

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

**Report  
COURSE  
FEEDBACK BBA &  
MBA / PGDM  
PROGRAMME**

**Certified By:**



**REGISTRAR  
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY  
CHARUSAT CAMPUS, CHANGA**

## Background

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

The term "evaluation" generally applies to the process of making a value judgment. In education, the term "evaluation" is used in reference to the functions 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.

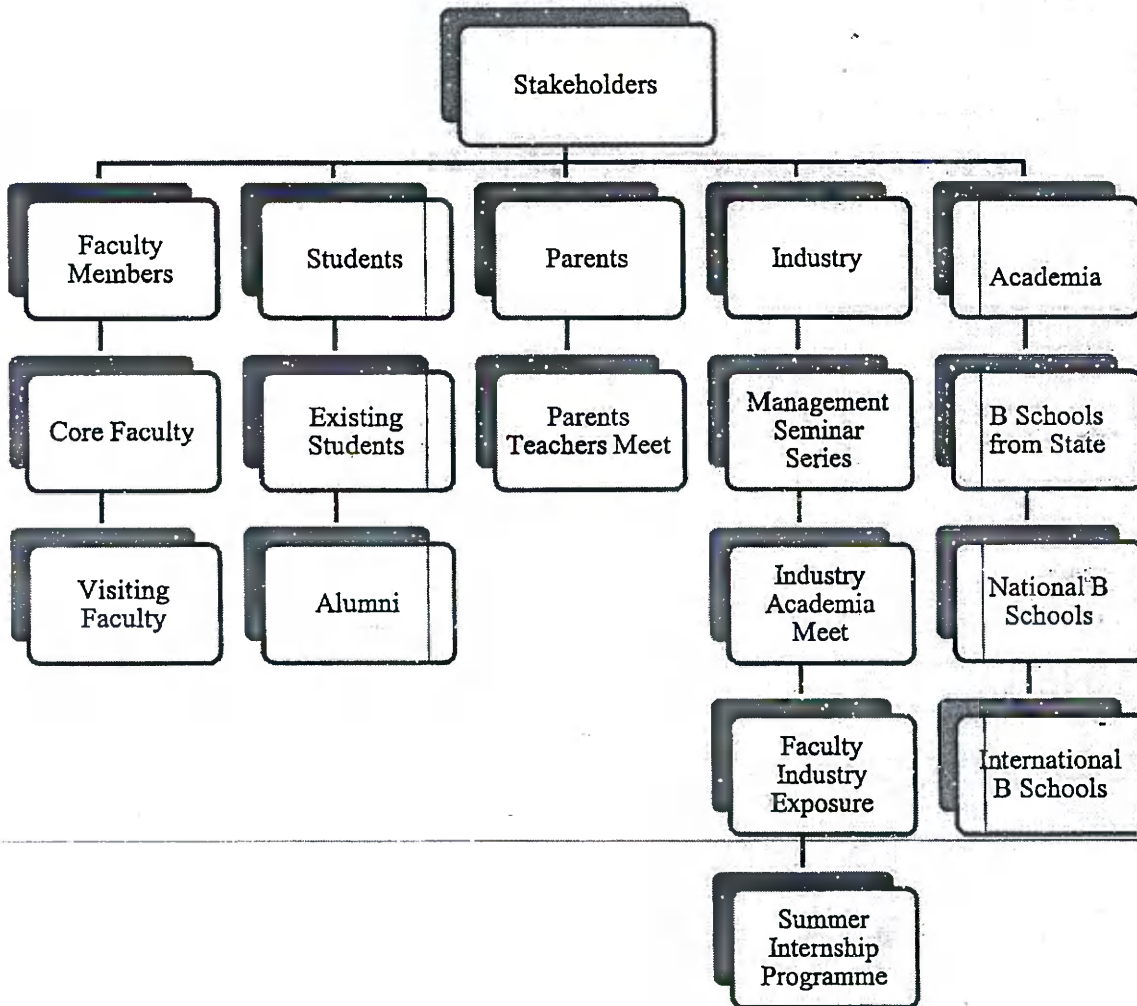
All the feedback forms are distributed during or at the conclusion of each. The forms are analysed by the feedback evaluation team and reports are provided to concerned authorities for any particular changes to be incorporated in syllabus/course content, with a comprehensive summary on feedback received from students.

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# FEEDBACK MECHANISM



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**Course Feedback/Evaluation**  
**Academic Year 2016-17 – Odd Term**

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	I	2016-19	65	With effect from 2016	All Courses
		III	2015-18	50	With effect from 2014	
		V..	2014-17	40	With effect from 2014	
	MBA / PGDM	I	2016-18	100	With effect from 2016	
		III	2015-17	120	With effect from 2014	
Alumni	-	-	-	20	-	
Organisation	-	-	-	15	-	
Faculty	-	-	-	10	-	
Parents	-	-	-	07	-	

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**CHARUSAT CAMPUS, CHANGA**

**Comprehensive Responses – BBA – Semester – I | Batch 2016-19**

Sr.No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.37	0.49
2	The course would help in career development / advancement, progress of student and placement.	4.05	0.21
3	The course has adequate learning value for the student.	4.35	0.48
4	The course can be taught within the resources generally available to the institute.	4.52	0.50
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.45	0.79
6	The objectives adequately describe the overall purpose of course.	4.55	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.34	0.48
8	The syllabus has adequate space to incorporate contemporary issues.	4.43	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.	4.29	0.46
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.	4.34	0.48
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.20	0.73
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.23	0.75
16	The syllabus is inclusive of all students from different education backgrounds.	4.02	0.12
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	3.95	0.57
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.20	0.40
19	The includes areas that complement other syllabus	4.35	0.48
20	The structure of course outline for semester I is well defined.	4.26	0.97
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.23	0.75

**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 – BBA – Semester – III | Batch 2015-18**

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.62	0.60
2	The course would help in career development / advancement, progress of student and placement.	4.86	0.08
3	The course has adequate learning value for the student.	4.76	0.59
4	The course can be taught within the resources generally available to the institute.	4.52	0.76
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.52	0.84
6	The objectives adequately describe the overall purpose of course.	4.60	0.64
7	The syllabus outcomes and contents are directly linked to objectives.	4.90	0.30
8	The syllabus has adequate space to incorporate contemporary issues.	4.00	0.70
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.88	0.44
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.68	0.62
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.84	0.51
12	The course evaluation components are effective for student's assessment.	4.70	0.65
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.78	0.55
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.68	0.65
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.84	0.51
16	The syllabus is inclusive of all students from different education backgrounds.	4.98	0.14
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.92	0.34
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.01	0.49
19	The includes areas that complement other syllabus	4.66	0.63
20	The structure of course outline for semester III is well defined.	4.52	0.71
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.82	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 include d in the syllabus.

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**Comprehensive Responses – BBA – Semester – V | Batch 2014-17**

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.48	0.51
2	The course would help in career development / advancement, progress of student and placement.	4.03	0.16
3	The course has adequate learning value for the student.	4.35	0.48
4	The course can be taught within the resources generally available to the institute.	4.58	0.50
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.45	0.75
6	The objectives adequately describe the overall purpose of course.	4.53	0.51
7	The syllabus outcomes and contents are directly linked to objectives.	4.28	0.45
8	The syllabus has adequate space to incorporate contemporary issues.	4.50	0.51
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.23	0.42
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.	4.30	0.46
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.25	0.71
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.18	0.68
16	The syllabus is inclusive of all students from different education backgrounds.	4.23	0.16
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.25	0.53
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.98	0.42
19	The includes areas that complement other syllabus	4.40	0.50
20	The structure of course outline for semester V is well defined.	4.35	0.92
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.23	0.70

**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 2016-18**

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.10	0.85
2	The course would help in career development / advancement, progress of student and placement.	4.18	0.83
3	The course has adequate learning value for the student.	4.12	0.82
4	The course can be taught within the resources generally available to the institute.	4.02	0.82
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	3.93	0.81
6	The objectives adequately describe the overall purpose of course.	4.01	0.89
7	The syllabus outcomes and contents are directly linked to objectives.	4.10	0.81
8	The syllabus has adequate space to incorporate contemporary issues.	3.97	0.85
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.05	0.83
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.99	0.81
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.02	0.83
12	The course evaluation components are effective for student's assessment.	4.09	0.79
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.02	0.83
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.10	0.77
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.25	0.81
16	The syllabus is inclusive of all students from different education backgrounds.	4.24	0.78
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.14	0.88
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.88	0.82
19	The includes areas that complement other syllabus	4.11	0.83
20	The structure of course outline for semester I is well defined.	4.26	0.85
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.09	0.85

**Qualitative Feedback:**

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

**Key Findings:**

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

**Recommendations:**

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

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**Comprehensive Responses – MBA – Semester – III | Batch 2015-17**

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
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.	4.03	0.83
3	The course has adequate learning value for the student.	4.09	0.72
4	The course can be taught within the resources generally available to the institute.	4.08	0.74
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.	4.50	0.76
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.36	0.76
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.72	0.77
12	The course evaluation components are effective for student's assessment.	4.02	0.73
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	3.94	0.77
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.11	0.85
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.	3.89	0.83
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.14	0.60
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.85	0.60
19	The includes areas that complement other syllabus	4.18	0.79
20	The structure of course outline for semester III is well defined.	3.97	0.80
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.05	0.86

**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 4.72 followed by additional content that can broaden student's learning with a mean of 4.50.
- Each course complements other course.

**Recommendations:**

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

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**Report  
COURSE  
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## Background

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### 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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- Students
- Parents
- Industry
- Academia

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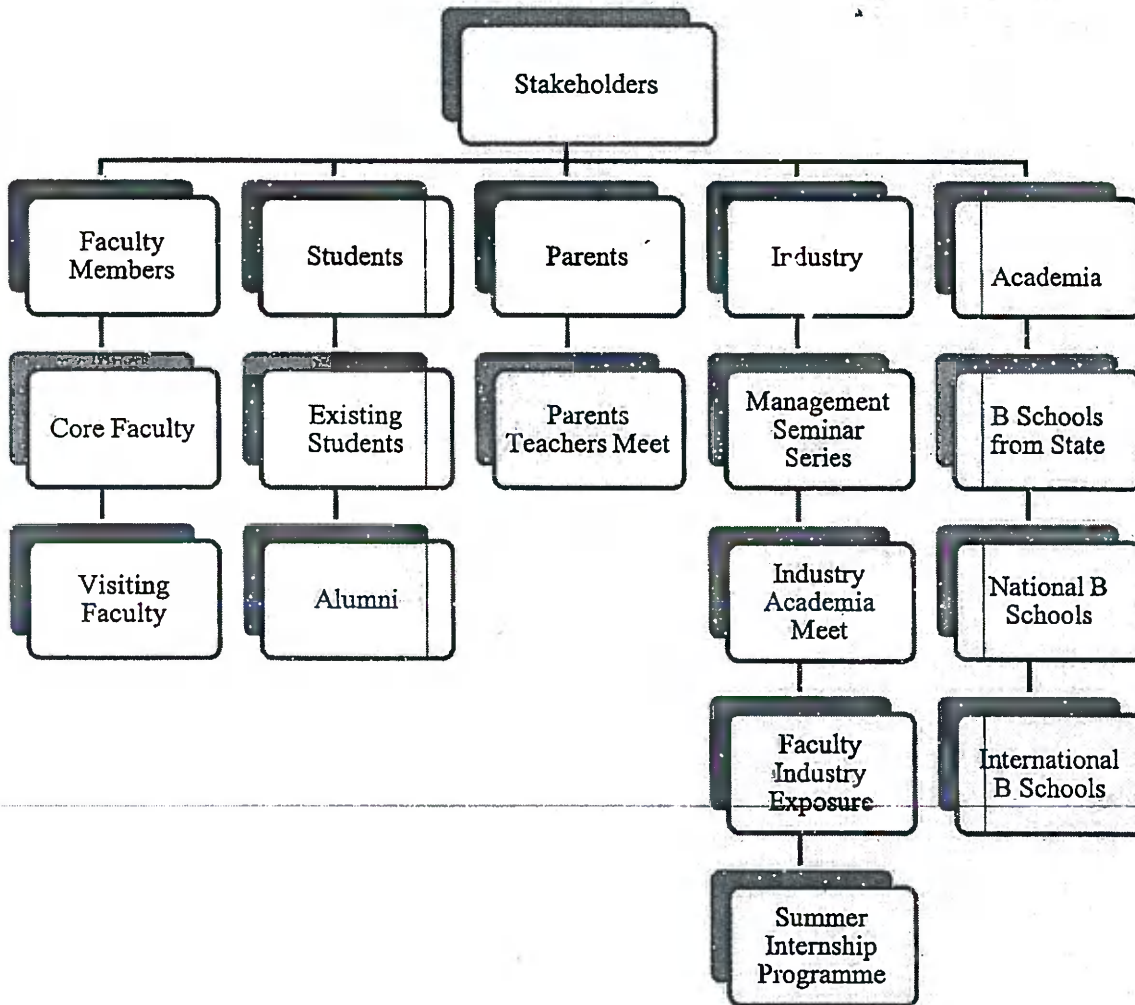
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## FEEDBACK MECHANISM



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**Course Feedback/Evaluation  
Academic Year 2016-17 – Even Term**

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	II	2016-19	65	With effect from 2016	All Courses
		IV	2015-18	50	With effect from 2014	
		VI	2014-17	40	With effect from 2014	
	MBA / PGDM	II	2016-18	100	With effect from 2016	
		IV	2015-17	120	With effect from 2014	
Alumni	-	-	-	12	-	
Organisation	-	-	-	15	-	
Faculty	-	-	-	07	-	
Parents	-	-	-	14	-	

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**Comprehensive Responses – BBA – Semester – II | Batch 2016-19**

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 I, II, III, IV, V & VI are 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

**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 – BBA – Semester – IV | Batch 2015-18**

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.24	0.80
2	The course would help in career development / advancement, progress of student and placement.	4.80	0.61
3	The course has adequate learning value for the student.	4.64	0.66
4	The course can be taught within the resources generally available to the institute.	4.24	0.80
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.30	0.89
6	The objectives adequately describe the overall purpose of course.	4.40	0.73
7	The syllabus outcomes and contents are directly linked to objectives.	4.82	0.48
8	The syllabus has adequate space to incorporate contemporary issues.	4.16	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.76	0.59
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.32	0.82
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.78	0.55
12	The course evaluation components are effective for student's assessment.	4.60	0.67
C	<b>Overall Course Curriculum</b>		
13	The course facilities students for self-learning.	4.60	0.70
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.42	0.78
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.74	0.60
16	The syllabus is inclusive of all students from different education backgrounds.	4.78	0.62
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.70	0.68
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.98	0.76
19	The includes areas that complement other syllabus	4.38	0.78
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.16	0.79
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.70	0.61

**Qualitative Feedback:**

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

**Key Findings:**

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

**Recommendations:**

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

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**Comprehensive Responses – BBA – Semester – VI | Batch 2014-17**

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.53	0.51
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.	4.38	0.74
6	The objectives adequately describe the overall purpose of course.	4.48	0.51
7	The syllabus outcomes and contents are directly linked to objectives.	4.73	0.45
8	The syllabus has adequate space to incorporate contemporary issues.	4.50	0.51
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.78	0.42
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.63	0.49
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.75	0.44
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.	3.75	0.42
19	The includes areas that complement other syllabus	4.60	0.50
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.30	0.91
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.60	0.74

**Qualitative Feedback:**

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

**Key Findings:**

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

**Recommendations:**

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

**Certified By:**



REGISTRAR  
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY  
CHARUSAT CAMPUS, CHANGA



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

Sr No	Statements	Mean	Std. Deviation
A	<b>About Course</b>		
1	The course is in harmony with industry standards and requirements.	4.38	0.49
2	The course would help in career development / advancement, progress of student and placement.	4.45	0.50
3	The course has adequate learning value for the student.	4.33	0.47
4	The course can be taught within the resources generally available to the institute.	4.34	0.48
B	<b>About Course Content/ Syllabus</b>		
5	The course is designed adequately for required competencies enhancement.	4.29	0.46
6	The objectives adequately describe the overall purpose of course.	4.40	0.49
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.	4.34	0.48
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.37	0.49
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.07	0.76
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.11	0.76
12	The course evaluation components are effective for student's assessment.	4.17	0.73
C	<b>Overall Course Curriculum</b>		
13	The course facilitates students for self-learning.	4.35	0.48
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.35	0.48
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.29	0.46
16	The syllabus is inclusive of all students from different education backgrounds.	4.25	0.44
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.46	0.50
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.96	0.45
19	The includes areas that complement other syllabus	4.40	0.49
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.31	0.46
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.41	0.49
<b>Qualitative Feedback:</b>			
<ul style="list-style-type: none"> <li>Very smooth transition from UG level to PG level with the help of neatly drafted courses.</li> </ul>			
<b>Key Findings:</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>Recommendations:</b>			
<ul style="list-style-type: none"> <li>More time to be given to practical subjects and case studies to be provided well before sessions will help to comprehend the syllabus.</li> </ul>			

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**Comprehensive Responses – MBA – Semester – IV | Batch 2015-17**

Sr No	Statements	Mean	Std. Deviation
<b>A</b>			
<b>About Course</b>			
1	The course is in harmony with industry standards and requirements.	4.25	0.74
2	The course would help in career development / advancement, progress of student and placement.	4.17	0.73
3	The course has adequate learning value for the student.	4.18	0.63
4	The course can be taught within the resources generally available to the institute.	4.19	0.63
<b>B</b>			
<b>About Course Content/ Syllabus</b>			
5	The course is designed adequately for required competencies enhancement.	4.20	0.64
6	The objectives adequately describe the overall purpose of course.	4.13	0.64
7	The syllabus outcomes and contents are directly linked to objectives.	4.17	0.67
8	The syllabus has adequate space to incorporate contemporary issues.	4.23	0.68
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	3.98	0.70
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.12	0.65
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
<b>C</b>			
<b>Overall Course Curriculum</b>			
13	The course facilities students for self-learning.	4.03	0.71
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.25	0.72
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.14	0.69
16	The syllabus is inclusive of all students from different education backgrounds.	4.02	0.76
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	3.85	0.44
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.85	0.46
19	The includes areas that complement other syllabus	4.27	0.71
20	The structure of course outline for semester IV is well defined.	4.10	0.70
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.20	0.74

**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.

*Tsh*  
*Bhansal*



**Certified By:**

*[Signature]*  
REGISTRAR  
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY  
CHARUSAT CAMPUS, CHANGA


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

**Action Taken Report – Course Feedback**

<b>Academic Year</b>	2016-17
<b>Term</b>	(July 2016 – December 2016 & January 2017 – June 2017)
<b>Feedback for:</b>	Whole Course (BBA   MBA   PGDM)

On the basis of course feedback received for Odd and Even Term for Academic Year 2016-17, following actions were discussed and planned for implementation from Academic Year 2017-18 Onwards:

1. Presentations were made compulsory in each course.
2. More weightage on Excel for Calculative Subjects in BBA Programme.
3. Case Studies to be discussed in class should be circulated / shared at least a week in advance for through reading of the same.

  
Principal, IIM, CHARUSAT



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CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY  
CHARUSAT CAMPUS, CHANGA

**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 and Faculty Board of Faculty of Management Studies, CHARUSAT was held on August 26, 2017 (Saturday) at 10:30 A.M onwards at the Conference Room of I<sup>2</sup>IM under the chairmanship of Dr. Govind B Dave, Dean, Faculty of Management Studies and Principal, I<sup>2</sup>IM with an objective to discuss, provide suggestions, if any, and recommend the following:

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

Sl. No.:	Name of the Member	Designation and Organization
1	Dr. Govind B Dave	Principal, I <sup>2</sup> IM Dean, FMS, CHARUSAT, Changa
2	Dr. H. J. Jani	Advisor, CHARUSAT
3	Prof. (Dr.) Yogesh Joshi	Director, GHPIBM, MBA Programme, SPU
4	Mr. Ghanshyam Vyas	Vice President, Branch Manager, J. M Financial Services Ltd., Vadodara
5	Dr. Mukesh Patel	Industrialist and Consultant, Ahmedabad
6	Ms. Kirti Makwana	Asst. Professor, I <sup>2</sup> IM
7	Mr. Rajesh Sadhwani	Asst. Professor, I <sup>2</sup> IM
8	Dr. Bhaskar Pandya	HoD, HSS, Associate Professor, I <sup>2</sup> IM

The following persons were present as the 'Invitee':

Sl. No.:	Name of the Member	Designation and Organization
1	Dr. Bela Desai	Associate Professor, Department of English, The M S University of Baroda
2	Dr. Chandrakant Tanna	Associate Professor, S J I Commerce College, Petlad
3	Dr. Pranav Desai	Asst. Professor, I <sup>2</sup> IM
4	Ms. Reshma Sable	Asst. Professor, I <sup>2</sup> IM
5	Mr. Binit Patel	Asst. Professor, I <sup>2</sup> IM
6	Mr. Anil Sharma,	Principal, Manikaka Topawala Institute of Nursing (MTIN)
7	Dr. Anuradha Gajjar	Dean, Faculty of Pharmacy and Principal, RPCP

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CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY  
CHARUSAT CAMPUS, CHANGA

The following members (internal / external / invited) were not able to attend the meeting:

- Mr. Sanket Pradhan Owner, SSP Communications, Knowlarity Communication Pvt. Ltd., Gurgaon (Vadodara)
- Dr. Shailesh Gandhi, Professor, IIMA
- Mr. H. C. Shah, Industry Representative
- Dr. Amit Ganatra, Dean, Faculty of Technology and Engineering, CHARUSAT
- Dr. A. D. Patel, Principal, Chandubhai S Patel Institute of Technology (CSPIT)
- Dr. Atul Patel, Dean, Faculty of Computer Applications and Principal, CMPICA
- Dr. R.V. Upadhyay, Dean, Faculty of Applied Sciences and Principal, PDPIAS
- Dr. M. Balaganapathy, Principal, Ashok and Rita Patel Institute of Physiotherapy (ARIP)

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

Part-I – Faculty of Management Studies (FMS)											
Item No.:	Particulars										
A)	<b>For Information:</b> Minutes of the Meeting of Board of Studies (BOS) and Faculty Board held on August 13, 2016 and note the approval of the same by 14 <sup>th</sup> Academic Council September 23, 2016, CHARUSAT.										
	<i>Proceedings:</i> The members noted.										
	<i>Resolution :</i> ---										
B)	<b>For Information, Discussions and Approval:</b>										
1	To discuss, provide suggestions, if any, on the Introduction of New Electives Streams / Areas / Specialization for Master of Business Administration (MBA) Programme & Post Graduate Diploma in Management (PGDM) Programme to be offered under Faculty of Management Studies (FMS), CHARUSAT. <ul style="list-style-type: none"> <li>• The Proposed New Electives are as under:               <table border="1" data-bbox="507 1205 1327 1406"> <thead> <tr> <th>New Electives / Areas / Specialization</th> <th>Refer to Annexure -1 &amp; 2 Page No.:</th> </tr> </thead> <tbody> <tr> <td>Business Analytics</td> <td>343 and 608</td> </tr> <tr> <td>Project Management</td> <td>359 and 625</td> </tr> <tr> <td>Event Management</td> <td>377 and 643</td> </tr> <tr> <td>Agri-Business Management</td> <td>399 and 664</td> </tr> </tbody> </table> </li> </ul>	New Electives / Areas / Specialization	Refer to Annexure -1 & 2 Page No.:	Business Analytics	343 and 608	Project Management	359 and 625	Event Management	377 and 643	Agri-Business Management	399 and 664
New Electives / Areas / Specialization	Refer to Annexure -1 & 2 Page No.:										
Business Analytics	343 and 608										
Project Management	359 and 625										
Event Management	377 and 643										
Agri-Business Management	399 and 664										
Annexure 1 & 2	<i>Proceedings:</i> The members discussed each of the proposed Elective Streams / Areas of Specialization, its courses / modules / topics in detail and provided the following inputs / suggestions: <ul style="list-style-type: none"> <li>• The Proposed Elective Streams / Areas of Specialization must be offered.</li> <li>• Academic overlapping, if any, within / between courses should be avoided.</li> <li>• From the perspective of the academic competence of aspiring managers / students and need for hands-on training with regards to various discussed Software / Simulations, the number of contact sessions for each module / course can be justified.</li> </ul>										

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	New Electives / Areas / Specialization	Points of Discussions
	Business Analytics	<ul style="list-style-type: none"> <li>• There exists a need for Professionals with Business Analytics Skills for effective and better managerial decision making.</li> <li>• All the courses shall be based on management applications and changes required, if any, shall be made in the respective Course Outline / Name .</li> </ul>
	Project Management	<ul style="list-style-type: none"> <li>• There exists a scope with regards to employability for students specializing in Project Management and the same shall be explored by creating awareness among students community.</li> <li>• Faculty members shall be encouraged to undergo project management training.</li> <li>• The courses, its objectives, scope and target participants / students and its learning outcomes are distinct viz-a-viz that of the existing Project and Infrastructure Management Elective</li> </ul>
	Event Management	<ul style="list-style-type: none"> <li>• The area can be seen as a part of and an extension of Project Management field and may be very specialized / focused with respect to certain industries / sectors.</li> <li>• If possible, in future, a Comprehensive Stream of Project Management can be thought of which shall take into consideration the existing and proposed area of specializations or any such future streams.</li> </ul>
	Agri-Business Management	<ul style="list-style-type: none"> <li>• There is a need for creating Agri-Business perspectives among students and provide them managerial training especially with regards to the regional needs.</li> <li>• The courses offered may be relooked and restructured so as to include a Course on Agriculture Innovations especially with regards to contributions of Dr. Anil Gupta, Former Professor, IIMA, Honey Bee Network   Sristi Foundation</li> </ul>
<p><b>Resolution:</b> The Proposed Elective Streams / Areas of Specialization must be offered. While offering any Elective Stream and / or courses therein; University / Institute Norms</p>		

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 CHARUSAT CAMPUS, CHANGA

	/ Rules / Regulations shall be followed viz-a-viz minimum number of students and keeping in mind the availability of faculty / resource persons.
2	<p>To discuss, provide suggestions, if any, on the Programme Structure / Course Curriculum / Syllabi designed / prepared based on major / minor inputs received from various stakeholders and after the incorporation of New Electives Areas / Steams / Specializations for MBA and PGDM Programmes, Academic Council and University Level Committee(s) constituted for Teaching-Learning and Evaluation related matters during the academic year 2016-17 for all the programmes namely MBA, PGDM and BBA.</p> <ul style="list-style-type: none"> <li>Revised Programme Structure / Course Curriculum / Syllabi for Master of Business Administration (MBA) Programme &amp; Post Graduate Diploma in Management (PGDM) Programme to be offered under Faculty of Management Studies (FMS), CHARUSAT (Annexure - 1 - MBA Programme) (Annexure - 2 - PGDM Programme)</li> <li>Revised Programme Structure / Course Curriculum / Syllabi of BBA Programme offered under Faculty of Management Studies (FMS), CHARUSAT (Annexure - 3 -BBA Programme)</li> </ul>
Annexure -1-3	<p><b>Proceedings:</b> The members discussed each Programme's Course Curriculum, Course Outlines, Modules, related topics and teaching-learning and evaluation in detail and noted / accepted the changes made / proposed in the same.</p> <p><b>Resolution:</b> Each Programmes and its Structure / Course Curriculum / Courses / Modules and teaching-learning and evaluation were recommended for implementation.</p>
3	<p>To discuss, provide suggestions, if any, on the Introduction of One Year Post Graduate Diploma in Management Programmes (One Year PGDM Programme(s)), its Structure(s) / Course Curriculum(s) / Syllabi in the areas / disciplines / sectors mentioned as under: (Annexure - 4)</p> <ul style="list-style-type: none"> <li>One Year Post Graduate Diploma in Management Programmes in <ul style="list-style-type: none"> <li>Marketing Management (PGDM-MM)</li> <li>Financial Management (PGDM-FM)</li> <li>Human Resource Management (PGDM-HRM)</li> <li>Information Technology Management (PGDM-ITM)</li> <li>Health Care Management (PGDM-HCM)</li> <li>Project and Infrastructure Management (PGDM-PIM)</li> <li>Family Business and Entrepreneurship Management (PGDM-FBEM)</li> <li>Tourism &amp; Hospitality Management (PGDM-THM)</li> <li>Journalism &amp; Mass Communication Management (PGDM-JMCM)</li> <li>Business Analytics (PGDM-BA)</li> <li>Project Management (PGDM-PM)</li> <li>Event Management (PGDM-EM)</li> <li>Agri-Business Management (PGDM-ABM)</li> </ul> </li> </ul>
Annexure - 4	<p><b>Proceedings:</b> The members discussed the structural / synchronization aspects of the One Year PGDM Programme with the existing Two Years Full-Time MBA / PGDM Programmes and suggested to offer the Core / Fundamental / Introductory Course like Marketing Management (MM), Financial Management (FM), and Human Resource Management (HRM) in Semester - 1 for PGDM-MM, PGDM-FM and</p>

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	PGDM-HRM Programmes while maintaining the overall programme credits and making changes, if any, for the same.
	<i>Resolution:</i> The New Structure for One Year PGDM-MM, PGDM-FM and PGDM-HRM incorporating the above suggestions / changes and all other proposed PGDMs (ten) shall be offered keeping in view the overall flexibility.
4	To discuss, provide suggestions, if any, on the Introduction of Certificate / Executive Programmes (Duration: 7-8 Weeks and 15-16 Weeks), its Structure(s) / Course Curriculum(s) / Syllabi in the below mentioned areas / disciplines / sectors: ( <i>Annexure – 5</i> ) <ul style="list-style-type: none"> <li>• Certificate / Executive Programme(s) in: <ul style="list-style-type: none"> <li>○ Consumer Behaviour and Communication (C/EP-CBC)</li> <li>○ Customer Based Brand Equity (C/EP-CBBE)</li> <li>○ Corporate Finance and Investment Management (C/EP-CFIM)</li> <li>○ Applied Financial Management (C/EP-AFM)</li> <li>○ Strategic Human Resource Management (C/EP-SHRM)</li> <li>○ Human Resource Development and Industrial Jurisprudence (C/EP-HRDIJ)</li> <li>○ Information Technology Applications and Data Management (C/EP-IADM)</li> <li>○ Data Mining and Information Security (C/EP-DMIS)</li> <li>○ Health Care Operations (C/EP-HCO)</li> <li>○ Hospital Management (C/EP-HoM)</li> <li>○ Infrastructure Management (C/EP-IM)</li> <li>○ Project Financing and Cost-Benefit Analysis (C/EP-PFCBA)</li> <li>○ Entrepreneurship Management (C/EP-EM)</li> <li>○ Management of SMEs and Family Business (C/EP-SMEsFB)</li> <li>○ Tourism Management (C/EP-TM)</li> <li>○ Hospitality Management (C/EP-HM)</li> <li>○ Applied Journalism &amp; Media Studies (C/EP-AJMS)</li> <li>○ Mass Communication Management (C/EP-MCM)</li> <li>○ Data Science Management (CE/PP-DSM)</li> <li>○ Big Data Analytics (CE/PP-BDA)</li> <li>○ Project Planning, Execution and Appraisal (C/EP-PPEA)</li> <li>○ Project Monitoring and Control (C/EP-PMC)</li> <li>○ Management of Events (C/EP-ME)</li> <li>○ Managing Virtual Events (C/EP-MVE)</li> <li>○ Agri-Business (C/EP-AB)</li> <li>○ Agri-Business Strategies (C/EP-ABS)</li> </ul> </li> </ul>
<i>Annexure – 5</i>	<i>Proceedings:</i> The members discussed the importance of Certificate / Executive Development Programme especially with regards to its flexibility (time / place / other aspects) and likely scope to attract executives / students (within the campus and outside) / all those who are interested.
	<i>Resolution:</i> The proposed Certificate / Executive Development Programmes are recommended to be offered from the Academic Year 2018-19 onwards.
5	To discuss, provide suggestions, if any, for the Launching of New Programmes to be offered in association with NSE Academy Limited, Mumbai (NAL) (after entering into an MoU), its Structure, Course Curriculum (based on NSE Academy Ltd. (NAL)) as under: <ul style="list-style-type: none"> <li>○ BBA (Financial Markets) (<i>Annexure – 6</i>)</li> </ul>

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	<p>o MBA (Financial Markets) (Annexure - 7)</p> <p><i>Proceedings:</i> The members discussed the proposals to offer New UG and PG Programmes namely BBA and MBA in Financial Markets in joint collaboration (proposed) with NSE Academy Ltd., Mumbai, its credits share / ratio with regards to General Courses to Specialization Courses along with the need to make necessary adjustments, if any, in academic guidelines / evaluation.</p> <p>The members while discussing the already existing tie-up with NSE Academy Ltd., for NSE Certification Modules - Capital, Derivatives, Dealer, etc. under Academy for Financial Professionals (AFP) - A Unit of Academy of Management Professionals (AMP) of Indukaka Ipcowala Institute of Management (I<sup>2</sup>IM), Faculty of Management Studies (FMS) emphasized Self-Study / Online Mode of Learning (as prevalent) so as to provide much needed flexibility to students.</p> <p><i>Resolution:</i> The proposed New UG and PG Programmes namely BBA and MBA in Financial Markets shall be offered keeping in view the discussed recommendations and statutory / other requirements, if any, for UGC / AICTE / University. However, there should be a provision for awarding 'Certificate' upon completion for each of the Course / Paper / Exam for students from the collaborating body.</p>
Annexure - 6 & 7	<p>6 To discuss, provide suggestions, if any, for the Launching of New Programme of Bachelor of Library and Information Science / Bachelor of Library, information Science and Management), its Structure, Course Curriculum and Teaching-Learning and Evaluation Schemes.</p> <p>o Bachelor of Library and Information Science / Bachelor of Library, Information Science and Management (Annexure - 8)</p>
Annexure - 8	<p><i>Proceedings:</i> The members discussed the proposal to offer Bachelor of Library and Information Science / Bachelor of Library, Information Science and Management under Faculty of Management Studies (FMS) and suggested / provided the following inputs:</p> <ul style="list-style-type: none"> <li>• There exists a scope for employment in Libraries.</li> <li>• To follow the UGC Nomenclature for the programme.</li> <li>• The programme which is being offered under Arts and Science Faculties (Nationally) and Management Faculty (Internationally) and the growing need for Interdisciplinary Learning shall be offered under Management discipline / faculty. However, its acceptability for higher education for programmes like M.Lib, M.Phil or Ph.D. shall be studied.</li> <li>• A proposal for M.Lib., M.Phil., and Ph.D. shall be submitted providing scope for students to undertake PG and Doctoral studies in Library Information Management at CHARUSAT.</li> </ul> <p><i>Resolution:</i> The proposed Programme of Bachelor of Library and Information Science / Bachelor of Library, Information Science and Management under Faculty of Management Studies (FMS), CHARUSAT shall be offered from the academic year 2018-19 onwards.</p>
7	<p>To discuss, provide suggestions, if any, for Management Courses based on the following:</p> <ul style="list-style-type: none"> <li>• Result Analysis for the Academic Year 2016-17 (Annexure - 9)</li> <li>• University / Internal Examination Question Papers with respect to Format</li> </ul>

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	<p>/ Style, Level of Difficulty, and Errors or Omissions found therein, if any, for UG and PG Programmes (Annexure – 10(a))</p> <ul style="list-style-type: none"> <li>Brief note on Feedback on Question Papers from Conveners /Paper Setters/ Examiners and External Examiners (Annexure – 10(b))</li> </ul>																								
Annexure - 9 & 10(a), (b)	<p><b>Proceedings:</b> The members noted the same and opined to try Open-Book Examination based on past experiences.</p> <p><b>Resolution:</b> The information was noted. However, it was insisted to have zero errors in all the Question Papers/ Marking Schemes, Invigilation and Assessments.</p>																								
8	<p>To approve the Synopsis of Mr. Devang Joshi, Research Scholar (ID. No.: 10DRMBA001), Registrar, CHARUSAT was submitted on March 15, 2017 after approval from Doctoral Advisory Committee meeting held on February 20, 2017.</p> <ul style="list-style-type: none"> <li>The Synopsis is presented for suggestions, if any, and / or approval. (Annexure – 11(a))</li> <li>To approve the List of Panel of Examiners for Ph.D. Thesis Examination (Annexure – 11 (b))</li> </ul>																								
Annexure - 11(a) (b)	<p><b>Proceedings:</b> The members discussed the contents of the Synopsis and List of Panel Members for Thesis Examinations.</p> <p><b>Resolution:</b> The Synopsis was accepted and approved. The Research Scholar can submit the Thesis as per University Guidelines. The List of Panel of Examinations was approved for further actions. The same Panel List can be used in future too.</p>																								
9	<p>To 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 (Annexure – 12)</li> <li>For B. Lib Programme (Annexure – 13)</li> </ul>																								
Annexure – 12 & 13	<p><b>Proceedings:</b> The members noted the same.</p> <p><b>Resolution:</b></p> <ul style="list-style-type: none"> <li>For UG/ PG Programmes, the Panel of Examiners can be updated as and when required. The Dean, FMS is authorized for the same.</li> </ul>																								
10	<p>To discuss/note, provide suggestions on the activities organized / undertaken, if any, by the institute for the following:</p> <ul style="list-style-type: none"> <li>The Annual Report (2016-17) of the Institute containing Important initiatives / activities: (Annexure -14)</li> </ul>																								
	<table border="1"> <thead> <tr> <th>Sl. No.:</th> <th>Particulars</th> <th>Annexure – 14 Page No.:</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;"><b>Curriculum Development</b></td> </tr> <tr> <td>1</td> <td>Course Curriculum Feedback from Stakeholders</td> <td>52</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Teaching Learning Avenues</b></td> </tr> <tr> <td>2</td> <td>External Seminars/ Guest Sessions/ Workshops organised under Management Seminar Series</td> <td>06</td> </tr> <tr> <td>3</td> <td>Industrial Visits</td> <td>11</td> </tr> <tr> <td>4</td> <td>Students Seminars and Conference Participation</td> <td>11</td> </tr> <tr> <td>5</td> <td>Bridge/ Certificate Courses</td> <td>12</td> </tr> </tbody> </table>	Sl. No.:	Particulars	Annexure – 14 Page No.:	<b>Curriculum Development</b>			1	Course Curriculum Feedback from Stakeholders	52	<b>Teaching Learning Avenues</b>			2	External Seminars/ Guest Sessions/ Workshops organised under Management Seminar Series	06	3	Industrial Visits	11	4	Students Seminars and Conference Participation	11	5	Bridge/ Certificate Courses	12
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Annexure – 14	<i>Proceedings:</i> The members noted all the information with deep sense of satisfaction.		
	<i>Resolution:</i> It was resolved to consolidate the academic aspects and sustain the relevant activities.		
11	For information/notc/approval of all the details circulated through E-mails, if any.		
	<i>Proceedings:</i> The members noted the same.		
	<i>Resolution:</i> --		
12	Any other item with the permission of the chair		

Certified By:

  
 REGISTRAR  
 CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY  
 CHARUSAT CAMPUS, CHANGA

Part – II – FMS - Humanities and Social Sciences (HSS)	
Item No.	Particular(s)
1	To discuss, provide suggestions, if any, and approve new Structure of Courses along with the revised syllabi and schemes – Teaching, Evaluation and Marking offered by Department of Humanities and Social Sciences (HSS) under Faculty of Management Studies to various other faculties of the university and its constituent institutes / departments for respective UG/ PG Programs at different Semesters (to be effective from the academic year 2017-18) (Annexure – 1)
Annexure – 1	<i>Proceedings:</i> The members discussed the structure of courses and syllabi that are redesigned / revised.
	<i>Resolution:</i> The same has been approved and recommended with 3 Changes upon the requests made by the Principal, Manikaka Topawala Institute of Nursing and the Principal, Ramanbhai Patel College of Pharmacy: 1) Syllabi of Semester 5 and 6 to be offered to B Sc Nursing Students are now to be offered to Semester 7 and 8 Students of B Sc Nursing Program 2) HS 129 Sociology should continue to be offered to the Students of 4 <sup>th</sup> Semester B Sc Nursing Program 3) As per the Pharmacy Council of India (PCI) recommendations, a Course on Communication Skills (Theory + Practical) be offered to the First Semester Students of B Pharm Program and subsequently, a Course on Communication Skills – 1 be removed from their structure and old Course – English Language and Literature be offered to the students instead.
2	To discuss, provide suggestions, if any, for the University Examination Question Papers (2016-17) of the Course Structure of HSS with respect to Format / Style, Level of Difficulty, and Errors or Omissions found therein, if any, for UG and PG Programs and also with reference to the feedback received from the Conveners / Examiners and External Examiners (Annexure – 2 A & B)
Annexure – 2 A & B	<i>Proceedings:</i> The members noted the same.
	<i>Resolution:</i> The question papers were reviewed and found okay.
3	To discuss, provide suggestions, if any, for the University Examination Result Analysis of the Courses of HSS for the year 2016-17 (Annexure – 3)
Annexure – 3	<i>Proceedings:</i> The members noted the same.
	<i>Resolution:</i> The results were reviewed and found satisfactory.
4	To approve, provide suggestions, if any, for the List of Panel of Examiners for Humanities and Social Sciences (HSS) for the University Examinations (Annexure – 4)
Annexure – 4	<i>Proceedings:</i> The members studied the same.
	<i>Resolution:</i> Present Panel of Examiners has been approved. It might need to be updated as and when required. Hence, the Dean, FMS is authorized for the same.
5	Any other item with the permission of the Chair



Certified By:

REGISTRAR

CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY  
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