



**CHRIST**  
(DEEMED TO BE UNIVERSITY)  
BANGALORE · INDIA

## **Criteria I Curricular Aspects**

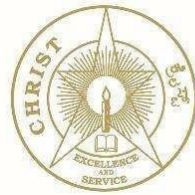
### **1.1 Curriculum Design and Development**

#### **Metric 1.4.1**

#### **School of Business and Management**

*Subrah*





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**CURRICULUM FEEDBACK ANALYSIS  
REPORT FOR THE ACADEMIC YEAR  
2021-22**

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# **FEEDBACK ANALYSIS REPORT OF SCHOOL OF BUSINESS AND MANAGEMENT ON CURRICULUM FOR ACADEMIC YEAR 2021-22**

## **1. Introduction**

Feedback plays a very vital role in understanding whether the implementation path is appropriate for the achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The stakeholders should have a say in what they want at the end of the course, or the program which is the essence of outcome based education also. CHRIST (Deemed to be University) has implemented a 360-degree feedback from all the stakeholders involved including but not limited to students, alumni, employers, industry experts, academic experts, parents etc. The implementation is not limited to a mere collection of feedback from the relevant stakeholders but also a deep analysis on identification of areas where improvement needs to be done, new programs that can be started, whether the revision is being carried out to the desired level or not etc. The analysis also lays down a strategy to devise suitable action plan for improvement in the coming academic years. This practice has been a continuous effort from the University to ensure that the curriculum is updated in all the programs offered and thus preparing students who are holistically developed for their life ahead in this competitive world.

CHRIST (Deemed to be University) has made it mandatory across the departments to collect feedback on the curriculum. This analysis report gives an insight into the School of Business and Management, the responses collected, the nature of the responses, areas of improvement, and action taken based on the analysis. This report first gives the number of responses collected for the programs: BBA and BBA-DS, followed by the nature of the responses and how the stakeholders feel with respect to the curriculum in place. The final section discusses about the actions taken based on the feedback collected from the stakeholders in 2021-22 and how the plan has been implemented through the Board of Studies for the academic year of 2022-23.

## **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. Parents
4. Teachers
5. Industry Experts

The questionnaire has been framed keeping in mind the programs offered by the School of

Business and Management, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, and the introduction of new courses and programs across the departments. The questionnaire floated for the different stakeholders has been given below.

## 2.1 Feedback Form for Students

All the feedback forms have been devised to be rated on a 5-point scale with 5 being highest and 1 being lowest. The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome-based education, whether the defined curriculum instills the research culture in students, and whether the defined curriculum allows the students to be curious and develop them to be individuals with an attitude for life-long learning, etc. thus enabling the department to attain its mission leading to the attainment of Vision. The questionnaire posed to students is shown in table 1 below.

How well does the content of the syllabus satisfy the stated objectives of the curriculum?
How well does the content of the syllabus satisfy the learning outcomes?
Coverage of advanced topics in the syllabus?
Enhancement of your knowledge and skills in the relevant domain through the syllabus?
Effectiveness of the syllabus in developing critical/ analytical thinking?
Relevance of textbooks and reference materials prescribed to the content of the syllabus?
Effectiveness of the syllabus in orienting the students towards higher education?
Effectiveness of syllabus in enabling students to apply knowledge in real-life situations?
Weightage is given to employability in the design and development of the syllabus?
Encouragement of self-study through the syllabus?
Development of a research-based approach through the syllabus?
Overall rating of the syllabus?

Table 1: Questionnaire to Students on the Curriculum

## 2.2 Feedback Form for Alumni

Alumni play a very crucial role in making us understand whether the curriculum is developing them into individuals who are able to sustain in the dynamic environment, whether the curriculum is instilling curiosity in them to pursue higher research and whether the curriculum is motivating them to become successful entrepreneurs and contribute to the development of the country etc. With these aspects in mind, the questionnaire has been devised for alumni as shown in table 2 below.

Alignment of the syllabus with the program objectives?
Coverage of advanced topics and current trends in the syllabus
Relevance of the electives offered in the syllabus?
Weightage is given to employability in the design and development of the syllabus?
Effectiveness of the syllabus in meeting the expectations of the industry?
Enhancement of industry-specific skills of the students?

Table 2: Questionnaire to Alumni on the Curriculum

## 2.3 Feedback Form for Faculty

Faculty is the backbone for the success of any higher education institution and their feedback is very vital in understanding whether the stated curriculum is making the students get a strong foothold on the fundamentals and basics in the programs of study. The questionnaire also captures whether the curriculum is allowing the students to apply their knowledge to solve complex problems and whether the syllabus is updated to make the students pursue higher studies and research. The Table 3 below lists the questions asked to teachers in the feedback survey process.

Does the curriculum satisfy the stated objectives and learning outcomes?
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?
Is the curriculum effective in developing independent thinking?
Does the departmental level expert committee meet to review the curriculum?
Does the curriculum enhance your knowledge in the subject area?
Does the curriculum enable the students to apply their knowledge in real life?
Does the curriculum demand the teachers for research inclusive teaching?

Table 3: Questionnaire to Faculty on the Curriculum

## 2.4 Feedback Form for Parents

Among the stakeholders, the perspective of parents has a crucial role in making us understand and identify the areas for continuous improvement. The table below shows the questionnaire that has been posted to parents as part of the feedback collection process.

Effectiveness of the syllabus in orienting the students towards higher education?
Weightage is given to employability in the design and development of the syllabus?
Components of value-based education in the syllabus?
Components in the syllabus to serve the needs of society?
Development of a research-based approach through the syllabus?
Encouragement of self-study through the syllabus?
Enhancement of students' personality through the syllabus?

Table 4: Questionnaire to Parents on the Curriculum

## 2.5 Feedback Form for Industry Experts

A 360-degree feedback should involve all the involved stakeholders and in order to understand whether the defined curriculum is relevant to the industry and updated with the current trending areas in the respective domain, we need to collect the feedback from experts from the industry who are well versed in their respective domain and also from some employers who are having our students as their employees after their graduation. The questionnaire that has been included in the feedback form collected from the industry experts is as shown in table 5 below.

Alignment of syllabus with the program objectives?
Coverage of advanced topics and current trends in the syllabus?
Relevance of the electives offered in the syllabus?
Weightage given to employability in the design and development of syllabus?

Table 5: Questionnaire to Industry Experts on the Curriculum

With the above feedback forms devised for various stakeholders, the departments have collected the above-mentioned feedback forms and for the academic year of 2021-22, the following number of feedback responses were collected from the various stakeholders mentioned above.

Category of Stakeholder	Number of Responses
Students	580
Alumni	114
Faculty	46
Parents	215
Industry Experts	62
<b>TOTAL NUMBER OF RESPONSES</b>	<b>1017</b>

Table 6: Number of Feedback Responses on Syllabus for 2021-22

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

### 3 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 incorporated their suggestions into the curriculum.

#### 3.1 Analysis of Student Feedback on Curriculum

For the academic year of 2021-22, the feedback collected from the students was analyzed and the following graph give us an overall understanding of how the students feel about the curriculum for their respective programs of study.

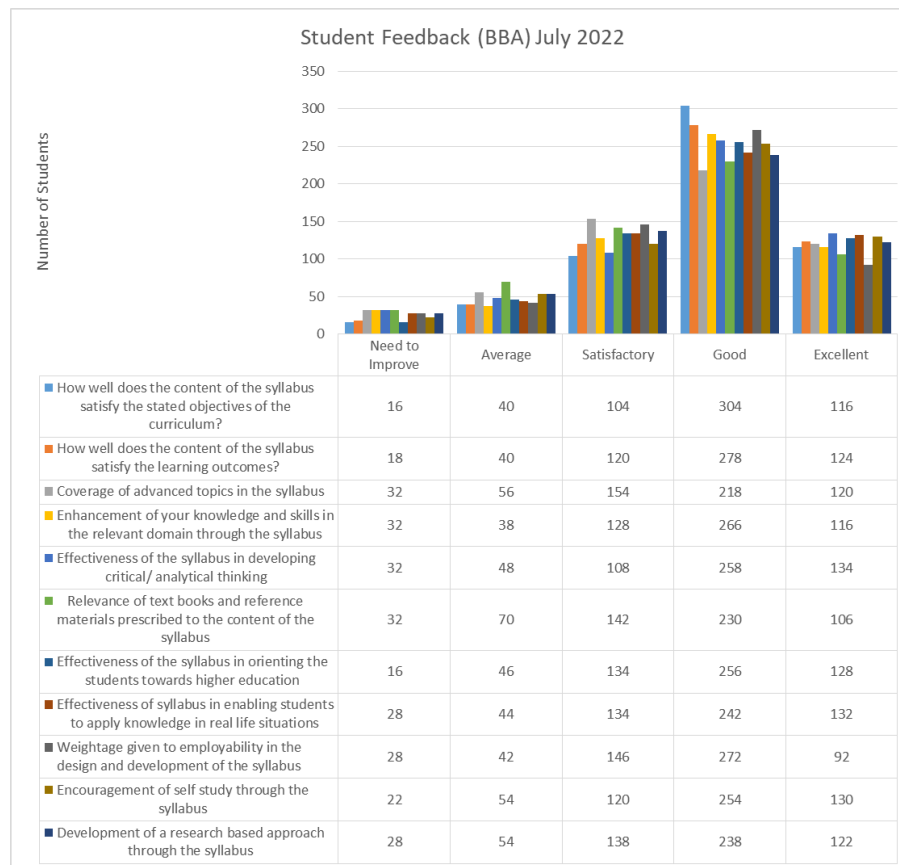


Figure 1: Graphical Representation of Student responses on Curriculum 2021-22

From the figure 1, it can be easily made out that approximately the responses are satisfactory and above and hence there are no major concerns arising out of the feedback responses.



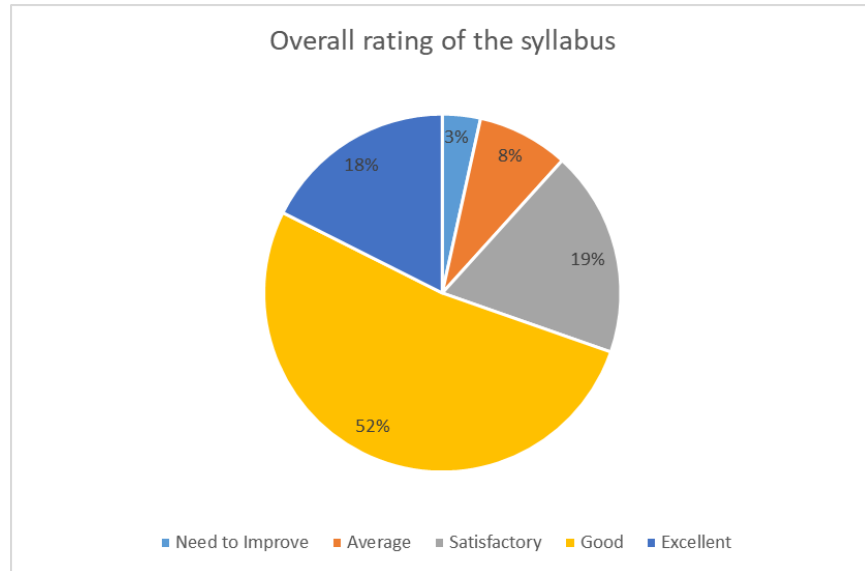


Figure 2: Percentage-wise Distribution of curriculum meeting students' expectations 2021-22

Figure 2 shows the graphical representation of the curriculum that meets the overall expectation of the students.

### 3.2 Analysis of Alumni Feedback on Curriculum

Feedback was collected from 114 alumni students for the academic year of 2021-22. The below figure shows the responses of alumni about the curriculum for the academic year of 2021-22.

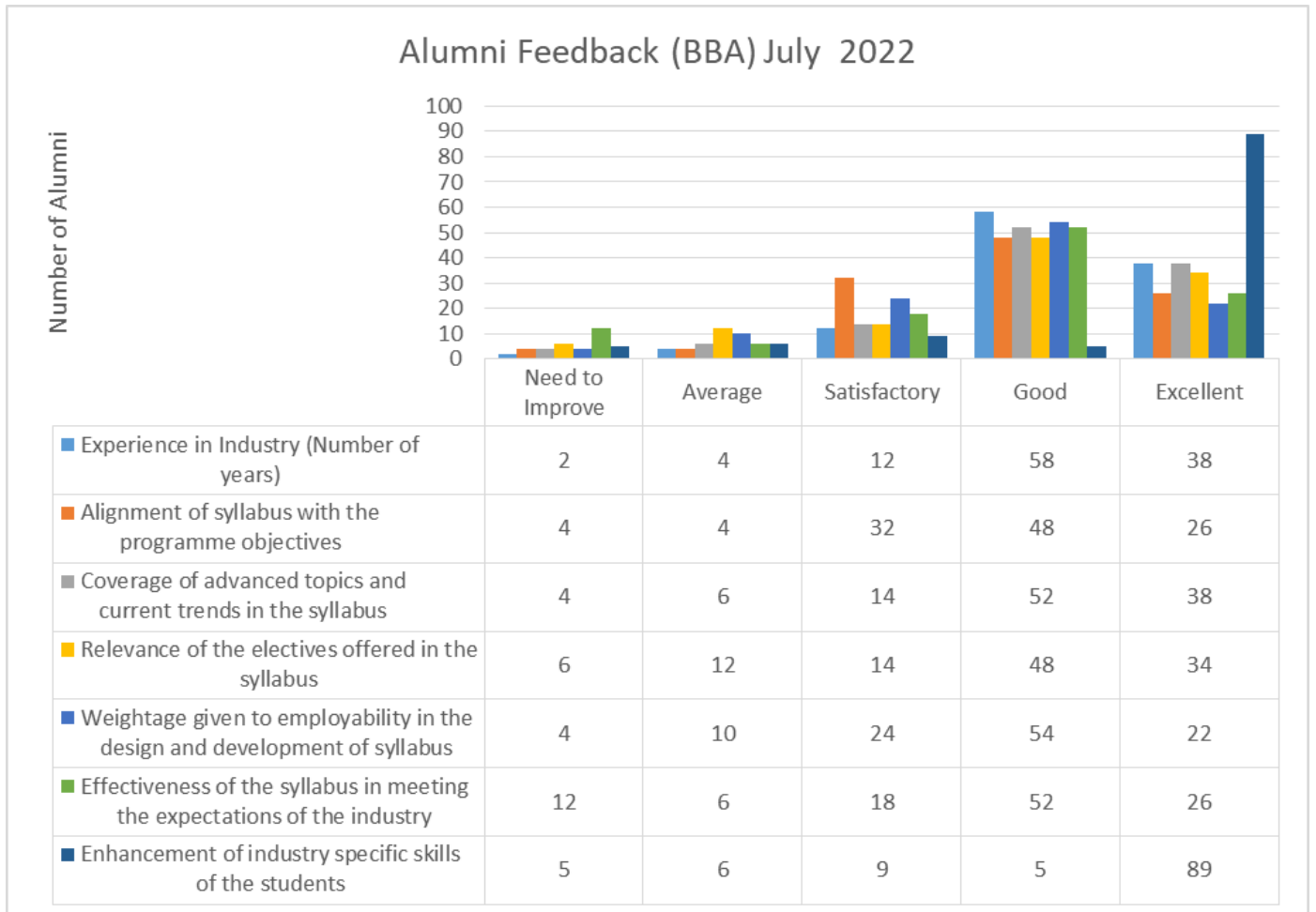


Figure 3: Graphical Representation of Alumni responses on Curriculum 2021-22

### 3.3 Analysis of Faculty Feedback on Curriculum

A total of 46 faculty members participated in the curriculum feedback process for the academic year of 2021-22. A detailed analysis of the teachers on the curriculum of the department is depicted in figure 4

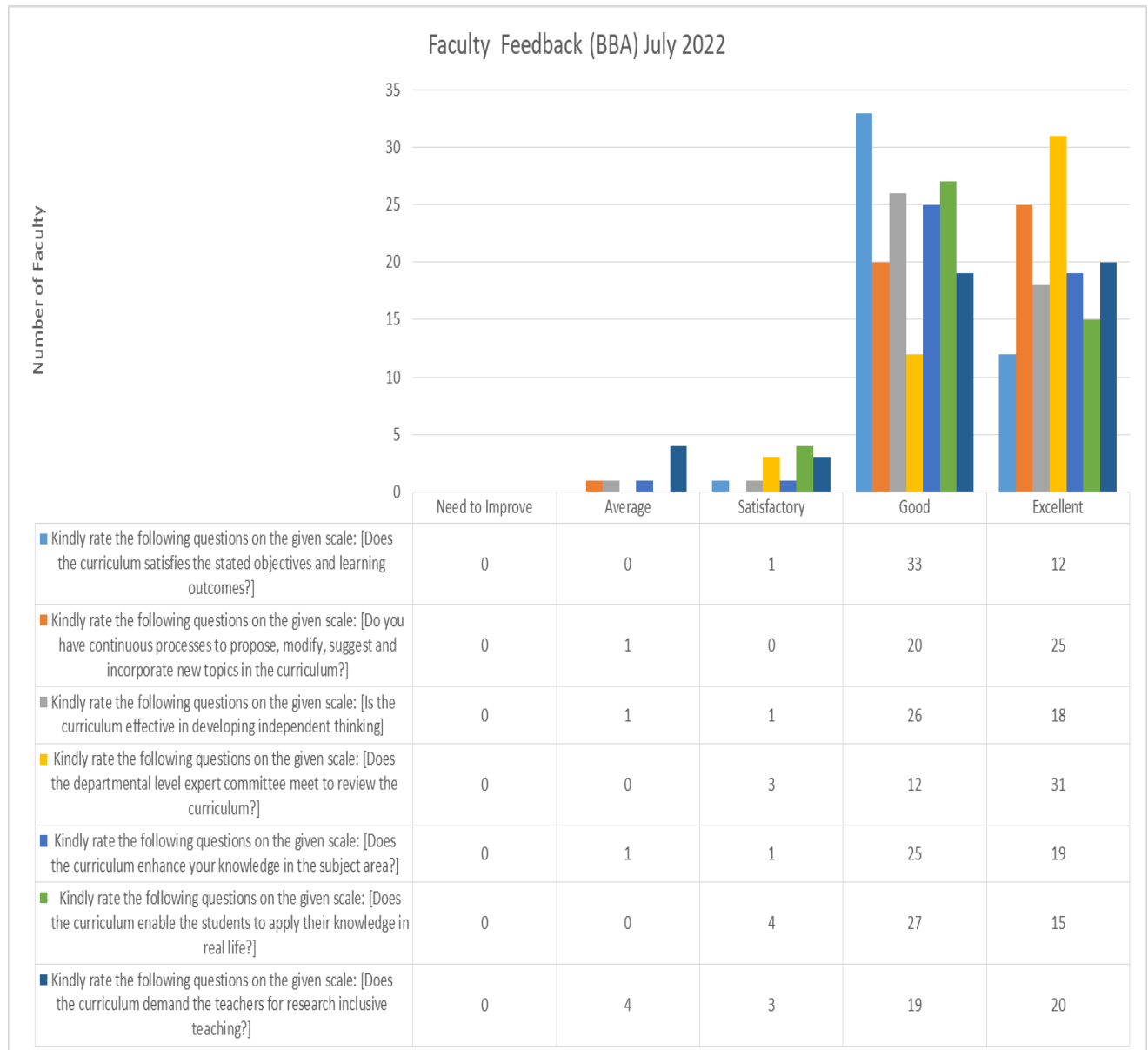


Figure 4: Graphical Representation of Teacher responses on Curriculum 2021-22

The above figure shows the pictorial representation of the feedback collected from the faculty members on the curriculum for the academic year 2021-22.

### 3.4 Analysis of Parent's Feedback on Curriculum

The curriculum feedback of 2021-22 collected feedback from 215 parents and the responses given by them were spread across the questions as shown in figure 5 below.

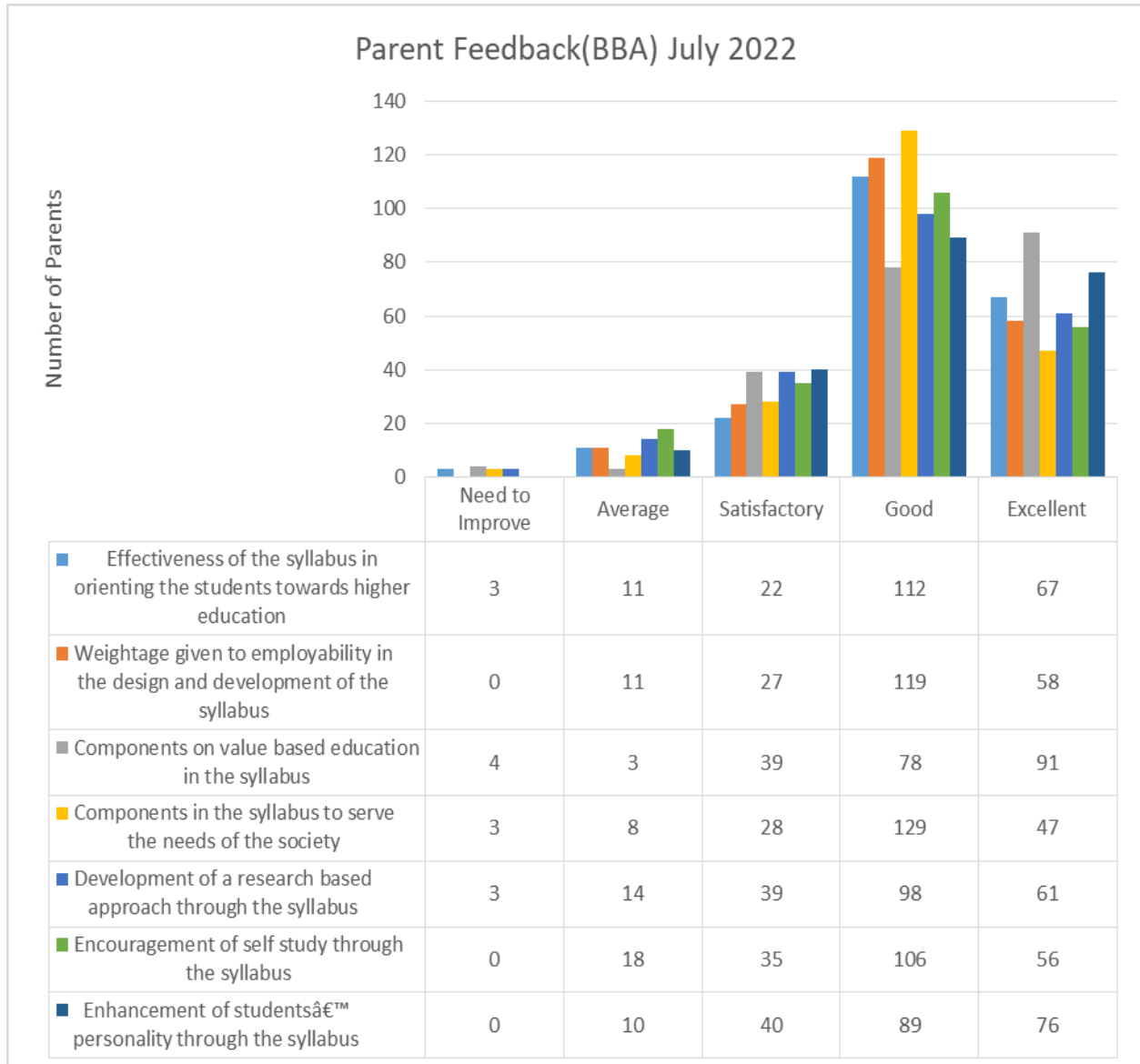
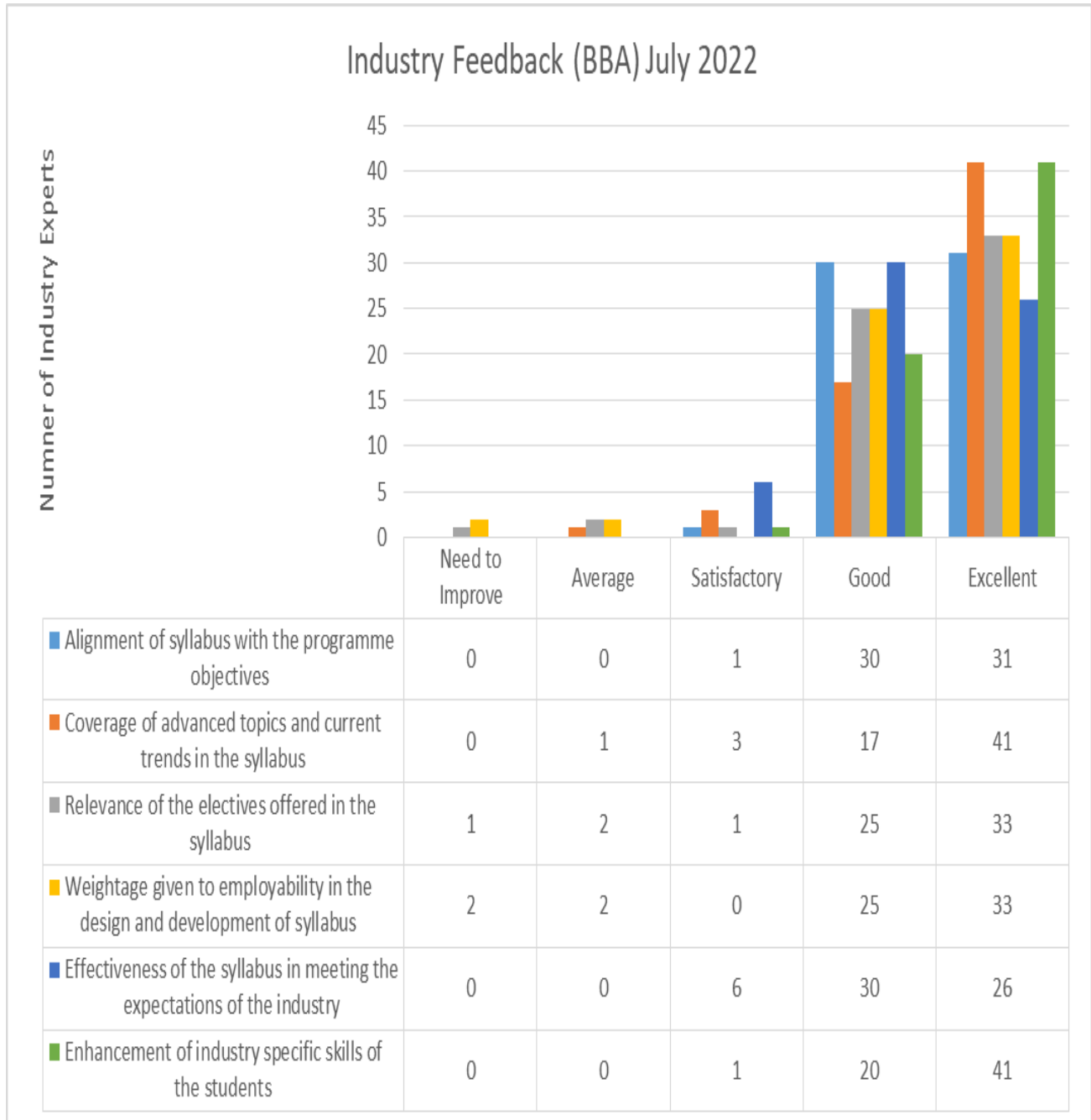


Figure 5: Graphical Representation of Parent responses on Curriculum 2021-22

### 3.5 Analysis of Industry Expert's Feedback on Curriculum

Feedback from 62 industry experts was collected in the academic year of 2021-22 across the departments and the responses provided by them are analyzed as shown in the figure below.



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

Based on the feedback collected from all the stakeholders, the following were some observations made with respect to the programs offered

- Almost all the stakeholders wanted the curriculum to be more focused on the current trending areas relevant to the industry.
- The emerging areas were expected to be concentrated while designing new in programs for the upcoming academic year.
- A more hands-on experience with increased access to relevant tools and resources were expected majorly in Business Analytics courses from the students.
- Inclusion of more project-based and problem-based learning was expected by the stakeholders

## 5. Action Taken Based on the Feedback

The collective actions were taken based on the analysis done on the feedback and assimilating recommendations from various stakeholders, the BOS proposed the need for the introduction/revision of courses and programs. The necessary content is revised and some new courses were introduced (given in BOS Annexure 7) considering employability/entrepreneurship/skill development aspects for the subjects of Management, Finance, HR, etc.

Based on the suggestion of Alumni and industry experts, as Business Analytics and Business Intelligence is the newly emerging and current trending area, the following new subjects were introduced

- **Time Series Analysis (BBA511F)**
- **Project and Infrastructure Finance (BBA643F)**
- **Human Resource Analytics (BBA645H)**
- **Advance Panel Data Analysis (BBA611F)**

Based on the stakeholder feedback on introducing more value-added courses, some new courses were introduced in the year 2021-22.

More industrial visits and field trips were decided to be conducted in order to ensure more hands-on experiences are given to the students.

This report contains the feedback analysis and the action taken based on the feedback for the academic year 2021-22. This action taken is at the department level and is not limited to the above-mentioned points. Feedback is analyzed at a detailed level at the department and more rigorous actions were taken in addition to the above-mentioned points.

**SCHOOL OF BUSINESS AND MANAGEMENT  
CHRIST (DEEMED TO BE UNIVERSITY), BENGALURU**

**Minutes of the 2<sup>nd</sup> Meeting of the Board of Studies of School of Business and Management held  
on 15 Feb 2021 at 1.30pm on Webex Meeting Platform Online**

**In the Chair: Dr Jain Mathew**, Dean, School of Business and Management.

**Members Present**

All members as per the attendance list were present

**Leave of Absence**

There was no leave of absence.

**Declaration of Quorum and Calling the Meeting to Order**

The Chairperson declared the validity of the quorum and called the Meeting to Order.

At the outset the members were welcomed for attending the Second meeting of the Board of Studies of School of Business and Management by Dr Kerena Anand, Secretary to the BoS. She also introduced the external experts of the BoS.

The Chairperson Dr Jain Mathew gave the opening remarks and informed the Curriculum development procedure and the working of the Curriculum Development Committees CDCs at the Programme level. He appreciated the department teams working on the revision and updating of the curricula. He also expressed special thanks to the external experts for their presence.

Further to which Prof Sirish V, HoD placed the agenda for the deliberations of the members.

**Matters on the Agenda**

1. **To consider and approve the Online meeting of the Board of Studies under the circumstance of COVID-19 restrictions until the pandemic ends and normalcy is restored as permitted by the Vice Chancellor.**

Considered and approved

2. **To confirm the Minutes of the previous BoS meeting**

The minutes of the previous meeting of the Board of Studies to the Notice was duly reviewed and approved by the members. It was noted that there were no matters arising out of the Minutes.

3. **Ratification of Approvals by Circular since previous BoS meeting**

Considered and ratified.

4. **To consider and recommend the change in curriculum for MBA Programme**

The Board of Studies reviewed the proposed changes in curriculum for all the specialisations and groups as presented at the meeting. The revised course codes along with nomenclature (as aligned with the University norms) and the course/programme structure for academic year 2021-2022 onwards is presented. Having considered the validity of the reasons for the suggested changes, the Board approved the same. Prof Vivek Moorthy suggested to merge the courses wherever necessary and make provision for 6 credits for the benefit of students.

5. **To consider and recommend the change in curriculum for MBA (Executive Management) Programme**  
The Board went through the revised scheme and syllabus for MBA (Executive Management) programme. It was suggested by external experts to exclude topics pertaining to Nobel Prize winners.
6. **To consider and recommend the change in curriculum for MTTM Programme**  
The Board of members considered and approved the syllabus for MTTM programme
7. **To consider and recommend the change in curriculum for BBA Programme**  
The BBA curriculum and syllabi was presented and the board resolved to approve the curriculum and the syllabi offered.
8. **To consider and recommend the new proposed programme: BBA Decision Science**  
All the members have given the consent of the new proposed programme BBA Decision Science and its courses. Further, Ms. Bhaswati Ramanujam (Mu Sigma representative) divulged the details about the program which was intended to equip students with design thinking abilities and have a holistic skill set needed for a career in Analytics. The Expert Members appreciated the thought process into the design of the BBA Decision Science Curriculum.
9. **To consider and recommend the change in curriculum for BBA (Honours), BBA (T&T) and BBA (F&IB)**  
The board approved the change in curriculum and suggested that an Asian language be included as part of the curriculum
10. **To consider and recommend the change in curriculum for BBA (Business Analytics) Programme of Lavasa Campus**  
The members considered and approved the syllabus for BBA Business Analytics programme.
11. **To consider and recommend the change in curriculum for BBA Fintech Honours of NCR campus**  
The BoS resolved to approve the curriculum and the syllabi offered by BBA Fintech Honours.
12. **To consider and recommend the change in curriculum for BHM Programme**  
The Board of Studies members and the external experts considered and approved the syllabus for BHM programme.
13. **To consider and recommend the change in curriculum of PhD Programme**  
The members considered and approved the change in curriculum and course work of PhD programme.
14. **To consider and recommend the change in curriculum with The Army Service Corps (ASC) Centre and College**  
The Board of Studies members and the external experts considered and approved the change in syllabus for Diploma Programmes with The Army Service Corps (ASC) Centre and College



**15. To review the Results of the academic year 2019-20**

The Results Analysis of the End Trimester Examinations for Undergraduate and Post graduate courses was presented by Prof Krishna MC, HoD. The same was reviewed and approved by the BoS.

**16. Review and suggest ways to enhance the quality and quantity of research and publications by students and faculty.**

Dr Elangovan N, Coordinator for Research presented the initiatives to enhance the quality and quantity of research and publications by students and faculty. The BoS appreciated and approved the research and the publication activities of the School in the creation of the new knowledge.

**17. Review and suggest modes of increasing external research projects and consultancy.**

The progress of the external research projects and consultancy was presented to the BoS and was approved.

**18. To consider any other matter with the permission of the Chair**

With no other matters to discuss the Chairperson adjourned the meeting thanking all the participants. The experts were particularly thanked for their presence and valuable suggestions.



**Dr Jain Mathew  
Chairperson  
Board of Studies  
School of Business and Management**



Encl:

- i. Agenda- 2<sup>nd</sup> BoS-15 Feb 2021
- ii. BoS Proposals Presentation Slide Deck
- iii. Attendance copy -2<sup>nd</sup> BoS-15 Feb 2021
- iv. Annexure A- Curriculum changes for UG and PG Programmes
- v. Annexure B- Proposed course outline for academic year 2021-22 with new nomenclature incorporated

**CHRIST (Deemed to be University)**  
**School of Business and Management**  
**BOS Annexure 7**

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The Department after conducting a need analysis and incorporating suggestions from various stakeholders, proposed the need for introduction/revision of courses and programs. The proposals were discussed in the Curriculum Design and Development Committee. After its due process and approval, the faculty members of the department framed the necessary content considering employability/entrepreneurship/skill development aspects and are submitted it for the approval of the Board of Studies of School of Business & Management. These changes will be incorporated from the academic year 2021-22

List of courses that are revised and newly introduced are presented below:

**Revised Subjects:**

- i. Semester I – BBA131, BBA133
- ii. Semester II – BBA232, BBA234
- iii. Semester III – BBA331, BBA332, BBA333, BBA362
- iv. Semester IV – BBA464, BBA411C, BBA411E
- v. Semester V – BBA531, BBA541F, BBA542F, BBA543F, BBA544F, BBA555F, BBA542M, BBA543M, BBA511M
- vi. Semester VI – BBA632, BBA641F, BBA642F, BBA654F, BBA644M

**Newly introduced Subjects:**

BBA511F, BBA643F, BBA645H, BBA611F


Signature