

ALUMNI FEEDBACK ON SYLLABUS
Batches 2018, 2019, 2020,2021and 2022 – UG and PG
Business and Management

The **alumni feedback** on the syllabus was collected from the majority of graduate students who completed their Undergraduate programmes - BBAH, BBAFIB, BBAT or Postgraduate programmes- MBATM, MBAIB.

The results of the survey are summarized as follows:

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

23% of the students have stated that the syllabus completely satisfies the stated objectives and learning outcomes. About 45% of the students expressed that the syllabus and its linkage to the objectives/learning outcomes is good. Nearly 30% of students have rated the syllabus-objectives/outcomes linkage to be average and 2% of the students have expressed that the syllabus-objectives/outcomes linkage needs improvement

2. Does the syllabus cover advanced topics?

About 63% of the respondent students have rated the syllabus coverage in terms of advanced topics at good-to-excellent. 34% of students have rated the presence of advanced topics in the syllabus at the average level and 3% of the students have mentioned that the syllabus needs improvement in terms of advanced topics

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

68% of the respondent students have rated high on the parameter - knowledge and skills enhancement based on the syllabus. 30% of the students have rated the syllabus contribution to knowledge and skills enhancement at the average level and 2% of the students have quoted needs improvement with respect to this parameter.

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

63% of the student respondents have rated the syllabus high in developing critical/analytical thinking. 34% of the students have rated the critical/analytical thinking capabilities of the syllabus at fair-average level and 3% of the students seek for improvements in the current syllabus with respect to this parameter.

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

53% of the students are highly satisfied with the relevance of the text books and reference materials mentioned in the syllabus. 39% of the students are moderately satisfied with the text books and reference materials mentioned in the syllabus and 8% of the students seek for revision in the text books and reference materials mentioned in the syllabus.

6. Does the syllabus orient students towards higher education?

65% of the students have expressed that the syllabus encompasses high orientation towards higher education. 32% of the students have rated this parameter at moderate levels and 3% of the students have disagreed on this statement.

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

About 61% of the students strongly agree to the fact that the syllabus enables them to apply their learnings to real life situations. 33% of the students have expressed average rating towards practicality of the syllabus in real life situations and 6% of the students have cited that the syllabus application in real life situations needs improvement.

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

53% of the respondent students have expressed complete satisfaction in the scope of employability offered by the syllabus. 42% of the students have offered medium rating for the scope of employability with respect to the syllabus and 5% of the students have pointed out the need for improvement with respect to the scope for employability in the syllabus.

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

68% of the students have expressed a high rating to the aspect of research inclination and scope for self-study that the syllabus offers to them. 28% of the students have given moderate rating to this parameter and 3% of the respondents seek for improvement with respect to the syllabus promoting self-study and research aspect.

10. Overall satisfaction levels with respect to the syllabus.

58% of the students have given good-to-excellent, 37% of the students have given moderate rating and 4% of the students have mentioned low rating with respect to overall satisfaction regarding syllabus.

EMPLOYERS AND INDUSTRY PROFESSIONALS FEEDBACK ON THE SYLLABUS

The **Employers and Industry Professionals feedback** on the syllabus was collected for the syllabus of the Undergraduate programmes - BBAH, BBAFIB, BBAT and Postgraduate programmes - MBATM, MBAIB.

The results of the survey are summarized as follows:

1. Does the syllabus orient the students towards higher education?

24% of the respondent professionals have mentioned that the syllabus perfectly orients the students towards higher education, while 47% of the professionals have mentioned that there is high orientation of the syllabus towards higher education. 28% of the professionals have given moderate rating for the orientation towards higher education with respect to the syllabus.

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

61% of the professionals have given very high scoring for the incorporation of employability opportunities in the design of the syllabus. 25% of the professionals have given moderate scoring for employability opportunities through the syllabus coverage and 9% of the professionals have given a low score on this parameter.

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

80% of the professionals have completely agreed on the fact that the syllabus has a component on value based education. 19% of the professionals opined that the syllabus has moderate focus on value based education and none of the respondent professionals have mentioned that this parameter needs improvement.

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

72% of the respondent professionals had rated that the syllabus has good emphasis on addressing the needs of the society. 27% of the professionals expressed that the syllabus moderate addresses the needs of the society and 1% of the professionals quoted that the needs for society aspect is not felt in the syllabus.

5. Does the syllabus promote self-study and attitude towards research?

73% of the professionals expressed that the syllabus lays good to high emphasis on self-study and promotes attitude towards research. 13% of the professionals mentioned that the syllabus has moderate emphasis on self-study and attitude towards research and 3% of the professionals expressed that this parameter needs improvement.

6. Does the syllabus help the students to enhance their personality?

72% of the respondent professionals rated high on the fact that the syllabus helps students to enhance their personality, while 25% of the professionals rated average for this parameter. 3% of the professionals suggested that this parameter needs improvement.

**PARENTS FEEDBACK ON THE SYLLABUS
OF
BBAH, BBAFIB, BBAT, MBATM, MBAIB**

The **Parents feedback** on the syllabus was collected from the students of the Undergraduate programmes - BBAH, BBAFIB, BBAT or Postgraduate programmes - MBATM, MBAIB.

The results of the survey are summarized as follows:

1. Does the syllabus orient the students towards higher education?

24% of the respondent parents have mentioned that the syllabus perfectly orients the students towards higher education, while 48% of the parents have mentioned that there is high orientation of the syllabus towards higher education. 27% of the parents have given moderate rating for the orientation towards higher education with respect to the syllabus.

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

62% of the parents have given very high scoring for the incorporation of employability opportunities in the design of the syllabus. 24% of the parents have given moderate scoring for employability opportunities through the syllabus coverage and 9% of the parents have given a low score on this parameter.

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

76% of the parents have completely agreed on the fact that the syllabus has a component on value based education. 23% of the parents opined that the syllabus has moderate focus on value based education and 1% of the respondent parents have mentioned that this parameter needs improvement.

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

72% of the respondent parents had rated that the syllabus has good emphasis on addressing the needs of the society. 27% of the parents expressed that the syllabus moderate addresses the needs of the society and 1% of the parents quoted that the needs for society aspect is not felt in the syllabus.

5. Does the syllabus promote self-study and attitude towards research?

80% of the parents expressed that the syllabus lays good to high emphasis on self-study and promotes attitude towards research. 17% of the parents mentioned that the syllabus has moderate emphasis on self-study and attitude towards research.

6. Does the syllabus help the students to enhance their personality?

68% of the respondent parents rated high on the fact that the syllabus helps students to enhance their personality, while 28% of the parents rated average for this parameter. 4% of the parents suggested that this parameter needs improvement.

STUDENTS FEEDBACK ON SYLLABUS
Batches 2019, 2020, 2021 and 2022 - UG and PG
Business and Management

The **current batch of students' feedback** on the syllabus was collected from the majority of students studying in the Undergraduate programmes - BBAH, BBAFIB, BBAT and Postgraduate programmes - MBATM, MBAIB.

The results of the survey are summarized as follows:

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

22% of the respondent students have stated that the syllabus completely satisfies the stated objectives and learning outcomes. About 46% of the students expressed that the syllabus and its linkage to the objectives/learning outcomes is good. Nearly 30% of students have rated the syllabus-objectives/outcomes linkage to be average and 2% of the students have expressed that the syllabus-objectives/outcomes linkage needs improvement

2. Does the syllabus cover advanced topics?

About 63% of the respondent students have rated the syllabus coverage in terms of advanced topics at good-to-excellent. 35% of students have rated the presence of advanced topics in the syllabus at the average level and 2% of the students have mentioned that the syllabus needs improvement in terms of advanced topics

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

68% of the respondent students have rated high on the parameter - knowledge and skills enhancement based on the syllabus. 30% of the students have rated the syllabus contribution to knowledge and skills enhancement at the average level and 2% of the students have quoted needs improvement with respect to this parameter.

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

64% of the student respondents have rated the syllabus high in developing critical/analytical thinking. 45% of the students have rated the critical/analytical thinking capabilities of the syllabus at fair-average level and 3% of the students seek for improvements in the current syllabus with respect to this parameter.

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

52% of the students are highly satisfied with the relevance of the text books and reference materials mentioned in the syllabus. 41% of the students are moderately satisfied with the text books and reference

materials mentioned in the syllabus and 8% of the students seek for revision in the text books and reference materials mentioned in the syllabus.

6. Does the syllabus orient students towards higher education?

67% of the students have expressed that the syllabus encompasses high orientation towards higher education. 31% of the students have rated this parameter at moderate levels and 3% of the students have disagreed on this statement

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

About 58% of the students strongly agree to the fact that the syllabus enables them to apply their learnings to real life situations. 37% of the students have expressed average rating towards practicality of the syllabus in real life situations and 6% of the students have cited that the syllabus application in real life situations needs improvement.

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

54% of the respondent students have expressed complete satisfaction in the scope of employability offered by the syllabus. 42% of the students have offered medium rating for the scope of employability with respect to the syllabus and 4% of the students have pointed out the need for improvement with respect to the scope for employability in the syllabus.

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

68% of the students have expressed a high rating to the aspect of research inclination and scope for self-study that the syllabus offers to them. 29% of the students have given moderate rating to this parameter and 2% of the respondents seek for improvement with respect to the syllabus promoting self-study and research aspect.

10. Overall satisfaction levels with respect to the syllabus.

59% of the students have given good-to-excellent, 37% of the students have given moderate rating and 4% of the students have mentioned low rating with respect to overall satisfaction regarding syllabus.

**TEACHERS FEEDBACK ON THE SYLLABUS
OF
BBAH, BBAFIB, BBAT, MBATM, MBAIB**

The **TEACHERS feedback** on the syllabus was collected from the students of the Undergraduate programmes - BBAH, BBAFIB, BBAT or Postgraduate programmes - MBATM, MBAIB.

The results of the survey are summarized as follows:

1. Does the syllabus orient the students towards higher education?

24% of the teachers have mentioned that the syllabus perfectly orients the students towards higher education, while 48% of the teachers have mentioned that there is high orientation of the syllabus towards higher education. 27% of the teachers have given moderate rating for the orientation towards higher education with respect to the syllabus.

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

62% of the teachers have given very high scoring for the incorporation of employability opportunities in the design of the syllabus. 24% of the teachers have given moderate scoring for employability opportunities through the syllabus coverage and 9% of the teachers have given a low score on this parameter.

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

76% of the teachers have completely agreed on the fact that the syllabus has a component on value based education. 23% of the teachers opined that the syllabus has moderate focus on value based education and 1% of the respondent teachers have mentioned that this parameter needs improvement.

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

72% of the respondent teachers had rated that the syllabus has good emphasis on addressing the needs of the society. 27% of the teachers expressed that the syllabus moderate addresses the needs of the society and 1% of the teachers quoted that the needs for society aspect is not felt in the syllabus.

5. Does the syllabus promote self-study and attitude towards research?

80% of the teachers expressed that the syllabus lays good to high emphasis on self-study and promotes attitude towards research. 17% of the teachers mentioned that the syllabus has moderate emphasis on self-study and attitude towards research.

6. Does the syllabus help the students to enhance their personality?

68% of the respondent teachers rated high on the fact that the syllabus helps students to enhance their personality, while 28% of the teachers rated average for this parameter. 4% of the teachers suggested that this parameter needs improvement.

**Feedback on Curriculum-Analysis
Batches 2021and 2022 – UG and PG
School of Business and Management**

**Action taken report of the department on feedback report as minutes of the
department Faculty meeting**

Based on the analysis and feedback given by all the stakeholders, the course structure was improved in order to meet the current demand and industry requirements. Based on the feedback from students courses such as Digital marketing, Python, Data science for marketing analytics, and Global business finance will be introduced as a value-added course in 2021-22. The course structure indicated the change in the syllabus or should be aligned with the foreign universities. Based on the parents' feedback, the subject teachers in their CDC meeting (Finance, HR, Marketing, General Management, ED) discussed the course content of all the programs in comparison with partnership global universities like Western Michigan University, Miami University, University of Cincinnati and Han University will be carried out similar modification to meet the needs of internationalization of the curriculum. Based on the inputs from Alumni more Out Bound Training and industrial visits will be organized for the year 2021-2022. Based on the feedback from faculties, mental health-related courses will be created in the upcoming year. Big data analytics and advanced software for research will be introduced as per the feedback of the Industry.

Action Taken:

Based on the feedback given by the stakeholders, the following changes are implemented:

1. Value-added courses are introduced
2. Standardization of the number of units to 7 to cater to industry and current trends in market.
3. More internships and industrial visits are arranged for the students since the reopening of the industry after the pandemic
4. E-books and web references are added to the syllabus to cater to the learning need of students.
5. More software tools are introduced in the subjects

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