

CHRIST (Deemed to be University), Delhi NCR

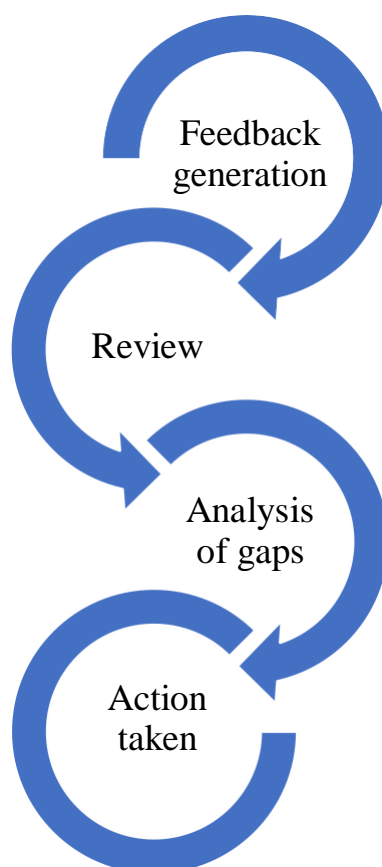
School of Business & Management

Programme Name: MBA

Structure feedback for curriculum and its transactions obtained from stakeholders:

Process at a glance: We at the school of Business & Management effectively implement a robust feedback process to improve its curriculum and teaching methodologies continuously. Here's a breakdown of the process and actions taken:

Feedback Process: Feedback is solicited from various stakeholders, including students, teachers, employers, alumni, and academic peers. The feedback is used to update and improve the curriculum's teaching, learning, assessment, and capacity-building aspects. A cyclical process is followed, starting from feedback generation, review, analysis of gaps, and action taken based on the feedback.



Stage 01: Feedback Generation from various stakeholders

1.1A Stakeholder Category: Students

CHRIST (Deemed to be University) Delhi NCR School of Business and Management Student Feedback on Curriculum Analysis and Action Taken Report

Name of the Student

137 responses

Manaswi Mishra

Mugdha

Khushi Shokeen

Srishti Saraf

Judith Kalloor

Ankita Verma

Shrutik Raina

Asha Jaisy Sam

Johan Jacob Jijo

Register Number

137 responses

23221064

23221068

23221026

23221058


23221053

23221030

23221063

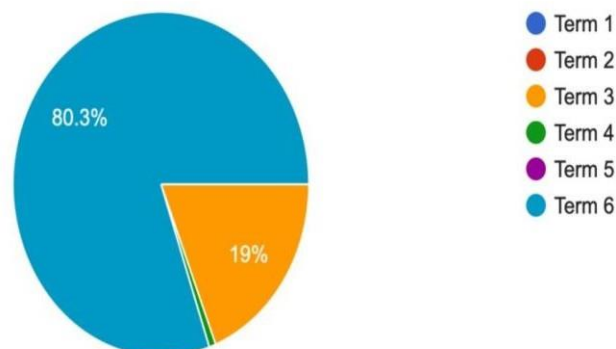
23221032

23221084


Prof. (Dr.) Durgansh Sharma
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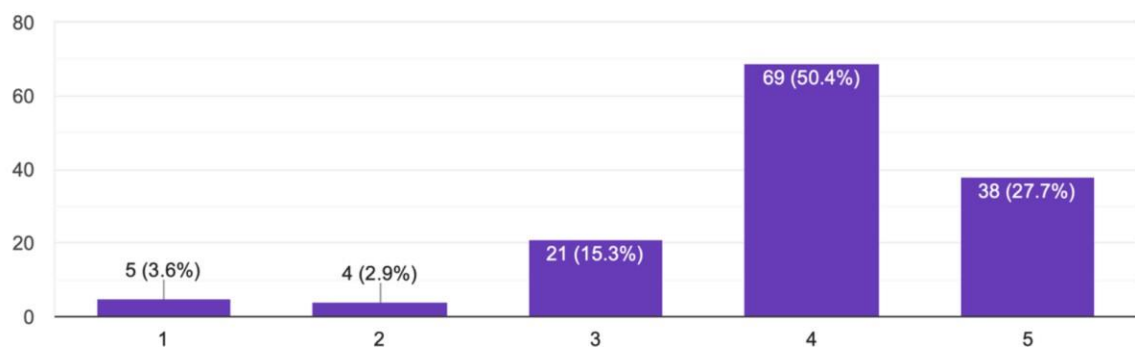
Name of the program (MBA) / Term

137 responses



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

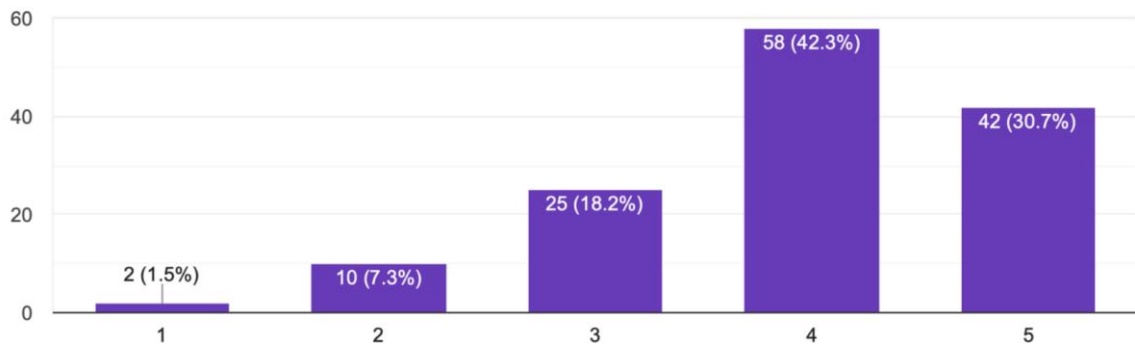
137 responses



Summary Note: A significant portion, 50.4%, of respondents rated the curriculum's satisfaction of stated objectives and learning outcomes highly. A substantial 27.7% rated it excellently, indicating they are delighted. The remaining respondents rated it as good.

Does the curriculum cover advanced topics?

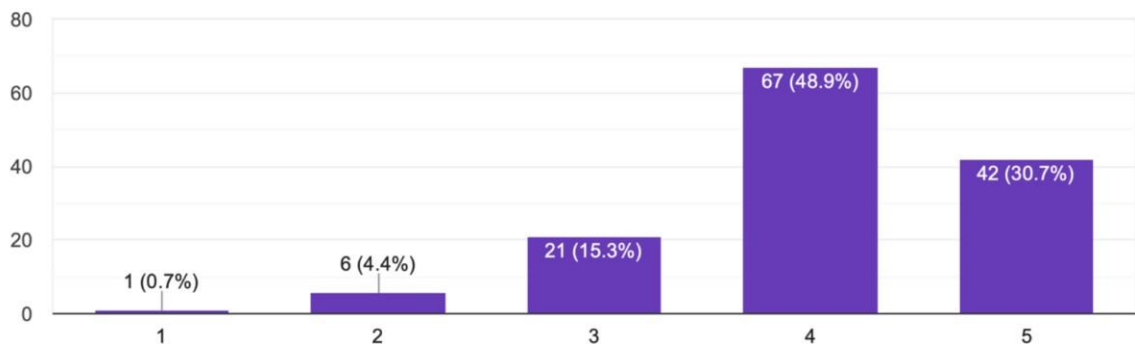
137 responses



Summary Note: A significant portion, 42.3%, of the respondents, rated the curriculum's coverage of advanced topics as a 4 out of 5. A substantial 30.7% rated it excellently, indicating they believe the curriculum effectively addresses advanced subjects. The remaining respondents rated it as good, suggesting contentment. Few The lower ratings indicate a need for improvement in the curriculum's coverage of advanced topics.

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

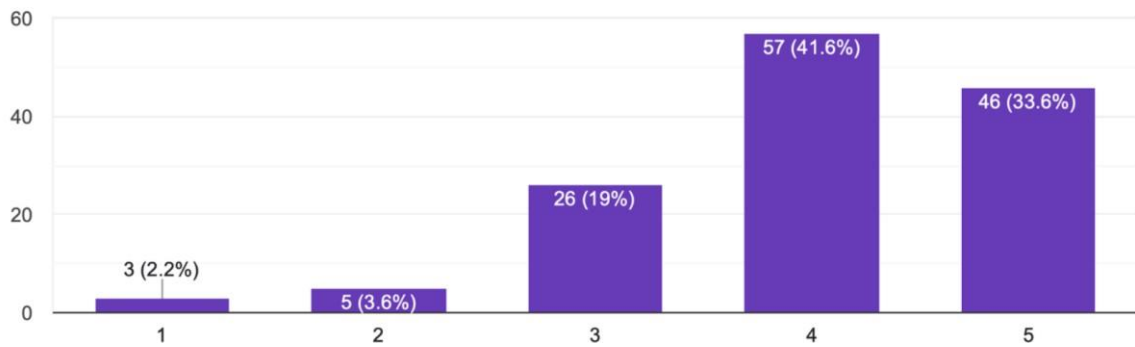
137 responses



Summary Note: A significant portion, 48.9%, of the respondents, rated the curriculum's enhancement of knowledge and skills as a 4 out of 5. A substantial 30.7% rated it excellently, indicating they believe the curriculum effectively improves their relevant skills. The remaining respondents rated it as good, suggesting contentment. However, the lower ratings of 7 respondents indicate a need for improvement in certain knowledge and skills enhancement areas.

Is the curriculum effective in developing critical/ analytical thinking?

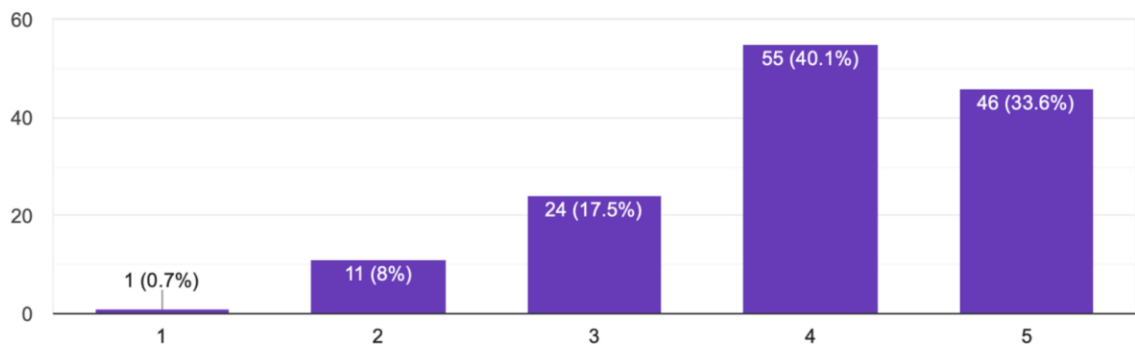
137 responses



Summary Note: A significant portion, 41.6%, of the respondents, rated the curriculum's effectiveness in developing critical/analytical thinking as a 4 out of 5. A substantial 33.6% rated it excellently, indicating strong agreement with the curriculum's role in fostering these skills. The remaining respondents rated it as good, suggesting overall satisfaction. However, the lower ratings, 3.6% and 2.2%, point towards areas where the curriculum's impact on critical and analytical thinking could be further strengthened.

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

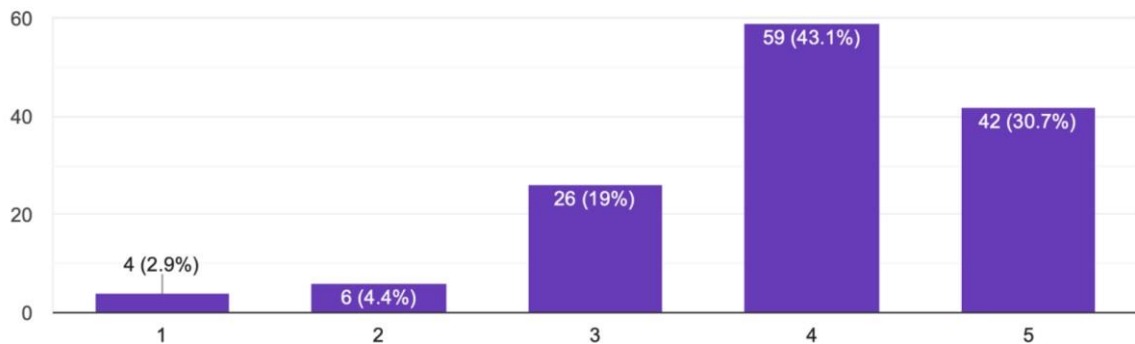
137 responses



Summary Note: A considerable number of respondents, 40.1%, found the relevance of textbooks and reference materials to the curriculum content good. A notable 33.6% rated it as excellent, indicating intense satisfaction with the learning resources. Most respondents viewed it as satisfactory, with chances of improvement.

Does the curriculum orient towards higher education?

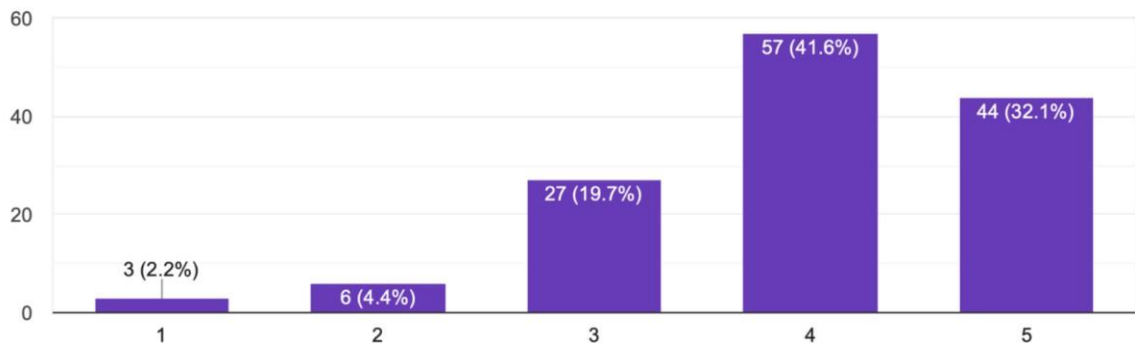
137 responses



Summary Note: A substantial segment of the respondents, 43.1%, perceived the curriculum's orientation towards higher education as good. A considerable 30.7% rated it as excellent, suggesting it effectively prepares students for advanced academic pursuits. The remaining respondents found it satisfactory. Nevertheless, the lower ratings, 4.4% and 2.9%, indicate potential avenues for refining the curriculum's alignment with the expectations of postgraduate studies.

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

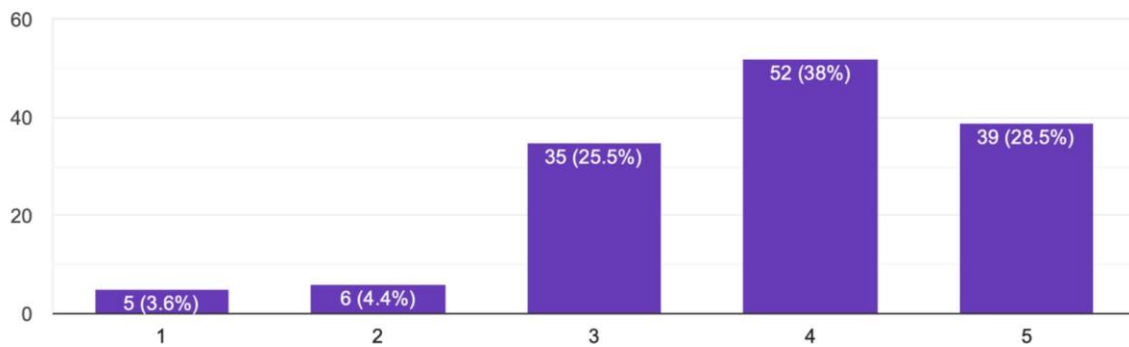
137 responses



Summary Note: A considerable number of respondents, 41.6%, believed the curriculum facilitates the application of their knowledge to real-life situations to a reasonable extent. 32.1% rated it as excellent, indicating strong confidence in the curriculum's practicality. The remaining respondents found it satisfactory, with the ratings indicating less satisfaction. They suggest the potential for further integrating practical applications within the curriculum.

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

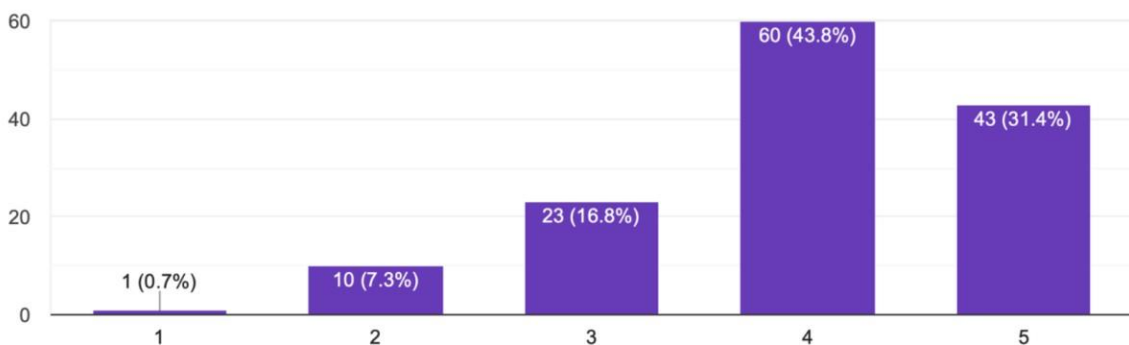
137 responses



Summary Note: A notable proportion of respondents, 38%, rated the weightage given to employability in curriculum design and development as good. A substantial 28.5% rated it as excellent, indicating a strong perception that the curriculum enhances career readiness. The remaining respondents viewed it as satisfactory. However, the few ratings indicating less agreement suggest potential areas for further emphasis on employability within the curriculum.

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

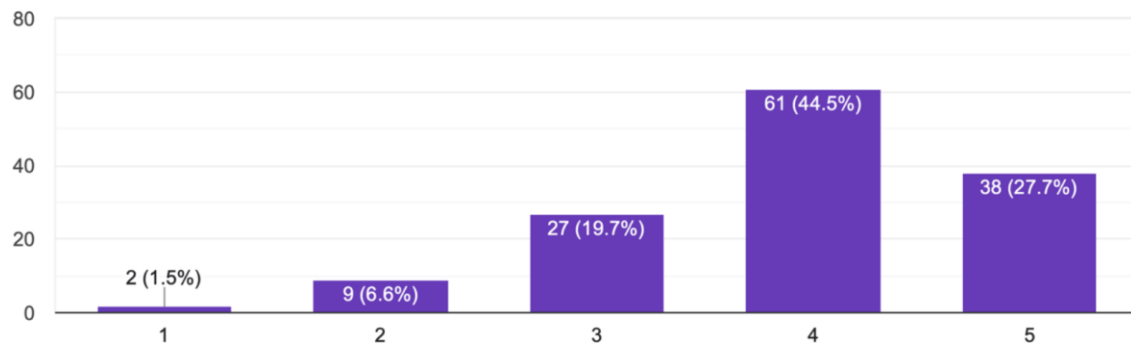
137 responses



Summary Note: A large section of the respondents, 43.8%, felt that the curriculum promotes self-study and an attitude of research to a reasonable extent. A substantial 31.4% rated it as excellent, indicating a strong positive impact on fostering these habits. The remaining respondents viewed it as satisfactory.

Does the curriculum meet your overall expectations?

137 responses



Summary Note: A considerable segment of the respondents, 44.5%, rated the curriculum as meeting their overall expectations as good. A substantial 27.7% rated it as excellent, indicating high satisfaction. The remaining respondents found it satisfactory. Nevertheless, the ratings indicating less fulfilment, 6.6% and 1.5%, suggest areas where the curriculum could further align with student expectations.

General Comments and Suggestions:

39 responses

UG, as well as PG students should be exempted from the research work, Attendance should be of 75 only to appear in exam.

Overall its good

MORE INDUSTRIAL EXPOSURE.

Research paper assistance could have been improved

Nothing

Fine

More practical and industrial visit to give real world example

To modify the curriculum more towards skill enhancement and to give more focus towards employability.

Action Taken Report:

Based on the student feedback, the following actions are recommended to enhance the curriculum:

- Integrate new components regularly updated to reflect the latest trends and advancements in the field, ensuring that the curriculum remains at the forefront of educational and professional requirements.
- Further strengthen the alignment of the curriculum with industry standards and expectations to ensure that graduates possess the necessary skills and knowledge for the workforce.
- Enhance the integration of real-life applications within the curriculum to bridge the gap between theoretical knowledge and practical skills.
- Increase the emphasis on employability in the curriculum design and development to ensure graduates are well-prepared for the job market.
- Align the curriculum with the overall expectations of students to ensure a more satisfying and fulfilling learning experience.

We hereby recommend/pursue the above-cited observations, shared by MBA program students as stakeholders to our coordination, HoD and other respective authorities, for further processing and pursuit to forthcoming CDC (Course development committee) meeting to decide, discuss, apprise and incorporate into the course's upcoming modification.


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Mayapuri, Ghaziabad
Delhi NCR

1.1B Stakeholder Category: Academic Peer
CHRIST (Deemed to be University) Delhi NCR
School of Business and Management
Academic Peer Group Feedback on Curriculum
Analysis and Action Taken Report

NAME OF THE PROGRAM

8 responses



Name of the Faculty Member

8 responses

Dr Anju Tripathi

Dr Anusha Agarwal

Dr. Parikshit Joshi


Dr Laxmi Pandey

Dr. Nidhi Tandon

Dr.Mona Sahay

Dr Sushant Vishnoi

Avneesh Vashistha


Prof. (Dr.) Durgansh Sharma
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CHRIST (Deemed to be University)
Marham Nagar, Ghaziabad
Delhi NCR

Designation & Affiliation

8 responses

Associate Professor, Jaipuria school of Business Indrapuram Ghaziabad

Professor & Chairperson PGDM

Associate Professor, IMT CDL, Ghaziabad

Associate Professor, IMS Ghaziabad

Associate Professor Manav Rachna International Institute of Research and Studies

Professor and Dean-MBA, Accurate Institute of Management and Technology, Greater Noida

Assistant Professor & Institute of Management Studies, Lal Kuan Campus

Associate Professor and Head-CSE, SRMIST

Experience in Teaching (Number of Years)

8 responses

19

25 years

17

8

18

23

3

22


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Delhi NCR

Experience in Industry/R&D (Number of Years)

8 responses

14

Nil

2

12

3

1

7 Years

01

General Comments and Suggestions:

3 responses

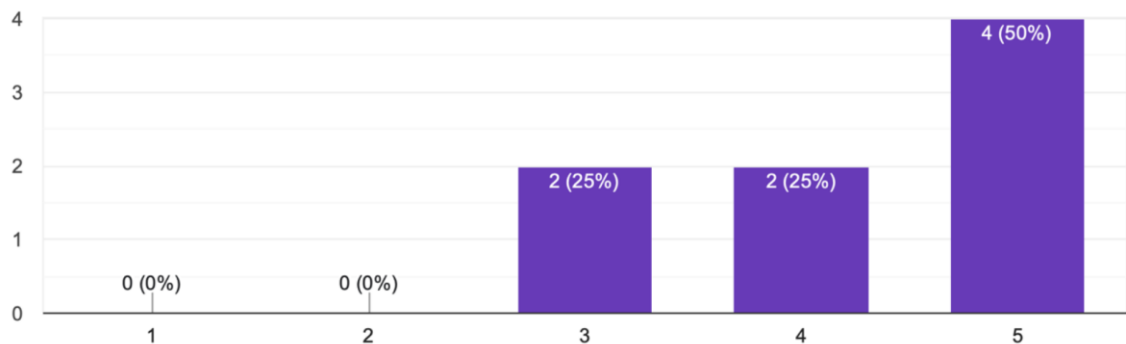
Curriculum as per the desired standards.

Certifications and live projects suggested to be included

Curriculum is curated to improve the learnability of the students.

Does the curriculum satisfy the stated objectives and learning outcomes?

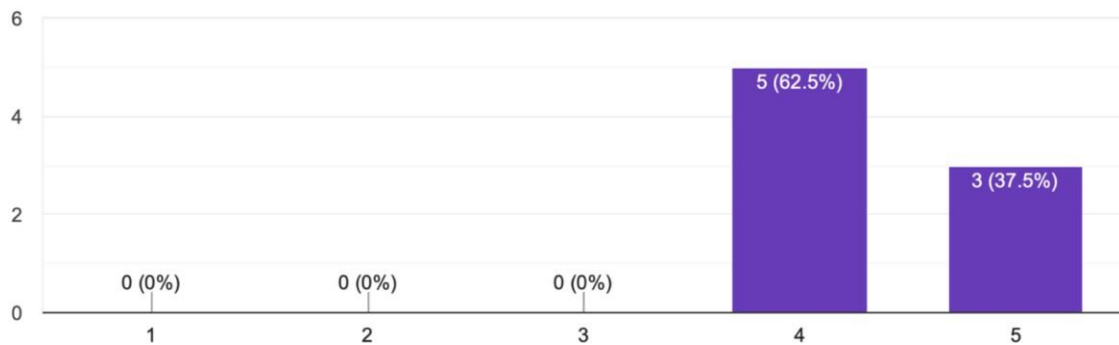
8 responses



Summary Note: A significant majority of the respondents, with 50% rating it as excellent and 25% rating it as good, indicate that the curriculum effectively satisfies the stated objectives and learning outcomes. A further 25% rated it as satisfactory (3 out of 5). The absence of ratings in the lower categories suggests a generally positive perception, although a small segment sees room for improvement.

Is the curriculum effective in developing independent thinking?

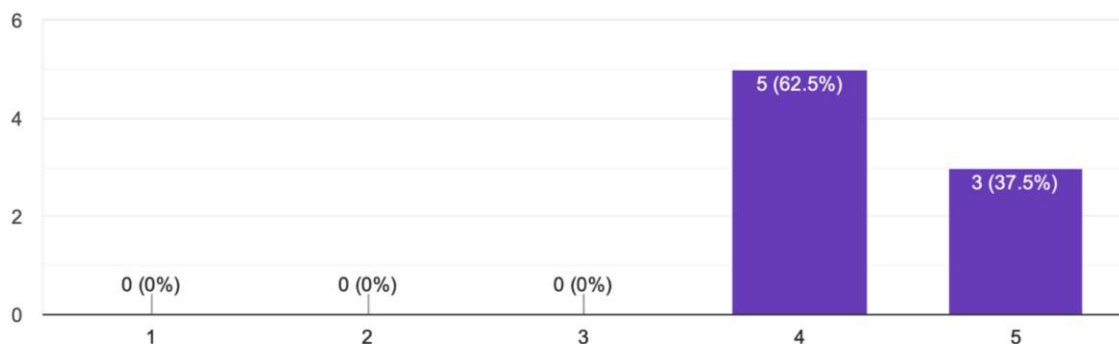
8 responses



Summary Note: A substantial majority of the respondents, with 62.5% rating it as good and 37.5% rating it as excellent, indicate a positive perception of the curriculum's effectiveness in developing independent thinking. The absence of ratings in the lower categories suggests a strong overall agreement on this aspect.

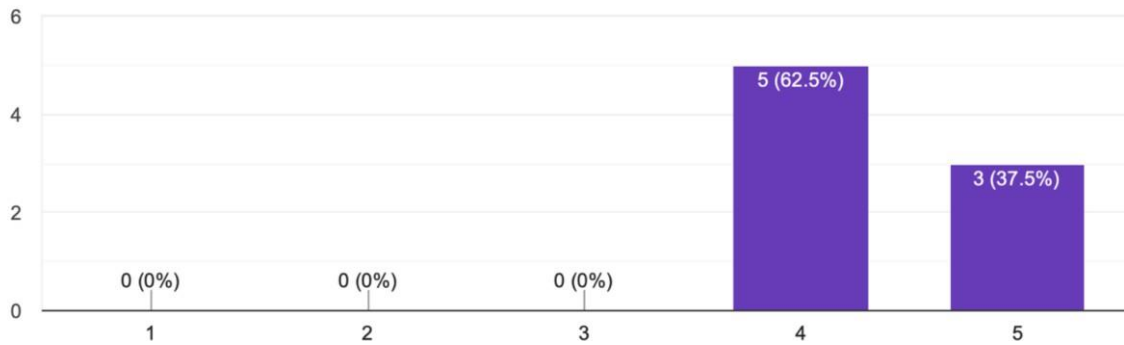
Does the curriculum enhance the knowledge in the subject area?

8 responses



Does the curriculum enhance the knowledge in the subject area?

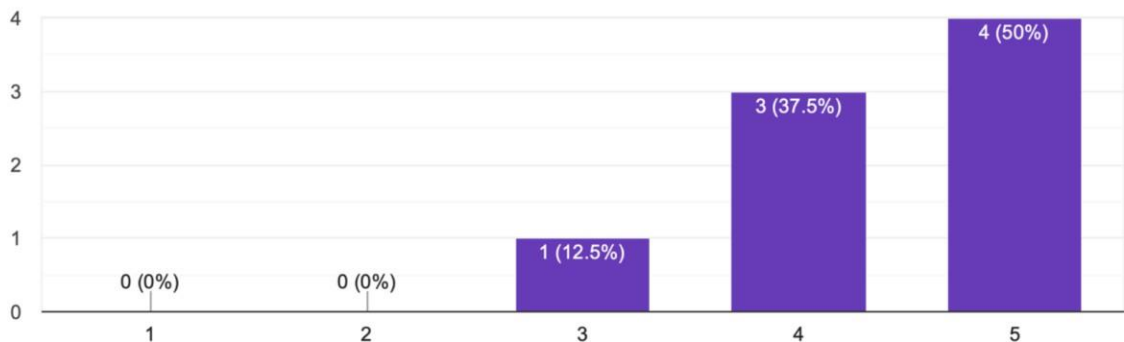
8 responses



Summary Note: A substantial majority of the respondents believe that the curriculum enhances their knowledge in the subject area, with 62.5% rating it as good (4 out of 5) and 37.5% rating it as excellent (5 out of 5). The absence of responses in the lower rating categories indicates a strong positive sentiment regarding the curriculum's ability to improve subject-specific knowledge.

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

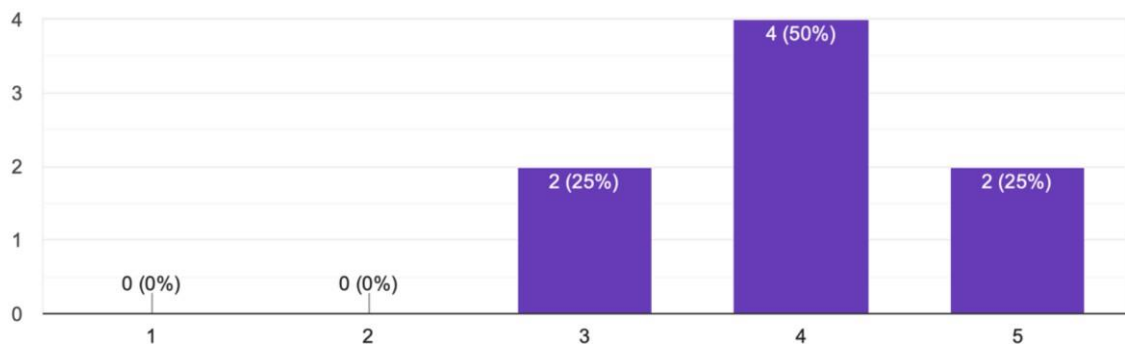
8 responses



Summary Note: An encouraging proportion of the respondents, with 50% rating it as excellent and 37.5% rating it as good, believe that the curriculum effectively enables students to apply their knowledge in real-life situations. A smaller segment, 12.5%, rated it as satisfactory, suggesting a need for further emphasis on practical application within the curriculum.

Does the curriculum demand the teachers for research inclusive teaching?

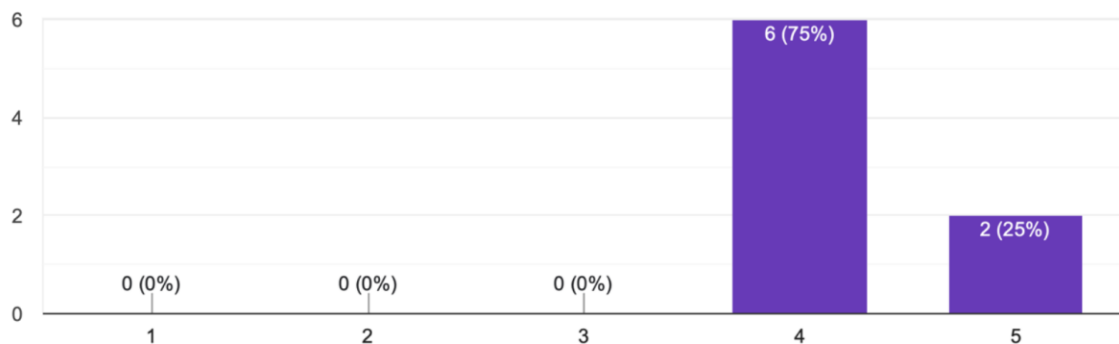
8 responses



Summary Note: A significant majority of the respondents, with 50% rating it as good (4 out of 5) and 25% rating it as excellent (5 out of 5), indicate that the curriculum effectively demands teachers for research-inclusive teaching.

Does the curriculum meet the benchmark of the academic standards for the mentioned program?

8 responses




Summary Note: A substantial majority of the respondents, with 75% rating it as good (4 out of 5) and 25% rating it as excellent (5 out of 5), believe that the curriculum meets the benchmark of the academic standards for the mentioned program. The absence of ratings in the lower categories indicates a strong positive consensus on the curriculum's adherence to academic standards.

Action Taken Report:

Based on the student feedback regarding the curriculum, the following comprehensive actions are recommended to enhance its effectiveness:

- Review and refine learning outcomes to ensure clarity and measurability, aligning course content and assessments more directly with stated objectives.
- Enhance the integration of real-life applications within the curriculum to bridge the gap between theoretical knowledge and practical skills.
- Provide faculty development workshops on research-inclusive teaching methodologies and integrate more research components into coursework.

We hereby recommend/pursue the above-cited observations, shared by MBA program students as stakeholders to our coordination, HoD and other respective authorities, for further processing and pursuit to forthcoming CDC (Course development committee) meeting to decide, discuss, apprise and incorporate into the course's upcoming modification.


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1.1C Stakeholder Category: Alumni

CHRIST (Deemed to be University) Delhi NCR

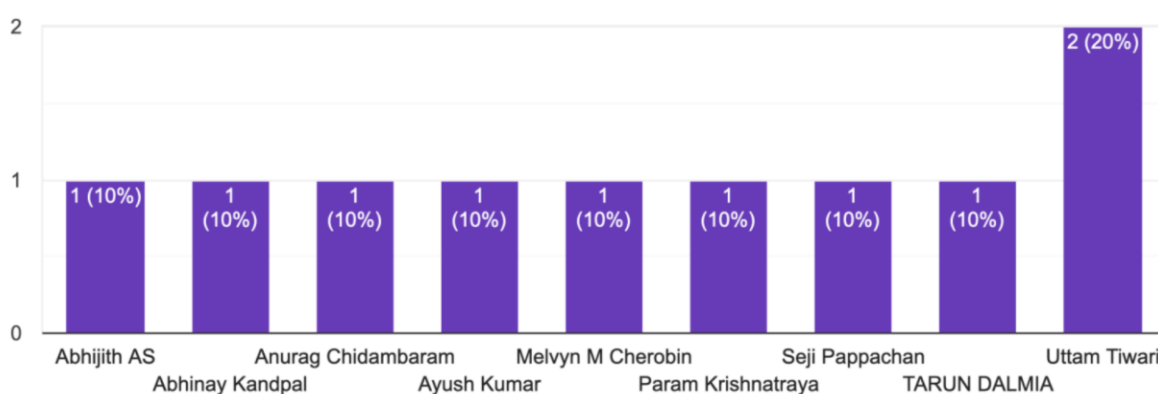
School of Business and Management

ALUMNI FEEDBACK ON THE CURRICULUM

CHRIST (Deemed to be University), Delhi NCR (SBM)

Full Name of the Alumnus/Alumna *

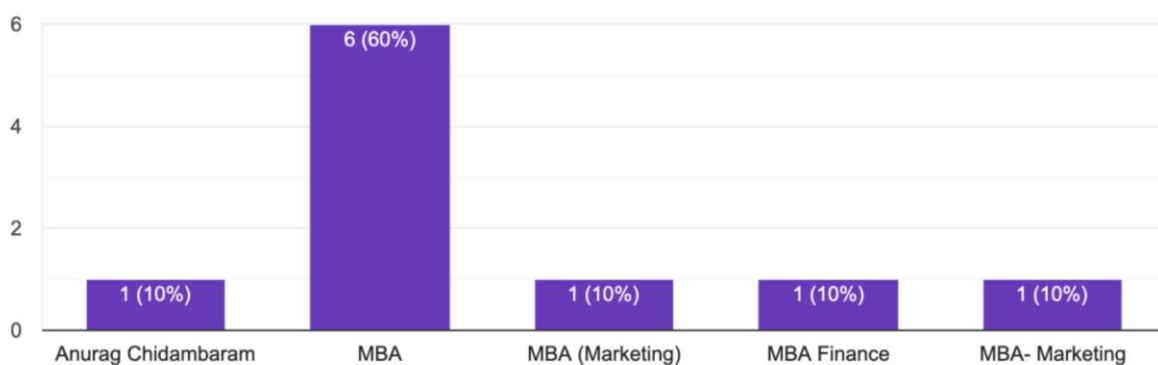
10 responses




Interpretation: A total of 10 respondents have mentioned their full name in the form.

Name of the Programme Completed

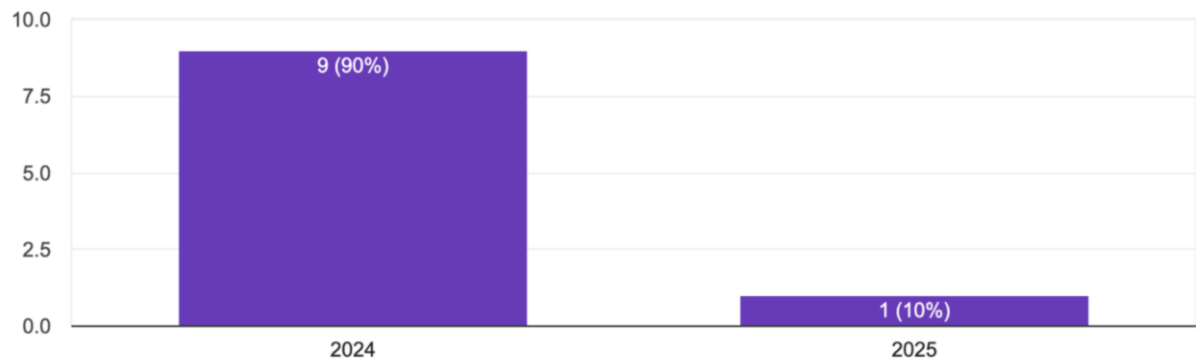
10 responses



Interpretation: 6 respondents out of 10 have completed their MBA.

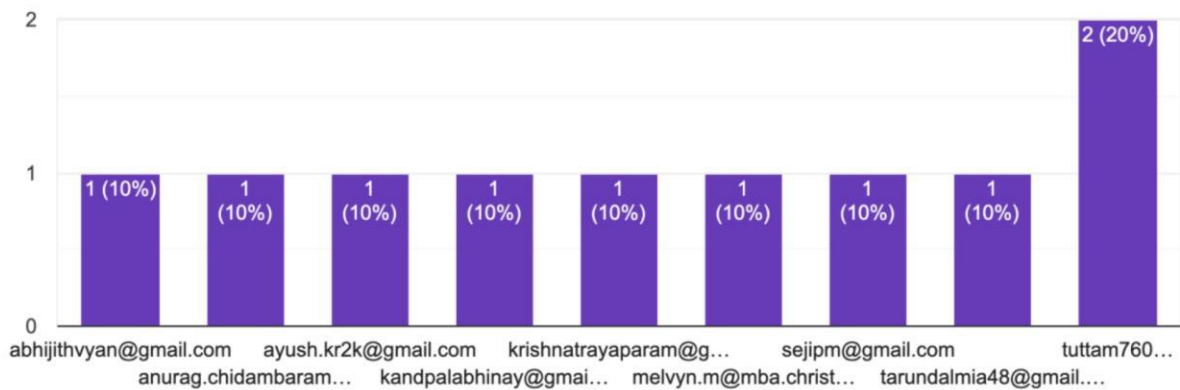

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Year of Passing Out:
10 responses



Interpretation: The majority of the respondents passed out in the year 2024.

e-mail id:
10 responses



Interpretation: Respondents e-mail

Employment type
10 responses



Interpretation: The above chart shows that 100% of the respondents are employed.

Name of the Organization

10 responses

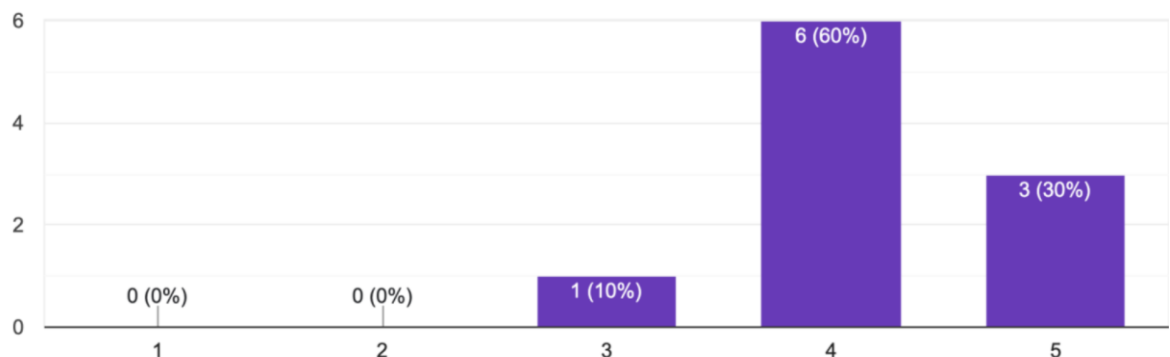
Akay
SOMANY CERAMICS LIMITED
Protiviti
Svarrnim Forgings
Studio CREO
Trident Realty - Gurgaon Phase 2
AML RightSource
Somany Ceramics Limited
Innovate Labs

Interpretation: Names of the organisation alumins are working at like Somany Ceramics Limited, Svarrnim Forgings, AML RightSource, Trident Realty - Gurgaon Phase 2, Ameriprise Financial, Innovate Labs, Studio CREO, Protiviti, and Akay.

Is the curriculum updated on a regular basis depending on the current trends and advanced topics?

D 10 responses

11

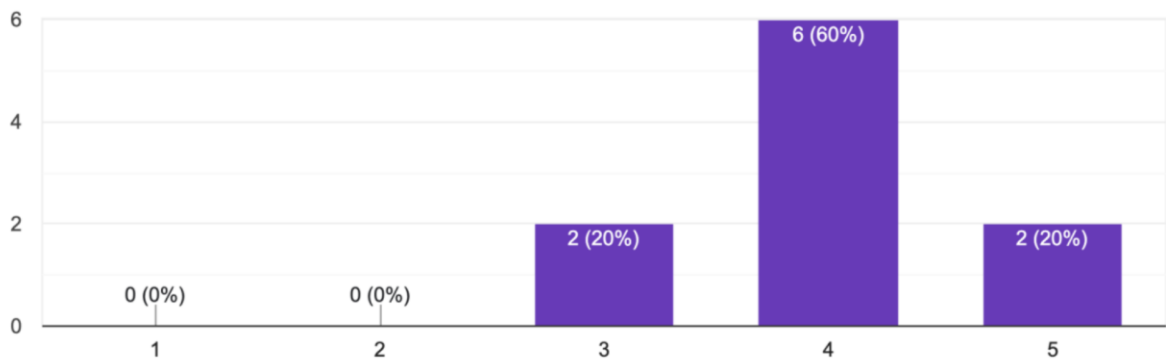


Interpretation: The respondents hold various positions, including Area Sales Manager, Sales & Marketing Executive, Associate Analyst, Trainee, Financial Advisory Associate, Assistant Marketing Manager, Assistant Manager - Sales & Business Development, and Research Associate.

Interpretation: Most respondents (60%) rated the curriculum as "GOOD", indicating that it generally meets the expectations regarding updates with current trends and advanced topics. However, one "Satisfactory" rating (3) suggests that there is still room for improvement in incorporating the latest industry developments.

Does the curriculum orient the students towards higher education?

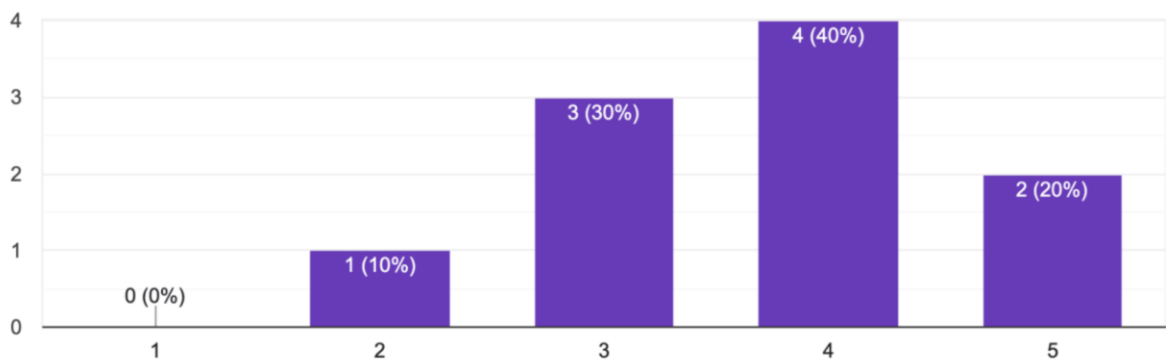
10 responses



Interpretation: The majority of respondents (70%) rated the curriculum as "Good" (4), indicating that it provides a solid foundation for higher education. However, two "Satisfactory" ratings (3) suggest that improvements are needed to strengthen higher education alignment, such as adding more advanced or specialised content.

Does the curriculum provide employability weightage?

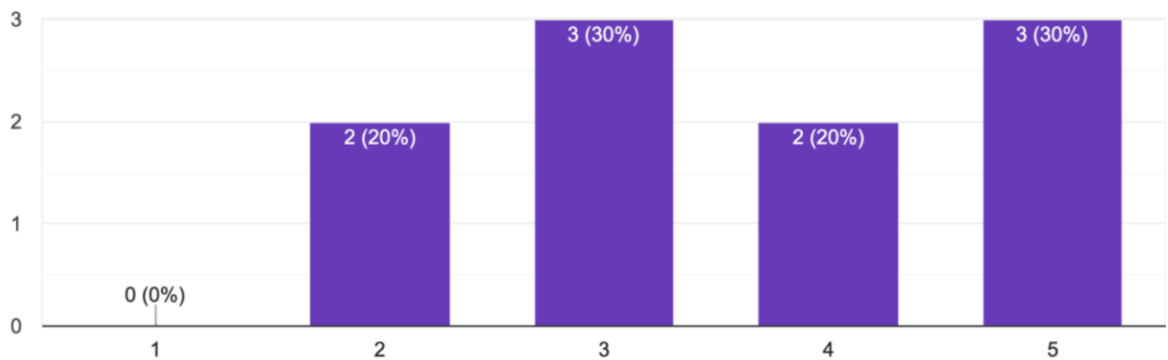
10 responses



Interpretation: The presence of three "Satisfactory" ratings (3) and one "Needs Improvement" rating (2) suggests that there is scope for improving practical exposure, industry alignment, and skill-based training to enhance job readiness.

Does the curriculum meet the expectations of the industry?

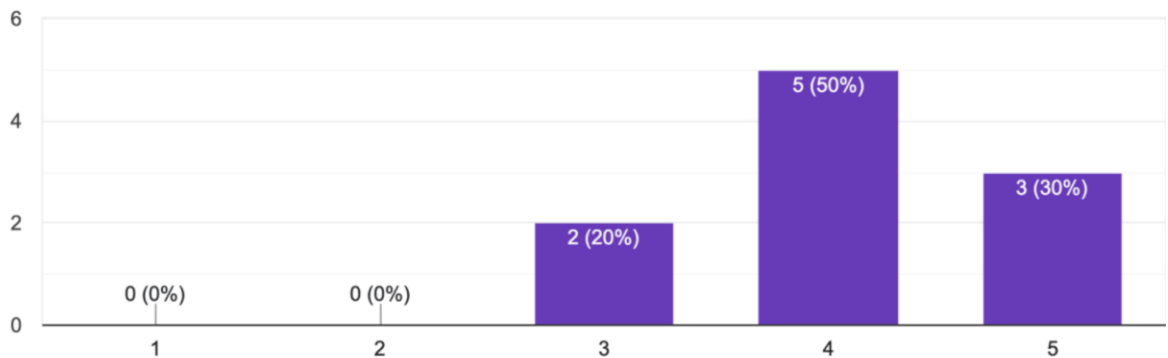
10 responses



Interpretation: While many respondents feel the curriculum meets or exceeds industry expectations, the lower ratings suggest that enhancing industry alignment through practical exposure and real-world case studies could improve overall satisfaction.

Does the curriculum enable the student to connect the knowledge to real life application?

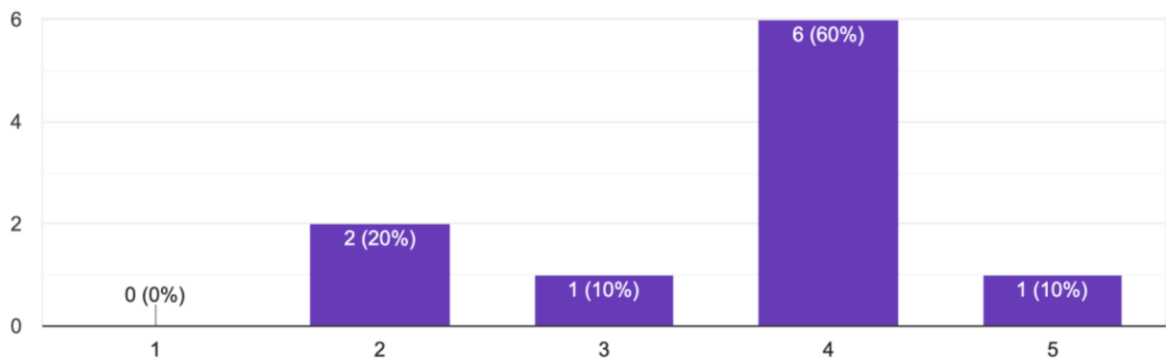
10 responses



Interpretation: Most respondents (60%) believe the curriculum effectively supports real-life application of knowledge. However, two "Satisfactory" ratings suggest that adding more case studies, internships, or hands-on projects could further strengthen practical learning.

Does the curriculum encourage entrepreneurship?

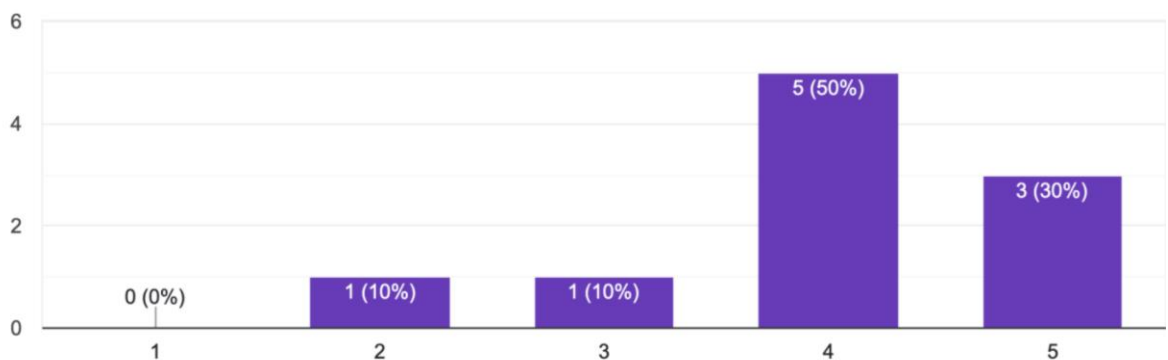
10 responses



Interpretation: 60% of respondents find the curriculum supportive of entrepreneurship; the lower ratings suggest that incorporating more startup-focused case studies, mentorship programs, and innovation labs could strengthen entrepreneurial learning.

Do you think that the curriculum motivates the students for research and development?

10 responses



Interpretation: Most respondents believe that the curriculum supports research and development to a good or excellent extent. A few lower ratings suggest that introducing more research-based projects, academic writing, and industry collaborations could further enhance motivation for research.

General Comments and Suggestions

1 response

It was really good experience.


Interpretation: One respondent mentioned it was a "*excellent experience*," indicating overall satisfaction with the curriculum and learning process.

Action Taken Report:

Based on the observations from Alumni feedback on the curriculum, the following actions have been suggested:

1. Enhance Employability Focus: Introduce more industry collaborations, internships, and skill-based training to improve job readiness.
2. Strengthen Industry Relevance: Revise course content to reflect current industry trends and increase alignment with market demands.
3. Promote Entrepreneurial Thinking: To enhance entrepreneurship support, add startup incubation programs, business simulations, and mentorship initiatives.

We hereby recommend/pursue the above-cited observations, shared by MBA program students as stakeholders to our coordination, HoD and other respective authorities, for further processing and pursuit to forthcoming CDC (Course development committee) meeting to decide, discuss, apprise and incorporate into the course's upcoming modification.


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1.1D Stakeholder Category: Faculty

CHRIST (Deemed to be University) Delhi NCR

School of Business and Management

MBA - SBM TEACHER FEEDBACK ON CURRICULUM

CHRIST (Deemed to be University), Delhi NCR-201003

Name of the Faculty member

12 responses

Dr. Upasana Gupta

Tapas Das

Dr. Smriti Mathur

Mayank Kumar

Maria Johnson

Arnab Chatterjee

Dr. Abhinav Priyadarshi Tripathi

Durgansh Sharma

Nirakar Nath Pandey

Name of the Faculty member

12 responses

Mayank Kumar

Maria Johnson

Arnab Chatterjee

Dr. Abhinav Priyadarshi Tripathi

Durgansh Sharma


Nirakar Nath Pandey

Rajesh Verma

Shikha Arora

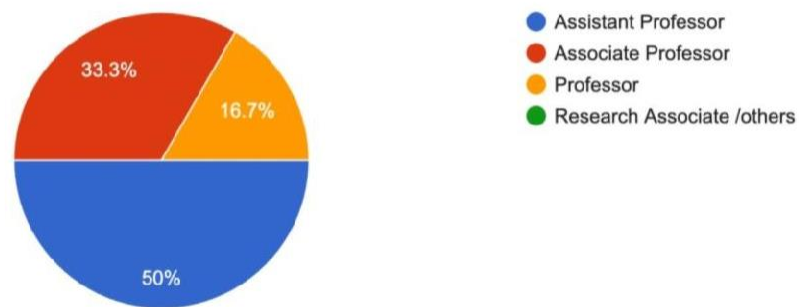
Dennis Jose

Interpretation: 12 responses have been collected from the form.


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Designation of Faculty Member

12 responses



Interpretation: Out of 12 respondents, 33.3 per cent are Associate Professors, 18.7 per cent are Professor, 50 per cent are Assistant Professor, and 0 are Research Associates/others.

Faculty I.D Number (Employee I.D)

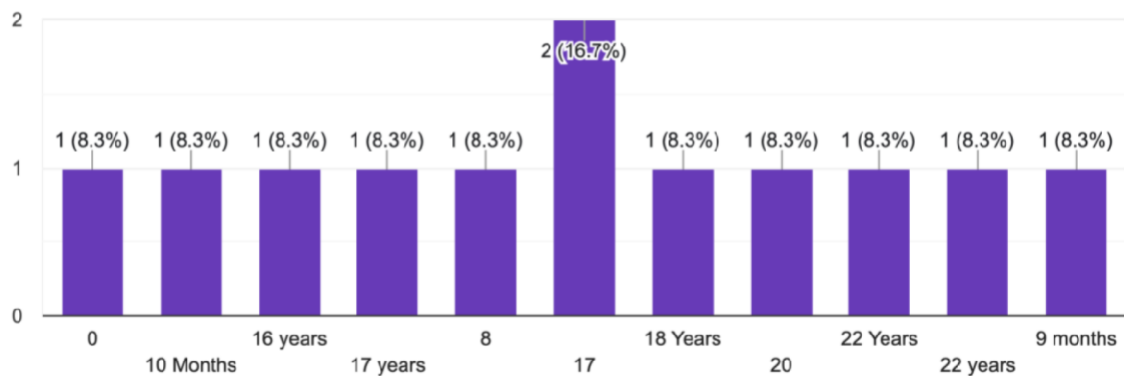
12 responses

30467
30227
30522
30377
30606
30622
30337
30321
30299

Interpretation: 12 Faculty I.D Number responses have been collected from the form.

Complete Teaching Experience

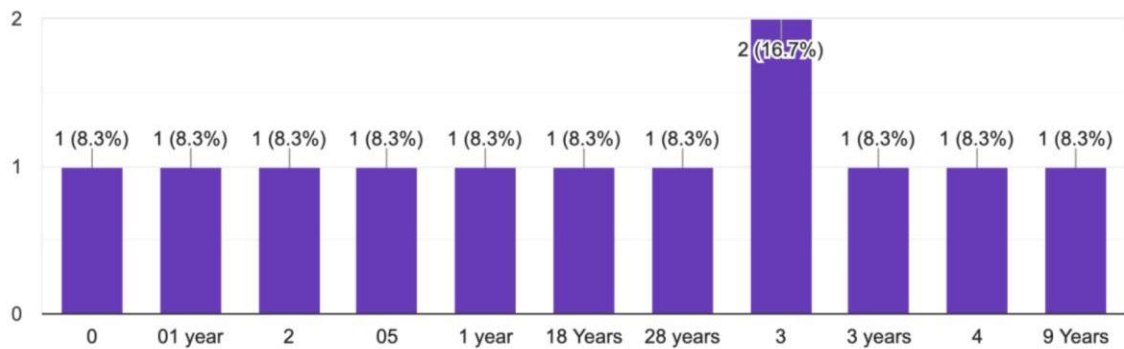
12 responses



Interpretation: Out of 12 respondents, 2 have 17 Years of teaching experience.

Experience in Industry/R&D (Number of Years)

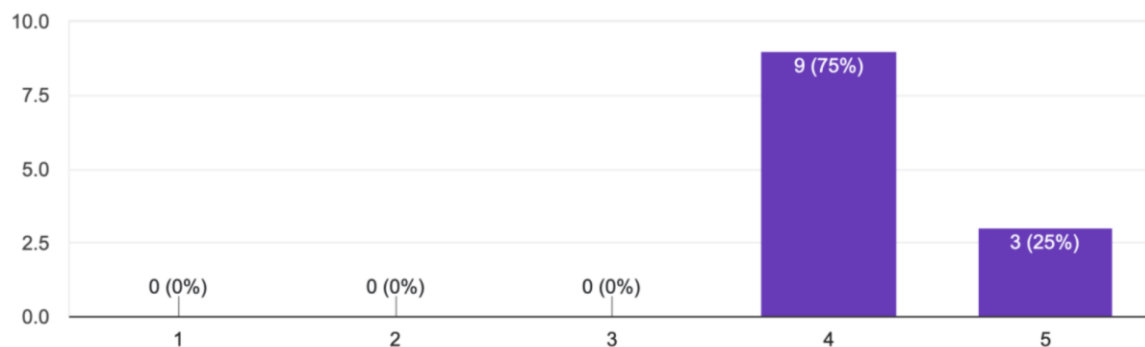
12 responses



Interpretation: Out of 12 respondents, two have 3 years of industry experience.

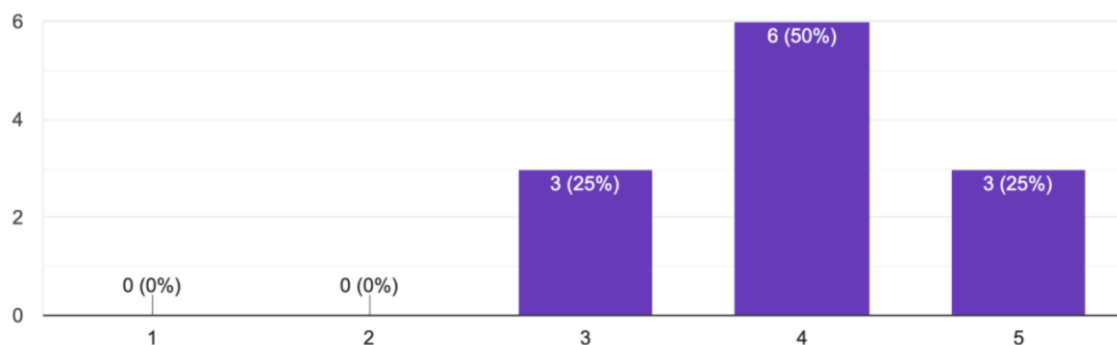
Does the curriculum satisfy the stated objectives and learning outcomes?

12 responses



Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

12 responses



Interpretation: Out of 12 respondents, 75% of respondents, 9, are respondents that find the curriculum 'GOOD', and three respondents find it 'EXCELLENT'.

e-mail id of the Faculty

12 responses

upasana.gupta@christuniversity.in

tapas.das@christuniversity.in

smriti.mathur@christuniversity.in

mayank.kumar@christuniversity.in

maria.johnson@christuniversity.in

arnab.chatterjee@christuniversity.in

abhinav.priyadarshi@christuniversity.in

durgansh.sharma@christuniversity.in

nirakarnath.pandey@christuniversity.in

harna

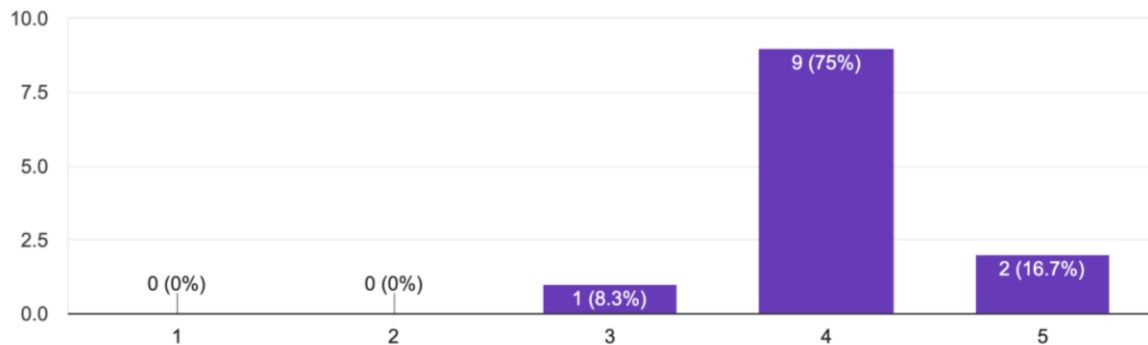
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versity)

Mariam Nagar, Ghaziabad
Delhi NCR

Interpretation: 3 respondents have chosen ‘SATISFACTORY’, six have chosen ‘GOOD’, AND 3 have chosen ‘EXCELLENT’ out of 12 respondents, which means they can propose, modify, suggest and incorporate new topics in the curriculum.

Is the curriculum effective in developing independent thinking?

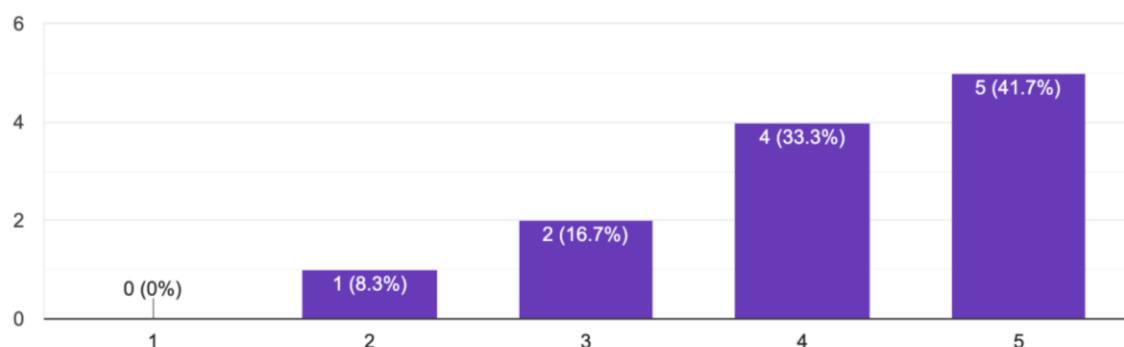
12 responses



Interpretation: 1 respondent has chosen ‘SATISFACTORY’, nine have chosen ‘GOOD’, AND 2 have chosen ‘EXCELLENT’ out of 12 respondents, which means they agree that the curriculum helps develop independent thinking.

Does the departmental level expert committee meet to review the curriculum?

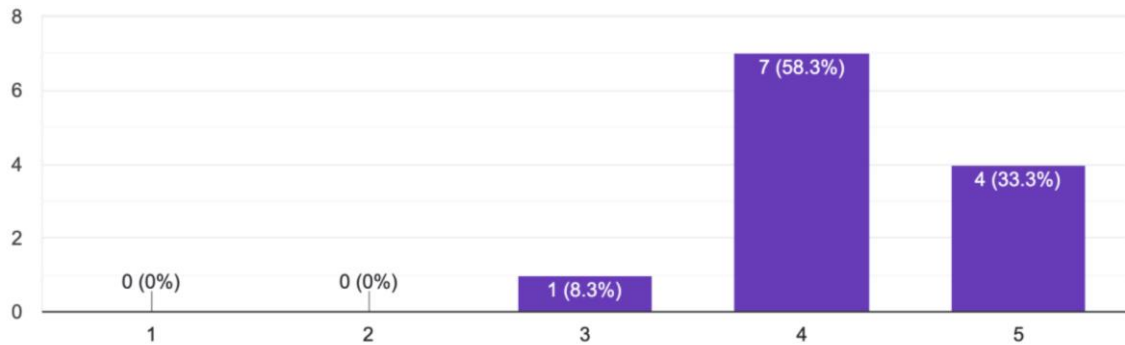
12 responses



Interpretation: The respondent's reaction to the above question shows that the department-level expert committee meets to review the curriculum, where five have chosen ‘EXCELLENT’ in the form.

Does the curriculum enhance your knowledge in the subject area?

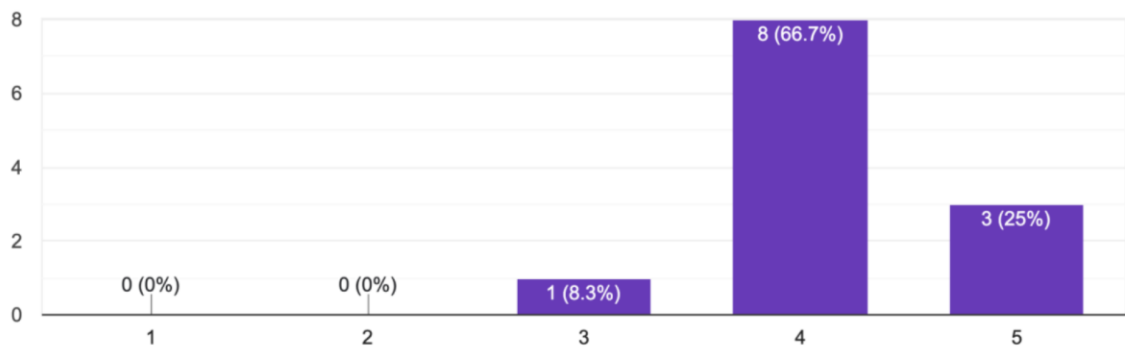
12 responses



Interpretation: The respondent's reaction to the above question shows that yes, the curriculum enhances their knowledge in the subject as the majority has ticked 4, which means 'GOOD' in the form.

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

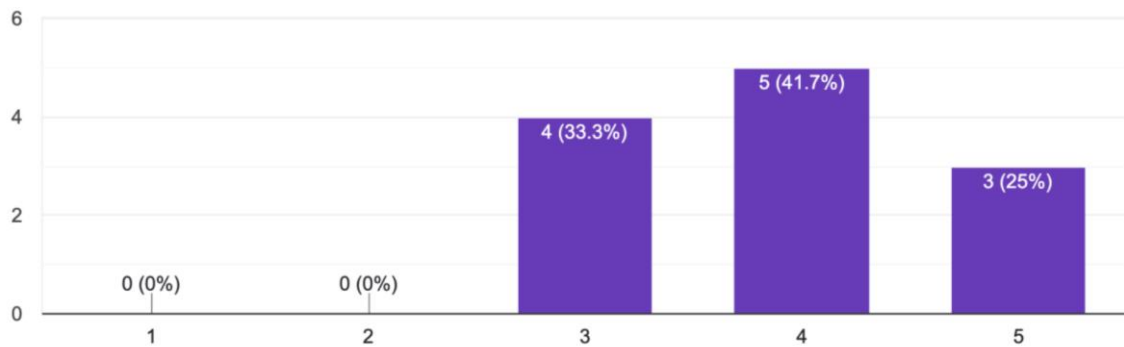
12 responses



Interpretation: The respondent's reaction to the above question states that students apply their knowledge in real life as the majority has ticked 4, which means 'GOOD' in the form.

Does the curriculum demand the teachers for research inclusive teaching?

12 responses



Interpretation: The respondent's reaction to the above question shows that the curriculum demands the teachers to teach inclusively as it is suitable for students' knowledge and development; the majority has ticked 4, which means 'GOOD' in the form.

General Comments and Suggestions:

9 responses

NA
Department-level expert committee meetings can be more frequently conducted
Nil
It would be helpful if we are provided with more reference materials for each course.
In few courses , content updation and discrepancy/ duplications of the content across two subjects, should be avoided.
More inclusive assignments with a "Learning Centric Approach" are to be incorporated.
NIL
Need for adoption of a more learner-centric approach

Interpretation: The respondent's reaction to the above question shows that more frequent expert committee meetings, additional reference materials, content updates, and a shift towards a more learner-centric approach with inclusive assignments should be focused on more.

1.1E Stakeholder Category: Employers
CHRIST (Deemed to be University) Delhi NCR
School of Business and Management
EMPLOYER'S FEEDBACK ON CURRICULUM-
CHRIST (Deemed to be University), Delhi NCR (MBA)

Name of the respondent

7 responses

V S Rahul

Ankit sharma

Gaurav

Mohit

PRANAV GUPTA

Surya

Roopak

Name of the Organization (From where the respondent belongs to)

7 responses

Zoom Insurance Brokers

Zurich kotak general insurance


Sbi general

Sbi

SBI GENERAL INSURANCE

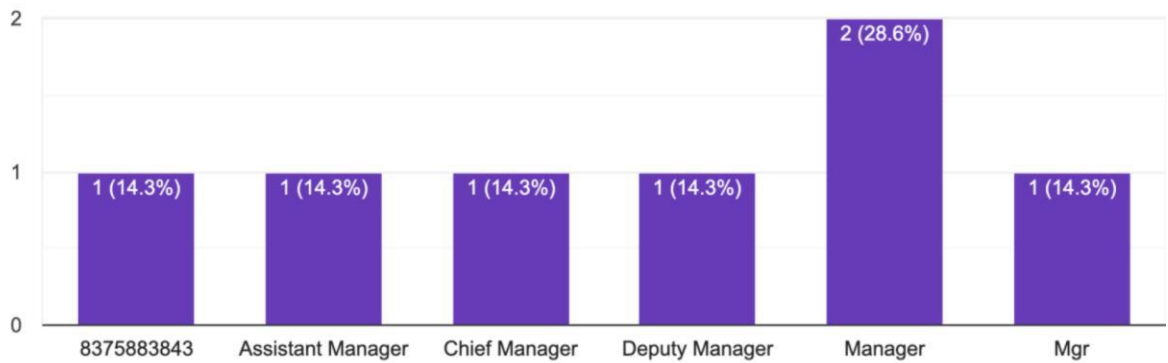
Genpact

SBI General Insurance


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Marham Nagar, Ghaziabad
Delhi NCR

Designation

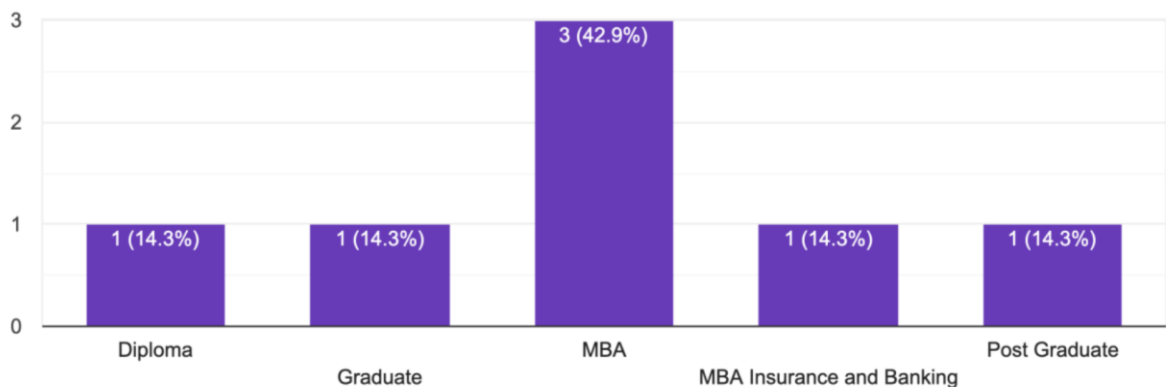
7 responses



Interpretation: The designations represent a range of mid-level to senior managerial roles, with responsibilities varying from overseeing teams and operations to making high-level strategic decisions.

Educational Qualification

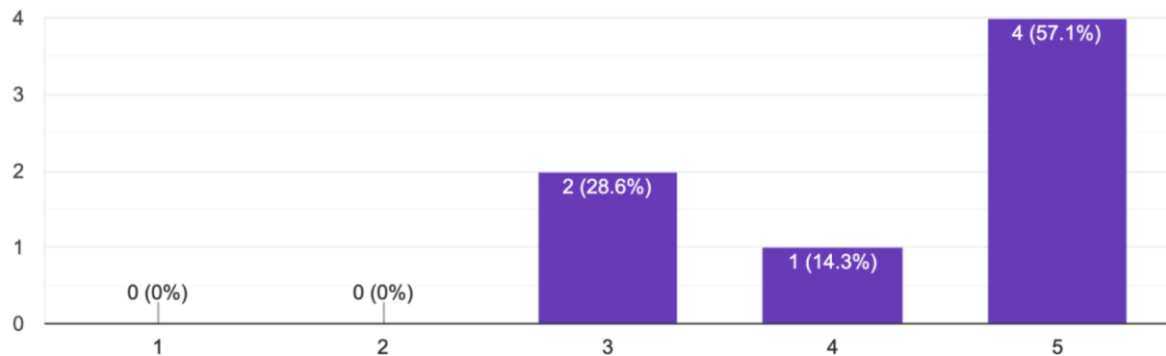
7 responses



Interpretation: The responses include various managerial designations such as **Assistant Manager, Deputy Manager, Chief Manager, Manager, and Mgr**. This indicates that the participants hold different levels of managerial positions within the organization, reflecting a diverse representation of management roles.

As per your interaction with our students during any of our recruitment process, did you find that in general our curriculum aligned with the objectives of the profile /recruitment/ offer made by you?

7 responses



Experience in Industry (Number of years)

7 responses

6 years

11

10+

10

13

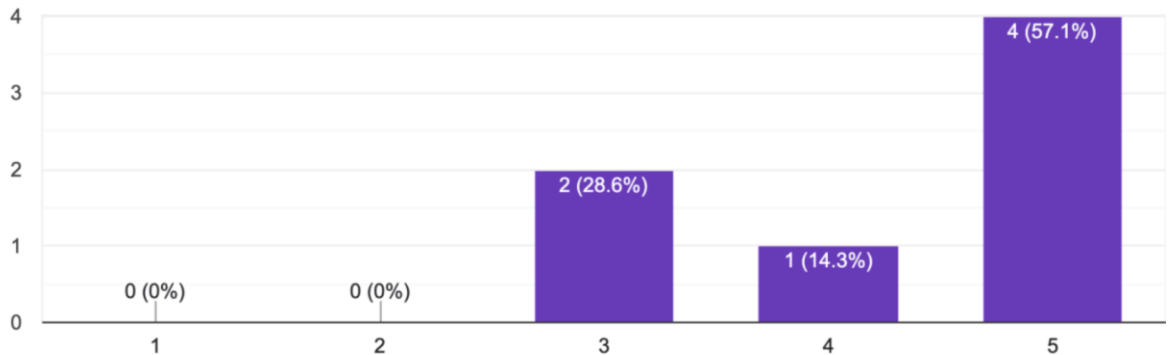
9

17

Interpretation: The responses indicate that the alignment of the curriculum with the objectives of the recruitment profile or offer is generally rated positively, with most responses ranging between 3 to 5. This suggests that the curriculum is perceived to meet the recruitment expectations effectively, with room for minor improvements.

As per your interaction with our students during any of our recruitment process, what you find about the curriculum as it covers advanced topics and current trends?

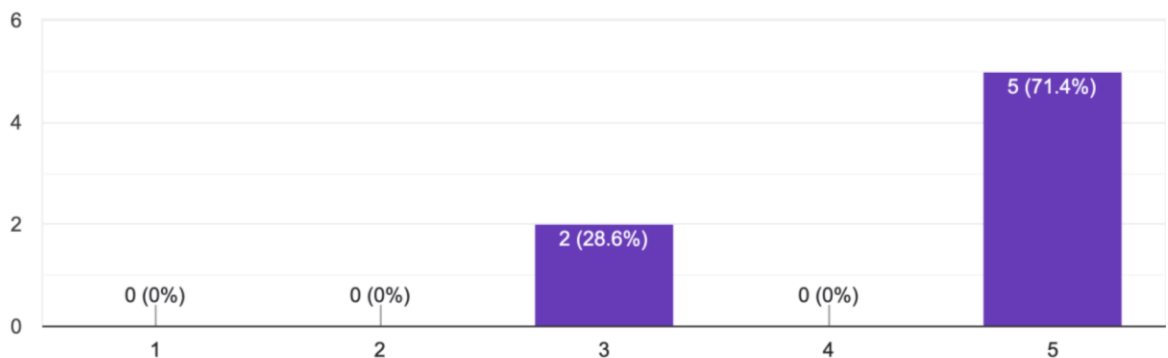
7 responses



Interpretation: The responses reflect a generally positive perception of the curriculum's coverage of advanced topics and current trends, with most ratings between 3 to 5. This suggests that while the curriculum is seen as relevant and updated, there may be some areas for further enhancement to align more closely with industry trends.

On the basis of interaction, how would you rate the relevance of the electives offered in the curriculum?

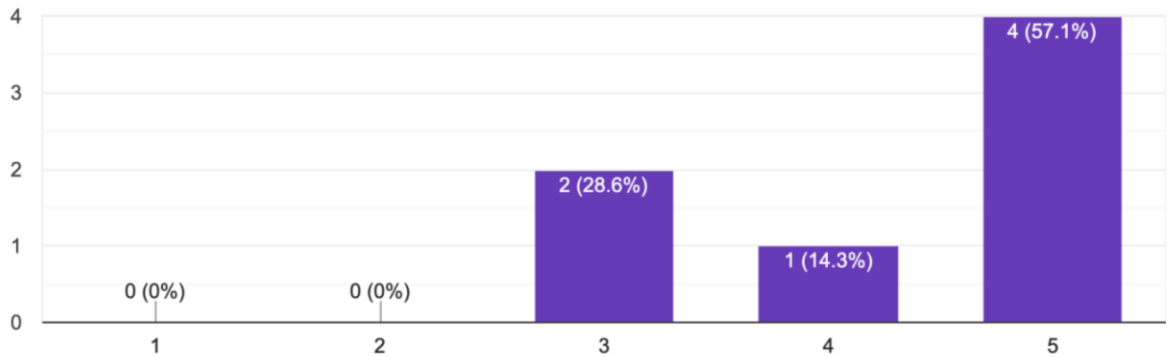
7 responses



Interpretation: The responses indicate that the relevance of the electives offered in the curriculum is generally rated positively, with most ratings at 5 and some at 3. This suggests that while the electives are largely considered relevant, there may be scope to improve consistency in meeting student and industry expectations.

Is employability given weightage in the design and development of curriculum? what is your observation on the basis of your all possible interactions with us.

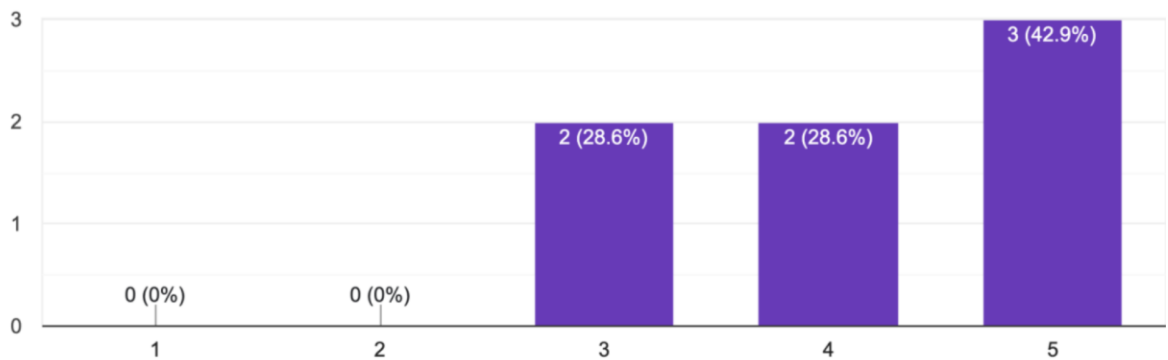
7 responses



Interpretation: The responses indicate that employability is generally considered in the design and development of the curriculum, with most ratings between 4 to 5 and some at 3. This suggests that while the curriculum is viewed as supportive of enhancing employability, there is potential to strengthen certain aspects to further align with industry needs.

Does the curriculum meet the expectations of the your industry?

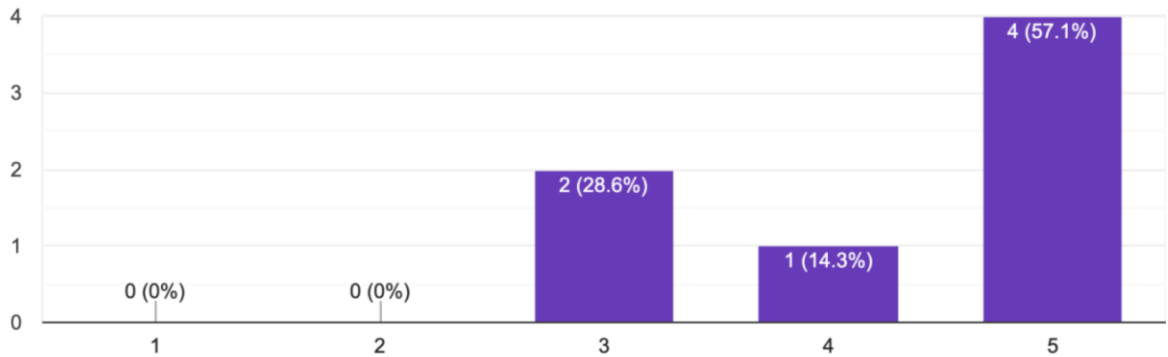
7 responses



Interpretation: The responses suggest that the curriculum generally meets industry expectations, with most ratings between 4 to 5 and some at 3. This indicates that while the curriculum aligns well with industry standards, there is room for improvement to consistently meet higher expectations.

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

7 responses



Interpretation: The responses indicate that the curriculum is generally effective in enhancing students' skills to meet industry needs, with most ratings between 4 to 5 and some at 3. This suggests that while the curriculum supports skill development, there is scope for further improvement to ensure consistency in meeting industry demands.

General Comments and Suggestions:

3 responses

Na

Good and excellent

Interpretation: The general comments and suggestions include positive feedback such as "Good" and "Excellent" along with some responses marked as "Na" (Not Applicable), indicating overall satisfaction with the curriculum and no significant additional suggestions for improvement.

Action Taken Report:

Based on the observations from employer feedback on curriculum, the following actions have been suggested:

1. Enhancing Industry Alignment: Strengthen the curriculum by incorporating more advanced topics and current industry trends to ensure better alignment with employer expectations.
2. Skill Development Focus: Introduce targeted modules and practical training sessions to enhance students' industry-relevant skills further and improve employability.
3. Review of Electives: Conduct a periodic review of elective courses to ensure they remain relevant to industry needs and provide students with a competitive edge in the job market.

Stage 02 & 03: Review & Analysis of Gap Stage

Based on the observations from the Teacher's feedback on the curriculum, the following actions have been suggested:

1. **Conduct Regular Expert Committee Meetings:** To improve curriculum quality and address feedback, department-level expert committee meetings will be scheduled more frequently.
2. **Enhance Curriculum and Teaching Materials:** Additional reference materials will be provided, and discrepancies/duplications in course content will be addressed to ensure consistency and clarity.
3. **Adopt a Learner-Centric Approach:** More inclusive assignments and learner-focused teaching methods will be incorporated to encourage independent thinking and real-life application of knowledge.

We hereby recommend/pursue the above-cited observations, shared by MBA program students as stakeholders to our coordination, HoD and other respective authorities, for further processing and pursuit to forthcoming CDC (Course development committee) meeting to decide, discuss, apprise and incorporate into the course's upcoming modification.

After having a review and gap analysis, we gained valuable insights into various aspects of the program. The feedback was gathered based on criteria such as curriculum alignment, coverage of advanced topics, and enhancement of knowledge and skills in the relevant field.


1. **Curriculum Alignment:** Most stakeholders expressed satisfaction with the alignment of the curriculum with the stated objectives and learning outcomes. They appreciated how the courses were structured to meet the program's goals effectively.
2. **Coverage of Advanced Topics:** Stakeholders acknowledged the program's comprehensive coverage of advanced topics. They found including these topics beneficial in expanding their understanding and preparing them for the complexities of the business world.
3. **Enhancement of Knowledge and Skills:** Feedback indicated that the MBA program effectively enhanced students' knowledge and skills in the relevant field. Students felt that the coursework, assignments, and practical experiences contributed significantly to their professional development.
4. "More subjects can be included in Analytics as electives for students, such as Blockchain, Cybersecurity, etc. The students have limited choices, and the faculty is also in subject variety. Analytics is a field that has to be taught very closely to the industry."
5. "The curriculum needs to be more industry-relevant, and the repetitiveness of topics shall be avoided, to be kept in mind while designing the curriculum. Recall of the topics shall be incorporated with precision to improve the accuracy of learning outcomes."


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6. The teachers found the curriculum comprehensive and well-aligned with the learning outcomes and graduate attributes. The responses to various parameters are presented in the charts below.

Overall, the feedback from various stakeholders highlights the strengths of the MBA program, and the positive responses indicate that the program meets the expectations of students and equips them with the necessary tools for success in their careers.

Based on the responses, teachers rated the curriculum from satisfactory to excellent across different dimensions, such as whether it meets the stated objectives and learning outcomes, promotes independent thinking, and enhances subject-area knowledge. Additionally, the curriculum encourages research-inclusive teaching, allowing teachers to continually improve their knowledge and stay up-to-date with the latest advancements in their subject area. Overall, the range of responses suggests that the current curriculum adequately supports both student learning and teacher professional development.



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Stage 04: Action taken report

Review and modification of syllabus based on suggestions compiled from stakeholders.

Organisation of workshops, faculty development programs (FDPs), and quality improvement programs (QIPs) to enhance teaching-learning skills.

Structural changes were incorporated in the course curriculum based on feedback, such as shifting certain topics to different semesters, adding new electives, and revising assessment methods.

Provision of additional resource materials, extra classes for students needing help, peer mentoring, and value-added courses to enhance students' skills and knowledge.

Integration of practical exercises, case studies, industry-academia interactions, and hands-on experiential learning to make the curriculum more relevant and industry-ready.

Inclusion of workshops to develop entrepreneurship skills among students.

Suggestions for Future Improvement:

Implementation of the National Education Policy 2020 for undergraduate programs.

Specific recommendations for further refining the curriculum include combining certain courses, renaming courses for clarity, and introducing new topics or electives.

Emphasis on introducing contemporary areas of study and encouraging evidence-based research by faculty members.

Based on this information, it appears that the institution is proactive in seeking feedback and implementing changes to enhance the quality and relevance of its business management curriculum. These efforts align well with the continuous improvement ethos of accreditation processes like NAAC. If you need assistance preparing a similar document for the School of Business & Management, I can help you draft one. Just let me know!

Based on the observations from the employer's feedback, the following actions have been suggested:

Based on the comprehensive feedback analysis from stakeholders—students, academic peers, alumni, faculty, and employers—of the MBA program at CHRIST (Deemed to be University), Delhi NCR, School of Business and Management, the following actions have been implemented to enhance the curriculum and its delivery:

1. **Curriculum Enhancement and Industry Alignment:** Feedback highlighted the need for greater industry relevance and coverage of advanced topics. The curriculum has been updated to integrate contemporary subjects such as Blockchain and Cybersecurity as electives, addressing student and employer demands for analytics-focused content. Course content has been reviewed to eliminate redundancies and align with current industry trends, ensuring graduates are equipped with market-ready skills.
2. **Strengthening Practical Application:** Stakeholders emphasized the importance of real-life applicability. Practical components, including live case studies, hands-on projects, and industry-academia interactions, have been incorporated to bridge the theoretical-practical gap.

Internship opportunities and skill-based training modules have been expanded to enhance employability and job readiness.

3. **Focus on Employability and Entrepreneurship:** To address employer and alumni feedback, the curriculum now places greater emphasis on employability through targeted workshops and faculty development programs (FDPs). Entrepreneurship support has been bolstered with startup-focused case studies, mentorship initiatives, and innovation labs to foster entrepreneurial thinking.
4. **Learner-Centric and Research-Oriented Approach:** Faculty and student feedback prompted the adoption of a learner-centric pedagogy, including inclusive assignments and peer mentoring. Research-inclusive teaching has been prioritized through additional resources, workshops, and collaborative projects to promote self-study and critical thinking.
5. **Structural and Resource Improvements:** Based on suggestions, structural changes such as semester-wise topic shifts, revised assessment methods, and the provision of updated reference materials have been implemented. Extra classes and value-added courses have been introduced to support student needs.

These actions have been recommended to the Course Development Committee (CDC) for formal incorporation into the upcoming curriculum revision, ensuring continuous improvement and alignment with stakeholder expectations.