

# Action Taken Report on Feedback of Stakeholders

Session (2019-20)

**Program Name: Bachelor of Business Administration (BBA)**



Department of Business Administration  
Faculty of Business & Management  
**Quantum University, Roorkee**

  
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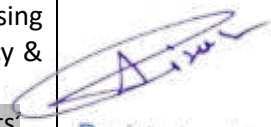
## Action Taken Report of the Department

*(On the basis of the suggestions made by the IQAC and Sub Specialty Groups of the Departments on the Feedback of all stakeholder)*

Action Taken Report			
Department Name: Department of Business Administration			
Feedback Session: 2019-20			
Curriculum Design			
Code		Recommendation by Sub Specialty Groups of the Department	Action taken during the designing of the syllabus for 2020-21
BB3102	Principles of Management	<p><b>R-1</b> Few topics were found irrelevant in the present context It was recommended to bifurcate Broad and major topics into sub-topics so that student learns them step by step.</p> <p>Staffing has to be added separately because students learn HRP, Selection, training and development of employees which will further help them out in their internships and placements.</p>	The changes as suggested have to be incorporated in 2020-21 Syllabus
BB3103	Micro Economics	<p><b>R-7</b> Unit 5 has to be modified keeping in view the current market requirement and the level of complexity also need to be taken into consideration the slow learners</p>	The coordinator noted to incorporate the suggestions in the 2020-21 Syllabus.
BB3202	Marketing Management	<p><b>R-3</b> Consumer behavior should be incorporated in unit 5, as the asked topic is missed as per the heading of the topic</p>	Have to be added as advised.
BB3403	Research Methodology	<p><b>R-4</b> Practical oriented session to learn research tests. Moreover learning by doing exercises should be emphasized so that students will be able to analyze the complex data and take quality decisions</p>	The research tests and practical exercises will have to be added in the 2020-21 syllabus.
BB3502	Project Management	<p><b>R-7</b> Topics like technical analysis and project handling should be dealt with due consideration and time. It enhances their ability to manage diversified projects in an effective manner</p>	Will be added in the 2020-21 syllabus.

  
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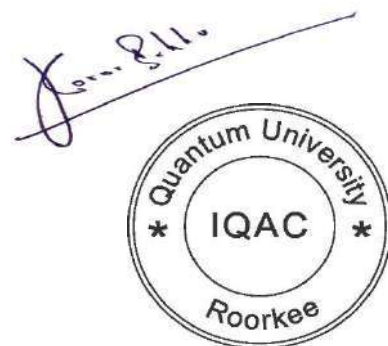
	<p><b>Eliminated subjects</b></p> <ol style="list-style-type: none"> <li>i. Leadership &amp; Motivation</li> <li>ii. Business Finance</li> <li>iii. Business Environment</li> <li>iv. Management accounting</li> <li>v. Operations Research</li> </ol> <p><b>Subjects Introduced</b></p> <ol style="list-style-type: none"> <li>i. E-Business</li> <li>ii. Financial Management</li> <li>iii. Search Engine Optimization</li> <li>iv. Financial Markets and Institutions</li> <li>v. Marketing of Services</li> <li>vi. Training and Development</li> <li>vii. Business Analytics</li> <li>viii. Financial Services</li> <li>ix. Web Designing and Development</li> <li>x. Consumer Behavior</li> </ol>	<p>The subjects which have lost their relevance in the current market scenario should be eliminated and new subjects have to be added on their place to enhance or enrich knowledge of the students viz a viz. equip them to get placed in big business houses.</p> <p>The newly added subjects will let the students know how to organize and allocate daily work activities, monitor outcomes ,respond practically to problems in a manner that increases the team's productivity and performance.</p>	<p>The changes recommended will be Implemented in the year 2020-21 syllabus</p>
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Other Teaching Learning Aspects		
<p><b>Overall Teaching Learning Process</b></p>	<ul style="list-style-type: none"> <li>❖ <b>R-2</b> Due Covid-19 outburst and keeping students feedback parameter SFOSO4 and the feedback received from the Employer as parameter's EFOCO1 in mind, the board suggested that the faculties should develop multimedia content, referential learning material, notes and share I t with students beforehand. This helps students out in enrichment of their subject knowledge and makes them ready for the placements.</li> <li>❖ The SSG and IQAC advised faculties to change lesson plans to fit as per the online system.</li> <li>❖ Considering extension in lock-down period due to increasing Covid cases the board is of view that a comprehensive policy &amp; SOP is required for online classes.</li> <li>❖ Based on Employers feedback's parameter EFOCO3 (Students ability to gainfully apply their knowledge to real life situations) It was strongly recommended by the SSG and the Board to</li> </ul>	<p>Faculties prepared recorded lecture videos and create Google classrooms for sharing notes. Teaching SOPs for delivering quality contents were prepared.</p> <div style="text-align: right;">   <b>Registrar</b>  <b>Quantum University</b> </div>

	introduce more of experiential learning-based assignments by replacing subject based theoretical assignments.	
<b>Peer Group Learning</b>	❖ <b>R-6</b> Online group activities and assignments have to be emphasized to ensure motivation and have the connectivity maintained as it was in offline classes.	Implemented
<b>IT Enabled Literacy</b>	❖ <b>R- 5</b> FDP for faculty and students should be arranged to have smooth conduct of online class. Training for handling Zoom, creating Google-class, creating online-quizzes and polls should be arranged. ❖ To ensure students adaptability in handling new technologies, online certifications as per industry requirements should be made compulsory for the students	FDPs on effective online teaching pedagogy, ICT based teaching etc was implemented. Implemented in form of promoting GP marks for the online certifications.
<b>Communication Skills</b>	<b>R- 6</b> Promoting students to take part in online events organized by other Universities & Industries as their being involved in variety of events help them out in enhancing communication skills and get connected with numerous online groups make their work network vast. ❖ Promotion of MOOC courses & tying up with course era, NPTEL, IBM for online skill development were emphasized.	Implemented from the existing semesters only
<b>Training for Placements</b>	❖ <b>R- 7</b> Keeping in <b>SFOS08</b> , is was recommended by the IQAC cell and SSG to encourage the students for opting free online certifications and trainings as these Online certifications offers capacity to concentrate on development opportunities and may add a significant level of value to the resume. Unit 4 and 5 of the syllabus has to be covered/aligned with the online certifications.	Students enrolled for online certifications like digital unlocked, digital –garage etc. It was successfully implemented in the department from the existing semester only.

Deepak Singhal  
Faculty Incharge,  
University Feedback System

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Karan Babbar  
Coordinator, IQAC

# Action Taken Report on Feedback of Stakeholders

Session (2019-20)

**Program Name: Masters of Business Administration  
(MBA)**



Department of Business Administration  
Faculty of Business & Management  
**Quantum University, Roorkee**

A blue ink signature of the Registrar, Quantum University, written over a faint circular stamp.

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## Action Taken Report of the Department

*(On the basis of the suggestions made by the IQAC and Sub Specialty Groups of the Departments on the Feedback of all stakeholder)*

<b>Action Taken Report</b>		
<b>Department Name: Department Business Administration</b>		
<b>Feedback Session: 2019-20</b>		
<b>Curriculum Design</b>		
<b>Code</b>	<b>Recommendation by Sub Specialty Groups of the Department</b>	<b>Action taken for designing Syllabus of 2021-22</b>
R-1: Due to outburst of Covid, No changes have been made in syllabus of MBA		

<b>Other Teaching Learning Aspects</b>		
<b>Domain Specific Education and its Continuous Evaluation.</b>	R-4: Domain Specific Education like HR, Finance, Marketing, Production, etc, has to impart more consciously and its continuous assessment is to be ensured.	Specialized faculties with distinctive knowledge and Skill set is held responsible in the department.
<b>Addition of Field Oriented Software and Theories</b>	R-9: Field Oriented Software and Theories are to be introduced in alignment with the Substantive Learning.	Professional Software were being Taught in the Specialized Labs.
<b>Resilience and Adaptability Skills Enhancement</b>	R-11: SSG recommended to Introduce Courses with regard to Resilience and Adaptability Skills Enhancement in COVID 19. Special Lectures on Gender Equality, human values and ethics should be imparted	Implemented
<b>SOP designing for Online Teaching in COVID 19 concern</b>	AR-1: SOP is to be designed for the assessment of the Professional Standard of both Online and Offline Teaching with regard to COVID 19	SOPs as per COVID 19 regard were conveyed and executed.
<b>Professional Inclusion of Experiential Learning alongside Theoretical Learning.</b>	AR-2: Experiential Learning has to be included in the Teaching Learning areas so as to ensure Outcome Based Learning due to advent of COVID 19.	Step has been taken for inclusion and Monitoring parameters were conveyed through Zoom and its progress is to be ensured.
<b>Problem Solving Skills Enhancement Though E- Internship dimension.</b>	R-5: E- Internship Certification is to be promoted at the advent of COVID 19.	Students were motivated for enrolling into E- internship Certifications and Mentors were held responsible for their pursuance.

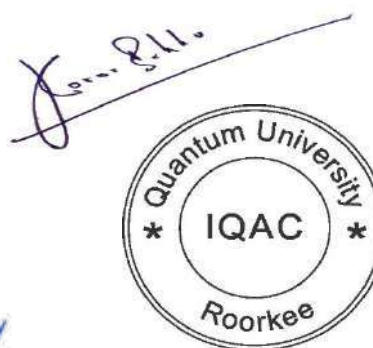
  
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<b>Key Library Transformation with Online Access.</b>	<b>AR-3:</b> Access to E-Library for the effective and easy acquisition of Books and Journals.	E- library Access has been provided through the ERP getting operated.
<b>Overall Teaching Learning Process.</b>	<b>R-3:</b> Incorporation of MOOC Courses, Extensive use of QLRC and Incorporation of Case Studies in each fundamental courses are required to be implemented, Teachers must post videos in Hindi at QLRC. Brainstorming sessions followed by presentations along with the Student Feedback. Practical exercises to develop clear understanding of the topic through Virtual Learning Modes.	MOOC Courses provided by NPTEL, Coursera and Udemy Extensive use of QLRC and Incorporation of Case Studies in each fundamental courses got incorporated and initiated.
<b>Incorporation Project Based Learning Courses</b>	<b>R-8:</b> Project Based Courses are to be introduced for the Business Skill Enhancement of the Students.	VAC were introduced having distinctive subjects related to Project Management and Operations Management.
<b>Estimation of CO Attainment and Examination Pattern as per UAC</b>	<b>R-4:</b> Pattern of Exam & CO attainment need to be calculated as per new Examination schemes as suggested by UAC.	CO Attainment has been reckoned by the SOP presented to do so and hence Examination Pattern got verified.
<b>Self Appraisal by the Faculties and the Departments</b>	<b>AR-4:</b> Self Appraisal has to be ensured by the Faculties and department continuously for Leadership Quality enhancement.	Self Appraisal is being ensured by the Faculties and department continuously for Leadership Quality enhancement through the execution of Progress Meetings and Progress Reports.
<b>Peer Group Learning.</b>	<b>R-7:</b> Forming active learning groups or discussion groups. A2 assignments should be project and research based with a combination of fast and slow learners together.	Forming active learning groups or discussion groups and student feedback through Survey Monkey and Qualtrics.
<b>Professional Training to the Faculties</b>	<b>R-2:</b> Professional Training to the Faculties is to be imparted for making them Adaptive and resilient.	FDPs and Personality Development Programmes were introduced and conducted in this regard.
<b>IT Enabled Literacy through Online App interventions.</b>	<b>R-9:</b> Incorporate IT enabled syllabus and practical based Assignments should be given students to upgrade the skills in Business Operations. 	Enabled syllabus and practical based Assignments given to students through Google Classroom and Drop-box to upgrade the skills in Business Operations.

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<b>Soft Skill Mentoring of the Students.</b>	<b>R-5:</b> Soft Skill Mentoring of the Students is to be carried out for their Professional Growth in alignment with Academic Growth after the Consequential aspects of COVID 19.	Mentors and Class Advisors were assigned with this responsibility to ensure that students are developing Holistically.
<b>Communication Skills</b>	<b>R-10:</b> More students presentations are required to be implemented and vocabulary enrichment exercises have been required to be implemented	Incorporated in Assignment, flip classes, mini projects supervised by teachers through the Facilitation of Zoom, Google Meet and Microsoft Teams.
<b>E-Training for Placements</b>	<b>R-5:</b> New VACs need to be added, Drive among students for joining VACs, Industrial Mentorship and placement trainings for special drives through boot camps	New VACs are introduced, Duties of mentors to educate about Interdisciplinary VACs through Moodle-LMS.
<b>Elaborative Orientation Program</b>	<b>R-6:</b> All information about academic planning and extra curriculum activities should be share with students in advance during orientation Program Mentors to take care of students and their queries	Orientation of a week has been implemented
<b>Interdisciplinary Exposure</b>	<b>R-12:</b> Students to be encouraged for opting minor/ open electives for enhancing their interdisciplinary exposure Student should participate in university level and department level extra curriculum activities, like fest, competitions etc	Mentors counsel students to choose minor/ open elective relevant to their field University and department organizes various fest and activities and encourage students to participate

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