



**CHARUSAT**  
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY

**FEEDBACK ANALYSIS  
REPORT  
OF STAKEHOLDERS  
(2021-22)**

**Indukaka Ipcowala Institute of Management (I2IM)  
Faculty of Management Studies (FMS) Constituent of  
Charotar University of Science and Technology  
(CHARUSAT)**

**Report  
COURSE FEEDBACK  
BBA & MBA  
PROGRAMME**

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## Background

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

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 of curricula, 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<sup>2</sup>IM, FMS, CHARUSAT are subject to ongoing monitoring and evaluation of content and course delivery mechanisms.

### Feedback Mechanisms

I<sup>2</sup>IM 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/feedback of 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.

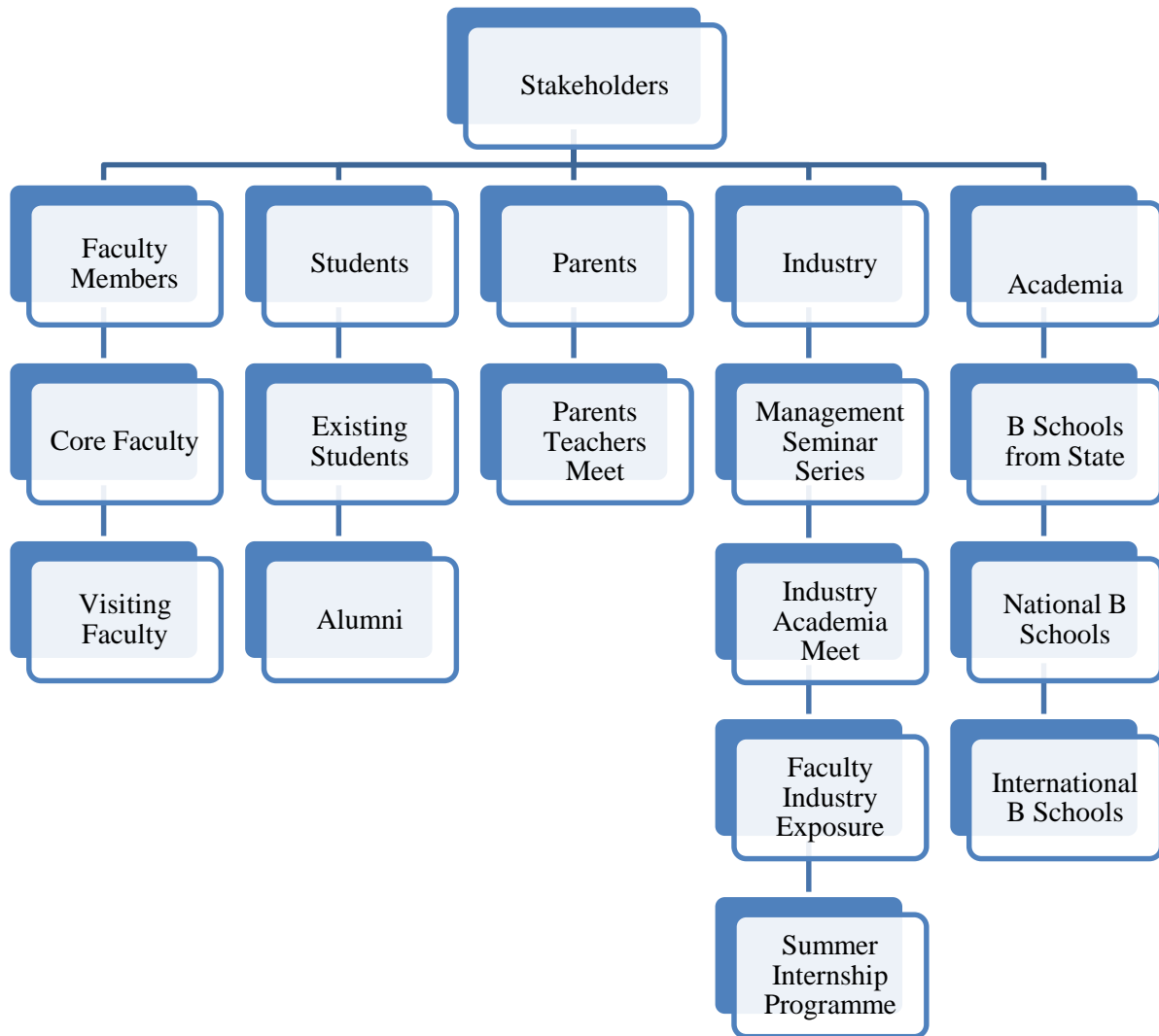
**Parent Feedback:** Parents provide their feedback on specific courses or all courses during the semester (During PTA Meeting, Visits to Institute, Etc.)

**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.

## FEEDBACK MECHANISM



**Course Feedback / Evaluation**  
**Academic Year 2021-22 – Odd Term**

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	I	2021-24	70	With effect from 2021	All Courses
		III	2020-23	70	With effect from 2020	
		V	2019-22	50	With effect from 2016	
	MBA	I	2021-23	70	With effect from 2020	
		III	2020-22	50	With effect from 2016	
Alumni	-	-	-	-	-	
Organisation	-	-	-	-	-	
Faculty	-	-	-	-	-	
Parents	-	-	-	--	-	

### Comprehensive Responses – BBA – Semester – I | Batch 2021-24

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.40	0.63
2	The course would help in career development / advancement, progress of student and placement.	3.95	0.32
3	The course has adequate learning value for the student.	4.30	0.56
4	The course can be taught within the resources generally available to the institute.	4.50	0.64
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.40	0.81
6	The objectives adequately describe the overall purpose of course.	4.50	0.55
7	The syllabus outcomes and contents are directly linked to objectives.	4.20	0.56
8	The syllabus has adequate space to incorporate contemporary issues.	4.45	0.60
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.15	0.53
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.38	0.49
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.25	0.44
12	The course evaluation components are effective for student's assessment.	4.35	0.48
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.18	0.64
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.13	0.82
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.05	0.78
16	The syllabus is inclusive of all students from different education backgrounds.	4.03	0.66
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.00	0.82
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.78	0.80
19	The includes areas that complement other syllabus	4.28	0.68
20	The structure of course outline for semester I are well defined.	4.28	0.99
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.10	0.81
<b>Qualitative Feedback:</b>			
<ul style="list-style-type: none"> <li>Very nicely drafted syllabus with interlinking of learning's.</li> </ul>			
<b>Key Findings:</b>			
<ul style="list-style-type: none"> <li>Statements "The course can be taught within the resources generally available to the institute" and "The objectives adequately describe the overall purpose of course" received highest mean of 4.50.</li> <li>It is followed by the statements "The course is in harmony with industry standards and requirements" and "The course is designed adequately for required competencies enhancement" with a mean of 4.40.</li> </ul>			
<b>Recommendations:</b>			
<ul style="list-style-type: none"> <li>NA</li> </ul>			

### Comprehensive Responses – BBA – Semester – III | Batch 2020-23

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.18	0.66
2	The course would help in career development / advancement, progress of student and placement.	3.86	0.43
3	The course has adequate learning value for the student.	4.17	0.57
4	The course can be taught within the resources generally available to the institute.	4.34	0.62
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.28	0.88
6	The objectives adequately describe the overall purpose of course.	4.37	0.65
7	The syllabus outcomes and contents are directly linked to objectives.	4.15	0.57
8	The syllabus has adequate space to incorporate contemporary issues.	4.25	0.69
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.08	0.54
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.15	0.67
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.11	0.56
12	The course evaluation components are effective for student's assessment.	4.17	0.63
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.15	0.59
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.02	0.82
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.05	0.78
16	The syllabus is inclusive of all students from different education backgrounds.	3.83	0.42
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	3.77	0.68
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.56	0.60
19	The includes areas that complement other syllabus.	4.17	0.65
20	The structure of course outline for semester III is well defined.	4.08	1.04
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.05	0.78
<b>Qualitative Feedback:</b>			
<ul style="list-style-type: none"> <li>All the courses are well drafted and include ample insights for skill development.</li> <li>Practical aspects of courses are taken due care.</li> </ul>			
<b>Key Findings:</b>			
<ul style="list-style-type: none"> <li>Objectives of course are adequately described which can be delivered with the resources available.</li> <li>Courses cover a range of contemporary issues.</li> <li>Link between various courses can be understood easily.</li> </ul>			
<b>Recommendations:</b>			
<ul style="list-style-type: none"> <li>Make presentations compulsory in each course.</li> <li>Have more focus on applications of Excel.</li> </ul>			

### Comprehensive Responses – BBA – Semester – V | Batch 2019-22

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

#### Qualitative Feedback:

- 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.



### Comprehensive Responses – MBA – Semester – I | Batch 2021-23

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.57	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.49	0.50
3	The course has adequate learning value for the student.	4.47	0.50
4	The course can be taught within the resources generally available to the institute.	4.49	0.50
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.75	0.43
6	The objectives adequately describe the overall purpose of course.	4.76	0.43
7	The syllabus outcomes and contents are directly linked to objectives.	4.74	0.44
8	The syllabus has adequate space to incorporate contemporary issues.	4.76	0.43
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.68	0.47
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.38	0.49
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.39	0.49
12	The course evaluation components are effective for student's assessment.	4.39	0.49
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.39	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.53	0.50
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.38	0.49
16	The syllabus is inclusive of all students from different education backgrounds.	4.41	0.49
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.38	0.49
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.78	1.11
19	The includes areas that complement other syllabus	4.58	0.50
20	The structure of course outline for semester I are well defined.	4.41	0.49
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.49	0.50

#### Qualitative Feedback:

- First semester courses are linked with the majority of the second semester courses.

#### Key Findings:

- Statements “The course is designed adequately for required competencies enhancement” and “The syllabus has adequate space to incorporate contemporary issues” received a mean of 4.76. It is followed by the statement “The course is designed adequately for required competencies enhancement” with a mean of 4.75.

#### Recommendations:

- NA

### Comprehensive Responses – MBA – Semester – III | Batch 2020-22

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
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	<b>About Course Content/ Syllabus</b>		
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	<b>Overall Course Curriculum</b>		
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 III is 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:

- Very smooth transition from First Year to Specialisation Year with the help of neatly drafted courses.

#### Key Findings:

- The course would help in career development / advancement, progress of student and placement and the syllabus outcomes and contents are directly linked to objectives which received a mean 4.38.

#### Recommendations:

- Case studies should be provided well before semester starts to comprehend the syllabus of course.

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**Report  
COURSE FEEDBACK  
BBA & MBA  
PROGRAMME**

Ba  
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## Background

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

### Course Feedback/Evaluation

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

### Feedback Mechanisms

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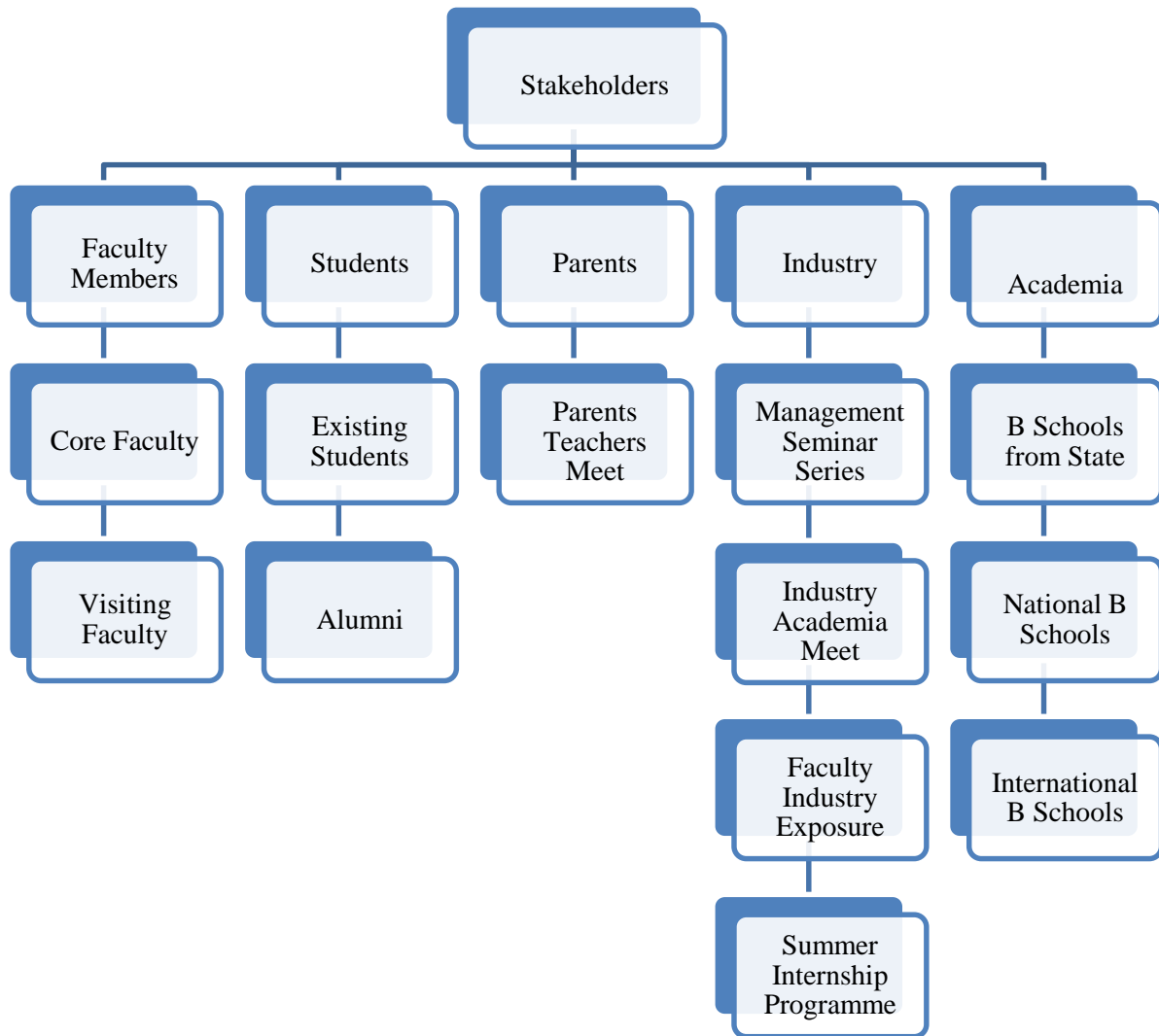
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## FEEDBACK MECHANISM



**Course Feedback / Evaluation**  
**Academic Year 2021-22 – Even Term**

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	II	2021-24	50	With effect from 2021	All Courses
		IV	2020-23	50	With effect from 2020	
		VI	2019-22	40	With effect from 2016	
	MBA / PGDM	II	2021-23	60	With effect from 2020	
		IV	2020-22	45	With effect from 2016	
Alumni	-	-	-	-	-	
Organisation	-	-	-	-	-	
Faculty	-	-	-	-	-	
Parents	-	-	-	--	-	

### Comprehensive Responses – BBA – Semester – II | Batch 2021-24

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.84	0.37
2	The course would help in career development / advancement, progress of student and placement.	4.70	0.46
3	The course has adequate learning value for the student.	4.84	0.37
4	The course can be taught within the resources generally available to the institute.	4.90	0.30
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.40	0.86
6	The objectives adequately describe the overall purpose of course.	4.52	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.34	0.48
8	The syllabus has adequate space to incorporate contemporary issues.	4.46	0.50
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.44
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.34	0.48
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.30	0.46
12	The course evaluation components are effective for student's assessment.	4.36	0.48
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.40	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.36	0.69
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.32	0.68
16	The syllabus is inclusive of all students from different education backgrounds.	4.16	0.37
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.12	0.59
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.32	0.47
19	The includes areas that complement other syllabus	4.48	0.50
20	The structure of course outline for semester I are well defined.	4.42	0.86
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.38	0.70

#### Qualitative Feedback:

- Topics for discussion should be made available to students' well advance in session.

#### Key Findings:

- The statement "The course can be taught within the resources generally available to the institute" received highest mean of 4.90
- It is followed by statements "The course is in harmony with industry standards and requirements" and "The course has adequate learning value for the student" received highest feedback of 4.84.

#### Recommendations:

- Reference books should have Indian Authors also.

### Comprehensive Responses – BBA – Semester – IV | Batch 2020-23

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.73	0.45
2	The course would help in career development / advancement, progress of student and placement.	4.98	0.16
3	The course has adequate learning value for the student.	4.65	0.48
4	The course can be taught within the resources generally available to the institute.	4.43	0.50
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.63	0.74
6	The objectives adequately describe the overall purpose of course.	4.70	0.46
7	The syllabus outcomes and contents are directly linked to objectives.	4.78	0.42
8	The syllabus has adequate space to incorporate contemporary issues.	4.80	0.41
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.83	0.38
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.80	0.41
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.83	0.38
12	The course evaluation components are effective for student's assessment.	4.65	0.48
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.70	0.46
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.58	0.75
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.65	0.74
16	The syllabus is inclusive of all students from different education backgrounds.	4.98	0.16
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.85	0.66
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.50	0.51
19	The includes areas that complement other syllabus.	4.38	0.49
20	The structure of course outline for semester III is well defined.	4.10	0.84
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.45	0.75

#### Qualitative Feedback:

- Foundations of Elective should be there at the end of semester.

#### Key Findings:

- Statements “The course would help in career development / advancement, progress of student and placement” and “The syllabus is inclusive of all students from different education backgrounds’ received highest mean of 4.98.
- It is followed by the statement “The syllabus allows teachers flexibility to plan and deliver program that maximise student learning” with a mean of 4.85.
- It is followed by the statements “The course can be taught within the resources generally available to the institute’ and “The objectives adequately describe the overall purpose of course’ received highest mean of 4.83.

#### Recommendations:

- NA



### Comprehensive Responses – BBA – Semester – VI | Batch 2019-22

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.57	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.49	0.50
3	The course has adequate learning value for the student.	4.47	0.50
4	The course can be taught within the resources generally available to the institute.	4.49	0.50
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.75	0.43
6	The objectives adequately describe the overall purpose of course.	4.76	0.43
7	The syllabus outcomes and contents are directly linked to objectives.	4.74	0.44
8	The syllabus has adequate space to incorporate contemporary issues.	4.76	0.43
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.68	0.47
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.38	0.49
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.39	0.49
12	The course evaluation components are effective for student's assessment.	4.39	0.49
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.39	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.53	0.50
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.38	0.49
16	The syllabus is inclusive of all students from different education backgrounds.	4.41	0.49
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.38	0.49
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.78	1.11
19	The includes areas that complement other syllabus	4.58	0.50
20	The structure of course outline for semester V is well defined.	4.41	0.49
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.49	0.50

#### Qualitative Feedback:

- Second semester courses are linked with the majority of the first semester courses.

#### Key Findings:

- Statements “The course is designed adequately for required competencies enhancement” and “The syllabus has adequate space to incorporate contemporary issues” received a mean of 4.76. It is followed by the statement “The course is designed adequately for required competencies enhancement” with a mean of 4.75.

#### Recommendations:

- NA

### Comprehensive Responses – MBA – Semester – II | Batch 2021-23

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.31	0.67
2	The course would help in career development / advancement, progress of student and placement.	4.21	0.68
3	The course has adequate learning value for the student.	4.24	0.57
4	The course can be taught within the resources generally available to the institute.	4.23	0.59
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.24	0.59
6	The objectives adequately describe the overall purpose of course.	4.17	0.60
7	The syllabus outcomes and contents are directly linked to objectives.	4.20	0.63
8	The syllabus has adequate space to incorporate contemporary issues.	4.25	0.65
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.03	0.66
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.17	0.60
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.06	0.69
12	The course evaluation components are effective for student's assessment.	4.13	0.63
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.06	0.69
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.29	0.68
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.18	0.66
16	The syllabus is inclusive of all students from different education backgrounds.	4.05	0.73
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.26	0.44
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.87	0.86
19	The includes areas that complement other syllabus	4.31	0.66
20	The structure of course outline for semester I are well defined.	4.15	0.66
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.24	0.70
<b>Qualitative Feedback:</b>			
<ul style="list-style-type: none"> <li>• NA</li> </ul>			
<b>Key Findings:</b>			
<ul style="list-style-type: none"> <li>• Statements “The course is in harmony with industry standards and requirements” and “The course includes areas that complement other syllabus’ receives highest mean of 4.31 followed by the statement “The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students” with a mean of 4.29.</li> <li>• Syllabus incorporates contemporary issues.</li> </ul>			
<b>Recommendations:</b>			
<ul style="list-style-type: none"> <li>• NA</li> </ul>			

### Comprehensive Responses – MBA – Semester – IV | Batch 2020-22

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.28	0.70
2	The course would help in career development / advancement, progress of student and placement.	4.16	0.73
3	The course has adequate learning value for the student.	4.18	0.64
4	The course can be taught within the resources generally available to the institute.	4.19	0.63
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.10	0.74
6	The objectives adequately describe the overall purpose of course.	4.02	0.73
7	The syllabus outcomes and contents are directly linked to objectives.	4.06	0.76
8	The syllabus has adequate space to incorporate contemporary issues.	4.13	0.77
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.05	0.65
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.11	0.66
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.01	0.73
12	The course evaluation components are effective for student's assessment.	4.09	0.67
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.03	0.72
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.16	0.84
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.11	0.78
16	The syllabus is inclusive of all students from different education backgrounds.	4.01	0.79
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.23	0.57
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.93	0.87
19	The includes areas that complement other syllabus	4.23	0.77
20	The structure of course outline for semester III is well defined.	4.05	0.78
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.08	0.84
<b>Qualitative Feedback:</b>			
<ul style="list-style-type: none"> <li>More electives should be offered.</li> </ul>			
<b>Key Findings:</b>			
<ul style="list-style-type: none"> <li>Statement “The course is in harmony with industry standards and requirements” receives highest mean of 4.28 followed by the statement “The syllabus allows teachers flexibility to plan and deliver program that maximise student learning” with a mean of 4.23.</li> <li>Each course has a learning value and can be taught by resources available with institute and faculty.</li> </ul>			
<b>Recommendations:</b>			
<ul style="list-style-type: none"> <li>NA</li> </ul>			



**CHARUSAT**  
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY

**FEEDBACK ACTION TAKEN  
REPORT OF  
STAKEHOLDERS  
(2021-22)**

**CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY (CHARUSAT)**

**FACULTY OF MANAGEMENT STUDIES (FMS)**


**INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT (IIIM)**

**Action Taken Report- Course Feedback**

<b>Academic Year</b>	2021-22
<b>Term</b>	(July 2021 to December 2021 & January 2022 to June 2022)
<b>Feedback for</b>	BBA & MBA

On the basis of course feedback received for academic term 2021-22, following actions were discussed and planned for implementation from academic year 2022-23.

1. Revision of whole syllabus structure of BBA Programme.
2. Planning and execution of subject-wise industrial visits and expert sessions.

  
Principal, IIIM, CHARUSAT  
Indukaka Ipcowala Institute of Management  
Charusat Campus, Changa-388 421,  
Ta. Petlad, Di. Anand. (GUJARAT)





**Charotar University of Science and Technology (CHARUSAT)**  
**Faculty of Management Studies (FMS)**  
**Indukaka Ipcowala Institute of Management (I<sup>2</sup>IM)**

**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, 2021 (Saturday) at 11:00 AM** onwards through Offline / Online mode on Google meet platform (Link: part-I <https://meet.google.com/nwq-sory-mne> and (2:30 PM onwards) Part -II : Google meet platform <https://meet.google.com/fjf-rbff-vmv> ) organized from the Conference Room of I<sup>2</sup>IM under the Chairmanship of Prof. (Dr.) Bhaskar Pandya, I/C Dean, Faculty of Management Studies and I/C Principal, I<sup>2</sup>IM with an objective to discuss, provide suggestion, if any, and recommend actions on agenda items.

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

Sr. No.	Name of the Members	Designation and Organization
1	Prof. (Dr.) Bhaskar Pandya	I/C Principal, I <sup>2</sup> IM I/C Dean, FMS, CHARUSAT, Changa
2	Prof (Dr.) Yogesh Joshi	Former Director and Professor, GHPIBM, MBA Programme, S. P. University, V V Nagar
3	Dr. Sanjay Bhayani	Professor & Head, Department of Business Management and Dean, Faculty of Management Studies, Saurashtra University, Rajkot
4	CA. Nikhil Dwivedi	Former Vice-President, HDFC Housing Ltd., Vadodara, Chartered Accountant
5	Dr. M Balaganapathy	Dean, Faculty of Medical Sciences, CHARUSAT Principal, Ashok & Rita Patel Institute of Physiotherapy (ARIP)
6	Dr. Anil Sharma,	Principal, Manikaka Topawala Institute of Nursing (MTIN)
7	Dr. C K Sumesh	I/c Dean, Faculty of Science, CHARUSAT
8	Dr. Rajesh Sadhwani	Faculty Member, I <sup>2</sup> IM
9	Mr. Binit Patel	Faculty Member, I <sup>2</sup> IM

The Following persons were present as the "Invitees"

Sr. No.	Name of the Members	Designation and Organization
1	Dr. Iros Vaja	Chairman, Board of Studies, in English, SU, Rajkot Head, Department of English, Matru Shri Virbaima Mahila College, Rajkot
2	Mr. Kanubhai Patel	A Renowned Artist Hon. Director, CVM College of Fine Arts Resource Person, Liberal Arts, CHARUSAT
3	Er. Sunil Adesara	A Renowned Photographer Resource Person, Liberal Arts, CHARUSAT
4	Dr. Reshma Sable	Faculty Member, I <sup>2</sup> IM
5	Dr. Pranav Desai	Faculty Member, I <sup>2</sup> IM
6	Mr. Snehal Bhatt	Faculty Member, I <sup>2</sup> IM
7	Ms. Kesha Patel	Faculty Member, I <sup>2</sup> IM

**Principal**  
**Indukaka Ipcowala Institute of Management**  
**Charusat Campus, CHANGA-388 421.**  
**Ta. Petlad, Dist. Anand. (GUJARAT)**

*[Handwritten Signature]*



8	Ms. Aarzoo Vahora	Faculty Member, I <sup>2</sup> IM
9	Dr. Kaushik Trivedi	Faculty Member, HSS, I <sup>2</sup> IM
10	Dr. Vijay Makwana	Faculty Member, HSS, I <sup>2</sup> IM

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 same have been (as applicable) incorporated:

- Dr. Vrajala Sapovadia, Former Dean, American University of Nigeria, USA  
Former Faculty, IIM Indore and B K School, Ahmedabad
- Dr. Shailesh Gandhi, Professor, Indian Institute of Management, 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. Atul Patel, Dean, Faculty of Computer Science and Applications and Principal, Smt. Chandaben Mohanbhai Patel Institute of Computer Applications (CMPICA)
- Dr. Manan Raval, Principal, Ramanbhai Patel College of Pharmacy (RPCP)
- Dr. Palash Mandal, (I/c) Principal, P D Patel Institute of Applied Sciences (PDPIAS)
- Dr. Darshan Patel, Principal, B D Patel Institute of Paramedical Sciences

The Chairman - Dr. Bhaskar Pandya welcomed and introduced all the present members and Dr. Reshma Sable, transacted the agenda:

Part -I FMS - Faculty of Management Studies	
Item No.:	Particulars
A	<b>For Information:</b> Minutes of the Meeting of Board of Studies (BOS) and Faculty Board held on September 18, 2020 and to note the approval of the same by <b>21<sup>st</sup> Academic Council</b> held on October 22, 2020 at CHARUSAT
	<b>Proceedings:</b> The members noted the same
	<b>Resolutions:</b> ---
B	For Information, Discussions and Approval:
1 Annexure B1	<b>For Information:</b> The Institute has been ranked <b>5<sup>th</sup> in the Management Category</b> at Gujarat State Institute Rank Framework (GSIRF) 2021 with 4 stars and a CGPA of 3.2 out of 5.
	<b>Proceedings:</b> The Members appreciatively noted the achievement of the institute.
	<b>Resolution:</b> --
2 Annexures B2 - 1 & 2	To discuss, provide suggestions, if any and approve the new Undergraduate Programmes to be offered from <b>academic year 2022-23</b> and their course structures: <b>1) BBA – Business Analytics</b> <b>2) BBA – Entrepreneurship and New Venture Management</b>
	<b>Proceedings:</b> The members discussed the Course Structures in the light of future prospects of the Course and the students enrolled thereon.
	<b>Resolution:</b> The Structures of the Courses were approved and be updated later as and when required. The Dean, FMS was authorised for the purpose.



3 Annexure B3	<p>To discuss, provide suggestions, if any, on the revised Course Structure of BBA Programme and approve the same in the light of (New) <b>National Education Policy (NEP) 2020</b> vis-à-vis University / Institute's Vision(s) and Mission(s) in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Curriculum Design and Development</li> <li>▪ Pedagogical Innovations</li> <li>▪ Online Education and Transfer / consideration of Credits</li> <li>▪ Collaborations with Foreign Universities / Institutes of Repute</li> <li>▪ Faculty Development Initiatives, etc.</li> </ul>
	<p><b>Proceedings:</b> The Members discussed the Revised Course Structure of BBA Programme effective from 2021-22. It was suggested to rename "Apprenticeship" with "Executive Training".</p> <p><b>Resolutions:</b> It was Resolved to approve the Revised Course Structure.</p>
4 Annexure B4	<p>To discuss, Provide suggestions, if any and approve the <b>Ph. D. Course work - Structure and Syllabi</b> effective from 2020-21</p> <p><b>Proceedings:</b> The Members appreciatively acknowledged the Ph. D. Course work Structure and Syllabi effecting from 2020-21.</p> <p><b>Resolutions:</b> It was resolved to approve the Ph. D. Coursework Structure and syllabi. Looking at the diversity of the Ph. D. Coursework Courses, the Dean, FMS has been authorised to make changes as and when required.</p>
5 Annexure B5	<p>To discuss, provide suggestions, if any, and approve the course on <b>Management Concepts and Practices (MCP)</b> to be offered to the students of Faculty of Technology and Engineering</p> <p><b>Proceedings:</b> The Members appreciated the efforts of CDPC in implementing the feedback from the employers and discussed the course Components in details.</p> <p><b>Resolutions:</b> It was resolved to approve the Course on Management Concepts and Practices (MCP) along with the Syllabi (to be offered to the UG Students during Semester 5<sup>th</sup> / 6<sup>th</sup> or at the level required).</p>
6	<p>To discuss / note, provide suggestions on the activities organized / undertaken (<b><u>Draft Annual Report *under preparation</u></b>) by the institute for the following:</p> <ul style="list-style-type: none"> <li>○ Admissions for the Academic Year 2021-22 (UG, PG and Ph. D.)</li> <li>○ Course Revision and Addition</li> <li>○ Teaching Learning Avenues <ul style="list-style-type: none"> <li>• Seminars/ Guest Sessions/ Workshops from Outside Institutes</li> <li>• Bridge Courses</li> <li>• External Resources/ Exposure like Guest Sessions/ Expert Talk</li> </ul> </li> <li>○ Projects and Summer / Organization Training <ul style="list-style-type: none"> <li>• Summer Project Placement <ul style="list-style-type: none"> <li>○ Summer Internship Programme (SIP)</li> <li>○ Organization Attachment Programme (OAP)</li> </ul> </li> <li>• Comprehensive Project –</li> <li>• Interviewing High Profile Person / Personality – Managerial Effectiveness</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Evaluation</li> <li>○ Research, Consultancy and Extension Services <ul style="list-style-type: none"> <li>● MoU Collaboration – Consultancy and Project with VAMNICOM</li> <li>● Faculty Research Projects</li> <li>● Research Papers - Publications and Presentations</li> <li>● Faculty Participation in FDPs, Conference(s) / Seminar(s) / Webinar(s), etc.</li> </ul> </li> <li>○ Workshops / Seminars organized Under <b>Endowment Chair</b> and Distinguished Lecture Series (DLS)</li> <li>○ Institute Community Service</li> <li>○ Library as Learning Resource and other Resources</li> <li>○ CHARUSAT Alumni Association (CAA) – IIIM <ul style="list-style-type: none"> <li>○ Decennial (10 Year) Reunion of MBA (Batch 2008) and Alumni Meet</li> </ul> </li> <li>○ Placement Services Provided to Students - Placement Assistance Programme (PAP)</li> <li>○ Activities of Guidance and Counseling - Mentor-Mentee Programme / Systems</li> </ul>
	<p><b>Proceedings:</b></p> <ul style="list-style-type: none"> <li>● 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 PAP, OAP, SIP and its revised framework and faculty capacity building towards their development and commitment for continuing online education.</li> <li>● The member noted the efforts made towards Online teaching of 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.</li> </ul>
	<p><b>Resolutions:</b></p> <ul style="list-style-type: none"> <li>● The members noted the information with satisfaction especially efforts made under Endowment Chair, CPI and Collaboration with VAMNICOM.</li> </ul>
7	<p>Preparation related to Accreditations</p> <ul style="list-style-type: none"> <li>● National Assessment and Accreditation Council (Univ. Second Cycle)</li> <li>● Academic and Administrative Audit (AAA) (Institute Level)</li> <li>● Centre of Excellence (COE)</li> </ul> <p><b>Proceedings:</b></p> <ul style="list-style-type: none"> <li>● The members noted the information and contribution of the Institute towards all the criteria of various accrediting bodies / organizations.</li> </ul> <p><b>Resolutions:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
8 Annexure B8	<p>To provide inputs, if any, and / or approve the list of Panel of Examiners* for faculty of Management Studies (FMS) for the following:</p> <ul style="list-style-type: none"> <li>● For UG / PG Programmes</li> </ul>



	<ul style="list-style-type: none"> <li>For Ph. D Programme</li> </ul>
	<p><b>Proceedings:</b></p> <ul style="list-style-type: none"> <li>The members noted the same.</li> </ul> <p><b>Resolutions:</b></p> <ul style="list-style-type: none"> <li>The Panel of Examiners was approved and be updated as per the requirements / norms. The Dean, FMS was authorized for the purpose.</li> </ul>
9	<p>To discuss, provide suggestions, if any, on the Project(s) / Activities Carried under <i>Entrepreneurship Development and incubation Cell (EDIC) / CHARUSAT Startup &amp; Innovation Center (CSIC)</i></p> <ul style="list-style-type: none"> <li>A Report on Projects / Activities</li> <li>Future Plan of Action</li> </ul> <p><b>Proceedings:</b></p> <ul style="list-style-type: none"> <li>The members noted the information and deliberated on increasing the student start-ups. Further, the Board emphasized to synergies efforts in this direction.</li> <li>To explore / provide orientation to students in various departments of the university / laboratory.</li> </ul> <p><b>Resolutions:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
10 Annexure B10	<p>To note, discuss, provide suggestions, if any, on the <b>Student Exit Survey / Feedback</b> for the Academic Year 2020-2021</p> <p><b>Proceedings:</b></p> <p>The Member appreciatively noted the Feedback.</p> <p><b>Resolutions:</b></p> <p>--</p>
11 Annexure B11	<p>To note, discuss, provide suggestions, if any, on the <b>Employer Feedback on Curriculum</b> for the Academic Year 2020-2021</p> <p><b>Proceedings:</b></p> <p>The Member appreciatively noted the Feedback.</p> <p><b>Resolutions:</b></p> <p>--</p>
12 Annexure B12	<p>To note, discuss, provide suggestions, if any, on the <b>Alumni Feedback</b> for the Academic Year 2020-2021</p> <p><b>Proceedings:</b></p> <p>The Member appreciatively noted the Feedback.</p> <p><b>Resolutions:</b></p> <p>--</p>
13 Annexure B13	<p>To note, discuss, provide suggestions, if any, on the <b>Feedback on Curriculum (Academic-Teacher-Industry)</b></p> <p><b>Proceedings:</b></p> <p>The Member appreciatively noted the Feedback.</p> <p><b>Resolutions:</b></p> <p>--</p>
14 Annexure B14	<p>To note, discuss, provide suggestions, if any, on the <b>University Question Paper / Result Analysis</b> for the Academic Year 2020-2021</p> <p><b>Proceedings:</b></p> <p>The Member Appreciatively noted the efforts.</p> <p><b>Resolutions:</b></p> <p>--</p>



15	To note, discuss, provide suggestions, if any, on the <b>Mapping of OBE parameters like Course Outcomes / Programme Outcomes as applicable.</b>
	<b>Proceedings:</b> The Member Appreciatively noted the Feedback.
	<b>Resolutions:</b> --
16 Annexure B16 – 1 & 2	For information / note / approval of all the details <b>Circulated and / or Approved through E-mails</b> and / or at Board of Studies (BOS), if any.
	<b>Proceedings:</b> Synopsis and Panel of Examiner of the PhD Research Scholar <b>Mr. Binit Patel</b> (16DRMBA003) was circulated and a few suggestions were received.
	<b>Resolutions:</b> As all suggestions were incorporated and communicated to the concerned Member via email, it was resolved to approve the Synopsis and the Panel of Examiner for submission to the University.
17	Any other item with the permission of the chair

<b>Part -II - FMS- Humanities and Social Sciences (HSS)</b>	
<b>Item No.:</b>	<b>Particulars</b>
1 Annexure P2 – 1	To note, discuss, provide suggestions, if any, for the following: <ul style="list-style-type: none"> <li>Details of HSS Revised Course Structures implemented for all Institutes and Programs across the University (E.g.: A Course on Liberal Arts and CPI)</li> </ul>
	<b>Proceedings:</b> <ul style="list-style-type: none"> <li>The members noted the details and appreciated the online implementation of the Courses on CPI and Liberal Arts.</li> </ul>
	<b>Resolutions:</b> --
2 Annexure P2 – 2	To discuss / note, provide suggestions on the activities organized / undertaken, if any, by the department for the following: <ul style="list-style-type: none"> <li>Teaching, Learning Processes / Pedagogy</li> <li>Research and Extension Activities</li> <li>Student Support and Progression</li> </ul>
	<b>Proceedings:</b> <ul style="list-style-type: none"> <li>The members acknowledged the information and activities presented especially Bridge Courses (offered across University), Essay Competitions, Celebration of International Mother Language Day and Charu-Kavya Dhara</li> </ul>
	<b>Resolutions:</b> <ul style="list-style-type: none"> <li>The information was noted with satisfaction.</li> </ul>
3 Annexure P2 - 3	To discuss, provide suggestions, if any, for the University Examination Result Analysis of the Courses of HSS for the year 2020-21
	<b>Proceedings:</b> <ul style="list-style-type: none"> <li>The information related to Examination, Type of Questions, Linkages with Outcomes, etc. were discussed.</li> <li>The result presented was noted.</li> </ul>
	<b>Resolutions:</b> <ul style="list-style-type: none"> <li>The information was noted, results were reviewed and found satisfactory.</li> </ul>
4 Annexure P2 - 4	To approve, provide suggestions, if any, for the List of Panel of Examiners for Humanities and Social Sciences (HSS) for the University Examinations
	<b>Proceedings:</b> <ul style="list-style-type: none"> <li>The members noted the same.</li> </ul>
	<b>Resolutions:</b>

	<ul style="list-style-type: none"> <li>The Panel of Examiners was approved and be updated as per the requirements / norms. The Dean, FMS was authorized for the purpose.</li> </ul>
5 Annexure P2 - 5	To discuss, provide suggestions on the activities organised under <i>Academy for Graduate Admissions and Competitive Examinations (AGACE)</i>
	<b>Proceedings:</b> <ul style="list-style-type: none"> <li>The members noted the information and stressed to create more awareness among students.</li> </ul>
	<b>Resolutions:</b> <ul style="list-style-type: none"> <li>It was resolved to offer Online Coaching for various Competitive Exams and Admissions (National / International), if required.</li> </ul>
6 Annexure P2 - 6	To discusses plan of action for Academy for English, National and Foreign Languages (AENFL)
	<ul style="list-style-type: none"> <li>French Language - A Status Report</li> </ul>
	<b>Proceedings:</b> <ul style="list-style-type: none"> <li>The information was acknowledged with the fact that the Institute had a full-time faculty member for fostering French Language.</li> </ul>
	<b>Resolutions:</b> <ul style="list-style-type: none"> <li>It was resolved to strengthen efforts for spreading learning of French Language. Further, Courses and activities related to French Language shall be offered Online.</li> </ul>
7	Any other item with the permission of the chair

**Dean, Faculty of Management Studies (FMS)**  
 Principal, Indukaka Ipcowala Institute of Management (I<sup>2</sup>IM)  
 Constituent of Charotar University of Science and Technology (CHARUSAT)

*Bh*

**Principal**  
**Indukaka Ipcowala Institute of Management**  
**Charusat Campus, CHANGA-388 421.**  
**Ta. Petlad, Dist. Anand. (GUJARAT)**