

CHRIST (Deemed to be University)
School of Business and Management

Undergraduate programs: Bachelor of Business Administration (BBA)

Academic Year 2025-26

Criteria: 1: Curriculum Design & Development Sub criteria

1.4.1: Structured feedback and review of syllabus/semester wise received from

1) Students' 2) Alumni 3) Parents' 4) Industry Experts 5) Teachers. 6) Entrepreneurs.

Feedback is crucial in determining if the chosen approach is effective in reaching the established goals. In the process of designing, developing, and revising curricula, feedback is essential for achieving the intended outcomes. Stakeholders should have input on the desired results at the conclusion of a course or program, which is a key aspect of outcome-based education. CHRIST (Deemed to be University) has implemented a comprehensive 360-degree feedback system involving various stakeholders such as students, alumni, parents, industry and academic experts. This approach goes beyond merely collecting feedback; it also involves a thorough analysis to identify areas for improvement, potential new programs, and the effectiveness of ongoing revisions. Based on the findings, strategies are developed to create appropriate action plans for enhancement in subsequent academic years. The university continuously strives to ensure that all programs' curricula are up-to-date, preparing students for a well rounded future in today's competitive world. CHRIST (Deemed to be University) has implemented a policy requiring all departments to gather feedback on their curricula. This analytical report provides a detailed examination of the School of Business and Management, including the feedback collected, the nature of the responses, areas for improvement, and actions taken as a result of the analysis. The report first presents the number of responses gathered for the school of Business and management, then delves into the nature of the responses and the stakeholders' opinions regarding the current curriculum. The final section of the report addresses the actions taken in response to the feedback received during the

2025-26 academic year, as well as the plans initiated for the upcoming 2026-27 academic year.

As has been a practice, the University Internal Quality Assurance Cell (IQAC) provides feedback forms from the following stakeholders 1. Students 2. Alumni 3. parents 4. Industry Experts. The questionnaire has been carefully designed to consider the programs provided by the School of Business and Management, taking into account all aspects necessary for regular curriculum revisions and the introduction of new courses and programs across departments. The survey distributed to various stakeholders can be found below:

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

2. Feedback Form for Alumni: Alumni are instrumental in evaluating whether the curriculum effectively prepares individuals to thrive in a dynamic environment, instills curiosity for pursuing advanced research, and inspires them to become successful entrepreneurs who contribute to the country's development.

3. Feedback Form for Faculty: Faculty members serve as the foundation for success in any higher education institution, and their feedback is crucial in determining whether the established curriculum provides students with a solid grasp of the fundamentals in their programs of study. The questionnaire also assesses whether the curriculum enables students to apply their knowledge to complex problem-solving and if the syllabus is up-to-date, preparing students for advanced studies and research

4. Feedback Form for Industry Experts A comprehensive 360-degree feedback process should incorporate input from all relevant stakeholders. To determine if the established curriculum is industry-relevant and up-to-date with current trends in the

respective field, feedback must be collected from industry experts with extensive domain knowledge and employers who have hired the university's graduates.

5. Feedback from Entrepreneurs : Feedback from entrepreneurs were obtained with an intent to obtain insights from entrepreneurs regarding the relevance, practicality, skill orientation, industry applicability of the curriculum, thereby facilitating continuous improvement and enhancing students employability and entrepreneurial competencies.

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

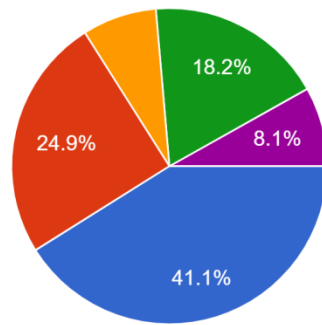
Category of stake holders	No. of responses
Students	762
Parents	245
Alumnus	09
Industry	29
Teachers	11
Entrepreneurs	18
Total	1074

1. Students Feedback Analysis:

Total Number of students response programme wise:

Name of the programme

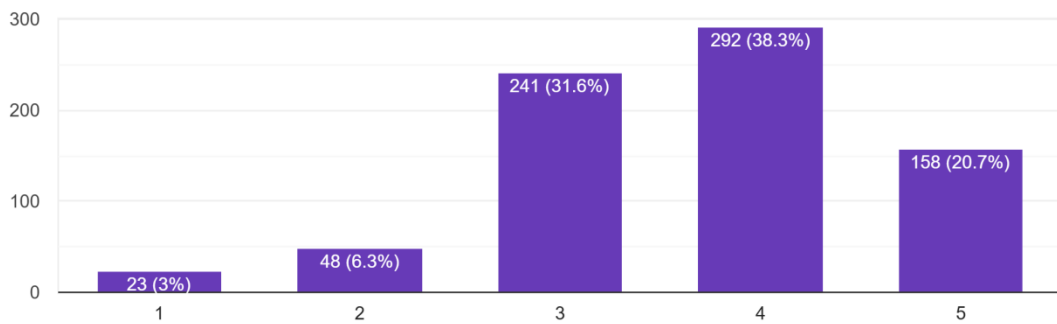
762 responses



- BBA
- BBA Finance and International Business
- BBA Finance and Economics
- BBA Finance and Marketing Analysis
- BBA Strategic Business Analytics

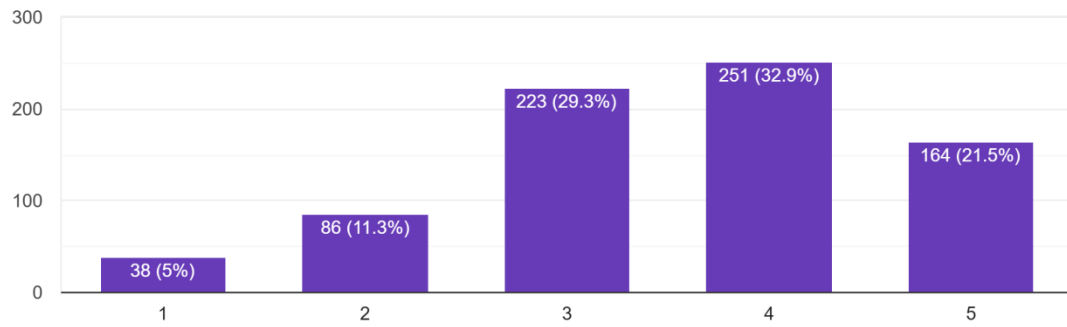
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

762 responses



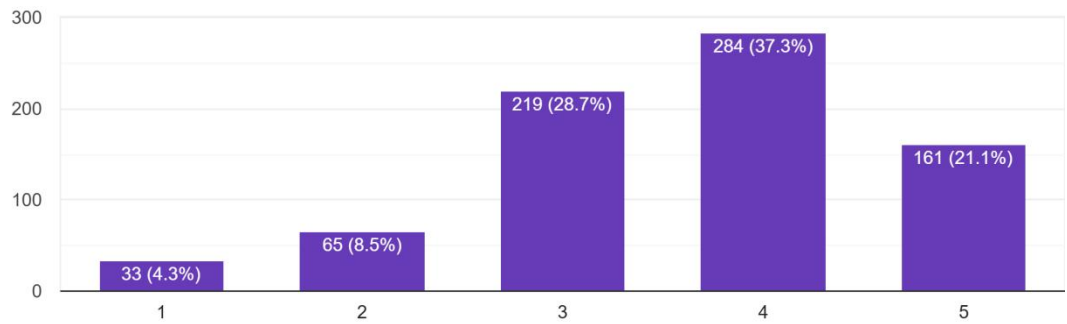
Does the curriculum cover advanced topics?

762 responses



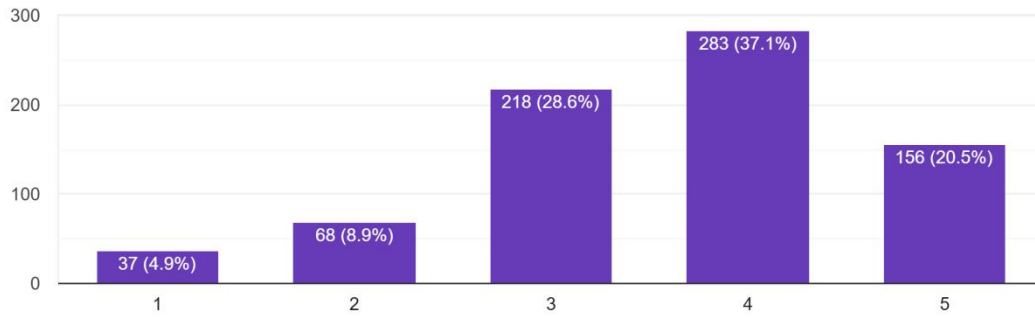
Whether the curriculum enhances your knowledge and skills in the relevant domain?

762 responses



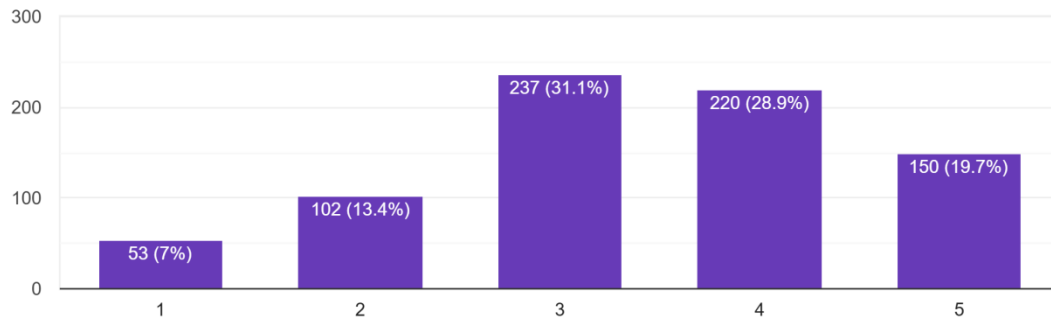
Is the curriculum effective in developing critical/ analytical thinking?

762 responses



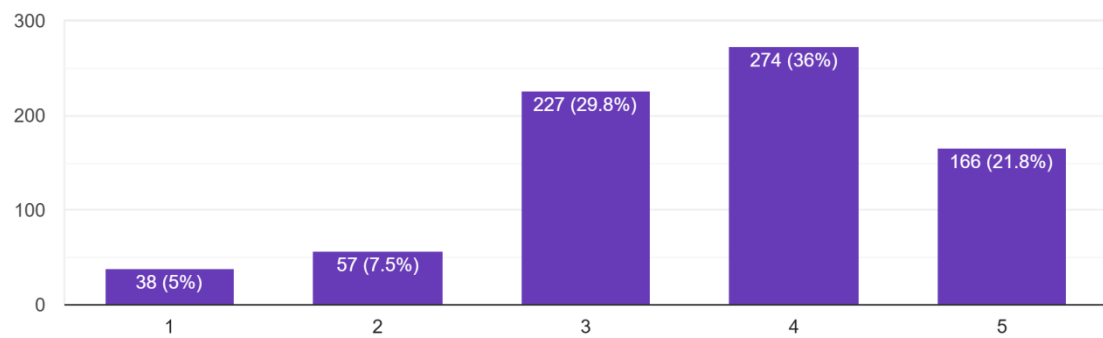
Are the text books and reference materials relevant to the content of the curriculum?

762 responses



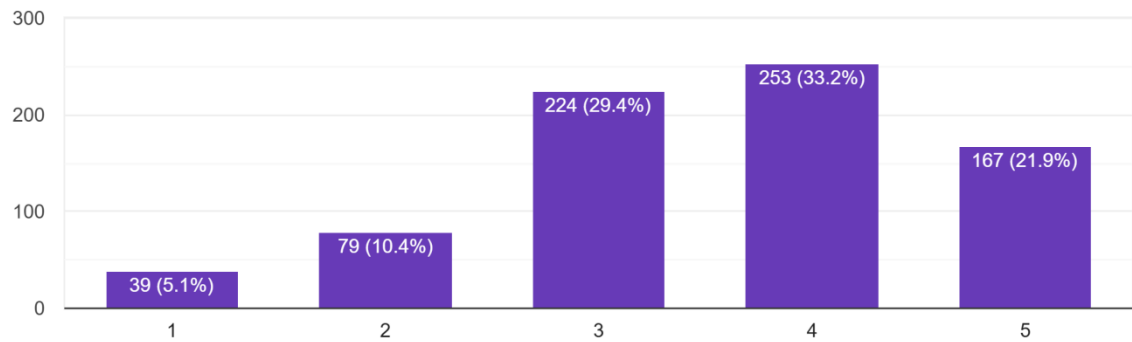
Does the curriculum orient towards higher education?

762 responses



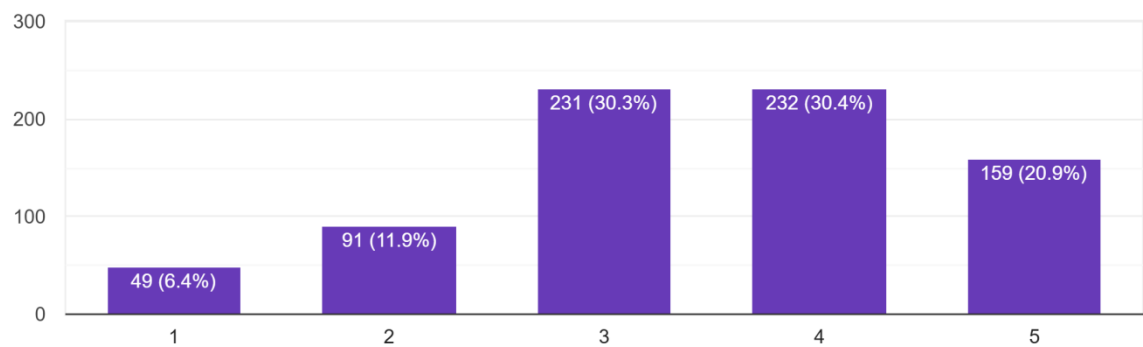
Does the curriculum enable the students to apply their knowledge in real life situations?

762 responses



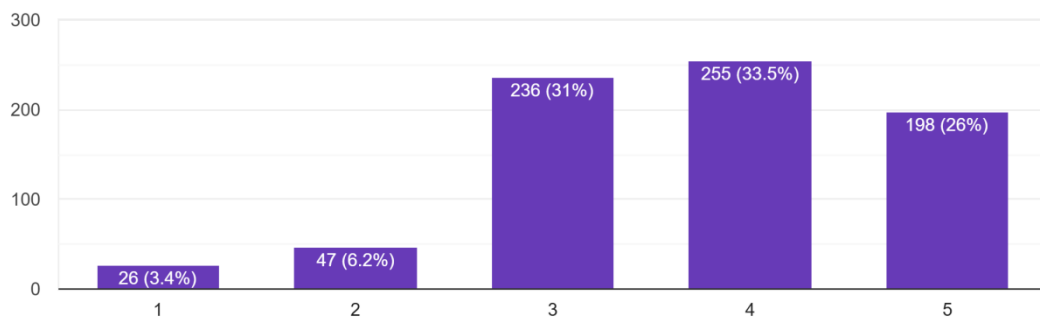
Is employability given weightage in the design and development of curriculum?

762 responses



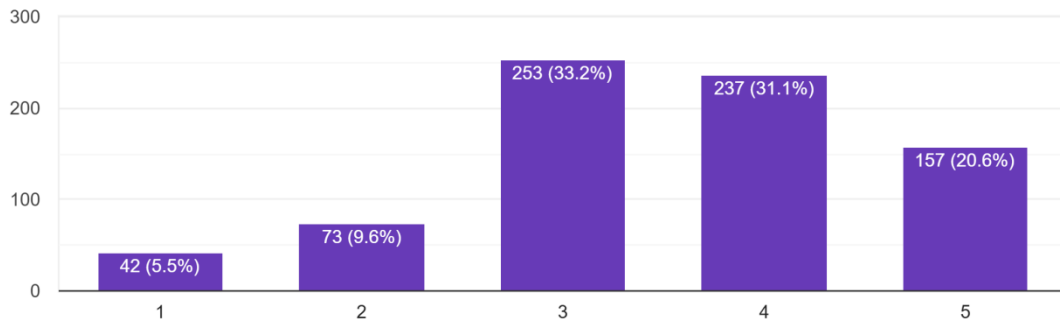
Does the curriculum promote self-study and attitude of research?

762 responses



Does the curriculum meet your overall expectations?

762 responses



Summary of the Students feedback:

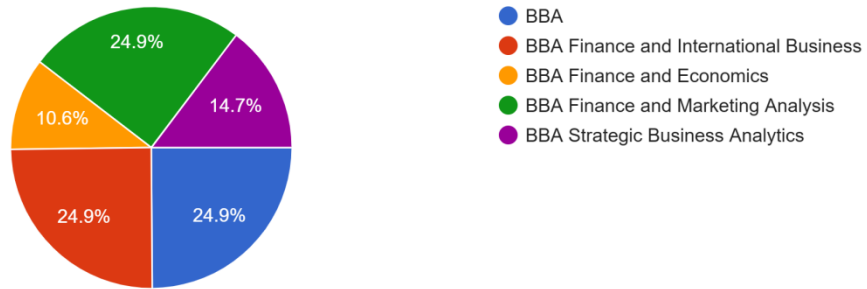
- **Need for Practical and Real-Life Application:** The most frequent suggestion is to make the curriculum more practical, application-based, and focused on real-life case studies and industry requirements rather than just theoretical concepts and textbook knowledge.
- **Curriculum Update and Relevance:** Many responses indicated that the course content, subjects, and teaching materials are often outdated, repetitive, or irrelevant to current market trends and employable skills, with suggestions to include topics like AI, Financial Modeling, SQL, and Power BI.
- **Suggestions for Improvement in Delivery:** There is a need for more interactive and engaging classes, better and more updated reference materials/notes, and more consistency in subject delivery and difficulty level, particularly for specialized courses like Business Analytics.
- **General Satisfaction:** A significant number of responses also expressed satisfaction, stating the curriculum is "good," "very satisfied," "well-structured," "insightful," or that they have "no comments/suggestions."
- **Specific Subject Feedback:** There were specific mentions about the curriculum for subjects like Business Analytics being too advanced, the depth of core subjects being insufficient, and the desire for more subjects related to strategy and finance.

2. PARENTS FEEDBACK ANALYSIS:

Total Number of parents response programme wise:

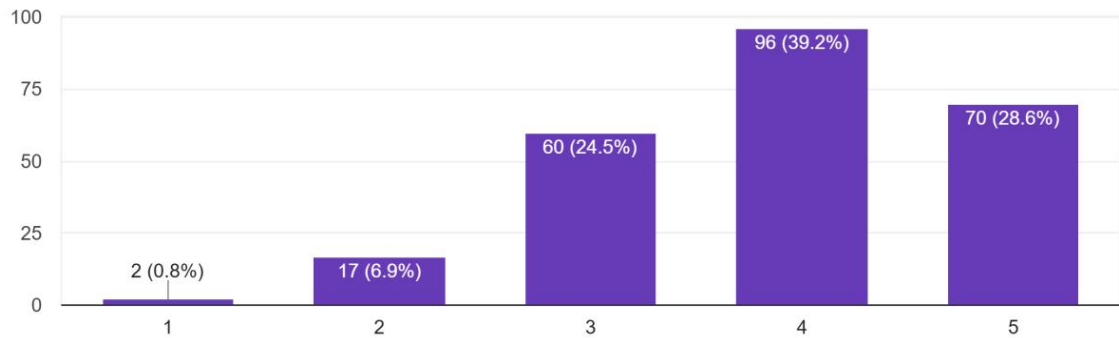
Name of the programme

245 responses



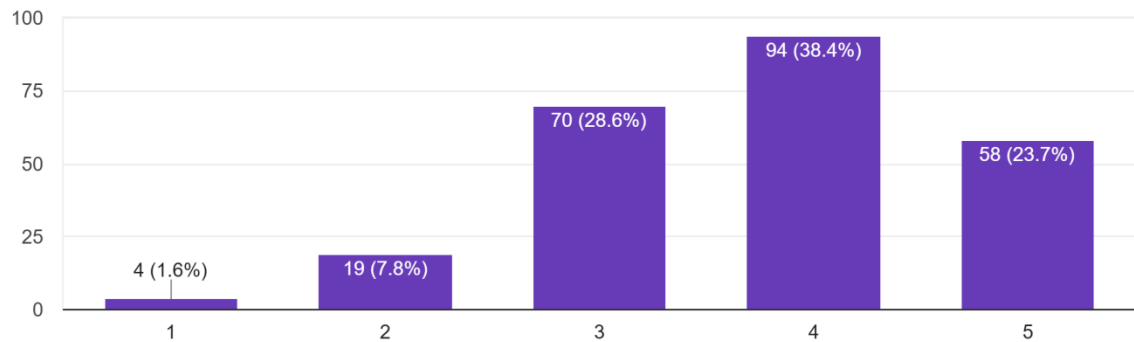
Is the curriculum designed to have a component on value based education?

245 responses



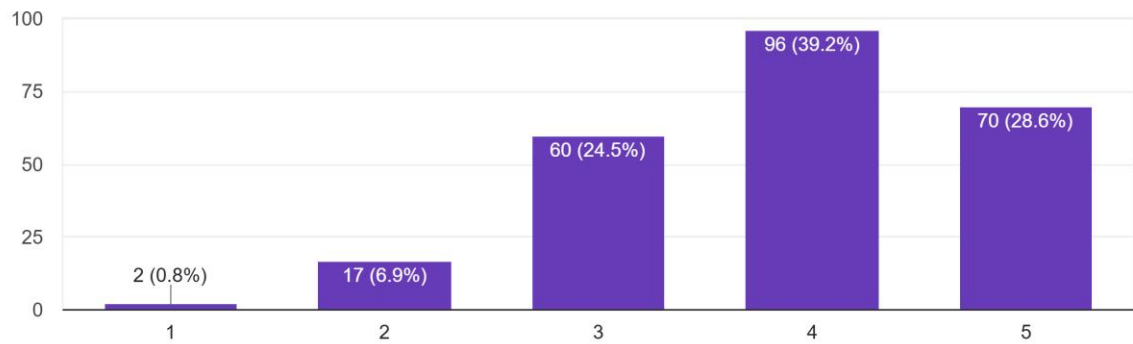
Is employability given weightage in the design and development of the curriculum?

245 responses



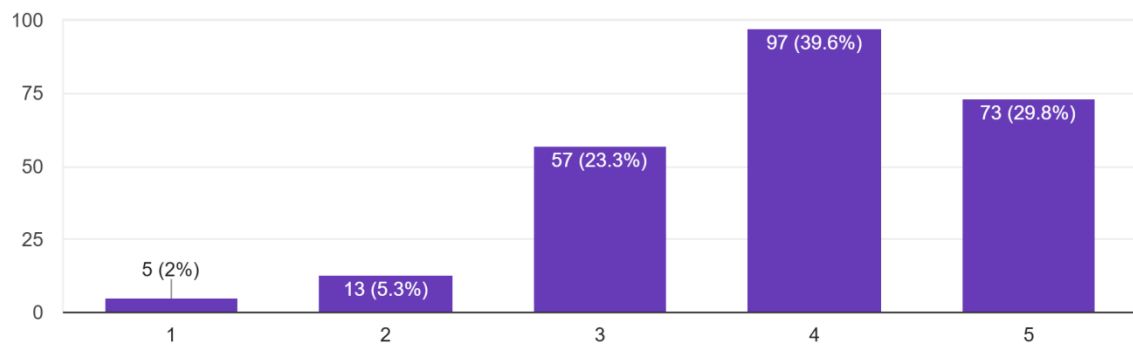
Is the curriculum designed to have a component on value based education?

245 responses



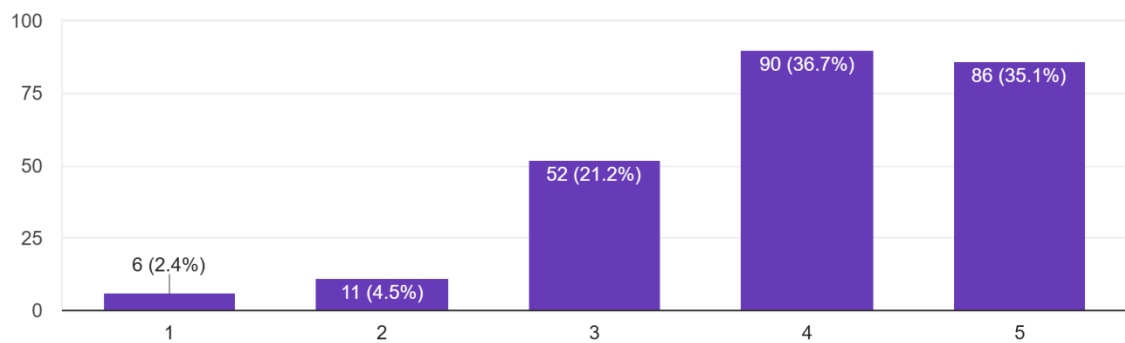
Does the curriculum have components to serve the needs of the society?

245 responses



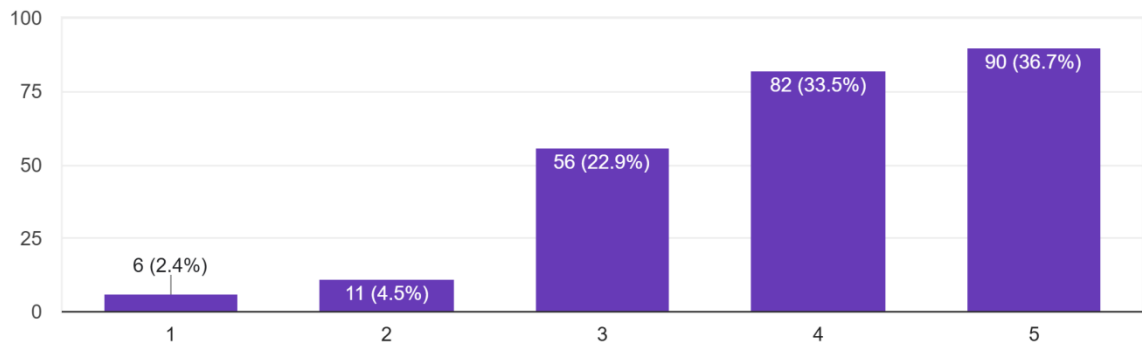
Does the curriculum promote self-study and attitude of research?

245 responses



Does the curriculum help the students to enhance their personality?

245 responses



Summary of Parents feedback:

- Curriculum and Learning Approach:** Many respondents expressed satisfaction with the curriculum, finding it well-structured and aligned with objectives, emphasizing academic excellence, discipline, and overall student development. However, a significant number requested a stronger focus on practical knowledge, job-orientation, skill-based learning, industry relevance, and the integration of AI/Analytics/new technologies. Suggestions included providing work place training, more hands-on experience, individual projects, and updated topics.
- Faculty and Guidance:** There were suggestions to hire more good qualified teachers, improve coaching, ensure teachers cover the syllabus in time, and clear student doubts. Parents also requested more one-on-one counseling for students, better guidance for self-study, and more communication between parents and teachers, including holding parent-teacher meetings.
- Infrastructure and Campus Environment:** Parents were generally happy with the infrastructure, but some raised concerns about the lack of hostel facilities and safety measures outside the Yeshwantpur campus, suggesting enhanced security or self-defense classes.
- Student Activities and Logistics:** Several parents suggested reducing the responsibilities of the Class Representative, increasing extracurricular activities, decreasing the minimum attendance percentage to 75%, giving

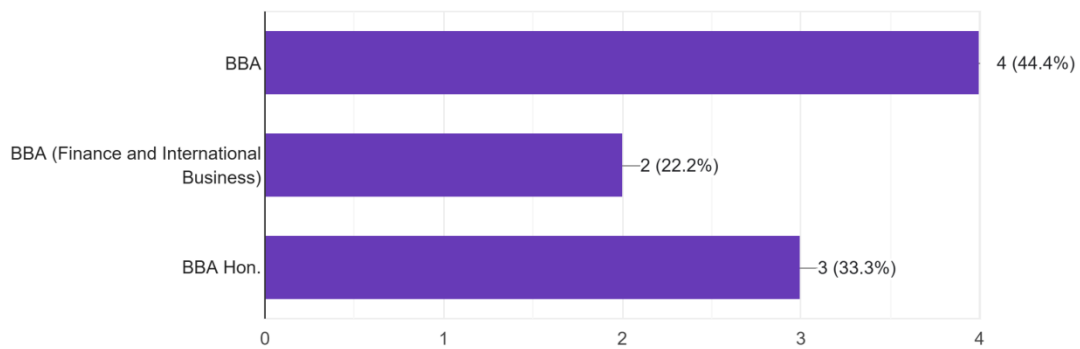
holidays on every Saturday, and avoiding processes that consume too much productive student time. There were also mentions of LCA course issues.

- **Other Suggestions:** Suggestions included implementing an online degree option, starting and finishing classes early, and providing proper recommended reference books.

3. Alumni Feedback:

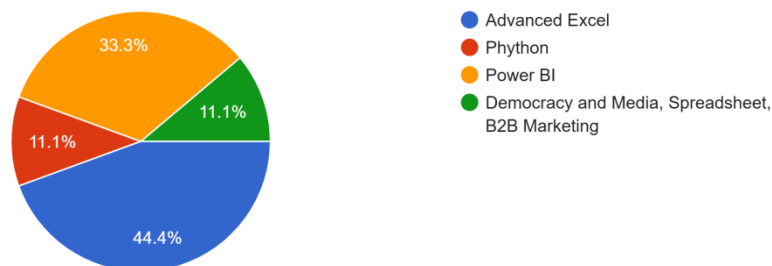
Name of the Programme completed

9 responses

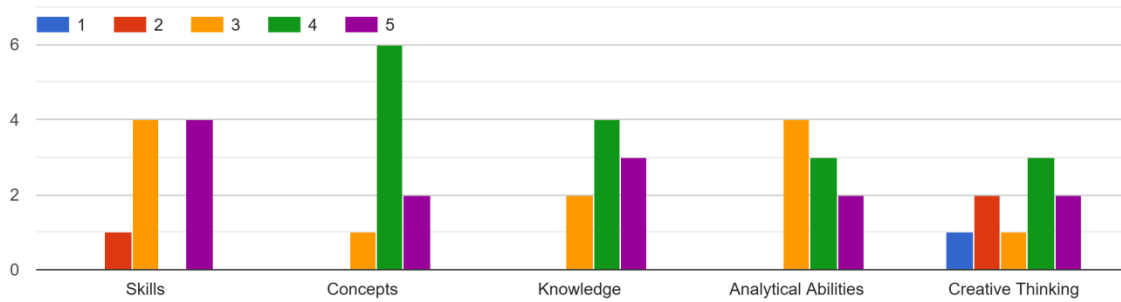


Other Value added courses completed during your period of study at the department

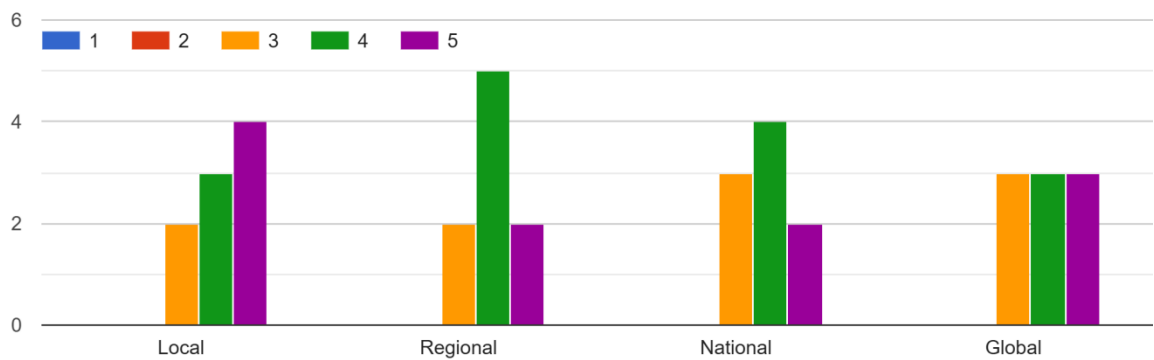
9 responses



The syllabus is capable of adding value to the students in terms of: (Least 1; Most 5)

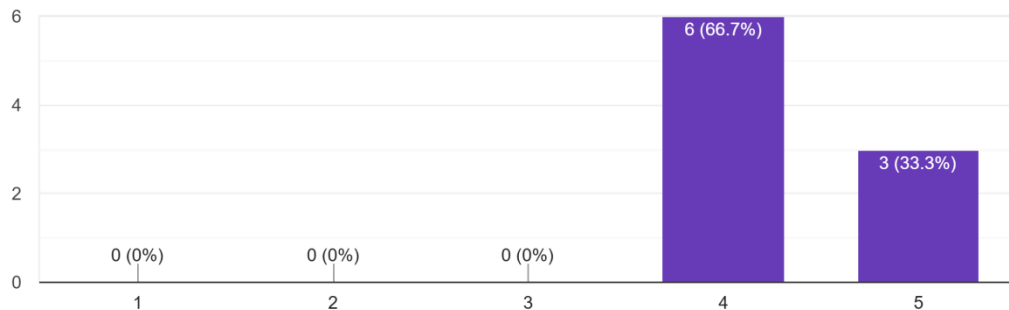


The Syllabus takes care of the following requirements (1- Strongly Disagree; 5- Strongly Agree)



Give Overall Rating for the Syllabus

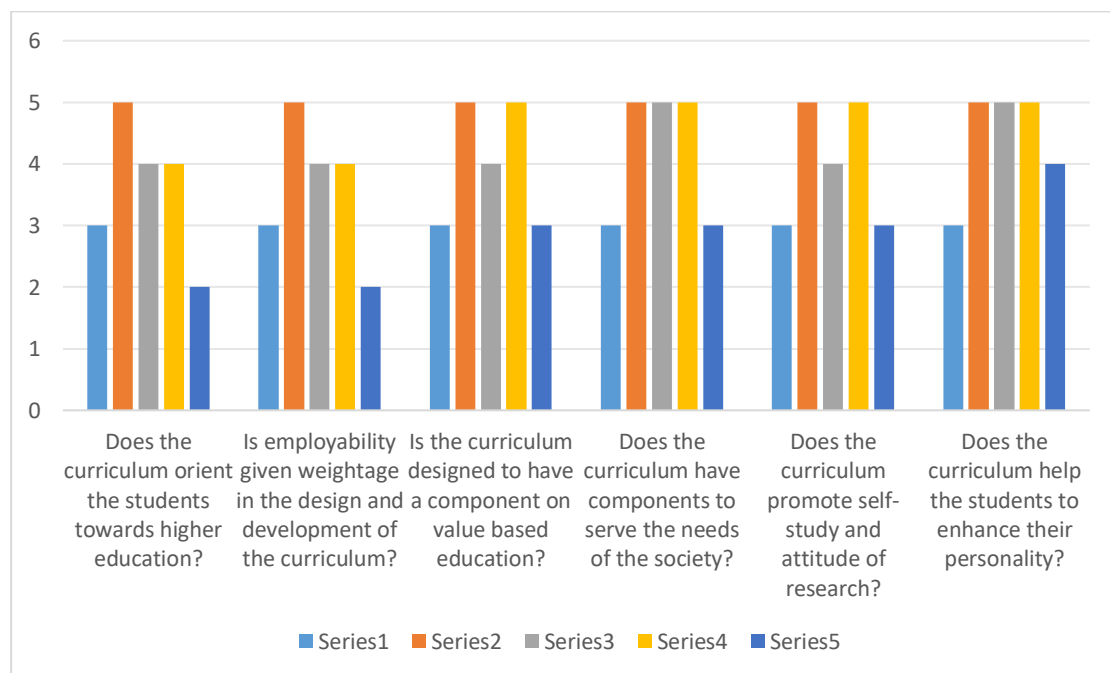
9 responses



Summary of Alumni Feedback:

- Practical Exposure & Industry Integration:** Focus should be increased on practical experiences, industry visits and projects, and corporate connects, including allowing short-term internships and removing assignments that involve extensive copy-pasting.
- Skill Development:** Better focus on profile development for placements and internships (CV building, certifications, projects, research papers) and the inclusion of Sales as a crucial skill.
- Specific Program Additions:** Introduce excessive industry demand programs like Excel, Power BI, and Analytics, as well as problem-solving sessions using case studies.
- Financial Literacy:** Create a subject to teach basic details about choosing insurance, including important terms to look for, due to the prevalence of scams.
- Alumni & Industry Insight:** Plan alumni interactions/sessions from diverse industries to provide better industry insights and clarity on ground realities.

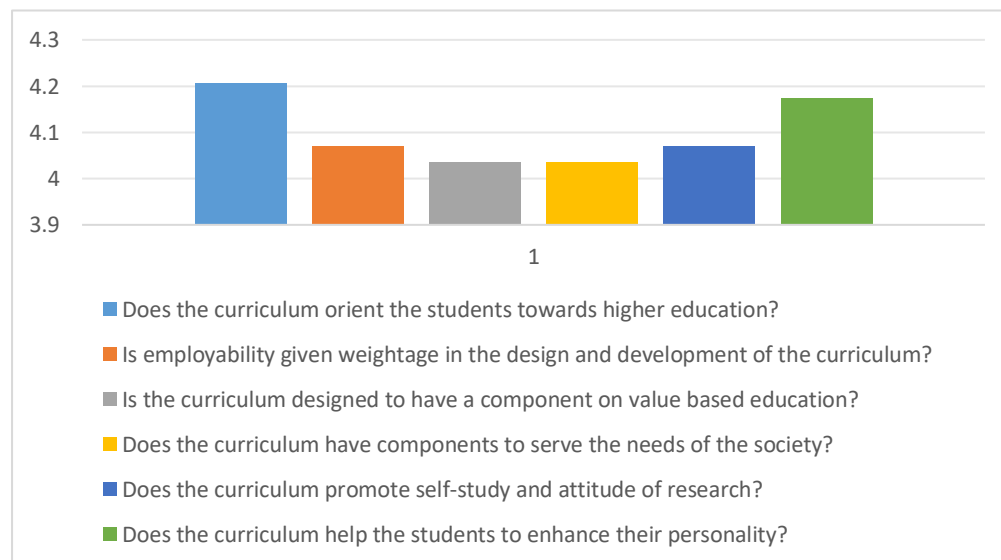
4. Teachers Feedback



Analysis of Teachers feedback:

- **Orientation towards higher education** has the highest mean score (≈ 4.21), reflecting strong support for students pursuing advanced studies.
- **Personality development** is also highly rated (≈ 4.17), showing that the curriculum effectively contributes to holistic student growth.
- **Employability focus** (≈ 4.07) indicates that the curriculum adequately integrates job-oriented skills and industry relevance.
- **Promotion of self-study and research attitude** (≈ 4.07) suggests that students are encouraged to develop independent learning and analytical skills.
- **Value-based education** (≈ 4.04) is positively perceived, though slightly lower than other aspects, indicating scope for further enhancement.
- **Societal relevance of the curriculum** (≈ 4.04) is well-recognized, but there is room to strengthen its connection to real-world social needs.
- The narrow range of scores (approximately 4.04 to 4.21) shows **consistency in curriculum quality across all dimensions**.
- Overall, the curriculum is **well-balanced, comprehensive, and effective**, with only minor areas requiring incremental improvement.

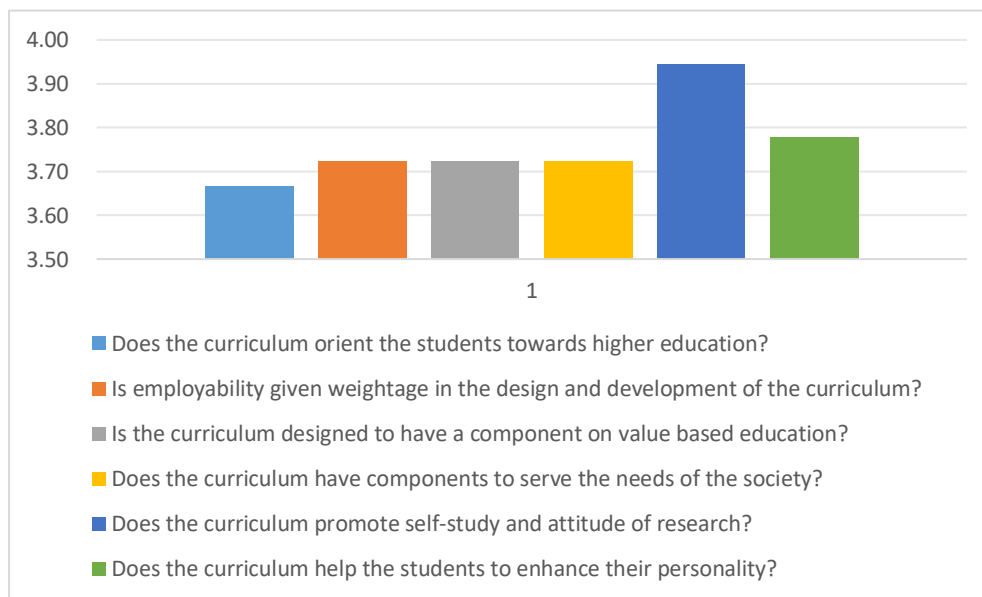
6. Industry Experts feedback



Summary of Industry Feedback:

- The curriculum’s orientation and alignment appear well-received, with higher concentrations in the upper rating categories.
- Employability support shows a similar trend, reflecting confidence in the curriculum’s ability to prepare students for the job market.
- Curriculum design and structure are rated highly, suggesting that respondents find it well-organized and appropriate.
- Skill development and practical exposure also receive strong ratings, particularly in Series 2, 3, and 4, indicating effectiveness in enhancing competencies.
- Support for overall learning and development is consistently rated high, though minor variation exists in lower categories.

7. Entrepreneurs’ feedback



The curriculum received positive ratings across all evaluated dimensions, with mean scores ranging from 3.66 to 3.94.

Promotion of self-study and research attitude recorded the highest score (3.94), indicating strong support for independent learning and research orientation. The curriculum effectively contributes to personality development of students, achieving a score of 3.78. Respondents agreed that the curriculum provides adequate emphasis on employability skills (3.72). The curriculum incorporates value-based education effectively, with a score of 3.72. The curriculum addresses societal needs and social

responsibility with a positive score of 3.72. Orientation towards higher education received the lowest score (3.66), though the response remains favorable. Overall, the curriculum is perceived as well-balanced, relevant, and supportive of academic, professional, and personal development.

Action taken Report:

Action Taken Based on the Feedback This report presents 2025-2026 curriculum feedback analysis and actions taken on curriculum revisions for 2026-27 academic year. In response to the feedback analysis and recommendations from various stakeholders, the Curriculum Development Committee proposed the introduction or revision of courses and programs. The necessary content was updated, and new courses were introduced, focusing on employability, entrepreneurship, and skill development. Already in the BOS meeting the following discussions has been intimated and Changes has been done in the course Taxation Law by reducing the concepts, the course Cost and management has been divided into two courses namely Cost Accounting and Management Accounting. and New Course “Corporate Accounting” has been added in the upcoming semester. Suggested to add new course based on AI.