeholders, the curriculum is revised and finalised during the meeting of the Board of Studies (BoS), ensuring it remains current, competitive, and impactful.


Head
Department of Professional Studies
CHRIST (Deemed to be University)
Hosur Road, Bengaluru - 560 029

Curriculum Feedback Analysis Report

Academic Year 2025-26

Department of Professional Studies, School of Commerce, Finance and Accountancy CHRIST
(Deemed to be University)

Overview

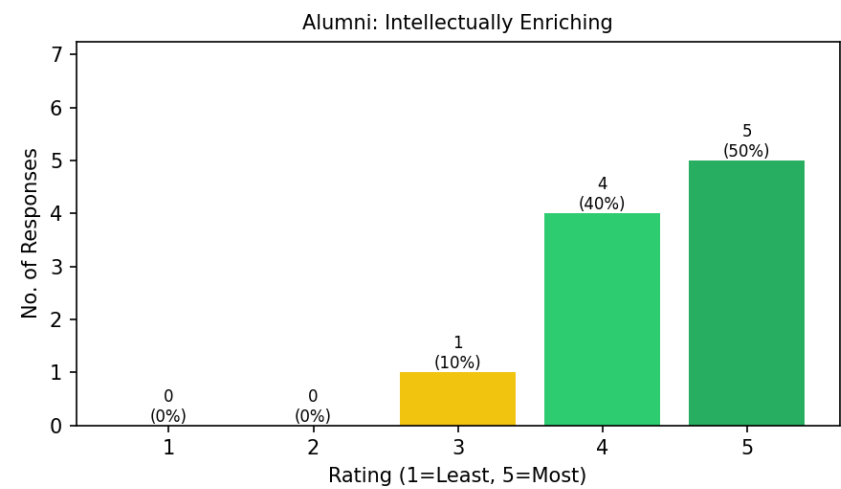
This report analyses stakeholder feedback collected on the curriculum through five separate feedback forms — Alumni, Faculty, Industry, Parents, and Students. Each rated question is presented with a bar chart and a frequency table showing the number and percentage of responses for every rating point (1 = Least, 5 = Most), followed by a crisp, data-based analysis.

Stakeholder Group	No. of Responses	No. of Rated Questions
Alumni	10	12
Faculty	39	9
Industry	2	9
Parents	16	8
Students	427	10

Alumni Feedback (n = 10)

1. Intellectually Enriching

Your time at the Department is intellectually enriching

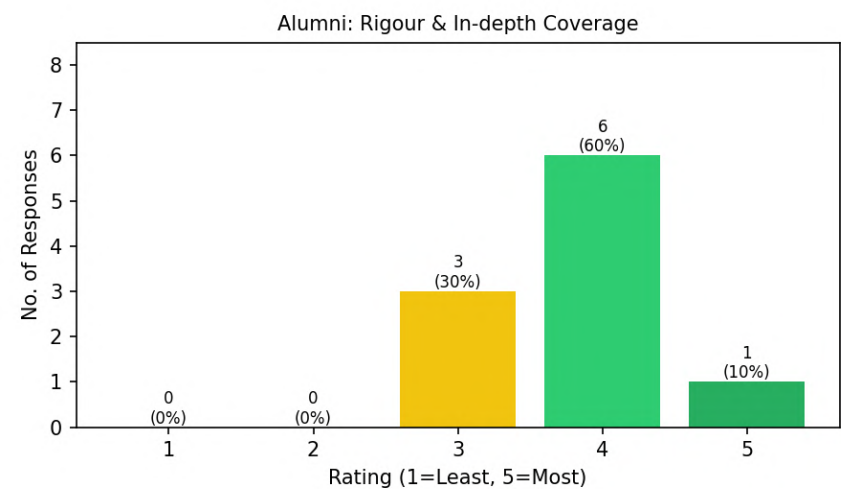


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	1	10.0%
4	4	40.0%
5 - Most	5	50.0%
Total (n)	10	100%

Analysis: Alumni rated this very strong (mean 4.40/5, n=10). Rating 5 was the most common response, given by 50% of respondents. 90% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

2. Rigour & In-depth Coverage

Evaluate the course content for rigour and in-depth coverage



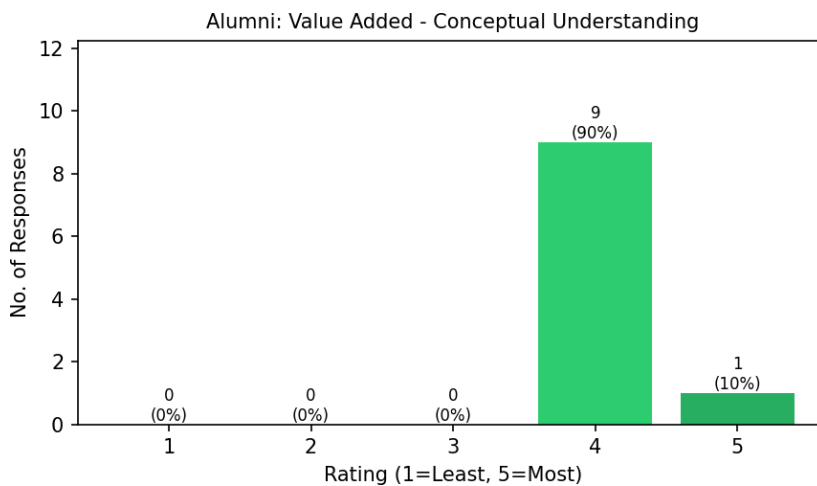
Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	3	30.0%
4	6	60.0%

Rating	Count	Percentage
5 - Most	1	10.0%
Total (n)	10	100%

Analysis: Alumni rated this strong (mean 3.80/5, n=10). Rating 4 was the most common response, given by 60% of respondents. 70% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

3. Value Added - Conceptual Understanding

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Conceptual Understanding]

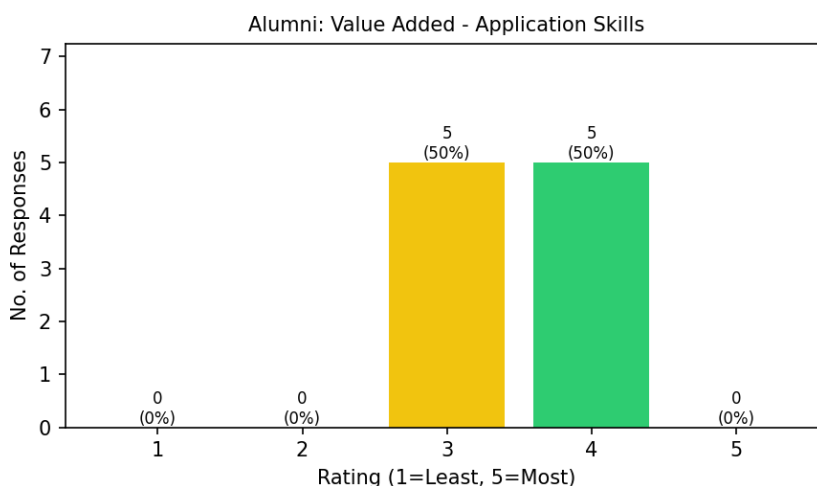


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	0	0.0%
4	9	90.0%
5 - Most	1	10.0%
Total (n)	10	100%

Analysis: Alumni rated this strong (mean 4.10/5, n=10). Rating 4 was the most common response, given by 90% of respondents. 100% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

4. Value Added - Application Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Application Skills]

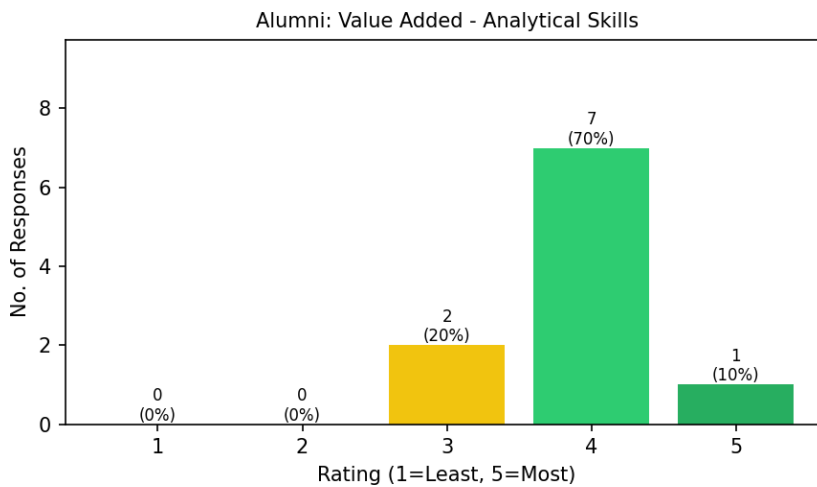


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	5	50.0%
4	5	50.0%
5 - Most	0	0.0%
Total (n)	10	100%

Analysis: Alumni rated this moderate (mean 3.50/5, n=10). Rating 3 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

5. Value Added - Analytical Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Analytical Skills]

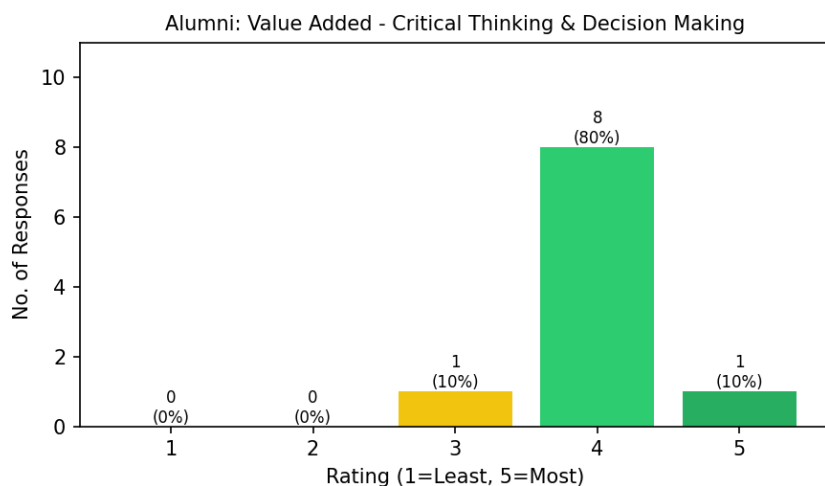


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	2	20.0%
4	7	70.0%
5 - Most	1	10.0%
Total (n)	10	100%

Analysis: Alumni rated this strong (mean 3.90/5, n=10). Rating 4 was the most common response, given by 70% of respondents. 80% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

6. Value Added - Critical Thinking & Decision Making

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Critical Thinking and Decision Making]

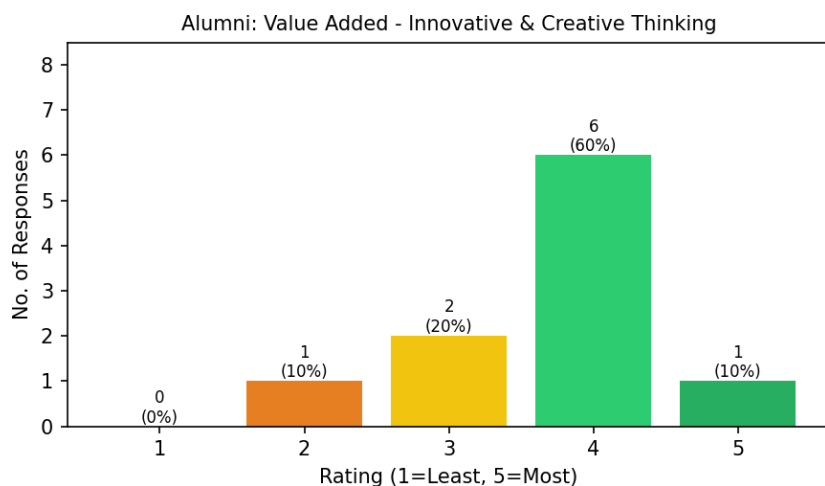


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	1	10.0%
4	8	80.0%
5 - Most	1	10.0%
Total (n)	10	100%

Analysis: Alumni rated this strong (mean 4.00/5, n=10). Rating 4 was the most common response, given by 80% of respondents. 90% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

7. Value Added - Innovative & Creative Thinking

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Innovative and Creative Thinking]

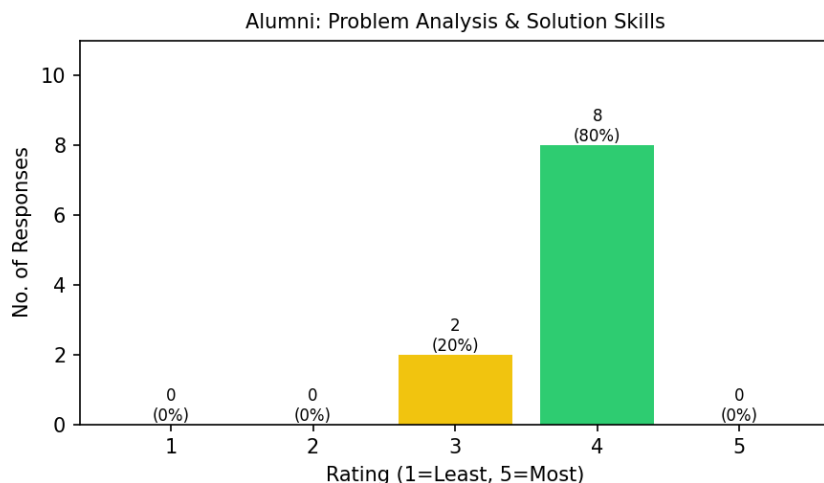


Rating	Count	Percentage
1 - Least	0	0.0%
2	1	10.0%
3	2	20.0%
4	6	60.0%
5 - Most	1	10.0%
Total (n)	10	100%

Analysis: Alumni rated this moderate (mean 3.70/5, n=10). Rating 4 was the most common response, given by 60% of respondents. 70% rated it 4 or 5 (favourable), while 10% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

8. Problem Analysis & Solution Skills

The Curriculum enables the students to analyze a given problem and identify the necessary solutions.

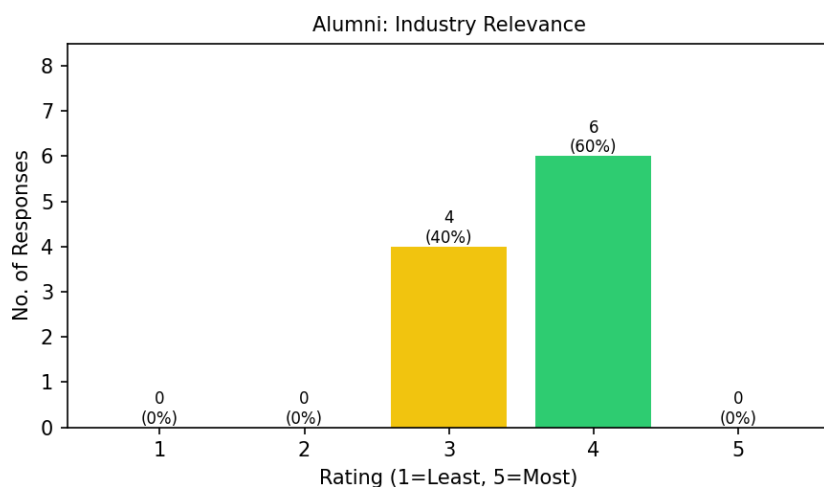


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	2	20.0%
4	8	80.0%
5 - Most	0	0.0%
Total (n)	10	100%

Analysis: Alumni rated this strong (mean 3.80/5, n=10). Rating 4 was the most common response, given by 80% of respondents. 80% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

9. Industry Relevance

The Curriculum meets the industry standards and is relevant to real life situations.



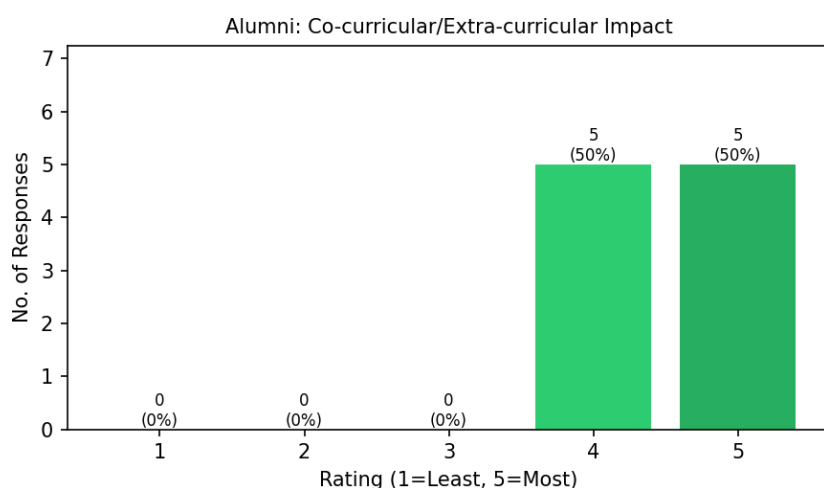
Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%

Rating	Count	Percentage
3	4	40.0%
4	6	60.0%
5 - Most	0	0.0%
Total (n)	10	100%

Analysis: Alumni rated this moderate (mean 3.60/5, n=10). Rating 4 was the most common response, given by 60% of respondents. 60% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

10. Co-curricular/Extra-curricular Impact

The co-curricular and extra-curricular activities organized by the Department help students develop holistically

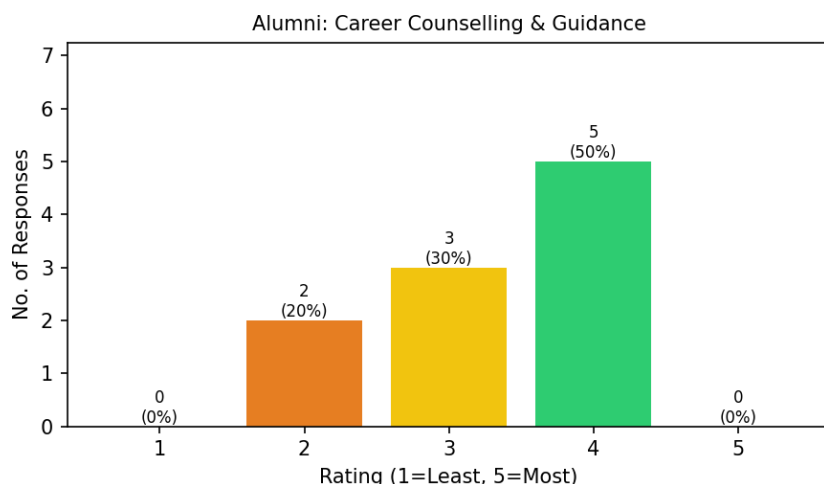


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	0	0.0%
4	5	50.0%
5 - Most	5	50.0%
Total (n)	10	100%

Analysis: Alumni rated this very strong (mean 4.50/5, n=10). Rating 4 was the most common response, given by 50% of respondents. 100% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

11. Career Counselling & Guidance

Career Counseling & Guidance provided by the Department is effective and efficient

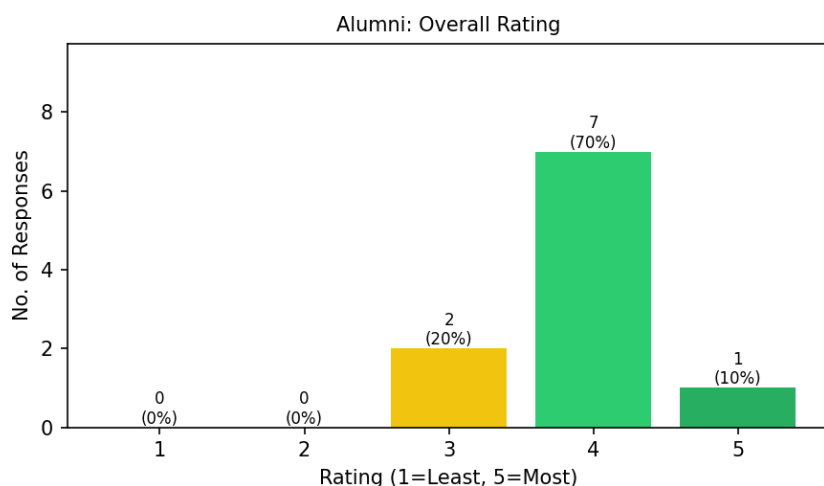


Rating	Count	Percentage
1 - Least	0	0.0%
2	2	20.0%
3	3	30.0%
4	5	50.0%
5 - Most	0	0.0%
Total (n)	10	100%

Analysis: Alumni rated this average (mean 3.30/5, n=10). Rating 4 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 20% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

12. Overall Rating

Your Overall Rating for the Curriculum.



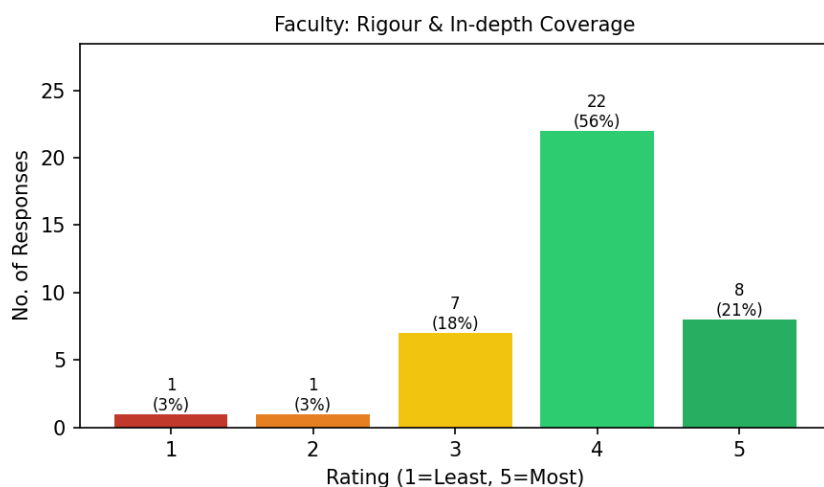
Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	2	20.0%
4	7	70.0%
5 - Most	1	10.0%
Total (n)	10	100%

Analysis: Alumni rated this strong (mean 3.90/5, n=10). Rating 4 was the most common response, given by 70% of respondents. 80% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

Faculty Feedback (n = 39)

1. Rigour & In-depth Coverage

Evaluate the course content for rigour and in-depth coverage

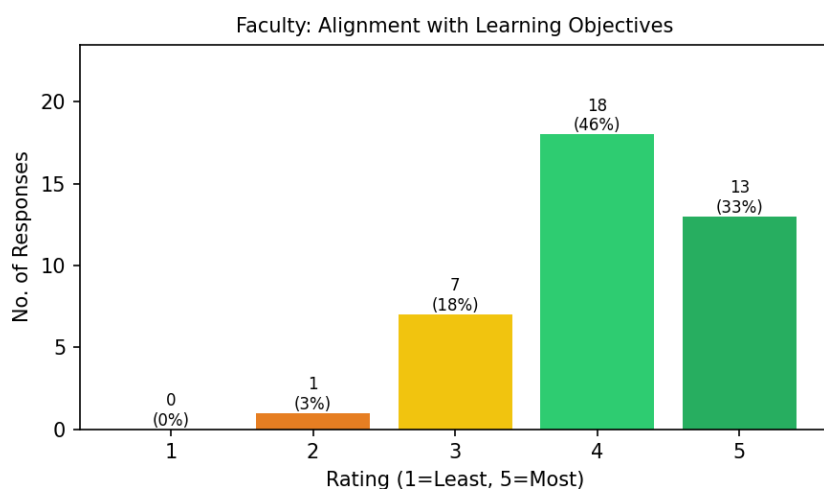


Rating	Count	Percentage
1 - Least	1	2.6%
2	1	2.6%
3	7	17.9%
4	22	56.4%
5 - Most	8	20.5%
Total (n)	39	100%

Analysis: Faculty rated this strong (mean 3.90/5, n=39). Rating 4 was the most common response, given by 56% of respondents. 77% rated it 4 or 5 (favourable), while 5% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

2. Alignment with Learning Objectives

The Curriculum is designed in alignment with the learning objectives and outcomes of the programme.



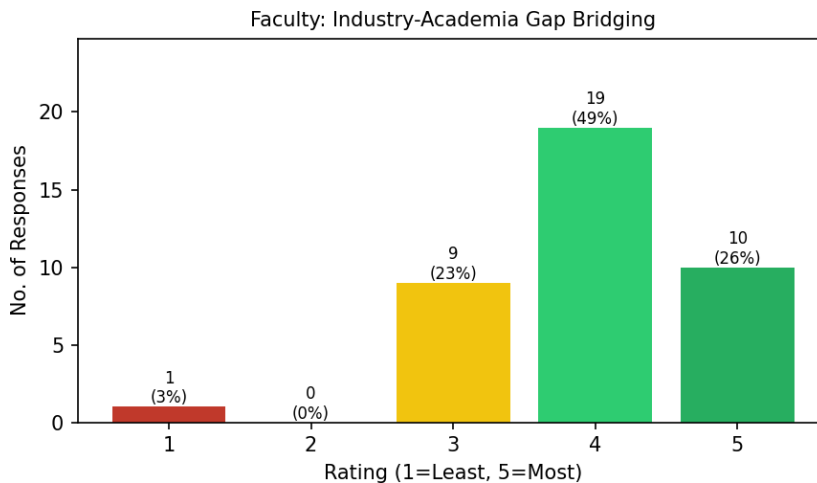
Rating	Count	Percentage
1 - Least	0	0.0%
2	1	2.6%
3	7	17.9%
4	18	46.2%

Rating	Count	Percentage
5 - Most	13	33.3%
Total (n)	39	100%

Analysis: Faculty rated this strong (mean 4.10/5, n=39). Rating 4 was the most common response, given by 46% of respondents. 79% rated it 4 or 5 (favourable), while 3% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

3. Industry-Academia Gap Bridging

The Curriculum bridges the gap between industry requirements, current global scenarios and academia.

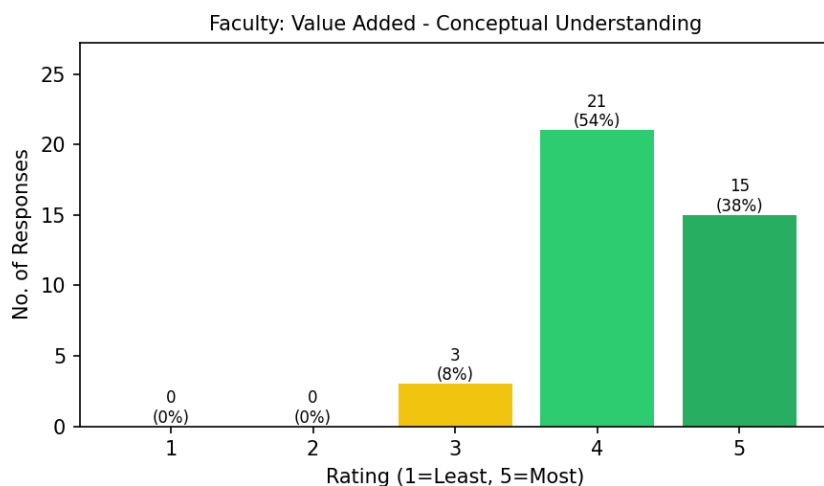


Rating	Count	Percentage
1 - Least	1	2.6%
2	0	0.0%
3	9	23.1%
4	19	48.7%
5 - Most	10	25.6%
Total (n)	39	100%

Analysis: Faculty rated this strong (mean 3.95/5, n=39). Rating 4 was the most common response, given by 49% of respondents. 74% rated it 4 or 5 (favourable), while 3% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

4. Value Added - Conceptual Understanding

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Conceptual Understanding]

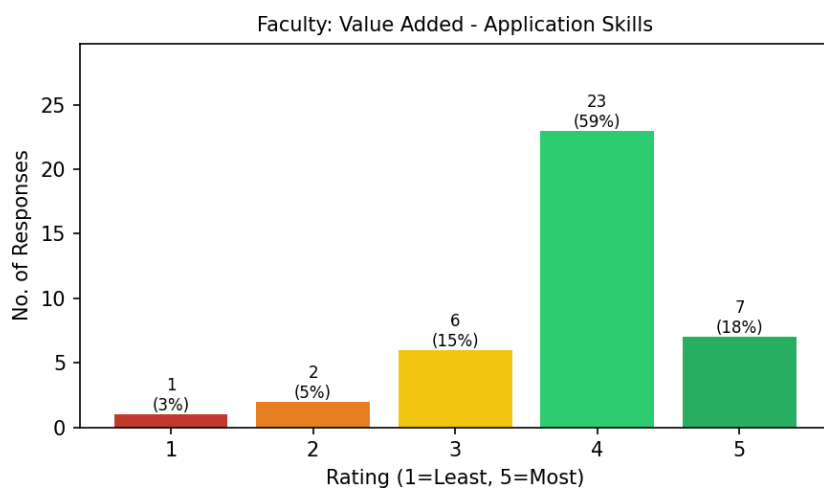


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	3	7.7%
4	21	53.8%
5 - Most	15	38.5%
Total (n)	39	100%

Analysis: Faculty rated this very strong (mean 4.31/5, n=39). Rating 4 was the most common response, given by 54% of respondents. 92% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

5. Value Added - Application Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Application Skills]

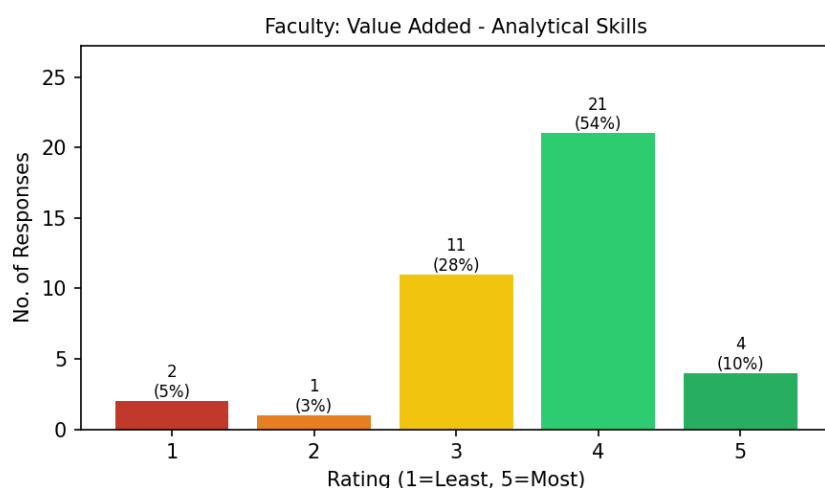


Rating	Count	Percentage
1 - Least	1	2.6%
2	2	5.1%
3	6	15.4%
4	23	59.0%
5 - Most	7	17.9%
Total (n)	39	100%

Analysis: Faculty rated this strong (mean 3.85/5, n=39). Rating 4 was the most common response, given by 59% of respondents. 77% rated it 4 or 5 (favourable), while 8% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

6. Value Added - Analytical Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Analytical Skills]

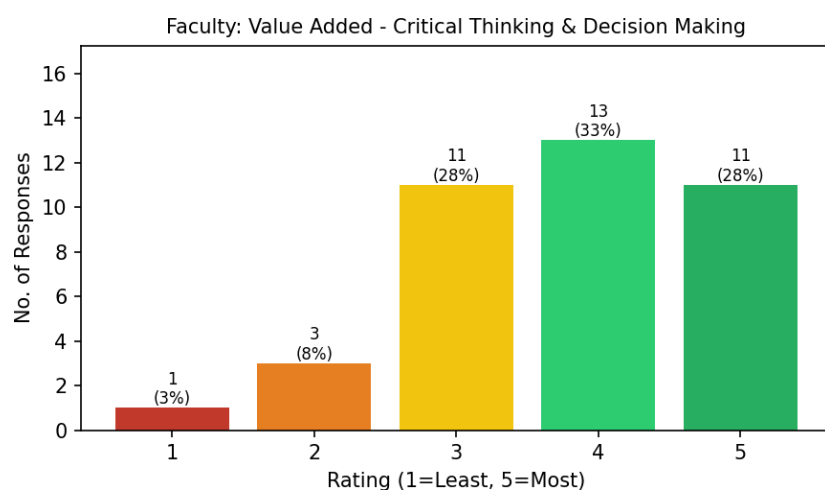


Rating	Count	Percentage
1 - Least	2	5.1%
2	1	2.6%
3	11	28.2%
4	21	53.8%
5 - Most	4	10.3%
Total (n)	39	100%

Analysis: Faculty rated this moderate (mean 3.62/5, n=39). Rating 4 was the most common response, given by 54% of respondents. 64% rated it 4 or 5 (favourable), while 8% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

7. Value Added - Critical Thinking & Decision Making

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Critical Thinking and Decision Making]



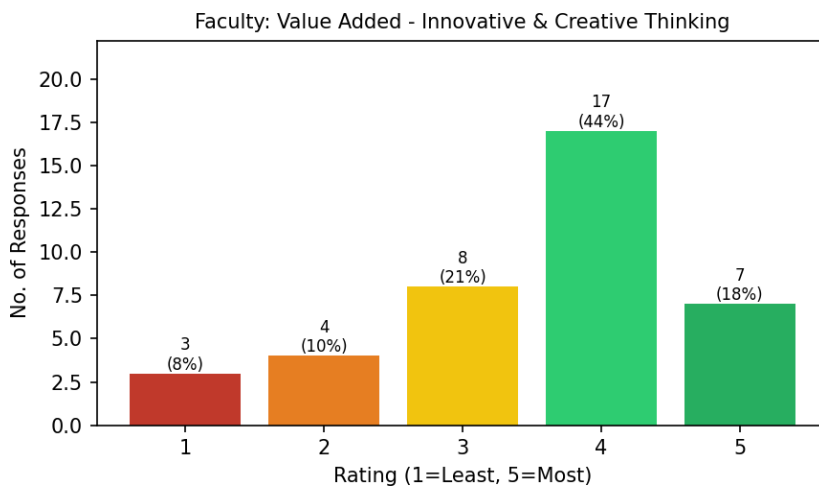
Rating	Count	Percentage
1 - Least	1	2.6%
2	3	7.7%
3	11	28.2%
4	13	33.3%
5 - Most	11	28.2%

Rating	Count	Percentage
Total (n)	39	100%

Analysis: Faculty rated this moderate (mean 3.77/5, n=39). Rating 4 was the most common response, given by 33% of respondents. 62% rated it 4 or 5 (favourable), while 10% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

8. Value Added - Innovative & Creative Thinking

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Innovative and Creative Thinking]

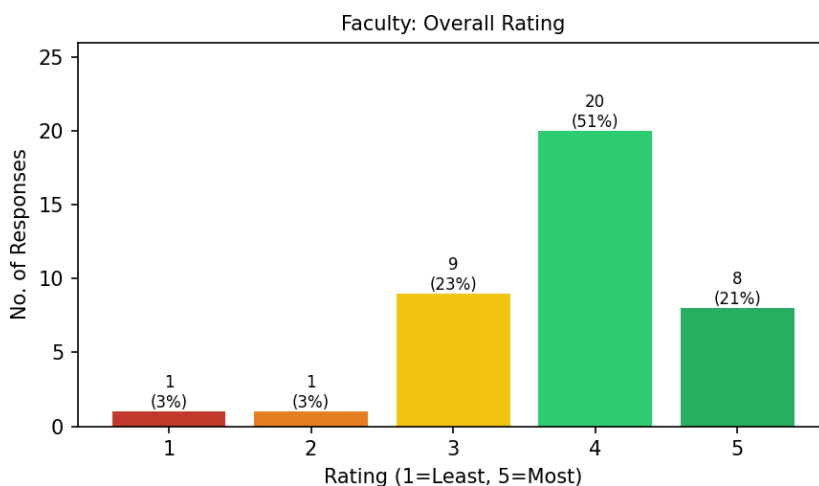


Rating	Count	Percentage
1 - Least	3	7.7%
2	4	10.3%
3	8	20.5%
4	17	43.6%
5 - Most	7	17.9%
Total (n)	39	100%

Analysis: Faculty rated this moderate (mean 3.54/5, n=39). Rating 4 was the most common response, given by 44% of respondents. 62% rated it 4 or 5 (favourable), while 18% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

9. Overall Rating

Your Overall Rating for the Syllabus



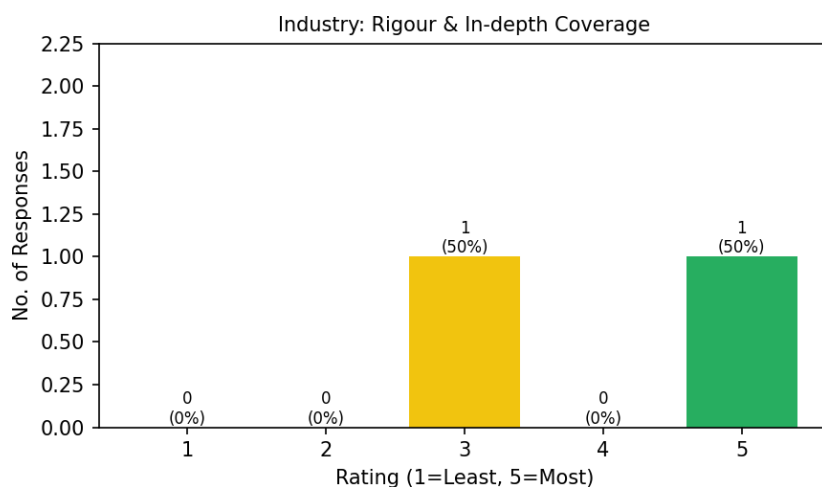
Rating	Count	Percentage
1 - Least	1	2.6%
2	1	2.6%
3	9	23.1%
4	20	51.3%
5 - Most	8	20.5%
Total (n)	39	100%

Analysis: Faculty rated this strong (mean 3.85/5, n=39). Rating 4 was the most common response, given by 51% of respondents. 72% rated it 4 or 5 (favourable), while 5% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

Industry Feedback (n = 2)

1. Rigour & In-depth Coverage

Evaluate the course content for rigour and in-depth coverage

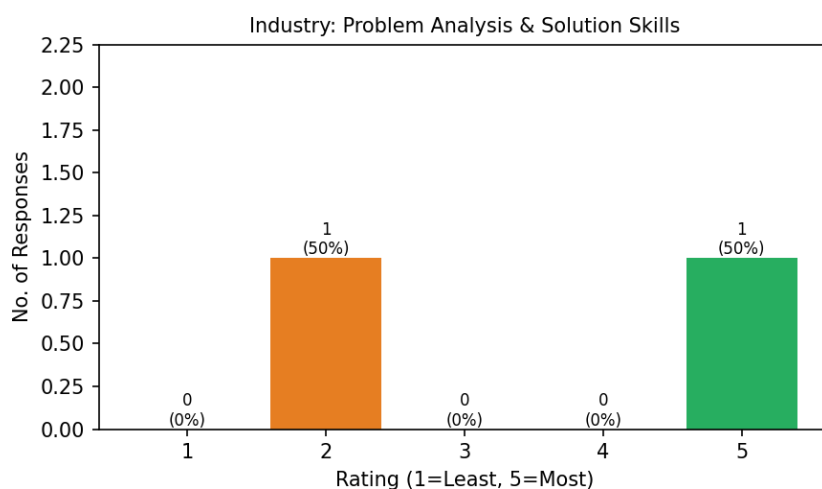


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	1	50.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this strong (mean 4.00/5, n=2). Rating 3 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

2. Problem Analysis & Solution Skills

The Curriculum enables the students to analyze a given problem and identify the necessary solutions.



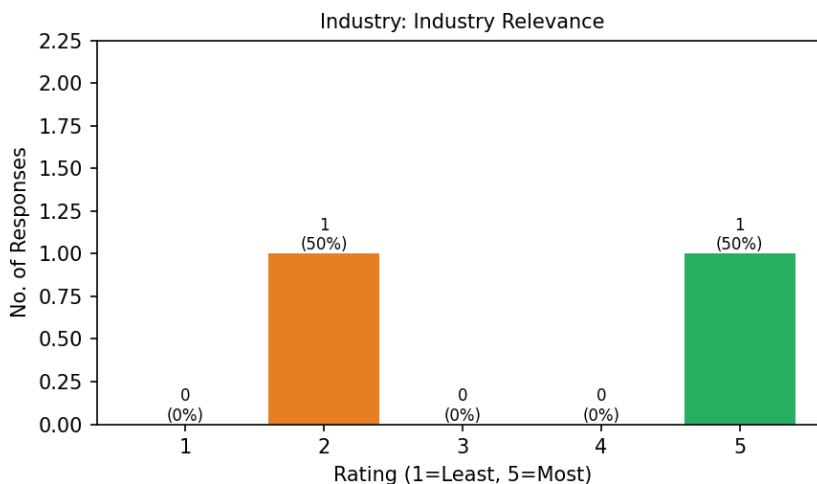
Rating	Count	Percentage
1 - Least	0	0.0%
2	1	50.0%
3	0	0.0%
4	0	0.0%

Rating	Count	Percentage
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this moderate (mean 3.50/5, n=2). Rating 2 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 50% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

3. Industry Relevance

The syllabus is compatible with the industry standards and is relevant to real life situations.

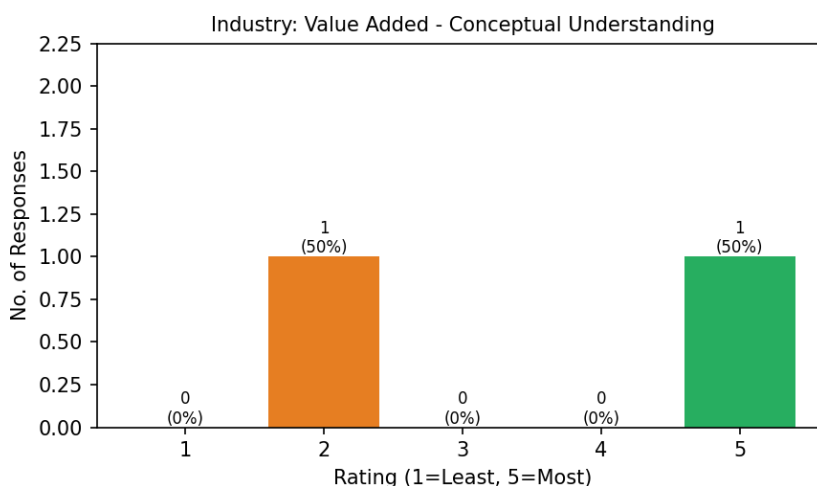


Rating	Count	Percentage
1 - Least	0	0.0%
2	1	50.0%
3	0	0.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this moderate (mean 3.50/5, n=2). Rating 2 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 50% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

4. Value Added - Conceptual Understanding

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Conceptual Understanding]

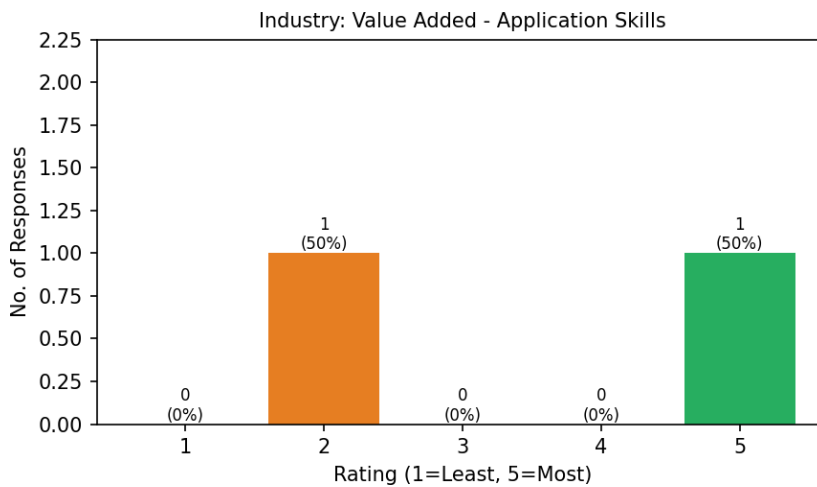


Rating	Count	Percentage
1 - Least	0	0.0%
2	1	50.0%
3	0	0.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this moderate (mean 3.50/5, n=2). Rating 2 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 50% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

5. Value Added - Application Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Application Skills]

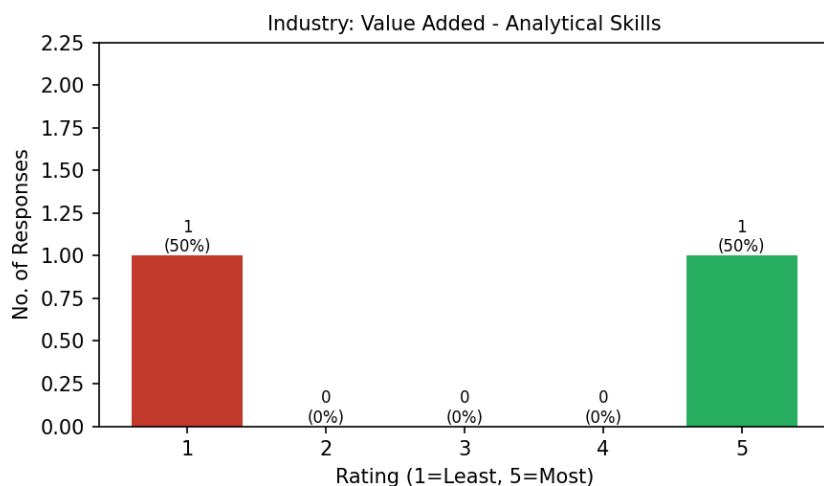


Rating	Count	Percentage
1 - Least	0	0.0%
2	1	50.0%
3	0	0.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this moderate (mean 3.50/5, n=2). Rating 2 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 50% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

6. Value Added - Analytical Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Analytical Skills]

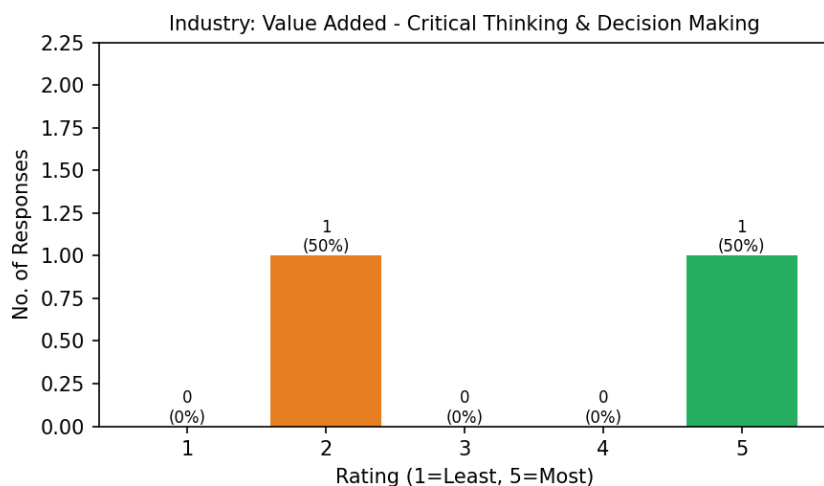


Rating	Count	Percentage
1 - Least	1	50.0%
2	0	0.0%
3	0	0.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this average (mean 3.00/5, n=2). Rating 1 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 50% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

7. Value Added - Critical Thinking & Decision Making

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Critical Thinking and Decision Making]

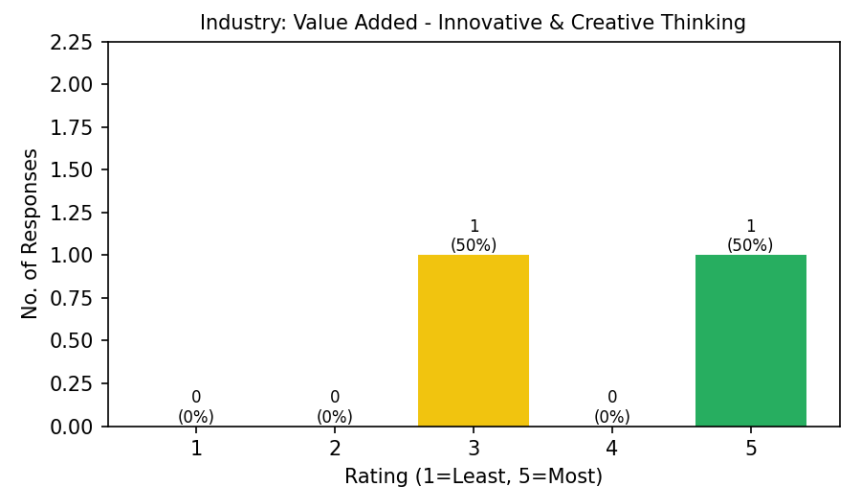


Rating	Count	Percentage
1 - Least	0	0.0%
2	1	50.0%
3	0	0.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this moderate (mean 3.50/5, n=2). Rating 2 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 50% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

8. Value Added - Innovative & Creative Thinking

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Innovative and Creative Thinking]

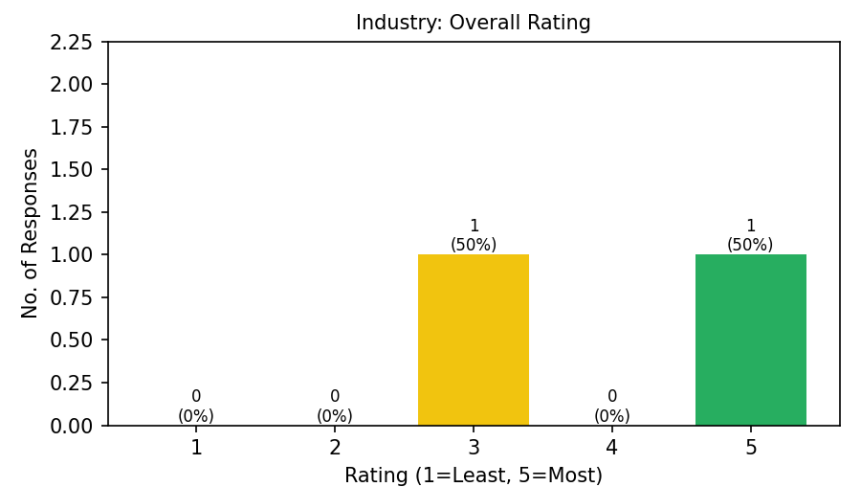


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	1	50.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this strong (mean 4.00/5, n=2). Rating 3 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

9. Overall Rating

Your Overall Rating for the Curriculum



Rating	Count	Percentage
1 - Least	0	0.0%

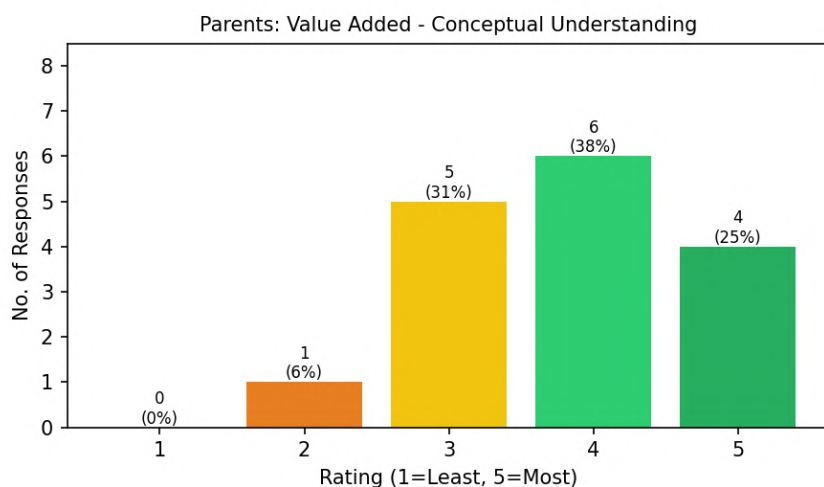
Rating	Count	Percentage
2	0	0.0%
3	1	50.0%
4	0	0.0%
5 - Most	1	50.0%
Total (n)	2	100%

Analysis: Industry rated this strong (mean 4.00/5, n=2). Rating 3 was the most common response, given by 50% of respondents. 50% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

Parents Feedback (n = 16)

1. Value Added - Conceptual Understanding

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Conceptual Understanding]

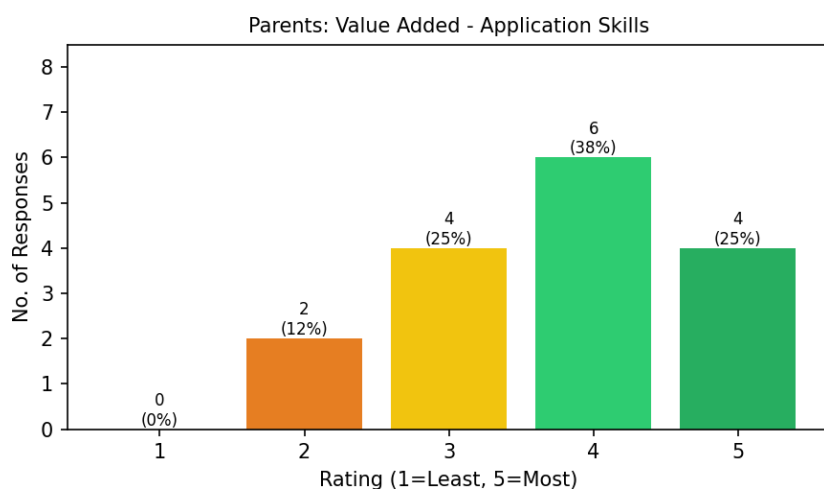


Rating	Count	Percentage
1 - Least	0	0.0%
2	1	6.3%
3	5	31.3%
4	6	37.5%
5 - Most	4	25.0%
Total (n)	16	100%

Analysis: Parents rated this strong (mean 3.81/5, n=16). Rating 4 was the most common response, given by 38% of respondents. 62% rated it 4 or 5 (favourable), while 6% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

2. Value Added - Application Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Application Skills]



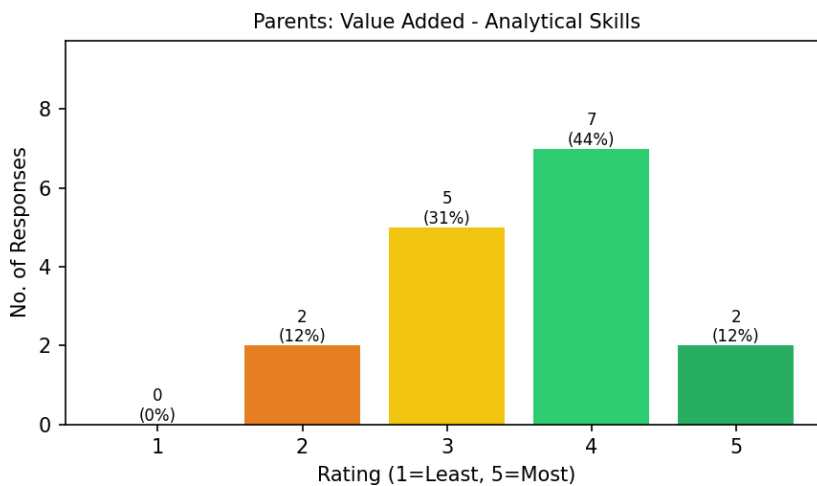
Rating	Count	Percentage
1 - Least	0	0.0%
2	2	12.5%
3	4	25.0%
4	6	37.5%

Rating	Count	Percentage
5 - Most	4	25.0%
Total (n)	16	100%

Analysis: Parents rated this moderate (mean 3.75/5, n=16). Rating 4 was the most common response, given by 38% of respondents. 62% rated it 4 or 5 (favourable), while 12% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

3. Value Added - Analytical Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Analytical Skills]

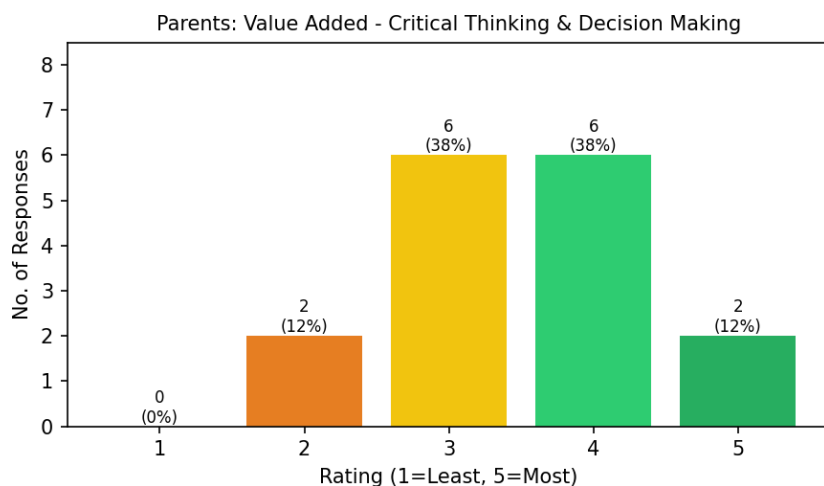


Rating	Count	Percentage
1 - Least	0	0.0%
2	2	12.5%
3	5	31.3%
4	7	43.8%
5 - Most	2	12.5%
Total (n)	16	100%

Analysis: Parents rated this moderate (mean 3.56/5, n=16). Rating 4 was the most common response, given by 44% of respondents. 56% rated it 4 or 5 (favourable), while 12% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

4. Value Added - Critical Thinking & Decision Making

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Critical Thinking and Decision Making]

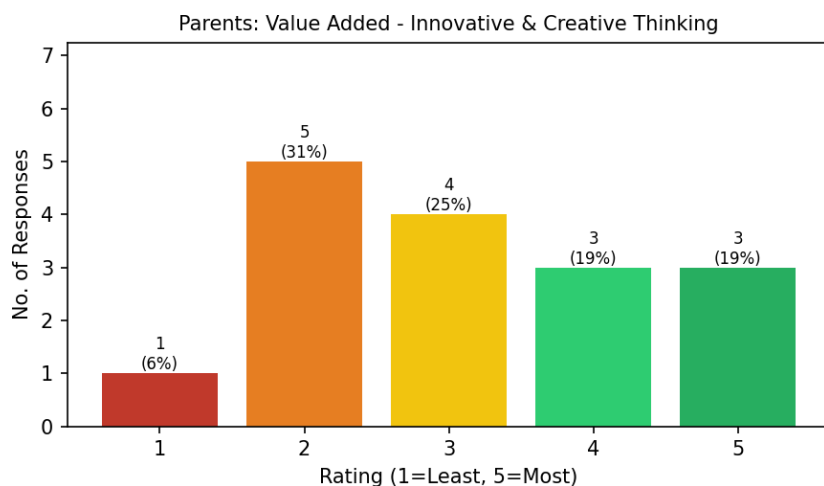


Rating	Count	Percentage
1 - Least	0	0.0%
2	2	12.5%
3	6	37.5%
4	6	37.5%
5 - Most	2	12.5%
Total (n)	16	100%

Analysis: Parents rated this moderate (mean 3.50/5, n=16). Rating 3 was the most common response, given by 38% of respondents. 50% rated it 4 or 5 (favourable), while 12% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

5. Value Added - Innovative & Creative Thinking

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Innovative and Creative Thinking]

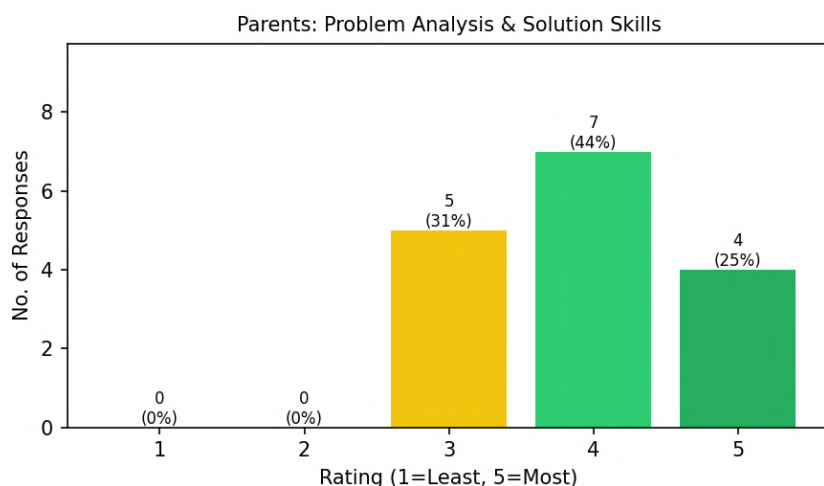


Rating	Count	Percentage
1 - Least	1	6.3%
2	5	31.3%
3	4	25.0%
4	3	18.8%
5 - Most	3	18.8%
Total (n)	16	100%

Analysis: Parents rated this average (mean 3.12/5, n=16). Rating 2 was the most common response, given by 31% of respondents. 38% rated it 4 or 5 (favourable), while 38% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

6. Problem Analysis & Solution Skills

The Curriculum enables the students to analyze a given problem and identify the necessary solutions.

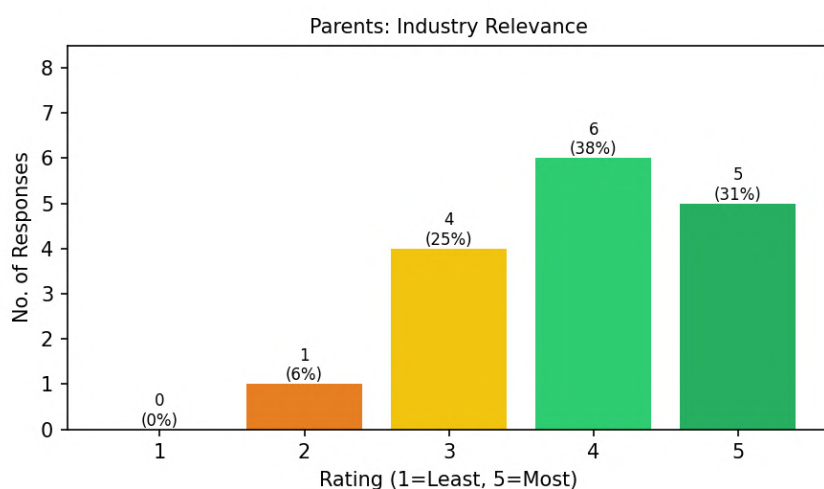


Rating	Count	Percentage
1 - Least	0	0.0%
2	0	0.0%
3	5	31.3%
4	7	43.8%
5 - Most	4	25.0%
Total (n)	16	100%

Analysis: Parents rated this strong (mean 3.94/5, n=16). Rating 4 was the most common response, given by 44% of respondents. 69% rated it 4 or 5 (favourable), while 0% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

7. Industry Relevance

The Curriculum is compatible with the industry standards and is relevant to real life situations.



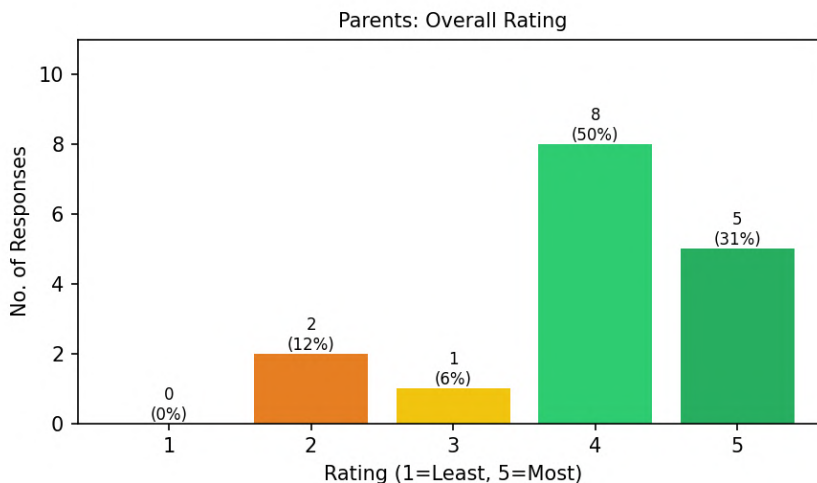
Rating	Count	Percentage
1 - Least	0	0.0%
2	1	6.3%

Rating	Count	Percentage
3	4	25.0%
4	6	37.5%
5 - Most	5	31.3%
Total (n)	16	100%

Analysis: Parents rated this strong (mean 3.94/5, n=16). Rating 4 was the most common response, given by 38% of respondents. 69% rated it 4 or 5 (favourable), while 6% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

8. Overall Rating

Overall rating for the Syllabus



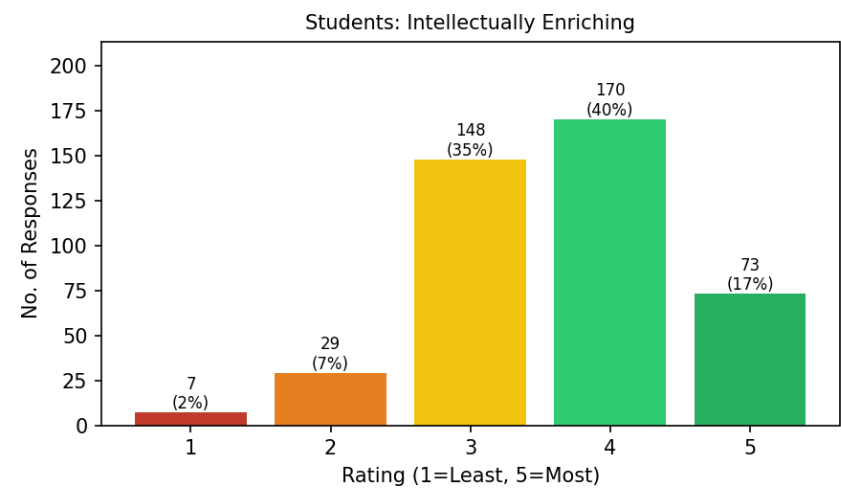
Rating	Count	Percentage
1 - Least	0	0.0%
2	2	12.5%
3	1	6.3%
4	8	50.0%
5 - Most	5	31.3%
Total (n)	16	100%

Analysis: Parents rated this strong (mean 4.00/5, n=16). Rating 4 was the most common response, given by 50% of respondents. 81% rated it 4 or 5 (favourable), while 12% rated it 1 or 2 (unfavourable). Strong consensus indicates this is a clear strength of the curriculum.

Students Feedback (n = 427)

1. Intellectually Enriching

Your time at the Department is intellectually enriching

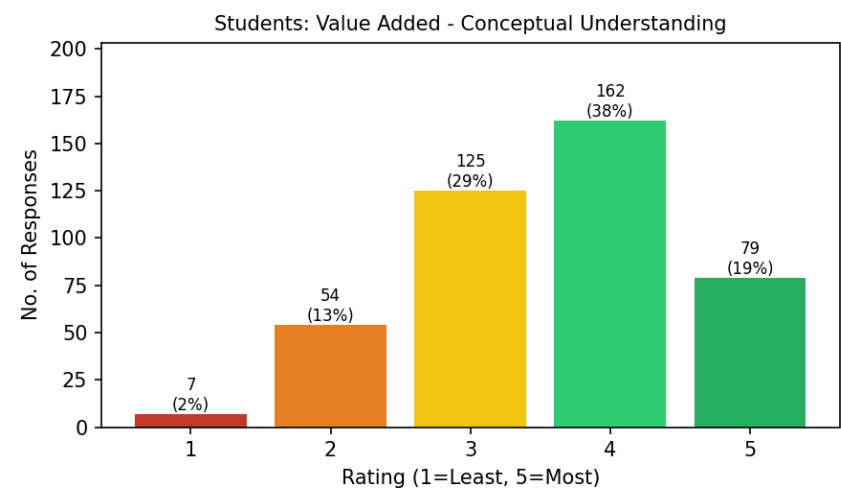


Rating	Count	Percentage
1 - Least	7	1.6%
2	29	6.8%
3	148	34.7%
4	170	39.8%
5 - Most	73	17.1%
Total (n)	427	100%

Analysis: Students rated this moderate (mean 3.64/5, n=427). Rating 4 was the most common response, given by 40% of respondents. 57% rated it 4 or 5 (favourable), while 8% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

2. Value Added - Conceptual Understanding

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Conceptual Understanding]



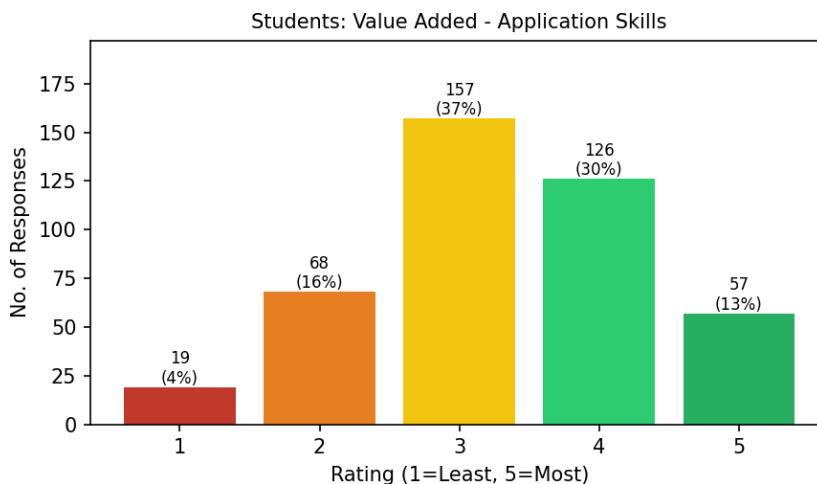
Rating	Count	Percentage
1 - Least	7	1.6%
2	54	12.6%
3	125	29.3%
4	162	37.9%

Rating	Count	Percentage
5 - Most	79	18.5%
Total (n)	427	100%

Analysis: Students rated this moderate (mean 3.59/5, n=427). Rating 4 was the most common response, given by 38% of respondents. 56% rated it 4 or 5 (favourable), while 14% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

3. Value Added - Application Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Application Skills]

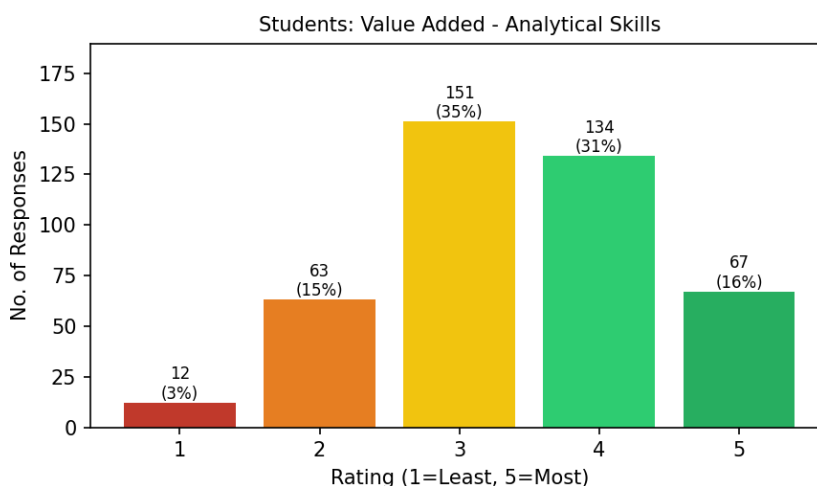


Rating	Count	Percentage
1 - Least	19	4.4%
2	68	15.9%
3	157	36.8%
4	126	29.5%
5 - Most	57	13.3%
Total (n)	427	100%

Analysis: Students rated this average (mean 3.31/5, n=427). Rating 3 was the most common response, given by 37% of respondents. 43% rated it 4 or 5 (favourable), while 20% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

4. Value Added - Analytical Skills

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Analytical Skills]

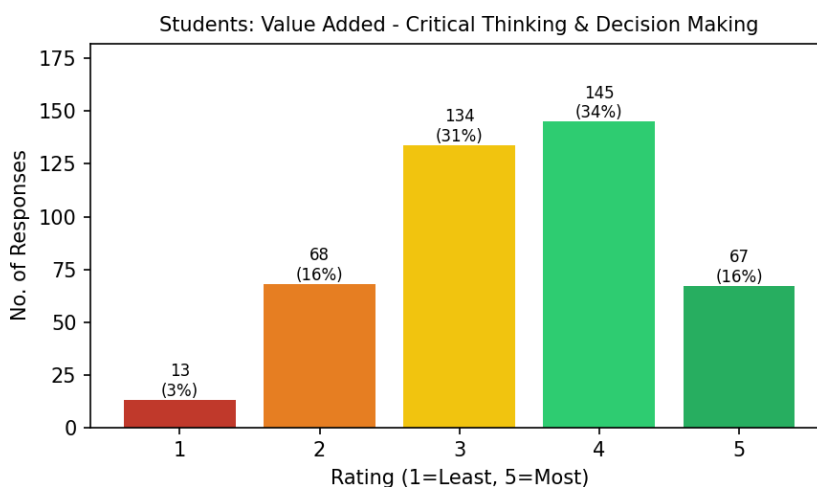


Rating	Count	Percentage
1 - Least	12	2.8%
2	63	14.8%
3	151	35.4%
4	134	31.4%
5 - Most	67	15.7%
Total (n)	427	100%

Analysis: Students rated this moderate (mean 3.42/5, n=427). Rating 3 was the most common response, given by 35% of respondents. 47% rated it 4 or 5 (favourable), while 18% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

5. Value Added - Critical Thinking & Decision Making

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Critical Thinking and Decision Making]

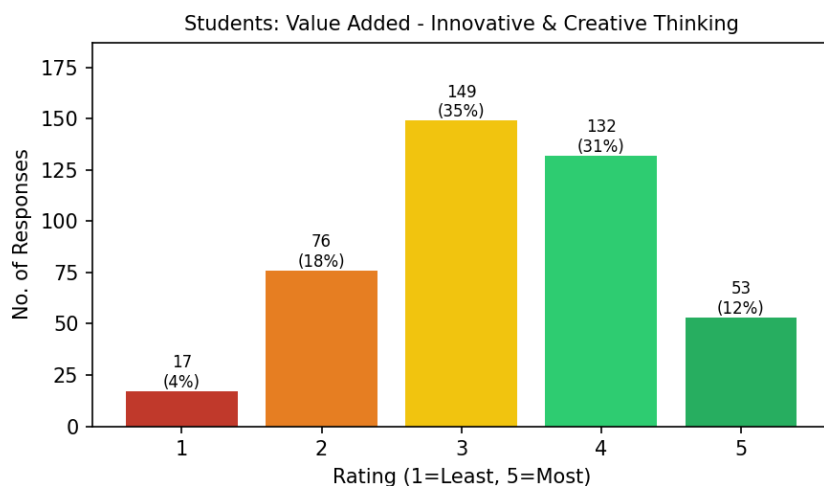


Rating	Count	Percentage
1 - Least	13	3.0%
2	68	15.9%
3	134	31.4%
4	145	34.0%
5 - Most	67	15.7%
Total (n)	427	100%

Analysis: Students rated this moderate (mean 3.43/5, n=427). Rating 4 was the most common response, given by 34% of respondents. 50% rated it 4 or 5 (favourable), while 19% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

6. Value Added - Innovative & Creative Thinking

The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Innovative and Creative Thinking]

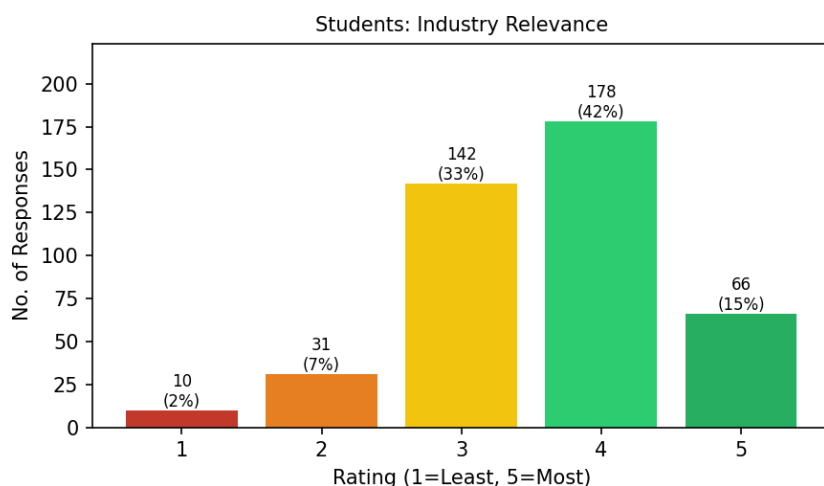


Rating	Count	Percentage
1 - Least	17	4.0%
2	76	17.8%
3	149	34.9%
4	132	30.9%
5 - Most	53	12.4%
Total (n)	427	100%

Analysis: Students rated this average (mean 3.30/5, n=427). Rating 3 was the most common response, given by 35% of respondents. 43% rated it 4 or 5 (favourable), while 22% rated it 1 or 2 (unfavourable). A notable share flagged this area as a concern, suggesting scope for improvement.

7. Industry Relevance

The Curriculum meets the industry standards and is relevant to real life situations.

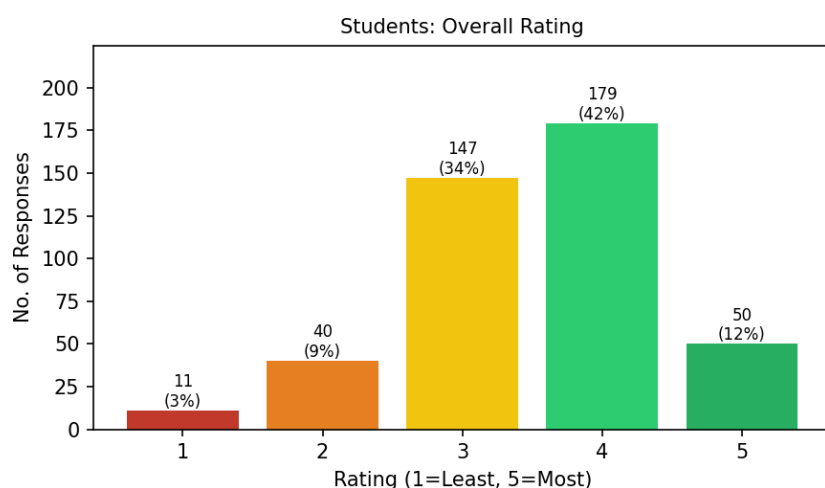


Rating	Count	Percentage
1 - Least	10	2.3%
2	31	7.3%
3	142	33.3%
4	178	41.7%
5 - Most	66	15.5%
Total (n)	427	100%

Analysis: Students rated this moderate (mean 3.61/5, n=427). Rating 4 was the most common response, given by 42% of respondents. 57% rated it 4 or 5 (favourable), while 10% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

8. Overall Rating

How would you rate Curriculum Overall

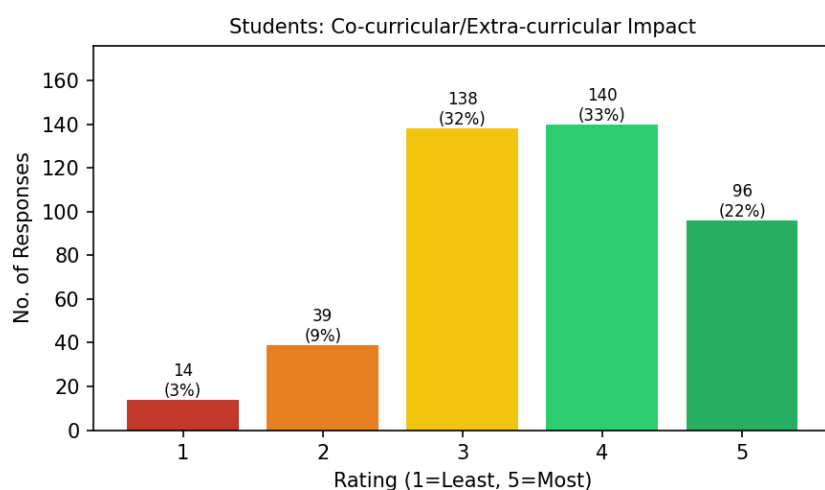


Rating	Count	Percentage
1 - Least	11	2.6%
2	40	9.4%
3	147	34.4%
4	179	41.9%
5 - Most	50	11.7%
Total (n)	427	100%

Analysis: Students rated this moderate (mean 3.51/5, n=427). Rating 4 was the most common response, given by 42% of respondents. 54% rated it 4 or 5 (favourable), while 12% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

9. Co-curricular/Extra-curricular Impact

The co-curricular and extracurricular activities organized by the Department help students develop holistically



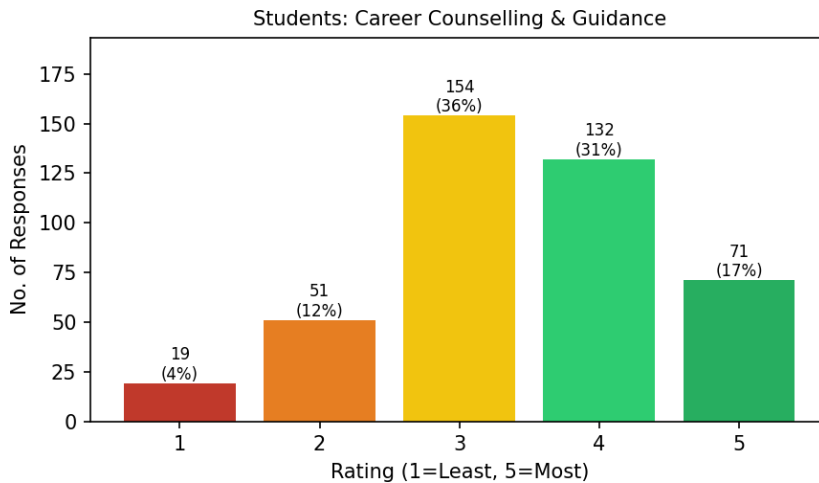
Rating	Count	Percentage
1 - Least	14	3.3%
2	39	9.1%
3	138	32.3%
4	140	32.8%
5 - Most	96	22.5%

Rating	Count	Percentage
Total (n)	427	100%

Analysis: Students rated this moderate (mean 3.62/5, n=427). Rating 4 was the most common response, given by 33% of respondents. 55% rated it 4 or 5 (favourable), while 12% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

10. Career Counselling & Guidance

Career Counselling & Guidance provided by the Department is effective and efficient



Rating	Count	Percentage
1 - Least	19	4.4%
2	51	11.9%
3	154	36.1%
4	132	30.9%
5 - Most	71	16.6%
Total (n)	427	100%

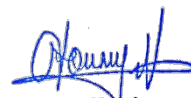
Analysis: Students rated this moderate (mean 3.43/5, n=427). Rating 3 was the most common response, given by 36% of respondents. 48% rated it 4 or 5 (favourable), while 16% rated it 1 or 2 (unfavourable). Responses are moderately spread, indicating mixed but broadly positive perception.

Action Taken Report

This Action Taken Report (ATR) records the action taken by the Department of Professional Studies in direct response to the feedback received from students, faculty, alumni, industry representatives, and parents as part of the Curriculum Feedback Analysis conducted for Academic Year 2025-26 (597 total respondents across five stakeholder groups).

Feedback Theme	Action Taken	Status
Soft Skills / Communication	New DPS Skilling Framework courses ratified: Professional Excellence and Career Foundations (Sem 1) and Managerial Excellence and Leadership Development (Sem 2), covering workplace readiness, communication and negotiation. New SECs approved: Professional Communication and Business Etiquette (Branding & Entrepreneurship, Sem 1) and Business Communication and Workplace Skills (IAF/GMAS, Sem 1); Negotiation, Persuasion and Stakeholder Influence (Sem 3).	Actioned
Entrepreneurship	New AVAC 'Strategic Decision-Making and Founder Readiness' (Sem 4) and new Skilling Framework course 'Entrepreneurial Innovation and Value Creation' (Sem 4) approved. New course 'Workplace Psychology for Entrepreneurs' introduced for Branding & Entrepreneurship.	Actioned
AIML / GenAI / Prompt Engineering/ Data Analytics / Python / SQL / Power BI / Tableau / Excel	New credit-bearing Digital Skilling courses approved: Artificial Intelligence and Machine Learning (1 credit, BCOM IF/IAF), Generative AI & Automation (all programmes), and Agentic AI: Design, Build and Deployment (BCOM IF/IAF). New SEC 'Governance, Ethics and AI Skills' approved for BCOM IAF/GMAS (Sem 2). MSc (Actuarial Science) introduced a new course, AI in Data Analytics (Sem 4). New credit-bearing Digital Skilling courses approved: Excel Basics/Intermediate/Advanced, Tableau Essentials, Microsoft Power BI, Python Programming, and SQL Essentials for Data Management. Micro Credential courses 'Quantitative Analysis' and 'Excel for Finance' approved. MComIF course MIF561-3 renamed to Data Visualization using Power BI; new BIF302-6 Financial Decision Making and Applied Analytics introduced.	Actioned
ESG / Sustainability	AVAC 'Environmental Social Governance (ESG)' approved for all programmes. MComIF MIF461-1 renamed Sustainable Finance & ESG; BIF161-4 ESG Reporting retained; Branding & Entrepreneurship's ESG for Entrepreneurs renamed ESG for Business; new AVAC 'Sustainable and Digital Supply Chains for Modern Business' approved (Sem 3).	Actioned
Internship / Industry Exposure / Placement	Live Project and Case Writing renamed and reoriented to Project-Based Learning (DPS481-6) across BCom Professional/GMAS, F&A, IF and IAF.	Actioned
FinTech / Blockchain	New course 'Introduction to FinTech' (BIF162-1, Sem 1) approved for BCom International Finance. Blockchain	Partially Actioned

Feedback Theme	Action Taken	Status
	coverage was raised only in Board discussion (MSc Actuarial Science) and is not yet a ratified change.	
Risk Management / Compliance	New SECs approved: Fundamentals of Risk and Insurance Skilling (Sem 1) and Professional Practices in Non-Life Insurance (Sem 2) for IAF/GMAS. MComIF MIF502-3 renamed Financial Risk Management and MIF501-4 renamed Forex & Risk Management. Micro Credential 'Anti Money Laundering and Financial Crimes' approved.	Actioned



Head

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