Feedback Analysis 2015-16
- ODD SEMESTER

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 / PGDM
PROGRAMME

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

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^2IM, FMS, CHARUSAT are subject to ongoing monitoring and evaluation of content and course delivery mechanisms.

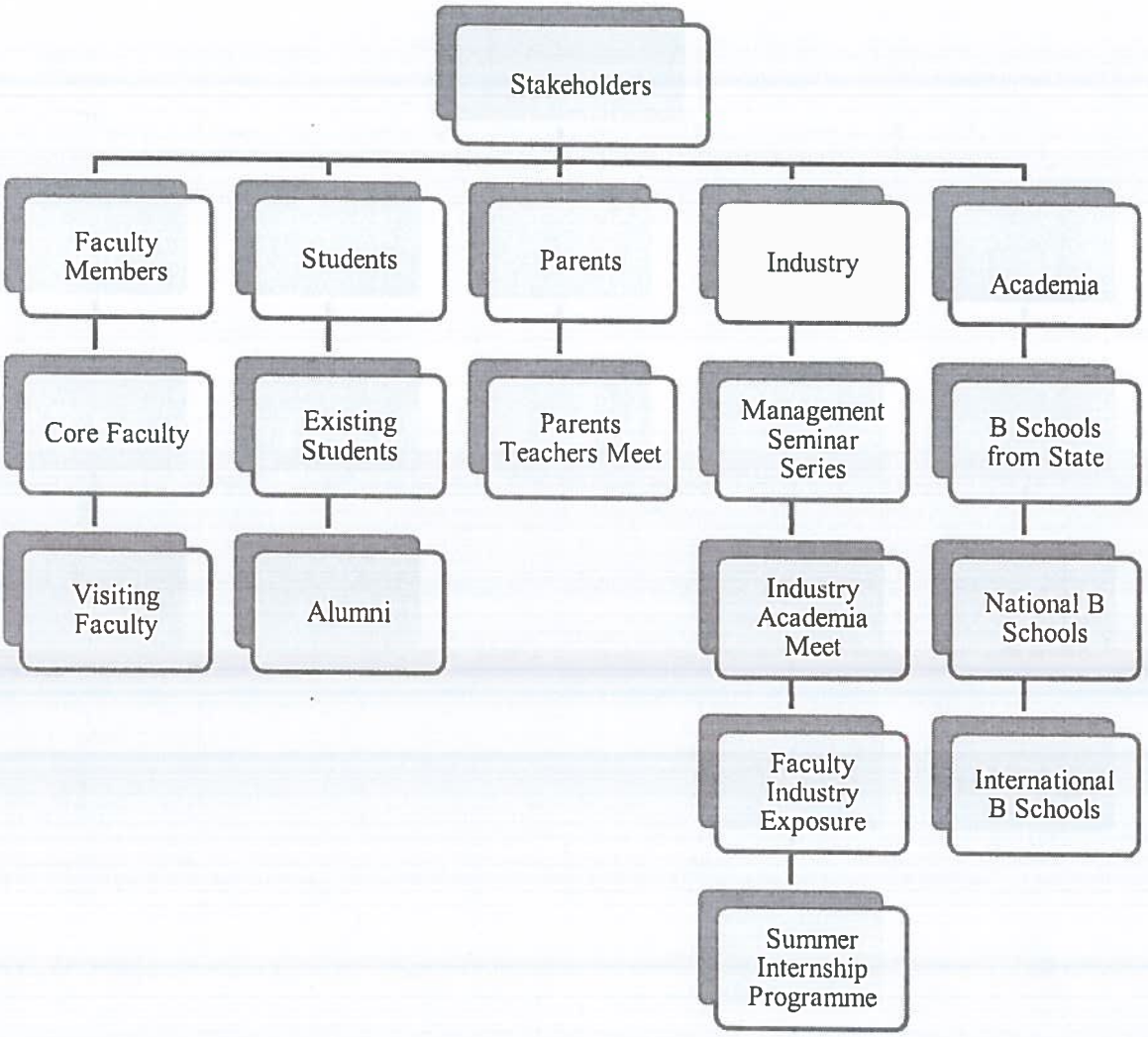
Feedback Mechanisms

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

- Faculty Members
- Students
- Parents
- Industry
- Academia

***Faculty Feedback*:** Teachers are provided with opportunities for evaluation/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.
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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 2015-16 – Odd Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	I	2015-18	50	With effect from 2014	All Courses
		III	2014-17	40	With effect from 2014	
	MBA / PGDM	I	2015-17	120	With effect from 2014	
		III	2014-16	120	With effect from 2014	
Alumni	-	-	-	05	-	
Organisation	-	-	-	10	-	
Faculty	-	-	-	08	-	
Parents	-	-	-	10	-	

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.42	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.04	0.20
3	The course has adequate learning value for the student.	4.38	0.49
4	The course can be taught within the resources generally available to the institute.	4.56	0.50
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.40	0.86
6	The objectives adequately describe the overall purpose of course.	4.38	0.73
7	The syllabus outcomes and contents are directly linked to objectives.	4.12	0.75
8	The syllabus has adequate space to incorporate contemporary issues.	4.30	0.74
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.04	0.70
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.16	0.71
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.10	0.71
12	The course evaluation components are effective for student's assessment.	4.36	0.48
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.32	0.47
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.26	0.66
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.44	0.70
16	The syllabus is inclusive of all students from different education backgrounds.	3.98	0.25
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.02	0.77
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.06	0.59
19	The includes areas that complement other syllabus	4.24	0.66
20	The structure of course outline for semester I is well defined.	4.22	0.95
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.30	0.68

Qualitative Feedback:

- NA

Key Findings:

- Statement "The course can be taught within the resources generally available to the institute' received highest feedback of 4.56.
- It is followed by statement "The course is in harmony with industry standards and requirements" with average mean of 4.42.

Recommendations:

- Advanced excel should be taught.

Comprehensive Responses – BBA – Semester – III | Batch 2014-17

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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 III is 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

Qualitative Feedback:

- Very nicely drafted syllabus with interlinking of learning's.

Key Findings:

- 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.
- 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.

Recommendations:

- NA

Comprehensive Responses – MBA / PGDM – Semester – I | Batch 2015-17

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.43	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.36	0.48
3	The course has adequate learning value for the student.	4.31	0.46
4	The course can be taught within the resources generally available to the institute.	4.31	0.46
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.33	0.47
6	The objectives adequately describe the overall purpose of course.	4.28	0.45
7	The syllabus outcomes and contents are directly linked to objectives.	4.32	0.47
8	The syllabus has adequate space to incorporate contemporary issues.	4.37	0.48
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.	4.28	0.45
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.27	0.44
12	The course evaluation components are effective for student's assessment.	4.28	0.45
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.27	0.44
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.42	0.50
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.32	0.47
16	The syllabus is inclusive of all students from different education backgrounds.	4.29	0.46
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.	4.31	0.46
19	The course includes areas that complement other syllabus.	4.42	0.50
20	The structure of course outline for semester I is well defined.	4.30	0.46
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.39	0.49

Qualitative Feedback:

- First semester courses are linked with the graduation courses of management.

Key Findings:

- Statement "The course is in harmony with industry standards and requirements" received a mean of 4.43. It is followed by the statements "The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students" and "The course includes areas that complement other syllabus" with a mean of 4.42.

Recommendations:

- Advanced case studies should be given to students to prepare it thoroughly.

Comprehensive Responses – MBA /PGDM – Semester – III | Batch 2014-16

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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 course 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

Qualitative Feedback:

- More electives should be offered.

Key Findings:

- 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.
- Each course has a learning value and can be taught by resources available with institute and faculty.

Recommendations:

- NA

Principal
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Feedback Analysis 2015-16
- EVEN SEMESTER

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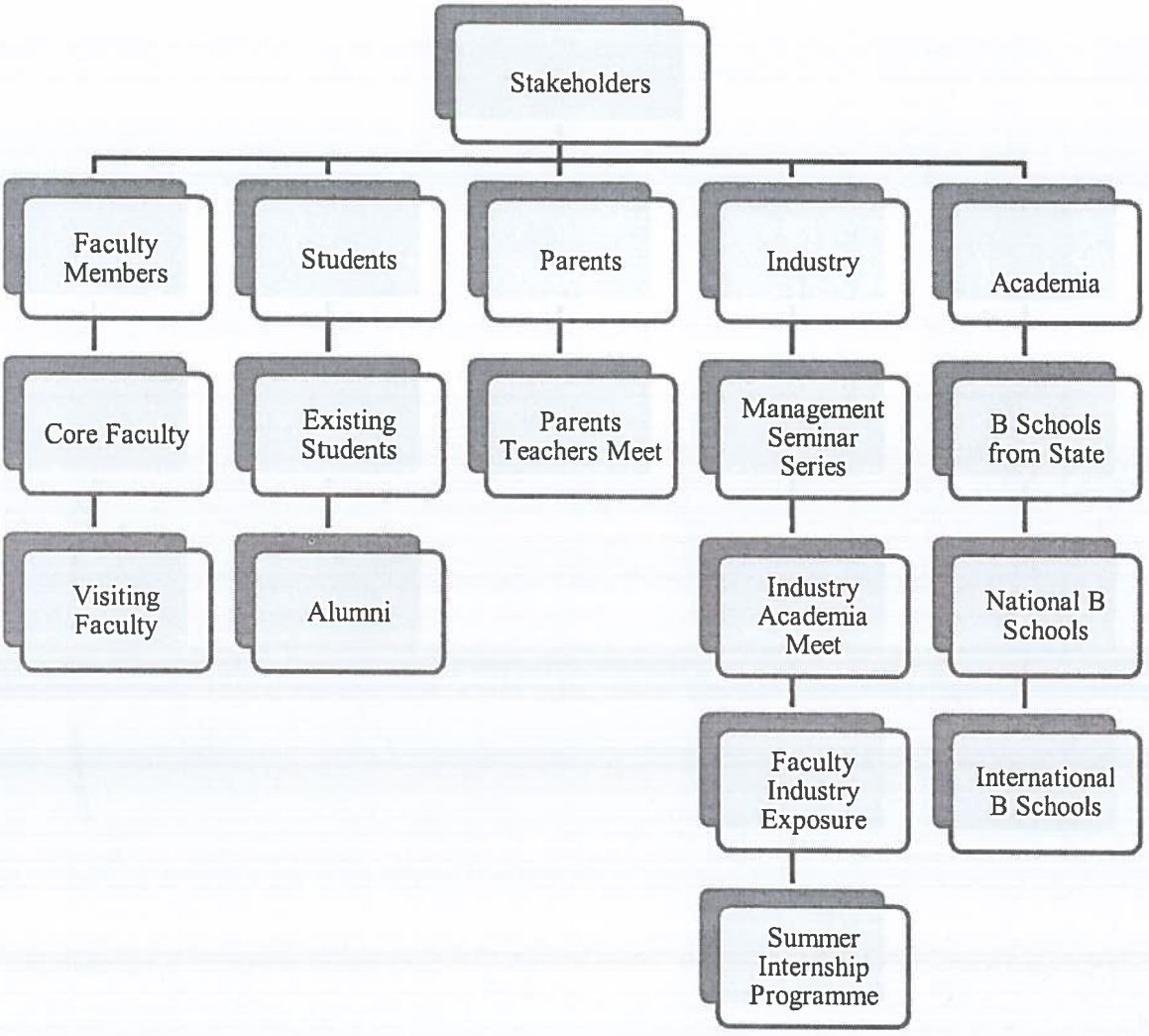
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FEEDBACK MECHANISM



Course Feedback / Evaluation
Academic Year 2015-16 – Even Term

Feedback Group	Programme	Semester	Batch	No. of Respondents	Course Curriculum/ Syllabus	Feedback on
Students	BBA	II	2015-18	50	With effect from 2014	All Courses
		IV	2014-17	40	With effect from 2014	
	MBA / PGDM	II	2015-17	120	With effect from 2014	
		IV	2014-16	120	With effect from 2014	
Alumni	-	-	-	10	-	
Organisation	-	-	-	15	-	
Faculty	-	-	-	10	-	
Parents	-	-	-	05	-	

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.40	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.36	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 is well defined.	4.42	0.86
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.38	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 2014-17

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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 – MBA / PGDM – Semester – II | Batch 2015-17

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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 course includes areas that complement other syllabus.	4.58	0.50
20	The structure of course outline for semester I 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 475.

Recommendations:

- NA

Comprehensive Responses – MBA /PGDM – Semester – IV | Batch 2014-16

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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 course includes areas that complement other syllabus.	4.31	0.66
20	The structure of course outline for semester III is 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

Qualitative Feedback:

- NA

Key Findings:

- 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.
- Syllabus incorporate contemporary issues.

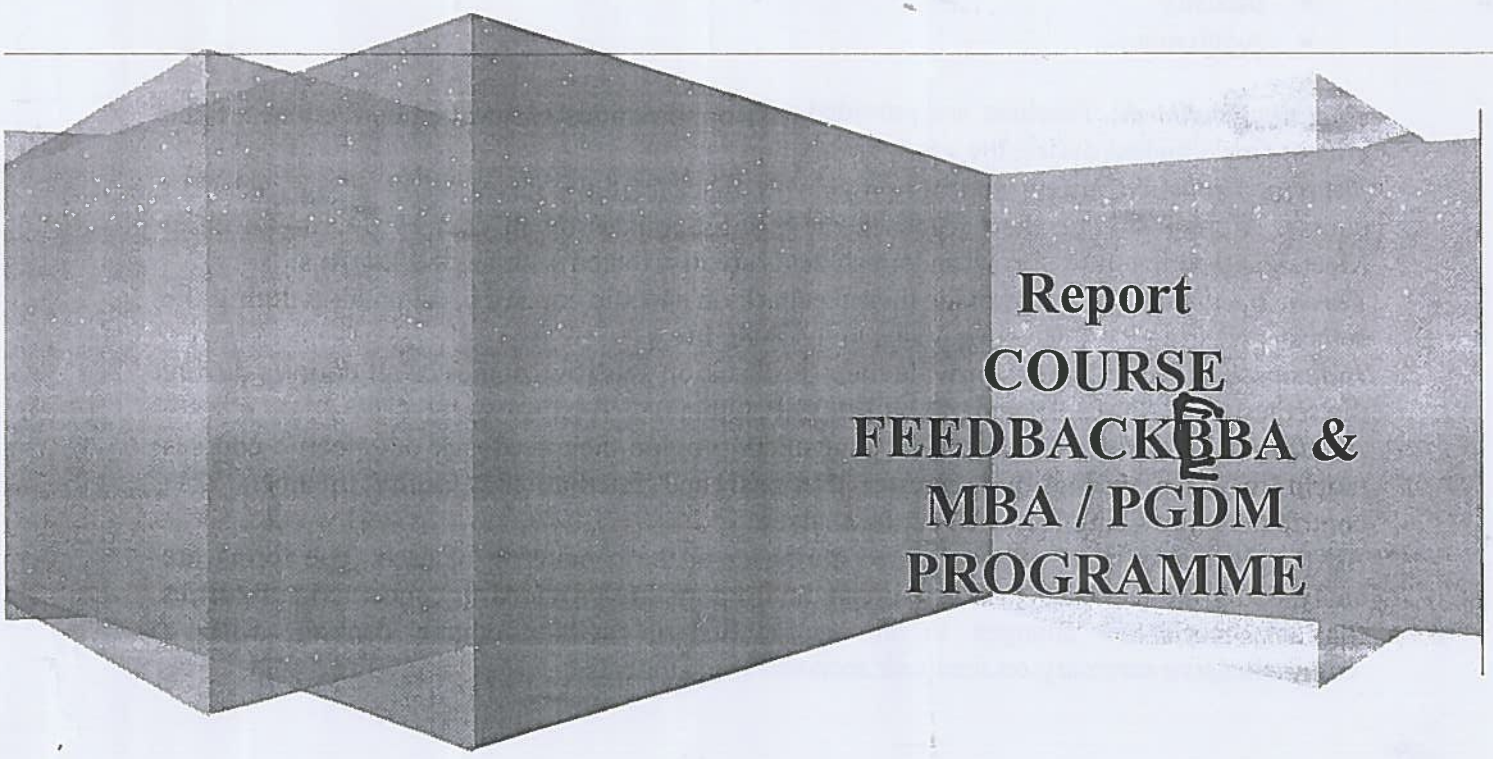
Recommendations:

- NA

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

Feedback Analysis 2016-17
- ODD SEMESTER

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

Background

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

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

Objectives of Course Feedback/Evaluation:

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

Course Feedback/Evaluation

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

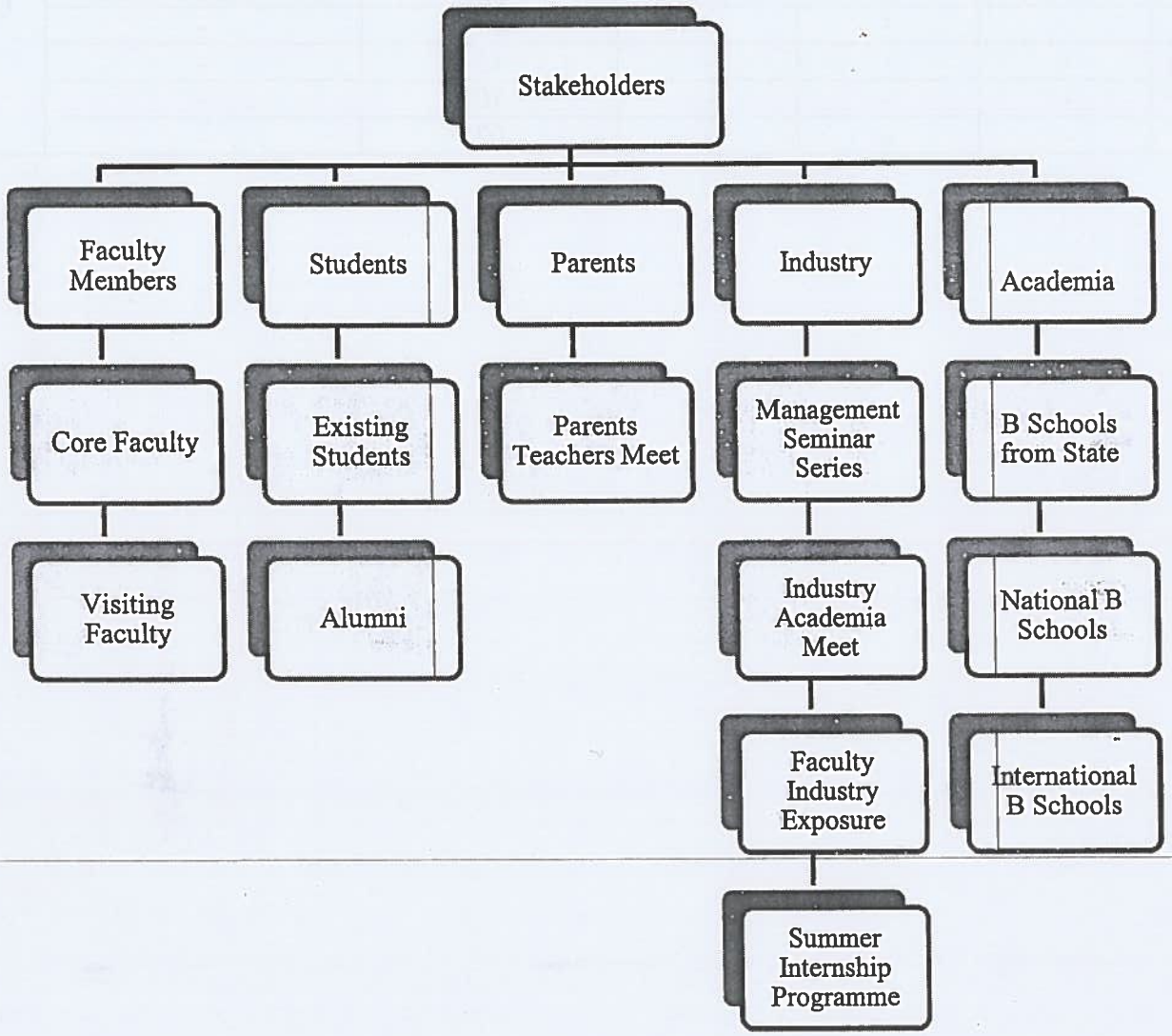
Feedback Mechanisms

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

- Faculty Members
- Students
- Parents
- Industry
- Academia

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

FEEDBACK MECHANISM



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	-	

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

Sr. No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.37	0.49
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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.

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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 included in the syllabus.

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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.

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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.

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.13	0.85
2	The course would help in career development / advancement, progress of student and placement.	4.03	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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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.

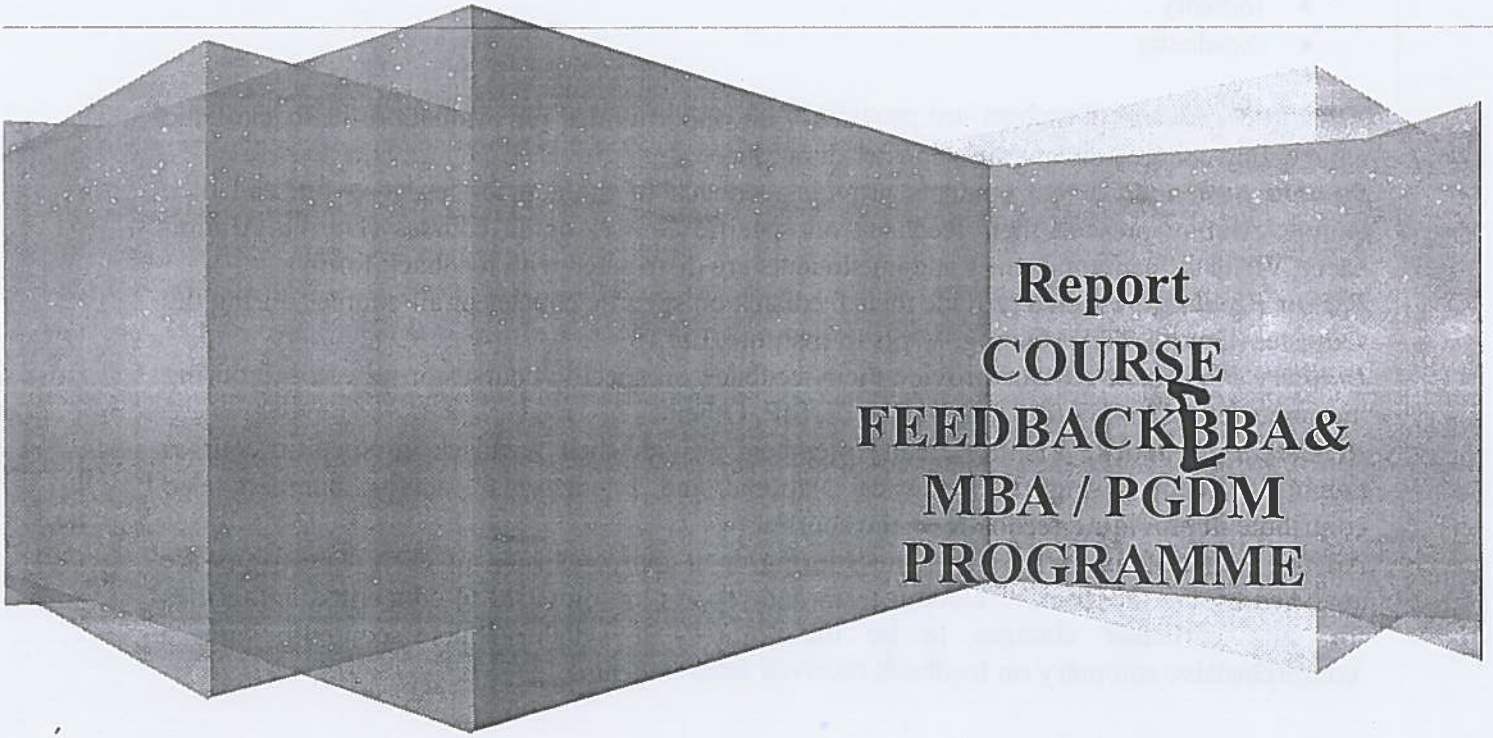
Recommendations:

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

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

Feedback Analysis 2016-17
- EVEN SEMESTER

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

Background

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

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

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- To understand the specific strengths and weaknesses of a course/curriculum and its implementation;
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Course Feedback/Evaluation

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

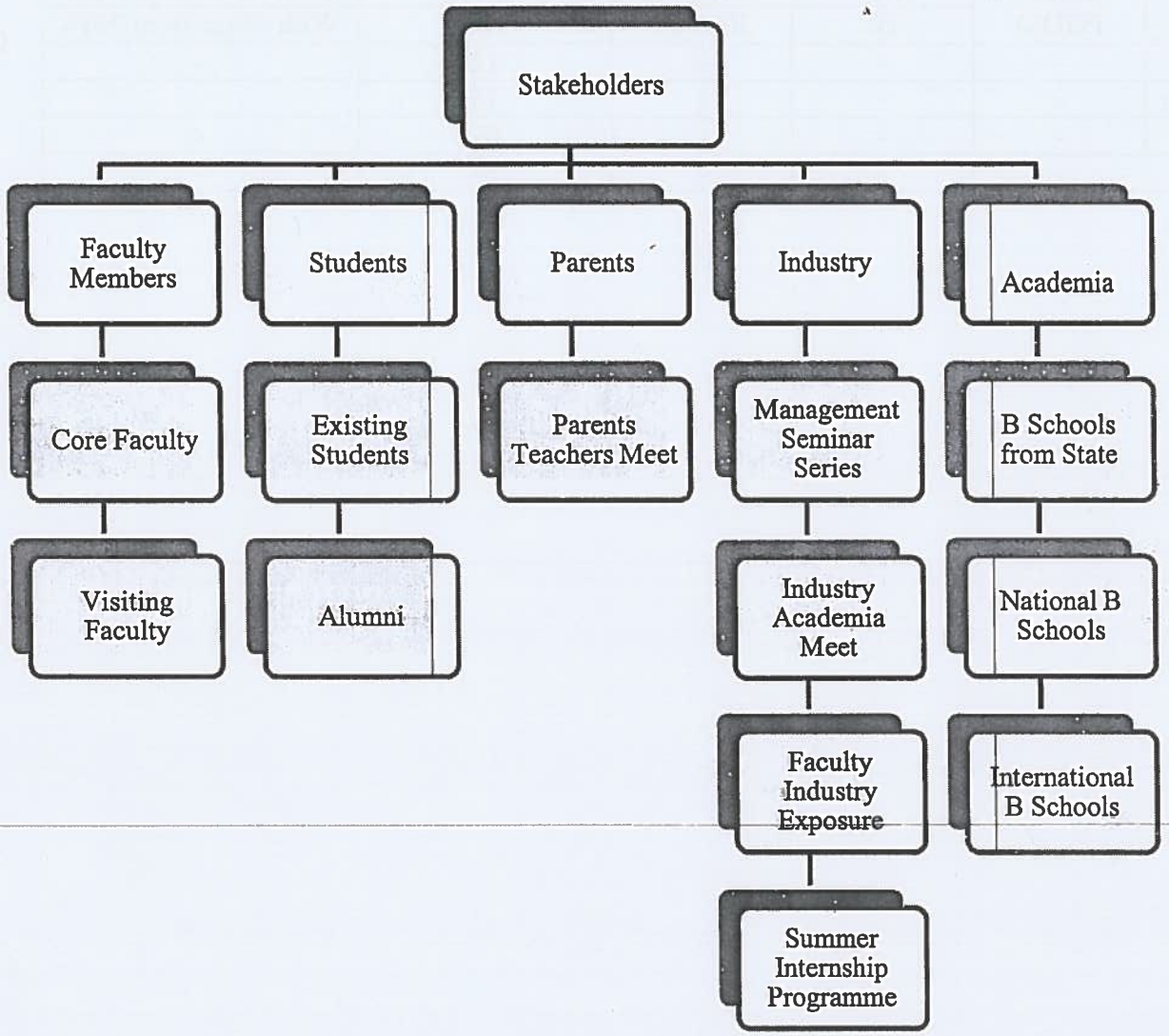
Feedback Mechanisms

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

- Faculty Members
- Students
- Parents
- Industry
- Academia

Faculty Feedback: Teachers are provided with opportunities for evaluation/feedbackof the course they conduct during the semester/duration.
Student feedback:Current students provide feedback of the courses learnt at the end of a course. Alumni provide their feedback on specific courses or all courses (During Alumni Meet, Visits to Institute, Etc.) Random students are distributed with feedback forms.
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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 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	-	

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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.

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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.

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
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.

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.38	0.49
2	The course would help in career development / advancement, progress of student and placement.	4.45	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	**About Course Content/ Syllabus**		
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	**Overall Course Curriculum**		
13	The course facilities 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

Qualitative Feedback:

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

Key Findings:

- Course helps in career advancement received received a mean of 4.45. It is followed by the statement "course is inclusive of different education background with a mean of 4.35.

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
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	**About Course Content/ Syllabus**		
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
C	**Overall Course Curriculum**		
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.

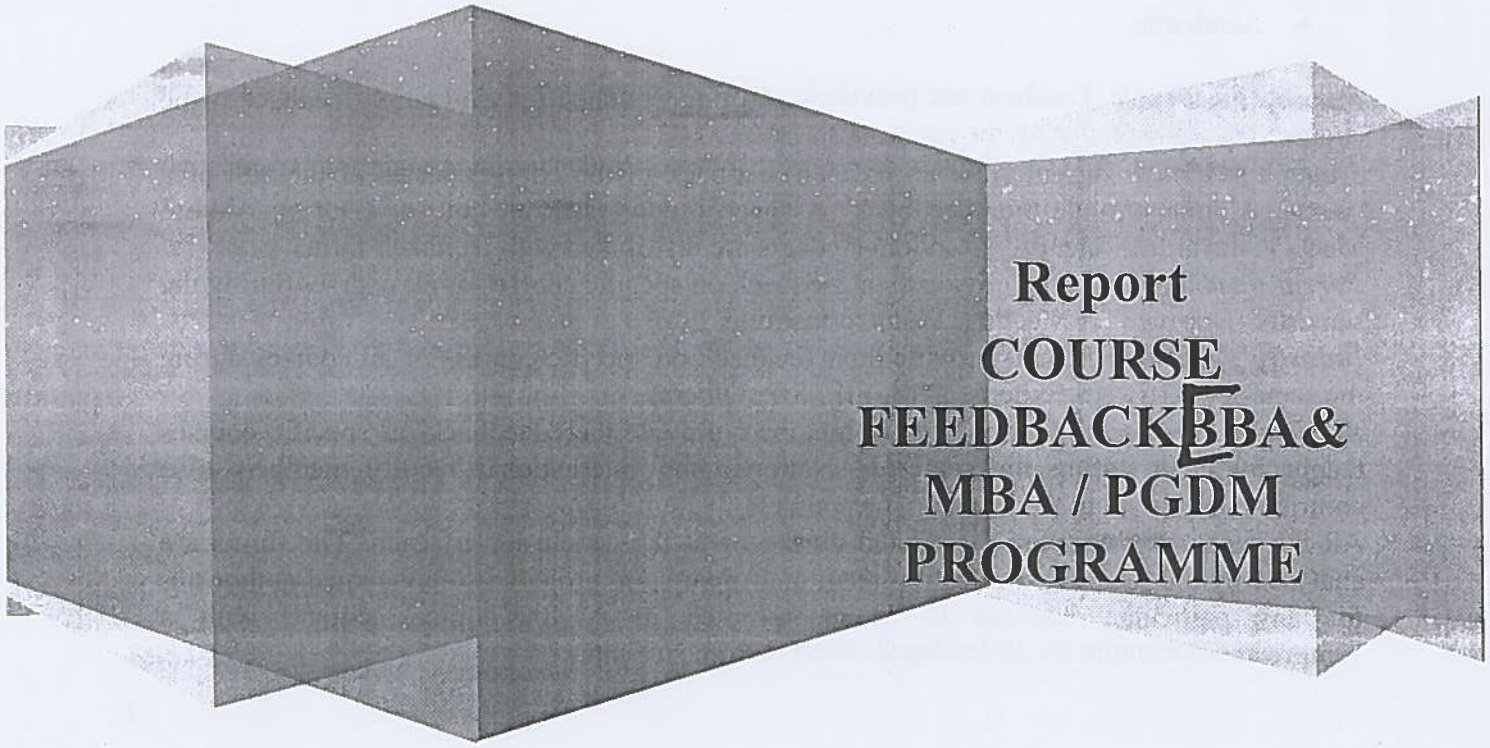
Recommendations:

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

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

Feedback Analysis 2017-18
- ODD SEMESTER

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

Background

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

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

Objectives of Course Feedback/Evaluation:

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

Course Feedback/Evaluation

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

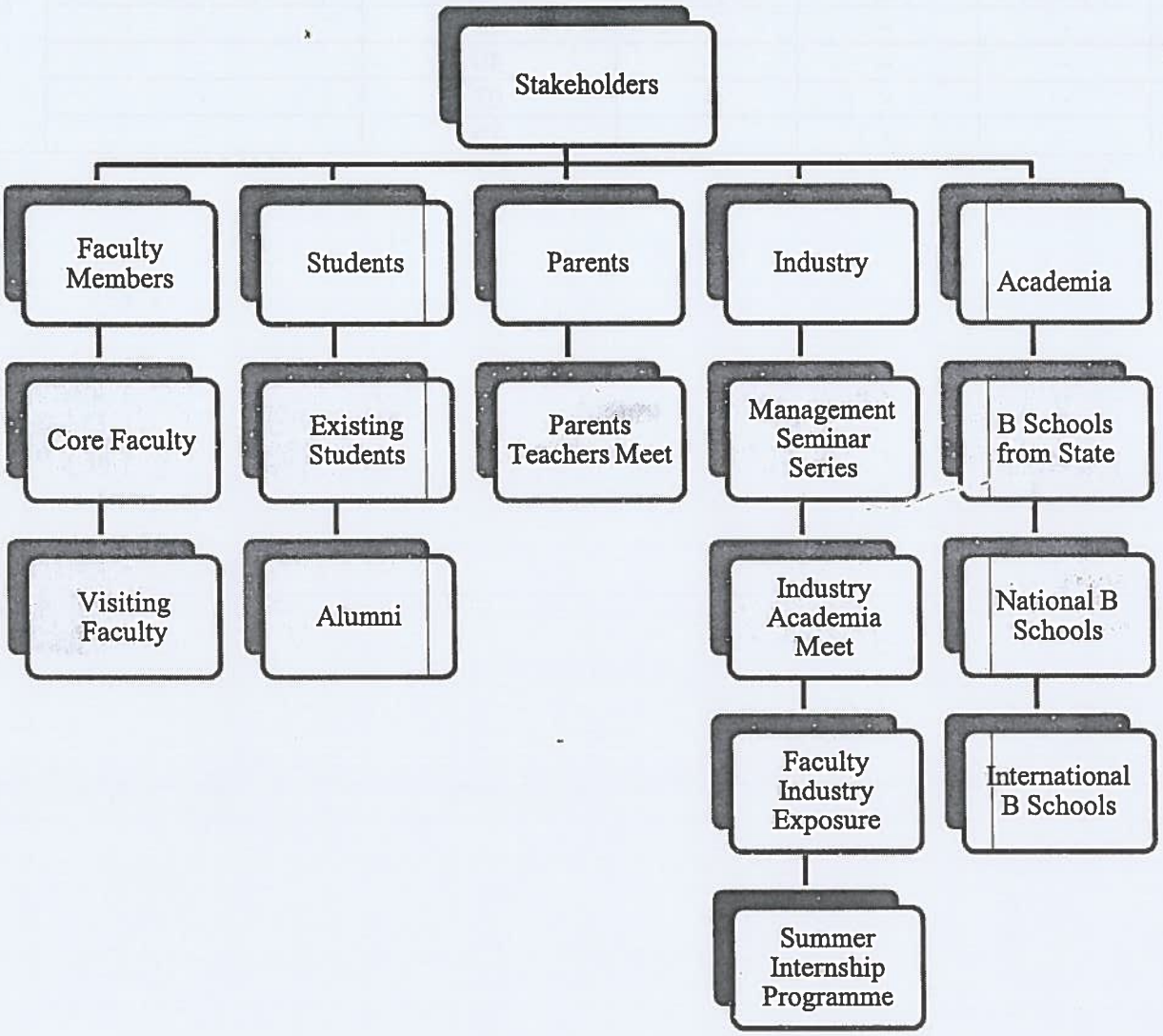
Feedback Mechanisms

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

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

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

FEEDBACK MECHANISM



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

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

- Course helps in career advancement received a mean 4.18.

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

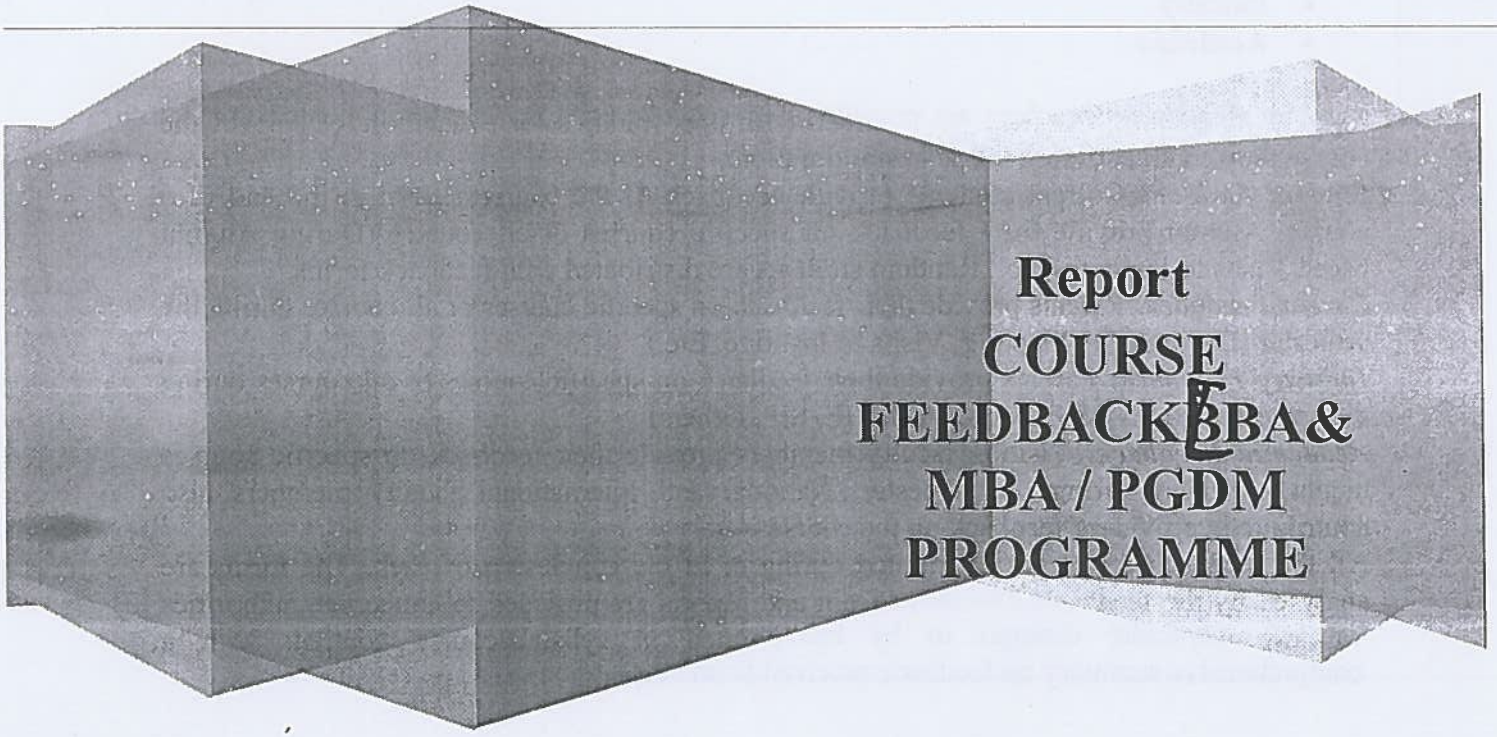
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Bhavesh

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT
CHARUSAT
CHANGA

Feedback Analysis 2017-18
- EVEN SEMESTER

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



Background

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

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

Objectives of Course Feedback/Evaluation:

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

Course Feedback/Evaluation

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

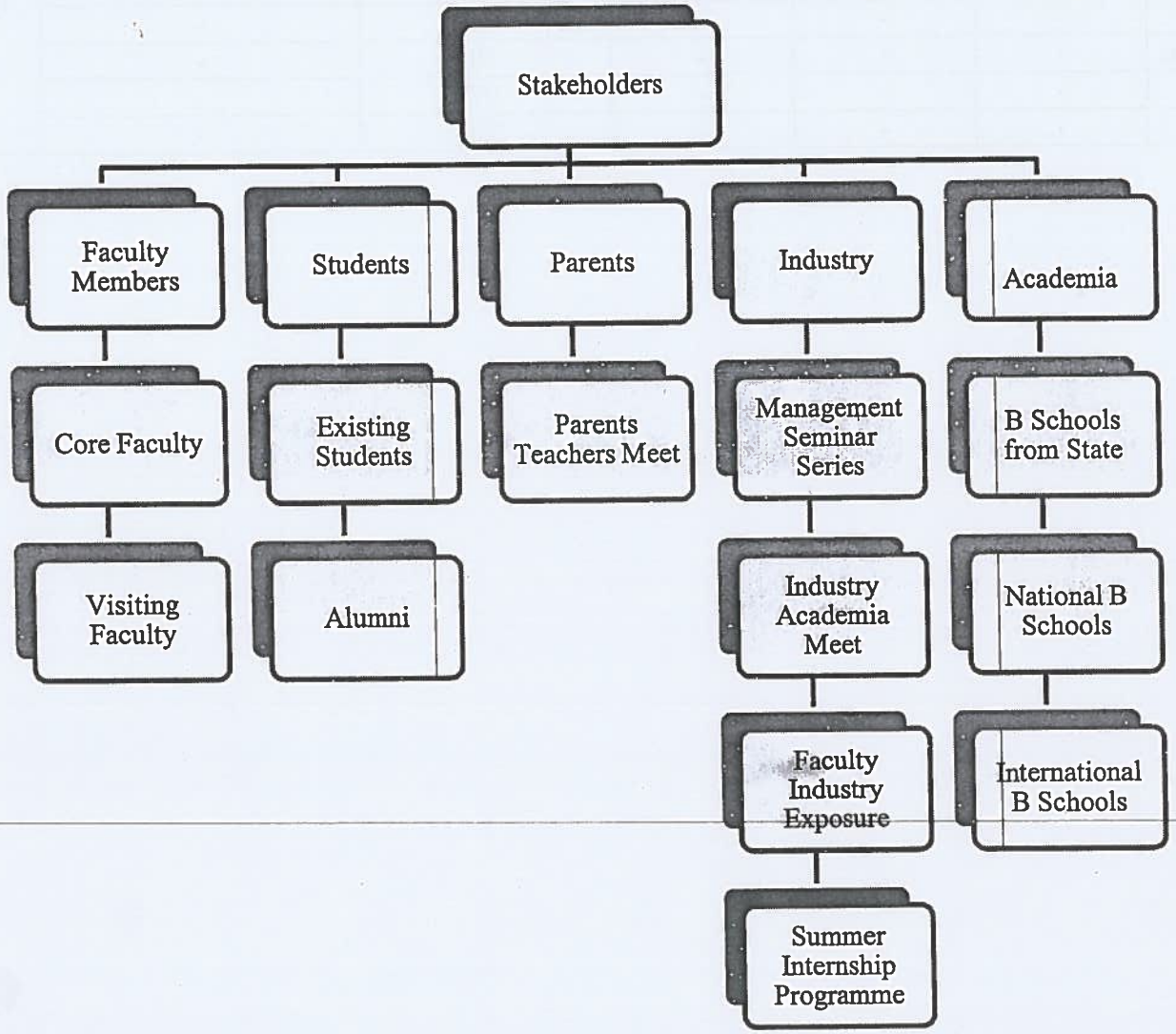
Feedback Mechanisms

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

- Faculty Members
- Students
- Parents
- Industry
- Academia

***Faculty Feedback*:** Teachers are provided with opportunities for evaluation/feedbackof the course they conduct during the semester/duration.
***Student feedback*:**Current students provide feedback of the courses learnt at the end of a course. Alumni provide their feedback on specific courses or all courses (During Alumni Meet, Visits to Institute, Etc.) Random students are distributed with feedback forms.
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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 2017-18 – Even Term

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

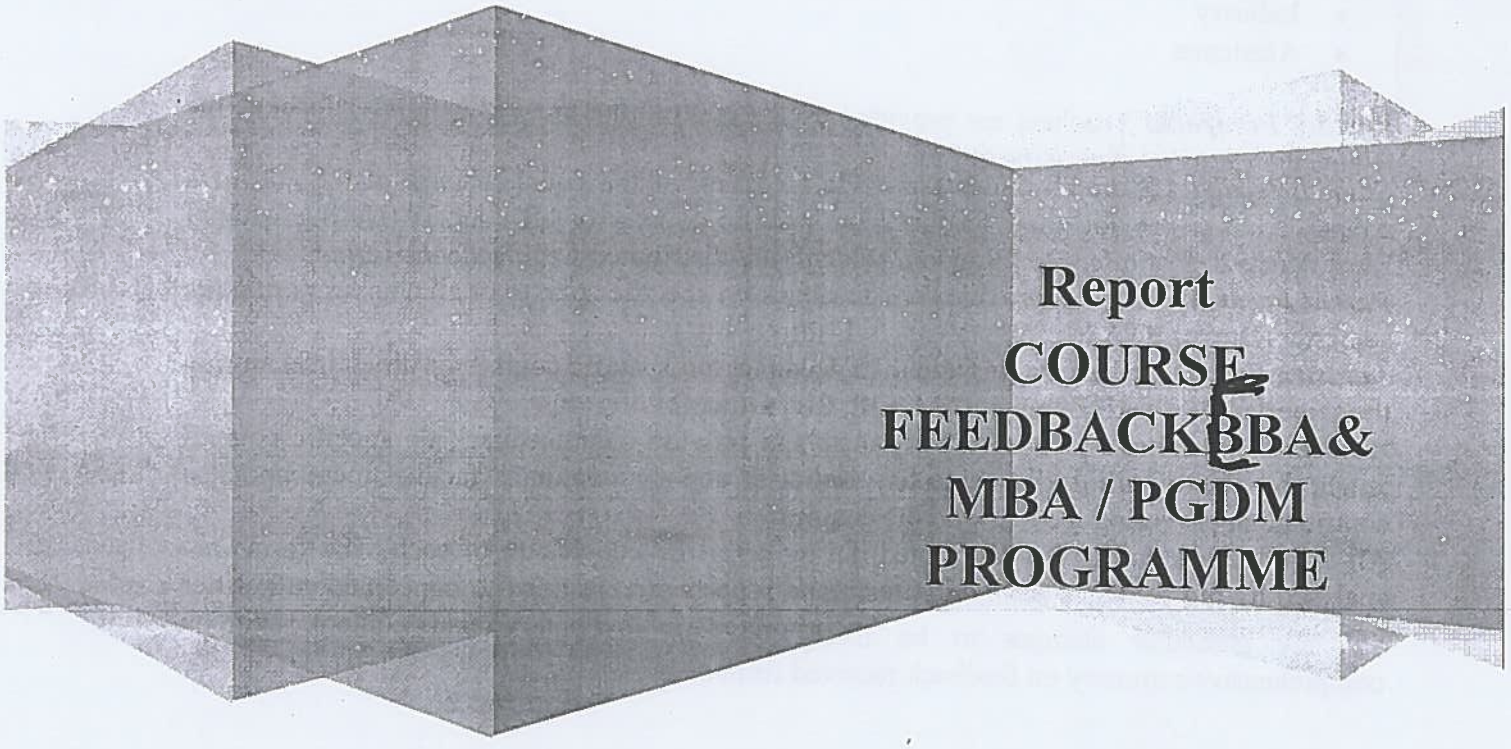
- Overlapping of syllabuses can be removed to include new topics / modules.

Bhaskar

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

Feedback Analysis 2018-19
- ODD SEMESTER

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

Background

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

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

Objectives of Course Feedback/Evaluation:

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

Course Feedback/Evaluation

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

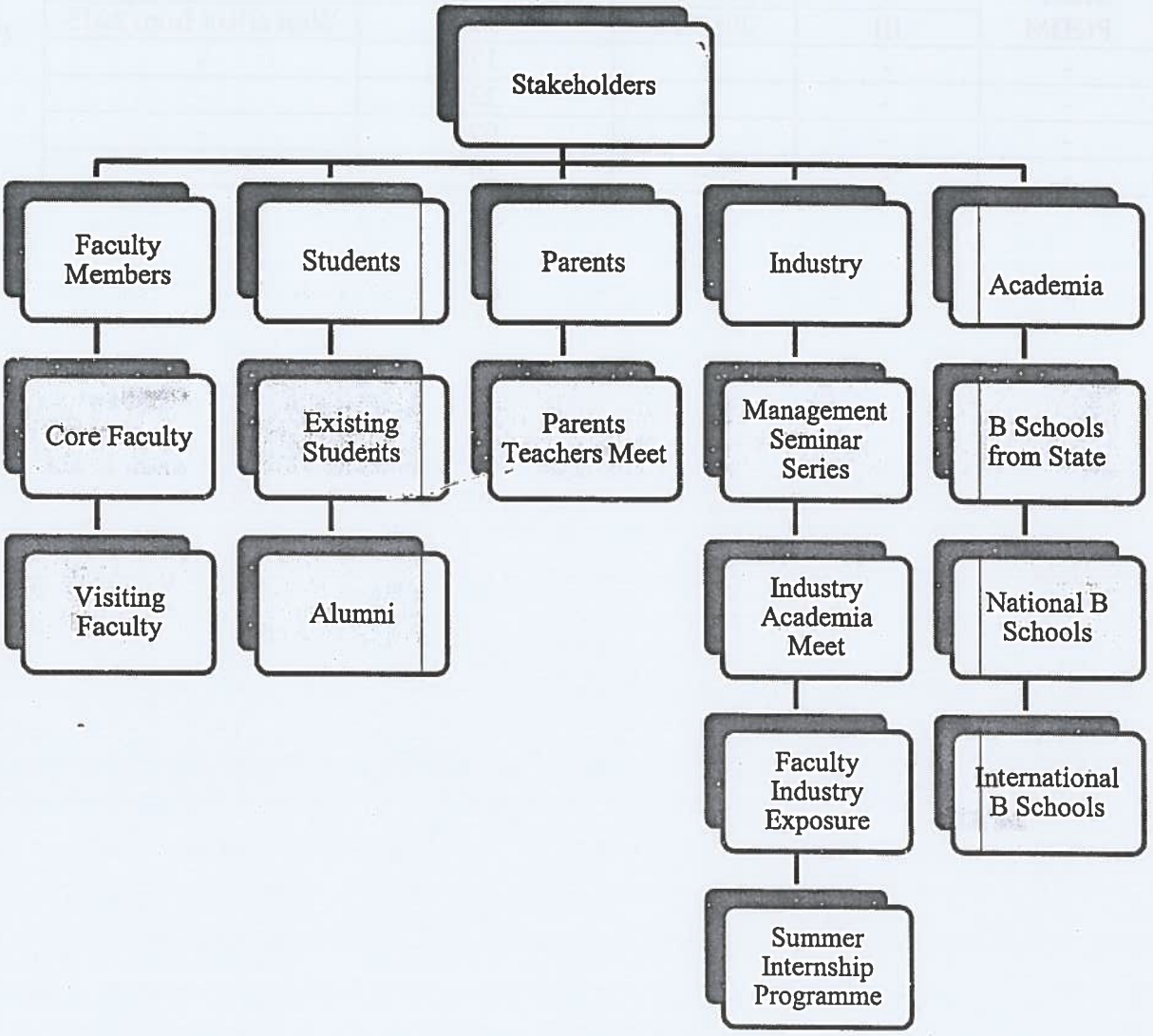
Feedback Mechanisms

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

- Faculty Members
- Students
- Parents
- Industry
- Academia

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

FEEDBACK MECHANISM



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

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.27	0.52
2	The course would help in career development / advancement, progress of student and placement.	4.32	0.60
3	The course has adequate learning value for the student.	4.30	0.59
4	The course can be taught within the resources generally available to the institute.	4.23	0.55
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.25	0.56
6	The objectives adequately describe the overall purpose of course.	4.28	0.46
7	The syllabus outcomes and contents are directly linked to objectives.	4.35	0.48
8	The syllabus has adequate space to incorporate contemporary issues.	4.16	0.40
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.27	0.45
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.28	0.46
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.24	0.41
12	The course evaluation components are effective for student's assessment.	4.23	0.41
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.25	0.53
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.29	0.57
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.23	0.48
16	The syllabus is inclusive of all students from different education backgrounds.	4.17	0.49
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.34	0.55
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.26	0.58
19	The includes areas that complement other syllabus	4.15	0.49
20	The structure of course outline for semester I is well defined.	4.16	0.54
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.18	0.56

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.60	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.26	0.45
3	The course has adequate learning value for the student.	4.36	0.48
4	The course can be taught within the resources generally available to the institute.	4.50	0.51
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.45	0.74
6	The objectives adequately describe the overall purpose of course.	4.55	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.29	0.46
8	The syllabus has adequate space to incorporate contemporary issues.	4.64	0.48
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.45
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.55	0.50
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.31	0.47
12	The course evaluation components are effective for student's assessment.	4.43	0.50
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.38	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.48	0.51
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.26	0.45
16	The syllabus is inclusive of all students from different education backgrounds.	4.31	0.47
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.33	0.48
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.48	0.51
19	The includes areas that complement other syllabus	4.52	0.51
20	The structure of course outline for semester III is well defined.	4.57	0.50
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.31	0.47

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.06	0.83
2	The course would help in career development / advancement, progress of student and placement.	4.22	0.81
3	The course has adequate learning value for the student.	4.03	0.84
4	The course can be taught within the resources generally available to the institute.	4.03	0.77
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.01	0.77
6	The objectives adequately describe the overall purpose of course.	4.11	0.86
7	The syllabus outcomes and contents are directly linked to objectives.	4.16	0.80
8	The syllabus has adequate space to incorporate contemporary issues.	3.98	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.06	0.78
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.99	0.81
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.07	0.79
12	The course evaluation components are effective for student's assessment.	4.10	0.78
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.10	0.78
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.21	0.74
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	3.98	0.80
16	The syllabus is inclusive of all students from different education backgrounds.	3.90	0.77
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.19	0.86
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.90	0.81
19	The includes areas that complement other syllabus	4.15	0.77
20	The structure of course outline for semester I is well defined.	3.95	0.84
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.15	0.83

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

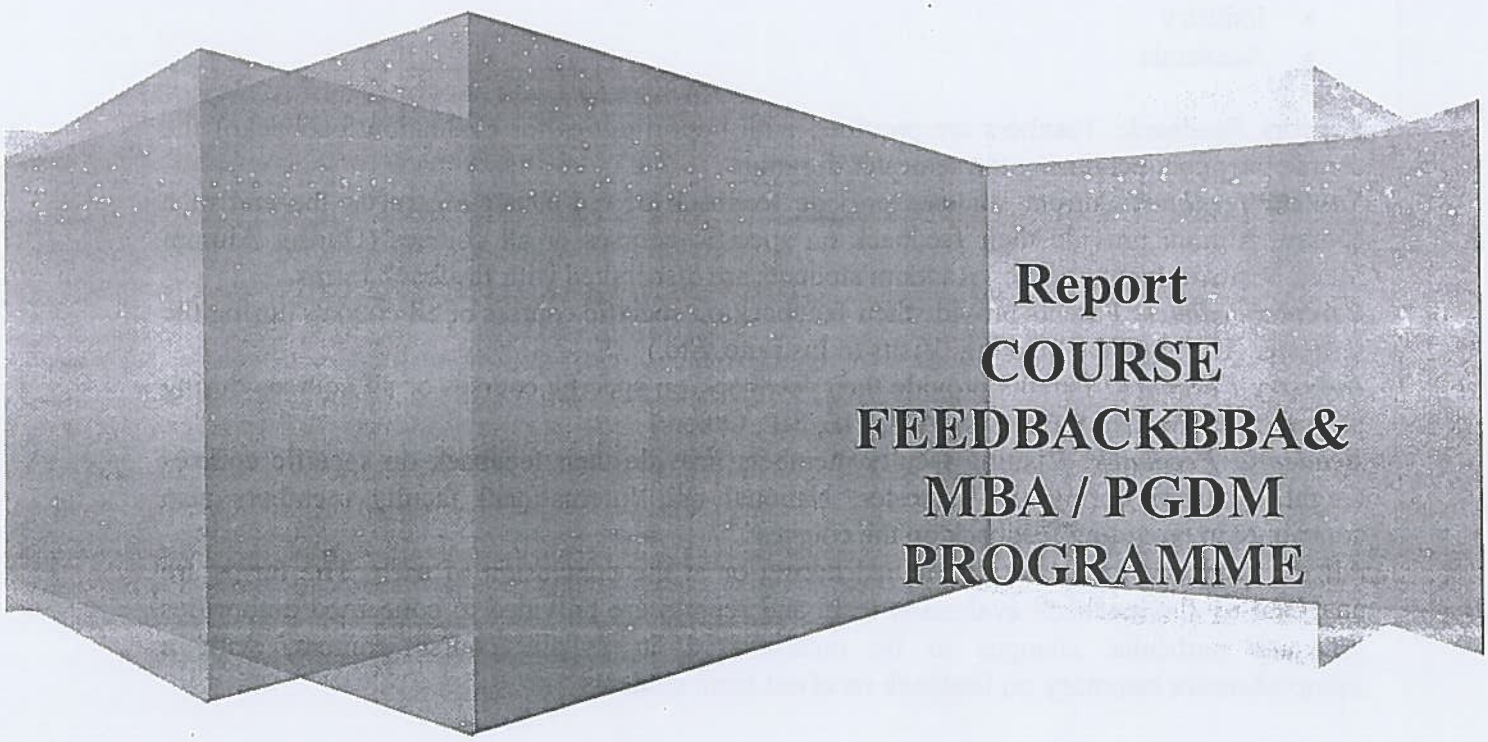
Recommendations:

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

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT CHARUSAT CHANGA

Feedback Analysis 2018-19
- EVEN SEMESTER

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



Report
COURSE FEEDBACKBBA& MBA / PGDM PROGRAMME

Background

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

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

Objectives of Course Feedback/Evaluation:

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

Course Feedback/Evaluation

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

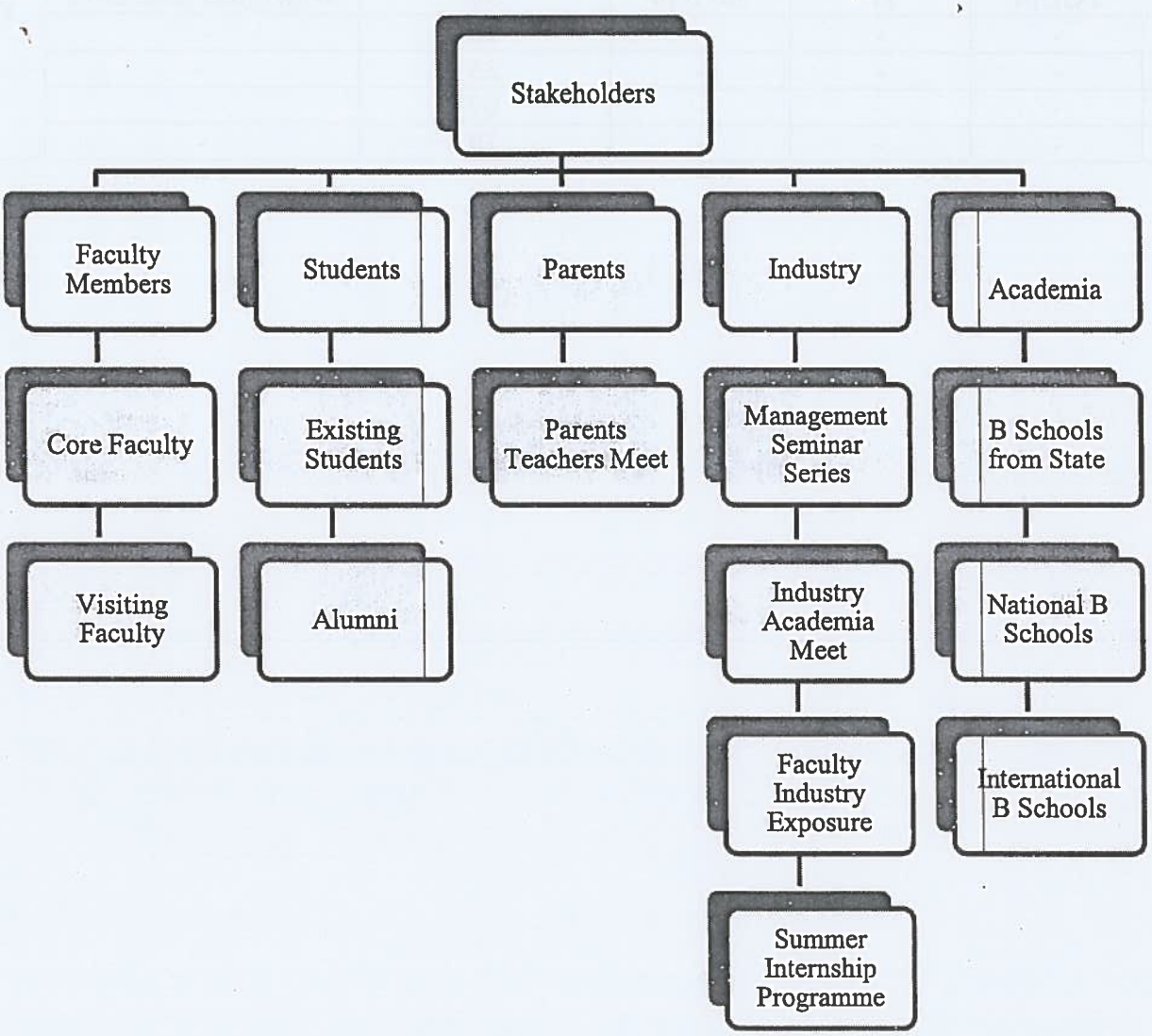
Feedback Mechanisms

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

- Faculty Members
- Students
- Parents
- Industry
- Academia

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

FEEDBACK MECHANISM



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

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.60	0.50
2	The course would help in career development / advancement, progress of student and placement.	4.26	0.45
3	The course has adequate learning value for the student.	4.36	0.48
4	The course can be taught within the resources generally available to the institute.	4.50	0.51
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.45	0.74
6	The objectives adequately describe the overall purpose of course.	4.55	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.29	0.46
8	The syllabus has adequate space to incorporate contemporary issues.	4.64	0.48
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.45
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.55	0.50
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.31	0.47
12	The course evaluation components are effective for student's assessment.	4.43	0.50
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.38	0.49
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.48	0.51
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.26	0.45
16	The syllabus is inclusive of all students from different education backgrounds.	4.31	0.47
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.33	0.48
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.48	0.51
19	The includes areas that complement other syllabus	4.52	0.51
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.57	0.50
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.31	0.47

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.30	0.61
2	The course would help in career development / advancement, progress of student and placement.	4.38	0.61
3	The course has adequate learning value for the student.	4.30	0.59
4	The course can be taught within the resources generally available to the institute.	4.30	0.53
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.24	0.55
6	The objectives adequately describe the overall purpose of course.	4.33	0.56
7	The syllabus outcomes and contents are directly linked to objectives.	4.38	0.57
8	The syllabus has adequate space to incorporate contemporary issues.	4.27	0.58
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.31	0.57
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.06	0.77
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.11	0.79
12	The course evaluation components are effective for student's assessment.	4.20	0.74
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.28	0.56
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.30	0.59
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.24	0.55
16	The syllabus is inclusive of all students from different education backgrounds.	4.20	0.52
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.42	0.58
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.18	0.55
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20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.21	0.57
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.38	0.55

Qualitative Feedback:

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

Key Findings:

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

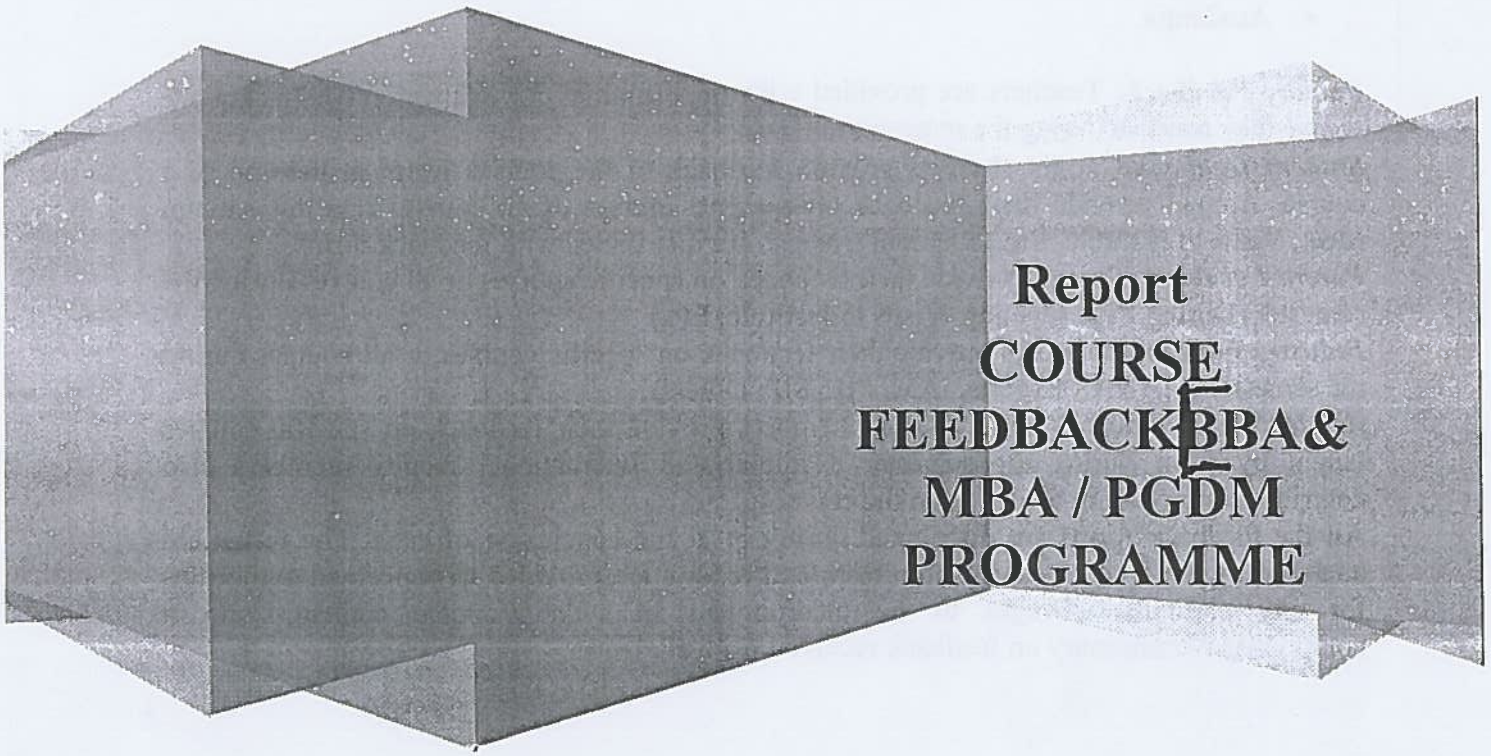
Recommendations:

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

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT ★ CHARUSAT CHANGA

Feedback Analysis 2019-20
- ODD SEMESTER

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

Background

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

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

Objectives of Course Feedback/Evaluation:

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

Course Feedback/Evaluation

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

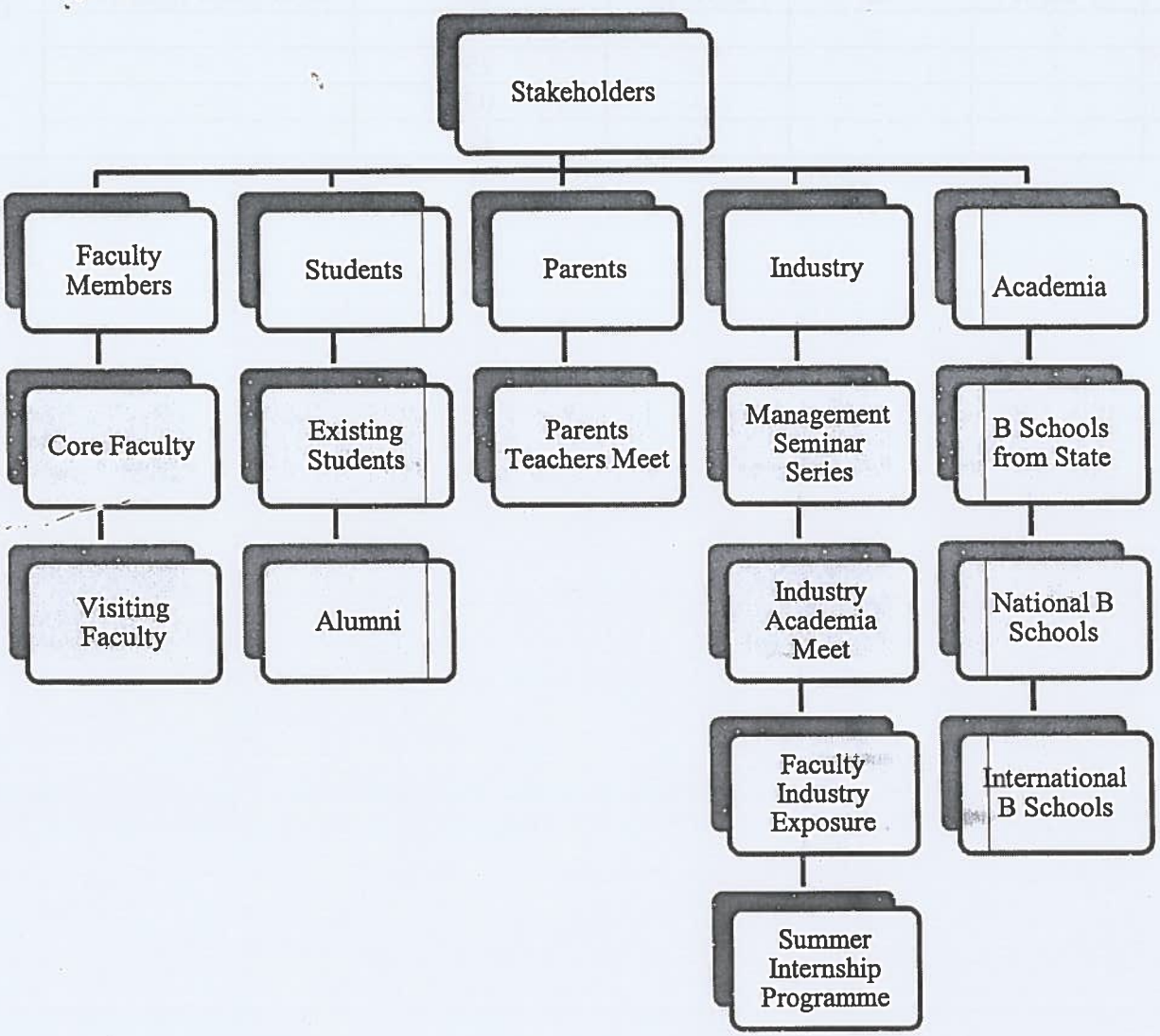
Feedback Mechanisms

I^{2}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/feedbackof the course they conduct during the semester/duration.
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Parent Feedback: Parents provide their feedback on specific courses or all courses during the semester (During PTA Meeting, Visits to Institute, Etc.)
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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 2019-20 – Odd Term

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.34	0.48
2	The course would help in career development / advancement, progress of student and placement.	4.34	0.49
3	The course has adequate learning value for the student.	4.41	0.49
4	The course can be taught within the resources generally available to the institute.	4.39	0.49
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.38	0.49
6	The objectives adequately describe the overall purpose of course.	4.43	0.50
7	The syllabus outcomes and contents are directly linked to objectives.	4.38	0.49
8	The syllabus has adequate space to incorporate contemporary issues.	4.44	0.50
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.35	0.48
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.39	0.49
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.45	0.50
12	The course evaluation components are effective for student's assessment.	4.36	0.50
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.39	0.48
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.45	0.50
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.32	0.47
16	The syllabus is inclusive of all students from different education backgrounds.	4.46	0.50
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.41	0.50
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.45	0.50
19	The includes areas that complement other syllabus	4.45	0.50
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.32	0.47
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.37	0.49

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.04	0.85
2	The course would help in career development / advancement, progress of student and placement.	4.20	0.81
3	The course has adequate learning value for the student.	4.03	0.84
4	The course can be taught within the resources generally available to the institute.	4.01	0.78
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	3.98	0.79
6	The objectives adequately describe the overall purpose of course.	4.09	0.88
7	The syllabus outcomes and contents are directly linked to objectives.	4.11	0.81
8	The syllabus has adequate space to incorporate contemporary issues.	3.92	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.07	0.78
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.01	0.82
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.06	0.81
12	The course evaluation components are effective for student's assessment.	4.11	0.78
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.12	0.80
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.19	0.75
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	3.97	0.80
16	The syllabus is inclusive of all students from different education backgrounds.	3.87	0.78
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.19	0.87
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.89	0.83
19	The includes areas that complement other syllabus	4.19	0.79
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	3.95	0.84
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.15	0.84

Qualitative Feedback:

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

Key Findings:

- Course establishes explicit standards that enable recognition of student achievement and planning received a mean of 4.20. It is followed by the statement "course is inclusive of different education background with a mean of 4.15.

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.19	0.69
2	The course would help in career development / advancement, progress of student and placement.	4.26	0.66
3	The course has adequate learning value for the student.	4.19	0.58
4	The course can be taught within the resources generally available to the institute.	4.16	0.62
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.11	0.63
6	The objectives adequately describe the overall purpose of course.	4.20	0.64
7	The syllabus outcomes and contents are directly linked to objectives.	4.24	0.59
8	The syllabus has adequate space to incorporate contemporary issues.	4.16	0.60
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.18	0.61
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	3.88	0.78
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	3.97	0.81
12	The course evaluation components are effective for student's assessment.	4.03	0.73
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.14	0.66
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.18	0.63
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.11	0.64
16	The syllabus is inclusive of all students from different education backgrounds.	4.07	0.54
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.29	0.66
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.08	0.64
19	The includes areas that complement other syllabus	4.20	0.66
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.10	0.64
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.24	0.68

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

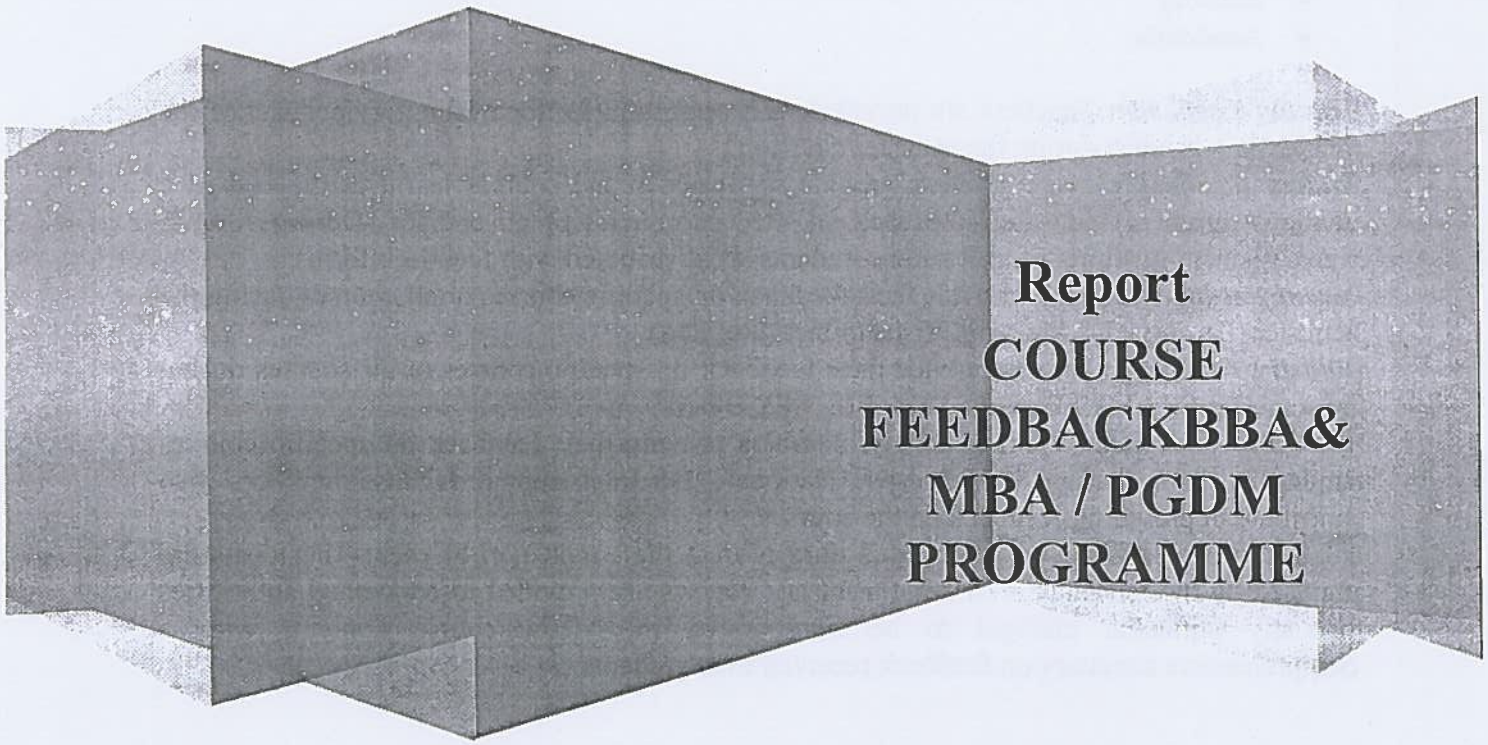
- Overlapping of syllabuses can be removed to include new topics / modules.

Bhavesh

INDUKAKA IPCOWALA INSTITUTE OF MANAGEMENT
CHARUSAT
CHANGA

Feedback Analysis 2019-20
- EVEN SEMESTER

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



Report
COURSE FEEDBACKBBA& MBA / PGDM PROGRAMME

Background

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

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

Objectives of Course Feedback/Evaluation:

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

Course Feedback/Evaluation

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

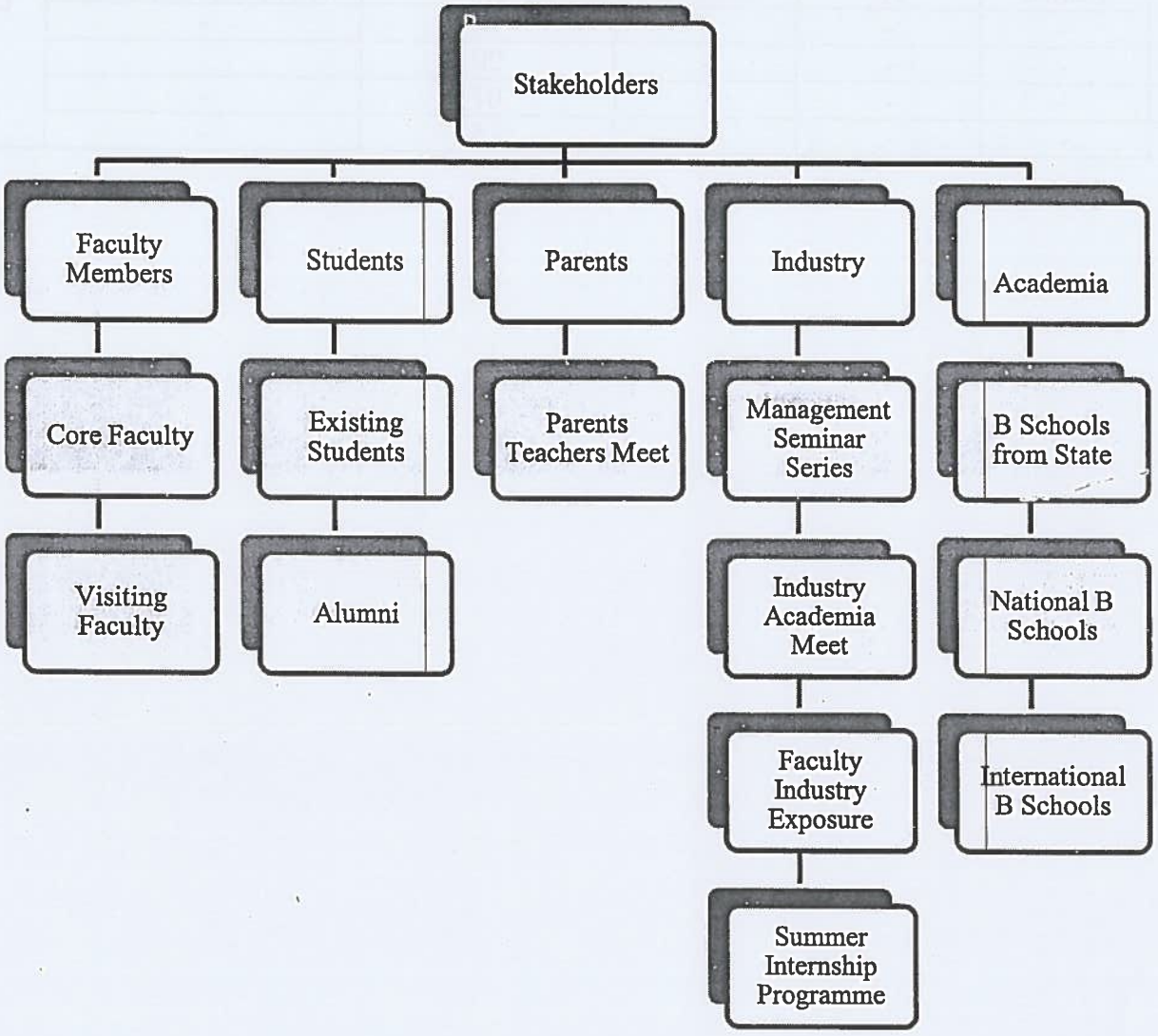
Feedback Mechanisms

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

- Faculty Members
- Students
- Parents
- Industry
- Academia

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

FEEDBACK MECHANISM



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

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

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

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.04	0.85
2	The course would help in career development / advancement, progress of student and placement.	4.20	0.81
3	The course has adequate learning value for the student.	4.03	0.84
4	The course can be taught within the resources generally available to the institute.	4.01	0.78
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	3.98	0.79
6	The objectives adequately describe the overall purpose of course.	4.09	0.88
7	The syllabus outcomes and contents are directly linked to objectives.	4.11	0.81
8	The syllabus has adequate space to incorporate contemporary issues.	3.92	0.82
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.07	0.78
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.01	0.82
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.06	0.81
12	The course evaluation components are effective for student's assessment.	4.11	0.78
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.12	0.80
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.19	0.75
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	3.97	0.80
16	The syllabus is inclusive of all students from different education backgrounds.	3.87	0.78
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.19	0.87
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	3.89	0.83
19	The includes areas that complement other syllabus	4.19	0.79
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	3.95	0.84
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.15	0.84

Qualitative Feedback:

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

Key Findings:

- Course helps in career advancement received received a mean of 4.45. It is followed by the statement "course is inclusive of different education background with a mean of 4.35.

Recommendations:

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

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

Sr No	Statements	Mean	Std. Deviation
A	**About Course**		
1	The course is in harmony with industry standards and requirements.	4.24	0.68
2	The course would help in career development / advancement, progress of student and placement.	4.31	0.70
3	The course has adequate learning value for the student.	4.26	0.65
4	The course can be taught within the resources generally available to the institute.	4.23	0.62
B	**About Course Content/ Syllabus**		
5	The course is designed adequately for required competencies enhancement.	4.18	0.63
6	The objectives adequately describe the overall purpose of course.	4.28	0.64
7	The syllabus outcomes and contents are directly linked to objectives.	4.34	0.62
8	The syllabus has adequate space to incorporate contemporary issues.	4.20	0.66
9	The syllabus clearly specifies additional content that will broaden, extend and deepen student's learning.	4.26	0.65
10	The syllabus prescribes adequate reading material by way of Text Books, Reference Books, Journals, Articles, Websites and Others.	4.02	0.79
11	The course pedagogy such as Case Study, Simulation, Management Games, and Interaction Sessions reflects a correct blend for learning.	4.06	0.83
12	The course evaluation components are effective for student's assessment.	4.18	0.76
C	**Overall Course Curriculum**		
13	The course facilities students for self-learning.	4.22	0.63
14	The syllabus establishes an appropriate mix of knowledge, skills, understanding and values for all students.	4.26	0.65
15	The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning.	4.16	0.65
16	The syllabus is inclusive of all students from different education backgrounds.	4.18	0.55
17	The syllabus allows teachers flexibility to plan and deliver program that maximise student learning.	4.37	0.66
18	The syllabus content includes areas of unnecessary overlap with other syllabuses.	4.10	0.64
19	The includes areas that complement other syllabus	4.27	0.65
20	The structure of course outline for semester I, II, III, IV, V & VI are well defined.	4.14	0.65
21	The Core, Functional and Elective Courses are in sync with each other and provide a good progression of course.	4.30	0.66

Qualitative Feedback:

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

Key Findings:

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

Recommendations:

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

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