



Estd. 1990

IMS GHAZIABAD
(UNIVERSITY COURSES CAMPUS)
Status of 12(B) by UGC

Summary of Feedback Analysis
Academic Year 2023-2024

Feedback Summary on Curriculum from different Stakeholders

The internal Quality Assurance Cell (IQAC) at the Institute of Management Studies Ghaziabad (University Courses Campus) is committed to imparting quality education and takes relevant actions for quality checks. This measure helps the institution in achieving scholastic perfection at the institute.

No.	Stakeholder	Frequency	Sample	Standard Format
1	Students	Half Yearly	All students	Yes
2	Teachers	Half Yearly	All teachers	Yes
3	Employers	Yearly	Random sample	Yes
4	Alumni	Yearly	Random sample	Yes

Table 1: List of the feedback taken from different stakeholders along with the frequency

The Report consists of two parts:

Part A: It contains a summary of feedback analysis and action taken reports of the feedback collected from the students of all the programmes on curriculum and teaching-learning process.

Part B: This part consists of a summary of feedback analysis and action taken reports of the feedback collected from the faculty, alumni, and employers.

The Process of Analyzing Students Feedback on the Curriculum

1. The feedback is taken through a link created by the feedback committee twice a year.
2. The link is shared through e-mail.
3. Along with it, a meeting is also scheduled by the Class Counsellor's, year coordinators, and heads of the departments with the class representatives.
4. If needed, at times anonymous feedback is also planned and circulated in Google form.
5. After receiving the feedback it is analyzed by the in-charge of feedback and a report is submitted to IQAC.
6. Based on the feedback appropriate action is taken by the Internal Quality Assurance Cell (IQAC).

The Process of Analyzing Stakeholder Feedback on the Curriculum

1. The feedback is taken through a link created by the feedback committee once a year; moreover, faculty feedback on the curriculum is taken twice a year.
2. The link is shared through online/offline modes.
3. After receiving the feedback it is analyzed by the In-Charge of feedback and a report is submitted to IQAC.
4. Based on the suggestion received through feedback, appropriate action is taken by the Internal Quality Assurance Cell (IQAC).



NOTICE-FACULTY

Ref No: IMS/2023/1734

Date: 29-01-2024

Feedback Committee (Curriculum Feedback for NAAC)

The Feedback Committee is hereby constituted for the curriculum feedback analysis by Internal Quality Assurance Cell.

S.No	Faculty Name	Responsibility	Department
1	Ms. Akansha Tyagi	In-Charge	Department of Management
2	Mr. Subhro Sen Gupta	Member	Department of Management
3	Mr. Sunil Kumar Sharma	Member	Department of Computer Science
4	Mr. Anurag Singh	Member	Department of Journalism & Mass Communication
5	Ms. Neha Anttal	Member	Department of Biosciences

The feedback committee will ensure the collection as well as analysis of the feedback from different stockholders i.e. Students, Faculty, Alumni, and Employers to the Head, IQAC.


REGISTRAR
Institute of Management Studies
Acharya Nehru Campus
Ghaziabad

Registrar

Copy to: Director, for kind information via email.

Faculty, for kind information via email

Mr. Gaurav Kaushik, request uploading on the website, via email.

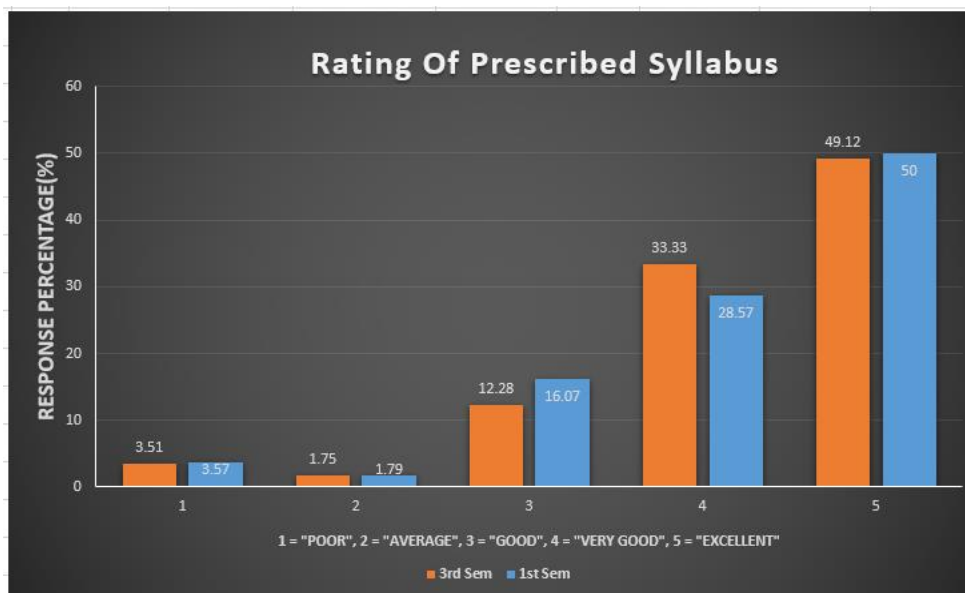
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Summary of Curriculum Feedback of Masters of International Business

(Odd Semester)

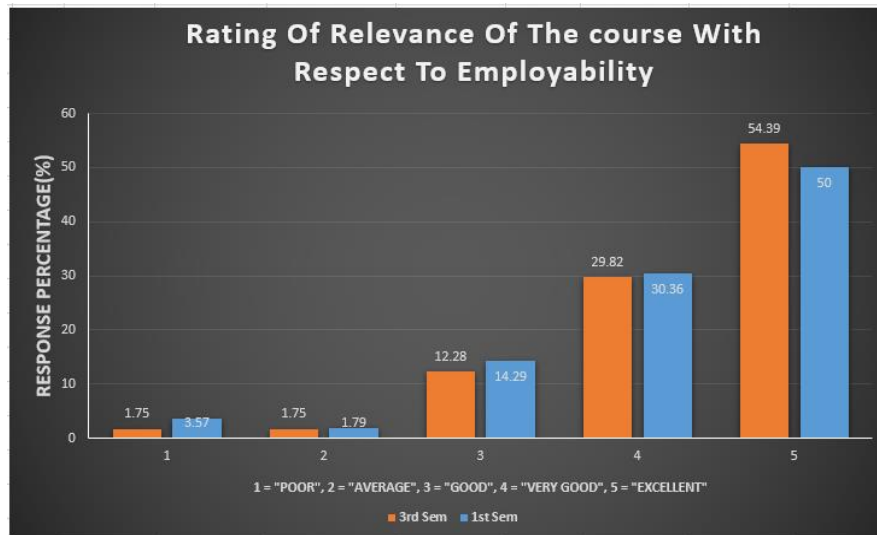
The Department of Management collects feedback from the students twice a year. The feedback is collected on a five-point likert scale which ranges from excellent, very good, good, average, to poor. The findings of the feedback analysis have revealed that the objectives for each course were clearly stated and the syllabus was appropriate as per the needs of the industry. Even the curriculum was able to inculcate ethical values among the students.

1. How do you rate the stated objectives of the courses?



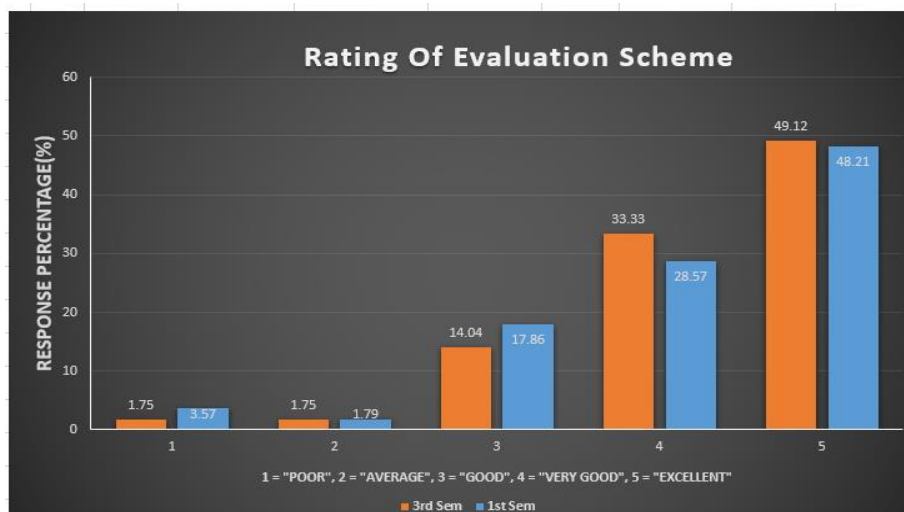
Most of the MIB students have rated the syllabus of their courses positively. In Semester 1st, 49.12% of students rated the syllabus as Excellent 33.33% rated it as Very Good, and 12.28% rated it as Good. Similarly, in Semester 1st, 50% of students rated the syllabus as Excellent, 28.57% as Very Good, and 16.07% as Good. Only a small percentage of students rated the syllabus poorly, with 3.51% in Semester 1st and 3.57% in Semester 1st giving a Poor rating, 1.75% in Semester 3rd and 1.79% in Semester 1st rating it as Average. Overall, the feedback indicates high satisfaction with the course syllabi among MIB students.

2. How do you rate the relevance of the course with respect to employability?



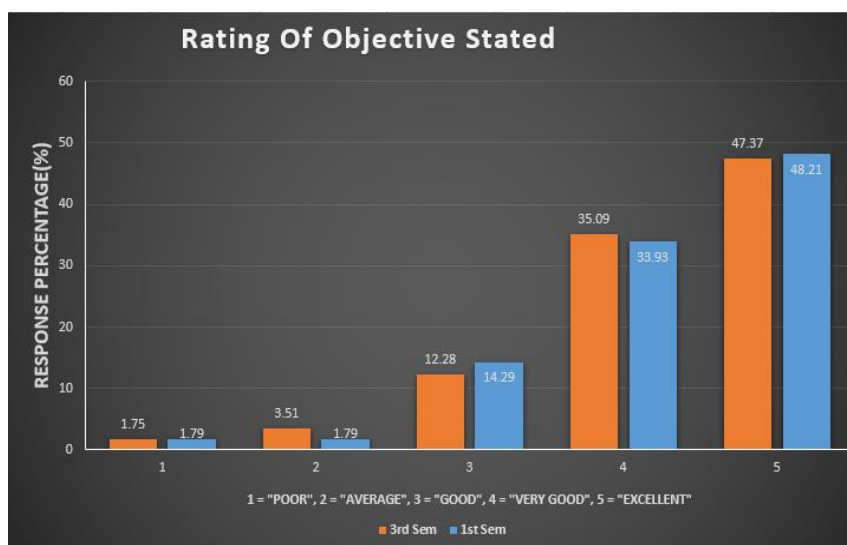
In Semester 3rd, a significant majority of 54.39% rated the relevance as Excellent, and 29.82% rated it as Very Good. Additionally, 12.28% rated it as Good, with only a minimal 1.75% each rating it as poor and Average. Similarly, in Semester 1st, half of the students (50%) rated the course's relevance as Excellent, and 30.36% rated it as Very Good. Furthermore, 14.29% rated it as good, while 3.57% rated it as Poor and 1.79% as Average. Overall, the feedback demonstrates a strong positive perception among MIB students.

3. How do you rate the evaluation scheme of the course?



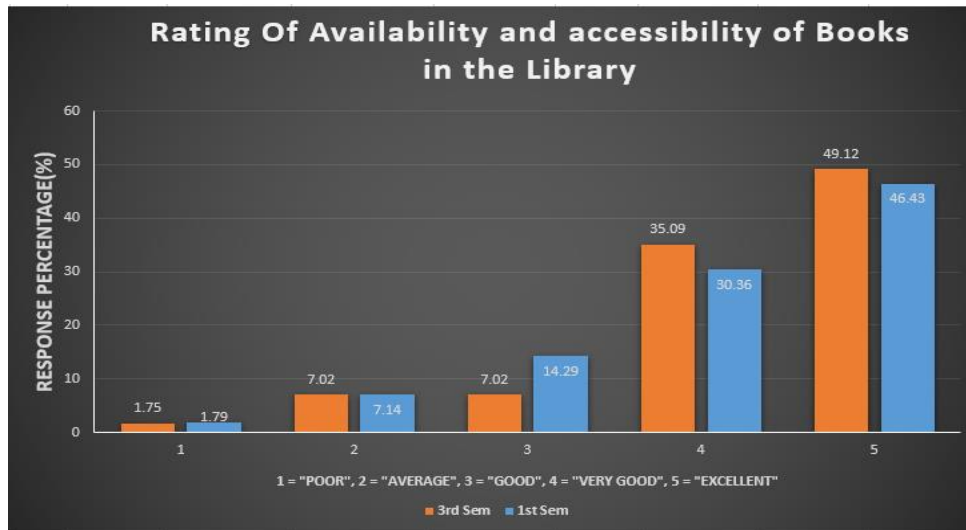
In Semester 3rd, a substantial 49.12% of students rated the course's relevance as Excellent, and 33.33% rated it as Very Good. Additionally, 14.04% rated it as Good, 1.75% gave a Poor rating as well as Average. In Semester 1st, students rated the course as Excellent (48.21%) and Very Good (28.57%), Poor rating at 3.57%, 1.79% rated it as Average and another 17.86% as Good. Overall, the feedback indicates a high level of satisfaction among MIB students regarding the relevance of their course to employability.

4. How do you rate the syllabus stated for the course?



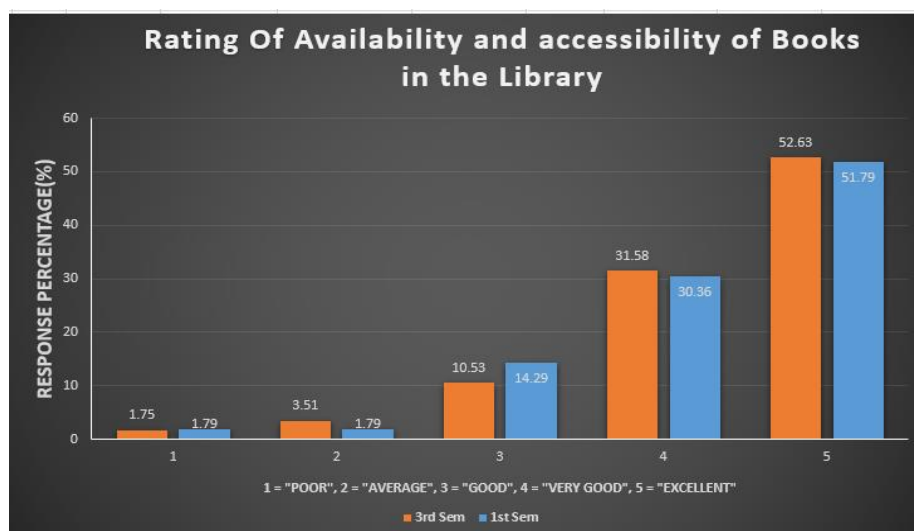
In Semester 1st, most of the students rated the objectives highly, with 48.21% marking them as Excellent and 33.93% as Very Good. Additionally, 14.29% rated them as Good. Only a small percentage rated the objectives as Average (1.79%) and Poor (1.79%). Similarly, in Semester 3rd, the objectives received favourable ratings as 47.37% of students rated them as Excellent, and 35.09% rated them as Very Good. Additionally, 12.28% rated them as Good. Very few students rated the objectives as Average (3.51%) and Poor (1.75%). Overall, the feedback indicates that MIB students are highly satisfied with the stated objectives of their courses.

5. How will you rate the availability and accessibility of the number of books prescribed in the library?



In Semester 1st, most of the students rated the objectives highly, with 46.43% marking them as Excellent and 30.36% as Very Good. Additionally, 14.29% rated them as Good. Only a small percentage rated the objectives as Average (7.14%) and Poor (1.79%). Similarly, in Semester 3rd, the objectives received favourable ratings. 49.12% of students rated them as Excellent, and 35.09% rated them as Very Good. Additionally, 7.02% rated them as Good. Very few students rated the objectives as Average (7.02%) and Poor (1.75%). Overall, the feedback indicates that MIB students are highly satisfied with the stated objectives of their courses.

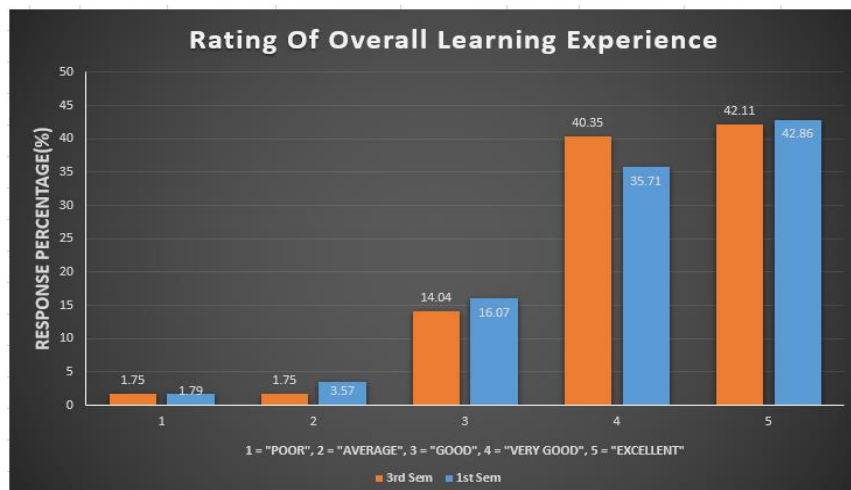
6. Does the course content imbibe life skills and professional ethics?



In Semester 3rd, most of the students rated this aspect highly, with 52.63% marking it as Excellent and 31.58% as Very Good. Additionally, 10.53% rated it as Good. Only a

minimal percentage rated it as Average (3.51%) and Poor (1.75%). In Semester 1st, 51.79% of the students rated the life skills and professional ethics component as Excellent and 30.36% as Very Good. Additionally, 14.29% rated it as Good, Average (1.79%) and Poor (1.79%). Overall, the data shows that MIB students largely appreciate the emphasis on life skills and professional ethics in their curriculum.

7. Rate the overall learning experience.



In Semester 3rd, 42.11% of students rated their overall learning experience as Excellent, while 40.35% rated it as Very Good. This means over 82% of students have a very positive view of their learning experience. Additionally, 14.04% found it to be Good, with only 1.75% rating it as Poor and another 1.75% as Average. In Semester 1st, the trend remains positive with 42.86% of students rating the experience as Excellent and 35.71% as Very Good. Combined, this means that more than 78% of students view their learning experience favorably. Furthermore, 16.07% of students rated it as Good, 3.57% as Average, and only 1.79% as Poor. Overall, MIB students in both semesters predominantly rate their learning experience positively.

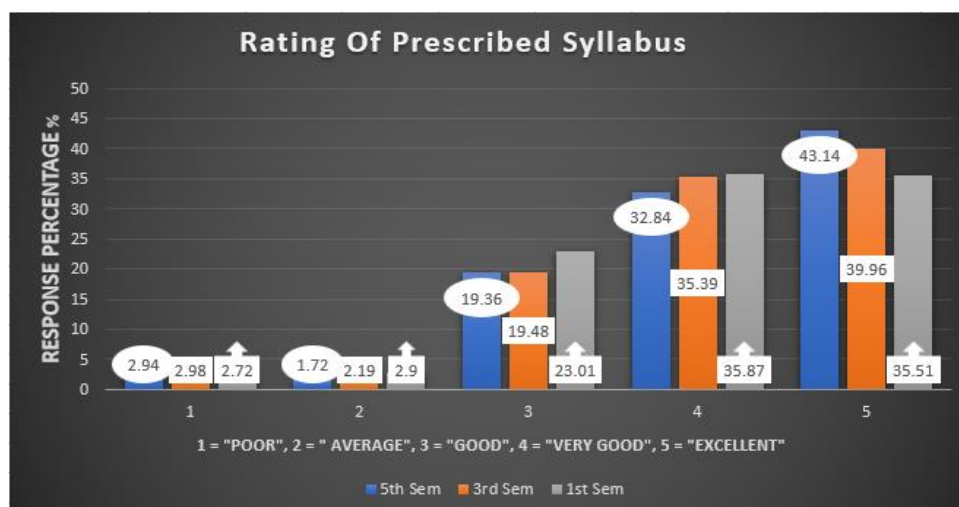
8. Any other Suggestion

S.No	Suggestion	Count
1	Practical exposure in finance is excellent	22
2	Curriculum objectives are well-defined	20
3	Include real-world case studies	15
4	Add guest lectures by industry experts	12
5	Syllabus updates are regularly done	10
6	Expand topics on global trade regulations	6
7	Introduce advanced IT tools for management	3

Summary of Curriculum Feedback for Bachelor of Business Administration

(Odd Semester)

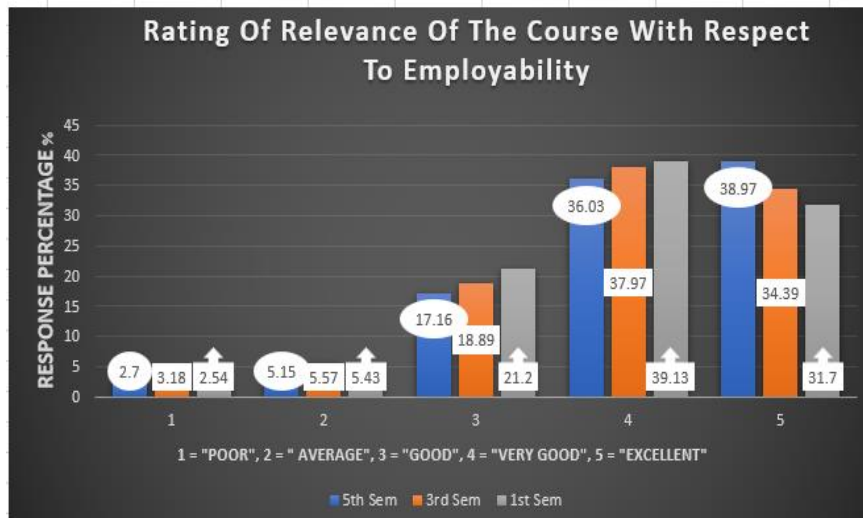
1. How do you rate the stated objectives of the courses?



In all the semesters responses were positive; semester 5th stands out with majority of students rating the syllabus as excellent, at 43.14%, followed by semester 3rd at 39.96% and semester 1st at 35.51%. Semester 5th also has the highest combined percentage of good, very good, and excellent ratings at 95.34%, indicating a generally positive perception.

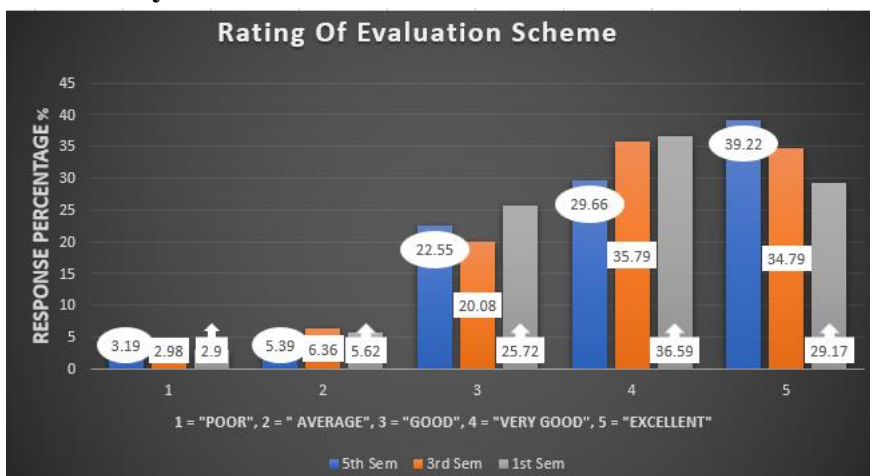
Semester 3rd, however, has the lowest combined percentage of good, very good, and excellent ratings at 91.83% and semester 1st has a combined percentage of good, very good, and excellent ratings at 94.39%. Semester 5th has the lowest percentage of students rating the syllabus as poor, at 2.72%; semester 3rd has the lowest percentage of students rating it as average, at 1.72%. These results suggest an overall positive perception of the syllabus among BBA students.

2. How do you rate the relevance of the course with respect to employability?



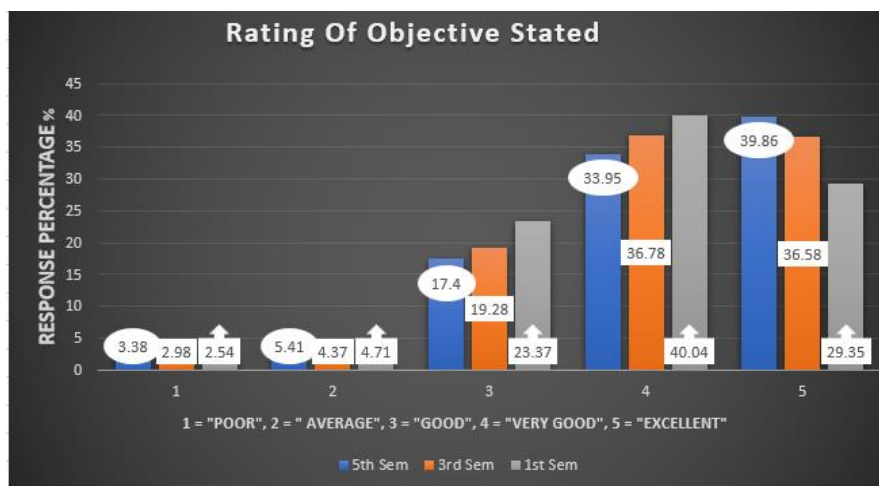
All semesters demonstrate a majority of positive ratings, Semester 5th stands out with the highest percentage of students rating the course as Excellent, at 38.97%, closely followed by Semester 3rd at 34.49% and Semester 1st at 31.7%. Semester 5th also has the highest combined percentage of Good, Very Good, and Excellent ratings at 92.16%, and Semester 1st has 92.03% indicating a generally positive perception, Semester 3rd, however, has the lowest combined percentage of Good, Very Good, and Excellent ratings at 91.25%. Semester 1st has the lowest percentage of students rating the course as Poor, at 2.54%, Semester 5th has the lowest percentage of students rating it as Average, at 5.15%. These results suggest a positive perception of the courses' relevance to employability among BBA students.

3. How do you rate the evaluation scheme of the course?



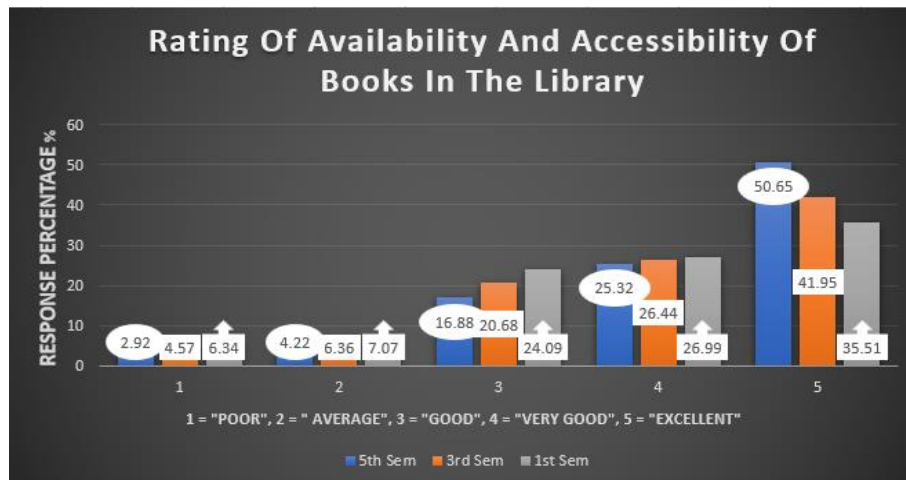
All semesters exhibit a majority of positive ratings, Semester 5th stands out with the highest percentage of students rating the evaluation scheme as Excellent, at 39.22%, followed by Semester 3rd at 34.79% and Semester 1st at 29.17%. Semester 5th also has the highest combined percentage of Good, Very Good, and Excellent ratings at 91.43%, Semester 1st has 91.48%, indicating a generally positive perception. Semester 3rd, however, has the lowest combined percentage of Good, Very Good, and Excellent ratings at 90.66%. While Semester 1st has the lowest percentage of students rating the evaluation scheme as Poor, at 2.9%, Semester 5th has the lowest percentage of students rating it as Average, at 5.39%. These results suggest an overall positive perception of the evaluation scheme among BBA students.

4. How do you rate the syllabus stated for the course?



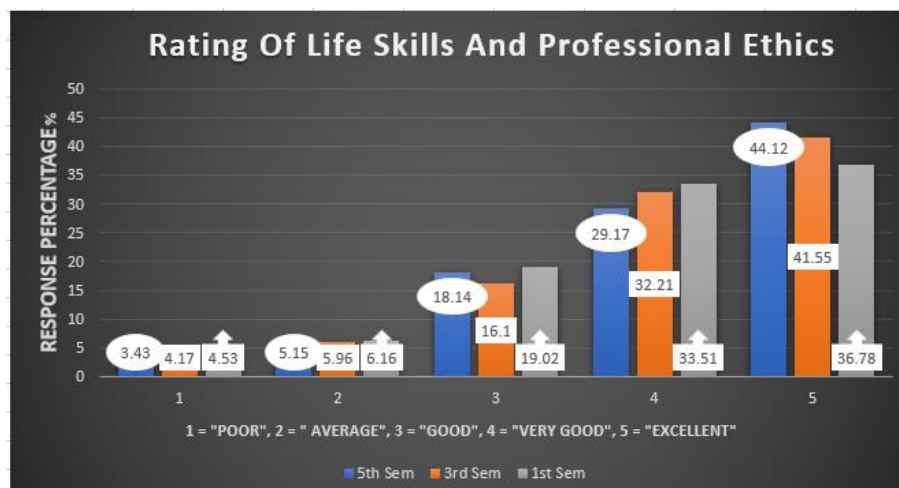
All semesters demonstrate a majority of positive ratings, Semester 5th stands out with the highest percentage of students rating the stated objectives as Excellent, at 39.86%, followed by Semester 3rd at 36.58% and Semester 1st at 29.35%. Semester 3rd also has the highest combined percentage of Good, Very Good, and Excellent ratings at 92.64% and Semester 1st has 91.21%, indicating a generally positive perception. Semester 1st, however, has the lowest combined percentage of Good, Very Good, and Excellent ratings at 92.76%. Semester 1st has the lowest percentage of students rating the stated objectives as Poor, at 2.54%, Semester 3rd has the lowest percentage of students rating it as average, at 4.37%. These results suggest an overall positive perception of the stated objectives among BBA students.

5. How will you rate availability and accessibility of the number of books prescribed in the library?



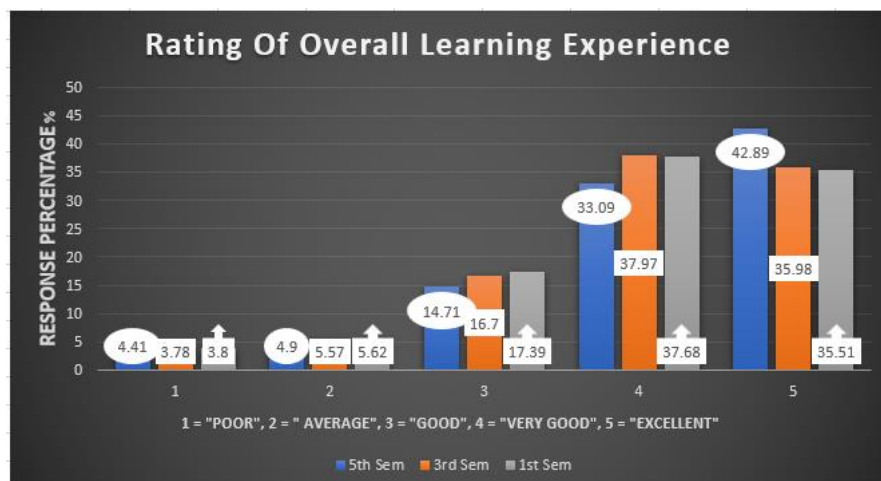
All semesters show a majority of positive ratings, Semester 5th stands out with the highest percentage of students rating the availability and accessibility as Excellent, at 50.65%, followed by Semester 3rd at 41.95% and Semester 1st at 35.51%. Semester 5th also has the highest combined percentage of Good, Very Good, and Excellent ratings at 92.85% and Semester 3rd has 89.07%, indicating a generally positive perception. Semester 1st, however, has the lowest combined percentage of Good, Very Good, and Excellent ratings at 86.59%. Semester 5th has the lowest percentage of students rating the availability and accessibility as Poor, at 2.92%, Semester 1st has the highest percentage of students rating it as Poor, at 6.34%. These results suggest an overall positive perception of the availability and accessibility of books in the library among BBA students.

6. Does the course content imbibe life skills and professional ethics?



All semesters demonstrate a majority of positive ratings, Semester 5th stands out with the highest percentage of students rating life skills and professional ethics as Excellent, at 44.12%, followed by Semester 3rd at 41.55% and Semester 1st at 36.78%. Semester 5th also has the highest combined percentage of Good, Very Good, and Excellent ratings at 91.43% and Semester 3rd has 89.86%, indicating a generally positive perception. Semester 1st, however, has the lowest combined percentage of Good, Very Good, and Excellent ratings at 89.31%. Semester 5th has the lowest percentage of students rating life skills and professional ethics as Poor, at 3.43%, Semester 1st has the highest percentage of students rating it as Poor, at 4.53%. These results suggest an overall positive perception of life skills and professional ethics among BBA students.

7. Rate the overall learning experience?



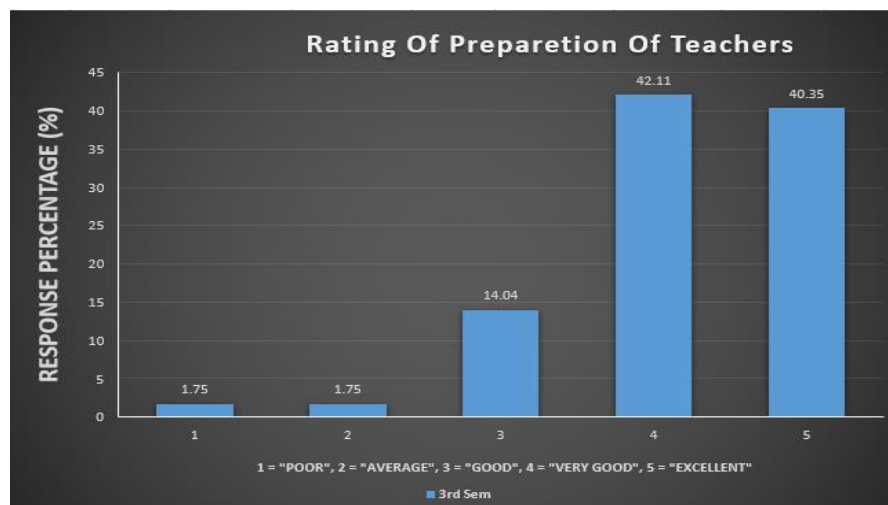
All semesters demonstrate a majority of positive ratings, Semester 5th stands out with the highest percentage of students rating the overall course as Excellent, at 42.89%, followed by Semester 3rd at 36.26% and Semester 1st at 35.98%. Semester 5th also has the highest combined percentage of Good, Very Good, and Excellent ratings at 90.69% and Semester 3rd has 90.65%, indicating a generally positive perception. Semester 1st, however, has the lowest combined percentage of Good, Very Good, and Excellent ratings at 90.58%. Semester 3rd has the lowest percentage of students rating the overall course as Poor, at 3.78%, Semester 5th has the highest percentage of students rating it as Poor, at 4.41%. These results suggest an overall positive perception of the courses among BBA students.

8. Any Other Suggestion

S.No	Suggestion	Count
1	Course structure receives high appreciation	80
2	Emphasis on practical learning is excellent	70
3	Add advanced tools like Python & Tableau	50
4	Group assignments foster collaboration	40
5	Expand topics on global business trends	35
6	Enhance library access for digital resources	28
7	Include advanced modules in marketing	25
Total	328	

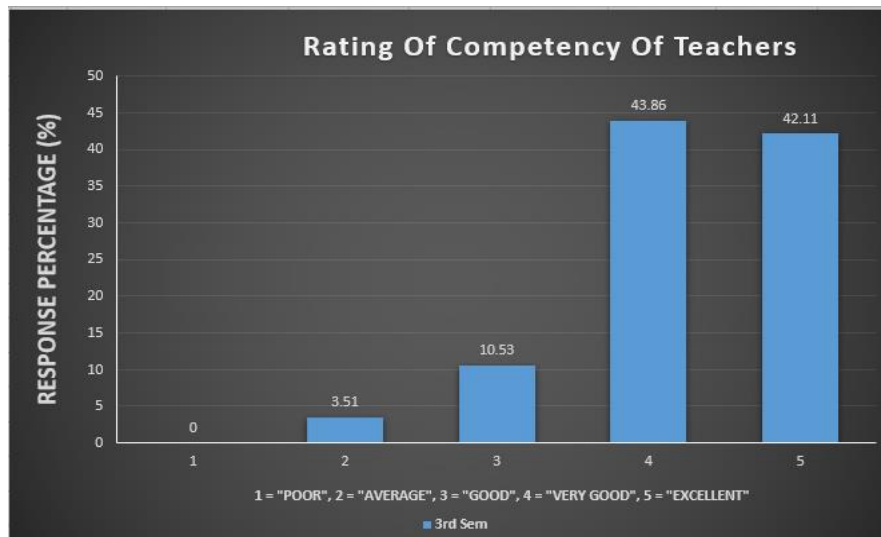
Summary of Specialization Feedback for Masters of International
Business
(Odd-Semester)

1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching of specialization subject.



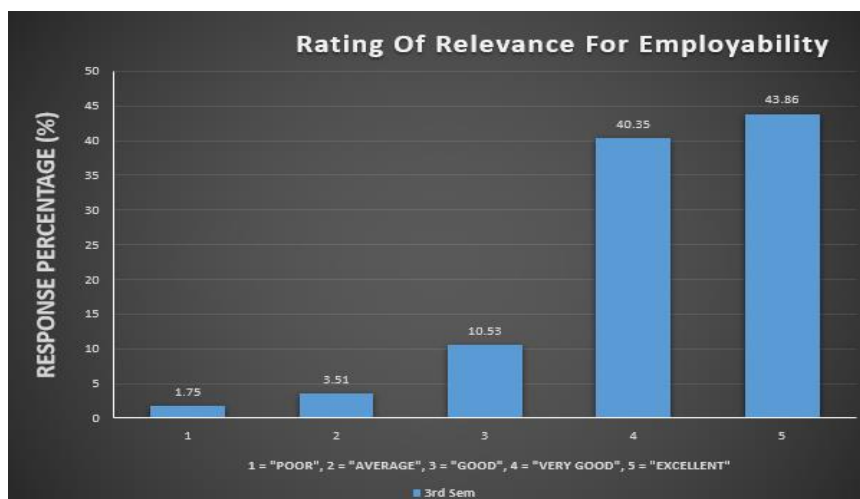
In semester 3rd, most of the students rated their teachers highly, with 40.35% marking them as "excellent" and 42.11% as "very good." additionally, 14.04% rated their teachers' preparation as "good." only a small percentage of students rated their teachers as "average" (1.75%) and "poor" (1.75%). overall, these results indicate that mib students are very satisfied with their teachers' preparation in terms of knowledge, skills, and attitude.

2. Competency of the teachers in creating a learning environment in the class.



In semester 3rd, most of the students rated their instructors highly, with 42.11% marking them as excellent and 43.86% as very good. Additionally, 10.53% rated their instructors' competency as good. Only a small percentage of students rated their instructors as "average" (3.51%) and no poor rating. Overall, these results indicate that MIB students are generally satisfied with their instructors' ability to create an effective learning environment and maintain interest in the learning process.

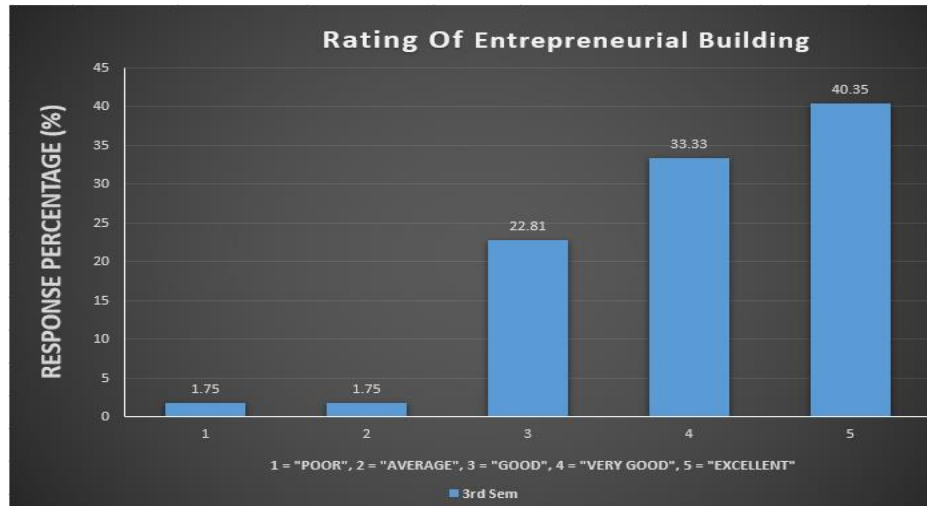
3. The Institute's current curriculum of specialization programme is relevant for employability.



In Semester 3rd, most of the students rated the curriculum very highly, with 43.86% marking it as excellent and 40.35% as very good. A smaller portion of students rated the curriculum as good (10.53%), while very few students rated it as average (3.51%),

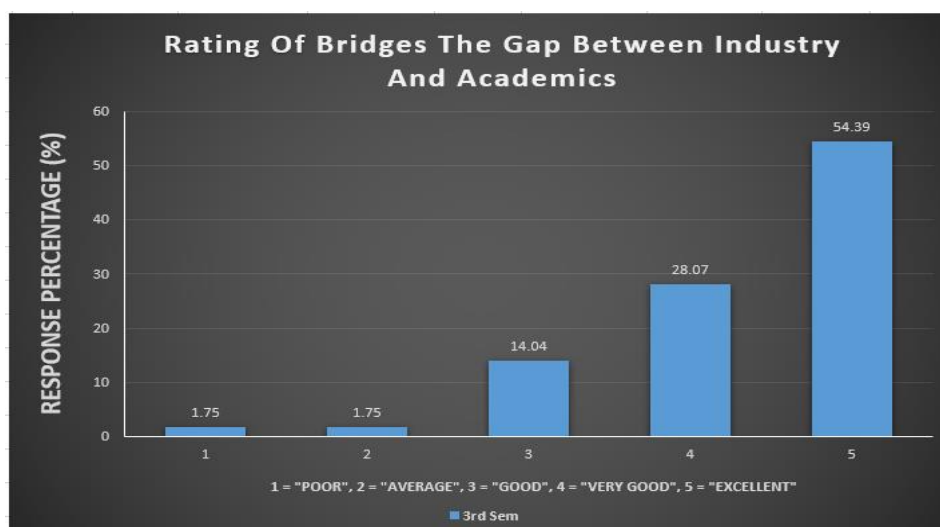
and poor as 1.75%. overall, these results indicate that MIB students find the curriculum highly relevant for employability.

4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.



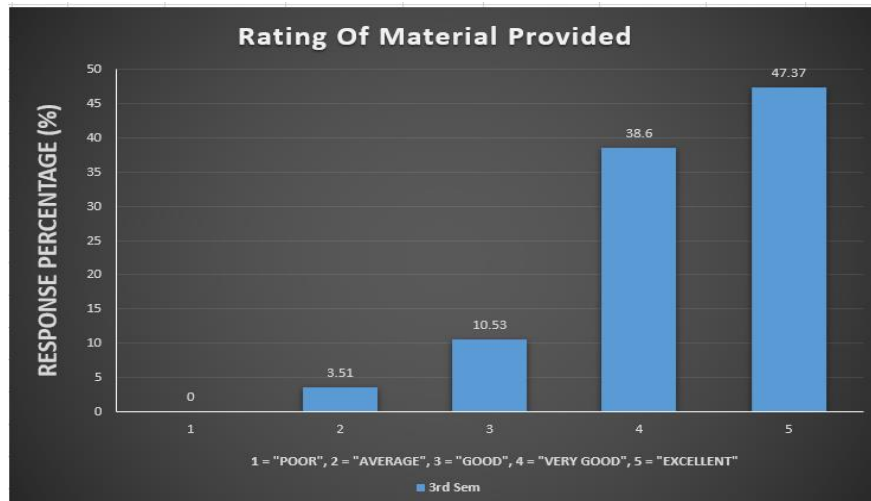
In Semester 3rd, 40.35% of students rated the specialization as excellent in fostering entrepreneurial motives, and 33.33% rated it as very good. An additional 22.81% of students found it good, while only 1.75% of students rated it as average or poor. Overall, the majority of MIB students believe that their specialization significantly helps in building entrepreneurship.

5.The specialization bridges the gap between Industry and Academics.



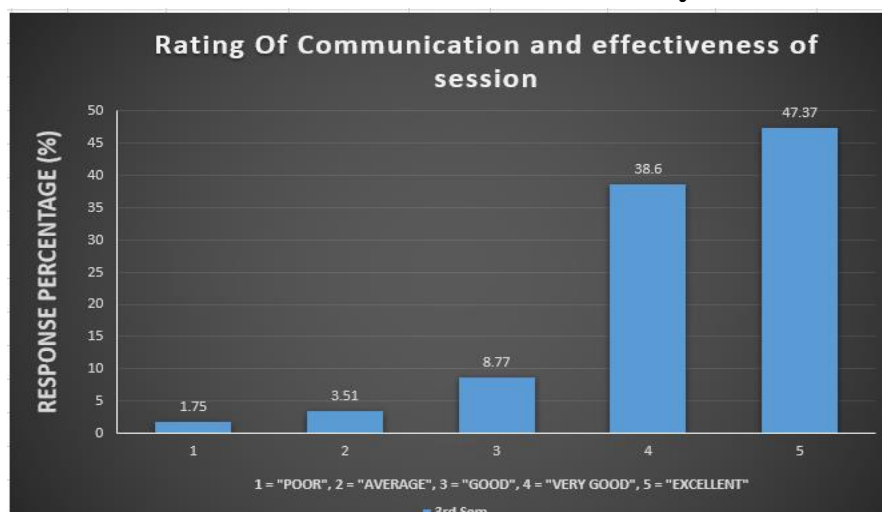
In Semester 3rd, 54.39% of students rated the specialization as excellent in bridging this gap, and 28.07% rated it as very good. An additional 14.04% of students found it good, while only 1.75% of students rated it as average or poor. Overall, the majority of MIB students believe that their specialization effectively bridges the gap between industry and academics.

6. Materials provided for the specialization are relevant, updated, and appropriate.



In Semester 3rd, 47.37% of students rated the materials excellent, and 38.6% rated them very Good. Additionally, 10.53% found the materials to be good, while only 3.51% rated them as average, and no students rated them as poor. Overall, most of the MIB students find the materials provided for their specialization to be highly relevant, updated, and appropriate.

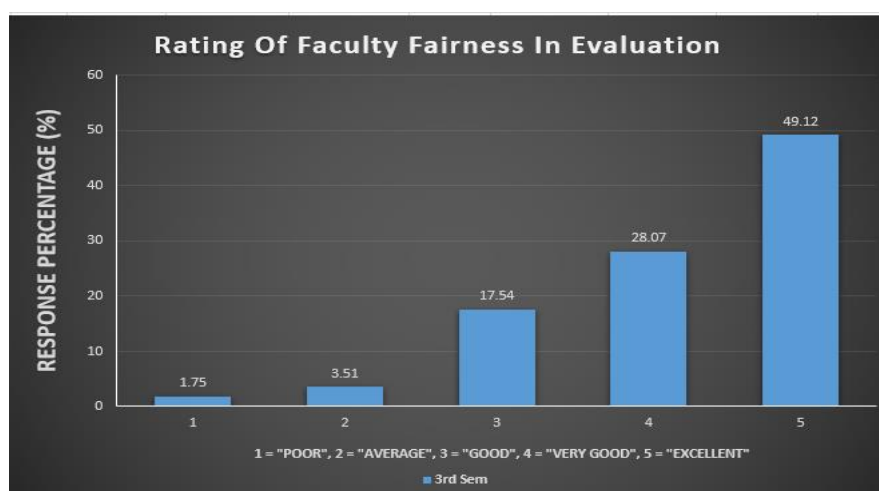
7. Communication and effectiveness of session delivery.



In Semester 3rd, 47.37% of students rated the communication and session delivery as excellent, and 38.60% rated them as very good. Additionally, 8.77% found the sessions to be good, while smaller percentages rated them as average (3.51%) and poor (1.75%).

Overall, MIB students find the communication and effectiveness of session delivery to be highly satisfactory, with the majority of ratings falling in the very good and excellent categories.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In Semester 2nd, 49.12% of students rated faculty fairness as excellent, while 28.07% rated it as very good. A significant portion, 17.54%, found it to be good. However, there is a notable minority with 3.51% rating it as average and 1.75% rating it as poor.

Overall, MIB students generally perceive faculty fairness in evaluation, syllabus completion, punctuality, and guidance positively, with most of the feedback falling into the very good and excellent.

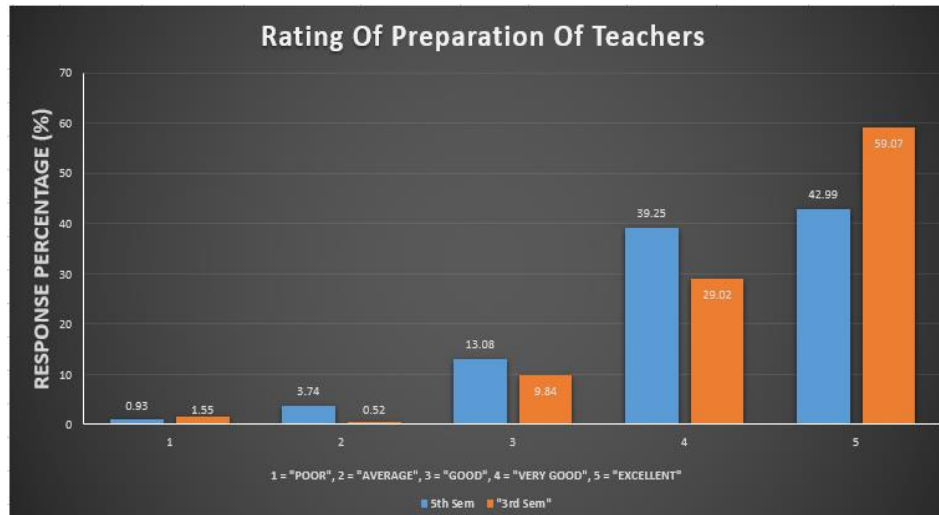
9. Any Other Suggestion.

S.No	Suggestion	Count
1	Mentorship quality is outstanding	30
2	Niche specializations like fintech are in demand	20
3	Dual specialization options add great value	18
4	Specializations align well with career needs	15
5	Organize expert sessions on key topics	5

Summary of Specialization Feedback for Masters of Bachelor of Business Administration

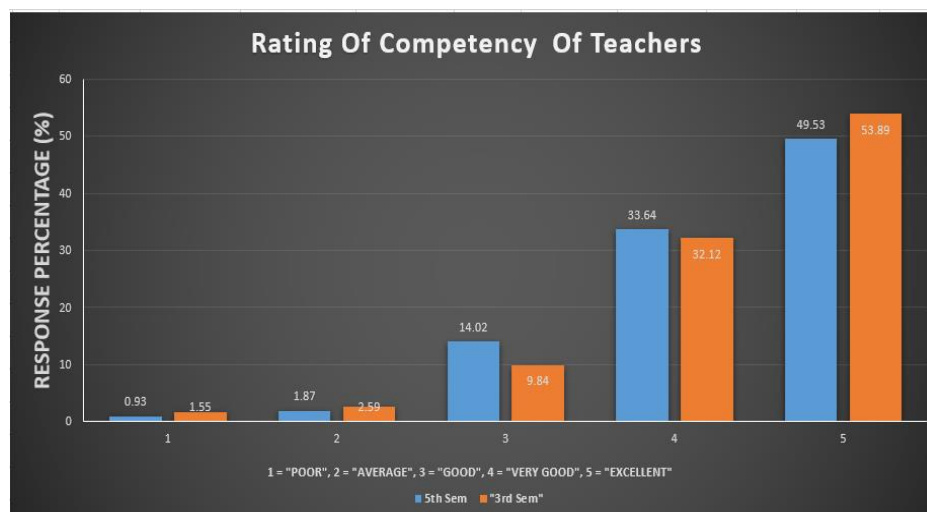
(Odd-Semester)

1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning of specialization subject.



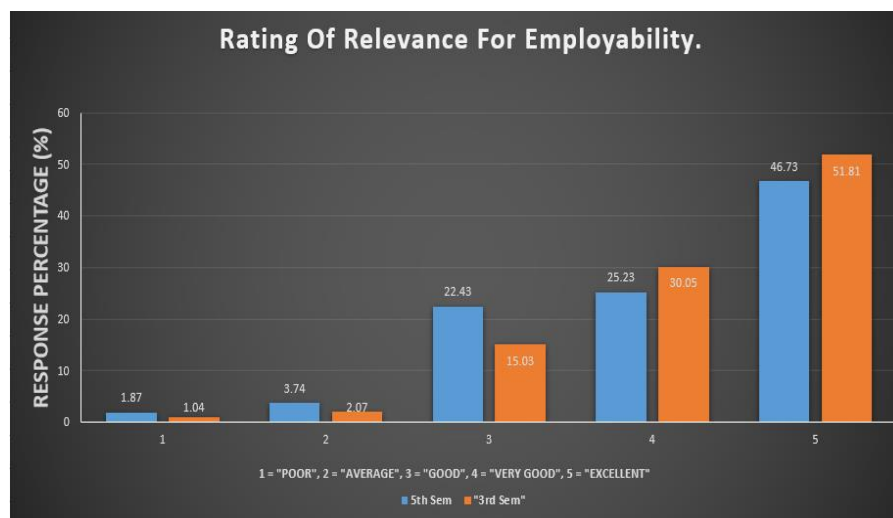
In BBA, Semester 5th indicates a more favorable perception, with 39.25% of students rating it as very good and 42.99% as excellent; in semester 3rd, 20.02% of students rated it as very good and 59.07% as excellent. This suggests high satisfaction with the teachers' preparation, indicating that they possess the necessary knowledge, skills, and positive attitudes towards teaching-learning.

2. Competency of the teachers in creating a learning environment in the class.



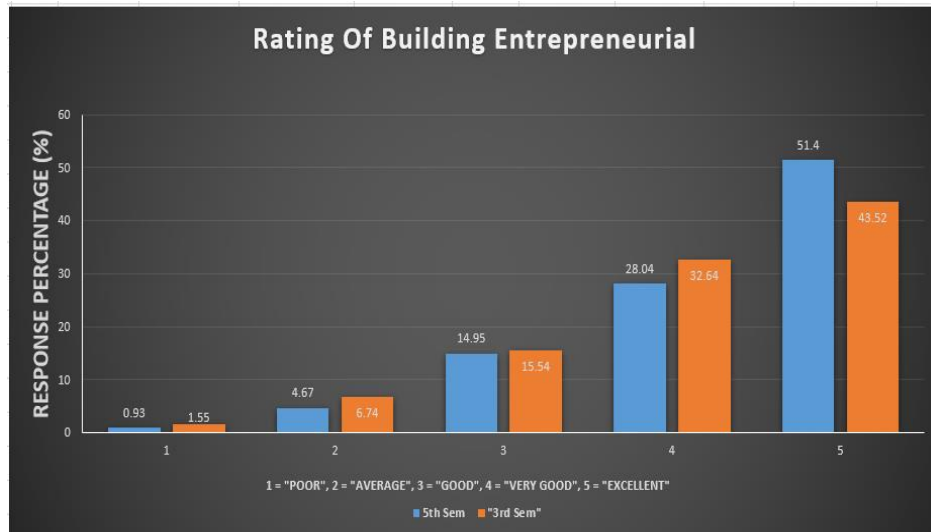
In BBA, both semesters exhibit predominantly positive ratings, with semester 3rd showing a slightly higher percentage of excellent ratings at 53.89%, compared to semester 5th at 49.53%. Additionally, most students in both semesters rated the competency as very good or excellent, with semester 5th at 83.17% and semester 3rd at 86.01%. These results suggest that students perceive their teachers as effective in creating engaging learning environments and stimulating interest in the learning process aligned with industrial objectives.

3. The Institute's current curriculum of specialization programme is relevant for employability.



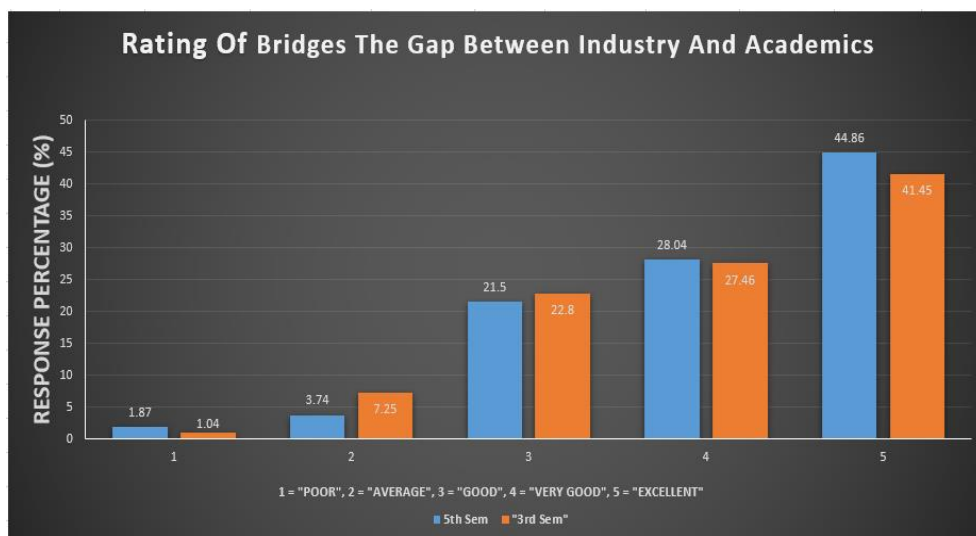
In BBA, students in Semester 5th (71.96%) and Semester 3rd (81.86%) rated the curriculum as very good or excellent. The absence of poor ratings in both semesters further strengthens this positive perception. These results indicate that students believe the curriculum effectively prepares them for employability, aligning with the demands and expectations of the industry.

4. The specialization helps in building entrepreneurial motives among the students forstarting their ventures.



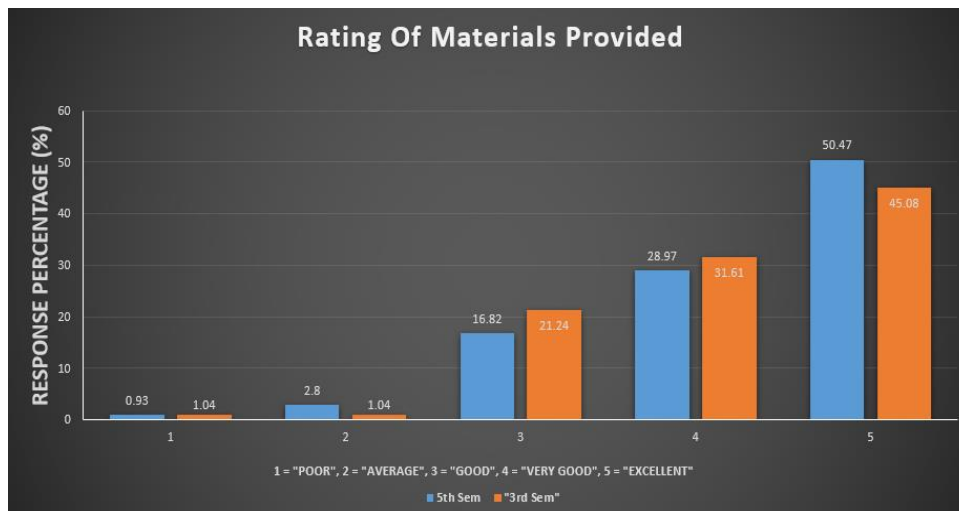
In BBA, students of Semester 5th (79.44%) and Semester 3rd (76.16%) rated the specialization as either very good or excellent. Additionally, the absence of poor ratings in both semesters underscores the strong positive perception. These results indicate that students believe the specialization programs effectively foster entrepreneurial motives, providing them with the necessary knowledge, skills, and encouragement to pursue entrepreneurial endeavors.

5. The specialization bridges the gap between Industry and Academics.



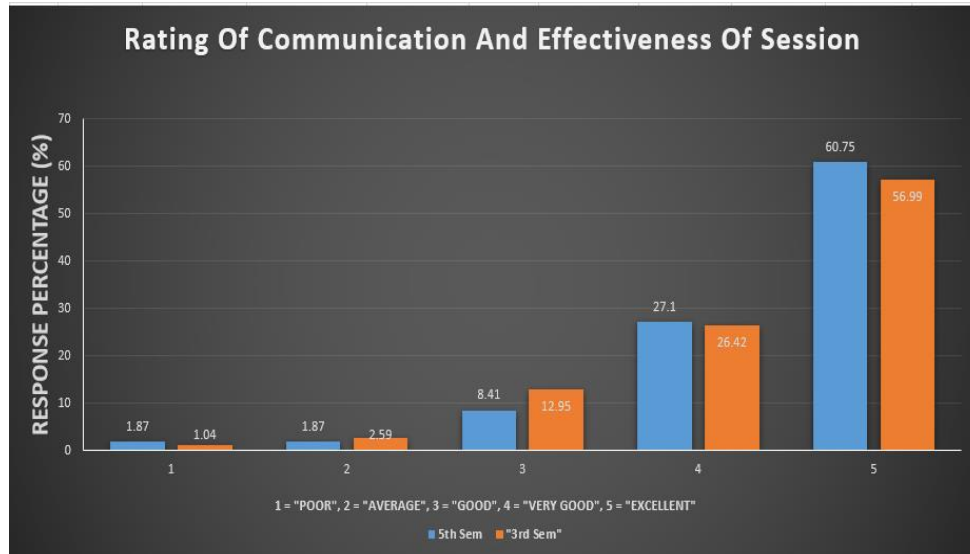
In BBA students, in Semester 5th (72.90%) and Semester 3rd (68.91%) rated the specialization as both very good and excellent. Additionally, the absence of poor ratings in both semesters underscores the strong positive perception. These results indicate that students believe the specialization effectively integrates real-world industry practices with academic learning, providing them with practical skills and knowledge relevant to the demands of the industry.

6. Materials provided for the specialization are relevant, updated, and appropriate.



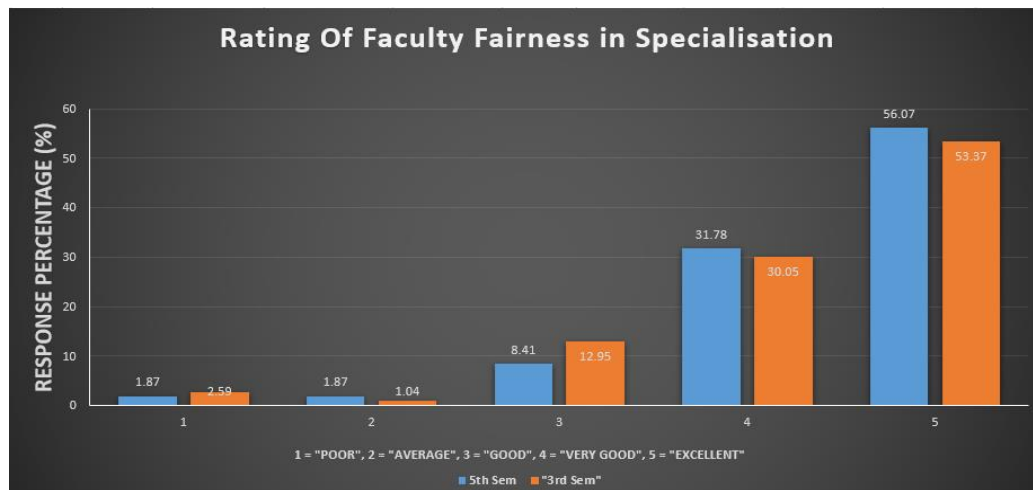
In BBA, students of semester 5th (79.44%) and semester 3rd (76.69%) rated the materials as either very good or excellent. Additionally, the absence of poor and average ratings in both semesters underscores the strong positive perception. These results suggest that students believe the materials provided for the specialization are relevant and regularly updated to reflect current industry practices and standards.

6. Communication and effectiveness of session delivery.



In BBA, students of Semester 5th (87.85%) and Semester 3rd (83.41%) rated the communication and session delivery as Very Good or Excellent. Additionally, the absence of Poor and Average ratings in both semesters underscores the strong positive perception. These results suggest that students find the communication during sessions to be clear, engaging, and effective in facilitating their learning.

7. Faculty fairness in terms of evaluation, syllabus completion, punctuality and guidance aftersession.



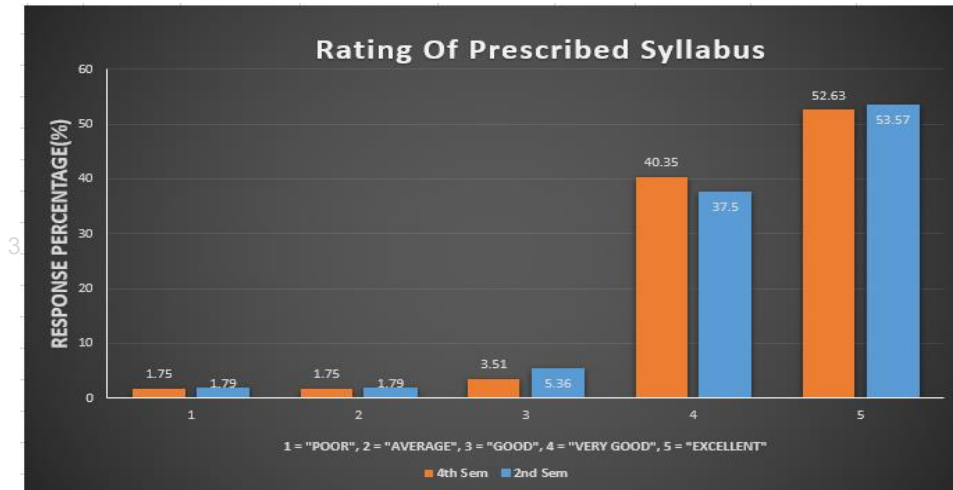
In BBA, students of semester 5th (87.85%) and Semester 3rd (83.42%) rated faculty fairness as either very good and excellent. Additionally, the absence of poor and Average ratings in both semesters underscores the strong positive perception. These results suggest that students perceive faculty members as fair and equitable in their evaluation practices, diligent in completing the syllabus, punctual in conducting sessions, and supportive in guiding outside of class.

8. Any Other Suggestion

S.No	Suggestion	Count
1	Specializations align well with career goals	85
2	Dual-specialization flexibility is popular	65
3	Niche specializations like analytics attract interest	45
4	Faculty support in specialization is commendable	40
5	Include more entrepreneurial topics	30
6	Add certifications for specialization courses	25
Total	290	

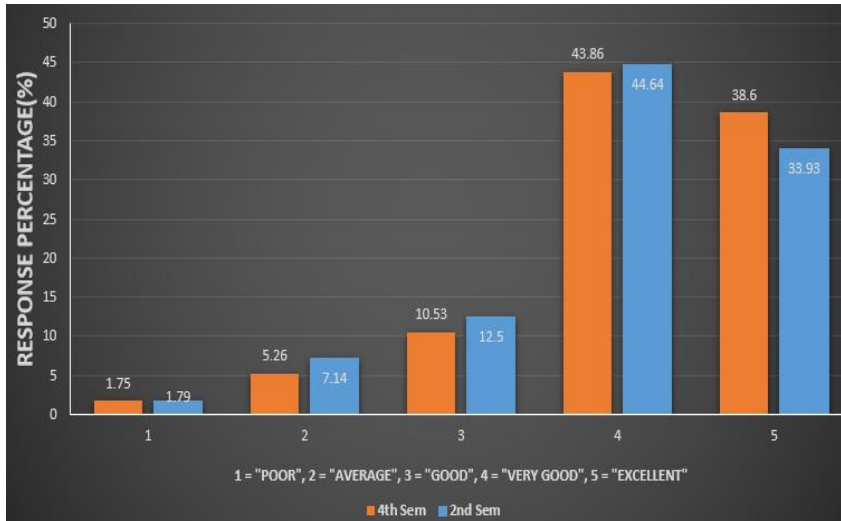
Curriculum Feedback Summary of Masters of International Business **(Even Semester)**

1. How do you rate the stated objectives of the courses syllabus?



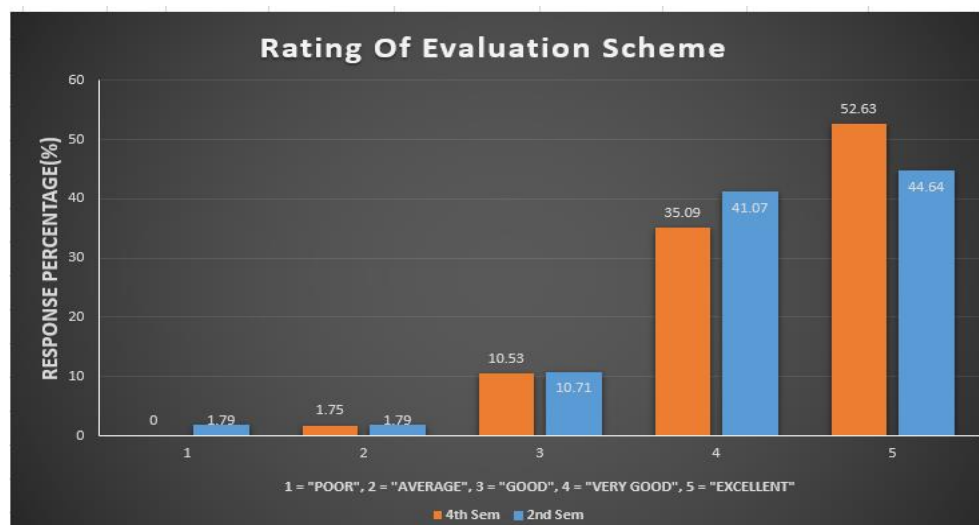
In Semester 4th and Semester 2nd, most of the MIB students rated the syllabus of their courses positively. In Semester 4th, 52.63% of students rated the syllabus as excellent, 40.35% rated it as very good, and 3.51% rated it as good. Similarly, in Semester 1st, 53.57% of students rated the syllabus as excellent, 37.5% as very good, and 5.36% as good. Only a small percentage of students rated the syllabus poorly, with 1.75% in semester 4th and 1.79% in semester 2nd giving a poor rating, 1.75% in semester 4th and 1.79% in semester 2nd rating it as average. Overall, the feedback indicates a high level of satisfaction with the course syllabi among MIB students.

2. How do you rate the relevance of the course with respect to employability?



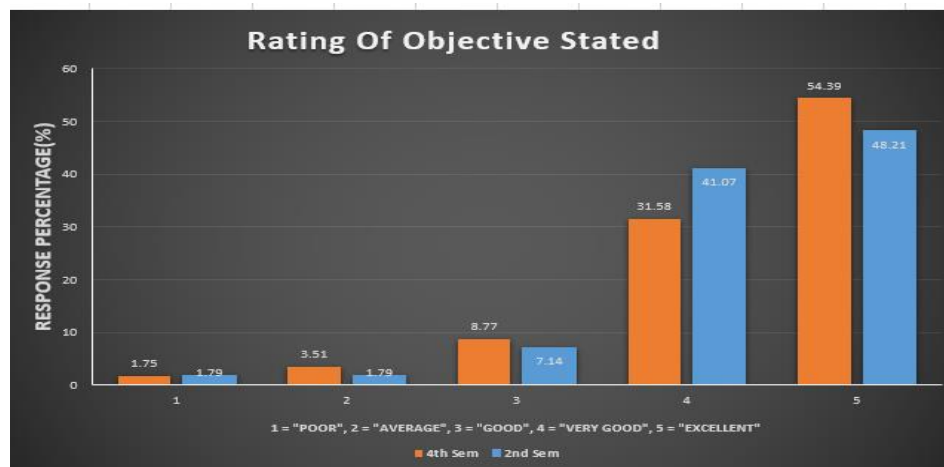
In semester 4th, a significant majority of 38.6% rated the relevance as excellent, and 43.86% rated it as very good. Additionally, 10.53% rated it as good, with only a minimal 1.75% each rating it as poor and 5.26 % rated it as average. Similarly, in the semester 2nd, 33.93% rated the course's relevance as excellent, and 44.64% rated it as very good. Furthermore, 12.5% rated it as good, while 1.79% rated it as poor and 7.14% as average. Overall, the feedback demonstrates a strong positive perception among MIB students.

3. How do you rate the evaluation scheme of the course?



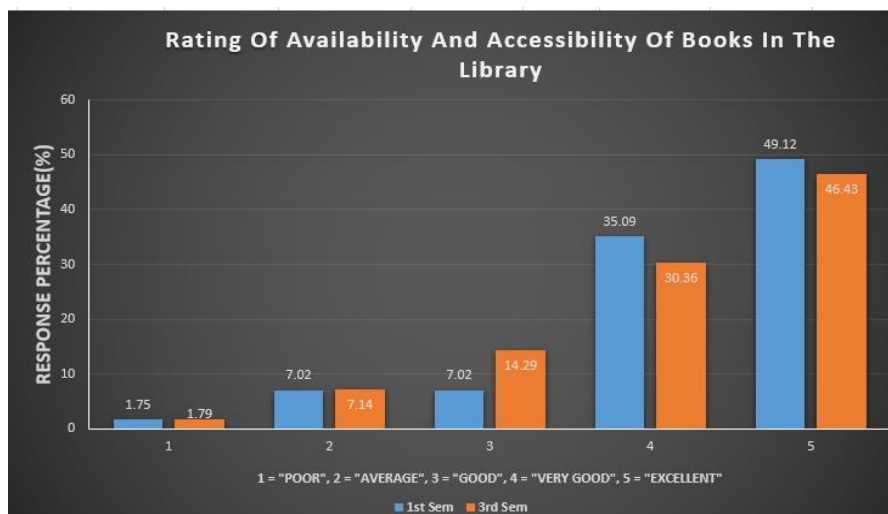
In Semester 4th, most of the students rated the evaluation scheme highly, with 52.63% marking it as excellent and 35.09% as very good. Additionally, 10.53% rated it as good, and only 1.75% rated it as average. Notably, no students rated the scheme as poor. In the semester 2nd, the evaluation scheme also received favourable ratings. 44.64% of students rated it as excellent, 41.07% rated it as very good, 10.71% rated it as good, and 1.79% rated it as average and poor. Overall, the feedback indicates that the evaluation scheme is well-received by MIB students.

4. How do you rate the objective stated?



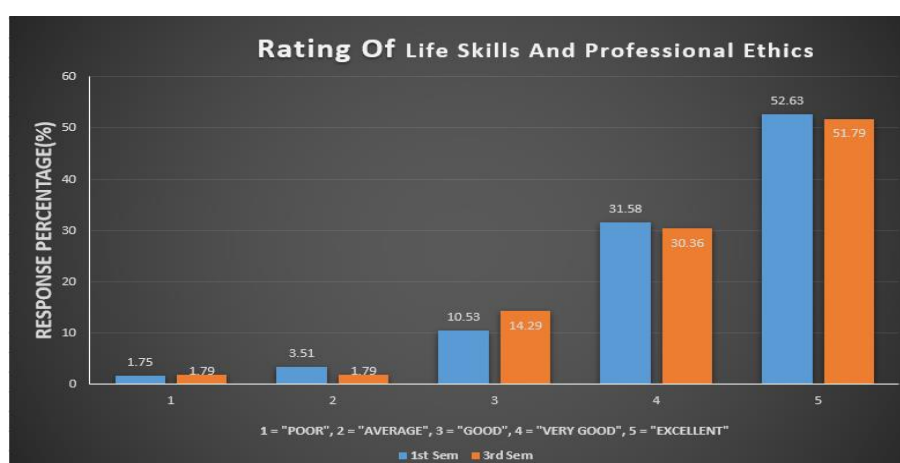
In semester 4th, most of the students rated the objectives highly, with 54.39% marking them as excellent and 31.58% as very good. Additionally, 8.77% rated them as good. Only a small percentage rated the objectives as average (3.51%) and poor (1.75%). Similarly, in semester 2nd, the objectives received favourable ratings as 48.21% of students rated them as excellent, and 41.07% rated them as very good. Additionally, 7.14% rated them as good. Very few students rated the objectives as average (1.79%) and poor. Overall, the feedback indicates that MIB students are highly satisfied with the stated objectives of their courses.

5. How do you rate availability and accessibility of the number of books prescribed in the library.



In semester 3rd, most of the students rated the objectives highly, with 46.43% marking them as excellent and 30.36% as very good. Additionally, 14.29% rated them as good. Only a small percentage rated the objectives as average (7.14%) and poor (1.79%). Similarly, in semester 1st, the objectives received favourable ratings. 49.12% of students rated them as excellent, and 35.09% rated them as very good. Additionally, 7.02% rated them as good. Very few students rated the objectives as average (7.02%) and poor (1.75%). Overall, the feedback indicates that MIB students are highly satisfied with the stated objectives of their courses.

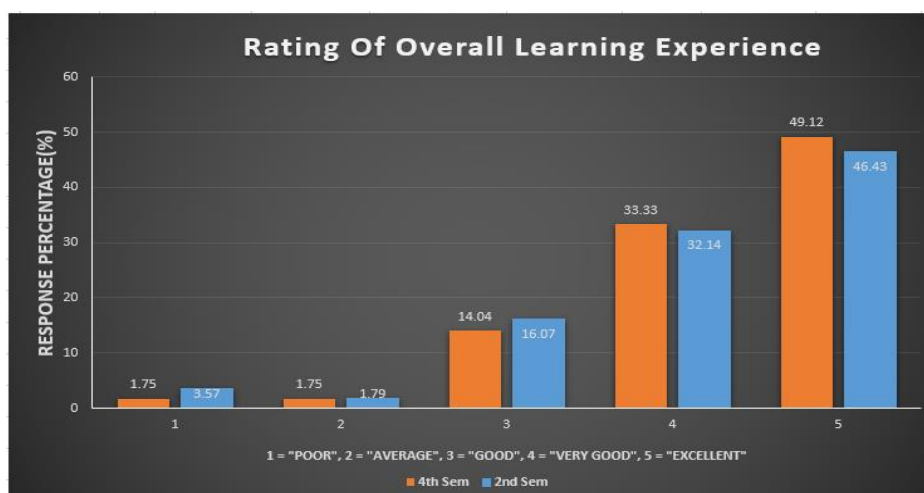
6. Does the course content imbibe life skills and professional ethics?



In Semester 3rd, most of the students rated this aspect highly, with 51.79% marking it as excellent and 30.36% as very good. Additionally, 14.29% rated it as good. Only a minimal percentage rated it as average (1.79%) and poor (1.79%). In Semester 1st,

52.63% of the students rated the life skills and professional ethics component as excellent and 31.58% as very good. Additionally, 10.53% rated it as good, average (3.51%) and poor (1.75%). Overall, the data shows that MIB students largely appreciate their curriculum's emphasis on life skills and professional ethics.

7. Rate the overall learning experience?



In Semester 4th, nearly half of the students (49.12%) rated their overall learning experience as excellent, with an additional 33.33% rating it as very good. This means that over 82% of the students have a highly favourable opinion of their learning experience. A further 14.04% found it to be good, leaving a small minority rating it as average (1.75%) and poor (1.75%). In Semester 2nd, the positive trend continues with 46.43% of students rating their experience as excellent and 32.14% as very good. Combined, this results in over 78% of students viewing their learning experience in a highly positive light. Additionally, 16.07% of students rated it as good, with only 1.79% rating it as average and 3.57% as poor. Overall, the majority of MIB students across both semesters rate their learning experience very positively.

8. Any Other Suggestion

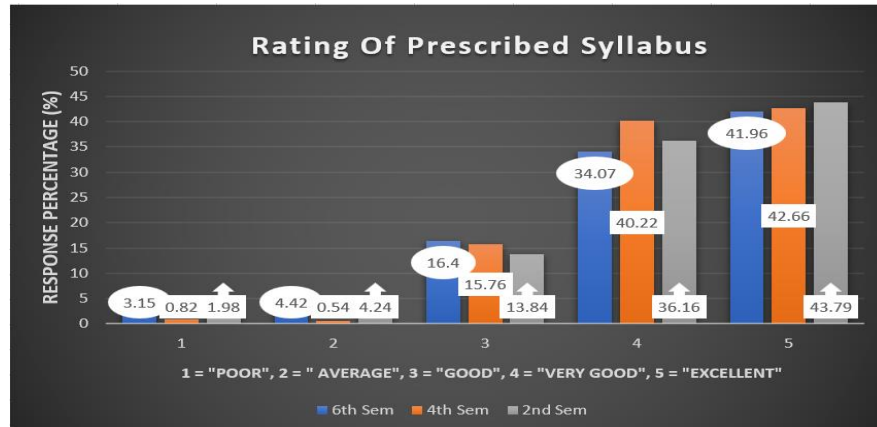
S.No	Suggestion	Count
1	Mentorship quality is outstanding	60
2	Niche specializations like fintech are in demand	45
3	Dual specialization options add great value	40
4	Specializations align well with career needs	35
5	Organize expert sessions on key topics	28
6	Focus on sustainability-based specialization	25
7	Increase industry collaborations	20

Summary of Curriculum Feedback for Bachelor of Business

Administration

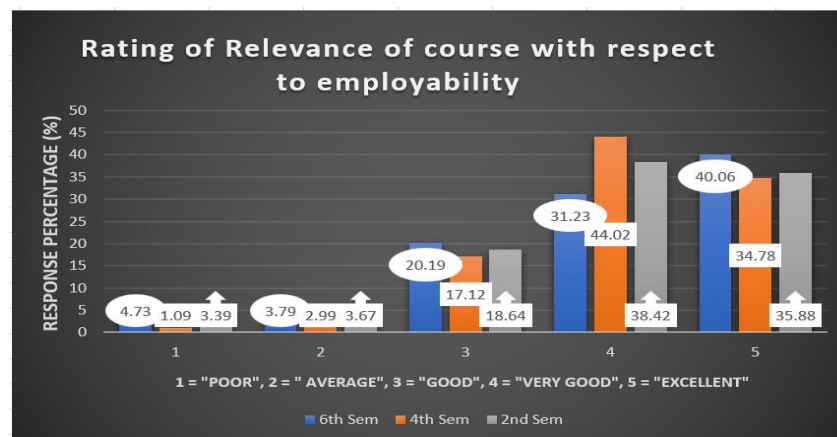
(Even Semester)

1. How do you rate the stated objectives of the courses syllabus?



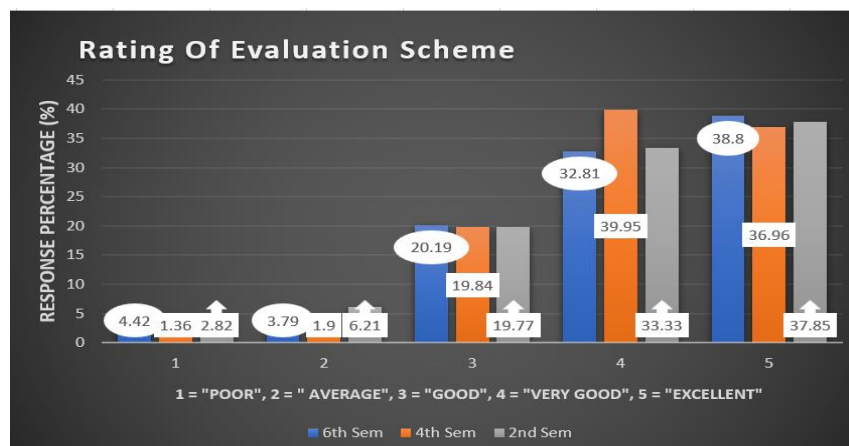
In Semester 2nd, 43.79% of students rated the syllabus as excellent, closely followed by 36.16% rating it as very good. Semester 4th saw similar high ratings, with 42.66% rating it as excellent and 40.22% as very good. Semester 6th, while still predominantly positive, exhibited slightly lower satisfaction levels, with 41.96% rating it as excellent and 34.07% as very good. Across all semesters, poor and average ratings were comparatively low, suggesting a generally favourable perception of the course content and structure. These results suggest an overall positive trend in how BBA students perceive the syllabus of their courses.

2. How do you rate the relevance of the course with respect to employability?



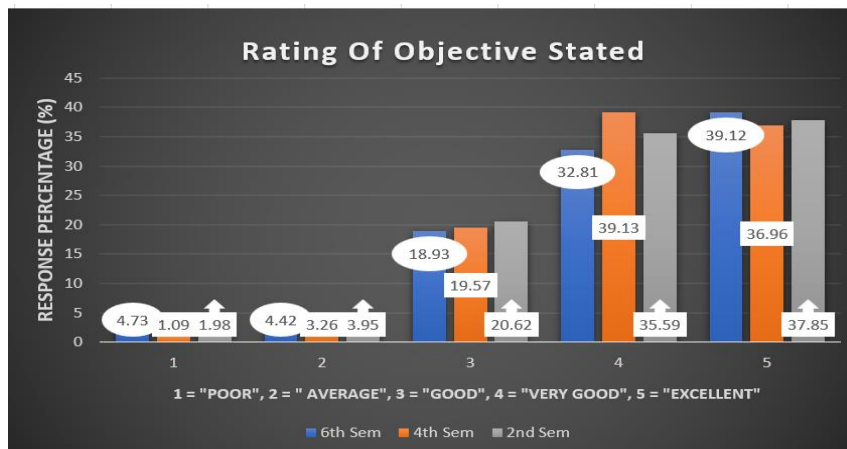
Semester 4th stands out with the highest percentage of students rating the course as very good for employability relevance, at 44.02%, followed by semester 6th with 40.06%. Semester 2nd exhibits slightly lower but still considerable satisfaction levels, with 38.42% rating it as very good. Furthermore, majority of the students in all semesters rate the course as either very good and excellent, with semester 4th having the highest combined percentage of excellent and very good ratings at 78.80%. These results suggest a generally positive perception of the courses' relevance to employability.

3. How do you rate the evaluation scheme of the course?



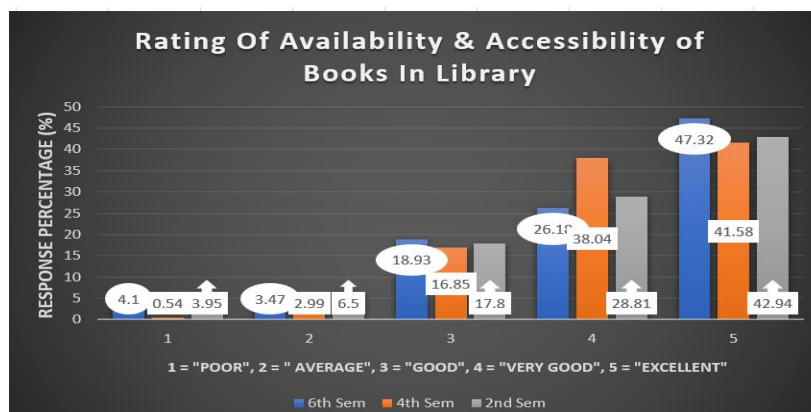
In all semesters, most of the students rate the evaluation scheme positively, with the combined percentage of Excellent and Very Good ratings being highest in Semester 6th at 71.61%, followed closely by Semester 2nd at 71.18%, and Semester 4th at 76.81%. Semester 4th stands out with the highest percentage of students rating the evaluation scheme as Excellent, at 36.96%, closely followed by Semester 6th at 38.8%. While Semester 2nd has the highest percentage of students rating the evaluation scheme as Average, at 6.21%, this is still relatively low compared to the overall positive ratings. These results suggest an overall positive perception of the evaluation scheme among BBA students.

4. How do you rate the syllabus stated for the course?



In all semesters, majority of the students rate the stated objectives positively, with the combined percentage of excellent and very good ratings being highest in semester 6th at 71.93%, followed closely by semester 2nd at 73.44%, and semester 4th at 76.09%. Semester 4th stands out with the highest percentage of students rating stated objectives as excellent, at 36.96%, closely followed by Semester 6th at 39.12%. While Semester 6th has the highest percentage of students rating the stated objectives as poor, at 4.73%, this is still relatively low compared to the overall positive ratings. These results suggest an overall positive perception of the stated objectives among BBA students.

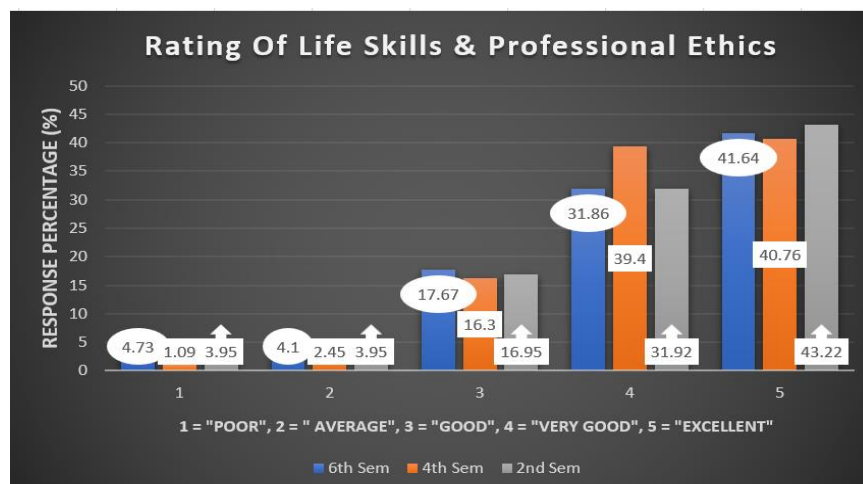
5. How do you rate the availability and accessibility of the number of books prescribed in the library?



In all semesters, majority of the students rate the availability and accessibility of books positively, with the combined percentage of excellent and very good ratings being highest in semester 6 at 74.5%, followed by semester 2nd at 71.75%, and semester 4th

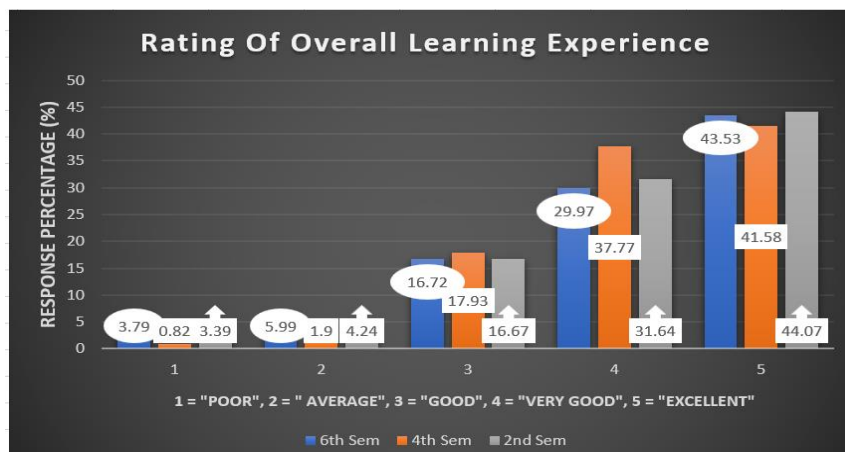
at 79.62%. Semester 4th stands out with the highest percentage of students rating the availability and accessibility as excellent, at 41.58%, closely followed by semester 6th at 47.32%. While semester 6th has the highest percentage of students rating the availability and accessibility as poor, at 4.1%, this remains relatively low compared to the overall positive ratings. These results suggest an overall positive perception of the availability and accessibility of books in the library among BBA students.

6. Does the course content imbibe life skills and professional ethics?



In all semesters, most of the students rate life skills and professional ethics positively, with the combined percentage of excellent and very good ratings being highest in semester 6th at 73.5%, followed by semester 2nd at 75.14%, and semester 4th at 80.16%. Semester 4th stands out with the highest percentage of students rating life skills and professional ethics as excellent, at 40.76%, closely followed by semester 6th at 41.64%. While semester 6th has the highest percentage of students rating this aspect as poor, at 4.73%, this remains relatively low compared to the overall positive ratings. These results suggest an overall positive perception of life skills and professional ethics among BBA students.

7. Rate the overall objectives for the course?



In all semesters, most students rate the overall course positively, with the combined percentage of excellent and very good ratings being highest in semester 2nd at 75.71%, followed by semester 4th at 79.35%, and semester 6th at 73.5%. Semester 4th stands out with the highest percentage of students rating the overall course as excellent, at 41.58%, closely followed by semester 6th at 43.53%. While semester 6th has the highest percentage of students rating the course as poor, at 3.79%, this remains relatively low compared to the overall positive ratings. These results suggest an overall positive perception of the courses among BBA students.

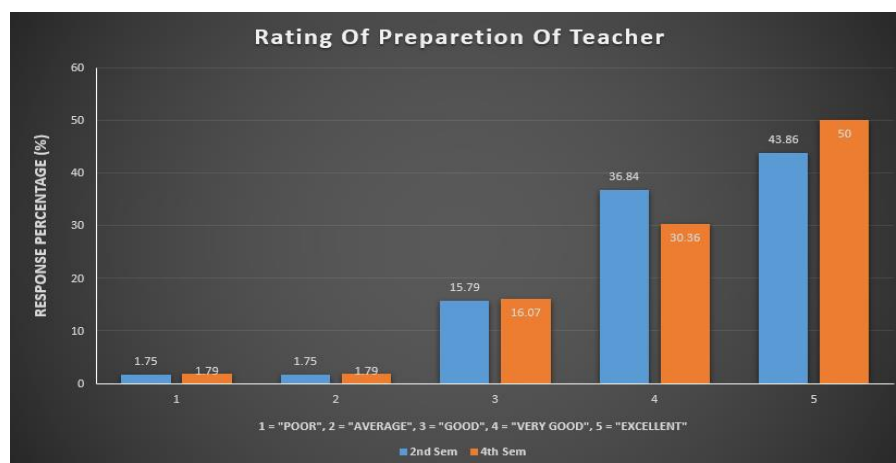
8. Any Other Suggestion

S.No	Suggestion	Count
1	Syllabus relevance to industry is excellent	70
2	Practical training components are appreciated	50
3	Add modern technologies like AI and Data Sci.	45
4	Live projects enhance student engagement	40
5	Introduce interdisciplinary learning modules	35
6	Provide entrepreneurial learning opportunities	30
7	Enhance course flexibility with electives	28
Total	298	

Summary of Specialization Feedback for Masters of International Business

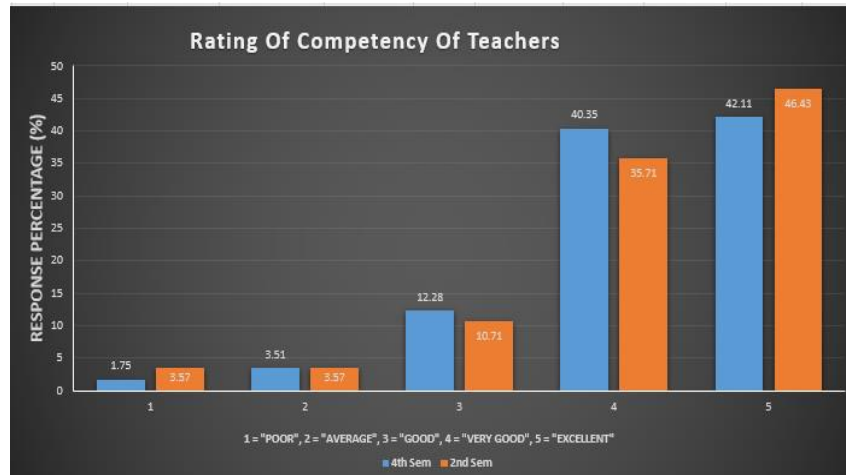
(Even-Semester)

1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards the teaching of specialization subject.



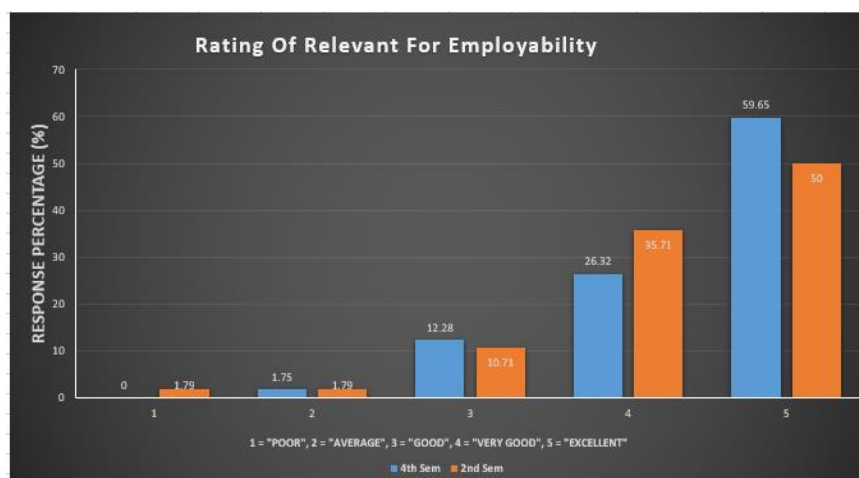
In Semester 4th, most of the students rated their teachers highly, with 43.86% marking them as excellent and 36.84% as very good. Additionally, 15.79% rated their teachers' preparation as good. Only a small percentage of students rated their teachers as average (1.75%) and poor (1.75%). In Semester 2nd, the ratings are similarly high. Half of the students (50%) rated their teachers' preparation as excellent, and 30.36% rated it as very good. 16.07% of students rated it as good, while the ratings for average and poor remained low, at 1.79% each. Overall, these results indicate that MIB students are very satisfied with their teachers' preparation in terms of knowledge, skills, and attitude.

2. Competency in creating a learning environment in the class and creating interest in the learning process toward achieving industrial objectives.



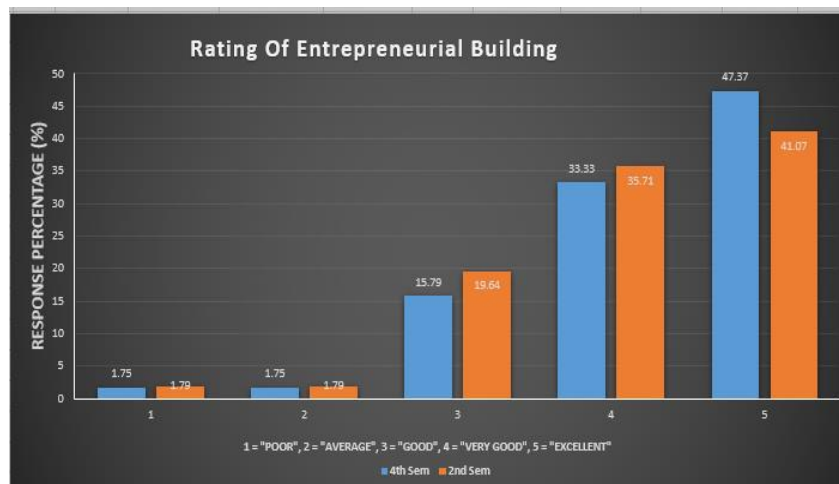
In Semester 4th, most of the students rated their instructors highly, with 42.11% marking them as excellent and 40.35% as very good. Additionally, 12.28% rated their instructors' competency as good. Only a small percentage of students rated their instructors as average (3.51%) and poor (1.55%). In Semester 2nd, the ratings remain favourable. 46.43% of students rated their instructors' competency as excellent, and 35.71% rated it as very good. 10.71% of students rated it as good, while the ratings for average and poor were 3.57% each. Overall, these results indicate that MIB students are generally satisfied with their instructors' ability to create an effective learning environment and maintain interest in the learning process.

3. The Institute's current curriculum of specialization programme is relevant for employability.



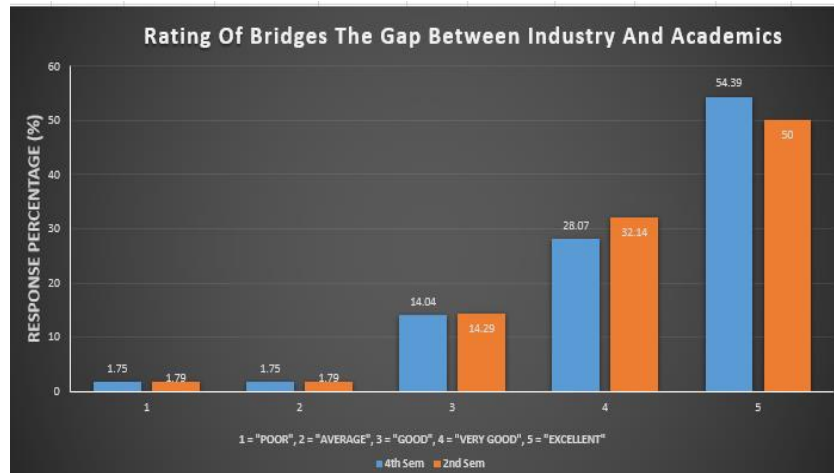
In Semester 2nd, most of the students rated the curriculum very highly, with 59.65% marking it as excellent and 26.32% as very good. A smaller portion of students rated the curriculum as good (12.28%), while very few students rated it as average (1.75%), and none rated it as poor. In Semester 4th, the trend remains favourable, though slightly less positive. Half of the students (50%) rated the curriculum as excellent, and 35.71% rated it as very good. Ratings for good stood at 10.71%, and both average and poor were rated by 1.79% of the students each. Overall, these results indicate that MIB students find the curriculum highly relevant for employability

4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.



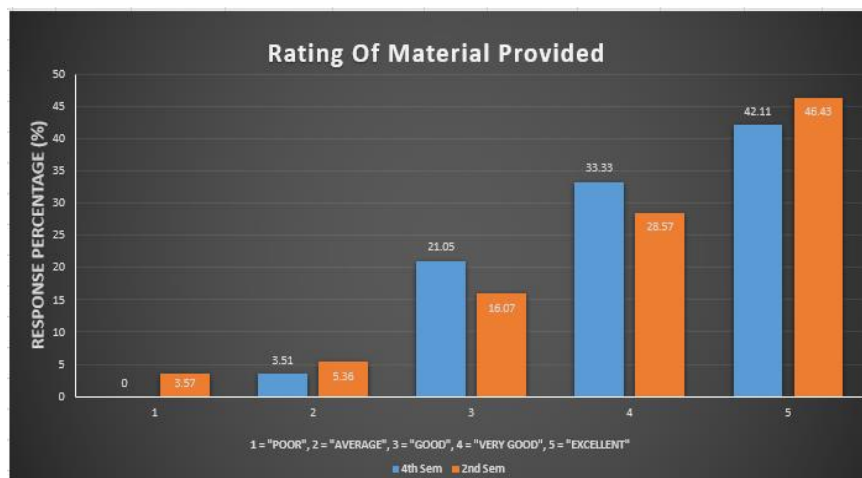
In Semester 2nd, 47.37% of students rated the specialization as excellent in fostering entrepreneurial motives, and 33.33% rated it as very good. An additional 15.79% of students found it good, while only 1.75% of students rated it as average or poor. In Semester 4th, the ratings are slightly more varied but still largely positive. 41.07% of students rated the specialization excellent, and 35.71% rated it very good. The good rating increased to 19.64%, and similar to Semester 2nd, only a small fraction of students rated it as average (1.79%) or "Poor" (1.79%). Overall, the majority of MIB students believe that their specialization significantly helps in building entrepreneurial.

5. The specialization bridges the gap between Industry and Academics.



In Semester 2nd, 54.39% of students rated the specialization as excellent in bridging this gap, and 28.07% rated it as very good. An additional 14.04% of students found it good, while only 1.75% of students rated it as average or poor. In Semester 4th, the ratings remain positive with 50% of students rating the specialization as excellent and 32.14% rating it as very good. The good rating stands at 14.29%, and similar to semester 2nd, a small fraction of students rated it as average (1.79%) or poor (1.79%). Overall, the majority of MIB students believe that their specialization effectively bridges the gap between industry and academics.

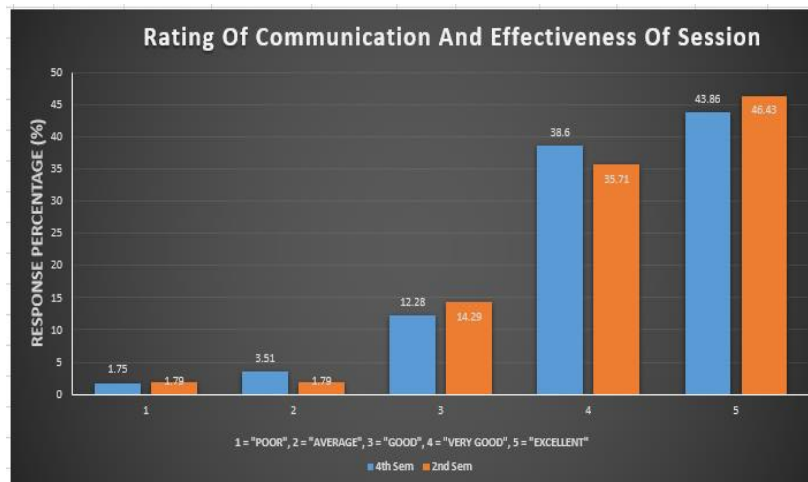
6. Materials provided for the specialization are relevant, updated, and appropriate.



In Semester 2nd, 42.11% of students rated the materials excellent, and 33.33% rated them very good. Additionally, 21.05% found the materials to be good, while only 3.51%

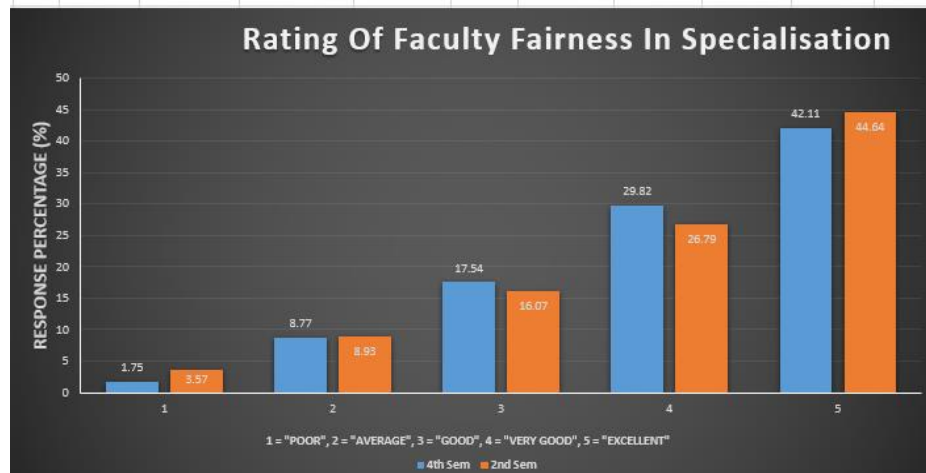
rated them as average, and no students rated them as poor. In Semester 4th, the positive feedback remains strong with 46.43% of students rating the materials as excellent and 28.57% as very good. The good rating stands at 16.07%, while a slightly higher percentage of students rated the materials as average (5.36%) and poor (3.57%) compared to Semester 2nd. Overall, most of the MIB students across both semesters find the materials provided for their specialization to be highly relevant, updated, and appropriate.

7. Communication and effectiveness of session delivery.



In Semester 2nd, 43.86% of students rated the communication and session delivery as excellent, and 38.60% rated them as very good. Additionally, 12.28% found the sessions to be good, while smaller percentages rated them as average (3.51%) and poor (1.75%). In Semester 4th the positive feedback remains strong, with 46.43% of students rating the sessions as excellent and 35.71% as very good." The good rating stands at 14.29%, with only 1.79% of students rating the sessions as average and poor respectively. Overall, MIB students across both semesters find the communication and effectiveness of session delivery to be highly satisfactory, with the majority of ratings falling in the very good and excellent categories.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In Semester 2nd, 42.11% of students rated faculty fairness as excellent, while 29.82% rated it as very good. A significant portion, 17.54%, found it to be good. However, there is a notable minority with 8.77% rating it as average and 1.75% rating it as poor. In Semester 4th, the positive feedback is slightly higher, with 44.64% of students rating faculty fairness as excellent and 26.79% as very good. The good rating stands at 16.07%, with average and poor ratings at 8.93% and 3.57%, respectively.

Overall, MIB students across both semesters generally perceive faculty fairness in evaluation, syllabus completion, punctuality, and guidance positively, with most of the feedback falling into the very good and excellent.

9. Any Other Suggestion.

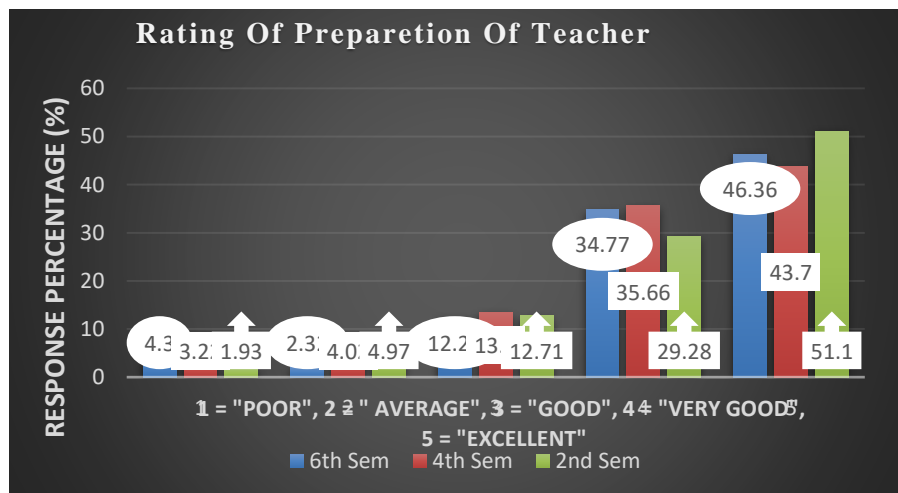
S.No	Suggestion	Count
1	Specialization topics align with industry standards	32
2	Mentorship quality for specialization courses is outstanding	28
3	Focus on trending areas like digital supply chain	15
4	Provide dual-specialization options	12
5	Increase exposure to global internships	8

Summary of Specialization Feedback for Bachelor of Business

Administration

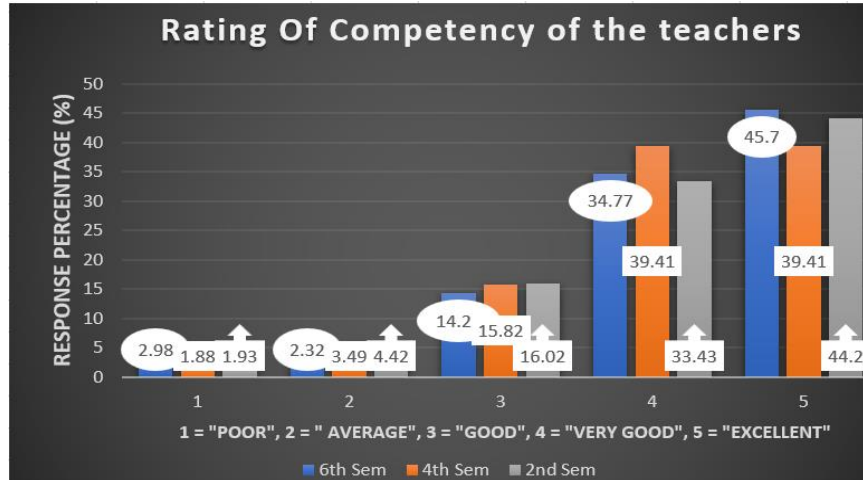
(Even-Semester)

1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning of specialization subject.



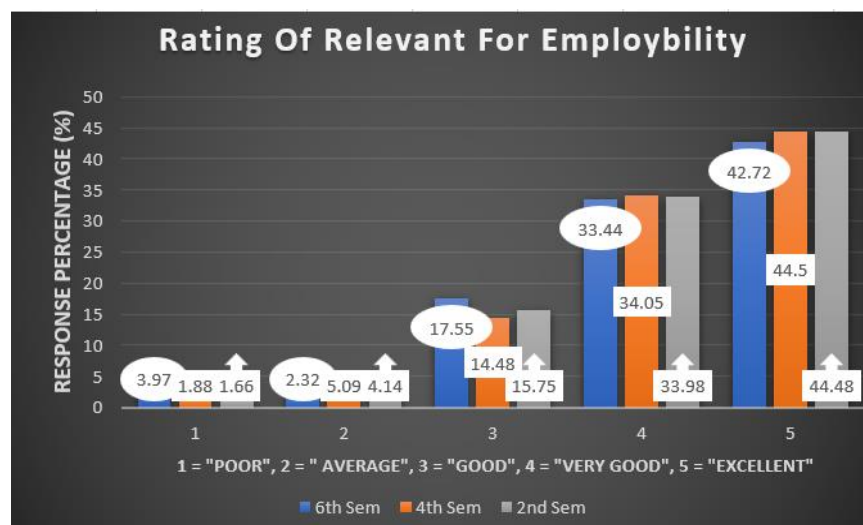
In BBA, the majority of students rated the preparation of teachers as either Very Good or Excellent, with Semester 6th at 81.13%, Semester 4th at 79.36%, and Semester 2nd at 80.38%. Moreover, the absence of Poor ratings in all three semesters underscores the overall positive sentiment. These results suggest that students perceive their teachers as adequately prepared and proficient in delivering specialization subjects, possessing the necessary knowledge, skills, and positive attitudes towards facilitating effective teaching and learning experiences.

2. Competency in creating a learning environment in the class and creating interest in the learning process toward achieving industrial objectives.



In all three semesters of BBA, most of the students rated this competency as both very good and excellent, with semester 6th at 80.47%, semester 4th at 78.82%, and semester 2nd at 77.63%. The absence of poor ratings in all three semesters underscores the overall positive sentiment. These results imply that students perceive their instructors as effective in creating engaging learning environments and stimulating interest in the learning process, aligning with industrial objectives.

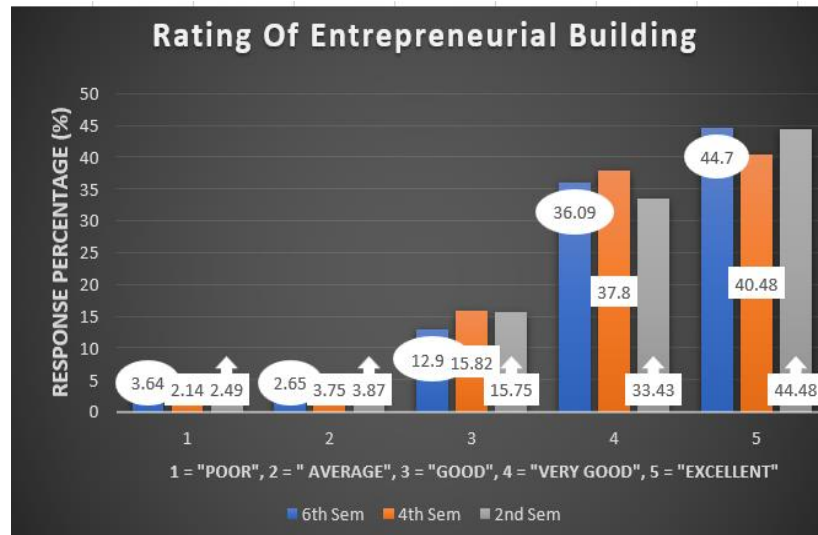
3. The Institute's current curriculum of specialization programme is relevant foremployability.



In all three semesters of BBA, most of the students rated the relevance as both very good and excellent, with semester 6th at 76.16%, semester 4th at 78.55%, and semester

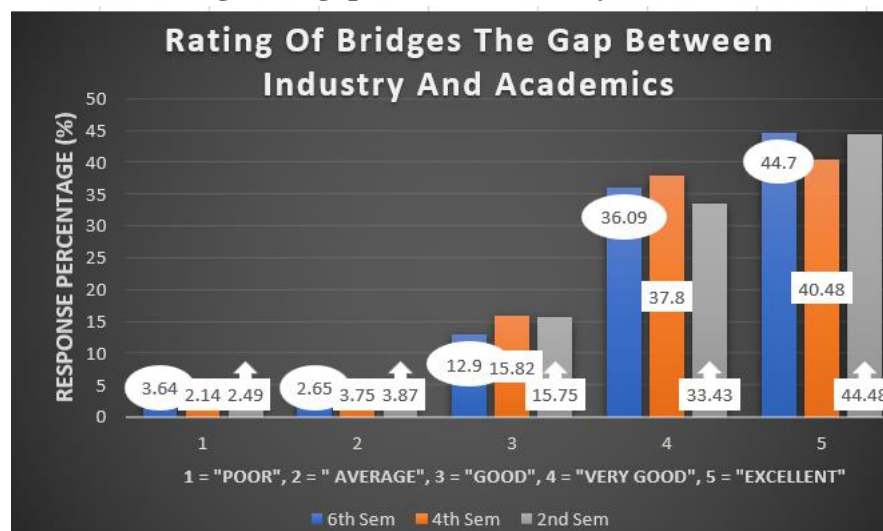
2nd at 78.46%. The absence of poor ratings in all three semesters underscores the overall positive sentiment. These results suggest that students believe the curriculum effectively prepares them for employability by providing relevant knowledge and skills aligned with industry needs.

4. The specialization helps in building entrepreneurial motives among the students forstarting their ventures.



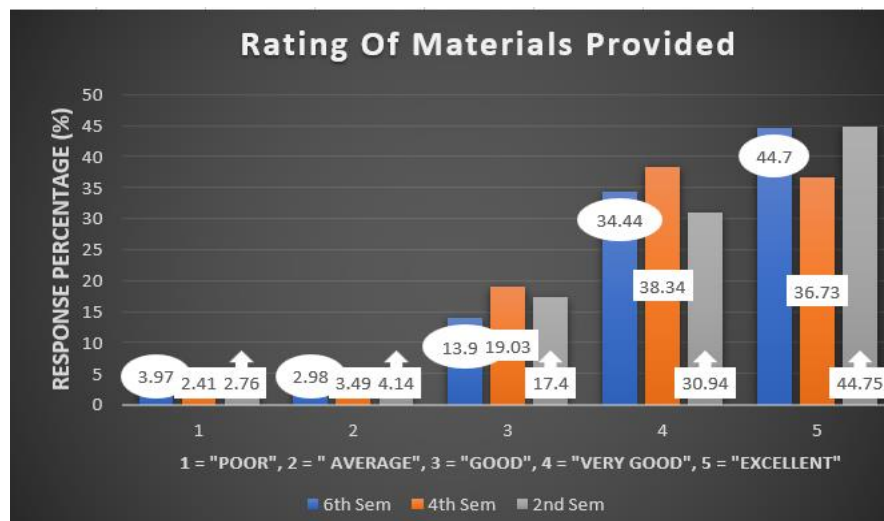
In all three semesters of BBA, most of the students rated this aspect as either very good or excellent, with semester 6th at 80.79%, semester 4th at 78.28%, and semester 2nd at 77.91%. The absence of poor ratings in all three semesters underscores the overall positive sentiment. These results imply that students believe the specialization effectively fosters an entrepreneurial spirit and encourages them to consider starting their ventures.

5. The specialization bridges the gap between Industry and Academics.



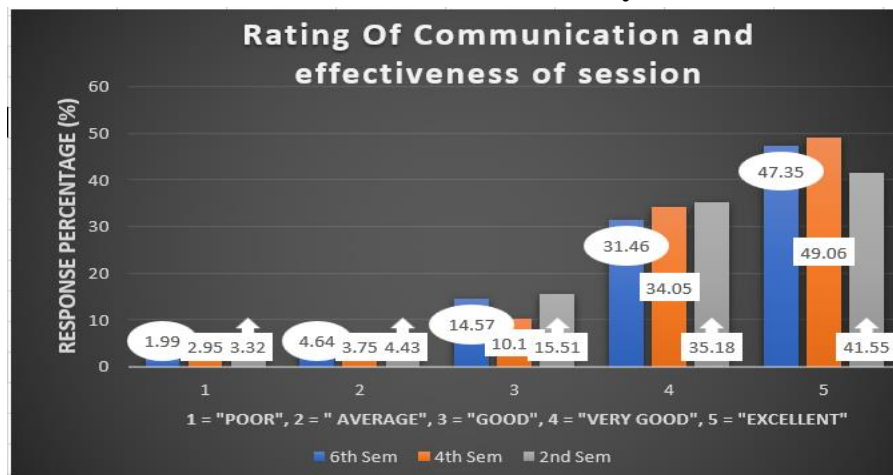
In all three semesters of BBA, most of the students rated this aspect as either very Good or excellent, with semester 6th at 80.79%, semester 4th at 78.28%, and semester 2nd at 77.91%. The absence of Poor ratings in all three semesters underscores the overall positive sentiment. These results suggest that students believe the specialization effectively integrates industry-relevant knowledge and practices into the academic curriculum, ensuring alignment with real-world demands.

6. Materials provided for the specialization are relevant, updated, and appropriate.



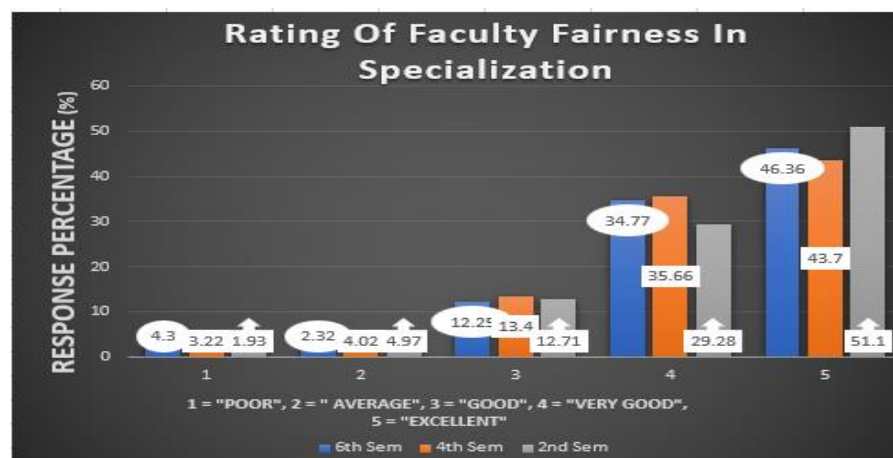
In all three semesters of BBA, most of the students rated this aspect as either very good or excellent, with semester 6th at 79.14%, semester 4th at 75.07%, and semester 2nd at 75.69%. The absence of Poor ratings in all three semesters underscores the overall positive sentiment. These results imply that students find the materials provided for the specialization to be well-aligned with the curriculum, up-to-date with industry standards, and suitable for their learning needs.

7. Communication and effectiveness of session delivery.



In all three semesters of BBA, most of the students rated this aspect as either Very Good or Excellent, with Semester 6th at 78.81%, Semester 4th at 83.11%, and Semester 2nd at 76.73%. The absence of Poor ratings in all three semesters underscores the overall positive sentiment. These results suggest that students find the communication during sessions to be clear, engaging, and conducive to effective learning.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In BBA, Semester 6th, 80.83% of students rated it as very good or excellent, followed by semester 4th at 79.36%, and semester 2nd at 80.38%. These results suggest that students perceive the faculty to be fair in terms of evaluation, syllabus completion, punctuality, and guidance after sessions. The absence of Poor ratings in all three semesters further underscores the overall positive sentiment.



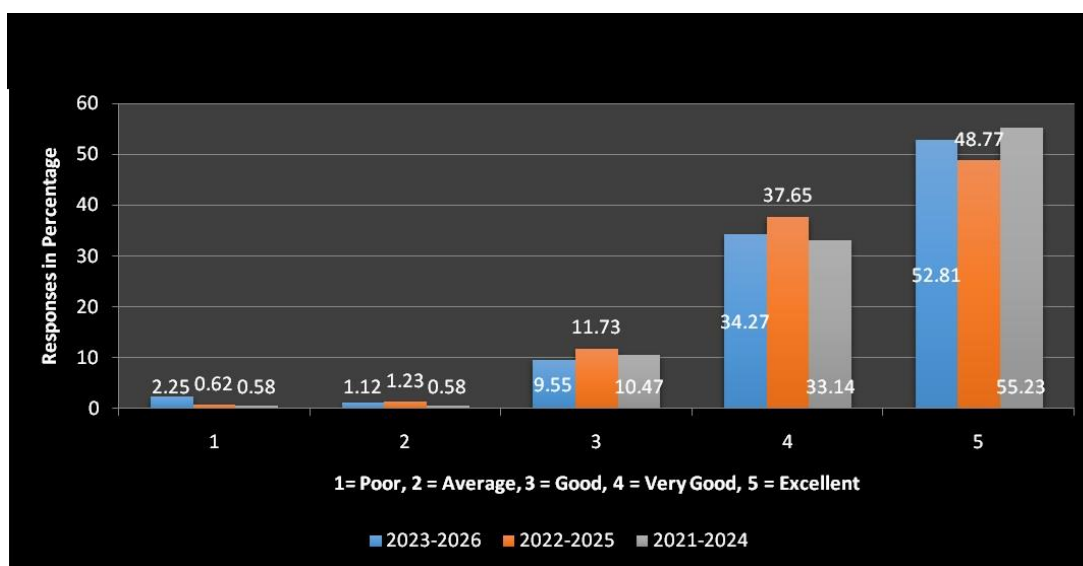
9. Any other Suggestion.

S.No	Suggestion	Count
1	Faculty expertise is highly appreciated	75
2	Specializations in digital marketing are popular	45
3	Add certifications to boost employability	40
4	Specializations align with industry standards	38
5	Promote entrepreneurial-focused programs	30
6	Increase analytics-based specialization content	25
7	Provide flexibility in choosing specializations	22
Total	275	

(University Courses Campus)

**Summary of Curriculum Feedback for Bachelor of Computer
Application
(Odd Semester)**

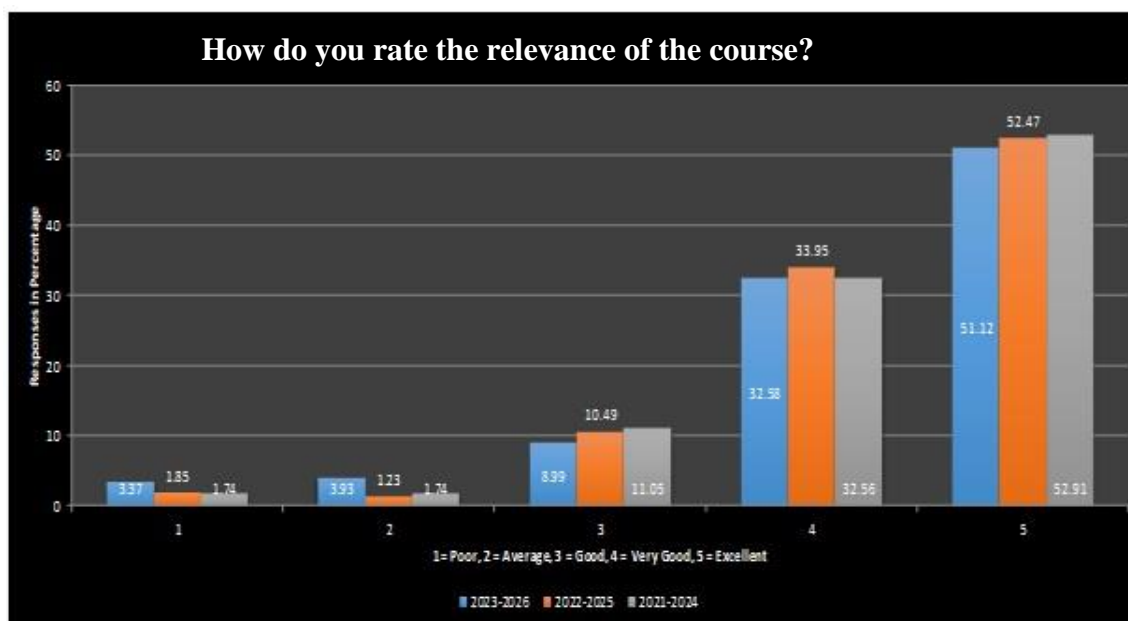
1. How do you rate the stated objectives of the courses?



In the BCA 1st year 34.27 percent of students rated the syllabus of the course as very good however 52.81percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, 37.65 percent of students have rated the syllabus as very good whereas 48.77 percent have appraised it to be excellent. In BCA 3rd year 33.14 percent of students graded the syllabus as very good and 55.23 percent of students assessed it to be excellent.

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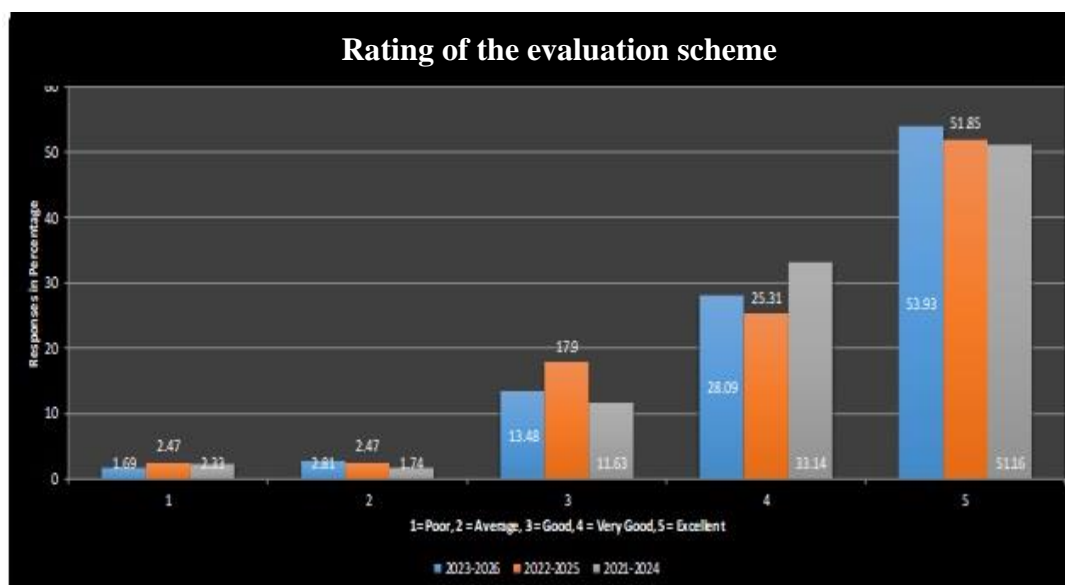
2. How do you rate the relevance of the course with respect to employability?



In the BCA 1st year 32.58 percent of students rated the syllabus of the course as very good however 51.12 percent of students ranked the relevance of the syllabus as excellent in the same year. In the BCA 2nd year, 33.95 percent of students have rated the relevance of the syllabus as very good whereas 52.47 percent have appraised it to be excellent. In BCA 3rd year 32.56 percent of students graded the relevance of the syllabus as very good and 52.91 percent of students assessed it to be excellent.

3. How do you rate the evaluation scheme of the course?

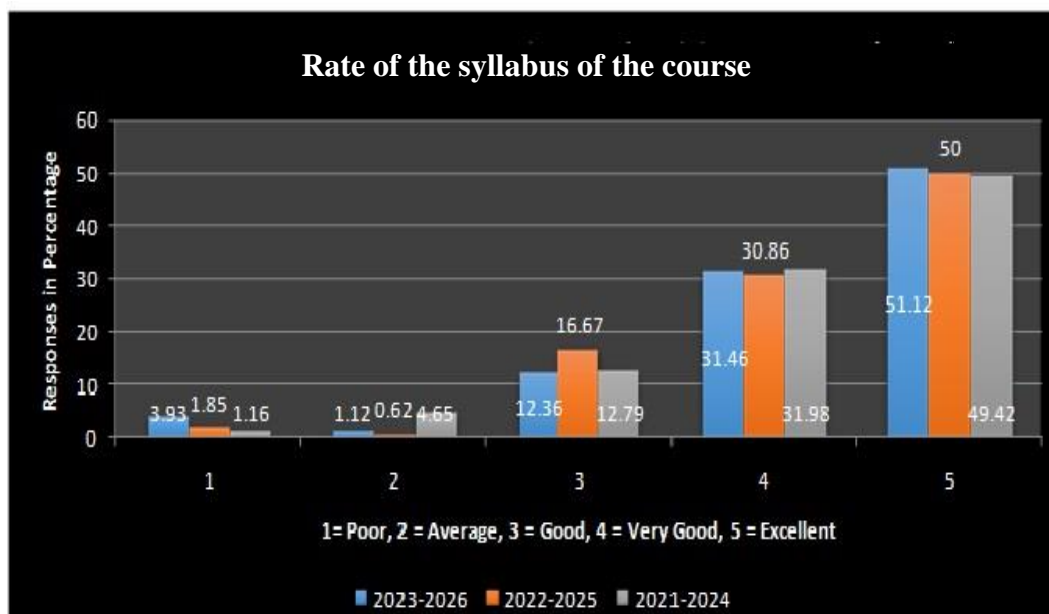
(University Courses Campus)



In the BCA 1st year 28.09 percent of students rated the syllabus of the course as very good however 53.93percent of students ranked the relevance of the syllabus as excellent in the same year. In the BCA 2nd year, 25.31percent of students have rated the relevance of the syllabus as very good whereas 51.85 percent have appraised it to be excellent. In BCA 3rd year 33.14 percent of students graded the relevance of the syllabus as very good and 51.16 percent of students assessed it to be excellent.

4 How do you rate the syllabus stated for the course?

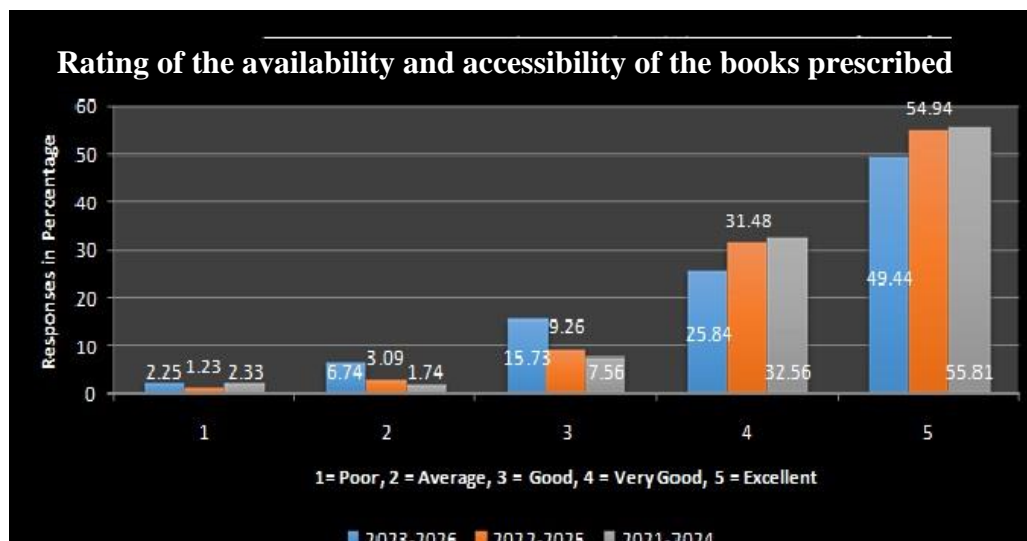
(University Courses Campus)



In the BCA 1st year 31.46 percent of students rated the syllabus of the course as very good however 51.12 percent of students ranked the relevance of the syllabus as excellent in the same year. In the BCA 2nd year, 30.86 percent of students have rated the relevance of the syllabus as very good whereas 50 percent have appraised it to be excellent. In BCA 3rd year 31.98 percent of students graded the relevance of the syllabus as very good and 49.42 percent of students assessed it to be excellent.

5. How do you rate the availability and accessibility of the number of books prescribed in the library?

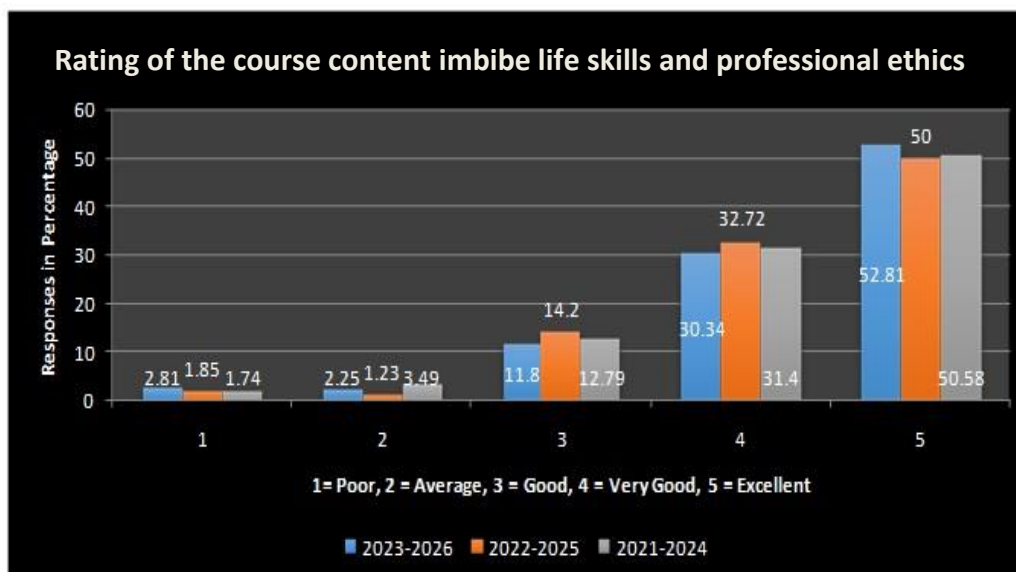
(University Courses Campus)



In the BCA 1st year 25.84 percent of students rated the books prescribed as very good however 49.44 percent of students ranked the relevance of the syllabus as excellent in the same year. In the BCA 2nd year, 31.48 percent of students have rated the relevance of the syllabus as very good whereas 54.94 percent have appraised it to be excellent. In BCA 3rd year 32.56 percent of students graded the relevance of the books prescribed as very good and 55.81 percent of students assessed it to be excellent.

6. Does the course content imbibe life skills and professional ethics?

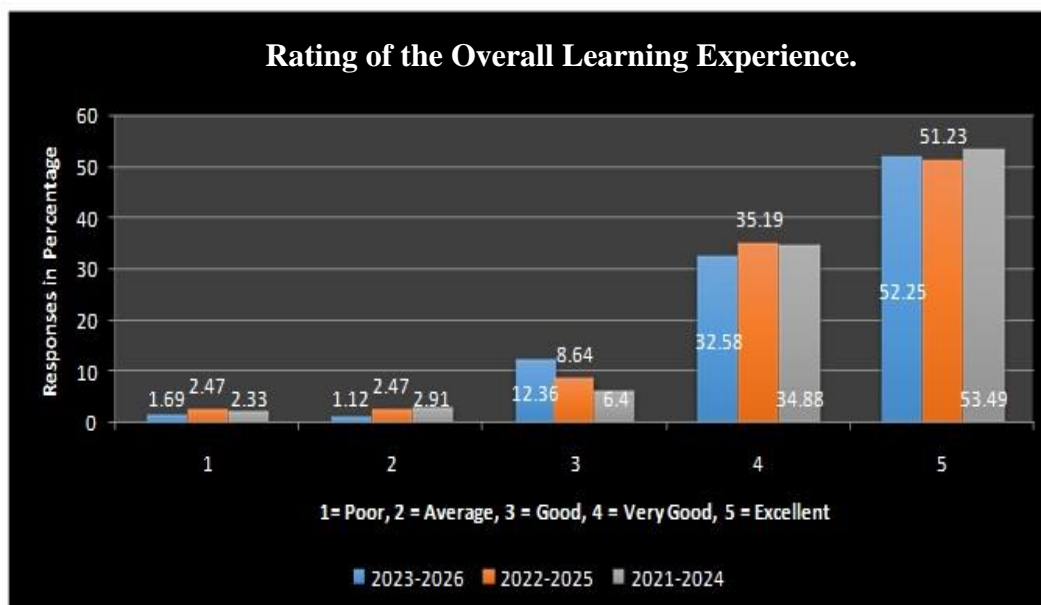
(University Courses Campus)



In the BCA 1st year 30.34 percent of students rated the syllabus of the course as very good however 52.81 percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, 32.72 percent of students have rated the syllabus as very good whereas 50 percent have appraised it to be excellent. In BCA 3rd year 31.4 percent of students graded the syllabus as very good and 50.58 percent of students assessed it to be excellent.

7. Rate the Overall Learning Experience.

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In the BCA 1st year 35.19percent of students rated the syllabus of the course as very good however 52.25 percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, 35.19 percent of students have rated the syllabus as very good whereas 51.23 percent have appraised it to be excellent. In BCA 3rd year 34.88 percent of students graded the syllabus as very good and 53.49 percent of students assessed it to be excellent



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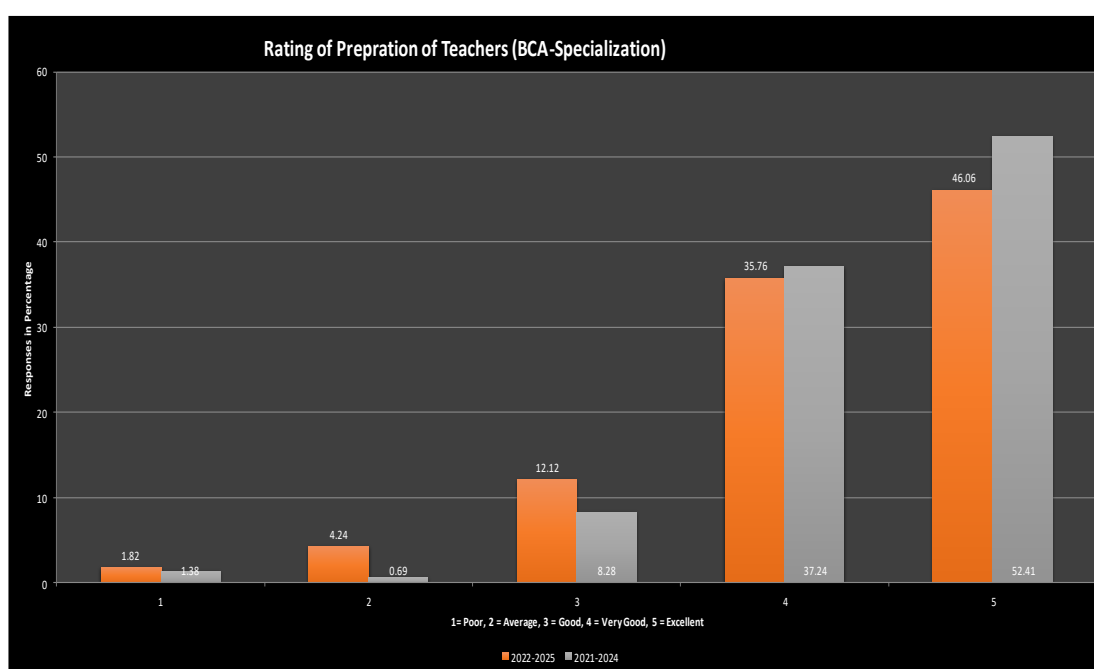
8. Any Other Suggestion.

S.no	Suggestion	Count of Suggestion
1	Students suggested that a workshop be conducted on Software engineering techniques.	8
2	Our suggestion is for conducting a Guest Lecture on Data Science.	7
3	Industry-oriented courses to be integrated with regular curricula like Android, IoT & Data Analytics.	6
4	suggested for conducting a Guest Lecture on Data Science	4
5	According to my opinion it is all good	5
6	After the 2nd lecture there should be a 15 minutes break instead of 10 minutes	6
7	All are decent.	4
8	All performance are good	4
9	BCA is a good course.	5
10	BCA is a good course to do from a well organised University.	6
11	Best	7
12	Campus should improve in availableblity of book and work more on its infrastructure and in academic	4
13	Can be something like counseling or a subject which provides life lessons.	3
14	Can focus more on developing skills needed for the job	2
15	Change the faculty of arithmetic aptitude	4
16	Clarity about the online course selection for better results in employment .	8
17	Data analytics is interested	4
18	Discipline and strictness should be their in class, mentors should deliver their lecture inspite of low att	6
19	doing well going on	4
20	ERP should be updated time to time	5
21	Every one should speak in proper manner student and everyone	8
22	Everything is a good no other suggestions	6
23	Everything is excellent	7
24	Everything is good	4
25	Everything is good no need to improve anything	2
26	Everything is great	8
27	Everything is perfect	6
28	Excellent	5
29	Experience is better	4
30	Focus more on Practical and industrial lesson	7
31	Focus more on practical and industrial lesson.	4
32	Focus on practical to day to day life than subjective study.	4
33	Good college	5
34	Good environment in campus	6
35	Good experience	3
36	Hostel Facility Improvement	4
37	I don't have any suggestion.	5
38	I had a great learning experience , but as I want to go in Networking field no Companies are Coming to	6
39	I have learn lots of computer skills through this course.	4
40	IMS is best	5
41	Increase number of books in library	5
42	It was a great session , helps in effectively learning	4
43	It was best experience that I had during my classes .	6
44	It's alright	4
45	Kindly conduct some industrial visit	2
46	Kindly start extra activities and events	4
47	Learning experience is good	6
48	Library was unable to provide books because of unavailability of required number of books	8
49	Make us do presentations in front of teachers other than the faculties which teach us, so that we com	4
50	More classes should be schedule .	7
51	More engagement of students in the industrial visits may enhance the practical knowledge.	7
52	more importance of this course is necessary to tell..	4
53	More teaching materials	5
54	My overall experience in IMS Ghaziabad was good, the teachers are nice. The teachers make the subje	6
55	Need of some guest lecture,industrial visit and extra curriculum activity for the enhancement of confi	3
56	Nice experience at IMS Ghaziabad UC Campus	4
57	No everything is perfect	5
58	No need everything is excellent	2
59	Not that much good as i expected	6
60	Numerical subject need some doubt class and practice session after completing every chapter and im	5
61	Obligated to be part of Business Journey	8
62	Overall good	2
63	Overall I acknowledge this subject.	6
64	Overall the course is good	7
65	Practical curriculum schemes for 3-year students from the college side.	5
66	Python and english communication classes	7
67	Should talk to students and arrange confindce classes for students for increasing their confidence in th	5
68	Some teachera should be more friendly	4
69	Student should be provided more content regarding there course and more curriculum activities relate	2
70	Teachers were so good . Helping the students in every way.	3
71	Th content being taught is very relevant to the field we are planning to excel in.	8
72	The course content is something really basic with minimal practical learnings.please look into it.	1
73	The course is good (h)	2
74	The relevance of the course with respect to employability is very good.it's benifit for us.	3
75	The semester was good	4
76	There should be more books available in the library, as they often run out quickly. Additionally, only 4 t	2
77	There should be more focus on practical rather than theory.	1
78	There should be more focused theory and practical	4
79	There should be more guest lecturers	4
80	Very excellent	1
81	Very good	4

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**Summary of Specialization Feedback of Bachelor of Computer
Application
(Odd-Semester)**

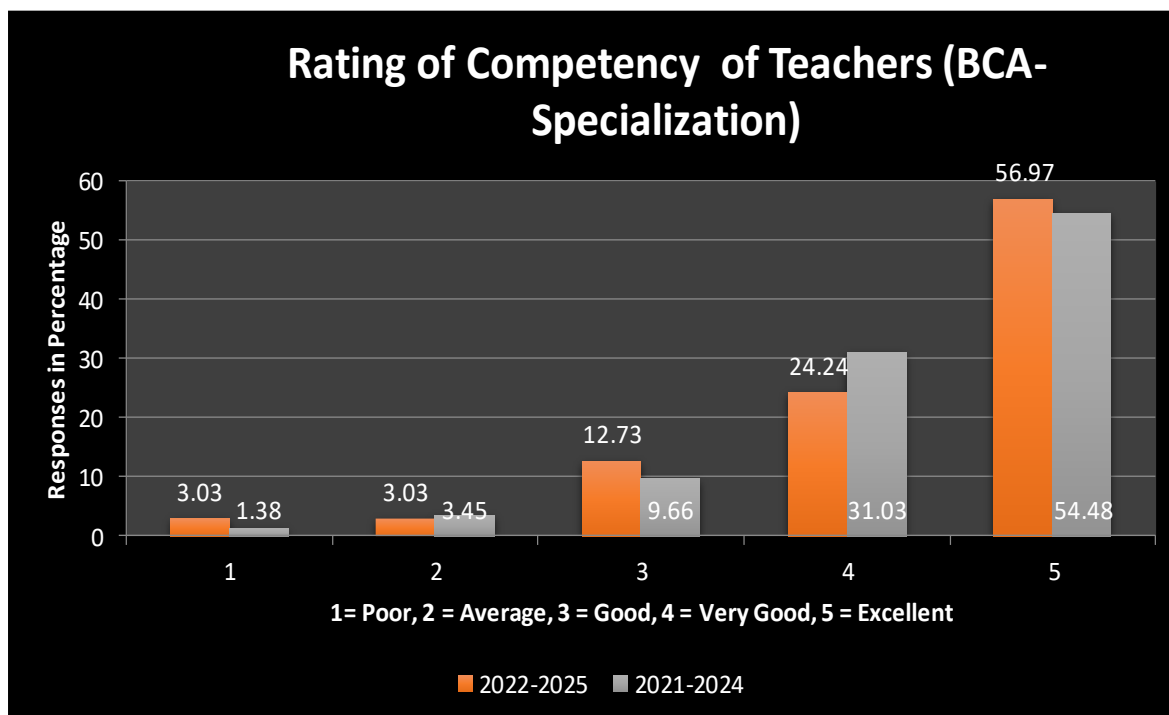
- 1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning of specialization subject.**



In the BCA 2nd year, IIIrd Semester 35.76 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 46.06 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 37.24 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, Session delivery was effective whereas 52.41 percent of students rated it as excellent.

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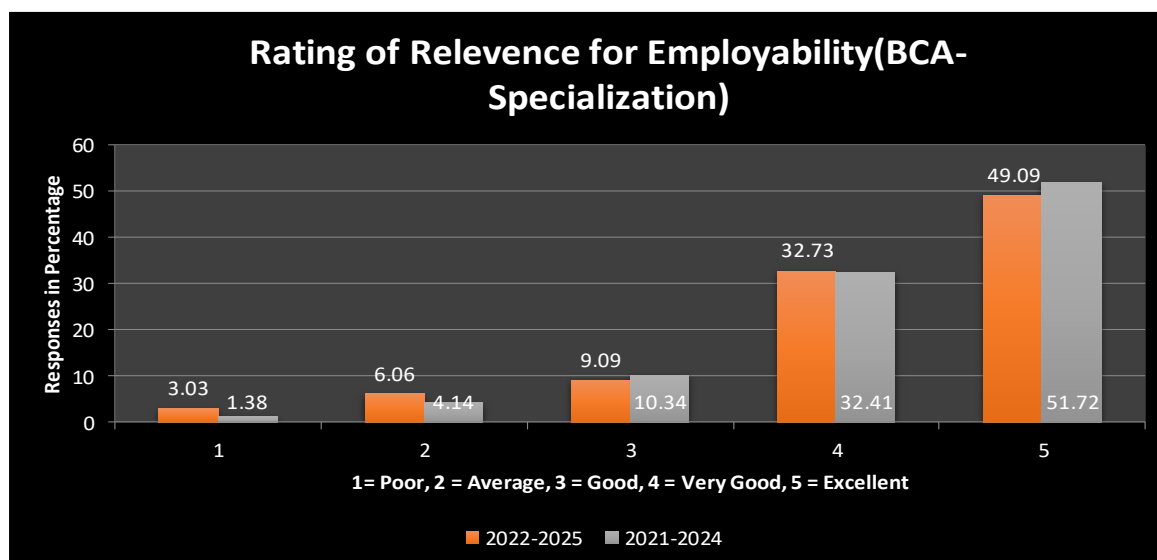
2. Competency of the teachers in creating a learning environment in the class.



In the BCA 2nd year, IIIrd Semester 24.24 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 56.97 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 31.03 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 54.48 percent of students rated it as excellent.

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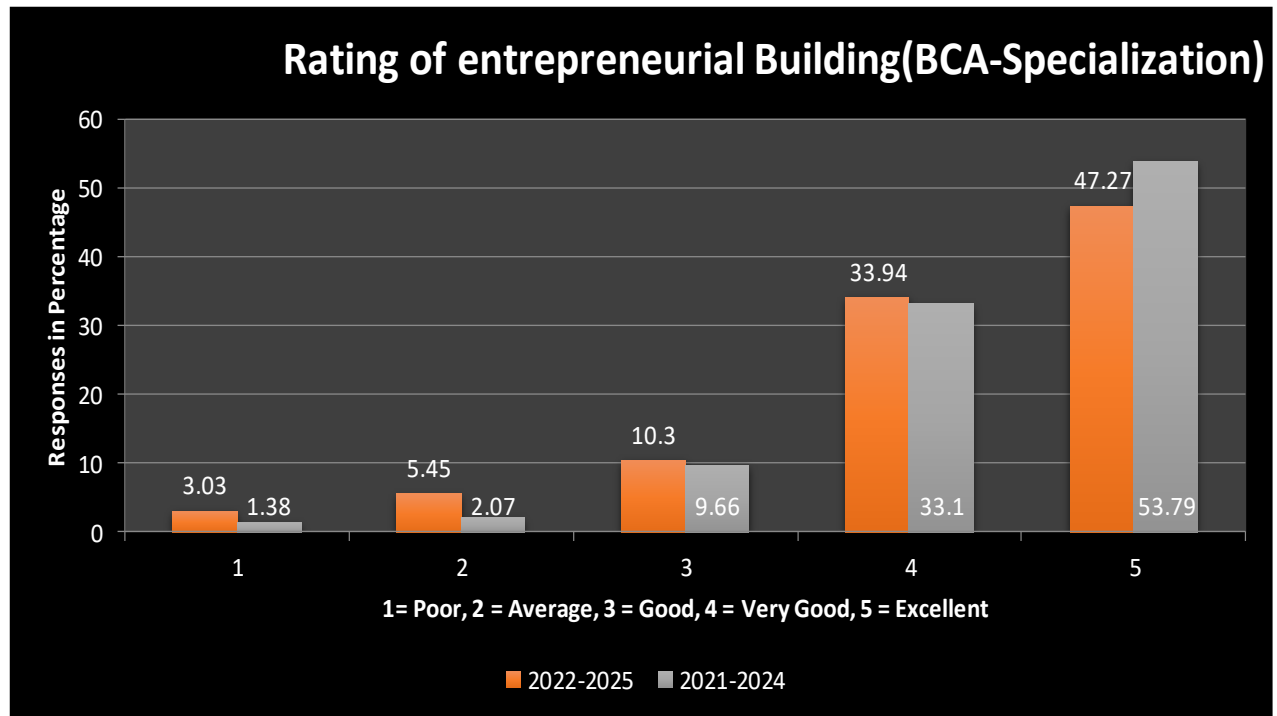
3. The Institute's current curriculum of specialization programme is relevant for employability.



In the BCA 2nd year, IIIrd Semester 32.73 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 49.09 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 32.41 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 51.72 percent of students rated it as excellent.

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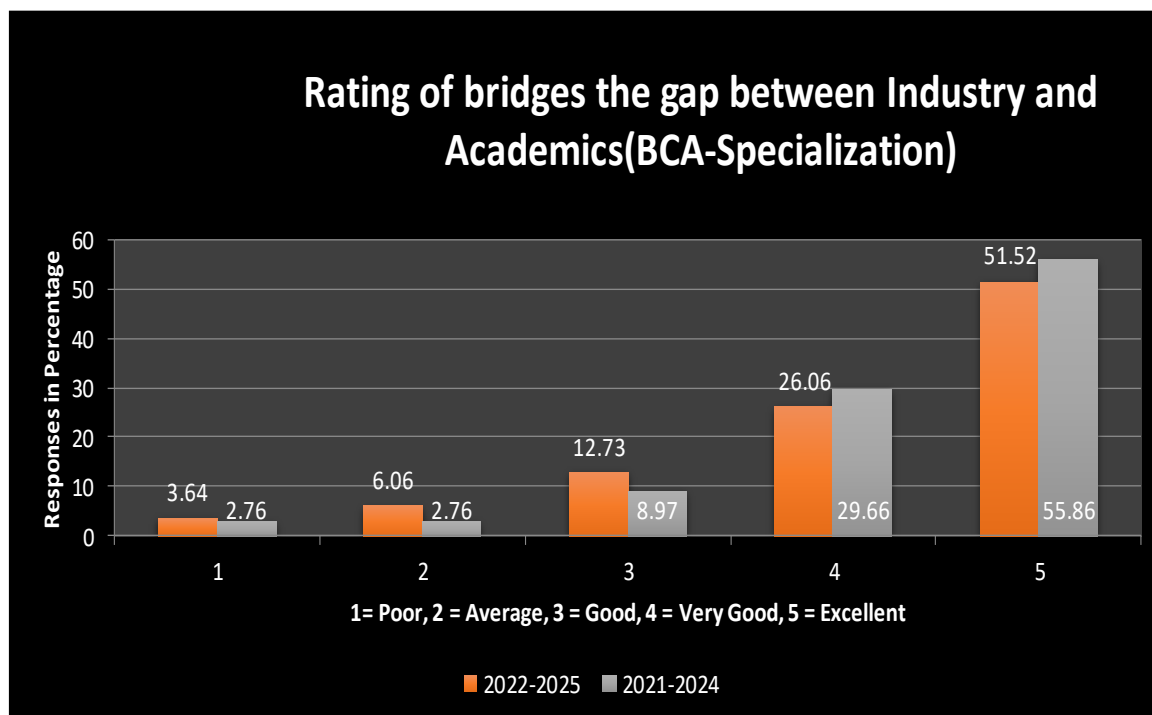
4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.



In the BCA 2nd year, IIIrd Semester 33.94 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 47.27 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 33.1 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 53.79 percent of students rated it as excellent.

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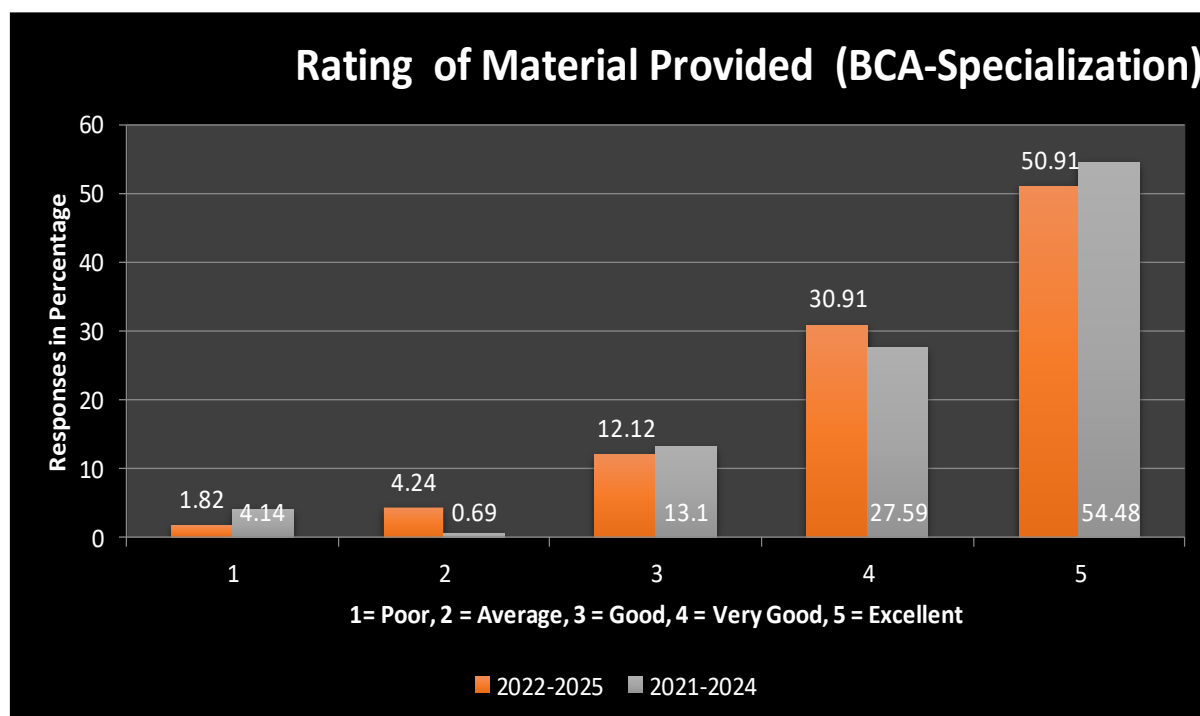
5. The specialization bridges the gap between Industry and Academics.



In the BCA 2nd year, IIIrd Semester 26.06 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 51.52 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 29.66 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 55.86 percent of students rated it as excellent.

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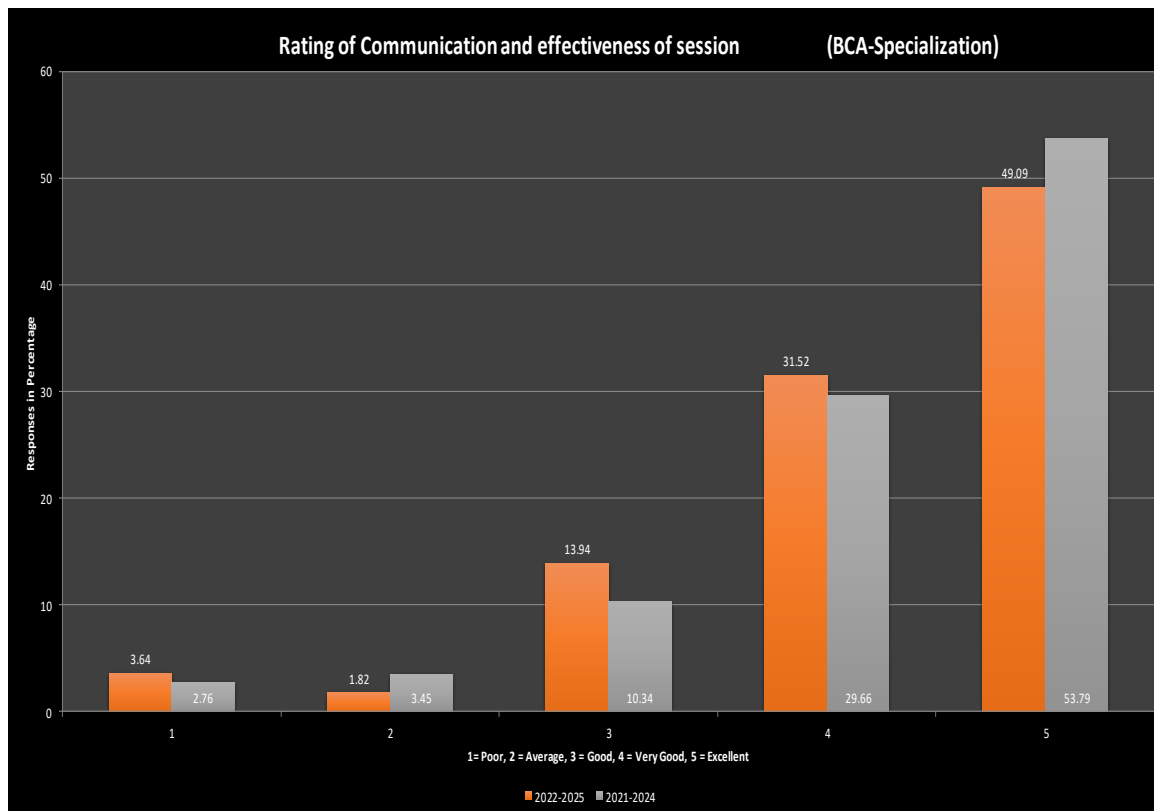
6. Materials provided for the specialization are relevant, updated, and appropriate.



In the BCA 2nd year, IIIrd Semester 30.91 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session delivery was effective whereas 50.91 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 27.59 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 54.48 percent of students rated it as excellent.

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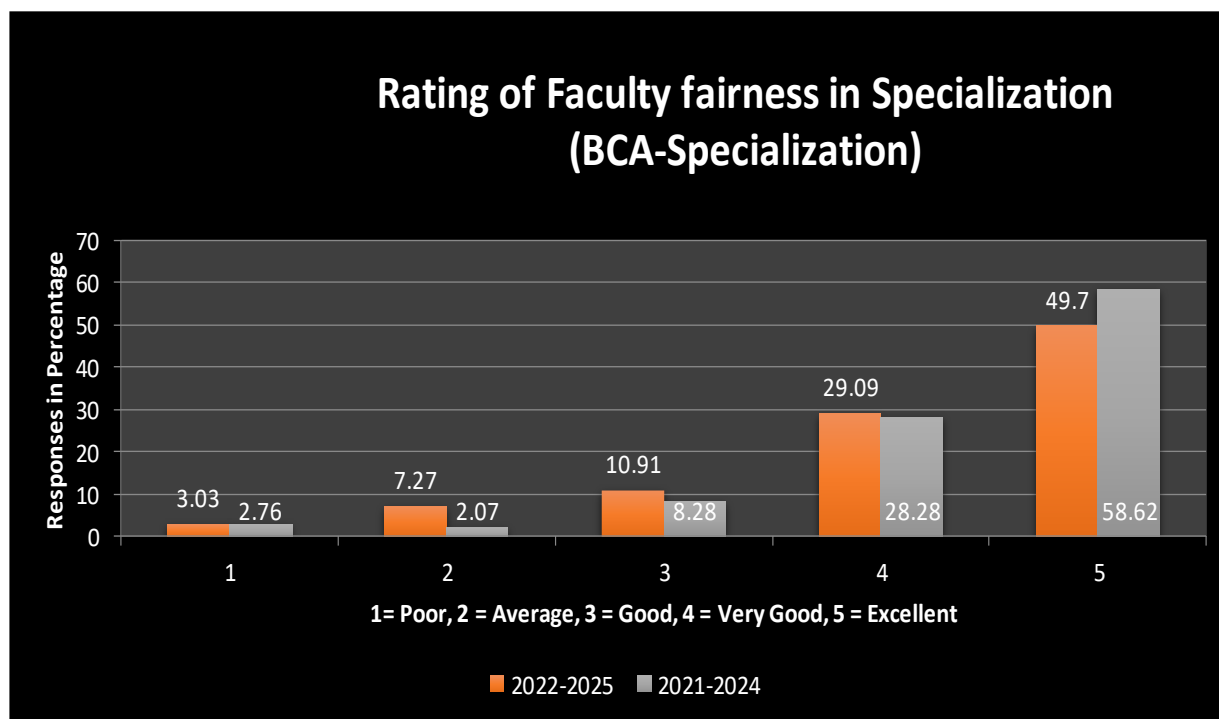
7. Communication and effectiveness of session delivery.



In the BCA 2nd year, IIIrd Semester 31.52 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, delivery of the session was effective whereas 49.09 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 29.66 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 53.79 percent of students rated it as excellent.

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- 8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.**



In the BCA 2nd year, IIIrd Semester 29.09 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, session delivery was effective whereas 49.7 percent of students rated it as excellent. In the BCA 3rd year, IV Semester 28.28 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session, delivery of the session was effective whereas 58.62 percent of students rated it as excellent.



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9. Any other Suggestion

S.no	Suggestion	Count of Suggestion
1	According to my opinion it is all good	8
2	After the 2nd lecture there should be a 15 minutes break instead of 10 minutes	7
3	All are decent.	6
4	All performance are good	4
5	BCA is a good course.	5
6	BCA is a good course to do from a well organised University.	6
7	Best	4
8	Students suggested that a workshop be conducted on Software engineering techniques.	4
9	Our suggestion is for conducting a Guest Lecture on Data Science.	5
10	Clarity about the online course selection for better results in employment .	6
11	Data analytics is interested	7
12	Campus should improve in availableblity of book and work more on its infrastructure and in academic	4
13	Can be something like counseling or a subject which provides life lessons.	3
14	Can focus more on developing skills needed for the job	2
15	Change the faculty of arithmetic aptitude	4
16	Industry-oriented courses to be integrated with regular curricula like Android, IoT & Data Analytics.	8
17	suggested for conducting a Guest Lecture on Data Science	4
18	Discipline and strictness should be their in class, mentors should deliver their lecture inspite of low att	6
19	doing well going on	4
20	ERP should be updated time to time	5
21	Every one should speak in proper manner student and everyone	8
22	Everything is a good no other suggestions	6
23	Everything is excellent	7
24	Everything is good	4
25	Everything is good no need to improve anything	2
26	Everything is great	8
27	Everything is perfect	6
28	Excellent	5
29	Experience is better	4
30	Focus more on Practical and industrial lesson	7
31	Focus more on practical and industrial lesson.	4
32	Focus on practical to day to day life than subjective study.	4
33	Good college	5
34	Good environment in campus	6
35	Good experience	3
36	Hostel Facility Improvement	4
37	I don't have any suggestion.	5
38	I had a great learning experience , but as I want to go in Networking field no Companies are Coming to	6
39	I have learn lots of computer skills through this course.	4
40	IMS is best	5
41	Increase number of books in library	5
42	It was a great session , helps in effectively learning	4
43	It was best experience that I had during my classes .	6
44	It's alright	4
45	Kindly conduct some industrial visit	2
46	Kindly start extra activities and events	4
47	Learning experience is good	6
48	Library was unable to provide books because of unavailability of required number of books	8
49	Make us do presentations in front of teachers other than the faculties which teach us, so that we com	4
50	More classes should be schedule.	7
51	More engagement of students in the industrial visits may enhance the practical knowledge.	7
52	more importance of this course is necessary to tell..	4
53	More teaching materials	5
54	My overall experience in IMS Ghaziabad was good, the teachers are nice. The teachers make the subje	6
55	Need of some guest lecture, industrial visit and extra curriculum activity for the enhancement of confi	3
56	Nice experience at IMS Ghaziabad UC Campus	4
57	No everything is perfect	5
58	No need everything is excellent	2
59	Not that much good as I expected	6
60	Numerical subject need some doubt class and practice session after completing every chapter and im	5
61	Obligated to be part of Business Journey	8
62	Overall good	2
63	Overall I acknowledge this subject.	6
64	Overall the course is good	7
65	Practical curriculum schemes for 3-year students from the college side.	5
66	Python and english communication classes	7
67	Should talk to students and arrange confindce classes for students for increasing their confidence in th	5
68	Some teachera should be more friendly	4
69	Student should be provided more content regarding there course and more curriculum activities relate	2
70	Teachers were so good . Helping the students in every way.	3
71	Th content being taught is very relevant to the field we are planning to excel in.	8
72	The course content is something really basic with minimal practical learnings. please look into it.	1
73	The course is good (D)	2
74	The relevance of the course with respect to employability is very good.it's benifit for us.	3
75	The semester was good	4
76	There should be more books available in the library, as they often run out quickly. Additionally, only 4 b	2
77	There should be more focus on practical rather than theory.	1
78	There should be more focused theory and practical	4
79	There should be more guest lecturers	4
80	Very excellent	1
81	Very good	4



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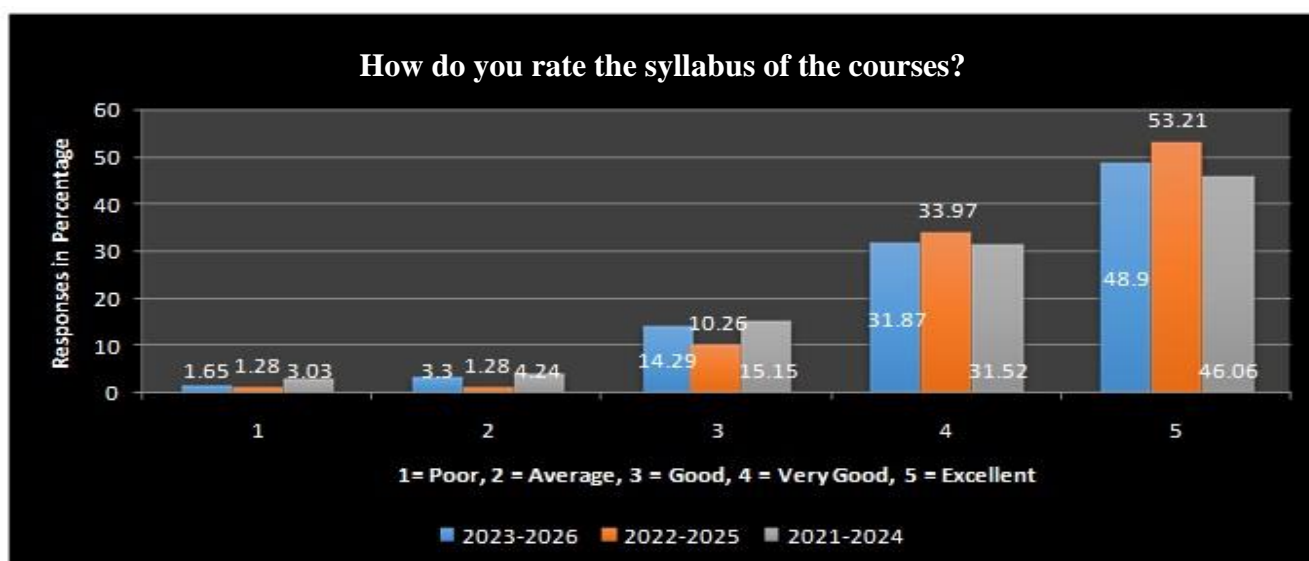
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Feedback Summary on Curriculum of Bachelor of Computer Application (BCA) Students (Even Semester)

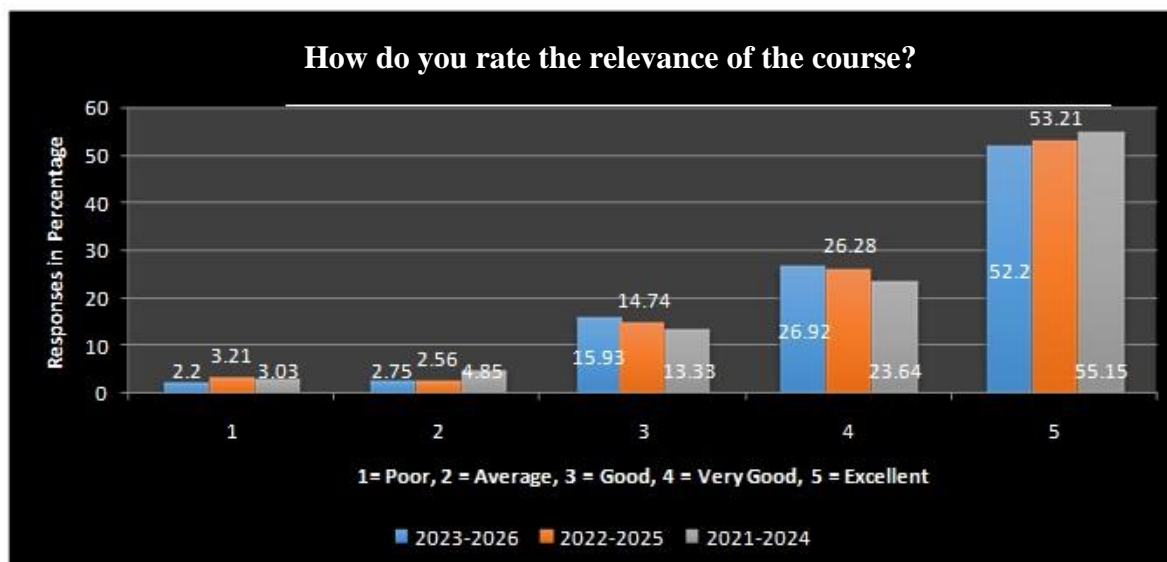
1. How do you rate the syllabus of the courses?



In the BCA 1st year 31.87 percent of students rated the syllabus of the course as very good however 48.9 percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, 33.97 percent of students have rated the syllabus as very good whereas 53.21 percent have appraised it to be excellent. In BCA 3rd year 31.52 percent of students graded the syllabus as very good and 46.06 percent of students assessed it to be excellent.

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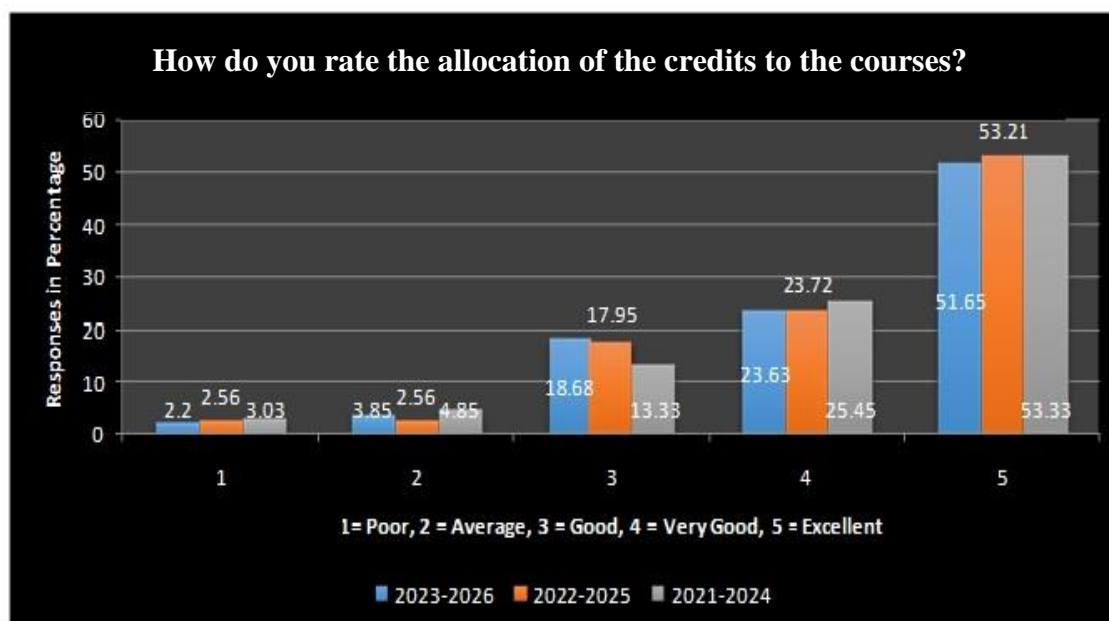
2. How do you rate the relevance of the course?



In the BCA 1st year **26.92** percent of students rated the syllabus of the course as very good however **52.2** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **26.28** percent of students have rated the syllabus as very good whereas **51.21** percent have appraised it to be excellent. In BCA 3rd year **23.64** percent of students graded the syllabus as very good and **55.15** percent of students assessed it to be excellent.

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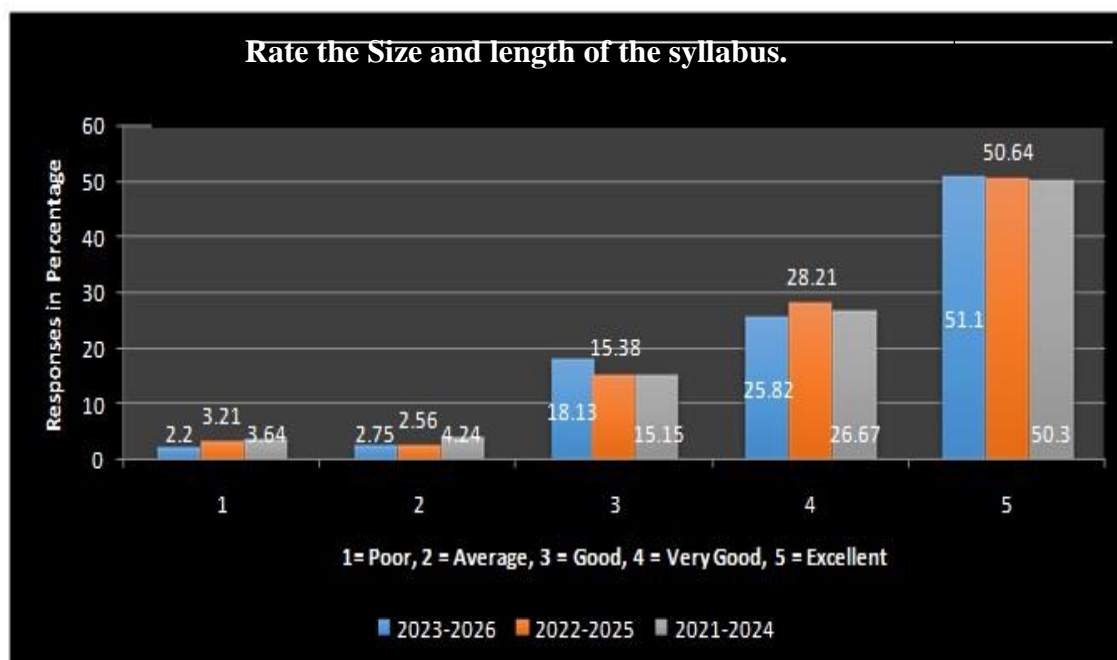
3.How do you rate the allocation of the credits to the courses?



In the BCA 1st year **23.63** percent of students rated the syllabus of the course as very good however **51.65** percent of students ranked the relevance of the syllabus as excellent in the same year. In the BCA 2nd year, 23.72 percent of students have rated the relevance of the syllabus as very good whereas **51.21** percent have appraised it to be excellent. In BCA 3rd year **25.45** percent of students graded the relevance of the syllabus as very good and **53.33** percent of students assessed it to be excellent.

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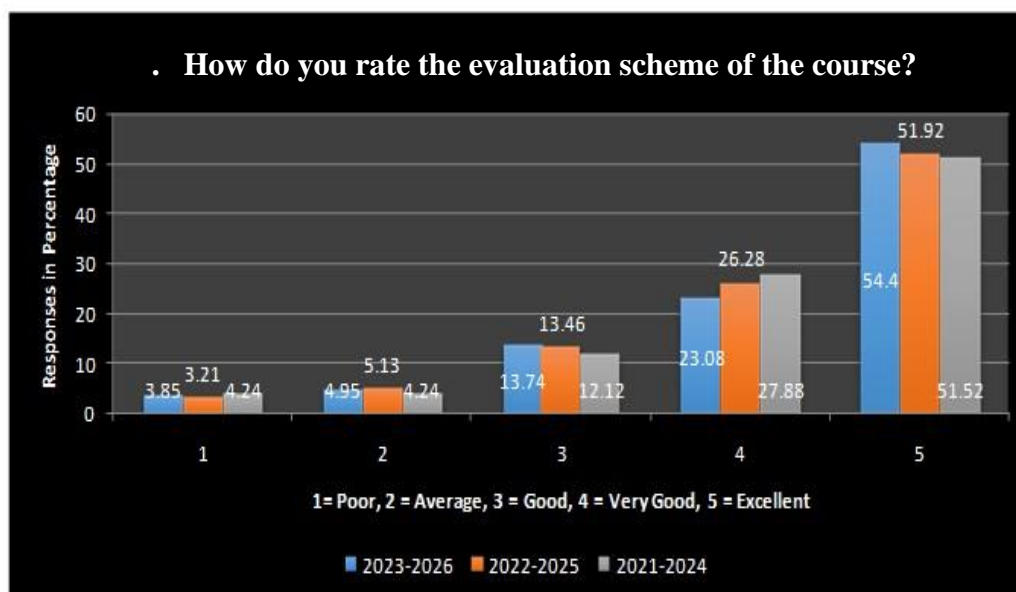
4. Rate the Size and length of the syllabus.



In the BCA 1st year **25.82** percent of students rated the syllabus of the course as very good however **51.1** percent of students ranked the relevance of the syllabus as excellent in the same year. In the BCA 2nd year, **28.21** percent of students have rated the relevance of the syllabus as very good whereas **50.64** percent have appraised it to be excellent. In BCA 3rd year **26.67** percent of students graded the relevance of the syllabus as very good and **50.3** percent of students assessed it to be excellent.

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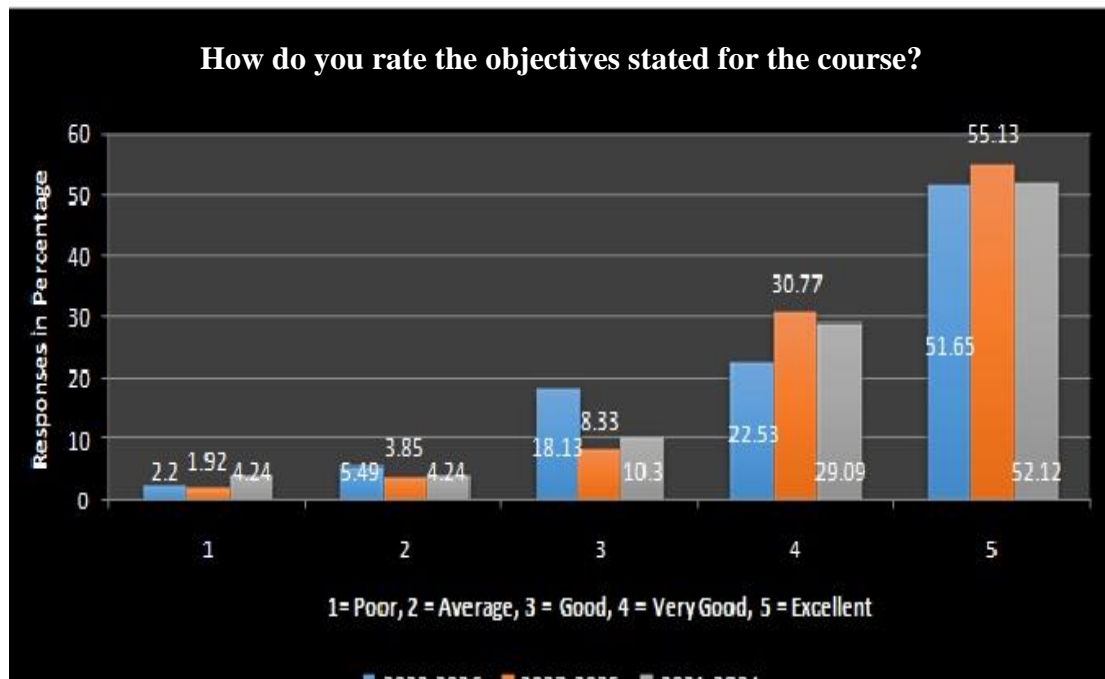
5. How do you rate the evaluation scheme of the course?



In the BCA 1st year **23.08** percent of students rated the syllabus of the course as very good however **54.4** percent of students ranked the relevance of the syllabus as excellent in the same year. In the BCA 2nd year, **26.28** percent of students have rated the relevance of the syllabus as very good whereas **51.92** percent have appraised it to be excellent. In BCA 3rd year **27.88** percent of students graded the relevance of the syllabus as very good and **51.52** percent of students assessed it to be excellent.

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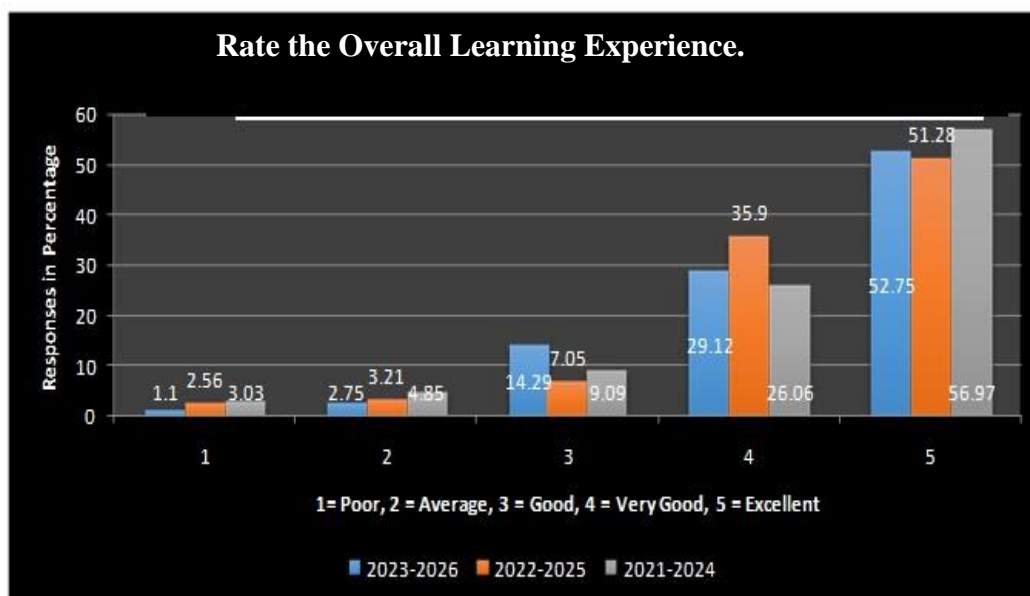
6. How do you rate the objectives stated for the course?



In the BCA 1st year **22.53** percent of students rated the syllabus of the course as very good however **51.65** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **30.77** percent of students have rated the syllabus as very good whereas **55.13** percent have appraised it to be excellent. In BCA 3rd year **21.09** percent of students graded the syllabus as very good and **52.12** percent of students assessed it to be excellent.

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7. Rate the Overall Learning Experience.



In the BCA 1st year **29.12** percent of students rated the syllabus of the course as very good however **52.75** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **35.9** percent of students have rated the syllabus as very good whereas **51.28** percent have appraised it to be excellent. In BCA 3rd year **26.06** percent of students graded the syllabus as very good and **56.97** percent of students assessed it to be excellent.

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8. Any other Suggestion

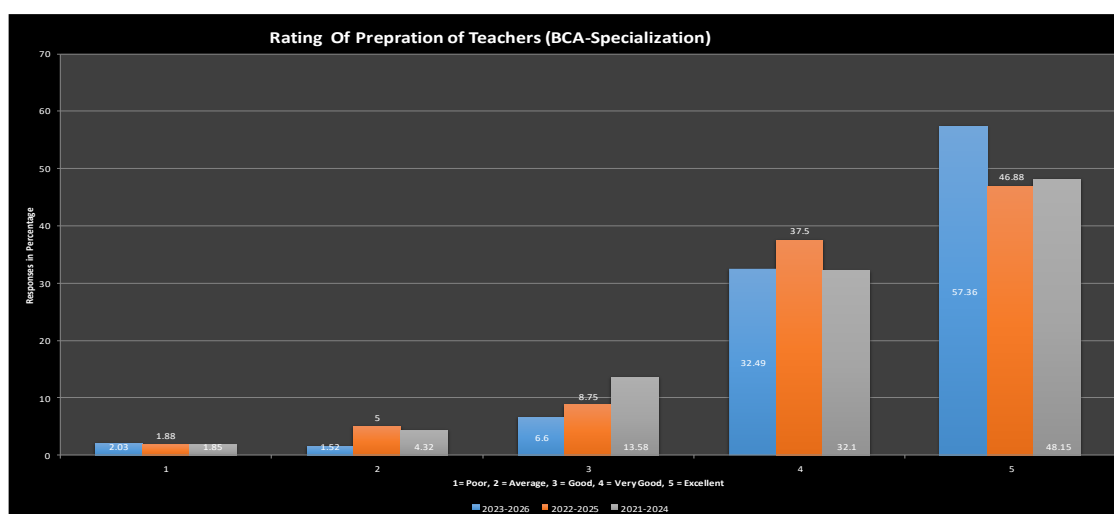
S.no	Suggestion	Count of Suggestion
1	Students suggested that a workshop be conducted on Software engineering techniques.	8
2	Our suggestion is for conducting a Guest Lecture on Data Science.	7
3	Industry-oriented courses to be integrated with regular curricula like Android, IoT & Data Analytics.	6
4	suggested for conducting a Guest Lecture on Data Science	4
5	According to my opinion it is all good	5
6	After the 2nd lecture there should be a 15 minutes break instead of 10 minutes	6
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8	All performance are good	4
9	BCA is a good course.	5
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11	Best	7
12	Campus should improve in availability of book and work more on its infrastructure and in academic	4
13	Can be something like counseling or a subject which provides life lessons.	3
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27	Everything is perfect	6
28	Excellent	5
29	Experience is better	4
30	Focus more on Practical and industrial lesson	7
31	Focus more on practical and industrial lesson.	4
32	Focus on practical to day to day life than subjective study.	4
33	Good college	5
34	Good environment in campus	6
35	Good experience	3
36	Hostel Facility Improvement	4
37	I don't have any suggestion.	5
38	I had a great learning experience , but as I want to go in Networking field no Companies are Coming to	6
39	I have learn lots of computer skills through this course.	4
40	IMS is best	5
41	Increase number of books in library	5
42	It was a great session , helps in effectively learning	4
43	It was best experience that I had during my classes .	6
44	It's alright	4
45	Kindly conduct some industrial visit	2
46	Kindly start extra activities and events	4
47	Learning experience is good	6
48	Library was unable to provide books because of unavailability of required number of books	8
49	Make us do presentations in front of teachers other than the faculties which teach us, so that we can	4
50	More classes should be schedule .	7
51	More engagement of students in the industrial visits may enhance the practical knowledge.	7
52	more importance of this course is necessary to tell..	4
53	More teaching materials	5
54	My overall experience in IMS Ghaziabad was good, the teachers are nice. The teachers make the subje	6
55	Need of some guest lecture, industrial visit and extra curriculum activity for the enhancement of confi	3
56	Nice experience at IMS Ghaziabad UC Campus	4
57	No everything is perfect	5
58	No need everything is excellent	2
59	Not that much good as i expected	6
60	Numerical subject need some doubt class and practice session after completing every chapter and imp	5
61	Obligated to be part of Business Journey	8
62	Overall good	2
63	Overall I acknowledge this subject.	6
64	Overall the course is good	7
65	Practical curriculum schemes for 3-year students from the college side.	5
66	Python and english communication classes	7
67	Should talk to students and arrange confidence classes for students for increasing their confidence in th	5
68	Some teachers should be more friendly	4
69	Student should be provided more content regarding there course and more curriculum activities relate	2
70	Teachers were so good . Helping the students in every way.	3
71	Th content being taught is very relevant to the field we are planning to excel in.	8
72	The course content is something really basic with minimal practical learnings. please look into it.	1
73	The course is good (A)	2
74	The relevance of the course with respect to employability is very good. it's benefit for us.	3
75	The semester was good	4
76	There should be more books available in the library, as they often run out quickly. Additionally, only 4 t	2



(University Courses Campus)

**Specialization Feedback Summary of Bachelor of Computer Application (BCA) Students
(Even-Semester)**

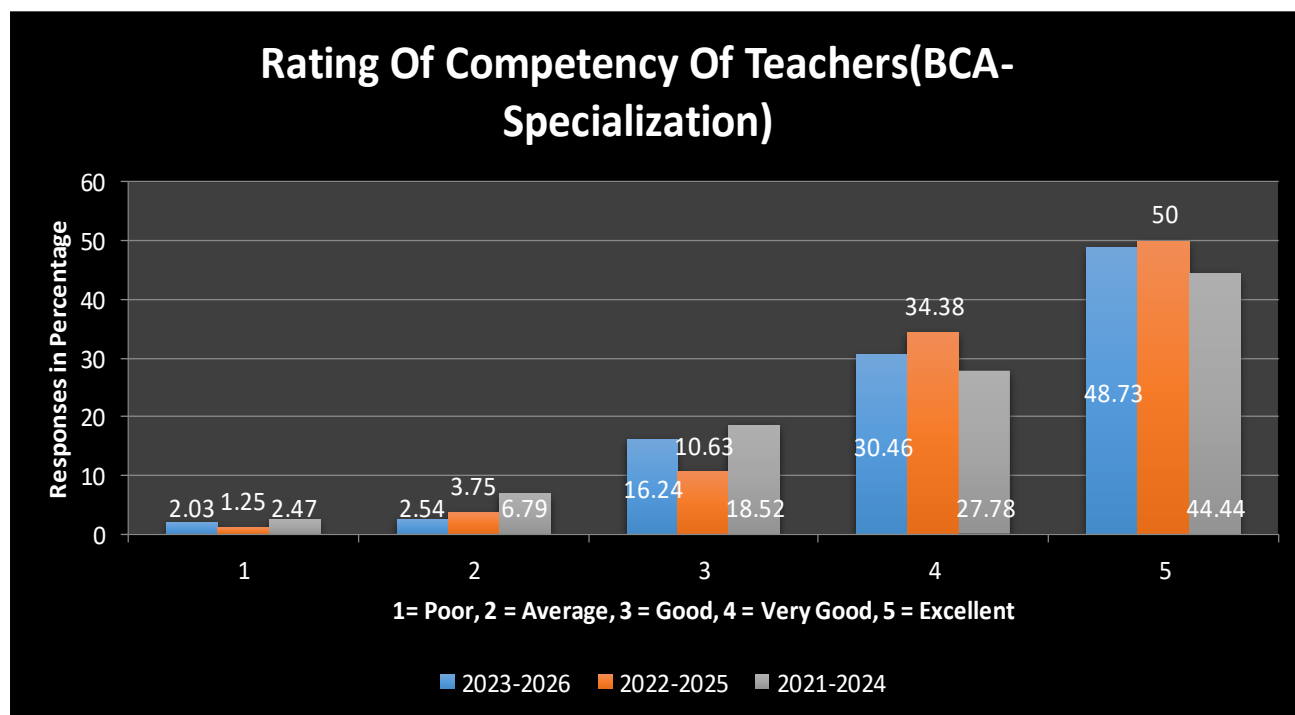
1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning of specialization subject.



In the BCA 1st year **32.49** percent of students rated the syllabus of the course as very good however **52.36** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **37.5** percent of students have rated the syllabus as very good whereas **46.88** percent have appraised it to be excellent. In BCA 3rd year **32.1** percent of students graded the syllabus as very good and **48.15** percent of students assessed it to be excellent.

(University Courses Campus)

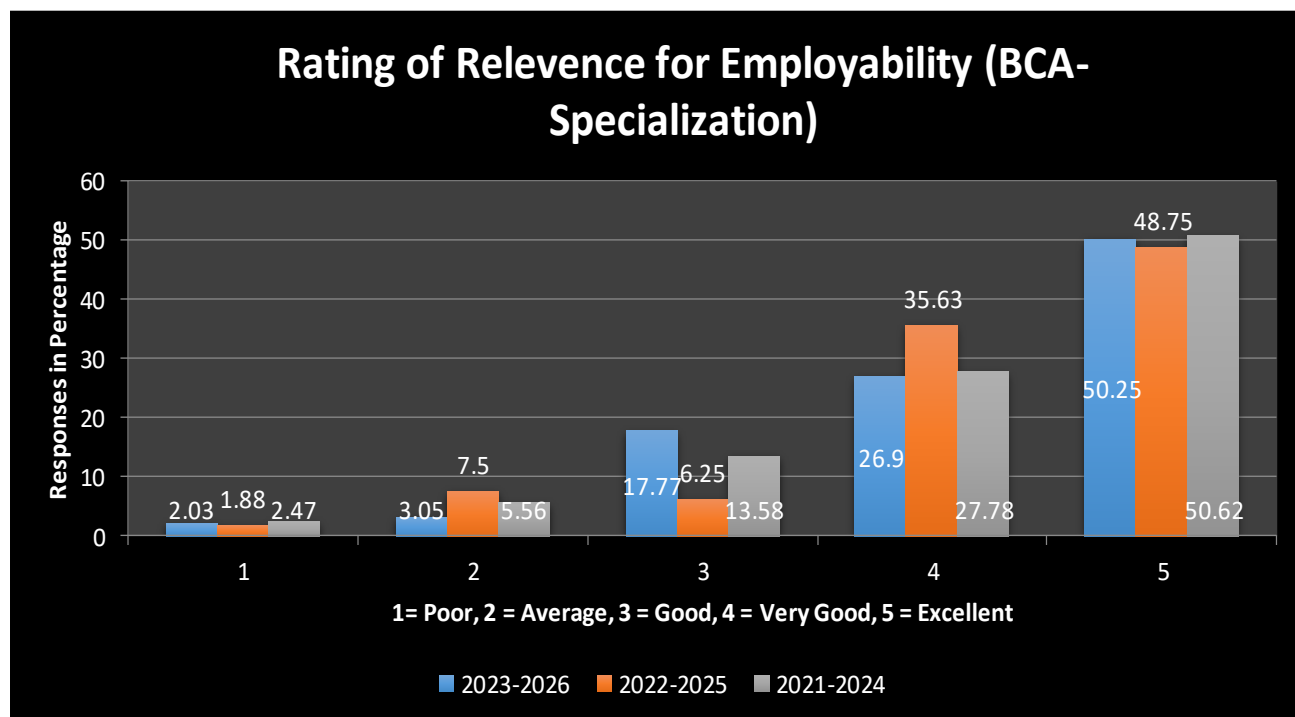
2. Competency in creating a learning environment in the class and creating interest in the learning process toward achieving industrial objectives.



In the BCA 1st year **30.46** percent of students rated the syllabus of the course as very good however **48.73** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **34.38** percent of students have rated the syllabus as very good whereas **50** percent have appraised it to be excellent. In BCA 3rd year **27.78** percent of students graded the syllabus as very good and **44.44** percent of students assessed it to be excellent.

(University Courses Campus)

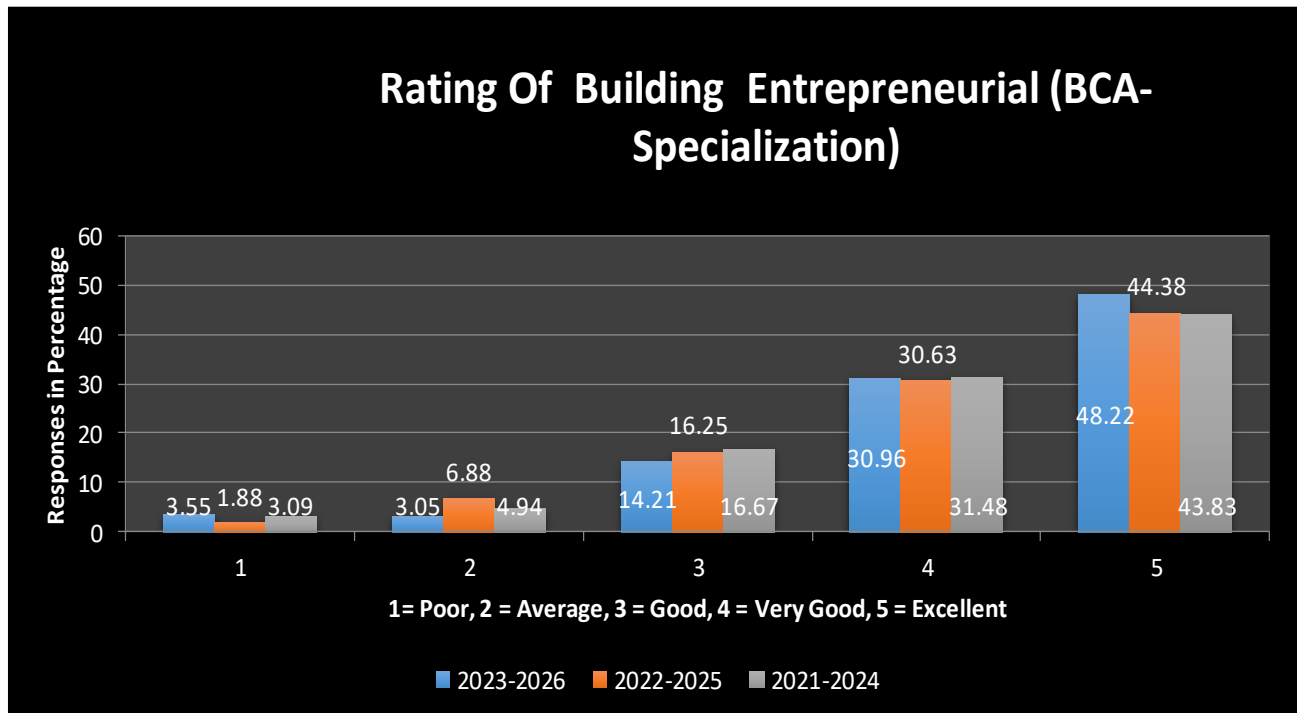
3. The Institute's current curriculum of specialization programme is relevant for employability.



In the BCA 1st year **26.9** percent of students rated the syllabus of the course as very good however **450.25** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **35.63** percent of students have rated the syllabus as very good whereas **48.75** percent have appraised it to be excellent. In BCA 3rd year **27.78** percent of students graded the syllabus as very good and **50.62** percent of students assessed it to be excellent.

(University Courses Campus)

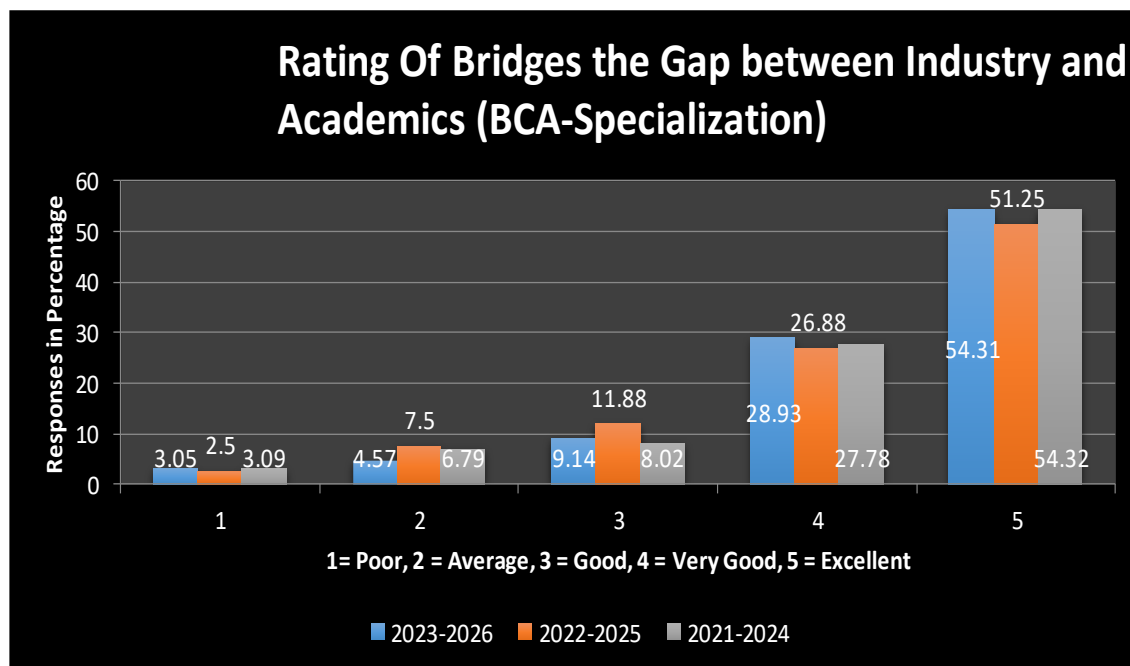
4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.



In the BCA 1st year **30.96** percent of students rated the syllabus of the course as very good however **48.22** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **30.63** percent of students have rated the syllabus as very good whereas **44.38** percent have appraised it to be excellent. In BCA 3rd year **31.48** percent of students graded the syllabus as very good and **43.83** percent of students assessed it to be excellent.

(University Courses Campus)

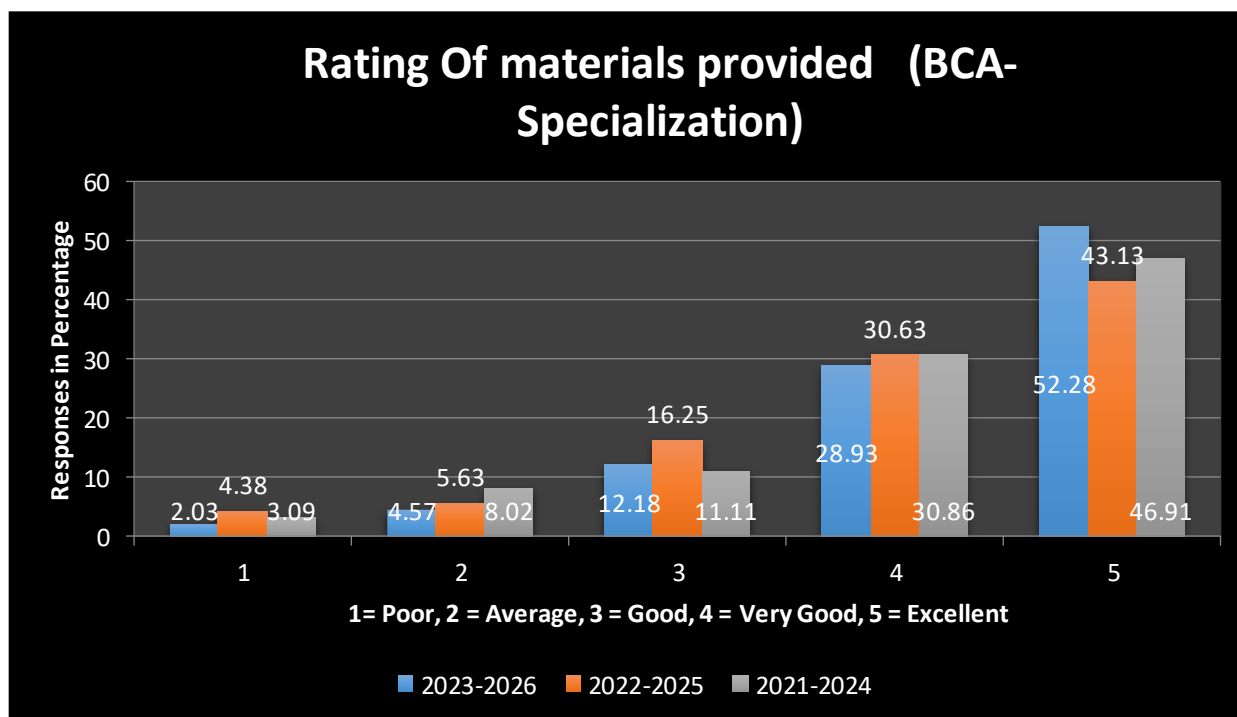
5. The specialization bridges the gap between Industry and Academics.



In the BCA 1st year **28.93** percent of students rated the syllabus of the course as very good however **54.31** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **26.88** percent of students have rated the syllabus as very good whereas **51.25** percent have appraised it to be excellent. In BCA 3rd year **27.78** percent of students graded the syllabus as very good and **54.32** percent of students assessed it to be excellent.

(University Courses Campus)

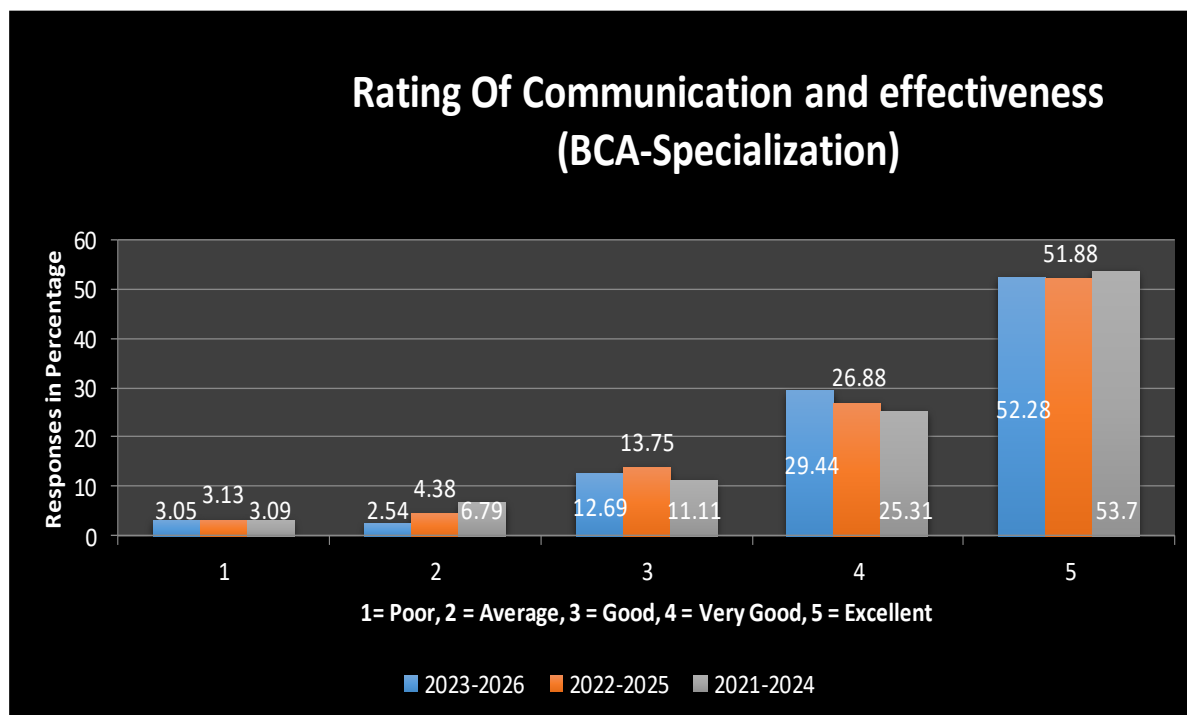
6. Materials provided for the specialization are relevant, updated, and appropriate.



In the BCA 1st year **28.93** percent of students rated the syllabus of the course as very good however **54.28** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **30.63** percent of students have rated the syllabus as very good whereas **43.13** percent have appraised it to be excellent. In BCA 3rd year **30.86** percent of students graded the syllabus as very good and **46.91** percent of students assessed it to be excellent.

(University Courses Campus)

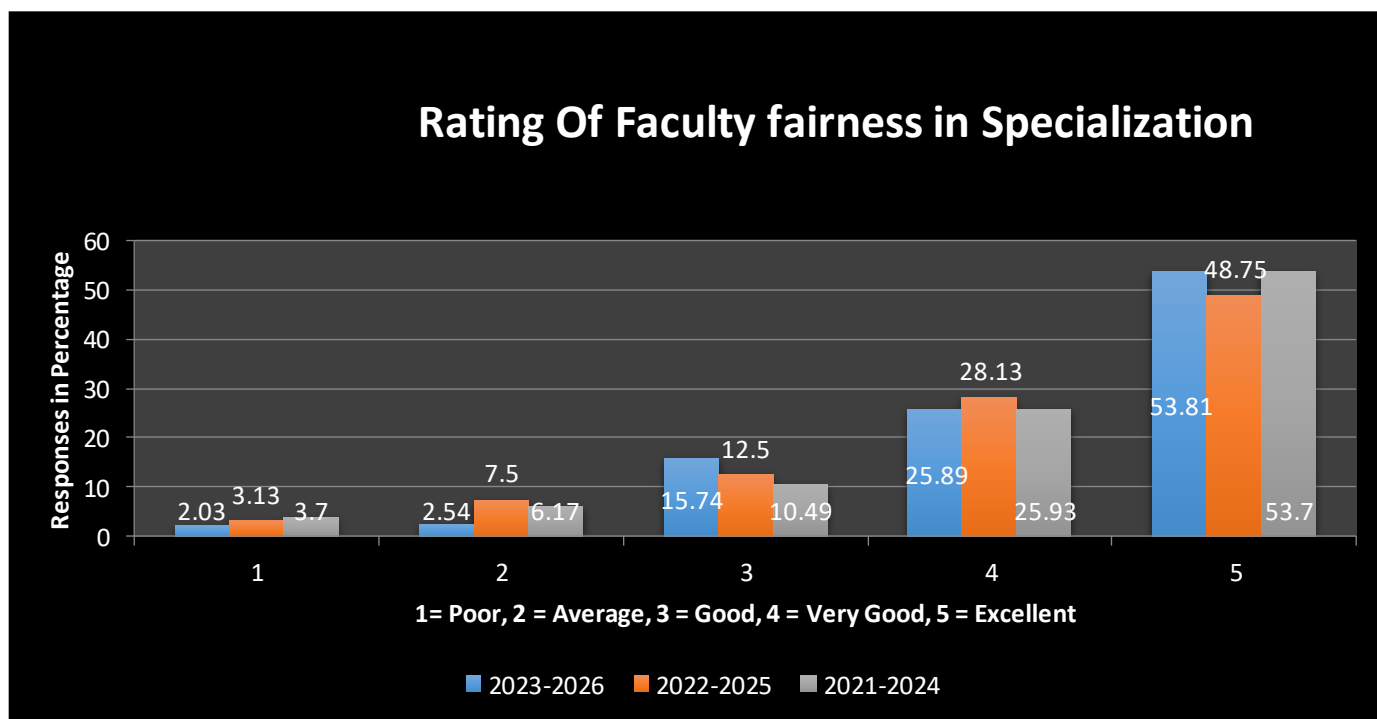
7. Communication and effectiveness of session delivery.



In the BCA 1st year **29.44** percent of students rated the syllabus of the course as very good however **52.28** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **26.88** percent of students have rated the syllabus as very good whereas **51.88** percent have appraised it to be excellent. In BCA 3rd year **25.31** percent of students graded the syllabus as very good and **53.7** percent of students assessed it to be excellent.

(University Courses Campus)

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In the BCA 1st year **25.89** percent of students rated the syllabus of the course as very good however **53.81** percent of students rated the syllabus as excellent in the same year. In the BCA 2nd year, **28.13** percent of students have rated the syllabus as very good whereas **48.75** percent have appraised it to be excellent. In BCA 3rd year **25.93** percent of students graded the syllabus as very good and **53.7** percent of students assessed it to be excellent.

(University Courses Campus)

9. Any other Suggestion

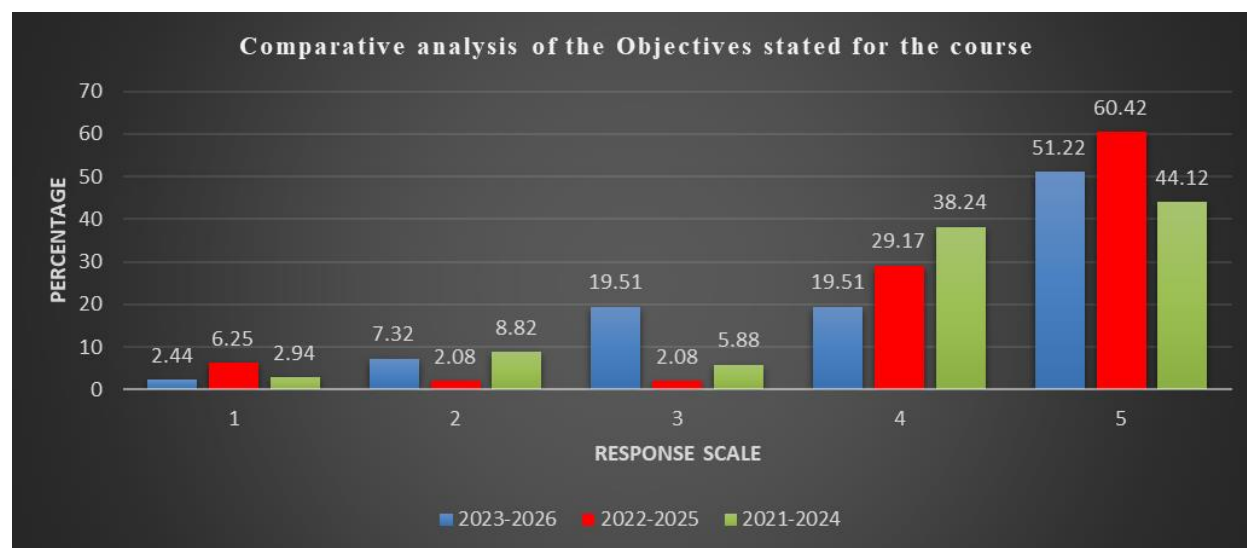
S.no	Suggestion	Count of Suggestion
1	Discipline and strictness should be their in class, mentors should deliver their lecture inspite of low att	8
2	doing well going on	7
3	ERP should be updated time to time	6
4	All performance are good	4
5	BCA is a good course.	5
6	BCA is a good course to do from a well organised University.	6
7	Best	4
8	Students suggested that a workshop be conducted on Software engineering techniques.	4
9	Our suggestion is for conducting a Guest Lecture on Data Science.	5
10	Clarity about the online course selection for better results in employment .	6
11	Data analytics is interested	7
12	Campus should improve in availableblity of book and work more on its infrastructure and in academic	4
13	Can be something like counseling or a subject which provides life lessons.	3
14	Can focus more on developing skills needed for the job	2
15	Change the faculty of arithmetic aptitude	4
16	industry-oriented courses to be integrated with regular curricula like Android, IoT & Data Analytics.	8
17	suggested for conducting a Guest Lecture on Data Science	4
18	According to my opinion it is all good	6
19	After the 2nd lecture there should be a 15 minutes break instead of 10 minutes	4
20	All are decent.	5
21	Every one should speak in proper manner student and everyone	8
22	Everything is a good no other suggestions	6
23	Everything is excellent	7
24	Everything is good	4
25	Everything is good no need to improve anything	2
26	Everything is great	8
27	Everything is perfect	6
28	Excellent	5
29	Experience is better	4
30	Focus more on Practical and industrial lesson	7
31	Focus more on practical and industrial lesson.	4
32	Focus on practical to day to day life than subjective study.	4
33	Good college	5
34	Good environment in campus	6
35	Good experience	3
36	Hostel Facility Improvement	4
37	I don't have any suggestion.	5
38	I had a great learning experience , but as I want to go in Networking field no Companies are Coming to	6
39	I have learn lots of computer skills through this course.	4
40	IMS is best	5
41	Increase number of books in library	5
42	It was a great session , helps in effectively learning	4
43	It was best experience that I had during my classes .	6
44	It's alright	4
45	Kindly conduct some industrial visit	2
46	Kindly start extra activities and events	4
47	Learning experience is good	6
48	Library was unable to provide books because of unavailability of required number of books	8
49	Make us do presentations in front of teachers other than the faculties which teach us, so that we com	4
50	More classes should be schedule .	7
51	More engagement of students in the industrial visits may enhance the practical knowledge.	7
52	more importance of this course is necessary to tell..	4
53	More teaching materials	5
54	My overall experience in IMS Ghaziabad was good, the teachers are nice. The teachers make the subje	6
55	Need of some guest lecture,industrial visit and extra curriculum activity for the enhancement of confi	3
56	Nice experience at IMS Ghaziabad UC Campus	4
57	No everything is perfect	5
58	No need everything is excellent	2
59	Not that much good as i expected	6
60	Numerical subject need some doubt class and practice session after completing every chapter and imp	5
61	Obliged to be part of Business Journey	8
62	Overall good	2
63	Overall I acknowledge this subject.	6
64	Overall the course is good	7
65	Practical curriculum schemes for 3-year students from the college side.	5
66	Python and english communication classes	7
67	Should talk to students and arrange confindce classes for students for increasing their confidence in th	5
68	Some teachera should be more friendly	4
69	Student should be provided more content regarding there course and more curriculum activities relate	2
70	Teachers were so good . Helping the students in every way.	3
71	Th content being taught is very relevant to the field we are planning to excel in.	8
72	The course content is something really basic with minimal practical learnings.please look into it.	1
73	The course is good (D)	2
74	The relevance of the course with respect to employability is very good.it's benifit for us.	3
75	The semester was good	4
76	There should be more books available in the library, as they often run out quickly. Additionally, only 4 b	2
77	There should be more focus on practical rather than theory.	1
78	There should be more focused theory and practical	4
79	There should be more guest lecturers	4
80	Very excellent	1
81	Very good	4

Summary on Curriculum Collected of Bachelor of Journalism & Mass Communication BJMC

(Odd Semester)

In the Department of Journalism & Mass Communication, feedback from the students is collected, twice a year. The feedback is collected on a five-point scale which ranges from excellent, very good, good, average, to poor. The analysis has revealed that the objectives for each course were clearly stated. The syllabus was appropriate per the needs of the industry. Even the curriculum was able to inculcate ethical values among the students

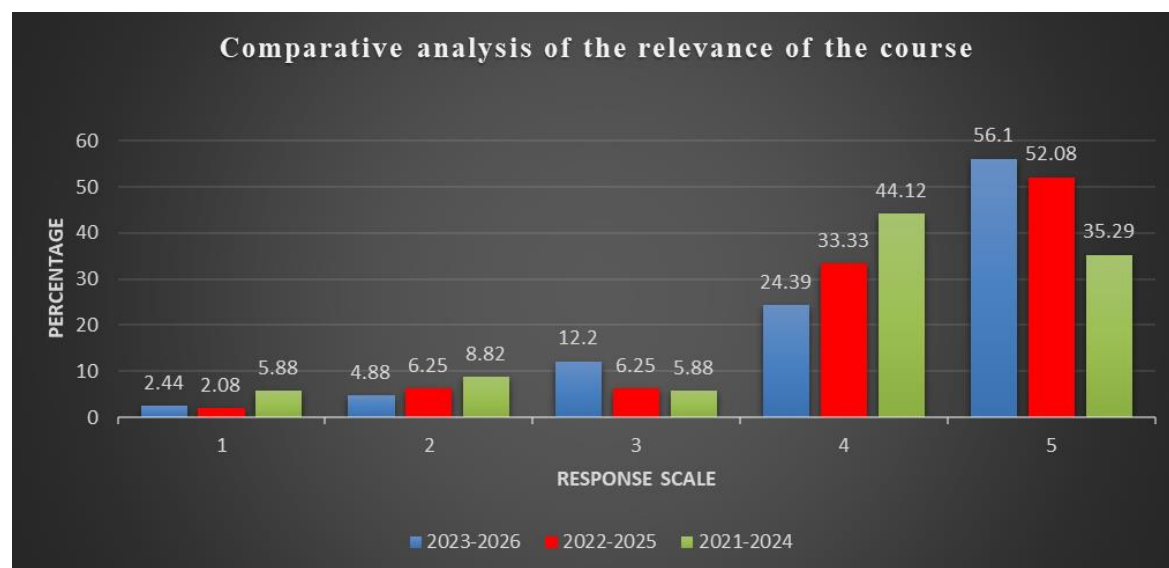
1. How do you rate the objectives of the courses?



In the BJMC 1st year 1st semester 19.51 percent of students rated the Objectives stated for the course as very good however 51.22 percent of students rated as excellent in the same year. In the BJMC 2nd year, 3rd semester 29.17 percent of students have rated the Objectives stated for the course very good whereas 60.42 percent have appraised it to be excellent. In BJMC 3rd year 5th semester 38.24 percent of

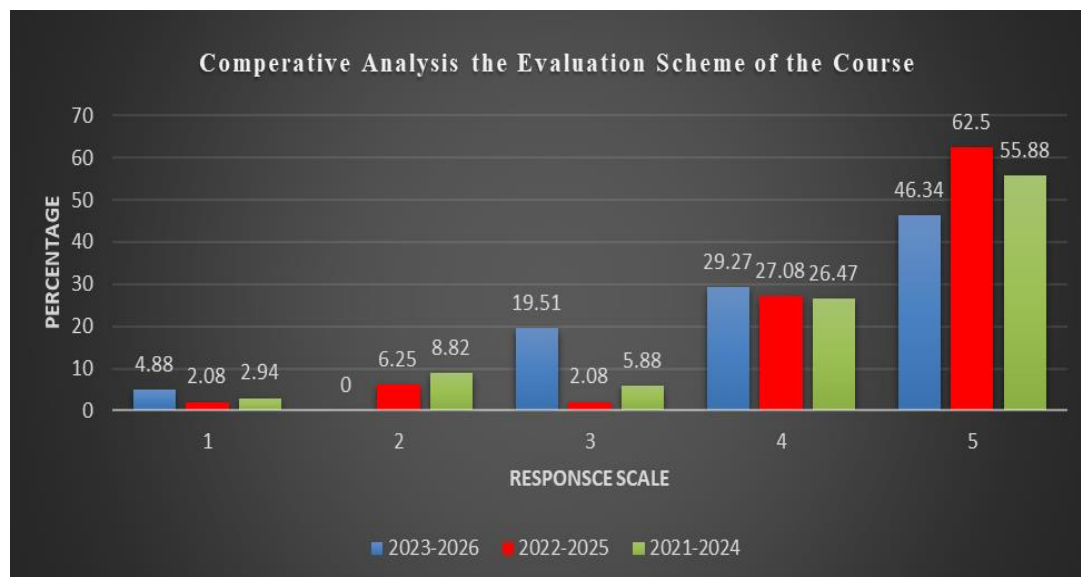
students graded the Objectives stated for the course very good and 44.12 percent of students assessed it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



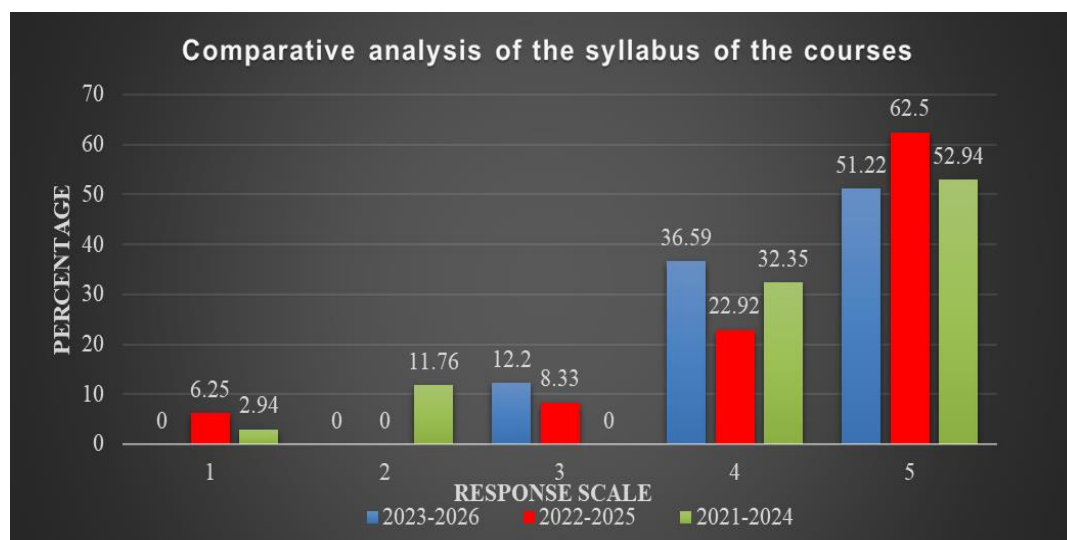
In the BJMC 1st year 1st semester 24.39 percent of students rated the relevance of the course with respect to employability very good however 56.1 percent of students ranked the relevance of the course as excellent in the same year. In the BJMC 2nd year, 3rd semester 33.33 percent of students have rated the relevance of the course as very good whereas 52.08 percent have appraised it to be excellent. In BJMC 3rd year 5th semester 44.12 percent of students graded the relevance of the course as very good and 35.29 percent of students assessed it to be excellent.

3. How do you rate the evaluation scheme of the course?



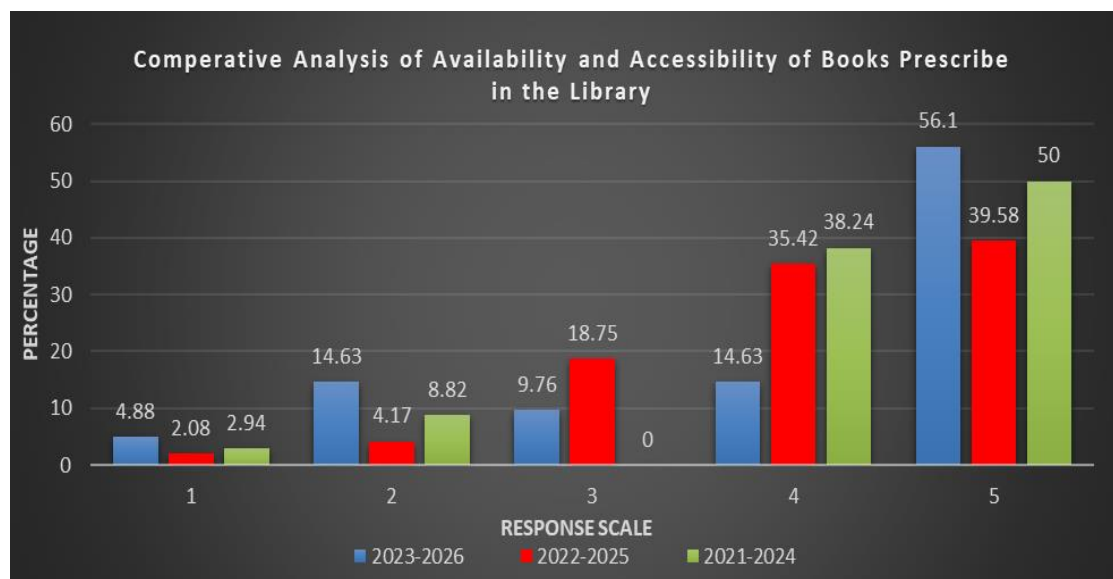
In the BJMC 1st year 1st semester 29.27 percent of students rated the evaluation scheme of the course as very good however 46.34 percent of students ranked the evaluation scheme of the course as excellent in the same year. In the BJMC 2nd year, 3rd semester 27.08 percent of students have rated the evaluation scheme of the course very good whereas 62.5 percent have appraised it to be excellent. In BJMC 3rd year 5th semester 26.47 percent of students graded the evaluation scheme very good and 55.88 percent of students assessed it to be excellent.

4. How do you rate the syllabus stated for the course?



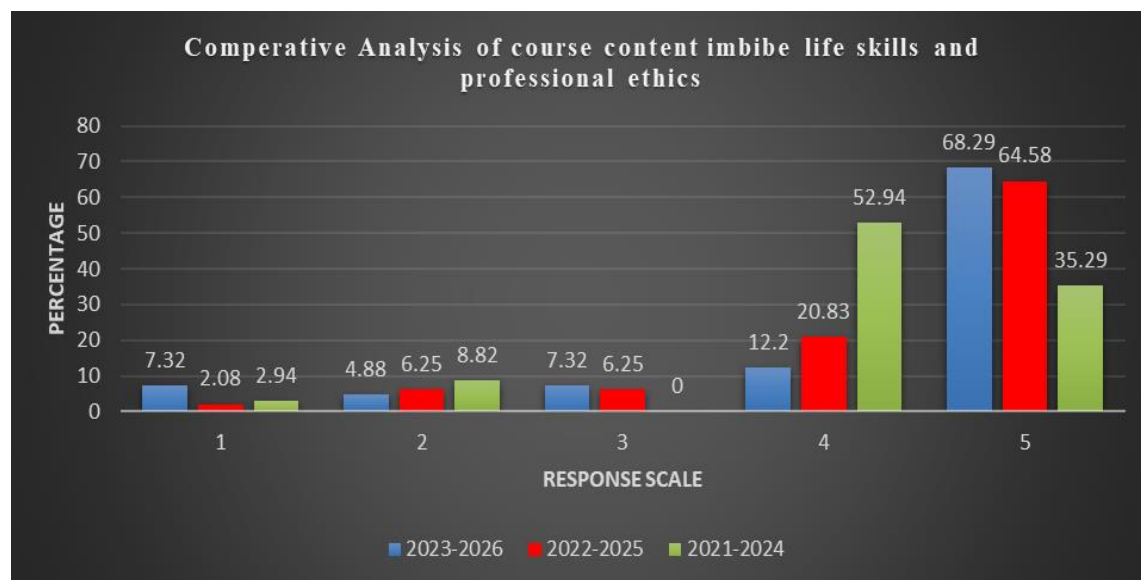
In the BJMC 1st year 1st semester 36.59 percent of students rated the objective of the course as very good however 51.22 percent of students rated the syllabus as excellent in the same year. In the BJMC 2nd year, 3rd semester 22.92 percent of students have rated the syllabus as very good whereas 62 percent have appraised it to be excellent. In the Bachelor of Journalism & Mass Communication BJMC 3rd year 5th semester 32.35 percent of students graded the syllabus as very good and 52.94 percent of students assessed it to be excellent.

5. How do you rate the availability and accessibility of Books in the Library of books prescribed in the library.?



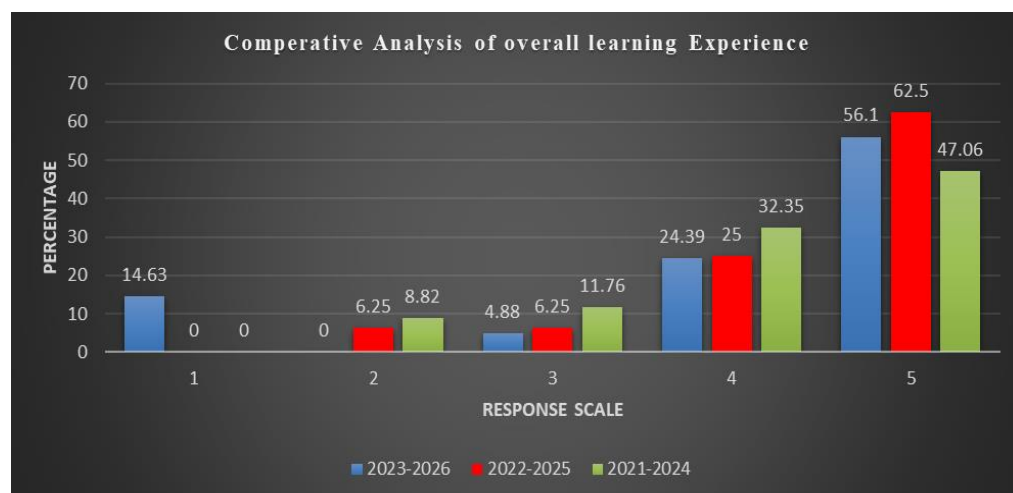
In the BJMC 1st year 1st semester 14.63 percent of students rated the book availability for the course as very good however 56.1 percent of students rated as excellent in the same year. In the BJMC 2nd year, 3rd semester 35.42 percent of students have rated the book availability in library for the course very good whereas 39.58 percent have appraised it to be excellent. In BJMC 3rd year 5th semester 38.24 percent of students graded the book availability in library very good and 50 percent of students assessed it to be excellent. Overall, the feedback indicates that bjmc students are satisfied with the stated objectives of their courses Availability and accessibility of Books in the Library.

6. Does the course content imbibe life skills and professional ethics?



BJMC 1st year 1st semester 12.2 percent of students rated the course content imbibe life skills and professional ethics as very good however 68.29 percent of students rated as excellent in the same year. In the BJMC 2nd year, 3rd semester 20.83 percent of students have rated the course content imbibe life skills and professional ethics is very good whereas 64.58 percent have appraised it to be excellent. In BJMC 3rd year 5th semester 52.94 percent of students graded course content imbibe life skills and professional ethics very good and 35.29 percent of students assessed it to be excellent.

7. How do you rate the overall learning experience?



BJMC 1st year 1st semester 24.39 percent of students rated their overall learning experience as very good however 56.1 percent of students rated as excellent in the same year. In the BJMC 2nd year, 3rd semester 25 percent of students have rated their overall learning experience is very good whereas 62.5 percent have appraised it to be excellent. In BJMC 3rd year 5th semester 32.35 percent of students rated their overall learning experience very good and 47.06 percent of students assessed it to be excellent.



8. Any Other Suggestions.

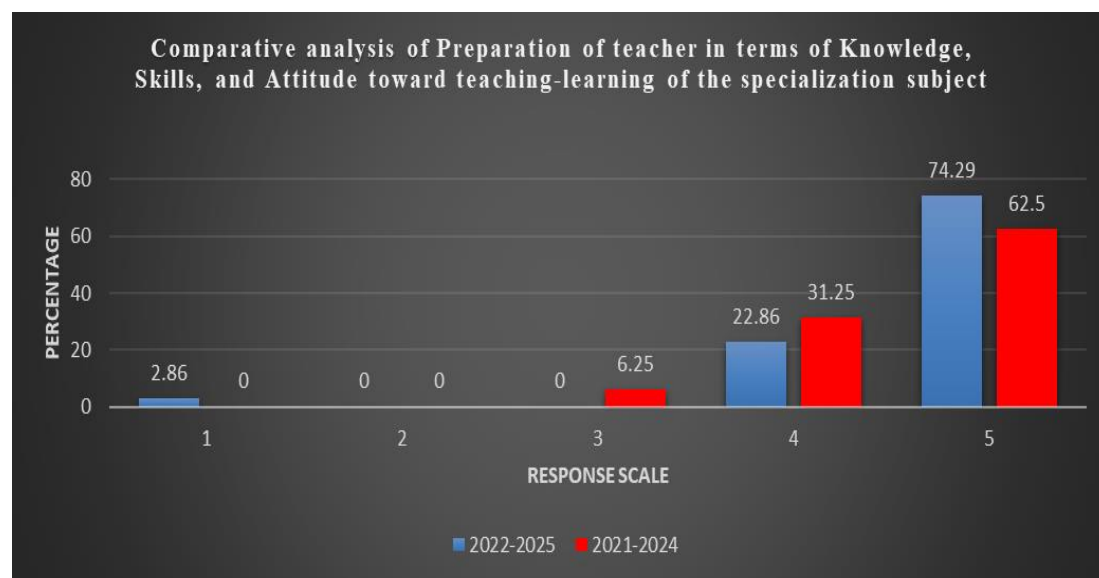
Serial no	Suggestions	count
1	Increase the number of lab practical sessions to provide additional hands-practice.	15
2	Faculty members are highly supportive and committed to helping students succeed.	10
3	The syllabus is updated regularly.	5
4	Organize guest lectures by seasoned industry leaders.	10
5	The learning pedagogy is well-structured and engaging.	18
6	Add more titles to the library's resources.	10
7	Organize outdoor workshops for enhanced learning experiences.	13
8	The mentorship program is highly effective	11
Total		92

Specialization Feedback Summary of Bachelor of Journalism and Mass Communication Students

(Odd-Semester)

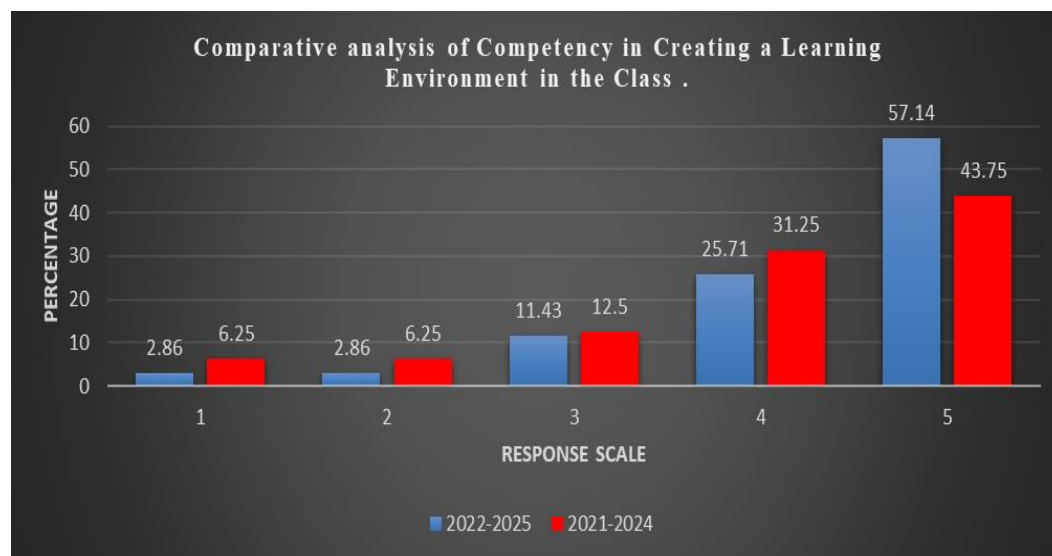
Response Scale used was 5 point likert scale; 1= Poor , 2 = Average ,3 = Good, 4 = Very Good , 5 = Excellent

1. Preparation of teacher in terms of Knowledge, Skills, and Attitude toward teaching-learning of the specialization subject



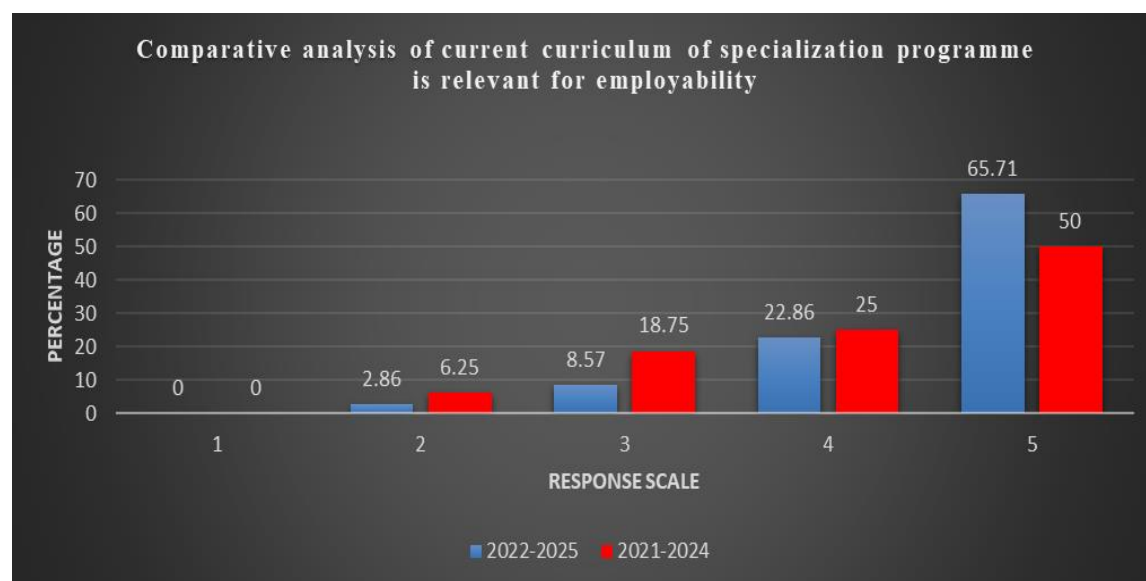
In the BJMC II nd year, IIIrd Semester 22.85 percent of students rated the teacher's preparation in terms of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning as very good however 75.29 percent of students rated the syllabus as excellent in the same year. In the BJMC 3rd year, V Semester 31.25 percent of students have rated teachers' preparation as very good whereas 62.5 percent have appraised it to be excellent.

2. Competency of the teachers in creating a learning environment in the class.



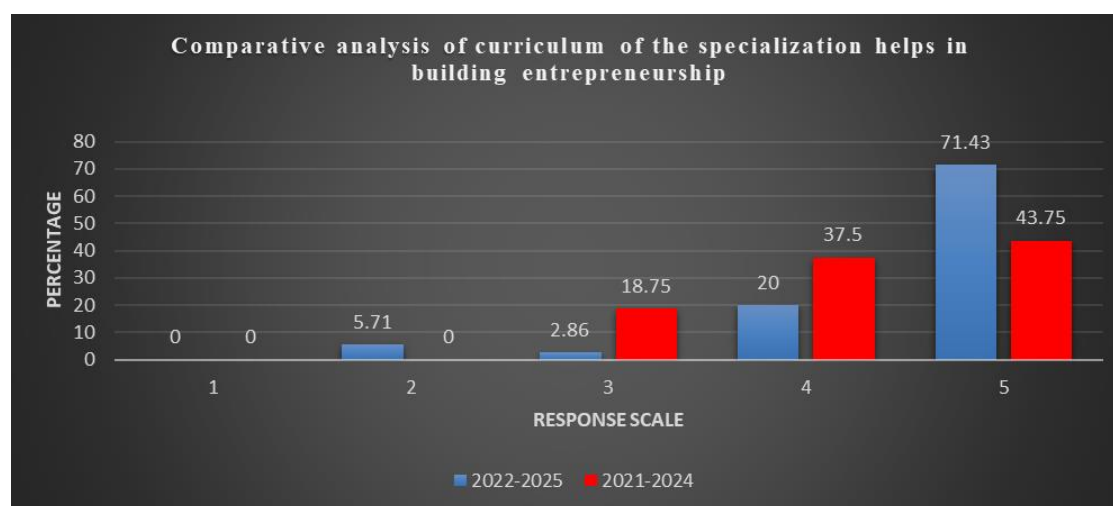
In the BJMC IInd year, IIIrd Semester 25.71 percent of students rated the teacher's competency in terms of creating a learning environment as very good however 57.14 percent of students rated the syllabus as excellent in the same year. In the BJMC 3rd year, V Semester 31.25 percent of students have rated teachers' competency as very good whereas 43.75 percent have appraised it to be excellent.

3. The Institute's current curriculum of specialization programme is relevant for employability.



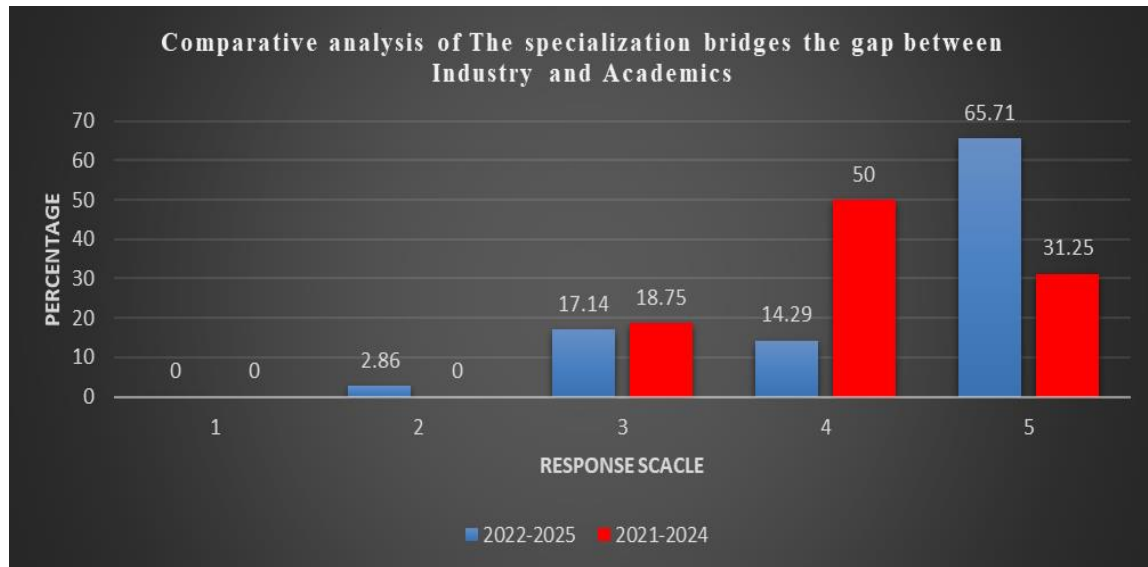
In the BJMC IInd year, IIIrd Semester 22.86 percent of students rated the curriculum of the institute in terms of creating a learning environment as very good however 65.71 percent of students rated the syllabus as excellent in the same year. In the BJMC 3rd year, V Semester 25 percent of students have rated teachers' competency as very good whereas 50 percent have appraised it to be excellent.

4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.



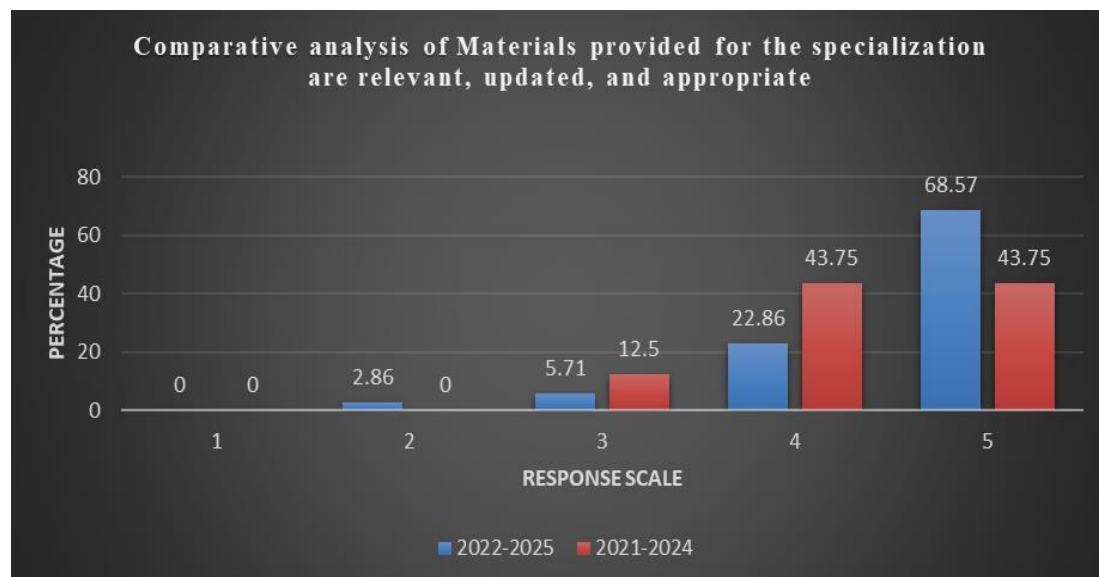
In the BJMC IInd year, IIIrd Semester 20 percent of students acknowledge that the curriculum of the specialization helps in building entrepreneurship motives good however 71.43 percent of students rated it as excellent. In the BJMC 3rd year, Vth Semester 37.5 percent of students have rated it as very good whereas 43.75 percent have appraised it to be excellent.

5. The specialization bridges the gap between Industry and Academics.



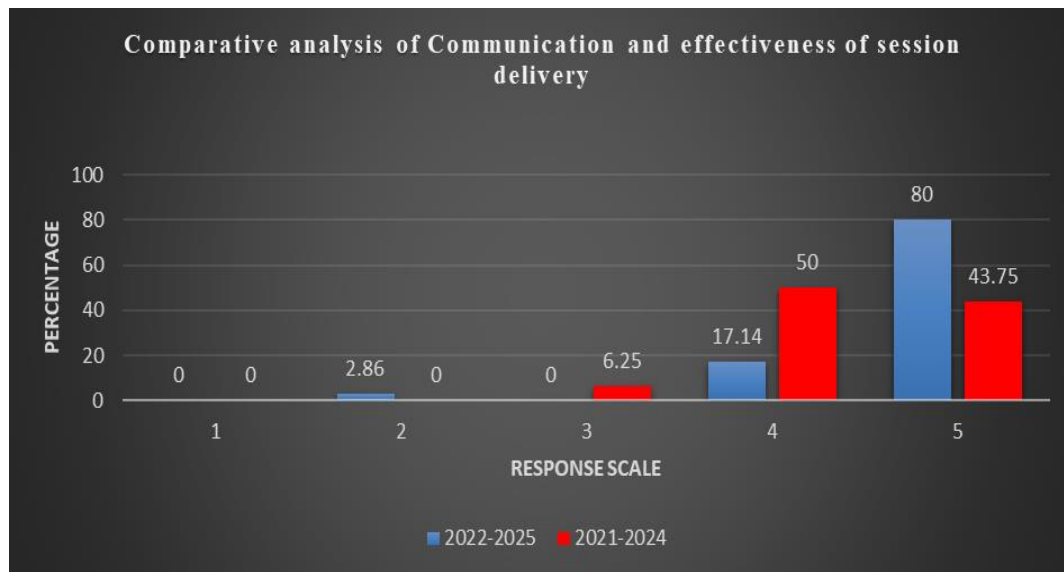
In the BJMC IInd year, IIIrd Semester 14.29 percent of students acknowledge that the specialization helps in bridging the gap between Industry and Academics however 65.71 percent of students rated it as excellent. In the BJMC 3rd year, V Semester 50 percent of students have rated it as very good whereas 31.25 percent have appraised it to be excellent.

6. Materials provided for the specialization are relevant, updated, and appropriate.



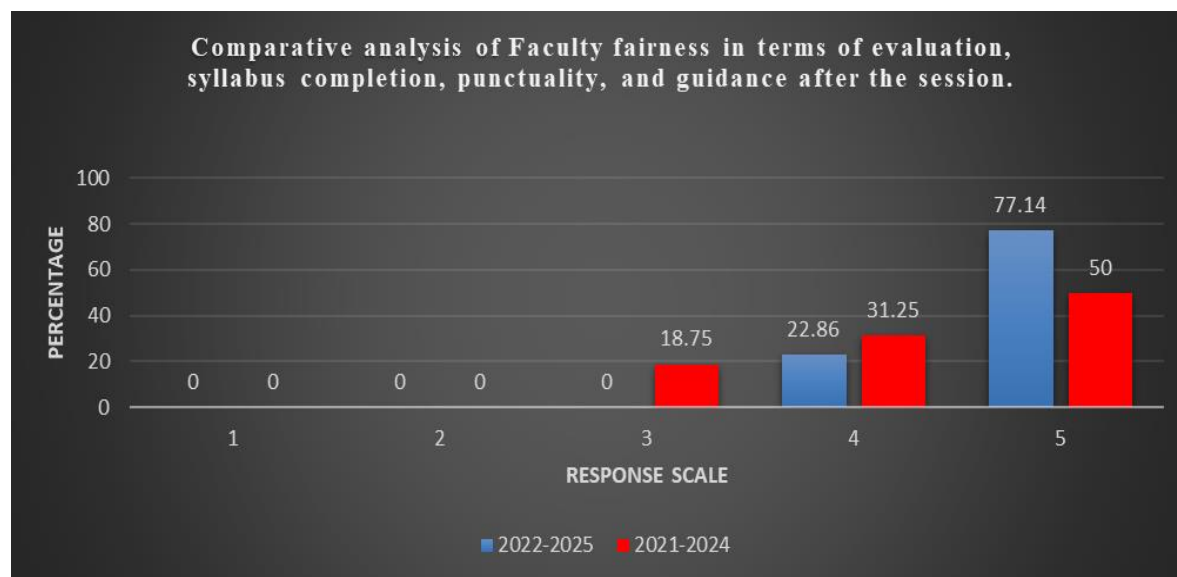
In the BJMC IInd year, IIIrd Semester 22.86 percent of students acknowledge that the Materials provided for the specialization are relevant, updated, and appropriate however 68.57 percent of students rated it as excellent. In the BJMC 3rd year, V Semester 43.75 percent of students have rated it as very good whereas 43.75 percent have appraised it to be excellent.

7. Communication and effectiveness of session delivery.



In the BJMC IInd year, IIIrd Semester 17.14 percent of students acknowledges that the session delivery was effective 80 percent of students rated it as excellent. In the BJMC 3rd year, V Semester 50 percent of students have rated it as very good whereas 43.75 percent have appraised it to be excellent.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In the BJMC IInd year, IIIrd Semester 22.86 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session. Delivery was effective 77.14 percent of students rated it as excellent. In the BJMC 3rd year, V Semester 31.25 percent of students have rated it as very good whereas 50 percent have appraised it to be excellent.



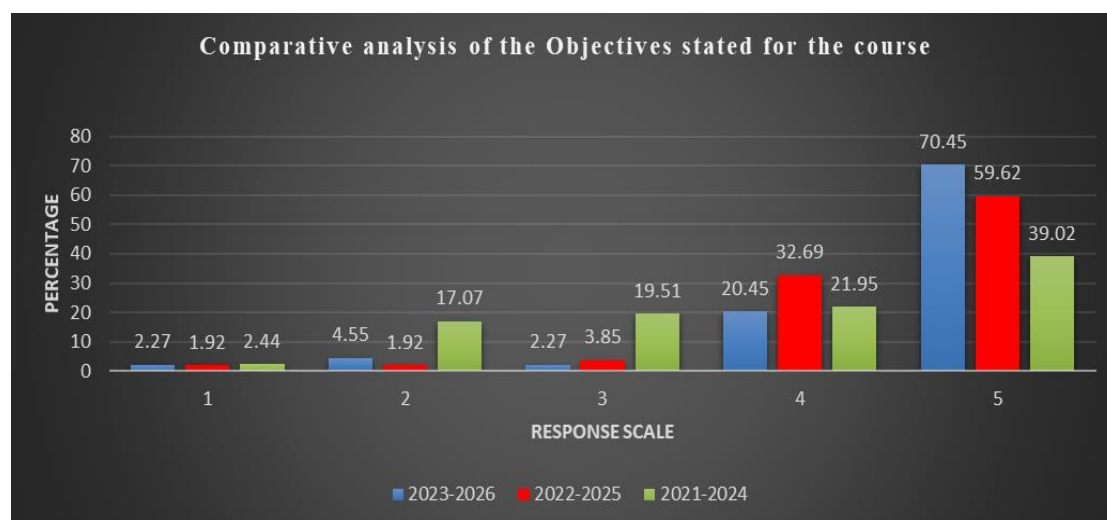
9. Any Other Suggestions.

Serial no	Suggestions	count
1	Increase the number of lab practical sessions to provide additional hands-practice.	8
2	The exceptional expertise of the faculty members is commendable.	11
3	More diverse specializations should be added to the curriculum.	7
4	Specializations play a key role in building expertise and skill proficiency.	6
5	The learning pedagogy is well-structured and engaging.	5
6	No suggestion everything is good	10
7	Give more attention to improving placement opportunities.	13
8	Encouraging collaboration and cross-specialization interaction is essential..	4
Total		64

Summary of Curriculum Feedback of Bachelor of Journalism & Mass Communication

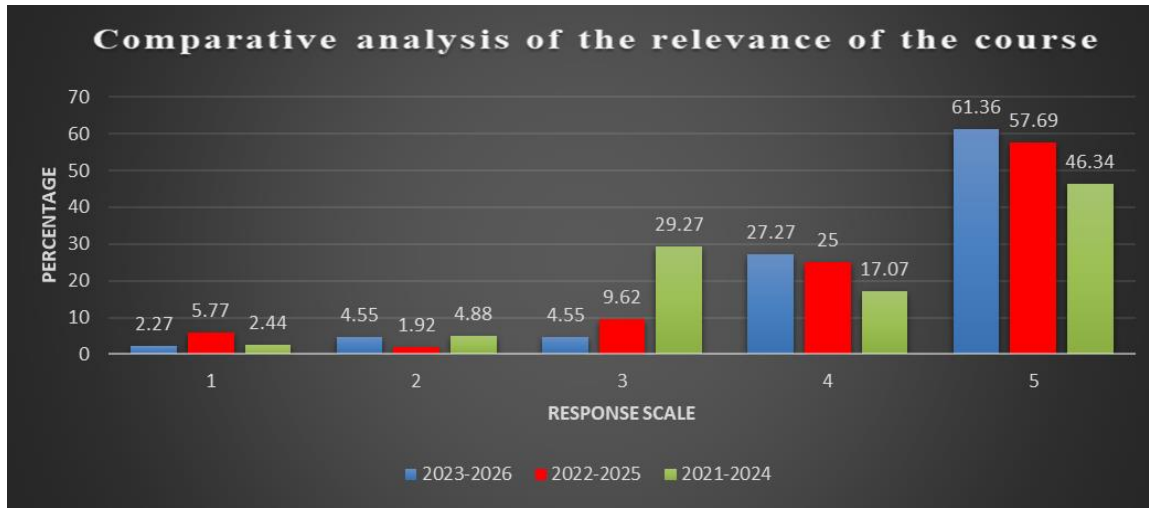
(Even Semester)

1. How do you rate the objectives stated for the course?



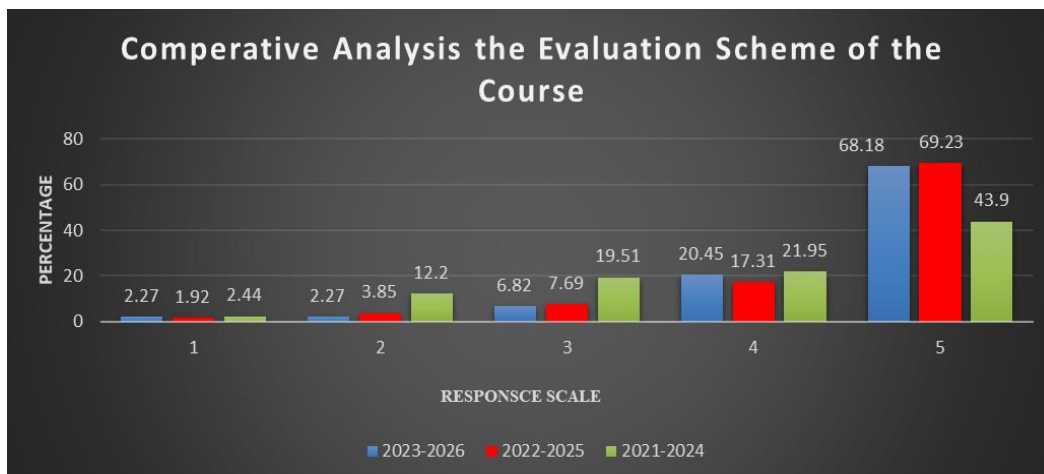
In the BJMC 1st year 2nd semester 20.45 percent of students rated the Objectives stated for the course as very good however 70.45 percent of students rated as excellent in the same year. In the BJMC 2nd year, 4th semester 32.69 percent of students have rated the Objectives stated for the course very good whereas 59.62 percent have appraised it to be excellent. In BJMC 3rd year 6th semester 21.95 percent of students graded the Objectives stated for the course very good and 39.02 percent of students assessed it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



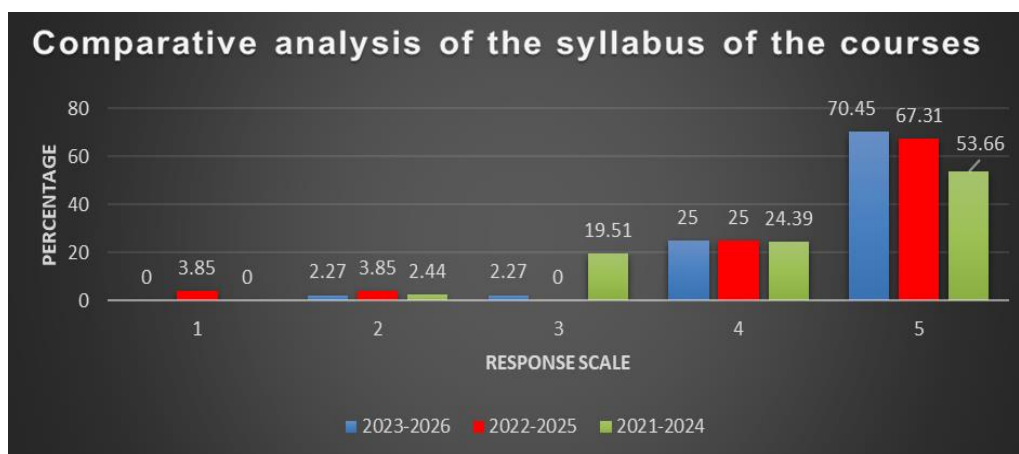
In the BJMC 1st year 2nd semester 27.27 percent of students rated the relevance of the course with respect to employability very good however 61.36 percent of students ranked the relevance of the course as excellent in the same year. In the BJMC 2nd year, 4th semester 25 percent of students have rated the relevance of the course as very good whereas 57.69 percent have appraised it to be excellent. In BJMC 3rd year 6th semester 17.07 percent of students graded the relevance of the course as very good and 46.34 percent of students assessed it to be excellent.

3. How do you rate the evaluation scheme of the course?



In the BJMC 1st year 2nd semester 20.45 percent of students rated the evaluation scheme of the course as very good however 68.18 percent of students ranked the evaluation scheme of the course as excellent in the same year. In the BJMC 2nd year, 4th semester 17.31 percent of students have rated the evaluation scheme of the course very good whereas 69.23 percent have appraised it to be excellent. In BJMC 3rd year 6th semester 21.95 percent of students graded the evaluation scheme very good and 43.9 percent of students assessed it to be excellent

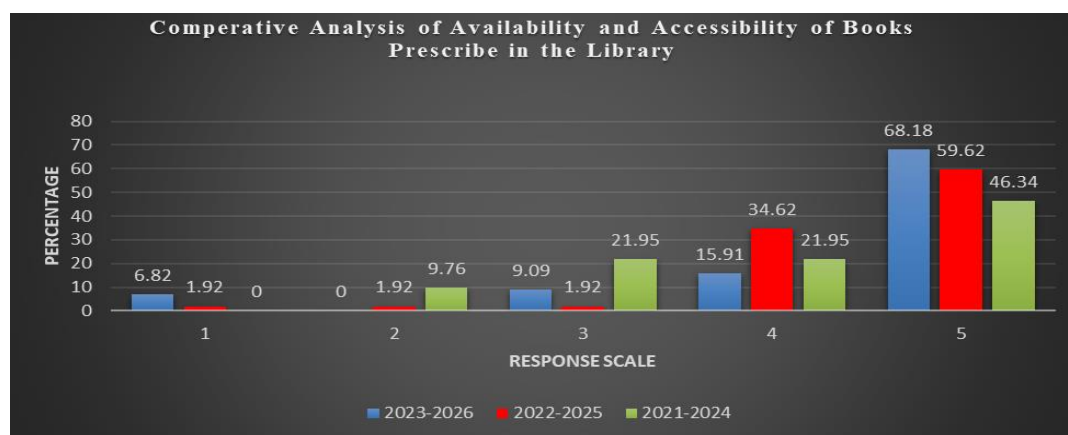
4. How do you rate the syllabus of the courses?





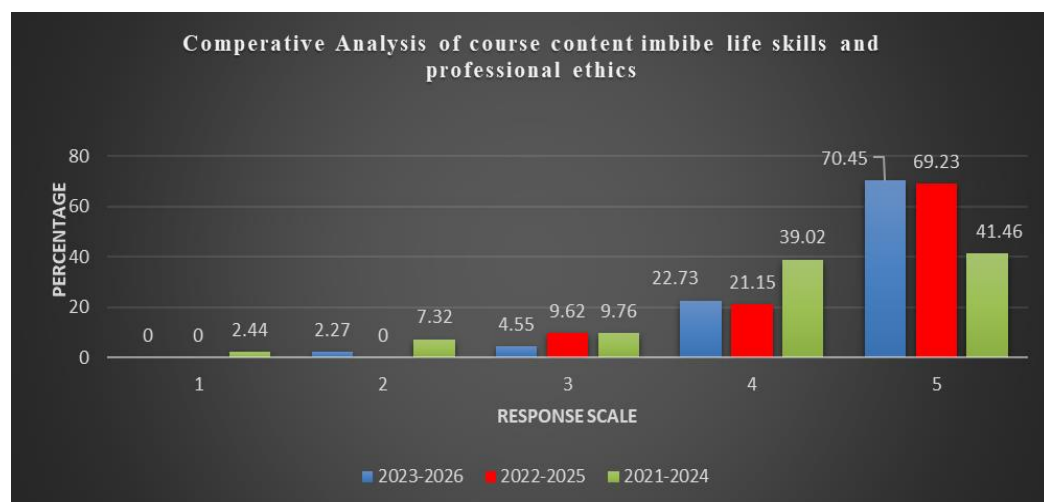
In the BJMC 1st year 2nd semester 25 percent of students rated the syllabus of the course as very good however 70.45 percent of students rated the syllabus as excellent in the same year. In the BJMC 2nd year, 4th semester 25 percent of students have rated the syllabus as very good whereas 67.31 percent have appraised it to be excellent. In the Bachelor of Journalism & Mass Communication BJMC 3rd year 6th semester 24.39 percent of students graded the syllabus as very good and 53.66 percent of students assessed it to be excellent.

5. How do you rate the Availability and accessibility of Books in the Library prescribed in the library?



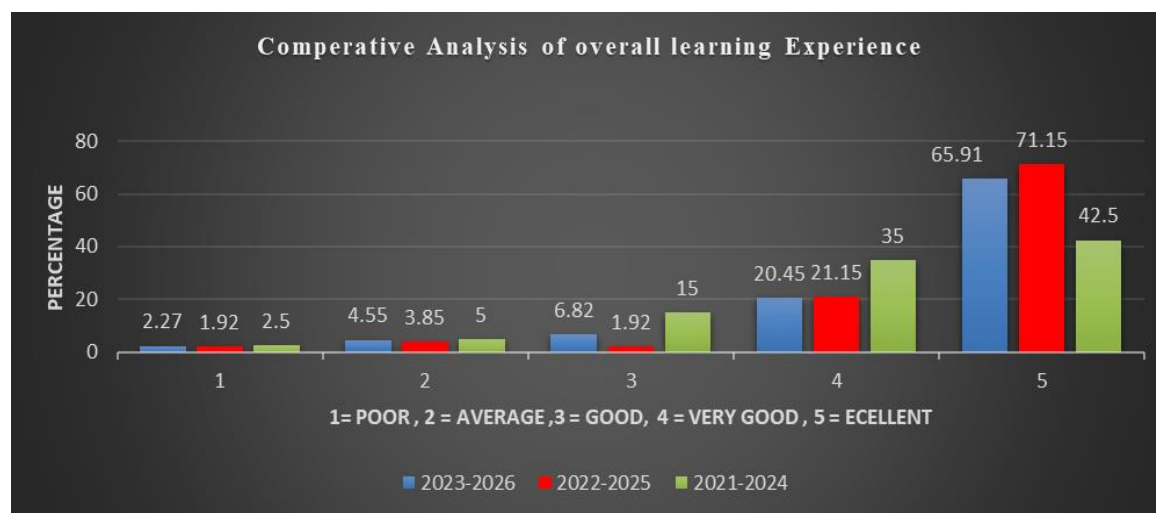
In the BJMC 1st year 2nd semester 15.91 percent of students rated the book availability for the course as very good however 68.18 percent of students rated as excellent in the same year. In the BJMC 2nd year, 4th semester 34.62 percent of students have rated the book availability in library for the course very good whereas 59.62 percent have appraised it to be excellent. In BJMC 3rd year 6th semester 21.95 percent of students graded the book availability in library very good and 46.34 percent of students assessed it to be excellent. Overall, the feedback indicates that bjmc students are satisfied their availability and accessibility of Books in the Library.

6. Does the course content imbibe life skills and professional ethics?



BJMC 1st year 2nd semester 27.73 percent of students rated the course content imbibe life skills and professional ethics as very good however 70.45 percent of students rated as excellent in the same year. In the BJMC 2nd year, 4th semester 21.15 percent of students have rated the course content imbibe life skills and professional ethics is very good whereas 69.23 percent have appraised it to be excellent. In BJMC 3rd year 6th semester 39.02 percent of students graded course content imbibe life skills and professional ethics very good and 41.46 percent of students assessed it to be excellent.

7. How do you rate the overall learning experience?



BJMC 1st year 2nd semester 24.45 percent of students rated their overall learning experience as very good however 65.91 percent of students rated as excellent in the same year. In the BJMC 2nd year, 4th semester 21.15 percent of students have rated their overall learning experience is very good whereas 71.15 percent have appraised it to be excellent. In BJMC 3rd year 6th semester 35 percent of students rated their overall learning experience very good and 42.5 percent of students assessed it to be excellent



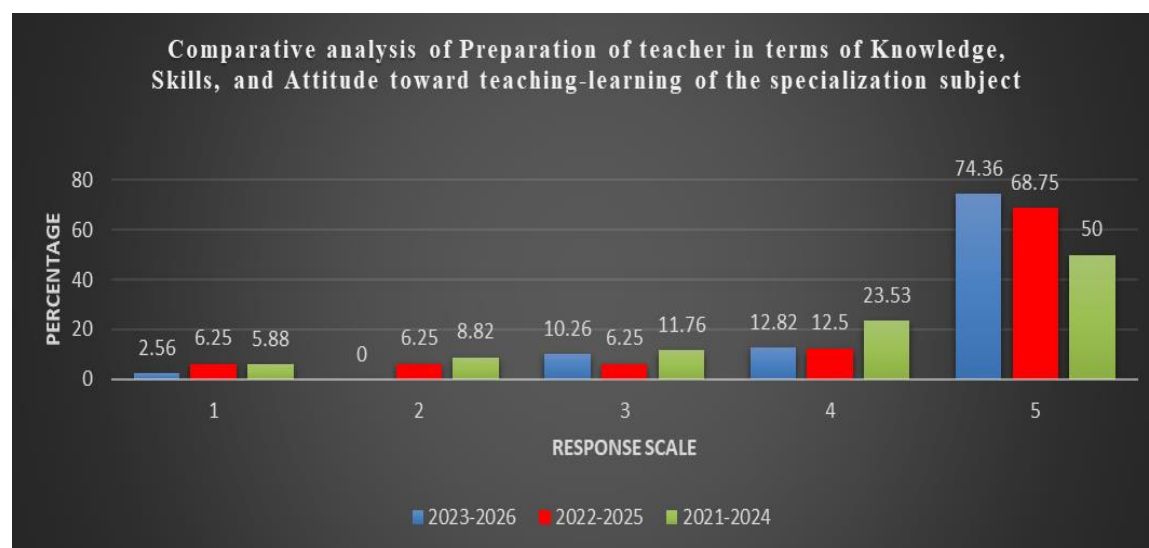
8. Any Other Suggestions.

Serial no	Suggestions	count
1	The expanded lab practical sessions have significantly enhanced hands-learning, which is quite satisfying..	15
2	Faculty members are highly supportive and committed to helping student succeed.	10
3	The syllabus is good according to industry	10
4	The industrial visit and guest lectures were highly satisfactory.	10
5	The learning pedagogy is well-structured and engaging.	18
6	Buddy lecture activity is highly motivating	10
7	Organize outdoor workshops for enhanced learning experiences.	13
8	The mentorship program is highly effective	11
Total		87

Summary of Specialization Feedback Bachelor of Journalism and Mass Communication Students

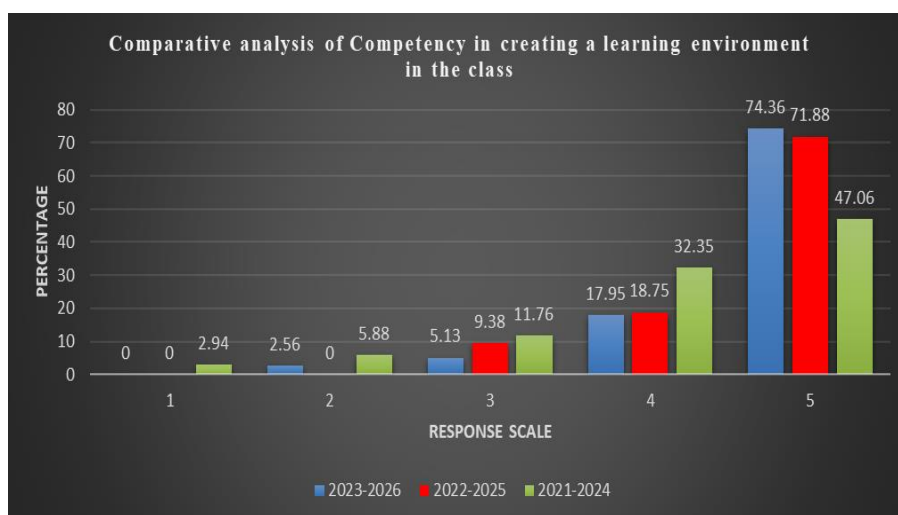
(Even -Semester)

1. Preparation of teacher in terms of Knowledge, Skills, and Attitude toward teaching-learning of the specialization subject



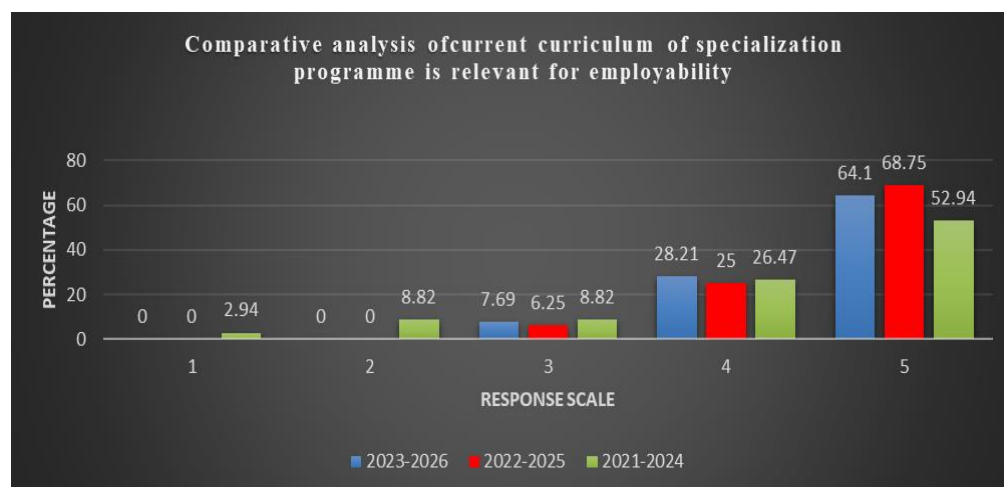
In the BJMC Ist year, IInd Semester 12.82 percent of students rated the teacher's preparation in terms of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning as very good however 74.36 percent of students rated the syllabus as excellent in the same year. In the BJMC 2nd year, IV Semester 12.5 percent of students have rated teachers' preparation as very good whereas 68.75 percent have appraised it to be excellent. In the BJMC IIIrd year, VI Semester 23.53 percent of students have rated teachers' preparation as very good whereas 50 percent have appraised it to be excellent.

2. Competency in creating a learning environment in the class.



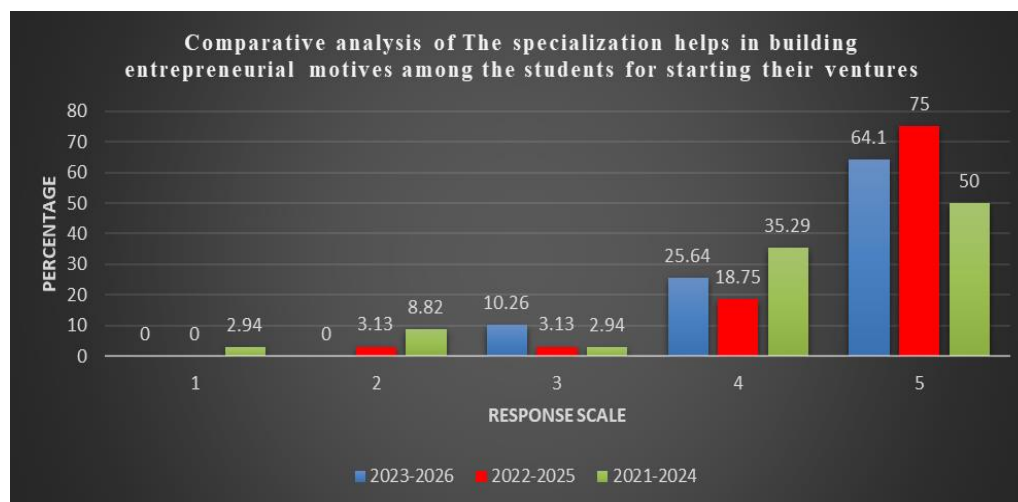
In the BJMC Ist year, IInd Semester 17.95 percent of students rated the teacher's competency in terms of creating a learning environment as very good however 74.36 percent of students rated the syllabus as excellent in the same year. In the BJMC IInd year, IV Semester 18.75 percent of students have rated teachers' competency as very good whereas 71.88 percent have appraised it to be excellent. In the BJMC IIIrd year, VI Semester 32.35 present students rated teacher's competency in terms of creating a learning environment as very good however 47.06 percent have appraised it be excellent.

3. The Institute's current curriculum of specialization programme is relevant for employability



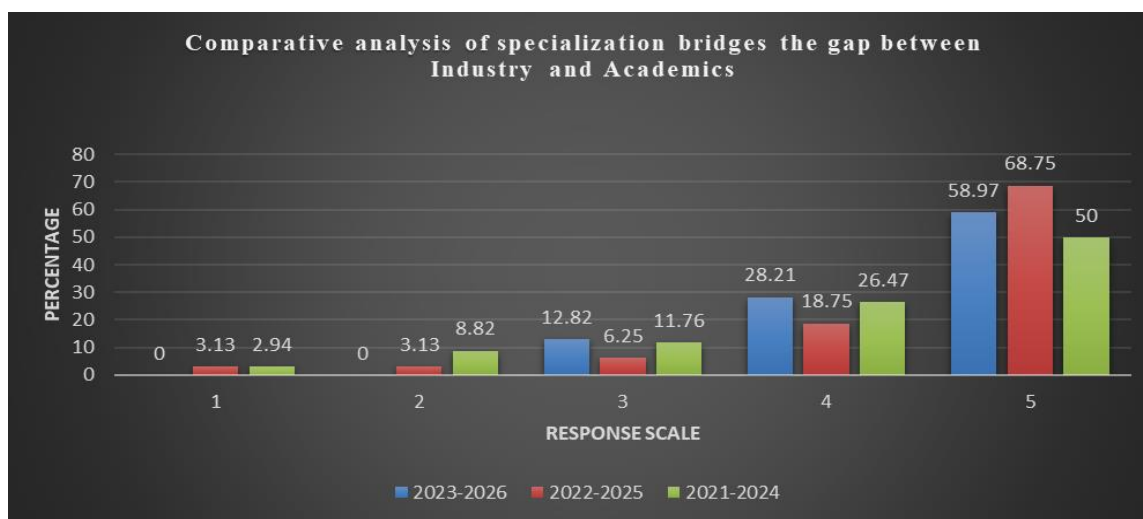
In the BJMC Ist year, IInd Semester 28.21 percent of students rated the curriculum of the institute in terms of creating a learning environment as very good however 64.1 percent of students rated the syllabus as excellent in the same year. In the BJMC IInd year, IV Semester 25 percent of students have rated of the institute in terms of creating a learning environment as very good however the curriculum of specialization programme 68.75 percent of students rated the syllabus as excellent. In the BJMC IIIrd year, VI Semester 26.47 Percent of students rated the curriculum of specialization programme of the institute in terms of creating a learning environment as very good however 52.94 percent of students rated the curriculum of specialization programme excellent.

4. The specialization helps in building entrepreneurial motives among the students for starting their ventures



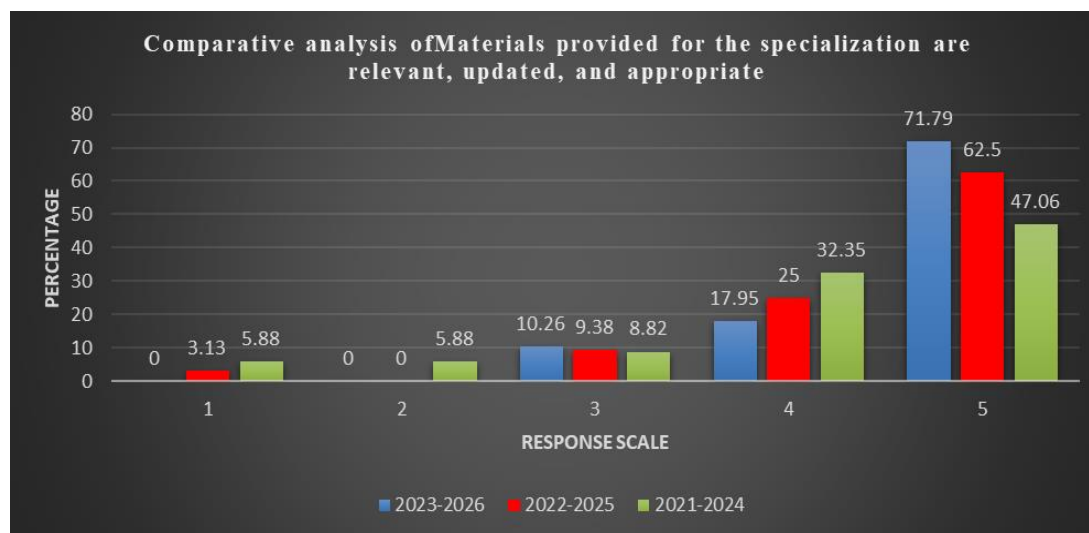
In the BJMC In theBJMC Ist year, IInd Semester 25.64 Percent of students acknowledge that the curriculum of the specialization helps in building entrepreneurship motives good however 64.1 per cent of students rated it as excellent. In the BJMC IInd year, IV Semester 18.75per cent of students have rated it as very good whereas 64.1 percent have appraised it to be excellent. In the BJMC IIIrd year, VIth Semester 35.29 percent of students acknowledge that the curriculum of the specialization helps in building entrepreneurship motives good however 50 per cent of students rated it as excellent.

The specialization bridges the gap between Industry and Academics.



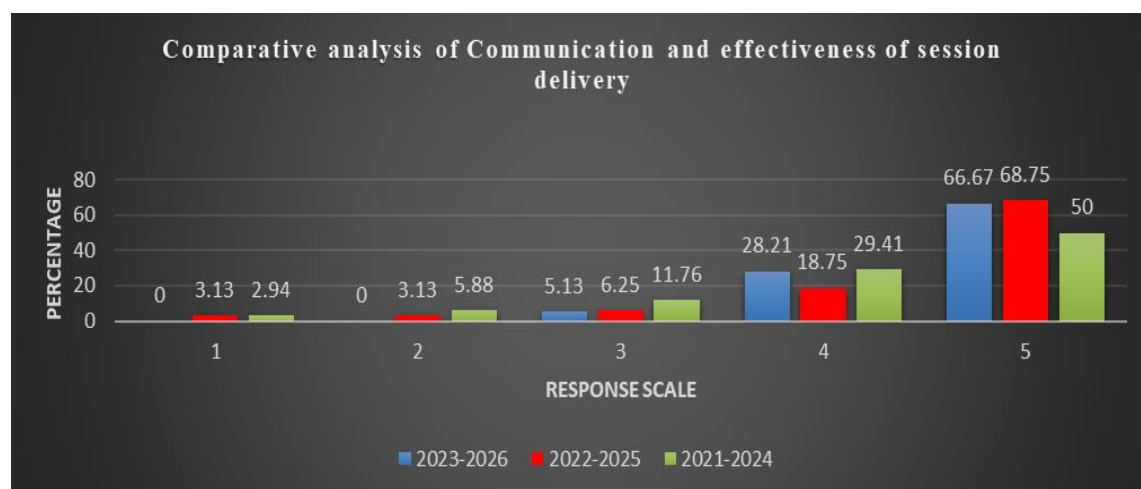
In the BJMC Ist year, IInd Semester 28.21 per cent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 58.97 percent of students rated it as excellent. In the BJMC IInd year, IV Semester 18.75 per cent students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 68.75 percent of students rated it as excellent. . In the BJMC IIIrd year, VI Semester 26.47 percent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 50 percent of students rated it as excellent.

5. Materials provided for the specialization are relevant, updated, and appropriate.



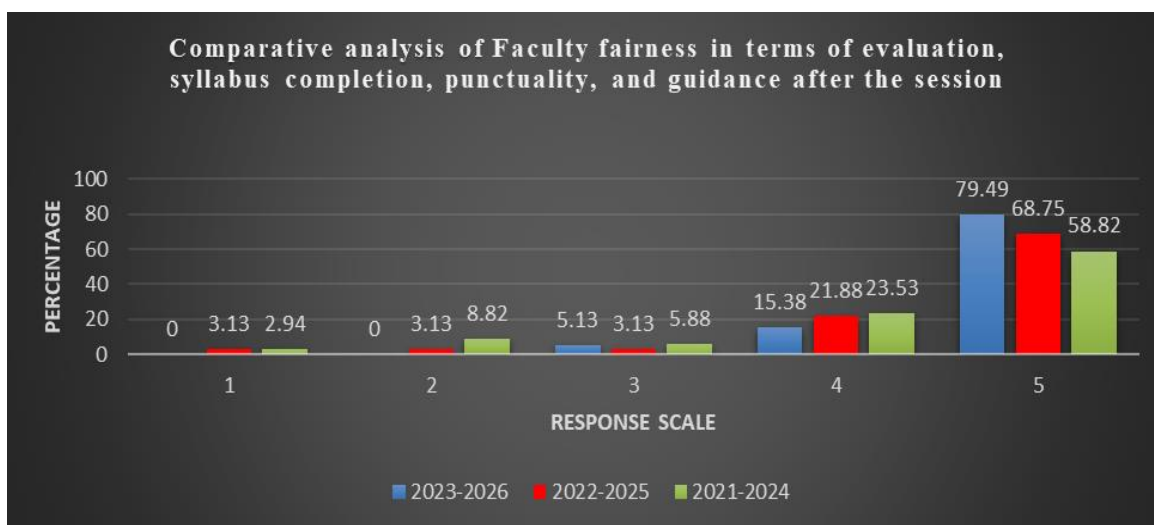
In the BJMC Ist year, IInd Semester 17.95 per cent of students acknowledge that the specialization helps in bridging the gap between Industry and Academics and is appropriate according to industry needs however 71.79 Percent of students rated it as excellent. . In the BJMC IInd year, IV Semester 25 per cent of students acknowledge that the specialization helps bridge the gap between Industry and Academics however 62.5 per cent of students rated it as excellent In the BJMC 3rd year, VI Semester 32.35 percent of students have rated it as very good whereas 47.06 per cent have appraised it to be excellent .

7. Communication and effectiveness of session delivery



In BJMC Ist year, IInd Semester 28.21 percent of students acknowledges that the session delivery was effective 66.67 percent of students rated it as excellent. I In the BJMC IInd year, IV Semester 18.75 percent of students have rated it as very good whereas 68.75 percent have appraised it to be excellent In the BJMC 3rd year, VI Semester 29.41 percent of students have rated it as very good whereas 50 per cent have appraised that the session delivery was excellent.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In the BJMC Ist year, IInd Semester 15.38 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session. delivery was effective 79.49 percent of students rated it as excellent. In the BJMC IInd year, IV Semester 21.88 percent of students have rated it as very good whereas 68.75 percent have appraised it to be excellent. In the BJMC 3rd year, VI Semester 25.53 percent of students rated it as very good whereas 58.82 per cent have appraised that the session delivery was excellent.

9.Any Other Suggestions.



IMS
GHAZIABAD
UNIVERSITY COURSES CAMPUS
Status of 12(B) by UGC

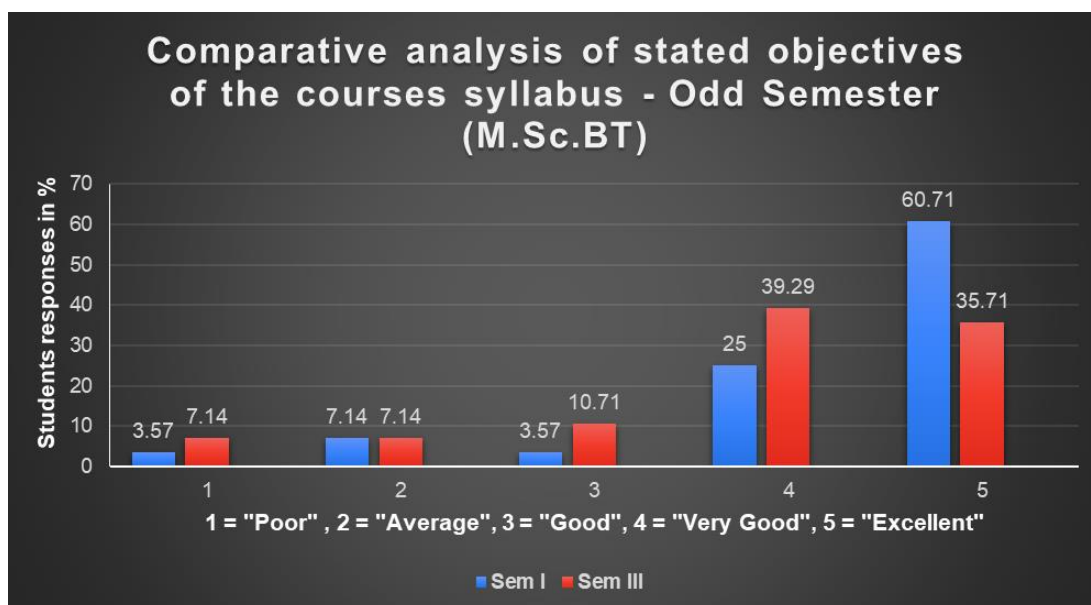
INSTITUTE OF MANAGEMENT STUDIES GHAZIABAD
(University Courses Campus)



Serial no	Suggestions	count
1	More outdoor practical sessions to provide additional hands-on practice.	25
2	The exceptional expertise of the faculty members is commendable.	20
3	More diverse specializations should be added to the curriculum.	7
4	Need workshop on voice modulation	6
5	The learning pedagogy is good	15
6	Everything is good	10
Total		83

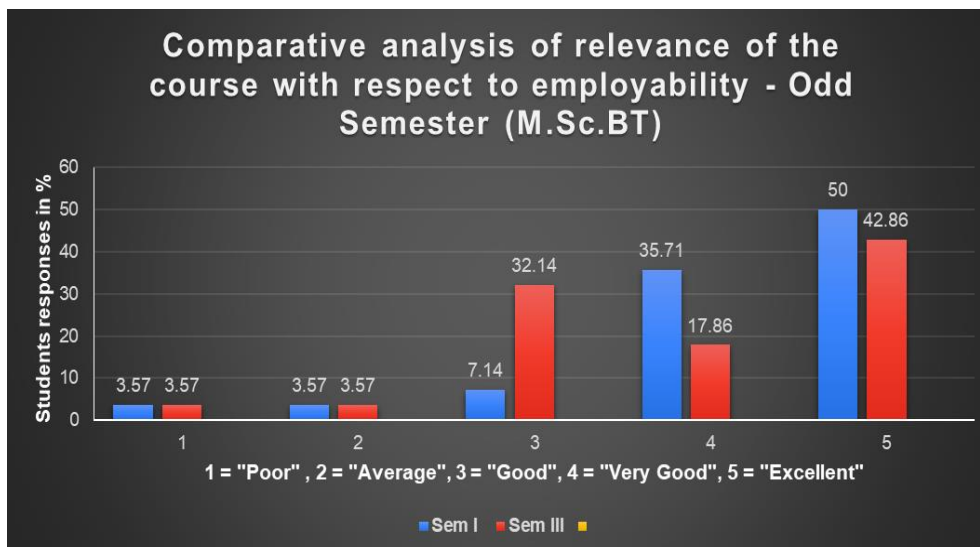
Summary of Curriculum Feedback of Masters of Biotechnology
(Odd Semester)

1. How to rate the stated objectives of the courses syllabus?



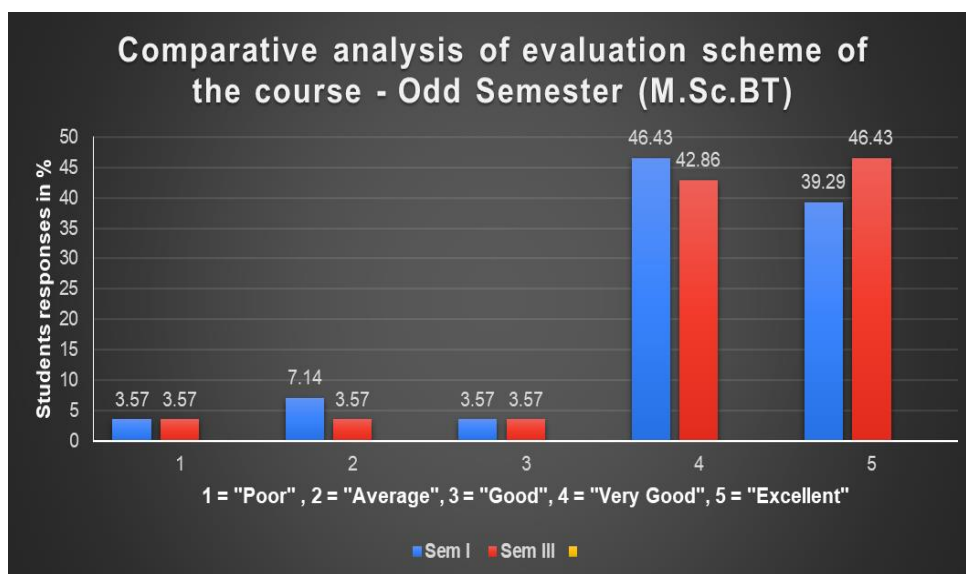
In the First year at Masters of Biotechnology, 25 percent of students rated the syllabus of the course to be very good and 39.29 percent of students rated it to be excellent. Whereas in the second year, 60.71 percent of students graded the syllabus as very good and 35.71 percent of students rated it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



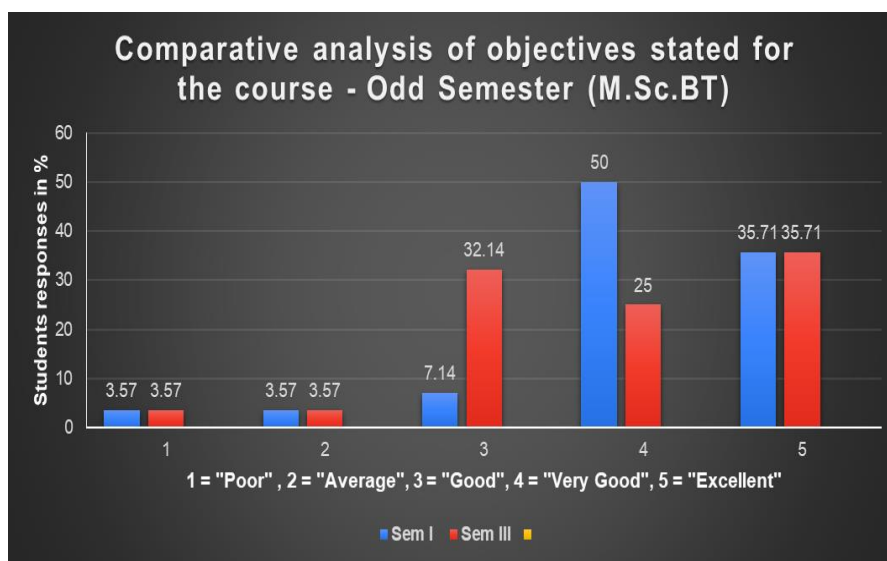
In the First year at Masters of Biotechnology, 35.71 percent of students rated the relevance of the course with respect to employability to be very good and 17.86 percent of students rated it to be excellent. Whereas in the second year, 50 percent of students have graded the relevance as very good and 42.86 percent of students have rated it to be excellent.

3. How do you rate the evaluation scheme of the course?



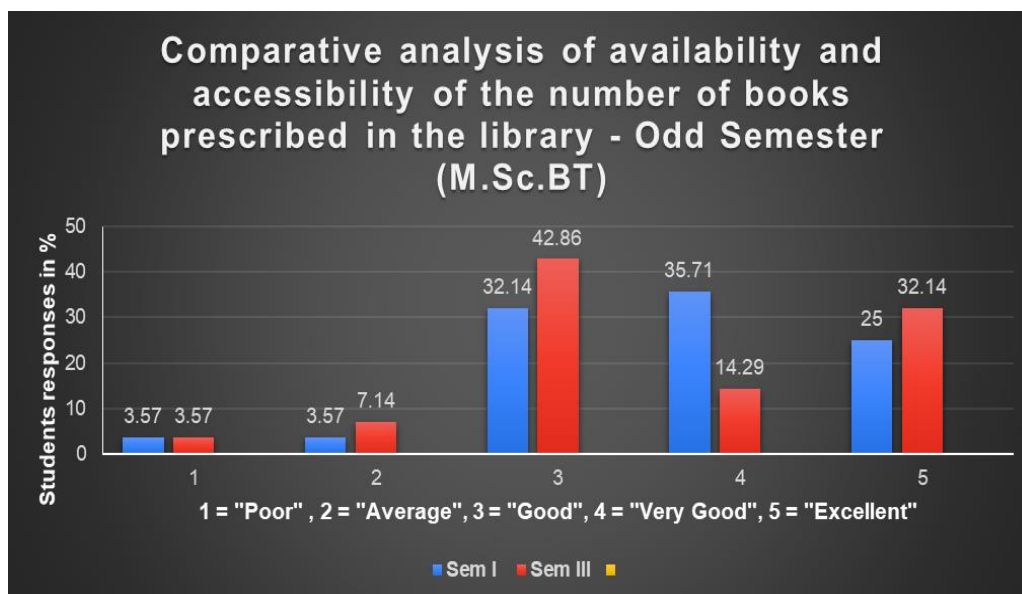
In the First year at Masters of Biotechnology, 46.43 percent of students rated the evaluation scheme of the course to be very good and 39.29 percent of students rated as excellent. Whereas in the second year, 42.86 percent of students graded the evaluation scheme of the course as very good and 46.43 percent of students rated it to be excellent.

4. How do you rate the objectives stated for the course?



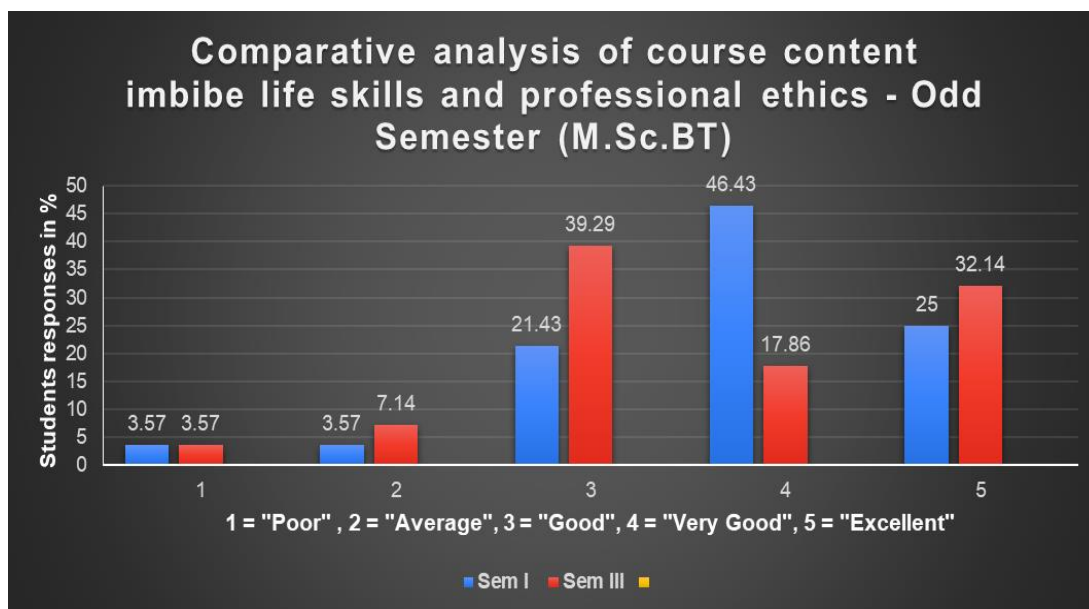
In the First year at Masters of Biotechnology, 50 per cent students have rated the objectives stated for the course to be very good and 35.71 percent students have rated it to be excellent. Whereas in the second-year 25 percent students have graded the objectives stated for the course as very good and 35.71 percent students have rated it to be excellent.

5. How do you rate the availability and accessibility of the number of books prescribed in the library?



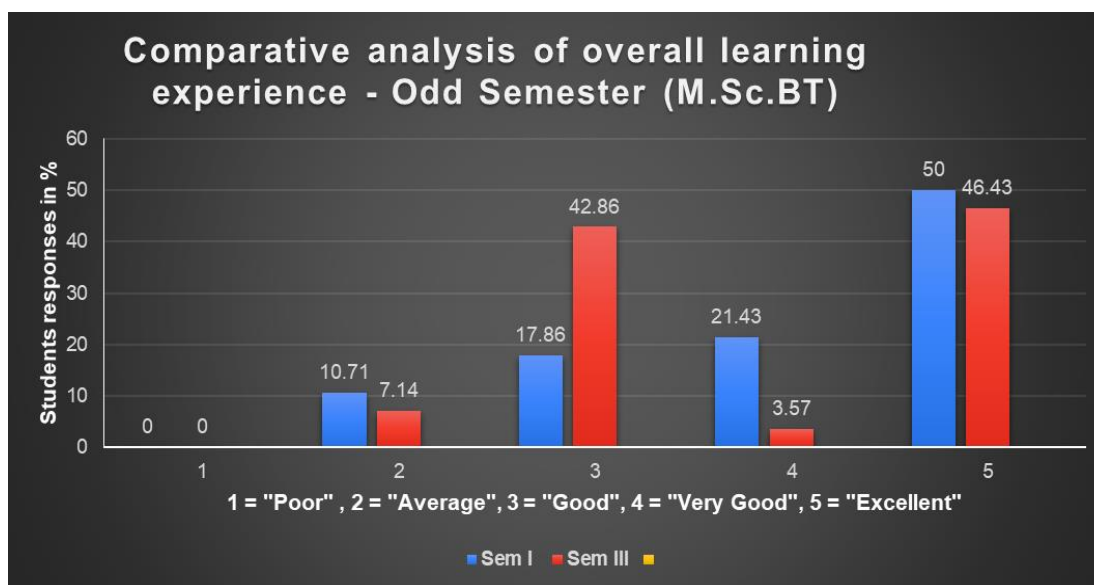
In the First year at Masters of Biotechnology 35.71 per cent students have rated the availability and accessibility of the number of books prescribed in the library to be very good and 25 percent students have rated it to be excellent. Where as in the second-year 14.29 percent students have graded evaluation scheme as very good and 32.14 percent students have rated it to be excellent.

6. Does the analysis of course content imbibe life skills and professional ethics?



In the First year at Masters of Biotechnology, 46.43 percent of students rated the analysis of course content imbibe life skills and professional ethics to be very good and 25 percent of students rated it to be excellent. Whereas in the second year, 17.86 percent of students graded the analysis of course content imbibe life skills and professional ethics as very good and 32.14 percent of students rated it to be excellent.

7. Rate the overall learning experience.



In the M.Sc. BT 1st year 21.43 percent of students rated the overall learning experience as very good however 50 percent of students rated as excellent in the same year. In the M.Sc. BT 2nd year, 3.57 percent of students have rated the overall learning experience as very good whereas 46.43 percent have appraised it to be excellent.

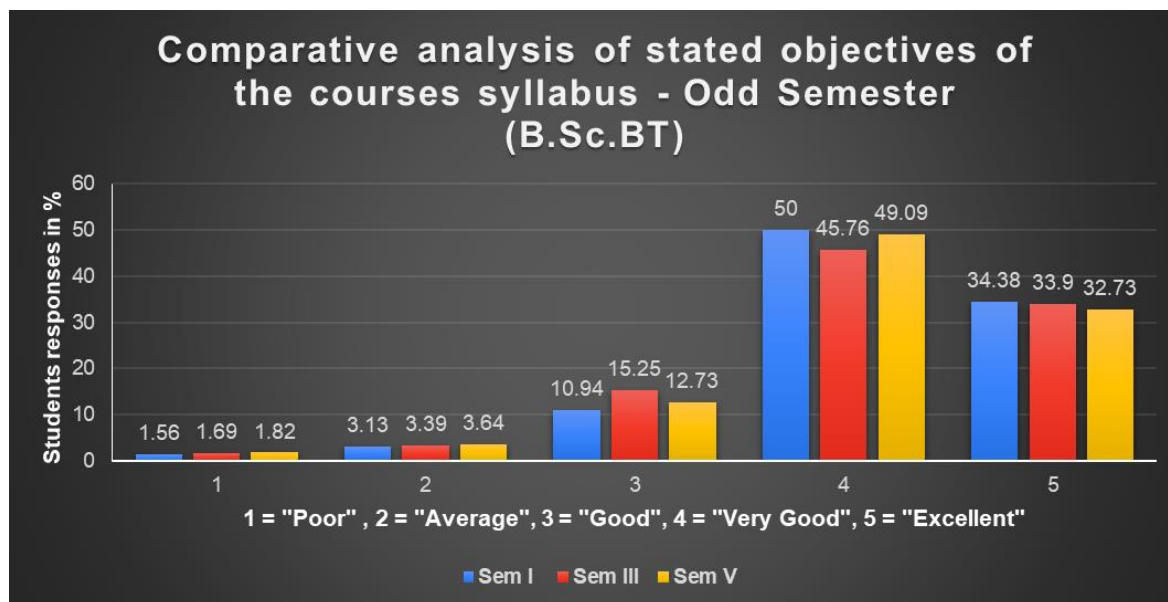
8. Any Other Suggestions.

S.No.	Suggestion	Count
1	Practical exposure is excellent	13
2	Curriculum objectives are well-defined	8
3	Add guest lectures by industry experts	10
4	Syllabus updates are regularly done	7
5	Faculties are supported and helpful	4
Total		42

Summary of Curriculum Feedback of Bachelor of Science (H) - Biotechnology

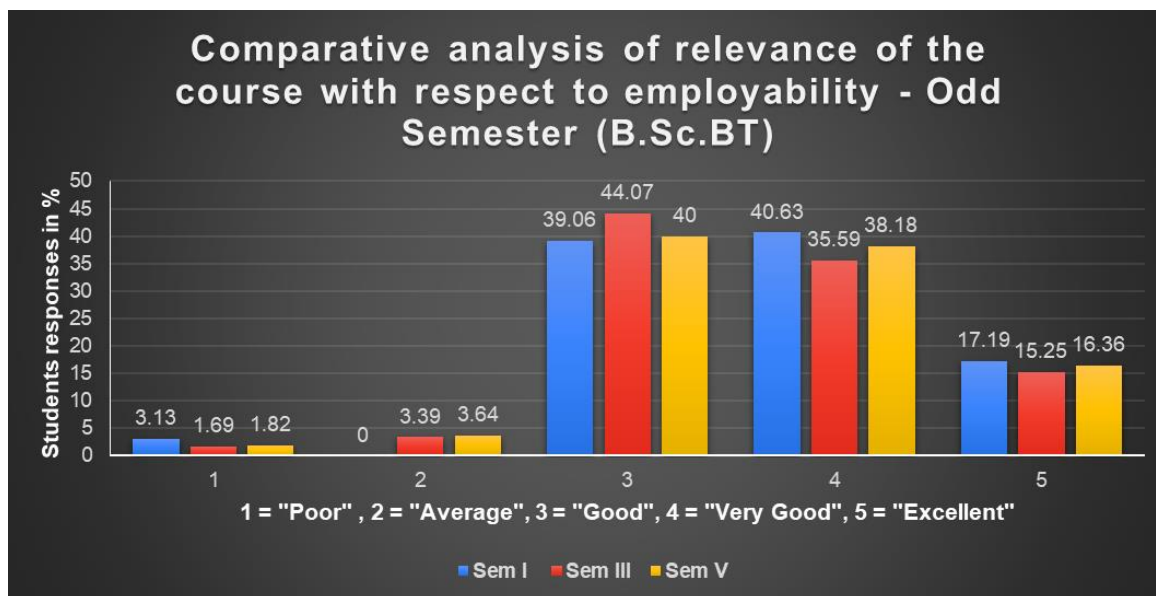
(Odd Semester)

1. How do you rate the stated objectives of the courses syllabus?



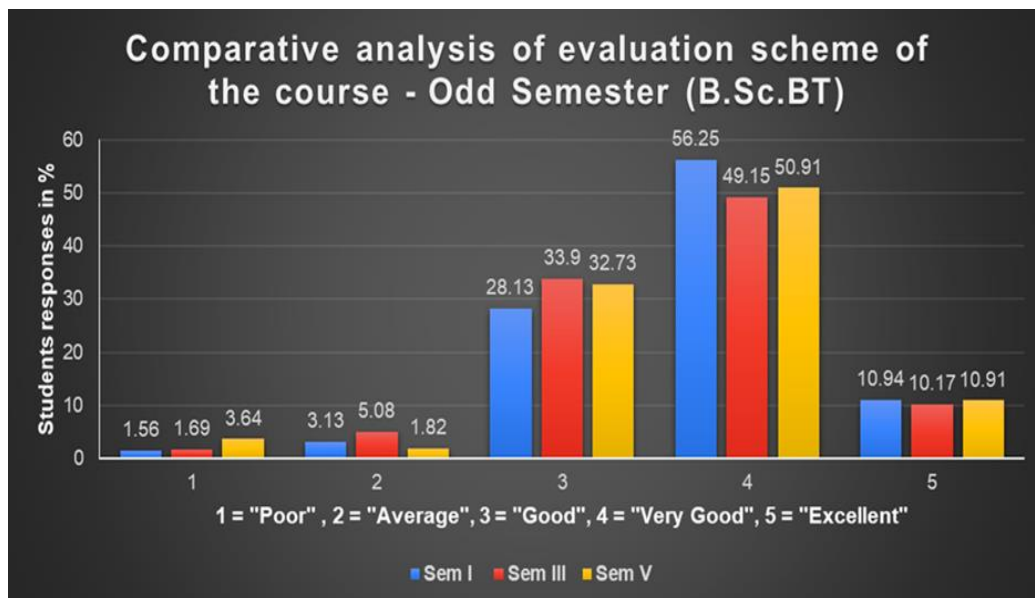
In the B.Sc. BT 1st year 50 percent of students rated the syllabus of the course as very good however 34.38 percent of students rated the syllabus as excellent in the same year. In the B.Sc. BT 2nd year, 45.76 percent of students have rated the syllabus as very good whereas 33.9 percent have appraised it to be excellent. In B.Sc. BT 3rd year 49.09 percent of students graded the syllabus as very good and 32.73 percent of students assessed it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



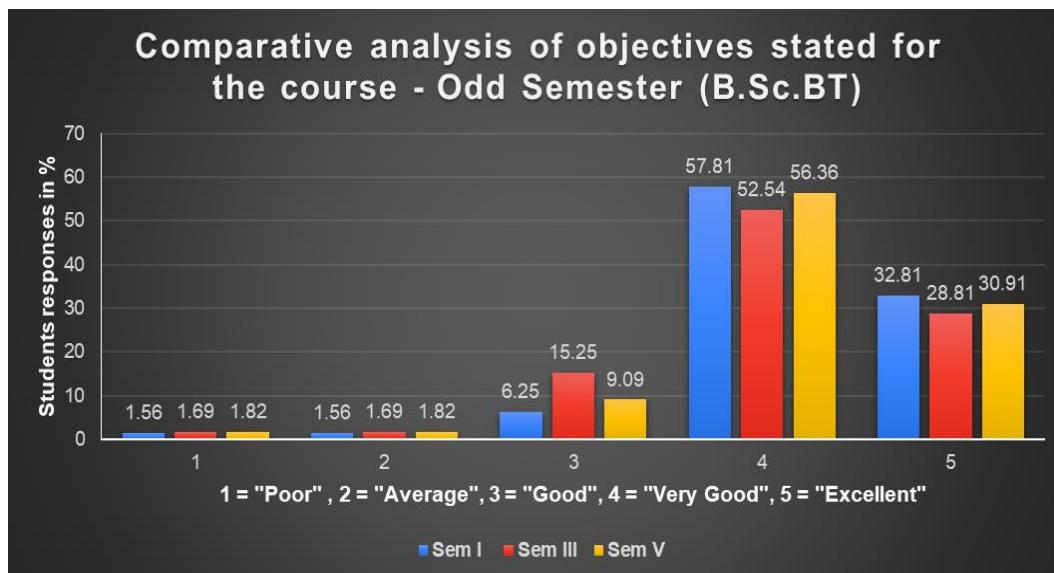
In the B.Sc. BT 1st year 40.63 percent of students rated the relevance of the course as very good however 17.19 percent of students ranked the relevance of the course as excellent in the same year. In the B.Sc. BT 2nd year, 35.59 percent of students have rated the relevance of the course as very good whereas 15.25 percent have appraised it to be excellent. In B.Sc. BT 3rd year 38.18 percent of students graded the relevance of the course as very good and 16.36 percent of students assessed it to be excellent.

3. How do you rate the evaluation scheme of the course?



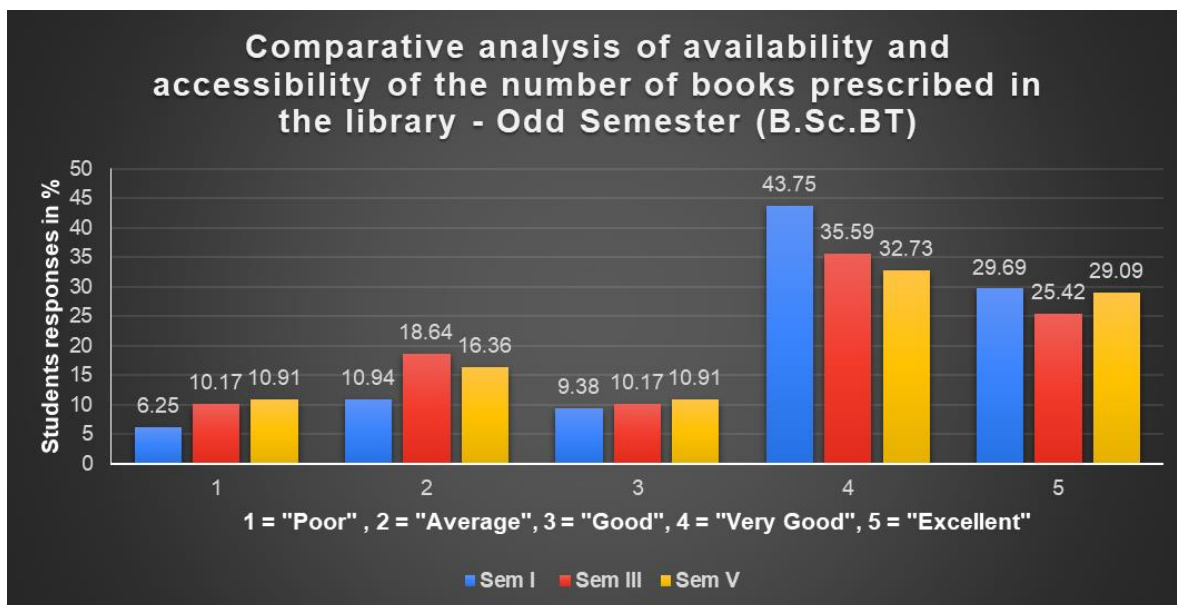
In the B.Sc. BT 1st year 56.25 percent of students rated evaluation scheme of the course as very good however 10.94 percent of students ranked excellent in the same year. In the B.Sc. BT 2nd year, 49.15 percent of students have rated evaluation scheme of the course as very good whereas 10.17 percent have appraised it to be excellent. In B.Sc. BT 3rd year 50.91 percent of students graded the evaluation scheme of the course as very good and 10.91 percent of students assessed it to be excellent.

5. How do you rate the objectives stated for the course?



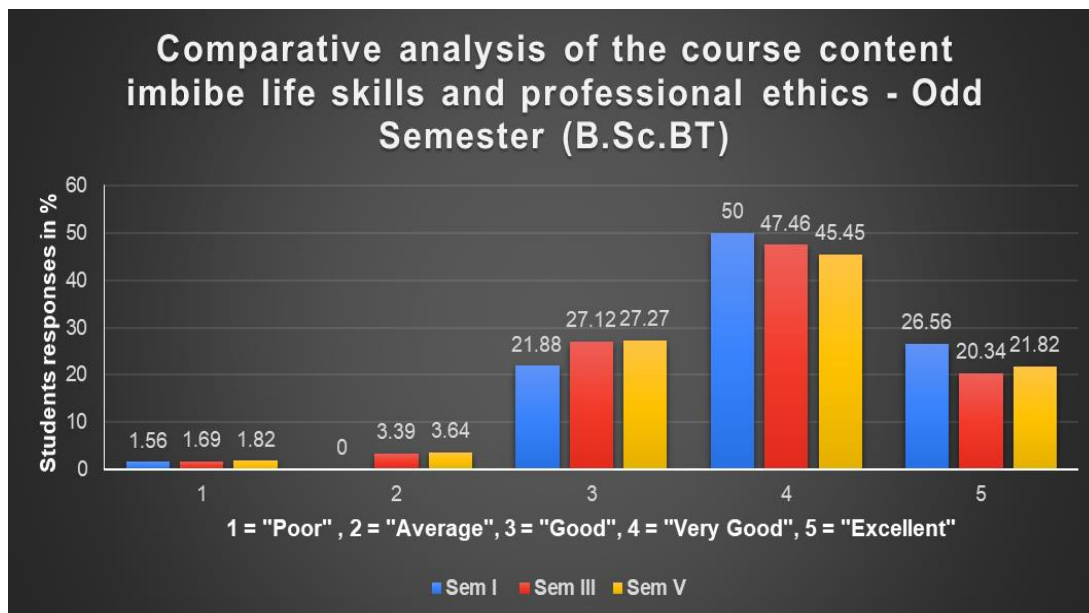
In the B.Sc. BT 1st year 57.81 percent of students rated the objectives stated for the course as very good however 32.81 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 52.54 percent of students have rated the objectives stated for the course as very good whereas 28.81 percent have appraised it to be excellent. In B.Sc. BT 3rd year 56.36 percent of students graded the objectives stated for the course as very good and 30.91 percent of students assessed it to be excellent.

6. How do you rate the availability and accessibility of the number of books prescribed in the library.



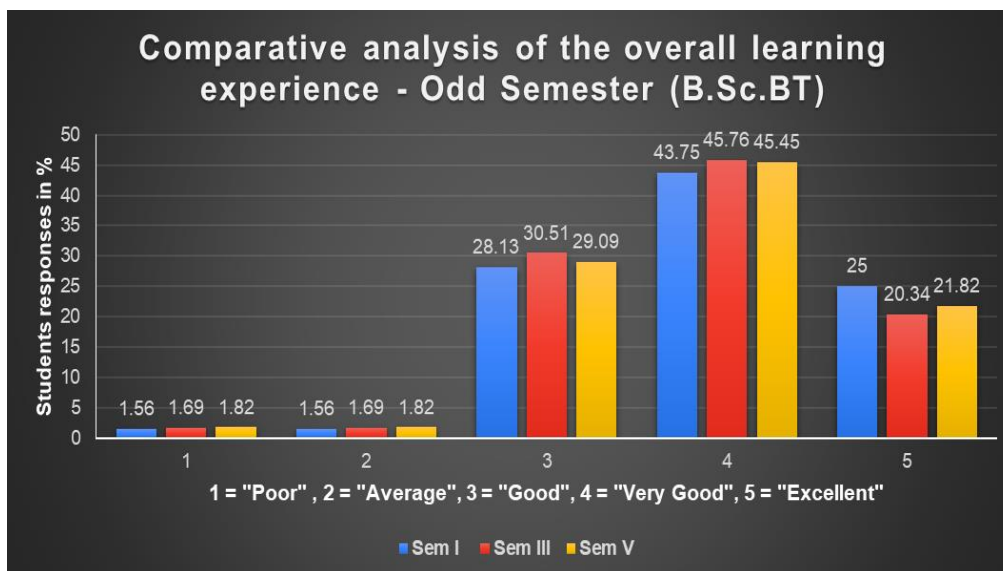
In the B.Sc. BT 1st year 43.75 percent of students rated the availability and accessibility of the number of books prescribed in the library as very good however 29.69 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 35.59 percent of students have rated availability and accessibility of the number of books prescribed in the library as very good whereas 25.42 percent have appraised it to be excellent. In B.Sc. BT 3rd year 32.73 percent of students graded availability and accessibility of the number of books prescribed in the library as very good and 29.09 percent of students assessed it to be excellent.

6. Does the course content imbibe life skills and professional ethics?



In the B.Sc. BT 1st year 50 percent of students rated the course content imbibe life skills and professional ethics as very good however 26.56 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 47.46 percent of students have rated the course content imbibe life skills and professional ethics as very good whereas 20.34 percent have appraised it to be excellent. In B.Sc. BT 3rd year 45.45 percent of students graded the course content imbibe life skills and professional ethics as very good and 21.82 percent of students assessed it to be excellent.

7. Rate the overall learning experience.



In the B.Sc. BT 1st year 43.75 percent of students rated the overall learning experience as very good however 25 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 45.76 percent of students have rated the overall learning experience as very good whereas 20.34 percent have appraised it to be excellent. In B.Sc. BT 3rd year 45.45 percent of students graded the overall learning experience as very good and 21.82 percent of students assessed it to be excellent.

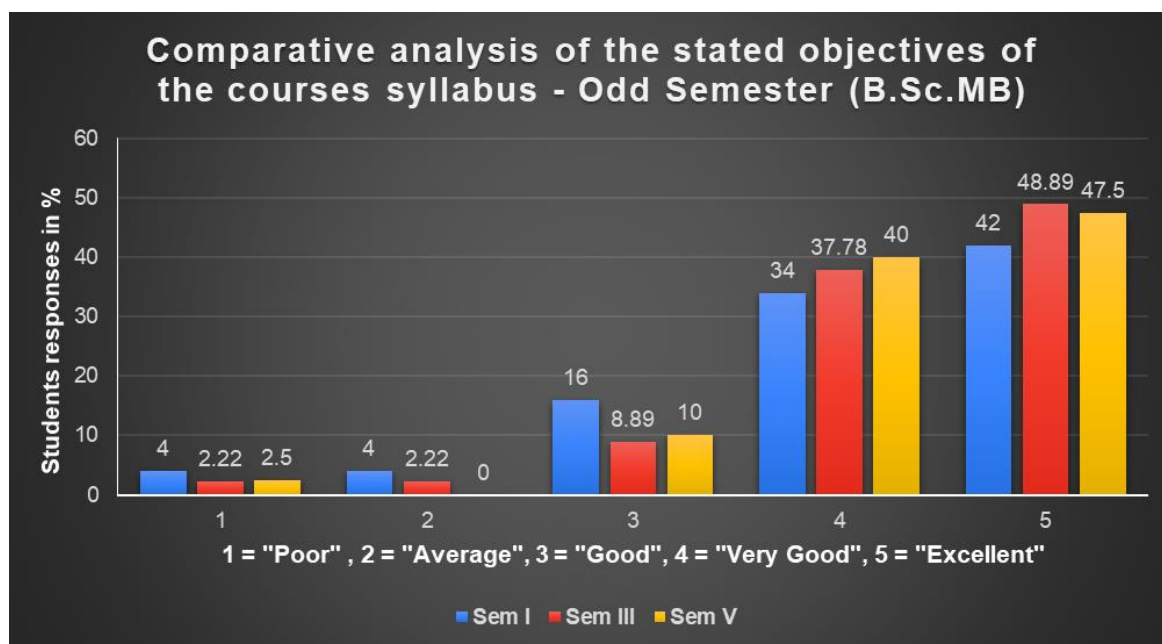
8. Any Other Suggestions

S.No.	Suggestion	Count
1	Group assignments foster collaboration	22
2	Presentation by students in the class is appreciated	20
3	Enhance library access for digital resources	15
4	Add guest lectures by industry experts	12
5	Include more lab practical for practice	26
6	Buddy mentorship program is appreciated	16
7	Faculties are supportive	13
Total		124

Summary of Curriculum Feedback of Bachelor of Science (H) – Microbiology

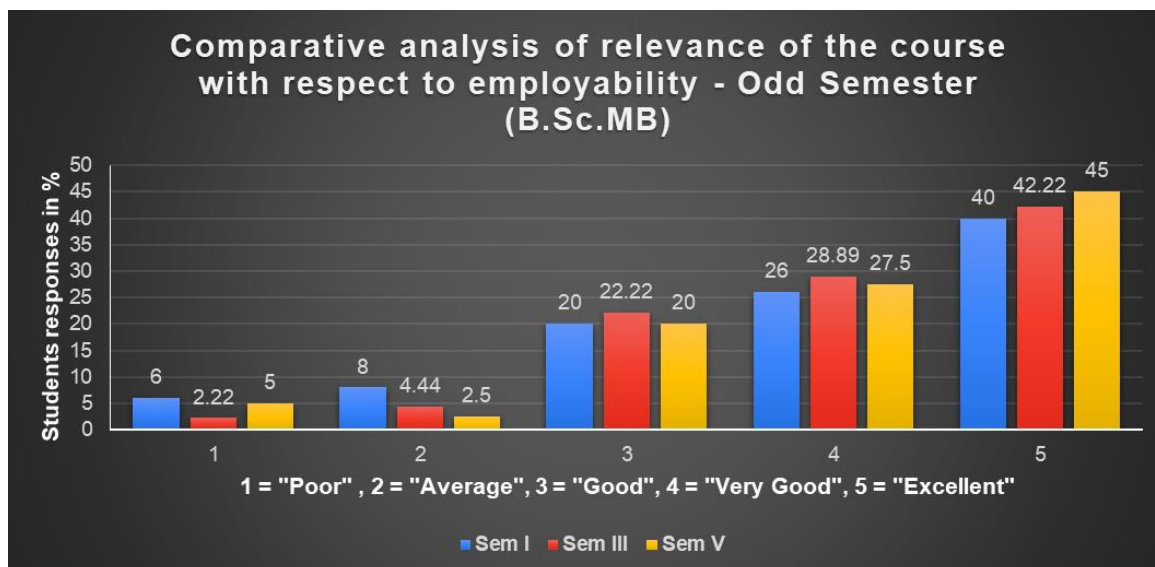
(Odd Semester)

1. How do you rate the stated objectives of the courses syllabus?



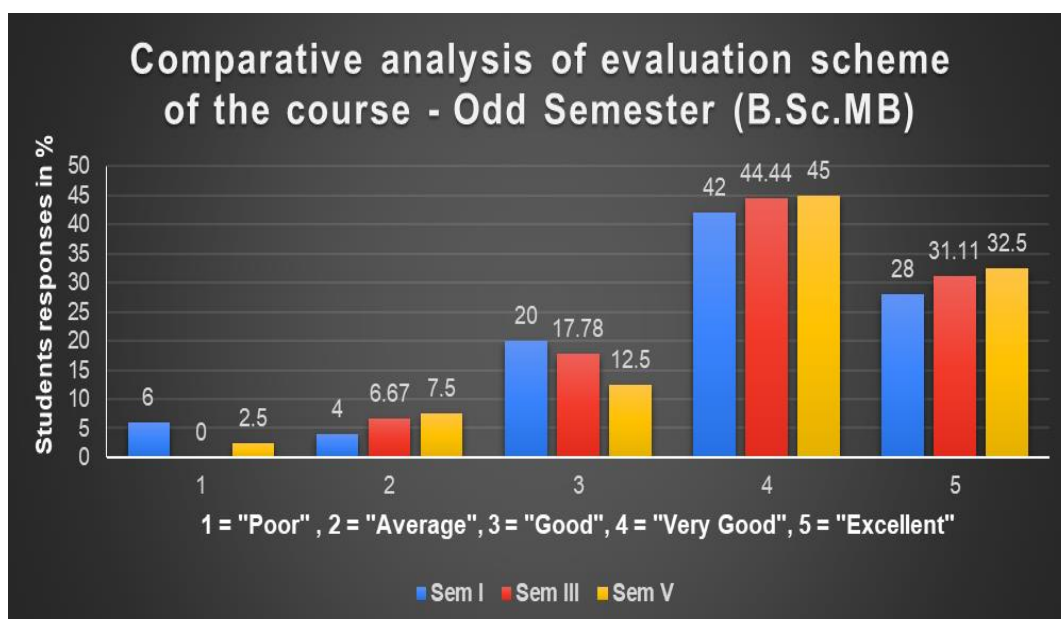
In the B.Sc. MB 1st year 34 percent of students rated the syllabus of the course as very good however 42 percent of students rated the syllabus as excellent in the same year. In the B.Sc. MB 2nd year, 37.78 percent of students have rated the syllabus as very good whereas 48.89 percent have appraised it to be excellent. In B.Sc. MB 3rd year 40 percent of students graded the syllabus as very good and 47.5 percent of students assessed it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



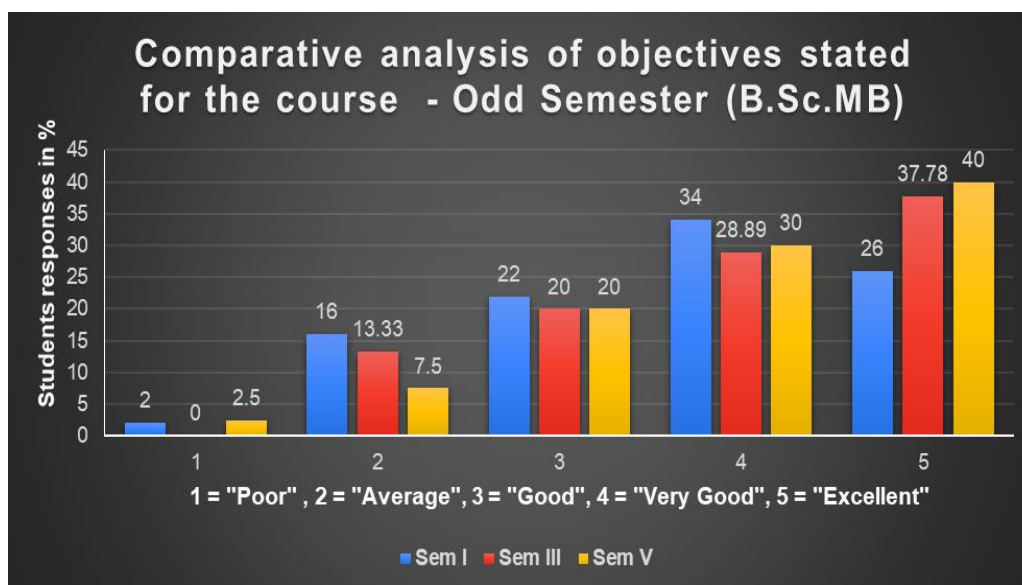
In the B.Sc. MB 1st year 26 percent of students rated the relevance of the course with respect to employability as very good however 40 percent of students ranked as excellent in the same year. In the B.Sc. MB 2nd year, 28.89 percent of students have rated the relevance of the course as very good whereas 42.22 percent have appraised it to be excellent. In B.Sc. MB 3rd year 27.5 percent of students graded the relevance of the course as very good and 45 percent of students assessed it to be excellent.

3. How do you rate the evaluation scheme of the course?



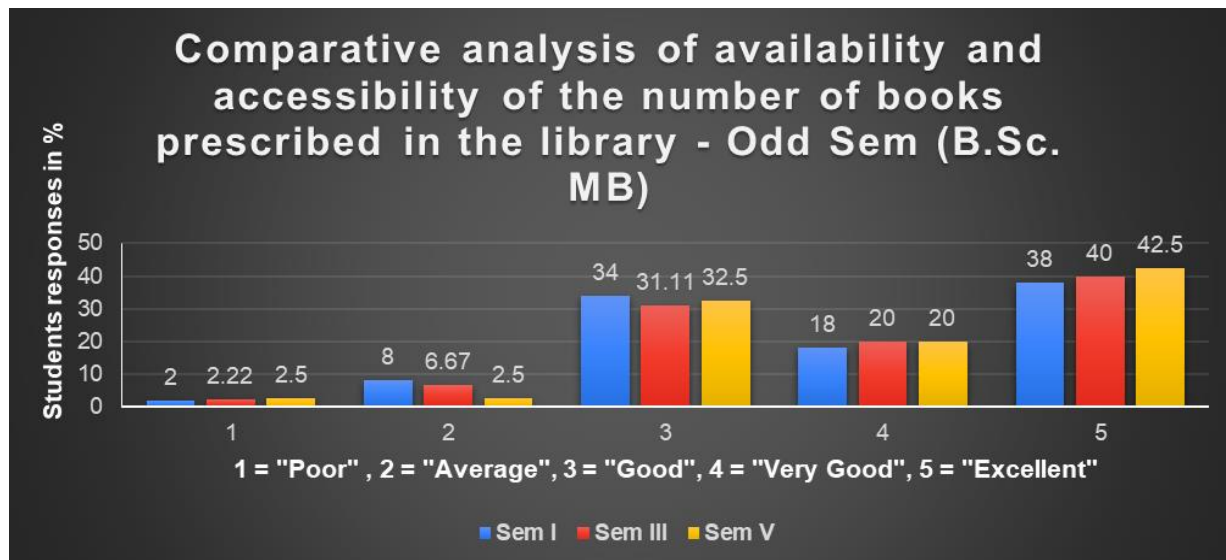
In the B.Sc. MB 1st year 42 percent of students rated the evaluation scheme of the course as very good however 28 percent of students ranked excellent in the same year. In the B.Sc. MB 2nd year, 17.78 percent of students have rated the evaluation scheme of the course as very good whereas 31.11 percent have appraised it to be excellent. In B.Sc. MB 3rd year 45 percent of students graded the evaluation scheme of the course as very good and 32.5 percent of students assessed it to be excellent.

4. How do you rate the objectives stated for the course?



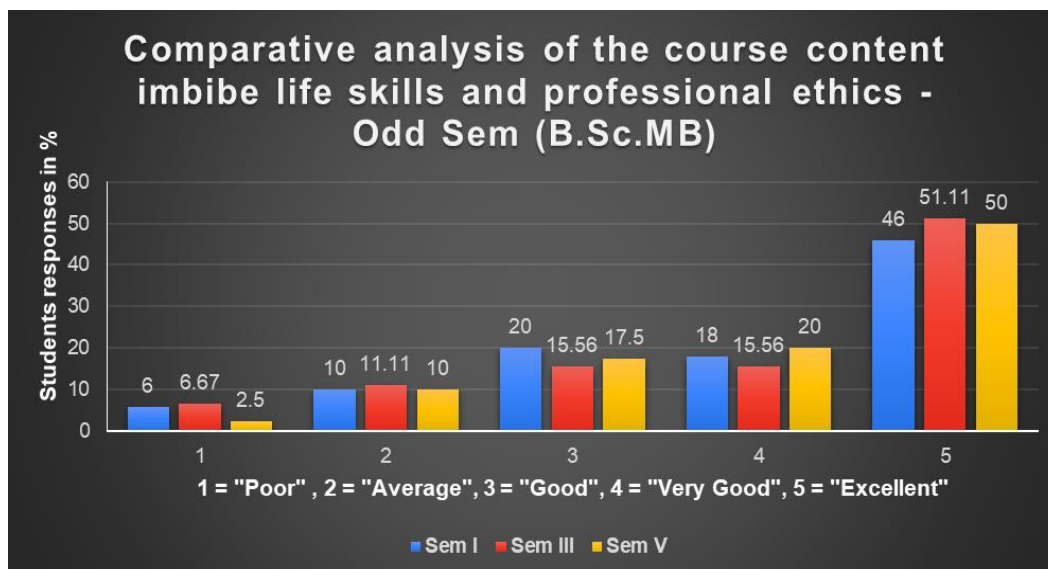
In the B.Sc. MB 1st year 34 percent of students rated the objectives stated for the course as very good however 26 percent of students ranked the objectives stated for the course as excellent in the same year. In the B.Sc. MB 2nd year, 28.89 of students have rated the objectives stated for the course as very good whereas 37.78 percent have appraised it to be excellent. In B.Sc. MB 3rd year 30 percent of students graded the objectives stated for the course as very good and 40 percent of students assessed it to be excellent.

5. How do you rate the availability and accessibility of the number of books prescribed in the library?



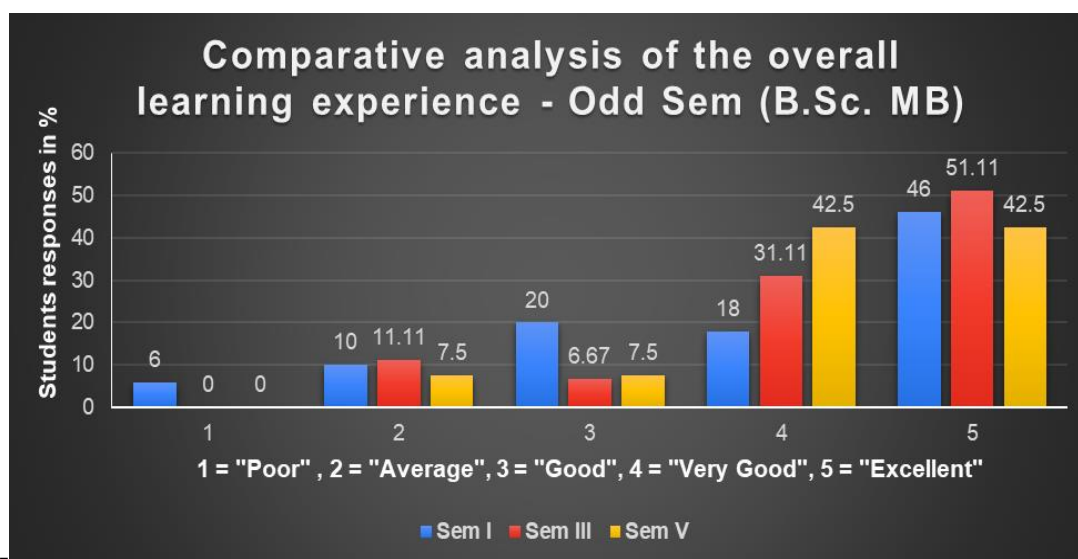
In the B.Sc. MB 1st year 18 percent of students rated the availability and accessibility of the number of books prescribed in the library as very good however 38 percent of students rated as excellent in the same year. In the B.Sc. MB 2nd year, 20 percent of students have rated availability and accessibility of the number of books prescribed in the library as very good whereas 40 percent have appraised it to be excellent. In B.Sc. MB 3rd year 20 percent of students graded availability and accessibility of the number of books prescribed in the library as very good and 42.5 percent of students assessed it to be excellent.

6. Does the course content imbibe life skills and professional ethics?



In the B.Sc. MB 1st year 18 percent of students rated the course content imbibe life skills and professional ethics as very good however 46 percent of students rated as excellent in the same year. In the B.Sc. MB 2nd year, 15.56 percent of students have rated the course content imbibe life skills and professional ethics as very good whereas 51.11 percent have appraised it to be excellent. In B.Sc. MB 3rd year 20 percent of students graded the course content imbibe life skills and professional ethics as very good and 50 percent of students assessed it to be excellent.

7. Rate the overall learning experience.



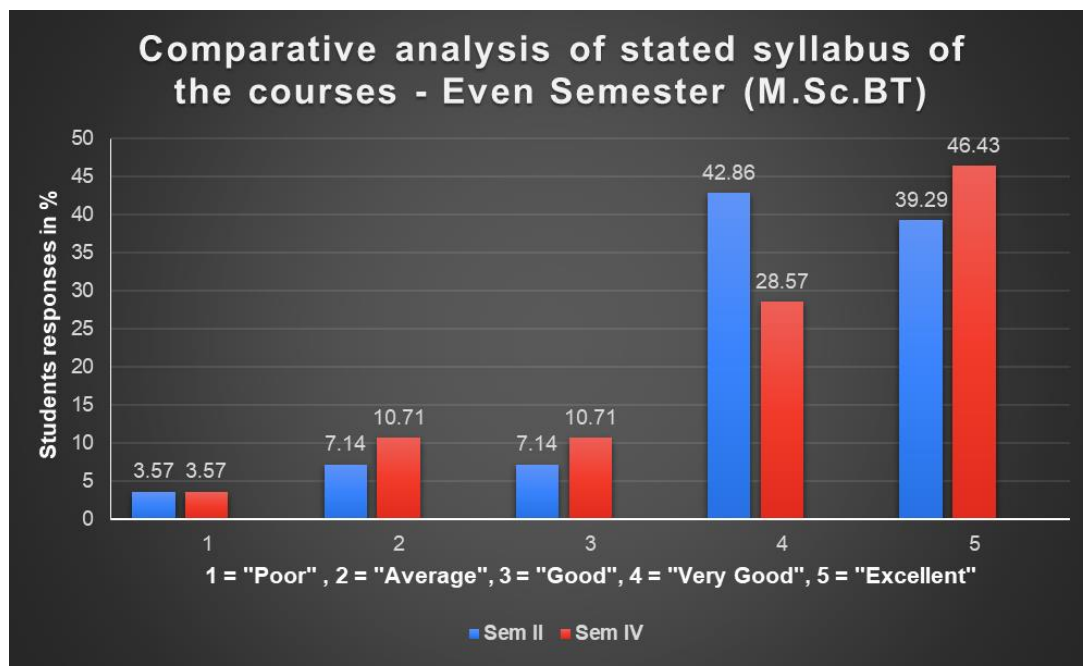
In the B.Sc. MB 1st year 18 percent of students rated the overall learning experience as very good however 46 percent of students rated as excellent in the same year. In the B.Sc. MB 2nd year, 31.11 percent of students have rated the overall learning experience as very good whereas 51.11 percent have appraised it to be excellent. In B.Sc. MB 3rd year 42.5 percent of students graded the overall learning experience as very good and 42.5 percent of students assessed it to be excellent.

8. Any Other Suggestions

S.No.	Suggestion	Count
1	Mentorship quality is commendable	18
2	Presentation by students in the class is appreciated	16
3	Enhance library access for digital resources	15
4	Add guest lectures by Senior Scientists	12
5	Include Industrial training and certifications	22
6	Laboratory exposure is excellent	16
7	Faculties expertise is highly appreciated	13
Total		112

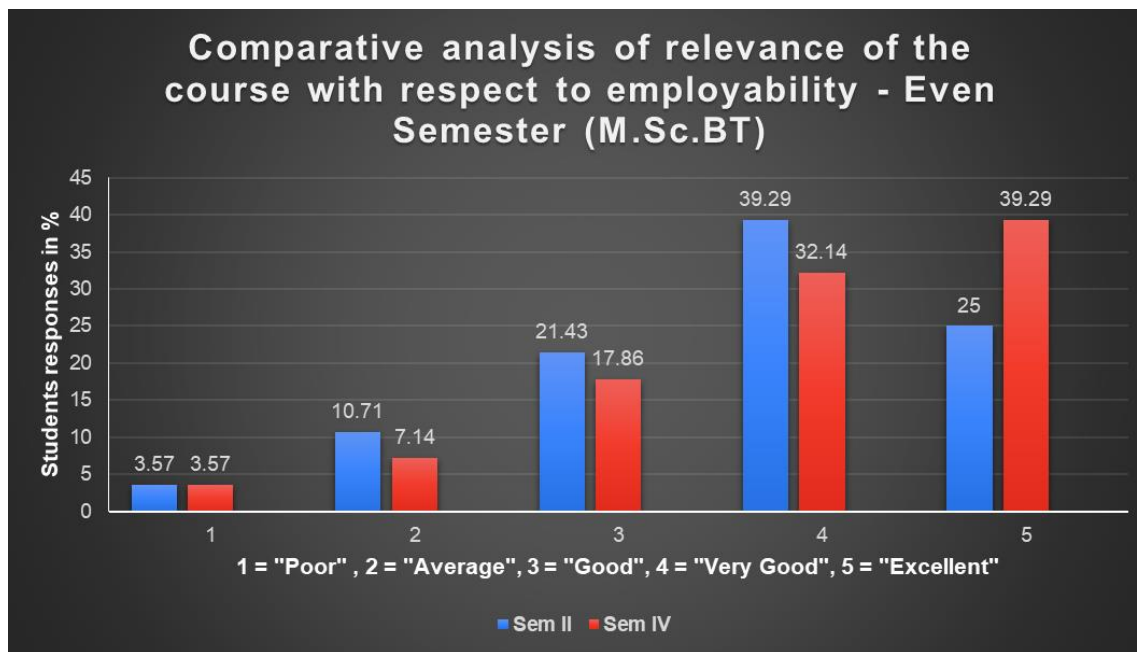
Summary of Curriculum Feedback of Masters of Biotechnology
(Even Semester)

1. How do you rate the stated syllabus of the courses?



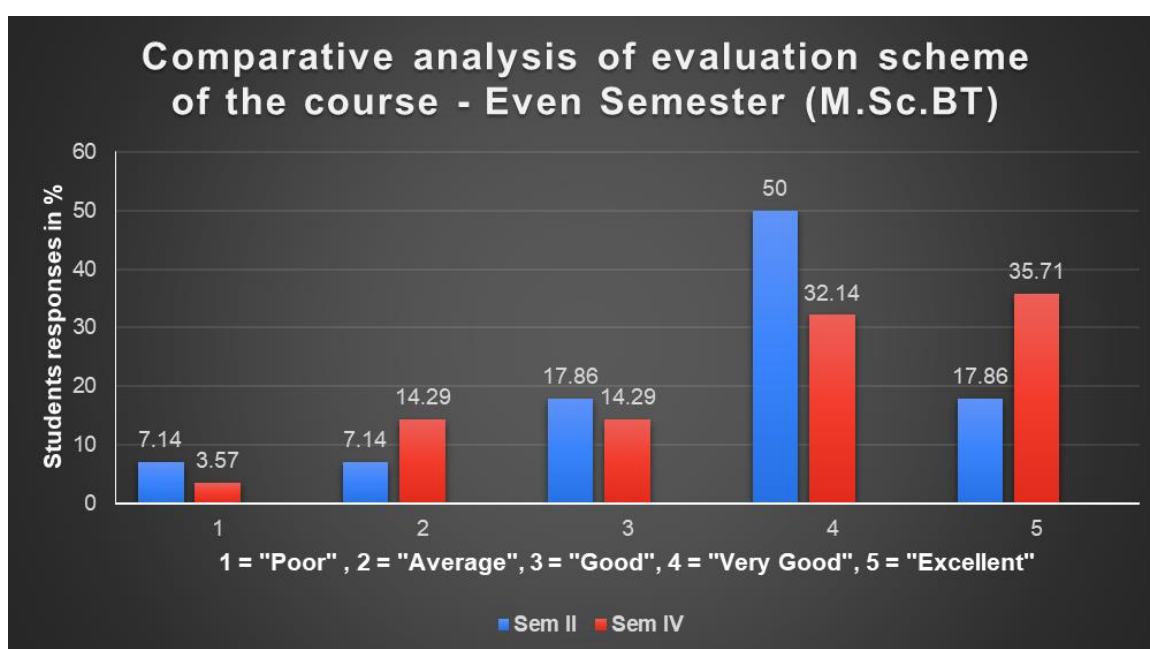
In the First year at Masters of Biotechnology, 42.86 percent of students rated the syllabus of the course to be very good and 39.29 percent of students rated it to be excellent. Whereas in the second year, 28.57 percent of students graded the syllabus as very good and 46.43 percent of students rated it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



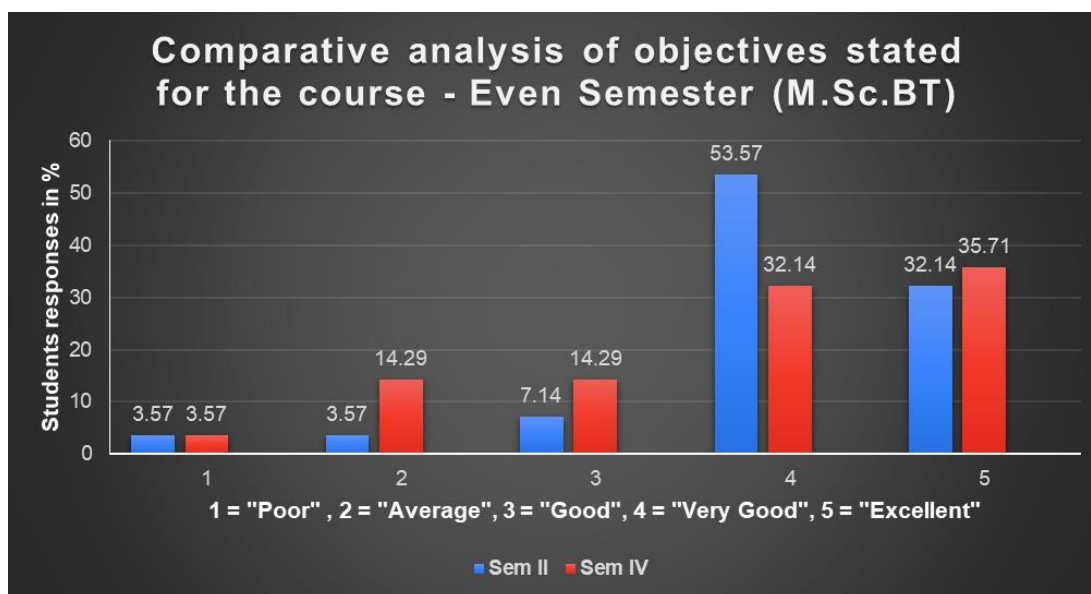
In the First year at Masters of Biotechnology, 39.29 percent of students rated the relevance of the course with respect to employability to be very good and 25 percent of students rated it to be excellent. Whereas in the second year, 32.14 percent of students have graded the relevance as very good and 39.29 percent of students have rated it to be excellent.

3. How do you rate the evaluation scheme of the course?



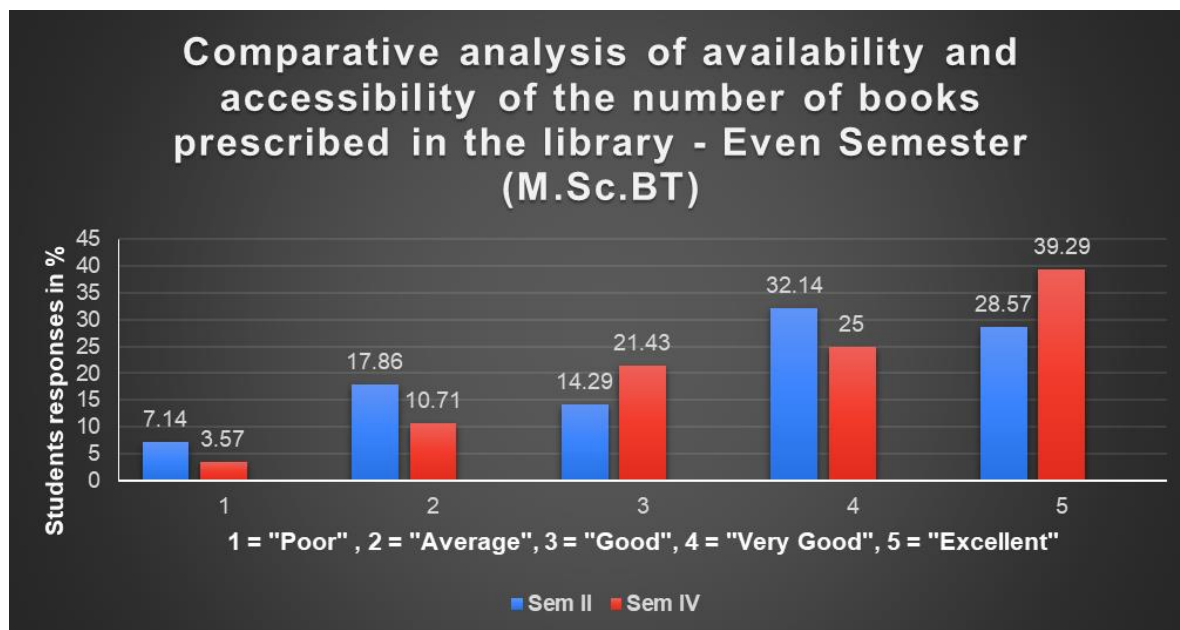
In the First year at Masters of Biotechnology, 50 percent of students rated the evaluation scheme of the course to be very good and 32.14 percent of students rated as excellent. Whereas in the second year, 17.86 percent of students graded the evaluation scheme of the course as very good and 35.71 percent of students rated it to be excellent.

4. How do you rate the syllabus stated for the course?



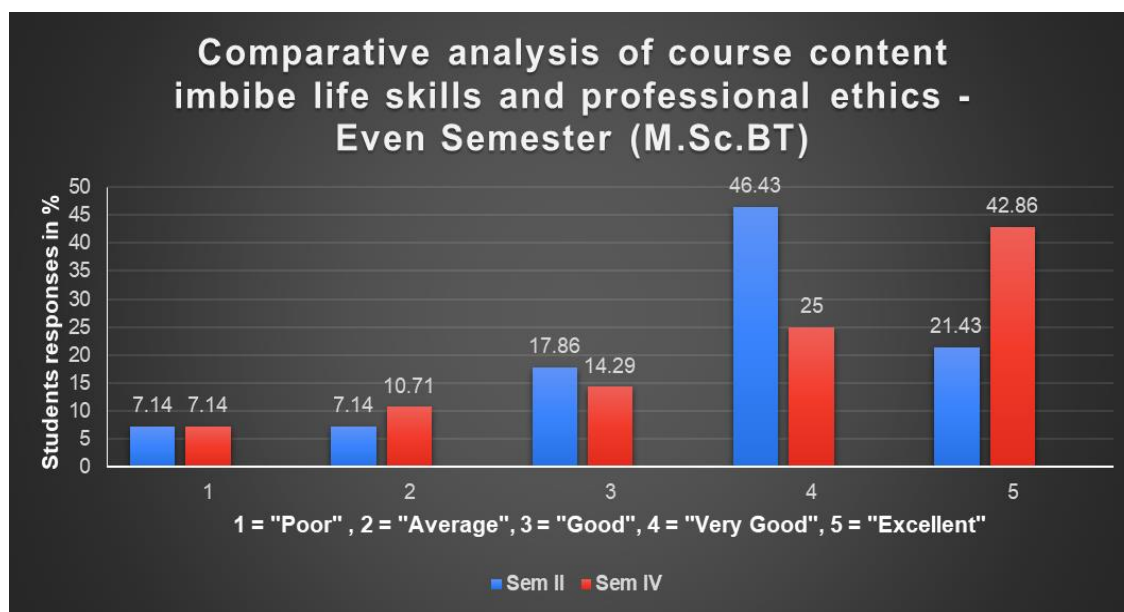
In the First year at Masters of Biotechnology, 53.57 per cent students have rated the objectives stated for the course to be very good and 32.14 percent students have rated it to be excellent. Whereas in the second-year 32.14 percent students have graded the objectives stated for the course as very good and 35.71 percent students have rated it to be excellent.

5. How do you rate the availability and accessibility of the number of books prescribed in the library?



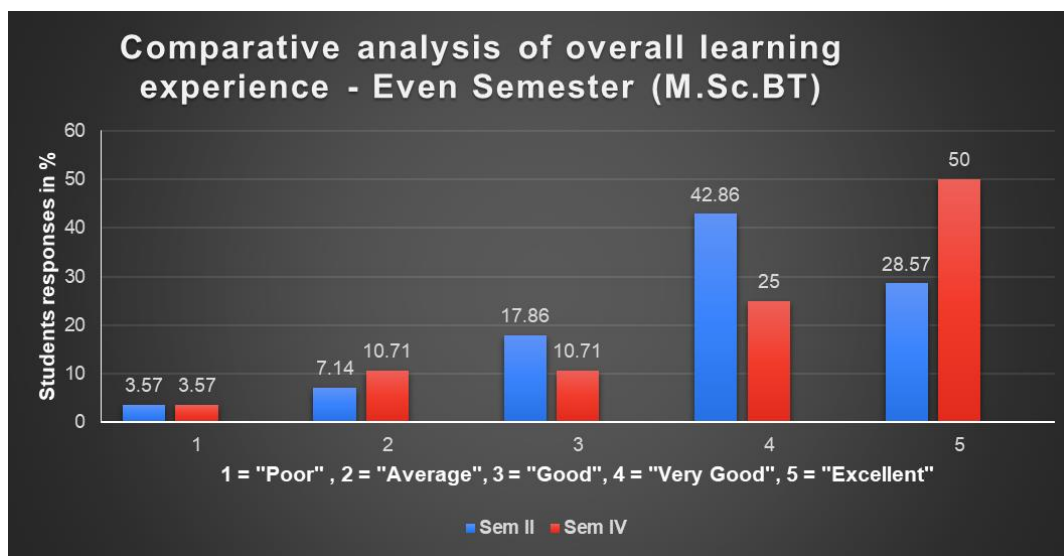
In the First year at Masters of Biotechnology 32.14 per cent students have rated the availability and accessibility of the number of books prescribed in the library to be very good and 25 percent students have rated it to be excellent. Where as in the second-year 28.57 percent students have graded evaluation scheme as very good and 39.29 percent students have rated it to be excellent.

5. Does the analysis of course content imbibe life skills and professional ethics?



In the First year at Masters of Biotechnology, 46.43 percent of students rated the analysis of course content imbibe life skills and professional ethics to be very good and 21.43 percent of students rated it to be excellent. Whereas in the second year, 25 percent of students graded the analysis of course content imbibe life skills and professional ethics as very good and 42.86 percent of students rated it to be excellent.

7. Rate the overall learning experience.



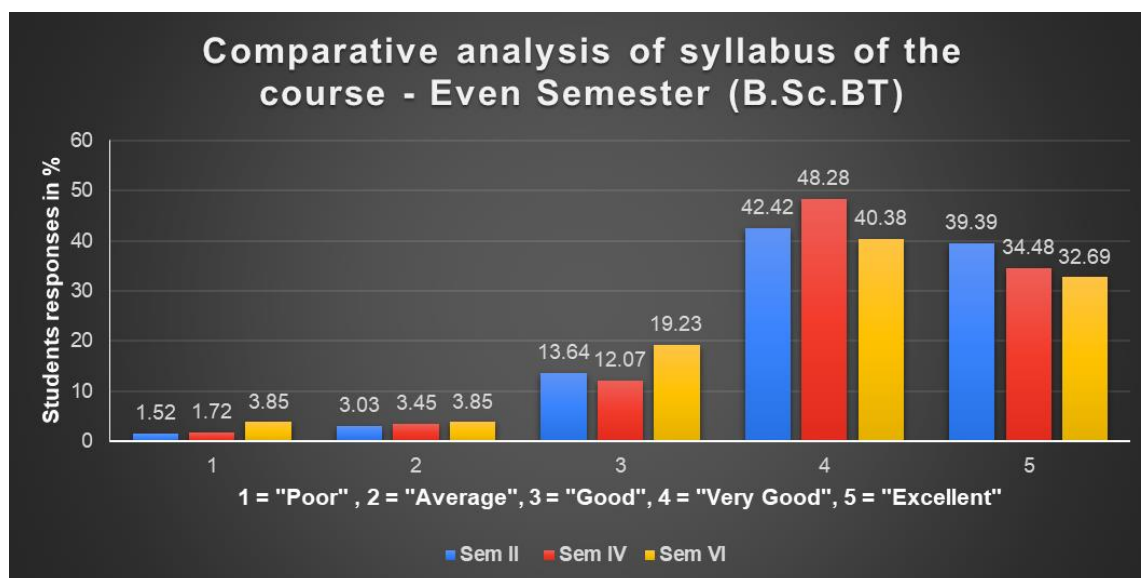
In the M.Sc. BT 1st year 42.86 percent of students rated the overall learning experience as very good however 28.57 percent of students rated as excellent in the same year. In the M.Sc. BT 2nd year, 25 percent of students have rated the overall learning experience as very good whereas 50 percent have appraised it to be excellent.

8. Any Other Suggestions

S.No	Suggestion	Count
1	Practical exposure is excellent	13
2	Curriculum objectives are well-defined	8
3	Add guest lectures by industry experts	9
4	Include more Research lab visits	7
5	Include Industry/Research lab collaborations	5
Total		42

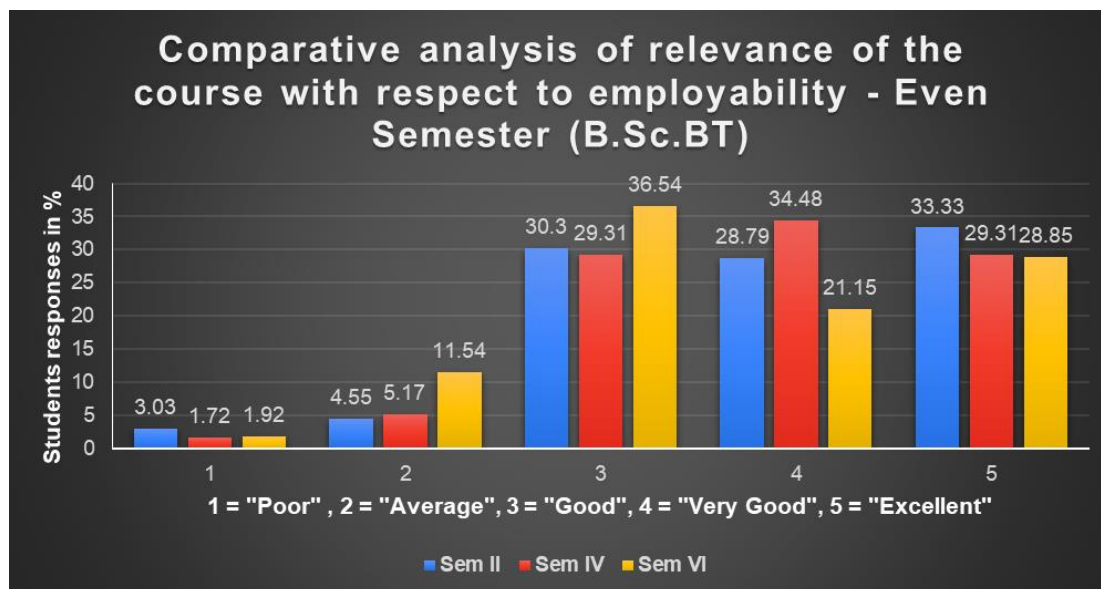
Feedback summary on Curriculum Collected from Bachelor of Science (H) - Biotechnology
Students (Even Semester)

1. How do you rate the analysis of syllabus of the course?



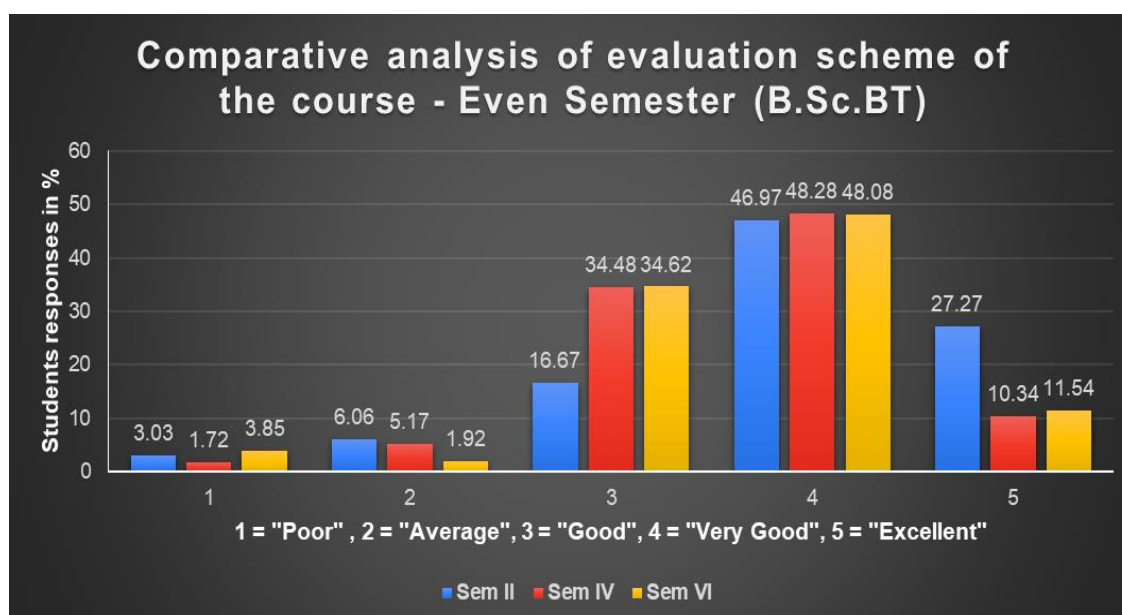
In the B.Sc. BT 1st year 42.42 percent of students rated the syllabus of the course as very good however 39.39 percent of students rated the syllabus as excellent in the same year. In the B.Sc. BT 2nd year, 48.28 percent of students have rated the syllabus as very good whereas 34.48 percent have appraised it to be excellent. In B.Sc. BT 3rd year 40.38 percent of students graded the syllabus as very good and 32.69 percent of students assessed it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



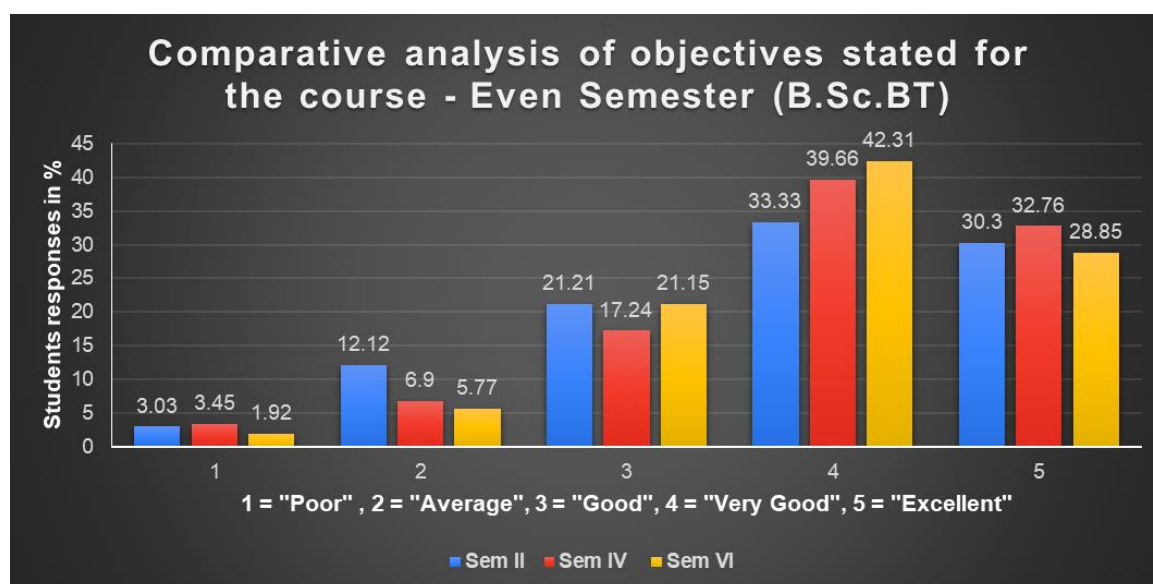
In the B.Sc. BT 1st year 28.79 percent of students rated the relevance of the course with respect to employability as very good however 33.33 percent of students ranked the relevance of the course as excellent in the same year. In the B.Sc. BT 2nd year, 34.48 percent of students have rated the relevance of the course as very good whereas 29.31 percent have appraised it to be excellent. In B.Sc. BT 3rd year 21.15 percent of students graded the relevance of the course as very good and 28.85 percent of students assessed it to be excellent.

3. How do you rate the evaluation scheme of the course?



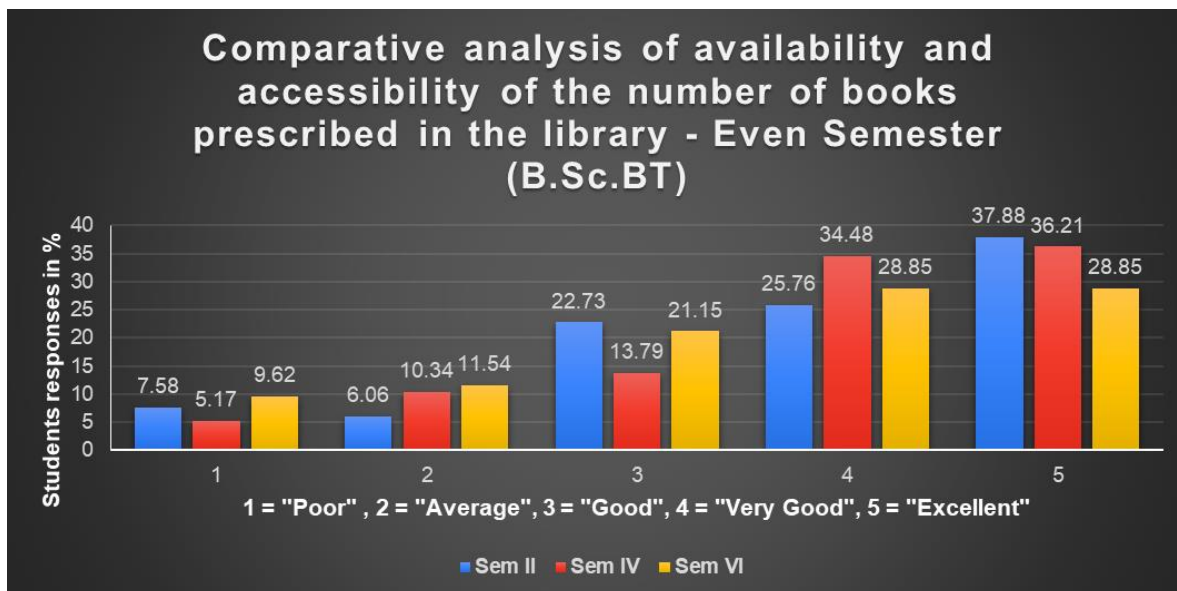
In the B.Sc. BT 1st year 46.97 percent of students rated evaluation scheme of the course as very good however 27.27 percent of students ranked excellent in the same year. In the B.Sc. BT 2nd year, 48.28 percent of students have rated evaluation scheme of the course as very good whereas 10.34 percent have appraised it to be excellent. In B.Sc. BT 3rd year 48.08 percent of students graded the evaluation scheme of the course as very good and 11.54 percent of students assessed it to be excellent.

4. How do you rate the objectives stated for the course?



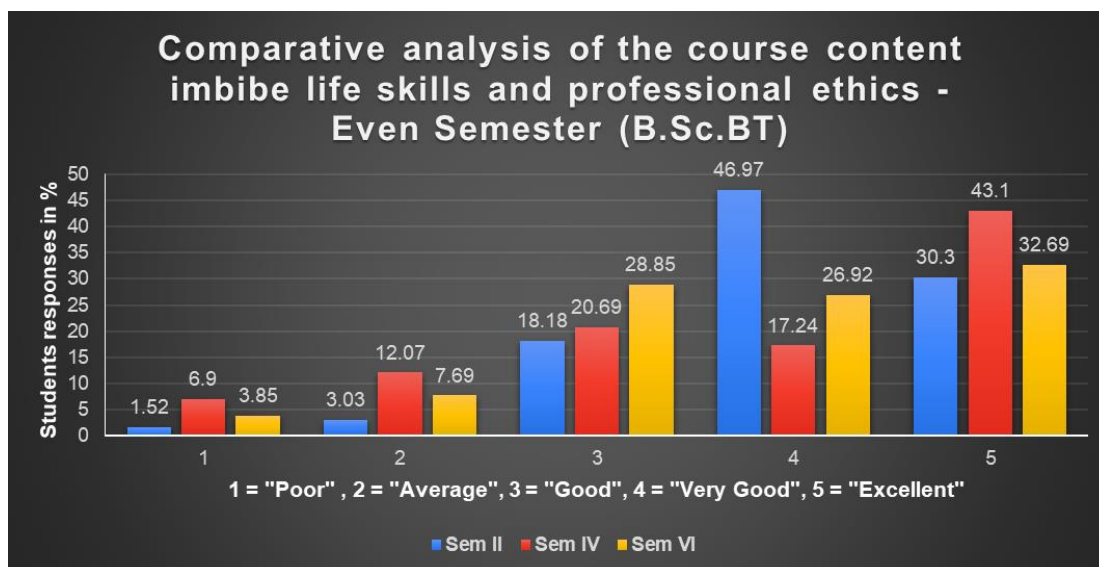
In the B.Sc. BT 1st year 33.33 percent of students rated the objectives stated for the course as very good however 30.30 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 39.66 percent of students have rated the objectives stated for the course as very good whereas 32.76 percent have appraised it to be excellent. In B.Sc. BT 3rd year 42.31 percent of students graded the objectives stated for the course as very good and 28.8 percent of students assessed it to be excellent.

5. How do you rate the availability and accessibility of the number of books prescribed in the library.



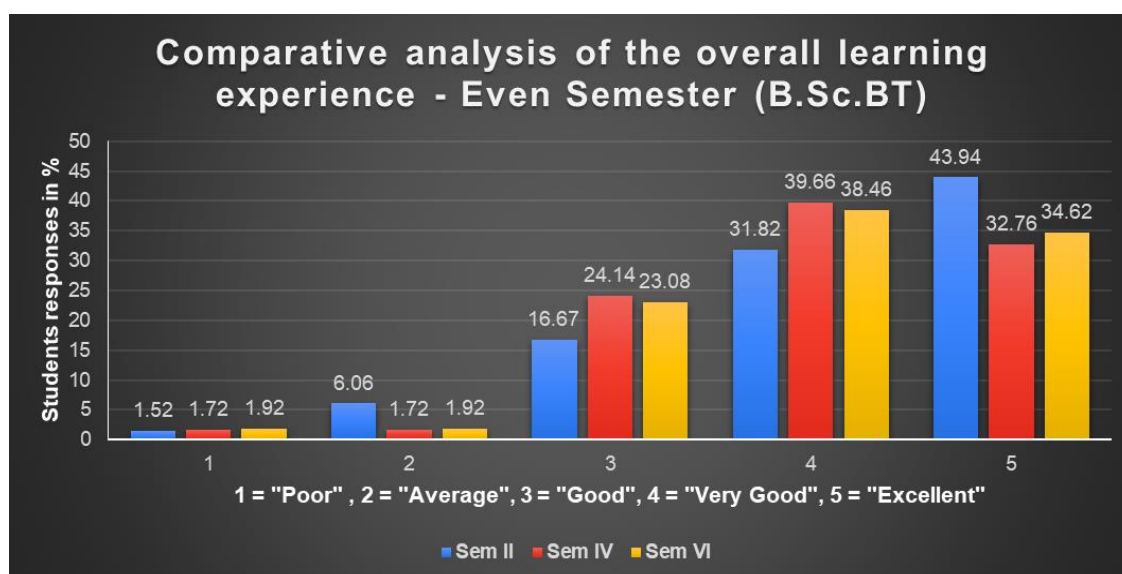
In the B.Sc. BT 1st year 25.76 percent of students rated the availability and accessibility of the number of books prescribed in the library as very good however 37.88 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 34.48 percent of students have rated availability and accessibility of the number of books prescribed in the library as very good whereas 36.21 percent have appraised it to be excellent. In B.Sc. BT 3rd year 28.85 percent of students graded availability and accessibility of the number of books prescribed in the library as very good and 28.85 percent of students assessed it to be excellent.

6. Does the course content imbibe life skills and professional ethics?



In the B.Sc. BT 1st year 46.97 percent of students rated the course content imbibe life skills and professional ethics as very good however 30.3 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 17.24 percent of students have rated the course content imbibe life skills and professional ethics as very good whereas 43.1 percent have appraised it to be excellent. In B.Sc. BT 3rd year 26.92 percent of students graded the course content imbibe life skills and professional ethics as very good and 32.69 percent of students assessed it to be excellent.

7. Rate the overall learning experience.



In the B.Sc. BT 1st year 31.82 percent of students rated the overall learning experience as very good however 43.94 percent of students rated as excellent in the same year. In the B.Sc. BT 2nd year, 39.66 percent of students have rated the overall learning experience as very good whereas 32.76 percent have appraised it to be excellent. In B.Sc. BT 3rd year 38.46 percent of students graded the overall learning experience as very good and 34.62 percent of students assessed it to be excellent.

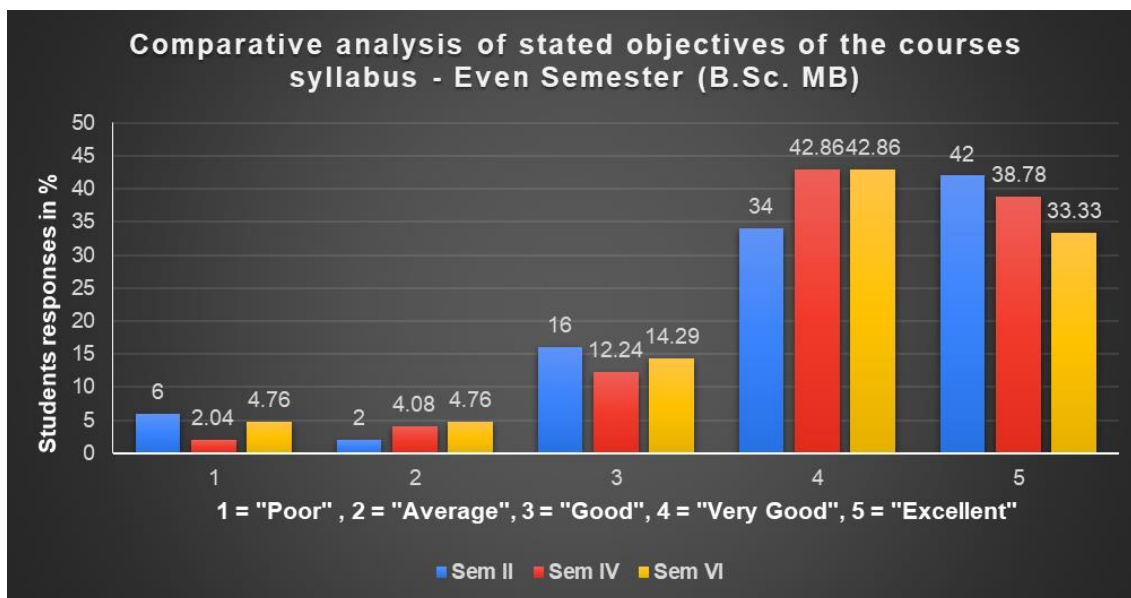
8. Any Other Suggestions

S.No.	Suggestion	Count
1	Faculties are supportive and helpful	22
2	Mini projects should be added	13
3	Enhance library access for digital resources	15
4	Organize guest lectures by Bioscience experts	28
5	Lab exposure is good but need more practical learning	26
6	Group assignments foster collaboration	16
7	Presentation by students in the class is appreciated	15
Total		135

Summary of Curriculum Feedback of Bachelor of Science (H) – Microbiology

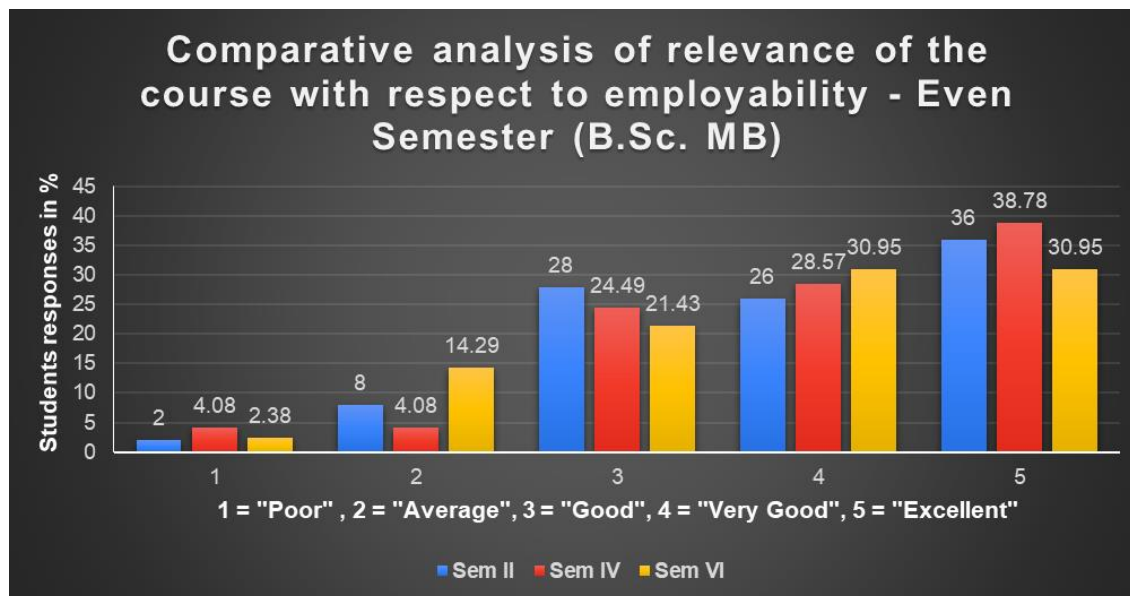
(Even Semester)

1. How do you rate the stated objectives of the courses syllabus?



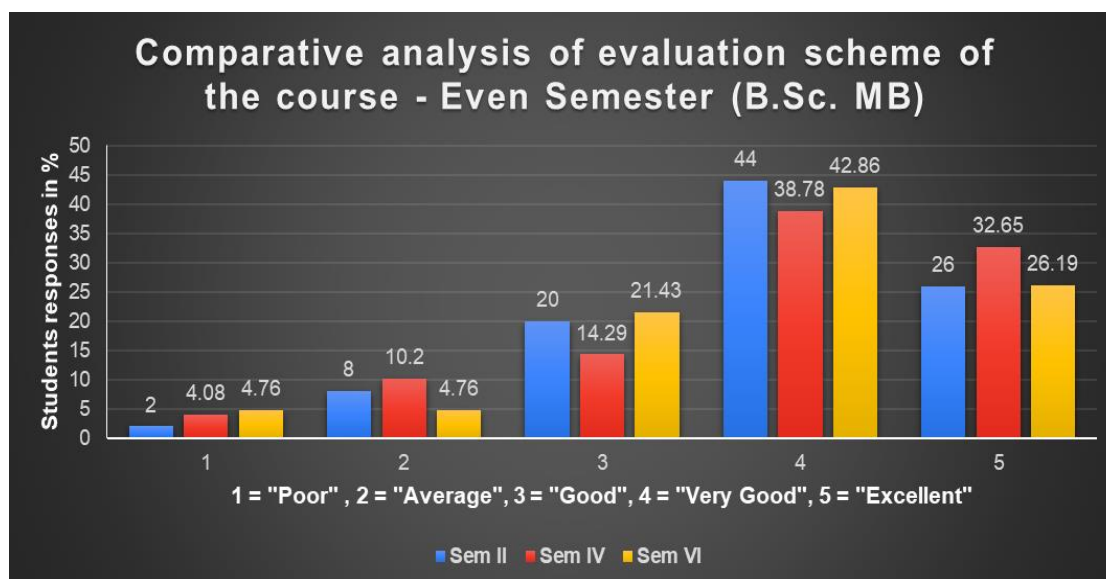
In the B.Sc. MB 1st year 34 percent of students rated the objectives of the courses syllabus as very good however 42 percent of students rated the syllabus as excellent in the same year. In the B.Sc. MB 2nd year, 42.86 percent of students have rated the syllabus as very good whereas 38.78 percent have appraised it to be excellent. In B.Sc. MB 3rd year 42.86 percent of students graded the syllabus as very good and 33.33 percent of students assessed it to be excellent.

2. How do you rate the relevance of the course with respect to employability?



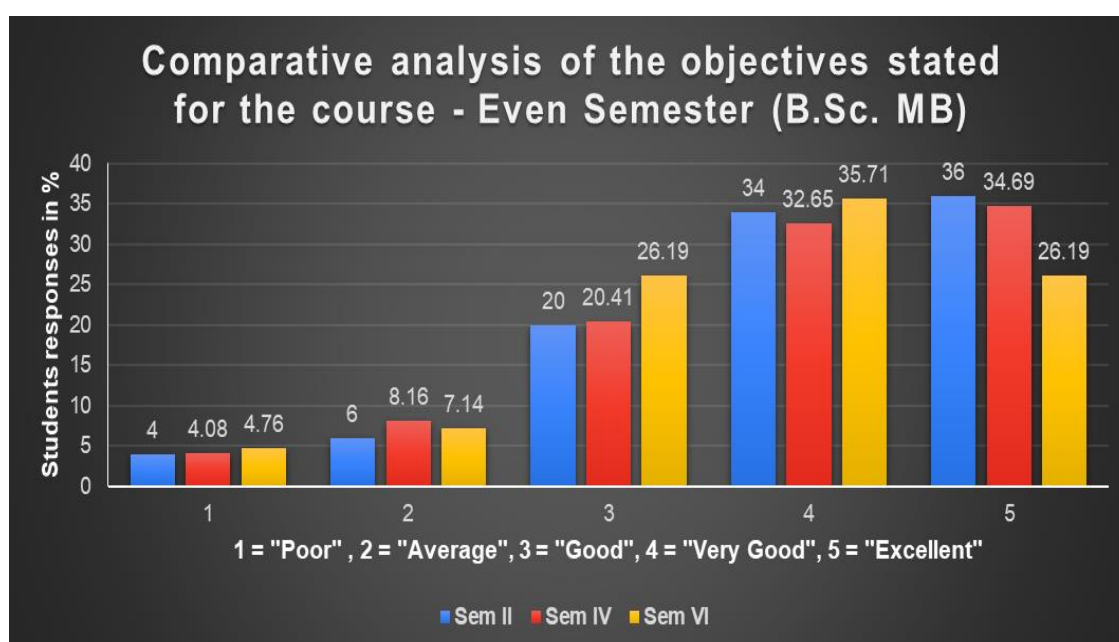
In the B.Sc. MB 1st year 26 percent of students rated the relevance of the course as very good however 36 percent of students ranked as excellent in the same year. In the B.Sc. MB 2nd year, 28.57 percent of students have rated the relevance of the course as very good whereas 38.78 percent have appraised it to be excellent. In B.Sc. MB 3rd year 30.95 percent of students graded the relevance of the course as very good and 30.95 percent of students assessed it to be excellent.

3. How do you rate the evaluation scheme of the course?



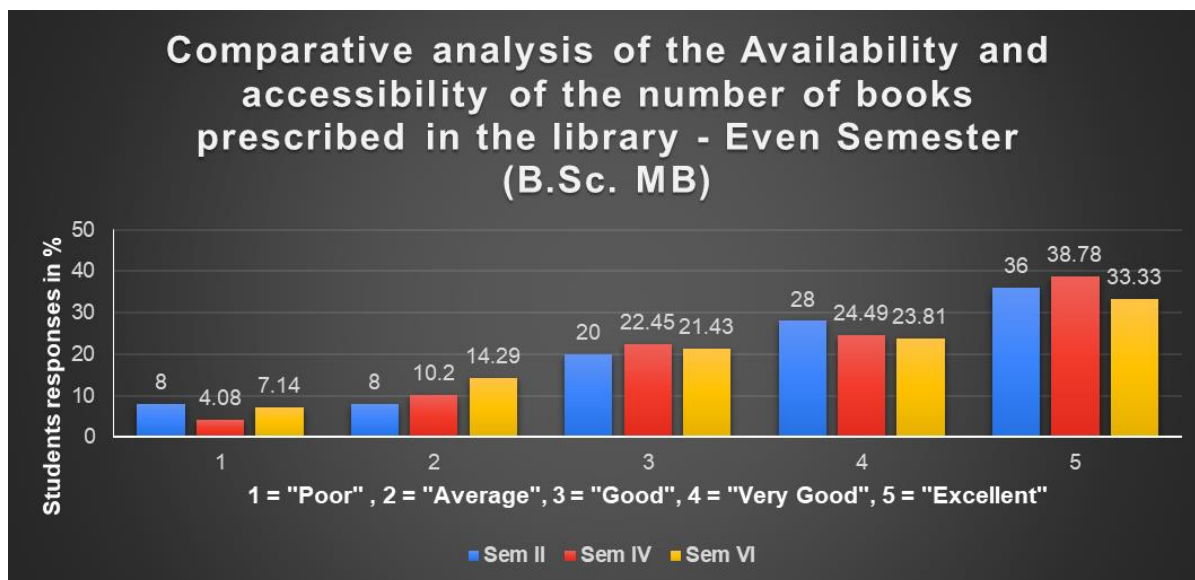
In the B.Sc. MB 1st year 44 percent of students rated the evaluation scheme of the course as very good however 26 percent of students ranked excellent in the same year. In the B.Sc. MB 2nd year, 38.78 percent of students have rated the evaluation scheme of the course as very good whereas 32.65 percent have appraised it to be excellent. In B.Sc. MB 3rd year 42.86 percent of students graded the evaluation scheme of the course as very good and 26.19 percent of students assessed it to be excellent.

2. How do you rate the syllabus stated for the course?



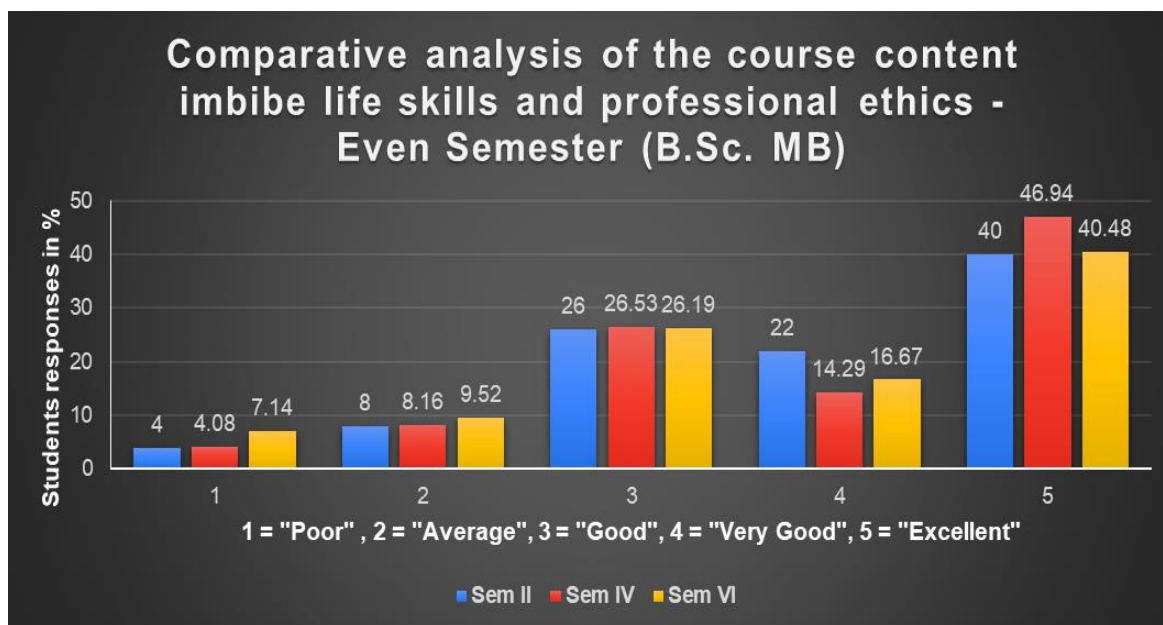
In the B.Sc. MB 1st year 34 percent of students rated the objectives stated for the course as very good however 36 percent of students ranked the objectives stated for the course as excellent in the same year. In the B.Sc. MB 2nd year, 32.65 of students have rated the objectives stated for the course as very good whereas 34.69 percent have appraised it to be excellent. In B.Sc. MB 3rd year 35.71 percent of students graded the objectives stated for the course as very good and 26.19 percent of students assessed it to be excellent.

5. How do you rate the availability and accessibility of the number of books prescribed in the library?



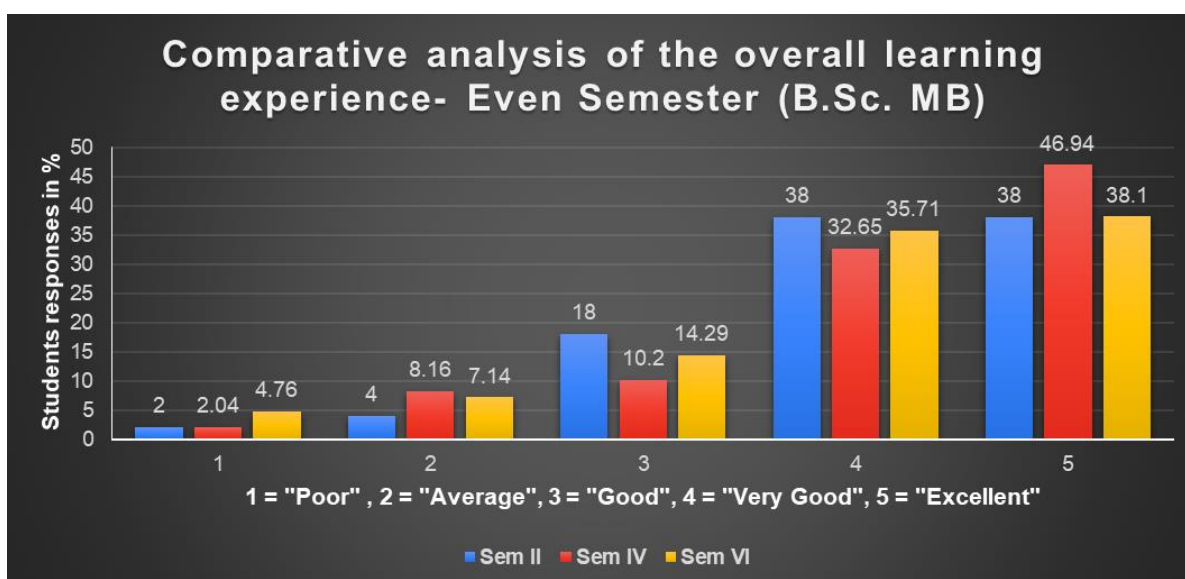
In the B.Sc. MB 1st year 28 percent of students rated the availability and accessibility of the number of books prescribed in the library as very good however 36 percent of students rated as excellent in the same year. In the B.Sc. MB 2nd year, 24.49 percent of students have rated availability and accessibility of the number of books prescribed in the library as very good whereas 38.78 percent have appraised it to be excellent. In B.Sc. MB 3rd year 23.81 percent of students graded availability and accessibility of the number of books prescribed in the library as very good and 33.33 percent of students assessed it to be excellent.

7. Does the course content imbibe life skills and professional ethics?



In the B.Sc. MB 1st year 22 percent of students rated the course content imbibe life skills and professional ethics as very good however 40 percent of students rated as excellent in the same year. In the B.Sc. MB 2nd year, 14.29 percent of students have rated the course content imbibe life skills and professional ethics as very good whereas 46.94 percent have appraised it to be excellent. In B.Sc. MB 3rd year 16.67 percent of students graded the course content imbibe life skills and professional ethics as very good and 40.48 percent of students assessed it to be excellent.

7. Rate the overall learning experience.



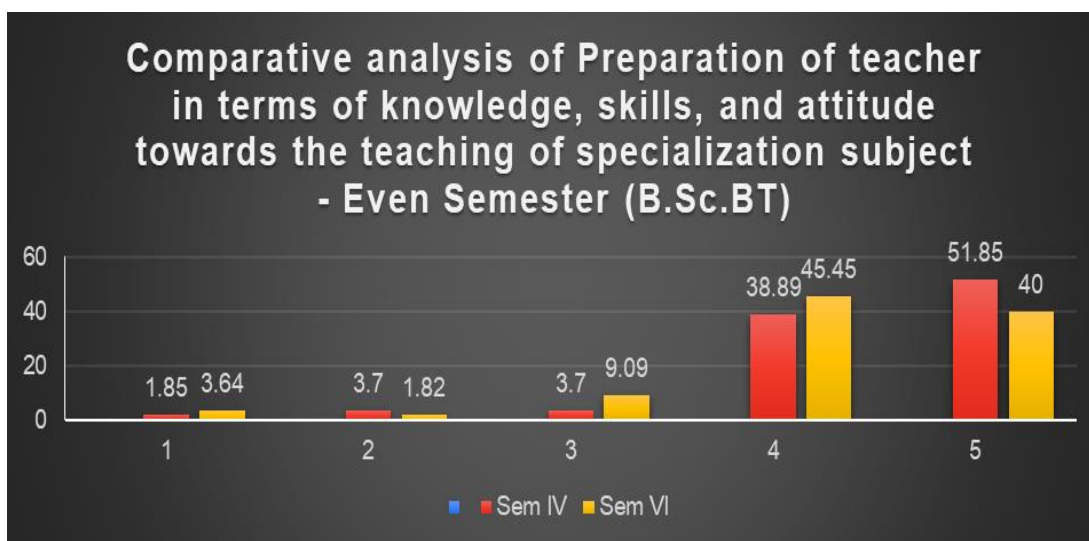
In the B.Sc. MB 1st year 38 percent of students rated the overall learning experience as very good however 38 percent of students rated as excellent in the same year. In the B.Sc. MB 2nd year, 32.65 percent of students have rated the overall learning experience as very good whereas 46.94 percent have appraised it to be excellent. In B.Sc. MB 3rd year 35.71 percent of students graded the overall learning experience as very good and 38.1 percent of students assessed it to be excellent.

8. Any Other Suggestions

S.No.	Suggestion	Count
1	Add more certifications to boost employability	9
2	Presentation by students in the class is appreciated	13
3	Enhance library access for digital resources	16
4	Add guest lectures by Industry experts	12
5	Include Industrial training and certifications	19
6	Mentorship quality is commendable	16
7	Faculties expertise is highly appreciated	13
Total		98

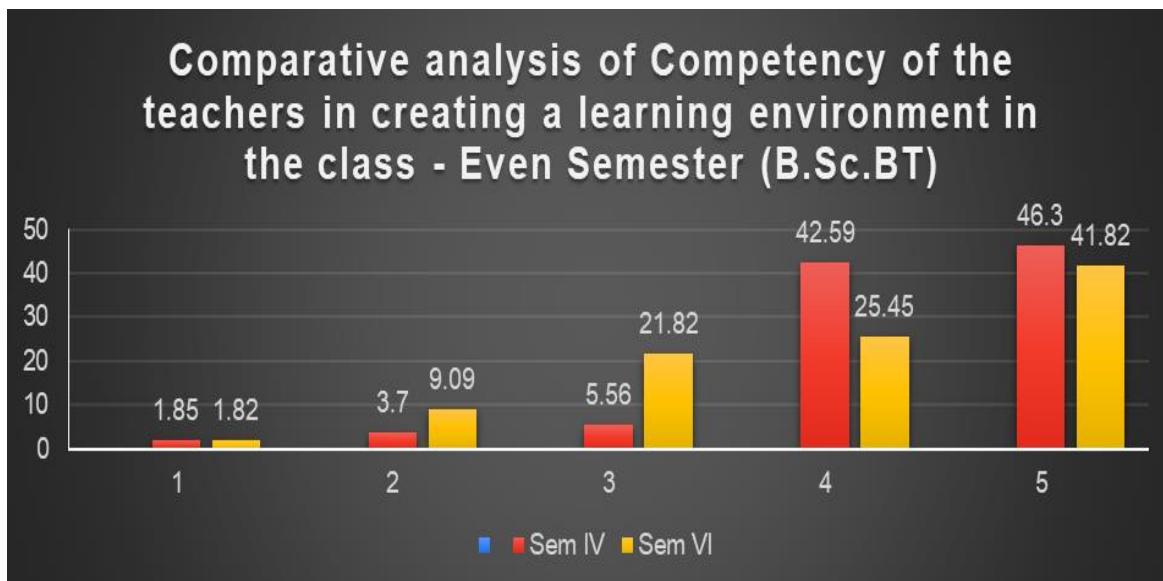
Summary of Specialization Feedback of Bachelor of Science (H) - Biotechnology
(Even-Semester)

- 1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning of specialization subject.**



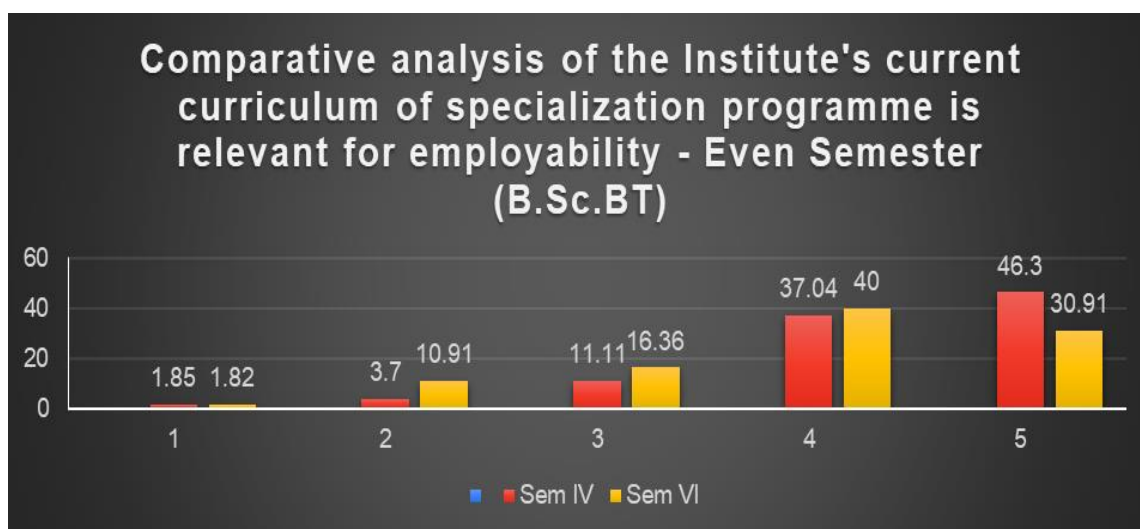
In the B.Sc. BT IInd year, IVth Semester 38.89 percent of students rated the teacher's preparation in terms of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning as very good however 51.85 percent of students rated the syllabus as excellent in the same year. In the B.Sc. BT IIIrd year, VIth Semester 45.45 percent of students have rated teachers' preparation as very good whereas 40 percent have appraised it to be excellent.

2. Competency of the teachers in creating a learning environment in the class.



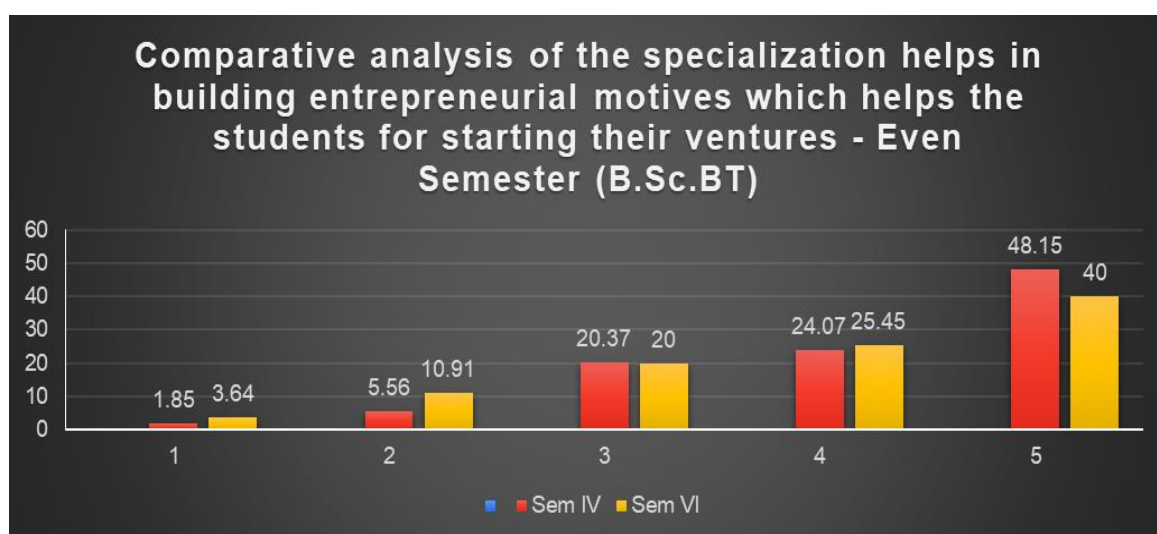
In the B.Sc. BT IInd year, IVth Semester 42.59 percent of students rated the teacher's competency in terms of creating a learning environment as very good however 46.3 percent of students rated the syllabus as excellent in the same year. In the B.Sc. BT IIIrd year, VIth Semester 25.45 percent of students have rated teachers' competency as very good whereas 41.82 percent have appraised it to be excellent.

3. The Institute's current curriculum of specialization programme is relevant for employability.



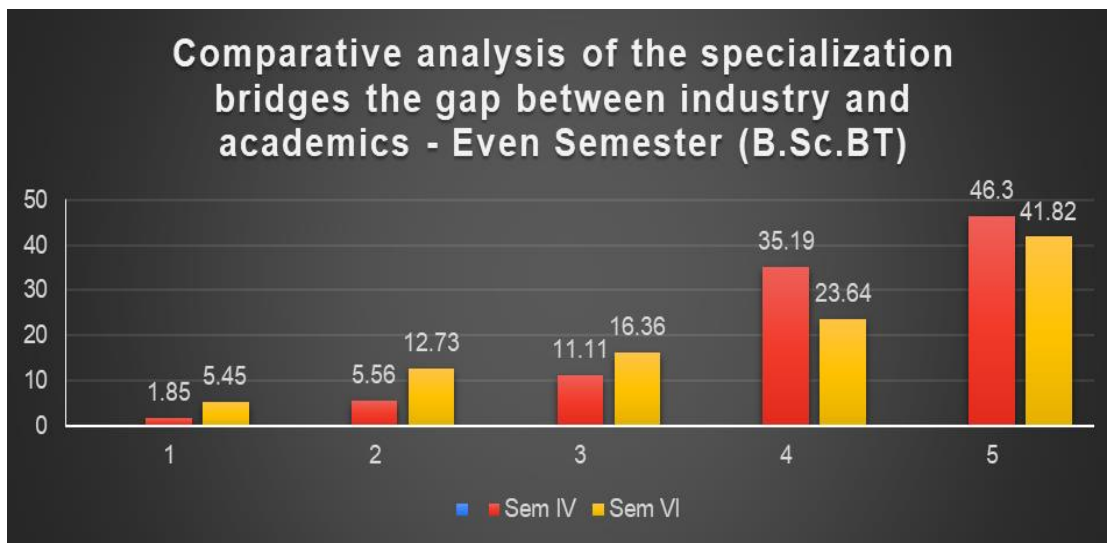
In the B.Sc. BT IInd year, IVth Semester 37.04 percent of students rated the curriculum of the institute in terms of creating a learning environment as very good however 46.3 percent of students rated the syllabus as excellent in the same year. In the B.Sc. BT IIIrd year, VIth Semester 40 percent of students have rated teachers' competency as very good whereas 30.91 percent have appraised it to be excellent.

4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.



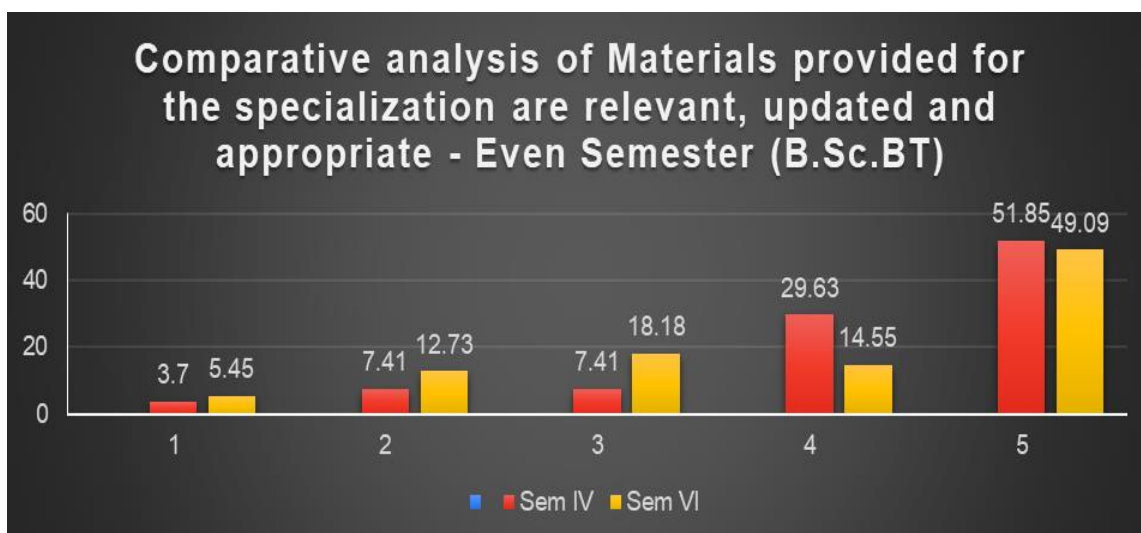
In the B.Sc. BT IInd year, IVth Semester 24.07 percent of students acknowledge that the curriculum of the specialization helps in building entrepreneurship motives good however 48.15 percent of students rated it as excellent. In the B.Sc. BT IIIrd year, VIth Semester 25.45 percent of students have rated it as very good whereas 40 percent have appraised it to be excellent.

5. The specialization bridges the gap between Industry and Academics.



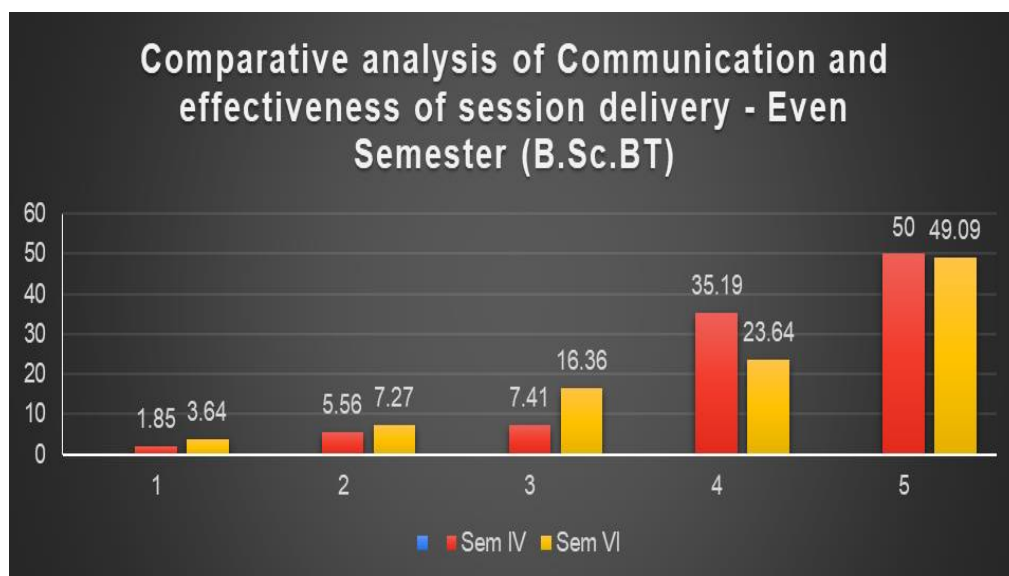
In the B.Sc. BT IIInd year, IVth Semester 35.19 percent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 46.3 percent of students rated it as excellent. In the B.Sc. BT IIIrd year, VIth Semester 23.64 percent of students have rated it as very good whereas 41.82 percent have appraised it to be excellent.

6. Materials provided for the specialization are relevant, updated, and appropriate.



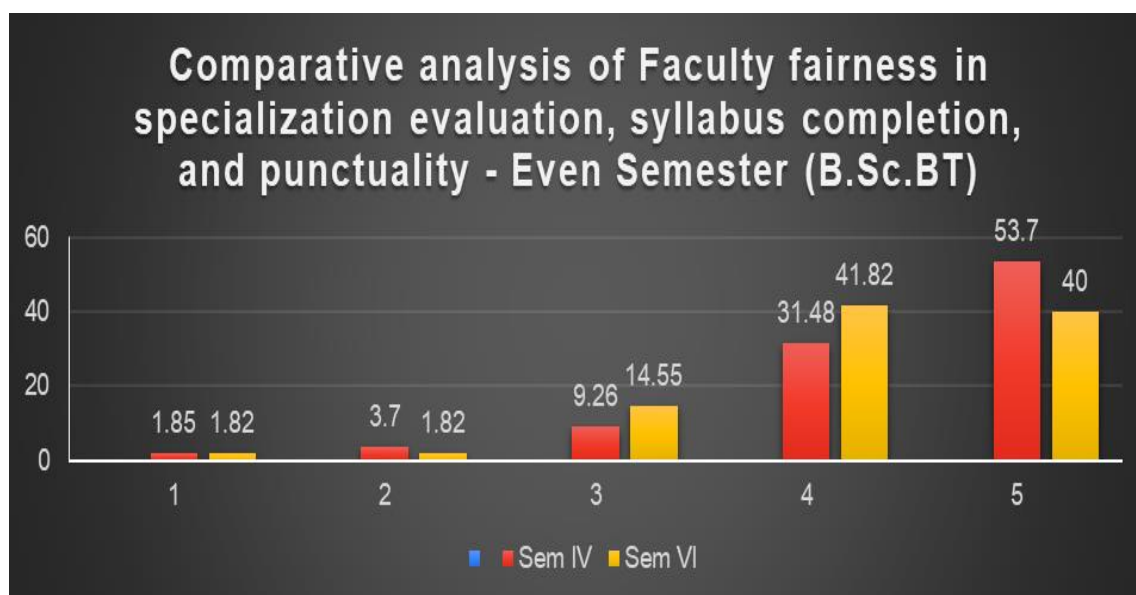
In the B.Sc. BT IInd year, IVth Semester 29.63 percent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 51.85 percent of students rated it as excellent. In the B.Sc. BT IIIrd year, VIth Semester 14.55 percent of students have rated it as very good whereas 49.09 percent have appraised it to be excellent.

7. Communication and effectiveness of session delivery.



In the B.Sc. BT IInd year, IVth Semester 35.19 percent of students acknowledge that the session delivery was effective 50 percent of students rated it as excellent. In the B.Sc. BT IIIrd year, VIth Semester 23.64 percent of students have rated it as very good whereas 49.09 percent have appraised it to be excellent.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In the B.Sc. BT IInd year, IVth Semester 31.48 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.

Session delivery was effective 53.7 percent of students rated it as excellent. In the B.Sc. BT IIIrd year, VIth Semester 41.82 percent of students have rated it as very good whereas 40 percent have appraised it to be excellent.

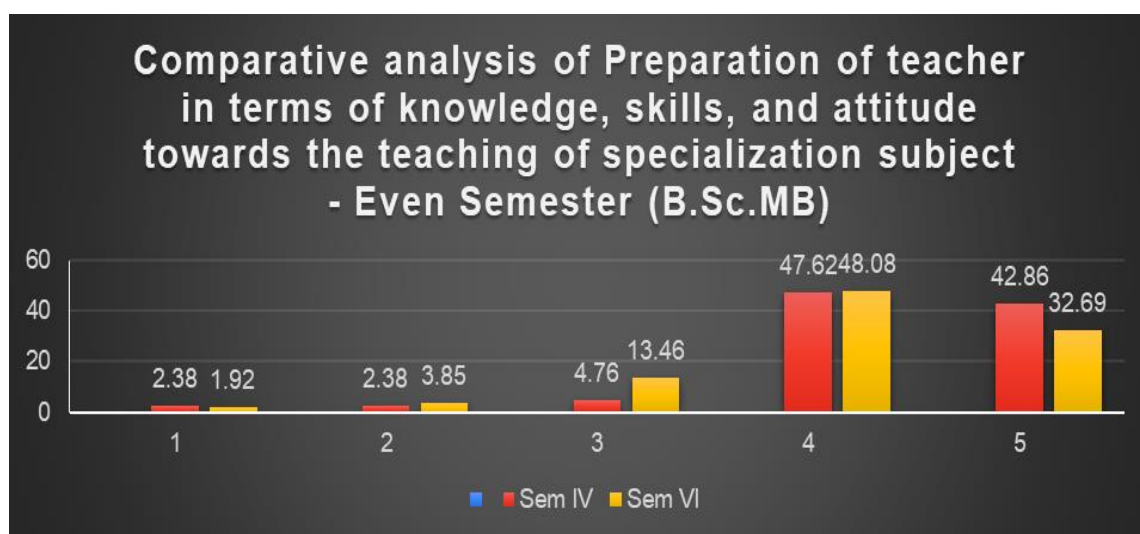
9. Any Other Suggestion.

S.No.	Suggestion	Count
1	Mentorship quality is outstanding	30
2	Niche specializations like CADD are in demand	27
3	Dual specialization options add great value	23
4	Specializations align well with career needs	15
5	Organize expert sessions on key topics	17
Total		112

Summary of Specialization Feedback of Bachelor of Science (H) - Microbiology

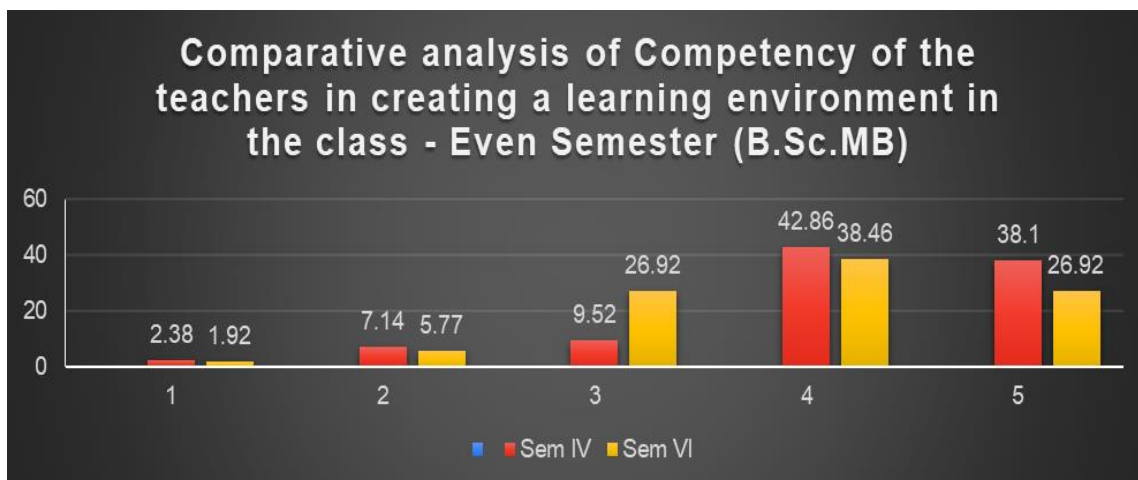
(Even Semester)

- 1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning of specialization subject.**



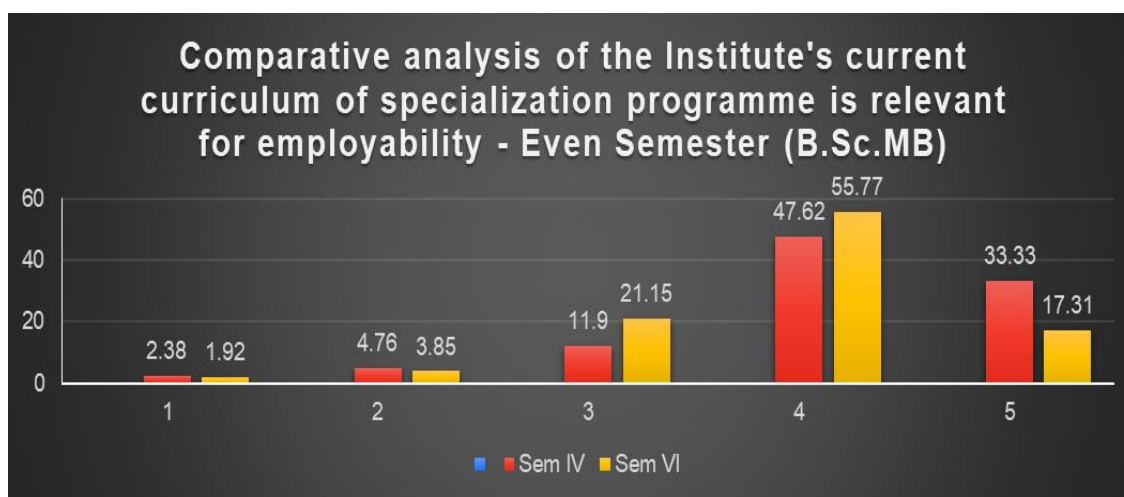
In the B.Sc. MB IInd year, IVth Semester 47.62 percent of students rated the teacher's preparation in terms of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning as very good however 42.86 percent of students rated the syllabus as excellent in the same year. In the B.Sc. MB IIIrd year, VIth Semester 48.08 percent of students have rated teachers' preparation as very good whereas 32.69 percent have appraised it to be excellent.

2. Competency of the teachers in creating a learning environment in the class.



In the B.Sc. MB IInd year, IVth Semester 42.86 percent of students rated the teacher's competency in terms of creating a learning environment as very good however 38.10 percent of students rated the syllabus as excellent in the same year. In the B.Sc. MB IIIrd year, VIth Semester 38.46 percent of students have rated teachers' competency as very good whereas 26.92 percent have appraised it to be excellent.

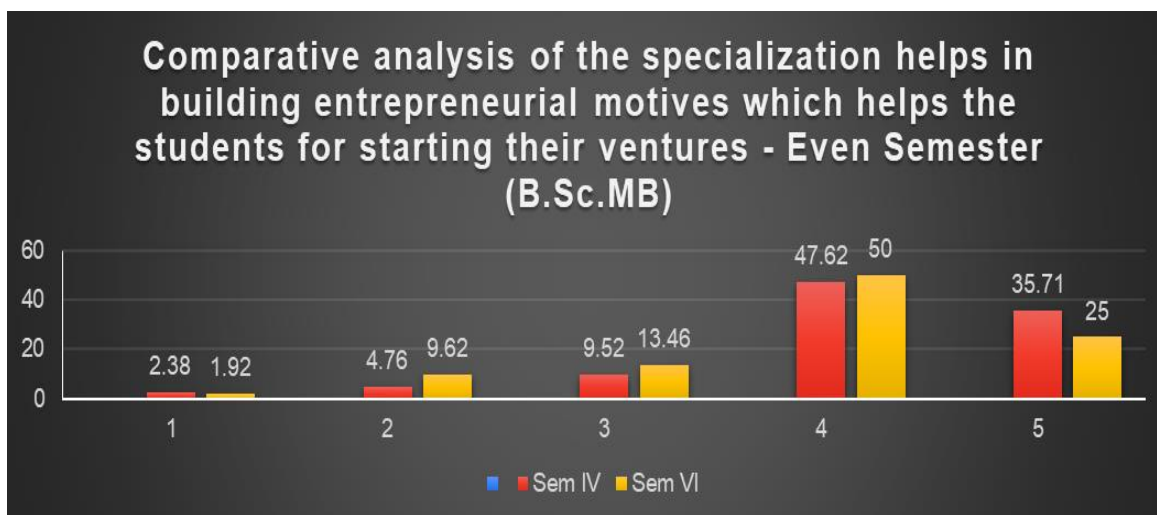
3. The Institute's current curriculum of specialization program is relevant for employability.



In the B.Sc. MB IInd year, IVth Semester 47.62 percent of students rated the curriculum of the institute in terms of creating a learning environment as very good however 33.33 percent of students

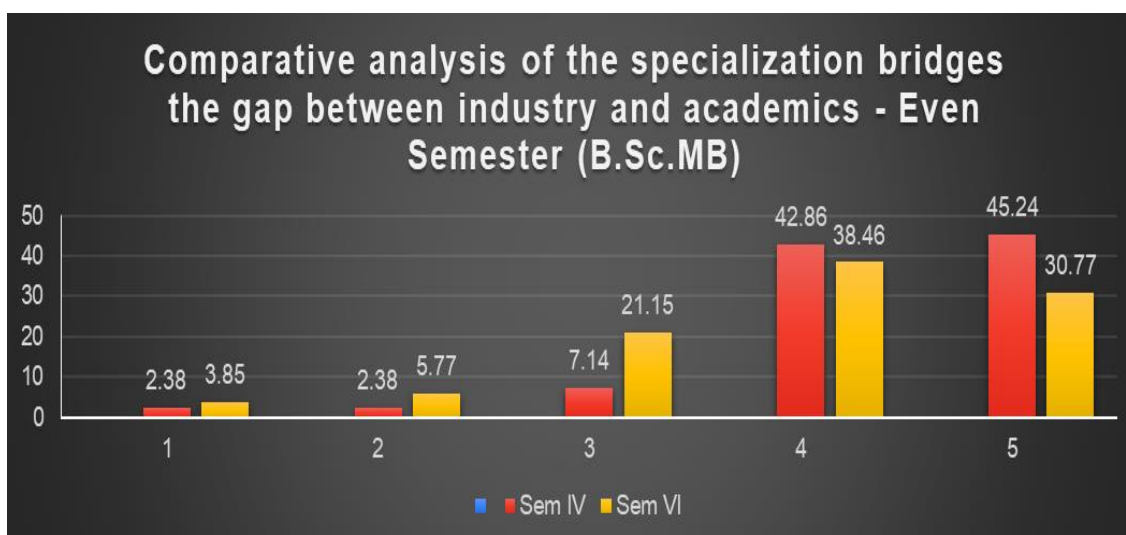
rated the syllabus as excellent in the same year. In the B.Sc. MB IIIrd year, VIth Semester 55.77 percent of students have rated teachers' competency as very good whereas 17.31 percent have appraised it to be excellent.

4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.



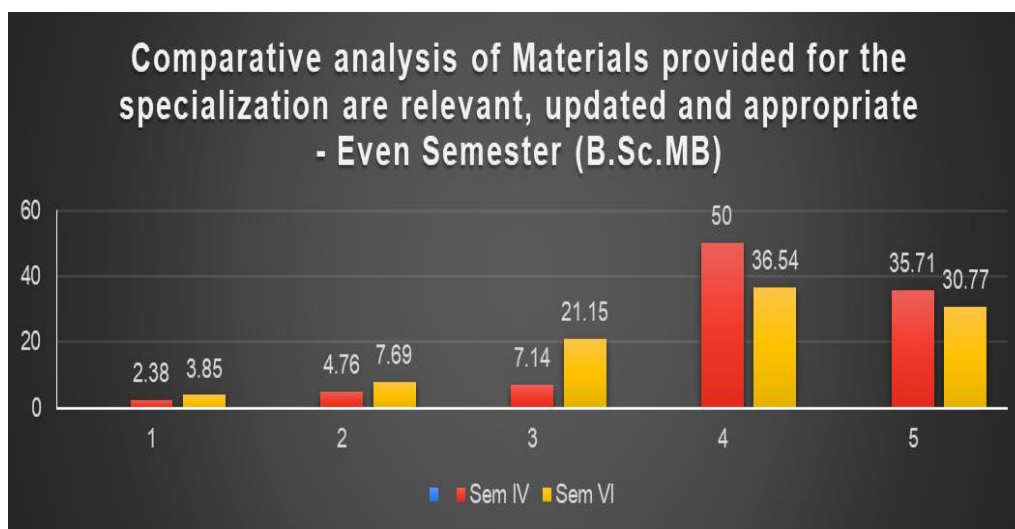
In the B.Sc. MB IInd year, IVth Semester 47.62 percent of students acknowledge that the curriculum of the specialization helps in building entrepreneurship motives good however 35.71 percent of students rated it as excellent. In the B.Sc. MB IIIrd year, VIth Semester 50 percent of students have rated it as very good whereas 25 percent have appraised it to be excellent.

5.The specialization bridges the gap between Industry and Academics.



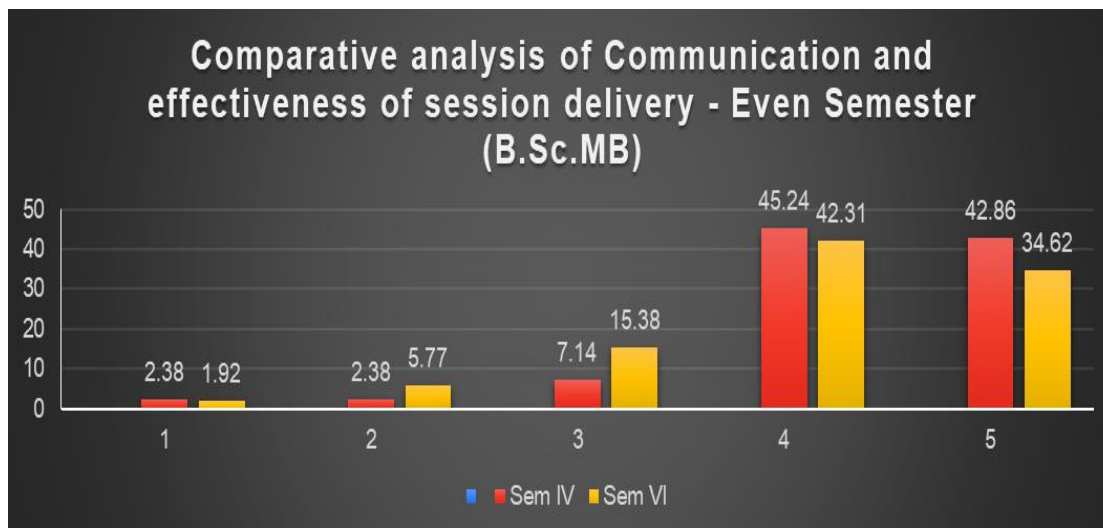
In the B.Sc. MB IInd year, IVth Semester 42.86 percent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 45.24 percent of students rated it as excellent. In the B.Sc. MB IIIrd year, VIth Semester 38.46 percent of students have rated it as very good whereas 30.77 percent have appraised it to be excellent.

6. Materials provided for the specialization are relevant, updated, and appropriate.



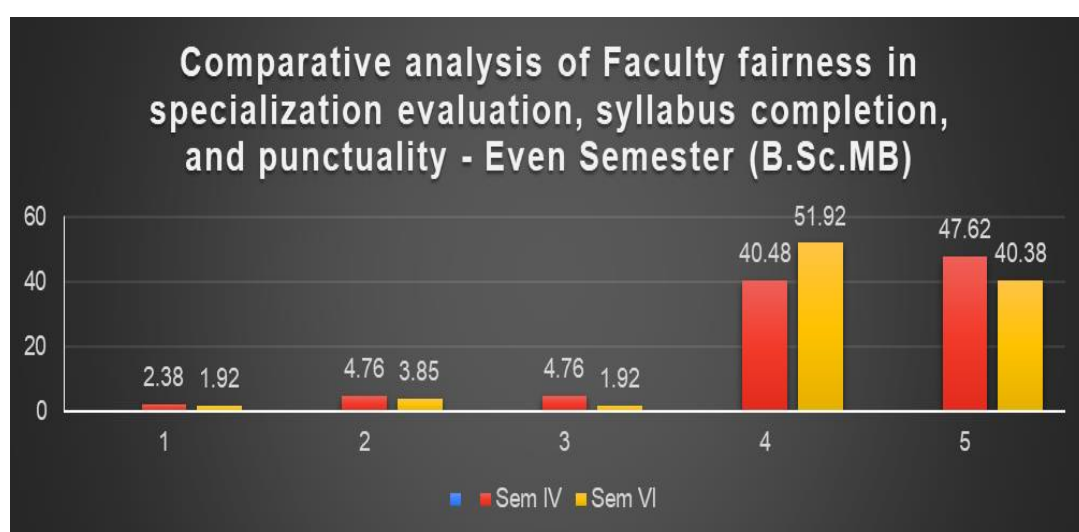
In the B.Sc. MB IInd year, IVth Semester 50 percent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 35.71 percent of students rated it as excellent. In the B.Sc. MB IIIrd year, VIth Semester 36.54 percent of students have rated it as very good whereas 30.77 percent have appraised it to be excellent.

7. Communication and effectiveness of session delivery.



In the B.Sc. MB IInd year, IVth Semester 45.24 percent of students acknowledge that the session delivery was effective 42.86 percent of students rated it as excellent. In the B.Sc. MB IIIrd year, VIth Semester 42.31 percent of students have rated it as very good whereas 34.62 percent have appraised it to be excellent.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In the B.Sc. MB IInd year, IVth Semester 40.48 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session. session delivery was effective 47.62 percent of students rated it as excellent. In the B.Sc. MB IIIrd year, VIth Semester 51.92 percent of students have rated it as very good whereas 40.38 percent have appraised it to be excellent.

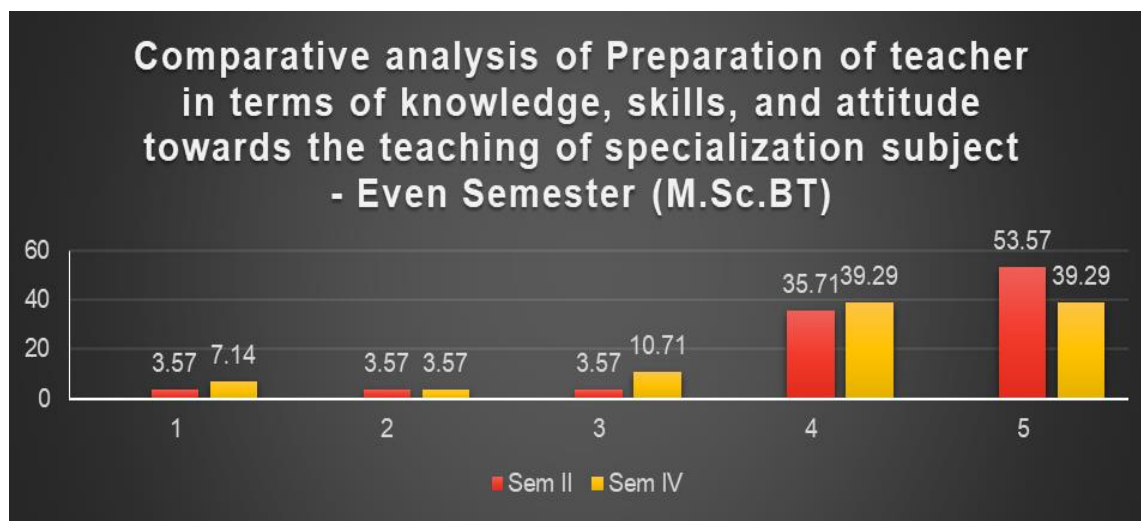
9. Any Other Suggestion.

S.No.	Suggestion	Count
1	Faculty expertise is highly appreciated	30
2	Niche specializations like CADD are in demand	20
3	Dual specialization options add great value	18
4	Specializations align well with career needs	15
5	Organize industrial visit for practical exposure	15
Total		98

Summary of Specialization Feedback of Master of Science (H) - Biotechnology

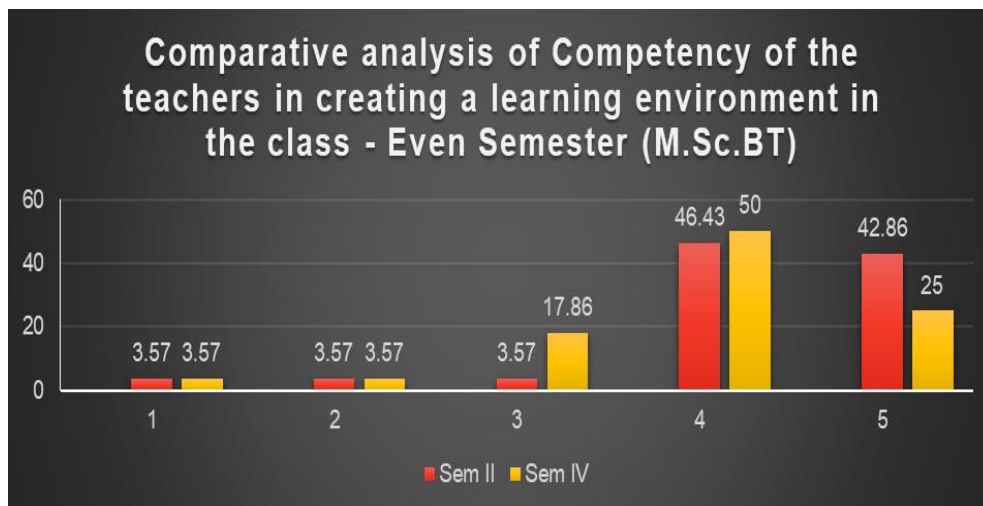
(Even Semester)

1. Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning of specialization subject.



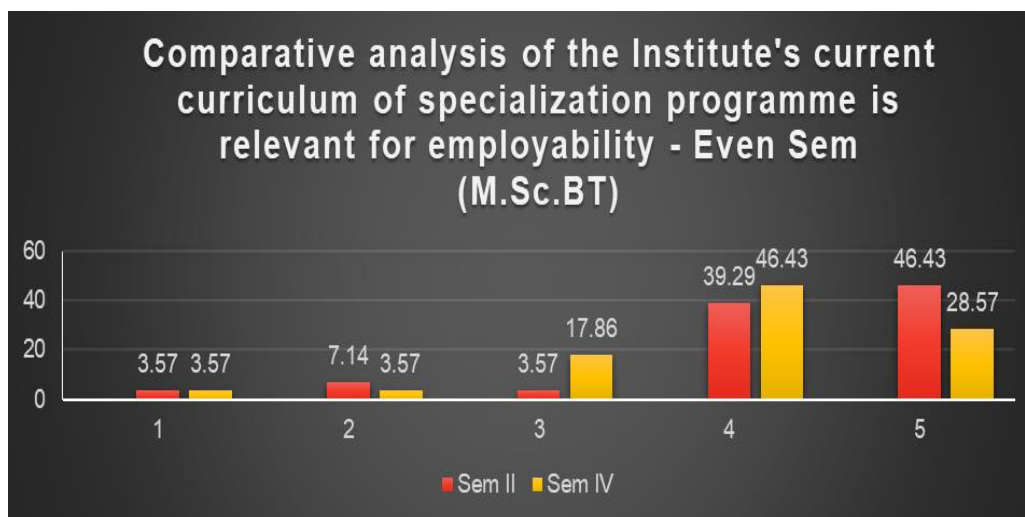
In the M.Sc. BT IInd Semester 35.71 percent of students rated the teacher's preparation in terms of teacher in terms of Knowledge, Skills, and Attitude towards teaching-learning as very good however 53.57 percent of students rated the syllabus as excellent in the same year. In the M.Sc. BT IVth Semester 39.29 percent of students have rated teachers' preparation as very good whereas 39.29 percent have appraised it to be excellent.

2. Competency in creating a learning environment in the class and creating interest in the learning process toward achieving industrial objectives.



In the M.Sc. BT IInd Semester 21.74 percent of students rated the teacher's competency in terms of creating a learning environment as very good however 52.17 percent of students rated the syllabus as excellent in the same year. In the M.Sc. BT IVth Semester 18.18 percent of students have rated teachers' competency as very good whereas 68.18 percent have appraised it to be excellent.

3. The Institute's current curriculum of specialization program is relevant for employability.

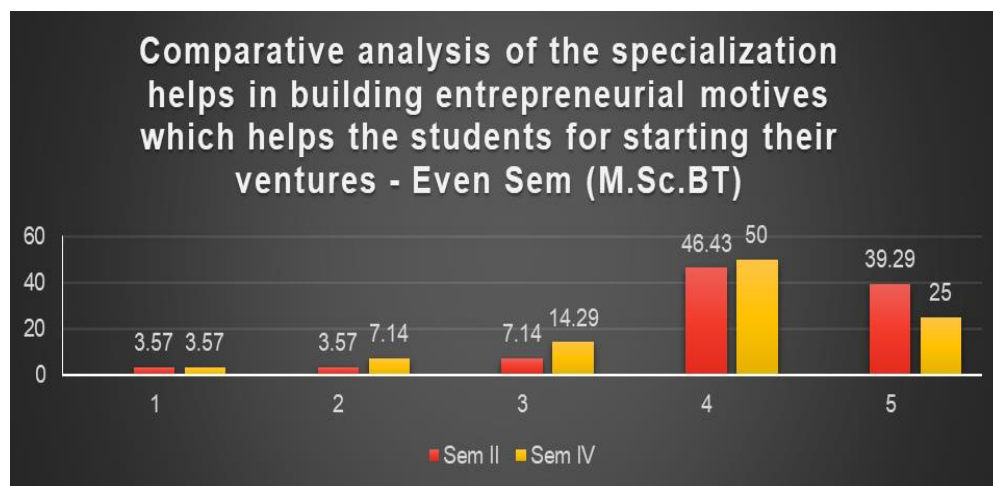


In the M.Sc. BT IInd Semester 39.29 percent of students rated the curriculum of the institute in terms of creating a learning environment as very good however 46.43 percent of students rated the syllabus as excellent in the same year. In the M.Sc. BT IVth Semester 46.43 percent of students

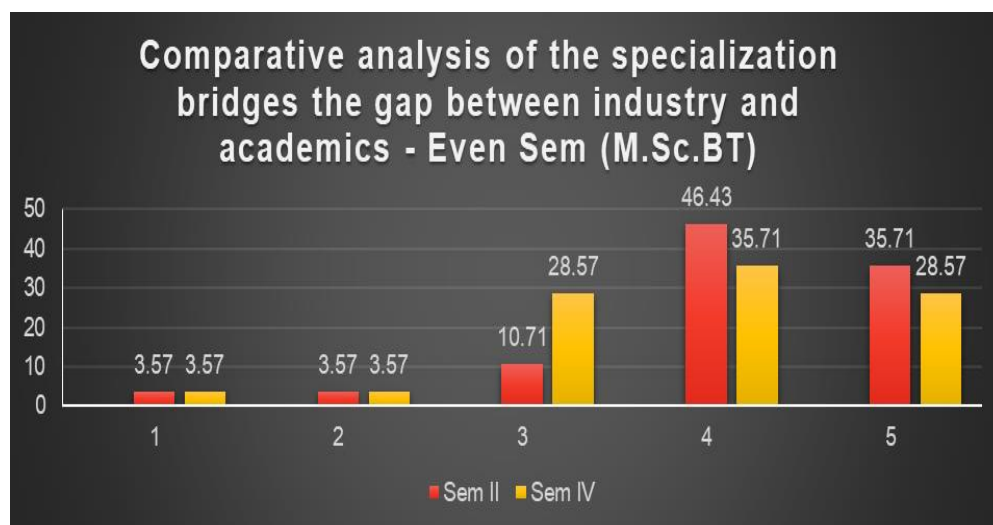
have rated teachers' competency as very good whereas 28.57 percent have appraised it to be excellent.

4. The specialization helps in building entrepreneurial motives among the students for starting their ventures.

In the M.Sc. BT IInd Semester 46.43 percent of students acknowledge that the curriculum of the specialization helps in building entrepreneurship motives good however 39.29 percent of students rated it as excellent. In the M.Sc. BT IVth Semester 50 percent of students have rated it as very good whereas 25 percent have appraised it to be excellent.

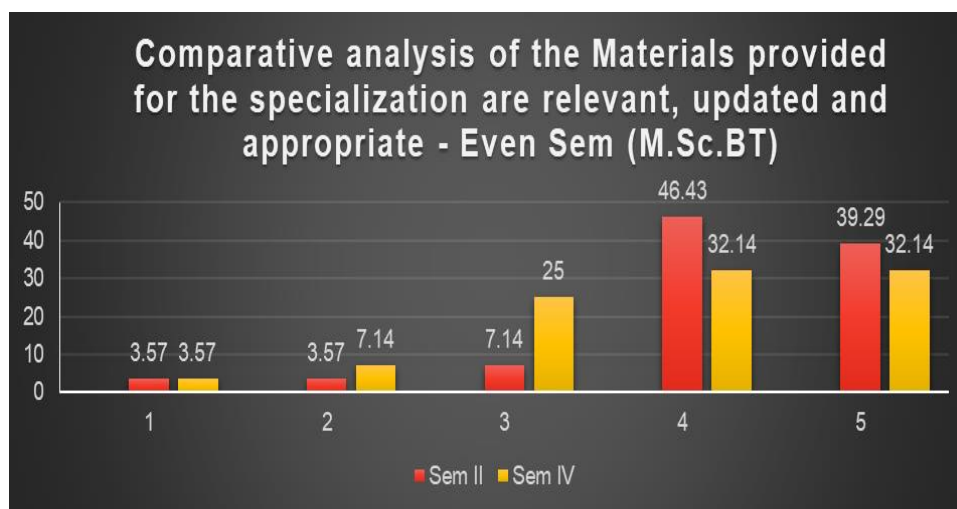


5. The specialization bridges the gap between Industry and Academics.



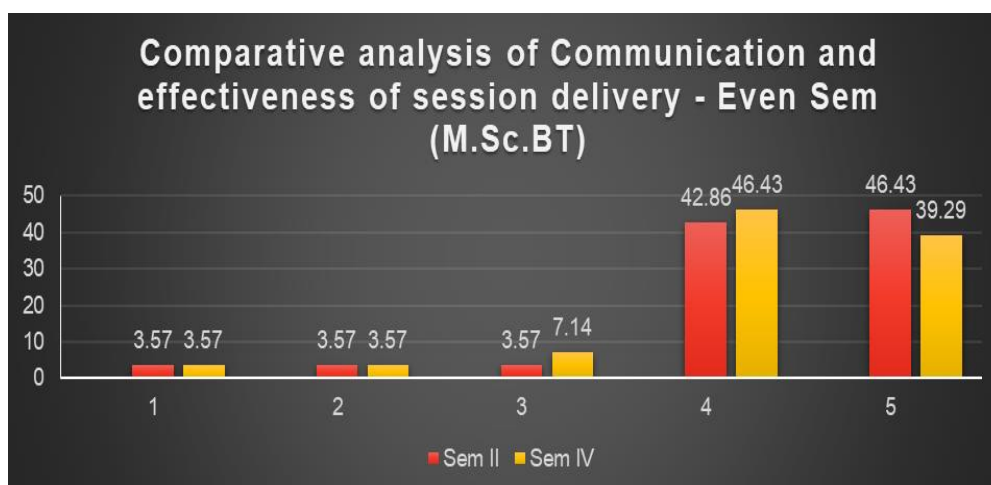
In the M.Sc. BT IInd Semester 46.43 percent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 35.71 percent of students rated it as excellent. In the M.Sc. BT IVth Semester 35.71 percent of students have rated it as very good whereas 28.57 percent have appraised it to be excellent.

6. Materials provided for the specialization are relevant, updated, and appropriate.



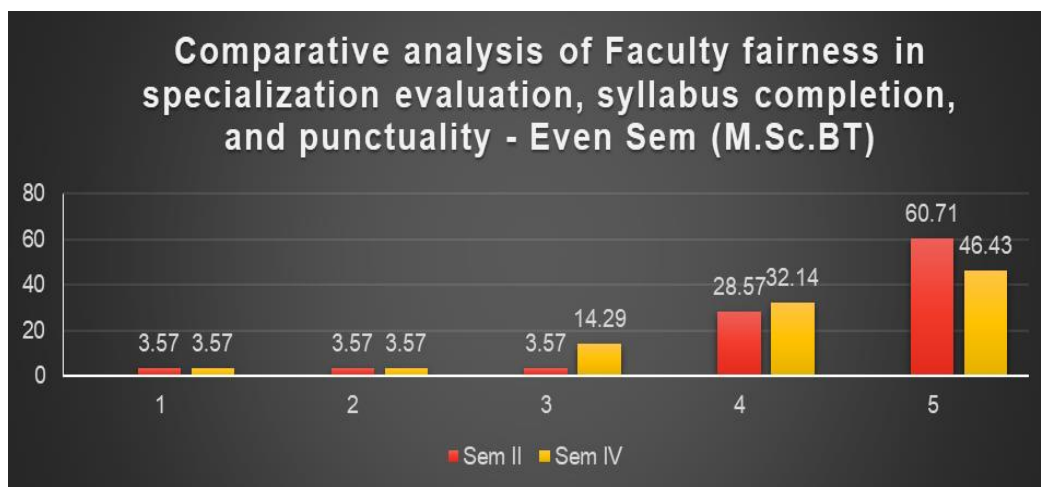
In the M.Sc. BT IInd Semester 46.43 percent of students acknowledge that the specialization helps in bridges the gap between Industry and Academics however 39.29 percent of students rated it as excellent. In the M.Sc. BT IVth Semester 32.14 percent of students have rated it as very good whereas 32.14 percent have appraised it to be excellent.

7. Communication and effectiveness of session delivery.



In the M.Sc. BT IInd Semester 42.86 percent of students acknowledge that the session delivery was effective 46.43 percent of students rated it as excellent. In the M.Sc. BT IVth Semester 46.43 percent of students have rated it as very good whereas 39.29 percent have appraised it to be excellent.

8. Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.



In the M.Sc. BT IInd Semester 28.57 percent of students have confessed the faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session.

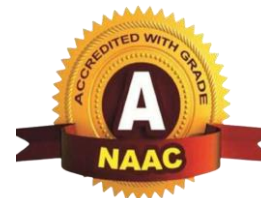
session delivery was effective 60.71 percent of students rated it as excellent. In the M.Sc. BT IVth Semester 32.14 percent of students have rated it as very good whereas 46.43 percent have appraised it to be excellent.

9. Any Other Suggestion.

S.No.	Suggestion	Count
1	Faculty expertise is highly appreciated	13
2	Addition of German language as specialization is appreciated	12
3	Mentorship quality for specialization courses is outstanding	13
4	Specializations align well with industry standard	9
5	Organize industrial visit or research lab for practical exposure	7
Total		54



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UNIVERSITY COURSES CAMPUS
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INSTITUTE OF MANAGEMENT STUDIES GHAZIABAD
(University Courses Campus)

Part-B

Part -B of the feedback comprises alumni feedback, faculty feedback and employer feedback.

Alumni Feedback Analysis

The Academic Year 2023-2024

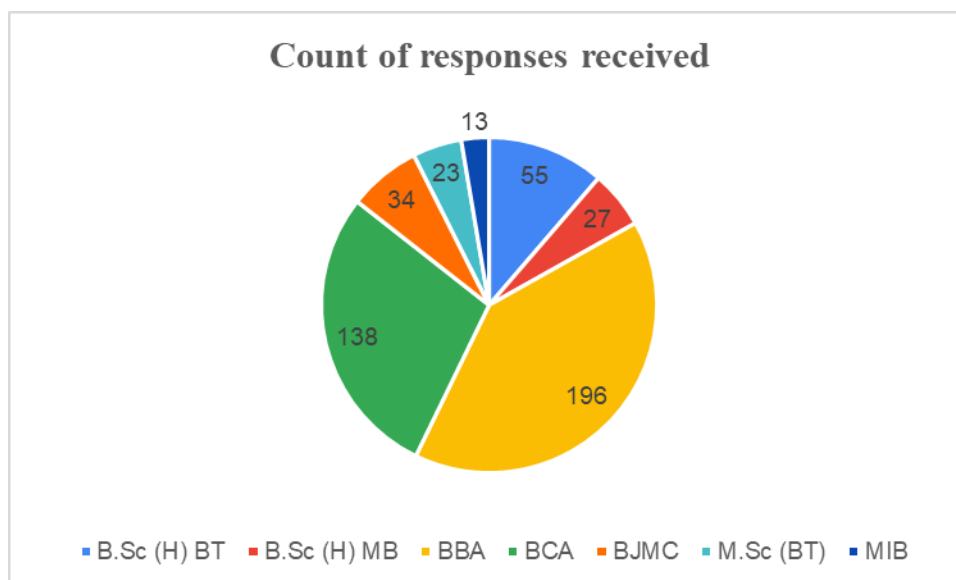


Figure 1. Alumni Feedback across the Departments (in percentage)

The Academic Year 2023-2024								
Department	B.Sc (H) BT	B.Sc (H) MB	BBA	BCA	BJMC	M.Sc (BT)	MIB	Grand Total
Number of Responses Received	55	27	196	138	34	23	13	486

Table 1: Summary of Feedback Received across the Departments

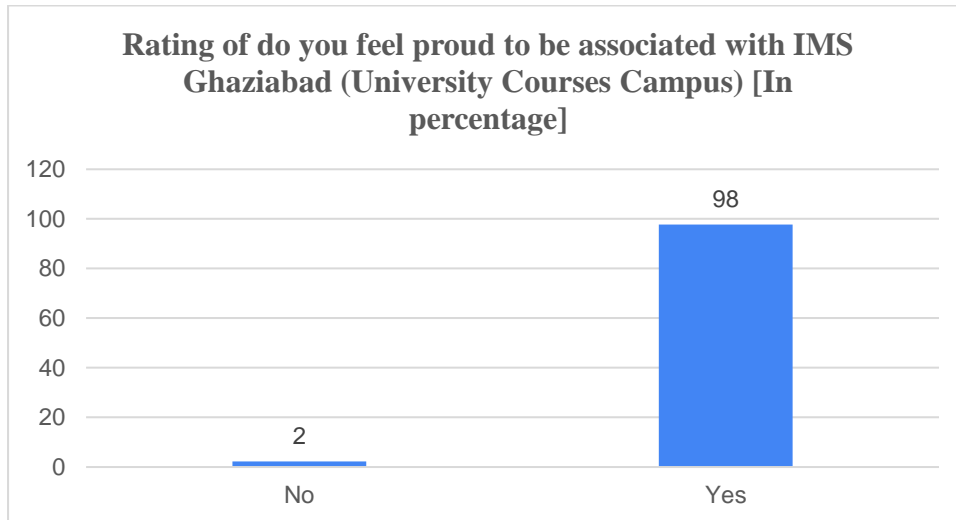


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(University Courses Campus)

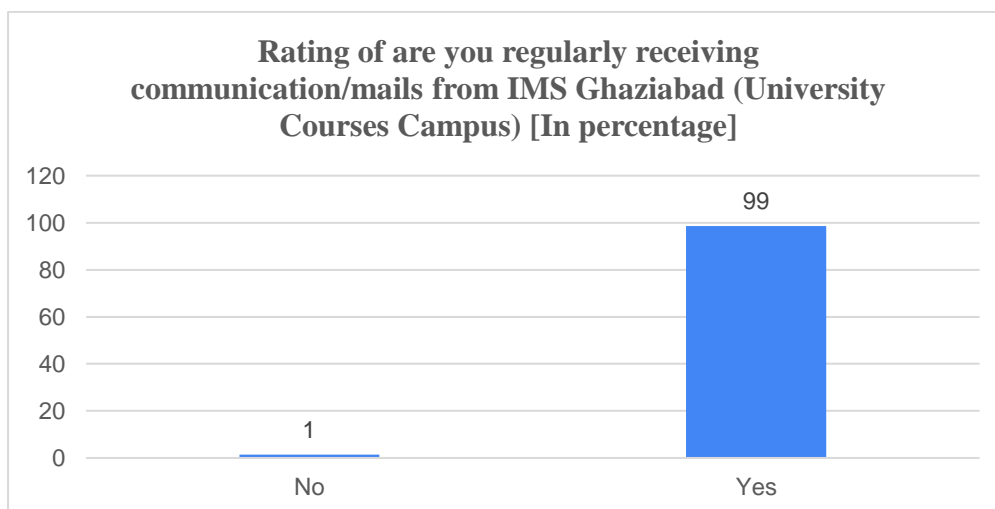
1. Do you feel proud to be associated with IMS Ghaziabad, University Courses Campus?



Interpretation

It was observed that 98 per cent of the employees have acknowledged that they feel proud to be associated with the IMS Ghaziabad University Courses campus.

2. Are you regularly receiving communication/emails from IMS Ghaziabad, University Courses Campus?

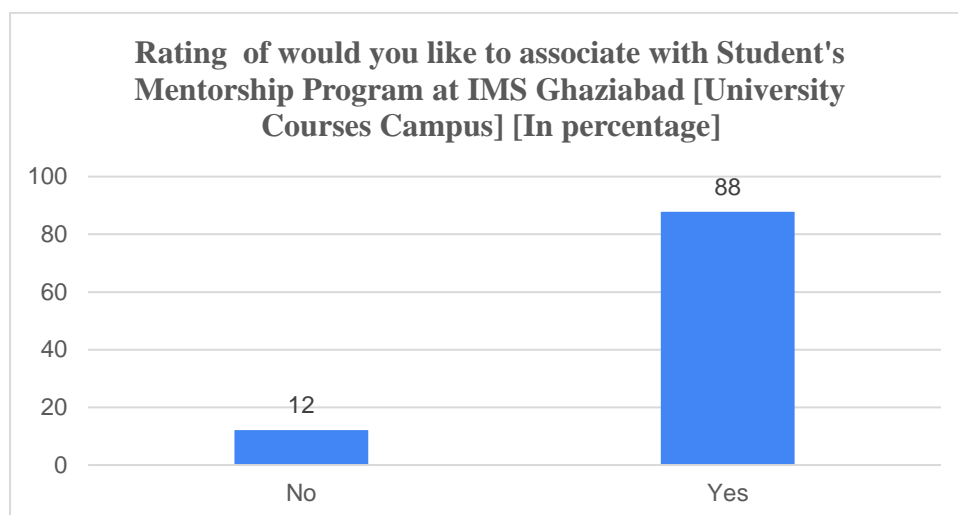


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(University Courses Campus)

Interpretation

Communication is essential in enhancing the alumni bond, through the feedback it was witnessed that 99 per cent of alumni are regularly receiving communication (e-mail) from the institution.

3. **Would you like to associate with the Student's Mentorship Program at IMS Ghaziabad (University Courses Campus)?**



Interpretation

The strength of alumni relationships at IMS Ghaziabad (University Courses Campus) can be observed from the fact that 88 per cent of alumni are willing to get associated with the Student mentorship programme.

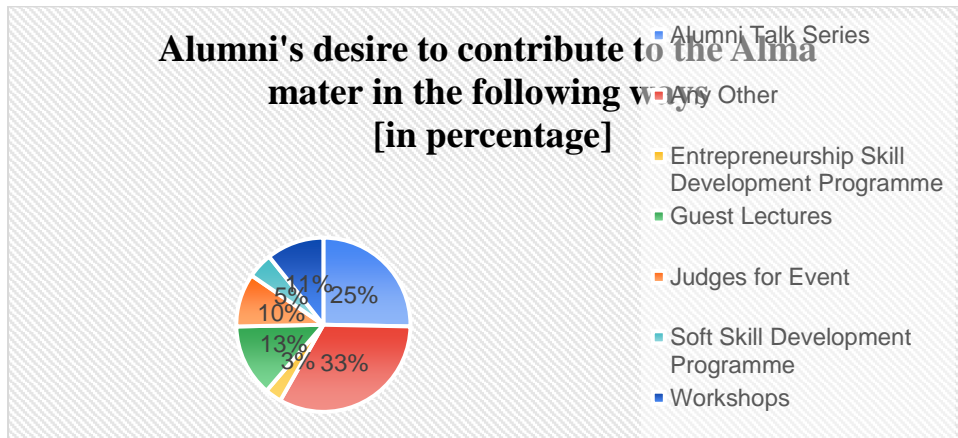
4. **How would you like to contribute to IMS Ghaziabad (University Courses Campus)?**



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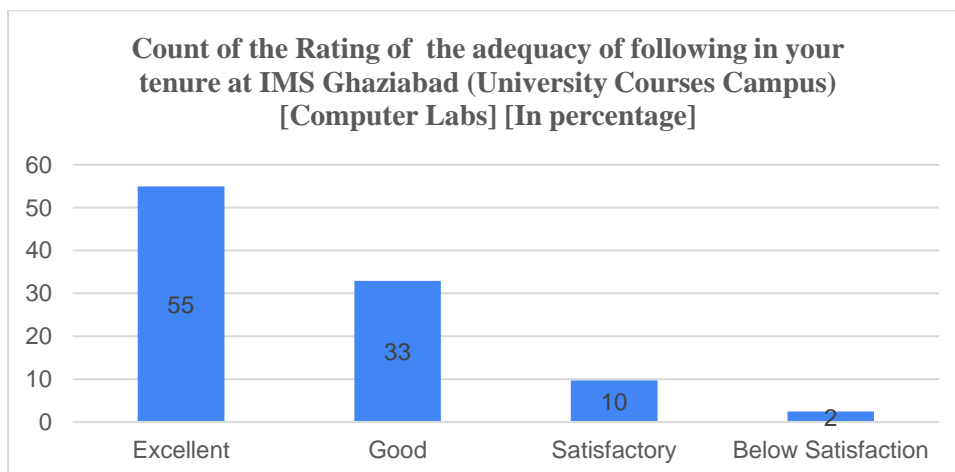


Interpretation

The majority of alumni wanted to get associated through alumni talk series which was twenty-five percent, the second most liked option was guest lectures which was thirteen percent and the third most opted option was workshops which was eleven percent.

5. Rate the adequacy of the following in your tenure at IMS Ghaziabad

A) Computer Labs



Interpretation

When asked about the adequacy of computer labs during the alumni's tenure, 55 per cent of them stated that it was excellent.

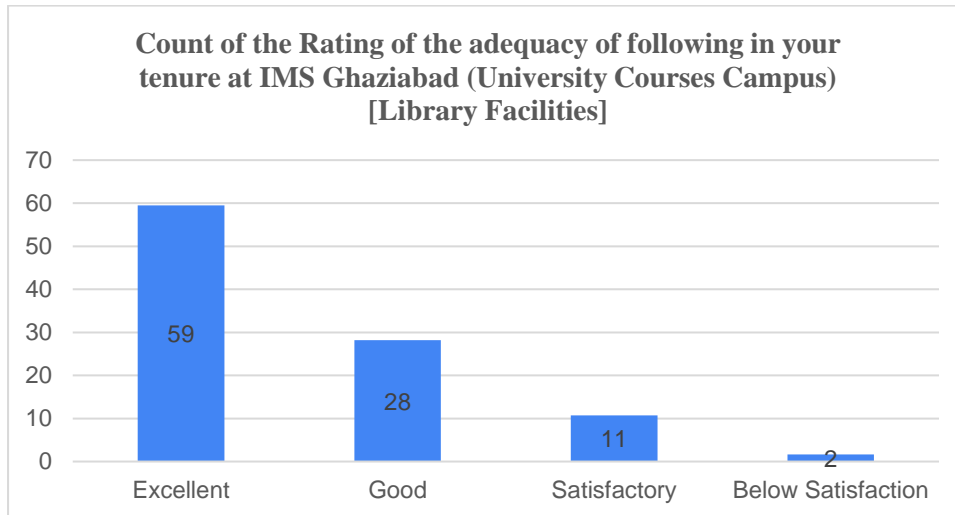


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Status of 12(B) by UGC



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(University Courses Campus)

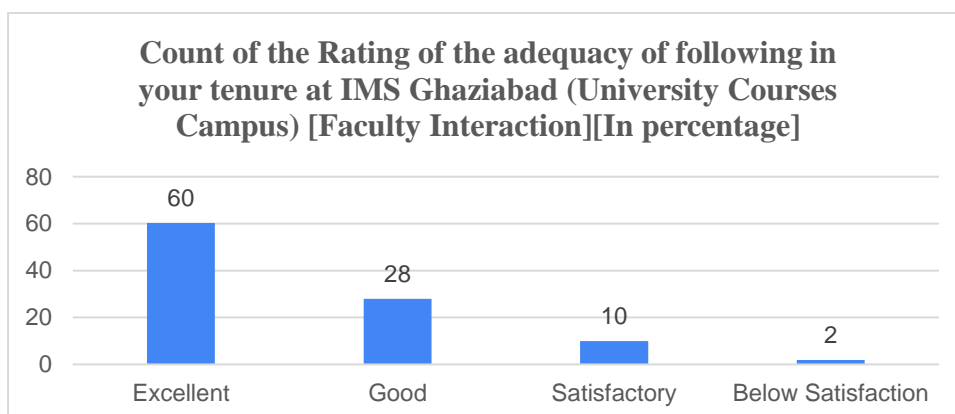
B) Library Facilities



Interpretation

During the tenure of alumni, 59 per cent of the alumni found the library facilities were excellent, whereas 28 alumni found it to be good.

C) Faculty Interaction

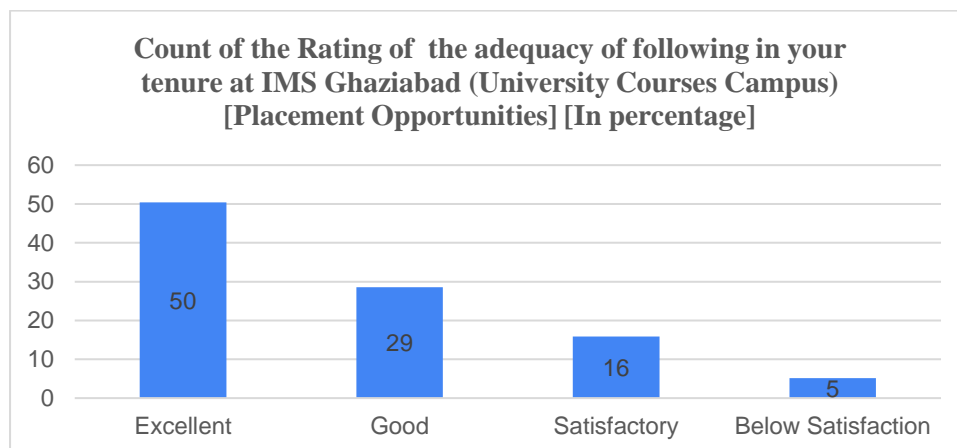


Interpretation

When asked about the adequacy of faculty interaction during their tenure, 60 per cent of the alumni stated that the faculty interaction was excellent, whereas 28 per cent of alumni found it to be good.

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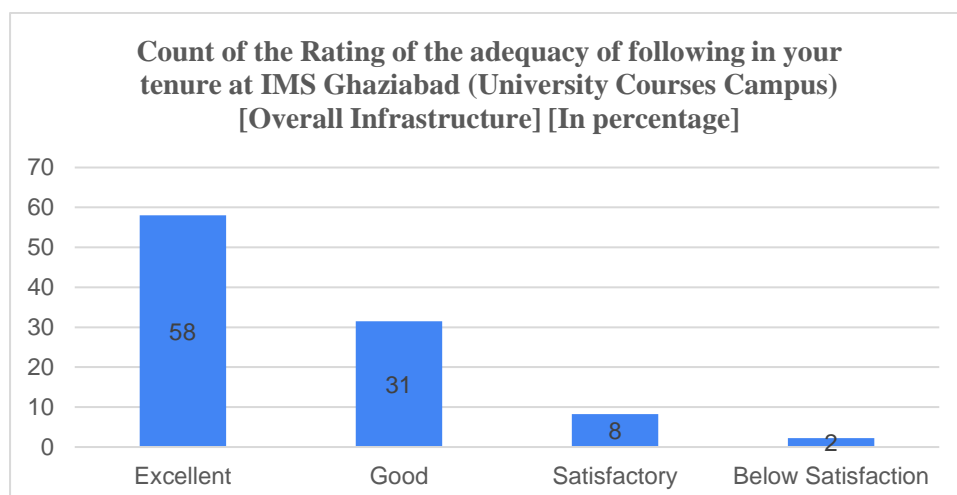
D) Placement Opportunities



Interpretation

When asked about the placement opportunities during the tenure of the alumni, 50 per cent of the alumni found the placement opportunities excellent, whereas 29 per cent of alumni found them to be good.

E) Overall Infrastructure

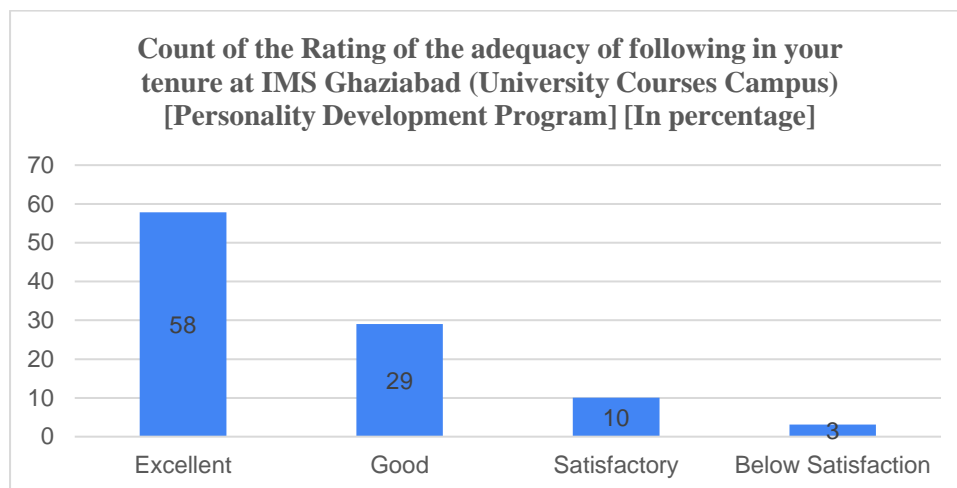


Interpretation

When asked about the overall infrastructure during their tenure, only 58 per cent of the alumni found the infrastructure to be excellent, whereas 31 per cent of alumni found it to be good.

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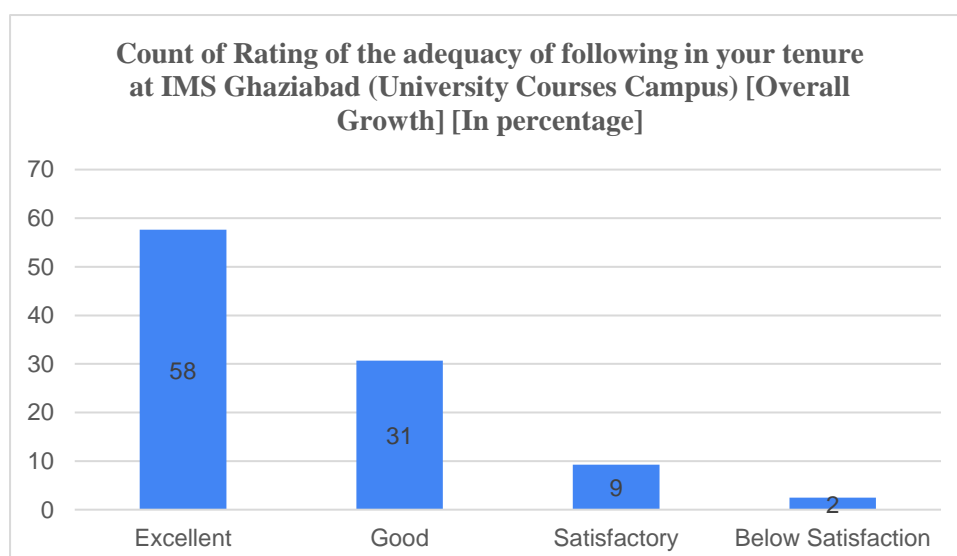
F) Personality Development Program



Interpretation

When the question was asked about the personality development programme during the tenure, only 58 per cent of alumni found the Personality Development Program to be excellent, whereas 29 per cent of alumni found it to be good.

G) Overall Growth



Interpretation



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(University Courses Campus)

When the question was asked about the overall infrastructure 58 per cent of the alumni found it to be excellent whereas, 31 per cent of alumni found it to be good.

6. sYour Suggestions for Improvement.

S.No	Row Labels	Count of Your Suggestions for Improvement
1	Everything is very good no need to change anything	164
2	No suggestions it is giving good enough opportunities	107
3	No Improvement, it's perfect	15
4	Placement drives and opportunities should be improved for future students.	8
5	Everything is fine	5
6	Excellent college for a reason	4
7	More industrial visit	4
8	Everything is going great	3
9	Everything is perfect	3
10	If you are giving us placement opportunities then please complete the placement process.	3
11	Teaching knowledge and skills	3
12	This is the best institute, no improvement is required	3
13	All at it's best	2
14	Enhance the book bank of library	2
15	Everything is okay.	2
16	Faculties should listen to the queries of students	2
17	Focus on placement	2
18	Infrastructure	2
19	It was normal for me...	2
20	The microbiology and biotechnology lab should be upgraded	2

Interpretation

From the suggestion, it can be observed that the majority of alumni were contented with IMS Ghaziabad (University Courses Campus) however few have suggested improvements in the placements.

Conclusion



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(University Courses Campus)

The majority of the alumni mentioned that they were satisfied with the services and educational facilities provided by IMS Ghaziabad (University Courses Campus) during their tenure, in future they are also willing to be associated with the institution through Alumni Talk Series, Judges in various events, Guest Lecture, Soft Skill Development Programmes etc.

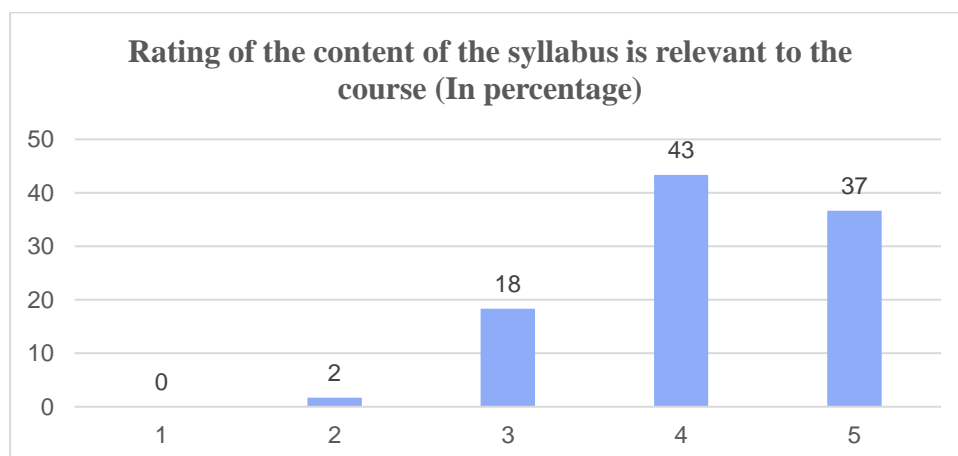
b) Faculty Feedback Analysis & Action Taken Report

Academic Year 2023-2024	Name of the School/ Department				Total
	Management	Computer Science	Bio-Science	Journalism & Mass Communication	
Odd Semester	28	14	12	6	60
Even Semester	25	11	13	6	55

Faculty Feedback Analysis (Odd Semester)

The feedback was collected on the 5-point Likert scale where 5 is excellent, 4 is very good, 3 is good, 2 is average and 1 is poor.

1. The content of the syllabus is suitable for the course.



Interpretation

During the faculty feedback analysis, it was observed that 37 per cent of the faculties have rated it 4 on a scale of 5 whereas 43 per cent have rated it 4.

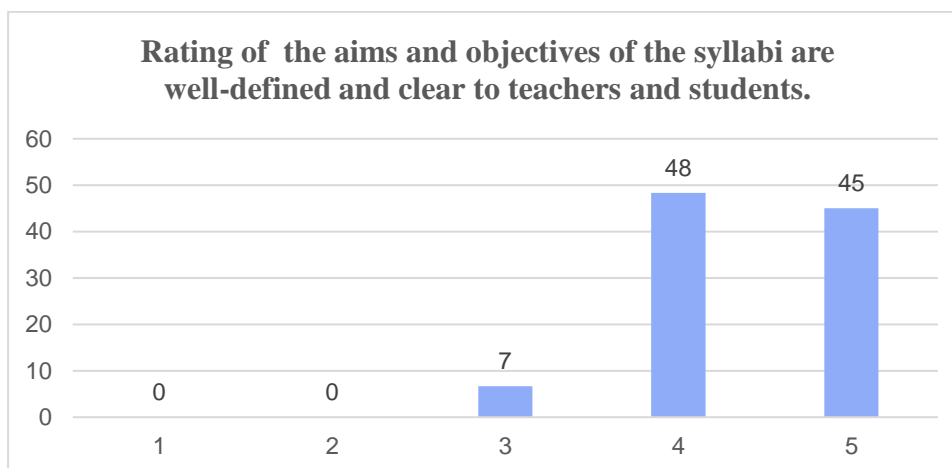


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Status of I2(B) by UGC



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(University Courses Campus)

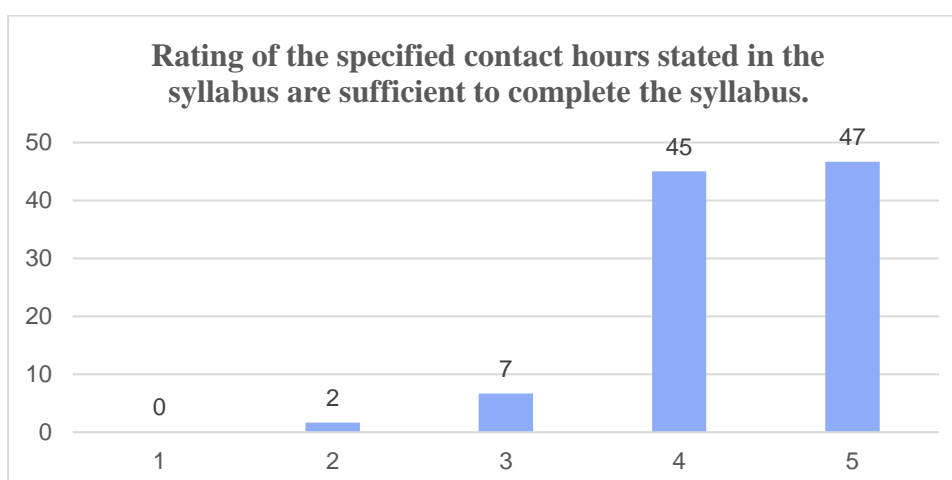
- 2. The aims and objectives of the syllabi are well-defined and clear to teachers and students.**



Interpretation

Through analysis, it was observed that on a scale of five 45 per cent of faculties have stated it to be excellent whereas 48 per cent of faculties have stated it to be very good.

- 3. The specified contact hours stated in the syllabus are sufficient to complete the syllabus.**



Interpretation



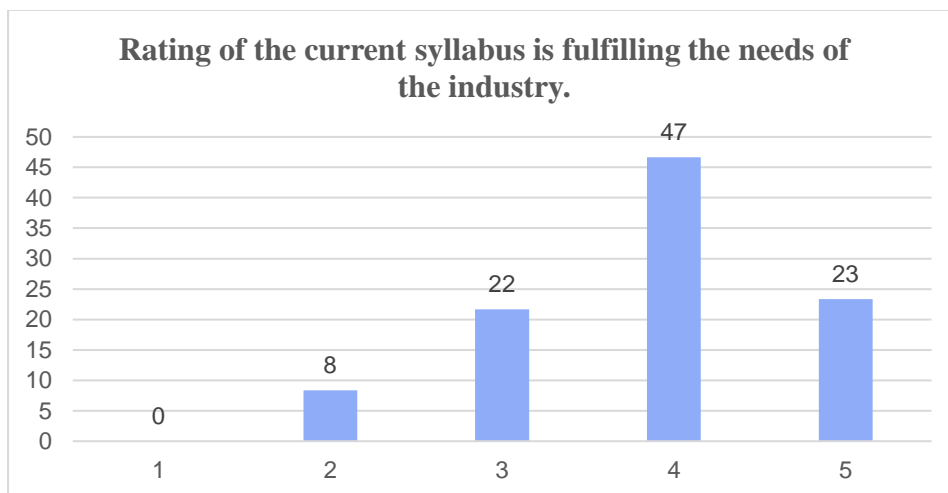
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Through analysis, it was observed that on a scale of five 45 per cent of faculties have stated it to be very good whereas 47 per cent of faculties have stated it to be excellent.

4. The current syllabus is fulfilling the needs of the industry.



Interpretation

Through analysis, it was observed that on a scale of five 47 faculties have stated that the current syllabus meets the expectation in terms of values, skills, knowledge, and attitude to be good whereas 23 faculties have stated it to be excellent.

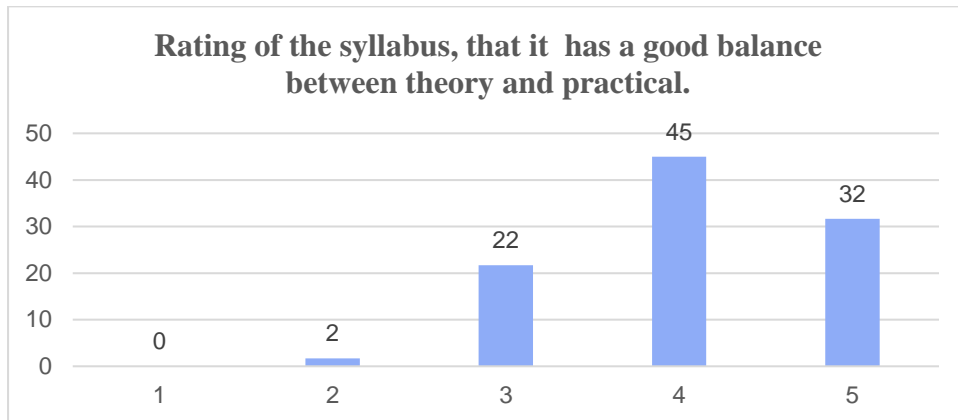
5. The syllabus has a good balance between theory and practical.



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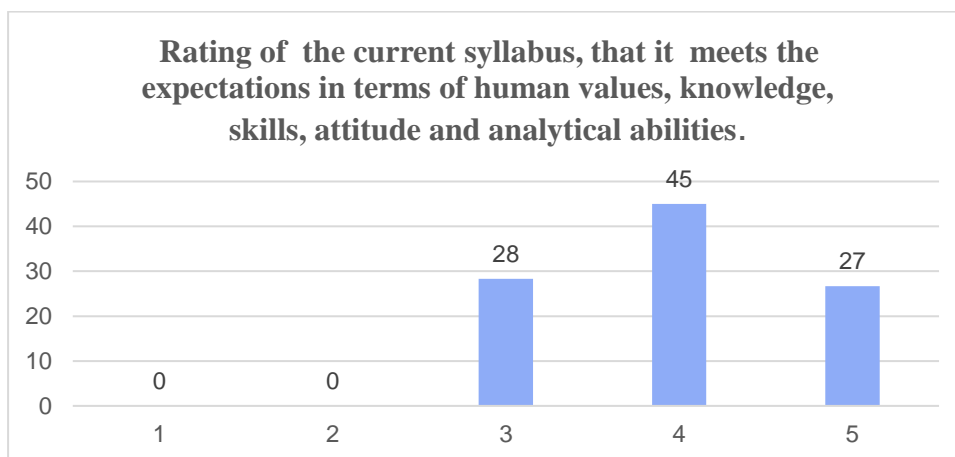
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(University Courses Campus)



Interpretation

Through analysis, it was observed that on a scale of five 45 per cent of faculties have stated that the Syllabus has a good balance between theory and practical whereas 32 per cent of the faculties have stated it to be excellent.

- 6. The current syllabus meets the expectations in terms of human values, knowledge, skills, attitude and analytical abilities.**



Interpretation

Through analysis, it was observed that on a five-point scale, 45 per cent of the faculties have stated that the current syllabus meets the expectations in terms of human values, knowledge,



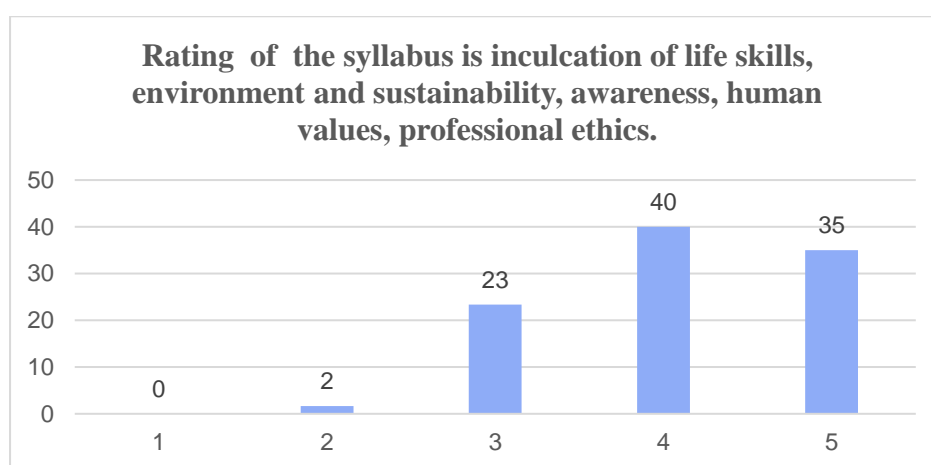
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(University Courses Campus)

skills, attitude and analytical abilities rated it 4 on 5 point scale; 27 per cent of the faculties have stated it to be excellent and rated it 5.

7. The syllabus is inculcation of life skills, environment and sustainability, awareness, human values, and professional ethics.



Interpretation

Through analysis, it was observed that on a scale of five 40 per cent of faculties have stated that the syllabus has the inculcation of life skills, environment and sustainability, awareness, human values, and professional ethics very good whereas 35 per cent of faculties have stated it to be excellent.

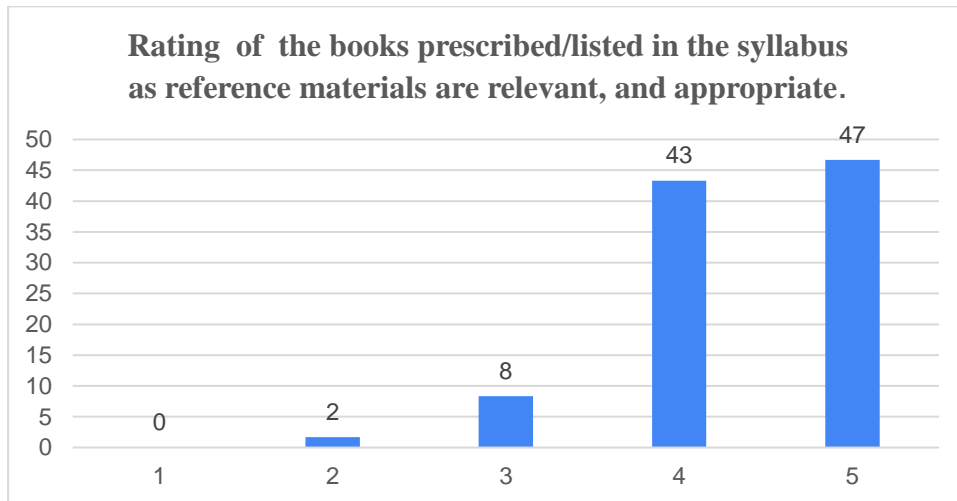
8. The books prescribed/listed in the syllabus as reference materials are relevant and appropriate.



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(University Courses Campus)



Interpretation

Through analysis, it was observed that on a scale of five 43 per cent of faculties have stated that books prescribed/listed in the syllabus as reference materials are relevant, updated, and appropriate by the teachers to be good whereas 47 per cent of faculties have stated it to be excellent.

- 9. Please suggest any new certification for further improvement in terms of knowledge/skills and employability of our students.**



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UNIVERSITY COURSES CAMPUS
Status of I2(B) by UGC



INSTITUTE OF MANAGEMENT STUDIES GHAZIABAD
(University Courses Campus)

S.No	Row Labels	Count of Please suggest any new certification for further improvement in terms of knowledge / skills and employability of our students: <input type="text"/>
1	Financial modelling, hands on Digital finance	2
2	Digital marketing	1
3	INDIAN ECONOMY MOOC	1
4	New Certifications for Customer Relationship Management	1
5	Add few certificates like SAP, Quick Books	1
6	Advanced Excel, Data Analytics	1
7	AI Course	1
8	Analytics for perspective Managers	1
9	Behavioral Lab can be establish	1
10	Business Ethics	1
11	Business story-telling and executive presence certification	1
12	Certificates from various institutions are needed	1
13	certificates in fill stack	1
14	certification course from hubspot platform	1
15	Certification course on Human Microbiota	1
16	Certification on Python, Deep learning,full stack Developm	1
17	Certification related to specific core areas are required.	1
18	Certifications on current trends & technology	1
19	Design Thinking	1
20	Duration of practical and theory classes should be equal in	1
21	Here are some popular and valuable IT certifications that c	1
22	HR Analytics	1
23	HR Training and Personality Evaluation	1
24	Human Resource Management Professional (HRMP) Offer	1
25	IPR, Regulatory Affairs	1
26	Marketing analytics	1
27	One mooc course to be added in every semester	1
28	Oracle	1
29	Photography and videography	1
30	Power BI, Stock Market certification	1
31	Practical aspects need to be involved more in the existing	1
32	Quality control	1
33	Reasoning Ability Mastery Logical Reasoning Course	1
34	Regulatory Affairs Certification (RAC)	1
35	Robotics and IoT	1
36	SCJP	1
37	Short term course on YouTube blogging	1
38	Short term courses on youtube blogging may be started	1
39	Six sigma certification	1
40	Small business developer certification in emerging econon	1
41	The pedagogy needs to be more practical, experiential, an	1
42	Voice over & podcasting	1



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UNIVERSITY COURSES CAMPUS
Status of I2(B) by UGC



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(University Courses Campus)

Interpretation

The above-mentioned is the list of the certificates suggested by the faculties when asked to suggest any new certification for further improvement in terms of knowledge/skills and employability of our students.

10. Please suggest any new certificate course to further improve in terms of knowledge/skills and employability of students:

S.No	Row Labels	Count Please mention any other suggestions
1	University Syllabus updation	6
2	Industrial visits must be increased.	3
3	Language Program at the Graduation level	1
4	Learning via Software is utmost needed	1
5	Need more games and activities and small groups.	1
6	Need more practical exposure	1
7	Practical Lab work in courses such as computer graphics and software engineering.	1
8	Skill development courses for students & employability skills	1
9	The student should do any one EDP during the semester to enhance their skills	1
10	The course can have some papers of SCM	1

Interpretation

The above-mentioned list contains the suggestions given by the faculty.



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UNIVERSITY COURSES CAMPUS
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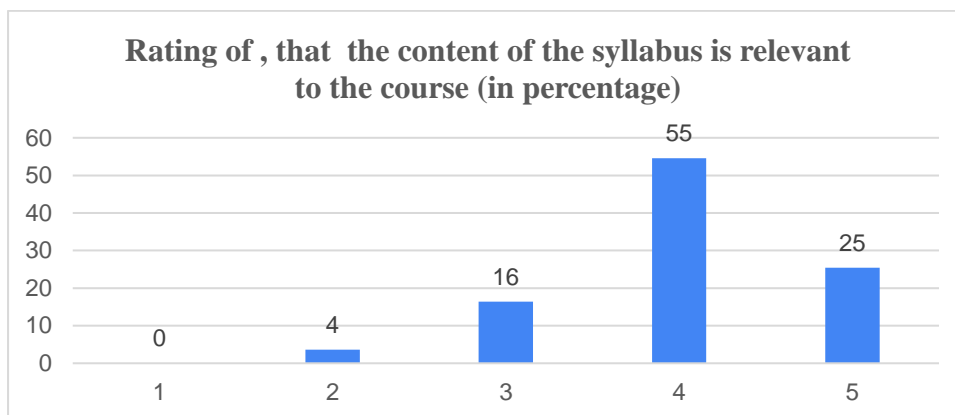


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(University Courses Campus)

Faculty Feedback Analysis (Even Semester)

The feedback was collected on the 5-point Likert scale where 5 is excellent, 4 is very good, 3 is good, 2 is average and 1 is poor.

1. The content of the syllabus is relevant to the course?



Interpretation

During the faculty feedback analysis, it was observed that 55 percent of faculties have stated that the content of the syllabus is suitable to the course and have rated it to be very good whereas 25 have stated that it is excellent.

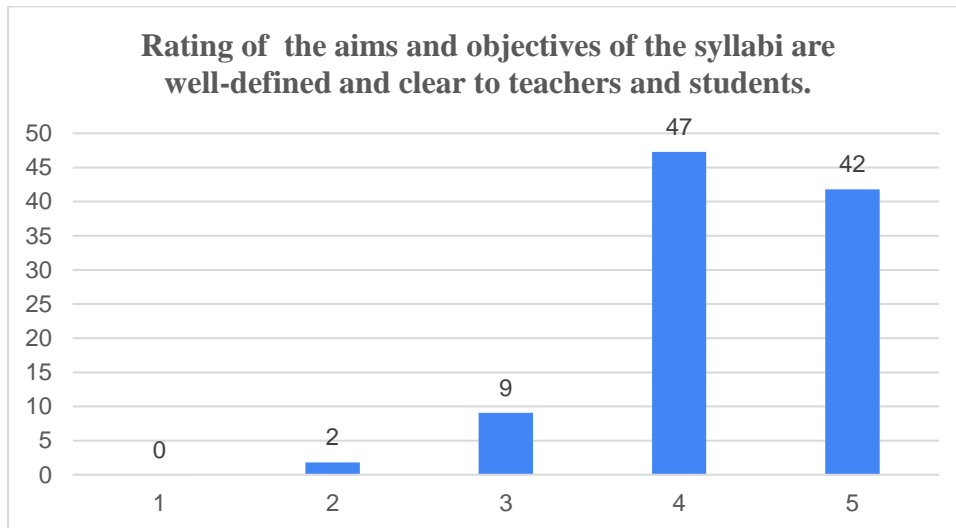
2. The aim and objectives of the syllabi are well-defined and clear to teachers and students.



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Status of 12(B) by UGC



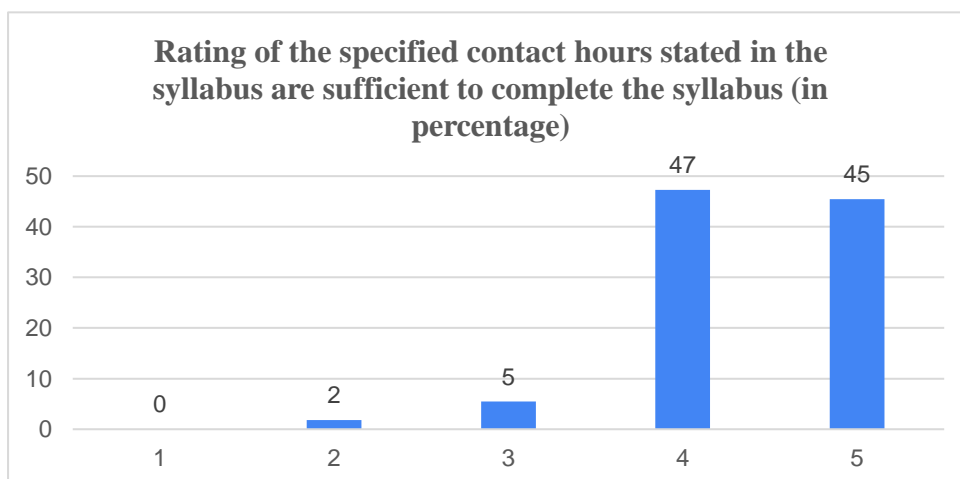
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(University Courses Campus)



Interpretation

Through analysis, it was observed that on a scale of five 47 percent faculties have stated it to be very good whereas 42 percent of faculties have stated it to be excellent.

3. The specified contact hours stated in the syllabus are sufficient to complete the syllabus.



Interpretation

Through analysis, it was observed that on a scale of five 47 percent faculties have stated specified contact hours stated in the syllabus are sufficient to complete the syllabus ,it to be very good whereas 45 percent of faculties have stated it to be excellent.

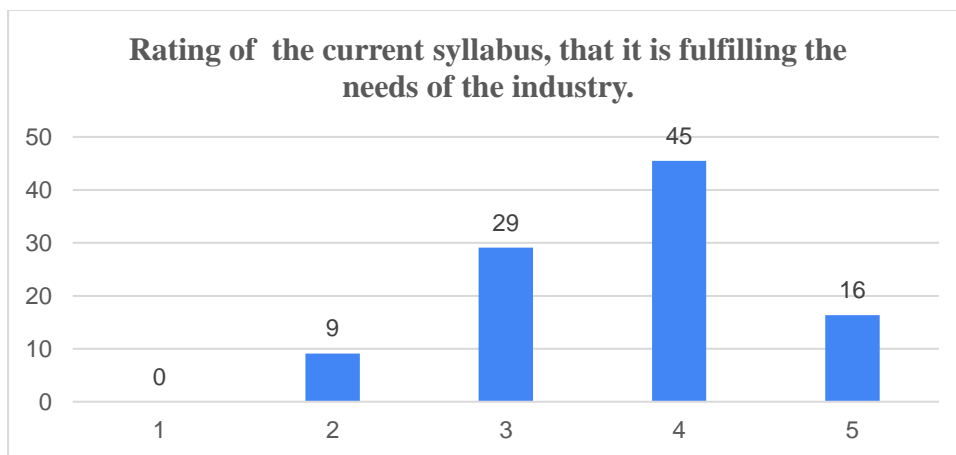


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(University Courses Campus)

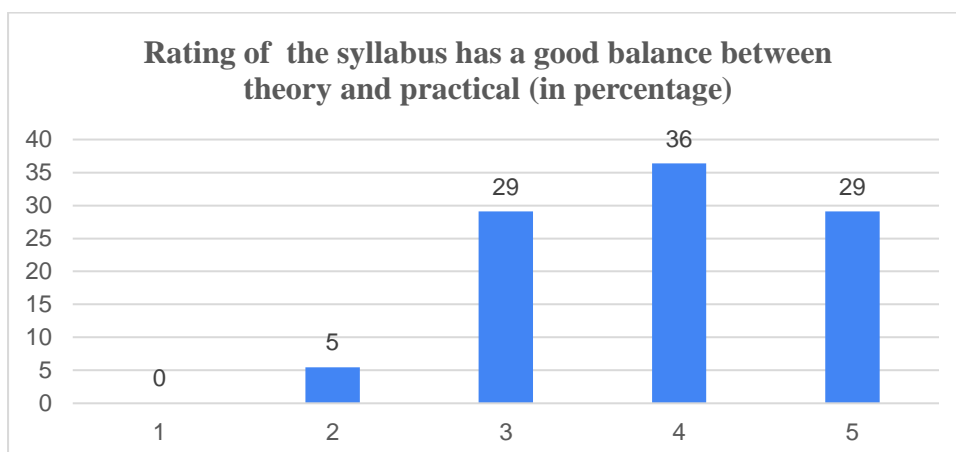
4. The current syllabus is fulfilling the needs of the industry.



Interpretation

Through analysis, it was observed that on a scale of five 45 per cent of faculties have stated that the current syllabus is fulfilling the needs of the industry whereas 16 per cent of faculties have stated it to be excellent.

5. The Syllabus has a good balance between theory and practical.



Interpretation



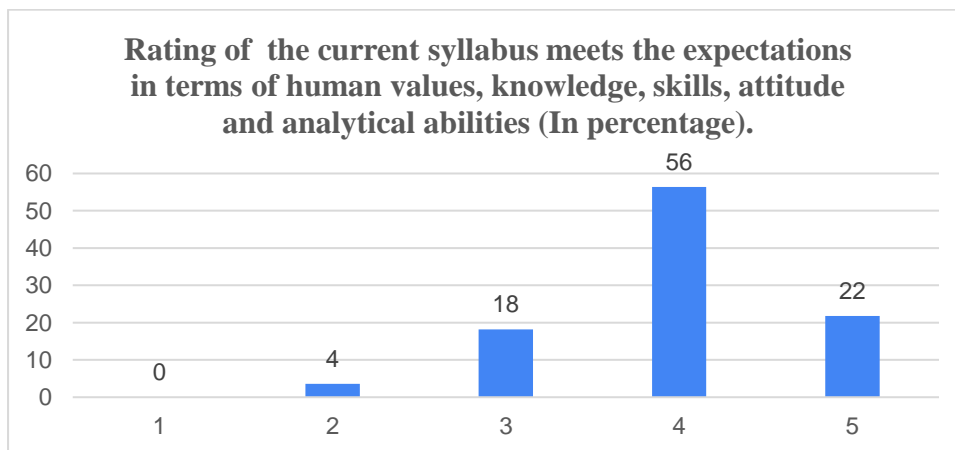
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Through analysis, it was observed that on a scale of five 36 percent of faculties have stated that the syllabus has a good balance between theory and practical whereas 29 percent of faculties have stated it is excellent.

6.The current syllabus meets the expectations in terms of human values, knowledge, skills, attitude and analytical abilities.



Interpretation

Through analysis, it was observed that on a five-point scale, 56 percent of faculties have stated that the current syllabus meets the expectations in terms of human values, knowledge, skills, attitude and analytical abilities; 22 of the faculties have stated it to be excellent.

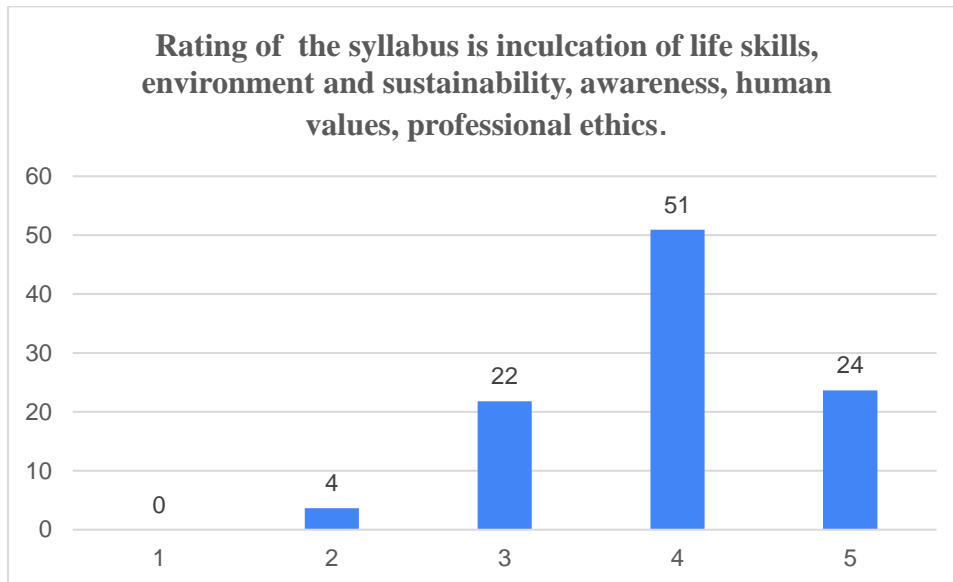
- 1. The syllabus is inculcation of life skills, environment and sustainability, awareness, human values, professional ethics.**



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(University Courses Campus)



Interpretation

Through the analysis, it was observed that on a scale of five 51 percent of faculties have stated that the syllabus is the inculcation of life skills, environment and sustainability, awareness, human values, and professional ethics whereas 24 percent of faculties have stated it to be excellent.

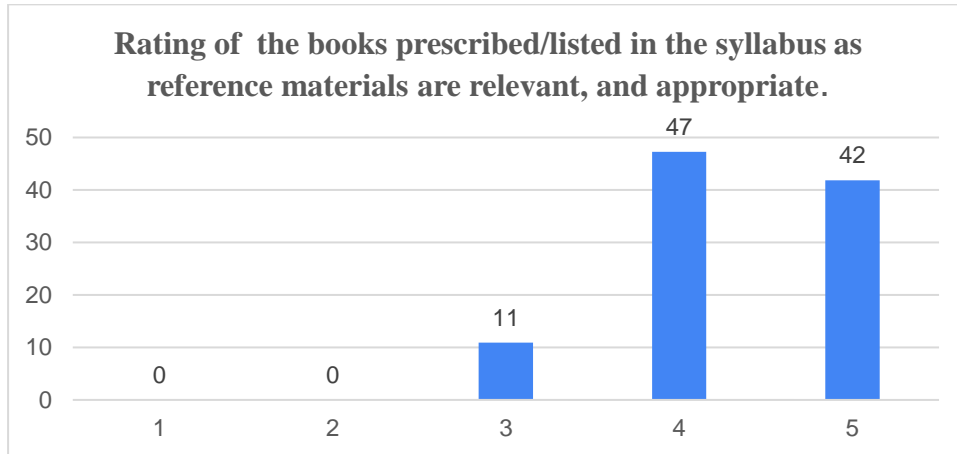
8. The books prescribed/listed in the syllabus as reference materials are relevant and appropriate.



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Interpretation

Through analysis, it was observed that on a scale of five 47 percent of faculties have stated that books prescribed/listed in the syllabus as reference materials are relevant, updated, and appropriate by the teachers to be good whereas 42 of faculties have stated it to be excellent.



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(University Courses Campus)

9. Suggest any new certification for further improvement in terms of knowledge/skills and employability of our students:

Row Labels	Count of Please suggest any new certification for further improvement in terms of knowledge / skills and employability of our students:
HR Analytics and Emotional Intelligence	2
1- TCS-ION Certification2- AWS Certified Solutions Architect 3- Google Cloud Prof	1
Advanced Excel, Business Analytics	1
Blockchain Professional	1
Business Analytics Foundations, Data, Models and Decision in Business Analytics	1
Certificate course related to computational biology	1
Certification in Business Environment and Framework by Udemey	1
Certification in Iot, AI& ML, Cyber Security etc	1
Certified Courses related to the needs of Industry, IPR.	1
Coursera certification of data science	1
English speaking certification from British Council	1
Excel courses	1
Film studies	1
Financial Statement Analysis & Risk Management	1
Google Analytics Certification for Digital marketing	1
Hands on Training on Advanced Microbiological Techniques (10 days), Pilot projects	1
Industry oriented value added programs	1
Java certification	1
Laboratory exposures for Molecular Biology Techniques	1
MSME ONLINE CERTIFICATIONS	1
NISM certification examination should be there for Finance specialisation students	1
Optimization Tools may be used for training.	1
Should be more focus on industry requirements (programming and tools)	1
SJC	1
SPSS certification	1
Grand Total	26

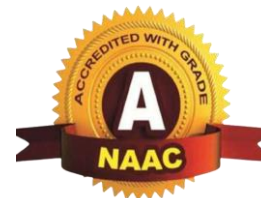
Interpretation

The above-mentioned certificate programmes were suggested by the faculties when asked for suggestions.

10. Please suggest any new certificate course to further improve in terms of knowledge/skills and employability of students:



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S.No	Row Labels	Suggest a new certificate course further
1	Coursera	5
2	Any EDP based on the interest of the students	2
3	Consumer Behavior from IIMBX	2
4	Human values and ethics, NLP, Mindfulness	2
5	Marketing management certification course from nptel	2
6	Some certification courses particularly in the HR stream	2
7	Industry-oriented modules can be added Like Pharmacovigilance	1
8	Advanced Certificate Program in Data Science & Business Analytics Certification Program	1
9	Business Analytics Course	1
10	Certificate course in Photography and videography.	1

Interpretation

The above-mentioned list contains the 10 most suggested certifications by the faculty.

11. Please mention any other suggestions:



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(University Courses Campus)

Row Labels	Count of Please mention any other suggestions:
Add some latest certification Courses.	1
CBCS can be implemented Industry oriented advance course can be added	1
Competitive Classes for Master students	1
Course should be latest and updated	1
Focus on communications	1
Industry experts talks should be organised more frequently	1
More and more practical exposure should be given to students	1
More industry exposure may be added	1
Periodic review of the Syllabus from the University is needed	1
Provide a excel courses and	1
Student needs preparation of notes and develops habit of book reading.	1
Students may benefit from pursuing certifications that complement their existing	1
The syllabus should have a logical flow of concepts	1
University need to revise the syllabus.	1
Grand Total	14

Interpretation

The list of recommendations above includes suggestions from faculty members, many of whom have stressed the need for curriculum updates after the university and the necessity to teach more practical knowledge.



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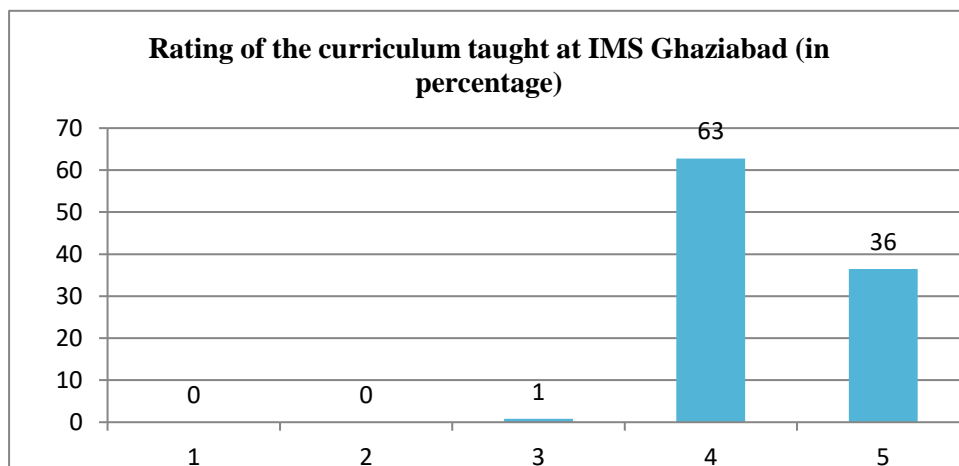
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Employer Feedback Analysis

The Academic Year 2023-2024

A) Feedback on the Quality of Campus Visit

1.1 Do you think that the curriculum taught at IMS Ghaziabad imparts necessary knowledge to the students?



Interpretation

Through the analysis was observed that 63 per cent of the employers have rated the curriculum as excellent on a scale of five points where whereas 36 per cent have rated it t be very good.

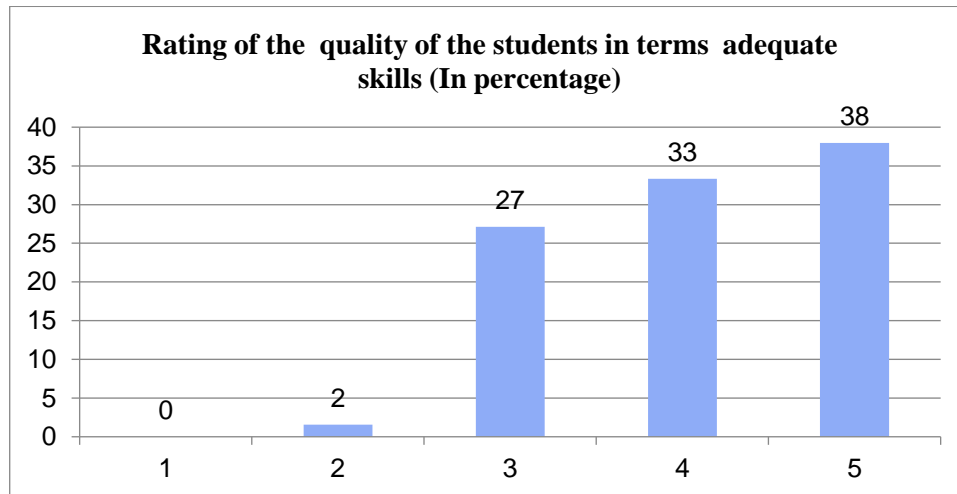
1.2 How is the quality of our students, do they have adequate skills?



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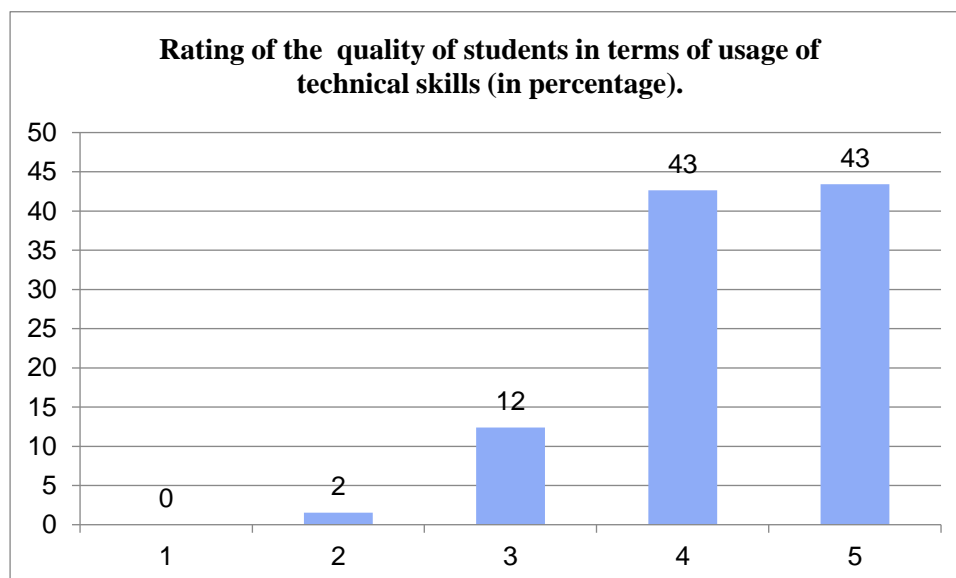
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Interpretation

Through the analysis, it was observed that on a scale of five 33 per cent of the employers have stated that the quality of students was to be very good whereas 38 per cent of the employers stated it to be excellent.

1.3 Rate the quality of students in terms of usage of technical skills.



Interpretation



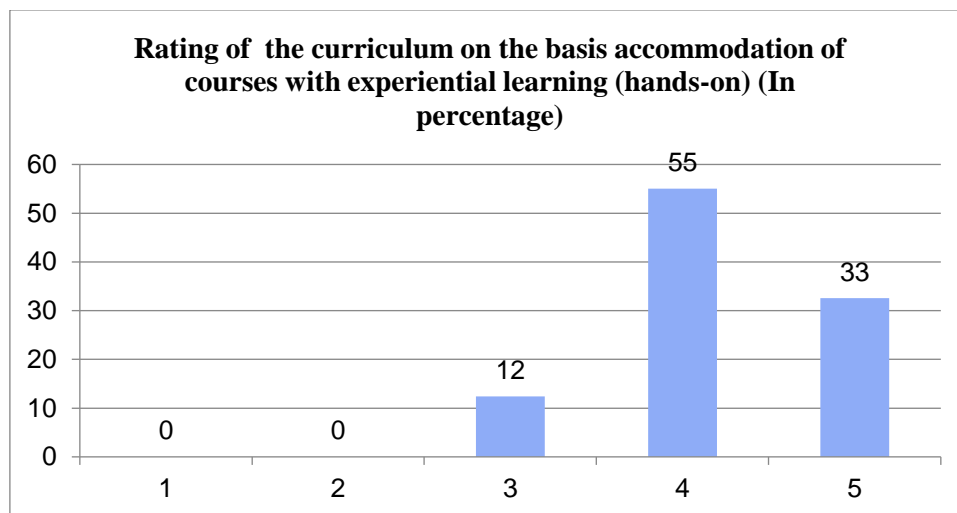
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Through analysis, it was observed that on a scale of five 43 per cent of the employers stated that the quality of students was to be very good whereas 43 per cent of the employers stated it to be excellent.

1.4 Does the curriculum accommodate courses with experiential learning (hands-on)?



Interpretation

Through analysis, it was observed that on a scale of five 55 per cent of the employers have stated that the quality of students was to be very good whereas 33 per cent of the employers stated it to be excellent

B) Feedback on the Quality of Campus Visit

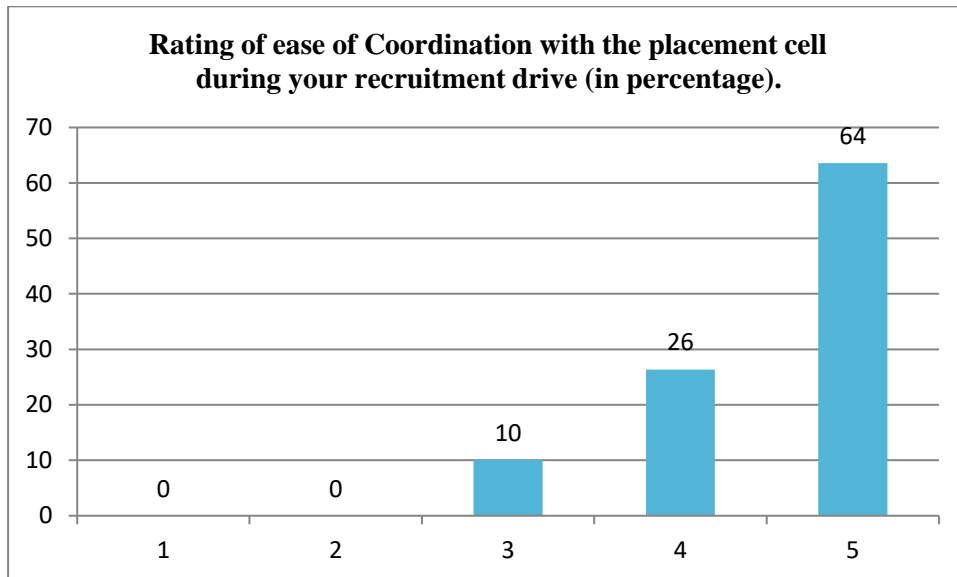
2.1 Ease of coordination with the placement cell during your recruitment drive?



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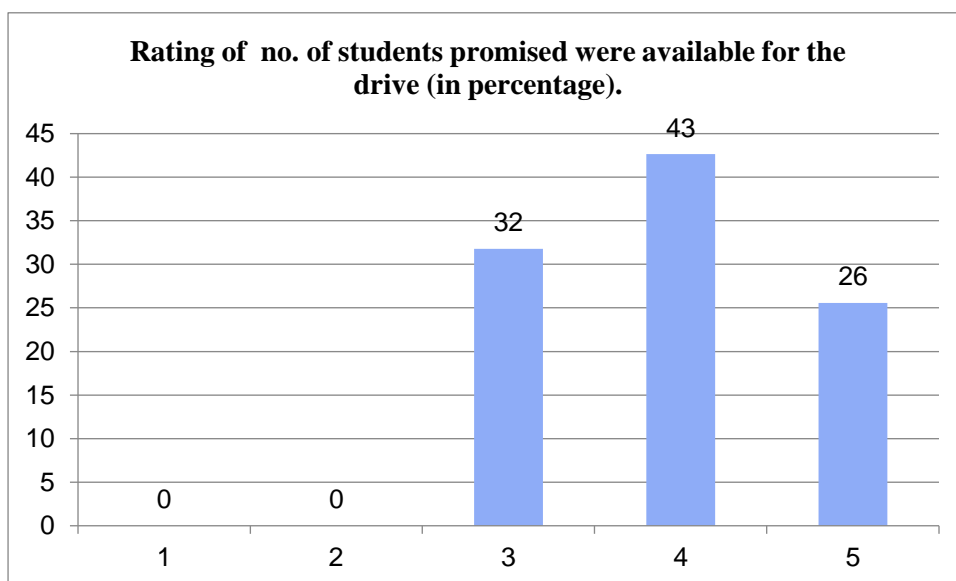
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(University Courses Campus)



Interpretation

Through analysis, it was observed that on a scale of five 26 per cent of the employers have stated that the coordination with the placement cell was very good whereas 64 per cent of the employers stated it to be excellent.

2.2 No. of students promised were available for the drive.





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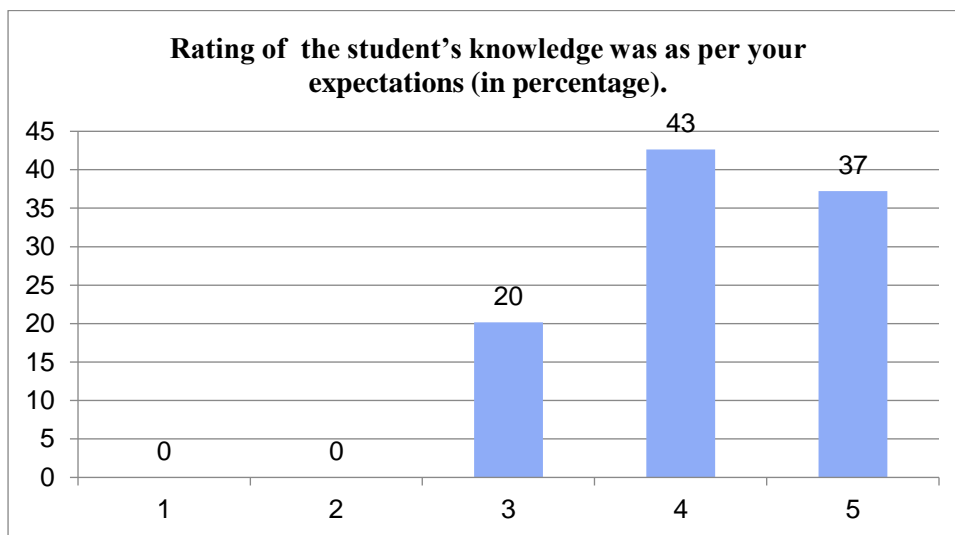


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(University Courses Campus)

Interpretation

Through analysis, it was observed that on a scale of five 43 per cent of the employers stated that the no. of students promised were available was to be very good whereas 26 per cent of the employers stated it to be excellent.

2.3 The student's knowledge was as per your expectations.



Interpretation

Through analysis, it was observed that on a scale of five 37 per cent of employers have mentioned that student's knowledge was as per the expectation.

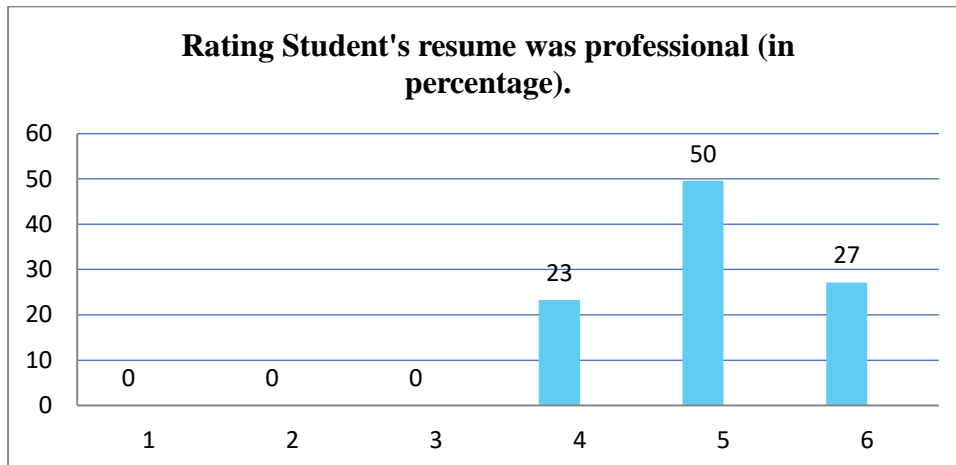
2.4 Students' resumes were professional.



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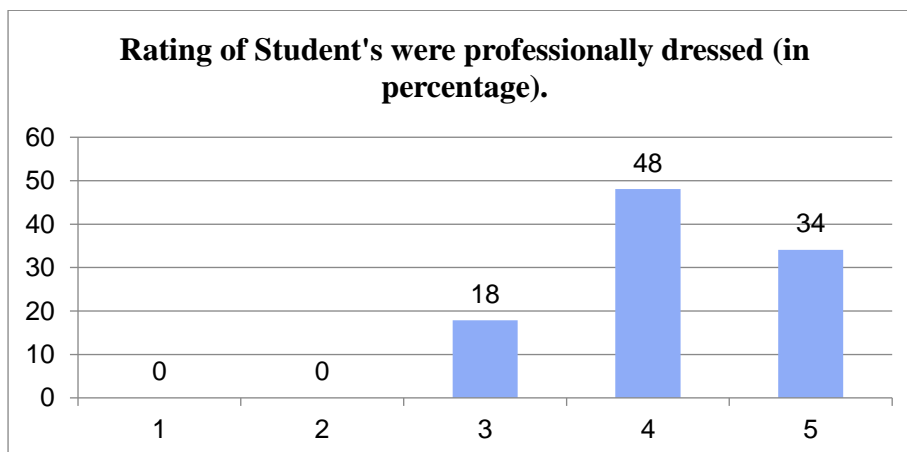
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Interpretation

Through analysis, it was observed that on a scale of five 27 percent of employers have rated that student's resume were professional.

2.5 Student's were professionally dressed.



Interpretation

Through analysis, it was observed that on a scale of five 34 per cent rated it 5 whereas 48 per cent rated it to be 4 of employers have mentioned that student's student's were professionally dressed.

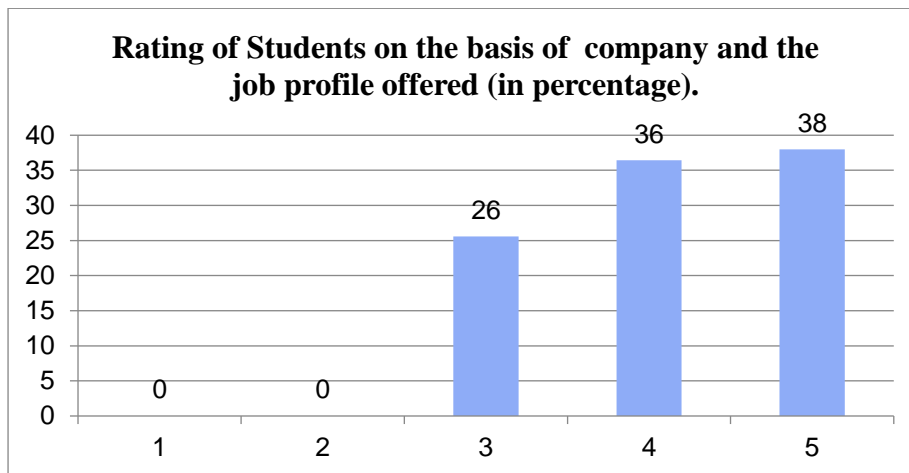


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(University Courses Campus)

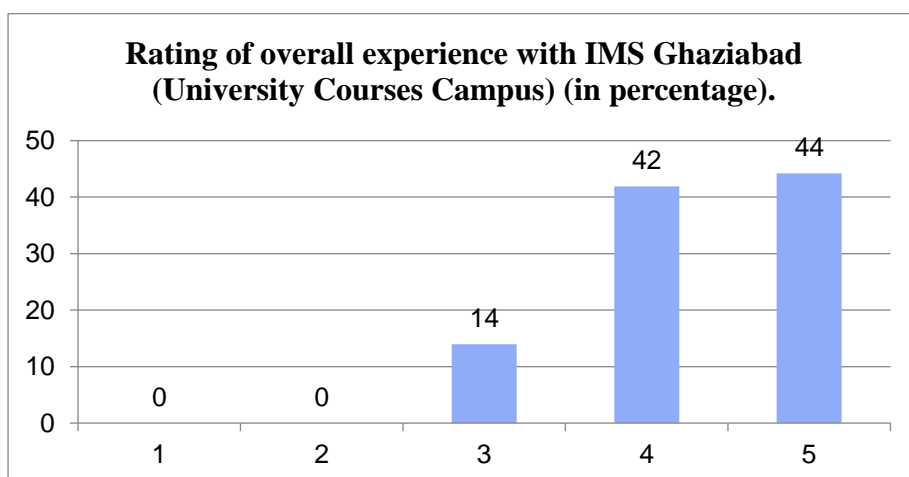
2.6 Students were aware of your company and the job profile offered.



Interpretation

Through analysis, it was observed that on a scale of five 36 per cent stated they were very good whereas 38 per cent said them to be excellent be excellent.

2.7 Rate the overall experience with IMS Ghaziabad (University Courses Campus).



Interpretation



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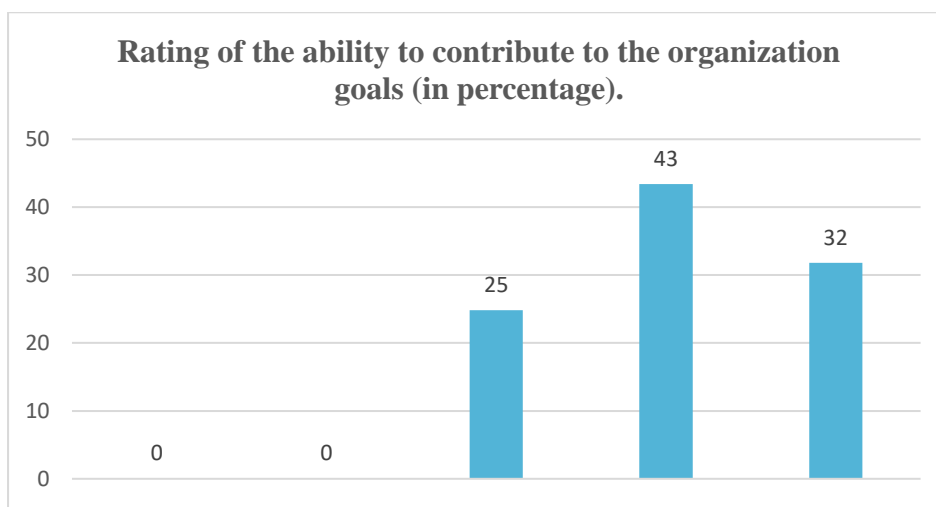


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Through analysis, it was observed that on a scale of five 42 per cent have stated that it is very good whereas 44 per cent have stated it to be excellent.

C) Feedback on the Quality of the students working with you.

3.1 Ability to contribute to the goal of the organization.



Interpretation

Through analysis, it was observed that on a scale of five 43 per cent have stated that it is very good whereas 32 per cent have stated it to be excellent.

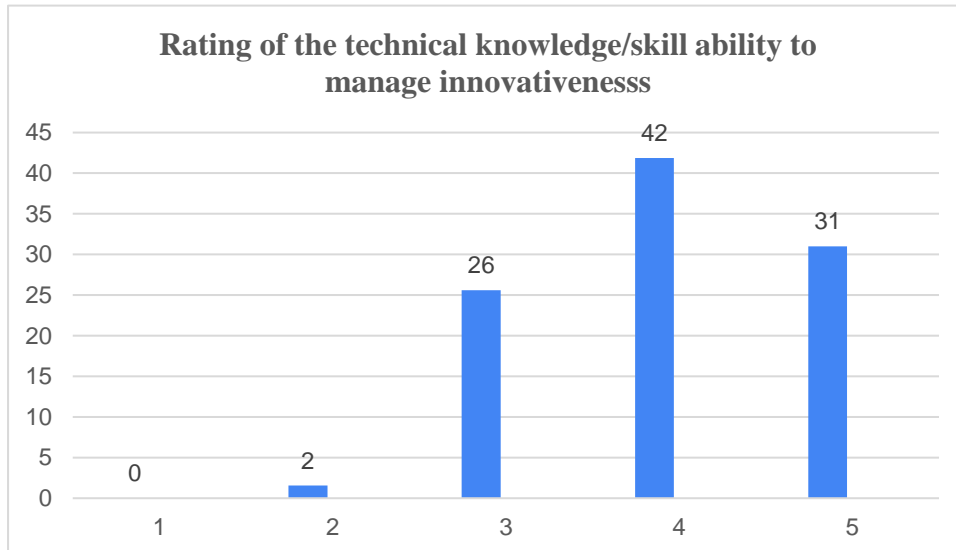


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(University Courses Campus)

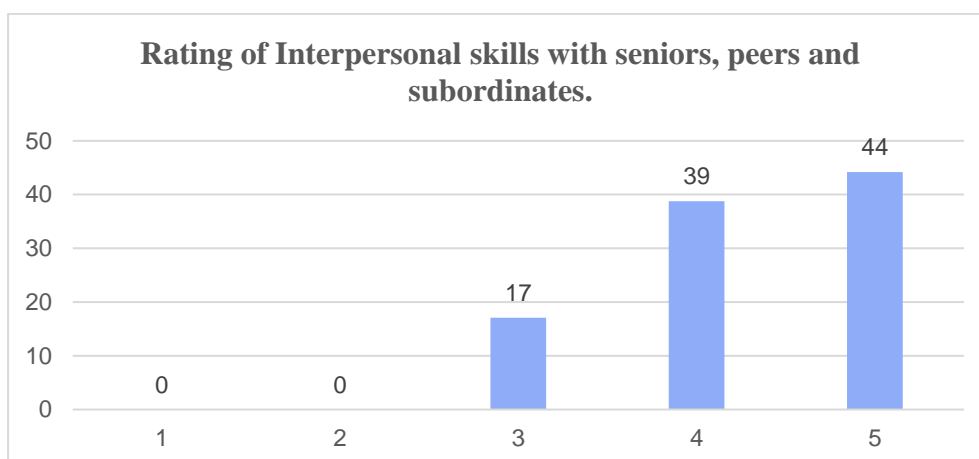
3.2 Technical knowledge, skills and ability to manage leadership innovativeness.



Interpretation

Through analysis, it was observed that on a scale of five 42 per cent have stated that to be very good whereas 31 per cent have stated it to be excellent.

3.3 Interpersonal skills with seniors, peers and subordinates.



Interpretation



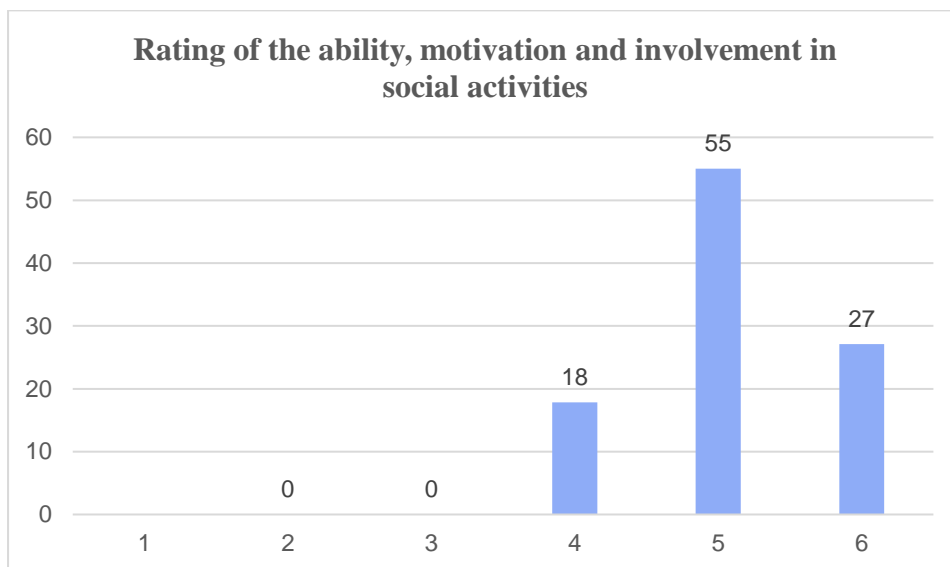
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Status of I2(B) by UGC



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Through analysis, it was observed that on a scale of five 39 per cent have stated that to be very good whereas 44 per cent have stated it to be excellent.

3.4 Ability, motivation and involvement in social activities.



Interpretation

Through analysis, it was observed that on a scale of five 55 per cent have stated that to be very good whereas 27 per cent have stated it to be excellent.

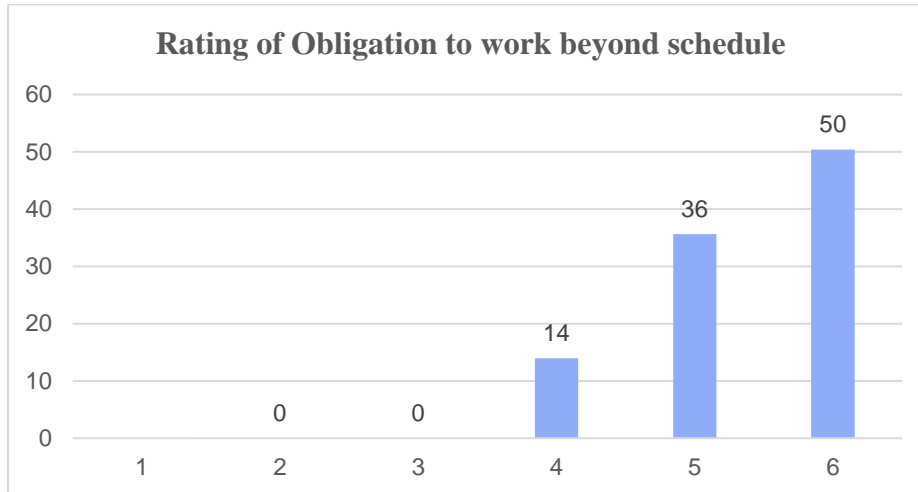
3.5. Obligation to work beyond schedule if required.



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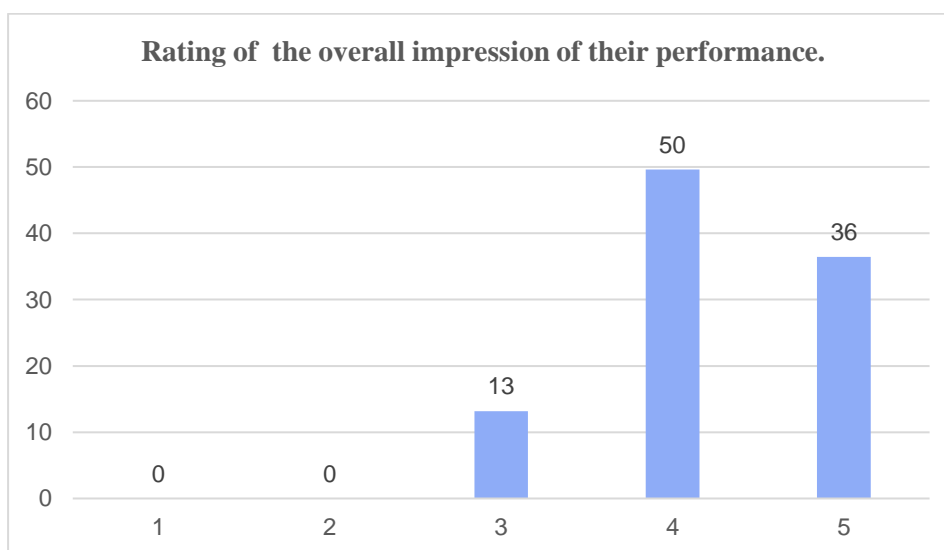
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Interpretation

Through analysis, it was observed that on a scale of five 36 per cent have stated that to be very good whereas 50 per cent have stated it to be excellent.

3.6 Overall impression about their performance.



Interpretation



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Through analysis, it was observed that on a scale of five 50 per cent of employers have stated that it is very good whereas 36 per cent have stated it to be excellent.

4. Any specific suggestion which you would like to give, please mention below:

S. No	Row Labels	Count of ten specific suggestions
1	Good experience	15
2	Confidence level is not up to mark. Have potential but needs to brush up on things	13
3	The students are good. Have potential	13
4	Students are required to work on curriculum and extra-curricular activities	13
5	Work on speaking skills, group discussions	13
6	Nice Pool of Talented students	11
7	Along with curriculum or extra-curricular activities, it is equally important to work on speaking skills, group discussions and their confidence level to show up to performance.	3
8	Nice experience	3
9	College premises and hospitality are good. Even students have a good concept	2
10	Good students	2

Interpretation

The table mentioned above concludes the suggestions sought from the employers.

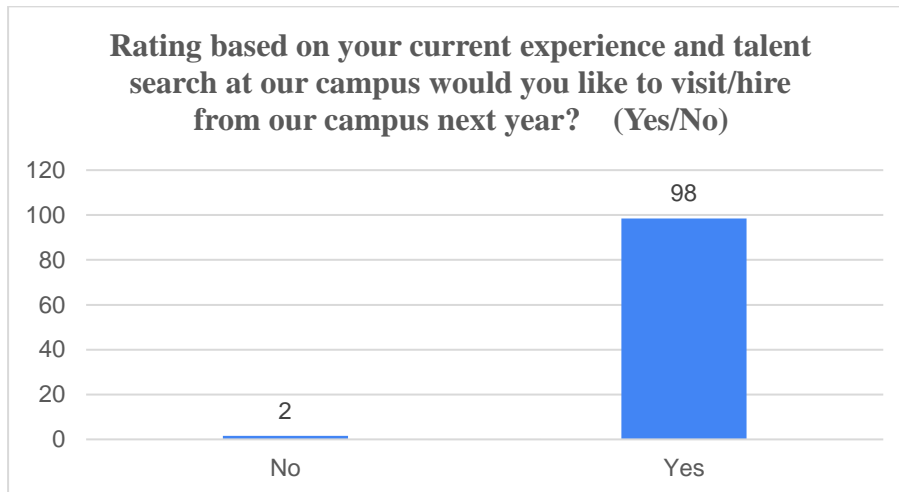
5. Based on your current experience and talent search at our campus would you like to visit/hire from our campus next year? (Yes/No).



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(University Courses Campus)

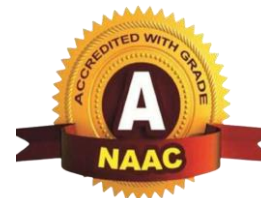


Interpretation

When asked about revisiting the campus for further recruitment 98 percent confirmed to revisit.



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ANNEXURES

(Sample Feedback Forms)

Student's Feedback on Curriculum

Program -

Batch -

Semester -

Date –

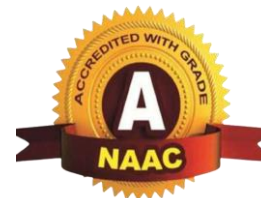
Please score the following on a scale by checking the appropriate response.

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No	Particulars	5	4	3	2	1
1.	How do you rate the objectives of the courses?					
2.	How do you rate the relevance of the course with respect to employability?					
3.	How do you rate the evaluation scheme of the course?					
4.	How do you rate the syllabus stated for the course?					
5.	How do you rate the availability and accessibility of the number of books prescribed in the library?					
6.	Does the course content imbibe life skills and professional ethics?					
7.	Rate the overall learning experience.					



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8. Any Other Suggestion.

Your answer

Specialization Feedback

Name of the Specialization -

Program -

Batch -

Semester -

Date -

Please score the following on a scale by checking the appropriate response.

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No.	Particulars	5	4	3	2	1
1.	Preparation of teacher in terms of Knowledge, Skills, and Attitude towards teaching of specialization subject.					
2	Competency of the teachers in creating a learning environment in the class.					
3.	The Institute's current curriculum of specialization programme is relevant for employability.					
4.	The specialization helps in building entrepreneurial motives among the students for starting their ventures					
5.	The specialization bridges the gap between Industry and Academics.					
6.	Materials provided for the specialization are relevant, updated, and appropriate.					
7.	Communication and effectiveness of session delivery.					



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8.	Faculty fairness in terms of evaluation, syllabus completion, punctuality, and guidance after the session					
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9. Any other suggestion :

Answer

Faculty Feedback on Curriculum

Name of Respondent:

Name of the Department:

Contact Number:

Email Id:

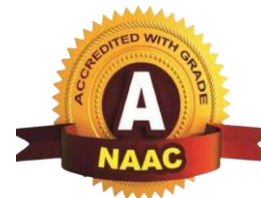
Please score the following on a scale by checking the appropriate response.

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No.	Curriculum, Teaching, Learning, and Evaluation	5	4	3	2	1
1	The content of the syllabus is suitable for the course.					
2	The aims and objectives of the syllabi are well-defined and clear to teachers and students.					
3	The specified contact hours stated in the syllabus are sufficient to complete the syllabus.					
4	The current syllabus is fulfilling the needs of the industry.					
5	The syllabus has a good balance between theory and practical.					
6	The current syllabus meets the expectations in terms of human values, knowledge, skills, attitude and analytical abilities.					



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(University Courses Campus)

7	The syllabus is inculcation of life skills, environment and sustainability, awareness, human values, and professional ethics.					
8	The books prescribed/listed in the syllabus as reference materials are relevant and appropriate.					

9. Please suggest any new certification for further improvement in terms of knowledge/skills and employability of our students.

Your answer

10. Please suggest any new certificate course to further improve in terms of knowledge/skills and employability of students:

Your answer

11. Please mention any other suggestions:

Your answer

Employer Feedback Form

Feedback on Curriculum

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No	Particulars	5	4	3	2	1
1.1	Do you think that the curriculum taught at IMS Ghaziabad imparts necessary knowledge to the students?					
1.2.	How is the quality of our students, do they have adequate skills?					
1.3.	Rate the quality of students in terms of usage of technical skills.					
1.4.	Does the curriculum accommodate courses with experiential learning (hands-on)?					

Feedback on the Quality of Campus Visit



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(University Courses Campus)

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No	Particulars	5	4	3	2	1
2.1.	Ease of coordination with the placement cell during your recruitment drive?					
2.2.	No. of students promised were available for the drive.					
2.3.	The student's knowledge was as per your expectations.					
2.4.	Students' resumes were professional.					
2.5.	Students were professionally dressed.					
2.6.	Students were aware of your company and the job profile offered					
2.7.	Rate the overall experience with IMS Ghaziabad (University Courses Campus).					
2.8.	Ease of coordination with the placement cell during your recruitment drive?					

Feedback on the Quality of the students working with you

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No	Particulars	5	4	3	2	1
3.1.	Ability to contribute to the goal of the organization.					
3.2.	Technical knowledge, skills and ability to manage leadership innovativeness.					
3.3.	Interpersonal skills with seniors, peers and subordinates.					



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(University Courses Campus)

3.4.	Ability, motivation and involvement in social activities.						
3.5.	Obligation to work beyond schedule if required.						
3.6.	Overall impression about their performance.						

Any specific Feedback which you would like to give, please mention below: -

Based on your current experience and talent search at our campus would you like to visit/hire from our campus next year? (Yes/No)

Name: _____ Position: _____

Company/organization:

Date: _____

Signature _____

Thank you so much for scheduling the on-campus/off-campus drive for our students. We hope your efforts have been successful and your recruiting experience has been a positive one.

Thank you for answering the above questions in order to provide valuable and genuine feedback to our students and faculty to serve you better in the near future.



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(University Courses Campus)

Employer Feedback Form

Feedback on Curriculum

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No	Particulars	5	4	3	2	1
1.1.	Do you think that the curriculum taught at IMS Ghaziabad impart necessary knowledge to the students?					
1.2.	How is the quality of our students, do they have adequate skills?					
1.3.	Do you think our students have the etiquette of corporate grooming handle the jobs?					
1.4.	How would you rate the overall quality of teaching and knowledge among the IMS Ghaziabad students?					

Feedback on the Quality of Campus Visit

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

Feedback on the Quality of the students working with you

Scale: - Excellent (5) Very Good (4) Good (3) Average (2) Poor (1)

S.No.	Particulars	5	4	3	2	1



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(University Courses Campus)

3.1.	Ability to contribute to the goal of the organization					
3.2.	Technical knowledge/skill Ability to manage/leadership Innovativeness					
3.3.	Relationship with seniors/peers/subordinates					
3.4.	Ability, motivation, and involvement in social activities					
3.5.	Obligation to work beyond schedule if required					
3.6.	The overall impression of their performance					

Any specific Feedback which you would like to give, please mention below: -

Based on your current experience and talent search at our campus would you like to visit/hire from our campus next year? (Yes/No)

Name: _____ Position: _____

Company/organization: _____



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(University Courses Campus)

Date: _____

Signature _____

Thank you so much for scheduling the on-campus/off-campus drive for our students. We hope your efforts have been successful and your recruiting experience has been a positive one.

Thank you for answering the above questions to provide valuable and genuine feedback to our students and faculty to serve you better in the near future.

Alumni Feedback Form

*** Required**

Email

Course

BBA

BCA

BJMC

B.Sc (Biotech)

B.Sc (Micro)

M.Sc

MIB

Batch

Full Name



IMS
GHAZIABAD
UNIVERSITY COURSES CAMPUS
Status of I2(B) by UGC



INSTITUTE OF MANAGEMENT STUDIES GHAZIABAD
(University Courses Campus)

Your answer

Phone number

Your answer

Present Organization and Designation

Your answer

1. Do you feel proud to be associated with IMS Ghaziabad, University Courses Campus

Yes

No

2. Are you regularly receiving communication/emails from IMS Ghaziabad, University Courses Campus

Yes

No

3. Would you like to associate with the Student's Mentorship Program at IMS Ghaziabad (University Courses Campus)?

Yes

No

4. How would you like to contribute to IMS Ghaziabad (University Courses Campus)?

Guest Lecture



IMS
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INSTITUTE OF MANAGEMENT STUDIES GHAZIABAD
(University Courses Campus)

Workshop

Entrepreneurship Skill Development

Soft Skill Development

Alumni Talk Series

Judge for Event

Any Other

5. Rate the adequacy of following in your tenure at IMS Ghaziabad

Excellent

Good

Satisfactory

Below Satisfaction

A) Computer Labs

B) Library Facilities

C) Faculty Interaction

D) Placement Opportunities

E) Overall Infrastructure

F) Personality Development Program

G) Overall Growth

Computer Labs

Library Facilities



IMS
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UNIVERSITY COURSES CAMPUS
Status of 12(B) by UGC



INSTITUTE OF MANAGEMENT STUDIES GHAZIABAD
(University Courses Campus)

Faculty Interaction

Placement Opportunities

Overall Infrastructure

6. Your Suggestions for Improvement

Your answer

I declare that the above information is true and best of my knowledge *

I agree


Director
Institute of Management Studies
Adhyatmik Nagar Campus,
Ghaziabad-201015

Dr. Arun Kumar Singh