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, EMS, 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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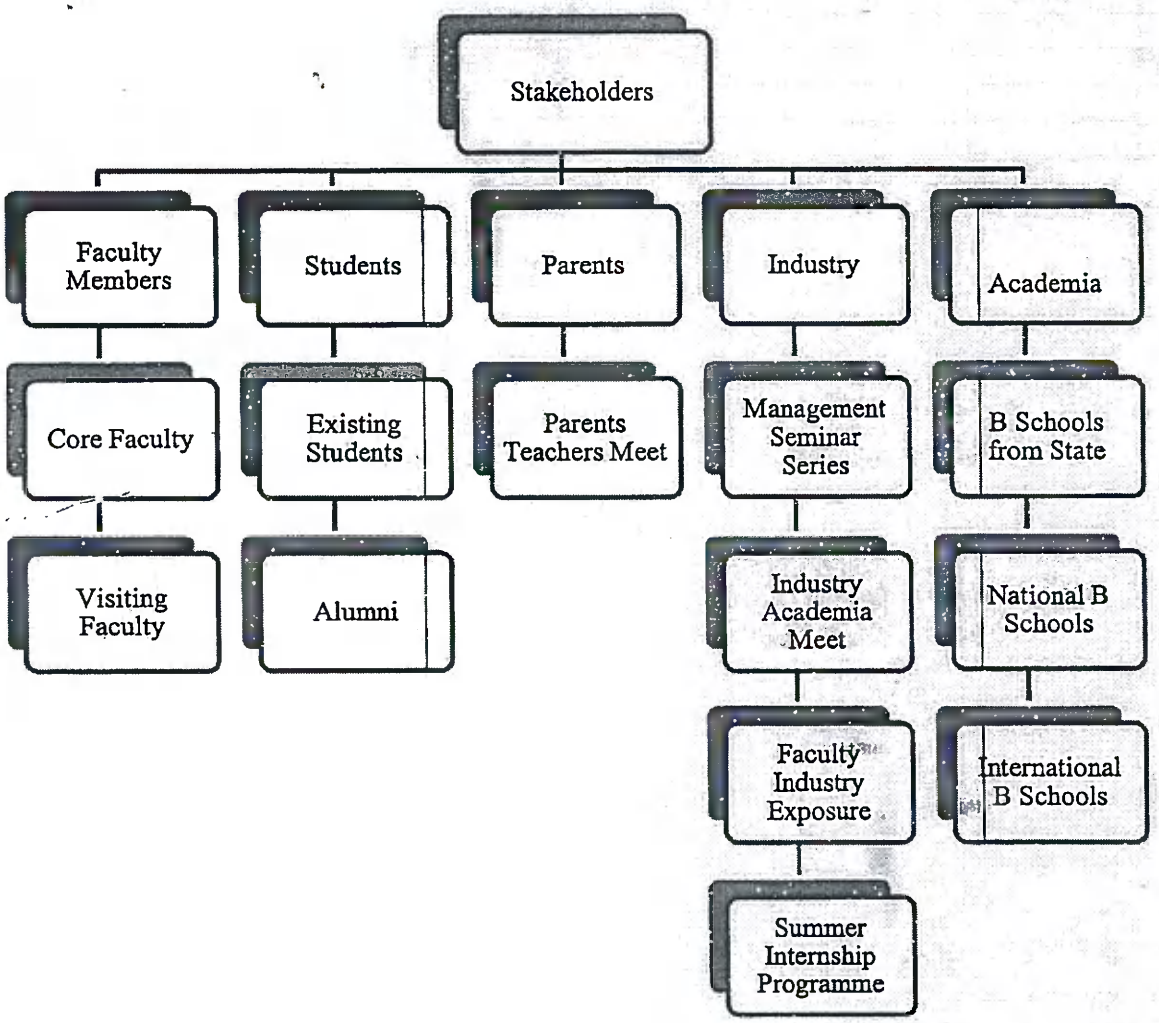
FEEDBACK MECHANISM



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Course Feedback/Evaluation
Academic Year 2019-20 – Odd Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	I	2019-22	120	With effect from 2016	All Courses
		III	2018-21	94	With effect from 2014	
		V	2017-20	68	With effect from 2014	
	MBA / PGDM	I	2019-21	95	With effect from 2016	
		III	2018-20	90	With effect from 2015	
Alumni	-	-	-	15	-	
Organisation	-	-	-	25	-	
Faculty	-	-	-	07	-	
Parents	-	-	-	12	-	

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CHARUSAT CAMPUS, CHANGA

Comprehensive Responses – BBA – Semester – I | Batch 2019-22

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.28	0.52
2	The course would help in career development / advancement, progress of student and placement.	4.33	0.58
3	The course has adequate learning value for the student.	4.33	0.57
4	The course can be taught within the resources generally available to the institute.	4.25	0.55
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.27	0.55
6	The objectives adequately describe the overall purpose of course.	4.28	0.45
7	The syllabus outcomes and contents are directly linked to objectives.	4.33	0.47
8	The syllabus has adequate space to incorporate contemporary issues.	4.18	0.38
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.28	0.45
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.28	0.45
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.26	0.44
12	The course evaluation components are effective for student's assessment.	4.23	0.42
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.28	0.53
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.34	0.59
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.27	0.50
16	The syllabus is inclusive of all students from different education backgrounds.	4.19	0.51
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.33	0.54
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.30	0.56
19	The includes areas that complement other syllabus	4.15	0.50
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.18	0.53
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 2018-21

Sr No	Statements	Mean	Std. Deviation
A	About Course		
1	The course is in harmony with industry standards and requirements.	4.34	0.48
2	The course would help in career development / advancement, progress of student and placement.	4.34	0.49
3	The course has adequate learning value for the student.	4.41	0.49
4	The course can be taught within the resources generally available to the institute.	4.39	0.49
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.38	0.49
6	The objectives adequately describe the overall purpose of course.	4.43	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.38	0.49
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.	4.35	0.48
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.39	0.49
11	The course pedagogy such as Case Study, Simulation, Manage nent Games, and Interaction Sessions reflects a correct blend for learning.	4.45	0.50
12	The course evaluation components are effective for student's assessment.	4.36	0.50
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.39	0.48
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.45	0.50
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.32	0.47
16	The syllabus is inclusive of all students from different education backgrounds.	4.46	0.50
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.41	0.50
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.45	0.50
19	The includes areas that complement other syllabus	4.45	0.50
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.32	0.47
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.37	0.49

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 2017-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.25	0.87
2	The course would help in career development / advancement, progress of student and placement.	4.05	0.81
3	The course has adequate learning value for the student.	4.08	0.66
4	The course can be taught within the resources generally available to the institute.	4.20	0.61
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.25	0.93
6	The objectives adequately describe the overall purpose of course.	4.25	0.74
7	The syllabus outcomes and contents are directly linked to objectives.	4.18	0.68
8	The syllabus has adequate space to incorporate contemporary issues.	4.25	0.81
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.15	0.70
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.33	0.73
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.13	0.65
12	The course evaluation components are effective for student's assessment.	4.08	0.83
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.23	0.73
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.25	0.63
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.15	0.70
16	The syllabus is inclusive of all students from different education backgrounds.	4.35	0.74
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.38	0.63
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.33	0.73
19	The includes areas that complement other syllabus	4.05	0.85
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.20	0.76
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.20	0.72

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 2019-21

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.04	0.85
2	The course would help in career development / advancement, progress of student and placement.	4.20	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.	4.01	0.78
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	3.98	0.79
6	The objectives adequately describe the overall purpose of course.	4.09	0.88
7	The syllabus outcomes and contents are directly linked to objectives.	4.11	0.81
8	The syllabus has adequate space to incorporate contemporary issues.	3.92	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.07	0.78
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.01	0.82
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.06	0.81
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	0.80
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.19	0.75
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	3.97	0.80
16	The syllabus is inclusive of all students from different education backgrounds.	3.87	0.78
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.19	0.87
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.89	0.83
19	The includes areas that complement other syllabus	4.19	0.79
20	The structure of course outline for semester I, II, III, IV, V & VI are 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	0.84

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 4.20. It is followed by the statement "course is inclusive of different education background with a mean of 4.15.

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 2018-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.19	0.69
2	The course would help in career development / advancement, progress of student and placement.	4.26	0.66
3	The course has adequate learning value for the student.	4.19	0.58
4	The course can be taught within the resources generally available to the institute.	4.16	0.62
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.11	0.63
6	The objectives adequately describe the overall purpose of course.	4.20	0.64
7	The syllabus outcomes and contents are directly linked to objectives.	4.24	0.59
8	The syllabus has adequate space to incorporate contemporary issues.	4.16	0.60
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.18	0.61
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.88	0.78
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	3.97	0.81
12	The course evaluation components are effective for student's assessment.	4.03	0.73
C	**Overall Course Curriculum**		
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14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.18	0.63
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17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.29	0.66
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.08	0.64
19	The includes areas that complement other syllabus	4.20	0.66
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.10	0.64
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.24	0.68

Qualitative Feedback:

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

Key Findings:

- Courses have correct blend of learning receives highest mean of 4. 92 followed by additional content that can broaden student's learning with a mean of 4.24.
- Each course complements other course.

Recommendations:

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

Certified By:

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

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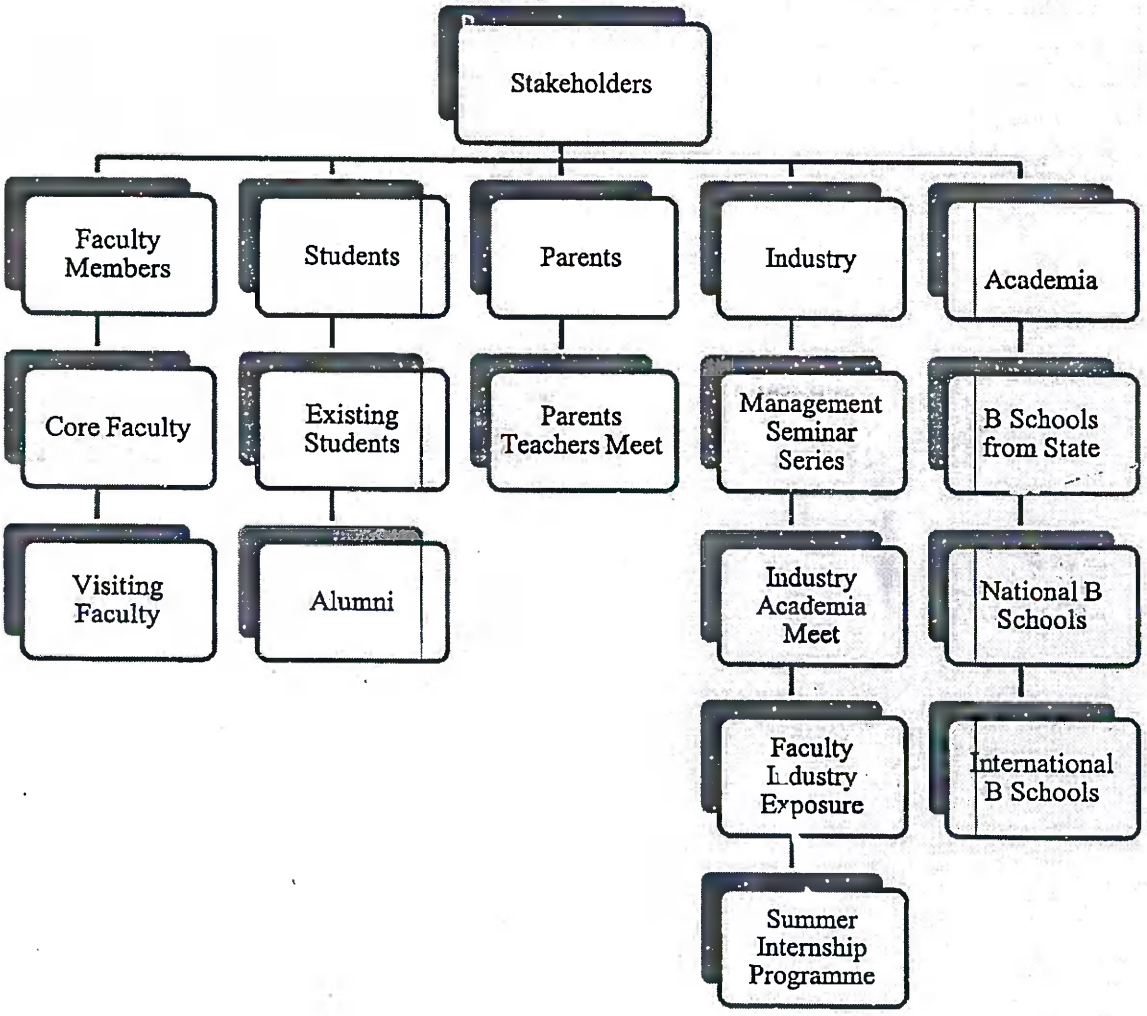
FEEDBACK MECHANISM



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Course Feedback/Evaluation
Academic Year 2019-20 – Even Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	II	2019-22	120	With effect from 2016	All Courses
		IV	2018-21	91	With effect from 2014	
		VI	2017-20	68	With effect from 2014	
	MBA / PGDM	II	2019-21	95	With effect from 2016	
		IV	2018-20	90	With effect from 2015	
Alumni	-	-	-	10	-	
Organisation	-	-	-	20	-	
Faculty	-	-	-	07	-	
Parents	-	-	-	15	-	

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Comprehensive Responses – BBA – Semester – II | Batch 2019-22

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.13	0.85
2	The course would help in career development / advancement, progress of student and placement.	4.00	0.85
3	The course has adequate learning value for the student.	4.10	0.71
4	The course can be taught within the resources generally available to the institute.	4.13	0.69
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.13	0.72
6	The objectives adequately describe the overall purpose of course.	4.06	0.70
7	The syllabus outcomes and contents are directly linked to objectives.	4.11	0.72
8	The syllabus has adequate space to incorporate contemporary issues.	4.11	0.79
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	3.90	0.75
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.03	0.72
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	3.92	0.78
12	The course evaluation components are effective for student's assessment.	4.02	0.73
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	3.93	0.78
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.13	0.83
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.02	0.79
16	The syllabus is inclusive of all students from different education backgrounds.	3.93	0.81
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.24	0.47
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.27	0.53
19	The includes areas that complement other syllabus	4.18	0.80
20	The structure of course outline for semester I, II, III, IV, V & V. are well defined.	3.91	0.83
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.08	0.84

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 – IV | Batch 2018-21

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.23	0.73
2	The course would help in career development / advancement, progress of student and placement.	4.18	0.75
3	The course has adequate learning value for the student.	4.14	0.79
4	The course can be taught within the resources generally available to the institute.	4.14	0.78
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.26	0.72
6	The objectives adequately describe the overall purpose of course.	4.24	0.70
7	The syllabus outcomes and contents are directly linked to objectives.	4.20	0.73
8	The syllabus has adequate space to incorporate contemporary issues.	4.11	0.79
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.80
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.36	0.71
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.18	0.80
12	The course evaluation components are effective for student's assessment.	4.13	0.74
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.20	0.75
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.10	0.74
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.33	0.75
16	The syllabus is inclusive of all students from different education backgrounds.	4.12	0.78
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.22	0.74
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.21	0.79
19	The includes areas that complement other syllabus	4.36	0.77
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.22	0.69
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.14	0.82

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 – BBA – Semester – VI | Batch 2017-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.18	0.38
2	The course would help in career development / advancement, progress of student and placement.	4.28	0.45
3	The course has adequate learning value for the student.	4.28	0.45
4	The course can be taught within the resources generally available to the institute.	4.10	0.30
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.20	0.41
6	The objectives adequately describe the overall purpose of course.	4.28	0.45
7	The syllabus outcomes and contents are directly linked to objectives.	4.33	0.47
8	The syllabus has adequate space to incorporate contemporary issues.	4.18	0.38
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.20	0.41
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.28	0.45
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.15	0.36
12	The course evaluation components are effective for student's assessment.	4.15	0.36
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.15	0.36
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.18	0.38
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.18	0.38
16	The syllabus is inclusive of all students from different education backgrounds.	4.13	0.33
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.33	0.47
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.15	0.36
19	The includes areas that complement other syllabus	4.13	0.33
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.10	0.30
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.18	0.38

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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Comprehensive Responses – MBA – Semester – II | Batch 2019-21

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.04	0.85
2	The course would help in career development / advancement, progress of student and placement.	4.20	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.	4.01	0.78
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	3.98	0.79
6	The objectives adequately describe the overall purpose of course.	4.09	0.88
7	The syllabus outcomes and contents are directly linked to objectives.	4.11	0.81
8	The syllabus has adequate space to incorporate contemporary issues.	3.92	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.07	0.78
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.01	0.82
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.06	0.81
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	0.80
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.19	0.75
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	3.97	0.80
16	The syllabus is inclusive of all students from different education backgrounds.	3.87	0.78
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.19	0.87
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.89	0.83
19	The includes areas that complement other syllabus	4.19	0.79
20	The structure of course outline for semester I, II, III, IV, V & VI are 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	0.84

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 received a mean of 4.45. It is followed by the statement "course is inclusive of different education background with a mean of 4.35.

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 2018-20

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.24	0.68
2	The course would help in career development / advancement, progress of student and placement.	4.31	0.70
3	The course has adequate learning value for the student.	4.26	0.65
4	The course can be taught within the resources generally available to the institute.	4.23	0.62
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.18	0.63
6	The objectives adequately describe the overall purpose of course.	4.28	0.64
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.	4.20	0.66
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.	4.02	0.79
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.	4.22	0.63
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.26	0.65
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.16	0.65
16	The syllabus is inclusive of all students from different education backgrounds.	4.18	0.55
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.37	0.66
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.10	0.64
19	The includes areas that complement other syllabus	4.27	0.65
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.14	0.65
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.30	0.66

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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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	2019-20
Term	(July 2019 – December 2019 & January 2020 – June 2020)
Feedback for:	Whole Course (BBA | MBA | PGDM)

On the basis of course feedback received for Odd and Even Term for Academic Year 2019-20, following actions were discussed and planned for implementation from Academic Year 2020-21 Onwards:

1. Increase the number of specialisation / electives.
2. Offer more number of courses in electives per semester to MBA / PGDM Students.
3. Try to make more courses with practical Pedagogy.

Principal, IIIM, CHARUSAT

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

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

JOINT MEETING OF BOARD OF STUDIES
AND FACULTY BOARD
UNDER
FACULTY OF MANAGEMENT STUDIES, CHARUSAT

Meeting Details
Date : September 18, 2020
Time : 11:00 A.M. onwards
Mode : Online

Meeting Schedule		
Part	Invited Members	Time
I	Members of the Faculty of Management Studies	11:00 A.M. Onwards
II	Members of the Faculty of Management Studies	02:00 P.M. Onwards
	Deans of the respective Faculties and Principals of the Constituent Institutes of CHARUSAT	

AGENDA

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 29, 2019 and note the approval of the same by 20th Academic Council September 20, 2019, CHARUSAT.
B)	For Information, Discussions and Approval:
1	To discuss, brainstorm, provide suggestions, if any, amidst the Pandemic Coronavirus (Covid 19) and its implications to Higher Education (Management and HSS) more so in the light of (New) National Education Policy (NEP) 2020 vis-à-vis University / Institute's Vision(s) and Mission(s) in the following areas: • Curriculum Design and Development • Pedagogical Innovations • Online Education and Transfer / consideration of Credits • Collaborations with Foreign Universities / Institutes of Repute • Faculty Development Initiatives, etc.

2	To discuss/note, provide suggestions on the activities organized / undertaken (*Draft Annual Report**under preparation), if any, by the institute for the following:
	• Admissions for the Academic Year 2020-21 (UG, PG and Ph.D.)
	• Stakeholders Feedback
	• Teaching, Learning Processes / Pedagogy
	  ○ Bridge Courses
	  ○ Course Specific Workshops (CSW)
	  ○ Revised Framework for Courses / Internships for UG and PG
	  ▪ Organisational Attachment Programme (OAP)
	  ▪ Summer Internship Programme (SIP)
	  ▪ Interviewing High Profile Person / Personality – Managerial Effectiveness
	  ○ Online Education System (OES)
	  ▪ Management Seminar / *Webinar* Series
	• Research / Project(s), Consultancy and Extension Activities
	  ○ Organisation of FDPs on Creativity, Problem Solving and Innovation (CPI)
	  ○ Research Papers – Publication

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	Webinar(s), etc. o Project(s) Completed, Ongoing, and Submitted / Sanctioned, if any • Library - Information Resource Centre (IRC) o Learning Resources / Systems • Student Support and Progression o Activities carried out under Mentor-Mentee Programme /Systems o Alumni Meet o Placement Assistance Programme (PAP)
3	Preparations related to Accreditations • National Assessment and Accreditation Council (Univ. Second Cycle) • Academic and Administrative Audit (AAA) (Institute Level) (Reports-Minutes) • Centre of Excellence (CoE)
4	To provide inputs, if any, and / or approve the List of Panel of Examiners* for Faculty of Management Studies (FMS) for the following: • For UG / PG Programmes • *For Ph.D Programme*
5	To discuss, provide suggestions, if any, on the Project(s) / Activities Carried under *Entrepreneurship Innovation and Incubation Cell* (EDIC) • A Report on Projects / Activities • Future Plan of Action
6	For information/note/approval of all the details circulated and / or approved through E-mails and / or at Board of Studies (BoS), if any.
7	Any other item with the permission of the Chair

Part – II – FMS - Humanities and Social Sciences (HSS)	
Item No.	Particular(s)
1	To discuss, provide suggestions, if any, for the following: • Details of HSS Revised Course Structures implemented for all Institutes and Programs across the University *(E.g.: A Course on Liberal Arts and CPI)*
2	To discuss/note, provide suggestions on the activities organized / undertaken, if any, by the department for the following: • Teaching, Learning Processes / Pedagogy • Research / Project(s), Consultancy and Extension Activities • Student Support and Progression
3	To discuss, provide suggestions, if any, for the University Examination* conducted (HSS) and Result Analysis for the academic year 2019-20.
4	To provide inputs, if any, and / or approve the List of Panel of Examiners* for Humanities and Social Sciences (HSS) for the University Examinations
5	To discuss, provide suggestions on the activities organised under *Academy for Graduate Admissions and Competitive Examinations* (AGACE)
6	To discuss plan of action for Academy for National, English and Foreign Languages (ANEFL) • French Language – A Status Report
7	Any other item with the permission of the Chair

Dean, Faculty of Management Studies (FMS)
Principal, Indukaka Ipcowala Institute of Management (I^2IM)
Constituent of Charotar University of Science and Technology (CHARUSAT)
Charusat Campus, Changa

**Note:*

- University Examination and Result Analysis for FMS – Management is in process and shall be taken up in the future meetings.

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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 September 18, 2020 (Friday) at 11:00 A.M onwards through *online mode* on *Google Meet* Platform (*Link*: Part-I : meet.google.com/utm-gtnm-ofp and Part-II: meet.google.com/feq-pbuh-pfg) organized from 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 actions on the agenda items.

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	Dr. Sanjay Bhayani	Professor & Head, Dean, Department of Business Management, MBA Programme, Saurashtra University, Rajkot
4	Mr. Ghanshyam Vyas	Vice President, Branch Manager, J. M Financial Services Ltd., Vadodara
5	Mr. Binit Patel	Asst. Professor, I^2IM
6	Mr. Rajesh Sadhwani	Asst. Professor, I^2IM
7	Dr. Bhaskar Pandya	HoD, HSS, I^2IM

The following persons were present as the 'Invitee':

Sl. No.:	Name of the Member	Designation and Organization
1	Dr. Reshma Sable	Asst. Professor, I^2IM
2	Dr. Pranav Desai	Asst. Professor, I^2IM
3	Dr. Jignasu Yagnik	Visiting Professor, I^2IM
4	Dr. Iros Vaja	Head, Department of English Matrushri Virbaima Mahila College, Rajkot
5	Dr. Meera Vasani	Associate Dean (Student Affairs), Institute of Infrastructure, Technology, Research and Management (IITRAM), Ahmedabad
6	Mr. Kaushik Trivedi	Asst. Professor, HSS, I^2IM
7	Dr. Lipi Acharya	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 nominate their representative(s) and / or 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
- Mr. Nikhil Dwivedi, Former Vice-President, HDFC Housing Ltd., Vadodara
- Dr. Shailesh Gandhi, Professor, Indian Institute of Management, Ahmedabad
- Dr. H. J. Jani, Advisor, CHARUSAT
- 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. Atul Patel, Dean, Faculty of Computer Applications and Principal, Smt. Chandaben Mohanbhai Patel Institute of Computer Applications (CMPICA)*
- Dr. Manan Raval, Principal, Ramanbhai Patel College of Pharmacy (RPCP)
- Dr. R.V. Upadhyay, Dean, Faculty of Sciences and Principal, P D Patel Institute of Applied Sciences (PDPIAS)
- Dr. M. Balaganapathy, Principal, Ashok and Rita Patel Institute of Physiotherapy (ARIP)* and Dean, Faculty of Medical Sciences
- Dr. Anil Sharma, Principal, Manikaka Topwala Institute of Nursing (MTIN)
- Dr. Darshan Patel, Principal, Charotar Institute of Paramedical Sciences (CIPS)*

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 29, 2019 and note the approval of the same by 20th Academic Council September 20, 2019, CHARUSAT.
	Proceedings: The members noted the same.
	Resolution: —
B)	**For Information, Discussions and Approval:**
1	To discuss, brainstorm, provide suggestions, if any, amidst the Pandemic Coronavirus (Covid 19) and its implications to Higher Education (Management and HSS) more so in the light of (New) National Education Policy (NEP) 2020 vis-à-vis University / Institute's Vision(s) and Mission(s) in the following areas: • Curriculum Design and Development • Pedagogical Innovations • Online Education and Transfer / consideration of Credits • Collaborations with Foreign Universities / Institutes of Repute • Faculty Development Initiatives, etc.
	Proceedings: • The Policy was discussed with its salient features *(Dr. Yogesh Joshi shared and presented the details from a published article)* and the prospects and challenges that forms part of National Education Policy 2020 were deliberated. The following points were highlighted by

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	members present from academia and industry for further thought processes / actions: ○ Some of the *Prospects* includes: ▪ Vision to emerge as a Global Knowledge Superpower ▪ Aim for higher Gross Enrolment Ratio ▪ Focus on Multi-disciplinary learning ▪ Emphasis on Humanities and Social Sciences ▪ Flexibility to offer different designs for UG and PG Programmes with due emphasis on research ▪ *Light but Tight* Model of Teaching, Learning and Evaluation ▪ Provision for Academic Bank of Credits ▪ Strengthening the Teaching-Learning by focusing on Skills development (Graduate Attributes) ▪ Importance to bilingual skills (Department of Languages) ▪ Online Education System / ICT, its scope for effective and need-based implementation ▪ Collaborations with Foreign Universities / Institutions ○ Some of the *Challenges* includes: ▪ Complete implementation of Choice Based Course Curriculum ▪ Online Education and its consequent challenges towards effective learning ▪ Sustainability of Students Strengths against Flexible design options more so in the light of quality scale ▪ Standardization of systems towards new National and World Order ▪ Proactive role of Industry towards bridging the gap for fulfilling the Industry-Ready students ▪ Issues related to capacity building (change processes) for systems and faculty development ▪ Meeting, Sustaining and Overcoming / leveraging the challenges (micro/ macro) that will arise from state, national and international competitions.
	Resolution: ▪ It was resolved to study all aspects of NEP 2020 in greater detail and gather different perspectives through participations in various programmes / webinars etc organized by different organizations including from Policy Making agencies / bodies and evolve a strategy keeping in mind the University /Institute vision and mission.
2	To discuss/note, provide suggestions on the activities organized / undertaken (*Draft Annual Report**under preparation), if any, by the institute for the following: • Admissions for the Academic Year 2020-21 (UG, PG and Ph.D.) • Stakeholders Feedback • Teaching, Learning Processes / Pedagogy ○ Bridge Courses ○ Course Specific Workshops (CSW) ○ Revised Framework for Courses / Internships for UG and PG ▪ Organizational Attachment Programme (OAP) ▪ Summer Internship Programme (SIP) ▪ Interviewing High Profile Person / Personality –

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	Managerial Effectiveness o Online Education System (OES) ▪ Management Seminar / *Webinar* Series • Research / Project(s), Consultancy and Extension Activities o Organization of FDPs on Creativity, Problem Solving and Innovation (CPI) o Research Papers - Publications and Presentations o Faculty Participation in FDPs, Conference(s) / Seminar(s) / Webinar(s), etc. o Project(s) Completed, Ongoing, and Submitted / Sanctioned, if any • Library - Information Resource Centre (IRC) o Learning Resources / Systems • Student Support and Progression o Activities carried out under Mentor-Mentee Programme /Systems o Alumni Meet o Placement Assistance Programme (PAP)
	Proceedings: • Members noted the information pertaining to all the activities of the Institute, acknowledged the efforts towards admissions, students' engagement, teaching-learning through Bridge Courses, industry involvement through Course Specific Workshops, OAP, SIP and its revised framework and faculty capacity building towards their development and commitment for continuing online education. • The member noted the efforts made towards spreading the Course titled Creativity, Problem Solving and Innovation (CPI) offered under Dr. Anil and Asha Patel Endowment Fund for a Course on Creativity at CHARUSAT through organizations of Faculty Development Programmes across Gujarat and India.
	Resolution: ▪ The members noted the information with satisfaction especially efforts made under CPI. ▪ Further, the following were resolved: o To work towards the contributing (publications, etc.) to the research related University norms o To continuously learn and develop through genuine and active participations in online conferences, FDPs, webinars, etc. o To focus on quality teaching (through inputs from experts in Education) and counselling to students o To continue efforts towards placement of students and their entrepreneurial pursuits.
3	Preparations related to Accreditations • National Assessment and Accreditation Council (Univ. Second Cycle) • Academic and Administrative Audit (AAA) (Institute Level) (Reports-Minutes) • Centre of Excellence (CoE)
	Proceedings: • The members noted the information and contribution of the Institute towards all the criteria of various accrediting bodies / organizations.
	Resolution: ▪ It was resolved to continuously contribute to the accreditation processes of the University by leveraging on the strengths of the Institute's unique and holistic practices.

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	▪ Further, based on the need, in future, the institute can also prepare a feasibility report on Institute Level participation in accreditation processes nationally and / or internationally.
4	To approve the List of Panel of Examiners for Faculty of Management Studies (FMS) for the following: • For UG / PG Programmes • *For Ph.D Programme*
	Proceedings: ▪ The members noted the same.
	Resolution: • The Panel of Examiners was approved and be updated as per the requirements / norms.
5	To discuss, provide suggestions, if any, on the Project(s) / Activities Carried under *Entrepreneurship Innovation and Incubation Cell* (EDIC) • A Report on Projects / Activities • Future Plan of Action
	Proceedings: ▪ The members noted the information and deliberated on increasing the student start-ups. Further, the Board emphasized to synergies efforts in this direction. ▪ To explore / provide orientation to students in various departments of the university / laboratory.
	Resolution: ▪ It was resolved to consolidate the work already done, support as many start-ups as possible and work towards the future in the light of University and Government policies.
6	For information/note/approval of all the details circulated and / or approved through E-mails and / or at Board of Studies (BoS), if any.
	Proceedings: The members noted the same.
	Resolution: --
7	Any other item with the permission of the Chair

Part – II – FMS - Humanities and Social Sciences (HSS)	
Item No.	**Particulars**
1	To discuss, provide suggestions, if any, for the following: Details of HSS Revised Course Structures implemented for all Institutes and Programs across the University *(E.g.: A Course on Liberal Arts and CPI)*
	Proceedings: ▪ The members noted the details and changes in the redesigned / revised structure.
	Resolution: ---
2	To discuss/note, provide suggestions on the activities organized / undertaken, if any, by the department for the following: • Teaching, Learning Processes / Pedagogy • Research / Project(s), Consultancy and Extension Activities • Student Support and Progression

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	Proceedings: ▪ The members acknowledged the information and activities presented especially Bridge Courses (offered across University), Essay Competitions, Celebration of International Mother Language Day and *Charu-Kāvya Dhara*,
	Resolution: ▪ The information was noted with satisfaction.
3	To discuss, provide suggestions, if any, for the University Examination* conducted (HSS) and Result Analysis for the academic year 2019-20.
	Proceedings: ▪ The information related to Examination, Type of Question Papers, Linkages with Outcomes, etc were discussed. ▪ The result presented was noted.
	Resolution: • The information was noted, results were reviewed and found satisfactory.
4	To provide inputs, if any, and / or approve the List of Panel of Examiners* for Humanities and Social Sciences (HSS) for the University Examinations
	Proceedings: ▪ The members noted the same.
	Resolution: ▪ The Panel of Examiners was approved and be updated as per the requirements / norms.
5	To discuss, provide suggestions on the activities organized under *Academy for Graduate Admissions and Competitive Examinations* (AGACE)
	Proceedings: ▪ The members noted the information and stressed to create more awareness among students.
	Resolution: ▪ It was resolved to offer Online Coaching for various Competitive Exams and Admissions (National / International).
6	To discuss plan of action for Academy for National, English and Foreign Languages (ANEFL) • French Language – A Status Report
	Proceedings: ▪ The information was acknowledged with the fact that the Institute has a full-time faculty member for fostering French Language.
	Resolution: ▪ It was resolved to strengthen efforts for spreading learning of French Language. Further, Full Programme / Course and activities related to French Language shall be offered Online.
7	Any other item with the permission of the Chair.

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