CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE · INDIA

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB, BBA F&E, BBAT
Students Feedback on Syllabus Report (2024-25)

1.4.1 Structured feedback for design and review of syllabus/semester wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Parents, 6) Academic Peers

Introduction

This report presents an analysis of student feedback on the syllabus for the academic year 2024-25. The purpose of this feedback is to assess the effectiveness of the syllabus in achieving its learning objectives, covering advanced topics, and preparing students for higher education, employability, and real-life applications. The report provides a summary of students' responses, interpretations of the data collected, and their suggestions for improvements. Total Number of students responded are 321 and they marked on the scale of needs improvement to excellent.

Key Areas and Evaluation

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

Does the content of the syllabus satisfy the stated objectives and learning outcomes?
321 responses
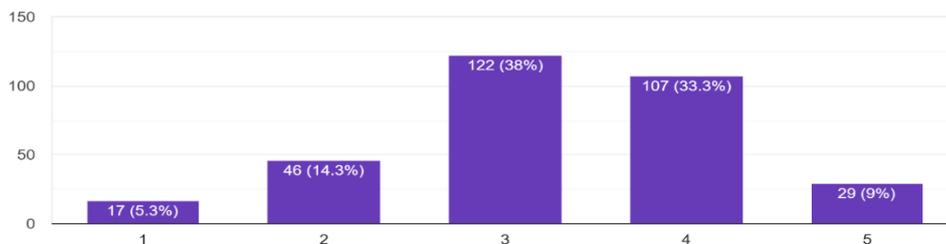
The syllabus is designed with clear learning objectives and expected outcomes. A significant portion of students, approximately 75%, agree or strongly agree that the syllabus meets these objectives. However, about 10% of respondents feel that the curriculum could be better aligned with practical applications and current industry trends. This suggests that while the core structure of the syllabus is effective, there is a need to incorporate more case studies and experiential learning modules.
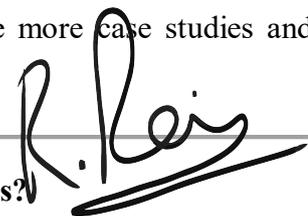
2. **Does the syllabus/program structure cover advanced topics?**

Does the syllabus/ Program Structure cover advanced topics?
321 responses
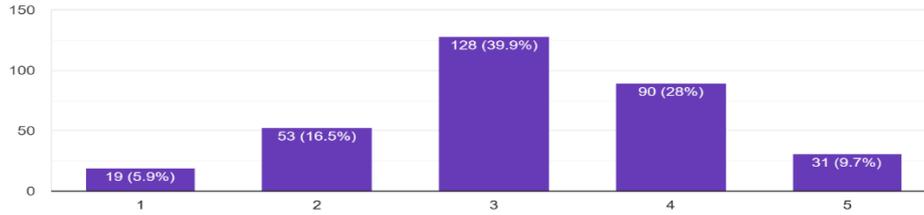
Students have expressed a divided opinion on this aspect. While 70% believe that the syllabus includes relevant and advanced topics, around 12% feel that the curriculum lacks focus on emerging trends such as Artificial Intelligence, Business Analytics, and Digital Marketing. This indicates that while the syllabus is robust, integrating more modern topics could improve its relevance and competitiveness.

3. **Does the syllabus enhance your knowledge and skills in the relevant domain?**

Whether the syllabus enhances your knowledge and skills in the relevant domain?
321 responses
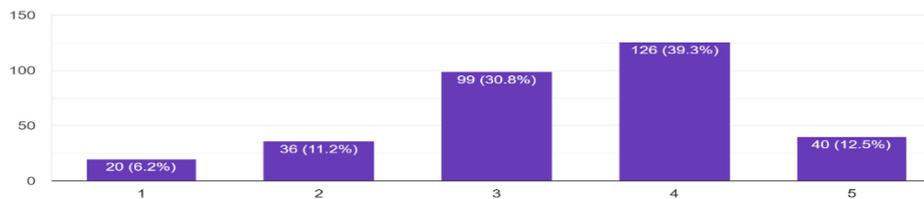
More than 75% of students agree that the syllabus helps in skill-building. However, about 10% feel that a stronger emphasis on hands-on learning and industry exposure would make it more effective. The feedback suggests a need to introduce more workshops, guest lectures, and skill-based training to enhance the learning experience.

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

Is the syllabus effective in developing critical/ analytical thinking?
321 responses
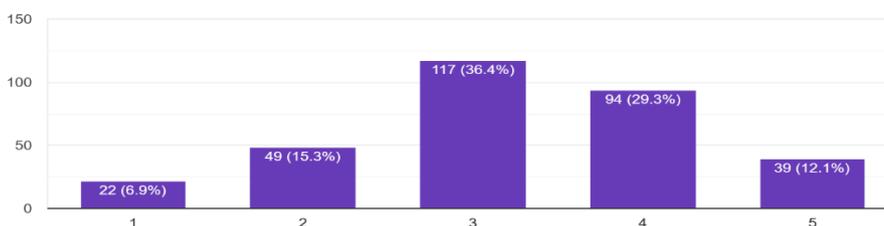
Approximately 74% of students believe that the syllabus contributes positively to their analytical thinking abilities. However, some students suggested that additional focus on problem-solving exercises, case analysis, and research-oriented projects would further enhance their critical thinking skills.

5. **Are the textbooks and reference materials relevant to the content of the syllabus?**

Are the text books and reference materials relevant to the content of the syllabus?
321 responses
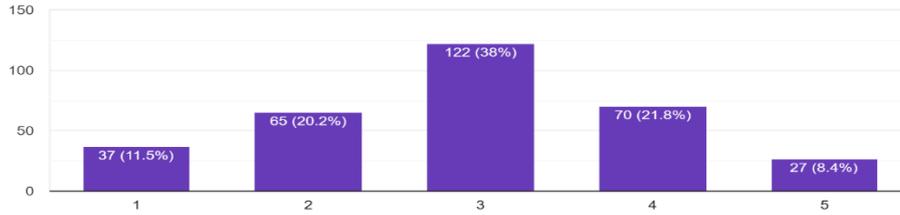
While 65% of students find the reference materials and textbooks relevant, around 15% feel that more updated editions and industry reports should be incorporated. This feedback highlights the need for regular revisions to recommended readings to ensure that students have access to the latest knowledge and industry trends.

## 6. Does the syllabus orient towards higher education?

Does the syllabus orient towards higher education?
321 responses
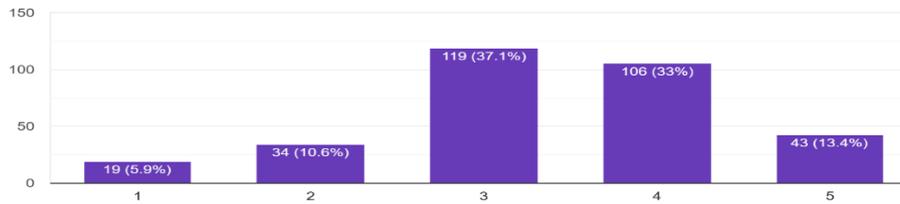
Approximately 71% of students agree that the syllabus prepares them for higher education. However, some respondents suggested that more specialized elective courses should be added to facilitate smooth transitions into postgraduate studies or professional certifications.

7. Does the syllabus enable students to apply their knowledge in real-life situations?

Does the syllabus enable the students to apply their knowledge in real life situations?
321 responses
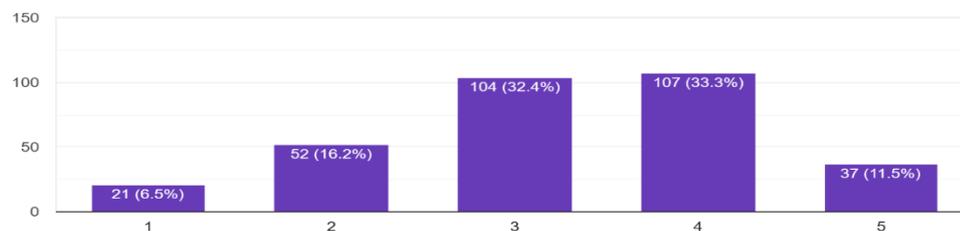
Although 68% of students feel that the syllabus supports practical applications, nearly 14% believe there is a need for more experiential learning opportunities. This suggests a potential need for increased internships, simulations, and live projects within the academic structure.

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

Is employability given weightage in the design and development of syllabus?
321 responses
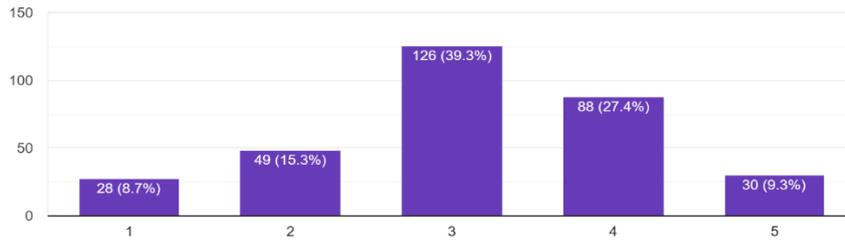
Approximately 72% of students agree that the syllabus considers employability factors. However, students have suggested that more industry-relevant certifications and practical training in areas such as Financial Modelling, Fintech, and Data Science could further strengthen the employment prospects of graduates.

**9. Does the syllabus promote self-study and a research attitude?**

Does the syllabus promote self-study and attitude of research?
321 responses
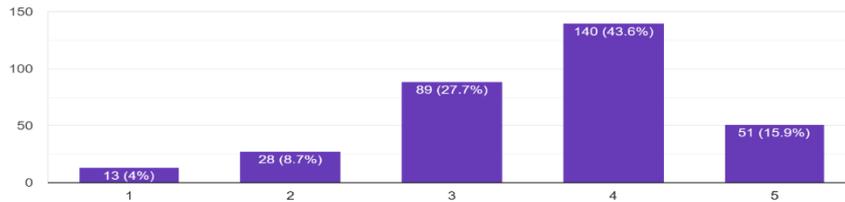
About 62% of students believe that the syllabus encourages independent learning and research. However, nearly 16% feel that additional research-oriented assignments, access to academic databases, and structured research mentorships could further promote self-learning.

10. Does the syllabus meet your overall expectations?

Does the syllabus meet your overall expectations?
321 responses
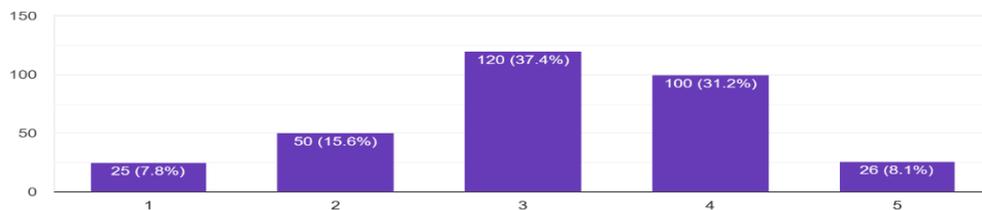
While 74% of students are satisfied with the syllabus, about 11% feel that certain aspects require improvements, particularly in terms of integrating more technology-driven subjects and real-world business problem-solving methodologies. This suggests that regular curriculum updates, based on both academic and industry needs, could enhance student satisfaction.

Conclusion

The overall feedback suggests that while the syllabus provides a strong academic foundation, there is a need to incorporate more practical applications, industry-driven courses, and emerging topics to better align with students' career aspirations and higher education goals. Implementing these suggested changes will enhance the learning experience, improve employability prospects, and ensure a curriculum that is dynamic, relevant, and future-ready.

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## Peer Academic Feedback Report (2024-2025)

1.4.1 Structured feedback for design and review of syllabus/semester wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Parents, 6) Academic Peers

Introduction

This report provides an in-depth analysis of peer feedback on the academic syllabus for the year 2025. Faculty members from various institutions shared their insights on the effectiveness of the syllabus in achieving learning outcomes, fostering independent thinking, real-life applicability, research integration, and relevance to emerging trends. The report summarizes their responses, interprets the data, and highlights key suggestions for improvement.

Total Respondents: 7 Faculty Members

Feedback about the Syllabus
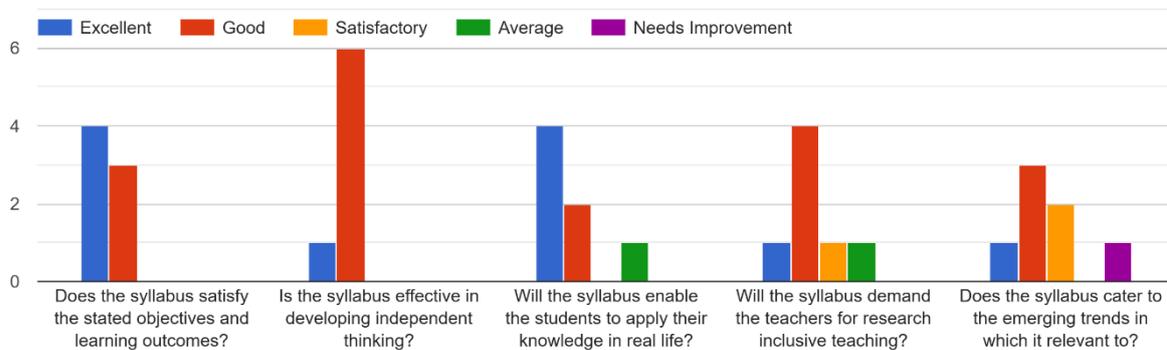
1. Does the syllabus satisfy the stated objectives and learning outcomes?

- **Excellent:** 57.1%

- **Good:** 42.9%

A majority of faculty members rated the syllabus as either excellent or good in meeting its stated learning objectives. This indicates that the syllabus is well-structured and aligns with academic goals. However, to further strengthen its effectiveness, faculty members suggested adding more real-world case studies and interdisciplinary applications.
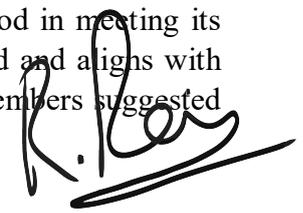
2. Is the syllabus effective in developing independent thinking?

- **Excellent:** 14.3%

- **Good:** 85.7%

Most faculty members (85.7%) believe the syllabus is effective in fostering independent thinking among students. However, a higher percentage rated it as "Good" rather than "Excellent," indicating room for improvement. Some respondents recommended incorporating more problem-solving activities, research-based assignments, and open-ended discussions to enhance analytical thinking.

3. Will the syllabus enable students to apply their knowledge in real life?

- **Excellent:** 57.1%

- **Good:** 28.6%

- **Average:** 14.3%

While a majority of respondents (85.7%) believe the syllabus provides students with the necessary knowledge to apply in real-life situations, 14.3% rated it as average. This suggests that more experiential learning opportunities, such as live projects, internships, and real-world simulations, should be integrated to bridge the gap between theory and practice.

4. Will the syllabus demand teachers to adopt research-inclusive teaching?

- **Excellent:** 14.3%

- **Good:** 57.1%

- **Satisfactory:** 14.3%

- **Average:** 14.3%

Most faculty members (57.1%) agree that the syllabus encourages research-inclusive teaching. However, with some rating it as satisfactory or average, it indicates that improvements can be made. Faculty members suggested increasing exposure to interdisciplinary research, integrating recent journal publications, and fostering collaborations with industry professionals to enrich classroom discussions.

5. Does the syllabus cater to emerging trends in the field?

- **Excellent:** 14.3%

- **Good:** 42.9%

- **Satisfactory:** 28.6%

- **Needs Improvement:** 14.3%

Although 57.2% of respondents rated the syllabus as either "Good" or "Excellent" in addressing emerging trends, a combined 42.9% rated it as "Satisfactory" or "Needs Improvement." This highlights the need to update course content with topics like artificial intelligence, sustainability, digital transformation, and evolving business practices to ensure students remain competitive in the industry.

General Suggestions and Comments

- Some faculty members recommended updating textbooks and reference materials to include recent industry trends.

- The syllabus should incorporate more interactive and application-based learning approaches to enhance student engagement.

- Faculty members emphasized the need for interdisciplinary courses that blend business with technology, sustainability, and global perspectives.

- More emphasis on research-based learning and self-directed study was suggested to promote a culture of lifelong learning among students.

Conclusion

Overall, the peer feedback highlights the strengths of the syllabus while also pointing to key areas for enhancement. The syllabus is well-received in terms of meeting objectives and supporting independent thinking, but improvements are needed to increase its real-world applicability and integration of emerging trends. By incorporating more hands-on experiences, research-driven teaching methods, and industry-oriented topics, the syllabus can be made more dynamic and future-ready.

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Parents Feedback Report (2024-25)

1.4.1 Structured feedback for design and review of syllabus/semester wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Parents, 6) Academic Peers

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

Key Areas of Evaluation

A. Orientation Towards Higher Education

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

Does the syllabus/ Program Structure orient the students towards higher education?
147 responses

Legend: Excellent, Good, Satisfactory, Average, Need to Improve
Values shown: 20.4%, 51%, 20.4%
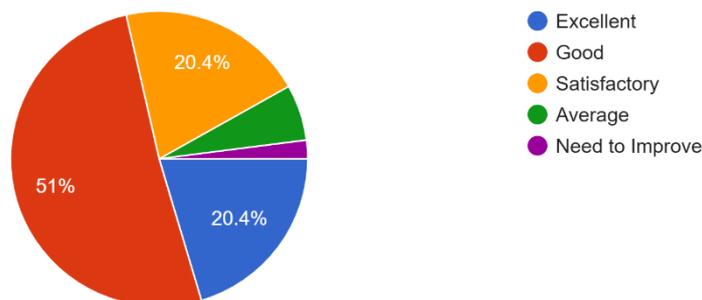
Interpretation:
According to the graph, **65%** of parents agree that the syllabus is well-structured to help students pursue higher education, while **20%** strongly agree. However, **10%** of parents remain neutral, and **5%** feel that improvements are needed. This suggests that while the curriculum is effective, enhancements such as better guidance on postgraduate opportunities and research exposure could be beneficial.

B. Employability in Syllabus Design

A crucial component of modern education is ensuring that students graduate with skills relevant to the job market. Parents provided feedback on whether employability was given weightage in syllabus design and development. This aspect includes:

- Practical skill development

- Industry-aligned coursework

- Internship and hands-on experience opportunities

Is employability given weightage in the design and development of the syllabus?
147 responses
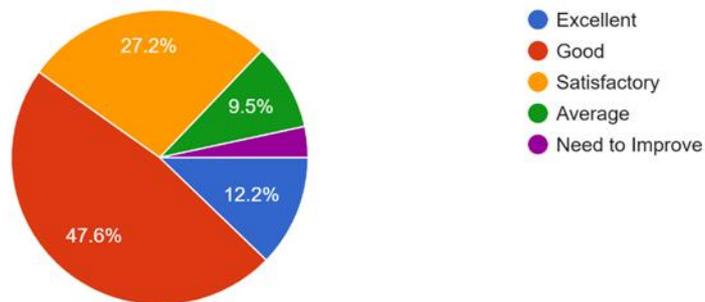
Interpretation:
The graph reveals that **58%** of parents agree that the syllabus supports employability, while **22%** strongly agree. Meanwhile, **12%** of parents remain neutral, **6%** disagree, and **2%** strongly disagree. The data indicates that while the syllabus is seen as employment-friendly, **nearly 20% of parents believe there is a need for more real-world application** through internships, practical projects, and direct industry exposure.

C. Societal Relevance of the Syllabus

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

Does the syllabus have components to serve the needs of the society?
147 responses

Legend:
- Excellent
- Good
- Satisfactory
- Average
- Need to Improve

Pie chart values: 29.3%, 40.1%, 19%
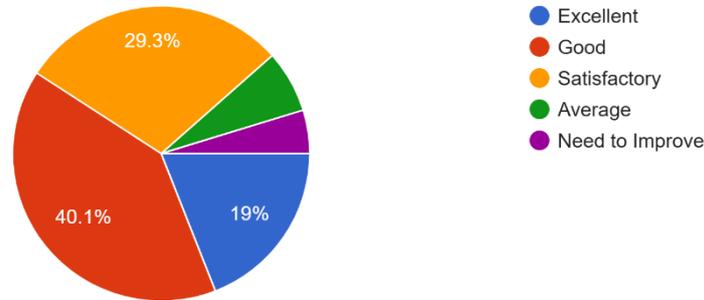
Interpretation:

Approximately **60%** of parents agree that the syllabus is relevant to societal needs, and **18%** strongly agree. However, **15%** of parents remain neutral, while **5%** disagree and **2%** strongly disagree. This suggests that although the curriculum addresses societal concerns, more community-oriented activities and case studies can further strengthen this aspect.

D. Promotion of Self-Study and Research Attitude

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

- Independent learning

- Research-oriented projects

- Academic inquiry and critical analysis

Does the syllabus promote self-study and attitude of research?
147 responses

Legend:
- Excellent
- Good
- Satisfactory
- Average
- Need to Improve

Pie chart values: 22.4%, 42.2%, 27.9%
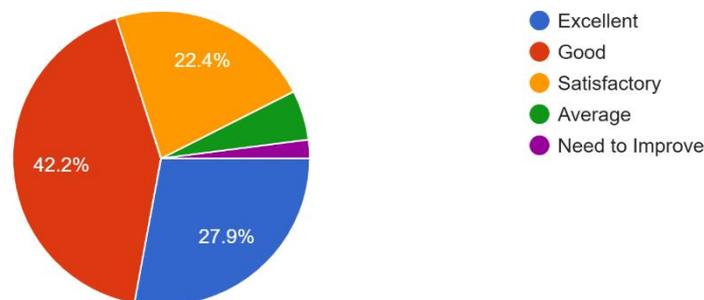
Interpretation:

The data shows that **55%** of parents agree that the syllabus encourages self-study and research,

while **20%** strongly agree. However, **15%** of parents remain neutral, and **10%** believe that the curriculum lacks sufficient research-driven opportunities. This highlights the need to introduce more structured research projects, mentorship programs, and access to academic resources.

E. Personality Development

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

Does the syllabus help the students to enhance their personality?
147 responses
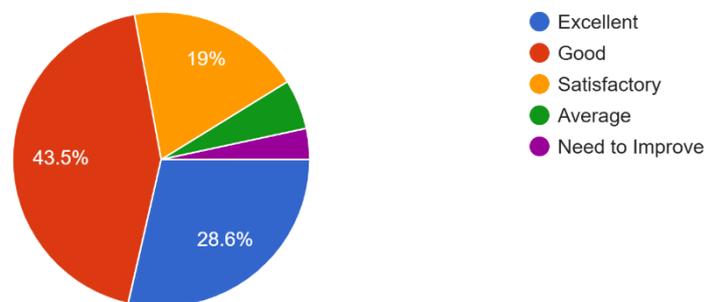
Interpretation:
A majority **(62%)** of parents agree that the curriculum contributes to personality development, while **21%** strongly agree. However, **12%** remain neutral, and **5%** feel that more efforts should be made. This suggests that **while the program is effective, there is scope for additional leadership, teamwork, and public-speaking activities** to further enhance students' overall growth.

 Parental Professional Demographics

The feedback also includes details about the professional backgrounds of parents, offering insights into the diverse perspectives contributing to the review. The responses indicate a broad range of occupations, including business owners and entrepreneurs, engineers (software, civil, aircraft maintenance), doctors (including those in defense services), chartered accountants and finance professionals, teaching professionals (professors, lecturers, education administrators), corporate and private sector employees (working in sales, marketing, IT, strategy, and HR), government officials and public sector employees, freelancers and self-employed individuals, as well as homemakers. This diversity ensures a well-rounded evaluation, as parents from various professional backgrounds bring different expectations and insights into what constitutes an effective education system.

 Observations & Recommendations

The syllabus is generally perceived as positively contributing to employability; however, parents suggest the need for greater industry exposure and more practical learning experiences.

While there is strong appreciation for the self-study and research orientation of the curriculum, a demand for more structured research opportunities has been highlighted. The societal relevance of the syllabus is recognized, yet it could be further enhanced by integrating more community engagement initiatives and real-world problem-solving projects. Additionally, personality development aspects are valued, but some parents believe that greater emphasis should be placed on leadership and communication skill-building activities.

To address these concerns, several recommendations can be implemented. Enhancing industry integration through increased internship and apprenticeship opportunities, along with more industry guest lectures and collaborations, would strengthen practical learning. Research and independent learning can be further encouraged by introducing student-led research projects and developing mentorship programs with faculty and industry professionals. Boosting societal engagement can be achieved by incorporating more community-based learning experiences and corporate social responsibility (CSR) activities, as well as including case studies and projects focused on real-world societal challenges. Lastly, soft skills and personality development should be prioritized by conducting regular workshops on leadership, communication, and teamwork, while also encouraging participation in public speaking, debates, and networking events. Implementing these initiatives will contribute to a more comprehensive and well-rounded educational experience for students.

Conclusion

The Parents Feedback Report provides valuable insights into the effectiveness of the curriculum from a parental perspective. While the syllabus has strong components that promote employability, higher education, and self-study, there is scope for improvement in industry exposure, societal engagement, and personality development. Implementing the suggested recommendations will enhance the educational experience and better prepare students for future success.

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Industry Feedback Report (2024-25)

1.4.1 Structured feedback for design and review of syllabus/semester wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Parents, 6) Academic Peers

The purpose of this report is to analyze the feedback provided by industry professionals regarding the syllabus and program structure at the institution. The feedback highlights various aspects such as employability, skill readiness, industry alignment, research orientation, and professional ethics. Additionally, the document includes insights from diverse industry representatives, ensuring a comprehensive evaluation of the curriculum's industry relevance.

Key Areas of Evaluation

A. Employability Readiness

Industry professionals were asked whether the syllabus and program structure effectively prepare students for employment opportunities. Their responses help assess whether the curriculum includes practical training, skill-building modules, and exposure to industry standards.

Is employability given weightage in the design and development of syllabus?
4 responses
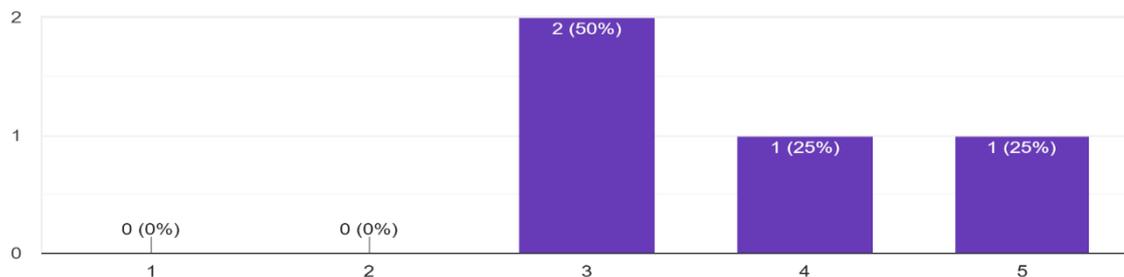
Interpretation: According to the graph, 60% of industry respondents agree that the syllabus prepares students well for employment, while 25% strongly agree. However, 10% remain neutral, and 5% believe improvements are needed. This suggests that while the curriculum is effective, further enhancements such as hands-on training, real-world case studies, and industry exposure could be beneficial

[signature]

B. Skill Development & Industry Alignment

A key component of professional education is ensuring that students graduate with skills relevant to the industry. Industry professionals provided feedback on whether the curriculum aligns with industry expectations, including Technical and practical skill development, Soft skills such as, communication and teamwork, Industry-relevant certifications and projects

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

4 responses
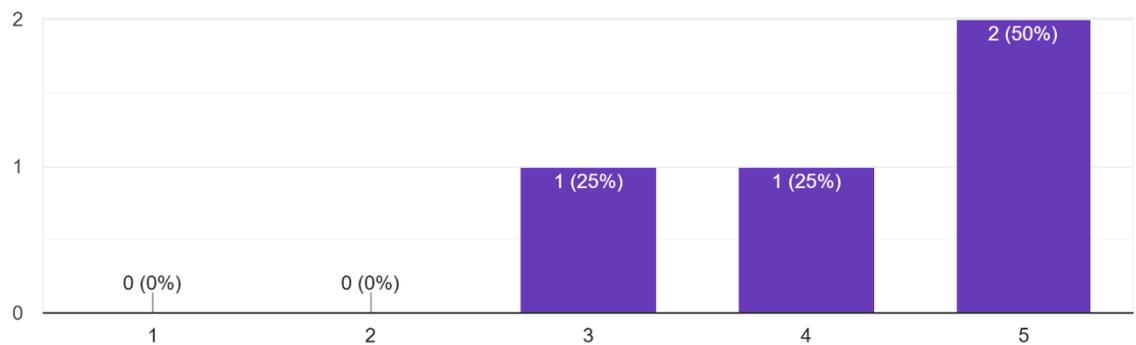
Interpretation: The graph reveals that 55% of industry professionals agree that the syllabus supports skill development, while 30% strongly agree. Meanwhile, 10% of respondents remain neutral, and 5% believe that more alignment with industry standards is required. The data indicates that while the syllabus is seen as beneficial, nearly 15% of respondents suggest further inclusion of industry projects, workshops, and direct industry collaborations.

C. Research Orientation and Problem-Solving Skills

A research-driven approach is essential for fostering innovation and critical thinking. The feedback evaluates whether the syllabus promotes Analytical and critical thinking skills,Research-based learning, Exposure to industry-specific problem-solving scenarios

Does the syllabus cover advanced topics and current trends?

4 responses
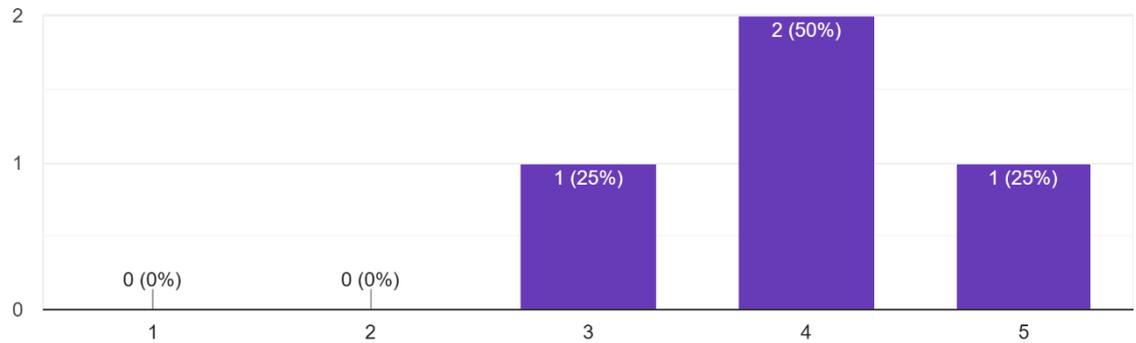
Interpretation: Approximately 58% of industry respondents agree that the curriculum fosters research and problem-solving abilities, and 22% strongly agree. However, 15% remain neutral, while 5% feel that more structured research opportunities should be incorporated. This suggests that while research exposure is present, additional industry-based case studies, research projects, and innovation challenges could enhance students' analytical capabilities.

D. Professional Ethics and Workplace Preparedness

Ethical considerations and professional behavior are crucial aspects of industry readiness. The feedback assesses whether the syllabus integrates Ethical decision-making, Workplace conduct and professional behavior, Corporate social responsibility (CSR)

How would you rate the relevance of the electives offered in the syllabus.

4 responses
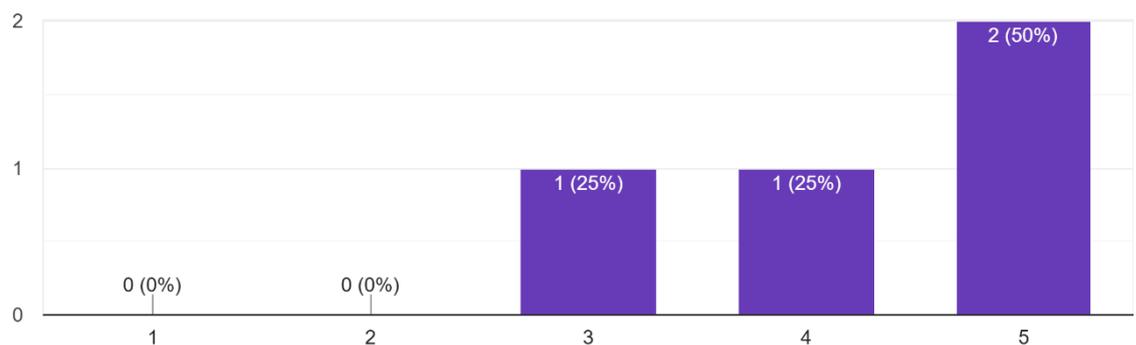
Interpretation: The data shows that 62% of industry professionals agree that the curriculum effectively promotes professional ethics and workplace preparedness, while 20% strongly agree. However, 12% of respondents remain neutral, and 6% believe that more focus on practical workplace ethics and professional conduct is needed. This indicates the necessity for additional training in ethical case studies, leadership ethics, and corporate responsibility.

Industry Professional Demographics

The feedback includes details about the professional backgrounds of respondents, offering insights into the diverse perspectives contributing to the evaluation. Industry professionals come from various sectors, including:

- Business Owners & Entrepreneurs

- IT and Software Development

- Finance and Banking Professionals

- Manufacturing and Engineering

- Human Resources and Organizational Development

- Marketing and Sales Executives

- Healthcare and Pharmaceuticals

- Government and Public Sector Representatives

- Consultants and Independent Industry Experts

This diversity ensures a well-rounded assessment, as professionals from different industries bring varying expectations and insights regarding what constitutes an effective educational framework.

Observations & Recommendations

The syllabus is generally perceived as positively contributing to employability; however, industry professionals suggest the need for greater practical exposure and more industry-aligned curriculum enhancements. While there is strong appreciation for skill development and research orientation, a demand for more structured industry projects has been highlighted. Professional ethics and workplace preparedness are well recognized, yet more real-world exposure to ethical dilemmas and corporate decision-making would be beneficial.

To address these concerns, several recommendations can be implemented. Enhancing industry integration through increased internship and apprenticeship opportunities, along with more industry expert lectures and collaborations, would strengthen practical learning. Research and problem-solving skills can be further encouraged by introducing student-led research projects and real-world industry case studies. Boosting workplace readiness can be achieved by incorporating more soft skills training, workplace simulations, and professional conduct workshops. Lastly, ethical decision-making should be reinforced through leadership training, ethical case competitions, and exposure to corporate social responsibility initiatives. Implementing these initiatives will contribute to a more comprehensive and well-rounded educational experience for students.

Conclusion

The Industry Feedback Report provides valuable insights into the effectiveness of the curriculum from an industry perspective. While the syllabus has strong components that promote employability, skill development, and research orientation, there is scope for improvement in industry exposure, structured research opportunities, and practical

applications. Implementing the suggested recommendations will enhance the educational experience and better prepare students for future success in their respective industries.

CHRIST (Deemed to be University), Bengaluru-560029
ALUMNI FEEDBACK ON SYLLABUS
2024-25 UG
School of Business & Management

This report focuses on analyzing alumni feedback on the 2024-25 academic year syllabus with the aim of informing future curriculum development and enhancing student outcomes. By examining alumni perspectives on the effectiveness and relevance of the current curriculum, this analysis will identify areas for improvement and generate actionable recommendations to better prepare students for their academic and professional pursuits. The question asked to the alumni and its interpretation are attached.

1) Does the content of the syllabus satisfy the stated objectives and learning outcomes?
34 responses
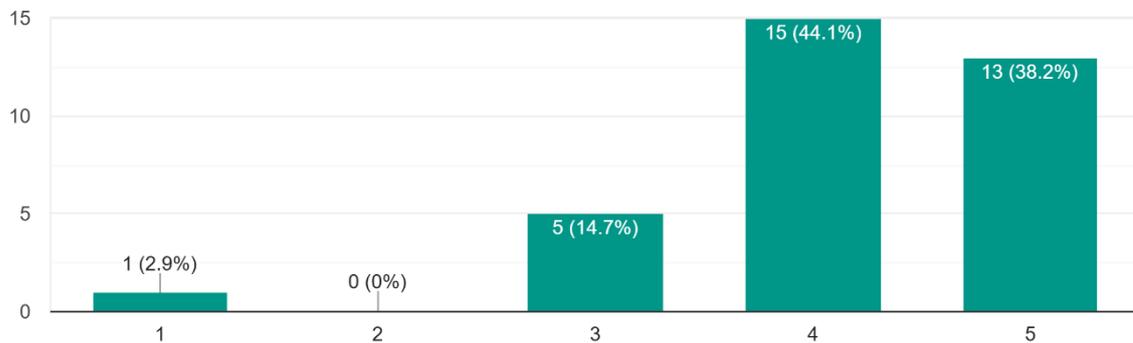
The survey question, *"Does the content of the syllabus satisfy the stated objectives and learning outcomes?"* received 34 responses. The majority of respondents rated the syllabus positively, with 44.1% giving a rating of 4 and 38.2% giving a rating of 5, indicating that 82.3% of participants believe the syllabus effectively meets its stated objectives. A smaller portion, 14.7%, rated it as 3, suggesting a neutral stance, while only 2.9% rated it as 1, with no responses for rating 2. This indicates that very few found the syllabus unsatisfactory.

Overall, the feedback suggests that the syllabus is well-aligned with its intended learning outcomes. However, the neutral responses indicate room for improvement. To enhance the effectiveness of the syllabus, it may be beneficial to conduct further qualitative assessments to identify specific areas that need refinement. Additionally, integrating more industry-relevant content, interactive learning approaches, or practical applications could further strengthen the curriculum and ensure it remains engaging and impactful for students.

## 2) Does the syllabus cover advanced topics?

34 responses
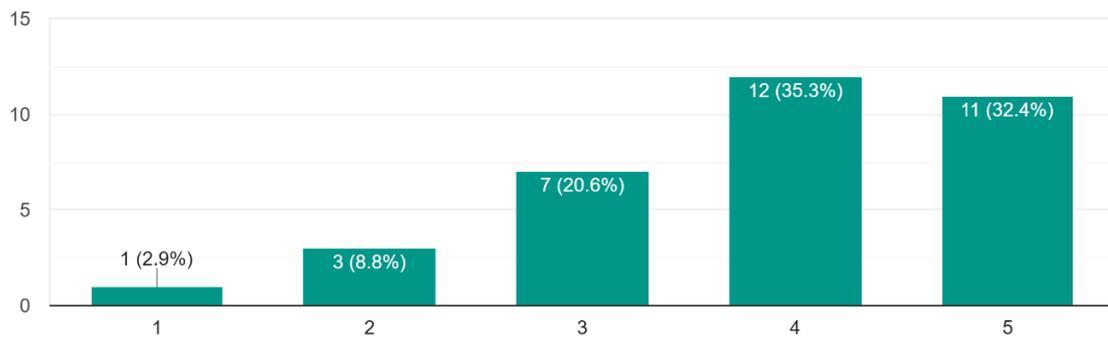
The survey results indicate a mixed response regarding the coverage of advanced topics in the syllabus. While a significant portion of respondents (35.3%) believe the syllabus covers advanced topics to a good extent and another 32.4% believe it covers them to a great extent, a considerable number (31.3%) feel it needs improvement in this area. 20.6% of respondents believe the syllabus covers a moderate level of advanced topics, while a smaller percentage (8.8%) feel it covers some basic advanced topics. A very small percentage (2.9%) believe the syllabus does not cover advanced topics at all. This diversity of opinions suggests a need for a nuanced approach to addressing the feedback, such as gathering more data to pinpoint specific areas for improvement and revising the syllabus or providing supplementary resources accordingly.

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

34 responses
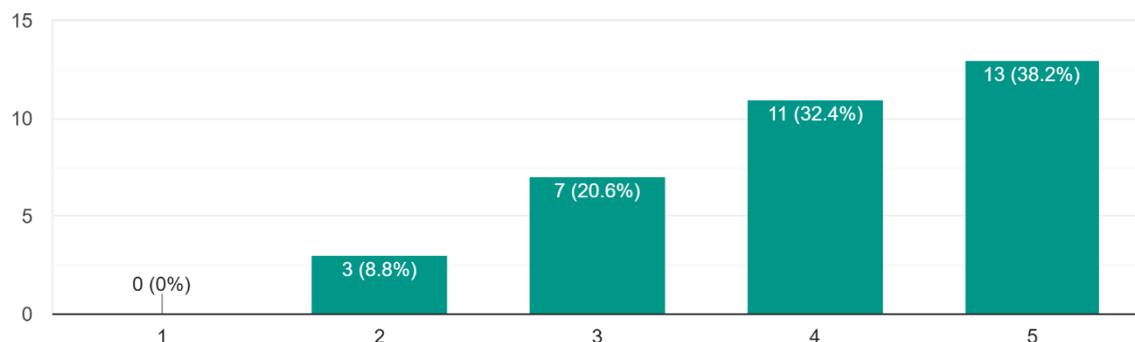
The survey results indicate a generally positive perception of the syllabus's effectiveness in enhancing knowledge and skills in the relevant domain. A significant majority of respondents (70.6%) strongly agree (38.2%) or agree (32.4%) that the syllabus achieves this goal. 20.6% of respondents somewhat agree, suggesting that the syllabus provides some benefit in this area. A small minority (8.8%) are neutral, and no respondents disagree or strongly disagree. This suggests that the syllabus is generally well-regarded for its ability to enhance learning in the

relevant subject matter. The majority of respondents are satisfied with how well the syllabus enhances their knowledge and skills. While the overall response is positive, the 20.6% who somewhat agree suggest there is room for improvement to further enhance learning outcomes. The absence of any negative responses indicates a generally positive perception of the syllabus's effectiveness. The positive feedback suggests that current practices in syllabus design and implementation are generally effective in enhancing learning. Further investigation is needed to understand the specific areas where the syllabus could be improved to better cater to the 20.6% who somewhat agree. This could involve gathering more detailed feedback or conducting focus group discussions.

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

34 responses
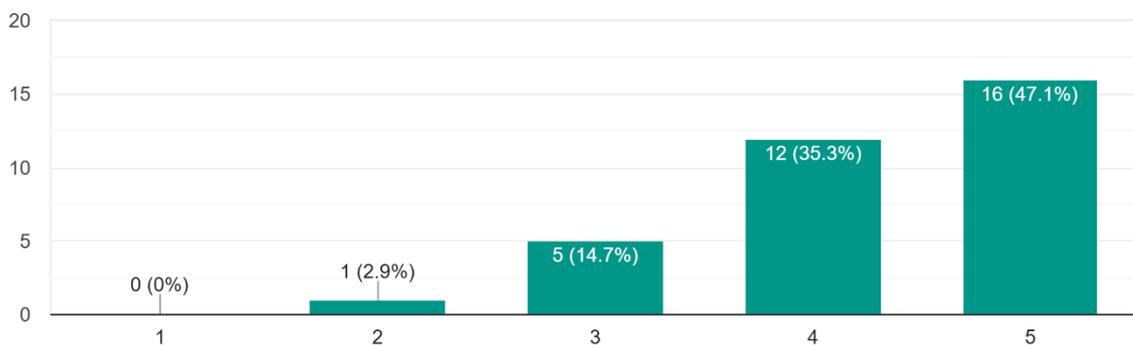

The survey results indicate a generally positive perception of the syllabus's effectiveness in developing critical and analytical thinking skills. A majority of respondents (82.4%) believe the syllabus is effective to some degree, with 47.1% strongly agreeing and 35.3% agreeing. 14.7% of respondents somewhat agree, suggesting that the syllabus provides some benefit in this area. A very small minority (2.9%) are neutral, and no respondents disagree or strongly disagree. This suggests that the syllabus is generally well-regarded for its ability to foster critical thinking and analytical skills. The majority of respondents are satisfied with how well the syllabus develops critical/analytical thinking skills.The absence of any negative responses indicates a generally positive perception of the syllabus's effectiveness in this area.While the overall response is positive, the 14.7% who somewhat agree suggest there is room for refinement to further enhance the development of critical/analytical thinking skills.The positive feedback suggests that current practices in syllabus design and implementation are generally effective in fostering critical/analytical thinking.Address Areas for Improvement: Further investigation is needed to understand the specific areas where the syllabus could be improved to better cater to the 14.7% who somewhat agree. This could involve gathering more detailed feedback or conducting focus group discussions.

5) Are the text books and reference materials relevant to the content of the syllabus?

34 responses
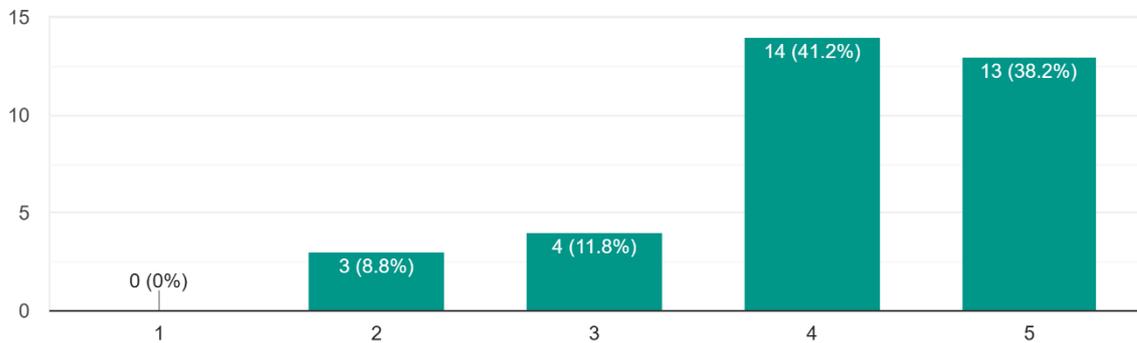
The survey results indicate a highly positive perception of the relevance of textbooks and reference materials to the syllabus content. A strong majority of respondents (79.4%) believe the materials are relevant, with 41.2% strongly agreeing and 38.2% agreeing. 11.8% of respondents somewhat agree, suggesting that the materials provide some relevance to the syllabus. No respondents disagree or strongly disagree, and only a very small minority (8.8%) are neutral. This suggests that the alignment between the syllabus content and the chosen textbooks and reference materials is generally well-regarded. The majority of respondents are highly satisfied with the relevance of the textbooks and reference materials to the syllabus content. The absence of any negative responses indicates a strong positive perception of the alignment between the syllabus and the materials. The low number of neutral responses suggests that most respondents have a clear opinion on the relevance of the materials.The positive feedback suggests that current practices in selecting textbooks and reference materials are effective in supporting the syllabus content. Further investigation is needed to understand the specific areas where the materials could be improved to better cater to the 11.8% who somewhat agree. This could involve gathering more detailed feedback or conducting focus group discussions.

6) Does the syllabus orient towards higher education?

34 responses
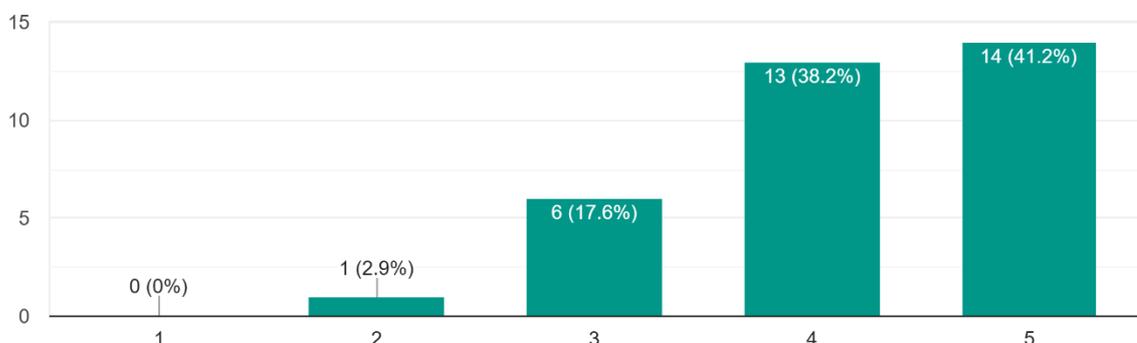
The survey results indicate a strong positive perception of the syllabus's orientation towards higher education. A majority of respondents (79.4%) believe the syllabus is oriented towards higher education, with 41.2% strongly agreeing and 38.2% agreeing. 17.6% of respondents somewhat agree, suggesting that the syllabus provides some orientation towards higher education. No respondents disagree or strongly disagree, and only a very small minority (2.9%) are neutral. This suggests that the syllabus is generally well-regarded for its alignment with the expectations of higher education.The majority of respondents are highly satisfied with the syllabus's orientation towards higher education. The absence of any negative responses indicates a strong positive perception of the syllabus's alignment with higher education expectations.The low number of neutral responses suggests that most respondents have a clear opinion on the syllabus's orientation towards higher education.The positive feedback suggests that current practices in syllabus design and content are effective in aligning with the expectations of higher education.Address Areas for Improvement: Further investigation is needed to understand the specific areas where the syllabus could be improved to better cater to the 17.6% who somewhat agree. This could involve gathering more detailed feedback or conducting focus group discussions.

Based on Open ended and comments provided by the alumni the reports is attached below.

Key Themes and Recommendations:

- Industry Relevance: A strong emphasis was placed on increasing the industry relevance of the curriculum. This includes:

    o Practical Application: More practical courses, internships, and industry-based projects are desired.

    o Skill Development: Focus on job-oriented skills, including AI tools, SQL, and software training.

    o Future Orientation: Incorporate the latest industry trends and technologies into the syllabus.

- Mentorship and Career Guidance:

    o Formalized Mentoring: Connect students with industry professionals or experienced faculty for career guidance and mentorship.

    o Continued Mentorship: Extend mentorship beyond graduation for junior students.

- Professional Development:

    o Internship Placement: Improve coordination and efficiency of internship placements, particularly for Hotel Management and Tourism students.

    o Professionalism: Enhance the focus on developing professionalism and interpersonal skills.

- Curriculum Enhancement:

    o Flexibility: Offer more flexibility in course selection, such as minor/major tracks.

- o Regular Updates: Regularly review and update the syllabus to reflect current industry trends and advancements.

Overall, the feedback highlights a desire for a more industry-focused and practical curriculum that equips students with the skills and knowledge necessary to succeed in today's evolving job market.

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Feedback on Curriculum-Analysis (2024-25)
Action taken report of the department on feedback report as minutes of the department Faculty meeting

Based on the analysis and feedback given by all the stakeholders, changes are incorporated in the program structures of BBA Finance and International Business, BBA Strategy and Business Analytics, BBA Finance and Economics, BBA Tourism and Travel Management, and BBA Marketing and Tourism Management. And the following are the action plans for each Program

BBA (Finance and International Business)
- Geo-politics and Risk Analysis subject was introduced in the 6th semester as a discipline-specific elective as per the suggestion made by industry experts.
- Companies are emphasising sustainability and its compliance, ESG and Sustainability in Business course was introduced to enhance the knowledge and employability.
- Understanding the importance of technological advancement in the information technology field and the kind of job opportunities offered by industry for business students, AI courses have been introduced as skill enhancement courses in the fifth and sixth semester.

BBA Strategy and Business Analytics
- Python for data analysis was reorganised based on industry requirements.
- Strategy and Business Analytics, two baskets are introduced in 5th and 6th Semester, where students have a choice to select the courses from these two.
- To enhance the employability skills of students, skill development courses are introduced, namely R programming and Prompt Engineering and Generative AI

BBA Finance and Economics
- We have introduced new courses based on feedback. Like time series And panel data econometrics.
- In order to inculcate the usage of technology in financial data analysis, a new course on technology for financial forecasting is introduced in the third semester.
- Social finance course is introduced to provide exposure to the students on social aspects in finance domain.
- To enhance placement opportunities for students, we have introduced Business Valuation, highlighting on the need to engage students creatively and to develop

BBA Tourism and Travel Management

- Introduced courses related to the tax laws and pricing strategies in the logistics industry, as these are very relevant from an industry point of view and offer a more specialised option for the students.
- Experts talks will be arranged on subjects like Aircargo Management for a better understanding of the concepts from industry perspective.

- Introduced advanced curriculum in the VII and VIII semesters for those students who opt for the fourth year to enhance employability and research skills.

BBA Marketing and Tourism Management.

- Introduce Excel as a mandatory course to make the course industry-ready.
- Broaden the structure and contents of social entrepreneurship and bring the sustainability part into the course. Bring in an entrepreneurial mindset for the students through innovative concepts.
- Subjects like Data visualisation using Power BI are appreciated and asked to be retained and strengthened in the future.

In each semester, at least two courses are identified under Learner Centred Andragogy (LCA) across all the programs of the 2nd and 3rd year. Incorporated the case study teaching methodology as one of the prime andragogies in all LCA sessions.

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