

**Christ (Deemed to be University)
Bannerghatta Road Campus
School of business and management
Students Feedback Report (2025-26)
BBA SBA, BBA FIB, BBA F&E, BBAT, BBA MT, MTTM & MBA**

1.4.2 Action Taken based on the feedback collected from the stakeholders along with Structured feedback for design and review of syllabus/semester wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Academic Peers 6) Entrepreneurs

The purpose of this report is to analyse the feedback provided by students regarding the syllabus, teaching-learning processes, assessment methods, and overall academic experience at the institution. The feedback highlights key aspects such as curriculum relevance, practical exposure, skill development, assessment effectiveness, faculty engagement, infrastructure support, and industry integration. It reflects students' perspectives on employability readiness, experiential learning opportunities, and the alignment of academic content with emerging industry trends. Additionally, the document consolidates responses from students across different programs and specializations, ensuring a comprehensive and representative evaluation of the institution's academic delivery and students-centric practices. The data was collected from the students of BBA (First, Second and Third year of SBA, F&E, FIB, First and Second Year Marketing and Tourism, Final year of Tourism, and Final year of Masters of Tourism and Travel Management & MBA).

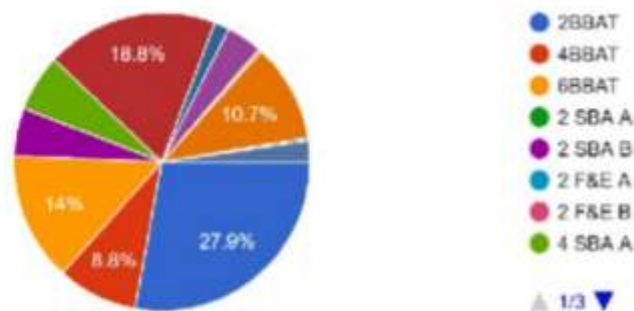
Key Areas of Evaluation

The students' feedback was analysed across the following key areas to ensure a comprehensive assessment of academic quality and institutional effectiveness. Curriculum Relevance and Structure include evaluation of syllabus design, subject content, avoidance of overlap, and alignment with current industry and academic standards. The pie chart presents the distribution of 308 students' responses across various programs, semesters, and sections. The highest contribution is observed from 2 BBAT, BBA MT students (27.9%), indicating that more than one-fourth of the total responses were received from this section. This is followed by 2 F&E B (18.8%), showing strong participation from this cohort. Additionally, 6 BBAT, BBA MT students (14%) and another segment contributing 10.7% reflect notable engagement from higher-semester BBAT, BBA MT students. Further, 4 BBAT, BBA MT students (8.8%) and sections such as 2 SBA A, 2 SBA B, and 4 SBA A contribute moderate proportions to the overall responses. In contrast, sections like 2 F&E A and a few other cohorts represent a relatively smaller share, indicating limited participation from these groups.

Overall, the data indicates that the majority of responses are concentrated within the BBAT, BBA MT and F&E programs, with particularly high participation from second-year and advanced semester students, suggesting stronger engagement levels among these cohorts in providing academic feedback.

Program, Semester and Sections

308 responses



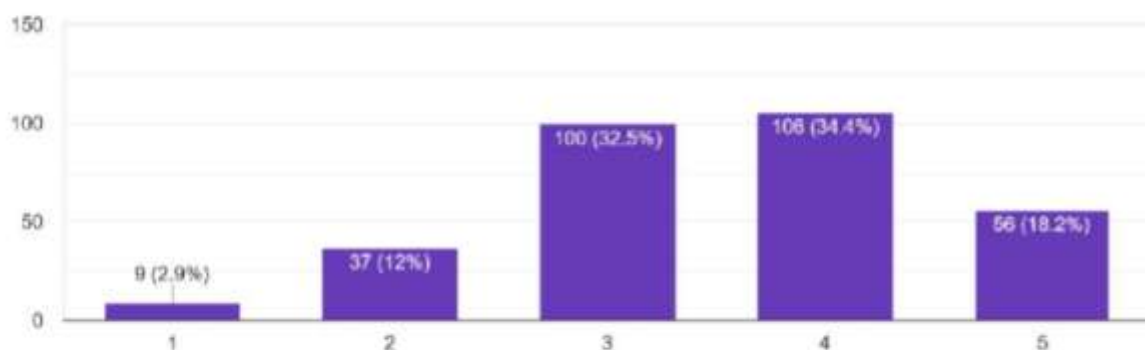
Analysis of Students Feedback

Question:1 Does the content of the syllabus satisfy the stated objectives and learning outcomes?

Total Responses: 308

Does the content of the syllabus satisfy the stated objectives and learning outcomes?

308 responses



Analysis

The response distribution indicates a moderately positive perception of the syllabus in satisfying the stated objectives and learning outcomes. Out of 308 respondents, 106 students (34.4%) rated the syllabus as 4 and 56 students (18.2%) rated it as 5, meaning that a total of 162 students (52.6%) expressed positive agreement. This suggests that more than half of the students believe that the syllabus effectively aligns with its intended learning outcomes. However, a significant proportion of 100 students (32.5%) selected rating 3, indicating a moderate level of satisfaction. This highlights that while the syllabus meets expectations to some extent, it may not consistently exceed them in terms of clarity, depth, or practical applicability.

On the lower end, 37 students (12%) rated it as 2 and 9 students (2.9%) rated it as 1, totalling 46 students (14.9%) who expressed dissatisfaction. This segment reflects concerns regarding

Possible gaps in content relevance, outcome alignment, or experiential integration. The overall pattern suggests that while the syllabus is generally effective, there remains scope for qualitative enhancement.

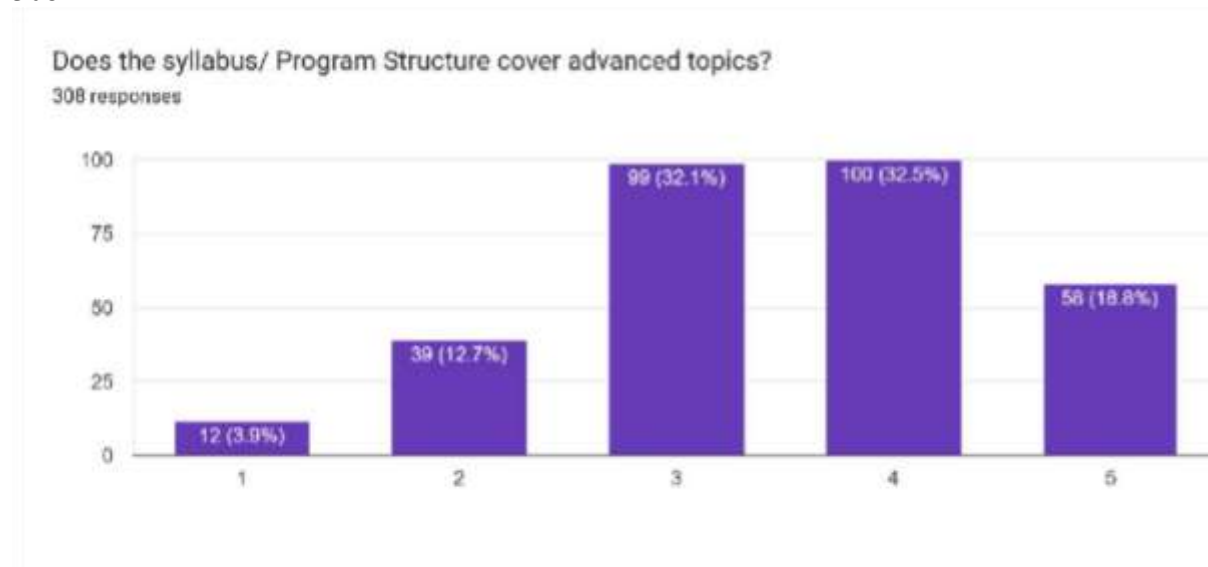
Interpretation

The findings indicate that the syllabus is largely aligned with its stated objectives and learning outcomes, as reflected by the majority of students (52.6%) expressing positive agreement. This demonstrates that the curriculum framework is fundamentally sound and capable of delivering intended academic outcomes. However, the substantial proportion of moderate responses (32.5%) suggests that students perceive the syllabus as adequate but not highly impactful. This points to the need for strengthening areas such as application-based learning, clarity of outcome mapping, and integration of real-world examples.

Additionally, the presence of nearly 15% dissatisfied respondents indicates that certain aspects of the syllabus may require revision, particularly in terms of content relevance, reduction of overlap, and incorporation of practical components.

Overall, while the syllabus effectively meets its core objectives, enhancing experiential learning, industry alignment, and outcome clarity will be essential to shift students' perception from moderate satisfaction to strong approval in future evaluations.

Question:2 Does the syllabus / Program Structure cover advanced topics? Total Responses: 308



The findings indicate that the syllabus is largely aligned with its stated objectives and learning outcomes, as reflected by the majority of students (52.6%) expressing positive agreement. This demonstrates that the curriculum framework is fundamentally sound and capable of delivering intended academic outcomes.

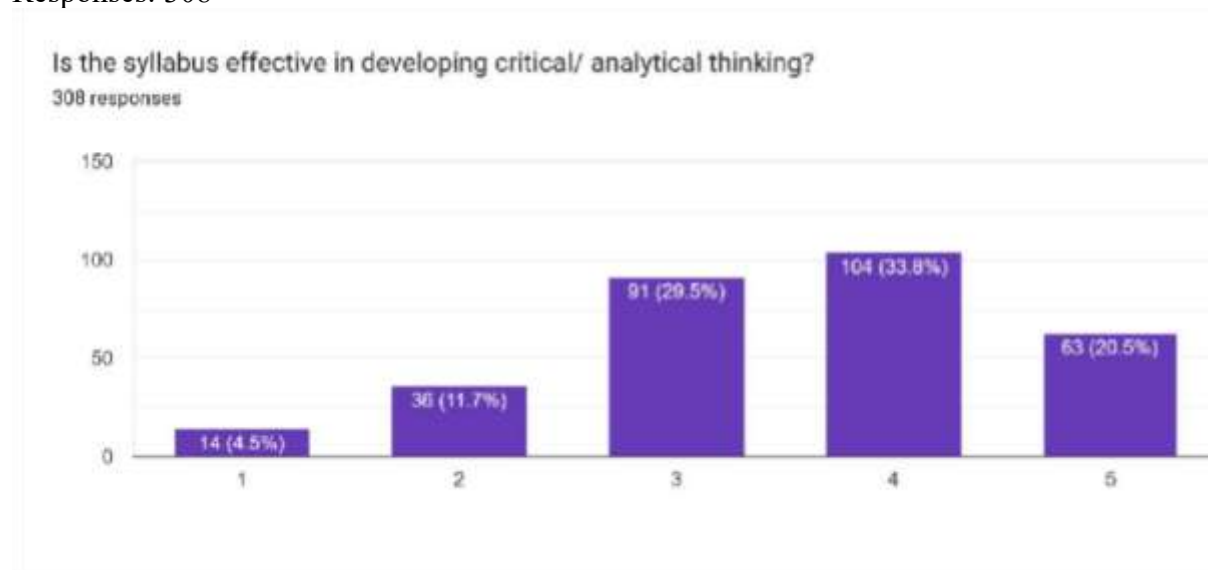
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Strengthening areas such as application-based learning, clarity of outcome mapping, and integration of real-world examples.

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Overall, while the syllabus effectively meets its core objectives, enhancing experiential learning, industry alignment, and outcome clarity will be essential to shift students perception from moderate satisfaction to strong approval in future evaluations.

Question 3: Is the syllabus effective in developing critical / analytical thinking? Total Responses: 308



Analysis

The response pattern reflects a moderately positive perception of the syllabus in fostering critical and analytical thinking skills. A majority of students rated this aspect in the mid to higher range, indicating recognition of analytical components within the curriculum. Specifically, 33.8% (104 students) awarded a rating of 4 and 20.5% (63 students) gave a rating of 5, showing that 54.3% of respondents perceive the syllabus as effective in developing higher-order thinking skills.

Meanwhile, 29.5% (91 students) selected rating 3, suggesting a moderate view that analytical development is present but may not be consistently strong across all subjects. A smaller proportion of students, 11.7% (36 students) and 4.5% (14 students), rated it 2 and 1 respectively, reflecting concerns regarding limited emphasis on structured analytical learning in certain courses.

The overall mean score of approximately 3.54 out of 5 indicates a level of satisfaction that is above average, though not indicative of strong excellence.

Question 4: Whether the syllabus enhances your knowledge and skills in the relevant domain?

Total Responses: 308



Analysis

The response pattern indicates a moderately positive perception of the syllabus in enhancing knowledge and skills in the relevant domain. A significant proportion of students rated this aspect in the mid to higher range, suggesting that the curriculum is effective in building domain-specific competencies. Specifically, 33.8% (104 students) awarded a rating of 4 and 19.5% (60 students) gave a rating of 5, indicating that 53.3% of respondents perceive the syllabus as effective in enhancing their knowledge and skills.

At the same time, 33.8% (104 students) selected rating 3, reflecting a neutral stance where students acknowledge some level of knowledge enhancement but feel it may not be consistently comprehensive across all subjects. A smaller proportion, 9.4% (29 students) and 3.6% (11 students), rated it 2 and 1 respectively, indicating limited dissatisfaction and suggesting that only a minority perceive gaps in domain-specific learning.

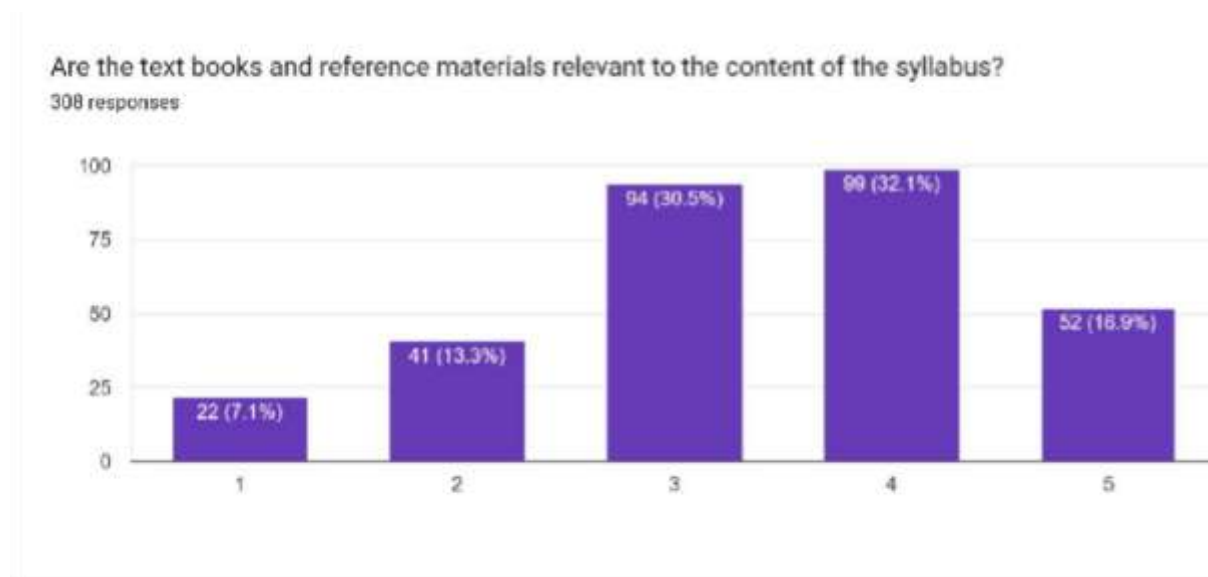
The overall mean score of approximately 3.56 out of 5 reflects a level of satisfaction that is above average, though not indicative of very high effectiveness.

Interpretation

The findings suggest that the syllabus is generally effective in enhancing students' knowledge and skills in their respective domains. However, the substantial proportion of neutral responses indicates that the depth and consistency of knowledge delivery may vary across courses.

Overall, while students recognize the curriculum's contribution to skill and knowledge development, there is scope to strengthen practical application, industry relevance, and advanced skill-building components. Enhancing experiential learning, integrating real-world case studies, and ensuring uniform depth across subjects would further improve students perception and academic outcomes.

Question 5: Are the textbooks and reference materials relevant to the content of the syllabus?
Total Responses: 308



Analysis

The response pattern indicates a moderately positive perception regarding the relevance of textbooks and reference materials to the syllabus content. A considerable proportion of students rated this aspect in the mid to higher range, suggesting that the prescribed learning resources are generally aligned with the curriculum. Specifically, 32.1% (99 students) awarded a rating of 4 and 16.9% (52 students) gave a rating of 5, indicating that 49.0% of respondents find the textbooks and reference materials relevant and supportive of the syllabus.

Meanwhile, 30.5% (94 students) selected rating 3, reflecting a neutral perspective where students perceive the materials as somewhat relevant but not consistently comprehensive or fully aligned across all subjects. A notable proportion of students, 13.3% (41 students) and 7.1% (22 students), rated it 2 and 1 respectively, indicating that 20.4% of respondents experience gaps in the adequacy or relevance of study materials.

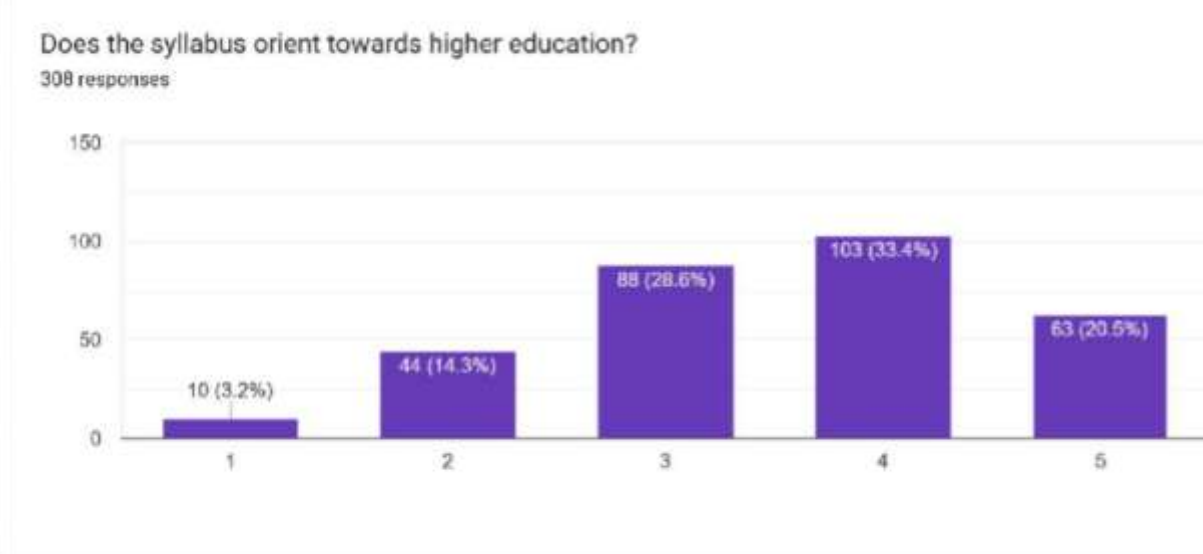
The overall mean score of approximately 3.49 out of 5 reflects a level of satisfaction that is above average, but not strongly high.

Interpretation

The findings suggest that while textbooks and reference materials are generally relevant to the syllabus, there is scope for improvement in terms of alignment, comprehensiveness, and up-to-date content. The presence of a significant neutral group indicates that students may find the materials adequate but not sufficiently engaging or fully supportive of all course requirements.

Overall, students acknowledge the role of prescribed materials in supporting their learning. However, enhancing the quality, diversity, and industry relevance of reference resources, along with incorporating updated editions and supplementary materials such as case studies and digital resources, would improve effectiveness and students satisfaction

Question 6: Does the syllabus orient towards higher education? Total Responses: 308



Analysis

The response pattern reflects a moderately positive perception of the syllabus in orienting students toward higher education. A majority of students rated this aspect in the mid to higher range, indicating that the curriculum provides a reasonable foundation for pursuing advanced studies. Specifically, 33.4% (103 students) awarded a rating of 4 and 20.5% (63 students) gave a rating of 5, showing that 53.9% of respondents perceive the syllabus as effective in preparing them for higher education.

Meanwhile, 28.6% (88 students) selected rating 3, suggesting a moderate view that while the syllabus supports higher education readiness, it may not be consistently strong across all subjects. A smaller proportion of students, 14.3% (44 students) and 3.2% (10 students), rated it 2 and 1 respectively, indicating that 17.5% of respondents perceive limitations in the syllabus in terms of higher education orientation.

The overall mean score of approximately 3.54 out of 5 indicates a level of satisfaction that is above average, though not indicative of strong excellence.

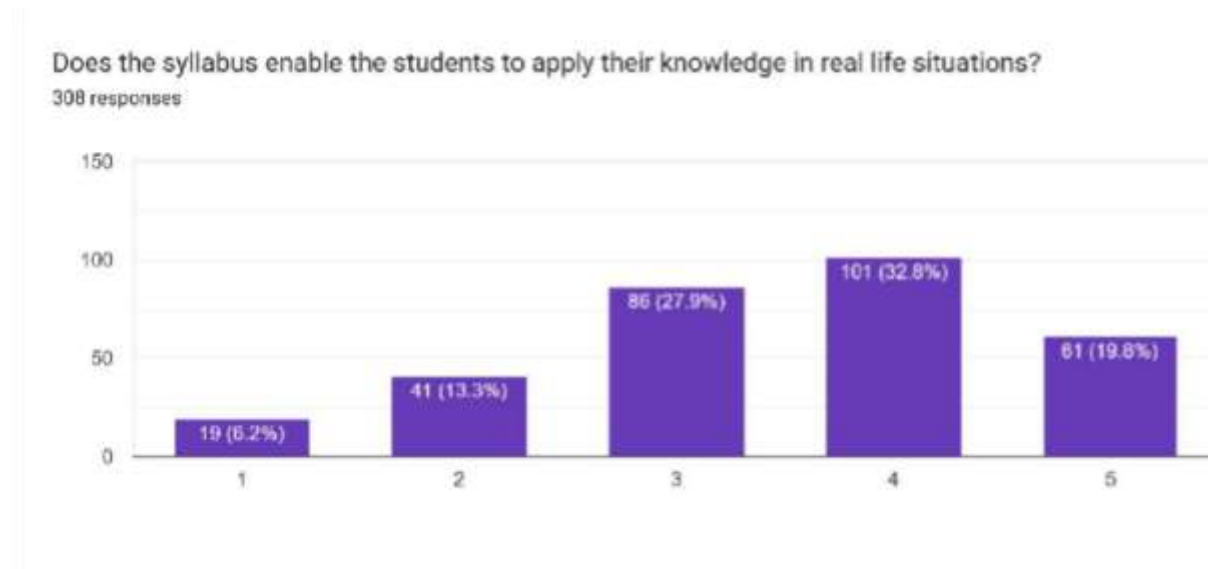
Interpretation

The findings suggest that the syllabus is generally effective in orienting students toward higher education, but there is scope for further enhancement. The presence of a significant neutral group indicates that students may not consistently perceive a strong alignment between the curriculum and advanced academic requirements.

Overall, students acknowledge the role of the syllabus in supporting progression to higher education. However, strengthening the research orientation, academic rigor, and exposure to advanced concepts, along with integrating components such as research-based assignments, interdisciplinary learning, and preparatory modules, would significantly enhance readiness and students confidence for higher studies.

Question 7: Does the syllabus enable the students to apply their knowledge in real life situations?

Total Responses: 308



Analysis

The response pattern indicates a moderately positive perception of the syllabus in enabling students to apply their knowledge in real-life situations. A majority of students rated this aspect in the mid to higher range, suggesting that the curriculum incorporates elements of practical application. Specifically, 32.8% (101 students) awarded a rating of 4 and 19.8% (61 students) gave a rating of 5, indicating that 52.6% of respondents perceive the syllabus as effective in facilitating real-life application of knowledge.

Meanwhile, 27.9% (86 students) selected rating 3, reflecting a neutral stance where students feel that application-based learning is present but may not be consistently emphasized across all subjects. A notable proportion of students, 13.3% (41 students) and 6.2% (19 students), rated it 2 and 1 respectively, indicating that 19.5% of respondents perceive limitations in the practical applicability of the syllabus.

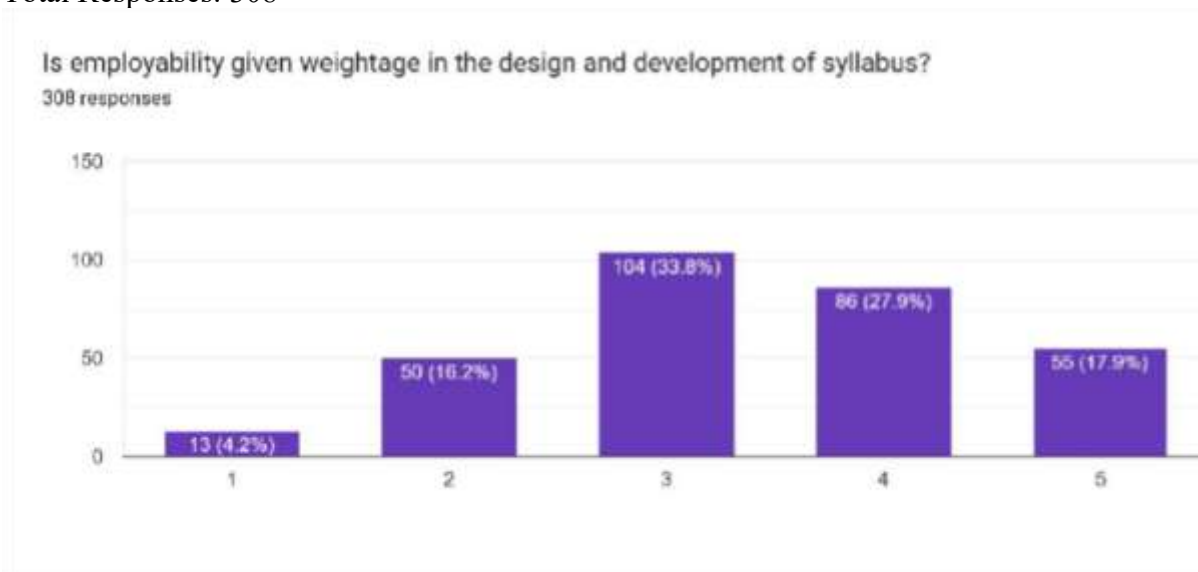
The overall mean score of approximately 3.47 out of 5 reflects a level of satisfaction that is above average, but not strongly high.

Interpretation

The findings suggest that the syllabus is generally effective in enabling students to apply their knowledge in real-life contexts, but there is scope for strengthening experiential and application-based learning. The considerable proportion of neutral responses indicates that practical exposure may not be uniformly integrated across all courses.

Overall, students recognize the syllabus' role in supporting real-life application of knowledge. However, enhancing the use of case studies, fieldwork, internships, simulations, and problem-based learning approaches would significantly improve practical understanding and better prepare students for real-world challenges.

Question 8: Is employability given weightage in the design and development of syllabus?
Total Responses: 308

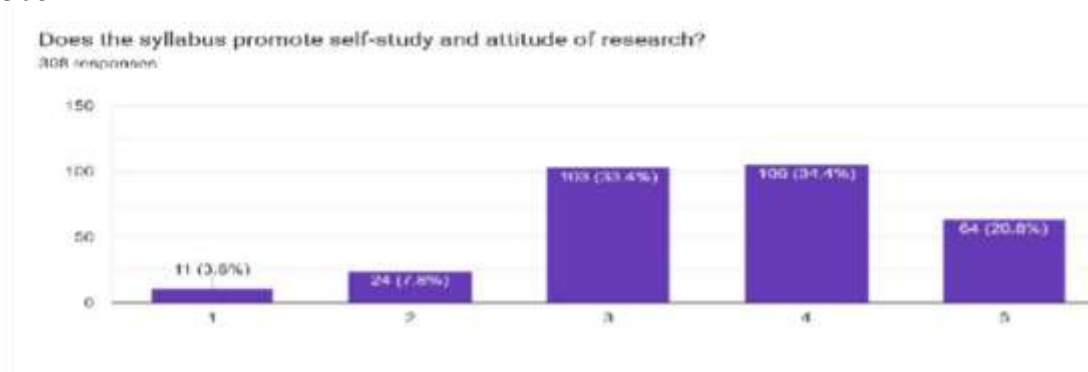


Analysis

The response pattern reflects a moderately positive perception of the extent to which employability is given weightage in the design and development of the syllabus. A significant proportion of students rated this aspect in the mid to higher range, indicating that employability skills are incorporated within the curriculum. Specifically, 27.9% (86 students) awarded a rating of 4 and 17.9% (55 students) gave a rating of 5, showing that 45.8% of respondents perceive the syllabus as effectively integrating employability aspects. Meanwhile, 33.8% (104 students) selected rating 3, suggesting a neutral perception where students recognize the presence of employability components but feel they may not be strongly emphasized across all subjects. A notable proportion of students, 16.2% (50 students) and 4.2% (13 students), rated it 2 and 1 respectively, indicating that 20.4% of respondents perceive gaps in the inclusion of employability-focused elements. The overall mean score of approximately 3.39 out of 5 reflects a level of satisfaction that is slightly above average, but not indicative of strong effectiveness.

Interpretation

Question 9: Does the syllabus promote self-study and attitude of research? Total Responses: 308



Analysis

The response pattern indicates a moderately positive perception of the syllabus in promoting self-study and an attitude of research among students. A majority of students rated this aspect in the mid to higher range, suggesting that the curriculum encourages independent learning and inquiry to a certain extent. Specifically, 34.4% (106 students) awarded a rating of 4 and 20.8% (64 students) gave a rating of 5, indicating that 55.2% of respondents perceive the syllabus as effective in fostering self-study and research orientation.

Meanwhile, 33.4% (103 students) selected rating 3, reflecting a neutral perspective where students feel that opportunities for self-directed learning and research exist but may not be consistently emphasized across all subjects. A smaller proportion of students, 7.8% (24 students) and 3.6% (11 students), rated it 2 and 1 respectively, indicating that 11.4% of respondents perceive limitations in the promotion of self-study and research practices.

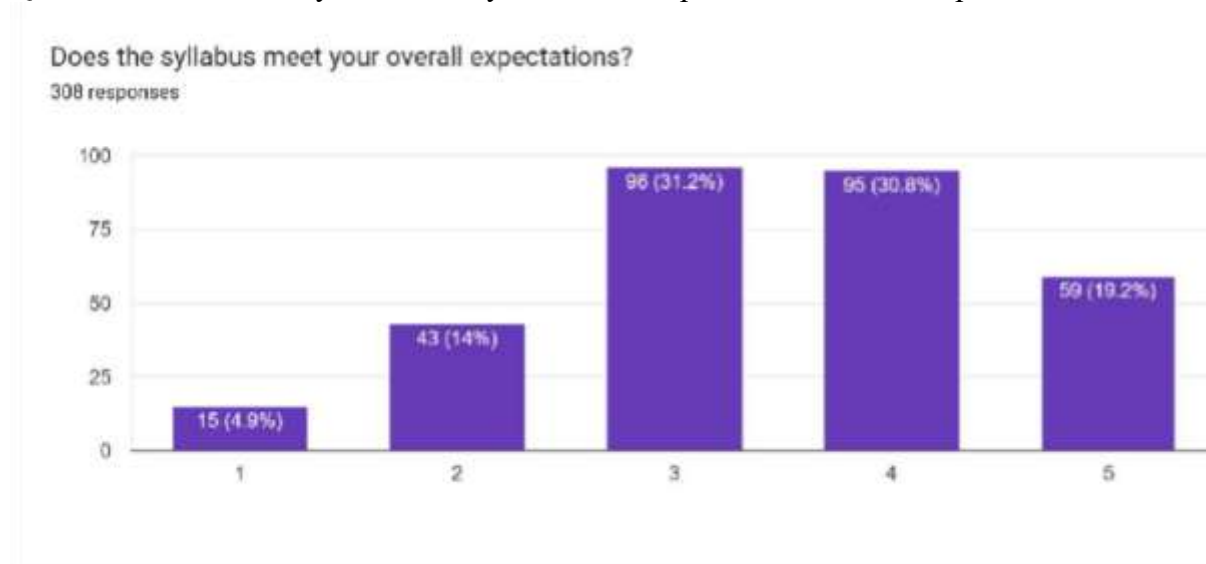
The overall mean score of approximately 3.61 out of 5 reflects a level of satisfaction that is above average, indicating a relatively stronger perception compared to other aspects.

Interpretation

The findings suggest that the syllabus is generally effective in promoting self-study and a research-oriented mindset, with a majority of students recognizing its role in encouraging independent learning. However, the presence of a significant neutral group indicates that this emphasis may not be uniformly integrated across all courses.

Overall, students acknowledge the syllabus' contribution to developing self-learning and research skills. However, strengthening the integration of research-based assignments, project work, inquiry-driven learning, and access to academic resources would further enhance students' engagement in self-study and deepen their research orientation.

Question 10: Does the syllabus meet your overall expectations? Total Responses: 308



Analysis

The response pattern reflects a moderately positive perception of the extent to which the syllabus meets students' overall expectations. A majority of students rated this aspect in the mid to higher range, indicating general satisfaction with the curriculum. Specifically, 30.8% (95 students) awarded a rating of 4 and 19.2% (59 students) gave a rating of 5, showing that 50.0% of respondents feel that the syllabus meets their expectations effectively.

Meanwhile, 31.2% (96 students) selected rating 3, suggesting a neutral perspective where students feel that the syllabus meets expectations to some extent but may lack consistency or depth in certain areas. A notable proportion of students, 14.0% (43 students) and 4.9% (15 students), rated it 2 and 1 respectively, indicating that 18.9% of respondents feel that the syllabus does not fully meet their expectations.

The overall mean score of approximately 3.45 out of 5 reflects a level of satisfaction that is above average, but not indicative of high excellence.

Interpretation

The findings suggest that the syllabus is generally aligned with students' expectations, but there is room for improvement in terms of consistency, relevance, and depth. The substantial proportion of neutral responses indicates that while the curriculum is satisfactory, it may not fully meet the diverse expectations of all students.

Overall, students acknowledge that the syllabus meets their expectations to a reasonable extent. However, enhancing the practical relevance, industry alignment, flexibility, and engagement in course delivery would further improve students satisfaction and ensure that expectations are met more comprehensively.

General Comments and Suggestion

Need for Practical and Industry-Aligned Learning: Many students requested a more practical, application-based, and industry-oriented syllabus with real-life projects, simulations, case studies, real-world examples, and place visits, moving away from purely theoretical or textbook learning, particularly in subjects like Python, Power BI, and Marketing.

Course Content and Subject Relevance: There were concerns about subjects overlapping (e.g., Strategic Management and Strategic Innovation Management; Destination Branding and IMC), the relevance of some subjects to the course, and the content of specific courses like 'Prompt Engineering' being too focused on skills students already possess.

Assessment and Assignment Feedback: Suggestions included making some assignments individual-focused to allow students to showcase individual potential, providing sufficient time for projects to encourage research, and offering more practical assignments instead of just reports or PPT making.

Faculty and Teaching Methodology: Students suggested that professors should be more understanding, provide subject-related notes and share ppts for reference, and teach in a way that ensures students understand the content, with some specific positive mentions of a professor.

Operational and Logistical Requests: There were requests to split elective classes, bring back the basket system for subject choice, and provide a smart board in the classroom.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB, BBA F&E, BBAT, BBA MT, MTTM, & MBA
Alumni Feedback Report (2025-26)

Alumni feedback plays an important role in evaluating the effectiveness and relevance of the academic curriculum, as it reflects the perspectives of graduates who have transitioned from the academic environment to professional or higher education settings. Their experiences provide valuable insights into how well the syllabus prepares students for real-world challenges, industry expectations, and career development. The alumni feedback collected aims to assess various aspects of the syllabus such as its relevance to professional requirements, contribution to skill development, applicability of knowledge in real-life situations, and alignment with emerging industry trends. This feedback helps the institution understand the strengths of the existing curriculum and identify areas for improvement, enabling continuous curriculum enhancement and ensuring that the program remains dynamic, industry-relevant, and academically robust.

Response Profile

The responses were collected from a total of 23 alumni across different programmes, indicating a diverse representation of courses. The highest representation was from BBAT, with 3 responses (13.0%), making it the most represented programme in the dataset.

Three programmes, namely BBA Honors, BBA Tourism and Travel Management, and MTTM, recorded 2 responses each (8.7%), reflecting moderate participation from these courses.

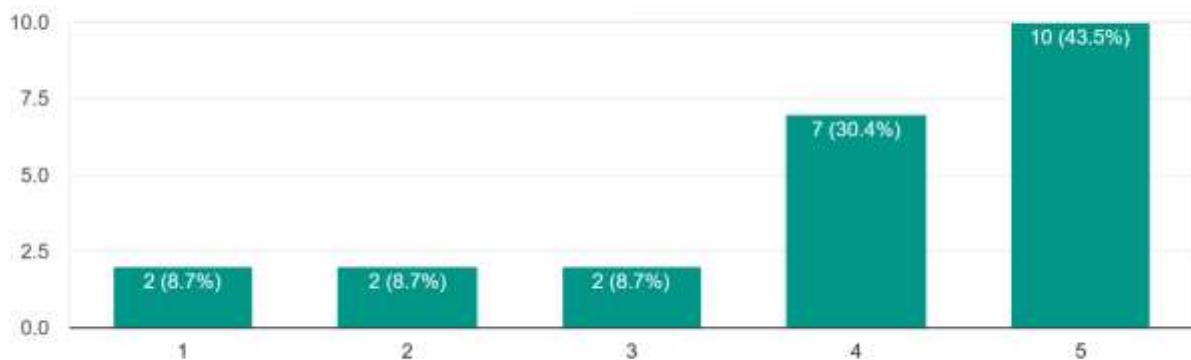
All other programmes, including BBA Honours-HR, phd, BBA (Hons), Masters of Tourism & Travel Management, BBA Travel and Tourism Management, BBA (Tourism and Travel Management), BBA in Tourism and Travel Management, Bachelors of Business Administration (Honours), MTA, Masters in Tourism and Travel Management, Master of Tourism and Travel Management, phd in Tourism, and MA Travel and Tourism Management, recorded 1 response each (4.3%), indicating equal but minimal representation individually. Overall, the response profile shows that while there is broad participation across multiple programmes, the number of responses per programme is relatively small, with the majority contributing 4.3% each, except for a few programmes with slightly higher representation. This suggests a wide but evenly distributed sample with limited concentration from any single programme.

Key Areas of evaluation

1. Alignment of Syllabus with Learning Objectives and Outcomes

2) Does the syllabus cover advanced topics?

23 responses



The alignment of the syllabus with the stated learning objectives and outcomes is an important indicator of curriculum effectiveness, as it ensures that the course content supports the intended competencies and academic goals of the program. Alumni feedback is particularly valuable in evaluating this aspect because graduates can reflect on how well the knowledge and skills gained during their studies have supported their professional or academic pursuits.

Based on 23 alumni responses, the analysis shows that 39.1% of respondents (9 students) rated the syllabus as 4 and 34.8% (8 students) rated it as 5, indicating that a total of 73.9% of alumni provided positive ratings and perceive the syllabus as satisfying the stated objectives and learning outcomes. Additionally, 26.1% of respondents (6 students) rated it as 3, reflecting a moderate level of satisfaction, while no respondents (0%) rated it as 2 or 1, suggesting the complete absence of dissatisfaction.

The results therefore indicate that the syllabus is largely perceived as well-structured and aligned with its intended learning outcomes. Overall, the feedback suggests that the curriculum effectively supports the achievement of academic goals, although minor refinements in terms of clarity of outcomes and stronger practical alignment could further enhance its effectiveness.

2) Syllabus coverage of advance Topics

The inclusion of advanced topics in the syllabus is an important aspect of curriculum design as it ensures that students are exposed to higher-level concepts, emerging developments, and specialized knowledge within their field of study. Alumni feedback provides valuable insights into whether the curriculum successfully prepares graduates with contemporary and advanced knowledge required in professional or academic environments.

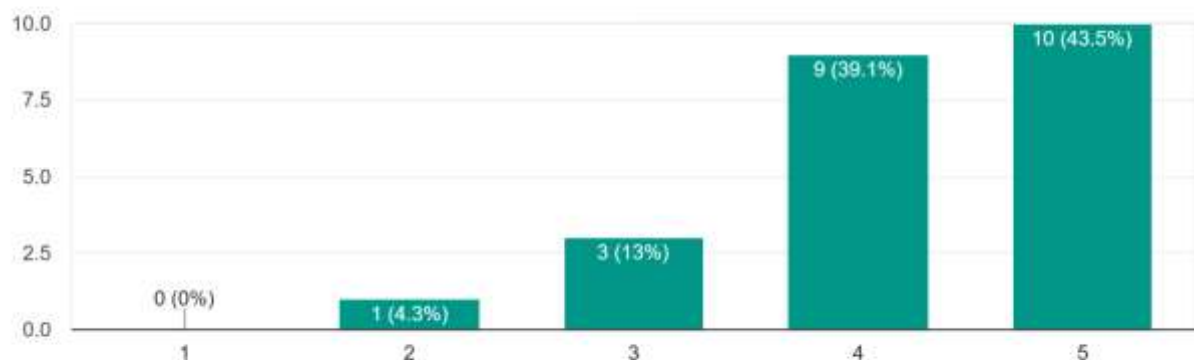
Based on 23 alumni responses, the analysis shows that 30.4% of respondents (7 students) rated the syllabus as 4 and 43.5% (10 students) rated it as 5, indicating that 73.9% of alumni provided positive ratings and perceive the syllabus as adequately covering advanced topics. Additionally, 8.7% of respondents (2 students) rated it as 3, reflecting a moderate level of satisfaction.

A smaller proportion, 8.7% (2 students) and 8.7% (2 students), rated it as 2 and 1 respectively, together accounting for 17.4% of respondents who perceive gaps in the inclusion of advanced-level content. Overall, the feedback suggests that the curriculum largely incorporates higher-level concepts, although further strengthening of depth, emerging trends, and advanced applications could enhance its academic rigor and relevance for the remaining segment of respondents.

3) Syllabus enhancement based on domain

3) Whether the syllabus enhances your knowledge and skills in the relevant domain?

23 responses



The enhancement of domain-specific knowledge and skills is a critical objective of any academic curriculum, as it ensures that students develop the competencies required for professional growth and further academic pursuits. Alumni feedback is particularly valuable in assessing this aspect because graduates can evaluate how effectively the knowledge and skills acquired during the program have supported them in real-world contexts.

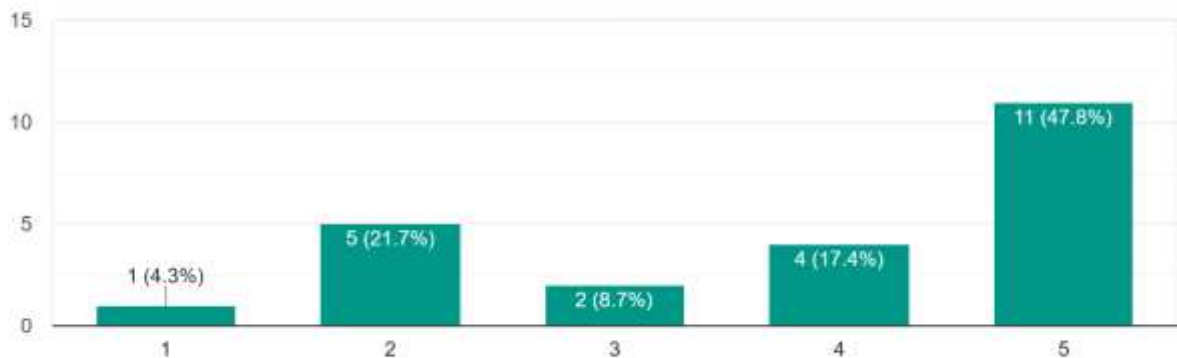
Based on 23 alumni responses, the analysis shows that 39.1% of respondents (9 students) rated the syllabus as 4 and 43.5% (10 students) rated it as 5, indicating that a strong 82.6% of alumni provided positive ratings and perceive the syllabus as effectively enhancing knowledge and skills in the relevant domain. Additionally, 13.0% of respondents (3 students) rated it as 3, reflecting a moderate level of satisfaction.

A very small proportion, 4.3% (1 students), rated it as 2, while no respondents (0%) selected rating 1, indicating minimal dissatisfaction. Overall, the feedback suggests that the curriculum successfully supports learning and skill development, although further enhancement through practical exposure, industry integration, and advanced skill-building opportunities could strengthen its overall effectiveness.

4) Developing Critical analytical Thinking

4) Is the syllabus effective in developing critical/ analytical thinking?

23 responses



The development of critical and analytical thinking is an essential objective of higher education, as it enables students to evaluate information, solve complex problems, and make informed decisions in professional and academic contexts. A well-designed syllabus should therefore encourage inquiry-based learning, case analysis, and reflective thinking. Alumni feedback is particularly useful in assessing this dimension, as graduates can evaluate whether the curriculum helped them build the analytical abilities required in real-life situations.

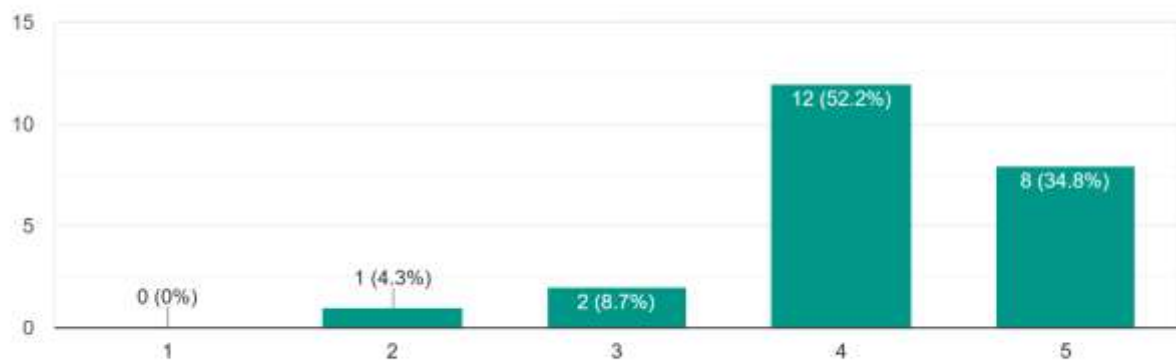
The response distribution reflects a mixed yet moderately positive perception of the syllabus in developing critical and analytical thinking skills. Out of 23 respondents, 11 students (47.8%) rated this aspect as 5 and 4 students (17.4%) rated it as 4, indicating that a majority of 15 students (65.2%) perceive the syllabus as effective in fostering higher-order thinking abilities. However, 2 students (8.7%) selected rating 3, reflecting a neutral stance, while 5 students (21.7%) rated it as 2 and 1 student (4.3%) rated it as 1, together accounting for 26.1% of respondents who indicated dissatisfaction.

This polarized pattern suggests that while the syllabus is highly effective for a significant proportion of alumni, there are inconsistencies in its implementation across courses, highlighting the need for more uniform integration of analytical and problem-solving components to enhance overall effectiveness.

5) Relevant Reference material for the syllabus

6) Does the syllabus orient towards higher education?

23 responses



Relevant reference materials play a crucial role in supporting and enriching the syllabus by providing deeper insights into core concepts. These include standard textbooks, academic journals, case studies, industry reports, and digital resources that align with course objectives. Well-curated reference materials help students develop analytical thinking, research orientation, and practical understanding beyond classroom teaching.

Based on 23 alumni responses, the analysis shows that 30.4% of respondents (7 students) rated the textbooks and reference materials as 4 and 34.8% (8 students) rated them as 5, indicating that 65.2% of alumni provided positive ratings and perceive the materials as relevant to the syllabus content. Additionally, 17.4% of respondents (4 students) rated it as 3, reflecting a moderate level of satisfaction.

A notable proportion, 17.4% (4 students), rated it as 2, while no respondents (0%) selected rating 1, suggesting limited but present dissatisfaction. Overall, the feedback suggests that while the materials are largely adequate and aligned with course requirements, enhancing the quality, updating content, and incorporating more practical and industry-based resources could further improve their effectiveness.

“Practical Application: There is a strong desire for more hands-on training, particularly with AI tools, as well as an increased focus on real-world industry practices, case studies, and problem-solving sessions.

Curriculum Expansion: Suggestions include broadening the scope to incorporate more Business Administration courses beyond specialization areas and updating interdisciplinary research methodologies to better support phd scholars.

Resource and Instructional Improvements: Feedback indicates a need for higher-quality teaching staff and the provision of dedicated textbooks, alongside a general preference for a more practical approach to teaching.”

The overall feedback from alumni indicates a moderately to strongly positive perception of the syllabus across key aspects such as learning outcomes, advanced content, domain-specific knowledge enhancement, analytical thinking, and reference material relevance. A majority of respondents provided high ratings (4 and 5) across most themes, suggesting that the curriculum is well-structured, relevant, and aligned with academic and professional

expectations. However, the presence of a significant proportion of neutral and, on the critical-thinking theme, lower ratings indicates that the effectiveness of the syllabus is not consistently experienced by all alumni. Overall, while the syllabus effectively supports learning and development, enhancing industry integration, experiential learning, and research-oriented components would further strengthen its relevance, consistency, and academic rigor.

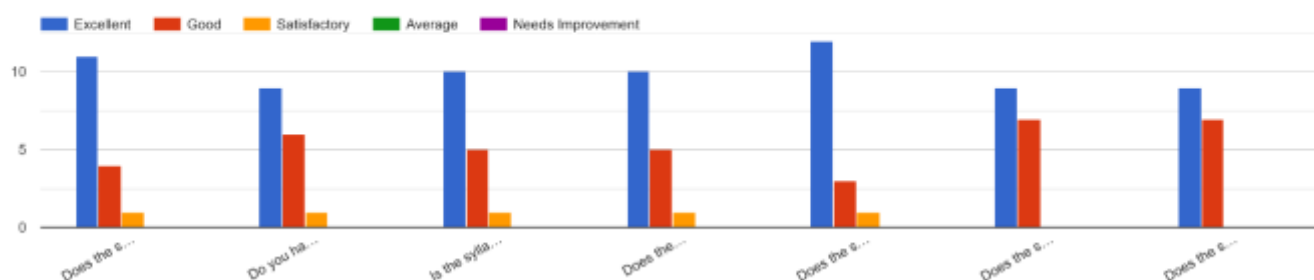
SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB, BBA F&E, BBAT (Tourism), BBAMT, MTTM & MBA
Teacher's Feedback Report (2025-26)

Teacher feedback is an essential component of academic quality assurance and curriculum improvement. Faculty members, being directly involved in the teaching–learning process, provide valuable insights regarding the relevance, effectiveness, and practical feasibility of the syllabus. Their feedback helps evaluate the alignment of course content with learning outcomes, the adequacy of continuous curriculum review, and the extent to which the syllabus builds subject knowledge, independent thinking, real-life application, and research-inclusive teaching. For the academic year 2025–26, teacher feedback was collected from faculty members teaching across the MBA, BBA F&E, BBA FIB, BBA SBA, BBAT (Tourism), and BBAMT programmes.

Course-wise Analysis

1. MBA Program

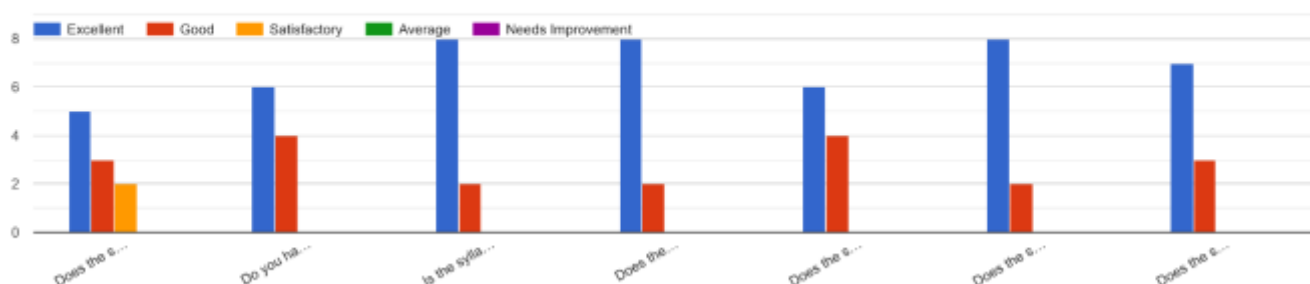
MBAR Syllabus



Teacher feedback was received from 16 faculty responses relating to the MBA programme. Regarding the alignment of the syllabus with learning objectives and outcomes, 68.8% (11 respondents) rated it as Excellent, 25.0% (4) rated it as Good, and 6.2% (1) rated it as Satisfactory. On the existence of continuous processes to propose, modify, and incorporate new topics into the syllabus, 56.2% (9) rated it Excellent, 37.5% (6) rated it Good, and 6.2% (1) rated it Satisfactory. For the syllabus's effectiveness in developing independent thinking, 62.5% (10) rated it Excellent, 31.2% (5) rated it Good, and 6.2% (1) rated it Satisfactory. On whether the department-level expert committee meets to review the syllabus, 62.5% (10) rated it Excellent, 31.2% (5) rated it Good, and 6.2% (1) rated it Satisfactory. Regarding the extent to which the syllabus enhances subject-area knowledge, 75.0% (12) rated it Excellent, 18.8% (3) rated it Good, and 6.2% (1) rated it Satisfactory. For the syllabus's ability to enable students to apply knowledge in real life, 56.2% (9) rated it Excellent and 43.8% (7) rated it Good. Finally, on whether the syllabus demands research-inclusive teaching, 56.2% (9) rated it Excellent and 43.8% (7) rated it Good.

2. BBA F&E Program

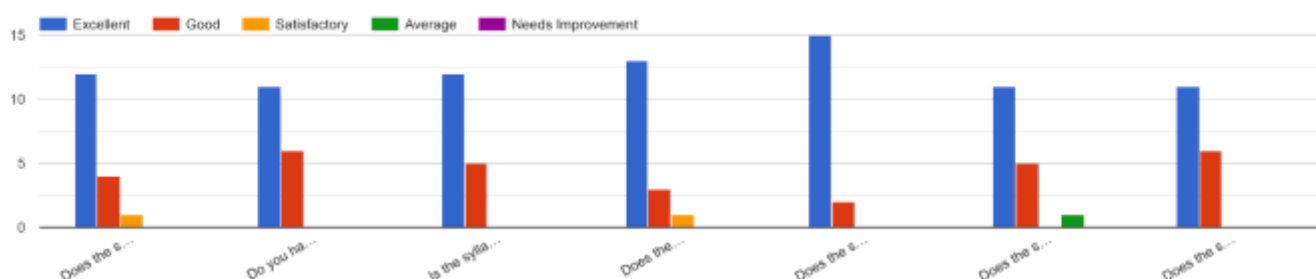
BBA F&E syllabus



Teacher feedback from 10 faculty responses relating to the BBA F&E programme indicates a strongly positive perception of the syllabus. For alignment with learning objectives, 50.0% (5) rated it Excellent, 30.0% (3) rated it Good, and 20.0% (2) rated it Satisfactory. Regarding continuous processes to propose, modify, and incorporate new topics, 60.0% (6) rated it Excellent and 40.0% (4) rated it Good. For development of independent thinking, 80.0% (8) rated it Excellent and 20.0% (2) rated it Good. On whether the department-level expert committee meets to review the syllabus, 80.0% (8) rated it Excellent and 20.0% (2) rated it Good. Regarding enhancement of subject-area knowledge, 60.0% (6) rated it Excellent and 40.0% (4) rated it Good. For enabling real-life application of knowledge, 80.0% (8) rated it Excellent and 20.0% (2) rated it Good. Finally, on demanding research-inclusive teaching, 70.0% (7) rated it Excellent and 30.0% (3) rated it Good.

3. BBA FIB Program

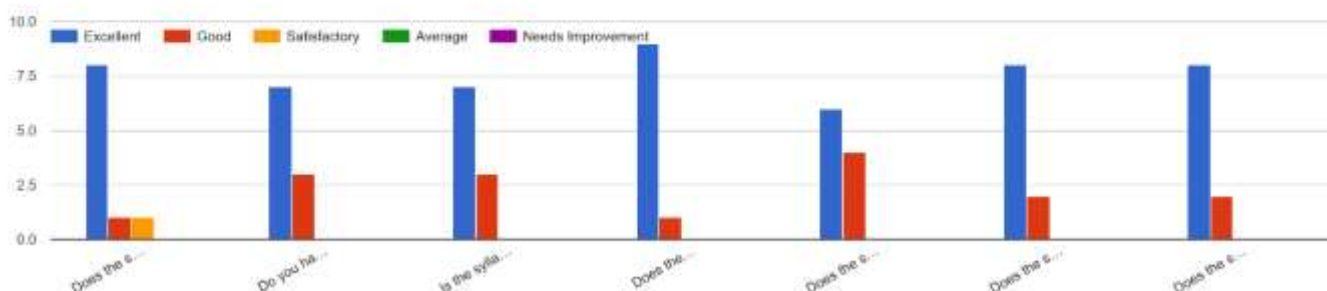
BBA FIB syllabus



Feedback from 17 faculty responses relating to the BBA FIB programme suggests a strong positive evaluation of the syllabus. For alignment with course objectives, 70.6% (12) rated it Excellent, 23.5% (4) rated it Good, and 5.9% (1) rated it Satisfactory. Regarding continuous processes for review and incorporation of new topics, 64.7% (11) rated it Excellent and 35.3% (6) rated it Good. For development of independent thinking, 70.6% (12) rated it Excellent and 29.4% (5) rated it Good. On department-level expert committee review, 76.5% (13) rated it Excellent, 17.6% (3) rated it Good, and 5.9% (1) rated it Satisfactory. Regarding enhancement of subject-area knowledge, an overwhelming 88.2% (15) rated it Excellent and 11.8% (2) rated it Good. For real-life application, 64.7% (11) rated it Excellent, 29.4% (5) rated it Good, and 5.9% (1) rated it Average. Finally, on research-inclusive teaching, 64.7% (11) rated it Excellent and 35.3% (6) rated it Good.

4. BBA SBA Program

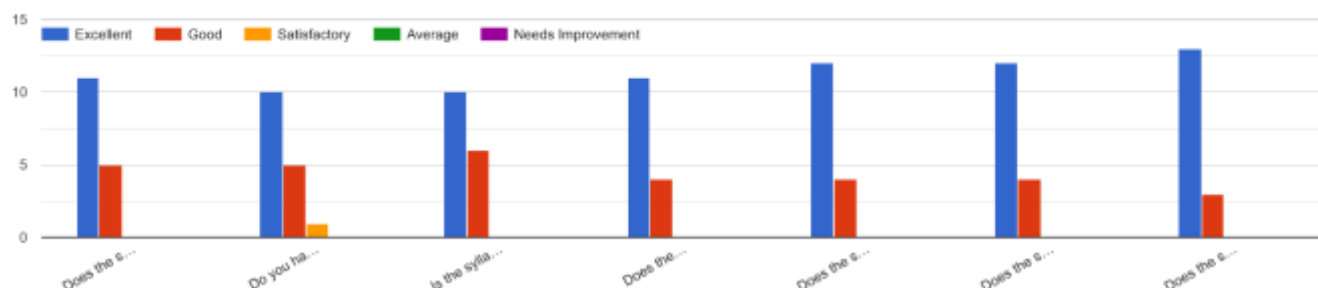
BBA SBA syllabus



Teacher feedback from 10 faculty responses relating to the BBA SBA programme reflects a strongly positive evaluation of the syllabus. Regarding alignment with learning objectives, 80.0% (8) rated it Excellent, 10.0% (1) rated it Good, and 10.0% (1) rated it Satisfactory. For continuous review and incorporation of new topics, 70.0% (7) rated it Excellent and 30.0% (3) rated it Good. On development of independent thinking, 70.0% (7) rated it Excellent and 30.0% (3) rated it Good. Regarding department-level expert committee review, 90.0% (9) rated it Excellent and 10.0% (1) rated it Good. For enhancement of subject-area knowledge, 60.0% (6) rated it Excellent and 40.0% (4) rated it Good. On real-life application of knowledge, 80.0% (8) rated it Excellent and 20.0% (2) rated it Good. Finally, for research-inclusive teaching, 80.0% (8) rated it Excellent and 20.0% (2) rated it Good.

5. BBAT (Tourism) Program

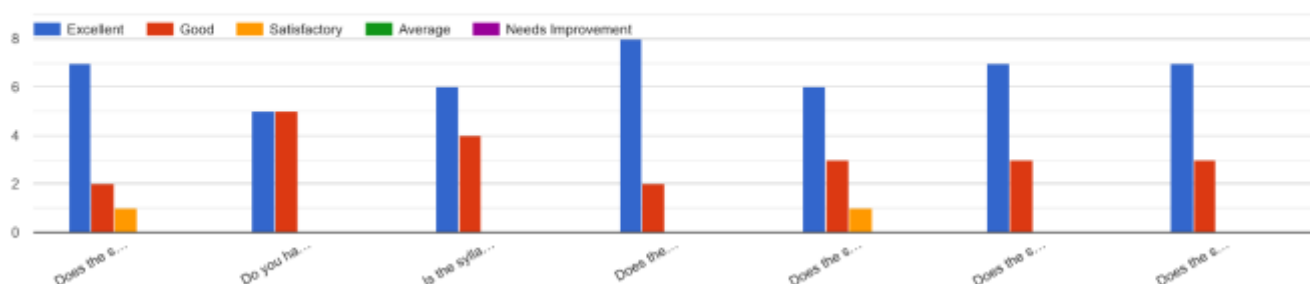
BBAT Syllabus



Teacher feedback from 16 faculty responses relating to the BBAT (Tourism) programme reflects an overwhelmingly positive perception of the syllabus. For alignment with learning objectives, 68.8% (11) rated it Excellent and 31.2% (5) rated it Good. Regarding continuous processes to review and incorporate new topics, 62.5% (10) rated it Excellent, 31.2% (5) rated it Good, and 6.2% (1) rated it Satisfactory. On development of independent thinking, 62.5% (10) rated it Excellent and 37.5% (6) rated it Good. For department-level expert committee review, 73.3% (11) rated it Excellent and 26.7% (4) rated it Good. Regarding enhancement of subject-area knowledge, 75.0% (12) rated it Excellent and 25.0% (4) rated it Good, and for real-life application, 75.0% (12) rated it Excellent and 25.0% (4) rated it Good, indicating strong confidence in the curriculum's practical relevance. Finally, on research-inclusive teaching, 81.2% (13) rated it Excellent and 18.8% (3) rated it Good.

6. BBAMT Program

BBA BBAMT syllabus

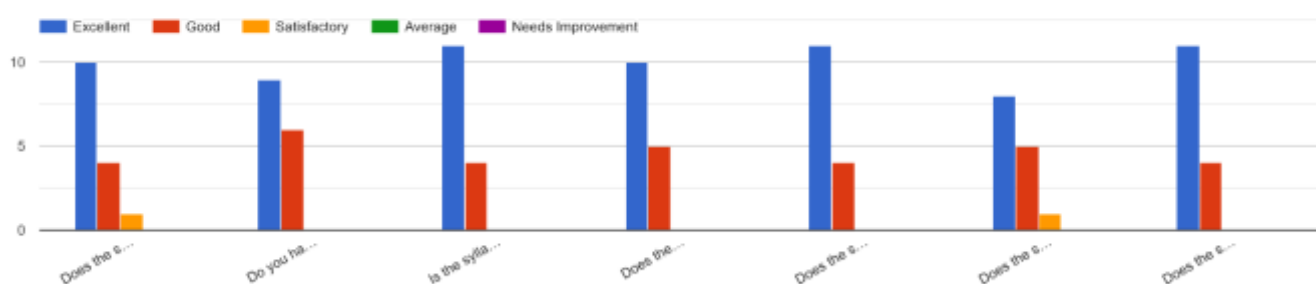


Teacher feedback from 10 faculty responses relating to the BBAMT programme reflects a positive evaluation of the syllabus. For alignment with learning objectives, 70.0% (7) rated it Excellent, 20.0% (2) rated it Good, and 10.0% (1) rated it Satisfactory. Regarding continuous processes to review and incorporate new topics, 50.0% (5) rated it Excellent and 50.0% (5) rated it Good. On development of independent thinking, 60.0% (6) rated it Excellent and 40.0% (4) rated it Good. For department-level expert committee review, 80.0% (8) rated it Excellent and 20.0% (2) rated it Good. Regarding enhancement of subject-area knowledge, 60.0% (6) rated it Excellent, 30.0% (3) rated it Good, and 10.0% (1) rated it Satisfactory. On real-life application, 70.0% (7) rated it Excellent and 30.0% (3) rated it Good. Finally, for research-inclusive teaching, 70.0% (7) rated it Excellent and 30.0% (3) rated it Good.

MTTM Program

The MTTM syllabus received highly positive feedback across all seven parameters. Excellent ratings ranged from 8 to 11 responses, with the highest (11) recorded for three parameters and 10 for two parameters. Good ratings varied between 4 and 6, while Satisfactory received only 1 response for two parameters. Average and Needs Improvement received no responses, indicating strong overall satisfaction with the syllabus among respondents.

MTTM Syllabus



Conclusion

Overall, teacher feedback across all programs indicates a strong positive perception of the syllabus. The majority of faculty members rated the curriculum as Excellent or Good across parameters such as learning outcome alignment, the continuous process for reviewing and updating syllabus content, department-level expert committee review, subject-knowledge enhancement, real-life applicability, and research-inclusive teaching. The feedback suggests that the syllabus effectively supports academic learning and program outcomes across all six

programmes, including the newly onboarded BBAMT programme. However, the presence of a modest share of Satisfactory and Average responses in a few programmes highlights opportunities for further strengthening practical exposure and more frequent departmental review. Continuous curriculum review and integration of experiential learning components will ensure that the programs remain academically robust and professionally relevant.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, BBA MT, MTTM & MBA
Academic Peer Feedback Report (2025-26)

The academic peer feedback received from an external faculty member reflects a positive evaluation of the syllabus in terms of its structure and learning outcomes. The reviewer rated the syllabus as Good in satisfying the stated objectives and learning outcomes, indicating that the curriculum aligns well with the intended academic goals. The syllabus was also rated Excellent in developing independent thinking and enabling students to apply knowledge in real-life situations, highlighting its effectiveness in fostering analytical ability and practical learning. Additionally, the peer reviewer indicated that the syllabus supports emerging trends and encourages research-inclusive teaching, suggesting that the curriculum remains relevant to contemporary academic and professional developments. However, the reviewer recommended that subjects could be made more practically oriented, emphasizing the need to strengthen experiential and application-based learning components within the syllabus.

Key Areas of Evaluation

1. Alignment with Learning Objectives and Outcomes

Analysis:

Out of twelve responses, 58.3% rated this parameter as Excellent, 33.3% as Good, and 8.3% indicated Needs Improvement.

Interpretation:

The findings indicate that 91.7% of reviewers believe the syllabus effectively satisfies its stated learning objectives and outcomes. This demonstrates strong curriculum alignment and effective course design. The small proportion suggesting improvement indicates opportunities to further refine course outcomes, curriculum mapping, and assessment alignment.

2. Development of Independent Thinking

Analysis:

Among the twelve responses, 50.0% rated this aspect as Excellent, 33.3% as Good, 8.3% as Satisfactory, and 8.3% as Needs Improvement.

Interpretation:

Overall, 83.3% of respondents positively evaluated the syllabus for fostering independent thinking. The curriculum encourages analytical reasoning, critical reflection, and conceptual understanding. Further strengthening inquiry-based learning, students-led discussions, and problem-solving activities could enhance this dimension further.

3. Application of Knowledge in Real-Life Situations

Analysis:

This parameter received 58.3% Excellent ratings, 25.0% Good, 8.3% Satisfactory, and 8.3% Average.

Interpretation:

The results show that 83.3% of reviewers believe the syllabus effectively enables students to apply classroom knowledge to real-life situations. The strong positive feedback reflects the practical orientation of the curriculum. Expanding industry projects, case-based pedagogy, internships, simulations, and experiential learning activities would further improve practical relevance.

4. Research-Inclusive Teaching

Analysis:

For this parameter, 41.7% rated it as Excellent, 41.7% as Good, 8.3% as Satisfactory, and 8.3% as Needs Improvement.

Interpretation:

A combined 83.4% of respondents positively evaluated the syllabus for promoting research-inclusive teaching. This indicates that research perspectives are adequately embedded within the curriculum. Additional emphasis on research methodology, evidence-based assignments, academic writing, and undergraduate research projects would further strengthen research capabilities.

5. Relevance to Emerging Trends

Analysis:

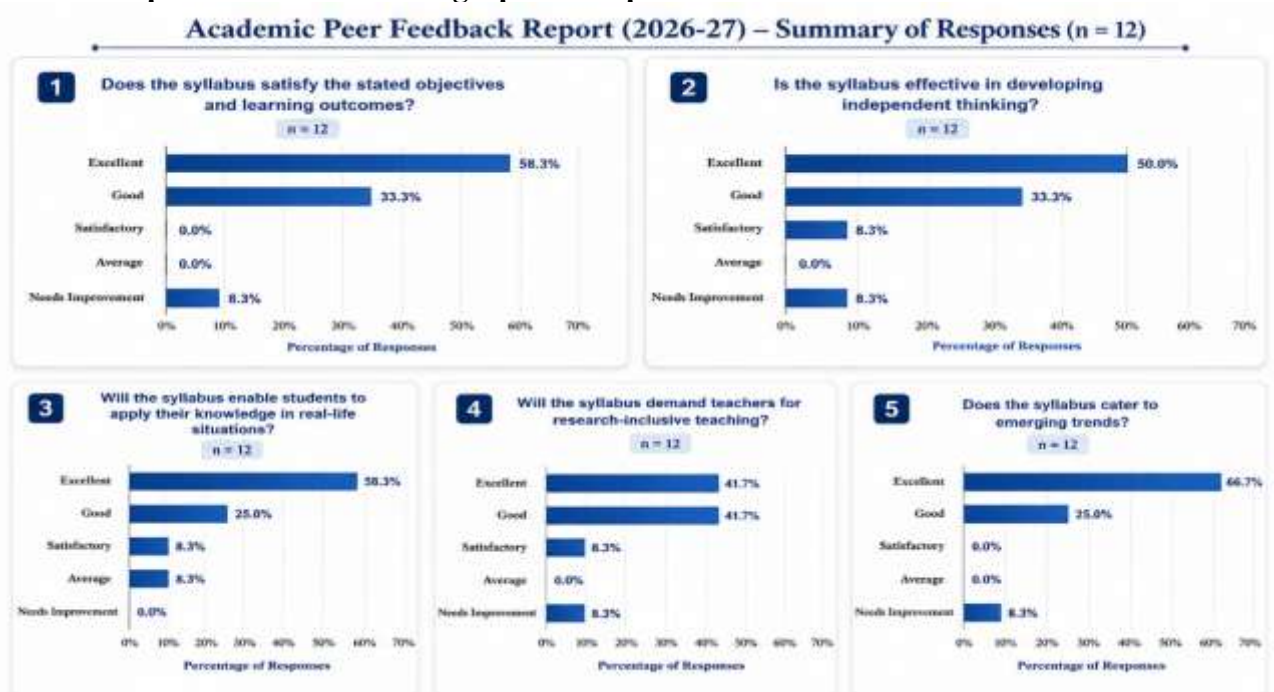
For this parameter, 66.7% rated it as Excellent, 25.0% as Good, and 8.3% indicated Needs Improvement.

Interpretation:

The findings reveal that 91.7% of reviewers believe the syllabus effectively addresses emerging trends and contemporary developments. This demonstrates that the curriculum remains responsive to changing industry requirements and academic advancements. Continuous curriculum revision, inclusion of emerging technologies, sustainability, AI-enabled applications, and interdisciplinary perspectives will help maintain this strength.

The visual representation of all the 5 questions relevant to this dimension is incorporated below in the following section.

6. Visual representation of all the graphs incorporated.



Conclusion

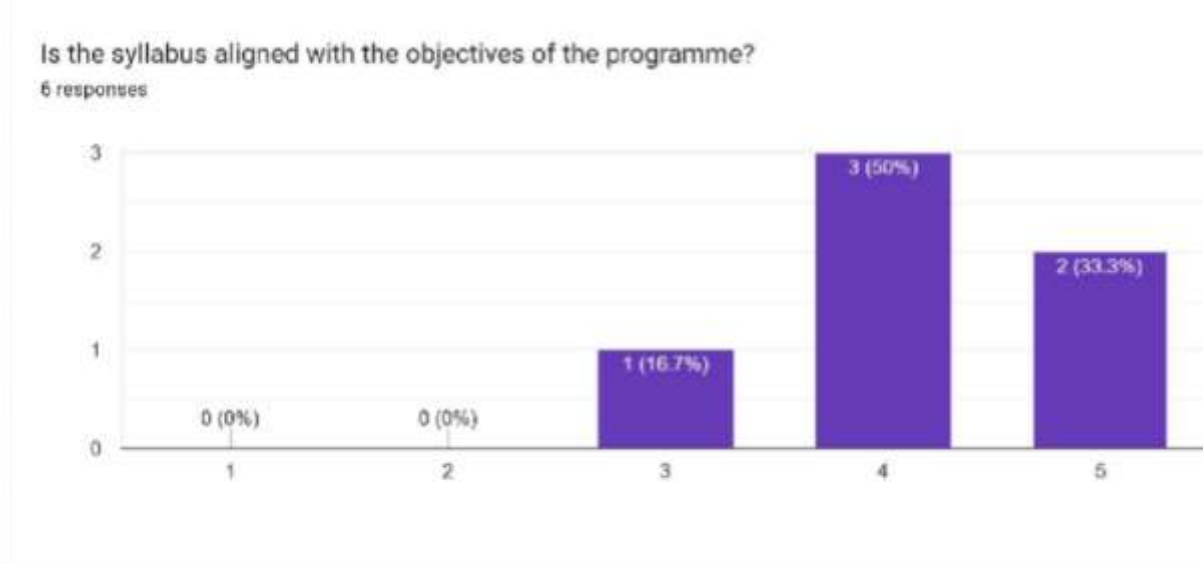
The overall peer feedback presents a very positive assessment of the syllabus. Across all five evaluation parameters, more than four-fifths of the reviewers rated the curriculum as either Excellent or Good, demonstrating strong academic quality, outcome alignment, practical relevance, research orientation, and responsiveness to emerging trends. The feedback also highlights opportunities for continuous enhancement through greater industry integration, experiential pedagogy, interdisciplinary learning, research-based activities, and periodic curriculum updates. Collectively, the findings indicate that the syllabus is well positioned to meet contemporary academic standards and AACSB expectations while supporting continuous quality improvement.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, BBA MT, MTTM & MBA
Employer Feedback Report (2025-26)

Employer feedback on the syllabus is an essential component in evaluating the industry relevance and effectiveness of an academic programme. Employers, as key stakeholders, provide practical insights into the skills, competencies, and knowledge required in the workplace. Their feedback helps assess whether the curriculum adequately prepares students for professional roles, employability, and industry expectations. It also highlights gaps in areas such as technical skills, soft skills, and real-world application. Incorporating employer perspectives ensures that the syllabus remains dynamic, market-oriented, and aligned with evolving industry trends. Overall, it plays a crucial role in enhancing the quality, relevance, and career readiness of graduates.

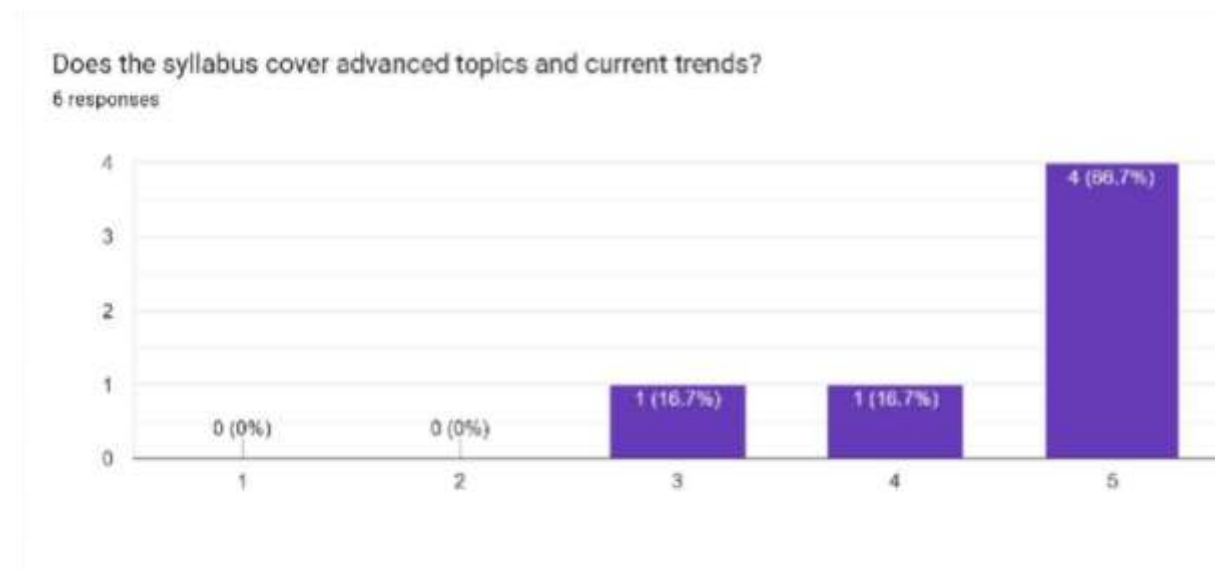
The respondents for the employer feedback comprise professionals from diverse industry backgrounds, representing organizations involved in business operations, services, and management functions. They hold relevant experience in areas such as recruitment, training, and organizational development, providing them with practical insights into industry expectations and workforce requirements. The profile reflects a mix of experienced professionals who are well-positioned to evaluate the effectiveness of the syllabus in preparing students for employment. Their feedback is therefore grounded in real-world exposure, making it valuable for assessing the alignment between academic learning and industry needs.

Q.1) Is the syllabus aligned with the industry



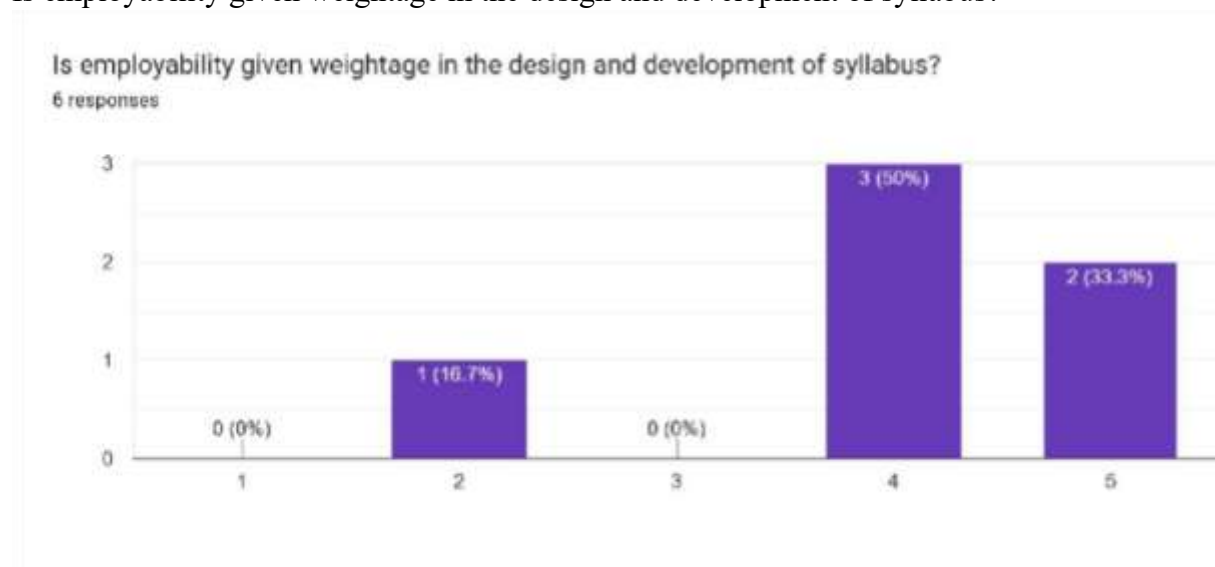
The analysis indicates a strong positive perception regarding the alignment of the syllabus with programme objectives. A majority of respondents, 50% (3 out of 6), rated it as 4, while 33.3% (2 respondents) rated it as 5, showing that 83.3% of respondents provided positive feedback. Additionally, 16.7% (1 respondent) rated it as 3, indicating a moderate level of satisfaction. There are 0% responses in ratings 1 and 2, reflecting no dissatisfaction. The interpretation suggests that the syllabus is well-aligned with programme objectives, though minor improvements could further enhance consistency and effectiveness.

Q.2 Does the syllabus cover advanced topics and current trends?



The analysis indicates a strong positive perception regarding the inclusion of advanced topics and current trends in the syllabus. A majority of respondents, 66.7% (4 out of 6), rated it as 5, while 16.7% (1 respondent) rated it as 4, showing that 83.4% of respondents provided high ratings. Additionally, 16.7% (1 respondent) rated it as 3, reflecting a moderate level of satisfaction. There are 0% responses in ratings 1 and 2, indicating no dissatisfaction. The interpretation suggests that the syllabus is well-updated and relevant to current industry trends, though continuous updates will help maintain its effectiveness.

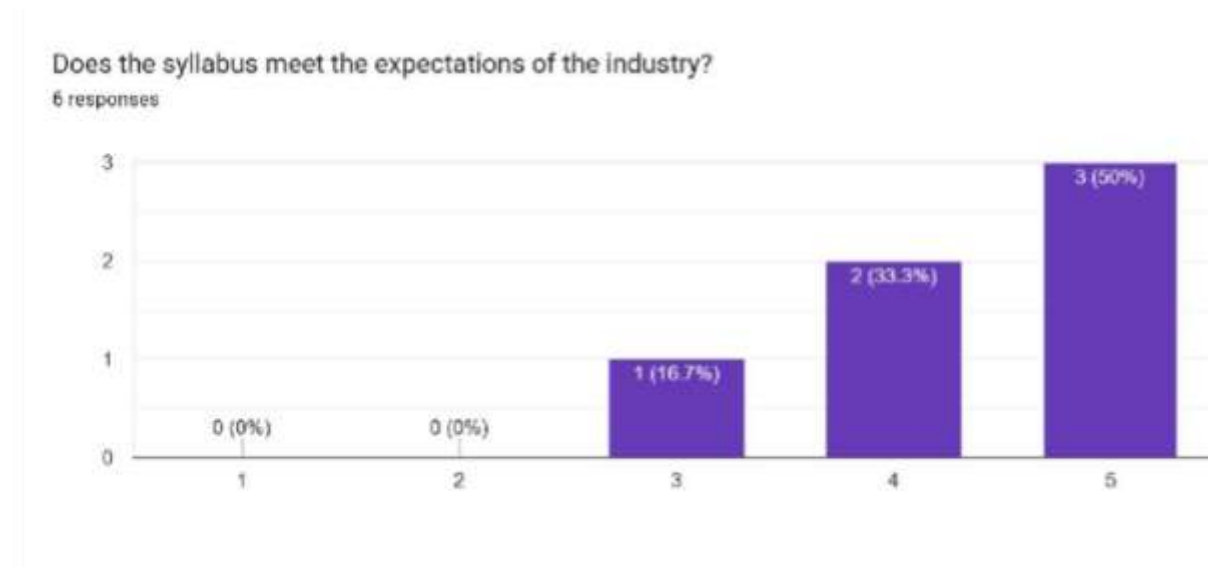
Is employability given weightage in the design and development of syllabus?



The analysis indicates a moderately positive perception regarding the emphasis on employability in the design and development of the syllabus. A majority of respondents, 50% (3 out of 6), rated it as 4 and 33.3% (2 respondents) rated it as 5, showing that 83.3% of respondents provided positive feedback. However, 16.7% (1 respondent) rated it as 2, indicating some level of dissatisfaction. There are 0% responses in ratings 1 and 3, suggesting no extreme dissatisfaction or neutrality. The interpretation suggests that while employability

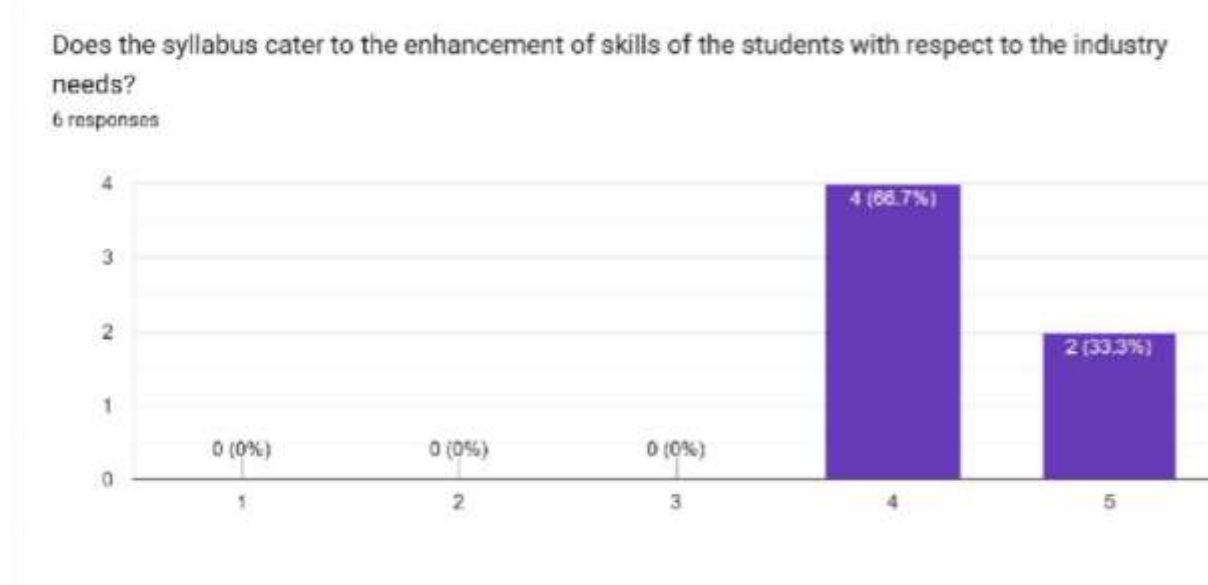
Is well integrated into the curriculum, there is scope to further strengthen industry-oriented skills and practical exposure.

Does the syllabus meet the expectation of the industry?



The analysis indicates a strong positive perception regarding the extent to which the syllabus meets industry expectations. A majority of respondents, 50% (3 out of 6), rated it as 5 and 33.3% (2 respondents) rated it as 4, showing that 83.3% of respondents provided high ratings. Additionally, 16.7% (1 respondent) rated it as 3, reflecting a moderate level of satisfaction. There are 0% responses in ratings 1 and 2, indicating no dissatisfaction. The interpretation suggests that the syllabus is well-aligned with industry requirements, though continuous updates and stronger industry integration would further enhance its relevance and effectiveness.

Does the syllabus cater to the enhancement of skills of the students with respect to the industry needs?



The analysis indicates a strong positive perception regarding the syllabus in enhancing students' skills in line with industry needs. A majority of respondents, 66.7% (4 out of 6), rated

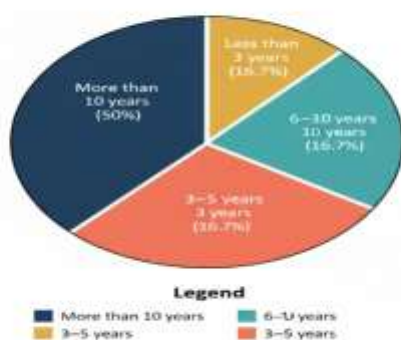
It as 4, while 33.3% (2 respondents) rated it as 5, showing that 100% of respondents provided positive feedback. There are 0% responses in ratings 1, 2, and 3, indicating no dissatisfaction or neutral opinions. This uniform positive distribution highlights that the syllabus effectively contributes to skill development relevant to industry requirements. The interpretation suggests that the curriculum is well-designed to build industry-relevant competencies, while continuous strengthening of practical and skill-based components will further enhance its effectiveness.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, BBA MT, MTTM & MBA
Entrepreneurs' Feedback Report (2025-26)

Entrepreneurs' feedback on the syllabus provides valuable insights into how well the curriculum aligns with real-world business requirements and entrepreneurial competencies. As industry practitioners, entrepreneurs bring practical perspectives on skills such as innovation, problem-solving, adaptability, and market awareness, which are essential for today's dynamic business environment. Their feedback helps in evaluating whether the syllabus effectively nurtures entrepreneurial thinking, risk-taking ability, and application-based learning among students. Incorporating such inputs is important to ensure that the curriculum remains industry-relevant, future-oriented, and capable of preparing students not just for employment but also for venture creation and leadership roles.

The respondents for the entrepreneur feedback comprise professionals engaged in women's clothing, services, and operations, representing diverse functional expertise within the business domain. Based on the data, a majority of the respondents, 50% (3 out of 6), have more than 10 years of entrepreneurial experience, indicating a strong presence of highly experienced and established entrepreneurs. 16.67% (1 respondent) fall within the 6–10 years of experience category, reflecting mid-level entrepreneurial exposure. 16.67% (1 respondent) is 3-5 years range and 1 respondent (16.67%) with less than 3 years of experience, highlighting that the feedback is predominantly provided by seasoned professionals. This profile adds significant value to the feedback, as it is grounded in practical industry knowledge, operational insights, and long-term business experience.

Years of Entrepreneurial Experience

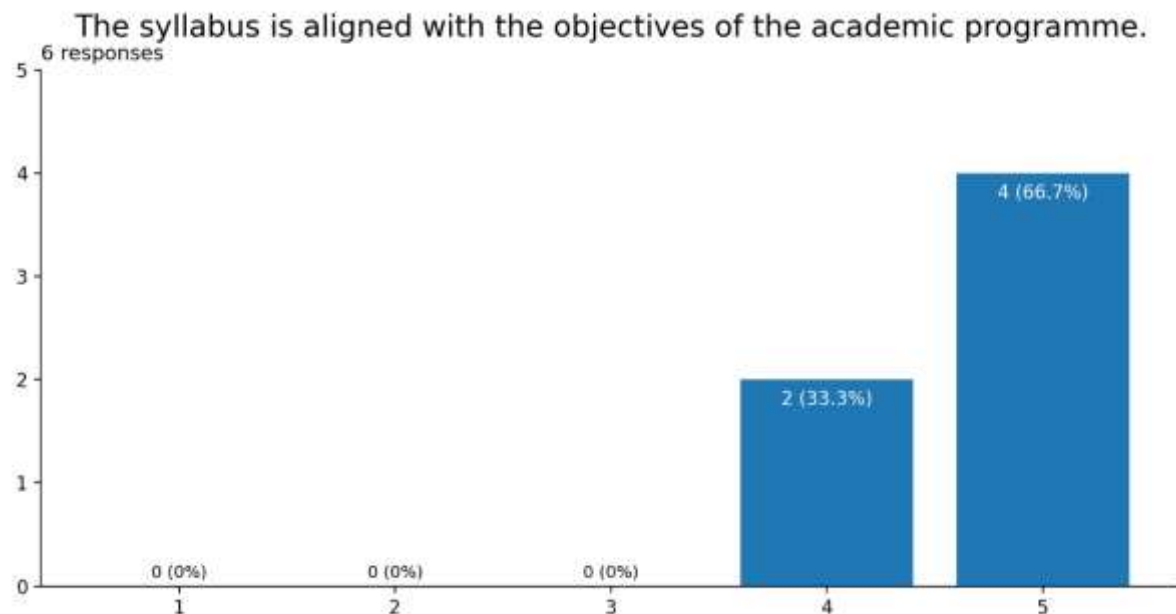


Q.1: The syllabus is aligned with the objective of the academic programme.

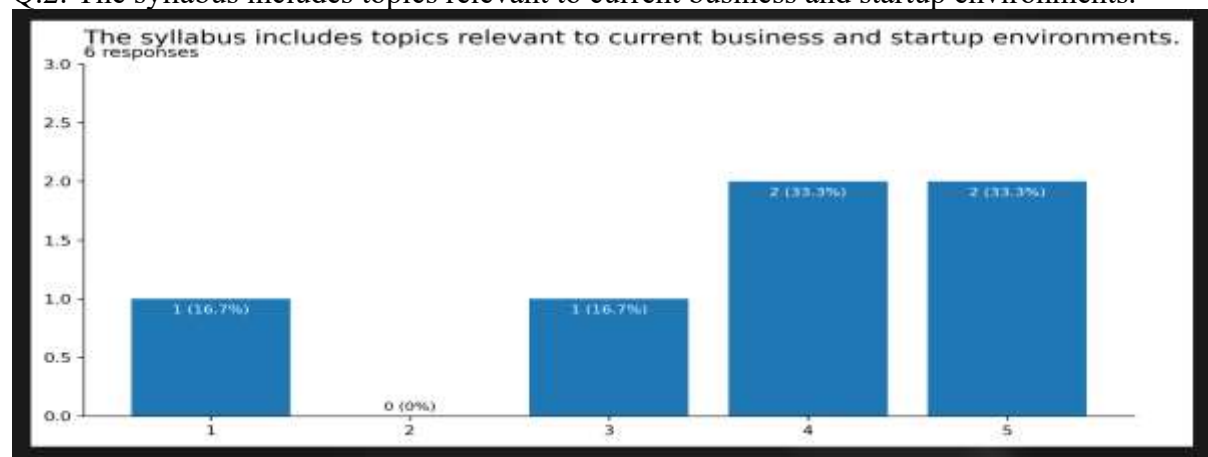
Response :6

The analysis indicates a highly positive and unanimous perception regarding the alignment of the syllabus with the objectives of the academic programme, with 66.7% rating 5 and 33.3% rating 4. There are 0% responses in ratings 1, 2 and 3 reflecting the complete absence of neutrality or dissatisfaction. This uniform response demonstrates a strong consensus that the syllabus is fully aligned with the intended academic objectives and learning outcomes. The interpretation suggests that the curriculum is well-structured, coherent, and effectively designed to meet programme goals, with a high level of satisfaction among respondents, requiring only periodic updates to ensure continued relevance with evolving academic and industry needs. The analysis indicates a strong positive perception regarding the inclusion of topics relevant to current business and startup environments in the syllabus. A majority of

respondents, 66.7% (4 out of 6), rated this aspect as 5, while 33.3% (2 respondent) rated it as 4, reflecting high satisfaction levels. There are 0% responses in ratings 1, 2, and 3, indicating the absence of dissatisfaction or neutrality. This distribution demonstrates that 100% of respondents provided positive ratings (4 and 5), highlighting a strong consensus that the syllabus effectively incorporates contemporary and industry-relevant topics. The interpretation suggests that the curriculum is well-aligned with current business trends and startup ecosystems, ensuring relevance and practical applicability, while continued updates can further strengthen its alignment with evolving industry dynamics.



Q.2: The syllabus includes topics relevant to current business and startup environments.

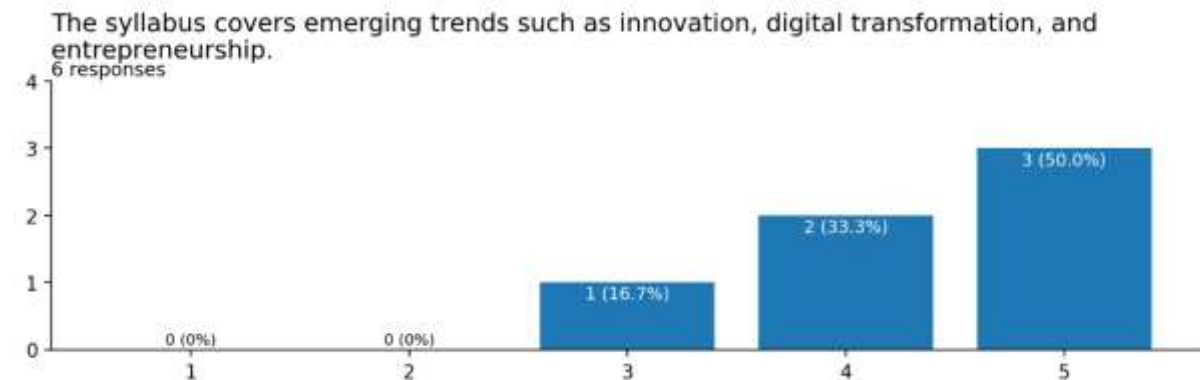


The findings suggest that the curriculum is substantially aligned with contemporary business and entrepreneurial practices with 66.6% of the respondents rating it 4 and above, reflecting the institution's commitment to maintaining curriculum relevance and stakeholder engagement. The strong positive responses demonstrate that the syllabus adequately addresses evolving business environments and startup ecosystems, thereby supporting strategic curriculum objectives. However, the presence of one low rating and one neutral rating indicates opportunities for continuous improvement. To further strengthen alignment with expectations, the curriculum may incorporate additional content on AI-enabled entrepreneurship, digital business models, startup financing, sustainability-driven ventures, platform economies, business incubation, venture capital ecosystems, and emerging technologies. Greater integration of live startup case studies, entrepreneur interactions,

incubation projects, and experiential learning activities would further enhance industry relevance and responsiveness to stakeholder expectations.

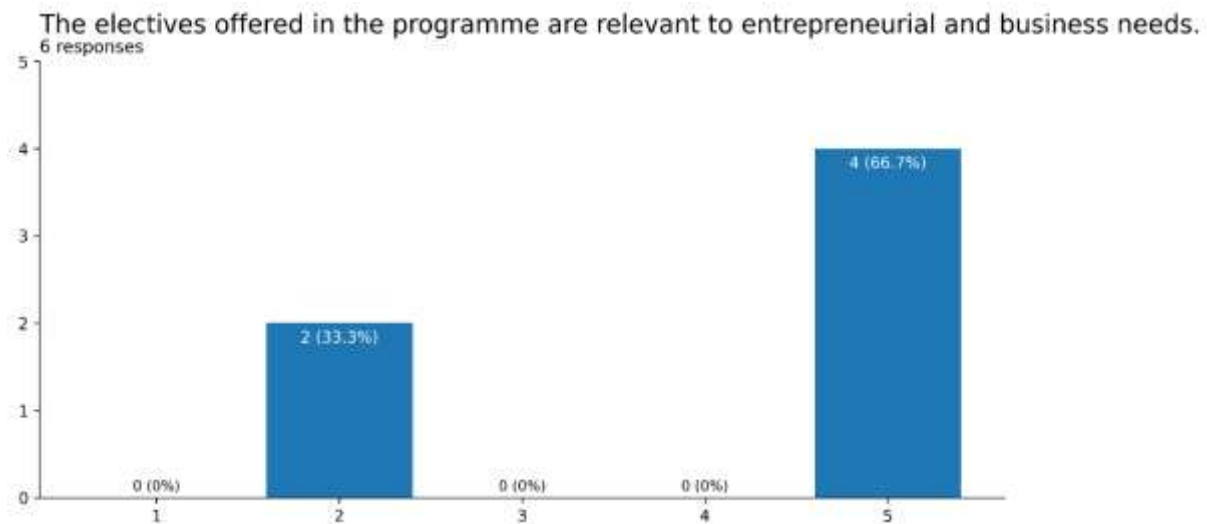
Overall, the feedback demonstrates that the programme is progressing in the right direction while reinforcing the principle of continuous curriculum review and innovation,

Q.3: The syllabus covers emerging topics such as innovation, digital transformation and entrepreneurship.



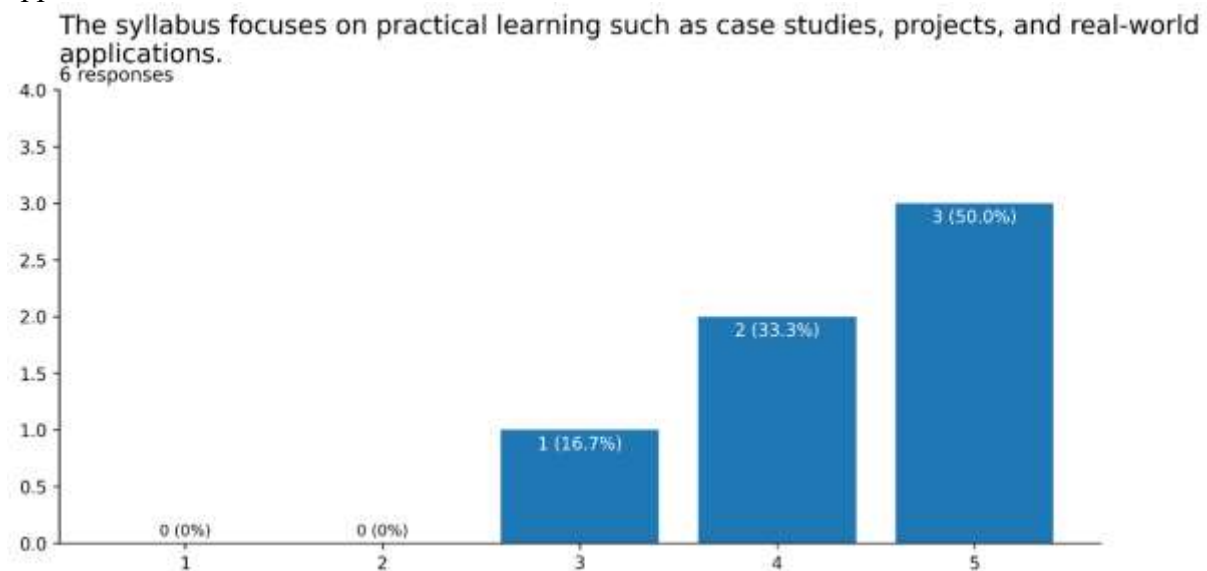
The analysis indicates a strong positive perception regarding the inclusion of topics relevant to current business and startup environments in the syllabus. A majority of respondents, 50.0% (3 out of 6), rated this aspect as 5, while 33.3% (2 respondent) rated it as 4, reflecting high satisfaction levels. There are 0% responses in ratings 1 and 2 indicating the absence of dissatisfaction. This distribution demonstrates that 83.3% of respondents provided positive ratings (4 and 5), highlighting a strong consensus that the syllabus effectively incorporates contemporary and industry-relevant topics. The interpretation suggests that the curriculum is well-aligned with current business trends and startup ecosystems, ensuring relevance and practical applicability, while continued updates can further strengthen its alignment with evolving industry dynamics. The analysis indicates a strong positive perception regarding the inclusion of topics relevant to current business and startup environments in the syllabus. A majority of respondents, 50.0% (3 out of 5), rated this aspect as 5, while 33.3% (2 respondent) rated it as 4, reflecting high satisfaction levels. There are 0% responses in ratings 1 and 2 indicating the absence of dissatisfaction. This distribution demonstrates that 83.3% of respondents provided positive ratings (4 and 5), highlighting a strong consensus that the syllabus effectively incorporates contemporary and industry-relevant topics. The interpretation suggests that the curriculum is well-aligned with current business trends and startup ecosystems, ensuring relevance and practical applicability, while continued updates can further strengthen its alignment with evolving industry dynamics.

Q.4) The electives offered in the programme are relevant to entrepreneurial and business needs.



The analysis indicates a strong positive perception regarding the relevance of electives offered in the programme to entrepreneurial and business needs. 66.7% of respondents (4 out of 6) rated this aspect as 5, demonstrating strong agreement that the electives are well-aligned with industry and entrepreneurial requirements. However, there are 2 out of 6 which is 33.3% of the respondents who would be anticipating more choices in terms of their electives to have more relevancy to entrepreneurial and business needs. The interpretation suggests that the programme offers relevant, industry-oriented elective choices that enhance students' preparedness for entrepreneurial and professional challenges, with continued updates ensuring sustained alignment with evolving business needs, however there is a room for adding more choices in terms of electives or options aligned with the increasing aspiration of the students.

Q.5) The syllabus focuses on practical learning such as case studied, projects and real-world application.



The responses indicate a strongly positive perception regarding the practical orientation of the syllabus. Out of six respondents, 50.0% (3 respondents) assigned the highest rating of 5, while 33.3% (2 respondents) rated it 4, resulting in an overall 83.3% positive response. Additionally, 16.7% (1 respondent) provided a rating of 3, indicating moderate satisfaction. Notably, no respondents assigned ratings of 1 or 2, reflecting the absence of negative

perceptions regarding the practical learning components of the curriculum.

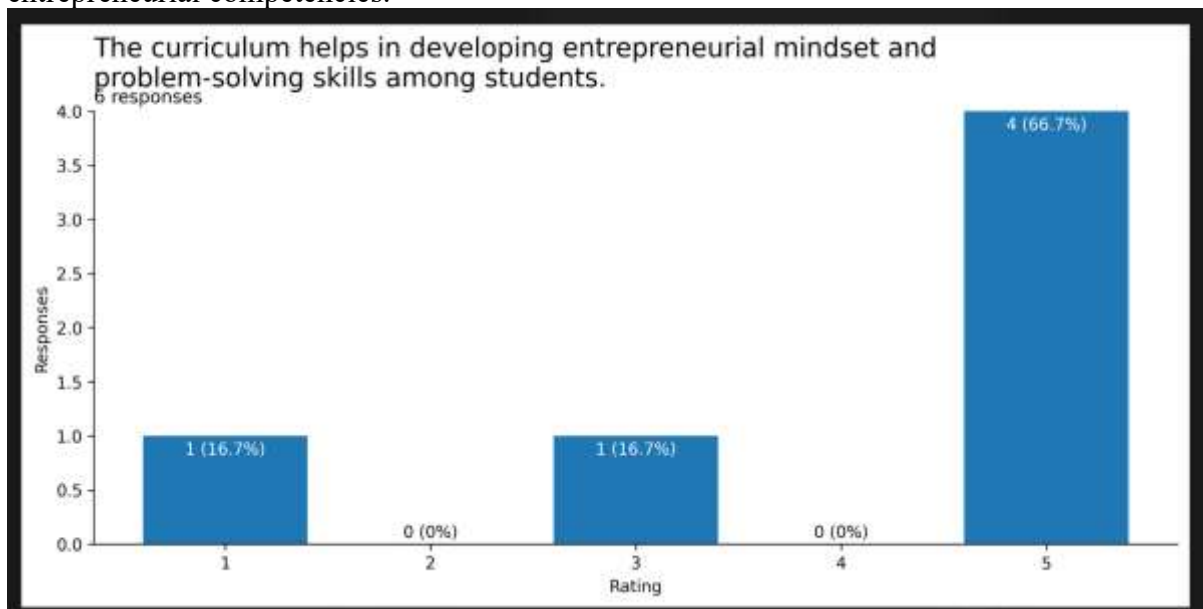
The findings demonstrate that the curriculum effectively integrates experiential and application-oriented learning, consistent with the expectations which emphasizes strategic curriculum management, continuous improvement, and stakeholder-driven programme relevance. The overwhelming positive responses suggest that the syllabus successfully incorporates practical pedagogies such as case studies, live projects, experiential assignments, and real-world business applications, thereby enhancing students' ability to translate theoretical knowledge into managerial practice.

The presence of a single neutral response indicates an opportunity for further strengthening experiential learning. The programme may enhance its practical orientation by expanding industry-sponsored projects, consulting assignments, startup incubation initiatives, simulations, business analytics laboratories, field immersion programmes, and interdisciplinary capstone projects. Greater collaboration with industry practitioners and entrepreneurs would further strengthen curriculum relevance and ensure alignment with evolving business and societal needs.

Overall, the feedback provides strong evidence that the programme is aligned with AACSB Standard 1, demonstrating a commitment to developing practice-ready graduates through continuous curriculum enhancement, stakeholder engagement, and innovative teaching-learning practices.

Q.6) The curriculum helps in developing Entrepreneurial mindset and problem-solving skills among students.

The responses indicate a strongly positive perception regarding the curriculum's effectiveness in developing entrepreneurial mindset and problem-solving skills among students. Out of six entrepreneur respondents, 66.7% (4 respondents) awarded the highest rating of 5, while 16.7% (1 respondent) rated the curriculum 3, and 16.7% (1 respondent) rated it 1. No respondents selected ratings of 2 or 4. Overall, two-thirds of the respondents expressed the highest level of satisfaction, demonstrating confidence in the curriculum's ability to nurture entrepreneurial competencies.



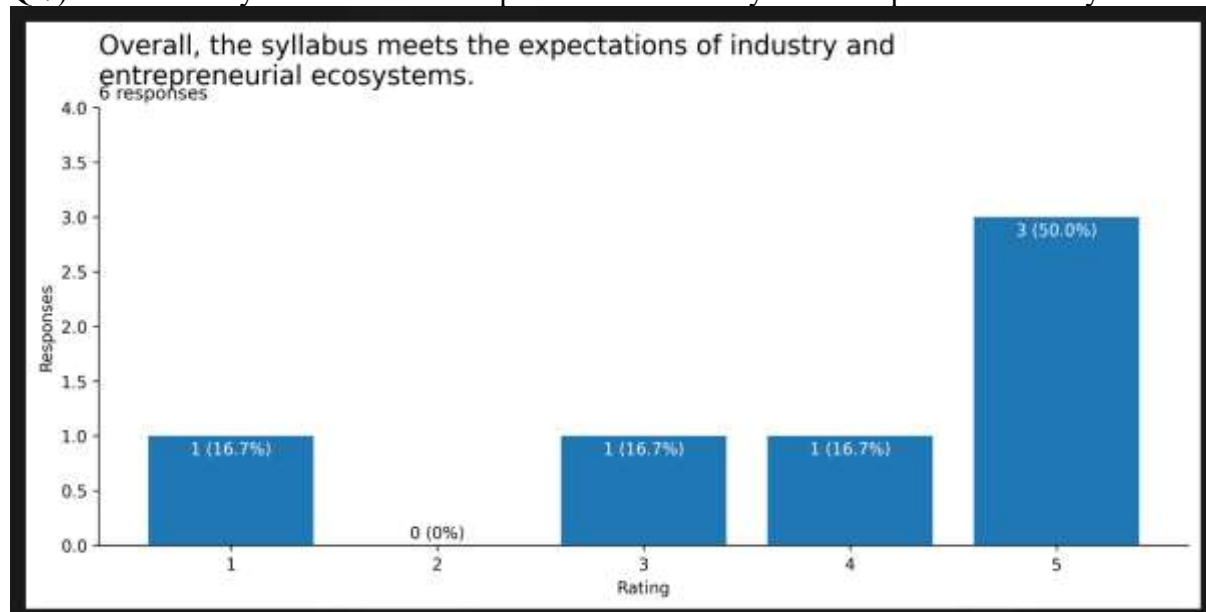
The findings suggest that the curriculum is substantially aligned with AACSB Standard 1, which emphasizes strategic curriculum management, stakeholder engagement, and the continuous enhancement of programmes to develop graduates capable of addressing contemporary business challenges. The predominance of the highest rating indicates that the curriculum effectively fosters entrepreneurial thinking, innovation, creativity, critical

analysis, and structured problem-solving, all of which are essential competencies for future business leaders and entrepreneurs.

The presence of one neutral and one low rating, however, highlights opportunities for further strengthening entrepreneurial learning experiences. To reinforce alignment with AACSB expectations, the programme may expand design thinking workshops, startup incubation initiatives, entrepreneurship boot camps, innovation laboratories, interdisciplinary business challenges, business simulations, hackathons, consulting projects with startups, and mentorship from successful entrepreneurs. These experiential learning opportunities would further strengthen students' ability to identify opportunities, manage uncertainty, solve complex business problems, and translate innovative ideas into sustainable business solutions.

Overall, the feedback provides strong evidence that the curriculum supports the development of entrepreneurial competencies and higher-order problem-solving skills, while also highlighting the institution's commitment to continuous curriculum review and stakeholder-informed improvement, which are fundamental principles of AACSB Standard 1.

Q.7) Overall the syllabus meets the expectation of industry and entrepreneurial ecosystem.



The responses indicate a generally positive perception regarding the extent to which the syllabus meets the expectations of industry and entrepreneurial ecosystems. Among the six entrepreneur respondents, 50.0% (3 respondents) assigned the highest rating of 5, while 16.7% (1 respondent) rated it 4, resulting in an overall 66.7% positive response. In addition, 16.7% (1 respondent) provided a neutral rating of 3, whereas 16.7% (1 respondent) assigned a rating of 1. No respondents selected a rating of 2, indicating that the feedback is largely favourable, with some respondents identifying opportunities for further enhancement.

The findings suggest that the curriculum is well aligned with the expectations of industry and the entrepreneurial ecosystem, reflecting the institution's commitment to strategic curriculum design and stakeholder engagement as advocated by AACSB Standard 1. The predominance of positive ratings demonstrates that the syllabus equips students with knowledge and competencies that are broadly relevant to contemporary business environments, supporting graduate employability, entrepreneurial capability, and organizational readiness.

The presence of one neutral and one low rating, however, indicates the need for continuous curriculum review, which is a core expectation under AACSB's assurance of learning and continuous improvement philosophy. To further strengthen industry alignment, the

curriculum may incorporate greater emphasis on Artificial Intelligence (AI) in business, digital transformation, sustainability and ESG practices, startup ecosystems, innovation management, data-driven decision-making, business analytics, emerging technologies, and global entrepreneurial trends. Expanding collaborations with industry partners through live consulting projects, startup incubations, internships, executive mentoring, guest lectures, and industry-sponsored capstone projects would further bridge the gap between academic learning and professional practice.

Overall, the feedback provides strong evidence that the programme is strategically aligned with stakeholder expectations, while reinforcing the institution's commitment to continuous curriculum enhancement, industry relevance, and innovation, which are central principles of AACSB Standard 1.

Conclusion:

The concluding remarks from the entrepreneur feedback highlight the need to further strengthen the practical and skill-oriented aspects of the syllabus. The updated entrepreneur feedback indicates an overall positive perception of the curriculum. The syllabus is considered aligned with programme objectives, contemporary business practices, and entrepreneurial competencies. Continuous enhancement through industry collaboration, practical learning and emerging technology integration will further strengthen curriculum relevance. Respondents emphasized the importance of incorporating project-based learning that enables students to solve real business problems, thereby enhancing practical application. They also recommended the inclusion of essential skills such as negotiation, along with topics addressing personal well-being, including stress and pressure management, to better prepare students for real-world challenges. Additionally, there is a clear suggestion to enhance experiential learning through internships and live projects, which would provide direct industry exposure. Entrepreneurs also stressed the need to focus on soft skill development, particularly in customer handling and effective communication. Overall, these recommendations indicate that while the syllabus is strong in its current form, integrating more hands-on, industry-relevant, and holistic skill development components would significantly enhance its effectiveness.

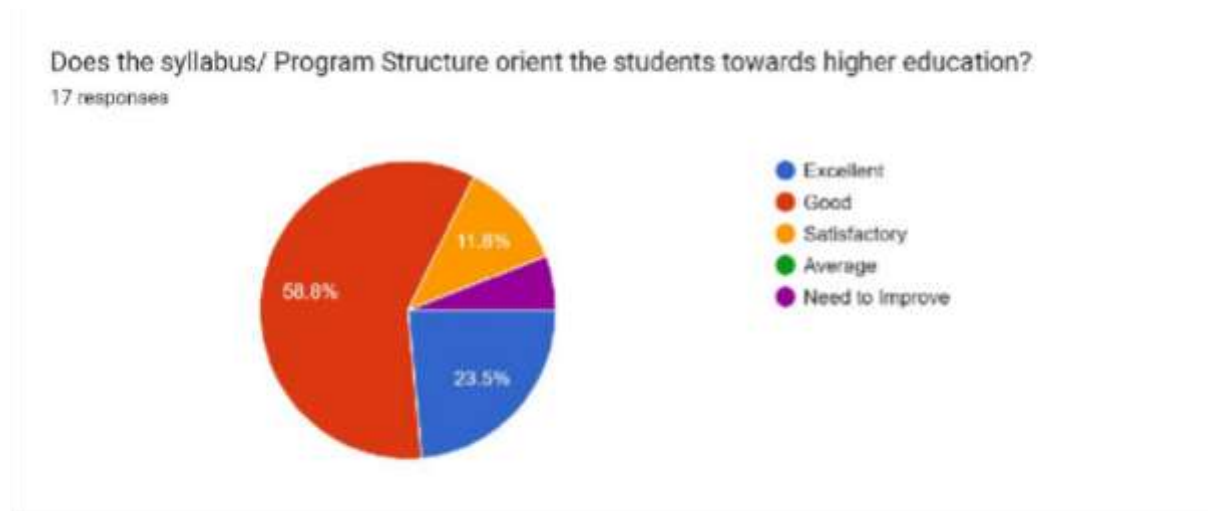
SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, BBA MT, MTTM & MBA
Parents Feedback Report (2025-26)

The purpose of this report is to analyse the feedback provided by parents regarding the syllabus and program structure at the institution. The feedback highlights various aspects such as higher education orientation, employability, societal relevance, self-study encouragement, and personality development. Additionally, the document includes information about the professional backgrounds of parents, reflecting the diverse socio-economic and professional demographics of the students community.

Key Areas of Evaluation

Orientation Towards Higher Education

Parents were asked whether the syllabus and program structure effectively prepare students for higher education opportunities. Their responses help assess whether the curriculum includes academic rigor, research-oriented modules, and advanced learning methodologies that align with postgraduate studies and specialized fields.



Interpretation

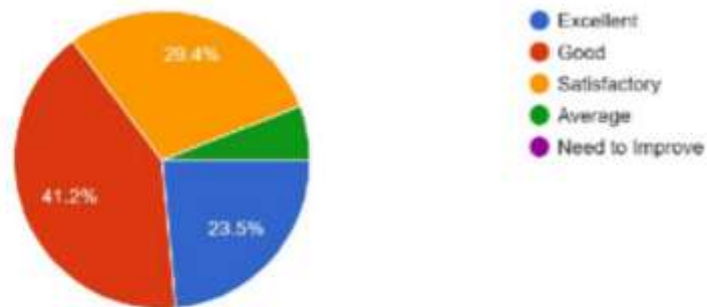
The data based on 17 responses indicates a strongly positive perception regarding the syllabus orientation towards higher education. A majority of respondents, 58.8%, rated it as “Good,” while 23.5% rated it as “Excellent,” meaning that over 82% of the respondents view the program structure as effectively preparing students for advanced academic pursuits. Additionally, 11.8% rated it as “Satisfactory,” suggesting moderate approval, and a very small proportion indicated “Need to Improve,” with no responses in the “Average” category. This distribution reflects a high level of confidence in the curriculum’s ability to support higher education aspirations. Overall, the findings suggest that the syllabus is well-structured to facilitate postgraduate readiness, though minor refinements could further strengthen academic progression pathways.

Employability in Syllabus Design

A crucial component of modern education is ensuring that students graduate with skills relevant to the job market. Parents provided feedback on whether employability was given weightage,

Is employability given weightage in the design and development of the syllabus?

17 responses



Interpretation

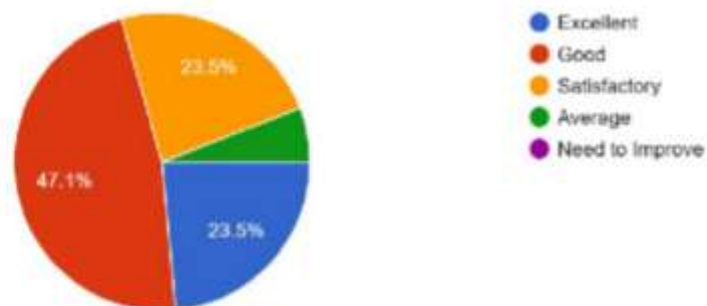
Based on 17 responses, the data reflects a generally positive perception regarding the weightage given to employability in the syllabus design and development. A combined 64.7% of respondents rated this aspect as either “Good” (41.2%) or “Excellent” (23.5%), indicating that a clear majority believe employability is meaningfully integrated into the curriculum. Additionally, 29.4% rated it as “Satisfactory,” suggesting moderate approval but implying scope for stronger industry alignment or skill-based enhancement. A small proportion rated it as “Average,” while none indicated “Need to Improve,” reflecting limited dissatisfaction. Overall, the findings suggest that employability considerations are visibly embedded in the syllabus; however, strengthening practical exposure, certification opportunities, and industry-linked components could further elevate perceptions from satisfactory to excellent.

Societal Relevance of the Syllabus

A well-rounded curriculum must address the needs of society by incorporating social responsibility, ethical considerations, and problem-solving skills. The feedback assesses how well the syllabus equips students with the knowledge and competencies to contribute meaningfully.

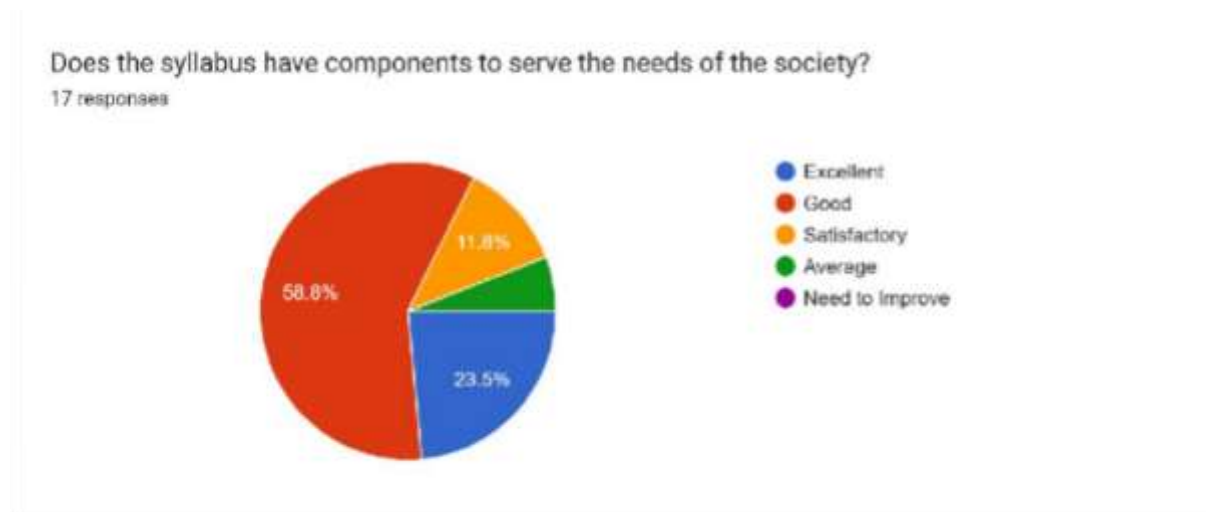
Is the syllabus designed to have a component on value based education?

17 responses



Interpretation

Based on 17 responses, the data reflects a strong positive perception regarding the inclusion of value-based education within the syllabus. A majority of respondents, 47.1%, rated it as “Good,” while 23.5% rated it as “Excellent,” indicating that over 70% believe the curriculum meaningfully incorporates ethical, social, and value-oriented components. Additionally, 23.5% rated it as “Satisfactory,” suggesting moderate approval with potential scope for further strengthening. A small proportion rated it as “Average,” and none indicated “Need to Improve,” reflecting minimal dissatisfaction. Overall, the findings suggest that value-based education is well integrated into the syllabus framework; however, enhancing explicit value-driven case discussions, ethics modules, and community engagement components could further reinforce its impact and visibility within the academic structure.



Interpretation

Based on 17 responses, the data reflects a highly positive perception regarding the syllabus addressing societal needs. A majority of respondents, 58.8%, rated this aspect as “Good,” while 23.5% rated it as “Excellent,” indicating that more than 82% believe the curriculum meaningfully incorporates components that serve societal interests. Additionally, 11.8% rated it as “Satisfactory,” suggesting moderate approval, and a small proportion rated it as “Average,” with no respondents selecting “Need to Improve.” This distribution demonstrates strong confidence that the syllabus integrates social relevance, ethical awareness, and community-oriented perspectives within its structure. Overall, the findings suggest that the curriculum effectively aligns academic content with societal expectations, though continued emphasis on community engagement, sustainability, and socially responsible practices can further strengthen its impact.

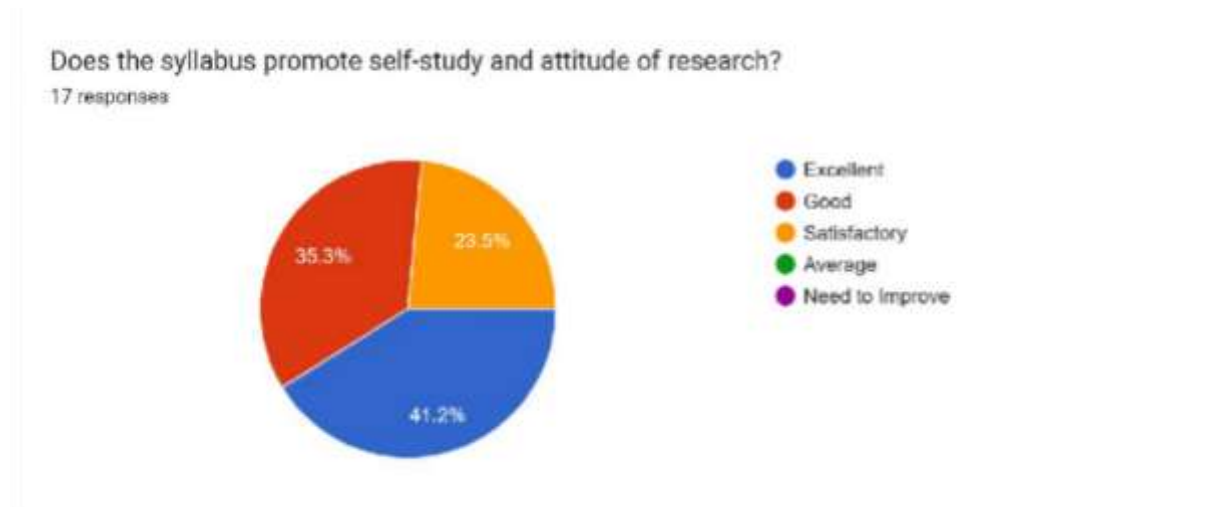
Promotion of Self-Study and Research Attitude

Encouraging students to engage in independent study and research fosters critical thinking and innovation. The feedback evaluates the extent to which the syllabus promotes:

Independent learning

Research-oriented projects

Academic inquiry and critical analysis

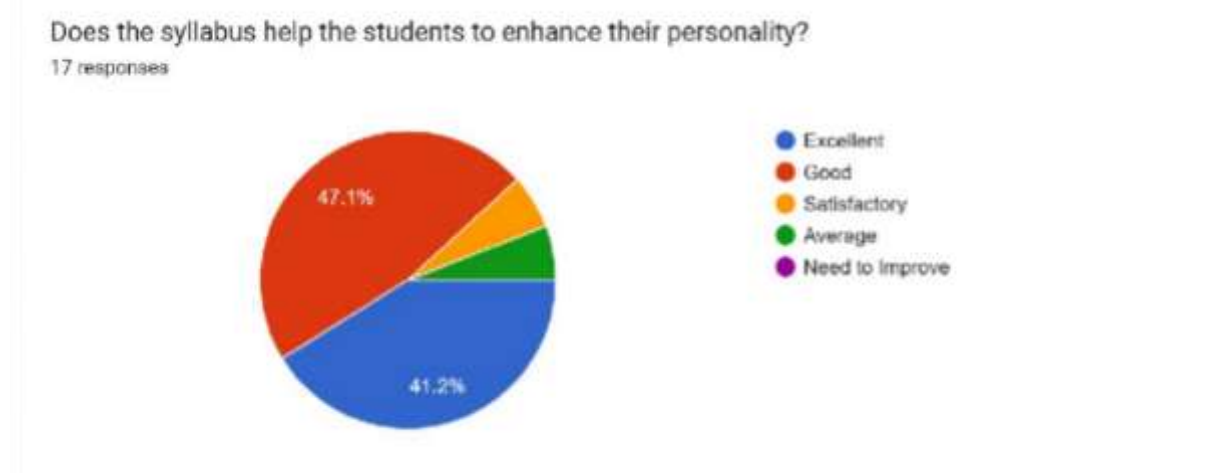


Interpretation

Based on 17 responses, the data reflects a very positive perception regarding the promotion of self-study and research attitude within the syllabus. A majority of respondents, 41.2%, rated this aspect as “Excellent,” while 35.3% rated it as “Good,” indicating that over 76% believe the curriculum strongly encourages independent learning and research orientation. Additionally, 23.5% rated it as “Satisfactory,” suggesting moderate approval, and there were no responses under “Average” or “Need to Improve,” reflecting the absence of dissatisfaction. This distribution highlights that students clearly recognize structured opportunities for self-learning, inquiry-based tasks, and research engagement within the program. Overall, the findings suggest that the syllabus effectively fosters academic curiosity and independent learning, and continued emphasis on research projects, scholarly exposure, and guided academic exploration will further strengthen this positive perception.

Personality Development

Education should go beyond academics to shape a students’ personality, leadership abilities, and soft skills. Parents shared their perspectives on whether the curriculum contributes to the holistic development of students, enhancing their confidence, communication skills, and overall personal growth



Interpretation

Based on 17 responses, the data reflects a highly positive perception regarding the role of the syllabus in enhancing students' personality development. A majority of respondents, 47.1%, rated this aspect as "Good," while 41.2% rated it as "Excellent," indicating that over 88% believe the curriculum significantly contributes to personality growth. A small proportion rated it as "Satisfactory" and "Average," with no responses under "Need to Improve," suggesting minimal dissatisfaction. This strong positive distribution highlights that students perceive the syllabus as supportive in developing communication skills, confidence, leadership qualities, ethical orientation, and overall professional demeanour. Overall, the findings suggest that personality development is effectively integrated within the academic framework, and continued emphasis on presentation skills, teamwork activities, value-based learning, and experiential components will further strengthen holistic students development.

Observation and Recommendation

The overall observations from the feedback indicate that the syllabus is academically sound and positively perceived across key dimensions such as higher education orientation, employability integration, value-based education, societal relevance, research promotion, and personality development. A majority of respondents have rated most parameters as Good or Excellent, reflecting strong confidence in the curriculum framework. However, moderate ratings in certain areas suggest scope for strengthening practical exposure, advanced specialization, and explicit industry alignment. Based on these observations, it is recommended that the institution further enhance experiential learning components, integrate industry certifications and live projects, expand research-driven assignments, and periodically review course content to ensure contemporary relevance. Strengthening structured industry collaboration, internship opportunities, and interdisciplinary modules will help elevate overall satisfaction and ensure sustained academic excellence and professional readiness.

In conclusion, the feedback reflects an overall positive evaluation of the syllabus across academic, professional, and developmental dimensions. Students largely perceive the curriculum as relevant, structured, and supportive of higher education, employability, research orientation, societal contribution, and personality enhancement. While the majority of responses indicate satisfaction and confidence in the program framework, the presence of moderate ratings suggests opportunities for further enrichment in practical integration, advanced depth, and industry linkage. Overall, the syllabus demonstrates strong foundational quality, and with continuous review and targeted enhancements, it can further strengthen academic rigor, students engagement, and professional preparedness.



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SCHOOL OF BUSINESS AND MANAGEMENT
1.4.2 Action Taken Report on Stakeholder Feedback

The institution has established a systematic mechanism to collect feedback from key stakeholders including Students, Teachers, Alumni, Academic Peers, and Parents regarding curriculum relevance, teaching-learning processes, and overall academic development. The feedback collected during the academic year was analysed by the concerned departments and the Internal Quality Assurance Cell (IQAC). Based on the analysis, several measures were initiated to enhance the quality of education and strengthen industry and societal relevance.

Students feedback highlighted the need for more experiential learning, industry exposure, and skill-based activities. In response, faculty members incorporated case studies, project-based learning, group discussions, and presentations into the teaching-learning process. Additionally, guest lectures, workshops, and industry interaction sessions were organized to provide students with practical insights and enhance employability skills.

Teacher feedback emphasized the importance of updating academic content, integrating practical components, and adopting innovative teaching methodologies. Accordingly, faculty were encouraged to integrate contemporary developments, real-life business examples, and interdisciplinary perspectives into their courses. Faculty development programs and academic workshops were also organized to strengthen pedagogical effectiveness and promote innovative teaching practices.

Feedback from alumni highlighted the need to strengthen industry readiness, leadership skills, and professional competencies among students. To address these suggestions, alumni were actively engaged through guest lectures, mentoring sessions, and career guidance programs. Skill development and personality enhancement activities were also organized to improve communication, leadership, and professional preparedness among students.

The overall peer feedback presents a very positive assessment of the syllabus. Across all five evaluation parameters, more than four-fifths of the reviewers rated the curriculum as either Excellent or Good, demonstrating strong academic quality, outcome alignment, practical relevance, research orientation, and responsiveness to emerging trends. The feedback also highlights opportunities for continuous enhancement through greater industry integration, experiential pedagogy, interdisciplinary learning, research-based activities, and periodic curriculum updates. Collectively, the findings indicate that the syllabus is well positioned to meet contemporary academic standards while supporting continuous quality improvement

Parent's feedback emphasized the importance of holistic students development, career guidance, and regular monitoring of academic progress. In response, the institution strengthened its mentoring system and counselling mechanisms to support students' academic and personal development. Various co-curricular and extracurricular activities were organized to ensure the overall growth and well-being of students.

Employer feedback emphasized the need to further strengthen industry alignment, employability, and skill development within the curriculum. While the majority of respondents expressed satisfaction with the syllabus in terms of industry relevance and

inclusion of current trends, some feedback indicated scope for improvement in practical exposure and application-based learning. In response, the institution has taken steps to enhance industry integration by incorporating more live projects, internships, and case-based learning approaches. Skill-oriented training sessions, workshops, and industry interaction programmes have been strengthened to bridge the gap between academic learning and professional expectations. Additionally, efforts have been made to update course content with emerging industry trends and advanced topics to ensure continued relevance. These measures aim to improve students' employability, practical competencies, and readiness to meet dynamic industry requirements, thereby aligning the **academic framework more closely with employer expectations.**

Entrepreneurs' feedback indicates an overall positive perception of the curriculum. The syllabus is considered aligned with programme objectives, contemporary business practices, and entrepreneurial competencies. Continuous enhancement through industry collaboration, practical learning and emerging technology integration will further strengthen curriculum relevance. Respondents emphasized the importance of incorporating project-based learning that enables students to solve real business problems, thereby enhancing practical application. They also recommended the inclusion of essential skills such as negotiation, along with topics addressing personal well-being, including stress and pressure management, to better prepare students for real-world challenges. Additionally, there is a clear suggestion to enhance experiential learning through internships and live projects, which would provide direct industry exposure. Entrepreneurs also stressed the need to focus on soft skill development, particularly in customer handling and effective communication. Overall, these recommendations indicate that while the syllabus is strong in its current form, integrating more hands-on, industry-relevant, and holistic skill development components would significantly enhance its effectiveness.

Overall, the feedback analysis and the corresponding action taken have contributed to enhancing the quality of the teaching-learning process, strengthening industry relevance, and supporting the holistic development of students. The institution remains committed to continuously reviewing stakeholder inputs and implementing appropriate improvements to maintain academic excellence.



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