



Christ (Deemed to be University)
Bannerghatta Road Campus
School of business and management
Student Feedback Report (2025-26)
BBA SBA, BBA FIB, BBA F&E, BBAT &MBAR

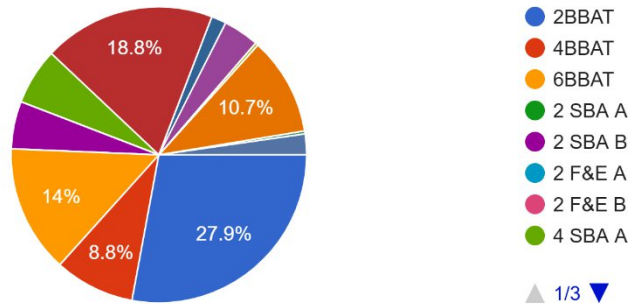
The purpose of this report is to analyse the feedback provided by students regarding the syllabus, teaching-learning processes, assessment methods, and overall academic experience at the institution. The feedback highlights key aspects such as curriculum relevance, practical exposure, skill development, assessment effectiveness, faculty engagement, infrastructure support, and industry integration. It reflects students' perspectives on employability readiness, experiential learning opportunities, and the alignment of academic content with emerging industry trends. Additionally, the document consolidates responses from students across different programs and specializations, ensuring a comprehensive and representative evaluation of the institution's academic delivery and student-centric practices. The Data was collected from the students of BBA (First, Second and Third year of SBA,F&E, FIB, First and Second Year Tourism &MBAR)

Key Areas of Evaluation

The student feedback was analyzed across the following key areas to ensure a comprehensive assessment of academic quality and institutional effectiveness. Curriculum Relevance and Structure includes evaluation of syllabus design, subject content, avoidance of overlap, and alignment with current industry and academic standards. The pie chart presents the distribution of **308 student responses** across various programs, semesters, and sections. The highest contribution is observed from **2 BBAT (27.9%)**, indicating that more than one-fourth of the total responses were received from this section. This is followed by **2 F&E B (18.8%)**, showing strong participation from this cohort. Additionally, **6 BBAT (14%)** and another segment contributing **10.7%** reflect notable engagement from higher-semester BBAT students. Further, **4 BBAT (8.8%)** and sections such as **2 SBA A, 2 SBA B, and 4 SBA A** contribute moderate proportions to the overall responses. In contrast, sections like **2 F&E A and a few other cohorts** represent a relatively smaller share, indicating limited participation from these groups.

Overall, the data indicates that the majority of responses are concentrated within the **BBAT and F&E programs**, with particularly high participation from **second-year and advanced semester students**, suggesting stronger engagement levels among these cohorts in providing academic feedback.

Program, Semester and Sections
308 responses

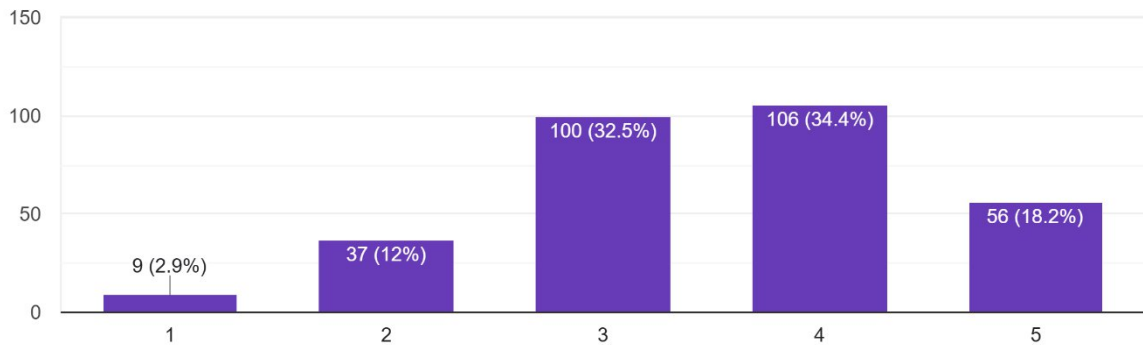


Analysis of Student Feedback

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

Total Responses: 308

Does the content of the syllabus satisfy the stated objectives and learning outcomes?
308 responses



Analysis

The response distribution indicates a moderately positive perception of the syllabus in satisfying the stated objectives and learning outcomes. Out of 308 respondents, 106 students (34.4%) rated the syllabus as 4 and 56 students (18.2%) rated it as 5, meaning that a total of 162 students (52.6%) expressed positive agreement. This suggests that more than half of the students believe that the syllabus effectively aligns with its intended learning outcomes. However, a significant proportion of 100 students (32.5%) selected rating 3, indicating a moderate level of satisfaction. This highlights that while the syllabus meets expectations to some extent, it may not consistently exceed them in terms of clarity, depth, or practical applicability.

On the lower end, 37 students (12%) rated it as 2 and 9 students (2.9%) rated it as 1, totaling 46 students (14.9%) who expressed dissatisfaction. This segment reflects concerns regarding

possible gaps in content relevance, outcome alignment, or experiential integration. The overall pattern suggests that while the syllabus is generally effective, there remains scope for qualitative enhancement.

Interpretation

The findings indicate that the syllabus is largely aligned with its stated objectives and learning outcomes, as reflected by the majority of students (52.6%) expressing positive agreement. This demonstrates that the curriculum framework is fundamentally sound and capable of delivering intended academic outcomes. However, the substantial proportion of moderate responses (32.5%) suggests that students perceive the syllabus as adequate but not highly impactful. This points to the need for strengthening areas such as application-based learning, clarity of outcome mapping, and integration of real-world examples.

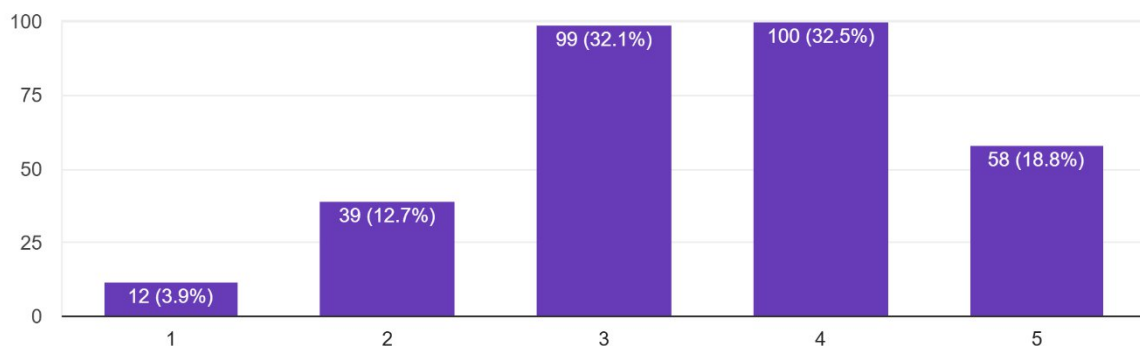
Additionally, the presence of nearly 15% dissatisfied respondents indicates that certain aspects of the syllabus may require revision, particularly in terms of content relevance, reduction of overlap, and incorporation of practical components.

Overall, while the syllabus effectively meets its core objectives, enhancing experiential learning, industry alignment, and outcome clarity will be essential to shift student perception from moderate satisfaction to strong approval in future evaluations.

Question:2 Does the syllabus / Program Structure cover advanced topics?

Total Responses: 308

Does the syllabus/ Program Structure cover advanced topics?
308 responses



The findings indicate that the syllabus is largely aligned with its stated objectives and learning outcomes, as reflected by the majority of students (52.6%) expressing positive agreement. This demonstrates that the curriculum framework is fundamentally sound and capable of delivering intended academic outcomes.

However, the substantial proportion of moderate responses (32.5%) suggests that students perceive the syllabus as adequate but not highly impactful. This points to the need for

strengthening areas such as application-based learning, clarity of outcome mapping, and integration of real-world examples.

Additionally, the presence of nearly 15% dissatisfied respondents indicates that certain aspects of the syllabus may require revision, particularly in terms of content relevance, reduction of overlap, and incorporation of practical components.

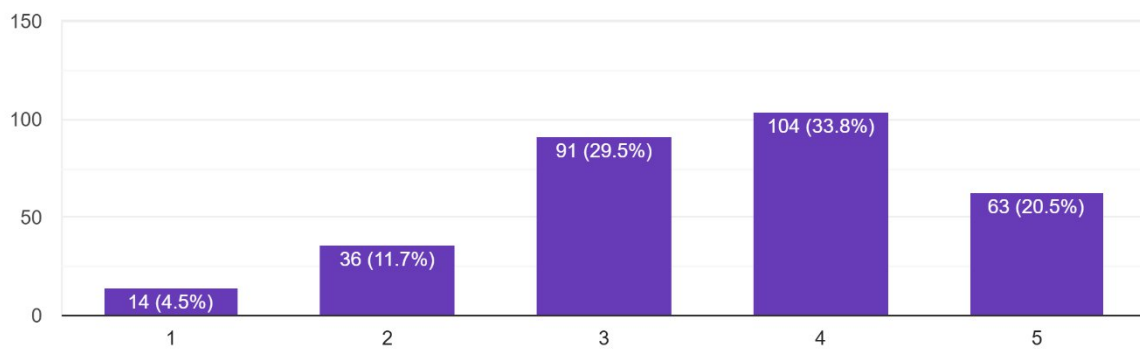
Overall, while the syllabus effectively meets its core objectives, enhancing experiential learning, industry alignment, and outcome clarity will be essential to shift student perception from moderate satisfaction to strong approval in future evaluations.

Question 3: Is the syllabus effective in developing critical / analytical thinking?

Total Responses: 308

Is the syllabus effective in developing critical/ analytical thinking?

308 responses



Analysis

The response pattern reflects a moderately positive perception of the syllabus in fostering critical and analytical thinking skills. A majority of students rated this aspect in the mid to higher range, indicating recognition of analytical components within the curriculum. Specifically, 33.8% (104 students) awarded a rating of 4 and 20.5% (63 students) gave a rating of 5, showing that 54.3% of respondents perceive the syllabus as effective in developing higher-order thinking skills.

Meanwhile, 29.5% (91 students) selected rating 3, suggesting a moderate view that analytical development is present but may not be consistently strong across all subjects. A smaller proportion of students, 11.7% (36 students) and 4.5% (14 students), rated it 2 and 1 respectively, reflecting concerns regarding limited emphasis on structured analytical learning in certain courses.

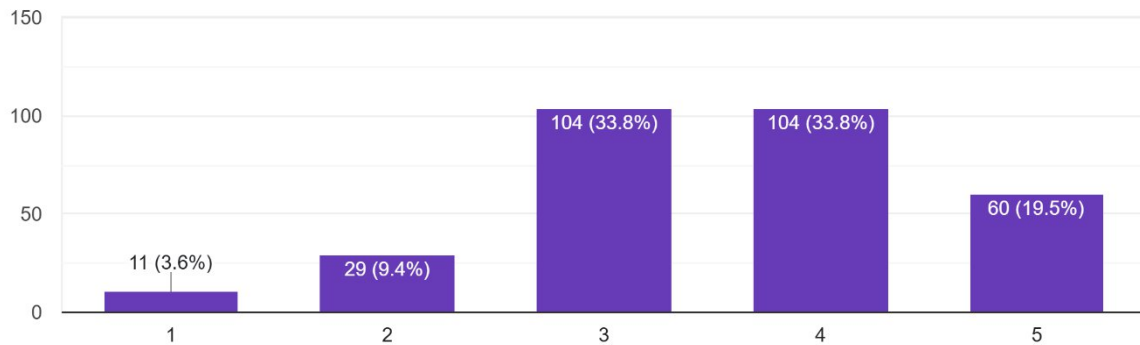
The overall mean score of approximately 3.54 out of 5 indicates a level of satisfaction that is above average, though not indicative of strong excellence.

Question 4: Whether the syllabus enhances your knowledge and skills in the relevant domain?

Total Responses: 308

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

308 responses



Analysis

The response pattern indicates a moderately positive perception of the syllabus in enhancing knowledge and skills in the relevant domain. A significant proportion of students rated this aspect in the mid to higher range, suggesting that the curriculum is effective in building domain-specific competencies. Specifically, 33.8% (104 students) awarded a rating of 4 and 19.5% (60 students) gave a rating of 5, indicating that 53.3% of respondents perceive the syllabus as effective in enhancing their knowledge and skills.

At the same time, 33.8% (104 students) selected rating 3, reflecting a neutral stance where students acknowledge some level of knowledge enhancement but feel it may not be consistently comprehensive across all subjects. A smaller proportion, 9.4% (29 students) and 3.6% (11 students), rated it 2 and 1 respectively, indicating limited dissatisfaction and suggesting that only a minority perceive gaps in domain-specific learning.

The overall mean score of approximately 3.56 out of 5 reflects a level of satisfaction that is above average, though not indicative of very high effectiveness.

Interpretation

The findings suggest that the syllabus is generally effective in enhancing students' knowledge and skills in their respective domains. However, the substantial proportion of neutral responses indicates that the depth and consistency of knowledge delivery may vary across courses.

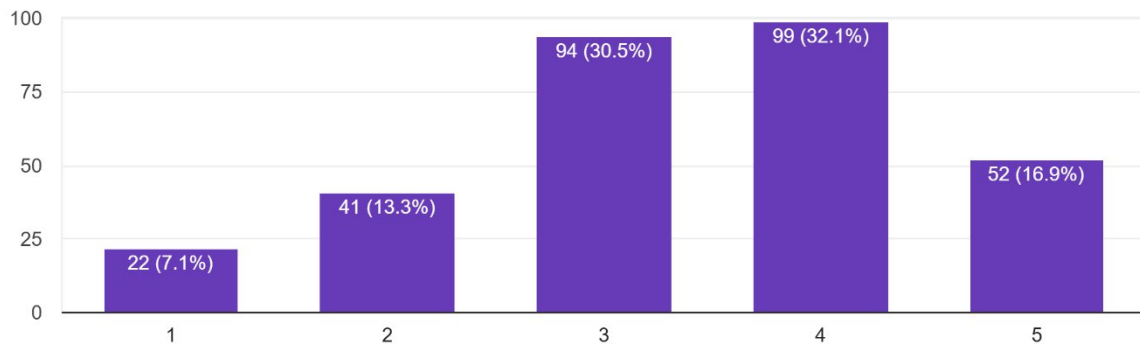
Overall, while students recognize the curriculum's contribution to skill and knowledge development, there is scope to strengthen practical application, industry relevance, and advanced skill-building components. Enhancing experiential learning, integrating real-world case studies, and ensuring uniform depth across subjects would further improve student perception and academic outcomes.

Question 5: Are the textbooks and reference materials relevant to the content of the syllabus?

Total Responses: 308

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

308 responses



Analysis

The response pattern indicates a moderately positive perception regarding the relevance of textbooks and reference materials to the syllabus content. A considerable proportion of students rated this aspect in the mid to higher range, suggesting that the prescribed learning resources are generally aligned with the curriculum. Specifically, 32.1% (99 students) awarded a rating of 4 and 16.9% (52 students) gave a rating of 5, indicating that 49.0% of respondents find the textbooks and reference materials relevant and supportive of the syllabus.

Meanwhile, 30.5% (94 students) selected rating 3, reflecting a neutral perspective where students perceive the materials as somewhat relevant but not consistently comprehensive or fully aligned across all subjects. A notable proportion of students, 13.3% (41 students) and 7.1% (22 students), rated it 2 and 1 respectively, indicating that 20.4% of respondents experience gaps in the adequacy or relevance of study materials.

The overall mean score of approximately 3.49 out of 5 reflects a level of satisfaction that is above average, but not strongly high.

Interpretation

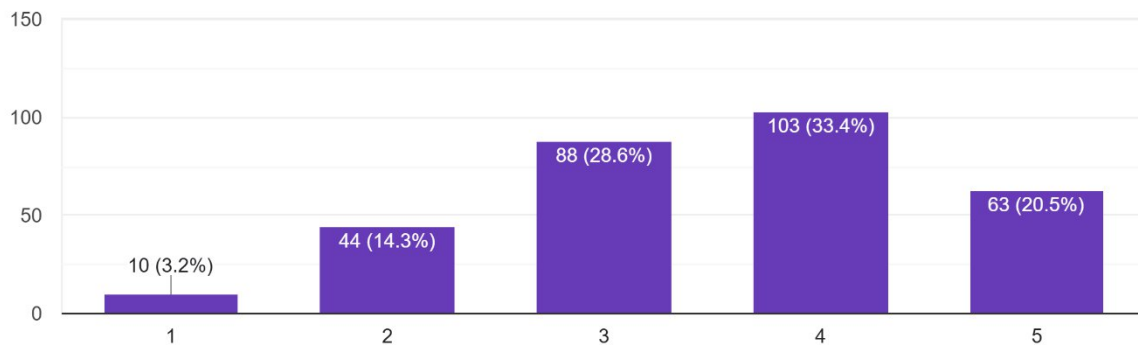
The findings suggest that while textbooks and reference materials are generally relevant to the syllabus, there is scope for improvement in terms of alignment, comprehensiveness, and up-to-date content. The presence of a significant neutral group indicates that students may find the materials adequate but not sufficiently engaging or fully supportive of all course requirements.

Overall, students acknowledge the role of prescribed materials in supporting their learning. However, enhancing the quality, diversity, and industry relevance of reference resources, along with incorporating updated editions and supplementary materials such as case studies and digital resources, would improve effectiveness and student satisfaction.

Question 6: Does the syllabus orient towards higher education?

Total Responses: 308

Does the syllabus orient towards higher education?
308 responses



Analysis

The response pattern reflects a moderately positive perception of the syllabus in orienting students toward higher education. A majority of students rated this aspect in the mid to higher range, indicating that the curriculum provides a reasonable foundation for pursuing advanced studies. Specifically, 33.4% (103 students) awarded a rating of 4 and 20.5% (63 students) gave a rating of 5, showing that 53.9% of respondents perceive the syllabus as effective in preparing them for higher education.

Meanwhile, 28.6% (88 students) selected rating 3, suggesting a moderate view that while the syllabus supports higher education readiness, it may not be consistently strong across all subjects. A smaller proportion of students, 14.3% (44 students) and 3.2% (10 students), rated it 2 and 1 respectively, indicating that 17.5% of respondents perceive limitations in the syllabus in terms of higher education orientation.

The overall mean score of approximately 3.54 out of 5 indicates a level of satisfaction that is above average, though not indicative of strong excellence.

Interpretation

The findings suggest that the syllabus is generally effective in orienting students toward higher education, but there is scope for further enhancement. The presence of a significant neutral group indicates that students may not consistently perceive a strong alignment between the curriculum and advanced academic requirements.

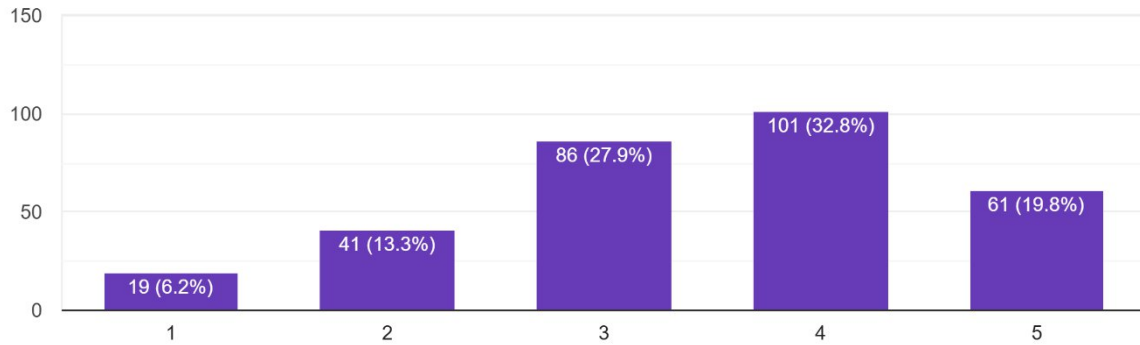
Overall, students acknowledge the role of the syllabus in supporting progression to higher education. However, strengthening the research orientation, academic rigor, and exposure to advanced concepts, along with integrating components such as research-based assignments, interdisciplinary learning, and preparatory modules, would significantly enhance readiness and student confidence for higher studies.

Question 7: Does the syllabus enable the students to apply their knowledge in real life situations?

Total Responses: 308

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

308 responses



Analysis

The response pattern indicates a moderately positive perception of the syllabus in enabling students to apply their knowledge in real-life situations. A majority of students rated this aspect in the mid to higher range, suggesting that the curriculum incorporates elements of practical application. Specifically, 32.8% (101 students) awarded a rating of 4 and 19.8% (61 students) gave a rating of 5, indicating that 52.6% of respondents perceive the syllabus as effective in facilitating real-life application of knowledge.

Meanwhile, 27.9% (86 students) selected rating 3, reflecting a neutral stance where students feel that application-based learning is present but may not be consistently emphasized across all subjects. A notable proportion of students, 13.3% (41 students) and 6.2% (19 students), rated it 2 and 1 respectively, indicating that 19.5% of respondents perceive limitations in the practical applicability of the syllabus.

The overall mean score of approximately 3.47 out of 5 reflects a level of satisfaction that is above average, but not strongly high.

Interpretation

The findings suggest that the syllabus is generally effective in enabling students to apply their knowledge in real-life contexts, but there is scope for strengthening experiential and application-based learning. The considerable proportion of neutral responses indicates that practical exposure may not be uniformly integrated across all courses.

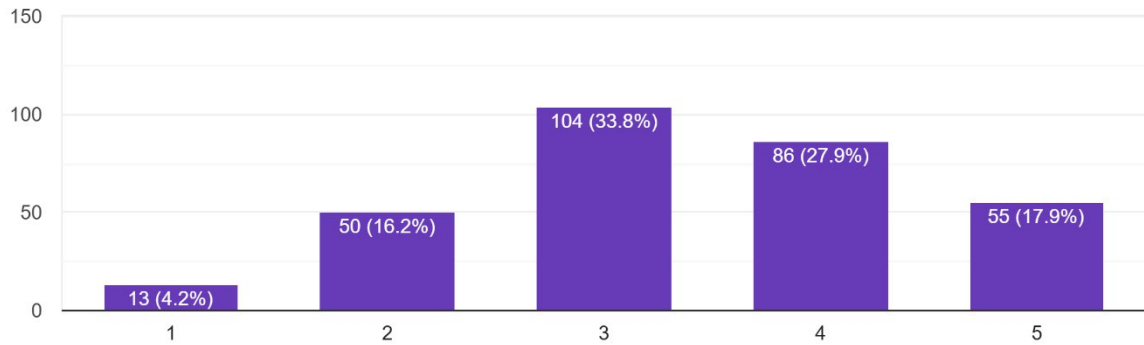
Overall, students recognize the syllabus' role in supporting real-life application of knowledge. However, enhancing the use of case studies, fieldwork, internships, simulations, and problem-based learning approaches would significantly improve practical understanding and better prepare students for real-world challenges.

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

Total Responses: 308

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

308 responses



Analysis

The response pattern reflects a moderately positive perception of the extent to which employability is given weightage in the design and development of the syllabus. A significant proportion of students rated this aspect in the mid to higher range, indicating that employability skills are incorporated within the curriculum. Specifically, 27.9% (86 students) awarded a rating of 4 and 17.9% (55 students) gave a rating of 5, showing that 45.8% of respondents perceive the syllabus as effectively integrating employability aspects. Meanwhile, 33.8% (104 students) selected rating 3, suggesting a neutral perception where students recognize the presence of employability components but feel they may not be strongly emphasized across all subjects. A notable proportion of students, 16.2% (50 students) and 4.2% (13 students), rated it 2 and 1 respectively, indicating that 20.4% of respondents perceive gaps in the inclusion of employability-focused elements. The overall mean score of approximately 3.39 out of 5 reflects a level of satisfaction that is slightly above average, but not indicative of strong effectiveness.

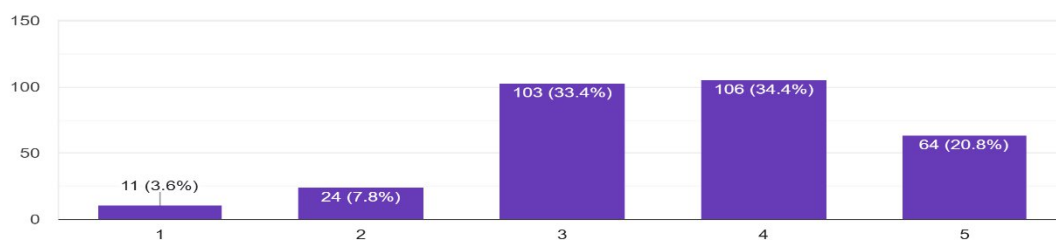
Interpretation

Question 9: Does the syllabus promote self-study and attitude of research?

Total Responses: 308

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

308 responses



Analysis

The response pattern indicates a moderately positive perception of the syllabus in promoting self-study and an attitude of research among students. A majority of students rated this aspect in the mid to higher range, suggesting that the curriculum encourages independent learning and inquiry to a certain extent. Specifically, 34.4% (106 students) awarded a rating of 4 and 20.8% (64 students) gave a rating of 5, indicating that 55.2% of respondents perceive the syllabus as effective in fostering self-study and research orientation.

Meanwhile, 33.4% (103 students) selected rating 3, reflecting a neutral perspective where students feel that opportunities for self-directed learning and research exist but may not be consistently emphasized across all subjects. A smaller proportion of students, 7.8% (24 students) and 3.6% (11 students), rated it 2 and 1 respectively, indicating that 11.4% of respondents perceive limitations in the promotion of self-study and research practices.

The overall mean score of approximately 3.61 out of 5 reflects a level of satisfaction that is above average, indicating a relatively stronger perception compared to other aspects.

Interpretation

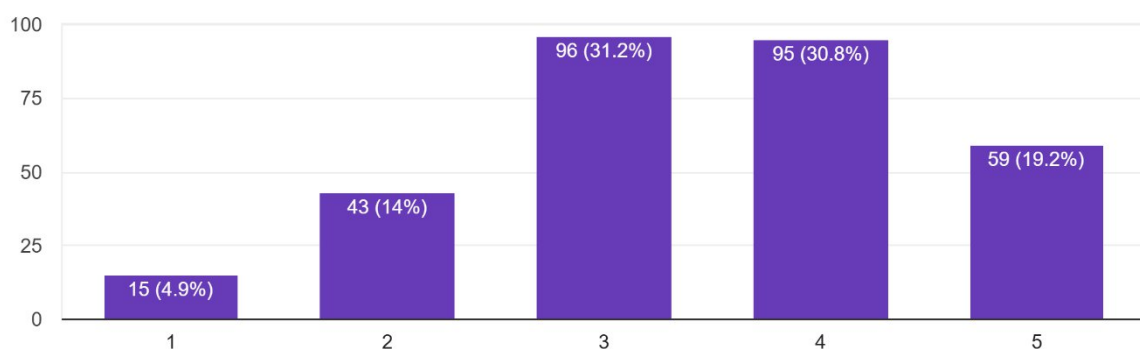
The findings suggest that the syllabus is generally effective in promoting self-study and a research-oriented mindset, with a majority of students recognizing its role in encouraging independent learning. However, the presence of a significant neutral group indicates that this emphasis may not be uniformly integrated across all courses.

Overall, students acknowledge the syllabus' contribution to developing self-learning and research skills. However, strengthening the integration of research-based assignments, project work, inquiry-driven learning, and access to academic resources would further enhance students' engagement in self-study and deepen their research orientation.

Question 10: Does the syllabus meet your overall expectations?

Total Responses: 308

Does the syllabus meet your overall expectations?
308 responses



Analysis

The response pattern reflects a moderately positive perception of the extent to which the syllabus meets students' overall expectations. A majority of students rated this aspect in the mid to higher range, indicating general satisfaction with the curriculum. Specifically, 30.8% (95 students) awarded a rating of 4 and 19.2% (59 students) gave a rating of 5, showing that 50.0% of respondents feel that the syllabus meets their expectations effectively.

Meanwhile, 31.2% (96 students) selected rating 3, suggesting a neutral perspective where students feel that the syllabus meets expectations to some extent but may lack consistency or depth in certain areas. A notable proportion of students, 14.0% (43 students) and 4.9% (15 students), rated it 2 and 1 respectively, indicating that 18.9% of respondents feel that the syllabus does not fully meet their expectations.

The overall mean score of approximately 3.45 out of 5 reflects a level of satisfaction that is above average, but not indicative of high excellence.

Interpretation

The findings suggest that the syllabus is generally aligned with students' expectations, but there is room for improvement in terms of consistency, relevance, and depth. The substantial proportion of neutral responses indicates that while the curriculum is satisfactory, it may not fully meet the diverse expectations of all students.

Overall, students acknowledge that the syllabus meets their expectations to a reasonable extent. However, enhancing the practical relevance, industry alignment, flexibility, and engagement in course delivery would further improve student satisfaction and ensure that expectations are met more comprehensively.

General Comments and Suggestion

- **Need for Practical and Industry-Aligned Learning:** Many students requested a more practical, application-based, and industry-oriented syllabus with real-life projects, simulations, case studies, real-world examples, and place visits, moving away from purely theoretical or textbook learning, particularly in subjects like Python, PowerBI, and Marketing.
- **Course Content and Subject Relevance:** There were concerns about subjects overlapping (e.g., Strategic Management and Strategic Innovation Management; Destination Branding and IMC), the relevance of some subjects to the course, and the content of specific courses like 'Prompt Engineering' being too focused on skills students already possess.
- **Assessment and Assignment Feedback:** Suggestions included making some CIAs individual-focused to allow students to showcase individual potential, providing sufficient time for projects to encourage research, and offering more practical assignments instead of just reports or PPT making.

- **Faculty and Teaching Methodology:** Students suggested that professors should be more understanding, provide subject-related notes and share PPTs for reference, and teach in a way that ensures students understand the content, with some specific positive mentions of a professor.
- **Operational and Logistical Requests:** There were requests to split elective classes, bring back the basket system for subject choice, and provide a smart board in the classroom.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, MBAR
Alumni Feedback Report (2025-26)

Alumni feedback plays an important role in evaluating the effectiveness and relevance of the academic curriculum, as it reflects the perspectives of graduates who have transitioned from the academic environment to professional or higher education settings. Their experiences provide valuable insights into how well the syllabus prepares students for real-world challenges, industry expectations, and career development. The alumni feedback collected aims to assess various aspects of the syllabus such as its relevance to professional requirements, contribution to skill development, applicability of knowledge in real-life situations, and alignment with emerging industry trends. This feedback helps the institution understand the strengths of the existing curriculum and identify areas for improvement, enabling continuous curriculum enhancement and ensuring that the program remains dynamic, industry-relevant, and academically robust.

Response Profile

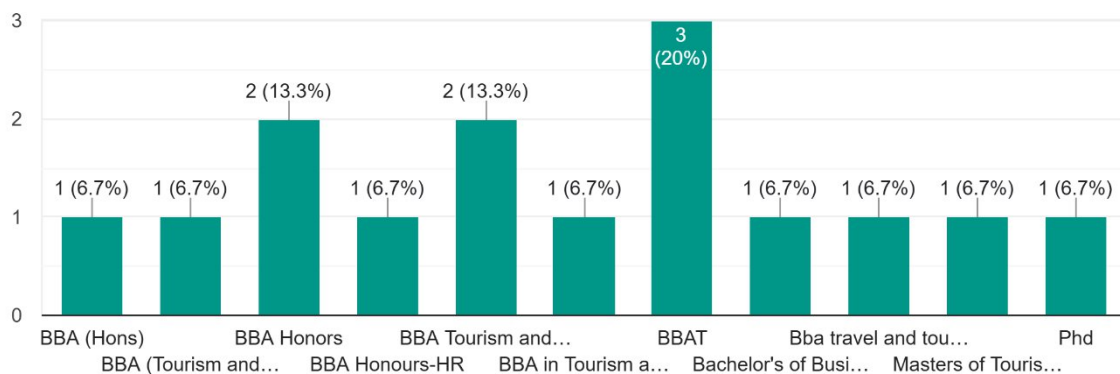
The responses were collected from a total of 15 students across different programmes, indicating a diverse representation of courses. The highest representation was from BBAT, with 3 responses (20%), making it the most represented programme in the dataset.

Two programmes, namely BBA Honors and BBA Tourism and related specialization, recorded 2 responses each (13.3%), reflecting moderate participation from these courses.

All other programmes, including BBA (Hons), BBA (Tourism and related fields), BBA Honours-HR, BBA in Tourism Management, Bachelor’s of Business Administration, BBA Travel and Tourism, Masters of Tourism, and PhD, recorded 1 response each (6.7%), indicating equal but minimal representation individually. Overall, the response profile shows that while there is broad participation across multiple programmes, the number of responses per programme is relatively small, with the majority contributing 6.7% each, except for a few programmes with slightly higher representation. This suggests a wide but evenly distributed sample with limited concentration from any single programme.

Name of Programme

15 responses



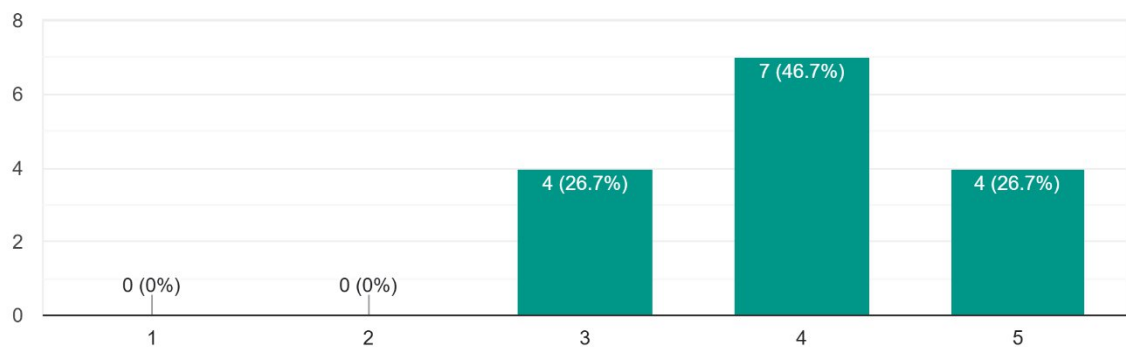
Key Areas of evaluation

1. Alignment of Syllabus with Learning Objectives and Outcomes

The alignment of the syllabus with the stated learning objectives and outcomes is an important indicator of curriculum effectiveness, as it ensures that the course content supports the intended competencies and academic goals of the program. Alumni feedback is particularly valuable in evaluating this aspect because graduates can reflect on how well the knowledge and skills gained during their studies have supported their professional or academic pursuits.

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

15 responses



Based on 15 alumni responses, the analysis shows that 33.3% of respondents (5 students) rated the syllabus as 4 and another 33.3% (5 students) rated it as 5, indicating a strong positive perception that the syllabus satisfies the stated objectives and learning outcomes. Additionally, 26.7% of respondents (4 students) rated it as 3, reflecting a moderate level of satisfaction, while a small proportion, 6.7% (1 student), rated it as 2 and no respondents (0%) selected rating 1, suggesting minimal dissatisfaction.

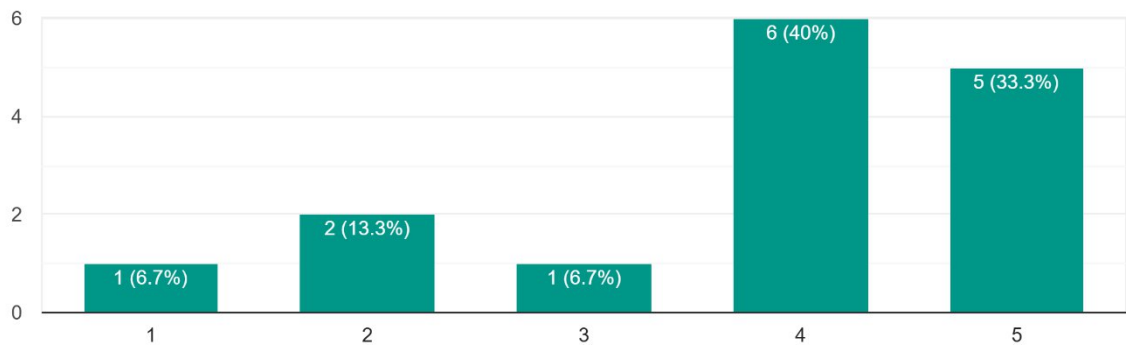
The results therefore indicate that 66.6% of alumni provided positive ratings (4 and 5), demonstrating that the syllabus is largely perceived as well-structured and aligned with its intended learning outcomes. Overall, the feedback suggests that the curriculum effectively supports the achievement of academic goals, although minor refinements in terms of clarity of outcomes and stronger practical alignment could further enhance its effectiveness.

2) Syllabus coverage of advance Topics

The inclusion of advanced topics in the syllabus is an important aspect of curriculum design as it ensures that students are exposed to higher-level concepts, emerging developments, and specialized knowledge within their field of study. Alumni feedback provides valuable insights into whether the curriculum successfully prepares graduates with contemporary and advanced knowledge required in professional or academic environments

2) Does the syllabus cover advanced topics?

15 responses



Based on 15 alumni responses, the analysis shows that 40% of respondents (6 students) rated the syllabus as 4 and 33.3% (5 students) rated it as 5, indicating a strong positive perception that the syllabus adequately covers advanced topics. Additionally, 6.7% of respondents (1 student) rated it as 3, reflecting a moderate level of satisfaction.

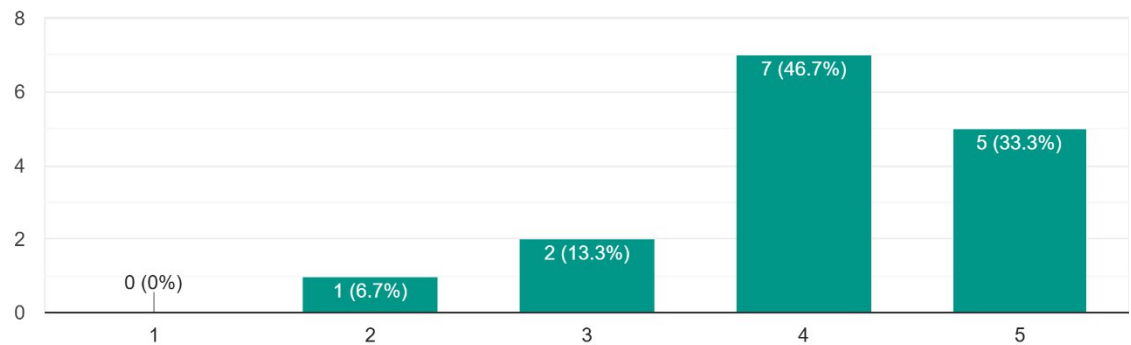
A smaller proportion, 13.3% (2 students) and 6.7% (1 student), rated it as 2 and 1 respectively, suggesting that a minority of respondents perceive gaps in the inclusion of advanced-level content. The results therefore indicate that 73.3% of alumni provided positive ratings (4 and 5), demonstrating that the syllabus is largely perceived as comprehensive and inclusive of advanced topics. Overall, the feedback suggests that the curriculum effectively incorporates higher-level concepts, although further strengthening of depth, emerging trends, and advanced applications could enhance its academic rigor and relevance.

3) Syllabus enhancement based on domain

The enhancement of domain-specific knowledge and skills is a critical objective of any academic curriculum, as it ensures that students develop the competencies required for professional growth and further academic pursuits. Alumni feedback is particularly valuable in assessing this aspect because graduates can evaluate how effectively the knowledge and skills acquired during the program have supported them in real-world contexts. This theme examines whether the syllabus contributes to strengthening conceptual understanding, practical abilities, and professional competencies within the relevant domain.

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

15 responses



Based on 15 alumni responses, the analysis shows that 46.7% of respondents (7 students) rated the syllabus as 4 and 33.3% (5 students) rated it as 5, indicating a strong positive perception that the syllabus effectively enhances knowledge and skills in the relevant domain. Additionally, 13.3% of respondents (2 students) rated it as 3, reflecting a moderate level of satisfaction.

A very small proportion, 6.7% (1 student), rated it as 2, while no respondents (0%) selected rating 1, indicating minimal dissatisfaction.

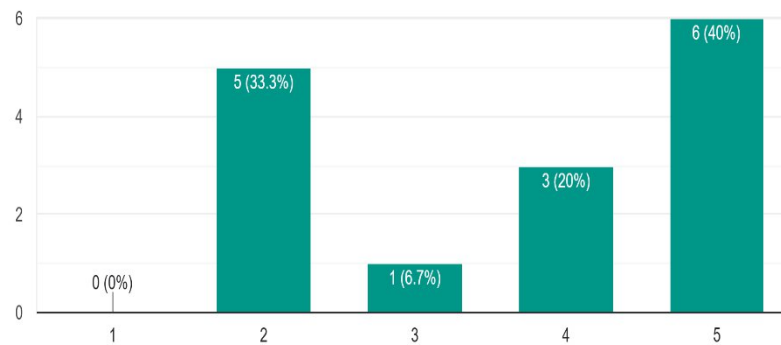
The results therefore indicate that 80% of alumni provided positive ratings (4 and 5), demonstrating that the syllabus is largely perceived as effective in building domain-specific knowledge and skills. Overall, the feedback suggests that the curriculum successfully supports learning and skill development, although further enhancement through practical exposure, industry integration, and advanced skill-building opportunities could strengthen its overall effectiveness.

4) Developing Critical analytical Thinking

The development of critical and analytical thinking is an essential objective of higher education, as it enables students to evaluate information, solve complex problems, and make informed decisions in professional and academic contexts. A well-designed syllabus should therefore encourage inquiry-based learning, case analysis, and reflective thinking. Alumni feedback is particularly useful in assessing this dimension, as graduates can evaluate whether the curriculum helped them build the analytical abilities required in real-life situations.

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

15 responses



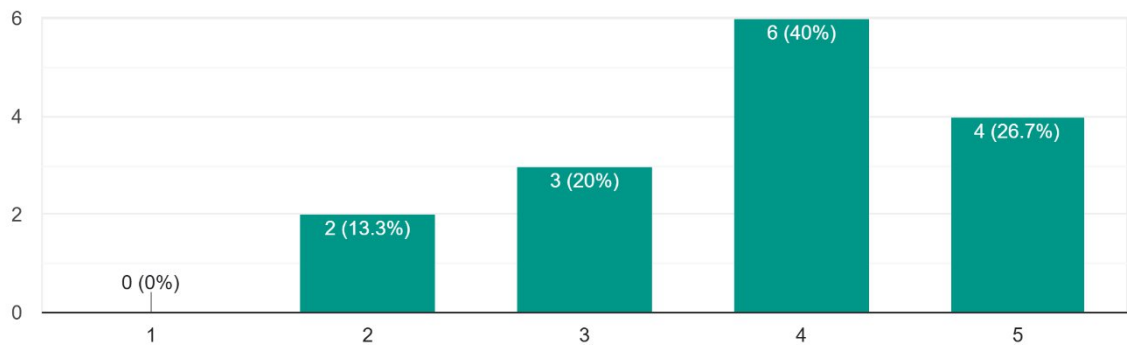
The response distribution reflects a mixed yet moderately positive perception of the syllabus in developing critical and analytical thinking skills. Out of 15 respondents, 6 students (40%) rated this aspect as 5 and 3 students (20%) rated it as 4, indicating that a majority of 9 students (60%) perceive the syllabus as effective in fostering higher-order thinking abilities. However, 1 student (6.7%) selected rating 3, reflecting a neutral stance, while a notable 5 students (33.3%) rated it as 2, indicating dissatisfaction. No responses were recorded for rating 1. This polarized pattern suggests that while the syllabus is highly effective for a significant proportion of students, there are inconsistencies in its implementation across courses, highlighting the need for more uniform integration of analytical and problem-solving components to enhance overall effectiveness.

5) Relevant Reference material for the syllabus

Relevant reference materials play a crucial role in supporting and enriching the syllabus by providing deeper insights into core concepts. These include standard textbooks, academic journals, case studies, industry reports, and digital resources that align with course objectives. Well-curated reference materials help students develop analytical thinking, research orientation, and practical understanding beyond classroom teaching. Additionally, the inclusion of updated and industry-relevant content ensures that learners stay connected with current trends and real-world applications. Overall, effective reference materials enhance the quality of learning and academic engagement.

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

15 responses



Based on 15 alumni responses, the analysis shows that 40% of respondents (6 students) rated the textbooks and reference materials as 4 and 26.7% (4 students) rated them as 5, indicating a positive perception that the materials are relevant to the syllabus content. Additionally, 20% of respondents (3 students) rated it as 3, reflecting a moderate level of satisfaction.

A smaller proportion, 13.3% (2 students), rated it as 2, while no respondents (0%) selected rating 1, suggesting minimal dissatisfaction.

The results therefore indicate that 66.7% of alumni provided positive ratings (4 and 5), demonstrating that the textbooks and reference materials are largely perceived as relevant and supportive of the syllabus. Overall, the feedback suggests that while the materials are adequate and aligned with course requirements, enhancing the quality, updating content, and incorporating more practical and industry-based resources could further improve their effectiveness.

The overall feedback from students and alumni indicates a moderately to strongly positive perception of the syllabus across key aspects such as learning outcomes, knowledge enhancement, employability, research orientation, and practical application. A majority of respondents provided high ratings (4 and 5), suggesting that the curriculum is well-structured, relevant, and aligned with academic and professional expectations. However, the presence of a significant proportion of neutral responses (rating 3) indicates that the effectiveness of the syllabus is not consistently experienced across all courses. A small percentage of lower ratings highlights areas for improvement, particularly in terms of advanced content, practical exposure, employability focus, and updated reference materials. Overall, while the syllabus effectively supports student learning and development, enhancing industry integration, experiential learning, and research-oriented components would further strengthen its relevance, consistency, and academic rigor.

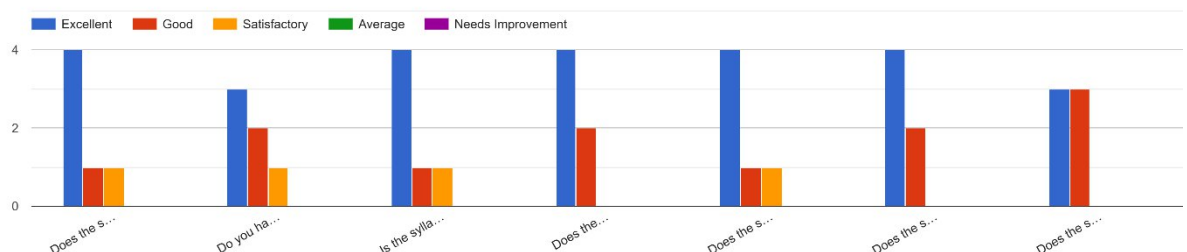
SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, MBAR
Teacher's Feedback Report (2025-26)
BBA SBA, BBA FIB, BBA F&E, BBAT (Tourism), MBAR

Teacher feedback is an essential component of academic quality assurance and curriculum improvement. Faculty members, being directly involved in the teaching–learning process, provide valuable insights regarding the relevance, effectiveness, and practical feasibility of the syllabus. Their feedback helps evaluate the alignment of course content with learning outcomes, the adequacy of teaching resources, and the curriculum’s relevance to industry requirements. For the academic year 2025–26, teacher feedback was collected from faculty members teaching across the BBA SBA, BBA FIB, BBA F&E, BBAT (Tourism), and MBAR programmes. The feedback focused on key parameters including alignment with objectives, resource availability, industry relevance, subject coverage, development of analytical skills, and overall syllabus effectiveness.

Course-wise Analysis

1. MBAR Program

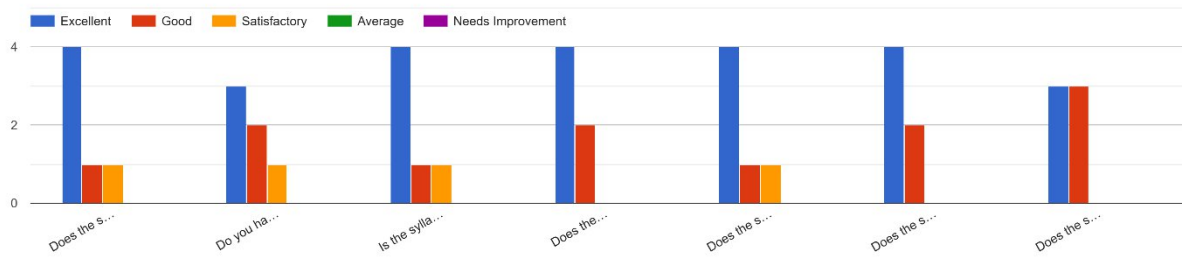
MBAR Syllabus



Teacher feedback was received from 8 faculty members teaching in the MBAR program. Regarding the alignment of the syllabus with learning objectives and outcomes, 4 faculty members (57.1%) rated it as Excellent, while 2 faculty member (14.3%) rated it as Good, 1 (14.3%) as Satisfactory, and 1 (14.3%) as Average. In terms of availability of resources and institutional support, 3 respondents (42.9%) rated it as Excellent, 2 respondents (28.6%) rated it as Good, while 1 respondent each (14.3%) rated it as Satisfactory and Average. When asked whether the syllabus is up-to-date and aligned with current industry requirements, 4 respondents (57.1%) rated it as Excellent, while 1 respondent each (14.3%) rated it as Good, Satisfactory, and Average. Regarding coverage of the subject area, 4 faculty members (57.1%) rated it as Excellent, 2 respondents (28.6%) rated it as Good, and 1 respondent (14.3%) rated it as Satisfactory.

2. BBA F&E Program

MBAR Syllabus

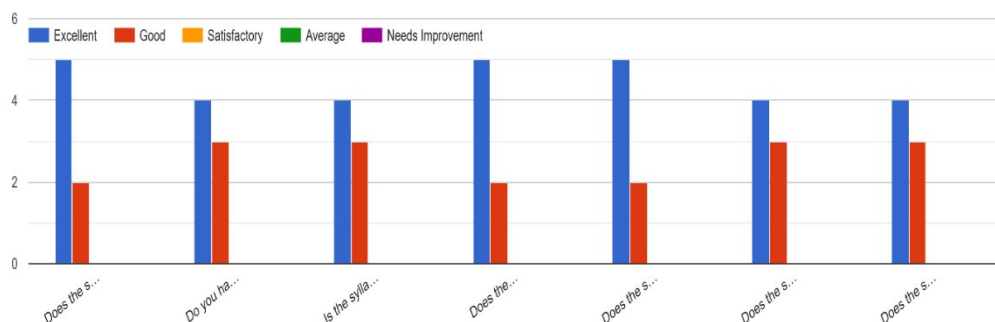


Teacher feedback from 8 faculty members teaching in the BBA F&E program indicates a generally positive perception of the syllabus. In terms of alignment with learning objectives, 4 respondents (50%) rated it as Excellent, 3 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. Regarding availability of teaching resources, 2 respondents (33.3%) rated it as Excellent, 3 respondents (50%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. For industry relevance of the syllabus, 4 respondents (50%) rated it as Excellent, 3 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory, suggesting that the curriculum is largely aligned with industry requirements. In terms of coverage of subject areas, 3 respondents (50%) rated it as Excellent and 3 respondents (50%) rated it as Good, indicating complete satisfaction among faculty members regarding subject coverage.

For promotion of critical thinking and analytical skills, 4 respondents (33.3%) rated it as Excellent, 3 respondents (50%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. Overall, 2 respondents (33.3%) rated the syllabus as Excellent, 3 respondents (50%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory, indicating a strong overall acceptance of the syllabus.

3. BBA FIB Program

BBA FIB syllabus



Feedback from 8 faculty members teaching in the BBA FIB program suggests a strong positive evaluation of the syllabus. For alignment with course objectives, 5 respondents (50%) rated it as Excellent, 2 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. Regarding availability of teaching resources, 2 respondents (33.3%) rated it as Excellent, 3 respondents (50%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. For industry alignment and contemporary relevance, 4 respondents (50%) rated

it as Excellent, 2 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. In terms of subject coverage, 4 respondents (66.7%) rated it as Excellent, while 2 respondents (33.3%) rated it as Good, indicating a high level of satisfaction.

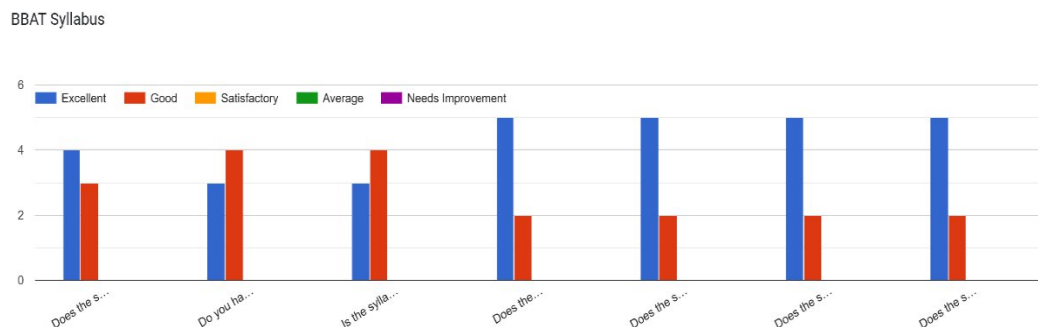
Regarding critical thinking and analytical skill development, respondents (50%) rated it as Excellent, 2 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. Overall, 3 respondents (50%) rated the syllabus as Excellent, 2 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory, indicating a strong positive perception of the curriculum.

4. BBA SBA Program

Teacher feedback from 6 faculty members teaching in the BBA SBA program reflects a positive evaluation of the syllabus. Regarding alignment with learning objectives, 4 respondents (50%) rated it as Excellent, 3 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. For availability of resources and teaching support, 2 respondents (33.3%) rated it as Excellent, 3 respondents (50%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. In terms of industry relevance, 3 respondents (50%) rated it as Excellent, 2 respondents (33.3%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory.

Regarding coverage of subject areas, 4 respondents (50%) rated it as Excellent and 3 respondents (50%) rated it as Good, reflecting full satisfaction. For development of analytical thinking, 2 respondents (33.3%) rated it as Excellent, 3 respondents (50%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory. Overall, 2 respondents (33.3%) rated the syllabus as Excellent, 3 respondents (50%) rated it as Good, and 1 respondent (16.7%) rated it as Satisfactory, indicating a positive perception of the curriculum.

5. BBAT (Tourism) Program



Teacher feedback from 8 faculty members teaching in the tourism programme reflects overall satisfaction with the syllabus. For alignment with learning objectives, 3 respondents (40%) rated it as Excellent, 3 respondents (40%) rated it as Good, and 2 respondent (20%) rated it as Satisfactory. Regarding availability of resources, 2 respondents (40%) rated it as Excellent, 2 respondents (40%) rated it as Good, and 1 respondent (20%) rated it as Satisfactory. In terms

of industry relevance, 3 respondents (60%) rated it as Excellent, 1 respondent (20%) rated it as Good, and 1 respondent (20%) rated it as Satisfactory, highlighting strong confidence in the curriculum's alignment with tourism industry requirements.

For coverage of subject areas, respondents (60%) rated it as Excellent and respondents (40%) rated it as Good, indicating full satisfaction among respondents. Regarding development of analytical thinking, 2 respondents (40%) rated it as Excellent, 2 respondents (40%) rated it as Good, and 1 respondent (20%) rated it as Satisfactory. In the overall evaluation, 2 respondents (40%) rated the syllabus as Excellent, 2 respondents (40%) rated it as Good, and 1 respondent (20%) rated it as Satisfactory.

Conclusion

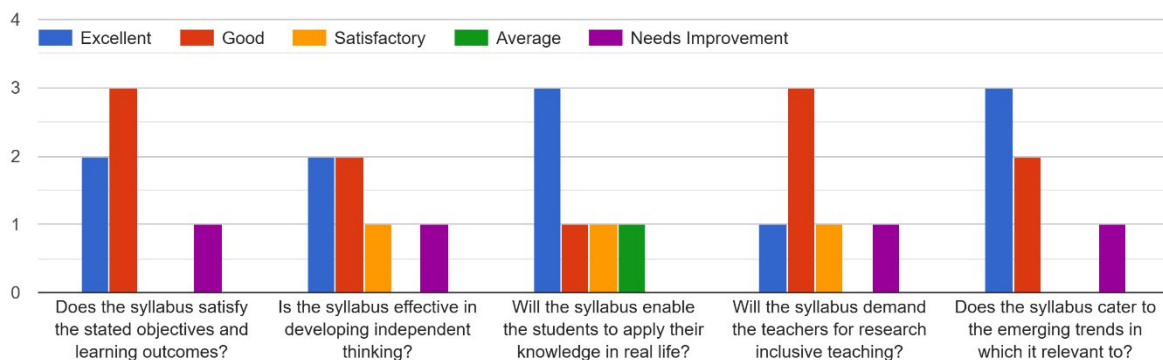
Overall, teacher feedback across all programs indicates a strong positive perception of the syllabus. The majority of faculty members rated the curriculum as Excellent or Good across parameters such as learning outcome alignment, industry relevance, subject coverage, and analytical skill development. The feedback suggests that the syllabus effectively supports academic learning and program outcomes while remaining largely aligned with contemporary industry requirements. However, minor suggestions regarding enhanced practical exposure, industry integration, and additional teaching resources highlight opportunities for further strengthening the curriculum. Continuous curriculum review and integration of experiential learning components will ensure that the programs remain academically robust and professionally relevant.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, MBAR
Academic Peer Feedback Report (2025-26)

The academic peer feedback received from an external faculty member reflects a positive evaluation of the syllabus in terms of its structure and learning outcomes. The reviewer rated the syllabus as Good in satisfying the stated objectives and learning outcomes, indicating that the curriculum aligns well with the intended academic goals. The syllabus was also rated Excellent in developing independent thinking and enabling students to apply knowledge in real-life situations, highlighting its effectiveness in fostering analytical ability and practical learning. Additionally, the peer reviewer indicated that the syllabus supports emerging trends and encourages research-inclusive teaching, suggesting that the curriculum remains relevant to contemporary academic and professional developments. However, the reviewer recommended that subjects could be made more practically oriented, emphasizing the need to strengthen experiential and application-based learning components within the syllabus .

Key areas of evaluation

Feedback about the Syllabus



1. Alignment with Learning Objectives and Outcomes

Analysis:

Out of six responses, 33.3% rated this parameter as Excellent, 50% rated it as Good, and 16.7% indicated Needs Improvement.

Interpretation:

The findings show that 83.3% of respondents perceive a strong alignment between the syllabus and the intended learning objectives and outcomes. This indicates that the curriculum structure effectively supports the academic goals of the program. The small percentage suggesting improvement indicates that some refinement in outcome articulation or course mapping could further strengthen clarity and effectiveness.

2. Development of Independent Thinking

Analysis:

Among the six responses, 33.3% rated this aspect as Excellent, 33.3% as Good, 16.7% as Satisfactory, and 16.7% indicated Needs Improvement.

Interpretation:

Approximately 66.6% of respondents positively evaluated the syllabus for promoting independent thinking, indicating that the curriculum encourages analytical reasoning and conceptual understanding. However, the remaining responses suggest that additional opportunities for student-led learning, critical discussions, and problem-solving activities could further enhance independent thinking.

3. Application of Knowledge in Real-Life Situations

Analysis:

This parameter received the strongest positive feedback, with 50% rating it as Excellent, while 16.7% each rated it as Good, Satisfactory, and Average.

Interpretation:

The results indicate that two-thirds of respondents (66.7%) perceive the syllabus as effectively enabling students to apply knowledge in real-life contexts. The high Excellent rating highlights the practical orientation of the curriculum. However, the presence of Satisfactory and Average responses suggests that further strengthening experiential learning, industry exposure, and real-world case integration could enhance practical relevance.

4. Research-Inclusive Teaching

Analysis:

For this theme, 16.7% rated it as Excellent, 50% rated it as Good, 16.7% rated it as Satisfactory, and 16.7% indicated Needs Improvement.

Interpretation:

The results indicate that 66.7% of respondents perceive the syllabus as supportive of research-inclusive teaching, suggesting that the curriculum provides scope for integrating research perspectives in teaching. However, the remaining responses highlight the need to strengthen research-oriented learning through structured research methodology, inquiry-based assignments, and academic writing exercises.

5. Relevance to Emerging Trends

Analysis:

For this parameter, 50% rated it as Excellent, 33.3% rated it as Good, and 16.7% indicated Needs Improvement.

Interpretation:

The results show that 83.3% of respondents positively evaluate the syllabus for addressing

emerging trends, indicating that the curriculum remains contemporary and aligned with evolving academic and industry developments. The small percentage indicating improvement suggests that continuous curriculum updates and integration of new industry practices will help maintain its relevance.

Conclusion

Overall, the peer feedback reflects a strong positive evaluation of the syllabus, with the majority of responses concentrated in the Excellent and Good categories across all themes. The syllabus is particularly appreciated for its alignment with learning outcomes, real-life applicability, and responsiveness to emerging trends. However, the presence of some Satisfactory, Average, and Needs Improvement responses indicates opportunities to further enhance independent thinking, research integration, and experiential learning within the curriculum. Strengthening practical orientation, research-based assignments, and industry-linked learning activities would further elevate the overall effectiveness of the syllabus.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, MBAR
Employer Feedback Report (2025-26)

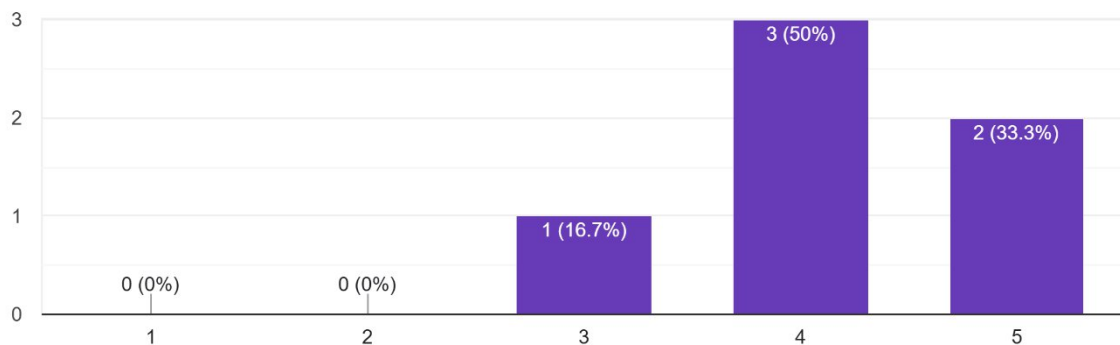
Employer feedback on the syllabus is an essential component in evaluating the industry relevance and effectiveness of an academic programme. Employers, as key stakeholders, provide practical insights into the skills, competencies, and knowledge required in the workplace. Their feedback helps assess whether the curriculum adequately prepares students for professional roles, employability, and industry expectations. It also highlights gaps in areas such as technical skills, soft skills, and real-world application. Incorporating employer perspectives ensures that the syllabus remains dynamic, market-oriented, and aligned with evolving industry trends. Overall, it plays a crucial role in enhancing the quality, relevance, and career readiness of graduates.

The respondents for the employer feedback comprise professionals from diverse industry backgrounds, representing organizations involved in business operations, services, and management functions. They hold relevant experience in areas such as recruitment, training, and organizational development, providing them with practical insights into industry expectations and workforce requirements. The profile reflects a mix of experienced professionals who are well-positioned to evaluate the effectiveness of the syllabus in preparing students for employment. Their feedback is therefore grounded in real-world exposure, making it valuable for assessing the alignment between academic learning and industry needs.

Q.1) Is the syllabus aligned with the industry

Is the syllabus aligned with the objectives of the programme?

6 responses

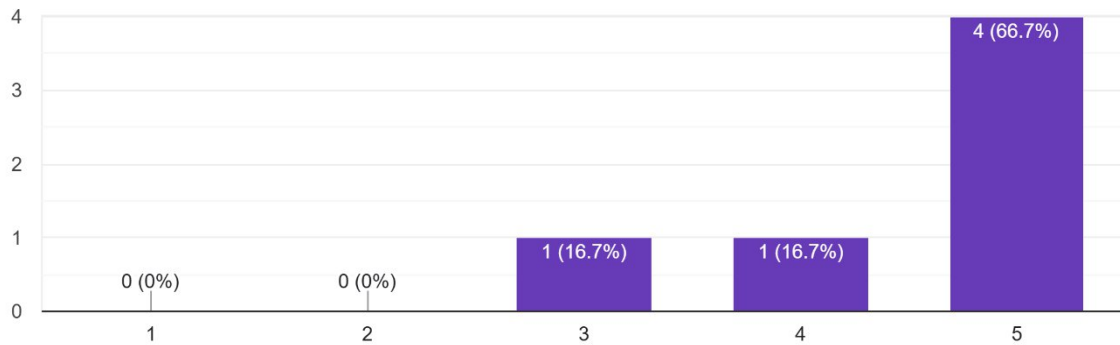


The analysis indicates a strong positive perception regarding the alignment of the syllabus with programme objectives. A majority of respondents, 50% (3 out of 6), rated it as 4, while 33.3% (2 respondents) rated it as 5, showing that 83.3% of respondents provided positive feedback. Additionally, 16.7% (1 respondent) rated it as 3, indicating a moderate level of satisfaction. There are 0% responses in ratings 1 and 2, reflecting no dissatisfaction. The interpretation suggests that the syllabus is well-aligned with programme objectives, though minor improvements could further enhance consistency and effectiveness.

Q.2 Does the syllabus cover advanced topics and current trends?

Does the syllabus cover advanced topics and current trends?

6 responses

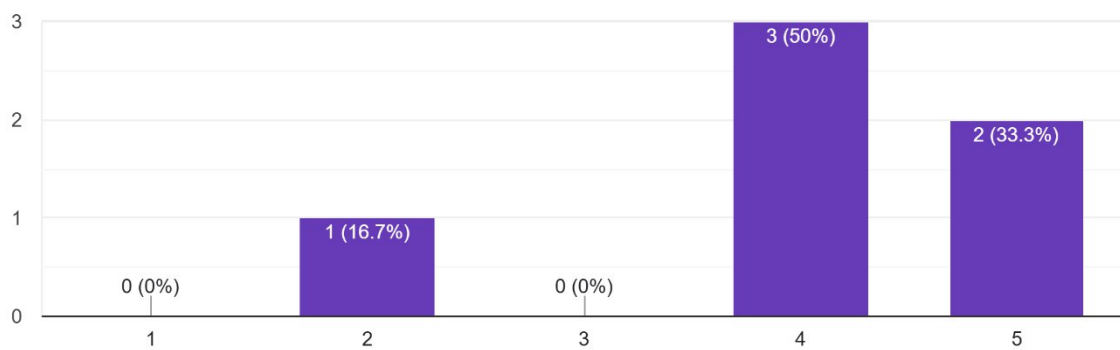


The analysis indicates a strong positive perception regarding the inclusion of advanced topics and current trends in the syllabus. A majority of respondents, 66.7% (4 out of 6), rated it as 5, while 16.7% (1 respondent) rated it as 4, showing that 83.4% of respondents provided high ratings. Additionally, 16.7% (1 respondent) rated it as 3, reflecting a moderate level of satisfaction. There are 0% responses in ratings 1 and 2, indicating no dissatisfaction. The interpretation suggests that the syllabus is well-updated and relevant to current industry trends, though continuous updates will help maintain its effectiveness.

Q.3) Is employability given weightage in the design and development of syllabus?

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

6 responses



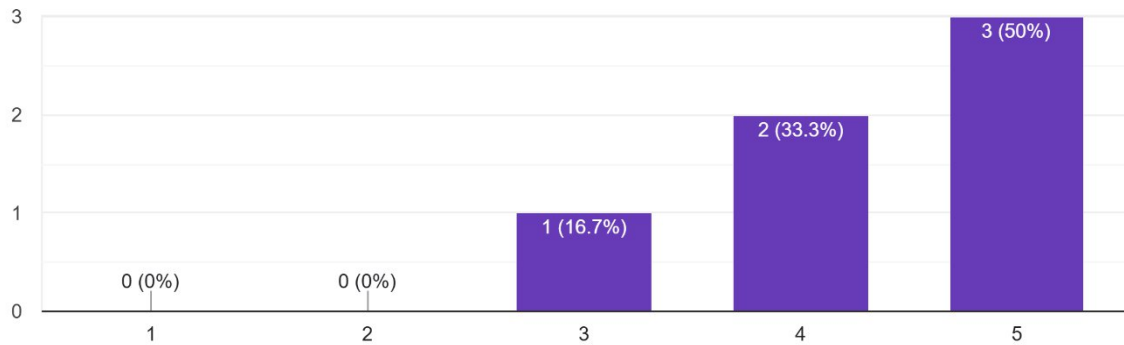
The analysis indicates a moderately positive perception regarding the emphasis on employability in the design and development of the syllabus. A majority of respondents, 50% (3 out of 6), rated it as 4 and 33.3% (2 respondents) rated it as 5, showing that 83.3% of respondents provided positive feedback. However, 16.7% (1 respondent) rated it as 2, indicating some level of dissatisfaction. There are 0% responses in ratings 1 and 3, suggesting no extreme dissatisfaction or neutrality. The interpretation suggests that while employability

is well integrated into the curriculum, there is scope to further strengthen industry-oriented skills and practical exposure.

Q.4) Does the syllabus meets the expectation of the industry?

Does the syllabus meet the expectations of the industry?

6 responses

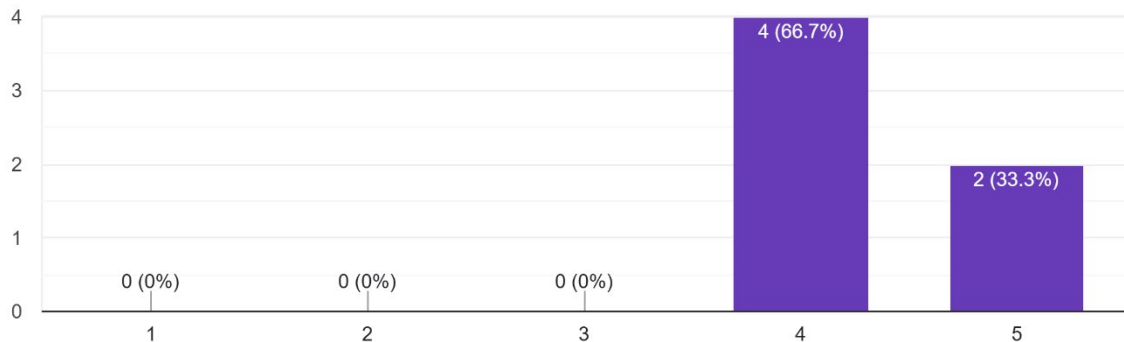


The analysis indicates a strong positive perception regarding the extent to which the syllabus meets industry expectations. A majority of respondents, 50% (3 out of 6), rated it as 5 and 33.3% (2 respondents) rated it as 4, showing that 83.3% of respondents provided high ratings. Additionally, 16.7% (1 respondent) rated it as 3, reflecting a moderate level of satisfaction. There are 0% responses in ratings 1 and 2, indicating no dissatisfaction. The interpretation suggests that the syllabus is well-aligned with industry requirements, though continuous updates and stronger industry integration would further enhance its relevance and effectiveness.

Q.5) Does the syllabus cater to the enhance ment of skills of the students with respect to the industry needs?

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

6 responses



The analysis indicates a strong positive perception regarding the syllabus in enhancing students' skills in line with industry needs. A majority of respondents, 66.7% (4 out of 6), rated

it as 4, while 33.3% (2 respondents) rated it as 5, showing that 100% of respondents provided positive feedback. There are 0% responses in ratings 1, 2, and 3, indicating no dissatisfaction or neutral opinions. This uniform positive distribution highlights that the syllabus effectively contributes to skill development relevant to industry requirements. The interpretation suggests that the curriculum is well-designed to build industry-relevant competencies, while continuous strengthening of practical and skill-based components will further enhance its effectiveness.

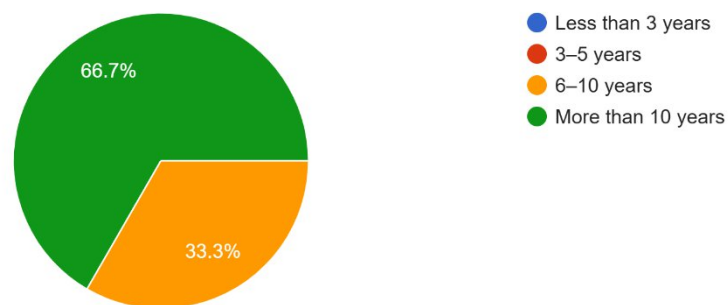
SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, MBAR
Entrepreneurs's Feedback Report (2025-26)

Entrepreneurs' feedback on the syllabus provides valuable insights into how well the curriculum aligns with real-world business requirements and entrepreneurial competencies. As industry practitioners, entrepreneurs bring practical perspectives on skills such as innovation, problem-solving, adaptability, and market awareness, which are essential for today's dynamic business environment. Their feedback helps in evaluating whether the syllabus effectively nurtures entrepreneurial thinking, risk-taking ability, and application-based learning among students. Incorporating such inputs is important to ensure that the curriculum remains industry-relevant, future-oriented, and capable of preparing students not just for employment but also for venture creation and leadership roles.

The respondents for the entrepreneur feedback comprise professionals engaged in women's clothing, services, and operations, representing diverse functional expertise within the business domain. Based on the data, a majority of the respondents, 66.7% (2 out of 3), have more than 10 years of entrepreneurial experience, indicating a strong presence of highly experienced and established entrepreneurs. The remaining 33.3% (1 respondent) fall within the 6–10 years of experience category, reflecting mid-level entrepreneurial exposure. Notably, there are no respondents with less than 5 years of experience, highlighting that the feedback is predominantly provided by seasoned professionals. This profile adds significant value to the feedback, as it is grounded in practical industry knowledge, operational insights, and long-term business experience.

Years of Entrepreneurial Experience

3 responses

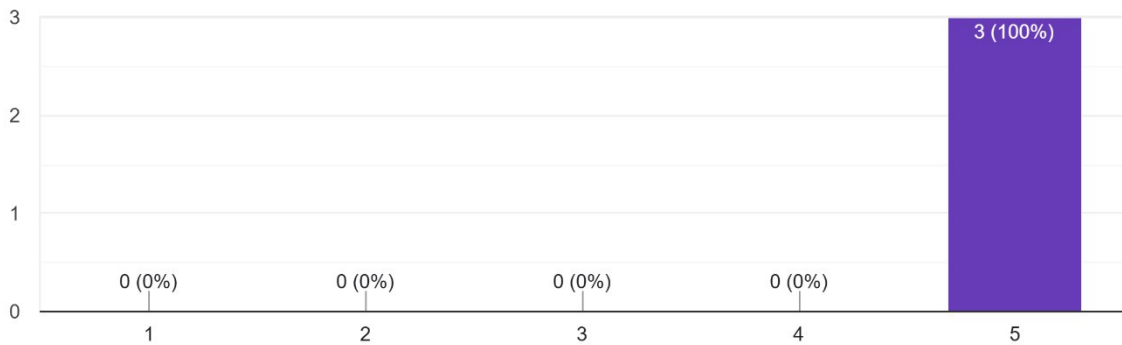


Q.1: The syllabus is aligned with the objective of the academic programme.

Response :3

The syllabus is aligned with the objectives of the academic programme.

3 responses

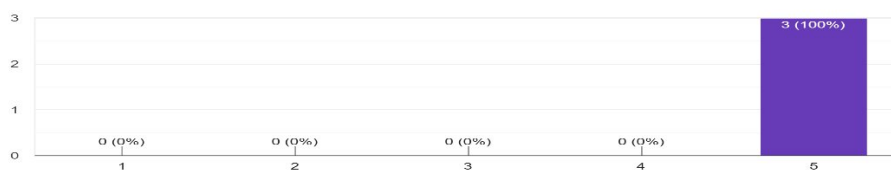


The analysis indicates a highly positive and unanimous perception regarding the alignment of the syllabus with the objectives of the academic programme, with 100% of respondents (3 out of 3) rating it as 5. There are 0% responses in ratings 1, 2, 3, and 4, reflecting the complete absence of neutrality or dissatisfaction. This uniform response demonstrates a strong consensus that the syllabus is fully aligned with the intended academic objectives and learning outcomes. The interpretation suggests that the curriculum is well-structured, coherent, and effectively designed to meet programme goals, with a high level of satisfaction among respondents, requiring only periodic updates to ensure continued relevance with evolving academic and industry needs. The analysis indicates a strong positive perception regarding the inclusion of topics relevant to current business and startup environments in the syllabus. A majority of respondents, 66.7% (2 out of 3), rated this aspect as 5, while 33.3% (1 respondent) rated it as 4, reflecting high satisfaction levels. There are 0% responses in ratings 1, 2, and 3, indicating the absence of dissatisfaction or neutrality. This distribution demonstrates that 100% of respondents provided positive ratings (4 and 5), highlighting a strong consensus that the syllabus effectively incorporates contemporary and industry-relevant topics. The interpretation suggests that the curriculum is well-aligned with current business trends and startup ecosystems, ensuring relevance and practical applicability, while continued updates can further strengthen its alignment with evolving industry dynamics.

Q.2: The syllabus cover emerging topics such as innovation and Digital transformation

The syllabus covers emerging trends such as innovation, digital transformation, and entrepreneurship.

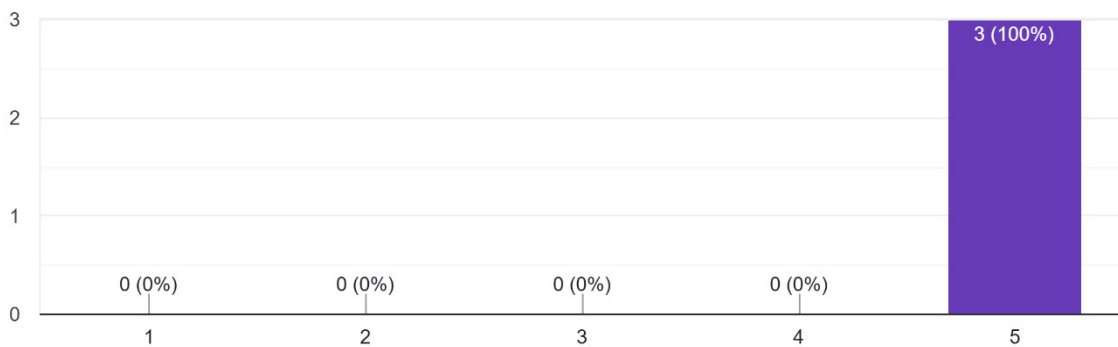
3 responses



The analysis indicates a strong positive perception regarding the inclusion of topics relevant to current business and startup environments in the syllabus. A majority of respondents, 66.7% (2 out of 3), rated this aspect as 5, while 33.3% (1 respondent) rated it as 4, reflecting high satisfaction levels. There are 0% responses in ratings 1, 2, and 3, indicating the absence of dissatisfaction or neutrality. This distribution demonstrates that 100% of respondents provided positive ratings (4 and 5), highlighting a strong consensus that the syllabus effectively incorporates contemporary and industry-relevant topics. The interpretation suggests that the curriculum is well-aligned with current business trends and startup ecosystems, ensuring relevance and practical applicability, while continued updates can further strengthen its alignment with evolving industry dynamics. The analysis indicates a strong positive perception regarding the inclusion of topics relevant to current business and startup environments in the syllabus. A majority of respondents, 66.7% (2 out of 3), rated this aspect as 5, while 33.3% (1 respondent) rated it as 4, reflecting high satisfaction levels. There are 0% responses in ratings 1, 2, and 3, indicating the absence of dissatisfaction or neutrality. This distribution demonstrates that 100% of respondents provided positive ratings (4 and 5), highlighting a strong consensus that the syllabus effectively incorporates contemporary and industry-relevant topics. The interpretation suggests that the curriculum is well-aligned with current business trends and startup ecosystems, ensuring relevance and practical applicability, while continued updates can further strengthen its alignment with evolving industry dynamics.

Q.3) The electives offered in the programme are relevant to entrepreneurial and business needs.

The electives offered in the programme are relevant to entrepreneurial and business needs.
3 responses

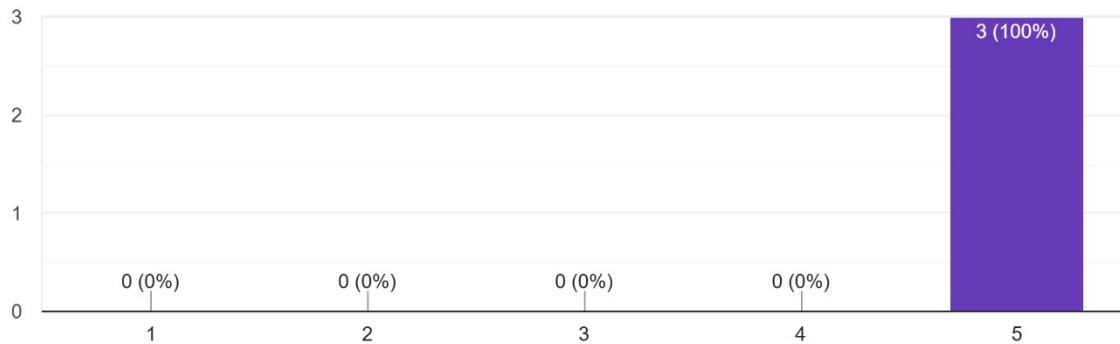


The analysis indicates a highly positive and unanimous perception regarding the relevance of electives offered in the programme to entrepreneurial and business needs. All 100% of respondents (3 out of 3) rated this aspect as 5, demonstrating complete agreement that the electives are well-aligned with industry and entrepreneurial requirements. There are 0% responses in ratings 1, 2, 3, and 4, indicating no dissatisfaction or neutral opinions among the respondents. This uniform response reflects a strong consensus that the electives effectively support practical learning and business applicability. The interpretation suggests that the programme offers relevant, industry-oriented elective choices that enhance students' preparedness for entrepreneurial and professional challenges, with continued updates ensuring sustained alignment with evolving business needs.

Q.4) The syllabus focuses on practical learning such as case studied, projects and real world application.

The syllabus focuses on practical learning such as case studies, projects, and real-world applications.

3 responses



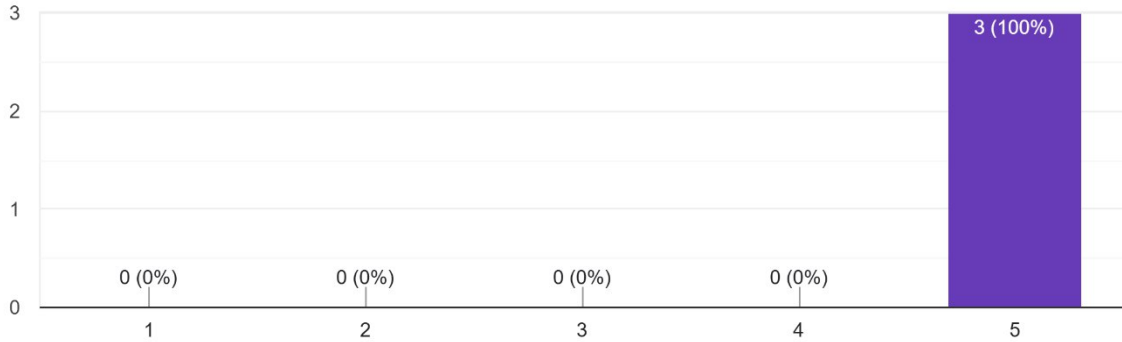
The analysis indicates a highly positive and unanimous perception regarding the syllabus focus on practical learning through case studies, projects, and real-world applications. All 100% of respondents (3 out of 3) rated this aspect as 5, demonstrating complete agreement that the curriculum effectively integrates experiential learning components. There are 0% responses in ratings 1, 2, 3, and 4, indicating the absence of any dissatisfaction or neutral views. This uniform distribution highlights a strong consensus that the syllabus successfully bridges the gap between theoretical knowledge and practical application. The interpretation suggests that the curriculum is well-designed to enhance hands-on learning and industry readiness, ensuring that students are equipped with practical skills, while continued reinforcement of such approaches will sustain its effectiveness.

Q.5) The curriculum helps in developing Entrepreneurial mindset.

The analysis indicates a highly positive and unanimous perception regarding the role of the curriculum in developing an entrepreneurial mindset and problem-solving skills among students. All 100% of respondents (3 out of 3) rated this aspect as 5, reflecting complete agreement that the syllabus effectively nurtures these essential competencies. There are 0% responses in ratings 1, 2, 3, and 4, indicating the absence of any dissatisfaction or neutral opinions. This uniform response highlights a strong consensus that the curriculum successfully promotes critical entrepreneurial attributes such as innovation, analytical thinking, and decision-making. The interpretation suggests that the syllabus is highly effective in preparing students for entrepreneurial challenges, with a strong focus on skill development, while continued emphasis on experiential and application-based learning will further sustain its impact.

The curriculum helps in developing entrepreneurial mindset and problem-solving skills among students.

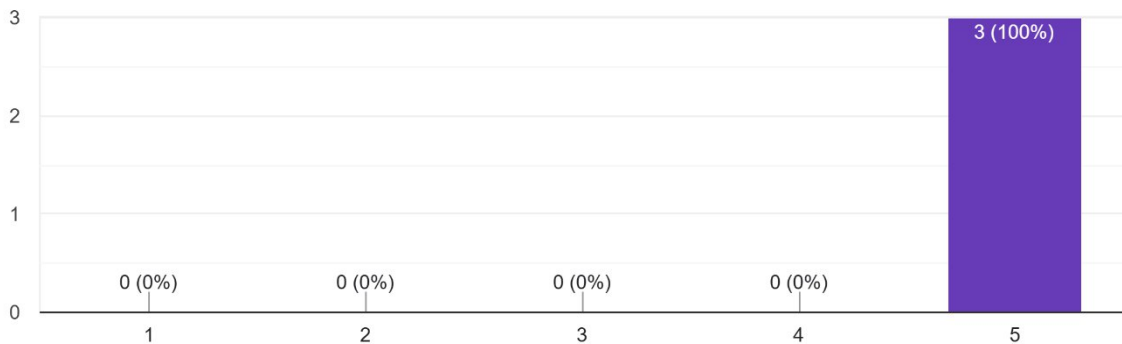
3 responses



Q.5) Overall the syllabus meets the expectation of industry and entrepreneurial ecosystem.

. Overall, the syllabus meets the expectations of industry and entrepreneurial ecosystems.

3 responses



The analysis indicates a highly positive and unanimous perception regarding the overall effectiveness of the syllabus in meeting the expectations of industry and entrepreneurial ecosystems. All 100% of respondents (3 out of 3) rated this aspect as 5, demonstrating complete agreement that the curriculum aligns well with current industry standards and entrepreneurial requirements. There are 0% responses in ratings 1, 2, 3, and 4, indicating no dissatisfaction or neutral opinions among the respondents. This uniform response reflects a strong consensus that the syllabus is relevant, industry-oriented, and practically aligned with business needs. The interpretation suggests that the curriculum is well-designed to meet external expectations, effectively preparing students for real-world challenges, while continuous updates and industry engagement will help sustain its relevance and effectiveness.

The concluding remarks from the entrepreneur feedback highlight the need to further strengthen the practical and skill-oriented aspects of the syllabus. Respondents emphasized the importance of incorporating project-based learning that enables students to solve real business

problems, thereby enhancing practical application. They also recommended the inclusion of essential skills such as negotiation, along with topics addressing personal well-being, including stress and pressure management, to better prepare students for real-world challenges. Additionally, there is a clear suggestion to enhance experiential learning through internships and live projects, which would provide direct industry exposure. Entrepreneurs also stressed the need to focus on soft skill development, particularly in customer handling and effective communication. Overall, these recommendations indicate that while the syllabus is strong in its current form, integrating more hands-on, industry-relevant, and holistic skill development components would significantly enhance its effectiveness.

SCHOOL OF BUSINESS AND MANAGEMENT
BBA SBA, BBA FIB BBA F&E, BBAT, MBAR
Parents Feedback Report (2025-26)

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.

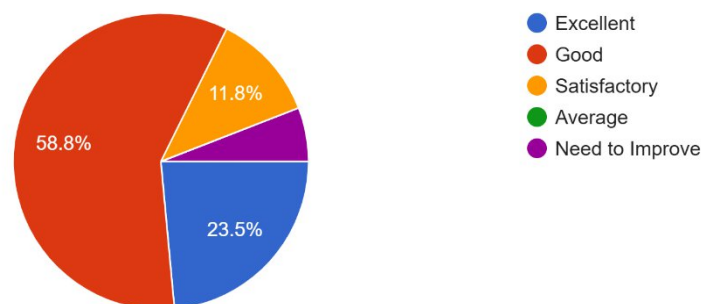
Key Areas of Evaluation

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?

17 responses



Interpretation

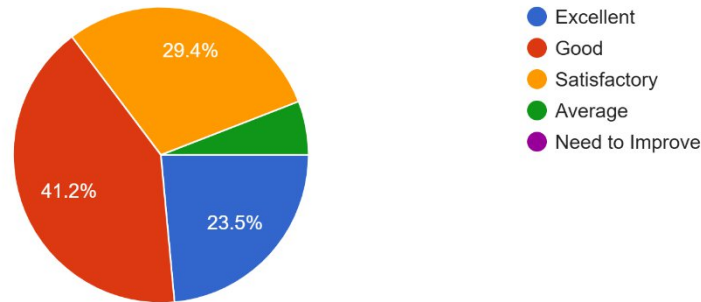
The data based on 17 responses indicates a strongly positive perception regarding the syllabus orientation towards higher education. A majority of respondents, 58.8%, rated it as “Good,” while 23.5% rated it as “Excellent,” meaning that over 82% of the respondents view the program structure as effectively preparing students for advanced academic pursuits. Additionally, 11.8% rated it as “Satisfactory,” suggesting moderate approval, and a very small proportion indicated “Need to Improve,” with no responses in the “Average” category. This distribution reflects a high level of confidence in the curriculum’s ability to support higher education aspirations. Overall, the findings suggest that the syllabus is well-structured to facilitate postgraduate readiness, though minor refinements could further strengthen academic progression pathways.

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,

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

17 responses



Interpretation

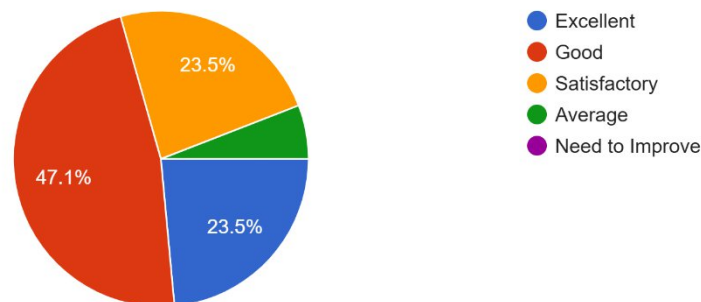
Based on 17 responses, the data reflects a generally positive perception regarding the weightage given to employability in the syllabus design and development. A combined 64.7% of respondents rated this aspect as either “Good” (41.2%) or “Excellent” (23.5%), indicating that a clear majority believe employability is meaningfully integrated into the curriculum. Additionally, 29.4% rated it as “Satisfactory,” suggesting moderate approval but implying scope for stronger industry alignment or skill-based enhancement. A small proportion rated it as “Average,” while none indicated “Need to Improve,” reflecting limited dissatisfaction. Overall, the findings suggest that employability considerations are visibly embedded in the syllabus; however, strengthening practical exposure, certification opportunities, and industry-linked components could further elevate perceptions from satisfactory to excellent.

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.

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

17 responses

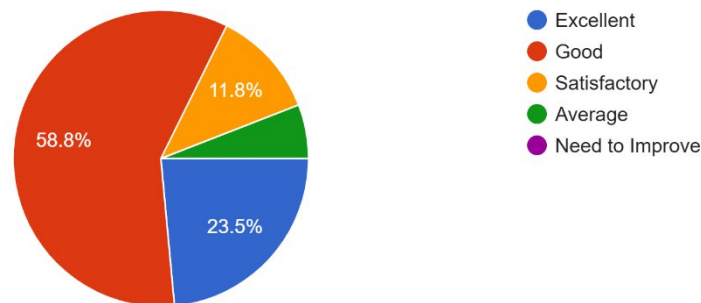


Interpretation

Based on 17 responses, the data reflects a strong positive perception regarding the inclusion of value-based education within the syllabus. A majority of respondents, 47.1%, rated it as “Good,” while 23.5% rated it as “Excellent,” indicating that over 70% believe the curriculum meaningfully incorporates ethical, social, and value-oriented components. Additionally, 23.5% rated it as “Satisfactory,” suggesting moderate approval with potential scope for further strengthening. A small proportion rated it as “Average,” and none indicated “Need to Improve,” reflecting minimal dissatisfaction. Overall, the findings suggest that value-based education is well integrated into the syllabus framework; however, enhancing explicit value-driven case discussions, ethics modules, and community engagement components could further reinforce its impact and visibility within the academic structure.

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

17 responses



Interpretation

Based on 17 responses, the data reflects a highly positive perception regarding the syllabus addressing societal needs. A majority of respondents, 58.8%, rated this aspect as “Good,” while 23.5% rated it as “Excellent,” indicating that more than 82% believe the curriculum meaningfully incorporates components that serve societal interests. Additionally, 11.8% rated it as “Satisfactory,” suggesting moderate approval, and a small proportion rated it as “Average,” with no respondents selecting “Need to Improve.” This distribution demonstrates strong confidence that the syllabus integrates social relevance, ethical awareness, and community-oriented perspectives within its structure. Overall, the findings suggest that the curriculum effectively aligns academic content with societal expectations, though continued emphasis on community engagement, sustainability, and socially responsible practices can further strengthen its impact.

D. Promotion of Self-Study and Research Attitude

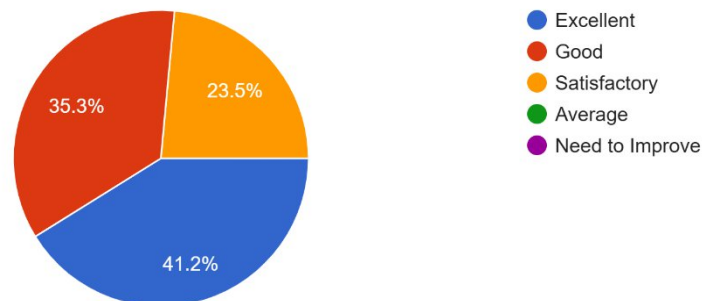
Encouraging students to engage in independent study and research fosters critical thinking and innovation. The feedback evaluates the extent to which the syllabus promotes:

- Independent learning
- Research-oriented projects

- Academic inquiry and critical analysis

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

17 responses



Interpretation

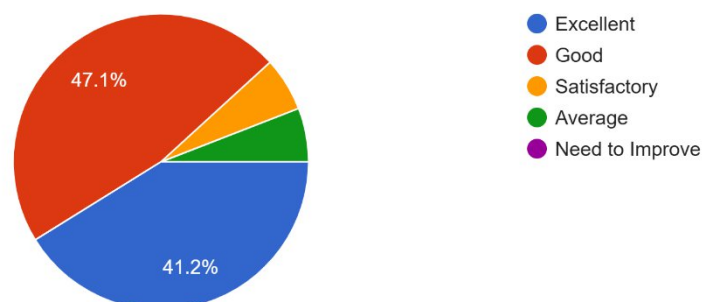
Based on 17 responses, the data reflects a very positive perception regarding the promotion of self-study and research attitude within the syllabus. A majority of respondents, 41.2%, rated this aspect as “Excellent,” while 35.3% rated it as “Good,” indicating that over 76% believe the curriculum strongly encourages independent learning and research orientation. Additionally, 23.5% rated it as “Satisfactory,” suggesting moderate approval, and there were no responses under “Average” or “Need to Improve,” reflecting the absence of dissatisfaction. This distribution highlights that students clearly recognize structured opportunities for self-learning, inquiry-based tasks, and research engagement within the program. Overall, the findings suggest that the syllabus effectively fosters academic curiosity and independent learning, and continued emphasis on research projects, scholarly exposure, and guided academic exploration will further strengthen this positive perception.

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?

17 responses



Interpretation

Based on 17 responses, the data reflects a highly positive perception regarding the role of the syllabus in enhancing students' personality development. A majority of respondents, 47.1%, rated this aspect as "Good," while 41.2% rated it as "Excellent," indicating that over 88% believe the curriculum significantly contributes to personality growth. A small proportion rated it as "Satisfactory" and "Average," with no responses under "Need to Improve," suggesting minimal dissatisfaction. This strong positive distribution highlights that students perceive the syllabus as supportive in developing communication skills, confidence, leadership qualities, ethical orientation, and overall professional demeanor. Overall, the findings suggest that personality development is effectively integrated within the academic framework, and continued emphasis on presentation skills, teamwork activities, value-based learning, and experiential components will further strengthen holistic student development.

Observation and Recommendation

The overall observations from the feedback indicate that the syllabus is academically sound and positively perceived across key dimensions such as higher education orientation, employability integration, value-based education, societal relevance, research promotion, and personality development. A majority of respondents have rated most parameters as Good or Excellent, reflecting strong confidence in the curriculum framework. However, moderate ratings in certain areas suggest scope for strengthening practical exposure, advanced specialization, and explicit industry alignment. Based on these observations, it is recommended that the institution further enhance experiential learning components, integrate industry certifications and live projects, expand research-driven assignments, and periodically review course content to ensure contemporary relevance. Strengthening structured industry collaboration, internship opportunities, and interdisciplinary modules will help elevate overall satisfaction and ensure sustained academic excellence and professional readiness.

In conclusion, the feedback reflects an overall positive evaluation of the syllabus across academic, professional, and developmental dimensions. Students largely perceive the curriculum as relevant, structured, and supportive of higher education, employability, research orientation, societal contribution, and personality enhancement. While the majority of responses indicate satisfaction and confidence in the program framework, the presence of moderate ratings suggests opportunities for further enrichment in practical integration, advanced depth, and industry linkage. Overall, the syllabus demonstrates strong foundational quality, and with continuous review and targeted enhancements, it can further strengthen academic rigor, student engagement, and professional preparedness.

CHRIST (Deemed to be University)
SCHOOL OF BUSINESS AND MANAGEMENT
Action Taken Report on Stakeholder Feedback

The institution has established a systematic mechanism to collect feedback from key stakeholders including Students, Teachers, Alumni, Academic Peers, and Parents regarding curriculum relevance, teaching-learning processes, and overall academic development. The feedback collected during the academic year was analyzed by the concerned departments and the Internal Quality Assurance Cell (IQAC). Based on the analysis, several measures were initiated to enhance the quality of education and strengthen industry and societal relevance.

Student feedback highlighted the need for more experiential learning, industry exposure, and skill-based activities. In response, faculty members incorporated case studies, project-based learning, group discussions, and presentations into the teaching-learning process. Additionally, guest lectures, workshops, and industry interaction sessions were organized to provide students with practical insights and enhance employability skills.

Teacher feedback emphasized the importance of updating academic content, integrating practical components, and adopting innovative teaching methodologies. Accordingly, faculty were encouraged to integrate contemporary developments, real-life business examples, and interdisciplinary perspectives into their courses. Faculty development programs and academic workshops were also organized to strengthen pedagogical effectiveness and promote innovative teaching practices.

Feedback from alumni highlighted the need to strengthen industry readiness, leadership skills, and professional competencies among students. To address these suggestions, alumni were actively engaged through guest lectures, mentoring sessions, and career guidance programs. Skill development and personality enhancement activities were also organized to improve communication, leadership, and professional preparedness among students.

Academic peers recommended greater integration of emerging trends, research orientation, and interdisciplinary learning. Based on these suggestions, departments encouraged research-based assignments, seminars, and student presentations to develop analytical and critical thinking skills. Academic enrichment activities such as expert talks and workshops were also conducted to broaden students' academic exposure.

Parent's feedback emphasized the importance of holistic student development, career guidance, and regular monitoring of academic progress. In response, the institution strengthened its mentoring system and counseling mechanisms to support students' academic and personal development. Various co-curricular and extracurricular activities were organized to ensure the overall growth and well-being of students.

Employer feedback emphasized the need to further strengthen industry alignment, employability, and skill development within the curriculum. While the majority of respondents expressed satisfaction with the syllabus in terms of industry relevance and inclusion of current trends, some feedback indicated scope for improvement in practical exposure and application-based learning. In response, the institution has taken steps to enhance industry integration by incorporating more live projects, internships, and case-based learning approaches. Skill-oriented training sessions, workshops, and industry interaction programmes have been

strengthened to bridge the gap between academic learning and professional expectations. Additionally, efforts have been made to update course content with emerging industry trends and advanced topics to ensure continued relevance. These measures aim to improve students' employability, practical competencies, and readiness to meet dynamic industry requirements, thereby aligning the academic framework more closely with employer expectations.

Entrepreneurs' feedback highlighted the need for a more industry-oriented and skill-driven curriculum, with greater emphasis on practical exposure, innovation, and real-world business applications. Respondents suggested incorporating live projects, case-based learning, internships, and interaction with industry experts to enhance students' entrepreneurial mindset and employability. In response, the institution has taken steps to strengthen industry linkage by integrating experiential learning components, promoting startup-oriented activities, and organizing guest lectures, workshops, and incubation support initiatives to better align academic delivery with evolving business and market expectations.

Overall, the feedback analysis and the corresponding action taken have contributed to enhancing the quality of the teaching-learning process, strengthening industry relevance, and supporting the holistic development of students. The institution remains committed to continuously reviewing stakeholder inputs and implementing appropriate improvements to maintain academic excellence.



*Head
Business and Management
Bangalore Bannerghatta Road Campus
CHRIST (Deemed to be University)
Bengaluru - 560 076*