

CHRIST

(DEEMED TO BE UNIVERSITY)

PUNE LAVASA CAMPUS

The Hub of Analytics

School of Business and Management – MBA
Christ (Deemed to be University)
Criteria - 1

Metric No. - 1.4.1 Structured feedback for design and review of syllabus/semester wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Parents, 6) Academic Peers

Requirements:

Supporting Document: Sample of filled-in Feedback from all stakeholders (students/ teachers/ employers/ alumni/parents/academic peers).





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**School of Business and Management
(MBA)
Pune Lavasa Campus**

**CURRICULUM FEEDBACK ANALYSIS
REPORT FOR THE ACADEMIC YEAR
AY 2024 - 25**

Criteria I Curricular Aspects

1.1 Curriculum Design and Development

Metric 1.4.1

1. Department Feedback Analysis



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1. Introduction

Feedback is crucial in determining if the chosen approach is effective in reaching the established goals. In the process of designing, developing, and revising curricula, feedback is essential for achieving the intended outcomes. Stakeholders should have input on the desired results at the conclusion of a course or program, which is a key aspect of outcome-based education.

CHRIST (Deemed to be University) has implemented a comprehensive 360-degree feedback system involving various stakeholders such as students, alumni, employers, industry and academic experts, parents, and others. This approach goes beyond merely collecting feedback; it also involves a thorough analysis to identify areas for improvement, potential new programs, and the effectiveness of ongoing revisions. Based on the findings, strategies are developed to create appropriate action plans for enhancement in subsequent academic years. The university continuously strives to ensure that all programs' curricula are up-to-date, preparing students for a well-rounded future in today's competitive world.

CHRIST (Deemed to be University) has implemented a policy requiring all departments to gather feedback on their curricula. This analytical report provides a detailed examination of the School of Business and Management, including the feedback collected, the nature of the responses, areas for improvement, and actions taken as a result of the analysis. The report first presents the number of responses gathered for the BBA, then delves into the nature of the responses and the stakeholders' opinions regarding the current curriculum. The final section of the report addresses the actions taken in response to the feedback received during the 2024 - 25 academic



year, as well as the plans initiated for the upcoming 2024-25 academic year.

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

2.1 Feedback Form for Students

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



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

Table 1: Questionnaire to Students on the Curriculum

2.2 Feedback Form for Alumni

Alumni are instrumental in evaluating whether the curriculum effectively prepares individuals to thrive in a dynamic environment, instills curiosity for pursuing advanced research, and inspires them to become successful entrepreneurs who contribute to the country's development. With these



considerations, a questionnaire has been designed for alumni, which can be found in Table 2 below.

1	Is the syllabus updated on a regular basis depending on the current trends and advanced topics?
2	Does the syllabus orient the students towards higher education?
3	Does the syllabus provide employability weightage?
4	Does the syllabus meet the expectations of the industry?
5	Does the syllabus enable the student to connect the knowledge to real life application?
6	Does the syllabus enable the student to connect the knowledge to real life application?
7	Does the syllabus encourage entrepreneurship?
8	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 Faculty

Faculty members serve as the foundation for success in any higher education institution, and their feedback is crucial in determining whether the established curriculum provides students with a solid grasp of the fundamentals in their programs of study. The questionnaire also assesses whether the curriculum enables students to apply their knowledge to complex problem-solving and if the syllabus is up-to-date, preparing students for advanced studies and research. Table 3 below presents the questions posed to teachers during the feedback survey process.



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

Table 3: Questionnaire to Faculty on the Curriculum

2.4 Feedback Form for Parents

Parents, as stakeholders, hold a vital perspective in helping identify areas for ongoing improvement. The table below displays the questionnaire distributed to parents during the feedback collection process.

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



6	Does the syllabus help the students to enhance their personality?
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Table 4: Questionnaire to Parents on the Curriculum

2.5. Feedback Form for Industry Experts

A comprehensive 360-degree feedback process should incorporate input from all relevant stakeholders. To determine if the established curriculum is industry-relevant and up-to-date with current trends in the respective field, feedback must be collected from industry experts with extensive domain knowledge and employers who have hired the university's graduates. Table 5 below showcases the questionnaire included in the feedback form distributed to industry experts.

1	Is the syllabus aligned with the objectives of the programme?
2	Does the syllabus cover advanced topics and current trends?
3	How would you rate the relevance of the electives offered in the syllabus?
4	Is employability given weightage in the design and development of syllabus?
5	Does the syllabus meet the expectations of the industry?
6	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 departments have collected the above-mentioned feedback forms and for the academic year of 2024 - 25, the following number of feedback responses were collected from the various stakeholders mentioned above.



Category of Stakeholder	Number of Responses
Students	105
Alumni	9
Faculty	11
Parents	11
Industry Experts	3
Total Number of Responses	139

Table 6: Number of Feedback Responses on Syllabus for 2024-25

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

3.Feedback Analysis of Stakeholder's Feedback on Curriculum

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

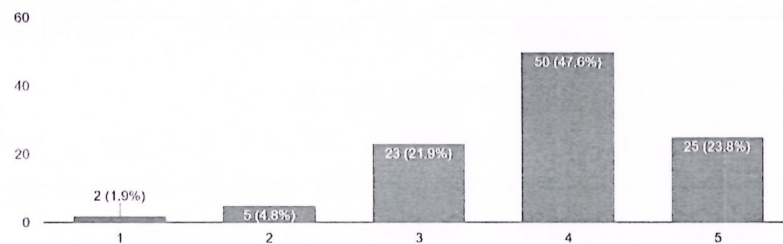


3.1 Feedback Analysis of Student Feedback on Curriculum

For the academic year of 2024-25, the feedback collected from the students was analyzed and the following tables give us an overall understanding of how the students feel about the curriculum for their respective programs of study.

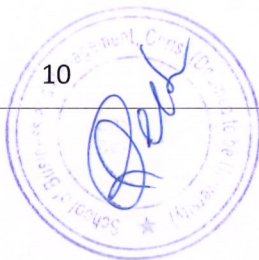
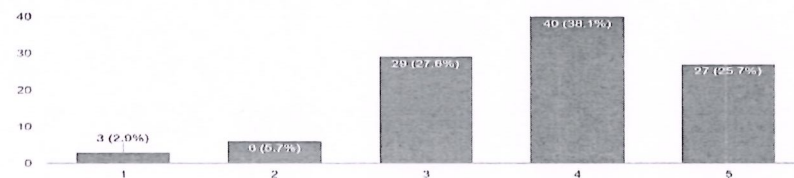
Q1. Does the content of the syllabus satisfy the stated objectives and learning outcomes?

Does the content of the syllabus satisfy the stated objectives and learning outcomes?
105 responses



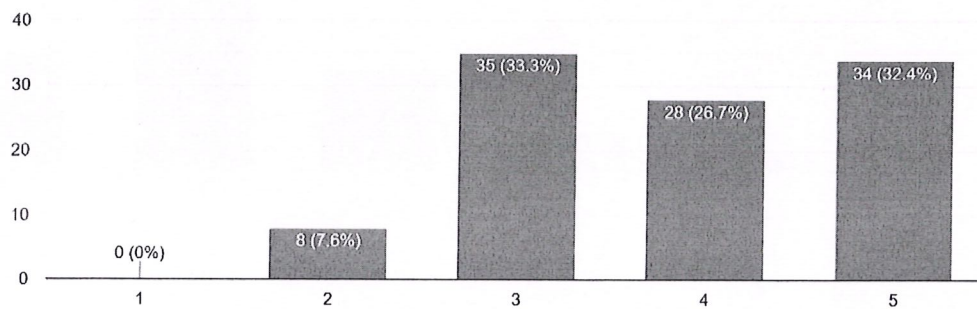
Q2. Does the syllabus cover advanced topics?

Does the syllabus cover advanced topics?
105 responses



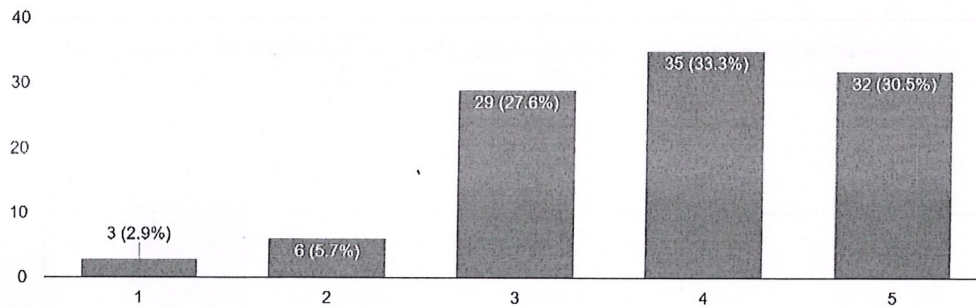
Q5. Are the text books and reference materials relevant to the content of the syllabus?

Are the text books and reference materials relevant to the content of the syllabus?
105 responses



Q6. Does the syllabus orient towards higher education?

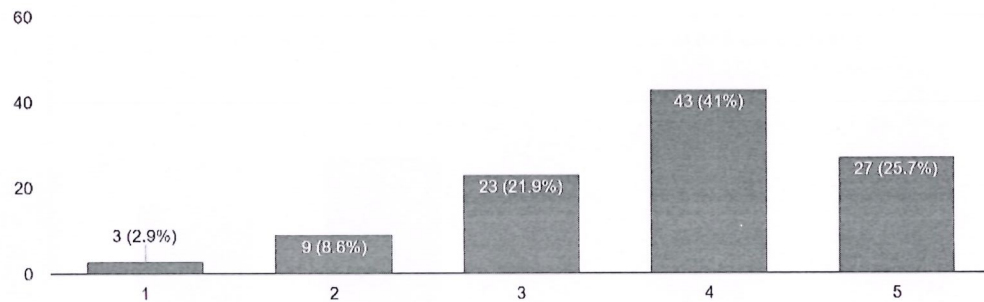
Does the syllabus orient towards higher education?
105 responses



Q7. Does the syllabus enable the students to apply their knowledge in real life situations?

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

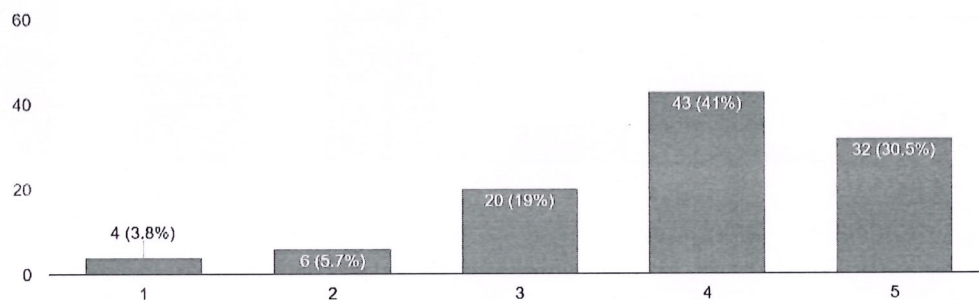
105 responses



Q8. Does the syllabus enable the students to apply their knowledge in real life situations?

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

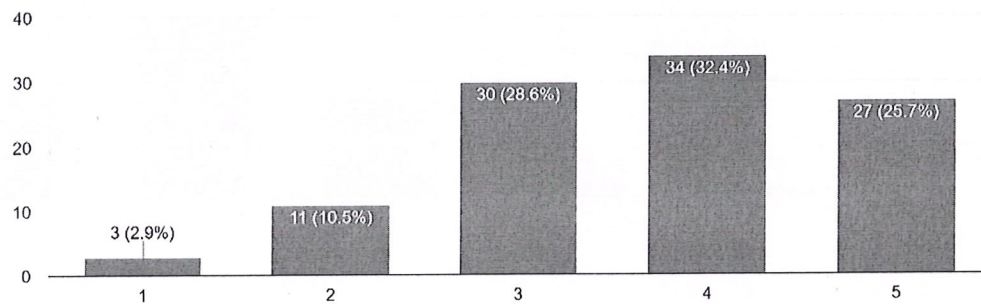
105 responses



Q9. Is employability given weightage in the design and development of syllabus?

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

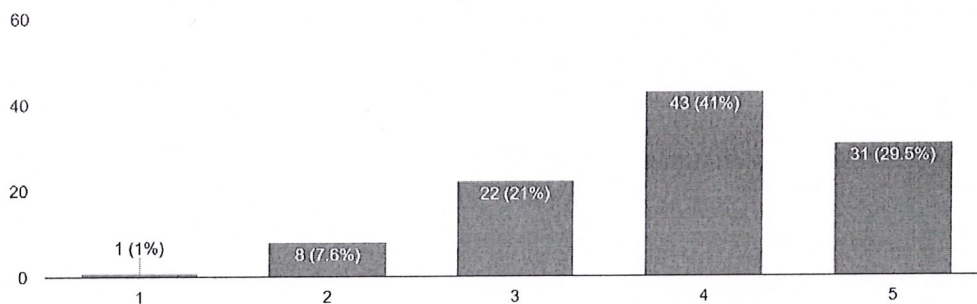
105 responses



Q 10. Does the syllabus promote self-study and attitude of research?

Does the syllabus promote self-study and attitude of research?

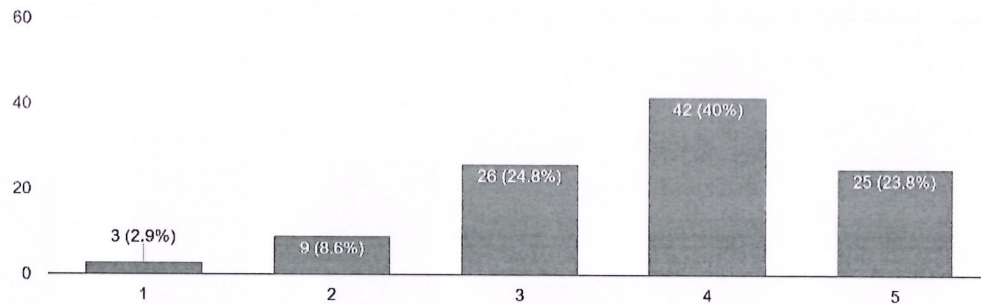
105 responses



Q 11. Does the syllabus meet your overall expectations?

Does the syllabus meet your overall expectations?

105 responses



After the analysis 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.

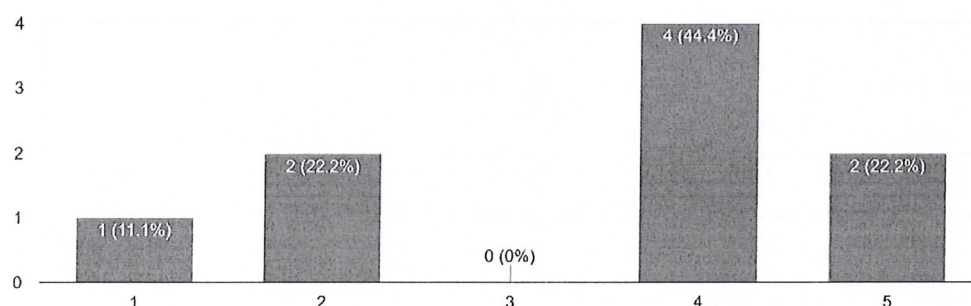


3.2 Feedback Analysis of Alumni Feedback on Curriculum

Feedback was collected from 10 alumni students for the academic year of 2024 - 25. The below analysis shows the responses of alumni about the curriculum for the academic year of 2024 - 25.

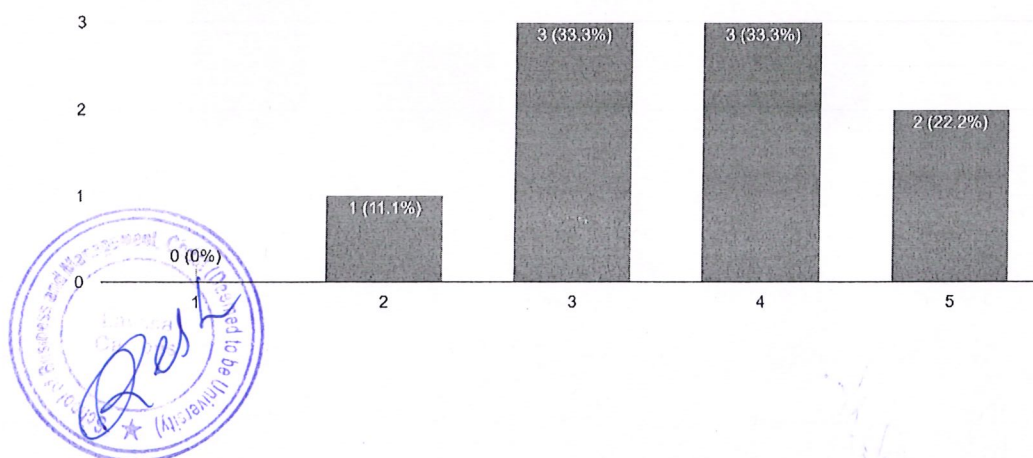
Q1. Is the syllabus updated on a regular basis depending on the current trends and advanced topics?

Is the syllabus updated on a regular basis depending on the current trends and advanced topics?
9 responses



Q2. Does the syllabus orient the students towards higher education?

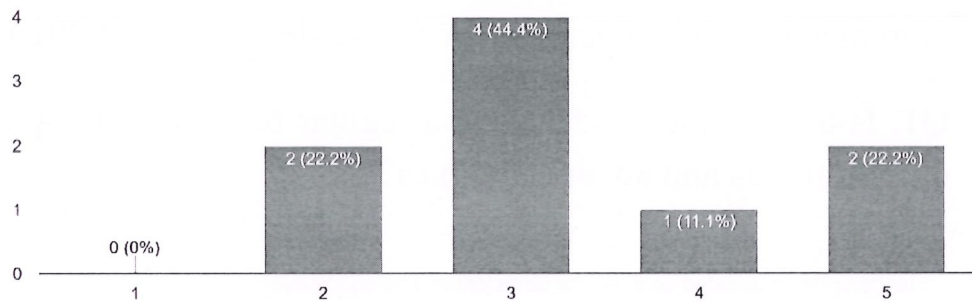
Does the syllabus orient the students towards higher education?
9 responses



Q3. Does the syllabus provide employability weightage?

Does the syllabus provide employability weightage?

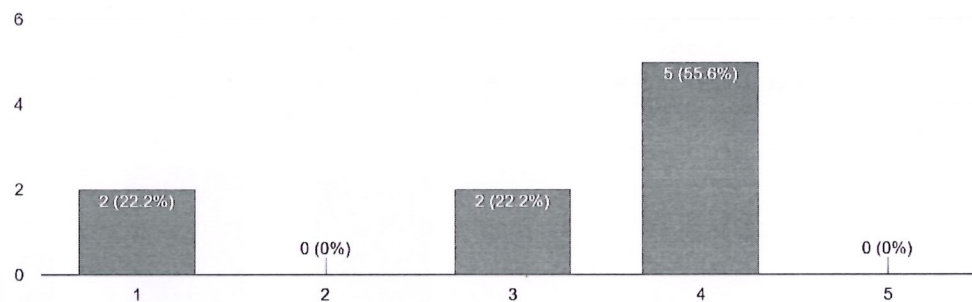
9 responses



Q4. Does the syllabus meet the expectations of the industry?

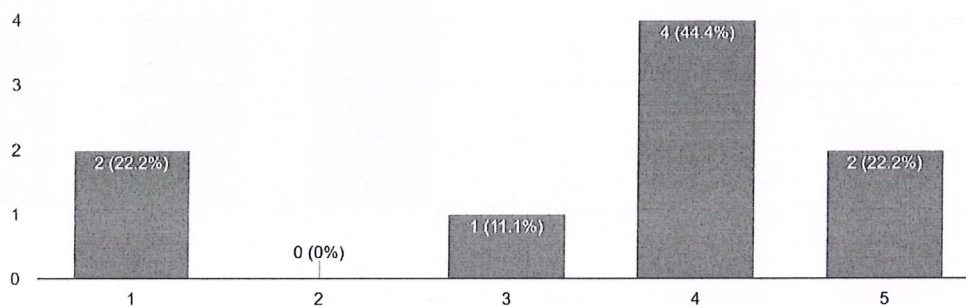
Does the syllabus meet the expectations of the industry?

9 responses



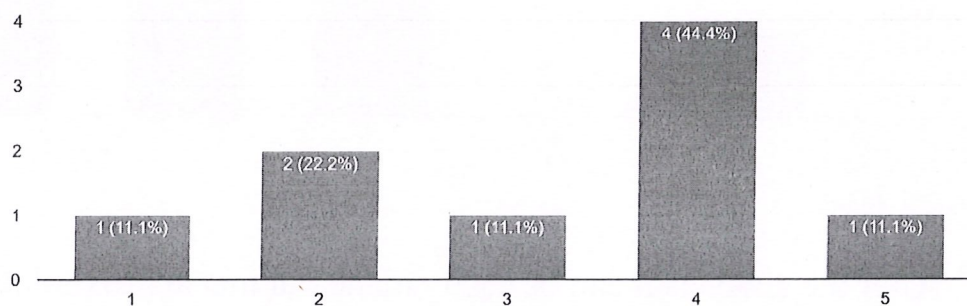
Q5. Does the syllabus enable the student to connect the knowledge to real life application?

Does the syllabus enable the student to connect the knowledge to real life application?
9 responses



Q6. Does the syllabus enable the student to connect the knowledge to real life application?

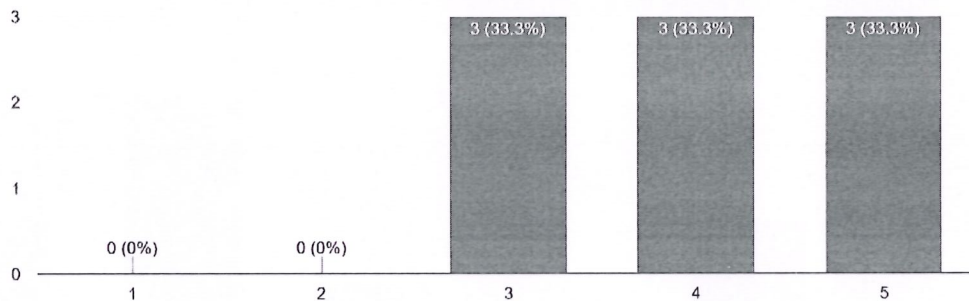
Does the syllabus enable the student to connect the knowledge to real life application?
9 responses



Q7. Does the syllabus encourage entrepreneurship?

Does the syllabus encourage entrepreneurship?

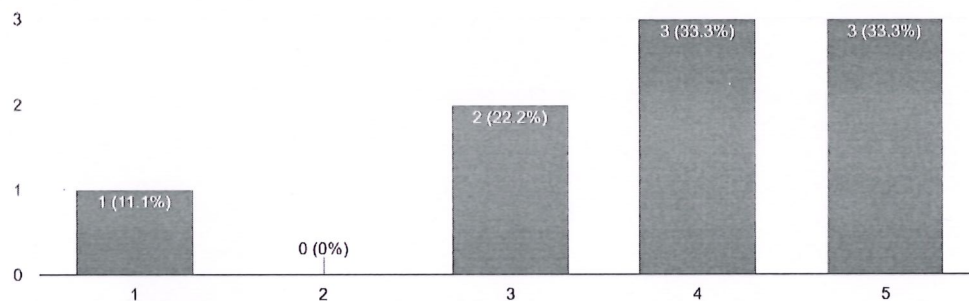
9 responses



Q8. Do you think that the syllabus motivates the students for research and development?

Do you think that the syllabus motivates the students for research and development?

9 responses



After the analysis 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.



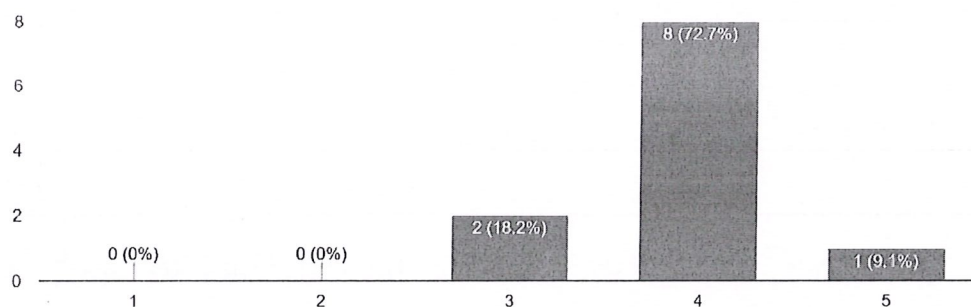
3.3 Feedback Analysis of Faculty Feedback on Curriculum

A total of 11 faculty members participated in the curriculum feedback process for the academic year of 2024 -25. A detailed analysis of the teachers on the curriculum of the department is depicted in figure 4

Q1. Does the syllabus satisfy the stated objectives and learning outcomes?

Does the syllabus satisfy the stated objectives and learning outcomes?

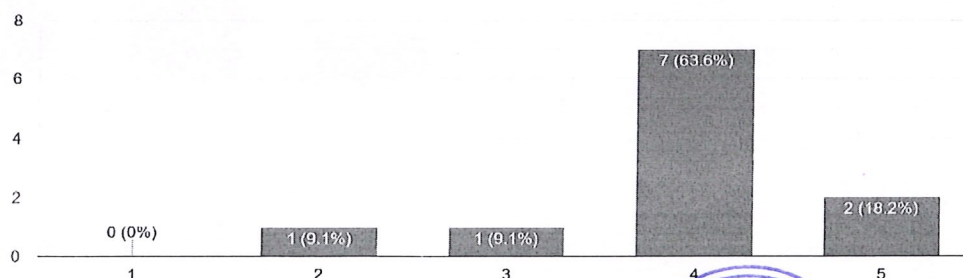
11 responses



Q2. Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

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

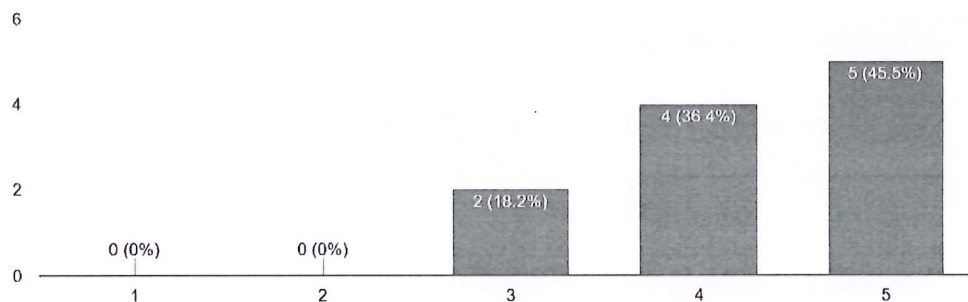
11 responses



Q3. Does the syllabus enhance your knowledge in the subject area?

Is the syllabus effective in developing independent thinking?

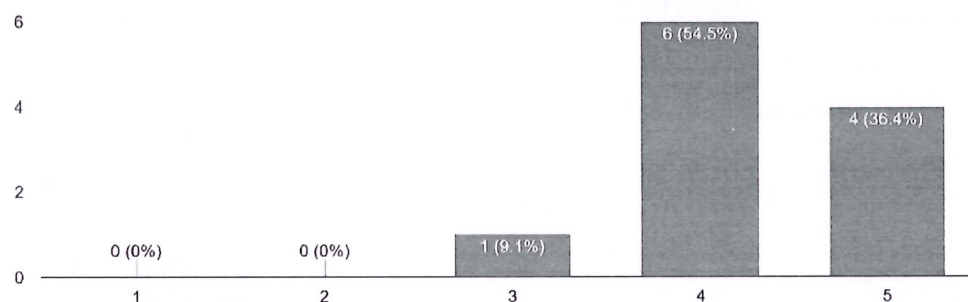
11 responses



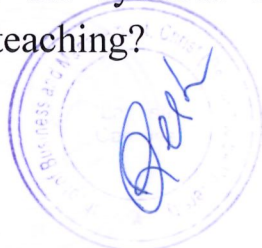
Q4. Does the syllabus enable the students to apply their knowledge in real life?

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

11 responses

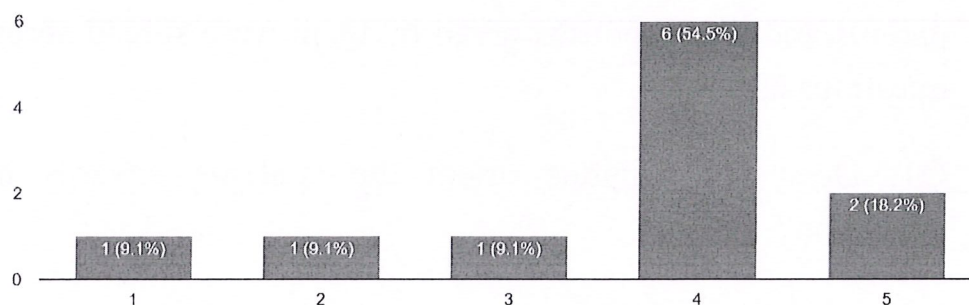


Q5. Does the syllabus demand the teachers for research inclusive teaching?



Does the syllabus demand the teachers for research inclusive teaching?

11 responses



After the analysis 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.



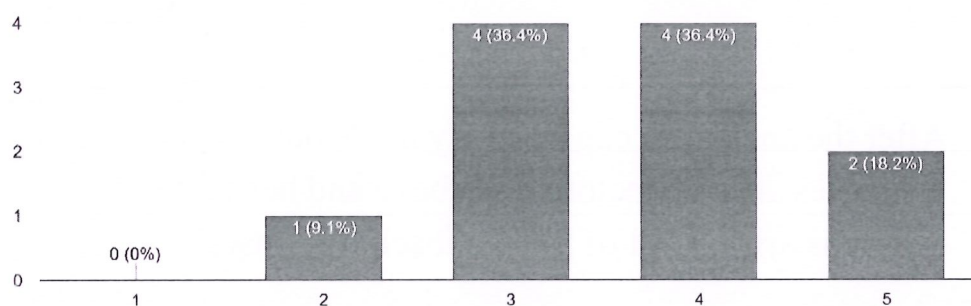
3.4 Feedback Analysis of Parent's Feedback on Curriculum

The curriculum feedback of 2024 - 25 collected feedback from parents and the responses given by them were spread across the questions as shown.

Q1. Does the syllabus orient the students towards higher education?

Does the syllabus orient the students towards higher education?

11 responses

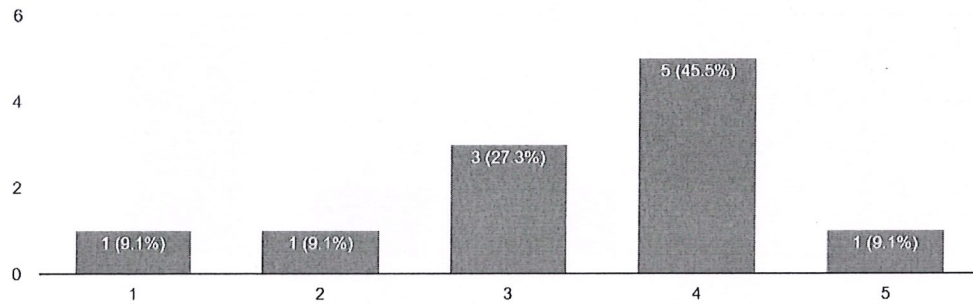


Q2. Is employability given weightage in the design and development of the syllabus?



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

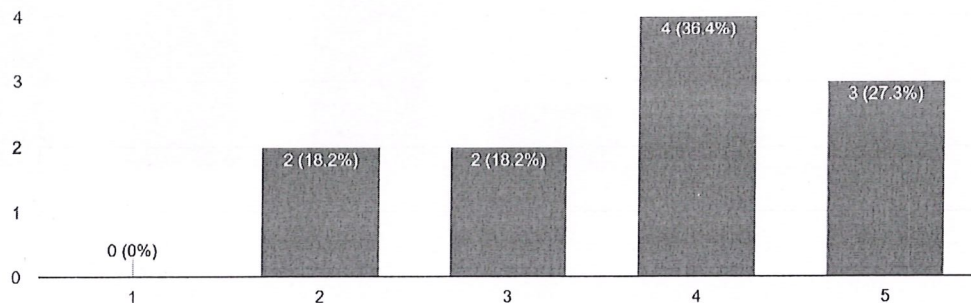
11 responses



Q3. Is the syllabus designed to have a component on value based education?

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

11 responses

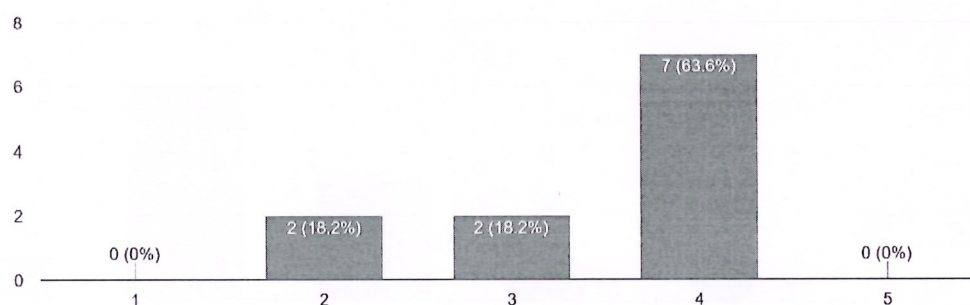


Q4. Does the syllabus have components to serve the needs of the society?



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

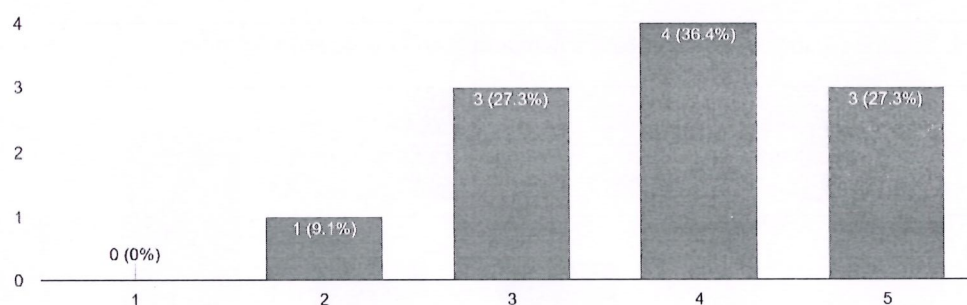
11 responses



Q5. Does the syllabus promote self-study and attitude of research?

Does the syllabus promote self-study and attitude of research?

11 responses

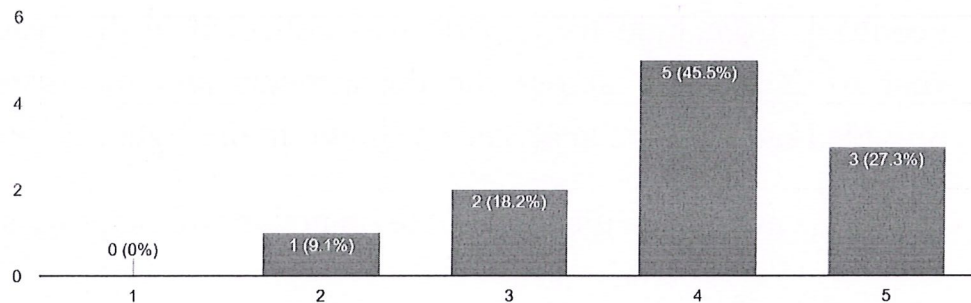


Q6. Does the syllabus help the students to enhance their personality?



Does the syllabus help the students to enhance their personality?

11 responses



After the analysis 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.



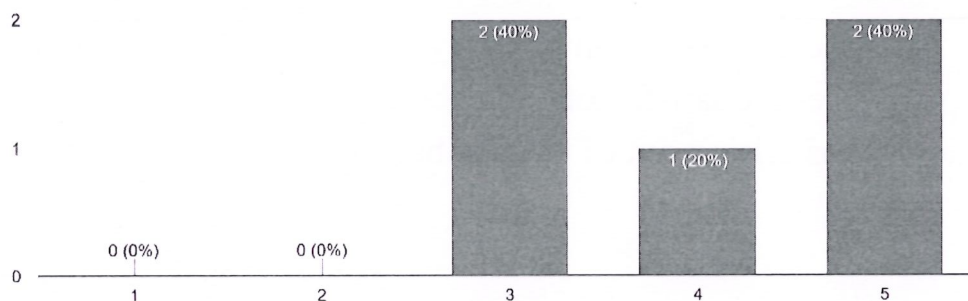
3.5 Feedback Analysis of Industry Expert's Feedback on Curriculum

Feedback from industry experts was collected in the academic year of 2024 - 25 across the departments and the responses provided by them are analyzed as shown in the figure below.

Q1. Is the syllabus aligned with the objectives of the programme?

Is the syllabus aligned with the objectives of the programme?

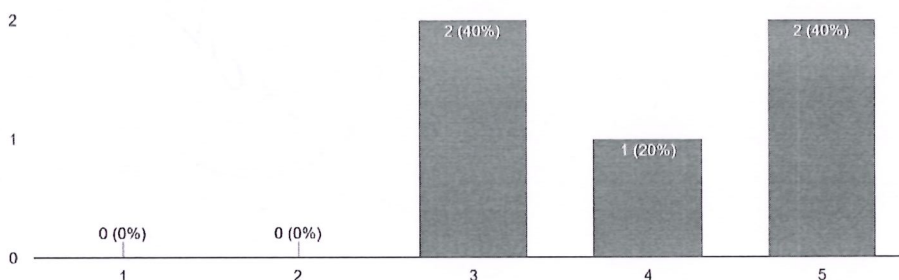
5 responses



Q2. Does the syllabus cover advanced topics and current trends?

Does the syllabus cover advanced topics and current trends?

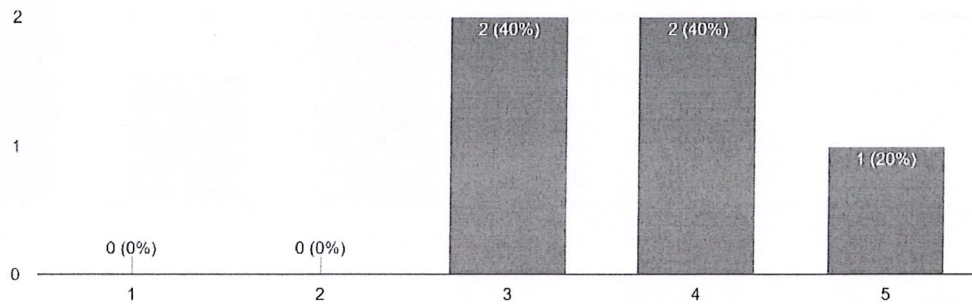
5 responses



Q3. How would you rate the relevance of the electives offered in the syllabus?

How would you rate the relevance of the electives offered in the syllabus?

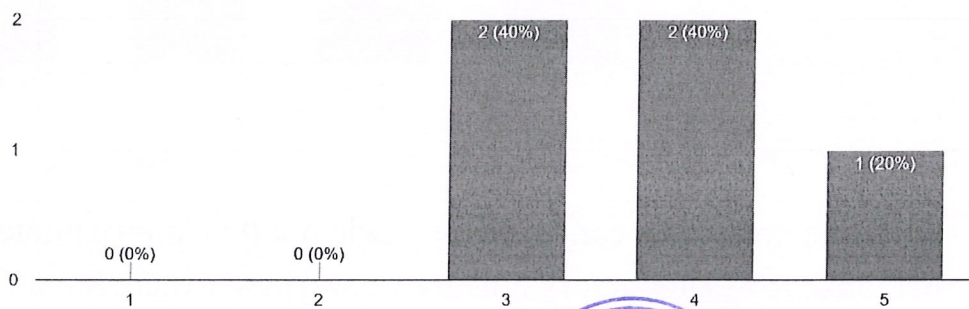
5 responses



Q4. Is employability given weightage in the design and development of syllabus?

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

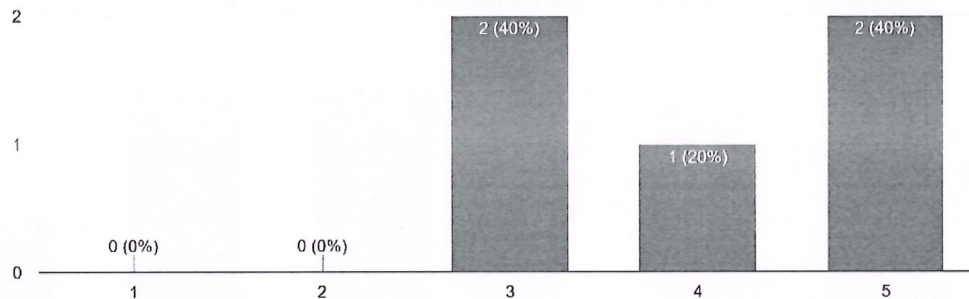
5 responses



Q5. Does the syllabus meet the expectations of the industry?

Does the syllabus meet the expectations of the industry?

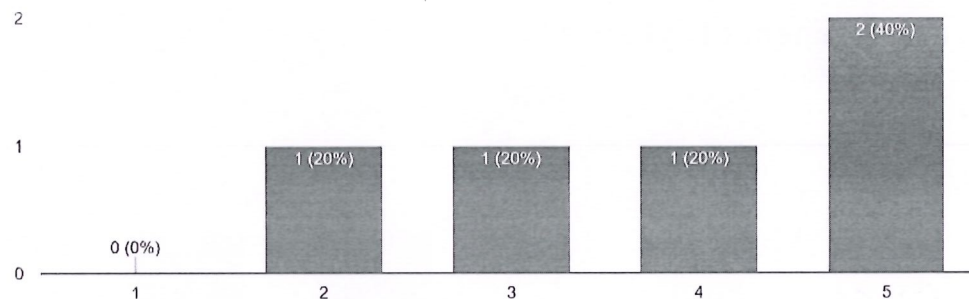
5 responses



Q6. Does the syllabus cater to the enhancement of skills of the students with respect to the industry needs?

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

5 responses



After the analysis 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.



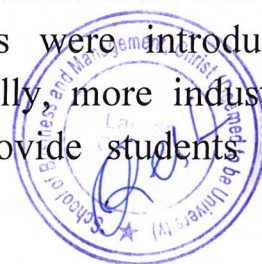
4. Summary of the Analysis of the Feedback from the Stakeholders

After gathering feedback from all stakeholders, several observations were made regarding the programs offered:

- Nearly all stakeholders expressed a desire for the curriculum to be more centered on current industry trends and relevant topics.
- As new programs are developed for the upcoming academic year, stakeholders anticipate a focus on emerging areas.
- Students particularly called for a more practical approach, with greater access to necessary tools and resources, especially in Business Analytics courses.
- Stakeholders also expect an increased emphasis on project-based and problem-based learning within the curriculum.

5. Action Taken Based on the Feedback

In response to the feedback analysis and recommendations from various stakeholders, the Board of Studies (BOS) proposed the introduction or revision of courses and programs. The necessary content was updated, and new courses were introduced (as detailed in BOS Annexure 7), focusing on employability, entrepreneurship, and skill development for subjects such as Management, Finance, HR, and others. In the 2024 - 25 academic year, new value-added courses were introduced based on stakeholder feedback. Additionally, more industrial visits and field trips were planned to provide students with hands-on experiences.



This report presents the feedback analysis and actions taken for the 2024 - 25 academic year. These actions occur at the department level and extend beyond the points mentioned above. Each department thoroughly analyzes the feedback and implements more comprehensive actions in addition to the points highlighted in this report.

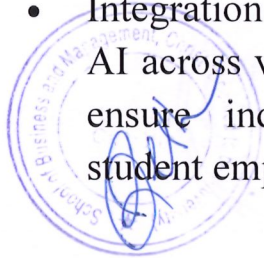
Action Taken Report for Academic Year 2024-25

In response to comprehensive feedback received from stakeholders—including industry representatives, alumni, parents, students, and external experts—the Board of Studies (BoS) has implemented significant curriculum enhancements and introduced new courses to address contemporary industry needs, employability, entrepreneurship, and skill development. The key actions are summarized below, along with department-level initiatives extending beyond the points listed.

Key Actions Implemented:

Curriculum Updates:

- Based on stakeholder inputs, particularly from the industry and alumni, courses in Management, Finance, HR, and related disciplines were revised, emphasizing employability and entrepreneurial skills.
- New value-added courses were introduced to bridge identified skill gaps, focusing on practical knowledge and industry readiness.
- Integration of ESG principles, Technology 5.0, and Gen AI across various MBA specializations was mandated to ensure industry relevance and enhance student employability.



Introduction of Specialized Courses:

- Specific skill-focused courses, such as Data Visualization using Tableau, Big Data using MongoDB, and Prescriptive Analytics, were incorporated.

Enhanced Practical Learning:

- Courses integrated with practical sessions in collaboration with financial institutions and industry experts.
- Initiatives to include at least one common analytical tool across all courses for easier assessment.

Industry Collaboration and Practical Exposure:

- More industrial visits and field trips were scheduled, providing students with hands-on industry experiences.
- Increased guest lectures by industry professionals, startup founders, and specialists in AI and analytics to enrich practical insights and experiential learning.
- Specific industry conclaves organized to highlight emerging industry trends and enhance student exposure.

Student-Centric Improvements:

- Application of student feedback to eliminate redundant topics and include subjects like People Analytics, AI, and Game Theory in the curriculum.
- Extended internship duration to two months to improve practical skill application and industry experience.
- Enhanced Continuous Learning and adaptation, prioritizing student readiness for dynamic industry environments.

Minutes of the Sixth Meeting of the Board of Studies in School of Business and Management held on 13th March 2024 at 1:30 pm at 301, Central Block, CHRIST (Deemed to be University)

In the Chair: Dr Jain Mathew, Dean and Chairperson- BoS of School of Business and Management

Members Present

All members as per the attendance list were present

Leave of Absence

NIL

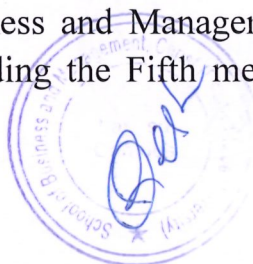
Matters on the Agenda

1. Declaration of the Validity of the Quorum by Dr Jain Mathew, Dean - School of Business and Management and Chairperson- BoS

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

2. Welcome Address by Dr Anuradha R, HOD – BBA, School of Business and Management

At the foremost, Dr Anuradha R, Program Chair- BBA, School of Business and Management, welcomed the members for attending the Fifth meeting of the Board of Studies of



School of Business and Management. The external experts of the BoS were introduced.

3. Opening Remarks by Dr Jain Mathew, Dean - School of Business and Management and Chairperson- BoS

The Dean and Chairperson-BoS, Dr Jain Mathew illustrated on how the school has embraced the endeavor of curriculum changes processes with enthusiasm, and both the area chairs and program chairs have ensured that the curriculum maintains a high level of currency and rigor. The Chairperson appreciated the collective efforts put forth by everyone involved. Additionally, a meeting was convened recently with external experts and all faculty members the previous Saturday to review the curriculum once more and to make any final adjustments. Now, to proceed to finalize the curriculum, the suggestions from the external experts are awaited.

Here, ensuring that updates remain current, presents a significant challenge. Faculty members constantly find themselves in a position where the skills they initially possessed upon joining the institution require frequent updates. Upskilling has become paramount for all faculty members, necessitating ongoing efforts to stay abreast of developments. In this endeavor, the Dean mentioned that the institution has benefitted greatly from reverse mentoring provided by our alumni and other stakeholders. The Dean intimated to the Board members that the total credits for the MBA programme has been reduced from 128 to 108 as per the recommendations made in the Fifth Board of Studies conducted on 9th March 2024 by the external experts.

The Chairperson extended his best wishes for the proceedings. Further to which the agenda was placed for the deliberations of the members.



4. To confirm the Minutes of the Fourth Meeting held on 18 March 2023

The minutes of the previous meeting of the Board of Studies as per Annexure A to the Notice was duly reviewed and approved by the Board.

It was noted that there were no matters arising out of the Minutes.

5. Ratification of Approvals by Circular since previous BoS meeting

In order to pass a resolution by circulation, the draft of the resolution proposed to be passed along with the necessary documents has been submitted by BBA Business Analytics specialisation.

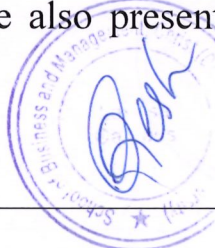
Dr Rohit Kumar Sharma, the faculty coordinator presented the following courses' details for the ratification.

- a. Business Accounting
- b. Principles of Management and Organisational Behaviour
- c. Managerial Economics
- d. Fundamentals of Entrepreneurship Development
- e. Marketing and Sales Skills
- f. Fundamentals of Human Resource Management

The approval for these updates was sought. The above circular were considered and ratified.

6. To consider and approve the recommended changes in curriculum for the BBA Programme

The program learning goals and the course structure was presented by the HoD, Dr Anuradha S. She also presented the curriculum



changes and the board resolved to approve the curriculum and the syllabi offered.

Suggestions by the Dean and Experts:

- a. Integrate courses covering Operations Management and its associated functional domains.*
- b. Implement a comprehensive course focusing on Quality Management and Business Mathematics.*
- c. Provide training on software management tools and instruct students on interpreting the obtained results.*

7. To consider and approve the recommended changes in curriculum for the BBA Decision Science Programme

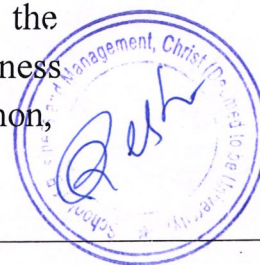
The program coordinator Dr Raghavendra A N presented the course structure and the curriculum changes of BBA Decision Science designed in consensus with Mu Sigma. The Board approved the same.

Suggestions by the Dean and Mu Sigma Experts:

- 1. Integrate courses on Data Visualization using Tableau.*
- 2. Incorporate courses on Big Data utilizing MongoDB*

8. To consider and approve the recommended changes in curriculum for the BBA Business Analytics Programme

The program coordinator Dr Rohit Kumar Sharma presented the proposed course structure for the BBA Analytics program, highlighting the balance between general business management and analytical courses. He also discussed the progress in research paper publications, patents, and future publication plans. He explained the introduction of new courses, such as Statistics for Business and Machine Learning and AI for Business using Python,



based on feedback from faculty and students, and emphasizes the balance between general business management and analytical courses.

The board approved the same.

Suggestions by the Dean and Experts:

Conversation centered around aligning course titles with their respective content, with suggestions made for titles like Descriptive Analytics, Prescriptive Analytics, and Predictive Analytics.

9. To consider and approve the recommended changes in curriculum for the BBA Fintech Programme

Dr. Ila Anand presented the BBA FinTech program, focusing on its distinct features at the Delhi NCR campus, and outlined the comprehensive changes made to the curriculum, covering a wide range of subjects and units. The discussion also touched on the need to differentiate between courses for different batches and the importance of considering industry relevance when naming and structuring courses. The board reviewed and approved the same.

Suggestions by the Dean and Experts:

a. Questions were raised concerning the inclusion of blockchain and cryptocurrency coverage.

b. Additionally, there was deliberation regarding the necessity to distinguish between BBA Finance and BBA Financial Technology, proposing the addition of technology-focused finance courses.



c. The scope and depth of the program were discussed, with a focus on ensuring students' comprehension and future career prospects upon completion of the BBA FinTech program.

10. To consider and approve the proposed new programme - BBA Marketing and Supply Chain Management Programme

The proposed new programme BBA (Finance and Marketing Analytics) was presented by the program coordinator Dr Kushagra Mishra and programme was approved.

Suggestions by the Dean and Experts:

a. Review the sequencing, focusing on addressing a single decision issue in Operations Management. If additional issues arise, they should be integrated into Supply Chain Management and Inventory Management sequencing. Supply Chain Management and Inventory Management topics should follow the instruction of Operations Management.

b. Consult reputable resources such as books from IIMB on operations management, and consider references like Ravindran's work on supply chain analytics.

c. Ensure coverage of geopolitical dynamics within the curriculum of Global Supply Chain.

d. Confirm if the course content encompasses pricing, niche areas, and strategies across various industries. These topics, often addressed in services marketing, may be incorporated into other relevant courses as well.



11. To consider and approve the recommended changes in curriculum for the BBA Finance and Marketing Analytics Programme

The program structure and curriculum changes for the programme BBA (Finance and Marketing Analytics) was presented by the program coordinator Dr Shrinivas Kulkarni and programme was approved.

Suggestions by the Dean and Experts:

- a. There is an abundance of information to absorb for cultivating expertise, with a wide breadth of topics and limited depth, particularly in finance-related courses.*
- b. The structure and credit allocation for the second and third years will be reassessed in alignment with the model curriculum outlined by AICTE.*
- c. Currently, there is an imbalance between theory and practical components, with a preference for a 70-30 ratio favoring practical application. While all subjects include practical components, papers solely focused on practical applications do not include exams. Further details regarding the method of delivery, particularly in management-oriented papers, are outlined accordingly.*



1. Top of Form

2. Bottom of Form

12. To consider and approve the recommended changes in curriculum for the BBA Honours and BBA Finance and Economics Programmes

The curriculum changes and the programme structures of BBA Honours and BBA (Finance and Economics) was presented by Dr Shivi Khanna, the program coordinator and was approved.

Suggestions by the Dean and Experts:

- a. The document should include details on lectures, tutorials, and practical sessions for the reference of all course anchors.*
- b. Are macro and microeconomics offered as specific components of the program or as core courses?*
- c. Ensure that a properly delineated summary of course titles is provided at the outset.*
- d. Strengthening of programs and quality control initiatives should be conducted at the departmental level.*

13. To consider and approve the recommended changes in curriculum for the BBA Finance and International Business Programme

The program coordinator Dr Senthil Murugan presented the curriculum changes of BBA Finance and International Business programme, the board approved the same



Suggestions by the Dean and Experts:



- a. *Financial Marketing, Global Marketing, Global Strategic Marketing, and Human Resource Management are synchronized with international business perspectives. The program structure should be streamlined.*
- b. *Instead of rationalizing courses, focus on rationalizing programs. Offer fewer programs but ensure exceptional quality to avoid course proliferation.*
- c. *What coherent strategies can be employed to progress further?*
- d. *The course titles need to be reviewed.*
- e. *Establish a Center of Excellence and Research in Supply Chain Management to leverage faculty expertise for sustainable long-term growth.*
- f. *There is concern about the Mutual Fund course, as a 60-hour course may be excessive*

14. To consider and approve the recommended changes in curriculum for the BBA Travel

and Tourism Programme

The program coordinator Dr Bindi Varghese presented the curriculum changes of the BBA Travel and Tourism programme. The board approved the same

Suggestions by the Dean and Experts:

- a. *Justifications for increasing emphasis on Aviation include the provision of additional options and the addition of hospitality courses.*
- b. *A failure rate of 47% in Financial Management was questioned, indicating a need for modifications to this course.*
- c. *Consider renaming "Operations Management and Innovation" to simply "Operations Management" and using*



"Tourism Operations and Management" as an alternative title

15. To consider and approve the recommended changes in curriculum for the BBA Strategy

and Business Analytics Programme

The curriculum changes of the BBA Strategy and Business Analytics was presented by Dr Sunita Kumar, the program coordinator and was approved.

Suggestions by the Dean and Experts:

A question regarding the financial accounting course was raised.

16. To consider and approve the recommended changes in curriculum for the BHM

Programme

The program coordinator Dr Sachin Wilfred presented the vision, mission, program learning goals and the program structure of the BHM Programme. He also presented the curriculum changes value added courses, certificate programmes and the departmental activities.

Having considered the validity of the reasons for the suggested changes, the Board approved the same.



Suggestions by the Dean and Experts:

Explore the possibility of retaining identical titles for research methods-

related courses.

- a. Employ high-quality books featuring relevant cases.*
- b. Integrate insights from the Analytics Society of India.*
- c. Revise the names of particular courses and develop collaborative programs that leverage the university's strengths.*
- d. There exists considerable untapped potential for further growth and expansion.*

Observations from student representative

- a. Implementing more application-based Continuous Internal Assessments (CIAs).*
- b. Integrating capstone projects aimed at addressing contemporary business challenges.*
- c. Enhancing the complexity and depth of specific courses like Human Resource Management and Entrepreneurship Development.*
- c. Instituting a two-month internship period, as promptly approved by the BOS.*
- d. Eliminating redundant topics that appear across multiple courses.*
- e. Introducing subjects such as People Analytics, Artificial Intelligence, and Game Theory into the curriculum.*

17. To consider and recommend the curriculum with The Army Service Corps (ASC) Centre

and College

Prof Shreekant Deshpande presented the high level program structure, number of credits and the grading pattern of the ASC Programme. The Board of Studies members and the external experts considered and approved the

syllabus for Diploma Programmes with The Army Service Corps (ASC) Centre and College. The MOU for Academic collaboration with ASC covers three levels of academic awards from CHRIST (deemed to be University) for army personnel, undergoing training in ASC campus,

Bangalore, on voluntary basis.

Suggestions by the Dean and Experts:

Decisions regarding the selection of courses and faculty resources were finalized.

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

There were no other matters of concern

Feedback from the Dean, Experts, BoS Constitution members and student representative

- f. Process is meticulous, robust and appears to be in the right direction.*
- g. Feedback from different avenues such as Alumni and addressing placement needs.*
- h. Two factors critical for accreditation process is to interact, publish more with industry forums and funding to improve quality aspects of research and consulting.*
- i. Balanced approach of delivering the curriculum with practical insights.*
- j. Analytics for finance and technology related subjects for finance students can be shifted to the fourth trimester to help in placement process.*

