




CHRIST
DEEMED TO BE UNIVERSITY
BANGALORE • INDIA

**CHRIST (Deemed to be University)
School of Business and Management
Undergraduate programs: Bachelor of Business Administration Decision
Science (BBA DS)
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) Industry
Experts**


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**BBA DECISION SCIENCE
CURRICULUM FEEDBACK ANALYSIS
REPORT FOR THE ACADEMIC YEAR
2024-25**

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SCHOOL OF BUSINESS AND MANAGEMENT

BBA DECISION SCIENCE PROGRAM

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 your 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 faculty members 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 departments have 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	61
Alumni	14
Faculty	18
Industry Experts	10
TOTAL NUMBER OF RESPONSES	103

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

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 feel about the curriculum for their respective programs of study.

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
How well does the content of the syllabus satisfy the stated objectives of the curriculum?	0	18	5	31	14
How well does the content of the syllabus satisfy the learning outcomes?	1	15	2	37	13
Coverage of advanced topics in the syllabus	8	18	8	24	15

Enhancement of your knowledge and skills in the relevant domain through the syllabus	1	17	6	30	14
Effectiveness of the syllabus in developing critical/ analytical thinking	2	17	7	28	14
Relevance of text books and reference materials prescribed to the content of the syllabus	4	12	12	25	15
Effectiveness of the syllabus in orienting the students towards Local Regional and National needs	1	22	8	29	8
Effectiveness of syllabus in orienting the students towards cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	1	16	6	32	13
Effectiveness of syllabus in enabling students to apply knowledge in real life situations	2	15	6	29	16
Weightage given to enhancing employability skills in the design and development of the syllabus	3	11	7	34	13
Encouragement of self study through the syllabus	1	9	7	31	20
Development of a research based approach through the syllabus	3	15	6	32	12
Overall rating of the syllabus	2	16	4	39	7

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

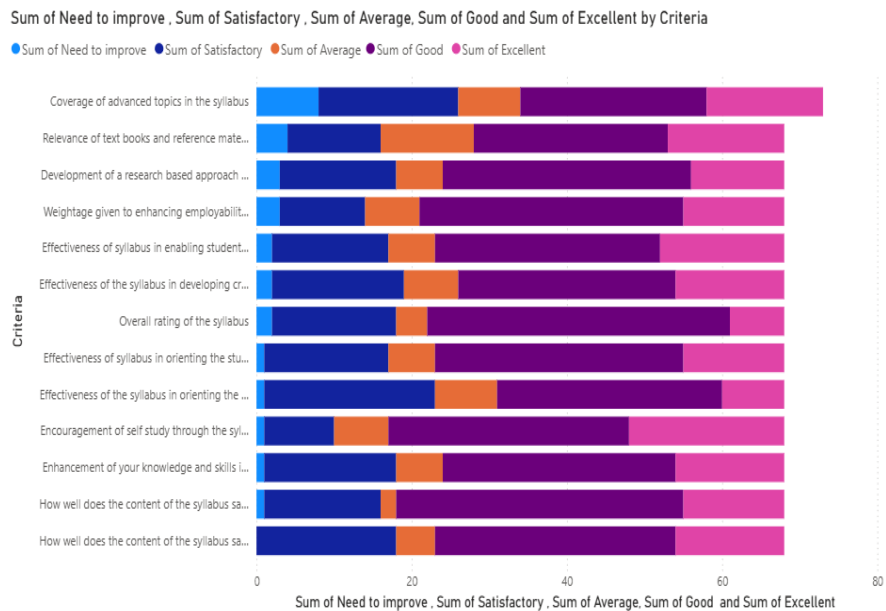


Figure 3.1: Graphical Representation of Students responses on Curriculum 2024-25

3.2 Feedback Analysis of Alumni Feedback on Curriculum

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Alignment of syllabus with the programme objectives	4	1	2	5	2
Coverage of advanced topics and current trends in the syllabus	3	5	1	4	1
Relevance of the electives offered in the syllabus	4	2	2	5	1
Weightage given to employability in the design and development of syllabus	7	1	1	1	4
Effectiveness of the syllabus in meeting the expectations of the industry	5	0	3	5	1
The syllabus meets the needs of Local, Regional and National Needs.	5	3	1	5	0
The syllabus integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	3	6	1	1	3

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

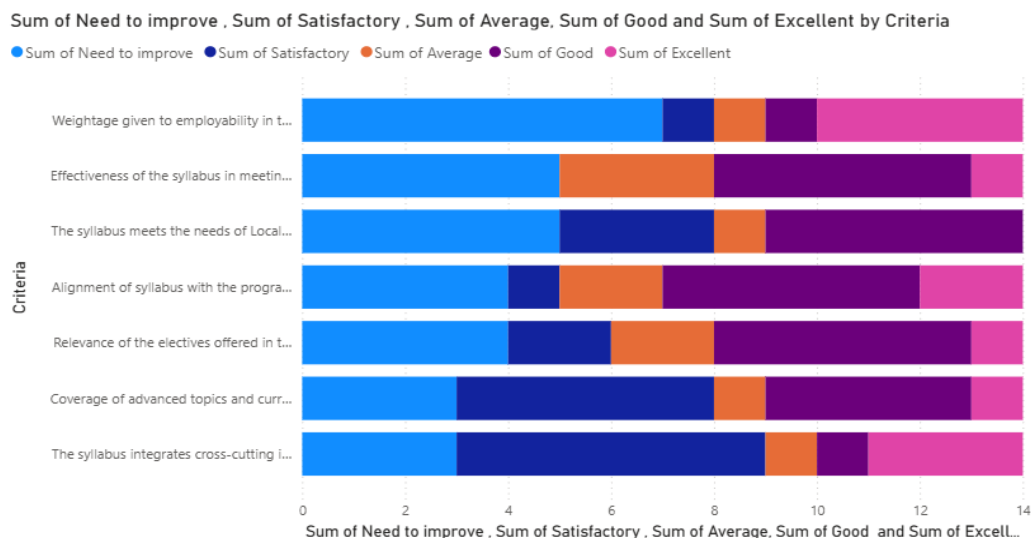


Figure 3.2: Graphical Representation of Alumni responses on Curriculum 2024-25

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	2	1	11	4
Enhances the knowledge of learners in their subject area	0	1	0	14	3
Enables learners to apply their knowledge in real life	0	0	1	14	3
Enhances employability skills of the learners	0	2	0	11	5
Develops entrepreneurial mindset among learners	0	1	0	12	5
Develops research-orientation among learners	0	4	1	12	1
Meets the local, regional and national needs	0	2	0	15	1
Integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	0	2	0	15	1
Satisfies stated objectives and learning outcomes	0	2	0	12	4

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

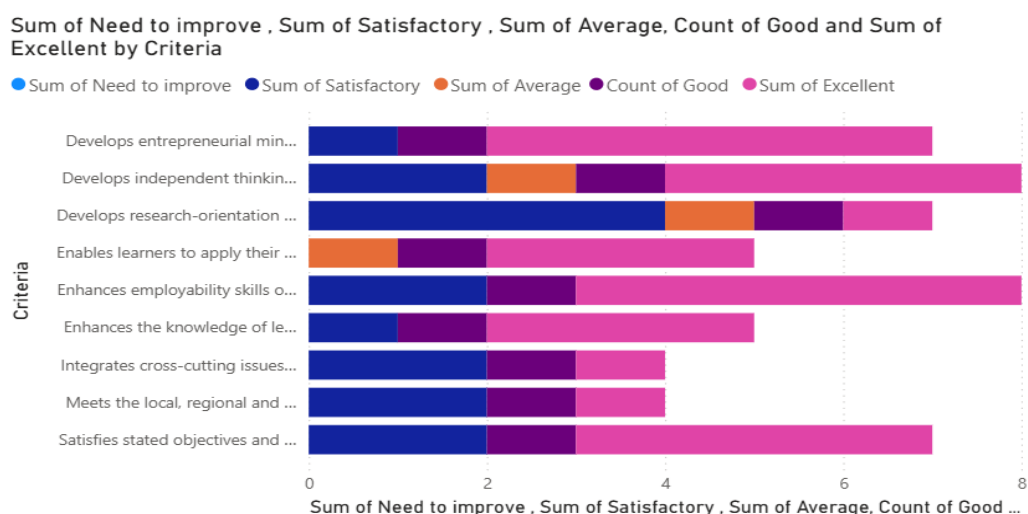


Figure 3.3: Graphical Representation of Faculty responses on Curriculum 2024-25

3.4 Feedback Analysis of Industry Experts Feedback on Curriculum

Feedback from industry experts was collected in the academic year of 2024-25 across the departments and the responses provided by them are analyzed as shown in the figure 5 below

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Alignment of syllabus with the programme objectives	0	0	0	6	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	4
Weightage given to employability in the design and development of syllabus	0	0	0	6	4
Effectiveness of the syllabus in meeting the expectations of the industry	0	1	0	7	2
The syllabus meets the needs of Local, Regional and National Needs	0	1	0	6	3
Curriculum integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	0	0	0	7	3

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

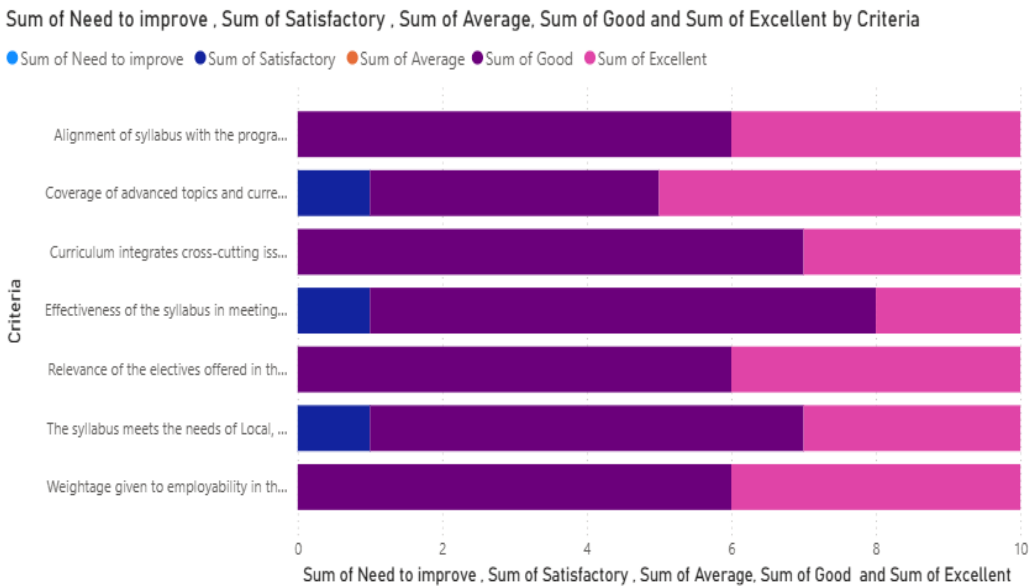


Figure 3.4: Graphical Representation of Industry Experts responses on Curriculum 2024-25

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, especially in Business Analytics courses.
- Stakeholders also expect an increased emphasis on project-based and problem-based learning within the curriculum.

5. Action Taken Based on the Feedback

Following a thorough analysis of feedback collected from a diverse range of stakeholders—including students, faculty, industry experts, and alumni—the Curriculum Development Committee undertook a comprehensive review of the BBA Decision Science Program’s curriculum and associated academic activities. In response to the insights and recommendations derived from this process, the CDC proposed the introduction of new courses and the revision of existing ones to better align with current industry demands and academic best practices.

Significant updates were made to the curriculum content, emphasizing key areas such as employability enhancement, and practical competency development. To further bridge the gap between theoretical knowledge and practical application, the department also expanded opportunities for experiential learning through an increased number of industrial visits, field trips, and interactive workshops. These initiatives are designed to immerse students in real-world business environments, thereby enriching their understanding and readiness for professional challenges.

This report presents the feedback analysis of 2024-25 academic year. It is important to note that while the highlighted measures represent key initiatives at the department level, they constitute part of a broader, continuous effort to enhance academic quality and student outcomes. Each department conducts an independent and detailed evaluation of stakeholder feedback and undertakes further tailored actions beyond those documented here, ensuring a dynamic and responsive educational framework that evolves in line with emerging trends and stakeholder expectations.

Building on the initiatives undertaken in the current academic year, the BBA Decision Science Program is committed to sustaining and expanding its efforts to enhance academic excellence and student preparedness. Future plans include the continuous refinement of course content through iterative feedback loops, ensuring that the curriculum remains relevant and responsive to evolving industry standards and technological advancements.