

ALUMNI FEEDBACK ON SYLLABUS
Batches 2016, 2017, 2018 and 2019 - UG and PG
Business and Management

The **alumni feedback** on the syllabus was collected from the majority of graduated 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?

22% of the respondent 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 31% of students have rated the syllabus-objectives/outcomes linkage to be average and 3% 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?

67% of the respondent students have rated high on the parameter - knowledge and skills enhancement based on the syllabus. 31% 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. 33% 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. 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 57% of the students strongly agree to the fact that the syllabus enables them to apply their learnings to real life situations. 36% 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.


Head
Business and Management
Bangalore Bannerghatta Road
CHRIST (Deemed to be Univ.)
Bengaluru - 560

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.



*Head
Business and Management
Bangalore Bannerghatta Road
CHRIST (Deemed to be Univ.
Bengaluru - 560*

STUDENTS FEEDBACK ON SYLLABUS
Batches 2019, 2020 and 2021 – 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.


Head
Business and Management
Bangalore Bannerghatta Road
CHRIST (Deemed to be Univ.)
Bengaluru - 560

TEACHERS FEEDBACK ON SYLLABUS 2020-21

The faculty members of both the Undergraduate and Postgraduate programmes of Business and Management have shared their feedback on the syllabus of BBAH, BBAFIB, BBAT, MBATM/MTTM and MBA(IB) offered at the campus.

FEEDBACK – BBAH:

Does the syllabus satisfy the stated objectives and learning outcomes?

69% of the faculty members have given the rating – excellent for this parameter and 28% of the faculty members have given good as a rating for this parameter. 3% of the faculty members have given satisfactory rating with respect to the syllabus addressing the stated objectives and learning outcomes.

Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

76% of the faculty members have rated this parameter as excellent, 17% of the faculty members have given the rating – Good for this parameter and 7% of the faculty members have given a satisfactory score to this parameter.

Is the syllabus effective in developing independent thinking?

About 93% of the faculty members have rated this parameter between Good to Excellent and 7% of the faculty members have mentioned that the syllabus satisfactorily develops independent thinking among students.

Does the departmental level expert committee meet to review the syllabus?

62% of the faculty members have mentioned that dept level expert committee meetings to review the syllabus is excellent and 31% of the faculty members have mentioned that such meetings are good. Around 7% of the faculty members have rated this parameter to be satisfactory.

Does the syllabus enhance your knowledge in the subject area?

About 97% of the faculty members have rated this parameter between Good to Excellent and 3% of the faculty members have mentioned that the syllabus satisfactorily enhances their knowledge in the subject area.

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

55% of the faculty members have given the rating – excellent for this parameter and 41% of the faculty members have given good as a rating for this parameter. 3% of the faculty members have given satisfactory rating with respect to the syllabus enabling the students to apply their knowledge in real life.

Does the syllabus demand the teachers for research inclusive teaching?

66% of the faculty members have given the rating – excellent for this parameter and 28% of the faculty members have given good as a rating for this parameter. 7% of the faculty members have given satisfactory rating with respect to the syllabus demanding the teachers to do research inclusive teaching.

FEEDBACK – BBA FIB:

Does the syllabus satisfy the stated objectives and learning outcomes?

69% of the faculty members have given the rating – excellent for this parameter and 28% of the faculty members have given good as a rating for this parameter. 3% of the faculty members have given satisfactory rating with respect to the syllabus addressing the stated objectives and learning outcomes.

Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

66% of the faculty members have rated this parameter as excellent, 28% of the faculty members have given the rating – Good for this parameter and 7% of the faculty members have given a satisfactory score to this parameter.

Is the syllabus effective in developing independent thinking?

About 94% of the faculty members have rated this parameter between Good to Excellent and 6% of the faculty members have mentioned that the syllabus satisfactorily develops independent thinking among students.

Does the departmental level expert committee meet to review the syllabus?

59% of the faculty members have mentioned that dept level expert committee meetings to review the syllabus is excellent and 31% of the faculty members have mentioned that such meetings are good. Around 10% of the faculty members have rated this parameter to be satisfactory.

Does the syllabus enhance your knowledge in the subject area?

About 96% of the faculty members have rated this parameter between Good to Excellent and 4% of the faculty members have mentioned that the syllabus satisfactorily enhances their knowledge in the subject area.

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

62% of the faculty members have given the rating – excellent for this parameter and 34% of the faculty members have given good as a rating for this parameter. 3% of the faculty members have given satisfactory rating with respect to the syllabus enabling the students to apply their knowledge in real life.

Does the syllabus demand the teachers for research inclusive teaching?

59% of the faculty members have given the rating – excellent for this parameter and 31% of the faculty members have given good as a rating for this parameter. 10% of the faculty members have given satisfactory rating with respect to the syllabus demanding the teachers to do research inclusive teaching.

FEEDBACK – BBAT:

Does the syllabus satisfy the stated objectives and learning outcomes?

70% of the faculty members have given the rating – excellent for this parameter and 22% of the faculty members have given good as a rating for this parameter. 7% of the faculty members have given satisfactory rating with respect to the syllabus addressing the stated objectives and learning outcomes.

Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

67% of the faculty members have rated this parameter as excellent, 26% of the faculty members have given the rating – Good for this parameter and 7% of the faculty members have given a satisfactory score to this parameter.

Is the syllabus effective in developing independent thinking?

About 93% of the faculty members have rated this parameter between Good to Excellent and 7% of the faculty members have mentioned that the syllabus satisfactorily develops independent thinking among students.

Does the departmental level expert committee meet to review the syllabus?

63% of the faculty members have mentioned that dept level expert committee meetings to review the syllabus is excellent and 30% of the faculty members have mentioned that such meetings are good. Around 7% of the faculty members have rated this parameter to be satisfactory.

Does the syllabus enhance your knowledge in the subject area?

About 89% of the faculty members have rated this parameter between Good to Excellent and 11% of the faculty members have mentioned that the syllabus satisfactorily enhances their knowledge in the subject area.

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

63% of the faculty members have given the rating – excellent for this parameter and 26% of the faculty members have given good as a rating for this parameter. 11% of the faculty members have given satisfactory rating with respect to the syllabus enabling the students to apply their knowledge in real life.

Does the syllabus demand the teachers for research inclusive teaching?

59% of the faculty members have given the rating – excellent for this parameter and 30% of the faculty members have given good as a rating for this parameter. 7% of the faculty members have given satisfactory rating with respect to the syllabus demanding the teachers to do research inclusive teaching and 4% have given average rating for this parameter.

FEEDBACK – MBATM/MTTM:

Does the syllabus satisfy the stated objectives and learning outcomes?

60% of the faculty members have given the rating – excellent for this parameter and 36% of the faculty members have given good as a rating for this parameter. 4% of the faculty members have given satisfactory rating with respect to the syllabus addressing the stated objectives and learning outcomes.

Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

64% of the faculty members have rated this parameter as excellent, 28% of the faculty members have given the rating – Good for this parameter and 8% of the faculty members have given a satisfactory score to this parameter.

Is the syllabus effective in developing independent thinking?

About 88% of the faculty members have rated this parameter between Good to Excellent and 12% of the faculty members have mentioned that the syllabus satisfactorily develops independent thinking among students.

Does the departmental level expert committee meet to review the syllabus?

60% of the faculty members have mentioned that dept level expert committee meetings to review the syllabus is excellent and 28% of the faculty members have mentioned that such meetings are good. Around 12% of the faculty members have rated this parameter to be satisfactory.

Does the syllabus enhance your knowledge in the subject area?

About 92% of the faculty members have rated this parameter between Good to Excellent and 8% of the faculty members have mentioned that the syllabus satisfactorily enhances their knowledge in the subject area.

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

56% of the faculty members have given the rating – excellent for this parameter and 32% of the faculty members have given good as a rating for this parameter. 8% of the faculty members have given satisfactory rating with respect to the syllabus enabling the students to apply their knowledge in real life and 4% of the faculty members have suggested that this parameter needs improvement.

Does the syllabus demand the teachers for research inclusive teaching?

56% of the faculty members have given the rating – excellent for this parameter and 36% of the faculty members have given good as a rating for this parameter. 4% of the faculty members have given satisfactory rating with respect to the syllabus demanding the teachers to do research inclusive teaching and 4% of the faculty members have suggested that this parameter needs improvement.

FEEDBACK – MBA(IB):

Does the syllabus satisfy the stated objectives and learning outcomes?

52% of the faculty members have given the rating – excellent for this parameter and 43% of the faculty members have given good as a rating for this parameter. 4% of the faculty members have given satisfactory rating with respect to the syllabus addressing the stated objectives and learning outcomes.

Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

54% of the faculty members have rated this parameter as excellent, 39% of the faculty members have given the rating – Good for this parameter and 4% of the faculty members have given a satisfactory score to this parameter.

Is the syllabus effective in developing independent thinking?

About 95% of the faculty members have rated this parameter between Good to Excellent and 5% of the faculty members have mentioned that the syllabus satisfactorily develops independent thinking among students.

Does the departmental level expert committee meet to review the syllabus?

65% of the faculty members have mentioned that dept level expert committee meetings to review the syllabus is excellent and 30% of the faculty members have mentioned that such meetings are good. Around 4% of the faculty members have rated this parameter to be satisfactory.

Does the syllabus enhance your knowledge in the subject area?


About 96% of the faculty members have rated this parameter between Good to Excellent and 4% of the faculty members have mentioned that the syllabus satisfactorily enhances their knowledge in the subject area.

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

59% of the faculty members have given the rating – excellent for this parameter and 36% of the faculty members have given good as a rating for this parameter. 5% of the faculty members have given satisfactory rating with respect to the syllabus enabling the students to apply their knowledge in real life. Faculty should regularly attend FDP to enhance teaching learning skills

Does the syllabus demand the teachers for research inclusive teaching?

52% of the faculty members have given the rating – excellent for this parameter and 43% of the faculty members have given good as a rating for this parameter. 4% of the faculty members have given satisfactory rating with respect to the syllabus demanding the teachers to do research inclusive teaching. Collaborative research is the way to inclusive teaching



Head
Business and Management
Bangalore Bannerghatta Road
CHRIST (Deemed to be Univ.)
Bengaluru - 560

Action Taken on Feedback

ACTION TAKEN BASED ON STUDENT'S FEEDBACK

Based on the feedback given by the students, the required changes, suggestions were recommended by the CDC committee and incorporated in various courses of the respective programmes. The same were ratified and incorporated in the Board of Studies. Students' involvement in participatory learning like Group discussion, role plays, case classes and brainstorming have been enhanced.

ACTION TAKEN BASED ON TEACHER'S FEEDBACK

MOUs and Agreements are to be considered for collaborative research with other institutions Universities and reputed institutions in India and abroad to enrich research experience and facilitate staff and student exchange program. Providing more opportunities to attend FDP and Conferences to enhance teaching learning skills

ACTION TAKEN BASES ON ALUMINI FEEDBACK

Based on the feedback given by the Alumni respondents, the required changes, suggestions were recommended by the CDC committee and incorporated in various courses of the respective programmes. The same were ratified and incorporated in the Board of Studies. Active involvement of the Alumni to be conducted and the industry learnings by the Alumni were incorporated in the respective programmes.

ACTION TAKEN BASES ON EMPLOYER FEEDBACK

Based on the feedback given by the Employers, the required changes, suggestions were recommended by the CDC committee and incorporated in various courses of the respective programmes. The same were ratified and incorporated in the Board of Studies. The basket courses were added in the 3rd and 4th sem BBAH under the theme - Services and Entrepreneurship respectively. Global Business Environment and International Marketing were added as new courses in the MBA(IB) programme

Based on the feedback given by stakeholders on syllabus the following other changes and were incorporated in the syllabus as approved as approved in BOS Meeting and various other action items are planned

1. Regular Industry Academia Interface
2. Mini Projects and collaboration with industry
3. The soft skill training focused more the participative games and team building.
4. Suggestions by the alumni were considered decision making processes
5. Prestigious alumina to be invited to give motivational talks to the students

6. Various Subjects were revised or introduced newly based on the feedback from the Industry namely
- (a) BBH434- Information System and E-business
 - (b) FIB351- Information Systems and Business Analytics
 - (c) Revisions in FIB642A-Mergers and Acquisitions
 - (d) Revision in Travel and Tour Operations Management Subject
 - (e) Three new subjects were introduced as a part of MBA International Business Specialisation
MBA3403I- Global Business Environment and MBA3401I - International Marketing



Head
Business and Management
Bangalore Bannerghatta Road
CHRIST (Deemed to be Univ.
Bengaluru - 560