

Jagannath International Management School

Vasant Kunj, New Delhi-110070

(Affiliated to Guru Gobind Singh Indraprastha University, New Delhi)

Recognized u/s 2(f) by UGC & Accredited with 'A' Grade by NAAC

Participant of UNGC & UNPRME, New York

ISO 9001:2015 Quality Certified

1.4.1: Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students 2) Teachers 3) Employers 4) Alumni

S.No.	DVV Findings	Page No.	Remarks
1.	Five filled-in feedback forms on curricula/syllabi from each of the stakeholders - students, teachers, alumni, employers and parents, covering aspects on syllabi and its transactions, attested by Principal.	2-45	
2.	Action taken on the feed back and the minutes and report, attested by Principal.	46-79	
3.	Feed back supplied to Affiliating University and copy of the communication, attested by Principal.	80-198	

Jagannath International Management School Vasant Kunj, New Delhi-110070 Student Feedback : Curriculum

Dear Student, This form intends to collect your valuable feedback on the quality of the academic curriculum so that it may be shared with the University Board of studies for necessary modifications. A robust curriculum which fulfills the learning needs of the students is essential for making the teaching-learning process meaningful and useful for you. So, kindly fill the form with care. Session: 2020-21

Name of the Student *

Parvathy Pillai

Enrollment Number (Complete 11 Digits) *

03614202420

Programme *

BA(JMC)



A handwritten signature in blue ink, appearing to read "Ravi K. Dhar", written over a horizontal line.

DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Please provide your feedback on the basis: Excellent (5) Very Good (4) Good (3) Average (2) Poor (1) *

	5=Excellent	4=Very Good	3=Good	2=Average	1=Poor
The Syllabus was explained at the beginning of the course and delivered as outlined.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Syllabus was in line with global and industry needs/employability.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
How do you rate the evaluation scheme designed for each course?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects/Assignments were related to the syllabus of the course	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How do you rate the electives offered in relation to the Technological advancements?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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DR. RAVI K. DHAR
Director
Jagannath International Management School
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Vasant Kunj, New Delhi-110070

Jagannath International Management School Vasant Kunj, New Delhi-110070 Student Feedback : Curriculum

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Name of the Student *

Jai Nailwal

Enrollment Number (Complete 11 Digits) *

01821402020

Programme *

BCA



A handwritten signature in blue ink, appearing to read "Ravi K. Dhar".

DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

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5=Excellent 4=Very Good 3=Good 2=Average 1=Poor

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The Syllabus was in line with global and industry needs/employability.

How do you rate the evaluation scheme designed for each course?

Projects/Assignments were related to the syllabus-of the course

How do you rate the electives offered in relation to the Technological advancements?

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Name of the Student *

Komal Satija

Enrollment Number (Complete 11 Digits) *

04021401720

Programme *

BBA



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Director
Jagannath International Management School
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Name of the Student *

Kunal Tayal


Enrollment Number (Complete 11 Digits) *

01821402017

Programme *

BCA




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Name of the Student *

Muskan singh

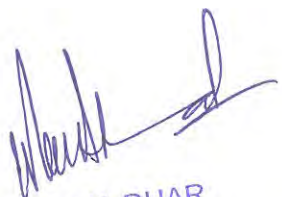
Enrollment Number (Complete 11 Digits) *

02314201718

Programme *

BBA




DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
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Director
Jagannath International Management School
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Jagannath International Management School Vasant Kunj, New Delhi-110070 Alumni Feedback : Curriculum

Dear Alumni, Having picked up valuable experience after your graduation from the college, your inputs on the academic curriculum are extremely valuable to us so that students may pass out with requisite knowledge and skills for facing professional challenges. So, kindly share your feedback with us. Session: 2020-21

Name of the Alumni *

Ridhi Bhatia

Batch *

2017-20

Programme *

BA(JMC)


Organization *

TNW- The Natural Wash

Position *

Social Media Executive




DR. RAVI K. DHAR
Director
Jagannath International Management School
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Vasant Kunj, New Delhi-110070

Please provide your feedback on the basis: Excellent (5) Very Good (4) Good (3) Average (2) Poor (1) *

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The Curriculum in the programme is adequate and Effective for future enhancement.

The programme is effective in developing analytical and problem solving skills

The programme is effective in developing independent thinking and other job employability skills.

The curriculum is advanced to meet the industry requirements.

Were the courses applicable in your practical life?

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Director
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Jagannath International Management School Vasant Kunj, New Delhi-110070 Alumni Feedback : Curriculum

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Name of the Alumni *

Bhavesh Rajput

Batch *

2017-20

Programme *

BCA

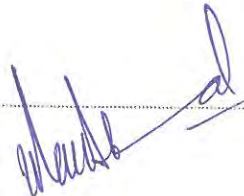
Organization *

TCS

Position *

CBO




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Director
Jagannath International Management School
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Director
Jagannath International Management School
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Name of the Alumni *

YASH GOYAL

Batch * -

2016-19

Programme *

BBA

Organization *

RBS

Position *

Operation Analyst




DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

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Director
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Jagannath International Management School Vasant Kunj, New Delhi-110070 Alumni Feedback : Curriculum

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Name of the Alumni *

Sukriti Sud

Batch *

2012-15

Programme *

BA(JMC)

Organization *

GOIBIBO

Position *

CRM executive




DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

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Director
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Jagannath International Management School Vasant Kunj, New Delhi-110070 Alumni Feedback : Curriculum

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Name of the Alumni *

AVDHESH BATRA

Batch *

2014-17

Programme *

BBA

Organization *

VEB A CLAP

Position *

ASSOCIATE



DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

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DR. Ravi K. Dhar
DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Jagannath International Management School Vasant Kunj, New Delhi-110070 Employer Feedback : Curriculum

Dear Industry Associate, Having observed and assessed the performance of our students, we would appreciate receiving your feedback on the academic curriculum of the college, so that we could make necessary changes in it to suit your needs. Your feedback is extremely valuable to us. Session: 2019-20

Email *

kush.koul@niit.com

Name of the Company *

NIIT LTD

Programme *

- BBA
- BCA
- BA(JMC)



A handwritten signature in blue ink, appearing to read "Ravi K. Dhar", written over a horizontal line.

DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Please provide your feedback on the basis: Excellent (5) Very Good (4) Good (3) Average (2) Poor (1) *

5=Excellent

4=Very Good

3=Good

2=Average

1=Poor

How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?


How do you rate the balance of knowledge and skill based content of the curriculum of the programme?

How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?

How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?

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Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
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Jagannath International Management School Vasant Kunj, New Delhi-110070 Employer Feedback : Curriculum

Dear Industry Associate, Having observed and assessed the performance of our students, we would appreciate receiving your feedback on the academic curriculum of the college, so that we could make necessary changes in it to suit your needs. Your feedback is extremely valuable to us. Session: 2019-20

Email *

maheshbhakuni@aniin.com

Name of the Company *

Asian News International

Programme *

- BBA
- BCA
- BA(JMC)




DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

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4=Very Good

3=Good

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How do you rate
relevance of the
academic
curriculum of the
programme to
the existing
industry
requirements?

How do you rate
the balance of
knowledge and
skill based
content of the
curriculum of the
programme?

How do you rate
the alignment of
context contents
of the academic
curriculum with
its learning
outcomes?

How do you rate
the alignment of
academic
curriculum with
the skill-based
competencies
required by the
industry?

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DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Jagannath International Management School Vasant Kunj, New Delhi-110070 Employer Feedback : Curriculum

Dear Industry Associate, Having observed and assessed the performance of our students, we would appreciate receiving your feedback on the academic curriculum of the college, so that we could make necessary changes in it to suit your needs. Your feedback is extremely valuable to us.

Email *

prachi.pathak@wipro.com

Name of the Company *

Wipro Ltd

Programme *

- BBA
- BCA
- BA(JMC)



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OCF Pkt.-9, Sector-B,
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Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Jagannath International Management School Vasant Kunj, New Delhi-110070 Employer Feedback : Curriculum

Dear Industry Associate, Having observed and assessed the performance of our students, we would appreciate receiving your feedback on the academic curriculum of the college, so that we could make necessary changes in it to suit your needs. Your feedback is extremely valuable to us.

Email *

psolanki@westech-inc.in


Name of the Company *

Westech Process Equipment India Pvt Ltd

Programme *

- BBA
- BCA
- BA(JMC)




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Handwritten signature
DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Jagannath International Management School Vasant Kunj, New Delhi-110070 Employer Feedback : Curriculum

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Email *

abhilasha.jim@gmail.com

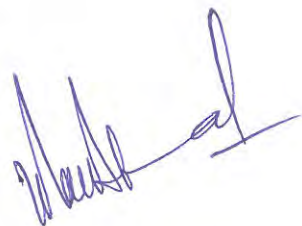
Name of the Company *

Genesis BCW

Programme *

- BBA
- BCA
- BA(JMC)




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Jagannath International Management School Vasant Kunj, New Delhi-110070 Teacher Feedback : Curriculum

Dear Teacher, Having been a part of the teaching-learning process at the college, it is important for us to have your feedback in regard to the quality of the academic curriculum. Session: 2020-21


Name of the Teacher *

Dr. Ravi K. Dhar

Department *

- Management Studies
- Information Technology
- Media and Communication Studies




DR. RAVI K. DHAR
Director
Jagannath International Management School
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Please provide your feedback on the basis: Excellent (5) Very Good (4) Good (3) Average (2) Poor (1) *

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How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?

How do you rate the alignment of the course contents with the learning outcomes?

How do you rate the relevance of the course contents to the changing requirements of the profession/industry?

How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?

How do you rate the enunciation of the learning outcomes in terms of




DR. RAVI KUMAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

conceptual, creative and thinking skills?

How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?

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Jagannath International Management School Vasant Kunj, New Delhi-110070 Teacher Feedback : Curriculum

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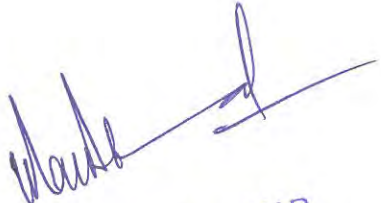
Name of the Teacher *

Dr. Nidhi Gupta

Department *

- Management Studies
- Information Technology
- Media and Communication Studies




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Jagannath International Management School Vasant Kunj, New Delhi-110070 Teacher Feedback : Curriculum

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Name of the Teacher *

Dr. Anisha Tandon

Department *

- Management Studies
- Information Technology
- Media and Communication Studies



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with the testing of
the learning
outcomes of each
course in terms of
conceptual, creative
and critical thinking
skills?

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DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Jagannath International Management School Vasant Kunj, New Delhi-110070 Teacher Feedback : Curriculum

Dear Teacher, Having been a part of the teaching-learning process at the college, it is important for us to have your feedback in regard to the quality of the academic curriculum. Session: 2019-20

Name of the Teacher *

Dr. Meenakshi Narula

Department *

- Management Studies
- Information Technology
- Media and Communication Studies




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Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Please provide your feedback on the basis: Excellent (5) Very Good (4) Good (3) Average (2) Poor (1) *

5=Excellent 4=Very Good 3=Good 2=Average 1=Poor

How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?

How do you rate the alignment of the course contents with the learning outcomes?

How do you rate the relevance of the course contents to the changing requirements of the profession/industry?

How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?

How do you rate the enunciation of the learning outcomes in terms of




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Vasant Kunj, New Delhi-110070

Jagannath International Management School Vasant Kunj, New Delhi-110070 Teacher Feedback : Curriculum

Dear Teacher, Having been a part of the teaching-learning process at the college, it is important for us to have your feedback in regard to the quality of the academic curriculum. Session: 2017-18

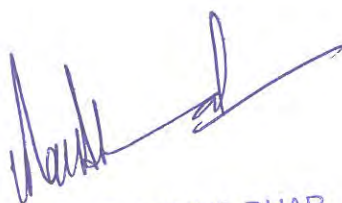
Name of the Teacher *

Dr. A.S. Sethi

Department *

- Management Studies
- Information Technology
- Media and Communication Studies




DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Please provide your feedback on the basis: Excellent (5) Very Good (4) Good (3) Average (2) Poor (1) *

5=Excellent 4=Very Good 3=Good 2=Average 1=Poor

How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

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How do you rate the alignment of the course contents with the learning outcomes?

How do you rate the relevance of the course contents to the changing requirements of the profession/industry?

How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?

How do you rate the enunciation of the learning outcomes in terms of



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Director
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Vasant Kunj, New Delhi-110070

conceptual, creative
and thinking skills?

How do you rate the
alignment of the
evaluation system
with the testing of
the learning
outcomes of each
course in terms of
conceptual, creative
and critical thinking
skills?



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Action Taken Report presented in Governing Body cum Advisory Board Meeting held on 18th August 2017

Review of action taken on previous Governing Body Meeting:

S. No.	Suggestions	ATR
1)	Computer Literacy Program in Vasant Kunj Slum Areas : Governing Body & Advisory Board members made a mention of the famous hole in the wall video which has gone viral. They wanted JIMS, Vasant Kunj to initiate a project on these lines.	Prof Manchanda surveyed the feasibility of undertaking the Project and found that it was not possible to ensure the security of the equipment.
2)	Engagement with public sector organizations: It was suggested by one of the Governing Body members that the institute should diversify its basket of organizations for the purpose of internships, Guest Lectures and Industry Visits to include public sector undertakings as much as the private sector organizations	As far as guest lectures are concerned, we have invited some people from PSUs for BBA students. In BJMC, we have been sending students to the public broadcaster for internships as well as industry visits. Recruitments to PSUs are governed by all India tests conducted by them.
3)	Organizing International conference in Communication studies : It was felt that keeping in mind the competencies acquired in the past in organizing 6 international conferences, the institute should once again start	It could not take off for want of financial support. However, efforts were made to organize it in collaboration with IIMC. A meeting was held with the DG, IIMC for the purpose, which was very positive. But, due to the pre-occupations of DG with other programmes, it could not be carried forward.


Director

Director



	organizing international conference, this time in communication studies.	
4)	Industry Tie Ups :	
	a. Tie Ups with IT Cos : Members suggested that the institute should go for tie-ups with business houses on the pattern of the tie up forged by J.P. Institute of Information Technology University, Noida with Wipro.	No such tie up was possible as companies were not receptive to the idea.
	b. Tie ups with private banks in Tier II and Tier III cities. Mr. Sanjay Nautiyal was of the view that the institute could also go for MOUs with private banks in respect of their expansion plans in Tier II and Tier III cities.	Even this was not possible for the same reason.
5)	Placement in NGOs : The members wanted the institute to explore, identify and reach out to the NGOs which could offer sustained and good career prospects to the students.	Four of our students of BA(JMC) interned as International Citizen Service with a leading NGO, VSO India.
6)	Feedbacks were collected from students, alumni, teacher and employers during the year. Feedback was discussed during the meeting and it was found to be satisfactory.	Keeping the updation of syllabus in mind, the university revised the syllabus of BA(JMC) last year. As BCA Programme Coordinator of GGSIPU, Dr. Narula is in touch with university for the revision of syllabus. BBA syllabus is also updated this year.
7)	Sharing of Guest speakers List with members : The members wanted to know about the corporate Guest invited by the institute to interact with the students.	The list was shared.
8)	New initiatives at Community Radio : The members appreciated the	A full time Radio Programme Production Assistant has been recruited. The Community Radio was also awarded the Radio Maths Project. A Baseline


Director

<p>development efforts made by JIMS, Vasant Kunj, Community Radio 90.4 Mhz. It was suggested that one production staff member be recruited for the purpose.</p> <p>The Esteemed Chairman approved the proposal.</p>	<p>Survey cum capacity upgradation workshop was conducted for the purpose in collaboration with Media 4 Community Foundation and its report was submitted to DST.</p>
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(Director)

Director
Jagannath International Management School
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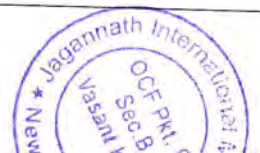
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Action Taken Report presented in Governing Body cum Advisory Board Meeting held on 20 July 2018

Review of action taken on previous Governing Body Meeting held on 18th August 2017:

S. No.	Suggestions	Action Taken
1.	Feedback report of all the stakeholders were prepared and presented. Overall feedback received was good. Director Sir asked to take necessary steps to improve teaching-learning feedback.	Necessary steps were taken to improve the feedback. Overall students found satisfied with the teaching-learning process.
2.	The placement cell should strive for the Tie ups with small banks which have come up recently and who would be keen to get students from an institute like JIMS (Mr. P. Kannan)	Efforts were made to reach out to these banks, but in most cases the students once selected, were not keen to relocate in view of the lower salary packages offered by them.
3.	The members wanted the department of communication students to celebrate the international Press Day as it is an important event for all journalist as well as budding journalist.	The International Press day was celebrated on 14 May, 2018. An FDP was also organized on the occasion in which Mr. Vishnu Shankar, a veteran journalist, was invited as an expert.
4.	The members proposed that the students of journalism department could start a news magazine which would have both local news and articles by the students. This could be circulated online among the students as well as prospective employers	It was not possible to start on a regular basis, a news magazine by the students. However, students were asked to prepare in groups news magazines and the same were adjudged by an expert in a competition organized for the purpose.

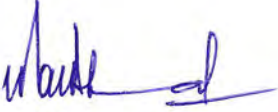

Director



5.	It was proposed that the institute should come out with a printed copy of the proceeding of each seminar organized by each of the department, to this end the members suggested that the guest speaker invited to the seminar could be asked to submit at least 1 page write up on the topic of their lecture.	The suggestion received from the Hon'ble Members was implemented and all the three departments have come out with printed reports of the Seminars/Conferences.
6.	It was also proposed that in future the format of the annual report presented to the Governing body could include a PPT presentation apart from the written report.	The suggestion has been implemented.
7.	One of the members suggested that the term picnic be dropped in favour of a more formal and professional term.	Based on these suggestion, the annual staff picnic has since been renamed 'JIMS Family Day Out'.
8.	Debate Topics should have a clear single statement with for and against statement.	The suggestion has been acted upon.
9.	Mass communication students should make film clipping and make AV presentation in classes and various competitions	A/V clippings of events and competitions are being recorded and edited by students. The same are catalogued in the Mass Communication Lab.
10.	Encourage students to launch Entrepreneurial ventures (individual or in group)	Based on the efforts made by the JIMS Entrepreneurship Development Cell, a number of students have launched Entrepreneurial ventures. Copies of the report of the Young Entrepreneurs are available in the file.
11.	Register Community Radio with UNDP schemes for certain issues for partnership and funding	In 2017- 2018 no such funding was announced.
12.	Appoint Academic Associates/Consultants from	Experts from the Media have been regularly invited as either Guest Speakers or as Visiting Faculty in almost


Director

industry for upcoming areas in Mass Communication	all areas of Journalism. List of invitees is available in the file.
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(Director)

Dr. Pooja Dwan
Director

Jagannath International Management School
(Affiliated to GGS IP University, New Delhi)
OCF PKI-9, Sec-B, Vasant Kunj, New Delhi-70



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Action Taken Report presented in Governing Body cum Advisory Board Meeting held on 19 July 2019

Review of action taken on previous Governing Body Meeting held on 20th July 2018:

Dr. Ravi K Dhar, the Director of the institute presented to members an account of the action taken on the actionable points of discussion in the previous year's Governing Body Minutes of Meeting.

S. No.	Suggestions	Action Taken
1.	It was suggested by one of the members that the institute should go for listing of its journal articles in research compendia to enhance visibility and subscription	IndianJournals.Com has applied for inclusion of 8M in Google Scholar, Crossref and OADI research compendia. The institute has also applied for the inclusion of its journals in the UGC CARE List of Approved Journals through the UGC CARE Centre for the Northern Zone at JNU, New Delhi.
2.	It was also suggested by the members that the institute should compile the success stories of the budding entrepreneurs by including therein the challenges faced by them and the way they overcame them. Once these are compiled, they need to be shared with students as learning experiences in Entrepreneurship	The success stories of the passed out student entrepreneurs were compiled, based on the inputs received from 3 students each of BA (JMC) and BCA, and 1 student of BBA.
3.	Members suggested that JIMS should focus on placing students in finance-based tech companies	Efforts were made to bring on board Fin-Tech companies. As of now, Nivesh Global Company came in the month of November, 2018 and they have selected 1 student of BBA Batch 2014-17. Further efforts are being made to increase this number.
4.	Members wanted Journalism Department to consider the creation of an Economic Intelligence Research Unit, which could involve students in the gathering of	Though the creation of an Economic Intelligence Research Unit has not been possible, but efforts have been made to collate Economic and Financial Developments as reported in Business newspapers and the same have been circulated among the faculty on a daily basis. The data so


Dr. Ravi K Dhar
Director

Jagannath International Management School
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	business and financial data	compiled has been segregated into separate files on each of the subsets of business and economy.
5.	Some members suggested the teaching of an integrated IT & Journalism module in areas such as Big Data, Digital Media, Data Mining etc.	The Dept. of Media and Communication Studies organized Lectures by: - 1) Ms. Shilpa Tandon on Digital Marketing 2) Mr. Ambrish Saxena on Role of Data in TV news casting held on 10 th September, 2018. The Dept. of Information Technology organized various lectures on latest technologies every month.
6.	Members wanted that the Learning outcomes of Flipped Classrooms sessions be mapped and evaluated in comparison with the traditional teaching methodology	A study on Flipped Classroom Methodology was undertaken by 3 faculty members. The results of the study were not as expected, as most of the students preferred the traditional method in comparison with the Flipped classroom methodology. This could have to do with the absence of adoption of Bloom's Taxonomy of learning, which calls for a holistic shift from the traditional method of teaching to an altogether different ecosystem of learning wherein emphasis is placed on the higher order learning skills than mere memory and understanding in teaching as well as in evaluation. To this end, a One – Day Workshop on Bloom's Taxonomy of Learning and its incorporation into course modules and evaluation was organized on 16 May 2019. Dr Piyush Pahade, Principal of a leading College in Pune, and the Convenor of the IQAC Cluster India initiative was the Resource Person.
7.	Members highlighted the significance of teaching design thinking. And as a first step, they wanted the faculty to learn this through various online courses	17 faculty members in BBA, 2 in BCA and 3 in Journalism Departments completed online courses in Design Thinking. Duration of the course- 2 to 3 months
8.	Members spoke of the availability of plagiarism checker softwares which could identify instances of plagiarism in a students' writing assignment. So, they wanted that the institute should implement it for enhancing the quality control of assignments submitted by students.	As far as the assignments are concerned, students are asked to submit these handwritten to avoid the possibility of copy-paste assignment submissions. In the case of the Training Reports and Research Reports, however, students submit these typewritten and the same are subjected to plagiarism check before acceptance.
9.	Feedback was taken and analysis is completed. Overall feedback obtained from	Feedback on teaching-learning was good for most of the subjects. Necessary steps were taken to implement suggestions obtained from students.

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	stakeholders was good. Teaching-learning feedback was also taken.	
10	Members appreciated the installation of the Solar Plant atop the roof. However, they mentioned cases where the panels got affected by the air pollution in Delhi. So, they suggested that the Solar Panels should be cleaned frequently to improve their efficiency and to protect them from the ill-effects of air pollution.	Being done twice in a week.

Mahesh
(Director)



Jagannath International Management School

Vasant Kunj, New Delhi-110070

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Action Taken Report presented in Governing Body cum Advisory Board Meeting held on 25 July 2020

Review of action taken on previous Governing Body Meeting held on 19 July 2019:

S. No.	Suggestions	Action Taken
1.	Success stories of alumni should be distributed among present students and interaction with them can be organized.	The Digital Marketing Team, JIMS Vasant Kunj has highlighted the achievements and success stories of alumni on all the social media platforms of JIMS, Vasant Kunj to motivate the currently studying students and also initiated the Alumni Connect (Alumni lecture series) for the existing students of JIMS Vasant Kunj. The idea of initiating the alumni connect is much appreciated by the students as it provided them the exposure and an interface to meet the industry requirements. Social Media Platforms of JIMS Vasant Kunj https://www.facebook.com/jimsd.vasantkunj/ https://twitter.com/JIMSVK/ https://www.instagram.com/jimsvasantkunj/ https://www.youtube.com/user/SuperJIMSVK
2.	One member suggested contacting a good newspaper like Economic Times and students to be sent for internship there.	Students are already interning at Times Internet Ltd. As per Human Resource department no fresh hiring. Still follow up in process with HR.
3.	Feedback report from various stakeholders was discussed. It was also apprised to the members that apart from the feedback on syllabus, feedback on teaching-learning was taken from the students twice per semester. PTM feedback also taken once every semester. Overall feedback received was very good but	Dr. Narula, HOD-IT and BCA Programme coordinator GGSIPU is in constant touch with the university for the starting of syllabus updation process.

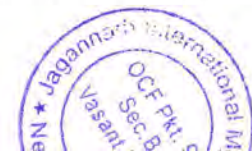

Director



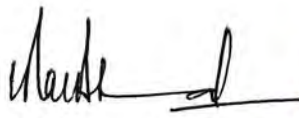
	syllabus of BCA needs updation as per industry.	
4.	Content management system should be adopted for teaching integrated IT & Journalism module.	Explored the options but not possible as per the requirement of the syllabus of the university.
5.	One member emphasized on having sessions/workshops on Change management for faculty members and students as well.	World is dynamic and the only thing that is constant is change. World is witnessing a huge change in almost everything that we do. At JIMS we always endeavor to make this transition easy and smooth for all the stake holders i.e. students, faculty and staff. In last one year many activities in form of guest lectures, Leadership talks, workshops and webinars have been conducted to equip people for this transition. With different series of activities various changes like- Professional change (Campus to Corporate Series), Psychological Changes (Lectures on Mental health and wellbeing, Stress management), Professional and personal changes amid COVID 19 (Leadership Talks, Time management during lockdown, goal opportunities during this current scenario). In total around, fifteen lectures were organized throughout the year for change management.
6.	Live Projects with industries can be taken for exposure & interaction with industry.	Students participated in 4 live projects with Sony India, United Biscuits Ltd, Deneb Pollux and Big Bazar.
7.	JIMS should call experts from NITI Aayog, UN & local planning department for workshops.	Dr. V.K.Saraswat, member Niti Aayog delivered Leadership talk on Role of India in Covid-19 on 13/4/2020. We are trying to arrange for more session in forthcoming academic session.
8.	Instead of all 17 goals of SDG, only one or two goals should be shortlisted by the institute for research purposes.	<ol style="list-style-type: none"> 1. Literacy –The CR successfully completed 180 episode series in Nov 2019 sponsored by DST, NCSTC, GoI. The highlight was that these programs were produced with representatives from the community. 2. Public Health Webinars- Series of (10 till now) Webinars organised till date to raise awareness on public health issues. 3. The study on, “Knowledge, Attitude and Practice of WASH (Water, Sanitation & Hygiene) in the slums of NCT of Delhi” is carried out in selected district of National Capital Territory of Delhi, India with the objectives to map the awareness level, attitude and behaviour patterns towards sustainable WASH practices and to find out the



Director



		<p>socio economic factors responsible for these behaviour pattern in the slums of NCT of Delhi. The study is funded by ICSSR. The present study is covered under SDG goal number 6 (Clean water and sanitation). Till date literature review, Questionnaire designing and conversion of questionnaire in Hindi is completed. Data collection is in the planning process.</p> <p>4. The study on,"Vulnerability, Legal protection and Work Conditions of Domestic Workers" is carried out in South District of National Capital Territory of Delhi, India with the objectives to study the working conditions of domestic workers and to classify the type of problems/insecurities faced by them, the lacunae in the existing system of implementation of justice in regard to the welfare and protection of the domestic helps and to come out with actionable recommendations for the welfare of these workers at the policy and implementation levels. The study was carried out in the twelve regions of south district of Delhi. The study is funded by NHRC. The present study is covered under SDG goal number 8 (Decent work and Economic Growth) and 16 (Peace, Justice and Strong Institutions). Till date literature review, research methodology design is done. Data has been collected up to 70% and writing of the report is completed up to 30%</p>
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 (Director)



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Action Taken Report presented in Governing Body cum Advisory Board Meeting held on 31st July 2021

Review of action taken on previous Governing Body Meeting held on 25 July 2020:

S. No.	Suggestions	Action Taken
1.	Efforts be made to identify the parameters of assessment used in various surveys for the ranking of various HEIs in the country and ranks won should be compared with those of last year to find out areas of improvement for better ranking.	Based on the thorough analyses of the parameters of assessment used in undergraduate B-School Surveys, necessary care was taken while filling up this year's Survey Forms. Consequently, BBA Programme of the Institute was ranked among Top 20 and BCA Programme among Top 22 institutes in India in the India Today Survey 2021.
2.	The impact of online teaching on learning effectiveness should be compared with that of class-room teaching	A study was carried out by the department of Journalism with the help of 242 respondents. The study revealed that nearly 39% of the students find online teaching less interesting than traditional classroom teaching. This was true for both theory and practical subjects. When it came to learning practical skills, 53% of students responded that practical skills can be more easily acquired in physical classes. On the other hand, for theory subjects, a majority of the students were either neutral or agreed to being responsive to online classes (58%). Ease of accessing/viewing learning material in the online learning mode was nearly 36%, while the engagement between the faculty and the student regarding doubt clearing in online learning, was

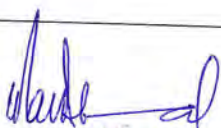


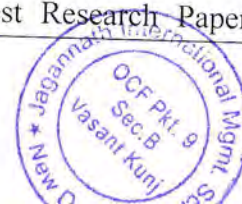
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		at 62%. The survey shows nearly 85% of respondents use Wi- fi- connections for accessing online classes.
3.	Efforts to be made to enhance salary packages of BCA Students and comparison be made with those in DU Colleges.	In DU, BCA program is not there. They have B.Sc. program. Our placements are better than theirs. However, placements of Master's program in DU are decidedly much better.
4.	Need to follow up with the UGC for the award of Autonomous college status.	As the matter is subjudice, we have to wait for the court to decide.
5.	Reduce the use of plastic.	The use of plastic is minimal on the campus. Single use plastic is prohibited.
6.	Certificate courses in Leadership programs should be offered to students.	Courses on leadership were offered through Coursera for campus program in August – December 2020
7.	Post COVID-19 lot of e-learning materials are available for teachers and students. Teachers should refer to these online resources.	All the subject teachers are using online content and online platforms for effective teaching and learning. Faculty members have also recorded their own videos that have been uploaded on JIMS YouTube Channel for the exclusive use of our students 24*7.
8.	Research should be focused and emphasized.	To encourage research, the institute announced new research based incentives ranging from Rs. 7000/- to Rs. 25,000/- for a paper published in top international journals. As a result, 13 papers have been published in Scopus, Emerald and UGC Care Journals by the faculty members in the academic session 2020-21. Six Chapters have been written by faculty members in books. Eighteen faculty members have presented their research papers in various National/International seminars/conference. One of the faculty members was awarded medal for the Best Research Paper in Taxation by


 Director
 Jagannath International Management School



		ICAI. She also submitted the report of her sponsored research project on the working conditions of Domestic Helps to NHRC. Faculty <i>have also been awarded a research project on WASH in Delhi slums by the ICSSR. The project is under way. JIMS offers handsome financial incentives to faculty members who execute such research based consultancy projects.</i>
9.	Innovation Cell – Innovation should be linked with performance.	JIMS IIC won 4.5 points out of 5 from MHRD for its commitment to increasing the awareness of students on Innovation Management.
10.	Feedback was taken from various stakeholders and analysis report shows feedback was good. Feedback was also taken on teaching-learning and from parents via online PTM.	Dr. Narula apprised the members that from this session the new syllabus of BCA will be followed for the new batch. And, she is taking meetings of all the GGSIP affiliated colleges in the capacity of GGSIPU BCA Programme Coordinator under the guidance of Dr. Pravin Chandra, Dean, USICT, GGSIPU.
11.	Faculty must be motivated to attend FDPs	Many Faculty members have participated in various FDPs/Refresher courses this year.
12.	Building up branding of institute Journals and getting them included in UGC-CARE journals.	JIMS 8M has been included in UGC CARE List of Journals. Efforts are on to include 'Mass Communicator' too.
13.	Support should be provided for nurturing Entrepreneurship among Students.	Thirteen Sessions were organized this year by the E-Cell to nurture the entrepreneurial skills of the budding entrepreneurs of JIMS.


(Director)





Dr. Nidhi Gupta <hodbba.vk@jagannath.org>

Reg: Revision of Course Curriculum for the Academic Session 2021-2022

2 messages

Thu, Oct 29, 2020 at 3:23 PM

Dr. Nidhi Gupta <hodbba.vk@jagannath.org>

To: dean.usms@ipu.ac.in

Cc: Director Vasant Kunj <director.vk1@jagannath.org>

Bcc: anu bhardwaj <anu.bhardwaj@jagannath.org>, pramod pandey <pramod.pandey@jagannath.org>

Dear Sir,

Hope you are doing fine during this covid-19 pandemic. We wish you a safe and healthy time in future too.

As per the mail received regarding revision of the course curricula for the BBA program, we are happy to share the draft prepared by Jagannath International management School, Vasant Kunj. This exercise was done keeping in view to implement the proposed curriculum w.e.f. academic session 2021-22. Further, the revision also incorporated the provisions in the NEP-2020

In this regard, please find attached the two schemes proposed by us.

1. First proposal as per the existing scheme wherein we mentioned the addition and deletion in the existing syllabus.
2. Second proposal as per the National Education Policy 2020 in which we proposed Core and Elective subjects in each semester.

We also nominate one faculty Mr.Pramod Pandey (Assistant Professor) for coordination in this regard.

Mr. Pramod Pandey- Mobile No. 9891496433

email:- pramod.pandey@jagannth.org

Peace & Regards,

Prof.(Dr.) Nidhi Gupta
 Head- Department of Management Studies
 Jagannath International Management School
 Vasant Kunj, New Delhi-110070.
 (Affiliated to Guru Gobind Singh Indraprastha University, Delhi)
 NAAC Accredited Grade 'A' and ISO 9001: 2015 Quality Certified
 Office Phone: 011-40619338
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DR. RAVI K. DHAR
 Director


Jagannath International Management School
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Twitter : <https://twitter.com/JIMSVK/>

Linkedin : www.linkedin.com/pub/jims-vasant-kunj/80/522/bb4

"Nothing can dim the light which shines from within"

2 attachments

 Proposal-I (As per existing scheme).pdf
2629K

 Proposal-II (As per NEP 2020).pdf
1238K

Dr. Nidhi Gupta <hodbbavk@jagannath.org>
To: director@msi-ggsip.org

Thu, Dec 24, 2020 at 12:20 PM

Dear Mam,


Please find attached the revision in syllabus we already shared with University in October 2020.


Peace & Regards,

Prof.(Dr.) Nidhi Gupta
Head- Department of Management Studies
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"Nothing can dim the light which shines from within"

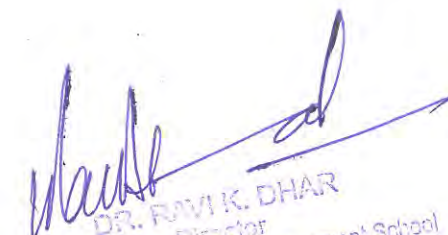
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2 attachments

 Proposal-I (As per existing scheme).pdf
2629K

 Proposal-II (As per NEP 2020).pdf
1238K




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Suggestions for changes in the existing syllabus in the subjects of BBA Programme

Proposal-I (As per existing scheme)

BBA 101: Management Process & Organizational Behaviour

Unit	Deletions	Additions
I	Formal and Informal Organization	Modern Forms of Business Organizations
II	No deletion required	1. Process of Staffing 2. Importance of Controlling
III	No deletion required	No addition required
IV	No deletion required	1. Upcoming and New Team Development techniques being used by big corporates and methods could be added. 2. Some practical exposure of Team Development activities can be included. 3. Globalization and challenges for Indian Business in new millennium. 4. Multinational Organization:-Recent trends in Business world

BBA 102: Cost Accounting

Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	No addition required

Please add the text book in the syllabus:

Gupta, Himanshu, 2008, Introduction to Cost Accounting, Shri Navman Publication, Meerut India
ISBN No 9788187607000

BBA-103: Business Mathematics

Unit	Deletions	Additions
I	Concepts of functions	Functions and its types with application to business
II	No deletion required	No addition required
III	No deletion required	Integration concepts of partial fractions should be added
IV	No deletion required	Integration by partial fraction as sum should be added



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BBA-104: Quantitative Techniques

Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	No addition required

May add basic concepts of probability and probability distributions.

BBA-105: Financial Accounting & Analysis

Unit	Deletions	Additions
I	None	No addition required
II	Company Final Accounts	Depreciation
III	Contemporary Issues, Depreciation	Company Final Accounts
IV	No deletion required	Contemporary Issues

BBA-106 & 108 : E-Commerce

Unit	Deletions	Additions
I	No deletion required	<ul style="list-style-type: none"> E-commerce : A Brief History The internet and World Wide Web: Ecommerce infrastructure
II	No deletion required	<ul style="list-style-type: none"> WYSIWYG Editor like Adobe Dreamweaver
III	No deletion required	<ul style="list-style-type: none"> Information Rights: Information collected at E-Commerce Websites
IV	No deletion required	<ul style="list-style-type: none"> Social networks and online communities, Online auctions, E-commerce portals

BBA-107: Business Economics

Unit	Deletions	Additions
I	Risk, Return and Profit	No addition required
II	No deletion required	Ordinal Utility V/s Cardinal Utility, Derivation of Demand Curve and Engel Curve from Indifference Curve Analysis.
III	No deletion required	No addition required
IV	No deletion required	Derivation of short and long run cost curve

BBA-109: Computer Applications

Unit	Deletions	Additions
I	No deletion required	Number system
II	No deletion required	Introductory terms regarding Database and DB
III	No deletion required	No addition required
IV	Computer applications from	Security provisions, Internet Access and other

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Information technology & society part. Network security techniques.

BBA-110: Business Communication

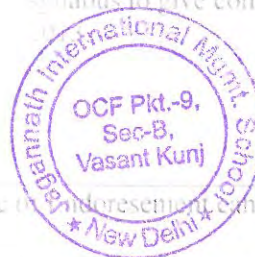
Unit	Deletions	Additions
I	No deletion required	Barriers of Communication
II	Idea of a global world, Etic and Emic approaches to communication	Overcoming the barriers of cross cultural communication
III	Presentation Tools	No addition required
IV	Barriers of Communication	No addition required

BBA-112: Business Environment

Unit	Deletions	Additions
I	The structure of Indian Economy part can be shifted to Unit II so that whole unit is dedicated to Indian Economy	No addition required
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	The following topics can be added apart from economic environment: Political environment, Technological environment, GATS

BBA-201: Business Laws

Unit	Deletions / Change	Additions
I	Contract of Bailment and Pledge can be deleted	Performance of contract, discharge of Contract and breach of contract should be included to make the understanding of the Indian Contract Act, 1872 complete in all respects.
II	No deletion required	No addition required
III	1. Shares and Debentures can be deleted as it is dealt with in detail in Financial Accounting 2. Prevention of Oppression and mismanagement can be discussed on a conceptual note only	1. Lifting of corporate veil, conceptual framework of formation of company, doctrine of ultra vires and doctrine of indoor management should be added as these topics. 2. Winding up of company should be incorporated in the syllabus to give completeness to the Companies Act.
IV	No deletion required	Topic of redressment can be elaborated upon



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Apart from the subject changes provided in the document, I propose the following changes

1. Income Tax should be in the fifth semester and GST in the sixth semester, as 2 papers of taxation in one semester are bit taxing for the students.

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2. For Law there should be two separate papers Business Laws and Companies Law like in all major universities as it is very difficult for the faculty and students alike to study Companies Act, 2013 (which is a subject in itself) in the subject of business laws. To add one unit to the subject of business laws and act like Partnership Act, 1932 or Competition Act, 2002 can be included as both these acts are very relevant to the business and commerce.

BBA-202: Human Resource Management

Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	Psychometric Tests
III	Career Development Potential Appraisal	No addition required
IV	No deletion required	Team Building

BBA-203: Marketing Management

Unit	Deletions	Additions
I	Marketing philosophies	<ul style="list-style-type: none"> Types of Markets. Importance of Product Innovation after Product Life Cycle Modes of transport after physical distribution
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	No addition required

BBA 204: Financial Management

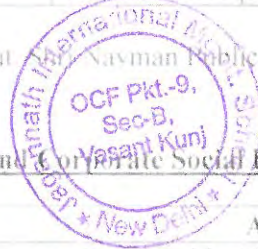
Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	No addition required

Please add the text book in the syllabus:

Gupta, Himani: 2016. Financial Management. Vayman Publications, Aligarh, India ISBN No.978-81-954794-7-6

BBA 205: Business Ethics and Corporate Social Responsibility

Unit	Deletions	Additions
I	Management Process and Ethics	Case studies on Ethical Dilemma.
II	Detached Involvement	Teachings of Management from Mahabharata and Ramayna
III	No deletion required	No addition required



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IV	No deletion required	1. New trends and initiatives being taken up by companies w.r.t. CSR 2. Ethics in Business Disciplines- Ethics and HRM, Ethics in marketing, finance, accounting, Ethical implication of technology.
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BBA-206: Research Methodology

Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	Basic Qualitative Methods(Introduction)- Ethnography, Narrative, Phenomenological, Grounded Theory, Case Study
III	Instead of Sample Size Decision	Sample Size Determination/Calculation
IV	No deletion required	Bibliography--API format

BBA-207: Management Accounting

Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	No addition required

BBA-208: Research Methodology Lab

Unit	Deletions	Additions
1	No units are mentioned	Basics of using SPSS. Conducting t test, Z test, ANOVA in SPSS and Excel
2	No units are mentioned	Conducting Chi-square in excel, correlation and regression in SPSS.
III	No deletion required	No addition required
IV	No deletion required	No addition required

BBA 209: Indian Economy

Unit	Deletions	Additions
I	No deletion required	No addition required
II	Problem of Poverty and Unemployment has already covered in the Business Environment subject of 2 nd semester.	We can add the following topics: 1. Inequality adjusted HDI 2. Gender Inequality index 3. Gini Coefficient 4. Lorenz Curve
III	No deletion required	No addition required
IV	We can delete the part of economic planning as India	Since, the name of the unit is Indian financial system, we can give more focus to the following topics:

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has discontinued it since the formation of NITI Aayog. We can keep only India's five-year plans, targets, achievements and failures.	<ol style="list-style-type: none"> 1. Stock Market in India- Overview and functioning 2. Role of commercial banks in Indian economy 3. Conduct of Monetary policy – its role since independence in Indian Economy
--	--

BBA-210: Information Systems Management

Unit	Deletions	Additions
I	No deletion required	No addition required
II	database management tool - SQL	latest DBMS tool need to be used in real-time/industry
III	No deletion required	case studies book should be added in curriculum based on SDLC, types of IS related topics
IV	No deletion required	intro to data security can be added in unit-4

BBA 211: Environmental Science

Unit	Deletions	Additions
I	Types of Eco System	No addition required
II	Water Resources of India	No addition required
III	No deletion required	No addition required
IV	The Indian Penal Code	No addition required

BBA 214: Managerial Skill Development

Unit	Deletions	Additions
I	No deletion required	Life skills
II	No deletion required	No addition required
III	No deletion required	Emotional Quotient and its measurement
IV	No deletion required	Soft skills

BBA-301: Income Tax Law and Practice

Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	No addition required

BBA-302: Project Management

Unit	Deletions	Additions
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I	No deletion required	Types of projects should be included after the first topic of definition of projects.
II	Network Techniques should be a separate unit	Newer sources of financing a project should be included as a third topic.
III	Financing of Projects as covered in detail in financial management	Networking Techniques and Scheduling should be the third unit and should incorporate the "networking techniques" topic specified in unit 2 presently.
IV	I. Social Cost and Benefit Analysis	I. social cost and benefit analysis should be aligned as the societal relevance of a project, under which a social cost and benefit analysis can be done.

BBA-303: Production & Operations Management

Unit	Deletions	Additions
I	No deletion required	1. Competitive Advantage to be added 2. Operations alignment with the strategy of firm to be added
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	No deletion required	No addition required

BBA-304: Digital Marketing

Unit	Deletions	Additions
1	No deletion required	No addition required
2	No deletion required	No addition required
3	No deletion required	No addition required
4	No deletion required	No addition required

BBA-305: Services Marketing

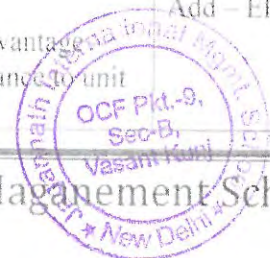
Unit	Deletions/Changes	Additions
Unit I	No deletion required	No addition required
Unit II	No deletion required	Customer Expectation of Service
Unit III	Managing Service Personnel	Employee's Role in Service
Unit IV	Challenges in Distribution	Managing Demand and Capacity

BBA-306: International Business Management

Unit	Deletions	Additions
I	Move these topics : a. International Competitive Advantage Nature, Meaning, and Importance to unit 3	Add - EPRG Approach

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	b. Multidimensional view of competitiveness to unit	
	c. Impact of Globalization on Unit II.	
II	No deletion required	No – but impact of globalization in Unit I should be part of Unit II.
III	No deletion required	No Change, but International Competitive Advantage should move from Unit I to Unit III
IV	No deletion required	No addition required

BBA-307: Entrepreneurship Development

Unit	Deletions	Additions
I	No deletion required	Nature, Importance and Characteristics, Entrepreneur v/s Professional Manager v/s Intrapreneur after definition.
II	Forms of ownership	Add the same in Unit – I in the last
III	No deletion required	No addition required
IV	No deletion required	No addition required

BBA-308: Business Policy & Strategy

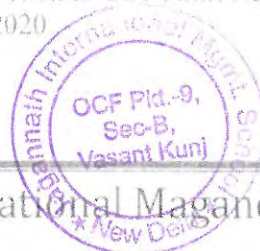
Unit	Deletions	Additions
I	No deletion required	Difference Between Policy & Strategy under Introduction
II	No deletion required	No addition required
III	No deletion required	No addition required
IV	PIMS Model	Core Competence-C K Prahlad Blue Ocean Strategy-W. Chan Kim, Renée Mauborgne

BBA-309: Goods & Services Tax (GST)

Unit	Deletions	Additions
I	No deletion required	No addition required
II	No deletion required	No addition required
III	No deletion required	Unit IV should be merged with Unit III
IV	Unit IV should be merged with Unit III	Custom Law should be added

Please add the text book in the syllabus:

Gupta, Himani, 2019, Introduction to GST, Shri Navman Publication, Aligarh India, ISBN No 978-93-87607-13-2, Edition 2020



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BBA-310: Sales & Distribution Management

Unit	Deletions	Additions
Unit I	Psychology in Selling	Sales Quota
Unit II	Sales Force Size, Sales Quota and Contests	No addition required
Unit III	No deletion required	No addition required
Unit IV	No deletion required	No addition required

- In view of the current occupations in demand, We propose to add the subjects like Event management and Search engine optimization in the curriculum.


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Suggestions for changes in the Course Curriculum of BBA Programme

Proposal-II (As per NEP 2020)

The Proposed Curriculum changes are suggested in the light of Reports published by reputed national and international bodies like McKinsey, World bank etc. as India is transforming itself into digital driven economy. So a paradigm shift in curriculum and pedagogy is required to hone the skills of BBA graduates as per the requirement of the Industry. For designing of the proposed curriculum, a rigorous virtual brainstorming session with all stakeholders like Industry experts, Employers, Students, Alumni and faculty members.

As per the information generated, we could identify the few emerging areas where lot of job opportunities will be available.

- Digital Marketing Specialists
- Data Analyst
- IOT Solutions Architect
- Social Media Manager
- User Experience Designer
- Inbound Marketing Specialist


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For making our students future ready for the proposed curriculum, a blended learning pedagogy should be followed aggressively. The teaching learning should be simulation techniques based, collaborative and experiential. Thus we highly recommend that the course should be taught with the help of case studies, group discussions, role plays and presentations.

While drafting the proposed curriculum, the guidelines of the New Education policy 2020 were also considered. We have proposed the core and elective subjects for every semester with the proposed credits of each subject.



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Proposed Course Curriculum for BBA (2021-22)

BBA	Sem I	Sem II	Sem III
Core Subjects (4 Credits)	<ul style="list-style-type: none"> Management Process & Organizational Behaviour Business Mathematics Financial Accounting & Analysis Business Economics 	<ul style="list-style-type: none"> Cost Accounting Quantitative Techniques E-Commerce (Th & Lab) Business Environment 	<ul style="list-style-type: none"> Business Laws Marketing Management Management Accounting Indian Economy
Elective (Any Two) (3 Credit each)	<ul style="list-style-type: none"> Oral Communication Computer Applications (Th & Lab) Foreign Language (Part 1) Philosophy 	<ul style="list-style-type: none"> Written Communication Group and Organization Dynamics Macroeconomics Event management part 1 Foreign Language (Part 2) 	<ul style="list-style-type: none"> Negotiation Skills Environmental Science Business Analytics Event management Part 2 Psychology
Total No. of credits 66	No. of credits: 22	No. of credits: 22	No. of credits: 22
BBA	Sem IV	Sem V	Sem VI
Core Subjects (4 Credit each)	<ul style="list-style-type: none"> Human Resource Management Services Marketing Business Ethics and Corporate Social Responsibility Financial Management Research Methodology 	<ul style="list-style-type: none"> Income Tax Law and Practice Production & Operations Management Entrepreneurship Development Digital Marketing Summer Training Report 	<ul style="list-style-type: none"> Project Management International Business Management Business Policy & Strategy Goods & Services Tax (GST) Major Research Project Report
Elective (Any Two) (3 Credit each)	<ul style="list-style-type: none"> Company law Information System Management (Th & Lab) Emotional Intelligence-Developing Abilities for Superior Performance (3) Sales & Distribution Management Advanced Excel and SPSS 	<ul style="list-style-type: none"> Retail management Innovation Management Rural marketing Computer Language-Python Behavioral Finance Strategic HRM 	<ul style="list-style-type: none"> Commodity Markets Mergers and Acquisitions Social Media Marketing Entrepreneurship and Venture Capital Management Intellectual Property Rights



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Total No. of credits 78	No. of credits: 26	No. of credits: 26	No. of credits: 26
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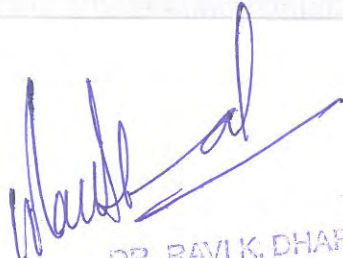
*Total No. of credits: 144



Compulsory Workshop to be attended during the course

Indicative List of Workshop	<ul style="list-style-type: none">• Business Etiquettes• Business Research Methods• Management learning through Films and Literature• Management learning through Arts and History• Change Management & IT• Creative Thinking• Family Businesses in India• Creative Problem Solving• Career Planning• History of management thought• Consulting Skills• Designing and Managing Information Security• Marketing Analytics• Advanced SPSS• Leadership Labs• Business History• Finance Workshop• Indian Philosophy• Any other value-added workshop• New models in business• Workshop on Budget• Analytical Reasoning• Time Management• Emotional Intelligence• Art of email writing
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MINUTES OF MEETING

BCA Programme Coordination Committee

Meeting Title	BCA Syllabus Review
Date & Day	26-11-2021 (Tuesday)
Time	2.30 PM- 4.45 PM
Place	Online- Zoom
Chaired by	Prof. (Dr.) Praveen Chandra Dean, USICT, G.G.S.I.P.U.
Convener	Dr. Meenakshi Narula, BCA Programme Coordinator G.G.S.I.P.U.
Attendees	BCA Programme Coordination Committee Members / Representative of the BCA institutes of G.G.S.I.P.U as per list attached as annexure-1
Purpose	Review of the status of the approval of BCA syllabus w.e.f. Academic Session 2021-22

An On-line Meeting of BCA Programme Coordination Committee was held on 26th November 2021 at 2:30PM regarding updates on the status of approval of proposed syllabus of BCA w.e.f. Academic Session 2021-22, by Academic Council and Board of Studies. The meeting was chaired by Prof. Pravin Chandra, Dean, USICT.

The details of points discussed are as follows:

1. The convener of the meeting Dr. Meenakshi Narula welcome all the members and informed to the chair about the newly added institutes of BCA programme.
2. Prof. Praveen Chandra informed all the members that the syllabus of BCA has been approved by BoS on 31st October 2021 and by the subcommittee of Academic Council on 22nd Nov 2021. It will be applicable from the Academic Session 2021-22.
3. The scheme of the syllabus for all the semesters was shared and explained to all newly added members of the committee. Dr. Chandra also informed the members that the detailed syllabus for first and second semester of first year only has been approved and the syllabus of remaining semesters has to be developed and completed in next 3-4 months for the approval of BoS and Academic Council.
4. Prof. Chandra also informed the members about the introduction of Bridge course in Mathematics in first semester for the students who did not have Maths in 12th std. It will be a NUES subject and students will be given grade (Pass / fail) by the institution.
5. Introduction of a 2 credits subject regarding participation of students in NCC/ NSS / Technical Committee / Technical Club/ Cultural clubs in all programmes was also disseminated to the members . It was informed to all members that now students will have to be involved in at least one club / committee every semester and a cumulative assessment will be done in the sixth semester.
6. Introduction of two MOOC courses was also discussed and the detailed guidelines for selecting a MOOC course and its assessment were explained in detail.




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7. The implementation rules of the syllabus were explained point wise in detail and the queries related to each point by the members were clarified for the understating of all the members.
8. Provision of availing multiple types of specialization i.e. **Bachelor of Computer Application with Minor Specialization in <Specific Discipline> (Honors), Bachelor of Computer Application (Honors), Bachelor of Computer Application with Minor Specialization in <Specific Discipline> or only Bachelor of Computer Application** and the guideline for each specialization and Honors was explained in detail.
9. Dr. Chandra also explained the introduction of Assessment Sheet for assessing the Outcomes achieved by a faculty for each course / paper. This sheet has to be maintained by each faculty of each course Be that paper with only theory component, only practical component or both.
10. The doubts of all the members were clarified by the chair.
11. Meeting ended with vote of thanks to the chair.



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Programme Coordinator (BCA),
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BCA Programme Coordination Committee Meeting on 26 November 2021**List of Attendees**

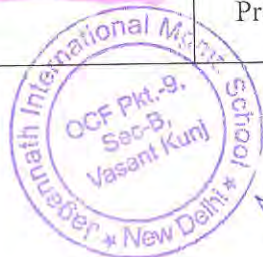
S.No.	Full Name	Designation	Name of the College	Email Address	Contact Number
1.	Prof. (Dr.) Praveen Chandra	Dean, USICT & Chairman of Committee	USICT	dean.usict@ipu.ac.in	
2.	Prof. (Dr.) Meenakshi Narula	Professor & Programme Coordinator	Jagannath International Management school, Vasant Kunj	Hodbca.vk@jagannath.org	9899424844
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4.	Raj Kumar Garg	Assistant Professor	Fairfield Institute of Management and Technology	raj soi@fimtggshipu.onmicrosoft.com	9953851980
5.	Dr. Ruchi Agarwal	HOD- BCA	JIMS Engineering Management Technical Campus	ruchiagarwal.gn@jagannath.org	9953114062
6.	Dhruv Srivastava	Assistant Professor	R C Institute of Technology, Najafgarh	dhruv.sribastava77@gmail.com	9958814678
7.	Juveria	Assistant Professor	COMM-IT CAREER ACADEMY	juveriakhan88@gmail.com	9999930528
8.	Kshitij Tomar	Assistant Professor- IT & Management	Fairfield Institute Of Management & Technology	kshitij@fimtggshipu.onmicrosoft.com	9909211676
9.	Ms. Nidhi Goel	Associate Professor	Institute of Innovation in Technology & Management, Janakpuri	ddsnidhi@gmail.com	9958083008
10.	Dr. Shalu Tandon	Assistant Professor	Jagannath International Management School, Vasant Kunj	Shalu.tandon@jagannath.org	9873410512
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12.	Dr. Rajeev Kumar	HOD	Kalka Institute For Research and Advanced Studies, Alaknanda, ND-19	rajeev974@gmail.com	9910744809
13.	Bhavna Galhotra	Asst Professor	JIMS, Rohini	bhawna.galhotra@jimsindia.org	9811673090
14.	Dr. Ruchi Singhal	Asso. Professor	Jagannath International Management School, Vasant Kunj	ruchi.singhal@jagannath.org	9810236048



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16.	Dr. Vandana Sharma	Programme Coordinator [BCA]	BanarsidasChandiwala Institute of Information Technology	vandana@bciit.ac.in	9911143737
17.	Dr. Vikas RaoVadi	Professor and Director	Bosco Teechnical Training Society, Don Bosco Technical School, Okhla Road, New Delhi-110025	vikasvadi@gmail.com	9868045426
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19.	Dr. Anisha Tandon	Assistant Professor	JIMS, Vasant Kunj, New Delhi	anisha.tandon@jagannath.org	7838497038
20.	Dr. SUPRIYA MADAN	DEAN & Professor	VIVEKANANDA INSTITUTE OF PROFESSIONAL STUDIES	supriya.madan@vips.edu	9811302688
21.	Amandeep Singh	HOD	SGTBIMIT	aman.gurpreet91@gmail.com	8744873050
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28.	Kavita Pabreja	Associate Professor	MSI	kavitapabreja@msijanakpuri.com	9811594911
29.	Ms. Snehlata	Assistant Professor	Jagannath International Management School, Vasant Kunj	snehlata@jagannath.org	9599267269
30.	ASHISH KUMAR NAYYAR	ASSOCIATE PROF	IITM JANAKPURI	pd.bca@iitmipu.ac.in	9711799028
31.	Dr. Ritu Aggrawal	HOD - IT	Management Education & Research Institute	rituaggrawal@meri.edu.in	9818276740
32.	Ms. Priyanka Rattan	Assistant Professor	Jagannath International Management School, Vasant Kunj, New	priyanka.rattan@jagannath.org	9971592920





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			Delhi		
33.	Neha Mittal	Dean	CPJ CHS	deanmgmt.cpj@gmail.com	9599010438
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36.	DR DEEPTI SHARMA	PROFESSOR	KCC Institute of Legal and Higher Education	dr.deepti@kccilhe.edu.in	09873721167
37.	Prof. Sudhir Kumar Sharma	Professor & HoD-Computer Science	Institute of Information Technology & Management	hod.csdept@iitmipu.ac.in	9911410841
38.	Ms. Kajol Rana	Assistant Professor	Jagannath International Management School, Vasant Kunj	kajol.rana@jagannath.org	9717615873
39.	Ms. Garima Saini	Assistant Professor	Jagannath International Management School	garima.saini@jagannath.org	8527283875


Dr. Meenakshi Narula
Convener & Programme Coordinator (BCA)
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Analysis Report of Students' Feedback 2020 – 2021 on Syllabus and its Transaction at the Institution

The student feedback was an attempt by the institution to scrutinize the efficacy of syllabus transaction and the overall efficiency of the teaching- learning process. 95% percentage of the students strongly agreed to the fact of the syllabus being explained at the beginning of the course. Regarding the capability of the syllabus in meeting global and industrial needs, more than 90% of the respondents were happy. 95% of the students were satisfied with the institutional practice of explaining the grading criteria/evaluation scheme of the course by the teachers. More than 90% of the students agreed to the fact that assignments were related to the syllabus of the course. 90% of the students agreed about the electives offered in relation to the technological advancements.

S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Syllabus was explained at the beginning of the course and delivered as outlined.	47.92%	32.11%	15.18%	3.99%	0.80%
2	The Syllabus was in line with global and industry needs/employability.	39.62%	31.63%	20.77%	6.39%	1.60%
3	How do you rate the evaluation scheme designed for each course?	42.17%	33.87%	19.33%	3.83%	0.80%
4	Projects/Assignments were related to the syllabus of the course	49.20%	31.31%	14.22%	3.99%	1.28%
5	How do you rate the electives offered in relation to the Technological advancements?	43.45%	31.95%	17.57%	5.27%	1.76%

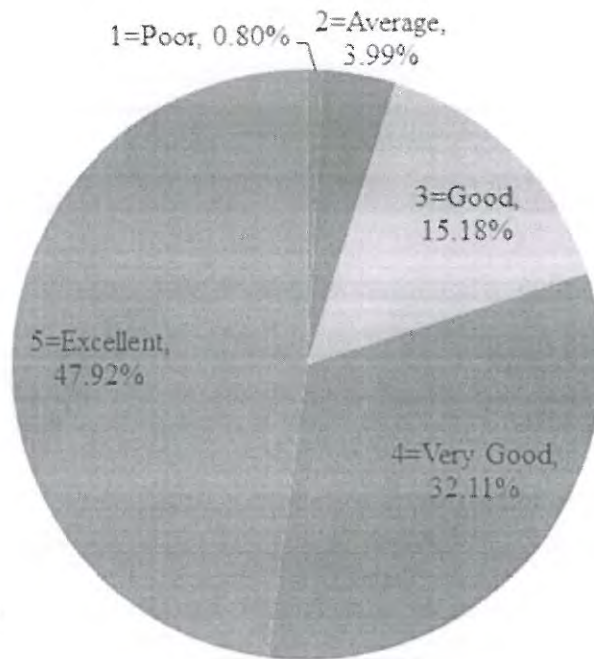
*All figures are in percentage



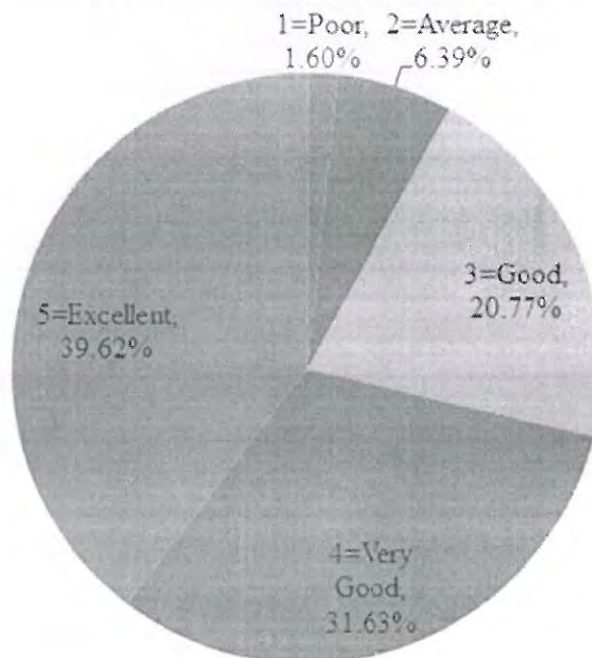
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The Syllabus was explained at the beginning of the course and delivered as outlined.

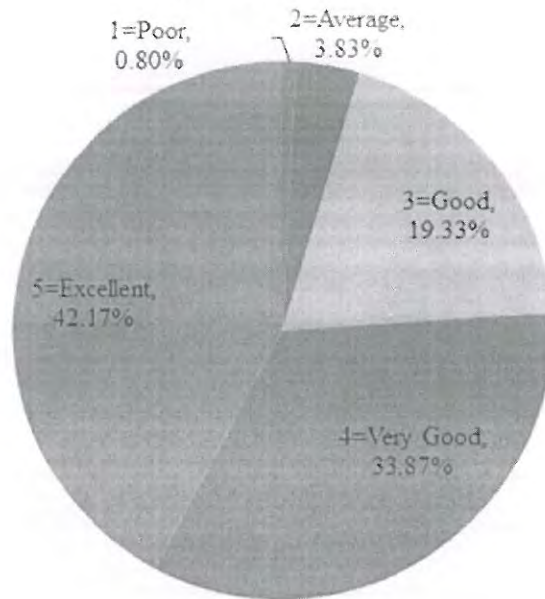


The Syllabus was in line with global and industry needs/employability.

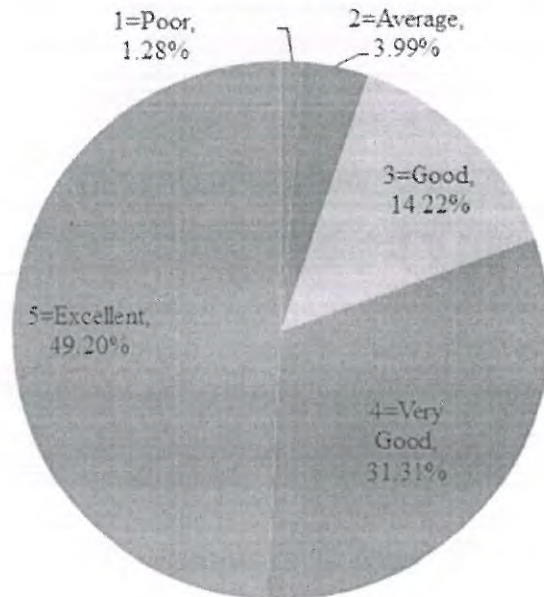


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How do you rate the evaluation scheme designed for each course?

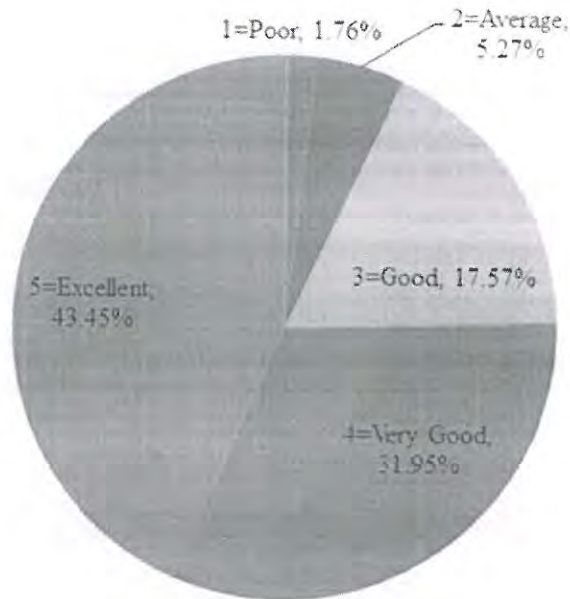


Projects/Assignments were related to the syllabus of the course



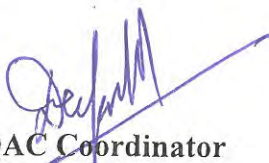
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How do you rate the electives offered in relation to the Technological advancements?

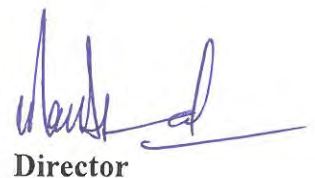


Remarks

Overall students are satisfied with the quality of teaching. Course content has corresponding reference materials. The syllabus of the course emphasizes the learning of job oriented skills. The curriculum gives scope for internship/ training/ research. The electives offered have scope for revision.


IQAC Coordinator




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Analysis Report of Alumni Feedback 2020–2021 on Syllabus and its Transaction at the Institution

Alumni feedback on syllabus encompasses a wide range of dimensions of the syllabus ranging from adequacy and effectiveness for future enhancement, developing analytical and problem solving skills to job employability potential. The feedback on syllabus focused on five thrust areas. The adequacy and effectiveness of the syllabus was rated by the alumni with greater satisfaction, while 45% of the respondents claimed it excellent, 37% opined it very good. About 13% of the respondents were hopeful about it, 3% felt it average and 0.85% marked it poor.

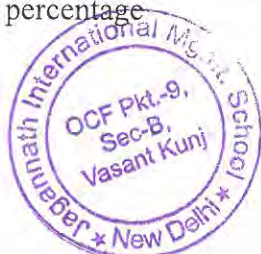
Regarding the effectiveness in developing analytical and problem solving skills, almost half of the respondents felt it excellent while around 31% found it very good. 13% were positive about it and only about 7% felt it average and poor.

While answering about developing independent thinking and other job employability skills, 79% of the alumni felt it excellent and very good while 16% were hopeful about it. Barely 4.7% of the alumni opined it average and poor.

While judging the connection of the syllabus with industry requirements, 77% of the alumni thought it excellent and very good while 15.81% marked as good, 5.13% as average and 1.71% as poor. 82.91% of the alumni agreed on practical applicability of the syllabus, 10.26% marked as good, 5.13% as average and 1.71% as poor.

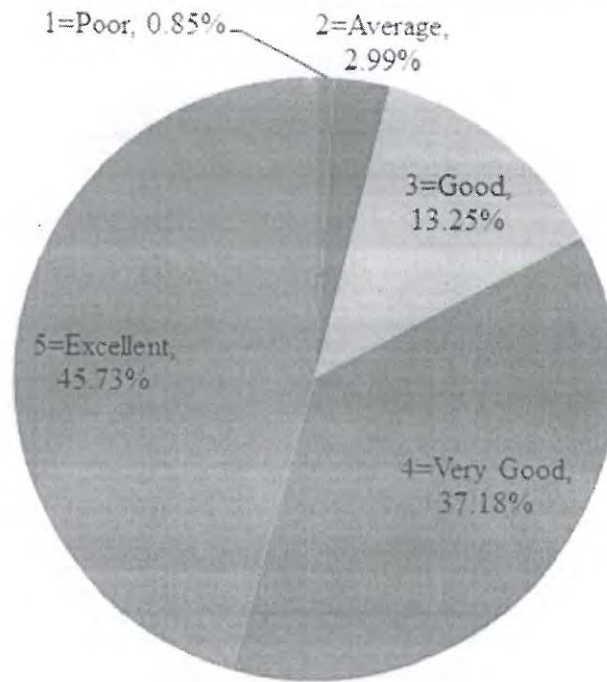
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Curriculum in the programme is adequate and Effective for future enhancement.	45.73%	37.18%	13.25%	2.99%	0.85%
2	The programme is effective in developing analytical and problem solving skills	48.72%	31.20%	12.82%	5.98%	1.28%
3	The programme is effective in developing independent thinking and other job employability skills.	45.30%	33.76%	16.24%	3.85%	0.85%
4	The curriculum is advanced to meet the industry requirements.	44.87%	32.48%	15.81%	5.13%	1.71%
5	Were the courses applicable in your practical / daily life?	47.01%	35.90%	10.26%	5.13%	1.71%

*All figures are in percentage

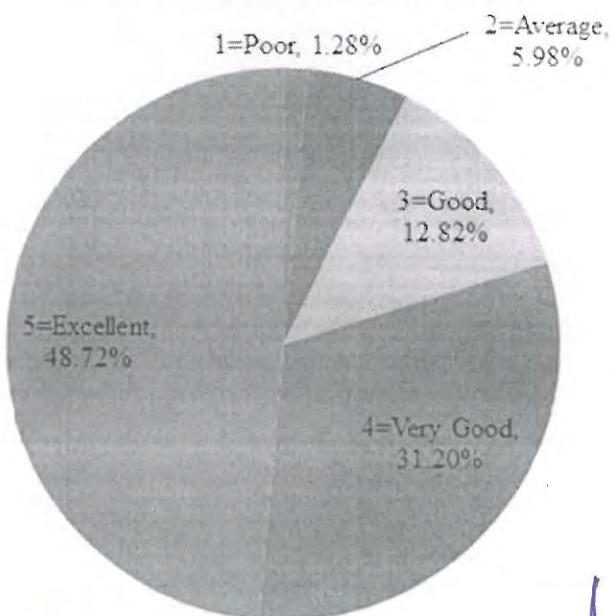


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The Curriculum in the programme is adequate and Effective for future enhancement.



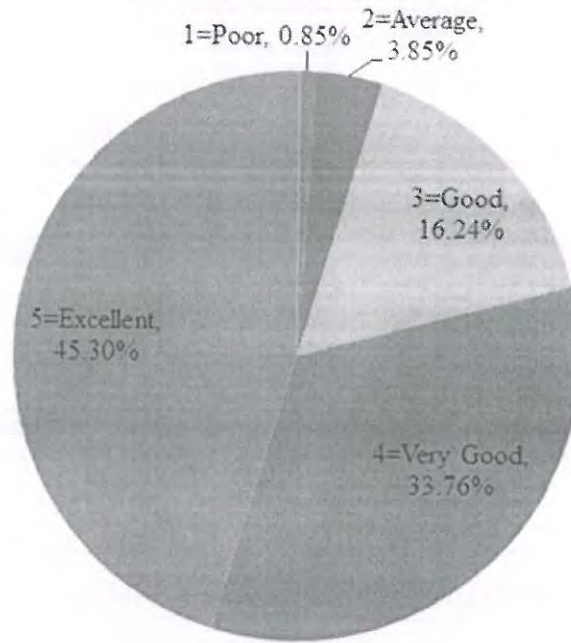
The programme is effective in developing analytical and problem solving skills



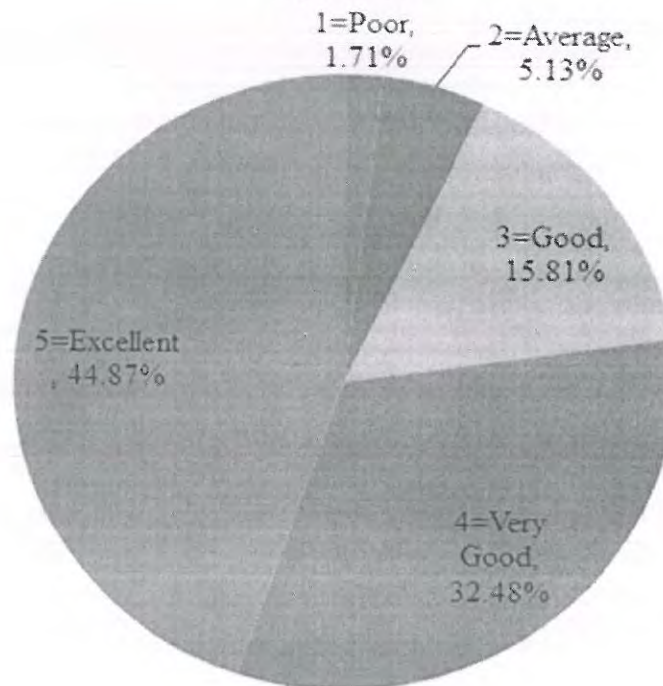
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The programme is effective in developing independent thinking and other job employability skills.

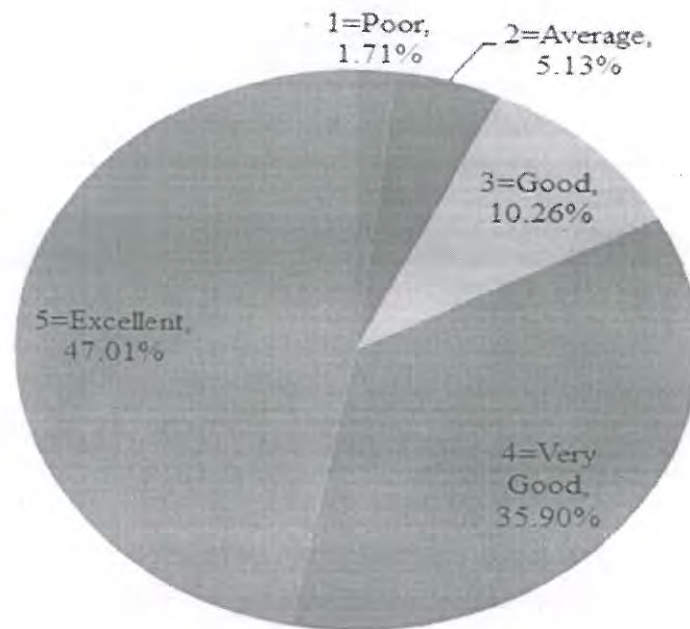


The curriculum is advanced to meet the industry requirements.



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Were the courses applicable in your practical / daily life?



Remarks

Most of the alumni are satisfied with the course content and admits that the course content was rather pertinent in their jobs. The alumni feedback also revealed that the institution supports higher learning and the curriculum provided in the college also fosters the entrepreneurial skills of the student.


IQAC Coordinator


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Analysis Report of Employers' Feedback 2020 – 2021 on Syllabus and its Transaction at the Institution

The Placement Cell networks with various industry sectors to organize campus placements and facilitate fresh graduates with employment. In this process the students get an exposure to the corporate life from the campus. In order to understand and meet up to the expectation of the industry demands, a questionnaire is prepared. While judging on the relevance of the curriculum to the existing industry requirements, half of the responses received as excellent, 27.78% given it as very good, 11.11% feels it as good and 11.02% rated as average and poor. Regarding the balance of knowledge and skill based content of the curriculum, 44.44% of the respondents felt it excellent while 27.78% found it very good. 11.11% were positive about it and about 16.67% felt it average.

While answering about alignment of context contents of the academic curriculum with its learning outcomes, half of the employers felt it excellent and 16.67% says it is very good while 27.78% were hopeful about it. Barely 5.56% opined it average and poor. 83.33% of the respondents agreed on alignment of academic curriculum with the skill-based competencies, and 16.67% marked as average.

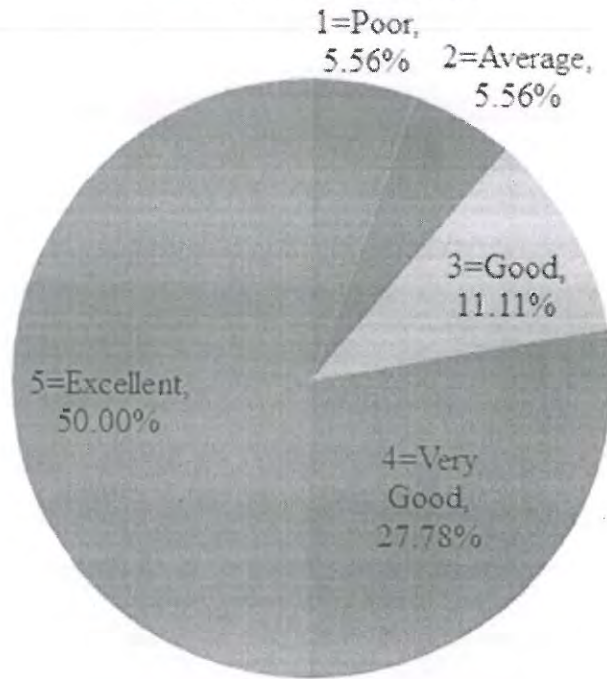
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?	50.00%	27.78%	11.11%	5.56%	5.56%
2	How do you rate the balance of knowledge and skill based content of the curriculum of the programme?	44.44%	27.78%	11.11%	16.67%	0.00%
3	How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?	50.00%	16.67%	27.78%	0.00%	5.56%
4	How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?	50.00%	33.33%	0.00%	16.67%	0.00%

*All figures are in percentage

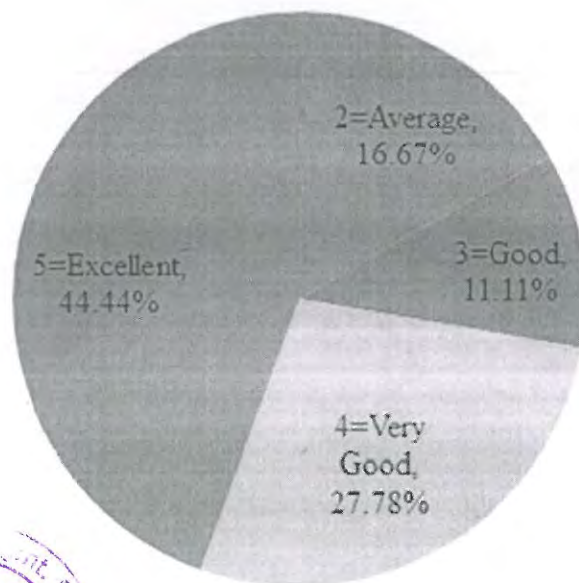



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How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?



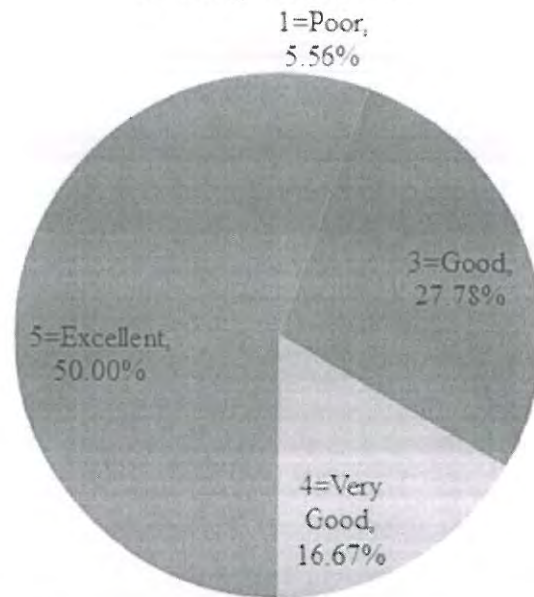
How do you rate the balance of knowledge and skill based content of the curriculum of the programme?



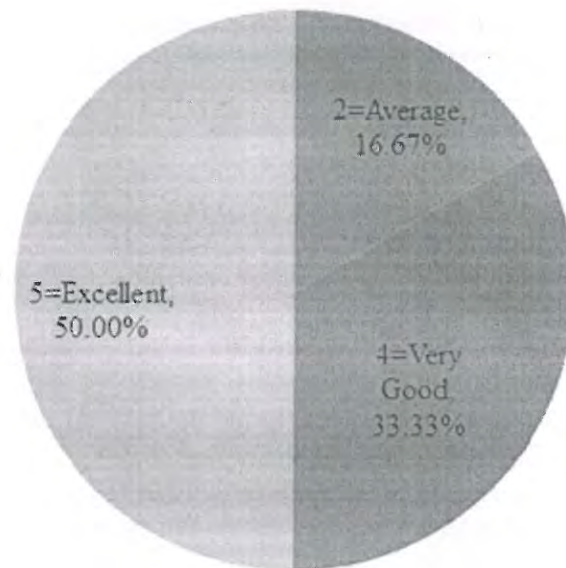
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How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?




How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?



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Remarks

Most of the employers have the opinion that the curriculum has relevance to the industrial needs. Some of them also have good opinions about the capacity of curriculum in ensuring professional ethics and positive attitude among the students but have scope for improvement. The learning outcomes of the curriculum are aligned with the global and industry needs


IQAC Coordinator


Director



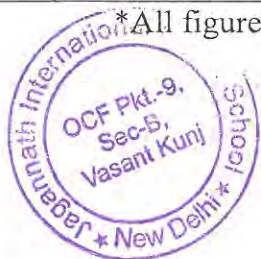
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Analysis Report of Teachers' Feedback 2020 – 2021 on Syllabus and its Transaction at the Institution

The teacher feedback actually functioned as an employee satisfaction survey. 87% of the teachers agreed that courses included in the academic curriculum are comprehensive. 89% of the teachers satisfied about the balance between knowledge and skill based inputs in academic curriculum. 90% of the teachers agreed with the alignment of the course contents with the learning outcomes. 83% of the teachers satisfied with the relevance of the course contents to the changing requirements of the industry. 85% of the teachers agreed with the flexibility of the academic curriculum in terms of the choice of electives offered. 89% of the teachers satisfied with the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills. 85% of the teachers rated the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills as good and above, others disagreed with it.

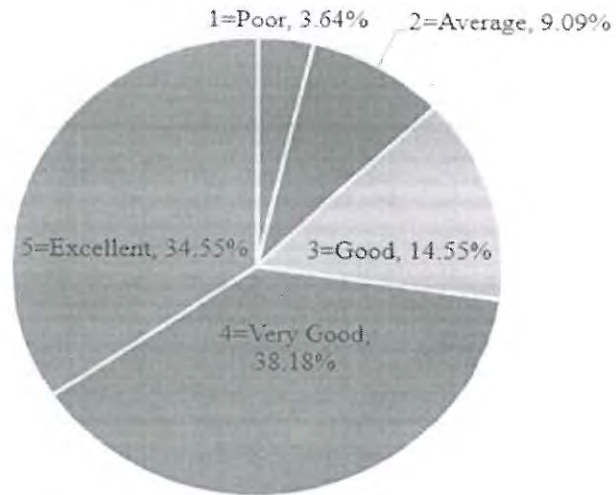
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?	34.55%	38.18%	14.55%	9.09%	3.64%
2	How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?	41.82%	27.27%	20.00%	9.09%	1.82%
3	How do you rate the alignment of the course contents with the learning outcomes?	29.09%	43.64%	18.18%	7.27%	1.82%
4	How do you rate the relevance of the course contents to the changing requirements of the profession/industry?	27.27%	41.82%	14.55%	10.91%	5.45%
5	How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?	38.18%	34.55%	12.73%	12.73%	1.82%
6	How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?	34.55%	29.09%	23.64%	9.09%	3.64%
7	How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?	47.27%	29.09%	9.09%	12.73%	1.82%

*All figures are in percentage

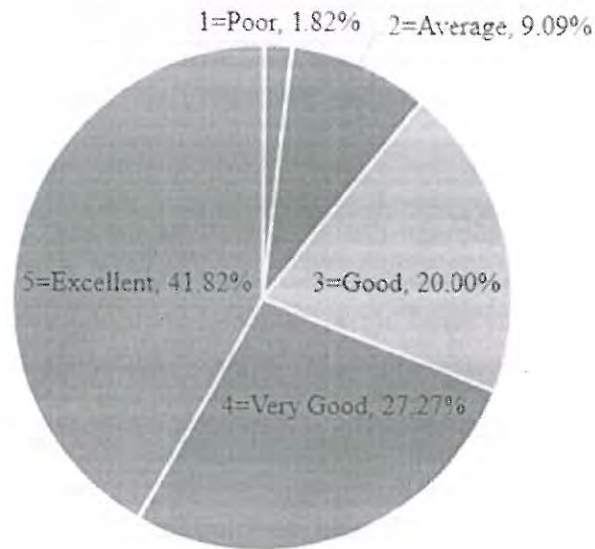


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How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

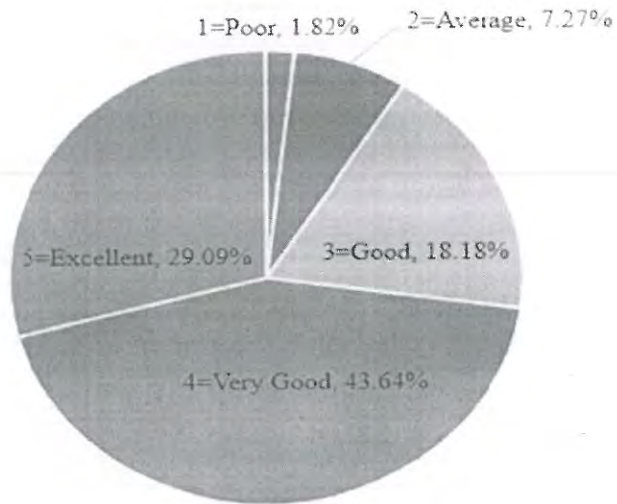


How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?

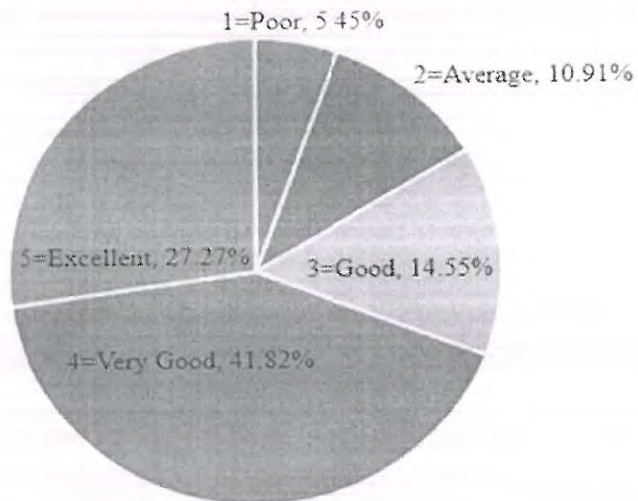


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How do you rate the alignment of the course contents with the learning outcomes?

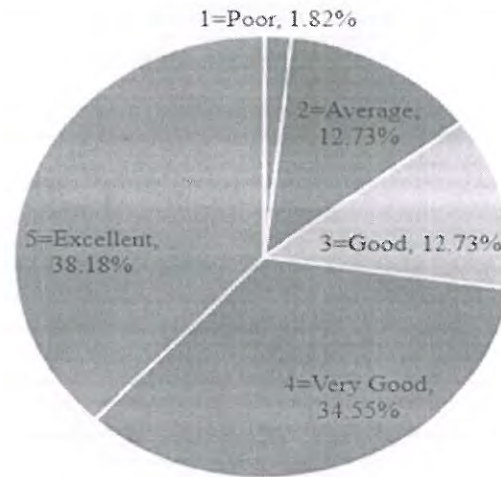


How do you rate the relevance of the course contents to the changing requirements of the profession/industry?

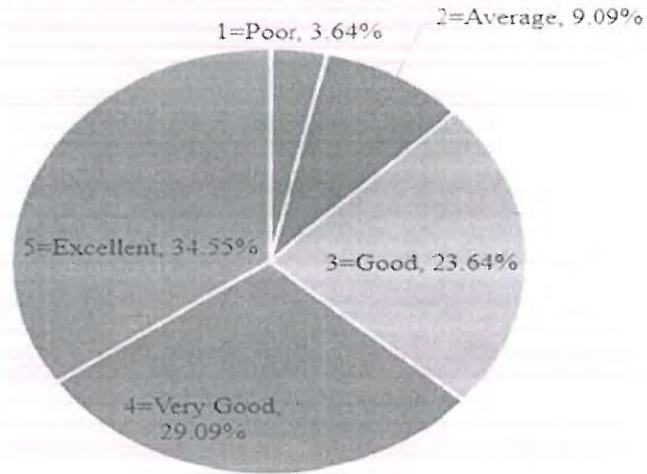


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How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?

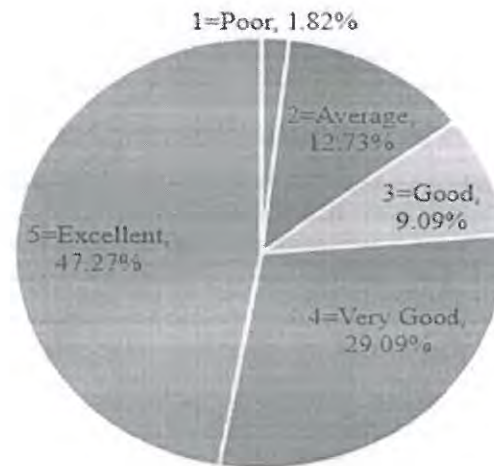


How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?



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How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?

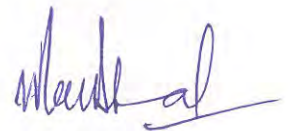


Remarks

Overall teachers are satisfied with the course content. The curriculum has focus on skill development and is career-oriented. The contents of the course are in conformity with the learning outcomes. Evaluation of the course is appropriate to discriminate the students. The curriculum caters to the needs of the industry/profession but have scope for improvement.



IQAC Coordinator



Director



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Analysis Report of Student Satisfaction Survey 2020-21

Total Respondants: 595

S.No.	Question		Option 1	Option 2	Option 3	Option 4	Option 5
1	How much of the syllabus was covered in the class for Semester (January - July, 2021) ?	Parameters	4 (85 to 100%)	3 (70 to 84%)	2 (55 to 69%)	1 (30 to 54%)	0 (Below 30%)
		Students (in numbers)	450	118	17	7	3
		Students (in percentage)	75.63%	19.83%	2.86%	1.18%	0.50%
2	How well did the teachers prepare for the classes?	Parameters	4 – Thoroughly	3 – Satisfactorily	2 – Poorly	1 – Indifferently	0 – Won't teach at all
		Students (in numbers)	258	310	20	5	2
		Students (in percentage)	43.36%	52.10%	3.36%	0.84%	0.34%
3	How well were the teachers able to communicate?	Parameters	4 – Always effective	3 – Sometimes effective	2 – Just satisfactorily	1 – Generally ineffective	0 – Very poor communication
		Students (in numbers)	274	251	56	8	6
		Students (in percentage)	46.05%	42.18%	9.41%	1.34%	1.01%
4	The teacher's approach to teaching can best be described as:	Parameters	4 – Excellent	3 – Very good	2 – Good	1 – Fair	0 – Poor
		Students (in numbers)	201	269	95	23	7
		Students (in percentage)	33.78%	45.21%	15.97%	3.87%	1.18%



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5	Fairness of the internal evaluation process by the teachers	Parameters	4 – Always fair	3 – Usually fair	2 – Sometimes unfair	1 – Usually unfair	0– Unfair
		Students (in numbers)	320	218	43	9	5
		Students (in percentage)	53.78%	36.64%	7.23%	1.51%	0.84%
6	Was your performance in assignments discussed with you?	Parameters	4 – Every time	3 – Usually	2 – Occasionally/ Sometimes	1 – Rarely	0– Never
		Students (in numbers)	202	238	101	29	25
		Students (in percentage)	33.95%	40.00%	16.97%	4.87%	4.20%
7	The institute takes active interest in promoting internship, field visit opportunities for students.	Parameters	4 – Regularly	3 – Often	2 – Sometimes	1 – Rarely	0– Never
		Students (in numbers)	222	212	106	37	18
		Students (in percentage)	37.31%	35.63%	17.82%	6.22%	3.03%
8	The teaching and mentoring process in the institution facilitates you in cognitive, social and emotional growth.	Parameters	4 – Significantly	3 – Very well	2 – Moderately	1 – Marginally	0– Not at all
		Students (in numbers)	191	236	121	30	17
		Students (in percentage)	32.10%	39.66%	20.34%	5.04%	2.86%
9	The institution provides multiple opportunities to learn and grow.	Parameters	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0– Strongly disagree
		Students (in numbers)	191	270	111	14	9
		Students (in percentage)	32.10%	45.38%	18.66%	2.35%	1.51%
10	Teachers inform you about your expected competencies, course outcomes and program outcomes.	Parameters	4 – Every time	3 – Usually	2– Occasionally/S ometimes	1 – Rarely	0– Never
		Students (in numbers)	267	225	70	25	8
		Students (in percentage)	44.87%	37.82%	11.76%	4.20%	1.34%




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11	Your mentor does a necessary follow-up with an assigned task to you.	Parameters	4 – Every time	3 – Usually	2 – Occasionally/Sometimes	1 – Rarely	0 – I don't have a mentor
		Students (in numbers)	265	241	57	20	12
		Students (in percentage)	44.54%	40.50%	9.58%	3.36%	2.02%
12	The teachers illustrate the concepts through examples and applications.	Parameters	4 – Every time	3 – Usually	2 – Occasionally/Sometimes	1 – Rarely	0 – Never
		Students (in numbers)	314	217	53	7	4
		Students (in percentage)	52.77%	36.47%	8.91%	1.18%	0.67%
13	The teachers identify your strengths and encourage you with providing right level of challenges.	Parameters	4 – Fully	3 – Reasonably	2 – Partially	1 – Slightly	0 – Unable to
		Students (in numbers)	237	239	77	21	21
		Students (in percentage)	39.83%	40.17%	12.94%	3.53%	3.53%
14	Teachers are able to identify your weaknesses and help you to overcome them.	Parameters	4 – Every time	3 – Usually	2 – Occasionally/Sometimes	1 – Rarely	0 – Never
		Students (in numbers)	190	237	110	32	26
		Students (in percentage)	31.93%	39.83%	18.49%	5.38%	4.37%
15	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	Parameters	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0 – Strongly disagree
		Students (in numbers)	203	273	93	16	10
		Students (in percentage)	34.12%	45.88%	15.63%	2.69%	1.68%
16	The institute/ teachers use student centric methods, such as experiential learning, participative	Parameters	4 – To a great extent	3 – Moderate	2 – Some what	1 – Very little	0 – Not at all
		Students (in numbers)	216	267	80	19	13



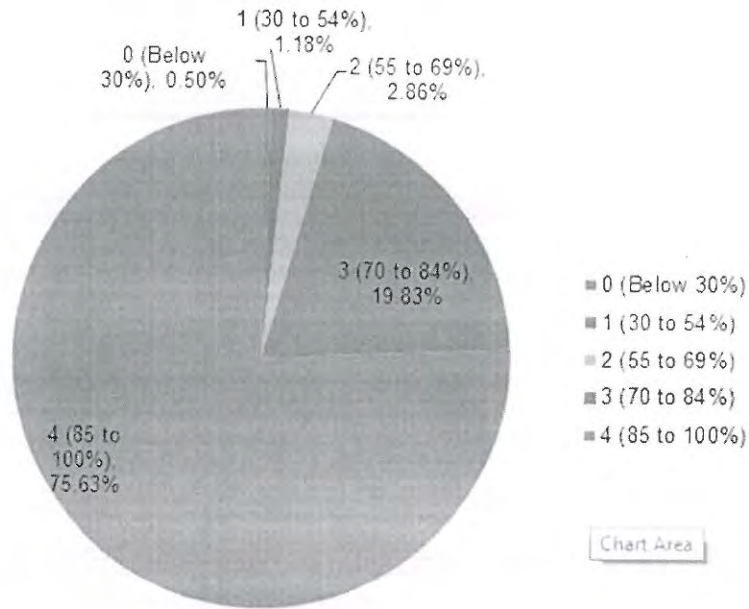

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	learning and problem solving methodologies for enhancing learning experiences.	Students (in percentage)	36.30%	44.87%	13.45%	3.19%	2.18%
17	Teachers encourage you to participate in extracurricular activities.	Parameters	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0 – Strongly disagree
		Students (in numbers)	234	246	88	20	7
		Students (in percentage)	39.33%	41.34%	14.79%	3.36%	1.18%
18	Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.	Parameters	4 – To a great extent	3 – Moderate	2 – Some what	1 – Very little	0 – Not at all
		Students (in numbers)	237	234	86	28	10
		Students (in percentage)	39.83%	39.33%	14.45%	4.71%	1.68%
19	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	Parameters	4 – Above 90%	3 – 70 – 89%	2 – 50 – 69%	1 – 30 – 49%	0 – Below 29%
		Students (in numbers)	234	212	81	27	41
		Students (in percentage)	39.33%	35.63%	13.61%	4.54%	6.89%
20	The overall quality of teaching-learning process in the institute is very good.	Parameters	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0 – Strongly disagree
		Students (in numbers)	204	278	87	17	9
		Students (in percentage)	34.29%	46.72%	14.62%	2.86%	1.51%

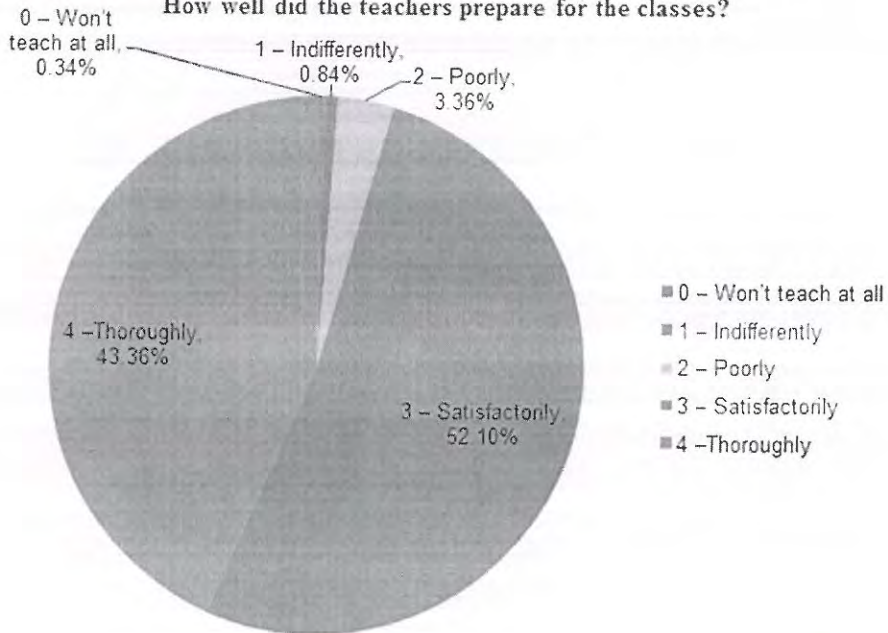


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How much of the syllabus was covered in the class for Semester (January -July, 2021) ?

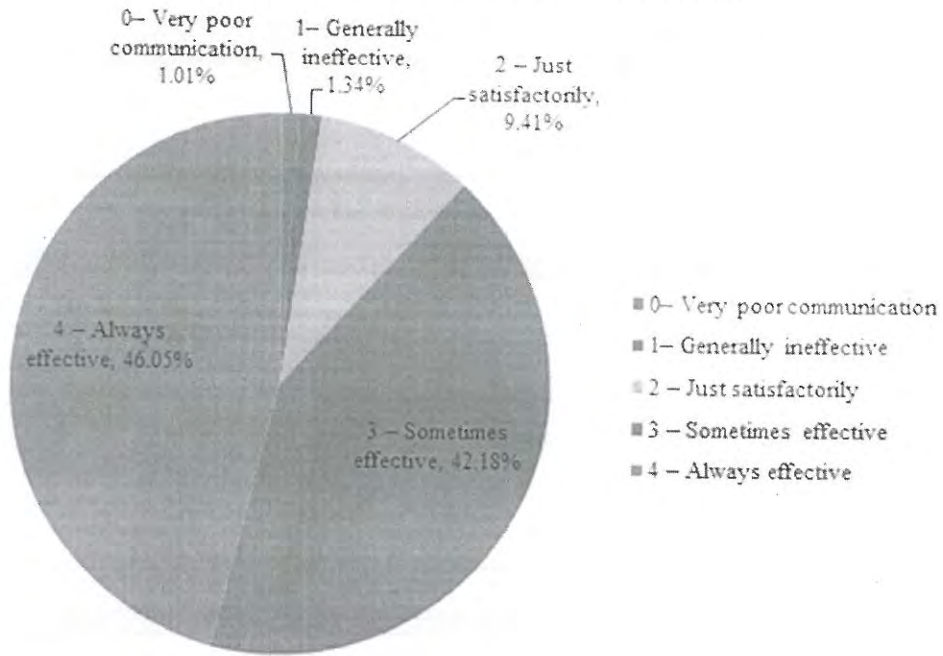


How well did the teachers prepare for the classes?

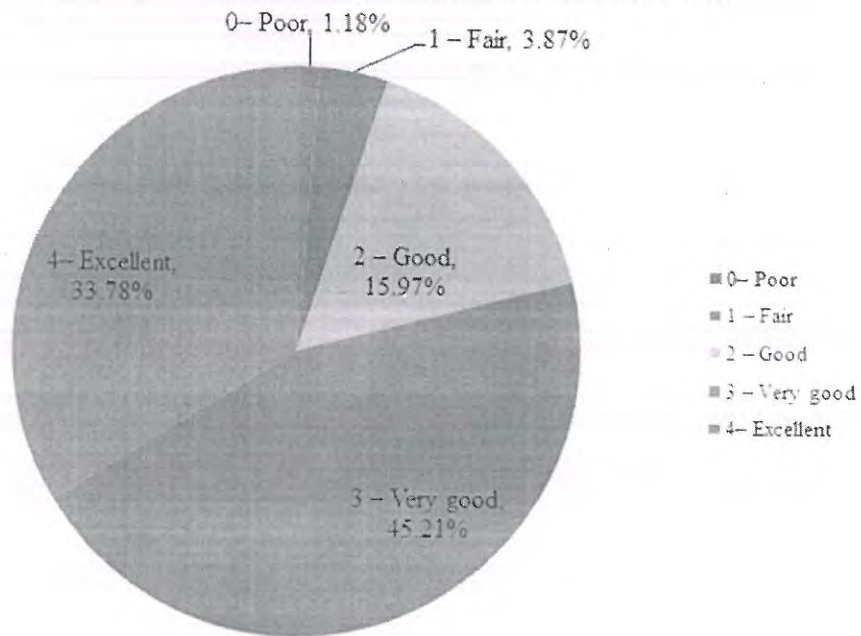


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How well were the teachers able to communicate?

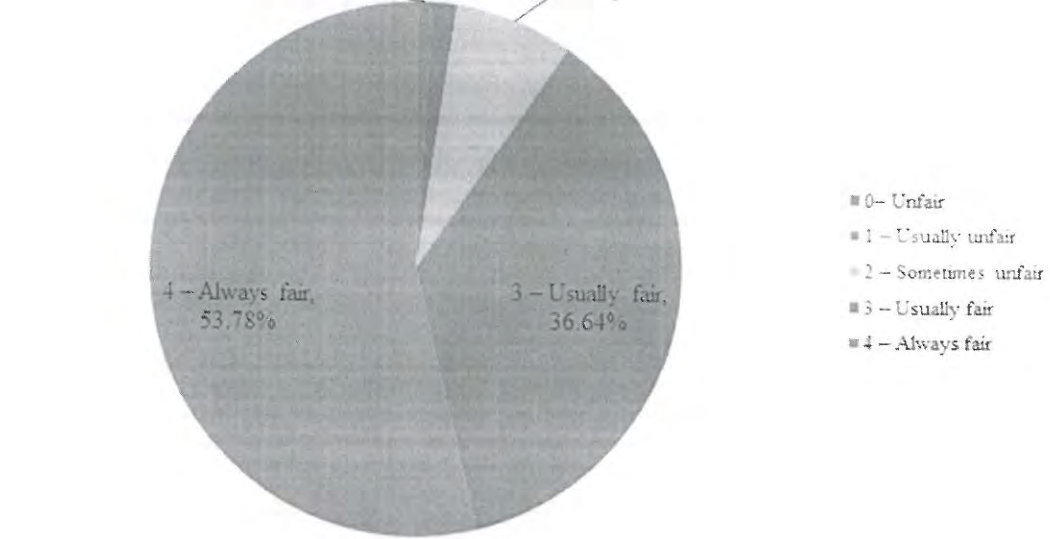


The teacher's approach to teaching can best be described as

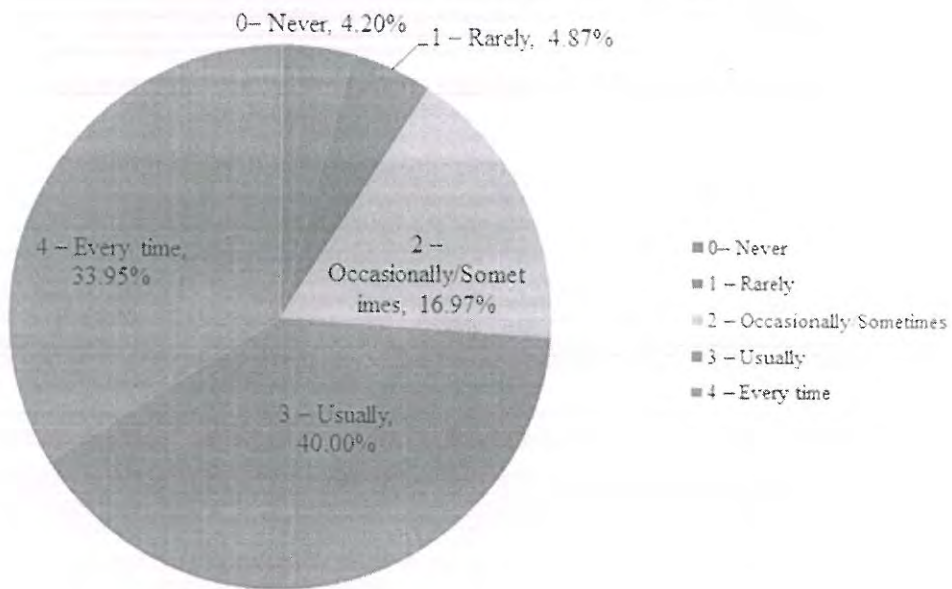


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Fairness of the internal evaluation process by the teachers



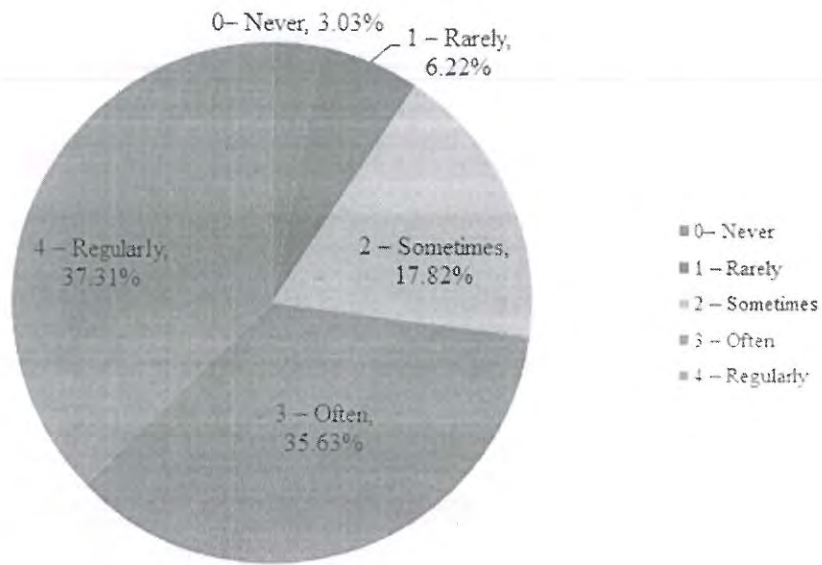
Was your performance in assignments discussed with you?



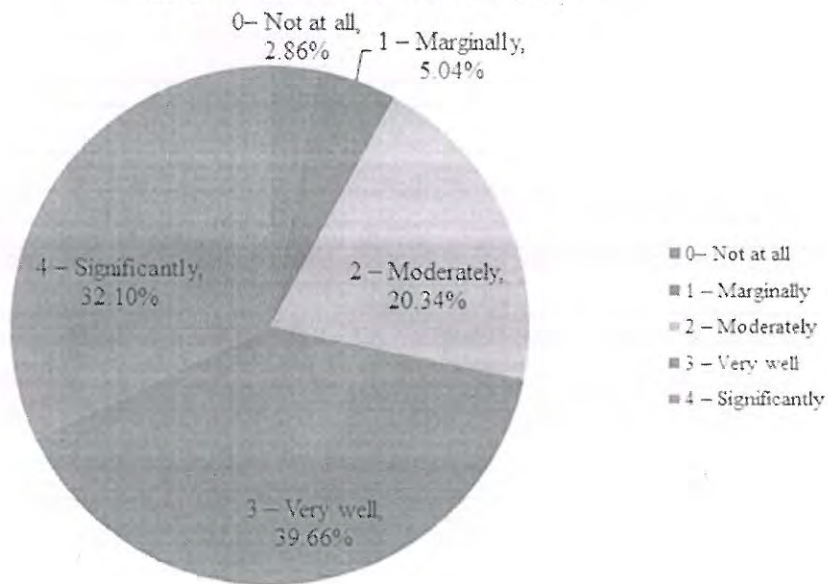
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The institute takes active interest in promoting internship, field visit opportunities for students.

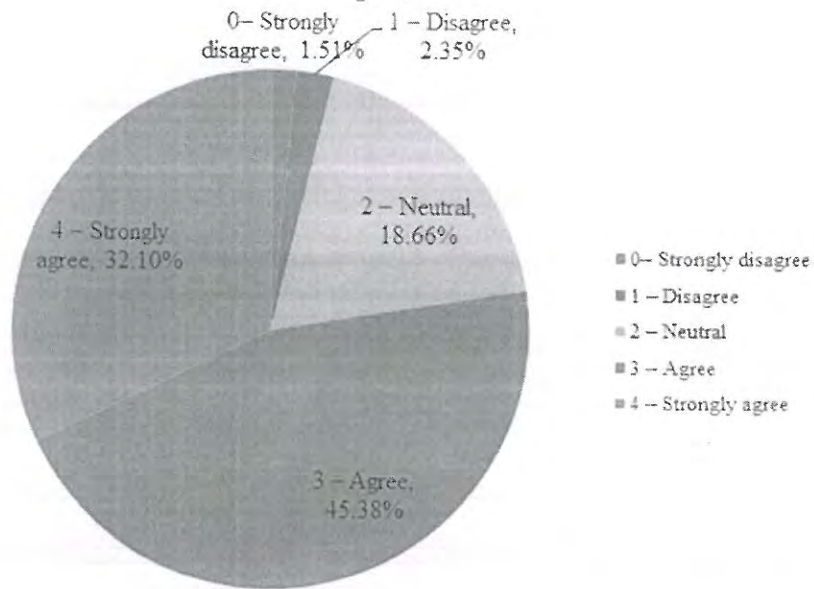


The teaching and mentoring process in the institution facilitates you in cognitive, social and emotional growth.

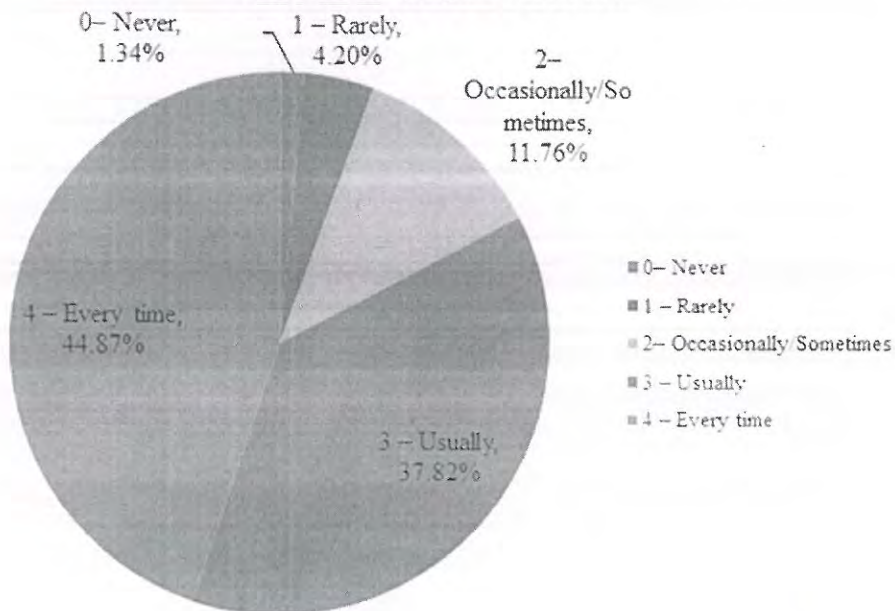


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The institution provides multiple opportunities to learn and grow.

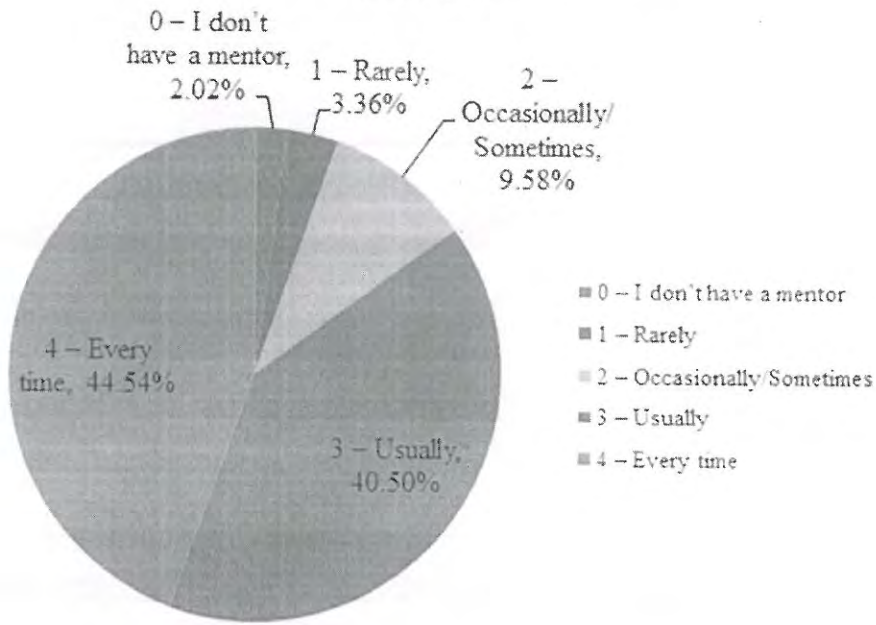


Teachers inform you about your expected competencies, course outcomes and program outcomes.

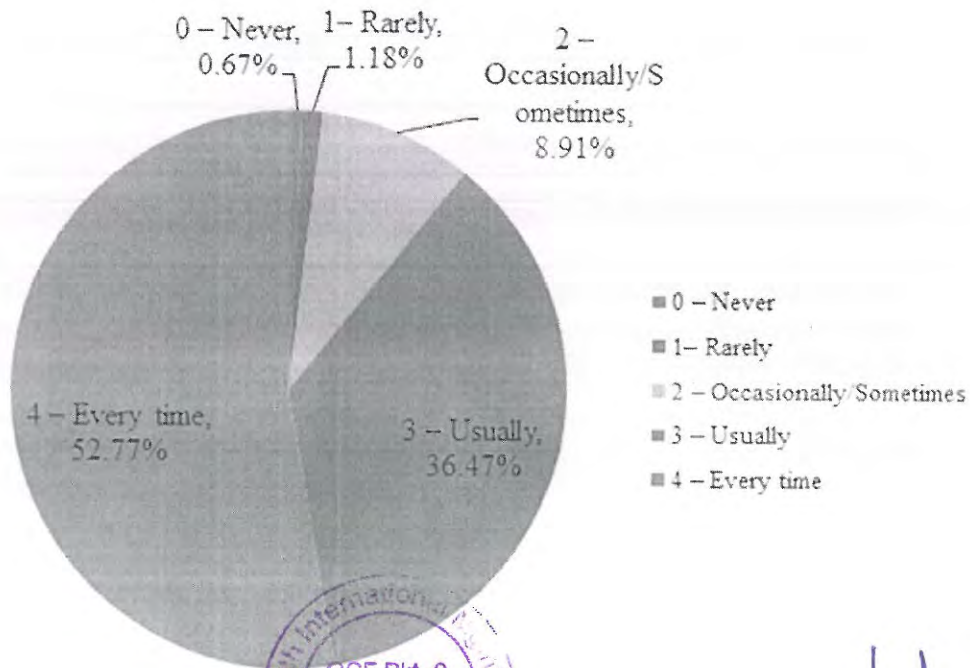


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Your mentor does a necessary follow-up with an assigned task to you.

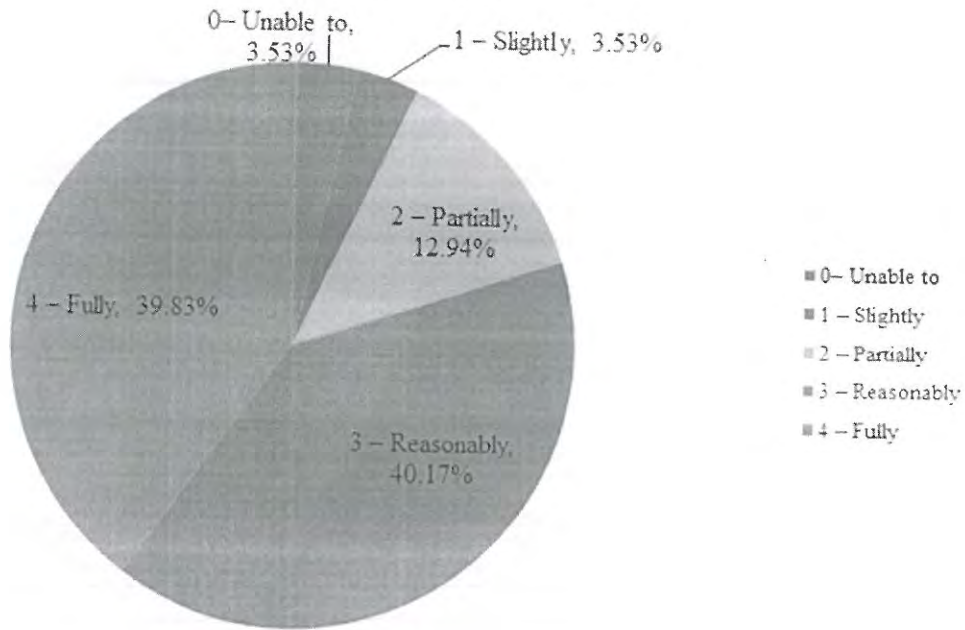


The teachers illustrate the concepts through examples and applications.

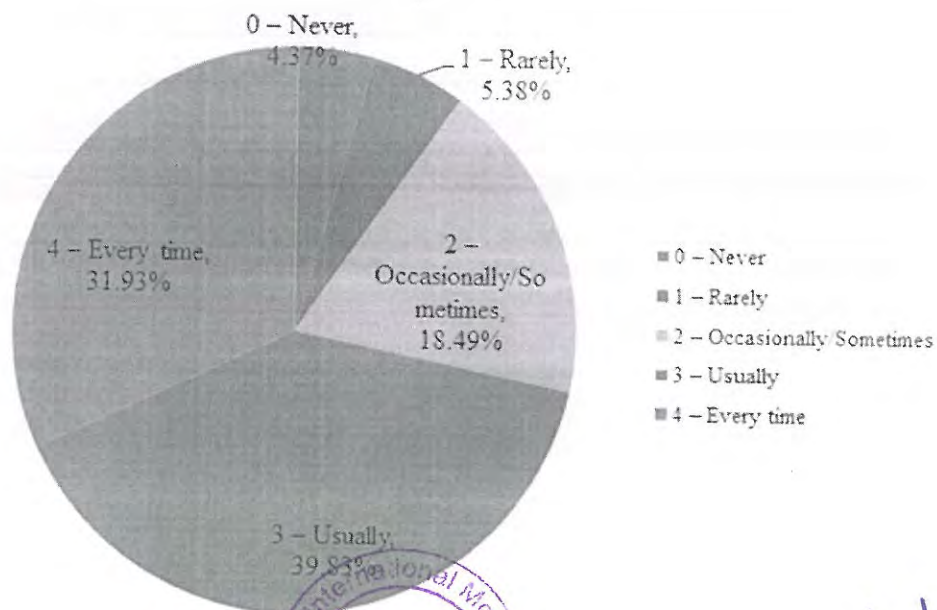


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The teachers identify your strengths and encourage you with providing right level of challenges.

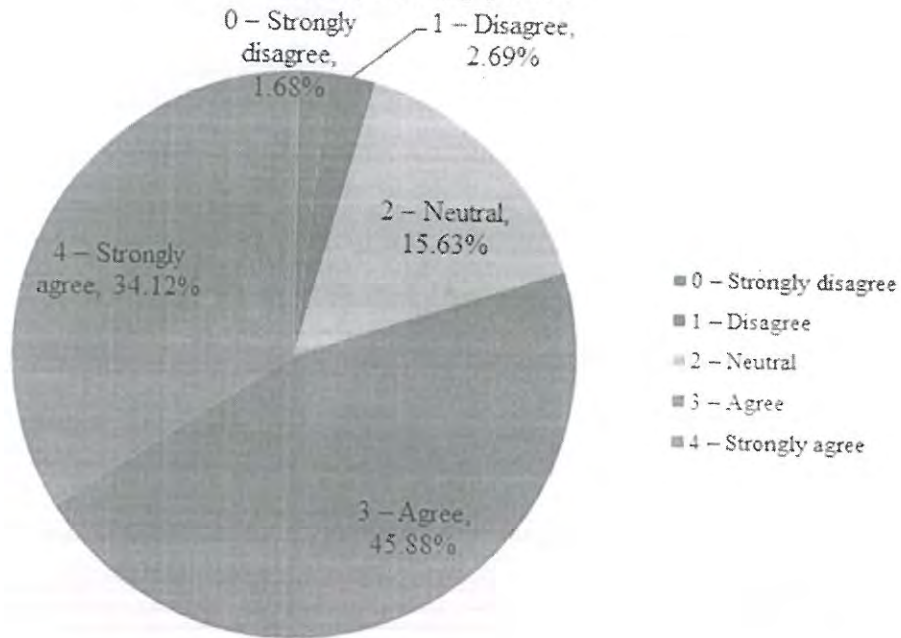


Teachers are able to identify your weaknesses and help you to overcome them.

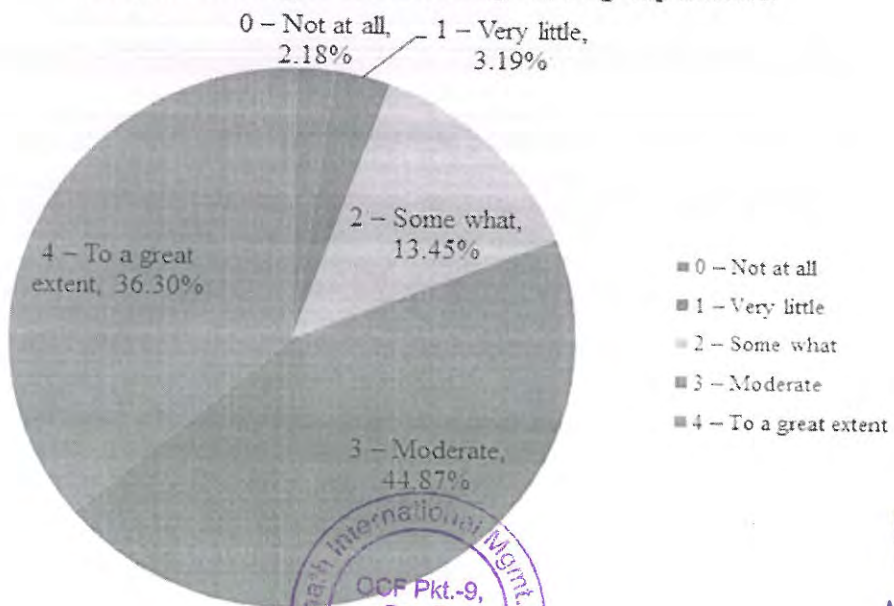


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The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

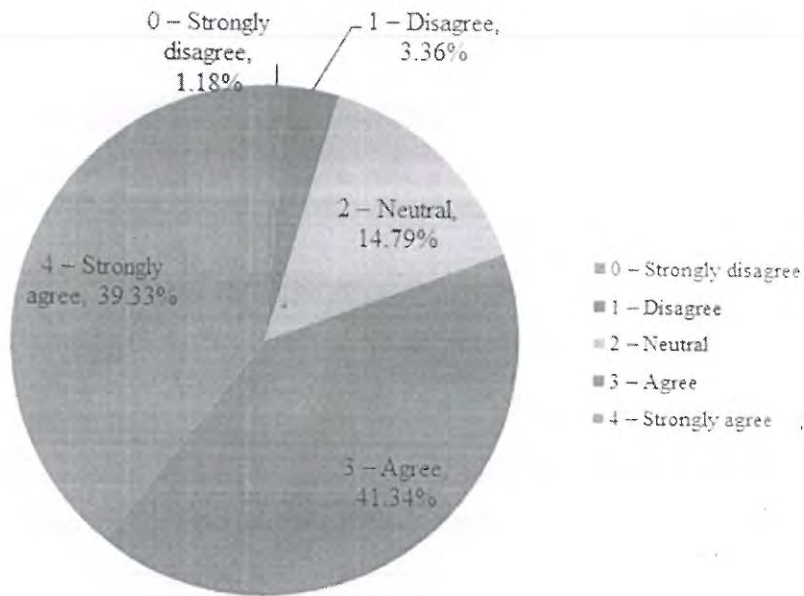


The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

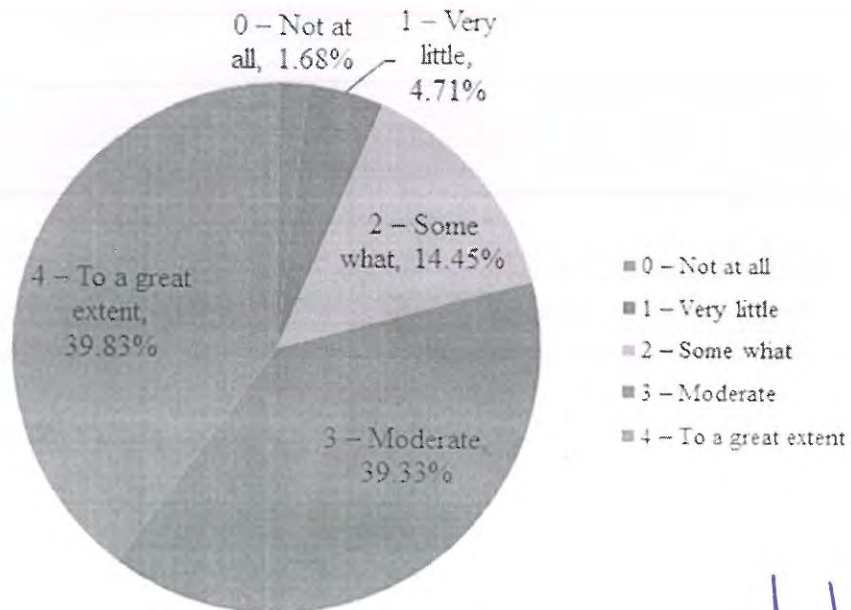


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Teachers encourage you to participate in extracurricular activities.

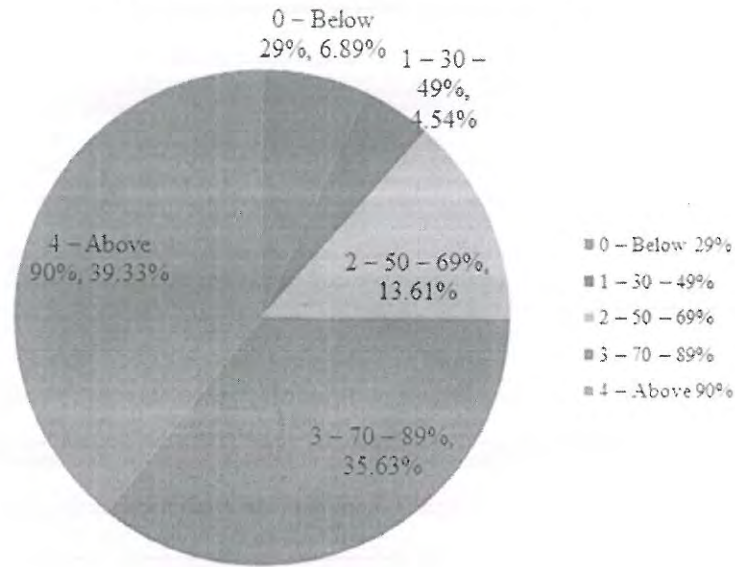


Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

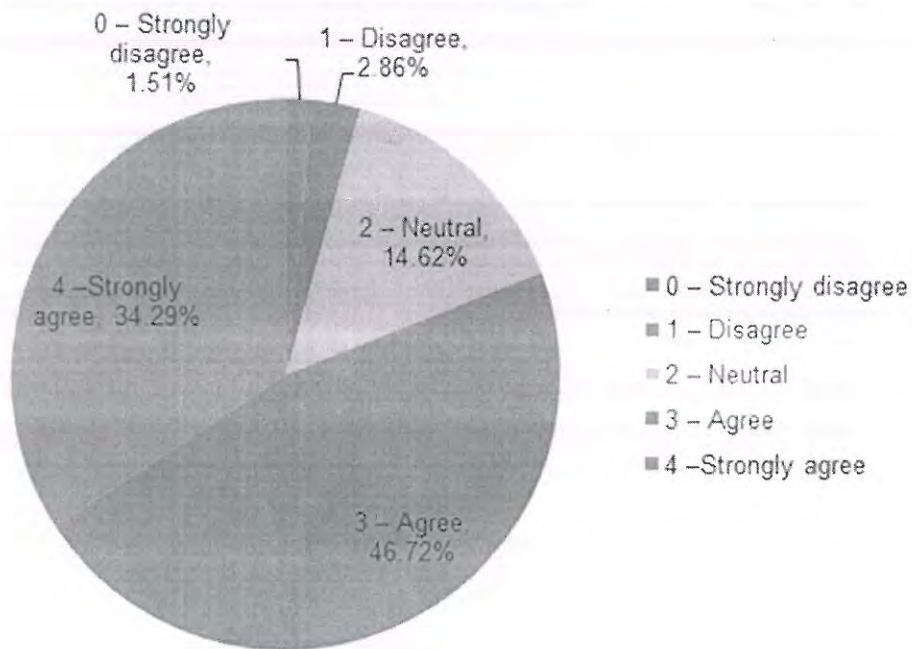


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What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.



The overall quality of teaching-learning process in the institute is very good.




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Analysis Report on Alumni Feedback 2019–2020 on Syllabus and its Transaction at the Institution

Alumni feedback on syllabus encompasses a wide range of dimensions of the syllabus ranging from adequacy and effectiveness for future enhancement, developing analytical and problem solving skills to job employability potential. The feedback on syllabus focused on five thrust areas. The adequacy and effectiveness of the syllabus was rated by the alumni with greater satisfaction, while 42% of the respondents claimed it excellent, 35% opined it very good. About 17% of the respondents were hopeful about it, 3.82% felt it average and 1.27% marked it poor.

Regarding the effectiveness in developing analytical and problem solving skills, 35.67% of the respondents felt it excellent while around 33.12% found it very good. 20.38% were positive about it, 7.64% marked as average and only about 3.18% felt it poor.


While answering about developing independent thinking and other job employability skills, 74.52% of the alumni felt it excellent and very good while 19.11% were hopeful about it. Only 6.37% of the alumni opined it average and poor.

While judging the connection of the syllabus with industry requirements, 75.79% of the alumni thought it excellent and very good while 16.56% marked as good, 5.10% as average and 2.55% as poor. 73.25% of the alumni agreed on practical applicability of the syllabus, 19.75% marked as good, 3.82% as average and 3.18% as poor.

S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Curriculum in the programme is adequate and Effective for future enhancement.	42.04%	35.03%	17.83%	3.82%	1.27%
2	The programme is effective in developing analytical and problem solving skills	35.67%	33.12%	20.38%	7.64%	3.18%
3	The programme is effective in developing independent thinking and other job employability skills.	40.13%	34.39%	19.11%	4.46%	1.91%
4	The curriculum is advanced to meet the industry requirements.	45.22%	30.57%	16.56%	5.10%	2.55%
5	Were the courses applicable in your practical / daily life?	37.58%	35.67%	19.75%	3.82%	3.18%

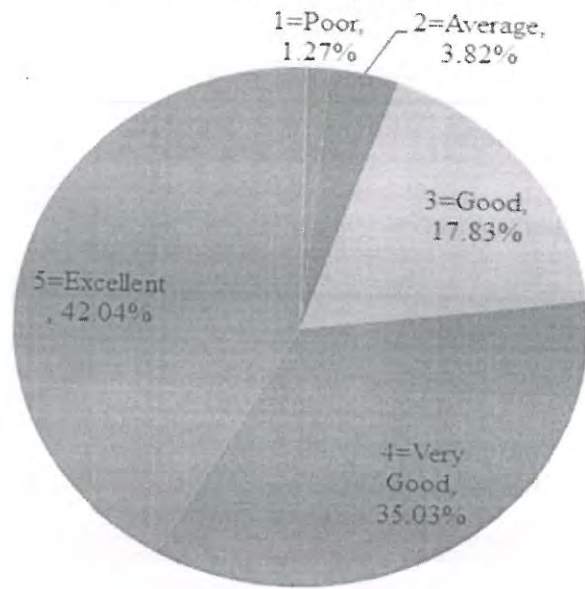
*All figures are in percentage



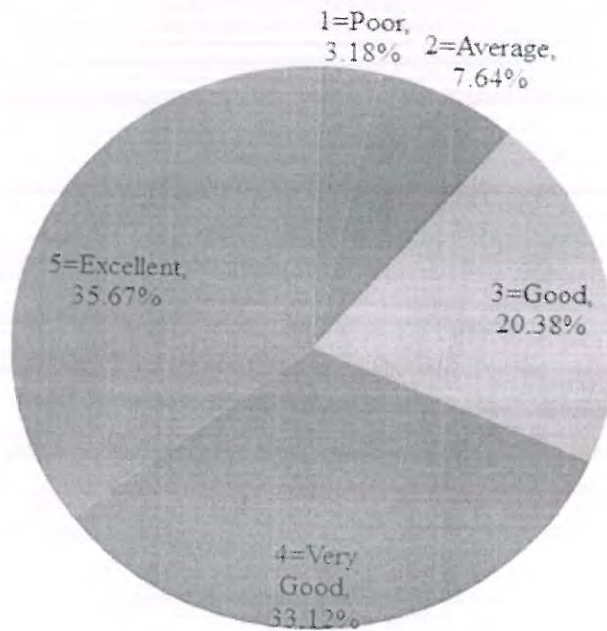

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The Curriculum in the programme is adequate and Effective for future enhancement.

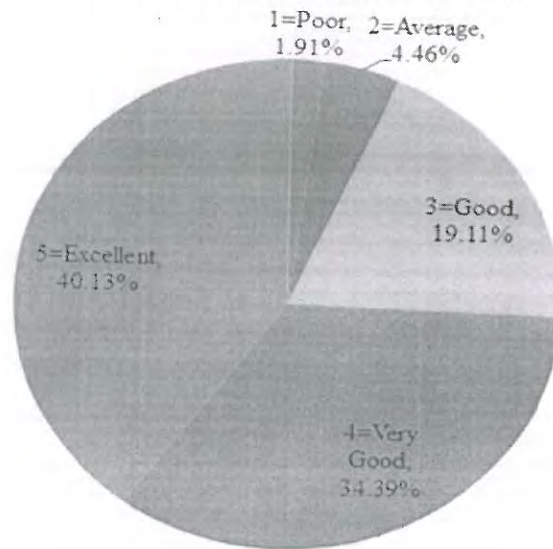


The programme is effective in developing analytical and problem solving skills

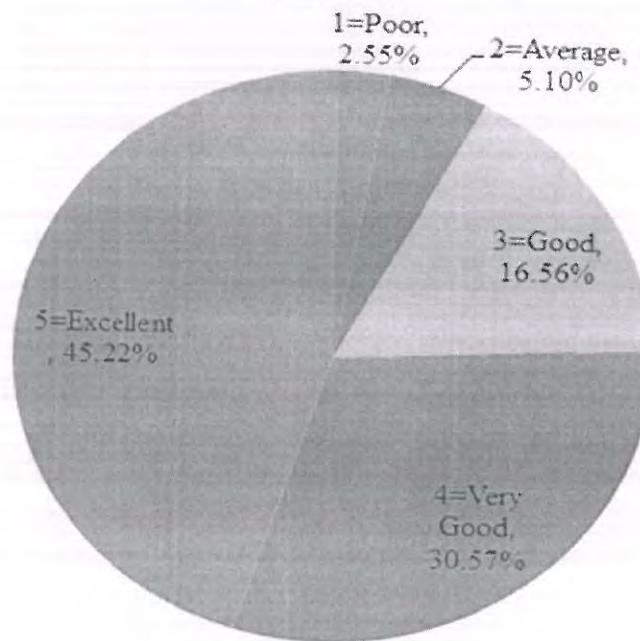


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The programme is effective in developing independent thinking and other job employability skills.

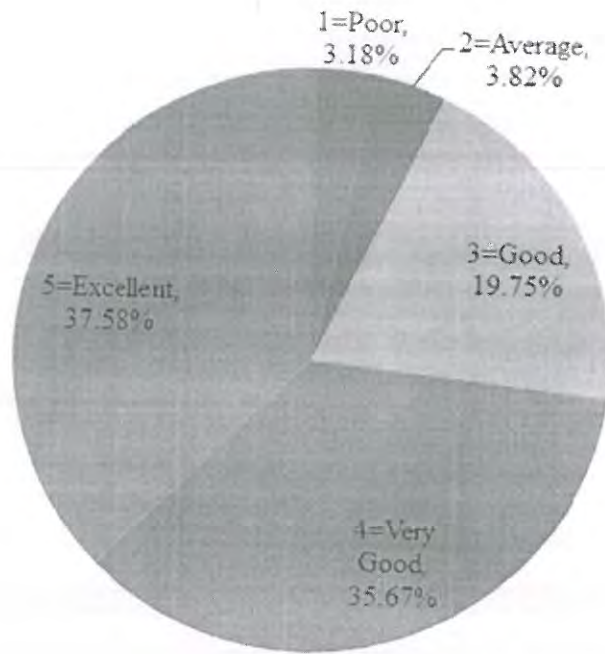


The curriculum is advanced to meet the industry requirements.



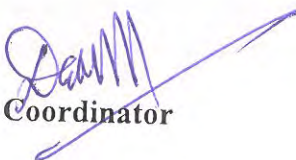
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Were the courses applicable in your practical / daily life?




Remarks

The alumni feedback revealed that the career-oriented syllabus was quite helpful for them to find out an employment soon after their graduation. Moreover, these stake holders are highly satisfied with the quality of teaching. The college has a positive and balanced academic atmosphere (score :3.98) that enabled them to be successful in their life.


IQAC Coordinator




Director

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Analysis Report on Students' Feedback 2019 – 2020 on Syllabus and its Transaction at the Institution

The student feedback was an attempt by the institution to scrutinize the efficacy of syllabus transaction and the overall efficiency of the teaching- learning process. 95% percentage of the students strongly agreed to the fact of the syllabus being explained at the beginning of the course. Regarding the capability of the syllabus in meeting global and industrial needs, about 90% of the students were happy. 93% of the students were satisfied with the institutional practice of explaining the grading criteria/evaluation scheme of the course by the teachers. 94% of the students agreed to the fact that assignments were related to the syllabus of the course. 91% of the students agreed about the electives offered in relation to the technological advancements.

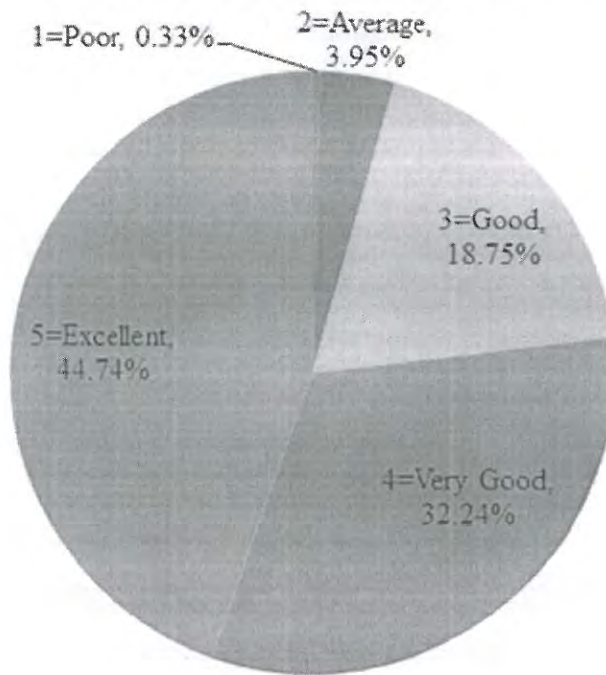
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Syllabus was explained at the beginning of the course and delivered as outlined.	44.74%	32.24%	18.75%	3.95%	0.33%
2	The Syllabus was in line with global and industry needs/employability.	35.53%	30.92%	24.34%	8.22%	0.99%
3	How do you rate the evaluation scheme designed for each course?	37.17%	33.22%	23.36%	5.59%	0.66%
4	Projects/Assignments were related to the syllabus of the course	44.08%	30.92%	19.41%	3.62%	1.97%
5	How do you rate the electives offered in relation to the Technological advancements?	36.18%	33.55%	21.71%	7.57%	0.99%

*All figures are in percentage

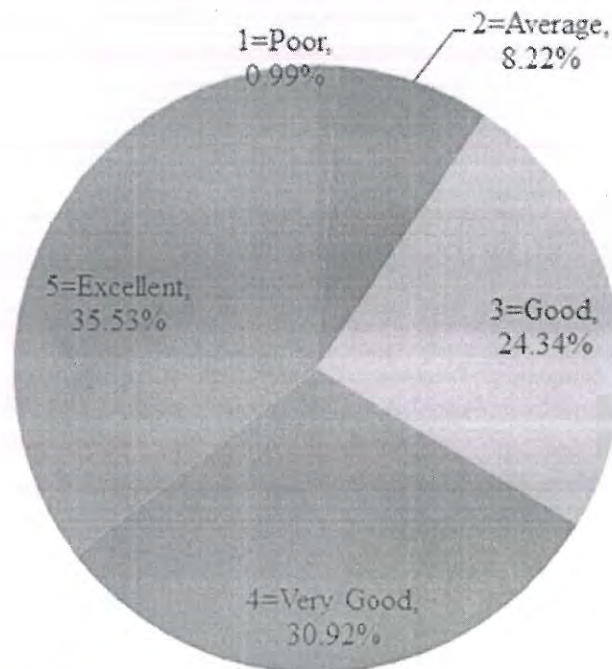


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The Syllabus was explained at the beginning of the course and delivered as outlined.

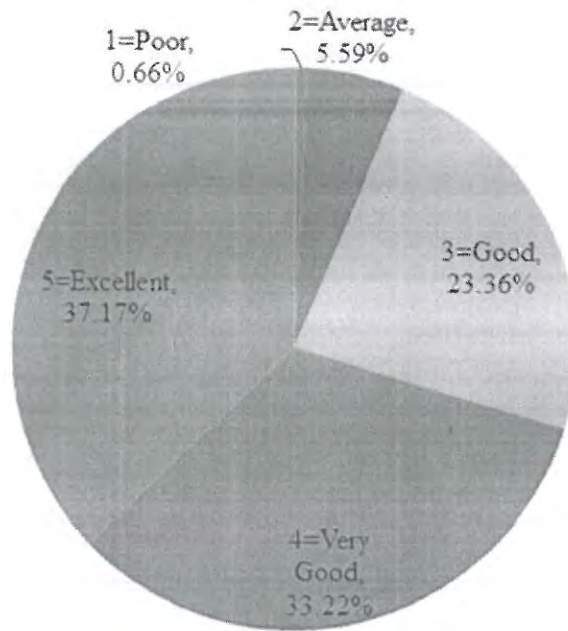


The Syllabus was in line with global and industry needs/employability.

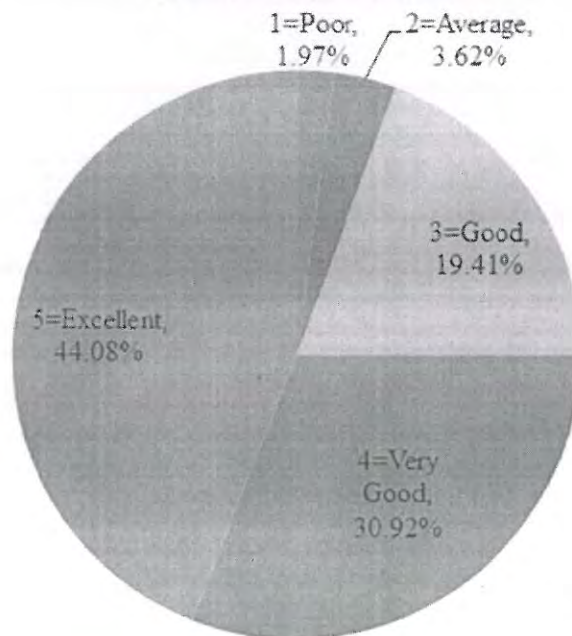


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How do you rate the evaluation scheme designed for each course?

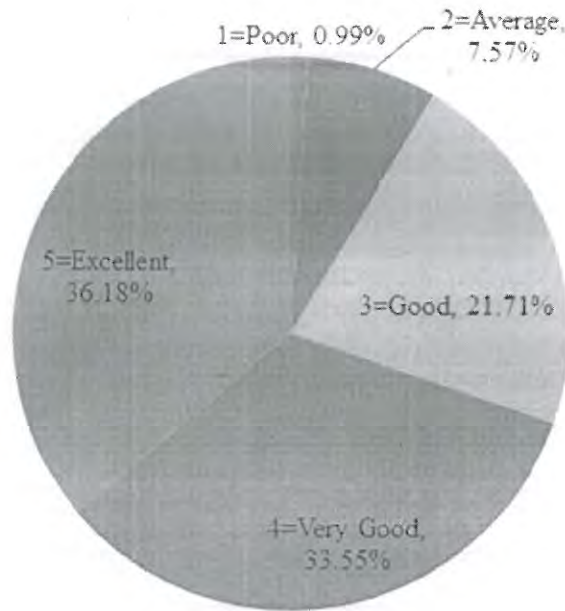


Projects/Assignments were related to the syllabus of the course



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How do you rate the electives offered in relation to the Technological advancements?



Remarks

Students are satisfied with the teaching pedagogy. The learning outcomes of the curriculum are aligned with the global and industry needs but have scope for improvement. The electives offered have scope for revision. Curriculum has prospects for higher education/ employability.


IQAC Coordinator




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Analysis Report on Employers' Feedback 2019 – 2020 on Syllabus and its Transaction at the Institution

The Placement Cell networks with various industry sectors to organize campus placements and facilitate fresh graduates with employment. In this process the students get an exposure to the corporate life from the campus. In order to understand and meet up to the expectation of the industry demands, a questionnaire is prepared. While judging on the relevance of the curriculum to the existing industry requirements, 36.36% of the responses received as excellent, 36.36% rated it as very good, 18.18% feels it as good and 9.09% rated as poor. Regarding the balance of knowledge and skill based content of the curriculum, 36.36% of the respondents felt it excellent while 45.45% found it very good. 9.09% were positive about it and about 9.09% felt it average. While answering about alignment of context contents of the academic curriculum with its learning outcomes, 45.45% of the employers felt it excellent and 9.09% says it is very good while 27.27% were hopeful about it. 18.18% opined it average and poor. About 82% of the respondents agreed on alignment of academic curriculum with the skill-based competencies, 9.09% rated as good and 9.09% marked it as average.

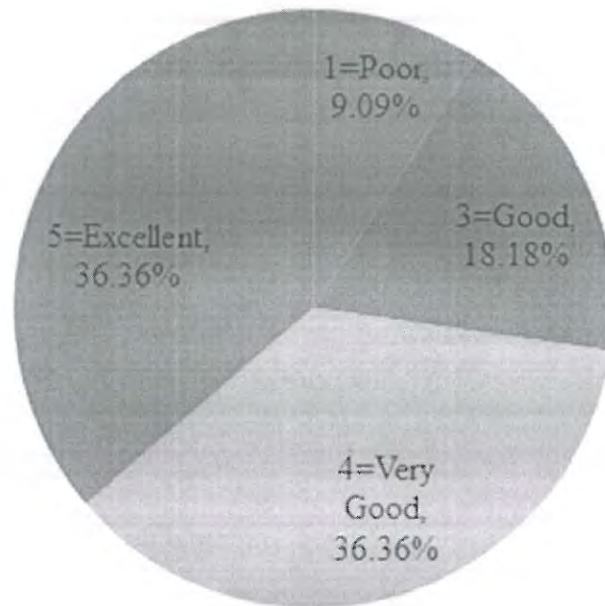
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?	36.36%	36.36%	18.18%	0.00%	9.09%
2	How do you rate the balance of knowledge and skill based content of the curriculum of the programme?	36.36%	45.45%	9.09%	9.09%	0.00%
3	How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?	45.45%	9.09%	27.27%	9.09%	9.09%
4	How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?	45.45%	36.36%	9.09%	9.09%	0.00%

*All figures are in percentage

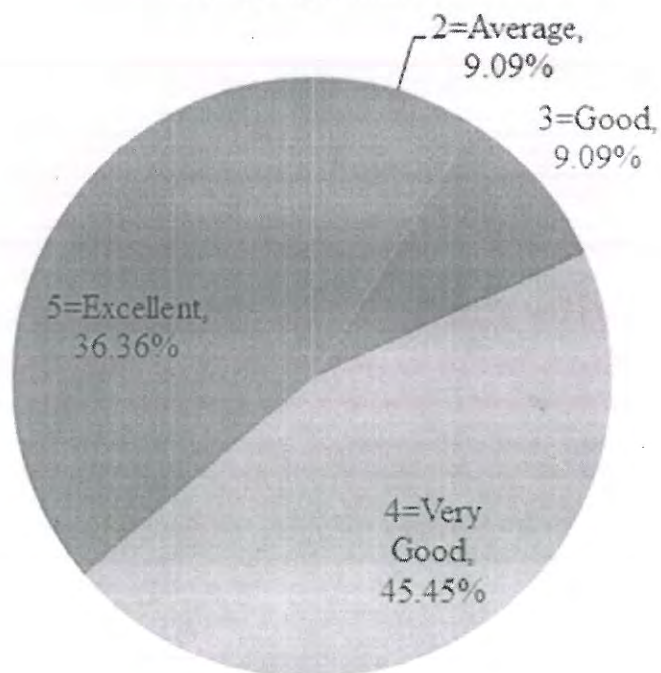



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How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?

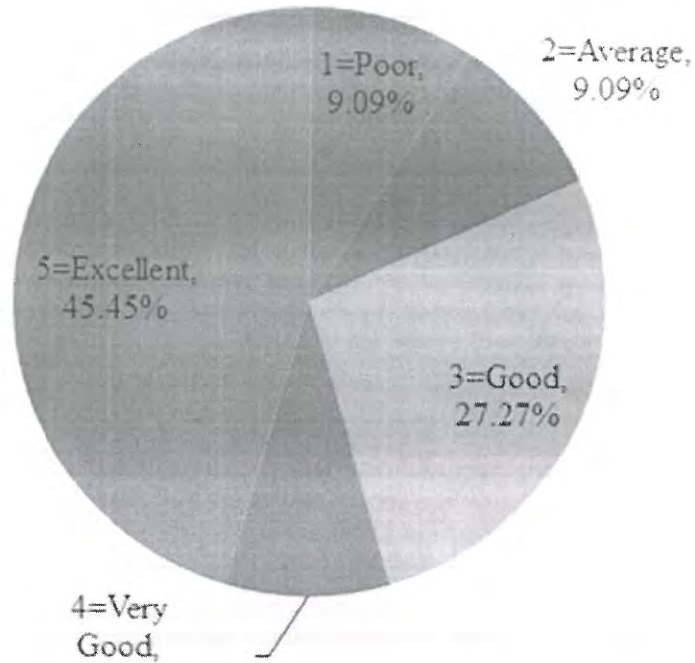


How do you rate the balance of knowledge and skill based content of the curriculum of the programme?

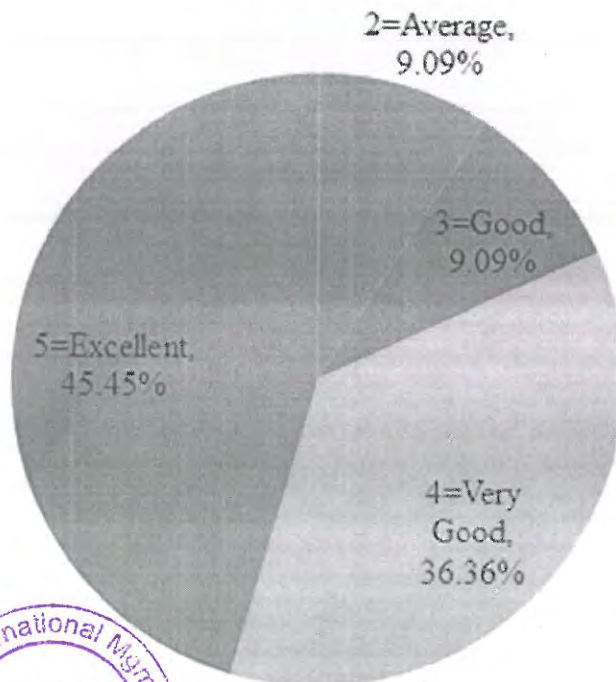


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How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?



How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?



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Remarks

Most of the employers observed that the curriculum is capable of imparting leadership qualities. Most of them pointed out that the curriculum fosters team spirit mentality among the students and also appreciates the ability of the curriculum in enhancing problem solving mentality and ability to innovate of their employees.


IQAC Coordinator


Director



DR. RAVI K. DHAR
Director
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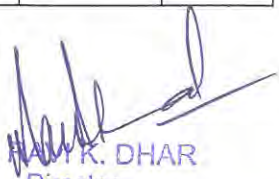
Analysis Report on Teachers' Feedback 2019 – 2020 on Syllabus and its Transaction at the Institution

The teacher feedback actually functioned as an employee satisfaction survey. 87% of the teachers agreed that courses included in the academic curriculum are comprehensive. 85% of the teachers satisfied about the balance between knowledge and skill based inputs in academic curriculum. 87% of the teachers agreed with the alignment of the course contents with the learning outcomes. 85% of the teachers satisfied with the relevance of the course contents to the changing requirements of the industry. 90% of the teachers agreed with the flexibility of the academic curriculum in terms of the choice of electives offered. 89% of the teachers satisfied with the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills. 87% of the teachers rated the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills as good and above, others disagreed with it.

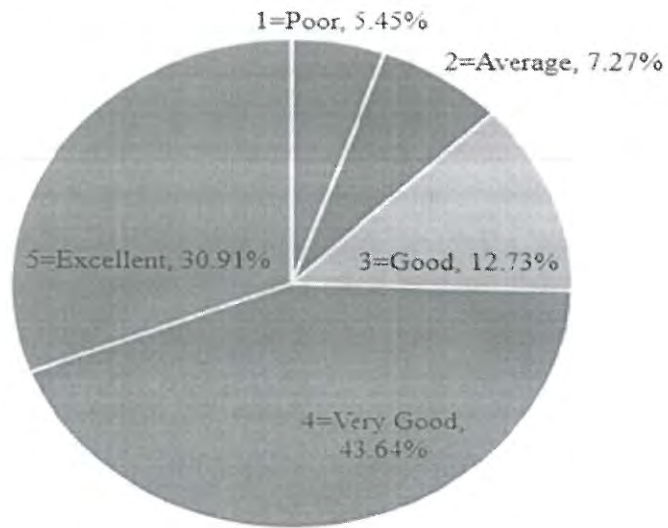
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?	30.91%	43.64%	12.73%	7.27%	5.45%
2	How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?	38.18%	32.73%	14.55%	12.73%	1.82%
3	How do you rate the alignment of the course contents with the learning outcomes?	34.55%	29.09%	23.64%	9.09%	3.64%
4	How do you rate the relevance of the course contents to the changing requirements of the profession/industry?	47.27%	29.09%	9.09%	12.73%	1.82%
5	How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?	29.09%	43.64%	18.18%	7.27%	1.82%
6	How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?	41.82%	27.27%	20.00%	9.09%	1.82%
7	How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?	34.55%	38.18%	14.55%	9.09%	3.64%

*All figures are in percentage

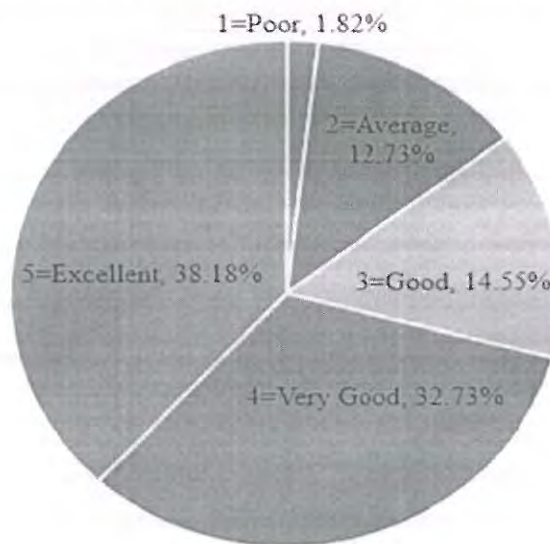



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How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

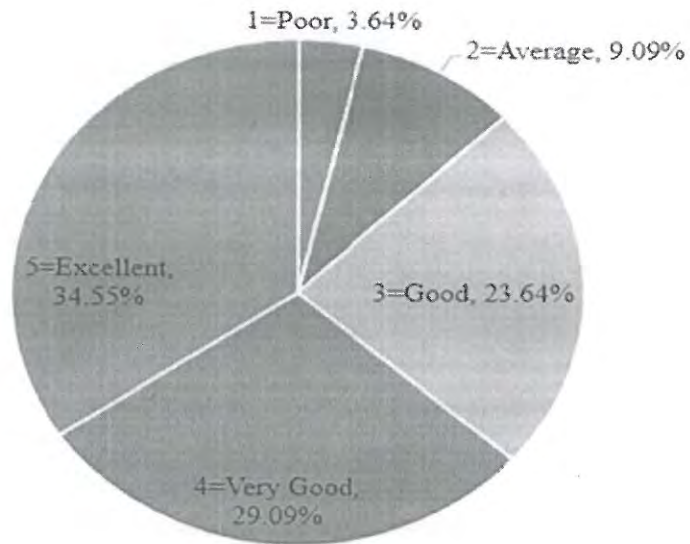


How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?

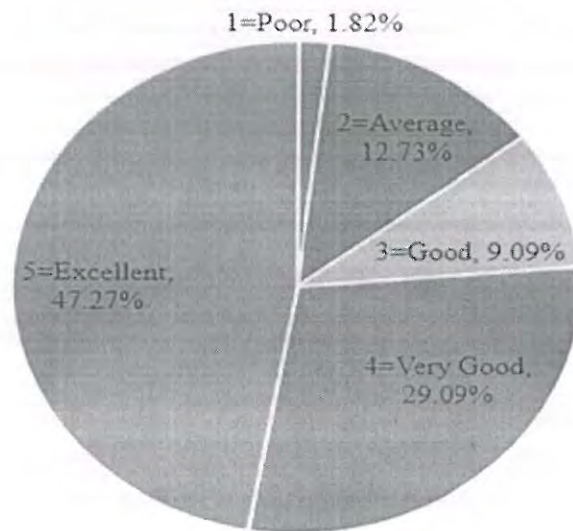


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How do you rate the alignment of the course contents with the learning outcomes?

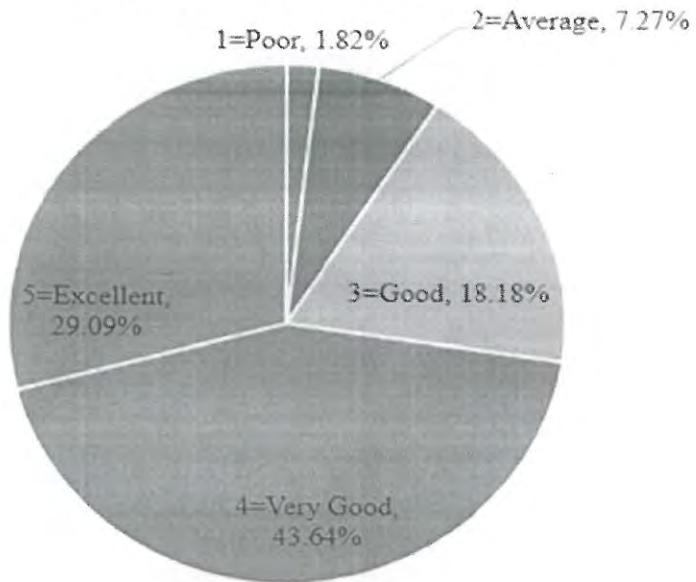


How do you rate the relevance of the course contents to the changing requirements of the profession/industry?

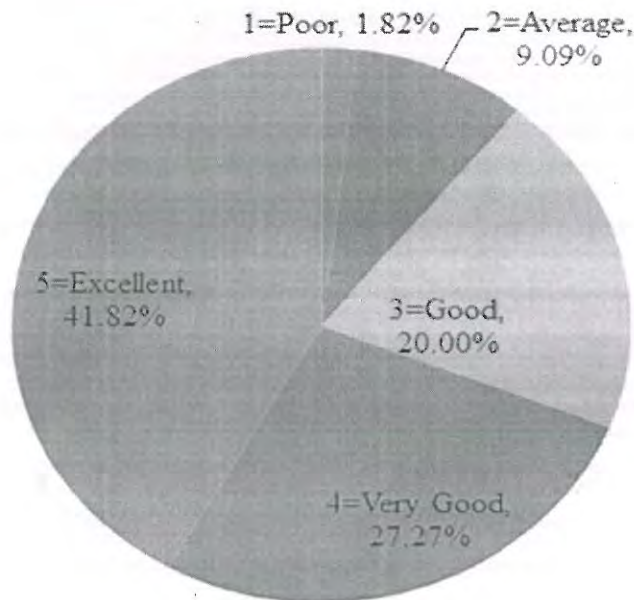


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How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?

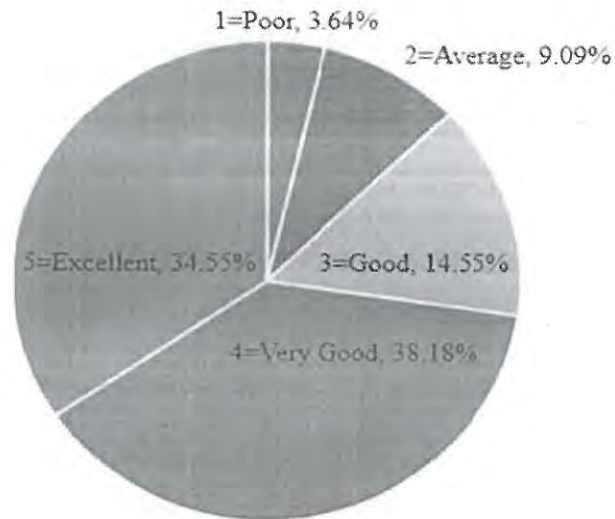


How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?



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How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?



Remarks

Majority of teachers are satisfied with the comprehensiveness of the courses but have scope for improvement. The learning outcomes of the curriculum are aligned with the contents of the course. The evaluation system is also aligned with the learning outcomes but have scope for improvement. The curriculum is balanced with regard to the theoretical and practical knowledge and is career-oriented.


IQAC Coordinator




Director

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Jagannath International Management School

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(Affiliated to Guru Gobind Singh Indraprastha University, New Delhi)
 Recognized u/s 2(f) by UGC & Accredited with 'A' Grade by NAAC
 Participant of UNGC & UNPRME, New York
 ISO 9001:2015 Quality Certified

Analysis of Student Satisfaction Survey (2019-20)

S.No.	Question	Option 1	Option 2	Option 3	Option 4	Option 5
1	How much of the syllabus was covered in the class for Semester (January - April, 2020)?	4 (85 to 100%)	3 (70 to 84%)	2 (55 to 69%)	1 (30 to 54%)	0 (Below 30%)
		252	239	156	74	14
		34.29%	32.52%	21.22%	10.07%	1.90%
2	How well did the teachers prepare for the classes?	4 –Thoroughly	3 – Satisfactorily	2 – Poorly	1 – Indifferently	0 – Won't teach at all
		184	457	68	19	7
		25.03%	62.18%	9.25%	2.59%	0.95%
3	How well were the teachers able to communicate?	4 – Always effective	3 – Sometimes effective	2 – Just satisfactorily	1– Generally ineffective	0– Very poor communication
		218	334	143	29	11
		29.66%	45.44%	19.46%	3.95%	1.50%
4	The teacher's approach to teaching can best be described as:	4– Excellent	3 – Very good	2 – Good	1 – Fair	0– Poor
		135	305	211	69	15
		18.37%	41.50%	28.71%	9.39%	2.04%



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5	Fairness of the internal evaluation process by the teachers	4 – Always fair	3 – Usually fair	2 – Sometimes unfair	1 – Usually unfair	0– Unfair
		276	335	85	24	15
		37.55%	45.58%	11.56%	3.27%	2.04%
6	Was your performance in assignments discussed with you?	4 – Every time	3 – Usually	2 – Occasionally /Sometimes	1 – Rarely	0– Never
		163	247	160	77	88
		22.18%	33.61%	21.77%	10.48%	11.97%
7	The institute takes active interest in promoting internship, field visit opportunities for students.	4 – Regularly	3 – Often	2 – Sometimes	1 – Rarely	0– Never
		263	258	147	50	17
		35.78%	35.10%	20.00%	6.80%	2.31%
8	The teaching and mentoring process in the institution facilitates you in cognitive, social and emotional growth.	4 – Significantly	3 – Very well	2 – Moderately	1 – Marginally	0– Not at all
		139	295	196	72	33
		18.91%	40.14%	26.67%	9.80%	4.49%



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9	The institution provides multiple opportunities to learn and grow.	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0– Strongly disagree
		149	330	192	41	23
		20.27%	44.90%	26.12%	5.58%	3.13%
10	Teachers inform you about your expected competencies, course outcomes and program outcomes.	4 – Every time	3 – Usually	2– Occasionally /Sometimes	1 – Rarely	0– Never
		195	311	160	49	20
		26.53%	42.31%	21.77%	6.67%	2.72%
11	Your mentor does a necessary follow-up with an assigned task to you.	4 – Every time	3 – Usually	2– Occasionally /Sometimes	1 – Rarely	0 – I don't have a mentor
		239	298	128	43	27
		32.52%	40.54%	17.41%	5.85%	3.67%
12	The teachers illustrate the concepts through examples and applications.	4 – Every time	3 – Usually	2– Occasionally /Sometimes	1 – Rarely	0– Never
		245	333	121	27	9
		33.33%	45.31%	16.46%	3.67%	1.22%



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13	The teachers identify your strengths and encourage you with providing right level of challenges.	4 – Fully	3 – Reasonably	2 – Partially	1 – Slightly	0– Unable to
		148	294	153	75	65
		20.14%	40.00%	20.82%	10.20%	8.84%
14	Teachers are able to identify your weaknesses and help you to overcome them.	4 – Every time	3 – Usually	2– Occasionally /Sometimes	1 – Rarely	0– Never
		121	244	182	104	84
		16.46%	33.20%	24.76%	14.15%	11.43%
15	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0 – Strongly disagree
		135	319	205	41	35
		18.37%	43.40%	27.89%	5.58%	4.76%
16	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	4 – To a great extent	3 – Moderate	2 – Some what	1 – Very little	0 – Not at all
		142	319	182	56	36
		19.32%	43.40%	24.76%	7.62%	4.90%



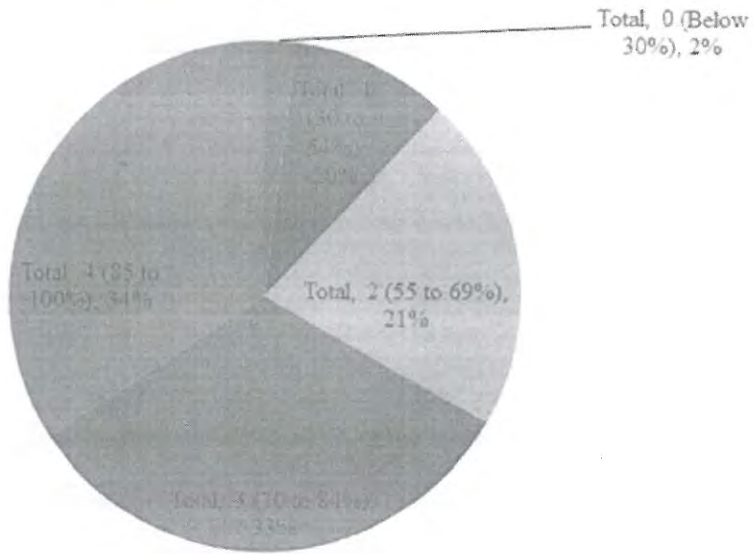

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17	Teachers encourage you to participate in extracurricular activities.	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0 – Strongly disagree
		175	271	176	67	46
		23.81%	36.87%	23.95%	9.12%	6.26%
18	Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.	4 – To a great extent	3 – Moderate	2 – Some what	1 – Very little	0 – Not at all
		180	296	156	70	33
		24.49%	40.27%	21.22%	9.52%	4.49%
19	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	4 – Above 90%	3 – 70 – 89%	2 – 50 – 69%	1 – 30 – 49%	0 – Below 29%
		296	290	111	23	15
		40.27%	39.46%	15.10%	3.13%	2.04%
20	The overall quality of teaching-learning process in the institute is very good.	4 – Strongly agree	3 – Agree	2 – Neutral	1 – Disagree	0 – Strongly disagree
		167	344	170	32	22
		22.72%	46.80%	23.13%	4.35%	2.99%

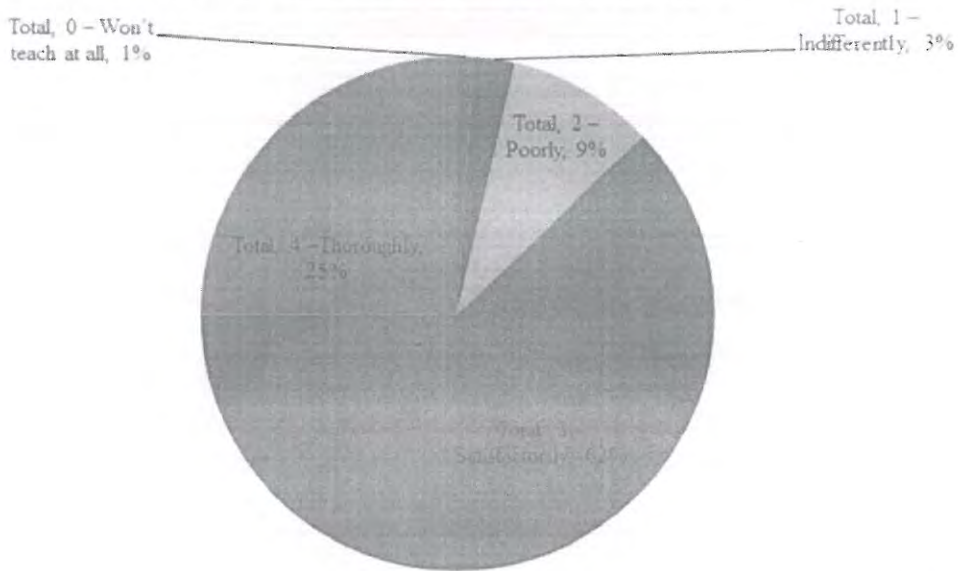


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**How much of the syllabus was covered in the class for Semester
(January -April ,2020) ?**

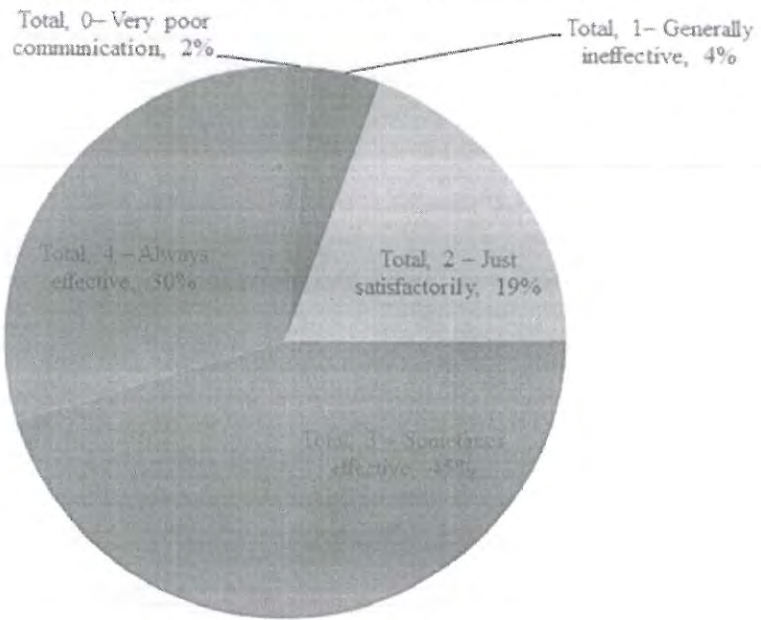


How well did the teachers prepare for the classes?

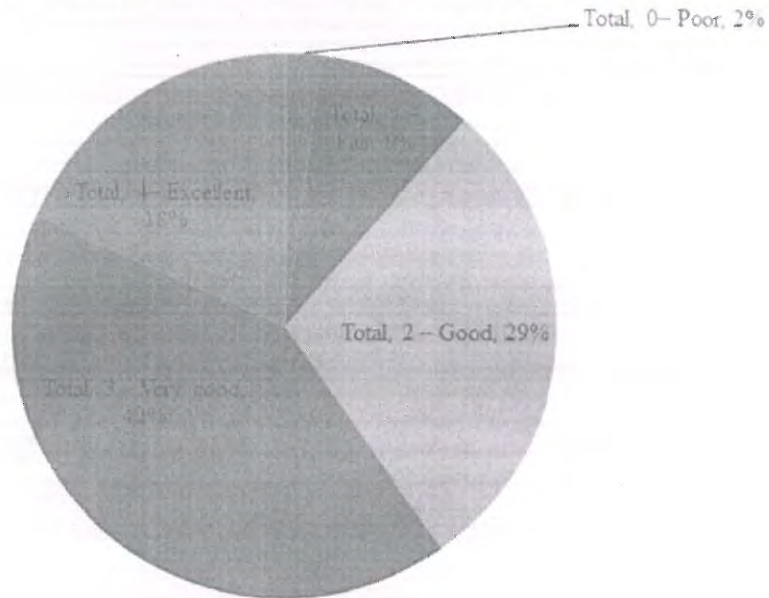


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How well were the teachers able to communicate?

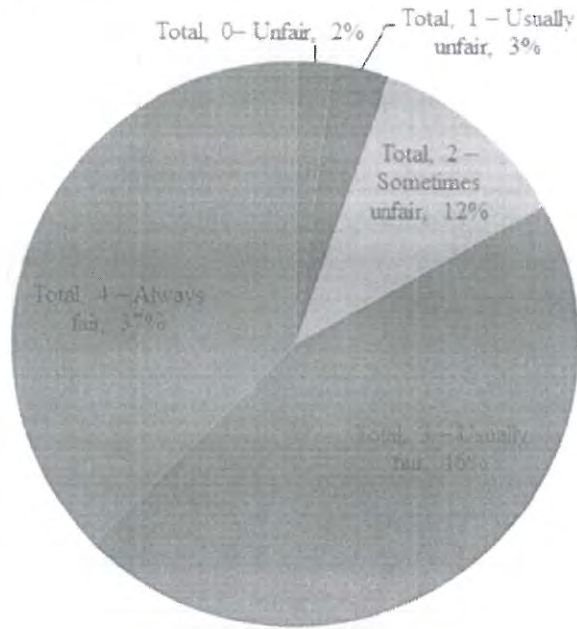


The teacher's approach to teaching can best be described as:

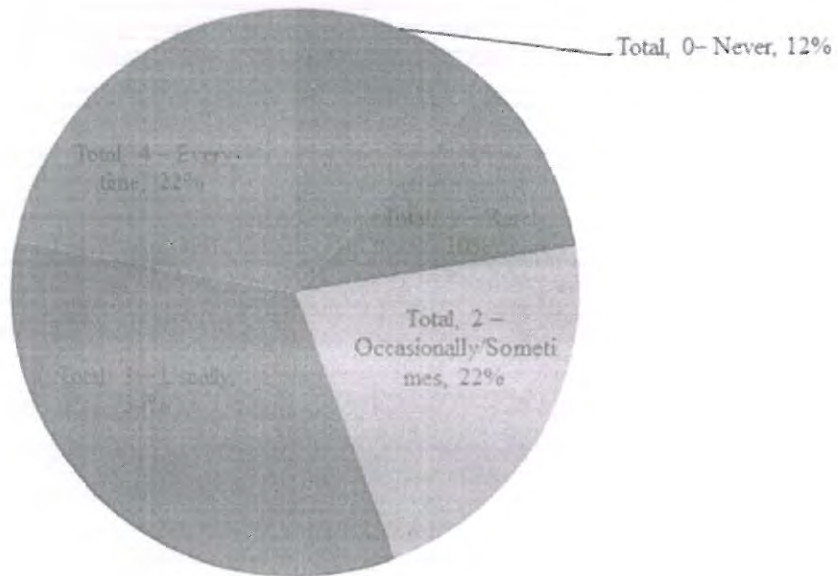


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Fairness of the internal evaluation process by the teachers

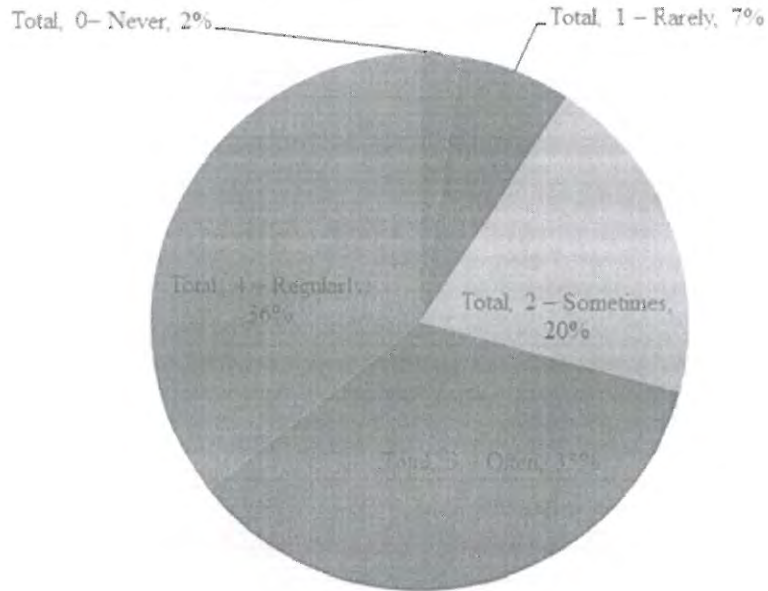


Was your performance in assignments discussed with you?

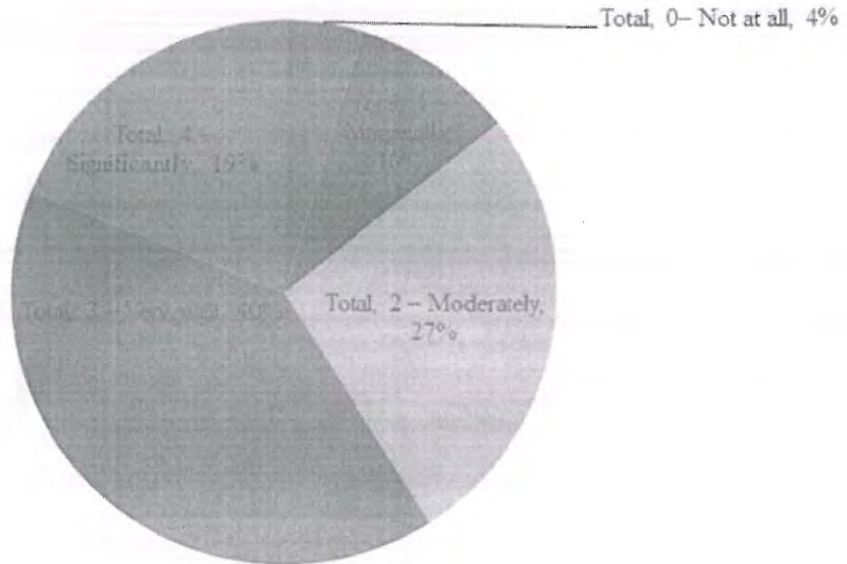


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The institute takes active interest in promoting internship, field visit opportunities for students.



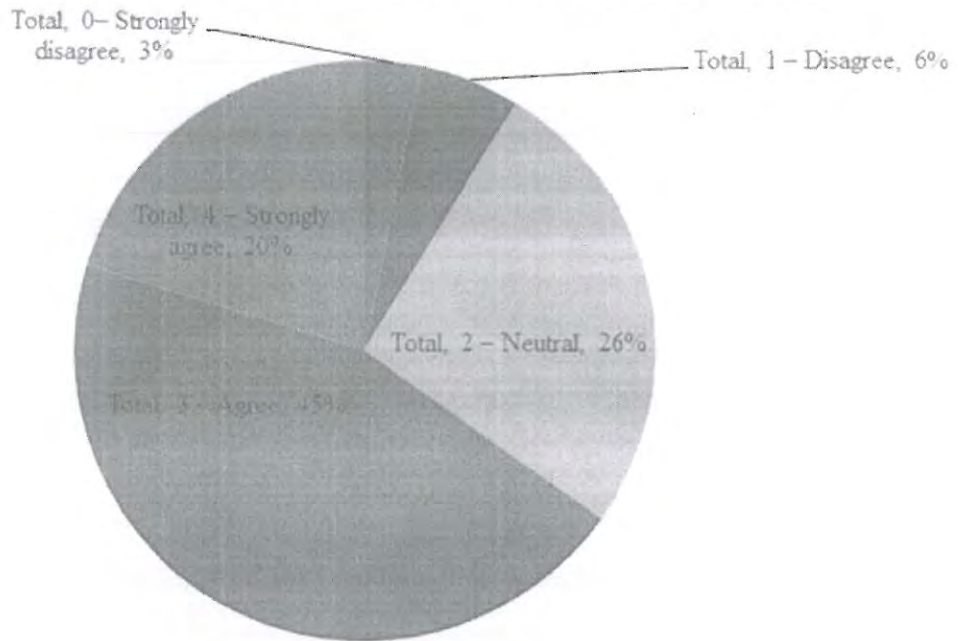
The teaching and mentoring process in the institution facilitates you in cognitive, social and emotional growth.



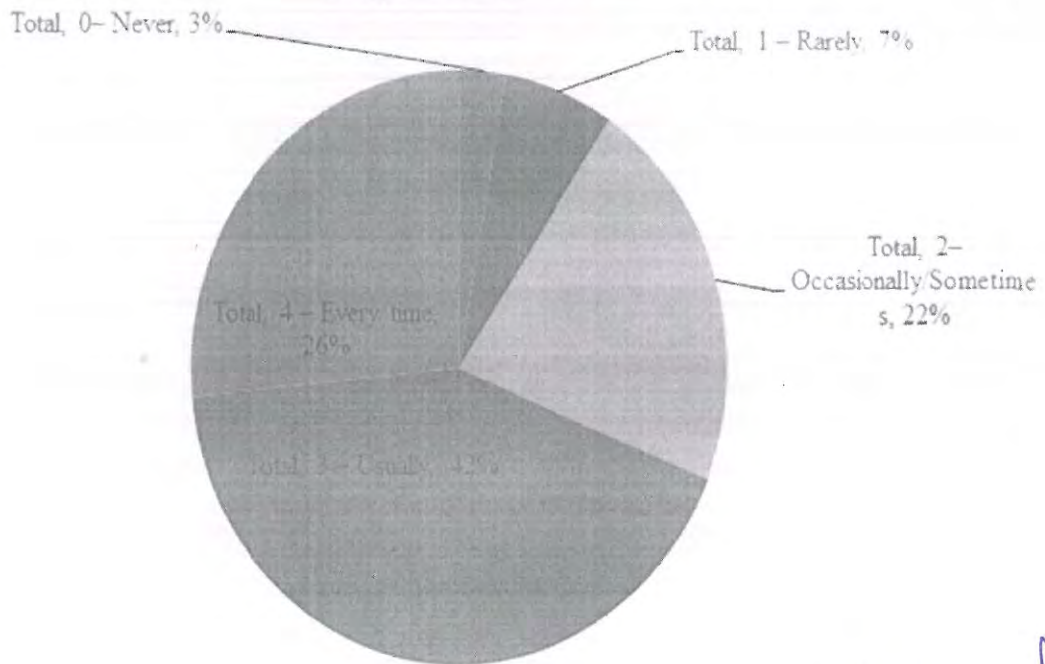
A handwritten signature in blue ink, appearing to read 'Ravi K. Dhar'.

DR. RAVI K. DHAR
 Director
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The institution provides multiple opportunities to learn and grow.



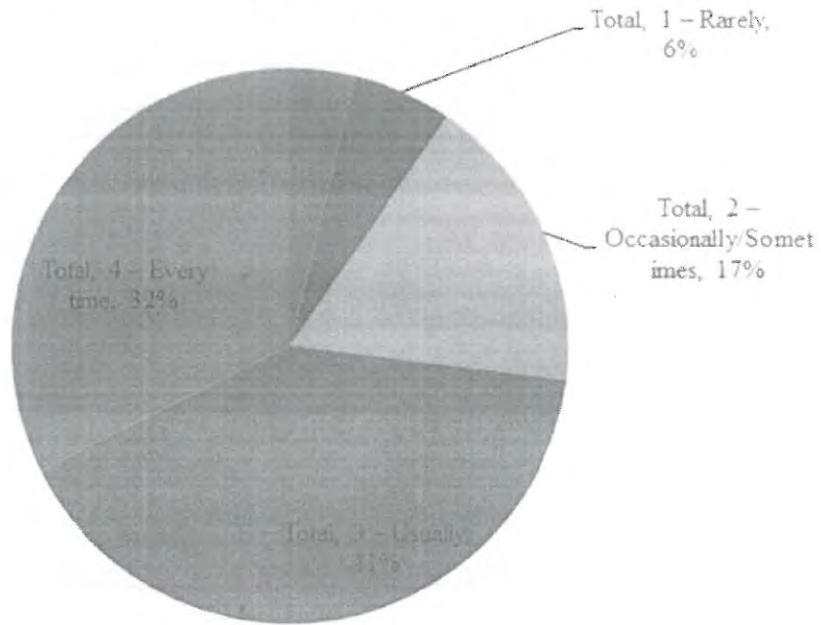
Teachers inform you about your expected competencies, course outcomes and program outcomes.



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DR. RAVI K. DHAR
 Director
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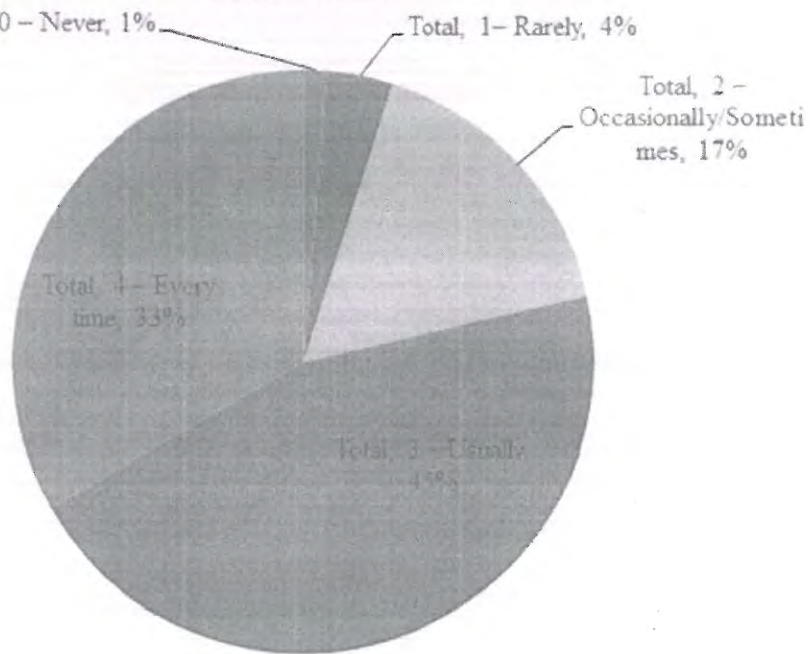
Your mentor does a necessary follow-up with an assigned task to you.

Total, 0 - I don't have a mentor, 4%



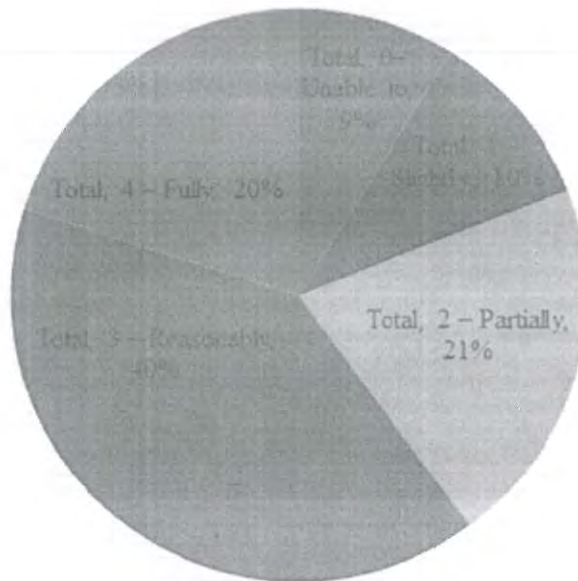
The teachers illustrate the concepts through examples and applications.

Total, 0 - Never, 1%

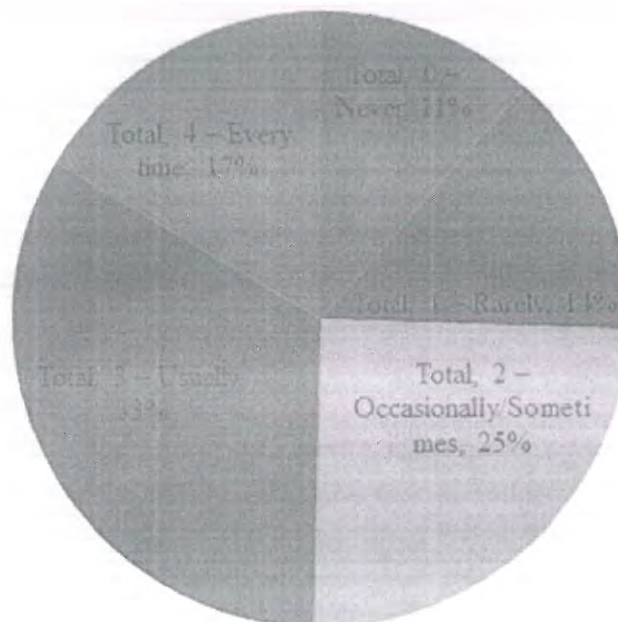


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The teachers identify your strengths and encourage you with providing right level of challenges.



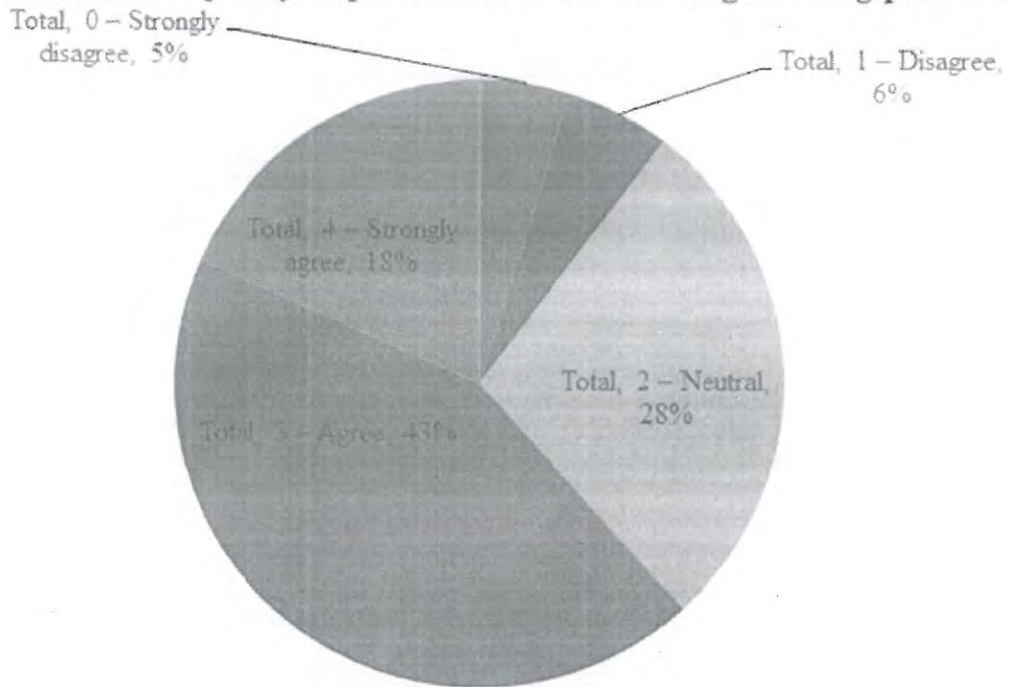
Teachers are able to identify your weaknesses and help you to overcome them.



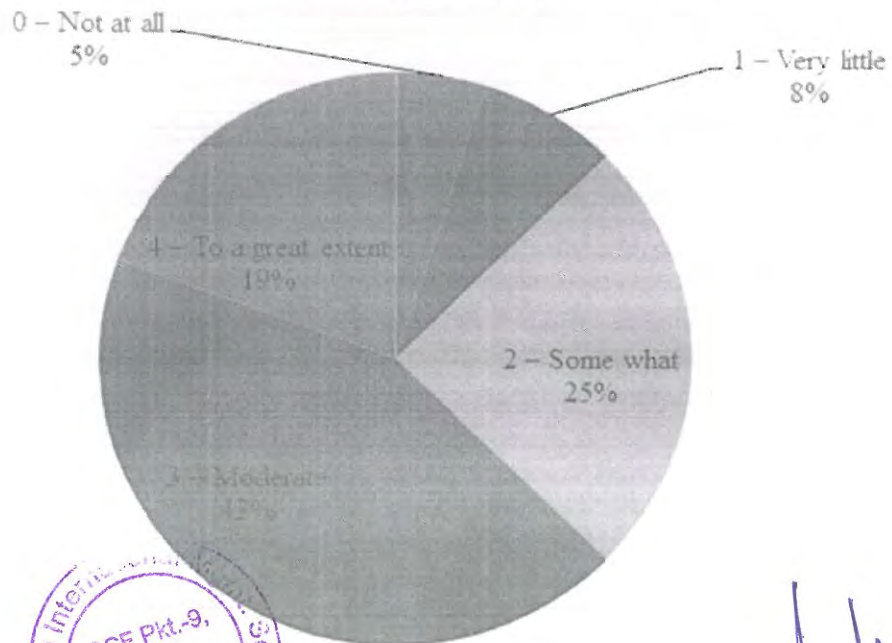
DR. RAVI K. DHAR
Director

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Vasant Kunj, New Delhi-110070

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

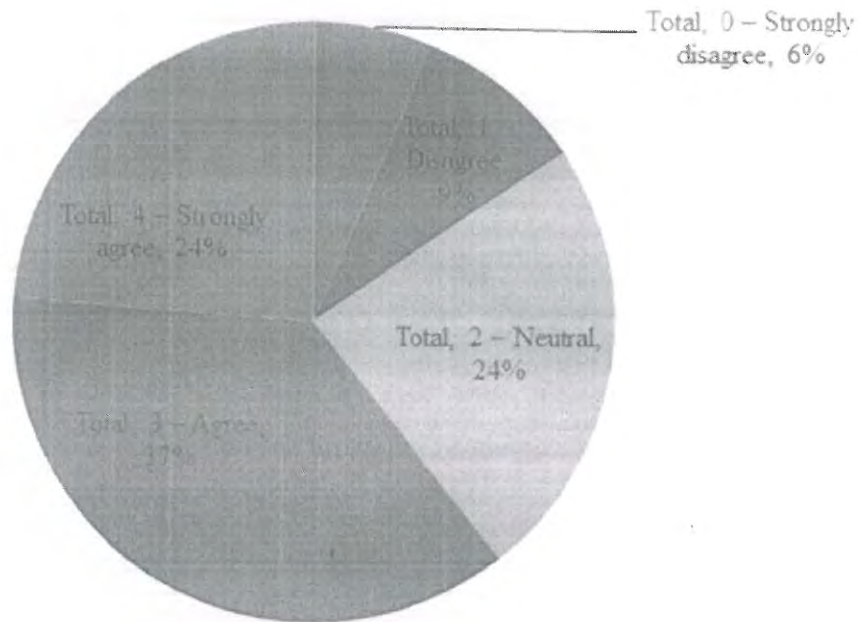


The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning

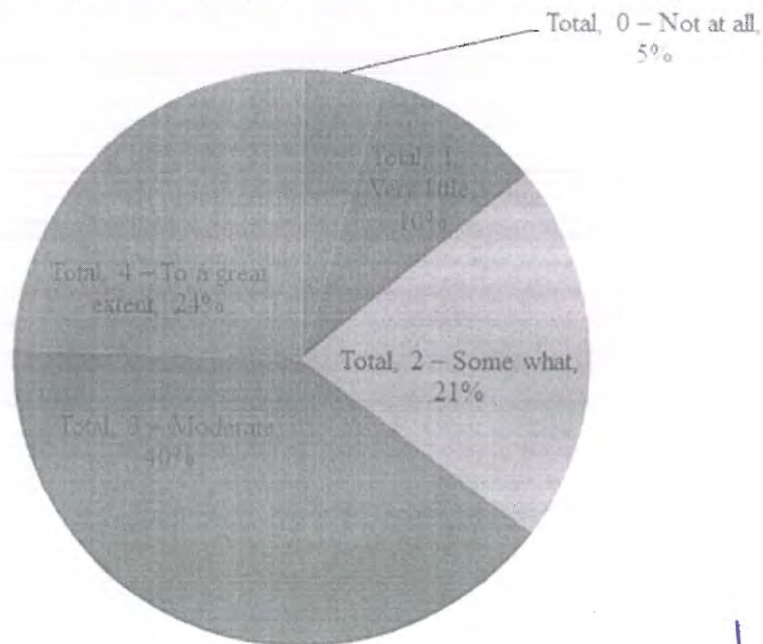


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Teachers encourage you to participate in extracurricular activities.

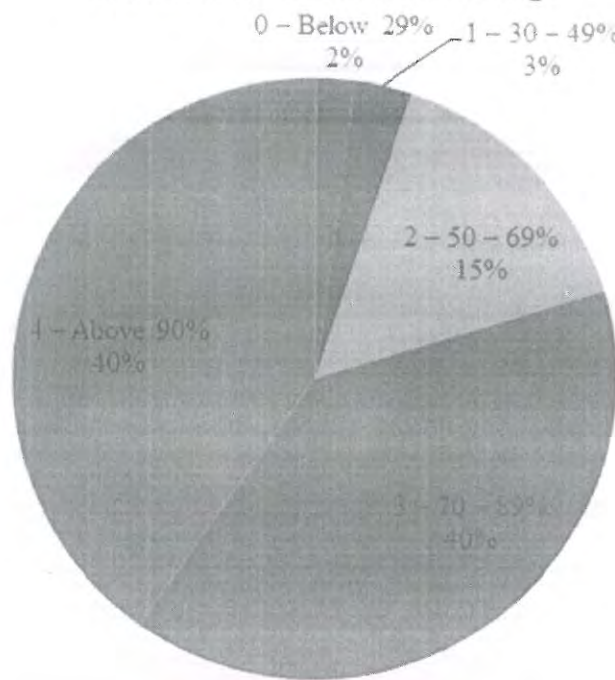


Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

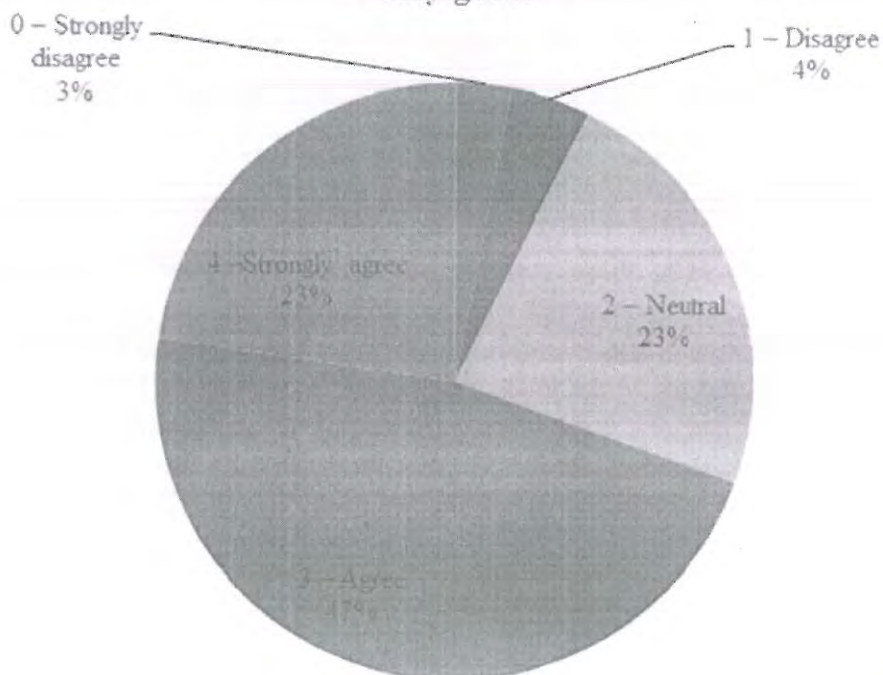


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What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.



The overall quality of teaching-learning process in the institute is very good.



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 DR. RAVI K. DHAR
 Director
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Analysis Report on Students' Feedback 2018 – 2019 on Syllabus and its Transaction at the Institution

The student feedback was an attempt by the institution to scrutinize the efficacy of syllabus transaction and the overall efficiency of the teaching- learning process. 91% percentage of the students strongly agreed to the fact of the syllabus being explained at the beginning of the course. Regarding the capability of the syllabus in meeting global and industrial needs, more than 91% of the respondents were happy. 92% of the students were satisfied with the institutional practice of explaining the grading criteria/evaluation scheme of the course by the teachers. More than 93% of the students agreed to the fact that assignments were related to the syllabus of the course. 92% of the students agreed about the electives offered in relation to the technological advancements.

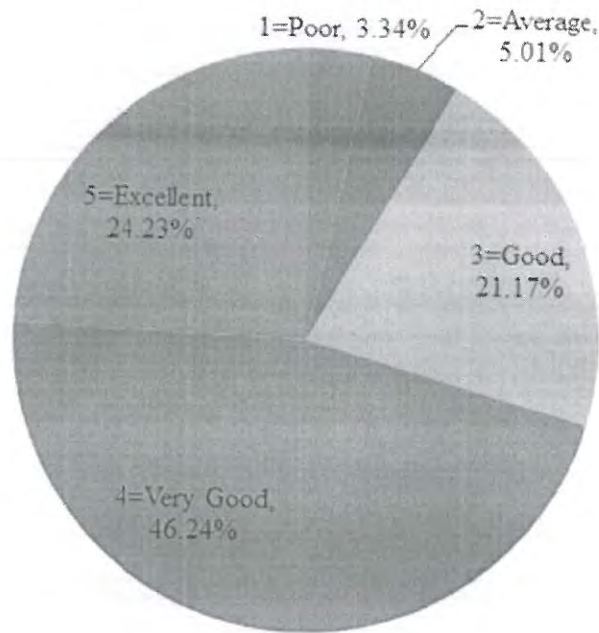
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Syllabus was explained at the beginning of the course and delivered as outlined.	24.23%	46.24%	21.17%	5.01%	3.34%
2	The Syllabus was in line with global and industry needs/employability.	20.06%	50.42%	20.89%	3.06%	5.57%
3	How do you rate the evaluation scheme designed for each course?	29.53%	44.01%	19.22%	1.95%	5.29%
4	Projects/Assignments were related to the syllabus of the course	42.62%	42.90%	8.36%	3.90%	2.23%
5	How do you rate the electives offered in relation to the Technological advancements?	21.73%	57.10%	13.65%	5.01%	2.51%

*All figures are in percentage

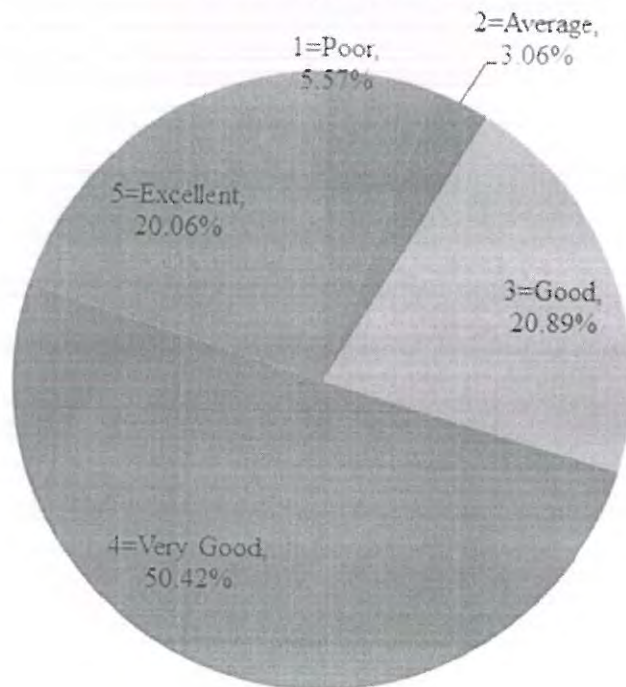


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The Syllabus was explained at the beginning of the course and delivered as outlined.

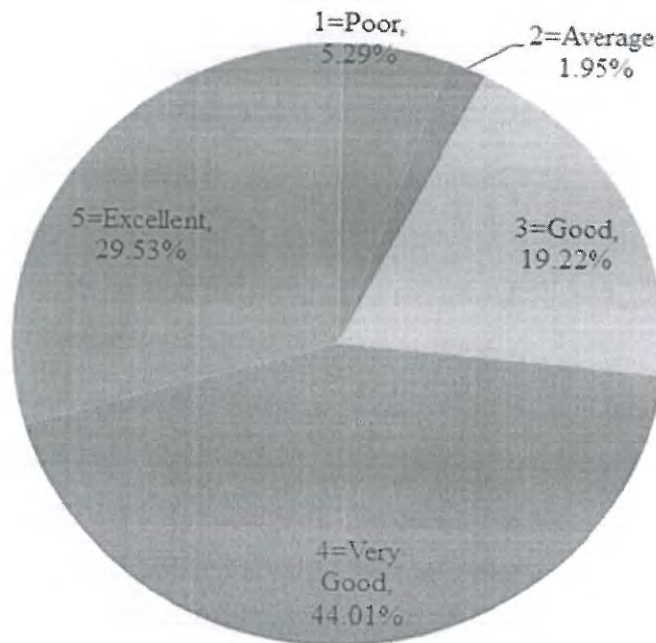


The Syllabus was in line with global and industry needs/employability.

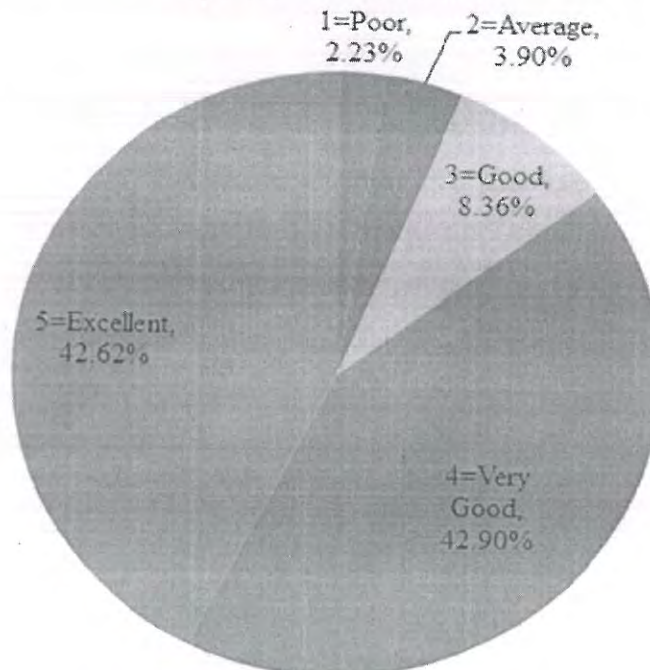


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How do you rate the evaluation scheme designed for each course?

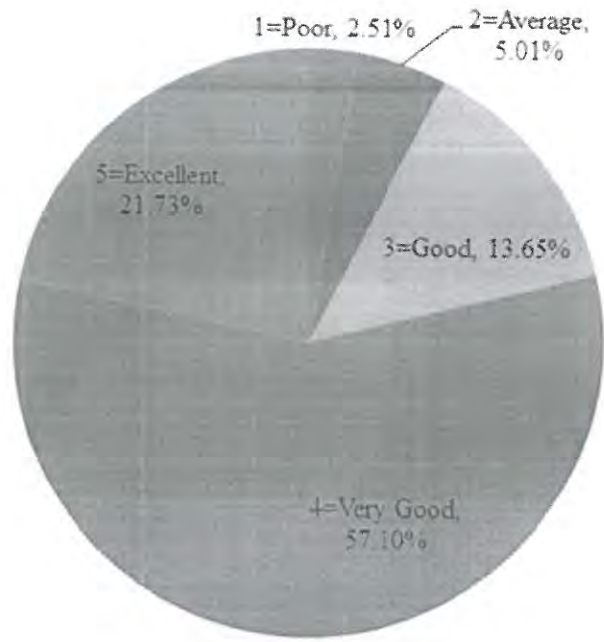


Projects/Assignments were related to the syllabus of the course



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Vasant Kunj, New Delhi-110070

How do you rate the electives offered in relation to the Technological advancements?



Remarks

Most of students are satisfied with the quality of teaching. The electives offered have scope for revision. Evaluation system of the course is also appropriate and aligned with the learning outcomes. The curriculum has prospects for higher education/employability but have scope for improvement.


IQAC Coordinator




Director
DR. RAVI K. DHAR
Director
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Analysis Report on Alumni Feedback 2018–2019 on Syllabus and its Transaction at the Institution

Alumni feedback on syllabus encompasses a wide range of dimensions of the syllabus ranging from adequacy and effectiveness for future enhancement, developing analytical and problem solving skills to job employability potential. The feedback on syllabus focused on five thrust areas. The adequacy and effectiveness of the syllabus was rated by the alumni with greater satisfaction, while 42.76% of the respondents claimed it excellent, 30.26% opined it very good. About 19% of the respondents were hopeful about it, 5.92% felt it average and 1.97% marked it poor.

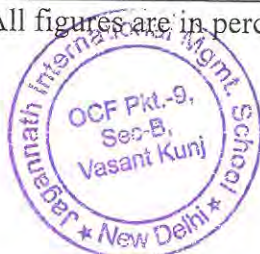
Regarding the effectiveness in developing analytical and problem solving skills, 31.58% of the respondents felt it excellent while around 31% found it very good. 25.66% were positive about it, 10.53% felt it average and only 1.32% rated it as poor.

While answering about developing independent thinking and other job employability skills, 34.21% of the alumni felt it excellent and 32.89% rated as very good while 26% were judged as good. Barely 6.58% of the alumni opined it average and poor.

While judging the connection of the syllabus with industry requirements, 75% of the alumni thought it excellent and very good while 15.79% marked as good, 7.89% as average and 1.32% as poor. 67.11% of the alumni agreed on practical applicability of the syllabus, 21.71% marked as good, 10.53% as average and 0.66% as poor.

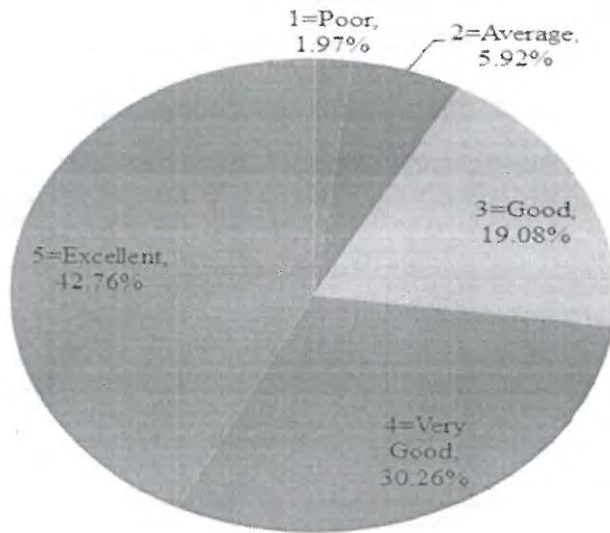
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Curriculum in the programme is adequate and Effective for future enhancement.	42.76%	30.26%	19.08%	5.92%	1.97%
2	The programme is effective in developing analytical and problem solving skills	31.58%	30.92%	25.66%	10.53%	1.32%
3	The programme is effective in developing independent thinking and other job employability skills.	34.21%	32.89%	26.32%	5.92%	0.66%
4	The curriculum is advanced to meet the industry requirements.	38.82%	36.18%	15.79%	7.89%	1.32%
5	Were the courses applicable in your practical / daily life?	37.50%	29.61%	21.71%	10.53%	0.66%

*All figures are in percentage



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The Curriculum in the programme is adequate and Effective for future enhancement.



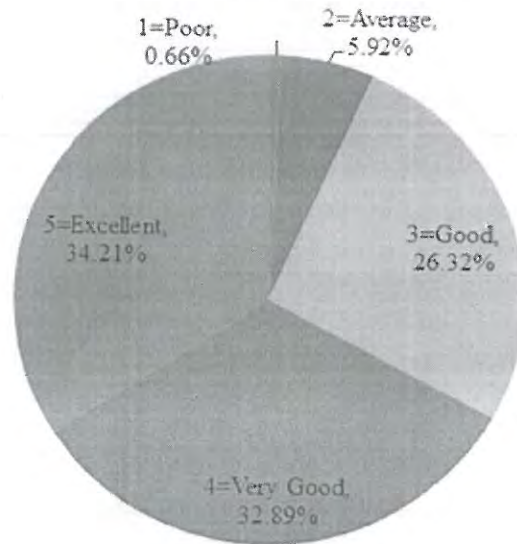
The programme is effective in developing analytical and problem solving skills



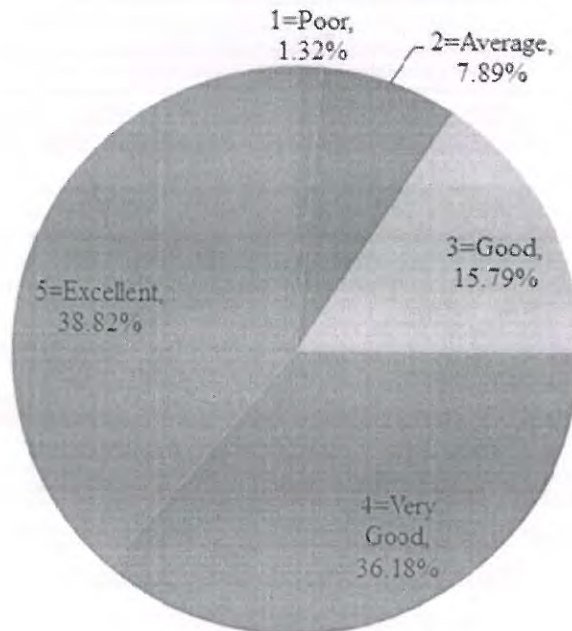
DR. RAVI K. DHAR
Director

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The programme is effective in developing independent thinking and other job employability skills.

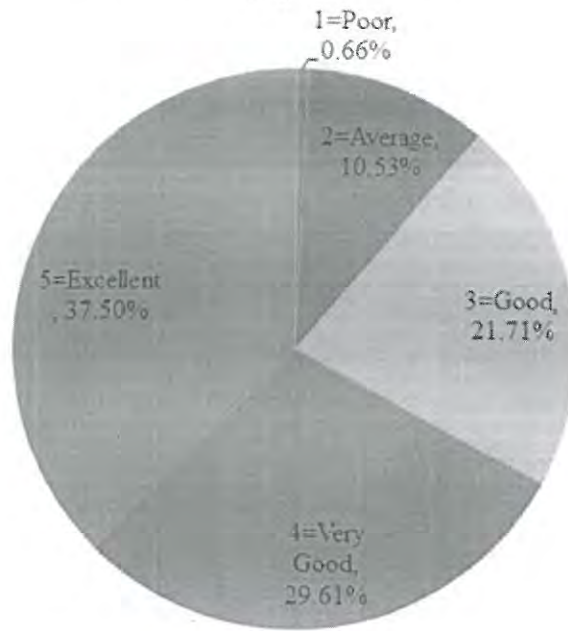


The curriculum is advanced to meet the industry requirements.



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Were the courses applicable in your practical / daily life?

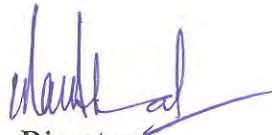


Remarks

Most of the alumni believes that contents of the course enable acquisition of knowledge and related skills. The curriculum gives importance to the conduct of practical, hands-on-training to the students and also emphasizes the learning of job oriented skills


IQAC Coordinator




Director

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Analysis Report on Employers' Feedback 2018 – 2019 on Syllabus and its Transaction at the Institution

The Placement Cell networks with various industry sectors to organize campus placements and facilitate fresh graduates with employment. In this process the students get an exposure to the corporate life from the campus. In order to understand and meet up to the expectation of the industry demands, a questionnaire is prepared. While judging on the relevance of the curriculum to the existing industry requirements, 44.44% of the responses received as excellent, 33.33% given it as very good, 22.22% feels it as good and none of the respondent rated average and poor. Regarding the balance of knowledge and skill based content of the curriculum, 44.44% of the respondents felt it excellent while 33.33% found it very good. 22.22% were positive about it. While answering about alignment of context contents of the academic curriculum with its learning outcomes, 44.44% of the employers felt it excellent and 11.11% says it is very good while 33.33% were hopeful about it and 11.11% opined it average. 77.77% of the respondents agreed on alignment of academic curriculum with the skill-based competencies, and 22.22% marked as average.

S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?	44.44%	33.33%	22.22%	0.00%	0.00%
2	How do you rate the balance of knowledge and skill based content of the curriculum of the programme?	44.44%	33.33%	22.22%	0.00%	0.00%
3	How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?	44.44%	11.11%	33.33%	11.11%	0.00%
4	How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?	44.44%	33.33%	22.22%	0.00%	0.00%

*All figures are in percentage

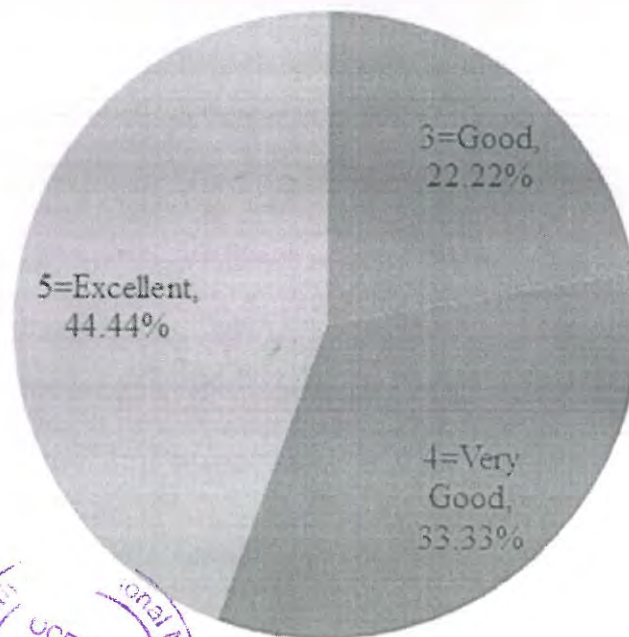




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How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?

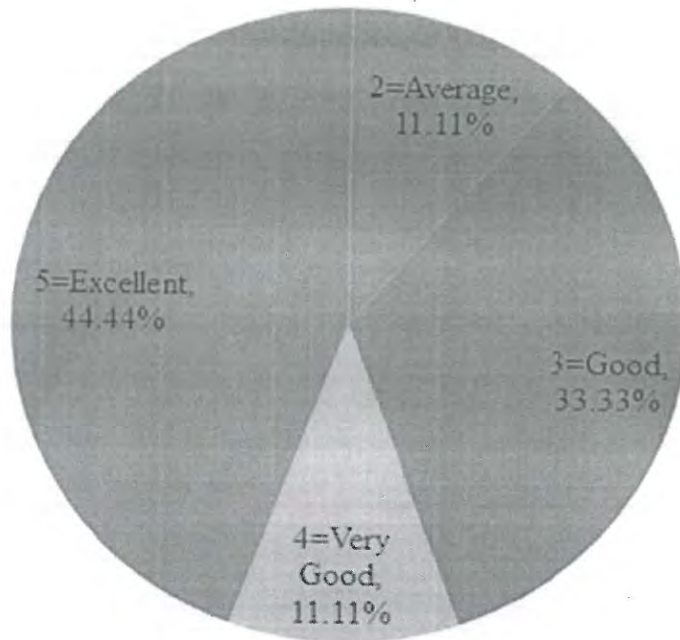


How do you rate the balance of knowledge and skill based content of the curriculum of the programme?




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How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?



How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?

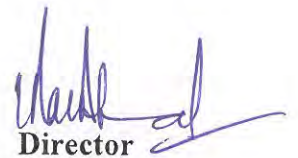



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Remarks

Employers have good opinions about the capacity of curriculum in ensuring professional ethics and positive attitude among the students. The contents of the course are in conformity with the learning outcomes. The curriculum has focus on skill development and is career-oriented. The contents of the course are aligned with the learning outcomes. The curriculum has prospects for higher education/employability


IQAC Coordinator


Director



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Analysis Report on Teachers' Feedback 2018 – 2019 on Syllabus and its Transaction at the Institution

The teacher feedback actually functioned as an employee satisfaction survey. 89% of the teachers agreed that courses included in the academic curriculum are comprehensive. 87% of the teachers satisfied about the balance between knowledge and skill based inputs in academic curriculum. 90% of the teachers agreed with the alignment of the course contents with the learning outcomes. 89% of the teachers satisfied with the relevance of the course contents to the changing requirements of the industry. 87% of the teachers agreed with the flexibility of the academic curriculum in terms of the choice of electives offered. 87% of the teachers satisfied with the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills. 89% of the teachers rated the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills as good and above, others disagreed with it.

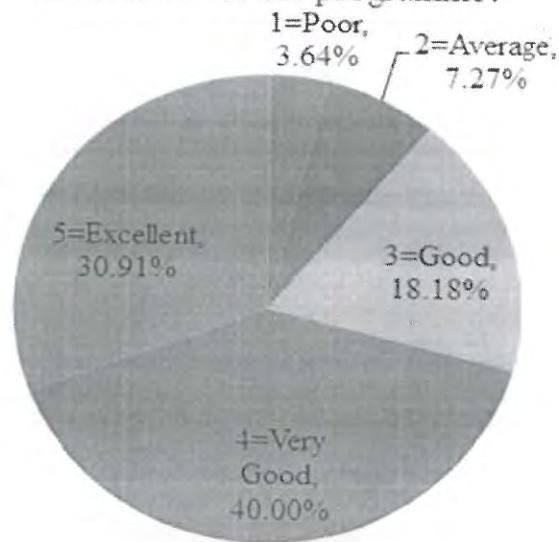
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?	30.91%	40.00%	18.18%	7.27%	3.64%
2	How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?	27.27%	43.64%	16.36%	7.27%	5.45%
3	How do you rate the alignment of the course contents with the learning outcomes?	23.64%	45.45%	21.82%	7.27%	1.82%
4	How do you rate the relevance of the course contents to the changing requirements of the profession/industry?	38.18%	25.45%	25.45%	9.09%	1.82%
5	How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?	32.73%	32.73%	21.82%	10.91%	1.82%
6	How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?	27.27%	34.55%	25.45%	9.09%	3.64%
7	How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?	40.00%	36.36%	12.73%	10.91%	0.00%

*All figures are in percentage

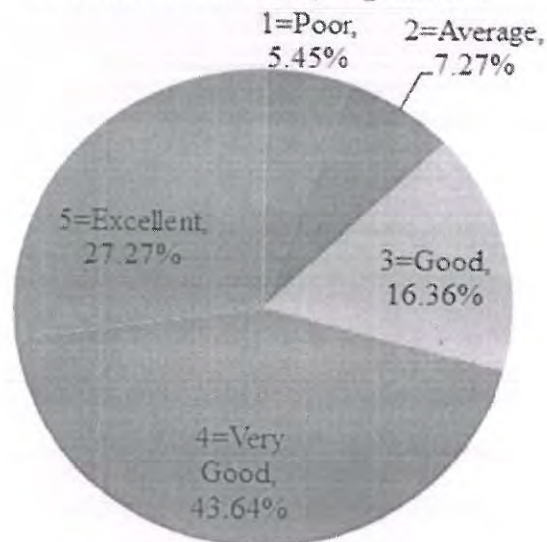


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How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

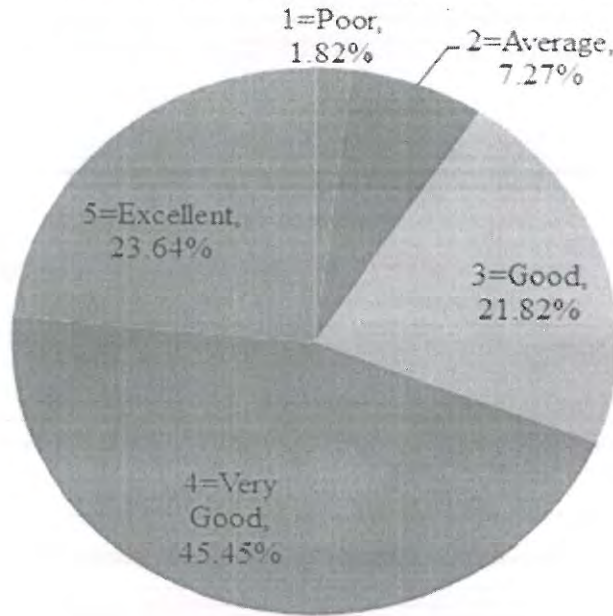


How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?

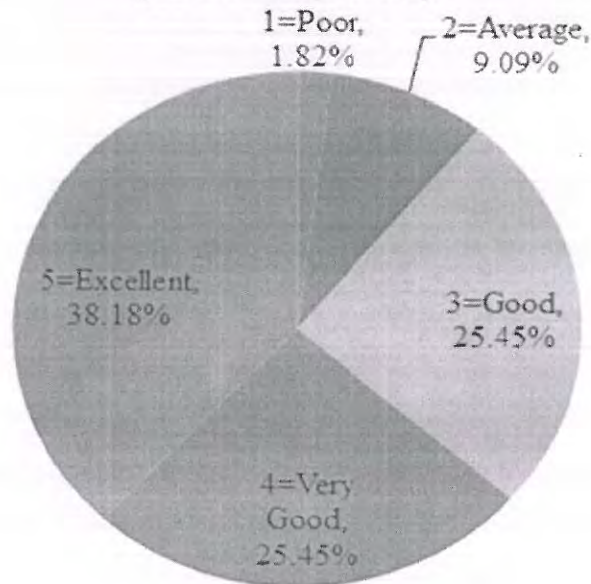


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How do you rate the alignment of the course contents with the learning outcomes?

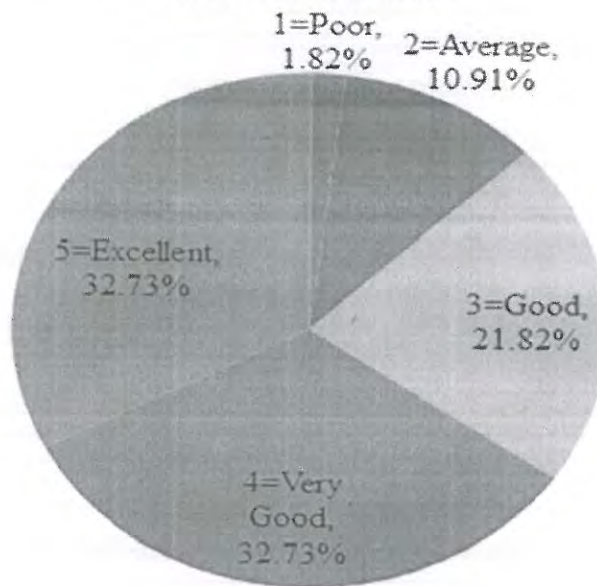


How do you rate the relevance of the course contents to the changing requirements of the profession/industry?

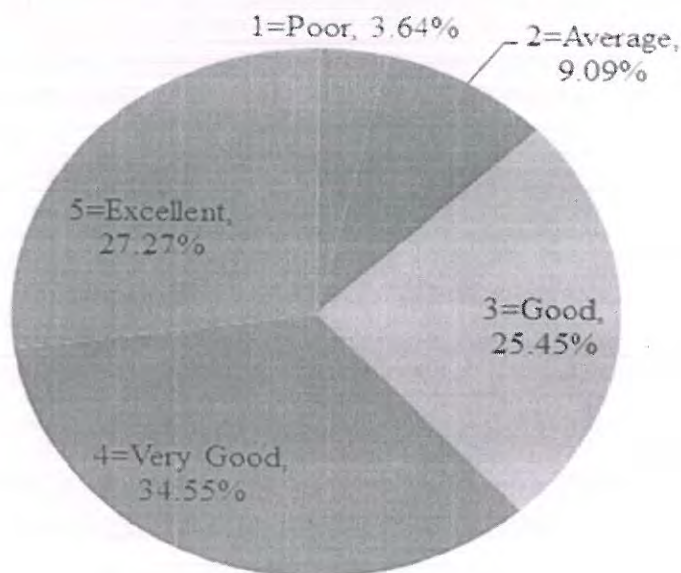


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How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?



How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?



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How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?

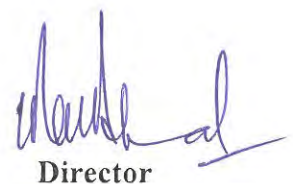


Remarks

Overall teachers are satisfied with the course content but have scope for improvement. The curriculum caters to the needs of the industry/profession has focus on skill development but have scope for improvement. The contents of the course are in conformity with the learning outcomes and also evaluation system is aligned with the learning outcomes.




IQAC Coordinator


Director

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Director
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Analysis Report on Students' Feedback 2017 – 2018 on Syllabus and its Transaction at the Institution

The student feedback was an attempt by the institution to scrutinize the efficacy of syllabus transaction and the overall efficiency of the teaching- learning process. 94% percentage of the students strongly agreed to the fact of the syllabus being explained at the beginning of the course. Regarding the capability of the syllabus in meeting global and industrial needs, more than 94% of the respondents were happy. 94% of the students were satisfied with the institutional practice of explaining the grading criteria/evaluation scheme of the course by the teachers. More than 95% of the students agreed to the fact that assignments were related to the syllabus of the course. More than 90% of the students agreed about the electives offered in relation to the technological advancements.

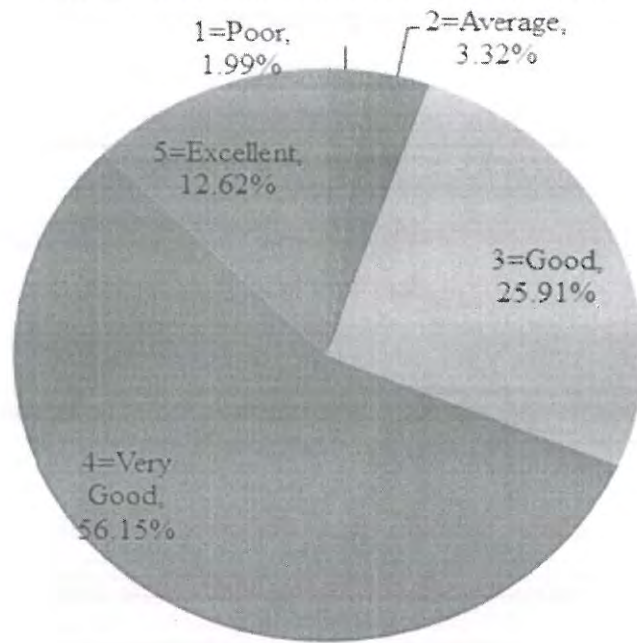
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Syllabus was explained at the beginning of the course and delivered as outlined.	12.62%	56.15%	25.91%	3.32%	1.99%
2	The Syllabus was in line with global and industry needs/employability.	14.29%	48.17%	31.56%	2.99%	2.99%
3	How do you rate the evaluation scheme designed for each course?	20.60%	53.16%	20.27%	3.99%	1.99%
4	Projects/Assignments were related to the syllabus of the course	38.54%	44.52%	11.63%	1.99%	3.32%
5	How do you rate the electives offered in relation to the Technological advancements?	8.31%	61.46%	24.25%	3.32%	2.66%

*All figures are in percentage

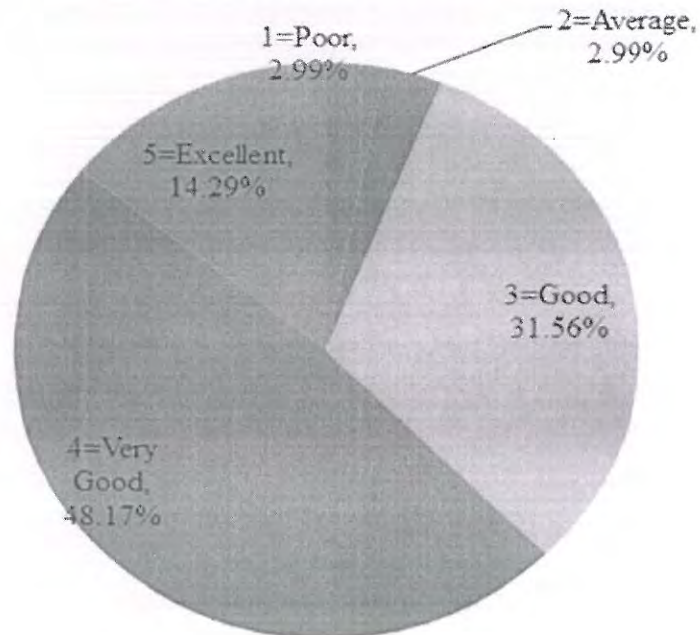



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The Syllabus was explained at the beginning of the course and delivered as outlined.

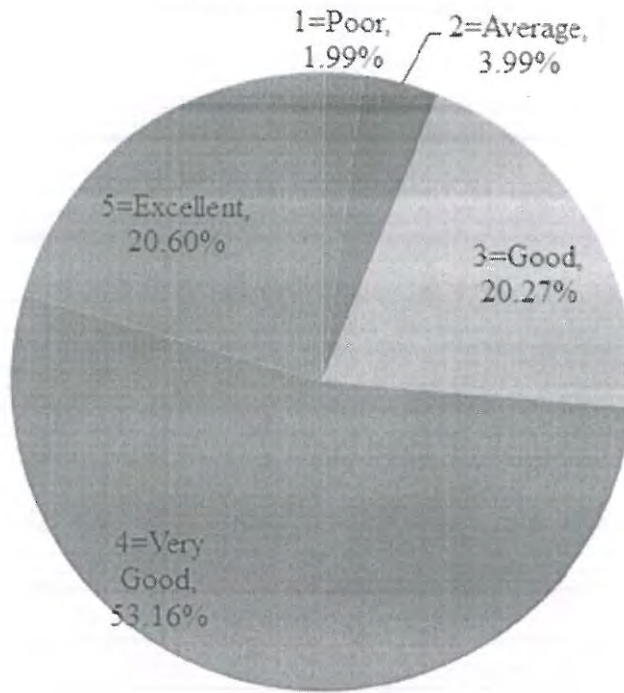


The Syllabus was in line with global and industry needs/employability.

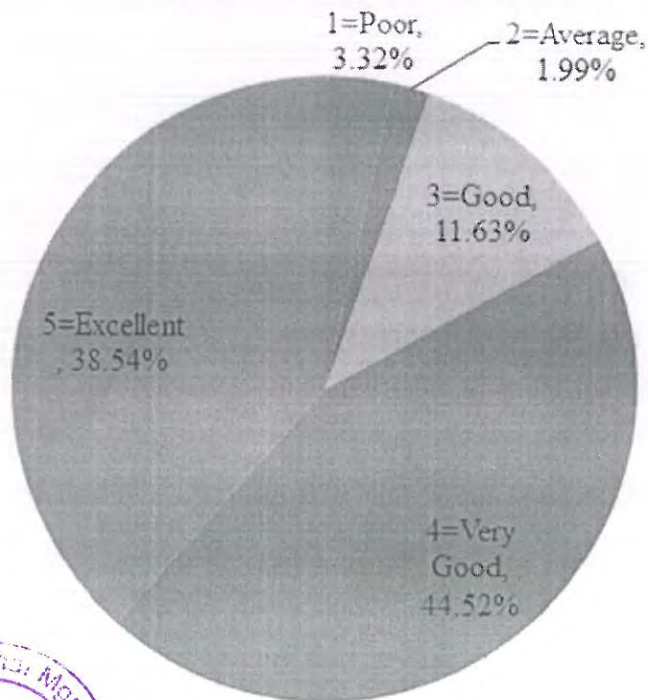



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How do you rate the evaluation scheme designed for each course?



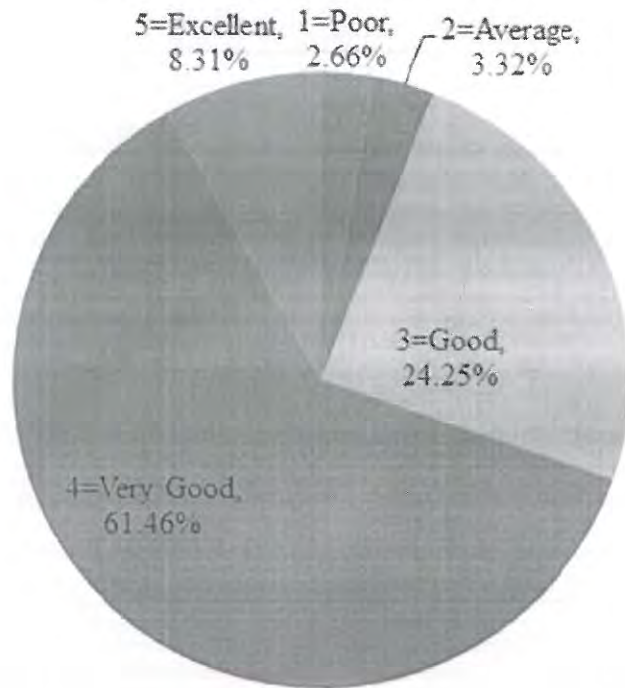
Projects/Assignments were related to the syllabus of the course



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Director
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How do you rate the electives offered in relation to the Technological advancements?



Remarks

Students are satisfied with the teaching pedagogy. The contents of the course in the syllabus are comprehensive. The syllabus has good balance between theory and application. It is also observed that the students are satisfied with the reference materials provided by the college.


IQAC Coordinator




Director

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Director
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Analysis Report on Alumni Feedback 2017–2018 on Syllabus and its Transaction at the Institution

Alumni feedback on syllabus encompasses a wide range of dimensions of the syllabus ranging from adequacy and effectiveness for future enhancement, developing analytical and problem solving skills to job employability potential. The feedback on syllabus focused on five thrust areas. The adequacy and effectiveness of the syllabus was rated by the alumni with greater satisfaction, while 45.14% of the respondents claimed it excellent, 31.94% opined it very good. About 18% of the respondents were hopeful about it, 4.17% felt it average and no one marked it as poor.

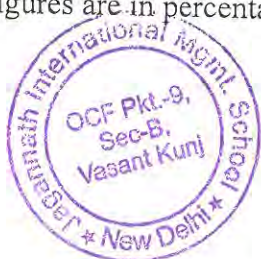
Regarding the effectiveness in developing analytical and problem solving skills, around 32% of the respondents felt it excellent while around 32% found it very good. 26.39% were positive about it and only 9.72% felt it average and poor.

While answering about developing independent thinking and other job employability skills, 70.84% of the alumni felt it excellent and very good while 25.69% rated it as good. Barely 3.47% of the alumni opined it average and poor.

While judging the connection of the syllabus with industry requirements, 79.87% of the alumni thought it excellent and very good while 15.97% marked as good, 3.47% as average and 0.69% as poor. Around 70% of the alumni agreed on practical applicability of the syllabus, 20.14% marked as good, 6.25% as average and 3.47% as poor.

S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Curriculum in the programme is adequate and Effective for future enhancement.	45.14%	31.94%	18.75%	4.17%	0.00%
2	The programme is effective in developing analytical and problem solving skills	31.94%	31.94%	26.39%	6.94%	2.78%
3	The programme is effective in developing independent thinking and other job employability skills.	36.81%	34.03%	25.69%	2.08%	1.39%
4	The curriculum is advanced to meet the industry requirements.	49.31%	30.56%	15.97%	3.47%	0.69%
5	Were the courses applicable in your practical / daily life?	33.33%	36.81%	20.14%	6.25%	3.47%

*All figures are in percentage

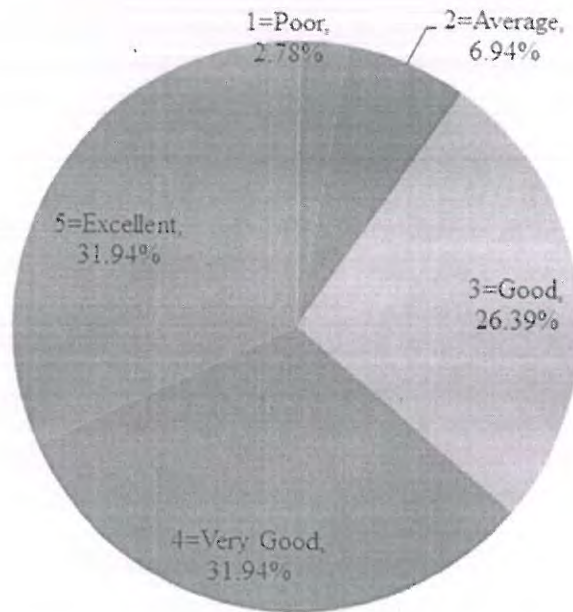


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The Curriculum in the programme is adequate and Effective for future enhancement.

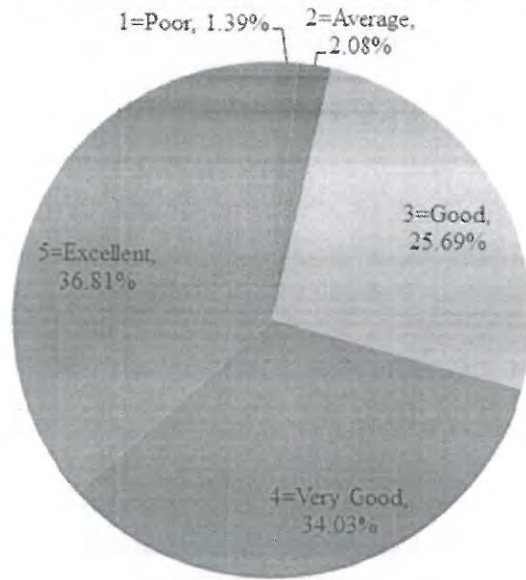


The programme is effective in developing analytical and problem solving skills

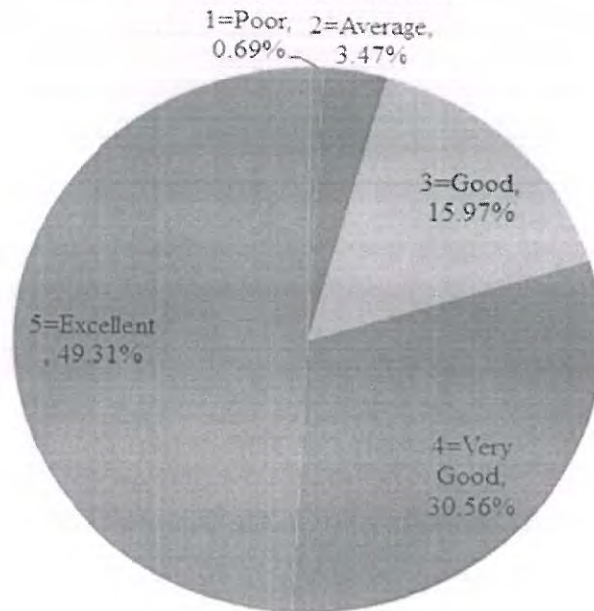


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The programme is effective in developing independent thinking and other job employability skills.



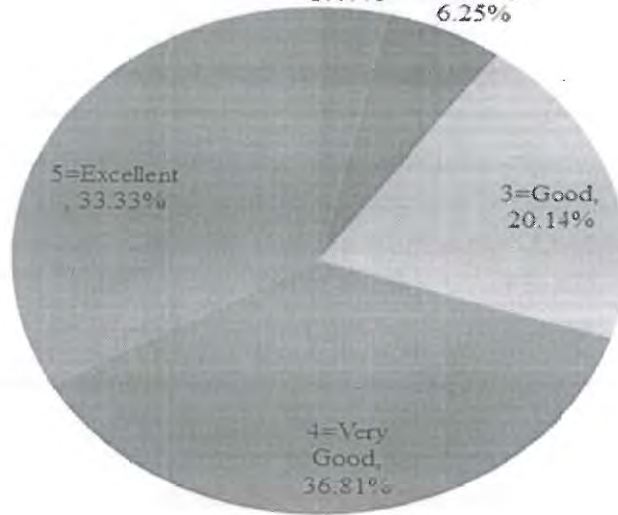
The curriculum is advanced to meet the industry requirements.



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Were the courses applicable in your practical / daily life?

1=Poor, 3.47% 2=Average, 6.25%




Remarks

Overall alumni are highly satisfied with the quality of teaching and admit that the course content was rather pertinent in their jobs. The alumni feedback also revealed that the institution supports higher learning and the curriculum provided in the college also fosters the entrepreneurial skills of the student.


IQAC Coordinator




Director

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While answering about alignment of context contents of the academic curriculum with its learning outcomes, 37.50% of the employers felt it excellent and 12.50% says it is very good while 37.50% were hopeful about it. About 12.50% opined it as average. 75% of the respondents agreed on alignment of academic curriculum with the skill-based competencies, 12.50% given it as good and 16.67% marked as average.

S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?	37.50%	37.50%	25.00%	0.00%	0.00%
2	How do you rate the balance of knowledge and skill based content of the curriculum of the programme?	37.50%	37.50%	25.00%	0.00%	0.00%
3	How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?	37.50%	12.50%	37.50%	12.50%	0.00%
4	How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?	25.00%	50.00%	12.50%	12.50%	0.00%

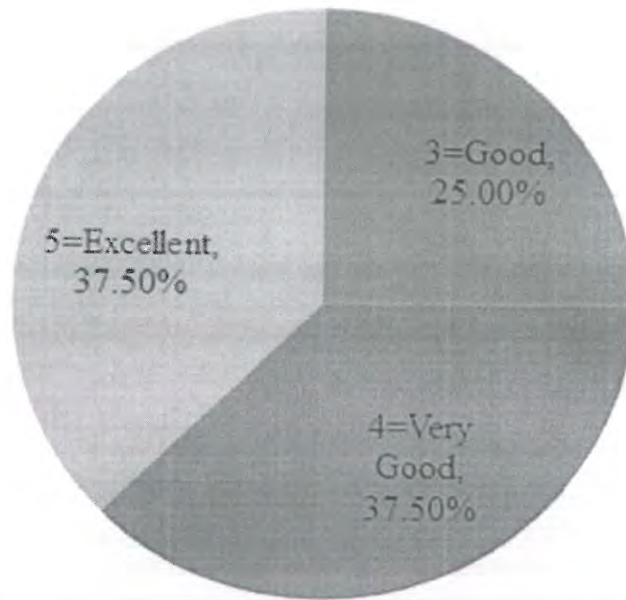
*All figures are in percentage



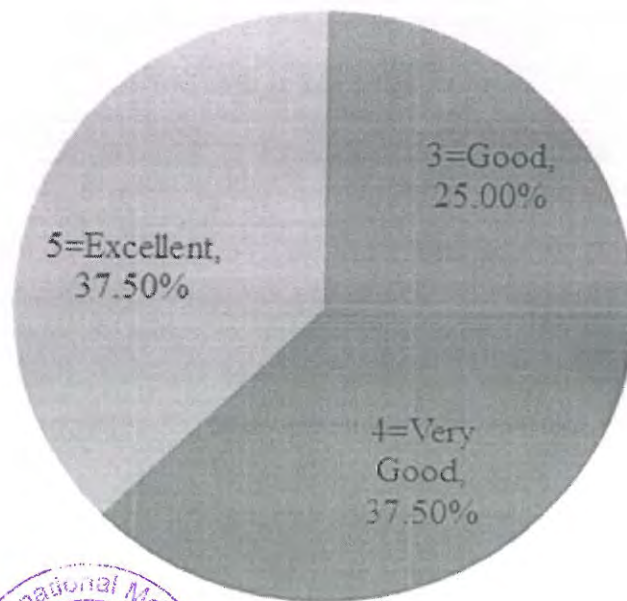

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How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?

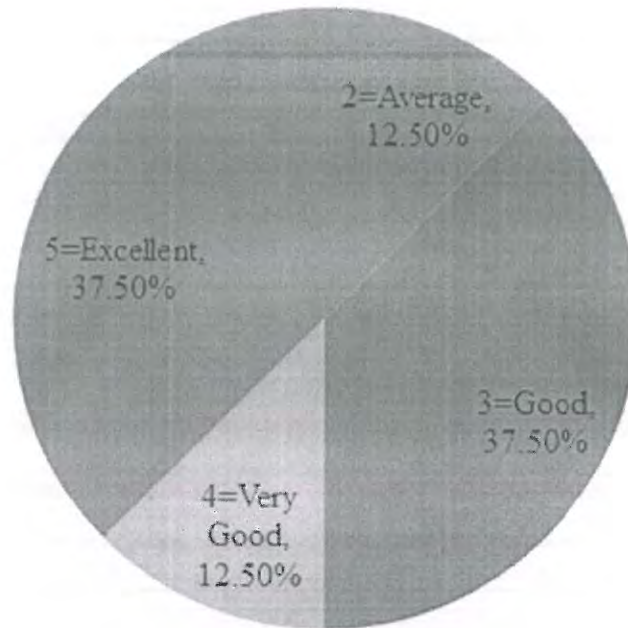


How do you rate the balance of knowledge and skill based content of the curriculum of the programme?

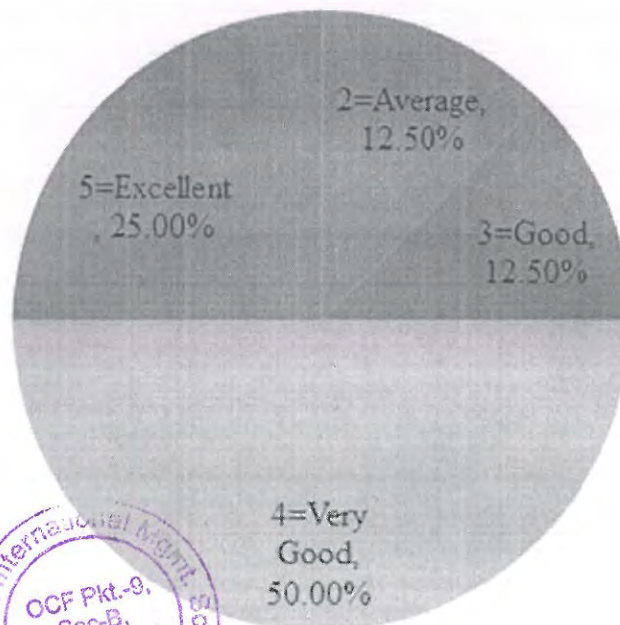


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How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?



How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?



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Remarks

Most of the employers are of the opinion that the curriculum is capable of imparting leadership qualities. The curriculum caters to the needs of the industry/profession and has focus on skill development but has scope for improvement. The contents of the course are in conformity with the learning outcomes.


IQAC Coordinator




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OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

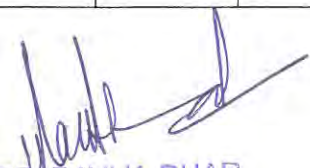
Analysis Report on Teachers' Feedback 2017 – 2018 on Syllabus and its Transaction at the Institution

The teacher feedback actually functioned as an employee satisfaction survey. 94% of the teachers agreed that courses included in the academic curriculum are comprehensive. 85% of the teachers satisfied about the balance between knowledge and skill based inputs in academic curriculum. 90% of the teachers agreed with the alignment of the course contents with the learning outcomes. 91% of the teachers satisfied with the relevance of the course contents to the changing requirements of the industry. 91% of the teachers agreed with the flexibility of the academic curriculum in terms of the choice of electives offered. 92% of the teachers satisfied with the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills. 91% of the teachers rated the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills as good and above, others disagreed with it.

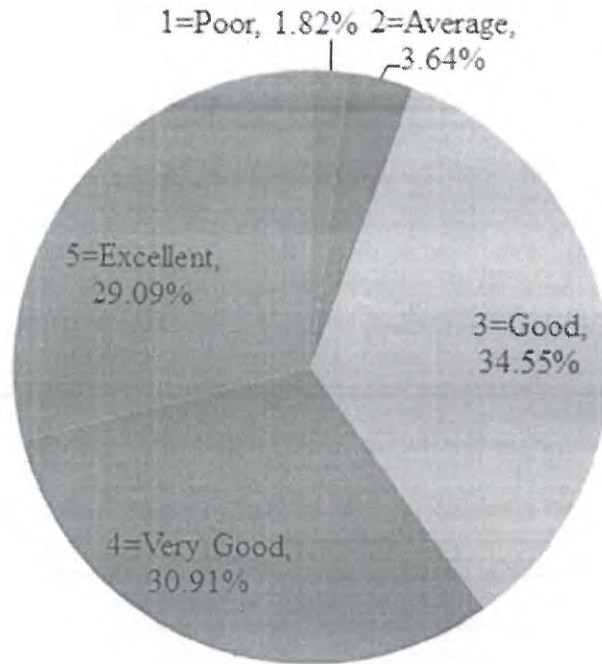
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?	29.09%	30.91%	34.55%	3.64%	1.82%
2	How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?	41.82%	27.27%	16.36%	14.55%	0.00%
3	How do you rate the alignment of the course contents with the learning outcomes?	41.82%	30.91%	18.18%	9.09%	0.00%
4	How do you rate the relevance of the course contents to the changing requirements of the profession/industry?	23.64%	45.45%	21.82%	9.09%	0.00%
5	How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?	27.27%	45.45%	18.18%	7.27%	1.82%
6	How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?	18.18%	41.82%	32.73%	7.27%	0.00%
7	How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?	30.91%	38.18%	21.82%	9.09%	0.00%

*All figures are in percentage

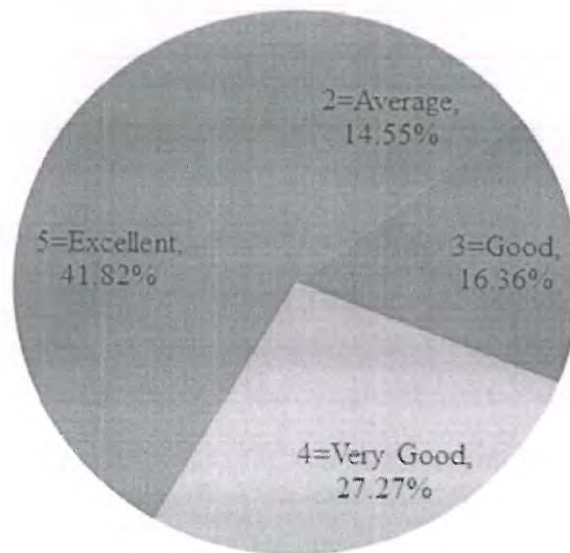



DR. RAVI K. DHAR
 Director
 Jagannath International Management School
 OCF Pkt-9, Sector-B,
 Vasant Kunj, New Delhi-110070

How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

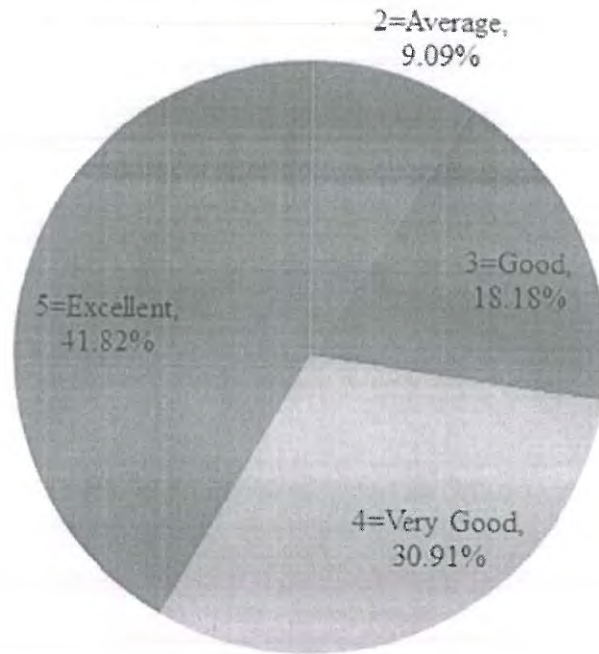


How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?

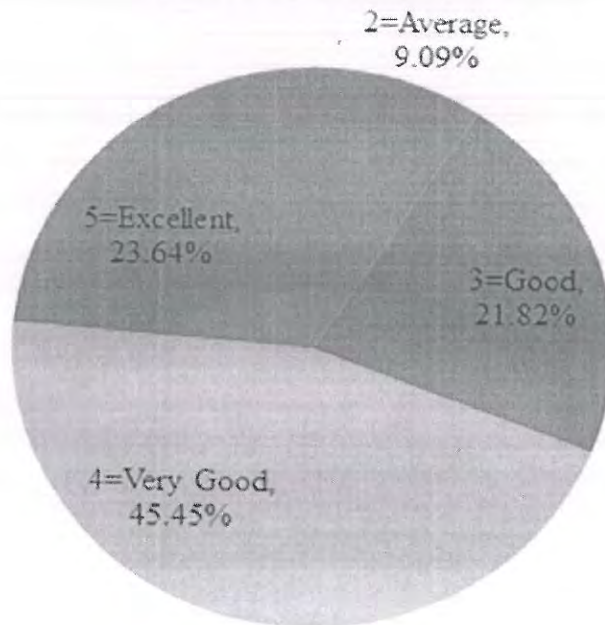


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Vasant Kunj, New Delhi-110070

How do you rate the alignment of the course contents with the learning outcomes?

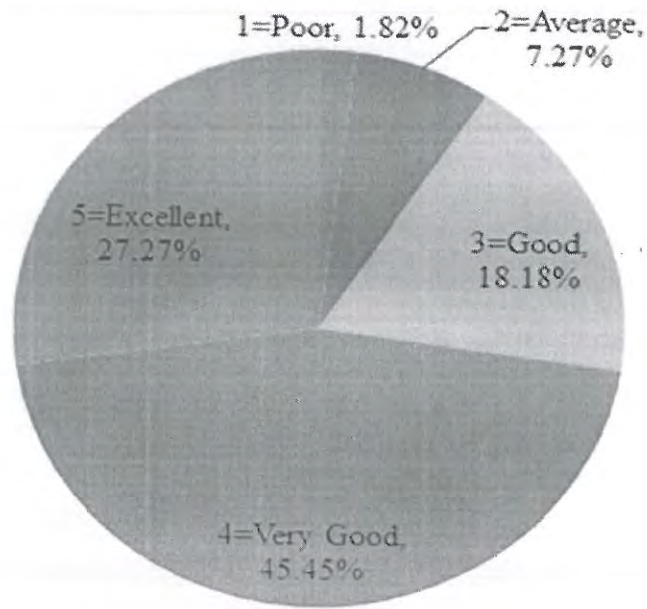


How do you rate the relevance of the course contents to the changing requirements of the profession/industry?

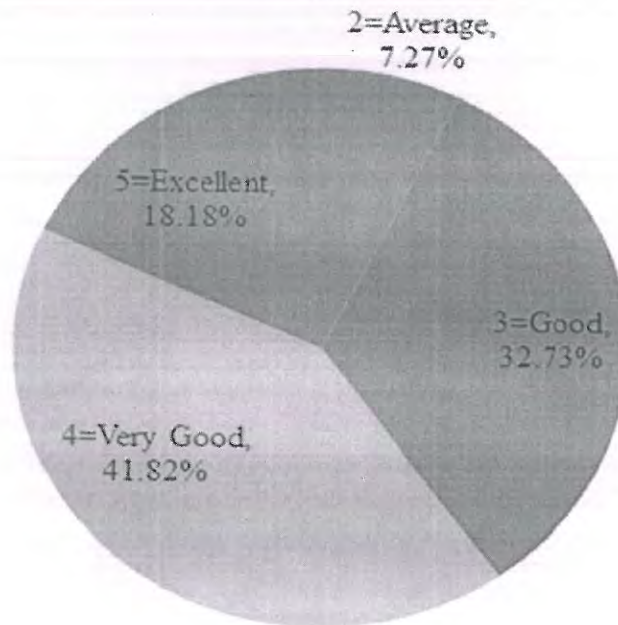


DR. RAVI K. DHAR
Director
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How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?

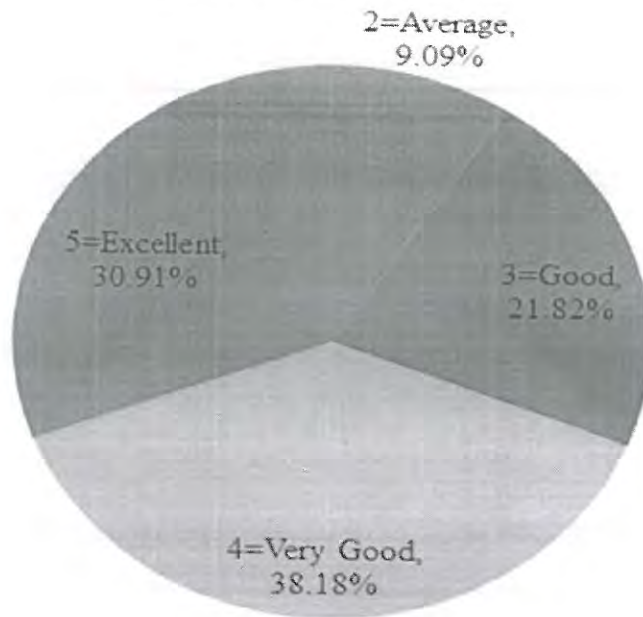


How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?



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Director
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How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?




Remarks

It is revealed the syllabus is enriched with the inclusion of advanced topics. The curriculum has prospects for higher education/employability. The curriculum caters to the needs of the industry/profession but have scope for improvement.


IQAC Coordinator




Director

DR. RAVI K. DHAR
Director
Jagannath International Management School
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Vasant Kunj, New Delhi-110070


Analysis Report on Students' Feedback 2016 – 2017 on Syllabus and its Transaction at the Institution

The student feedback was an attempt by the institution to scrutinize the efficacy of syllabus transaction and the overall efficiency of the teaching- learning process. 94% percentage of the students strongly agreed to the fact of the syllabus being explained at the beginning of the course. Regarding the capability of the syllabus in meeting global and industrial needs, more than 90% of the respondents were happy. 93% of the students were satisfied with the institutional practice of explaining the grading criteria/evaluation scheme of the course by the teachers. About 92% of the students agreed to the fact that assignments were related to the syllabus of the course. 91% of the students agreed about the electives offered in relation to the technological advancements.

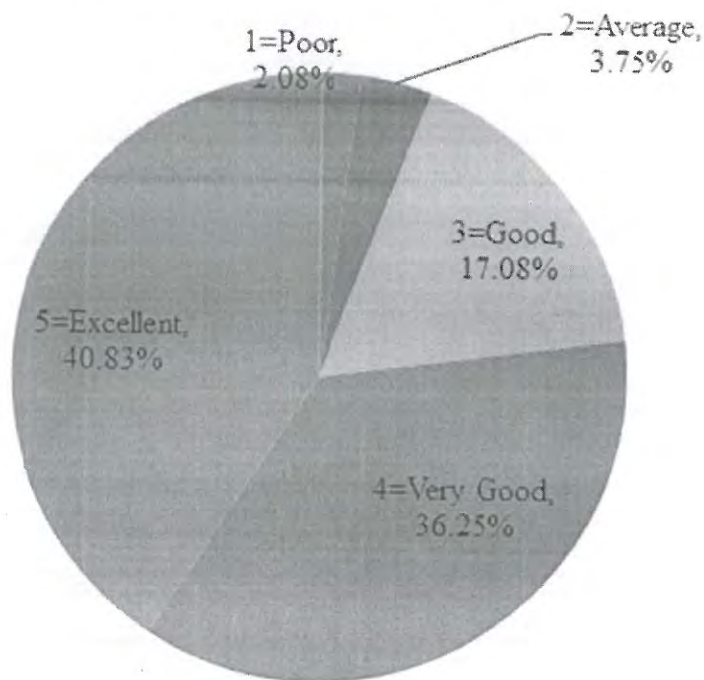
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Syllabus was explained at the beginning of the course and delivered as outlined.	40.83%	36.25%	17.08%	3.75%	2.08%
2	The Syllabus was in line with global and industry needs/employability.	34.58%	32.50%	23.33%	8.75%	0.83%
3	How do you rate the evaluation scheme designed for each course?	38.33%	32.92%	22.50%	5.83%	0.42%
4	Projects/Assignments were related to the syllabus of the course	43.75%	33.33%	15.00%	6.25%	1.67%
5	How do you rate the electives offered in relation to the Technological advancements?	40.83%	29.17%	21.67%	6.67%	1.67%

*All figures are in percentage

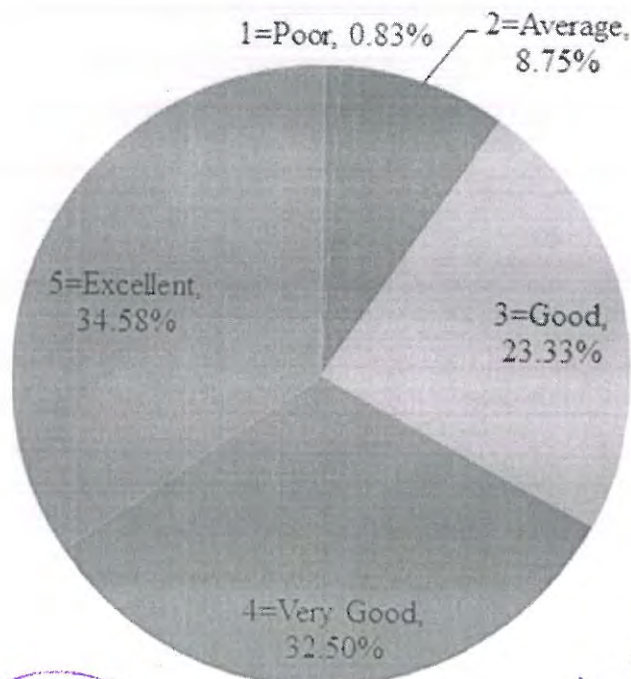



DR. RAVI K. DHAR
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The Syllabus was explained at the beginning of the course and delivered as outlined.

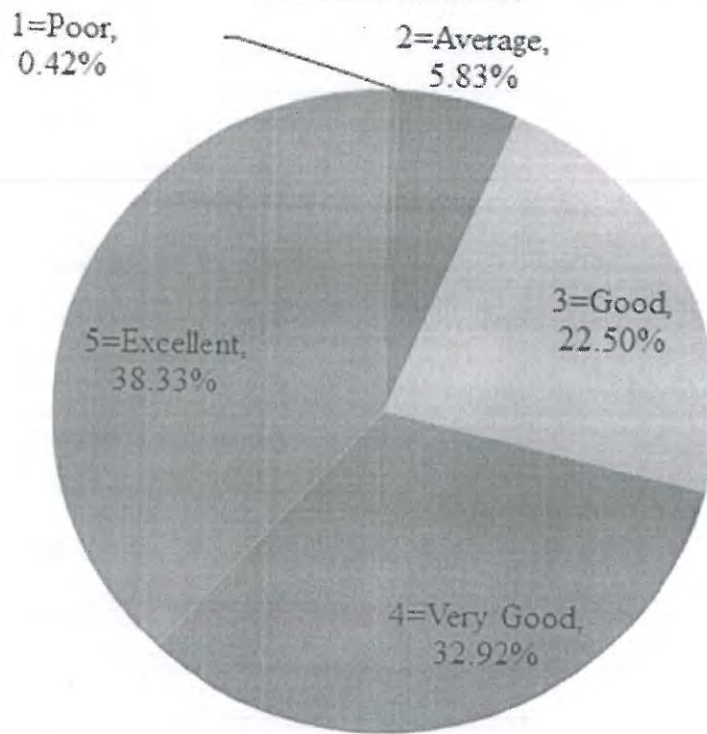


The Syllabus was in line with global and industry needs/employability.

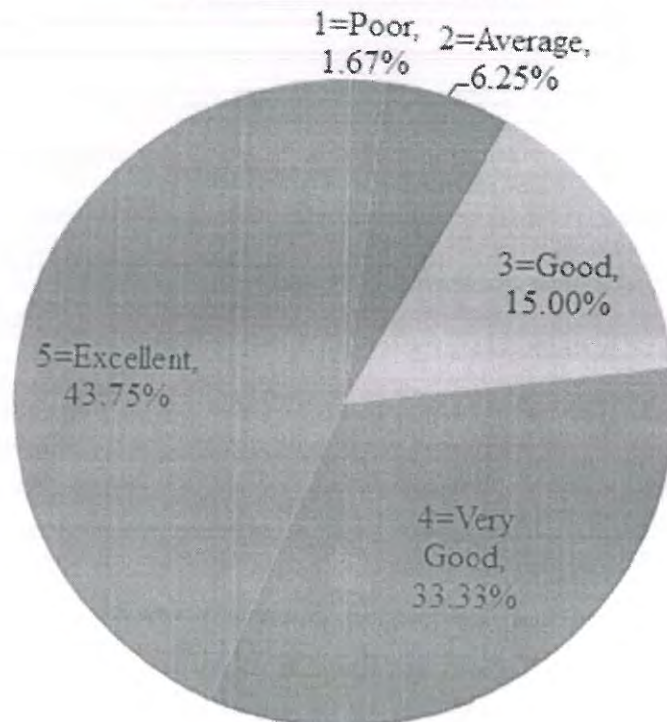


Dr. Ravi K. Dhar
DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

How do you rate the evaluation scheme designed for each course?

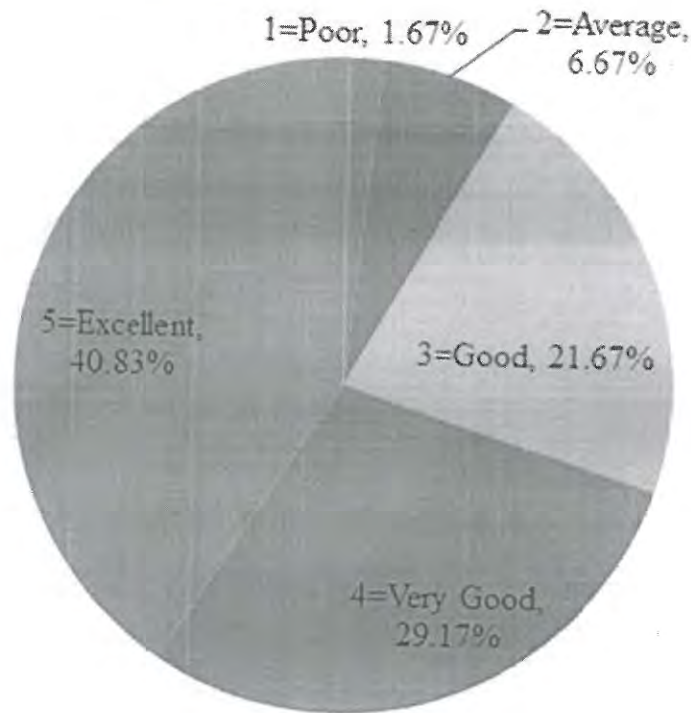


Projects/Assignments were related to the syllabus of the course



DR. RAVI K. DHAR
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Jagannath International Management School
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How do you rate the electives offered in relation to the Technological advancements?



Remarks

Most of students are satisfied with the quality of teaching. The learning outcomes of the curriculum are aligned with the global and industry needs but have scope for improvement. The electives offered have scope for revision.


IQAC Coordinator




Director
DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
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Analysis Report on Alumni Feedback 2016–2017 on Syllabus and its Transaction at the Institution

Alumni feedback on syllabus encompasses a wide range of dimensions of the syllabus ranging from adequacy and effectiveness for future enhancement, developing analytical and problem solving skills to job employability potential. The feedback on syllabus focused on five thrust areas. The adequacy and effectiveness of the syllabus was rated by the alumni with greater satisfaction, while 35.83% of the respondents claimed it excellent, 35% opined it very good. About 23.33% of the respondents were hopeful about it, 5% felt it average and 0.83% marked it poor.

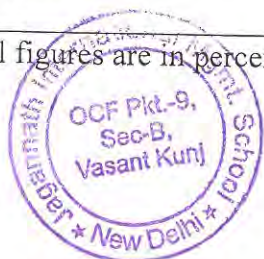
Regarding the effectiveness in developing analytical and problem solving skills, 29.17% of the respondents felt it excellent while 32.50% found it very good. 27.50% were positive about it and about 11% felt it average and poor.

While answering about developing independent thinking and other job employability skills, around 67% of the alumni felt it excellent and very good while 28.33% rated as good. Barely 5% of the alumni opined it average and poor.

While judging the connection of the syllabus with industry requirements, 73.34% of the alumni thought it excellent and very good while 31.67% marked as good, 4.17% as average and 0.83% as poor. 66.67% of the alumni agreed on practical applicability of the syllabus, 26.67% marked as good, 6.67% as average and no one marked as poor.

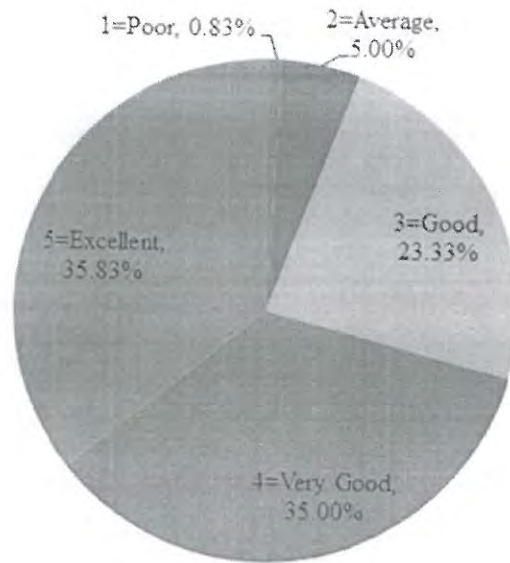
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	The Curriculum in the programme is adequate and Effective for future enhancement.	35.83%	35.00%	23.33%	5.00%	0.83%
2	The programme is effective in developing analytical and problem solving skills	29.17%	32.50%	27.50%	10.00%	0.83%
3	The programme is effective in developing independent thinking and other job employability skills.	33.33%	33.33%	28.33%	4.17%	0.83%
4	The curriculum is advanced to meet the industry requirements.	41.67%	31.67%	21.67%	4.17%	0.83%
5	Were the courses applicable in your practical / daily life?	30.00%	36.67%	26.67%	6.67%	0.00%

*All figures are in percentage

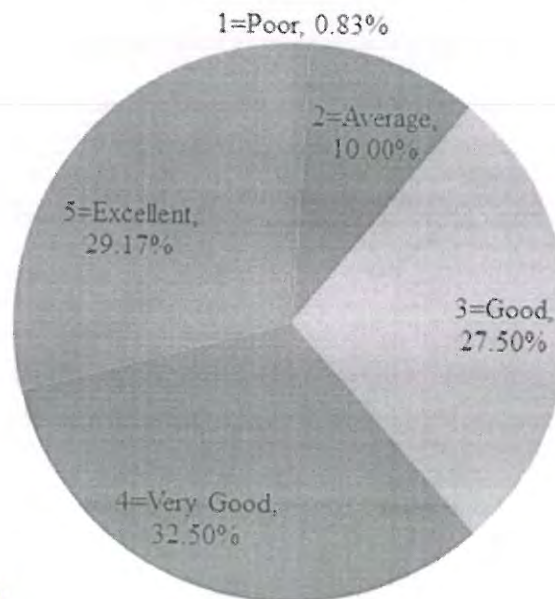


DR. RAVI K. DHAR
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The Curriculum in the programme is adequate and Effective for future enhancement.

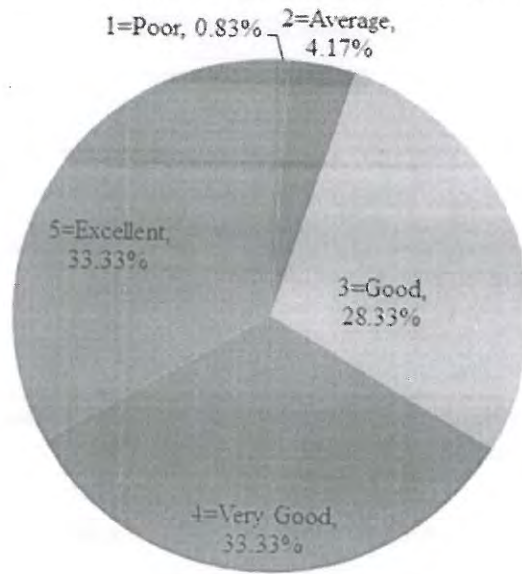


The programme is effective in developing analytical and problem solving skills.

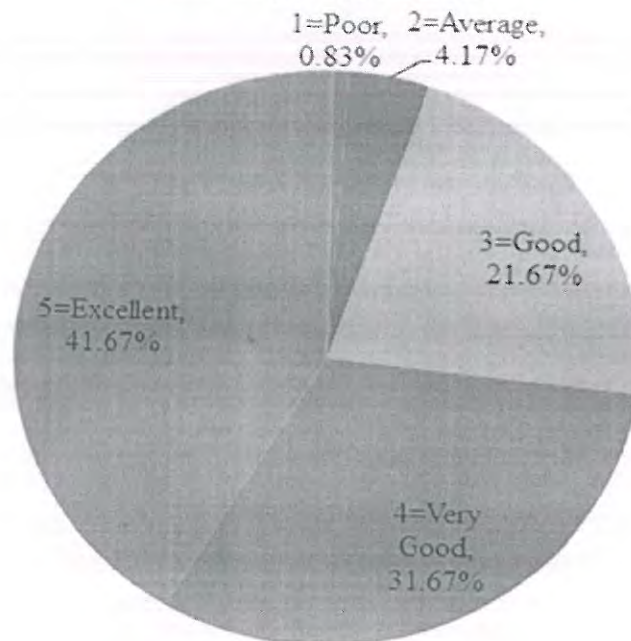


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The programme is effective in developing independent thinking and other job employability skills.

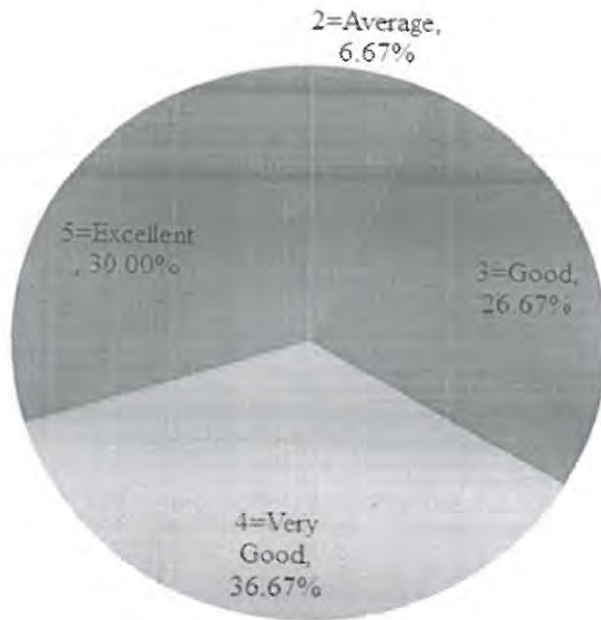


The curriculum is advanced to meet the industry requirements.



DR. RAVI K. DHAR
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Were the courses applicable in your practical life?



Remarks

The alumni feedback revealed that the career-oriented syllabus was quite helpful for them to find employment soon after their graduation. The learning outcomes of the curriculum are aligned with the global and industry needs. The curriculum has prospects for higher education/employability.



Deepak
IQAC Coordinator

DR. Ravi K. Dhar
Director
DR. RAVI K. DHAR
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Analysis Report on Employers' Feedback 2016 – 2017 on Syllabus and its Transaction at the Institution

The Placement Cell networks with various industry sectors to organize campus placements and facilitate fresh graduates with employment. In this process the students get an exposure to the corporate life from the campus. In order to understand and meet up to the expectation of the industry demands, a questionnaire is prepared. While judging on the relevance of the curriculum to the existing industry requirements, 37.50% of the responses received as excellent, 25% given it as very good, 25% feels it as good and 12.50% rated as average. Regarding the balance of knowledge and skill based content of the curriculum, 37.50% of the respondents felt it excellent while 25% found it very good. 37.50% were positive about it.

While answering about alignment of context contents of the academic curriculum with its learning outcomes, 37.50% employers felt it excellent and 12.50% says it is very good while 37.50% were hopeful about it and 12.50% opined it average. 62.50% of the respondents agreed on alignment of academic curriculum with the skill-based competencies, 25% says it is good and 12.50% marked it as average.

S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?	37.50%	25.00%	25.00%	12.50%	0.00%
2	How do you rate the balance of knowledge and skill based content of the curriculum of the programme?	37.50%	25.00%	37.50%	0.00%	0.00%
3	How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?	37.50%	12.50%	37.50%	12.50%	0.00%
4	How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?	25.00%	37.50%	25.00%	12.50%	0.00%

*All figures are in percentage




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How do you rate relevance of the academic curriculum of the programme to the existing industry requirements?

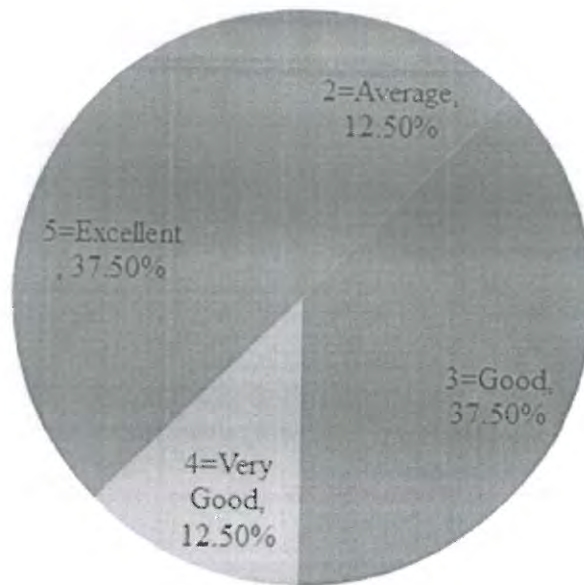


How do you rate the balance of knowledge and skill based content of the curriculum of the programme?

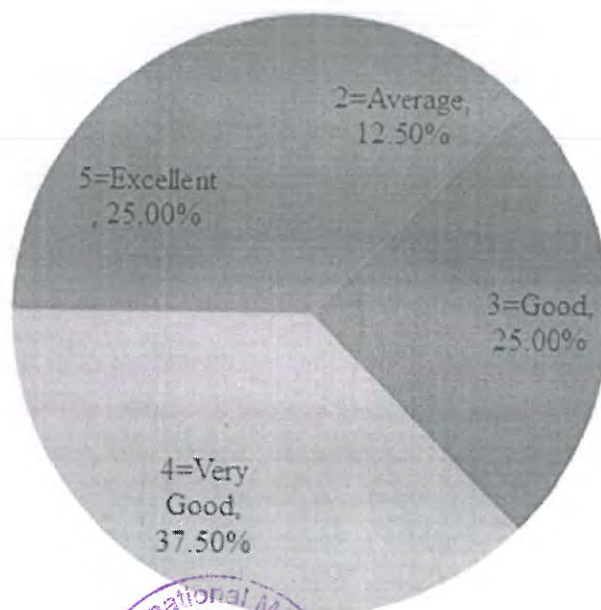


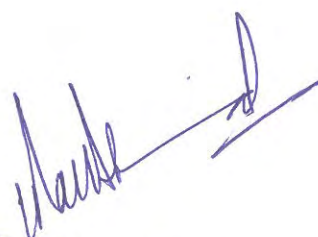

DR. RAVI K. DHAR
Director
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How do you rate the alignment of context contents of the academic curriculum with its learning outcomes?




How do you rate the alignment of academic curriculum with the skill-based competencies required by the industry?




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Remarks

Most of the employers have the opinion that the curriculum has relevance to the industrial needs. The curriculum has focus on skill development and is career-oriented. The contents of the course are aligned with the learning outcomes. The curriculum has prospects for higher education/employability. Moreover, most of them also appreciate the ability of the curriculum in enhancing problem solving mentality and ability to innovate of their employees


IQAC Coordinator



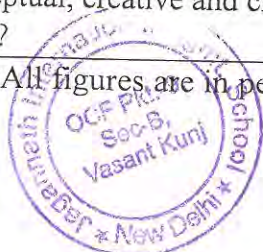

Director
DR. RAVI K. DHAR
Director
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OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

Analysis Report on Teachers' Feedback 2016 – 2017 on Syllabus and its Transaction at the Institution

The teacher feedback actually functioned as an employee satisfaction survey. 91% of the teachers agreed that courses included in the academic curriculum are comprehensive. 93% of the teachers satisfied about the balance between knowledge and skill based inputs in academic curriculum. 91% of the teachers agreed with the alignment of the course contents with the learning outcomes. 92% of the teachers satisfied with the relevance of the course contents to the changing requirements of the industry. 92% of the teachers agreed with the flexibility of the academic curriculum in terms of the choice of electives offered. 85% of the teachers satisfied with the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills. 91% of the teachers rated the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills as good and above, others disagreed with it.

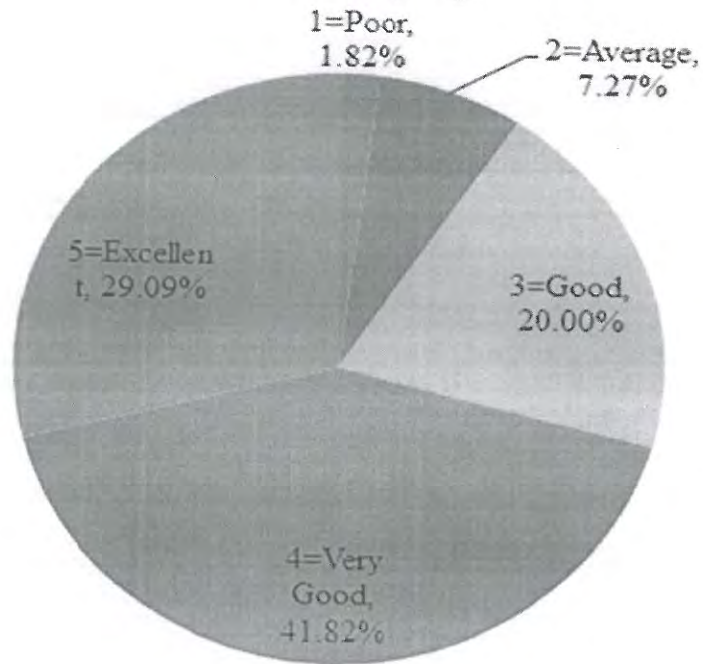
S. No.	Attributes	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
1	How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?	29.09%	41.82%	20.00%	7.27%	1.82%
2	How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?	29.09%	41.82%	21.82%	7.27%	0.00%
3	How do you rate the alignment of the course contents with the learning outcomes?	29.09%	32.73%	29.09%	9.09%	0.00%
4	How do you rate the relevance of the course contents to the changing requirements of the profession/industry?	30.91%	34.55%	27.27%	7.27%	0.00%
5	How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?	25.45%	40.00%	27.27%	5.45%	1.82%
6	How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?	32.73%	32.73%	20.00%	14.55%	0.00%
7	How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?	36.36%	36.36%	18.18%	9.09%	0.00%

*All figures are in percentage

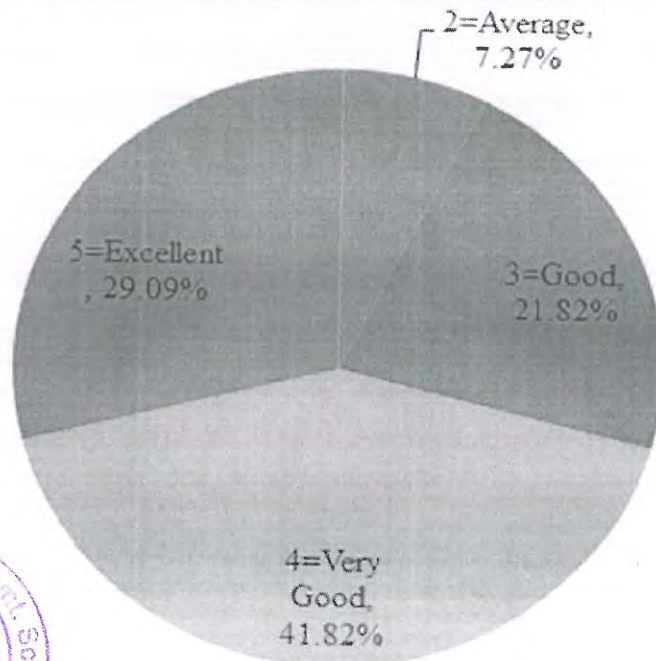


DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

How do you rate the comprehensiveness of the courses included in the academic curriculum of the programme?

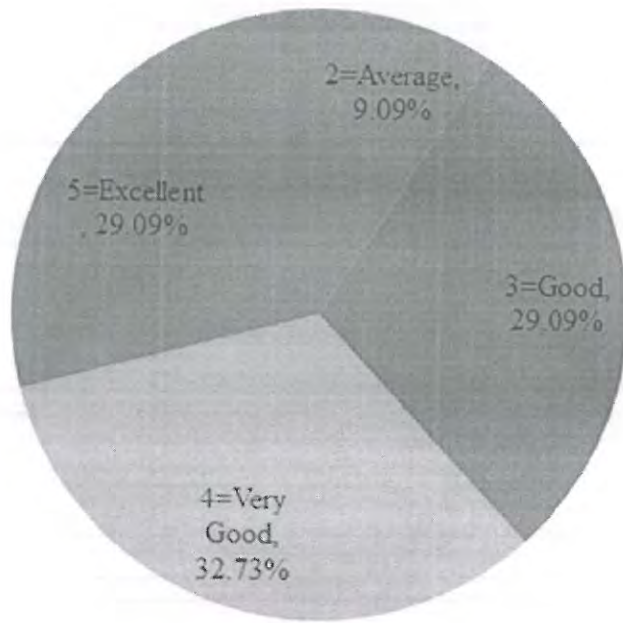


How do you rate the balance between knowledge and skill based inputs in academic curriculum of the programme?



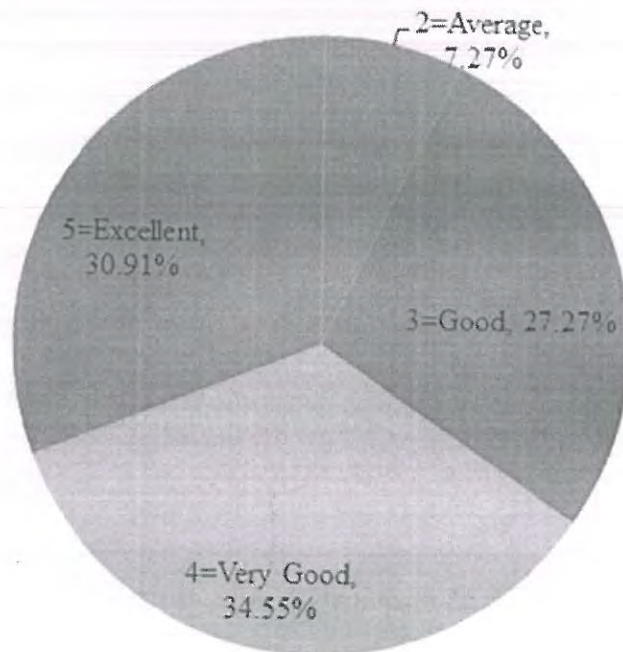
Wadhwa
DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

How do you rate the alignment of the course contents with the learning outcomes?



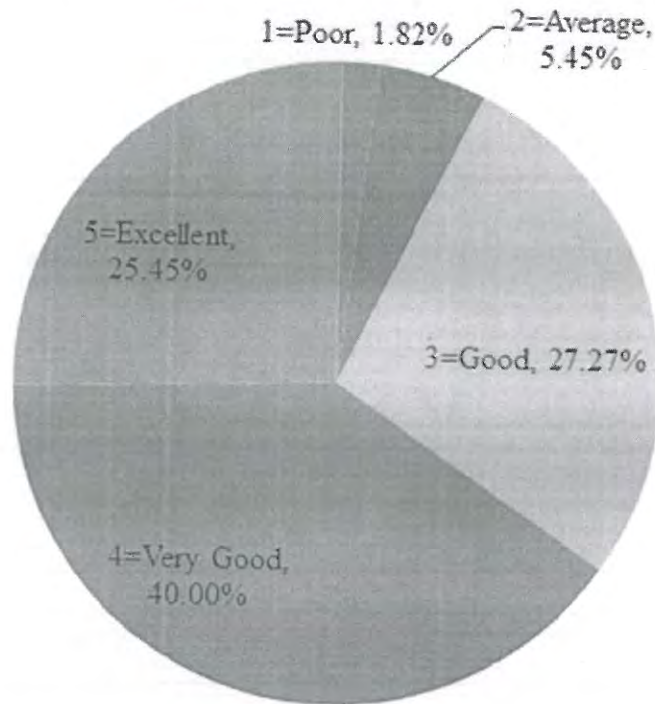
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How do you rate the relevance of the course contents to the changing requirements of the profession/industry?





DR. RAVI K. DHAR
Director
Jagannath International Management School
OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

How do you rate the flexibility of the academic curriculum in terms of the choice of electives offered?



How do you rate the enunciation of the learning outcomes in terms of conceptual, creative and thinking skills?




DR. RAVI K. DHAR
Director
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OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070

How do you rate the alignment of the evaluation system with the testing of the learning outcomes of each course in terms of conceptual, creative and critical thinking skills?




Remarks

Most of the teachers are satisfied with the course content. The curriculum has focus on skill development and is career-oriented. The contents of the course are aligned with the learning outcomes. Evaluation system of the course is also appropriate and aligned with the learning outcomes. The curriculum has prospects for higher education/employability


IQAC Coordinator




Director

DR. RAVI K. DHAR
Director
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OCF Pkt.-9, Sector-B,
Vasant Kunj, New Delhi-110070



JAGANNATH INTERNATIONAL MANAGEMENT SCHOOL

Vasant Kunj, New Delhi - 110070

(Affiliated to Guru Gobind Singh Indraprastha University, New Delhi)
Recognized u/s 2(f) by UGC & Accredited with 'A' Grade by NAAC

Participant of UGC & UNPRME, New York
ISO 9001:2015 Quality Certified

10th Aug, 2021

Director (Academic Affairs)
Guru Gobind Singh Indraprastha University
Sector-16C, Dwarka,
New Delhi - 110078.

Sub: Submission of Analysis on Stakeholder's Feedback

Dear Sir,

I hereby submit the feedback on curriculum and its transaction received from various stakeholders viz, the Teachers, Employers, Alumni and the Students, of all the Programmes (BBA, BCA and BA(JMC)) offered by various Departments of our College for the Academic Year 2020-21.

Please take this into consideration while reviewing/restructuring/revising the existing curriculum and syllabus.

Kindly acknowledge its receipt and oblige.

Thanking You

Sincerely

Director



Received
Sheetal
11/8/21

University School of Management
Guru Gobind Singh Indraprastha University
Sector-16C, Dwarka, New Delhi-110078

Dr. RAVI R. CHARYA
Director

Jagannath International Management School
Affiliated to GGS IP University, New Delhi



JAGANNATH INTERNATIONAL MANAGEMENT SCHOOL

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New Delhi - 110078.

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Please take this into consideration while reviewing/restructuring/revising the existing curriculum and syllabus.

Kindly acknowledge its receipt and oblige.

Thanking You

Sincerely

Director



Received
Shrestha
11/8/21

University School of Management Studies
Guru Gobind Singh Indraprastha University
Sector-16C, Dwarka, New Delhi-110078

Director

Jagannath International Management School
Affiliated to GGS IP University, New Delhi



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Kindly acknowledge its receipt and oblige.

Thanking You

Sincerely

Director

Received
Shreeya
11/8/21

University School of Management Studies
Guru Gobind Singh Indraprastha University
Sector-16C, Dwarka, New Delhi-110078



Dr. Ravi K. Dhillon

Director

Jagannath International Management School

Affiliated to GGS IP University, New Delhi

OCF Pkt-9, Sector-B, Vasant Kunj, New Delhi-110070



JAGANNATH INTERNATIONAL MANAGEMENT SCHOOL

Vasant Kunj, New Delhi - 110070

(Affiliated to Guru Gobind Singh Indraprastha University, New Delhi)
Recognized u/s 2(f) by UGC & Accredited with 'A' Grade by NAAC
Participant of UNGC & UNPRME, New York
ISO 9001:2015 Quality Certified

10th Aug. 2021

Director (Academic Affairs)
Guru Gobind Singh Indraprastha University
Sector-16C, Dwarka,
New Delhi - 110078.

Sub: Submission of Analysis on Stakeholder's Feedback

Dear Sir,

I hereby submit the feedback on curriculum and its transaction received from various stakeholders viz, the Teachers, Employers, Alumni and the Students, of all the Programmes (BBA, BCA and BA(JMC)) offered by various Departments of our College for the Academic Year 2017-18.

Please take this into consideration while reviewing/restructuring/revising the existing curriculum and syllabus.

Kindly acknowledge its receipt and oblige.

Thanking You

Sincerely

Director



Received
Mheetal
11/8/21

University School of Management Studies
Guru Gobind Singh Indraprastha University
Sector-16C, Dwarka, New Delhi-110078

Director
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Guru Gobind Singh Indraprastha University
Sector-16C, Dwarka, New Delhi-110078

Dr. Ravi K. Datta
Director

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