

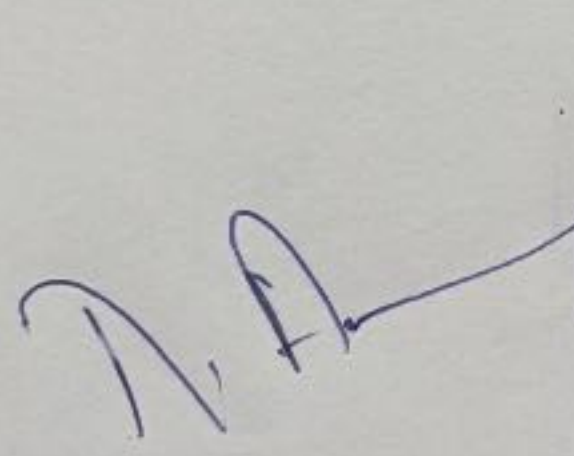
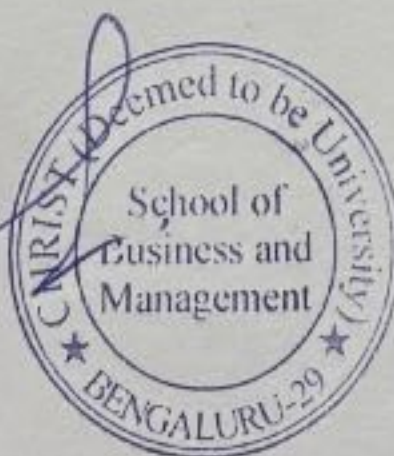


CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE | DELHI NCR | PUNE

CHRIST (Deemed to be University)
School of Business and Management
Undergraduate programs: Bachelor of Business Administration (BBA)
Academic Year 2025-26

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 5) Academic Peers

Head, BBA Programme – Bangalore Central and Kengeri Campus,
School of Business and Management, CHRIST (Deemed to be University)



SCHOOL OF BUSINESS AND MANAGEMENT
BACHELOR OF BUSINESS ADMINISTRATION
CURRICULUM FEEDBACK ANALYSIS REPORT
ACADEMIC YEAR 2025-26

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 2025-26 academic year, as well as the plans initiated for the upcoming 2026-27 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: Students, Teachers, Employers, Alumni, Academic Peers, Entrepreneurs.

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.

Table 2.1: Questionnaire to Students on the Curriculum

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

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.

Table 2.2: Questionnaire to Alumni on the Curriculum

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

2.3 Feedback Form for Teachers

Teachers 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.

Table 2.3: Questionnaire to Teachers on the Curriculum

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

2.4 Feedback Form for Employers

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.

Table 2.4: Questionnaire to Employers on the Curriculum

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

2.5 Feedback Form for Academic Peers

Teachers 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 2.5 below presents the questions posed to academic peers (working in other institutions) for rating the curriculum during the feedback survey process.

Table 2.5: Questionnaire to Academic Peers on the Curriculum

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
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Satisfies stated objectives and learning outcomes

2.6 Feedback Form for Entrepreneurs

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 2.6 below showcases the questionnaire included in the feedback form distributed to industry experts.

Table 2.6: Questionnaire to Employers on the Curriculum

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

With the above feedback forms devised for various stakeholders, the department has collected the above-mentioned feedback forms and for the academic year of 2025-26, the following number of feedback responses were collected from the various stakeholders mentioned above.

Table 2.7: Number of Feedback Responses on Syllabus for 2025-26

Category of Stakeholder	Number of Responses
Students	199
Alumni	41
Teachers	19
Employers	10
Academic Peers	28
Entrepreneurs	06
TOTAL NUMBER OF RESPONSES	303

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 2025-26, 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 2026-2026.

Student Feedback (BBA) 2026



Criteria	Need to improve	Satisfactory	Average	Good	Excellent
How well does the content of the syllabus satisfy the stated objectives of the curriculum?	5	58	10	98	28
How well does the content of the syllabus satisfy the learning outcomes?	6	60	10	98	25
Coverage of advanced topics in the syllabus	14	61	29	75	20
Enhancement of your knowledge and skills in the relevant domain through the syllabus	7	54	20	87	31
Effectiveness of the syllabus in developing critical/ analytical thinking	9	51	12	94	33
Relevance of text books and reference materials prescribed to the content of the syllabus	23	61	30	68	17
Effectiveness of the syllabus in orienting the students towards Local Regional and National needs	7	59	25	83	25
Effectiveness of syllabus in orienting the students towards cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	4	52	14	83	46
Effectiveness of syllabus in enabling students to apply knowledge in real life situations	14	52	12	87	34
Weightage given to enhancing employability skills through the design and development of the syllabus	12	54	16	89	28



Encouragement of self-study through the syllabus	7	43	12	84	53
Development of a research-based approach through the syllabus	6	60	11	102	31
Overall rating of the syllabus	10	60	11	99	19

Table 3.1: Student Feedback (BBA)

Overall rating of the syllabus

199 responses

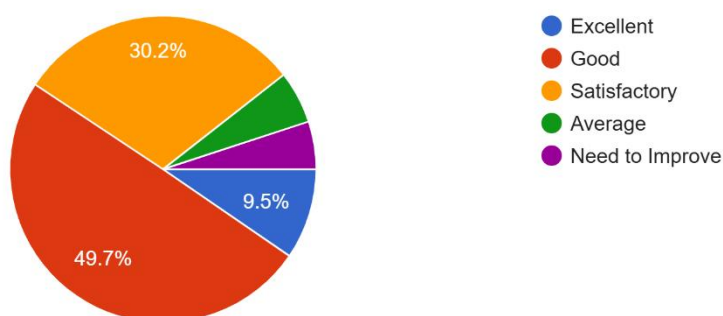


Figure 3.1: Percentage-wise Distribution of curriculum meeting students' expectations 2025-26

As can be seen in the pie chart above, 9.5% of students gave “excellent” rating to BBA syllabus, 49.7% of students gave “good” rating to BBA syllabus, 30.2% gave “satisfactory” rating to BBA syllabus. Out of the remaining, half of the students labelled the syllabus as average and the other half mentioned that the syllabus needs to be improved.

Effectiveness of syllabus in enabling students to apply knowledge in real life situations

199 responses

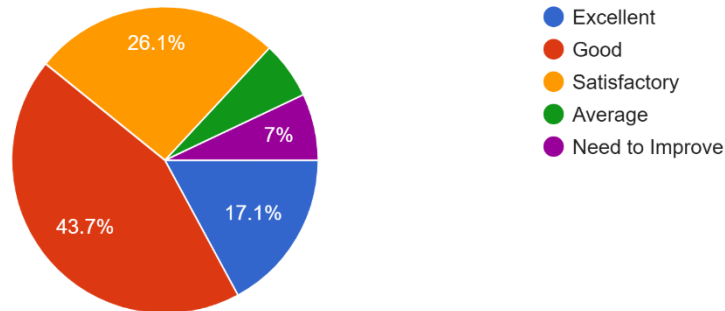


Figure 3.1.1 shows the graphical representation of the curriculum that meets the overall expectation of the students.

As can be seen in the pie chart above, 17.1 % of students labelled the syllabus as “excellent”, 43.7% of students labelled the syllabus as “good” and 26% of students labelled the syllabus as satisfactory. Out of the remaining, half of the students labelled the syllabus as average and the other half mentioned that the syllabus needs to be improved.

3.2 Feedback Analysis of Alumni Feedback on Curriculum

Feedback was collected from alumni students for the academic year of 2025-26.

Table 3.2: Representation of Alumni responses on Curriculum 2025-26

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Alignment of syllabus with the programme objectives	1	12	3	14	11



Coverage of advanced topics and current trends in the syllabus	1	9	6	14	11
Relevance of the electives offered in the syllabus	2	4	4	20	11
Weightage given to employability in the design and development of syllabus	3	7	6	15	10
Effectiveness of the syllabus in meeting the expectations of the industry	2	11	5	11	12
The syllabus meets the needs of Local, Regional and National Needs.	2	11	5	11	12
The syllabus integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	0	4	2	17	18

Alignment of syllabus with the programme objectives
41 responses

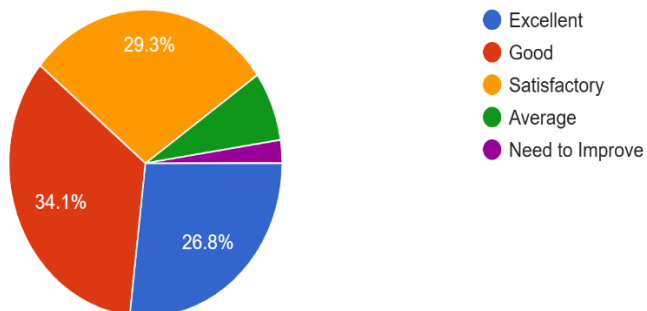


Figure 3.2: Graphical Representation of Alumni responses on Curriculum 2025-26

As can be seen in the figure above, 26.8% of students labelled the syllabus as “excellent”, 34.1% of students labelled the syllabus as “good” and 29.3% of the students labelled the syllabus as satisfactory. Out of the remaining, half of the students labelled the syllabus as average and the other half mentioned that the syllabus needs to be improved.

3.3 Feedback Analysis of Teachers Feedback on Curriculum

Teachers participated in the curriculum feedback process for the academic year of 2025-26.

Table 3.3: Representation of Faculty responses on Curriculum 2025-26

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Develops independent thinking among learners	0	3	0	11	5



Enhances the knowledge of learners in their subject area	0	3	0	10	6
Enables learners to apply their knowledge in real life	0	2	1	10	6
Enhances employability skills of the learners	0	3	0	10	6
Develops entrepreneurial mindset among learners	0	2	1	11	5
Develops research-orientation among learners	0	4	2	10	3
Meets the local, regional and national needs	0	0	1	10	8
Integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	0	0	1	11	7
Satisfies stated objectives and learning outcomes	0	2	0	8	9

Satisfies stated objectives and learning outcomes

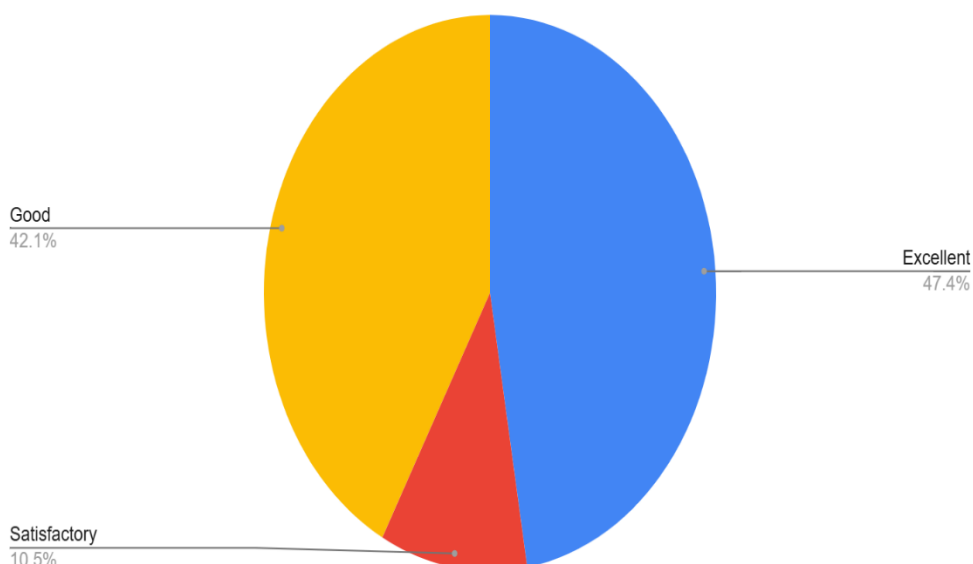


Figure 3.3: Graphical Representation of Teachers responses on Curriculum 2025-26

As can be seen in the pie chart above, 47.4% of teachers rated the syllabus as “excellent” in terms of satisfying stated objectives and learning outcomes, 42.1% of teachers rated the syllabus as “good” and 10.5% of teachers rated the syllabus as “satisfactory”.

3.4 Feedback Analysis of Employers Feedback on Curriculum

Feedback from employers was collected in the academic year of 2025-26 and the responses provided by them are analyzed in the table below.

Table 3.4: Representation of Employers responses on Curriculum 2025-26

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

Weightage given to employability in the design and development of syllabus
10 responses

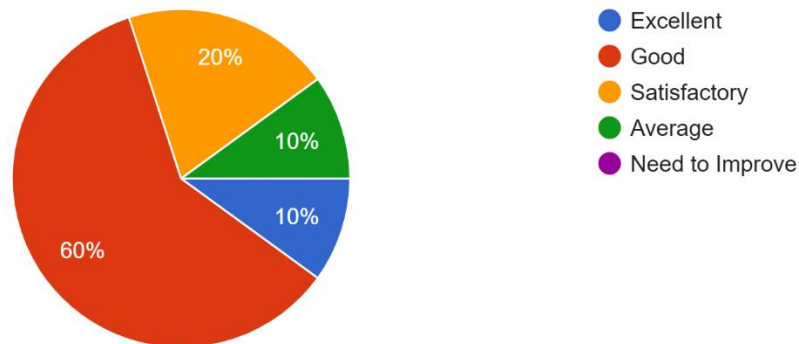


Figure 3.4: Graphical Representation of Employers responses on Curriculum 2025-26

As can be seen in the pie chart above, 10% of employers rated the syllabus as “excellent” with respect to weightage given to employability in the design and development of syllabus. 60% of employers rated the syllabus as “good”. 20% of employers rated the syllabus as “satisfactory”. The remaining 10% rated the syllabus as “average” and “needs improvement”.

3.5 Feedback Analysis of Academic Peers Feedback on Curriculum

Academic Peers participated in the curriculum feedback process for the academic year of 2025-26.

Table 3.5: Representation of Academic Peers responses on Curriculum 2025-26

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Develops independent thinking among learners	4	1	6	12	5
Enhances the knowledge of learners in their subject area	5	4	2	7	10



Enables learners to apply their knowledge in real life	4	3	3	8	10
Enhances employability skills of the learners	5	5	2	7	9
Develops entrepreneurial mindset among learners	4	3	2	9	10
Develops research-orientation among learners	4	5	1	8	6
Meets the local, regional and national needs	4	5	1	11	7
Integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability	3	5	4	10	6
Satisfies stated objectives and learning outcomes	3	6	3	7	9

Count of Kindly rate the following questions based on the Curriculum : [Satisfies stated objectives and learning outcomes]

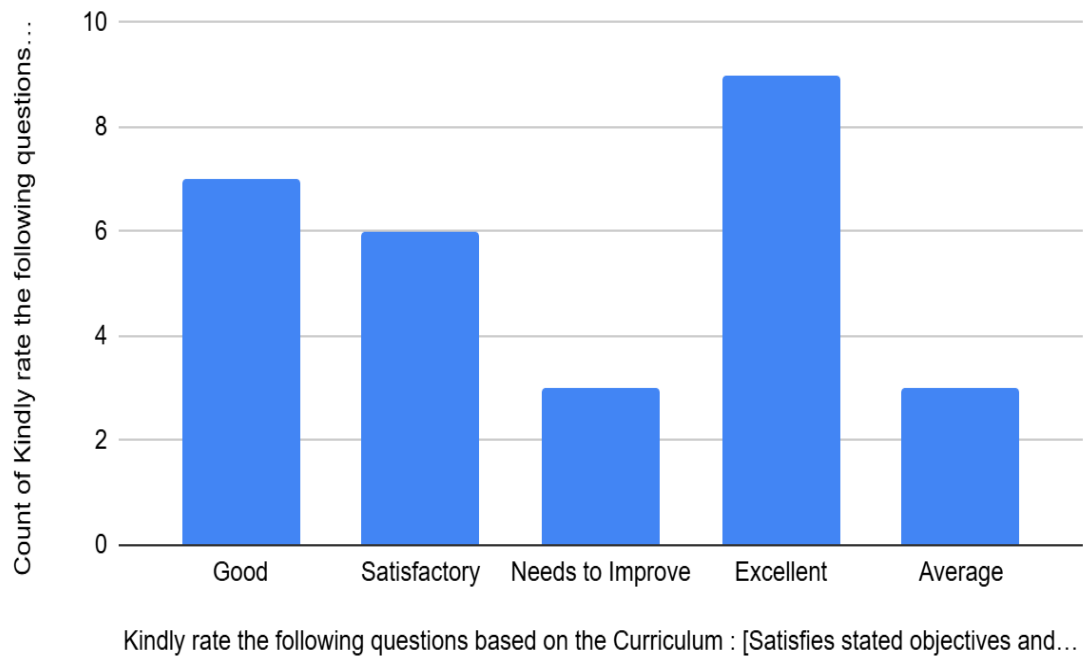


Figure 3.5: Graphical Representation of Academic Peers responses on Curriculum 2025-26

As can be seen in the bar chart above, 9 academic peers rated the syllabus as “excellent”, 7 peers rated the syllabus as “good”, 6 peers rated the syllabus as “satisfactory” and 3 rated the syllabus as “average” and “needs to improve”.

3.6 Feedback Analysis of Entrepreneurs Feedback on Curriculum

Feedback from entrepreneurs was collected in the academic year of 2025-26 and the responses provided by them are analyzed as shown below.

Table 3.6: Representation of Entrepreneurs responses on Curriculum 2025-26

Criteria	Need to improve	Satisfactory	Average	Good	Excellent
Alignment of syllabus with the programme objectives	1	0	0	4	1
Coverage of advanced topics and current trends in the syllabus	1	1	1	2	1
Relevance of the electives offered in the syllabus	1	0	1	3	1
Weightage given to employability in the design and development of syllabus	1	0	1	4	0
Effectiveness of the syllabus in meeting the expectations of the industry	1	0	1	2	2
Enhancement of industry-specific skills of the students	1	1	1	2	1
The syllabus enhances managerial, analytical, and entrepreneurial skills.	1	0	1	3	1

Count of Weightage given to employability in the design and development of syllabus

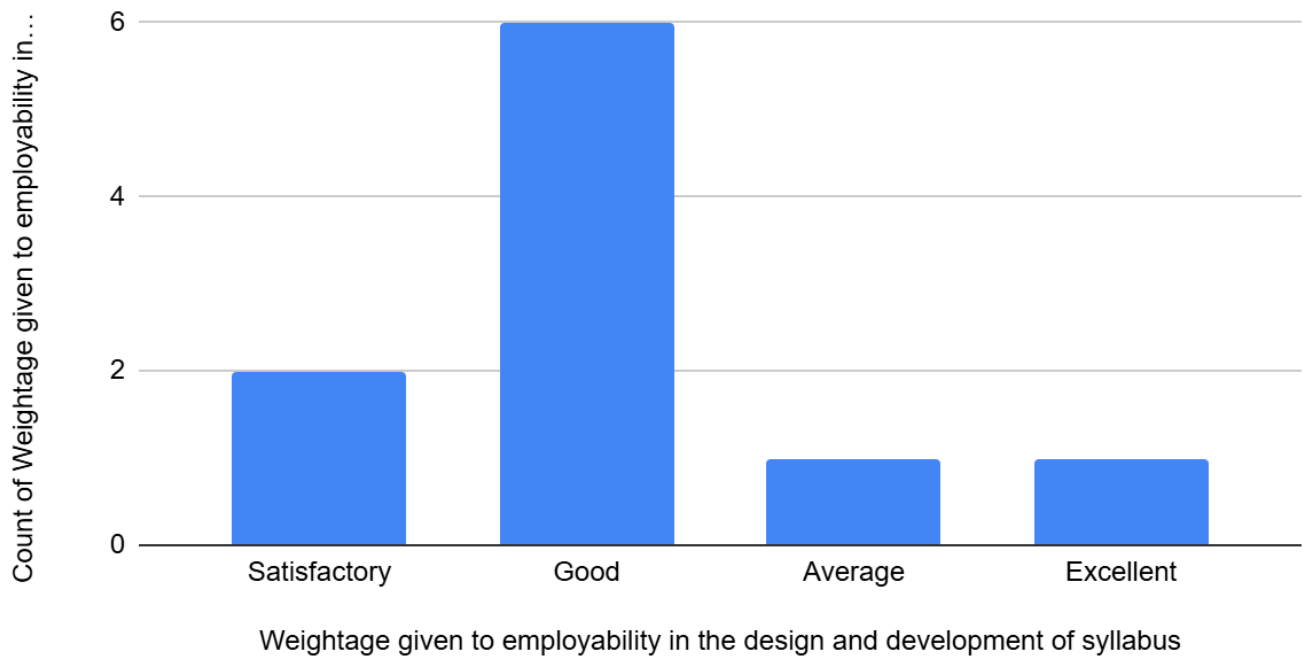


Figure 3.6: Graphical Representation of Entrepreneurs responses on Curriculum 2025-26

As can be seen in the bar chart above, 6 employers responded that the curriculum gives good weightage to employability. 2 employers responded that the curriculum gives satisfactory weightage to employability while 1 employer each gave average and excellent weightage to importance of employability in the design and development of syllabus.

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:

- As per the entrepreneurs, School of Business Management, Christ University always offers industry-oriented syllabi to students. In line with the suggestions of entrepreneurs, BBA Applied Finance with FinTech was offered in collaboration with Deloitte and Zell Education.

- The case-study approach at Christ is one of its biggest strengths, especially for students aspiring to consulting careers. To be able to lay further emphasis on Case Study approach, the University offered Integrated BBA-MBA program, a five year program with Finance and Marketing specializations, internships and dissertation.
- Some alumni suggested that sustainability should become a larger part of the curriculum instead of being limited to clubs and extracurricular activities.
- AI usage needs to be implemented as companies have made it mandatory to use AI, hence courses should look to promote AI usage in an ethical way instead of penalizing. Therefore, the University has released guidelines on ethical usage of AI in documents.

5. Action Taken Based on the Feedback

This report presents 2025-2026 curriculum feedback analysis and actions taken on curriculum revisions for 2026-27 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 such as BBA Applied Finance with FinTech, Integrated BBA-MBA program. Further, SWAYAM courses were introduced to promote inter-disciplinary learning. Lastly, to promote the usage of AI, as mentioned above, University has released guidelines on ethical usage of AI in documents.

The necessary content was updated, and new courses were introduced, focusing on employability, entrepreneurship, and skill development. The new courses that were introduced are:-

Artificial Intelligence for Data Driven Decisions (BBA 402-7)

Sustainable Finance (BBA401F-7)

Global Leadership and Sustainability (BBA401-8)

Prompt Engineering (IMBA-161-2)



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Professional Fluency in Digital Workplace (BBA162-1)
Marketing Metrics and KPI Management (BBA261D-3)
Behavioural Finance (BBFE303F)