

Action Taken Report on Feedback of Stakeholders

Session (2020-21)

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: 2020-21			
Curriculum Design			
Code		Recommendation by Sub Specialty Groups of the Department	Action taken during the designing of the syllabus for 2021-22
BB3103	Micro Economics	R-1: 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 which helps students to enrich their knowledge and further encashing the opportunity to get placed in MNCs	BB3106- Business Economics
BB3104	Business Statistics		BB3107- Business Mathematics & Statistics
BB3203	Macro Economics		BB3206- Management Information System
BB3403	Research Methodology	R-6: Pre-informed Practical oriented session to learn SPSS, quillbot, zotaro, research tests etc. Moreover, learning by doing exercises should be emphasized so that students will be able to analyze the complex data and draw inference which would be helpful for them in taking	The changes as suggested by the board have to be incorporated in the 2021-21 syllabus.

Other Teaching Learning Aspects

Overall Teaching Learning Process	<ul style="list-style-type: none"> ❖ R-3: it was recommended to introduce MOOC Courses, ensuring use of QLRC and Incorporation of short Case Studies in each fundamental courses are required to be implemented, moreover faculties must post videos in Hindi and regional language for their subject (if possible)at QLRC ❖ R-2: Quiz based teaching approach ❖ Opinion polls to be promoted ❖ AR-1: For making students attentive for online classes, some SOPs have to be framed. ❖ Considering outbreak of COVID-19 third wave, FDPs on 'Implementation of effective Online Teaching Learning Pedagogy (OTLP) were recommended ❖ To give pre-reads before initiating the topic. 	<p>The 2021-22 Orientation has to be framed in such a way that students may get the details of different value-added programs such as electives, Minor Program, Passion Program, and also about university rules & regulation in a chronological manner.</p> <p>An online test was recommended to be devised after every 15 minutes of the lecture to ensure students being attentive during online class.</p>
Peer Group Learning	<ul style="list-style-type: none"> ❖ R-7: Conducting classes based on Brainstorming sessions in group, creating case-studies and other assignments/projects in group. ❖ Promoting debates & Open discussion amongst students 	<p>Implemented effectively</p> <div style="text-align: right;">  Registrar Quantum University </div>

IT Enabled Literacy	<ul style="list-style-type: none"> ❖ R-8: IT based Assignments given in the courses as to sharpen the IT literacy level of the students and overcome the challenge led by ongoing pandemic. ❖ For practical subjects the board suggested to provide digital boards to the faculties so that the effective content delivery should not hampered. ❖ Practicing course related tasks via Google forms, sheets, opinion polls, Google classrooms etc to be 	Implemented
Communication Skills	<ul style="list-style-type: none"> ❖ R-2: More student's presentations and vocabulary enrichment exercises for the students ❖ R-11: News reading exercise, Debates, Extempore to be conducted in the classes on regular basis. ❖ R-5: It has been advised to incorporate trigger-based modules in the curriculum, which in turn help students in their placements and for preparation of competitive exams and higher studies as well. 	Implemented in form of changing lecture delivery by the faculty members. Incorporated in Assignment, flip classes, mini projects, and teaching pedagogy supervised by teachers. Boot-camps to hone skills of students introduced.
Training for Placements	R-10: Promote On-Job trainings in the forms of Summer Internship Program. <ul style="list-style-type: none"> ✓ Value added programs like aptitude reasoning, GD-PI etc are strongly emphasized to make students equipped to met job- specifications as desired by the organizations. ✓ Conducting mock interviews every weak followed by reviews and feedback 	Partially Implemented from the existing semesters.
Activities suggested	<ul style="list-style-type: none"> ❖ R-9: Short caselets should be discussed during the lecture possibly for every broad topic. ❖ R-4: During examination the quality of question needs to be checked via SSGs ❖ Considering COVID-19 the concept of open book system needs to be introduced. ❖ To arrest tendency of copying of answers by students during online tests/exams, it was advised to give application-based questions based on topics discussed in online classes. This will also be helpful in improvement of their attendance 	Faculties noted and started working on it from the existing semesters only. Implemented effectively via Google classrooms Implemented via Online tests and quizzes

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Action Taken Report on Feedback of Stakeholders

Session (2020-21)

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



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: 2020-21		
Curriculum Design		
Code	Recommendation by Sub Specialty Groups of the Department	Action taken for designing the syllabus of 2021-22
No Major changes have been implemented in syllabus of MBA due to Covid affected Scenario		

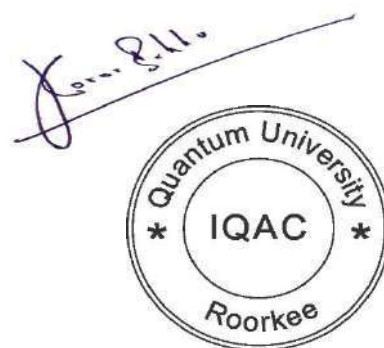
Other Teaching Learning Aspects		
Business Management and Administration	R-1: Analytics and allied areas are to be considered for Professional grooming of the Students.	Courses with the edge of Data Analytics have been introduced in this regard.
Emotional Intelligence in the Teaching Learning Environment	R-10: Awareness for Emotional Intelligence in the Teaching Learning Environment for Students and Faculty Members as an essential means for E-Learning	Emotional Intelligences measures and importance have been addressed and programs were queued in its achievement.
Experiential Learning intervention	R-12: Introduction of more experiential learning in place of theoretical Assignments in online mode have to be done.	Experiential Learning Measures were being introduced by the respective faculty in their respective subjects.
Faculty Development Programme	R-3: Need of further training of teachers for online protocols during COVID-19	More FDPs were introduced to the Faculties for their Personal and Career development thus ensuring more Professional approach towards teaching.
Virtual Project Based Learning	R-13: Virtual Project Based Learning parameters are to be allocated due to the advent of COVID 19.	Projects were introduced in Virtual form for real operating Business.
Soft Skill Mentoring of Students.	AR-1: Soft Skills of the Students have to be monitored along with their Academic development with regard to the advent of COVID 19.	Mentors and Advisors were assigned with the special responsibility with this regard of Student's Development and their evaluated through Google Analytics.


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Overall Teaching Learning Process	R-4: Usefulness of ERP/LMS/QLRC/ Other learning platforms towards efficient delivery of the course content. Faculties provide quality of content based on new concepts / technologies.	Overall Teaching Learning Process is enhanced through CMS.
Peer Group Learning	R-6: Forming Fast learning peer groups or discussion groups. Assignments for Fast and slow learners that is based on project, case studies, Flip classes.	Assignments for Fast and slow learners that is based on project, case studies, Flip classes through Qualtrics and Moodle
Software Learning and Online Protocol	R-7: Use of Software simulators for lab related courses for online protocols.	Awareness of Software and Online Protocols has been ensured by the respective Faculty members and Special Session have been scheduled in this regard.
Information and Communication Technology Literacy	R-9: More ICT enabled course is be introduced that will help the students in their assignments and project. Encouraging faculties to use ICT for imparting Knowledge.	Faculties were encouraged to use ICT techniques like Microsoft Teams and Google Classroom for imparting Knowledge.
Global Certifications Induction	R-11: Global Certification intervention is to be carried out at Academic Level.	Mentors were initiated to look ahead in the matter for Global Certification of their mentees.
Training for Placements	R-5: Promoting Summer Internship Program that helps the students to get practical Exposure of the industry. R-2: Value added programs like aptitude reasoning, GD-PI, etc, are strongly emphasized to make students equipped to meet job-specifications as desired by the organizations. R-14: New array of 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 Implemented
Guest Lectures	R-8: Special Guest lectures on Gender equality and on general issues are required to sensitize students.	Implemented

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