Indukaka Ipcowala Institute of Management
(IIM)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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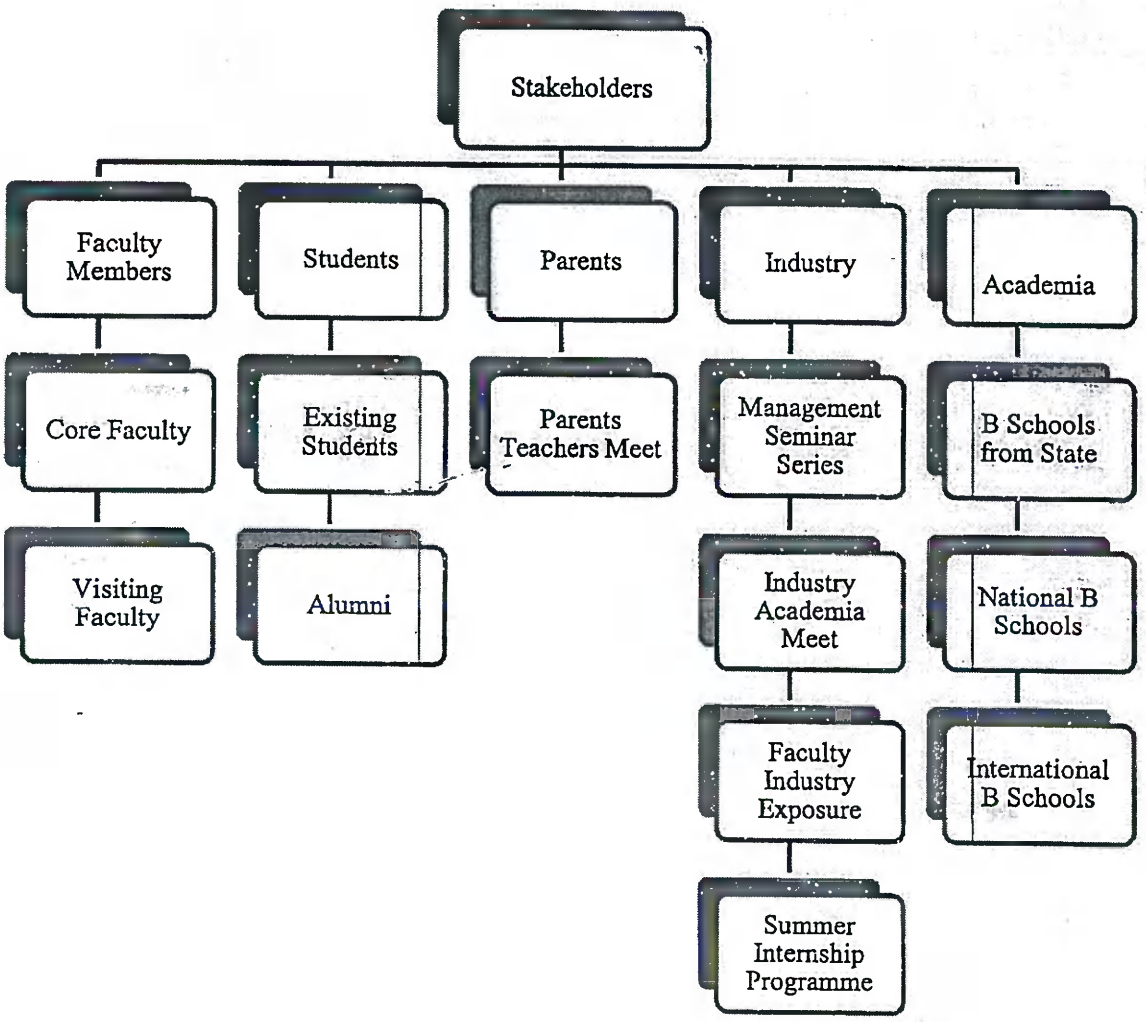
FEEDBACK MECHANISM



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Course Feedback/Evaluation
Academic Year 2018-19 – Odd Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	I	2018-21	100	With effect from 2016	All Courses
		III	2017-20	70	With effect from 2014	
		V	2016-19	60	With effect from 2014	
	MBA / PGDM	I	2018-20	105	With effect from 2016	
		III	2017-19	90	With effect from 2015	
Alumni	-	-	-	12	-	
Organisation	-	-	-	22	-	
Faculty	-	-	-	07	-	
Parents	-	-	-	14	-	

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CHARUSAT CAMPUS, CHANGA

Comprehensive Responses – BBA – Semester – I | Batch 2018-21

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.27	0.52
2	The course would help in career development / advancement, progress of student and placement.	4.32	0.60
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.	4.23	0.55
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.25	0.56
6	The objectives adequately describe the overall purpose of course.	4.28	0.46
7	The syllabus outcomes and contents are directly linked to objectives.	4.35	0.48
8	The syllabus has adequate space to incorporate contemporary issues.	4.16	0.40
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.27	0.45
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.28	0.46
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.24	0.41
12	The course evaluation components are effective for student's assessment.	4.23	0.41
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.25	0.53
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.29	0.57
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.23	0.48
16	The syllabus is inclusive of all students from different education backgrounds.	4.17	0.49
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.34	0.55
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.26	0.58
19	The includes areas that complement other syllabus	4.15	0.49
20	The structure of course outline for semester I is well defined.	4.16	0.54
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.18	0.56

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 presentations compulsory in each course.
- Have more focus on applications of Excel.

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CHARUSAT CAMPUS, CHANGA

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.60	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.26	0.45
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.	4.50	0.51
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.45	0.74
6	The objectives adequately describe the overall purpose of course.	4.55	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.29	0.46
8	The syllabus has adequate space to incorporate contemporary issues.	4.64	0.48
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.45
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.55	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.	4.43	0.50
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.38	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.48	0.51
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.26	0.45
16	The syllabus is inclusive of all students from different education backgrounds.	4.31	0.47
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.33	0.48
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.48	0.51
19	The includes areas that complement other syllabus	4.52	0.51
20	The structure of course outline for semester III is well defined.	4.57	0.50
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.31	0.47

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 2016-19

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.38	0.69
2	The course would help in career development / advancement, progress of student and placement.	4.00	0.71
3	The course has adequate learning value for the student.	4.12	0.80
4	The course can be taught within the resources generally available to the institute.	4.28	0.83
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.25	0.97
6	The objectives adequately describe the overall purpose of course.	4.37	0.74
7	The syllabus outcomes and contents are directly linked to objectives.	4.10	0.75
8	The syllabus has adequate space to incorporate contemporary issues.	4.40	0.76
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.05	0.77
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.32	0.75
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.07	0.78
12	The course evaluation components are effective for student's assessment.	4.27	0.73
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.37	0.58
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.33	0.60
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.28	0.56
16	The syllabus is inclusive of all students from different education backgrounds.	4.15	0.58
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.17	0.56
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.30	0.59
19	The includes areas that complement other syllabus	4.38	0.61
20	The structure of course outline for semester V is well defined.	4.47	0.60
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.32	0.60

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 2018-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.06	0.83
2	The course would help in career development / advancement, progress of student and placement.	4.22	0.81
3	The course has adequate learning value for the student.	4.03	0.84
4	The course can be taught within the resources generally available to the institute.	4.03	0.77
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.01	0.77
6	The objectives adequately describe the overall purpose of course.	4.11	0.86
7	The syllabus outcomes and contents are directly linked to objectives.	4.16	0.80
8	The syllabus has adequate space to incorporate contemporary issues.	3.98	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.06	0.78
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.	4.07	0.79
12	The course evaluation components are effective for student's assessment.	4.10	0.78
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.10	0.78
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.21	0.74
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	3.98	0.80
16	The syllabus is inclusive of all students from different education backgrounds.	3.90	0.77
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.19	0.86
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.90	0.81
19	The includes areas that complement other syllabus	4.15	0.77
20	The structure of course outline for semester I is well defined.	3.95	0.84
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.15	0.83

Qualitative Feedback:

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

Key Findings:

- Course establishes explicit standards that enable recognition of student achievement and planning received a mean of 4.25. It is followed by the statement "course is inclusive of different education background with a mean of 4.24.

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 2017-19

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.22	0.70
2	The course would help in career development / advancement, progress of student and placement.	4.32	0.68
3	The course has adequate learning value for the student.	4.28	0.62
4	The course can be taught within the resources generally available to the institute.	4.21	0.64
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.16	0.65
6	The objectives adequately describe the overall purpose of course.	4.26	0.66
7	The syllabus outcomes and contents are directly linked to objectives.	4.34	0.62
8	The syllabus has adequate space to incorporate contemporary issues.	4.22	0.63
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.65
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.96	0.83
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.02	0.85
12	The course evaluation components are effective for student's assessment.	4.14	0.79
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.18	0.68
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.24	0.66
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.14	0.66
16	The syllabus is inclusive of all students from different education backgrounds.	4.14	0.59
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.36	0.68
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.09	0.65
19	The includes areas that complement other syllabus	4.24	0.68
20	The structure of course outline for semester III is well defined.	4.13	0.66
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.28	0.69

Qualitative Feedback:

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

Key Findings:

- Courses gives teachers flexibility receives highest mean of 4.36 followed by course outcomes are linked with objectives with a mean of 4.50.
- Each course complements other course.

Recommendations:

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

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Course Feedback/Evaluation -

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Feedback Mechanisms

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- Students
- Parents
- Industry
- Academia

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Industry Feedback: Parents provide their feedback on specific courses or all courses during the semester (MANAS Experts, IAM, FIE, SIP, Others)
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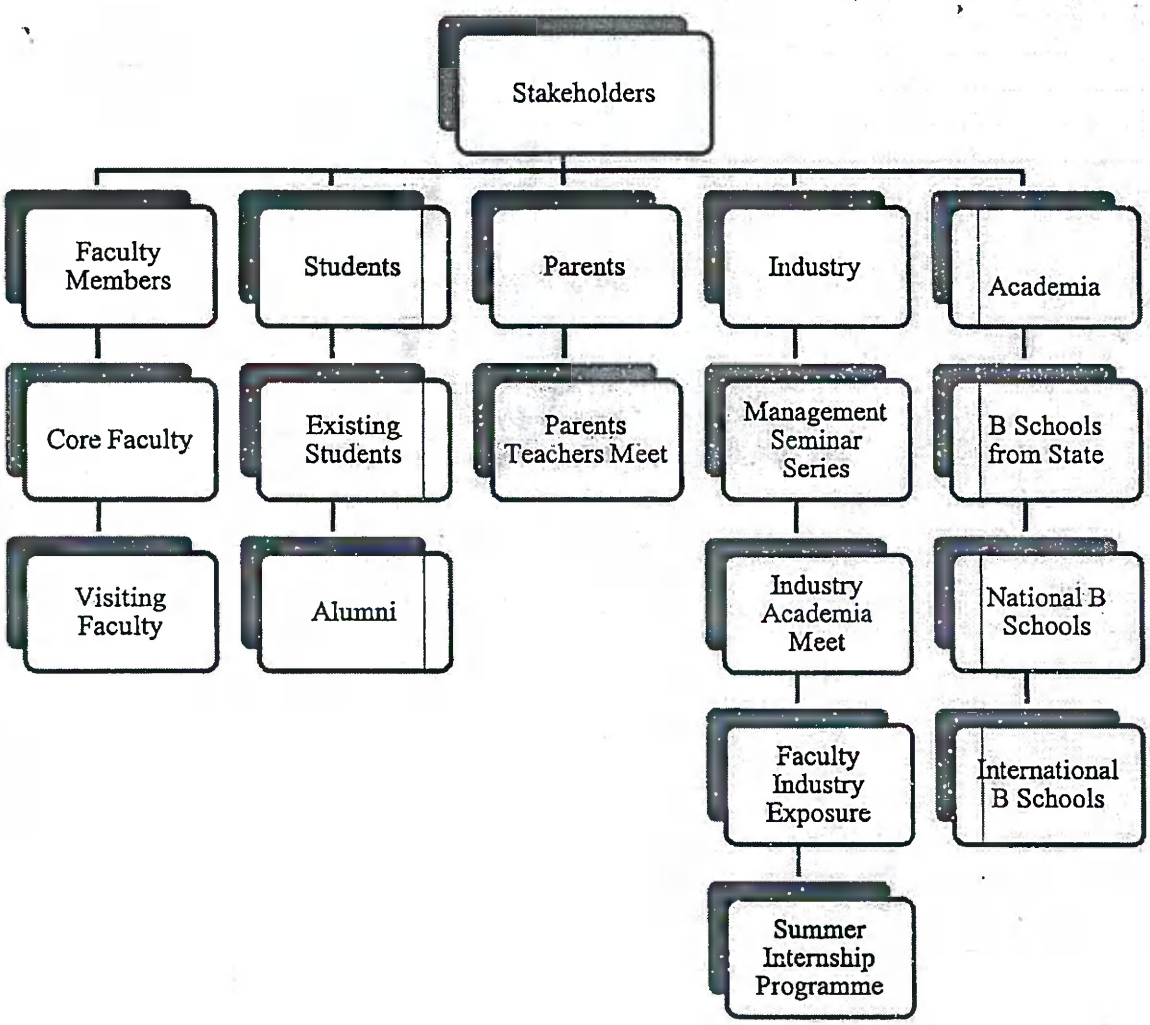
FEEDBACK MECHANISM



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CHARUSAT CAMPUS, CHANGA

Course Feedback/Evaluation
Academic Year 2018-19 – Even Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	II	2018-21	100	With effect from 2016	All Courses
		IV	2017-20	70	With effect from 2014	
		VI	2016-19	60	With effect from 2014	
	MBA / PGDM	II	2018-20	110	With effect from 2016	
		IV	2017-19	90	With effect from 2015	
Alumni	-	-	-	15	-	
Organisation	-	-	-	25	-	
Faculty	-	-	-	07	-	
Parents	-	-	-	10	-	

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Comprehensive Responses – BBA – Semester – II | Batch 2018-21

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.18	0.39
2	The course would help in career development / advancement, progress of student and placement.	4.19	0.40
3	The course has adequate learning value for the student.	4.19	0.39
4	The course can be taught within the resources generally available to the institute.	4.03	0.58
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	3.99	0.65
6	The objectives adequately describe the overall purpose of course.	4.06	0.54
7	The syllabus outcomes and contents are directly linked to objectives.	3.91	0.53
8	The syllabus has adequate space to incorporate contemporary issues.	4.09	0.67
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.20	0.40
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.14	0.35
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.23	0.44
12	The course evaluation components are effective for student's assessment.	4.21	0.34
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.04	0.68
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.00	0.54
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	3.99	0.60
16	The syllabus is inclusive of all students from different education backgrounds.	4.03	0.72
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.19	0.41
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.15	0.40
19	The includes areas that complement other syllabus	4.19	0.41
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.13	0.37
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.16	0.35

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 2017-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.60	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.26	0.45
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.	4.50	0.51
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.45	0.74
6	The objectives adequately describe the overall purpose of course.	4.55	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.29	0.46
8	The syllabus has adequate space to incorporate contemporary issues.	4.64	0.48
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.45
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.55	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.	4.43	0.50
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.38	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.48	0.51
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.26	0.45
16	The syllabus is inclusive of all students from different education backgrounds.	4.31	0.47
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.33	0.48
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.48	0.51
19	The includes areas that complement other syllabus	4.52	0.51
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.57	0.50
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.31	0.47

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 2016-19

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements	4.42	0.65
2	The course would help in career development / advancement, progress of student and placement.	4.08	0.65
3	The course has adequate learning value for the student.	4.18	0.75
4	The course can be taught within the resources generally available to the institute.	4.37	0.74
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.25	0.97
6	The objectives adequately describe the overall purpose of course.	4.38	0.72
7	The syllabus outcomes and contents are directly linked to objectives.	4.15	0.71
8	The syllabus has adequate space to incorporate contemporary issues.	4.45	0.70
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.12	0.72
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.35	0.71
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.13	0.72
12	The course evaluation components are effective for student's assessment.	4.30	0.70
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.37	0.58
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.35	0.58
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.30	0.53
16	The syllabus is inclusive of all students from different education backgrounds.	4.17	0.56
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.18	0.54
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.32	0.57
19	The includes areas that complement other syllabus	4.38	0.61
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.48	0.57
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.32	0.60

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.

Certified By:

REGISTRAR
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY
CHARUSAT CAMPUS, CHANGA

Comprehensive Responses – MBA – Semester – II | Batch 2018-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.25	0.58
2	The course would help in career development / advancement, progress of student and placement.	4.29	0.64
3	The course has adequate learning value for the student.	4.24	0.56
4	The course can be taught within the resources generally available to the institute.	4.16	0.58
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.17	0.56
6	The objectives adequately describe the overall purpose of course.	4.32	0.60
7	The syllabus outcomes and contents are directly linked to objectives.	4.28	0.58
8	The syllabus has adequate space to incorporate contemporary issues.	4.23	0.57
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.19	0.58
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.95	0.78
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	3.95	0.78
12	The course evaluation components are effective for student's assessment.	4.03	0.80
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.20	0.56
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.29	0.55
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.20	0.57
16	The syllabus is inclusive of all students from different education backgrounds.	4.17	0.52
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.38	0.56
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.17	0.52
19	The includes areas that complement other syllabus	4.30	0.57
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.18	0.54
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.32	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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CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY
CHARUSAT CAMPUS, CHANGA

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.30	0.61
2	The course would help in career development / advancement, progress of student and placement.	4.38	0.61
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.	4.30	0.53
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.24	0.55
6	The objectives adequately describe the overall purpose of course.	4.33	0.56
7	The syllabus outcomes and contents are directly linked to objectives.	4.38	0.57
8	The syllabus has adequate space to incorporate contemporary issues.	4.27	0.58
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.	4.06	0.77
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.11	0.79
12	The course evaluation components are effective for student's assessment.	4.20	0.74
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.28	0.56
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.30	0.59
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.24	0.55
16	The syllabus is inclusive of all students from different education backgrounds.	4.20	0.52
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.42	0.58
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.18	0.55
19	The includes areas that complement other syllabus	4.32	0.58
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.21	0.57
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.38	0.55

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.

Certified By:

INDULAL APCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

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CHARUSAT CAMPUS, CHANGA

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	2018-19
Term	(July 2018 – December 2018 & January 2019 – June 2019)
Feedback for:	Whole Course (BBA | MBA | PGDM)

On the basis of course feedback received for Odd and Even Term for Academic Year 2018-19, following actions were discussed and planned for implementation from Academic Year 2019-20 Onwards:

1. Increase the Internship Timing from 45 days to 60 days for PG Students.
2. Include more contemporary topics in all theoretical subjects.
3. More weightage on calculation part should be there for analytical subjects.

Principal, IIIM, CHARUSAT

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY अमृतं तु विद्या

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CHARUSAT CAMPUS, CHANGA

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 29, 2019 (Thursday) 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.) Yogesh Joshi	Director, GHPIBM, MBA Programme, S. P. University Vallabh Vidyanagar
3	Mr. Ghanshyam Vyas	Vice President, Branch Manager, J. M Financial Services Ltd., Vadodara
4	Ms. Kirti Makwana	Asst. Professor, I^2IM
5	Mr. Binit Patel	Asst. Professor, I^2IM
6	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	Dr. H. J. Jani,	Advisor, CHARUSAT
2	Prof. (Dr.) R. P. Patel	Professor and Former Director, GHPIBM, MBA Programme, S. P. University, Vallabh Vidyanagar
3	Mr. Roopin Patel	Chartered Accountant (CA) & Consultant, Anand
3	Dr. Reshma Sable	Asst. Professor, I^2IM
4	Mr. Rajesh Sadhwani	Asst. Professor, I^2IM
5	Dr. Iros Vaja	Head, Department of English Matrushri Virbaima Mahila College, Rajkot
6	Dr. Meera Vasani	Asst. Professor & Associate Dean (Student Affairs), Institute of Infrastructure, Technology, Research and Management (IITRAM), Ahmedabad
7	Dr. Kanu Patel	Director, CVM College of Fine Arts, SPU
8	Dr. Atul Patel	Dean, Faculty of Computer Applications and Principal, CMPICA
9	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, some of them were kind enough to share their inputs through emails* / interactions* (pre-post meeting) and the same have been (as applicable) incorporated:

- Dr. Vrajlal Sapovadia, Former Dean, American University of Nigeria, USA, Former Faculty, IIM Indore, B K School of Business Management, Ahmedabad, Former Dean, Shanti Business School, Ahmedabad*
- Dr. Paresh Shah (CA, ICWA), Author & Consultant, Ahmedabad*
- Dr. Sanjay Bhayani, Professor & Head, Dean, Department of Business Management, MBA Programme, Saurashtra University, Rajkot
- Mr. Nikhil Dwivedi, Former Vice-President, HDFC Housing Ltd., Vadodara*
- Dr. Shailesh Gandhi, Professor, Indian Institute of Management, Ahmedabad
- Dr. Subhash Sharma, Dean and Founder Member, Indus Business Academy (IBA), Bangalore, Founder Director, IIPM, Bangalore, Former Professor, IRMA, Anand, Former Faculty, B K School of Management, Ahmedabad*
- Dr. Vinay Goyal, CA, Faculty, Indian Institute of Management, Raipur (IIMR)
- Mr. Joel Evans, Company Secretary, GMDC, Ahmedabad*
- Mr. Hemal Patel, Director, Tripcon Engineering Ltd., Vitthal Udyognagar
- Mr. Birendrasinh Zala, Cluster Head (Vice-President) - Vadodara, YES Bank, Vadodara
- Ms. Rutu Patel, Branch Manager, ICICI Bank, Anand
- Mr. Harit Vyas, Head, SE Transstadia Pvt. Ltd., Ahmedabad
- Dr. Amit Ganatra, Principal, Devang Patel Institute of Advance Technology and Research (DEPSTAR) & Dean, Faculty of Technology and Engineering (FTE)*
- Dr. A. D. Patel, Principal, Chandubhai S Patel Institute of Technology (CSPIT)
- Dr. Manan Rawal, Principal (I/C.), Ramanbhai Patel College of Pharmacy (RPCP)
- Dr. R.V. Upadhyay, Dean, Faculty of Applied Sciences and Principal, PDPIAS
- Dr. Anil Sharma, Principal, Manikaka Topwala Institute of Nursing (MTIN)
- Dr. M. Balaganapathy, Principal, Ashok and Rita Patel Institute of Physiotherapy (ARIP)

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 18, 2018 and note the approval of the same by 18th Academic Council September 21, 2018, CHARUSAT.
	Proceedings: The members noted the same.
	Resolution: —
B)	**For Information, Discussions and Approval:**
1	To discuss, provide suggestions, if any, on the Revised Programme Structure / Course Curriculum / Syllabi with New Streams of Specialization / Sectoral Electives (as applicable) for the following Programmes to be offered under Faculty of Management Studies (FMS), CHARUSAT: *(i)* Master of Business Administration (MBA) *(Annexure – 1)*

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	(ii) Bachelor of Business Administration (BBA) *(Annexure – 2)* *(iii)* One Year Post Graduate Diploma in Management (No(s).:17) *(Annexure – 3)* *(iv)* Certificate / Executive Programmes (Duration: 7-8 Weeks and 15-16 Weeks) (No(s).: 34+34) *(Annexure – 4)*
Annexure - 1, 2, 3, 4	*Proceedings:* The members discussed the Revised Programme Structure / Course Curriculum / Syllabi with New Streams of Specialization / Sectoral Electives (as applicable), Modules / Topics, Pedagogy, Evaluation, etc for the following Programmes to be offered under Faculty of Management Studies (FMS), CHARUSAT: *(i)* Master of Business Administration (MBA) *(ii)* Bachelor of Business Administration (BBA) *(iii)* One Year Post Graduate Diploma in Management (No(s).:17) *(iv)* Certificate / Executive Programmes (Duration: 7-8 Weeks and 15-16 Weeks) (No(s).: 34+34) The following are the inputs / suggestions: • The Proposed Revision in Course Curriculum / Structure / Pedagogy / Evaluation Schemes for all the Programmes are justified keeping the overall vision, mission of the institute / university and contemporary scenario of the changing world and hence must be offered. • Inputs *Specific* to each Programme are as under: o MBA Programme ▪ The conversion of Theory / Papers – Written Evaluation / Examination to Practical and / or On-Line / Computer Based / Continuous Evaluation is a welcome initiative. It shall facilitate learning on the discipline and contribute to their managerial skills building and help achieve *'Graduate Attributes'*. In fact, it was unanimously highlighted that the Curriculum should have enough flexibility to accommodate such transition(s) with easy. ▪ Offering Courses and / or modules based on Enterprise Resources Planning (ERP) and Business Analytics (BA) relevant to the Cluster Areas / Specializations / Streams will eventually foster multi-disciplinary learning and prepare 'organization / industry-ready' manpower / manager's. ▪ The revision in structure for offering Three Elective Courses of Four Credits each from one Stream in each Semester (3 and 4) to Four Courses of Three Credits each is appreciable as it provides for contemporary learning and also retains the overall 100 credits for the programme. ▪ Further, with regards to 'continuous evaluation' and its components it was stressed that students need to develop 'Originality' of views and writing. The BoS / FB also discussed the prevailing 'Plagiarism' policy of the relevant bodies / University / Institute and empowered the Dean, FMS and Principal, I²IM to take necessary steps from time-to-time. o BBA Programme ▪ As discussed for MBA Programme, the conversion of Theory / Papers – Written Evaluation / Examination to Practical and / or On-Line / Computer Based / Continuous Evaluation holds true for BBA Programme too. It shall

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	facilitate learning on the discipline and contribute to their managerial skills building and help achieve *'Graduate Attributes'*. In fact, it was unanimously highlighted that the Curriculum should have enough flexibility to accommodate such transition(s) with easy. ▪ Offering New Electives Areas of Specialization / Streams namely (a) Information Technology Management (ITM) and (b) International Business will definitely provide competitive edge to interested students both nationally and internationally. ▪ Further, apart from increased scope of Information Technology (IT) to Information Technology and Analytics (ITA) i.e. adding new courses / modules related to analytics, inclusion of two more Sectoral Electives namely (a) Public Policy and Administration (PPA) and (b) Agri-Business Management (ABM) shall definitely empower students with wider disciplinary knowledge and understanding on core sectors like Governance and Agriculture. It shall enable the institute to synergies its efforts for proposed 'PPA Center/Cell'. ▪ To integrate the two separate courses namely 'Managerial Accounting' and 'Cost Accounting' offered in Semester 2 and 3 respectively into one single course of 'Management and Cost Accounting' by avoiding duplications / repetitions of modules / topics across programmes and retaining the credits for the course and programme. If need be, a New Course / Contemporary Course (may be in relevant area / discipline) can be introduced in the specified semester(s). o One Year Post Graduate Diploma in Management ▪ 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. o Certificate / Executive Programmes (Duration: 7-8 Weeks and 15-16 Weeks) ▪ 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 Revision in Course Curriculum / Structure / Pedagogy / Evaluation Schemes for all the Programmes are justified keeping the overall vision, mission of the institute / university and contemporary scenario of the changing world and hence must be offered keeping in view University / Institute Norms / Rules / Regulations.
2	To discuss, provide suggestions, if any, for Management Courses based on the following: • Result Analysis for the Academic Year 2018-19

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	(Annexure – 5) • 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 – 6)*
Annexure – 5, 6	*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, Invigilation and Assessments. It was also agreed to selectively continue the experiment with open-book examination.
3	To approve the List of Panel of Examiners for Faculty of Management Studies (FMS) for the following: • For UG / PG Programmes *(Annexure – 7)* • *For Ph.D Programme (Annexure – 8)*
Annexure – 7 - 8	*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 (2018-19) of the Institute containing Important initiatives / activities: *(Annexure -9)*

Sl. No.:	Particulars
	Curriculum Development
1	Course Curriculum Feedback from Stakeholders
	Teaching Learning Avenues
2	External Seminars/ Guest Sessions/ Workshops organized under Management Seminar Series
3	Educational Tour / Industrial | Heritage Visits
4	Students Seminars and Conference Participation
5	Bridge/ Certificate Courses
6	Summer Internship Programme (SIP) and Organization Attachment Programme (OAP)
7	Interviewing High Profile Person / Personality – Managerial Effectiveness
	Research and Consultancy and Extension
8	Research Projects Completed / Reports Prepared

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		9	Workshops/ Seminars Organized Under Endowment Chair activities like Distinguished Lecture Series (DLS) and Knowledge Management Series (KMS)
		10	Networking and Collaborations
		11	Workshops/ Seminars Organized Under Faculty Colloquium (FC) and IQAC
		12	Faculty Development Programmes (FDP)
		13	Institute Community Service - Prayaas: An Effort for Humanity
		14	Industry Exposure Training (IET)
		15	Faculty Industry Exposure (FIE)
		Infrastructure and Learning Resources	
		16	Library as Learning Resource – Information Resource Centre (IRC), I^2IM
		Student Support and Progression	
		17	Convegno 2019
		18	Other Activities
		19	Academy for Graduate Admissions and Competitive Examinations (AGACE)
		20*	Alumni Meet
		21	Placement Assistance Programme (PAP)
		22	Holistic Exposure Learning Programme (HELP)
		23	Activities Carried Out Under Mentor Mentee Programme
		24	Health Check-Up Details
Annexure – 6	*Proceedings:* The members noted all the information with sense of satisfaction. Further, the Board emphasized to follow New NAAC Norms / Template for the same and synergies efforts in this direction.		
	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 – 10)*		
	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.	**Particulars**
1	For Approval: To discuss, provide suggestions, if any, and approve HSS Revised Course Structures for all Institutes and Programs across the University
	Proceedings: The members discussed the structure of courses and syllabi that are redesigned / revised.
Annexure - 1	*Resolution:* The same has been approved and recommended with 3 Changes: 1) *Syllabi of Semester 7 and 8 to be offered to the Students of B.Sc Nursing Program are now to be offered to the Students of Semester 7 and 8* 2) *Additionally, HS 129 Sociology should continue to be offered to the Students of 4th Semester B.Sc Nursing Program* 3) Courses on *Communicative English I and II* may be renamed appropriately.
2	To review, provide suggestions, if any, and approve the revised Syllabi of various courses offered by HSS
	Proceedings: The members reviewed, provided suggestions and approved the same.
Annexure - 2	*Resolution:* The revised syllabi were approved with a few minor changes. The changes have been incorporated.
3	To discuss, provide suggestions, if any, for the University Examination Question Papers (2018-19) 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.
	Proceedings: The members noted the same.
Annexure - 3	*Resolution:* The question papers were reviewed and found okay.
4	To discuss, provide suggestions, if any, for the University Examination Result Analysis of the Courses of HSS for the year 2018-19
	Proceedings: The members noted the same.
Annexure - 4	*Resolution:* The results were reviewed and found satisfactory.
5	To approve the List of Panel of Examiners for Humanities and Social Sciences (HSS) for the University Examinations
	Proceedings: The members studied the same.
Annexure - 5	*Resolution:* The Dean, FMS is authorized for updating (add / delete / others) the same based on need and requirements.
6	Any other item with the permission of the Chair.

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