



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

Department of International Studies, Political Science and History (ISPH)

FEEDBACK ANALYSIS

2025-26

Head
Department of International Studies,
Political Science and History
CHRIST (Deemed to be University)
Bengaluru - 560029, INDIA

Department of International Studies, Political Science and History (ISPH)

Feedback Analysis Report 2025–2026

Introduction

The Department of International Studies, Political Science and History (ISPH) collected feedback from students, faculty members and industry stakeholders to evaluate the effectiveness of the curriculum, teaching-learning process and programme outcomes. The feedback was analysed to identify strengths and areas for improvement and to support continuous quality enhancement.

Feedback is collected from the following:

1. Students
2. Alumni
3. Academic Peers
4. Industry

Feedback Analysis

1. Student Feedback

The analysis of the student feedback indicates an overall high level of satisfaction with the curriculum and its delivery. Students appreciated the interdisciplinary nature of the programmes, the relevance of the curriculum, and the opportunities provided to enhance critical thinking, analytical abilities, and research skills. The teaching-learning process was found to be engaging, with faculty members being recognized for their subject expertise, accessibility, and continuous academic support. Students also valued the integration of contemporary issues, case studies, classroom discussions, seminars, and presentations, which enriched their learning experience.

The major observations from the feedback are as follows:

- Students expressed satisfaction with the relevance and contemporary nature of the curriculum, stating that it effectively enhanced their understanding of international relations, political science, history, and global affairs.
- The curriculum was appreciated for promoting critical thinking, analytical reasoning, problem-solving abilities, and research-oriented learning.
- Faculty members were highly appreciated for their effective teaching methodologies, timely guidance, mentoring, and continuous academic support.
- Interactive pedagogical practices such as classroom discussions, presentations, debates, seminars, case studies, and project-based learning significantly enhanced student engagement.

- Students acknowledged that the programme helped improve their communication, presentation, leadership, and teamwork skills.
- Many respondents appreciated the opportunities provided through workshops, guest lectures, conferences, internships, and extension activities that complemented classroom learning.
- Students felt that the programme adequately prepared them for higher education, research, civil services, public policy, and diverse professional careers.
- A few students suggested increasing practical exposure through more field visits, internships, simulations, and experiential learning opportunities.
- Some respondents recommended introducing additional skill-based courses focusing on research tools, digital resources, policy analysis, data interpretation, and emerging global issues.
- Students also suggested organizing more interactions with industry experts, diplomats, policymakers, alumni, and international organizations to strengthen career preparedness.
- Overall, the feedback reflects a strong level of student satisfaction with the curriculum while highlighting opportunities to further strengthen experiential learning, interdisciplinary exposure, and career-oriented academic initiatives.

Alumni Feedback

Overall, the alumni feedback reflects a positive perception of the curriculum and its contribution towards higher education and professional development. Alumni appreciated that the programme provided a strong academic foundation, enhanced critical thinking, and enabled the application of theoretical knowledge to real-life situations. The curriculum was found to be relevant and effective in preparing graduates for higher studies and diverse career opportunities. However, respondents suggested strengthening the industry orientation of the syllabus by incorporating more case study-based learning, practical research methodologies, geopolitical risk analysis, and experiential learning. Alumni also recommended providing greater support for internships, industry exposure, and entrepreneurship to better equip students for evolving professional and workplace demands.

The major observations from the feedback are as follows:

- Alumni expressed overall satisfaction with the curriculum and its contribution to their academic and professional growth.
- The programme was appreciated for preparing students for higher education and developing analytical, research, and critical thinking skills.
- Respondents felt that the curriculum enabled them to apply theoretical knowledge to real-life situations.
- Alumni acknowledged that the programme provided a strong foundation for careers in academia, media, research, public policy, and related fields.

- Several respondents suggested making courses such as Research Methodology, Comparative Politics, and Conflict and Peace Studies more practical by incorporating detailed case studies, discussions, and application-based learning.
- Alumni recommended introducing contemporary topics such as Geopolitical Risk Analysis to enhance the relevance of the curriculum.
- Greater emphasis was suggested on internships, industry exposure, and experiential learning to improve employability and career readiness.
- Respondents also highlighted the need to strengthen entrepreneurship-oriented components and provide more opportunities for professional skill development.
- Overall, the feedback indicates that while the curriculum effectively supports higher education and career progression, periodic curriculum enhancement and increased practical exposure would further improve graduate preparedness.

Academic Peers

The feedback reflects an overall positive perception of the curriculum, highlighting its academic relevance, interdisciplinary approach, and effectiveness in achieving the programme outcomes. Faculty members appreciated the flexibility of the curriculum, the integration of contemporary themes, and the opportunities provided for research, critical inquiry, and experiential learning. They also acknowledged that the curriculum equips students with the knowledge, analytical abilities, and professional competencies required for higher education and diverse career opportunities.

The key observations from the faculty feedback are as follows:

- Faculty members appreciated the relevance and structure of the curriculum, stating that it aligns well with current academic and professional requirements.
- The curriculum was recognized for promoting interdisciplinary learning, critical thinking, research aptitude, and analytical skills among students.
- Respondents highlighted that the existing syllabus provides adequate opportunities for classroom discussions, project-based learning, seminars, presentations, and experiential learning.
- The faculty appreciated the balance between theoretical concepts and practical applications, enabling students to connect academic knowledge with real-world issues.
- The curriculum was considered effective in developing communication skills, leadership qualities, ethical values, and problem-solving abilities among students.
- Faculty members expressed satisfaction with the academic flexibility available for adopting innovative teaching methodologies and student-centred learning practices.

- Several respondents recommended strengthening industry interaction through collaborations with policymakers, diplomats, research organizations, NGOs, and other professional bodies.
- Suggestions were made to incorporate additional contemporary topics, emerging global issues, digital tools, policy analysis, and advanced research methodologies into the curriculum.
- The faculty also recommended increasing opportunities for internships, field-based learning, international collaborations, and skill-development programmes to further enhance students' employability and practical exposure.
- Overall, the faculty feedback indicates a high level of satisfaction with the curriculum while emphasizing the need for continuous curriculum enrichment to meet evolving academic, societal, and industry expectations.

Industry Feedback

Overall, the industry feedback reflects a positive perception of the curriculum and its relevance to current professional and industry requirements. Industry representatives appreciated the programme's emphasis on interdisciplinary learning, critical thinking, research orientation, ethical values, and communication skills. They acknowledged that the curriculum equips students with a strong academic foundation and prepares them for careers in public policy, governance, international relations, research, and related sectors. Respondents suggested further strengthening industry engagement by incorporating more internships, field-based learning, live projects, interactions with industry experts, policy simulations, and skill-based training. They also recommended periodically updating the curriculum to include emerging global trends, digital competencies, data analysis, and contemporary professional practices to enhance students' employability and career readiness.

Action Taken by the Department

- The department will enhance experiential learning by organizing educational field visits, institutional visits, policy simulations, and case study-based learning activities. These initiatives will enable students to apply theoretical concepts to real-world contexts, thereby improving analytical, problem-solving, and decision-making skills.
- The department will establish stronger collaborations with government organizations, NGOs, research institutions, think tanks, international agencies, and industry partners to provide students with meaningful internship opportunities, live projects, and professional exposure. These collaborations will help bridge the gap between academic learning and workplace expectations.
- Regular workshops, guest lectures, panel discussions, and interactive sessions will be organized with academicians, industry professionals, policymakers, diplomats, and

distinguished alumni. These initiatives will expose students to contemporary developments, emerging career opportunities, and best practices in the field.

- The department will continue to review the curriculum through the Board of Studies and other academic forums by incorporating feedback received from students, faculty, alumni, and industry representatives. This will ensure that the curriculum remains relevant, contemporary, outcome-based, and aligned with evolving academic and professional requirements.
- Greater emphasis will be placed on research-oriented learning through student research projects, policy analysis exercises, interdisciplinary electives, and collaborative academic activities. The department will encourage students to engage in research publications, conferences, policy discussions, and projects that integrate perspectives from international studies, political science, history, and allied disciplines.

- Conclusion

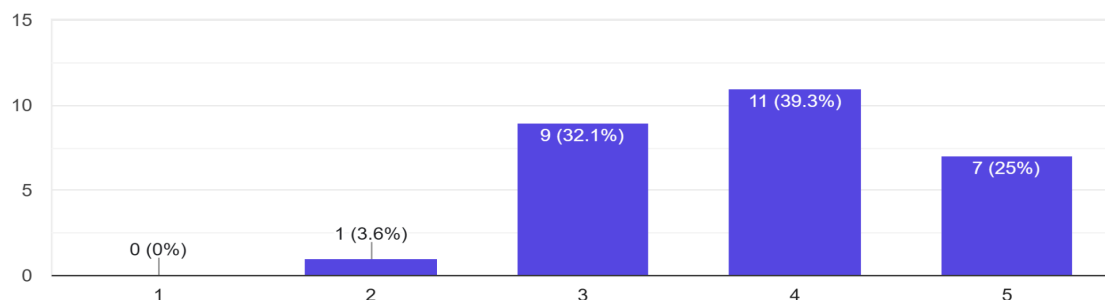
The feedback reflects a high level of stakeholder satisfaction with the ISPH programmes. The department will continue to use stakeholder feedback as an important quality assurance mechanism to improve curriculum design, pedagogy and student learning experiences.

Graphs and charts

● Student Feedback

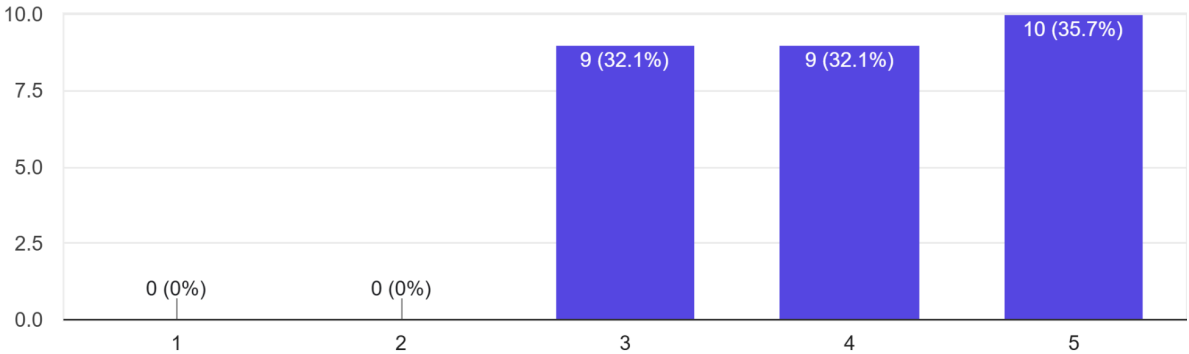
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

28 responses



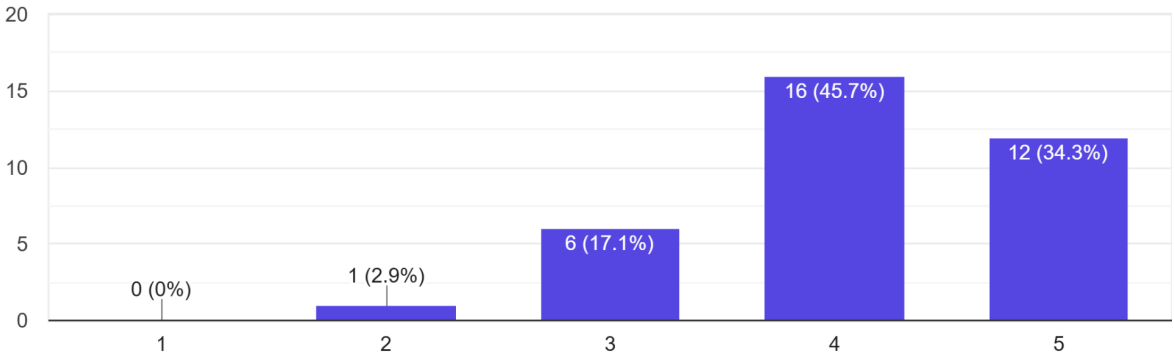
Does the departmental level expert committee meet to review the curriculum?

28 responses



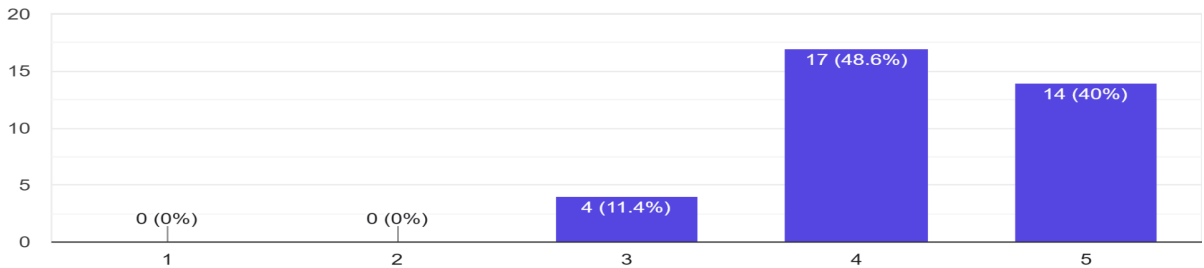
Is the curriculum effective in developing independent thinking?

35 responses



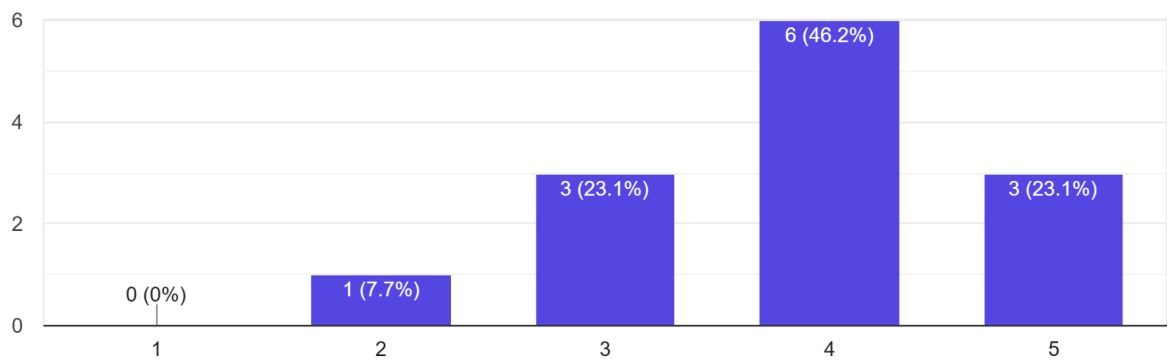
Does the curriculum enhance your knowledge in the subject area?

35 responses



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

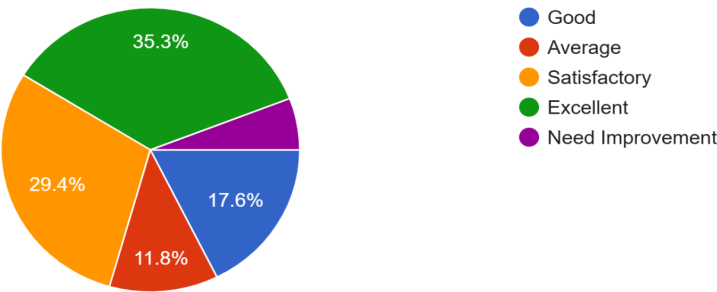
13 responses



● Alumni Feedback

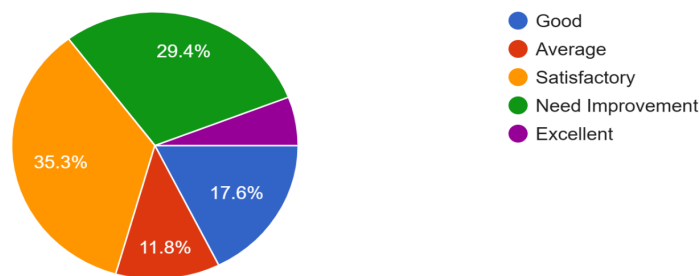
1.Does the programme curriculum orient towards higher education?

17 responses



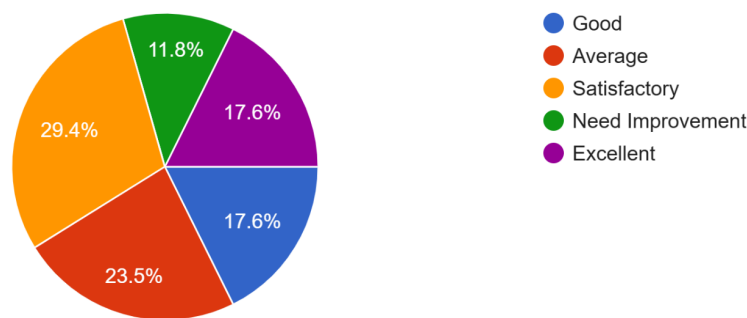
4. Does the syllabus meet the expectations of the industry?

17 responses



3. Does the curriculum meet your overall expectations?

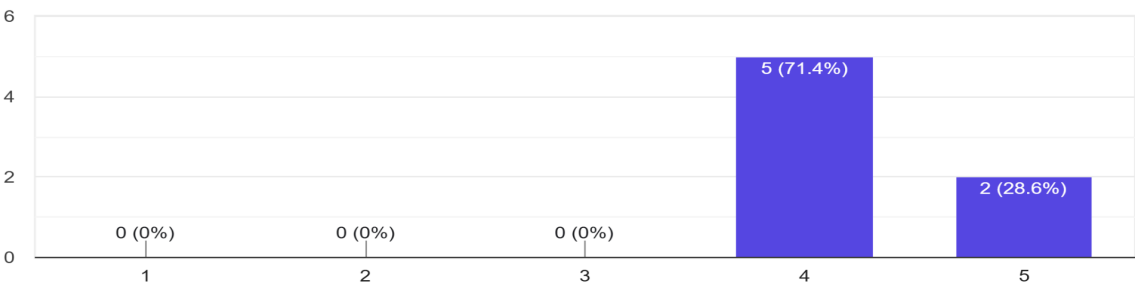
17 responses



● Academic Peers

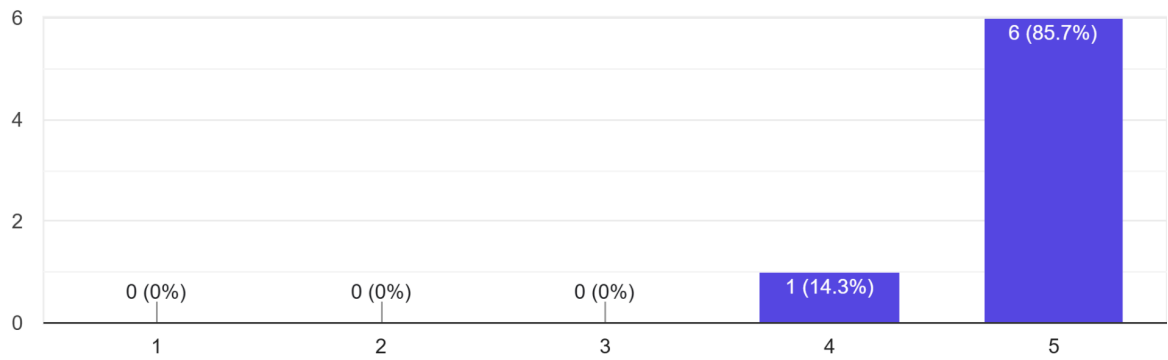
Does the curriculum satisfy the stated objectives and learning outcomes?

7 responses



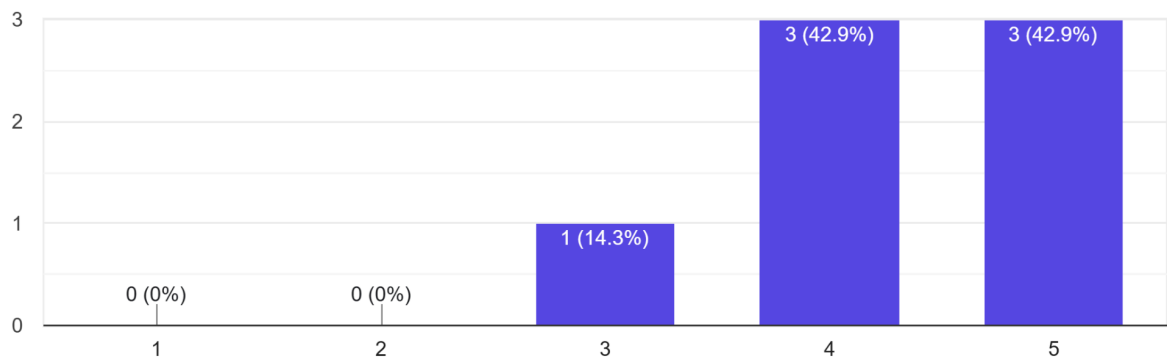
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

7 responses



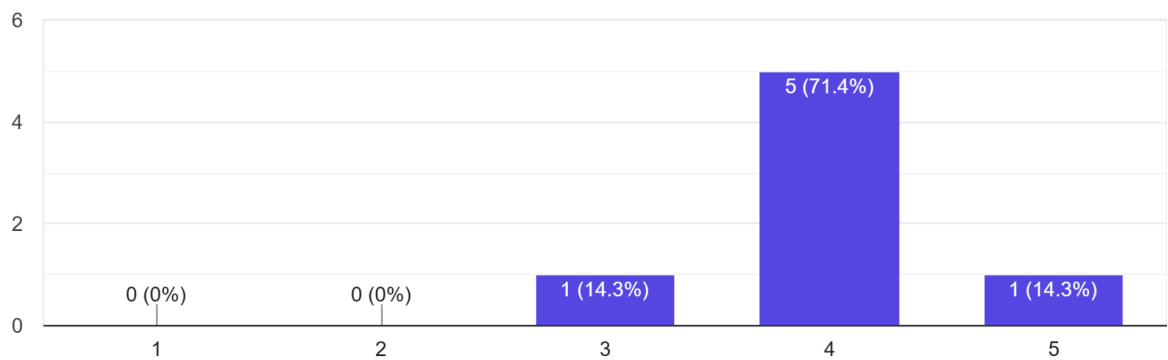
Does the curriculum demand the teachers for research inclusive teaching?

7 responses



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

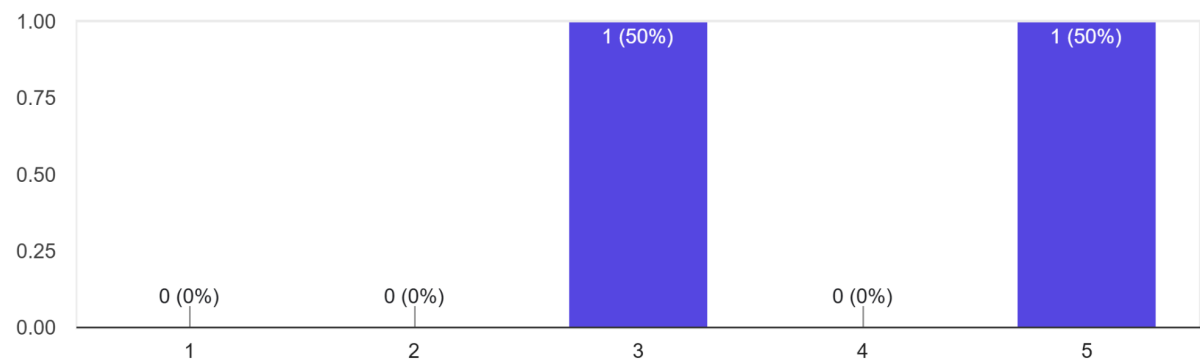
7 responses



● Industry Feedback

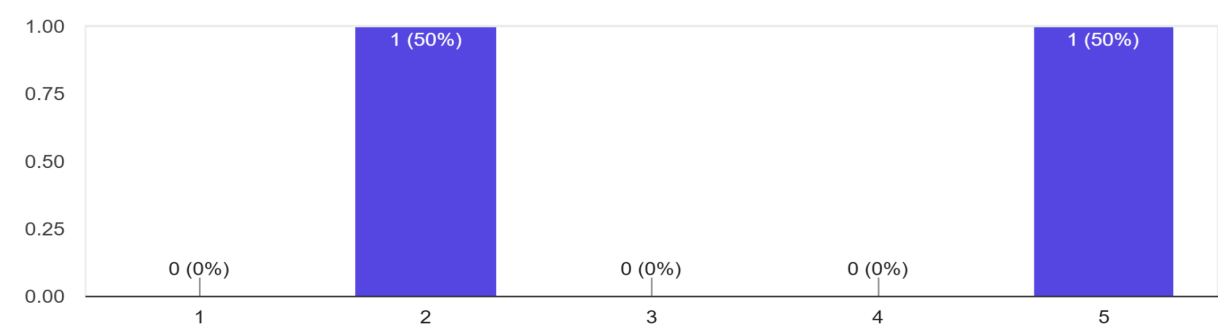
How would you rate the relevance of the subjects offered in the syllabus?

2 responses



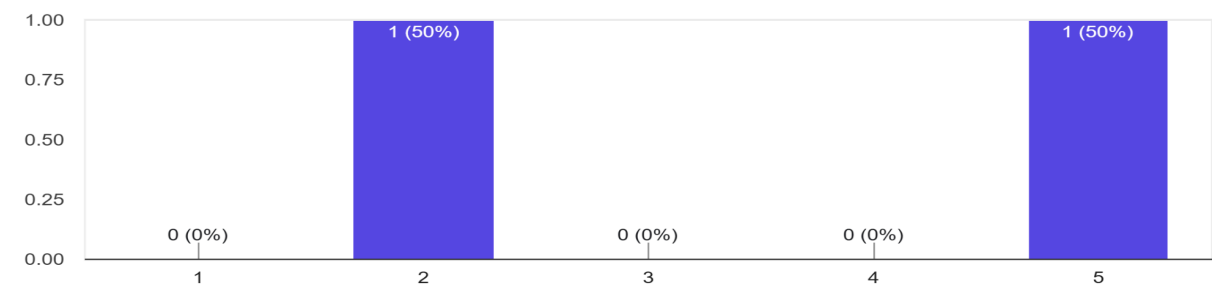
Does the syllabus cover advanced topics and current trends?

2 responses



Does the syllabus meet the expectations of the industry?

2 responses



Fwd: Letter of Appreciation and Gratitude for Nominating Students to the RCCH Field Training Programme

1 message

Madhumati Deshpande International Studies and History <madhumati.deshpande@christuniversity.in>
To: Donsy Joy Office Of Academic Support <donsy.joy@christuniversity.in>

Fri, Jul 31, 2026 at 11:19 AM

Please use the email for industry feedback

Dr. Madhumati Deshpande
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----- Forwarded message -----

From: Research Center for Cultural Heritage <info@rcch.in>
Date: Thu, Jul 16, 2026 at 9:13 AM
Subject: Letter of Appreciation and Gratitude for Nominating Students to the RCCH Field Training Programme
To: <madhumati.deshpande@christuniversity.in>, info.rcch.in@gmail.com <info.rcch.in@gmail.com>

 20260619_201756.jpg 20260619_203825.jpg**To**

The Head,
Department of History
Christ University
Bengaluru, Karnataka

Dear Madam,

On behalf of the Research Centre for Cultural Heritage (RCCH), I extend our sincere gratitude to Christ University for nominating your students to participate in the recent RCCH Intensive Field Training Programme 2026, held from 15th June to 19th June 2026.

We highly appreciate your institution's encouragement of experiential learning and field-based archaeological training. It was a privilege to have Ms Tejaswini, Ms Shruthi, and Mr Karmakar participate in the programme.

I am pleased to inform you that all three students demonstrated remarkable enthusiasm, discipline, dedication, and academic curiosity throughout the training. They actively participated in field documentation, archaeological recording, discussions, and practical sessions, displaying a commendable willingness to learn. Their professionalism and teamwork contributed to the programme's overall success.

We appreciate the Department's confidence in RCCH and its provision of this valuable learning opportunity to your students. Such collaborations play a significant role in strengthening archaeological education through practical training and interdisciplinary engagement.

RCCH looks forward to extending our academic collaboration with Christ University through future field training programmes, heritage workshops, lecture series, internships, research projects, and other collaborative academic initiatives. We believe that continued partnership between our institutions will greatly benefit students, researchers, and the wider heritage community.

Once again, thank you for your support and cooperation. We look forward to many more successful academic collaborations.

With warm regards,

Best Regards

Mrs. Nalini
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