CHRIST (Deemed to be University), Delhi NCR Campus

School of Business and Management

Undergraduate programs: Bachelor of Business Administration (BBA)

Assessment Year 2025-26

Criteria 1: Curriculum Design & Development

Sub criteria 1.4.1: Structured feedback and review of syllabus/semester wise received from 1) Students 2) Alumni 3) Teachers 4) Academic Peers

Head
School of Business and
Management (BBA)
CHRIST Deemed to be University
Delhi NCR

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

SCHOOL OF BUSINESS AND MANAGEMENT

BACHELOR OF BUSINESS ADMINISTRATION

CURRICULUM FEEDBACK ANALYSIS REPORT

1. Introduction

Feedback is vital in assessing curriculum effectiveness and ensuring that intended learning outcomes are achieved. In alignment with outcome-based education, stakeholder perspectives on programme objectives and outcomes are considered essential. CHRIST (Deemed to be University) has implemented a comprehensive 360-degree feedback system engaging students, alumni, academic experts, parents, and other stakeholders. The feedback collected is systematically analyzed to evaluate curriculum relevance and identify areas for improvement.

As per institutional policy, all departments are required to gather and review curriculum-related feedback. This report presents an analysis of the feedback received for the School of Business and Management (UG), outlining the number and nature of responses, key stakeholder observations, actions taken during the 2025-26 academic year, and planned initiatives for 2026–27.

2. 360-Degree Structured Feedback

As has been a practice, the University Internal Quality Assurance Cell (IQAC) provides feedback forms from the following stakeholders

1. Students
2. Alumni
3. Teachers
4. Academic Peers

The questionnaire has been carefully designed to consider the programs provided by the School of Business and Management, taking into account all aspects necessary for regular curriculum revisions and the introduction of new courses and programs across departments. The survey distributed to various stakeholders can be found below.

2.1 Feedback Form for Students

The feedback forms utilize a 5-point scale, with 5 being the highest score and 1 being the lowest. The student feedback questionnaire helps determine if the established curriculum aligns with outcome- based education principles, fosters a research-oriented mindset among students, and encourages curiosity and a lifelong learning attitude. These factors contribute to the department's mission fulfillment, ultimately leading to the realization of its vision. The questionnaire provided to students can be found in Table 2.1 below.

Table 2.1: Questionnaire to Students on the Curriculum

S. No.	Question
1	Alignment of the curriculum content with stated objectives and learning outcomes
2	Inclusion of advanced topics within the curriculum
3	Enhancement of knowledge and skills in the relevant domain through the curriculum
4	Effectiveness of the curriculum in developing critical and analytical thinking
5	Relevance of textbooks and reference materials to the curriculum content
6	Orientation of the curriculum towards higher education
7	Enablement of real-life application of knowledge through the curriculum
8	Weightage given to employability in the design and development of the curriculum
9	Promotion of self-study and a research-oriented attitude through the curriculum
10	Overall effectiveness of the curriculum in meeting expectations

2.2 Feedback Form for Alumni

Alumni are instrumental in evaluating whether the curriculum effectively prepares individuals to thrive in a dynamic environment, instills curiosity for pursuing advanced research, and inspires them to become successful entrepreneurs who contribute to the country's development. With these considerations, a questionnaire has been designed for alumni, which can be found in Table 2.2 below.

Table 2.2: Questionnaire to Alumni on the Curriculum

S. No.	Question
1	Regular updating of the curriculum in line with current trends and advanced topics
2	Orientation of the curriculum towards higher education
3	Integration of employability weightage in the curriculum design
4	Alignment of the curriculum with industry expectations
5	Enablement of real-life application of knowledge through the curriculum
6	Promotion of research and development orientation among students
7	Encouragement of entrepreneurship through the curriculum

2.3 Feedback Form for Teachers

Faculty members serve as the foundation for success in any higher education institution, and their feedback is crucial in determining whether the established curriculum provides students with a solid grasp of the fundamentals in their programs of study. The questionnaire also assesses whether the curriculum enables students to apply their knowledge to complex problem-solving and if the syllabus is up-to-date, preparing students for advanced studies and research. Table 2.3 below presents the questions posed to teachers for rating the curriculum during the feedback survey process.

Table 2.3: Questionnaire to Teachers on the Curriculum

S. No.	Question
1	Alignment of the curriculum with the stated objectives and learning outcomes
2	Effectiveness of the curriculum in developing independent thinking
3	Enhancement of subject knowledge through the curriculum
4	Enablement of real-life application of knowledge through the curriculum
5	Promotion of research-inclusive teaching practices through the curriculum
6	Adherence of the curriculum to established academic benchmarks for the programme

2.4 Feedback Form for Academic Peers

A comprehensive 360-degree feedback process should incorporate input from all relevant stakeholders. Faculty members from other academic institutions provide an essential external perspective in evaluating the curriculum of any higher education programme. Their feedback, gathered and analyzed from a cross-institutional standpoint, helps determine whether the curriculum aligns with contemporary academic standards and disciplinary advancements. The questionnaire assesses whether the syllabus strengthens subject knowledge, fosters independent thinking, and enables real-world application. It further evaluates adherence to established academic benchmarks, ensuring students are well-prepared for advanced studies and research. Table 2.4 below presents the questions posed to academic peers during the feedback survey process.

Table 2.4: Questionnaire to Academic Peers on the Curriculum

S. No.	Question
1	Alignment of the curriculum with the stated objectives and learning outcomes
2	Effectiveness of the curriculum in developing independent thinking
3	Enhancement of subject knowledge through the curriculum
4	Enablement of real-life application of knowledge through the curriculum
5	Promotion of research-inclusive teaching practices through the curriculum
6	Adherence of the curriculum to established academic benchmarks for the programme

The following Table 2.5 gives the total count of stakeholders from whom the responses were collected.

Table 2.5: Number of Feedback Responses on Syllabus for 2025-26

Category of Stakeholder	Number of Responses
Students	343
Alumni	16
Faculty	8
Academic Peers	5
TOTAL NUMBER OF RESPONSES	**372**

The above-mentioned responses were analyzed based on the category of stakeholder and the below section gives a detailed report of the same.

3. Feedback Analysis of Stakeholder's Feedback on Curriculum

Based on the responses given by the stakeholder a feedback analysis is done to identify the area of improvement and incorporate their suggestions into the curriculum.

3.1 Feedback Analysis of Student on Curriculum

For the academic year of 2025-26, the feedback collected from the students was analyzed and the following tables give us an overall understanding of how the students perceive the curriculum offered. The overall feedback of the students has been shown in the following tables and figures.

Table 3.1: All UG Programmes of SBM- Student Feedback on Curriculum

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement	Total
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	71	137	101	24	10	343
Does the curriculum cover advanced topics?	60	130	103	35	15	343
Whether the curriculum enhances your knowledge and skills in the relevant domain?	84	136	80	30	13	343
Is the curriculum effective in developing critical/ analytical thinking?	79	124	101	22	17	343
Are the text books and reference materials relevant to the content of the curriculum?	71	120	91	37	24	343
Does the curriculum orient towards higher education?	75	136	96	24	12	343
Does the curriculum enable the students to apply their knowledge in real life situations?	78	120	99	30	16	343
Is employability given weightage in the design and development of curriculum?	64	107	111	42	19	343
Does the curriculum promote self-study and attitude of research?	94	129	85	21	14	343
Does the curriculum meet your overall expectations?	66	134	91	32	20	343

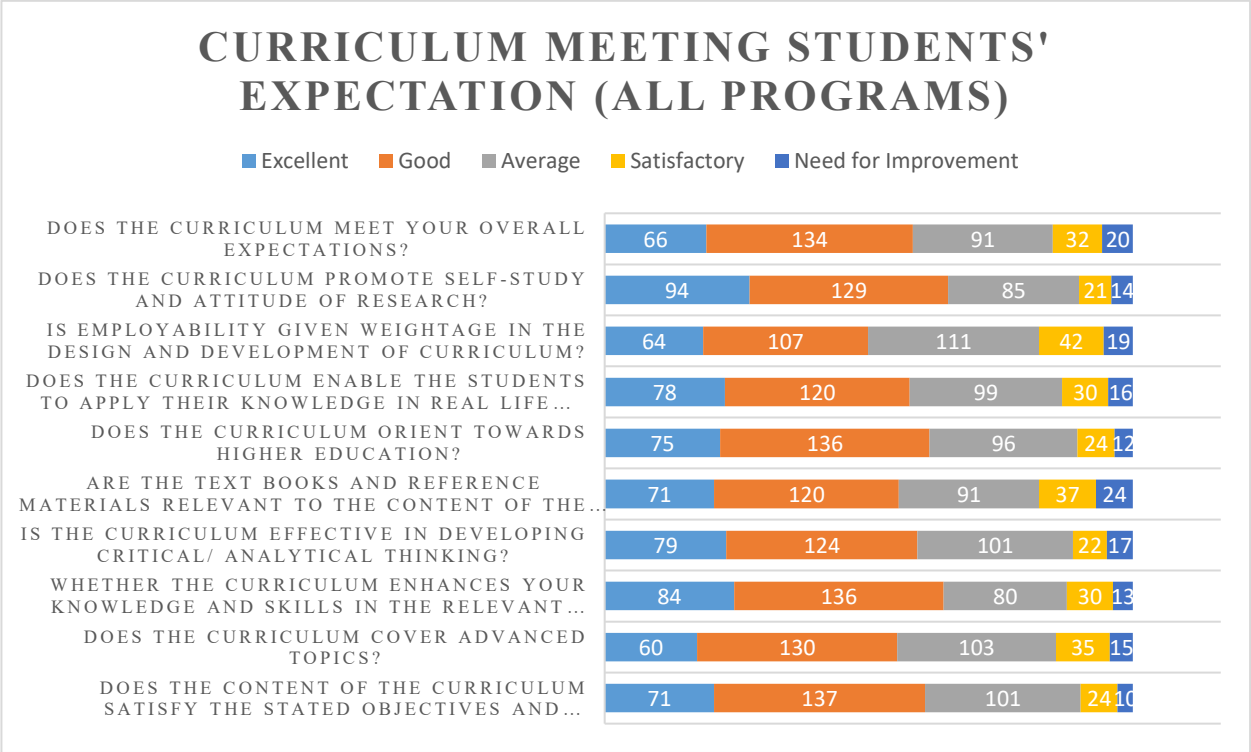

Figure 3.1: Graphical Representation of Curriculum Meeting Students' Expectations (Counts)

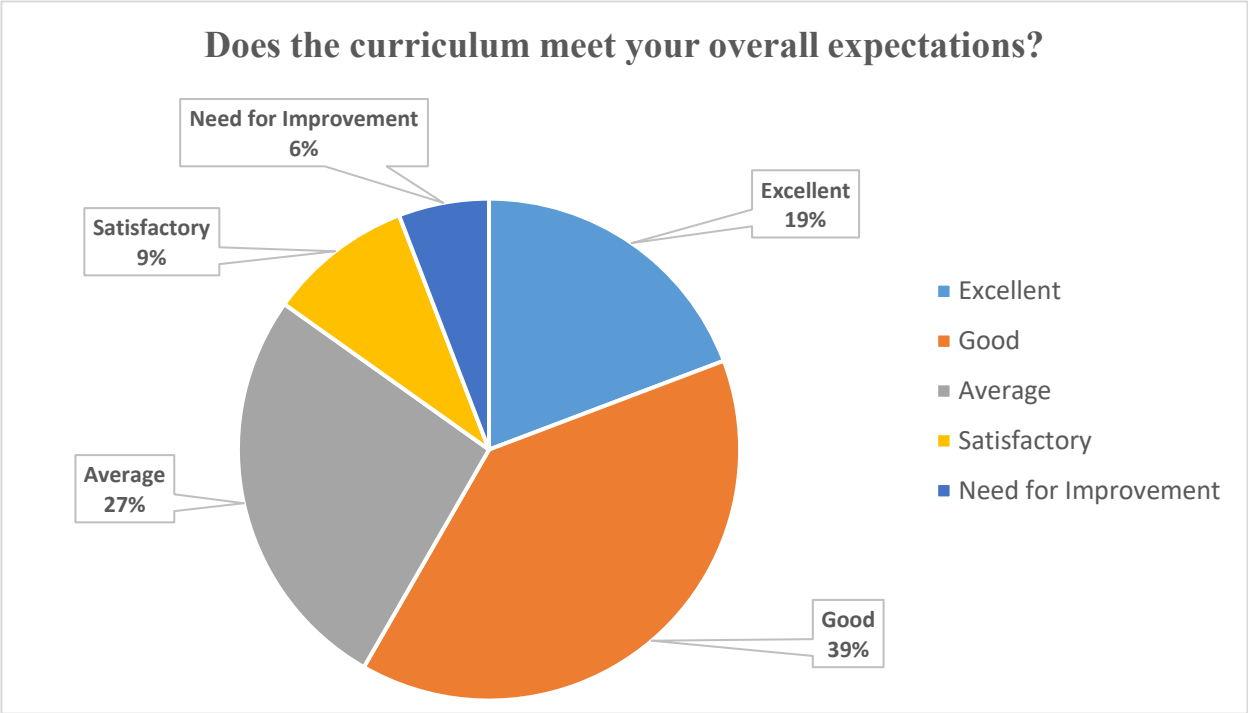

Figure 3.2: Graphical Representation of Curriculum Meeting Students' Expectations (Percentages)

The following Table 3.2 gives the programme-wise count of students whose feedback was collected and analyzed.

Table 3.2: Programme wise Student Feedback

Programme Name	Number of Respondents
BBA	147
BBA FMA	79
BBA FT	52
BBA SBA	38
BBA MSM	27
Total	**343**

The following Tables 3.3- 3.7 show the programme-wise analysis of the students' feedback. The figures 3.3- 3.7 are the graphical representation of the same.

BBA

Table 3.3: Programme-wise Student Feedback- BBA 2025

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	27	60	44	9	7
Does the curriculum cover advanced topics?	20	55	51	14	7
Whether the curriculum enhances your knowledge and skills in the relevant domain?	27	64	30	19	7
Is the curriculum effective in developing critical/ analytical thinking?	31	49	45	11	11
Are the text books and reference materials relevant to the content of the curriculum?	25	50	39	20	13
Does the curriculum orient towards higher education?	28	61	41	11	6

Does the curriculum enable the students to apply their knowledge in real life situations?	25	45	51	16	10
Is employability given weightage in the design and development of curriculum?	21	44	51	21	10
Does the curriculum promote self-study and attitude of research?	32	52	42	11	10
Does the curriculum meet your overall expectations?	23	58	44	10	12

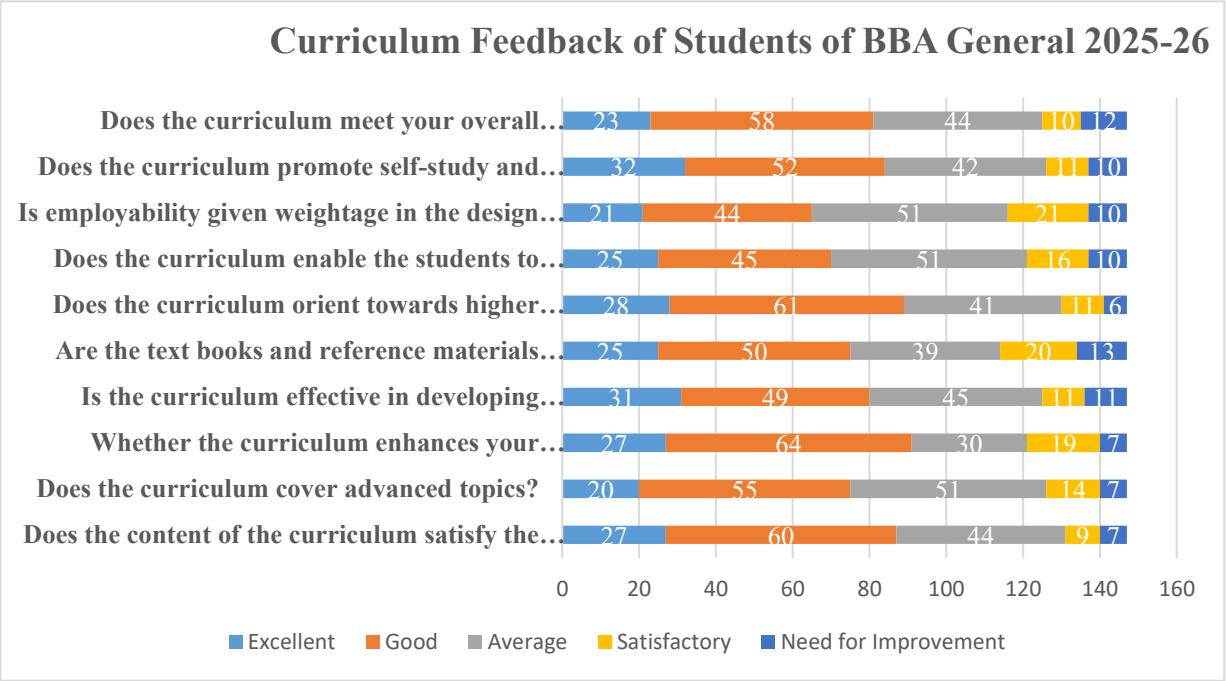

Figure 3.3: Graphical Representation of Students' Feedback- BBA H Programme

BBA Finance and Marketing Analytics (BBA FMA)

Table 3.4: Programme wise Student Feedback- BBA Finance and Marketing Analytics (BBA FMA)

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	7	38	26	6	2
Does the curriculum cover advanced topics?	9	31	23	9	7

Whether the curriculum enhances your knowledge and skills in the relevant domain?	16	30	25	4	4
Is the curriculum effective in developing critical/ analytical thinking?	13	30	25	8	3
Are the text books and reference materials relevant to the content of the curriculum?	13	26	28	7	5
Does the curriculum orient towards higher education?	12	34	24	6	3
Does the curriculum enable the students to apply their knowledge in real life situations?	17	28	23	8	3
Is employability given weightage in the design and development of curriculum?	9	28	27	11	4
Does the curriculum promote self-study and attitude of research?	20	34	19	4	2
Does the curriculum meet your overall expectations?	7	36	21	10	5

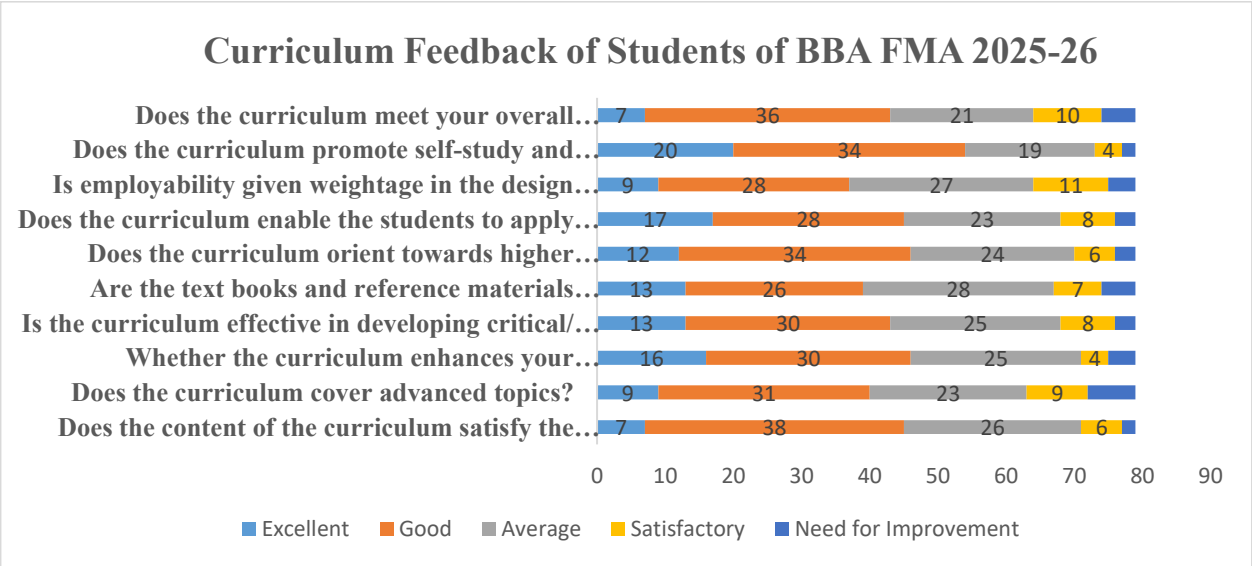

Figure 3.4: Graphical Representation of Students' Feedback- BBA- FMA Programme

BBA Fintech

Table 3.5: Programme wise Student Feedback- BBA Fintech (BBA FT)

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	20	11	15	6	0
Does the curriculum cover advanced topics?	16	16	13	6	1
Whether the curriculum enhances your knowledge and skills in the relevant domain?	20	17	11	3	1
Is the curriculum effective in developing critical/ analytical thinking?	17	16	17	1	1
Are the text books and reference materials relevant to the content of the curriculum?	18	17	9	3	5
Does the curriculum orient towards higher education?	19	15	13	5	0
Does the curriculum enable the students to apply their knowledge in real life situations?	20	15	12	3	2
Is employability given weightage in the design and development of curriculum?	18	16	10	5	3
Does the curriculum promote self-study and attitude of research?	19	20	10	2	1
Does the curriculum meet your overall expectations?	20	13	10	7	2

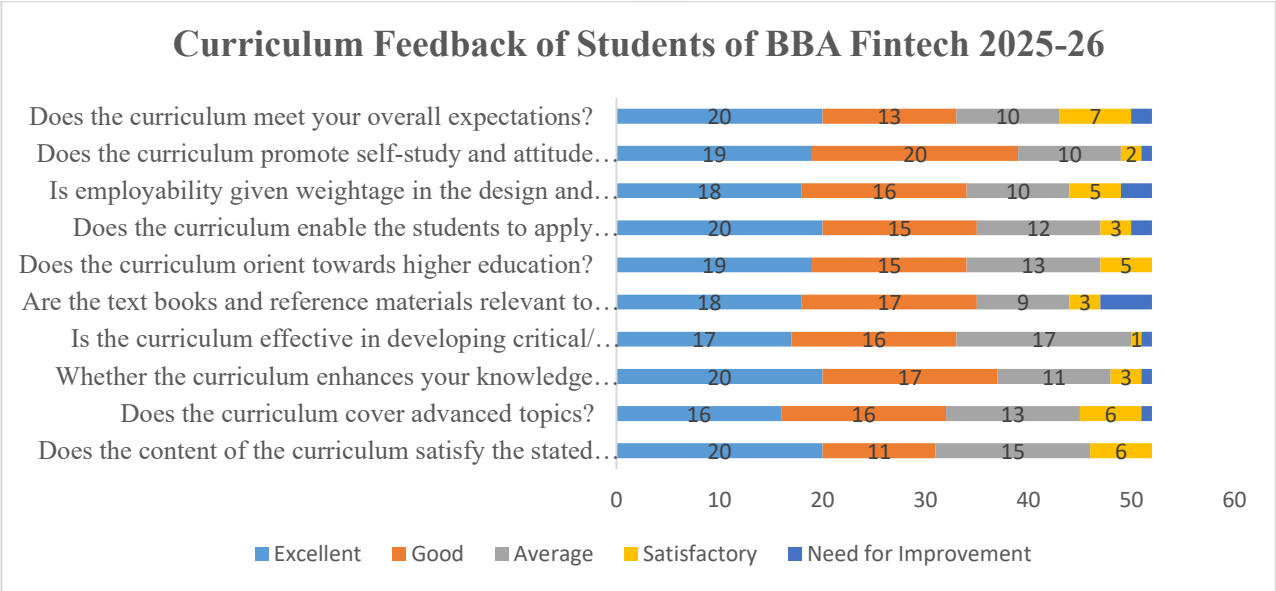

Figure 3.5: Graphical Representation of Students' Feedback- BBA- Fintech Programme

BBA Strategy and Business Analytics (BBA SBA)

Table 3.6: Programme wise Student Feedback- BBA Strategy and Business Analytics (BBA SBA)

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	8	16	12	1	1
Does the curriculum cover advanced topics?	7	17	11	3	0
Whether the curriculum enhances your knowledge and skills in the relevant domain?	9	17	8	3	1
Is the curriculum effective in developing critical/ analytical thinking?	7	21	8	1	1
Are the text books and reference materials relevant to the content of the curriculum?	7	14	11	5	1
Does the curriculum orient towards higher education?	7	16	11	1	3
Does the curriculum enable the students to apply their knowledge in real life situations?	5	21	9	2	1

Is employability given weightage in the design and development of curriculum?	5	11	17	4	1
Does the curriculum promote self-study and attitude of research?	10	15	10	2	1
Does the curriculum meet your overall expectations?	7	18	9	4	0

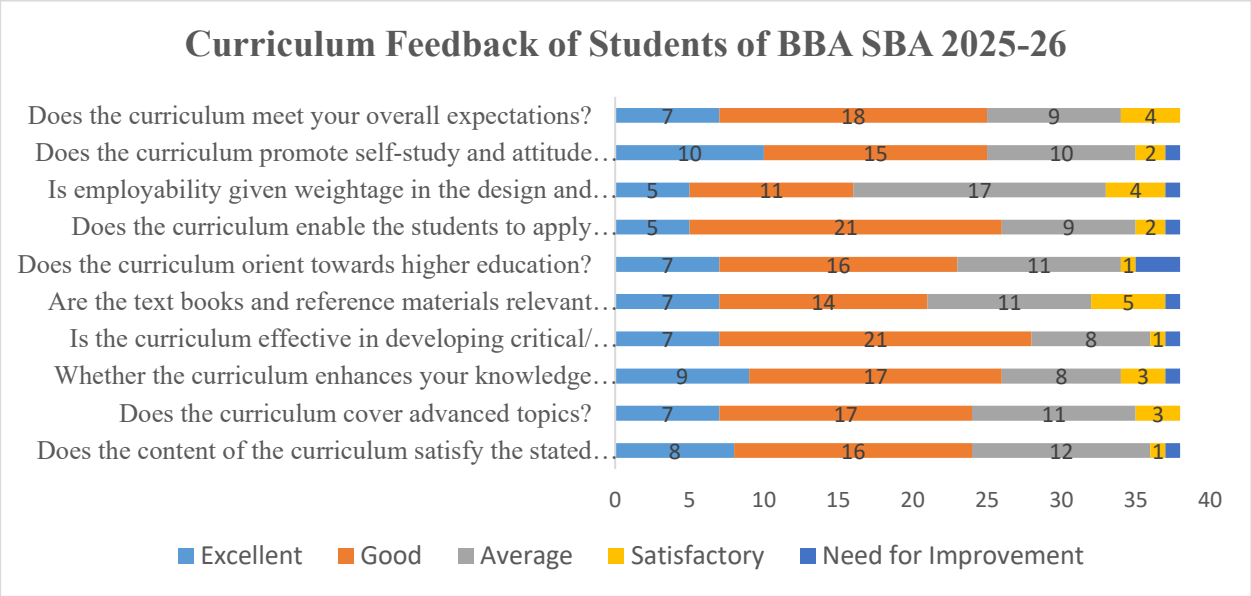

Figure 3.6: Graphical Representation of Students' Feedback- BBA- SBA Programme

BBA Marketing and Supply Chain Management (BBA MSM)

Table 3.7: Programme wise Student Feedback- BBA Marketing and Supply Chain Management (BBA MSM)

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
Does the content of the curriculum satisfy the stated objectives and learning outcomes?	9	12	4	2	0
Does the curriculum cover advanced topics?	8	11	5	3	0
Whether the curriculum enhances your knowledge and skills in the relevant domain?	12	8	6	1	0

Is the curriculum effective in developing critical/ analytical thinking?	11	8	6	1	1
Are the text books and reference materials relevant to the content of the curriculum?	8	13	4	2	0
Does the curriculum orient towards higher education?	9	10	7	1	0
Does the curriculum enable the students to apply their knowledge in real life situations?	11	11	4	1	0
Is employability given weightage in the design and development of curriculum?	11	8	6	1	1
Does the curriculum promote self-study and attitude of research?	13	8	4	2	0
Does the curriculum meet your overall expectations?	9	9	7	1	1

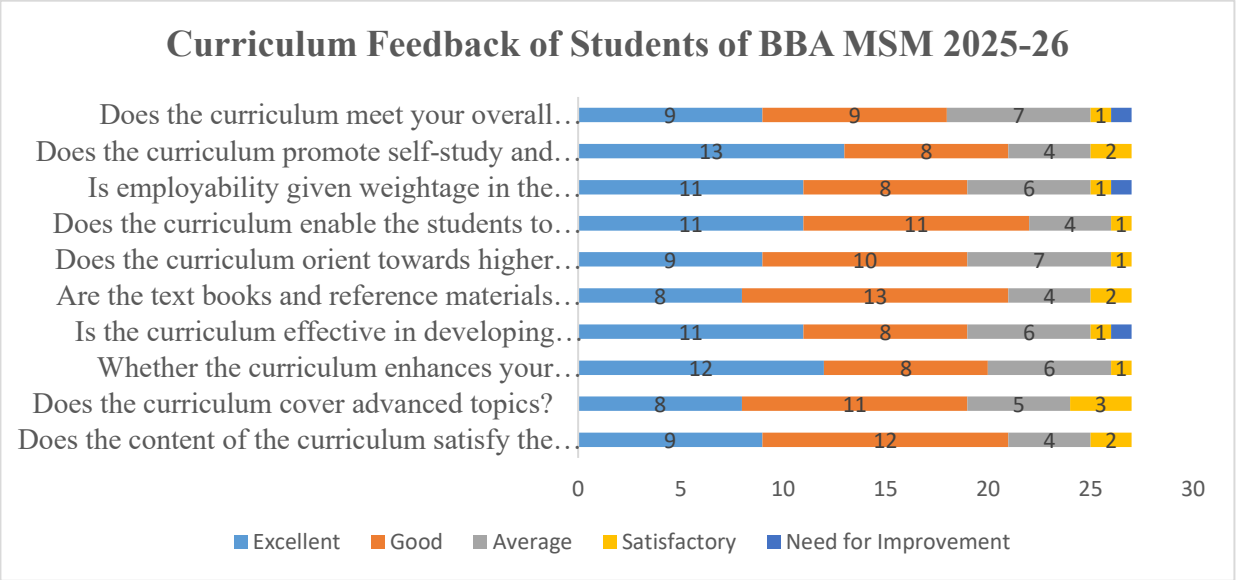

Figure 3.7: Graphical Representation of Students' Feedback- BBA- MSM Programme

3.2 Feedback Analysis of Alumni Feedback on Curriculum

Feedback was collected from alumni students for the curriculum of academic year 2025-26.

Table 3.8: Representation of Alumni responses on Curriculum

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
The curriculum is updated on a regular basis depending on the current trends and advanced topic	7	5	2	1	1
The curriculum orients the students towards higher education	8	5	1	1	1
The curriculum provides employability weightage	3	5	6	1	1
The curriculum meets the expectations of the industry	3	5	5	2	1
The curriculum enables the students to connect the knowledge to real life applications	4	6	5	0	1
The curriculum encourages entrepreneurship	4	4	7	0	1
The curriculum motivates the students for research and development	7	5	3	0	1

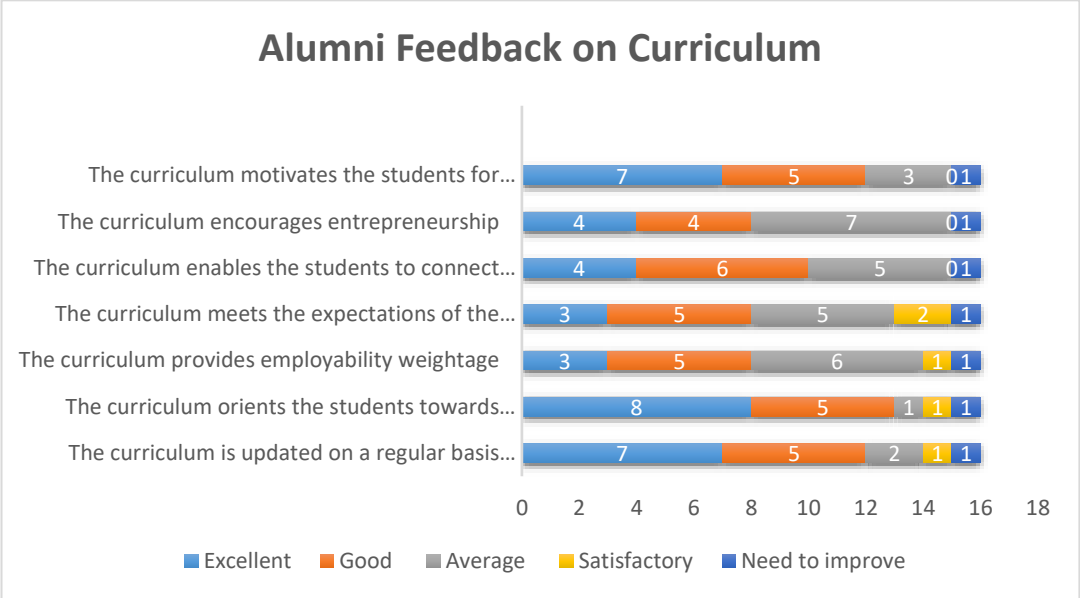

Figure 3.8: Graphical Representation of Alumni responses on Curriculum 2025-26

3.3 Feedback Analysis of Teachers' Feedback on Curriculum

Faculty members participated in the curriculum feedback process for the academic year of 2025-26.

Table 3.9: Representation of Faculty feedback on Curriculum

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
Does the curriculum satisfy the stated objectives and learning outcomes?	6	2	0	0	0
Is the curriculum effective in developing independent thinking?	4	4	0	0	0
Does the curriculum enhance the knowledge in the subject area?	5	3	0	0	0
Does the curriculum enable the students to apply their knowledge in real life?	5	3	0	0	0
Does the curriculum demand the teachers for research inclusive teaching?	5	3	0	0	0
Does the curriculum meet the benchmark of the academic standards for the mentioned program?	4	4	0	0	0

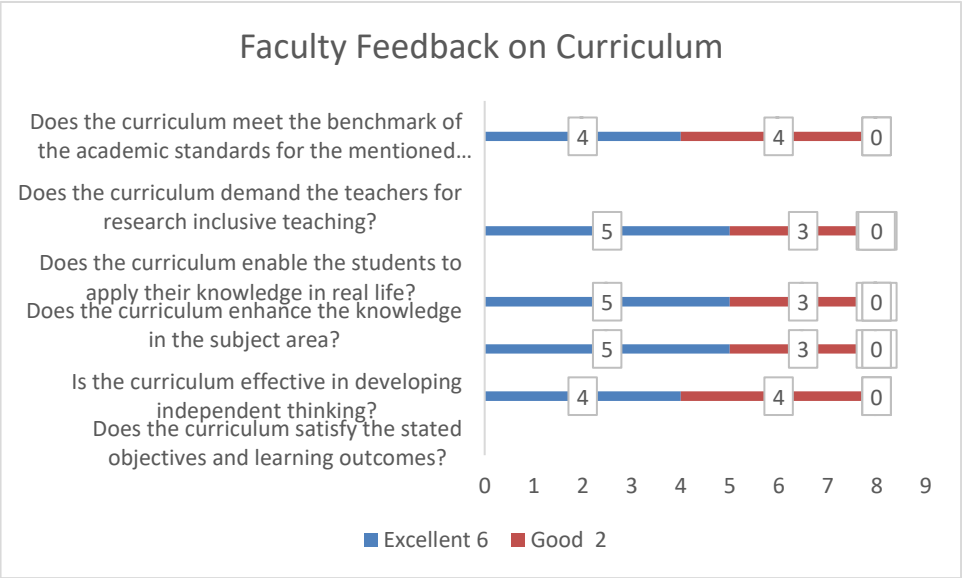

Figure 3.9: Graphical Representation of Faculty responses on Curriculum 2025-26

3.4 Feedback Analysis of Academic Peers on Curriculum

Feedback from academic peers i.e. faculties from other academic institutes was collected and analyzed.

Table 3.10: Representation of Academic Peers's responses on Curriculum

Criteria	Excellent	Good	Average	Satisfactory	Need for Improvement
Does the curriculum satisfy the stated objectives and learning outcomes?	0	3	1	0	1
Is the curriculum effective in developing independent thinking?	1	3	0	0	1
Does the curriculum enhance the knowledge in the subject area?	0	4	0	1	0
Does the curriculum enable the students to apply their knowledge in real life?	2	2	0	1	0
Does the curriculum demand the teachers for research inclusive teaching?	1	2	1	1	0
Does the curriculum meet the benchmark of the academic standards for the mentioned program?	2	1	1	1	0

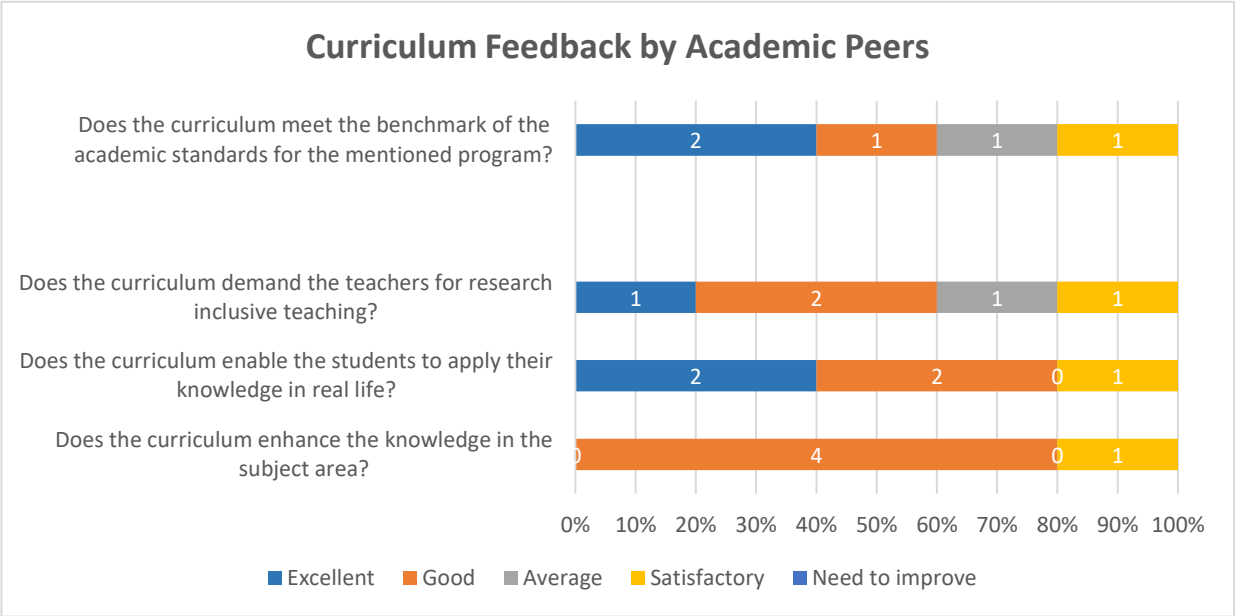

Figure 3.10: Graphical Representation of Academic Peers' responses on Curriculum

4. Summary of the Analysis of the Feedback from the Stakeholders

Broad Engagement: A total of 387 responses were collected, with students forming the vast majority (343 responses).

• **Alignment with Objectives**: Across all stakeholder groups, the curriculum is generally perceived as being well-aligned with stated learning outcomes and academic benchmarks.

• **Emphasis on Research and Higher Education**: Feedback indicators show a strong orientation toward preparing students for higher education and fostering a research-minded attitude.

• **Industry and Employability:** While generally positive, there are nuances in stakeholder perceptions regarding the weightage given to employability and the alignment of the curriculum with current industry trends.

• **Program-Specific Variations**: Student satisfaction levels vary across specialized BBA tracks, particularly regarding the relevance of reference materials and the inclusion of advanced topics.

5. Action Taken Based on the Feedback

This report presents 2025-26 curriculum feedback analysis and actions taken on curriculum revisions for 2026-27 academic year. In response to the feedback analysis and recommendations from various stakeholders, the Curriculum Development Committee proposed the introduction or revision of courses and programs. The necessary content was updated, and new courses were introduced, focusing on employability, entrepreneurship, and skill development. Few of the courses introduced were Introduction to AI and Worksheet in the 1st semester of BBA Fintech, Structured Query Language (SQL) in 3rd semester of BBA Fintech and Algotrading in 6th semester of BBA Fintech. In BBA MSM new courses were introduced seeing the new demands of industry and academia. The courses were Strategic Procurement Management (BBMS301S-5N), Supply Chain Analytics (BBMS302S-5N), Six Sigma Management (BBMS361-6N), Retail Logistics and E-commerce (BBMS301S-6N), Work System Design (BBMS302S-6N), Global Logistics Management (BBMS303S-6N), Sales and Distribution Management (BBMS301M-5N), Integrated Marketing Communications (BBMS302M-5N), Rural Marketing Management (BBMS302M-6N), Transformative Marketing & New Age Tech (BBMS303M-5N), International Marketing (BBMS303M-6N) and Customer Experience Management.

Learner-centric approaches, value-added courses and multidisciplinary courses have been given more emphasis. Training for students to offer more hands-on experiences with software management tools like Power BI and Python will be used. The department will actively engage students with more industrial visits.

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