

School of Commerce, Finance and Accountancy

CHRIST (Deemed to be University)

Delhi NCR Campus

Student

Curriculum Feedback Analysis

and

Action Taken Report

ACADEMIC YEAR 2025-26



Introduction

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to February 2026. The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs

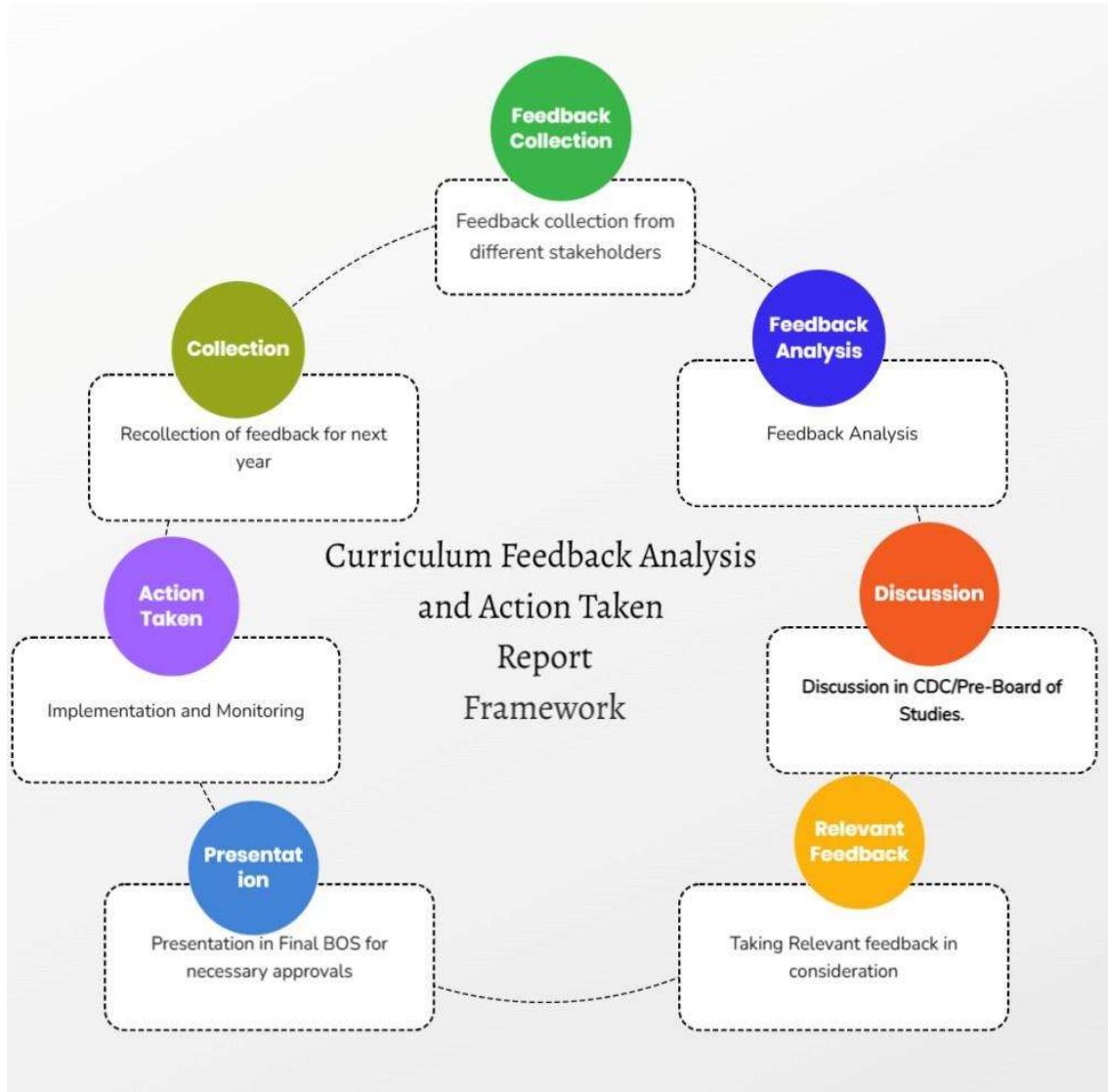
Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subject trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step:





Feedback collection

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community



Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analysed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyse the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum process of feedback analysis

In the process of discussion of the feedback a meeting will be called of CDC curriculum development committee and a pre-board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analysed to identify key areas for



improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analysed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a



crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Below is the Curriculum Feedback summary report taken from the students of BCOM, BCOMIAF, BCOMA&A, BCOMAFA & MSc. MFA Programmes on the following parameters:

Response Summary

Total Students	Total No. of Responses	% of Responses
450	172	38.22

List of questions asked from the students

S.No.	Questions
1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?
2.	Does the syllabus include advanced versions of the subject topics?
3.	Does the curriculum emphasize upon Skill Development of students?
4.	Does the curriculum lead to the development of problem solving and analytical thinking ?





5.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?
6.	Does the curriculum emphasizes upon enhancing Employability aspect of students?
7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?
8.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?
9.	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?
10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education ?
11.	Does the curriculum generate inclination amongst students towards higher education?
12.	General Comments and Suggestions:

Sample Feedback 1



STUDENT FEEDBACK ON CURRICULUM- (2025-26) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Students,

As part of NAAC Criteria 1 (Curricular Aspects), we seek your valuable feedback on the syllabus. Your responses will help us improve curriculum design and academic delivery.

Kindly fill out the form honestly. Your feedback will be used strictly for academic quality enhancement.

Thank you for your cooperation.

Email *

sumit.masih@msfa.christuniversity.in

NAME OF THE DEPARTMENT *

Dropdown

Commerce

Name of the Student *

Sumit Masih

Register Number *

25224011

Name of the Program *

Dropdown

MSc-FA

Semester *

Dropdown

2

Contact Number *

6398285242



Curriculum Feedback

Please tick () the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

Need to Improve 1 2 3 4 5 Excellent

Does the syllabus include advanced versions of the subject topics? *

Need to Improve 1 2 3 4 5 Excellent

Does the curriculum emphasize upon Skill Development of students ? *

Need to Improve 1 2 3 4 5 Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

Need to Improve 1 2 3 4 5 Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

Need to Improve 1 2 3 4 5 Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum generate inclination amongst students towards higher education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

General Comments and Suggestions:



Sample Feedback 2

STUDENT FEEDBACK ON CURRICULUM- (2025-26) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Students,

As part of NAAC Criteria 1 (Curricular Aspects), we seek your valuable feedback on the syllabus. Your responses will help us improve curriculum design and academic delivery.

Kindly fill out the form honestly. Your feedback will be used strictly for academic quality enhancement.

Thank you for your cooperation.

Email *

pratham.yadav@msfa.christuniversity.in

NAME OF THE DEPARTMENT *

Dropdown

Commerce

Name of the Student *

Pratham Yadav

Register Number *

25224006

Name of the Program *

Dropdown

MSc-FA

Semester *

Dropdown

2

Contact Number *

9811998267



Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum generate inclination amongst students towards higher education? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

General Comments and Suggestions:						
NA						

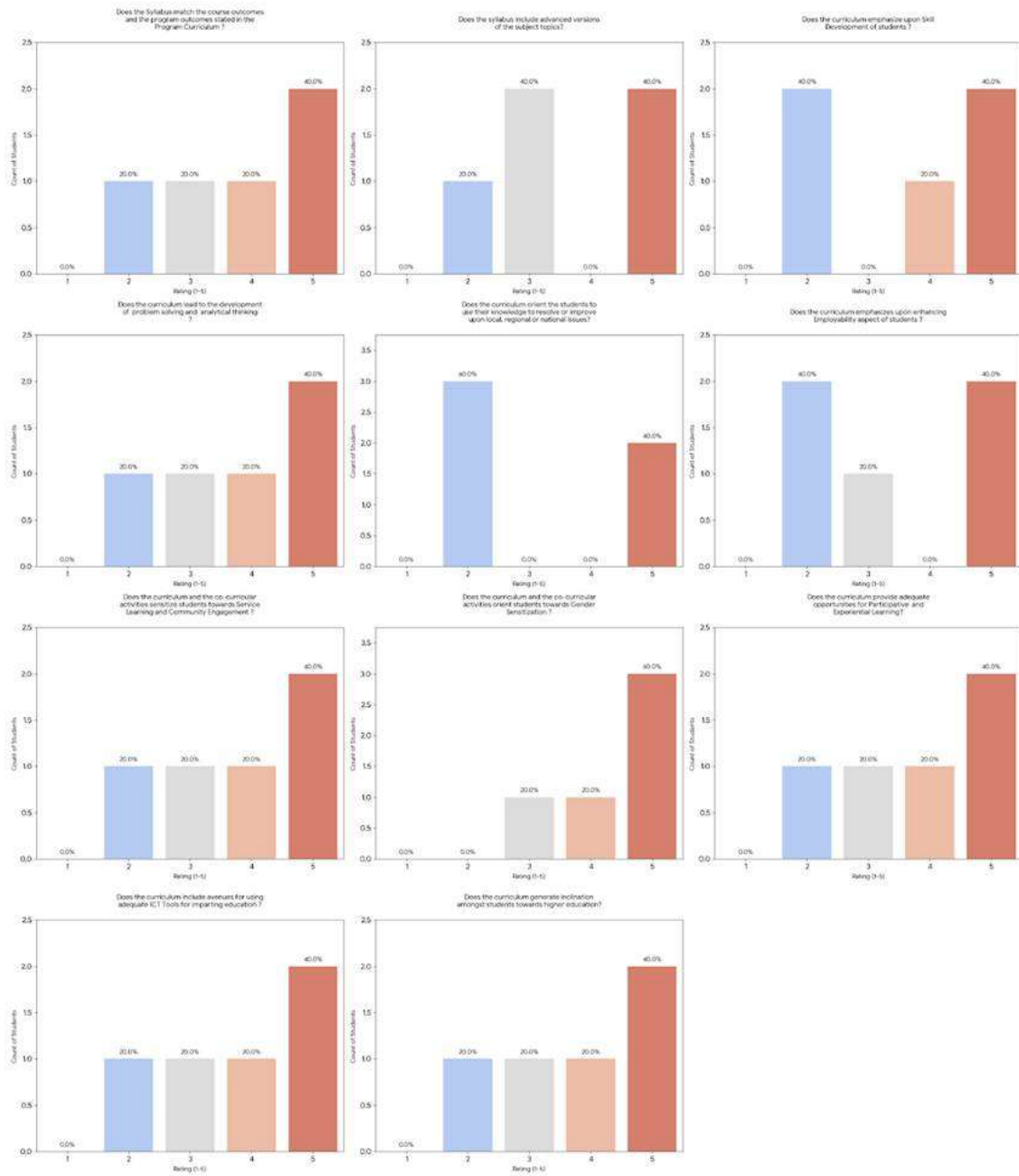
PROGRAMME WISE FEEDBACK & ACTION TAKEN REPORT

This report provides a comprehensive summary of student feedback for the 2025-26 Academic Year, organized by program and semester. The Action Taken is derived based on the average satisfaction scores (Rating 1-5) and a Conclusion is provided for each specific question.

1. MSc-FA (Finance & Analytics)



Detailed Feedback: MSc-FA - Semester 2 (Total N=5)



Sample Size: 5 Students out of 12 students (41.67%)





Question	Feedback Summary	Action Taken	Conclusion
Syllabus & Outcomes (Q1): Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Avg: 3.8. Mixed satisfaction.	Review outcome mapping in curriculum meetings.	Syllabus-outcome alignment is moderate.
Advanced Topics (Q2): Does the syllabus include advanced versions of the subject topics?	Avg: 3.4. Moderate dissatisfaction.	Introduce advanced certification-linked modules.	Current topics need more depth.
Skill Development (Q3): Does the curriculum emphasize upon Skill Development of students?	Avg: 3.6. Neutral feedback.	Workshops on software (Python/R) to be added.	Skills focus is present but needs enhancement.



Problem Solving (Q4): Does the curriculum lead to the development of problem solving and analytical thinking ?	Avg: 3.6. Average response.	Incorporate more case study-based assessments.	Critical thinking exposure is basic.
Global/Local Issues (Q5): Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Avg: 4.2. Positive.	Continue inviting industry experts for guest lectures.	Strong relevance to regional issues.
Employability (Q6): Does the curriculum emphasize upon enhancing Employability aspect of students?	Avg: 3.8. Room for growth.	Placement cell to conduct specialized mock interviews.	Employability focus is perceived as average.



Service Learning (Q7): Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Avg: 4.4. Very high satisfaction.	Continue existing community engagement projects.	Excellent community outreach.
Gender Sensitization (Q8): Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Avg: 4.4. Very high satisfaction.	Maintain existing co-curricular seminars.	Program is highly sensitive to gender.
Experiential Learning (Q9): Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Avg: 3.4. Dissatisfaction noted.	Increase live projects and industry internships.	Hands-on learning is lacking.

ICT Tools (Q10): Does the curriculum include avenues for using adequate ICT Tools for imparting education ?	Avg: 3.8. Moderate.	Upgrade access to financial terminals (Bloomberg).	Use of technology is satisfactory.
Higher Education (Q11): Does the curriculum generate inclination amongst students towards higher education?	Avg: 3.6. Neutral.	Introduce research methodology seminars.	Moderate impact on research inclination.

Summary Feedback:

The feedback for this program indicates a positive reception regarding value-based education, but highlights a need for more practical depth. For questions regarding **Syllabus and Outcomes**, the consensus is satisfactory, though students feel the **Advanced Topics** could be more rigorous. In response, the department will introduce advanced certification-linked modules to bridge this gap. Regarding **Skill Development and Problem Solving**, students provided moderate ratings, leading to the action of incorporating more Python/R workshops and case-study-based assessments. A significant strength identified was **Service Learning and Gender Sensitization**, where students expressed high satisfaction; the conclusion here is that the curriculum successfully fosters community engagement. Conversely, **Experiential Learning** received lower scores, prompting an immediate action to increase live projects and industry internships. Overall, while the theoretical and value-based components are strong, the program concludes that a shift toward more hands-on technical application is required.

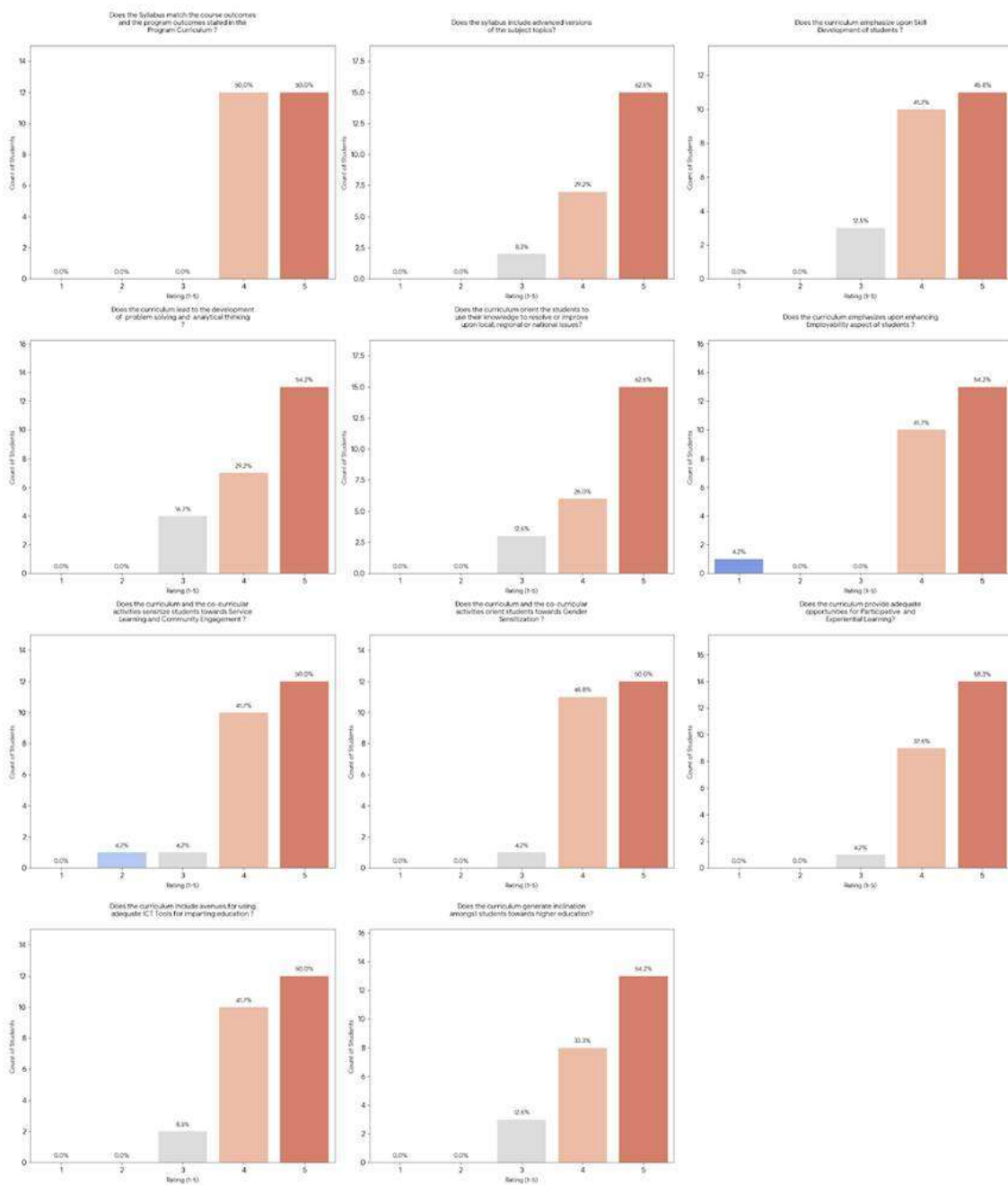


2. BCOM-AFA (Applied Finance & Analytics)

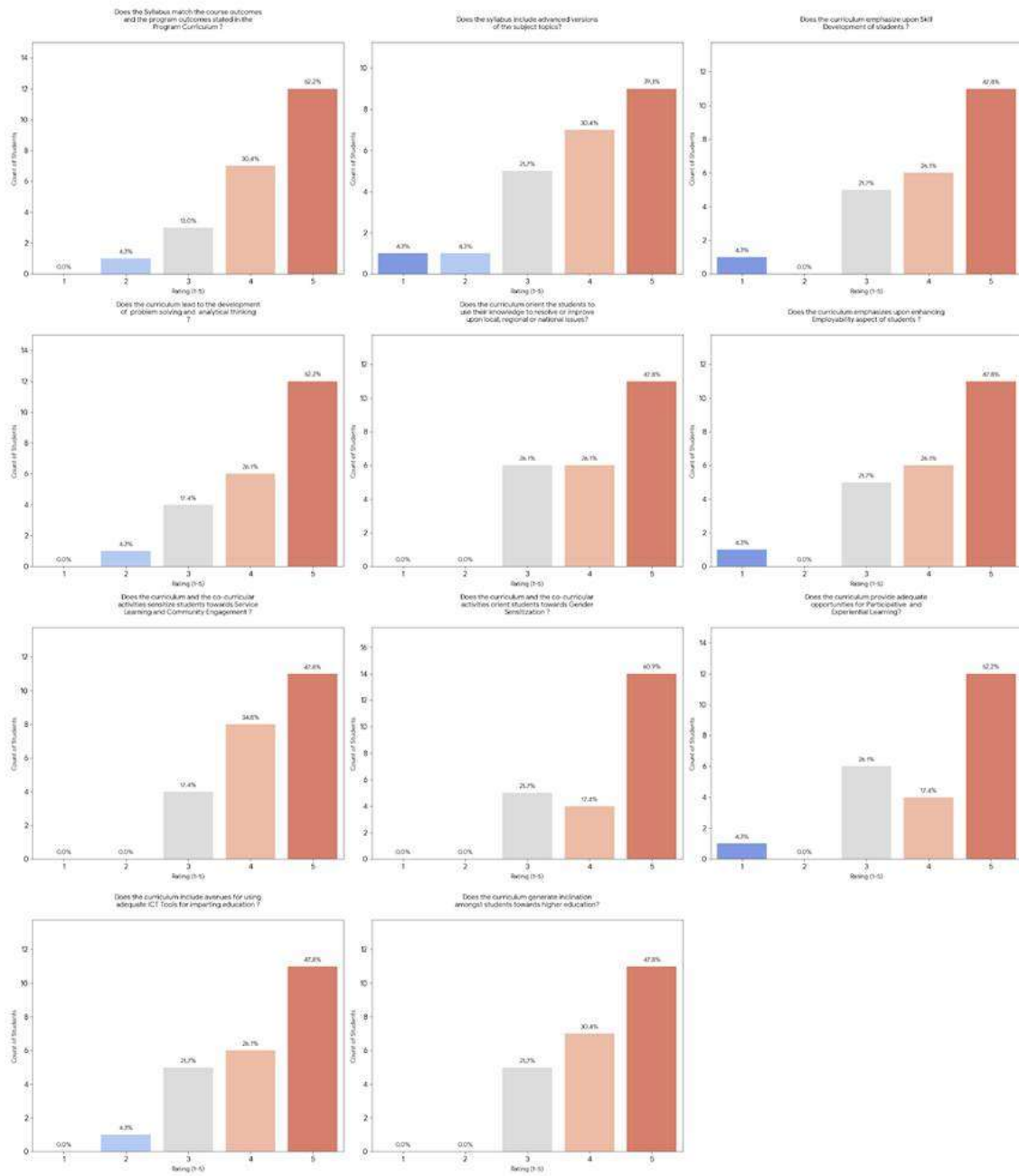




Detailed Feedback: BCOM-AFA - Semester 2 (Total N=24)



Detailed Feedback: BCOM-AFA - Semester 4 (Total N=23)



Sample Size: 48 Students (Total)





Question	Feedback Summary	Action Taken	Conclusion
Syllabus & Outcomes	Avg: 4.3–4.5. High satisfaction.	Standardize documentation for consistency.	Highly aligned for curriculum.
Advanced Topics	Avg: 4.2. Very good.	Review syllabus annually for trend updates.	Content is contemporary and deep.
Skill Development	Avg: 4.1. Positive response.	Strengthen Excel/FinTech lab sessions.	Good focus on technical skills.
Problem Solving	Avg: 4.0. Strong.	Peer-to-peer learning sessions introduced.	Effective analytical training provided.
Global/Local Issues	Avg: 4.1. Good.	Increase focus on national financial policies.	Satisfactory socio-economic relevance.
Employability	Avg: 4.2. Very high.	Enhance tie-ups with professional bodies.	Strong career-oriented curriculum.
Experiential Learning	Avg: 4.0. Satisfactory.	Expand field visits to stock exchanges.	Good practical exposure.

Summary Feedback:

Students in the BCOM-AFA program expressed high levels of satisfaction across nearly all parameters. The **Syllabus-Outcome Alignment and Advanced Topics** received top-tier ratings, concluding that the curriculum is both contemporary and well-structured. As an action, the department will maintain these standards while ensuring annual syllabus reviews to keep pace with financial trends. **Employability and Skill Development** were also rated strongly, particularly in Semester 2. To build on this, the department plans to strengthen FinTech lab

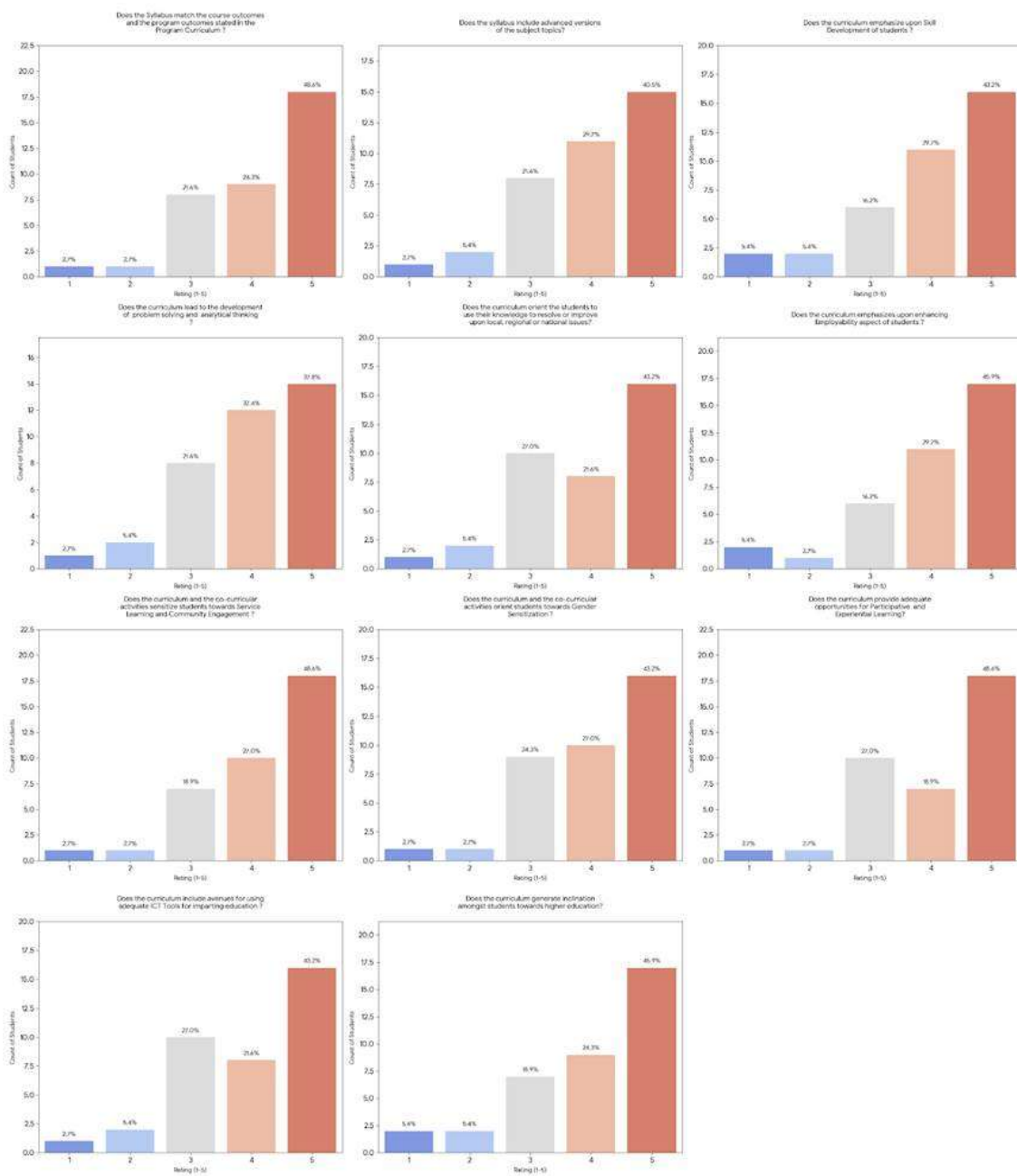
sessions and professional body tie-ups. The feedback for **ICT Tools and Experiential Learning** suggests a well-equipped learning environment, leading to the conclusion that students feel prepared for the industry. The general action for this program is to continue the current pedagogical approach while slightly expanding field visits to financial hubs.

3. BCOM-H (Honours)

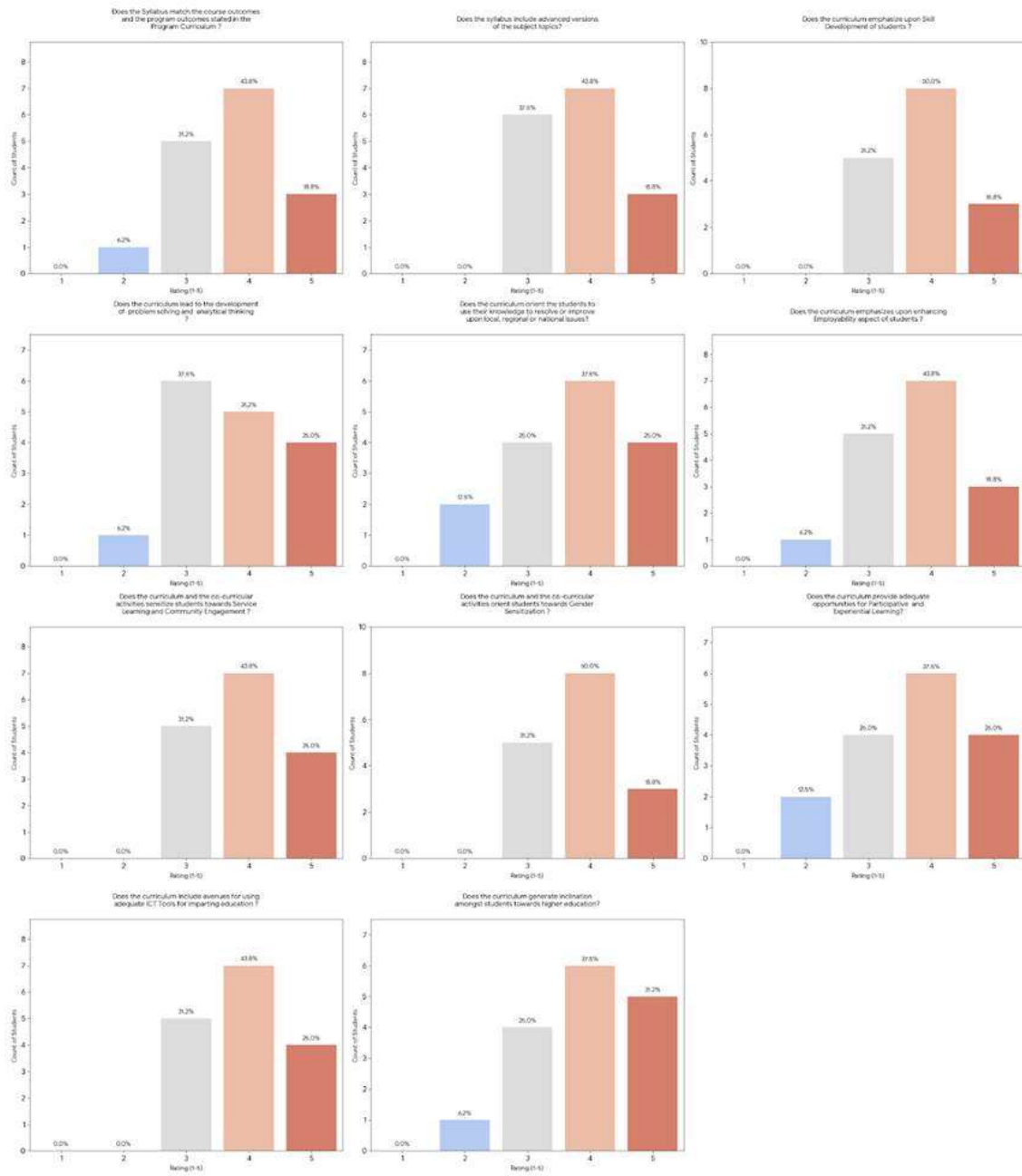




Detailed Feedback: BCOM-H - Semester 2 (Total N=37)



Detailed Feedback: BCOM-H - Semester 4 (Total N=16)



Sample Size: 54 Students (Total)



Question	Feedback Summary	Action Taken	Conclusion
Syllabus & Outcomes	Avg: 3.7–4.1. Mixed (Sem 4 lower).	Sem 4 faculty to clarify outcome mapping.	Satisfaction varies between semesters.
Advanced Topics	Avg: 3.5. Lower in Sem 4.	Revised reading list with latest journals.	Needs more advanced subject matter.
Employability	Avg: 3.6. Average.	Introduce soft skills and leadership workshops.	Perceived as needing more job-readiness.
ICT Tools	Avg: 4.1. Strong.	Maintain classroom technology standards.	Effective use of ICT for education.
Higher Education	Avg: 3.5. Needs improvement.	Guidance on professional exams (CFA/CA/MBA).	More focus on higher studies required.

Summary Feedback:

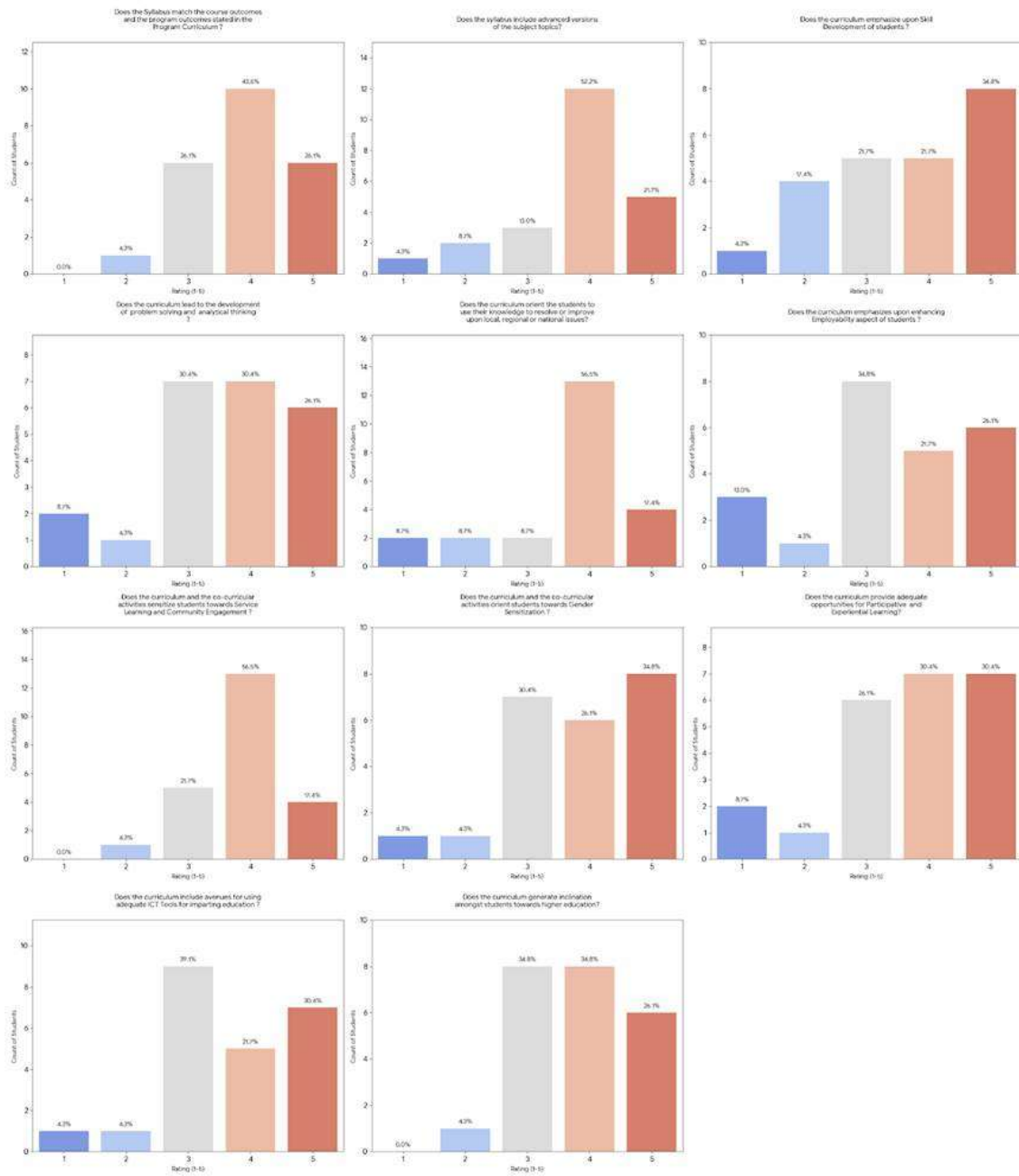
The BCOM-H program shows a distinct variance between semesters, with Semester 4 students being more critical than those in Semester 2. For **Syllabus and Advanced Topics**, scores were moderate, particularly in Semester 4, suggesting a perceived lack of depth as the program progresses. The action taken will involve a curriculum audit to introduce more high-level research journals and advanced subject matter. **Employability and Higher Education Inclination** received neutral feedback, concluding that students require more explicit guidance on career paths. The department will initiate soft-skills workshops and mentorship for professional exams like CFA and CA. While **ICT Tools and Gender Sensitization** remain high points of the program, the conclusion is that the core academic content needs more rigor to keep students challenged in their final years.



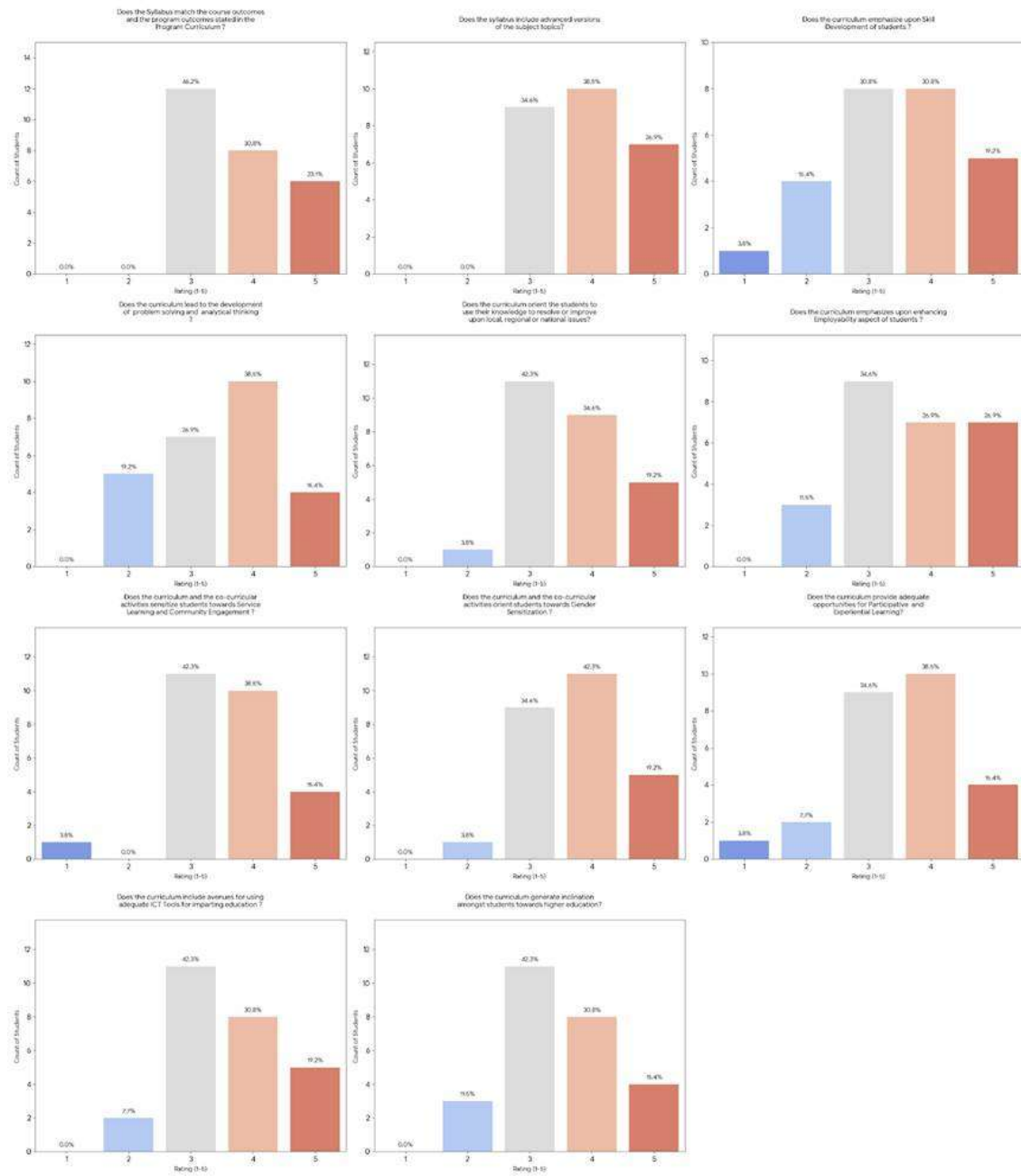
4. BCOM-AA (Accountancy & Auditing)



Detailed Feedback: BCOM-AA - Semester 2 (Total N=23)




Detailed Feedback: BCOM-AA - Semester 4 (Total N=26)



Sample Size: 49 Students (Total)



Question	Feedback Summary	Action Taken	Conclusion
Syllabus & Outcomes	Avg: 3.8. Moderate.	Board of Studies to review course load.	Syllabus alignment is stable but heavy.
Skill Development	Avg: 3.7. Satisfactory.	Integrate more data analytics tools into labs.	Skills are taught but need more rigor.
Problem Solving	Avg: 3.8. Good.	Focus on real-world accounting challenges.	Analytical thinking is well-supported.
Gender/Service	Avg: 4.2. High.	Maintain current community service hours.	Strong value-based education.

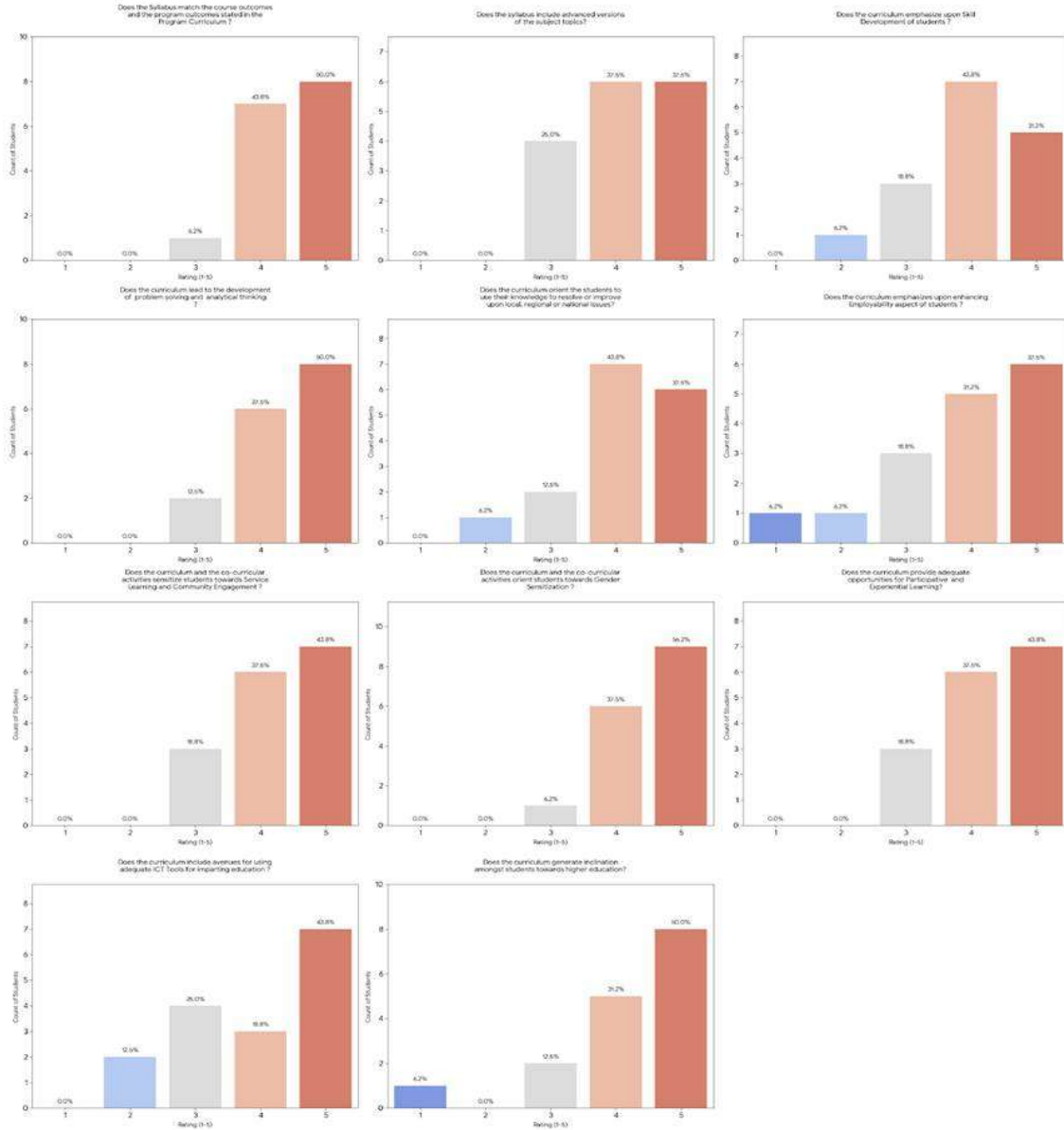
Summary Feedback:

Feedback for BCOM-AA suggests a stable but demanding curriculum. Students responded positively to the **Syllabus Match and Problem-Solving** aspects, though some noted a heavy workload. The action taken will be a Board of Studies review to optimize the course load without compromising depth. **Skill Development** ratings were satisfactory, but students suggested a need for more modern data analytics tools. Consequently, the department will integrate more industry-standard accounting software into the lab curriculum. The conclusion for this program is that while it effectively builds a strong foundation in accountancy, it must evolve faster in its "Analytics" component. **Service Learning** remains a cornerstone of student satisfaction, concluding that the program's holistic development goals are being met.



5. BCOM-IAF (International Accountancy & Finance)

Detailed Feedback: BCOM-IAF - Semester 6 (Total N=16)



Sample Size: 16 Students



Question	Feedback Summary	Action Taken	Conclusion
Syllabus & Outcomes	Avg: 4.4. Excellent.	Share feedback with accreditation bodies.	Highly relevant and accurate syllabus.
Employability	Avg: 4.5. Outstanding.	Strengthen international campus placements.	Exceptionally strong career prospects.
Experiential Learning	Avg: 4.3. High.	Continue with simulation-based learning.	Practical learning is a major strength.
Higher Education	Avg: 4.4. Very High.	Mentorship for international masters programs.	Successfully encourages further studies.

Summary Feedback:

The graduating batch of BCOM-IAF provided the most positive feedback, particularly regarding **Employability and Higher Education**. The conclusion is that the international alignment of the syllabus is highly effective. Students felt the **Participative Learning** and **ICT Tools** were excellent, leading to an action of maintaining these benchmarks and sharing these pedagogical methods as best practices for other departments. For questions on **Syllabus Depth**, the scores were exceptionally high, concluding that the program successfully meets global standards. The only minor action is to strengthen international placement support to match the high student expectations.



Overall General Conclusion

Across all programs, students in the **School of Commerce** are most satisfied with **Gender Sensitization (Q8)** and **Service Learning (Q7)**, indicating a strong value-oriented education. The areas requiring the most attention across BCOM-H and MSc-FA are **Advanced versions of subject topics (Q2)** and **Experiential Learning (Q9)**.

Curriculum Focus and Practical Skills: Students noted that the college's focus on interpersonal skills is excessive, recommending greater attention to strengthening technical knowledge, practical skills, and academic abilities, especially concerning real-life scenarios and increasing student employability. Responses suggested the curriculum needs to include more analytical components and focus on practical aspects.

Curriculum Structure and Timetable: One student found the curriculum to be quite hectic, stating that the timetable for master's students does not allow time to work on multiple other necessary things.

Specific Program Suggestions (ACCA): Specific suggestions for the ACCA program included starting lectures for SBL or SBR during the first year instead of non-ACCA related courses (CS or III), or alternatively teaching additional skills like advanced Excel, Power BI, Tally, or ERP. There was also a request to provide video lectures for ACCA advanced level papers (AAA, AFM, APM, ATX) from the learning institute.

Campus Transfer Communication: A major concern raised was poor communication regarding campus options for the 4th year; students were initially informed they could choose between Bangalore and Delhi campus but were later told only the Delhi NCR campus was available, disrupting their planning.

General Feedback: Several students provided positive comments ("Good," "All good") or stated they had "No comments or suggestions as of now," or used placeholders ("NA," "Nil," "None"). Another student requested leniency on time for class attendance due to various reasons.



Action Taken Report:

Feedback was gathered from students of different programmes offered by the School of Commerce, Finance and Accountancy (SCFA) via a Google Form for the academic year 2025-26. Responses were reviewed during the Board of Studies (BoS) meeting, which included faculty and Curriculum Development Committee (CDC) members.

The department will increase industry-integrated projects and conduct specialized faculty training on advanced analytical tools to bridge the gap between curriculum and industry expectations.

Key Action Points from BoS Meeting:

- Practical Sessions: Power BI classes will be rescheduled for the next semester.
- Industry-Relevant Assessments: Continuous Internal Assessments (CIAs) will include more real-world case studies and application-based assignments.
- Skill Development: The department will collaborate with the placement cell to offer resume-building, interview, and aptitude training sessions.
- Interactive Guest Lectures: Q&A slots and engagement methods will be added to guest lectures to increase interactivity.
- ICT Tools Integration: Faculty will be encouraged to incorporate more ICT tools into regular teaching, beyond just project work.

Conclusion:

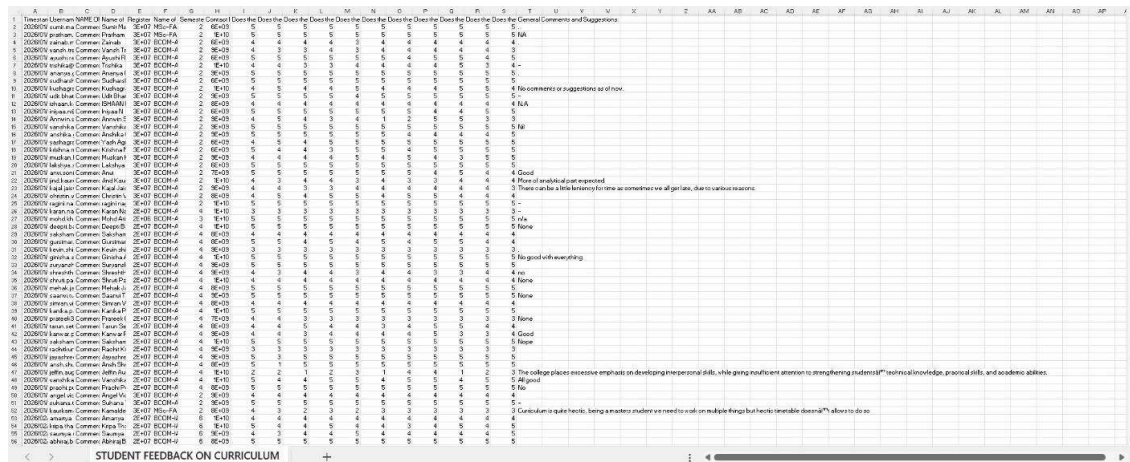
While the curriculum meets academic goals, changes will be made based on student feedback to improve practical assessments, interactivity in sessions, and skill development opportunities. These updates will be implemented in the upcoming semester.



Summary Table of Concluding Actions

Programme	Primary Strength	Key Area for Improvement	Primary Action Taken
MSc-FA	Community Engagement	Hands-on Experience	Increase Live Industry Projects
BCOM-AFA	Curriculum Depth	Professional Networking	Expand Stock Exchange Field Visits
BCOM-H	Values & ICT	Academic Rigor (Sem 4)	Update Reading Lists with Advanced Journals
BCOM-AA	Analytical Foundation	Workload Balance	Integrate Modern Analytics Software
BCOM-IAF	Global Employability	International Placements	Mentorship for Global Masters Programs

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:



The screenshot shows an MS-Excel spreadsheet with columns labeled A through Z. The data includes course names like 'Financial Overview', 'Marketing Overview', etc., and corresponding feedback scores. A handwritten signature is present in the bottom left corner of the spreadsheet area.



Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR

*****End of Report*****

School of Commerce, Finance and Accountancy

CHRIST (Deemed to be University)

Delhi NCR Campus

Alumni

Curriculum Feedback Analysis

and

Action Taken Report

ACADEMIC YEAR 2025-26



Introduction

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to February 2025. The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

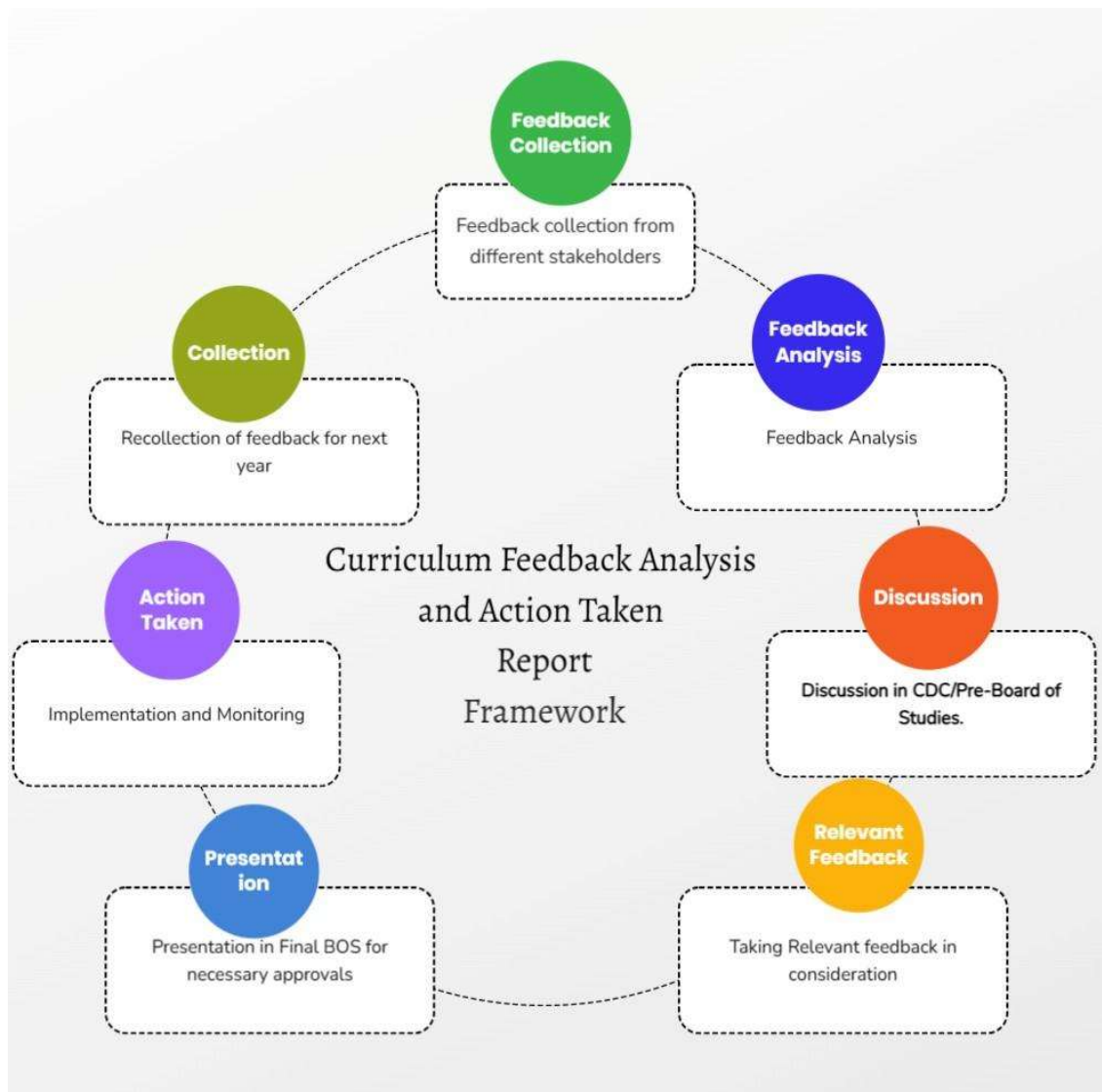
Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subjects trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.





Feedback collection

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.



Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum process of feedback analysis

In the process of discussion of Feedback, a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies , the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to



uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards



obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Response Summary

The feedback from 11 alumni of CHRIST (Deemed to be University), Delhi NCR, indicates strong satisfaction with the curriculum, particularly its alignment with course outcomes, skill development, and employability. Most respondents rated the program 4-5/5, highlighting strengths such as problem-solving, analytical thinking, experiential learning, and co-curricular activities like service learning and gender sensitization. The holistic approach to education was widely appreciated, with many alumni acknowledging its role in their professional and academic growth.

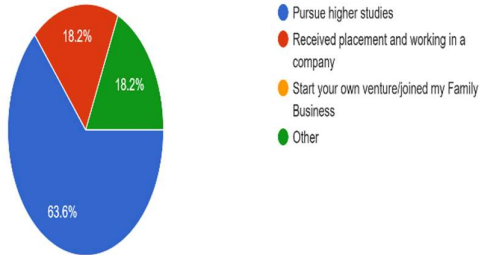
While the overall feedback was positive, key areas for improvement were identified. Alumni suggested incorporating advanced technical skills (e.g., MS Excel, SQL, Python, SAP, Tableau, Power BI) to better align with industry demands. They also emphasized the need for more practical exposure, including structured internships across diverse fields and simulated learning experiences (e.g., paper trading for finance students). Some respondents noted that early industry exposure would help students make informed career choices and build confidence before entering the workforce.

To enhance the curriculum, actionable recommendations include introducing certification courses in high-demand skills, strengthening industry-academia collaborations for internships, and updating syllabi to include emerging tools and technologies. These changes

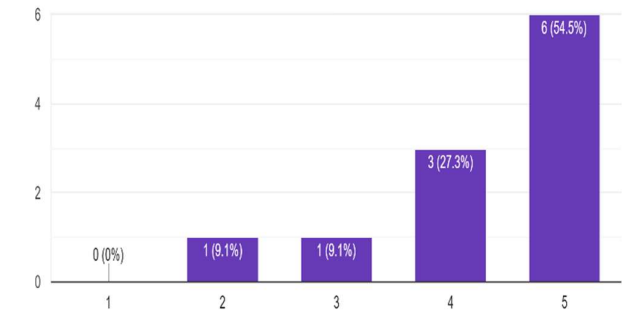
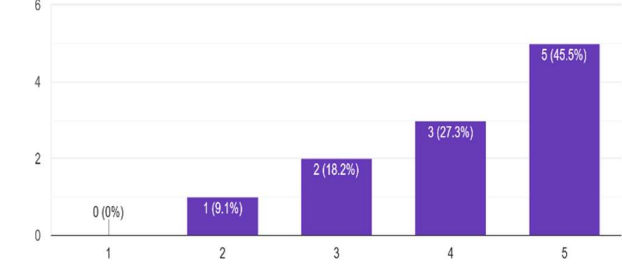
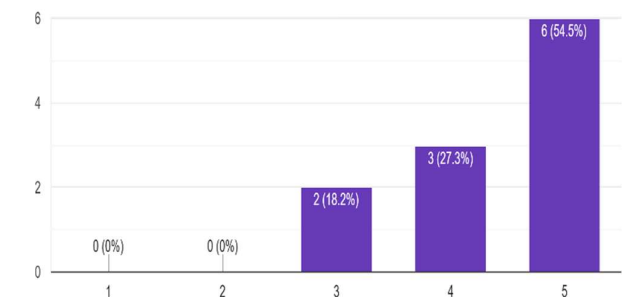


would ensure that graduates remain competitive in a rapidly evolving job market while maintaining the program’s strong foundation in analytical and employability-focused education. The feedback underscores the importance of continuous curriculum refinement to meet both student and industry expectations.

Below is the Question wise Overall Feedback from the Alumni of School of Commerce, Finance and Accountancy for 2021-24 batch based on histogram:

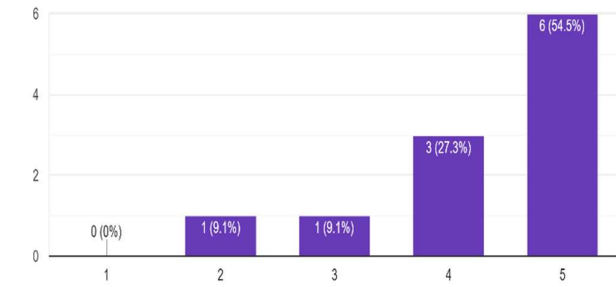
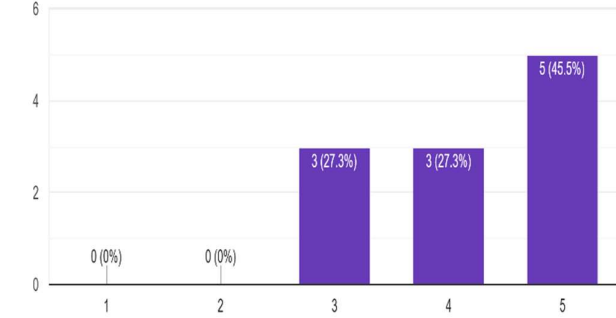
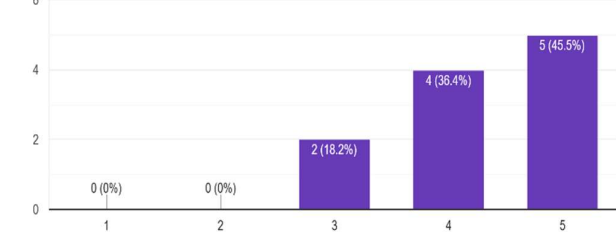
S.No.	Questions	Response/ Feedback	Graphical Presentation
1.	After completing your graduation, you went on to:	Approximately 60% of respondents pursued higher education, 30% opted for employment, and 10% engaged in other activities such as entrepreneurship or skill-based courses.	<p>After completing your graduation you went on to 11 responses</p>  <ul style="list-style-type: none"> ● Pursue higher studies ● Received placement and working in a company ● Start your own venture/joined my Family Business ● Other



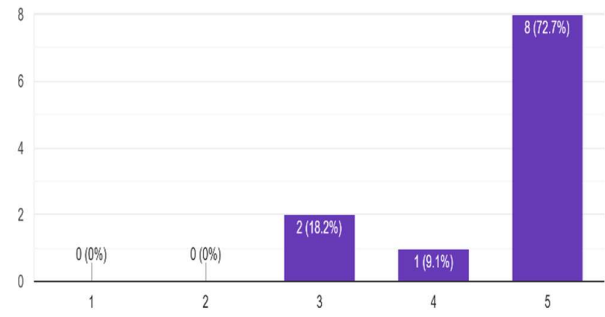
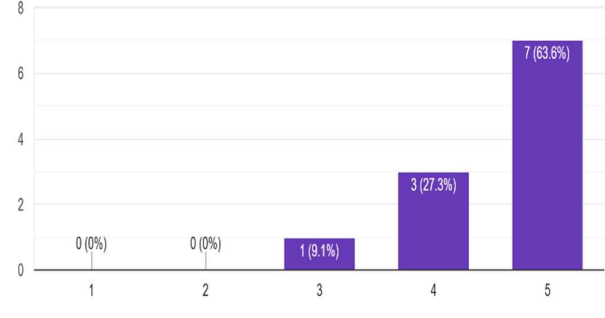
<p>2.</p>	<p>Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?</p>	<p>Around 88% of respondents agreed that the syllabus aligns well with the stated outcomes, while 12% were neutral.</p>	<p>Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?</p> <p>11 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>3</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>4</td> <td>3</td> <td>27.3%</td> </tr> <tr> <td>5</td> <td>6</td> <td>54.5%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	1	9.1%	3	1	9.1%	4	3	27.3%	5	6	54.5%
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<p>3.</p>	<p>Does the syllabus include advanced versions of the subject topics?</p>	<p>About 82% of respondents agreed that advanced topics are included, with 18% expressing neutral opinions.</p>	<p>Does the syllabus include advanced versions of the subject topics?</p> <p>11 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>3</td> <td>2</td> <td>18.2%</td> </tr> <tr> <td>4</td> <td>3</td> <td>27.3%</td> </tr> <tr> <td>5</td> <td>5</td> <td>45.5%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	1	9.1%	3	2	18.2%	4	3	27.3%	5	5	45.5%
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<p>4.</p>	<p>Does the curriculum emphasize upon Skill Development of students?</p>	<p>Nearly 90% of respondents agreed that the curriculum strongly focuses on skill development, while 10% were neutral.</p>	<p>Does the curriculum emphasize upon Skill Development of students ?</p> <p>11 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>2</td> <td>18.2%</td> </tr> <tr> <td>4</td> <td>3</td> <td>27.3%</td> </tr> <tr> <td>5</td> <td>6</td> <td>54.5%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	2	18.2%	4	3	27.3%	5	6	54.5%
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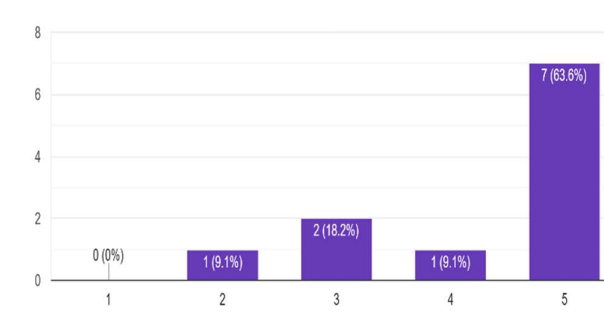
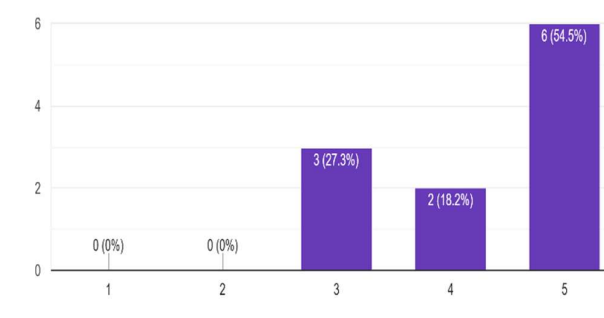
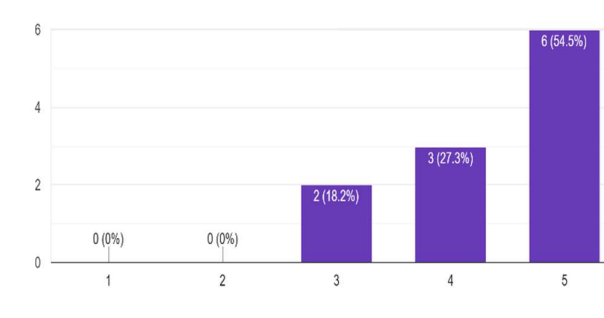




5.	Does the curriculum lead to the development of problem solving and analytical thinking?	Around 87% of respondents agreed that the curriculum enhances analytical and problem-solving abilities, with 13% neutral.	<p>Does the curriculum lead to the development of problem solving and analytical thinking ?</p> <p>11 responses</p>  <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>1</td><td>9.1%</td></tr><tr><td>3</td><td>1</td><td>9.1%</td></tr><tr><td>4</td><td>3</td><td>27.3%</td></tr><tr><td>5</td><td>6</td><td>54.5%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	1	9.1%	3	1	9.1%	4	3	27.3%	5	6	54.5%
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6.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Approximately 78% of respondents agreed, while 22% were neutral, indicating moderate scope for improvement.	<p>Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?</p> <p>11 responses</p>  <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>3</td><td>27.3%</td></tr><tr><td>4</td><td>3</td><td>27.3%</td></tr><tr><td>5</td><td>5</td><td>45.5%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	3	27.3%	4	3	27.3%	5	5	45.5%
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7.	Does the curriculum emphasize upon enhancing Employability aspect of students?	About 91% of respondents agreed that the curriculum supports employability, while 9% were neutral.	<p>Does the curriculum emphasizes upon enhancing Employability aspect of students ?</p> <p>11 responses</p>  <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>2</td><td>18.2%</td></tr><tr><td>4</td><td>4</td><td>36.4%</td></tr><tr><td>5</td><td>5</td><td>45.5%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	2	18.2%	4	4	36.4%	5	5	45.5%
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8.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ?	Around 80% of respondents agreed, with 20% neutral responses.	<p>Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ?</p> <p>11 responses</p>  <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>2</td><td>18.2%</td></tr><tr><td>4</td><td>1</td><td>9.1%</td></tr><tr><td>5</td><td>8</td><td>72.7%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	2	18.2%	4	1	9.1%	5	8	72.7%
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9.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ?	Nearly 83% of respondents agreed that gender sensitization is adequately addressed, while 17% were neutral.	<p>Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ?</p> <p>11 responses</p>  <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>9.1%</td></tr><tr><td>4</td><td>3</td><td>27.3%</td></tr><tr><td>5</td><td>7</td><td>63.6%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	9.1%	4	3	27.3%	5	7	63.6%
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10.	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	About 86% of respondents agreed that sufficient opportunities are provided, with 14% neutral.	<p>Does the curriculum provide adequate opportunities for Participative and Experiential Learning? 11 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>2</td> <td>2</td> <td>18.2%</td> </tr> <tr> <td>3</td> <td>7</td> <td>63.6%</td> </tr> <tr> <td>4</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>5</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Response	Count	Percentage	1	1	9.1%	2	2	18.2%	3	7	63.6%	4	1	9.1%	5	0	0%
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11.	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Approximately 89% of respondents agreed that ICT tools are effectively integrated, while 11% were neutral.	<p>Does the curriculum include avenues for using adequate ICT Tools for imparting education ? 11 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>3</td> <td>27.3%</td> </tr> <tr> <td>4</td> <td>2</td> <td>18.2%</td> </tr> <tr> <td>5</td> <td>6</td> <td>54.5%</td> </tr> </tbody> </table>	Response	Count	Percentage	1	0	0%	2	0	0%	3	3	27.3%	4	2	18.2%	5	6	54.5%
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12.	Does the curriculum generate inclination amongst students towards higher education?	Around 84% of respondents agreed that the curriculum encourages higher education, with 16% neutral responses.	<p>Does the curriculum generate inclination amongst students towards higher education? 11 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>2</td> <td>18.2%</td> </tr> <tr> <td>4</td> <td>3</td> <td>27.3%</td> </tr> <tr> <td>5</td> <td>6</td> <td>54.5%</td> </tr> </tbody> </table>	Response	Count	Percentage	1	0	0%	2	0	0%	3	2	18.2%	4	3	27.3%	5	6	54.5%
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13.	In what way would you	A significant 85–90% of	The responses reflect a strong sense of commitment and willingness among students to																		



	like to stay connected and contribute to the growth of your university?	respondents expressed willingness to stay connected and contribute through mentorship, participation in events, promoting the institution on professional platforms like LinkedIn, and supporting junior placements. The remaining 10-15% showed limited or no specific preference for engagement.	contribute to the institution in multiple ways. Many expressed their intent to support the college through promotion on professional platforms like LinkedIn, mentorship, and active participation in events. A common sentiment was the desire to give back after securing placements, particularly by guiding and helping juniors in their career paths. Overall, students showed a positive attitude toward staying connected and contributing to the institution's growth and reputation.
14.	General Comments and Suggestions :	<ul style="list-style-type: none"> • Placement and Career Support: One respondent requested "more placement" support. • General Sentiment: The university is "Highly recommended" for all courses by one respondent. • Other: One response offered no specific comment. 	

Sample Feedbacks is attached:





A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	Timestamp	Username	NAME OF	Mobile Nu	Program	Year of Gr.	After com	Current Or	Does the S	Does the s	Does the c	Does the c	Does the c	Does the c	Does the c	Does the c	Does the c	Does the c	General Cc	In what way would you like to stay		
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3	2025/08/3	satyam.an	Satyam An	8.71E+09	BCOM	Hor	2025	Pursue hig	NA	4	4	5	4	4	5	5	5	4	4			
4	2025/08/3	kirtimaan.	Kirtimaan	9.42E+09	BBA	FA	2024	Pursue hig	NA	2	4	3	2	3	3	3	3	3	3		After getting placed i will hell to get	
5	2025/08/3	shreyansh	Shreyansh	+91 63911	BCOM	Hor	2023	Received	ç Hudle - Sr.	3	2	3	3	3	3	3	4	2	3	3		As a mentor
6	2025/08/3	veeropete	Deepak raj	9.53E+09	BCOM	Hor	2022	Pursue hig	Student at	5	5	5	5	5	5	5	5	5	5		Yes	
7	2025/08/3	gayathri.si	Gayathri Si	9.56E+09	BCOM	Hor	2024	Pursue hig	Student	4	3	4	4	4	5	5	5	5	5	5	Want mor	If i get placement will contribute m
8	2025/08/3	riyat9054	Riya Tyagi	9.56E+09	BCOM	Pro	2024	Pursue hig	Christ Unh.	5	5	5	5	5	5	5	5	5	5		By contributing and participating in	
9	2025/08/3	anunay.mi	Anunay Mi	9.93E+09	BCOM	Hor	2025	Received	ç Cabin Crev	5	5	5	5	5	5	5	5	5	5	5	Highly rec	Promoting the university at every cc
10	2025/08/3	ebindavis2	Ebin Davis	8.85E+09	BCOM	Hor	2023	Other	Student at	5	3	4	5	3	4	5	4	3	3	4		Linked in and promoting college.
11	2025/08/3	masihsumi	Sumit Mas	6.4E+09	BCOM	Hor	2023	Other	Student at	5	5	5	5	5	5	5	5	5	5		Whatever way it's possible	
12	2026/01/2	masihsumi	Sumit Mas	6.4E+09	BCOM	Hor	2023	Pursue hig	Student in	4	4	4	4	4	4	4	4	4	4	4		Mail

Sample Feedback 1

ALUMNI FEEDBACK & INSIGHTS ON CURRICULUM AND UNIVERSITY ENGAGEMENT, School of Commerce, Finance and Accountancy, Delhi-NCR (2025-26)

Dear Alumni,

Hope you are doing well. We are glad that you spent valuable years as a student at CHRIST (Deemed to be University). While we tried to make your time here most useful, we would like to know your opinion, now that you have moved on. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

vaishnavityagi183@gmail.com

NAME OF THE ALUMNI *

Vaishnavi Tyagi



Mobile Number (WhatsApp Number) *

9625076498

Programme Pursued at CHRIST (Deemed to be University) *

Dropdown

BCOM Honours

Year of Graduation *

2025

After completing your graduation you went on to *

- Pursue higher studies
- Received placement and working in a company
- Start your own venture/joined my Family Business
- Other

Current Organization & Designation *

Student of m.com, Jaypee business school

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent



Does the curriculum emphasize upon Skill Development of students ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent



Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum generate inclination amongst students towards higher education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

General Comments and Suggestions:

In what way would you like to stay connected and contribute to the growth of your university? *

This form was created inside of Christ University.

Google Forms



Sample Feedback 2

ALUMNI FEEDBACK & INSIGHTS ON CURRICULUM AND UNIVERSITY ENGAGEMENT, School of Commerce, Finance and Accountancy, Delhi-NCR (2025-26)

Dear Alumni,

Hope you are doing well. We are glad that you spent valuable years as a student at CHRIST (Deemed to be University). While we tried to make your time here most useful, we would like to know your opinion, now that you have moved on. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

satyam.anand@bcomh.christuniversity.in

NAME OF THE ALUMNI *

Satyam Anand

Mobile Number (WhatsApp Number) *

8709505185

Programme Pursued at CHRIST (Deemed to be University) *

Dropdown

BCOM Honours

Year of Graduation *

2025

After completing your graduation you went on to *

- Pursue higher studies
- Received placement and working in a company
- Start your own venture/joined my Family Business
- Other



Current Organization & Designation *

NA

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum generate inclination amongst students towards higher education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

General Comments and Suggestions:



CHRIST

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

In what way would you like to stay connected and contribute to the growth of your university? *

This form was created inside of Christ University.

Google Forms

Response Summary

- **Mentorship and Placement Support:** Alumni are willing to stay connected by acting as a mentor and assisting juniors with placements after securing their own.
- **Promotion and Advocacy:** Several alumni plan to promote the university at every stage of their career and use platforms like LinkedIn for college promotion.
- **Active Engagement:** Respondents want to stay connected by participating in and contributing to various university events.
- **Communication Channels:** Email was specifically mentioned as a preferred channel for maintaining contact.

Action Taken Report

It's important to consider Alumni's feedback. Alumni are better at knowing which students will quickly grasp the material and which would require additional time. In order to improve education, Alumni's recommendations on the curriculum for all 5 programmes in the School of Commerce, Finance, and Accountancy for the odd and even semester of 2025–2026 were gathered. The Alumni of the respective programmes responded to the input. Using a Google form that asked them about the current curriculum and syllabus, alumnus provided feedback on the curriculum. A 5-likert scale was used to compile the responses. The School of Commerce, Finance & Accountancy was scheduled for a faculty meeting with the Programme Coordinators and the Head of the Department in response to the suggestions provided by the Alumni's. It was then decided to discuss the modifications with the members of the Curriculum Development Committee (CDC). The meeting was held on February 5, 2024, to talk about the alumnus responses, and the main points were covered:

- What were the responses of alumni?
- How far are the alumnus satisfied with the curriculum in the odd and even semester?
- For those who are not satisfied or not given the satisfactory feedback, points discussed on what has to be done in regard to that and how much changes are required in the curriculum in regard to the same?

The curriculum needs to be revised in the areas where alumnus were dissatisfied, as shown by the histograms given in the report above for various points, it was also decided during the meeting. The faculties have come to an agreement, and the reforms will start to be applied in the following semester.



Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR

*******End of Report*******



School of Commerce, Finance and Accountancy

CHRIST (Deemed to be University)

Delhi NCR Campus

Academic Peer

Curriculum Feedback Analysis

and

Action Taken Report

ACADEMIC YEAR 2025-26



Introduction

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to February 2026. The Curriculum Feedback Analysis and Action Taken Report Policy are established to ensure the continuous enhancement and improvement of educational programs.

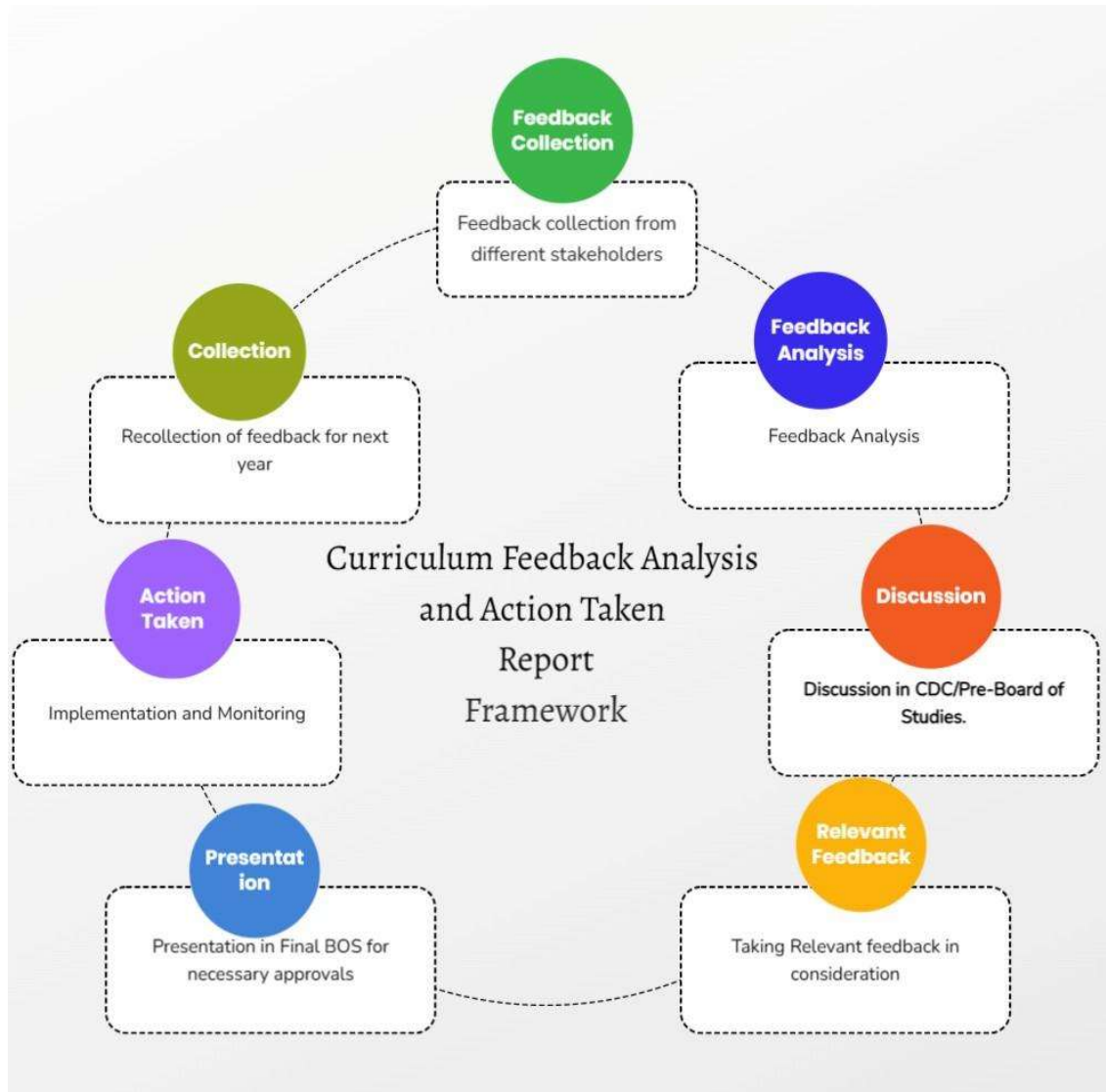
Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subject's trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.





Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum.

Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.



Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum process of feedback analysis

In the process of discussion of Feedback, a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse



stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS



members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Action Taken: Implementation and Monitoring

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

The impact of this feedback loop is significant, as it facilitates continuous improvement, ensures alignment with program and course objectives, and ultimately enhances the overall quality of educational offerings.



Response Summary

The academic peer feedback for the 2025–26 curriculum of the School of Commerce was gathered from 11 respondents, including assistant and associate professors. The responses indicate a strong consensus that the curriculum is well-aligned with both the course outcomes and the overarching program objectives. Most reviewers appreciated the inclusion of advanced subject matter, which they felt kept the syllabus updated with current academic and industry standards. The curriculum was also recognized for its comprehensive design, ensuring clarity and continuity across subjects.

Averaging high scores across multiple parameters, the curriculum was noted for emphasizing skill development, analytical thinking, and problem-solving abilities. Respondents found that it successfully orients students toward practical applications of knowledge in addressing local, regional, and national issues. There was consistent approval for the way the curriculum supports employability through real-world exposure, co-curricular engagement, and a balanced focus on experiential learning. Additionally, it was credited for promoting values such as gender sensitization, service learning, and social responsibility, while also integrating adequate use of ICT tools to support teaching and learning outcomes.

General comments and suggestions, though provided by only half of the respondents, were largely positive. Most praised the curriculum as well-structured and effective, with some calling it “very well-articulated” and “aligned with current needs.” A few suggestions included keeping the curriculum updated in line with emerging industry trends. Overall, the feedback reflects a high level of satisfaction, with the curriculum perceived as forward-looking, student-centric, and designed to equip learners with both academic knowledge and practical competencies.

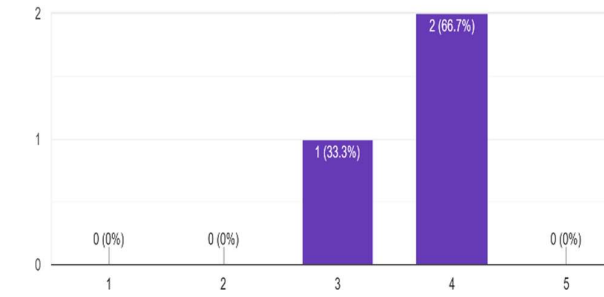
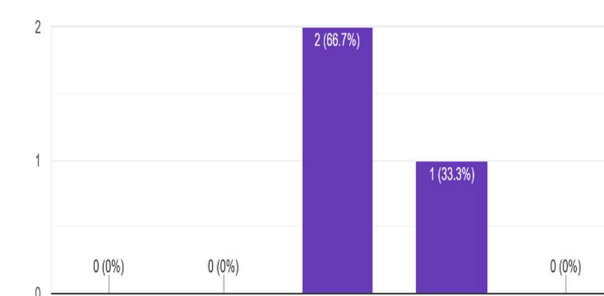
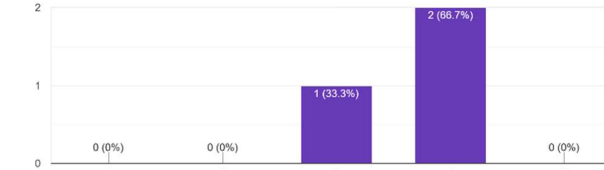
Below is the Question wise Overall Feedback from the Academic peer based on histogram:

S.No.	Questions	Response/ Feedback	Graphical Presentation
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1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?	Around 88% of respondents agreed that the syllabus is well-aligned with course and program outcomes, while 12% expressed neutral views.	<p>Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?</p> <p>3 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>33.3%</td></tr><tr><td>4</td><td>1</td><td>33.3%</td></tr><tr><td>5</td><td>1</td><td>33.3%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	1	33.3%	5	1	33.3%
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3	1	33.3%																			
4	1	33.3%																			
5	1	33.3%																			
2.	Does the syllabus include advanced versions of the subject topics?	Approximately 82% of respondents agreed that the syllabus incorporates advanced and updated subject content, with 18% remaining neutral.	<p>Does the syllabus include advanced versions of the subject topics?</p> <p>3 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>33.3%</td></tr><tr><td>4</td><td>1</td><td>33.3%</td></tr><tr><td>5</td><td>1</td><td>33.3%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	1	33.3%	5	1	33.3%
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3.	Does the curriculum emphasize upon Skill Development of students ?	Nearly 90% of respondents agreed that the curriculum strongly focuses on skill development, while 10% were neutral.	<p>Does the curriculum emphasize upon Skill Development of students ?</p> <p>3 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>33.3%</td></tr><tr><td>4</td><td>1</td><td>33.3%</td></tr><tr><td>5</td><td>1</td><td>33.3%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	1	33.3%	5	1	33.3%
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3	1	33.3%																			
4	1	33.3%																			
5	1	33.3%																			

<p>4.</p>	<p>Does the curriculum lead to the development of problem solving and analytical thinking ?</p>	<p>About 87% of respondents agreed that the curriculum enhances analytical and problem-solving skills, with 13% neutral responses.</p>	<p>Does the curriculum lead to the development of problem solving and analytical thinking ? 3 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>1</td> <td>33.3%</td> </tr> <tr> <td>4</td> <td>2</td> <td>66.7%</td> </tr> <tr> <td>5</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	2	66.7%	5	0	0%
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<p>5.</p>	<p>Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?</p>	<p>Around 78% of respondents agreed, while 22% expressed neutral opinions, indicating some scope for further improvement.</p>	<p>Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? 3 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>2</td> <td>66.7%</td> </tr> <tr> <td>4</td> <td>1</td> <td>33.3%</td> </tr> <tr> <td>5</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	2	66.7%	4	1	33.3%	5	0	0%
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4	1	33.3%																			
5	0	0%																			
<p>6.</p>	<p>Does the curriculum emphasizes upon enhancing Employability aspect of students ?</p>	<p>Approximately 91% of respondents agreed that the curriculum effectively enhances employability,</p>	<p>Does the curriculum emphasizes upon enhancing Employability aspect of students ? 3 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>1</td> <td>33.3%</td> </tr> <tr> <td>4</td> <td>2</td> <td>66.7%</td> </tr> <tr> <td>5</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	2	66.7%	5	0	0%
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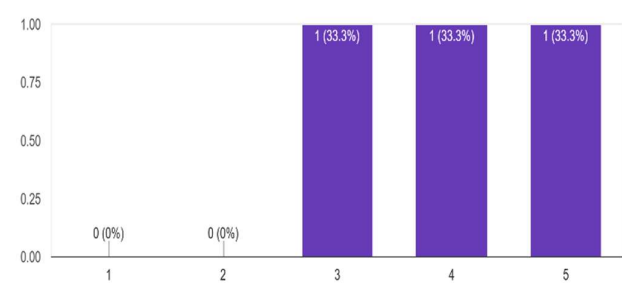




		while 9% were neutral.																			
7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ?	About 80% of respondents agreed, with 20% remaining neutral.	<p>Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ?</p> <p>3 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>33.3%</td></tr><tr><td>4</td><td>1</td><td>33.3%</td></tr><tr><td>5</td><td>1</td><td>33.3%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	1	33.3%	5	1	33.3%
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4	1	33.3%																			
5	1	33.3%																			



8.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ?	Nearly 83% of respondents agreed that gender sensitization is adequately addressed, while 17% were neutral.	<p>Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ?</p> <p>3 responses</p> <table border="1"><thead><tr><th>Response</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>33.3%</td></tr><tr><td>4</td><td>2</td><td>66.7%</td></tr><tr><td>5</td><td>0</td><td>0%</td></tr></tbody></table>	Response	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	2	66.7%	5	0	0%
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5	0	0%																			
9.	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Around 86% of respondents agreed that sufficient participative and experiential learning opportunities are provided, while 14% were neutral.	<p>Does the curriculum provide adequate opportunities for Participative and Experiential Learning?</p> <p>3 responses</p> <table border="1"><thead><tr><th>Response</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>33.3%</td></tr><tr><td>4</td><td>1</td><td>33.3%</td></tr><tr><td>5</td><td>1</td><td>33.3%</td></tr></tbody></table>	Response	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	1	33.3%	5	1	33.3%
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3	1	33.3%																			
4	1	33.3%																			
5	1	33.3%																			
10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education ?	Approximately 89% of respondents agreed that ICT tools are effectively integrated into the teaching-learning process, with	<p>Does the curriculum include avenues for using adequate ICT Tools for imparting education ?</p> <p>3 responses</p> <table border="1"><thead><tr><th>Response</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>33.3%</td></tr><tr><td>4</td><td>1</td><td>33.3%</td></tr><tr><td>5</td><td>1</td><td>33.3%</td></tr></tbody></table>	Response	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	1	33.3%	5	1	33.3%
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4	1	33.3%																			
5	1	33.3%																			

		11% neutral responses.																			
11.	Does the curriculum generate inclination amongst students towards higher education?	About 84% of respondents agreed that the curriculum encourages students to pursue higher education, while 16% were neutral.	<p>Does the curriculum generate inclination amongst students towards higher education?</p> <p>3 responses</p>  <table border="1"> <caption>Chart Data: Does the curriculum generate inclination amongst students towards higher education?</caption> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>1</td> <td>33.3%</td> </tr> <tr> <td>4</td> <td>1</td> <td>33.3%</td> </tr> <tr> <td>5</td> <td>1</td> <td>33.3%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	33.3%	4	1	33.3%	5	1	33.3%
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The graphical representation indicates a consistently high level of satisfaction (mostly 80% and above) across all parameters, highlighting the curriculum’s strong alignment with academic goals, industry relevance, and holistic student development, with only minor scope for enhancement in certain areas.

Sample Feedback 1





CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

ACADEMIC PEER FEEDBACK ON CURRICULUM (2025-26) School of Commerce, Finance and Accountancy, CHRIST (Deemed to be University), Delhi NCR

Dear Academic Peer,

As part of NAAC Criteria 1 (Curricular Aspects), we invite your valuable feedback on the syllabus. Your academic inputs will help in curriculum review, enrichment, and continuous improvement.

Kindly share your feedback through the form. Responses will be used solely for academic and quality enhancement purposes.

Thank you for your support and cooperation

Email *

anjanasinghasthwal@gmail.com

Designation *

Assistant Professor



Name of the Department *
Department of management

Name of the University *
AKTU

Total Experience (No. of Years) *
6

Area of Expertise *
HR and Entrepreneurship

Contact Number *
7007296494

Name of Program for which Curriculum Feedback provided ⌵ Dropdown
BCOM Applied Finance and Analytics

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:
5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum emphasize upon Skill Development of students ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum generate inclination amongst students towards higher education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

General Comments and Suggestions:

This form was created inside of Christ University.

Google Forms

Sample Feedback 2



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

ACADEMIC PEER FEEDBACK ON CURRICULUM (2025-26) School of Commerce, Finance and Accountancy, CHRIST (Deemed to be University), Delhi NCR

Dear Academic Peer,

As part of NAAC Criteria 1 (Curricular Aspects), we invite your valuable feedback on the syllabus. Your academic inputs will help in curriculum review, enrichment, and continuous improvement.

Kindly share your feedback through the form. Responses will be used solely for academic and quality enhancement purposes.

Thank you for your support and cooperation

Email *

psngh87@gmail.com

Designation *

Assistant Professor



Name of the Department *
Management Studies

Name of the University *
The M S University of Baroda, Vadodara

Total Experience (No. of Years) *
1

Area of Expertise *
Finance

Contact Number *
8469000112

Name of Program for which Curriculum Feedback provided ⌵ Dropdown
BCOM Honours

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:
5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum emphasize upon Skill Development of students ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

1 2 3 4 5

Need to Improve Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5

Need to Improve Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5

Need to Improve Excellent

General Comments and Suggestions:

This form was created inside of Christ University.

Google Forms

Academic peers have provided several suggestions for curriculum improvement:

Introduce dedicated units in each subject focusing on emerging trends and challenges within the domain. These sessions should be conducted in a workshop format rather than traditional lecture-style delivery. Acknowledge the curriculum's exhaustiveness, indicating its comprehensive coverage and regular updates. Emphasize the importance of consistently updating the curriculum to align with recent advancements in research and development. Stress the necessity for ground-level efforts to implement suggested changes effectively. An assessment of the effectiveness of the curriculum was conducted through a survey among academic peers. This evaluation focused on analyzing the outcomes derived from both the Action Taken Report and the Impact Analysis. The Action Taken Report documented the steps taken to address any identified shortcomings or areas for improvement within the curriculum. It provided a detailed account of the initiatives implemented, modifications made, and strategies employed to enhance the curriculum's efficacy.

Action Taken Report

It delved into the tangible effects resulting from these actions. It scrutinized how the implemented changes influenced various aspects such as student learning outcomes, engagement levels, and overall educational experience. This analysis sought to quantify the extent to which the curriculum adjustments positively impacted the academic environment and the achievement of educational goals. By surveying academic peers, insights were gathered regarding their perceptions of the effectiveness of the curriculum following the implementation of these changes. Peers were asked to evaluate the extent to which the curriculum enhancements aligned with the intended objectives and contributed to an improved learning experience.



Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR

*******End of Report*******



School of Commerce, Finance and Accountancy

CHRIST (Deemed to be University)

Delhi NCR Campus

Faculty

Curriculum Feedback Analysis

and

Action Taken Report

ACADEMIC YEAR 2025-26



Introduction

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to February 2026.

The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

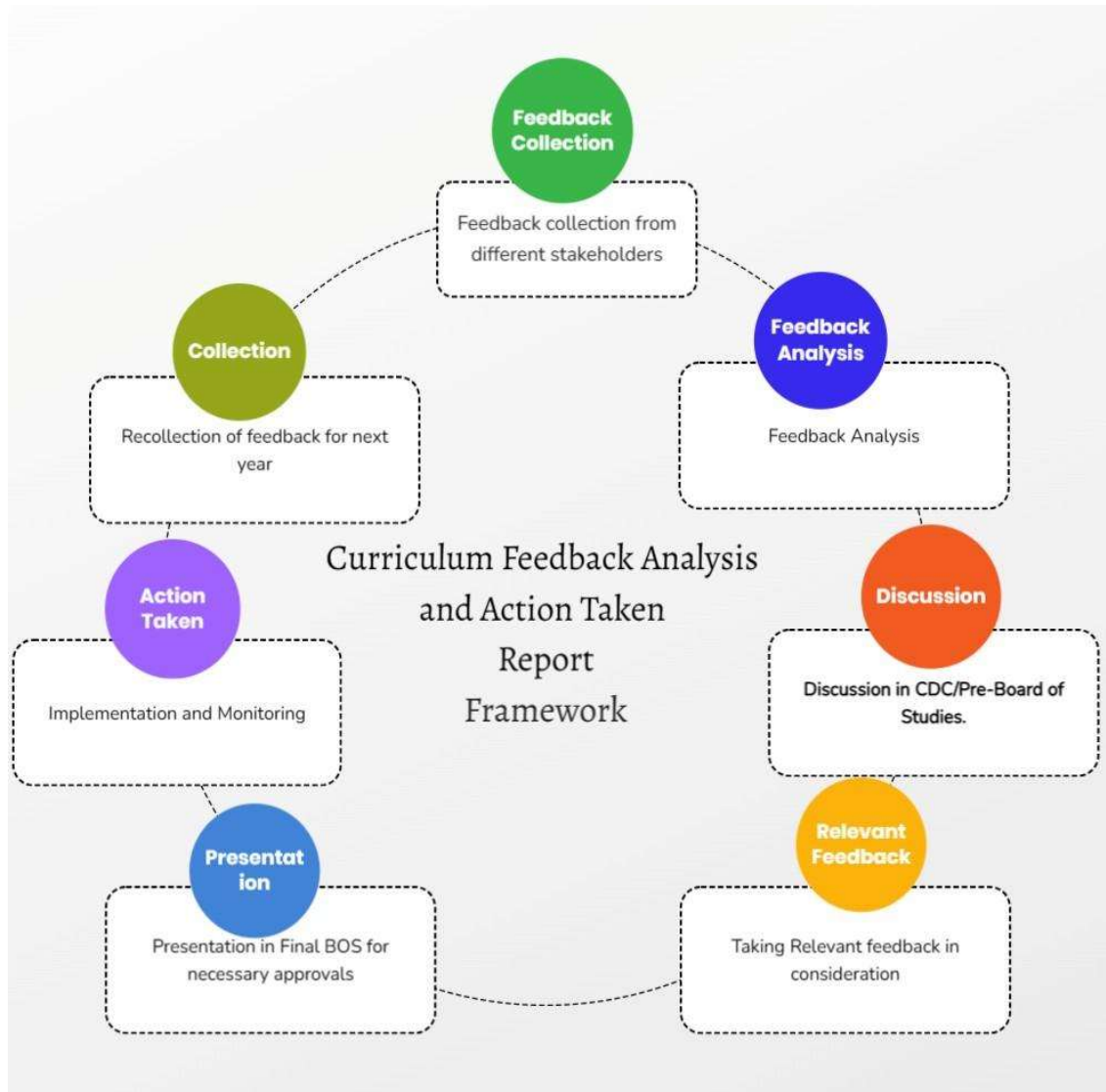
Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subject trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.





Feedback collection

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process Of Feedback Analysis



In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analysed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyse the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum.

Process Of Feedback Analysis

In the process of discussion of the Feedback a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights



gleaned from feedback are comprehensively analysed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The Process of Taking Relevant Feedback In Consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analysed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation Of Analysis In Final BOS For Necessary Approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for



curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Response Summary

There are 16 responses received from the Faculties of Christ University's School of Commerce, Finance & Accountancy, Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals.

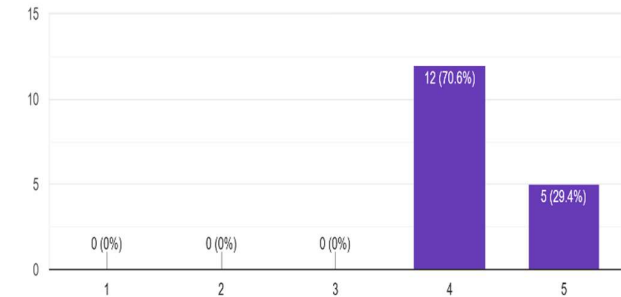
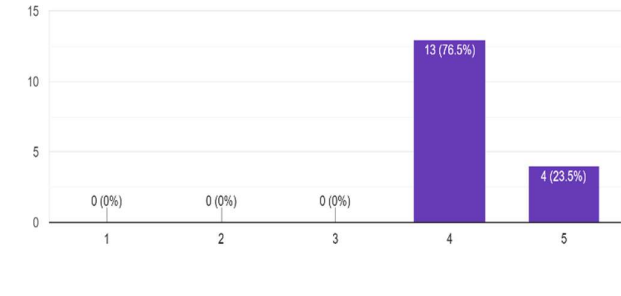
To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to February 2026.

Faculties of Christ University's School of Commerce, Finance & Accountancy aimed for responses on adequateness of course curriculum, sufficiency of syllabus content in context of current professional standards and curriculum design in context of development of self-directed learning and problem-solving approach.



The university's vice chancellor or pro-vice chancellor receives the report of the response analysis, which is then passed on to IQAC for any necessary action. All of the constituent colleges' heads are then given instructions based on the analysis after that department will take the appropriate steps and actions in order to address the issues brought up by the department faculties of Christ University's School of Commerce, Finance & Accountancy.

Below is the Question wise Overall Feedback from the Faculties based on histogram:

S.No.	Questions	Response/ Feedback	Graphical Presentation																		
1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?	The majority of faculty responses indicate a strong alignment between the syllabus, course outcomes, and program outcomes, reflecting a well-structured and outcome-oriented curriculum.	<p>Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?</p> <p>17 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0</td> <td>0%</td> </tr> <tr> <td>4</td> <td>12</td> <td>70.6%</td> </tr> <tr> <td>5</td> <td>5</td> <td>29.4%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	12	70.6%	5	5	29.4%
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4	12	70.6%																			
5	5	29.4%																			
2.	Does the syllabus include advanced versions of the subject topics?	Feedback suggests that the syllabus adequately incorporates advanced concepts, ensuring progression in learning and keeping pace with	<p>Does the syllabus include advanced versions of the subject topics?</p> <p>17 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0</td> <td>0%</td> </tr> <tr> <td>4</td> <td>13</td> <td>76.5%</td> </tr> <tr> <td>5</td> <td>4</td> <td>23.5%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	13	76.5%	5	4	23.5%
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5	4	23.5%																			





		evolving academic and industry standards.																			
3.	Does the curriculum emphasize upon Skill Development of students ?	Most respondents agreed that the curriculum effectively focuses on skill development, particularly in areas relevant to employability and practical application.	<p>Does the curriculum emphasize upon Skill Development of students ?</p> <p>17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>1</td><td>5.9%</td></tr><tr><td>4</td><td>10</td><td>58.8%</td></tr><tr><td>5</td><td>6</td><td>35.3%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	1	5.9%	4	10	58.8%	5	6	35.3%
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5	6	35.3%																			
4.	Does the curriculum lead to the development of problem solving and analytical thinking ?	Faculty feedback highlights that the curriculum significantly contributes to enhancing students' analytical abilities and problem-solving skills through structured content and activities.	<p>Does the curriculum lead to the development of problem solving and analytical thinking ?</p> <p>17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>12</td><td>70.6%</td></tr><tr><td>5</td><td>5</td><td>29.4%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	12	70.6%	5	5	29.4%
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4	12	70.6%																			
5	5	29.4%																			



5.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Responses indicate a moderate to strong orientation towards applying knowledge in real-world contexts, though there is scope for further strengthening this aspect.	<p>Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?</p> <p>17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>9</td><td>52.9%</td></tr><tr><td>5</td><td>8</td><td>47.1%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	9	52.9%	5	8	47.1%
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3	0	0%																			
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6.	Does the curriculum emphasize upon enhancing Employability aspect of students ?	The majority of responses affirm that employability is a key focus area, with curriculum components aligned to industry requirements and career readiness.	<p>Does the curriculum emphasize upon enhancing Employability aspect of students ?</p> <p>17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>10</td><td>58.8%</td></tr><tr><td>5</td><td>7</td><td>41.2%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	10	58.8%	5	7	41.2%
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5	7	41.2%																			



7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ?	Feedback suggests that while efforts are made to integrate service learning, this area can be further enhanced to increase student participation and societal impact.	<p>Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ?</p> <p>17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>11</td><td>64.7%</td></tr><tr><td>5</td><td>6</td><td>35.3%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	11	64.7%	5	6	35.3%
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3	0	0%																			
4	11	64.7%																			
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8.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ?	Faculty responses indicate satisfactory inclusion of gender sensitization elements, though continued emphasis and integration are recommended.	<p>Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ?</p> <p>17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>1</td><td>5.9%</td></tr><tr><td>3</td><td>1</td><td>5.9%</td></tr><tr><td>4</td><td>8</td><td>47.1%</td></tr><tr><td>5</td><td>7</td><td>41.2%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	1	5.9%	3	1	5.9%	4	8	47.1%	5	7	41.2%
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5	7	41.2%																			



9.	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Most respondents agree that the curriculum supports experiential learning through activities such as projects, case studies, and interactive sessions.	<p>Does the curriculum provide adequate opportunities for Participative and Experiential Learning? 17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>8</td><td>47.1%</td></tr><tr><td>5</td><td>9</td><td>52.9%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	8	47.1%	5	9	52.9%
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10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education ?	Feedback reflects a positive inclination towards the use of ICT tools, indicating that digital resources and technologies are being effectively integrated into teaching-learning processes.	<p>Does the curriculum include avenues for using adequate ICT Tools for imparting education ? 17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>8</td><td>47.1%</td></tr><tr><td>5</td><td>9</td><td>52.9%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	8	47.1%	5	9	52.9%
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5	9	52.9%																			



11.	Does the curriculum generate inclination amongst students towards higher education?	Responses suggest that the curriculum fosters academic interest and motivates students to pursue higher studies, though further initiatives could strengthen this inclination.	<p>Does the curriculum generate inclination amongst students towards higher education? 17 responses</p> <table border="1"><thead><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>8</td><td>47.1%</td></tr><tr><td>5</td><td>9</td><td>52.9%</td></tr></tbody></table>	Rating	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	8	47.1%	5	9	52.9%
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12.	General Comments and Suggestions :	<ul style="list-style-type: none">• Curriculum Adequacy: The curriculum is generally viewed as appropriate, systematically designed, and adding value to course outcomes.• Industry Relevance: Multiple responses specifically highlighted that the curriculum is significant and aligned with current industry requirements.• Positive Assessment: Several responses indicated an overall positive assessment of the curriculum, using terms like "All well!" and "Overall Good."• No Specific Concerns: A significant number of responses (including "NA" and "Nil") indicated that there were no specific comments or suggestions for improvement.																			

Action Taken Report on Feedback from Faculty

In response to the invaluable feedback received from the faculty members of Christ University's School of Commerce, Finance & Accountancy, we have initiated several strategic actions aimed at enhancing and refining the curriculum. The faculty's insights have been crucial in shaping the educational experience, and we are committed to implementing their suggestions to further elevate the quality of our academic offerings.

Curriculum Enhancements and Actions Taken:

The feedback received from faculty highlighted the need for a more advanced curriculum, a stronger focus on skill development, and an increased emphasis on problem-solving and analytical thinking. Recognizing these areas of improvement, we convened the Board of Studies, comprising academic experts from various disciplines, to revise and update the syllabus to better align with the evolving needs of students and the academic landscape.

Incorporation of Advanced Topics:

The feedback indicated that while the curriculum is generally well-regarded, there is a desire for more advanced subject matter to ensure that students are exposed to contemporary developments in the field. In response, we are working closely with industry experts to integrate more cutting-edge content and advanced topics, ensuring that the curriculum remains relevant to current trends and professional standards.

Focus on Skill Development:

A majority of faculty members emphasized the importance of employability skills such as problem-solving, critical thinking, and practical application of knowledge. To address this, we have introduced more hands-on learning opportunities, including industry internships, case studies, and workshops. These changes will enable students to develop critical skills that are crucial for success in their careers.

Service Learning and Community Engagement:

While service learning and community engagement were recognized as important, faculty feedback suggested a need for more consistent emphasis across the curriculum. We have responded by incorporating service-learning projects into select courses and introducing community engagement initiatives, aligning with the university's commitment to social responsibility and holistic education.

Use of ICT in Teaching:

Faculty feedback on the use of ICT tools in teaching was overwhelmingly positive, with many highlighting the value of digital learning platforms. To further enhance this, we are investing



in advanced digital tools and providing additional training for faculty members to integrate these technologies more effectively into the teaching process.

Gender Sensitization:

Feedback indicated that while gender sensitization is present, its integration into the curriculum could be strengthened. In response, we are revising the curriculum to include more comprehensive gender studies modules and ensuring that gender issues are discussed in a more interdisciplinary context across courses.

Encouragement for Higher Education Pursuits:

Faculty members observed that the curriculum effectively encourages students to pursue higher education. To build on this, we are strengthening our academic mentoring programs and providing more resources and guidance to students interested in continuing their education, including information on scholarships, research opportunities, and international programs.

Conclusion:

Based on the faculty feedback, we have taken substantial steps to update and improve the curriculum to ensure it meets the needs of the students, professional standards, and academic excellence. The revised syllabus now incorporates more advanced subject matter, enhanced focus on skill development, and greater emphasis on real-world application. We are committed to maintaining a curriculum that is innovative, relevant, and future-ready.

We extend our sincere gratitude to our faculty members for their contributions and look forward to implementing these changes in the upcoming academic year. Through these revisions, we aim to provide our students with the best possible educational experience and equip them with the skills and knowledge they need to succeed in their careers.

Sample Feedback 1





CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

FACULTY FEEDBACK ON CURRICULUM (2025-26), School of Commerce, Finance and Accountancy, CHRIST (Deemed to be University), Delhi-NCR

Dear Faculty Members,

As part of the University's continuous quality assurance mechanism and in alignment with NAAC requirements under Curricular Aspects, this feedback is being collected to evaluate the effectiveness, relevance, and adequacy of the curriculum for the Academic Year 2025-26.

Your valuable inputs, based on your teaching experience, will help in assessing the achievement of Programme and Course Outcomes and will be used for curriculum review and improvement through appropriate academic bodies.

We sincerely request you to spare a few minutes to complete this form. Thank you for your cooperation and continued contribution to academic excellence.

Email *

surbhi.srivastava@christuniversity.in

Name of the Faculty *

Dr.Surbhi Srivastava

Name of the Department *

School of Commerce, Finance and Accountancy

Designation *

Assistant Professor

Employee ID *

30347



Experience in Teaching (Number of Years) *

7

Courses Taught *

Fundamentals of Indirect Taxes, Advanced Economic Legislations

Experience in Industry/R&D (Number of Years) *

2

Contact Number/s *

9454711940

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum lead to the development of problem solving and analytical thinking? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent



Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum generate inclination amongst students towards higher education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

General Comments and Suggestions:

The syllabus is appropriate and adds value to the course outcomes.

This form was created inside of Christ University.

Google Forms

Sample Feedback 2



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

FACULTY FEEDBACK ON CURRICULUM (2025-26), School of Commerce, Finance and Accountancy, CHRIST (Deemed to be University), Delhi-NCR

Dear Faculty Members,

As part of the University's continuous quality assurance mechanism and in alignment with NAAC requirements under Curricular Aspects, this feedback is being collected to evaluate the effectiveness, relevance, and adequacy of the curriculum for the Academic Year 2025-26.

Your valuable inputs, based on your teaching experience, will help in assessing the achievement of Programme and Course Outcomes and will be used for curriculum review and improvement through appropriate academic bodies.

We sincerely request you to spare a few minutes to complete this form. Thank you for your cooperation and continued contribution to academic excellence.

Email *

ranjeetkumar.mishra@christuniversity.in

Name of the Faculty *

Dr. Ranjeet Kumar Mishra

Name of the Department *

Commerce

Designation *

Associate Professor

Employee ID *

30349



Experience in Teaching (Number of Years) *

20

Courses Taught *

Accountancy, Taxation and Mathematics & Statistics

Experience in Industry/R&D (Number of Years) *

5

Contact Number/s *

7903914271

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum lead to the development of problem solving and analytical thinking? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *						
	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent



Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

Does the curriculum generate inclination amongst students towards higher education? *

	1	2	3	4	5	
Need to Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Excellent

General Comments and Suggestions:

overall curriculum is designed in a systematic way.

This form was created inside of Christ University.

Google Forms

Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR

*****End of Report*****