

**CHRIST**(DEEMED TO BE UNIVERSITY)
BANGALORE | DELHI NCR | PUNE

CHRIST (Deemed to be University), Delhi NCR Campus

School of Business & Management

Programme Name: MBA (2025-2026)

Structure feedback for the curriculum and its transactions obtained from stakeholders:

School of Business & Management

The following report outlines the structured mechanism for enhancing the curriculum through stakeholder engagement. This process ensures that the academic offerings remain industry-aligned, pedagogically sound, and responsive to the evolving needs of the global business landscape.

1. Process Overview: The Feedback Loop

The School of Business & Management employs a Cyclical Quality Enhancement Model. The institution utilises a closed-loop system to ensure that data collected from the field directly informs boardroom decisions and classroom delivery.

2. Stakeholder Matrix & Data Sources

To maintain a 360-degree perspective on curricular efficacy, data is harvested from five primary pillars:

Stakeholder Group	Primary Focus Area
Students	Learning experience, clarity, and resource availability.
Teachers	Content relevance, transactional ease, and pedagogical gaps.
Employers	Skill-gap analysis, industry readiness, and technical proficiency.
Alumni	Long-term utility of the curriculum in professional growth.
Academic Peers	Benchmarking against global standards and research trends.

3. Procedural Framework: From Data to Action

The transition from raw data to structural change follows a rigorous four-stage pipeline:

- Feedback Generation:** Deployment of standardised digital instruments to collect quantitative and qualitative metrics from the stakeholders mentioned above.
- Review & Analysis:** Data is synthesised to identify Quality Gaps. For instance, if employer feedback suggests a deficit in "Data Visualisation" skills, this is flagged as a high-priority gap.





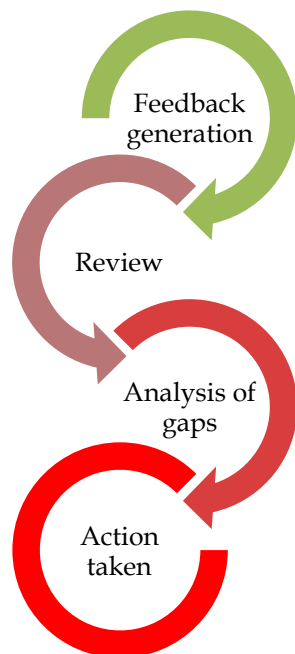
3. **Action Plan Formulation:** The analysis is presented to the Internal Quality Assurance Cell (IQAC) and the Board of Studies. Decisions are made regarding syllabus revision, introduction of value-added courses, or shifts in assessment patterns.
4. **Transaction & Implementation:** Changes are integrated into the Academic Calendar. This includes "Capacity Building" workshops for faculty to ensure they are equipped to deliver the updated content effectively.

4. Strategic Outcomes

This robust feedback transaction ensures that "Capacity Building" is not just an administrative term but a functional reality. By closing the loop, the school ensures:

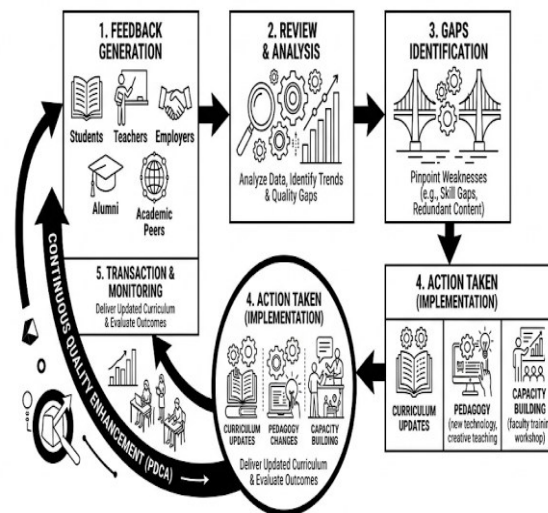
- **Curricular Relevancy:** Keeping pace with "Industry 4.0" requirements.
- **Pedagogical Innovation:** Shifting from passive learning to active, case-based transactions.
- **Continuous Improvement:** A documented history of incremental gains in student satisfaction and placement statistics.

Note on Evidence: All feedback forms, analysis reports, and "Action Taken Reports" (ATRs) are archived in accordance with regulatory requirements to provide a transparent audit trail for accreditation bodies.



CURRICULUM FEEDBACK & IMPROVEMENT CYCLE | SCHOOL OF BUSINESS & MANAGEMENT

BASED ON PDCA (PLAN-DO-CHECK-ACT)



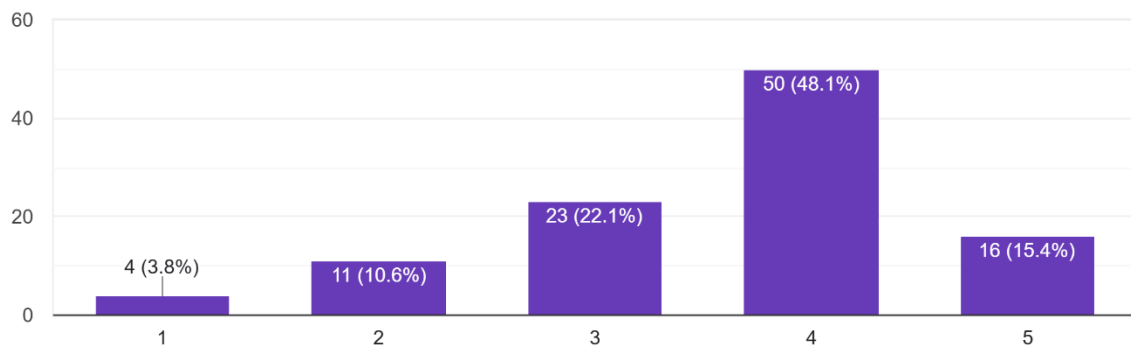


Stage 01: Feedback Generation from various stakeholders

1.1 Feedback from Student Cohort: The School of Business & Management actively engages the MBA student body to evaluate the practical efficacy of the academic framework. This feedback mechanism scrutinises the alignment between the curriculum and its stated learning objectives, ensuring that the educational delivery mirrors the intended program outcomes. Key areas of assessment include the integration of advanced, contemporary topics and the curriculum's capacity to facilitate tangible knowledge acquisition and skill enhancement. By capturing these first-hand perspectives, the department can objectively measure whether the course transaction effectively bridges the gap between theoretical pedagogy and professional competency.

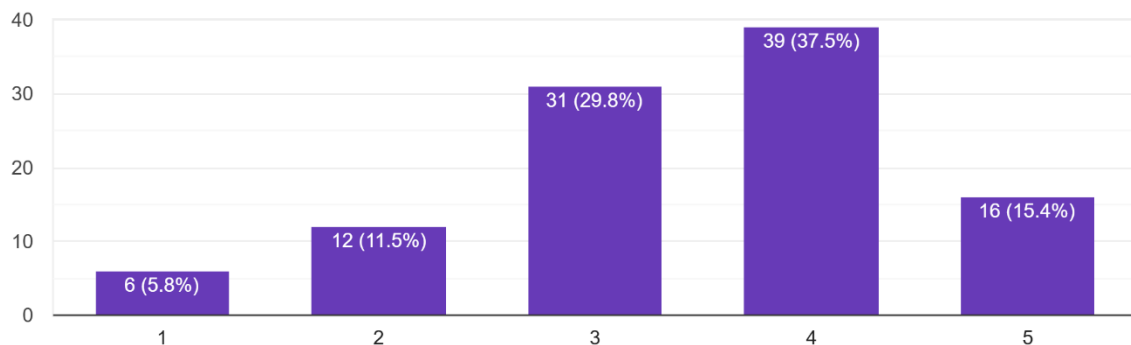
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

104 responses



Does the curriculum cover advanced topics?

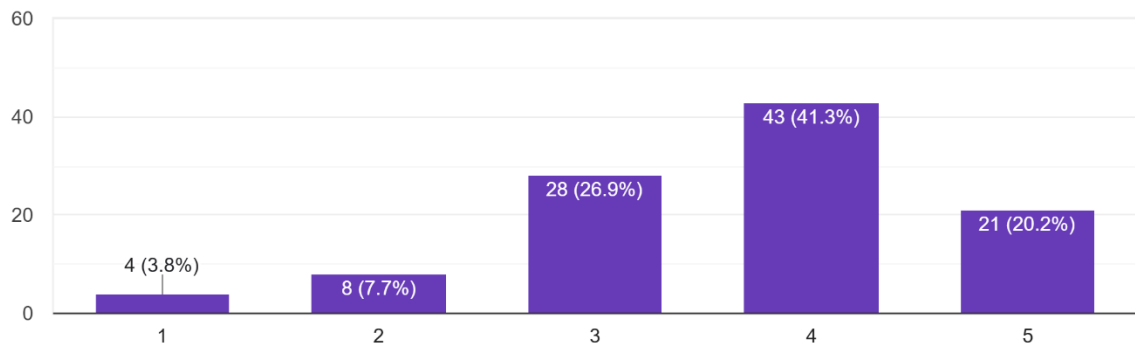
104 responses





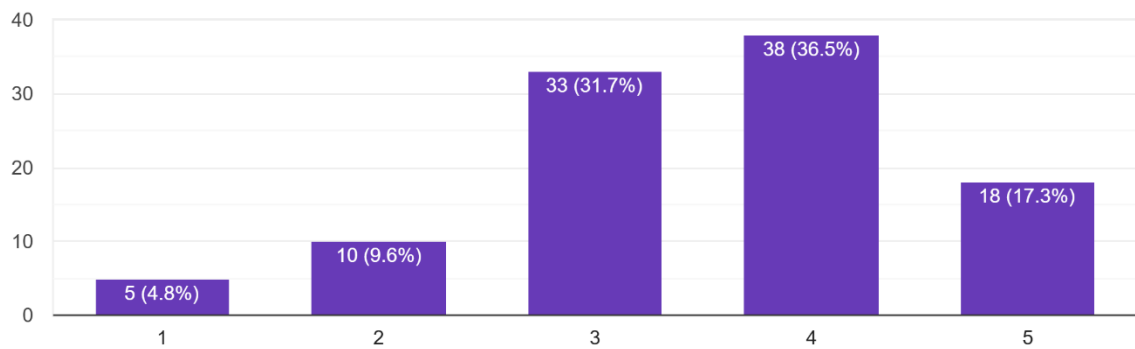
Whether the curriculum enhances your knowledge and skills in the relevant domain?

104 responses



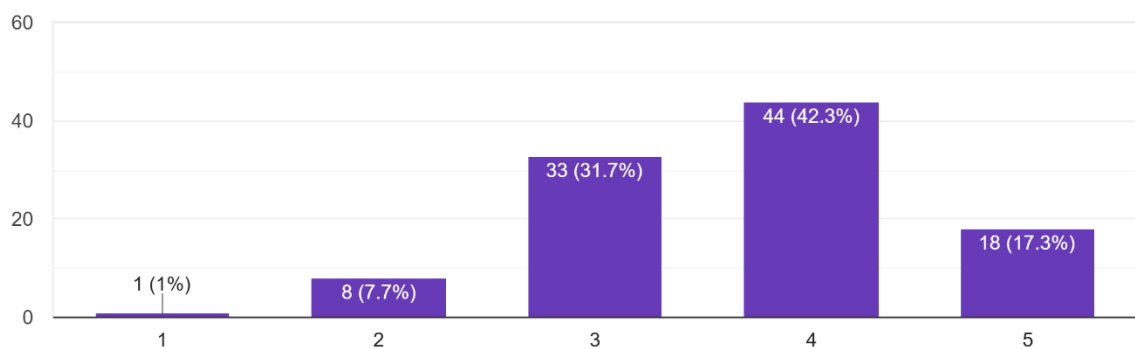
Is the curriculum effective in developing critical/ analytical thinking?

104 responses



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

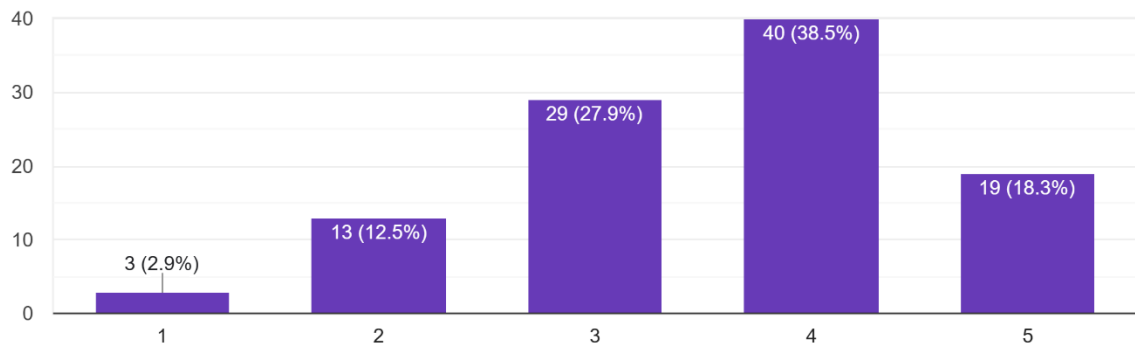
104 responses





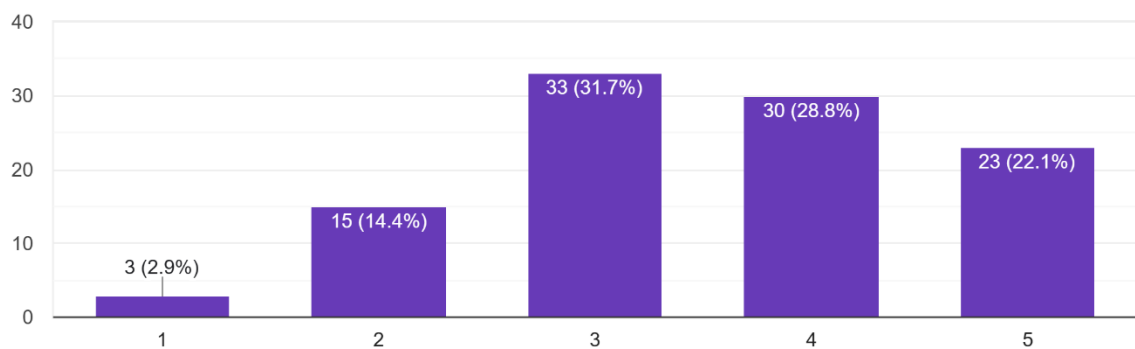
Does the curriculum orient towards higher education?

104 responses



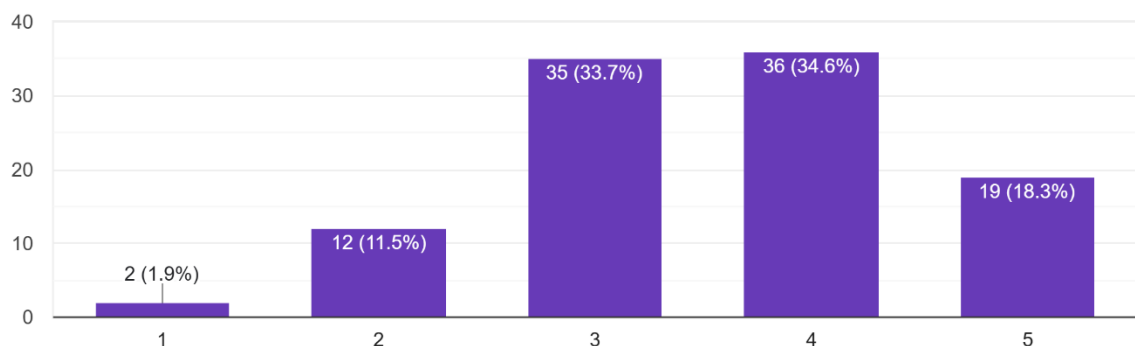
Does the curriculum enable the you as student to apply their knowledge in real life situations?

104 responses



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

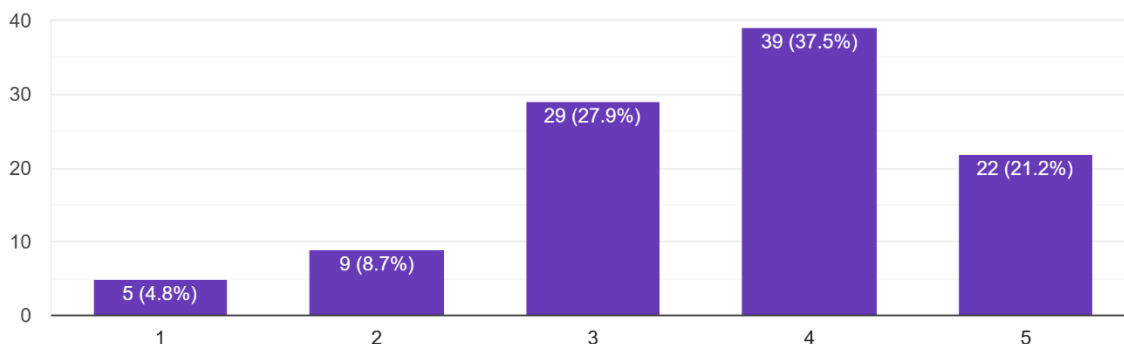
104 responses





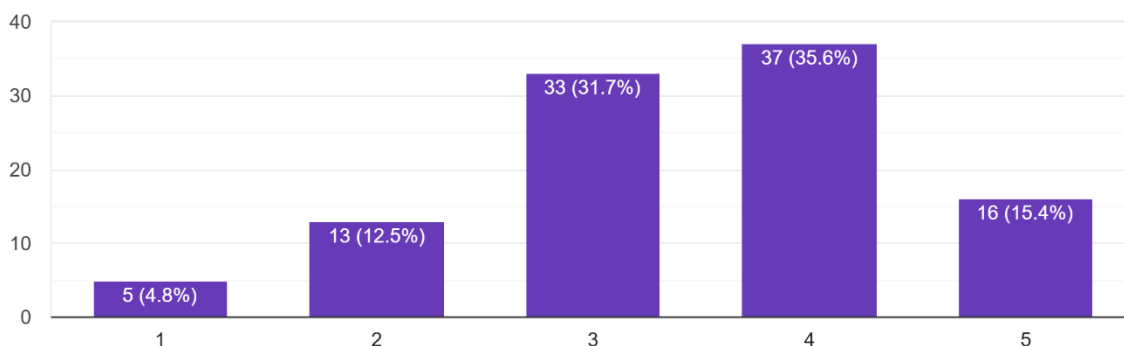
Does the curriculum promote self-study and attitude of research?

104 responses



Does the curriculum meet your overall expectations?

104 responses



Summarisation: The School of Business & Management actively engages its MBA students to assess the practical efficacy and alignment of the curriculum with intended program outcomes. The feedback focuses on the integration of advanced topics and the curriculum's ability to facilitate tangible skill enhancement, ensuring the educational delivery effectively bridges the gap between theory and professional competency.

Comprehensive Evaluation: The evaluation of the 2025–2026 curriculum, based on student feedback, demonstrates that the program extends beyond fulfilling basic academic requirements and contributes significantly to their overall learning and professional preparedness. By examining key dimensions such as conceptual understanding, development of relevant skills, and the ability to apply knowledge in real-life situations, the study indicates that students feel equipped to meet academic expectations and gradually prepare for industry demands. Furthermore, of integrating classroom learning with practical exposure, case-based teaching, and current trends, the curriculum ensures that students are not only theoretically grounded but also able of apply their learning in dynamic contexts. The ultimate outcome of this study is the development of a future-ready and student-centric curriculum. By addressing





gaps identified through lower ratings and incorporating valuable student feedback, the program evolves into a more engaging and practical learning ecosystem. It successfully balances academic rigour with skill development, enhancing students' adaptability, critical thinking, and problem-solving abilities. This continuous feedback mechanism ensures the institution can refine its approach and deliver a curriculum that supports students in becoming confident, competent, and industry-ready professionals.

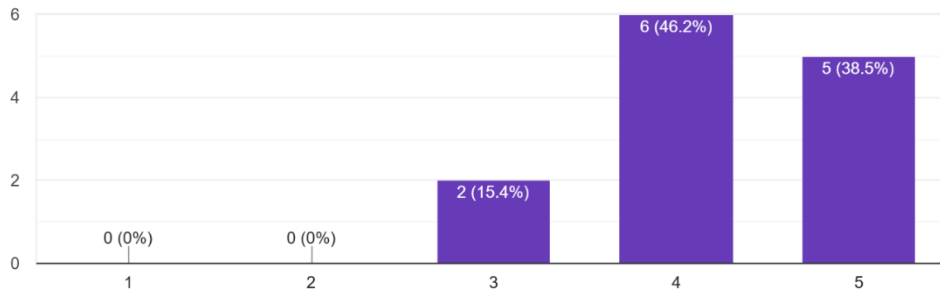





1.2 Feedback from Teaching cohort: Based on the primary data collected from 13 teaching faculty members, the curriculum development process received a generally positive response. While the aggregate sentiment reflects a high level of satisfaction with the current framework, qualitative feedback identified specific areas for refinement. These faculty-driven suggestions serve as critical evidence for future iterative improvements to the academic structure.

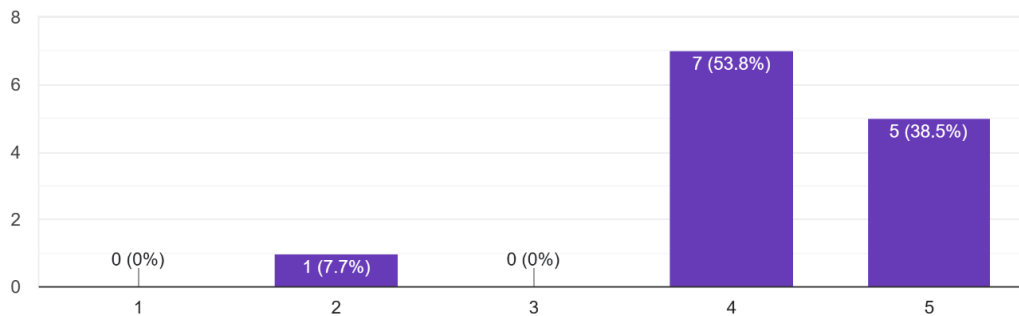
Does the curriculum satisfy the stated objectives and learning outcomes?

13 responses



Is the curriculum effective in developing independent thinking?

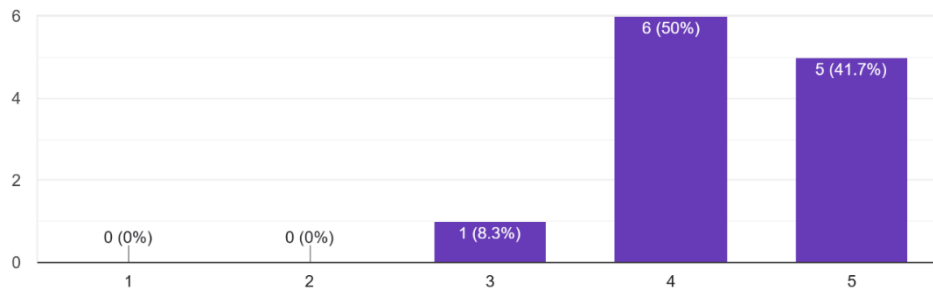
13 responses





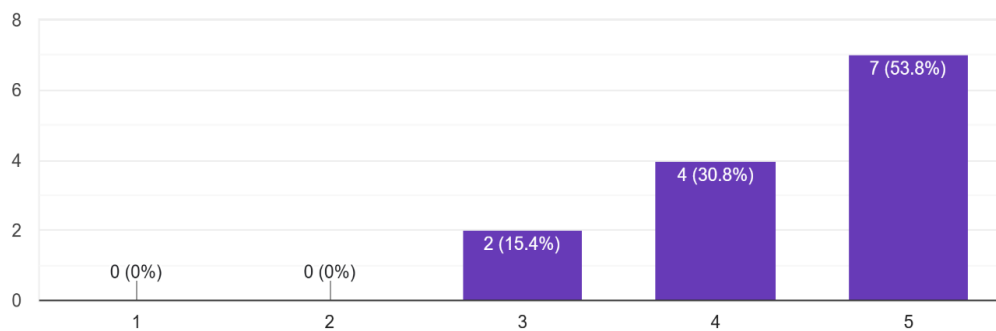
Does the curriculum enhance your knowledge in the subject area?

12 responses



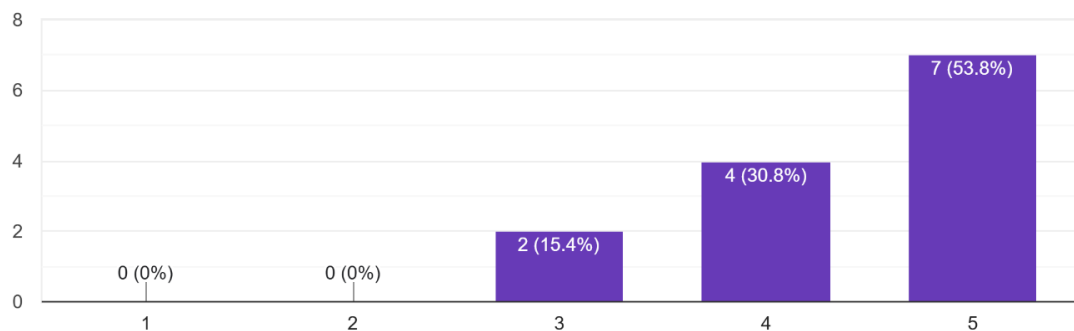
Does the curriculum enable the students to apply their knowledge in real life?

13 responses



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

13 responses



Summarisation: Data collected from 13 teaching faculty members indicate a generally positive response to the curriculum development process. While the overall sentiment reflects high satisfaction, qualitative feedback has identified specific areas for refinement. These faculty-driven insights serve as critical evidence for future iterative improvements to the academic structure.

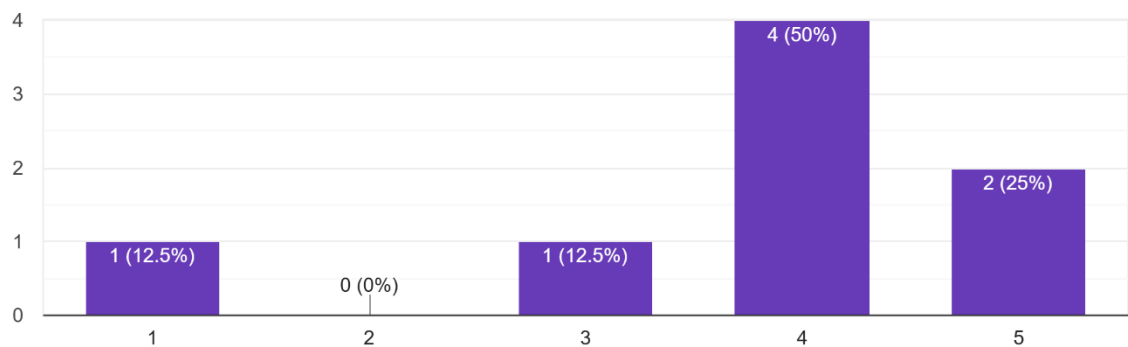




1.3 Feedback from Employers: Engaging with employer stakeholders (Total No:08) is a strategic necessity to ensure curricular alignment with evolving market demands. By integrating industry insights, the institution can proactively adjust academic frameworks to bolster graduate employability and produce "job-ready" professionals. This feedback loop not only bridges the existing gap between theoretical education and practical application but also strengthens academia-industry partnerships, as evidenced by the data provided in the following reference.

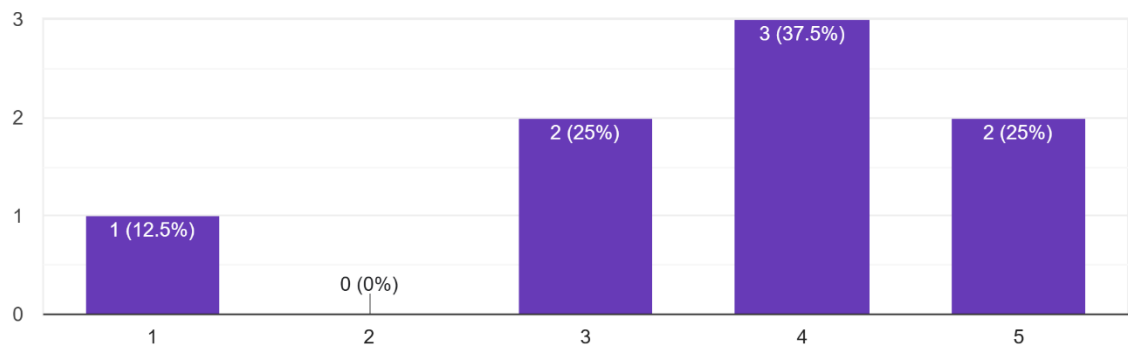
As per your interaction with our students during any of our recruitment process, did you find that in general our curriculum aligned with the objectives of the profile /recruitment/ offer made by you?

8 responses



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?

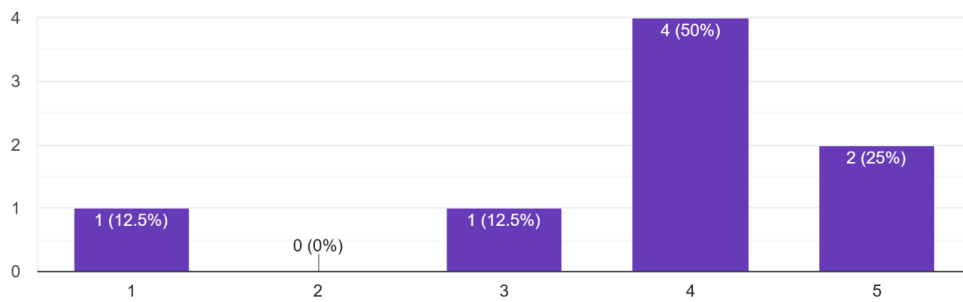
8 responses





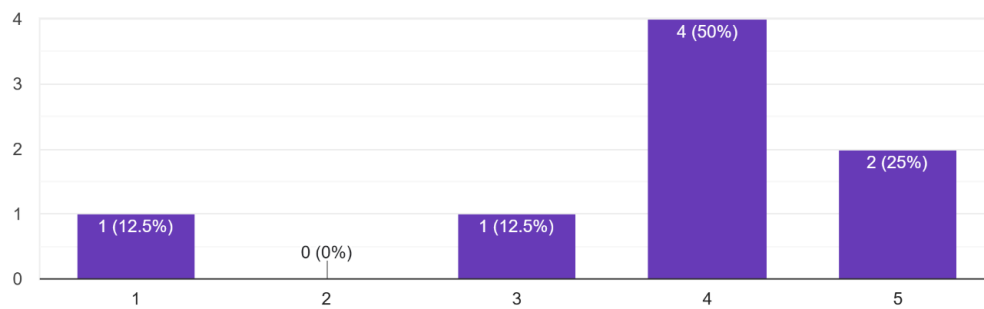
On the basis of interaction, how would you rate the relevance of the electives offered in the curriculum?

8 responses



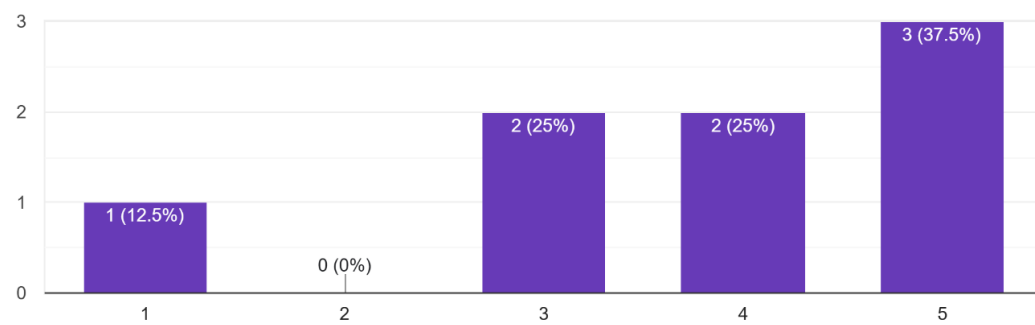
On the basis of interaction, how would you rate the relevance of the electives offered in the curriculum?

8 responses



Does the curriculum meet the expectations of your industry?

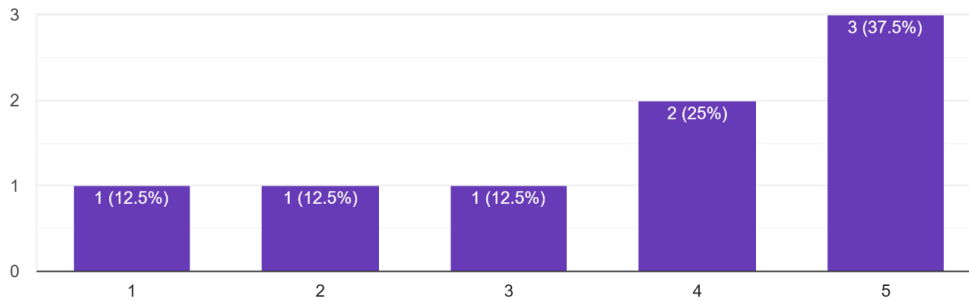
8 responses





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

8 responses



The qualitative remarks by the employer:

Overall good process

You're on the right track with little tweaks required in personality and leadership development.

Not specific, thanks.

Summarisation: Feedback from eight employers is utilised as a strategic necessity to ensure the curriculum aligns with evolving market demands. By integrating these industry insights, the institution can proactively adjust its academic framework to bolster graduate employability. This loop strengthens academia-industry partnerships and ensures the production of "job-ready" professionals.

Evaluation: The evaluation of the 2025–2026 curriculum feedback from employers demonstrates that the program extends beyond fulfilling basic academic requirements and effectively prepares students for the dynamic demands of the professional environment. By examining key dimensions—industry-relevant skills, depth of subject knowledge, and the ability to apply learning in practical work settings—the study confirms that graduates possess competencies aligned with organisational expectations and global workforce standards. Furthermore, of integrating academic instruction with current industry practices, emerging trends, and applied learning experiences, the curriculum ensures that students are not only theoretically sound but also capable of adapting to evolving professional landscapes. The ultimate outcome of this study is the development of a Future-Ready Industry-Aligned Curriculum. By addressing gaps identified through diagnostic signals (lower Likert-scale scores) and incorporating insights from qualitative employer feedback, the program evolves into a responsive and industry-centric learning ecosystem. It effectively balances academic rigor with practical skill development, fostering adaptability, problem-solving ability, and professional competence.

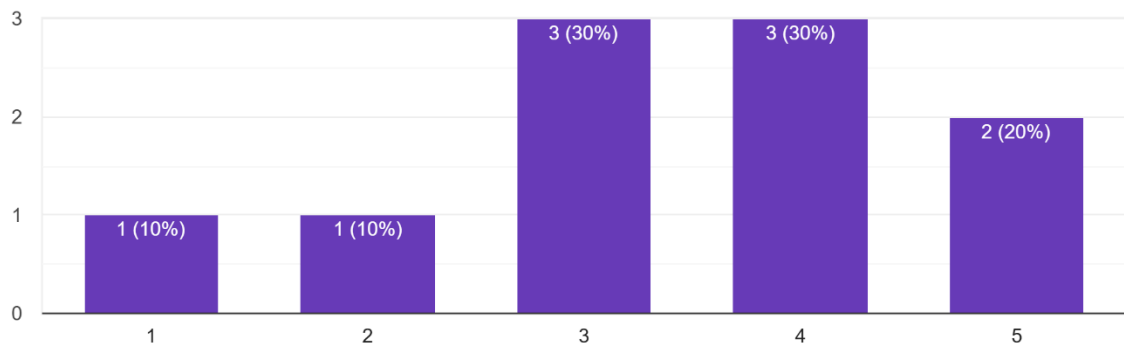




1.4 Feedback from Alumni: Alumni feedback (Total No:10) serves as a vital longitudinal indicator of the curriculum's real-world efficacy and its impact on career progression. By drawing on their professional experiences, alumni provide retrospective insights that highlight the strengths of the program and identify practical gaps in the learning experience. Incorporating this feedback ensures the curriculum remains relevant to current professional standards and reinforces a continuous improvement cycle grounded in the lived success of its graduates.

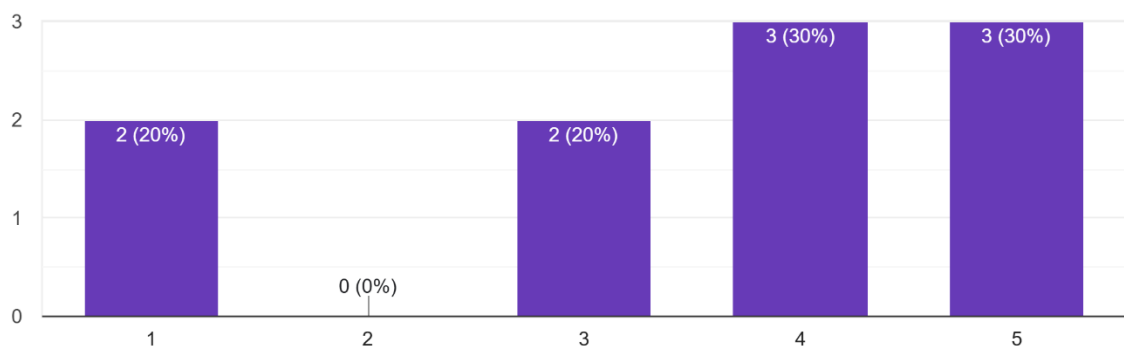
Is the curriculum updated on a regular basis depending on the current trends and advanced topics?

10 responses



Does the curriculum orient the students towards higher education?

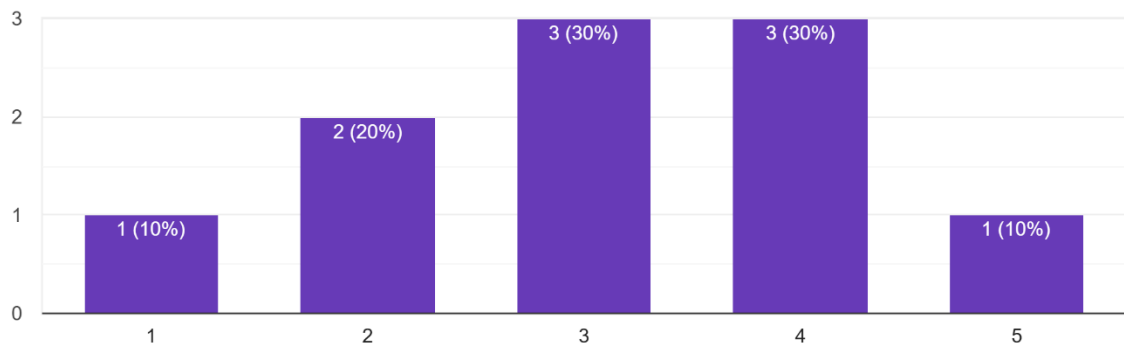
10 responses





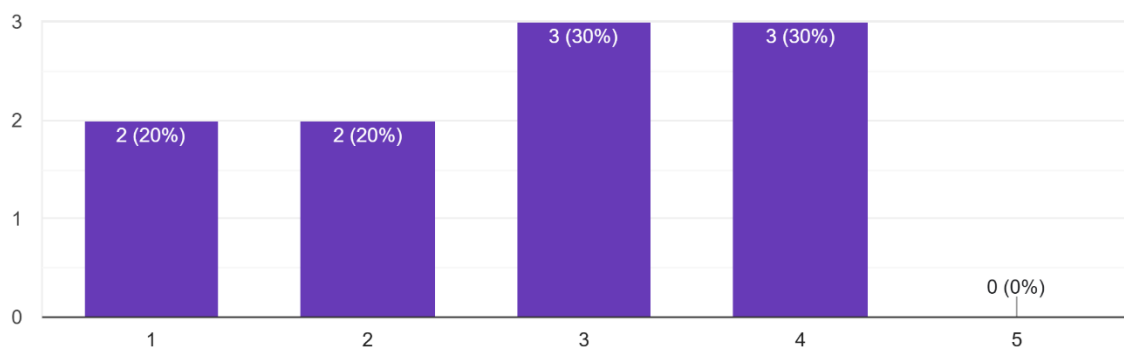
Does the curriculum provide employability weightage?

10 responses



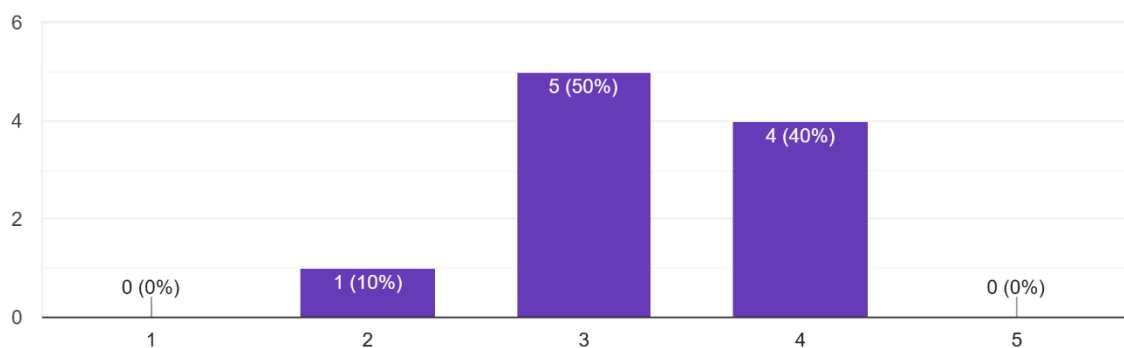
Does the curriculum meet the expectations of the industry?

10 responses



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

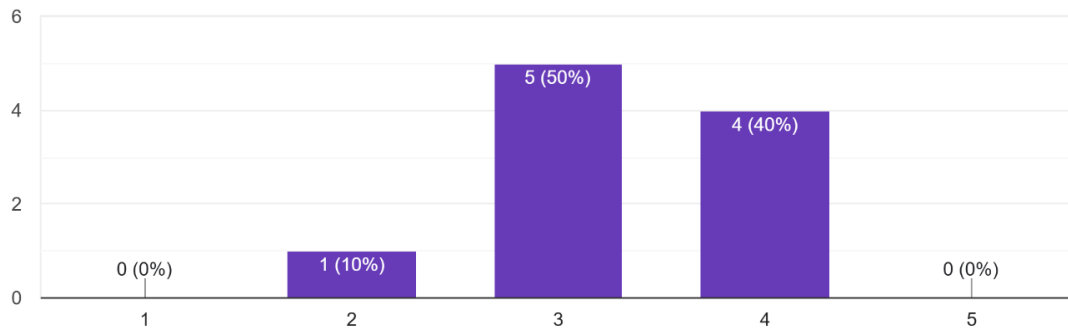
10 responses





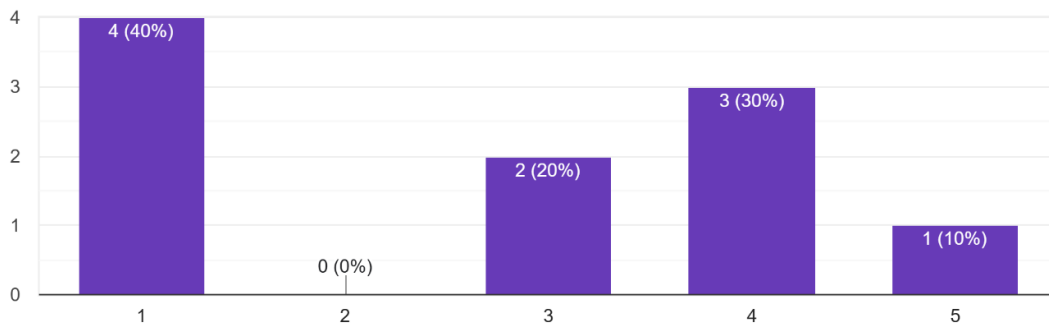
Does the curriculum enable the student to connect the knowledge to real life application?

10 responses



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

10 responses



Qualitative response received from a few Alumni:

While the theoretical foundation provided through textbooks is strong, I feel the curriculum could further benefit from increased exposure to practical and application-based learning. Incorporating more industry-relevant tools, real-time simulations, and live projects would help bridge the gap between theory and real-world business practices. This would enhance students' job readiness and practical decision-making skills.

the curriculum needs to be revamped so that students get to study modules or concepts that are industry relevant, and more focus should be given on hands-on learning.

No

Summarisation: Input from 10 alumni serves as a vital longitudinal indicator of the curriculum's real-world efficacy and its impact on career progression. Drawing from their





professional experiences, alumni provide retrospective insights that highlight program strengths and identify practical learning gaps. This process ensures the curriculum remains relevant to current professional standards.

Evaluation: Alumni feedback of the 2025–2026 curriculum indicates that the program goes beyond meeting basic academic requirements and plays a significant role in preparing students for the professional world. By examining key areas such as critical thinking, depth of subject understanding, and the ability to apply knowledge in real-life situations, the findings suggest that graduates are well-equipped to meet industry expectations and adapt to dynamic work environments. Alumni perspectives, shaped by their transition from academia to industry, highlight how effectively the curriculum bridges theoretical learning with practical exposure, ensuring that students are not only knowledgeable but also capable of applying their learning in real-world contexts. The overall outcome of this study points toward the development of a future-ready curriculum that continuously evolves based on feedback and industry relevance. By addressing gaps identified through lower ratings and incorporating alumni's valuable suggestions, the program strengthens its practical orientation and professional relevance.

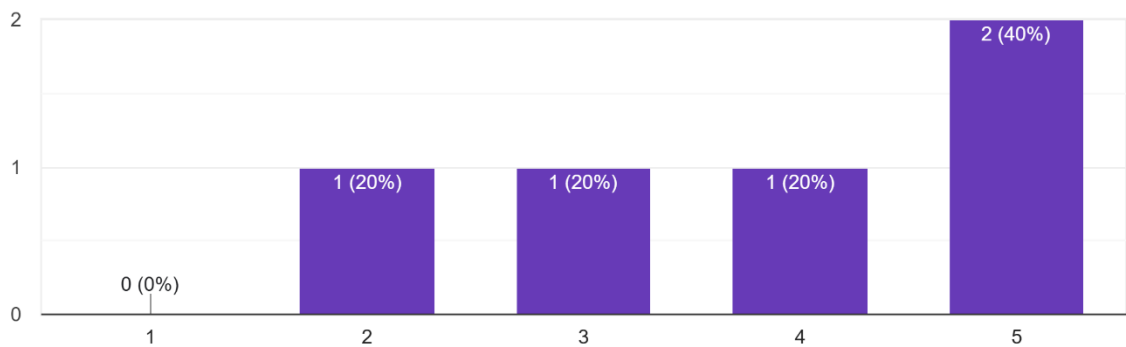





1.5 Feedback from Academic Peers: Academic peer feedback (Total No:05) provides an essential layer of external validation, ensuring the curriculum maintains rigorous standards and remains at the forefront of contemporary scholarship. By benchmarking the syllabus against regional and global academic trends, these subject-matter experts offer critical perspectives on pedagogical innovation and content depth. This peer-review process facilitates the integration of diverse academic best practices, ensuring that the program remains intellectually competitive and academically sound.

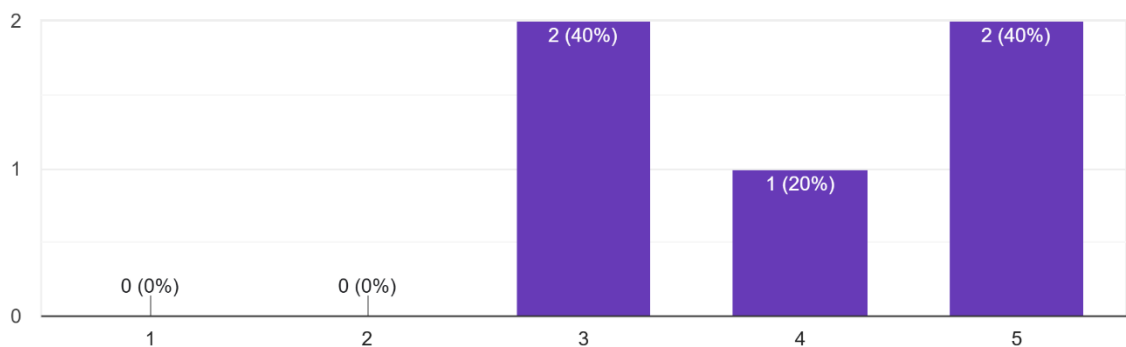
Does the curriculum satisfy the stated objectives and learning outcomes?

5 responses



Is the curriculum effective in developing independent thinking?

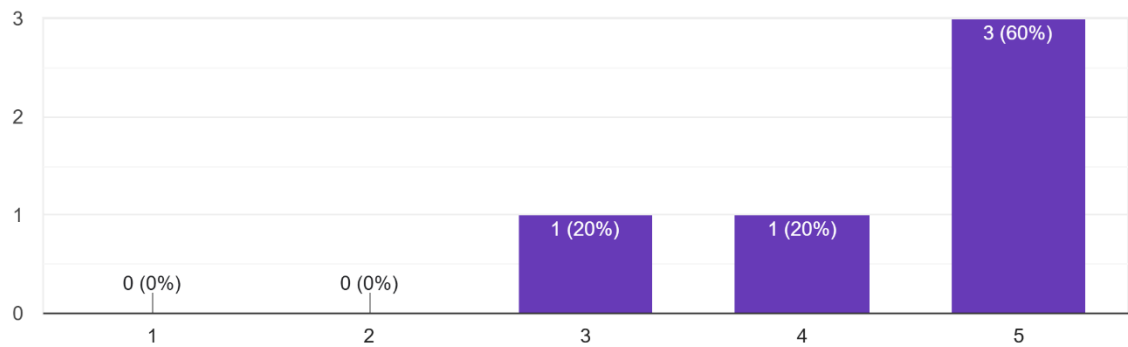
5 responses





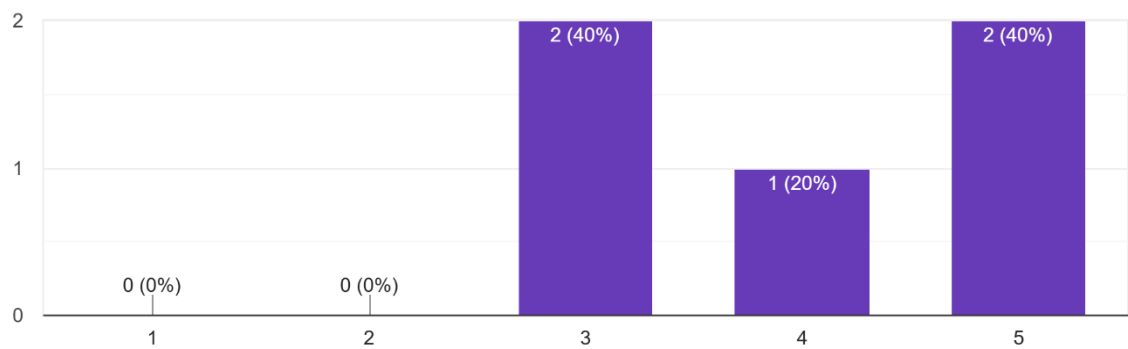
Does the curriculum enhance the knowledge in the subject area?

5 responses



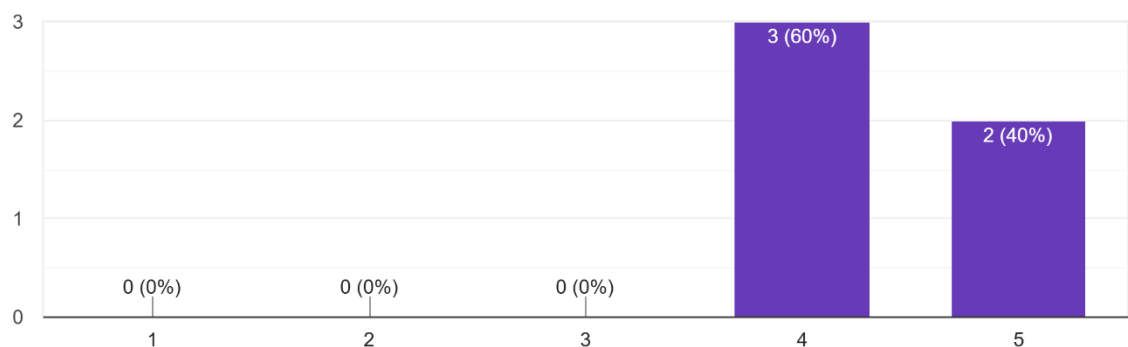
Does the curriculum enable the students to apply their knowledge in real life?

5 responses



Does the curriculum demand the teachers for research inclusive teaching?

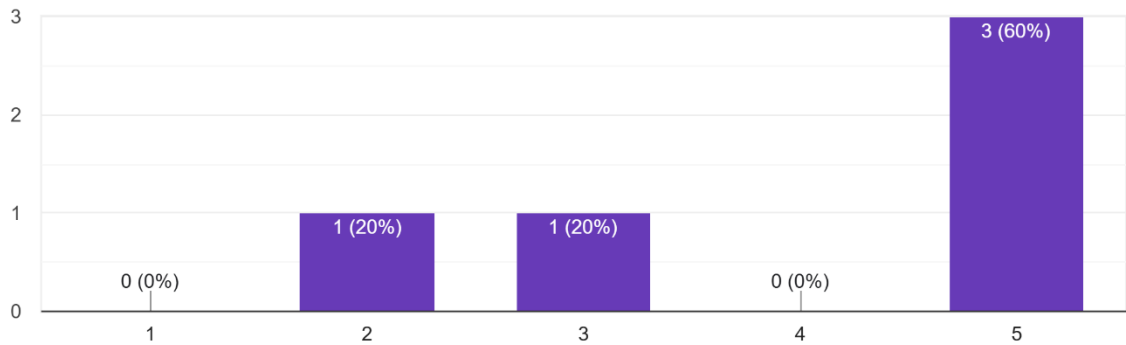
5 responses





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

5 responses



Qualitative response received from a few academic peer:

There has to be benchmark for curriculum design

Comprehensively covers industry trends and requirements

Nil

1: Practical and Project based learning to be given importance.
2. On the job training can be statred on pilot basis

Summarisation: Feedback from five academic peers provides essential external validation, ensuring the curriculum maintains rigorous standards and remains at the forefront of contemporary scholarship. By benchmarking against global academic trends, these subject-matter experts offer critical perspectives on pedagogical innovation and content depth, ensuring the program remains intellectually competitive.



Stage 02 & 03: Review & Analysis of Gap Stage

Through a rigorous review of current curriculum structures against stakeholder feedback (students, faculty, and industry experts) and global competency standards, several key insights and gaps were identified for the MBA 2025-2027 batch. The feedback review across specialisations highlighted the need for a "Future-Ready" curriculum, shifting from traditional theoretical frameworks to technology-integrated, industry-relevant modules.

- **Curriculum Alignment & Global Standards:**

- While the curriculum is generally well-aligned, there was a recognised need to further synchronise the program with **global competency standards** and current industry requirements for the upcoming cycle.
- Specific focus was placed on aligning courses with **Sustainable Development Goals (SDGs)**, such as Gender Equality (SDG 5), Decent Work (SDG 8), and Responsible Consumption (SDG 12).

- **Technological & Analytical Gaps:**

- **HR Specialisation:** A significant gap was identified in orienting students toward **data-driven decision-making**, AI-driven analytics, and managing modern workforces (gig and hybrid).
- **Marketing Specialisation:** Traditional content in introductory units was found to lack exposure to modern performance metrics like **CTR, GRP, and mobile metrics**.
- **General Analytics:** Stakeholders identified a need for increased depth in **data science and analytics** to meet industry demands for technical proficiency.

- **Finance Specialisation Gaps:**

- **Sustainability Gap:** Existing courses lacked depth in Green Finance. There was a critical need to include **ESG (Environmental, Social, and Governance) and Green Bonds** to reflect global shifts toward sustainable investment.
- **Analytical Rigour:** Feedback from recruiters and alumni indicated that subjects like **Derivatives** and **Fixed Income Securities** are essential for core finance roles and should not be optional.
- **Assessment Gap:** Moving away from Moodle-based internal assessments to rigorous **End-Term Examinations** for core subjects (e.g., Strategic Financial Management) was identified to better test conceptual strength.





- **Business Analytics (BA) Specialisation Gaps:**
 - **Emergence of Generative AI:** A significant gap was identified in the transition from Artificial Narrow Intelligence (ANI) to **Artificial General Intelligence (AGI)** and **Prompt Engineering**, which are now essential skills for MBA graduates.
 - **Domain Specificity:** General analytics teaching was found to be insufficient; there was a need for "Exploratory Data Analysis" to include domain-specific applications in **Banking, Retail, and E-commerce**.
 - **Data Handling:** Feedback suggested a need for more advanced SQL topics like **Recursive CTEs and Query Optimisation** to handle large-scale industry datasets.

- **Interdisciplinary & HR Gaps:**
 - **HR-Tech Integration:** Identification of a gap in "Managing Human Resources" regarding **AI-driven recruitment and Agile HR** practices.
 - **Standardisation:** The need for external validation led to the mapping of the HR curriculum against **SHRM (Society for Human Resource Management)** standards.

- **Syllabus Density & Redundancy:**
 - Faculty noted that the **Managing Human Resources (MHR)** course was "very heavy," making it difficult to complete within the allotted 30 hours.
 - Certain marketing courses, such as "Designing for New Products and Experiences," were found to overlap significantly with "Innovation and Design Thinking," leading to redundancy.





Stage 04: Action Taken Report

The following actions have been approved and incorporated into the Board of Studies (BoS) proposals to address the identified gaps for the next academic year:

- **Structural Syllabus Modifications:**

- **HR Specialisation:** Introduced new modules on AI Analytics, Automation in Talent Acquisition, Predictive Analytics, and Agile HR practices.
- **Marketing Specialisation:** Updated "Marketing Metrics" (MBA443M) to include industry-relevant content such as Email, SDG, and Mobile Metrics.
- **Course Consolidation:** Discontinued "Designing for New Products and Experiences" due to overlap with other innovation courses.
- **Finance:** Integrated Macroeconomics and Managerial Economics to avoid redundancy. Made Derivatives (MBA443F) and Fixed Income Securities (MBA543F) mandatory "Discipline Specific Electives" for all Finance students based on alumni feedback.
- **Business Analytics:** A revision was implemented for Artificial Intelligence for Managers (MBA4xxB), incorporating Generative AI, LLMs (Large Language Models), and Retrieval Augmented Generation (RAG).
- **Data Management:** Added Real-Time Data Handling and Data Protection Laws to the Business Data Management syllabus.

- **Pedagogical & Assessment Enhancements:**

- **Live Case Studies:** Integrated practical cases such as "HCL Technologies" and "MVMT Strength" to bridge the gap between theory and real-world application.
- **Revised Evaluation:** Updated Continuous Internal Assessment (CIA) patterns to focus more on secondary research and industry reports rather than purely theoretical assignments.

- **Skill Enhancement & Workshops:**

- Implemented a comprehensive "HR Essentials Toolkit" consisting of 46 hours of specialised training, including KPMG HR Analytics (16 hours), Prompt Engineering for HR (6 hours), and Neural Networks (3 hours).
- Planned industry certification courses from providers like IBM and KPMG to enhance practical relevance and employability.
- **Industry Certifications:** Incorporated high-impact workshops into the "HR Essentials Toolkit" (46 hours total), including KPMG HR Analytics (16 hrs) and Prompt Engineering (6 hrs).





- **Finance Certifications:** Added Bloomberg Market Concepts (12 hrs) and KPMG Financial Model Building (18 hrs) as value-added requirements.
- **Administrative Actions:**
 - Established clear timelines for faculty to reduce syllabus "heaviness" by identifying and removing redundant topics through internal Google sheet reviews.
 - Authorised co-teaching models for technology-heavy HR courses in collaboration with the Business Analytics specialisation.
- **Integration of Contemporary Topics & SDGs**
 - Green Curriculum: Introduced ESG Valuation, Environmental Kuznets Curve, and Green Bonds case studies into Fixed Income Securities and Macroeconomics.
 - SDG Mapping: Courses were specifically mapped to SDG 8 (Decent Work) and SDG 12 (Responsible Consumption) through modules like Market Basket Analysis and Clustering.

The School of Business and Management at CHRIST (Deemed to be University) follows a Cyclical Quality Enhancement Model to ensure the curriculum remains industry-aligned and pedagogically robust. This process is structured around a feedback loop that harvests data from a 360-degree stakeholder matrix, including students, teachers, employers, alumni, and academic peers. For the current cycle, feedback was analysed using quantitative metrics and qualitative gap identification, revealing a high level of satisfaction with curriculum alignment but identifying critical needs for modernisation. Key areas highlighted for improvement included the integration of Generative AI in analytics, the inclusion of ESG and Green Finance in the finance stream, and the requirement for more agile, technology-driven HR practices. This rigorous analysis ensures that the institution moves beyond raw data collection to meaningful curricular evolution. The findings and summarisation of this feedback are widely discussed during the internal faculty meeting (held weekly), and the respective HoS and subject facilitators are encouraged to share these findings during their respective course cohort meetings. The insights gained from the feedback analysis were translated into structural changes via the Board of Studies (BoS) for the next academic year. These actions, documented in the BoS Curriculum Change Formats, demonstrate proactive alignment with the National Education Policy (NEP) 2020 and global standards such as SHRM, ensuring that the department's action-taken report is not merely administrative but a strategic driver of student employability and academic excellence.

