

6.5.2. The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities.

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 words each.

Example 1: Integration of ICT Tools and Experiential Learning

The IQAC at GJIMT initiated a comprehensive review of teaching methodologies in 2024 to assess the effectiveness of classroom delivery and student engagement. Feedback from students and faculty highlighted the need for greater interactivity and practical application in courses. In response, the IQAC recommended the integration of ICT tools and experiential learning strategies across all programs. Faculty were trained in using platforms such as Google Classroom, Kahoot!, and simulation software like “Customer is King” to enhance real-time engagement. Virtual labs and virtual field trips (e.g., via Google Earth) were also introduced in relevant subjects. These reforms led to measurable improvements in student participation and comprehension, as reflected in improved internal assessment scores and positive feedback in subsequent academic audits. The initiative not only modernized teaching approaches but also aligned them with industry practices, thereby strengthening the employability skills of students. The IQAC continues to monitor the usage and effectiveness of these tools, ensuring sustained impact.

Example 2: Structured Feedback Mechanism and Curriculum Delivery Audit

GJIMT has an established feedback system that was further strengthened by the IQAC in 2024 with the inclusion of parent feedback and formal open house sessions. Feedback is collected mid-semester from students, faculty, alumni, and parents through structured online forms, allowing departments to analyze input and implement improvements within the same academic cycle.

Based on the feedback, department-wise meetings are conducted to evaluate teaching effectiveness, course pacing, and student comprehension. Concerns related to pacing and content overload led to the revision of lesson plans and the adoption of more focused instructional strategies. Remedial sessions were introduced for academically weaker students to support their learning needs.

Faculty members were encouraged to use interactive teaching methods such as flipped classrooms, group discussions, and collaborative learning, which increased student engagement and participation. Parent feedback from open houses provided important insights into students’ academic and emotional well-being, helping to shape the institution’s mentoring programs.

At GJIMT, mentoring plays a vital role in student development. Faculty mentors provide personalized academic guidance and emotional support, addressing individual challenges and fostering holistic growth. This mentoring framework, informed by regular feedback, strengthens student confidence and academic performance.

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Stakeholder Feedback Forms and Reports

Stakeholder Feedback Report

AY 2024-25

Cycle: September 2024

Prepared By

Internal Quality Assurance Cell (IQAC)

iqac@gjimt.ac.in

Date of Submission: September 10, 2024



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DECLARATION

This is to certify that the Stakeholder Feedback Report for the academic year 2024–2025 (Cycle: September 2024) has been prepared by the Internal Quality Assurance Cell (IQAC) of the institution.

The feedback was collected from key stakeholders—students, teachers, alumni, and employers—using structured questionnaires, following the standard institutional procedure. The responses were compiled, analyzed, and interpreted with objectivity and accuracy. This report reflects the consolidated outcome of stakeholder perceptions regarding various aspects of academic and institutional functioning.

The IQAC remains committed to ensuring the authenticity and transparency of this process and to using the feedback as a foundation for continuous quality improvement.

Date: 10.09.2024

Place: Mohali

Dr. Neeraj Sharma

IQAC Coordinator

Gian Jyoti Institute of Management and Technology

Dr. Anket Bedi

Director

Gian Jyoti Institute of Management and Technology





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EXECUTIVE SUMMARY

The Stakeholder Feedback Report for the September 2024 cycle has been prepared by the Internal Quality Assurance Cell (IQAC) as part of its ongoing efforts to strengthen institutional quality and ensure active stakeholder engagement. Feedback was collected from four major stakeholder groups—students, teachers, alumni, and employers—using structured questionnaires circulated primarily through Google Forms. A total of 862 responses were received: 742 from students, 23 from teachers, 63 from alumni, and 34 from employers.

The analysis reveals that stakeholders expressed a high level of satisfaction with various aspects of the institution's academic and support systems. Students appreciated the punctuality of faculty, timely syllabus coverage, effective teaching methodologies, and the availability of relevant study materials. Teachers conveyed agreement on the clarity and relevance of the curriculum and acknowledged the effectiveness of the Choice Based Credit System (CBCS) in enhancing learning outcomes. Alumni rated their overall academic experience positively, particularly in terms of teaching quality and access to academic resources. Employers expressed satisfaction with the employability skills of graduates, especially in communication, teamwork, professionalism, and adaptability.

In the suggestions section of the feedback forms, stakeholders highlighted areas where improvements could be considered. Common themes included the need for improved infrastructure accessibility for differently-abled students, enhancement of the mentor-mentee system, opportunities for wellness and stress-relief initiatives, expansion of career guidance and technical training, and increased engagement through co-curricular activities.

This report serves as a preparatory document for discussion in the upcoming IQAC meeting. The feedback received will be reviewed by the committee and appropriate action points will be determined. The IQAC remains committed to closing the feedback loop by translating these insights into meaningful institutional improvements.



CHAPTER 1: INTRODUCTION

The Internal Quality Assurance Cell (IQAC) of the institution recognizes the critical role of feedback in enhancing academic quality, improving stakeholder engagement, and ensuring continuous institutional development. To this end, structured feedback was collected from various stakeholders during the academic year 2024–2025.

1.1 Purpose of Feedback

The primary objective of the stakeholder feedback exercise is to gather insights and perceptions from key groups associated with the institution. The feedback focuses on several core areas, including:

- Curriculum relevance and effectiveness
- Teaching–learning processes
- Student support and academic resources
- Institutional infrastructure and facilities
- Industry readiness and employability (for alumni and employers)
- Communication and collaboration with parents and faculty

This feedback forms the foundation for reflective analysis and evidence-based decision-making, helping the institution to align its academic and administrative strategies with stakeholder expectations and national quality benchmarks.

1.2 Stakeholders Involved

The September 2024 cycle gathered responses from the following key stakeholders:

- **Students** – Current students from various programmes and semesters
- **Teachers** – Faculty members across departments
- **Alumni** – Graduates of the institution
- **Employers** – Organizations associated with student internships, placements, or collaborations

1.3 Feedback Collection Timelines

Feedback was collected in two cycles during the academic year:

- **September 2024:** Students, Teachers, Alumni, and Employers
- **February 2025:** Students, Teachers, and Parents



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Each stakeholder group was given structured questionnaires, either in digital or physical format, designed to capture both quantitative ratings and qualitative observations. The feedback thus obtained has been analyzed in the following sections of this report to identify strengths, areas for improvement, and action points for the institution's quality enhancement.



CHAPTER 2: METHODOLOGY

To systematically gather insights from the key stakeholders of the institution, the IQAC adopted a structured approach for feedback collection during the academic year 2024–2025. The methodology ensured inclusion, transparency, and reliability in gathering data for quality enhancement and institutional planning.

2.1 Mode of Feedback Collection

Two feedback cycles were conducted during the academic year:

- **Cycle 1 – September 2024:** Feedback was collected from Students, Teachers, Alumni, and Employers using Google Forms.
- **Cycle 2 – February 2025:** Feedback was collected from Students, Teachers, and Parents. While students and teachers used Google Forms, parents provided feedback through physical printed forms during parent-teacher meetings. These were later digitized for analysis.

All questionnaires included quantitative, rating-based items and an optional section for open-ended suggestions or remarks.

2.2 Number of Responses Received

A total of 862 valid responses were received across cycle 1, distributed as follows:

Stakeholder Group	Number of Responses
Students	742
Teachers	23
Alumni	63
Employers	34
Total	862

2.3 Rating Scale Used

All feedback instruments used a 5-point Likert scale to measure satisfaction and agreement levels:

Scale Point	Interpretation
5	Strongly Agree / Excellent
4	Agree / Very Good
3	Neutral / Good



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Scale Point	Interpretation
2	Disagree / Fair
1	Strongly Disagree / Poor

This scale allowed quantifiable assessment while also leaving room for qualitative insights via open comments.



CHAPTER 3: QUANTITATIVE ANALYSIS

This chapter presents the quantitative analysis of the stakeholder feedback collected during the September 2024 cycle from students, teachers, alumni, and employers. The data has been systematically tabulated using frequency and percentage distributions to understand patterns and trends in stakeholder perceptions. Graphical representations such as bar charts and pie diagrams (included in the annexure or report sections) complement this analysis to facilitate better comprehension and comparison.

Each stakeholder group responded to structured questionnaires designed to evaluate core aspects of the institution's academic environment, curriculum delivery, infrastructure, industry readiness, and student support systems. The feedback data not only reflects the level of stakeholder satisfaction but also highlights areas of strength and potential improvement.

3.1 Feedback Analysis: Students (Total: 742)

3.1.1 Frequency Analysis

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers arrive on time for the lecture.	290	255	150	32	15
2	Adjustments are made in case teacher is on leave.	276	263	154	34	15
3	Syllabus of the course is completed on time.	304	241	143	37	17
4	Study material and resources are shared well in time.	295	248	140	41	18
5	Teacher's communication is effective.	282	259	149	36	16
6	Teachers explain concepts using relevant examples.	287	250	153	38	14
7	Teachers refer to the current issues and advancements in the field of study.	299	245	141	39	18
8	Course outcomes and program outcomes are communicated during the start of the session.	285	257	146	36	18



S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	I am fully aware of the Course Outcomes.	300	249	138	36	19
10	Teachers clear doubts during the session.	278	263	150	35	16
11	Discussions, Case studies, role plays, games, quizzes and other tools are used judiciously to make concepts clear.	291	251	144	37	19
12	Study material shared by teacher is relevant and helpful for exams.	283	259	148	36	16
13	Teachers discuss the test answers after conduct.	308	237	138	40	19
14	Evaluation process of assignments and tests is fair and just.	281	258	147	38	18
15	Staff does not discriminate among students based on gender, caste, ethnicity, socio-economic status, nationality etc.	297	246	142	38	19
16	Teachers focus on enhancing professional skills among students to make them employment ready.	288	253	147	36	18
17	Teachers encourage students to take up extra-curricular and co-curricular activities or pursue hobbies.	275	264	152	36	15
18	Library has sufficient resources related to course.	301	243	139	39	20
19	Quality of Service in Canteens is satisfactory.	294	250	145	36	17
20	Washrooms and Drinking Water Facility is hygienic and available at each floor.	289	256	146	34	17
Grand Total		5803	5047	2912	734	344



3.1.2 Percentage Analysis

Scale/ Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	39.08%	34.37%	20.22%	4.31%	2.02%
2	37.20%	35.44%	20.75%	4.58%	2.02%
3	40.97%	32.48%	19.27%	4.99%	2.29%
4	39.76%	33.42%	18.87%	5.53%	2.43%
5	38.01%	34.91%	20.08%	4.85%	2.16%
6	38.68%	33.69%	20.62%	5.12%	1.89%
7	40.30%	33.02%	19.00%	5.26%	2.43%
8	38.41%	34.64%	19.68%	4.85%	2.43%
9	40.43%	33.56%	18.60%	4.85%	2.56%
10	37.47%	35.44%	20.22%	4.72%	2.16%
11	39.22%	33.83%	19.41%	4.99%	2.56%
12	38.14%	34.91%	19.95%	4.85%	2.16%
13	41.51%	31.94%	18.60%	5.39%	2.56%
14	37.87%	34.77%	19.81%	5.12%	2.43%
15	40.03%	33.15%	19.14%	5.12%	2.56%
16	38.81%	34.10%	19.81%	4.85%	2.43%
17	37.06%	35.58%	20.49%	4.85%	2.02%
18	40.57%	32.75%	18.73%	5.26%	2.70%
19	39.62%	33.69%	19.54%	4.85%	2.29%
20	38.95%	34.50%	19.68%	4.58%	2.29%



3.1.3 Graphical Analysis

S.No.	Result Analysis		
1		Teachers arrive on time for the lecture 4% 2% 20% 39% 35% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
2		Adjustments are made in case teacher is on leave. 5% 2% 21% 37% 36% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
3		Syllabus of the course is completed on time. 5% 2% 19% 41% 33% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	



S.No.	Result Analysis												
4		Study material and resources are shared well in time. <table><tr><td>Strongly Agree</td><td>40%</td></tr><tr><td>Agree</td><td>33%</td></tr><tr><td>Neutral</td><td>19%</td></tr><tr><td>Disagree</td><td>6%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></table>	Strongly Agree	40%	Agree	33%	Neutral	19%	Disagree	6%	Strongly Disagree	2%	
Strongly Agree	40%												
Agree	33%												
Neutral	19%												
Disagree	6%												
Strongly Disagree	2%												
5		Teacher's communication is effective. <table><tr><td>Strongly Agree</td><td>38%</td></tr><tr><td>Agree</td><td>35%</td></tr><tr><td>Neutral</td><td>20%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></table>	Strongly Agree	38%	Agree	35%	Neutral	20%	Disagree	5%	Strongly Disagree	2%	
Strongly Agree	38%												
Agree	35%												
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Strongly Disagree	2%												
6		Teachers explain concepts using relevant examples. <table><tr><td>Strongly Agree</td><td>39%</td></tr><tr><td>Agree</td><td>34%</td></tr><tr><td>Neutral</td><td>20%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></table>	Strongly Agree	39%	Agree	34%	Neutral	20%	Disagree	5%	Strongly Disagree	2%	
Strongly Agree	39%												
Agree	34%												
Neutral	20%												
Disagree	5%												
Strongly Disagree	2%												



S.No.	Result Analysis		
7		Teachers refer to the current issues and advancements in the field of study. 5% 3% 19% 40% 33% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
8		Course outcomes and program outcomes are communicated during the start of the session. 5% 2% 20% 38% 35% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
9		I am fully aware of the Course Outcomes. 5% 3% 19% 40% 33% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	



S.No.	Result Analysis	
10	Teachers clear doubts during the session.	5% 2% 20% 38% 35% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
11	Discussions, Case studies, role plays, games, quizzes and other tools are used judiciously to make concepts clear.	5% 3% 19% 35% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
12	Study material shared by teacher is relevant and helpful for exams.	5% 2% 20% 38% 35% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree



S.No.	Result Analysis												
13		Teachers discuss the test answers after conduct. <table><tr><td>Strongly Agree</td><td>41%</td></tr><tr><td>Agree</td><td>32%</td></tr><tr><td>Neutral</td><td>19%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>3%</td></tr></table>	Strongly Agree	41%	Agree	32%	Neutral	19%	Disagree	5%	Strongly Disagree	3%	
Strongly Agree	41%												
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Neutral	19%												
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Strongly Disagree	3%												
14		Evaluation process of assignments and tests is fair and just. <table><tr><td>Strongly Agree</td><td>38%</td></tr><tr><td>Agree</td><td>35%</td></tr><tr><td>Neutral</td><td>20%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></table>	Strongly Agree	38%	Agree	35%	Neutral	20%	Disagree	5%	Strongly Disagree	2%	
Strongly Agree	38%												
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15		Staff does not discriminate among students based on gender, caste, ethnicity, socio-economic status, nationality etc. <table><tr><td>Strongly Agree</td><td>40%</td></tr><tr><td>Agree</td><td>33%</td></tr><tr><td>Neutral</td><td>19%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>3%</td></tr></table>	Strongly Agree	40%	Agree	33%	Neutral	19%	Disagree	5%	Strongly Disagree	3%	
Strongly Agree	40%												
Agree	33%												
Neutral	19%												
Disagree	5%												
Strongly Disagree	3%												



S.No.	Result Analysis	
16	Teachers focus on enhancing professional skills among students to make them employment ready. 5% 2% 20% 30% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
17	Teachers encourage students to take up extra-curricular and co-curricular activities or pursue hobbies. 5% 2% 20% 37% 36% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
18	Library has sufficient resources related to course. 5% 3% 19% 40% 33% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	



S.No.	Result Analysis		
19		Quality of Service in Canteens is satisfactory. 5% 2% 19% 40% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
20		Washrooms and Drinking Water Facility is hygienic and available at each floor. 5% 2% 20% 39% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	



3.2 Feedback Analysis: Teachers (Total: 23)

3.2.1 Frequency Analysis

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The objectives and aims of the syllabus are clearly articulated.	13	10	0	0	0
2	The syllabus is well-suited to the course requirements.	11	12	0	0	0
3	The course facilitates the development of analysis and problem-solving skills.	10	12	1	0	0
4	Textbooks and reference materials are readily available to cover the syllabus contents.	10	10	3	0	0
5	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	11	10	2	0	0
6	The syllabus effectively addresses the gap between industry standards and academia.	7	15	1	0	0
7	The time allocated for syllabus coverage within the specified hours is appropriate.	12	7	4	0	0
8	The level of skills and knowledge acquired upon course completion is satisfactory.	9	12	2	0	0
9	The syllabus provides ample opportunities for undertaking projects.	12	8	3	0	0
10	The course assists students in interview preparation.	14	6	3	0	0
Grand Total		109	102	19	0	0



3.2.2 Percentage Analysis

Scale/ Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	56.5%	43.5%	0%	0%	0%
2	47.8%	52.2%	0%	0%	0%
3	43.5%	52.2%	4.3%	0%	0%
4	43.5%	43.5%	13%	0%	0%
5	47.8%	43.5%	8.7%	0%	0%
6	30.4%	65.2%	4.3%	0%	0%
7	52.2%	30.4%	17.4%	0%	0%
8	39.1%	52.2%	8.7%	0%	0%
9	52.2%	34.8%	13%	0%	0%
10	60.9%	26.1%	13%	0%	0%



3.2.3 Graphical Analysis

S.No.	Result Analysis	
1	The objectives and aims of the syllabus are clearly articulated. 0% 0% 0% 57% 43% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
2	The syllabus is well-suited to the course requirements. 0% 0% 0% 48% 52% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
3	The course facilitates the development of analysis and problem-solving skills. 4% 0% 0% 44% 52% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	



S.No.	Result Analysis	
4	Textbooks and reference materials are readily available to cover the syllabus contents.	0% 0% 43% 43% 13% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
5	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	0% 0% 9% 48% 43% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
6	The syllabus effectively addresses the gap between industry standards and academia.	4% 0% 0% 21% 65% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree



S.No.	Result Analysis													
7	The time allocated for syllabus coverage within the specified hours is appropriate. <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>52%</td></tr><tr><td>Agree</td><td>31%</td></tr><tr><td>Neutral</td><td>17%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Strongly Disagree</td><td>0%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	52%	Agree	31%	Neutral	17%	Disagree	0%	Strongly Disagree	0%	
Response	Percentage													
Strongly Agree	52%													
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Response	Percentage													
Strongly Agree	52%													
Agree	35%													
Neutral	13%													
Disagree	0%													
Strongly Disagree	0%													



S.No.	Result Analysis		
10		The course assists students in interview preparation. 0% 0% 13% 26% 61% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

3.3 Feedback Analysis: Alumni (Total: 63)

3.3.1 Frequency Analysis

S.No.	Statement	Excellent	Very Good	Moderate	Poor	Very Poor
1	Relevance and comprehensiveness of the curriculum and course content.	26	21	10	4	2
2	Quality of course delivery.	24	22	13	3	1
3	Effectiveness of faculty members' teaching.	25	20	12	4	2
4	Utilization of teaching aids and methodologies by the department.	23	23	12	4	1
5	Organization of seminars, workshops, faculty development programs, and industrial visits for skill development.	27	18	13	3	2
6	Availability of counselling sessions provided by the college and department.	28	19	10	5	1
7	Learning environment provided by the department.	26	22	9	4	2
8	Evaluation methods.	25	21	12	3	2
9	Overall experience as a student within your department.	24	23	10	5	1
10	Programs offered by the institution to prepare for interviews.	22	24	13	2	2
11	Infrastructure provided by the institution for curricular, co-curricular and extra-curricular activities.	23	22	11	5	2
Grand Total		273	235	125	42	18



3.3.2 Percentage Analysis

Scale/ Statement	Excellent	Very Good	Moderate	Poor	Very Poor
1	41.27%	33.33%	15.87%	6.35%	3.17%
2	38.10%	34.92%	20.63%	4.76%	1.59%
3	39.68%	31.75%	19.05%	6.35%	3.17%
4	36.51%	36.51%	19.05%	6.35%	1.59%
5	42.86%	28.57%	20.63%	4.76%	3.17%
6	44.44%	30.16%	15.87%	7.94%	1.59%
7	41.27%	34.92%	14.29%	6.35%	3.17%
8	39.68%	33.33%	19.05%	4.76%	3.17%
9	38.10%	36.51%	15.87%	7.94%	1.59%
10	34.92%	38.10%	20.63%	3.17%	3.17%
11	36.51%	34.92%	17.46%	7.94%	3.17%



3.3.3 Graphical Analysis

S.No.	Result Analysis		
1		Relevance and comprehensiveness of the curriculum and course content. 7% 3% 16% 41% 33% - Excellent - Very Good - Moderate - Poor - Very Poor	
2		Quality of course delivery. 5% 1% 21% 33% 35% - Excellent - Very Good - Moderate - Poor - Very Poor	
3		Effectiveness of faculty members' teaching. 6% 3% 19% 40% 32% - Excellent - Very Good - Moderate - Poor - Very Poor	



S.No.	Result Analysis		
4		Utilization of teaching aids and methodologies by the department. 6% 2% 19% 36% 37% - Excellent - Very Good - Moderate - Poor - Very Poor	
5		Organization of seminars, workshops, faculty development programs, and industrial visits for skill development. 5% 3% 21% 43% 28% - Excellent - Very Good - Moderate - Poor - Very Poor	
6		Availability of counselling sessions provided by the college and department. 2% 16% 8% 44% 30% - Excellent - Very Good - Moderate - Poor - Very Poor	



S.No.	Result Analysis		
7		Learning environment provided by the department. 41% 35% 14% 7% 3% - Excellent - Very Good - Moderate - Poor - Very Poor	
8		Evaluation methods. 40% 33% 19% 5% 3% - Excellent - Very Good - Moderate - Poor - Very Poor	
9		Overall experience as a student within your department. 38% 36% 16% 8% 2% - Excellent - Very Good - Moderate - Poor - Very Poor	



S.No.	Result Analysis														
10		Programs offered by the institution to prepare for interviews. <table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Excellent</td><td>35%</td></tr><tr><td>Very Good</td><td>38%</td></tr><tr><td>Moderate</td><td>21%</td></tr><tr><td>Poor</td><td>3%</td></tr><tr><td>Very Poor</td><td>3%</td></tr></tbody></table>	Category	Percentage	Excellent	35%	Very Good	38%	Moderate	21%	Poor	3%	Very Poor	3%	
Category	Percentage														
Excellent	35%														
Very Good	38%														
Moderate	21%														
Poor	3%														
Very Poor	3%														
11		Infrastructure provided by the institution for curricular, co-curricular and extra-curricular activities. <table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Excellent</td><td>37%</td></tr><tr><td>Very Good</td><td>35%</td></tr><tr><td>Moderate</td><td>17%</td></tr><tr><td>Poor</td><td>8%</td></tr><tr><td>Very Poor</td><td>3%</td></tr></tbody></table>	Category	Percentage	Excellent	37%	Very Good	35%	Moderate	17%	Poor	8%	Very Poor	3%	
Category	Percentage														
Excellent	37%														
Very Good	35%														
Moderate	17%														
Poor	8%														
Very Poor	3%														



3.4. Feedback Analysis: Employer (Total: 34)

3.4.1 Frequency Analysis

S.No.	Statement	Excellent	Very Good	Moderate	Poor	Very Poor
1	Work attitude	14	12	5	2	1
2	Learning capability	13	13	6	1	1
3	Planning and organizational skills	12	14	6	1	1
4	Oral communication proficiency	14	11	6	2	1
5	Professional demeanour	16	12	4	1	1
6	Interpersonal relationships	15	11	5	2	1
7	Ability to embrace new ideas and learn new techniques	13	12	5	2	2
8	Relationship with seniors, peers, and subordinates	14	13	4	2	1
9	Willingness to take on additional responsibilities	15	12	4	2	1
10	Creativity and innovativeness	14	13	5	2	0
11	Teamwork abilities	13	13	5	2	1
12	Leadership qualities	13	14	4	2	1
Grand Total		166	150	59	21	12



3.4.2 Percentage Analysis

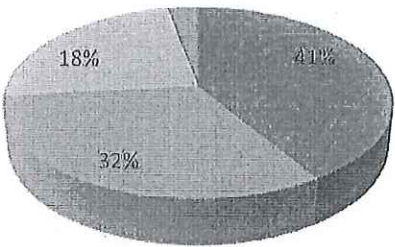
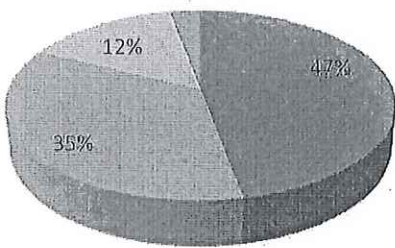
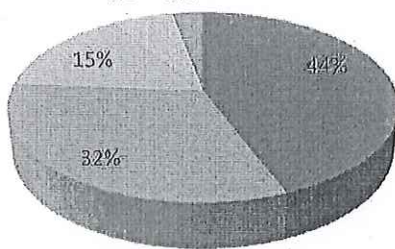
Scale/ Statement	Excellent	Very Good	Moderate	Poor	Very Poor
1	41.18%	35.29%	14.71%	5.88%	2.94%
2	38.24%	38.24%	17.65%	2.94%	2.94%
3	35.29%	41.18%	17.65%	2.94%	2.94%
4	41.18%	32.35%	17.65%	5.88%	2.94%
5	47.06%	35.29%	11.76%	2.94%	2.94%
6	44.12%	32.35%	14.71%	5.88%	2.94%
7	38.24%	35.29%	14.71%	5.88%	5.88%
8	41.18%	38.24%	11.76%	5.88%	2.94%
9	44.12%	35.29%	11.76%	5.88%	2.94%
10	41.18%	38.24%	14.71%	5.88%	0%
11	38.24%	38.24%	14.71%	5.88%	2.94%
12	38.24%	41.18%	11.76%	5.88%	2.94%



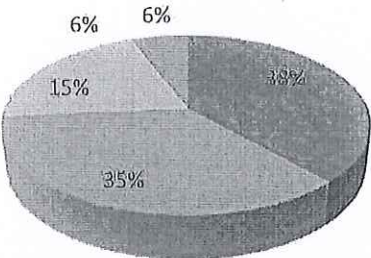
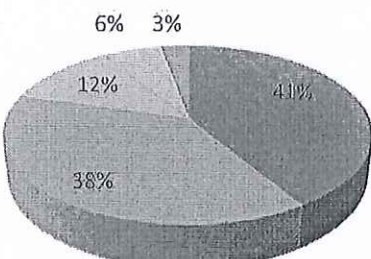
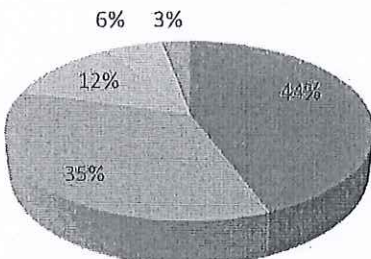
3.4.3 Graphical Analysis

S.No.	Result Analysis											
1	Work attitude <table><tr><td>■</td><td>Excellent</td></tr><tr><td>■</td><td>Very Good</td></tr><tr><td>■</td><td>Moderate</td></tr><tr><td>■</td><td>Poor</td></tr><tr><td>■</td><td>Very Poor</td></tr></table>	■	Excellent	■	Very Good	■	Moderate	■	Poor	■	Very Poor	
■	Excellent											
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2	Learning capability <table><tr><td>■</td><td>Excellent</td></tr><tr><td>■</td><td>Very Good</td></tr><tr><td>■</td><td>Moderate</td></tr><tr><td>■</td><td>Poor</td></tr><tr><td>■</td><td>Very Poor</td></tr></table>	■	Excellent	■	Very Good	■	Moderate	■	Poor	■	Very Poor	
■	Excellent											
■	Very Good											
■	Moderate											
■	Poor											
■	Very Poor											
3	Planning and organizational skills <table><tr><td>■</td><td>Excellent</td></tr><tr><td>■</td><td>Very Good</td></tr><tr><td>■</td><td>Moderate</td></tr><tr><td>■</td><td>Poor</td></tr><tr><td>■</td><td>Very Poor</td></tr></table>	■	Excellent	■	Very Good	■	Moderate	■	Poor	■	Very Poor	
■	Excellent											
■	Very Good											
■	Moderate											
■	Poor											
■	Very Poor											



4		Oral communication proficiency  ■ Excellent ■ Very Good ■ Moderate ■ Poor ■ Very Poor	
5		Professional demeanour  ■ Excellent ■ Very Good ■ Moderate ■ Poor ■ Very Poor	
6		Interpersonal relationships  ■ Excellent ■ Very Good ■ Moderate ■ Poor ■ Very Poor	



7		Ability to embrace new ideas and learn new techniques  6% 6% 38% 35% 15% - Excellent - Very Good - Moderate - Poor - Very Poor	
8		Relationship with seniors, peers, and subordinates  6% 3% 41% 36% 12% - Excellent - Very Good - Moderate - Poor - Very Poor	
9		Willingness to take on additional responsibilities  6% 3% 44% 35% 12% - Excellent - Very Good - Moderate - Poor - Very Poor	



10		Creativity and innovativeness 0% 41% 38% 15% 6% - Excellent - Very Good - Moderate - Poor - Very Poor	
11		Teamwork abilities 6% 3% 15% 38% 38% - Excellent - Very Good - Moderate - Poor - Very Poor	
12		Leadership qualities 6% 3% 12% 38% 41% - Excellent - Very Good - Moderate - Poor - Very Poor	



3.5 Summary of Analysis

- **Students (742 responses)** reported strong satisfaction across parameters like punctuality, timely syllabus completion, relevant study material, fairness in evaluation, and teaching methodologies. Most statements received over 70% responses in the "Strongly Agree" and "Agree" categories, indicating a positive learning environment.
- **Teachers (23 responses)** responded with unanimous agreement or strong agreement for all parameters, especially praising the clarity of syllabus objectives and the value of CBCS. The feedback shows a consistent belief in the curriculum's industry relevance and teaching aids.
- **Alumni (63 responses)** provided favorable feedback on curriculum relevance, faculty effectiveness, student support, and infrastructure. The responses leaned heavily toward "Excellent" and "Very Good," particularly in overall academic experience and skill development initiatives.
- **Employers (34 responses)** expressed satisfaction with graduates' work attitude, communication, leadership, and problem-solving skills. Most responses were clustered around "Excellent" and "Very Good," reflecting employer confidence in the institution's output.

3.6 Conclusion

The quantitative analysis indicates that the institution maintains high standards in teaching-learning processes, curriculum delivery, and stakeholder engagement. While the overall satisfaction levels are strong, the feedback also sheds light on nuanced areas where refinements can further enhance the institutional experience. These data-driven insights will inform the action plan and policy improvements detailed in the subsequent chapter, ensuring that the institution continues on its path of continuous quality enhancement.



CHAPTER 4: QUALITATIVE ANALYSIS

While the primary structure of the stakeholder feedback was based on quantitative ratings, all forms included an optional space for respondents to share general suggestions or comments. Though not detailed or structured, the remarks provided in these sections offered useful qualitative insights into areas of improvement and stakeholder expectations. These inputs were compiled and discussed during the IQAC meeting held in September 2024.

4.1 Summary of Suggestions and Concerns

1. Improved Accessibility:

A few student and parent responses pointed out the need for better infrastructure for differently-abled individuals.

2. Structured Mentor-Mentee System:

Some students suggested more frequent and outcome-oriented interactions with mentors.

3. Emotional Well-being:

Suggestions were received regarding organizing stress management or wellness activities.

4. Career and Skill Development:

Alumni and students expressed interest in technical workshops and placement-related support.

5. Student Engagement and Events:

A recurring suggestion was to have more interactive campus activities and sports events.

4.2 Conclusion:

Although the qualitative input was limited, the suggestions received reflected the stakeholders' genuine interest in the institution's growth. The IQAC has acknowledged these remarks and integrated several of the suggestions into upcoming initiatives. This reinforces the institution's commitment to inclusive planning, participatory feedback, and continuous quality enhancement.



CHAPTER 5: KEY FINDINGS

5.1 Major Strengths Observed Across Feedback

The feedback collected from students, teachers, alumni, and employers during the September 2024 cycle reflects a consistently positive perception of the institution across various parameters. The following strengths were commonly acknowledged:

- **Timely Curriculum Delivery:** A high percentage of student responses indicated satisfaction with syllabus completion, punctuality of classes, and availability of study materials.
- **Effective Teaching Practices:** Teachers were commended for using relevant examples, case studies, and diverse pedagogical tools to facilitate learning.
- **Supportive Learning Environment:** Alumni and students appreciated the academic atmosphere, availability of resources, and access to faculty for doubt resolution.
- **Employability Skills:** Employers noted strong professional behavior, teamwork, and communication skills among graduates, indicating alignment with industry expectations.
- **Faculty Commitment:** Teachers reported positively on the clarity of course objectives, relevance of curriculum, and opportunities provided to students for projects and skill-building.

5.2 Recurring Suggestions or Issues Raised

While the overall feedback was positive, a few recurring suggestions emerged across stakeholder groups:

- **Need for Improved Accessibility:** Students and parents highlighted the importance of inclusive infrastructure, particularly for differently-abled individuals.
- **Mentor-Mentee Program Effectiveness:** Suggestions were made to enhance the frequency and structure of mentor-mentee interactions.
- **Wellness and Mental Health Support:** Some students expressed a need for wellness sessions and stress management initiatives.
- **Career Guidance and Technical Training:** Alumni and students recommended expanding career readiness programs and skill development workshops.
- **Enhanced Co-Curricular Activities:** Requests for more student engagement opportunities such as sports and cultural events were noted.

5.3 Comparison Across Stakeholder Groups

- Students focused largely on teaching quality, fairness in evaluation, and classroom experience.



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- Teachers emphasized curriculum relevance and the need to bridge academic and industry gaps.
- Alumni appreciated their academic foundation but suggested more initiatives in interview preparation and industry exposure.
- Employers showed high satisfaction with graduate preparedness but encouraged continued efforts in innovation and adaptability skills.

Despite their varied roles, all stakeholder groups expressed confidence in the institution's direction and its efforts toward continuous improvement.



CHAPTER 6: CONCLUSION

The stakeholder feedback exercise conducted during the February 2025 cycle provided valuable insights into the perceptions and expectations of students, teachers, and parents. The overall analysis indicates a high level of satisfaction with the institution's academic practices, faculty engagement, curriculum delivery, and student support services. Most respondents expressed confidence in the institution's direction and acknowledged the positive, student-centric learning environment it fosters.

Suggestions received through the feedback—such as the need for enhanced career awareness programs, structured mental health and well-being sessions, increased parent engagement, and co-curricular opportunities—demonstrate the stakeholders' active interest in the continuous growth and improvement of the institution.

The institution remains firmly committed to a culture of continuous improvement. Feedback mechanisms are viewed not merely as compliance tools but as essential instruments for planning and progress. The responses collected through this cycle will be placed before the IQAC in its upcoming meeting for review and appropriate action planning. Moving forward, the institution will continue to align its quality assurance processes with stakeholder expectations and evolving educational standards.



Annexure A: Student Feedback Form (Template)

STUDENT FEEDBACK FORM

Name of the Student (Optional)

Gender (M/F/Other)

Roll Number (Optional)

Class & Semester

State of Domicile

Category

Nationality

Date of Filling this Form

ENCIRCLE THE APPROPRIATE CHOICE FOR EACH STATEMENT.

STATEMENT		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Teachers arrive on time for the lecture.	5	4	3	2	1
2.	Adjustments are made in case teacher is on leave.	5	4	3	2	1
3.	Syllabus of the course is completed on time.	5	4	3	2	1
4.	Study material and resources are shared well in time	5	4	3	2	1
5.	Teacher's communication is effective	5	4	3	2	1
6.	Teachers explain concepts using relevant examples.	5	4	3	2	1
7.	Teachers refer to the current issues and advancements in the field of study.	5	4	3	2	1
8.	Course outcomes and program outcomes are communicated during the start of the session.	5	4	3	2	1
9.	I am fully aware of the Course Outcomes.	5	4	3	2	1
10.	Teachers clear doubts during the session.	5	4	3	2	1
11.	Discussions, Case studies, role plays, games, quizzes and other tools are used judiciously to make concepts clear	5	4	3	2	1
12.	Study material shared by teacher is relevant and helpful for exams	5	4	3	2	1
13.	Teachers discuss the test answers after conduct.	5	4	3	2	1
14.	Evaluation process of assignments and tests is fair and just.	5	4	3	2	1
15.	Staff does not discriminate among students based on gender, caste, ethnicity, socio-economic status, nationality etc.	5	4	3	2	1



STATEMENT		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16.	Teachers focus on enhancing professional skill among students to make them employment ready.	5	4	3	2	1
17.	Teachers encourage students to take up co-curricular and extra-curricular activities or pursue hobbies.	5	4	3	2	1
18.	Library has sufficient resources related to course.	5	4	3	2	1
19.	Quality of Service in Canteens is satisfactory.	5	4	3	2	1
20.	Washrooms and Drinking Water Facility is hygienic and available at each floor.	5	4	3	2	1

Suggestions for Improvement (if any):

- a. _____

- b. _____



Annexure B: Teacher Feedback Form (Template)

TEACHER FEEDBACK FORM

ENCIRCLE THE APPROPRIATE CHOICE FOR EACH STATEMENT.

	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The objectives and aims of the syllabus are clearly articulated.	5	4	3	2	1
2.	The syllabus is well-suited to the course requirements.	5	4	3	2	1
3.	The course facilitates the development of analysis and problem-solving skills.	5	4	3	2	1
4.	Textbooks and reference materials are readily available to cover the syllabus contents.	5	4	3	2	1
5.	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	5	4	3	2	1
6.	The syllabus effectively addresses the gap between industry standards and academia.	5	4	3	2	1
7.	The time allocated for syllabus coverage within the specified hours is appropriate.	5	4	3	2	1
8.	The level of skills and knowledge acquired upon course completion is satisfactory.	5	4	3	2	1
9.	The syllabus provides ample opportunities for undertaking projects.	5	4	3	2	1
10.	The course assists students in interview preparation.	5	4	3	2	1

Suggestions for Improvement (if any):

- a. _____

- b. _____



Annexure C: Alumni Feedback Form (Template)

ALUMNI FEEDBACK FORM

Name of the Student _____

Department _____

Batch _____

How would you rate your overall experience towards the institute based on the followings particulars?

	STATEMENT	Excellent	Very Good	Moderate	Poor	Very Poor
1.	Relevance and comprehensiveness of the curriculum and course content.	5	4	3	2	1
2.	Quality of course delivery.	5	4	3	2	1
3.	Effectiveness of faculty members' teaching.	5	4	3	2	1
4.	Utilization of teaching aids and methodologies by the department.	5	4	3	2	1
5.	Organization of seminars, workshops, faculty development programs, and industrial visits for skill development.	5	4	3	2	1
6.	Availability of counselling sessions provided by the college and department.	5	4	3	2	1
7.	Learning environment provided by the department.	5	4	3	2	1
8.	Evaluation methods (Assignments, MTs)	5	4	3	2	1
9.	Overall experience as a student within your department.	5	4	3	2	1
10.	Programs offered by the institution to prepare for interviews.	5	4	3	2	1
11.	Infrastructure provided by the institution for curricular, co-curricular, and extra-curricular activities.	5	4	3	2	1

Suggestions for Improvement (if any):



Annexure D: Employer Feedback Form (Template)

EMPLOYER FEEDBACK FORM

Employer Name _____

Name of Company/Firm _____

Current Position _____

Address _____

Name of Intern _____

Department _____

Directions for filling the form: For each question/statement, please give your experience level by putting a Tick(✓) against the statement from a score between 1 and 5. A higher score indicates a better experience.

How would you rate the Employee/Intern on the following skills and qualities?

	STATEMENT	Excellent	Very Good	Moderate	Poor	Very Poor
1.	Work attitude	5	4	3	2	1
2.	Learning capability	5	4	3	2	1
3.	Planning and organizational skills	5	4	3	2	1
4.	Oral communication proficiency	5	4	3	2	1
5.	Professional demeanor	5	4	3	2	1
6.	Interpersonal relationships	5	4	3	2	1
7.	Ability to embrace new ideas and learn new techniques	5	4	3	2	1
8.	Relationship with seniors, peers, and subordinates	5	4	3	2	1
9.	Willingness to take on additional responsibilities	5	4	3	2	1
10.	Creativity and innovativeness	5	4	3	2	1
11.	Teamwork abilities	5	4	3	2	1
12.	Leadership qualities	5	4	3	2	1

Suggestions for Improvement (If any):

Stakeholder Feedback Report

AY 2024-25

Cycle: February 2025

Prepared By

Internal Quality Assurance Cell (IQAC)

iqac@gjimt.ac.in

Date of Submission: February 14, 2025

DECLARATION

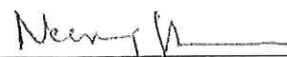
This is to certify that the Stakeholder Feedback Report for the academic year 2024–2025 (Cycle: February 2025) has been prepared by the Internal Quality Assurance Cell (IQAC) of the institution.

The report is based on the feedback collected from key stakeholders—students, teachers, and parents—through structured instruments developed and administered as per the internal quality assurance procedures. The data has been compiled, analyzed, and interpreted objectively to reflect genuine stakeholder perceptions regarding academic practices, institutional support, and overall student experience.

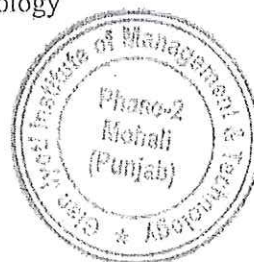
This report is submitted for review and further action by the IQAC and is a part of the institution's ongoing commitment to transparency, participatory governance, and continuous improvement.

Date: 14.02.2025

Place: Mohali


Dr. Neeraj Sharma
IQAC Coordinator
Gian Jyoti Institute of Management and Technology


Dr. Aneet Bedi
Director
Gian Jyoti Institute of Management and Technology



EXECUTIVE SUMMARY

The February 2025 stakeholder feedback exercise was conducted by the Internal Quality Assurance Cell (IQAC) as part of its ongoing efforts to enhance institutional quality through participatory input. Feedback was collected from three key stakeholder groups—students (769 responses), teachers (38 responses), and parents (42 responses)—using structured questionnaires. Data collection was carried out via Google Forms for students and teachers, and through printed forms for parents during in-person interactions.

The quantitative analysis revealed a strong level of satisfaction across all three stakeholder categories. Students appreciated timely syllabus coverage, effective teaching, clear communication, and the use of diverse instructional methods. Teachers expressed confidence in the clarity and relevance of the curriculum, resource availability, and its role in promoting skill development. Parents conveyed satisfaction with the admission process, quality of teaching, communication practices, and overall student support systems.

Qualitative inputs, though limited, pointed toward recurring suggestions such as the need for structured career awareness programs, mental health and well-being sessions, increased parent-teacher interaction, expanded co-curricular opportunities, and improved hygiene facilities.

Overall, the feedback reflects a positive institutional climate, supported by engaged stakeholders who are invested in the academic and developmental progress of the institution. The report will be presented to the IQAC for review and consideration, and the institution remains committed to continuous improvement based on data-driven insights.

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CHAPTER 1: INTRODUCTION

As part of its commitment to quality enhancement and participative decision-making, the Internal Quality Assurance Cell (IQAC) of the institution conducts regular stakeholder feedback exercises. These feedback cycles are designed to capture the perceptions and expectations of key stakeholders regarding academic, administrative, and infrastructural aspects of the institution. The inputs obtained are used to inform continuous institutional improvements aligned with accreditation standards and internal quality benchmarks.

1.1 Purpose of the Feedback

The primary aim of collecting stakeholder feedback is to evaluate the effectiveness and relevance of academic processes, curriculum design, faculty performance, infrastructure, and support services. The feedback contributes to enhancing the overall student experience, ensuring transparency in institutional operations, and aligning academic delivery with industry and societal needs.

Specifically, this feedback cycle focused on the following key areas:

- Curriculum delivery and academic performance
- Teaching quality and use of pedagogy
- Availability and usefulness of academic resources
- Infrastructure, library, and student facilities
- Communication with stakeholders and institutional responsiveness

1.2 Stakeholders Involved

The February 2025 cycle gathered responses from the following key stakeholders:

- **Students** – Current students across various programmes and semesters
- **Teachers** – Faculty members involved in curriculum delivery
- **Parents** – Guardians of enrolled students

Each group was given structured questionnaires designed to assess their satisfaction levels across defined institutional parameters.

1.3 Feedback Collection Timelines

Stakeholder feedback was collected in two cycles during the academic year 2024–2025:

- **September 2024:** Students, Teachers, Alumni, Employers
- **February 2025:** Students, Teachers, Parents

This report presents the analysis of feedback collected in the February 2025 cycle, with insights compiled for institutional review and action in the upcoming IQAC meeting.

CHAPTER 2: METHODOLOGY

The Internal Quality Assurance Cell (IQAC) employed a structured and inclusive approach for collecting feedback from key stakeholder groups during the February 2025 cycle. The methodology ensured that the process was systematic, transparent, and capable of capturing diverse perspectives.

2.1 Mode of Feedback Collection

Feedback was collected using structured questionnaires tailored for each stakeholder group. The following modes were used:

- **Students and Teachers:** Responses were collected digitally using Google Forms, enabling efficient distribution, secure data capture, and easy tabulation.
- **Parents:** Feedback was gathered through printed physical forms during scheduled parent-teacher interactions. These were later digitized and included in the analysis.

Each questionnaire comprised quantitative, rating-based questions along with a section for general suggestions or remarks.

2.2 Number of Responses Received

A total of 849 responses were received in the February 2025 cycle, broken down as follows:

Stakeholder Group	Number of Responses
Students	769
Teachers	38
Parents	42
Total	849

2.3 Rating Scale Used

A 5-point Likert scale was used across all feedback forms to measure satisfaction and agreement levels with various parameters. The scale interpretation is as follows:

Scale Point	Interpretation
5	Strongly Agree / Excellent
4	Agree / Very Good
3	Neutral / Good
2	Disagree / Fair
1	Strongly Disagree / Poor

This rating system enabled a consistent and quantifiable analysis of stakeholder perceptions, while also allowing room for narrative input through optional suggestion sections.

CHAPTER 3: QUANTITATIVE ANALYSIS

This chapter presents the quantitative analysis of the feedback received from students, teachers, and parents during the February 2025 stakeholder feedback cycle. The analysis is based on structured questionnaires that used a 5-point Likert scale to measure perceptions across key academic and institutional parameters. The collected data has been analyzed through frequency and percentage distributions to highlight response patterns and stakeholder satisfaction levels.

The responses have been represented in the form of tables and graphical illustrations (bar graphs and pie charts) for each stakeholder group. This visual and statistical representation helps in identifying strengths, gaps, and trends that are essential for evidence-based decision-making and quality enhancement planning.

3.1 Feedback Analysis: Students (Total: 769)

3.1.1 Frequency Analysis

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers arrive on time for the lecture.	295	276	138	40	20
2	Adjustments are made in case teacher is on leave.	301	288	120	43	17
3	Syllabus of the course is completed on time.	280	294	124	51	20
4	Study material and resources are shared well in time.	310	270	122	45	22
5	Teacher's communication is effective.	298	289	127	40	15
6	Teachers explain concepts using relevant examples.	305	275	119	48	22
7	Teachers refer to the current issues and advancements in the field of study.	292	280	133	45	19
8	Course outcomes and program outcomes are communicated during the start of the session.	287	296	117	48	21
9	I am fully aware of the Course Outcomes.	273	302	136	40	18
10	Teachers clear doubts during the session.	306	284	114	43	22
11	Discussions, Case studies, role plays, games, quizzes and other	299	271	130	49	20

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	tools are used judiciously to make concepts clear.					
12	Study material shared by teacher is relevant and helpful for exams.	284	293	125	46	21
13	Teachers discuss the test answers after conduct.	297	285	121	47	19
14	Evaluation process of assignments and tests is fair and just.	300	270	136	44	19
15	Staff does not discriminate among students based on gender, caste, ethnicity, socio-economic status, nationality etc.	290	286	133	38	22
16	Teachers focus on enhancing professional skills among students to make them employment ready.	281	297	129	43	19
17	Teachers encourage students to take up extra-curricular and co-curricular activities or pursue hobbies.	309	278	115	45	22
18	Library has sufficient resources related to course.	276	299	128	46	20
19	Quality of Service in Canteens is satisfactory.	294	288	123	44	20
20	Washrooms and Drinking Water Facility is hygienic and available at each floor.	301	282	118	47	21
Grand Total		5878	5703	2508	892	399

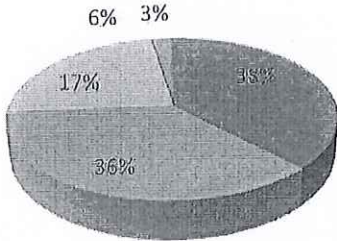
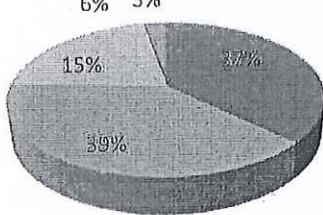
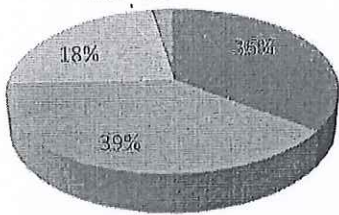
3.1.2 Percentage Analysis

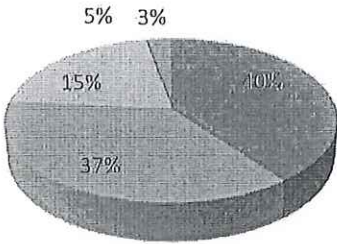
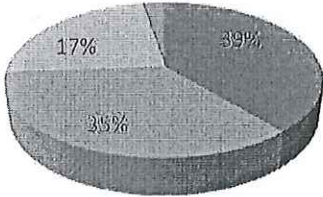
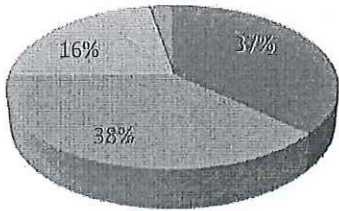
Scale/ Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	38.36%	35.89%	17.95%	5.20%	2.60%
2	39.14%	37.45%	15.60%	5.59%	2.21%
3	36.41%	38.23%	16.12%	6.63%	2.60%
4	40.31%	35.11%	15.86%	5.85%	2.86%
5	38.75%	37.58%	16.51%	5.20%	1.95%
6	39.66%	35.76%	15.47%	6.24%	2.86%
7	37.97%	36.41%	17.30%	5.85%	2.47%
8	37.32%	38.49%	15.21%	6.24%	2.73%
9	35.50%	39.27%	17.69%	5.20%	2.34%
10	39.79%	36.93%	14.82%	5.59%	2.86%
11	38.88%	35.24%	16.91%	6.37%	2.60%
12	36.93%	38.10%	16.25%	5.98%	2.73%
13	38.62%	37.06%	15.73%	6.11%	2.47%
14	39.01%	35.11%	17.69%	5.72%	2.47%
15	37.71%	37.19%	17.30%	4.94%	2.86%
16	36.54%	38.62%	16.78%	5.59%	2.47%
17	40.18%	36.15%	14.95%	5.85%	2.86%
18	35.89%	38.88%	16.64%	5.98%	2.60%
19	38.23%	37.45%	15.99%	5.72%	2.60%
20	39.14%	36.67%	15.34%	6.11%	2.73%

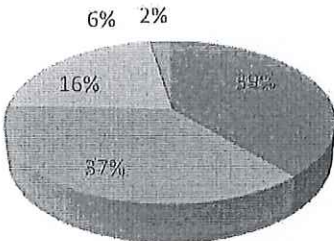
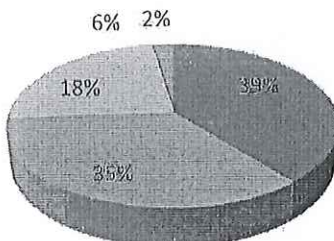
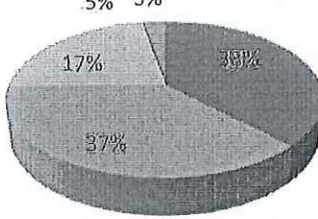
3.1.3 Graphical Analysis

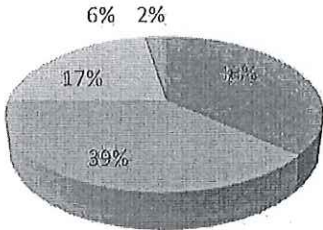
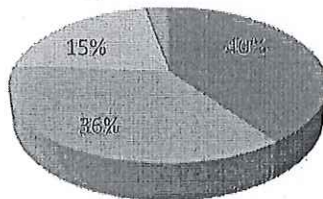
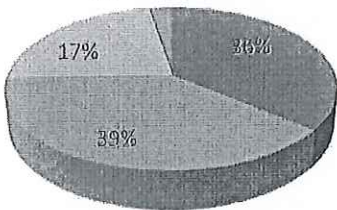
S.No.	Result Analysis												
1	Teachers arrive on time for the lecture. A 3D pie chart showing the distribution of responses for the statement 'Teachers arrive on time for the lecture.' The chart is divided into five segments: Strongly Agree (38%), Agree (36%), Neutral (18%), Disagree (5%), and Strongly Disagree (3%). A legend to the right of the chart identifies the segments with corresponding shaded boxes. <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>38%</td> </tr> <tr> <td>Agree</td> <td>36%</td> </tr> <tr> <td>Neutral</td> <td>18%</td> </tr> <tr> <td>Disagree</td> <td>5%</td> </tr> <tr> <td>Strongly Disagree</td> <td>3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	38%	Agree	36%	Neutral	18%	Disagree	5%	Strongly Disagree	3%
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Neutral	18%												
Disagree	5%												
Strongly Disagree	3%												
2	Adjustments are made in case teacher is on leave. A 3D pie chart showing the distribution of responses for the statement 'Adjustments are made in case teacher is on leave.' The chart is divided into five segments: Strongly Agree (39%), Agree (37%), Neutral (16%), Disagree (6%), and Strongly Disagree (2%). A legend to the right of the chart identifies the segments with corresponding shaded boxes. <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>39%</td> </tr> <tr> <td>Agree</td> <td>37%</td> </tr> <tr> <td>Neutral</td> <td>16%</td> </tr> <tr> <td>Disagree</td> <td>6%</td> </tr> <tr> <td>Strongly Disagree</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	39%	Agree	37%	Neutral	16%	Disagree	6%	Strongly Disagree	2%
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3	Syllabus of the course is completed on time. A 3D pie chart showing the distribution of responses for the statement 'Syllabus of the course is completed on time.' The chart is divided into five segments: Strongly Agree (38%), Agree (38%), Neutral (16%), Disagree (7%), and Strongly Disagree (3%). A legend to the right of the chart identifies the segments with corresponding shaded boxes. <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>38%</td> </tr> <tr> <td>Agree</td> <td>38%</td> </tr> <tr> <td>Neutral</td> <td>16%</td> </tr> <tr> <td>Disagree</td> <td>7%</td> </tr> <tr> <td>Strongly Disagree</td> <td>3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	38%	Agree	38%	Neutral	16%	Disagree	7%	Strongly Disagree	3%
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Strongly Agree	38%												
Agree	38%												
Neutral	16%												
Disagree	7%												
Strongly Disagree	3%												

S.No.	Result Analysis													
4	Study material and resources are shared well in time. <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>40%</td></tr><tr><td>Agree</td><td>35%</td></tr><tr><td>Neutral</td><td>16%</td></tr><tr><td>Disagree</td><td>6%</td></tr><tr><td>Strongly Disagree</td><td>3%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	40%	Agree	35%	Neutral	16%	Disagree	6%	Strongly Disagree	3%	
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5	Teacher's communication is effective. <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>39%</td></tr><tr><td>Agree</td><td>38%</td></tr><tr><td>Neutral</td><td>16%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	39%	Agree	38%	Neutral	16%	Disagree	5%	Strongly Disagree	2%	
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Strongly Agree	40%													
Agree	36%													
Neutral	15%													
Disagree	6%													
Strongly Disagree	3%													

S.No.	Result Analysis	
7	Teachers refer to the current issues and advancements in the field of study.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
8	Course outcomes and program outcomes are communicated during the start of the session.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
9	I am fully aware of the Course Outcomes.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

S.No.	Result Analysis	
10	Teachers clear doubts during the session.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
11	Discussions, Case studies, role plays, games, quizzes and other tools are used judiciously to make concepts clear.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
12	Study material shared by teacher is relevant and helpful for exams.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

S.No.	Result Analysis	
13	Teachers discuss the test answers after conduct.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
14	Evaluation process of assignments and tests is fair and just.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
15	Staff does not discriminate among students based on gender, caste, ethnicity, socio-economic status, nationality etc.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

S.No.	Result Analysis	
16	Teachers focus on enhancing professional skills among students to make them employment ready.  - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
17	Teachers encourage students to take up extra-curricular and co-curricular activities or pursue hobbies.  - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
18	Library has sufficient resources related to course.  - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
19	Quality of Service in Canteens is satisfactory. 6% 3% 16% 37% Strongly Agree Agree Neutral Disagree Strongly Disagree	
20	Washrooms and Drinking Water Facility is hygienic and available at each floor. 6% 3% 15% 39% Strongly Agree Agree Neutral Disagree Strongly Disagree	

3.2 Teacher Feedback Analysis (Total: 38)

3.2.1 Frequency Analysis

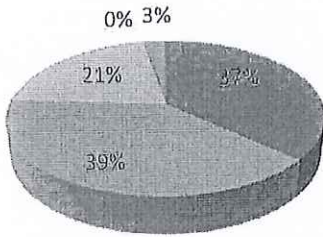
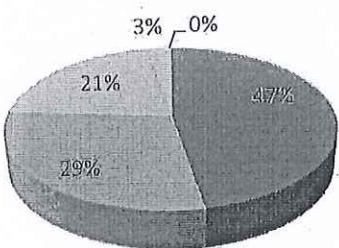
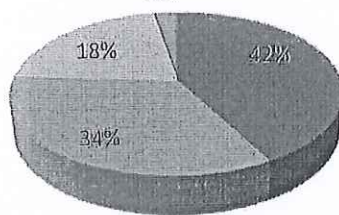
S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The objectives and aims of the syllabus are clearly articulated.	16	14	6	1	1
2	The syllabus is well-suited to the course requirements.	15	13	8	2	0
3	The course facilitates the development of analysis and problem-solving skills.	17	12	7	1	1
4	Textbooks and reference materials are readily available to cover the syllabus contents.	14	15	8	0	1
5	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	18	11	8	1	0
6	The syllabus effectively addresses the gap between industry standards and academia.	16	13	7	1	1
7	The time allocated for syllabus coverage within the specified hours is appropriate.	15	14	7	1	1
8	The level of skills and knowledge acquired upon course completion is satisfactory.	17	13	6	2	0
9	The syllabus provides ample opportunities for undertaking projects.	16	12	9	0	1
10	The course assists students in interview preparation.	14	15	8	1	0
Grand Total		158	132	74	10	6

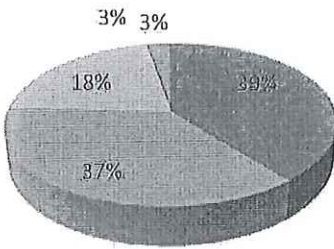
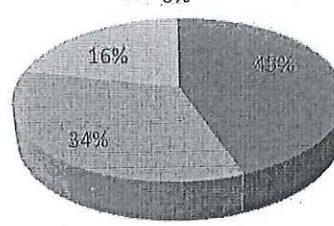
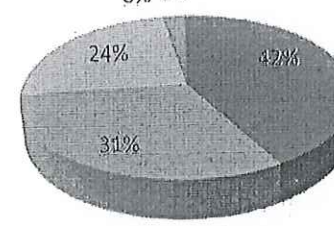
3.2.2 Percentage Analysis

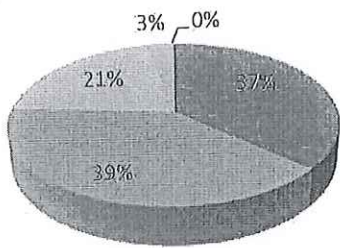
Scale/ Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	42.11%	36.84%	15.79%	2.63%	2.63%
2	39.47%	34.21%	21.05%	5.26%	0.00%
3	44.74%	31.58%	18.42%	2.63%	2.63%
4	36.84%	39.47%	21.05%	0.00%	2.63%
5	47.37%	28.95%	21.05%	2.63%	0.00%
6	42.11%	34.21%	18.42%	2.63%	2.63%
7	39.47%	36.84%	18.42%	2.63%	2.63%
8	44.74%	34.21%	15.79%	5.26%	0.00%
9	42.11%	31.58%	23.68%	0.00%	2.63%
10	36.84%	39.47%	21.05%	2.63%	0.00%

3.2.3 Graphical Analysis

S.No.	Result Analysis	
1	The objectives and aims of the syllabus are clearly articulated. 2% 3% 16% 42% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
2	The syllabus is well-suited to the course requirements. 5% 0% 21% 40% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
3	The course facilitates the development of analysis and problem-solving skills. 3% 3% 18% 45% 31% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
4	Textbooks and reference materials are readily available to cover the syllabus contents.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
5	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
6	The syllabus effectively addresses the gap between industry standards and academia.	 - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

S.No.	Result Analysis	
7	The time allocated for syllabus coverage within the specified hours is appropriate.  3% 3% 18% 39% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
8	The level of skills and knowledge acquired upon course completion is satisfactory.  5% 0% 16% 45% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
9	The syllabus provides ample opportunities for undertaking projects.  0% 3% 24% 42% 31% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
10	The course assists students in interview preparation.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	

3.3 Parent Feedback Analysis (Total: 42)

3.3.1 Frequency Analysis

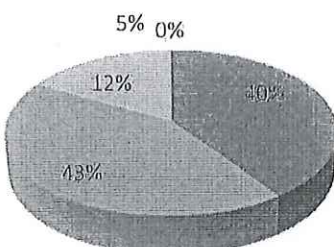
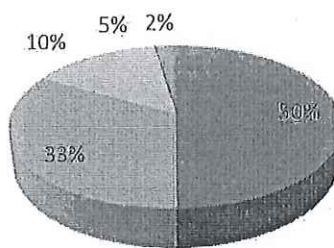
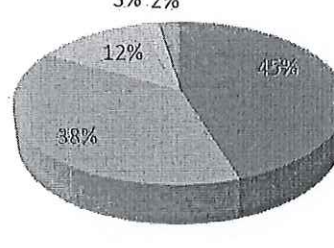
S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am satisfied with the admission process at this institution.	18	17	5	1	1
2	The quality of teaching is satisfactory.	19	16	4	2	1
3	The campus facilities are well-maintained.	20	15	4	2	1
4	The library resources are adequate.	17	18	5	2	0
5	The institution communicates effectively with parents.	21	14	4	2	1
6	Support services for students are satisfactory.	19	16	5	1	1
7	The fee structure is reasonable and transparent.	18	17	4	2	1
8	The institution provides good placement opportunities for students.	20	15	4	2	1
9	The institution offers quality internship opportunities to students.	22	14	4	1	1
10	The institution promotes sports activities and provides necessary facilities.	19	17	3	2	1
11	Co-curricular activities (cultural events, clubs, etc.) are well-organised.	18	18	4	2	0
12	I would recommend GJIMT to other parents.	20	15	5	1	1
Grand Total		231	192	51	20	10

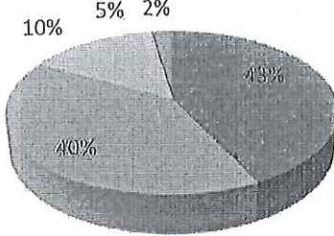
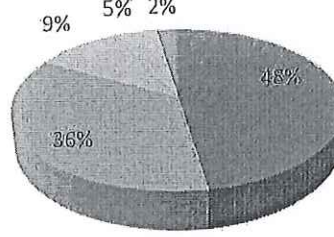
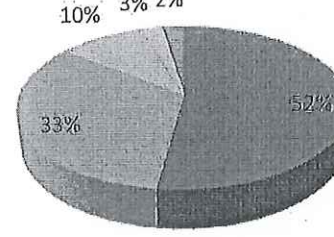
3.3.2 Percentage Analysis

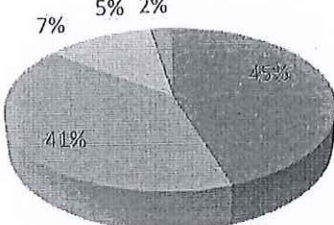
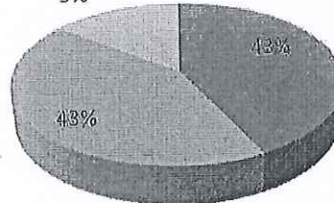
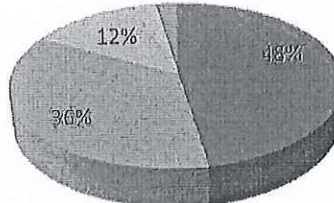
Scale/ Statement	Excellent	Very Good	Moderate	Poor	Very Poor
1	42.86%	40.48%	11.90%	2.38%	2.38%
2	45.24%	38.10%	9.52%	4.76%	2.38%
3	47.62%	35.71%	9.52%	4.76%	2.38%
4	40.48%	42.86%	11.90%	4.76%	0.00%
5	50.00%	33.33%	9.52%	4.76%	2.38%
6	45.24%	38.10%	11.90%	2.38%	2.38%
7	42.86%	40.48%	9.52%	4.76%	2.38%
8	47.62%	35.71%	9.52%	4.76%	2.38%
9	52.38%	33.33%	9.52%	2.38%	2.38%
10	45.24%	40.48%	7.14%	4.76%	2.38%
11	42.86%	42.86%	9.52%	4.76%	0.00%
12	47.62%	35.71%	11.90%	2.38%	2.38%

3.3.3 Graphical Analysis

S.No.	Result Analysis	
1	I am satisfied with the admission process at this institution. 2% 2% 12% 43% 41% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
2	The quality of teaching is satisfactory. 10% 5% 2% 45% 38% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
3	The campus facilities are well-maintained. 9% 5% 2% 48% 36% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

4		The library resources are adequate.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	
5		The institution communicates effectively with parents.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	
6		Support services for students are satisfactory.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	

7		The fee structure is reasonable and transparent.  - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
8		The institution provides good placement opportunities for students.  - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
9		The institution offers quality internship opportunities to students.  - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

10		The institution promotes sports activities and provides necessary facilities.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	
11		Co-curricular activities (cultural events, clubs, etc.) are well-organised.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	
12		I would recommend GIIMT to other parents.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	

3.4 Observations Summary

- **Students (769 responses):** The majority of responses fell in the “Strongly Agree” and “Agree” categories, particularly regarding timely syllabus completion, teaching effectiveness, availability of study materials, and overall classroom engagement. Feedback also reflected positively on co-curricular encouragement and the institution’s infrastructure and hygiene standards.
- **Teachers (38 responses):** Teachers showed high levels of agreement with the clarity and relevance of the curriculum, its ability to develop analytical skills, and the adequacy of time and resources for effective delivery. CBCS and project-based learning were also rated favorably.
- **Parents (42 responses):** Parents expressed satisfaction with the admission process, communication from the institution, teaching quality, support services, and student development opportunities. High ratings were observed for placement and internship offerings, library and sports facilities, and overall institutional reliability.

3.5 Conclusion

The quantitative feedback from all three stakeholder groups demonstrates a strong overall satisfaction with the institution’s academic environment, teaching-learning processes, and support infrastructure. The consistently high scores across multiple parameters reflect the effectiveness of current practices. At the same time, the quantitative data also provides a foundation for identifying areas that may benefit from targeted enhancement. These insights will be used to inform institutional planning and will be reviewed further in the upcoming IQAC meeting.

CHAPTER 4: QUALITATIVE ANALYSIS

In addition to the structured rating-based questions, the stakeholder feedback forms provided space for general comments and suggestions. While these inputs were not exhaustive, they offered meaningful glimpses into the expectations of students, teachers, and parents. The remarks received during the February 2025 feedback cycle have been grouped into broad themes based on their frequency and relevance.

4.1 Summary of Suggestions and Concerns from Stakeholders

1. Career Awareness Programs

Several students and parents expressed a desire for more structured career guidance, including sessions on industry expectations, resume building, interview skills, and exposure to real-world career paths.

2. Mental Health and Well-being

A recurring suggestion from students was the need for workshops or sessions focusing on emotional well-being, stress management, and mental health awareness, especially during high-pressure academic periods.

3. Parent Engagement

Parents emphasized the importance of regular communication from the institution. They suggested having more opportunities to meet faculty and discuss their child's progress in a structured manner.

4. Co-curricular Activities and Sports

Some students expressed interest in a greater number of co-curricular events, student-led clubs, and sports activities that contribute to overall personality development.

5. Infrastructure and Hygiene

A few remarks from students and parents pointed to the need for better hygiene facilities in common areas, especially washrooms, with an emphasis on ensuring cleanliness and privacy.

4.2 Conclusion

Though brief, the qualitative feedback collected during this cycle reflects a constructive and engaged stakeholder community. These insights reinforce the importance of student support services, effective communication channels with parents, and the role of holistic development beyond academics. The feedback serves as an important reference point for institutional planning and will be reviewed further during internal quality assurance processes.

CHAPTER 5: KEY FINDINGS

5.1 Major Strengths Observed Across Feedback

The feedback received from students, teachers, and parents during the February 2025 cycle highlights several areas of strength that reflect positively on the institution's academic environment and support systems:

- **Effective Curriculum Delivery:** Students reported high levels of satisfaction with timely syllabus completion, use of relevant examples, and clarity in communication by faculty.
- **Faculty Engagement and Responsiveness:** Both students and teachers appreciated the efforts of faculty in doubt clearing, sharing study materials on time, and maintaining fairness in assessment.
- **Institutional Communication and Admission Processes:** Parents expressed satisfaction with the transparency and efficiency of the admission process, as well as the institution's communication regarding academic matters.
- **Supportive Learning Environment:** Teachers acknowledged that the curriculum supports skill development and promotes critical thinking, while parents viewed the campus as well-maintained and conducive to learning.
- **Infrastructure and Student Services:** Feedback from students and parents highlighted the availability of basic facilities such as drinking water, washrooms, and a functional library.

5.2 Recurring Suggestions or Issues Raised

Despite the overall positive tone, several areas for enhancement were commonly mentioned across the stakeholder groups:

- **Need for Career Awareness Programs:** Students and parents recommended increased opportunities for career guidance, including exposure to industry requirements and placement preparation.
- **Mental Health Support:** Students emphasized the importance of well-being and the need for structured sessions on stress management and emotional health.
- **More Frequent Parent-Teacher Interaction:** Parents requested regular meetings and structured platforms to engage with faculty and monitor student progress.
- **Expansion of Co-Curricular Activities:** Some students suggested more frequent and diverse events beyond the classroom, including sports, cultural programs, and club activities.

- **Improved Hygiene in Facilities:** A few comments, especially from parents, pointed to the need for enhanced cleanliness in washrooms and other common areas.

5.3 Comparison Across Stakeholder Groups

- **Students** focused largely on teaching effectiveness, classroom engagement, and the need for mental health and career support.
- **Teachers** highlighted the adequacy of the curriculum and teaching resources but also indirectly reflected areas where student support could be enhanced.
- **Parents** were generally positive but suggested improvements in communication and hygiene facilities, showing their concern for both academic quality and overall student well-being.

Across all groups, there was a shared appreciation for the institution's academic delivery and faculty commitment, accompanied by practical suggestions for continued development.

CHAPTER 6: CONCLUSION

The stakeholder feedback collected during the February 2025 cycle reflects a strong level of satisfaction among students, teachers, and parents with the institution's academic delivery, faculty engagement, infrastructure, and support services. The high percentage of positive responses across key indicators such as syllabus completion, teaching quality, fairness in evaluation, and communication reflects the institution's consistent efforts toward maintaining academic excellence and a student-centric environment.

The feedback also brought to light valuable suggestions related to career readiness, mental health awareness, co-curricular engagement, and hygiene facilities. These remarks indicate that stakeholders are not only satisfied but are also actively engaged in the growth and improvement of the institution.

The IQAC acknowledges the importance of closing the feedback loop through systematic review and action planning. The institution reaffirms its commitment to continuous quality enhancement by listening to stakeholder voices, implementing need-based initiatives, and promoting transparency and accountability in all its processes. Moving forward, the feedback gathered will serve as a guiding tool in aligning institutional practices with stakeholder expectations and national quality benchmarks.

Annexure A: Student Feedback Form (Template)

STUDENT FEEDBACK FORM

Name of the Student (Optional).....

Gender (M/F/Other).....

Roll Number (Optional).....

Class & Semester.....

State of domicile.....

Category.....

Nationality.....

Date of Filling this Form:.....

ENCIRCLE THE APPROPRIATE CHOICE FOR EACH STATEMENT.

	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Teachers arrive on time for the lecture.	5	4	3	2	1
2.	Adjustments are made in case teacher is on leave.	5	4	3	2	1
3.	Syllabus of the course is completed on time.	5	4	3	2	1
4.	Study material and resources are shared well in time	5	4	3	2	1
5.	Teacher's communication is effective	5	4	3	2	1
6.	Teachers explain concepts using relevant examples.	5	4	3	2	1
7.	Teachers refer to the current issues and advancements in the field of study.	5	4	3	2	1
8.	Course outcomes and program outcomes are communicated during the start of the session.	5	4	3	2	1
9.	I am fully aware of the Course Outcomes.	5	4	3	2	1
10.	Teachers clear doubts during the session.	5	4	3	2	1
11.	Discussions, Case studies, role plays, games, quizzes and other tools are used judiciously to make concepts clear	5	4	3	2	1
12.	Study material shared by teacher is relevant and helpful for exams	5	4	3	2	1
13.	Teachers discuss the best answers after conduct.	5	4	3	2	1
14.	Evaluation process of assignments and tests is fair and just.	5	4	3	2	1
15.	Staff does not discriminate among students based on gender, caste, ethnicity, social economic status, nationality etc.	5	4	3	2	1

STATEMENT		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16.	Teachers focus on enhancing professional skill among students to make them employment ready.	5	4	3	2	1
17.	Teachers encourage students to take up extra-curricular and co-curricular activities or pursue hobbies.	5	4	3	2	1
18.	Library has sufficient resources related to course.	5	4	3	2	1
19.	Quality of Service in Canteen is satisfactory.	5	4	3	2	1
20.	Washrooms and Drinking Water Facility is hygienic and available at each floor.	5	4	3	2	1

Suggestions for Improvement (if any):

- a. _____

- b. _____

Annexure B: Teacher Feedback Form (Template)

TEACHER FEEDBACK FORM

ENCIRCLE THE APPROPRIATE CHOICE FOR EACH STATEMENT.

STATEMENT		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The objectives and aims of the syllabus are clearly articulated.	5	4	3	2	1
2.	The syllabus is well-suited to the course requirements.	5	4	3	2	1
3.	The course facilitates the development of analysis and problem-solving skills.	5	4	3	2	1
4.	Textbooks and reference materials are readily available to cover the syllabus contents.	5	4	3	2	1
5.	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	5	4	3	2	1
6.	The syllabus effectively addresses the gap between industry standards and academia.	5	4	3	2	1
7.	The time allocated for syllabus coverage within the specified hours is appropriate.	5	4	3	2	1
8.	The level of skills and knowledge acquired upon course completion is satisfactory.	5	4	3	2	1
9.	The syllabus provides ample opportunities for undertaking projects.	5	4	3	2	1
10.	The course assists students in interview preparation.	5	4	3	2	1

Suggestions for Improvement (if any):

- a. _____

- b. _____

Annexure C: Parent Feedback Form (Template)

Dear Parents,

We are pleased to inform you that Gian Jyoti Institute of Management and Technology (GJIMT) has recently been awarded a B+ accreditation. While this is a commendable achievement, we are committed to striving for higher standards of excellence.

To further enhance our educational programs and services, we seek your valuable feedback. We kindly request you to complete the attached Parent Feedback Form. Your insights will play a crucial role in our continuous improvement efforts.

Please find the feedback form attached in three languages for your convenience. We appreciate your time and input in helping us shape a better future for our students.

Thank you for your continued support.

Warm regards,

Dr. Ansel Bedi

Director

Gian Jyoti Institute of Management and Technology (GJIMT)

gjimt@gjimt.ac.in

Parent Feedback Form

Parent Details:

Parent's Name: _____

Student's Name: _____

Class/Program: _____

Contact Number: _____

Email ID (if available): _____

Instructions: Please provide your honest feedback by selecting the appropriate response for each statement.

Please indicate your level of agreement with the following statements.

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

QUESTION	1	2	3	4	5
1. I am satisfied with the admission process at this institution.	☐	☐	☐	☐	☐
2. The quality of teaching is satisfactory.	☐	☐	☐	☐	☐
3. The campus facilities are well-maintained.	☐	☐	☐	☐	☐
4. The library resources are adequate.	☐	☐	☐	☐	☐
5. The institution communicates effectively with parents.	☐	☐	☐	☐	☐
6. Support services for students are satisfactory.	☐	☐	☐	☐	☐
7. The fee structure is reasonable and transparent.	☐	☐	☐	☐	☐
8. The institution provides good placement opportunities for students.	☐	☐	☐	☐	☐
9. The institution offers quality internship opportunities to students.	☐	☐	☐	☐	☐
10. The institution promotes sports activities and provides necessary facilities.	☐	☐	☐	☐	☐
11. Co-curricular activities (cultural events, clubs, etc.) are well-organized.	☐	☐	☐	☐	☐
12. I would recommend GJMT to other parents.	☐	☐	☐	☐	☐

Additional Comments: _____

Thank you for your time and feedback
Gian Jyoti Institute of Management and Technology (GJMT)
gjmt@gjmt.ac.in

प्रिय अभिभावकों,

हमें यह बताते हुए खुशी हो रही है कि ज्ञान ज्योति इंस्टिट्यूट ऑफ मैनेजमेंट एंड टेक्नोलॉजी (GJMT) को हाल ही में B+ मान्यता प्राप्त हुई है। यह एक सराहनीय उपलब्धि है, लेकिन हम और भी उच्च स्तर की उत्कृष्टता प्राप्त करने के लिए निरंतर प्रयासरत हैं।

हमारे शैक्षणिक कार्यक्रमों और सेवाओं को और बेहतर बनाने के लिए, हमें आपकी मूल्यवान् प्रतिक्रिया की आवश्यकता है। कृपया सलग्न माता-पिता फीडबैक फॉर्म भरकर हमें अपनी महत्वपूर्ण राय दें। आपकी प्रतिक्रिया हमारे सतत सुधार प्रयासों में अहम भूमिका निभाएगी।

आपकी सुविधा के लिए यह फीडबैक फॉर्म तीन भाषाओं में सलग्न किया गया है। हम आपके समय और योगदान की सराहना करते हैं और हमारे छात्रों के उज्जवल भविष्य के निर्माण में आपके सहयोग के लिए आभारी हैं।

आपके निरंतर समर्थन के लिए धन्यवाद।

साबर,

डॉ. अनीत बेदी

निदेशक

ज्ञान ज्योति इंस्टिट्यूट ऑफ मैनेजमेंट एंड टेक्नोलॉजी (GJMT)

gjmt@gjmt.ac.in

माता-पिता फीडबैक फॉर्म

माता-पिता की जानकारी

माता/पिता का नाम _____

प्रांत का नाम _____

पता/सम्बन्ध _____

संपर्क नंबर _____

पुत्र का नाम (यदि उपलब्ध हो) _____

कृपया निम्नलिखित बच्चों से अपनी जानकारी के साथ ही भिजवा दें

(1 = निम्नलिखित, 2 = सहमत, 3 = मध्यम, 4 = प्रतिकूल, 5 = पूर्णतः सहमत)

प्रश्न	1	2	3	4	5
1. मैं इस संस्थान में प्रवेश प्रक्रिया से संतुष्ट हूँ।	☐	☐	☐	☐	☐
2. शिक्षक की कुशलता संतुष्टिजनक है।	☐	☐	☐	☐	☐
3. परिवार की सुविधाएँ अच्छी तरह से मैनेज की जाती हैं।	☐	☐	☐	☐	☐
4. पुस्तकालय में आवश्यक सामान उपलब्ध है।	☐	☐	☐	☐	☐
5. संस्थान माता-पिता के साथ प्रभावी संवाद करता है।	☐	☐	☐	☐	☐
6. छात्रों को लिए पर्याप्त सेवाएँ उपलब्ध हैं।	☐	☐	☐	☐	☐
7. शुल्क संरचना त्रुटिपूर्ण और चर्चित है।	☐	☐	☐	☐	☐
8. यह संस्थान छात्रों के लिए सबसे बेहतर संस्थान माना जाता है।	☐	☐	☐	☐	☐
9. यह संस्थान छात्रों की गुणवत्तापूर्ण इंटरनेट के अभाव में माना जाता है।	☐	☐	☐	☐	☐
10. संस्थान के अतिरिक्तियों को बढ़ावा देता है और अत्यधिक सुविधाएँ प्रदान करता है।	☐	☐	☐	☐	☐
11. सहायक कार्यक्रम गतिविधियाँ (सांस्कृतिक कार्यक्रम, खेल आदि) छात्रों के बीच से आयोजित की जाती हैं।	☐	☐	☐	☐	☐
12. मैं GJMT को अन्य माता-पिता को सिफारिश करूँगा।	☐	☐	☐	☐	☐

कृपया इसे सुनिश्चित करने के लिए अपने बहुमूल्य सुझाव दें

बच्चों के समय और प्रतिक्रिया के लिए धन्यवाद!

ज्ञान प्रगति इंस्टीट्यूट ऑफ मैनेजमेंट एंड टेक्नोलॉजी (GJMT)

gjmt@gjmt.ac.in

ਮਿਆਰੀ ਸਾਹਿਬਾਨ,

ਮਾਨੂੰ ਇਹ ਜਾਣ ਕੇ ਬਹੁਤ ਖੁਸ਼ੀ ਹੋ ਰਹੀ ਹੈ ਕਿ ਗਿਆਨ ਜੋਤੀ ਇੰਸਟੀਚਿਊਟ ਆਫ ਮੈਨੇਜਮੈਂਟ ਐਂਡ ਟੈਕਨੋਲੋਜੀ (GJMIT) ਨੂੰ ਹਾਲ ਹੀ ਵਿੱਚ ਡਾ. ਇਕਰੰਜਿਤ ਪੁਰਾਣ ਹੋਈ ਹੈ। ਇਹ ਇੱਕ ਸਹਾਇਕਤਾ ਉਪਲਬਧੀ ਹੈ, ਜਿਸ ਅਧੀਨ ਹਰ ਉੱਚੇ ਗਿਆਨ ਦੀ ਉਤਸ਼ਾਹਿਤ ਚਾਲਾਂ ਅਧੀਨ ਸਥਾਪਤ ਕਰਨ ਕਰ ਕੀਤੀ ਹੈ।

ਮਾਨੂੰ ਵਿਦਿਆਰਥੀ ਪ੍ਰੋਗਰਾਮਾਂ ਅਤੇ ਸੇਵਾਵਾਂ ਨੂੰ ਹੋਰ ਵਧੀਆ ਬਣਾਉਣ ਲਈ, ਮਾਨੂੰ ਹੁਣ ਦੀ ਸੀਮਤੀ ਪ੍ਰਤੀਕ੍ਰਿਆ ਦੀ ਲੋੜ ਹੈ। ਸਾਹਿਬਾਨ ਦੀ ਪ੍ਰਤੀਕ੍ਰਿਆ ਭਾਰਤ ਭਾਰਤ ਲਈ ਹੁਣ ਦੀ ਸੀਮਤੀ ਹੋਵੇਗੀ, ਤਾਂ ਜੋ ਤੁਸੀਂ ਆਪਣੀ ਮਹੱਤਵਪੂਰਨ ਸਥਾਪਨਾ ਮਾਨੂੰ ਦੇ ਸਹੀ। ਹੁਣ ਦੀ ਪ੍ਰਤੀਕ੍ਰਿਆ ਮਾਨੂੰ ਲਗਾਤਾਰ ਸੁਧਾਰ ਕਰਨ ਵਿੱਚ ਇੱਕ ਅਹਿਮ ਭੂਮਿਕਾ ਨਿਭਾਏਗੀ।

ਹੁਣ ਦੀ ਸੀਮਤੀ ਲਈ ਇਹ ਫੀਡਬੈਕ ਭਾਰਤ ਭਾਰਤ ਵਿੱਚ ਮਹੱਤਵਪੂਰਨ ਗਿਆਨ ਹੈ। ਅਸੀਂ ਹੁਣ ਦੀ ਸੀਮਤੀ ਜਿਸ ਅਤੇ ਭਾਰਤ ਦੀ ਫਲਤ ਭਾਰਤ ਦੇ ਅਤੇ ਮਾਨੂੰ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਭਵਿੱਖ ਨੂੰ ਹੋਰ ਉਜਵਲ ਬਣਾਉਣ ਵਿੱਚ ਹੁਣ ਦੀ ਸਹਿਯੋਗ ਮਹੱਤਵਪੂਰਨ ਹੈ।

ਹੁਣ ਦੀ ਲਗਾਤਾਰ ਸਹਿਯੋਗ ਲਈ ਧੰਨਵਾਦ!

ਸਾਹਿਬ,

ਡਾ. ਅਨੀਤ ਬੀ

ਨਿਰਦੇਸ਼ਕ

ਗਿਆਨ ਜੋਤੀ ਇੰਸਟੀਚਿਊਟ ਆਫ ਮੈਨੇਜਮੈਂਟ ਐਂਡ ਟੈਕਨੋਲੋਜੀ (GJMIT)

gjmit@gjmit.ac.in

ਸਾਖਿਆਂ ਦੀ ਪ੍ਰਤੀਕ੍ਰਿਆ ਫਾਰਮ

ਸਾਖਾ-ਪਿਤਾ ਦੀ ਜਾਣਕਾਰੀ

ਸਾਖਾ-ਪਿਤਾ ਦਾ ਨਾਮ:

ਵਿਦਿਆਰਥੀ ਦਾ ਨਾਮ:

ਕਲਾਸ/ਪ੍ਰੋਗਰਾਮ:

ਸੰਪਰਕ ਨੰਬਰ:

ਈਮੇਲ ਆਈਡੀ (ਜੇਕਰ ਉਪਲਬਧ ਹੋਵੇ):

ਨੋਟ: ਕਿਰਪਾ ਕਰਕੇ ਹੇਠਲੇ ਬਿਭਾਗਾਂ ਲਈ ਉਚਿਤ ਜਵਾਬ ਚੁਣ ਕੇ ਆਪਣੇ ਇਮਰਲਦਜ਼ ਫੀਡਬੈਕ ਦਿਓ।

(1 = ਪੂਰੀ ਤਰ੍ਹਾਂ ਅਸਹਿਮਤ, 2 = ਅਸਹਿਮਤ, 3 = ਫਿਰਕਾਭਾਜ, 4 = ਸਹਿਮਤ, 5 = ਪੂਰੀ ਤਰ੍ਹਾਂ ਸਹਿਮਤ)

ਕ੍ਰਮ ਨੰ.	ਬਿਭਾਗ	1	2	3	4	5
1.	ਮੇਰਾ ਸੰਪਰਕ ਦੇ ਵੱਖਰਾ ਪ੍ਰਤੀਕ੍ਰਿਆ ਤੋਂ ਮੌਜੂਦ ਹੋਵੇ।	☐	☐	☐	☐	☐
2.	ਪ੍ਰੋਗਰਾਮ ਦੀ ਗੁਣਵੱਤਾ ਮੰਤਵਪੂਰਨ ਹੈ।	☐	☐	☐	☐	☐
3.	ਸੰਪਰਕ ਦੀਆਂ ਗੁਣਵੱਤਾਵਾਂ ਸੁਧਾਰ ਦਿੱਤੀਆਂ ਹਨ।	☐	☐	☐	☐	☐
4.	ਉਪਰੋਕਤਾਂ ਦੇ ਸਹਿਮਤ ਹੋਵਾਂ।	☐	☐	☐	☐	☐
5.	ਸੰਪਰਕ ਸਾਖਾ-ਪਿਤਾ ਨਾਲ ਪ੍ਰੋਗਰਾਮ ਦੀ ਸਹੂਲਤਾਂ ਨਾਲ ਸੰਬੰਧਤ ਹੈ।	☐	☐	☐	☐	☐
6.	ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸਾਖਾ-ਪਿਤਾ ਸੰਬੰਧਤ ਹਨ।	☐	☐	☐	☐	☐
7.	ਸੰਪਰਕ ਸਾਖਾ-ਪਿਤਾ ਅਤੇ ਸੰਬੰਧਤ ਹੈ।	☐	☐	☐	☐	☐
8.	ਸੰਪਰਕ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸਾਖਾ-ਪਿਤਾ ਦੇ ਸਹਿਮਤ ਹਨ।	☐	☐	☐	☐	☐
9.	ਸੰਪਰਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਾਖਾ-ਪਿਤਾ ਸੁਧਾਰ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ।	☐	☐	☐	☐	☐
10.	ਸੰਪਰਕ ਸਾਖਾ-ਪਿਤਾ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਦੀ ਹੈ ਅਤੇ ਸਹੂਲਤਾਂ ਦਿੰਦੀ ਹੈ।	☐	☐	☐	☐	☐
11.	ਸਹਿਮਤੀ/ਅਸਹਿਮਤੀ (ਸਹਿਮਤੀ/ਅਸਹਿਮਤੀ) ਸਹੀ ਤਰ੍ਹਾਂ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ।	☐	☐	☐	☐	☐
12.	ਮੇਰਾ ਸੰਪਰਕ ਸਾਖਾ-ਪਿਤਾ ਨੂੰ ਸਹੂਲਤਾਂ ਸਹੂਲਤਾਂ ਦਿੰਦਾ ਹੈ।	☐	☐	☐	☐	☐

ਕਿਰਪਾ ਕਰਕੇ ਸਾਨੂੰ ਸਹੂਲਤਾਂ ਦਿੱਤੀਆਂ ਹਨ ਅਤੇ ਸਹੀ ਤਰ੍ਹਾਂ ਦਿਓ:

ਸਹੂਲਤਾਂ ਸਹੀ ਤਰ੍ਹਾਂ ਦਿੱਤੀਆਂ ਹਨ।

ਜਿਲਦੀ ਵਿਦਿਆਰਥੀਆਂ ਅਤੇ ਸਹਿਮਤੀ/ਅਸਹਿਮਤੀ (GJMT)

gijmt@gijmt.ac.in



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Ref No:- GJ/IQAC/2024/01

Date: 24/02/2024

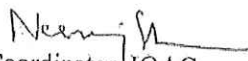
Notice

The tenth meeting of IQAC is scheduled on 26/02/2024, at 2:00 p.m. in the Syndicate Room, GJIMT. The agenda of the meeting:

Agenda:

1. Confirmation and Review of the Meeting held on 11/09/2023
2. Action taken Report of the Ninth IQAC meeting held on 11/09/2023
3. Status of NAAC work and Completion
4. Review of Academic Audit
5. Conduct of Seminar/workshop/FDP
6. Review of Research work
7. Other Issues with the permission of the Chair

Copy to:


Coordinator, IQAC

PA to Director

Front Office

Heads of Department



Minutes of the Tenth IQAC Meeting Held on 26/02/2024

Chairperson: Dr. Aneet Bedi

1. Confirmation and Review of the Previous Meeting Held on 11/09/2023

- **Resolution:** The action taken report from the previous meeting was reviewed and approved after discussion.

2. Action Taken Report from the Ninth IQAC Meeting Held on 11/09/2023

- **Resolution:**

S No.	Resolution from the Meeting	Action Taken and Outcomes
1.	Submission of IIQA for NAAC in June 2024	IIQA preparation was assigned to members of the NAAC Committee.
2.	Conduct of Conference	The 17th GJ-IntConMITE 2023: Innovation for Smart, Inclusive, and Sustainable Growth was conducted.
3.	MOUs Signed	MOUs were signed between Asian Business School and GJMT, SAGE Spectrum and Gyan Management Journal (ISSN: 0974-7621), and Hola India, Spain and GJMT.
4.	Conduct of Institutional Activities	Industry Visit to Antier Solutions Mohali (13 th Sept 2023) Mohali Eco Warriors Spearhead Indian Swachhata League 2.0 Flash Mob (17 th - 27 th Sept 2023) Annual Sports Fest (22nd Sept 2023).

3. Status of NAAC Work and Completion

- **Resolution:** The NAAC Committee has been tasked with preparing the Institutional Information for Quality Assessment (IIQA), with the submission scheduled for June 2024.

4. Review of Academic Audit

- **Resolution:** It was suggested that the Academic Audit should be conducted periodically, as per the Coordinator of IQAC.

5. Conduct of Conferences/Seminars/Workshops

- **Resolution:** Seminars and workshops for students have been successfully organized.



6. Other Issues with the Permission of the Chair

- **Resolution 1:** Feedback was obtained from the editorial board of Gyan Management Journal regarding the poor quality of submissions. To address this issue, the IQAC decided to collaborate with SAGE Spectrum for a five-year period. An MOU will be signed to formalize this collaboration.
- **Resolution 2:** The IQAC recommended making the campus a more barrier-free environment through the construction of ramps for the physically disabled.

7. Action Points

- **Resolution 1:** The IQAC received feedback from the faculty expressing a desire to attend a 5-day FDP titled "Raise Your Financial Quotient: Gaining Insights on Financial Wellness." The IQAC granted permission for this, and certificates of participation will serve as proof of attendance.
- **Resolution 2:** The IQAC was informed about the need to create a differently-abled friendly environment. In response, the GJIMT Library was tasked with the installation of a Braille Keyboard and Non-Visual Desktop Assistance (NVDA) Software for student access.
- **Resolution 3:** The IQAC decided to prepare for the 18th International Conference, GJ-IntConMITE 2024, to be held on December 20, 2024. The theme was set as "Leadership Development in the Age of Disruption," aligning with AICTE's thrust area. A Conference Committee was formed, tasks were delegated, and a duty chart was prepared.
- **Resolution 4:** It was decided to purchase approximately 100 Indian Knowledge System books and 100 Competition Preparatory books. The library was instructed to proceed with the purchase.

Adjournment: The meeting concluded with a vote of thanks.



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Attendees:

Sr. No	Name	Designation	Signature
1.	Dr. Anceet Bedi	Chairman-IQAC	<i>Anceet Bedi</i>
2.	Prof. Gurdeepak Singh	Member	<i>Gurdeepak Singh</i>
3.	Dr. Neeraj Sharma	Coordinator- IQAC	<i>Neeraj Sharma</i>
4.	Dr. Rakhee Dewan	Member	<i>Rakhee Dewan</i>
5.	Dr. Tarandeep Singh	Member	<i>Tarandeep Singh</i>
6.	Dr. Bushra S.P Singh	Member	<i>Bushra S.P Singh</i>
7.	Ms. Archan Upadhyay	Member	<i>Archan Upadhyay</i>
8.	Ms. Gian Jyot	Member	<i>Gian Jyot</i>
9.	Mr. Monish Chadha	Member	<i>Monish Chadha</i>
10.	Mr. Ajay Tiwari	Member	<i>Ajay Tiwari</i>
11.	Ms. Kajal Soni	Member	<i>Kajal Soni</i>
12.	Mr. Nitin Shrikoti	Member	<i>Nitin Shrikoti</i>
13.	Mr. Rakesh Prashar	Member	<i>Rakesh Prashar</i>

Date: 26/02/2024

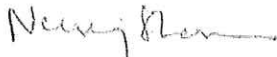


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Action taken Report of the tenth IQAC meeting held on 26/02/2024

S No.	Resolution in the meeting	Action Taken for Implementation & Outcomes
1	Review of NAAC work	Decision was sought for IQA to be submitted in the last week of June.
2	IKS and Competitive Exams Preparatory Books	Order for the books has been placed by the Library.


Coordinator - IQAC


Chairman - IQAC





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LIST OF SEMINARS/WORKSHOPS/FDPs

TITLE	CATEGORY
Next-Gen Library: E-Resource Management for the Digital Age-Feb 19-24 2024	Seminar
Skills for Success: Thriving in Today's World-March 26 2024	Workshop
Raise your financial Quotient: Gaining Insights on Financial wellness-	5- Day FDP in collaboration with Asian Business School
Change Makers Unite: Harnessing the Power of Social Entrepreneurship-April 3 2024	Seminar
Entrepreneurship & Innovation-May 24, 2024	Seminar

Ref No: 67J/IQAC/2025/01

Date: 13-Feb-2025

Internal Quality Assurance Cell (IQAC)

Notice of the 12th IQAC Meeting

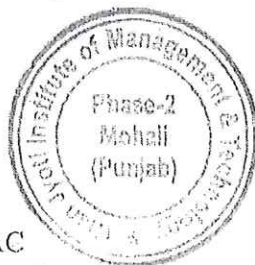
The 12th meeting of the IQAC is scheduled to be held on 20 February 2025, at 2:00 p.m.in the Conference Room, GJIMT. The agenda of the meeting:

Agenda:

1. Confirmation of the minutes of the 11th IQAC meeting held on 16 September 2024.
2. Presentation and discussion of the Action Taken Report on the resolutions of the 11th meeting.
3. Review and discussion of stakeholder feedback (students, parents, teachers)
4. Proposal for conducting monthly Open House meetings with parents
5. Planning of Value-Added Courses (VACs) for the upcoming semester
6. Review of NAAC Accreditation outcome (B+ grade, CGPA: 2.58)
7. Formation of AQAR Committee for AY 2024-25
8. Discussion on improving research output and introduction of Research Promotion Policy
9. Establishment of IPR Cell.
10. Preparation for the 21st National Conference (GJ-IntConMITE 2025) on 6 June 2025.
11. Preparation for African Student Meet, to be held on 22 February 2025
12. Review of newly signed MoUs with companies for training, placements, internships, and research
13. Other Issues with the permission of the Chair


Coordinator -IQAC

CC



- Chairperson, IQAC
- Heads of Departments
- NAAC Coordinator
- Office Superintendent (for records)
- All IQAC Members

Minutes of the 12th IQAC Meeting Held 20 February 2025

Chairperson: Dr. Aneet Bedi

1. Confirmation and Review of the Previous Meeting (11th IQAC Meeting, 16-Sep-2024)

- **Resolution:** The action taken report from the 11th IQAC meeting was reviewed and approved after discussion.

2. Action Taken Report from the 11th IQAC Meeting

S.No.	Resolution from the 11th Meeting	Action Taken	Outcome
1	NAAC work: IIQA cleared in June 2024; SSR submitted on Sept 6, 2024; Peer Team Visit preparations underway	Regular review meetings held; documentation, displays, and infrastructure compliance work initiated	Peer Team Visit preparation on track; NAAC result received in Feb 2025 – B+ grade (2.58 CGPA)
2	Construction of ramps for barrier-free access and other infrastructure improvements	Ramps constructed in key areas; additional signage and accessibility aids installed	Barrier-free access initiative completed; appreciated by visitors and stakeholders
3	Planning for Peer Team Visit infrastructure readiness	Deep cleaning, branding, file displays, and facility checks conducted; staff sensitization done	Campus infrastructure prepared; visit successfully completed without major observations
4	Mentor-Mentee Program under review; FDP to be conducted in Nov 2024	FDP on Mentor-Mentee successfully conducted in Nov 2024; feedback collected	Improved clarity on mentor roles; recommendations for structured reporting under review
5	Preparation for 18 th International Conference (GJ-IntConMITE 2024)	Core committee meetings held; brochure released; speaker invites sent	Conference successfully held in Dec 2024 with strong participation

3. Stakeholder Feedback:

Resolution: IQAC reviewed feedback collected from students, teachers, and parents. Key suggestions included more career awareness programs, mental health sessions, and regular parent engagement.

4. Open House Meetings:

Resolution: It was decided that Open House Meetings with parents will be conducted thrice every semester. Dates for upcoming sessions are fixed as March 7, 2025, and April 4, 2025.

5. **Mental Health Sessions:**

Resolution: Based on student feedback, it was agreed that structured mental health and well-being sessions will be introduced from the next semester.

6. **Value-Added Courses (VACs):**

Resolution: The following VACs were proposed:

- *Next Gen Management Essentials*
- *Django*
- *Full Stack*
- *Woo Commerce*

7. **NAAC Accreditation Outcome:**

Resolution: GJIMT received its first NAAC accreditation with a B+ Grade (CGPA 2.58) on 13 February 2025. The IQAC appreciated the efforts of all departments.

8. **AQAR Committee Formation:**

Resolution: A committee has been constituted for the preparation and submission of AQAR 2024–25. The list of members is attached as *Annexure I*.

9. **Research Promotion Policy:**

Resolution: IQAC discussed the low research output and approved the formulation of a Research Promotion Policy to encourage faculty and student research.

10. **IPR Cell:**

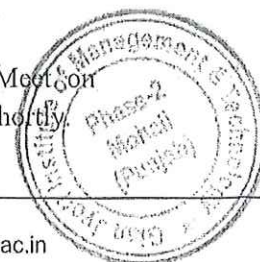
Resolution: Intellectual Property Rights Cell was established:

11. **21st National Conference – GJ-IntConMITE 2025:**

Resolution: Scheduled for 6 June 2025, with the theme: "*India's Economic Evolution: Balancing Global Competition, Innovation, and Sustainable Growth*". Preparations will begin in March 2025.

12. **African Student Meet:**

Resolution: GJIMT will host its second pan-India African Student Union Meet on February 22, 2025. Preparations and committee responsibilities will be assigned shortly.



13. Industry and Institutional Collaboration (MoUs):

Resolution: The meeting reviewed newly signed MoUs for internships, placements, research, and training.

14. Other Issues with Permission of the Chair:

IQAC approved the purchase of a sanitary pad incinerator for the girls' washroom to improve hygiene facilities on campus.

Adjournment: Meeting ended with a vote of thanks by the IQAC Coordinator.


Coordinator - IQAC



Attendees:

Sr. No	Name	Designation	Signature
1.	Dr. Aneet Bedi	Chairman-IQAC	<i>Aneet</i>
2.	Prof. Gurdeepak Singh	Member	<i>Gurdeep</i>
3.	Dr. Neeraj Sharma	Coordinator- IQAC	<i>Neeraj Sharma</i>
4.	Dr. Rakhee Dewan	Member	<i>Rakhee</i>
5.	Dr. Tarandeep Singh	Member	<i>— A to —</i>
6.	Dr. Bushra S.P Singh	Member	<i>Bushra</i>
7.	Ms. Archan Upadhyay	Member	<i>Archan..</i>
8.	Ms. Gian Jyot	Member	<i>Gian Jyot</i>
9.	Mr. B. L. Arora	Member	<i>BLA</i>
10.	Mr. Ajay Tiwari	Member	<i>A. Tiwari</i>
11.	Ms. Kariya Parveen	Member	<i>Karveen</i>
12.	Mr. Abhishek Jangra	Member	<i>Abhishek</i>
13.	Mr. Rakesh Prashar	Member	<i>R Prashar</i>

Date: 20.02.2025



Annexure I

Constitution of AQAR Committee (2024–25)

In accordance with the resolutions passed during the IQAC meeting held on 20 February 2025, the following committee has been constituted for the preparation and submission of the Annual Quality Assurance Report (AQAR) for the academic year 2024–25.

Head – AQAR Committee (Overall Coordination, Compilation & Review)

- Dr. Bushra S.P. Singh

Extended Profile

- Dr. Rakhee Dewan
- Mr. B.L. Arora

Criterion I – Curricular Aspects

- Dr. Dipneet Saini
- Ms. Sunita
- Ms. Shikha

Criterion II – Teaching-Learning & Evaluation

- Ms. Sudha Sharma
- Ms. Simrat
- Ms. Neelam

Criterion III – Research, Innovations & Extension

- Dr. Iram
- Mr. Sarabhpreet
- Ms. Nitika

Criterion IV – Infrastructure & Learning Resources

- Mr. Vivek
- Ms. Zeba
- Ms. Harjinder

Criterion V – Student Support & Progression

- Mr. Shami
- Ms. Bharti
- Ms. Anuradha



Criterion VI – Governance, Leadership & Management

- Ms. Monalisa
- Ms. Sudha

Criterion VII – Institutional Values & Best Practices

- Ms. Archan
- Ms. Jyoti
- Ms. Hema


Coordinator - IQAC



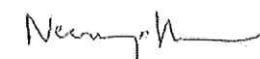
Action Taken Report of the 12th IQAC Meeting Held on 20 February 2025

Date of Action Taken Report: 15 June 2025

This report summarizes the implementation of the resolutions passed during the IQAC meeting held on 20 February 2025. The report was circulated to IQAC members for review and will be placed for ratification in the upcoming September 2025 meeting.

S. No.	Resolution in the Meeting	Action Taken for Implementation & Outcomes
1	Stakeholder Feedback	Feedback received from students, teachers, and parents was analyzed and submitted to IQAC on 10 February 2025. Based on the findings, initiatives such as career awareness programs, mental health support, and enhanced parent engagement were planned and integrated into the semester calendar.
2	Open House Meetings	Open House Meetings with parents were scheduled and successfully conducted on 7 March and 4 April 2025, as resolved. The meetings received active participation and constructive feedback from parents.
3	Mental Health Sessions	Structured mental health and well-being sessions were introduced in the semester starting March 2025.
4	Value-Added Courses (VACs)	The proposed VACs – Next Gen Management Essentials, Django, Full Stack, and Woo Commerce – were developed and shall be launched in July 2025.
5	NAAC Accreditation Outcome	GJIMT received its first NAAC accreditation with a B+ Grade (CGPA 2.58) on 13 February 2025. IQAC formally appreciated all members and acknowledged their contributions.
6	AQAR Committee Formation	The AQAR Committee for 2024–25 was constituted and notified in February 2025. The committee has begun the data collection process and coordinated with departments for timely submission.
7	Research Promotion Policy	A Research Promotion Policy was drafted by a core faculty team and submitted to IQAC for comments in May 2025. The policy includes incentives for publications, student research mentorship, and conference participation.
8	IPR Cell	Intellectual Property Rights Cell was established in May 2025. Coordinators were appointed, and the cells began operations.
9	21 st National Conference – GJ-IntConMITE 2025	Preparations for the 21st National Conference scheduled on 6 June 2025 were initiated in March. Committees for content, logistics, and outreach were formed and have executed the planning successfully.

S. No.	Resolution in the Meeting	Action Taken for Implementation & Outcomes
10	African Student Meet	GJIMT hosted the second pan-India African Student Union Meet on 22 February 2025. The event was well-organized, with students from multiple states participating. Feedback was overwhelmingly positive.
11	Industry and Institutional Collaboration (MoUs)	MoUs were signed with UBSS Australia, Alpha IT Technologies, and Pisoft Informatics between February and April 2025. Departments were informed, and initial engagement for internships and training has commenced.
12	Other Issues – Sanitary Pad Incinerator	The purchase of a sanitary pad incinerator for the girls' washroom was approved and completed in May 2025. The equipment has been installed and is functional, improving campus hygiene facilities.


 Coordinator - IQAC



Annexure II

List of Academic, Cultural, and Outreach Activities Conducted (Post IQAC Meeting – February to June 2025)

Following the resolutions passed in the IQAC meeting held on 20 February 2025, the institution successfully organized the following events to promote holistic development, student engagement, academic excellence, and international outlook.

S. No.	Date	Type	Title
1	20.02.2025	Seminar	<i>Mind Coaching by Maya Wellness</i>
2	21.02.2025	Celebration	<i>Matribhasha Diwas</i>
3	22.02.2025	Expo	<i>Environmental Science Showcase 2025</i>
4	22.02.2025	Students Meet	<i>African Students Meet 2025</i>
5	03.03.2025	Seminar	<i>Technology-Driven Careers: Exploring AI and ML Opportunities</i>
6	05.03.2025	Celebration	<i>Sodashi 3.0: International Women's Day</i>
7	06.03.2025	Seminar	<i>Mental Health Awareness Camp</i>
8	06.03.2025	Seminar	<i>Career Counseling Session by Senior Executives</i>
9	07.03.2025	Competition	<i>GianByte – A Literary Fest</i>
10	07.03.2025	Seminar	<i>Mental Health Awareness Camp</i>
11	08.03.2025	Workshop	<i>Let's Talk: What You Want – Career Motivation Workshop</i>
12	08.03.2025	Workshop	<i>First Aid Training Session</i>
13	12.03.2025	Cultural Competition	<i>Parakh 2025</i>
14	17.03.2025	Competition	<i>Future Business Sharks 3.0 – The Ultimate Business Plan Contest</i>
15	17.03.2025 – 18.03.2025	Sports Competition	<i>Indoor Sports Championship</i>
16	20.03.2025	Cultural Competition	<i>Jhalak Dikhlaia: Part 1</i>
17	21.03.2025	Seminar	<i>Alma Reconnect</i>
18	22.03.2025	Cultural Competition	<i>Jhalak Dikhlaia: Part 2 (Final Class of the Year)</i>
19	26.03.2025	Workshop	<i>Digital Forensics & Cyber Security</i>
20	28.03.2025	Seminar	<i>Global Internship Opportunities by AIESEC</i>
21	03.04.2025	Seminar	<i>Global Pathways: Study & Exchange Opportunities Abroad</i>
22	04.04.2025	Seminar	<i>Innovative ICT Tools in Teaching Pedagogy</i>
23	16.04.2025	Seminar	<i>Career Awareness Seminar by ICSI – Chandigarh Chapter</i>
24	06.06.2025	National Conference	<i>21st National Conference – GJ-NatConMITE 2025</i>

Revised Lesson Plans

BBA SEMESTER V

Name of the Subject:	Organizational Change & Development	Subject Incharge	Dr. Bushra S. P. Singh
Subject Code:	BBA 532-18	Internal Assessment:	40 marks
Start Date:	16 August, 2023	External Assessment:	60 marks
Finish Date:	December, 2023	Total Marks:	100 marks
Session Duration:	50 minutes	No. of Sessions/week:	4

SYLLABUS

Course Objective:

The basic objective is to acquaint the students with the concepts underlying organizational change and development and to explore the practice of change management and to examine individual group and organizational reactions to change.

Course Outcomes:

- CO1.** Different approaches to managing organizational change and understand and utilize the competencies to induce and manage changes organization, group and individual levels.
- CO2.** Understand the framework Organisational Development and its foundations
- CO3.** Design and implement effective intervention strategies and to learn abilities to critically address problems of implementation, responsibility and measurement of effectiveness
- CO4.** Understand the contemporary issue in OD

UNIT - I

Introduction to Organizational Change and Development; Definitions & its distinguishing characteristics, Dynamics of planned change, triggers for change, strategies for implementing organizational change. Foundations of OD: Conceptual Framework of OD, Historical background of OD, Values, assumptions and beliefs in OD, Systems theory, Participation and Empowerment, Teams and Teamwork, Strategies of change, Inter-Disciplinary Nature of OD.

UNIT –II

Action Research and OD, Action Research: A Process and an Approach. Managing OD Process: Diagnosis, Nature of OD intervention; Creating Parallel Learning Structures Change and its Impact: Diagnosis and Resistance to Change; Implementing Change; Strategies and Skills for Communicating Change; Consolidating Change Introduction to Organizational Development; Foundations of Organizational Development; Process of Organizational Development; Diagnostic Strategies and Skills; Power, Politics and Ethics in OD; Evaluating change and future of Organizational Development

UNIT –III

OD Interventions: An overview, characteristics of OD interventions. Structural Interventions, Training Experience: T-Groups, Behavioral Modeling and Career Anchors. Team Interventions, Intergroup and Third-Party Peace-Making Interventions.

UNIT –IV

Issue in Consultant-Client Relations: Entry and contracting, defining the client system, trust, the nature of the consultant's expertise, diagnosis and appropriate, interventions, depth of intervention, on being absorbed by the cultural, the consultant as a model, the consultant team as a microcosm, the dependency issue and terminating the relationship, Ethical standards in OD, Implications of OD for the Client. Contemporary Issues in OD. OD and Quality Movement, OD- Now and Beyond.

Suggested Readings:

1. Wendell L. French, Cecil H. Bell: Organization Development Prentice Hall
2. Richard Beckhard: Organization Development Strategies & Models Tata Mc Graw Hill.
3. Blake, Robert & Mouton: Building a Dynamic Corporate through Grid OD, Homewood
Thomas H, Patten Organization Development through Team Building, Thomas Publication
4. Edgar F. Huse: Organization Development & Change, Thomas Publication
5. Burke W.W.: Organization Development Principles & Practice, Sage Publication
6. S. Ramnarayan & Kuldeep Singh and T.V. Rao: OD – Interventions & Strategies, Response
Books, New Delhi.
7. S. Ramnarayan, and T.V. Rao: OD – Accelerating Learning & Transformation, Sage, New
Delhi
8. Gareth R. Jones, 'Organisational Theory', Design & Change, Pearson Education, 2004.
9. Madhukar Shukla, 'Understanding Organisations' – 'Organisational Theory & Practice in
India', Prentice Hall of India, 2005

LESSON PLAN

Session	TOPICS	TEACHING METHODOLOGY	OTHER READINGS, RELEVANT WEBSITES, AUDIO VISUAL AIDS, SOFTWARE AND VIRTUAL LABS	REFERENCE
UNIT I Introduction to Organizational Change & Development				
1-2	Introduction to Organizational Change and Development	Lecture/PPT/V ideo/Case	Video: Introduction to Organizational Change and Development: Vidyamitra (Source: youtube.com/watch?v=Pb5vJldrKw) Case 1: Organizational Development	R1, R2, R3, R4, R5, R6
2-3	Definitions & its distinguishing characteristics	Lecture/PPT		R1, R2, R3, R4, R5, R6
4	Dynamics of planned change	Lecture/PPT/V ideo	Video 1: Planned Change Organization Development and Change Part 1 (Source: https://www.youtube.com/watch?v=g0whmeAWXcU) Video 2: Planned Change Organization Development and Change Part 2 (Source: https://www.youtube.com/watch?v=3Qj5EMgxMMU)	R1, R2, R3, R4, R5, R6
5	Triggers for change	Lecture/PPT		R1, R2, R3, R4, R5, R6
6	Strategies for implementing organizational change	Lecture/PPT		R1, R2, R3, R4, R5, R6
UNIT II Foundations of OD; Values, Assumption & Beliefs in OD; Systems Theory; Participation and Empowerment; Team & Teamwork; Strategies of Change; Inter-disciplinary nature of OD				
12-13	Foundations of OD: Conceptual Framework of OD	Lecture/PPT		R1, R2, R3, R4, R5, R6

14-16	Conceptual Framework of OD	Lecture/PPT		R1, R2, R3, R4, R5, R6
17-19	Historical background of OD	Lecture/PPT/Videos	Video 1: History of OD in India by Dr. Udai Pareek (Source: https://www.youtube.com/watch?v=Cn8unsKoN6w) Video 2: History of Organization Development Part 1 (Source: https://www.youtube.com/watch?v=iGo90abYm9c) Video 3: History of Organization Development Part 2 (Source: https://www.youtube.com/watch?v=MFKujdLIRW8)	R1, R2, R3, R4, R5, R6
20-21	Values, Assumptions and Beliefs in OD	Lecture/PPT/Video	Video: Values, Beliefs and Assumptions of Organisation Development: Vidyamitra (Source: https://www.youtube.com/watch?v=9E55NJOIEbs)	R1, R2, R3, R4, R5, R6
22-23	Systems Theory	Lecture/PPT/Video	Video: Systems Theory of Organizations: Organizational Communication Channel (Source: https://www.youtube.com/watch?v=1L1c-EKOY-w)	R1, R2, R3, R4, R5, R6
24-28	Participation Empowerment and	Lecture/PPT		R1, R2, R3, R4, R5, R6
29-30	Teams and Teamwork	Lecture/PPT/Case	Case 2: Team and Teamwork	R1, R2, R3, R4, R5, R6
31	Strategies of Change	Lecture/PPT/Case	Case 3: Managing Change	R1, R2, R3, R4, R5, R6
32-33	Inter-Disciplinary Nature of OD.	Lecture/PPT		R1, R2, R3, R4, R5, R6
ASSIGNMENT 1				

UNIT II

Action Research and OD, Managing OD Process, Creating Parallel Learning Structures, Change & Its Impact, Power & Politics in OD

34-35	Action Research and OD, Action Research: A Process and an Approach.	Lecture/PPT/V ideo	Video: Action Research Organization Development and Change; Shashi Aggarwal (Source: https://www.youtube.com/watch?v=ut3KM_tduAA)	R1, R2, R3, R4, R5, R6
36	Managing OD Process: Diagnosis, Nature of OD intervention	Lecture/PPT/V ideos	Video 1: Analysis & Diagnosis in Organization Development Part 1: coachplcc https://www.youtube.com/watch?v=Q3EhHgehJ7c Video 2: Analysis & Diagnosis in Organization Development Part 2: coachplcc https://www.youtube.com/watch?v=Z1rMAbchyLk Video 3: Analysis & Diagnosis in Organization Development Part 3: coachplcc https://www.youtube.com/watch?v=5vIOB2ku_vI	R1, R2, R3, R4, R5, R6
37-38	Creating Parallel Learning Structures	Lecture/PPT		R1, R2, R3, R4, R5, R6
39-40	Change and its Impact: Diagnosis and Resistance to Change	Lecture/PPT		R1, R2, R3, R4, R5, R6
41-42	Implementing Change	Lecture/PPT/V ideo/Case	Video: The Inner Side of Organizational Change: Thijs Homan TEDxAmsterdamED (Source: https://www.youtube.com/watch?v=R28PN8uB9qg&list=PL_a1TI5CC9RE_m5Dy2AVUnnirICdOsTXW&index=2)	R1, R2, R3, R4, R5, R6

			8) Case 4: OD Workshop – The Change Agent in Institute of Professional Studies (DA University)	
43	Strategies and Skills for Communicating Change; Consolidating Change	Lecture/PPT/C ase	Case 5: A Unique Programme at UPS	R1, R2, R3, R4, R5, R6
44	Process of Organizational Development	Lecture/PPT		R1, R2, R3, R4, R5, R6
45-46	Diagnostic Strategies and Skills	Lecture/PPT		R1, R2, R3, R4, R5, R6
47	Power and Politics in OD	Lecture/PPT		R1, R2, R3, R4, R5, R6
ASSIGNMENT 2				
UNIT III				
OD Interventions – Structural and Team Interventions				
48	OD Interventions: An overview, characteristics of OD interventions.	Lecture/PPT/V ideo	Video: Organization Development Interventions: Shashi Aggarwal (Source: https://www.youtube.com/watch?v=X2WqmCK1u1A) Case 6: OD Intervention	R1, R2, R3, R4, R5, R6
49-51	Structural Interventions	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6
	Training Experience: T-Groups, Behavioral Modeling and Career Anchors	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6
	Team Interventions, Intergroup and Third-Party Peace-Making Interventions	Lecture/PPT/V ideo/Case		R1, R2, R3, R4, R5, R6
UNIT IV				
Issues in Consultant-Client Relations, Contemporary Issues in OD and OD, Quality Movement and OD Now and Beyond				
	Issue in Consultant-Client Relations: Entry and contracting	Lecture/PPT/V ideo	Video: Issues in Consultant-Client Relationships: Vidyamitra (Source https://www.youtube.com/watch?v=St3j6zJvOc8)	R1, R2, R3, R4, R5, R6
	Trust, the nature of the consultant's expertise	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6
	Diagnosis and appropriate interventions, depth of intervention	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6
	On being absorbed by the cultural, the consultant as a model	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6
	The consultant team as a microcosm, the dependency issue and terminating the relationship	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6
	Ethical standards in OD	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6
	Implications of OD for the Client	Lecture/PPT/V ideo		R1, R2, R3, R4, R5, R6

	Contemporary Issues in OD	Lecture/PPT		R1, R2, R3, R4, R5, R6
	OD and Quality Movement	Lecture/PPT/C ase	Case 7: Total Quality Management	R1, R2, R3, R4, R5, R6
	OD- Now and Beyond	Lecture/PPT/V ideo/Case	Video: Trend and Future of Organization Development Organization Development and Change: Shashi Aggarwal (Source https://www.youtube.com/watch?v=IPTNmEXcrzE) Case 8: Future of OD	R1, R2, R3, R4, R5, R6
Mid Semester Test (MST 2)				

Reference Books

Ref	Author	Title	Publisher
R1	Wendell L. French & Cecil L. Bell	Organization Development: Behavioral Science Interventions for Organization Improvement	Pearson
R2	Richard Beckhard	Organization Development Strategies & Models	Tata McGraw-Hill
R3	Blake, Robert & Mouton	Building a Dynamic Corporate through Grid OD	Thomas Publication
R4	Edgar F. Huse	Organization Development & Change	Thomas Publication
R5	Burke W.W.	Organization Development Principles & Practice	Sage Publication
R6	S. Ramnarayan & Kuldeep Singh and T.V. Rao	OD – Interventions & Strategies	Response Books, New Delhi

Lesson Plan				
BBA - Semester 5 – Aug-Dec				
Name of Subject:	Organizational Change & Development		Internal Assessment:	40 marks
Subject Code:	BBA 532-18		External Assessment:	60 marks
Start Date:	Aug 2024		Total:	100 marks
Finish Date:	Dec 2024		Session Duration:	60 minutes
No of sessions/ week:	4		Instructor:	Dr. Bushra S. P. Singh
Session	Topic	Teaching Methodology	Other Modes	Reference
Unit I: Introduction to Organizational Change & Development 1	Introduction to Organizational Change and Development	Power Point & Discussion	Video: Introduction to Organizational Change and Development: Vidyamitra (Source: youtube.com/watch?v=Pb5vJilDrKw) Case: McDonald's in China	R1, R2, R3, R4, R5
2	Definitions & its distinguishing characteristics	Power Point & Discussion		R1, R2, R3, R4, R5
3	Dynamics of planned change	Power Point & Discussion	Video 1: Planned Change Organization Development and Change Part 1 (Source: https://www.youtube.com/watch?v=g0whmeAWXcU) Video 2: Planned Change Organization Development and Change Part 2 (Source: https://www.youtube.com/watch?v=3Qj5EMgxMMU)	R1, R2, R3, R4, R5
4	Triggers for change	Power Point & Discussion		R1, R2, R3, R4, R5
5	Strategies for implementing organizational change	Power Point & Discussion		R1, R2, R3, R4, R5
6	Foundations of OD: Conceptual Framework of OD	Power Point & Discussion		R1, R2, R3, R4, R5
7	Conceptual Framework of OD	Power Point & Discussion		R1, R2, R3, R4, R5
8	Historical background of OD	Power Point & Discussion	Video 1: History of OD in India by Dr. Udai Pareek (Source: https://www.youtube.com/watch?v=Cn8unsKoN6w) Video 2: History of Organization Development Part 1 (Source: https://www.youtube.com/watch?v=iGo90abYm9c) Video 3: History of Organization Development Part 2 (Source: https://www.youtube.com/watch?v=MFKujdLIRW8)	R1, R2, R3, R4, R5
9	Values, Assumptions and Beliefs in OD	Power Point & Discussion		R1, R2, R3, R4, R5
10	Systems Theory	Power Point &	Video: Systems Theory of	R1, R2, R3, R4, R5

		Discussion	Organizations: Organizational Communication Channel (Source: https://www.youtube.com/watch?v=1L1c-EKOY-w)	
11	Participation and Empowerment	Power Point & Discussion		R1, R2, R3, R4, R5
12	Teams and Teamwork	Power Point & Discussion	Case: Team and Teamwork	R1, R2, R3, R4, R5
13	Strategies of Change	Power Point & Discussion	Case: Managing Change	R1, R2, R3, R4, R5
14	Inter-Disciplinary Nature of OD.	Power Point & Discussion		R1, R2, R3, R4, R5
Assignment - 1				
Unit II: Action Research and OD, Managing OD Process, Creating Parallel Learning Structures, Change & Its Impact, Power & Politics in OD 15	Action Research and OD, Action Research: A Process and an Approach.	Power Point & Discussion	Video: Action Research Organization Development and Change; Shashi Aggarwal (Source: https://www.youtube.com/watch?v=ut3KM_tduAA) Game: "Mini Action-Research Project" Setup: Provide each group a small workplace scenario (e.g., low meeting attendance). Activity: Using the Action Research cycle, they analyze, plan, act, and reflect in just 10 minutes, then share quick insights.	R1, R2, R3, R4, R5
16	Managing OD Process: Diagnosis, Nature of OD intervention	Power Point & Discussion	Video 1: Analysis & Diagnosis in Organization Development Part 1: coachplcc https://www.youtube.com/watch?v=Q3EhHgehJ7c Video 2: Analysis & Diagnosis in Organization Development Part 2: coachplcc https://www.youtube.com/watch?v=Z1rMAbchYLk Video 3: Analysis & Diagnosis in Organization Development Part 3: coachplcc https://www.youtube.com/watch?v=5vIOB2ku_vl	R1, R2, R3, R4, R5
17	Creating Parallel Learning Structures	Power Point & Discussion		R1, R2, R3, R4, R5
18	Change and its Impact: Diagnosis and Resistance to Change	Power Point & Discussion	Game: "Resistance Role-Play Carousel" Setup: In each corner, present a typical resistance scenario (fear of job loss, lack of info, cultural mismatch). Activity: Teams rotate through corners, role-playing resistance and brainstorming counter-strategies (e.g., transparent communication, involvement tactics).	R1, R2, R3, R4, R5
19	Implementing Change	Power Point & Discussion	Video: The Inner Side of Organizational Change: Thijs	R1, R2, R3, R4, R5

			Homan TEDxAmsterdamED (Source: https://www.youtube.com/watch?v=R28PN8uB9qg&list=PLa1TI5CC9RE_m5Dy2AVUnnirLCOsTXW&index=28) Case: Coca-Cola Change Management Case Study	
20	Strategies and Skills for Communicating Change; Consolidating Change	Power Point & Discussion	Case: A Unique Programme at UPS	R1, R2, R3, R4, R5
21	Process of Organizational Development	Power Point & Discussion		R1, R2, R3, R4, R5
22	Diagnostic Strategies and Skills	Power Point & Discussion		R1, R2, R3, R4, R5
23	Power and Politics in OD	Power Point & Discussion		R1, R2, R3, R4, R5
24	OD Interventions: An overview, characteristics of OD interventions.	Power Point & Discussion	Video: Organization Development Interventions: Shashi Aggarwal (Source: https://www.youtube.com/watch?v=X2WqmCK1u1A) Case: OD Intervention	R1, R2, R3, R4, R5
MST - 1				
Unit III: OD Interventions and Structural Interventions				
25	Structural Interventions	Power Point & Discussion		R1, R2, R3, R4, R5
26	Training Experience: T-Groups, Behavioral Modeling and Career Anchors	Power Point & Discussion		R1, R2, R3, R4, R5
27	Team Interventions, Intergroup and Third-Party Peace-Making Interventions	Power Point & Discussion		R1, R2, R3, R4, R5
28	Power and Politics in OD	Power Point & Discussion		R1, R2, R3, R4, R5
Assignment - 2				
Unit IV: Issues in Consultant-Client Relations, Contemporary Issues in OD and OD, Quality Movement and OD Now and Beyond				
29	Issue in Consultant-Client Relations: Entry and contracting	Power Point & Discussion	Video: Issues in Consultant-Client Relationships: Vidyamitra (Source https://www.youtube.com/watch?v=St3j6zJvOc8)	R1, R2, R3, R4, R5
30	Trust, the nature of the consultant's expertise	Power Point & Discussion		R1, R2, R3, R4, R5
31	Diagnosis and appropriate interventions, depth of intervention	Power Point & Discussion		R1, R2, R3, R4, R5
32	On being absorbed by the cultural, the consultant as a model	Power Point & Discussion		R1, R2, R3, R4, R5
33	The consultant team as a microcosm, the dependency issue and	Power Point & Discussion		R1, R2, R3, R4, R5



	terminating the relationship			
34	Ethical standards in OD	Power Point & Discussion		R1, R2, R3, R4, R5
35	Implications of OD for the Client	Power Point & Discussion		R1, R2, R3, R4, R5
36	Contemporary Issues in OD	Power Point & Discussion		R1, R2, R3, R4, R5
37	OD and Quality Movement	Power Point & Discussion	Case: Total Quality Management	R1, R2, R3, R4, R5
38	OD- Now and Beyond	Power Point & Discussion	Video: Trend and Future of Organization Development Organization Development and Change: Shashi Aggarwal (Source https://www.youtube.com/watch?v=1PTNmEXcrzE) Case: Future of OD	R1, R2, R3, R4, R5
MST - 2				
References				
Code	Book	Authors	Publisher	Edition/ISBN
R1	Organization Development: Behavioral Science Interventions for Organization Improvement	Wendell L. French & Cecil L. Bell	Prentice Hall	Sixth
R2	Organization Development Strategies & Models	Richard Beckhard	Tata McGraw-Hill	First
R3	Building a Dynamic Corporate through Grid OD	Blake, Robert & Mouton	Thomas Publication	First
R4	Organization Development & Change	Edgar F. Huse	Thomas Publication	Fourth
R5	Organization Development Principles & Practice	Burke W.W.	Sage Publication	Second

Free Online Resource

<https://archive.org/details/organizationdeve00cumm>

http://ndl.iitkgp.ac.in/he_document/inlibnet_epgp/management_16111_E_Text

[http://ndl.iitkgp.ac.in/he_document/nptel/nptel/courses_122_102_122102007_video lec33?e=6\[organizational%20development\]](http://ndl.iitkgp.ac.in/he_document/nptel/nptel/courses_122_102_122102007_video lec33?e=6[organizational%20development])

[http://ndl.iitkgp.ac.in/he_document/e_adhyayan/eadhyayan/mgmlp13_chapter_organizational_change_and_development_?e=11\[organizational%20development\]](http://ndl.iitkgp.ac.in/he_document/e_adhyayan/eadhyayan/mgmlp13_chapter_organizational_change_and_development_?e=11[organizational%20development])

Revised Classroom Teaching Material

Classroom Teaching PPT – Earlier Version



Subject: Marketing Research
Subject Code: MBA 302-18
Unit: I
Instructor: Dr. Bushra S.P. Singh
Session: Sep – Dec 2022
Class: MBA 3rd semester



Syllabus - Unit I

- **Marketing Research:** Definition, Nature and Scope for marketing decision making. Marketing Research Process.
- **Types of Research** – Descriptive research, Exploratory Research and Causal Research.
- **Sources of Data:** Commercial (Syndicated) and Non-commercial Sources of Secondary Data for Marketing Research.



Marketing Research

- Definition
- Nature
- Scope
- Marketing Research Process

Meaning of Marketing Research

- A formal process with an objective of obtaining, analysing and interpreting data for exercising decision making in marketing is called marketing research.
- Marketing research is the function which links the consumer, customer, and public to the marketer through information used to identify and define marketing opportunities and problems, generate, refine and evaluate marketing actions, monitor marketing performance, and improve understanding of market as a process. **(American Marketing Association)**
- Marketing Research is the systematic design, collection, analysis and reporting of data relevant to a specific marketing situation facing an organization. **(Philip Kotler)**
- Marketing Research is the search for and analysis of information relevant to the identification and solution of any problem in the field of marketing. **(Green and Tull)**
- Marketing research is about researching the whole of a company's marketing process. **(Palmer)**

Nature of Marketing Research

Nature of Marketing Research

Continuous Process
Wide Scope
Aid to Decision Making
Uncertainty of Conclusions
Applied Research
Commercial Intelligence
Statistical Tools
Research Approaches
Links a Company to the Consumers and Public

Nature of Marketing Research

1. **Continuous Process:** Marketing research is not only continuous but also a scientific and systematic process. It is scientific and systematic because it has well-defined procedures. It is a process of generating and evaluating data, and then refining it. It is professionally organised. It is a continuous process because every firm is faced with problems and opportunities.
2. **Wide Scope:** Marketing is a specialised activity. It encompasses several functions. Thus, marketing research has a wide scope. It includes product research, market research, consumer research, promotion research, international market research, price research and distribution research.
3. **Aid to Decision-Making:** It helps the managers to take practical decisions. Decisions based on experience and research is better than decisions based on intuition. Functions such as description, evaluation, explanation and prediction by the marketing researcher help in practical decision-making. Thus, it is an essential tool not only for marketing managers but also for other functional managers.



Nature of Marketing Research

4. **Uncertainty of Conclusions:** Consumer is the focal point of marketing research. However, consumer behaviour is difficult to judge precisely. It is not a physical science, but social science. Due to this inherent nature, it suffers from certain levels of inaccuracy.
5. **Applied Research:** Marketing research is not a fundamental research because it does not reveal conceptual aspects. It is an applied research, as it begins with defining or identifying a problem or opportunity, and ends with a follow-up of recommendations made from research. Moreover, it is related to the commercial aspects.
6. **Commercial Intelligence:** Marketing research is equivalent of military intelligence. It provides vital insights and information of product, price, place and promotional aspects. It is the soul of modern marketing management.

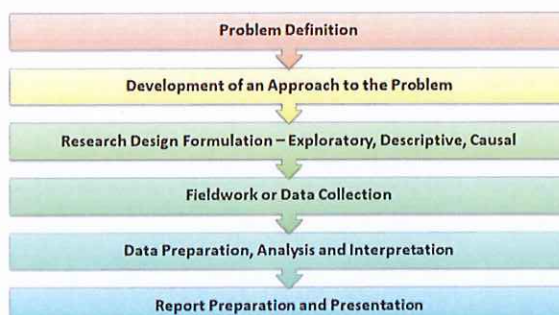


Nature of Marketing Research

7. **Statistical Tools:** Various mathematical and statistical tools are used for data analysis and interpretation. Percentages, ratios, averages, z-test, t-test, chi-square tests, etc., are used for presentation and interpretation of findings. The use of computer software has made it more convenient for in-depth analysis, cross sectional studies, detection of errors in sampling and questionnaires.
8. **Research Approaches:** A researcher has several options of research methodology. Methods include the field survey method, the observation method and the experimental research. The choice depends on factors such as time availability, funds, number of respondents to be covered, location of respondents and literacy levels.
9. **Links a Company to the Consumers and Public:** Marketing research is a function that links a company to the consumers, customers and public, through information. It evaluates marketing actions, marketing performances and marketing processes. This evaluation results in collection of information that brings company closer to its customer and society.



Marketing Research Process



Remedial Class Records

TIME TABLE (Jan - June 2025)

DAY	Class/ Sem	09:00 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00 - 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
MONDAY	MBA IV	LTD (ML)	DYM (SU)		CSNS	TPP(NL)		IF (RD)		IF (RD)	IMC(AU)	Remedial Class
	MBA II	MM (NS)	EPH (NH)		IRP (SB/BS)	CFP (RD)				HRM (JS)	LEB (IQ)	Remedial Class
	BBA II (A)	BE (SP)	ME (AU)		MPD(DP)	Stat (NE)				Stat (AD)	Remedial Class	
	BBA II (B)	Stat (AD)	MPD(DP)		BE (SP)	ME (AU)					Remedial Class	
	BBA IV	BRM (NR)	HRM (JS)		BE-CSR (ML)	ED (LN)				FM (NL)	Remedial Class	
	BBA VI	CL (DP)	CC-HRM (BSP) /PPT(IK)		T&D (JS)	SM (SU)				BLM (NH)	Remedial Class	
	B.COM II	ACCA (SM)	Stat (AD)		BE (NR)	CA (SM)					Remedial Class	
	B.COM IV	Cor-A (IK)	WCA (RD)		IL&P(SM)	CL (SP)					Remedial Class	
	B.COM VI	MES(NL)	SAPM (LN)		LIBRARY	OR (VK)					Remedial Class	
	MCA IV	CC (ZA)	ML (RV)		AWT (ST)	ML (HV) Lab2					Remedial Class	
	MCA II	WT(SH)	WT (SH) Lab1		ISCL (GN)	IRP (BK) /				RS (SK)	Remedial Class	
	BCA VI (Sec A)	IS (GN) Lab4	DM (PS)		AP (JK) Lab4	AP (JK)				Java (ZA)	Linux lab2 (NK)	Remedial Class
	BCA IV (Sec A)	SE (GK) Lab1	OS Lab3 (SV)		WD (YT)	DBMS (DV)				AI (RV)	DM (PS) Lab1	Remedial Class
TUESDAY	BCA IV (Sec B)	OS Lab3 (SV)	SE (GK)		SE (GK) Lab3	WD (YT)				SE (GK)	DBMS (DV) Lab4	Remedial Class
	BCA II (Sec A)	Remedial Class	CS (SD)		LIBRARY	CFP (NK)				DBMS (SH) Lab4	WD (YT) Lab3	Remedial Class
	BCA II (Sec B)	CS (SD)	CPP (ST) Lab2		STATS (AD)	CS Lab3 (SD)				MPD (SD)		Remedial Class
	Class/ Sem	09:00 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00 - 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
	MBA IV	DYM (SU)	CSNS		PCM (BSP)	LTD (ML)		WIE (NH)		IMC(AU)	BF (VK)	Remedial Class
	MBA II	MM (NS)	EPH (NH)		CFP (RD)	P-OM (NR)				HRM (JS)	IRP(GS) (SB)	Remedial Class
	BBA II (A)	Remedial Class	BE (SP)		BS (AD)	ME (AU)						
	BBA II (B)	BS (AD)	ME (AU)		BE (SP)	Remedial Class						
	BBA IV	Remedial Class	FM (NL)		HRM (JS)					BE-CSR (ML)		
	BBA VI	CC-HRM (BSP) /PPT(IK)	SERAM (NR) /DIT (SD)		CL (DP)	T&D (JS)				SM (SU)	Remedial Class	
	B.COM II	Remedial Class	Stat (AD)		BE (NR)	CA (SM)				ACCA (SM)		
	B.COM IV	IL&P(SM)	ED (LN)		Cor-A (IK)	CL (SP)				WCA (RD)	Remedial Class	
	B.COM VI	IRLL (JS)	OR (VK)		IRP (SB/BS)	SAPM (LN)				Remedial Class		
TUESDAY	MCA IV	CC (ZA)	ML (RV)		ML (HV) Lab1	AWT (ST)				MPDZA)	Remedial Class	
	MCA II	WT(SH)	Java (ZA) Lab4		DAA (DV)	MPD(DV)				ISCL (GN)	Linux (NK)	Remedial Class
	BCA VI (Sec A)	DM (PS) Lab1	AF (JK)		AP (JK) Lab4	IS (GN) Lab4				DM (PS)	IS (GN)	Remedial Class
	BCA IV (Sec A)	DBMS (DV)	OS Lab3 (SV)		MPD(SV)	SE (GK)				WD (YT) Lab4	SE (GK) Lab1	Remedial Class
	BCA IV (Sec B)	OS Lab3 (SV)	DBMS (SH) Lab2		MPD(GK)	WD Lab1 (YT)				SE (GK)	DBMS (SH)	Remedial Class
	BCA II (Sec A)	CPP (NK) Lab4	CS (SD)		CS Lab3 (SD)	STATS (AD)				CPP (NK)	Remedial Class	
	BCA II (Sec B)	STATS (VK)	CPP (ST)		CPP (ST) Lab1	CS Lab3 (SD)				CS (SD)	Remedial Class	
	Class/ Sem	09:00 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00 - 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
	MBA IV	DYM (SU)	CSNS		PCM (BSP)	LTD (ML)		WIE (NH)		IMC(AU)	BF (VK)	Remedial Class
	MBA II	MM (NS)	EPH (NH)		CFP (RD)	P-OM (NR)				HRM (JS)	IRP(GS) (SB)	Remedial Class
	BBA II (A)	Remedial Class	BE (SP)		BS (AD)	ME (AU)						
	BBA II (B)	BS (AD)	ME (AU)		BE (SP)	Remedial Class						
	BBA IV	Remedial Class	FM (NL)		HRM (JS)					BE-CSR (ML)		
	BBA VI	CC-HRM (BSP) /PPT(IK)	SERAM (NR) /DIT (SD)		CL (DP)	T&D (JS)				SM (SU)	Remedial Class	
	B.COM II	Remedial Class	Stat (AD)		BE (NR)	CA (SM)				ACCA (SM)		
	B.COM IV	IL&P(SM)	ED (LN)		Cor-A (IK)	CL (SP)				WCA (RD)	Remedial Class	
	B.COM VI	IRLL (JS)	OR (VK)		IRP (SB/BS)	SAPM (LN)				Remedial Class		
TUESDAY	MCA IV	CC (ZA)	ML (RV)		ML (HV) Lab1	AWT (ST)				MPDZA)	Remedial Class	
	MCA II	WT(SH)	Java (ZA) Lab4		DAA (DV)	MPD(DV)				ISCL (GN)	Linux (NK)	Remedial Class
	BCA VI (Sec A)	DM (PS) Lab1	AF (JK)		AP (JK) Lab4	IS (GN) Lab4				DM (PS)	IS (GN)	Remedial Class
	BCA IV (Sec A)	DBMS (DV)	OS Lab3 (SV)		MPD(SV)	SE (GK)				WD (YT) Lab4	SE (GK) Lab1	Remedial Class
	BCA IV (Sec B)	OS Lab3 (SV)	DBMS (SH) Lab2		MPD(GK)	WD Lab1 (YT)				SE (GK)	DBMS (SH)	Remedial Class
	BCA II (Sec A)	CPP (NK) Lab4	CS (SD)		CS Lab3 (SD)	STATS (AD)				CPP (NK)	Remedial Class	
	BCA II (Sec B)	STATS (VK)	CPP (ST)		CPP (ST) Lab1	CS Lab3 (SD)				CS (SD)	Remedial Class	
	Class/ Sem	09:00 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00 - 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
	MBA IV	DYM (SU)	CSNS		PCM (BSP)	LTD (ML)		WIE (NH)		IMC(AU)	BF (VK)	Remedial Class
	MBA II	MM (NS)	EPH (NH)		CFP (RD)	P-OM (NR)				HRM (JS)	IRP(GS) (SB)	Remedial Class
	BBA II (A)	Remedial Class	BE (SP)		BS (AD)	ME (AU)						
	BBA II (B)	BS (AD)	ME (AU)		BE (SP)	Remedial Class						
	BBA IV	Remedial Class	FM (NL)		HRM (JS)					BE-CSR (ML)		
	BBA VI	CC-HRM (BSP) /PPT(IK)	SERAM (NR) /DIT (SD)		CL (DP)	T&D (JS)				SM (SU)	Remedial Class	
	B.COM II	Remedial Class	Stat (AD)		BE (NR)	CA (SM)				ACCA (SM)		
	B.COM IV	IL&P(SM)	ED (LN)		Cor-A (IK)	CL (SP)				WCA (RD)	Remedial Class	
	B.COM VI	IRLL (JS)	OR (VK)		IRP (SB/BS)	SAPM (LN)				Remedial Class		

DAY	Class/ Sem	09:30 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00- 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
WEDNESDAY	MBA IV	BF (YK)	PCM (BSP)		WIE (NH)	LTD (ML)		TPFF(NL)		PBM (DP)	IF (RD)	Remedial Class
	MBA II	MM (NS)	EPH (NH)		BADM (YK)	LEB (IK)				P-OM (NR)	CAB (GN)	Remedial Class
	BBA II (A)	BE (SF)	EVS(ML)		ME (AU)	BS (AD)				Remedial Class		
	BBA II (B)	BS (NH)	ME (AU)		EVS(ML)	BE (SF)				BS (AD)	Remedial Class	
	BBA IV	HRM (JS)	BRM (NR)		MPD (NL)	ED (LN)				BE-CSR (ML)	Remedial Class	
	BBA VI	SER.M (NR)/ DIT (SM)	CL (DP)		CC-HRM (BSP) /PPT(K)	SM (SU)				T&D (SD) / RLM (NH)	Remedial Class	
	B.COM II	Remedial Class	Stat(AD)		BE (NR)	CA (SM)				MPD (SD)		
	B.COM IV	Remedial Class	ED (LN)		MPD (LN)	WCA (RD)				CL (SF)		
	B.COM VI	SAPM (LN)	IRLL (JS)	TEA BREAK	LIBRARY	MES(NL)	LUNCH BREAK	VAC	TEA BREAK	Remedial Class		
	MCA IV	ML (HV) Lab2	ML (HV)		AWT (ST) Lab2	CC (ZA)				CC (ZA) Lab2	Remedial Class	
	MCA II	Java (ZA)	Linux lab2 (NK)		ISCL (GN)	Linux (NQ)				DAA (DV)	Java (ZA) Lab4	Remedial Class
	BCA VI (Sec A)	DM (PS)	IS (GN)		AF (JK) Lab1	IS (SQ) Lab3				AI (HV)	Remedial Class	
	THURSDAY	BCA IV (Sec A)	WD (JY)	OS(SV)		DBMS (DV) Lab4	DBMS (DV)				SE (GK)	WD Lab1 (JY)
BCA IV (Sec B)		OS Lab2 (SV)	SE (GK)		WD (JY)	OS(SV)				DBMS (SH)	SE (GK) Lab3	Remedial Class
BCA II (Sec A)		CPP (NK) Lab3	EVS(SU)		STATS (AD)	CS (SD)				STATS (YK)	Remedial Class	
BCA II (Sec B)		STATS (AD)	CS (SD)		CS Lab3 (SD)	CTP (ST)				CPP (ST) Lab4	Remedial Class	
Class/ Sem		09:00 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00- 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
MBA IV		CS(NS)	DYK (SU)		PCM (BSP)	PBM (DP)		WIE (NH)		LTD (ML)	TPFF(NL)	Remedial Class
MBA II		LEB (YK)	HRM (JS)		IRP (SB/BK)	CTP (RD)				BADM (YK)	P-OM (NR)	Remedial Class
BBA II (A)	MPD(OP)	BS (AD)		BE (SF)	EVS(ML)				Remedial Class			
BBA II (B)	Remedial Class	EVS(ML)		MPD(OP)	BS (AD)							
BBA IV	BRM (NR)	ED (LN)		HRM (JS)	Remedial Class				FM (NL)			
BBA VI	CC-HRM (BSP)	PFF(KS)		RLM (NH)	SER.M (NR)/ DIT (SM)				Remedial Class			
B.COM II	EVS(SU)	BE (NR)		IRP (SB/BK)	Stat (YK)				ACCA (SM)	Remedial Class		
B.COM IV	IL&F(SM)	CL (SF)		ED (LN)	CorA (IK)				Remedial Class			
B.COM VI	SAPM (LN)	MES(NL)	TEA BREAK	OR (YK)	MPD (JS)	LUNCH BREAK	VAC	TEA BREAK	IRLL (JS)	Remedial Class		
MCA IV	ML (HV)	Project (DV)		AWT (ST)	IRP(SB/BK)				AWT (ST) Lab2	CC (ZA) Lab2	Remedial Class	
MCA II	Linux lab2 (NK)	DAA (DV)		ISCL (GN)	IRP(SB)				Java (ZA) Lab4	Linux (NK)	Remedial Class	
BCA VI (Sec A)	DM (PS)	IS (GN)		AP (JK)	MPD(HV)				AI (HV)	IS (GN) Lab4	Remedial Class	
BCA IV (Sec A)	WD (JY) Lab1	OS Lab3 (SV)		SE (GK) Lab3	WD (JY)				OS(SV)	DBMS (DV) Lab1	Remedial Class	
BCA IV (Sec B)	OS(SV)	WD (JY)		DBMS (SH) Lab4	SE (GK) Lab3				WD Lab1 (JY)	OS(SV)	Remedial Class	
BCA II (Sec A)	CS (SD)	CTP (NK)		STATS (AD)	CPP (NK) Lab4				CS Lab3 (SD)	Remedial Class		
BCA II (Sec B)	MPD (ST)	CS (SD)		EVS(SU)	CTP (ST)				STATS (AD)	Remedial Class		

Classroom Teaching PPT – Updated Version



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P1C302U1L1
MBA 302 -18
Marketing Research

UNIT 1 LESSON 1
Introduction to Marketing Research
Dr. Bushra S. P. Singh

ASPIRE. ACHIEVE. ASCEND



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P1C302U1L1 UNIT 1 Lesson 1

Introduction to Marketing Research

UNIT 1

L1 – Definition, Nature & Scope of Marketing

L2 – Marketing Research Process

L3 – Exploratory Research

L4 – Descriptive Research

L5 – Causal Research

L6 – Primary Sources of Data

L7 – Secondary Sources of Data

Learning Objectives

1. What is Marketing Research?
2. Nature
3. Scope
4. Case Study

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P1C302U1L1S1
UNIT 1

What is Marketing Research?

- A formal process with an objective of obtaining, analysing and interpreting data for exercising decision making in marketing is called marketing research.
- "the function which links the consumer, customer, and public to the marketer through information used to identify and define marketing opportunities and problems, generate, refine and evaluate marketing actions, monitor marketing performance, and improve understanding of market as a process."
- American Marketing Association



Marketing research is different from market research, which is information collected about a particular market or market segment.



"the systematic design, collection, analysis and reporting of data relevant to a specific marketing situation facing an organization." - Philip Kotler

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PIC302U1L1S2
UNIT 1

Nature of Marketing Research

Continuous Process
Wide Scope
Aid to Decision Making
Uncertainty of Conclusions
Applied Research
Commercial Intelligence
Statistical Tools
Research Approaches
Links a Company to the Consumers and Public



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PIC302U1L1S3
UNIT 1

Scope of Marketing Research



"If we knew what were doing it wouldn't be called research."
- Albert Einstein



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PIC302U1L1S4
UNIT 1

Case Study: Heinz Ketchup couldn't catch up in Brazil?

Heinz Ketchup couldn't catch up in Brazil. In 2003, Heinz was selling products in over 200 countries and sales were over €10 billion. Despite good records of global sales, the H.J. Heinz Company failed in Brazil, a market that seemed to be South America's biggest and most promising market. Heinz entered a joint venture with Citrosuco Paulista, a giant orange juice exporter, because of the future possibility of buying the profitable company. Yet, the sales of its products, including ketchup, did not take off. Where was the problem? A problem audit revealed that the company lacked a strong local distribution system. Heinz lost control of the distribution because it worked on consignment. Distribution could not reach 25% penetration. The other related problem was that Heinz concentrated on neighbourhood shops because this strategy was successful in Mexico. The problem audit, however, revealed that 75% of the grocery shopping in São Paulo is done in supermarkets and not the smaller shops. Although Mexico and Brazil may appear to have similar cultural and demographic characteristics, consumer behaviour can vary greatly. A closer and intensive look at the Brazilian food distribution system and the behaviour of consumers could have averted this failure.




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PIC302U1L155

UNIT 1

Case Study: Heinz Ketchup couldn't catch up in Brazil?

Questions:

1. Define the marketing research problem in terms of domestic environmental and cultural factors. This involves an identification of relevant European traits, economics, values, needs or habits.
2. Define the marketing research problem in terms of foreign environmental and cultural factors. Make no judgements. This involves an identification of the related traits, economics, values, needs or habits in the proposed market culture. This task requires input from researchers familiar with the foreign environment.
3. Examine the differences between steps 1 and 2. The unconscious reference to cultural values can be seen to account for these differences.
4. Redefine the problem without the social/cultural influence and address it for the foreign market situation. If the differences in step 3 are significant, the impact of the social/cultural influences should be carefully considered.



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PIC302U1L156

UNIT 1

End of Unit 1 Lesson 1



Summary

1. What is Marketing Research?
2. Nature of Marketing Research
3. Scope of Marketing Research
4. Case Study

Small Quiz?

1. Marketing Research is the process of _____, _____ and _____ data.
2. The conclusion in marketing research is _____.
3. _____ is to divide the marketplace into parts, or segments, which are definable, accessible, actionable, and profitable and have a growth potential.

Obtaining, analyzing and
interpreting
uncertain
Segmentation

office hours for any doubts - Thursdays 10 am to 11 am
you can reach me at bushra.gijmt@gmail.com

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UNIT 1

Introduction to Marketing Research

Further Reading

<https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf>

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DAY	Class/ Sem	09:00 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00 - 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
FRIDAY	MBA IV	BF(VK)	CS(NS)		IMC(AU)	PBW(DP)		WIE(NH)		TPFP(NL)	IF(RD)	Remedial Class
	MBA II	MM(NS)	BADM(VK)		CAB(GN)	HRM(JS)				LEE(IK)	Remedial Class	
	BBA II (A)	Remedial Class	BE(SP)		BS(AD)	ME(AU)						
	BBA II (B)	Remedial Class	ME(AU)		BE(SP)	BS(AD)						
	BBA IV	ED(LN)	BRM(NR)		BE-CSR(ML)	FM(NL)						
	BBA VI	RLM(NH)	SM(SU)		CL(DP)	MPD(NR)						
	B.COM III		Remedial Class		CA(SM)	EVS(SU)						
	B.COM IV	IL&P(SM)	Cur-A(HK)		IR/SP(BK)	ED(LN)						
	B.COM VI	Remedial Class	MFS(NL)		IRLL(JS)	OR(VK)						
	MCA IV	CC(ZA) Lab4	ML(HV) Lab2		AWT(ST) Lab3	Project(DV)						
	MCA II	WT(SH)	Java(ZA) Lab2		Java(ZA)	WT(SH) Lab1						
	BCA VI (Sec A)	IS(GN)	DM(PF) Lab1		AP(JK)	AI(HV)						
	BCA IV (Sec A)	SE(GK) Lab3	WD(JY)		DBMS(DV) Lab1	OSSV						
	BCA IV (Sec B)	OSSV	SE(GK) Lab3		WD Lab2(JY)	WD(JY)						
	BCA II (Sec A)	STATS(AD)	CPP(NK)		EVS(SU)	CPP(NK) Lab4						
SATURDAY	BCA II (Sec B)	CPP(ST)	STATS(AD)		CS Lab3(SD)	CPP(ST) Lab4						
	Class/ Sem	09:00 - 10:00	10:00 - 11:00	11:00 - 11:15	11:15 - 12:15	12:15 - 1:15	1:15 - 2:00	2:00 - 3:00	3:00 - 3:15	3:15 - 4:00	4:00 - 4:45	4:45 - 5:30
	MBA IV	CS(NS)	DYM(SU)		PCM(BSP)	LTD(ML)		BF(VK)		IMC(AU)	BF(VK)	Remedial Class
	MBA II	EPM(NH)	MM(NS)		CPP(RD)	POM(NR)				HRM(JS)	Remedial Class	
	MCA IV	CC(ZA)	ML(HV)		AWT(ST) Lab3	AWT(ST)				Remedial Class		
	MCA II	WT(SH)	Java(ZA) Lab4		Linux(NK)	ISCL(GN)				DAA(DV)	Remedial Class	

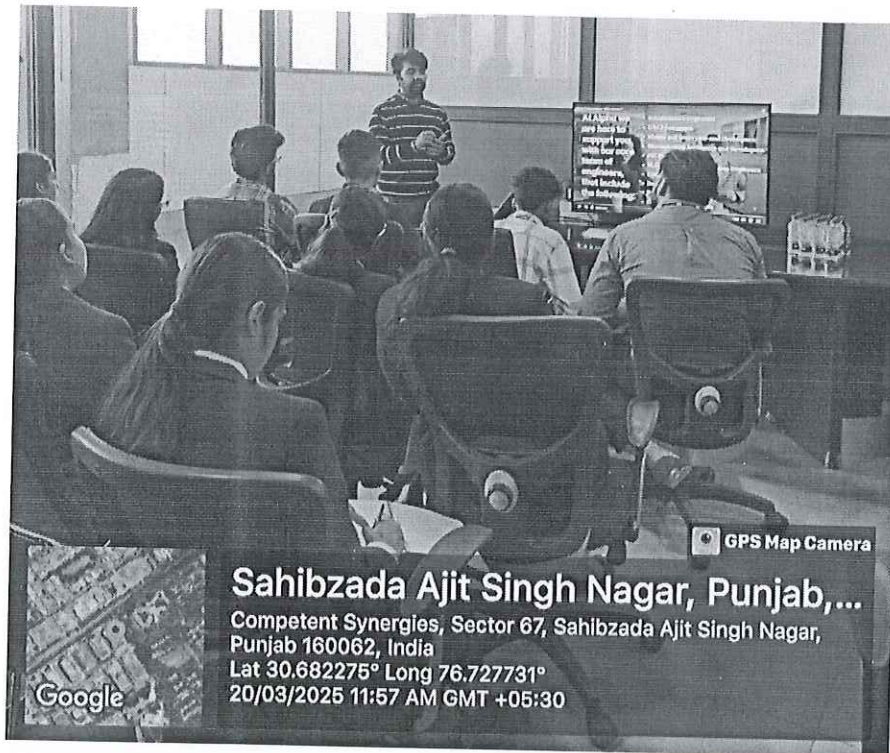
Innovative Teaching Methods

1. Experiential Learning

Experiential learning is a hands-on approach where students learn through direct experience, reflection, and real-world application of concepts.

Industrial Visits

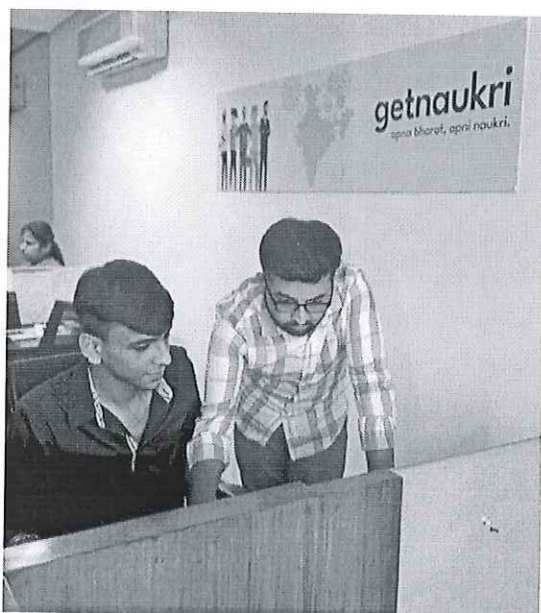
Industrial visits are organized every semester to provide students with practical exposure to industry operations and bridge the gap between classroom learning and real-world business environments.



Industrial Visit to Alpha IT Technologies, Sector 67, Mohali on 20th March 2025

Internships

Internships are a mandatory part of the curriculum, enabling students to gain hands-on experience, apply theoretical knowledge, and develop professional skills in real-world organizational settings.



Internships providing real-world learning and practical industry experience

Live Projects / Field Work

Live projects and field work engage students in real-time problem-solving by collaborating with industry or community partners to apply classroom concepts in practical scenarios.



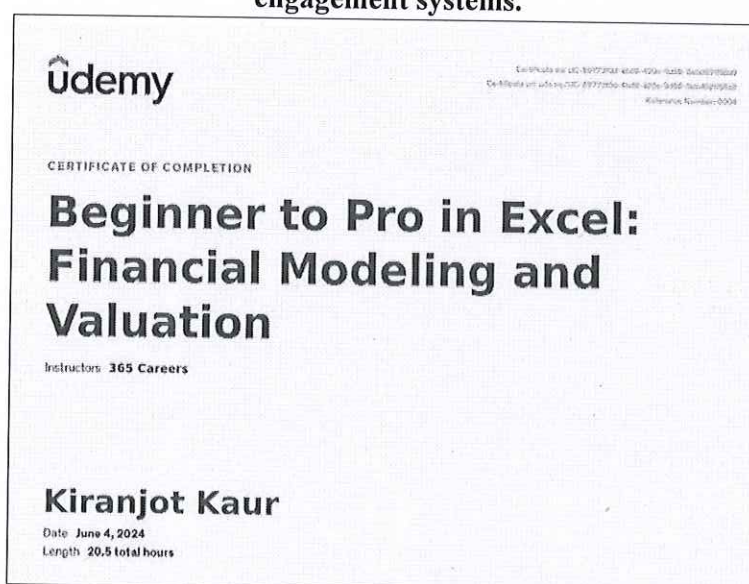
Students engaged in a live project, applying classroom knowledge to real-world business challenges through hands-on industry collaboration.

Certification Courses on Online Educational Platforms

Students pursue certification courses on online educational platforms like SWAYAM, Coursera, NPTEL, Udemy, and Khan Academy to gain industry-relevant skills and enhance their employability.



Keka HR certification courses equip students with practical knowledge of modern HR technologies, enhancing their skills in payroll, performance management, and employee engagement systems.



Students enhance their skills through self-paced learning on Udemy, accessing a wide range of professional and technical courses.

Communication Lab activities

Communication Lab activities help students enhance their verbal and non-verbal communication skills through structured practice in public speaking, group discussions, and professional interactions.



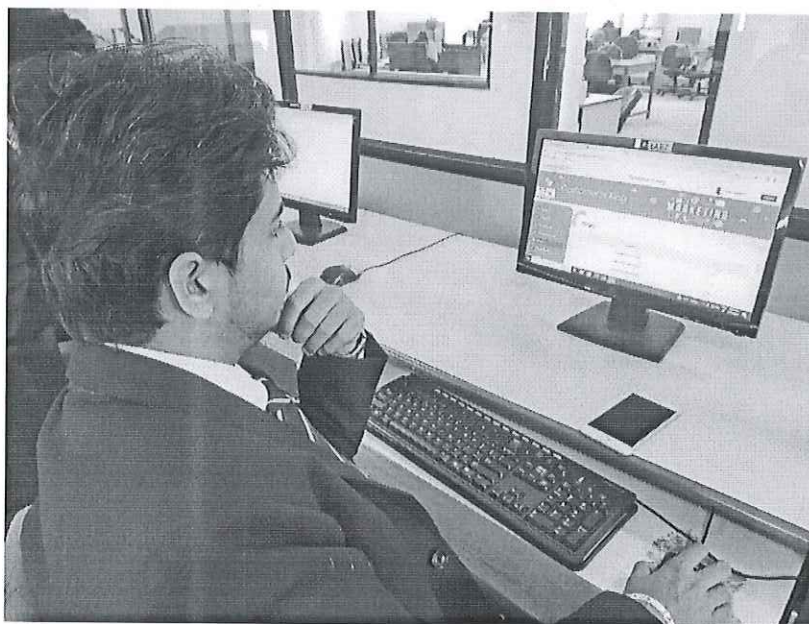
Students participating in a Spoken English session in the Communication Lab, enhancing their fluency, pronunciation, and confidence through interactive language activities.



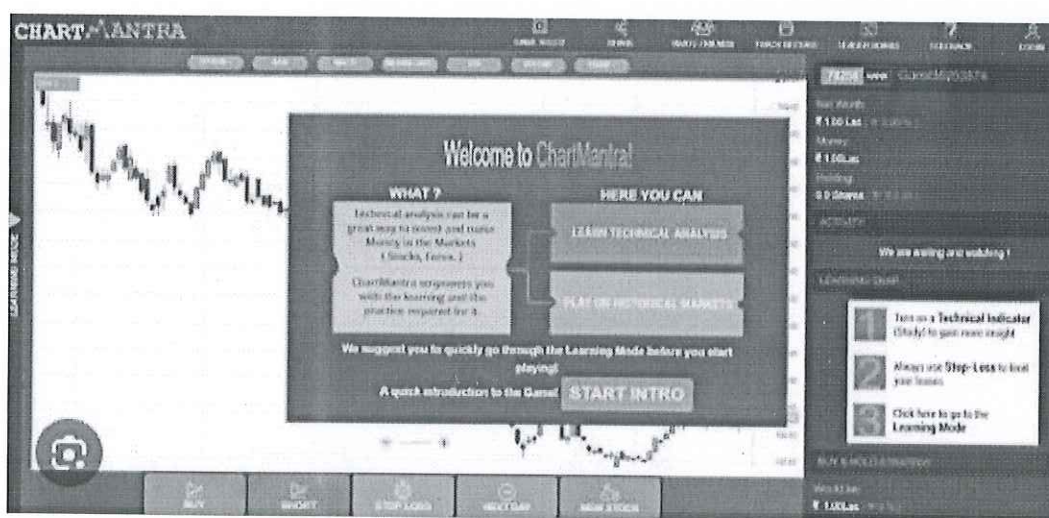
Students practicing verbal and listening skills using headsets and language software in the Communication Lab, strengthening their pronunciation, comprehension, and spoken English fluency.

Simulation Games

Students engage in simulation games like *Customer is King* and *Simulated Trading and Financial Analysis* to experience real-time decision-making in marketing and finance through interactive, role-based learning.



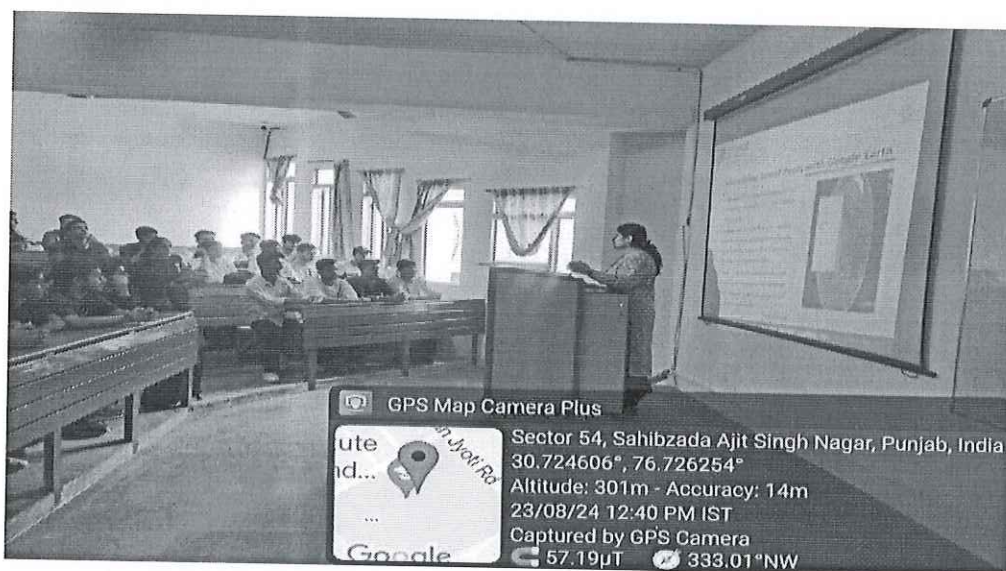
Students participating in the 'Customer is King' simulation game, gaining hands-on experience in marketing strategy and customer engagement



Students engaged in simulated stock trading and financial analysis, building practical skills in investment decision-making and market dynamics

Use of Virtual Reality Tools

Virtual Reality tools provide immersive, interactive learning experiences that enhance understanding and engagement.



Exploring Climate Change in Real-Time: A teacher uses Google Earth to bring global environmental issues to life.



A teacher guides students on a virtual field trip to explore a factory layout, blending technology with real-world learning.

2. Participative Learning

Participative learning involves active student engagement through discussions, group activities, and collaborative problem-solving to enhance understanding and retention.

Group Projects / Team Presentations

Group projects foster teamwork, communication, and collaborative problem-solving among students.



Students collaborate with the Project Coordinator in an online meeting to discuss progress and next steps.

Project

Goal -
Recruit top talent for both the paint and candidates' skills and experiences with the specific needs of each industry.

1. Paint Industry
- Focus on roles such as Area Sales Managers, Product Managers, R&D Specialists, and Quality Control Analysts.

2. IT Industry
- Focus on roles such as Software Developers, System Analysts, IT Project Managers, and Cybersecurity Experts.

Process -
Recruitment Strategy
Market Research
Job Descriptions
Screening and Selection
Interview Process
Offer and Onboarding

You've started a group meeting

Your current Teams plan gives you up to 60 minutes per meeting

[Learn more](#)

A student presents his project progress to group members and the Project Coordinator, showcasing teamwork and accountability.

Classroom Debates, Role Plays, Student Seminars

Classroom debates, role plays, and student seminars promote critical thinking, communication skills, and active student participation.



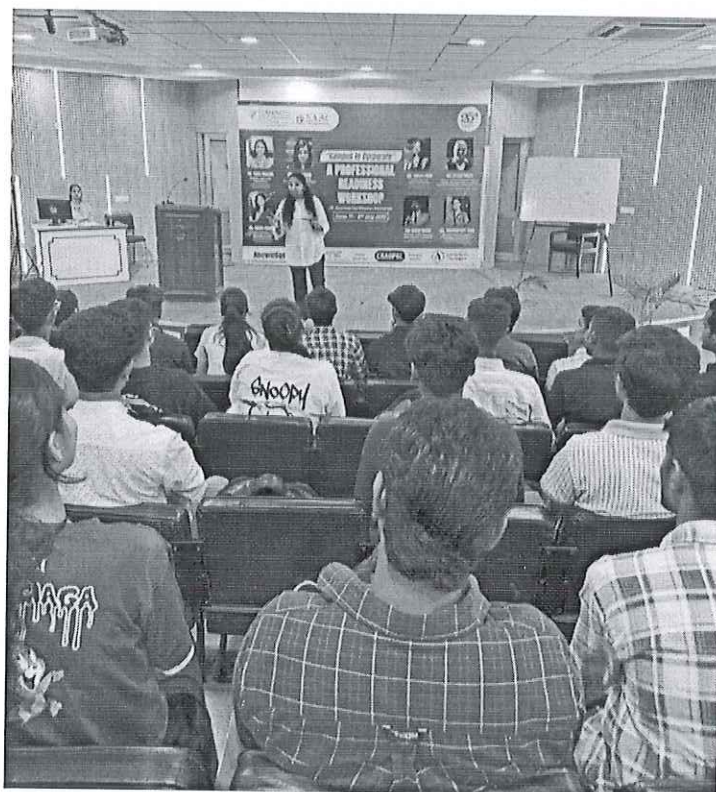
Students actively engage in a role play activity, enhancing their communication and interpersonal skills through experiential learning.



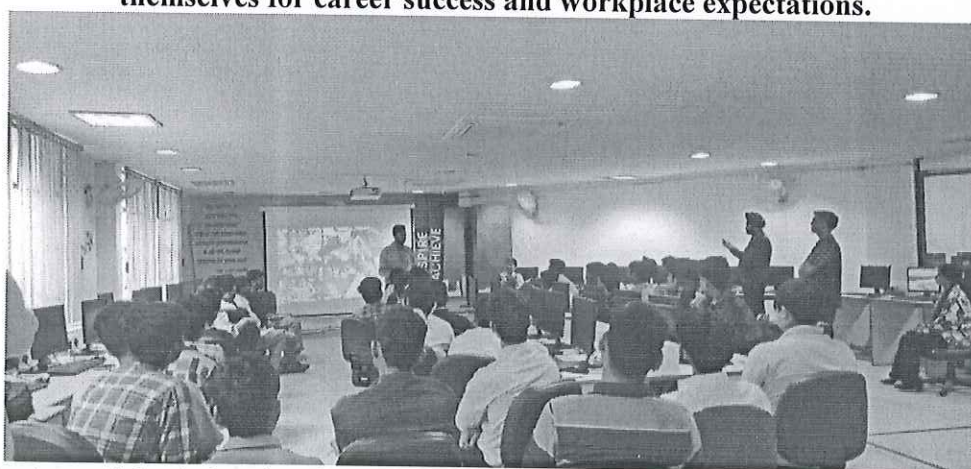
Students participate in a lively debate, sharpening their critical thinking and public speaking skills.

Student Workshops

Workshops are conducted to equip students with practical skills, industry insights, and hands-on learning experiences.



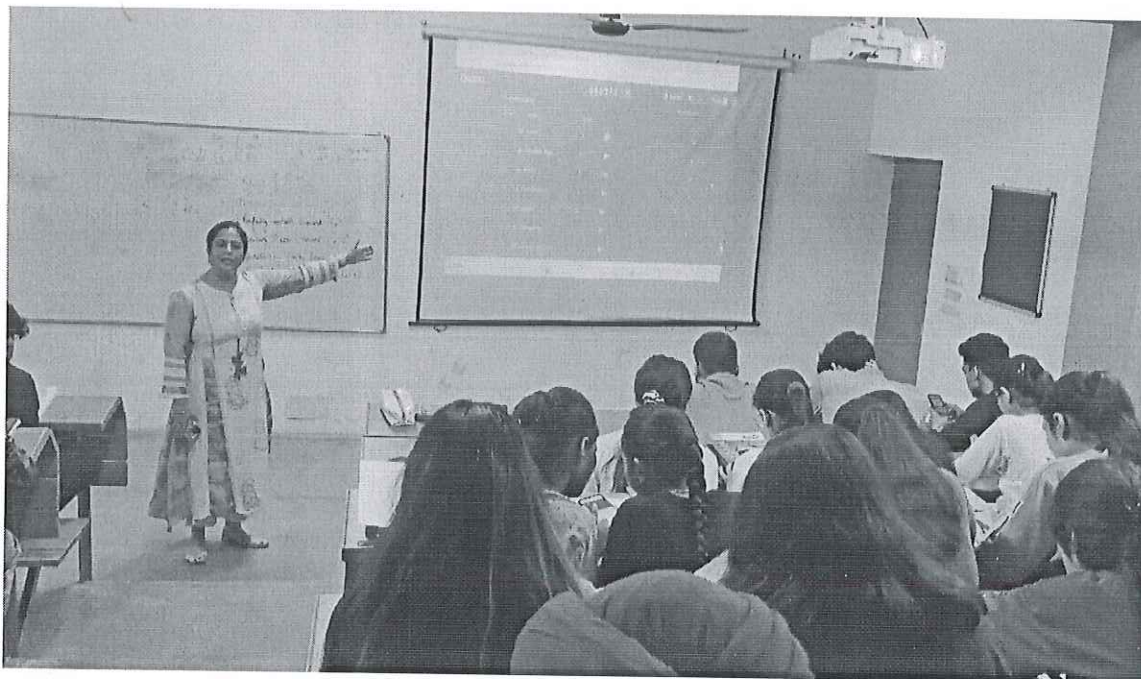
Students attend a workshop on Professional Readiness in the auditorium, preparing themselves for career success and workplace expectations.



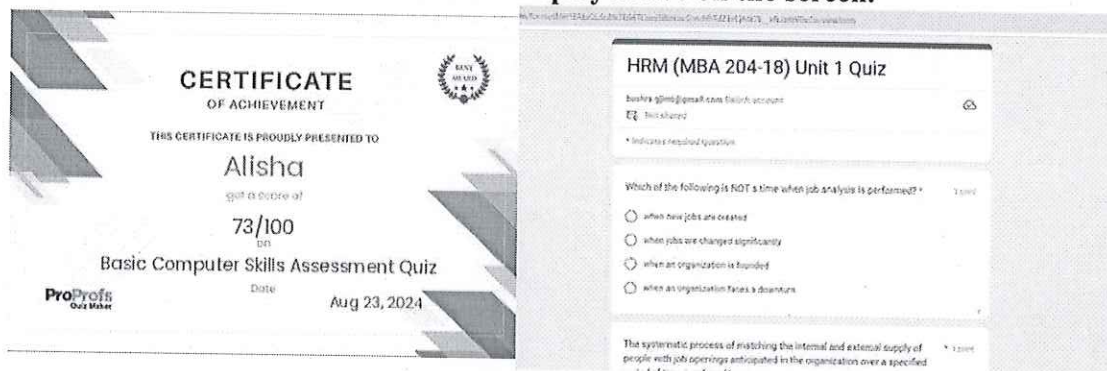
Students participate in a hands-on workshop on Digital Forensics conducted by A2IT Technologies in the computer lab at GJIMT.

Use of Kahoot, Quizizz, Google Quiz, ProProfs Quiz Platforms

Digital platforms like Kahoot, Quizizz, Google Quiz, and ProProfs are used to make assessments interactive, engaging, and effective.



A teacher conducts a quiz using the Quizizz platform as students eagerly watch their scores and ranks displayed live on the screen.



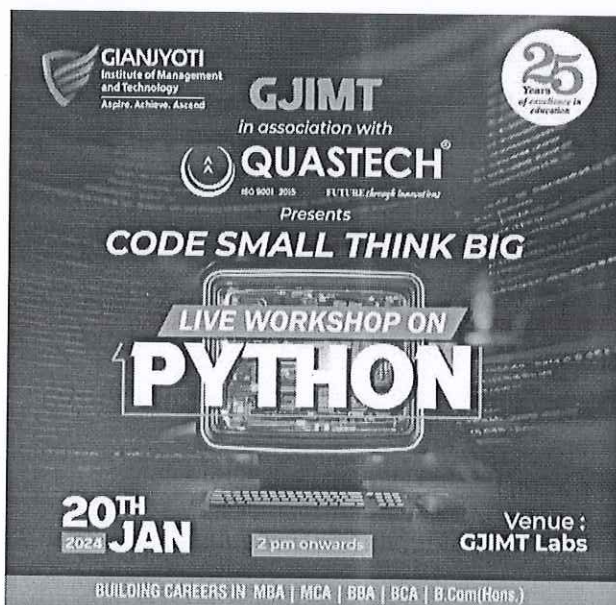
Screenshots showing quizzes administered to students through ProProfs and Google Quiz, enabling interactive and effective assessment.

3. Problem-Solving Methodologies

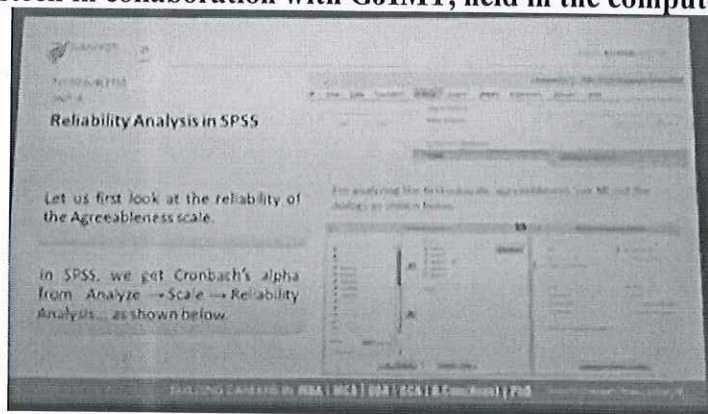
Problem-solving methodologies are structured approaches used to identify, analyze, and resolve issues effectively, such as Root Cause Analysis, PDCA (Plan-Do-Check-Act), 5 Whys, and Design Thinking.

Students using SPSS / R / Python in labs

Students use SPSS, R, and Python in labs to analyze data and develop practical skills in statistical computing and programming.



A student receives a certificate for attending the Python workshop organized by Quastech in collaboration with GJIMT, held in the computer lab.



A teacher demonstrates reliability analysis in SPSS, providing students with practical insights into statistical data validation techniques.

Case Study Discussions

Teachers facilitate learning through case study discussions using online resources from MIT Sloan Management Review, Harvard, JSTOR, and ICFAI Business School (ICMR).

MIT
MANAGEMENT
SLOAN SCHOOL

09-093
Rev March 16, 2012

The Global Financial Crisis of 2008: The Role of Greed, Fear, and Oligarchs

Cate Reavis

Free enterprise is always the right answer. The problem with it is that it ignores the human element. It does not take into account the complexities of human behavior.¹

— Andrew W. Lo, Professor of Finance, MIT Sloan School of Management; Director, MIT Laboratory of Financial Engineering

The problem in the financial sector today is not that a given firm might have enough market share to influence prices; it is that one firm or a small set of interconnected firms, by failing, can bring down the economy.²

— Simon Johnson, Professor of Entrepreneurship, MIT Sloan School of Management; Former Chief Economist, International Monetary Fund

On October 9, 2007, the Dow Jones Industrial Average set a record by closing at 14,047. One year later, the Dow was just above 8,000, after dropping 21% in the first nine days of October 2008. Major stock markets in other countries had plunged alongside the Dow. Credit markets were nearly paralyzed. Companies began to lay off workers in droves and were forced to put off capital investments. Individual consumers were being denied loans for mortgages and college tuition. After the nine-day U.S. stock market plunge, the head of the International Monetary Fund (IMF) had some sobering words: "Intensifying solvency concerns about a number of the largest U.S.-based and European financial institutions have pushed the global financial system to the brink of systemic meltdown."³

¹ Interview with the case writer, April 16, 2009.
² Steven Johnson, "The Quiet Coup," *The Atlantic*, May 2009.
³ "IMF as Global Meltdown Warning," *Reuters*, October 12, 2008.

This case was prepared by Cate Reavis under the supervision of Deputy Dean JoAnna Yates.
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resources/casestudies/Marketing/20freecasestudy1.html

"Our only rivals are traditional Indian foods like idlis and vadas."

— Denis

Kellogg's Indian Experience: A Failed Launch

In April 1995, Kellogg India Ltd. (Kellogg) received unsettling reports of a gradual drop in sales from its distributors in Mumbai. There was a 25% decline in countrywide sales since March 1995, the month Kellogg products had been made available nationally.

Kellogg was the wholly-owned Indian subsidiary of the Kellogg Company based in Battle Creek, Michigan. Kellogg Company was the world's leading producer of cereals and convenience foods, including cookies, crackers, cereal bars, frozen waffles, meat alternatives, piecrusts, and ice cream cones. Founded in 1906, Kellogg Company had manufacturing facilities in 19 countries and marketed its products in more than 160 countries. The company's turnover in 1999-00 was \$ 7 billion. Kellogg Company had set up its 30th manufacturing facility in India, with a total investment of \$ 30 million. The Indian market held great significance for the Kellogg Company because its US sales were stagnating and only regular price increases had helped boost the revenues in the 1990s.

Launched in September 1994, Kellogg's initial offerings in India included cornflakes. Despite offering good quality products and being supported by the technical manager Kellogg's products failed in the Indian market. Even a high-profile launch backed by impact in the marketplace. Meanwhile, negative media coverage regarding the products were reportedly rejecting the taste. There were complaints that the products were being first-time buyers. Converting these experimenters into regular buyers had become a challenge.

By September, 1995, sales had virtually stagnated. Marketing experts pointed out the quality of its crispy flakes. But pouring hot milk on the flakes made them soggy. In the West and consumed it warm or lukewarm. They also liked to add sugar to their milk.

The Mistakes

Kellogg realized that it was going to be tough to get the Indian consumers to accept the quality of its crispy flakes. But pouring hot milk on the flakes made them soggy. In the West and consumed it warm or lukewarm. They also liked to add sugar to their milk.

Steve Blank is a consulting partner at Stanford University and a former professor at the University of California at Berkeley and Columbia University. He has published in *Harvard Business Review* and *Entrepreneur* and is a frequent speaker at conferences and seminars.

Harvard Business Review

Why the Lean Start-Up Changes Everything

by Steve Blank

Launching a new enterprise—whether it's a tech start-up, a small business, or an initiative within a large corporation—has always been a hit-or-miss proposition. According to the decades-old formula, you write a business plan, pitch it to investors, assemble a team, introduce a product, and start selling as hard as you can. And somewhere in this sequence of events, you'll probably suffer a fatal setback. The odds are not with you: As new research by Harvard Business School's Shikhar Ghosh shows, 75% of all start-ups fail.

But recently an important countervailing force has emerged, one that can make the process of starting a company less risky. It's a methodology called the "lean start-up," and it favors experimentation over elaborate planning, customer feedback over intuition, and iterative design over traditional "big design up front" development. Although the methodology is just a few years old, its concepts—such as "minimum viable product" and "pivoting"—have quickly taken root in the start-up world, and business schools have already begun adopting their curricula to teach them.

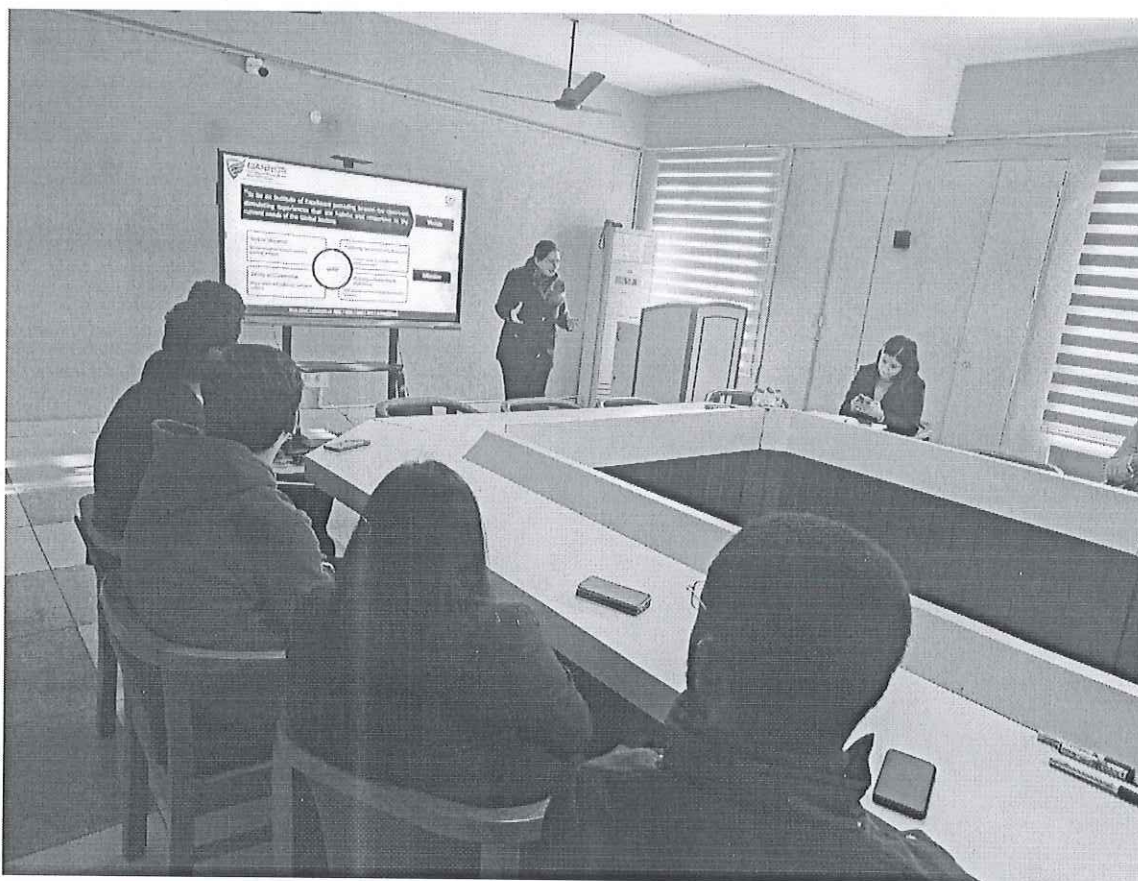
The lean start-up movement hasn't gone totally mainstream, however, and we have yet to feel its full impact. In many ways it is roughly where the big data movement was five years ago—consisting mostly of a buzzword that's not yet widely understood, whose implications companies are just beginning to grasp. But as its practices spread, they're turning the conventional wisdom about entrepreneurship on its head. New ventures of all kinds are attempting to improve their chances of success by following its principles of failing fast and continually learning. And despite the methodology's name, in the long term some of its biggest payoffs may be gained by the large companies that embrace it.

In this article I'll offer a brief overview of lean start-up techniques and how they've evolved. Most important, I'll explain how, in combination with other business trends, they could ignite a new entrepreneurial economy.

Exploring real-world business challenges through the MIT Sloan Management Review case study resource website

Research/Business Analysis presentations

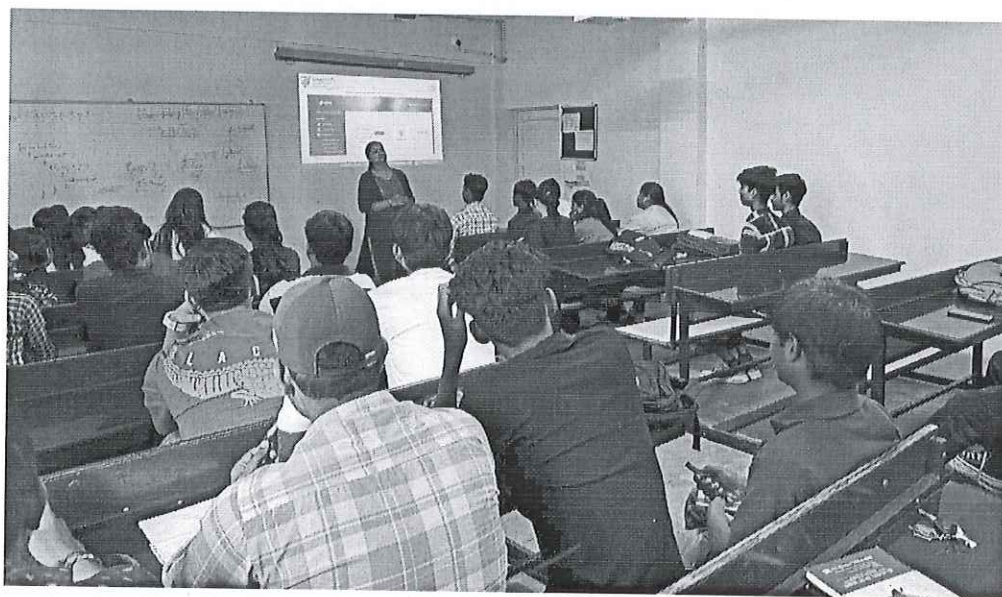
Students deliver Research and Business Analysis presentations, showcasing their analytical thinking and industry insights.



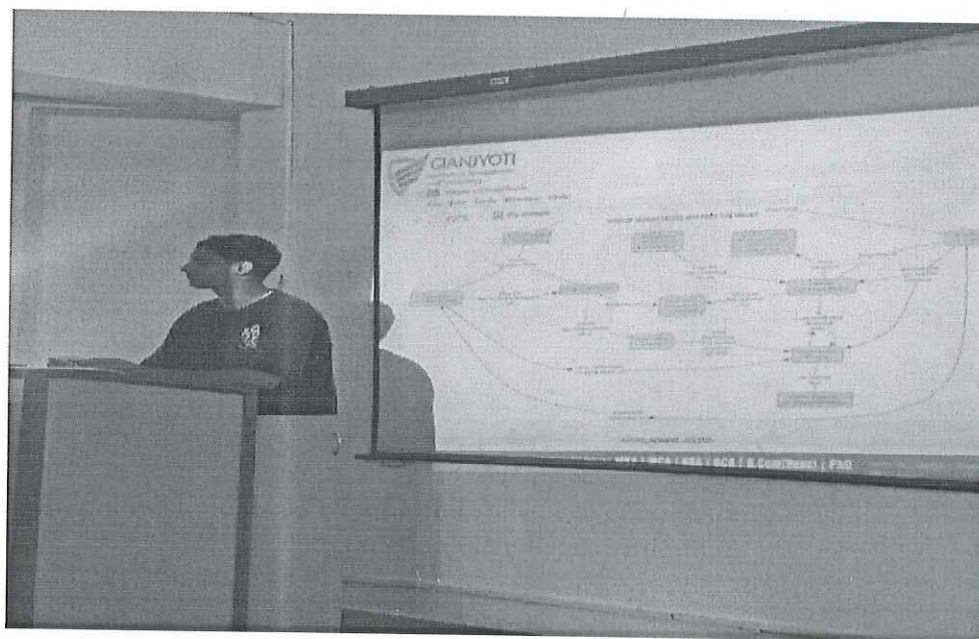
A student delivers a Business Analysis presentation, demonstrating critical thinking and strategic insight into real-world business scenarios.

Mind mapping with MindMeister or concept maps from CMap

Students use tools like MindMeister and CMap to create mind maps and concept maps, enhancing idea organization and visual learning.



A teacher guides students on using MindMeister to create mind maps, fostering visual thinking and idea organization.



A teacher uses the CMap tool to visually explain concepts in the Human Values subject, enhancing clarity and student engagement.

Mentoring Program



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Date: 04.09.2024

NOTICE

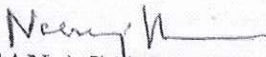
Mentor Allotment for Academic Year 2024-25

This is to inform all faculty members and students that faculty mentors have been assigned to students for the academic year 2024-25. The mentorship program is an important initiative aimed at providing academic and personal guidance, career counseling, and overall support to our students.

The detailed list of student-wise mentor allotments is attached herewith as Annexure I.

Faculty members are requested to initiate contact with their assigned students at the earliest and maintain regular interaction throughout the academic year. Students are advised to stay in touch with their mentors for guidance, support, and feedback on all academic and co-curricular matters.

For any queries or clarifications, please contact the Office of the Dean Academics.


DEAN ACADEMICS

Encl.: Annexure I – Mentor-wise Student List (Academic Year 2024-25)

Cc

EA to Director

Department Heads

All Notice Boards



Annexure I – Mentor-wise Student List (Academic Year 2024–25)

Mentor	Mentee Name	Roll No.	Programme & Semester
Dr. Aneet Bedi Professor Aneet7@gmail.com 9914433199	1. Abhishek Jangra	2310323	MBA III
	2. Aditi	2310324	MBA III
	3. Alfisha Hussain	2310325	MBA III
	4. Amandeep Singh	2310326	MBA III
	5. Amit	2310327	MBA III
	6. Amrinder Singh	2310328	MBA III
	7. Anjali	2310329	MBA III
	8. Ankit Kumar	2310330	MBA III
	9. Anshika	2310331	MBA III
	10. Anshu Singh Rana	2310332	MBA III
	11. Astha Danu	2310333	MBA III
	12. Devashish Thakur	2310334	MBA III
	13. Asante Edmund	2310335	MBA III
	14. Gourav Sharma	2310336	MBA III
	15. Gursimran Kaur	2310338	MBA III
	16. Harmanjot Kaur	2310339	MBA III
	17. Harpreet Singh	2310340	MBA III
	18. Harsh Kaushal	2310341	MBA III
	19. Harsh Kumar	2310342	MBA III
	20. Harshita Kumari	2310343	MBA III
Prof. Gurdeepak Singh Professor gsinghgjimt@gmail.com 9646641022	1. Harshpreet Kaur	2310344	MBA III
	2. Harshpreet Singh	2310345	MBA III
	3. Jasmeen Kaur	2310346	MBA III
	4. Kamalpreet Kaur	2310347	MBA III
	5. Kiranjot Kaur	2310348	MBA III
	6. Komal Garg	2310349	MBA III
	7. Lalita Rana	2310350	MBA III
	8. Lavanshu Sharma	2310351	MBA III
	9. Madhav Garg	2310352	MBA III
	10. Manish	2310353	MBA III
	11. Manjodh Singh	2310354	MBA III
	12. Navdeep Singh	2310355	MBA III
	13. Niharika	2310356	MBA III
	14. Prashant Singh	2310357	MBA III



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	15. Preet Sehgal	2310358	MBA III
	16. Rakesh Singh	2310359	MBA III
	17. Ramneek Kaur	2310360	MBA III
	18. Ritu	2310361	MBA III
	19. Sahil	2310362	MBA III
	20. Sapna Kumari	2310364	MBA III
Dr. Neeraj Sharma Professor Nrjsharma@yahoo.com 9814837880	1. Shruti Pathak	2310365	MBA III
	2. Sidakpreet Kaur	2310366	MBA III
	3. Simran Koul	2310367	MBA III
	4. Sukhwinder Singh	2310368	MBA III
	5. Taranjot Kaur	2310369	MBA III
	6. Vani	2310370	MBA III
	7. Sahil	2429687	MBA I
	8. Sarishti Rana	2429688	MBA I
	9. Shaniya Vaid	2429689	MBA I
	10. Simardeep Kaur	2429690	MBA I
	11. Sonali	2429691	MBA I
	12. Sumit Mishra	2429692	MBA I
	13. Sunali	2429693	MBA I
	14. Sunil	2429694	MBA I
	15. Suryansh Sharma	2429695	MBA I
	16. Vanshika	2429696	MBA I
	17. Vanshika Soni	2429697	MBA I
	18. Vishal Kumar	2429698	MBA I
	19. Hiya Garg	2460076	MBA I
	20. Isha	2460077	MBA I
Dr. Rakhee Dewan Associate Professor Drrakhee.gjimt@gmail.com 8146813100	1. Ritika	2211533	BBA V
	2. Rohit Singh Bisht	2211534	BBA V
	3. Ruchi	2211535	BBA V
	4. Rupali Pandyar	2211536	BBA V
	5. Sachin Pal	2211537	BBA V
	6. Sachin Prasad	2211538	BBA V
	7. Shaina	2211540	BBA V
	8. Shivam Bhargav	2211541	BBA V
	9. Simran	2211543	BBA V
	10. Simran Vashisht	2211544	BBA V
	11. Sneha	2211545	BBA V
	12. Sujal Singh Gosain	2211546	BBA V
	13. Suraj Jayswal	2211547	BBA V



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	14. Tisha Rathore	2211548	BBA V
	15. Tony Massey	2211549	BBA V
	16. Tushar Gupta	2211550	BBA V
	17. Varnika	2211551	BBA V
	18. Vikas Saini	2211552	BBA V
	19. Vinayak Singh	2211553	BBA V
	20. Vishal Kumar	2211554	BBA V
Dr. Sneha Sharma Associate Professor Sneha.gjimt@gmail.com 7837732885	1. Ishika	2211500	BBA V
	2. Kanika Negi	2211501	BBA V
	3. Kartavya Singh	2211502	BBA V
	4. Kunika	2211505	BBA V
	5. Lantham Alex Singh	2211506	BBA V
	6. Mahender Kumar Jaiswal	2211507	BBA V
	7. Mamta	2211508	BBA V
	8. Manish Negi	2211510	BBA V
	9. Millind Sharma	2211511	BBA V
	10. Neeraj Kumar	2211519	BBA V
	11. Netraj Khangembam	2211520	BBA V
	12. Nikhil	2211521	BBA V
	13. Nikhil	2211522	BBA V
	14. Pankaj Rawat	2211523	BBA V
	15. Parteksh	2211524	BBA V
	16. Prashant Yadav	2211525	BBA V
	17. Pratham	2211526	BBA V
	18. Rahul Maurya	2211530	BBA V
	19. Rajat Kumar	2211531	BBA V
	20. Richa Pradeep Patiyal	2211532	BBA V
Dr. Siddhartha Shyam Vyas Associate Professor Prof.sid.gjimt@gmail.com 7219910382	1. Savita Kumari Prajapati	2310286	BCA III
	2. Shantanu	2310287	BCA III
	3. Shikha Juglan	2310288	BCA III
	4. Shiv Kumar	2310289	BCA III
	5. Shivang Raturi	2310290	BCA III
	6. Shrishti	2310291	BCA III
	7. Shubh Tiwari	2310292	BCA III
	8. Shubham Painuly	2310293	BCA III
	9. Sidharth Kumar	2310294	BCA III
	10. Sidharth Kumar Ghadai	2310295	BCA III
	11. Sneha Rajput	2310296	BCA III
	12. Sohit Painuly	2310297	BCA III

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	13. Sonia Yadav	2310298	BCA III
	14. Subhojeet Manna	2310299	BCA III
	15. Sudeep Bera	2310300	BCA III
	16. Sulena	2310301	BCA III
	17. Sunny Kumar	2310302	BCA III
	18. Suraj	2310303	BCA III
	19. Suraj Gupta	2310304	BCA III
	20. Suraj Kumar	2310305	BCA III
Dr. Tarandeep Singh Associate Professor Tarandeep.gjimt@gmail.com 9914014871	1. Arshdeep Singh	2310371	MCA III
	2. Aviraj AVI	2310372	MCA III
	3. Chand Mohammad	2310373	MCA III
	4. Dhruv Kumar	2310374	MCA III
	5. Diksha Rani	2310375	MCA III
	6. Divy Prakash Mishra	2310376	MCA III
	7. Jaskaran Singh	2310377	MCA III
	8. Kariya Parveen	2310378	MCA III
	9. Komal	2310379	MCA III
	10. Mamta	2310380	MCA III
	11. Maninder Kapoor	2310381	MCA III
	12. Maninder Singh	2310382	MCA III
	13. Pooja Kumawat	2310383	MCA III
	14. Priya Sharma	2310384	MCA III
	15. Rajni	2310385	MCA III
	16. Sakshi	2310386	MCA III
	17. Sanjay Kumar	2310387	MCA III
	18. Shankar Kumar	2310388	MCA III
	19. Shavnam	2310389	MCA III
	20. Shivansh Grover	2310390	MCA III
Dr. Shiv Kumar Associate Professor Drshiv.gjimt@gmail.com 6284960443	1. Simran Kaur	2310391	MCA III
	2. Vasu Gautam	2310392	MCA III
	3. Zoyef	2310393	MCA III
	4. Sumit Singh	2429725	MCA I
	5. Sumit Yadav	2429726	MCA I
	6. Tushar Sodhi	2429727	MCA I
	7. Yuvraj Singh	2429728	MCA I
	8. Simran	2429623	BCA I
	9. Sonu	2429624	BCA I
	10. Sonu Kumar	2429625	BCA I
	11. Srishti Sharma	2429627	BCA I

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	12. Subalak	2429628	BCA I
	13. Sudhir Chamoli	2429629	BCA I
	14. Sujal Negi	2429630	BCA I
	15. Sujal Sharma	2429631	BCA I
	16. Suraj Mandal	2429633	BCA I
	17. Tamanna	2429634	BCA I
	18. Taniya Vishwakarma	2429635	BCA I
	19. Ujala	2429636	BCA I
	20. Updesh Singh	2429637	BCA I
Mr. Vivek Sharma Associate Professor Vkgjimt@gmail.com 8360620756	1. Keshav Raj	2211606	BCA V
	2. Khushal	2211607	BCA V
	3. Krishna	2211609	BCA V
	4. Kunal	2211611	BCA V
	5. Kunal Nishad	2211612	BCA V
	6. Laksha	2211613	BCA V
	7. Laxman Singh Jasnayal	2211614	BCA V
	8. Lovem Mittal	2211615	BCA V
	9. Luxmi	2211616	BCA V
	10. Mahak	2211617	BCA V
	11. Manish	2211618	BCA V
	12. Manish Rana	2211619	BCA V
	13. Maven Saggarr	2211620	BCA V
	14. Meenakshi	2211621	BCA V
	15. Mukul	2211623	BCA V
	16. Muskan	2211624	BCA V
	17. Muskan	2211625	BCA V
	18. Nancy	2211626	BCA V
	19. Navneet Rana	2211627	BCA V
	20. Neeraj	2211628	BCA V
Mr. Aditya Kumar Assistant Professor adityagjimtmoahali@gmail.com 9589802296	1. Nidhish Kashmiri	2211629	BCA V
	2. Nikhil Tanotra	2211630	BCA V
	3. Nitin Singh Negi	2211631	BCA V
	4. Palwinder Singh	2211632	BCA V
	5. Pinki	2211634	BCA V
	6. Piyush	2211635	BCA V
	7. Poonam	2211636	BCA V
	8. Prabhjeet Singh	2211637	BCA V
	9. Pradeep Singh	2211638	BCA V
	10. Rakesh Kumar	2211642	BCA V



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	11. Ravi Kumar Singh	2211643	BCA V
	12. Rinki	2211644	BCA V
	13. Sachin Kumar	2211646	BCA V
	14. Sachin Maurya	2211647	BCA V
	15. Samrinder Singh	2211649	BCA V
	16. Sanya Kaushal	2211650	BCA V
	17. Shivam Bhatia	2211652	BCA V
	18. Shivam Kohli	2211653	BCA V
	19. Shivam Sharma	2211654	BCA V
	20. Shivcharan Yadav	2211655	BCA V
Ms. Archan Upadhyay Assistant Professor Archanupadhyay.gjimt@gmail.com 9914623199	1. Bobby Kumar	2429460	BBA I
	2. Bonny Sika Das	2429461	BBA I
	3. Damini Koushal	2429462	BBA I
	4. Deepak Kumar	2429463	BBA I
	5. Dev	2429464	BBA I
	6. Diya Madaan	2429465	BBA I
	7. Geetanjli	2429466	BBA I
	8. Gurleen Kaur	2429467	BBA I
	9. Gurmanvir Singh	2429468	BBA I
	10. Gursimran	2429469	BBA I
	11. Happy	2429470	BBA I
	12. Harkomal Kaur	2429471	BBA I
	13. Harmanjeet Singh	2429472	BBA I
	14. Harpreet Singh	2429473	BBA I
	15. Ishaan Choudhary	2429474	BBA I
	16. Jashanpreet Singh	2429475	BBA I
	17. Karan Singh Rana	2429476	BBA I
	18. Kartik	2429477	BBA I
	19. Khushboo Verma	2429478	BBA I
	20. Khushi Kumari	2429479	BBA I
Mr. Balwant Singh Assistant Professor Balwant.gjimt@gmail.com 987623137	1. Hrithik	2429565	BCA I
	2. Iheanyichukwu Victor Chibuike	2429566	BCA I
	3. Jai Ganesh	2429567	BCA I
	4. Jashan Dhiman	2429568	BCA I
	5. Jaskirat Kaur	2429569	BCA I
	6. Jatin Kumar	2429570	BCA I
	7. Jevash Thakur	2429571	BCA I
	8. Kamal Heer	2429572	BCA I

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	9. Kartik Kathuria	2429573	BCA I
	10. Kashish Kumari Budha	2429574	BCA I
	11. Komal	2429575	BCA I
	12. Krish Dhiman	2429576	BCA I
	13. Kuldeep	2429577	BCA I
	14. Makunganya Osman	2429578	BCA I
	15. Mandeep	2429579	BCA I
	16. Manish Kumar	2429580	BCA I
	17. Mayank	2429581	BCA I
	18. Mayank Kamila	2429582	BCA I
	19. Mohd Zaid	2429583	BCA I
Ms. Bhawanpreet Kaur Assistant Professor bhawanpreetbhatia@gmail.com 9888111859	1. Aanchal	2211470	BBA V
	2. Aditya Bhardwaj	2211471	BBA V
	3. Alisha	2211472	BBA V
	4. Aman	2211473	BBA V
	5. Amandeep Singh	2211474	BBA V
	6. Amit	2211475	BBA V
	7. Anand	2211476	BBA V
	8. Anchal	2211477	BBA V
	9. Ankita Sharma	2211479	BBA V
	10. Anmol Chaddha	2211480	BBA V
	11. Arvind Kumar	2211481	BBA V
	12. Aryan Yadav	2211482	BBA V
	13. Asthana Divyansh Roopesh	2211484	BBA V
	14. Bharat Dhiman	2211485	BBA V
	15. Gursimran Singh	2211492	BBA V
	16. Harsh Arora	2211493	BBA V
	17. Harsh Kumar	2211494	BBA V
	18. Harvir Singh Minhas	2211496	BBA V
	19. Hiten Sharma	2211498	BBA V
	20. Irfan Khan	2211499	BBA V
Dr. Bushra S. P. Singh Assistant Professor Bushra.gjimt@gmail.com 9530665864	1. Abigail Msaan Tofi	2429646	MBA I
	2. Adarsh	2429647	MBA I
	3. Anandita Tanti	2429649	MBA I
	4. Anchal	2429650	MBA I
	5. Ankush Yadav	2429651	MBA I
	6. Anurag Pandey	2429652	MBA I
	7. Ashi	2429653	MBA I



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	8. Ayush Srivastav	2429654	MBA I
	9. Bhavya Singh	2429655	MBA I
	10. Chanpreet Singh	2429656	MBA I
	11. Dhruv Kaura	2429657	MBA I
	12. Guransh Singh Malhotra	2429658	MBA I
	13. Gursahib Singh	2429659	MBA I
	14. Guruveer Singh Thakur	2429660	MBA I
	15. Harkamal Preet Kaur	2429661	MBA I
	16. Harmanjot Singh	2429662	MBA I
	17. Isha Kumari	2429663	MBA I
	18. Ishika Verma	2429664	MBA I
	19. Jatin	2429665	MBA I
	20. Kirti Rana	2429666	MBA I
Dr. Dipneet A. Singh Assistant Professor drdipneetsainigjimt@gmail.com 7888414104	1. Abdul Ramjan	2310110	BBA III
	2. Abhay Chawla	2310111	BBA III
	3. Aditya	2310112	BBA III
	4. Aditya	2310113	BBA III
	5. Aditya Srivastava	2310114	BBA III
	6. Aman	2310115	BBA III
	7. Anamika Dhiman	2310116	BBA III
	8. Anil Khanal	2310117	BBA III
	9. Anjali	2310118	BBA III
	10. Ankit	2310120	BBA III
	11. Arnav Chauhan	2310121	BBA III
	12. Arnav Prarthi	2310122	BBA III
	13. Arpit Panday	2310123	BBA III
	14. Aruansh Sharma	2310124	BBA III
	15. Ashish	2310126	BBA III
	16. Ayush	2310127	BBA III
	17. Bijnesh Singh	2310128	BBA III
	18. Chaitanya Sabharwal	2310129	BBA III
	19. Chander Bhushan	2310130	BBA III
	20. David Thakur	2310131	BBA III
Dr. Divya Chopra Assistant Professor Divya.gjimt@gmail.com 8285678998	1. Aaditya Koundal	2429699	MCA I
	2. Amit Singh Bhandari	2429700	MCA I
	3. Aryan Chauhan	2429701	MCA I
	4. Damanpreet Kaur	2429702	MCA I
	5. Dhruv	2429703	MCA I
	6. Gaurav Kumar	2429704	MCA I



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	7. Gurinder Singh	2429705	MCA I
	8. Isha Devi	2429706	MCA I
	9. Javaid Ahmad Dar	2429707	MCA I
	10. Manpreet Kaur	2429709	MCA I
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	6. Ajit Singh	2310206	BCA III
	7. Akash Kumar Gupta	2310207	BCA III
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	15. Amit Kumar	2429539	BCA I
	16. Amit Kumar	2429540	BCA I
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	18. Saurav Thakur	2429754	BCOM (Hons.) I
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	14. Vaneet Saini	2310196	BBA III
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	6. Mohit Kumar	2310248	BCA III
	7. Mubasshir Ahmed	2310249	BCA III
	8. Nandani Gupta	2310250	BCA III
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	14. Pankaj Roy	2310258	BCA III
	15. Parmanand Kumar	2310260	BCA III
	16. Parth Singh	2310261	BCA III
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11. Preetinder Singh	2429503	BBA I
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14. Saksham Sharma	2429508	BBA I
15. Saurabh Srivastav	2429509	BBA I
16. Shivam	2429510	BBA I
17. Shivani	2429511	BBA I
18. Sifleen Kaur	2429512	BBA I
19. Sonu	2429513	BBA I
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	10. Tanmay	2211666	BCA V
	11. Tanu Kumari	2211667	BCA V
	12. Uday Thakur	2211669	BCA V
	13. Upasna	2211670	BCA V
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	15. Vanshika Kaushal	2211672	BCA V
	16. Vikas Kumar	2211674	BCA V
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	9. Harshit Mehta	2310230	BCA III
	10. Harshpreet Singh	2310231	BCA III
	11. Jaskaran Singh	2310232	BCA III
	12. Jasmine Verma	2310233	BCA III
	13. Jatin Kumar	2310234	BCA III
	14. Kamaldeep Sharma	2310236	BCA III
	15. Karamjeet Singh	2310237	BCA III
	16. Khushpreet Kaur	2310238	BCA III
	17. Kirandeep	2310239	BCA III
	18. Krrish Sharma	2310240	BCA III
	19. Lalit	2310241	BCA III
Mr. Uma Shankar Assistant Professor umashankargijimt@gmail.com 9915235238	1. Aayush Gupta	2211558	BCA V
	2. Abhay Yadav	2211560	BCA V
	3. Abhijeet Singh	2211561	BCA V
	4. Ajit	2211562	BCA V
	5. Aman Kumar	2211564	BCA V



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	6. Aman Prasad	2211565	BCA V
	7. Amit	2211566	BCA V
	8. Aniket Abrol	2211567	BCA V
	9. Aniket Sharma	2211568	BCA V
	10. Aniket Verma	2211569	BCA V
	11. Ankush Tailwal	2211570	BCA V
	12. Ansh	2211571	BCA V
	13. Ansh Dabla	2211572	BCA V
	14. Anshul Koundal	2211573	BCA V
	15. Anshul Nimbria	2211574	BCA V
	16. Arun Kumar	2211575	BCA V
	17. Arun Randhawa	2211576	BCA V
	18. Ashish Rana	2211577	BCA V
	19. Ashish Sharma	2211578	BCA V
	20. Ayush	2211580	BCA V
Ms. Zeba Assistant Professor Zebagjimt@gmail.com 9896302261	1. Suraj Singh	2310307	BCA III
	2. Tanish Agnihotri	2310308	BCA III
	3. Tanisha	2310309	BCA III
	4. Tanush Babu	2310310	BCA III
	5. Tarun Kumar	2310311	BCA III
	6. Tushar Behal	2310312	BCA III
	7. Tushar Sharma	2310313	BCA III
	8. Ujjwal Dutt	2310315	BCA III
	9. Vaneet	2310316	BCA III
	10. Vansh Sharma	2310317	BCA III
	11. Vikas Singh	2310319	BCA III
	12. Vipul Chandel	2310320	BCA III
	13. Virender Kumar	2310321	BCA III
	14. Yashpal	2310322	BCA III
	15. Anurag Vasu Verma	2429729	BCA III
	16. Sameen Banga	2429720	MCA I
	17. Shankar Bhadur	2429721	MCA I
	18. Shehbaz Singh Chauhan	2429722	MCA I
	19. Shobhil Dadhwal	2429723	MCA I
	20. Shubham Kumar	2429724	MCA I

MENTORING AGREEMENT

PURPOSE

This Mentoring Agreement was created to ensure mentees and mentors develop a mutual understanding of expectations from the beginning of their relationship. Additionally, it creates a series of identifiable benchmarks and goals to work towards and evaluate progress.

This contract will help each mentee/mentor pair:

- Establish communication expectations
- Identify goals for this mentoring relationship
- Outline skill areas to be enhanced or developed through this partnership

As a mentee, I agree to do the following:

1. Meet regularly with my mentor and maintain frequent communication.
2. Look for multiple opportunities and experiences to enhance my learning.
3. Review my progress and adjust my contract as I work towards my identified goals.
4. Maintain confidentiality of our relationship.

As a mentor, I agree to do the following:

1. Serve as a mentor for _____ and provide guidance, oversight, and encouragement.
2. Provide feedback regarding their mentorship contract, progress, and experience
3. Meet in person or communicate regularly with my mentee to review their progress and help them work toward identified goals.
4. Maintain confidentiality of our relationship.

This agreement outlines the goals and expectations agreed upon by the mentor and mentee listed below. Although the thoughtful completion of this form is a requirement, it is understood that items will change and adjust naturally to fit the needs of both parties as the mentoring relationship grows. Current plans are to revisit this document every _____ (months) to adjust goals and dates given current accomplishments. If at any time during the duration of the mentoring contract one member of the mentoring pair does not feel like the other is able or willing to fulfill the items agreed to above, please contact. _____

Name of Mentee: _____

Class & Semester: _____

Mentee's Signature: _____

Date: _____

Name of Mentor: _____

Mentor's Signature: _____

Date: _____

SECTION 1: BASIC INFORMATION

MENTEE INFORMATION

Full Name in CAPITAL LETTERS	
Course & Batch	
University Roll Number	
Contact Number	
E-mail ID	
10 th Class Marks Percentage	
12 th Class Marks Percentage with Stream	
Graduation Marks Percentage till now	
Number of Family Members	
Brief Description of Family Members	
My Strengths (At least Three)	
Areas of Improvements (At least Three)	
Any Achievements in life till now	
Goals for next 2 Years (Please write at least 50 to 100 words)	
Long term goals for the life (Please write at least 50 to 100 words)	



Mentor-Mentee Interactive Form

Meeting Date: _____

Meeting Time: _____

Key Discussion Points:	
Plan to resolve the matter if any	
Any improvements suggested to Mentee	
Remarks, if any	

Meeting Date: _____

Meeting Time: _____

Key Discussion Points:	
Plan to resolve the matter if any	
Any improvements suggested to Mentee	
Remarks, if any	



Mentee Self-Assessment

Statements	All of the Time	A great deal of the time	A moderate amount of the time	Not very often	Never
I treated my mentor respectfully					
I undertook scheduling meetings as my responsibility					
I met my mentor when scheduled					
If I had to cancel a meeting I gave advance notice					
If I had to cancel a meeting I rescheduled promptly					
I was open in sharing personal experiences and information					
I made clear my expectations concerning confidentiality					
I respected differences in our values and perspectives					
I sought critical feedback					
I collaborated in establishing developmental priorities for partnership					
I was satisfied with the level of trust we achieved					
I did not resist considering alternatives that were out of my comfort zone					
I reflected on lessons learned even from efforts that were not successful					
I devoted an optimum amount of time to our partnership					
I maintained continuity of discussions of our priorities					
I reflected on suggested solutions rather than suggesting solutions					
I enabled learning more than I taught					
I offered alternatives to achieve desired professional development					
I was committed to our partnership's success					

Evaluation of Mentor

Each mentee will fill out an anonymous evaluation of their mentors on an annual basis; data from multiple mentees will be reviewed and the general principles will be shared with all mentors at regular intervals in order to provide constructive feedback while protecting trainee anonymity.

Feedback	All of the Time	A great deal of the time	A moderate amount of the time	Not very often	Never
Did your mentor make him / herself available to you?					
Did your mentor respond to you in a timely fashion?					
Did your mentor address your concerns?					
Was your mentor flexible?					
Did your mentor treat you in collegial fashion?					
Did your mentor treat you respectfully?					
Was your mentor well organized?					
Was your mentor well prepared?					
Did your mentor realistically conceptualize the mentoring experience?					
Did your mentor direct you to appropriate reading material?					
Did your mentor direct you to appropriate professionals?					
Did your mentor direct you to appropriate workshops?					
Do you believe your mentor provided a positive learning experience?					

Comments: _____

Suggestions: _____