

CHRIST (DEEMED TO BE UNIVERSITY)

Yeshwanthpur Campus



School of Business and Management Curriculum

Feedback Analysis for the 2024 - 2025

Program: Bachelor of Business and Administration

Finance and Economics

1.4.1 and 1.4.2 **Structured Feedback for curriculum and its transaction is regularly obtained from stakeholders (1) Students (2) Teachers (3) Employers (4) Alumni, (5) Academic Peers, etc and feedback process of the department may be classified as follows**

School of Business and Management (SBM) collects the feedback from students, teachers, employers (who come as industrial experts in BOS meeting or in any curricular or extracurricular activities) as well as through Academic Peers.

The feedback is collected and analysed and whenever need arises it shall be updated in the institutional website and the same is communicated in the form of meeting to the relevant bodies, as and when needed arises.

Presented by
Dr. Shrinivas Kulkarni
Head, BYC

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1. INTRODUCTION

Feedback plays a very vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome-based education also. CHRIST (Deemed to be University) has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts, parents etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc. The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the University to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world.

CHRIST (Deemed to be University) YPR Campus, has made it mandatory across the departments to collect feedbacks on the curriculum. This analysis report is from School of Business and Management which gives an insight about the BBA Programs. The report explains the responses collected, the nature of the responses, areas of improvement and action taken based on the analysis. This report first gives the number of responses collected across the programs mentioned, followed by the nature of the responses and how the stakeholders feel with respect to the curriculum in place. The final section discusses about the actions taken based on the feedback collected from the stakeholders for the ODD Sem 2024 and how the plan has been initiated for the next 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. Parents
3. Academicians
4. Industry Experts
5. Alumni

The questionnaire has been framed considering the diverse programs offered by the University at Under Graduate level. With such a diverse environment, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, introduction of new courses and programs across the departments. The questionnaire floated for the different stakeholders has been given below.

2.1 FEEDBACK FORM FOR THE STUDENTS

All the forms have been devised to be rated on a 5 point scale with 5 being the highest and 1 being the lowest. The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome based education, whether the defined curriculum instils the research culture in students, whether the defined curriculum allows the students to be curious and develop them to be individuals with an attitude for lifelong learning etc. thus enabling the university to attain its mission leading to the attainment of vision. The questionnaire posed to the students is as shown

- 1) Does the content of the syllabus satisfy the stated objectives and learning outcomes?
- 2) Does the syllabus cover advanced Topics?
- 3) Whether the syllabus enhances your knowledge and skills in the relevant domain?
- 4) Syllabus is effective in developing critical analytical thinking?

- 5) Are the textbooks and reference materials relevant to the content of the syllabus?
- 6) Does the syllabus orient towards higher education?
- 7) Does the syllabus enable the students to apply their knowledge in real life situations?
- 8) Employability given weightage in the design and development of syllabus?
- 9) Syllabus promote self-study and attitude of research?
- 10) Does the syllabus meet your overall expectations?

2.2 FEEDBACK FORM FOR ACADEMICIANS

Academicians are the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics of the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex problems and whether the syllabus is updated to make the students pursue higher studies and research. The questions asked to teachers/academicians in the feedback survey process is as mentioned below.

- 1) Does the syllabus satisfy the stated objectives and learning outcomes?
- 2) Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?
- 3) Is the syllabus effective in developing independent thinking?
- 4) Does the departmental level expert committee meet to review the syllabus?
- 5) Does the syllabus enhance your knowledge in the subject area?
- 6) Does the syllabus enable the students to apply their knowledge in real life?
- 7) Does the syllabus demand the teachers for research inclusive teaching?

2.3 FEEDBACK FORM FOR THE PARENTS

Stakeholders perspective of parents has a critical role in making us understand and identify the areas for continuous improvement. below is the questionnaire posed to the parents as part of the feedback collection process.

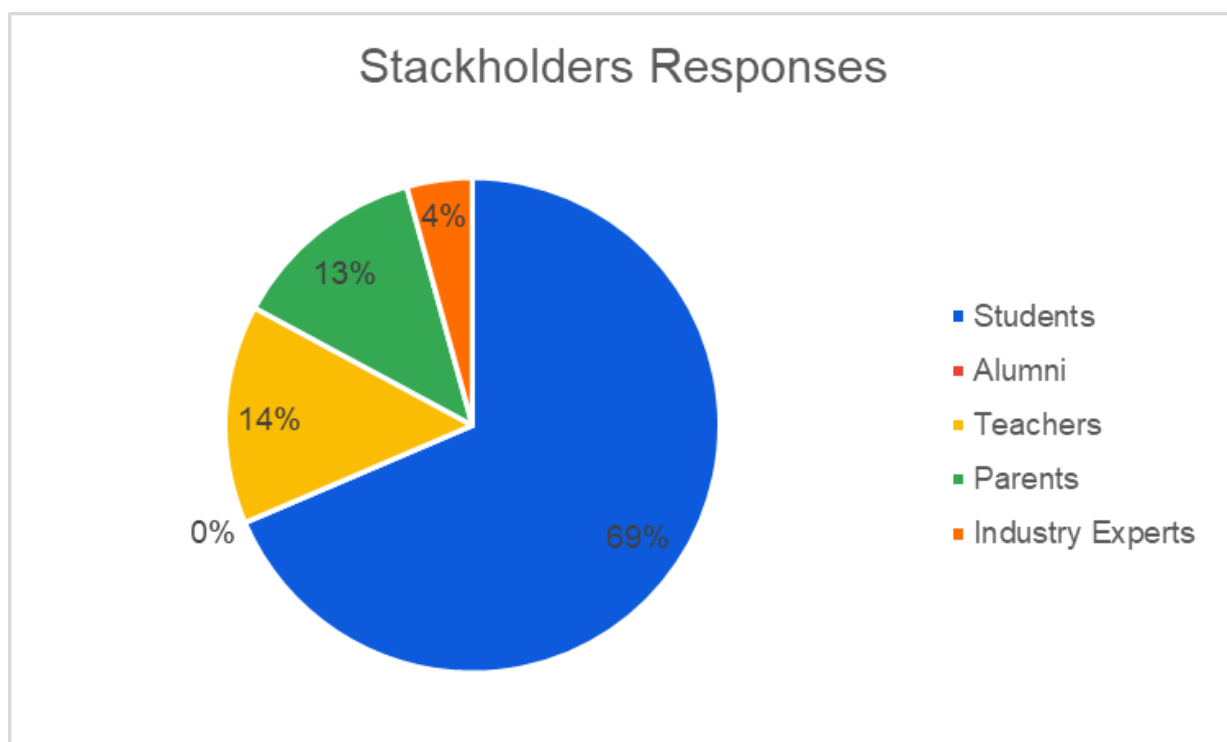
- 1) Does the syllabus orient the students towards higher education?
- 2) Is employability given weightage in the design and development of the syllabus?
- 3) Is the syllabus designed to have a component on value-based education?
- 4) Does the syllabus have components to serve the needs of the society?
- 5) Does the syllabus promote the self-study and attitude toward research?
- 6) Does the syllabus help the students to enhance their personality?

With the above feedback forms devised for various stakeholders, the University, through its various departments, 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	48
Alumni	-
Teachers	10
Parents	09
Industry Experts	03
TOTAL NUMBER OF RESPONSES	70

Table 1: Number of Feedback Responses on Syllabus for 2024-25.

The responses mentioned above were analyzed based on the category of stakeholders, and the section below gives a detailed report.



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 program of study.

Table 2: Question wise Responses from Students on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	9	20	13	6	0
Does the curriculum cover advanced topics?	5	17	16	8	2
Whether the curriculum enhances your knowledge and skills in the relevant domain?	11	20	10	6	1
Is the curriculum effective in developing critical/ analytical thinking?	9	18	12	9	0
Are the text books and reference materials relevant to the content of the curriculum?	7	19	15	6	1
Does the curriculum orient towards higher education?	8	23	14	3	0
Does the curriculum enable the students to apply their knowledge in real life situations?	10	19	13	6	0
Is employability given weightage in the design and development of curriculum?	6	20	12	10	0
Does the curriculum promote self-study and attitude of research?	13	19	11	4	1
Does the curriculum meet your overall expectations?	7	18	19	4	0

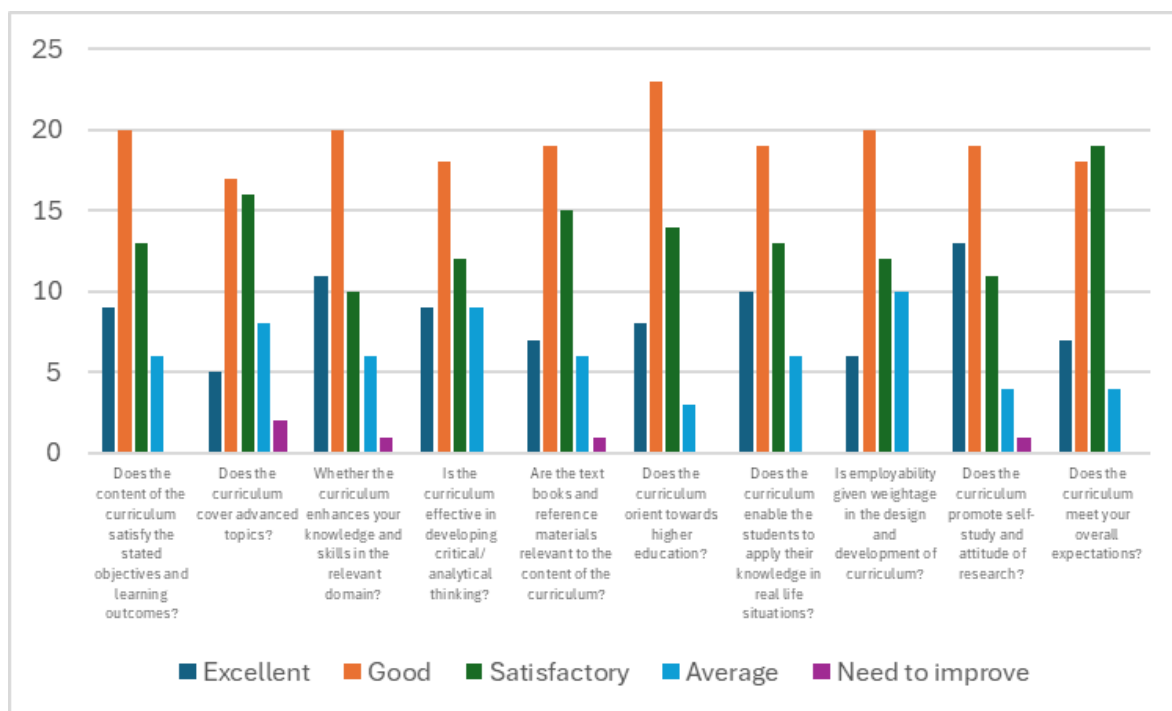


Figure 2: Graphical Representation of Student responses on Curriculum for the year 2024-25

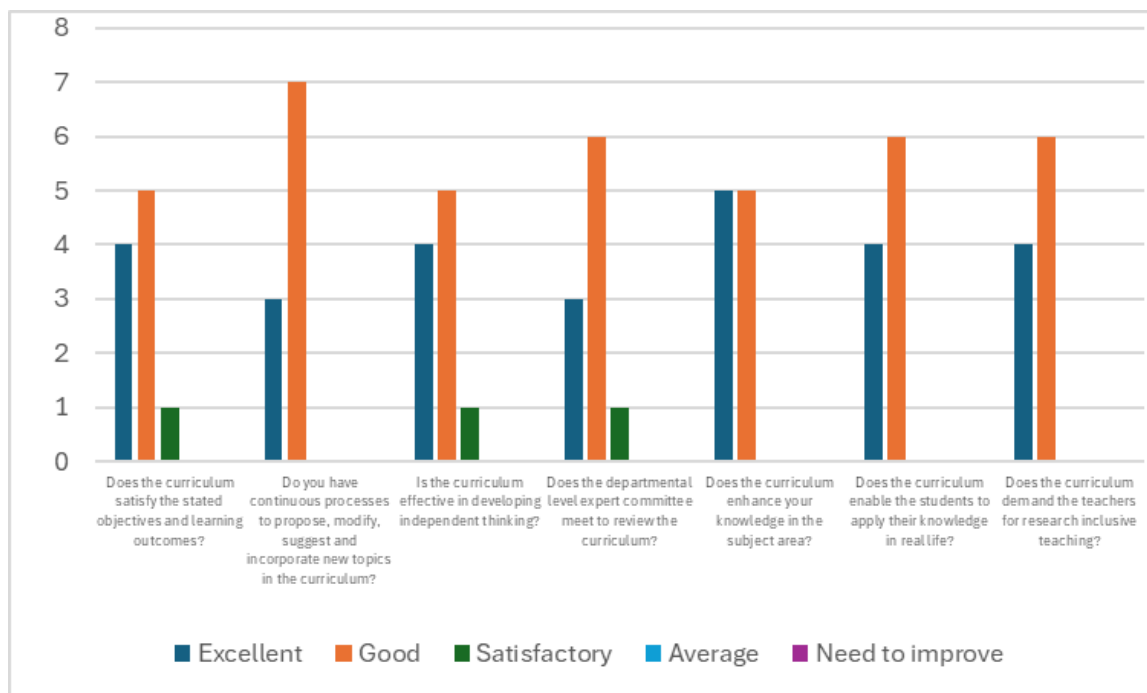
3.2 FEEDBACK ANALYSIS OF TEACHER FEEDBACK ON CURRICULUM

A detailed analysis of the teachers on the curriculum of their respective departments for the academic year 2024-25 is depicted in figure 2 and Table 3 below.

Table 3: Question wise Responses from Teachers on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the curriculum satisfy the stated objectives and learning outcomes?	4	5	1	0	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	3	7	0	0	0
Is the curriculum effective in developing independent thinking?	4	5	1	0	0
Does the departmental level expert committee meet to review the curriculum?	3	6	1	0	0
Does the curriculum enhance your knowledge in the subject area?	5	5	0	0	0

Does the curriculum enable the students to apply their knowledge in real life?	4	6	0	0	0
Does the curriculum demand the teachers for research inclusive teaching?	4	6	0	0	0



The figure 3 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2024-25.

3.3. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2024-25 collected feedback from parents, and their responses were spread across the questions, as shown in Table 4 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	2	6	1	0	0
Is employability given weightage in the design and development of the syllabus?	1	6	2	0	0
Is the syllabus designed to have a component on value-based education?	1	6	1	1	0
Does the syllabus have components to serve the needs of the society?	2	3	4	0	0
Does the syllabus promote the self-study and attitude toward research?	4	4	1	0	0
Does the syllabus help the students to enhance their personality?	3	4	2	0	0

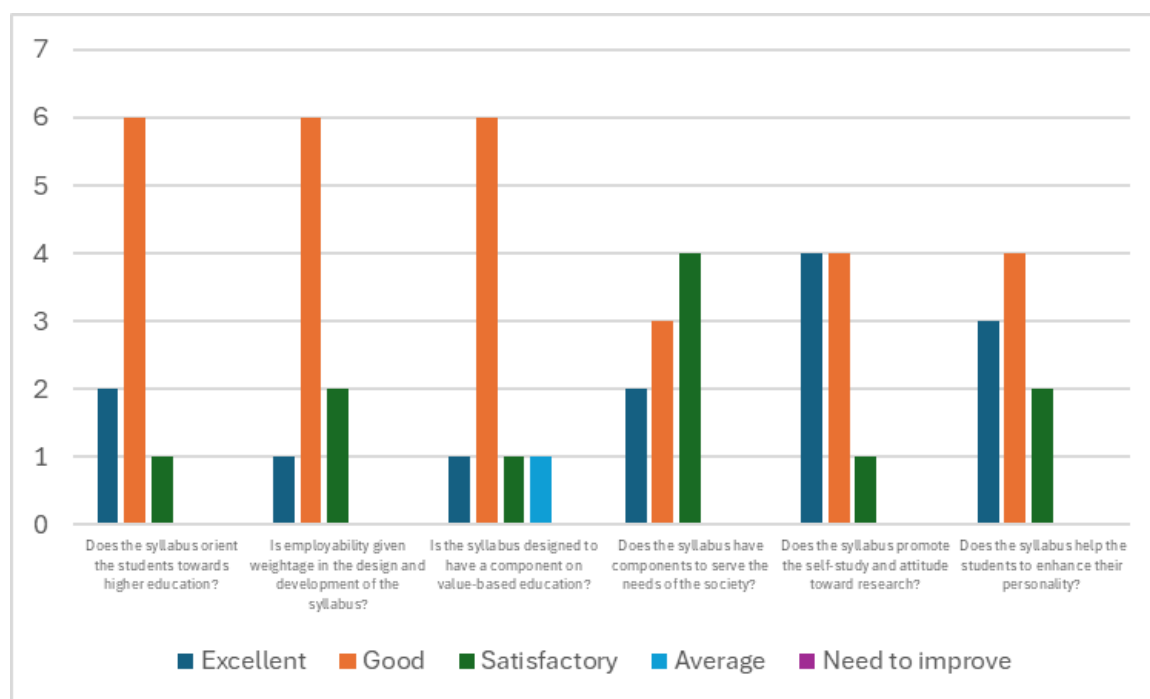


Figure 4: Graphical Representation of Parent Responses on Curriculum

3.4. FEEDBACK ANALYSIS OF INDUSTRY EXPERT'S FEEDBACK ON CURRICULUM

Feedback from industry experts was collected in the academic year 2024-25 across the departments, and their responses are analyzed as shown in the table below.

Table 5: Question-wise Responses from Industry Experts on Curriculum for Academic year 2024-25

The feedback collected from the industry experts is also shown in a graph. The same is shown in

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the programme syllabus aligned with its objectives?	1	2	0	0	0
Does the syllabus cover the advanced topics and current trends?	2	0	1	0	0
How would you rate the relevance of the electives offered in the syllabus?	1	2	0	0	0
Is employability given weightage on the design and development of syllabus?	1	2	0	0	0
Does the syllabus Meet the expectations of the Industry?	1	1	1	0	0
Does the syllabus cater the enhancement of skills of the students with respect to the Industry Needs?	1	2	0	0	0

Figure 5. Overall, the analysis of all the stakeholders' feedback shows that most stakeholders are satisfied with the curriculum offered by the various programs across the university.

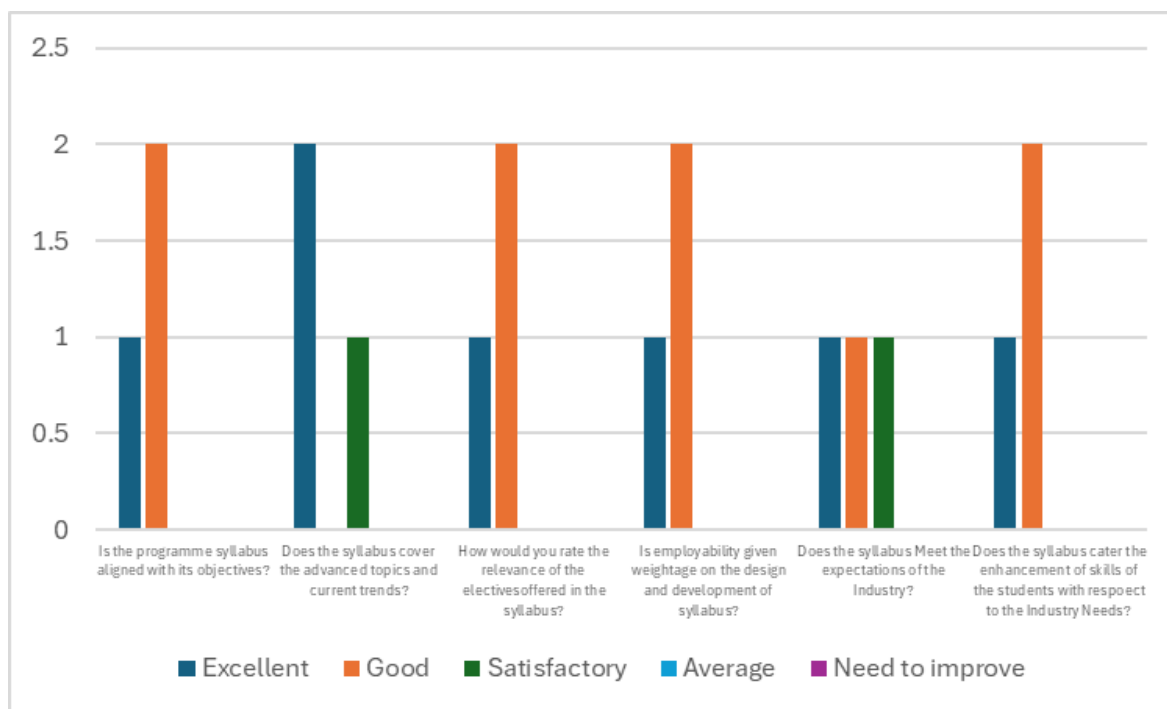


Figure 5: Graphical Representation of Industry Experts responses on Curriculum 2024-25

Stakeholders' Feedback Report

The institution conducted a comprehensive feedback survey among students, teachers, and parents to evaluate the curriculum's effectiveness and alignment with industry standards. Students expressed the need for a more practice-based learning approach, emphasizing real-world applications over exam-focused studies. Teachers acknowledged the curriculum's alignment with industry requirements but suggested periodic updates, particularly in elective subjects. Parents appreciated the institution's academic framework but recommended strengthening career guidance, industry exposure, and placement support. Some stakeholders also suggested incorporating emerging technologies and case-based learning to enhance analytical skills. The institution remains committed to continuous enhancement and will take proactive measures to address these suggestions.

4.1 Analysis of the Feedback from the Stakeholders

1. Practical Learning Emphasis: Students highlighted the need for

more practice-based learning than traditional exam-oriented studies.

2. Curriculum Enhancement: Teachers recommended revising elective subjects, particularly in HR and finance, to incorporate evolving industry trends.

3. Placement and Career Guidance: Parents emphasized the necessity of career counseling, industry interactions, and structured placement training.

4. Real-World Application: Stakeholders suggested integrating real-life case studies, project-based assessments, and advanced analytical tools.

5. Technological Integration: In earlier semesters, a need for introducing more technology-driven courses, such as coding and business analytics, was identified.

4.2 Action Taken Based on Feedback

1. Enhanced Practical Learning: The institution has introduced experiential learning methods, including case studies, live projects, and industry simulations.

2. Revised Course Structure: Elective subjects are updated to reflect contemporary industry demands and global trends.

3. Strengthened Career Development Initiatives: Additional career counseling sessions, industry interactions, and mock interviews have been incorporated into the academic framework.

4. Advanced Learning Tools: The curriculum now includes more technology-driven courses and skill-based certifications to align with industry requirements.

5. Holistic Development Approach: A balanced evaluation system, integrating theoretical assessments with practical applications, has been introduced to improve student engagement and knowledge retention.

This report contains the feedback analysis and the action taken based on the feedback for the academic year 2024-25. This action is taken at the university level and is not limited to the points mentioned above. Feedback is analyzed at a detailed level in the department, and more rigorous actions are taken in addition to the points as mentioned earlier.

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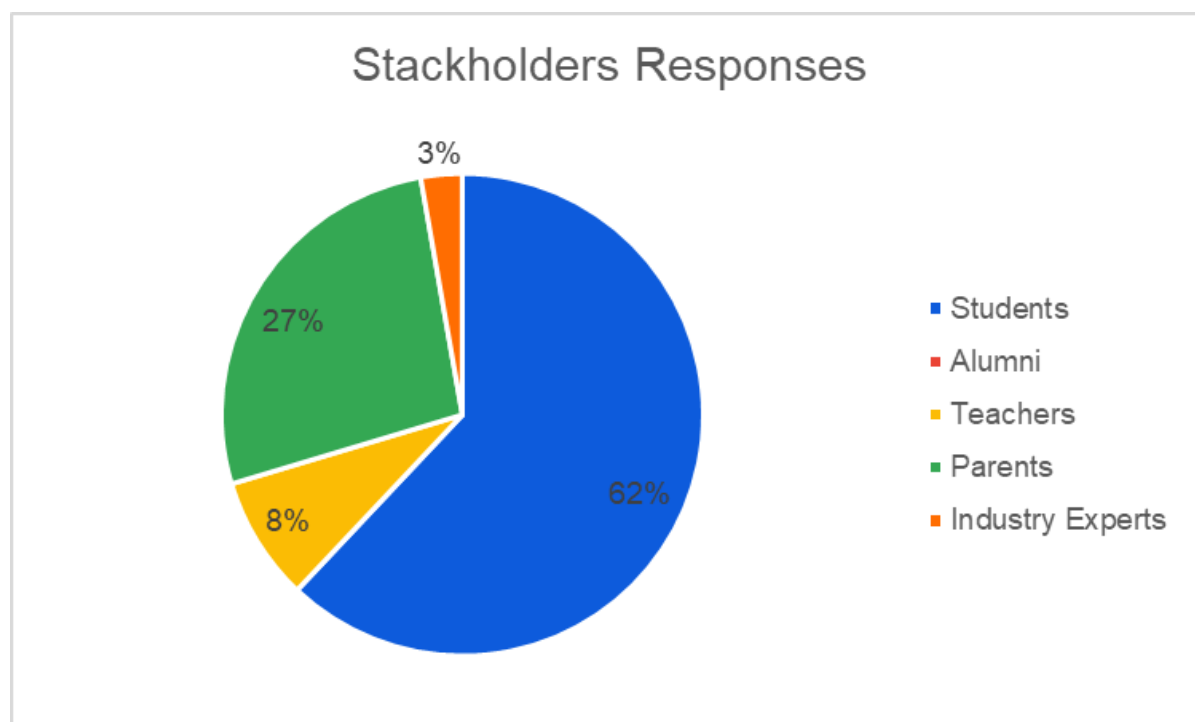
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With the above feedback forms devised for various stakeholders, the University, through its various departments, has collected the above-mentioned feedback forms, and for the academic year of 2024-25, the following number of feedback responses were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

Category of Stakeholder	Number of Responses
Students	67
Alumni	
Teachers	9
Parents	29
Industry Experts	03
TOTAL NUMBER OF RESPONSES	108

Table 1: Number of Feedback Responses on Syllabus for 2024-25.

The responses mentioned above were analyzed based on the category of stakeholders, and the section below gives a detailed report.



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 program of study.

Table 2: Question wise Responses from Students on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	31	16	10	8	2
Does the curriculum cover advanced topics?	30	13	12	8	4
Whether the curriculum enhances your knowledge and skills in the relevant domain?	27	18	11	7	4
Is the curriculum effective in developing critical/ analytical thinking?	22	19	11	10	5
Are the text books and reference materials relevant to the content of the curriculum?	24	11	11	12	9
Does the curriculum orient towards higher education?	23	18	14	9	3
Does the curriculum enable the students to apply their knowledge in real life situations?	24	18	11	8	6
Is employability given weightage in the design and development of curriculum?	28	14	10	10	5
Does the curriculum promote self-study and attitude of research?	18	15	19	10	5
Does the curriculum meet your overall expectations?	26	16	10	8	7

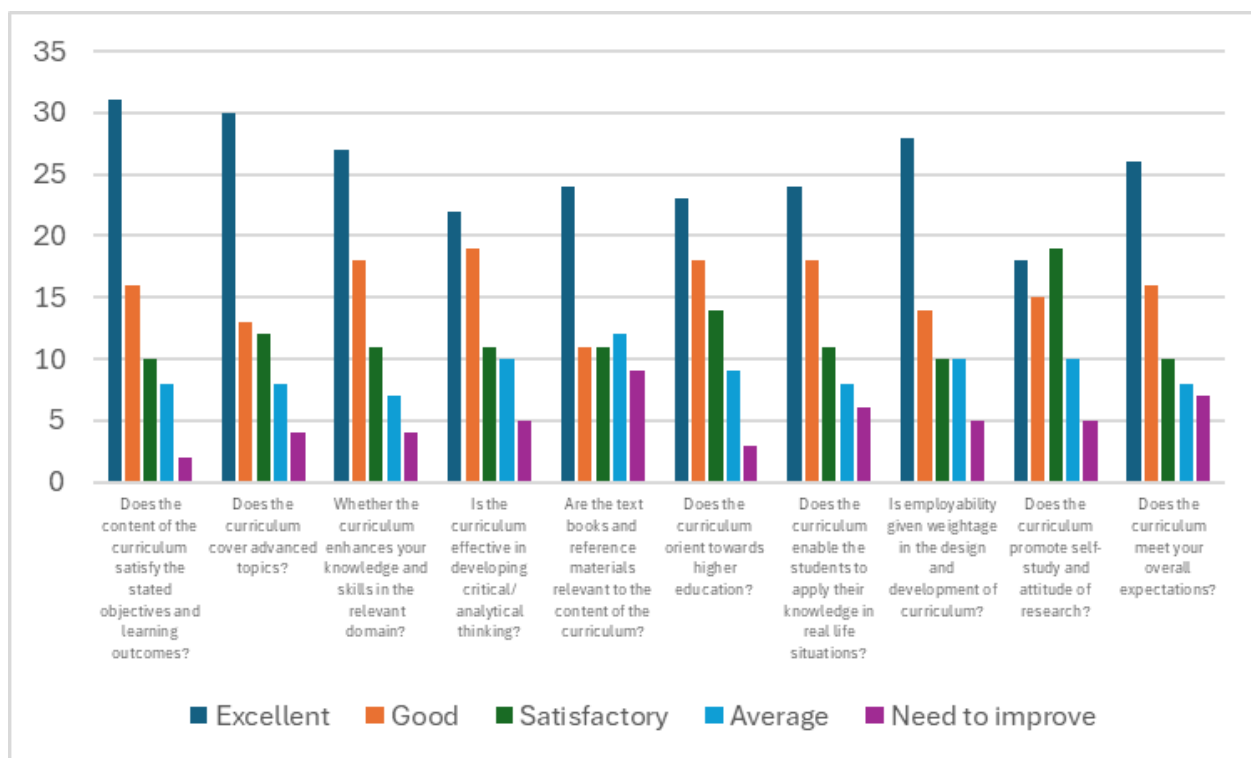


Figure 2: Graphical Representation of Student responses on Curriculum for the year 2024-25

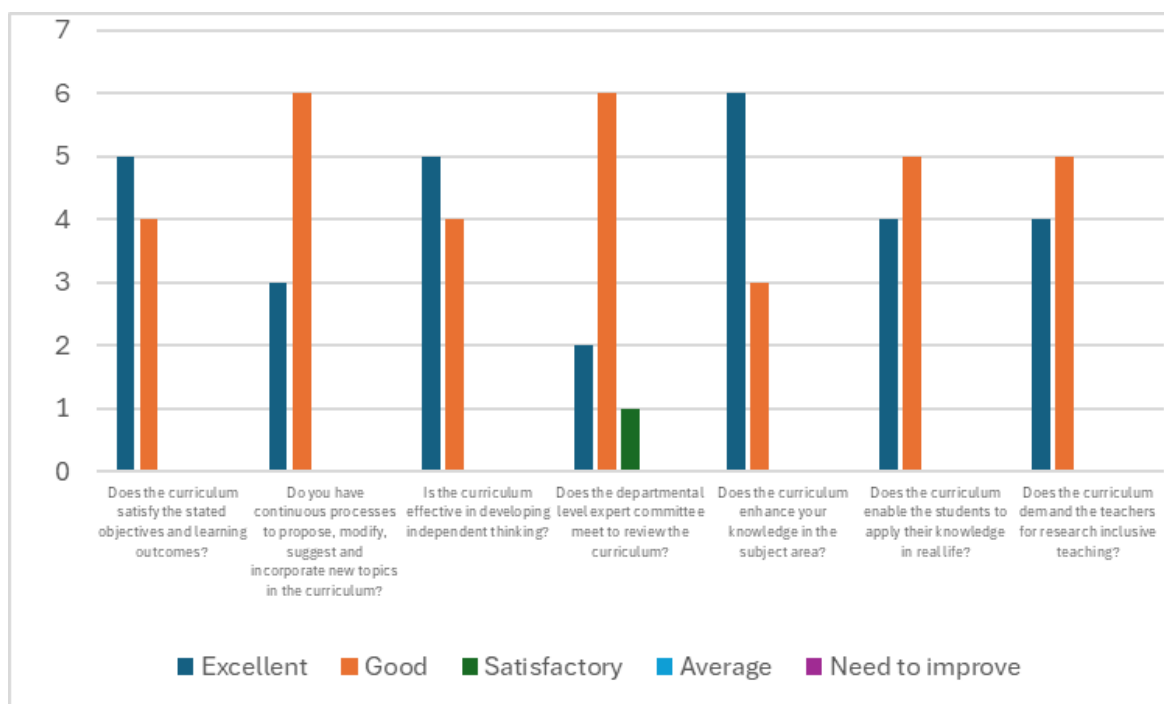
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A detailed analysis of the teachers on the curriculum of their respective departments for the academic year 2024-25 is depicted in figure 2 and Table 3 below.

Table 3: Question wise Responses from Teachers on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the curriculum satisfy the stated objectives and learning outcomes?	5	4	0	0	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	3	6	0	0	0
Is the curriculum effective in developing independent thinking?	5	4	0	0	0

Does the departmental level expert committee meet to review the curriculum?	2	6	1	0	0
Does the curriculum enhance your knowledge in the subject area?	6	3	0	0	0
Does the curriculum enable the students to apply their knowledge in real life?	4	5	0	0	0
Does the curriculum demand the teachers for research inclusive teaching?	4	5	0	0	0



The figure 3 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2024-25.

3.3. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2024-25 collected feedback from parents, and their responses were spread across the questions, as shown in Table 4 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	8	10	8	2	1
Is employability given weightage in the design and development of the syllabus?	7	11	7	3	1
Is the syllabus designed to have a component on value-based education?	10	9	7	3	0
Does the syllabus have components to serve the needs of the society?	9	9	10	1	0
Does the syllabus promote the self-study and attitude toward research?	12	7	9	1	0
Does the syllabus help the students to enhance their personality?	10	9	7	3	0

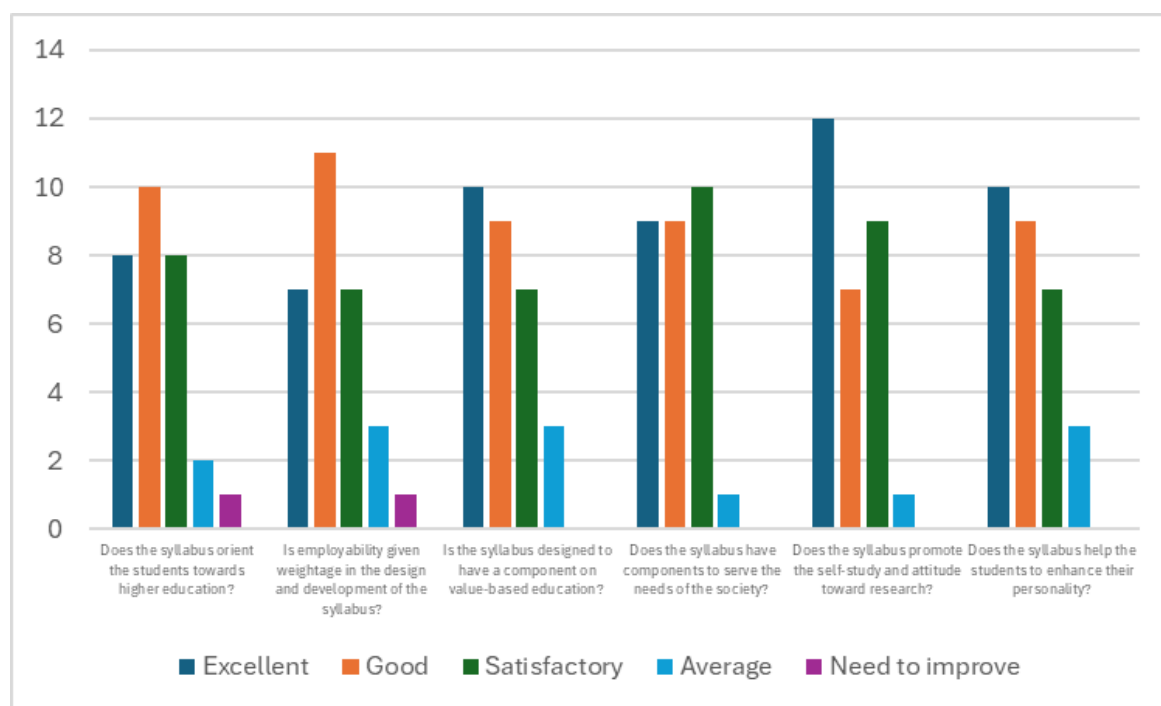


Figure 4: Graphical Representation of Parent Responses on Curriculum

3.4. FEEDBACK ANALYSIS OF INDUSTRY EXPERT'S FEEDBACK ON CURRICULUM

Feedback from industry experts was collected in the academic year 2024-25 across the departments, and their responses are analyzed as shown in the table below.

Table 5: Question-wise Responses from Industry Experts on Curriculum for Academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the programme syllabus aligned with its objectives?	0	3	0	0	0
Does the syllabus cover the advanced topics and current trends?	1	2	0	0	0
How would you rate the relevance of the electives offered in the syllabus?	0	3	0	0	0
Is employability given weightage on the design and development of syllabus?	0	3	0	0	0
Does the syllabus Meet the expectations of the Industry?	0	1	2	0	0
Does the syllabus cater the enhancement of skills of the students with respect to the Industry Needs?	0	2	1	0	0

The feedback collected from the industry experts is also shown in a graph. The same is shown in Figure 5. Overall, the analysis of all the stakeholders' feedback shows that most stakeholders are satisfied with the curriculum offered by the various programs across the university.

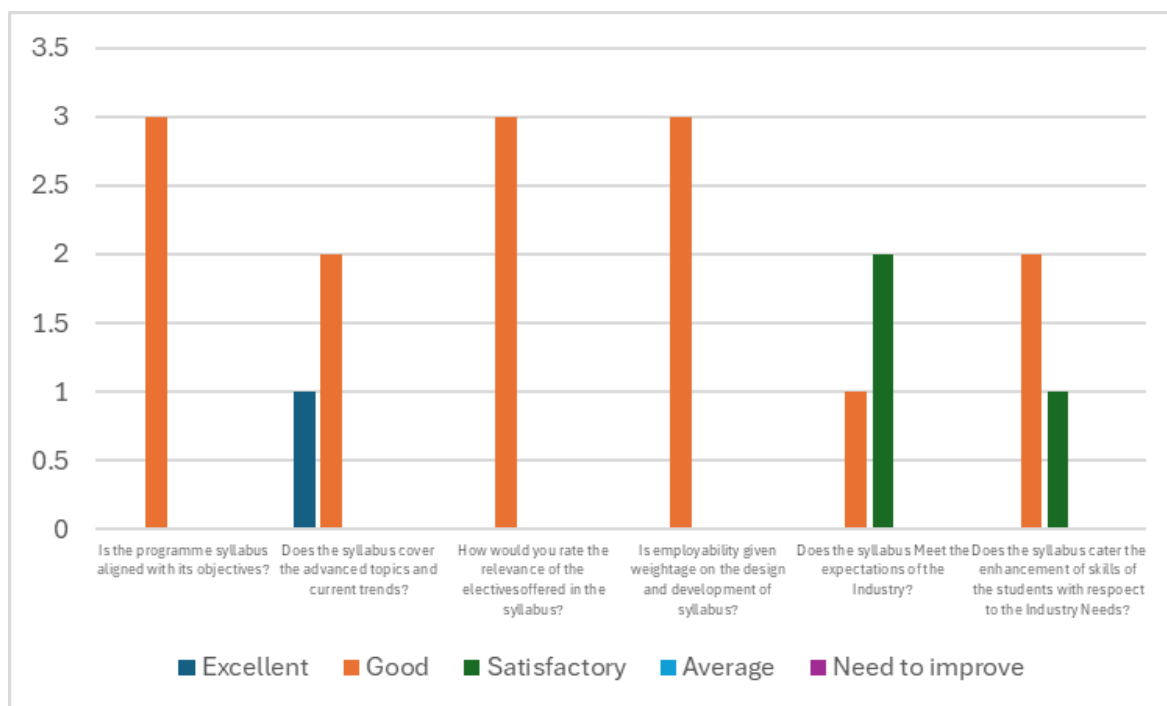


Figure 5: Graphical Representation of Industry Experts Responses on Curriculum 2024-25

Stakeholders Feedback Report

The feedback was collected from students, teachers, and parents to assess the curriculum's effectiveness and relevance. Students emphasized the need for more practical learning, industry-oriented subjects, and better placement preparation. Teachers acknowledged the curriculum's alignment with industry standards but suggested periodic syllabus updates and improved teaching methodologies. Parents appreciated the institution's efforts but expressed concerns about real-world skill development. Some stakeholders highlighted the importance of balancing theoretical and practical learning while incorporating advanced subjects like Excel, Power BI, and case studies. There was also a consensus on the need for career counseling, industry collaborations, and increased exposure to current market trends. The institution remains committed to continuous improvement by integrating stakeholder suggestions into future curriculum revisions.

4.1 Analysis of the Feedback from the Stakeholders

1. Students emphasized the need for more practical learning, industry-relevant courses, and real-world applications.
2. Teachers highlighted the necessity of updating elective subjects to

reflect emerging trends.

3. Parents expressed concern and recommended career-oriented training sessions.
4. There was a shared opinion on integrating skill-based courses like Excel, Power BI, and real-world problem-solving exercises.
5. Stakeholders suggested balancing theoretical knowledge and practical exposure to enhance employability.

4.2 Action Taken Based on Feedback

1. Introduced more practical and industry-oriented courses to enhance skill development.
2. Revised elective subjects to align with emerging industry demands and career opportunities.
3. Strengthened placement training by conducting workshops, mock interviews, and career counseling sessions.
4. Incorporated advanced learning tools like Excel, Power BI, and Python for problem-solving in the curriculum.

This report contains the feedback analysis and the action taken based on the feedback for the academic year 2024-25. This action is taken at the university level and is not limited to the above-mentioned points. Feedback is analyzed at a detailed level in the department, and more rigorous actions are taken in addition to the above-mentioned points.

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1. INTRODUCTION

Feedback plays a very vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome-based education also. CHRIST (Deemed to be University) has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts, parents etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc. The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the University to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world.

CHRIST (Deemed to be University) YPR Campus, has made it mandatory across the departments to collect feedbacks on the curriculum. This analysis report is from School of Business and Management which gives an insight about the BBA Programs. The report explains the responses collected, the nature of the responses, areas of improvement and action taken based on the analysis. This report first gives the number of responses collected across the programs mentioned, followed by the nature of the responses and how the stakeholders feel with respect to the curriculum in place. The final section discusses about the actions taken based on the feedback collected from the stakeholders for the ODD Sem 2024 and how the plan has been initiated for the next 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. Parents
3. Academicians
4. Industry Experts
5. Alumni

The questionnaire has been framed considering the diverse programs offered by the University at Under Graduate level. With such a diverse environment, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, introduction of new courses and programs across the departments. The questionnaire floated for the different stakeholders has been given below.

2.1 FEEDBACK FORM FOR THE STUDENTS

All the forms have been devised to be rated on a 5 point scale with 5 being the highest and 1 being the lowest. The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome based education, whether the defined curriculum instils the research culture in students, whether the defined curriculum allows the students to be curious and develop them to be individuals with an attitude for lifelong learning etc. thus enabling the university to attain its mission leading to the attainment of vision. The questionnaire posed to the students is as shown

- 1) Does the content of the syllabus satisfy the stated objectives and learning outcomes?
- 2) Does the syllabus cover advanced Topics?
- 3) Whether the syllabus enhances your knowledge and skills in the relevant domain?
- 4) Syllabus is effective in developing critical analytical thinking?

- 5) Are the textbooks and reference materials relevant to the content of the syllabus?
- 6) Does the syllabus orient towards higher education?
- 7) Does the syllabus enable the students to apply their knowledge in real life situations?
- 8) Employability given weightage in the design and development of syllabus?
- 9) Syllabus promote self-study and attitude of research?
- 10) Does the syllabus meet your overall expectations?

2.2 FEEDBACK FORM FOR ACADEMICIANS

Academicians are the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics of the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex problems and whether the syllabus is updated to make the students pursue higher studies and research. The questions asked to teachers/academicians in the feedback survey process is as mentioned below.

- 1) Does the syllabus satisfy the stated objectives and learning outcomes?
- 2) Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?
- 3) Is the syllabus effective in developing independent thinking?
- 4) Does the departmental level expert committee meet to review the syllabus?
- 5) Does the syllabus enhance your knowledge in the subject area?
- 6) Does the syllabus enable the students to apply their knowledge in real life?
- 7) Does the syllabus demand the teachers for research inclusive teaching?

2.3 FEEDBACK FORM FOR THE PARENTS

Stakeholders perspective of parents has a critical role in making us understand and identify the areas for continuous improvement. below is the questionnaire posed to the parents as part of the feedback collection process.

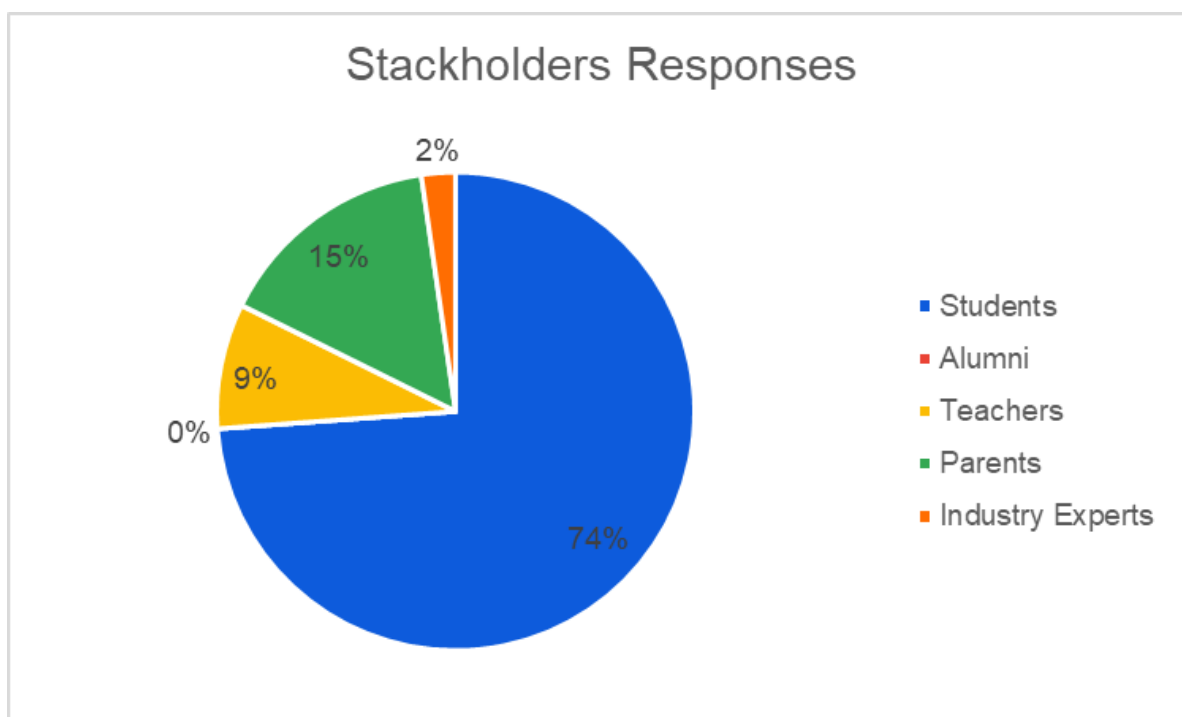
- 1) Does the syllabus orient the students towards higher education?
- 2) Is employability given weightage in the design and development of the syllabus?
- 3) Is the syllabus designed to have a component on value-based education?
- 4) Does the syllabus have components to serve the needs of the society?
- 5) Does the syllabus promote the self-study and attitude toward research?
- 6) Does the syllabus help the students to enhance their personality?

With the above feedback forms devised for various stakeholders, the University, through its various departments, 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	96
Alumni	-
Teachers	11
Parents	20
Industry Experts	03
TOTAL NUMBER OF RESPONSES	130

Table 1: Number of Feedback Responses on Syllabus for 2024-25.

The responses mentioned above were analyzed based on the category of stakeholders, and the section below gives a detailed report.



3.1. FEEDBACK ANALYSIS OF STUDENT FEEDBACK ON CURRICULUM

For the academic year 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.

Table 2: Question-wise Responses from Students on the curriculum for the academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	23	41	22	9	1
Does the curriculum cover advanced topics?	20	34	29	11	2
Whether the curriculum enhances your knowledge and skills in the relevant domain?	29	35	23	8	1
Is the curriculum effective in developing critical/ analytical thinking?	28	31	30	5	2
Are the text books and reference materials relevant to the content of the curriculum?	25	26	23	20	2
Does the curriculum orient towards higher education?	26	35	30	5	0
Does the curriculum enable the students to apply their knowledge in real life situations?	23	37	26	8	2
Is employability given weightage in the design and development of curriculum?	24	36	27	9	0
Does the curriculum promote self-study and attitude of research?	34	30	27	1	4
Does the curriculum meet your overall expectations?	26	30	32	7	1

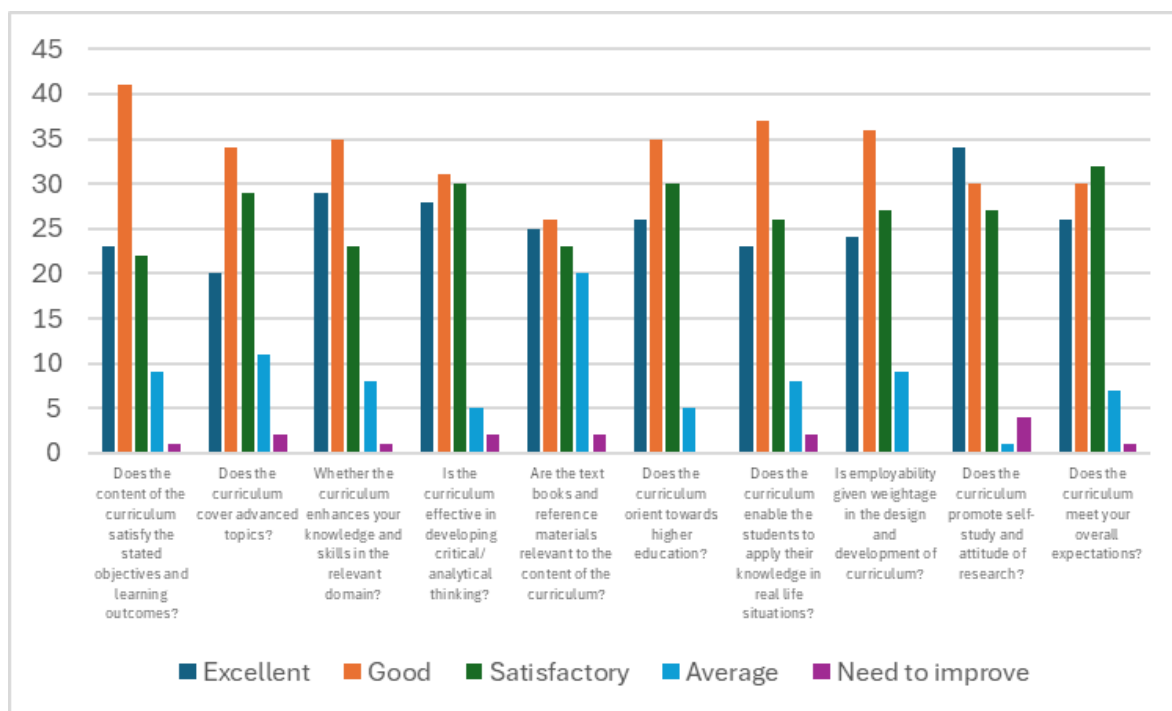


Figure 2: Graphical Representation of Student responses on Curriculum for the year 2024-25

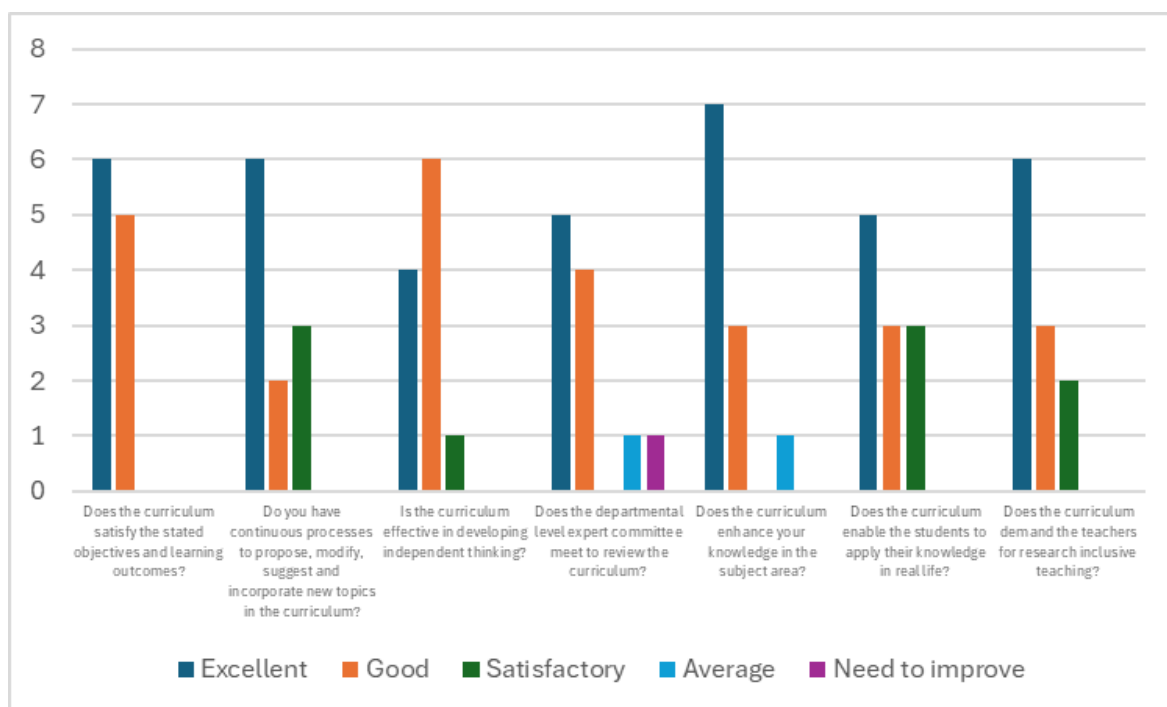
3.2 FEEDBACK ANALYSIS OF TEACHER FEEDBACK ON CURRICULUM

A detailed analysis of the teachers on the curriculum of their respective departments for the academic year 2024-25 is depicted in figure 2 and Table 3 below.

Table 3: Question wise Responses from Teachers on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the curriculum satisfy the stated objectives and learning outcomes?	6	5	0	0	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	6	2	3	0	0
Is the curriculum effective in developing independent thinking?	4	6	1	0	0
Does the departmental level expert committee meet to review the curriculum?	5	4	0	1	1

Does the curriculum enhance your knowledge in the subject area?	7	3	0	1	0
Does the curriculum enable the students to apply their knowledge in real life?	5	3	3	0	0
Does the curriculum demand the teachers for research inclusive teaching?	6	3	2	0	0



The figure 3 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2024-25.

3.3. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2024-25 collected feedback from parents, and their responses were spread across the questions, as shown in Table 4 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	8	8	1	2	1
Is employability given weightage in the design and development of the syllabus?	6	9	2	2	1
Is the syllabus designed to have a component on value-based education?	9	6	2	2	1
Does the syllabus have components to serve the needs of the society?	10	5	3	0	2
Does the syllabus promote the self-study and attitude toward research?	12	3	3	1	1
Does the syllabus help the students to enhance their personality?	10	4	3	2	1

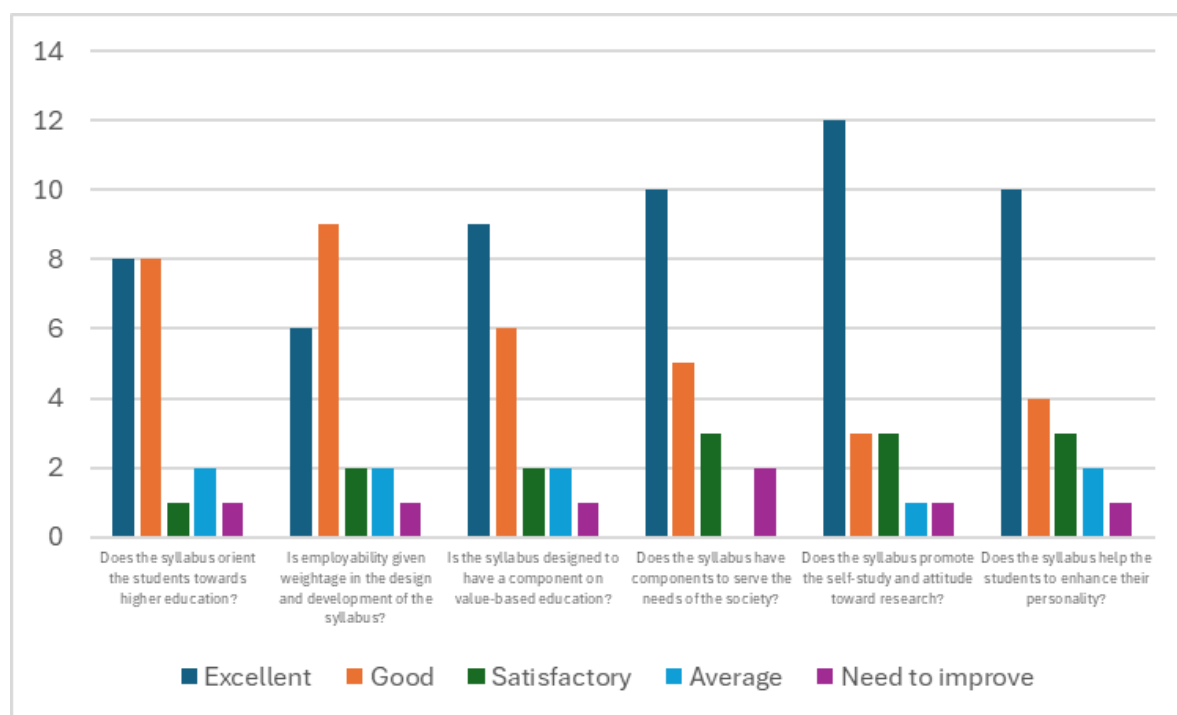


Figure 4: Graphical Representation of Parent Responses on Curriculum 24-25

3.4. FEEDBACK ANALYSIS OF INDUSTRY EXPERT'S FEEDBACK ON CURRICULUM

Feedback from industry experts was collected in the academic year 2024-25 across the departments, and their responses are analyzed as shown in the table below.

Table 5: Question-wise Responses from Industry Experts on Curriculum for Academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the programme syllabus aligned with its objectives?	2	1	0	0	0
Does the syllabus cover the advanced topics and current trends?	2	1	0	0	0
How would you rate the relevance of the electives offered in the syllabus?	2	1	0	0	0
Is employability given weightage on the design and development of syllabus?	2	1	0	0	0
Does the syllabus Meet the expectations of the Industry?	2	0	1	0	0
Does the syllabus cater the enhancement of skills of the students with respect to the Industry Needs?	2	1	0	0	0

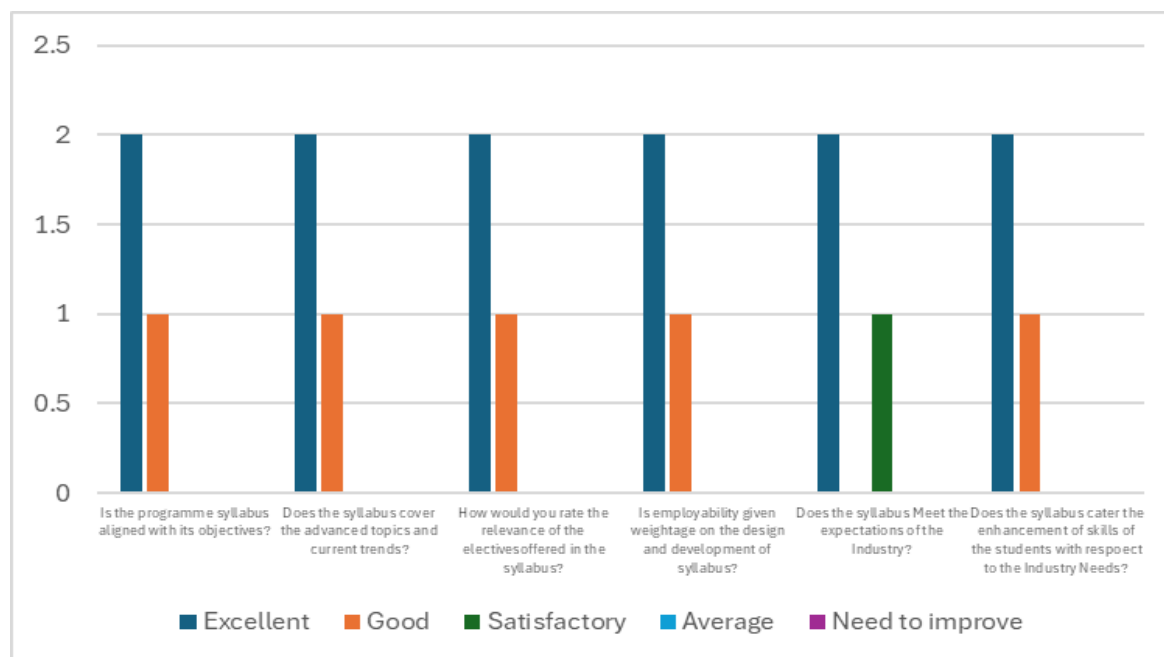


Figure 5: Graphical Representation of Industry Experts responses on Curriculum 2024-25

The feedback collected from the industry experts is also shown in a graph. The same is shown in Figure 5. Overall, the analysis of all the stakeholders' feedback shows that most stakeholders are satisfied with the curriculum offered by the various programs across the university.

Stakeholders' Feedback Report

For the academic year 2024-25, feedback was collected from students, teachers, parents, and industry experts regarding the curriculum. 130 responses were received, with students contributing the highest number (96). The analysis revealed that most students found the curriculum satisfactory, with some suggesting improvements in real-life applications and employability-focused learning. Teachers acknowledged the curriculum's alignment with industry needs but emphasized continuous updates and integration of research-based knowledge. Parents primarily appreciated the syllabus but recommended enhancing value-based education and industry-relevant skills. Industry experts found the syllabus well-aligned with industry expectations but recommended adding more hands-on learning experiences. Overall, the feedback highlighted the curriculum's strengths while indicating areas for improvement, such as practical exposure, interdisciplinary learning, and skill-based enhancements. The university acknowledges these insights and plans to take necessary actions to enhance curriculum quality and student learning experiences.

4.1 Analysis of the Feedback from the Stakeholders

1. Overall Satisfaction – Most stakeholders expressed satisfaction with the curriculum's alignment with academic and industry needs.
2. Need for Practical Learning – Students and industry experts emphasized incorporating more hands-on learning, case studies, and real-world applications.
3. Employability Enhancement – Industry experts and parents suggested more skill-based training to enhance employability.
4. Curriculum Updates – Teachers and students recommended periodic curriculum revisions to integrate emerging industry trends and avoid content overlap.
5. Resource Improvement – Some students and parents

highlighted the need for better study materials, textbooks, and learning resources.

4.2 Action Taken Based on Feedback

1. Enhancement of Practical Learning – More case studies, real-world applications, and project-based assessments will be integrated into the curriculum.
2. Industry Interaction Programs – Increased sessions with industry professionals to be organized to provide real-world insights.
3. Curriculum Revision – The syllabus will be reviewed and updated periodically to include advanced topics and minimize content redundancy.
4. Employability-Focused Learning – Additional skill-development courses, including training in tools like Power BI and Tableau, are to be introduced.
5. Study Material Improvement – Efforts will be made to enhance textbooks, reference materials, and online learning resources for better student engagement.

This report contains the feedback analysis and the action taken based on the feedback for the academic year 2024-25. This action is taken at the university level and is not limited to the above-mentioned points. Feedback is analyzed at a detailed level in the department, and more rigorous actions are taken in addition to the above-mentioned points.

CHRIST (DEEMED TO BE UNIVERSITY)

Yeshwanthpur Campus



School of Business and Management Curriculum

Feedback Analysis for the 2024 - 2025

Program: Bachelor of Business and Administration Honours

1.4.1 and 1.4.2 Structured Feedback for curriculum and its transaction is regularly obtained from stakeholders (1) Students (2) Teachers (3) Employers (4) Alumni, (5) Academic Peers, etc and feedback process of the department may be classified as follows

School of Business and Management (SBM) collects the feedback from students, teachers, employers (who come as industrial experts in BOS meeting or in any curricular or extracurricular activities) as well as through Academic Peers.

The feedback is collected and analysed and whenever need arises it shall be updated in the institutional website and the same is communicated in the form of meeting to the relevant bodies, as and when needed arises.

**Presented by
Dr. Shrinivas Kulkarni
Head, BYC**

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1. INTRODUCTION

Feedback plays a very vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome-based education also. CHRIST (Deemed to be University) has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts, parents etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc. The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the University to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world.

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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
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The questionnaire has been framed considering the diverse programs offered by the University at Under Graduate level. With such a diverse environment, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, introduction of new courses and programs across the departments. The questionnaire floated for the different stakeholders has been given below.

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All the forms have been devised to be rated on a 5 point scale with 5 being the highest and 1 being the lowest. The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome based education, whether the defined curriculum instils the research culture in students, whether the defined curriculum allows the students to be curious and develop them to be individuals with an attitude for lifelong learning etc. thus enabling the university to attain its mission leading to the attainment of vision. The questionnaire posed to the students is as shown

- 1) Does the content of the syllabus satisfy the stated objectives and learning outcomes?
- 2) Does the syllabus cover advanced Topics?
- 3) Whether the syllabus enhances your knowledge and skills in the relevant domain?
- 4) Syllabus is effective in developing critical analytical thinking?

- 5) Are the textbooks and reference materials relevant to the content of the syllabus?
- 6) Does the syllabus orient towards higher education?
- 7) Does the syllabus enable the students to apply their knowledge in real life situations?
- 8) Employability given weightage in the design and development of syllabus?
- 9) Syllabus promote self-study and attitude of research?
- 10) Does the syllabus meet your overall expectations?

2.2 FEEDBACK FORM FOR ACADEMICIANS

Academicians are the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics of the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex problems and whether the syllabus is updated to make the students pursue higher studies and research. The questions asked to teachers/academicians in the feedback survey process is as mentioned below.

- 1) Does the syllabus satisfy the stated objectives and learning outcomes?
- 2) Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?
- 3) Is the syllabus effective in developing independent thinking?
- 4) Does the departmental level expert committee meet to review the syllabus?
- 5) Does the syllabus enhance your knowledge in the subject area?
- 6) Does the syllabus enable the students to apply their knowledge in real life?
- 7) Does the syllabus demand the teachers for research inclusive teaching?

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Stakeholders perspective of parents has a critical role in making us understand and identify the areas for continuous improvement. below is the questionnaire posed to the parents as part of the feedback collection process.

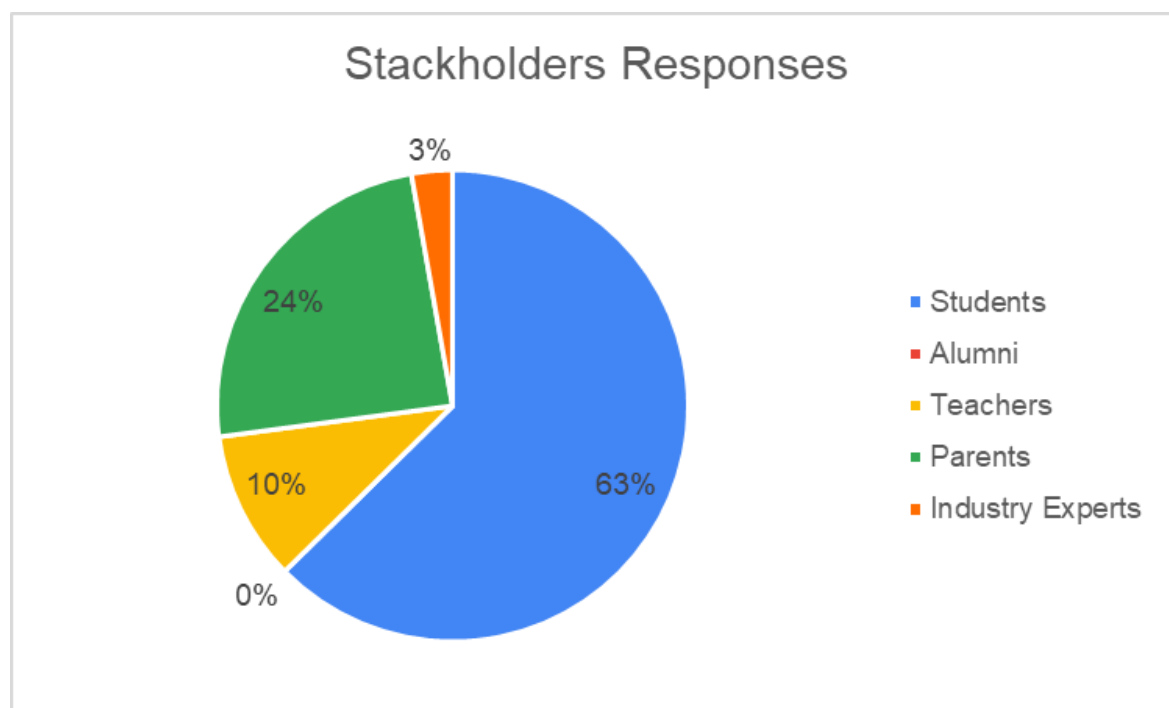
- 1) Does the syllabus orient the students towards higher education?
- 2) Is employability given weightage in the design and development of the syllabus?
- 3) Is the syllabus designed to have a component on value-based education?
- 4) Does the syllabus have components to serve the needs of the society?
- 5) Does the syllabus promote the self-study and attitude toward research?
- 6) Does the syllabus help the students to enhance their personality?

With the above feedback forms devised for various stakeholders, the University, through its various departments, 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	67
Alumni	-
Teachers	11
Parents	26
Industry Experts	03
TOTAL NUMBER OF RESPONSES	107

Table 1: Number of Feedback Responses on Syllabus for 2024-25.

The responses mentioned above were analyzed based on the category of stakeholders, and the section below gives a detailed report.



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 program of study.

Table 2: Question wise Responses from Students on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	6	20	23	13	5
Does the curriculum cover advanced topics?	9	13	22	14	9
Whether the curriculum enhances your knowledge and skills in the relevant domain?	7	18	26	10	6
Is the curriculum effective in developing critical/ analytical thinking?	8	16	21	17	5
Are the text books and reference materials relevant to the content of the curriculum?	6	7	30	15	9
Does the curriculum orient towards higher education?	9	21	22	10	5
Does the curriculum enable the students to apply their knowledge in real life situations?	9	12	27	10	9
Is employability given weightage in the design and development of curriculum?	8	12	26	14	7
Does the curriculum promote self-study and attitude of research?	12	21	20	10	4
Does the curriculum meet your overall expectations?	7	13	22	18	7

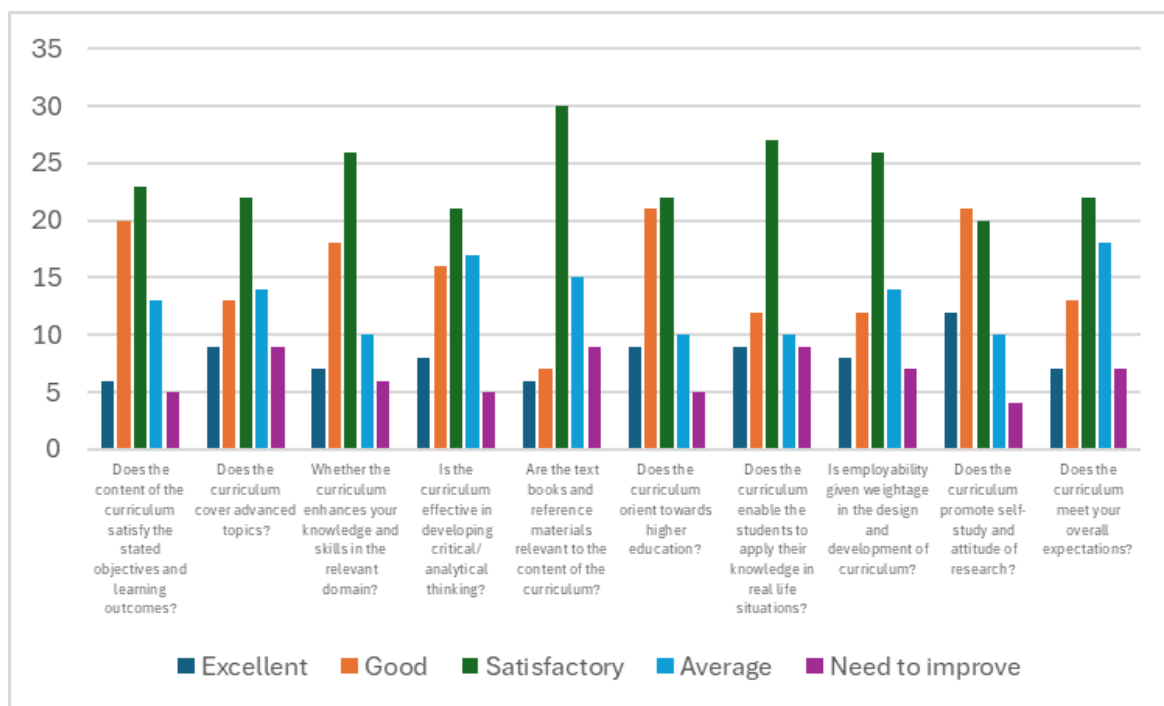


Figure 2: Graphical Representation of Student responses on Curriculum for the year 2024-25

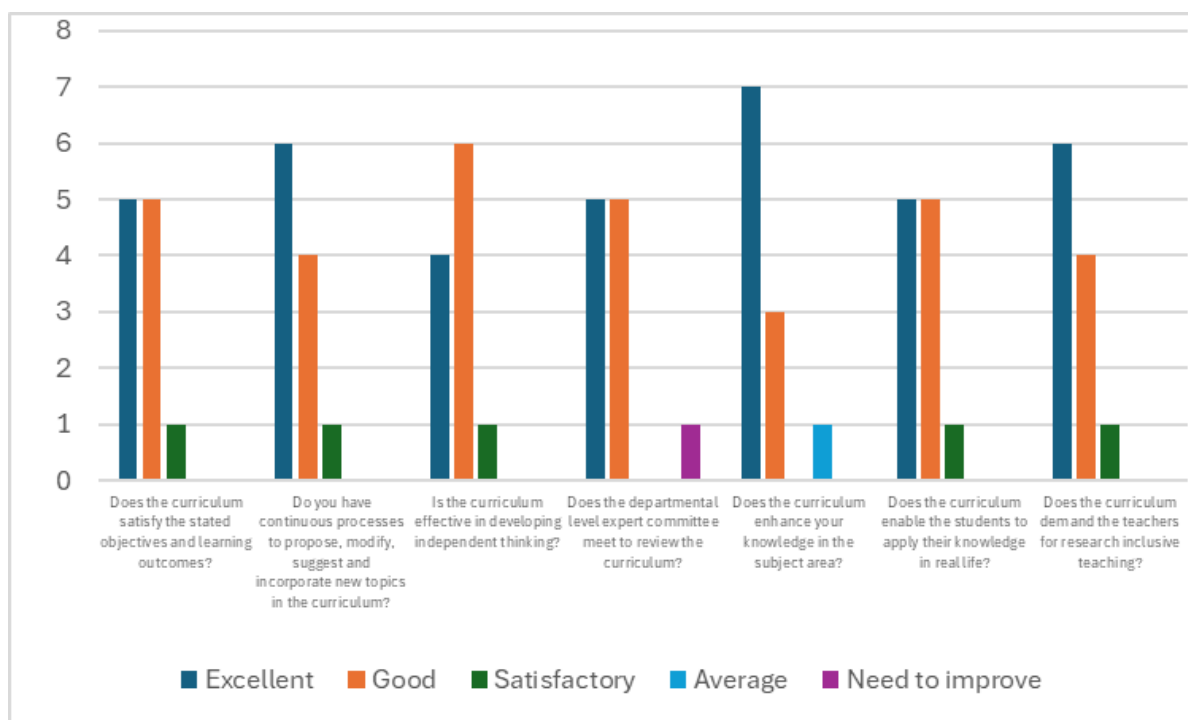
3.2 FEEDBACK ANALYSIS OF TEACHER FEEDBACK ON CURRICULUM

A detailed analysis of the teachers on the curriculum of their respective departments for the academic year 2024-25 is depicted in figure 2 and Table 3 below.

Table 3: Question wise Responses from Teachers on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the curriculum satisfy the stated objectives and learning outcomes?	5	5	1	0	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	6	4	1	0	0
Is the curriculum effective in developing independent thinking?	4	6	1	0	0
Does the departmental level expert committee meet to review the curriculum?	5	5	0	0	1

Does the curriculum enhance your knowledge in the subject area?	7	3	0	1	0
Does the curriculum enable the students to apply their knowledge in real life?	5	5	1	0	0
Does the curriculum demand the teachers for research inclusive teaching?	6	4	1	0	0



The figure 3 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2024-25.

3.3. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2024-25 collected feedback from parents, and their responses were spread across the questions, as shown in Table 4 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	8	7	9	2	0
Is employability given weightage in the design and development of the syllabus?	8	7	8	3	0
Is the syllabus designed to have a component on value-based education?	7	5	11	3	0
Does the syllabus have components to serve the needs of the society?	6	8	6	5	1
Does the syllabus promote the self-study and attitude toward research?	10	6	6	4	0
Does the syllabus help the students to enhance their personality?	11	6	4	3	2

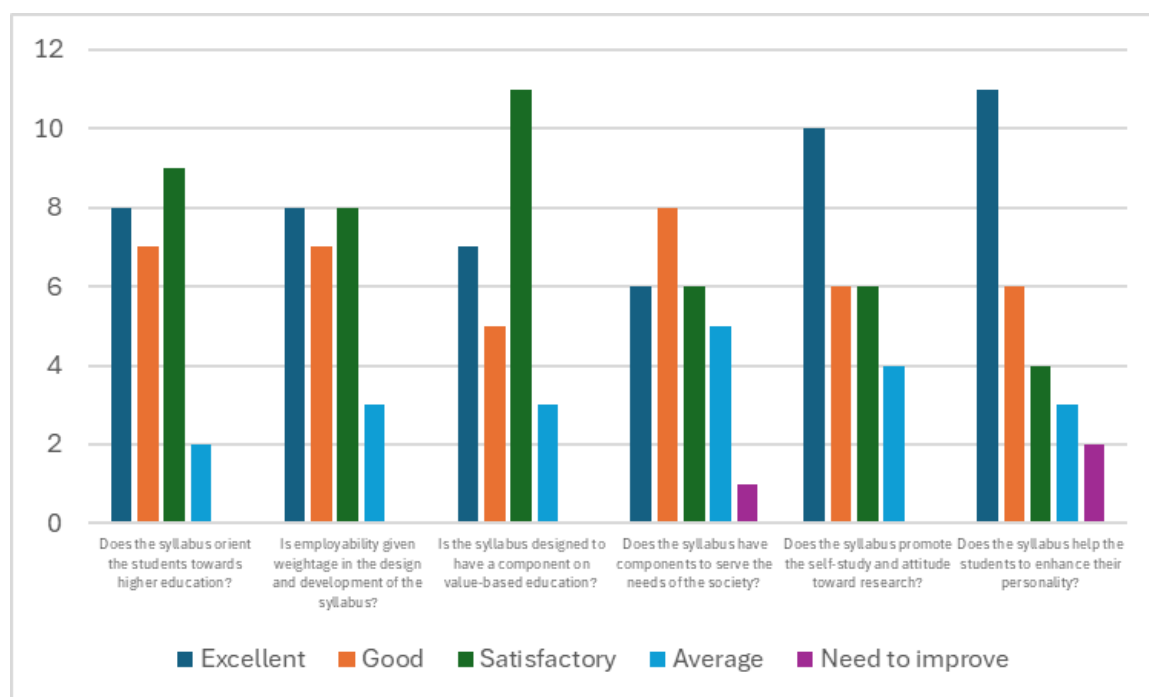


Figure 4: Graphical Representation of Parent Responses on Curriculum

3.4. FEEDBACK ANALYSIS OF INDUSTRY EXPERT'S FEEDBACK ON CURRICULUM

Feedback from industry experts was collected in the academic year 2024-25 across the departments, and their responses are analyzed as shown in the table below.

Table 5: Question-wise Responses from Industry Experts on Curriculum for Academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the programme syllabus aligned with its objectives?	2	1	0	0	0
Does the syllabus cover the advanced topics and current trends?	2	0	1	0	0
How would you rate the relevance of the electives offered in the syllabus?	2	1	0	0	0
Is employability given weightage on the design and development of syllabus?	2	1	0	0	0
Does the syllabus Meet the expectations of the Industry?	2	1	0	0	0
Does the syllabus cater the enhancement of skills of the students with respect to the Industry Needs?	2	1	0	0	0

The feedback collected from the industry experts is also shown in a graph. The same is shown in Figure 5. Overall, the analysis of all the stakeholders' feedback shows that most stakeholders are satisfied with the curriculum offered by the various programs across the university.

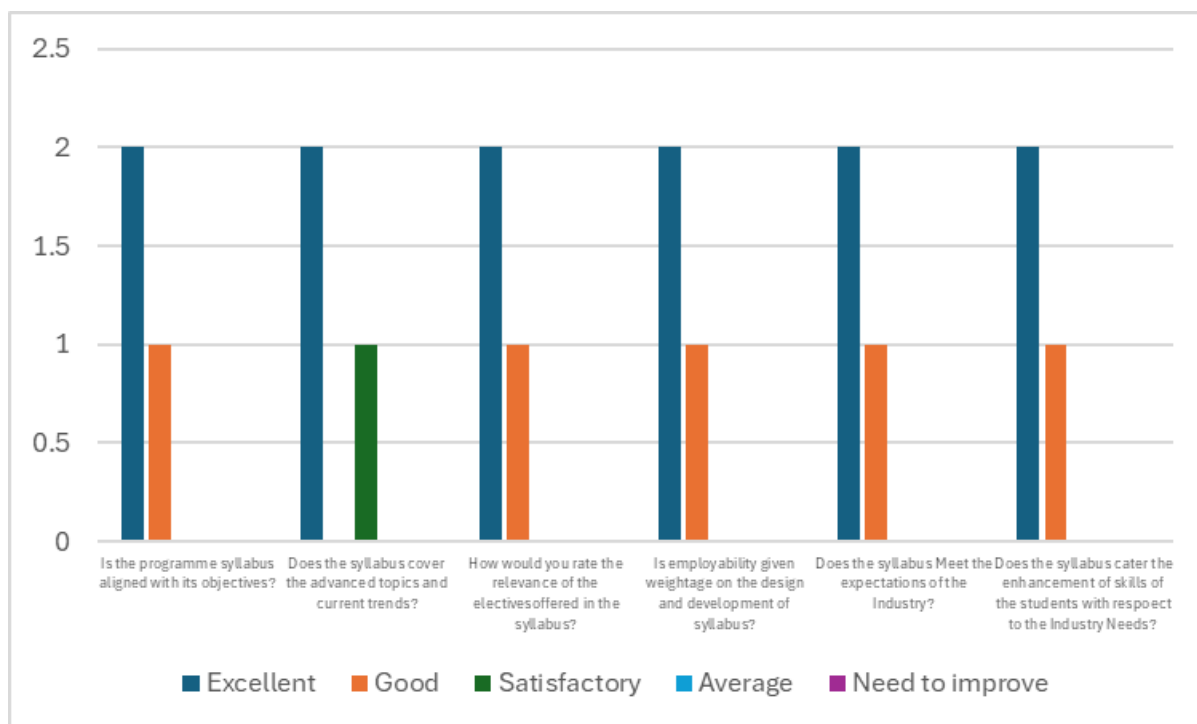


Figure 5: Graphical Representation of Industry Experts responses on Curriculum 2024-25

Stakeholders' Feedback Report (2024-25)

A structured feedback process was conducted among students, faculty, parents, and industry professionals to assess the effectiveness of the academic curriculum and learning environment. 107 responses were received, comprising 67 from students, 11 from faculty members, 26 from parents, and 3 from industry experts.

- Students cherished the curriculum but emphasized the need for more internships, and industry exposure.
- Faculty highlighted integrating research-driven teaching methods and real-world case studies.
- Parents expressed concerns about career readiness and emphasized the need for stronger industry collaborations.
- Industry Experts recommended updating the syllabus with emerging market trends to enhance student employability.

The feedback highlights the necessity for continuous curriculum updates, enhanced career guidance, and stronger academic-industry linkages to bridge the gap between theoretical learning and practical application.

4.1 Analysis of the Feedback from Stakeholders

1. **Hands-on Learning:** Students emphasized the need for more practical exposure through internships, workshops, and live projects.
2. **Research-Based Teaching:** Faculty members stressed incorporating research-driven methodologies, case studies, and problem-solving approaches.
3. **Career-Oriented Training:** Parents recommended stronger career guidance and industry-oriented skill development.
4. **Industry Alignment:** Industry professionals advised updating the syllabus to include emerging trends and relevant market skills.
5. **Continuous Curriculum Improvement:** All stakeholders acknowledged the importance of regularly revising the curriculum to keep up with academic and industry advancements.

4.2 Action Taken Based on Feedback

1. **Enhanced Industry Collaborations:** More guest lectures, industry visits, and internships were introduced to provide students with real-world exposure.
2. **Integration of Case Studies & Live Projects:** Curriculum revisions included case-based learning and live projects to encourage experiential learning.
3. **Strengthened Career Counseling Services:** Additional career guidance sessions and skill-based training programs were introduced to improve employability.
4. **Syllabus Upgradation:** The curriculum was revised to incorporate emerging technologies, market trends, and industry-relevant courses.
5. **Introduction of Job Training Programs:** Specialized job training programs and skill enhancement courses were introduced to equip students with industry-specific competencies and improve their employability.

These actions aim to create a more robust, industry-relevant, and student-centric academic environment, ensuring better learning outcomes and career opportunities.

This report contains the feedback analysis and the action taken based on the feedback for the academic year 2024-25. This action is taken at the university level and is not limited to the above-mentioned points. Feedback is analyzed at a detailed level in the department, and more rigorous actions are taken in addition to the above-mentioned points.

CHRIST (DEEMED TO BE UNIVERSITY)

Yeshwanthpur Campus



School of Business and Management Curriculum

Feedback Analysis for the 2024 - 2025

Program: Bachelor of Business and Administration

Strategy and Business Analytics

1.4.1 and 1.4.2 Structured Feedback for curriculum and its transaction is regularly obtained from stakeholders (1) Students (2) Teachers (3) Employers (4) Alumni, (5) Academic Peers, etc and feedback process of the department may be classified as follows

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Bengaluru - 560 073, INDIA

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1. INTRODUCTION

Feedback plays a very vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome-based education also. CHRIST (Deemed to be University) has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts, parents etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc. The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the University to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world.

CHRIST (Deemed to be University) YPR Campus, has made it mandatory across the departments to collect feedbacks on the curriculum. This analysis report is from School of Business and Management which gives an insight about the BBA Programs. The report explains the responses collected, the nature of the responses, areas of improvement and action taken based on the analysis. This report first gives the number of responses collected across the programs mentioned, followed by the nature of the responses and how the stakeholders feel with respect to the curriculum in place. The final section discusses about the actions taken based on the feedback collected from the stakeholders for the ODD Sem 2024 and how the plan has been initiated for the next 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. Parents
3. Academicians
4. Industry Experts
5. Alumni

The questionnaire has been framed considering the diverse programs offered by the University at Under Graduate level. With such a diverse environment, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, introduction of new courses and programs across the departments. The questionnaire floated for the different stakeholders has been given below.

2.1 FEEDBACK FORM FOR THE STUDENTS

All the forms have been devised to be rated on a 5 point scale with 5 being the highest and 1 being the lowest. The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome based education, whether the defined curriculum instils the research culture in students, whether the defined curriculum allows the students to be curious and develop them to be individuals with an attitude for lifelong learning etc. thus enabling the university to attain its mission leading to the attainment of vision. The questionnaire posed to the students is as shown

- 1) Does the content of the syllabus satisfy the stated objectives and learning outcomes?
- 2) Does the syllabus cover advanced Topics?
- 3) Whether the syllabus enhances your knowledge and skills in the relevant domain?
- 4) Syllabus is effective in developing critical analytical thinking?

- 5) Are the textbooks and reference materials relevant to the content of the syllabus?
- 6) Does the syllabus orient towards higher education?
- 7) Does the syllabus enable the students to apply their knowledge in real life situations?
- 8) Employability given weightage in the design and development of syllabus?
- 9) Syllabus promote self-study and attitude of research?
- 10) Does the syllabus meet your overall expectations?

2.2 FEEDBACK FORM FOR ACADEMICIANS

Academicians are the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics of the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex problems and whether the syllabus is updated to make the students pursue higher studies and research. The questions asked to teachers/academicians in the feedback survey process is as mentioned below.

- 1) Does the syllabus satisfy the stated objectives and learning outcomes?
- 2) Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?
- 3) Is the syllabus effective in developing independent thinking?
- 4) Does the departmental level expert committee meet to review the syllabus?
- 5) Does the syllabus enhance your knowledge in the subject area?
- 6) Does the syllabus enable the students to apply their knowledge in real life?
- 7) Does the syllabus demand the teachers for research inclusive teaching?

2.3 FEEDBACK FORM FOR THE PARENTS

Stakeholders perspective of parents has a critical role in making us understand and identify the areas for continuous improvement. below is the questionnaire posed to the parents as part of the feedback collection process.

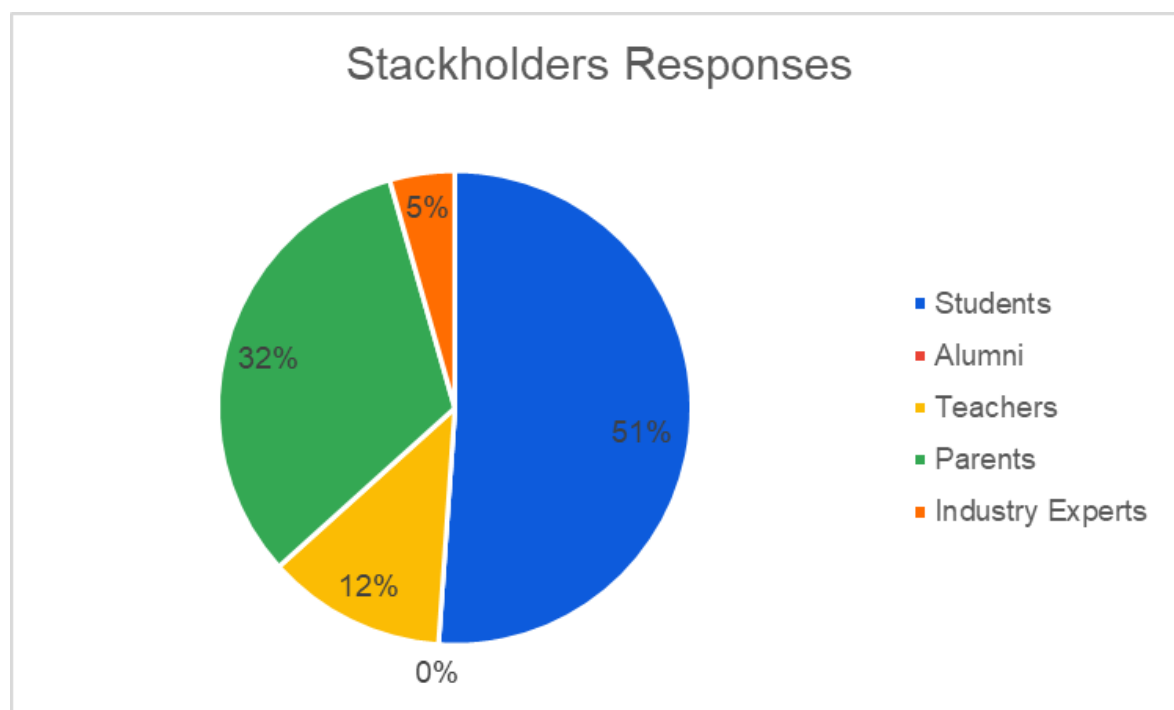
- 1) Does the syllabus orient the students towards higher education?
- 2) Is employability given weightage in the design and development of the syllabus?
- 3) Is the syllabus designed to have a component on value-based education?
- 4) Does the syllabus have components to serve the needs of the society?
- 5) Does the syllabus promote the self-study and attitude toward research?
- 6) Does the syllabus help the students to enhance their personality?

With the above feedback forms devised for various stakeholders, the University, through its various departments, 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	46
Alumni	-
Teachers	11
Parents	29
Industry Experts	04
TOTAL NUMBER OF RESPONSES	90

Table 1: Number of Feedback Responses on Syllabus for 2024-25.

The responses mentioned above were analyzed based on the category of stakeholders, and the section below gives a detailed report.



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 program of study.

Table 2: Question wise Responses from Students on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	9	17	15	3	2
Does the curriculum cover advanced topics?	8	13	17	4	4
Whether the curriculum enhances your knowledge and skills in the relevant domain?	10	16	16	2	2
Is the curriculum effective in developing critical/ analytical thinking?	7	15	15	6	3
Are the text books and reference materials relevant to the content of the curriculum?	6	12	13	11	4
Does the curriculum orient towards higher education?	8	18	15	3	2
Does the curriculum enable the students to apply their knowledge in real life situations?	10	10	19	6	1
Is employability given weightage in the design and development of curriculum?	5	11	20	7	3
Does the curriculum promote self-study and attitude of research?	12	15	16	1	2
Does the curriculum meet your overall expectations?	6	18	15	5	2

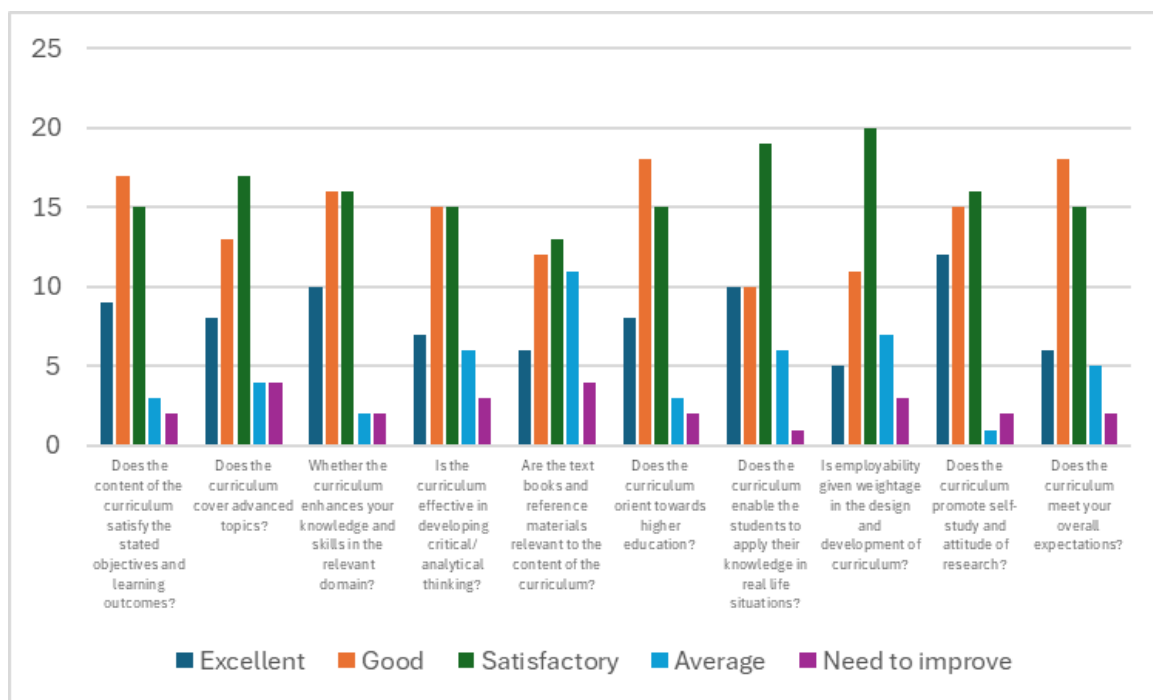


Figure 2: Graphical Representation of Student responses on Curriculum for the year 2024-25

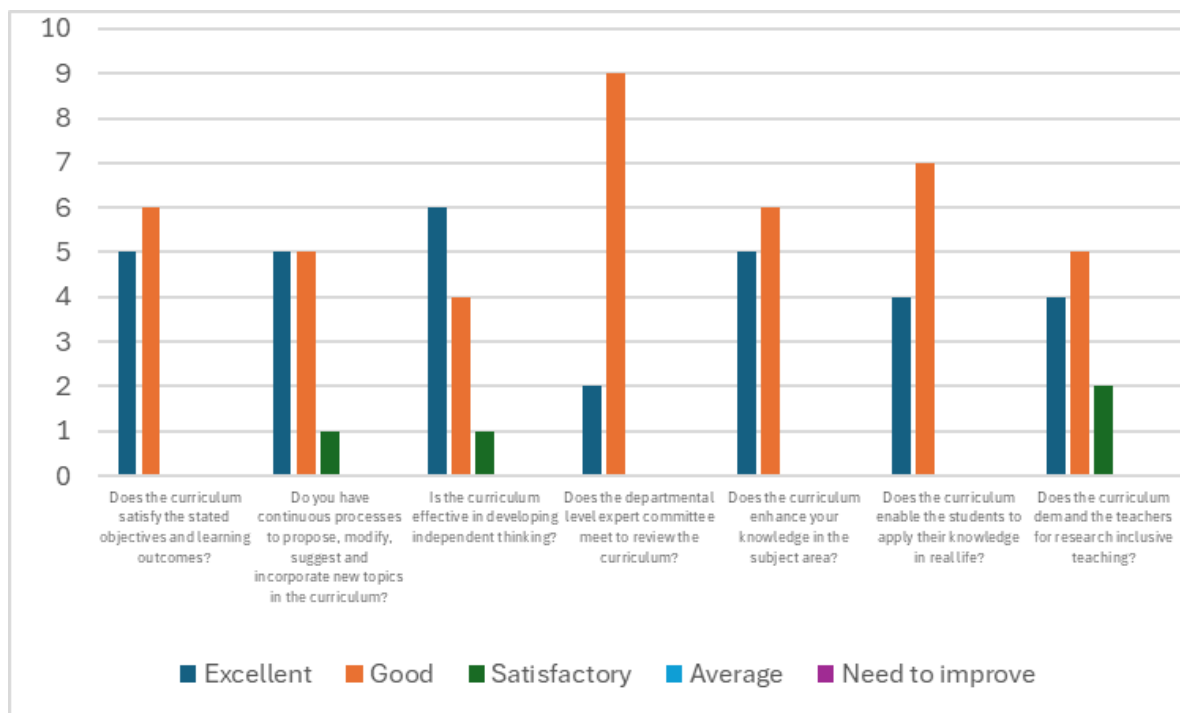
3.2 FEEDBACK ANALYSIS OF TEACHER FEEDBACK ON CURRICULUM

A detailed analysis of the teachers on the curriculum of their respective departments for the academic year 2024-25 is depicted in figure 2 and Table 3 below.

Table 3: Question wise Responses from Teachers on curriculum for academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the curriculum satisfy the stated objectives and learning outcomes?	5	6	0	0	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	5	5	1	0	0
Is the curriculum effective in developing independent thinking?	6	4	1	0	0
Does the departmental level expert committee meet to review the curriculum?	2	9	0	0	0
Does the curriculum enhance your knowledge in the subject area?	5	6	0	0	0

Does the curriculum enable the students to apply their knowledge in real life?	4	7	0	0	0
Does the curriculum demand the teachers for research inclusive teaching?	4	5	2	0	0



The figure 3 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2024-25.

3.3. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2024-25 collected feedback from parents, and their responses were spread across the questions, as shown in Table 4 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	8	10	8	2	1
Is employability given weightage in the design and development of the syllabus?	7	11	7	3	1
Is the syllabus designed to have a component on value-based education?	10	9	7	3	0
Does the syllabus have components to serve the needs of the society?	9	9	10	1	0
Does the syllabus promote the self-study and attitude toward research?	12	7	9	1	0
Does the syllabus help the students to enhance their personality?	10	9	7	3	0

Figure 4: Graphical Representation of Parent Responses on Curriculum 24-25

3.4. FEEDBACK ANALYSIS OF INDUSTRY EXPERT'S FEEDBACK ON CURRICULUM

Feedback from industry experts was collected in the academic year 2024-25 across the departments, and their responses are analyzed as shown in the table below.

Table 5: Question-wise Responses from Industry Experts on Curriculum for Academic year 2024-25

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the programme syllabus aligned with its objectives?	2	2	0	0	0

Does the syllabus cover the advanced topics and current trends?	3	1	0	0	0
How would you rate the relevance of the electives offered in the syllabus?	2	2	0	0	0
Is employability given weightage on the design and development of syllabus?	2	1	1	0	0
Does the syllabus Meet the expectations of the Industry?	1	2	1	0	0
Does the syllabus cater the enhancement of skills of the students with respect to the Industry Needs?	2	2	0	0	0

The feedback collected from the industry experts is also shown in a graph. The same is shown in

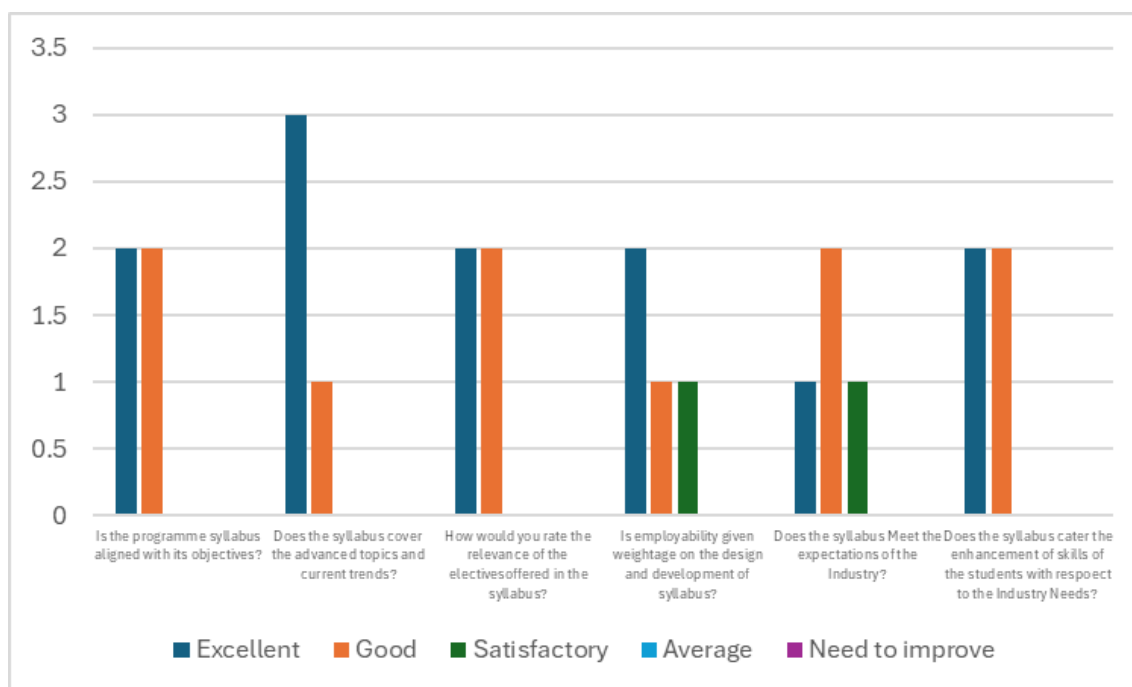


Figure 5. Overall, the analysis of all the stakeholders' feedback shows that most stakeholders are satisfied with the curriculum offered by the various programs across the university.

Figure 5: Graphical Representation of Industry Experts responses on Curriculum 2024-25

Stakeholders' Feedback Report

The curriculum feedback for the academic year 2024-25 was collected from students, teachers, parents, and industry experts. A total of 90 responses were analyzed to assess the curriculum's effectiveness. Students provided insights on curriculum relevance, employability, and real-world application, with suggestions for increased practical learning and industry exposure. Teachers highlighted the need for syllabus updates and alignment with industry trends. Parents emphasized the importance of career guidance and skill development. Industry experts appreciated the syllabus structure but suggested improvements in advanced topics and employability components. Overall, feedback indicates satisfaction with the curriculum while identifying areas for enhancement, particularly in practical learning, research orientation, and industry alignment.

4.1 Analysis of the Feedback from the Stakeholders

1. Students needed more practical applications and real-life case studies.
2. Teachers emphasized the importance of periodic syllabus revisions to align with industry standards.
3. Parents suggested incorporating career counseling and internship opportunities for students.
4. Industry experts recommended updating electives to include current market trends and emerging technologies.
5. All stakeholders agreed on integrating analytical and research-based learning into the curriculum.

4.2 Action Taken Based on Feedback

1. Increased focus on practical learning by integrating real-world applications into courses.
2. Revised the syllabus to include emerging industry trends and new elective options.
3. Introduced internship programs to enhance employability.
4. Encouraged faculty to incorporate more research-driven teaching methods.
5. Strengthened collaborations with industry experts for guest lectures and workshops to bridge academic and professional gaps.

This report contains the feedback analysis and the action taken based on the feedback for the academic year 2024-25. This action is taken at the university level and is not limited to the points as mentioned earlier. Feedback is analyzed at a detailed level in the department, and more rigorous actions are taken in addition to the points as mentioned earlier.

CHRIST (DEEMED TO BE UNIVERSITY)

Yeshwanthpur Campus



School of Business and Management Curriculum

Feedback Analysis for the 2024 - 2025

Program: Bachelor of Business and Administration

1.4.1 and 1.4.2 **Structured Feedback for curriculum and its transaction is regularly obtained from stakeholders (1) Students (2) Teachers (3) Employers (4) Alumni, (5) Academic Peers, etc and feedback process of the department may be classified as follows**

School of Business and Management (SBM) collects the feedback from students, teachers, employers (who come as industrial experts in BOS meeting or in any curricular or extracurricular activities) as well as through Academic Peers.

The feedback is collected and analysed and whenever need arises it shall be updated in the institutional website and the same is communicated in the form of meeting to the relevant bodies, as and when needed arises.

Presented by
Dr. Shrinivas Kulkarni
Head, BYC

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1. INTRODUCTION

Feedback plays a very vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome-based education also. CHRIST (Deemed to be University) has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts, parents etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc. The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the University to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world.

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2.3 FEEDBACK FORM FOR THE PARENTS

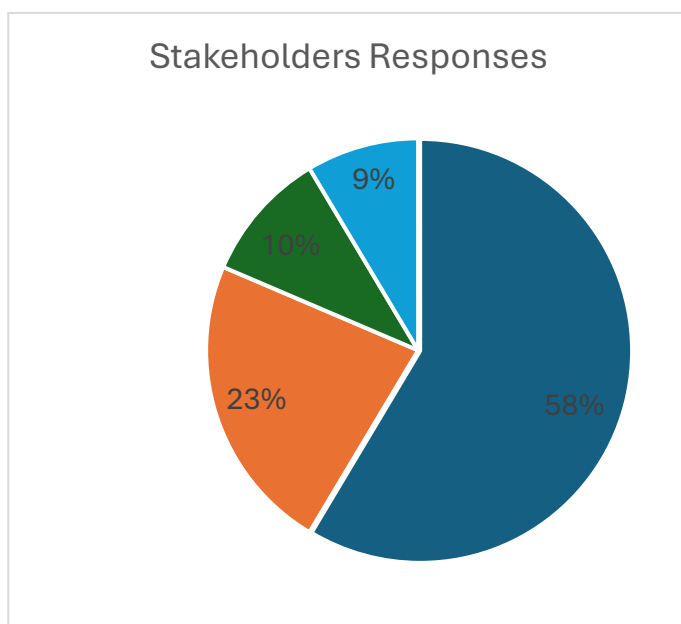
Stakeholders perspective of parents has a critical role in making us understand and identify the areas for continuous improvement. below is the questionnaire posed to the parents as part of the feedback collection process.

- 1) Does the syllabus orient the students towards higher education?
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- 3) Is the syllabus designed to have a component on value-based education?
- 4) Does the syllabus have components to serve the needs of the society?
- 5) Does the syllabus promote the self-study and attitude toward research?
- 6) Does the syllabus help the students to enhance their personality?

With the above feedback forms devised for various stakeholders, the University, through its various departments, 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	70
Alumni	-
Teachers	10
Parents	13
Industry Experts	3
TOTAL NUMBER OF RESPONSES	96

Table 1: Number of Feedback Responses on Syllabus for 2024-25.



The responses mentioned above were analyzed based on the category of stakeholders, and the section below gives a detailed report.

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 program of study.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	8	13	27	16	6
Does the curriculum cover advanced topics?	8	12	24	17	9
Whether the curriculum enhances your knowledge and skills in the relevant domain?	11	16	25	10	8
Is the curriculum effective in developing critical/ analytical thinking?	10	17	21	16	6
Are the textbooks and reference materials relevant to the content of the curriculum?	6	17	20	18	9
Does the curriculum orient towards higher education?	10	20	20	12	8
Does the curriculum enable the students to apply their knowledge in real life situations?	10	21	23	8	8
Is employability given weightage in the design and development of curriculum?	8	12	29	14	7
Does the curriculum promote self-study and attitude of research?	11	20	18	14	7
Does the curriculum meet your overall expectations?	6	19	30	7	8

Table 2: Question wise Responses from Students on curriculum for academic year 2024-25

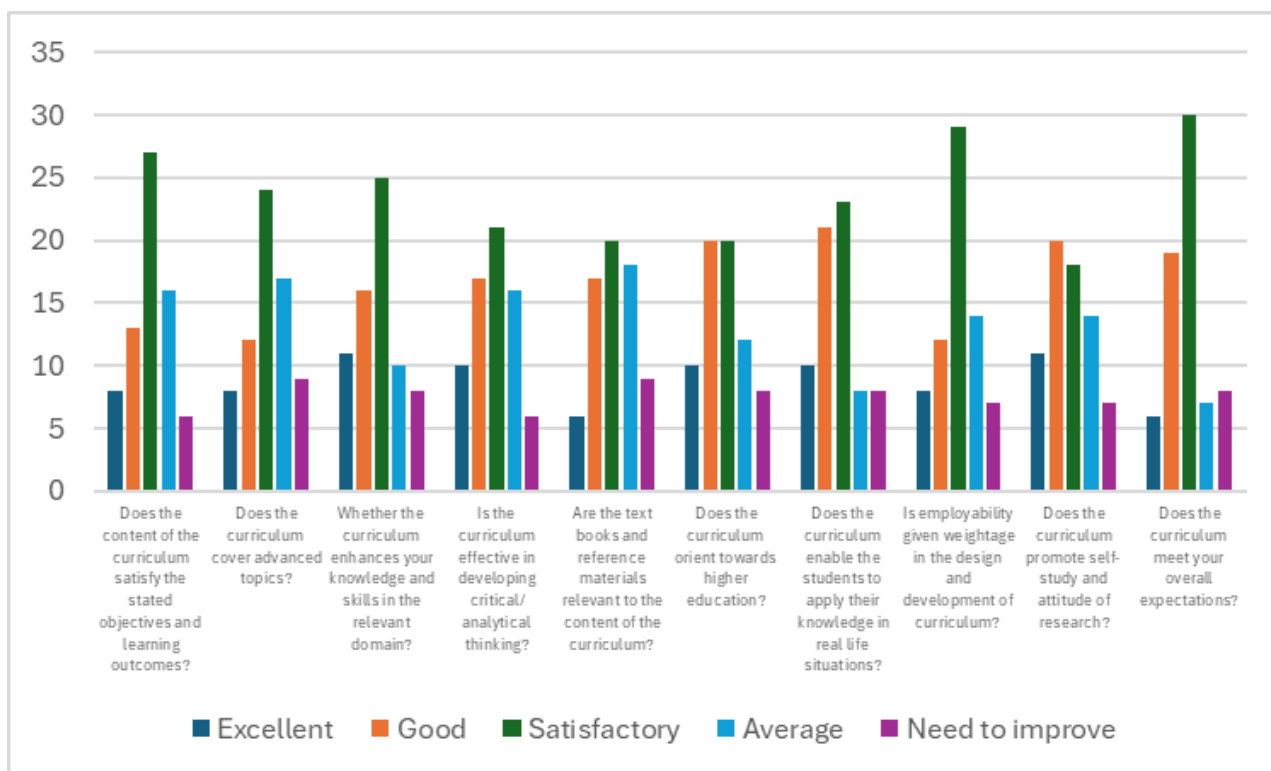


Figure 2: Graphical Representation of Student responses on Curriculum for the year 2024-25

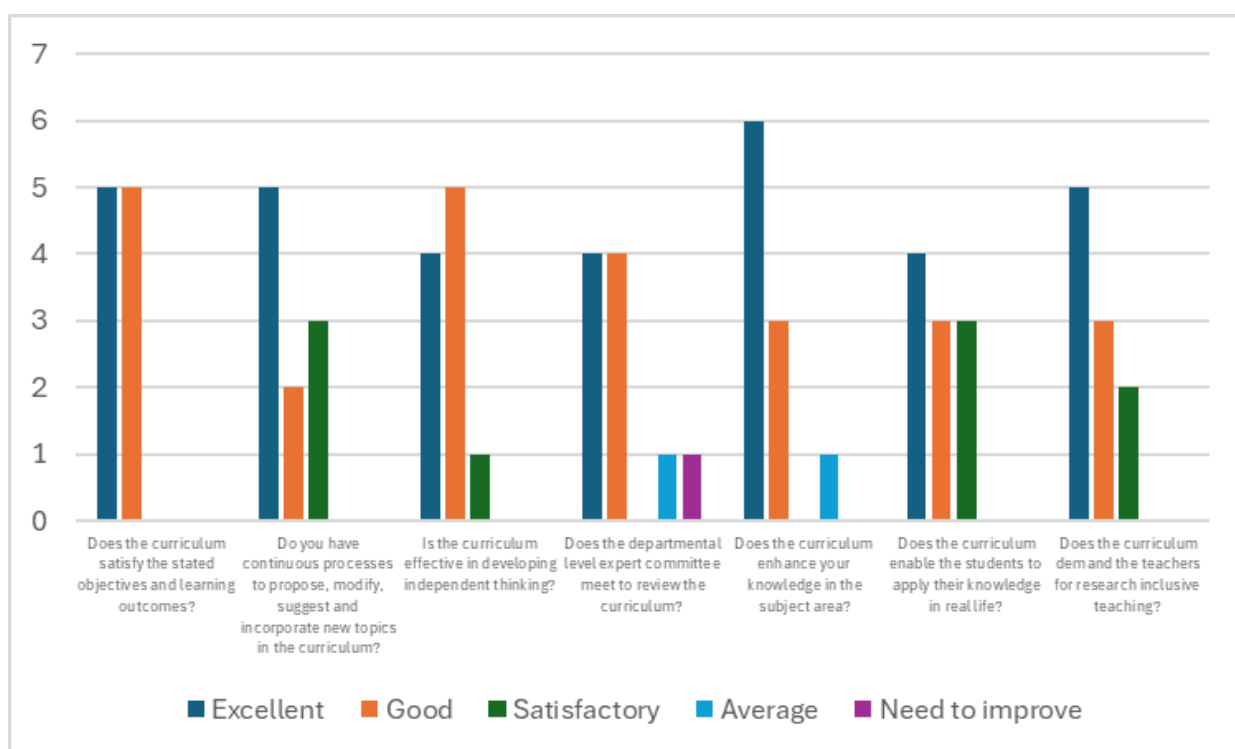
3.2 FEEDBACK ANALYSIS OF TEACHER FEEDBACK ON CURRICULUM

A detailed analysis of the teachers on the curriculum of their respective departments for the academic year 2024-25 is depicted in figure 2 and Table 3 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the curriculum satisfy the stated objectives and learning outcomes?	5	5	0	0	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?	5	2	3	0	0
Is the curriculum effective in developing independent thinking?	4	5	1	0	0
Does the departmental level expert committee meet to review the curriculum?	4	4	0	1	1

Does the curriculum enhance your knowledge in the subject area?	6	3	0	1	0
Does the curriculum enable the students to apply their knowledge in real life?	4	3	3	0	0
Does the curriculum demand the teachers for research inclusive teaching?	5	3	2	0	0

Table 3: Question wise Responses from Teachers on curriculum for academic year 2024-25



The figure 3 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2024-25.

3.3. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2024-25 collected feedback from parents, and their responses were spread across the questions, as shown in Table 4 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	3	4	3	0	3
Is employability given weightage in the design and development of the syllabus?	4	2	1	2	4
Is the syllabus designed to have a component on value based education?	4	2	4	0	3
Does the syllabus have components to serve the needs of the society?	4	4	1	1	3
Does the syllabus promote self-study and attitude of research?	4	3	3	0	3
Does the syllabus help the students to enhance their personality?	4	3	1	2	3

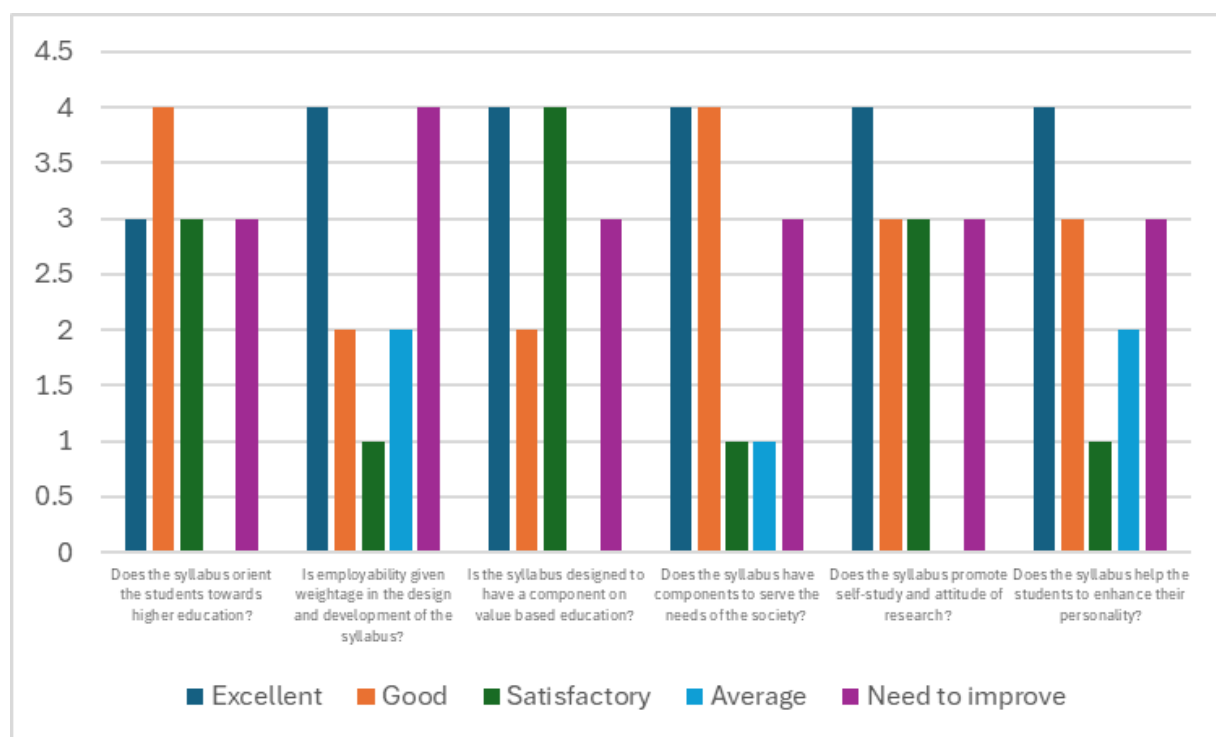


Figure 4: Graphical Representation of Parent Responses on Curriculum

3.4. FEEDBACK ANALYSIS OF INDUSTRY EXPERT'S FEEDBACK ON CURRICULUM

Feedback from industry experts was collected in the academic year 2024-25 across the departments, and their responses are analyzed as shown in the table below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the programme syllabus aligned with its objectives?	2	1	0	0	0
Does the syllabus cover the advanced topics and current trends?	2	1	0	0	0
How would you rate the relevance of the electives offered in the syllabus?	2	1	0	0	0
Is employability given weightage on the design and development of syllabus?	2	1	0	0	0
Does the syllabus Meet the expectations of the Industry?	2	0	1	0	0
Does the syllabus cater the enhancement of skills of the students with respect to the Industry Needs?	2	1	0	0	0

Table 5: Question-wise Responses from Industry Experts on Curriculum for Academic year 2024-25

The feedback collected from the industry experts is also shown in a graph. The same is shown in Figure 5. Overall, the analysis of all the stakeholders' feedback shows that most stakeholders are satisfied with the curriculum offered by the various programs across the university.

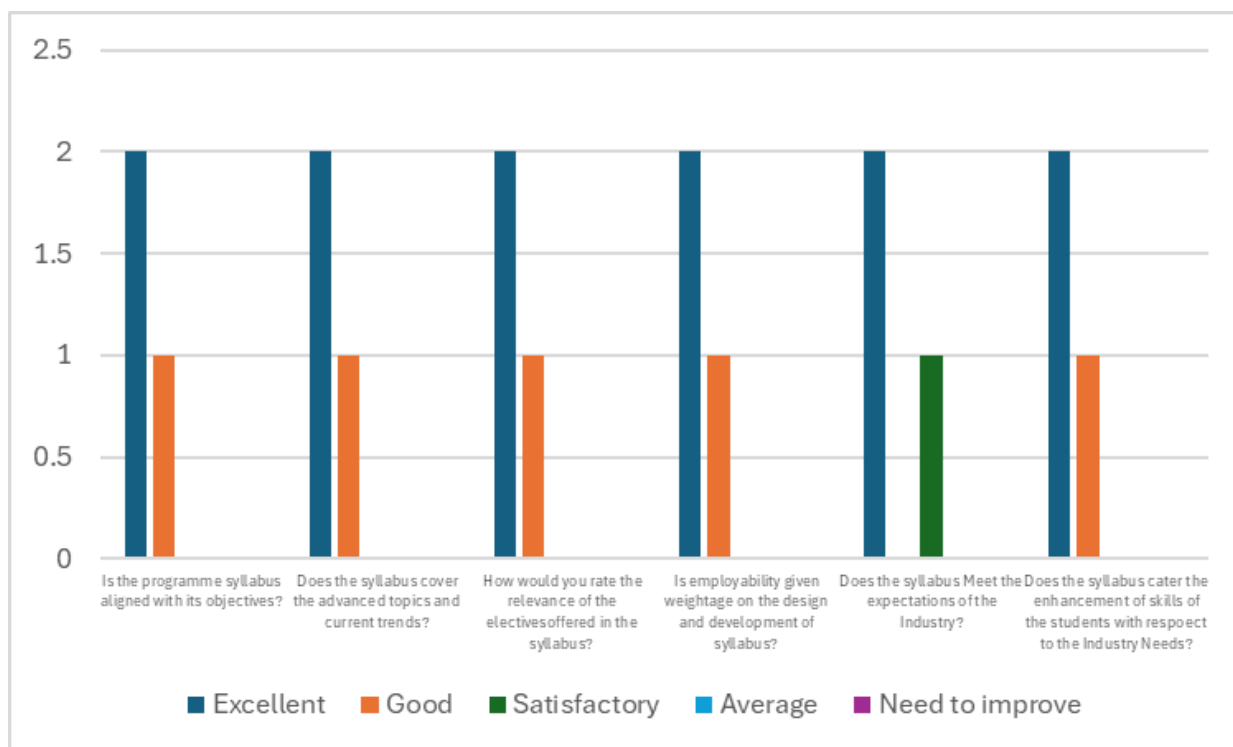


Figure 5: Graphical Representation of Industry Experts responses on Curriculum 2024-25

4. ANALYSIS OF THE FEEDBACK FROM THE STAKEHOLDERS

Based on the feedback collected from all the stakeholders, the following were some observations made with respect to the BBA program -

1. **Need for Industry Relevance** – Stakeholders emphasized updating the curriculum to align with industry trends and emerging fields.
2. **Practical Exposure** – Students highlighted the need for more hands-on learning, including practical applications in Business Analytics and related subjects.
3. **Project-Based Learning** – A strong demand was for incorporating project-based and problem-solving approaches into the curriculum.
4. **Employability and Skill Development** – Parents and industry experts stressed the importance of courses focusing on employability, entrepreneurship, and industry-relevant skills.
5. **Resource and Infrastructure Enhancement** – Teachers and students suggested better access to resources, including software tools and updated reference materials.

Action Taken Based on Feedback

1. **Curriculum Updates** – As detailed in the BOS document, new courses and modules were introduced to incorporate industry-relevant topics.
2. **Hands-on Training** – Practical components, such as software training and workshops, were added to enhance students' analytical and technical skills.
3. **Project and Case Study Integration** – More case studies (In LCA), real-world projects, and problem-solving tasks were included in various courses.
4. **Quality and Business Management Focus** – Additional subjects like Operations Management, Quality Management, and Business Mathematics were Focused and updated with current trends.
5. **Industrial Visits & Field Trips** – Industry visits and field trips provided more exposure to real-world business environments.

This report contains the feedback analysis and the action taken based on the feedback for the academic year 2024-25. This action is taken at the university level and is not limited to the above-mentioned points. Feedback is analyzed at a detailed level in the department, and more rigorous actions are taken in addition to the above-mentioned points.