Indukaka Ipcowala Institute of Management
(IIIM)Faculty of Management Studies (FMS)Constituent
of Charotar University of Science and Technology
(CHARUSAT)

Report
COURSE FEEDBACK BBA& MBA / PGDM PROGRAMME

Certified By:

REGISTRAR
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY
CHARUSAT CAMPUS, CHANGA

Background

Course feedback or evaluation has been an important component for improving the existing courses and introducing new courses in the future.

The term "evaluation" generally applies to the process of making a value judgment. In education, the term "evaluation" is used in reference to the functions ofcurricula, programs, and methods of teaching. Course evaluation aims to examine the impact of implemented curriculum on student (learning) achievement so that the current curriculum/course can be revised if necessary and to review teaching and learning processes in the classroom.

Objectives of Course Feedback/Evaluation:

- To understand the specific strengths and weaknesses of a course/curriculum and its implementation;
- To provide critical information for strategic changes and policy decisions;
- To provide necessary inputs needed for improved learning and teaching;
- To give out indicators for monitoring.

Course Feedback/Evaluation

All courses offered by I^2IM, FMS, CHARUSAT are subject to ongoing monitoring and evaluation of content and course delivery mechanisms.

Feedback Mechanisms

I^2IM employs a range of quality assurance practices and mechanisms to improve the course content and delivery. These practices and mechanisms are formal and informal, internal and external. Feedback is collected from all stake holders like:

- Faculty Members
- Students-
- Parents
- Industry
- Academia

Faculty Feedback: Teachers are provided with opportunities for evaluation/feedbackof the course they conduct during the semester/duration..
Student feedback:Current students provide feedback of the courses learnt at the end of a course. Alumni provide their feedback on specific courses or all courses (During Alumni Meet, Visits to Institute, Etc.) Random students are distributed with feedback forms.
Parent Feedback: Parents provide their feedback on specific courses or all courses during the semester (During PTA Meeting, Visits to Institute, Etc.)
Industry Feedback: Parents provide their feedback on specific courses or all courses during the semester (MANAS Experts, IAM, FIE, SIP, Others)
Academia Feedback: Visiting faculty members provide their feedback on specific courses taught by them during the semester. National and International faculty members also contribute in providing feedback on the courses.
All the feedback forms are distributed during or at the conclusion of each. The forms are analysed by the feedback evaluation team and reports are provided to concerned authorities for any particular changes to be incorporated in syllabus/course content, with a comprehensive summary on feedback received from students.

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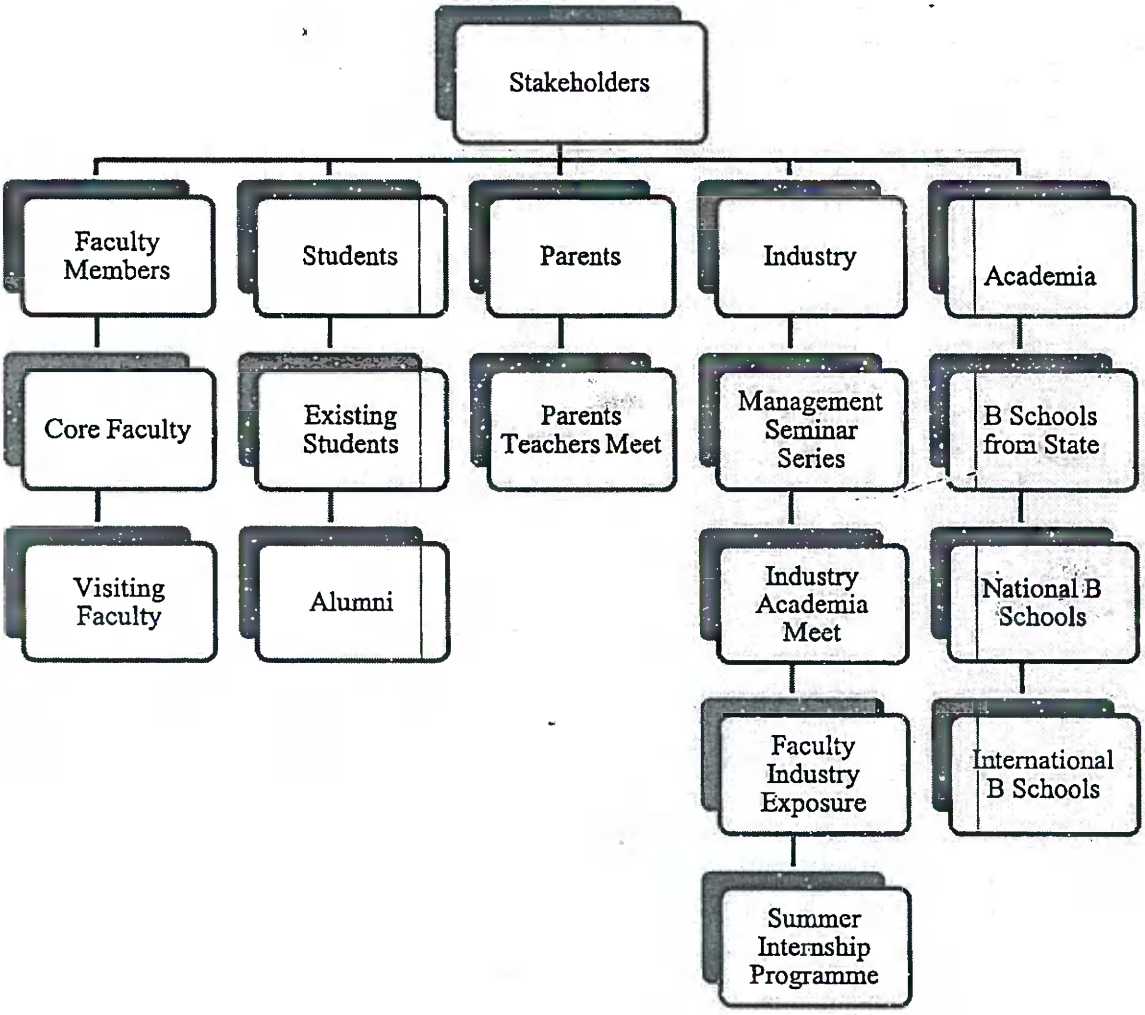
FEEDBACK MECHANISM



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Course Feedback/Evaluation
Academic Year 2017-18 – Odd Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	I	2017-20	70	With effect from 2016	All Courses
		III	2016-19	65	With effect from 2014	
		V	2015-18	50	With effect from 2014	
	MBA / PGDM	I	2017-19	120	With effect from 2016	
		III	2016-18	90	With effect from 2015	
Alumni	-	-	-	25	-	
Organisation	-	-	-	40	-	
Faculty	-	-	-	07	-	
Parents	-	-	-	15	-	

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CHARUSAT CAMPUS, CHANGA

Comprehensive Responses – BBA – Semester – I | Batch 2017-18

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.46	0.63
2	The course would help in career development / advancement, progress of student and placement.	4.09	0.61
3	The course has adequate learning value for the student.	4.23	0.73
4	The course can be taught within the resources generally available to the institute.	4.41	0.71
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.29	0.92
6	The objectives adequately describe the overall purpose of course.	4.41	0.69
7	The syllabus outcomes and contents are directly linked to objectives.	4.14	0.67
8	The syllabus has adequate space to incorporate contemporary issues.	4.50	0.68
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.11	0.67
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.37	0.68
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.14	0.69
12	The course evaluation components are effective for student's assessment.	4.27	0.66
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.36	0.57
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.36	0.57
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.30	0.52
16	The syllabus is inclusive of all students from different education backgrounds.	4.14	0.52
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.16	0.50
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.00	0.56
19	The includes areas that complement other syllabus	4.37	0.59
20	The structure of course outline for semester I is well defined.	4.51	0.56
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.30	0.57

Qualitative Feedback:

- All the courses are well drafted and include ample insights for skill development.
- Practical aspects of courses are taken due care.

Key Findings:

- Objectives of course are adequately described which can be delivered with the resources available.
- Courses cover a range of contemporary issues.
- Link between various courses can be understood easily.

Recommendations:

- Make poster presentations compulsory in each course.
- Have more focus on applications of Excel for various subjects.

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Comprehensive Responses – BBA – Semester – III | Batch 2016-19

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.37	0.65
2	The course would help in career development / advancement, progress of student and placement.	3.98	0.65
3	The course has adequate learning value for the student.	4.17	0.72
4	The course can be taught within the resources generally available to the institute.	4.34	0.73
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.38	0.88
6	The objectives adequately describe the overall purpose of course.	4.49	0.62
7	The syllabus outcomes and contents are directly linked to objectives.	4.20	0.67
8	The syllabus has adequate space to incorporate contemporary issues.	4.42	0.68
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.11	0.69
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.34	0.69
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.14	0.70
12	The course evaluation components are effective for student's assessment.	4.31	0.66
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.23	0.68
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.15	0.89
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.08	0.87
16	The syllabus is inclusive of all students from different education backgrounds.	4.00	0.64
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.20	0.84
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.95	0.69
19	The includes areas that complement other syllabus	4.32	0.69
20	The structure of course outline for semester III is well defined.	4.23	1.06
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.09	0.86

Qualitative Feedback:

- Courses are drafted looking at practical scenarios with emphasis on Employability.
- There should be only one course coordinator for one course or there should be pre-defined topics on what each course coordinator is going to teach.

Key Findings:

- Courses can easily be understood by students of various backgrounds received highest mean of 4.98.
- It is followed by Career development aspects of course has received highest average of 4.86

Recommendations:

- Courses seems to lack contemporary issues so it can be included in the syllabus.

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Comprehensive Responses – BBA – Semester – V | Batch 2015-18

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.50	0.51
2	The course would help in career development / advancement, progress of student and placement.	4.82	0.14
3	The course has adequate learning value for the student.	4.64	0.48
4	The course can be taught within the resources generally available to the institute.	4.36	0.48
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.40	0.70
6	The objectives adequately describe the overall purpose of course.	4.50	0.51
7	The syllabus outcomes and contents are directly linked to objectives.	4.78	0.42
8	The syllabus has adequate space to incorporate contemporary issues.	4.44	0.50
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.78	0.42
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.60	0.49
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.78	0.42
12	The course evaluation components are effective for student's assessment.	4.66	0.48
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.72	0.45
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.56	0.70
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.70	0.68
16	The syllabus is inclusive of all students from different education backgrounds.	4.98	0.14
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.86	0.61
~~18~~	~~The syllabus content includes areas of unnecessary overlap with other~~ syllabuses.	4.25	0.43
19	The includes areas that complement other syllabus	4.58	0.50
20	The structure of course outline for semester V is well defined.	4.30	0.84
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.64	0.69

Qualitative Feedback:

- Compulsory and Specialisation courses are drafted as per the contemporary requirement.

Key Findings:

- Objectives of course highlight the purpose of the course.
- Each course complements other course.

Recommendations:

- Overlapping of syllabuses can be removed to include new topics / modules.

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Comprehensive Responses – MBA – Semester – I | Batch 2017-19

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.05	0.81
2	The course would help in career development / advancement, progress of student and placement.	4.21	0.81
3	The course has adequate learning value for the student.	4.06	0.81
4	The course can be taught within the resources generally available to the institute.	4.08	0.78
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.03	0.76
6	The objectives adequately describe the overall purpose of course.	4.13	0.84
7	The syllabus outcomes and contents are directly linked to objectives.	4.18	0.77
8	The syllabus has adequate space to incorporate contemporary issues.	4.02	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.09	0.78
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.00	0.81
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.10	0.78
12	The course evaluation components are effective for student's assessment.	4.11	0.78
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.12	0.78
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.20	0.72
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.00	0.78
16	The syllabus is inclusive of all students from different education backgrounds.	3.92	0.75
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.18	0.85
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.91	0.80
19	The includes areas that complement other syllabus	4.16	0.76
20	The structure of course outline for semester I is well defined.	3.98	0.82
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.18	0.82

Qualitative Feedback:

- Very smooth transition from UG level to PG level with the help of neatly drafted courses.

Key Findings:

- Course helps in career advancement received a mean 4.18.

Recommendations:

- More time to be given to practical subjects and case studies to be provided well before sessions will help to comprehend the syllabus.

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Comprehensive Responses – MBA – Semester – III | Batch 2016-18

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.38	0.49
2	The course would help in career development / advancement, progress of student and placement.	4.44	0.50
3	The course has adequate learning value for the student.	4.37	0.48
4	The course can be taught within the resources generally available to the institute.	4.33	0.47
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.30	0.46
6	The objectives adequately describe the overall purpose of course.	4.38	0.49
7	The syllabus outcomes and contents are directly linked to objectives.	4.42	0.50
8	The syllabus has adequate space to incorporate contemporary issues.	4.33	0.47
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.37	0.48
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.07	0.76
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.14	0.76
12	The course evaluation components are effective for student's assessment.	4.21	0.73
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.33	0.47
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.37	0.48
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.30	0.46
16	The syllabus is inclusive of all students from different education backgrounds.	4.26	0.44
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.47	0.50
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.26	0.44
19	The includes areas that complement other syllabus	4.38	0.49
20	The structure of course outline for semester III is well defined.	4.29	0.46
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.41	0.49

Qualitative Feedback:

- Compulsory and Specialisation courses are drafted as per the contemporary requirement.

Key Findings:

- Subject complements other syllabus mean of 4.27 followed by course covers contemporary issues with a mean of 4.23.
- Each course complements other course.

Recommendations:

- Overlapping of syllabuses can be removed to include new topics / modules.

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COURSE FEEDBACK BBA& MBA / PGDM PROGRAMME

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Background

Course feedback or evaluation has been an important component for improving the existing courses and introducing new courses in the future.

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Course Feedback/Evaluation

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Feedback Mechanisms

I^2IM employs a range of quality assurance practices and mechanisms to improve the course content and delivery. These practices and mechanisms are formal and informal, internal and external. Feedback is collected from all stake holders like:

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- Students
- Parents
- Industry
- Academia

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Parent Feedback: Parents provide their feedback on specific courses or all courses during the semester (During PTA Meeting, Visits to Institute, Etc.)
Industry Feedback: Parents provide their feedback on specific courses or all courses during the semester (MANAS Experts, IAM, FIE, SIP, Others)
Academia Feedback: Visiting faculty members provide their feedback on specific courses taught by them during the semester. National and International faculty members also contribute in providing feedback on the courses.
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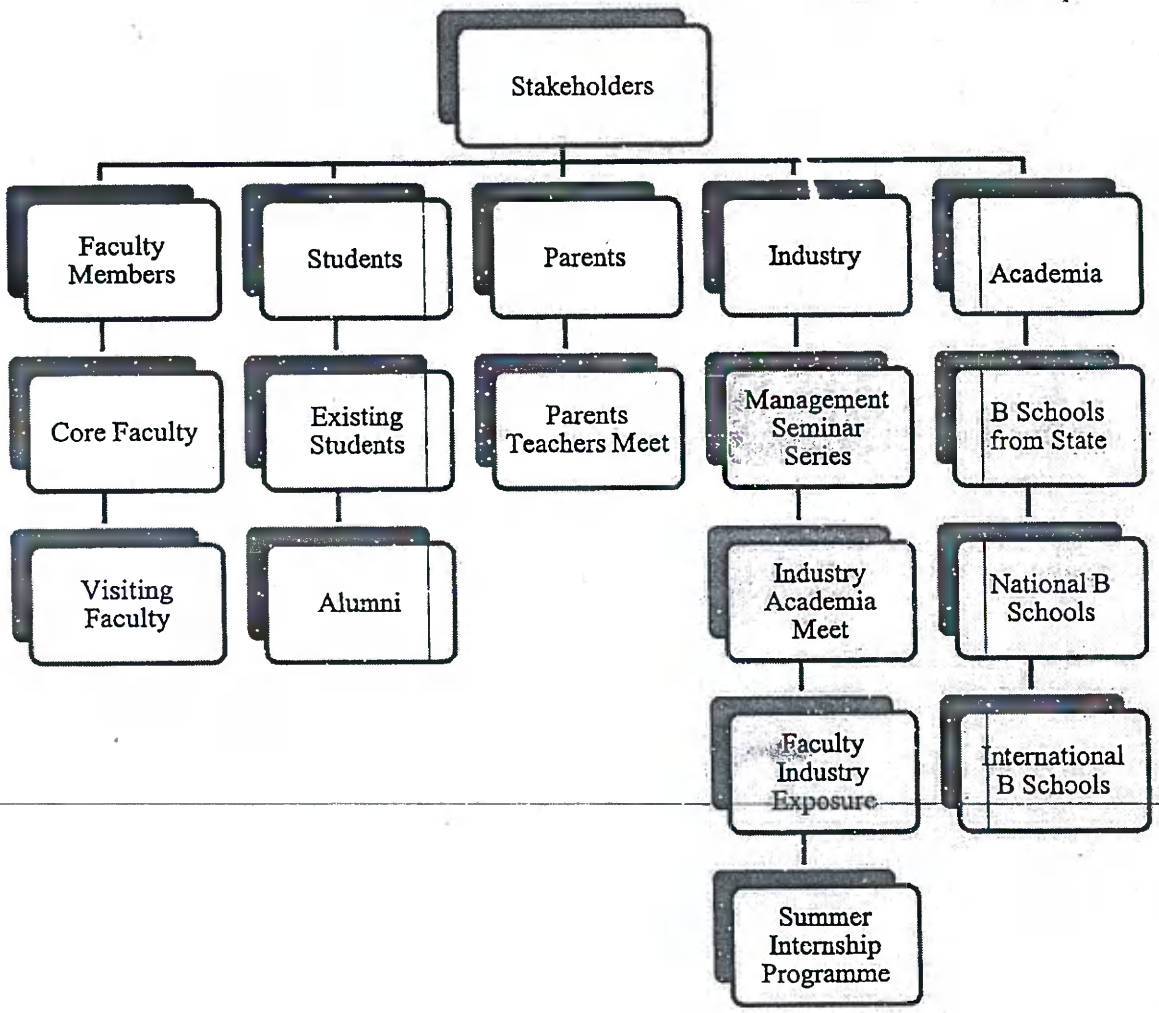
FEEDBACK MECHANISM



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CHARUSAT CAMPUS, CHANGA

Course Feedback/Evaluation
Academic Year 2017-18 – Even Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	II	2017-20	70	With effect from 2016	All Courses
		IV	2016-19	65	With effect from 2014	
		VI	2015-18	50	With effect from 2014	
	MBA / PGDM	II	2017-19	110	With effect from 2016	
		IV	2016-18	90	With effect from 2015	
Alumni	-	-	-	12	-	
Organisation	-	-	-	20	-	
Faculty	-	-	-	07	-	
Parents	-	-	-	20	-	

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Comprehensive Responses – BBA – Semester – II | Batch 2017-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.53	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.23	0.42
3	The course has adequate learning value for the student.	4.40	0.49
4	The course can be taught within the resources generally available to the institute.	4.54	0.50
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.43	0.77
6	The objectives adequately describe the overall purpose of course.	4.53	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.30	0.46
8	The syllabus has adequate space to incorporate contemporary issues.	4.60	0.49
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.29	0.46
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.49	0.50
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.31	0.47
12	The course evaluation components are effective for student's assessment.	4.39	0.49
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.40	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.40	0.49
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.33	0.47
16	The syllabus is inclusive of all students from different education backgrounds.	4.21	0.41
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.21	0.41
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.37	0.49
19	The includes areas that complement other syllabus	4.43	0.50
20	The structure of course outline for semester II is well defined.	4.54	0.50
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.36	0.48

Qualitative Feedback:

- All the courses are well drafted and include ample insights for skill development.
- Practical aspects of courses are taken due care.

Key Findings:

- Objectives of course are adequately described which can be delivered with the resources available.
- Courses cover a range of contemporary issues.
- Link between various courses can be understood easily.

Recommendations:

- Make poster presentations compulsory in each course.
- Have more focus on applications of Excel for various subjects.

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Comprehensive Responses – BBA – Semester – IV | Batch 2016-19

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.43	0.68
2	The course would help in career development / advancement, progress of student and placement.	4.08	0.74
3	The course has adequate learning value for the student.	4.18	0.81
4	The course can be taught within the resources generally available to the institute.	4.29	0.80
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.26	0.94
6	The objectives adequately describe the overall purpose of course.	4.37	0.72
7	The syllabus outcomes and contents are directly linked to objectives.	4.14	0.75
8	The syllabus has adequate space to incorporate contemporary issues.	4.42	0.75
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.12	0.78
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.35	0.74
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.12	0.78
12	The course evaluation components are effective for student's assessment.	4.28	0.72
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.40	0.58
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.31	0.73
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.26	0.69
16	The syllabus is inclusive of all students from different education backgrounds.	4.22	0.60
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.17	0.70
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.34	0.59
19	The includes areas that complement other syllabus	4.40	0.61
20	The structure of course outline for semester IV is well defined.	4.35	0.84
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.31	0.73

Qualitative Feedback:

- Courses are drafted looking at practical scenarios with emphasis on Employability.
- There should be only one course coordinator for one course or there should be pre-defined topics on what each course coordinator is going to teach.

Key Findings:

- Courses can easily be understood by students of various backgrounds received highest mean of 4.98.
- It is followed by Career development aspects of course has received highest average of 4.86

Recommendations:

- Courses seems to lack contemporary issues so it can be included in the syllabus.

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Comprehensive Responses – BBA – Semester – VI | Batch 2015-18

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.50	0.51
2	The course would help in career development / advancement, progress of student and placement.	4.02	0.14
3	The course has adequate learning value for the student.	4.36	0.48
4	The course can be taught within the resources generally available to the institute.	4.64	0.48
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.46	0.71
6	The objectives adequately describe the overall purpose of course.	4.50	0.51
7	The syllabus outcomes and contents are directly linked to objectives.	4.22	0.42
8	The syllabus has adequate space to incorporate contemporary issues.	4.56	0.50
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.22	0.42
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.40	0.49
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.22	0.42
12	The course evaluation components are effective for student's assessment.	4.34	0.48
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.28	0.45
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.30	0.68
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.16	0.62
16	The syllabus is inclusive of all students from different education backgrounds.	4.02	0.14
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.00	0.49
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.24	0.43
19	The includes areas that complement other syllabus	4.42	0.50
20	The structure of course outline for semester VI is well defined.	4.42	0.86
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.22	0.65

Qualitative Feedback:

- Compulsory and Specialisation courses are drafted as per the contemporary requirement.

Key Findings:

- Objectives of course highlight the purpose of the course.
- Each course complements other course.

Recommendations:

- Overlapping of syllabuses can be removed to include new topics / modules.

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Comprehensive Responses – MBA – Semester – II | Batch 2017-19

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.31	0.52
2	The course would help in career development / advancement, progress of student and placement.	4.31	0.60
3	The course has adequate learning value for the student.	4.25	0.51
4	The course can be taught within the resources generally available to the institute.	4.22	0.55
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.20	0.50
6	The objectives adequately describe the overall purpose of course.	4.34	0.56
7	The syllabus outcomes and contents are directly linked to objectives.	4.27	0.54
8	The syllabus has adequate space to incorporate contemporary issues.	4.21	0.54
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.24	0.56
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.96	0.78
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	3.99	0.78
12	The course evaluation components are effective for student's assessment.	4.03	0.76
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.26	0.52
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.30	0.52
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.25	0.49
16	The syllabus is inclusive of all students from different education backgrounds.	4.18	0.47
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.40	0.55
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.24	0.49
19	The includes areas that complement other syllabus	4.36	0.54
20	The structure of course outline for semester II is well defined.	4.23	0.50
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.33	0.55

Qualitative Feedback:

- Very smooth transition from UG level to PG level with the help of neatly drafted courses.

Key Findings:

- Course offers flexibility tom teachers received mean of 4.40 followed by Course is linked with other courses which received a mean 4.36.

Recommendations:

- More time to be given to practical subjects and case studies to be provided well before sessions will help to comprehend the syllabus.

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Comprehensive Responses – MBA – Semester – IV | Batch 2016-18

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.29	0.62
2	The course would help in career development / advancement, progress of student and placement.	4.39	0.59
3	The course has adequate learning value for the student.	4.30	0.59
4	The course can be taught within the resources generally available to the institute.	4.26	0.59
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.22	0.58
6	The objectives adequately describe the overall purpose of course.	4.30	0.61
7	The syllabus outcomes and contents are directly linked to objectives.	4.37	0.59
8	The syllabus has adequate space to incorporate contemporary issues.	4.26	0.59
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.31	0.57
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.99	0.81
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.06	0.83
12	The course evaluation components are effective for student's assessment.	4.18	0.76
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.23	0.62
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.29	0.60
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.21	0.59
16	The syllabus is inclusive of all students from different education backgrounds.	4.19	0.54
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.39	0.63
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.00	0.59
19	The includes areas that complement other syllabus	4.27	0.65
20	The structure of course outline for semester IV is well defined.	4.18	0.61
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.31	0.65

Qualitative Feedback:

- Compulsory and Specialisation courses are drafted as per the contemporary requirement.

Key Findings:

- Course helps in career advancement received mean of 4.39 followed by outcomes and contents of course are linked to objectives with a mean of 4.37.
- Each course complements other course.

Recommendations:

- Overlapping of syllabuses can be removed to include new topics / modules.

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Bhaskar

CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY (CHARUSAT)
FACULTY OF MANAGEMENT STUDIES (FMS)
INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT (IIIM)

Action Taken Report – Course Feedback

Academic Year	2017-18
Term	(July 2017 – December 2017 & January 2018 – June 2018)
Feedback for:	Whole Course (BBA | MBA | PGDM)

On the basis of course feedback received for Odd and Even Term for Academic Year 2017-18, following actions were discussed and planned for implementation from Academic Year 2018-19 Onwards:

1. Put more focus on Statistical Software like SPSS for enhancing research analysis skills.
2. More weightage to calculative and contemporary topics in the finance elective subjects.
3. Open Book Exam should be practised at least for theoretical subjects.

Principal, IIIM, CHARUSAT

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CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY
(CHARUSAT)
FACULTY OF MANAGEMENT STUDIES (FMS)
INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT (I^2IM)

MINUTES OF THE JOINT MEETING OF BOARD OF STUDIES AND FACULTY BOARD OF FACULTY OF MANAGEMENT STUDIES, CHARUSAT

A joint meeting of the Board of Studies (BoS) and Faculty Board (FB) of Faculty of Management Studies (FMS), CHARUSAT was held on August 18, 2018 (Saturday) at 10:30 A.M onwards at the Conference Room of I^2IM under the Chairmanship of Prof. (Dr.) Govind B Dave, Dean, Faculty of Management Studies and Principal, I^2IM with an objective to discuss, provide suggestions, if any, and recommend the following:

The following members (Internal and External) were present during the meeting:

Sl. No.:	Name of the Member	Designation and Organization
1	Dr. Govind B Dave	Principal, I^2IM Dean, FMS, CHARUSAT, Changa
2	Prof. (Dr.) R. P. Patel	Professor and Former Director, GHPIBM, MBA Programme, S. P. University
3	Mr. Ghanshyam Vyas	Vice President, Branch Manager, J. M Financial Services Ltd., Vadodara
4	Mr. Hemal Patel	Director, Tripcon Enginnering Ltd., Vitthal Udyognagar
5	Ms. Kirti Makwana	Asst. Professor, I^2IM
6	Mr. Rajesh Sadhwani	Asst. Professor, I^2IM
7	Dr. Bhaskar Pandya	HoD, HSS and Associate Professor, I^2IM

The following persons were present as the 'Invitee':

Sl. No.:	Name of the Member	Designation and Organization
1	Mr. Binit Patel	Asst. Professor, I^2IM
2	Mr. Snehal Bhatt	Asst. Professor, I^2IM
3	Mr. Reshma Sable	Asst. Professor, I^2IM
4	Dr. Iros Vaja	Head, Department of English Matrushri Virbaima Mahila College Rajkot
5	Dr. Amit Ganatra	Principal, Devang Patel Institute of Advnace Technology and Research (DEPSTAR) Dean, Faculty of Technology and Engineering (FTE)
6	Dr. Atul Patel	Dean, Faculty of Computer Applications and Principal, CMPICA
7	Mr. Anil Sharma	Principal, Manikaka Topawala Institute of Nursing (MTIN)
8	Mr. Kaushik Trivedi	Asst. Professor, HSS, I^2IM

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The following members (internal / external / invited) were not able to attend the meeting. However, inputs provided by them (as applicable) have been incorporated:

- Dr. H. J. Jani, Advisor, CHARUSAT
- Prof. (Dr.) Yogesh Joshi, Director, GHPIBM, MBA Programme, SPU
- Dr. Shailesh Gandhi, Professor, IIMA
- Mr. Sanket Pradhan Owner, SSP Communications, Knowlarity Communication Pvt. Ltd., Gurgaon (Vadodara)
- Dr. A. D. Patel, Principal, Chandubhai S Patel Institute of Technology (CSPIT)
- Dr. R.V. Upadhyay, Dean, Faculty of Applied Sciences and Principal, PDPIAS
- Dr. M. Balaganapathy, Principal, Ashok and Rita Patel Institute of Physiotherapy (ARIP)
- Dr. Manan Rawal, Principal (I/C.), Ramanbhai Patel College of Pharmacy (RPCP)

The Chairman Dr. Govind B Dave welcomed and introduced all the members present.

Part-I – Faculty of Management Studies (FMS)	
Item No.:	**Particulars**
A)	**For Information:** Minutes of the Meeting of Board of Studies (BOS) and Faculty Board held on August 26, 2017 and note the approval of the same by 16th Academic Council September 22, 2017, CHARUSAT.
	Proceedings: The members noted.
	Resolution: ---
B)	**For Information, Discussions and Approval:**
1	To discuss, provide suggestions, if any, on the Introduction of New Electives Streams / Areas / Specialization for Master of Business Administration (MBA) Programme & Post Graduate Diploma in Management (PGDM) Programme to be offered under Faculty of Management Studies (FMS), CHARUSAT. • The Proposed New Electives are as under:

New Electives / Areas / Specialization	*Refer to Annexure -1*
Operations Research	A
Logistics and Supply Chain Management	B
Operations Management	C
International Business	D

Annexure - 1 A, B, C, D	*Proceedings:* The members discussed each of the proposed Elective Streams / Areas of Specialization, its courses / modules / topics in detail and provided the following inputs / suggestions: • The Proposed Elective Streams / Areas of Specialization must be offered. • From the perspective of the academic competence of aspiring managers' / students practical component(s) / projects / organization training (for course) must be given due weightage.

New Electives / Areas / Specialization	***Points of Discussions***
Operations Research	The Course Outline for each of the courses is comprehensive and delineates all important aspects as per international

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			standards.
		Logistics and Supply Chain Management	To avoid overlapping of modules / topics and scope for Certification / Training
		Operations Management	To include concepts like E-Warehousing / Marketing / Services Strategies
		International Business	To provide scope for IPR, Cross-Cultural, International Courts / Settlement
	Resolution: The Proposed Elective Streams / Areas of Specialization can be offered based on demand from the students and keeping in mind University / Institute Norms / Rules / Regulations for offering Elective Stream and / or courses therein.		
2	To discuss, provide suggestions, if any, on the Introduction of One Year Post Graduate Diploma in Management Programmes (One Year PGDM Programme(s)), its Structure(s) / Course Curriculum(s) / Syllabi in the areas / disciplines / sectors mentioned as under: • One Year Post Graduate Diploma in Management Programmes in o Operations Research (PGDM-OR) o Logistics and Supply Chain Management (PGDM-LSCM) o Operations Management (PGDM-OM) o International Business (PGDM-IB) *(Annexure – 2)*		
Annexure – 2	*Proceedings:* The members discussed the structural / synchronization aspects of the One Year PGDM Programme with the existing Two Years Full-Time MBA / PGDM Programmes and acknowledged the proposed flexibility and programme offerings.		
	Resolution: The proposed PGDMs (four) shall be offered keeping in view the overall flexibility.		
3	To discuss, provide suggestions, if any, on the Introduction of Certificate / Executive Programmes (Duration: 7-8 Weeks and 15-16 Weeks), its Structure(s) / Course Curriculum(s) / Syllabi in the below mentioned areas / disciplines / sectors: • Certificate / Executive Programme(s) in: o Applied Operations Research (C/EP-AOR) o Simulation Modelling and Management Science (C/EP-SMMS) o Supply Chain Management (C/EP-SCM) o Logistics and Warehouse Management (C/EP-LWM) o Operations Management (C/EP-OM) o Total Quality Management (C/EP-TQM) o Export – Import Management (C/EP-EIM) o International Trade and Finance (C/EP-ITF) *(Annexure – 3)*		
Annexure – 3	*Proceedings:* The members discussed the importance of Certificate / Executive Development Programme especially with regards to its flexibility (time / place / other aspects) and likely scope to attract executives / students (within the campus and outside) / all those who are interested.		
	Resolution: The proposed Certificate / Executive Development Programmes are		

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	recommended to be offered from the Academic Year 2019-20 onwards.
4	To discuss, provide suggestions, if any, for Management Courses based on the following: • Result Analysis for the Academic Year 2017-18 *(Annexure – 4(a))* • University / Internal Examination Question Papers with respect to Format / Style, Level of Difficulty, and Errors or Omissions found therein, if any, for UG and PG Programmes *(Annexure – 4(b))* Brief note on Feedback on Question Papers from Conveners /Paper Setters/ Examiners and External Examiners *(Annexure – 4(c))*
Annexure - 4 (a), (b), (c)	*Proceedings:* The members noted the same and stressed for error-free drawing of Questions Papers / Assessment Schemes / Evaluation etc. and opined to try have more of practical components or open-book examination (based on past experiences) which shall develop application abilities of the candidates / students.
	Resolution: The information was noted. The results were found to be satisfactory. However, it was insisted to have zero errors in all the Question Papers/ Marking Schemes, Invigilations and Assessments.
5	To approve the List of Panel of Examiners for Faculty of Management Studies (FMS) for the following: • For UG / PG Programmes *(Annexure – 5 (a))* • *For Ph.D Programme (Annexure – 5 (b))*
Annexure – 5 (a), (b)	*Proceedings:* The members noted the same.
	Resolution: • For UG/ PG Programmes, the Panel of Examiners can be updated as and when required. • The List of Panel of Examiners for Ph.D. Thesis Evaluation was recommended for the same. • However, The Dean, FMS is authorized to update as and when required.
6	To discuss/note, provide suggestions on the activities organized / undertaken, if any, by the institute for the following: • The Annual Report (2017-18) of the Institute containing Important initiatives / activities: *(Annexure -6)*

Sl. No.:	Particulars	*Refer to Annexure – 6* Page No.:
	Curriculum Development	
1	Course Curriculum Feedback from Stakeholders	60
	Teaching Learning Avenues	
2	External Seminars/ Guest Sessions/ Workshops organized under Management Seminar Series	07
3	Industrial Visits	17
4	Students Seminars and Conference Participation	17
5	Bridge/ Certificate Courses	18
6	Summer Internship Programme (SIP) and Organization Attachment Programme (OAP)	18

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		7	Interviewing High Profile Person / Personality – Managerial Effectiveness	65
		Research and Consultancy and Extension		
		8	Research Projects Completed / Reports Prepared	39
		9	Workshops/ Seminars Organized Under Endowment Chair activities like Distinguished Lecture Series (DLS) and Knowledge Management Series (KMS)	42
		10	Networking and Collaborations	41
		11	Workshops/ Seminars Organized Under Faculty Colloquium (FC) and IQAC	43
		12	Faculty Development Programmes (FDP)	43
		13	Institute Community Service - Prayaas: An Effort for Humanity	45
		14	Industry Exposure Training (IET)	55
		15	Faculty Industry Exposure (FIE)	56
		Infrastructure and Learning Resources		
		16	Library as Learning Resource – Information Resource Centre (IRC), I^2IM	47
		Student Support and Progression		
		17	Convegno 2018	48
		18	Academy for Graduate Admissions and Competitive Examinations (AGACE)	48
		29	Alumni Meet	48
		20	Placement Assistance Programme (PAP)	50
		21	Holistic Exposure Learning Programme (HELP)	58
		22	Activities Carried Out Under Mentor Mentee Programme	61
		23	Health Check-Up Details	65

Annexure – 6	*Proceedings:* The members noted all the information with sense of satisfaction.
	Resolution: It was resolved to consolidate the academic aspects and sustain the relevant activities.
7	For information/note/approval of all the details circulated and / or approved through E-mails and / or at Board of Studies (BoS), if any. *(Annexure – 7)*
	Proceedings: The members noted the same.
	Resolution: --
8	Any other item with the permission of the chair

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Part – II – FMS - Humanities and Social Sciences (HSS)	
Item No.	**Particular(s)**
1	To discuss, provide suggestions, if any, for the University Examination Question Papers (2017-18) of the Course Structure of HSS with respect to Format / Style, Level of Difficulty, and Errors or Omissions found therein, if any, for UG and PG Programs and also with reference to the feedback received from the Conveners / Examiners and External Examiners *(Annexure – 1 A & B)*
Annexure – 1 A & B	*Proceedings:* The members noted the same.
	Resolution: The question papers were reviewed and found okay.
2	To discuss, provide suggestions, if any, for the University Examination Result Analysis of the Courses of HSS for the year 2017-18 *(Annexure – 2)*
Annexure – 2	*Proceedings:* The members noted / reviewed the same.
	Resolution: The results were found satisfactory.
3	To approve, provide suggestions, if any, for the List of Panel of Examiners for Humanities and Social Sciences (HSS) for the University Examinations *(Annexure – 3)*
Annexure – 3	*Proceedings:* The members studied the same.
	Resolution: Present Panel of Examiners has been approved. It might need to be updated as and when required. Hence, the Dean, FMS is authorized for the same.
4	For information and record; existing pedagogy and innovations proposed by the Faculty Members *(Annexure – 4)*
Annexure – 4	*Proceedings:* The members noted the information.
	Resolution: It was resolved to strive for continuous improvements based on the students' needs and employability.
5	Any other item with the permission of the Chair

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