



**CHRIST (Deemed to be University)**  
**School of Business and Management**  
**Undergraduate programs: Bachelor of Business Administration (BBA)**  
**Academic Year 2024-25**

**Criteria: 1: Curriculum Design & Development**

**Sub criteria 1.4.1: Structured feedback and review of syllabus/semester wise received from 1) Students, 2) Alumni, 3) Faculty, 4) Employers**

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**SCHOOL OF BUSINESS AND MANAGEMENT**  
**BACHELOR OF BUSINESS ADMINISTRATION**  
**CURRICULUM FEEDBACK ANALYSIS REPORT**  
**ACADEMIC YEAR 2024-25**

## 1. Introduction

Feedback is crucial in determining if the chosen approach is effective in reaching the established goals. In the process of designing, developing, and revising curricula, feedback is essential for achieving the intended outcomes. Stakeholders should have input on the desired results at the conclusion of a course or program, which is a key aspect of outcome-based education. CHRIST (Deemed to be University) has implemented a comprehensive 360-degree feedback system involving various stakeholders such as students, alumni, employers, industry and academic experts, parents, and others. This approach goes beyond merely collecting feedback; it also involves a thorough analysis to identify areas for improvement, potential new programs, and the effectiveness of ongoing revisions. Based on the findings, strategies are developed to create appropriate action plans for enhancement in subsequent academic years. The university continuously strives to ensure that all programs' curricula are up-to-date, preparing students for a well-rounded future in today's competitive world.

CHRIST (Deemed to be University) has implemented a policy requiring all departments to gather feedback on their curricula. This analytical report provides a detailed examination of the School of Business and Management, including the feedback collected, the nature of the responses, areas for improvement, and actions taken as a result of the analysis. The report first presents the number of responses gathered for the BBA, then delves into the nature of the responses and the stakeholders' opinions regarding the current curriculum. The final section of the report addresses the actions taken in response to the feedback received during the 2024-25 academic year, as well as the plans initiated for the upcoming 2025-26 academic year.

## 2. 360-Degree Structured Feedback

As has been a practice, the University Internal Quality Assurance Cell (IQAC) provides feedback forms from the following stakeholders

1. Students
2. Alumni
3. Teachers
4. Industry Experts

The questionnaire has been carefully designed to consider the programs provided by the School of Business and Management, taking into account all aspects necessary for regular curriculum revisions and the introduction of new courses and programs across departments. The survey distributed to various stakeholders can be found below

## 2.1 Feedback Form for Students

The feedback forms utilize a 5-point scale, with 5 being the highest score and 1 being the lowest. The student feedback questionnaire helps determine if the established curriculum aligns with outcome-based education principles, fosters a research-oriented mindset among students, and encourages curiosity and a lifelong learning attitude. These factors contribute to the department's mission fulfillment, ultimately leading to the realization of its vision. The questionnaire provided to students can be found in Table 2.1 below.

How well does the content of the syllabus satisfy the stated objectives of the curriculum?
How well does the content of the syllabus satisfy the learning outcomes?
Coverage of advanced topics in the syllabus
Enhancement of knowledge and skills in the relevant domain through the syllabus
Effectiveness of the syllabus in developing critical/ analytical thinking
Relevance of textbooks and reference materials prescribed to the content of the syllabus
Effectiveness of the syllabus in orienting the students towards Local Regional and National needs
Effectiveness of syllabus in orienting the students towards cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability
Effectiveness of syllabus in enabling students to apply knowledge in real life situations
Weightage given to enhancing employability skills through the design and development of the syllabus
Encouragement of self-study through the syllabus
Development of a research-based approach through the syllabus
Overall rating of the syllabus

Table 2.1: Questionnaire to Students on the Curriculum

## 2.2 Feedback Form for Alumni

Alumni are instrumental in evaluating whether the curriculum effectively prepares individuals to thrive in a dynamic environment, instills curiosity for pursuing advanced research, and inspires them to become successful entrepreneurs who contribute to the country's development. With these considerations, a questionnaire has been designed for alumni, which can be found in Table 2.2 below.

Alignment of syllabus with the program objectives
Coverage of advanced topics and current trends in the syllabus
Relevance of the electives offered in the syllabus
Weightage given to employability in the design and development of syllabus
Effectiveness of the syllabus in meeting the expectations of the industry
The syllabus meets the needs of Local, Regional and National Needs

The syllabus integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

Table 2.2: Questionnaire to Alumni on the Curriculum

## 2.3 Feedback Form for Faculty

Faculty members serve as the foundation for success in any higher education institution, and their feedback is crucial in determining whether the established curriculum provides students with a solid grasp of the fundamentals in their programs of study. The questionnaire also assesses whether the curriculum enables students to apply their knowledge to complex problem-solving and if the syllabus is up-to-date, preparing students for advanced studies and research. Table 2.3 below presents the questions posed to teachers for rating the curriculum during the feedback survey process.

Develops independent thinking among learners
Enhances the knowledge of learners in their subject area
Enables learners to apply their knowledge in real life
Enhances employability skills of the learners
Develops entrepreneurial mindset among learners
Develops research-orientation among learners
Meets the local, regional and national needs
Integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability
Satisfies stated objectives and learning outcomes

Table 2.3: Questionnaire to Faculty on the Curriculum

## 2.4 Feedback Form for Industry Experts

A comprehensive 360-degree feedback process should incorporate input from all relevant stakeholders. To determine if the established curriculum is industry-relevant and up-to-date with current trends in the respective field, feedback must be collected from industry experts with extensive domain knowledge and employers who have hired the university's graduates. Table 2.4 below showcases the questionnaire included in the feedback form distributed to industry experts.

Alignment of syllabus with the program objectives
Coverage of advanced topics and current trends in the syllabus
Relevance of the electives offered in the syllabus
Weightage given to employability in the design and development of syllabus
Effectiveness of the syllabus in meeting the expectations of the industry
The syllabus meets the needs of Local, Regional and National Needs

Curriculum integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

Table 2.4: Questionnaire to Industry Experts on the Curriculum

With the above feedback forms devised for various stakeholders, the department has collected the above-mentioned feedback forms and for the academic year of 2024-25, the following number of feedback responses were collected from the various stakeholders mentioned above.

Category of Stakeholder	Number of Responses
Students	615
Alumni	18
Faculty	31
Industry Experts	11
<b>TOTAL NUMBER OF RESPONSES</b>	<b>675</b>

Table 2.5: Number of Feedback Responses on Syllabus for 2024-25

The above-mentioned responses were analyzed based on the category of stakeholder and the below section gives a detailed report of the same.

### 3.Feedback Analysis of Stakeholder's Feedback on Curriculum

Based on the responses given by the stakeholder a feedback analysis is done to identify the area of improvement and incorporate their suggestions into the curriculum.

#### 3.1 Feedback Analysis of Student Feedback on Curriculum

For the academic year of 2024-25, the feedback collected from the students was analyzed and the following tables give us an overall understanding of how the students perceive on the curriculum 2024-2025.

## Student Feedback (BBA) 2025

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
How well does the content of the syllabus satisfy the stated objectives of the curriculum?	26	191	53	274	71
How well does the content of the syllabus satisfy the learning outcomes?	22	177	68	276	72
Coverage of advanced topics in the syllabus	62	194	92	209	58
Enhancement of your knowledge and skills in the relevant domain through the syllabus	36	177	87	226	89
Effectiveness of the syllabus in developing critical/ analytical thinking	45	158	86	253	73
Relevance of text books and reference materials prescribed to the content of the syllabus	93	167	103	191	61
Effectiveness of the syllabus in orienting the students towards Local Regional and National needs	54	181	88	222	70
Effectiveness of syllabus in orienting the students towards cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	36	160	58	254	107
Effectiveness of syllabus in enabling students to apply knowledge in real life situations	54	182	70	230	79
Weightage given to enhancing employability skills through the design and development of the syllabus	48	183	84	229	71
Encouragement of self-study through the syllabus	37	150	70	234	124
Development of a research-based approach through the syllabus	32	179	72	242	90
Overall rating of the syllabus	37	172	85	253	68

Table 3.1: Representation of Student responses on Curriculum 2024-25

Sum of Need to improve , Sum of Satisfactory , Sum of Average, Sum of Good and Sum of Excellent by Criteria

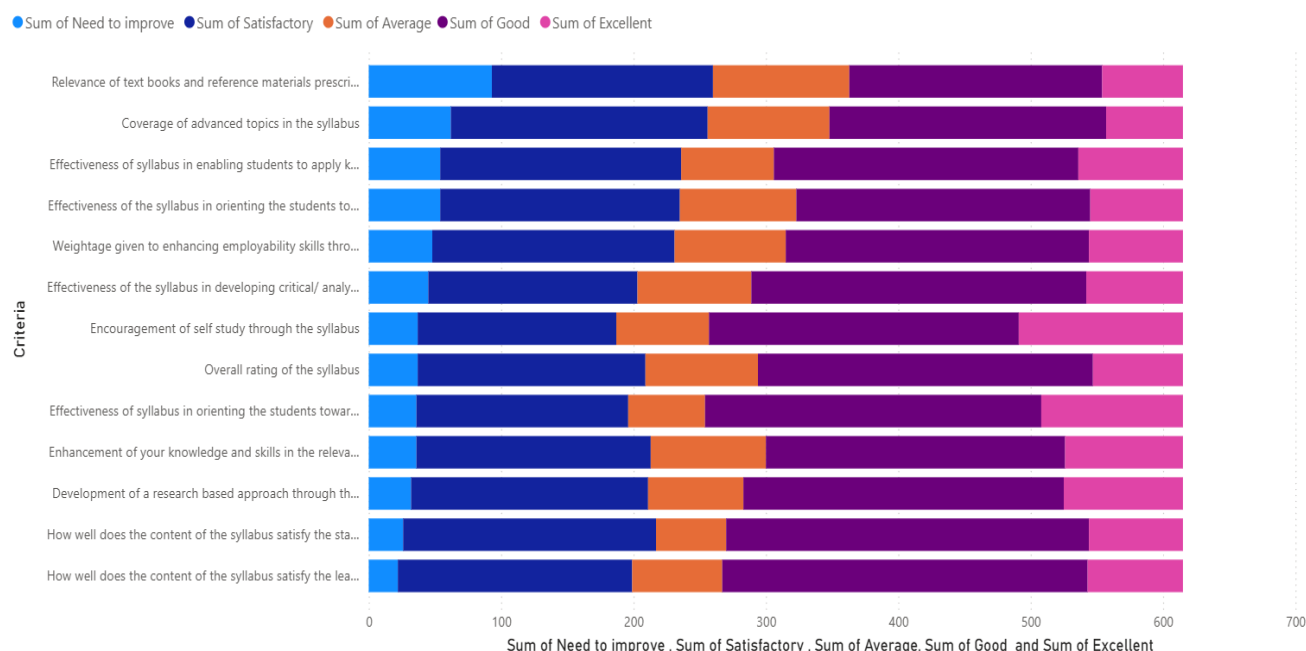


Figure 3.1: Percentage-wise Distribution of curriculum meeting students' expectations 2024-25

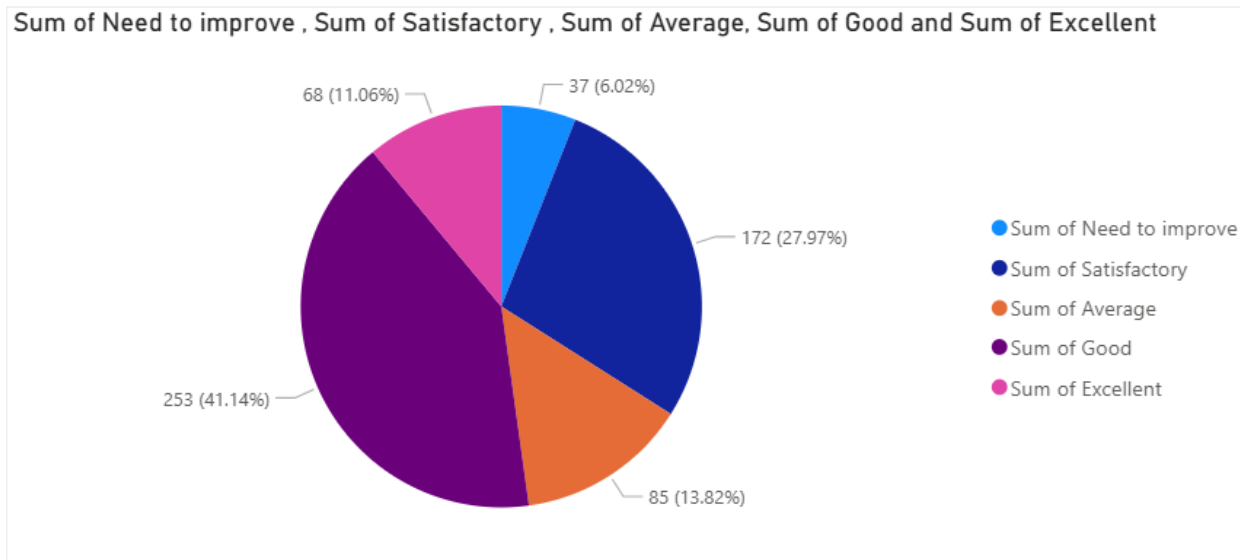


Figure 3.1.1 shows the graphical representation of the curriculum that meets the overall expectation of the students.

## 3.2 Feedback Analysis of Alumni Feedback on Curriculum

Feedback was collected from alumni students for the academic year of 2024-25.

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Alignment of syllabus with the programme objectives	0	2	1	6	9
Coverage of advanced topics and current trends in the syllabus	1	1	4	10	2
Relevance of the electives offered in the syllabus	0	4	0	11	3
Weightage given to employability in the design and development of syllabus	1	7	2	7	1
Effectiveness of the syllabus in meeting the expectations of the industry	0	8	2	8	0
The syllabus meets the needs of Local, Regional and National Needs.	1	3	3	10	1
The syllabus integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	0	1	0	13	4

Table 3.2: Representation of Alumni responses on Curriculum 2024-25



Sum of Need to improve , Sum of Satisfactory , Sum of Average, Sum of Good and Sum of Excellent by Criteria

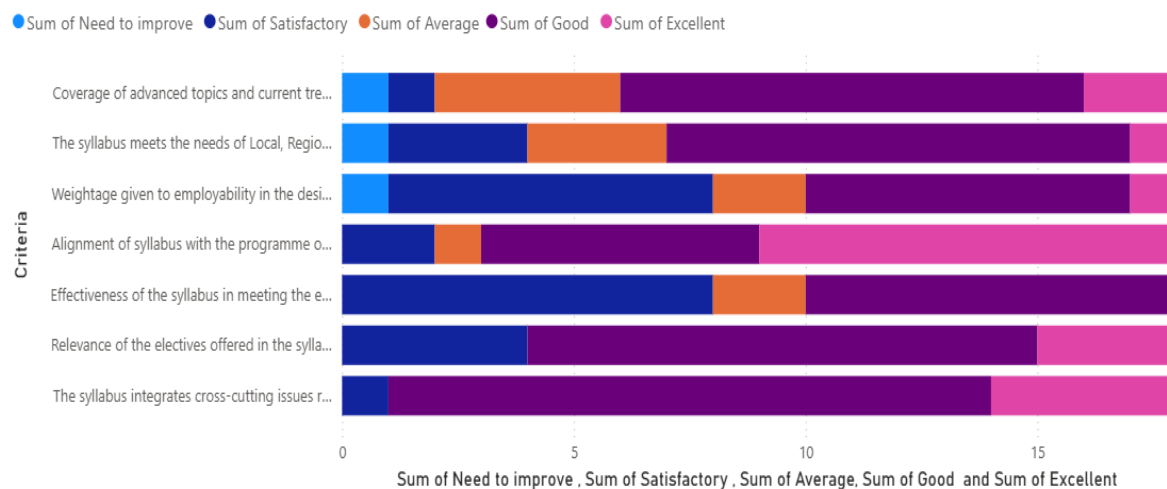


Figure 3.2: Graphical Representation of Alumni responses on Curriculum 2024-25

### 3.3 Feedback Analysis of Faculty Feedback on Curriculum

Faculty members participated in the curriculum feedback process for the academic year of 2024-25.

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Develops independent thinking among learners	0	4	2	18	7
Enhances the knowledge of learners in their subject area	0	3	1	19	8
Enables learners to apply their knowledge in real life	0	3	2	18	8
Enhances employability skills of the learners	0	6	2	16	7
Develops entrepreneurial mindset among learners	1	5	1	18	6
Develops research-orientation among learners	2	4	4	16	5

Meets the local, regional and national needs	1	5	0	19	6
Integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	0	5	2	19	5
Satisfies stated objectives and learning outcomes	0	4	1	18	8

Table 3.3: Graphical Representation of Faculty responses on Curriculum 2024-25

Sum of Need to improve , Sum of Satisfactory , Sum of Average, Sum of Good and Sum of Excellent by Criteria

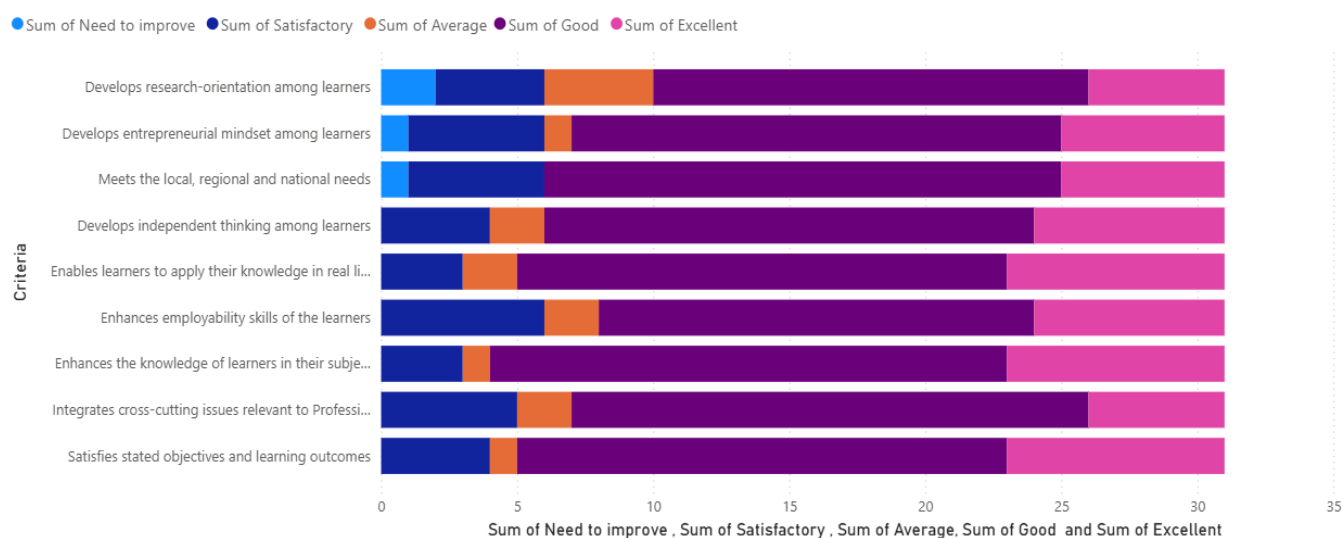


Figure 3.3: Graphical Representation of Faculty responses on Curriculum 2024-25

### 3.4 Feedback Analysis of Industry Experts Feedback on Curriculum

Feedback from industry experts was collected in the academic year of 2024-25 and the responses provided by them are analyzed as shown in the figure below.

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Alignment of syllabus with the programme objectives	0	0	0	7	4
Coverage of advanced topics and current trends in the syllabus	0	1	0	4	5
Relevance of the electives offered in the syllabus	0	0	0	6	5
Weightage given to employability in the design and development of syllabus	0	1	0	4	6
Effectiveness of the syllabus in meeting the expectations of the industry	0	1	0	7	3
The syllabus meets the needs of Local, Regional and National Needs.	0	1	0	6	4
Curriculum integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	0	1	0	4	6

Table 3.4: Representation of Industry Experts responses on Curriculum 2024-25

Sum of Need to improve , Sum of Satisfactory , Sum of Average, Sum of Good and Sum of Excellent by Criteria

● Sum of Need to improve ● Sum of Satisfactory ● Sum of Average ● Sum of Good ● Sum of Excellent

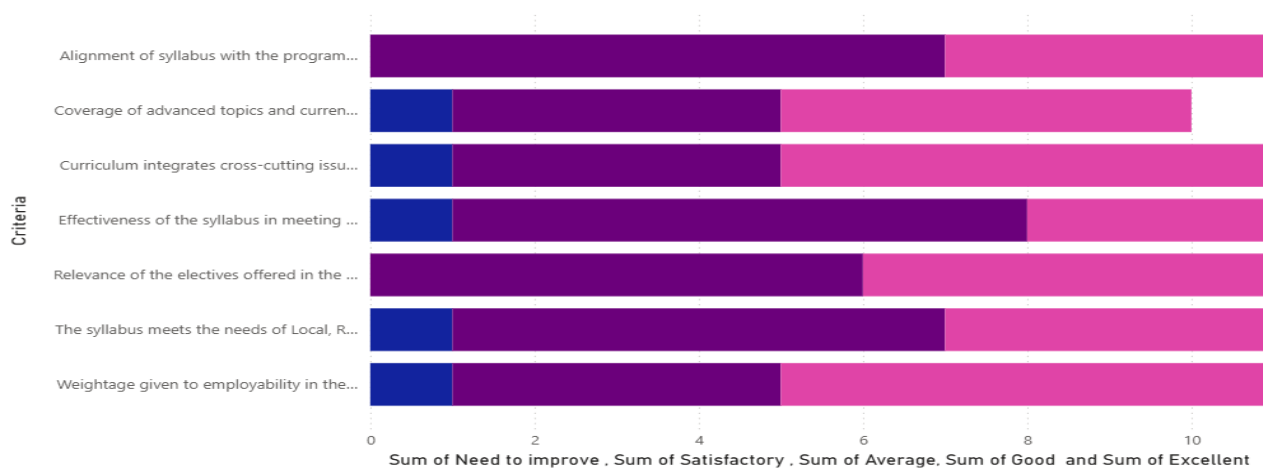


Figure 3.4: Graphical Representation of Industry Experts responses on Curriculum 2024-25

## 4. Summary of the Analysis of the Feedback from the Stakeholders

After gathering feedback from all stakeholders, several observations were made regarding the programs offered:

- Nearly all stakeholders expressed a desire for the curriculum to be more centered on current industry trends and relevant topics.
- As new programs are developed for the upcoming academic year, stakeholders anticipate a focus on emerging areas.
- Students particularly called for a more practical approach, with greater access to necessary tools and resources.
- Stakeholders also expect an increased emphasis on project-based and problem-based learning within the curriculum.

## 5. Action Taken Based on the Feedback

This report presents 2024-2025 curriculum feedback analysis and actions taken on curriculum revisions for 2025-26 academic year. In response to the feedback analysis and recommendations from various stakeholders, the Curriculum Development Committee proposed the introduction or revision of courses and programs. The necessary content was updated, and new courses were introduced, focusing on employability, entrepreneurship, and skill development. Few of the courses introduced were Business Statistics (BBA103-2), Business Environment (BBA104-2), Digital Banking and Fintech (BBA204F-3), Yoga for Wellness (BBA281-3), Sports Management (BBA282-3), Community Engagement (BBA284-3), Disaster Management (BBA285-3), Civic Administration (BBA286-3), Artificial Intelligence in Business Applications (BBA204-4), Remote Work Technologies (BBA205F-4), Cyber Security (BBA205G-4), Venture Branding and Marketing (BBA303E -6), Digital Sustainability and ESG (BBA401-8), Public policy (BBA402-8), Global Business Environment (BBA403-8), Advanced Data Analysis Tools (BBA401H-7), Advanced Research Methodologies (BBA402H-7).

Learner-centric approaches, value-added courses and multidisciplinary courses have been given more emphasis. Training for students to offer more hands-on experiences with software management tools like SPSS and Jamovi was provided. Additionally, more industrial visits to companies like Toyota Kirloskar, Britannia, Pepsi co and field trips were planned to provide students with immersive learning experiences.