1.4.2 Feedback Analysis and Action Taken Report on feedback report 2020-21

At Jaipuria Institute of Management we regularly take feedback on the contents, pedagogy as well as faculty delivery styles in the courses taught each trimester. The feedback is compiled analyzed and then submitted to Director of the institute with a copy to each faculty. The Director then discusses it with the faculty, as desired. Similar feedback mechanism exists for the other facilities availed by the students in the campus and hostel. The feedback is quite appreciative from the student community and their suggestions are incorporated.

We also have feedback from the recruiters who visit the campus as well as guest faculty. Their feedback is incorporated while designing the curriculum as well as general grooming and training purposes of both students and faculty.

The feedback is collected from different stakeholders.

• **Students-** To understand and improve the curriculum structure and its learning related issues in terms of quality, competence, skills and professionalism. This feedback also considers other issues like delivery of curriculum by Faculty, field visit, Assessments etc. It targeted issues like necessity of additions and deletions in the curriculum in connection with theory and practical parts of the syllabus.

• **Faculty-** The feedback is collected from faculty during Faculty Council Meetings, Area meetings etc. the Director taken corrective measure to improve the system and address any pertinent issue such as outcomes of the curriculum, relationship with course content and corresponding reference material, availability of reference materials in terms with curriculum, evaluation methods and curriculum delivery, etc.

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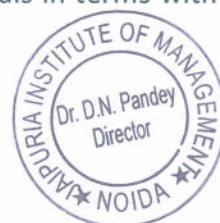
• **Employers-** The Employers comprising of the Management team meets once in every quarter to discuss and have brainstorming session to implement significant matters such as issues like general communication skills, developing solutions to real life problems, working in a team, creative challenges to challenges, organization skills, learning of new techniques, integration of technology for work as learnt through the curriculum.

• **Alumni-** it aimed for responses on course curriculum, sufficiency of syllabus content in context of current professional standards and curriculum design in context of development of self-directed learning and problem solving approach. The responses were also taken from them about the weightage of the syllabus in terms of marks distribution

I.   PROGRAMME ASSESSMENT FEEDBACK ANALYSIS SUMMARY 2020-21

Sl.No.	Programme Outcome 2020-21	PGDM Program Survey feedback out of 10	PGDM –M Program Survey feedback out of 10	PGDM – SM Program Survey feedback out of 10
1	PLO 1: The program has helped me to Communicate effectively	8.35	8.74	8.75
2	PLO 2: The program has helped me to demonstrate ability to work in teams to achieve desired goals	8.54	8.95	8.75
3	PLO 3: The program has helped me to reflect on business situations applying relevant conceptual frameworks	8.28	8.6	9
4	PLO 4: The program has helped me to evaluate different ethical perspectives	8.22	8.64	8.56
5	PLO 5: The program has helped me to comprehend sustainability issues	7.97	8.64	8.56
6	PLO 6: The program has helped me to exhibit innovative and creative thinking	8.27	8.8	8.81

The responses received from students on Programmes has been attached as Annexure 1

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Student Feedback - Noida 2021

	1st Year		2nd Year		Combined for I Year and II Year	
	Average	NPS	Average	NPS	Average	NPS
Overall learning experience through online classes	6.67	-27.27	6.31	-34.16	6.49	-30.76
Faculty support and availability beyond class hours	7.44	4.36	7.32	0.00	7.38	2.16
Relevance of curriculum taught	7.15	-9.82	7.00	-7.83	7.07	-8.81
Guest lectures, conferences and conclaves conducted online	6.94	-12.36	6.68	-16.73	6.81	-14.57
Opportunities to participate in online extra-curricular activities and events	6.66	-18.91	5.97	-37.01	6.31	-28.06
Opportunity to interact with Director in online/offline mode	6.77	-14.18	5.91	-37.01	6.33	-25.72
Availability of Library services and response of library team	7.96	28.00	7.75	21.35	7.85	24.64
Response of IT team	7.79	21.45	7.91	28.83	7.85	25.18
how would you rate safety procedures at campus in the light of covid pandemic	8.43	48.44	8.02	31.18	8.25	41.01
Please rate Quality of hostels and residential facility	7.31	1.27	7.17	2.24	7.25	1.72
Please rate Quality of food and mess	6.01	-39.16	6.43	-19.57	6.20	-30.26
Overall experience with Jaipuria Institute of Management	7.35	-4.00	7.27	-0.71	7.31	-2.34

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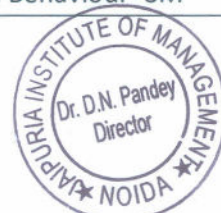INSTITUTE OF MANAGEMENT

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*The responses received from students on programme and other amenities at the Institute has been attached as **Annexure 2***
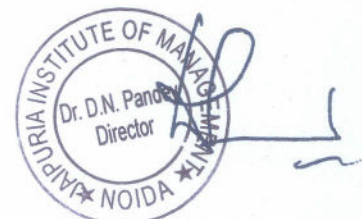
III. END TERM TERM I FACULTY FEEDBACK ANALYSIS SUMMARY OF BATCH 2020-22

S.No	Faculty	Number of Respondent	Term	Course	Average Feedback on a rating of 10
1	Abdul Qadir	57	1	Organizational Behaviour -B	7.75
2	Rajeev Srivastava	55	1	Audit Course - Data Management for Analytics	7.98
3	Shalini Srivastava	58	1	Organizational Behaviour -A	8.27
4	Sonali Singh	57	1	Statistics for Management -B	8.7
5	Renuka Mahajan	54	1	Data Analysis Using Spreadsheet -MA	8.71
6	Surender Kumar	57	1	Data Analysis Using Spreadsheet -B	8.74
7	Shalini Srivastava	61	1	Organizational Behaviour -C	8.75
8	Pratibha Wasan	58	1	Accounting Fundamentals -A	8.76
9	Sarveshwar Inani	61	1	Accounting Fundamentals -C	8.9
10	Ritika Gugnani	61	1	Managerial Economics -C	8.95
11	Richa Misra	58	1	Statistics for Management -A	9.00
12	Puneet Dubblish	57	1	Accounting Fundamentals -B	9.09
13	Rahul Singh	53	1	Organizational Behaviour -MA	9.11
14	Shalini Srivastava	52	1	Organizational Behaviour -MB	9.11
15	Surender Kumar	52	1	Data Analysis Using Spreadsheet -MB	9.15
16	Puneet Dubblish	54	1	Accounting Fundamentals -MA	9.18
17	Pragya Gupta	54	1	Principles of Management -MA	9.18
18	Surender Kumar	31	1	Data Analysis Using Spreadsheet -SM	9.19
19	Vranda Jain	57	1	Managerial Economics -B	9.21
20	Sonali Singh	52	1	Statistics for Management -MB	9.21
21	Richa Misra	53	1	Statistics for Management -MA	9.23
22	Ritika Gugnani	51	1	Managerial Economics -MB	9.24
23	Puneet Dubblish	52	1	Accounting Fundamentals -MB	9.25
24	Vranda Jain	58	1	Managerial Economics -A	9.26
25	Vranda Jain	52	1	Managerial Economics -MA	9.27
26	Pragya Gupta	51	1	Principles of Management -MB	9.27
27	Pragya Gupta	31	1	Principles of Management -SM	9.28
28	Renuka Mahajan	61	1	Data Analysis Using Spreadsheet -C	9.38
29	Abdul Qadir	31	1	Organizational Behaviour -SM	9.41

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30	Renuka Mahajan	58	1	Data Analysis Using Spreadsheet -A	9.42
31	Richa Misra	61	1	Statistics for Management -C	9.49
32	Ritika Gugnani	30	1	Managerial Economics -SM	9.51
33	Sonali Singh	31	1	Statistics for Management -SM	9.59
34	Pratibha Wasan	31	1	Accounting Fundamentals -SM	9.67
				Average	**9.065**

The Term wise faculty and courses feedback responses for the courses offered during each trimester is attached as Annexure 3

IV. RECRUITERS FEEDBACK ANALYSIS 2020-21

Recruiters Feedback	Actions taken for Placement
Students were not aware about the JD and Company	Company specific trainings were conducted by Alumni
Students should focus more on general affairs, industry knowledge and communication skills	English Language skills sessions were organized
Students should focus more on subject knowledge and current affairs. Knowledge of advanced Excel is a must for industry	Excel sessions by industry experts
Good Focused Students Can be better in sales approach	Sales domain work shop was conducted
Students were very casual, could perform well in interview, could not speak on SIP as well.	SIP Pitch was conducted
Not well versed with Summer Internship projects which they have undergone	IDPs were conducted through Industry experts
Students are Confident but should have more knowledge of market and SIP	Re-orientation Program with Industry experts were organized. Conducted panel discussions with the Leaders from various Industry and sectors.
Students are good but domain knowledge required.	Domain work shops were conducted
Students are good but should have more Domain Knowledge	Domain Interviews were conducted through Faculty
Students are not assertive for sales profile . SIP work / Explanation not good	Guest sessions were conducted
Students needs to work more on language skills Written and oral communication both	Business Communication sessions were organized.

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Director

Students should be confident and ready for the unexpected situations and circumstances at their workplace. Can work more on delivering presentations	Mock PI by Industry experts
Students should be more assertive in sales approach	Guest sessions were conducted
Students should focus more on SIP work done .	SIP Pitch was conducted
Students should have better knowledge & understanding of basic concepts in their domain	Domain work shops were conducted
Students should have more domain and SIP knowledge	SIP Pitch was conducted
Students were good, focus more on reading newspapers	Mock GD on topics from 'current affairs were conducted
Students lack focus and business orientation	IDP were conducted through Industry experts
Aspiration mismatch	Mentoring sesions were conducted
Students lack information on company & JD	Condcuted Alumni interactions
Average performance, students were not ready to relocate	One on one counselling sessions
Concepts in Corporate Finance wasn't up to the mark	Finance Domain work shop was conducted
Students lack leadership skills	Leadership webinars were conducted
Students are weak in excel	Special excel classes were conducted by faculty
Lack of subjective knowledge	Domain interviews were conducted by industry experts
Students lack career awareness and there is an aspirational mismatch	Re-orientation Program with Industry experts were organized.

ACTION TAKEN REPORT FOR TRAINING AND DEVELOPMENT

Based on the Recruiters feedback the following training interventions were planned during 2019 to 2021.

1. The feedback was "the students are weak in their Domain Skills"
    a. Domain Workshops were conducted
    b. Domain Interviews through Faculty
    c. Mock PI with the Industry Experts.
2. "The students lack Communication Skills"
    a. English Language skills sessions were organized
    b. SIP Pitch was conducted with the Industry Experts to enhance Public Speaking
    c. Business Communication sessions were organized.
3. "the students lack focus and business orientation"

a. IDP were conducted through Industry experts
b. Re-orientation Program with Guest / Panel Discussion with the Leaders from various Industry and sectors.
c. Mentoring

Recruiter Feedback responses are attached as Annexure IV

V. ALUMNI FEEDBACK ANALYSIS

ALUMNI FEEDBACK ANALYSIS		
S.No	Feedback Parameter	Average out of rating scale of 3
1	Did the program help you to Communicate effectively in your workplace.	2.71
2	Did the program help you in displaying leadership and teamwork skills	2.71
3	have you been able to learn relevant domain concepts for effective decision-making.	2.45
4	The program helped you to display entrepreneurial mind-set for business issues in your job profile.	2.45
5	The program helped you to bring in sustainable and ethical issues in your job roles.	2.71
6	The Program Helped you to leverage technology in your work performance.	2.45
7	The Program helped you to display innovative and creative skill.	2.71

Alumni Feedback responses are attached as Annexure V

COMBINED ANALYSIS REPORT OF FEEDBACK BY FACULTY, ALUMNI, STUDENT, EMPLOYERS 2020-21

Comments/Suggestions/Observations on Curriculum received from Faculty, Alumni, Students and Employers
• During review of the of courses it is found that in all the courses, Course Outline and the institute norms have fully adhered to, proper alignment of assessment tasks with CLOs is there. The difficulty level of the CLO's is clearly exhibited in assessment tasks and transformational innovation has been done in the Course related to pedagogy and assessment tool.
• Since the courses were in online mode due to COVID in 2020-21, it was felt that it would have an impact on the understanding of the students in practice-based courses such as "Management Information System", "Statistics for Management", "Simulations", etc. This gap was addressed by introducing new online pedagogical interventions to engage the students.
• More courses with industrial application should be incorporated to improve employability.
• Student research projects should be promoted.
• Focus on learning of computing languages to improve employability. Exhibit innovative and creative thinking
• Demonstrate capability as an independent learner.
• Develop an entrepreneurial mindset for optimal business solutions
• Appreciate sustainable and ethical business practices.
• Reflect on business situations applying relevant conceptual frameworks in subjects like corporate finance, Marketing Management, Operations Management, Legal aspects of Management.

ACTION TAKEN REPORT 2020-21

Gaps	Actions Taken
Revisiting Program objectives	The POs were reformulated in AY 2020-21 to handle the concerns related to measurement of program outcomes, so that an outcome-based system of education (OBSE) can be implemented
Lab-based courses attainment was low	Since the courses were in online mode due to COVID in 2020-21, it was felt that it would have an impact on the understanding of the students in practice-based courses such

	as "Management Information System", "Statistics for Management", "Simulations", etc.
	- This gap was addressed by introducing new online pedagogical interventions to engage the students - Library and IT department acquired licenses of database access (Prowess) and remote access of software - IT support was enhanced to remote students - Digital writing pads were procured to facilitate online teaching of quantitative courses
Promotion of Online Courses/Certification	• MOOC course license was taken from Coursera and i-Jaipuria and the courses were offered free to the students to complement the learning
Global Outlook	• Due to availability and easy access of online resources across the world, many webinars by international guests were conducted
Student participation and engagement during online teaching	- All the online sessions were recorded and shared on Moodle for all the students - Weak students were offered consultation facilities with the faculty in a structured manner through designated consultation hours - Hard copies of books were couriered from the book bank, maintained in the library - Besides, e-books were also provided to keep the learning ongoing during difficult times
Online Summer Internship Program (SIPs)	- SIPs were facilitated in online mode - Students got exposure to multiple internship projects due to online facilitation - Placements were organized through online company processes and more than 75% students were placed before convocation
Examination related challenges	- Online exams were conducted via Moodle and wheebox - Plagiarism checks were incorporated in the online examination mode in conceptual papers to counter copying during exams
	• Attainment levels of technical courses such as Accounting Fundamentals, Corporate Finance, Business Research

	Methods, Statistics, etc. were low. The reason being that intake in the program is from diverse background including students from Arts, commerce, engineering students, etc.
	• Special additional tutorial sessions were taken for the students weak in Finance concepts to clear the doubts
	• More business decision-oriented case studies, assignments, etc. were utilized for teaching quantitative courses
	• All first year students were taught foundational courses on excel, statistics during induction-orientation to give them an overview of the courses
	• Finance Area introduced a few specialized courses such as "Financial Modeling", "Fixed Income Securities" to fill these gaps

ACTION TAKEN REPORT 2019-20

Gaps	Actions Taken
Conceptual knowledge in Marketing	The marketing area felt the need for launching "Fundamentals of marketing" as a core course in the first term to bridge the conceptual knowledge of marketing domain
Low attainment in Finance domain	• It was felt that Finance domain courses are not easily comprehended by students owing to their diverse backgrounds that has students from Arts, commerce, engineering students, etc. Attempts were made by the faculty instructor to conduct special foundational courses to bridge this gap. Besides, weak students were given additional remedial sessions to clear the doubts in finance concepts. Recorded lectures through Impartus recordings were also made available to the students to help improve the course understanding.
	• Also, Finance Area launched another Finance core course – "Management Accounting" in term 2 of AY 2019-20 to address the gap
	• "Corporate Finance" course is achieving low attainment continuously for AY 2018-19 and AY 2019-20. The area decided to focus on addressing this concern. Through

	multiple interventions like structured tutorial lectures, emphasis on foundational courses during induction program and additional one-on-one handling of weak students, attempt was made to meet the benchmark attainment level.
Integrated learning in Strategic Management	• The course of "Strategic management" along with "Simulations" workshop was revised in accordance to the international standards and a vendor with international exposure and expertise was roped in to improve the program outcome attainment

ACTION TAKEN REPORT 2018-19

Gaps	Actions Taken

Gap in Students' performance in quantitative courses	• Attainment levels of technical courses such as Accounting Fundamentals, Corporate Finance, Business Research Methods, Statistics, etc. were low. The reason being that intake in the program is from diverse background including students from Arts, commerce, engineering students, etc.
	
	• Special additional tutorial sessions were taken for the students weak in Finance concepts to clear the doubts
	
	• More business decision-oriented case studies, assignments, etc. were utilized for teaching quantitative courses
	
	• All first year students were taught foundational courses on excel, statistics during induction-orientation to give them an overview of the courses
	
	• Finance Area introduced a few specialized courses such as "Financial Modeling", "Fixed Income Securities" to fill these gaps
	
	• The domain areas were advised to revamp the course outlines in accordance to the gaps.
	   o E.g., "Data Interpretation in Excel" in 2018-19 was revised into a fresh course named as "Data Analysis using spreadsheets"
	   o Strengthening of Business Analytics Area to cater to this gap.

Developing sensitivity towards sustainable, ethical and legal issues	• Based on feedback from various external experts and academic audits conducted during the previous years, it was felt that the student must develop sensitivity towards sustainable, ethical and legal concerns impacting the business and societal contexts. • So, a few courses such as "Professional Ethics" and "Business, Environmental and Social Sustainability" were introduced in workshop mode to increase the awareness of the students for these issues. • Workshop on Professional ethics although met the

	benchmark attainment level. Nevertheless, faculty instructors felt that the students had difficulty in understanding of the course. So it was decided to shift the course from term 1 to term 3 so that the students develop sensitivity towards role of ethics in business processes and practices after having gone through various multidisciplinary courses in term 1 and term 2 • Workshop on business, environmental and social sustainability was conducted by visiting faculty. The Economics area felt the need to have an additional faculty to teach such intense workshop courses. An expert faculty with good credentials in the subject area was hired to strengthen the area.

Communication and interpersonal skills	• In AY 2018-19, "Functional English for Business" was introduced. Later on based on industry feedback, the emphasis of Business communication core courses was realigned to reflect the need of business management students. Such industry feedback is shared informally in various interventions such as Individual Development Program, Mock Interviews, Mock GDs, etc. conducted by the Career Management Centre (CMC).
	   o Accordingly, "Functional English for Business" course was completely revised to course named "Business Text Analysis" in AY 2019-20, to make it more oriented towards learning to analyze and write business texts.
	   o Similarly, "Managerial Communication" course was suitably revised to "Applied Managerial Communication" in AY 2019-20 for better learning outcomes.
	• A specialized communication-oriented, life skills course named "Career advancement through personal effectiveness" was offered to all the sixth semester students to bridge the 'campus to corporate' communication gap

Actions Taken based on Results of POs Evaluation

Program objectives Attainment Deficit (POAD) AY 2016-17	Actions Taken – AY 2017-18
Adaptability and cross-cultural sensitivity	• Students exposed to cross-cultural perspectives through international student and faculty exchange programs • Focus on for live projects across industries
Integrative and strategic perspective	• Strategy Simulation Workshop by Chanakya in Strategy course
Leadership skills	• Student encouraged to participate in co-curricular and extra-curricular activities • All events and activities are now student-driven
Global perspective	• Students exposed to global perspectives through international student and faculty exchange programs • Participation in international conferences

Program objectives Attainment Deficit (POAD) AY 2015-16	Actions Taken – AY 2016-17
Developing domestic and international business perspectives	• Introduced the course on International Economics and Business • Live projects • Students exposed to global perspectives through international student and faculty exchange programs
Global outlook	• Introduced the course on International Economics and Business • Students exposed to global perspectives through international student and faculty exchange programs

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