

Curriculum feedback from stakeholders -AY 2024-25

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

The Feedback Analysis and Action Taken Report at the School provides a thorough assessment of its curriculum and academic practices based on input from key stakeholders, including students, faculty, alumni, industry professionals, and parents. This report demonstrates the School's dedication to continuous improvement and maintaining alignment with industry standards and evolving educational needs. Through a systematic analysis of the feedback received, the School identifies areas for enhancement and implements necessary changes to create a vibrant academic environment that fosters excellence, innovation, and lifelong learning. This ongoing process helps to close the gap between academic programs and the dynamic demands of the job market, ultimately preparing graduates for successful careers.

A set of standard questions were administered to the stakeholders. Feedback forms are devised to be rated on a 5-point scale with 5 being highest and 1 being lowest. Once the feedback is collected analysis conducted through tools and insights are derived. Based on the insights derived necessary and appropriate action is taken at the Curriculum Development Committee meetings among the Specialization cohort. Once it is finalized, the changes are proposed in the Board of Studies where finally the suggestions are incorporated as per the requirement.

As it is observed, this is a cyclical process and the outcome of the action taken is observed and measured. Based on the improvement or the outcome observed which could be better job opportunities, adoption of industry changes etc. this process continues for every academic year.

Collecting feedback on the curriculum from stakeholders such as students, parents, alumni, industry professionals, and faculty is essential for maintaining the relevance and quality of academic programs. Students provide insights into the effectiveness of course content, teaching methods, and overall learning experience. Parents offer perspectives on whether the curriculum



meets educational and career expectations. Alumni, drawing from their real-world experiences, highlight areas where the curriculum can be better aligned with industry practices. Feedback from industry professionals ensures that the curriculum remains current with market needs and skills demands, while faculty contributions focus on the academic rigor and the integration of innovative teaching strategies. This comprehensive feedback helps to identify strengths and areas for improvement, guiding the continuous development of the curriculum.

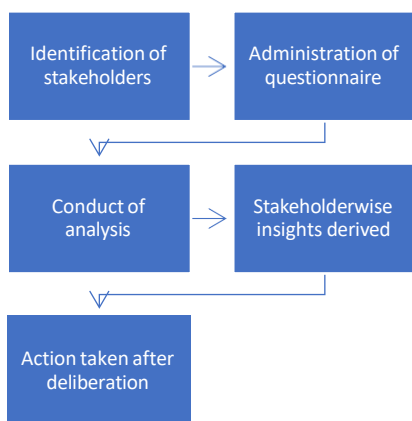


Fig. 1 Process of generation of feedback analysis and action taken on curriculum

Feedback from Students

Students are the critical stakeholders for any academic institution. Soliciting their responses and reacting to the same is very significant for the institution's existence. The analysis helps the institution understand whether the curriculum is adhering to the norms of outcome-based education, whether the defined curriculum instils research culture among students and whether the students are encouraged to exhibit curiosity and being developed into individuals with an attitude for life-long learning. Students were posed the following questions consistently across various academic years to maintain standardization.

- What is your attainment level of the curriculum PO's?
- How well does the content of the syllabus satisfy the stated objectives of the

curriculum?

- How well does the content of the syllabus satisfy the learning outcomes?
- Are advanced topics covered in your syllabus?
- Enhancement of your knowledge and skills in the relevant domain through the syllabus?
- Effectiveness of the syllabus in developing critical/ analytical thinking?

Feedback from Alumni

Alumni play a very crucial role in making us understand whether the curriculum is developing them into individuals who are able to sustain in the dynamic environment, whether the curriculum is instilling curiosity in them to pursue higher research and whether the curriculum is motivating them to become successful entrepreneurs and contribute to the development of the country etc. With these aspects in mind, following questions were posed to the alumni.

- Is the syllabus aligned with the program objectives?
- Are advanced topics and current trends covered in the syllabus?
- Are the electives offered relevant to the overall curriculum?
- Is enough weightage given to employability in the design and development of the syllabus?
- Is the syllabus effective in meeting the expectations of the industry?
- Does the curriculum enhance industry-specific skills of the students?

Feedback from Industry

The most important stakeholder where MBA students head at the end of their program is the industry. The gap between what is offered by the academia and what is expected in the industry has to be as minimal as possible. In order to achieve this, feedback from the industry to prepare a well-rounded curriculum for the program is important. Regular updates of the current trends in various domains needs incorporation in various courses. Following questions were posed to the industry:



- Is the syllabus aligned with the program objectives?
- Is the coverage of advanced topics and current trends sufficient in the syllabus?
- Are the electives offered relevant to the syllabus?
- Is enough weightage given to employability in the design and development of the syllabus?
- Is the syllabus effective in meeting the expectations of the industry?

Feedback from Parents

Among the stakeholders, the perspective of parents has a crucial role in making us understand and identify the areas for continuous improvement. They are the ones who repose trust on the institution set hope towards their wards. Following questions were posed to the parents:

- Is the syllabus effective in orienting the students towards higher education?
- Is enough weightage given to employability in the design and development of the syllabus?
- Are there components of value-based education in the syllabus?
- Are there components in the syllabus to serve the needs of society?
- Is there a presence of research-based approach through the syllabus?
- Does the syllabus encourage self-study?
- Is the personality of your ward enhanced after undergoing the program curriculum?

Feedback from Faculty

Faculty is the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics in the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex problems and whether the syllabus is updated to make the students pursue higher studies and research. Following questions were asked to faculties:



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

Feedback analysis outcome and Action taken – AY 2024-25

The School has continued to build on the successful implementation of case-based learning across various courses. As a result, students reported a deeper engagement in the classroom, with improved participation and a stronger ability to apply theoretical concepts to real-world scenarios. This approach has significantly enhanced knowledge retention and application, moving students from mere understanding to practical application. This has also enhanced the student's ability of critical thinking and decision making. The student class participation has gone up and the absorption of the knowledge through the well-designed curriculum has gone up. The students have also suggested more activity-based learning methods.



For each of the POs of the course, rate your level of attainment on a scale of 1 to 5 (1= strongly disagree to 5 = strongly agree).

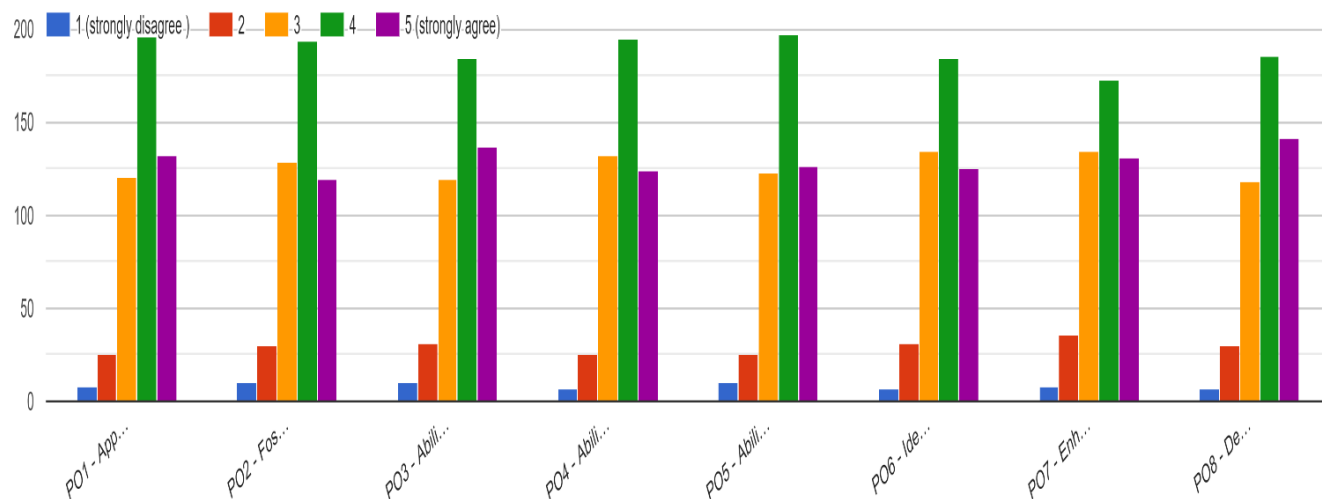


Fig. 2. Student PO attainment of the courses

Alumni seem to be happy with the inclusion of analytics as an elective course across specializations within the curriculum. Their engagement with the curriculum development process is well taken and applied. They students have more choices before deciding upon the career path while learning multiple electives across domains.

Industry is extremely glad with the inclusion of analytics topics as add-on courses and they find the students to possess the necessary skills to improve employability in the industry. The skill gap looks like has reduced between industry and academia. They are happy and contented with the current curriculum. However, analytics aspect is a recommended skill. Business Analytics as a Specialization gains traction with more median packages as per the need of the industry. Skill based courses on tools seems to be the order of the day.

Parents feel that the relevance of curriculum is validated by the employability factor. As majority students are placed while graduating from the course, the employability factor is well appreciated. They also feel the necessity that the students get exposure to the industry.

3. The curriculum is designed as per the current need of students.

38 responses

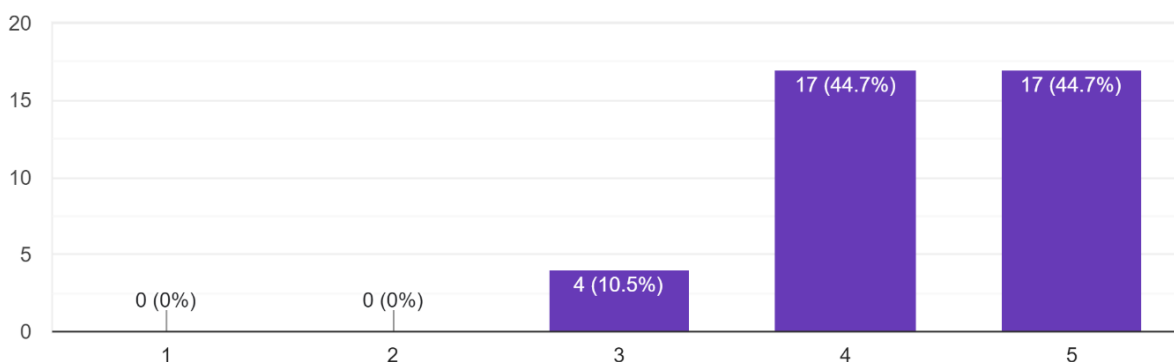


Fig. 3. Faculty feedback on the curriculum

Faculty feel challenged with constant update of courses and industry expectations. Some of them are excited to upskill themselves and be part of the journey to enhance curriculum. The highly relevant syllabus makes them think about new research areas in their field. Identifying electives relevant to a trimester and adding the latest trends is exciting for the faculty. Though the class preparation time has gone up, exploring the new world where the students would find better jobs due to the curriculum updates is satisfying. Through the upskilling process, there seems to be a glaring divide between – faculties with and without analytics skills due to the demand from the industry. Most of them intend to adopt themselves soon.

Action Taken

Every year feedback from multiple stakeholders is taken. Based on this factor, constant updates are taken up during the curriculum development committee meetings within Specialization. Appropriate actions are recommended by the industry and alumni especially due to which the curriculum seems to be current with respect to the employability factor.

In response to the feedback received from various stakeholders, the School has implemented several measures to enhance the learning experience. To address students' requests for more activity-based learning, the number of simulations incorporated into courses has been increased, providing greater opportunities for practical application of knowledge. The School has also planned to acquire simulation modules from Enparadigm to enhance the student learning experience. Based on faculty requirements, classrooms have been equipped with smart boards, and faculty members have been trained in their effective use. Additionally, the School is planning to expand the use of ICT in the classroom to further enrich the teaching and learning environment. Reflecting recommendations from the Lean Operations and Systems specialization, all students were given the opportunity to participate in industrial visits, fulfilling the demand for more experiential learning. Furthermore, to address feedback from recruiters and improve students' confidence and soft skills, sessions on “Theatre in Education” has been provided to all students, aligning with placement needs and enhancing their employability.

