



## **Criteria I Curricular Aspects**

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

#### **Metric 1.4.1**

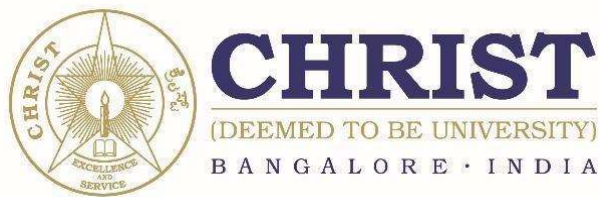
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# **CURRICULUM FEEDBACK ANALYSIS REPORT FOR THE ACADEMIC YEAR 2017-18**

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## **FEEDBACK ANALYSIS REPORT ON CURRICULUM FOR ACADEMIC YEAR 2017-18**

### **1. INTRODUCTION**

Feedback plays a very vital role in understanding whether the implementation path is appropriate for 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 feedbacks on the curriculum. This analysis report gives an insight about 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 across the programs, 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 2017-18 and how the plan has been initiated for the academic year of 2018-19.

### **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. Employers

The questionnaire has been framed keeping in mind the diverse programs offered by the University. The University offers more than 100 programs spread across 6 campuses and more than 25 departments. With such a diverse environment, the questionnaire has been devised keeping in mind all the aspects that would be needed for a periodic revision of the curriculum, 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, 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 University to attain its mission leading to the attainment of Vision. The questionnaire posed to students is as shown in table 1 below.

Does the content of the syllabus satisfy the stated objectives and learning outcomes?
Does the syllabus cover advanced topics?
Whether the syllabus enhances your knowledge and skills in the relevant domain?
Is the syllabus effective in developing critical/ analytical thinking?
Are the text books and reference materials relevant to the content of the syllabus?
Does the syllabus orient towards higher education?
Does the syllabus enable the students to apply their knowledge in real life situations?
Is employability given weightage in the design and development of syllabus?
Does the syllabus promote self-study and attitude of research?
Does the syllabus meet your overall expectations?

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 the 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 to alumni as shown in table 2 below.

Is the syllabus updated on a regular basis depending on the current trends and advanced topics?
Does the syllabus orient the students towards higher education?
Does the syllabus provide employability weightage?
Does the syllabus meet the expectations of the industry?
Does the syllabus enable the student to connect the knowledge to real life application?
Does the syllabus encourage entrepreneurship?
Do you think that the syllabus motivates the students for research and development?

Table 2: Questionnaire to Alumni on the Curriculum

## 2.3. FEEDBACK FORM FOR TEACHERS

Teachers are 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 syllabus satisfy the stated objectives and learning outcomes?
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?
Is the syllabus effective in developing independent thinking?
Does the departmental level expert committee meet to review the syllabus?

Does the syllabus enhance your knowledge in the subject area?
Does the syllabus enable the students to apply their knowledge in real life?
Does the syllabus demand the teachers for research inclusive teaching?

Table 3: Questionnaire to Teachers on the Curriculum

#### 2.4. FEEDBACK FORM FOR PARENTS

Among the stakeholders, 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 posed to parents as part of the feedback collection process.

Does the syllabus orient the students towards higher education?
Is employability given weightage in the design and development of the syllabus?
Is the syllabus designed to have a component on value based education?
Does the syllabus have components to serve the needs of the society?
Does the syllabus promote self-study and attitude of research?
Does the syllabus help the students to enhance their personality?

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.

Is the syllabus aligned with the objectives of the programme?
Does the syllabus cover advanced topics and current trends?
How would you rate the relevance of the electives offered in the syllabus?
Is employability given weightage in the design and development of syllabus?

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

Table 5: Questionnaire to Industry Experts on the Curriculum

With the above feedback forms devised for various stakeholders, the University through its various schools and departments have collected the above-mentioned feedback forms and for the academic year of 2020-21 the following number of feedback responses were collected from the various stakeholders mentioned above.

Category of Stakeholder	Number of Responses
Students	15602
Alumni	4322
Teachers	602
Parents	926
Industry Experts	670
<b>TOTAL NUMBER OF RESPONSES</b>	<b>22122</b>

Table 6: Number of Feedback Responses on Syllabus for 2017-18

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

### 3.1. FEEDBACK ANALYSIS OF STUDENT FEEDBACK ON CURRICULUM

For the academic year of 2017-18, the feedback collected from the students were analyzed and the following tables give us an overall understanding of how the students feel about the curriculum for their respective program of study.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the content of the syllabus satisfy the stated objectives and learning outcomes?	3383	5976	3899	1655	689
Does the syllabus cover advanced topics?	3539	5316	4190	1269	1288
Whether the syllabus enhances your knowledge	3677	6020	4309	1417	179

and skills in the relevant domain?					
Is the syllabus effective in developing critical/ analytical thinking?	3629	5954	4065	1657	297
Are the text books and reference materials relevant to the content of the syllabus?	3409	6066	4185	1475	467
Does the syllabus orient towards higher education?	4124	6077	3745	1331	325
Does the syllabus enable the students to apply their knowledge in real life situations?	3743	5792	4088	1323	656
Is employability given weightage in the design and development of syllabus?	3318	5636	3995	1508	1145
Does the syllabus promote self-study and attitude of research?	3549	5331	4134	1535	1053
Does the syllabus meet your overall expectations?	3459	5651	4140	1673	679

Table 7: Question wise Responses from Students on curriculum for academic year 2017-18

The graphical representation of table 7 is shown in figure 1. From the graph 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 shows the graphical representation of the curriculum meeting the overall expectation of the students.

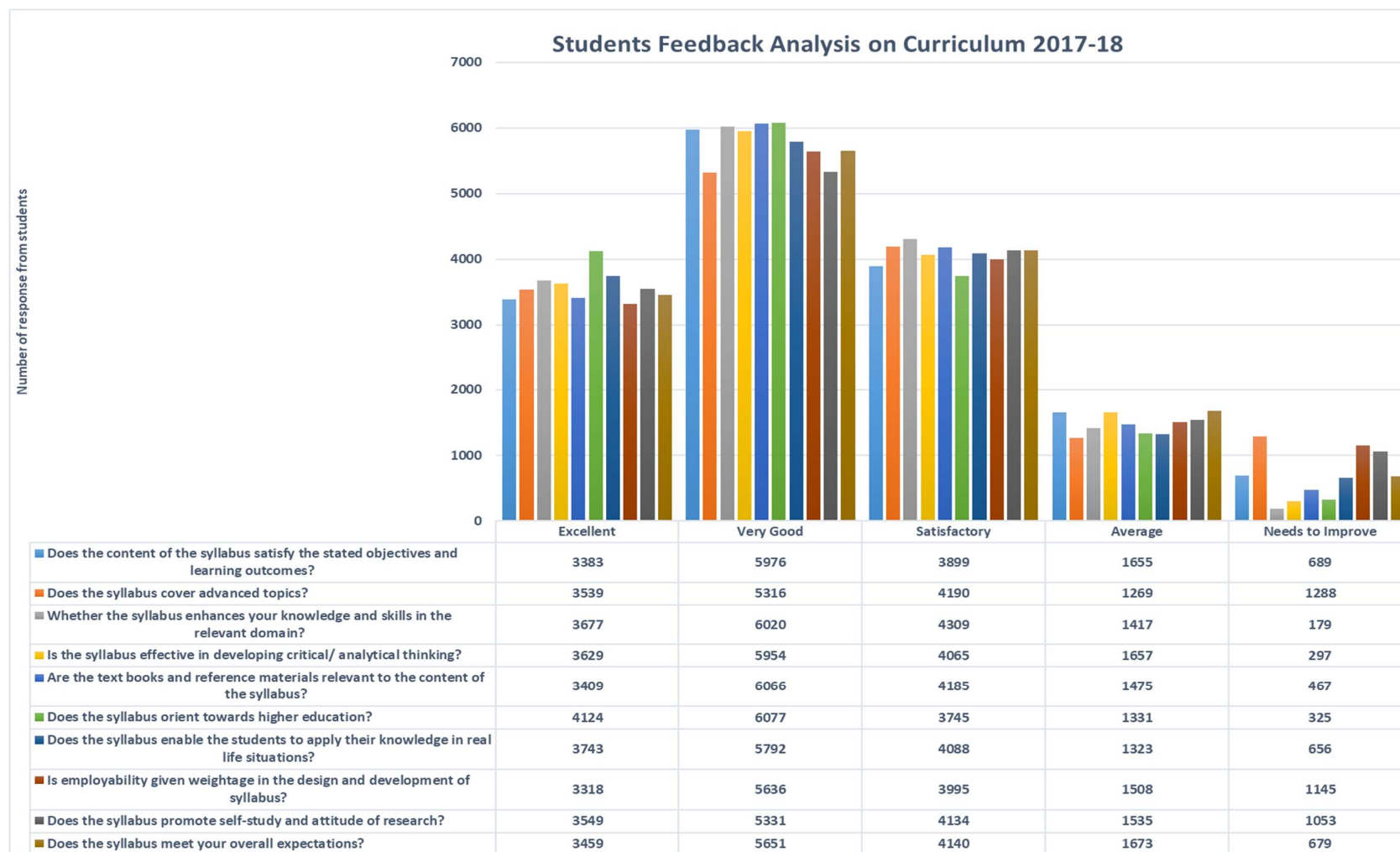


Figure 1: Graphical Representation of Student responses on Curriculum 2017-18

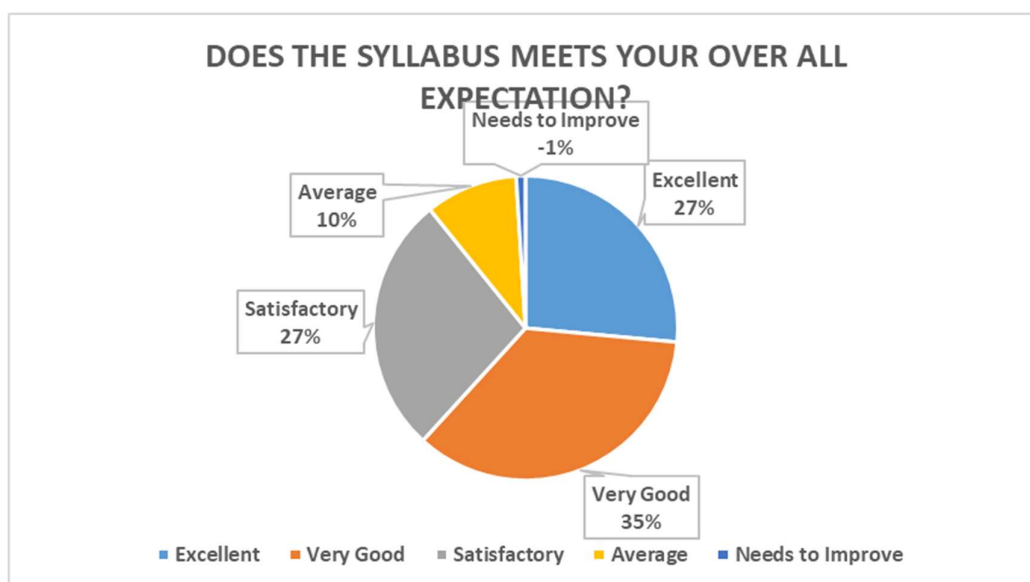


Figure 2: Percentagewise Distribution of curriculum meeting students' expectations  
2017-18

### 3.2. FEEDBACK ANALYSIS OF ALUMNI FEEDBACK ON CURRICULUM

Feedbacks were collected from 4322 alumni students for the academic year of 2020-21. The below table and figure shows the responses of alumni about the curriculum for the academic year of 2017-18.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the syllabus updated on a regular basis depending on the current trends and advanced topics?	689	1012	1548	816	257
Does the syllabus orient the students towards higher education?	662	1153	1687	761	59
Does the syllabus provide employability weightage?	723	1126	1521	810	142
Does the syllabus meet the expectations of the industry?	584	916	1490	811	521
Does the syllabus enable the student to connect the knowledge to real life application?	596	1109	1633	782	202
Does the syllabus encourage entrepreneurship?	572	1083	1519	770	378

Do you think that the syllabus motivates the students for research and development?	705	924	1534	743	416
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Table 8: Question wise Responses from Alumni on curriculum for academic year 2017-18

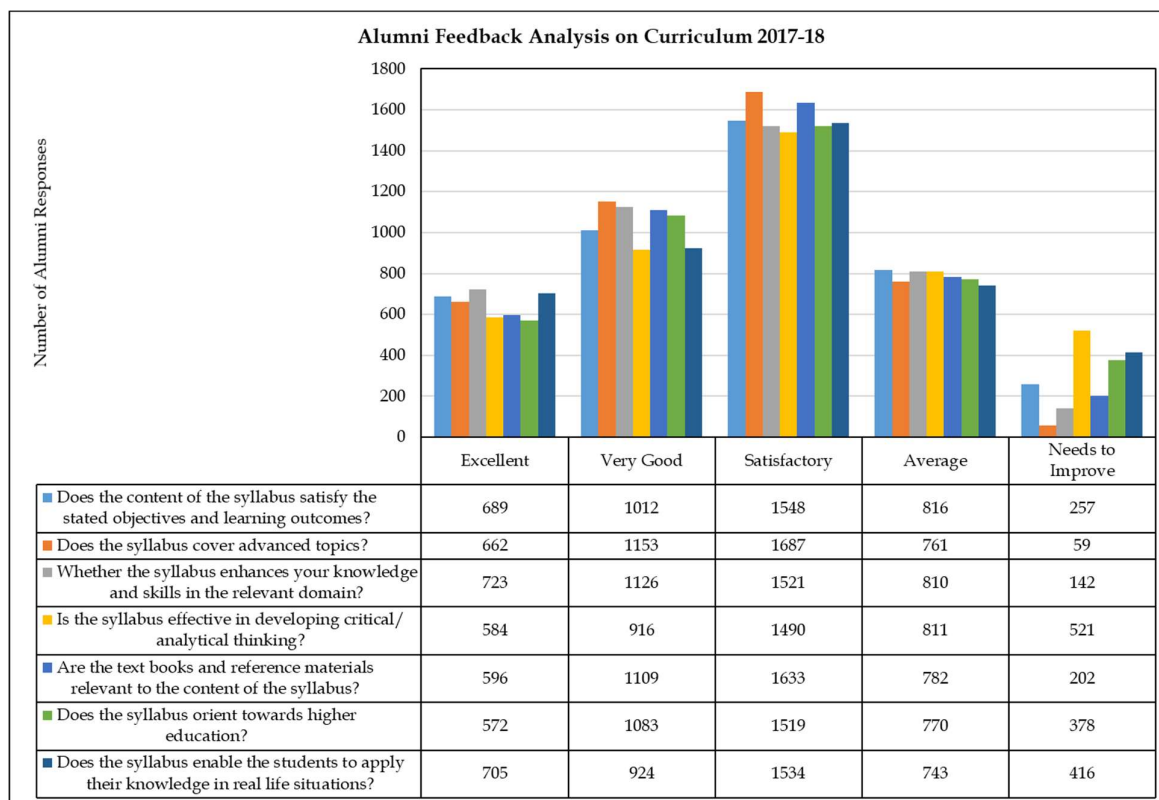


Figure 3: Graphical Representation of Alumni responses on Curriculum 2017-18

### 3.3. FEEDBACK ANALYSIS OF TEACHER FEEDBACK ON CURRICULUM

A total of 602 faculty members participated in the curriculum feedback process for the academic year of 2017-18. A detailed analysis of the teachers on the curriculum of their respective departments is as depicted in the figure 4 and table 9 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus satisfy the stated objectives and learning outcomes?	143	191	220	36	12



Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?	156	176	233	16	21
Is the syllabus effective in developing independent thinking?	152	160	231	17	42
Does the departmental level expert committee meet to review the syllabus?	141	180	247	17	17
Does the syllabus enhance your knowledge in the subject area?	156	163	255	21	7
Does the syllabus enable the students to apply their knowledge in real life?	146	182	244	19	11
Does the syllabus demand the teachers for research inclusive teaching?	146	190	238	19	9

Table 8: Question wise Responses from Teachers on curriculum for academic year 2017-18

The figure 4 shows the pictorial representation of the feedbacks collected from the faculty members on the curriculum for the academic year of 2017-18.

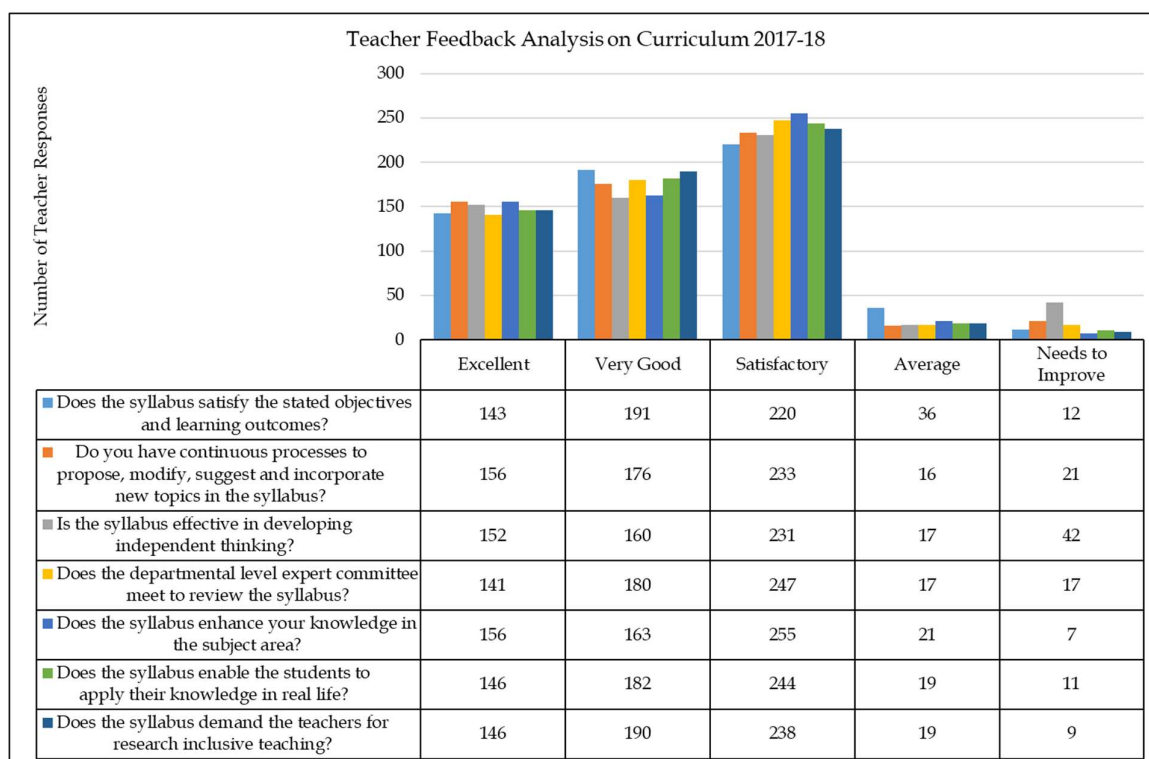


Figure 4: Graphical Representation of Teacher responses on Curriculum 2017-18

### 3.4. FEEDBACK ANALYSIS OF PARENTS FEEDBACK ON CURRICULUM

The curriculum feedback of 2017-18 collected feedbacks from 926 parents and the responses given by them were spread across the questions as shown in table 9 below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	68	173	304	172	209
Is employability given weightage in the design and development of the syllabus?	66	172	353	165	170
Is the syllabus designed to have a component on value based education?	87	161	358	175	145
Does the syllabus have components to serve the needs of the society?	74	172	317	170	193

Does the syllabus promote self-study and attitude of research?	82	192	319	174	159
Does the syllabus help the students to enhance their personality?	87	164	364	164	147

Table 9: Question wise Responses from Parents on curriculum for academic year 2017-18

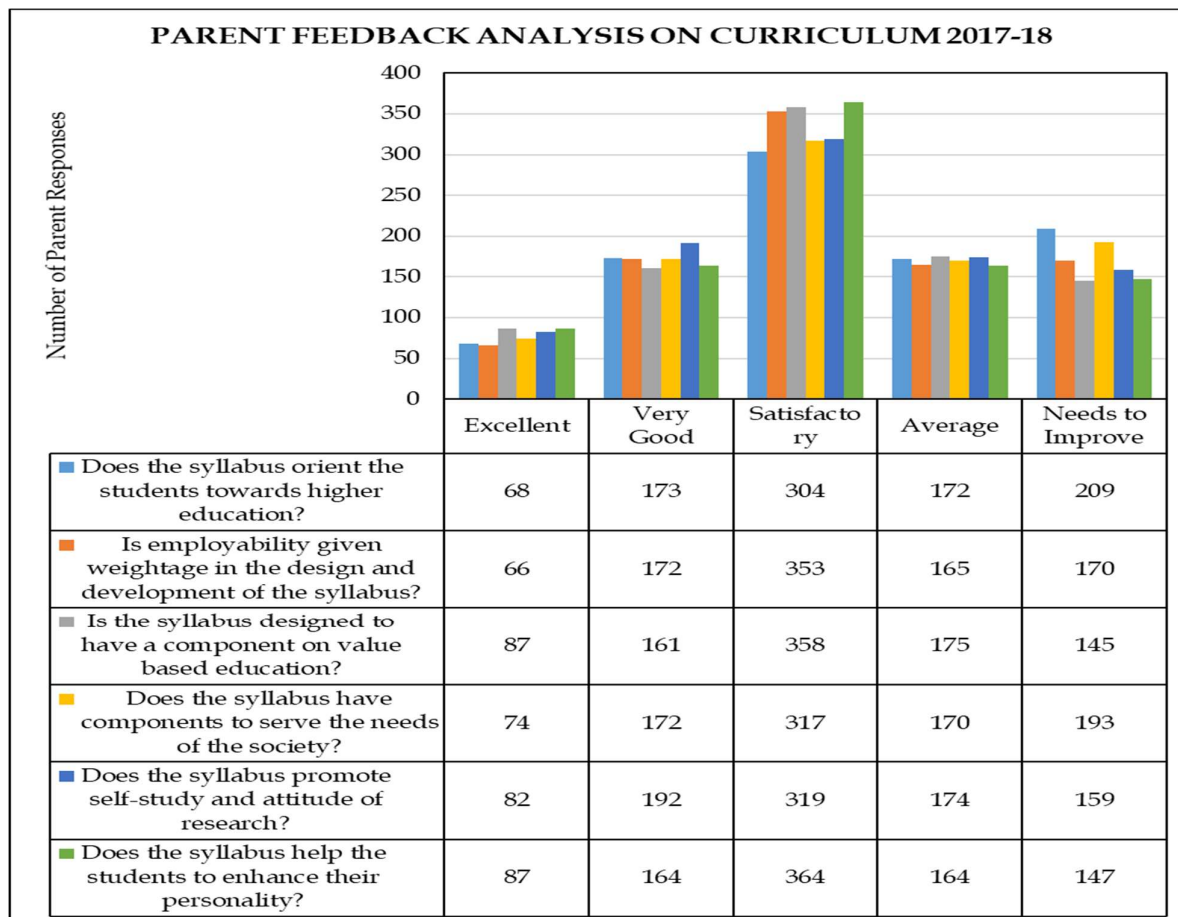


Figure 5: Graphical Representation of Parent responses on Curriculum 2017-18

### 3.5. FEEDBACK ANALYSIS OF INDUSTRY EXPERTS' FEEDBACK ON CURRICULUM

Feedbacks of 670 industry experts were collected in the academic year of 2017-18 across the departments and the responses provided by them are analyzed as shown in the table below.

Question	Excellent	Good	Satisfactory	Average	Need to improve
Is the syllabus aligned with the objectives of the programme?	148	244	173	61	44
Does the syllabus cover advanced topics and current trends?	169	246	184	55	16
How would you rate the relevance of the electives offered in the syllabus?	178	249	170	57	16
Is employability given weightage in the design and development of syllabus?	144	233	183	58	52
Does the syllabus meet the expectations of the industry?	175	242	173	62	18
Does the syllabus cater to the enhancement of skills of the students with respect to the industry needs?	142	244	177	71	36

Table 10: Question wise Responses from Industry Experts on curriculum for academic year 2017-18

The feedback collected from the industry experts are also shown in the form of a graph. The same is as shown in figure 6. Overall analysis of all the feedbacks from all the stakeholders show that more than 80% of the stakeholders are satisfied with the curriculum offered by the various programs across the University.

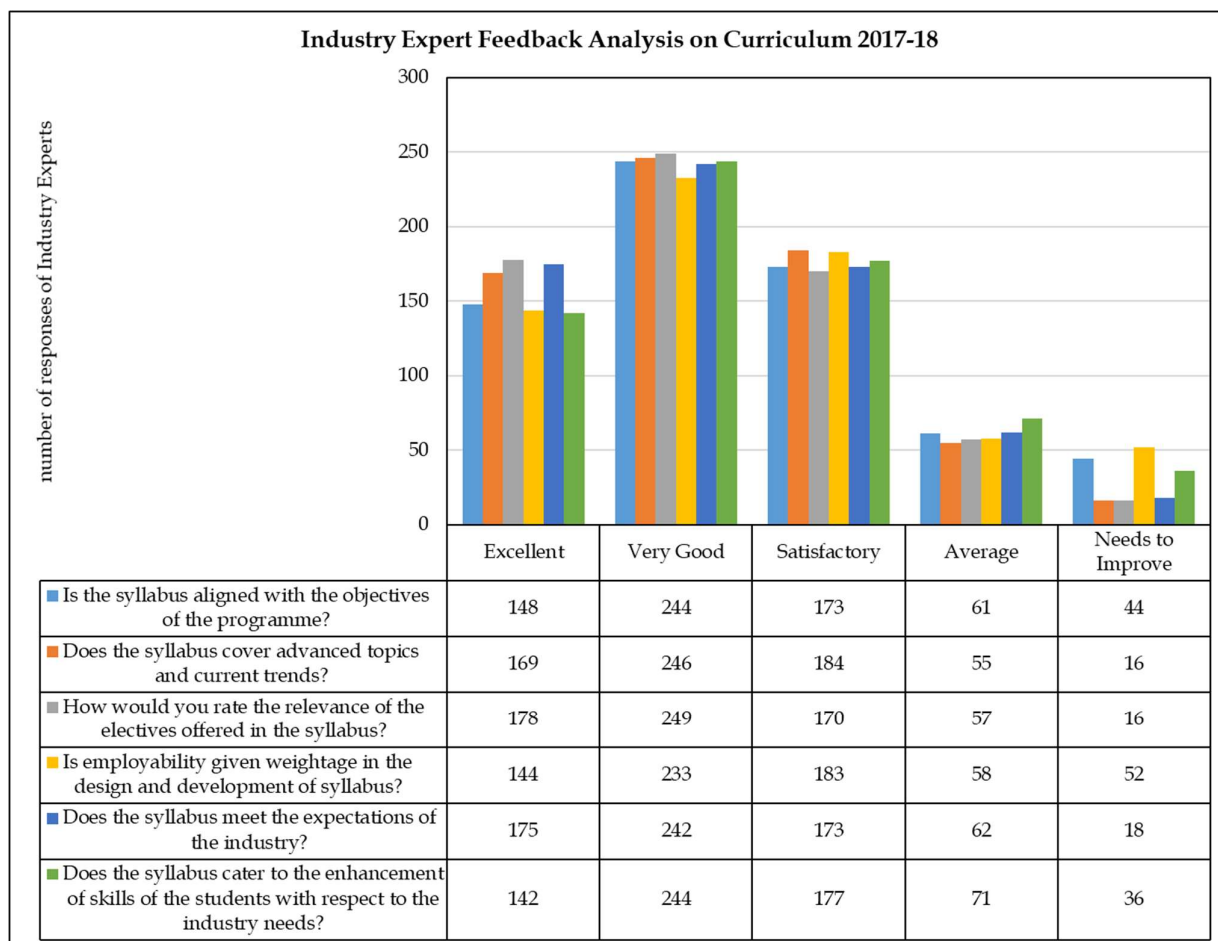


Figure 5: Graphical Representation of Industry Experts responses on Curriculum 2017-18

#### 4. 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 irrespective of the disciplines

1. The stakeholders were of the opinion that there was a need for introduction of enhanced programs related to basic sciences, education and in sociology.
2. With Engineering programs being offered, the stakeholders felt that introduction of undergraduate program in architecture will benefit the society since the country is lacking in universities offering architecture programs.
3. The feedbacks highlighted that there was a need for enhanced collaboration with relevant industries to ensure more practical exposure
4. Certification program for relevant disciplines will be of much help especially in the global scenarios.

5. Value added courses and certificate courses were expected to be introduced in emerging areas like artificial intelligence and machine learning, food technology, automation etc.

## 5. ACTION TAKEN BASED ON THE FEEDBACK

The major actions that were taken based on the feedback analysis on curriculum for the academic year of 2017-18 is given below

1. Based on the stakeholder feedback, the following new Undergraduate programs were introduced

Program Name	Reason for Introduction
Bachelor of Architecture	Based on stakeholder feedback, since architectural programs will be very much in need for the society.

2. The following PG programs were also introduced based on the suggestions of the stakeholders and approval of the Board of Management

Program Name	Reason for Introduction
Master of Science (Botany)	Based on the stakeholder feedback for Inclusion of more post graduate programs in natural and basic sciences.
Master of Science (Zoology)	Based on the stakeholder feedback for Inclusion of more post graduate programs in natural and basic sciences
Master of Science (Biotechnology)	Based on the stakeholder feedback for Inclusion of more post graduate programs in natural, basic and applied sciences
Master of Arts (English and Cultural Studies)	Based on stakeholder feedback

3. Based on the stakeholder feedback, the following new post graduate diploma programs were introduced

Program Name	Reason for Introduction
Post Graduate Diploma in International Education	Based on stakeholder feedback, since it is useful in global scenarios
Post Graduate Diploma in Life skills for leadership and Community Development	Based on the stakeholder feedback for Inclusion of more post graduate programs in sociology and social work

4. Based on the stakeholder feedback, Memorandum of Understanding (MoU) were signed with 6 different organizations in addition to the existing universities and organizations.
5. Based on the stakeholder feedback of introducing more value added courses, a total of 227 new courses were introduced in the year 2017-18.
6. More industrial visits and field trips were decided to be conducted in order to ensure more hands on experience is given to the students.

This report contains the feedback analysis and the action taken based on the feedback for the academic year of 2017-18. This action taken is at the University level and is not limited to the above mentioned points. Feedbacks are analyzed in a detailed level at the department and a more rigorous actions were taken in addition to the above mentioned points.





**CHRIST**  
UNIVERSITY


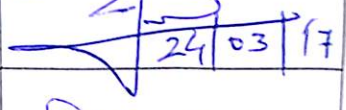
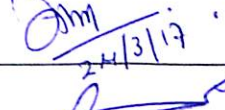
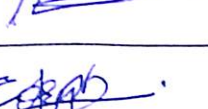

BENGALURU, INDIA  
Declared as Deemed to be University under Section 3 of UGC Act 1956

### Thirty-Fifth Meeting of the Board of Management on 24 March 2017

#### Attendance Sheet

1	Dr Fr Thomas C Mathew, Vice Chancellor	Chairperson	
2	Dr Fr Abraham V M, Pro-Vice Chancellor	Vice Chairperson	
3	Dr John Joseph Kennedy, Dean-Humanities and Social Sciences	Member	
4	Dr Surendra Umesh Kulkarni, Dean - Sciences	Member	
5	Dr Shakuntala Katre, Nominee of President	Member	
6	Dr Alexander J, Nominee of President	Member	
7	Dr Fr Varghese K J, Nominee of the President	Member	
8	Dr Mallika Krishnaswami, Professor	Member	
9	Dr Fr Joseph Varghese, Associate Professor	Member	
10	Nominee of GOI, (To be Nominated)	Member	
11	Mr Dogra A K, Nominee of Christ University Trust	Member	
12	Dr Anil Joseph Pinto, Registrar	Member Secretary	
13	Prof. Chandrasekharan K A, Personnel Officer	Invitee	
14	Fr Thomas T V, Director Institute of Management	Invitee	
15	Fr Viju P D, Director Admissions	Invitee	
16	Fr Benny Thomas, Director Faculty of Engineering	Invitee	
17	Fr Arun C, Director Hotel Management	Invitee	
18	Fr Sebastian, Principal - Christ Junior College	Invitee	
19	Fr Biju K C	Invitee	
20	Prof. Johnny Joseph, Controller of Examinations	Invitee	



21	Prof. Suresh Pai, Associate Dean-Management	Invitee	
22	Dr Iven Jose, Associate Dean-Faculty of Engineering	Invitee	 24/03/17
23	Fr Jobi Xavier, Faculty Dept of Botany	Invitee	 24/3/17
24	Fr Antony Puthussery, Kengeri Campus Coordinator	Invitee	
25	Fr Jose C C, Director Students Affairs	Invitee	

**Minutes of the Thirty-Fifth Meeting of the Board of Management held on 24 March 2017 at 11 am at the Board Room, Central Block, Christ University**

**In the Chair:** Dr Fr Thomas C Mathew, Vice Chancellor

The Meeting commenced at 11 am with a silent prayer. The Registrar welcomed all the members and invitees.

**Members Present**

All the members as per the attendance list were present. Invitees included the Controller of Examinations, the Personnel Officer, the Directors, the Deans and the Associate Deans.

**Leave of Absence**

Dr Alexander J was granted leave of absence.

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

The Registrar declared the validity of the Quorum and requested the Chairperson to call the Meeting to Order. Matters on the agenda were taken up for discussion in the same serial order.

**1. To confirm the Minutes of the Thirty-Fourth Meeting of the Board of Management held on 27 January 2017 and to consider matters arising thereon.**

The Board reviewed and confirmed the minutes of the Thirty-Fourth meeting of the Board of Management as attached in Annexure A to the Notice.

**a. Matters arising out of the Minutes**

**2 a) Circular Resolution dated 07 December 2016 for the commencement of the following new programmes from the Academic Year 2017-18 subject to approval of the respective Boards of Studies and the Academic Council**

The Board was informed that the MSc (Botany), MSc (Zoology), MSc (Biotechnology), MA (English with Cultural Studies), and Bachelor of Architecture programmes were approved by the Academic Council in its 26th meeting on 23 March 2017.

**5. To take note of representation to UGC for consideration under Sec 12 (B)**

The Board was informed that the UGC had replied that it would consider the application once the MHRD gives its clarification on the Tandon categorisation of the University.

**2. To consider and approve the Financial and Human Resource budgets for the year 2017-18**

The Financial and Human Resource budgets of the University for the Year 2017-18 as recommended by the Finance Committee and Staff Selection Committee respectively were considered by the Board.

**Financial Budget**

The Financial Budget proposed Total Revenue of Rs 173.94 Cr. The Expenditure Budget for Revenue is Rs 147.99 Cr and for Capital including repayment of Loan is planned at Rs. 57.99 Cr making the total payments Rs 205.78 Cr. The Deficit adjustment to the extent of



Rs 31.84 Cr is to be made out of Fee Receipts of 2018-19.

To the suggestion of the Board of projecting the budgeted revenue closer to last year's actual receipts, it was clarified that the receipts were projected based on the fee structure for the Karnataka students. To the query on whether provisions were made for the salary increase due to implementation of 7th Pay Commission Recommendations, it was clarified that University would be giving about 20% increase in salary in view of the implementation of 7th Pay Commission recommendations and accordingly allocations had been made in the budget.

The Board approved the Budget with the following resolution: "Resolved that the Financial Budget of the University for the year 2017-18 as per the details presented be and is hereby approved."

#### **Human Resource Budget**

The Human Resource Budget proposed for 2017-18 was approved for the proposed numbers as approved by the Staff Selection Committee meeting held on 20 February 2017 as under:

<b>Teaching Staff</b>	<b>BA2016</b>	<b>A2016</b>	<b>BA2017</b>
Professors	86	78	89
Associate Professors	174	161	197
Assistant Professors	378	364	430
Total	638	613	716
<b>Non-teaching Staff</b>			
Multi-Skill Staff	467	418	451
Administrative Staff	102	100	107
Supervisory & Mgmt Staff	29	32	32
Total	598	550	590

The following resolution was passed: "Resolved that the Human Resources Budget of the University for the Year 2017-18 as per the details presented be and is hereby approved."

#### **3. To consider and approve the Admissions made by the University for PhD programmes for the Academic year 2016-17**

The Board considered and approved 52 Admissions to 14 PhD programmes completed as per the eligibility norms duly following the Admission Regulations of the University for the Academic year 2016-17 as approved by the Academic Council in its 26th meeting held on 23 March 2017. It was noted that no admissions were made to PhD in Tourism Studies and Media Studies programmes as no applicant secured the required cut off marks in the selection process.

#### 4. To take note of the MOUs signed

The Board took note of the following MOUs signed by the University as presented at the meeting.

Sl No	Institution/Organization	Purpose	Date	Years
1	ENFOLD Proactive Health Trust, Bengaluru, India	Internship, teaching Courses as visiting faculty - Social Work, Psychology and Law	16 Jan. 2017	3
2	Ernst and Young LLP, Global Shared Services Division, Kolkata, West Bengal	Guest lectures and workshops by Senior Administrators of Ernst and Young	1 Feb. 2017	1
3	Universitas Atma Jaya Yogyakarta, Indonesia	Exchange of Faculty and Students; joint research Programmes and exchange of academic information	4 Feb. 2017	5
4	Duta Wacana Christian University, Indonesia	Collaborative projects, faculty and student exchange programme	4 Feb. 2017	5
5	Zurich University of Applied Sciences and Arts, Switzerland	Internship programmes and collaborative research	7 Feb. 2017 (Renewal)	3
6	Royal Melbourne Institute of Technology (RMIT), Australia	Joint internships for BEd students with education students of RMIT and La Trobe Universities of Australia in Bengaluru	8 Mar. 2017	5

#### 5. To take note of changes in positions

The Board took note of the following changes in positions:

- Dr Victor Paul, HOD, Sociology w.e.f. 01 December 2016, after the retirement of Dr Pritha Das Gupta.
- Prof. Joy Paulose, Director, Internal Quality Assurance Cell (IQAC) w.e.f. 1 March 2017. Dr Kennedy Andrew Thomas, and Dr Krishnaswami P relieved of the responsibility of IQAC Directors to enable them to focus on the activities of the Centre for Education Beyond Curriculum (CEDBEC).
- Dr Uma V R, Coordinator, Commerce and Management for Centre for Research w.e.f. 01 March 2017. Dr Elangovan, relieved of the responsibility of Coordinator, Commerce and Management for Centre for Research, due to resignation.
- Dr Paul K T, Coordinator, MPhil Programmes w.e.f. 1 May 2017 under the Centre for Research, in order to independently coordinate MPhil programmes.
- Dr Mallika Krishnaswami HoD, Languages w.e.f. 1 May 2017. Dr Krishnaswami P relieved of the responsibilities to enable him to focus on CEDBEC activities.
- Dr Kennedy, Dean of all Humanities and Social Sciences Departments in addition to the current departments, w.e.f. 1 May 2017. Dr Mallika Krishnaswami to officiate as the Dean for the May 2017 Convocation ceremonies for the programmes presently under her care, and relieved of the position of Dean, Humanities and Social Sciences w.e.f. 29 May 2017, as she takes over the responsibility of the HoD of Languages.



## 6. Other matters

The following matters were considered under other matters.

### i. To consider and approve the proposal for student exchange between Christ University and Christ Institute of Management, Lavasa

The Board appreciated the proposal to enable students of Christ Institute of Management, Lavasa to pursue two semesters of courses in the first year at Christ University and transfer the credits to CIM for second year, and enable Christ University students of MBA programme to pursue their first year at CIM and transfer credits to second year to Christ University. The Board felt that it would give greater access to the Christ University MBA students to industries and corporate organisations in Pune and Mumbai. The Board approved the proposal.

### ii. To consider and approve the new programmes as approved and recommended by the Academic Council in its meeting held on 23 March 2017

The Board took note and approved the new programmes as approved by the Academic Council in its 26th meeting and as presented at the meeting:

Sl	Programme	Department	Duration	Intake	Fees	Campus
1	PG Diploma in International Education	School of Education	1 Year	50	75000	Main Campus
2	PG Diploma in Life Skills for Leadership and Community Development	Social Work	1 Year	60	20000	Main Campus

### iii. To take note of the integration of International Baccalaureate (IB) Teacher Certification with BEd and MA (Education) Programmes

The Board was informed that based on the invitation to offer teacher certification programme by IB, the University had integrated teacher certification requirements of IB in the BEd and MA (Education) Programme curricula. The integration would enable all BEd and MA (Education) students to become eligible for teacher certification from IB, thus making them globally competent teachers. It was noted that the one-year Post Graduate Diploma in International Education for IB teacher training sought approval in agenda 6 ii. of the meeting was designed for those students looking only for IB teacher certification.

### iv. To take note of the proposal to construct Centralised Instrumentation Centre for Research in Science

The Board was apprised of the initiative to construct Centralised Instrumentation Centre above the present Eastern and Northern Wings of Block II to provide better research facilities in science, especially in interdisciplinary areas of Physics, Chemistry, Bio-Sciences, Mathematics, Computer Science and Psychology. It was also informed that a separate project was being written to procure equipments under ASHA project of USAID, and should there be constraints in grant of the project the University would procure the research equipments from its resources spread over a longer period.



**v. To take note of the establishment of an Office of Online Training and Examination**

The Board was informed that in order to cater to increased demand for online examinations for Holistic Education, Environmental Education, English, SAP 01 courses, entrance tests for PhD and MPhil programmes and recruitment tests, the University had established the Office of Online Training and Examinations. The Office is located in the new lab was blessed and inaugurated on 10 February 2017 with 92 computers on the III Floor of Block II. With that a total number of 1384 personal computers with 33 labs were now available for students across the three locations of the campus.

**vi. To approve the merging of Boards of Studies of related disciplines**

The Board noted that the merging of the related departments was initiated prior to National Assessment Accreditation Council (NAAC) visit based on the recommendations of NAAC mock-peer team visit, keeping in view the nature of disciplines, and faculty strength requirements for departments as per UGC Regulations. It was informed that Performing Arts, Theatre Studies, and Music; Philosophy and Theology; Sociology and Social Work may function as independent units due to the nature of the disciplines and for administrative purposes. After due deliberations the Board ratified the approval of the Vice Chancellor for merging of Boards of Studies and Departments of related disciplines as detailed below:

Sl No	Board	Disciplinary Boards Merged
1	Languages	Kannada, Hindi, Tamil, Sanskrit, French
2	Life Sciences	Botany, Zoology, Biotechnology
3	Physics and Electronics	Physics, Electronics
4	Performing Arts, Theatre Studies and Music	Performing Arts, Theatre Studies
5	Philosophy and Theology	Philosophy, Theology
6	Sociology and Social Work	Sociology, Social Work

**vii. To consider and approve the revised Graduate Attributes**

The Board discussed the revised Graduate Attributes evolved through inputs from the departments and finalised by the IQAC and approved the same.

**viii. To take note of the inauguration of Bannerghatta Road Campus Auditorium**

The Board took note of the inauguration of the Bannerghatta Road Campus Auditorium on 18 March 2017. The Board was informed that the Chancellor, Dr Fr Thomas Aykara, Blessed and Inaugurated the Auditoriums with Dr Sudha Murty, Chairperson, Infosys Foundation, and Member, Planning and Monitoring Board of the University as the Chief Guest. It was noted that the auditorium with a seating capacity 1600, and with advanced lighting and sound system was constructed to create a platform for the academic and social transformational experiences of students during the period of their study.

**ix. To take note of key calendar events from March to June**

The Board took note of the calendar of events involving admissions, end semester examinations, convocation and reopening during the months of March, April, May and June 2017.

**x. Next meeting of the Board of Management**

The next meeting of the Board of Management was tentatively scheduled for Friday, 19 May 2017.

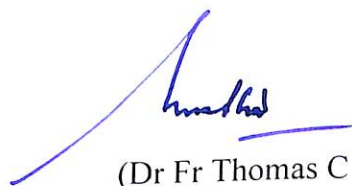
**7. Any other matter with the permission of the Chair**

At the end of the meeting the Chairperson informed that this would be the last meeting of the present Board pursuant to the adoption of UGC (Institutions Deemed to be Universities) Regulations 2016 and the Board would be re-constituted for the following meeting. The Chairperson thanked the members of the Board for their contribution and steadfast support and guidance on many a matter of importance.

The Registrar highlighted some of the major contributions of Mr A K Dogra since 2006 and specially thanked him for his contribution as a nominee of Christ Educational Society/Christ University Trust on the Board of Management of Christ University. He presented mementos on behalf of the University and the Board to Mr Dogra. The Vice Chancellor endorsed the views of the Registrar and expressed his gratitude for his supportive role and guidance in many key initiatives of the Institution.

The Board passed the following resolution: "Resolved that the Board hereby places on record the exemplary services rendered by Mr A K Dogra for the development of the University."

With no other matter to discuss, the Chairperson adjourned the meeting, thanking all the members and invitees for their active participation. The Registrar thanked the Chairperson, other members of the Board, invitees and the staff who helped for the meeting.



(Dr Fr Thomas C Mathew)  
Chairperson