

Haryana School of Business

Haryana School of Business at GJUS&T, Hisar has well defined procedures to design a new curriculum, revise and amend existing ones. The apex body that recommends for approval is the Academic Council. Within the Faculty, every school/department has a Board of Studies & Research (BOS&R). Every BOS&R and the Academic Council have representatives from academia and industry including a few from our alumni. Academic council and BOS&R members ensure that the curriculum of every program has relevance to the local/national/regional/global developmental needs. Further, members of the Corporate Advisory Board provide invaluable input whenever they visit the department. Faculty members through brainstorming also give inputs for program curriculum. These valuable inputs are discussed in the meetings of Board of Studies, Faculty Council, and Academic Council and eventually introduced in the curriculum on their merit. **HSB** has started adopting Outcome Based Education (OBE) for its management program. Every two to three years the School carries out curriculum revision for its program. The school receives further inputs from Dean Academic Affairs and IQAC to strengthen its program.

Few of the focal area for amendment in the existing curriculum includes inclusion or exclusion of courses, inclusion or exclusion of a topic, change in the mode of delivery from classroom to project based, resolving sequencing of course contents etc. The process of amendment in the existing curriculum starts eight to ten months prior to the commencement of the new session so that the new curriculum gets all the timely approvals from the governing bodies and implemented properly.

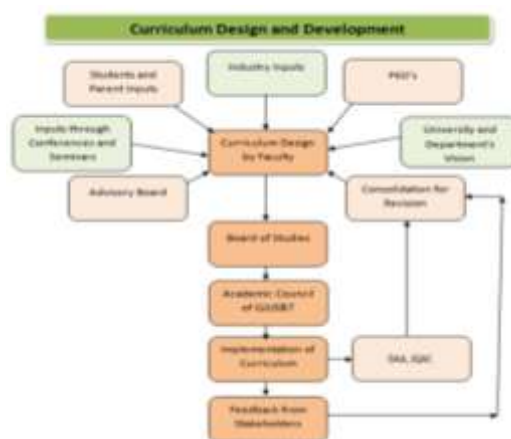


Figure 1: Curriculum Design and Development

Gap Identification and Action Taken to Bridge the Gap:

At HSB, a mechanism is used to identify the gaps in the current program and courses. The identification mechanism, followed by the action plan to close the loop (Figure 4.3).

Existing/New Curriculum: HSB introduced new courses in its curriculum based on feedback received from the industry experts, academia and alumni. Keeping in mind the requirement of the industry a specialization in the field of Business Analytics is introduced. Also, course such as Digital and Social Media Marketing, Integrated Marketing Communication, Supply Chain Management, Computer Application in Business and Cyber Security, Fundamentals of Econometrics, Indian Ethos and Values, and Disaster Management are introduced to cater the changing demands of the industry. These courses are taught as electives and open electives.

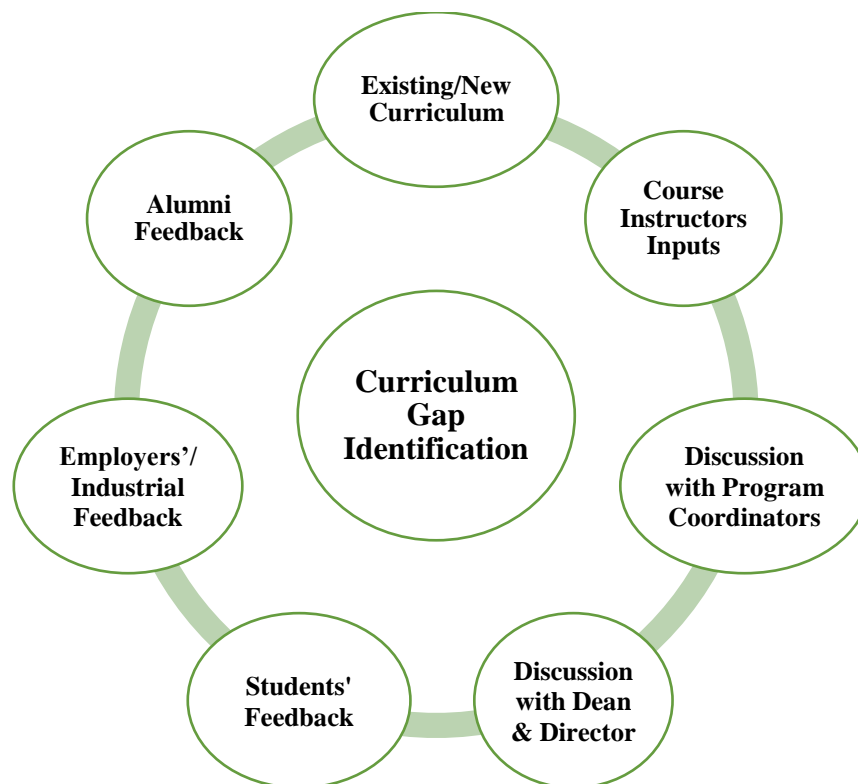


Figure 2: Curricula Gap Identification and Revision Process

Course Instructors Inputs: In a given semester, the entire teaching faculty join together and review the progress of courses. Individual student performances are also discussed in this meeting. Based on the identification of top performing students as well as bottom performing students, special efforts are put in place to cover the gap. Details on how the institute helps best performing as well as bottom performing students is provided in this document in next section.

Discussion with Program Coordinators: On a regular basis, Program Coordinators takes a feedback from the course instructors about the ease and difficulty in teaching various topics. Also, where the course curriculum is lacking and what else could be the part of course to improve the teaching learning process?

Discussion with Dean and Director: On a regular basis, Program Coordinators discusses the feedback of the course instructors with the Dean and Director of Haryana School of Business for further deliberations. All the relevant inputs are considered for further processing as a part of continuous improvement effort.

Students' Feedback: Students are asked to communicate feedback for a given course through formal and informal channels. Course instructors and Program coordinators on a regular basis enquires from the students about the issues related to the course. Such feedback is then deliberated upon to resolve the issues and a note is made for future improvements.

Employers'/Industrial Feedback: The MBA students are future business leaders and entrepreneurs who must possess latest business knowledge and be abreast with new business terminologies and expectations of the industry at large. HSB bridges this gap through regular revision of its scheme and syllabi. The inputs received from the industry summer training project mentors and from the recruiters are given due consideration during this process.

Alumni Feedback: Alumni are also the key stakeholders for giving suggestions for modification in syllabi. They are familiar with the academic culture of HSB and know what industry actually wants. Their feedback is vital in bridging the gap between theory and practical.

Electronics and Communication Engineering

1. Revision in the Scheme and Syllabi done w.e.f. 2016-17.
2. Faculty motivated for more participation in professional development programs and carrying out quality research.
3. Planned for procurement of new equipment and industry standard tools for enhanced technical skills and competence.

Year 2017

1. Process for incorporation of Elective subjects in the Scheme and Syllabi initiated.
2. Hands-on workshops and training programs planned for students and faculty.

3. Process initiated for procurement of new equipment and industry standard tools for enhanced technical skills and competence.

Year 2018

1. Lab facilities strengthened (MATLAB, Workstations, Software for Optical Commn. And Photonics).
2. Hands-on workshops and training programs planned and organized for students and faculty.
3. Syllabus Revised for 2018-19 batch students as per AICTE Model Curriculum.

Year 2019

1. Process for procurement of new equipment for new labs and existing labs initiated.
2. Hands-on workshops and training programs planned and organized for students and faculty.
3. Syllabus Revised for II year onwards for 2018-19 batch students.

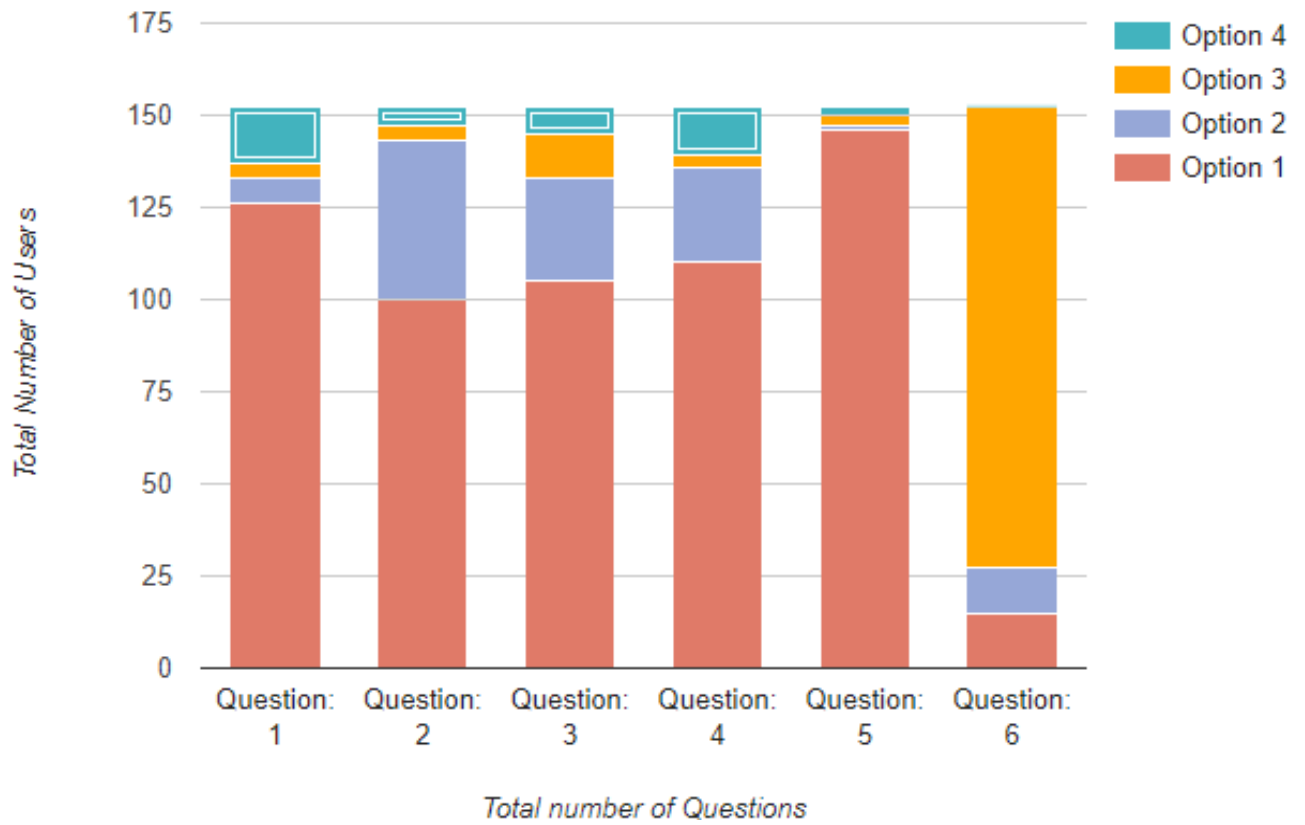
Year 2020

1. Process for procurement of All-in-one computers for teachers and labs initiated.
2. Doubt classes and lab classes in offline mode were arranged in phased manner.
3. Syllabus Revision process for Session 2021-22 started keeping in view the challenges faced and emerging areas due to COVID-19 pandemic.
4. Hand-on workshops, FDP were organized for students and faculty members.

Year 2021

1. A modification in the scheme and syllabi is done.
2. Faculty motivated for more participation in professional development programs and carrying out quality research.
3. Equipments are purchased for enhancing the technical skills.
4. Technical Programs are organized at departmental level for enhancing technical knowledge.

Statistical Data of Year 2021-2022



Level/Weight

Excellent= (Option-1) Moderate= (Option-2) Satisfactory= (Option-3) Poor= (Option-4)

Department of Civil Engineering

Action Taken Reports of Feedback Analysis

Depending upon the feedback of students, following action has been taken by the department:

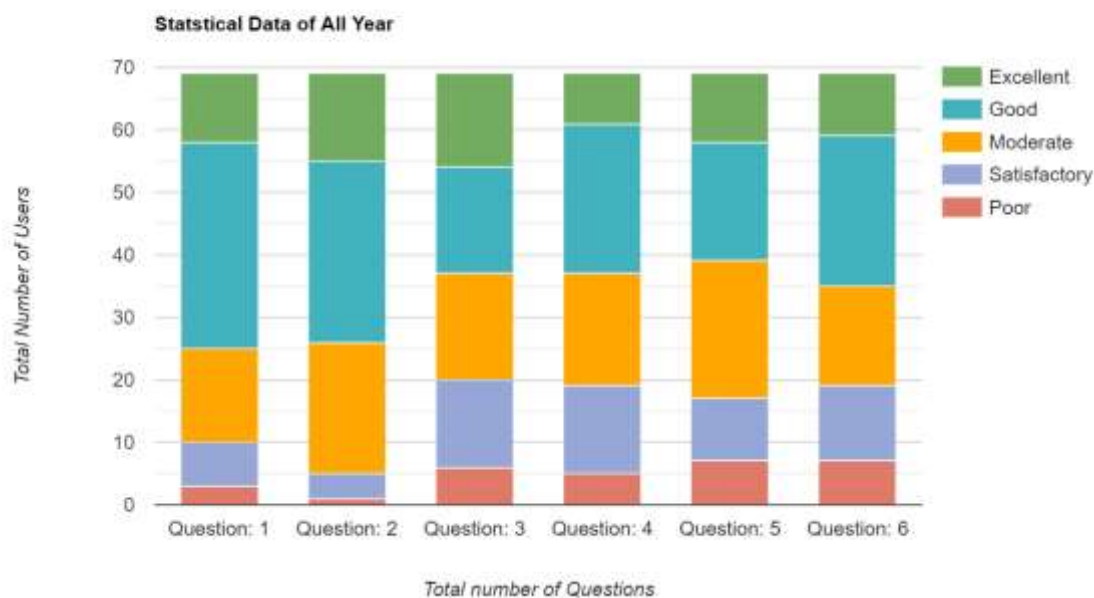
1. Department has sent the list of books recommended by the faculty to the library and library is in the process of purchase of books.
2. Department has processed the case for purchase of Lab Equipment and other Infrastructural facilities in the department.
3. University has started the process for recruitment of faculty in the department.

Action Taken Report

- Detailed relevant reading material has been provided to all students of M.Sc and M.Tech.
- Extra Classes has been arranged for the completion of syllabus of relevant course.
- Unit wise class test and assignment has been taken for imparting better knowledge.

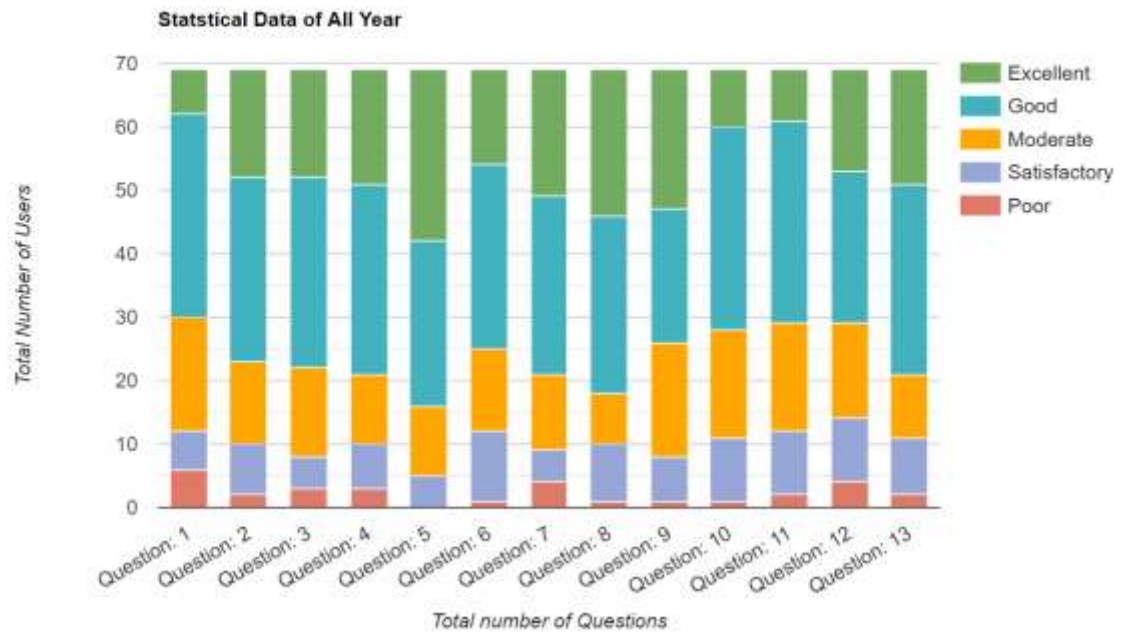
Department of Bio Nano technology

Graph For CURRICULUM DESIGN



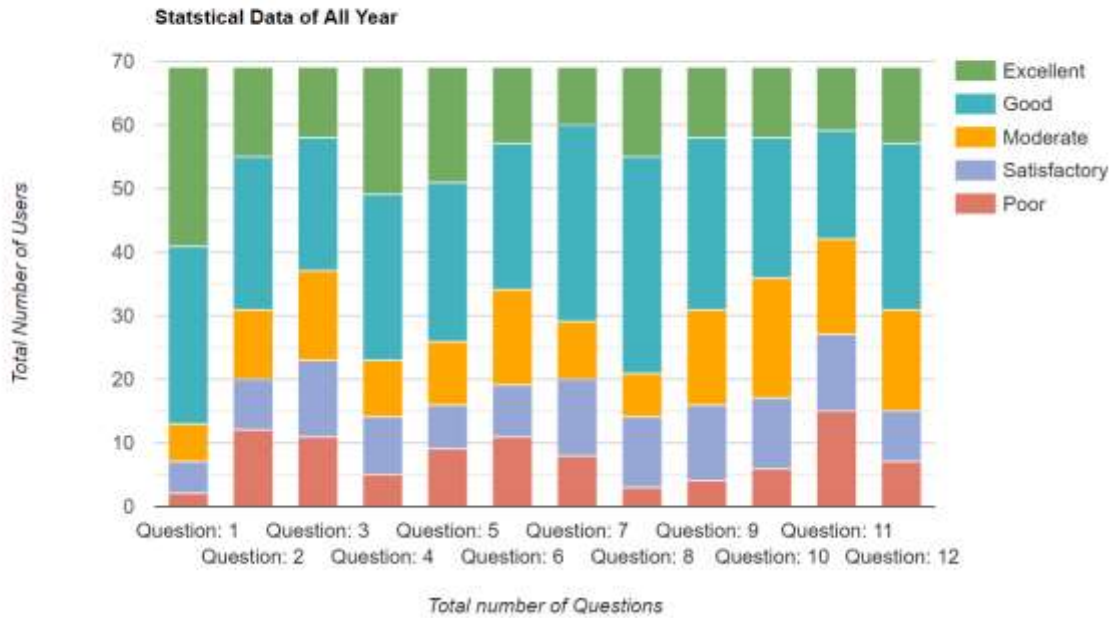
- ✓ **Curriculum design:** Questions related to Course content, relevance etc were framed and the student's feedback was taken. More than 60% students were strongly satisfied/satisfied with the course content. The slight overlapping of some topics across various subjects is intentional as it is necessary to maintain a suitable link of the topic and better understanding of students in different subject taught in the department. MSc. Biotechnology, MSc. Microbiology, MSc Nano Science and Technology are the interdisciplinary and Applied subject therefore some of the basics course principals are necessary to kept in different course to maintain the course connectivity in ref. to applications.

Graph For Teaching, Learning and Evaluation:



- ✓ **Teaching Learning & evaluation:** Feedback results indicated overall satisfaction among students (approx. 75%) regarding the teaching-learning and evaluation practices adopted by the department.
- ✓ **Actions Taken:** based upon the student's feedback, teachers were asked to enhance student involvement in the class and adopt diverse methods of teaching. A continuous evaluation of the student is also suggested.

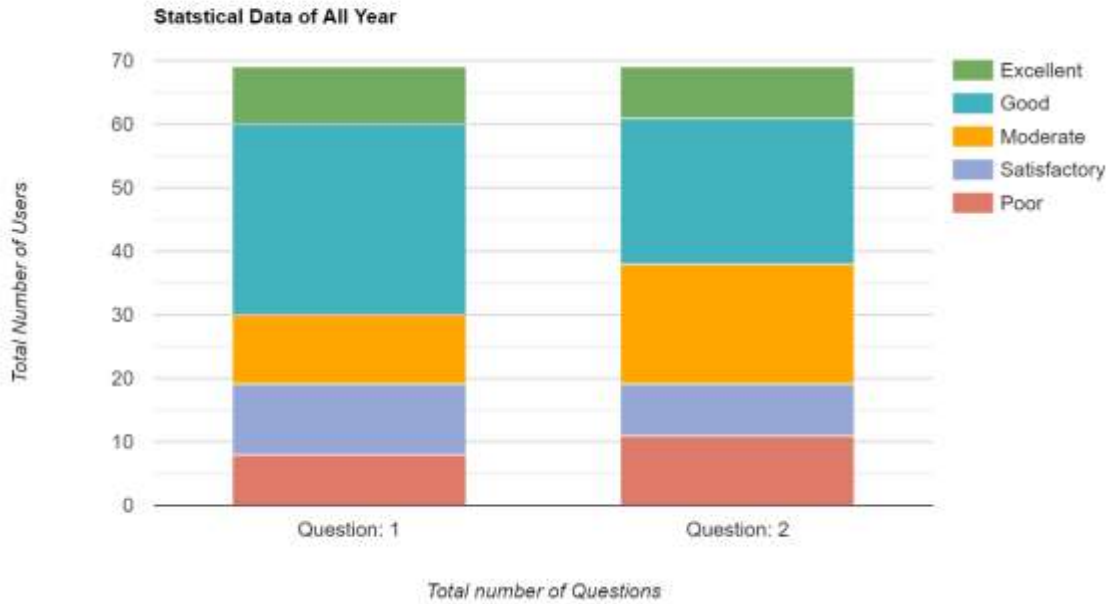
Graph For INFRASTRUCTURE AND LEARNING RESOURCES



- ✓ **Infrastructure & Learning Resources:** The students were quite satisfied with the infrastructure and lab facilities of the departmental with more than 68 % indicating their satisfaction in the survey.



Graph For GOVERNANCE



- ✓ **Governance:** An overall 64% students were reported satisfied with the Governance.
- ✓ **Actions taken:** Based upon their feedback, their involvement in decision making matters will be initiated.

Overall performance of the department 83%

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Department of Bio & Nano Refresh Result

Dashboard | Feedback (34) | Not Completed (34) | Statistical Analysis | Course Analysis

Overall Performance

33%

Performance on Menu Feedback

#	Feedback Menu	Result
1.	Particulars	33%

View Full Details View Results

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Action Taken Reports of Feedback Analysis

The Chairperson of the Department along with the faculty members is delighted to know that the students are satisfied with the efforts (design of course curriculum, conduction of exams and punctuality) of the faculty. It is also great to learn that the non-teaching staff is doing its best to help the students in every possible way.

Despite all these positives, the Department has decided to improve a few things like lab equipment's, course curriculum as per industry standard and Information management system.

Also, as the Chairperson of the Department, I would encourage the faculty members and the research scholars to continuously work for the improvement of the course syllabi and the research work so that the job opportunities for the students may increase. Further, I would request the faculty members and the research scholars to participate more and more in seminars/ conferences so that the students can get practical learning.

An interaction among the teachers of Dept of Physics, GJUST was organized for discussing the suggestions/grievances based on Feedback of UG & PG students.

Following actions were taken to further improve the Teaching-Learning process:

1. The course content of each course was revisited and modifications were made which were approved by BOS.
2. The infrastructure of the department was strengthened by introducing proper furniture both in the Lecture Halls & Teaching laboratories.
3. New instruments were recommended for purchase in order to set up new practical.
4. New books were recommended for purchase by university library.

Feedback Analysis: Provide Action Taken Reports of Feedback Analysis

As per the feedback analysis from the students received through online mode, they are satisfied with respect to quality of teaching, syllabus and other facilities of the department and university.

The deficiencies pointed out by the stakeholders with regard to infrastructure have been communicated regularly to the concerned. The representatives of the industry have included in the BSOR.

Dept. of Economics

The department of economics as per the guidelines of the university forwarded feedback forms to the students and their parents. On the basis of the forms submitted by the students, the following actions have been taken according to the analysis of the feedback forms from students and their parents. The department came into being in 2018 and since then it has been flourishing in terms of students, faculty and infrastructure, both in quantity and quality. The department aims at never stopping, therefore, considering the feedback forms by the students and their parents, there has been successful investment recently; high resolutions projectors have been installed and are working in all the classrooms, a computer lab with 30 desktops has been made functional with internet facility, etc. As far as, the activities in coordination with the training and the placement cell are concerned, the department has appointed a teacher coordinator to establish recognition of the department regarding the same. Regarding the participation of students in the decision making of the department, it is to be stated that we at the department of economics participate in healthy debates and discussions with the students and students have healthy participation in the final decision making as well.

Action Taken Reports of Feedback Analysis

The feedback via exit survey is taken by the students and is obtained on various parameters at a five-point scale. First and the foremost parameter is *Curriculum Design* which includes course organization, academic content, depth of course covered and learning values as its sub-dimensions. The overall feedback on this parameter is between moderate to excellent and furthermore, the department is trying at its level best to improvise the curriculum design as per the latest advancements in the subject.

On the **Teaching and other staff** parameter the teaching and non- teaching staff of the department has been reported as the excellent and the teaching and non-teaching staff of the department always strives to provide the best to its students.

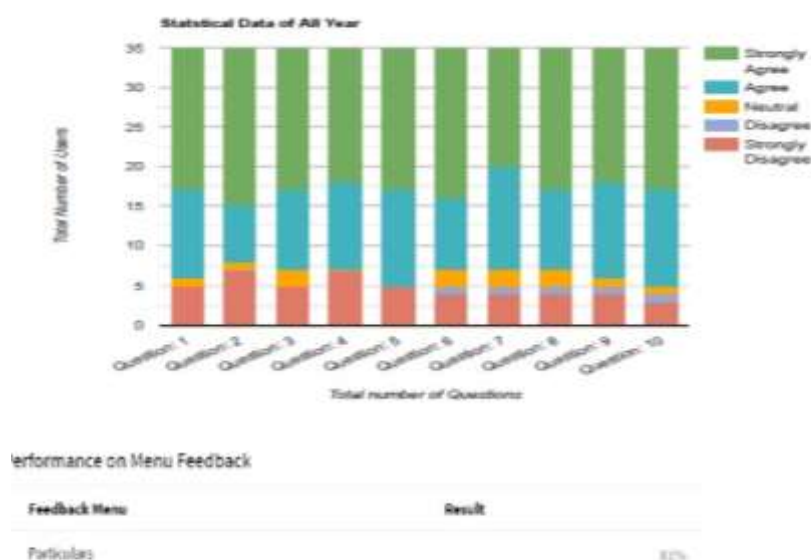
Considering **the Infrastructure and learning resources** parameter the students have rated the resources as excellent and good at some parameters. The department is working at its level best to incorporate the latest equipment in its laboratories.

On the parameter of **Governance** *students counselling facility* has been reported to be excellent and *Students' involvement in the decision making* has been rated as good by the majority students. The department is trying its best and has established a specialised Psychological Guidance and Counselling Cell to cater the needs of the stakeholders of the university.

Hindi Department

Feedback Analysis

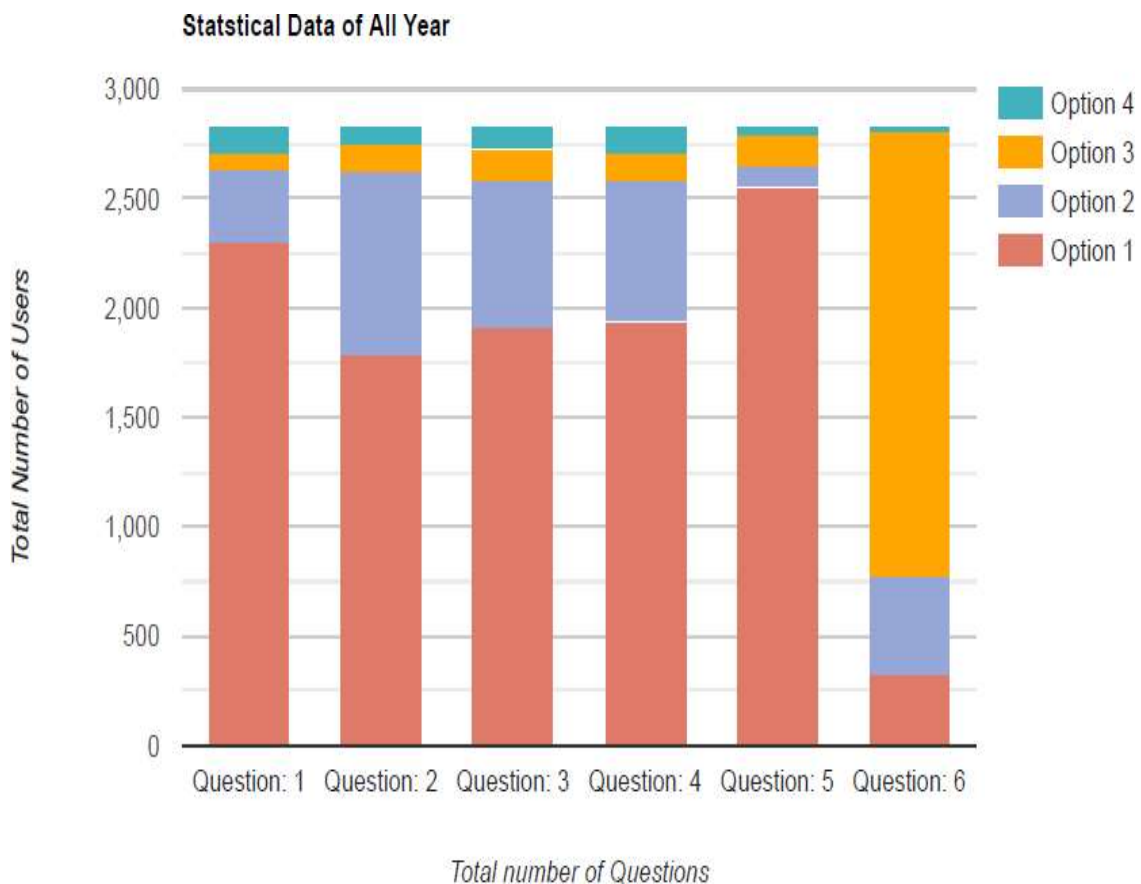
81% students satisfied with syllabus and classroom teaching learning process.



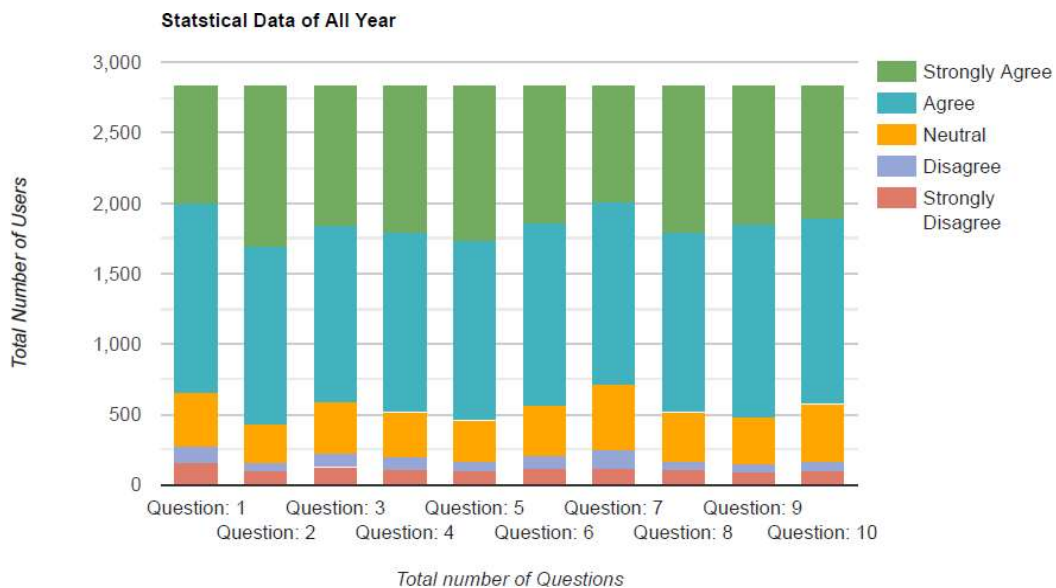
Student Feedback Analysis Report

(Consolidated)

- Out of 2835 participants 2302 (81 %) were of the view that course content can be covered in one semester.
- 2,620 participants (93 %) agreed that in the overall structure of program course is very relevant and reasonably relevant. 1914 (68 %) participants answered that there is no overlap between the courses.
- 2582 (90 %) participants said that the recommended reading material was adequate and relevant.
- Class tests/mid-semester tests were conducted satisfactorily as per schedule as per 2557 (90 %) participants.
- 2042 (72 %) participants says that the class tests/mid-term tests were balanced in terms of difficulty level, while 445 (16%) were of the view that these were easy.



- 839(30%) Participants out of 2835 strongly agreed and 1339(47%) agreed that teacher complete the entire syllabus in time.
- 1136(40%) Strongly agree while 1270 (45%) participants agreed that the teachers have good subject cited knowledge.
- Teachers communicated clearly and inspired the students as per about 80% of the participants. While, 92% participants were of the view that teachers are punctual in the classes.
- More than 80 percent participants were of the view that teachers come well prepared for the class and encourages student’s participation and discussion in the classes.
- 66% Participants were agreed that teachers uses teaching aids handouts and provide suitable references, make presentations and conduct seminars and tutorials regularly.
- More than 80% students were agreed that teacher’s attitude towards students is friendly and helpful as well as available in the department.
- About 80% students were of the view that evaluation process is fair and unbiased.



The Feedback analysis has been used to upgrade the curriculum and other academic aspects.

Employers Feedback Analysis Report

(Consolidated)

1. 50 % of the employers strongly satisfied and 25 % were satisfied with the overall job performance of the University students.
2. 50 % of the employers strongly satisfied and 38 % were satisfied with job specific skills of the University students.
3. 50 % of the employers strongly satisfied and 38 % were satisfied with the problem solving skills of the University students.
4. 25 % of the employers strongly satisfied and 63 % were satisfied with the individual and teamwork skills of the University students.
5. 25 % of the employers strongly satisfied and 63 % were satisfied with the leadership skills of the University students.
6. 50 % of the employers strongly satisfied and 25 % were satisfied with the Level of professionalism and ethical behaviour of the University students.



Feedback by Faculty Members (Consolidated)

For CURRICULUM DESIGN AND DEVELOPMENT

1. 60 % of the faculty members strongly agreed and 34 % agreed that Board of studies is taking care to ensure the concurrency and relevance of the program offering.
2. 63 % of the faculty members strongly agreed and 30 % agreed that curriculum is updated as and when it is required.
3. 35 % of the faculty members strongly agreed and 50 % agreed that representation from industry is helpful in designing and improving the courses.
4. 47 % of the faculty members strongly agreed and 46 % agreed that the University is following effective system for the design and development of curriculum.
5. 47 % of the faculty members strongly agreed and 44 % agreed that they have academic freedom to contribute ideas on curriculum design and development.
6. 45 % of the faculty members strongly agreed and 45 % agreed that employability aspect is considered in curriculum design and development.



For TEACHING, LEARNING, EVALUATION & RESEARCH

1. 51 % of the faculty members strongly agreed and 42 % agreed that the University has adopted a effective admission process.
2. 41 % of the faculty members strongly agreed and 46 % agreed that The University is able to attract meritorious students
3. 54 % of the faculty members strongly agreed and 40 % agreed that Student centered learning resources are available in the University.
4. 56 % of the faculty members strongly agreed and 40 % agreed that they are updating their knowledge and skills.
5. 53 % of the faculty members strongly agreed and 43 % agreed that academic calendar is followed in the university.
6. More than 95% faculty members were of the view that the library is managed and utilized effectively and its time are convenient.
7. Around 90 % of the faculty members agreed that they are encouraged to organize and participate in the seminars/workshops/symposia/conferences.
8. More than 75 % of the faculty members agreed that teachers are encouraged to undertake extension service programs and to establish linkage with Industry.
9. 22 % of the faculty members strongly agreed and 43 % agreed that they are encouraged to take-up consultancy services.
10. More than 90% faculty members agreed that the examination system followed by the University is effective and are also encouraged to carry out research.



For INFRASTRUCTURE

1. More than 90 % faculty members agreed that adequate class rooms and furniture available and laboratories are adequately equipped.
2. More than 80 % faculty members agreed that the buildings and furniture are well maintained and Sufficient toilets available for faculty and students.
3. 90 % of the faculty members agreed that optimal utilization of infrastructure available in the department
4. More than 90 % teachers agreed that roads are well maintained and adequate parking facilities as well as adequately Water resources are available in the university.
5. More than 45% faculty members strongly agreed and 49% faculty members agreed that there are aadequate Sports infrastructure in the university.

Graph For INFRASTRUCTURE

- X

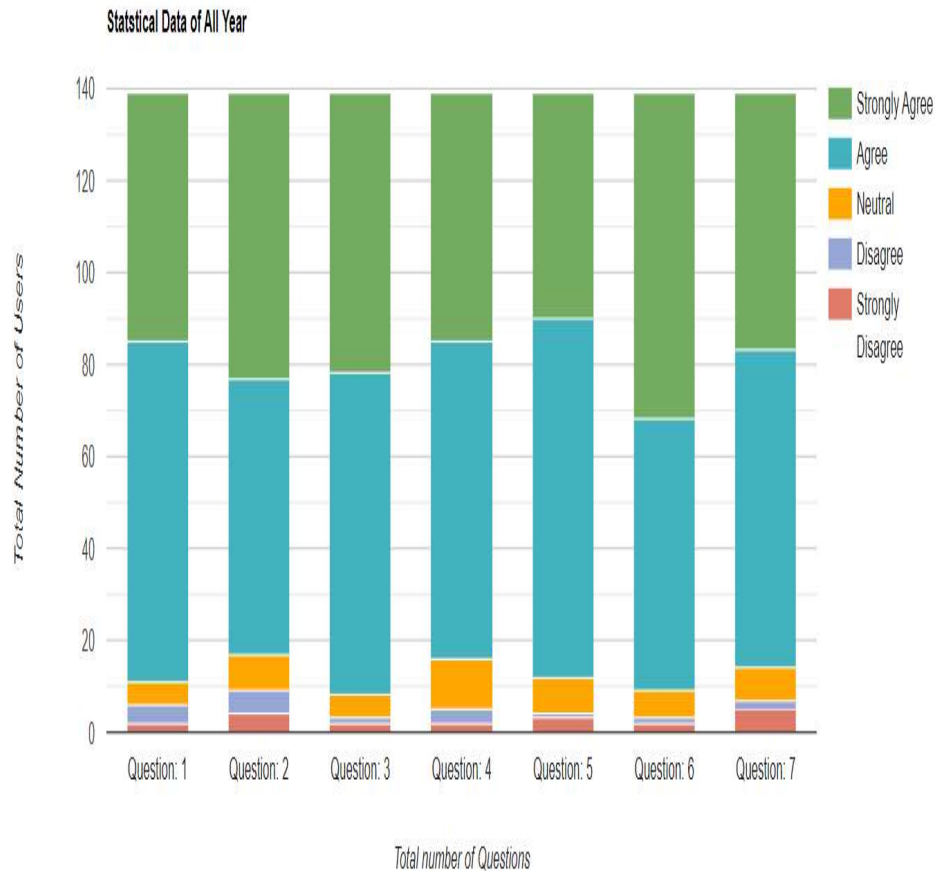
[View Question](#)



For GOVERNANCE

1. 39 % of the faculty members strongly agreed and 53 % agreed that Sincere efforts are being done by the administration for the development of the University.
2. 45 % of the faculty members strongly agreed and 43 % that the administration is accessible.
3. 44 % of the faculty members strongly agreed and 50 % that the quality initiatives taken up during the last academic year are contributing towards the improvement.
4. 39 % of the faculty members strongly agreed and 50 % that the MoUs entered by the university enhance the scope for mutual cooperation with Institutions and Research Organizations of repute.
5. More than 90 % faculty members agreed that the faculty is given freedom to express their opinions and the University is providing adequate opportunities and support to the faculty.
6. More than 90 % teachers feel that the IQAC is working well for promoting quality in the institution.

Graph For GOVERNANCE



[View Question](#)

FEEDBACK FROM ALUMNI (Consolidated)

1. More than 90 % alumni agreed that the developments in the University in recent years are appreciable.
2. 90 % alumni agreed that the new courses introduced meet contemporary requirements.
3. 90 % of the alumni agreed that the alumni have a role to play in academically strengthening the University.
4. 75 % alumni agreed that the University is involving alumni in its activities
5. 95 % alumni were of the view that that overall rating of the University is getting better and better.
6. 76 % alumni were of the view that alumni Association/Network of Old Friends is there in the University.
7. 80 % alumni were of the view that Alumni-Meet are regularly conducted by the University.

