



CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE | DELHI NCR | PUNE

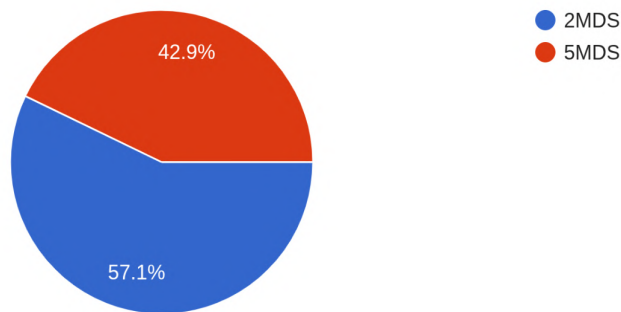
Feedback Analysis Report 2025-2026

Department of Statistics and Data Science

Students Responses

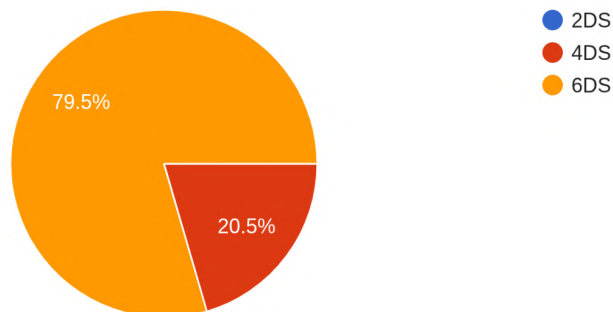
Class name

105 responses



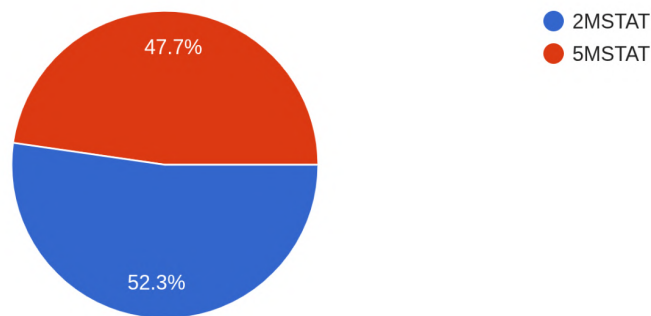
Class name

83 responses

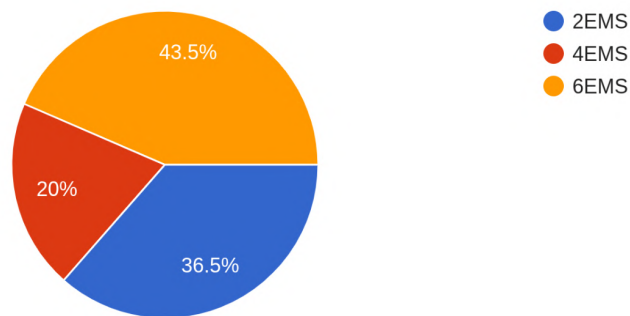


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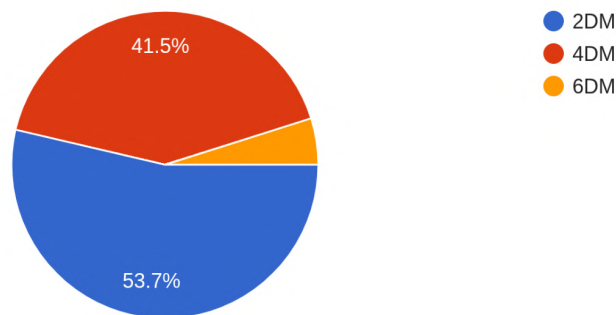
Class name
88 responses



Class name
85 responses



Class name
41 responses

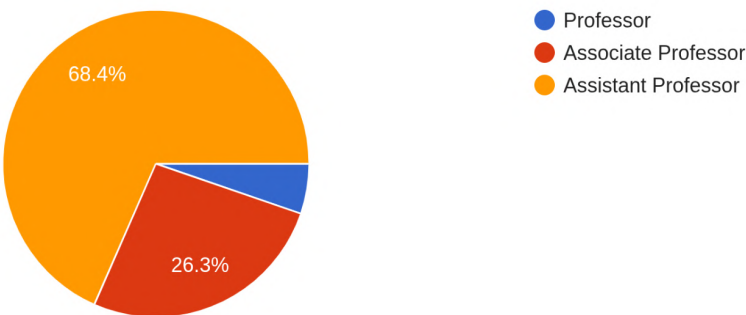


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Faculty

Designation

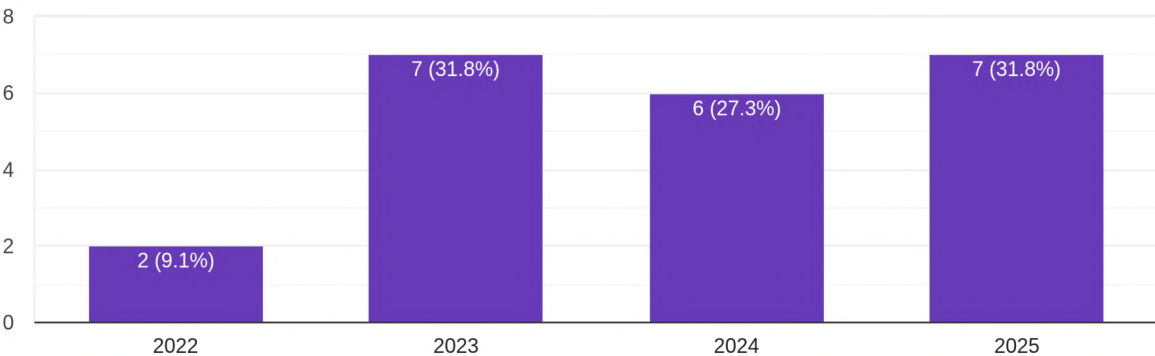
19 responses



Alumni

Year of Graduation

22 responses



Students Feedback

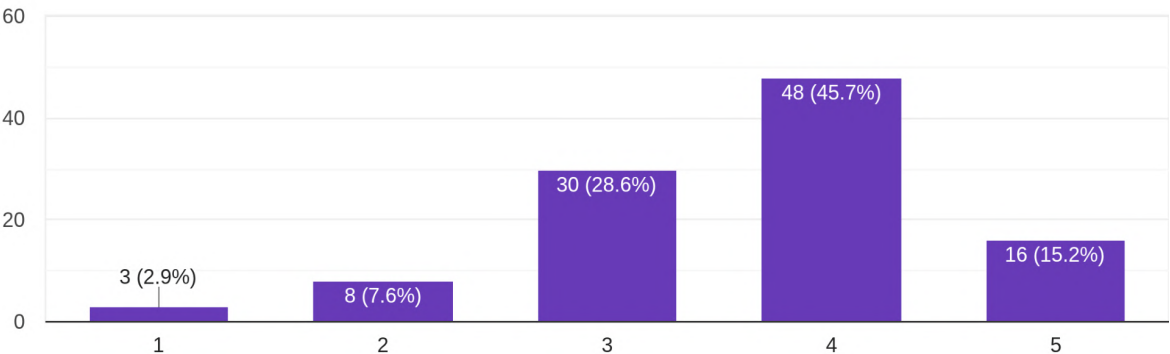
The student feedback indicates that the curriculum is generally perceived as moderately effective, with most students rating it between 3 and 4, suggesting a satisfactory but improvable academic structure. A significant proportion of students appreciate the variety of courses and consider the syllabus to be well-balanced; however, there is a consistent concern that it lacks modern and industry-relevant components. The most prominent issue highlighted is the excessive focus on theoretical content, with many students requesting increased lab hours, practical exposure, and better alignment between theory and implementation. Additionally, students have pointed out that certain subjects are too extensive for the allotted credits, lack clearly defined prerequisites, and sometimes show a disconnect between course sequencing across semesters. There is also a strong demand for

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inclusion of emerging and applied areas such as Generative AI, cloud computing, data engineering, visualization tools like Power BI and Tableau, and real-world case studies. While some students feel the need for stronger theoretical grounding, the dominant trend emphasizes the need for hands-on learning, project-based assessment, and industry-oriented skills to enhance employability and conceptual clarity.

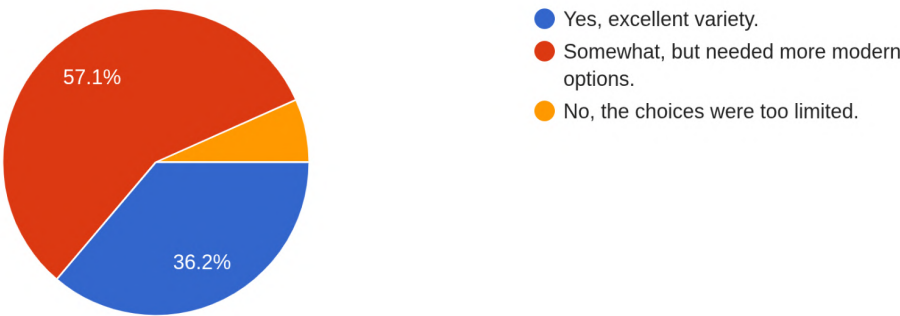
Did the sequence of courses (Trimester 1 to Trimester 6 or Semester 1 to Semester 4) follow a logical flow?

105 responses



Did the list of Electives provided in the syllabus offer enough variety for you to specialize in your area of interest?

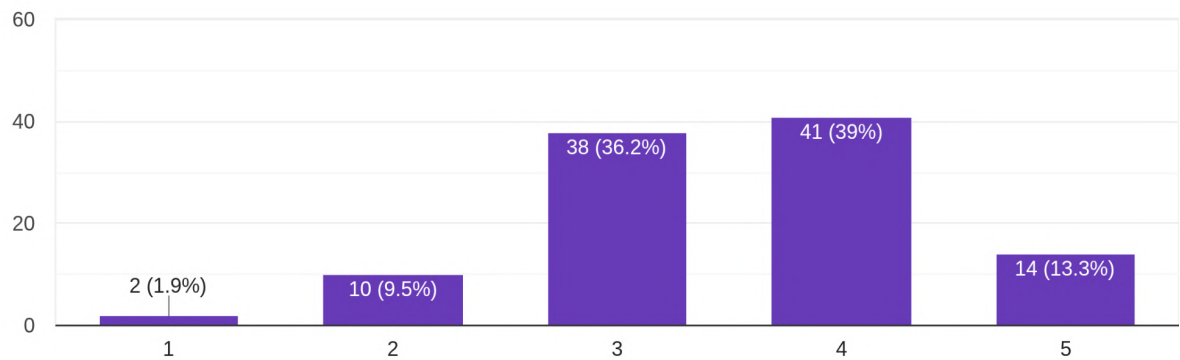
105 responses



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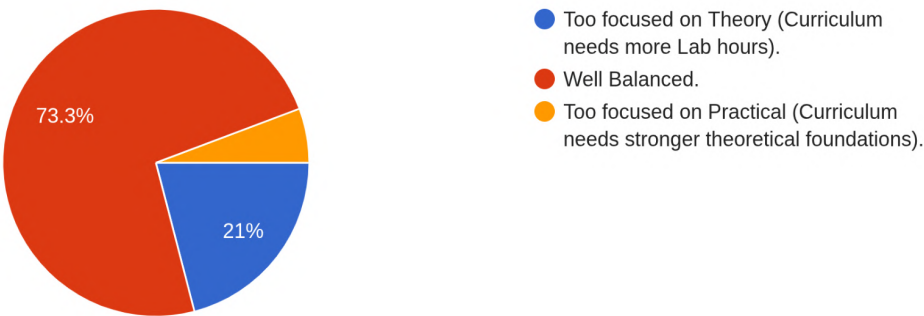
How well does the current syllabus align with modern industry trends and job requirements?

105 responses



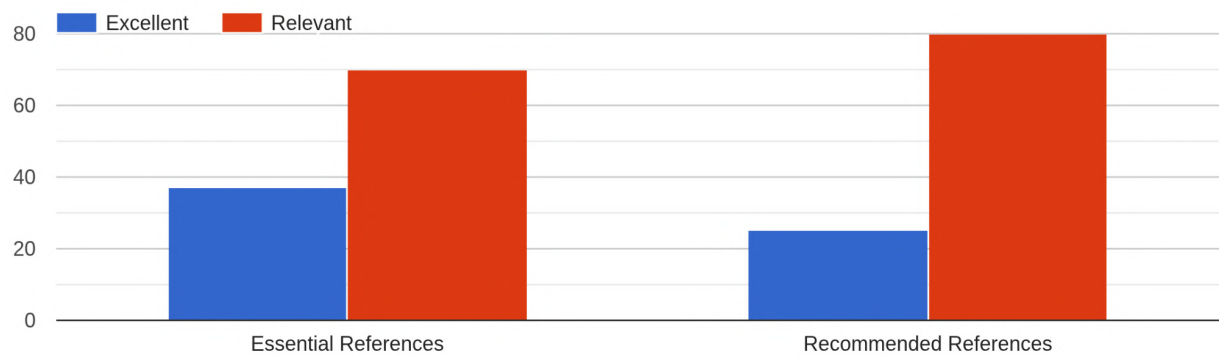
How would you describe the credit distribution between Theory and Lab?

105 responses



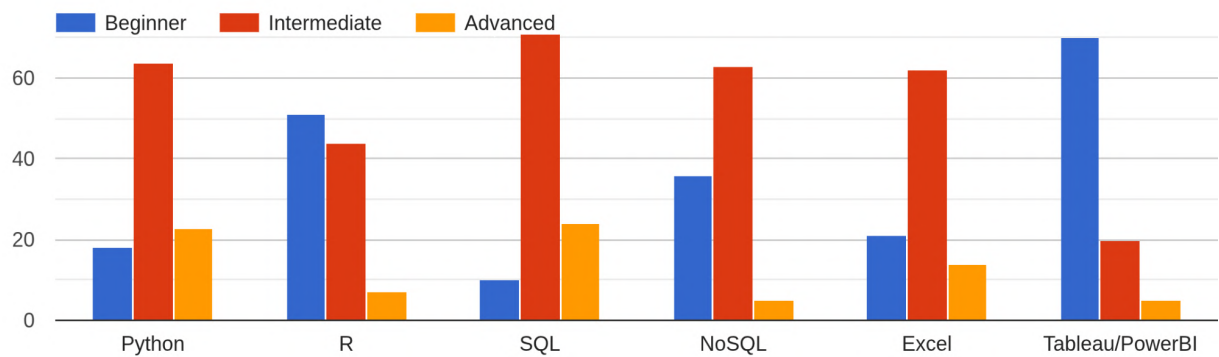
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Rate the quality of the Essential Reference and Recommended Reference listed in the syllabus



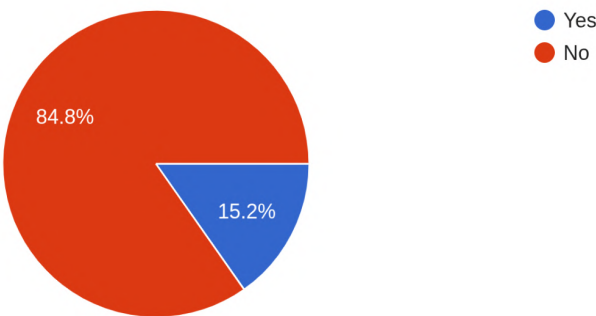
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Based only on the syllabus coverage, rate your confidence level in these tools



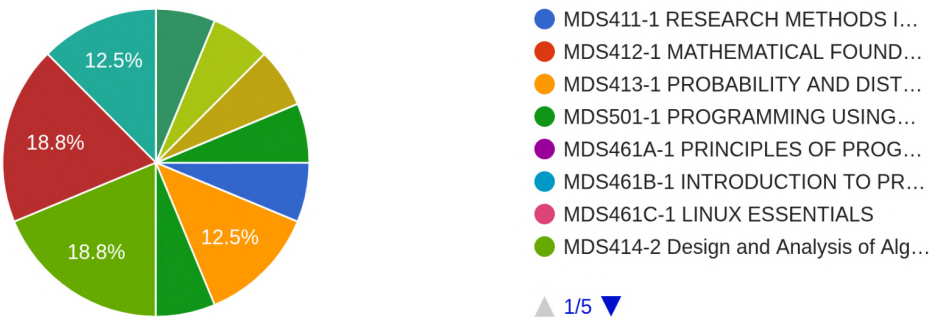
Do you have specific feedback for a particular course?

105 responses



Select the Course

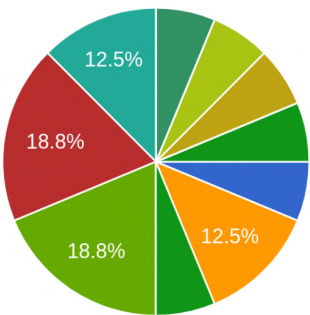
16 responses



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Select the Course

16 responses

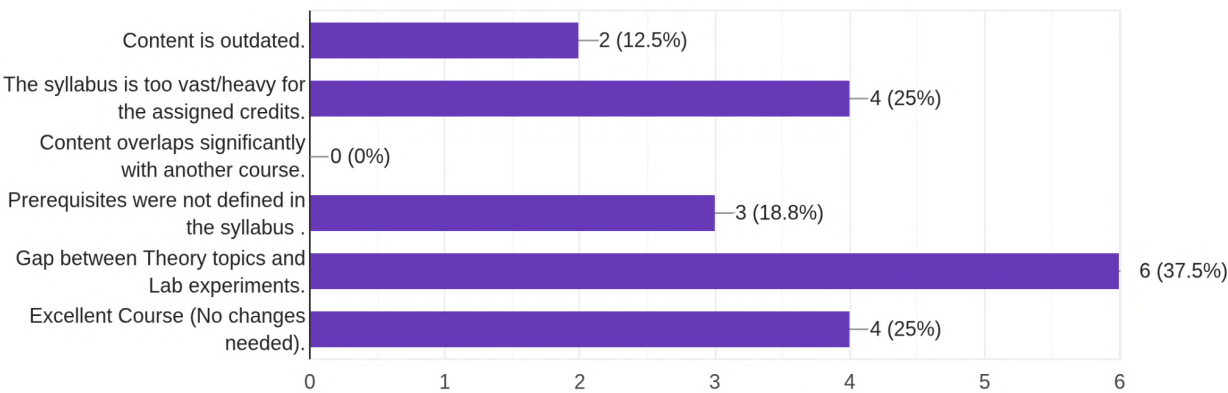


- MDS411-1 RESEARCH METHODS I...
- MDS412-1 MATHEMATICAL FOUND...
- MDS413-1 PROBABILITY AND DIST...
- MDS501-1 PROGRAMMING USING...
- MDS461A-1 PRINCIPLES OF PROG...
- MDS461B-1 INTRODUCTION TO PR...
- MDS461C-1 LINUX ESSENTIALS
- MDS414-2 Design and Analysis of Alg...

1/5

What is the primary issue with the content of this course? Choose 2 most relevant

16 responses

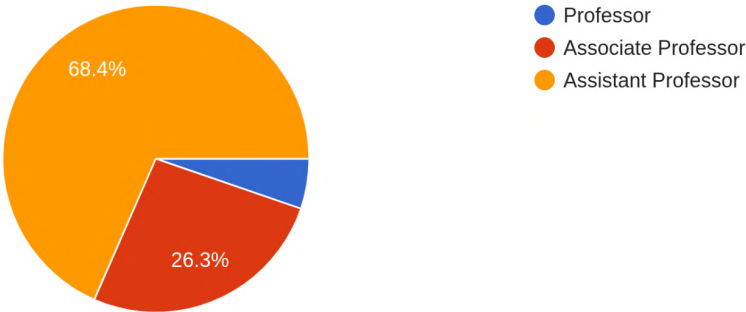


Feedback Analysis Report 2025-2026

Faculty

Designation

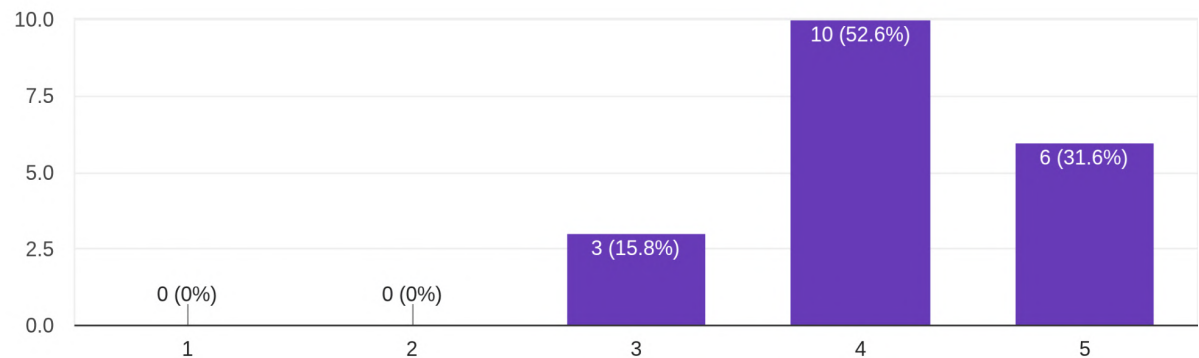
19 responses



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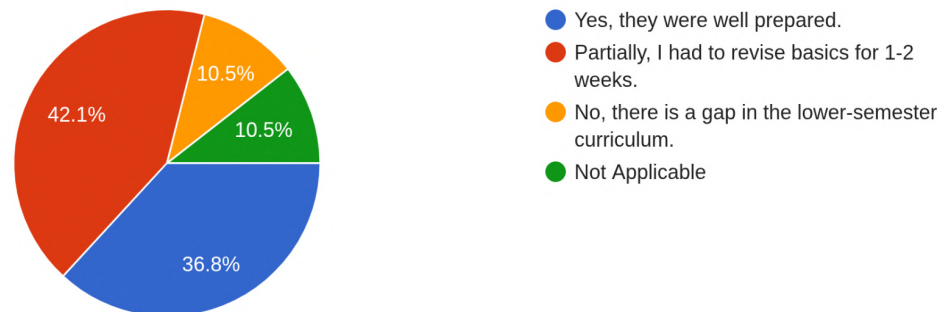
How would you rate the logical flow of units (Modules 1 to 5) within the course?

19 responses



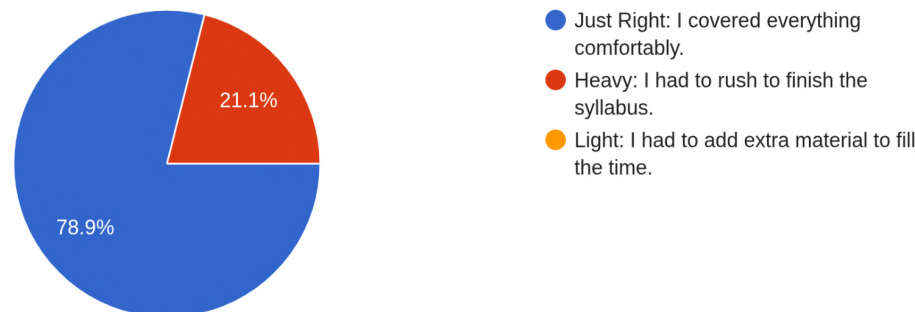
Did the students possess the necessary prerequisite knowledge (from previous semesters, if required) to cope with this course?

19 responses



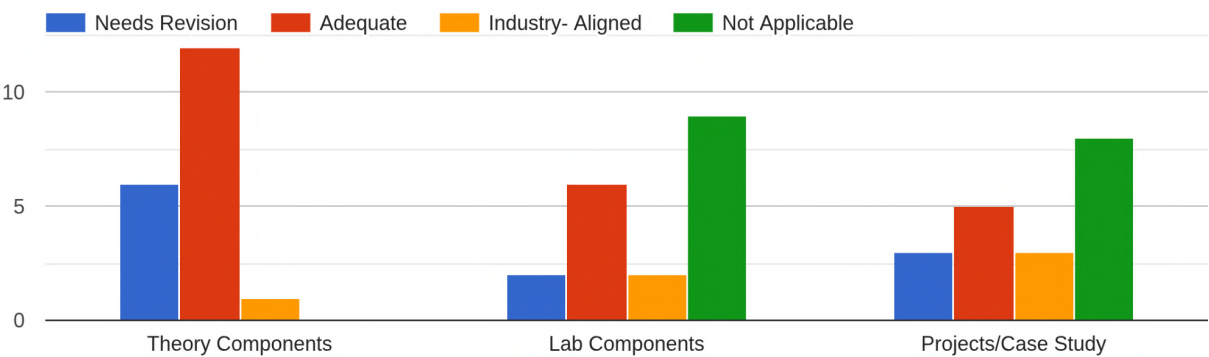
Was the syllabus content appropriate for the allocated credits/teaching hours?

19 responses

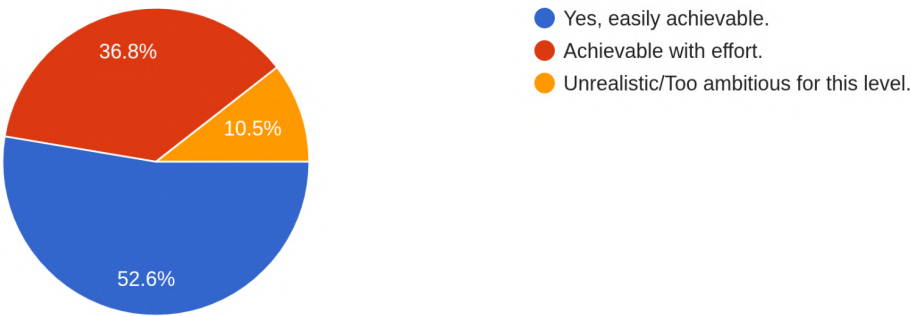


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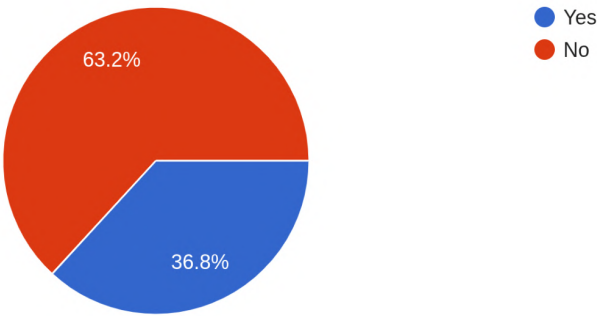
Rate the relevance of the following:



Were the defined Course Outcomes (COs) achievable by the majority of the class?
19 responses



Do you want to give feedback for another course
19 responses

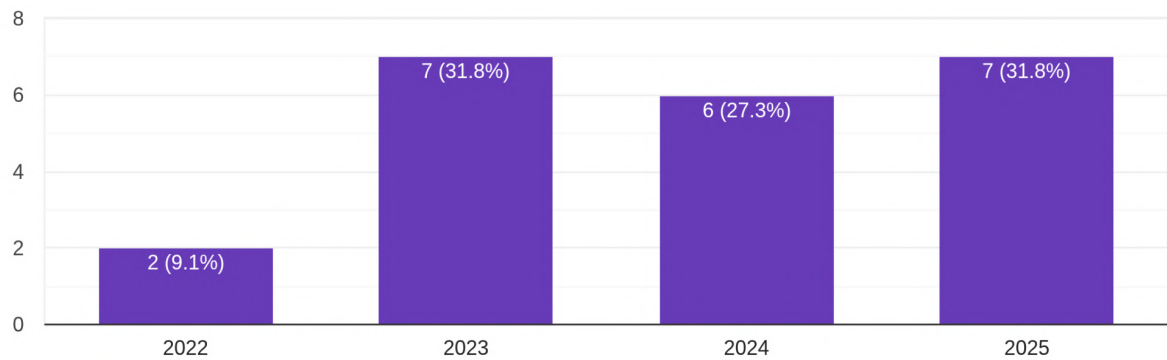


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Alumni

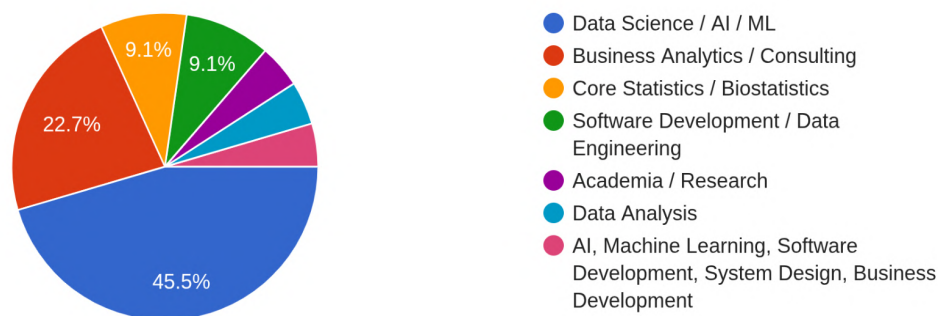
Year of Graduation

22 responses



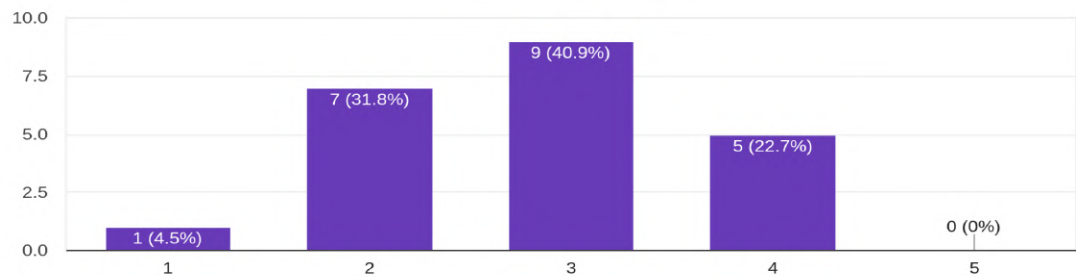
Primary Domain of Work

22 responses

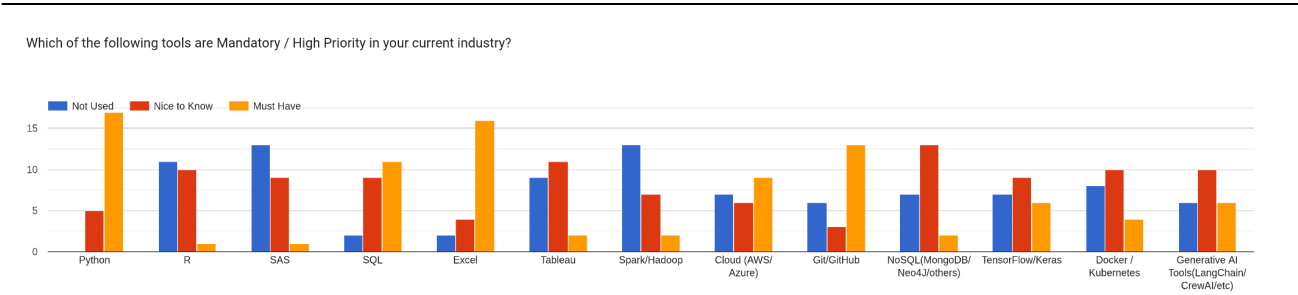


Based on the attached syllabus, how 'job-ready' would a fresh graduate be if they joined your current team today?

22 responses

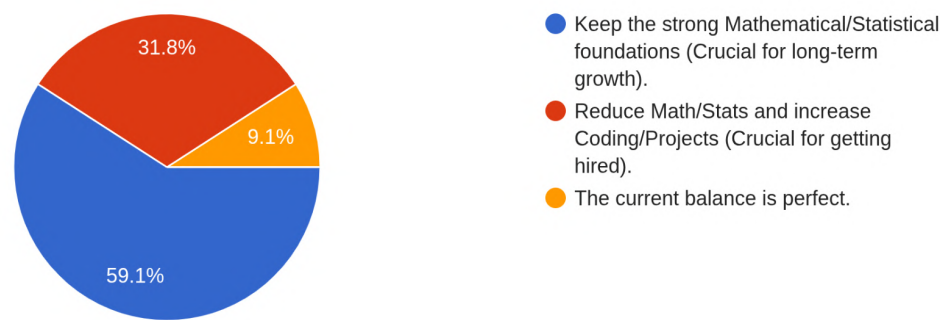


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Reflecting on your own career growth, what advice would you give regarding the curriculum balance?

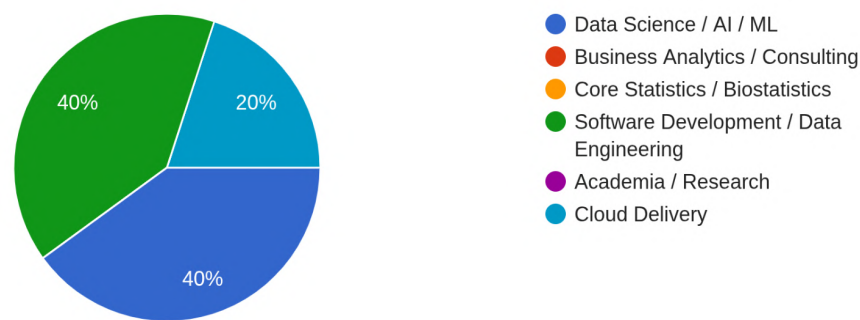
22 responses



Industry

Primary Domain of Work

5 responses



Action Taken

The consolidated actions taken based on feedback received from key stakeholders, including students, faculty members, alumni, and industry experts, regarding the existing

Feedback Analysis Report 2025-2026

curriculum. The objective is to enhance academic quality, improve industry alignment, and ensure holistic student development.

Based on the feedback received, the curriculum has been comprehensively enhanced to align with current academic and industry requirements. Advanced Analytics into existing courses, ensuring inclusion of modern tools and real-world applications. Practical and experiential learning has been strengthened by increasing lab hours, introducing mandatory lab components, and implementing project-based learning through mini-projects, case studies, and capstone projects. The curriculum has been rebalanced by optimizing theoretical content while ensuring parallel delivery of theory and practice, supported by revised assessment methods focusing on analytical and practical skills. Courses have been restructured for better progression with clearly defined prerequisites, reduced content overlap, and improved interconnectivity across semesters. Industry relevance has been enhanced through the inclusion of real-time datasets, case studies, and stronger emphasis on tools such as Python, SQL, cloud platforms, and visualization tools, along with increased industry interaction via guest lectures and live projects. Faculty development initiatives have been undertaken to adopt modern teaching practices, including interactive and blended learning approaches, while continuous curriculum review is encouraged. Additionally, key skill gaps have been addressed by emphasizing problem-solving, critical thinking, communication, and data storytelling, along with providing bridge courses to support students from non-technical backgrounds.

